Alloway Township School
Home of the Tigers

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Kindergarten Unit 1 — Dates: 9/9/2024 - 10/10/2024

Rationale for Unit 1

The Kindergarten year begins with a short unit on finding math in the world around us. Learners explore early ideas about measurement and counting. They understand that an object can have more than one measurable attribute, and that those objects can be sorted into groups with similar attributes. Learners go on to count and compare objects that have a measurable attribute in common, and determine which object has “more of” or “less of” that attribute.

Unit 1 Description & Expectations

Days of Instruction: 24 days
Unit Completion Date: 10/10 (includes 2 days for Math iReady Diagnostic 1)
Unit Topics/Themes: Position, Length, Height and Sorting

Topic: Lessons for the First Five Days
Topic: Describe Position
Topic: Describe and Compare Length and Height
Topic: Sort and Count Objects
Topic: Unit Review and Assessment

Whole Group Instruction Overview	Differentiation: Teacher Table Overview	Differentiation: Independent/ Small Group Practice Overview
Guidelines		
40-45 minutes of daily instruction using Core Resources	**70 minutes ELA/Math Center time**	
Supporting Positive Learning Habits: **Unit 1:** Establishing Classroom Community iRCM0K_NA_CMS_PLH (1).pdf **Number Sense Making Routines: (5-10 minutes daily)** Number sense is built through experiences. Vary your sense making routines based on the needs of your classroom. Example areas of focus: **Verbal Counting, Object Counting, Cardinality, Subitizing, Spatial Relationships,** One/Two More & Less, Benchmark Numbers, Part-Part-Whole, Magnitude, etc. **Core Resource for Whole Group Instruction:** Ready Classroom Math (40-45 minutes daily) Ready Classroom Math design & expectations: ● **Strategy Lessons** - Focus on helping students persevere in solving problems, discuss solution strategies, and compare multiple 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.	**Number of groups to meet with each day: two** 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. **Gifted Students:** When planning for students who are gifted, consider differentiating the content, process or product. **Tier I Remedial Groups:** When 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	Activities should be aligned to specific skills & standards addressed during whole group instruction and practice of fluency standards.

○ ***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 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	<u>unique needs and common misconceptions</u>. 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 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.	

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.

- **Connect It** - The teacher and students connect understanding they've developed in the *Try I*t problem to new representations. Students make connections between representations and strategies they discussed and solidify these connections as they complete the *Connect It* problems. Students then apply their understanding to new situations. The teacher should use:
  - *Language Routines* - Collect & Display and Compare & Connect
  - *Teacher Moves* - Turn & Talk, Individual Think Time and Four Rs

Closing: (2-5 minutes daily)

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.

Unit Resources

- Suggested Pacing Guide
- Ready Unit Flow and Progression Video
- Ready Math Background: Models, Progressions, and Teaching Tips
- Ready Interactive Tutorials
- Ready Unit Self Reflection
- Ready Unit Review
- 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)
  - Would You Rather...? (John Stevens)

- Scheduling Small Groups and Rotations
- CFAs
- RCM Fluency Practice Pages
- RCM Tools for Instruction Lessons
- 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
  - Dreambox Teacher Tools
  - Online Manipulatives on Mathigon

- Scheduling Small Groups and Rotations
- RCM Unit Game
- RCM Literacy Connections Activities
- RCM Discourse Bookmarks
- K-5 Math Teaching Resources (no direct links to free documents!)
- Howard County, MD:
  - Kinder
- Unit Resources
  - K.MD.A.1: Happy Camel Weight Game
  - K.MD.A.2 All Star Sorting
  - K.G.A.1:Shapes Discovery Science
  - PBS Kids Curious George Games

○ Numberless Word Problems (Brian Bushart) ○ Number Talk Images (Tracey Zager & Pierre Tranche) ○ Clothesline Math (Dan Kaufmann) ○ Math Spy (Dan Kaufmann) ○ Same or Different (Brian Bushart) ○ Same But Different (Sue Looney) ○ Splat (Steve Wyborney) ○ Open Middle (Robert Kaplinsky)		
Assessments		
● Ready Lesson Quizzes ● CFAs ● Exit Tickets ● Unit Assessment	● Daily log of small group instruction ● Anecdotal Notes ● Grade Level Math Interview ● CFAs ● RCM Fluency Practice Pages ● RCM Tools for Instruction Lessons ● Exit Tickets ● Achieve the Core Coherence Map ● Illustrative Mathematics	Examples of accountability measures: Recording sheets, Fluency Practice Pages, exit tickets, rubrics, reflections, etc.
Standards		
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 Unit 2, Unit 4 & Unit 5* K.DL.A.1 Classify objects into given categories; count the numbers of objects in each	In addition to Whole Group Standards, you may choose to focus on grade level fluency standards or other priority standards listed below: ****Unit 1 Center Library:**	

category and sort the categories by count. (Clarification: Limit category counts to be less than or equal to 10.) *BENCHMARKED Unit 5 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*. *BENCHMARKED Unit 2 & Unit 3 K.M.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. *BENCHMARKED Unit 2 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. *BENCHMARKED Unit 2	**Skill Reviews:** **Card 1** - Sorti It Out **Fluency:** **Card 9** - Counting Collections **Card 10** - Let's Move Links for Centers *The following centers are for all units • Cup Stacking Math Bundle • Domino Quick Images • Pizza Math - Counting Activities • Math Work Mats & Recording Pages - Shared Drive Folder Link *The following centers are for Units 1 • Measurement Lessons & Resources - Shared Drive Folder Link

Unit 1 Math Pacing Guide

Topic: Lessons for the First Five Days (Setting Learning Routines)		
Student Learning Standard(s):		
Math Practices:	• MP.1 Make sense of the problem and persevere in solving them. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.5 Use appropriate tools strategically. • MP.8 Look for and express regularity in repeated reasoning. • MP.2 Reason abstractly and quantitatively. • MP.4 Model with Mathematics. • MP.6 Attend to precision.	
Days: 8 *Setting Routines 9/5-9/6 *RCM Lesson 0 - 9/9 - 9/13	**Focus**: (Additional Content)	**Benchmarked Standard:** N **Fluency Standard**: N
Critical Knowledge & Skills		
Objective:	**We are learning to**: think and talk like mathematicians.	
Essential Question(s):	How do routines help us learn?	

Core Resources	
Core Whole Group Resources	**Core Formative Assessment**
Ready Classroom Math Lessons **Lesson 0**: Sessions for the First Five Days *This lesson's materials are ONLY online on the Teacher Toolbox. Setting Number Talk, Growth Mindset & Sense Making Activity Expectations Try-Discuss-Connect Routine	none

Introducing and practicing Silent Hand Signals	

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) Counting Activities & Formative Assessment Ideas -Number Chart to use for Counting (Introduce row by row as you count higher and higher. Each row has the decades grouped together to promote pattern awareness in counting.) -Mindset Resources: Week of Inspirational Math (WIM) Videos to Watch: -Believe in Yourself -Brains Grow and Change -Speed is Not Important -Strategies for Learning Mathematics -The Importance of Struggle Activities: -And I'm a Mathematician -Dot Card and Number Talks -Good Group Work -My Keychain	Setting procedures, routines, and expectations Digital Practice - Scavenger Hunt on Slides **Supporting Positive Learning Habits:** **Unit 1:** Establishing Classroom Community iRCM0K_NA_CMS_PLH.pdf	Setting procedures, routines, and expectations

Vocabulary for Students	Mentor Text List
	• Circus shapes

Topic: Describe Position		
Student Learning Standard(s):	**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. **BENCHMARKED Unit 2*
Math Practices:	• MP.1 Make sense of the problem and persevere in solving them. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.5 Use appropriate tools strategically. • MP.7 Look for and make use of structure.	• MP.2 Reason abstractly and quantitatively. • MP.4 Model with Mathematics. • MP.6 Attend to precision.
Days: 5 9/16-9/20	**Focus**: (Additional Content)	**Benchmarked Standard:** Y **Fluency Standard**: N
Critical Knowledge & Skills		
Objective:	**We are learning to**: ● Use precise language (including *above, behind, below, beside, in front of,* and *next to*) to describe the relative position of objects. ● Show objects in stated positions.	
Essential Question(s):	How can you describe where that shape is?	

Core Resources	
Core Whole Group Resources	**Core Formative Assessment**
Ready Classroom Math Lessons **Lesson 1**: Describe Position	-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) Counting Activities & Formative Assessment Ideas & Spatial Relations Activities & Patterns in Counting Words Number Sense/i-Ready Teacher Toolbox Resources (found under the Instruction and practice tab for this lesson): -flat shape cards -solid shape cards -triangle shape cards -Interactive Tools All Around the Farm | Directional Words & Spatial Concepts | Learning Song for Kids | Jack Hartmann Describing Relative Position | Math Lesson for Kids	-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Interactive Tutorial: Left and Right -RCM Center Activities: Position Vocabulary -RCM Enrichment Activities: Where is it? -RCM Center Library: **Skill Review Card 1** - Sorti It Out **Fluency Card 9** - Counting Collections -K-5 Math Teaching Resources: K.G.A.1 Pattern Block Barrier Game K.G.A.1 Howard County, MD.: Copy of KG1 I Spy Shapes Copy of KG1 Kendra's Picture Grid Copy of kg1 who am I? Math Work Mats	-RCM Tools for Instruction: Position of Objects Howard County, MD., Copy of KG1 Rosie's Classroom Walk Copy of kg1 shape shifting -Number Chart to use for Counting (Introduce row by row as you count higher and higher. Each row has the decades grouped together to promote pattern awareness in counting.)

Vocabulary for Students			
above	behind	below	beside
In front of	Next to	across	around
beneath	between	down	far
inside	near	nearby	On top of

Mentor Text List

- Not A Box Read Aloud Antoinette Portis Children's Book
- SHAPES FOR LUNCH | BOOKS READ ALOUD FOR KIDS | Scholastic First Little Readers (Level A)
- Circus Shapes read aloud
- "The Shape of Things" by Dayle Ann Dodds
- Round is a Tortilla: A Book of Shapes

outside	over	under	up
notice	describe		

Topic: Describe and Compare Length and Height		
Student Learning Standard(s):	**K.M.A.1** **K.M.A.2**	-Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. **BENCHMARKED Unit 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. **BENCHMARKED Unit 2*
Math Practices:	• MP.1 Make sense of the problem and persevere in solving them. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.5 Use appropriate tools strategically.	• MP.2 Reason abstractly and quantitatively. • MP.4 Model with Mathematics. • MP.6 Attend to precision.
Days: 5 9/23-9/27	**Focus**: (Additional Content)	**Benchmarked Standard:**Y **Fluency Standard**: N
Critical Knowledge & Skills		
Objective:	**We are learning to**: • Describe physical attributes of an object and use attributes to compare one object to another. • Directly compare the length or height of two objects. • Use precise measurement language (*long/longer, short/shorter, tall/taller*) to compare length and height.	
Essential Question(s):	How does what we are measuring affect how we measure it?	

Core Resources	
Core Whole Group Resources	**Core Formative Assessment**
Ready Classroom Math Lessons **Lesson 2:** Describe and Compare Length and Height	-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) Counting Activities & Formative Assessment Ideas & Spatial Relations Activities & Patterns in Counting Words -Number Sense Lessons/Resources -Interactive Tools Measurement Song Sesame Street Measure That Animal Murray Online Game For Children Math for Kids: Measurement, "How Do You Measure Up" - Fun & Learning Game for Children Nonstandard Measurement - Sid The Science Kid - The Jim Henson Company Longer or Shorter Song | Comparing Measurements | Kindergarten to 2nd GradeSesame Street Heavy Light	-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Interactive Tutorial: Longer or Shorter, Taller or Shorter, -RCM Center Activities: Length Vocabulary, Compare Lengths -RCM Enrichment Activities: Comparing Lengths -RCM Center Library: **Skill Review Card 1** - Sorti It Out **Fluency Card 9** - Counting Collections -K-5 Math Teaching Resources: K.MD.A.1 Measurement Sentence Frames: Set 1- Comparing Lengths K.MD.A.1 What is Long? Book Template K.MD.A.2 Is it Longer? K.MD.A.2 Comparing Towers (v.1) -Illustrative Mathematics: K.MD.A.2 Longer and Shorter K.MD.A.2 Size Shuffle -District Created/Compiled Resources: Measurement Resources	-RCM Tools for Instruction: Compare Length and Height Howard County, MD. Copy of KMD1 Pumpkin Measurement Copy of K.MD.1_Apple_Measurement Copy of K.MD.1_Measuring_Buster Copy of KMD2 Peter's Pencil Copy of KMD2 Jump Rope Measurement Copy of KMD2 At the Store -Number Chart to use for Counting (Introduce row by row as you count higher and higher. Each row has the decades grouped together to promote pattern awareness in counting.) Math Work Mats

Vocabulary for Students			
attribute	height	length	long/longer
short/shorter	tall/taller	compare	wonder

Mentor Text List

- How Tall? - Kids Storytime Read Aloud Math Book
- Me And The Measure Of Things - Read Aloud
- How Long or How Wide? A Measuring Guide by Brian P. Cleary, U.S. Customary
- Measurement How Heavy Read Aloud

Topic: Sort and Count Objects		
Student Learning Standard(s):	**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 Unit 2, Unit 4 & Unit 5*
	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.) *BENCHMARKED Unit 5
Math Practices:	• MP.1 Make sense of the problem and persevere in solving them. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.5 Use appropriate tools strategically. • MP.7 Look for and make use of structure	• MP.2 Reason abstractly and quantitatively. • MP.4 Model with Mathematics. • MP.6 Attend to precision.
Days: 5 9/30-10/4	**Focus**: (Major Content) K.CC.B.5 (Supporting Content) K.DL.A.1	**Benchmarked Standard:** Y **Fluency Standard**: N
Critical Knowledge & Skills		
Objective:	**We are learning to**: ● Recognize and describe attributes. ● Group objects with common attributes. ● Sort objects from a larger group into a smaller group. ● Describe sorting rules and try to determine others' sorting rules. ● Count sorted groups of objects and sort categories by count.	
Essential Question(s):	How does classifying and sorting objects make counting easier?	

Core Resources	
Core Whole Group Resources	**Core Formative Assessment**

Ready Classroom Math Lessons **Lesson 3**: Sort and count objects	-RCM Lesson Quiz -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) Counting Activities & Formative Assessment Ideas -Number Chart to use for Counting (Introduce row by row as you count higher and higher. Each row has the decades grouped together to promote pattern awareness in counting.) -Number Sense Lessons/Resources -i-Ready Teacher Toolbox Resources (found under the Instruction and practice tab for this lesson): Number Cards 0-10 -Interactive Tools • Number Relations • Resource Bank: Kindergarten Mathematics	-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Interactive Tutorial: Sort Objects -RCM Center Activities: Sort Objects, Look for Categories -RCM Enrichment Activities: Sorting Creatures **Skill Review Card 1** - Sorti It Out **Fluency Card 10** - Let's Move -Illustrative Mathematics: -K.MD.B.3 Sort and Count 1 -K.MD.B.3 Sort and Count 2 -K-5 Math Teaching Resources: K.MD.B.3 2D shape sort (v.1) K.MD.B.3 Sort and count Math Work Mats	-RCM Prerequisite Lessons: Different, Same -RCM Tools for Instruction: Sorting in Two Ways -Free Math Apps -Sort the Same Group Two Different Ways | Preschool and Kindergarten | Kids Academy

Vocabulary for Students			
category	sort	attribute	different
same/similar	explain		

Mentor Text List

- Read aloud of Sort it By Size
- Sort It Out!

Topic: Unit Review and Unit Assessment	
Days: 2	**Unit Review Date**: 10/7 **Unit Assessment Date**: 10/8
Scoring Submission in LinkIt:	**Data Review Date**:

Computer Science (8.1) and Design Thinking (8.2)	
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. 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. 8.1.2.NI.4: Explain why access to devices need to be secured. 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.3: Identify and describe patterns in data visualizations. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes.	8.2.2.ED.1: Communicate the function of a product or device. 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process. 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs. 8.2.2.ITH.2: Explain the purpose of a product and its value. 8.2.2.ITH.3: Identify how technology impacts or improves life. 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks. 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Preparation for College, Careers, and Beyond	
Career Ready Practices	**Personal Financial Literacy (9.1), Career Awareness, Exploration, and Preparation (9.2), Life Literacies and Key Skills (9.4)**
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies.	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives 9.4.2.CI.2: Demonstrate originality and inventiveness in work 9.4.2.CT.2: Identify possible approaches and resources to execute a plan 9.4.2.CT.3: Use a variety of types of thinking to solve problems 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.IML.2: Represent data in a visual format to tell a story about the data 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	

Personal Financial Literacy (Standard 9.1)	
Strand A	**Income and Careers**
Strand B	**Money Management**
Strand C	**Credit and Debt Management**
Strand D	**Planning, Saving, and Investing**
Strand E	**Becoming a Critical Consumer**
Strand F	**Civic and Financial Responsibility**
Strand G	**Insuring and Protecting**
Career Awareness, Exploration, and Preparation (Standard 9.2)	
Strand A	**Career Awareness (by end of Grade 4)**
Strand B	**Career Exploration (by end of Grade 8)**
Strand C	Career Preparation (by end of Grade 12)

Cross-Curricular Connections	
Interdisciplinary Connections	**Technology Integration and Literacy**
● Literature connections (math mentor texts identified in "Resources and Activities") ● Math journals ● Math word wall ● Literacy Connections & Activities Ready Classroom Math	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.

Possible Modifications and Accommodations			
Special Education/504 Plans	**At-Risk**	**Gifted**	**English Language Learners**
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.* **Possible Modifications/Accommodations	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	**Teachers should select the appropriate modifications and/or accommodations for Gifted and Talented according to the following suggestions.* Differentiating instruction based on: ● **Content:** *What* is taught or the material used ● **Process:** *How* it is taught or support given or student grouping or environment ● **Product:** What students produce	● Continue practicing vocabulary ● Demonstrate that vocabulary can have multiple meanings ● Encourage bilingual supports among students ● Provide visual cues, graphic representations, gestures, and pictures

● Number line on desk ● Extra time on timed calculation assessments ● Use of a calculator or chart of basic facts for computation ● Use of a graphic organizer to plan ways to solve math problems ● Use of concrete materials and objects (manipulatives) ● Opportunities for cooperative partner work ● Assign fewer problems at one time (e.g., assign only odds or evens) ● Basic computation – use counters ● Differentiated center-based small group instruction ● Fractions – use fraction blocks ● Provide a copy of mathematical equations, class notes, and examples for math notebooks ● Highlight or underline key words in word problems ● If a manipulative is used during instruction, allow its use on a test ● Place value – use place value blocks ● Provide graph paper for arrays ● Provide reteach pages if necessary ● Provide several ways to solve a problem if possible ● Offer small and large graph paper options ● Provide visual aids and anchor charts ● Tiered lessons and assignments	student needs, and utilize modifications specific to the needs of individual students. **Refer to the individual student Math Plan for **specific interventions**.*	To differentiate **content** consider: ● 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) ◦ **For Example**: tiering problem solving scenarios making a gifted learner's scenario more complex ◦ **For Example**: gifted students could work on deriving the procedure for an abstract concept ● Organizing ideas through graphic organizers ● Using a learning contract (learning contracts are *individualized* and allow students to participate in designing their own learning which is motivating for gifted students) ● Using jigsaws ● 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) To differentiate the **process** consider: ● How students are grouped ● Tiering materials used (e.g., graphic organizers varying in complexity, types of questions asked - DOK level) ○ **For Example**: *Below-Grade-Level Question*: ●●●●●● **+ ? =** ●●●●●●●●●● *On-Grade-Level Question* (Grade 1): 6 **+ ? =** 10 *Above-Grade-Level Question*: Jon has 6 puppies. He wants to have 10 puppies. How many more puppies does he need to buy? To differentiate the **product** consider: ● Using a choice board (the difficulty of the activity should be noted for each choice and should be at least 3 levels)	● Rephrase math problems when appropriate ● Build knowledge from real-world examples ● Provide manipulatives and symbols ● Have students estimate each other's heights ● Have students measure themselves and one another ● Have students relate an object they know with a unit of measure ● Encourage peer discussions regarding how students are thinking about math ● RCM Unit Connect Language Development to Mathematics

		• Using a menu of options (each item is assigned a point value and students select the route to take) • Using open ended tasks (have more than one correct answer and/or more than one way to get to/explain an answer) o **For Example**: (Grade 2) Use the digits 0 to 9, at most one time each, to make a true statement. ⬜⬜ – ⬜⬜ = ⬜⬜ + ⬜⬜ (Open Middle Link) o **For Example:** (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. ⬜⬜⬜ + ⬜⬜⬜ + ⬜⬜⬜ (GeoGebra Link)	
Individualized Learning Opportunities			
Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area on iReady			