Hempstead Union Free School District
Grade K
Mathematics Pacing Guides
2025–2026 School Year

Mission Statement

We value each student's voice and background, using their work to deepen understanding and guide instruction. By meeting learners where they are and embracing mistakes as thinking opportunities, we foster a culture of reflection, growth, and meaningful mathematical learning.

Vision Statement

We envision a learning community where students are equipped with the critical thinking, problem-solving, and adaptive skills needed to thrive in a world yet to be imagined. Through rigorous, relevant, and responsive math instruction, we prepare all learners to be college- and career-ready, confident in their ability to tackle future challenges with curiosity and resilience.

Effective Math Teaching Practices

Mathematics Teaching Practices
Establish mathematics goals to focus learning. Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.
Implement tasks that promote reasoning and problem solving. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.
Use and connect mathematical representations. Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.
Facilitate meaningful mathematical discourse. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.
Pose purposeful questions. Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.
Build procedural fluency from conceptual understanding. Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.
Support productive struggle in learning mathematics. Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.
Elicit and use evidence of student thinking. Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

NCTM

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10 K.CC.4a-b, K.CC.5, K.OA.3 Module 1 Lesson 36	11 K.CC.4a-b, K.CC.5,K.OA.3 Module 1 Lesson 37	12 End of Module Assessment	13 Data Analysis	14 K.G.4 Module 2 Lesson 1	Module 2 Suggested Tools
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15 K.MD.1, K.MD.2 Module 3 Lesson 8	16 K.MD.1, K.MD.2 Module 3 Lesson 9	17 K.MD.1, K.MD.2 Module 3 Lesson 10	18 K.MD.1, K.MD.2 Module 3 Lesson 11	19 K.MD.1, K.MD.2 Module 3 Lesson 12	
22 **No School Holiday Recess**	23 **No School Holiday Recess**	24 **No School Holiday Recess**	25 **No School Holiday Recess**	26 **No School Holiday Recess**	
29 **No School Holiday Recess**	30 **No School Holiday Recess**	31 **No School Holiday Recess**			

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MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	NOTES
			1 **No School Holiday Recess**	2 **No School Holiday Recess**	Module 3 Suggested Tools
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12 K.CC.6 Module 3 Lesson 17	13 K.CC.6 Module 3 Lesson 18	14 K.CC.6 Module 3 Lesson 19	15 K.CC.6, K.CC.7, K.CC.4c, K.MD.2 Module 3 Lesson 20	16 K.CC.6, K.CC.7,K.CC.4c, K.MD.2 Module 3 Lesson 21	
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MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	NOTES
2 **½ day for students** K.MD.1, K.MD.2, K.CC.6, K.CC.7 Module 3 Lesson 32	3 End of Unit Assessment	4 **PreK & K Conf. Day- Half Day for students**	5 **NY-K.MD.4 I-Ready Lessons	6 Data Analysis	**Module 4 Suggested Tools**
9 K.OA.1, K.OA.3, K.OA.5 Module 4 Lesson 1	10 K.OA.1, K.OA.3, K.OA.5 Module 4 Lesson 2	11 K.OA.1, K.OA.3, K.OA.5 Module 4 Lesson 3-4	12 K.OA.1, K.OA.3, K.OA.5 Module 4 Lesson 5	13 K.OA.1, K.OA.3, K.OA.5 Module 4 Lesson 6	**NY-K.MD.4 I-Ready Lessons Renaissance Lessons
16 **No School Winter Recess**	17 **No School Winter Recess** **(Luna New Year)**	18 **No School Winter Recess**	19 **No School Winter Recess**	20 **No School Winter Recess**	
23 K.OA.3, K.OA.1, K.OA.4 Module 4 Lesson 7	24 K.OA.3, K.OA.1, K.OA.4 Module 4 Lesson 8	25 K.OA.3, K.OA.1, K.OA.4 Module 4 Lesson 9	26 K.OA.3, K.OA.1, K.OA.4 Module 4 Lesson 10	27 K.OA.3, K.OA.1, K.OA.4 Module 4 Lesson 11	

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MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	NOTES
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23 K.OA.3 Module 4 Lesson 25	24 K.OA.3 Module 4 Lesson 26	25 K.OA.3 Module 4 Lesson 27	26 K.OA.3 Module 4 Lesson 28	27 K.OA.3 Module 4 Lesson 29	
30 K.OA.3 Module 4 Lesson 30	31 K.OA.3 Module 4 Lesson 31				

April 2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	NOTES
		1 K.OA.3 Module 4 Lesson 32	2 **First Snow Day (Otherwise school closed)**	3 **No School Spring Recess**	
6 **No School Spring Recess**	7 **No School Spring Recess**	8 **No School Spring Recess**	9 **No School Spring Recess**	10 **No School Spring Recess**	
13 K.OA.1, K.OA.2, K.OA.3, Module 4 Lesson 33	14 K.OA.1, K.OA.2, K.OA.3, Module 4 Lesson 34	15 K.OA.1, K.OA.2, K.OA.3, Module 4 Lesson 35	16 K.OA.1, K.OA.2, K.OA.3, Module 4 Lesson 36	17 K.OA.1, K.OA.2 K.OA.4, Module 4 Lesson 37	
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27 **End-of-Module Assessment**	28 K.CC.1, K.NBT.1 Module 5 Lesson 1	29 K.CC.1, K.NBT.1 Module 5 Lesson 2	30 K.CC.1, K.NBT.1 Module 5 Lesson 3		

May 2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	NOTES
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18 K.CC.1, K.CC.2 Module 5 Lesson 15	19 K.CC.1, K.CC.2 Module 5 Lesson 16	20 K.CC.1, K.CC.2 Module 5 Lesson 17	21 K.CC.1, K.CC.2 Module 5 Lesson 18	22 **2nd Snow Day (otherwise school close)**	
25 **No School Memorial Day**	26 K.CC.1, K.CC.2 Module 5 Lesson 19	27 K.CC.5, K.NBT.1 Module 5 Lesson 20	28 K.CC.5, K.NBT.1 Module 5 Lesson 21	29 K.CC.5, K.NBT.1 Module 5 Lesson 22	

June 2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	NOTES
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8 K.CC4d, K.G.5 Module 6 Lesson 2	9 K.CC4d, K.G.5 Module 6 Lesson 3	10 K.CC4d, K.G.5 Module 6 Lesson 4	11 K.G.6, K.G.1, K.G.4 Module 6 Lesson 5	12 K.G.6, K.G.1, K.G.4 Module 6 Lesson 5	
15 K.G.6, K.G.1, K.G.4 Module 6 Lesson 6	16 K.G.6, K.G.1, K.G.4 Module 6 Lesson 7	17 K.G.6, K.G.1, K.G.4 Module 6 Lesson 8	18 End – of – Module Assessment	19 **Closed for Juneteenth**	
22 Data Analysis	23	24	25	26 **Last Day of School (Early Dismissa)**	
29	30				

Next-Generation Math Practice Standards

Standard for Mathematical Practice	Student Friendly Language
1. Make sense of problems and persevere in solving them.	• I can try many times to understand and solve a math problem.
2. Reason abstractly and quantitatively.	• I can think about the math problem in my head, first.
3. Construct viable arguments and critique the reasoning of others.	• I can make a plan, called a strategy, to solve the problem and discuss other students' strategies too.
4. Model with mathematics.	• I can use math symbols and numbers to solve the problem.
5. Use appropriate tools strategically.	• I can use math tools, pictures, drawings, and objects to solve the problem.
6. Attend to precision.	• I can check to see if my strategy and calculations are correct.
7. Look for and make use of structure	• I can use what I already know about math to solve the problem.
8. Look for and express regularity in repeated reasoning.	• I can use a strategy that I used to solve another math problem.

Parent Resources

Module 1

Module 2

Module 3

Module 4

Module 5

Module 6

Recursos para Padres

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Módulo 2

Módulo 3

Módulo 4

Módulo 5

Módulo 6