Crest Memorial School Curriculum and Pacing Guide	
Grade: Kindergarten	Subject Area: Math
Adoption Date: April 1, 2022	Revision Date: August 2024

Mission and Vision Statements

Mission: Successful teaching and learning of mathematics play an important role in ensuring that students have the right skills required to compete in a 21st century global economy. When properly implemented and coupled with opportunities for students to engage in mathematical investigation, communication and problem solving, rigorous mathematics standards hold the promise of elevating the mathematical knowledge and skill of every learner to levels competitive with the best in the world, of preparing our college entrants to undertake advanced work in the mathematical sciences, and of readying the next generation for the jobs their world will demand.

Vision: A New Jersey education in Mathematics builds quantitatively and analytically literate citizens prepared to meet the demands of college and career, and to engage productively in an information-driven society. All students will have access to a high-quality mathematics education that fosters a population that:

- leverages data in decision-making and as a lens for discussing, analyzing, and responding to practical questions.
- persists to make sense of and model problems arising in everyday life, society, and the workplace.
- thinks critically and strategically to assess quantitative relationships and to solutions to complex problems.
- employs precise reasoning and constructs viable arguments to deduce conclusions, recognize false statements and assess peers' reasoning.
- interprets, evaluates and critiques the mathematics embedded in social, scientific and commercial systems, as well as the claims made in the private and public sectors.
- communicates precisely when conveying, representing, and justifying both qualitative and quantitative perspectives.

Integration of Technology

9.4.2.TL.1

21st Century Skills
9.4.8.CT.1, 9.4.2.CT.2

Career Education
9.1.2.CAP.1, 9.2.5.CAP.1

Interdisciplinary Connection
K-LS1-1, 7.1.NL.IPRET.1

Accommodations and Modifications	
Special Education	● IEP accommodations ● Highlight important/ key words ● Modify amount of independent practice ● Simplify questions / make multiple choice ● Read tests aloud ● Shorten assignments to focus on mastery concept
English Language Learners	● Create visual word wall with labels ● Highlight and define important vocabulary ● Ask yes/no questions
Students At-Risk of Failure	● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs

Gifted and Talented	● Student Choice ● Ask students higher level questions ●Provide opportunities for open-ended, self-directed activities ●Give students opportunities to mentor other students ●Give students opportunities to teach other students ●Offer higher-level learning opportunities ●Offer students opportunities to present their understanding of a topic in different ways ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Use mnemonic devices

Assessments	
Formative	●Mid-Chapter Check Points ●Teacher Observation ●Homework
Summative	● End of Chapter Tests ● Unit Tests
Benchmark	● MAP Math Testing (Fall, Winter, Spring)
Alternative	● Projects ●Math Center Based Learning

Pacing Guide	
Unit 1: Numbers 0-5	Number of days: 19 days
Unit 2: Numbers 6-10	Numbers of days: 19 days
Unit 3: Addition & Subtraction	Number of days: 23 days
Unit 4: Numbers 11-20	Number of days: 22 days
Unit 5: Geometry and Positions	Number of days: 26 days
Unit 6: Measurement and Data	Number of days: 14 days
Unit 6: Money	Number of days: 11 days

Core Instructional Materials	Supplemental Materials
● GO Math! Series (Houghton Mifflin Harcourt-2015) ● GO Math! Manipulatives (pattern blocks, dice, red and yellow counters) ● Think Central-Student Edition/Online Edition	●White boards and dry erase markers for Writing Numerals ●Number Formation Poems ●Hands on learning with manipulatives ●Collaborative class discussion ●Math Seeds ●IXL

Unit 1 Learning Goals
Students will be able to represent, count, write, and compare numbers 0-5.

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Model and Count 1 and 2	K.CC.B.4a	● Teacher will introduce numeral 1 and 2. ● Teachers will fill in counters to 2 using fives frames.
● Day 2: Count and Write 1 and 2	K.CC.A.3	● Students will count to numeral 2 using five frames.

		● Students will learn and form numerals 1 & 2.
● Day 3: Model and Count 3 and 4	K.CC.B.4a	● Teacher will introduce numerals 3 and 4. ● Teachers will fill in counters to 4 using fives frames.

● Day 4: Count and Write 3 and 4 Mid-Chapter Checkpoint	K.CC.A.3	● Students will count to numeral 4 using five frames. ● Students will learn and form numerals 3 & 4.
● Day 5: Model and Count to 5	K.CC.B.4a	● Teacher will introduce numeral 5. ● Teachers will fill in counters to 5 using fives frames.
●Day 6: Count and Write to 5	K.CC.A.3	● Students will count to numeral 5 using five frames. ● Students will learn and form numeral 5.

● Day 7: Ways to Make 5	K.CC.B.4b, K.OA.A.3	● Students will use objects and drawings to decompose numeral 5 into pairs.
●Day 8: Count and Order to 5	K.CC.B.4c	● Students will count and build numbers 1-5 using blocks.
●Day 9: Problem Solving: Understand 0	K.CC.A.3	● Teacher will introduce problem solving. ● Students will use drawing to solve problems using new strategies.
●Day 10: Identify and Write 0	K.CC.A.3	● Students will learn how to identify and write numeral 0.
●Day 11: Chapter 1 Review	K.CC.B.4a, K.CC.A.3, K.OA.A.3, K.CC.B.4c	●Teacher will review Chapter 8 strategies ●Students will complete Chapter 8 Practice Test with Teacher
●Day 12: Chapter 1 Test	K.CC.B.4a, K.CC.A.3, K.OA.A.3, K.CC.B.4c	●Students will complete end of Unit Chapter Test
●Day 13: Same Number	K.CC.C.6	● Students will use matching and counting to compare sets with the same number of

		objects.
●Day 14: Greater Than	K.CC.C.6	● Students will use matching and counting to compare sets with objects one where one is greater than the other set.
●Day 15: Less Than	K.CC.C.6	● Students will use matching and counting to compare sets with objects one where one is less than the other set.
●Day 16: Problem Solving: Compare by Matching Sets to 5	K.CC.C.6	● Students will discuss and solve problems using a matching strategy.
●Day 17: Compare by Counting Sets to 5	K.CC.C.6	● Students will compare sets of objects to determine greater than or less than.
●Day 18: Chapter 2 Review	K.CC.C.6	●Teacher will review Chapter 8 strategies ●Students will complete Chapter 8 Practice Test with Teacher
●Day 19: Chapter 2 Test	K.CC.C.6	●Students will complete end of Unit Chapter Test

Unit 2 Learning Goals
Students will be able to represent, count, write, and compare numbers 6-10.

Daily Targets	**NJSLS Performance Expectations**	**Instructional Activities**
● Day 1: Model and count 6 with objects	K.CC.B.5	●Teacher will introduce numeral 6 ●Students will fill in counters to 6 using tens frame
● Day 2: Represent up to 6 objects with a number name and a written numeral	K.CC.A.3	●Students will review number 6 ●Students will count and write numbers in tens frame
● Day 3: Model and count 7 with objects	K.CC.B.5	●Teacher will introduce numeral 7

		●Students will fill in counters to 7 using tens frame

● Day 4: Represent up to 7 objects with a number name and written numeral Mid-Chapter Checkpoint	K.CC.A.3	●Teacher will review numeral 7 ●Students will count and write numbers in tens frame
● Day 5: Model and count 8 with objects	K.CC.B.5	●Teacher will introduce numeral 8 ●Students will fill in counters to 8 using tens frame
●Day 6: Represent up to 8 with a number name and a written numeral	K.CC.A.3	●Students will review number 8 ●Students will count and write numbers in tens frame

● Day 7: Model and count 9 with objects	K.CC.B.5	●Teacher will introduce numeral 9 ●Students will fill in counters to 9 using tens frame
●Day 8: Represent up to 9 objects with a number name and written numeral	K.CC.A.3	●Students will review number 9 ●Students will count and write numbers in tens frame
Day 9: Solve problems by using the strategy *draw a picture*	K.CC.C.6, K.CC.C.7	●Teacher will review Problem Solving strategies ●Students will draw a picture to represent the solution to a problem
●Day 9: Chapter 3 Review	K.CC.B.5, K.CC.A.3	●Teacher will review Chapter 3 strategies ●Students will complete Chapter 3 Practice Test with Teacher
●Day 10: Chapter 3 Test	K.CC.B.5, K.CC.A.3, K.CC.C.6, K.CC.C.7	●Students will complete end of Chapter 3 Test
●Day 11: Model and count 10 with objects	K.CC.B.5, K.OA.A.3	●Teacher will introduce numeral 10 ●Students will fill in counters to 10 using tens frame
●Day 12: Represent up to 10 objects with a	K.CC.A.3	●Teacher will review number 10

number name and a written numeral		●Students will count and write numbers in ten frames
●Day 13: Use a drawing to make 10 from a given number	K.OA.A.4	●Teacher will review number 10 ●Students will count and write numbers in ten frames

●Day 14: Count forward to 10 from a given number	K.CC.A.2	●Students will put numbers in order from 1-10 using counting strategies
●Day 15: Solve problems by using the strategy *make a model*	K.CC.C.6	●Teacher will review Problem Solving strategies ●Students will draw a picture to represent the solution to a problem
●Day 16: Use counting strategies to compare sets of objects	K.CC.C.6	●Teacher will dictate numbers between 1 and 10 ●Students will count and compare objects
●Day 17: Compare two numbers between 1 and 10	K.CC.C.7	●Students will understand and identify greater than and less than using numbers 1-10

●Day 18: Chapter 4 Review	K.CC.B.5, K.OA.A.3, K.OA.A.4, K.CC.A.2, K.CC.C.6, K.CC.C.7	Teacher will review Chapter 4 strategies ●Students will complete Chapter 4 Practice Test with Teacher
●Day 19: Chapter 4 Test	K.CC.B.5, K.OA.A.3, K.OA.A.4, K.CC.A.2, K.CC.C.6, K.CC.C.7	●Students will complete end of Unit Chapter Test

Unit 3 Learning Goals
Students will be able to model and solve addition and subtraction word problems to 10.

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Addition: Add To	K.OA.A.1	● Students will learn how to show addition as adding to.
● Day 2: Addition: Put Together	K.OA.A.1	● Students will use dual colored counters to learn the strategy *putting together.*
● Day 3: Problem Solving: Act Out Addition Problems	K.OA.A.1	● Students will solve problems by acting them out.
● Day 4: Model and Draw Addition Problems Mid-Chapter Checkpoint	K.OA.A.5	● Students will use cubes of two colors to model addition word problems.
● Day 5: Write Addition Sentences for 10	K.OA.A.4	● Students will use drawings and/or cubes to make 10.
●Day 6: Write Addition Sentences	K.OA.A.5	● Students will solve addition word problems within 5.
● Day 7: Write More Addition Sentences	K.OA.A.2	● Students will solve addition word problems within 10.
●Day 8: Number Pairs to 5	K.OA.A.3	● Students will learn to decompose numbers within 5 into pairs.
●Day 9: Number Pairs for 6 & 7	K.OA.A.3	● Students will learn to decompose 6 and 7 into pairs.
●Day 10: Number Pairs for 8	K.OA.A.3	● Students will learn to decompose 8 into pairs.
●Day 11: Number Pairs for 9	K.OA.A.3	● Students will learn to decompose 9 into pairs.

●Day 12: Number Pairs for 10	K.OA.A.3	● Students will learn to decompose 10 into pairs.
●Day 13: Chapter 5 Review	K.OA.A.1, K.OA.A.2, K.OA.A.3, K.OA.A.4, K.OA.A.5	●Teacher will review Chapter 5 strategies ●Students will complete Chapter 5 Practice Test with Teacher
●Day 14: Chapter 5 Test	K.OA.A.1, K.OA.A.2, K.OA.A.3, K.OA.A.4, K.OA.A.5	●Students will complete end of Unit Chapter Test

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 15: Use expressions to represent subtraction within 5	K.OA.A.1	●Students will model with counters how to show subtraction as taking from ●Teacher will model with counters on Smart Board
● Day 16: Use expressions to represent subtraction	K.OA.A.1	●Students will use connecting cubes how to show subtraction as taking apart ●Teacher will model with cubes on rug
● Day 17: Solve problems by using the strategy *act it out* Mid-Chapter Checkpoint	K.OA.A.1	●Teacher and Students will use the strategy *act it out* to demonstrate how to solve problems
● Day 18: Use objects and drawings to solve subtraction word problems within 5	K.OA.A.5	●Teacher will model how to draw subtraction word problems on Smart Board ●Students will listen to subtraction word problems and use objects and drawings to solve them by writing problems in their Math Journals
● Day 19: Solve subtraction word problems within 5 and record the equation	K.OA.A.5	●Students will work with a partner to solve subtraction word problems using real life examples
● Day 20: Solve subtraction word problems within 10 and record the equation	K.OA.A.2	●Students will draw a picture to solve subtraction word problems and complete the equation
● Day 21: Understand addition as putting	K.OA.A.5	●Teacher will model with cubes how to relate

together or adding to and subtraction as taking apart or taking from to solve word problems		addition and subtraction ●Students will solve addition and subtraction word problems using cubes with a partner ●Students will record problems on White Boards
● Day 22: Chapter 6 Review	K.OA.A.1, K.OA.A.5, K.OA.A.2	● Teacher will review Chapter 6 strategies ●Students will complete Chapter 6 Practice Test with Teacher
● Day 23: Chapter 6 Test	K.OA.A.1, K.OA.A.5, K.OA.A.2	● Students will complete end of Unit Chapter Test

Unit 4 Learning Goals
Students will be able to represent, count, write, and compare numbers 11-20 & beyond.

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Use objects to decompose the numbers 11 and 12 into ten ones and some further ones	K.NBT.A.1	●Students will review numbers 11 and 12 ●Teacher will model with counters in tens frame Students will model 11 and 12 in tens frame
● Day 2: Represent 11 and 12 objects with number names and written numerals	K.NBT.A.1	●Students will review numbers 11 and 12 ●Students will count and write numbers in tens frame
● Day 3: Use objects to decompose the numbers 13 and 14 into ten ones and some further ones	K.NBT.A.1	●Students will review numbers 13 and 14 ●Teacher will model with counters in tens frame Students will model 13 and 14 in tens frame
● Day 4: Represent 13 and 14 objects with number names and written numerals Mid-Chapter Checkpoint	K.OA.A.5	●Students will review numbers 13 and 14 ●Students will count and write numbers in tens frame
● Day 5: Use objects to decompose 15 into ten ones and some further ones and represent 15	K.OA.A.4	●Students will review number 15 ●Teacher will model with counters in tens

with a number name and written numeral		frame ●Students will model 15 in tens frame
●Day 6: Solve problems by using the strategy *draw a picture*	K.CC.A.3	●Teacher will review Problem Solving strategies ●Students will draw a picture to represent the solution to a problem using circles

● Day 7: Use objects to decompose the numbers 16 and 17 into ten ones and some further ones	K.NBT.A.1	●Students will review numbers 16 and 17 ●Teacher will model with counters in tens frame Students will model 16 and 17 in tens frame
●Day 8: Represent 16 and 17 objects with number names and written numerals	K.NBT.A.1	●Students will review numbers 16 and 17 ●Students will count and write numbers in tens frame
●Day 9: Use objects to decompose the numbers 18 and 19 into ten ones and some further ones	K.NBT.A.1	●Students will review numbers 18 and 19 ●Teacher will model with counters in tens frame Students will model 18 and 19 in tens frame
●Day 10: Represent 18 and 19 with objects with number names and written numerals	K.NBT.A.1	●Students will review numbers 18 and 19 ●Students will count and write numbers in tens frame
●Day 11: Chapter 7 Review	K.NBT.A.1, K.OA.A.5, K.OA.A.4, K.CC.A.3	●Teacher will review Chapter 7 strategies ●Students will complete Chapter 7 Practice Test with Teacher
●Day 12: Chapter 7 Test	K.NBT.A.1, K.OA.A.5, K.OA.A.4, K.CC.A.3	●Students will complete end of Unit Chapter Test
●Day 13: Model and count 20 with objects	K.CC.B.5	●Teacher will introduce numeral 20 ●Students will fill in counters to 20 using tens frame
●Day 14: Represent up to 20 objects with a number name and written numeral	K.CC.A.3	●Students will review number 20 ●Students will count and write number in tens frame Students will count objects to 20 and write

		numbers on lines with corresponding picture

●Day 15: Count forward to 20 from a given number	K.CC.A.2	●Students will write numbers in order by counting in tens frames ●Teacher will review number order
●Day 16: Solve problems by using the strategy *make a model* Mid-Chapter Checkpoint	K.CC.C.6	●Teacher and Students will use the strategy *make a model* to demonstrate how to solve problems
●Day 17: Know the count sequence when counting to 50 by ones	K.CC.A.1, K.CC.A.2	●Teacher will introduce counting by tens using clapping and snapping skills ●Students will practice clapping and snapping to 50 by ones ●Students will identify ones on 100s chart
●Day 18: Know the count sequence when counting to 100 by ones	K.CC.A.1, K.CC.C.7	●Students will practice clapping and snapping to 100 by ones ●Students will identify ones on 100s chart
●Day 19: Know the count sequence when counting to 100 by tens	K.CC.A.1	●Students will practice clapping and snapping to 100 by tens ●Students will identify and circle tens on 100s chart
●Day 20: Use sets of tens to count to 100	K.CC.A.1	●Students will practice clapping and snapping to 100 by tens ●Students will fill in missing tens on 100s chart
●Day 21: Chapter 8 Review	K.CC.A.1, K.CC.C.7, K.CC.A.2, K.CC.C.6	●Teacher will review Chapter 8 strategies ●Students will complete Chapter 8 Practice Test with Teacher
●Day 22: Chapter 8 Test	K.CC.A.1, K.CC.C.7, K.CC.A.2, K.CC.C.6	●Students will complete end of Unit Chapter Test

Unit 5 Learning Goals
Students will be able to identify and describe two and three dimensional shapes.

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Identify and Name Circles	● K.G.A.2	● Students will identify and name 2 dimensional shapes including circles.
● Day 2: Describe Circles	● K.G.B.4	● Students will describe attributes of circles.
● Day 3: Identify and Name Squares	● K.G.A.2	● Students will identify and name 2 dimensional shapes including squares.
● Day 4: Describe Squares	● K.G.B.4	● Students will describe attributes of squares.
● Day 5: Identity and Name Triangles	● K.G.A.2	● Students will identify and name 2 dimensional shapes including triangles.
●Day 6: Describe Triangles	● K.G.B.4	● Students will describe attributes of triangles.
● Day 7: Identify and Name Rectangles	● K.G.A.2	● Students will identify and name 2 dimensional shapes including rectangles.
●Day 8: Describe Rectangles	● K.G.B.4	● Students will describe attributes of rectangles.
●Day 9: Identify and Name Hexagons	● K.G.A.2	● Students will identify and name 2 dimensional shapes including hexagons.
●Day 10: Describe Hexagons	● K.G.B.4	● Students will describe attributes of hexagons.
●Day 11: Compare Two-Dimensional Shapes	● K.G.B.4	● Students will use the words alike and different to compare two dimensional shapes by attributes.
●Day 12: Problem Solving - Draw to Join Shapes	● K.G.B.6	● Students will solve problems by using the strategy *draw a picture.*

●Day 13: Chapter 9 Review Test	● K.G.A.2, K.G.B.4, K.G.B.6	● Teacher will review Chapter 9 strategies ●Students will complete Chapter 9 Practice Test with Teacher
●Day 14: Chapter 9 Test	● K.G.A.2, K.G.B.4, K.G.B.6	● Students will complete end of Unit Chapter Test
●Day 15: Three Dimensional Shapes	● K.G.B.4	● Students will analyze and compare three-dimensional shapes by attributes.
●Day 16: Identify, Name, and Describe Spheres	● K.G.A.2	● Students will identify, name, and describe 3 dimensional shapes including spheres.
●Day 17: Identify, Name, and Describe Cubes	● K.G.A.2	● Students will identify, name, and describe 3 dimensional shapes including cubes.
●Day 18: Identify, Name, and Describe Cylinders	● K.G.A.2	● Students will identify, name, and describe 3 dimensional shapes including cylinders.
●Day 19: Identify, Name, and Describe Cones	● K.G.A.2	● Students will identify, name, and describe 3 dimensional shapes including cones.
●Day 20: Two and Three Dimensional Shapes	● K.G.A.3	● Students will solve problems by using the strategy *use logical reasoning.*
●Day 21: Model Shapes	● K.G.B.5	● Students will model 2 and 3 dimensional shapes by building and drawing.
●Day 22: Above and Below	● K.G.A.1	● Students will use terms *above* and *below* to describe shapes in the environment.
●Day 23: Beside and Next To	● K.G.A.1	● Students will use terms *beside* and *next to* to describe shapes in the environment.
●Day 24: In Front of and Behind	● K.G.A.1	● Students will use terms *in front of* and *behind* to describe shapes in the environment.
●Day 25: Chapter 10 Review Test	● K.G.B.4, K.G.A.2, K.G.A.3, K.G.B.5, K.G.A.1	●Teacher will review Chapter 10 strategies ●Students will complete Chapter 10 Practice Test with Teacher
●Day 26: Chapter 10 Test	● K.G.B.4, K.G.A.2, K.G.A.3, K.G.B.5, K.G.A.1	● Students will complete end of Unit Chapter Test

Unit 6 Learning Goals
Students will be able to measure objects and sort them by size, color, and shape.

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Directly compare the lengths of two objects	● K.M.A.2	● Teacher will introduce length ● Students will compare lengths of two objects using connecting cubes and real life objects
● Day 2: Directly compare the heights of two objects	● K.M.A.2	● Teacher will review length and introduce height Students will compare heights of two objects using connecting cubes and real life objects
● Day 3: Solve problems by using the strategy *draw a picture* Mid Chapter Check Point	● K.M.A.2	● Teacher will review Problem Solving strategies ● Students will draw a picture to compare the length and height of two classroom objects
● Day 4: Directly compare the weights of two objects	● K.M.A.2	● Teacher will introduce weight ● Students will compare weights using real life objects
● Day 5: Describe several measurable attributes of a single object	● K.M.A.1	● Students will draw lines on real life objects that demonstrate length, height, and weight
●Day 6: Chapter 11 Review Test	● K.M.A.1, K.M.A.2	● Teacher will review Chapter 11 strategies ● Students will complete Chapter 11 Practice Test with Teacher
● Day 7: Chapter 11 Test	● K.M.A.1, K.M.A.2	● Students will complete end of Unit Chapter Test
●Day 8: Classify and count objects by color	● K.DLA.1	● Teacher will introduce colors ● Students will sort and draw shapes into corresponding color mat

●Day 9: Classify and count objects by shape	● K.DLA.1	● Students will sort and draw shapes into corresponding shape mat
●Day 10: Classify and count objects by size	● K.DLA.1	● Students will sort and draw shapes into corresponding sizes on shape mat
●Day 11: Make a graph to count objects that have been classified into categories	● K.DLA.1	● Teacher will introduce graphs ● Students will sort cubes by color into corresponding categories on cube mat ● Students will make a graph wi
●Day 12: Read a graph to count objects that have been classified into categories	● K.DLA.1	● Students will sort pictures and count objects to place into a graph ● Students will read a graph and complete it with a Partner
●Day 13: Chapter 12 Review Test	● K.DLA.1	● Teacher will review Chapter 12 strategies ● Students will complete Chapter 12 Practice Test with Teacher
●Day 14: Chapter 12 Test	● K.DLA.1	● Students will complete end of Unit Chapter Test

Unit 7 Learning Goals
Students will be able to understand the difference between U.S. coins (pennies, nickels, dimes, and quarters) and the one-dollar bill.

Daily Targets	**NJSLS Performance Expectations**	**Instructional Activities**
● Day 1: Introduction to Pennies	● K.M.B.3	● Students will learn the physical attributes and monetary value of a penny
● Day 2: Identify and Sort Pennies	● K.M.B.3	● Students will identify pennies from a variety of coins and sort them
● Day 3: Introduction to Nickels	● K.M.B.3	●Students will learn the physical attributes and monetary value of a nickel

● Day 4: Identify and Sort Nickels	● K.M.B.3	● Students will identify nickels from a variety of coins and sort them
● Day 5: Introduction to Dimes	● K.M.B.3	● Students will learn the physical attributes and monetary value of a dime
●Day 6: Identify and Sort Dimes	● K.M.B.3	● Students will identify dimes from a variety of coins and sort them

● Day 7: Introduction to Quarters	● K.M.B.3	● Students will learn the physical attributes and monetary value of a quarter
●Day 8: Identify and Sort Quarters	● K.M.B.3	● Students will identify quarters from a variety of coins and sort them
●Day 9: Introduction to Dollar	● K.M.B.3	● Students will learn the physical attributes and monetary value of a dollar
●Day 10: Sorting Coins	● K.M.B.3	●Teacher will review money and coins ● Students will complete end of unit coin sort with Teacher
●Day 11: End of Unit Test	● K.M.B.3	● Students will complete end of Unit Chapter Test in Small Group

Inclusive concepts
● The Math Community allows for all levels to work together at their individual pace and level during Whole Group Math and Math Center Based Learning.