

Grade: Kindergarten

Unit Name: Counting and Cardinality

Suggested Timeline:

Math Standards: Know number names and the count sequence.		
K.CC.1. Count to 100 by ones and by tens. K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). K.CC.3. Write numbers from 0 to 20. Represent a a number of objects with a written numeral 0-20 (with 0 representing a count of no objects.		
Essential Questions: How does counting help us with our everyday lives? How can identifying and counting coins make sense of the world around us?		Enduring Understandings: Numbers have names and we use them to count and for comparison. Recognizing coins as a system of exchange to buy and sell items.
Suggested Vocabulary: Numbers, more/less, left/right, same/different, coins, penny, nickel, dime, quarter, money		
Learning Targets Count numbers 0-100, skip count by tens and fives, using one to one correspondence Write, order, identify and represent numbers 0-100 Comprehend the concept of zero	Application/Activities Calendar activities Clapping out numbers Listen to counting songs/ read aloud Write/form numbers 0-100 Ask children to finish a sequence when starting with a random number Illustrate objects based on that number	Suggested Projects/Investigations/Resources Write and illustrate a book of numbers Counting poems/stories Calendar Safari Montage Promethean Planet Songs Teacher Created Materials

<p>Identify a penny, nickel, dime, quarter and dollar bill</p> <p>Name the values of a penny, nickel, dime, quarter and dollar</p> <p>Find the total value of a group of pennies, nickels or dimes</p> <p>Find the total value of mixed coins including a penny, nickel and dime</p>	<p>Use money manipulatives to identify different coins</p> <p>Use money manipulatives to count coins</p> <p>Use money "games" to practice identification and counting skills in small groups</p>	<p>Activ Board</p> <p>Ten Frame</p> <p>Number line</p> <p>Learning centers</p> <p>Manipulatives</p> <p>Math workbook</p> <p>Coins</p> <p>Counters</p> <p>Math workbook pages</p>
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Assessments: Workbook Math pages, Chapter Review/Test, Oral Test, Assessment Guide, Learning Centers

Technology: 8.1.2.A.4; 8.1.P.C.1

Cross Curricular Standards:
 R.I.K.2; RF.K.1; W.K.2; SL.K.3.
 21st Century Skills
 CRP1; CRP3; CRP6; CRP11; CRP12

Modifications for SpEd/ELL/Students at Risk/Gifted
Supports, Accommodations, and Modifications must be provided as stated in IEP,504 Plan, or I-Team Intervention Plan , and may include (but not limited to) the following:
Presentation accommodations:

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions

- 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 teachers' 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
- Have curriculum materials translated into native language

Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to 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
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

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 a 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 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
- Have help coordination assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Complete fewer or different homework problems than peers
- Write shorter papers
- 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)

Grade: Kindergarten

Unit Name: Counting and Cardinality

Suggested Timeline:

<p>Math Standards :Count to tell the number of objects</p> <p>K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with on and only one object.</p> <p>b. Understand that the last number name said tells the number of objects counted.</p> <p>The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.CC.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 many objects.</p>	<p>Cross Curricular Standards:</p> <p>21st Century Skills:</p> <p>___ Creativity and Innovation</p> <p>___ Critical Thinking and Problem Solving</p> <p>___ Communication</p> <p>___ Collaboration</p>
<p>Essential Questions:</p> <p>How does counting help us with our everyday lives?</p>	<p>Enduring Understandings:</p> <p>Numbers have names and we use them to count and for comparison</p>
<p>Suggested Vocabulary: Numbers, More/less, Left/right ,Same/ Different Sequence First, Second, third... Before/after</p>	

<p>Learning Targets Identify ordinal numbers to tenth Compare numbers using more and fewer Solve probability problems by making and analyzing a tally table</p>	<p>Application/Activities Use manipulatives to practice one to one correspondence Count using a number line Count objects in the classroom Calendar Count the number of items in total Create situations where children are asked to assign a number to each item in a group Morning meeting i.e estimation jar Use number puzzles and games to recognize and order numbers Ask children to finish a sequence when starting with a random number Illustrate objects based on that number Provide opportunities to look at a group of items to determine the quantity. Classify/sort objects and then count.</p>	<p>Suggested Projects/Investigations/Resources Manipulatives Internet Safari Montage Promethean Planet Songs Teacher created materials Picture Books Counting Stories Calendar ActivBoard Manipulatives Math Book Number line iPad</p>
<p>Assessments: Workbook Math pages, Chapter Review/Test, Oral Test, Assessment Guide, Learning Centers</p>		
<p>Modifications: Learning Disabled: modified tests, quizzes, and assignments; pre-made organizers, textbook on tape or reading partners, small group or partner work</p>		

Grade: Kindergarten

Unit Name: Counting and Cardinality

Suggested Timeline:

<p>Math Standards: Compare Numbers</p> <p>K.CC.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(up to 10 objects).</p> <p>K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.</p>	<p>Cross Curricular Standards:</p> <p>21st Century Skills: ___ Creativity and Innovation ___ Critical Thinking and Problem Solving ___ Communication ___ Collaboration</p>	
<p>Essential Questions: How can we compare numbers?</p>	<p>Enduring Understandings: Attributes can be used to classify objects. Classifying objects help to solve problems. We compare and contrast numbers. Number names help us identify the amount of objects in a group.</p>	
<p>Suggested Vocabulary: More/less, Greater than, Less than, Fewer, Most, Same, least, Equal to</p>		
<p>Learning Targets</p> <p>Sort objects by one attribute</p> <p>Sort objects by two attributes</p> <p>Sort and arrange objects by size</p> <p>Solve problems by classifying objects as part of a group</p> <p>Identify and show basic quantities using more and fewer</p>	<p>Application/Activities</p> <p>Use manipulatives and sort by color, shape, size, etc.</p> <p>Use manipulatives to sort by two attributes- size and shape, size and color, etc. and ask children to determine which group is greater than less than or equal to or same</p> <p>Display written numbers from 1 through 10i.e. using flashcards, or playing cards, and ask children to identify numbers and compare</p>	<p>Suggested Projects/Investigations/Resources</p> <p>Internet</p> <p>ActivBoard</p> <p>Manipulatives</p> <p>Math workbook pages</p> <p>Number line</p> <p>iPad</p> <p>Flashcards</p> <p>Safari Montage</p> <p>Promethean Planet</p> <p>Songs</p> <p>Teacher created materials</p> <p>Picture Books</p>

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Assessments: Workbook Math pages, Chapter Review/Test, Oral Test, Assessment Guide, Learning Centers

Modifications:
Learning Disabled: modified tests, quizzes, and assignments; pre-made organizers, , small group or partner work

Grade: Kindergarten

Unit Name: Operations and Algebraic Thinking

Suggested Timeline:

Math Standards:

Understanding addition as putting together and adding to, and understanding subtraction as taking apart and taking from.

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

K.OA. 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.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 the answer with a drawing or equation (e.g., $5 = 2+3$ and $5 = 4+1$).

K.OA.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 equations.

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

Essential Questions:

What happens when we combine groups and what happens when we take groups apart?

Enduring Understandings:

Adding is putting groups together and making more; subtracting is taking groups apart and making less.

Suggested Vocabulary: add, plus, sum, equals, subtract, minus, equal, difference, and take away

Learning Targets

Join two groups to explore addition and subtraction to 10

Explore addition and subtraction by increasing/decreasing a group by 1, 2 or 3

Application/Activities

Use manipulatives to show two groups that total up to 10

Use number lines, calendar, 100 chart, to add or subtract by counting on and counting back

Show different ways to create the same total up to 10

Suggested

Projects/Investigations/Resources

Ten frames
Two Color Counters
Unifix cubes
Manipulatives
Picture Books
Dominoes

<p>Show comprehension of addition and subtraction by solving sentences</p> <p>Solve an addition and subtraction problem by drawing a picture</p> <p>Explore addition using communicative property</p>	<p>Use cubes to help with addition and subtraction problems</p> <p>Use addition and subtraction “games” to practice addition and subtraction skills in small groups</p> <p>Draw a picture and use number stories to solve number stories to 10</p>	<p>Spinners</p> <p>Number line</p> <p>Addition/Subtraction Bingo</p> <p>Math Learning centers</p> <p>Math Book</p> <p>Safari Montage</p> <p>iPad</p> <p>ActivBoard</p> <p>Promethean Planet</p> <p>Internet</p> <p>Teacher created materials</p> <p>Songs</p>

Assessments: Workbook Math pages, Chapter Review/Test, Oral Test, Assessment Guide, Learning Centers

Technology: 8.1.2.A.4; 8.1.P.C.1

Cross Curricular Standards:
 RI.K.2; RF.K.1; W.K.2; SL.K.3.
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- Be given a copy of teachers' lecture notes
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- Use visual presentations of verbal material, such as word webs and visual organizers
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Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English
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- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

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 a 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 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
- Have help coordination assignments in a book or planner
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Assignment modifications:

- Complete fewer or different homework problems than peers
- Write shorter papers
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- 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)

Grade: Kindergarten

Unit Name: Numbers and Operation in Base Ten

Suggested Timeline:

Math Standards: Work with numbers 11-19 to gain foundations for place value.

• **K.NBT.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 (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.**

Essential Questions:

Why do we break numbers apart into tens and ones?

Enduring Understandings:

We can break numbers apart by groups of tens and ones to help us understand larger numbers. Knowing the value of numbers in each place will help us add and subtract.

Suggested Vocabulary: count, skip count, number, Set of tens, ones, and ten frame

Learning Targets

Count, read, write, and understand that numbers 10-19 are composed of 1 ten, and 0 to 9 ones.

Application/Activities

During calendar time, display how many days in school using tens, and ones
Use Unifix cubes to break apart numbers in tens and ones and place onto work mats
Use manipulatives to show numbers 11 to 19
Have students make a ten frame model for each number 11-19 using counters

Suggested Projects/Investigations/Resources

Safari Montage
iPad
ActivBoard
Promethean Planet
Internet
Songs
Teacher created materials

	Draw pictures displaying numbers 11 to 19 showing groups of tens and one	Unifix Cubes Work mat Ten Frame Popsicle/Counting Sticks Calendar Number Chart Counters Flashcards Math workbook pages
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Assessments: Workbook Math pages, Chapter Review/Test, Oral Test, Assessment Guide, Learning Centers

Technology: 8.1.2.A.4; 8.1.P.C.1

Cross Curricular Standards:
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- Be given a written list of instructions

- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
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- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

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 a 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 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
- Have help coordination assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Complete fewer or different homework problems than peers
- Write shorter papers
- 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)

Grade: Kindergarten

Unit Name: Measurement and Data

Suggested Timeline:

Math Standards:

Describe and compare measurable attributes.

K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

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

Essential Questions:

How do we tell which object is longer?

How do we tell which object is heavier?

How can the measurement of time be used to solve everyday problems?

Enduring Understandings:

When measuring, you start at the beginning of the object and finish measuring at the end of the object.

When comparing two lengths, one end of each length must match.

The size of an object does not always tell you its weight; for example, larger does not always mean heavier.

Read a clock for everyday purposes and how it affects everyday life

Suggested Vocabulary: shorter, longer, heavier, lighter, hot, cold, weight, length, thermometer, capacity, clock, hour, half hour

Learning Targets

Identify objects as longer and shorter

Identify distances as near or far

Use non standard units to estimate and measure length

Solve problems by estimating and measuring length

Application/Activities

Measure objects around the room using non standard measurement to determine which is longer or shorter

Use containers of different shapes and sizes to explore capacity with water and/or rice

Use a balance to explore weight i.e. which is heavier and which is light

Use a thermometer inside and outside of classroom to explore temperature

Use ice and water to explore temperature

Suggested

Projects/Investigations/Resources

Balance scale

Rice

Measuring cups

Unifix cubes

Measuring spoons

Ruler

Non-standard tools (paper clips, unifix cubes, hands, feet, wood blocks, etc.

Thermometer

Water

<p>Explore capacity by using more or less</p> <p>Explore weight using heavier and lighter</p> <p>Explore temperature using hot and cold</p> <p>Identify tools used for measuring</p>		<p>Ice</p> <p>Safari Montage</p> <p>iPad</p> <p>ActivBoard</p> <p>Promethean Planet</p> <p>Internet</p> <p>Teacher created materials</p> <p>Picture books</p> <p>Math workbook pages</p>
<p>Identify the year, months and days of the week</p> <p>Use logical reasoning to sequence events and solve problems</p> <p>Show time to the hour and half hour by reading digital and analog clocks</p>	<p>Daily calendar routine</p> <p>Sequencing cards done whole class and individually</p> <p>Work with large and small Judy Clocks</p> <p>Read clock to help with daily classroom schedule</p>	<p>Safari Montage</p> <p>iPad</p> <p>ActivBoard</p> <p>Promethean Planet</p> <p>Internet</p> <p>Teacher created materials</p> <p>Picture books</p> <p>Judy Clocks</p> <p>Digital clock</p> <p>Calendar</p> <p>Daily Schedule</p> <p>Math workbook pages</p>
<p>Assessments: Workbook Math pages, Chapter Review/Test, Oral Test, Assessment Guide, Learning Centers</p>		
<p>Technology: 8.1.2.A.4; 8.1.P.C.1</p>		

Cross Curricular Standards:

RI.K.2; RF.K.1; W.K.2; SL.K.3.

21st Century Skills

CRP1; CRP3; CRP6; CRP11; CRP12

Grade: Kindergarten

Unit Name: Measurement and Data

Suggested Timeline:

Math Standards: Classify objects and count the number of objects in each category

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K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
(Limit category counts to be less than or equal to 10)

Essential Questions:
How do we sort objects?
What are attributes?

Enduring Understandings:
We can describe all objects by their attributes.
We can sort all objects by their attributes.

Suggested Vocabulary: color, shape, thickness, category, sort, graph, more, less

Learning Targets
Construct a graph using real objects

Analyze the data of a graph and solve a problem

Gather information and record results using a picture or bar graph

Explain the outcome of their graph in terms of more and less

Application/Activities
Children will classify and sort a random sampling of objects by color, shape, thickness, and type of object and count the objects in each group

Collect objects from around the room and make a graph

Make class graphs based on different data

Discuss the outcome of the graph with a teacher and/or classmate

Suggested Projects/Investigations/Resources
Blocks
Unifix Cubes
Shapes
Beads
Graphs
Objects
Safari Montage
iPad
ActivBoard
Promethean Planet
Internet
Songs
Teacher created materials
Picture Books

<p>Assessments: Workbook Math pages, Chapter Review/Test, Oral Test, Assessment Guide, Learning Centers</p>		
<p>Technology: 8.1.2.A.4; 8.1.P.C.1</p>		
<p>Cross Curricular Standards: RI.K.2; RF.K.1; W.K.2; SL.K.3. 21st Century Skills CRP1; CRP3; CRP6; CRP11; CRP12</p>		
<p>Modifications for SpEd/ELL/Students at Risk/Gifted Supports, Accommodations, and Modifications must be provided as stated in IEP,504 Plan, or I-Team Intervention Plan , and may include (but not limited to) the following:</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> • Listen to audio recordings instead of reading text • Learn content from audio books, movies, videos and digital media instead of reading print versions • 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 teachers’ 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 • Have curriculum materials translated into native language <p>Response accommodations:</p>		

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to 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
- Use a calculator or table of “math facts”
- Respond directly in the test booklet rather than on an answer sheet.

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 a 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 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
- Have help coordination assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Complete fewer or different homework problems than peers

- Write shorter papers
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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)

Grade: Kindergarten
Unit Name: Geometry
Suggested Timeline:

Math Standard : Identify and describe shapes (squares, circles, rectangles, hexagons, cubes, cones, cylinders, and spheres.)

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

K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

Essential Questions:
 How do we describe shapes in our world?

Enduring Understandings:
 All objects in our world have a shape with a specific name and can have similarities and differences to each other.

Suggested Vocabulary: Square, Rectangle, Circle, Triangle, Rectangle, Hexagon, Cube, Cone, Cylinder, Sphere, Corner, Edge, Sides, Above, Below, Beside, In front of, Next to, Behind

Learning Targets	Application/Activities	Suggested Projects/Investigations/Resources
Identify and describe solid figures and plane figures Sort solid and plane figures according to their attributes Identify the relationship between solid and plane figures	Walk and identify shapes in the classroom. Create an obstacle course and have children stand in front of, next to, etc. Use pattern blocks to explore plane figures Use solid figures to notice the difference between solid and plane figures Using objects in the classroom, show position, such as, the round clock is above the rectangular floor	Shape models Attribute shapes Tangrams ActivBoard Manipulatives Objects in the classroom Safari Montage

<p>Identify the spatial relationships top, middle and bottom</p> <p>Identify and describe spatial relationships inside and outside</p> <p>Identify and describe spatial relationships over, under and behind</p> <p>Identify and describe spatial relationships left and right</p>	<p>Using manipulatives and paper and pencil, students will give names to various shapes, regardless of size, orientation or dimension</p>	<p>iPad ActivBoard Promethean Planet Internet Songs Teacher created materials Picture Books</p>
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Assessments: Workbook Math pages, Chapter Review/Test, Oral Test, Assessment Guide, Learning Centers

Technology: 8.1.2.A.4; 8.1.P.C.1

Cross Curricular Standards:
RI.K.2; RF.K.1; W.K.2; SL.K.3.
21st Century Skills
CRP1; CRP3; CRP6; CRP11; CRP12

Grade: Kindergarten
BOE August 2017

Unit Name: Geometry

Suggested Timeline:

Math Strand: Analyze, compare, create, and compose shapes.

K.G. 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.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. K.G.6. Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”

Essential Questions:
How do we describe shapes in our world?

Enduring Understandings:
All objects in our world have a shape with a specific name and can have similarities and differences to each other.

Suggested Vocabulary: Slide, Roll, Stack ,slanted, Number of sides, edges, corners, Rectangular prism

Learning Targets	Application/Activities	Suggested Projects/Investigations/Resources
Manipulate objects to show different spatial relationships	Draw plane shapes and compare them to solid figures	Picture Books
Describe and compare solid figures and plane figures	Use tangrams to explore that shapes can be put together to make other shape.	Internet Sites
Sort solid and plane figures according to their attributes	Use tangrams to explore that shapes can be put together to make pictures.	Construction paper
Describe the relationship	Build shapes from objects in the classroom and name the shape, ie. Play doh out of a sphere, or divide to show halves/symmetry	Ellison Die Cut Shapes
	Use paint and construction paper to show symmetry	Shape models
		Popsicle Sticks
		Pipe Cleaners
		Play Doh
		Wax sticks

<p>between solid and plane figures</p> <p>Explore the concept of halves of a whole, one half, and symmetry</p>		<p>Shapes Tangrams Smart Board Objects in the classroom Manipulatives Paint</p>
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Assessments: Workbook Math pages, Chapter Review/Test, Oral Test, Assessment Guide, Learning Centers

Technology: 8.1.2.A.4; 8.1.P.C.1

Cross Curricular Standards:
 R.I.K.2; RF.K.1; W.K.2; SL.K.3.
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Modifications for SpEd/ELL/Students at Risk/Gifted
Supports, Accommodations, and Modifications must be provided as stated in IEP,504 Plan, or I-Team Intervention Plan , and may include (but not limited to) the following:
Presentation accommodations:

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- 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 teachers' 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
- Have curriculum materials translated into native language

Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to 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
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

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 a 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 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
- Have help coordination assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Complete fewer or different homework problems than peers
- Write shorter papers
- 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)