

## The Second Edition of *Investigations in Number, Data, and Space*

### Pacing in Kindergarten<sup>1</sup>

The Kindergarten curriculum is organized into 7 units that offer from 3 ½ to 5 weeks of work, focused on the area(s) of mathematics identified in the unit’s subtitle. Because units build on each other, both within and across strands, they are designed for use in the sequence shown.

Unit Title	Number of Sessions
<b>Who Is in School Today?</b> Classroom Routines and Materials	<b>18</b>
<b>Counting and Comparing</b> Measurement and The Number System 1	<b>24</b>
<b>What Comes Next?</b> Patterns and Functions	<b>22</b>
<b>Measuring and Counting</b> Measurement and The Number System 2	<b>26</b>
<b>Make a Shape, Build a Block</b> 2-D and 3-D Geometry	<b>20</b>
<b>How Many Do You Have?</b> Addition, Subtraction, and The Number System	<b>26</b>
<b>Sorting and Surveys</b> Data Analysis	<b>17</b>

Note that the *Investigations* curriculum assumes that each school day includes 40-60 minutes of math: 30-45 minutes on the day’s Session, and 10-15 minutes on the Classroom Routine. Designed to fit within the calendar of a typical school year, Kindergarten includes a total of 153 sessions (or approximately 31 weeks of work). This provides some leeway for going further with particular ideas and/or accommodating local circumstances. Although pacing will vary somewhat in response to variations in school calendars, needs of students, your school’s years of experience with the curriculum, and other local factors, following the suggested pacing and sequence will ensure that students benefit from the way mathematical ideas are introduced, developed, and revisited across the year.

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<sup>1</sup> This document applies to the 2nd edition of *Investigations* (2008, 2012). See <http://investigations.terc.edu/CCSS/> for changes when implementing *Investigations and the Common Core Standards*.