| Wall Township Public Schools | Board Approval Date: 8/20/24 |
|---|---|
| **Course Title: Kindergarten Math** | |
| **Course Description:** Kindergarten Math instruction focuses on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects and (2) describing shapes and space. Grade appropriate topics addressing the five domains, Counting & Cardinality, Operations & Algebraic Thinking, Numbers & Operations in Base 10, Measurement & Data, and Geometry. | |

## Course Sequence & Pacing

| Unit Title | Estimated Number of Instructional Periods |
|---|---|
| 1: Connecting Counting to Cardinality | 50 |
| 2:  Counting Data, Addition & Subtraction | 50 |
| 3: Foundations of Place Value | 40 |
| 4: Identification, Analysis & Creation of Geometric Shapes | 40 |

# Unit 1

## Desired Results

**Unit 1 Title:** Connecting Counting to Cardinality

**Unit Summary:** In this unit, students will learn to count groups of objects and write the amount. Students will compare groups of objects as well as their corresponding numbers.

## Learning Standards

**NJSLS:**

- 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)
- K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. ○ a. 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 oneRL.K.4. Ask and answer questions about unknown words in a text
  - ○ object.
  - ○ b. 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.
  - ○ c. 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.
- 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.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)

### Interdisciplinary Connections

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems

**Computer Science & Design Thinking** *(CS & DT)*:

- 8.1.2.AP.1 Individuals develop and follow directions as part of daily life. Individuals develop and follow directions as part of daily life.
- 8.1.2.IC.1 Compare how individuals live and work before and after the implementation of new computing technology.

**Interdisciplinary Connections:**

- RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

## Learning Targets

**Unit Essential Questions:**

- How can numbers from 0 to 5 be counted, read, and written?
- How can numbers from 0 to 5 be compared and ordered?
- How does counting tell how many?
- How can objects help with counting?

**Unit Enduring Understandings:**

- Counting tells how many are in a group, regardless of their arrangement or the order in which they were counted.
- The last number said when counting a group is the total.
- Counting is cumulative.

**Vocabulary:** count, one, two, three, number, four, five, six, seven, eight, nine, ten, none, zero, part, whole,order, compare, group, equal, same number as, greater than, less than, model

**Students will be able to:**

- Identify number names 0-10
- Count sequences 0-10
- Count to tell the number of objects 0-10
- Compare and order the numbers from 0 - 10

## Assessment Evidence

**Formative Assessments:**

- Individual Lesson Quick Checks
- Teacher observation & conferring
- iReady
- Khan Academy

**Summative Assessments:**

- Topic 1-4 Performance Assessments - enVisionmath2.0

**Common Benchmark Assessments:**

iReady Beginning of Year Diagnostic

End of Topic Assessments - enVisionmath 2.0

## Core Instructional & Supplemental Materials

- enVisionmath2.0 Common Core Grade K
- iPad, iReady
- counters (2 color), blocks, connecting cubes, craft sticks
- basket, container
- colored pencils, crayons,
- ten frames
- number cards 0-10
- “Math” Story Books for Read-Alouds

## Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

***Specific Strategies and Practices that Support Students with Disabilities:***

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Provide additional manipulatives to support instruction
- Allow for alternative strategies to solve algorithms or tasks
- Provide the steps needed to complete the task
- Model frequently
- Use visuals to demonstrate/model the processes
- Visual Animation Plus
- Reteaching opportunities if applicable through differentiated centers
- Checklists - Immediate feedback

***Specific Strategies and Practices that Support Gifted & Talented Students:***

- Problem based learning
- Pre-Assess to condense curriculum in order to do more authentic problem solving/projects
- Differentiated centers with extension activities

***Specific Strategies and Practices that Support English Language Learners:***

- Develop basic vocabulary
- Demonstrate listening comprehension by retelling
- Use prior experience to understand meanings
- Visual learning bridge
- Visual learning Animation Plus
- Personal glossary

- Text-to-speech
- Extended time
- Simplified / verbal instructions

***Specific Strategies and Practices that Support English Language Learners***

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts
- Personal Glossary
- Extended Time
- Simplified/Verbal Instructions
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

***Students at Risk of Failure***

- Home/School Connection
- Alternative Assessments
- Learning Contracts
- Homogeneous Grouping
- Supplemental Instruction
- Tiered Activities - Small Group Instruction
- Work Alone Choice - Group Work Choice

***Students with 504 Plans***

- Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
- 504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way.
- Students' accommodations are outlined in their individual 504 plan.

***Specific Strategies and Practices that Support Gifted & Talented Students***

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Homogeneous Grouping - Small Group In-Depth Instruction
- Differentiated Online Practice - Alternative Assessments
- Pre-Assess to provide Differentiated Instruction to Accelerate Learning

# Unit 2

## Desired Results

**Unit 2 Title: Counting Data, Addition & Subtraction**

**Unit Summary:** In this unit, students will classify up to 10 objects into two categories. The students will count the number of objects in each of those categories and then sort the categories by count. In addition to sorting, the students will be able to explain why they sorted the objects into those categories. In addition, students will focus on deepening their understanding of addition as “put together” and “add to”, and subtraction as “take apart” and "take from”.Students will learn to represent and solve addition and subtraction word problems, decompose numbers through 10, and fluently add and subtract within 5.

## Learning Standards

**NJSLS:**

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)

- 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.
- 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.
- 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.5 Demonstrate fluency for addition and subtraction within 5.
- K.CC.A.2 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).

## Interdisciplinary Connections

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

**Computer Science & Design Thinking (***CS & DT***):**

- 8.1.2.NI.1 Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network
- 8.1.2.NI.2 Describe how the Internet enables individuals to connect with others worldwide.

**Interdisciplinary Connections:**

- RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front

cover, back cover, and title page of a book).
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

## Learning Targets

**Unit Essential Questions:**

● How can classifying data help answer questions?

● How can representing taking apart and taking from in different ways help you learn about subtraction?

● How can decomposing numbers in more than one way help you learn about addition and subtraction?

**Unit Enduring Understandings:**

● Data can be sorted and compared in a variety of ways. Then the groups can be counted and compared.

● Addition and subtraction can be shown in different ways, such as objects, fingers, mental images, drawings, sounds, verbal explanations, expressions or equations.

● Objects, drawings, counting, equations and patterns can be used to help solve addition and subtraction problems which involve adding to or putting together for + and taking apart or taking from for -.

● Addition and subtraction facts have an inverse relationship.

● For any number 1-9 there is another number to make 10.

● Good math thinkers know how to think about words and numbers to solve problems.

**Vocabulary:** category, classify, chart, tally mark, in all, join, addition sentence, add, plus sign (+), equal sign (=), equation, sum, left, separate, subtraction sentence, take away, minus sign (-), subtract, difference, break apart, operation

**Students will be able to:**

- Classify objects and count the number of objects in each category.
- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
- Represent and explain addition and subtraction problems with equations.
- Use tools to add and subtract numbers.
- Solve addition and subtraction word problems.
- Fluently add and subtract to 5
- Decompose and represents numbers 6-10

## Assessment Evidence

**Formative Assessments:**

● Individual Lesson Quick Checks

- Teacher observation & conferring
- iReady
- Khan Academy

**Summative Assessments:**

- End of Topic Performance Assessments - enVisionmath2.0
- End of Topic Assessments - enVisionmath 2.0
- Fluency Assessment (Addition & Subtraction 1-5)

**Common Benchmark Assessments:**

- iReady Mid-Year Assessment

## Core Instructional & Supplemental Materials

enVisionmath2.0 Common Core Grade K
iPad, iReady
counters (2 color), blocks, connecting cubes, multi color cubes,
Part-Part Mat
colored pencils, crayons, markers
ten frames
number cards 0-10, chart paper, craft sticks

## Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

***Specific Strategies and Practices that Support Students with Disabilities:***

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Provide additional manipulatives to support instruction
- Allow for alternative strategies to solve algorithms or tasks
- Provide the steps needed to complete the task
- Model frequently
- Use visuals to demonstrate/model the processes
- Visual Animation Plus
- Reteaching opportunities if applicable through differentiated centers
- Checklists - Immediate feedback

***Specific Strategies and Practices that Support Gifted & Talented Students:***

- Problem based learning
- Pre-Assess to condense curriculum in order to do more authentic problem solving/projects
- Differentiated centers with extension activities

***Specific Strategies and Practices that Support English Language Learners:***

- Develop basic vocabulary
- Demonstrate listening comprehension by retelling
- Use prior experience to understand meanings
- Visual learning bridge
- Visual learning Animation Plus
- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions

***Specific Strategies and Practices that Support English Language Learners***

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts
- Personal Glossary
- Extended Time
- Simplified/Verbal Instructions
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

***Students at Risk of Failure***

- Home/School Connection
- Alternative Assessments
- Learning Contracts
- Homogeneous Grouping
- Supplemental Instruction
- Tiered Activities - Small Group Instruction
- Work Alone Choice - Group Work Choice

***Students with 504 Plans***

- Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
- 504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way.
- Students' accommodations are outlined in their individual 504 plan.

***Specific Strategies and Practices that Support Gifted & Talented Students***

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Homogeneous Grouping - Small Group In-Depth Instruction
- Differentiated Online Practice - Alternative Assessments
- Pre-Assess to provide Differentiated Instruction to Accelerate Learning

# Unit 3

## Desired Results

**Unit 3 Title: Foundations of Place Value**

**Unit Summary:** In this unit, students will continue to count in sequence with a focus on numbers 11 to 20 while introducing the concept of place value by focusing on the composition and decomposition of numbers 11 to 19 into one group of 10 ones and the remaining ones. Students will continue to focus on number names, extending and counting to 100 by 1s and 10s, beginning with any number.

## Learning Standards

**NJSLS:**

- 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 0-20 (with 0
- representing a count of no objects).
- 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.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.
- 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).

## Interdisciplinary Connections

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

- 9.4.5.CI.3 Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process
- 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

**Computer Science & Design Thinking (***CS & DT***):**

- 8.1.2.CS.1 Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

**Interdisciplinary Connections:**

- RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

## Learning Targets

**Unit Essential Questions:**

- How can numbers to 20 be counted, read, written, and pictured to tell how many?
- How can composing and decomposing numbers from 11 to 19 into ten ones and some further ones help you understand place value?
- How can numbers to 100 be counted using a hundred chart?

**Unit Enduring Understandings:**

- There is a unique symbol that goes with each number and word.
- Numbers become greater when you count on.
- Numbers from 11-19 can be represented as the sum of 10 and some more.
- Numbers from 11-19 can be decomposed as the sum 10 and some more.
- Counting patterns can be seen on a number chart in both the rows and the columns.
- Good math thinkers know how to think about words and numbers to solve problems.

**Vocabulary:** eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, row, column, ones, pattern, tens, decade, hundred chart

**Students will be able to:**

- Know the number names, the count sequence, and count to tell the number of objects to 20.
- Work with numbers 11-19 to gain foundations for place value. understand subtraction as taking apart and taking from.
- Know number names and the count sequence.
- Solve addition and subtraction word problems.
- Fluently add and subtract to 5.
- Decompose and represent numbers 6-10.

## Assessment Evidence

**Formative Assessments:**

- Individual Lesson Quick Checks
- Teacher observation & conferring
- iReady
- Khan Academy

**Summative Assessments:**

- End of Topic Performance Assessments - enVisionmath2.0
- End of Topic Assessments - enVisionmath 2.0
- Cumulative Assessment Units 1-3

**Common Benchmark Assessments:**

- iReady Mid-Year Assessment

## Core Instructional & Supplemental Materials

- enVisionmath2.0 Common Core Grade K
- iPad, iReady
- counters (2 color), blocks, connecting cubes, multi color cubes,
- craft sticks
- clay, cotton balls, paper clips, glue, sand tray
- colored pencils, crayons, markers
- ten frames, double ten frames, hundreds chart
- number cards 0-10, chart paper, sticky notes, index cards
- "Math" Story Books for Read-Alouds

## Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

***Specific Strategies and Practices that Support Students with Disabilities:***

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Provide additional manipulatives to support instruction
- Allow for alternative strategies to solve algorithms or tasks
- Provide the steps needed to complete the task
- Model frequently
- Use visuals to demonstrate/model the processes
- Visual Animation Plus
- Reteaching opportunities if applicable through differentiated centers
- Checklists - Immediate feedback

***Specific Strategies and Practices that Support Gifted & Talented Students:***

- Problem based learning
- Pre-Assess to condense curriculum in order to do more authentic problem solving/projects
- Differentiated centers with extension activities

***Specific Strategies and Practices that Support English Language Learners:***

- Develop basic vocabulary
- Demonstrate listening comprehension by retelling

- Use prior experience to understand meanings
- Visual learning bridge
- Visual learning Animation Plus
- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions

***Specific Strategies and Practices that Support English Language Learners***

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts
- Personal Glossary
- Extended Time
- Simplified/Verbal Instructions
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

***Students at Risk of Failure***

- Home/School Connection
- Alternative Assessments
- Learning Contracts
- Homogeneous Grouping
- Supplemental Instruction
- Tiered Activities - Small Group Instruction
- Work Alone Choice - Group Work Choice

***Students with 504 Plans***

- Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
- 504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way.
- Students' accommodations are outlined in their individual 504 plan.

***Specific Strategies and Practices that Support Gifted & Talented Students***

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Homogeneous Grouping - Small Group In-Depth Instruction
- Differentiated Online Practice - Alternative Assessments
- Pre-Assess to provide Differentiated Instruction to Accelerate Learning

# Unit 4

## Desired Results

**Unit 4 Title: Identification, Analysis & Creation of Geometric Shapes**

**Unit Summary:** In this unit, students will begin exploring geometric shapes by identifying the names of the shapes, recognizing the difference between two and three-dimensional, and proximity to the relative position to their environment. Students will analyze and compare attributes of shapes, such as size and orientation. Students will be introduced to measurement by exploring length, height, capacity, and weight. Students will describe objects by the measurable attribute and that objects can have more than one measurable attribute.

## Learning Standards

**NJSLS:**

- 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.
- 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?"
- 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.3 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.

### Interdisciplinary Connections

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

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

**Computer Science & Design Thinking** ***(****CS & DT****)*:

- 8.1.2.IC.1 Compare how individuals live and work before and after the implementation of new computing technology.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

**Interdisciplinary Connections:**

RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).

- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

## Learning Targets

**Unit Essential Questions:**

- How can solid figures be named, described, compared, and composed?
- How can objects be compared by length, height, capacity, and weight?

**Unit Enduring Understandings:**

- Objects have shapes, they can be flat or solid. Many everyday objects approximate shapes that we learn about.
- Shapes can be described by their characteristics or their position in the environment.
- Objects can be compared by length, weight or capacity.
- Good math thinkers are careful about what they write and say so their ideas about math are clear.

**Vocabulary:** sort, two-dimensional shape, three-dimensional, circle, hexagon, cone, cube, cylinder, sphere, side, triangle, vertex, vertices, rectangle, square, above, behind, below, beside, in front of, next to, roll, slide, stack, flat surface

**Students will be able to:**

- Identify and describe shapes
- Analyze, compare, create, and compose shapes
- Describe and compare measurable attribute

## Assessment Evidence

**Formative Assessments:**

- Individual Lesson Quick Checks
- Teacher observation & conferring
- iReady
- Khan Academy

**Summative Assessments:**

- End of Topic Performance Assessments - enVisionmath2.0
- End of Topic Assessments - enVisionmath 2.0
- Cumulative Assessment Units 1-4

**Common Benchmark Assessments:**

- iReady EOY

## Core Instructional & Supplemental Materials

- enVisionmath2.0 Common Core Grade K

- iPad, iReady
- cube trains, connecting cubes, multi color cubes, craft sticks
- attribute blocks
- colored pencils, crayons, markers
- 2-d & 3-d shapes
- number cards 0-10, chart paper, sticky notes, index cards,
- masking tape
- “Math” Story Books for Read-Alouds

## Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning