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

Unit 1
Numbers 0 - 5
Counting, Writing, and Comparing

Dates: September/October	**Time Frame:** 35 days

Overview

In this unit, children are introduced to counting, writing and comparing numbers 0 - 5. They will learn to associate a counting word with one and only one object (one-to-one correspondence). They will build an understanding that the last number said includes all the objects and indicates the number in a group. They will count groups of 1-5 and learn to recognize groups of 1 to 5 objects in different arrangements.

Students will begin to compare the size of two groups by matching one object in one group with one object from the other group and then compare the numbers through both the use of said objects and numerals.

Enduring Understandings

- Counting is an important mathematical skill. Knowing how to count a group of objects lets you know how many are in a group.
- You say one number for each object in a group when you count (1:1 correspondence)
- You can use what you know about counting to build sets from smaller sets.

Skill and Knowledge Objectives

Content Objectives:

- Understand that counting tells how many, and that the last number said tells how many in the whole group. (Lesson 1)
- Practice one-to-one correspondence in counting. (Lesson 1)
- Understand the importance of keeping track of number count and objects counted. (Lesson 1)
- Develop strategies for keeping track of objects counted. (Lesson 1)
- Understand that the order in which objects are counted does not change the total number of objects. (Lesson 1)
- Identify, count out and instantly recognize groups of 1, 2, 3, 4, or 5. (Lesson 2)
- Recognize, read, and write the numerals 1, 2, 3, 4, and 5. (Lesson 2)
- Understand 0 as representing no objects. (Lesson 3)
- Recognize that a group of objects will show 1 more object for each successive number. (Lesson 3)
- Identify whether the number of objects (to 5) in one group is more than, fewer than, or the same as (greater than, less than, or equal to) the number in another group. (Lesson 4)
- Compare two numbers, presented as written numbers between 0 and 5, without objects. (Lesson 4)
- Find number pairs for 3, 4, and 5, using objects and drawings. (Lesson 5)
- Understand that *zero* means none. (Lesson 5)

- Recognize and write the number 0. (Lesson 5)

Language Objectives:

- Point to classroom objects and tell why they might be counted. (Lesson 1)
- Draw lines to show one-to-one correspondence for counting up to 5 objects. (Lesson 1)
- Draw a number of objects up to 5. (Lesson 1)
- Count aloud to demonstrate 1:1 correspondence. (Lesson 2)
- Color, match, and name groups of 1, 2, 3, 4, or 5 objects in different arrangements. (Lesson 2)
- Write the numerals 1, 2, 3, 4 and 5. (Lesson 2)
- Recognize 1, 2, 3, 4, and 5 objects in different arrangements (and no objects for 0). (Lesson 3)
- Use drawing to show groups of 0, 1, 2, 3, 4, 5 objects. (Lesson 3)
- Say the number that names a group of 0, 1, 2, 3, 4 or 5 objects. (Lesson 3)
- Draw lines to determine if one group has more, fewer, or the same number of objects as another group. (Lesson 4)
- Circle the number that represents more (or less) than another number (up to 5). (Lesson 4)
- Use 5 frames and counters to compare numbers within 5. (Lesson 4)
- Use key mathematical terms *more, less, fewer,* and *the same* to make oral comparison statements. (Lesson 4)
- Use connecting cubes to show two or more ways to make 3, 4, or 5. (Lesson 5)
- Draw a cube train to show 3, 4, or 5. (Lesson 5)
- Use the key term *zero* properly when communicating with a partner. (Lesson 5)
- Justify conclusions and communicate the conclusions to others. (Lesson 5)

ASSESSMENTS

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

RESOURCES

PRINT RESOURCES:

- **In-Class Instruction and Practice:**
  - *Teacher's Guide*
    - Lesson Progression
    - ELL 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 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
    - ELL 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.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- K.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.
- K.CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
- K.CC.C.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

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.

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

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

NJ Core Curriculum Content Standards - 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 questions that help students reflect on their own strengths and interests. e.g., "I can tell you're really 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 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-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.
- 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 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.

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 in order 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 out read alouds 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 detail 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 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:** • *Kindergarten Lessons for the First Five Days* • *Attribute blocks* **(Lessons can be found under *Classroom Resources* tab on the *Teacher Toolbox* in the *Teacher Digital Experience)*** **Activities:** As outlined on pages 2-3 in	**DAY 4** **Lesson 0:** Lessons for the First Five Days **Session 2:** Seeing Shapes **Materials:** • *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 4-5 in *Kindergarten Lessons for the First Five*	**DAY 5** **Lesson 0:** Lessons for the First Five Days **Session 3:** Seeing Shapes **Materials:** • *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 6-7 in *Kindergarten Lessons for the First Five*	**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 *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*

	Kindergarten Lessons for the First Five Days, discuss the different ways we use math in our daily lives. Allow students time to independently interact with manipulatives.	*Days*, introduce the Try It routine.	*Days*, review the Try It routine and introduce the Discuss It routine.	*Days*, rehearse and anchor the Discuss It routine.
DAY 7 **Lesson 0:** Lessons for the First Five Days **Session 5:** Seeing Shapes**:** **Materials:** • *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 Five Days*, introduce and anchor the Connect It routine.	**DAY 8** **Lesson 1:** Understand Counting **Session 1 Explore:** Counting **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 5-8 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 7-8	**DAY 9** **Lesson 1:** Understand Counting **Session 2 Develop:** Understanding of Counting **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 9-12 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Model It *(10 min)* 3) Discuss It *(10 min)* 3) Connect It (*15 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 11-12 **Fluency:** Practice Rote Counting to 10	**DAY 10** **Lesson 1:** Understand Counting **Session 3 Develop:** Understanding of Counting **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 13-16 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Model It *(10 min)* 3) Discuss It *(10 min)* 3) Connect It (*15 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 19-20 **Fluency:** Understanding Counting	**DAY 11** **Lesson 1:** Understand Counting **Session 4 Refine:** Ideas about Counting **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *LESSON QUIZ* **Activities:** As outlined on pages 17-18b in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(15 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **ASSESSMENT:** LESSON QUIZ
DAY 12 **Lesson 2:** Count and Write to 5 **Session 1 Explore:** **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* **Activities:** As outlined on pages 21-24 in the *Teacher Guide Volume 1:* 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 23-24	**DAY 13** **Lesson 2:** Count and Write to 5 **Session 2 Develop:** **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 25-28 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Model It *(10 min)* 3) Discuss It *(10 min)* 3) Connect It (*15 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 27-28 **Fluency:** Play the game Up 5! Practice writing numbers to 5	**DAY 14** **Lesson 2 :**Count and Write to 5 **Session 3 Develop:** **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 29-32 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Model It *(10 min)* 3) Discuss It *(10 min)* 3) Connect It (*15 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages 31-32* **Fluency:** Counting and Writing to 3	**DAY 15** **Lesson 2:** Count and Write to 5 **Session 4 Refine:** **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* **Activities:** As outlined on pages 33-36 in *Teacher Guide Volume 1:* 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(25 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages 35-36*	**DAY 16** **Lesson 2:** Count and Write to 5 **Session 5 Refine:** **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* **Activities:** As outlined on pages 37-38b in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(15 min)* 4) Small Group Differentiation *(20 min)* 5) Close: Exit Ticket *(5 min)* **ASSESSMENT:** LESSON QUIZ
DAY 17 **Lesson 3:** Numbers 0-5 **Session 1 Explore:** **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* **Activities:** As outlined on pages 41-44 in the *Teacher Guide Volume 1:* 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 43-44	**DAY 18** **Lesson 3:** Numbers 0-5 **Session 2 Develop:** **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 45-48 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(5 min)* 3) Discuss It *(15 min)* 3) Connect It (*15 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 47-48 **Fluency:** Write Numbers to 3 Find Groups of 0	**DAY 19** **Lesson 3:** Numbers 0-5 **Session 3 Develop:** **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 49-52 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(10 min)* 3) Discuss It *(10 min)* 3) Connect It (*15 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages 51-52* **Fluency:** Numbers 0 to 5	**DAY 20** **Lesson 3:** Numbers 0-5 **Session 4 Refine:** **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* **Activities:** As outlined on pages 53-56 in *Teacher Guide Volume 1:* 1) Start *(5 min)* 2) Apply It *(5 min)* 3) Discuss It *(30 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages 55-56*	**DAY 21** **Lesson 3:** Numbers 0-5 **Session 5 Refine:** **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* **Activities:** As outlined on pages 57-58b in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(5 min)* 4) Small Group Differentiation *(20 min)* 5) Close: Exit Ticket *(5 min)* **ASSESSMENT:** LESSON QUIZ
DAY 22 **Lesson 4: Compare Within 5** **Session 1 Explore:** **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* **Activities:** As outlined on pages 61-64 in the *Teacher Guide Volume 1:* 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 63-64	**DAY 23** **Lesson 4: Compare Within 5** **Session 2 Develop:** **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 65-68 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(5 min)* 3) Discuss It *(15 min)* 3) Connect It (*15 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 67-68	**DAY 24** **Lesson 4: Compare Within 5** **Session 3 Develop:** **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 69-72 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(10 min)* 3) Discuss It *(10 min)* 3) Connect It (*15 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages 71-72*	**DAY 25** **Lesson 4: Compare Within 5** **Session 4 Refine:** **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* **Activities:** As outlined on pages 73-76 in *Teacher Guide Volume 1:* 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(25 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages 75-76*	**DAY 26** **Lesson 4: Compare Within 5** **Session 5 Refine:** **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* **Activities:** As outlined on pages 77-78b in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(5 min)* 4) Small Group Differentiation *(20 min)* 5) Close: Exit Ticket *(5 min)* **ASSESSMENT:** LESSON QUIZ

	Fluency: Practice Counting to 5 Identify 4 and 5	**Fluency:** Comparing Within 5		
DAY 27 **Lesson 5: Make 3, 4, and 5** **Session 1 Explore:** **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* **Activities:** As outlined on pages 81-84 in the *Teacher Guide Volume 1:* 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 83-84	**DAY 28** **Lesson 5: Make 3, 4, and 5** **Session 2 Develop:** **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 85-88 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(5 min)* 3) Discuss It *(15 min)* 3) Connect It (*15 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 87-88 **Fluency:** Identify Numbers to 5 Write the Numbers 4 and 5	**DAY 29** **Lesson 5: Make 3, 4, and 5** **Session 3 Develop:** **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 89-92 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(10 min)* 3) Discuss It *(10 min)* 3) Connect It (*15 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages 91-92* **Fluency:** Making 3, 4, and 5	**DAY 30** **Lesson 5: Make 3, 4, and 5** **Session 4 Refine:** **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* **Activities:** As outlined on pages 93-96 in *Teacher Guide Volume 1:* 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(25 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages 95-96*	**DAY 31** **Lesson 5: Make 3, 4, and 5** **Session 5 Refine:** **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* **Activities:** As outlined on pages 97-98b in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(5 min)* 4) Small Group Differentiation *(20 min)* 5) Close: Exit Ticket *(5 min)* **ASSESSMENT:** LESSON QUIZ
DAY 32 **Unit Game:** Roll and Count (**OPTIONAL**) Materials: • For each player:number cube (0-5), 15 small objects (dried beans, etc.), Game Board, 30 connecting cubes (15 each of 2 different colors) (optional), Recording Sheet (optional) **Activities:** As outlined on page 100 in *Teacher Guide Volume 1:* Have children practice rolling a cube, writing that numeral and counting out that number of items.	**DAY 33** **Literacy Connection (Science):** "What am I?" (**OPTIONAL**) Materials: • "What Am I?" from Ready Reading • Literacy Connection Problems (from teacher Toolbox) **Activities:** As outlined on page 101 in *Teacher Guide Volume 1:* Children will analyze and think critically about facts presented. They will use their understanding of counting and writing to 5 to complete the literacy connection problems.	**DAY 34** **Unit 1: Unit Review** **Materials:** • *Teacher Guide Volume 1* • *Student Worktext* **Activities:** 1) Have students complete the Unit 1 Self-Reflection on page 99. 2) Students will complete pages 100-102 in their *Student Worktext*. 3) As a class, review and discuss student answers and strategies. ***Use pages 100-102a in Teacher Guide Volume 1 to guide the discussion.***	**DAY 35** **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 102c in Teacher Guide Volume 1.***	

Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) **by:**

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use 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 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 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 on a core skill)
- Get graded or assessed using a different standard than the one for classmate

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

Unit 2
Numbers 6-10
Counting and Writing, Comparing, and Sorting

Dates: November/December	**Time Frame:** 33 days

Overview

In this unit, children are formally introduced to counting, writing, and comparing numbers 6-10. They will focus on the concept of 1 more within the number range and will use the term *1 more* to describe relationships between sequential numbers. Children will compare quantities up to 10 when represented concretely, pictorially, and numerically.

Children will generate categorical data by classifying objects and sorting them into categories. Children then count to find the number of objects in each category and compare the numbers using language such as *the same as*, *equal to, more than, greater than, less than, or fewer than*.

Children will continue to build on their knowledge of lesser numbers to model different ways to make 6, 7, 8, 9, and 10, seeing numbers as 5 and some more ones.

Enduring Understandings

- Knowing the counting sequence will help you know how much is one more than a given number.
- You can compare the number of objects in groups by counting them to see whether one number is greater than, less than, or equal to another.
- You can combine two numbers to make another number.

Skill and Knowledge Objectives

Content Objectives:

- Count groups of up to 10 objects. *(Lesson 6, 7)*
- Distinguish groups of 10 from smaller groups. *(Lesson 6)*
- Develop familiarity with different arrangements of numbers to 10. *(Lesson 6)*
- Recognize and write numerals to 10. *(Lesson 6, 7)*
- Find the number that is 1 more than a given number. *(Lesson 7)*
- Identify whether the number of objects (to 10) in one group is greater than, less than, or equal to the number in another group. *(Lesson 8)*
- Read and compare two written numbers from 1 to 10 without objects. *(Lesson 8)*
- Sort objects into given categories. *(Lesson 9)*
- Count the number of objects in each category. *(Lesson 9)*
- Compare the number of objects in each category. *(Lesson 9)*
- Show number pairs for 10, using objects and drawings. *(Lesson 10)*
- Name number pairs for 10. *(Lesson 10)*
- Use number pairs within 10 to solve word problems. *(Lesson 10)*
- Show number pairs for 6, 7, 8 and 9, using objects and drawings. *(Lesson 11)*
- Name number pairs for 6, 7, 8, and 9. *(Lesson 11)*

Language Objectives:

- Determine which group of objects shows a certain number and color that group. *(Lesson 6)*
- Say the number that names a group of up to 10 objects and write the numeral. *(Lesson 6)*
- Count to 10 aloud. *(Lesson 6, 7)*
- Listen to ideas of others for keeping track of counting and compare strategies. *(Lesson 6)*
- Draw another object for a given group of objects to show 1 more. *(Lesson 7)*
- Listen to the ideas of others discussing an error and decide how to correct the error. *(Lesson 7)*
- Use the term *1 more* to describe the relationship between two sequential numbers. *(Lesson 7)*
- Draw lines to determine if one group has more, fewer, or the same number of objects as another group. *(Lesson 8)*
- Circle the number that represents more (or less) than another number (up to 10). *(Lesson 8)*
- Use 10 frames and counters to compare numbers to 10. *(Lesson 8)*
- Use the key mathematical terms *more, greater, fewer, less, the same,* and *equal to* to make oral comparison statements. *(Lesson 8)*
- Circle objects that belong in a given category. *(Lesson 9)*
- Identify objects that do not belong in a group. *(Lesson 9)*
- Determine what all objects in two groups have in common (i.e., the grouping category) *(Lesson 9)*
- Sort a group of similar objects into categories (based on color, size, etc.) *(Lesson 9)*
- Tell which group of sorted objects has more than, fewer than, or the same number as another group.

(Lesson 9)
- Discuss with a partner strategies to sort. *(Lesson 9)*
- Use connecting cubes and 10 frames to show two or more ways to make 10. *(Lesson 10)*
- Identify a given number of counters and draw how many more are needed to make 10. *(Lesson 10)*
- Write number pairs for 10. *(Lesson 10)*
- Show two or more ways to make 6, 7, 8 or 9. *(Lesson 11)*
- Identify a given number of counters and draw how many more are needed to make 6, 7, 8, or 9. *(Lesson 11)*
- Write number pairs for 6, 7, 8, and 9. *(Lesson 11)*

ASSESSMENTS

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

RESOURCES

PRINT RESOURCES:

- **In-Class Instruction and Practice:**
  - *Teacher's Guide*
    - Lesson Progression
    - ELL 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 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
        - ELL 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.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- K.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.
- K.CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
- K.CC.C.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
- K.CC.C.7: Compare two numbers between 1 and 10 presented as written numerals.
- K.MD.B.3: Classify objects into given categories; count the numbers of objects in each category and sort the

categories by count.

- K.OA.A.3: Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
- K.OA.A.4: For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

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.

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

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

NJ Core Curriculum Content Standards - 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 questions that help students reflect on their own strengths and interests. e.g., “I can tell you’re really 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 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-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.
- 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 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.

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 in order 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 out read alouds 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 detail ideas and lessons

21st Century Skills Intergration

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

Unit #2: Numbers 6-10

DAY 1 **Lesson 6: Count and Write to 10** **Session 1 Explore:** Counting **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 107-110 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 109-110	**DAY 2** **Lesson 6: Count and Write to 10** **Session 2 Develop:** Counting and Writing to 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 111-114 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(5 min)* 3) Discuss It *(15 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 113-114 **Fluency:** Chant a Counting Rhyme Write the Numbers 6 and 7	**DAY 3** **Lesson 6: Count and Write to 10** **Session 3 Develop:** Counting and Writing to 10 **Materials**: • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 115-118 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Model It *(10 min)* 3) Discuss It *(10 min)* 4)) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 117-118 **Fluency:** Counting and Writing to 8	**DAY 4** **Lesson 6: Count and Write to 10** **Session 3 Develop:** Counting and Writing to 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 119-122 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(25 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 121-122	**DAY 5** **Lesson 6: Count and Write to 10** **Session 4 Refine:** Counting and Writing to 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *LESSON QUIZ* **Activities:** As outlined on pages 123-124b in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(15 min)* 4) Small Group Differentiation *(20 min)* 5) Close: Exit Ticket *(5 min)* **ASSESSMENT:** LESSON QUIZ
DAY 6 **Lesson 7: Understand 1 More** **Session 1 Explore:** 1 More **Materials:** • *Student Worktext* • *Teacher Guide Volume 1*	**DAY 7** **Lesson 7: Understand 1 More** **Session 2 Develop:** Understanding of 1 More **Materials:** • *Student Worktext*	**DAY 8** **Lesson 7: Understand 1 More** **Session 3 Develop:** Understanding of 1 More **Materials:** • *Student Worktext*	**DAY 9** **Lesson 7: Understand 1 More** **Session 4 Refine:** Ideas About 1 More **Materials:** • *Student Worktext*	**DAY 10** **Lesson 8: Compare Within 10** **Session 1 Explore:** Comparing Within 10 **Materials:** • *Student Worktext*

Activities: As outlined on pages 127-130 in the *Teacher Guide Volume 1:* 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 129-130	• *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 131-134 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Model It *(10 min)* 3) Discuss It *(10 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 133-134 **Fluency:** Count to 10 in Different Ways	• *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 135-138 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Model It *(10 min)* 3) Discuss It *(10 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages 137-138* **Fluency:**	• *Teacher Guide Volume 1* **Activities:** As outlined on pages 139-140b in *Teacher Guide Volume 1:* 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(25 min)* 4) Connect It *(20 min)* 5) Close: Exit Ticket *(5 min)* **ASSESSMENT:** LESSON QUIZ	• *Teacher Guide Volume 1* **Activities:** As outlined on pages 143-146 in the *Teacher Guide Volume 1:* 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 145-146
DAY 11 **Lesson 8: Compare Within 10** **Session 2 Develop:** Comparing Within 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 147-150 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(5 min)* 3) Discuss It *(15 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 149-150 **Fluency:** Write the Numbers 8, 9, and 10 Compare Numbers to 5	**DAY 12** **Lesson 8: Compare Within 10** **Session 3 Develop:** Comparing Within 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 151-154 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(10 min)* 3) Discuss It *(10 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 153-154 **Fluency:** Comparing Within 10	**DAY 13** **Lesson 8: Compare WIthin 10** **Session 4 Refine:** Comparing Within 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 155-158 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(25 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 157-158	**DAY 14** **Lesson 8: Compare Within 10** **Session 5 Refine:** Comparing Within 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *LESSON QUIZ* **Activities:** As outlined on pages 159-160b in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(15 min)* 4) Small Group Differentiation *(20 min)* 5) Close: Exit Ticket *(5 min)* **ASSESSMENT:** LESSON QUIZ	**DAY 15** **Lesson 9: Sort and Count Objects** **Session 1 Explore:** Sorting and Counting Objects **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* **Activities:** As outlined on pages 163-166 in the *Teacher Guide Volume 1:* 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 165-166
DAY 16 **Lesson 9: Sort and Count Objects** **Session 2 Develop:** Sorting and Counting Objects **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 167-170 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(5 min)* 3) Discuss It *(15 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 169-170 **Fluency:** Compare Numbers to 10 Find One More Than a Number to 9	**DAY 17** **Lesson 9: Sort and Count Objects** **Session 3 Develop:** Sorting and Counting Objects **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 171-174 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(10 min)* 3) Discuss It *(10 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 173-174 **Fluency:** Sorting Objects	**DAY 18** **Lesson 9: Sort and Count Objects** **Session 4 Refine:** Sorting and Counting Objects **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 175-178 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(25 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 177-178	**DAY 19** **Lesson 9: Sort and Count Objects** **Session 5 Refine:** Sorting and Counting Objects **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *LESSON QUIZ* **Activities:** As outlined on pages 179-180b in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(5 min)* 4) Small Group Differentiation *(20 min)* 5) Close: Exit Ticket *(5 min)* **ASSESSMENT:** LESSON QUIZ	**DAY 20** **Lesson 10: Make 10** **Session 1 Explore:** Making 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* **Activities:** As outlined on pages 183-186 in the *Teacher Guide Volume 1:* 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 185-186
DAY 21 **Lesson 10: Make 10** **Session 2 Develop:** Making 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 187-190 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(5 min)* 3) Discuss It *(15 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 189-190 **Fluency:** Model Numbers to 10 with Fingers Count out Groups to 10	**DAY 22** **Lesson 10: Make 10** **Session 3 Develop:** Making 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 191-194 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(10 min)* 3) Discuss It *(10 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 193-194 **Fluency:** Making 10	**DAY 23** **Lesson 10: Make 10** **Session 4 Refine:** Making 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 191-198 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(25 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 197-198	**DAY 24** **Lesson 10: Make 10** **Session 5 Refine:** Making 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *LESSON QUIZ* **Activities:** As outlined on pages 199-200b in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(5 min)* 4) Small Group Differentiation *(20 min)* 5) Close: Exit Ticket *(5 min)* **ASSESSMENT:** LESSON QUIZ	**DAY 25** **Lesson 11: Make 6, 7, 8, and 9** **Session 1 Explore:** Making 6, 7, 8 and 9 **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* **Activities:** As outlined on pages 203-206 in the *Teacher Guide Volume 1:* 1) Start *(5 min)* 2) Try It *(15 min)* 3) Connect It (*20 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 205-206
DAY 26 **Lesson 11: Make 6, 7, 8, and 9** **Session 2 Develop:** Making 6, 7, 8 and 9 **Materials:**	**DAY 27** **Lesson 11: Make 6, 7, 8, and 9** **Session 3 Develop:** Making 6, 7, 8 and 9 **Materials:**	**DAY 28** **Lesson 11: Make 6, 7, 8, and 9** **Session 4 Refine:** Making 6, 7, 8 and 9 **Materials:**	**DAY 29** **Lesson 11: Make 6, 7, 8, and 9** **Session 5 Refine:** Making 6, 7, 8 and 9 **Materials:**	**DAY 30** **Unit Game: Make 10** (**OPTIONAL**) **Materials**: • *For each pair:* 2 sets of Dot Cards 1-9, bag, 2 sets of

• *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 207-210 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(5 min)* 3) Discuss It *(15 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 209-210 **Fluency:** Identify Numbers to 9 Practice Writing Numbers to 5	• *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 211-214 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(10 min)* 3) Discuss It *(10 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 213-214 **Fluency:** Making 6 and 7	• *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 215-218 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(25 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 217-218	• *Student Worktext* • *Teacher Guide Volume 1* • *LESSON QUIZ* **Activities:** As outlined on pages 219-220b in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(5 min)* 4) Small Group Differentiation *(20 min)* 5) Close: Exit Ticket *(5 min)* **ASSESSMENT:** LESSON QUIZ	number cards 1-9 (optional) • *For each player:* Game board **Activities:** As outlined on page 222 in *Teacher Guide Volume 1:* Have children take turns choosing dot cards to find number pairs for 10 and practice writing the numbers. Refer to *Teacher Guide* for variations and challenges.
DAY 31 **Literacy Connection (ELA - Fantasy):** "Jungle Parade" (**OPTIONAL**) **Materials**: • *"Jungle Parade"* from Ready Reading • Literacy Connection Problems (from Teacher Toolbox) **Activities:** As outlined on page 223 in *Teacher Guide Volume 1:* Read the passage and direct children to turn and talk about the problems while discussing rhythm and rhyme in the poem.	**DAY 32** **Unit 2: Unit Review** **Materials:** • *Teacher Guide Volume 1* • *Student Worktext* **Activities:** 1) Have students complete the Unit 2 Self-Reflection on page 221. 2) Students will complete pages 222-224 in their *Student Worktext*. 3) As a class, review and discuss student answers and strategies. ***Use pages 222-224 in Teacher Guide Volume 1 to guide the discussion.***	**DAY 33** **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 224c in Teacher Guide Volume 1.***		

Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) **by:**

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use 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 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 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 on a core skill)
- Get graded or assessed using a different standard than the one for classmate

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

Unit 3
Geometry
Naming, Comparing, and Building Shapes

Dates: January/February	**Time Frame:** 24 days

Overview

In this unit, children are introduced to naming, comparing, and building shapes, regardless of their orientation or size. To enable children to correctly name shapes, they will learn the defining attributes of shapes such as the number of sides or whether a shape has curves. They will identify shapes in their environment and describe their position relative to one another. Children will compare shapes in different ways - flat shapes with flat shapes, solid shapes with solid shapes, and flat shapes with solid shapes to find ways in which they are the same and different. Finally, children will extend their understanding of flat and solid shapes to build shapes and put shapes together to form larger shapes, laying the foundation for later work with equal parts, fractions, and area.

Enduring Understandings

- You can identify shapes as flat or solid and learn their names. Flat shapes make up the faces of solid shapes.
- You can use words to describe the position of a shape.

Skill and Knowledge Objectives

Content Objectives:

- Correctly name shapes regardless of their orientation or overall size. *(Lesson 12)*
- Identify shapes as flat or solid. *(Lesson 12)*
- Use position words to describe relative positions of objects in the environment. *(Lesson 13)*
- Describe shapes in the environment using shape words. *(Lesson 13)*
- Make comparisons among flat and solid shapes. *(Lesson 14)*
- Identify flat shapes found in the faces of solids. *(Lesson 14)*
- Build three dimensional shapes from building materials. *(Lesson 15)*
- Draw shapes. *(Lesson 15)*
- Compose shapes from smaller shapes. *(Lesson 15)*

Language Objectives:

- Identify flat shapes (triangle, square, rectangle, circle, hexagon) and solid shapes (cube, cone, cylinder, sphere) by name. *(Lesson 12)*
- Circle specified flat and solid shapes in a group of shapes. *(Lesson 12)*
- Color specified shapes in a picture. *(Lesson 12)*
- Point to an object in the classroom and tell its position relative to another object. *(Lesson 13)*
- Describe the position of an object in relation to another object using key terms such as *above, below, beside, in front of, behind,* and *next to*. *(Lesson 13)*
- Draw shapes and objects in given positions from verbal instructions. *(Lesson 13)*
- Draw lines to connect objects with the same shape and tell the name of the shape. *(Lesson 13)*
- Describe two shapes that are most alike in a group of shapes. *(Lesson 14)*
- Tell what is alike and what is different about shapes in a group. *(Lesson 14)*
- Circle flat shapes with a given attribute. *(Lesson 14)*
- Circle solid shapes with a given face shape. *(Lesson 14)*
- Draw to complete a partial shape. *(Lesson 15)*
- Use two triangles to make a square. *(Lesson 15)*
- Draw shapes to make a picture. *(Lesson 15)*

21st Century LIfe and Careers Objectives:

- Create original objects and animals using tangrams. *(Lesson 15)*

ASSESSMENTS

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

RESOURCES

PRINT RESOURCES:

- **In-Class Instruction and Practice:**
  - *Teacher's Guide*
    - Lesson Progression
    - ELL 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 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
    - ELL 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.G.A.2: Correctly name shapes regardless of their orientations or overall size.
- K.G.A.3: Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
- 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.B.4: Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
- K.G.B.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- K.G.B.6: Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*
- K.MD.B.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

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.

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

- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.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.CI.2:** Demonstrates originality and inventiveness in work.

NJ Core Curriculum Content Standards - 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 questions that help students reflect on their own strengths and interests. e.g., “I can tell you’re really 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 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-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.
- 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 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.

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 in order 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 out read alouds 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 detail ideas and lessons

21st Century Skills Intergration

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

Unit #3: Geometry

DAY 1 **Lesson 12: Name Shapes** **Session 1 Explore:** Naming Shapes **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 229-232 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 231-232	**DAY 2** **Lesson 12: Name Shapes** **Session 2 Develop:** Naming Shapes **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 233-236 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(5 min)* 3) Discuss It *(15 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 235-236 **Fluency:** Recognize Flat Shapes Identify Numbers to 7	**DAY 3** **Lesson 12: Name Shapes** **Session 3 Develop:** Naming Shapes **Materials**: • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 237-240 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(10 min)* 3) Discuss It *(10 min)* 4)) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 239-240 **Fluency:** Naming Shapes	**DAY 4** **Lesson 12: Name Shapes** **Session 4 Refine:** Naming Shapes **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 241-244 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(25 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 243-244	**DAY 5** **Lesson 12: Count and Write to 10** **Session 4 Refine:** Counting and Writing to 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *LESSON QUIZ* **Activities:** As outlined on pages 245-246 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(5 min)* 4) Small Group Differentiation *(20 min)* 5) Close: Exit Ticket *(5 min)* **ASSESSMENT:** LESSON QUIZ
DAY 6 **Lesson 13: See Position and Shape** **Session 1 Explore:** Seeing Position and Shape **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* **Activities:** As outlined on pages 249-252 in the *Teacher Guide Volume 1:* 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 251-252	**DAY 7** **Lesson 13: See Position and Shape** **Session 2 Develop:** Seeing Position and Shape **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 253-256 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Model It *(5 min)* 3) Discuss It *(15 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 255-256 **Fluency:** Play "I Spy" to Practice Position Words Count and Recognize Numbers to 10	**DAY 8** **Lesson 13: See Position and Shape** **Session 3 Develop:** Seeing Position and Shape **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 257-260 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(10 min)* 3) Discuss It *(10 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages 259-260* **Fluency:** Seeing Position and Shape	**DAY 9** **Lesson 13: See Position and Shape** **Session 4 Refine:** Seeing Position and Shape **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 261-264 in *Teacher Guide Volume 1:* 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(25 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages 263-264*	**DAY 10** **Lesson 13: See Position and Shape** **Session 5 Refine:** Seeing Position and Shape **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *LESSON QUIZ* **Activities:** As outlined on pages 265-266b in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(5 min)* 4) Small Group Differentiation *(20 min)* 5) Close: Exit Ticket *(5 min)* **ASSESSMENT:** LESSON QUIZ
DAY 11 **Lesson 14: Compare Shapes** **Session 1 Explore:** Comparing Shapes **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* **Activities:** As outlined on pages 269-272 in the *Teacher Guide Volume 1:* 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 271-272	**DAY 12** **Lesson 14: Compare Shapes** **Session 2 Explore:** Comparing Shapes **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 273-276 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(5 min)* 3) Discuss It *(15 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 275-276 **Fluency:** Count to 10 from Any Number Play Shape Numbers	**DAY 13** **Lesson 14: Compare Shapes** **Session 3 Develop:** Comparing Shapes **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 277-280 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(10 min)* 3) Discuss It *(10 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 279-280 **Fluency:** Comparing Shapes	**DAY 14** **Lesson 14: Compare Shapes** **Session 4 Refine:** Comparing Shapes **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 281-284 in *Teacher Guide Volume 1:* 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(25 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages* 283-284	**DAY 15** **Lesson 14: Compare Shapes** **Session 5 Refine::** Comparing Shapes **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *LESSON QUIZ* **Activities:** As outlined on pages 285-286b in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(5 min)* 4) Small Group Differentiation *(20 min)* 5) Close: Exit Ticket *(5 min)* **ASSESSMENT:** LESSON QUIZ
DAY 16 **Lesson 15: Build Shapes** **Session 1 Explore:** Building Shapes	**DAY 17** **Lesson 15: Build Shapes** **Session 2 Explore:** Building Shapes	**DAY 18** **Lesson 15: Build Shapes** **Session 3 Develop:** Building Shapes	**DAY 19** **Lesson 15: Build Shapes** **Session 4 Refine:** Building Shapes	**DAY 20** **Lesson 15: Build Shapes** **Session 5 Refine:** Building Shapes

Materials: • *Student Worktext* • *Teacher Guide Volume 1* **Activities:** As outlined on pages 289-292 in the *Teacher Guide Volume 1:* 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 291-292	**Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 293-296 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(5 min)* 3) Discuss It *(15 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 295-296 **Fluency:** Practice Finding the Missing Number to Make 10 Practice Comparing Numbers to 10	**Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 297-300 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(10 min)* 3) Discuss It *(10 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 299-300 **Fluency:** Building Shapes	**Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 301-304 in *Teacher Guide Volume 1:* 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(25 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages* 303-304	**Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *LESSON QUIZ* **Activities:** As outlined on pages 305-306b in the *Teacher Guide Volume 1:* 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **ASSESSMENT:** LESSON QUIZ
DAY 21 **Unit Game: Shape Cover Up** (**OPTIONAL**) **Materials**: • *For each player:* game board, shape cards, Recording Sheet (optional), Real World Shape Cards (optional), geometric solids (optional) **Activities:** As outlined on page 308 in *Teacher Guide Volume 1:* Have children match shape cards to shapes on the game board. Refer to *Teacher Guide* for variations and differentiation options.	**DAY 22** **Literacy Connection (Science)):** "Rabbits' Cozy Homes" (**OPTIONAL**) **Materials**: • *"Rabbits' Cozy Homes"* from Ready Reading • Literacy Connection Problems (from Teacher Toolbox) **Activities:** As outlined on page 223 in *Teacher Guide Volume 1:* Read the passage and encourage students to use position words to describe pictures before answering the problems.	**DAY 23** **Unit 3: Unit Review** **Materials:** • *Teacher Guide Volume 1* • *Student Worktext* **Activities:** 1) Have students complete the Unit 3 Self-Reflection on page 307. 2) Students will complete pages 308-310 in their *Student Worktext*. 3) As a class, review and discuss student answers and strategies. ***Use pages 308-310 in Teacher Guide Volume 1 to guide the discussion.***	**DAY 24** **Unit 3: Unit Assessment** **Materials:** • *Unit 3: Unit Assessment* (Teacher Toolbox) • *Teacher Guide Volume 1* **Activities:** Students will take their Unit 3: Unit Assessment. ***See the Scoring Guide on page 310c in Teacher Guide Volume 1.***	

Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) **by:**

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use 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 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 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 on a core skill)
- Get graded or assessed using a different standard than the one for classmate

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

Unit 4
Numbers within 10
Addition and Subtraction

Dates: February-April	**Time Frame:** 53 days

Overview

In this unit, children are introduced to adding and subtracting within 10. They are introduced to the plus sign and the term *add* as a way of describing the joining together of small quantities of physical objects in a single group. They explore real world story situations that involve adding and for each situation they find the total. They are also given a total and asked to find two missing addends.

Students will also be introduced to the minus sign and the term *subtract* as meaning “take away”. They interpret and model expressions using the minus sign and understand the equal sign as showing equivalence between two sides of an equation. They analyze equations to determine whether they “make sense”. Over the course of the unit, visual supports are gradually removed and children must focus more on the equations.

Further in the unit, students will use these skills to solve addition and subtraction word problems using a variety of strategies (pictorial representations, hands and fingers, 10 frames, etc.)

Enduring Understandings

- When you join or put together groups, you are adding.
- When you separate or take away groups, you are subtracting.

Skill and Knowledge Objectives

Content Objectives:

- Act out an addition story problem. (*Lesson 16)*
- Use pictures to show addition. (*Lesson 16)*
- Understand that the term *add* represents put-together or add-to situations. (*Lesson 16)*
- Use the plus sign to represent adding two parts. (*Lesson 16)*
- Use the equal sign to show equality between two sides of an equation. (*Lesson 16)*
- Solve addition word problems within 5, using pictures or objects. (*Lesson 17)*
- Recognize both put-together and add-to situations as addition problems. (*Lesson 17)*
- Find pairs of addends to make a given total. (*Lesson 17)*
- Act out subtraction story problems. (*Lesson 18)*
- Use pictures to show subtraction. (*Lesson 18)*
- Understand that the terms *subtract* and *minus* represent take-away situations. (*Lesson 18)*
- Use the minus sign to represent taking away one part. (*Lesson 18)*
- Use the equal sign to show equality between two sides of an equation. (*Lesson 18)*
- Solve take-away subtraction word problems within 5 using pictures or objects. (*Lesson 19)*
- Recognize take-away situations as subtraction problems. (*Lesson 19)*
- Develop fluency with addition facts to 5. (*Lesson 20)*
- Develop fluency with subtraction facts to 5. (*Lesson 20)*
- Solve addition word problems with sums from 6 to 10, using pictures or objects. (*Lesson 21)*
- Recognize both put-together and add-to situations as addition problems. (*Lesson 21)*
- Add within 10. (*Lesson 21)*
- Find pairs of addends to make a given total. (*Lesson 21)*
- Show number pairs to 10, using objects and drawings. (*Lesson 22)*
- Name the number pairs for 10. (*Lesson 22)*
- Complete equations totaling 10. (*Lesson 22)*
- Solve take-away subtraction problems within 10 using pictures or objects. (*Lesson 23)*
- Recognize take-away situations as subtraction problems. (*Lesson 23)*
- Relate a subtraction equation to a subtraction problem. (*Lesson 23)*
- Subtract within 10. (*Lesson 23)*
- Solve addition and subtraction word problems within 10 using pictures or objects. (*Lesson 24)*
- Recognize both put-together and add-to situations as addition problems. (*Lesson 24)*
- Recognize take-away situations as subtraction problems. (*Lesson 24)*
- Add and subtract within 10. (*Lesson 24)*
- Decompose numbers within 10 to solve problems involving two unknown addends. (*Lesson 25)*
- Write equations to represent and solve problems involving two unknown numbers. (*Lesson 25)*

Language Objectives:

- Use fingers to represent two numbers (to 5) being added. (*Lesson 16)*
- Draw a picture showing two groups of objects that will add to a given total. (*Lesson 16)*
- Tell an addition story about a picture. (*Lesson 16)*
- Use the term *plus* properly when communicating with a partner. (*Lesson 16)*
- Tell put-together and add-to addition problems to match to a given picture. (*Lesson 17)*

- Count pictures to find the total for an addition equation. (*Lesson 17)*
- Model addition problems with counters. (*Lesson 17)*
- Write the total for an addition equation. (*Lesson 17)*
- Listen to the ideas of others and ask questions to clarify. (*Lesson 17)*
- Use fingers to represent a number being subtracted (within 5). (*Lesson 18)*
- Draw a picture showing a given subtraction equation. (*Lesson 18)*
- Tell a subtraction story about a picture. (*Lesson 18)*
- Use the term *minus* properly when communicating with a partner. (*Lesson 18)*
- Describe subtraction problems. (*Lesson 19)*
- Model take-away subtraction word problems using fingers and counters. (*Lesson 19)*
- Count objects and write the number counted. (*Lesson 19)*
- Explain what it means to subtract or “take away”. (*Lesson 19)*
- Describe how an addition fact can be used to find a subtraction fact. (*Lesson 20)*
- Write sums and differences for addition and subtraction equations. (*Lesson 20)*
- Color number facts matching given sums or differences. (*Lesson 20)*
- Listen to the ideas of others and compare their strategies. (*Lesson 20)*
- Tell put-together and add-to addition stories to match a given picture. (*Lesson 21)*
- Count pictures to find the total for an addition equation. (*Lesson 21)*
- Model addition problems with counters. (*Lesson 21)*
- Write the total for an addition equation. (*Lesson 21)*
- Use connecting cubes and 10 frames to find missing parts of 10. (*Lesson 22)*
- Identify a given number of counters or pictures and draw how many make up the missing part of 10. (*Lesson 22)*
- Match number pairs to 10. (*Lesson 22)*
- Model take-away subtraction word problems using fingers and counters. (*Lesson 23)*
- Cross out the number of objects being taken away in a subtraction equation. (*Lesson 23)*
- Describe subtraction situations. (*Lesson 23)*
- Write the difference for a subtraction sentence. (*Lesson 23)*
- Compare two approaches that show subtraction and tell how they are the same and how they are different. (*Lesson 23)*
- Tell addition and subtraction problems to match a given picture. (*Lesson 24)*
- Count pictures to find the total or the difference for an equation. (*Lesson 24)*
- Model take-away subtraction word problems using fingers and counters. (*Lesson 24)*
- Model addition and subtraction problems with counters. (*Lesson 24)*
- Write the total for an addition equation and the difference for a subtraction equation. (*Lesson 24)*
- Cross out the number of objects being take away in a subtraction equation. (*Lesson 24)*
- Tell stories about groups of objects. (*Lesson 25)*
- Write equations based on number stories. (*Lesson 25)*
- Model equations with counters. (*Lesson 25)*
- Describe the meaning of each number in an equation. (*Lesson 25)*

ASSESSMENTS

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

RESOURCES

PRINT RESOURCES:

- **In-Class Instruction and Practice:**
  - *Teacher's Guide*
    - Lesson Progression
    - ELL 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 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
    - ELL 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.OA.A.1: Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings[2], 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 fluency for addition and subtraction within 5.
- K.OA.A.4: For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
- K.OA.A.3: Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).

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.

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

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

NJ Core Curriculum Content Standards - 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 questions that help students reflect on their own strengths and interests. e.g., “I can tell you’re really 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 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-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.
- 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 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.

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 in order 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 out read alouds 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 detail ideas and lessons

21st Century Skills Intergration

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

Unit #4: Numbers Within 10

DAY 1 **Lesson 16: Understand Addition** **Session 1 Explore:** Addition **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 315-318 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 317-318	**DAY 2** **Lesson 16: Understand Addition** **Session 2 Develop:** Understanding of Addition **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 319-322 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Model It *(10 min)* 3) Discuss It *(10 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 321-322 **Fluency:** Use Fingers to Add Objects	**DAY 3** **Lesson 16: Understand Addition** **Session 3 Develop:** Understanding of Addition **Materials**: • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 323-326 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(10 min)* 3) Discuss It *(10 min)* 4)) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 325-326 **Fluency:** Understanding Addition	**DAY 4** **Lesson 16: Understand Addition** **Session 4 Refine:** Ideas About Addition **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *LESSON QUIZ* **Activities:** As outlined on pages327-328b in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(5 min)* 4) Connect It *(20 min)* 5) Close: Exit Ticket *(5 min)* **ASSESSMENT:** LESSON QUIZ	**DAY 5** **Lesson 17: Add Within 5** **Session 1 Explore:** Adding Within 5 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* **Activities:** As outlined on pages 331-334 in the *Teacher Guide Volume 2:* 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 333-334
DAY 6 **Lesson 17: Add Within 5** **Session 2 Develop:** Adding Within 5 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 335-338 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Model It *(5 min)* 3) Discuss It *(15 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 337-338 **Fluency:** Add Within 5 Make 5 with Dot Cards	**DAY 7** **Lesson 17: Add Within 5** **Session 3 Develop:** Adding Within 5 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 339-342 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(10 min)* 3) Discuss It *(10 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages 341-342* **Fluency:** Adding Within 5	**DAY 8** **Lesson 17: Add Within 5** **Session 4 Refine:** Adding Within 5 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 343-346 in *Teacher Guide Volume 2:* 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(25 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages 345-346*	**DAY 9** **Lesson 17: Add Within 5** **Session 5 Refine:** Adding Within 5 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *LESSON QUIZ* **Activities:** As outlined on pages 347-348b in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Apply It *(15 min)* 3) Small Group Differentiation *(20 min)* 4) Close: Exit Ticket *(5 min)* **ASSESSMENT:** LESSON QUIZ	**DAY 10** **Lesson 18: Understand Subtraction** **Session 1 Explore:** Subtraction **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* **Activities:** As outlined on pages 351-354 in the *Teacher Guide Volume 2:* 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 353-354
DAY 11 **Lesson 18: Understand Subtraction** **Session 2 Explore:** Understanding of Subtraction **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 355-358 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Model It *(10 min)* 3) Discuss It *(10 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 357-358 **Fluency:** Use Fingers to Subtract Objects	**DAY 12** **Lesson 18: Understand Subtraction** **Session 3 Develop:** Understanding of Subtraction **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 359-362 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Model It *(10 min)* 3) Discuss It *(10 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 361-362 **Fluency:** Understanding Subtraction	**DAY 13** **Lesson 18: Understand Subtraction** **Session 4 Refine:** Ideas About Subtraction **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 363-364b in *Teacher Guide Volume 2:* 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(15 min)* 4) Connect It *(15 min)* 5) Close: Exit Ticket *(5 min)* **ASSESSMENT:** LESSON QUIZ	**DAY 14** **Lesson 19: Subtract Within 5** **Session 1 Explore:** Subtracting Within 5 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* **Activities:** As outlined on pages 367-370 in the *Teacher Guide Volume 2:* 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 369-370	**DAY 15** **Lesson 19: Subtract Within 5** **Session 2 Develop:** Subtracting Within 5 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 371-374 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(5 min)* 3) Discuss It *(15 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 373-374 **Fluency:** Practice Rote Counting Practice Subtraction Facts Within 5
DAY 16 **Lesson 19: Subtract Within 5** **Session 3 Develop:** Subtracting Within 5 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools*	**DAY 17** **Lesson 19: Subtract Within 5** **Session 4 Refine:** Subtracting Within 5 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools*	**DAY 18** **Lesson 19: Subtract Within 5** **Session 5 Refine:** Subtracting Within 5 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *LESSON QUIZ*	**DAY 19** **Lesson 20: Practice Facts to 5** **Session 1 Explore:** Facts to 5 **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools*	**DAY 20** **Lesson 20: Practice Facts to 5** **Session 2 Develop:** Facts to 5 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools*

Activities: As outlined on pages 375-378 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(10 min)* 3) Discuss It *(10 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages 377-378* **Fluency:** Subtracting Within 5	**Activities:** As outlined on pages 380-382 in *Teacher Guide Volume 2:* 1) Start *(5 min)* 2) Apply It *(5 min)* 3) Discuss It *(30 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages 381-382*	**Activities:** As outlined on pages 383-384b in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(5 min)* 4) Small Group Differentiation *(20 min)* 5) Close: Exit Ticket *(5 min)* **ASSESSMENT:** LESSON QUIZ	**Activities:** As outlined on pages 387-390 in the *Teacher Guide Volume 2:* 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 389-390	**Activities:** As outlined on pages 391-394 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(5 min)* 3) Discuss It *(15 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 393-394 **Fluency:** Identify Numbers to 6 Practice Naming a Number That Is Greater Than or Less Than Another Number
DAY 21 **Lesson 20: Practice Facts to 5** **Session 3 Develop:** Facts to 5 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 395-398 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(10 min)* 3) Discuss It *(10 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages 397-398* **Fluency:** Facts to 5	**DAY 22** **Lesson 20: Practice Facts to 5** **Session 4 Refine:** Facts to 5 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 399-402 in *Teacher Guide Volume 2:* 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(25 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages 401-402*	**DAY 23** **Lesson 20: Practice Facts to 5** **Session 5 Refine:** Facts to 5 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *LESSON QUIZ* **Activities:** As outlined on pages 403-404b in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(5 min)* 4) Small Group Differentiation *(20 min)* 5) Close: Exit Ticket *(5 min)* **ASSESSMENT:** LESSON QUIZ	**DAY 24** **Unit 2: Mid-Unit Assessment** **Materials:** • *Unit 4 Mid-Unit Assessment* • *Teacher Guide Volume 2* **Activities:** Students will take their Unit 4 Mid-Unit Assessment. ***See the Scoring Guide on page 404f in Teacher Guide Volume 2.***	**DAY 25** **Lesson 21: Add Within 10** **Session 1 Explore:** Adding Within 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* **Activities:** As outlined on pages 407-410 in the *Teacher Guide Volume 2:* 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 409-410
DAY 26 **Lesson 21: Add Within 10** **Session 2 Develop:** Adding Within 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 411-414 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(5 min)* 3) Discuss It *(15 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 413-414 **Fluency:** Practice Adding and Subtracting Within 5 Practice Finding Addend Pairs for 4-10	**DAY 27** **Lesson 21: Add Within 10** **Session 3 Develop:** Adding Within 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 415-418 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(10 min)* 3) Discuss It *(10 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages 417-418* **Fluency:** Adding Within 10	**DAY 28** **Lesson 21: Add Within 10** **Session 4 Refine:** Adding Within 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 419-422 in *Teacher Guide Volume 2:* 1) Start *(5 min)* 2) Apply It *(5 min)* 3) Discuss It *(30 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages 421-422*	**DAY 29** **Lesson 21: Add Within 10** **Session 5 Refine:** Adding Within 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *LESSON QUIZ* **Activities:** As outlined on pages 423-424b in *Teacher Guide Volume 2:* 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(5 min)* 3) Small Group Differentiation *(20 min)* 4) Close: Exit Ticket *(5 min)* **ASSESSMENT:** LESSON QUIZ	**DAY 30** **Lesson 22: Find the Missing Part of 10** **Session 1 Explore:** Finding the Missing Part of 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* **Activities:** As outlined on pages 427-430 in the *Teacher Guide Volume 2:* 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 429-430
DAY 31 **Lesson 22: Find the Missing Part of 10** **Session 2 Develop:** Finding the Missing Part of 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 431-434 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(5 min)* 3) Discuss It *(15 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 433-434 **Fluency:** Add Within 10 Extend One to One Correspondence Counting to 20	**DAY 32** **Lesson 22: Find the Missing Part of 10** **Session 3 Develop:** Finding the Missing Part of 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 435-438 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(10 min)* 3) Discuss It *(10 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages 437-438* **Fluency:** Find the Missing Part of 10	**DAY 33** **Lesson 22: Find the Missing Part of 10** **Session 4 Refine:** Finding the Missing Part of 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 439-442 in *Teacher Guide Volume 2:* 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(25 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages 441-442*	**DAY 34** **Lesson 22: Find the Missing Part of 10** **Session 5 Refine::** Finding the Missing Part of 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *LESSON QUIZ* **Activities:** As outlined on pages 443-444b in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(5 min)* 3) Small Group Differentiation *(20 min)* 4) Close: Exit Ticket *(5 min)* **ASSESSMENT:** LESSON QUIZ	**DAY 35** **Lesson 23: Subtract Within 10** **Session 1 Explore:** Subtracting Within 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* **Activities:** As outlined on pages447-450 in the *Teacher Guide Volume 2:* 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 449-450
DAY 36 **Lesson 23: Subtract Within 10** **Session 2 Develop::** Subtracting Within 10	**DAY 37** **Lesson 23: Subtract Within 10** **Session 3 Develop:** Subtracting Within 10	**DAY 38** **Lesson 23: Subtract Within 10** **Session 4 Refine:** Subtracting Within 10	**DAY 39** **Lesson 23: Subtract Within 10** **Session 5 Refine:** Subtracting Within 10	**DAY 40** **Lesson 24: Addition and Subtraction Word Problems to 10** **Session 1 Explore:** Addition and Subtraction Word Problems to 10

Materials: • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 451-454 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(5 min)* 3) Discuss It *(15 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 453-454 **Fluency:** Practice Subtraction with Number Cubes Use Actions to Practice Rote Counting	**Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 455-458 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(10 min)* 3) Discuss It *(10 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages 457-458* **Fluency:** Subtracting Within 10	**Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 459-462 in *Teacher Guide Volume 2:* 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(25 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages 461-462*	**Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *LESSON QUIZ* **Activities:** As outlined on pages 463-464B in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(5 min)* 3) Small Group Differentiation *(20 min)* 4) Close: Exit Ticket *(5 min)* **ASSESSMENT:** LESSON QUIZ	**Materials:** • *Student Worktext* • *Teacher Guide Volume 2* **Activities:** As outlined on pages 467-470 in the *Teacher Guide Volume 2:* 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 469-470
DAY 41 **Lesson 24: Addition and Subtraction Word Problems to 10** **Session 2 Develop:** Addition and Subtraction Word Problems to 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 471-474 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(5 min)* 3) Discuss It *(15 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 473-474 **Fluency:** Identify Numbers 5 to 10 Play a Number Matching Game	**DAY 42** **Lesson 24: Addition and Subtraction Word Problems to 10** **Session 3 Develop::** Addition and Subtraction Word Problems to 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 475-478 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(10 min)* 3) Discuss It *(10 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages 477-478* **Fluency:** Solving Addition and Subtraction Word Problems to 10	**DAY 43** **Lesson 24: Addition and Subtraction Word Problems to 10** **Session 4 Refine::** Addition and Subtraction Word Problems to 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 479-482 in *Teacher Guide Volume 2:* 1) Start *(5 min)* 2) Apply It *(5 min)* 3) Discuss It *(30 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages 481-482*	**DAY 44** **Lesson 24: Addition and Subtraction Word Problems to 10** **Session 5 Refine::** Addition and Subtraction Word Problems to 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *LESSON QUIZ* **Activities:** As outlined on pages 483-484b in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(5 min)* 3) Small Group Differentiation *(20 min)* 4) Close: Exit Ticket *(5 min)* **ASSESSMENT:** LESSON QUIZ	**DAY 45** **Lesson 25: Word Problems with Both Addends Unknown** **Session 1 Explore:** Word Problems with Both Addends Unknown **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* **Activities:** As outlined on pages 487-490 in the *Teacher Guide Volume 2:* 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 489-490
DAY 46 **Lesson 25: Word Problems with Both Addends Unknown** **Session 2 Develop:** Word Problems with Both Addends Unknown **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 491-494 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(5 min)* 3) Discuss It *(15 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 493-494 **Fluency:** Create a Number Story with Number Cards Practice One-to-One Correspondence Counting to 10	**DAY 47** **Lesson 25: Word Problems with Both Addends Unknown** **Session 3 Develop::** Word Problems with Both Addends Unknown **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 495-498 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(10 min)* 3) Discuss It *(10 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages 497-498* **Fluency:** Solving Word Problems with Both Addends Unknown	**DAY 48** **Lesson 25: Word Problems with Both Addends Unknown** **Session 4 Refine:** Word Problems with Both Addends Unknown **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 499-502 in *Teacher Guide Volume 2:* 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(25 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages 501-502*	**DAY 49** **Lesson 25: Word Problems with Both Addends Unknown** **Session 5 Refinee:** Word Problems with Both Addends Unknown **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *LESSON QUIZ* **Activities:** As outlined on pages 503-504b in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(5 min)* 3) Small Group Differentiation *(20 min)* 4) Close: Exit Ticket *(5 min)* **ASSESSMENT:** LESSON QUIZ	**DAY 50** **Unit Game: Last One Wins** (**OPTIONAL**) **Materials**: • *For each pair:* 10 counters, Game Board, 20 counters (optional) • *For each player:* Recording Sheet (optional) **Activities:** As outlined on page 506 in *Teacher Guide Volume 2:* Have children take turns telling how many counters are on the board, adding 1 or 2 counters at a time. Refer to*Teacher Guide* for variations and differentiation options.
DAY 51: **Literacy Connection (Informational Text):** "Which Way Does the Wind Blow?" (**OPTIONAL**) **Materials**: • *"Which Way Does the Wind Blow?"* from Ready Reading • Literacy Connection Problems (from Teacher Toolbox) **Activities:** As outlined on page 507 in *Teacher Guide Volume 2:* Read the passage and support students as they work in pairs to complete the problems.	**DAY 52:** **Unit 4: Unit Review** **Materials:** • *Teacher Guide Volume 2* • *Student Worktext* **Activities:** 1) Have students complete the Unit 4 Self-Reflection on page 505. 2) Students will complete pages 506-508 in their *Student Worktext.* 3) As a class, review and discuss student answers and strategies. ***Use pages 506-508 in Teacher Guide Volume 2 to guide the discussion.***	**DAY 53:** **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 508C in Teacher Guide Volume 2.***		

Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) **by:**
Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use 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 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 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 on a core skill)
- Get graded or assessed using a different standard than the one for classmate

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

Unit 5
Numbers 11-100
Teen Numbers and Counting by 1s and 10s

Dates: April/May	**Time Frame:** 28 days

Overview

In this unit, children explore the concept of quantities beyond 10, recognizing that when counting groups of 11-19 objects, a group of 10 can be separated out with some extras left. They will read and write teen numbers and the number 20, and show this understanding using pictures, number bonds, and equations. They will use their understanding of the count sequence to 10 to recite multiples of 10, for example, using the pattern 6, 7, 8, 9 to say *sixty, seventy, eighty, ninety*. Finally, children will formally work with numbers 1-100, with the emphasis on being able to say the numbers in order.

Enduring Understandings

- Teen numbers are the numbers 11-19.
- Teen numbers are made of ten ones and some more ones.
- You can use what you know about counting by tens to help you learn the counting sequence all the way to 100.

Skill and Knowledge Objectives

Content Objectives:

- Understand teen numbers are 10 ones and some more ones. *(Lesson 26)*
- Match a teen number to a picture showing 10 ones and some more ones. *(Lesson 26)*
- Count groups of 11 to 20 objects. *(Lesson 27)*
- Count out 11 to 20 objects. *(Lesson 27)*
- Recognize, read, and write numbers 11 to 20. *(Lesson 27)*
- Identify how many more need to be added to 10 to make a given teen number. *(Lesson 28)*
- Identify the teen number that is made by using 10 and from 1 to 9 more. *(Lesson 28)*
- Count orally to 100 by tens. *(Lesson 29)*
- Count orally to 100 by ones. *(Lesson 30)*

Language Objectives:

- Describe teen numbers as 10 and some number of extra ones. *(Lesson 26)*
- Identify pictures that show a given teen number. *(Lesson 26)*
- Recognize 10-cube train as 10 and draw how many more cubes are needed to make a given teen number. *(Lesson 26)*
- Count groups of 11 to 20 objects aloud and write the number. *(Lesson 27)*
- Color 11 to 20 objects to show a given number. *(Lesson 27)*

- Draw 11 to 20 objects to show a given number. *(Lesson 27)*
- Discuss with a partner ideas for how to keep track of the count when counting up to 20 items. *(Lesson 27)*
- Identify objects in a group as 10 and some extra ones. *(Lesson 28)*
- Describe a number bond for a teen number. *(Lesson 28)*
- Identify a given number of counters and draw how many more are needed to make a given teen number. *(Lesson 28)*
- Count groups of 10 objects aloud by tens. *(Lesson 29)*
- Identify the total number that represents groups of tens. *(Lesson 29)*
- Use a hundred chart to determine a missing number in a given sequence of tens. *(Lesson 29)*
- Count aloud by ones on a hundred chart. *(Lesson 30)*
- Use a hundred chart to determine a missing number in a given sequence of numbers. *(Lesson 30)*
- Identify an incorrect number in a given sequence of numbers. *(Lesson 30)*
- Justify answers and communicate the results to others. *(Lesson 30)*

21st Century Life and Careers Objectives:

- Count pennies to demonstrate knowledge of counting by ones. *(Lesson 30)*
- Discuss ways coins can be used in various careers to make purchases. *(Lesson 30)*
- Explore likes and dislikes of financial careers. *(Lesson 30)*

ASSESSMENTS

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

RESOURCES

PRINT RESOURCES:
- **In-Class Instruction and Practice:**
  - *Teacher's Guide*
    - Lesson Progression
    - ELL 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 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
        - ELL 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.NBT.A.1: Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
- K.CC.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- K.CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
- K.CC.A.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- K.CC.A.1: Count to 100 by ones and by tens.

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.

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

- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.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.
- **9.1.4.E.1:** Determine factors that influence consumer decisions related to money.
- **9.2.5.CAP.1:** Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

NJ Core Curriculum Content Standards - 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 questions that help students reflect on their own strengths and interests. e.g., “I can tell you’re really 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 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-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.
- 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 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.

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 in order 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 out read alouds 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 detail ideas and lessons

21st Century Skills Intergration

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

Unit #5: Numbers 11 to 100

DAY 1 **Lesson 26: Understand Teen Numbers** **Session 1 Explore:** Teen Numbers **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 513-516 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 515-516	**DAY 2** **Lesson 26: Understand Teen Numbers** **Session 2 Develop: Understanding of** Teen Numbers **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 517-520 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Model It *(10 min)* 3) Discuss It *(10 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 519-520 **Fluency:** Model Teen Numbers with 10-Frame Cards	**DAY 3** **Lesson 26: Understand Teen Numbers** **Session 3 Develop:** Understanding of Teen Numbers **Materials**: • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 521-524 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Model It *(10 min)* 3) Discuss It *(10 min)* 4)) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 523-524 **Fluency:** Understanding Teen Numbers	**DAY 4** **Lesson 26: Understand Teen Numbers** **Session 1 Explore:** Ideas About Teen Numbers **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *LESSON QUIZ* **Activities:** As outlined on pages 525-526b in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Apply It *(5 min)* 3) Discuss It *(15 min)* 4) Connect It *(20 min)* 5) Close: Exit Ticket *(5 min)* **ASSESSMENT:** LESSON QUIZ	**DAY 5** **Lesson 27: Count Teen Numbers** **Session 1 Explore:** Counting Teen Numbers **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* **Activities:** As outlined on pages 529-532 in the *Teacher Guide Volume 2:* 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 531-532
DAY 6 **Lesson 27: Count Teen Numbers** **Session 2 Develop:** Counting Teen Numbers **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 533-536 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(5 min)* 3) Discuss It *(15 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 535-536 **Fluency:** Practice the Counting Sequence from 1 to 9 Practice Addition WIthin 10	**DAY 7** **Lesson 27: Count Teen Numbers** **Session 3 Develop:** Counting Teen Numbers **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 537-540 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(10 min)* 3) Discuss It *(10 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages 539-540* **Fluency:** Counting Teen Numbers	**DAY 8** **Lesson 27: Count Teen Numbers** **Session 4 Refine:** Counting Teen Numbers **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 541-544 in *Teacher Guide Volume 2:* 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(25 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages 543-544*	**DAY 9** **Lesson 27: Count Teen Numbers** **Session 5 Refine:** Counting Teen Numbers **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *LESSON QUIZ* **Activities:** As outlined on pages 545-546b in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(5 min)* 3) Small Group Differentiation *(20 min)* 4) Close: Exit Ticket *(5 min)* **ASSESSMENT:** LESSON QUIZ	**DAY 10** **Lesson 28: Make Teen Numbers** **Session 1 Explore:** Making Teen Numbers **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* **Activities:** As outlined on pages 549-552 in the *Teacher Guide Volume 2:* 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 551-552
DAY 11 **Lesson 28: Make Teen Numbers** **Session 2 Develop:** Making Teen Numbers **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 553-556 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(5 min)* 3) Discuss It *(10 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 555-556 **Fluency:** Practice Subtracting Within 10 Identify Numbers to 19	**DAY 12** **Lesson 28: Make Teen Numbers** **Session 3 Develop:** Making Teen Numbers **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 557-560 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(10 min)* 3) Discuss It *(10 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 559-560 **Fluency:** Making Teen Numbers	**DAY 13** **Lesson 28: Make Teen Numbers** **Session 4 Refine:** Making Teen Numbers **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 561-564 in *Teacher Guide Volume 2:* 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(25 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages 543-544*	**DAY 14** **Lesson 28: Make Teen Numbers** **Session 5 Refine:** Making Teen Numbers **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *LESSON QUIZ* **Activities:** As outlined on pages 565-566b in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(5 min)* 3) Small Group Differentiation *(20 min)* 4) Close: Exit Ticket *(5 min)* **ASSESSMENT:** LESSON QUIZ	**DAY 15** **Lesson 29: Count to 100 by Tens** **Session 1 Explore:** Counting to 100 by Tens **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* **Activities:** As outlined on pages 569=572 in the *Teacher Guide Volume 2:* 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 571-572
DAY 16 **Lesson 29: Count to 100 by Tens** **Session 2 Develop:** Counting to 100 by Tens **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 573-576 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(5 min)* 3) Discuss It *(15 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 575-576	**DAY 17** **Lesson 29: Count to 100 by Tens** **Session 3 Develop:** Counting to 100 by Tens **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 577-580 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(10 min)* 3) Discuss It *(10 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 579-580	**DAY 18** **Lesson 29: Count to 100 by Tens** **Session 4 Refinee:** Counting to 100 by Tens **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 581-584 in *Teacher Guide Volume 2:* 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(25 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages 583-584*	**DAY 19** **Lesson 29: Count to 100 by Tens** **Session 5 Refine:** Counting to 100 by Tens **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *LESSON QUIZ* **Activities:** As outlined on pages 585-586B in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(5 min)* 3) Small Group Differentiation *(20 min)* 4) Close: Exit Ticket *(5 min)* **ASSESSMENT:** LESSON QUIZ	**DAY 20** **Lesson 30: Count to 100 by Ones** **Session 1 Explore:** Counting to 100 by Ones **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* **Activities:** As outlined on pages 589-592 in the *Teacher Guide Volume 2:* 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* 5) Count pennies to demonstrate knowledge of counting by ones and discuss ways coins can be used in stores. 6) Brainstorm careers that require counting money. Students can signal

Fluency: Practice Identifying Numbers to 20 Identify Missing Numbers in a Sequence	**Fluency:** Counting to 100 by Tens			thumbs up or down to demonstrate whether they would or would not enjoy that job. **Additional Practice:** *Student Worktext* pages 591-592
DAY 21 **Lesson 30: Count to 100 by Ones** **Session 2 Develop:** Counting to 100 by Ones **Materials:** ● *Student Worktext* ● *Teacher Guide Volume 2* ● *Digital Math Tools* **Activities:** As outlined on pages 593-596 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(5 min)* 3) Discuss It *(15 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 595-596 **Fluency:** Practice Rhythmic Counting Describe Teen Numbers as a Ten and Some More	**DAY 22** **Lesson 30: Count to 100 by Ones** **Session 3 Develop:** Counting to 100 by Ones **Materials:** ● *Student Worktext* ● *Teacher Guide Volume 2* ● *Digital Math Tools* **Activities:** As outlined on pages 597-600 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(10 min)* 3) Discuss It *(10 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 599-600 **Fluency:** Counting to 100 by Ones	**DAY 23** **Lesson 30: Count to 100 by Ones** **Session 4 Refine:** Counting to 100 by Ones **Materials:** ● *Student Worktext* ● *Teacher Guide Volume 2* ● *Digital Math Tools* **Activities:** As outlined on pages 601-604 in *Teacher Guide Volume 2:* 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(25 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext pages 603-604*	**DAY 24** **Lesson 30: Count to 100 by Ones** **Session 5 Refinee:** Counting to 100 by Ones **Materials:** ● *Student Worktext* ● *Teacher Guide Volume 2* ● *LESSON QUIZ* **Activities:** As outlined on pages 605-606b in *Teacher Guide Volume 2:* 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(5 min)* 3) Small Group Differentiation *(20 min)* 4) Close: Exit Ticket *(5 min)* **ASSESSMENT:** LESSON QUIZ	**DAY 25** **Unit Game: Teen Number Cover Up(OPTIONAL)** **Materials**: ● *For each pair:* Teen Number Picture Cards ● *For each player:* Game Board, Teen Number Cards (optional), 20 counters (optional) **Activities:** As outlined on page 608 in *Teacher Guide Volume 2:* Have children take turns choosing Teen Number Picture cards and matching the representation on the card with a teen number on their Game Board. Refer to*Teacher Guide* for variations and differentiation options.
DAY 26: **Literacy Connection (Social Studies)):** "A New Flag for a New Nation" (**OPTIONAL**) **Materials**: ● *"A New Flag for a New Nation"* from Ready Reading ● Literacy Connection Problems (from Teacher Toolbox) **Activities:** As outlined on page 609 in *Teacher Guide Volume 2:* Read the passage and support students as they work in pairs to complete the problems.	**DAY 27:** **Unit 5: Unit Review** **Materials:** ● *Teacher Guide Volume 2* ● *Student Worktext* **Activities:** 1) Have students complete the Unit 5 Self-Reflection on page 607. 2) Students will complete pages 608-610 in their *Student Worktext*. 3) As a class, review and discuss student answers and strategies. ***Use pages 608-610 in Teacher Guide Volume 2 to guide the discussion.***	**DAY 28:** **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 610c in Teacher Guide Volume 2.***	**DAY 28:** **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 610c in Teacher Guide Volume 2.***	

Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) **by:**

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use 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 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 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 on a core skill)
- Get graded or assessed using a different standard than the one for classmate

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

Unit 6
Measurement
Comparing Length, Height, and Weight

Dates: May/June	**Time Frame:** 14 days

Overview

In this unit, children are introduced to comparing length, height, and weight. They will compare objects using different attributes (length, height, weight). They may describe several measurable attributes of a single object. While the focus is on length in one dimension, discussions may also extend to area (two dimensions) and volume (three dimensions).

Enduring Understandings

- You can compare objects by telling which is longer (or taller) and which is shorter, and by telling which is heavier and which is lighter.

Skill and Knowledge Objectives

Content Objectives:

- Compare the length of two objects to identify which is longer and which is shorter. *(Lesson 31)*
- Compare the height of two objects to identify which is taller and which is shorter. *(Lesson 31)*
- Describe several measurable attributes of a single object. *(Lesson 31, 32)*
- Compare the weight of two objects to identify which is heavier and which is lighter. *(Lesson 32)*

Language Objectives:

- Point to the longer (or taller) and shorter of two given objects. *(Lesson 31)*
- Use connecting cubes to build a tower that is taller or shorter than a partner's tower. *(Lesson 31)*
- Draw objects that are longer (or taller) or shorter than a given draw object. *(Lesson 31)*
- Describe how to make sure objects are lined up before comparing length or height. *(Lesson 31)*
- Point to the heavier (or lighter) of two given objects. *(Lesson 32)*
- Use the key terms *heavier* and *lighter* to describe two objects of noticeably different weights. *(Lesson 32)*
- Draw objects that are heavier (or lighter) than a given object. *(Lesson 32)*

ASSESSMENTS

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

RESOURCES

PRINT RESOURCES:

- **In-Class Instruction and Practice:**
  - *Teacher's Guide*
    - Lesson Progression
    - ELL 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 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
        - ELL 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.MD.A.1: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- K.MD.A.2: Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.

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.

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

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

NJ Core Curriculum Content Standards - 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 questions that help students reflect on their own strengths and interests. e.g., "I can tell you're really 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 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-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.
- 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 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.

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 in order 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 out read alouds 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 detail ideas and lessons

21st Century Skills Intergration
- Use venn diagrams and T chart to compare and contrast events
- Use highlighters, notecards, post-its and other tools to keep track of sory events details and ideas.

Unit #6: Measurement

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Lesson 31: Compare Length and Height **Session 1 Explore:** Comparing Length and Height **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 615-618 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 617-618	**Lesson 31: Compare Length and Height** **Session 2 Develop:** Comparing Length and Height **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 619-622 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(5 min)* 3) Discuss It *(15 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 621-622 **Fluency:** Identify Numbers with 10 Frames Play What Is My Shape?	**Lesson 31: Compare Length and Height** **Session 3 Develop:** Comparing Length and Height **Materials**: • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 623-626 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(10 min)* 3) Discuss It *(10 min)* 4)) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 625-626 **Fluency:** Comparing Length and Height	**Lesson 31: Compare Length and Height** **Session 4 Refine:** Comparing Length and Height **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *LESSON QUIZ* **Activities:** As outlined on pages 627-630 in *Teacher Guide Volume 2:* 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(25 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 629-630	**Lesson 31: Compare Length and Height** **Session 5 Refine:** Comparing Length and Height **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* **Activities:** As outlined on pages 631-632b in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(5 min)* 3) Small Group Differentiation *(20 min)* 4) Close: Exit Ticket *(5 min)* **ASSESSMENT:** LESSON QUIZ
DAY 6	**DAY 7**	**DAY 8**	**DAY 9**	**DAY 10**

Lesson 32: Compare Weight **Session 1 Explore:** Comparing Weight **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 635-638 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 637-638	**Lesson 32: Compare Weight** **Session 2 Develop:** Comparing Weight **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 639-642 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(5 min)* 3) Discuss It *(15 min)* 4) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 641-642 **Fluency:** Tell Addition and Subtraction Stories Identify Addends of 10	**Lesson 32: Compare Weight** **Session 3 Develop:** Comparing Weight **Materials**: • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 643-646 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(10 min)* 3) Discuss It *(10 min)* 4)) Connect It (*15 min)* 5) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 645-646 **Fluency:** Comparing Weight	**Lesson 32: Compare Weight** **Session 4 Refine:** Comparing Weight **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *LESSON QUIZ* **Activities:** As outlined on pages 647-650 in *Teacher Guide Volume 2:* 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(25 min)* 4) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 649-650	**Lesson 32: Compare Weight** **Session 5 Refine:** Comparing Weight **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* **Activities:** As outlined on pages 651-652b in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Discuss It *(5 min)* 3) Small Group Differentiation *(20 min)* 4) Close: Exit Ticket *(5 min)* **ASSESSMENT:** LESSON QUIZ
DAY 11 **Unit Game: Shorter and Longer** (**OPTIONAL**) **Materials**: • *For each pair:* 2 dot cubes (1-6) • *For each player:* Game Board, 35 connecting cubes **Activities:** As outlined on page 654 in *Teacher Guide Volume 2:* Have children compare cube trains with a picture and tell whether the train is shorter than, the same as, or longer than the picture. Refer to*Teacher Guide* for variations and differentiation options.	**DAY 12:** **Literacy Connection (Science):** "Emperor Penguins"(**OPTIONAL**) **Materials**: • *"Emperor Penguins"* from Ready Reading • Literacy Connection Problems (from Teacher Toolbox) **Activities:** As outlined on page 655 in *Teacher Guide Volume 2:* Read the passage and support students as they work in pairs to complete the problems.	**DAY 13:** **Unit 6: Unit Review** **Materials:** • *Teacher Guide Volume 2* • *Student Worktext* **Activities:** 1) Have students complete the Unit 6 Self-Reflection on page 653. 2) Students will complete pages 654-656 in their *Student Worktext*. 3) As a class, review and discuss student answers and strategies. ***Use pages 654-656 in Teacher Guide Volume 2 to guide the discussion.***	**DAY 14:** **Unit 6: Unit Assessment** **Materials:** • *Unit 5: Unit Assessment* (Teacher Toolbox) • *Teacher Guide Volume 2* **Activities:** Students will take their Unit 6: Unit Assessment. ***See the Scoring Guide on page 656c in Teacher Guide Volume 2.***	

Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) **by:**

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use 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 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 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 on a core skill)
- Get graded or assessed using a different standard than the one for classmate