

# Pacing for *Ready*® Mathematics

*Ready Mathematics* provides a full year of instruction. The Year-Long Pacing Guide below shows a recommended schedule for teaching when using *Ready* as a core program.

Year-Long Pacing		Grade K
Ready Instruction Lesson	Days	Minutes/day
<b>i-Ready Diagnostic</b>	<b>3</b>	<b>60</b>
<b>Lesson 1</b> <i>Understand</i> Counting	5	45–60
<b>Lesson 2</b> Count 1, 2, and 3	5	45–60
<b>Lesson 3</b> Count 4	5	45–60
<b>Lesson 4</b> Count 5	5	45–60
<b>Lesson 5</b> Compare Within 5	5	45–60
<b>Lesson 6</b> Make 3, 4, and 5	5	45–60
<b>Lesson 7</b> Count 6 and 7	5	45–60
<b>Lesson 8</b> Make 6 and 7	5	45–60
<b>Lesson 9</b> Count 8 and 9	5	45–60
<b>Lesson 10</b> Make 8 and 9	5	45–60
<b>Lesson 11</b> Count 10	5	45–60
<b>Lesson 12</b> Compare Within 10	5	45–60
<b>Lesson 13</b> Make 10	5	45–60
<b>Lesson 14</b> <i>Understand</i> Addition	5	45–60
<b>i-Ready Diagnostic</b>	<b>3</b>	<b>60</b>
<b>Lesson 15</b> Add Within 5	5	45–60
<b>Lesson 16</b> <i>Understand</i> Subtraction	5	45–60
<b>Lesson 17</b> Subtract Within 5	5	45–60
<b>Lesson 18</b> Add Within 10	5	45–60
<b>Lesson 19</b> Subtract Within 10	5	45–60
<b>Lesson 20</b> Practice Facts to 5	5	45–60
<b>Lesson 21</b> <i>Understand</i> Teen Numbers	5	45–60
<b>Lesson 22</b> Count Teen Numbers	5	45–60
<b>Lesson 23</b> Make Teen Numbers	5	45–60
<b>Lesson 24</b> Count to 100 by Tens	5	45–60

Ready Instruction Lesson	Days	Minutes/day
<b>Lesson 25</b> Count to 100 by Ones	5	45–60
<b>Lesson 26</b> Compare Length	5	45–60
<b>Lesson 27</b> Compare Weight	5	45–60
<b>Lesson 27A</b> Compare Area	5	45–60
<b>Lesson 27B</b> Compare Capacity	5	45–60
<b>Lesson 28</b> Sort Objects	5	45–60
<b>Lesson 29</b> See Position and Shape	5	45–60
<b>Lesson 30</b> Name Shapes	5	45–60
<b>Lesson 31</b> Compare Shapes	5	45–60
<b>Lesson 32</b> Build Shapes	5	45–60
<b>i-Ready Diagnostic</b>	<b>3</b>	<b>60</b>


**Ready® Mathematics**  
 PRACTICE AND PROBLEM SOLVING

Use the lesson practice and unit resources in *Practice and Problem Solving* throughout the year to extend classroom learning.

- Send **Family Letters** home separately or as part of a family communication package.
- After completing lesson sections, assign two pages of **rigorous lesson practice** as independent work in class or at home.
- After completing each unit, use Unit Games and Unit Practice to **integrate skills and consolidate learning**.
- Throughout instruction, use **Fluency Skills Practice** and **Fluency Repeated Reasoning Practice** worksheets to reinforce procedural fluency.

# Pacing for *Ready*® *Mathematics*, continued

Each *Ready Mathematics* lesson provides approximately one week of instruction.

A day of instruction assumes 45–60 minutes of mathematics instruction.

Monthly Pacing Guide	
<b>September</b>	<b>Lessons 1–3</b>
<b>October</b>	<b>Lessons 4–7</b>
<b>November</b>	<b>Lessons 8–11</b>
<b>December</b>	<b>Lessons 12–14</b>
<b>January</b>	<b>Lessons 15–18</b>
<b>February</b>	<b>Lessons 19–21</b>
<b>March</b>	<b>Lessons 22–25</b>
<b>April</b>	<b>Lessons 26–29</b>
<b>May</b>	<b>Lessons 30–32</b>

Weekly Pacing Guide	Whole Class Instruction	
<b>Day 1</b> 45–60 minutes	<b>Introduction</b> <b>Use What You Know</b> <ul style="list-style-type: none"> <li>• Activity 35 min</li> <li>• Building Fluency 10 min</li> </ul>	
<b>Day 2</b> 45–60 minutes	<b>Modeled Instruction</b> <b>Explore Together</b> <ul style="list-style-type: none"> <li>• Problem 15 min</li> <li>• Talk About It 5 min</li> <li>• Hands-On Activity 10 min</li> <li>• Problem Solving Connection 15 min</li> </ul>	<b>Practice and Problem Solving</b> Assign pages 143–144.
<b>Day 3</b> 45–60 minutes	<b>Guided Practice</b> <b>Practice Together</b> <ul style="list-style-type: none"> <li>• Problems 20 min</li> <li>• Talk About It 10 min</li> <li>• Hands-On Activity 15 min</li> </ul>	<b>Practice and Problem Solving</b> Assign pages 145–146.
<b>Day 4</b> 45–60 minutes	<b>Guided Practice</b> <b>Practice Together</b> <ul style="list-style-type: none"> <li>• Problems 15 min</li> <li>• Talk About It 5 min</li> <li>• Hands-On Activity 15 min</li> <li>• Fluency Practice 10 min</li> </ul>	<b>Practice and Problem Solving</b> Assign pages 147–148.
<b>Day 5</b> 45–60 minutes	<b>Independent Practice</b> <b>Practice by Myself</b> <ul style="list-style-type: none"> <li>• Problem 10 min</li> <li>• Talk About It 5 min</li> <li>• Hands-On Activity 10 min</li> <li>• Quick Check and Remediation 10 min</li> <li>• Hands-On or Challenge Activity 10 min</li> </ul>	
	<b>Toolbox: Lesson Quiz</b> Lesson 17 Quiz	

Instruction for each section of the lesson in the Student Book follows a similar routine. The chart below shows the structure and goals for one part of the lesson.

<b>Daily Pacing</b>		<b>~45 minutes</b>
<b>Day 2</b>	<b>Modeled Instruction</b>	<b>Explore Together</b>
<b>Problem/Talk About It</b> <i>20 minutes</i>	Teacher guides via Student Instruction Book, promoting rich classroom discussion (Mathematical Discourse question)  <b>Goal:</b> To engage in mathematical discourse and deepen instruction in the Student Instruction Book	
<b>Hands-On Activity</b> <i>20 minutes</i>	Teacher facilitates via Teacher Resource Book, focusing on a specific Standard for Mathematical Practice (SMP Tip) and using concrete representations to clarify learning (Hands-On Activity)  <b>Goal:</b> To help students actively engage with the lesson content	
<b>Problem-Solving Extension</b> <i>15 minutes</i>	Teacher facilitates via Teacher Resource Book, using varied problem-solving situations to expand learning  <b>Goal:</b> To provide an opportunity for students to engage in productive struggle and persevere in problem solving	
<b>Practice and Problem Solving</b>	Students work independently at home extending learning  <b>Goal:</b> To get additional practice with skills and concept of the lesson	