TOWNSHIP OF UNION PUBLIC SCHOOLS

Grade K Mathematics

Adopted December 15, 2020

Mission Statement

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

Philosophy Statement

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

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

Grade level: Kindergarten
Timeframe: Marking Period 1

Rationale

Kindergarten – Number Concepts and Counting to 10 – Unit 1

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

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

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

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

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 objects).
■ **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.
a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
■ **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.
b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
■ **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.
c. Understand that each successive number name refers to a quantity that is one larger.
■ **K.CC.B.5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
■ **K.OA.A.1** Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

Key: ■ Major Cluster □ Supporting Cluster ◎ Additional Cluster

Highlighted Career Ready Practices and 21st Century Themes/Skills

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

Social-Emotional Learning Competencies

- 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

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

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

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

number is one larger than the given number		*number.*	*go on.* *Have students count objects and find the larger number.* *Go Math Chapter 2 and 4*	
K.CC.A.2 - WALT count on from a number other than 1 to 10	• *Use concrete models drawings and counters to explore the concept of counting.*	*Quick checks Lesson 4.4*	*Count on from a certain number.* *Go Math Chapter 4*	
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	• *Have students cross off objects as they count them.*	*Exit slip- have students count the number of objects in different arrangements (Go Math Lesson 3.6 as an example).*	*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*	
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	• *Use a ten frame to know one row is 5 and two rows is 10.*		• *Model a 10 frame. One row is 5 two rows is 10.* • *Use egg cartons and manipulative to show numbers 1-10.*	
K.CC.A.3 - WALT zero represents a count of no objects	• *Students know that 0 is represented as no objects or objects that are taken away.*	*Have students draw what they know about the number 0 and explain their drawing to a friend.*	*Read "Zero my hero" and identify 0 means none.* *Write the number name and written numeral.*	
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	• *Use snap cubes to show different combinations to add within 5.*	• *Exit slip- show two ways to make 5.*	*Use counters to add two numbers together* *Use a beaded number line to add numbers* *Use snap cubes to add numbers together*	

explanations, expressions or equations)			*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*	
K.OA.A.1 – WALT represent subtraction within 5 in a variety of ways (e.g., objects, fingers, mental images, drawings, sounds, acting out, verbal explanations, expressions or equations)	• *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.*	

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

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

Grade level: Kindergarten
Timeframe:

Rationale

Kindergarten – Number Concepts and Counting to 10 – Unit 1

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

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

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

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

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.*

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

◎ **K.G.A.2** Correctly name shapes regardless of their orientations or overall size.

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

Key: ■ Major Cluster □ Supporting Cluster ◎ Additional Cluster

Highlighted Career Ready Practices and 21st Century Themes/Skills

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

Social-Emotional Learning Competencies

- 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

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.G.A.1 – WALT identify squares, circles, triangles, rectangles, and hexagons	• *Visualize and identify the different shapes.*	• *Identify and name two dimensional shapes.*	*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*	*General and Special Education teachers will work together to provide students with the support they need as written in their individualized education plan. (IEP)*
K.G.A.1 – WALT describe the attributes of squares, circles, triangles, rectangles, and hexagons	• *Count the number of sides*	• *Describe the attributes of each shape.*	*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*	
K.G.A.1 – WALT describe objects in the environment using names of shapes	• *Be able to identify and visualize all shapes*	*Show and Tell- Bring in an object of a certain shape. (Circle day).*	• *Name objects around the classroom of each shape.* • *Draw pictures of a given shape.* • *Go Math 9.11*	
K.G.A.1 – WALT describe the positions of objects in the environment using words such as above, below, beside, in front of,	• *Know vocabulary and be able to demonstrate what it means.*	• *Use cubes to describe their position of colors.*	*Working with a partner, children list shapes that are above and below them in the classroom* *Make a cube tower with two different color cubes. Use words to tell about the cubes.*	

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

Benchmark Assessment 1

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

Benchmark Assessment 2

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

	Modifications per IEPs

Summative Assessments (add rows as needed)

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

In unit 2, learners continue to develop an understanding of number names and the count sequence. They extend the count sequence to 20, starting at various numbers and represent up to 20 objects with written numbers. Counting objects in a scattered arrangement is introduced in this unit. Learners

demonstrate spatial reasoning and understanding of the count sequence to answer "how many" questions about a group of up to 10 scattered objects. They classify objects into given categories, find totals for each category and compare numbers up to 10. Learners also determine whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.

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

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

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).
■ **K.CC.A.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).
■ **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.
a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
■ **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.

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

■ **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.

c. Understand that each successive number name refers to a quantity that is one larger.

■ **K.CC.B.5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

■ **K.CC.C.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

■ **K.CC.C.7** Compare two numbers between 1 and 10 presented as written numerals.

Key: ■ Major Cluster ▣ Supporting Cluster ◎ Additional Cluster

Highlighted Career Ready Practices and 21st Century Themes/Skills

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

Social-Emotional Learning Competencies

- 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 *unit summative assessment*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP

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

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
K.CC.A.1 – WALT count by ones to 20	• *Pattern in numbers, repeat 1-19 as you count* • *Model and count using cubes and 2 ten frames*	• *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 lesson 8.1* • *Flocabuary*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.CC.A.2 – WALT count on from a number other than 1 up to 20	• *Pattern in numbers, repeat 1-19 as you count* • *Model and count using cubes and 2 ten frames* • *use counting sequences in games*	• *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 lesson 8.3* • *Flocabuary*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP

K.CC.A.3 – WALT write numbers 0 through 20	• *Pattern in numbers, repeat 1-19 as you count* • *Model and count using cubes and 2 ten frames* • *Use mathboard to practice number words*	• *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 lesson 8.2* • *Flocabuary*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.CC.A.3 – WALT represent the number of objects with a written number from 0 through 20	• *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*	• *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 lessons 8.1-8.3* • *Flocabuary*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.CC.B.4.A – WALT when counting, each object is paired with only one number name.	• *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*	• *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 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/Accommodations a stated in IEP
K.CC.B.4.A – WALT say the number name for each object in a group up to 20 objects when counting	• *Pattern in numbers, repeat 1-19 as you count* • *Model and count using cubes and 2 ten*	• *i-ready* • *spiral review* • *standards assessment* • *Go Math Problem of the Day*	• *Morning calendar routine for counting by 1's* • *Review counting to 20*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on

	frames • *Use mathboard to draw objects and write their numbers*	• *Exit Ticket*	• *Go Math lessons* • *Flocabulary*	task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.CC.B.4.B – WALT when counting a set of objects up to 20, the last number tells the total number of objects	• *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*	• *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 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/Accommodations a stated in IEP
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	• *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*	• *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 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/Accommodations a stated in IEP
K.CC.B.4.C – WALT when given a number between 0 and 20, the next number is one larger than the given number	• *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*	• *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 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

				dations a stated in IEP
K.CC.B.5 – WALT count out the correct number of objects when given a number up to 20	• *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*	• *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 lesson 8.1* • *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/Accommodations a stated in IEP
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	• *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*	• *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 lesson 8.1* • *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/Accommodations a stated in IEP
K.CC.B.5 – WALT answer "how many" questions about a group of up to 10 objects in a scattered arrangement by counting	• *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*	• *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 lesson 8.1* • *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/Accommodations a stated in IEP
K.CC.C.6 – WALT equal means the same amount	• *Pattern in numbers, repeat 1-19 as you count* • *Model and count using cubes and 2 ten frames*	• *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 lesson 8.4*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a

	• *Use mathboard to draw objects and write their numbers, circle the number that is less or more than* • *Use cubes to model the problems*		• *Flocabulary*	bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.CC.C.6 – WALT identify when the number of objects is equal to, greater than, or less than the number of objects in another group by matching or counting the number of objects in both groups	• *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*	• *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 lessons 8.4* • *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/Accommodations a stated in IEP
K.CC.C.7 – WALT compare two written numbers between 1 and 10	• *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*	• *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 lesson 4.7* • *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/Accommodations 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 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

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

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

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

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 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.5** Demonstrate fluency for addition and subtraction within 5.

Key: ■ Major Cluster ▣ Supporting Cluster ◎ Additional Cluster

Highlighted Career Ready Practices and 21st Century Themes/Skills

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

- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

Social-Emotional Learning Competencies

- 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 *unit summative assessment*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP

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

SLO – WALT 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 1'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

and equations	*draw objects and write their numbers* • *Restate key vocabulary*		• *Math on the Spot video*	as needed IEP/504: Modifications/Accommodations a stated in IEP
K.OA.A.1 – WALT represent subtraction within 10 with objects, fingers, mental images, drawings, sounds, acting out problems, verbal explanations, expressions and equations	• *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*	• *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 lesson 5.3* • *Flocabulary* • *Personal Math Trainer*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.OA.A.2 – WALT represent addition and subtraction word problems within 10 using objects, 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 write their numbers* • *Act out the problem*	• *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 lesson 5.4-5,6.4* • *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/Accommodations a stated in IEP
K.OA.A.2 – WALT solve addition and subtraction word problems within 10	• *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*	• *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 lesson 5.7,6.6* • *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/Accommodations a stated in IEP
K.OA.A.3 – WALT decompose numbers less	• *Pattern in numbers, repeat 1-19 as you*	• *i-ready* • *spiral review*	• *Morning calendar routine for counting*	ELL: Model and Provide Example. Establish a

than or equal to 5 in pairs e.g. by using objects or drawings	• *count* • *Model and count using cubes and 2 ten frames and drawings* • *Use mathboard to draw objects and write their numbers*	• *standards assessment* • *Go Math Problem of the Day* • *Exit Ticket*	• *by 1's* • *Review counting to 20* • *Go Math lesson 5.8* • *Flocabulary*	non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.OA.A.3 – WALT record the decomposition of numbers less than or equal to 5 in pairs with a drawing or equation.	• *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* • *build and use a five-cube train*	• *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 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 as needed IEP/504: Modifications/Accommodations a stated in IEP
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	• *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*	• *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 lesson 5.8*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.OA.A.5 – WALT represent addition and subtraction within 5 using objects, pictures, numbers, and words (working towards accuracy and efficiency)	• *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*	• *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 lesson 5.8, 6.4* • *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

	write their numbers • *Use 2 different color cubes to mode the parts*			as needed IEP/504: Modifications/Accommodations a stated in IEP

Benchmark Assessment 1

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

Benchmark Assessment 2

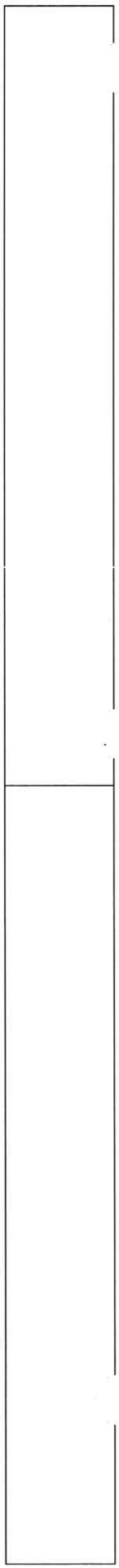
Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

Summative 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 C

Grade level: Kindergarten

~~Timeframe:~~

Rationale

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

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

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

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

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.
- 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 *unit summative assessment*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP

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

SLO – WALT 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.MD.B.3 – WALT classify objects into given categories	• *Use manipulatives* • *Use a variety of objects* • *Flashcards*	• *i-ready* • *spiral review* • *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 12.1-12.5* • *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/Accommodations a stated in IEP
K.MD.D.3 – WALT count the number of objects in each category (up to 10) and sort the categories by their count**	• *Use manipulatives* • *Use a variety of objects* • *Flashcards*	• *i-ready* • *spiral review* • *standards assessment* • *Go Math Problem of the Day* • *Exit Ticket*	• *i-ready* • *Think Central-Math on the Spot video* • *Think Central-Personal Math Trainer*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a

			• *Go Math lessons* • *Flocabulary*	bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.G.A.1 – WALT identify cubes, cones, cylinders and spheres	• *Use manipulatives* • *Use a variety of objects* • *Flashcards*	• *i-ready* • *spiral review* • *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 10.2-10.4* • *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/Accommodations a stated in IEP
K.G.A.1 – WALT describe the attributes of cubes, cones, cylinders and spheres	• *Use manipulatives* • *Use a variety of objects* • *Flashcards*	• *i-ready* • *spiral review* • *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 10.5* • *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/Accommodations a stated in IEP
K.G.A.1 – WALT describe objects in the environment using names of shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	• *Use manipulatives* • *Use a variety of objects* • *Flashcards*	• *i-ready* • *spiral review* • *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 9.1-9.11* • *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/Accommodations a stated in IEP
K.G.A.2 – WALT orientation and size do not change the shape (cubes, cones, cylinders and spheres)	• *Use manipulatives* • *Use a variety of objects* • *Flashcards*	• *i-ready* • *spiral review* • *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 10.5* • *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/Accommodations a stated in IEP
K.G.A.2 - WALT correctly name cubes, cones, cylinders, and spheres	• *Use manipulatives* • *Use a variety of objects* • *Flashcards*	• *i-ready* • *spiral review* • *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 10.2-10.5* • *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/Accommodations a stated in IEP
K.G.A.3 – WALT two-dimensional shapes are "flat" (lying in a plane)	• *Use manipulatives* • *Use a variety of objects* • *Flashcards*	• *i-ready* • *spiral review* • *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 10.1* • *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/Accommodations a stated in IEP
K.G.A.3 – WALT three-dimensional shapes are	• *Use manipulatives* • *Use a variety of*	• *i-ready* • *spiral review*	• *i-ready* • *Think Central-Math*	ELL: Model and Provide Example. Establish a

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

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 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 A

Grade level: Kindergarten

~~Timeframe:~~

Rationale

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

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

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

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

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

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-ready *Unit summative assessment*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP

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

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
K.CC.A.1 – WALT count by ones to 50	**Pattern in numbers, repeat 1-9 as you count*	**I-Ready* **Spiral Review* **Standards Assessment* **Go Math Problem of the Day*	*-Go Math Lesson 8.5* *-Review counting to 20* *-Morning calendar routine for counting by 1s*	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

		**Student count to 50*		as needed IEP/504: Modifications/Accommodations a stated in IEP
K.CC.A.1 – WALT count by tens to 50	**Sing Counting by 10s song- Jack Hartmann on YouTube*	**I-Ready* **Spiral Review* **Standards Assessment* **Go Math Problem of the Day* **Student count to 50 by tens*	**Jack Hartmann YouTube song counting by 10s* **Morning calendar routine counting by 10s for days of school* *-Go Math Lesson 8.7*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.CC.A.2 – WALT count on from a number other than 1 to 50	*-Use Hundreds chart* *-Pattern in numbers*	**I-Ready* **Spiral Review* **Standards Assessment* **Go Math Problem of the Day*	**Morning calendar routine counting* *-Go Math Lesson 8.5*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.CC.B.4.A- WALT when counting, each object is paired with only one number name.	*Count and cross off as counting*	**I-Ready* **Spiral Review* **Standards Assessment* **Go Math Problem of the Day*	*-Go Math Lesson 8.2 and 7.1* *-Use manipulatives* *Think Central On the Spot and Interactive Lesson* *-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/Accommodations a stated in IEP
K.CC.B.4.A – WALT say the number name for each object in a group up to 20 objects when counting	*Count and cross off as counting*	**I-Ready* **Spiral Review* **Standards Assessment* **Go Math Problem of the Day*	*-Go Math Lesson 8.1, 7.1-7.5 and 7.7-7.10* *-Use manipulatives* *Think Central On the Spot and Interactive Lesson* *-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/Accommodations a stated in IEP
K.CC.B.4.B – WALT when counting a set of objects up to 20, the last number tells the total number of objects	*Last number said strategy*	**I-Ready* **Spiral Review* **Standards Assessment* **Go Math Problem of the Day*	*-Go Math Lesson 8.2, 7.1-7.5 and 7.7-7.10* *-Use manipulatives* *Think Central On the Spot and Interactive Lesson* *-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/Accommodations a stated in IEP
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	*Count and cross off as counting*	**I-Ready* **Spiral Review* **Standards Assessment* **Go Math Problem of the Day*	*-Go Math Lesson 8.3* *-Use manipulatives* *Think Central On the Spot and Interactive Lesson* *-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/Accommodations a stated in IEP
K.CC.B.4.C – WALT	*Pattern in numbers when*	**I-Ready*	*-Go Math Lesson 8.3*	ELL: Model and Provide

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

another group by matching or counting the number of objects in both groups		**Go Math Problem of the Day*	*-Flocabulary*	bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.CC.C.7 – WALT compare two written numbers between 1 and 10	*Vocabulary flashcards for greater and lesser*	**I-Ready* **Spiral Review* **Standards Assessment* **Go Math Problem of the Day*	*-Go Math Lesson 4.5 review* *-Use manipulatives* *Think Central On the Spot and Interactive Lesson* *-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/Accommodations 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 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

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

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

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

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

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 each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Key: ■ Major Cluster ◻ Supporting Cluster ◎ Additional Cluster

Highlighted Career Ready Practices and 21st Century Themes/Skills

- 9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
- 9.1.4.A.2 Evaluate available resources that can assist in solving problems.
- 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.

- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

Social-Emotional Learning Competencies

- 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 *Unit summative assessment*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP

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

SLO – WALT 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.2 – WALT solve addition and subtraction word problems within 10	• *Model and count using cubes and 2 ten frames and drawings* • *Use mathboard to draw objects and write their numbers* • *Act out the problem*	• *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 lesson 5.7,6.6* • *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/Accommodations 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)	1. *Model and count using cubes and 2 ten frames and drawings* • *Use mathboard to draw objects and write their numbers*	• *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 5* • *Go Math lesson 3.2* • *Flocabulary* • *Personal Math Trainer*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.OA.A.3 – WALT decompose numbers less than or equal to 10 in pairs e.g. by using objects or drawings	• *Model and count using cubes and 2 ten frames and drawings* • *Use mathboard to draw objects and write their numbers*	• *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 10* • *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 as needed IEP/504: Modifications/Accommodations a stated in IEP
K.OA.A.3 – WALT record the decomposition of numbers less than or equal to 10 in pairs with a	• *Model and count using cubes and 2 ten frames and drawings* • *Use mathboard to draw objects and*	• *i-ready* • *spiral review* • *standards assessment* • *Go Math Problem of the Day*	• *Morning calendar routine for counting by 1's* • *Review counting to 10*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on

drawing or equation.	*write their numbers*	• *Exit Ticket*	• *Go Math Chapter 3* • *Flocabulary*	task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.OA.A.3 – WALT decompose numbers less than or equal to 10 in pairs in more than one way e.g. by using objects or drawings and record the decompositions with a drawing or equation	• *Pattern in numbers, repeat 1-10 as you count* • *Model and count using cubes and 2 ten frames and drawings* • *Use mathboard to draw objects and write their numbers* •	• *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 3* • *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/Accommodations a stated in IEP
K.OA.A.4 – WALT find the number that makes 10 when added to a given number from 1 to 9 (e.g. using objects or drawings)	• *Model and count using cubes and 2 ten frames and drawings* • *Use mathboard to draw objects and write their numbers* •	• *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 10* • *Go Math Lesson 4.1* • *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/Accommodations a stated in IEP
K.OA.A.4 – WALT record the numbers that make 10 with a drawing or equation	• *Model and count using cubes and 2 ten frames and drawings* • *Use mathboard to draw objects and write their numbers* •	• *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 10* • *Go Math Lesson 4.1* • *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/Accommodations a stated in IEP
K.NBT.A.1 – WALT compose ten ones and some further ones (e.g. using objects or drawings) into numbers 11 to 19 and record it with a drawing or equation	• *Model and count using cubes and 2 ten frames and drawings* • *Use mathboard to draw objects and write their numbers* •	• *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 10* • *Go Math Lesson 4.1* • *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/Accommodations a stated in IEP
K.NBT.A.1 – WALT decompose numbers 11 to 19 into ten ones and some further ones (e.g. using objects or drawings) and record it with a drawing or equation	• *Pattern in numbers, repeat 1-19 as you count* • *Model and count using cubes and 2 ten frames* • *Use mathboard to practice number words*	• *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*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.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	• *Pattern in numbers, repeat 1-19 as you count* • *Model and count using cubes and 2 ten frames* • *Use mathboard to practice number words*	• *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*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP

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 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 C

Grade level: Kindergarten

~~Timeframe:~~

Rationale

Kindergarten – Count, Compose and Compare Numbers – Unit 3

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

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

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

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

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

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

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-ready *Unit summative assessment*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP

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

SLO – WALT 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.G.B.4 – WALT describe the parts of two- and three- dimensional shapes (e.g., number of sides, faces, vertices/ "corners")	**Use manipulatives* **Draw and create* **Use a variety of objects*	**I-Ready* **Spiral Review* **Standards Assessment* **Go Math Problem of the Day*	**Flocabulary* **Iready* **Think Central on the spot and Interactive lesson* **Standards based hands on activity* **Go Math Chapter 10 lesson 10.1-10.7*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.G.B.4 – WALT compare by describing	**Use manipulatives*	**I-Ready*	**Flocabulary*	ELL: Model and Provide Example. Establish a

similarities, differences, parts, and other attributes of two- and three-dimensional shapes using informal language	*Draw and create *Use a variety of objects	*Spiral Review *Standards Assessment *Go Math Problem of the Day	*Iready *Think Central on the spot and Interactive lesson	non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.MD.B.3 – WALT classify objects into given categories	*Use manipulatives *Draw and create *Use a variety of objects	*I-Ready *Spiral Review *Standards Assessment *Go Math Problem of the Day	*Iready *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 12.-12.3	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.MD.B.3 – WALT count the number of objects in a category and sort the categories of objects by their count	*Use manipulatives *Draw and create *Use a variety of objects	*I-Ready *Spiral Review *Standards Assessment *Go Math Problem of the Day	*Iready *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 12.4-12.5	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP

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 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

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

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

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 each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Key: ■ Major Cluster ▢ Supporting Cluster ◎ Additional Cluster

Highlighted Career Ready Practices and 21st Century Themes/Skills

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

Social-Emotional Learning Competencies

- 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 *Unit summative assessment*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP

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

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
K.CC.A.1 – WALT count by ones to 100	*Find patterns in numbers to count.*	**I-Ready* **Spiral Review* **Standards Assessment* **Go Math Problem of the Day*	-*Go Math Lesson 8.5* -*Go Math Lesson 8.6* -*Review counting 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
K.CC.A.1 – WALT count by tens to 100	**Count by 10's song on Youtube- Jack Hartmann* **Use Hundreds chart*	**I-Ready* **Spiral Review* **Standards Assessment* **Go Math Problem of the Day*	*-Go Math Lesson 8.7* *-Go Math Lesson 8.8*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.CC.A.2 – WALT count on from a number other than 1 to 100	**Use pattern in numbers to*	**I-Ready* **Spiral Review* **Standards Assessment* **Go Math Problem of the Day*	*-Go Math Lesson 8.6* *-Vocabulary Builder Go Math Lesson 8.6 Teacher's Guide page 459B*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.OA.A.2 – WALT solve addition and subtraction word problems within 10	**Look for key terms*	**I-Ready* **Spiral Review* **Standards Assessment* **Go Math Problem of the Day*	*-Go Math Lesson 5.4* *-Go Math Lesson 6.7* *-Go Math Lesson 7.6* *-Think Central On the Spot and Interactive Lesson* *-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/Accommodations a stated in IEP
K.OA.A.3 – WALT decompose numbers less than or equal to 10 in pairs	**Reverse the pair order when adding to find turnaround fact*	*Exit slip: Show two ways to show 8* *Use marker board to show a*	*-Go Math Lessons 5.8-5.12* *-Iready lesson*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect

e.g. by using objects or drawings	* *Trade cube color one cube at a time* * *Use a pattern.*	*way to show a number (example 9)*		students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.OA.A.3 – WALT record the decomposition of numbers less than or equal to 10 in pairs with a drawing or equation	**Reverse the pair order when adding to find turnaround fact* * *Trade cube color one cube at a time* * *Use a pattern.*	**I-Ready* **Spiral Review* **Standards Assessment* **Go Math Problem of the Day*	*-Go Math Lessons 5.8-5.12* *-Standards based hands on activity*	*ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.* *At Risk: Individualized as needed* *IEP/504: Modifications/Accommodations a stated in IEP*
K.OA.A.3 – WALT decompose numbers less than or equal to 10 in pairs in more than one way e.g. by using objects or drawings and record the decompositions with a drawing or equation	**Reverse the pair order when adding to find turnaround fact* * *Trade cube color one cube at a time* * *Use a pattern.*	**I-Ready* **Spiral Review* **Standards Assessment* **Go Math Problem of the Day*	*-Go Math Lessons 5.8-5.12* *-Iready lesson* *-Standards based hands on activity*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.OA.A.4 – WALT find the number that makes 10 when added to a given number from 1 to 9 (e.g.	**Use a pattern*	**I-Ready* **Spiral Review*	*-Go Math Lesson 5.5* *-Use manipulatives*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on

using objects or drawings)		*Standards Assessment *Go Math Problem of the Day	*Think Central On the Spot and Interactive Lesson -Flocabulary	task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.OA.A.4 – WALT record the numbers that make 10 with a drawing or equation	*Use a pattern	*I-Ready *Spiral Review *Standards Assessment *Go Math Problem of the Day	-Go Math Lesson 5.5 -I Ready lesson -Use manipulatives to show the numbers	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.NBT.OA.A.5 – WALT represent addition and subtraction within 5 with accuracy and efficiency	*Draw a picture	*I-Ready *Spiral Review *Standards Assessment *Go Math Problem of the Day	-Timed drills -I know my +1 facts, I know my +2 facts, etc. -Think Central On the Spot and Interactive Lesson -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/Accommodations a stated in IEP
K.NBT.A.1 – WALT compose and record numbers from 11 to 19 into a ten and some further ones (e.g. using objects or drawings)	*Draw a picture *Use snapcubes	*I-Ready *Spiral Review *Standards Assessment *Go Math Problem of the Day	-Go Math Chapter 7 -Standards based hands on activity **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/Accommodations a stated in IEP
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)	**Draw a picture* **Use snapcubes*	**I-Ready* **Spiral Review* **Standards Assessment* **Go Math Problem of the Day*	*-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/Accommodations a stated in IEP
K.NBT.A.1 – WALT the numbers 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones	**Use a pattern*	**I-Ready* **Spiral Review* **Standards Assessment* **Go Math Problem of the Day*	*-Go Math Chapter 7* *-I-Ready* *-Use manipulatives to compose numbers* **Think Central On the Spot and Interactive Lesson* **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/Accommodations 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 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 B

Grade level: Kindergarten

~~Timeframe:~~

Rationale

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

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

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

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

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.

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-ready *Unit summative assessment*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP

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

SLO – WALT 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.G.B.5 – WALT model shapes in the world by building shapes from components (e.g. sticks and clay balls)	**Use manipulatives* **Draw and create*	**I-Ready* **Spiral Review* **Standards Assessment* **Go Math Problem of the Day*	**Iready* **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*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP

K.G.B.5 – WALT model shapes in the world by drawing shapes	**Use manipulatives* **Draw and create* **Use a variety of objects*	**I-Ready* **Spiral Review* **Standards Assessment* **Go Math Problem of the Day*	**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*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.G.B.6 – WALT simple shapes can join to compose larger shapes**	**Use manipulatives* **Draw and create* **Use a variety of objects*	**I-Ready* **Spiral Review* **Standards Assessment* **Go Math Problem of the Day*	**Flocabulary* **Standards based hands on activity* **Go Math Lesson 9.12* **Tangrams* **Use grid paper to make own shapes*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.G.B.6 – WALT compose simple shapes to form larger shapes**	**Use manipulatives* **Draw and create* **Use a variety of objects*	**I-Ready* **Spiral Review* **Standards Assessment* **Go Math Problem of the Day*	**Flocabulary* **Think Central on the spot and Interactive lesson* **Go Math Lesson 9.12*	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
K.G.B.4 – WALT analyze two- and three-dimensional shapes in different sizes and orientations using informal language	**Use manipulatives* **Draw and create* **Use a variety of objects*	**I-Ready* **Spiral Review* **Standards Assessment* **Go Math Problem of the Day*	**Flocabulary* **Iready* **Think Central on the spot and Interactive lesson* **Standards based hands on activity* *Go Math lessons 9.4, 9.6*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.G.B.4 – WALT a vertex or "corner" is where two sides meet	**Vocabulary flashcards*	**I-Ready* **Spiral Review* **Standards Assessment* **Go Math Problem of the Day*	**Flocabulary* **Iready* **Think Central on the spot and Interactive lesson* **Standards based hands on activity* **Go Math Lesson 9.4, Go Math Lesson 9.6, Go Math Lesson 9.8, 9.10*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.G.B.4 – WALT some shapes (squares, triangles, rectangles, hexagons) have sides.	**Vocabulary flashcards*	**I-Ready* **Spiral Review* **Standards Assessment* **Go Math Problem of the Day*	**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*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.G.B.4 – WALT the	**Vocabulary flashcards*	**I-Ready*	**Flocabulary*	ELL: Model and Provide

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

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

		*Go Math Problem of the Day	*and Interactive lesson* *Go Math Lesson 11.5*	bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.MD.A.2 – WALT compare two objects that share a measurable attribute to see which object has "more of"/"less of" the attribute	*Use manipulatives* *Vocabulary Flashcards*	*I-Ready* *Spiral Review* *Standards Assessment* *Go Math Problem of the Day*	*Flocabulary* *Iready* *Think Central on the spot and Interactive lesson* *Standards based hands on activity* *Go Math Lesson 11.3*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP
K.MD.A.2 – WALT describe the difference between two objects that share the same measurable attribute**	*Use manipulatives* *Vocabulary Flashcards*	*I-Ready* *Spiral Review* *Standards Assessment* *Go Math Problem of the Day*	*Flocabulary* *Iready* *Think Central on the spot and Interactive lesson* *Standards based hands on activity* *Go Math Lesson 11.3*	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP

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 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