Grade Kindergarten
Unit 1: Position, Length, Height and Sorting

Skills and Standards

- **NY-K.G.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
- **NY-K.MD.1** Describe measurable attributes of an object(s), such as length or weight, using appropriate vocabulary. e.g., small, big, short, tall, empty, full, heavy, and light.
- **NY-K.MD.2** Directly compare two objects with a common measurable attribute and describe the difference
- **NY-K.MD.3** Classify objects into given categories; count the objects in each category and sort the categories by count. Note: Limit category counts to be less than or equal to 10
- **NY-K.MD.4** Explore coins (pennies, nickels, dimes, and quarters) and begin identifying pennies and dimes

Pacing Notes

- Includes:
  - 5 days for Lesson 0 **(Required)**
  - 15 days Lessons 1, 2, 3,
  - 1 day for *Investigate Coins*
  - 1 day for Unit Assessment **(Required)**
  - 2 days i-Ready Inform **(Required)**

Strategies and Models

Resources to review prior to instruction:
Found in Teacher Toolbox – Beginning of Unit

- Unit Flow and Progression
- Math Background Unit 1

Assessments

- Unit Assessment **(Required)**
- i-Ready Inform Assessment **(Required)**

Educator Notes

- Consider modifying the unit materials to include the following content provided in the Enhanced Activities:
  - Identifying pennies and dimes by name and by value
- One-Day Activity: Investigate Coins

Grade Kindergarten
Unit 2: Numbers to 5, Shapes and Weight

Skills and Standards

- **NY-K.CC.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)
- **NY-K.CC.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. (1:1 correspondence)
- **NY-K.CC.4b** Understand that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.
- **NY-K.CC.4c** Understand the concept that each successive number name refers to a quantity that is one larger
- **NY-K.CC.5a** Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 10 objects in a scattered configuration. e.g., "How many _____ are there?"
- **NY-K.CC.5b** Given a number from 1–20, count out that many objects.
- **NY-K.CC.6** Identify whether the number of objects in one group is greater than (more than), less than (fewer than), or equal to (the same as) the number of objects in another group. e.g., using matching and counting strategies. Note: Include groups with up to ten objects.
- **NY-K.CC.7** Compare two numbers between 1 and 10 presented as written numerals. e.g., 6 is greater than 2.
- **NY-K.MD.1** Describe measurable attributes of an object(s), such as length or weight, using appropriate vocabulary. e.g., small, big, short, tall, empty, full, heavy, and light
- **NY-K.MD.2** Directly compare two objects with a common measurable attribute and describe the difference
- **NY-K.G.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.
- **NY-K.G.2** Name shapes regardless of their orientation or overall size.
- **NY-K.G.4** Analyze, compare, and sort two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes. e.g., number of sides and vertices/ "corners", or having sides of equal length.

Pacing Notes	Strategies and Models

• Includes:
  ○ 15 days for Lessons 4, 5, 6
  ○ 1 day for Unit Assessment **(Required)**
	Resources to review prior to instruction:
	Found in Teacher Toolbox – Beginning of Unit
	• Unit Flow and Progression
	• Math Background Unit 2

Assessments	**Educator Notes**
• Unit Assessment **(Required)** • Digital Comprehension Check	

Grade Kindergarten
Unit 3: Addition and Subtraction Within 5 and Shapes

Skills and Standards

- **NY-K.OA.1** Represent addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations or other strategies. Note: Drawings need not show details, but should show the mathematics in the problem.
- **NY-K.OA.2a** Add and subtract within 10.
- **NY-K.OA.2b** Solve addition and subtraction word problems within 10. e.g., using objects or drawings to represent the problem
- **NY-K.OA.6** Duplicate, extend, and create simple patterns using concrete objects.
- **NY-K.G.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, besides, in front of, behind, and next to
- **NY-K.G.2** Name shapes regardless of their orientation or overall size.
- **NY-K.G.4** Analyze, compare, and sort two-and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes. e.g., number of sides and vertices/corners, or having sides of equal length.

Pacing Notes

- Includes:
  - 15 days for Lessons 7, 8, 9, 10
  - 1 day for *Work with Patterns*
  - 1 day for Unit Assessment **(Required)**

Strategies and Models

Resources to review prior to instruction:
Found in Teacher Toolbox – Beginning of Unit

- Unit Flow and Progression
- Math Background Unit 3

Assessments

- Unit Assessment **(Required)**
- Digital comprehension check

Educator Notes

- Consider modifying the unit materials to include the following content provided in the Enhancement Activities:
  - Using pennies to represent addition situations
  - Duplicating, extending and making simple patterns using concrete objects
  - Using pennies to represent subtraction situations

- Educator Note: Addition Representation with Pennies
- Educator Note: Subtraction Representation with Pennies
- One- Day Activity: Work with Patterns

Grade Kindergarten
Unit 4: Numbers to 10 and Shapes

Skills and Standards

- **NY-K.CC.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)
- **NY-K.CC.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. (1:1 correspondence)
- **NY-K.CC.4b** Understand that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.
- **NY-K.CC.4c** Understand the concept that each successive number name refers to a quantity that is one larger
- **NY-K.CC.4d** Understand the concept of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers
- **NY-K.CC.5a** Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 10 objects in a scattered configuration. e.g., "How many _____ are there?"
- **NY-K.CC.5b** Given a number from 1–20, count out that many objects.
- **NY-K.CC.7** Compare two numbers between 1 and 10 presented as written numerals. e.g., 6 is greater than 2
- **NY-K.G.6** Compose larger shapes from simple shapes. e.g., join two triangles to make a rectangle
- **NY-K.OA.3** Decompose numbers less than or equal to 10 into pairs in more than one way. Record each decomposition by a drawing or equation. e.g., using objects or drawings
- **NY-K.OA.4** Find the number that makes 10 when given a number from 1 to 9. Record the answer with a drawing or equation. e.g., using objects or drawings.
- **NY-K.CC.6** Identify whether the number of objects in one group is greater than (more than), less than (fewer than), or equal to (the same as) the number of objects in another group. e.g., using matching and counting strategies. Note: Include groups with up to ten objects

Pacing Notes

- Includes:
  - 25 days for Lessons 11, 12, 13, 14, 15
  - 1 day for *Use Ordinal Numbers: First Through Tenth*
  - 1 day for 100 Days of School
  - 1 day for Unit Assessment **(Required)**
  - 2 days for i-Ready Inform Assessment **(Required)**

Strategies and Models

Resources to review prior to instruction:
Found in Teacher Toolbox – Beginning of Unit

- Unit Flow and Progression
- Math Background Unit 4

Assessments

- Unit Assessment **(Required)**
- Digital Comprehension Check
- I-Ready Inform Assessment **(Required)**

Educator Notes

- Consider modifying the unit materials to include the following content provided in the Enhanced Activities:
  - Using ordinal numbers (first through tenth)
- One-Day Activity: Use Ordinal Numbers: First Through Tenth

Grade Kindergarten
Unit 5: Numbers to 100

Skills and Standards

- **NY-K.CC.1** Count to 100 by ones and by tens
- **NY-K.CC.2** Count to 100 by ones beginning from any given number (instead of beginning at 1).
- **NY-K.CC.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).
- **NY-K.CC.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. (1:1 correspondence)
- **NY-K.CC.4b** Understand that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted
- **NY-K.CC.5a** Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 10 objects in a scattered configuration. e.g., "How many _____ are there?"
- **NY-K.CC.5b** Given a number from 1–20, count out that many objects.
- **NY-K.OA.3** Decompose numbers less than or equal to 10 into pairs in more than one way. Record each decomposition by a drawing or equation. e.g., using objects or drawings.
- **NY-K.MD.3** Classify objects into given categories; count the objects in each category and sort the categories by count. Note: Limit category counts to be less than or equal to 10

Pacing Notes	Strategies and Models

• Includes:
  ○ 20 days for Lessons 16, 17, 18, 19
  ○ 1 day for Unit Assessment **(Required)**
	Resources to review prior to instruction:
	Found in Teacher Toolbox – Beginning of Unit
	• Unit Flow and Progression
	• Math Background Unit 5

Assessments	**Educator Notes**
• Unit Assessment **(Required)** • Digital Comprehension Check	

Grade Kindergarten
Unit 6: Addition and Subtraction Within 10

Skills and Standards

- **NY-K.OA.1** Represent addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations or other strategies. Note: Drawings need not show details, but should show the mathematics in the problem.
- **NY-K.OA.2a** Add and subtract within 10.
- **NY-K.OA.2b** Solve addition and subtraction word problems within 10. e.g., using objects or drawings to represent the problem
- **NY-K.OA.5** Fluently add and subtract within 5. Note: Fluency involves a mixture of just knowing some answers, knowing some answers from patterns, and knowing some answers from the use of strategies

Pacing Notes	Strategies and Models

• Includes:
  ○ 15 days for Lessons 20, 21, 22
  ○ 1 day for Unit Assessment **(Required)**
	Resources to review prior to instruction:
	Found in Teacher Toolbox – Beginning of Unit
	• Unit Flow and Progression
	• Math Background Unit 6

Assessments	**Educator Notes**
• Unit Assessment **(Required)** • Digital Comprehension Check	

Grade Kindergarten
Unit 7: Teen Numbers and Shapes

Skills and Standards

- **NY-K.NBT.1** Compose and decompose the numbers from 11 to 19 into ten ones and one, two, three, four, five, six, seven, eight, or nine ones. e.g., using objects or drawings
- **NY-K.G.3** Understand the difference between two-dimensional (lying in a plane, "flat") and three-dimensional ("solid") shapes.
- **NY-K.G.5** Model objects in their environment by building and/or drawing shapes. e.g., using blocks to build a simple representation in the classroom. Note on and/or: Students should be taught to model objects by building and drawing shapes; however, when answering a question, students can choose to model the object by building or drawing the shape.

Pacing Notes

- Includes:
  - 15 days for Lessons 23, 24, 25
  - 1 day for Unit Assessment **(Required)**
  - 2 days for i-Ready Inform Assessment **(Required)**

Strategies and Models

Resources to review prior to instruction:
Found in Teacher Toolbox – Beginning of Unit

- Unit Flow and Progression
- Math Background Unit 7

Assessments

- Unit Assessment **(Required)**
- Digital Comprehension Check
- I-Ready Inform Assessment **(Required)**

Educator Notes

- Consider modifying the unit materials to include the following content provided in the Enhancement Activities:
  - Not using equations to record compositions and decompositions of teen numbers
- Educator Note: Composition and Decomposition of Teen Numbers Using Objects and Drawings