

TOWNSHIP OF UNION PUBLIC SCHOOLS



Grade K Mathematics

Adopted August 27, 2024

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Unit Title: Mathematics – Number Concepts and Counting to 10 – Unit 1 – Module A

Grade level: Kindergarten

Timeframe: 6 weeks

Rationale

Kindergarten – Number Concepts and Counting to 10 – Unit 1

Unit 1 focuses on counting and the relationship between numbers and quantities. Learners count by ones up to ten and say the number name for each object when counting up to ten objects. They come to understand that, when counting, the last number tells the total number of objects regardless of their order. Learners represent numbers of objects, including the absence of objects (0), with written numbers and answer ‘how many’ questions about a group of objects arranged in lines, rectangular, arrays, and circles.

Also in this unit, learners use their counting experiences to develop an understanding of addition and subtraction within 5. They represent addition and subtraction within 5 using multiple strategies including using objects, fingers, mental images, drawings, sounds, acting out, verbal explanations, expressions or equations.

Throughout the unit, learners use concrete objects to count and to represent addition and subtraction. These concrete objects support learners’ development of spatial reasoning. They recognize and correctly name two-dimensional shapes regardless of the orientation and size of objects. By describing objects in the environment using names of shapes and describing the relative positions of objects, learners extend their spatial reasoning skills.

Note: Double asterisks (**) indicate that the example(s) included within the New Jersey Student Learning Standard may be especially informative when considering the Student Learning Objective.

Guiding Questions

K.CC.A.1 What patterns do you notice when counting by tens versus counting by ones?

K.CC.A.2 What strategies can you use to continue counting from a number other than one?

K.CC.A.3 How can you represent a number of objects with a written numeral from 0 to 20?

K.CC.B.4 What is the relationship between numbers and the quantity of objects they represent?

Why is it important to say the number names in the standard order when counting objects?

K.CC.B.5 How can you count objects arranged in different ways, such as in a line, array, or scattered, to answer “how many?” questions?

K.OA.A.1 How can you represent addition and subtraction using objects, drawings, or actions?

What are different ways to show the same addition or subtraction problem?

Standards

Standards (Taught and Assessed):

- **K.CC.A.1** Count to 100 by ones and by tens.
- **K.CC.A.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- **K.CC.A.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).
- **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.
 - a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.
 - b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.
 - c. Understand that each successive number name refers to a quantity that is one larger.
- **K.CC.B.5** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
- **K.OA.A.1** Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

Key:



Major Cluster



Supporting Cluster



Additional Cluster

Highlighted Career Ready Practices and 21st Century Themes/Skills

- [9.1.4.A.2 Evaluate available resources that can assist in solving problems.](#)
- [9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.](#)
- [9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.](#)
- [CRP1. Act as a responsible and contributing citizen and employee.](#)
- [CRP2. Apply appropriate academic and technical skills.](#)
- [CRP4. Communicate clearly and effectively and with reason.](#)
- [CRP6. Demonstrate creativity and innovation.](#)

- [CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.](#)
- [CRP11. Use technology to enhance productivity.](#)
- [Social-Emotional Learning Competencies](#)

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Pre-Assessment Question 1: Standard: K.CC.A.1, K.CC.A.2 Question: Can you count out loud from 1 to 20? Now, can you count by tens to 100? Objective: To assess the student's ability to count sequentially by ones and by tens.</p> <p>Pre-Assessment Question 2: Standard: K.CC.B.4a, K.CC.B.4b, K.CC.B.4c, K.CC.B.5 Question: Here are 10 objects (e.g., blocks, beads). Can you count them and tell me how many there are? What if we rearrange them into a different shape, can you count them again? Objective: To evaluate the student's understanding of counting objects, the concept of cardinality, and the ability to count objects in different arrangements.</p> <p>Pre-Assessment Question 3: Standard: K.CC.A.3, K.OA.A.1 Question: Can you write the numbers from 0 to 10? Using these numbers, can you show me how to add 3 + 2 using objects or a drawing? Objective: To check the student's ability to write numbers and represent basic addition using visual aids or manipulatives.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>At Risk: Individualized as needed</p> <p>IEP/504: Modifications/Accommodations a stated in IEP</p>

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of
We are learning to/that				

				Failure, 504) and Reflections
K.CC.A.1 - WALT count by ones to 10	Think about the last number said	Exit slip- count to a specific number of objects within 10- count, write, represent.	<p>Students will learn that numbers have value amounts and are different then letters.</p> <p>Use manipulatives to show numbers 0-10</p> <p>Recognize and state the last number said when counting (the last number said tells the total number of objects).</p> <p>Use a number line to count to 10.</p> <p>Trace the form of numbers 0-10</p> <p>Number songs/poems</p> <p>Shaving cream on desk to write numbers</p> <p>Write the last number said.</p> <p>Literature “Pancakes for All”</p> <p>Childrens will read the book and count kittens.</p>	<p>ELL: Model and Provide Example.</p> <p>Establish a non-verbal cue to redirect students when not on task.</p> <p>Students may use a bilingual dictionary.</p> <p>At Risk:</p> <p>Individualized as needed</p> <p>IEP/504:</p> <p>Modifications/Accommodations a stated in IEP</p>
K.CC.A.2 - WALT count on from a number other than 1 to 10	Use concrete models drawings and counters to explore the concept of counting.	If you start counting from 3, what number comes after 3? Count onward until you reach 10.	<p>In this activity, students will practice counting on from a number other than 1. Provide each student with a number card randomly ranging from 2 to 9. Ask them to stand in a circle and begin counting aloud from their assigned number, continuing sequentially until they reach 10. For example, if a student has the number 5, they start by saying "5" and then count "6, 7, 8, 9, 10" as they move clockwise around the circle.</p> <p>Encourage students to use their fingers to keep track and to listen carefully to their peers to ensure the count continues smoothly. This activity helps reinforce counting forward from various starting points, developing their understanding of number sequencing beyond starting from 1.</p>	

<p>K.CC.A.3</p> <p>WALT write numbers 0 to 10</p> <p>WALT represent a number of objects with a written number from 1 through 10</p>	<p>Students will use visuals to remember each number</p> <p>Remember last number said</p> <p>Count the number of objects in a set and write the written number.</p>	<p>Draw to show what you know about the number sets 1-10. Tell a friend about your drawing.</p>	<p>Provide students with a set of cards numbered 0 to 10. Place various objects (e.g., blocks, buttons) in front of the students. Have them count the objects and match the correct number card to the quantity of objects. Next, give students worksheets where they practice writing the numbers 0 to 10. Finally, students will draw a certain number of objects and write the corresponding numeral beneath each group, reinforcing their understanding of the relationship between numbers and quantities.</p>	
<p>K.CC.A.3 - WALT zero represents a count of no objects</p>	<p>Students know that 0 is represented as no objects or objects that are taken away.</p>	<p>Have students draw what they know about the number 0 and explain their drawing to a friend.</p>	<p>Read “Zero my hero” and identify 0 as none. Write the number name and written numeral.</p>	
<p>K.CC.B.4</p> <p>WALT when counting, each object is paired with only one number name</p> <p>WALT say the number name for each object in a group up to 10 objects when counting</p>	<p>Count and write the number under each picture. Cross off objects as your count. Count and write the number under each picture.</p>	<p>Exit slip- Match objects to numbers</p> <p>Quick Checks</p>	<p>Count objects and write the number value.</p> <p>Literature- Read the Red Caboose and count the number of toy trains.</p> <p>Count out loud for objects in a group.</p>	

<p>K.CC.B.4.B</p> <p>WALT when counting a set of objects up to 10, the last number tells the total number of objects</p> <p>WALT after counting a set of objects up to 10, the total is the same even when the arrangement or order is changed</p>	<p>Use last number said strategy</p> <p>Have students cross off objects as they count them.</p>	<p>Exit slip- have students count the number of objects in different arrangements</p>	<p>Have students do different activities for last number said (shout the number, whisper, say like a monster, etc).</p> <p>Place a counter on each object when counting. Then rearrange the counters and count again. Use counters when counting objects- then show the same number matched up.</p>	
<p>K.CC.B.4.C– WALT when given a number between 0 and 10, the next number is one larger than the given number</p>	<p>Have students circle the larger number.</p>	<p>Exit ticket- use a number line to find the larger number of a given number.</p>	<p>Use a number line to see the numbers. Identify the numbers get larger as they go on. Have students count objects and find the larger number.</p>	
<p>K.CC.B.5</p> <p>WALT count out the correct number of objects when given a number up to 10</p> <p>WALT answer “how many” questions about a group of objects up to 10 in a line, rectangular array, and circle by counting</p>	<p>Count and write the number under each picture.</p> <p>Use a ten frame to know one row is 5 and two rows is 10.</p>	<p>Count the number of objects orally</p>	<p>Use manipulatives to show a number.</p> <p>Model a 10 frame. One row is 5 two rows is 10.</p> <p>Use egg cartons and manipulatives to show numbers 1-10.</p>	

<p>K.OA.A.1</p> <p>WALT represent addition within 5 in a variety of ways (e.g., objects, fingers, mental images, drawings, sounds, acting out, verbal explanations, expressions or equations)</p>	<p>Use snap cubes to show different combinations to add within 5.</p>	<p>Exit slip- show two ways to make 5.</p>	<p>Use counters to add two numbers together Use a beaded number line to add numbers Use snap cubes to add numbers together Children can add themselves together to represent addition Trace the plus sign and learn what it means add together.</p>	
<p>K.OA.A.1</p> <p>WALT represent subtraction within 5 in a variety of ways (e.g., objects, fingers, mental images, drawings, sounds, acting out, verbal explanations, expressions or equations)</p>	<p>Circle and cross out the number being taken away.</p>	<p>Sarah has 5 apples. She eats 3 of them. How many apples are left? Show me how you would solve this problem using drawings.</p>	<p>Use the act out strategy to subtract within 5. Find the number that is left. Students use counters and take away to find what is left. Trace the take away symbol and learn the symbol means take away.</p>	

Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Formative Assessment Question 1: Standard: K.CC.A.1, K.CC.A.2 Question: Starting at the number 5, can you count up to 15? What comes next after 15? Objective: To assess the student's ability to count forward from a given number and continue the sequence.</p> <p>Formative Assessment Question 2: Standard: K.CC.B.4a, K.CC.B.4b, K.CC.B.4c Question: Here are 12 objects arranged in a circle. Can you count them and tell me how many there are? If you move some objects around, does the total number change? Objective: To evaluate the student's understanding of the stable order and cardinality principles, and that the number of objects is consistent regardless of their arrangement.</p> <p>Formative Assessment Question 3:</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP</p>

<p>Standard: K.OA.A.1</p> <p>Question: Using your fingers or some objects, can you show me how to solve $4 + 3$? Can you also draw a picture to show this addition problem?</p> <p>Objective: To check the student's ability to represent addition using physical objects, fingers, or drawings, ensuring they understand the concept of combining quantities.</p>	
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Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Summative Assessment Question 1: Standard: K.CC.A.1, K.CC.A.2 Question: Count out loud from 1 to 100 by ones and then by tens. Next, start counting from the number 8 and continue up to 20. Objective: To comprehensively assess the student's ability to count sequentially by ones and by tens, as well as their ability to count forward from a given number.</p> <p>Summative Assessment Question 2: Standard: K.CC.A.3, K.CC.B.4a, K.CC.B.4b, K.CC.B.4c, K.CC.B.5 Question: Write the numbers from 0 to 20 on a piece of paper. Then, count the objects in the following arrangements and write down the number of objects you counted: 15 objects in a line. 12 objects in a rectangular array. 9 objects scattered randomly. Objective: To evaluate the student's ability to write numbers from 0 to 20, understand the relationship between numbers and quantities, and accurately count objects in various arrangements.</p> <p>Summative Assessment Question 3: Standard: K.OA.A.1 Question: Solve the following addition and subtraction problems using objects, drawings, or equations: $5 + 2$ $9 - 4$ $3 + 6$ Objective: To assess the student's proficiency in representing and solving addition and subtraction problems using various methods, demonstrating their understanding of basic operations up to 10.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP</p>

Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>1. Math and Literacy: Activity: Counting and Number Books Description: Use storybooks that focus on counting and numbers, such as "Chicka Chicka 1, 2, 3" by Bill Martin Jr. and Michael Sampson, or "Ten Black Dots" by Donald Crews. After reading, students can count objects in the book, write down the numbers they see, and even create their own counting books. Objective: To enhance counting skills (K.CC.A.1, K.CC.A.2) and number writing (K.CC.A.3) while developing literacy skills such as listening, comprehension, and sequencing.</p> <p>2. Math and Science: Activity: Nature Counting Walk Description: Take the students on a nature walk where they can count various natural objects, such as leaves, rocks, or flowers. Have them collect a small number of objects and then count, write the numbers, and create addition and subtraction problems with their collections. Objective: To connect counting and number recognition (K.CC.B.4, K.CC.B.5) with observations in nature, fostering an understanding of the natural world and basic addition and subtraction (K.OA.A.1).</p> <p>3. Math and Art: Activity: Counting and Number Art Description: Provide students with art supplies to create artwork that incorporates numbers and counting. For example, students can use paint or collage techniques to create a picture with a specific number of items (e.g., 10 stars, 15 dots). They can also represent addition and subtraction problems visually in their artwork. Objective: To blend counting (K.CC.A.1, K.CC.A.2), number representation (K.CC.A.3), and basic operations (K.OA.A.1) with creative expression, helping students visualize and reinforce mathematical concepts through art.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

Unit Title: Math – Number Concepts and Counting to 10 – Unit 1 – Module B

Grade level: Kindergarten**Timeframe: 3 weeks**

Rationale

Kindergarten – Number Concepts and Counting to 10 – Unit 1

Unit 1 focuses on counting and the relationship between numbers and quantities. Learners count by ones up to ten and say the number name for each object when counting up to ten objects. They come to understand that, when counting, the last number tells the total number of objects regardless of their order. Learners represent numbers of objects, including the absence of objects (0), with written numbers and answer ‘how many’ questions about a group of objects arranged in lines, rectangular, arrays, and circles.

Also in this unit, learners use their counting experiences to develop an understanding of addition and subtraction within 5. They represent addition and subtraction within 5 using multiple strategies including using objects, fingers, mental images, drawings, sounds, acting out, verbal explanations, expressions or equations.

Throughout the unit, learners use concrete objects to count and to represent addition and subtraction. These concrete objects support learners’ development of spatial reasoning. They recognize and correctly name two-dimensional shapes regardless of the orientation and size of objects. By describing objects in the environment using names of shapes and describing the relative positions of objects, learners extend their spatial reasoning skills.

Note: Double asterisks (**) indicate that the example(s) included within the New Jersey Student Learning Standard may be especially informative when considering the Student Learning Objective.

Guiding Questions

K.G.A.1- How can you describe where an object is using words like above, below, beside, in front of, behind, and next to?

What are the names of different shapes you see around you, and how can you describe their positions relative to other objects?

How do you use shapes to describe objects in your environment?

K.G.A.2 How can you identify and name shapes no matter how they are turned or how big or small they are?

What makes a shape a circle, square, triangle, rectangle, hexagon, cube, cone, cylinder, or sphere, even if they look different in size or orientation?

Why is it important to recognize shapes regardless of their size or position?

Standards

Standards (Taught and Assessed):

- **K.G.A.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to*.
Note: shapes include squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.
- **K.G.A.2** Correctly name shapes regardless of their orientations or overall size.
Note: shapes include squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.

Key:



Major Cluster



Supporting Cluster



Additional Cluster

Highlighted Career Ready Practices and 21st Century Themes/Skills

- [9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.](#)
- [9.1.4.A.2 Evaluate available resources that can assist in solving problems.](#)
- [9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.](#)
- [9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.](#)
- [CRP1. Act as a responsible and contributing citizen and employee.](#)
- [CRP2. Apply appropriate academic and technical skills.](#)
- [CRP4. Communicate clearly and effectively and with reason.](#)
- [CRP6. Demonstrate creativity and innovation.](#)
- [CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.](#)
- [CRP11. Use technology to enhance productivity.](#)
- [Social-Emotional Learning Competencies](#)

Instructional Plan

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Pre-Assessment Question 1: Standard: K.G.A.1 Question: Can you look around the classroom and find an object that is above another object? Describe what you see using the words above, below, beside, in front of, behind, or next to. Objective: To assess the student's ability to use positional words to describe the location of objects in their environment.</p> <p>Pre-Assessment Question 2: Standard: K.G.A.2 Question: Can you name these shapes (show pictures of a circle, square, triangle, and rectangle)? How do you know they are the same shape even if they look different? Objective: To evaluate the student's ability to correctly name shapes and recognize them regardless of their orientation or size.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>At Risk: Individualized as needed</p> <p>IEP/504: Modifications/Accommodations a stated in IEP</p>

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>K.G.A.1 – WALT identify squares, circles, triangles, rectangles, and hexagons</p>	<p>Visualize and identify the different shapes.</p>	<p>Identify and name two dimensional shapes.</p>	<p>Trace shapes and draw shapes. Activate prior knowledge by naming objects at home and school and what shapes they are.</p>	
<p>K.G.A.1 – WALT describe the attributes of squares, circles, triangles, rectangles, and hexagons</p>	<p>Count the number of sides</p>	<p>Describe the attributes of each shape.</p>	<p>Draw to join shapes. Identify how many sides (vertex) or curves each shape has. Ready Math - Lessons 9.2, 9.4, 9.6, 9.8, 9.10</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.</p>

K.G.A.1 – WALT describe objects in the environment using names of shapes	Be able to identify and visualize all shapes	Show and Tell- Bring in an object of a certain shape. (Circle day).	Name objects around the classroom of each shape. Draw pictures of a given shape.	Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.G.A.1 – WALT describe the positions of objects in the environment using words such as above, below, beside, in front of, behind, and next to	Know vocabulary and be able to demonstrate what it means.	Use cubes to describe their position of colors.	Working with a partner, children list shapes that are above and below them in the classroom Make a cube tower with two different color cubes. Use words to tell about the cubes. Where are the red cubes? They are above the blue cubes.	
K.G.A.2 – WALT the name of a shape does not change when orientation and size change	Students will know the attributes of a shape to identify the shape no matter orientation and size.	Exit slip- Identify and pick out all of the shapes selected (Ready Math Example: 9.5 Question 1).	Draw shapes of different sizes to make a picture. (Different size squares to make a picture).	
K.G.A.2 – WALT correctly name squares, circles, triangles, rectangles and hexagons of different sizes and orientations	Know the vocabulary about shapes- a triangle has 3 sides, a square has 4 equal sides.	Color a selected shape in a picture (Ready Math Lesson 9.5 Question 2).	In a mosaic identify the different shapes. Sort pattern blocks	

Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Standard: K.G.A.1 Question: Using the blocks, can you place one block above another and then describe their positions using the correct terms?	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.

<p>Objective: To assess the student's understanding of spatial relationships and their ability to use positional words accurately. Standard: K.G.A.2</p> <p>Question: Here are some shapes of different sizes and orientations. Can you name each shape and explain why it is still the same shape even if it looks different from the others? Objective: To evaluate the student's ability to recognize and correctly name shapes regardless of orientation or size.</p>	<p>Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
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Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Standard: K.G.A.1 Question: Look at the picture of a playground. Can you describe the position of the slide relative to the swings using words like above, below, beside, in front of, behind, and next to? Objective: To comprehensively assess the student's ability to describe the relative positions of objects using positional language.</p> <p>Standard: K.G.A.2 Question: On your worksheet, you have several shapes of different sizes and orientations. Write the name of each shape next to it and color all the triangles red, all the circles blue, all the squares green, and all the rectangles yellow. Objective: To assess the student's ability to correctly name shapes and recognize them regardless of their size or orientation.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

<p>1. Math and Literacy: Activity: Shape Stories Description: Read a story that features various shapes, such as "The Shape of Things" by Dayle Ann Dodds. After reading, students can create their own short stories or drawings featuring shapes they find in their environment, describing the shapes and their positions. Objective: To integrate literacy skills with geometry, encouraging students to recognize shapes and use positional words in their storytelling and illustrations.</p> <p>2. Math and Physical Education: Activity: Shape Hunt Description: Organize a "Shape Hunt" activity where students move around the playground or gym looking for objects that match specific shapes (e.g., a round ball for a circle, a rectangular bench for a rectangle). They can describe the positions of these objects relative to other items using positional terms. Objective: To connect physical activity with geometry, helping students to identify shapes in their environment and describe their positions, reinforcing both spatial awareness and physical movement.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP</p>
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Unit Title: Math – Counting to 20, Addition and Subtraction – Unit 2 – Module A

Grade level: Kindergarten

Timeframe: 6 weeks

Rationale

Kindergarten – Counting to 20, Addition and Subtraction – Unit 2

In unit 2, learners continue to develop an understanding of number names and the count sequence. They extend the count sequence to 20, starting at various numbers and represent up to 20 objects with written numbers. Counting objects in a scattered arrangement is introduced in this unit. Learners demonstrate spatial reasoning and understanding of the count sequence to answer “how many” questions about a group of up to 10 scattered objects. They classify objects into given categories, find totals for each category and compare numbers up to 10. Learners also determine whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.

Throughout the unit, learners use concrete objects to count and to represent addition and subtraction. Addition and subtraction, including solving word problems using objects and drawings, is extended to up to 10 objects. Learners begin decomposing numbers less than or equal to 5 into pairs in multiple ways using objects or drawings. This leads them towards building fluency (accuracy and efficiency) for addition and subtraction within 5.

To extend spatial reasoning skills, learners describe objects in the environment using names of shapes and describe their relative positions. They identify and describe both two and three-dimensional shapes, recognizing that two dimensional shapes are flat, and three-dimensional shapes are solid.

Guiding Questions

K.CC.A.1 - What patterns do you notice when counting by tens compared to counting by ones?

K.CC.A.2 - What strategies help you continue counting from a number other than one?

K.CC.A.3 - How can you represent a number of objects with a written numeral from 0 to 20?

K.CC.B.4a - Why is it important to say the number names in order when counting objects?

How does pairing each object with one number name help in counting accurately?

K.CC.B.4b - How does the last number you say when counting tell you the total number of objects?

Why does the number of objects remain the same regardless of their arrangement?

K.CC.B.4c - What does it mean that each successive number name refers to a quantity that is one larger?

How can you explain that each number you count is one more than the previous number?

K.CC.B.5 - How can you count to find out how many objects are in different arrangements like lines, arrays, or scattered groups?

How can you count out a specific number of objects when given a number from 1 to 20?

K.CC.C.6 - How can you tell if one group of objects has more, fewer, or the same number of objects as another group?

What strategies can you use to compare the number of objects in two groups?

K.CC.C.7 - How can you compare two numbers between 1 and 10 to see which is greater, less, or if they are equal?

What tools or methods can help you compare written numerals between 1 and 10?

Standards

Standards (Taught and Assessed):

- **K.CC.A.1** Count to 100 by ones and by tens.
- **K.CC.A.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- **K.CC.A.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).
- **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.
 - a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.
 - b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.
 - c. Understand that each successive number name refers to a quantity that is one larger.
- **K.CC.B.5** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
- **K.CC.C.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
- **K.CC.C.7** Compare two numbers between 1 and 10 presented as written numerals.

Key: ■ Major Cluster □ Supporting Cluster ○ Additional Cluster

Highlighted Career Ready Practices and 21st Century Themes/Skills

- [9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.](#)
- [9.1.4.A.2 Evaluate available resources that can assist in solving problems.](#)
- [9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.](#)
- [9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.](#)
- [CRP1. Act as a responsible and contributing citizen and employee.](#)
- [CRP2. Apply appropriate academic and technical skills.](#)
- [CRP4. Communicate clearly and effectively and with reason.](#)
- [CRP6. Demonstrate creativity and innovation.](#)
- [CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.](#)
- [CRP11. Use technology to enhance productivity.](#)

- [Social-Emotional Learning Competencies](#)

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Pre-Assessment Question 1 Standards Covered: K.CC.A.1, K.CC.A.2 Question: Count out loud from 1 to 20. After that, count by tens up to 100. Can you start counting from the number 8 and continue to 18? Objective: To assess the student's ability to count sequentially by ones and by tens, as well as their ability to count forward from a given number.</p> <p>Pre-Assessment Question 2 Standards Covered: K.CC.A.3 Question: Write down the numbers from 0 to 10. Can you draw a picture of 4 objects and write the correct number next to it? Objective: To evaluate the student's ability to write numbers and represent quantities with written numerals.</p> <p>Pre-Assessment Question 3</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

Standards Covered: K.CC.B.4, K.CC.B.5 Question: Here are 10 objects. Can you count them and tell me how many there are? Then, count these objects arranged in a line and in a rectangular array. Does the total number change? Objective: To assess the student's understanding of counting objects, cardinality, and their ability to count in different configurations.	
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Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
K.CC.A.1 – WALT count by ones to 20	Pattern in numbers, repeat 1-19 as you count	K.CC.A.1 Count to 100 by ones and by tens. Can you count aloud from 1 to 20 by ones, and then from 10 to 100 by tens?	In this activity, students will practice counting by ones up to 20 using a visual and tactile approach. Prepare a set of paper cupcakes, each labeled with a number from 1 to 20. Distribute the cupcakes randomly on a table or display board. Ask students to take turns picking up a cupcake, saying the number out loud, and arranging them in numerical order. This hands-on activity not only reinforces counting skills but also encourages students to visually recognize and sequence numbers up to 20. It can be adapted by adding more cupcakes for advanced learners or by incorporating a timer to challenge students to beat their previous time.	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP

<p>K.CC.A.2 – WALT count on from a number other than 1 up to 20</p>	<p>Model and count using cubes and 2 ten frames</p>	<p>K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). If we start counting from 5, what are the next five numbers?</p>	<p>Counting Forward Challenge Begin by showing a number card randomly selected from 1 to 20. The first student counts aloud starting from that number and continues up to 20. Encourage each student to take turns selecting a new number card and counting on from that number. This activity promotes number sequencing skills and reinforces the concept of counting from any given starting point, beyond just starting from 1.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>K.CC.A.3 WALT write numbers 0 through 20 WALT represent the number of objects with a written number from 0 through 20</p>	<p>Pattern in numbers, repeat 1-19 as you count Model and count using cubes and 2 ten frames</p>	<p>K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). Can you write the numbers 0 to 10? Now, look at this group of 8 blocks and write the number that shows how many blocks there are.</p>	<p>Number Writing and Representation Activity: Provide each student with a worksheet containing blank spaces labeled with numbers from 0 to 20. Next to each number, place a box where students can draw objects to represent that number. For example, next to the number 3, they would draw three objects.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>K.CC.B.4.A WALT when counting, each object is paired with only one number name. WALT say the number name for each object in a group up to 20 objects when counting</p>	<p>Pattern in numbers, repeat 1-19 as you count Model and count using cubes and 2 ten frames</p>	<p>K.CC.B.4a Understand the relationship between numbers and quantities; connect counting to cardinality: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p>	<p>Counting and Number Pairing Activity: Provide a collection of objects (e.g., counters, blocks) and ask students to count them one by one. Emphasize that each object should be paired with a single number name, ensuring clarity and accuracy in counting. Encourage students to say the number name aloud for</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

		Here are 6 apples. Count them out loud, making sure each apple gets one number.	each object as they count up to 20.	
<p>K.CC.B.4.B</p> <p>WALT when counting a set of objects up to 20, the last number tells the total number of objects</p> <p>WALT after counting a set of objects up to 20, the total is the same even when the arrangement or order is changed</p>	<p>Pattern in numbers, repeat 1-19 as you count</p> <p>Model and count using cubes and 2 ten frames</p>	<p>K.CC.B.4b Understand the relationship between numbers and quantities; connect counting to cardinality: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. Count these 7 pencils. What number did you end with? Does the number of pencils change if we arrange them in a circle?</p>	<p>Morning calendar routine for counting by 1's Review counting to 20</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>K.CC.B.4.C</p> <p>WALT when given a number between 0 and 20, the next number is one larger than the given number</p>	<p>Pattern in numbers, repeat 1-19 as you count</p> <p>Model and count using cubes and 2 ten frames</p>	<p>K.CC.B.4c Understand the relationship between numbers and quantities; connect counting to cardinality: Understand that each successive number name refers to a quantity that is one larger. If you have 3 toys and get one more, how many toys do you have now?</p> <p>K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10</p>	<p>Sequential Counting Activity: Begin by displaying number cards randomly from 0 to 20. Ask students to identify each number and then state the next number in sequence. For example, if the number card shows 5, students should say "6" as the next number.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

<p>K.CC.B.5</p> <p>WALT count out the correct number of objects when given a number up to 20</p> <p>WALT answer “how many” questions about groups of objects up to 20 in a line, rectangular array, and circle by counting</p> <p>WALT answer “how many” questions about a group of up to 10 objects in a scattered arrangement by counting</p>	<p>Pattern in numbers, repeat 1-19 as you count</p> <p>Model and count using cubes and 2 ten frames</p>	<p>things in a scattered configuration; given a number from 1–20, count out that many objects. Here are 12 marbles in a line. Count them and tell me how many there are.</p>	<p>Morning calendar routine for counting by 1’s</p> <p>Review counting to 20</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>K.CC.C.6</p> <p>WALT equal means the same amount</p> <p>WALT identify when the number of objects is equal to, greater than, or less than the number of objects in another group by matching or counting the number of objects in both groups</p>		<p>K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. Look at these two groups of stars. Does group A have more, less, or the same number of stars as group B?</p>	<p>Comparing Groups Activity: Prepare several sets of objects (e.g., counters, blocks) in varying quantities. Place two sets side by side and ask students to compare them. Guide them to count the objects in each group and determine if one group has more, fewer, or the same number of objects as the other group. Emphasize that "equal" means both groups have the same amount, and encourage students to demonstrate their understanding by matching objects or counting to compare quantities accurately.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

<p>K.CC.C.7 – WALT compare two written numbers between 1 and 10</p>	<p>Pattern in numbers, repeat 1-19 as you count Model and count using cubes and 2 ten frames</p>	<p>K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals. Which is greater, 6 or 9? Which is less, 3 or 8?</p>	<p>Comparing Written Numbers Activity: Students will practice comparing two written numbers between 1 and 10 to determine which number is greater, less than, or equal to the other. Provide pairs of number cards (e.g., 3 and 7, 5 and 5) randomly to students. Ask them to read each number aloud and then compare them. Guide students to use comparative language (e.g., "greater than," "less than," "equal to") to describe the relationship between the numbers. Encourage students to justify their comparisons by explaining why one number is greater, less than, or equal to the other. This activity reinforces understanding of number order and comparison skills, helping students develop fluency in comparing written numerals within the range of 1 to 10.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
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Benchmark Assessment 1

<p>Benchmark Assessment</p>	<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p>
<p>Formative Assessment Question 1 Standards Covered: K.CC.B.4a, K.CC.B.4b, K.CC.B.4c</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p>

<p>Question: Give each student a set of objects (e.g., counters, blocks). Ask them to count and match each object with a number card from 1 to 10. Observe if they correctly pair each object with a number and understand that the last number named represents the total count.</p> <p>Formative Assessment Question 2</p> <p>Standards Covered: K.CC.C.6, K.CC.C.7</p> <p>Question: Provide students with two groups of objects (e.g., pictures, objects). Ask them to compare the groups and identify which group has more, fewer, or if they are equal. Then, show them two written numerals between 1 and 10 and ask them to compare and determine which is greater.</p>	<p>At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
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Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Summative Assessment Question 1</p> <p>Standards Covered: K.CC.A.1, K.CC.A.2, K.CC.A.3</p> <p>Question: On a worksheet, have students count and write the numbers from 1 to 20. Then, ask them to count by tens up to 100. Finally, provide them with pictures of objects in different arrangements and ask them to write the correct numeral for the quantity shown.</p> <p>Summative Assessment Question 2</p> <p>Standards Covered: K.CC.B.5, K.CC.C.6, K.CC.C.7</p> <p>Question: Present students with scenarios where they need to count objects in various configurations (line, circle, scattered) and answer "how many?" questions. Then, provide pairs of objects or numerals and ask students to compare and determine which is greater, less, or equal.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
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<p>Activity: Number Stories Description: Read a story that incorporates counting or number concepts, such as "The Very Hungry Caterpillar" by Eric Carle. After reading, ask students to count the objects mentioned in the story and write down the corresponding numerals. They can also create their own number stories, using objects or drawings to represent quantities.</p> <p>Interdisciplinary Connection 2: Math and Science Activity: Nature Counting Description: Take students on a nature walk and ask them to count natural objects like leaves, rocks, or flowers. Have them record the numbers they count and then compare their findings with those of their classmates. This activity not only reinforces counting skills but also encourages observation, data collection, and comparison.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
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Unit Title: Mathematics – Counting to 20, Addition and Subtraction – Unit 2 – Module B

Grade level: Kindergarten **Timeframe: 4 Weeks**

Rationale

Kindergarten – Counting to 20, Addition and Subtraction – Unit 2

In unit 2, learners continue to develop an understanding of number names and the count sequence. They extend the count sequence to 20, starting at various numbers and represent up to 20 objects with written numbers. Counting objects in a scattered arrangement is introduced in this unit. Learners demonstrate spatial reasoning and understanding of the count sequence to answer “how many” questions about a group of up to 10 scattered objects. They classify objects into given categories, find totals for each category and compare numbers up to 10. Learners also determine whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.

Throughout the unit, learners use concrete objects to count and to represent addition and subtraction. Addition and subtraction, including solving word problems using objects and drawings, is extended to up to 10 objects. Learners begin decomposing numbers less than or equal to 5 into pairs in multiple ways using objects or drawings. This leads them towards building fluency (accuracy and efficiency) for addition and subtraction within 5.

To extend spatial reasoning skills, learners describe objects in the environment using names of shapes and describe their relative positions. They identify and describe both two and three-dimensional shapes, recognizing that two dimensional shapes are flat, and three-dimensional shapes are solid.

Guiding Questions

K.OA.A.1 How can you show addition and subtraction using objects, drawings, or your fingers?

Why is it important to use different methods, like mental images or acting out situations, to solve addition and subtraction problems?

K.OA.A.2 How can you solve a word problem that involves adding or subtracting objects?

What strategies can you use to add and subtract within 10, such as using drawings or objects to help you understand the problem?

Climate Change Example Interdisciplinary Connection: How do trees help to reduce the warming effect of sunlight?

How can you use math skills, like counting and addition, to understand the impact of trees on climate change?

K.OA.A.3 How can you break down the number 5 into different pairs, using objects or drawings?

Why is it helpful to show different ways to break down a number into smaller parts, like equations or pictures?

K.OA.A.5 What does it mean to be fluent in addition and subtraction within 5?

How can you practice addition and subtraction so that you become faster and more accurate within 5?

Standards

Standards (Taught and Assessed):

■ **K.OA.A.1** Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

■ **K.OA.A.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.



Climate Change Example: Students may use counters when adding to find the total number of trees that they and a partner observed (e.g., from their front door, in a backyard, from a classroom window). With prompting and support, they may ask and answer questions about how trees may reduce the warming effect of sunlight.

■ **K.OA.A.3** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

■ **K.OA.A.5** Demonstrate fluency for addition and subtraction within 5.

Key: ■ Major Cluster □ Supporting Cluster ● Additional Cluster

Highlighted Career Ready Practices and 21st Century Themes/Skills

- [9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.](#)
- [9.1.4.A.2 Evaluate available resources that can assist in solving problems.](#)
- [9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.](#)
- [9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.](#)
- [CRP1. Act as a responsible and contributing citizen and employee.](#)
- [CRP2. Apply appropriate academic and technical skills.](#)
- [CRP4. Communicate clearly and effectively and with reason.](#)
- [CRP6. Demonstrate creativity and innovation.](#)
- [CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.](#)
- [CRP11. Use technology to enhance productivity.](#)
- [Social-Emotional Learning Competencies](#)

Instructional Plan



Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Pre-Assessment Question 1 Standards Covered: K.OA.A.1, K.OA.A.2 Question: Show students a picture of two groups of objects (e.g., apples and oranges) and ask them to represent the total number by using counters or drawings. Then, ask them to explain how they found the total using objects, drawings, or verbal explanations.	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed

<p>Objective: To assess students' ability to represent addition and subtraction within 10 using various methods and their understanding of solving word problems with objects or drawings.</p> <p>Pre-Assessment Question 2 Standards Covered: K.OA.A.3 Question: Provide students with the number 7 and ask them to decompose it in more than one way using objects or drawings. Have them record each decomposition with a drawing or equation (e.g., $7 = 4 + 3$ and $7 = 5 + 2$).</p> <p>Objective: To evaluate students' ability to decompose numbers less than or equal to 10 into pairs using concrete objects or drawings, and to record their decompositions accurately.</p> <p>Pre-Assessment Question 3 Standards Covered: K.OA.A.5 Question: Give students a series of addition and subtraction problems within 5 (e.g., $2 + 3$, $4 - 1$). Have them solve these problems using objects or drawings to demonstrate fluency in addition and subtraction within 5.</p> <p>Objective: To assess students' fluency in performing addition and subtraction operations within 5 using concrete materials or visual representations.</p>	<p>IEP/504: Modifications/Accommodations a stated in IEP</p>
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Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
We are learning to/that				

<p>K.OA.A.1 – WALT represent addition within 10 with objects, fingers, mental images, drawings, sounds, acting out problems, verbal explanations, expressions and equations</p> <p>WALT represent subtraction within 10 with objects, fingers, mental images, drawings, sounds, acting out problems, verbal explanations, expressions and equations</p>	<ul style="list-style-type: none"> ● Pattern in numbers, repeat 1-19 as you count ● Model and count using cubes and 2 ten frames, drawings ● Use mathboard to draw objects and write their numbers ● Restate key vocabulary 	<p>K.OA.A.1 Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>Using your fingers, can you show me what 3 plus 2 equals?</p> <p>K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>	<p>Hands-on Addition and Subtraction Activity: Begin by presenting a simple addition problem (e.g., $3 + 2$). Ask students to use counters or objects to represent each number, then combine them to find the total. Encourage them to also draw a picture of the objects and explain their solution verbally. Next, introduce a subtraction problem (e.g., $5 - 1$). Have students use objects to show the starting quantity and subtract the specified number, using verbal explanations and drawing to illustrate their process.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>K.OA.A.2 </p> <p>WALT Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>		<p>If you have 4 apples and pick 3 more, how many apples do you have now? You can use these blocks to help you solve the problem.</p> <p>K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p>	<p> Climate Change Example: Students may use counters when adding to find the total number of trees that they and a partner observed (e.g., from their front door, in a backyard, from a classroom window). With prompting and support, they may ask and answer questions about how trees may reduce the warming effect of sunlight.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>K.OA.A.3 – WALT decompose numbers less than or equal to 5 in pairs e.g. by using objects or drawings</p>		<p>Can you show me two different ways to make the number 6 using these counters?</p>	<p>Number Pairs Activity: Students will explore different ways to decompose numbers up to 5 into pairs using concrete objects such as cubes or buttons. Begin by giving each student 5 counters and a sheet of paper. Guide them to arrange the</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed</p>

<p>K.OA.A.3 –</p> <p>WALT record the decomposition of numbers less than or equal to 5 in pairs with a drawing or equation.</p> <p>WALT decompose numbers less than or equal to 5 in pairs in more than one way e.g., by using objects or drawings and record the decompositions with a drawing or equation</p>		<p>K.OA.A.5 Demonstrate fluency for addition and subtraction within 5.</p> <p>What is 2 plus 3? Now, what is 5 minus 2? Can you answer these without using your fingers or blocks?</p>	<p>counters into pairs (e.g., $5 = 2 + 3$) and record each decomposition with drawings. Encourage students to explore various combinations for each number from 1 to 5, fostering their understanding of number composition and mathematical relationships through hands-on exploration and visual representation.</p>	<p>IEP/504: Modifications/Accommodations as stated in IEP</p>
<p>K.OA.A.5 – WALT represent addition and subtraction within 5 using objects, pictures, numbers, and words (working towards accuracy and efficiency)</p>			<p>Mixed Modality Math Exploration: Students will engage in activities that reinforce addition and subtraction within 5 using diverse approaches such as objects, pictures, numbers, and words. Begin by providing each student with a set of counters and a sheet of paper. Demonstrate how to add two groups of counters to find the total (e.g., $2 + 3 = 5$) and then encourage students to represent this operation with drawings, numbers, and words. Next, demonstrate subtraction by removing counters from a group to find the difference (e.g., $5 - 2 = 3$), guiding students to use objects, pictures, numbers, and words to depict their solutions.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP</p>

Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Standards Covered: K.OA.A.1 Question: Provide students with a set of objects (e.g., counters). Ask them to demonstrate addition and subtraction up to 10 by using the objects to solve simple problems. Observe their use of objects, mental images, or drawings to represent the operations.</p> <p>Standards Covered: K.OA.A.3 Question: Present students with the number 7 and ask them to decompose it in more than one way using objects or drawings. Have them record each decomposition with a drawing or equation (e.g., $7 = 5 + 2$ and $7 = 4 + 3$).</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Summative Assessment Question 1</p> <p>Standards Covered: K.OA.A.2 Question: Provide students with addition and subtraction word problems within 10. Ask them to use objects or drawings to solve the problems and write down their solutions. Example: "Sara had 5 apples. She ate 2. How many apples does she have left?" Objective: To assess the student's ability to solve addition and subtraction word problems within 10 using concrete materials and representational strategies.</p> <p>Summative Assessment Question 2 Standards Covered: K.OA.A.5 Question: Administer a timed assessment where students are asked to solve a series of addition and subtraction problems within 5. Evaluate their accuracy in solving these problems. Objective: To measure the student's fluency in addition and subtraction within 5.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Activity: Climate Change and Addition Description: Using the climate change example provided, have students count and add the number of trees observed in different locations (e.g., front door, backyard). Discuss with students how trees help reduce the warming effect of sunlight and have them represent their findings with objects or drawings. Objective: To integrate mathematical skills such as addition with scientific concepts like climate change, fostering a deeper understanding of both subjects.</p> <p>Interdisciplinary Connection 2: Math and Language Arts Activity: Math Story Problems Description: Have students create their own addition and subtraction word problems based on stories they write or read. Encourage them to use objects or drawings to illustrate their problems and solutions, linking math skills with literacy and creative expression. Objective: To combine mathematical problem-solving with language arts skills, promoting critical thinking and communication abilities.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

Unit Title: Mathematics – Counting to 20, Addition and Subtraction – Unit 2 – Module C

Grade level: Kindergarten

Timeframe: 4 weeks

Rationale

Kindergarten – Counting to 20, Addition and Subtraction – Unit 2

In unit 2, learners continue to develop an understanding of number names and the count sequence. They extend the count sequence to 20, starting at various numbers and represent up to 20 objects with written numbers. Counting objects in a scattered arrangement is introduced in this unit. Learners demonstrate spatial reasoning and understanding of the count sequence to answer “how many” questions about a group of up to 10 scattered objects. They classify objects into given categories, find totals for each category and compare numbers up to 10. Learners also determine whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.

Throughout the unit, learners use concrete objects to count and to represent addition and subtraction. Addition and subtraction, including solving word problems using objects and drawings, is extended to up to 10 objects. Learners begin decomposing numbers less than or equal to 5 into pairs in multiple ways using objects or drawings. This leads them towards building fluency (accuracy and efficiency) for addition and subtraction within 5.

To extend spatial reasoning skills, learners describe objects in the environment using names of shapes and describe their relative positions. They identify and describe both two and three-dimensional shapes, recognizing that two dimensional shapes are flat, and three-dimensional shapes are solid.

Guiding Questions

K.DL.A.1 How can you classify objects into different categories?

Why is it important to count the number of objects in each category and sort them by count?

Climate Change Example Interdisciplinary Connection:

What objects can be reused, recycled, or must be placed in the trash?

How can you classify used objects into these categories, ensuring no more than 10 objects in each category?

K.G.A.1- How can you describe where objects are located using shape names and positional terms?

What shapes do you see around you, and how can you describe their positions relative to other objects?

K.G.A.2 - Why is it important to be able to name shapes regardless of their orientations or sizes?


How do you know if an object is a square, circle, triangle, rectangle, hexagon, cube, cone, cylinder, or sphere, even if it looks different?

K.G.A.3 - What makes a shape two-dimensional (flat) or three-dimensional (solid)?

How can you identify whether a shape lies in a plane or has depth and volume?


Standards

Standards (Taught and Assessed):



-  **K.DL.A.1** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Clarification: Limit category counts to be less than or equal to 10)






Climate Change Example: With prompting and support, students may ask and answer questions about objects that may be reused, objects that may be recycled, and objects that must be placed in the trash. Students may classify used objects into those categories with no more than 10 objects in each category. Students may count the number of objects in each category and sort the categories by count.

-  **K.G.A.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

Note: shapes include squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.

-  **K.G.A.2** Correctly name shapes regardless of their orientations or overall size.
-  **K.G.A.3** Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

Key:  Major Cluster  Supporting Cluster  Additional Cluster

Highlighted Career Ready Practices and 21st Century Themes/Skills

- [9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.](#)
- [9.1.4.A.2 Evaluate available resources that can assist in solving problems.](#)
- [9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.](#)
- [9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.](#)
- [CRP1. Act as a responsible and contributing citizen and employee.](#)
- [CRP2. Apply appropriate academic and technical skills.](#)
- [CRP4. Communicate clearly and effectively and with reason.](#)
- [CRP6. Demonstrate creativity and innovation.](#)
- [CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.](#)
- [CRP11. Use technology to enhance productivity.](#)



- [Social-Emotional Learning Competencies](#)

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Standards Covered: K.DL.A.1 Question: Provide students with a collection of objects (e.g., toys, classroom items). Ask them to sort these objects into categories such as toys, books, and stationery. Can they count how many objects are in each category and arrange the categories by the number of objects? Objective: To assess students' ability to classify objects into categories, count objects within each category, and sort categories by count.</p> <p>Pre-Assessment Question 2 Standards Covered: K.G.A.1, K.G.A.2 Question: Show students pictures or real objects of various shapes (e.g., square, circle, triangle, cube, cone). Can they name each shape correctly regardless of its orientation or size? Then, ask them to describe the positions of these shapes using positional terms like above, below, beside, in front of, behind, and next to. Objective: To evaluate students' ability to recognize and name shapes accurately and describe their relative positions using positional language.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>We are learning to/that</p>				
<p>K.DL.A.1 </p> <p>WALT Classify objects into given categories; count the numbers of</p>	<ul style="list-style-type: none"> • <i>Use manipulatives</i> • <i>Use a variety of objects up to 10</i> • <i>Flashcards</i> 	<p>Standard K.DL.A.1</p> <p>Question:</p> <p>Classify these 10 objects into three categories: items that</p>	<p> Climate Change</p> <p>Example: With prompting and support, students may ask and answer questions about objects that may be reused, objects that may be</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p>

<p>objects in each category and sort the categories by count.</p> <p>(Clarification: Limit category counts to be less than or equal to 10)</p>		<p>can be reused, items that can be recycled, and items that should be thrown away. Count the number of objects in each category and sort the categories from the one with the least number of objects to the one with the most.</p>	<p>recycled, and objects that must be placed in the trash. Students may classify used objects into those categories with no more than 10 objects in each category. Students may count the number of objects in each category and sort the categories by count.</p>	<p>At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
			<p>Shape Identification Exploration: Students will engage in an activity to identify cubes, cones, cylinders, and spheres by exploring various objects and visual aids. Begin by showing students real objects such as wooden blocks for cubes, traffic cones for cones, cardboard tubes for cylinders, and balls for spheres. Encourage students to touch and examine each object to understand its shape characteristics, such as flat faces for cubes, pointed ends for cones, cylindrical shapes like cans for cylinders, and roundness for spheres. Use pictures or drawings of these shapes as references for comparison and reinforcement. This tactile and visual exploration helps students develop their ability to recognize and distinguish between different geometric shapes in a hands-on and meaningful way.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

<p>K.G.A.1 – WALT identify cubes, cones, cylinders and spheres</p>		<p>Standard K.G.A.1</p> <p>Question:</p> <p>Look at the objects on the table. Describe each object using the names of shapes (square, circle, triangle, rectangle, hexagon, cube, cone, cylinder, and sphere) and describe their positions using terms such as above, below, beside, in front of, behind, and next to.</p>	<p>Shape Identification Activity: Students will explore and identify cubes, cones, cylinders, and spheres using both real objects and pictures. Begin by displaying pictures or drawings of each shape on a board or paper, and discuss their unique characteristics (e.g., cubes have flat faces, cones have a pointed end, cylinders are like cans, spheres are round). Next, show real objects representing these shapes (e.g., wooden blocks for cubes, traffic cones for cones, cardboard tubes for cylinders, balls for spheres) and ask students to match each object with its corresponding picture. Encourage them to describe and compare the attributes of each shape as they make their matches. This activity reinforces shape recognition skills and helps students understand the distinct features of cubes, cones, cylinders, and spheres through visual and hands-on exploration.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>K.G.A.1 – WALT describe the attributes of cubes, cones, cylinders and spheres</p>			<p>Shape Identification Activity: Students will explore and identify cubes, cones, cylinders, and spheres using a combination of real objects and visual aids. Begin by presenting pictures or drawings of each shape on a board or paper, discussing their unique characteristics (e.g., cubes have flat faces,</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed</p>

			<p>cones have a pointed end, cylinders are cylindrical like cans, spheres are perfectly round). Next, display real objects that represent these shapes (e.g., wooden blocks for cubes, traffic cones for cones, cardboard tubes for cylinders, balls for spheres). Ask students to match each object with its corresponding picture, encouraging them to describe and compare the attributes of each shape as they make their matches.</p>	<p>IEP/504: Modifications/Accommodations as stated in IEP</p>
<p>K.G.A.1 – WALT describe objects in the environment using names of shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)</p>		<p>Standard K.G.A.2</p> <p>Question:</p> <p>Identify and correctly name each of the shapes shown, regardless of their orientation or size.</p>	<p>Describing Shapes in the Environment: Students will identify and describe objects in the classroom or outdoors using names of shapes such as squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres. Begin by taking students on a short walk around the school grounds or classroom. Encourage them to point out objects that match each shape category. For example, they might identify a clock as a circle, a book as a rectangle, a ball as a sphere, or a box as a cube. As they find objects, have students verbally describe each shape they identify, emphasizing the specific characteristics that define each shape category (e.g., a square has four equal sides, a cone has a pointed end and a circular base).</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP</p>

<p>K.G.A.2 – WALT orientation and size do not change the shape (cubes, cones, cylinders and spheres)</p>			<p>Understanding Shape Characteristics: Students will explore and understand that the orientation and size of shapes like cubes, cones, cylinders, and spheres do not change their fundamental shape. Begin by showing students examples of these shapes in different orientations and sizes (e.g., a small cube, a large cube, a cube placed upright, a cube placed sideways). Discuss with students how despite these variations, all these objects are still cubes because they have the same basic characteristics: six square faces. Repeat this process for cones, cylinders, and spheres, demonstrating how changes in size or orientation do not alter their inherent shape qualities (e.g., a tall cone, a short cone, a wide cylinder, a narrow cylinder). Encourage students to observe and compare these variations, reinforcing their understanding that the shape itself remains consistent regardless of how it is oriented or scaled.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>K.G.A.2 - WALT correctly name cubes, cones, cylinders, and spheres</p>			<p>Naming Shapes Activity: Students will practice identifying and correctly naming cubes, cones, cylinders, and spheres through a hands-on exploration. Begin by displaying real objects or</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p>

			<p>pictures representing each shape (e.g., wooden blocks for cubes, traffic cones for cones, cardboard tubes for cylinders, balls for spheres). Introduce each shape one by one, showing its unique characteristics (e.g., cubes have flat faces, cones have a pointed end, cylinders are like cans, spheres are perfectly round). Encourage students to repeat the names of the shapes as you show them and discuss their defining features. Next, ask students to point to or pick up objects around the classroom or outdoors that match each shape category. Provide positive reinforcement as they correctly name each shape and discuss their findings together.</p>	<p>At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>K.G.A.3 – WALT two-dimensional shapes are “flat” (lying in a plane)</p>			<p>Flat Shape Exploration: Students will explore and identify two-dimensional shapes, also known as "flat" shapes, that lie in a plane. Begin by presenting various examples of two-dimensional shapes such as squares, circles, triangles, rectangles, and hexagons. Discuss with students how these shapes are flat and do not have depth or thickness. Show real-life examples of each shape, such as a square tile, a circular clock face, a triangular slice of pizza, a rectangular book, and a hexagonal nut. Encourage students to touch</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

		<p>Standard K.G.A.3</p> <p>Question:</p> <p>Look at the shapes on the board. Identify which shapes are two-dimensional (flat) and which are three-dimensional (solid).</p>	<p>and examine these objects to understand their flat nature. Then, ask students to find and point out other flat shapes in their environment, such as shapes on posters, windows, or classroom objects. Discuss the characteristics of each shape and reinforce their understanding that two-dimensional shapes lie flat on a surface.</p>	
<p>K.G.A.3 – WALT three-dimensional shapes are “solid”</p>			<p>Solid Shape Exploration: Students will explore and identify three-dimensional shapes, also known as "solid" shapes, that have depth and volume. Begin by presenting various examples of three-dimensional shapes such as cubes, cones, cylinders, and spheres. Discuss with students how these shapes are solid and occupy space, unlike flat shapes which lie in a plane. Show real-life examples of each shape, such as a cube-shaped block, a cone-shaped party hat, a cylinder-shaped can, and a sphere-shaped ball. Encourage students to touch and examine these objects to understand their solid nature. Then, ask students to find and point out other solid shapes in their environment, such as objects on their desks, toys, or classroom decorations. Discuss the characteristics of each shape and reinforce their understanding that</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

<p>K.G.A.3 – WALT identify shapes as two-dimensional or three-dimensional</p>			<p>three-dimensional shapes are solid and occupy space.</p> <p>Shape Identification Activity: Students will explore and identify shapes as either two-dimensional (flat) or three-dimensional (solid). Begin by presenting various examples of shapes such as squares, circles, triangles, rectangles, cubes, cones, cylinders, and spheres. Discuss with students the characteristics of each type of shape: two-dimensional shapes lie flat in a plane, while three-dimensional shapes are solid and occupy space. Show real-life examples of each type of shape, such as a square tile (2D), a cube-shaped block (3D), a circular clock face (2D), a cone-shaped party hat (3D), a triangular slice of pizza (2D), a cylinder-shaped can (3D), and a spherical ball (3D). Encourage students to touch and examine these objects to understand their dimensional characteristics. Then, ask students to sort and classify each shape into the appropriate category of two-dimensional or three-dimensional on a sorting mat or worksheet. Discuss their reasoning behind each classification, reinforcing their understanding of shape dimensions.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
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Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>K.DL.A.1 Formative Assessment Question: Show students a collection of objects (e.g., toys, classroom items) and ask them to classify them into three categories: objects that can be reused, objects that can be recycled, and objects that must be placed in the trash. Have students explain their reasoning for placing each object into its category, focusing on their understanding of reuse, recycling, and waste management.</p> <p>K.G.A.1 Formative Assessment Question: Present students with pictures of objects in the classroom or outdoors and ask them to describe the shapes of each object using specific shape names (e.g., square, circle, triangle). Then, prompt them to use positional terms (above, below, beside, in front of, behind, next to) to describe the relative positions of these objects in relation to each other.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>K.DL.A.1 Summative Assessment Question: Provide students with a set of objects and ask them to classify them into categories of reuse, recycling, and trash. Limit each category to a maximum of 10 objects. Students should count the number of objects in each category and then sort the categories by count from least to greatest or vice versa. This question evaluates their ability to classify, count, and sort objects based on specific criteria.</p> <p>K.G.A.2 Summative Assessment Question: Show students pictures of shapes in various orientations and sizes (e.g., rotated squares, different-sized cylinders). Ask them to correctly name each shape regardless of its orientation or overall size. This assesses their understanding that the name of a shape remains consistent despite changes in its appearance.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Math and Environmental Science Integration: Implement a recycling project where students collect and classify objects from their homes or school into categories of reuse, recycling, and waste. They can count and tally the number of items in each category, then create graphs to visually represent their findings. This activity integrates mathematics (classification, counting, graphing) with environmental science (recycling awareness).</p> <p>Art and Geometry Exploration: Have students create collages using shapes cut out from magazines or construction paper. Ask them to describe each shape they use (e.g., square for a window, circle for a sun) and position the shapes relative to each other (e.g., place the triangle above the square). This activity encourages creativity while reinforcing shape recognition and spatial relationships.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

Unit Title: Math – Count, Compose and Compare Numbers – Unit 3 – Module A

Grade level: Kindergarten

Timeframe: 6 weeks

Rationale

Kindergarten – Count, Compose and Compare Numbers – Unit 3

In unit 3, learners continue to develop an understanding of number names and the count sequence by extending the count sequence to 50. They count by tens to 50 and represent up to 20 objects with written numbers. Learners continue to answer “how many” questions about groups of objects, explore the meaning of “equal,” and use strategies to identify when the number of objects is equal to, greater than, or less than the number of objects in another group. As learners use written numerals, the abstract representation of groups of objects, more frequently, they understand that written numerals have a value and can be compared.

Learners reinforce their understanding of addition and subtraction within 10, and continue to model addition and subtraction using objects, fingers, mental images, drawings, sounds, acting out, verbal explanations, expressions or equations. They decompose larger numbers (up to 10) into pairs in multiple ways using objects or drawings and discover the number that makes 10 when added to a given number from 1 to 9. These experiences support fluency (accuracy and efficiency) for addition and subtraction within 5.

Foundational place value concepts are introduced in unit 3. Learners explore different ways to compose and decompose numbers 11 through 19 into ten ones and some additional number of ones using both concrete objects and drawings.

Spatial reasoning in this unit engages learners in comparing two and three-dimensional shapes and using informal language to describe their similarities and differences. Learners again classify objects into given categories, count the number of objects in each category, and sort the categories according to the number of objects in each.

Guiding Questions

K.CC.A.1 - How can we count to 100 by ones and by tens, and why is it important to understand both counting sequences?

K.CC.A.2 - What strategies can we use to count forward from any given number within our counting sequence, and why is this skill useful in everyday situations?

K.CC.B.4 - How do we connect the act of counting to understanding the quantity or cardinality of objects, and why is this understanding important in mathematics?

Why is it essential to pair each object with a unique number name and understand that the order of counting does not affect the total quantity?

K.CC.B.5 - How can we use counting to answer questions about quantities in different arrangements (line, array, circle, scattered), and why is this skill valuable for solving real-world problems?

K.CC.C.6 - How can we determine if one group of objects has more, fewer, or the same number as another group, and why is this skill important in comparing quantities?

K.CC.C.7 - How do we compare two numbers written as numerals between 1 and 10, and what strategies can we use to make these comparisons meaningful?

Standards

Standards (Taught and Assessed):

- **K.CC.A.1** Count to 100 by ones and by tens.
- **K.CC.A.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.
 - A. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.
 - b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.
 - c. Understand that each successive number name refers to a quantity that is one larger.
- **K.CC.B.5** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
- **K.CC.C.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
- **K.CC.C.7** Compare two numbers between 1 and 10 presented as written numerals.

Key: ■ Major Cluster □ Supporting Cluster ○ Additional Cluster

Highlighted Career Ready Practices and 21st Century Themes/Skills

- [9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.](#)
- [9.1.4.A.2 Evaluate available resources that can assist in solving problems.](#)

- [9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.](#)
- [9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.](#)
- [CRP1. Act as a responsible and contributing citizen and employee.](#)
- [CRP2. Apply appropriate academic and technical skills.](#)
- [CRP4. Communicate clearly and effectively and with reason.](#)
- [CRP6. Demonstrate creativity and innovation.](#)
- [CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.](#)
- [CRP11. Use technology to enhance productivity.](#)
- **[Social-Emotional Learning Competencies](#)**

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Pre-assessment Question 1: K.CC.A.1 Can you count aloud from 1 to 100? Please demonstrate by counting by ones and then by tens.</p> <p>Pre-assessment Question 2: K.CC.B.4 Show me how you would count a group of five objects. Describe how you pair each object with a number name and ensure each number name corresponds to one object.</p> <p>Pre-assessment Question 3: K.CC.C.7 Compare the numbers 3 and 7 using written numerals. Explain which number is greater and how you determined your answer.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>At Risk: Individualized as needed</p> <p>IEP/504: Modifications/Accommodations a stated in IEP</p>

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>K.CC.A.1</p> <p>WALT count by ones to 50</p> <p>WALT count by tens to 50</p>	<p>*Pattern in numbers, repeat 1-9 as you count</p> <p>*Sing Counting by 10s song- Jack Hartmann on YouTube</p>	<p>Standard K.CC.A.1</p> <p>Question: Count aloud from 1 to 100 by ones. Now count aloud from 10 to 100 by tens.</p>	<p>Counting to 50 Activity: Students will engage in a counting activity using two different methods: counting by ones and counting by tens up to 50. Begin by providing a number line or a chart with numbers 1 to 50 displayed prominently. Start with counting by ones together as a group, encouraging students to say each number clearly and sequentially. After practicing counting by ones, introduce counting by tens. Model how to count by tens starting from 10 up to 50, emphasizing the pattern of skipping digits and focusing on the ending digits (e.g., 10, 20, 30, 40, 50). Then, divide students into pairs or small groups and provide them with number cards or a hundred chart. Ask them to take turns counting aloud by ones and by tens, using the resources provided.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>K.CC.A.2 – WALT count on from a number other than 1 to 50</p>	<p>-Use Hundreds chart</p> <p>-Pattern in numbers</p>	<p>Standard K.CC.A.2</p> <p>Question: Start counting from the number 7 and continue up to 20.</p>	<p>Counting On Activity: Students will practice counting on from different starting points to reach 50. Begin by choosing a starting number (e.g., 20) and display it prominently. Ask students to take turns counting aloud, continuing from the chosen number up to 50. Encourage them to use clear and sequential counting, emphasizing each number as they progress. Provide support as needed to ensure students understand the concept of counting on from a given number. Repeat the activity with different starting numbers (e.g., 30,</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

<p>K.CC.B.4.A- WALT when counting, each object is paired with only one number name.</p> <p>WALT say the number name for each object in a group up to 20 objects when counting</p>	<p>Count and cross off as counting</p>	<p>Standard K.CC.B.4a Question: Count the objects in this group, saying the number names in order. Pair each object with one and only one number name.</p>	<p>40) to reinforce the skill of counting on effectively.</p> <p>Counting with Objects Activity: To reinforce the concept of pairing each object with a unique number name and saying the number name for each object in a group up to 20:</p> <p>Begin by gathering a collection of objects such as counters, toys, or classroom items. Place them in a visible location where all students can see them clearly. Assign each student a turn to pick up an object and state its corresponding number name aloud. For example, a student might pick up a toy car and say "one," then another student might pick up a book and say "two," and so on. Emphasize that each object should be counted in order without skipping or repeating number names.</p> <p>After each student has had a turn, encourage the class to count together as a group, ensuring each object is paired with the correct number name. This activity helps students practice counting objects sequentially while reinforcing the concept that each object corresponds to one unique number name.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>K.CC.B.4.B</p> <p>WALT when counting a set of objects up to 20, the last number tells the total number of objects</p>	<p>Last number said strategy</p> <p>Count and cross off as counting</p>	<p>Standard K.CC.B.4b Question: Count the objects in this group. What is the total number of objects? Does this number change if we</p>	<ul style="list-style-type: none"> • i-ready 	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed</p>

<p>WALT after counting a set of objects up to 20, the total is the same even when the arrangement or order is changed</p>		<p>rearrange the objects?</p> <p>Standard K.CC.B.4c Question: If we have 5 objects and add one more, what number do we have now? Explain how each successive number name refers to a quantity that is one larger.</p>		<p>IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>K.CC.B.4.C – WALT when given a number between 0 and 20, the next number is one larger than the given number</p>	<p>Pattern in numbers when counting</p>		<p>In this activity, students will practice counting sequentially from a given number between 0 and 20. Begin by displaying a number card showing a number within this range, such as 12. Ask students to identify the number and then state the next number in the sequence, reinforcing that each successive number is one larger than the previous one. Encourage students to take turns drawing number cards, identifying the numbers, and verbally stating the next number in the sequence. This hands-on approach helps students grasp the concept of numerical order and counting progression, promoting fluency in counting from any given number up to 20.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>K.CC.B.5 – WALT answer “how many” questions about groups of objects up to 20 in a line, rectangular array, and circle by counting</p>	<p>-Count and cross off as count</p>	<p>Standard K.CC.B.5 Question: Count to answer “how many?” questions about these 15 things arranged in a circle. Now, given the number 12, count out 12 objects from this pile.</p>	<p>In this activity, students will practice answering "how many" questions about groups of objects arranged in different formations, up to a total of 20 objects. Begin by displaying several arrangements of objects, including a line, rectangular array, and circle. Prompt students to select one arrangement and count the objects methodically, ensuring they count each item and accurately determine the total. Encourage them to verbally state the number of objects they counted. Rotate through the different arrangements, providing opportunities for each student to engage in counting and answering</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

			"how many" questions independently. This hands-on approach fosters numerical fluency and reinforces the skill of counting objects in various configurations, preparing students to confidently respond to questions about quantities in real-world contexts.	
<p>K.CC.C.6</p> <p>WALT equal means the same amount</p> <p>WALT identify when the number of objects is equal to, greater than, or less than the number of objects in another group by matching or counting the number of objects in both groups</p>	Vocabulary flashcards for greater/lesser/equal to	<p>Standard K.CC.C.6</p> <p>Question:</p> <p>Look at these two groups of objects. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in the other group using matching and counting strategies.</p>	i-ready	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>At Risk: Individualized as needed</p> <p>IEP/504: Modifications/Accommodations as stated in IEP</p>
<p>K.CC.C.7 – WALT compare two written numbers between 1 and 10</p>	Vocabulary flashcards for greater and lesser	<p>Standard K.CC.C.7</p> <p>Question:</p> <p>Compare these two numbers: 6 and 9. Which number is greater? Which number is less?</p>	In this activity focused on comparing written numbers between 1 and 10, students will engage with pairs of number cards displayed in random order. Each pair will consist of two distinct numerals, and students will be prompted to select a pair, identify both numbers, and then determine their comparative value (greater than, less than, or equal to). Through this hands-on exercise, students will articulate their reasoning behind each comparison, fostering a deeper understanding of numerical relationships and strengthening their ability to interpret and compare written numerals effectively within the specified range.	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>At Risk: Individualized as needed</p> <p>IEP/504: Modifications/Accommodations as stated in IEP</p>

Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Question for K.CC.A.1: Ask students to count aloud by ones up to a random number between 50 and 100. Observe their accuracy and fluency in counting.</p> <p>Question for K.CC.A.2: Provide students with a starting number within a known sequence (e.g., 30) and ask them to count forward to 50. Assess their ability to continue counting accurately from a given starting point.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Question for K.CC.B.5: Present students with a picture of objects arranged in a line, rectangular array, and circle. Ask them to choose one arrangement and count the objects, then write down the total number counted.</p> <p>Question for K.CC.C.7: Show students two written numerals between 1 and 10 (e.g., 5 and 8) and ask them to circle the greater number. This assesses their understanding of numerical comparisons using written numerals.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Math and Science Connection: Explore counting and cardinality in the context of ecological studies. Students can count and categorize objects found in nature (e.g., leaves, rocks) and compare their quantities using counting strategies learned in math.</p> <p>Math and Physical Education Connection:</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>At Risk: Individualized as needed</p>

Integrate counting exercises into physical activities such as relay races or obstacle courses where students count objects or steps as they move through different stations. This reinforces counting skills in a dynamic and engaging way.

IEP/504:
Modifications/Accommodations as stated in IEP

Unit Title: Math – Count, Compose and Compare Numbers – Unit 3 – Module B

Grade level: Kindergarten

Timeframe: 5 weeks

Rationale

Kindergarten – Count, Compose and Compare Numbers – Unit 3

In unit 3, learners continue to develop an understanding of number names and the count sequence by extending the count sequence to 50. They count by tens to 50 and represent up to 20 objects with written numbers. Learners continue to answer “how many” questions about groups of objects, explore the meaning of “equal,” and use strategies to identify when the number of objects is equal to, greater than, or less than the number of objects in another group. As learners use written numerals, the abstract representation of groups of objects, more frequently, they understand that written numerals have a value and can be compared.

Learners reinforce their understanding of addition and subtraction within 10, and continue to model addition and subtraction using objects, fingers, mental images, drawings, sounds, acting out, verbal explanations, expressions or equations. They decompose larger numbers (up to 10) into pairs in multiple ways using objects or drawings and discover the number that makes 10 when added to a given number from 1 to 9. These experiences support fluency (accuracy and efficiency) for addition and subtraction within 5.

Foundational place value concepts are introduced in unit 3. Learners explore different ways to compose and decompose numbers 11 through 19 into ten ones and some additional number of ones using both concrete objects and drawings.

Spatial reasoning in this unit engages learners in comparing two and three-dimensional shapes and using informal language to describe their similarities and differences. Learners again classify objects into given categories, count the number of objects in each category, and sort the categories according to the number of objects in each.

Guiding Questions

K.OA.A.2 Solve addition and subtraction word problems within 10:

- How can we use objects or drawings to solve addition and subtraction problems within 10?
- What strategies can we use to understand and solve word problems involving addition and subtraction?

K.OA.A.5 Demonstrate fluency for addition and subtraction within 5:

- How can we practice adding and subtracting within 5 to become quicker and more accurate?
- Why is it important to know how to add and subtract small numbers fluently?

K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way:

- How can we break down numbers into different pairs to add up to 10?
- Why is it useful to know multiple ways to decompose numbers?

K.OA.A.4 Find the number that makes 10 when added to a given number (1 to 9):

- How can we find the missing number that adds up to 10 with a given number?
- What strategies can we use to solve problems involving making 10?


K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones:

- How can we break down numbers from 11 to 19 into groups of ten and some ones?
- What are different ways we can show the composition and decomposition of these numbers?

Standards

Standards (Taught and Assessed):

■ **K.OA.A.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

 **Climate Change Example:** Students may use counters when adding to find the total number of trees that they and a partner observed (e.g., from their front door, in a backyard, from a classroom window). With prompting and support, they may ask and answer questions about how trees may reduce the warming effect of sunlight.

■ **K.OA.A.5** Demonstrate fluency for addition and subtraction within 5.

■ **K.OA.A.3** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

■ **K.OA.A.4** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

■ **K.NBT.A.1** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Key: ■ Major Cluster □ Supporting Cluster ● Additional Cluster

Highlighted Career Ready Practices and 21st Century Themes/Skills

- [9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.](#)
- [9.1.4.A.2 Evaluate available resources that can assist in solving problems.](#)
- [9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.](#)
- [9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.](#)
- [CRP1. Act as a responsible and contributing citizen and employee.](#)
- [CRP2. Apply appropriate academic and technical skills.](#)
- [CRP4. Communicate clearly and effectively and with reason.](#)
- [CRP6. Demonstrate creativity and innovation.](#)
- [CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.](#)
- [CRP11. Use technology to enhance productivity.](#)
- [Social-Emotional Learning Competencies](#)



Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>Pre-assessment for K.OA.A.2 (Solve addition and subtraction word problems within 10):</i></p> <ul style="list-style-type: none"> • Show a picture of two groups of objects (e.g., 3 apples in one group and 4 apples in another). Ask: "How many apples are there in total?" Encourage students to use objects or drawings to solve the problem. <p>Pre-assessment for K.OA.A.3 (Decompose numbers less than or equal to 10 into pairs):</p> <ul style="list-style-type: none"> • Provide a number (e.g., 6) and ask students to show two different ways to decompose it into pairs using objects or drawings (e.g., $6 = 2 + 4$ and $6 = 3 + 3$). Record their responses with drawings or equations. <p>Pre-assessment for K.NBT.A.1 (Compose and decompose numbers from 11 to 19 into ten ones and some further ones):</p> <ul style="list-style-type: none"> • Show a number between 11 and 19 (e.g., 15) and ask students to represent it with objects or drawings as a combination of ten ones and some additional ones (e.g., $15 = 10 + 5$). Have them explain how they decomposed the number. 	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>At Risk: Individualized as needed IEP/504:</p> <p>Modifications/Accommodations a stated in IEP</p>

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Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>K.OA.A.2 </p> <p>WALT Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>	<p>Model and count using cubes and 2 ten frames and drawings Use mathboard to draw objects and write their numbers Act out the problem</p>	<p>Standard K.OA.A.2</p> <p>Question:</p> <p>There are 3 apples on the table. You add 4 more apples to the table. How many apples are on the table now? Use objects or drawings to show your answer.</p>	<p> Climate Change Example: Students may use counters when adding to find the total number of trees that they and a partner observed (e.g., from their front door, in a backyard, from a classroom window). With prompting and support, they may ask and answer questions about how trees may reduce the warming effect of sunlight.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>K.OA.A.3 – WALT decompose numbers less than or equal to 10 in pairs e.g. by using objects or drawings</p>	<p>Model and count using cubes and 2 ten frames and drawings Use mathboard to draw objects and write their numbers</p>		<p>Give each student a set of small objects like counters or cubes. Display a number (e.g., 8) on the board and ask students to find different ways to pair the objects to make that number. They can work individually or in pairs to explore combinations like 5 + 3, 4 + 4, and so on. Encourage them to use their objects to physically represent each pair and record their combinations with drawings or equations (e.g., 8 = 5 + 3). This hands-on activity helps reinforce understanding of number relationships and</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

			different ways numbers can be composed.	
K.OA.A.3 – WALT record the decomposition of numbers less than or equal to 10 in pairs with a drawing or equation.	Model and count using cubes and 2 ten frames and drawings Use mathboard to draw objects and write their numbers	Standard K.OA.A.3 Question: Show two different ways to make the number 7 using objects or drawings. Write a drawing or equation for each way.	Provide each student with a worksheet or a piece of paper divided into sections. Display a number (e.g., 7) on the board and ask students to decompose it into pairs using drawings or equations. For example, they can draw 7 circles and then split them into groups to show pairs (e.g., $7 = 5 + 2$). Alternatively, they can write equations to represent the pairs (e.g., $7 = 4 + 3$). Encourage students to use different colors for each part of the decomposition to visually distinguish between the pairs.	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.OA.A.3 – WALT decompose numbers less than or equal to 10 in pairs in more than one way e.g. by using objects or drawings and record the decompositions with a drawing or equation	Pattern in numbers, repeat 1-10 as you count Model and count using cubes and 2 ten frames and drawings Use mathboard to draw objects and write their numbers			ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.OA.A.4 – WALT find the number that makes 10 when added to a given number from 1 to 9 (e.g. using objects or drawings) WALT record the numbers that make 10 with a drawing or equation	Model and count using cubes and 2 ten frames and drawings Use mathboard to draw objects and write their numbers Model and count using cubes and 2 ten frames and drawings Use mathboard to draw objects and write their numbers	Standard K.OA.A.4 Question: If you have 6, what number do you need to add to make 10? Use objects or drawings to find the answer and record it with a drawing or equation.	Provide students with a set of counters or small objects. Show them a number from 1 to 9 (e.g., 6) and ask them to find how many more objects they need to add to make 10. Students can use their objects to physically represent the given number and the additional objects needed to reach 10. For example, if they start with 6 objects, they would add 4 more to make 10. They can record their findings by drawing the objects and writing the	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP

			equation (e.g., $6 + 4 = 10$). Encourage them to explore different combinations for each number and document their results clearly with drawings and equations.	
K.OA.A.5 – WALT represent addition and subtraction within 5 using objects, pictures, numbers, and words (working towards accuracy and efficiency)	Model and count using cubes and 2 ten frames and drawings Use mathboard to draw objects and write their numbers	Standard K.OA.A.5 Question: What is $3 + 2$? Now, what is $5 - 1$? Solve these problems quickly and without using objects or drawings.	Give each student a small collection of objects such as counters or cubes. Begin by displaying a simple addition or subtraction problem (e.g., $3 + 2$ or $4 - 1$) on the board. Ask students to use their objects to physically represent the problem, showing both the starting amount and the result. They should also draw pictures to illustrate the problem and write the corresponding numbers and words to describe their process (e.g., " $3 + 2 = 5$ "). Encourage them to explore different ways to solve each problem and to work towards accuracy and efficiency in their representations.	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP
K.NBT.A.1 – WALT compose ten ones and some further ones (e.g. using objects or drawings) into numbers 11 to 19 and record it with a drawing or equation	Model and count using cubes and 2 ten frames and drawings Use mathboard to draw objects and write their numbers	Standard K.NBT.A.1 Question:	Provide students with a collection of counters or small objects. Display a number between 11 and 19 (e.g., 14) on the board. Ask students to use their objects to represent this number by composing it into ten ones and some further ones. For example, for the number 14,	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed

		Compose the number 14 using ten ones and some further ones. Use objects or drawings to show how you can make 14, and write an equation to show your composition.	they can use 1 group of ten objects and 4 additional ones. They should record their composition using both a drawing and an equation. Encourage students to explore different combinations for each number and to articulate their thinking clearly through their representations.	IEP/504: Modifications/Accommodations as stated in IEP
K.NBT.A.1 – WALT decompose numbers 11 to 19 into ten ones and some further ones (e.g. using objects or drawings) and record it with a drawing or equation	<i>Pattern in numbers, repeat 1-19 as you count</i> <i>Model and count using cubes and 2 ten frames</i> <i>Use mathboard to practice number words</i>		Provide students with a set of counters or small objects. Display a number between 11 and 19 (e.g., 17) on the board. Ask students to decompose this number into ten ones and some further ones using their objects. For example, for the number 17, students can represent it as 1 group of ten objects and 7 additional ones. They should record their decomposition using both a drawing and an equation, such as $17 = 10 + 7$. Encourage students to explore different ways to break down each number and to clearly document their work through drawings and equations. This activity helps reinforce understanding of place value and the composition of numbers in the range of 11 to 19 using concrete materials.	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP
K.NBT.A.1 – WALT the numbers 11 to 19 are composed of ten ones and one, two, three, four, five,	<i>Pattern in numbers, repeat 1-19 as you count</i> <i>Model and count using cubes and 2 ten frames</i>		Begin by discussing with students that numbers from 11 to 19 are composed of ten ones and some additional ones. Show examples such as $11 = 10 + 1$, $12 = 10 + 2$, up	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on

<p>six, seven, eight, or nine more ones</p>	<p><i>Use mathboard to practice number words</i></p>		<p>to $19 = 10 + 9$. Provide students with counters or small objects and ask them to represent each number from 11 to 19 using these objects. For instance, for the number 14, students should use 1 group of ten objects and 4 additional ones. Encourage them to record each composition with a drawing or equation, such as $14 = 10 + 4$. This activity helps reinforce the concept that these numbers are composed of a group of ten ones and some more ones, fostering understanding of place value and number composition.</p>	<p>task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
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Benchmark Assessment 1

<p>Benchmark Assessment</p>	<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p>
<p>Question 1 (K.OA.A.2): Present a word problem involving addition within 10, such as "Tommy has 3 apples. He buys 4 more apples. How many apples does Tommy have now?" Ask students to use objects or drawings to solve the problem and explain their method.</p> <p>Question 2 (K.OA.A.2): Give students a subtraction word problem, for example, "Sally had 8 cookies. She ate 2 cookies. How many cookies does Sally have left?" Have students represent the problem with objects or drawings and write an equation to show their solution.</p> <p>Question 3 (K.OA.A.3): Provide students with a number, like 7, and ask them to decompose it into pairs in more than one way (e.g., $7 = 4 + 3$ and $7 = 5 + 2$). Have them record each decomposition with a drawing or equation.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Question 1 (K.OA.A.2): Present a series of addition and subtraction word problems within 10. Have students solve each problem using objects or drawings to represent the problem, and record their answers with drawings or equations.</p> <p>Question 2 (K.OA.A.4): Give students a scenario where they need to find the number that makes 10 when added to a given number (e.g., $6 + \underline{\quad} = 10$). Ask them to demonstrate their solution using objects or drawings and record their answer with a drawing or equation.</p> <p>Question 3 (K.OA.A.3): Provide students with numbers less than or equal to 10 and ask them to decompose each number into pairs in different ways. Have them record each decomposition with drawings or equations, demonstrating their understanding of decomposing numbers.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>At Risk: Individualized as needed</p> <p>IEP/504: Modifications/Accommodations a stated in IEP</p>

Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Activity 1 (Science Integration - K.OA.A.2): Plant Growth Experiment: Students plant seeds and observe their growth over time. They record the number of plants that sprout each day and create addition and subtraction word problems based on their observations. For example, "If 3 plants sprouted today and 2 more sprouted tomorrow, how many plants sprouted in total?" This activity integrates math skills with scientific observation and data recording.</p> <p>Activity 2 (Art Integration - K.OA.A.5): Visual Story Problems: Students create visual story problems related to addition and subtraction within 5. They draw scenes where characters or objects interact (e.g., sharing apples or counting toys) and write corresponding word problems. This encourages creativity while reinforcing fluency in basic arithmetic.</p> <p>Activity 3 (Social Studies Integration - K.OA.A.2): Community Survey: Students conduct a survey in their community to gather data on favorite pets or modes of transportation. They use this data to create addition and subtraction word problems, demonstrating fluency within 5. This activity connects math skills with real-world data collection and analysis.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>At Risk: Individualized as needed</p> <p>IEP/504: Modifications/Accommodations a stated in IEP</p>

Unit Title: Math – Count, Compose and Compare Numbers – Unit 3 – Module C	
Grade level: Kindergarten	Timeframe: 2 weeks

Rationale

Kindergarten – Count, Compose and Compare Numbers – Unit 3

In unit 3, learners continue to develop an understanding of number names and the count sequence by extending the count sequence to 50. They count by tens to 50 and represent up to 20 objects with written numbers. Learners continue to answer “how many” questions about groups of objects, explore the meaning of “equal,” and use strategies to identify when the number of objects is equal to, greater than, or less than the number of objects in another group. As learners use written numerals, the abstract representation of groups of objects, more frequently, they understand that written numerals have a value and can be compared.

Learners reinforce their understanding of addition and subtraction within 10, and continue to model addition and subtraction using objects, fingers, mental images, drawings, sounds, acting out, verbal explanations, expressions or equations. They decompose larger numbers (up to 10) into pairs in multiple ways using objects or drawings and discover the number that makes 10 when added to a given number from 1 to 9. These experiences support fluency (accuracy and efficiency) for addition and subtraction within 5.

Foundational place value concepts are introduced in unit 3. Learners explore different ways to compose and decompose numbers 11 through 19 into ten ones and some additional number of ones using both concrete objects and drawings.

Spatial reasoning in this unit engages learners in comparing two and three-dimensional shapes and using informal language to describe their similarities and differences. Learners again classify objects into given categories, count the number of objects in each category, and sort the categories according to the number of objects in each.

Guiding Questions

Standard K.G.B.4 How can we use informal language to describe and compare the similarities and differences between two- and three-dimensional shapes of various sizes and orientations?

Standard K.DL.A.1 How can we classify objects into categories, count the objects in each category, and sort the categories by the number of objects they contain? How does this help us understand and organize the world around us?

Standards

Standards (Taught and Assessed):

▣ **K.G.B.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

▣ **K.DL.A.1** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Clarification: Limit category counts to be less than or equal to 10)



Climate Change Example: With prompting and support, students may ask and answer questions about objects that may be reused, objects that may be recycled, and objects that must be placed in the trash. Students may classify used objects into those categories with no more than 10 objects in each category. Students may count the number of objects in each category and sort the categories by count.

Key: ■ Major Cluster ▣ Supporting Cluster ○ Additional Cluster

Highlighted Career Ready Practices and 21st Century Themes/Skills

- [9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.](#)
- [9.1.4.A.2 Evaluate available resources that can assist in solving problems.](#)
- [9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.](#)
- [9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.](#)
- [CRP1. Act as a responsible and contributing citizen and employee.](#)
- [CRP2. Apply appropriate academic and technical skills.](#)
- [CRP4. Communicate clearly and effectively and with reason.](#)
- [CRP6. Demonstrate creativity and innovation.](#)
- [CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.](#)
- [CRP11. Use technology to enhance productivity.](#)
- [Social-Emotional Learning Competencies](#)

Instructional Plan



Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
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<p>Standard K.G.B.4</p> <ol style="list-style-type: none"> Question: Look at these two shapes, a square and a cube. Can you describe how they are the same and how they are different using your own words? Question: Can you find and name a shape in the classroom that has corners and a shape that does not have corners? What makes them different? <p>Standard K.DL.A.1</p> <ol style="list-style-type: none"> Question: Here are 10 objects: 4 toy cars, 3 blocks, and 3 crayons. Can you put them into groups based on what they are? How many objects are in each group? Question: Look at these pictures of objects. Can you sort them into categories of things that can be reused, recycled, or thrown away? How many objects are in each category? 	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
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Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>K.G.B.4</p> <p>WALT describe the parts of two- and three-dimensional shapes (e.g., number of sides, faces, vertices/ “corners”)</p> <p>WALT compare by describing similarities, differences, parts, and other attributes of two- and three-dimensional shapes using informal language</p>	<ul style="list-style-type: none"> *Use manipulatives *Draw and create *Use a variety of objects 	<p>Question: Can you describe the parts of a square and a cube? How are they similar and how are they different?</p> <p>Question: Look at these two shapes: a triangle and a pyramid. Can you tell me what is the same about them and what is different using your own words?</p>	<p>Shape Exploration Centers</p> <p>Set up different centers around the classroom, each with a variety of two- and three-dimensional shapes for students to explore. At one center, provide clay and sticks for students to create their own shapes and discuss the parts (sides, vertices, faces) with a partner. At another center, have a collection of everyday objects (e.g., a ball, a book, a can) and ask students to sort them into</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

			<p>two- and three-dimensional categories. Provide magnifying glasses and rulers at another center for students to closely examine and measure the shapes, noting their attributes such as the number of sides or faces. Finally, have a drawing center where students can draw their favorite shapes and label their parts. Rotate the students through each center, giving them opportunities to describe and compare the shapes they find, using informal language. After the rotations, gather the class to share their discoveries and discuss the similarities and differences they observed.</p>	
<p>K.DL.A.1 </p> <p>WALT Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p>(Clarification: Limit category counts to be less than or equal to 10)</p>	<ul style="list-style-type: none"> *Use manipulatives *Draw and create *Use a variety of objects *Use manipulatives *Draw and create *Use a variety of objects <p></p> <p>Climate Change Example: With prompting and support, students may ask and answer questions about objects that may be reused, objects that may be recycled, and objects that must be placed in the trash. Students may classify used objects into those categories with no more than 10 objects in each category.</p>	<p>Question: Here are 10 buttons. Can you sort them into groups based on their color and count how many are in each group?</p> <p>Question: Can you classify these objects (blocks, crayons, and toy cars) into groups and then tell me how many objects are in each group? Which group has the most, and which has the least?</p>	<p>Recycling Sorting Station</p> <p>Create a recycling sorting station in the classroom with bins labeled for different categories: reusable, recyclable, and trash. Provide students with a collection of items (e.g., paper scraps, plastic bottles, and old toys). Students will work in small groups to classify the items into the correct bins. Each group will count the number of items in each bin and record the totals on a chart. Once all items are sorted and counted, students will</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>At Risk: Individualized as needed</p> <p>IEP/504: Modifications/Accommodations a stated in IEP</p>

	Students may count the number of objects in each category and sort the categories by count.		compare the counts and discuss which category has the most and the least items. This activity will help students understand how to classify objects, count the number of objects in each category, and sort the categories by count while also learning about recycling and environmental responsibility.	
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Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Can you describe the parts of a circle and a sphere? How are they similar and how are they different?	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP

Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Compare a rectangle and a rectangular prism. Describe their parts (number of sides, faces, vertices) and explain how they are similar and different in terms of their attributes and shapes.	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP

Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Math and Language Arts – Shape Stories: Have students choose two- and three-dimensional shapes and create a short story featuring these shapes as characters. They will describe the shapes' parts (sides, vertices, faces) and use informal language to compare their similarities and differences within the story. After writing, students can illustrate their stories. This activity integrates language arts (creative writing and storytelling) with math (describing and comparing shapes).</p> <p>Math and Physical Education – Shape Obstacle Course: Set up an obstacle course in the gym or playground with stations that feature different two- and three-dimensional shapes. Each station will have an activity where students must identify and describe the shapes. For example, they might have to crawl through a tunnel (cylinder), hop between hula hoops (circles), or stack blocks (cubes and rectangular prisms). After completing the obstacle course, students will discuss the shapes they encountered, describing their parts and comparing their attributes. This activity combines physical education (movement and coordination) with math (identifying and comparing shapes).</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

Unit Title: Math – Represent Number Concepts and Model with Shapes – Unit 4 – Module A

Grade level: Kindergarten

Timeframe: 5 weeks

Rationale

Kindergarten – Represent Number Concepts and Model with Shapes – Unit 4

In this unit, learners extend the count sequence to 100. They count by ones and tens and begin at various numbers. Using objects or drawings, learners continue to decompose numbers into pairs in multiple ways. They record numbers that make 10 with drawings and with equations, and demonstrate fluency for addition and subtraction within 5 by accurately and efficiently finding sums and differences. Learners continue to build

place value understanding by exploring different ways to compose and decompose numbers 11 through 19 into a ten and ones using objects and drawings. solve addition and subtraction word problems within 10 using objects, drawings, or other strategies.

Learners use spatial reasoning to model shapes in the world by building shapes from components (e.g., sticks and clay balls). They compose simple shapes to form larger shapes and describe measurable attributes of various objects. Learners explore early ideas about measurement. They understand that an object can have more than one measurable attribute, compare two objects that have a measurable attribute in common, and determine which object has “more of” or “less of” the attribute.

Guiding Questions

Standard K.CC.A.1 How can we count to 100 by ones and by tens, and why is it important to understand counting in sequences?

Standard K.CC.A.2 Why is it useful to be able to start counting from any number within a sequence, and how does this help us understand number patterns?

Standard K.OA.A.2 How can we use objects or drawings to solve addition and subtraction problems within 10, and how does this help us understand real-world situations?

Standard K.OA.A.3 How can we decompose numbers less than or equal to 10 into pairs in different ways, and why is this strategy helpful in solving math problems?

Standard K.OA.A.4 Why is finding the number that makes 10 when added to a given number important, and how does this help us understand number relationships?

Standard K.OA.A.5 How can we demonstrate fluency in adding and subtracting within 5, and why is fluency important in everyday math tasks?

Standard K.NBT.A.1 How can we compose and decompose numbers from 11 to 19 using objects or drawings, and why is understanding these compositions and decompositions important in understanding place value?


Standards

Standards (Taught and Assessed):

■ **K.CC.A.1** Count to 100 by ones and by tens.

■ **K.CC.A.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

■ **K.OA.A.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

 **Climate Change Example:** Students may use counters when adding to find the total number of trees that they and a partner observed (e.g., from their front door, in a backyard, from a classroom window). With prompting and support, they may ask and answer questions about how trees may reduce the warming effect of sunlight.

■ **K.OA.A.3** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

■ **K.OA.A.4** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

■ **K.OA.A.5** Demonstrate fluency for addition and subtraction within 5.

■ **K.NBT.A.1** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Key: ■ Major Cluster □ Supporting Cluster ○ Additional Cluster

Highlighted Career Ready Practices and 21st Century Themes/Skills

- [9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.](#)
- [9.1.4.A.2 Evaluate available resources that can assist in solving problems.](#)
- [9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.](#)
- [9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.](#)
- [CRP1. Act as a responsible and contributing citizen and employee.](#)
- [CRP2. Apply appropriate academic and technical skills.](#)
- [CRP4. Communicate clearly and effectively and with reason.](#)
- [CRP6. Demonstrate creativity and innovation.](#)
- [CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.](#)
- [CRP11. Use technology to enhance productivity.](#)

- [Social-Emotional Learning Competencies](#)

Instructional Plan

Pre-Assessment and Reflection



Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
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<p>Standard K.CC.A.1 Count aloud from 1 to 100 by ones. Now count aloud from 10 to 100 by tens.</p> <p>Standard K.CC.A.2 Start counting from the number 8 and continue up to 20. Write down the numbers as you count.</p> <p>Standard K.OA.A.2 Emily had 5 marbles. She found 3 more marbles. How many marbles does Emily have now? Show your answer using objects or drawings.</p> <p>Standard K.OA.A.3 Show two different ways to decompose the number 7 using objects or drawings. Record each decomposition with a drawing or equation.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
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Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>K.CC.A.1</p> <p>WALT count by ones to 100</p> <p>WALT count by tens to 100</p>	<p>Find patterns in numbers to count.</p> <p>*Count by 10's song on Youtube- Jack Hartmann</p> <p>*Use Hundreds chart</p>	<p>Can you count aloud from 1 to 100?</p>	<p>Number Line Hopscotch: Create a large number line on the floor using tape or chalk, extending from 1 to 100. Divide the class into small groups. Each group takes turns having one student at a time hop along the number line, counting aloud as they go from 1 to 100. Encourage students to help each other if they get stuck. This activity not only reinforces counting by ones to 100 but also adds a physical and interactive element to keep students</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

			engaged and focused on the sequence of numbers.	
K.CC.A.2 – WALT count on from a number other than 1 to 100	*Use pattern in numbers to	Start counting from 15 and continue up to 30. Write down the numbers as you count.	Number Sequence Relay: Divide the class into teams and assign each team a starting number (e.g., Team A starts from 10, Team B starts from 20, etc.). Each team member takes turns counting aloud from their assigned starting number up to 100, continuing where the previous teammate left off. For example, if Team A starts at 10, the first student says "10," the next says "11," and so on up to 100. This activity encourages students to practice counting forward from various starting points and reinforces the concept of counting within a known sequence.	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP

<p>K.OA.A.2 </p> <p>WALT Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>	<p>*Look for key terms</p> <p> Climate Change Example: Students may use counters when adding to find the total number of trees that they and a partner observed (e.g., from their front door, in a backyard, from a classroom window). With prompting and support, they may ask and answer questions about how trees may reduce the warming effect of sunlight.</p>	<p>Amy has 4 apples, and then she gets 3 more apples from her friend. How many apples does Amy have now? Show your answer using objects or drawings.</p>	<p>Math Story Problems Gallery Walk: Create several addition and subtraction word problems, each involving numbers within 10, and display them around the classroom. Provide students with sticky notes or small whiteboards. In pairs or small groups, students will rotate around the room, reading each problem, solving it using objects or drawings to represent the problem, and recording their answers on the sticky notes or whiteboards. Encourage students to discuss their solutions with each other and explain how they arrived at their answers.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>K.OA.A.3</p> <p>WALT decompose numbers less than or equal to 10 in pairs e.g. by using objects or drawings</p> <p>WALT record the decomposition of numbers less than or equal to 10 in pairs with a drawing or equation</p> <p>WALT decompose numbers less than or equal to 10 in pairs in more than one way e.g. by using objects or</p>	<p>*Reverse the pair order when adding to find turnaround fact</p> <p>* Trade cube color one cube at a time</p> <p>* Use a pattern.</p>	<p>Show two different ways to decompose the number 8 using objects or drawings. Record each decomposition with a drawing or equation.</p>	<p>Math Manipulative Exploration: Provide students with a set of math manipulatives such as counters, blocks, or cubes. Ask them to work in pairs to explore different ways to decompose numbers less than or equal to 10 into pairs using the manipulatives. For example, for the number 6, they might use 4 and 2, or 3 and 3. Each pair should record their decompositions using drawings or equations on a piece of paper. Afterward, have pairs share</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

<p>drawings and record the decompositions with a drawing or equation</p>			<p>their findings with the class, discussing the different ways they decomposed each number. This activity encourages hands-on exploration of number decomposition while reinforcing the use of drawings or equations to record mathematical thinking.</p>	
<p>K.OA.A.4</p> <p>WALT find the number that makes 10 when added to a given number from 1 to 9 (e.g. using objects or drawings)</p> <p>WALT record the numbers that make 10 with a drawing or equation</p>	<p>*Use a pattern</p>	<p>If you have 7 blocks, how many more blocks do you need to make 10? Show your answer using objects or drawings.</p>	<p>Make 10 Puzzles: Create a set of puzzle cards, each showing a number from 1 to 9. On the back of each card, students will use objects or drawings to illustrate how many more objects are needed to make 10 with the number shown on the front of the card. For instance, if the card shows the number 8, students will illustrate 8 objects and then show 2 more objects needed to make 10, recording their solution with a drawing or equation. This activity encourages students to explore different combinations that add up to 10 while reinforcing the use of objects or drawings to visualize mathematical concepts.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>K.NBT.OA.A.5 – WALT represent addition and subtraction within 5 with accuracy and efficiency</p>	<p>*Draw a picture</p>	<p>Emma has 3 marbles, and then she receives 2 more marbles from her friend. How many marbles does Emma have now? Show your answer with a drawing or equation.</p>	<p>-Math Race to 5: Divide the class into pairs or small groups. Provide each group with a set of small objects (e.g., counters, beans, or cubes). Place a number line or a mat labeled from 0 to 5</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p>

			<p>in front of each group. One student starts with a certain number of objects (e.g., 3) and adds or removes objects to reach a total of 5, showing their moves with objects or drawings on the number line or mat. The other student in the pair checks for accuracy and efficiency in solving the problem. They switch roles for the next round. This activity helps reinforce addition and subtraction within 5 while promoting accuracy and efficiency in mathematical operations.</p>	<p>At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>K.NBT.A.1 – WALT compose and record numbers from 11 to 19 into a ten and some further ones (e.g. using objects or drawings)</p> <p>WALT decompose and record numbers 11 to 19 into a ten and some further ones (e.g. using objects or drawings)</p> <p>WALT the numbers 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones</p>	<p>*Draw a picture</p> <p>*Use snapcubes</p> <p>*Use a Pattern</p>	<p>Show how you can decompose the number 14 into a ten and some further ones using objects or drawings. Record your answer with an equation.</p>	<p>Ten Frame Composition: Provide each student with a set of objects (e.g., cubes, counters) and a ten-frame chart. Ask students to use the objects to create different numbers between 11 and 19 by grouping ten objects and adding the remaining ones. For example, for the number 16, students will place 10 objects in the ten-frame and then add 6 more objects beside it. Students will then draw their composition on paper, showing the ten and the additional ones, and write an equation to represent their work (e.g., $16 = 10 + 6$). This activity helps students understand the structure of numbers 11 to 19 and reinforces their ability to compose and decompose these numbers using visual</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

			and numerical representations.	
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Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Counting and Decomposition: James has 5 toy cars. If he gets 2 more cars as a gift, how many cars does he have now? Show your answer using objects or drawings. Then, decompose the number of cars into pairs in more than one way. Record each decomposition with a drawing or equation.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Addition and Fluency: Sarah has 8 pencils. She gives 4 pencils to her friend. How many pencils does Sarah have left? Show your answer using objects or drawings. Then, demonstrate fluency in addition within 5 by showing how you can add 2 more pencils to the remaining ones.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Math and Climate Change: Using objects or drawings, count the total number of trees you and a partner observed (e.g., from your front door, in a backyard, or from a classroom window). Discuss how trees may reduce the warming effect of sunlight. Then, decompose the total number of trees into groups of ten and some further ones. Record each composition or decomposition by a drawing or equation.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

Unit Title: Math – Represent Number Concepts and Model with Shapes – Unit 4 – Module B

Grade level: Kindergarten

Timeframe: 4 weeks

Rationale

Kindergarten – Represent Number Concepts and Model with Shapes – Unit 4

In this unit, learners extend the count sequence to 100. They count by ones and tens and begin at various numbers. Using objects or drawings, learners continue to decompose numbers into pairs in multiple ways. They record numbers that make 10 with drawings and with equations, and demonstrate fluency for addition and subtraction within 5 by accurately and efficiently finding sums and differences. Learners continue to build place value understanding by exploring different ways to compose and decompose numbers 11 through 19 into a ten and ones using objects and drawings. solve addition and subtraction word problems within 10 using objects, drawings, or other strategies.

Learners use spatial reasoning to model shapes in the world by building shapes from components (e.g., sticks and clay balls). They compose simple shapes to form larger shapes and describe measurable attributes of various objects. Learners explore early ideas about measurement. They understand that an object can have more than one measurable attribute, compare two objects that have a measurable attribute in common, and determine which object has “more of” or “less of” the attribute.

Guiding Questions

K.G.B.5 How can we use everyday materials to create and represent shapes, and how does this help us understand their characteristics?

K.G.B.6 What strategies can we use to combine basic shapes into more complex ones, and how does this help us understand the relationships between shapes?

K.G.B.4 How can we describe and compare shapes based on their properties such as sides, vertices, and dimensions, and how does this understanding apply to shapes in the world around us?


K.M.A.1 What are some ways we can measure and describe objects, and how does understanding measurable attributes help us categorize and compare objects?


K.M.A.2 How can we use measurements to compare objects, and what does this comparison tell us about the objects and their attributes?


K.M.B.3 Why is it important to understand the value and purpose of coins and dollar bills, and how does this knowledge help us in daily life?


Standards


Standards (Taught and Assessed):


 **K.G.B.5** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

 Climate Change Example: Students may use sticks and clay to model trees and umbrellas and may then draw shapes (e.g., triangle, rectangle) to model those objects. With prompting and support, they may ask and answer questions about how trees and umbrellas may be used to reduce the warming effect of sunlight.


 **K.G.B.6** Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”

 **K.G.B.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

 **K.M.A.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
Note: shapes include squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.

 **K.M.A.2** Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

Note: shapes include squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.

 **K.M.B.3** Understand that certain objects are coins and dollar bills, and that coins and dollar bills represent money. Identify the values of all U.S. coins and the one-dollar bill.

Key:  Major Cluster

 Supporting Cluster

 Additional Cluster

Highlighted Career Ready Practices and 21st Century Themes/Skills

- [9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.](#)
- [9.1.4.A.2 Evaluate available resources that can assist in solving problems.](#)
- [9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.](#)
- [9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.](#)
- [CRP1. Act as a responsible and contributing citizen and employee.](#)
- [CRP2. Apply appropriate academic and technical skills.](#)
- [CRP4. Communicate clearly and effectively and with reason.](#)


- [CRP6. Demonstrate creativity and innovation.](#)
- [CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.](#)
- [CRP11. Use technology to enhance productivity.](#)
- [Social-Emotional Learning Competencies](#)

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<i>i-ready</i> <i>Unit summative assessment</i>	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
We are learning to/that				
K.G.B.5 WALT Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	*Use manipulatives *Draw and create  Climate Change Example: Students may use sticks and clay to model trees and umbrellas and may then draw shapes (e.g., triangle, rectangle) to model those objects. With prompting and support, they may ask and answer questions about how	*I-Ready *Spiral Review *Standards Assessment	Students will explore shapes by creating models using everyday materials such as sticks and clay balls. Begin by providing students with a variety of materials and ask them to choose two-dimensional shapes they want to create, such as triangles, squares, or circles. Encourage them to use the sticks to outline the shapes and the clay balls to represent vertices or corners. After constructing their	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed

	trees and umbrellas may be used to reduce the warming effect of sunlight.		models, have students draw these shapes on paper, labeling the sides, vertices, and any other distinguishing features they have incorporated.	IEP/504: Modifications/Accommodations as stated in IEP
<p>K.G.B.6</p> <p>WALT simple shapes can join to compose larger shapes</p> <p>WALT compose simple shapes to form larger shapes</p>	<p>*Use manipulatives</p> <p>*Draw and create</p> <p>*Use a variety of objects</p>	<p>*I-Ready</p> <p>*Spiral Review</p> <p>*Standards Assessment</p>	<p>Students will explore how simple shapes can be combined to create larger shapes. Provide students with various simple shapes such as triangles, squares, rectangles, and circles, cut out from construction paper or cardstock. Start by demonstrating how two triangles with their full sides touching can be arranged to form a rectangle. Then, encourage students to work in pairs or small groups to explore other combinations. They can experiment with different arrangements and discuss how they can combine shapes to form larger ones, such as using triangles and rectangles to create a house shape or using circles and squares to create a clock face. After creating their shapes, students can draw and label their compositions, identifying the simple shapes used and the larger shape they formed. This activity not only reinforces understanding of geometric shapes and their relationships but also promotes teamwork and creative problem-solving skills.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>At Risk: Individualized as needed</p> <p>IEP/504: Modifications/Accommodations as stated in IEP</p>
<p>K.G.B.4 – WALT analyze two- and three-dimensional shapes in different sizes and orientations using informal language</p>	<p>*Use manipulatives</p> <p>*Draw and create</p> <p>*Use a variety of objects</p>	<p>Imagine you are explaining the differences between a cube and a cylinder to a friend who hasn't seen these shapes before. How would you describe each shape using informal language? Include at least two differences in their attributes such as sides,</p>	<p>Students will analyze two- and three-dimensional shapes in various sizes and orientations using informal language. Begin by providing students with a collection of geometric shapes such as cubes, spheres, cones, cylinders, squares, rectangles, triangles, and hexagons. Ask</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p>

		<p>vertices (corners), or overall shape.</p>	<p>students to work in pairs or small groups to examine these shapes closely. They should discuss and describe similarities, differences, and attributes of each shape using informal language. Encourage them to consider aspects like the number of sides, vertices (corners), edges, and whether sides are of equal length or different lengths. Students can rotate the shapes to observe them from different perspectives and discuss how their orientation affects their appearance. Afterwards, each group can present their findings to the class, summarizing their observations and conclusions about the shapes they analyzed.</p>	<p>At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP</p>
<p>K.G.B.4 – WALT a vertex or "corner" is where two sides meet K.G.B.4 – WALT some shapes (squares, triangles, rectangles, hexagons) have sides. K.G.B.4 – WALT the length of sides is an important attribute when naming shapes K.G.B.4 – WALT identify and describe sides of shapes using informal language K.G.B.4 - WALT analyze and describe the attributes of two dimensional shapes (e.g. number of sides, vertices/"corners") using informal language</p>	<p>*Vocabulary flashcards</p>	<p>Identifying Vertices:</p> <ul style="list-style-type: none"> Point to where the vertices are on a square and a triangle. How are they similar and different in terms of their vertices? <p>Describing Shapes:</p> <ul style="list-style-type: none"> Describe the sides of a rectangle and a hexagon. How many sides does each shape have, and are any sides equal in length? Explain using informal language. <p>Attribute Focus:</p> <ul style="list-style-type: none"> Why is the length of sides an important 	<p>Shape Attribute Hunt: Provide students with a variety of two- and three-dimensional shapes (e.g., cubes, spheres, squares, triangles). Ask them to work in pairs to examine each shape closely. Students should identify and describe the sides, vertices, and any other attributes of each shape using informal language. Encourage them to compare the shapes they observe, noting similarities and differences in their attributes. Afterwards, each pair can present their findings to the class.</p> <p>Shape Comparison Drawing: Assign students to choose two shapes from a provided set (e.g., rectangle and hexagon). They should draw each shape and label</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p>

<p>K.G.B.4 – WALT compare by describing similarities, differences, parts, and other attributes of two and three-dimensional shapes using informal language</p>		<p>attribute when naming shapes like squares and triangles? Provide examples to support your explanation.</p> <p>Comparing Shapes:</p> <ul style="list-style-type: none"> • Compare a cube and a sphere by describing their attributes such as sides, vertices, and whether they have equal sides. Use informal language to explain their similarities and differences. <p>Analyzing Two-Dimensional Shapes:</p> <ul style="list-style-type: none"> • Choose two different shapes from your collection (e.g., square and triangle). Analyze and describe their attributes, including the number of sides and vertices. How does their orientation affect their appearance? 	<p>the sides, vertices, and any other relevant attributes. Next, ask students to write a short paragraph comparing the shapes they drew, using informal language to describe their similarities, differences, and how the length of sides contributes to their classification. This activity encourages visual representation skills and reinforces understanding of shape attributes.</p>	
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<p>K.M.A.1 – WALT objects have measurable attributes, such as length or weight.</p> <p>K.M.A.1 – WALT describe measurable attributes of objects, such as length or weight.</p> <p>K.M.A.1 – WALT describe several measurable attributes of a single object</p>	<p>*Use manipulatives *Use nonstandard units of measure</p>	<p>Identifying Measurable Attributes:</p> <ul style="list-style-type: none"> Choose an object in the classroom and describe its measurable attributes, such as length or weight. How would you measure these attributes, and why are they important to describe? <p>Comparing Attributes:</p> <ul style="list-style-type: none"> Compare the length of a pencil and a ruler. How are their lengths similar or different? Describe their lengths using appropriate measurement terms. <p>Describing Object Attributes:</p> <ul style="list-style-type: none"> Describe several measurable attributes of a single object of your choice (e.g., a book). Include at least three attributes and explain why each attribute is important for understanding the object. <p>Measuring and Describing:</p> <ul style="list-style-type: none"> Use a ruler to measure the length of 	<p>Attribute Exploration: Provide students with a variety of objects (e.g., toys, books, classroom supplies) with different measurable attributes. Ask them to explore each object and describe its measurable attributes, such as length or weight. Students can use rulers, scales, or measuring tapes to quantify these attributes and record their observations in a chart or table. Encourage them to discuss their findings with classmates, emphasizing the importance of each attribute in understanding the objects.</p> <p>Measuring and Recording: Assign students to select an object from home or school and measure its length and weight using appropriate tools. They should record their measurements and create a visual representation (e.g., a labeled diagram or chart) that illustrates the measurable attributes of their chosen object. After completing their visual representations, students can share their work with their peers, explaining their observations and the significance of the measured attributes. This activity promotes hands-on measurement skills and reinforces the concept of describing measurable attributes in objects.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations as stated in IEP</p>
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		<p>a table. Describe the measurement in inches or centimeters, and discuss why understanding the table's length is important.</p> <p>Application of Attributes:</p> <ul style="list-style-type: none"> • Why is it important to describe the weight of objects like a ball and a book? Explain how knowing their weight can be useful in different situations. 		
<p>K.M.A.2 – WALT compare two objects that share a measurable attribute to see which object has “more of”/“less of” the attribute</p>		<p>*I-Ready *Spiral Review *Standards Assessment</p>	<p>*Flocabulary *Iready *Think Central on the spot and Interactive lesson *Standards based hands on activity</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

<p>K.M.A.2 – WALT describe the difference between two objects that share the same measurable attribute**</p>	<p>*Use manipulatives *Vocabulary Flashcards</p>	<p>*I-Ready *Spiral Review *Standards Assessment</p>	<p>*Flocabulary *Iready *Think Central on the spot and Interactive lesson *Standards based hands on activity</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>
<p>K.M.B.3 Understand that certain objects are coins and dollar bills, and that coins and dollar bills represent money. Identify the values of all U.S. coins and the one-dollar bill.</p>	<p>Visual Aids and Charts</p> <ul style="list-style-type: none"> • Posters and Charts: Display posters and charts in the classroom that show the different U.S. coins and dollar bills along with their values. • Coin Identification Chart: Create a chart that includes a picture of each coin, its name, and its value. 	<p>Utilize Assessments from the district mandated program.</p> <p>Teacher created assessments:</p> <p>Identification: Show the students a picture of a penny, nickel, dime, quarter, and a one-dollar bill. Ask them to name each one. "What is this coin called?" "What is this bill called?"</p> <p>Value Recognition: "How much is... "...a penny worth?"</p>	<p>Interactive Lessons with Real and Play Money Hands-On Activities: Provide students with real or play coins and dollar bills. Allow them to handle, observe, and compare the different types of currency. Coin Sorting: Give students mixed piles of coins and ask them to sort them by type (pennies, nickels, dimes, quarters). Matching Games: Use matching games where students pair coins with their values or names. Digital Learning Tools Educational Apps and Games: Utilize apps and online games designed to teach kids about</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP</p>

		<p>"...a nickel worth?" "...a dime worth?" "...a quarter worth?" "...a one-dollar bill worth?"</p> <p>Matching: Provide a set of pictures with coins and dollar bills on one side and their values on the other side. Ask the students to draw a line connecting each coin or bill to its correct value.</p> <p>Sorting: Give the students physical or paper cutouts of coins and a one-dollar bill. Ask them to sort them into groups based on their type and value.</p>	<p>money, such as interactive coin identification games.</p> <p>Interactive Board Activities: Use interactive board activities where students can drag and drop coins into labeled jars or piggy banks.</p> <p>Learning Activities: Money Songs Chants and Poems Coin ID worksheets</p>	
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Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Can you demonstrate how to build a cube using sticks and clay balls? Describe the attributes of the cube you created.</p> <p>Explain how you would compare a sphere and a cylinder in terms of their shapes and attributes. What similarities and differences do you notice?</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>At Risk: Individualized as needed</p> <p>IEP/504: Modifications/Accommodations as stated in IEP</p>

Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

<p>Summative Question 1:</p> <ul style="list-style-type: none"> Build a composite shape using at least three different simple shapes (e.g., triangles, rectangles). Describe the process and the attributes of the resulting shape. <p>Summative Question 2:</p> <ul style="list-style-type: none"> Compare a cube and a rectangular prism. Describe their similarities and differences using informal language, focusing on attributes like the number of sides, vertices, and whether the sides are of equal length. 	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>At Risk: Individualized as needed</p> <p>IEP/504: Modifications/Accommodations a stated in IEP</p>
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Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Shape Modeling and Climate Change Discussion: In pairs, students will create models of trees and umbrellas using sticks and clay. They will then draw the shapes they created and discuss how these objects can help mitigate the warming effect of sunlight. Prompt them to ask questions and brainstorm ideas about the shapes' effectiveness in providing shade or reducing heat absorption.</p> <p>Money and Measurement Comparison: Provide students with a variety of U.S. coins and bills. Ask them to measure and compare the sizes of different coins and the one-dollar bill using rulers or measuring tapes. Students should record their findings, noting which objects are larger or smaller and discussing how these measurements relate to the values of the coins and bills. Encourage them to articulate their comparisons using measurement terms such as length and width.</p>	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>At Risk: Individualized as needed</p> <p>IEP/504: Modifications/Accommodations a stated in IEP</p>

Resources:

Ready Mathematics: [Ready mathematics](#)

i-ready: [i-ready](#)

Additional Resources:

Khan Academy Kids: [Khan Academy Kids](#)

PBS Kids Math Games: [PBS Kids Math Games](#)

Math Playground: [Math Playground](#)

ABCmouse: [ABCMouse](#)

SplashLearn: [SplashLearn](#)

IXL Math: [IXL Math](#)