Little Egg Harbor School District
Curriculum Guide

Mathematics: Kindergarten

BOE APPROVAL DATE: 08/19/2025

Original Adoption:	August 2024
Created by:	Ocean County Curriculum Consortium
Revised on:	August 1, 2024
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Little Egg Harbor School District Mathematics Curriculum	
Content Area: Mathematics	
Course Title: Elementary	**Grade Level: Kindergarten**
Counting and Cardinality	**50 days**
Operations and Algebraic Thinking	**40 days**
Numbers and Operations in Base Ten	**30 days**
Measurement	**20 days**
Data Literacy	**15 days**
Geometry	**25 days**

Introduction

Vision for Mathematics Education in New Jersey

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.

In Kindergarten, instruction focuses broadly on two critical areas:

1. Representing and comparing whole numbers, initially with sets of objects; and
2. Describing shapes and space.

More learning time in Kindergarten should be devoted to numbers than to other topics.

Critical Areas

1. Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as and . (Kindergarten students should see addition

and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects (i.e. subitizing), counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

2. Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

Alignment with State Mandates
The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements: ● Holocaust and genocides (N.J.S.A. 18A:35-28) ● History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43) ● Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a) ● Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please click here for specific examples (by subject).

Counting and Cardinality	**Duration: 50 days**

Standards/Learning Targets

Focus Standards (Major Standards)

- **K.CC.A.1**: Count to 100 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).
- **K.CC.A.3:** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0 to 20 (with 0 representing a count of no objects).
- **K.CC.B.4:** Understand the relationship between numbers and quantities; connect counting to cardinality.
- **K.CC.B.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 only one object.
- **K.CC.B.4b:** Understand that the last number name says 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.
- **K.CC.B.5:** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects .
- **K.CC.C.6:** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e .g ., by using matching and counting strategies.
- **K.CC.C.7**: Compare two numbers between 1 and 10 presented as written numerals.

Supporting and Additional Standards

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

Primary Interdisciplinary Connections

English Language Arts

- **L.VL.K.2.** With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- **L.RF.K.4.** Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
- **W.WP.K.4.** With prompts and support, recognize that writing carries a message and should make sense to others.
- **SL.PE.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Science

- **K-2-ETS1-2** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Computer Science and Design Thinking Standards

- **8.1.2.DA.1**: Collect and present data including climate change data, in various visual formats
- **8.1.2.DA.3:** Identify and describe the patterns in data visualizations.
- **8.1.2.AP.1**: Model daily processes by creating and following algorithms to complete tasks.
- **8.1.2.AP.4**: Break down a task into a sequence of steps.
- **8.2.2.ED.2**: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- **8.2.2.ED.3**: Select and use appropriate tools and materials to build a product using the design process

Career Readiness, Life Literacies, and Key Skills Standards

- **9.4.2.CI.1** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.2**: Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g.,inductive, deductive).

Evidence of Student Learning

Performance Tasks/Use of Technology	Assessments
● i-Ready Math in Action ● i-Ready MyPath	**Formative:** ● Exit slips

• i-Ready Fluency Flight • IXL • Standards-based activities and tasks • Google Slides & Forms • Illustrative Math Tasks- Kindergarten • Math Milestones - Kinder Tasks • Digital Review Platforms - Kahoot Games/Blooket Review • Flipgrid • NCTM Illuminations • Splash Learn - Games for Kids • ABCya! - Games for Kids	• Teacher observations/anecdotal/checklists • i-Ready games • Performance Assessments • Oral Assessments/Conferencing • Portfolio/Math Journals • Daily Classwork • Pre-assessments **Summative:** • i-Ready Mid-Unit Assessments • i-Ready Unit Assessments • Digital Comprehension Checks • Unit & Cumulative Reviews • LinkIt Progress Monitoring Standard Assessments **Benchmark:** • i-Ready Assessments (Fall, Winter, Spring) • District-wide Common Benchmark Assessments **Alternative:** • Performance Tasks • Extension Projects • Written/verbal explanations • Peer assessment • Self-assessment • Untimed Fact Practice Assessment • Project Based Assessments with Scoring Rubric
Knowledge and Skills	
Content	**Skills**
Unit Essential Questions • How do you count to 5 by ones? • How can you represent a number of objects by the	**Students will be able to:** • Count to 5 by ones • Represent a number of objects by the correct numeral up

correct numeral up to 5 using zero to represent no objects? ● What is the ascending number name for each object in a group? ● What are the objects named in the standard order; identify the last number called as the number of counted objects in the set; regardless of the order they are counted? ● Why is the next number name in counting always one greater than the previous number? ● How do you know how many are in a group of objects when up to 5 are arranged in a line or in a scattered configuration? ● What can we do to create addition and subtraction events with objects (or make drawings) to represent a sum (putting together) or a difference (taking from) up to 5? **Enduring Understandings** *Students will know: "I can…"* ● Know number names and the count sequence. ● Count to tell the number of objects. ● Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	to 5 using zero to represent no objects ● Identify the ascending number name for each object in a group ● Identify the objects named in the standard orders; identify the last number called as the number of counted objects in the set; regardless of the order they are counted. ● Explain why the next number name in counting is always one greater than the previous ● Create an addition and subtraction event with objects (or make drawings) to represent a sum (putting together) or a difference (taking from) up to 5
Instructional Plan	
Suggested Activities	**Resources**
● Math workstations with open-ended tasks and collections of materials for counting ● Number Bingo	● Ready Mathematics Program ● i-Ready MyPath ● IXL

• Number match game • **Number Sense routine:** Display slides on board that show a given number of objects. Students are to count and write the number on a white board. Students can also use manipulatives to count out how many they see. **Try it:** Provide each student with a 8 X 10 piece of construction paper each with one number 1-5 written on it. Students use bingo or dot markers and place markers for the number that was on the construction paper. **Discuss it:** Introduce numbers 1-5 using a math poster or cards. Work with a partner and model how to count. **Connect it:** Using white boards and dry erase markers and practice making each number and counting.	• Seesaw • Class Dojo • **NJSLS and iRCL 2024 Padlet** As appropriate: ○ Boom Cards ○ VB-Mapp ○ ABLLS-R ○ Connecting Math Concepts ○ Prodigy ○ SplashLearn Resources for **on-grade** students: • Differentiated according to informal assessments • 120 chart to assist with addition and subtraction • Connecting cubes for addition and subtraction • Counters to fill in ten frames • Anchor Charts • Touch Math with teacher guidance • Video Guidance • Log into i-Ready and then follow these steps: ○ Click assess and teach ○ Click Teacher Toolbox Math ○ Click Grade Level ○ Click REINFORCE and use the resources shown Resources for students **approaching** grade level expectations: • Differentiated according informal assessments • 120 chart to assist with addition and subtraction • Connecting cubes for addition and subtraction • Counters to fill in ten frames • Touch point chart • Manipulatives with small group guidance • Highlighters for close read strategies • Touch Math small group

	● Word Banks ● Log into i-Ready and then follow these steps: ○ Click assess and teach ○ Click Teacher Toolbox Math ○ Click Grade Level ○ Click RETEACH and use the resources shown Resources for students **exceeding** grade level expectations: ● Differentiated according to informal assessments ● 120 chart to assist with addition and subtraction ● Connecting cubes for addition and subtraction ● Counters to fill in ten frames ● Log into i-Ready and then follow these steps: ○ Click assess and teach ○ Click Teacher Toolbox Math ○ Click Grade Level ○ Click EXTEND and use the resources shown Useful links / online resources ● Print Material ● White board ● Computer ● Smart Board ● iPads/Laptops ● Document Reader ● Picture Books

Suggested Options for Differentiation

Multi-Language Learners

- Simplify written and verbal instructions
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ML students to interact and communicate with peers
- Provide vocabulary ahead of time

- Use sentence frames to give students practice with academic language
- Pre-teach as often as possible- share videos, articles, vocabulary etc. with ML students prior to use in class
- Utilize visual charts/cues
- Highlight key words
- Provide manipulatives
- Frequently check for understanding
- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Support verbal explanations with non verbal cues: Gestures/ facial expressions Props, realia, manipulatives, concrete materials
- Visuals, graphs, pictures, maps

Special Education/504 Plans

- Follow specific students accommodations and modifications as listed in individual student IEPs
- Preferential seating.
- Provide special lighting or acoustics.
- Provide a space with minimal distractions.
- Administer a test in a small group setting.
- Behavior management support.
- Adjusted class schedules or grading.
- Extended time on tests and assignments.
- Verbal, visual, or technology aids

Gifted and Talented

- Differentiated assignments/projects/assessments
- Differentiate learning pace using curriculum acceleration
- Curriculum compacting
- Open ended/abstract questions to activate higher level thinking

- Alternative modes of communication
- Student developed extension activities
- Plan self directed inquiry
- Opportunities to push assessment/activity boundaries
- Self centered curriculum allowing for student choice

Students at Risk of School Failure

- Ensure child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences
- Provide tutoring if needed
- Allow students to complete assignments in school
- Do not penalize for late or missing assignments/materials
- Offer encouragement and understanding
- Allow students to have personal possessions and property in school
- Give choice to provide a sense of control
- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose.
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Maintain expectations while offering choice and soliciting input

Core Instructional and Supplemental Materials

- i-Ready Math Classroom and digital components
- Teachers manuals
- Math manipulatives
- Student editions
- Math workstations with open-ended tasks and collections of manipulatives

- Number Bingo
- Subitize match game
- Supplemental Texts / Materials for Students On-Grade / Meeting Expectations
    - i-Ready diagnostic individual path
    - Teacher created path
- Supplemental Texts for Students Approaching Grade Level Expectations
    - i-Ready diagnostic individual path
    - Teacher created path
- Supplemental Texts for Students Exceeding Grade Level Expectations
    - i-Ready diagnostic individual path
    - Teacher created path

As appropriate:

- Boom Cards
- VB-Mapp
- ABLLS-R
- Connecting Math Concepts
- Prodigy
- SplashLearn

Varied Levels of Text: Literature

- Fish Eyes by Lois Ehlert
- Anno's Counting Book by Anno Mitsumasa
- Chicka, Chicka, 1, 2, 3 by Bill Martin
- Miss Bindergarten Celebrates the 100th Day of Kindergarten by Joseph Slate
- Five Little Monkeys by Eileen Christelow
- EPIC

Teacher Notes/Reflections:

Operations and Algebraic Thinking	**Duration: 40 days**

Standards/Learning Targets

Focus Standards (Major Standards)

- **K.OA.A.** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from
- **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**.**
- **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. (Climate Change Example: Students may use counters when adding to find the total number of trees that they and a partner observed (eg, front their front door, in a backyard, from a classroom window). With prompting and support, they may ask and answer questions about how trees may reduce the warming effect of sunlight)
- **K.OA.A.3** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
- **K.OA.A.4** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
- **K.OA.A.5** Demonstrate accuracy and efficiency for addition and subtraction within 5.

Supporting and Additional Standards

- **K.CC.A.1**: Count to 100 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).
- **K.CC.A.3:** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0 to 20 (with 0 representing a count of no objects).
- **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 only one object.

Primary Interdisciplinary Connections

English Language Arts

- **L.VL.K.2.** With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- **L.RF.K.4.** Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
- **W.WP.K.4.** With prompts and support, recognize that writing carries a message and should make sense to others.
- **SL.PE.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Science

- **K-2-ETS1-2** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

History

- **6.1.2.CivicsCM.3** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Computer Science and Design Thinking Standards

- **8.1.2.DA.1**: Collect and present data including climate change data, in various visual formats.
- **8.1.2.DA.3**:Identify and describe the patterns in data visualizations.
- **8.1.2.AP.1**: Model daily processes by creating and following algorithms to complete tasks.
- **8.1.2.AP.4:** Break down a task into a sequence of steps.
- **8.2.2.ED.2**: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
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Career Readiness, Life Literacies, and Key Skills Standards

- **9.4.2.CI.1** Demonstrate openness to new ideas and perspectives.
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- **9.4.2.CT.2**: Identify possible approaches and resources to execute a plan.
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Evidence of Student Learning

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Knowledge and Skills	
Content	**Skills**

Unit Essential Questions	**Students will be able to:**
● How do you count and represent with a written numeral a number of objects to 10? ● What strokes do we make to write numerals from zero to 10? ● What number do you begin counting from when we count to 30 by ones and tens? ● What numbers come next when we begin counting from any given number up to 10 -- instead of having to begin at one? ● What objects or drawings can we use to represent and solve addition and subtraction word problems (within 10)? ● What tools can we use to master adding fluently within 10? ● What do we need to look for to classify and sort objects into given categories and count the objects in each category (up to 10 objects)? ● How many ways can you make the number 10? **Enduring Understandings** *Students will know: "I can…"* ● Know number names and the count sequence. ● Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. ● Classify objects and count the number of objects in each category.	● Count and represent with a written number a number of objects to 10 ● Identify the strokes need to write numerals from zero to 10 ● Identify the number to begin counting from when counting to 30 by ones and tens ● Identify what number comes next when we begin counting from any given number up to 10 - instead of having to begin at 1 ● Identify objects or drawings can we use to represent and solve addition and subtraction word problems (within 10) ● Identify tools to use to master adding fluently within 10 ● Identify what to look for to classify and sort objects into given categories and count the objects in each category (up to 10 objects)? ● Identify different ways to make the number 10
Instructional Plan	

Suggested Activities	Resources
Number sense warm up activity: Counting to 50 Students will play “Sparkle”. To play this game, have students stand forming a circle. Choose one student to start counting. Every student after has to say the next number. Once you get to 50, the next student says “Sparkle”, and the student sits down and is out of the game. Start again with number one, and continue playing until only one student is left. **Read aloud:** Counting on Community- Listen to the story and count and discuss the different items found in the read aloud. **Lesson:** Addition **Try it:** Students will complete an addition sheet. **Discuss it:** Introduce the word addition. Write it on the board. Ask students what addition means. **Connect it:** Sitting on carpet with class use the addition flash cards to model and practice adding.	● Ready Mathematics Program ● i-Ready MyPath ● IXL ● Seesaw ● Class Dojo ● **NJSLS and iRCL 2024 Padlet** As appropriate: ○ Boom Cards ○ VB-Mapp ○ ABLLS-R ○ Connecting Math Concepts ○ Prodigy ○ SplashLearn Resources for **on-grade** students: ● Differentiated according to informal assessments ● 120 chart to assist with addition and subtraction ● Connecting cubes for addition and subtraction ● Counters to fill in ten frames ● Anchor Charts ● Touch Math with teacher guidance ● Video Guidance ● Log into i-Ready and then follow these steps: ○ Click assess and teach ○ Click Teacher Toolbox Math ○ Click Grade Level ○ Click REINFORCE and use the resources shown Resources for students **approaching** grade level expectations: ● Differentiated according informal assessments ● 120 chart to assist with addition and subtraction ● Connecting cubes for addition and subtraction

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Suggested Options for Differentiation	

Multi-Language Learners

- Simplify written and verbal instructions
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ML students to interact and communicate with peers
- Provide vocabulary ahead of time
- Use sentence frames to give students practice with academic language
- Pre-teach as often as possible- share videos, articles, vocabulary etc. with ML students prior to use in class
- Utilize visual charts/cues
- Highlight key words
- Provide manipulatives
- Frequently check for understanding
- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Support verbal explanations with non verbal cues: Gestures/ facial expressions Props, realia, manipulatives, concrete materials
- Visuals, graphs, pictures, maps

Special Education/504 Plans

- Follow specific students accommodations and modifications as listed in individual student IEPs
- Preferential seating.
- Provide special lighting or acoustics.
- Provide a space with minimal distractions.
- Administer a test in a small group setting.
- Behavior management support.
- Adjusted class schedules or grading.
- Extended time on tests and assignments
- Verbal, visual, or technology aids

Gifted and Talented

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- Differentiate learning pace using curriculum acceleration
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Students at Risk of School Failure

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- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Maintain expectations while offering choice and soliciting input

Core Instructional and Supplemental Materials

- i-Ready Math Classroom and digital components
- Teachers manuals and Student editions
- Math manipulatives
- BrainPOP JR
- Math workstations with open-ended tasks
- Collections and manipulatives
- Domino Addition and Subtraction
- Addition War

As appropriate:

- Boom Cards
- VB-Mapp
- ABLLS-R
- Connecting Math Concepts
- Prodigy
- SplashLearn

Varied Levels of Text: Literature-

- Marilyn Burns Math Library List
- Ten Black Dots by Donald Crews
- This Old Man by Pam Adams
- Remainder of One by Elinor J. Pinczes
- Domino Addition by Lynette Long
- Ten in the Bed by Penny Dale
- Ten Apples Up on Top!
- Ten Little Rubber Ducks by Eric Carle
- EPIC

Teacher Notes/Reflections:

Numbers and Operations in Base Ten	**Duration: 30 days**

Standards/Learning Targets

Focus Standards (Major Standards)

- **K.NBT.A** Work with numbers 11–19 to gain foundations for place value.
- **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

Supporting and Additional Standards

- **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**.**
- **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.

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- **8.1.2.DA.1:** Collect and present data including climate change data, in various visual formats.

- **8.1.2.DA.3:**Identify and describe the patterns in data visualizations.
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- **8.2.2.ED.3**: Select and use appropriate tools and materials to build a product using the design process

Career Readiness, Life Literacies, and Key Skills Standards

- **9.4.2.CI.1** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.2**: Identify possible approaches and resources to execute a plan.
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Evidence of Student Learning

Performance Tasks/Use of Technology

- i-Ready Math in Action
- i-Ready MyPath
- i-Ready Fluency Flight
- IXL
- Standards-based activities and tasks
- Google Slides & Forms
- Illustrative Math Tasks- Kindergarten
- Math Milestones - Kinder Tasks
- Digital Review Platforms - Kahoot Games/Blooket Review
- Flipgrid
- NCTM Illuminations
- Splash Learn - Games for Kids
- ABCya! - Games for Kids

Assessments

Formative:

- Exit slips
- Teacher observations/anecdotal/checklists
- i-Ready games
- Performance Assessments
- Oral Assessments/Conferencing
- Portfolio/Math Journals
- Daily Classwork
- Pre-assessments

Summative:

- i-Ready Mid-Unit Assessments
- i-Ready Unit Assessments
- Digital Comprehension Checks
- Unit & Cumulative Reviews
- LinkIt Progress Monitoring Standard Assessments

Benchmark:

	● i-Ready Assessments (Fall, Winter, Spring) ● District-wide Common Benchmark Assessments **Alternative:** ● Performance Tasks ● Extension Projects ● Written/verbal explanations ● Peer assessment ● Self-assessment ● Untimed Fact Practice Assessment ● Project Based Assessments with Scoring Rubric
Knowledge and Skills	
Content	**Skills**
Unit Essential Questions ● How can you represent the number 11? 12? 13? 14? 15? 16? 17? 18? 19? ● Why do we group numbers into tens and ones? ● How are numbers organized in groups of 10? ● How can you show numbers 11 to 19 with objects? ● How are teens composed of 10s and 1s? **Enduring Understandings** *Students will know: "I can…"* ● Numbers can be represented in a variety of ways ● Numbers greater than 9 (11-19) are grouped into a ten and one(s) ● Digits are used to make numbers in base 10 form ● Teens are composed of 10s and ones (11-19) ● Compose and decompose teen numbers into a ten and some ones using base 10 blocks and pictures	**Students will be able to:** ● Represent numbers 11 - 19 ● Explain why we group numbers into tens and ones ● Identify how numbers are organized in groups of 10 ● Show numbers 11 - 19 with objects ● Explain how teens are composed of 10s and 1s

• Compose numbers to make 10/decompose numbers to take apart 10	
Instructional Plan	
Suggested Activities	**Resources**
Number sense warm up: Play "Number I Spy" Teacher will think of a number between 0-100 and students will try to guess his/her number. Subtraction Practice: **Try it:** Students complete a subtraction sheet. **Discuss it:** Introduce the word Subtraction. Write it on the board. Ask students what Subtraction means. Use subtractions cards to model counting back and using them to Subtract. **Connect it:** Sitting on carpet with class use the subtraction flash cards to model and practice subtracting.	• Ready Mathematics Program • i-Ready MyPath • IXL • Seesaw • Class Dojo • NJSLS and iRCL 2024 Padlet As appropriate: ○ Boom Cards ○ VB-Mapp ○ ABLLS-R ○ Connecting Math Concepts ○ Prodigy ○ SplashLearn Resources for **on-grade** students: • Differentiated according to informal assessments • 120 chart to assist with addition and subtraction • Connecting cubes for addition and subtraction • Counters to fill in ten frames • Anchor Charts • Touch Math with teacher guidance • Video Guidance • Log into i-Ready and then follow these steps: ○ Click assess and teach ○ Click Teacher Toolbox Math ○ Click Grade Level

	○ Click REINFORCE and use the resources shown Resources for students **approaching** grade level expectations: ● Differentiated according informal assessments ● 120 chart to assist with addition and subtraction ● Connecting cubes for addition and subtraction ● Counters to fill in ten frames ● Touch point chart ● Manipulatives with small group guidance ● Highlighters for close read strategies ● Touch Math small group ● Word Banks ● Log into i-Ready and then follow these steps: ○ Click assess and teach ○ Click Teacher Toolbox Math ○ Click Grade Level ○ Click RETEACH and use the resources shown Resources for students **exceeding** grade level expectations: ● Differentiated according to informal assessments ● 120 chart to assist with addition and subtraction ● Connecting cubes for addition and subtraction ● Counters to fill in ten frames ● Log into i-Ready and then follow these steps: ○ Click assess and teach ○ Click Teacher Toolbox Math ○ Click Grade Level ○ Click EXTEND and use the resources shown Useful links / online resources ● Print Material ● White board ● Computer ● Smart Board

	• iPads/Laptops • Document Reader • Picture Books

Suggested Options for Differentiation

Multi-Language Learners

- Simplify written and verbal instructions
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ML students to interact and communicate with peers
- Provide vocabulary ahead of time
- Use sentence frames to give students practice with academic language
- Pre-teach as often as possible- share videos, articles, vocabulary etc. with ML students prior to use in class
- Utilize visual charts/cues
- Highlight key words
- Provide manipulatives
- Frequently check for understanding
- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Support verbal explanations with non verbal cues: Gestures/ facial expressions Props, realia, manipulatives, concrete materials
- Visuals, graphs, pictures, maps

Special Education/504 Plans

- Follow specific students accommodations and modifications as listed in individual student IEPs
- Preferential seating.
- Provide special lighting or acoustics.
- Provide a space with minimal distractions.

- Administer a test in a small group setting.
- Behavior management support.
- Adjusted class schedules or grading.
- Extended time on tests and assignments.
- Verbal, visual, or technology aids

Gifted and Talented

- Differentiated assignments/projects/assessments
- Differentiate learning pace using curriculum acceleration
- Curriculum compacting
- Open ended/abstract questions to activate higher level thinking
- Alternative modes of communication
- Student developed extension activities
- Plan self directed inquiry
- Opportunities to push assessment/activity boundaries
- Self centered curriculum allowing for student choice

Students at Risk of School Failure

- Ensure child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences
- Provide tutoring if needed
- Allow students to complete assignments in school
- Do not penalize for late or missing assignments/materials
- Offer encouragement and understanding (being flexible with assignments)
- Allow students to have personal possessions and property in school
- Give choice to provide a sense of control and solicit input when possible
- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Offer several alternatives from which all students can choose.
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.

- Share the decision making in class.

Core Instructional and Supplemental Materials

- i-Ready Math Classroom and digital components
- Teachers manuals and Student editions
- Math manipulatives
- Place value activities and materials for grouping

As appropriate:

- Boom Cards
- VB-Mapp
- ABLLS-R
- Connecting Math Concepts
- Prodigy
- SplashLearn

Varied Levels of Text: Literature-

- Marilyn Burns Math Library List
- A Place for 0 by Angeline Lopresti
- Tally O'Malley Stuart J. Murphy
- Two of Everything by Lily Toy Hong
- Penguin Place Value: A Math Adventure by Kathleen L. Stone
- EPIC

Teacher Notes/Reflections:

Measurement	**Duration: 20 days**

Standards/Learning Targets

Focus Standards (Major Standards)

- **K.M.A.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- **K.M.A.2** Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
- **K.M.B.1** Understand that certain objects are coins and dollar bills, and that coins and dollar bills represent money. Identify the values of all U.S. coins and the one-dollar bill.

Supporting and Additional Standards

- **K.CC.B.4c:** Understand that each successive number name refers to a quantity that is one larger.
- **K.CC.B.5:** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects .
- **K.CC.C.6:** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e .g ., by using matching and counting strategies.

Primary Interdisciplinary Connections

English Language Arts

- **L.VL.K.2.** With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- **L.RF.K.4.** Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
- **W.WP.K.4.** With prompts and support, recognize that writing carries a message and should make sense to others.
- **SL.PE.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Science

- **K-2-ETS1-2** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Computer Science and Design Thinking Standards

- **8.1.2.DA.1:** Collect and present data including climate change data, in various visual formats.
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- **9.4.2.CT.2**: Identify possible approaches and resources to execute a plan.
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Assessments

Formative:

- Exit slips
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- i-Ready Mid-Unit Assessments
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	Benchmark: ● i-Ready Assessments (Fall, Winter, Spring) ● District-wide Common Benchmark Assessments **Alternative:** ● Performance Tasks ● Extension Projects ● Written/verbal explanations ● Peer assessment ● Self-assessment ● Untimed Fact Practice Assessment ● Project Based Assessments with Scoring Rubric
Knowledge and Skills	
Content	**Skills**
Unit Essential Questions ● What do you think about when you describe measurable attributes of objects?(e.g., length and weight.) ● What do you do when you directly compare and describe two objects with a measurable attribute in common using "more of"/"less of" the attribute? For example, directly compare the heights of two children and describe one child as taller/shorter. ● What do you look at when you analyze and compare two- and three-dimensional shapes in different sizes and orientations by counting sides or vertices ("corners")? **Enduring Understandings** *Students will know: "I can…"* ● Describe and compare measurable attributes. ● Measure, analyze, compare, create, and compose	**Students will be able to:** ● Explain their thinking when describing measurable attributes of objects (e.g., length and weight) ● Identify the steps to directly compare and describe two objects with a measurable attribute in common using "more of/less of" the attribute. ● Analyze and compare two- and three- dimensional shapes in different sizes and orientations by counting sides or vertices ("corners")

shapes.	
Instructional Plan	
Suggested Activities	**Resources**
Measurement **Try it:** Give each student a marker, pencil, eraser, and a crayon. Tell them to put them in size order from shortest to longest and relate to weather. **Discuss it:** Children turn and talk with each other and discuss how they came to their decisions. They may have different answers depending on the size of their material and relate to history events **Connect it:** Have students then line up their materials on a piece of paper with a line so they are lining them up exactly.	● Ready Mathematics Program ● i-Ready MyPath ● IXL ● Seesaw ● Class Dojo ● NJSLS and iRCL 2024 Padlet As appropriate: ○ Boom Cards ○ VB-Mapp ○ ABLLS-R ○ Connecting Math Concepts ○ Prodigy ○ SplashLearn Resources for **on-grade** students: ● Differentiated according to informal assessments ● 120 chart to assist with addition and subtraction ● Connecting cubes for addition and subtraction ● Counters to fill in ten frames ● Anchor Charts ● Touch Math with teacher guidance ● Video Guidance ● Log into i-Ready and then follow these steps: ○ Click assess and teach ○ Click Teacher Toolbox Math ○ Click Grade Level ○ Click REINFORCE and use the resources shown

	Resources for students **approaching** grade level expectations: ● Differentiated according informal assessments ● 120 chart to assist with addition and subtraction ● Connecting cubes for addition and subtraction ● Counters to fill in ten frames ● Touch point chart ● Manipulatives with small group guidance ● Highlighters for close read strategies ● Touch Math small group ● Word Banks ● Log into i-Ready and then follow these steps: ○ Click assess and teach ○ Click Teacher Toolbox Math ○ Click Grade Level ○ Click RETEACH and use the resources shown Resources for students **exceeding** grade level expectations: ● Differentiated according to informal assessments ● 120 chart to assist with addition and subtraction ● Connecting cubes for addition and subtraction ● Counters to fill in ten frames ● Log into i-Ready and then follow these steps: ○ Click assess and teach ○ Click Teacher Toolbox Math ○ Click Grade Level ○ Click EXTEND and use the resources shown Useful links / online resources ● Print Material ● White board ● Computer ● Smart Board ● iPads/Laptops

	• Document Reader • Picture Books

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Multi-Language Learners

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- Utilize visual charts/cues
- Highlight key words
- Provide manipulatives
- Frequently check for understanding
- Involve families in student learning and respect cultural traditions
- Provide social/emotional support
- Show photos, videos, and definitions when possible for culturally unique vocabulary
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Special Education/504 Plans

- Follow specific students accommodations and modifications as listed in individual student IEPs
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- Provide a space with minimal distractions.
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Students at Risk of School Failure

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- Provide structure and adhere to a consistent daily routine with clear and concise rules
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- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.

- Maintain expectations while offering choice and soliciting input

Core Instructional and Supplemental Materials

- i-Ready Math Classroom and digital components
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- Measure student jumps/Measuring student shadows and compare data
- Measure students using a variety of math manipulatives - traditional and non-traditional units of measure (links, cubes, paper clips, etc.)

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- Is it larger? Is it Smaller? by Tana Hoban
- Inch by Inch by Leo Lionni
- The Grouchy Ladybug by Eric Carle
- Measuring Penny by Loreen Leedy
- The Button Box by Margarette Reid
- EPIC

Teacher Notes/Reflections:

Data Literacy	**Duration: 15 days**

Standards/Learning Targets

Focus Standards (Major Standards)

- **K.DL.A.1** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count (Clarification: Limit category counts to be less than or equal to 10) (Climate Change Example: With prompting and support, student may ask and answer questions about objects that may be reused, objects that may recycles, and objects that must be placed in the trash. Students may classify used objects into those categories with no more than ten objects in each category. Students may count the number of objects in each category and sort the categories by count.

Supporting and Additional Standards

- **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 only one object.
- **K.CC.B.4b:** Understand that the last number name says the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

Primary Interdisciplinary Connections

English Language Arts

- **L.VL.K.2.** With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
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Assessments

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Summative:

- i-Ready Mid-Unit Assessments
- i-Ready Unit Assessments

• NCTM Illuminations • Splash Learn - Games for Kids • ABCya! - Games for Kids	• Digital Comprehension Checks • Unit & Cumulative Reviews • LinkIt Progress Monitoring Standard Assessments **Benchmark:** • i-Ready Assessments (Fall, Winter, Spring) • District-wide Common Benchmark Assessments **Alternative:** • Performance Tasks • Extension Projects • Written/verbal explanations • Peer assessment • Self-assessment • Untimed Fact Practice Assessment • Project Based Assessments with Scoring Rubric
Knowledge and Skills	
Content	**Skills**
Unit Essential Questions • Where do you begin when counting objects to 20 and how can you write a numeral to show how many? • Where do you place your pencil on the paper when you write the numerals zero to 20? • What number do you start with when counting to 30 by ones and tens? • What do you need to do to identify if 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)? • What can you use to help you compare numbers up to 10, written as numerals?	**Students will be able to:** • Determine where to begin when counting objects to 20 and how to write a numeral to show how many • Identify where to place their pencil on the paper when writing numerals zero to 20 • Identify what numbers to start with when counting to 30 by ones and tens • Identify the number of objects in one group that is greater than, less than or equal to the number of objects into another (groups of up to 10 objects) • Identify strategies to help compare numbers up to 10, written as numerals

Enduring Understandings *Students will know: "I can…"* ● Know number names and the count sequence. ● Compare numbers.	
Instructional Plan	
Suggested Activities	**Resources**
● Play "Number I Spy" Teacher will think of a number between 0-100 and students will try to guess his/her number. ● Teen Numbers **Try it:** Students work on their own with cubes to make teen numbers. Teacher will formatively assess with a checklist to see who understands or is having difficulty. **Discuss it:** Students work with each other and show how they came up with their own teen numbers. Come back as a group and continue discussing how they came to their answers. **Connect it:** As a whole group give the students teen numbers to show on their cubes. When they have done it make sure to show them the correct answer with the teachers' cubes.	● Ready Mathematics Program ● i-Ready MyPath ● IXL ● Seesaw ● Class Dojo ● **NJSLS and iRCL 2024 Padlet** As appropriate: ○ Boom Cards ○ VB-Mapp ○ ABLLS-R ○ Connecting Math Concepts ○ Prodigy ○ SplashLearn Resources for **on-grade** students: ● Differentiated according to informal assessments ● 120 chart to assist with addition and subtraction ● Connecting cubes for addition and subtraction ● Counters to fill in ten frames ● Anchor Charts ● Touch Math with teacher guidance ● Video Guidance ● Log into i-Ready and then follow these steps:

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- Math manipulatives
- Measure student jumps/Measure student shadows and compare data
- Measure students using a variety of math manipulatives - traditional and non-traditional units of measure (links, cubes, paper clips, etc.) and compare data
- Seesaw

As appropriate:

- Boom Cards
- VB-Mapp
- ABLLS-R
- Connecting Math Concepts
- Prodigy
- SplashLearn

Varied Levels of Text: Literature-

- Marilyn Burns Math Library List
- How Big Is a Foot? by Myller Rolf
- Is it larger? Is it Smaller? by Tana Hoban
- Inch by Inch by Leo Lionni
- The Grouchy Ladybug by Eric Carle
- Measuring Penny by Loreen Leedy
- The Button Box by Margarette Reid
- EPIC

Teacher Notes/Reflections:

Geometry	**Duration: 25 days**

Standards/Learning Targets

Focus Standards (Major Standards)

- **K.G.A.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- **K.G.A.2** Correctly name shapes regardless of their orientations or overall size.
- **K.G.A.3** Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
- **K.G.B.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
- **K.G.B.5** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. (Climate Change Example: Students may use sticks and clay to model trees and umbrellas and then may draw shapes (eg, triangle, rectangle) to model those objects. With prompting and support, they may ask and answer questions about how trees and umbrellas may be used to reduce the warming effect of sunlight.
- **K.G.B.6** Compose simple shapes to form larger shapes *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

Supporting and Additional Standards

- **K.CC.A.1**: Count to 100 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).
- **K.CC.A.3:** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0 to 20 (with 0 representing a count of no objects).
- **K.CC.B.4:** Understand the relationship between numbers and quantities; connect counting to cardinality.

Primary Interdisciplinary Connections

English Language Arts

- **L.VL.K.2.** With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- **L.RF.K.4.** Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
- **W.WP.K.4.** With prompts and support, recognize that writing carries a message and should make sense to others.
- **SL.PE.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Science

- **K-2-ETS1-2** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Computer Science and Design Thinking Standards

- **8.1.2.DA.1:** Collect and present data including climate change data, in various visual formats
- **8.1.2.DA.3:**Identify and describe the patterns in data visualizations.
- **8.1.2.AP.1**: Model daily processes by creating and following algorithms to complete tasks. 8.1.2.AP.4: Break down a task into a sequence of steps.
- **8.2.2.ED.2:** Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- **8.2.2.ED.3**: Select and use appropriate tools and materials to build a product using the design process

Career Readiness, Life Literacies, and Key Skills Standards

- **9.4.2.CI.1** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.2**: Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g.,inductive, deductive).

Evidence of Student Learning

Performance Tasks/Use of Technology	**Assessments**
● i-Ready Math in Action ● i-Ready MyPath	**Formative:** ● Exit slips

• i-Ready Fluency Flight • IXL • Standards-based activities and tasks • Google Slides & Forms • Illustrative Math Tasks- Kindergarten • Math Milestones - Kinder Tasks • Digital Review Platforms - Kahoot Games/Blooket Review • Flipgrid • NCTM Illuminations • Splash Learn - Games for Kids • ABCya! - Games for Kids	• Teacher observations/anecdotal/checklists • i-Ready games • Performance Assessments • Oral Assessments/Conferencing • Portfolio/Math Journals • Daily Classwork • Pre-assessments **Summative:** • i-Ready Mid-Unit Assessments • i-Ready Unit Assessments • Digital Comprehension Checks • Unit & Cumulative Reviews • LinkIt Progress Monitoring Standard Assessments **Benchmark:** • i-Ready Assessments (Fall, Winter, Spring) • District-wide Common Benchmark Assessments **Alternative:** • Performance Tasks • Extension Projects • Written/verbal explanations • Peer assessment • Self-assessment • Untimed Fact Practice Assessment • Project Based Assessments with Scoring Rubric
Knowledge and Skills	
Content	**Skills**
Unit Essential Questions • What do we do to describe objects in the environment using names of shapes, and describe the relative	**Students will be able to:** • Describe objects in the environment using names of shapes, and describe the relative position of these objects

positions of these objects using terms such as above, below, beside, in front of, behind, and next to? ● What characteristics help us name shapes regardless of their orientations or overall size? ● What will help you to identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid")? ● Can we create shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes? ● What simple shapes can we use to form larger shapes? For *example, "Can you join these two triangles with full sides touching to make a rectangle?"* **Enduring Understandings** *Students will know: "I can…"* ● Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). ● Analyze, compare, create,and compose shapes.	using terms such as above, below, besides, in front of, behind, and next to? ● Identify the characteristics help name shapes regardless of orientation or overall size ● Identify attributes to help determine between two-dimensional and three- dimensional shapes ● Create shapes in the world by building shapes from components and drawing shapes ● Use simple shapes to create larger shapes
Instructional Plan	
Suggested Activities	**Resources**
Geometry: Describing Objects in the Environment Number Sense Warm Up: "Play Beat the Computer"- Students will count and shout the number of objects on the smartboard and try to beat the computer before the number is shown. Use the link below to access the activity: Click link to utilize activity:Beat the computer Read "The Shape of Things" The Shape of Things	● Ready Mathematics Program ● i-Ready MyPath ● IXL ● Seesaw ● Class Dojo ● **NJSLS and iRCL 2024 Padlet** As appropriate: ○ Boom Cards

Read Aloud: Families Come In Many Different Shapes, Sizes, and Colors after reading, have the students draw their family using shapes **Lesson:** **Try it:** Introduce the pattern blocks. Students work in pairs or small groups to create different patterns: animals, buildings, designs etc. using the pattern blocks. **Discuss it:** Discuss different types of shapes and where you can see them in the world, at home, and in school. Students will be given time to use manipulative shapes, and create a picture of something. They will then take a gallery walk to see what others created and get an idea of others Perspectives. **Connect it:** Read The Shape of Things and ask questions about the different types of shapes they see in the storyAsk questions like: How many sides does each shape have, does the shape have straight sides or curvy, how many corners does the shape have, etc . Have students draw to recreate these shapes.	○ VB-Mapp ○ ABLLS-R ○ Connecting Math Concepts ○ Prodigy ○ SplashLearn Resources for **on-grade** students: ● Differentiated according to informal assessments ● 120 chart to assist with addition and subtraction ● Connecting cubes for addition and subtraction ● Counters to fill in ten frames ● Anchor Charts ● Touch Math with teacher guidance ● Video Guidance ● Log into i-Ready and then follow these steps: ○ Click assess and teach ○ Click Teacher Toolbox Math ○ Click Grade Level ○ Click REINFORCE and use the resources shown Resources for students **approaching** grade level expectations: ● Differentiated according informal assessments ● 120 chart to assist with addition and subtraction ● Connecting cubes for addition and subtraction ● Counters to fill in ten frames ● Touch point chart ● Manipulatives with small group guidance ● Highlighters for close read strategies ● Touch Math small group ● Word Banks ● Log into i-Ready and then follow these steps: ○ Click assess and teach ○ Click Teacher Toolbox Math ○ Click Grade Level

	○ Click RETEACH and use the resources shown Resources for students **exceeding** grade level expectations: ● Differentiated according to informal assessments ● 120 chart to assist with addition and subtraction ● Connecting cubes for addition and subtraction ● Counters to fill in ten frames ● Log into i-Ready and then follow these steps: ○ Click assess and teach ○ Click Teacher Toolbox Math ○ Click Grade Level ○ Click EXTEND and use the resources shown Useful links / online resources ● Print Material ● White board ● Computer ● Smart Board ● iPads/Laptops ● Document Reader ● Picture Books

Suggested Options for Differentiation

Multi-Language Learners

- Simplify written and verbal instructions
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ML students to interact and communicate with peers
- Provide vocabulary ahead of time
- Use sentence frames to give students practice with academic language
- Pre-teach as often as possible- share videos, articles, vocabulary etc. with ML students prior to use in class
- Utilize visual charts/cues

- Highlight key words
- Provide manipulatives
- Frequently check for understanding
- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Support verbal explanations with non verbal cues: Gestures/ facial expressions Props, realia, manipulatives, concrete materials
- Visuals, graphs, pictures, maps

Special Education/504 Plans

- Follow specific students accommodations and modifications as listed in individual student IEPs
- Preferential seating.
- Provide special lighting or acoustics.
- Provide a space with minimal distractions.
- Administer a test in a small group setting.
- Behavior management support.
- Adjusted class schedules or grading.
- Extended time on tests and assignments.
- Verbal, visual, or technology aids

Gifted and Talented

- Differentiated assignments/projects/assessments
- Differentiate learning pace using curriculum acceleration
- Curriculum compacting
- Open ended/abstract questions to activate higher level thinking
- Alternative modes of communication
- Student developed extension activities
- Plan self directed inquiry

- Opportunities to push assessment/activity boundaries
- Self centered curriculum allowing for student choice

Students at Risk of School Failure

- Ensure child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences
- Provide tutoring if needed
- Allow students to complete assignments in school
- Do not penalize for late or missing assignments/materials
- Offer encouragement and understanding
- Allow students to have personal possessions and property in school
- Give choice to provide a sense of control
- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose.
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Maintain expectations while offering choice and soliciting input

Core Instructional and Supplemental Materials

- i-Ready Math Classroom and digital components
- Teachers manuals
- Math manipulatives
- Student editions
- Manipulatives
- Hands-on workstations
- Brainpopjr.com
- Shape Games

- Geoboard shape activities
- Seesaw

As appropriate:

- Boom Cards
- VB-Mapp
- ABLLS-R
- Connecting Math Concepts
- Prodigy
- SplashLearn

Varied Levels of Text: Literature-

- Marilyn Burns Math Library List
- The Greedy Triangle by Marilyn Burns
- Cubes, Cones, Cylinders and Spheres by Tana Hoban
- The Shape of Things by Dayle Ann Dodds
- Go Away Big Green Monster by Ed Emberley
- A Pig Is Big
- Pancakes Crackers and Pizza
- EPIC

Teacher Notes/Reflections: