## Grades K-5 Pacing Information: $\mathbf{2}^{\text {nd }}$ Edition ${ }^{1}$

The curriculum at each grade level is organized into nine units (seven for Kindergarten). These units offer from 2 to $51 / 2$ 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.

Note that the Investigations curriculum assumes that each school day includes 70-75 minutes of math: one hour on the day's Session, and 10-15 minutes on the Classroom Routine or TenMinute Math Activity. (The Kindergarten curriculum assumes that each school day includes 4060 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, the curriculum includes a total of approximately 160 sessions at each grade level (or approximately 32 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.

[^0]| Kindergarten Units | Number of Sessions |
| :--- | :---: |
| Who Is in School Today? <br> Classroom Routines and Materials | $\mathbf{1 8}$ |
| Counting and Comparing <br> Measurement and The Number System 1 | $\mathbf{2 4}$ |
| What Comes Next? <br> Patterns and Functions | $\mathbf{2 2}$ |
| Measuring and Counting <br> Measurement and The Number System 2 | $\mathbf{2 6}$ |
| Make a Shape, Build a Block <br> 2-D and 3-D Geometry | $\mathbf{2 0}$ |
| How Many Do You Have? <br> Addition, Subtraction, and The Number System | $\mathbf{2 6}$ |
| Sorting and Surveys <br> Data Analysis | $\mathbf{1 7}$ |


| First Grade Units | Number of Sessions |
| :--- | :---: |
| How Many of Each? <br> Addition, Subtraction, and The Number System 1 | $\mathbf{2 5}$ |
| Making Shapes and Designing Quilts <br> 2-D Geometry | $\mathbf{1 6}$ |
| Solving Story Problems <br> Addition, Subtraction, and The Number System 2 | $\mathbf{2 5}$ |
| What Would You Rather Be? <br> Data Analysis | $\mathbf{1 3}$ |
| Fish Lengths and Animal Jumps <br> Measurement | $\mathbf{1 1}$ |
| Number Games and Crayon Puzzles <br> Addition, Subtraction, and The Number System 3 | $\mathbf{2 0}$ |
| Color, Shape, and Number Patterns <br> Patterns and Functions | $\mathbf{1 5}$ |
| Twos, Fives, and Tens <br> Addition, Subtraction, and The Number System 4 | $\mathbf{1 8}$ |
| Blocks and Boxes <br> 3-D Geometry | $\mathbf{1 6}$ |


| Second Grade Units | Number of Sessions |
| :--- | :---: |
| Counting, Coins and Combinations <br> Addition, Subtraction, and The Number System 1 | $\mathbf{2 7}$ |
| Shapes, Blocks, and Symmetry <br> 2-D and 3-D Geometry | $\mathbf{1 9}$ |
| Stickers, Number Strings, and Story Problems <br> Addition, Subtraction, and The Number System 2 | $\mathbf{2 6}$ |
| Pockets, Teeth, and Favorite Things <br> Data Analysis | $\mathbf{1 5}$ |
| How Many Floors? How Many Rooms? <br> Patterns, Functions, and Change | $\mathbf{1 1}$ |
| How Many Tens? How Many Ones? <br> Addition, Subtraction, and The Number System 3 | $\mathbf{2 0}$ |
| Parts of a Whole, Parts of a Group <br> Fractions | $\mathbf{1 0}$ |
| Partners, Teams, and Paper Clips <br> Addition, Subtraction, and The Number System 4 | $\mathbf{1 6}$ |
| Measuring Length and Time <br> Measurement | $\mathbf{2 1}$ |


| Third Grade Units | Number of Sessions |
| :--- | :---: |
| Trading Stickers, Combining Coins <br> Addition, Subtraction, and The Number System 1 | $\mathbf{1 7}$ |
| Surveys and Line Plots <br> Data | $\mathbf{2 0}$ |
| Collections and Travel Stories <br> Addition, Subtraction, and The Number System 2 | $\mathbf{2 6}$ |
| Perimeter, Angles, and Area <br> 2-D Geometry and Measurement | $\mathbf{1 7}$ |
| Equal Groups <br> Multiplication and Division | $\mathbf{2 3}$ |
| Stories, Tables, and Graphs <br> Patterns, Functions, and Change | $\mathbf{1 5}$ |
| Finding Fair Shares <br> Fractions | $\mathbf{1 4}$ |
| How Many Hundreds? How Many Miles? <br> Addition, Subtraction, and The Number System 3 | $\mathbf{1 9}$ |
| Solids and Boxes <br> 3-D Geometry and Measurement | $\mathbf{1 3}$ |


| Fourth Grade Units | Number of Sessions |
| :--- | :---: |
| Factors, Multiples, and Arrays <br> Multiplication and Division 1 | $\mathbf{1 4}$ |
| Describing the Shape of the Data <br> Data Analysis and Probability | $\mathbf{1 7}$ |
| Multiple Towers and Division Stories <br> Multiplication and Division 2 | $\mathbf{2 0}$ |
| Size, Shape, and Symmetry <br> 2-D Geometry and Measurement | $\mathbf{2 0}$ |
| Landmarks and Large Numbers <br> Addition, Subtraction, and The Number System | $\mathbf{2 4}$ |
| Fraction Cards and Decimal Squares <br> Fractions and Decimals | $\mathbf{2 0}$ |
| Moving Between Solids and Silhouettes <br> 3-D Geometry and Measurement | $\mathbf{1 4}$ |
| How Many Packages? How Many Groups? <br> Multiplication and Division 3 | $\mathbf{1 6}$ |
| Penny Jars and Plant Growth <br> Patterns, Functions, and Change | $\mathbf{1 5}$ |


| Fifth Grade Units | Number of Sessions |
| :--- | :---: |
| Number Puzzles and Multiple Towers <br> Multiplication and Division 1 | $\mathbf{2 2}$ |
| Prisms and Pyramids <br> 3-D Geometry and Measurement | $\mathbf{1 6}$ |
| Thousands of Miles, Thousands of Seats <br> Addition, Subtraction, and The Number System | $\mathbf{1 5}$ |
| What's That Portion? <br> Fractions and Percents 1 | $\mathbf{2 1}$ |
| Measuring Polygons <br> 2-D Geometry and Measurement | $\mathbf{1 8}$ |
| Decimals on Grids and Number Lines <br> Decimals, Fractions, and Percents 2 | $\mathbf{1 8}$ |
| How Many People? How Many Teams? <br> Multiplication and Division 2 | $\mathbf{2 0}$ |
| Growth Patterns <br> Patterns, Functions, and Change | $\mathbf{1 3}$ |
| How Long Can You Stand on One Foot? <br> Data Analysis and Probability | $\mathbf{1 5}$ |


[^0]:    ${ }^{1}$ 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.

