TOWNSHIP OF UNION PUBLIC SCHOOLS



Grade K Mathematics

Adopted December 15, 2020

Mission Statement

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

Philosophy Statement

and community. students in general, providing therein for individual differences. The school operates as a partner with the home 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 The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts

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

Grade level: Kindergarten

Timeframe: Marking Period 1

Rationale

Kindergarten – Number Concepts and Counting to $10 - Unit\ l$

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

verbal explanations, expressions or equations. 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,

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. learners' development of spatial reasoning. They recognize and correctly name two-dimensional shapes regardless of the orientation and Throughout the unit, learners use concrete objects to count and to represent addition and subtraction. These concrete objects support

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

Essential Questions

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
- 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.
- arrangement or the order in which they were counted. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their
- 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

■ Major Cluster □ Supporting Cluster ○ Additional Cluster

Key:

Highlighted Career Ready Practices and 21. 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

- Self-Awareness
- Self-Management
- Social Awareness

- Relationship Skills
 Responsible Decision-Making

Instructional Plan

Pre-Assessment and Reflection

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

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

K.CC.A.3 - WALT represent a number of objects with a written number from 1 through 10	K.CC.A.3 - WALT write numbers 0 to 10	K.CC.A.1 - WALT count by ones to 10	SLO – WALT We are learning to/that
 Remember last number said Count the number of objects in a set and write the written 	 Students will use visuals to remember each number 	• Think about the last number said	Student Strategies
• Draw to show what you know about the number sets 1-10. Tell a friend about your drawing.		• Exit slip- count to a specific number of objects within 10- count, write, represent.	Formative Assessment
Trace the form of numbers 0-10 Number songs/poems Shaving cream on desk	counting (the last number said tells the total number of objects). Use a number line to count to 10.	Students will learn that numbers have value amounts and are different then letters. Use manipulatives to show numbers 0-10 Recognize and state the last number said when	Activities and Resources
	v	General and Special Education teachers will work together to provide students with the support they need as written in their individualized education plan. (IEP)	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

Chapters 1. 3 and 4.1, 4.2 Use a number line to see the numbers. Identify the numbers get larger as they	• Exit ticket- use a number line to find the larger number of a given	picture. • Have students circle the larger number.	objects when given a number up to 10 K.CC.B.4.C – WALT when given a number between 0 and 10, the next
monster, etc). Lesson 1.4 Use manipulatives to show a number.	• Count the number of objects orally	• Count and write the number under each	number of objects K.CC.B.5 – WALT count out the correct number of
Have students do different activities for last number said (shout the number, whisper, say like a	 Personal math trainer 	• Use last number said strategy	K.CC.B.4.B – WALT when counting a set of objects up to 10, the last number tells the total
Count out loud for objects in a group. Go Math Lessons- Chapters 1. 3 and 4.1 and 4.2	 Quick checks 	 Count and write the number under each picture. 	the number name for each object in a group up to 10 objects when counting
objects. Literature- Read the Red Caboose and count the number of toy trains. Go Math Chapters 1, 3, 4.1, 4.2		your count.	
Count objects and write the number value. Utilize Go math and interactive lessons to count	 Exit slip- Match objects to numbers 	 Count and write the number under each picture. Cross off objects as 	K.CC.B.4 - WALT when counting, each object is paired with only one number name
Literature "Pancakes for All" Childrens will read the book and count kittens. Go Math Chapter 1 and 3, 4.1 and 4.2			
to write numbers Write the last number said.		number.	

K.OA.A.1 – WALT represent addition within 5 in a variety of ways (e.g., objects, fingers, mental images, drawings, sounds, acting out, verbal	K.CC.A.3 - WALT zero represents a count of no objects	K.CC.B.5 – WALT answer "how many" questions about a group of objects up to 10 in a line, rectangular array, and circle by counting	K.CC.B.4.B – WALT after counting a set of objects up to 10, the total is the same even when the arrangement or order is changed	K.CC.A.2 - WALT count on from a number other than 1 to 10	number is one larger than the given number
•	•	•	•	•	
Use snap cubes to show different combinations to add within 5.	Students know that 0 is represented as no objects or objects that are taken away.	Use a ten frame to know one row is 5 and two rows is 10.	Have students cross off objects as they count them.	Use concrete models drawings and counters to explore the concept of counting.	
• Exit slip- show two ways to make 5.	Have students draw what they know about the number 0 and explain their drawing to a friend.		Exit slip- have students count the number of objects in different arrangements (Go Math Lesson 3.6 as an example).	Quick checks Lesson 4.4	number.
Use counters to add two numbers together Use a beaded number line to add numbers Use snap cubes to add numbers together	Read "Zero my hero" and identify 0 means none. Write the number name and written numeral.	 Model a 10 frame. One row is 5 two rows is 10. Use egg cartons and manipulative to show numbers 1-10. 	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. Go Math chapter 4	Count on from a certain number: Go Math Chapter 4	go on. Have students count objects and find the larger number. Go Math Chapter 2 and 4
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represent subtraction within 5 in a variety of ways (e.g., objects, fingers, mental images, drawings, sounds, acting out, verbal explanations, expressions or equations)	explanations, expressions or equations)
• Circle and cross out the number being taken away.	
• Quick check - Lesson 6.5	
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. Go Math lessons 6.1-6.5.	Children can add themselves together to represent addition Trace the plus sign and learn it means add together. Go Math Lessons 5.1-5.8

Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure,
	504) and Reflections
	Modifications per students' IEP

Benchmark Assessment 2

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure,
	504) and Reflections
	Modifications per students' IEP

Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
	Modifications per students' IEP
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Interdisciplinary Connections

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

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

Rationale

Kindergarten – Number Concepts and Counting to 10 – Unit 1

of objects arranged in lines, rectangular, arrays, and circles. order. Learners represent numbers of objects, including the absence of objects (0), with written numbers and answer 'how many' questions about a group 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 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

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

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

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

Essential Questions

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

■ Major Cluster □ Supporting Cluster □ Additional Cluster

Key:

Highlighted Career Ready Practices and 21. 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

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

Instructional Plan

Pre-Assessment and Reflection

Reflections

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

	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.	 Use cubes to describe their position of colors. 	 Know vocabulary and be able to demonstrate what it means. 	K.G.A.1 – WALT describe the positions of objects in the environment using words such as above, below, beside, in front of,
	 Name objects around the classroom of each shape. Draw pictures of a given shape. Go Math 9.11 	Show and Tell-Bring in an object of a certain shape. (Circle day).	 Be able to identify and visualize all shapes 	K.G.A.1 – WALT describe objects in the environment using names of shapes
	Draw to join shapes. Identify how many sides (vertex) or curves each shape has. Lessons 9.2, 9.4, 9.6, 9.8, 9.10	 Describe the attributes of each shape. 	 Count the number of sides 	K.G.A.1 – WALT describe the attributes of squares, circles, triangles, rectangles, and hexagons
General and Special Education teachers will work together to provide students with the support they need as written in their individualized education plan. (IEP)	Trace shapes and draw shapes. Activate prior knowledge by naming objects at home and school and what shapes they are. Go Math Lessons 9.1, 9.3, 9.5, 9.7, 9.10	 Identify and name two dimensional shapes: 	 Visualize and identify the different shapes. 	K.G.A.1 – WALT identify squares, circles, triangles, rectangles, and hexagons
Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections	Activities and Resources	Formative Assessment	Student Strategies	SLO – WALT We are learning to/that

×.	 In a mosaic identify the different shapes. Sort pattern blocks 	• Color a selected shape in a picture (Lesson 9.5) Question 2).	 Know the vocabulary about shapes- a triangle has 3 sides, a square has 4 equal sides. 	K.G.A.2 – WALT correctly name squares, circles, triangles, rectangles and hexagons of different sizes and orientations
	Examples of questions= Go Math Lesson 9.3 Question I (Squares are different sizes and orientations). Draw shapes of different sizes to make a picture. (Different size squares to make a picture).	• Exit slip- Identify and pick out all of the shape selected (Example: 9.5 Question 1).	• Students will know the attributes of the a shape to identify the shape no matter orientation and size.	K.G.A.2 – WALT the name of a shape does not change when orientation and size change
	Where are the red cubes? They are above the blue cubes. Go Math 10.8-10.10			behind, and next to

Benchmark Assessment 1

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

Benchmark Assessment 2

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

Modifications per IEPs

Summative Assessments (add rows as needed)

Modifications per IEPs
Modifications per IEPs

Interdisciplinary Connections

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

Unit Title: Math - Counting to 20, Addition and Subtraction - Unit 2 - Module A

Grade level: Kindergarten

Timeframe:

Rationale

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

various numbers and represent up to 20 objects with written numbers. Counting objects in a scattered arrangement is introduced in this unit. Learners 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

objects in one group is greater than, less than, or equal to the number of objects in another group. They classify objects into given categories, find totals for each category and compare numbers up to 10. Learners also determine whether the number of

ways using objects or drawings. This leads them towards building fluency (accuracy and efficiency) for addition and subtraction within 5 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 Throughout the unit, learners use concrete objects to count and to represent addition and subtraction. Addition and subtraction, including solving word

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

Essential Questions

- How can you show and count 20 objects?
- How can you count and write up to 20 with words and numbers?
- How can you count forward to 20 from a given number?
- How can you solve problems using the strategy, make a model?
- How can you compare two numbers between 1 and 10?
- How does the order of numbers help you to count to 100 by ones?
- How can you count to 100 by tens on a hundreds chart?
- How can you use sets of tens to count to 100?

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).
- objects). 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
- **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

- arrangement or the order in which they were counted. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their
- 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.
- e.g., by using matching and counting strategies. 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,
- 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

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

Pre __sessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure,
	504) and Reflections
i-ready	ELL: Model and Provide Example. Establish a non-verbal cue to
unit summative assessment	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,
WE ALE LEAL HING WITHAL				Failure, 504) and Reflections
K.CC.A.1 – WALT count by ones to 20	 Pattern in numbers, repeat 1-19 as you 	i-readyspiral review	 Morning calendar routine for counting 	ELL: Model and Provide Example. Establish a
,	 Model and count 	 standards assessment Go Math Problem of 	• Review counting to	non-verbal cue to redirect students when not on
	using cubes and 2 ten frames	• Exit Ticket	• Go Math lesson 8.1	task. Students may use a bilingual dictionary.
				as needed
				IEP/504:
				Modifications/Accommo
				dations a stated in IEP
K.CC.A.2 – WALT count	 Pattern in numbers, 	i-ready	 Morning calendar 	ELL: Model and Provide
on from a number other	repeat 1-19 as you	 spiral review 	routine for counting	Example. Establish a
than 1 up to 20	• Model and count	standards assessment Go Math Problem of	e Review counting to	non-verbal cue to redirect
	using cubes and 2 ten	the Day	20	task. Students may use a
û.	frames	• Exit Ticket	• Go Math lesson 8.3	bilingual dictionary.
	sequences in games		Flocubuary	At Risk: Individualized
	and accessed on Parison			as needed
				IEP/504:
				Modifications/Accommo
				dations a stated in IEP

			Source Street	
non-verbal cue to redirect students when not on	by I'sReview counting to	 standards assessment Go Math Problem of the Day 	 count Model and count using cubes and 2 ten 	object in a group up to 20 objects when counting
ELL: Model and Provide Example. Establish a	 Morning calendar routine for counting 	i-readyspiral review	 Pattern in numbers, repeat 1-19 as you 	K.CC.B.4.A – WALT say the number name for each
Modifications/Accommo dations a stated in IEP				
as needed IEP/504:			write their numbers	
At Risk: Individualized	 Flocabulary 		 Use mathboard to draw objects and 	
task. Students may use a	 Go Math lessons 	• Exit Ticket	using cubes and 2 ien frames	
students when not on	 Review counting to 	Go Math Problem of	Model and count	number name.
non-verbal cue to redirect	by I's	standards assessment	count	when counting, each object
ELL: Model and Provide	 Morning calendar routine for counting 	 i-ready sniral review 	 Pattern in numbers, reneat 1-19 as you 	K.CC.B.4.A – WALT
dations a stated in IEP				
as needed IEP/504:	 Flocabuary 		draw objects and write their numbers	
bilingual dictionary.	• Go Math lessons 8.1-8.3	• Exit Ticket	frames Use mathboard to	
students when not on	 Review counting to 20 	 Go Math Problem of the Day 	 Model and count using cubes and 2 ten 	number from 0 through 20
Example. Establish a non-verbal cue to redirect	ty 1's	spiral reviewstandards assessment	repeat I-19 as you count	represent the number of objects with a written
ELL: Model and Provide	Morning calendar	• i-ready	• Pattern in numbers,	K.CC.A.3 – WALT
as needed IEP/504: Modifications/Accommo dations a stated in IEP			words	_
task. Students may use a bilingual dictionary. At Risk: Individualized	20Go Math lesson 8.2Flocabuary	the Day Exit Ticket		
Example. Establish a non-verbal cue to redirect	routine for counting by I's Review counting to	 spiral review standards assessment Go Math Problem of 	repeat 1-19 as you count Model and count	numbers 0 through 20
Example Establish a	routine for counting	sniral review	ranat 1-10 as you	N.C.A.3 - WALL WITE

wh bet nun the	aftrobj the arra	whobj obj	
K.CC.B.4.C – WALT when given a number between 0 and 20, the nex number is one larger than the given number	K.CC.B.4.B – WALT after counting a set of objects up to 20, the totathe same even when the arrangement or order is changed	K.CC.B.4.B – WALT when counting a set of objects up to 20, the last number tells the total number of objects	- 1
C – WA a numl and 20, one largumber	B – WA ng a set to 20, th ten whe to or orc	B – WA ing a so to 20, the to objects	
K.CC.B.4.C – WALT when given a number between 0 and 20, the next number is one larger than the given number	K.CC.B.4.B – WALT after counting a set of objects up to 20, the total is the same even when the arrangement or order is changed	et of ne last tal	
• • •	• • •	• • •	•
Pattern in numbers, repeat 1-19 as you count Model and count using cubes and 2 ten frames Use mathboard to draw objects and write their numbers	Pattern in numbers, repeat 1-19 as you count Model and count using cubes and 2 ten frames Use mathboard to draw objects and write their numbers	Pattern in numbers, repeat 1-19 as you count Model and count using cubes and 2 ten frames Use mathboard to draw objects and write their numbers	frames Use mathboard to draw objects and write their numbers
	• • • •		•
i-ready spiral review standards assessment Go Math Problem of the Day Exit Ticket	i-ready spiral review standards assessment Go Math Problem of the Day Exit Ticket	i-ready spiral review standards assessment Go Math Problem of the Day Exit Ticket	Exit Ticket
• • • •	• • • •	• • • •	• •
Morning calendar routine for counting by I's Review counting to 20 Go Math lessons Flocabulary	Morning calendar routine for counting by I's Review counting to 20 Go Math lessons Flocabulary	Morning calendar routine for counting by I's Review counting to 20 Go Math lessons Flocabulary	Go Math lessons Flocabulary
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/Accommo	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/Accommo dations a stated in IEP	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/Accommo dations a stated in IEP	task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommo dations a stated in IEP

)	K.CC.C.6 – WALT equal means the same amount	K.CC.B.5 – WALT answer "how many" questions about a group of up to 10 objects in a scattered arrangement by counting	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	out the correct number of objects when given a number up to 20
 count Model and count using cubes and 2 ten frames 	 Pattern in numbers, repeat 1-19 as you 	 Pattern in numbers, repeat 1-19 as you count Model and count using cubes and 2 ten frames Use mathboard to draw objects and write their numbers 	 Pattern in numbers, repeat 1-19 as you count Model and count using cubes and 2 ten frames Use mathboard to draw objects and write their numbers 	repeat 1-19 as you count • Model and count using cubes and 2 ten frames • Use mathboard to draw objects and write their numbers
 standards assessment Go Math Problem of the Day Fxit Ticket 	i-readyspiral review	 i-ready spiral review standards assessment Go Math Problem of the Day Exit Ticket 	 i-ready spiral review standards assessment Go Math Problem of the Day Exit Ticket 	 spiral review standards assessment Go Math Problem of the Day Exit Ticket
 by 1's Review counting to 20 Go Math lesson 8.4 	 Morning calendar routine for counting 	 Morning calendar routine for counting by I's Review counting to 20 Go Math lesson 8.1 Flocabulary 	 Morning calendar routine for counting by I's Review counting to 20 Go Math lesson 8.1 Flocabulary 	routine for counting by 1's • Review counting to 20 • Go Math lesson 8.1 • Flocabulary
non-verbal cue to redirect students when not on task. Students may use a	ELL: Model and Provide Example. Establish a	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/Accommo dations a stated in IEP	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/Accommo dations a stated in IEP	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/Accommo dations a stated in IEP

K.CC.C.7 – WALT compare two written numbers between 1 and 10	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	
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Pattern in numbers, repeat 1-19 as you count Model and count wing cubes and 2 ten frames Use mathboard to draw objects and write their numbers, circle the number that is less or greater than Use cubes to model the problems	Pattern in numbers, repeat 1-19 as you count Model and count using cubes and 2 ten frames Use mathboard to draw objects and write their numbers, circle the number that is less or greater than Use cubes to model the problems	Use mathboard to draw objects and write their numbers, circle the number that is less or more than Use cubes to model the problems
i-ready spiral review standards assessment Go Math Problem of the Day Exit Ticket	i-ready spiral review standards assessment Go Math Problem of the Day Exit Ticket	3
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Morning calendar routine for counting by 1's Review counting to 20 Go Math lesson 4.7 Flocabulary	Morning calendar routine for counting by 1's Review counting to 20 Go Math lessons 8.4 Flocabulary	Flocabulary
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/Accommo dations a stated in IEP	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/Accommo dations a stated in IEP	bilingual a.conary. At Risk: Individualized as needed IEP/504: Modifications/Accommo dations a stated in IEP

Benchmark Assessment 1

Benchmark Assessment

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		504) and Reflections
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		504) and Reflections

Summative Assessments (add rows as needed)

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

Interdisciplinary Connections

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

Unit Title: Mathematics - Counting to 20, Addition and Subtraction - Unit 2 - Module B

Grade level: Kindergarten

Timeframe:

Rationale

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

objects in one group is greater than, less than, or equal to the number of objects in another group. 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 various numbers and represent up to 20 objects with written numbers. Counting objects in a scattered arrangement is introduced in this unit. Learners 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

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. Throughout the unit, learners use concrete objects to count and to represent addition and subtraction. Addition and subtraction, including solving word

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

Essential Questions

- How can you show addition as adding to or as to putting together?
- How can you show subtraction as taking from or as taking apart?
- How can you solve problems using the strategy, act it out?
- How can you use objects and drawings to solve addition and subtraction problems?
- How can you solve addition and subtraction problems and complete the equation?
- How can you model and write addition sentences for number pairs for sums of 5-10?

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
- 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.

Highlighted Career Ready Practices and 21st Century Themes/Skills

Major Cluster

- 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

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

Instructional Plan

Pre-Assessment and Reflection

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

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.OA.A.1 – WALT represent addition within 10 with objects, fingers, mental images, drawings, sounds, acting out problems, verbal explanations, expressions	 Pattern in numbers, repeat 1-19 as you count Model and count using cubes and 2 ten frames, drawings Use mathboard to 	 i-ready spiral review standards assessment Go Math Problem of the Day Exit Ticket 	 Morning calendar routine for counting by I's Review counting to 20 Go Math lesson 5.1-2 Flocabulary 	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

K.OA.A.3 – WALT decampose numbers less	K.OA.A.2 – WALT solve addition and subtraction word problems within 10	represent subtraction within 10 with objects, fingers, mental images, drawings, sounds, acting out problems, verbal explanations, expressions and equations K.OA.A.2 – WALT represent addition and subtraction word problems within 10 using objects, drawings	and equations
•	• • •		•
Pattern in numbers, repeat 1-19 as you	Pattern in numbers, repeat 1-19 as you count Model and count using cubes and 2 ten frames and drawings Use mathboard to draw objects and write their numbers	Pattern in numbers, repeat 1-19 as you count Model and count using cubes and 2 ten frames and drawings Use mathboard to draw objects and write their numbers, repeat 1-19 as you count Model and count using cubes and 2 ten frames and drawings Use mathboard to draw objects and write their numbers Act out the problem	draw objects and write their numbers Restate key vocabulary
• •			
i-ready spiral review	i-ready spiral review standards assessment Go Math Problem of the Day Exit Ticket	i-ready spiral review standards assessment Go Math Problem of the Day Exit Ticket i-ready spiral review standards assessment Go Math Problem of the Day Exit Ticket	
•			•
Morning calendar routine for counting	Morning calendar routine for counting by I's Review counting to 20 Go Math lesson 5.7,6.6 Flocabulary	Morning calendar routine for counting by 1's Review counting to 20 Go Math lesson 5.3 Flocabulary Personal Math Trainer Morning calendar routine for counting to 20 by 1's Review counting to 20 Go Math lesson 5.4-5,6.4 Flocabulary	Math on the Spot video
ELL: Model and Provide Example. Establish a	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/Accommo dations a stated in IEP	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/Accommo dations a stated in IEP 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/Accommo dations a stated in IEP	as needed IEP/504: Modifications/Accommo dations a stated in IEP

K.OA.A.5 – WALT represent addition and subtraction within 5 using objects, pictures, numbers, and words (working towards accuracy and efficiency)	k.OA.A.3 - 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	K.OA.A.3 – WALT record the decomposition of numbers less than or equal to 5 in pairs with a drawing or equation.	than or equal to 5 in pairs e.g. by using objects or drawings
			• •
Pattern in numbers, repeat 1-19 as you count Model and count using cubes and 2 ten frames and drawings Use mathboard to draw objects and	Pattern in numbers, repeat 1-19 as you count Model and count using cubes and 2 ten frames Use mathboard to draw objects and write their numbers Use 2 different color cubes to model the parts	Pattern in numbers, repeat 1-19 as you count Model and count using cubes and 2 ten frames and dravings Use mathboard to draw objects and write their numbers build and use a fivecube train	count Model and count using cubes and 2 ten frames and dravings Use mathboard to draw objects and write their numbers
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i-ready spiral review standards assessment Go Math Problem of the Day Exit Ticket	i-ready spiral review standards assessment Go Math Problem of the Day Exit Ticket	i-ready spiral review standards assessment Go Math Problem of the Day Exit Ticket	Go Math Problem of the Day Exit Ticket
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Morning calendar routine for counting by 1's Review counting to 20 Go Math lesson 5.8, 6.4 Flocabulary	Morning calendar routine for counting by 1's Review counting to 20 Go Math lesson 5.8	Morning calendar routine for counting by 1's Review counting to 20 Go Math lesson 5.8 Flocabulary	Review counting to 20 Go Math lesson 5.8 Flocabulary
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	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/Accommo dations a stated in IEP	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/Accommo dations a stated in IEP	students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommo dations a stated in IEP

Benchmark Assessment	Benchmark Assessment 2	Benchmark Assessment	Benchmark Assessment 1	
				write their numbers Use 2 different color cubes to mode the parts
Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections		Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections		as needed IEP/504: Modifications/Accommo dations a stated in IEP

Interdisciplinary Connections

Modifications (ELL, Special Education, Gifted, At-risk of Failure,

504) and Reflections

Interdisciplinary Connections

Summative Assessment

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

Summative Assessments (add rows as needed)

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

Grade level: Kindergarten

Timeframe:

Rationale

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

greater than, less than, or equal to the number of objects in another group 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 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 numbers and represent up to 20 objects with written numbers. Counting objects in a scattered arrangement is introduced in this unit. Learners demonstrate 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

using objects or drawings. This leads them towards building fluency (accuracy and efficiency) for addition and subtraction within 5. 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 Throughout the unit, learners use concrete objects to count and to represent addition and subtraction. Addition and subtraction, including solving word

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

Essential Questions

- How can you classify and count objects by color, shape, and size?
- How can you make a graph to count objects that have been classified into categories?
- How can you use the terms ABOVE and BELOW, BESIDE and NEXT TO, and IN FRONT OF and BEHIND to describe shapes in the environment?
- How can you identify and name circles, squares and triangles?
- How can you identify and name rectangles and hexagons?
- How can you identify shapes as two-dimensional or three dimensional?

Standards

Standards (Taught and Assessed):

- K.MD.B.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count Note: Limit category counts to be less than or equal to 10.
- © 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.
- .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

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gitted, At-risk of Failure,
	504) and Reflections
i-ready	ELL: Model and Provide Example. Establish a non-verbal cue to
unit summative assessment	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)

We are learni We are learni K.MD.B.3 – W classify objects categories	大 2 2 年 🗷
We are learning to/that We are learning to/that We are learning to/that We are learning to/that WALT classify objects into given categories	K.MD.D.3 – WALT count the number of objects in each category (up to 10) and sort the categories by their count**
Student Strategies Use manipul Use a variety objects Flashcards	 Use manipu Use a varie objects Flashcards
Use manipulatives Use a variety of objects Flashcards	Use manipulatives Use a variety of objects Flashcards
Format	
• i-ready • spiral review • standards assessment • Go Math Problem of the Day • Exit Ticket	i-ready spiral review standards assessment Go Math Problem of the Day Exit Ticket
	ent of
tivities	• 1-1 • 77 • 77 • 77
• i-ready • i-ready • Think Central-Math on the Spot video • Think Central-Personal Math Trainer • Go Math lessons 12.1-12.5 • Flocabulary	i-ready Think Central-Math on the Spot video Think Central- Personal Math Trainer
Special Education, Gifted, At-risk of Failure, 504) and Reflections ELL: Model and Pro Example. Establish a non-verbal cue to red students when not on task. Students may u bilingual dictionary. At Risk: Individualias needed IEP/504: Modifications/Accor dations a stated in IE Model and Pro	ELL: Model and Pro Example. Establish a non-verbal cue to rec students when not on task. Students may u
Special Education, Special Education, Gifted, At-risk of Failure, 504) and Reflections 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/Accommo dations a stated in IEP ELL: Model and Provide	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a

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K.G.A.1 – WALT describe objects in the environment using names of shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	K.G.A.1 – WALT describe the attributes of cubes, cones, cylinders and spheres	K.G.A.1 – WALT identify cubes, cones, cylinders and spheres	
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Use manipulatives Use a variety of objects Flashcards	Use manipulatives Use a variety of objects Flashcards	Use manipulatives Use a variety of objects Flashcards	
i-ready spiral review standards assessment Go Math Problem of the Day Exit Ticket	i-ready spiral review standards assessment Go Math Problem of the Day Exit Ticket	i-ready spiral review standards assessment Go Math Problem of the Day Exit Ticket	
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i-ready Think Central-Math on the Spot video Think Central- Personal Math Trainer Go Math lessons 9.1- 9.11 Flocabulary	i-ready Think Central-Math on the Spot video Think Central- Personal Math Trainer Go Math lessons 10.5 Flocabulary	i-ready Think Central-Math on the Spot video Think Central- Personal Math Trainer Go Math lessons 10.2-10.4 Flocabulary	Go Math lessons Flocabulary
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:	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/Accommo dations a stated in IEP	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/Accommo dations a stated in IEP	bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommo dations a stated in IEP

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ELL: Model and Provide	i-readyThink Central-Math	i-readyspiral review	Use manipulativesUse a variety of	K.G.A.3 – WALT three- dimensional shapes are
IEP/504: Modifications/Accommo dations a stated in IEP				
bilingual dictionary. At Risk: Individualized	 Go Math lessons 10.1 Flocabulary 	EXII I ICKEI		
task. Students may use a	Personal Math	the Day		
non-verbal cue to redirect	• Think Central-	 standards assessment Go Math Problem of 	objectsFlashcards	"flat" (lying in a plane)
Example. Establish a	Think Central-Math	• spiral review	• Use a variety of	dimensional shapes are
FI I · Model and Provide	i-ready	i-roady	I lea maninulativas	W A S WATER TO
Modifications/Accommo				
IEP/504:				
as needed	Flocabulary		11	
At Risk: Individualized	• Go Math lessons			
task. Students may use a	Trainer	Exit Ticket		ğ
students when not on	Think Central- Page 1 Math	Go Math Problem of	 Flashcards 	spheres
non-verbal cue to redirect	on the Spot video	standards assessment	objects	cones, cylinders, and
Example. Establish a	 Think Central-Math 	 spiral review 	 Use a variety of 	correctly name cubes,
ELL: Model and Provide	i-ready	i-ready	 Use manipulatives 	K.G.A.2 - WALT
dations a stated in IEP				
Modifications/Accommo				
IEP/504:				
as needed	 Flocabulary 			
At Risk: Individualized	• Go Math lessons 10.5			
bilingual dictionary	Trainer	Exit Ticket		spheres)
students when not on	Personal Math	the Day	Flashcards	cones, cylinders and
non-verbal cue to redirect	on the Spot video	• standards assessment	objects	change the shape (cubes,
Example. Establish a	Think Central-Math	 spiral review 	 Use a variety of 	orientation and size do not
ELL: Model and Provide	i-ready	i-ready	 Use manipulatives 	K.G.A.2 – WALT
Modifications/Accommo dations a stated in IEP				

K.G.A.3 – WALT identify shapes as two-dimensional or three-dimensional	"solid"
 Use manipulatives Use a variety of objects Flashcards 	objects • Flashcards
 i-ready spiral review standards assessment Go Math Problem of the Day Exit Ticket 	 standards assessment Go Math Problem of the Day Exit Ticket
 i-ready Think Central-Math on the Spot video Think Central-Personal Math Trainer Go Math lessons 10.6 Flocabulary 	on the Spot video Think Central- Personal Math Trainer Go Math lessons 10.6 Flocabulary
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/Accommo dations a stated in IEP	non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommo dations a stated in IEP

Benchmark Assessment 1

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

Benchmark Assessment 2

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

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Interdisciplinary Connections	
Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Unit Title: Math - Count, Compose and Compare Numbers - Uni	d Compare Numbers – Unit 3 – Module A
Crade level. Kindergerten	

Timeframe:

Rationale

Kindergarten -- Count, Compose and Compare Numbers – Unit 3

written numerals, the abstract representation of groups of objects, more frequently, they understand that written numerals have a value and can be compared. "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 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 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

efficiency) for addition and subtraction within 5. 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 images, drawings, sounds, acting out, verbal explanations, expressions or equations. They decompose larger numbers (up to 10) into pairs in multiple ways Learners reinforce their understanding of addition and subtraction within 10, and continue to model addition and subtraction using objects, fingers, mental

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

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

Essential Questions

- How does the order of numbers help you to 50 by ones?
- How does the order of numbers help you count to 100 by ones?
- How can you count to 100 by tens on a hundreds chart?
- How can you use sets of ten to count to 100?
- How can you count and write up to 10 with words and numbers?
- How can you use a drawing to make 10 from a given number?
- How can you compare two numbers between 1 and 10?
- How can you use objects and drawings to solve addition and subtraction word problems?
- How can you solve addition and subtraction word problems and complete the equation?

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

- Self-Awareness Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<i>i-ready</i>	ELL: Model and Provide Example. Establish a non-verbal cue to
Unit summative assessment	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

SLO-WALI	Student Strategies	FORMALIVE ASSESSMENT	ACUVILIES and Kesources	Special Education,
We are learning to/that				Gifted, At-risk of Failure, 504) and Reflections
K.CC.A.1 – WALT count	*Pattern in numbers, repeat	*I-Ready	-Go Math Lesson 8.5	ELL: Model and Provide
by ones to 50	1-9 as you count	* 2	,	Example. Establish a
		*Spiral Review	-Review counting to 20	non-verbal cue to redirect
		* Otto Landa Association +	Morning calendar waiting	students when not on
		Sturiaur as Assessment	for counting by Is	task. Students may use a
	12	*Go Math Problem of the	Joi comming of 13	bilingual dictionary.
		Day		At Risk: Individualized

0		0		0
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	-Go Math Lesson 8.2 and 7.1 -Use manipulatives Think Central On the Spot and Interactive Lesson -Flocabulary	*I-Ready *Spiral Review *Standards Assessment *Go Math Problem of the Day	Count and cross off as counting	when counting, each object is paired with only one number name.
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/Accommo dations a stated in IEP	*Morning calendar routine counting -Go Math Lesson 8.5	*I-Ready *Spiral Review *Standards Assessment *Go Math Problem of the Day	-Use Hundreds chart -Pattern in numbers	K.CC.A.2 – WALT count on from a number other than 1 to 50
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/Accommo dations a stated in IEP	*Jack Hartmann YouTube song counting by 10s *Morning calendar routine counting by 10s for days of school -Go Math Lesson 8.7	*I-Ready *Spiral Review *Standards Assessment *Go Math Problem of the Day *Student count to 50 by tens	*Sing Counting by 10s song- Jack Hartmann on YouTube	K.CC.A.1 – WALT count by tens to 50
as needed IEP/504: Modifications/Accommo dations a stated in IEP		*Student count to 50		

ELL: Model and Provide	-Go Math Lesson 8.3	*I-Ready	Pattern in numbers when	K.CC.B.4.C – WALT
Modifications/Accommo dations a stated in IEP				
IEP/504:				
At Risk: Individualized	-Flocabulary	Day		2
bilingual dictionary.	and Interactive Lesson	*Go Math Problem of the		changed
task. Students may use a	Think Central On the Spot	*Standards Assessment		arrangement or order is
non-verbal cue to redirect	-Ose manipulatives	"Spiral Keview		objects up to 20, the total is
Example. Establish a		*7	counting	after counting a set of
ELL: Model and Provide	-Go Math Lesson 8.3	*I-Ready	Count and cross off as	K.CC.B.4.B - WALT
dations a stated in IEP				
Modifications/Accommo				
IEP/504:	-I tocaoniai y			
as needed	Elocaba lam	Day		
At Risk: Individualized	and Interactive Lesson	*Go Math Problem of the		
task. Students may use a	Think Central On the Spot	Dididdi do Assessment		number of objects
students when not on	-Use manipulatives	*Ctandarde Accoccanont		number tells the total
non-verbal cue to redirect	77	*Spiral Review		objects up to 20, the last
Example. Establish a	and 7.7-7.10			when counting a set of
ELL: Model and Provide	-Go Math Lesson 8.2, 7.1-7.5	*I-Ready	Last number said strategy	K.CC.B.4.B - WALT
dations a stated in IEP				
Modifications/Accommo				
IEP/504:				
as needed	-Flocabulary		ÎŦ.	
bilingual dictionary. At Risk: Individualized	and Interactive Lesson	*Go Math Problem of the		
task. Students may use a	Think Central On the Spot	Diuliuul us Assessment		
students when not on	-Use manipulatives	*Ctandards Assessment		objects when counting
non-verbal cue to redirect	. 1	*Spiral Review		object in a group up to 20
Example. Establish a	and 7.7-7.10	•	counting	the number name for each
ELL: Model and Provide	-Go Math Lesson 8.1, 7.1-7.5	*I-Ready	Count and cross off as	K.CC.B.4.A – WALT say
dations a stated in IEP				
Modifications/Accommo				
TEP/504:				

students when not on task. Students may use a	Think Central On the Spot and Interactive Lesson	*Standards Assessment		greater than, or less than the number of objects in
non-verbal cue to redirect	-Use manipulatives	*Spiral Review	O.	of objects is equal to,
ELL: Model and Provide Example Establish a	-Go Math Lesson 8.4	*I-Ready	Vocabulary flashcards for greater and lesser	K.CC.C.6 – WALT
dations a stated in IEP				
Modifications/Accommo				
as needed IEP/504:				
At Risk: Individualized	-Flocabulary	Day		
bilingual dictionary.	ana interactive Lesson	*Go Math Problem of the		
students when not on task. Students may use a	Think Central On the Spot	*Standards Assessment		
non-verbal cue to redirect	-Use manipulatives	*Spiral Review		
Example. Establish a			1	
ELL: Model and Provide	-Jack Hartmann equal video	*I-Ready	Vocabulary flashcards	K.CC.C.6 - WALT equal
dations a stated in IEP				
Modifications/Accommo				
as needed				
At Risk: Individualized	-Flocabulary	Day		я
bilingual dictionary.		*Go Math Problem of the		circle by counting
task. Students may use a	and Interactive Lesson	"Standards Assessment		rectangular array, and
students when not on	Think Control On the Spot	*0		objects up to 20 in a line,
non-verbal cue to redirect	-Use manipulatives	*Spiral Review		questions about groups of
Example. Establish a	00000 X 000 0			answer "how many"
ELL: Model and Provide	-Go Math Lesson 8.2	*I-Ready	-Count and cross off as count	K.CC.B.5 - WALT
dations a stated in IEP				
IEP/504:	,			
as needed	-Flocabulary			
bilingual dictionary. At Risk: Individualized	and Interactive Lesson	Day		
task. Students may use a	Think Control On the Spot	*Co West Buchless of the		the given number
students when not on	-Use manipulatives	*Standards Assessment		number is one larger than
non-verbal cue to redirect	Continue Liverin	wanay mude.	commung	hetween 0 and 20 the next

								numbers between 1 and 10	compare two written greater	K.CC.C.7 - WALT Vocabu				objects in both groups	or counting the number of
									greater and lesser	Vocabulary flashcards for					
			a	Day	*Go Math Problem of the	Dianaa as Assessmen	* Standards Associanint	*Spiral Review		*I-Ready					To Math Problem of the Day
			9	-Flocabulary		and Interactive Lesson	Think Central On the Snot	-Use manipulatives		-Go Math Lesson 4.5 review					-Flocabulary
dations a stated in IEP	Modifications/Accommo	IEP/504:	as needed	At Risk: Individualized	bilingual dictionary.	task. Students may use a	students when not on	non-verbal cue to redirect	Example. Establish a	ELL: Model and Provide	dations a stated in IEP	Modifications/Accommo	IEP/504:	as needed	At Risk: Individualized

Benchmark Assessment 2

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

Summative Assessments (add rows as needed)

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

Interdisciplinary Connections

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

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

Grade level: Kindergarten

Timeframe:

Rationale

Kindergarten – Count, Compose and Compare Numbers – Unit 3

"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. 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 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

efficiency) for addition and subtraction within 5. 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 images, drawings, sounds, acting out, verbal explanations, expressions or equations. They decompose larger numbers (up to 10) into pairs in multiple ways Learners reinforce their understanding of addition and subtraction within 10, and continue to model addition and subtraction using objects, fingers, mental

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

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

Essential Questions

- How can you show addition as adding to or as to putting together?
- How can you show subtraction as taking from or as taking apart?
- How can you solve problems using the strategy, act it out?
- How can you use objects and drawings to solve addition and subtraction problems?
- How can you solve addition and subtraction problems and complete the equation?
- How can you model and write addition sentences for number pairs for sums of 5-10?

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.
- **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 two, three, four, five, six, seven, eight, or nine ones. 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

■ Major Cluster ■ S

Key:

☐ 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

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
i-ready	ELL: Model and Provide Example. Establish a non-verbal cue to
Unit summative assessment	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

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

non-verbal cue to redirect students when not on	by I's Review counting to 10	•	 standards assessment Go Math Problem of the Day 	frames and drawings Use mathboard to draw objects and	of numbers less than or equal to 10 in pairs with a
ELL: Model and Provide Example. Establish a	Morning calendar routine for counting	•	i-readyspiral review	 Model and count using cubes and 2 ten 	K.OA.A.3 – WALT record the decomposition
as needed IEP/504: Modifications/Accommo dations a stated in IEP					
task. Students may use a bilingual dictionary. At Risk: Individualized	Go Math lesson 5.8 Flocabulary	• •	• Exit Ticket	write their numbers	drawings
non-verbal cue to redirect students when not on	by I's Review counting to	•	 standards assessment Go Math Problem of 	 Itames and drawings Use mathboard to draw chiests and 	than or equal to 10 in pairs e.g. by using objects or
ELL: Model and Provide Example. Establish a	Morning calendar routine for counting	•	i-readyspiral review	 Model and count using cubes and 2 ten 	K.OA.A.3 – WALT decompose numbers less
as needed IEP/504: Modifications/Accommo dations a stated in IEP					
bilingual dictionary. At Risk: Individualized	Flocabulary Personal Math Trainer	• •	 Exit Ticket 	write their numbers	efficiency)
students when not on	Review counting to 5 Go Math lesson 3.2	• •	 Go Math Problem of the Day 	Use mathboard to draw objects and	subtraction within 5 using objects, pictures, numbers,
Example. Establish a	routine for counting	,	 spiral review standards assessment 	using cubes and 2 ten frames and drawings	represent addition and
IEP/504: Modifications/Accommo dations a stated in IEP ET I: Model and Provide	Morning calendar	•			
bilingual dictionary. At Risk: Individualized as needed	Go Math lesson 5.7,6.6 Flocabulary	• •	• Exit Ticket	write their numbersAct out the problem	
non-verbal cue to redirect students when not on	by I's Review counting to 20	•	 spiral review standards assessment Go Math Problem of the Day 	frames and drawings Use mathboard to draw objects and	word problems within 10
ELL: Model and Provide	Morning calendar	•	• i-ready	Model and count	K.OA.A.2 – WALT solve

as needed				
bilingual dictionary. At Risk: Individualized	• Flocabulary	Ewit 1 ichei	WINE THEN IMPOELS	
task. Students may use a	To Math Lesson Al	Frit Ticket	write their numbers	l
students when not on	 Review counting to 	Go Math Problem of	• Use mathboard to	equation
non-verbal cue to redirect	by I's	 standards assessment 	frames and drawings	make 10 with a drawing or
Example. Establish a	routine for counting	 spiral review 	using cubes and 2 ten	record the numbers that
ELL: Model and Provide	 Morning calendar 	i-ready	 Model and count 	K.OA.A.4 – WALT
dations a stated in IEP				
Modifications/Accommo				
IEP/504:				
as needed		an an		
At Risk: Individualized	• riocaoulary		•	
bilingual dictionary.	• Go Math Lesson 4.1	• Exit Ticket	write their numbers	
task. Students may use a	01	the Day	araw objects and	using objects or drawings)
students when not on	 Review counting to 	Go Math Problem of	• Use mathboard to	number from 1 to 9 (e.g.
non-verbal cue to redirect	by I's	standards assessment	frames and drawings	when added to a given
Example. Establish a	routine for counting	 spiral review 	using cubes and 2 ten	the number that makes 10
ELL: Model and Provide	 Morning calendar 	i-ready	 Model and count 	K.OA.A.4 – WALT find
dations a stated in IEP				
Modifications/Accommo				
IEP/504:			•	
as needed			write their numbers	drawing or equation
At Risk: Individualized	Frocaonary		draw objects and	decompositions with a
bilingual dictionary.	Flocabillari	EXIL LICKEL	Ilse mathboard to	drawings and record the
task. Students may use a	20	the Day	using cubes and 2 ten	by using objects or
students when not on	Review counting to	• Go Math Problem of	Model and count	in more than one way e.g.
non-verbal cue to redirect	by I's	• standards assessment	count	than or equal to 10 in pairs
Example. Establish a	routine for counting	 spiral review 	repeat 1-10 as you	decompose numbers less
ELL: Model and Provide	 Morning calendar 	i-ready	 Pattern in numbers, 	K.OA.A.3 – WALT
dations a stated in IEP				
Modifications/Accommo				
IEP/504:				
as needed				
At Risk: Individualized				
bilingual dictionary.	 Flocabulary 			,
task Students may use a	 Go Math Chapter 3 	Exit Ticket	write their numbers	drawing or equation.

,				
	K.NBT.A.1 – WALT the numbers 11 to 19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine more ones	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	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	
	 Pattern in numbers, repeat 1-19 as you count Model and count using cubes and 2 ten frames Use mathboard to practice number words 	 Pattern in numbers, repeat 1-19 as you count Model and count using cubes and 2 ten frames Use mathboard to practice number words 	 Model and count using cubes and 2 ten frames and drawings Use mathboard to draw objects and write their numbers 	
0	 i-ready spiral review standards assessment Go Math Problem of the Day Exit Ticket 	 i-ready spiral review standards assessment Go Math Problem of the Day Exit Ticket 	 i-ready spiral review standards assessment Go Math Problem of the Day Exit Ticket 	
	 Morning calendar routine for counting by 1's Review counting to 20 Go Math Chapter 7 Flocabuary 	 Morning calendar routine for counting by I's Review counting to 20 Go Math Chapter 7 Flocabuary 	 Morning calendar routine for counting by 1's Review counting to 10 Go Math Lesson 4.1 Flocabulary 	
C	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/Accommo dations a stated in IEP	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/Accommo dations a stated in IEP	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/Accommo dations a stated in IEP	IEP/504: Modifications/Accommo dations a stated in IEP

	Summative Assessment Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections Interdisciplinary Connections	Benchmark Assessment Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections Summative Assessments (add rows as needed)	Benchmark Assessment Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections Benchmark Assessment 2	Benchmark Assessment 1
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Unit Title: Math - Count, Compose and Compare Numbers - Unit 3 - Module C

Grade level: Kindergarten

Timeframe:

Rationale

Kindergarten – Count, Compose and Compare Numbers – Unit 3

"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 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 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 written numerals, the abstract representation of groups of objects, more frequently, they understand that written numerals have a value and can be compared.

efficiency) for addition and subtraction within 5. 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 images, drawings, sounds, acting out, verbal explanations, expressions or equations. They decompose larger numbers (up to 10) into pairs in multiple ways Learners reinforce their understanding of addition and subtraction within 10, and continue to model addition and subtraction using objects, fingers, mental

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

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

Essential Questions

- How can you compare the weights of two objects?
- How can you describe several ways to measure one object?
- How can you classify and count objects by color?
- How can you classify and count objects by size and shape?
- How can you use the words alike and different to compare two-dimensional shapes?
- How can you model shapes in the real world?

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.MD.B.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count. Note: Limit category counts to be less than or equal to 10

■ Supporting Cluster ©Additional Cluster

Major 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

- Self-Awareness
- Self-Management
- Social Awareness

- Relationship Skills
 Responsible Decision-Making

Instructional Plan

Pre-Assessment and Reflection

At Risk: Individualized as needed	dictionary.	mmative assessment redirect students	i-ready ELL: Model and Provide Example.	Pre-Assessment Modifications (ELL, Special Educa	
At Risk: Individualized as needed	,	when not on task. Students may use a bilingual	ELL: Model and Provide Example. Establish a non-verbal cue to	Modifications (ELL, Special Education, Gifted, At-risk of Failure,	

c H	s s a c H	4 10
K.G.B.4 – WALT compare by describing	K.G.B.4 – WALT describe the parts of two- and three- dimensional shapes (e.g., number of sides, faces, vertices/ "corners")	SLO – WALT We are learning to/that
*Use manipulatives	*Use manipulatives *Draw and create *Use a variety of objects	Student Strategies
*I-Ready	*I-Ready *Spiral Review *Standards Assessment *Go Math Problem of the Day	Formative Assessment
*Flocabulary	*Flocabulary *Iready *Think Central on the spot and Interactive lesson *Standards based hands on activity *Go Math Chapter 10 lesson 10.1-10.7	Activities and Resources
ELL: Model and Provide Example. Establish a	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/Accommo dations a stated in IEP	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

as needed IEP/504: Modifications/Accommo dations a stated in IEP	*Recreate objects in the world using snapcubes and shapes in a center *Go Math Lesson 12.4-12.5	Day		
students when not on task. Students may use a bilingual dictionary.	*Standards based hands on activity	*Standards Assessment *Go Math Problem of the	*Use a variety of objects	categories of objects by their count
ELL: Model and Provide Example. Establish a non-verbal cue to redirect	*Iready *Think Central on the spot	*I-Ready *Spiral Review	*Use manipulatives *Draw and create	K.MD.B.3 – WALT count the number of objects in a category and sort the
as needed IEP/504: Modifications/Accommo dations a stated in IEP	*Recreate objects in the world using snapcubes and shapes in a center *Go Math Lesson 1212.3	,		
task. Students may use a bilingual dictionary. At Risk: Individualized	*Standards based hands on activity	*Go Math Problem of the Day	"Ose a variety of objects	
ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on	*Iready *Think Central on the spot and Interactive lesson	*I-Ready *Spiral Review	*Use manipulatives *Draw and create	K.MD.B.3 – WALT classify objects into given categories
task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommo dations a stated in IEP	*Think Central on the spot and Interactive lesson	*Standards Assessment *Go Math Problem of the Day	*Use a variety of objects	of two- and three- dimensional shapes using informal language
non-verbal cue to redirect	*Iready	*Spiral Review	*Draw and create	similarities, differences,

Benchmark Assessment 2

VOI) BLUE AND LOUIS AND LO	Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure,
		504) and Reflections

Summative Assessments (add rows as needed)

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

Interdisciplinary Connections

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

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

Grade level: Kindergarten

Timeframe:

Rationale

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

addition and subtraction word problems within 10 using objects, drawings, or other strategies. understanding by exploring different ways to compose and decompose numbers 11 through 19 into a ten and ones using objects and drawings. solve continue to decompose numbers into pairs in multiple ways. They record numbers that make 10 with drawings and with equations, and demonstrate 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 fluency for addition and subtraction within 5 by accurately and efficiently finding sums and differences. Learners continue to build place value

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. to form larger shapes and describe measurable attributes of various objects. Learners explore early ideas about measurement. They understand that an 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

Essential Questions

- How does the order of numbers help you to 50 by ones?
- How does the order of numbers help you count to 100 by ones?
- How can you count to 100 by tens on a hundreds chart?
- How can you use sets of ten to count to 100?
- How can you count and write up to 10 with words and numbers?
- How can you use a drawing to make 10 from a given number?
- How can you compare two numbers between 1 and 10?
- How can you use objects and drawings to solve addition and subtraction word problems?
- How can you solve addition and subtraction word problems and complete the equation?

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.
- 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 two, three, four, five, six, seven, eight, or nine ones 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,

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

- Self-Awareness
- Self-Management

- Social Awareness
 Relationship Skills
 Responsible Decision-Making

Instructional Plan

Pre-Assessment and Reflection

Unit summative assessment redirect students when not on task. Students may use a bilingual dictionary.	
redirect students	dictionary.

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	Find patterns in numbers to	*I-Ready	-Go Math Lesson 8.5	ELL: Model and Provide
by offer to roo		*Spiral Review	-Go Math Lesson 8.6	non-verbal cue to redirect
		*Standards Assessment	-Review counting to 50	students when not on task. Students may use a
		*Go Math Problem of the Day		bilingual dictionary. At Risk: Individualized
				IEP/504: Modifications/Accommo

Hon-Actoal che lo Tennect		Use marker board to show a	Jacob	man or eduar to 10 m bans
non verbal and to redirect	-Iready lesson		fact	then or cared to 10 in acing
Evample Establish a		show 8	adding to find turnaround	decompose numbers less
ELL: Model and Provide	-Go Math Lessons 5.8-5.12	Exit slip: Show two ways to	*Reverse the pair order when	K.OA.A.3 – WALT
dations a stated in IEP				
Modifications/Accommo				
IEP/504:	-Flocabulary			
as needed				
At Risk: Individualized	and Interactive Lesson	Day		
bilingual dictionary.	-Think Central On the Spot	*Go Math Problem of the		**
task. Students may use a	-00 Main Lesson /.0	Dianual as Assessment		
students when not on	-Go Math Losson 7 6	*Standards Associated		:
non-verbal cue to redirect	-Go Math Lesson 6./	*Spiral Keview		word problems within 10
Example. Establish a				addition and subtraction
ELL: Model and Provide	-Go Math Lesson 5.4	*I-Ready	*Look for key terms	K.OA.A.2 – WALT solve
dations a stated in IEP				
Modifications/Accommo				
IEP/504:				
as needed				
At Risk: Individualized		Day		
bilingual dictionary.	£	*Go Math Problem of the		
task. Students may use a	Guiae page 439B	"Slandaras Assessment		
students when not on	Math Lesson 8.0 Teacher's	*2		
non-verbal cue to redirect	-Vocabulary Builder Go	*Spiral Review		than 1 to 100
Example. Establish a	;			on from a number other
ELL: Model and Provide	-Go Math Lesson 8.6	*I-Ready	*Use pattern in numbers to	K.CC.A.2 - WALT count
dations a stated in IEP				
Modifications/Accommo				
IEP/504:				
as needed				
At Risk: Individualized	c	Day		
bilingual dictionary.		*Go Math Problem of the		
task. Students may use a		- Standards Assessment		
students when not on		* 7	*Use Hundreds chart	
non-verbal cue to redirect	-Go Math Lesson 8.8	*Spiral Review	***************************************	,
Example. Establish a		TOTAL STATE OF THE	Youtube- Jack Hartmann	10
ELL: Model and Provide	-Go Math Lesson 8.7	*I-Ready	*Count by 10's song on	K.CC.A.1 - WALT count
dations a stated in IEP				

students when not on				number from 1 to 9 (e.g.
Example. Establish a non-verbal cue to redirect	-Use manipulatives	*Spiral Review		the number that makes 10 when added to a given
ELL: Model and Provide	-Go Math Lesson 5.5	*I-Ready	*Use a pattern	K.OA.A.4 – WALT find
Modifications/Accommo dations a stated in IEP				
as needed IEP/504:			ł	drawing or equation
At Risk: Individualized		Day	* Use a pattern.	decompositions with a
bilingual dictionary.	activity	*Go Math Problem of the	at a time	drawings and record the
students when not on task. Students may use a	-Standards based hands on	*Standards Assessment	* Trade cube color one cube	in more than one way e.g. by using objects or
non-verbal cue to redirect	-Iready lesson	*Spiral Review	fact	than or equal to 10 in pairs
Example. Establish a	-Go Math Lessons 3.8-3.12	*I-Keady	*Reverse the pair order when adding to find turnaround	decompose numbers less
IEP/504: Modifications/Accommodati ons a stated in IEP				ğ
needed				
At Risk: Individualized as		*Go Math Problem of the Day	* Use a pattern.	
dictionary.		"Siandaras Assessment	at a time	drawing or equation
students when not on task.	activity	*0	* 	equal to 10 in pairs with a
verbal cue to redirect	-Standards based hands on	*Spiral Review	fact	of numbers less than or
Example. Establish a non-	-Go Math Lessons 3.8-3.12	*I-Ready	*Reverse the pair order when adding to find turnaround	record the decomposition
dations a stated in IEP				
IEP/504: Modifications/Accommo		-	^	
as needed				
At Risk: Individualized			* Use a pattern.	:2
bilingual dictionary				maw mgs
task Students may use a		(example 9)	at a time	e.g. by using objects of

as needed				
At Risk: Individualized	20	Day		
bilingual dictionary.	watch?v=MmLMU8BavKw	*Go Math Problem of the		drawings)
task. Students may use a	661	*Standards Assessment		(e.g. using objects or
students when not on	activity	40.		a ten and some further ones
non-verbal cue to redirect	-Standards based hands on	*Spiral Review	*Use snapcubes	numbers from 11 to 19 into
Example. Establish a	8			compose and record
ELL: Model and Provide	-Go Math Chapter 7	*I-Ready	*Draw a picture	K.NBT.A.1 – WALT
dations a stated in IEP				
Modifications/Accommo	í			
IEP/504:				
as needed	-Flocabulary	20		
At Risk: Individualized	מוום זוווכן מכנו אכ הפססטו	Day		
bilingual dictionary.	and Interactive Lesson	*Go Math Problem of the		
task. Students may use a	-Think Central On the Snot	Siunuur us Assessment		
students when not on	my + 2 Jacts, etc.	*Ctandarde Accoccment		accuracy and efficiency
non-verbal cue to redirect	-1 know my +1 facts, 1 know	"Spiral Review		subtraction within 5 with
Example. Establish a				represent addition and
ELL: Model and Provide	-Timed drills	*I-Ready	*Draw a picture	K.NBT.OA.A.5 – WALT
dations a stated in IEP				
Modifications/Accommo				
IEP/504:				
as needed				
At Risk: Individualized		Day		
bilingual dictionary.	INC HAINDERS	*Go Math Problem of the		
task. Students may use a	the numbers	Siandaras Assessment		
students when not on		***************************************		equation
non-verbal cue to redirect	-I Ready lesson	*Spiral Review		make 10 with a drawing or
Example. Establish a		,	2	record the numbers that
ELL: Model and Provide	-Go Math Lesson 5.5	*I-Ready	*Use a pattern	K.OA.A.4 – WALT
Modifications/Accommo dations a stated in IEP				
IEP/504:				
as needed	-Flocabulary	Day		
At Risk: Individualized		*Go Math Problem of the		
hilingual dictionary	and Interactive Lesson	Standar as Assessment		mam goodcos or mawmgs)
tool Chidonts morning	Think Control On the Snot	*Ctandarde Accocement		using phiects or drawings

numbers 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones	K.NBT.A.1 – WALT decompose and record numbers 11 to 19 into a ten and some further ones (e.g. using objects or drawings)
*Use a pattern	*Use snapcubes
*Spiral Review *Standards Assessment *Go Math Problem of the Day	*I-Ready *Spiral Review *Standards Assessment *Go Math Problem of the Day
-Go Math Chapter / -I-Ready -Use manipulatives to compose numbers *Think Central On the Spot and Interactive Lesson *https://www.youtube.com/watch?v=MmLMU8BqyKw	-Go Math Chapter 7 -Standards based hands on activity *Think Central On the Spot and Interactive Lesson *YouTube videos *https://www.youtube.com/watch?v=MmLMU8BqyKw
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/Accommo dations a stated in IEP	IEP/504: Modifications/Accommo dations a stated in IEP 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/Accommo dations a stated in IEP

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

Summative Assessments (add rows as needed)

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

Interdisciplinary Connections

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

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

Grade level: Kindergarten

Timeframe:

Rationale

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

addition and subtraction word problems within 10 using objects, drawings, or other strategies. continue to decompose numbers into pairs in multiple ways. They record numbers that make 10 with drawings and with equations, and demonstrate understanding by exploring different ways to compose and decompose numbers 11 through 19 into a ten and ones using objects and drawings, solve fluency for addition and subtraction within 5 by accurately and efficiently finding sums and differences. Learners continue to build place value 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

"more of" or "less of" the attribute. object can have more than one measurable attribute, compare two objects that have a measurable attribute in common, and determine which object has to form larger shapes and describe measurable attributes of various objects. Learners explore early ideas about measurement. They understand that an 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

Essential Questions

- How can you compare the lengths and heights of two objects?
- How can you compare the weights of two objects?
- How can you describe several ways to measure one object?
- How can you classify and count objects by color?
- How can you classify and count objects by size and shape?
- How can you use the words alike and different to compare two-dimensional shapes?
- How can you model shapes in the real world?

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.
 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.MD.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.MD.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.

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
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- 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

- Self-Awareness
- Self-Management

- Social Awareness
 Relationship Skills
 Responsible Decision-Making

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure,
	504) and Reflections
i-ready	ELL: Model and Provide Example. Establish a non-verbal cue to
Unit summative assessment	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.G.B.5 – WALT model shapes in the world by building shapes from components (e.g. sticks and clay balls)	SLO – WALT We are learning to/that
*Use manipulatives *Draw and create	Student Strategies
*I-Ready *Spiral Review *Standards Assessment *Go Math Problem of the Day	Formative Assessment
*Tready *Think Central on the spot and Interactive lesson *Standards based hands on activity *Recreate objects in the world using snapcubes and shapes in a center *Go Math Lesson 10.7	Activities and Resources
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/Accommo dations a stated in IEP	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

	*Use manipulative compose simple shapes to form larger shapes** *Use a variety of	K.G.B.6 – WALT simple shapes can join to compose larger shapes** *Use manipulative* *Draw and create* *Use a variety of compose*	shapes in the world by drawing shapes *Use manipulative* *Draw and create* *Use a variety of or the content of the content o
	*Use manipulatives *Draw and create *Use a variety of objects	*Use manipulatives *Draw and create *Use a variety of objects	*Use manipulatives *Draw and create *Use a variety of objects
*Go Math Problem of the Day	*I-Ready *Spiral Review *Standards Assessment	*I-Ready *Spiral Review *Standards Assessment *Go Math Problem of the Day	*I-Ready *Spiral Review *Standards Assessment *Go Math Problem of the Day
*Go Math Lesson 9.12	*Flocabulary *Think Central on the spot and Interactive lesson	*Flocabulary *Standards based hands on activity *Go Math Lesson 9.12 *Tangrams *Use grid paper to make own shapes	*Think Central on the spot and Interactive lesson *Standards based hands on activity Recreate objects in the world using snapcubes and shapes in a center *Go Math Lesson 10.7 *Tangrams *Use grid paper to make own shapes
bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommo	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on	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/Accommo dations a stated in IEP	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/Accommo dations a stated in IEP

ELL: Model and Provide	*Flocabulary	*I-Ready	*Vocabulary flashcards	K.G.B.4 – WALT 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/Accommo dations a stated in IEP	*Flocabulary *Iready *Think Central on the spot and Interactive lesson *Go Math Lesson 9.4, Go Math Lesson 9.6, Go Math Lesson 9.8, 9.10	*I-Ready *Spiral Review *Standards Assessment *Go Math Problem of the Day	*Vocabulary flashcards	K.G.B.4 – WALT some shapes (squares, triangles, rectangles, hexagons) have sides.
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/Accommo dations a stated in IEP	*Flocabulary *Iready *Think Central on the spot and Interactive lesson *Standards based hands on activity *Go Math Lesson 9.4, Go Math Lesson 9.8, 9.10	*I-Ready *Spiral Review *Standards Assessment *Go Math Problem of the Day	*Vocabulary flashcards	K.G.B.4 – WALT a vertex or "corner" is where two sides meet
dations a stated in IEP 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/Accommo dations a stated in IEP	*Flocabulary *Iready *Think Central on the spot and Interactive lesson *Standards based hands on activity Go Math lessons 9.4, 9.6	*I-Ready *Spiral Review *Standards Assessment *Go Math Problem of the Day	*Use manipulatives *Draw and create *Use a variety of objects	K.G.B.4 – WALT analyze two- and three-dimensional shapes in different sizes and orientations using informal language

non-verbal cue to redirect	*Iready	*Spiral Review		similarities, differences,
ELL: Model and Provide	*Flocabulary	*I-Ready	*Vocabulary flashcards	K.G.B.4 – WALT
Modifications/Accommo dations a stated in IEP	*Go Math Chapter 10 lesson 10.1-10.7			
At Risk: Individualized as needed IEP/504:	*Standards based hands on activity	Day		
task. Students may use a bilingual dictionary.	and Interactive lesson	*Go Math Problem of the		vertices/"corners") using informal language
non-verbal cue to redirect students when not on	*Iready	*Spiral Review		of two dimensional shapes (e.g. number of sides,
ELL: Model and Provide Example. Establish a	*Flocabulary	*I-Ready	*Vocabulary flashcards	K.G.B.4 - WALT analyze and describe the attributes
as needed IEP/504: Modifications/Accommo dations a stated in IEP				
bilingual dictionary. At Risk: Individualized	"Go Main Chapter 10	*Go Math Problem of the Day		
students when not on task. Students may use a	*C Meth Claster 10	*Standards Assessment		language
non-verbal cue to redirect	*Think Central on the spot	*Spiral Review		shapes using informal
ELL: Model and Provide	*Flocabulary	*I-Ready	*Vocabulary flashcards	K.G.B.4 – WALT identify
IEP/504: Modifications/Accommo dations a stated in IEP	Lesson 9.8, 9.10			
At Risk: Individualized	*Go Math Lesson 9.4, Go Math Lesson 9.6, Go Math	Day		
task. Students may use a	and Interactive lesson	*C Mad Beatless of the		The state of the s
students when not on	*Think Central on the spot	*Standards Assessment		naming shapes
Example. Establish a non-verbal cue to redirect	*Iready	*Spiral Review		length of sides is an important attribute when

students when not on task. Students may use a	*Think Central on the spot	*Standards Assessment		single object
non-verbal cue to redirect	*Iready	*Spiral Review	*Vocabulary Flashcards	measurable attributes of a
ELL: Model and Provide	*Flocabulary	*I-Ready	*Use manipulatives	K.MD.A.1 - WALT
Modifications/Accommo dations a stated in IEP	*Go Math Lesson 11.1, 11.2, 11.4			
At Risk: Individualized as needed	*Standards based hands on activity	Day		
students when not on task. Students may use a bilingual dictionary.	*Think Central on the spot and Interactive lesson	*Standards Assessment		as length or weight.
Example. Establish a non-verbal cue to redirect	*Iready	*Spiral Review		attributes of objects, such
ELL: Model and Provide	*Flocabulary	*I-Ready	*Use manipulatives	K.MD.A.1 – WALT
Modifications/Accommo dations a stated in IEP	*Go Math Lesson 11.1, 11.2, 11.4			
as needed IEP/504:	activity			
At Risk: Individualized	*Standards based hands on	Day		
task. Students may use a bilingual dictionary.	and Interactive lesson	*Go Math Problem of the		
non-verbal cue to redirect students when not on	*TI : 10	»Sy — J — J — A	measure	weight.
Example. Establish a	*Irondi	*Spiral Review	*I so nonstandard units of	objects have measurable
ELL: Model and Provide	*Flocabulary	*I-Ready	*Use manipulatives	K.MD.A.1 – WALT
IEP/504: Modifications/Accommo dations a stated in IEP	*Go Math Chapter 10 lesson 10.1-10.7			
At Risk: Individualized as needed	*Standards based hands on activity	Day		informal language
task. Students may use a	and Interactive lesson	*Go Math Problem of the		of two and three-
students when not on	*Think Central on the spot	*Standards Assessment		parts, and other attributes

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detiens a stated in IED				
Modifications/Accommo	*Go Math Lesson 11.3			
IEP/504:	3			
as needed	activity	3		
At Risk: Individualized	*Standards based hands on	Day		
bilingual dictionary.		*Go Math Problem of the		
task. Students may use a	and Interactive lesson	Slanaaras Assessment		attribute**
students when not on	*Think Control on the snot	* Cton Janda Associament		share the same measurable
non-verbal cue to redirect	*Iready	*Spiral Review	*Vocabulary Flashcards	between two objects that
Example. Establish a	•			describe the difference
ELL: Model and Provide	*Flocabulary	*I-Ready	*Use manipulatives	K.MD.A.2 – WALT
dations a stated in IEP				
Modifications/Accommo	*Go Math Lesson 11.3			
IEP/504:	•			
as needed	activity	,		
At Risk: Individualized	*Standards based hands on	Day		
bilingual dictionary.	and third active teadon	*Go Math Problem of the		of' the attribute
task. Students may use a	and Interactive lesson	Siandaras Assessment		object has "more of"/"less
students when not on	*Think Control on the snot	*Ctan Jan Jan American		attribute to see which
non-verbal cue to redirect	*Iready	*Spiral Review	*Vocabulary Flashcards	share a measurable
Example. Establish a		i i	i i	compare two objects that
ELL: Model and Provide	*Flocabulary	*I-Ready	*Use manipulatives	K.MD.A.2 – WALT
dations a stated in IEP				
Modifications/Accommo				
IEP/504:		in the second		
as needed	*Go Math Lesson 11.5			
At Risk: Individualized		Day		
bilingual dictionary.	and Interactive lesson	*Go Math Problem of the		

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

Summative Assessments (add rows as needed)

Interdisciplinary Connections

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