Subject Area: Mathematics Grade Level: Kindergarten** Bedminster Township School

Unit 1 Position, Length, Height, and Sorting

Dates: September - October

Time Frame: 31 co,

Overview

In this unit, children are introduced to using precise positional language to describe the relative position of objects. Students will describe the physical attributes of an object, compare lengths and heights of objects, and use precise measurement language to compare. Finally, students will recognize and describe attributes as well as group, sort, and count.

Enduring Understana การ

- Use words to describe the position of an object.
- Compare objects by telling which is longer/shorter.
- Sort and count objects by attributes.

Skill and Knowledge Objectives

Content Objectives:

- Use precise positional language to describe the relative position of objects.
- Show objects in stated positions.
- Describe the physical attributes of an object and use attributes to compare one object to another.
- Directly compare the length of the height of two objects.
- Use precise measurement language to compare length and height.
- Recognize and describe attributes.
- Group objects with common attributes
- Sert objects from a larger group into a smaller group.
- Describe sorting rules and try to determine other's sorting rules.
- Count groups of objects and sort categories by count.

Language Objectives:

- Understand and describe the relative positions of objects using precise vocabulary.
- Move and model objects in described positions using drawings, pictures, and manipulatives.
- Demonstrate active listening using body language and by telling the speaker what was

understood.

Unit Vocabulary:

Above, behind, below, beside, in front of, next to, across, around, beneath, between, down, far, inside, near, nearby, on top of, outside, over, under, up, attribute, height, length, long, longer, short, shorter, tall, taller, category, sort, different, explain, compare, wonder, describe, notice

ASSESSMENTS

All Lesson Quizzes, Mid-Unit Assessments, and Unit Assessments can be found <u>neigh</u>

Pre-Assessment:

• Diagnostic Assessment (i-Ready Classroom Central)

Formative Assessment:

- Whole-class and partner discussion
- Whiteboard work
- Close: Exit Ticket
- Lesson Quizzes

Self-Reflection/Self-Assessment:

- Unit Skills Self-Check (in Student Worktext)
- Apply It (in Student Worktext)
- Reflect Questions (in Student Worktext)
- Self-Reflection (in Student Worktext)
- Math Journal Questions (in Student Worktext)
- Unit Review (in Student Worktext)

Summative Assessment:

- Performance Assessment
- Mid-Unit Assessment
- Unit Assessment

All assessments are to be monified in accordance with student IEPs, 504s, I&RS plans, and individual needs.

Suggested accommodations for deliv instruction and assessments include but should not be limited to:

- Limiting the total number of questions and/or answer choices in multiple-choice questions
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- Increasing complexity for gifted students

RESOURCES

PRINT RESOURCES:

- In-Class Instruction and Practice:
 - Teacher's Guide
 - Lesson Progression
 - MLL Language Expectations
 - Connect to Culture
 - Discussion Prompts and Instructional Support
 - Student Worktext (Use the blue pages for in-class instruction and practice)
 - Instruction
- Independent Practice for School or Home
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 - Additional Practice
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 - Teacher Toolbox
 - Fluency and Skills Practice
 - Unit Game
 - Cumulative Practice

Assessments and Reports

- Teacher's Guide
 - Starts
 - Support Whole Group/Partner Discussion
 - Ask/Listen Fors
 - Common Misconceptions
 - Error Alerts
 - Close: Exit Ticket
- Student Worktext
 - Self Checks
 - Apply It
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 - Hands-On Activities or Visual Models
 - Deepen Understanding
 - MLL Differentiated Instruction
 - Refine Sessions
 - After the Lesson: Teacher Toolbox
 - Reteach: Tools for Instruction
 - Reinforce: Math Center Activities
 - Extend: Enrichment Activities

DIGITAL RESOURCES

In-Class Instruction and Practice:

- Interactive Tutorials
- Digital Math Tools
- PowerPoint Slides

Independent Practice for School or Home

- Digital Math Tools
- Learning Games
- Interactive Practice

Assessments and Reports

- Diagnostic
- Lesson, Mid-Unit, and Unit Comprehension Checks
- Prerequisites Report
- Comprehension Check Reports

Differentiation

- Interactive Tutorials
- Digital Math Tools
- Learning Games

STANDARDS

NJ Student Learning Standards (NJSLS) for Mathematics:

K.CC.B.5: Count to answer "how many" questions about as many as 20 things a ranged 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.M.A.1: Describe measurable attributes of objects such as length or height. Describe several measurable attributes of a single object.

K.M.A.2: Directly compare two objects with a measurable attribute, to see which object has "more of"/"less of" the attribute, and describe the difference.

K.DL.A.1: Classify objects into given categories; count the number of objects in each category, and sort the categories by count.

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

Standards for Mathematical Practice (SN'?):

- 1. Make sense of problems and price vere in solving them.
- 2. Reason abstractly and quantitatively.
- 3. Construct viable arguments and critique the reasoning of others.
- 4. Model with mathematics.
- 5. Use appropriate tools trategically.
- 6. Attend to precision.
- 7. Look for and make use of structure.
- 8. Look for and express regularity in repeated reasoning.

NJ Studen Learning Standards (NJSLS) for English Language Arts:

- R Z: RK.1:. With prompting and support, ask and answer questions about key details in a text.
- SL. E.K.1: Participate in collaborative conversations with diverse partners about *kindergarten topics* and texts with peers and adults in small and larger groups.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

2020 NJ Student Learning Standards (NJSLS) - Standard 9: 21st Century Life and Careers: Career Ready Practices:

- CRP2 Apply appropriate academic and technical skills
- CRP4 Communicate clearly and effectively and with reason
- CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11 Use technology to enhance productivity.

NJSLS - Technology

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks
 including solving problems.
- 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

SOCIAL AND EMOTIONAL COMPETENCIES - activities/topics [optional]

Self-Awareness and Self-Management:

- Lead discussions that encourage students to reflect on their understanding of the concepts covered in the unit, as well as any perceived strengths or weaknesses.
- Routinely give students the opportunity to share the strategies used to solve a problem as well as
 possible alternate solutions.
- Lead a class activity that asks students to identify feelings they might have in situations involving mathematics using vocabulary (e.g., lead discussions using questions such as, "How would you feel if you solved an easy problem?" "Would you feel different or the same if you solved a harder problem?," "How would you feel if a friend was having a hard time in class?")
- Routinely provide authentic feedback and also ask dialoguing outstions that help students reflect on their own strengths and interests. e.g., "I can tell you're enjoying this puzzle/problem. Can you tell me what about this puzzle/problem that makes you feel so excited/happy?," "I can tell you're proud of how you did on this project. Can you tell me what about this you're most proud of?"
- At the end of the unit, have students self-assess progress toward their learning goals and help support a Growth Mindset by reviewing the skills on the Student Worktext Self-Reflection page. Encourage students to revisit the work they did in each lesson.

Social Awareness:

- When there is a difference of opinion among students (perhaps over solution strategies), allow them to reflect on how they are feeling and then chare with a partner or in a small group—to be heard but also to listen to how others feel differently, and why, in the same situation.
- During the *Discuss It* portion of the cally lessons, build respect for diversity in the classroom by having students share their different perspectives on situations or solution strategies for the same problem.
- Lead a discussion that encounages students to reflect on barriers they may encounter when completing an assignment (e.g., finding a computer) and that also help them think about ways they can overcome them, including how to approach others for help (e.g., how to politely ask the teacher for help).

Relationship Skills:

- Teach lessons to develop communication skills (e.g., how to speak loudly and clearly so that others can hear) as they present solutions.
- Teach lessons on effective listening (e.g., how can we show that we are listening?) and give students a chance to practice listening, taking turns in pair shares. Have students follow each other with responses to what the last student said, e.g. "I heard you say, 'The next number in the sequence is...."
- Have students work in pairs during daily lessons. For example, students can play partner games during the Fluency Practice portion of daily lessons to build fluency.

Kasponsible Decision-Making:

 Encourage students to reflect on how they approached mathematics "today," including in journals or pair shares. Ask them to include how their choices could be repeated if successful or improved to be more successful.

End of Unit: To support the Growth Mindset, have students review the skills on the **Student Worktext Self Reflection** page and work in pairs to respond to the prompts. Encourage students to revisit the work they did in each lesson.

Interdisciplinary Connections

- Read just-right books in the content areas
- Use mentor texts to deliver Social Studies content
- Compare content area ideas and issues to what our characters deal with in our read-aloud and mentor texts
- Apply reading skills and strategies to the reading we do in the content areas
- Apply spelling strategies
- Apply grammar skills
- Analyze illustrations in books for details
- Illustrate a passage that was just read to show detailed ideas and lessons

21st Century Skills Integration

- Use Venn diagrams and T chart to compare and contrast events
- Use highlighters, notecards, post-its, and other tools to keep track of story events defails, and ideas.

			Car	
	Un	it 1: Numbers 0	-5	
DAYS 1 & 2 DIAGNOSTIC ASSESSMENT Activities: Students take the Diagnostic Assessment, it takes two days to administer. See I-Ready Classroom Central for information.	DAY 3 Lesson 0: Lessons for the First Five Days Session 1: Math is for Everyone Materials: • Kindergarien Lessons for the First Five Days • Attribute blocks (Lessons can be found under the Classroom Resources tab on the Teacher Toolbox in the Teacher Digital Experience) Activities: As outlined on pages 2-3 in Kindergarten Lessons for the First Five Days, discuss the different ways we use math in our dally lives, Allow students time to independently interact with manipulatives.	DAY 4 Lesson 0: Lessons for the First Five Days Session 2: Seeing Shapes Materials: • Kindergerten Lessons for the First Five Days (Lessons can be found under t'.e Classroom Resources tab on t. Teacher Toolbox in the Trac. ar Digital Experience) Activities: As outlined on proper '5 in Kindergarter 'essons t'x the First Five Days, introsuce 'e rry it routine.	DAY 5 Lesson (; L. ssc.) for the First Five Days Se stor. 1: Seeing Shapes Materials: Kindergarten Lessons for the First Five Days (Lessons can be found under the Classroom Resources tab on the Teacher Toolbox in the Teacher Digital Experience) Activities: As outlined on pages 8-7 in Kindergarten Lessons for the First Five Days, review the Try It routine and introduce the Discuss It routine.	DAY 6 Lesson 0: Lessons for the First Five Days Session 4: Seeing Shapes Materials: • Kindergarten Lessons for the First Five Days (Lessons can be found under the Classroom Resources tab on the Teacher Toolbox in the Teacher Digital Experience) Activities: As outlined on pages 8-9 in Kindergarten Lessons for the First Five Days, rehearse and anchor the Discuss it routine.
DAY 7 Lesson 0: Lessons for the First Five Days Session 5: Seeing Shapes Materiats: **Kindergarten Lessons for the First Five Days (Lessons can be found under Classroom Resources tab on the Teacher Toolbox in the Teacher Digital Experience) Activities: As outlined on pages 10-11 in Kindergarten Lessons for the First Fix. Days, introduce and anchor the Connect It routine.	DAY 8 Lesson 1: Describe Position Session 1 Explore Materials: • Teacher Co. '9 V.nic. 9 1 • Digite Math 1c. 's • Bell Activities As outlified on pages 1-22d in Teacher Manual, Volume 1 Add 'tional Practice:	Lesson 1: Describe Position Session 2 Develop Materials: Teacher Guide Volume 1 Student Worktext Bear counters Two color counters Position Spinner cards and spinners Activities: As outlined on pages 1-22d in Teacher's Manual, Volume 1 Additional Practice: Student Worktext pages 9-10	DAY 10 Lesson 1: Describe Position Seasion 3 Develop Materiats: Student Worklext Teacher Guide Volume 1 Bear counters Cups Where is the Bear' workmat Activities: As outfined on pages 1-22d in Teacher's Manual, Volume 1 Additional Practice: Student Worklext pages 13-14 Fluency: Describing Position	DAY 11 Lesson 1: Describe Position Session 4 Refine Materials: Student Worktext Teacher Guide Volume 1 Crayons Draw and Describe work mat Activities: As outlined on pages 1-22d in Teacher's Manual, Volume 1 Additional Practice: Student Worktext pages 17-18
DAY 12 Lesson 1: Des' ribe 'osi, 'n Session 5: Faf, e Ma'.aria :: • S.uden' Worktext • Feacher Guide Volume 1 • L. ar counters • Various small objects Activities: As outlined on pages 1-22d in Teacher's Manual, Volume 1 Additional Practice: Student Worktext pages 20-22	DAY 13 Lesson 1: Describe Position Session 6: Assessment Materials: Student Worktext Teacher Guide Volume 1 Digital Math Tools Bear Counters Small objects Lesson 1 Quiz Activities: As outlined on pages 1-22d in Teacher's Manual, Volume 1	DAY 14 Lesson 2: Describe and Compare Length and Height Session 1: Explore Materials: Student Worktext Teacher Guide Volume 1 Clay (1 ball per child) Activities: As outlined on pages 25-42d in Teacher Guide Volume 1 Additional Practice:	DAY 15 Lesson 2: Describe and Compare Length and Height Session 2: Develop Materials: Student Worklext Teacher Guide Volume 1 Classroom objects Paper begs Long/Shorter Spinner Cerds end Spinners Activities: As outlined on pages 25-42d in Teacher Guide Volume 1 Additional Practice:	DAY 16 Lesson 2: Describe and Compare Length and Height Session 3: Develop Materials: Student Worktext Teacher Guide Volume 1 Connecting Cubes Activities: As outlined on pages 25-42d in Teacher Guide Volume 1 Additional Practice: Student Worktext pages 33-34 Fluency:
			Additional Practice: SStudent Worktext pages 29-30	Fluency: Comparing Length and Height

DAY 17 Lesson 2: Describe and Compare Length and Height Session 4: Refine Materials: Student Worktext Teacher Guide Volume 1 Crayons or marker Activities: As outlined on pages 25-42d in Teacher Guide Volume 1 Additional Practice: SStudent Worktext pages 37-38	DAY 18 Lesson 2: Describe and Compare Length and Height Session 5: Refine Materials: Student Worktext Teacher Guide Volume 1 Digital Math Tools Classroom objects Activities: As oullined on pages 25-42d in Teacher Guide Volume 1 Additional Practice: Student Worktext pages 40-42 ASSESSMENT: LESSON QUIZ	DAY 19 Lesson 3: Sort and Count Objects Session 1: Explore Materials: Student Worktext Teacher Guide Volume 1 Digital Math Tools Connecting Cubes Attribute Buttons Paper bag Activities: As outlined on pages 43c-62d in Teacher Guide Volume 1	DAY 20 Lesson 3: Sort and Count Objects Session 2: Develop Materials: Student Worktext Teacher Guide Volume 1 Digital Math Tools Attribute buttons Activities: As outlined on pages 43c-62d in Teacher Guide Volume 1 Additional Practice: Student Worktext pages 49-50	DAY 21 Lesson 3: Sort and Count Objects Session 3: Develop Materials: Student Worklext Teacher Guide Volume 1 Digital Math Tools Mixed classroom objects Plastic bags Activities: As outlined on pages 43c-62d in Teacher Guide Volume 1 Additional Practice: Student Worklext pages 53-54 Fluency: Sorting Objects
DAY 22 Lesson 3: Sort and Count Objects Session 4: Refine Materials: Student Worktext Teacher Guide Volume 1 Digital Math Tools Crayons Activities: As outlined on pages 43c-62d in Teacher Guide Volume 1 Additional Practice: Student Worktext pages 57-58	DAY 23 Lesson 3: Sort and Count Objects Session 5: Refine Materials: Student Worktext Teacher Guide Volume 1 Digital Math Tools Mixed Classroom objects Activities: As outlined on pages 43c-62d in Teacher Guide Volume 1 Additional Practice: Student Worktext pages 60-62 ASSESSMENT: LESSON QUIZ		MIShi	SCIL
DAY 24-27 Math In Action: Imagine A Rainforest Materials:	DAY 28 Literacy Connection (Science): 'Rabbits' Cozy Homes' Materials: - Rabbits' Cozy Homes - Literacy Connection Problems Activities: As outlined on page 67b in Teacher Guide Volume 1: Children will analyze and think critically about facts presented. Students will describe pictures using position words.	DAY 29 Unit Game: Shorter and Longer Materials: 2 dot cubes per pa 35 connecting comes per student Shorter/Lor per Jamuboare of pa Activities: As outlined on prige 67b and decide Volume 1, and entire the will roll cubes and July a 17.1°, with that many con action, pubes Students will composite of the rain with pictures to compare signs.	OJ '30 Unh '1'.it Review . **Lariats: Teacher Guide Volume 1 Student Worktext Activities: 1) Have students complete the Unit 1 Self-Reflection on page 67. 2) Students will complete pages 68-70 in their Student Worktext. 3) As a class, review and discuss student answers and strategies. Use pages 68-70 in Teacher Guide Volume 1 to guide the discussion.	DAY 31 Unit 1: Unit Assessment Materials: • Unit 1: Unit Assessment (Teacher Toolbox) • Teacher Guide Volume 1 Activities: Students will take their Unit 1: Unit Assessment. See the Scoring Guide on page 70c in Teacher Guide Volume 1.

Differentiate Instruction, depending on indivi יום יtudent needs (students with an IEP, MLL Students; Students At Risk; Gifted Students) by:

Presentation Accommodations

- Use alternate texts at a lower read builty level
- Work with fewer items per page or line and/or materials in a larger print size
- Use a magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplificatio. de /ice (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use
 of microphone)
- Be given a wrifen not of instructions
- Record a lenson, instead of taking notes
- Have another student share class notes with him
- Be give `an outline of a lesson
- Bo niver, a copy of the teacher's lecture notes
- Lagiver, a study guide to assist in preparing for assessments
 - Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or a native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- · Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving
 ahead to an extension concept/skill while classmates continue to work con a core skill)
- Get graded or assessed using a different standard than the one or a classmate

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Subject Area: Mathematics Grade Level: Kindergarten Bedminster Township School

Unit 2 Numbers to 5, Shapes, and Weight

Dates: October - December

Time Frame: 23 dega

Overview

In this unit, children are formally introduced to counting, writing, and comparing numbers to 5. They are also introduced to shapes and weight. Children draw to show what they already know about these topics. They will then reflect on what they learned about these topics at the end of the unit.

Enduring Understandings

- Counting each object in a group tells you how many are in the group.
- You say one number for each object in the group vitien you count.
- Knowing how to count helps you know what number is one more than another number.
- Comparing two groups tells you if one group has more, less, or the same number of objects as the other.
- Naming and describing solid shapes can help you describe your world.

วิหมี and Knowledge Objectives

Content Objectives:

- Count, show, and write numbers 0 to 5.
- Recognize that the order of a set of objects is counted in does not impact the total.
- Understand that when saying number words in sequential order, the last number said tells how many.
- Match inumber to a count or collection of numbers.
- Convocre two numbers and quantities within 5, using the words more, less, or same.
- Per ognize that one more than a given number is the next number in the counting sequence.
- Identify three-dimensional shapes as solid shapes and describe their attributes.
- Connect solid shapes to objects in the environment.
- Name solid shapes regardless of their orientation, overall size, or weight.
- Compare the weights of objects to determine which is heavier or lighter.

Language Objectives:

Say and write the number that names a group of 0 to 5 objects.

- Follow oral directions to show 0 to 5 objects using materials or drawings.
- Explain orally that the last number counted in a set tells the total number.
- Explain and show that the arrangement of objects does not change the number of objects.
- Demonstrate listening and responding to others using a sentence frame to agree with and build on a partner's ideas.
- Use more, less, and same to compare the number of objects in each group.
- Tell, write, and show using drawings the number or quantity that is one more than a given number or quantity.
- Explain ideas clearly and check with the audience for understanding.
- Use the terms solid, cube, cylinder, cone, and sphere to identify three-dimensional shapes.
- Follow oral directions to describe solid shapes using terms such as face, corner, edge, and curved.
- Describe how the weights of two objects compare using the terms heavier and lights.
- Justify thinking orally by providing evidence and examples to support reasoning.

Unit Vocabulary:

Zero, one, two, three, four, five, count, number, agree with, arrange, compare, more/more than, less/less than, same/same as, one more, after, both, cone, cube, cylinder, sphere, prism (rectangular), pyramid (square), corner/vertex, edge, face, solid, three-dimensional, heavy/heavier, light/lighter, weight, compare

ASSESSMENTS

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Summative Assessment:

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All assessments are to be modified per student IEPs, 504s, I&RS plans, and individual needs.

Suggested accommodations for daily instruction and assessments include but should not be limited to:

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- Allowing students to solve problems using a preferred method
- Providing instructional aides such as math tools, number lines
- Providing additional practice/pretests/study guides

- Use of calculator if necessary
- Use of mnemonic strategies
- Oral administration of assessment to individual students
- · Providing oral directions and clarification on expectations
- Providing flexible work time or environment
- Displaying work samples
- Use of Spanish assessments and materials (available in the Teacher Toolbox) as appropriate
- Accelerated pacing for gifted enriched (G&T) students
- Increasing complexity for gifted enriched (G&T) students

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PRINT RESOURCES:

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 - Learning Games

STANDARDS

2023 NJ Student Learning Standards (N. SLS) for Mathematics:

- K.CC.A.3: Write numbers from 2 to 20. Represent several objects with a written number 0-20.
- K.CC.B.4.a: When counting chiects, 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.b: Understand that the last number name 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.c: Linderstand 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.C.C.6: Identify whether the number of objects in one group is greater than, less than, or equal to number of objects in another group, e.g., by using matching and counting strategies.
- ▶ X.CC.C.7: Compare two numbers between 1 and 10 presented as written numerals.
- K.M.A.1: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- K.M.A.2: Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute and describe the difference.
- K.G.A.1: Describe objects in the environment using names of shapes, and describe the relative
 positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

- K.G.A.2: Correctly name shapes regardless of their orientations or overall size.
- 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, and other attributes.

Standards for Mathematical Practice (SMP):

- 1. Make sense of problems and persevere in solving them.
- 2. Reason abstractly and quantitatively.
- 3. Construct viable arguments and critique the reasoning of others.
- 4. Model with mathematics.
- 5. Use appropriate tools strategically.
- 6. Attend to precision.
- 7. Look for and make use of structure.
- 8. Look for and express regularity in repeated reasoning.

2023 NJ Student Learning Standards (NJSLS) for English Language Arts:

- R.L.CR.K.1:. With prompting and support, ask and answer questions about key details in a text.
- SL.PE.K.1: Participate in collaborative conversations with diverse partners about *kindergarten topics* and texts with peers and adults in small and larger groups.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings and ideas clearly.

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- CRP2 Apply appropriate academic and technical skills
- CRP4 Communicate clearly and effectively and with reason
- CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11 Use technology to enhance productivity.
- 9.1.2. FI.1: Differentiate the various 'ones of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.PB.2: Explain why an individual would choose to save money.

NJSLS - Technology

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

SOCIAL AND EMOTIONAL COMPETENCIES - activities/topics [optional]

Self-Awareness and Self-Management:

- Lead discussions that encourage students to reflect on their understanding of the concepts covered in the unit, as well as any perceived strengths or weaknesses.
- Routinery give students the opportunity to share the strategies used to solve a problem as well as possible alternate solutions.
 - Lead a class activity that asks students to identify feelings they might have in situations involving mathematics using vocabulary (e.g., lead discussions using questions such as, "How would you feel if you solved an easy problem?," "Would you feel different or the same if you solved a harder problem?," "How would you feel if a friend was having a hard time in class?").
- Routinely provide authentic feedback and also ask dialoguing questions that help students reflect on their strengths and interests. e.g., "I can tell you're enjoying this puzzle/problem. Can you tell me what about this puzzle/problem that makes you feel so excited/happy?" "I can tell you're proud of how you did on this project. Can you tell me what about this you're most proud of?"

• At the end of the unit, have students self-assess progress toward their learning goals and help support a Growth Mindset by reviewing the skills on the **Student Worktext Self-Reflection** page. Encourage students to revisit the work they did in each lesson.

Social Awareness:

- When there is a difference of opinion among students (perhaps over solution strategies), allow them to reflect on how they are feeling and then share with a partner or in a small group—to be heard but also to listen to how others feel differently, and why, in the same situation.
- During the *Discuss It* portion of the daily lessons, build respect for diversity in the classroom by having students share their different perspectives on situations or solution strategies for the same problem.
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Relationship Skills:

- Teach lessons to develop communication skills (e.g., how to speak loudly and clearly so that others can hear) as they present solutions.
- Teach lessons on effective listening (e.g., how can we show that we are listening), and give students a chance to practice listening, taking turns in pair shares. Have students follow each other with responses to what the last student said, e.g. "I heard you say, 'The next number in the sequence is...."
- Have students work in pairs during daily lessons. For example, students can play partner games during the Fluency Practice portion of daily lessons to build fluency

Responsible Decision-Making:

• Encourage students to reflect on how they approached mathematics "today," including in journals or pair shares. Ask them to include how their choices could be repeated if successful or improved to be more successful.

End of Unit: To support Growth Mindset, have students eview the skills on the Student Worktext Self Reflection page and work in pairs to respond to the prompts. Encourage students to revisit the work they did in each lesson.

Interdisciplinary Connections

- Read just-right books in the content areas
- Use mentor texts to deliver Social Studies content
- Compare content area ideas and usues to what our characters deal with in out read-aloud and mentor texts.
- Apply reading skills and strategies to the reading we do in the content areas
- Apply spelling strategies
- Apply grammar skills
- Analyze illustrations in books for details
- Illustrate a passage that was just read to show detailed ideas and lessons

21st Century Skills Integration

- Use Vern Hagrams and T chart to compare and contrast events
- Use highlighters, notecards, post-its, and other tools to keep track of story events details, and ideas.

Unit #2: Numbers 6-10 Lesson 4: Count, show, and Write Lesson 4: Count, show, and Write Lesson 4: Count, show, and Write esson 4: Count, show, and Write esson 4: Count, show, and Write Numbers to 5 Numbers to 5 Session 4: Refine Session 5: Refine Session 1: Explore Session 2: Develop Session 3: Develop Materials: Materials: Materials: Materials: Materials: Student Worktext Student Worklext Student Worktext Student Worklext Student Worktext Teacher Guide Volume 1 Teacher Guide Volume 1 Teacher Guide Volume 1 Teacher Guide Volume 1 Digital Math Tools Digital Math Tools Digital Math Tools Digital Math Tools Bear counters Number and Dot Row Cards Two color counters Bear counters Two-color counters LESSON QUIZ Number and Dot Row Cards Modeling clay, chenille stems, Activities: Number cube craft sticks, yarn As outlined on pages 73c-92d in Folder

S frames workmel Activities: As outfined on pages 73c-92d in Teacher Guide Volume 1	Activities: As outlined on pages 73c-92d in Teacher Guide Volume 1 Additional Practice: Student Worklext pages 79-80	Number and Dot Row Cards frames workmat Activities: As outlined on pages 73c-92d in Teacher Guide Volume 1 Additional Practice: Student Worktext pages 83-84 Fluency: Numbers 0 to 5	Teacher Guide Volume 1 Additional Practice: Student Worktext pages 121-122 Additional Practice: Student Worktext pages 87-88	Activities: As outlined on pages 73c-92d in Teacher Guide Volume 1 Additional Practice: Student Worklext pages 90-92 ASSESSMENT: LESSON QUIZ
DAY 6 Lesson 5: Compare Numbers to 5 Session 1 Explore Materials: Student Worklext Tescher Guide Volume 1 Digital Math Tools Connecting cubes Crayons Activities: As outlined on pages 93c-112d in the Tescher Guide Volume 1	DAY 7 Lesson 5: Compare Numbers to 5 Session 2 Develop Materials: Student Worktext Teacher Guide Volume 1 Digital Math Tools Two-color counters Number and Dot Row Cards Activities: As outlined on pages 93c-112d in the Teacher Guide Volume 1 Additional Practice: Student Worktext pages 99-100 Fluency: Count to 10 in Different Ways	DAY 8 Lesson 5: Compare Numbers to 5 Session 3 Develop Materials: Student Worktext Teacher Guide Volume 1 Digital Math Tools Two color counters Opaque bowl Strames workmet Activities: As outlined on pages 93c-112d in the Teacher Guide Volume 1 Additional Practice: Student Worktext pages 103-104 Fluency: Comparing Numbers to 5	DAY 9 Lesson 5: Compare Numbers to 5 Session 4 Refine Materials: Student Worktext Teacher Guide Volume 1 Crayons Activities: As outlined on pages 93c-112d in the Teacher Guide Volume 1 Additional Practice: Student Worktext pages 107-108	DAY 10 Lesson 5: Compare Numbers to 5 Session 5 Refine Materials: Student Worktey Teacher Guide V. *ume 1 Two Co., *r Ou. *ars Number & 1 Dot Tow Cards Less in Quiz Act vities: As Occurred Cit pages 93c-112d in the Teacher Gir Je Volume 1 Ad. Itional Practice: Str. Jent Worktext pages 110-112 ASSESSMENT: LESSON QUIZ
DAY 11 Lesson 6: Three-Dimensional Shapes and Weight Session 1: Explore Materials: Student Worktext Teacher Guide Volume 1 Digital Math Tools Shape cards Real-world objects Activities: As outlined on pages 113c-132d in Teacher Guide Volume.	DAY 12 Lesson 6: Three-Dimensional Shapes and Weight Session 2: Develop Materials: Student Worktext Teacher Guide Volume 1 Digital Math Tools Two color counters Shape cards Real-world object cards Activities: As outlined on pages 113c-132d in Teacher Guide Volume. Additional Practice: Student Worktext pages 119-120	DAY 13 Lescon 6: Three-Dimensional Shapes and Weight Session 3: Develop Materials: Student Worktext Teacher Guide Volume 1 Digital Math Tools Creyons Pan balance Activities: As outlined on page: 1.3c- 12d in Teacher Guide Volume. Additional Practions. Student Worktext Fluer: Compan: Weight	DAY 14 Lesson 6: ThreDin .nsional Shapes and	DAY 15 Lesson 6: Three-Dimensional Shapes and Weight Session 5: Refine Materials: Student Worktext Teacher Guide Volume 1 Digital Math Tools Pan balance Shape Cards Real-world object cards Real-world objects Lesson Quiz Activities: As outlined on pages 1130-132d in Teacher Guide Volume. Additional Practice: Student Worktext pages 130-132 ASSESSMENT: LESSON QUIZ
DAYS 16-19 Math In Action: Play with Puppets Materials: Digital Math Tools Math Toolkit Craft Sticks Crayons or markers Craft Supplies Puppet Outline Cards Sticky notes Charl paper Activities: As outlined on pages 133a-136b in Teacher Guide Vol 1	DAY 20 Literacy Connection ("cle_ra): "What Am !?" Materials "What A. !?" from Ready F.aa. 9 1 "eracy Connection Problems (fi. ""eacher Toolbox) "cti. titles: As outlined on page 137b in row her Guide Volume 1 Children will an lyze and think critically about are facts presented. They will use their understanding of counting and writing to 5 to complete the literacy connection problems.	DAY 21 Unit Game: Roll and Count Materials: Number cubes 0 to 5 Small objects Roll and Count Game Board Activities: As outlined on page 137b in Teacher Guide Volume 1, students will take turns rolling a number cube, writing that number in the corresponding box on the game board, and placing that many objects in the box.	DAY 22 Unit 2: Unit Review Materials:	DAY 23 Unit 2: Unit Assessment Materials: • Unit 2: Unit Assessment (Teacher Toolbox) • Teacher Guide Volume 1 Activities: Students will take their Unit 2: Unit Assessment. See the Scoring Guide on page 140c in Teacher Guide Volume 1.

Differentiate Instruction, depending on individual student needs (students with an IEP, MLL Students; Students At Risk; Gifted Students) by:

Presentation Accommodations

- Use alternate texts at a lower readability level
- Work with fewer items per page or line and/or materials in a larger print size

- Use a magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- · Be given an outline of a lesson
- Be given a copy of the teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or a native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over, several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with tink man agement
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to all extension concept/skill while classmates continue to work on a core skill)
- Get gra 'eu or assessed using a different standard than the one for a classmate

Differentiate Instruction, depending on individual student needs (students with a 504) by: Presentation Accommodations

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- Work with fewer items per page or line and/or materials in a larger print size
- Use a magnification device, screen reader, or Braille / Nemeth Code
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- Record a lesson, instead of taking notes
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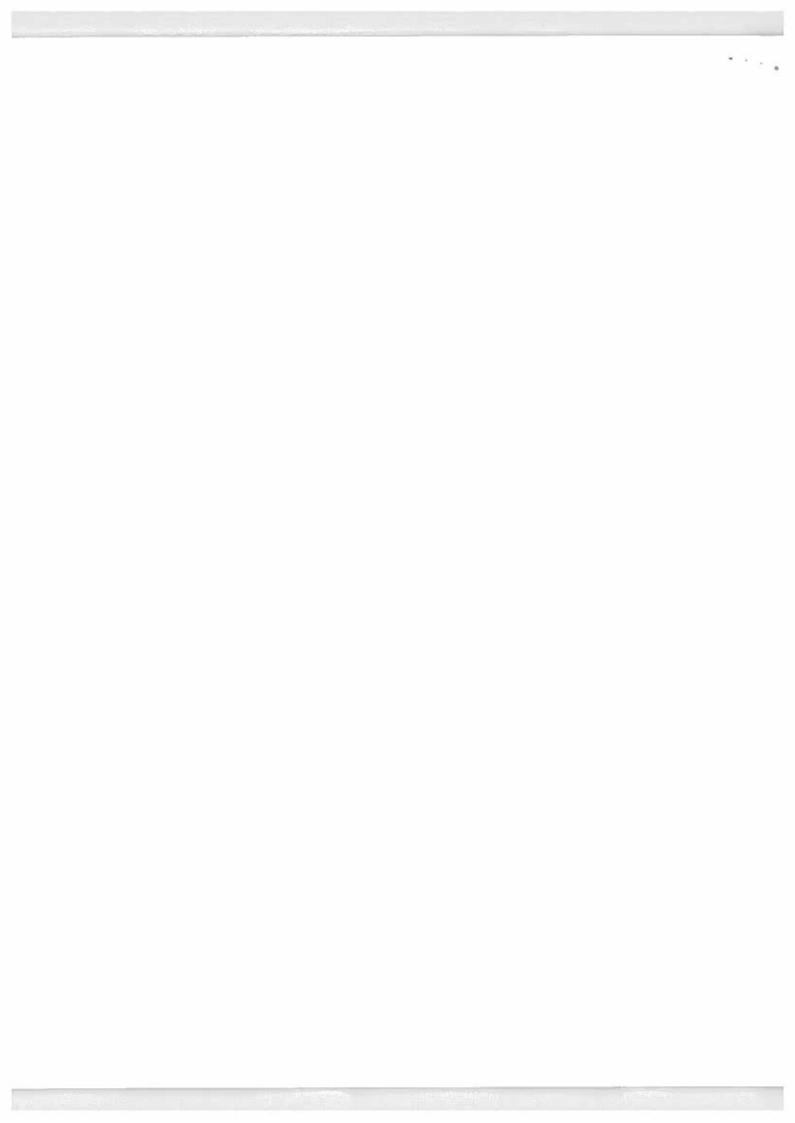
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Subject Area: Mathematics Grade Level: Kindergarten Bedminster Township School

Unit 3 Addition and Subtraction Within 5 and Shapes

Dates: December - February Time Frame: 24 depe

Overview

In this unit, children are introduced to adding and subtracting within 5. They are also introduced to two-dimensional shapes. Children draw to show what they know about these forces. They then reflect on what they learned about these topics at the end of the unit.

Enduring Understandings

- Adding one group to another group makes more.
- When you take away objects from a group, you are subtracting.
- Two-dimensional shapes have attributes that can be described.
- You can identify shapes as flat or solid. Flat snapes make the faces of solid shapes.
- You can use words to name a shape and describe its position.

ริณ!! and Knowledge Objectives

Content Objectives:

- Use fingers or manipulatives to add two numbers within 5.
- Understand that a lding to a number makes more (except when adding 0).
- Write the starting number, the number added, and the total.
- Tell and solve add-to-story problems.
- Identify a two-dimensional shape as a flat shape and describe its attributes.
- Correctly name two-dimensional shapes regardless of their orientation or overall size.
- Use positional language to describe where shapes are seen.
- Aui d and draw two-dimensional shapes.
- ▶ \Use fingers, pictures, or manipulatives to subtract two numbers within 5 and count to find how many are left.
- Understand that subtracting from a number results in less (except when subtracting 0).
- Tell and solve take-away story problems.
- Identify the plus sign as a symbol that indicates addition and the minus sign as a symbol that indicates subtraction.
- Determine whether a story problem calls for addition or subtraction.

- Solve addition and subtraction story problems using objects or pictures.
- Match given expressions to models and to story problems and find values of expressions.

Language Objectives:

- Follow oral directions to demonstrate addition within 5 using fingers or manipulatives.
- Explain orally that adding to a number makes more except when adding 0.
- Record the starting number, the number added, and the total in an addition sentence.
- Understand and use language such as and, more, and in all to tell and solve addition story problems.
- Explain and show how models and ideas connect, using the support of sentence names.
- Follow oral directions to describe two-dimensional shapes using terms such as not, side, and corner.
- Identify by name a variety of circles, triangles, rectangles, and squares.
- Demonstrate understanding of above, behind, below, beside, in front of, and next to by drawing and describing the position of objects.
- Listen to understand by asking questions to clarify and find out more.
- Follow oral directions to model subtraction using fingers, pictures, and manipulatives.
- Explain orally that subtracting from a number results in less except when subtracting 0.
- Understand and use words such as take away, go away, and leave to tell and solve take-away story problems.
- Use respectful language when disagreeing with a dissemate's idea.
- Read, say, and write the plus sign and minus sign to represent adding or subtracting.
- Listen to story problems and tell whether 'o எவ் or subtract.
- Use objects and pictures to explain how to solve addition and subtraction story problems.
- Read and connect an expression to its model or story.
- Use pictures to clearly explain is a and solutions to others.

Unit Vocabulary:

Add, addition, total, model (Serb), record, circle, hexagon, rectangle, square, triangle, flat, side, two-dimensional, describe subtract, subtraction, take away, minus, minus-sign, plus, plus-sign, model (noun), symbol

ASSESSMENTS

Al' Lisson Quizzes, Mid Unit Assessments, and Unit Assessments can be found here

Pre-Assessment:

Diagnostic Assessment (i-Ready Classroom Central)

For native Assessment:

- Whole-class and partner discussion
- Whiteboard work
- Close: Exit Ticket
- Lesson Quizzes

Self-Reflection/Self-Assessment:

• Unit Skills Self-Check (in Student Worktext)

- Apply It (in Student Worktext)
- Reflect Questions (in Student Worktext)
- Self-Reflection (in Student Worktext)
- Math Journal Questions (in Student Worktext)
- Unit Review (in Student Worktext)

Summative Assessment:

- Performance Assessment
- Mid-Unit Assessment
- Unit Assessment

All assessments are to be modified in accordance with student IEPs, 504s, I&RS parts, and individual needs.

Suggested accommodations for daily instruction and assessments include but should not be imited to:

- Limiting the total number of questions and/or answer choices in multiple-choice questions
- Allowing students to solve problems using a preferred method
- Providing instructional aides such as math tools, number lines
- Providing additional practice/pretests/study guides
- Use of calculator if necessary
- Use of mnemonic strategies
- Oral administration of assessment to individual students
- Providing oral directions and clarification on expectations
- Providing flexible work time or environment
- Displaying work samples
- Use of Spanish assessments and materials (available in the Teacher Toolbox) as appropriate
- Accelerated pacing for gifted students
- Increasing complexity for gifted students

RESOURCES

PRINT RESOURCES:

- In-Class Instruction and Pract ce
 - Teacher's Guide
 - Lesson Progression
 - MLL Languag Expoctations
 - Connect to Culture
 - Discussion Prompts and Instructional Support
 - Student Werk'ext (Use the blue pages for in-class instruction and practice)
 - Instruction
- Independent Practice for School or Home
 - Teacher's Guide
 - ▲ Additional Practice
 - Sumulative Practice
 - Student Worktext (Use the green pages for independent practice)
 - Additional Practice
 - Cumulative Practice
 - Teacher Toolbox
 - Fluency and Skills Practice
 - Unit Game
 - Cumulative Practice
- Assessments and Reports
 - Teacher's Guide

- Starts
- Support Whole Group/Partner Discussion
- Ask/Listen Fors
- Common Misconceptions
- Error Alerts
- Close: Exit Ticket
- Student Worktext
 - Self Checks
 - Apply It
 - Reflect Questions
 - Self Reflection
 - Math Journal Questions
 - Unit Review
- Teacher Toolbox
 - Editable Lesson Quizzes
 - Editable Mid-Unit and Unit Assessments

Differentiation

- Before the Unit/Lesson: Prerequisites Report
 - Prerequisites Report: Resources
- During the Lesson: Teacher's Guide
 - Hands-On Activities or Visual Models
 - Deepen Understanding
 - MLL Differentiated Instruction
 - Refine Sessions
- After the Lesson: Teacher Toolbox
 - Reteach: Tools for Instruction
 - Reinforce: Math Center Activities
 - Extend: Enrichment Activities

DIGITAL RESOURCES

• In-Class Instruction and Practice:

- Interactive Tutorials
- Digital Math Tools
- PowerPoint Slides

Independent Practice for School or Home

- Digital Math Tools
- Learning Games
- Interactive Practice

Assessments and Reports

- o Diagnostic
- Lesson, Mid-Unit, and Unit Comprehension Checks
- Prerequisites Report
- ____omprehension Check Reports
- D'fferer diation
 - Interactive Tutorials
 - Digital Math Tools
 - Learning Games

STANDARDS

NJ Student Learning Standards (NJSLS) for Mathematics:

• K.OA.A.2: Represent addition and subtraction up to 10 with objects, fingers, mental images, drawing, 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 20, e.g., by using objects or drawings to represent the problem.
- K.OA.A.5: Demonstrate accuracy and efficiency for addition and subtraction within 5.
- K.G.A.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- K.G.A.2: Correctly name shapes regardless of their orientations or overall size.
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- Use highlighters, notecards, post-its, and other tools to keep track of story events details, and ideas.

DAY 1 Lesson 7: Add Within 5 Session 1 Explore Materials: Student Worktext Teacher Guide Volume 1 Digital Math Tools Activities: As outlined on pages 143c-162d in Teacher Guide Volume 1	DAY 2 Lesson 7: Add Within 5 Session 2 Develop Materials: Student Worktext Teacher Guide Volume 1 Digital Math Tools Connecting cubes frames workmat Activities: As outlined on pages 143c-182d in Teacher Guide Volume 1 Additional Practice: Student Worktext pages 149-150	DAY 3 Lesson 7: Add Within 5 Session 3 Develop Materials: Student Worklext Teacher Guide Volume 1 Digital Math Tools Two color counters 0, 1, 2 Spinner cards, 1,2,3 spinner cards, and spinner Activities: As outlined on pages 143c-162d in Teacher Guide Volume 1 Additional Practice: Student Worklext pages 153-154 Fluency: Adding Within 5	DAY 4 Lesson 7: Add Within 5 Session 4 Refine Materials: Student Worktext Teacher Guide Volume 1 Digital Math Tools Crayons Activities: As outlined on pages 143c-162d in Teacher Guide Volume 1 Additional Practice: Student Worktext pages 157-158	DAY 5 Lesson 7: Add Within 5 Session 5 Refine Materials: Student Worklext Teacher Guide Volume 1 Whiteboard and marker LESSON QUIZ Activities: As outlined on pages 143c-162d in Teacher Guide Volume 1 Additional Practice: Student Worklext pages 160-182 ASSESSMENT: LESSON QUIZ
DAY 6 Leason 8:Two Dimensional Shapes Session 1 Explore Materials: Sludent Worktext Teacher Guide Volume 1 Geometric solids Quarter sheets of paper Shape sort cards Activities: As outlined on pages 163c-182d in the Teacher Guide Volume 1	DAY 7 Lesson 8:Two Dimensional Shapes Session 2 Develop Materials: Student Worktext Teacher Guide Volume 1 Digital Math Tools Whiteboard File folder Shape cards Activities: As outlined on pages 163c-182d in the Teacher Guide Volume 1 Additional Practice: Student Worktext pages 169-170	DAY 8 Lesson 8:Two Dimensional Shapes Session 3 Develop Materials: Student Worklext Teacher Guide Volume 1 Digital Math Tools Pattern blocks Number cards deck Pattern block spinner cards and spinner Activities: As outlined on pages 183c-182d in the Teacher Guide Volume 1 Additional Practice: Student Worklext pages 173-174 Fluency: Comparing Shapes	DAY 9 Lesson 8:Two Dimensional Shapes Session 4 Refine Materials: Student Worktext Teacher Guide Voi ne Digital Math Tools Activities: As outlined on peness 1 to not 182d in the Teacher Guide Voi. ne 1 Addition. 10 totice: Student Work wat pages 177-178	DA\ Lesson 8:T to Dimensional Shapes "assion of Refine Mat stals: Student Worktext Teacher Guide Volume 1 Shape cards LESSON QUIZ Activities: As outlined on pages 163c-182d in the Teacher Guide Volume 1 Additional Practice: Student Worktext pages 180-182 ASSESSMENT: LESSON QUIZ
DAY 11 Lesson 9: Subtract within 5 Session 1 Exptore Materials: Student Worktext Teacher Guide Volume 1 Connecting cubes Cups Paper bag Activities: As outlined on pages 183c-202d in the Teacher Guide Volume 1	DAY 12 Lesson 9: Subtract within 5 Session 2 Explore Materials: Student Worktext Teacher Guide Volume 1 Digital Math Tools Balls of clay Trames workmat Activities: As outlined on pages 183c-202d in the Teacher Guide Volume 1 Additional Practice Student Worktext: "ges 177-120	DAY 13 Lesson 9: Subtract A "hin 5 Session 3 Devel up Materials: S" ient : "rktext Teac or Guide Volume 1 L "ital Math Tools Twin color counters A: some, or none cards Number cards: Small (0-10) .ctivities: As outlined on pages 183c-202d in the Teacher Guide Volume 1 Additional Practice: Student Worktext pages 193-194 Fluency: Subtracting within 5	DAY 14 Lesson 9: Subtract within 5 Session 4 Refine Materials: Student Worktext Teacher Guide Volume 1 Digital Math Tools Activities: Activities: Activities: Activities: Activities: Student Worktext pages 197-198	DAY 15 Lesson 9: Subtract within 5 Session 5 Refine Materials: Student Worktext Teacher Guide Volume 1 Bear counters LESSON QUIZ Activities: As oullined on pages 183c-202d in the Teacher Guide Volume 1 Additional Practice: Student Worktext pages 200-202 ASSESSMENT: LESSON QUIZ
DAY 16 Lesson 10: Add and Subtract Within 5 Session 1 Explore Materials: Student Worktext Teacher Guide Volun e 1 Connecting cubes Plus and minus spin, or card and spinner Activities: As come and a pages 203c - 222d in the Teacher Griffie Volume 1	DAY 17 Le. son 10: Add and Subtract Within Se. In 2 Explore .taterials: Student Worktext Teacher Guide Volume 1 Digital Math Tools Counters Add Within 10 cards and subtract within 10 cards Activities: As outlied on pages 203c - 222d athe Teacher Guide Volume 1 Additional Practice: Student Worktext pages 209-210 Fluency: Practice Finding the Missing Number to Make 10 Practice Comparing Numbers to 10	DAY 18 Lesson 10: Add and Subtract Within 5 Session 3 Develop Materials: Student Worktext Teacher Guide Volume 1 Digital Math Toels Counters Number cards deck with shapes 0-5 Add within 10 cards and subtract within 10 cards 5 frames work mats Activities: As outlined on pages 203c - 222d in the Teacher Guide Volume 1 Additional Practice: Student Worktext pages 213-214 Filsency: Adding and Subtracting Within 5	DAY 19 Lesson 10: Add and Subtract Within 5 Session 4 Refine Materials: Student Worktext Teacher Guide Volume 1 Digital Math Tools Activities: Activities: Activities: Activities: Student Worktext 1 Additional Practice: Student Worktext pages 217-218	DAY 20 Lesson 10: Add and Subtract Within 5 Session 5 Refine Materials: Student Worktext Teacher Guide Volume 1 Counters Add within 10 cards and Subtract within 10 cards LESSON QUIZ Activities: Activities: Activities: Activities: Student Worktext pages 203c - 222d in the Teacher Guide Volume 1 Additional Practice: Student Worktext pages 220-222 ASSESSMENT: LESSON QUIZ
DAYS 21-23 Math In Action: Make a Mobile Materials: Presentation Slides	DAY 21 Unit Game: Shape Addition and Subtraction Materials:	DAY 22 Literacy Connection (Science)): "Emperor Penguins"	DAY 23 Unit 3: Unit Review Materials: • Teacher Guide Volume 1	DAY 24 Unit 3: Unit Assessment Materials: Unit 3: Unit Assessment

- Digital Math Tools
- Digital Math

 Math Toolkit
- Matri rocik
 Crayons
- Sticky Notes
 Chart Paper

Activities: As outlined on pages 223a-226b in Teacher Guide Volume 1 Addition and Subtraction Game board. Expression cards

Activities: As outlined on page 227b in Teacher Guide Volume 1: Children will turn over an expression card and find the result, Children color that number of one kind of shape on the hoard.

Materials

- "Emperor Penguins" from Ready Reading
- Literacy Connection Problems (from Teacher Toolbox)

Activities: As outlined on page 227b in Teacher Guide Volume 1: Children will analyze and think critically about the facts presented. They will use of their understanding of comparing heights to complete the problems.

Student Worktext

Activitles:

1) Have students complete the Unit 3 Self-Reflection on page 227.
2) Students will complete pages 228-230 in their Student Worktext.
3) As a class, review and discuss student answers and strategies. Use pages 228-239 in Teacher Guide Volume 1 to guide the discussion.

(Teacher Toolbox) Teacher Guide Volume 1

Activities:

Students will take their Unit 3: Unit Assessment. See the Scoring Guid on page 230c in Teacher Guide Valums 1



Differentiate Instruction, depending on individual student needs (students with an IEP, MLL Students; Students At Risk; Gifted Students) by:

Presentation Accommodations

- Use alternate texts at a lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use a magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-fied system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- · Be given an outline of a lesson
- Be given a copy of the teacher's lecture notes
- Be given a study guide to assist in preparing for assestment.
- Use visual presentations of verbal material, such as vord webs and visual organizers
- Use manipulatives to teach or demonstrate concept.

Response Accommodations

- Use sign language, a communication device, 3raille, other technology, or a native language other than English
- Dictate answers to a scribe
- Capture responses on an audio reconder
- Use a spelling dictionary or electron spell-checker
- Use a word processor to type integ or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns bes. (for example, near the teacher & away from distractions)
- Use special light. g or acoustics
- Take a test in small group setting
- Use sensory thois such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their their their sheigh out)
- Use ∴ois∋ buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
 - Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

• Use an alarm to help with time management

· Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for a classmate

Differentiate Instruction, depending on individual student needs (students with a 504) by: Presentation Accommodations

- Use alternate texts at a lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use a magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which ma, require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of the teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- · Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other 'echnology, or a native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-check.
- Use a word processor to type notes or give a spunses in class

Setting Accommodations

- Work or take a test in a different settin, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoust, №
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodati. ns

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- Take sections of a test in a different order
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- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- · Answer fewer or different test questions
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 - Get graded or assessed using a different standard than the one for a classmate

Subject Area: Mathematics Grade Level: Kindergarten Bedminster Township School

Unit 4 Numbers to 10 and Shapes

Dates:

February - March

Time Frame:

32 Days

Overview

This unit focuses on developing a strong foundation in early mathematics for Cardergarten students. Through engaging and hands-on activities, students will explore number sense, spatial reasoning, and data analysis. The unit emphasizes the development of number concepts up to 10, including counting, representation, comparison, and number relationships. Additionally, students will investigate two- and three-dimensional shapes, exploring their attributes and how they can be combined. Data collection and analysis will be introduced through simple graphing activities.

Enduring Understandings

- You can compare two numbers to decide in one number is greater than, less than, or equal to the other.
- Number partners combine to make a new number. You can find number partners by breaking apart a number into small part.
- You can put together two or more shapes to make larger shapes.

Skill and Knowledge Objectives

Content Objectives:

- Count up to 10 using one-to-one correspondence and number words in sequential order.
- Use 10 immes as a tool to count and represent counts to 10.
- Recurrize and write numbers 6-10.
- Incersiand that the last number tells the number of objects.
- Identify whether the number of objects (to 10) in one group is greater than, less than, or equal to the number in another group.
- Compare two numbers from 1 to 10.
- Compose shapes from two or more two-dimensional or three-dimensional shapes.
- Describe shapes composed of two or more two or three-dimensional shapes.
- Recognize that a number can be broken into smaller parts.
- Identify the number partners for 10 using drawings or manipulatives.
- Find the second number partner for 10 when given the first using drawings or manipulatives.
- Understand the equal sign and represent number partners for 10 with equations.

- Decompose 10 into number partners using objects or drawings.
- Find number partners that make 10.
- Put three-dimensional shapes together to compose larger shapes.
- Count, show, and write numbers up to 10.
- Find numbers that make 10.
- Classify objects into given categories.
- Use a class data display to answer questions.

Language Objectives:

- Follow oral directions to count up to 10 using one-to-one correspondence, number words in sequential order, and 10 frames.
- State the number of objects, up to 10, counted in a group or arranged in a 10-frame.
- Identify and write numbers 6 to 10 to represent a quantity of objects.
- Agree with others to explain how ideas are similar using sentence frames.
- Compare groups of objects (to 10) orally using the terms greater than, less than, and equal to.
- Draw and mark visual models to compare two numbers from 1 to 10.
- Explain differences in strategies and solutions when disagreeing with a classmate's idea.
- Follow directions to make composite shapes containing multiple two or directions to make composite shapes using drawings or models.
- Listen to understand by letting the speaker know when something is not clear.
- Identify and explain ways to break a number into smaller parts using models.
- Respond to oral directions that use the terms compose and decompose to find and name number partners for 10.
- Explain and show how different strategies can be ised to solve the same problem using pictures, objects, and a sentence frame.
- Interpret and record questions that represent the number partners for 10 using the equal sign.
- Follow oral directions to break 10 into number patterns using objects or drawings.
- Find and describe number partners for 10 using lesson vocabulary.
- Justify reasoning using models or unawings during partner and whole class discussions.

Unit Vocabulary:

Six, seven, eight, nine, ten, organize, equal/equal to, greater/greater than, after, before, compose, build, decompose, part, equal sign (=), equation, and in common

ASSESSMENTS

All Leason Quizzes, Mid-Unit Assessments, and Unit Assessments can be found here

Pre-Assgzsnient:

Niagnostic Assessment (i-Ready Classroom Central)

Formative Assessment:

- Whole-class and partner discussion
- Whiteboard work
- Close: Exit Ticket
- Lesson Quizzes

Self-Reflection/Self-Assessment:

- Unit Skills Self-Check (in Student Worktext)
- Apply It (in Student Worktext)
- Reflect Questions (in Student Worktext)
- Self-Reflection (in Student Worktext)

- Math Journal Questions (in Student Worktext)
- Unit Review (in Student Worktext)

Summative Assessment:

- Performance Assessment
- Mid-Unit Assessment
- Unit Assessment

All assessments are to be modified per student IEPs, 504s, I&RS plans, and individual needs.

Suggested accommodations for daily instruction and assessments include but should not be limited to:

- Limiting the total number of questions and/or answer choices in multiple-choice questions
- Allowing students to solve problems using a preferred method
- Providing instructional aides such as math tools, number lines
- Providing additional practice/pretests/study guides
- Use of calculator if necessary
- Use of mnemonic strategies
- · Oral administration of assessment to individual students
- · Providing oral directions and clarification on expectations
- Providing flexible work time or environment
- Displaying work samples
- Use of Spanish assessments and materials (available in the Teacher Tookox, as appropriate
- Accelerated pacing for gifted enriched (G&T) students
- Increasing complexity for gifted enriched (G&T) students

RESOURCES

PRINT RESOURCES:

- In-Class Instruction and Practice:
 - Teacher's Guide
 - Lesson Progression
 - MLL Language Expectations
 - Connect to Culture
 - Discussion Prompts and Instructional Support
 - Student Worktext (Use the blue pages for in-class instruction and practice)
 - Instruction
- Independent Practice for Schouter!lome
 - Teacher's Guide
 - Additional Practice
 - Cumulative Practice
 - Student Worktext (C'se the green pages for independent practice)
 - Additional Practice
 - Cumulative Practice
 - Teacher i olbox
 - Fluency and Skills Practice
 - Unit Came
 - Cumulative Practice
- Assessments and Reports
 - 1 ∋acher's Guide
 - Starts
 - Support Whole Group/Partner Discussion
 - Ask/Listen Fors
 - Common Misconceptions
 - Error Alerts
 - Close: Exit Ticket
 - Student Worktext
 - Self Checks
 - Apply It
 - Reflect Questions

- Self Reflection
- Math Journal Questions
- Unit Review
- Teacher Toolbox
 - Editable Lesson Quizzes
 - Editable Mid-Unit and Unit Assessments

Differentiation

- Before the Unit/Lesson: Prerequisites Report
 - Prerequisites Report: Resources
- During the Lesson: Teacher's Guide
 - Hands-On Activities or Visual Models
 - Deepen Understanding
 - MLL Differentiated Instruction
 - Refine Sessions
- After the Lesson: Teacher Toolbox
 - Reteach: Tools for Instruction
 - Reinforce: Math Center Activities
 - Extend: Enrichment Activities

DIGITAL RESOURCES

- In-Class Instruction and Practice:
 - Interactive Tutorials
 - Digital Math Tools
 - PowerPoint Slides
- Independent Practice for School or Home
 - Digital Math Tools
 - Learning Games
 - Interactive Practice

Assessments and Reports

- Diagnostic
- Lesson, Mid-Unit, and Unit Comprehension Checks
- Prerequisites Report
- Comprehension Check Reports

Differentiation

- Interactive Tutorials
- Digital Math Tools
- Learning Games

STANDARDS

2023 NJ Student Learning Standards (NJSLS) for Mathematics:

K.CC.A.3: Write numbers from 0 - 20. Represent several objects with a written numeral from 0 - 20.

K.CC.B.4.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.b: Understand that the last number name 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.c: Understand that each successive number name refers to a quantity that is one larger.

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

K.Co. 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.

K.A.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.

K.OA.A.4: For any number from 1 to 9, find the number that makes 20 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

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.

Standards for Mathematical Practice (SMP):

- 1. Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- 3. Construct viable arguments and critique the reasoning of others.
- 4. Model with mathematics.
- 5. Use appropriate tools strategically.
- 6. Attend to precision.
- 7. Look for and make use of structure.
- 8. Look for and express regularity in repeated reasoning.

2023 NJ Student Learning Standards (NJSLS) for English Language Arts:

- R.L.CR.K.1:. With prompting and support, ask and answer questions about key details in a text.
- SL.PE.K.1: Participate in collaborative conversations with diverse partners about *kindergu. ten topics and texts* with peers and adults in small and larger groups.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to p.ກາກປ່າ ຂໍ.dd.dional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

2020 NJ Student Learning Standards (NJSLS) - Standard 9: 21st Century Life and Careers:

- **Career Ready Practices:**
 - CRP2 Apply appropriate academic and technical skills
 - CRP4 Communicate clearly and effectively and with reason
 - CRP8 Utilize critical thinking to make sense of problems and persuvere in solving them.
 - CRP11 Use technology to enhance productivity.
 - 9.4.2.Cl.2: Demonstrates originality and inventiveness in v.org..

NJSLS - Technology

- 8.1.5.A.1 Select and use the appropriate digital to \ls and resources to accomplish a variety of tasks including solving problems.
- 8.1.P.C.1 Collaborate with peers by participe ting in interactive digital games or activities.

SOCIAL AND EMOTION AL COMPETENCIES - activities/topics [optional]

Self-Awareness and Self-Manageme: 13

- Lead discussions that encourage students to reflect on their understanding of the concepts covered in the unit, as well as any perceived streamths or weaknesses.
- Routinely allow students in share the strategies used to solve a problem as well as possible alternate solutions.
- Lead a class activity that asks students to identify feelings they might have in situations involving mathematics using vocabulary (e.g., lead discussions using questions such as, "How would you feel if you solved an easy problem?," "Would you feel different or the same if you solved a harder problem?," "How would you feel if a friend was having a hard time in class?").
- Routinely provide authentic feedback and also ask dialoguing questions that help students reflect on their own strengths and interests, e.g., "I can tell you're enjoying this puzzle/problem. Can you tell me what about this puzzle/problem that makes you feel so excited/happy?," "I can tell you're proud of how you did on this project. Can you're lime what about this you're most proud of?"
- At the end of the unit, have students self-assess progress toward their learning goals and help support a Growth
 interest by reviewing the skills on the Student Worktext Self-Reflection page. Encourage students to revisit the
 work they did in each lesson.

Social Awareness:

- When there is a difference of opinion among students (perhaps over solution strategies), allow them to reflect on how they are feeling and then share with a partner or in a small group—to be heard but also to listen to how others feel differently, and why, in the same situation.
- During the *Discuss It* portion of the daily lessons, build respect for diversity in the classroom by having students share their different perspectives on situations or solution strategies for the same problem.
- Lead a discussion that encourages students to reflect on barriers they may encounter when completing an assignment (e.g., finding a computer) and that also helps them think about ways they can overcome them,

including how to approach others for help (e.g., how to politely ask the teacher for help).

Relationship Skills:

- Teach lessons to develop communication skills (e.g., how to speak loudly and clearly so that others can hear) as they present solutions.
- Teach lessons on effective listening (e.g., how can we show that we are listening?) and give students a chance to practice listening, taking turns in pair shares. Have students follow each other with responses to what the last student said, e.g. "I heard you say, 'The next number in the sequence is...."
- Have students work in pairs during daily lessons. For example, students can play partner games during the Fluency Practice portion of daily lessons to build fluency.

Responsible Decision-Making:

• Encourage students to reflect on how they approached mathematics "today," including in journals or pair shares.

Ask them to include how their choices could be repeated if successful or improved to be more successful.

End of Unit: To support Growth Mindset, have students review the skills on the Student Worktext Self Reflection page and work in pairs to respond to the prompts. Encourage students to revisit the work they did in each lesson.

Interdisciplinary Connections

- · Read just-right books in the content areas
- Use mentor texts to deliver Social Studies content
- Compare content area ideas and issues to what our characters deal within our read aloud and mentor texts
- Apply reading skills and strategies to the reading we do in the content areas
- Apply spelling strategies
- Apply grammar skills
- Analyze illustrations in books for details
- Illustrate a passage that was just read to show detailed ideas and lessons

21st Century Skills Integration

- Use Venn diagrams and T chart to compare and contrast events
- Use highlighters, notecards, post-its, and other tools to keep track of story events details, and ideas.

	Unit #4: N	umbers to 10 and	Shapes	
Lesson 11: Count, Show, and Write Numbers 6 to 10 Session 1: Explore Materiats: Presentation slides Math toolkit Digital Math tools Activities: As outlined an pages 233a-252d in Teacher Guide Volume 2	Lesson 11: Count, Show, and Write Numbers 6 to 10 Session 2: Develop Materials: Presentation services Math toolkit Digit*; fw. th. tester Two-locks where Cups 10 frame ads 10 frame workmat Activiti s: As outlin. 1 on pages 233a-252d in Fecher Guice Volume 2 Additional Practice: Cudet Worktext Volume 2 pages 239-240	I.ess. 11. Count, Show, and Write Ambe.s 6 to 10 Ses. on 3: Develop Waterials: Presentation slides Math toolkit Digital Math tools Number cards: large 10 frame cards Activities: As outlined on pages 233a-252d in Teacher Guide Volume 2 Additional Practice: Student Worktext Volume 2 pages 243-244 Fluency: Counting and Writing to 10	Lesson 11: Count, Show, and Write Numbers 6 to 10 Session 4: Refine Materials: Presentation slides Math toolkit Digital Math tools Crayons As outlined on pages 233a-252d in Teacher Guide Volume 2 Additional Practice: Student Workfext Volume 2 pages 247-248	Lesson 11: Count, Show, and Write Numbers 6 to 10 Session 5: Refine Materials: Presentation slides Math tookit Digital Math tools Two color counters Bear counters Number cards deck 10 frames workmat Lesson Quiz As outlined on pages 233a-252d in Teacher Guide Volume 2 Additional Practice: Student Worktext pages 250-252 ASSESSMENT: LESSON QUIZ
Lesson 12: Cor ips. Nu. cers to 10 Session 1: Fxr. ree Mat :	Lesson 12: Compare Numbers to 10 Session 2: Develop Materials: Presentation slides Math toolkit Digital Math tools Cups with counters Number Path 1 to 10 Activities: As outlined on pages 233a-252d in Teacher Guide Volume 2 Additional Practice: Student Worktext Volume 2 pages 259-260	Lesson 12: Compare Numbers to 18 Session 3: Develop Materials: Presentation slides Math toolkit Digital Math tools Two color counters Number cards deck Activities: As outlined on pages 233a-252d in Teacher Guide Volume 2 Additional Practice: Student Worklext Volume 2 pages 263-264 Fluency: Comparing Numbers to 10	Lesson 12: Compare Numbers to 10 Session 4: Refine Materials: Presentation stides Math toolkit Digital Math tools Number path 1 to 10 Activities: As outlined on pages 233a-252d in Teacher Guide Volume 2 Additional Practice: Student Worktext Volume 2 pages 267-268	Lesson 12: Compare Numbers to 10 Session 5: Refine Materials: Presentation slides Math toolkit Digital Math tools Connecting cubes Number Cards deck Number Cards deck Number path 1 to 10 Activities: As outlined on pages 233a-252d in Teacher Guide Volume 2 Additional Practice: Student Worktext Volume 2 pages 270-272

		_		ASSESSMENT: LESSON QUIZ
Activities: session 13: Compose Shapes dession 1: Explore Afterials: Presentation slides Math toolkit Digital Math tools Whiteboards and markers Dot paperwork mat Number cubes Activities: so outlined on pages 273c-292d in reacher Guide Volume 2	Lesson 13: Compose Shapes Session 2: Develop Materials: Presentation slides Math toolkit Digital Math tools Pattern blocks Activities: As outlined on pages 273c-292d in Teacher Guide Volume 2 Additional Practice: Student Worktext Volume 2 pages 279-280	Lesson 13: Compose Shapes Session 3: Develop Materials: Presentation slides Math toolkit Digital Math tools Geometric solids File folders Shape cards Activities: As outlined on pages 273c-292d in Teacher Guide Volume 2 Additional Practice: Student Worktext Volume 2 pages 283-284 Fluency: Composing Shapes	Lesson 13: Compose Shapes Session 4: Refine Materials: Presentation slides Math toolkit Digital Math tools Crayons Activities: As outlined on pages 273c-292d in Teacher Guide Volume 2 Additional Practice: Student Worklext Volume 2 pages 287-288	Lesson 13: Compose Shapes Session 5: Refine Materiats: Presentation slides Math toolkit Digital Math tools Pattern blocks Lesson Quiz Activities: As outlined on pages 273c-292d in Teacher Guide Volume 2 Additional Practice: Student Worktext Volum. 2 p. ges 290-292 ASSESSMENT:
Lesson 14: Compose and Decompose Session 1: Explore Materials: Presentation slides Math toolkit Digital Math tools Connecting cubes Number cards deck Crayons Activities: Soutlined on pages 293c-312d in Teacher Guide Volume 2	Lesson 14: Compose and Decompose Session 2: Develop Materials: Presentation slides Math toolkit Digital Math tools Chenille stems Beads Activities: As outlined on pages 293c-312d in Teacher Guide Volume 2 Additional Practice: Student Worktext Volume 2 pages 299-300	Lesson 14: Compose and Decompose Session 3: Develop Materials: Presentation slides Math toolkit Digital Math tools Number cards deck Two color counters 10 frames workmat Activities: As outlined on pages 293c-312d in Teacher Guide Volume 2 Additional Practice: Student Worklext Volume 2 pages 303-37; Fluency: Composing 10	Lesson 14: Compose and Decompose Session 4: Refine Materials: Present flor as Math tools Digital Math tools Crays as Activities: As outlined on ages 293c-312d in Teacher Guide Warme 2	Lescon 1 UIZ Lescon 14 Compose and necompose 5 ssion 5: Refine ***taterials: ***Presentation slides ***Math toolkit ***Digital Math tools ***Connecting Cubes ***Lesson Quiz Activities: As outlined on pages 293c-312d in Teacher Guide Volume 2 Additional Practice: Student Worktext Volume 2 pages 310-312 ASSESSMENT: LESSON QUIZ
Lesson 15: Find Number Partners or 10 Session 1: Explore Materials: Presentation slides Math toolkit Digital Math tools Connecting cubes Paper bag Balance Activities: As outlined on pages 313c-332d in Feacher Guide Volume 2	Lesson 15: Find Number Partners for 18 Session 2: Develop Materials: Presentation slides Math toolkit Digital Math tools Number and Dot Row Cards Activities: As outlined on pages 313c-332d i Teacher Guide Volume 2 Additional Practiv 1: Student Worklext Volume 2, ages 319-320	Lesson 15: Find Number Partners for 18 Session 3: Develop Materials: Presentation slides Note toolkit Digital Math tools Aumber and Dot Row Cards Two color counters 10 frames workmat Activities: As outlined on pages 313c-332d in Teacher Guide Volume 2 Additional Practice: Student Worktext Volume 2 pages 323-324 Fluency: Finding Number Partners for 10	Lesson 15: Find Number Partners for 10 Session 4: Refine Materials: Presentation slides Muth toolkit Digital Muth tools Crayons Activities: As outlined on pages 313c-332d in Teacher Guide Volume 2 Additional Practice: Student Worktext Volume 2 pages 327-328	Lesson 15: Find Number Partners for 10 Session 5: Refine Materials: Presentation slides Math toolkit Digital Math tools Number and Dot Row Cards Lesson Quiz Activities: Activities: Activities: Activities: Student Worktext Volume 2 pages 330-332 ASSESSMENT: LESSON QUIZ
AAYS 26-28 Math In Action: Plan a Playgroun* Materials: Presentation filds Digital Math T. 4s Math Toulkit Comnel solic objects Com of the Lubes To co. 4 co. 4 cs. To are as workmat Sticky Notes Math Teacher Guide Volume 2	Unit G ime: Make 10 Materials. Number cerds 1 to 9 Make 10 game board Activities: As outlined on page 337b in Teacher Guide Volume 2: Take turns choosing cards to find number partners for 10 and practice writing the numbers.	DAY 30 Literacy Connection (Fantasy)): "Jungle Parade" Materials: "Jungle Parade" from Ready Reading Literacy Connection Problems (from Teacher Toolbox) Activities: As outlined on page 337b in Teacher Guide Volume 2: Children will use their understanding of comparing numbers within 10 to complete the literacy connection problems.	DAY 31 Unit 3: Unit Review Materials: Teacher Guide Volume 2 Student Worktext Activities: 1) Have students complete the Unit 3 Self-Reflection on page 337. 2) Students will complete pages 338-340 in their Student Worktext. 3) As a class, review and discuss student answers and strategies. Use pages 338-340 in Teacher Guide Volume 2 to guide the discussion.	DAY 32 Unit 4: Unit Assessment Materials: Unit 4: Unit Assessment (Teacher Toolbox) Teacher Guide Volume 2 Activities: Students will take their Unit 4: Unit Assessment. See the Scoring Guide on page 340b in Teacher Guide Volume 2.

Differentiate Instruction, depending on individual student needs (students with an IEP, MLL Students; Students At Risk; Gifted Students) by:

Presentation Accommodations

- Use alternate texts at a lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use a magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of the teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizer;
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or ε nativo language other than English
- Dictate answers to a scribe
- · Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class.

Setting Accommodations

- Work or take a test in a different setting, such as a quiet com with few distractions
- Sit where he learns best (for example, near the teach away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise bent that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphon is, carphones, or earplugs

Timing Accommodations

- Take more time to complete a tack or a test
- Have extra time to process ora, information and directions
- Take frequent breaks, suc. as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a rest a a specific time of day

Organizatio'ı 🤇 killis Accommodations

- Use an alarm to help with time management
- Ma k texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for a classmate

Differentiate Instruction, depending on individual student needs (students with a 504) by: Presentation Accommodations

- Use alternate texts at a lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use a magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- · Record a lesson, instead of taking notes
- · Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of the teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or a native language other than English
- · Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with fely distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphone. or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after a maleting a task

Scheduling Accommodations

- Take more time to comp'ete a project
- Take a test in several tin. d sessions or over several days
- Take sections of a term a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm in helr with time management
- Mark teyts vith a highlighter

Assignment Mcriffications

- · Ar., wei fewer or different test questions
- Create alternate projects or assignments

Curr: ulum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- · Get graded or assessed using a different standard than the one for a classmate



Subject Area: Mathematics Grade Level: Kindergarten Bedminster Township School

Unit 5: Numbers to 100

Dates:

February - April

Time Frame:

37 days

Overview

This unit focuses on building a strong foundation in early numeracy. Students will develop number sense by counting, reading, and writing numbers up to 20, as well as exploring larger numbers through counting by ones and tens to 100. To foster an understanding of number composition, churchts will decompose numbers 6-9 into different parts, representing them with objects and equations. Actaitionally, the unit introduces early data handling skills through classifying objects and interpreting simple graphs. Finally, students will be introduced to US coins (penny, nickel, dime, quarter) and the dollar bill. Students will learn to identify the coins and their value and build the foundation for counting the values of sets of coins.

Enduring Units standings

- Teen numbers are the numbers 11-19.
- Knowing how to count by 10s can help you learn how to count to 100.
- Number partners combine to make a naw number. You can find number partners by breaking apart a number into smaller parts.
- Recognize different coin denorations and their corresponding values.
- Understand that money is a tool for the exchange of goods and services.

Skill and Knowledge Objectives

Content Objectives

- Count q. ups of up to 20 objects.
- Rea. ar d write numbers from 11 to 20.
- Court to 100 by 1s.
- Count to 100 by 10s.
- Count on from a given number that is less than 100.
- Decompose 6 and 7 into number partners using objects or drawings.
- Represent number partners for 6 and 7 with equations.
- Decompose 8 and 9 into number partners using objects or drawings.
- Represent number partners for 8 and 9 with equations.
- Count groups of up to 20 objects.
- Write numbers up to 20.
- Compose and decompose numbers within 10.

- · Classify objects into given categories.
- Use a class data display to answer questions.
- Students will be able to identify and name US coins (penny, nickel, dime, quarter) and correctly state their respective values.

Language Objectives:

- Identify the number of objects in a group of up to 20 objects.
- Name and record numbers from 11 to 20.
- Describe connections between new problems and problems solved before using a sentence frame.
- Say the numbers used to count to 100 by 1s and by 10s.
- Follow oral directions to count on a given number within 100.
- Retell the steps taken to solve a problem using sequence words with a partner.
- Describe and model ways to decompose 6 and 7 into number partners with objects or drawings.
- Interpret and write equations that represent number partners for 6 and 7.
- Use connecting words to build on a classmate's good idea by adding details.
- Describe and model ways to decompose 8 and 9 into number partners with objects of drawings.
- Interpret and write equations that represent number partners for 8 and 9.
- Disagree with part of a classmate's idea and explain why using sentence frames.

Unit Vocabulary:

Eleven, twelve, thirteen, fourteen fifteen, sixteen, seventeen, eighter. ninetreen, teen numbers, twenty, next, place, count on, organize, detail, discover

ASSESSMENTS

All Lesson Quizzes, Mid-Unit Assessments can be found here

Pre-Assessment:

Diagnostic Assessment (i-Ready Clastroum Central)

Formative Assessment:

- Whole-class and partner discussion
- Whiteboard work
- Close: Exit Ticket
- Lesson Quizzes

Self-Reflection/Self-Assessment:

- Unit Skills Self-Check (ii) Student Worktext)
- Apply It (in Student Worktext)
- Reflect Questions (in Student Worktext)
- Self-Reflection (in Student Worktext)
- Math Journal Questions (in Student Worktext)
- Unit ⊆av.aw (in Student Worktext)

Summative 1\s: essment:

I 'ert rn ance Assessment
 Miu-Unit Assessment
 Unit Assessment

All assessments are to be modified per student IEPs, 504s, I&RS plans, and individual needs.

Suggested accommodations for daily instruction and assessments include but should not be limited to:

- Limiting the total number of questions and/or answer choices in multiple-choice questions
- Allowing students to solve problems using a preferred method
- Providing instructional aides such as math tools, number lines
- Providing additional practice/pretests/study guides

- Use of calculator if necessary
- Use of mnemonic strategies
- Oral administration of assessment to individual students
- Providing oral directions and clarification on expectations
- Providing flexible work time or environment
- Displaying work samples
- Use of Spanish assessments and materials (available in the Teacher Toolbox) as appropriate
- · Accelerated pacing for gifted enriched (G&T) students
- Increasing complexity for gifted enriched (G&T) students

RESOURCES

PRINT RESOURCES:

- In-Class Instruction and Practice:
 - Teacher's Guide
 - Lesson Progression
 - MLL Language Expectations
 - Connect to Culture
 - Discussion Prompts and Instructional Support
 - Student Worktext (Use the blue pages for in-class instruction and practice)
 - Instruction
- Independent Practice for School or Home
 - Teacher's Guide
 - Additional Practice
 - Cumulative Practice
 - Student Worktext (Use the green pages for independent practice)
 - Additional Practice
 - Cumulative Practice
 - Teacher Toolbox
 - Fluency and Skills Practice
 - Unit Game
 - Cumulative Practice
- Assessments and Reports
 - Teacher's Guide
 - Starts
 - Support Whole Group/P irt.ior Discussion
 - Ask/Listen Fors
 - Common Miscenceptions
 - Error Alerts
 - Close: Exit Ticket
 - Student Worktext
 - Self Chacks
 - Appl; i*
 - Reflect Questions
 - Conf Reflection
 - r 11ath Journal Questions
 - Unit Review
 - Tracher Toolbox
 - Editable Lesson Quizzes
 - Editable Mid-Unit and Unit Assessments
- Differentiation
 - Before the Unit/Lesson: Prerequisites Report
 - Prerequisites Report: Resources
 - During the Lesson: Teacher's Guide
 - Hands-On Activities or Visual Models
 - Deepen Understanding
 - MLL Differentiated Instruction
 - Refine Sessions

- After the Lesson: Teacher Toolbox
 - Reteach: Tools for Instruction
 - Reinforce: Math Center Activities
 - Extend: Enrichment Activities

DIGITAL RESOURCES

In-Class Instruction and Practice:

- Interactive Tutorials
- Digital Math Tools
- PowerPoint Slides

Independent Practice for School or Home

- Digital Math Tools
- Learning Games
- Interactive Practice

Assessments and Reports

- Diagnostic
- Lesson, Mid-Unit, and Unit Comprehension Checks
- Prerequisites Report
- Comprehension Check Reports

Differentiation

- Interactive Tutorials
- Digital Math Tools
- Learning Games

STANDARDS

2023 NJ Student Learning Standards (NJSLS) for Matheniatics.

- 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 saveral objects with a written numeral 0-20.
- K.CC.B.4.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.b: Understand that the last number dame 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.5: Count to answer "how man;? 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.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.
- K.M.B.3: Understand that certain objects are coins and dollar bills and that coins and dollar bills represent money. Identify the vilue's of all U.S coins and the one-dollar bill.

Standards for Mathamatical Practice (SMP):

- 1. Make sense of problems and persevere in solving them.
- 2. Reason a stractly and quantitatively.
- 3. Construct viable arguments and critique the reasoning of others.
- 4. Mide. with mathematics.
- 5 Ise appropriate tools strategically.
- 6. At end to precision.
- Look for and make use of structure.
- 8. Look for and express regularity in repeated reasoning.

2023 NJ Student Learning Standards (NJSLS) for English Language Arts:

- R.L.CR.K.1: With prompting and support, ask and answer questions about key details in a text.
- SL.PE.K.1: Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

<u>2020 NJ Student Learning Standards (NJSLS) - Standard 9: 21st Century Life and Careers:</u> Career Ready Practices:

- CRP2 Apply appropriate academic and technical skills
- CRP4 Communicate clearly and effectively and with reason
- CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11 Use technology to enhance productivity.
- 9.4.2.Cl.2: Demonstrates originality and inventiveness in work.
- 9.1.2. Fl.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.PB.2: Explain why an individual would choose to save money.

NJSLS - Technology

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety or tasks including solving problems.
- 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

SOCIAL AND EMOTIONAL COMPETENCIES - activities/topics [optional]

Self-Awareness and Self-Management:

- Lead discussions that encourage students to reflect on their understanding of the concepts covered in the unit, as well as any perceived strengths or weaknesses.
- Routinely give students the opportunity to share the strategies used to solve a problem as well as possible alternate solutions.
- Lead a class activity that asks students to identify feelings they notice in situations involving mathematics using vocabulary (e.g., lead discussions using questions such as, "How would you feel if you solved an easy problem?," "Would you feel different or the same if you solved a harder problem?," "How would you feel if a friend was having a hard time in class?").
- Routinely provide authentic feedback and also ask dialoguing questions that help students reflect on their strengths and interests, e.g., "I can tell you're enjoy'r.g this puzzle/problem. Can you tell me what about this puzzle/problem that makes you feel so excited/happy?," "I can tell you're really proud of how you did on this project. Can you tell me what about this you're most proud of?"
- At the end of the unit, have students self-cises progress toward their learning goals and help support a Growth Mindset by reviewing the skills on the Student Worktext Self Reflection page. Encourage students to revisit the work they did in each lesson.

Social Awareness:

- When there is a difference of or intermediate among students (perhaps over solution strategies), allow them to reflect on how they are feeling and their share with a partner or in a small group—to be heard but also to listen to how others feel differently, and why, in the same situation.
- During the *Discuss It* portion of the daily lessons, build respect for diversity in the classroom by having students share their different perpectives on situations or solution strategies for the same problem.
- Lead a discussion that encourages students to reflect on barriers they may encounter when completing an assignment (e.g., fireling a computer) and that also helps them think about ways they can overcome them, including how to approach others for help (e.g., how to politely ask the teacher for help).

Relationship Skilis:

- Teach lessons to develop communication skills (e.g., how to speak loudly and clearly so that others can hear) as they are tent solutions.
- Teach lessons on effective listening (e.g., how can we show that we are listening?) and give students a chance to practice listening, taking turns in pair shares. Have students follow each other with responses to what the last student said, e.g. "I heard you say, 'The next number in the sequence is...."
- Have students work in pairs during daily lessons. For example, students can play partner games during the Fluency Practice portion of daily lessons to build fluency.

Responsible Decision-Making:

• Encourage students to reflect on how they approached mathematics "today," including in journals or pair shares. Ask them to include how their choices could be repeated if successful or improved to be more successful.

End of Unit: To support Growth Mindset, have students review the skills on the Student Worktext Self Reflection page and work in pairs to respond to the prompts. Encourage students to revisit the work they did in each lesson.

Interdisciplinary Connections

- Read just-right books in the content areas
- Use mentor texts to deliver Social Studies content
- Compare content area ideas and issues to what our characters deal with in our read-aloud and mentor texts
- Apply reading skills and strategies to the reading we do in the content areas
- Apply spelling strategies
- Apply grammar skills
- Analyze illustrations in books for details
- Illustrate a passage that was just read to show detailed ideas and lessons

21st Century Skills Integration

- Use Venn diagrams and T chart to compare and contrast events
- Use highlighters, notecards, post-its, and other tools to keep track of story events details, and ideas

		ed Cubtraction V	Vithin F and Sha	700
Day 1 casson 16: Count, Read, and Write kumbers 11 to 20.	Day 2 Lesson 16: Count, Read, and Write Numbers 11 to 20.	Day 3 Lesson 16: Count, Read, and Write Numbers 11 to 20.	Vithin 5 and Sha Day 4 Lesson 18: Count, Read, a. 1 Wri. Numbers 11 to 20.	hay 5 Lesson 16: Count, Read, and Write Numbers 11 to 20.
Materials: Student Worklext Teacher Guide Volume 2 Digital Math Tools Connecting Cubes Small paper plates Number cards: large Activities: As outlined on pages 343c-362d in Teacher Guide Volume 2 Additional Practice:	Session 2: Develop Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Dot cards: small Write to the Top 16 to 20 workmat Activities: As oullined on pages 343c-362d in Teacher Guide Volume 2 Additional Practice: Student Worktext pages 349-350	Session 3: Develop Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Tub of 20 connecting cubes Two color counters Activities: As oulfined on pages 343c-362d in Teacher Guide Volume 2 Additional Practice: Stud Int Worklext pages 353 354 Fluency: Counting and White 10 20	Session 4: Refine Materials: Stude: N. rktext To he Sun. Volume 2 Dig. 1. h Tools C. 1. 18 Acts: outlined on pages 343c-362d in Teacher Guide Volume 2 Additional Practice: Student Worktext pages 357-358	Session 5: Refine Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Two color counters Small paper plates Number cards (large) Lesson Quiz Activities: As outlined on pages 360-362 in Teacher Guide Volume 2 Assessment: Lesson Quiz
Day 6 Session 17: Count Within 180 Session 1: Explore Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Square tiles Tub of at least 100 objects Cups and toothpicks Activities: As cuttined on pages 383c-382d in Teacher Guide Volume 2 Additional Practice:	Day 7 Lesson 17: Count Within 100 Session 2: Develop Materials: Student Worklext Teacher Guide Volum 2 Digital Math Tor- Index cards Activities: As outlined o, ages 383c-382d in Teacher within 2 Addition. Pre-Alce: St dent Worklext pages 368-370	Dr , c :son 7: Count Within 100 Ses. in 3: Develop Micerials: Student Worklext Teacher Guide Volume 2 Digital Math Tools Tubs of at most 100 objects Crayons Large hundred grid work mal Activities: As outlined on pages 363c-382d in Teacher Guide Volume 2 Additional Practice: Student Worklext pages 373-374 Fluency: Counting Within 100	Day 9 Lesson 17: Count Within 100 Session 4: Refine Materials: Student Worklext Teacher Guide Volume 2 Digital Math Tools Crayons Activities: As outlined on pages 363c-382d in Teacher Guide Volume 2 Additional Practice: Student Worklext pages 377-378	Day 10 Lesson 17: Count Within 100 Session 5: Refine Materials: Student Worktext Teacher Guide Volume 2 Digital Meth Tools Lesson Quiz Activities: As outlined on pages 363c-382d in Teacher Guide Volume 2 Additional Practice: Student Worktext pages 380-382 Assessment: Lesson Quiz
Day 11 Lesson 18: Compose Ind Decompose 6 an '- Session 1: Exp' ire Mate' '. St Jent ''orktext	Day 12 Lesson 18: Compose and Decompose 6 and 7 Session 2: Develop Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Connecting cubes Record addition equations workmat Activities: As outlined on pages 383-402d in Teacher Guide Volume 2 Additional Practice: Student Worktext pages 389-390	Day 13 Lesson 18: Compose and Decompose 6 and 7 Session 3: Develop Materiats:	Day 14 Lesson 18: Compose and Decompose 6 and 7 Session 4: Refine Materials: • Student Worktext • Teacher Guide Volume 2 • Digital Math Tools • Crayons Activities: As outlined on pages 383c-402d in Teacher Guide Volume 2 Additional Practice: Student Worktext pages 397-398	Day 15 Lesson 18: Compose and Decompose 6 and 7 Session 5: Refine Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Number cards deck Lesson Quiz Activities: As outlined on pages 383c-402d in Teacher Guide Volume 2 Additional Practice: Student Worktext pages 400-402 Assessment: Lesson Quiz

		Fluency: Composing 6 and 7		
Day 16 Lesson 19: Compose and Decompose 8 and 9 Session 1: Explore Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Counters 10 frame cards Common objects, groups of 8 and 9 Break apart in Many Ways workmat Activities: As outlined on pages 403c-422d in Teacher Guide Volume 2	Day 17 Lesson 19: Compose and Decompose 8 and 9 Session 2: Develop Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Number cards deck Activities: As outlined on pages 403c-422d in Teacher Guide Volume 2 Additional Practice: Student Worktext pages 409-410	Day 18 Lesson 19: Compose and Decompose 8 and 9 Session 3: Develop Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Crayons 6, 7, 8, and 9 spinner cards and spinner Record addition equations workmat Activities: As outlined on pages 403c-422d in Teacher Guide Volume 2 Additional Practice: Student Worktext pages 413-414 Fluency:	Day 19 Lescon 19: Compose and Decompose 8 and 9 Session 4: Refine Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Crayons Activities: As outlined on pages 403c-422d in Teacher Guide Volume 2 Additional Practice: Student Worktext pages 417-418	Day 20 Lesson 19: Compose and Decompose 8 and 9 Session 5: Refine Materials: Student Worklext Teacher Guide Volume 2 Digital Math Tools Lesson Quiz Activities: As outlined on pages 403~4% in Teacher Guide Volume Additional Pr. *11 e: *10 Worklext pages > 7-422 Asse-*me. *: Les on Quiz
Day 21: Money Lesson 1 Introducing Spending Materials: • Alexander Who Used to be Rich Last Sunday • Chart paper Activities: Read the story Alexander. Who Used to be Rich Last Sunday. Have students share why they think we need money. Record their answers, creating a class anchor chart of ideas. Introduce the dollar bill to students.	Days 22 & 23: Money Lesson 2 2 Days Introducing Dollars and Coins Materials: • The Coin Counting Book by Rozanne Williams • Large printed coins • Large printed dollar bill • Chart paper • Student Money Tree worksheets Activities: Create a tree chart for the 4 coins. Do not add any labels to the chart, Read The Coin Counting Book. Introduce each coln using real or large printed coins (include fronts and backs). Identify the coin's name and value. Add the pictures to the tree map. Review each name and value as new ones are added to the chart. Additional Practice: Have students work collaboratively or independently to complete their own money tree chart.	Days 24 & 25: Money Lesson 3 Coin Recognition Materials: Pios Will Be Pios by Amy Avelod Real, plastic, or large printed coins A non see-through bag Activities: Read Pios Will Be Pios. Review the coin names and values using the Money Tree Charl from Lesson 2 Place all the coins in the bag. S like the bag, and give each studens a in to pull a coin from the bag As liver pull out the coin, have st. Int. Lenti / the name and value of the . Vin. Additional Inter Have students count to compare how many coins in each column. File additional practice, students may amplete the same activity, sorting by the tails side fo the coin.	Days 26 & 27 Money Lesson 4 Counting Coins Materials: Large print,	Jay 28: . aney Lesson 5 Counting Coins Materials: Pagy Bank books (copled) Paper coins Activities: Assessment: Identifying & value Review coin values and names using the anchor chart from Lesson 2. Model reading each page of the piggy bank book e.g., (I have 1 cent in my piggy bank). Have students cut out the correct coins to make the value listed.
Day 29: Money Lesson 8 Identifying Coins - Money Boy/Girl Materials: Small printed coins Construction paper Crayons Glue Scissors Activities: Assessment (identifyin ;) Review coin names and values. Mou. I how to use the coins to create unoney boy or money girl Ust or as for the head, body, hand in the students make their mon. I or son, gluing coins to tit in pap. I and adding details. At the unit have students count in the in the students count in the in the students count in the interval in the students as the interval in the students as the interval in the students count in the interval in the students as the interval interval in the students as the interval i	Additional Practir + Act' : 's: Coloring she is to practice identifying individual control coloring sheets in practice identifying the value at oc. is. Coin So, 'ng C¢ iter Coin Spin. I Center (identifying)	5.5	***	
Days 30-33 Math In Action: Grow a Garden Materials: Presentation slides Teacher Guide Volume 2 Digital Math tools Math toolkit Connecting cubes Crayons Chart paper	Day 34 Literacy Connection (Realistic Fiction): "The Snowstorm" Materials: The Snowstorm from IReady toolbox Literacy Connection Problems Activities: Students will analyze events and	Day 35 Unit Game: Total Match Materials:	Day 36 Unit 5: Unit Review Materials: • Teacher Guide Volume 2 • Student Worktext Activities: 1) Have students complete the Unit 5 Self-Reflection on page 427. 2) Students will complete pages 428-430 in their Student Worktext.	Day 37 Unit 5: Unit Assessment Materials: Unit 5: Unit Assessment (Teacher Toolbox) Teacher Guide Volume 2 Activities: Students will take their Unit 5: Unit Assessment. See the Scoring Guide on page 430c in Teacher Guide

Two color counters
 Sticky notes
 Chart paper

Activities: As outlined on pages
423a-426b in Teacher Guide Volume 2

problems the characters face. They will use their understanding of counting and teen numbers to complete the problems.

can choose to take a new card.

As a class, review and discuss student answers and strategles. Use pages 428-430 in Teacher Guide Volume 2 to guide the discussion.

Volume 2

Differentiate Instruction, depending on individual student needs (students with an IEP, MLL Students; Students At Rick, Gifted Students) by:

Presentation Accommodations

- Use alternate texts at a lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use a magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of the teacher's lecture notes
- · Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs ar .. vis. al prganizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other 'equinology, or a native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-check in
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in small group s ttirg
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more till a complete a task or a test
- Have extra "me '> p.ocess oral information and directions
- Take fre quant breaks, such as after completing a task

Scheduling /১০.৩....nodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
 - Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- . Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for a classmate

Differentiate Instruction, depending on individual student needs (students with a 504) by: Presentation Accommodations

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- Have extra time to process oral information and directions
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Property of Realtring ter Township School

Subject Area: Mathematics Grade Level: Kindergarten Bedminster Township School

Unit 6: Addition and Subtraction Within 10

Dates:

April - May

Time Frame:

22 days

Overview

This unit focuses on developing students' understanding of basic arithmetic operations and number sense. Through hands-on exploration with manipulatives and real-world problem-solving, students will develop fluency in addition and subtraction within 10. They will learn to represent mathematical thinking using equations and pictures and to solve a variety of word problems. The unit also incorporates early data analysis skills, as students collect, organize, and interpret information. This foundational knowledge will serve as a building block for more complex mathematical concepts in future grades.

Enduring Understandings

- Numbers can be combined (addition) or separated (subtraction) to represent real-world situations.
- There are multiple strategies for solving addition and subtraction problems.
- Numbers can be broken apart (decomposed) and put back together (composed) in different ways.
- Data can be collected, organized, and interpreted to answer questions.
- Mathematical symbols and language can be used to communicate and represent mathematical ideas.

Skill and Knowledge Objectives

Content Objective::

- Us: tocls, manipulatives, and number partners to solve addition problems within 10, in and out of context.
- Recognize equations that represent addition problems.
- Use tools and manipulatives to solve subtraction problems within 10, on, and out of context.
- Recognize equations that represent subtraction problems.
- Draw pictures and write equations to represent addition and subtraction stories.
- Decide whether to add or subtract to solve a story problem.
- Solve story problems for addition up to 10 or subtraction from 10 or less.
- Add and subtract within 10.
- Compose and decompose numbers within 10.
- Write addition and subtraction equations to represent problems.
- Classify objects into given categories.

Use a class ata display to answer questions.

Language Objectives:

- Explain orally, using tools, manipulatives, drawings and number partners, how to solve addition problems within 10 that have been stated aloud.
- Demonstrate understanding of addition problems by writing or identifying a corresponding equation.
- Justify solution steps using information from the problem and a sentence frame.
- Explain orally, using manipulatives, tools, and drawings, how to solve subtraction problems within 10 that
 have been stated aloud.
- Demonstrate understanding of subtraction problems by writing or identifying a corresponding equation.
- Explain ideas clearly to others by choosing precise mathematical language using a list of terms and a sentence frame.
- Represent addition and subtraction story problems told aloud by drawing pictures and writing ∈quations.
- Explain whether to add or subtract to solve a story problem using drawings or manipular 'es.
- Tell and solve addition and subtraction story problems within 10.
- Listen to a speaker's ideas and restate the ideas using a sentence frame.

Unit Vocabulary:

Represent, start

ASSESSMENTS

All Lesson Quizzes, Mid Unit Assessments, and Unit Assessments can be found here

Pre-Assessment:

Diagnostic Assessment (i-Ready Classroom Cenual)

Formative Assessment:

- Whole-class and partner discussion
- Whiteboard work
- Close: Exit Ticket
- Lesson Quizzes

Self-Reflection/Self-Assessment:

- Unit Skills Self-Check (in Student Worktext)
- Apply It (in Student Worktex?)
- Reflect Questions (in Student Worktext)
- Self-Reflection (in Sauceni Worktext)
- Math Journal Quasticas (in Student Worktext)
- Unit Review (ir. Student Worktext)

Summative Assessivent:

- Performance Assessment
- Mid-Unit Assessment
- Unit Assessment

All assessments are to be modified per student IEPs, 504s, I&RS plans, and individual needs.

Suggested accommodations for daily instruction and assessments include but should not be limited to:

- Limiting the total number of questions and/or answer choices in multiple-choice questions
- Allowing students to solve problems using a preferred method
- Providing instructional aides such as math tools, number lines
- Providing additional practice/pretests/study guides
- Use of calculator if necessary
- Use of mnemonic strategies

- Oral administration of assessment to individual students
- Providing oral directions and clarification on expectations
- Providing flexible work time or environment
- Displaying work samples
- Use of Spanish assessments and materials (available in the Teacher Toolbox) as appropriate
- Accelerated pacing for gifted enriched students (G&T)
- Increasing complexity for gifted enriched students (G&T)

RESOURCES

PRINT RESOURCES:

- In-Class Instruction and Practice:
 - Teacher's Guide
 - Lesson Progression
 - MLL Language Expectations
 - Connect to Culture
 - Discussion Prompts and Instructional Support
 - Student Worktext (Use the blue pages for in-class instruction and practice)
 - Instruction
- Independent Practice for School or Home
 - Teacher's Guide
 - Additional Practice
 - Cumulative Practice
 - Student Worktext (Use the green pages for independent practice)
 - Additional Practice
 - Cumulative Practice
 - Teacher Toolbox
 - Fluency and Skills Practice
 - Unit Game
 - Cumulative Practice

Assessments and Reports

- Teacher's Guide
 - Starts
 - Support Whole Group/Partner Discussion
 - Ask/Listen Fors
 - Common Misconceptions
 - Error Alerts
 - Close: Exit Ticket
- Student Worktext
 - Self Checks
 - Apply It
 - Reflect Questions
 - Self Feflection
 - Main Journal Questions
 - Unit Fleview
- Transing Toolbox
 - Editable Lesson Quizzes
 - Editable Mid-Unit and Unit Assessments
- Differentiation
 - Before the Unit/Lesson: Prerequisites Report
 - Prerequisites Report: Resources
 - During the Lesson: Teacher's Guide
 - Hands-On Activities or Visual Models
 - Deepen Understanding
 - MLL Differentiated Instruction
 - Refine Sessions
 - After the Lesson: Teacher Toolbox
 - Reteach: Tools for Instruction

- Reinforce: Math Center Activities
- Extend: Enrichment Activities

DIGITAL RESOURCES

- In-Class Instruction and Practice:
 - Interactive Tutorials
 - Digital Math Tools
 - PowerPoint Slides
- Independent Practice for School or Home
 - Digital Math Tools
 - Learning Games
 - Interactive Practice
- Assessments and Reports
 - Diagnostic
 - Lesson, Mid-Unit, and Unit Comprehension Checks
 - Prerequisites Report
 - Comprehension Check Reports
- Differentiation
 - Interactive Tutorials
 - Digital Math Tools
 - Learning Games

STANDARDS

2023 NJ Student Learning Standards (NJSLS) for Mathematics:

- 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.5: Demonstrate accuracy and efficiency for eddition and subtraction within 5.

Standards for Mathematical Practice (SMP):

- 1. Make sense of problems and persevere in colving inem.
- 2. Reason abstractly and quantitatively.
- 3. Construct viable arguments and critique the transoning of others.
- 4. Model with mathematics.
- 5. Use appropriate tools strategically.
- 6. Attend to precision.
- 7. Look for and make use of structure.
- 8. Look for and express regularity in repeated reasoning.

<u> 2023 NJ Student Learning Standards (NJSLS) for English Language Arts:</u>

- R.L.CR.K.1:. With prompting and support, ask and answer questions about key details in a text.
- SL.PE.K.1: Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- SL.UM.K 5 Aca drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.156. Speak audibly and express thoughts, feelings, and ideas clearly.

2020 M. Sucent Learning Standards (NJSLS) - Standard 9: 21st Century Life and Careers:

Carnel Ready Practices:

- CRP2 Apply appropriate academic and technical skills.
- CRP4 Communicate clearly and effectively and with reason
- CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11 Use technology to enhance productivity.
- 9.4.2.Cl.2: Demonstrates originality and inventiveness in work.

NJSLS - Technology

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including

solving problems.

• 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

SOCIAL AND EMOTIONAL COMPETENCIES - activities/topics [optional]

Self-Awareness and Self-Management:

- Lead discussions that encourage students to reflect on their understanding of the concepts covered in the unit, as well as any perceived strengths or weaknesses.
- Routinely allow students to share the strategies used to solve a problem as well as possible alternate solutions.
- Lead a class activity that asks students to identify feelings they might have in situations involving mathematics using vocabulary (e.g., lead discussions using questions such as, "How would you feel if you solved an eact problem?," "Would you feel different or the same if you solved a harder problem?," "How would you feel if a friend was having a hard time in class?").
- Routinely provide authentic feedback and also ask dialoguing questions that help students reflect on their own strengths and interests. e.g., "I can tell you're enjoying this puzzle/problem. Can you tell me what about this puzzle/problem that makes you feel so excited/happy?" "I can tell you're proud of how you did or this project. Can you tell me what about this you're most proud of?"
- At the end of the unit, have students self-assess progress toward their learning goals and help support a Growth Mindset by reviewing the skills on the **Student Worktext Self-Reflection** page. Frowurk ge students to revisit the work they did in each lesson.

Social Awareness:

- When there is a difference of opinion among students (perhaps over solution strategies), allow them to reflect on how they are feeling and then share with a partner or in a small group—to be neard but also to listen to how others feel differently, and why, in the same situation.
- During the *Discuss It* portion of the daily lessons, build respect for tive sity in the classroom by having students share their different perspectives on situations or solution strategies for the same problem.
- Lead a discussion that encourages students to reflect on barriers ney may encounter when completing an assignment (e.g., finding a computer) and that also helps them think about ways they can overcome them, including how to approach others for help (e.g., how to politely ask the teacher for help).

Relationship Skills:

- Teach lessons to develop communication skills (e.g. how to speak loudly and clearly so that others can hear) as they present solutions.
- Teach lessons on effective listening (e.g., how can we show that we are listening?) and give students a chance to practice listening, taking turns in pair shares. Howe students follow each other with responses to what the last student said, e.g. "I heard you say, 'The next number in the sequence is...."
- Have students work in pairs during daily it soons. For example, students can play partner games during the Fluency Practice portion of daily loos one to build fluency.

Responsible Decision-Making:

• Encourage students to reflect on now they approached mathematics "today," including in journals or pair shares. Ask them to include how their choices could be repeated if successful or improved to be more successful.

End of Unit: To support Growth Mindset, have students review the skills on the Student Worktext Self Reflection page and work in pairs to respond to the prompts. Encourage students to revisit the work they did in each lesson.

Interdisciplinary Connections

- Read just-right books in the content areas
- Use mentor texts to deliver Social Studies content
- Company content area ideas and issues to what our characters deal with in our read-aloud and mentor texts
- Apply roading skills and strategies to the reading we do in the content areas
- Apply spelling strategies
- Apply grammar skills
- Analyze illustrations in books for details
- Illustrate a passage that was just read to show detailed ideas and lessons

21st Century Skills Integration

- Use Venn diagrams and T chart to compare and contrast events
- Use highlighters, notecards, post-its, and other tools to keep track of story events details, and ideas.

Day 1 Lesson 20: Add Within 20 Session 1: Explore	Day 2 Lesson 20: Add Within 20 Session 2: Develop	Day 3 Lesson 20: Add Within 20 Session 3: Develop	Day 4 Lesson 20: Add Within 20 Session 4: Refine	Day 5 Lesson 20: Add Within 20 Session 5: Refine
Materials: Student Worklext Teacher Guide Volume 2 Digital Math Tools Math Toolkit Two color counters, connecting cubes Add Within 10 cards 10 frames workmat Number path 1 to 10 workmat Activities: As outlined on pages 433c-452d in Teacher Guide Volume 2 Additional Practice:	Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Math Toolkit Two color counters Number pather 1 to 10 workmet Number cerds deck (5 to 10) folder Activities: As outlined on pages 433c-452d in Teacher Guide Volume 2 Additional Practice: Student Worktext pages 439-440	Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Math Toolkit Crayons 6, 7, 8, and 9 spinner cards and spinner Activities: As outlined on pages 433c-452d in Teacher Guide Volume 2 Additional Practice: Student Worktext pages 443-444 Fluency: Adding Within 10	Materials: Student Worklext Teacher Guide Volume 2 Digital Math Tools Math toolkit Activities: As outlined on pages 433c-452d in Teacher Guide Volume 2 Additional Practice: Student Worklext pages 447-448	Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolkit Add within 10 cards Lesson Quiz Activities: As outlined on pages 437
Day 6 Lesson 20: Subtract Within 20 Session 1: Explore Materiats: Student Worklext Teacher Guide Volume 2 Digital Math Tools Math Toolkit Math Toolkit Two color counters, connecting cubes Subtract Within 10 cards 10 frames workmat Number path 1 to 10 workmat Activities: As outlined on pages 453c-472d in Teacher Guide Volume 2 Additional Practice:	Day 7 Lesson 20: Subtract Within 20 Session 2: Develop Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Math Toolkit Two color counters Subtract Within 10 cards Activities: As outlined on pages 453c-472d in Teacher Guide Volume 2 Additional Practice: Student Worktext pages 459-460	Day 8 Lesson 20: Subtract Within 20 Session 3: Develop Materials: Student Worklext Teacher Guide Volume 2 Digital Math Tools Math Toolkit Number cards deck Two color counters Number cube Flip and solve game board Activities: As outlined on pages 453c-472d in Teacher Guide Volume 2 Additional Practice: Student Worklext pages 4 3 .64 Fluency: Subtracting With n 10	Day 9 Lesson 20: Subtract Within 20 Session 4: Refine Materials: Student Worktex Teacher Gui Volume 2 Digital Mr 1. Too. Math tr 1/kii Activities. As Juta. 10 on pages 453c-472d in 7e. 1-her t uide Volume 2 Additional Practice: 3. Jent Worktext pages 467-468	Day 10 L sson 20: Subtract Within 20 Se_sion 5: Refine Materials: Subtract Worktext Teacher Guide Volume 2 Digital Math Tools Math toolkit Subtract within 10 cerds Lesson Quiz Activities: As outlined on pages 453c-472d in Teacher Guide Volume 2 Additional Practice: Student Worktext pages 470-472 Assessment: Lesson Quiz
Day 11 Lesson 22: Add and Subtract to Solve Word Problems Session 1: Explore Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Math Toolkit Bear counters Paper bag Index cards Crayon or marker Activities: As outlined on pages 473c-492d in Teacher Guide Volume 2 Additional Practice:	Day 12 Lesson 22: Add and Subtract to Solve Word Problems Session 1: Explore Materials: Sudent Worktext Teacher Guide Volume 2 Digital Math Tools Math Toolkit Add Within 1: ds Subtract v: in 1: ds Activities: As outlined on p. res 473c-492d in Teacher Guic. Vo Jime 2 Ar Ittionalactice: Stu. ent Worktext pages 479-480	Day 13 Lesar · 22: did and Subtract to Solve N · of Froblems Fes. n 3 Develop Ma. lals:	Day 14 Lesson 22: Add and Subtract to Solve Word Problems Session 4: Refine Materials: Student Worklext Teacher Guide Volume 2 Digital Math Tools Math toolkit crayons Activities: As outlined on pages 4730-492d in Teacher Guide Volume 2 Additional Practice: Student Worklext pages 487-488	Day 15 Lesson 22: Add and Subtract to Solve Word Problems Session 5: Refine Materials: Student Worktext Teacher Guide Volume 2 Dighal Math Tools Math toolkit Paper crayons Lesson Quiz Activities: As outlined on pages 473c-492d in Teacher Guide Volume 2 Additional Practice: Student Worktext pages 490-492 Assessment: Lesson Quiz
Days 16-18 Math In Action: Desig. a D. nce Materials: Promation slides Teacher Guide Volume Digital Math tools Math toolkit Connecting cubes Bear counters Chart paper Crayons Sticky notes Activities: As outlined on pages 493a-496b in Teacher Guide Volume 2	Day 19 Literacy Connection (Informational Text): "Which Way Does the Wind Blow?" Materials: Which Way Does the Wind Blow?" from the iReady toolbox Literacy Connection Problems Activities: Students will learn how to make a wind streamer. Students will follow step-by-step directions about how to complete a specific task. Students will focus on adding and subtracting numbers within 10.	Day 20 Unit Game: Last One Wins Materials:	Day 21 Unit 6: Unit Review Materials: • Teacher Guide Volume 2 • Student Worktext Activities: 1) Have students complete the Unit 6 Self-Reflection on page 497. 2) Students will complete pages 498-500 in their Student Worktext. 3) As a class, review and discuss student answers and strategies. Use pages 498-600 in Teacher Guide Volume 2 to guide the discussion.	Day 22 Unit 6: Unit Assessment Materials: • Unit 6: Unit Assessment [Teacher Toolbox) • Teacher Guide Volume 2 Activities: Students will take their Unit 6: Unit Assessment. See the Scoring Guide on page 500c in Teacher Guide Volume 2.

Differentiate Instruction, depending on individual student needs (students with an IEP, MLL Students; Students At Risk; Gifted Students) by:

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- Use alternate texts at a lower readability level
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- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of the teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or ε nε two language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class!

Setting Accommodations

- Work or take a test in a different setting, such as a quiet from with few distractions
- Sit where he learns best (for example, near the teach away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise bar 1 that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphon is, varphones, or earplugs

Timing Accommodations

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- Take frequent breaks, such as after completing a task

Scheduling Accommodation's

- Take more time to complete a project
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- Take a æ t a a specific time of day

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- Malk texts with a highlighter

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Curriculum Modifications

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Scheduling Accommodations

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- Take sections of a teschila different order
- Take a test at a specific time of day

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- Mark teyts vith a highlighter

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- Get graded or assessed using a different standard than the one for a classmate

Subject Area: Mathematics
Grade Level: Kindergarten
Bedminster Township School

Unit 7: Teen Numbers and Shapes

Dates:

May - June

Time Frame:

22 days

Overview

In this unit, students will engage in a variety of activities designed to deepen their understanding of foundational concepts. They will begin by exploring teen numbers, learning to con pose and decompose them into groups of ten and ones, reinforcing the idea that teen numbers are always structured this way. Through hands-on exploration, students will distinguish between flat and solid shapes, creating artwork using two-dimensional shapes and constructing objects with three-dimensional shapes. They will make connections between concrete objects, visual representations, and abstract number symbols to comprehend teen numbers comprehensively. Students will write equations to intestrate how teen numbers are composed and decomposed, and practice showing, writing, and counting numbers up to 20. They will also identify, name, and create pictures using flat shapes, classify objects based on given attributes, and use class data displays to analyze information and answer questions. Instering a solid foundation in mathematical thinking and reasoning.

Enguring Understandings

- Numbers are composed of groups of ten and ones.
- Shapes exist in two and three dimensions with distinct attributes.
- Mathematical symbols and language can be used to represent and communicate mathematical ideas.
- Data can be collected organized, and interpreted to answer questions.
- Concrete, pictorial, and abstract representations are interconnected and support mathematical understandian.

Skill and Knowledge Objectives

Conten Objectives:

- Compose and decompose teen numbers as 10 ones and some more ones.
- Understand that teen numbers can always be composed of 10 ones and some more ones.
- Identify shapes as flat or solid.
- · Make pictures with two-dimensional shapes.
- Build objects with three-dimensional shapes.
- Make connections between the concrete, representational, and abstract representations of teen numbers.

- Write equations to represent the composition and decomposition of teen numbers.
- Show, write, and count numbers to 20.
- Compose and decompose teen numbers.
- Identify, name, and make pictures with flat shapes.
- Classify objects into given categories.
- Use a class data display to answer questions.

Language Objectives:

- Follow oral directions to put together or break apart a given number as a group of 20 ones and some more ones using objects or drawings.
- Describe a given ten number as composed of 10 ones and some more ones using academic vocahulary.
- Explain ideas clearly by speaking so the audience can hear, providing examples, and using mode's and drawings.
- · Describe shapes as flat or solid.
- Explain how to put together two-dimensional shapes to make a picture and three-dimensional shapes to build an object.
- Demonstrate active listening by using engaged body language and asking questic is.
- Describe connections between objects, drawings, and equations that represent teen numbers.
- Explain, using a sentence frame, how to compose and decompose teen numbers.
- Agree with and build upon others' ideas by sharing related example: and adding details.

Unit Vocabulary:

Describe, build, in common, describe

ASSESSMENTS

All Lesson Quizzes, Mid Unit Assessments, and Unit Assessments can be found here

Pre-Assessment:

Diagnostic Assessment (i-Ficac's Classroom Central)

Formative Assessment:

- Whole-class and partner discussion
- Whiteboard work
- Close: Exit Ticket
- Lesson Quizzes

Self-Reflection/Seli Assument:

- Unit Skills Self-Check (in Student Worktext)
- Apply It (in Student Worktext)
- Reflect Questions (in Student Worktext)
- Self-Reflection (in Student Worktext)
- Main Journal Questions (in Student Worktext)
- Unit Review (in Student Worktext)

<u>symmative Assessment:</u>

Performance Assessment

- Mid-Unit Assessment
- Unit Assessment

All assessments are modified per student IEPs, 504s, I&RS plans, and individual needs.

Suggested accommodations for daily instruction and assessments include but should not be limited to:

• Limiting total number of questions and/or answer choices in multiple-choice questions

- Allowing students to solve problems using a preferred method
- · Providing instructional aides such as math tools, number lines
- Providing additional practice/pretests/study guides
- Use of calculator if necessary
- Use of mnemonic strategies
- Oral administration of assessment to individual students
- Providing oral directions and clarification on expectations
- Providing flexible work time or environment
- Displaying work samples
- Use of Spanish assessments and materials (available in the Teacher Toolbox) as appropriate
- Accelerated pacing for gifted enriched (G&T) students
- Increasing complexity for gifted enriched (G&T)students

RESOURCES

PRINT RESOURCES:

- In-Class Instruction and Practice:
 - Teacher's Guide
 - Lesson Progression
 - MLL Language Expectations
 - Connect to Culture
 - Discussion Prompts and Instructional Support
 - Student Worktext (Use the blue pages for in-class instruction and practice)
 - Instruction
- Independent Practice for School or Home
 - Teacher's Guide
 - Additional Practice
 - Cumulative Practice
 - Student Worktext (Use the green pages for indenerment practice)
 - Additional Practice
 - Cumulative Practice
 - Teacher Toolbox
 - Fluency and Skills Practice
 - Unit Game
 - Cumulative Practice
- Assessments and Reports
 - Teacher's Guide
 - Starts
 - Support Whole Group/Partner Discussion
 - Ask/Listen Firs
 - Common Misconceptions
 - Error Aleits
 - Close: Thit Ticket
 - Student Vorktext
 - Celf Checks
 - Apply It
 - Reflect Questions
 - Self Reflection
 - Math Journal Questions
 - Unit Review
 - Teacher Toolbox
 - Editable Lesson Quizzes
 - Editable Mid-Unit and Unit Assessments
- Differentiation
 - Before the Unit/Lesson: Prerequisites Report
 - Prerequisites Report: Resources
 - During the Lesson: Teacher's Guide

- Hands-On Activities or Visual Models
- Deepen Understanding
- MLL Differentiated Instruction
- Refine Sessions
- After the Lesson: Teacher Toolbox
 - Reteach: Tools for Instruction
 - Reinforce: Math Center Activities
 - Extend: Enrichment Activities

DIGITAL RESOURCES

In-Class Instruction and Practice:

- Interactive Tutorials
- Digital Math Tools
- PowerPoint Slides

• Independent Practice for School or Home

- Digital Math Tools
- Learning Games
- Interactive Practice

Assessments and Reports

- Diagnostic
- Lesson, Mid-Unit, and Unit Comprehension Checks
- o Prerequisites Report
- Comprehension Check Reports

Differentiation

- Interactive Tutorials
- Digital Math Tools
- Learning Games

STANDARUS

2023 NJ Student Learning Standards (NJSLS) for In thematics:

- 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, understand that these numbers are composed of ten one, and one, two, three, four, five, six, seven, eight, or nine ones.
- K.G.A.3: Identify shapes as two dimensions or three-dimensional.
- K.G.B.5: Model shapes in the world by inuliding shapes from components (e.g., sticks and clay balls) and drawing shapes.
- K.G.B.6: Compose simple shap as to form larger shapes.

Standards for Mathematical Practice (SMP):

- 1. Make sense of problems and persevere in solving them.
- 2. Reason abstractly an 1 quantitatively.
- 3. Construct viable a guments and critique the reasoning of others.
- 4. Model with mathematics.
- 5. Use appropriate tool; strategically.
- 6. Attend to prevision.
- 7. Look for and make use of structure.
- 8. Look for and express regularity in repeated reasoning.

2023 1 Student Learning Standards (NJSLS) for English Language Arts:

- RL.CR.K.1: With prompting and support, ask and answer questions about key details in a text.
- SL.PE.K.1: Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

2020 NJ Student Learning Standards (NJSLS) - Standard 9: 21st Century Life and Careers: Career Ready Practices:

- CRP2 Apply appropriate academic and technical skills
- CRP4 Communicate clearly and effectively and with reason
- CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11 Use technology to enhance productivity.
- 9.4.2.Cl.2: Demonstrates originality and inventiveness in work.

NJSLS - Technology

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

SOCIAL AND EMOTIONAL COMPETENCIES - activities/topics [optional]

Self-Awareness and Self-Management:

- Lead discussions that encourage students to reflect on their understanding of the concepts sover at in the unit, as well as any perceived strengths or weaknesses.
- Routinely allow students to share the strategies used to solve a problem as well as possible alternate solutions.
- Lead a class activity that asks students to identify feelings they might have in situations involving mathematics using vocabulary (e.g., lead discussions using questions such as, "How would you solved an easy problem?," "Would you feel different or the same if you solved a harder problem?," "How would you feel if a friend was having a hard time in class?").
- Routinely provide authentic feedback and also ask dialoguing questions that help students reflect on their own strengths and interests, e.g., "I can tell you're enjoying this puzzle/problem. Can you tell me what about this puzzle/problem that makes you feel so excited/happy?," "I can tell you re proud of how you did on this project. Can you tell me what about this you're most proud of?"
- At the end of the unit, have students self-assess progress toward their learning goals and help support a Growth
 Mindset by reviewing the skills on the Student Worktext Self-Refeaction page. Encourage students to revisit the
 work they did in each lesson.

Social Awareness:

- When there is a difference of opinion among students 'oemaps over solution strategies), allow them to reflect on how they are feeling and then share with a partner or in a small group—to be heard but also to listen to how others feel differently, and why, in the same situation.
- During the *Discuss It* portion of the daily less, ns, build respect for diversity in the classroom by having students share their perspectives on situations or solution strategies for the same problem.
- Lead a discussion that encourages students to reflect on barriers they may encounter when completing an assignment (e.g., finding a computer) and that also helps them think about ways they can overcome them, including how to approach others for help (e.g., how to politely ask the teacher for help).

Relationship Skills:

- Teach lessons to develop continuation skills (e.g., how to speak loudly and clearly so that others can hear) as they present solutions.
- Teach lessons on effective jistening (e.g., how can we show that we are listening?) and give students a chance to practice listening, taking turns in pair shares. Have students follow each other with responses to what the last student said, e.g. "I heard you say, 'The next number in the sequence is...."
- Have students work in pairs during daily lessons. For example, students can play partner games during the Fluency Practice portion of daily lessons to build fluency.

Responsible Devision-Making:

• Encourage students to reflect on how they approached mathematics "today," including in journals or pair shares. Ask them to include how their choices could be repeated if successful or improved to be more successful.

End of Unit: To support Growth Mindset, have students review the skills on the Student Worktext Self Reflection page and world in page to respond to the prompts. Encourage students to revisit the work they did in each lesson.

Interdisciplinary Connections

- Read just-right books in the content areas
- Use mentor texts to deliver Social Studies content
- Compare content area ideas and issues to what our characters deal with in out read aloud and mentor texts
- Apply reading skills and strategies to the reading we do in the content areas
- Apply spelling strategies
- Apply grammar skills
- Analyze illustrations in books for details

Illustrate a passage that was just read to show detailed ideas and lessons

21st Century Skills Integration

- Use Venn diagrams and T chart to compare and contrast events
- Use highlighters, notecards, post-its, and other tools to keep track of story events details, and ideas.

Unit #3: Addition and Subtraction Within 5 and Shapes				
Day 1 Lesson 23: Compose and Decompose Teen Numbers with Tools and Drawings Session 1: Explore	Day 2 Lesson 23: Compose and Decompose Teen Numbers with Tools and Drawings Session 2: Develop	Day 3 Lesson 23: Compose and Decompose Teen Numbers with Toots and Drawings Session 3: Develop	Day 4 Lesson 23: Compose and Decompose Teen Numbers with Tools and Drawings Session 4: Refine	Day 5 Lesson 23: 7, mp. re and Decompos * Teen Numbers with Too a and £, rwir gs Ses * *efine
Materials: Student Worklext Teacher Gulde Volume 2 Digital Math Tools Number cards deck Bag Connecting cubes 10 frames workmet	Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Number cards deck Two color counters Activities:	Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Number cards deck Whiteboard and marker Activities:	Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Crayons Activities: As outlined on pager 503c-522J in	**aterials. Student Worktext Teacher Guide Volume 2 Digital Math Tools Two color counters Activities: As outlined on pages 503c-522d in
Activities: As outlined on pages 503c-522d in Teacher Guide Volume 2 Additional Practice:	As outlined on pages 503c-522d in Teacher Guide Volume 2 Additional Practice: Student Worktext pages 509-510	As outlined on pages 503c-522d in Teacher Guide Volume 2 Additional Practice: Student Worktext pages 513-514 Fluency: Counting and Writing to 20	Teacher Guide Volume Additional Practice: "udent Worktext pa. 5. 5.7-518	Teacher Guide Volume 2 Additional Practice: Student Worktext pages 520-522 Assessment: Lesson Quiz
Day 6 Lesson 24: Build with Shapes Session 1: Explore	Day 7 Lesson 24: Build with Shapes Session 2: Develop	Day 8 Lesson 24: Build with Shares Session 3: Develop	Day 9 Lesson 24: Bulld with Shapes Session 4: Refine	Day 10 Lesson 24: Build with Shapes Session 5: Refine
Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Masking tape Glue stick Shape cards Activities: As outlined on pages 523c-542d in Teacher Guide Volume 2 Additional Practice:	Materials: Student Worktext Teacher Gulde Volume 2 Digital Math Tools Tangrams Tangram puzzle cards Activities: As outlined on pages 523c-542d Teacher Gulde Volume 2 Additional Practice: Student Worktext pages 529-530	Materials: Student W. Xtex Teacher '' 'olume 2 Digit 'teth Torts C 'mmo: hree dimensional she, s vide ject cards At 'vites: As outlined on pages 523c-542d in secher Guide Volume 2 Additional Practice: Student Worktext pages 533-534 Fluency:	Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Common three dimensional objects Activities: As outlined on pages 523c-542d in Teacher Guide Volume 2 Additional Practice: Student Worktext pages 537-538	Materials: Student Worktext Teacher Guide Volume 2 Digital Meth Tools Tangrams and geometric solids Lesson quiz Activities: As outlined on pages 523c-542d in Teacher Guide Volume 2 Additional Practice: Student Worktext pages 540-542 Assessment: Lesson Quiz
Day 11 Lesson 24: Compose and Decompose Teen Numbers and	Day 12 Lesson . " C, mpose and De ompose Teen Numbers and	Flat and Solid Shapes Day 13 Lesson 24: Compose and Decompose Teen Numbers and	Day 14 Lesson 24: Compose and Decompose Teen Numbers and	Day 15 Lesson 24: Compose and Decompose Teen Numbers and
Symbols Session 1: Explore Materials: Student Worktext Teacher Guide Volun e ? Digital Math Tools Scissors Teen Number i. "del : ards Activities: As c "ad pages 543c-562 in Tr. "cher Stude Jume 2	Sy. vn 2: Develop .atenals: Student Worklext Teacher Guide Volume 2 Digital Math Tools Number cards deck Two color counters Connecting cubes Whiteboard and marker Activities:	Symbols Session 3: Develop Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Number cards deck Two color counters Crayons Make teen numbers game	Symbols Session 4: Refine Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Crayons Activities: As outlined on pages 543c-562 in Teacher Guide Volume 2	Symbols Session 5: Refine Materials: Student Worktext Teacher Gulde Volume 2 Digital Math Tools Teen number model cards Lesson quiz Activities: As outlined on pages 543c-562 in Teacher Gulde Volume 2
TOTAL STATE CONTROL	As outlined on pages 543c-562 in Teacher Guide Volume 2 Additional Practice: Student Worktext pages 549-550	Activities: As outlined on pages 543c-562 in Teacher Guide Volume 2 Additional Practice: Student Worktext pages 553-554 Fluency: Composing Teen Numbers	Additional Practice: Student Worktext pages 5557-558	Additional Practice: Student Worktext pages 560-562 Assessment: Lesson Quiz
Days 16-18 Math in Action: Build for Birds Materials:	Day 19 Literacy Connection (Social Studies): 'A New Flag for a New Nation"	Day 20 Unit Game: Teen Number Cover Up Materials:	Day 21 Unit 7: Unit Review Materials:	Day 22 Unit 6: Unit Assessment Materials:

- Presentation slides
- Teacher Guide Volui
- Digital Math tools
- Glue sticks
- Chart paper
- Flat shapes workmat
- Connecting cubes
- Two color counters
- 10 frames workmal Chart paper
- ctivities: As outlined on pages 4563a-566b in Teacher Guide Vol

Materials

- 'A New Flag for a New Nation" from the iReady toolbox
- Literacy Connection

Activities:

Students will employ problemskills and think critically about the facts presented. They will apply their understanding of using 10 frames and number bonds to compose teen

- Teen number picture cards
- Teen number cover-up game board

Activities:

Students will take turns choosing teen number picture cards and match the representation on the card with a teen number on their game board

Teacher Guide Volume 2

Activities:

1) Have students compl Self-Reflection on page 567. 2) Students will co 2) Students will complete pages 568-570 in their Student Worklext. 3) As a class, review and discuss student answers and strategies. Use pages 568-570 in Teacher Guide Volume 2 to guide the discussion.

Unit 6: Unit Assessment

(Teacher Toolbox) Teacher Guide Volume 2

Students will take their Unit 6: Unit on page 570c in Teacher Guide Volume 2

Differentiate Instruction, depending on individual student needs (students with an IEP, MLL Students; Students At Risk; Gifted Students) by:

Presentation Accommodations

- Use alternate texts at a lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use a magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field eyscent (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of the teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as work webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device. Biville, other technology, or a native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic sp. !l-checker
- Use a word processor to type not as or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (in example, near the teacher & away from distractions)
- Use special lighting chacoustics
- Take a test in small group setting
- Use sensory 'ools with as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get heir unergy out)
- Use no so butters such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- 'Hay'e extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- · Get graded or assessed using a different standard than the one for a classmate

Differentiate Instruction, depending on individual student needs (students with a 504) by: Presentation Accommodations

- Use alternate texts at a lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use a magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which way require teacher
 use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of the teacher's lecture notes
- · Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other to at no logy, or a native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-chricket
- Use a word processor to type notes or give ie roo ises in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in small group setung
- Use sensory tools such an an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and
 quietly get their ener(y c it)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodation.

- Take more 'im. to crimplete a task or a test
- Have extra time to process oral information and directions
- Take fre wont breaks, such as after completing a task

Scheduling Accommodations

- Take ri pre time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving Property of Bedring territoring territoring the property of the contract of th ahead to an extension concept/skill while classmates continue to work on a core skill)
 - Get graded or assessed using a different standard than the one for a classmate

