

	<b>Name of Course:iReady Mathematics</b> <b>Team Members:</b>	
<b>Unit</b>	1: Position, Length, Height, and Sorting	
<b>Essential Questions</b>	How can I describe the position of an object? How can I compare the lengths and heights of objects? How can I sort and count objects?	
<b>Content Standards</b>	K.G.A.1, K.MD.A.1, K.MD.A.2, K.MD.B.3 K.CC.B.4a, K.CC.B.4b, K.CC.B.5	
<b>Concepts and Subskills</b>	<p>Students will understand that:</p> <ul style="list-style-type: none"> <li>• Words can be used to describe the position of an object</li> <li>• Objects can be compared based on length or height</li> <li>• Objects can be sorted based upon their attributes</li> </ul>	<p>Students will be skilled at:</p> <ul style="list-style-type: none"> <li>• Describing position of objects using words</li> <li>• Placing objects in given positions</li> <li>• Comparing the length or height of two objects</li> <li>• Sorting objects with common attributes</li> <li>• Counting sorted groups of objects or sort groups by count</li> </ul>
<b>Content Objectives (Student Friendly Language)</b>	<p>Lesson 1:</p> <ul style="list-style-type: none"> <li>• Describe where an object is. Use words like above, behind, below, beside, in front of, and next to</li> <li>• Listen to where an object is and then find the object.</li> </ul> <p>Lesson 2:</p> <ul style="list-style-type: none"> <li>• Describe and compare attributes of objects</li> <li>• Compare the lengths or heights of two objects to identify which is longer or taller and which one is shorter</li> </ul> <p>Lesson 3:</p> <ul style="list-style-type: none"> <li>• Sort objects into categories and describe the categories.</li> <li>• Count the number of objects in each category.</li> <li>• Sort categories by the number of objects in each category.</li> </ul>	
<b>Content Vocabulary</b>	<b>Mathematical Vocabulary</b>	
	above, below, longer, shorter, sort	

	<b>Academic Vocabulary</b>
	Different, notice
	<b>Additional Vocabulary</b>
	behind, beside, in front of, inside, next to, outside
<b>Assessments, Products, Projects</b>	End of Lesson Assessments End of Unit Assessment
<b>Text, Materials, and Resources</b>	Lesson 1: Bear counters, two color counters, position spinner cards/ spinners, cps, crayons, small objects Lesson 2: Clay, classroom objects, paper bags, longer or shorter spinner cards/ spinners, connecting cubes, crayons/ markers Lesson 3: Connecting cubes, attribute buttons, paper bag, mixed classroom objects, plastic bag, crayons

	<b>Name of Course: iReady Mathematics</b> <b>Team Members:</b>	
<b>Unit</b>	2: Numbers to 5, Shapes, and Weigh	
<b>Essential Questions</b>	How can I describe the amount of objects with a number? How can I compare groups of objects? What are solid shapes and how can I describe them?	
<b>Content Standards</b>	K.CC.A.1, K.CC.A.3, K.CC.B.4a, K.CC.B.4b.K.CC.B.4c, K.CC.B.5, K.CC.C.6, K.CC.C.7 K.MD.A.1, K.MD.A.2, K.MD.B.3 K.G.A.2, K.G.A.3, K.G.B.4	
<b>Concepts and Subskills</b>	Students will understand that: <ul style="list-style-type: none"> <li>● 0 represents no objects</li> <li>● Comparison words like more, less, or same</li> <li>● One more refers to the next number in a counting sequence</li> </ul>	Students will be skilled at: <ul style="list-style-type: none"> <li>● Counting with 1:1 correspondence</li> <li>● Showing, counting, and writing numbers 0 to 5</li> <li>● Comparing numbers 0-5</li> <li>● Naming and describing solid shapes</li> </ul>

	<ul style="list-style-type: none"> <li>• Objects weights can be compared</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing the weights of two objects using the words heavier or lighter</li> </ul>
<b>Content Objectives (Student Friendly Language)</b>	<p>Lesson 1</p> <ul style="list-style-type: none"> <li>• Count up to 5 objects and show how many using a number</li> <li>• Write or use materials to form numbers</li> </ul> <p>Lesson 2</p> <ul style="list-style-type: none"> <li>• Compare groups of objects and numbers up to 5</li> <li>• Recognize that each counting number is one more than the last</li> </ul> <p>Lesson 3</p> <ul style="list-style-type: none"> <li>• Name solid shapes and describe their attributes.</li> <li>• Compare weights of objects using heavy/ heavier and light/ lighter</li> </ul>	
<b>Content Vocabulary</b>	<b>Mathematical Vocabulary</b>	
	Count, less, more, number	
	<b>Academic Vocabulary</b>	
	Arrange, compare	
	<b>Additional Vocabulary</b>	
	Zero, one, two , three, four, five	
<b>Assessments, Products, Projects</b>	End of Lesson Assessments End of Unit Assessments	
<b>Text, Materials, and Resources</b>	Lesson 1: bear counters, number cube, folder, 5-frames workmat, two-color counters, number and dot row cards, modeling clay, chenille stems, craft sticks, yarn Lesson 2: connecting cubes, crayons, two-color counters, number and dot row cards, opaque bowl, 5-frames workmat Lesson 3: shape cards, real-world objects, two-color counters, shape cards, real-world object cards, crayon, pan balance	

	<b>Name of Course: Kindergarten iReady Mathematics</b> <b>Team Members:</b>	
<b>Unit</b>	3: Addition and Subtraction Within 5 and Shapes	
<b>Essential Questions</b>	How can I add to another number? What are two dimensional shapes? How can I subtract from a number? How do I know when to add or when to subtract?	
<b>Content Standards</b>	K.OA.A.1, K.OA.A.2, K.OA.A.3, K.OA.A.5 K.CC.A.3, K.CC.B.5 K.G.A.A.1, K.G.A.2, K.G.B.4, K.G.B.5 K.MD.B.3	
<b>Concepts and Subskills</b>	<p>Students will understand:</p> <ul style="list-style-type: none"> <li>• 2D shapes are the same regardless of orientation</li> <li>• Add- to story problems</li> <li>• Take-away story problems</li> </ul>	<p>Students will be skilled at:</p> <ul style="list-style-type: none"> <li>• Using fingers or manipulatives to add or subtract two numbers within 5</li> <li>• Telling and solving add-to story problems</li> <li>• Identifying 2D shapes</li> <li>• Telling and solving take-away story problems</li> <li>• Determining whether a story problem calls for addition or subtraction</li> </ul>
<b>Content Objectives (Student Friendly Language)</b>	<p>Lesson 7:</p> <ul style="list-style-type: none"> <li>• Add to find totals within 5</li> <li>• Tell and solve addition story problems within 5</li> </ul> <p>Lesson 8:</p> <ul style="list-style-type: none"> <li>• Say the name of 2D shapes that are different size and turned different ways</li> <li>• Know 2D shapes are flat</li> <li>• Draw shapes and describe their attributes and positions</li> </ul> <p>Lesson 9:</p> <ul style="list-style-type: none"> <li>• Subtract to find how many are left</li> <li>• Tell and solve subtraction story problems within 5</li> </ul> <p>Lesson 10:</p> <ul style="list-style-type: none"> <li>• Understand plus and minus signs</li> </ul>	

	<ul style="list-style-type: none"> <li>• Add up to 5</li> <li>• Subtract from 5 or less.</li> <li>• Tell and solve addition and subtraction story problems.</li> </ul>
<b>Content Vocabulary</b>	<b>Mathematical Vocabulary</b>
	Add, circle, square, triangle, take away
	<b>Academic Vocabulary</b>
	Model, record
	<b>Additional Vocabulary</b>
	Flat, plus, rectangle, side, subtract, total
<b>Assessments, Products, Projects</b>	End of Lesson Assessments End of Unit Assessment
<b>Text, Materials, and Resources</b>	<p><b>Lesson 7:</b> connecting cubes, 5-frames workmat, two-color counters, Spinner cards and spinner, crayon, whiteboard and marker</p> <p><b>Lesson 8:</b> geometric solids, quart sheets of paper, shape sort cards, whiteboard, file folder, shape cards, pattern blocks, number cards, pattern block spinner cards and spinner</p> <p><b>Lesson 9:</b> connecting cubes, cups, paper bag, balls of clay, 5-frames workmat, two-color counters, all some or none cards, number cards, bear counters</p> <p><b>Lesson 10:</b> connecting cubes, plus and minus spinner card and spinner, counters, add within 10 cards and subtract within 10 cards, number cards deck, 5-frames workmat</p>

	<b>Name of Course: K iReady Mathematics</b>
	<b>Team Members:</b>
<b>Unit</b>	4: Numbers to 10 and Shapes

<b>Essential Questions</b>	<p>How can I count, show and write numbers 6-10?</p> <p>How can I compare numbers?</p> <p>How can I build larger shapes from 2D and 3D shapes</p> <p>What are the number partners for 10?</p>	
<b>Content Standards</b>	<p>K.CC.A.1, K.CC.A.2, K.CC.A.3, K.CC.B.4a, K.CC.B.4b, K.CC.B.4c, K.CC.B.5, K.CC.C.6, K.CC.C.7</p> <p>K.G.A.1, K.G.A.2, K.G.B.5, K.G.B.6</p> <p>K.OA.A.1, K.OA.A.3, K.OA.A.4</p>	
<b>Concepts and Subskills</b>	<p>Students will understand:</p> <ul style="list-style-type: none"> <li>● Comparison phrases: greater than, less than, or equal to</li> <li>● Number partners for to make 10</li> </ul>	<p>Students will be skilled at:</p> <ul style="list-style-type: none"> <li>● Show, count and write numbers 6-10</li> <li>● Putting together 2D and 3D shapes to compose larger shapes</li> <li>● Composing/ decomposing 10</li> <li>● Finding missing number partners for 10</li> <li>● Writing equations to represent number partners for 10</li> </ul>
<b>Content Objectives (Student Friendly Language)</b>	<p>Lesson 11</p> <ul style="list-style-type: none"> <li>● Count up to 10 using 1:1 correspondence and number words in sequential order</li> <li>● Use 10-frames as a tool to count and represent counts to 10</li> <li>● Recognize and write numbers 6-10</li> <li>● Understand that the last numbers said tells the number of objects</li> </ul> <p>Lesson 12</p> <ul style="list-style-type: none"> <li>● Identify whether the number of objects in one group is greater than, less than or equal to the number in another group</li> <li>● Compare two numbers from 1 to 10</li> </ul> <p>Lesson 13</p> <ul style="list-style-type: none"> <li>● Compose shapes from 2 or more 2D or 3D shapes</li> <li>● Describe shapes composed of two or more 2D or 3D shapes</li> </ul> <p>Lesson 14</p> <ul style="list-style-type: none"> <li>● Recognize that a number can be broken into smaller parts</li> <li>● Identify number partners for 10 using drawings or manipulatives</li> <li>● Find the 2nd number partner for 10 when given the first using drawings or manipulatives</li> </ul> <p>Lesson 15</p> <ul style="list-style-type: none"> <li>● Understand the equal sign and represent number partners for 10 with equations</li> <li>● Decompose 10 into number partners using objects or drawings</li> <li>● Find number partners that make 10</li> </ul>	
<b>Content Vocabulary</b>	<b>Mathematical Vocabulary</b>	

	Equal to, equation, greater, ten
	<b>Academic Vocabulary</b>
	After, part
	<b>Additional Vocabulary</b>
	Six, seven, eight, nine, decompose, compose
<b>Assessments, Products, Projects</b>	Lesson assessments and end of unit assessment
<b>Text, Materials, and Resources</b>	<p><b>Lesson 11:</b> Two color counters, cups, 10-frame cards, 10 frame workmat, large number cards, crayons, bear counters, number cards desk</p> <p><b>Lesson 12:</b> two color counters, connecting cubes, paper plate and cup, dot cards, cups with counters, number path 1 to 10</p> <p><b>Lesson 13:</b> whiteboards and markers, dot paper workmat, number cubes, pattern blocks, geometric solids, file folders, shape cards, crayons</p> <p><b>Lesson 14:</b> connecting cubes, number cards deck, crayons, chenille stems, beads, two color counters, 10 frames workmat</p> <p><b>Lesson 15:</b> connecting cubes, paper bag, balance, number and dot row cards, two color counters, 10-frames workmat, crayons</p>

	<b>Name of Course: iReady Mathematics</b> <b>Team Members:</b>
<b>Unit</b>	5: Numbers to 100
<b>Essential Questions</b>	<p>How can I count, read and write numbers up to 20?</p> <p>How can I count to 100?</p> <p>How can I decompose 6 and 7 into number partners?</p> <p>How can I decompose 8 and 9 into number partners?</p>
<b>Content Standards</b>	K.CC.A.1, K.CC.A.2, K.CC.A.3, K.CC.B.4a, K.CC.4b, K.CC.B.4c, K.CC.B.5 K.OA.A.1, K.OA.A.2, K.OA.A.3

<b>Concepts and Subskills</b>	Students will understand: <ul style="list-style-type: none"> <li>Counting can start from any number</li> <li>Numbers less than 10 can be decomposed into number partners</li> <li>Equations can represent number partners</li> </ul>	Students will be skilled at: <ul style="list-style-type: none"> <li>Counting, reading and writing numbers 11-20</li> <li>Counting to 100 by 1s and 10s</li> <li>Counting on from any number less than 100</li> <li>Decomposing numbers less than 10 into number partners</li> <li>Writing equations to represent number partners for numbers less than 10</li> </ul>
<b>Content Objectives (Student Friendly Language)</b>	Lesson 16: <ul style="list-style-type: none"> <li>Count groups of 20 objects.</li> <li>Read and write numbers from 11-20</li> </ul> Lesson 17 <ul style="list-style-type: none"> <li>Count to 100 by 1s</li> <li>Count to 100 by 10s</li> <li>Count on from a given number that is less than 100</li> </ul> Lesson 18: <ul style="list-style-type: none"> <li>Decompose 6 and 7 into number partners using objects or drawings</li> <li>Represent number partners for 6 and 7 with equations</li> </ul> Lesson 19: <ul style="list-style-type: none"> <li>Decompose 8 and 9 into number partners using objects or drawings</li> <li>Represent number partners for 8 and 9 with equations</li> </ul>	
<b>Content Vocabulary</b>	<b>Mathematical Vocabulary</b>	
	Count on, eleven, twelve, teen numbers	
	<b>Academic Vocabulary</b>	
	Place (verb), organize	
	<b>Additional Vocabulary</b>	
Thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty		

<b>Assessments, Products, Projects</b>	End of Lesson Assessments End of Unit Assessment
<b>Text, Materials, and Resources</b>	<b>Lesson 16:</b> Connecting cubes, small paper plates, number cards, do cards, write to the top 16-20 workmat, tub of 20 connecting cubes, two-color counters, crayons <b>Lesson 17:</b> square tiles, tub of at least 100 objects, cups and toothpicks, index cards, crayons, large hundred grid workmat <b>Lesson 18:</b> two color counters, pattern blocks, common objects, index cards, 10-frames workmat, connecting cubes, recorded addition equations workmat, 6 and 7 spinner card and spinner, crayons, number card deck <b>Lesson 19:</b> counters, 10-frame cards, common objects, break apart in many ways workmat, number card

	<b>Name of Course: iReady Mathematics</b> <b>Team Members:</b>	
<b>Unit</b>	6: Addition and Subtraction within 10	
<b>Essential Questions</b>	How can I solve addition problems up to 10 using manipulatives? How can I solve subtraction problems from 10 or less using manipulatives? How can drawings help me solve addition and subtraction story problems up to 10?	
<b>Content Standards</b>	K.OA.A.1, K.OA.A.2, K.OA.A.5 K.CC.A.3, K.CC.B.5	
<b>Concepts and Subskills</b>	Students will understand: <ul style="list-style-type: none"> <li>Manipulatives can be used to add or subtract numbers within 10</li> <li>Whether to add or subtract to solve a story problem</li> <li>Drawing or equations can be used to represent story problems</li> </ul>	Students will be skilled at: <ul style="list-style-type: none"> <li>Using manipulatives to add or subtract numbers within 10</li> <li>Writing equation to show addition or subtraction</li> <li>Deciding to add or subtract to solve story problems</li> <li>Solving addition or subtraction problems within 10</li> <li>Drawing pictures or write equations to represent story problems</li> </ul>
<b>Content Objectives (Student Friendly Language)</b>	Lesson 20: <ul style="list-style-type: none"> <li>Use tools, manipulatives and number partners to solve addition problems within 10, in and out of context</li> <li>Recognize equation that represent addition problems</li> </ul> Lesson 21 <ul style="list-style-type: none"> <li>Use tools and manipulatives to solve subtraction problems within 10, in and out of context</li> <li>Recognize equations that represent subtraction problems</li> </ul> Lesson 22	

	<ul style="list-style-type: none"> <li>• Draw pictures and write equations to represent addition and subtraction stories</li> <li>• Decide whether to add or subtract to solve a story problem</li> <li>• Solve story problems for addition up to to or subtraction from 10 or less</li> </ul>
<b>Content Vocabulary</b>	<b>Mathematical Vocabulary</b>
	Addition, equal sign, equation, subtraction
	<b>Academic Vocabulary</b>
	Represent, start
	<b>Additional Vocabulary</b>
	Minus sign, plus sign
<b>Assessments, Products, Projects</b>	
<b>Text, Materials, and Resources</b>	<p>Lesson 20: two-color counters, add within 10 cards, 10-frames workmat, number path 1-10 workmat, number cards deck, folder, crayons, 6,7, 8, and 9 spinner cards and spinners</p> <p>Lesson 21: two color counters, subtract within 10 cards, 10-frames workmat, number path 1 to 10 workmat, number cards deck, number cube, flip and solve game board</p> <p>Lesson 22: bear counters, paper bag, index cards, crayon or marker, add within 10 cards, subtract within 10 cards, two-color counters, model a story game board, paper, crayons</p>

	<b>Name of Course: iReady Mathematics</b>
	<b>Team Members:</b>
<b>Unit</b>	7: Teen Numbers and Shapes
<b>Essential Questions</b>	<p>How can teen numbers be composed or decomposed into 10 ones and some more ones?</p> <p>How can I identify shapes as flat or sold?</p> <p>How can I use drawing or equations to record how I compose or decompose teen numbers?</p>

<b>Content Standards</b>	K.NBT.A.1 K.CC.A.3, K.CC.B.5 K.G.A.2, K.G.A.3, K.G.B.5, K.G.B.6	
<b>Concepts and Subskills</b>	Students will understand: <ul style="list-style-type: none"> <li>• Teen numbers can be composed and decomposed into 10 ones and some more ones</li> <li>• Shapes can be either flat or solid</li> </ul>	Students will be skilled at: <ul style="list-style-type: none"> <li>• Composing and decomposing teen numbers into 10 ones and some more ones</li> <li>• Identifying shapes as flat or solid</li> <li>• Making pictures with 2D shapes</li> <li>• Build objects with 3D shapes</li> <li>• Write equations to show composing or decomposing teen numbers</li> </ul>
<b>Content Objectives (Student Friendly Language)</b>	Lesson 23: <ul style="list-style-type: none"> <li>• Compose and decompose teen numbers into 10 ones and some more ones</li> <li>• Understand that teen numbers can always be composed of 10 ones and some more ones</li> </ul> Lesson 24: <ul style="list-style-type: none"> <li>• Identify shapes as flat or solid</li> <li>• Make pictures with 2D shapes</li> <li>• Build objects with 3D shapes</li> </ul> Lesson 25 <ul style="list-style-type: none"> <li>• Make connections between the concrete, representational, and abstract representations of teen numbers</li> <li>• Write equations to represent the composition and decomposition of teen numbers.</li> </ul>	
<b>Content Vocabulary</b>	<b>Mathematical Vocabulary</b>	
	Compose, flat, solid, teen numbers, ten	
	<b>Academic Vocabulary</b>	
	Build, describe	
	<b>Additional Vocabulary</b>	
Count on, cube, equation, rectangle, sort, square		

<b>Assessments, Products, Projects</b>	End of lesson quiz End of Unit Assessment
<b>Text, Materials, and Resources</b>	Lesson 23: number cards deck, bag, connecting cubes, 10-frames workmat, two-color counters, whiteboard and marker, crayons Lesson 24: masking tape, glue stick, shape cards, tangrams, tangram puzzle cards, common 3D objects, solid object cards, geometric solid Lesson 25: scissors, tenn number model cards, number card deck, two-color counters, connecting cubes, whiteboard and marker, crayons, 10-frame workmat