



**Alloway Township School**  
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*Amy Morley*  
Chief School Administrator

*Kimberly Fleetwood*  
Business Administrator

**Kindergarten Unit 6 — Dates: 3/27/2025 - 4/29/2025**

**Rationale for Unit 6**

Unit 6 is an extension of Unit 3. Learners use concrete objects to count and to represent addition and subtraction. Addition and subtraction, including solving word problems using objects and drawings, is extended to up to 10 objects. Learners continue decomposing numbers less than or equal to 10 into pairs in multiple ways using objects or drawings and drawing connections to the relationship parts and whole have in addition and subtraction equations. This leads them towards building fluency (accuracy and efficiency) for addition and subtraction within 5.

**Unit 6 Description & Expectations**

Days of Instruction: 18 days

Unit Completion Date: 4/29

Unit Topics/Themes: Addition and Subtraction Within 10

[Topic: Add Within 10](#)

[Topic: Subtract Within 10](#)

[Topic: Add and Subtract to Solve Word Problems](#)

[Topic: Unit Review and Unit Assessment](#)



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Whole Group Instruction Overview	Differentiation: Teacher Table Overview	Differentiation: Independent/ Small Group Practice Overview
<b>Guidelines</b>		
<b>30-45 minutes of daily instruction using Core Resources</b>	<b>45 minutes of daily differentiation during 90 minutes ELA/Math Center time</b>	
<p><b>Supporting Positive Learning Habits:</b> <b>Unit 6:</b></p> <p><b>Number Sense Making Routines: (5-10 minutes daily)</b> Number sense is built through experiences. Vary your sense making routines based on the needs of your classroom. They may be a whole group activity, but they also may be done as a small group depending upon the need. Example areas of focus: <b>Verbal Counting, Object Counting, Cardinality, Subitizing, Spatial Relationships, One/Two More &amp; Less, Benchmark Numbers (5 and 10), Part-Part-Whole, Magnitude</b>, etc.</p> <p><b>Core Resource for Whole Group Instruction:</b> Ready Classroom Math (30-45 minutes daily)</p> <p>Ready Classroom Math design &amp; expectations:</p> <ul style="list-style-type: none"> <li>● <b>Strategy Lessons</b> - Focus on helping students persevere in solving problems, discuss solution strategies, and compare multiple</li> </ul>	<p><b>Number of groups to meet with each day: two</b></p> <p>When planning for differentiation, it is important to first think about what each student needs. You may have different focuses for different groups of students. Below are suggestions to consider when planning for small group differentiated instruction.</p> <p><b>Gifted Students:</b> When planning for students who are gifted, consider differentiating the content, process or product.</p> <p><b>Tier I Remedial Groups:</b> When</p>	<p>Activities should be aligned to specific skills &amp; standards addressed during whole group instruction and practice of fluency standards.</p>



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representations through the *Try-Discuss-Connect* routine. Strategy Lessons are taught over multiple days (usually 5 days) and consist of different sessions. All sessions start with a Number Sense Routine designed to support the development of early numbers sense and counting concepts. Students also learn to talk about math and describe their thinking through various routines.

- **Explore Session(s)** follow a *Discover It-Investigate It* routine and draw on students' prior knowledge and make connections to new concepts.
- **Develop Session(s)** follow the *Try-Discuss-Connect Routine* and develop strategies and understanding through problem solving and discourse.
- **Refine Session(s)** focus on building independent problem solving through *Making Connections* and *Applying (It) Strategies* to new problems. Students work independently while the teacher monitors performance and differentiates instruction.

*Try - Discuss - Connect Routine* is primarily used in Develop Sessions in Ready Math. Each Step in this routine will have expected Language Routines, Teacher Moves and Conversation Tips. *Language Routines* are predictable, repeatable formats that help students process word problems and communicate their growing understanding. *Teacher Moves* are powerful facilitation techniques to guide conversations in which students talk with each other rather than responding to the teacher. *Conversation Tips* are specific hints that show students what it means to engage in academic discourse. The six tips show students what it means to participate in academic discourse: listening attentively, explaining ideas, justifying, building

planning for remedial work (additional work on grade level concepts), identify your Essential Understandings, Objectives, Standards, skills being taught, and Learner Outcomes, then, anticipate the most common unique needs and common misconceptions. Doing this will help you to plan effectively, and form groups based on daily exit tickets and Ready Unit Prerequisite Report. Support students using scaffolding and/or additional practice for grade level concepts and skills.

**Tier II or Tier III Remedial Groups:** When planning your grade level instruction for students that are in Tier II or Tier III considerations of each individual students' Math Intervention Plan need to be



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on the ideas of others, disagreeing respectfully and making connections.

- **Try It** - The teacher displays the *Start* question to draw on prior knowledge to the day's session. The teacher guides students in making sense of the problem, and to slow down to recognize and understand important information in the picture. Teacher displays the picture and uses:

- *Language Routines* - Three Reads, Co-Crafted Questions, Notice/Wonder and Say It Another Way
- *Teacher Moves* - Turn & Talk and Individual Think Time (*Typically 10 seconds to 2 minutes*)

Students apply what they have learned while making sense of the problem to represent the scene and begin solving.

- **Discuss It** - Students work in pairs to share their thinking - even incomplete thinking. Students should analyze their representations and strategies while sentence frames are used to help them while making sense. The teacher strategically selects and sequences students' representations and strategies based upon the learning goal of the lesson.

While circulating the teacher should use:

- *Language Routines* - Compare & Contrast and Collect & Display
- *Teacher Moves* - Turn & Talk, Individual Think Time and Four Rs (*Repeat, Reword, Rephrase, Record*)

Selected students present and explain their solution methods and listen to critiques of others. The teacher facilitates the discussion and the class looks at highlighted strategies in the *Picture It* and *Model It* sections.

taken. Interventions and number sense relationships should be leveraged to support students with grade level content (bridging foundational concepts to support students' work at grade level content). Resources should be aligned to core content instructional resources (ie, Tools for Instruction, Fluency Skills & Practice pages, Prerequisite Lessons, Reteach Activities, Vocabulary pages, etc.), while a direct explicit connection between intervention strategies and grade level content is built.



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<p>● <b>Connect It</b> - The teacher and students connect understanding they've developed in the <i>Try It</i> problem to new representations. Students make connections between representations and strategies they discussed and solidify these connections as they complete the <i>Connect It</i> problems. Students then apply their understanding to new situations. The teacher should use:</p> <ul style="list-style-type: none"> <li>○ <i>Language Routines</i> - Collect &amp; Display and Compare &amp; Connect</li> <li>○ <i>Teacher Moves</i> - Turn &amp; Talk, Individual Think Time and Four Rs</li> </ul> <p><b>Closing: (2-5 minutes daily)</b></p> <p>The closure should be directly related to the goal of the lesson. Formal closure to lessons may consist of synthesizing information learned during the lesson that relates to the objective. For example, students could share with the class something new that they learned that day (the question should be detailed and related to the goal/objective), complete an exit ticket (related to the goal/objective), reflect on what challenged them (related to the goal/objective), etc.</p>		
<b>Unit Resources</b>		
<ul style="list-style-type: none"> <li>● Suggested Pacing Guide</li> <li>● Ready Unit Flow and Progression Video</li> <li>● Ready Math Background: Models, Progressions, and Teaching Tips</li> <li>● Ready Interactive Tutorials</li> <li>● Ready Unit Self Reflection</li> <li>● Ready Unit Review</li> </ul>	<ul style="list-style-type: none"> <li>● Scheduling Small Groups and Rotations</li> <li>● CFAs</li> <li>● RCM Fluency Practice Pages</li> <li>● RCM Tools for Instruction Lessons</li> </ul>	<ul style="list-style-type: none"> <li>● Scheduling Small Groups and Rotations</li> <li>● RCM Unit Game</li> <li>● RCM Literacy Connections Activities</li> <li>● RCM Discourse Bookmarks</li> </ul>



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- Ready Discourse Cards/Cube
- Ready Digital Math Tools
- Silent Hand Signals
- [Georgia Frameworks](#) (K-5)
- Howard County, MD:
  - [Kinder](#)
- Achieve the Core [Coherence Map](#)
- [Illustrative Mathematics](#)
- [You Cubed](#)
- San Francisco Unified School District (SFUSD)
  - [Kindergarten](#)
- Three Act Tasks:
  - [Ms. Castillo's Math](#) (K-5)
  - [Graham Fletcher](#) (K-6)
  - [Robert Kaplinsky](#) (K-6)
- Sense Making Routines:
  - [Subitizing Slides](#) (Steve Wyborney)
  - [Esti-Mysteries](#) (Steve Wyborney)
  - [Even More Esti-Mysteries](#) (Steve Wyborney)
  - [Estimation Clipboard](#) (Steve Wyborney)
  - [Which One Doesn't Belong](#) (Christopher Danielson)
  - [Math Visuals](#) (Berkley Everett)

- RCM Discourse Bookmarks
- [K-5 Math Teaching Resources](#)  
(no direct links to free documents!)
- Virtual Manipulatives:
  - [TheMathLearningCenter](#) - ten frames, counters, time, number line, math rack, geoboards
  - [SplatSquare-InteractiveHundredChart](#)
  - [Dreambox Teacher Tools](#)
  - [Online Manipulatives on Mathigon](#)

- [K-5 Math Teaching Resources](#)  
(no direct links to free documents!)
- Howard County, MD:
  - [Kinder](#)
- Unit Resources
  - K.OA.A.5: [Math Race Mania](#)
  - [PBS Kids Curious George Games](#)



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<ul style="list-style-type: none"> <li>○ <a href="#">Would You Rather...?</a> (John Stevens)</li> <li>○ <a href="#">Numberless Word Problems</a> (Brian Bushart)</li> <li>○ <a href="#">Number Talk Images</a> (Tracey Zager &amp; Pierre Tranche)</li> <li>○ Daily Routines to Jumpstart Math Class (Curriculum Shared Drive)</li> <li>○ <a href="#">Clothesline Math</a> (Dan Kaufmann)</li> <li>○ <a href="#">Math Spy</a> (Dan Kaufmann)</li> <li>○ <a href="#">Same or Different</a> (Brian Bushart)</li> <li>○ <a href="#">Same But Different</a> (Sue Looney)</li> <li>○ <a href="#">Splat</a> (Steve Wyborney)</li> <li>○ <a href="#">Open Middle</a> (Robert Kaplinsky)</li> </ul>		
<b>Assessments</b>		
<ul style="list-style-type: none"> <li>● Ready Unit Assessment</li> <li>● Mid-Unit Assessment</li> <li>● Ready Lesson Quizzes</li> <li>● CFAs</li> <li>● Exit Tickets</li> </ul>	<ul style="list-style-type: none"> <li>● Daily log of small group instruction</li> <li>● Anecdotal Notes</li> <li>● Grade Level Math Interview</li> <li>● CFAs</li> <li>● RCM Fluency Practice Pages</li> <li>● RCM Tools for Instruction Lessons</li> <li>● Exit Tickets</li> </ul>	<p>Examples of accountability measures: Recording sheets, Fluency Practice Pages, exit tickets, rubrics, reflections, etc.</p>



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	<ul style="list-style-type: none"><li>● Achieve the Core <a href="#">Coherence Map</a></li><li>● <a href="#">Illustrative Mathematics</a></li></ul>	
<b>Standards</b>		
<p>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. *<b>BENCHMARKED Unit 3</b></p> <p>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. 🌱 *<b>BENCHMARKED Unit 3</b></p> <p>K.OA.A.5 Demonstrate accuracy and efficiency for addition and subtraction within 5. *<b>BENCHMARKED Unit 3</b></p>	<p>In addition to Whole Group Standards, you may choose to focus on grade level fluency standards or other priority standards listed below:</p> <p><b>**Unit 6 Center Library:</b></p> <p><b>Skill Reviews:</b></p> <p><b>Card 19</b> - Build and Compare <b>Card 16</b> - Shake and Spill <b>Card 24</b> - Memory</p> <p><b>Fluency:</b></p> <p><b>Card 12</b> - Writing Center <b>Card 20</b> - Dare to Compare <b>Card 13</b> - Show It</p> <p><b>Links for Centers</b></p> <p>*The following centers are for all units</p> <ul style="list-style-type: none"><li>● <a href="#">Cup Stacking Math Bundle</a></li><li>● <a href="#">Domino Quick Images</a></li><li>● <a href="#">Pizza Math - Counting Activities</a></li></ul>	





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\*The following centers are for Units 6

- [Shake and Spill Themed Mats](#)
- [Missing Numbers - Year Long \(#s to 20, 100 and 120\)](#)



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**Unit 6 Math Pacing Guide**

<b>Topic: Add Within 10</b>		
<b>Student Learning Standard(s):</b>	<b>K.OA.A.1</b>  <b>K.OA.A.2</b>  <b>K.OA.A.5</b>	-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. <i>*BENCHMARKED Unit 3</i> -Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. 🌱 <i>*BENCHMARKED Unit 3</i> -Demonstrate accuracy and efficiency for addition and subtraction within 5. <i>*BENCHMARKED Unit 3</i>
<b>Math Practices:</b>	<ul style="list-style-type: none"> <li>MP.1 Make sense of the problem and persevere in solving them.</li> <li>MP.3 Construct viable arguments and critique the reasoning of others.</li> <li>MP.5 Use appropriate tools strategically.</li> </ul> <ul style="list-style-type: none"> <li>MP.2 Reason abstractly and quantitatively.</li> <li>MP.4 Model with Mathematics.</li> <li>MP.6 Attend to precision.</li> </ul>	
<b>Days:</b> 5 3/27 - 4/2	<b>Focus:</b> (Major Content)	<b>Benchmarked Standard:</b> Y <b>Fluency Standard:</b> Y
<b>Critical Knowledge &amp; Skills</b>		
<b>Objective:</b>	<b>We are learning to:</b> <ul style="list-style-type: none"> <li>Use tools, manipulatives and number partners to solve addition problems within 10, in and out of context.</li> <li>Recognize equations that represent addition problems.</li> </ul>	
<b>Essential Question(s):</b>	How are showing and explaining different? How do operations affect numbers? Why is it important to be fluent in addition?	



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Core Resources		
Core Whole Group Resources	Core Formative Assessment	
<a href="#">Ready Classroom Math Lessons</a> <b>Lesson 20:</b> Add Within 10	-RCM Lesson Quizzes -CFAs	
Additional Levelled Resources		
Activities and Additional Resources for Whole Group	Differentiated Independent Activities/Center Ideas	Teacher Table Differentiated Resources
-DREME (Development and Research in Early Math Education) <a href="#">Counting Activities</a> & <a href="#">Formative Assessment Ideas</a> & <a href="#">Spatial Relations Activities</a>  -Number Sense Lessons/Resources <a href="#">Number Relations tool</a>  -Interactive Tools <a href="#">Learn addition up to 10</a> <a href="#">When You Add with a Pirate (addition song for kids)</a> <a href="#">Let's Learn our Addition Facts</a> <a href="#">Addition for kids - Learning to add with Dinosaurs - Mathematics for kids</a>	-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Interactive Tutorial: Add Within 10 -RCM Center Activities: Tell Addition Stories -RCM Enrichment Activities: Hiding Fish -RCM Center Library: <b>Skill Review Card 19</b> - Build and Compare <b>Fluency Card 12</b> - Writing Center  - <a href="#">K-5 Math Teaching Resources</a> : K.OA.A.1 Towers of Five K.OA.A.1 Make Five on the Five Frame (v.1) K.OA.A.5 Fast Five K.OA.A.5 Fruit Salad K.OA.A.5 5 Enormous Dinosaurs	-RCM Prerequisite Lessons: Add Within 5, Make 10 -RCM Tools for Instruction: Sort Addition Facts  -Illustrative Mathematics: <a href="#">K.OA.A.2 Ten Flashing Fireflies</a> <a href="#">K.OA.A.2 What's Missing?</a> <a href="#">K.OA.A.5 Many Ways to do addition 1</a>  -(Introduce row by row as you count higher and higher. Each row has the decades grouped together to promote pattern awareness in counting.)



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-Illustrative Mathematics:  
[K.OA.A.2 Dice Addition 1](#)  
[K.OA.A.2 Dice Addition 2](#)  
[K.OA.A.5 My Book of Five](#)

**Vocabulary for Students**

addition	add	part	whole
equation	represent		

**Mentor Text List**

- [The Mission of Addition Read Aloud](#)
- [Carnival Animals Add Up - Fun Math! Books Read to Kids Aloud!](#)
- [Addition Annie Read Along Aloud Story Audio Book](#)
- [If You Were a Plus Sign -read aloud](#)
- [Fish Eyes](#)



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<b>Topic: Subtract Within 10</b>		
<b>Student Learning Standard(s):</b>	<b>K.OA.A.1</b>  <b>K.OA.A.2</b>  <b>K.OA.A.5</b>	-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. <i>*BENCHMARKED Unit 3</i> -Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. 🌱 <i>*BENCHMARKED Unit 3</i> -Demonstrate accuracy and efficiency for addition and subtraction within 5. <i>*BENCHMARKED Unit 3</i>
<b>Math Practices:</b>	<ul style="list-style-type: none"> <li>MP.1 Make sense of the problem and persevere in solving them.</li> <li>MP.3 Construct viable arguments and critique the reasoning of others.</li> <li>MP.5 Use appropriate tools strategically.</li> </ul> <ul style="list-style-type: none"> <li>MP.2 Reason abstractly and quantitatively.</li> <li>MP.4 Model with Mathematics.</li> <li>MP.6 Attend to precision.</li> </ul>	
<b>Days:</b> 5 4/3 - 4/9	<b>Focus:</b> (Major Content)	<b>Benchmarked Standard:</b> Y <b>Fluency Standard:</b> Y
<b>Critical Knowledge &amp; Skills</b>		
<b>Objective:</b>	<b>We are learning to:</b> <ul style="list-style-type: none"> <li>Use tools and manipulatives to solve subtraction problems within 10, in and out of context.</li> <li>Recognize equations that represent subtraction problems.</li> </ul>	
<b>Essential Question(s):</b>	How are showing and explaining different? How are showing and explaining different?	
<b>Core Resources</b>		



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Core Whole Group Resources		Core Formative Assessment
<a href="#">Ready Classroom Math Lessons</a> <b>Lesson 21:</b> Subtract Within 10		-RCM Lesson Quizzes -CFAs
Additional Leveled Resources		
Activities and Additional Resources for Whole Group	Differentiated Independent Activities/Center Ideas	Teacher Table Differentiated Resources
-DREME (Development and Research in Early Math Education) <a href="#">Counting Activities</a> & <a href="#">Formative Assessment Ideas</a> & <a href="#">Spatial Relations Activities</a>  -Number Sense Lessons/Resources <a href="#">Number Relations tool</a>  -Interactive Tools: <a href="#">Subtraction song for kids</a> <a href="#">When You Subtract with a Pirate (subtraction song for kids)</a> <a href="#">Subtraction Song- The Mystery of the Chocolate Donuts</a>	-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Interactive Tutorial: Subtract Within 10 -RCM Center Activities: Subtract and Match, Subtract and Color -RCM Enrichment Activities: Draw The Problem -RCM Center Library: <b>Skill Review Card 16</b> - Shake and Spill <b>Fluency Card 20</b> - Dare to Compare  - <a href="#">K-5 Math Teaching Resources</a> : K.OA.A.1 Show One Less K.OA.A.5 Minus Five K.OA.A.5 Fruit Salad K.OA.A.5 5 Enormous Dinosaurs  -Illustrative Mathematics: <a href="#">K.OA.A.5 My Book of Five</a>	-RCM Prerequisite Lessons: Subtract Within 5, Add Within 10 -RCM Tools for Instruction: Subtract Numbers Less Than 10  -Introduce row by row as you count higher and higher. Each row has the decades grouped together to promote pattern awareness in counting.)



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[K.OA.A.5 Many Ways to do addition 1](#)

### Vocabulary for Students

subtraction	subtract	part	whole
equation	represent	start	

### Mentor Text List

- [The Action Of Subtraction Book By Brian P. Cleary and illustrated by Brian Gable](#)
- [If You Were a Minus Sign...](#)
- [Pete the Cat and His Four Groovy Buttons](#)
- [Five Little Monkeys Jumping on the Bed by Eileen Christelow](#)
- [Five Green and Speckled Frogs. Read By: Angelina Jean](#)



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<b>Topic:</b> Add and Subtract to Solve Word Problems		
<b>Student Learning Standard(s):</b>	<b>K.OA.A.2</b>	-Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. 🌱 * <b>BENCHMARKED Unit 3</b>
<b>Math Practices:</b>	<ul style="list-style-type: none"> <li>MP.1 Make sense of the problem and persevere in solving them.</li> <li>MP.2 Reason abstractly and quantitatively.</li> <li>MP.3 Construct viable arguments and critique the reasoning of others.</li> <li>MP.4 Model with Mathematics.</li> <li>MP.5 Use appropriate tools strategically.</li> <li>MP.6 Attend to precision.</li> </ul>	
<b>Days:</b> 5 4/10 - 4/16	<b>Focus:</b> (Major Content)	<b>Benchmarked Standard:</b> Y <b>Fluency Standard:</b> N
<b>Critical Knowledge &amp; Skills</b>		
<b>Objective:</b>	<b>We are learning to:</b> <ul style="list-style-type: none"> <li>Draw pictures and write equations to represent addition and subtraction stories.</li> <li>Decide whether to add or subtract to solve a story problem.</li> <li>Solve story problems for addition up to 10 or subtraction from 10 or less.</li> </ul>	
<b>Essential Question(s):</b>	Why is it important to be fluent in addition? How are showing and explaining different?	
<b>Core Resources</b>		
<b>Core Whole Group Resources</b>	<b>Core Formative Assessment</b>	





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<p><b><u>Ready Classroom Math Lessons</u></b> <b>Lesson 22:</b> Add and Subtract to Solve Word Problems</p>	<p>-RCM Lesson Quizzes -CFAs</p>	
<b>Additional Levelled Resources</b>		
<b>Activities and Additional Resources for Whole Group</b>	<b>Differentiated Independent Activities/Center Ideas</b>	<b>Teacher Table Differentiated Resources</b>
<p>-DREME (Development and Research in Early Math Education) <a href="#">Counting Activities</a> &amp; <a href="#">Formative Assessment Ideas</a> &amp; <a href="#">Spatial Relations Activities</a></p> <p>-Number Sense Lessons/Resources <a href="#">Number Relations tool</a></p> <p>-Interactive Tools: <a href="#">Learn addition up to 10</a> <a href="#">When You Add with a Pirate (addition song for kids)</a> <a href="#">Let's Learn our Addition Facts</a> <a href="#">Addition for kids - Learning to add with Dinosaurs - Mathematics for kids</a> <a href="#">Subtraction song for kids</a> <a href="#">When You Subtract with a Pirate (subtraction song for kids)</a></p>	<p>-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Center Activities: How Many Are Left?, Match and Complete -RCM Enrichment Activities: Make It Complete -RCM Center Library: <b>Skill Review Card 24</b> - Memory <b>Fluency Card 13</b> - Show It</p> <p>-<a href="#">K-5 Math Teaching Resources</a>: K.OA.A.2 Add to: Results Unknown K.OA.A.2 Both Addends Unknown</p> <p>-Illustrative Mathematics: <a href="#">K.OA.A.2 What's Missing?</a> <a href="#">K.OA.A.2 Dice Addition 1</a> <a href="#">K.OA.A.2 Dice Addition 2</a></p>	<p>-RCM Prerequisite Lessons: Subtract Within 10, Fluently Add and Subtract Within 5 -RCM Tools for Instruction: Addition and Subtraction Word Problems</p> <p>-Introduce row by row as you count higher and higher. Each row has the decades grouped together to promote pattern awareness in counting.)</p>



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[Subtraction Song- The Mystery of the Chocolate Donuts](#)

### Vocabulary for Students

addition	subtraction	equation	Equal sign (=)
Minus sign (-)	Plus sign (+)	represent	part
whole			

### Mentor Text List

- [The Mission of Addition Read Aloud](#)
- [Carnival Animals Add Up - Fun Math! Books Read to Kids Aloud!](#)
- [Addition Annie Read Along Aloud Story Audio Book](#)
- [If You Were a Plus Sign -read aloud](#)
- [Fish Eyes](#)
- [The Action Of Subtraction Book By Brian P. Cleary and illustrated by Brian Gable](#)
- [If You Were a Minus Sign...](#)
- [Pete the Cat and His Four Groovy Buttons](#)
- [Five Little Monkeys Jumping on the Bed by Eileen Christelow](#)
- [Five Green and Speckled Frogs, Read By: Angelina Jean](#)



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<b>Topic:</b> Unit Review and Unit Assessment	
<b>Days:</b> 2	<b>Review Date:</b> 4/28 <b>Unit Assessment Date:</b> 4/29
<b>Scoring Submission in LinkIt:</b>	<b>Data Review Date:</b>

<b>Computer Science (8.1) and Design Thinking (8.2)</b>	
<p>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p> <p>8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.</p> <p>8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.</p> <p>8.1.2.NI.4: Explain why access to devices need to be secured.</p> <p>8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.</p> <p>8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.</p> <p>8.1.2.DA.3: Identify and describe patterns in data visualizations.</p> <p>8.1.2.DA.4: Make predictions based on data using charts or graphs.</p> <p>8.1.2.AP.4: Break down a task into a sequence of steps</p> <p>8.1.2.AP.5: Describe a program’s sequence of events, goals, and</p>	<p>8.2.2.ED.1: Communicate the function of a product or device.</p> <p>8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.</p> <p>8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.</p> <p>8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.</p> <p>8.2.2.ITH.2: Explain the purpose of a product and its value.</p> <p>8.2.2.ITH.3: Identify how technology impacts or improves life.</p> <p>8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.</p> <p>8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.</p>



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expected outcomes.	
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<b>Preparation for College, Careers, and Beyond</b>		
<b>Career Ready Practices</b>	<b>Personal Financial Literacy (9.1), Career Awareness, Exploration, and Preparation (9.2), Life Literacies and Key Skills (9.4)</b>	
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work</p> <p>9.4.2.CT.2: Identify possible approaches and resources to execute a plan</p> <p>9.4.2.CT.3: Use a variety of types of thinking to solve problems</p> <p>9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.</p> <p>9.4.2.IML.2: Represent data in a visual format to tell a story about the data</p> <p>9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool</p>	
	<b>Personal Financial Literacy (Standard 9.1)</b>	
	<b>Strand A</b>	<b>Income and Careers</b>
	<b>Strand B</b>	<b>Money Management</b>
	<b>Strand C</b>	<b>Credit and Debt Management</b>
	<b>Strand D</b>	<b>Planning, Saving, and Investing</b>
	<b>Strand E</b>	<b>Becoming a Critical Consumer</b>
	<b>Strand F</b>	<b>Civic and Financial Responsibility</b>
	<b>Strand G</b>	<b>Insuring and Protecting</b>
	<b>Career Awareness, Exploration, and Preparation (Standard 9.2)</b>	
	<b>Strand A</b>	<b>Career Awareness (by end of Grade 4)</b>
	<b>Strand B</b>	<b>Career Exploration (by end of Grade 8)</b>



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	Strand C   Career Preparation (by end of Grade 12)
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Cross-Curricular Connections	
Interdisciplinary Connections	Technology Integration and Literacy
<ul style="list-style-type: none"> <li>Literature connections (math mentor texts identified in “Resources and Activities”)</li> <li>Math journals</li> <li>Math word wall</li> <li>Literacy Connections &amp; Activities Ready Classroom Math</li> </ul>	<p>Online links and possible resources for the integration of technology into lessons are embedded within the “Possible Resources and Activities” column for each Topic area.</p>

Possible Modifications and Accommodations			
Special Education/504 Plans	At-Risk	Gifted	English Language Learners
<p><i>*All teachers of students with special needs must review each student’s IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p><b>Possible Modifications/Accommodations</b></p> <ul style="list-style-type: none"> <li>Number line on desk</li> <li>Extra time on timed calculation assessments</li> <li>Use of a calculator or chart of basic facts for computation</li> </ul>	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students.</p>	<p><i>*Teachers should select the appropriate modifications and/or accommodations for Gifted and Talented according to the following suggestions.</i></p> <p>Differentiating instruction based on:</p> <ul style="list-style-type: none"> <li><b>Content:</b> <i>What</i> is taught or the material used</li> <li><b>Process:</b> <i>How</i> it is taught or support given or student grouping or environment</li> <li><b>Product:</b> What students produce</li> </ul> <p>To differentiate <b>content</b> consider:</p> <ul style="list-style-type: none"> <li>Using different resources that have less explicit information (e.g., tiering assignments - consider what would make the content more complex to digest for gifted students)</li> </ul>	<ul style="list-style-type: none"> <li>Continue practicing vocabulary</li> <li>Demonstrate that vocabulary can have multiple meanings</li> <li>Encourage bilingual supports among students</li> <li>Provide visual cues, graphic representations, gestures, and pictures</li> <li>Rephrase math problems when appropriate</li> <li>Build knowledge from real-world examples</li> </ul>



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<ul style="list-style-type: none"> <li>● Use of a graphic organizer to plan ways to solve math problems</li> <li>● Use of concrete materials and objects (manipulatives)</li> <li>● Opportunities for cooperative partner work</li> <li>● Assign fewer problems at one time (e.g., assign only odds or evens)</li> <li>● Basic computation – use counters</li> <li>● Differentiated center-based small group instruction</li> <li>● Fractions – use fraction blocks</li> <li>● Provide a copy of mathematical equations, class notes, and examples for math notebooks</li> <li>● Highlight or underline key words in word problems</li> <li>● If a manipulative is used during instruction, allow its use on a test</li> <li>● Place value – use place value blocks</li> <li>● Provide graph paper for arrays</li> <li>● Provide reteach pages if necessary</li> <li>● Provide several ways to solve a problem if possible</li> <li>● Offer small and large graph paper options</li> <li>● Provide visual aids and anchor charts</li> <li>● Tiered lessons and assignments</li> </ul>	<p><i>*Refer to the individual student Math Plan for <b>specific interventions.</b></i></p>	<ul style="list-style-type: none"> <li>○ <b>For Example:</b> tiering problem solving scenarios making a gifted learner’s scenario more complex</li> <li>○ <b>For Example:</b> gifted students could work on deriving the procedure for an abstract concept</li> <li>● Organizing ideas through graphic organizers</li> <li>● Using a learning contract (learning contracts are <i>individualized</i> and allow students to participate in designing their own learning which is motivating for gifted students)</li> <li>● Using jigsaws</li> <li>● Using orbital studies (differ from independent investigations and is meant as an extension of the topics covered in class into specific fields of study e.g., manufacturing)</li> </ul> <p>To differentiate the <b>process</b> consider:</p> <ul style="list-style-type: none"> <li>● How students are grouped</li> <li>● Tiering materials used (e.g., graphic organizers varying in complexity, types of questions asked - DOK level)             <ul style="list-style-type: none"> <li>○ <b>For Example:</b>  <i>Below-Grade-Level Question:</i> ●●●●●● + ? =                  ●●●●●●●●●●</li> <li><i>On-Grade-Level Question (Grade 1):</i> 6 + ? = 10</li> <li><i>Above-Grade-Level Question:</i> Jon has 6 puppies. He wants to have 10 puppies. How many more puppies does he need to buy?</li> </ul> </li> </ul> <p>To differentiate the <b>product</b> consider:</p> <ul style="list-style-type: none"> <li>● Using a choice board (the difficulty of the activity should be noted for each choice and should be at least 3 levels)</li> <li>● Using a menu of options (each item is assigned a point value and students select the route to take)</li> </ul>	<ul style="list-style-type: none"> <li>● Provide manipulatives and symbols</li> <li>● Have students estimate each other’s heights</li> <li>● Have students measure themselves and one another</li> <li>● Have students relate an object they know with a unit of measure</li> <li>● Encourage peer discussions regarding how students are thinking about math</li> <li>● RCM Unit Connect Language Development to Mathematics</li> </ul>
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		<ul style="list-style-type: none"><li>● Using open ended tasks (have more than one correct answer and/or more than one way to get to/explain an answer)<ul style="list-style-type: none"><li>○ <b>For Example:</b> (Grade 2) Use the digits 0 to 9, at most one time each, to make a true statement. <math>\square\square - \square\square = \square\square + \square\square</math> (<a href="#">Open Middle Link</a>)</li><li>○ <b>For Example:</b> (Grade 3) Using the digits 1 to 9 exactly one time each, place a digit in each box to make the sum as close to 1000 as possible. <math>\square\square\square + \square\square\square + \square\square\square</math> (<a href="#">GeoGebra Link</a>)</li></ul></li></ul>	
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### Individualized Learning Opportunities

Possible independent study and online learning opportunities are embedded within the "Possible Resources and Activities" column for each Topic area. iReady