Sussex Wantage School District
Kindergarten Mathematics

Unit 1 Kindergarten		
Pacing: 45 days		
Unit 1 **Connecting Counting to Cardinality**	■ K.CC.A.1 ■ K.CC.A.3 ■ K.CC.B.4 ■ K.CC.B.5 ■ K.OA.A.1 ● K.MD.B.3 ▯ K.G.A.1	● Know number names and the count sequence to 10 ● Count to tell the number of objects ● Understand addition as putting together and adding to and understand subtraction as taking apart and taking from ● Identify and describe shapes
Content Standards	**Suggested Mathematical Practices**	**Critical Knowledge & Skills**
● K.CC.A.1. Count to 100 by ones and by tens.	MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.	Concept(s): ● Number names and the count sequence up to 10 Students are able to: ● count orally by ones up to 10. Learning Goal 1: Count by ones up to 10.
● 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).	MP.2 Reason abstractly and quantitatively. MP.7 Look for and make use of structure.	Concept(s): ● Represent the number of objects with a numeral. Students are able to: ● write numbers from 0 to 10. Learning Goal 2: Represent the number of objects with a written numeral up to 10.
● K.CC.B.4. Understand the relationship between numbers and quantities; connect counting to cardinality. K.CC.B.4a.When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and	MP.2 Reason abstractly and quantitatively. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.	Concept(s): ● Objects can be counted in any order. Each object is counted once (one-to-one correspondence). ● The next number name in counting is always one greater than the previous number. ● The last number name said tells the number of objects counted. Students are able to: ● say number names in the standard order. ● pair each object with one number name (one-to-one correspondence). ● count to tell the number of objects.

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only one object. K.CC.B.4b.Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. K.CC.B.4c.Understand that each successive number name refers to a quantity that is one larger.		• count objects arranged in any order. • identify the last number named as the number of objects counted. Learning Goal 3: Assign an ascending number name for each object in a group. Learning Goal 4: State the last number named as the number of counted objects in the set. Learning Goal 5: Identify the next number name in counting as one greater than the previous number.
• 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.	MP.2 Reason abstractly and quantitatively. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.	Concept(s): No new concept(s) introduced Students are able to: • count to tell the number of objects arranged in a line, rectangular array, circle, or scattered configuration. • count to tell the number of objects when asked *how many?* questions . • given a number from 1-10, count out that many object. Learning Goal 6: Answer *how many?* questions about groups of up to 10 objects when arranged in a line, rectangular array or circle. Learning Goal 7: Answer *how many?* questions about groups of up to 5 when arranged in a scattered configuration.
• K.OA.A.1. Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics.	Concept(s): • Understand addition as putting together and adding to. • Understand subtraction as taking apart and taking from. Students are able to: • create addition events with objects (up to 10). • create addition events with drawings and sounds (up to 10).

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	MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.	• create addition events by acting out situations and with verbal explanations. Learning Goal 8: Create addition events with objects, fingers, drawings, sounds (e.g., claps), acting out situations and verbal explanations for sums up to 10.
• K.MD.B.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count	MP.2 Reason abstractly and quantitatively. MP.7 Look for and make use of structure.	Concept(s): • Objects can be sorted based on their properties. Students will be able to: • sort objects into categories Learning Goal 9: Classify objects into given categories and count the objects in each category (up to 10 objects)
• 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, and next to.	MP.7 Look for and make use of structure.	Concept(s): • Shapes have names. • Positional words (above, below, besides, in front of, behind, next to) Students will be able to: • name shapes in order to describe objects in the environment. • use terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to* in order to describe relative positions of objects. Learning Goal 10: 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.

Unit 1 Kindergarten
Core instructional and supplemental materials Big Ideas Math IXL Formative, Alternate, Benchmark and Summative Assessments Big Ideas, IXL, Brain Pop, Kahn Academy, Socrative Student, Kahoot, Sumdog, Prodigy Quizzes Math Fluency Assessments Tests Pair and Share Benchmarks Performance Assessments

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Big Ideas Math Post Assessments Observations Exit and Entrance Tickets
Self Evaluations

Formative, Alternate, Benchmark and Summative Assessments

ESGI Bridges Corner Checkups Quizzes Math Fluency Assessments
Tests Pair and Share Benchmarks Performance Assessments
Bridges Post Assessments Observations Exit and Entrance Tickets
Self Evaluations

Accommodations & modifications for special education, ELL,G&T, 504 plans and At Risk Learners	**Integration of NJSLS 21st Century Skills, Life and Career Standards 9.1 CRP, 9.2 Financial Literacy, and 9.3 Career Awareness**
SW Modifications and Accommodations for IEP, 504, At Risk, G&T and LEP Student	iPads Google Classroom SW CRP, Career Awareness and Preparation K.CC.A.1 Counting Circles K.CC.A.1 Choral Counting K.CC.A.3 Number TIC TAC TOE K.CC.B.4 Counting Mat K.CC.B.5 Finding Equal Groups K.OA.A.1 Ten Frame Addition K.MD.B.3 Sort and Count 1

Interdisciplinary Connections
STEM, Science, Social Studies, Visual and Performing Arts, ELA

NSLS Technology:
SW Technology 8.1 and 8.2

21st Century Skills Career Ready Practices:
CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.

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CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Unit 2 Kindergarten		
Pacing: 45 days		
Unit 2 **Counting, Addition & Subtraction**	■ K.CC.A.1 ■ K.CC.A.2 ■ K.CC.A.3 ■ K.OA.A.1 ■ K.OA.A.2 ■ K.CC.B.5 ■ K.CC.C.6 ■ K.CC.C.7 ■ K.OA.A.5	• Know number names and the count sequence to 50 • Understand addition as putting together and adding to understand subtraction as taking apart and taking from • Count to tell the number of objects • Compare numbers
Content Standards	**Suggested Mathematical Practices**	**Critical Knowledge & Skills**
• K.CC.A.1. Count to 100 by ones and by tens.	MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.	Concept(s): • Number names and the count sequence up to 50 Students are able to: • count orally by ones up to 50. • count orally by tens up to 50. Learning Goal 1: Count to 50 by ones and by tens.
• K.CC.A.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).		Concept(s): No new concept(s) introduced Students will be able to: • count orally by ones up to 50, beginning at any number. Learning Goal 2: Count forward up to 50 starting from numbers other than one.

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• 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).	MP. 2 Reason abstractly and quantitatively. MP.7 Look for and make use of structure.	Concept(s): • The number of objects can be represented by a numeral. Students are able to: • write numbers from 0 to 20. Learning Goal 3: Represent a number of objects with a written numeral 0 to 20.
• K.OA.A.1. Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	MP.1 Make sense of problems and persevere in solving them. MP. 2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.	Concept(s): • Understand addition as putting together and adding to. • Understand subtraction as taking apart and taking from. Students are able to: • create subtraction and addition events with objects (up to 10). • create subtraction and addition events with drawings and sounds (up to 10). • create subtraction and addition events by acting out situations and with verbal explanations. Learning Goal 4: Create addition and subtraction events with objects, fingers, drawings, sounds (e.g., claps), acting out situations and verbal explanations (up to 10).
• 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.*	MP.1 Make sense of problems and persevere in solving them. MP. 2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically.	Concept(s): No new concept(s) introduced Students will be able to: • use objects and drawings to represent addition and subtraction. • add and subtract within 10. Learning Goal 5: Use objects or drawings to represent and solve addition and subtraction word problems (within 10).
• 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.	MP.2 Reason abstractly and quantitatively. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.	Concept(s): No new concept(s) introduced Students are able to: • count to tell the number of objects arranged in a line, rectangular array, circle, or scattered configuration. • count to tell the number of objects when asked “how many?” questions. • given a number from 1-20, count out that many object.

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		Learning Goal 6: Answer *how many?* questions about groups of <u>up to 20</u> objects when arranged in a line, rectangular array or circle. Learning Goal 7: Answer *how many?* questions about groups of <u>up to 10</u> when arranged in a scattered configuration .
• 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.*	MP.2 Reason abstractly and quantitatively. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.	Concept(s): • Different groups can have different numbers of objects. • Numbers of objects can be compared using phrases such as *greater than*, *less than* and *equal to.* Students will be able to: • compare the number of objects (up to 10) in two groups. • identify whether the number of objects in one group is greater than, less than, or equal to to the number of objects in another group. Learning Goal 8: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (groups of up to 10 objects).
• K.CC.C.7. Compare two numbers between 1 and 10 presented as written numerals.	MP.2 Reason abstractly and quantitatively.	Concept(s): • Number names and the count sequence • The next number name in counting is always one greater than the previous number. • Count to tell the number of objects. Students will be able to: • compare numbers (up to 10) written as numerals. Learning Goal 9: Compare numbers (up to 10) written as numerals.
• K.OA.A.5. Demonstrate fluency for addition and subtraction within 5~~.~~ (by the end of Kindergarten).	MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.	Concept(s): No new concept(s) introduced Students will be able to: • add within 5 with accuracy and efficiency . Learning Goal 10: Use mental math strategies to solve addition facts within 5.

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Unit 2 Kindergarten	
Formative, Alternate, Benchmark and Summative Assessments	
Formative, Alternate, Benchmark and Summative Assessments Big Ideas, IXL, Brain Pop, Kahn Academy, Socrative Student, Kahoot, Sumdog, Prodigy Quizzes Math Fluency Assessments Tests Pair and Share Benchmarks Performance Assessments Big Ideas Math Post Assessments Observations Exit and Entrance Tickets Self Evaluations	
Accommodations & modifications for special education, ELL,G&T, 504 plans and At Risk Learners	**Integration of NJSLS 21st Century Skills, Life and Career Standards 9.1 CRP, 9.2 Financial Literacy, and 9.3 Career Awareness**
SW Modifications and Accommodations for IEP, 504, At Risk, G&T and LEP Student	iPads Google Classroom SW CRP, Career Awareness and Preparation
Interdisciplinary Connections ELA, STEM, Science, Visual and Performing Arts	**Core instructional and supplemental materials**
NSLS Technology: SW Technology 8.1 and 8.2	Big Ideas Math IXL K.CC.A.1 Choral Counting K.CC.A.2 Start-Stop Counting K.CC.A.3 Assessing Writing Numbers K.OA.A.2 Dice Addition 2 K.OA.A.2 What's Missing? K.CC.B.5 Finding Equal Groups K.CC.C.6 Which number is greater? Which number is less? How do you know? K.CC.C.7 Guess the Marbles in the Bag K.OA.A.5 Many Ways to Do Addition 1

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Unit 3 Kindergarten		
Pacing: 45 days		
Unit 3 **Place Value & Measurement**	■ K.CC.A.1 ● K.MD.A.1 ● K.MD.A.2 ▯K.MD.B.3 ● K.G.A.2 ● K.G.A.3 ■ K.OA.A.3 ■ K.OA.A.4 ■ K.NBT.A.1 ■ K.OA.A.5	● Know number names and the count sequence to 70 ● Describe and compare measurable attributes ● Classify and count the number of objects in categories ● Identify and describe shapes ● Understand addition as putting together and adding to understand subtraction as taking apart and taking from ● Work with numbers 11-19 to gain foundations for place value
Content & Practice Standards	**Mathematical Practices**	**Critical Knowledge & Skills**
● K.CC.A.1. Count to 100 by ones and by tens.	MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.	Concept(s): ● Number names and the count sequence up to 70 Students are able to: ● count orally by ones up to 70. ● count orally by tens up to 70. Learning Goal 1: Count to 70 by ones and by tens.
● K.MD.A.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	MP.7 Look for and make use of structure.	Concept(s): ● Measurable attributes: length, weight, size (volume) ● A single object can have more than one measurable attribute. Students are able to: ● identify measurable attributes. ● describe the measurable attributes of multiple objects. ● describe multiple measurable attributes of a single object. Learning Goal 2: Describe measurable attributes of multiple objects and describe several measurable attributes of a single object.
● K.MD.A.2. Directly compare two objects with a measurable attribute	MP.6 Attend to precision.	Concept(s): ● When comparing objects by measuring, each object must have the same starting point.

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in common, to see which object has "more of" "less of" the attribute, and describe the differences. *example, directly compare the heights of two children and describe one child as taller/shorter.*	MP.7 Look for and make use of structure.	• Moving an object does not change its measure. Students are able to: • directly compare and describe two objects with measurable attribute in common using *more of* or *less of*. Learning Goal 3*:* Directly compare two objects with a measurable attribute in common*;* use *more of* or *less of* to compare the objects.
• K.MD.B.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	MP.2 Reason abstractly and quantitatively. MP.7 Look for and make use of structure.	Concept(s): • Groups can be sorted by the number of objects in each group. Students are able to: • sort objects into groups. • sort the group by count. Learning Goal 4: Count the objects in given categories and sort the categories by count (up to 10 objects).
• K.G.A.2. Correctly name shapes regardless of their orientation or overall size.	MP.7 Look for and make use of structure.	Concept(s): • Shapes have names. • Shapes can have the same names but appear different. Students are able to: • correctly names shapes regardless of their orientation or overall size. Learning Goal 5: Correctly names shapes regardless of their orientation or overall size.
• K.G.A.3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid")	MP.7 Look for and make use of structure.	Concept(s): • Shapes may be *flat* or *solid.* Students are able to: • identify shapes as two-dimensional (lying in a plane, *flat*) or three-dimensional (*not flat, solid*). • compare two- and three- dimensional shapes, in different sizes, and orientations. Learning Goal 6: Identify shapes as two-dimensional (lying in a plane, *flat*) or three-dimensional (*not flat, solid*).

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● K.OA.A.3. Decompose numbers less than or equal to 10 into pairs in more than one way, *e.g. using objects or drawings*, and record each decomposition by a drawing or equation *(e.g. 5 = 3 + 2 and 5 = 4 + 1)*	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.	Concept(s): ● Part-to-whole relationships ● Some groups of objects can be broken into two smaller groups while the total number remains the same. ● Some groups of objects can be broken into two smaller groups in more than one way. Students will be able to: ● decompose numbers less than or equal to ten into two numbers. ● record the decomposition with a drawing. ● record the decomposition with an equation. ● decompose the same number in more than one way. Learning Goal 7: Decompose numbers less than or equal to ten into pairs of numbers in more than one way and record with a drawing or equation.
● 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.	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.	Concept(s): No new concept(s) introduced Students are able to: ● find a missing part of 10 using objects. ● given a number from 1 to 9, use drawings, or equations to find the number that makes 10. Learning Goal 8*:* Given a number less than 10, find the number that makes 10.
● 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.	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.7 Look for and make use of structure.	Concept(s): ● Numbers from 11 to 19 can be represented as one group of ten *ones* and another group containing fewer than ten *ones.* Students are able to: ● compose and decompose numbers from 11 to 19 into a group of ten *ones* and another group of one(s). ● use the term *ones* to describe the number of objects in each group. ● record each composition or decomposition using objects and drawings. ● record each composition or decomposition by a drawing or equation.

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	MP.8 Look for and express regularity in repeated reasoning.	Learning Goal 9: Compose and decompose numbers from 11 to 19 into a group of ten and one(s) with or without manipulatives; record each composition or decomposition through a drawing or equation.
• K.OA.A.5. Demonstrate fluency for addition and subtraction within 5 (by the end of Kindergarten).	MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.	Concept(s): No new concept(s) introduced Students will be able to: • add and subtract within 5 with accuracy and efficiency. Learning Goal 10: Use mental math strategies to solve addition and subtraction facts within 5.

Unit 3 Kindergarten	
Formative, Alternate, Benchmark and Summative Assessments Big Ideas, IXL, Brain Pop, Kahn Academy, Socrative Student, Kahoot, Sumdog, Prodigy Quizzes Math Fluency Assessments Tests Pair and Share Benchmarks Performance Assessments Big Ideas Math Post Assessments Observations Exit and Entrance Tickets Self Evaluations	
Accommodations & modifications for special education, ELL,G&T, 504 plans and At Risk Learners	**Integration of NJSLS 21st Century Skills, Life and Career Standards 9.1 CRP, 9.2 Financial Literacy, and 9.3 Career Awareness**
SW Modifications and Accommodations for IEP, 504, At Risk, G&T and LEP Student	iPads Google Classroom SW CRP, Career Awareness and Preparation
Interdisciplinary Connections ELA, STEM, Science, Visual and Performing Arts	**Core instructional and supplemental materials**
NSLS Technology: SW Technology 8.1 and 8.2	Big Ideas Math IXL K.CC.A.1 Assessing Counting Sequences Part 1 K.MD.A.1 Which is heavier? K.MD.A.2 Which is Longer? K.MD.B.3 Sort and Count 2 K.OA.A.3 Shake and Spill K.OA.A.3 Pick Two

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	K.NBT.A.1 What Makes a Teen Number K.OA.A.5 My Book of Five

Unit 4 Grade K		
Pacing: 45 days		
Unit 4 **Place Value & Geometric Shapes**	■ K.CC.A.1 ■ K.OA.A.5 ● K.G.B.4 ● K.G.B.5 ● K.G.B.6 ■ K.NBT.A.1	• Know number names and the count sequence to 100 • Fluently add and subtract within 5 • Analyze, compare, create, and compose shapes • Work with numbers 11-19 to gain foundations for place value
Content & Practice Standards	**Mathematical Practices**	**Critical Knowledge & Skills**
• K.CC.A.1. Count to 100 by ones and by tens.	MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.	Concept(s): • Number names and the count sequence up to 100 Students are able to: • count orally by ones up to 100. • count orally by tens up to 100. Learning Goal 1: Count to 100 by ones and by tens.
• K.OA.A.5. Demonstrate fluency for addition and subtraction within 5 (by the end of Kindergarten).	MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.	Concept(s): No new concept(s) introduced Students are able to: • add and subtract within 5 with accuracy and efficiency. Learning Goal 2: Fluently add and subtract within 5.
• 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)*.	MP.7 Look for and make use of structure.	Concept(s): • Orientation does not alter attributes or size. • Shapes may have sides of unequal or equal length. • Shapes may or may not have the same number of sides or 'corners'. Students are able to: • compare two- and three- dimensional shapes in different sizes and in different orientations and identify similarities and differences.

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		● compare parts of two- and three-dimensional shapes [e.g. number of sides, number of vertices (*corners*)]. ● compare attributes of two- and three-dimensional shapes [e.g. sides have equal length.] ● use informal language to describe similarities, differences, parts, and other attributes when comparing two-and three-dimensional shapes, in different sizes and orientations. Learning Goal 3: Use informal language to describe similarities, differences, parts number of sides, number of *corners*), and other attributes (having sides of equal length) when comparing two- and three- dimensional shapes, in different sizes and orientations.
● K.G.B.5. Model shapes in the world by building shapes from components *(e.g., sticks and clay balls)* and drawing shapes.	MP.1 Make sense of problems and persevere in solving them. MP.4 Model with mathematics. MP.7 Look for and make use of structure.	Concept(s): ● Basic shapes exist in real world objects. Students are able to: ● recognize basic shapes in the real world. ● use objects (clay, sticks, etc) to model shapes. ● model shapes in the world by drawing shapes. Learning Goal 4: Model shapes in the world by building and drawing shapes.
● K.G.B.6. Compose simple shapes to form larger shapes. *example: "Can you join these two triangles with full sides touching to make a rectangle?"*	MP.1 Make sense of problems and persevere in solving them. MP.4 Model with mathematics. MP.7 Look for and make use of structure.	Concept(s): ● Shapes can be combined to make larger shapes. Students are able to: ● compose simple shapes to form larger shapes. Learning Goal 5*:* Compose simple shapes to form larger shapes.
● 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.	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.7 Look for and make use of structure.	Concept(s): ● Numbers from 11 to 19 can be represented as one group of ten *ones* and another group containing fewer than ten *ones.* Students are able to: ● compose and decompose numbers from 11 to 19 into a group of ten *ones* and another group of one(s). ● use the term *ones* to describe the number of objects in each group. ● record each composition or decomposition using objects and drawings. ● record each composition or decomposition by a drawing or equation.

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	MP.8 Look for and express regularity in repeated reasoning.	Learning Goal 6: Compose and decompose numbers from 11 to 19 into a group of ten and one(s) with or without manipulatives. Record each composition or decomposition through a drawing or equation.

Unit 4 Kindergarten	
Formative, Alternate, Benchmark and Summative Assessments Big Ideas, IXL, Brain Pop, Kahn Academy, Socrative Student, Kahoot, Sumdog, Prodigy Quizzes Math Fluency Assessments Tests Pair and Share Benchmarks Performance Assessments Big Ideas Math Post Assessments Observations Exit and Entrance Tickets Self Evaluations	
Accommodations & modifications for special education, ELL,G&T, 504 plans and At Risk Learners	**Integration of NJSLS 21st Century Skills, Life and Career Standards 9.1 CRP, 9.2 Financial Literacy, and 9.3 Career Awareness**
SW Modifications and Accommodations for IEP, 504, At Risk, G&T and LEP Student	iPads Google Classroom SW CRP, Career Awareness and Preparation
Interdisciplinary Connections ELA, STEM, Science, Visual and Performing Arts	
	Core instructional and supplemental materials
NSLS Technology: SW Technology 8.1 and 8.2	Big Ideas Math IXL K.CC.A.1 Counting by Tens K.G.B.4 Alike or Different Game K.NBT.A.1 What Makes a Teen Number

Key: ■Major Content ● Supporting Content ⍰Additional Content