# GREEN TOWNSHIP SCHOOL DISTRICT

**Content Area:** **Mathematics**

**Course/Grade Level:** **Kindergarten**

**Curriculum Committee Members: Grade Level Staff**

**Principal:**
Jon Paul Bollette

**Board Approval Date:**
2/18/26

## Mission:

**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.**

## Key Performance and Benchmark Tasks/Assessments

**Resources for help in creating assessments**

**Formative assessments:**

- 

**Summative Assessments:**

Examples may include:

- 

**Benchmark Assessments:**

- Teacher-created benchmark assessments to be given periodically during the year.

**Alternative Assessments:**

- Teacher modifies assignments and activities based on student needs.
- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
    - Modifications & Accommodations Menu
    - *Assessments other than paper & pencil tests See link for more info: http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf*

## Integrated Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ***ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students***.

The attached worksheets can be printed ahead of each unit during the planning phase to help the teacher plan for the needs of particular students in each class, allowing for differentiation per unit and per year. The worksheets contain suggested accommodations and modifications for Content & Material, Student Organization, Instructional Strategies, Assessments, Attention/Focus, Written Language, and Social/Behavioral.

Modifications & Accommodations Menu

# Unit 1

| | Pacing: 6 weeks |
|---|---|
| **Unit Summary:** This module includes counting experiences that integrate the four parts of the number core: number sequence, cardinality, one-to-one correspondence, and written number symbols. Students connect sorting a group into parts and decomposing numbers. | |
| **Essential Questions:**<br>1. Numbers tell how many objects are in a group.<br>2. Each object counted represents one number name — each number represents one quantity.<br>3. The last number said when counting tells the total number of objects.<br>4. Each new number in the counting sequence is one more than the previous number.<br>5. Objects can be sorted and categorized in many ways, and we can count and compare the groups. | **Enduring Understandings:**<br>1. What do numbers tell us about a group of objects?<br>2. How do I know how many are in a group?<br>3. Why does it matter that I count each object only once?<br>4. How does the order of numbers help me count?<br>5. What happens when I add one more to a group?<br>6. How can I show a number using objects, pictures, or numerals?<br>7. How can I sort and organize objects to make counting easier?<br>8. How can I take apart a number in more than one way?<br>9. How can I represent what I count using numbers and equations? |

| New Jersey Student Learning Standards | Student Learning Objectives | Practices |
|---|---|---|
| • K.MD.B.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count *(benchmarked) | Learning Goal 1: Classify objects into given categories and count the objects in each category (limit to 10 objects).<br>Learning Goal 2: Assign an ascending number name for each object in a group. | • **Make sense of problems and persevere in solving them** – Students explore counting, classifying, and decomposing numbers in |

| | | |
|---|---|---|
| • K.CC.B.4. Understand the relationship between numbers and quantities; connect counting to cardinality.<br>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.<br>K.CC.B.4b.Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.<br>K.CC.B.4c.Understand that each successive number name refers to a quantity that is one larger.<br>• K.CC.A.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). *(benchmarked)<br>• K.CC.A.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). *(benchmarked)<br>• 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.*(benchmarked)<br>• K.OA.A.3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g. using objects or drawings, and record each decomposition by a drawing or equation (e.g. 5 = 3 + 2 and 5 = 4 + 1) | Learning Goal 3: State the last number named as the number of counted objects in the set.<br>Learning Goal 4: Understand that the next number name counts as one greater than the previous number.<br><br>Learning Goal 4:<br>Understand that number than the next number name in counting as one greater than the previous number.<br><br>Learning Goal 5 : Sort objects into categories and represent the number of objects with a written numeral up to 20.<br>Learning Goal 6: Answer how many? questions about groups of up to 10 objects when arranged in a line, rectangular array or circle.<br>Learning Goal 7:<br>Answer how many questions in groups up to 10 when arranged in a scattered configuration.<br>Learning Goal 8:<br>Decompose numbers less than or equal to ten into pairs of numbers in more than one way and record with a drawing or equation. | multiple ways.<br><br>• **Reason abstractly and quantitatively** – Students connect counting sequences to quantities, understanding relationships between numbers.<br><br>• **Construct viable arguments and critique the reasoning of others** – Students explain their counting, classification, and decomposition strategies to classmates.<br><br>• **Model with mathematics** – Students use objects, drawings, and equations to represent numbers, counts, and decompositions.<br><br>• **Use appropriate tools strategically** – Students use manipulatives, counters, number cards, and visual arrangements to count, sort, and represent numbers.<br><br>• **Attend to precision** – Students accurately pair objects with number names, write numerals, |

| | | |
|---|---|---|
| | | and state quantities.<br>• **Look for and make use of structure** – Students recognize patterns in counting, grouping, and decomposing numbers.<br>• **Look for and express regularity in repeated reasoning** – Students notice consistent patterns in counting sequences, grouping, and decompositions of numbers. |

## Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills
9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
Science:
K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time. Describe a beaker of water as being heavy and cold.

## Unit 1: Core Unit Content

| *Vocabulary* | *Key Concepts* |
|---|---|

- ❑ **classify**
- ❑ **category**
- ❑ **sort**
- ❑ **same**
- ❑ **different**
- ❑ **group**
- ❑ **set**
- ❑ **count**
- ❑ **more**
- ❑ **less**
- ❑ **fewer**
- ❑ **equal**
- ❑ **compare**
- ❑ **number of**
- ❑ **total**
- ❑ **number**
- ❑ **count**
- ❑ **how many**
- ❑ **object**

### K.MD.B.3 – Classify, Count, and Sort

- Objects can be **classified into categories** based on shared attributes (color, shape, size, type, etc.).
- **Sorting** helps us organize and make sense of groups of objects.
- We can **count** how many objects are in each category.
- Categories can be **compared** and **ordered** by the number of objects in each group (more, less, equal).

---

### K.CC.B.4 – Relationship Between Numbers and Quantities

- Numbers represent **quantities** — they tell **how many** objects there are.
- When counting, each object must be matched to **one number name** (one-to-one correspondence).
- The **last number said** represents the total number of objects in the set (cardinality).
- The total does **not change** when the same objects are rearranged.
- Each new number in the counting sequence represents a **quantity one larger** than the number before it.

---

### K.CC.A.3 – Reading and Writing Numbers

- ❑ **each**
- ❑ **one-to-one** (pairing each object with one number)
- ❑ **last number**
- ❑ **total number**
- ❑ **order**
- ❑ **next**
- ❑ **before**
- ❑ **after**
- ❑ **more than / less than / equal to**
- ❑ **quantity**
- ❑ **number name**
- ❑ **count on**
- ❑ **arrangement** (line, circle, array)
- ❑ **numeral**
- ❑ **digit**
- ❑ **write**
- ❑ **zero (0)**
- ❑ **ten (10)**
- ❑ **twenty (20)**

- Numbers can be shown using **written numerals** (symbols that represent quantity).
- Students can **write numbers from 0 to 20** and **match numerals** to sets of counted objects.
- The numeral **0** represents a set with **no objects**.
- Writing and recognizing numbers connects **symbols to real-world quantities**.

---

### K.CC.B.5 – Counting to Answer "How Many?"

- Counting helps us answer questions like **"How many?"**
- Objects can be counted in different **arrangements** (line, array, circle, scattered), and the total stays the same.
- Given a number, students can **create a set** with that many objects.
- Counting requires careful, **one-to-one matching** to avoid skipping or repeating.

---

### K.OA.A.3 – Decomposing Numbers

- Numbers can be **broken apart (decomposed)** into smaller parts and **put together (composed)** in different ways.
- There are **many ways** to make the same total (e.g., 5 = 3 + 2 and 5 = 4 + 1).

| | |
|---|---|
| ❑ **number line**<br>❑ **represent**<br>❑ **symbol**<br>❑ **add**<br>❑ **plus (+)**<br>❑ **equals (=)**<br>❑ **combine**<br>❑ **together**<br>❑ **make**<br>❑ **sum**<br>❑ **part**<br>❑ **whole**<br>❑ **separate**<br>❑ **take apart**<br>❑ **compose**<br>❑ **decompose**<br>❑ **in all**<br>❑ | • **Objects, drawings, or equations** can show different combinations that make a number.<br>• Understanding parts and wholes builds a foundation for **addition and subtraction**.<br>❑ |

## Unit 1: Instructional Materials & Resources

| | |
|---|---|
| | • Eureka Squared |

| Unit 1: Assessments |
|---|
| **Formative assessments:**<br>• |
| **Summative Assessments:** |
| **Alternative Assessments:** |

| Unit 1: Accommodations & Modifications |
|---|
| Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.<br>Modifications & Accommodations Menu |

# Unit 2

| | Pacing: |
|---|---|
| **Unit Summary:** Students analyze and describe two- and three-dimensional shapes by considering their attributes. This allows students to identify shapes in the world and create their own examples through building and drawing. | |
| **Essential Questions:**<br><br>**Classification & Attributes**<br>○ How can we sort and group objects by their shapes and characteristics?<br>○ What attributes help us decide whether two objects belong in the same category?<br>2. **Shape Identification**<br>○ How can we recognize and name shapes, even when they are rotated or appear in different sizes?<br>○ How can we tell if a shape is two-dimensional (flat) or three-dimensional (solid)?<br>3. **Describing & Comparing**<br>○ How can we describe shapes using their parts, such as sides, corners, and faces?<br>○ What similarities and differences do shapes have, and how can we explain them?<br>4. **Shapes in the Environment**<br>○ How can we find and describe shapes in the world around us?<br>○ How can we use position words like above, below, beside, in front of, or behind to describe where shapes are located?<br>5. **Creating & Representing**<br>○ How can we create new examples of shapes through drawing or building?<br>○ How can the attributes of shapes help us make decisions when creating our own designs? | **Enduring Understandings:**<br><br>● **Objects and shapes can be sorted and classified in different ways, and we can explain our thinking about how and why we grouped them.**<br><br>● **Shapes and objects in our environment can be named, described, and located using shape names and positional words, no matter their size or orientation.**<br><br>● **Shapes have attributes—such as sides, corners, and whether they are flat or solid—that help us describe, compare, and distinguish between two-dimensional and three-dimensional shapes.** |

| | |
|---|---|
| | |

| New Jersey Student Learning Standards | Student Learning Objectives | Practices |
|---|---|---|
| • K.MD.B.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count *(benchmarked)<br>• K.G.A.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, and next to.<br>• K.G.A.2. Correctly name shapes regardless of their orientation or overall size<br>• K.G.A.3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”) | **Learning Goal 1:** Explain decisions about classifications of objects.<br>**Learning Goal 2:** 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.<br>**Learning Goal 3:** Correctly names shapes regardless of their orientation or overall size.<br>**Learning Goal 4:** Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional ( not flat, solid).<br>**Learning Goal 5:** Use informal language to describe similarities, differences, parts number of sides, number of corners), and other attributes (having sides of equal length) when comparing two- and three- dimensional shapes, in different sizes and orientations. | **Make sense of problems and persevere in solving them** – Students explore and classify objects by sorting, counting, and comparing categories, explaining their reasoning.<br><br>**Reason abstractly and quantitatively** – Students use counting and observation to quantify and describe objects and categories.<br><br>**Construct viable arguments and critique the reasoning of others** – Students explain their classification choices and describe shape attributes to classmates.<br><br>**Model with mathematics** – Students represent shapes and their attributes using drawings, manipulatives, and physical objects.<br><br>**Use appropriate tools strategically** – Students use counters, pattern blocks, or digital manipulatives to sort and classify objects and visualize shape properties.<br><br>**Attend to precision** – Students accurately use shape names, positional words, and descriptive attributes when explaining and comparing objects.<br><br>**Look for and make use of structure** – Students recognize common attributes of shapes (sides, corners, flat/solid) to group and compare objects. |

| | | |
|---|---|---|
| | | **Look for and express regularity in repeated reasoning** – Students notice patterns in how shapes can be combined or decomposed into smaller parts. |

## Interdisciplinary Connections

**2020 Career Readiness, Life Literacies, and Key Skills**
9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Science:
K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.

English-Language Arts:
RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
B. Continue a conversation through multiple exchanges.
SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

## Unit 2: Core Unit Content

| *Vocabulary* | *Key Concepts* |
|---|---|

**Shapes & Dimensions**

- **Shape** – The form of an object, such as a circle, square, or triangle.
- **Two-Dimensional (2D)** – Flat shapes that lie in a plane, like squares, circles, and triangles.
- **Three-Dimensional (3D)** – Solid shapes that have depth, like cubes, spheres, and cones.
- **Circle** – A round, flat shape with no corners or straight sides.
- **Square** – A flat shape with four equal sides and four corners.
- **Rectangle** – A flat shape with four sides and four corners; opposite sides are equal.
- **Triangle** – A flat shape with three sides and three corners.
- **Cube** – A solid shape with six square faces of equal size.
- **Sphere** – A solid, round shape like a ball.
- **Cone** – A solid shape with a circular base and a pointed top.
- **Cylinder** – A solid shape with two circular faces and one curved side.

**Attributes & Parts**

- **Side** – A straight edge of a shape.
- **Corner / Vertex** – The point where two sides meet.
- **Face** – A flat surface of a three-dimensional shape.

Classification & Attributes

Objects can be sorted and grouped based on shared characteristics, such as the number of sides, corners, or faces.

Attributes are the features of a shape that help us compare, classify, and describe it.

Shape Identification

Shapes can be identified by their defining attributes, even if they are rotated, flipped, or shown in a different size.

Two-dimensional shapes are flat (lie in a plane), while three-dimensional shapes are solid (have depth).

Describing & Comparing

Shapes have parts, such as sides, corners (vertices), faces, and edges, which can be used to describe and compare them.

Shapes can be similar or different based on their attributes. Comparing helps us understand patterns and relationships between shapes.

Shapes in the Environment

Shapes exist in the real world, and we can find examples of 2D and 3D shapes all around us.

Positional words (above, below, beside, in front of, behind) help describe where shapes are located relative to other objects.

Creating & Representing

Students can draw, build, or create shapes using various materials.

| | |
|---|---|
| • **Edge** – The line where two faces of a 3D shape meet.<br>• **Length** – How long a side is.<br>• **Equal** – Same in size, length, or shape.<br><br>**Position & Location**<br>• **Above** – Higher than something else.<br>• **Below** – Lower than something else.<br>• **Beside / Next to** – At the side of something.<br>• **In front of** – Closer to the front of an object.<br>• **Behind** – At the back of an object.<br><br>**Comparing & Sorting**<br>• **Attribute** – A feature or characteristic of a shape, such as number of sides or corners.<br>• **Similar** – Shapes that have the same attributes or appearance.<br>• **Different** – Shapes that do not share the same attributes.<br>• **Classify / Sort** – To group objects based on shared attributes. | Understanding shape attributes helps in designing, constructing, and explaining new shapes.<br><br>Shapes can be combined, decomposed, or arranged to form patterns, structures, and designs. |

## Unit 2: Instructional Materials & Resources

| | |
|---|---|
| | • Eureka Squared |

| Unit 2: Assessments |
|---|
| **Formative assessments:**<br>• **Observation & Anecdotal Notes** – Teacher observes students during sorting, building, or drawing activities and records how they describe, classify, and compare shapes.<br>• **Think-Pair-Share** – Students describe shapes and their attributes to a partner, using positional words and parts of shapes.<br>• **Exit Tickets / Quick Checks** – Students identify shapes, count sides/corners, or describe attributes on a small card or sticky note at the end of a lesson.<br>• **Shape Sorts** – Students sort manipulatives or picture cards into categories based on attributes, explaining their reasoning.<br>• **Oral Questions** – Teacher asks students to name shapes in the environment or describe similarities/differences during class activities. |
| **Summative Assessments:**<br>• **Shape Identification Assessment –** Students correctly name a set of 2D and 3D shapes, including rotated or resized examples.<br>• **Shape Attributes Assessment –** Students describe or record attributes (sides, corners, faces, edges) for given shapes.<br>• **Shape Classification Task –** Students sort a mixed group of shapes into categories and explain their reasoning in writing, drawings, or orally.<br>• **Positional Words Assessment –** Students use terms like above, below, beside, in front of, or behind to describe shape locations in a picture or classroom setup.<br>• **Design / Creation Task –** Students create a picture, pattern, or structure using shapes and explain the attributes and decisions used. |

**Alternative Assessments:**

- **Shape Hunt** – Students find real-world examples of 2D and 3D shapes in the classroom or school and record/draw them.
- **Build It!** – Using blocks, clay, or manipulatives, students construct 2D or 3D shapes and explain the attributes they used.
- **Shape Journals / Drawings** – Students draw shapes, label parts, and describe attributes in a journal.
- **Peer Teaching / Presentation** – Students teach a classmate about a shape, its attributes, and where it can be found in the environment.
- **Interactive Digital Games** – Students complete age-appropriate online shape games that assess recognition, classification, and attribute understanding.

## Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.
Modifications & Accommodations Menu

# Unit 3

| | **Pacing:** |
|---|---|
| **Unit Summary:** Students describe and compare measurable attributes. Using direct comparison, students compare the length and weight of objects. They develop a toolbox of strategies to compare sets and numbers within 10 | |
| **Essential Questions:**<br><br>1. What kinds of things can we measure about an object?<br>2. How can we tell if one object is longer, shorter, heavier, or lighter than another?<br>3. How do we know which group has more, less, or the same number of objects?<br><br>4. How can numbers help us compare two groups or objects?<br><br>5. Why is it important to be able to describe and compare objects and numbers? | **Enduring Understandings:**<br><br>1. Numbers tell how many objects are in a group.<br>2. Each object counted represents one number name — each number represents one quantity.<br>3. The last number said when counting tells the total number of objects.<br>4. Each new number in the counting sequence is one more than the previous number.<br>5. Objects can be sorted and categorized in many ways, and we can count and compare the groups. |

| **New Jersey Student Learning Standards** | **Student Learning Objectives** | **Practices** |
|---|---|---|
| • K.MD.B.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count *(benchmarked)<br>• K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. | Learning Goal 1: Describe measurable attributes of multiple objects and describe several measurable attributes of a single object.<br><br>Learning Goal 2: Directly compare two objects with a measurable attribute in common; use more of or less of to | **Make Sense of Problems and Persevere in Solving Them**<br><br>• Explore problems by using objects, drawings, or acting them out. |

| | | |
|---|---|---|
| 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.<br>K.CC.B.4b.Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.<br>K.CC.B.4c.Understand that each successive number name refers to a quantity that is one larger.<br>● K.CC.A.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). *(benchmarked)<br>● K.CC.A.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). *(benchmarked) | compare the objects.<br><br>Learning Goal 3: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (groups of up to 10 objects).<br><br>Learning Goal 4: Compare numbers (up to 10) written as numerals | ● Try different strategies when something doesn't work the first time.<br><br>**Reason Abstractly and Quantitatively**<br><br>● Think about numbers and quantities in real-world contexts.<br><br>● Explain why an answer makes sense using pictures, objects, or words.<br><br>**Construct Viable Arguments and Critique the Reasoning of Others**<br><br>● Explain how you solved a problem.<br><br>● Listen to classmates' strategies and discuss what makes sense.<br><br>**Model with Mathematics** |

## Interdisciplinary Connections

**2020 Career Readiness, Life Literacies, and Key Skills**

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Science:
K-PS2-1: Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
K-PSA-2: Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.
K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. Science example: Directly compare a sunflower grown in the shade with a sunflower grown in sun. Which flower is taller? Observe that these plants need light to thrive.
K-PS3: Science example: Directly compare a stone left in the sun with a stone left in the shade and describe one of the stones as warmer/cooler than the other.
English-Language Arts:
RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
B. Continue a conversation through multiple exchanges.
SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

## Unit 3: Core Unit Content

| *Vocabulary* | *Key Concepts* |
|---|---|
| **Numbers & Counting**<br>• Number, numeral, count, more, less, same, first, last, before, after, between<br>**Operations & Problem Solving** | ❑ **Numbers Represent Quantity**<br>❑ Numbers tell us how many.<br>❑ We can compare quantities to see which is more, less, or the same. |

- Add, plus, sum, total, subtract, minus, difference, equal, equation, solve

**Shapes & Geometry**

- Shape, circle, square, triangle, rectangle, hexagon, cube, sphere, cone, cylinder, flat, solid, side, corner, face, edge, two-dimensional, three-dimensional

**Measurement & Comparison**

- Long, short, tall, heavy, light, measure, length, weight, compare, more than, less than, equal

**Patterns & Sorting**

- Pattern, repeat, same, different, sort, group, classify, attribute, category

**Position & Spatial Relationships**

- Above, below, beside, in front of, behind, next to, between, near, far

**Data & Graphing**

- Graph, chart, picture graph, tally, count, record, information

❏

❏ **Operations Show Relationships**

- ❏ Adding and subtracting describe combining or separating quantities.
- ❏ We can solve problems using objects, drawings, or mental strategies.

❏ **Shapes Have Attributes**

- ❏ Shapes can be flat (2D) or solid (3D).
- ❏ Shapes have sides, corners, edges, and faces that help us identify them.

❏ **Patterns and Relationships Help Us Predict**

- ❏ Patterns exist in numbers, shapes, and objects.
- ❏ Recognizing patterns helps us understand and solve problems.

❏ **Measurement and Comparison Describe the World**

- ❏ We can compare length, weight, and capacity using words and tools.
- ❏ Measurement helps us describe and organize objects.

❏ **Spatial Thinking Explains Position**

- ❏ Objects have locations relative to each other.
- ❏ Words like above, below, beside, and behind help describe positions.

| | |
|---|---|
| | ❑ **Sorting and Classifying Organizes Information**<br>❑ Objects can be grouped by attributes like shape, size, or number.<br>❑ Sorting helps us understand similarities and differences.<br>❑ |

| **Unit 3: Instructional Materials & Resources** | |
|---|---|
| | • Eureka 2 |

| **Unit 3: Assessments** |
|---|
| **Formative assessments:**<br>• Teacher observations during hands-on measurement and comparison activities<br>• Exit tickets identifying which object is longer, shorter, heavier, or lighter<br>• Counting and comparing groups of objects during small group or center work<br>• Student explanations of how they compared two objects or groups (verbal or written)<br>• Matching numerals to sets (up to 10)<br>• Quick checks using manipulatives (linking cubes, bears, etc.) to compare sets |
| **Summative Assessments:**<br>• Performance tasks in which students compare and describe measurable attributes (length, weight) |

- Teacher-created assessments from *Eureka Math²* Module 1 and 2 lessons
- Sorting and classifying activity where students group objects and record counts
- End-of-unit comparison assessment identifying more, less, and equal groups within 10

**Alternative Assessments:**

- Oral questioning or one-on-one conferencing to assess understanding of measurable attributes
- Picture sort or cut-and-paste task showing comparison (longer/shorter, heavier/lighter)
- Use of manipulatives to demonstrate understanding rather than written responses
- Observation checklist of measurement and comparison skills during play-based tasks

## Unit 3: Accommodations & Modifications

**English Language Learners (ELL):**

- Use real objects and visuals to support vocabulary (long, short, heavy, light, more, less)
- Provide sentence frames (e.g., “The ___ is longer than the ___.”)
- Pair with peer models for measurement activities
- Allow gestures or pointing to demonstrate understanding before requiring verbal explanations

**Students with IEPs/504 Plans:**

- Provide repeated modeling and guided practice using concrete manipulatives
- Simplify language and use picture supports for comparison tasks
- Allow additional time for hands-on activities and written number practice
- Provide frequent checks for understanding and small-group reinforcement

**At-Risk Students:**

- Incorporate extra practice with manipulatives and real-life examples
- Use movement-based comparisons (e.g., “Which line of students is longer?”)
- Offer targeted small-group instruction on counting and comparing sets within 10
- Provide immediate feedback and positive reinforcement

**Gifted & Talented Students:**

- Encourage students to explain *how* they know one object is longer/heavier using more complex reasoning
- Introduce comparisons beyond 10 or with multiple attributes (e.g., “Which is longer and lighter?”)
- Have students create their own measurement comparison problems for peers to solve

- Extend learning with early introduction to nonstandard measurement tools (paper clips, cubes, etc.)

# Unit 4

| Number Pairs, Addition & Subtraction to 10 | **Pacing:9 weeks** |
|---|---|
| **Unit Summary:** In this unit, students explore part–whole relationships as they compose and decompose numbers in more than one way. Through hands-on activities, drawings, number bonds, and equations, students develop an understanding of addition and subtraction as ways to put together and take apart numbers. They practice fluency within 5 and learn to make 10 using a variety of strategies, tools, and representations. | |
| **Essential Questions:**<br>● How can I show that a number can be made in more than one way?<br>● What happens when I put parts together?<br>● What happens when I take a part away?<br>● How can I use objects, drawings, or equations to show addition and subtraction?<br>● How can I find the missing part in a number bond or story problem?<br>● How many different ways can I make 10?<br>● Why do we use symbols like + and – to show what happens to numbers?<br>● How do addition and subtraction help me in real life? | **Enduring Understandings:**<br>● Numbers can be broken apart (decomposed) and put together (composed) in many ways.<br>● Addition means putting parts together to make a whole.<br>● Subtraction means taking away or finding the missing part.<br>● There are many ways to show and solve addition and subtraction problems—using objects, drawings, fingers, or equations.<br>● The number 10 can be made in different ways using two parts.<br>● Number bonds and equations help us see how numbers are related.<br>● Understanding part–whole relationships helps us solve problems in everyday life. |

| **New Jersey Student Learning Standards** | **Student Learning Objectives** | **Practices** |
|---|---|---|

| | | |
|---|---|---|
| **K.OA.A.1** Represent addition and subtraction up to 10 with objects, fingers, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. *(Benchmarked)*<br><br>**K.OA.A.2** Solve addition and subtraction word problems, and add and subtract within 10 using objects or drawings to represent the problem.<br><br>**K.OA.A.3** Decompose numbers ≤10 into pairs in more than one way, and record each decomposition by drawing or equation (e.g., 5 = 3 + 2 and 5 = 4 + 1).<br><br>**K.OA.A.4** For any number from 1 to 9, find the number that makes 10 when added to the given number and record the answer with a drawing or equation.<br><br>**K.OA.A.5** Demonstrate fluency for addition and subtraction within 5 (by the end of Kindergarten). *(Benchmarked)* | • Represent and record number bonds pictorially and numerically.<br><br>• Fluently add and subtract within 5.<br><br>• Decompose numbers ≤10 into pairs of numbers in multiple ways.<br><br>• Find the number that makes 10 when added to a given number.<br><br>• Solve addition and subtraction word problems within 10 using drawings or manipulatives. | • **Make Sense of Problems and Persevere in Solving Them:** Try different strategies when solving addition and subtraction problems.<br><br>• **Reason Abstractly and Quantitatively:** Explain how numbers can be broken apart and put together.<br><br>• **Construct Viable Arguments and Critique the Reasoning of Others:** Explain and compare strategies for finding sums and differences.<br><br>• **Model with Mathematics:** Represent addition and subtraction situations using pictures, number bonds, and equations. |

| **Interdisciplinary Connections** |
|---|
| **2020 Career Readiness, Life Literacies, and Key Skills** |

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

***Science:***
**K-ESS2-1.** Use and share observations of local weather conditions to describe patterns over time.
***English-Language Arts:***
**RI.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text
**SL.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
B. Continue a conversation through multiple exchanges.
**SL.K.3:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
**SL.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.
**SL.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly
**W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some
**ELA:** Explain and discuss addition/subtraction stories using math vocabulary.

**Art:** Use drawings and models to represent part–whole relationships.

**Career Readiness, Life Literacies, and Key Skills:** Practice perseverance and problem-solving while working collaboratively during math games and centers.

| **Unit 4: Core Unit Content** | |
|---|---|
| ***Vocabulary*** | ***Key Concepts*** |
| ❏ Add, plus, sum, total, subtract, minus, difference, equal, equation, number bond, make 10, part, whole, altogether, take away, left, combine, compare | ❏ Numbers can be composed and decomposed.<br>❏ Addition and subtraction describe part–whole relationships.<br>❏ Ten is an important benchmark number that can be made in many ways.<br>❏ We can model addition and subtraction using pictures, manipulatives, |

| | |
|---|---|
| | and equations. |

| Unit 4: Instructional Materials & Resources | |
|---|---|
| ***Eureka Math²***<br><br>**SplashLearn activities and games**<br><br>**Counters, cubes, ten-frames, and number bond templates**<br><br>**Story problem cards, math journals, and drawing materials** | |

| Unit 4: Assessments |
|---|
| **Formative assessments:**<br>● Observation checklists during hands-on number bond and story problem activities<br>● Exit tickets showing multiple ways to make a number<br>● Quick checks with ten-frames and cubes<br>● Oral questioning during small group work<br>● Student math journal entries and drawings |
| **Summative Assessments:**<br>● *Eureka Math²* end-of-module assessment<br>● Performance tasks showing fluency within 5 |

- Story problem tasks representing addition/subtraction to 10
- Matching number bonds and equations

**Alternative Assessments:**

- One-on-one interviews using manipulatives or ten-frames
- Picture sort or oral response tasks
- Teacher anecdotal notes from center work
- Observational data from games or play-based tasks

## Unit 4: Accommodations & Modifications

**English Language Learners (ELL):**

- Use visual supports, gestures, and manipulatives
- Provide sentence frames ("___ and ___ make ___")
- Pair with peer models for guided support

**Students with IEPs/504 Plans:**

- Provide concrete materials for all lessons

- Reduce written tasks and use visuals
- Allow oral responses or extra time

**At-Risk Students:**

- Reinforce with small-group instruction and real-life examples
- Use immediate feedback and repetition
- Incorporate movement-based or game-style fluency practice

**Gifted & Talented Students:**

- Challenge students to create their own story problems
- Extend number combinations beyond 10
- Encourage multiple representations and reasoning

# Unit 5

| Numbers 10-20 & Counting to 100 | **Pacing: 6 weeks** |
|---|---|
| **Unit Summary:** In this unit, students extend their understanding of numbers beyond 10 by exploring the teen numbers as composed of ten ones and additional ones. They continue to develop counting fluency to 100 by ones and tens, connect counting to cardinality, and strengthen their ability to represent quantities with written numerals. Students also apply their understanding of number relationships and counting to solve real-world problems through hands-on exploration, games, and structured routines. | |
| **Essential Questions:**<br><br>**Numbers & Counting**<br><br>● How can we count, read, and write numbers to show how many objects there are?<br><br>● How can we compare numbers to see which is more, less, or the same? | **Enduring Understandings:**<br>● Numbers represent quantities and can be written using numerals.<br><br>● Each successive number in the counting sequence represents one more.<br><br>● Teen numbers are composed of ten ones and some more ones.<br><br>● Counting helps us answer “how many” and compare |

| | |
|---|---|
| **Operations & Problem Solving**<br>● How can we use numbers to add and subtract in real-life situations?<br>● How can we solve problems by thinking, drawing, or using objects?<br><br>**Shapes & Geometry**<br>● How can we identify and describe shapes around us?<br>● How can we tell the difference between flat shapes and solid shapes?<br><br>**Measurement & Comparison**<br>● How can we compare objects by length, weight, or capacity?<br>● How can we use words like longer, shorter, heavier, or lighter to describe objects?<br><br>**Data & Sorting**<br>● How can we sort and organize objects to answer questions?<br>● How can we show information using pictures, charts, or graphs?<br><br>**Patterns & Relationships**<br>● How can we find and make patterns in numbers, shapes, or objects? | quantities.<br>● Numbers can be grouped and represented in different ways.<br>● Understanding number patterns helps us recognize relationships between quantities and solve problems. |

| | |
|---|---|
| • How can patterns help us understand and predict what comes next? | |

| New Jersey Student Learning Standards | Student Learning Objectives | Practices |
|---|---|---|
| K.CC.A.1 Count to 100 by ones and by tens. (Benchmarked)<br><br>K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of starting at 1).<br><br>K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). (Benchmarked)<br><br>K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.<br><br>K.CC.B.4b Understand that the last number name said | • Count to 100 by ones and by tens.<br>• Represent numbers 0–20 using written numerals.<br>• Connect counting to quantity and understand that each object counted corresponds to one number name.<br>• Identify that the last number name said represents the total quantity.<br>• Understand that each number in sequence is one more than the previous number.<br>• Accurately answer "how many?" questions about groups of objects up to 20.<br>• Count forward starting from any number within 50.<br>• Compose and decompose teen numbers into tens and ones using objects, drawings, or equations. | • **Make Sense of Problems and Persevere in Solving Them:** Use objects, drawings, or counting strategies to find solutions.<br>• **Reason Abstractly and Quantitatively:** Connect counting to real-world contexts and explain thinking.<br>• **Construct Viable Arguments and Critique the Reasoning of Others:** Explain and discuss strategies for counting and composing numbers.<br>• **Model with Mathematics:** Represent numbers using ten-frames, cubes, drawings, and equations. |

| | | |
|---|---|---|
| tells the number of objects counted.<br><br>K.CC.B.4c Understand that each successive number name refers to a quantity that is one larger.<br><br>K.CC.B.5 Count to answer “how many?” questions about as many as 20 objects arranged in different ways, or up to 10 in a scattered configuration; given a number from 1–20, count out that many objects. (Benchmarked)<br><br>K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, using objects or drawings; record each composition or decomposition by a drawing or equation. (Benchmarked) | | |

| Interdisciplinary Connections |
|---|
| 2020 Career Readiness, Life Literacies, and Key Skills<br>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job<br>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).<br><br>Science: |

K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.
English-Language Arts:
RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
B. Continue a conversation through multiple exchanges.
SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic

| **Unit 5: Core Unit Content** | |
|---|---|
| ***Vocabulary*** | ***Key Concepts*** |
| Count, number, numeral, more, less, same, one more, one less, group, ten, ones, teen numbers, compose, decompose, equation, add, subtract, total, equal, compare, sequence | • Counting shows how many and helps us compare groups.<br>• Each number represents one more than the one before.<br>• Teen numbers are made of one ten and some ones.<br>• We can record numbers and quantities using symbols, drawings, and numerals.<br>• Patterns in numbers help us count efficiently and make predictions. |

| **Unit 5: Instructional Materials & Resources** | |
|---|---|
| | • *Eureka Math²* |

| | |
|---|---|
| | • SplashLearn<br>• Counting manipulatives (cubes, linking chains, counters)<br>• Ten-frames, number cards, and numeral writing templates<br>• Hundreds chart and interactive counting games |

| **Unit 5: Assessments** |
|---|
| **Formative assessments:**<br>• Counting checks (by ones and by tens) during small group and circle time<br>• Exit tickets identifying and writing numbers 0–20<br>• Observation checklists for counting and representing teen numbers<br>• Oral “how many?” questions using real objects or visuals<br>• Student math journals illustrating tens and ones in teen numbers |
| **Summative Assessments:**<br>• *Eureka Math²* end-of-module task or teacher-created counting assessment<br>• Performance task: Represent teen numbers using drawings, manipulatives, and equations<br>• Written and oral tasks demonstrating number writing, counting, and comparing within 20<br>• Assessment on composing and decomposing numbers 11–19 |
| **Alternative Assessments:**<br>• One-on-one counting interviews using manipulatives |

- Matching or picture-based assessments for students needing support
- Teacher anecdotal notes from centers or play-based tasks
- Audio or video recordings of oral counting for ELL or IEP students

## Unit 5: Accommodations & Modifications

**English Language Learners (ELL):**

- Provide visuals, gestures, and manipulatives to support understanding.
- Use sentence frames (“I counted ___ objects.” “___ and ___ make ___.”).
- Pair with peer models for counting games and partner activities.

**Students with IEPs/504 Plans:**

- Offer frequent practice with concrete materials (ten-frames, cubes).
- Reduce task length and allow oral counting in place of written work.
- Provide enlarged visuals and repeated modeling of counting strategies.

**At-Risk Students:**

- Reinforce through small-group instruction and repetition.

- Integrate counting practice into songs, movement, and games.
- Offer positive reinforcement and immediate feedback.

**Gifted & Talented Students:**

- Challenge students to count beyond 100 or skip count by 2s, 5s, or 10s.
- Encourage exploration of number patterns on a hundreds chart.
- Have students create and explain their own counting or teen number problems.

# Unit 6

| Analyzing, Comparing & Composing Shapes | **Pacing: 2 weeks** |
|---|---|
| **Unit Summary:** Students explore two- and three-dimensional shapes, learning to describe, compare, and build them. They develop an understanding of positional words and how objects relate to one another in space. Students also begin identifying U.S. coins and dollar bills by name and value, applying counting skills in real-world contexts. | |
| **Essential Questions:**<br>What makes each shape special or different from another?<br><br>Where can I find shapes in the world around me?<br><br>How can I use shapes to build or draw new things?<br><br>What happens when I put shapes together?<br><br>How can I describe where something is using words like first, next, or last?<br><br>How does understanding shapes help me in everyday life?<br><br>How can I tell the value of a coin or a dollar bill?<br><br>How can I use what I know about numbers and shapes to solve problems? | **Enduring Understandings:**<br>Shapes are all around us and can be found in the world every day.<br><br>Shapes have different attributes that help us describe and compare them.<br><br>We can build and draw shapes to model objects in our world.<br><br>Shapes can be combined to make new, larger shapes.<br><br>The position of objects can be described using words like first, next, and last.<br><br>Understanding shapes and position helps us make sense of our environment.<br><br>Coins and dollar bills have specific values that help us count and use money. |

| New Jersey Student Learning Standards | Student Learning Objectives | Practices |
|---|---|---|
| K.CC.B.4 – Understand the relationship between | 1. Describe the relative position of objects using ordinal numbers (e.g., first, second, third). | Use manipulatives and drawings to represent and explore shapes. |

| | | |
|---|---|---|
| numbers and quantities; connect counting to cardinality.<br><br>K.G.B.5 – Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.<br><br>K.G.B.6 – Compose simple shapes to form larger shapes (e.g., “Can you join these two triangles to make a rectangle?”).<br><br>K.M.B.3 – Identify U.S. coins and dollar bills by name and value. | 2. Identify, describe, and compare two- and three-dimensional shapes.<br><br>3. Model shapes found in the real world by building or drawing them.<br><br>4. Compose and decompose simple shapes to form new shapes.<br><br>5. Identify and describe U.S. coins and the one-dollar bill. | Collaborate with peers to build and combine shapes.<br><br>Apply mathematical language to describe positions and attributes.<br><br>Connect geometry to real-life contexts (e.g., objects in the classroom or environment). |

## Interdisciplinary Connections

**2020 Career Readiness, Life Literacies, and Key Skills**
9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Science:
K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.
English-Language Arts:
RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

B. Continue a conversation through multiple exchanges.
SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

| **Unit 6: Core Unit Content** | |
|---|---|
| ***Vocabulary*** | ***Key Concepts*** |
| Shape, circle, square, triangle, rectangle, hexagon, cone, cube, sphere, cylinder, side, corner, flat, solid, above, below, next to, behind, in front of, between, first, next, last, coin, penny, nickel, dime, quarter, dollar bill, value | • Shapes can be named and described by their attributes.<br>• Shapes can be built, drawn, and combined.<br>• Objects have positions that can be described using location words.<br>• Coins and bills have different values and uses in real-world situations. |

| **Unit 6: Instructional Materials & Resources** | |
|---|---|
| | • Pattern blocks, tangrams, and shape sorters<br>• Geoboards and rubber bands<br>• Clay, sticks, and toothpicks for 3D modeling<br>• Real and play money for exploration<br>• Picture books about shapes and money |

| | |
|---|---|
| | • Interactive math tools (e.g., Eureka Squared activities, SplashLearn) |

| Unit 6: Assessments |
|---|
| **Formative assessments:**<br>• Shape identification and sorting tasks<br>• Oral questioning using positional words<br>• Observation of shape-building activities<br>• Counting and money-matching games |
| **Summative Assessments:**<br>• Shape composition and drawing task<br>• Assessment on identifying and describing 2D/3D shapes<br>• Matching coins and bills to values |
| **Alternative Assessments:**<br>• Student-created “Shape Book” or poster<br>• Verbal or hands-on demonstration of positional words<br>• Real-world shape scavenger hunt |

| Unit 1: Accommodations & Modifications |
|---|

**English Language Learners (ELL):**

- Use visual supports, real objects, and labeled manipulatives to introduce and reinforce shape and money vocabulary.
- Provide sentence frames to describe shapes, positions, or compositions (e.g., “The ___ is ___ the ___.” “I combined ___ and ___ to make a ___.”).
- Pair students with peer models for small group or partner activities.
- Allow oral responses in place of written work when appropriate.

**Students with IEPs/504 Plans:**

- Provide hands-on materials (blocks, geoboards, clay) for all lessons to support tactile learning.
- Break tasks into smaller, scaffolded steps (e.g., identify shapes → build shapes → combine shapes).
- Allow extra time for shape construction, drawing, or money identification tasks.
- Provide visual or color-coded cues for positional words and shape attributes.
- Offer repeated modeling and practice for new vocabulary and skills.

**At-Risk Students:**

- Incorporate movement and play-based learning to maintain engagement (e.g., shape scavenger hunts, coin games).
- Provide frequent check-ins and immediate feedback during hands-on activities.
- Use concrete, relatable examples for positional words and shape combinations.

- Reinforce learning through repeated exposure and guided practice.

**Gifted & Talented Students:**

- Challenge students to create complex shape structures or new composite shapes.
- Encourage exploration of symmetry, patterns, or 3D modeling beyond the lesson expectations.
- Have students explain their reasoning using math vocabulary and diagrams.
- Extend coin activities to include making different amounts with multiple coins or solving simple “real-world” problems.