



Alloway Township School

Home of the Tigers

Amy Morley
Chief School Administrator

Kimberly Fleetwood
Business Administrator

Kindergarten Unit 2 — Dates: 10/11/2024 - 11/6/2024

Rationale for Unit 2

Unit 2 focuses on counting and the relationship between numbers and quantities. Learners count by ones up to five and say the number name for each object when counting. They come to understand that, when counting the last number tells the total number of objects regardless of their order. Learners represent numbers of objects, including the absence of objects (0), with written numbers and answer ‘how many’ questions about a group of objects. Throughout the unit, learners use concrete objects to count and to represent numbers. These concrete objects support learners’ development of spatial reasoning up to 5. Using these skills learners count the number of sides to correctly name 3-D shapes.

Unit 2 Description & Expectations

Days of Instruction: 18 days

Unit Completion Date: 11/6

Unit Topics/Themes: Numbers to Five, Shapes and Weight

[Topic: Count, Show and Write Numbers to 5](#)

[Topic: Compare Numbers to 5](#)

[Topic: Three-Dimensional Shapes and Weight](#)

[Topic: Unit Review and Assessment](#)



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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	
<p>Supporting Positive Learning Habits: Unit 2:</p> <p>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. 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: Verbal Counting, Object Counting, Cardinality, Subitizing, Spatial Relationships, One/Two More & Less, Benchmark Numbers, Part-Part-Whole, Magnitude, etc.</p> <p>Core Resource for Whole Group Instruction: Ready Classroom Math (30-45 minutes daily)</p> <p>Ready Classroom Math design & expectations:</p> <ul style="list-style-type: none"> • Strategy Lessons - Focus on helping students persevere in solving problems, discuss solution strategies, and compare multiple 	<p>Number of groups to meet with each day: two</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>Gifted Students: When planning for students who are gifted, consider differentiating the content, process or product.</p> <p>Tier I Remedial Groups: When</p>	<p>Activities should be aligned to specific skills & 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,

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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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 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, Rework, 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 It* problem to new representations. Students make connections

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>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"> ○ <i>Language Routines</i> - Collect & Display and Compare & Connect ○ <i>Teacher Moves</i> - Turn & Talk, Individual Think Time and Four Rs <p>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.</p>		
Unit Resources		
<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Scheduling Small Groups and Rotations ● CFAs ● RCM Fluency Practice Pages ● RCM Tools for Instruction Lessons ● RCM Discourse Bookmarks 	<ul style="list-style-type: none"> ● Scheduling Small Groups and Rotations ● RCM Unit Game ● RCM Literacy Connections Activities ● RCM Discourse Bookmarks



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- 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)

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

- [K-5 Math Teaching Resources](#)
(no direct links to free documents!)
- Howard County, MD:
 - [Kinder](#)
- Unit Resources
 - [PBS Kids Curious George Games](#)
 - [K.G.A.1:Shapes Discovery Science](#)
- [Free Math Apps](#)



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<ul style="list-style-type: none"> ○ Numberless Word Problems (Brian Bushart) ○ Number Talk Images (Tracey Zager & Pierre Tranche) ○ Daily Routines to Jumpstart Math Class (Curriculum Shared Drive) ○ 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		
<ul style="list-style-type: none"> ● Ready Unit Assessment ● Ready Lesson Quizzes ● CFAs ● Exit Tickets 	<ul style="list-style-type: none"> ● 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 	<p>Examples of accountability measures: Recording sheets, Fluency Practice Pages, exit tickets, rubrics, reflections, etc.</p>



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- [Illustrative Mathematics](#)

Standards

K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). ***BENCHMARKED Unit 4 & Unit 5**

K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. ***BENCHMARKED Unit 4 & Unit 5**

- 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.
- 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.
- 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.

***BENCH- MARKED Unit 1, Unit 4 & Unit 5**

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. (Clarification: Include groups with up to ten objects.)

***BENCH- MARKED Unit 4**

K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.

***BENCHMARKED Unit 4**

In addition to Whole Group Standards, you may choose to focus on grade level fluency standards or other priority standards listed below:

****Unit 2 Center Library:**

Skill Reviews:

Card 7 - Shake and Spill

Card 8 - Tile Puzzles

Card 19 - Build to Compare

Fluency:

Card 12 - Writing Center

Card 13 - Show It

Card 9 - Counting Collections

Links for Centers

*The following centers are for all units

- [Cup Stacking Math Bundle](#)
- [Domino Quick Images](#)
- [Pizza Math - Counting Activities](#)

*The following centers are for Units 2

- [One More, One Less Mats](#)



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K.M.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. ***BENCHMARKED Unit 1**

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 1**

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 1 & Unit 3**

K.G.A.2 Correctly name shapes regardless of their orientations or overall size. ***BENCHMARKED Unit 3**

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). ***BENCHMARKED Unit 3**

- [Clip it to 20 Bundle](#)
- [Count and Cover 10-20 Rekenrek](#) ***Use up to 5 in Unit 2***
- [Count and Cover 10-20 Rekenrek - Wild Animals Theme](#) ***Use up to 5 in Unit 2***
- [Sorting and Counting by Color - Year Long](#)
- [Rekenrek Theme Bundle Numbers 1-20](#)
- [Build It! - Year Long](#)
- [Count and Fill - Year Long](#)
- [Count and Cover 10-20 Rekenrek - Spring Theme](#)
- [Ten Frames Roll and Race](#)
- [Feed The ... Bundle](#)
- [Numbers to 10 - Fall Theme](#)
- [Eliminate It Strips - Numbers to 20](#)
- [Count, Build, Trace - Numbers to 10](#)

Unit 2 Math Pacing Guide

Topic: Count, Show and Write Numbers to 5		
Student Learning Standard(s):	K.CC.A.3 K.CC.B.4a-b	-Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). *BENCHMARKED Unit 4 & Unit 5 -Understand the relationship between numbers and quantities; connect counting to cardinality. *BENCHMARKED Unit 4 & Unit 5 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 one object.



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	K.CC.B.5	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. -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. <i>*BENCH- MARKED Unit 1, Unit 4 & Unit 5</i>	
Math Practices:	<ul style="list-style-type: none"> • MP.1 Make sense of the problem and persevere in solving them. • MP.2 Reason abstractly and quantitatively. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.4 Model with Mathematics. • MP.5 Use appropriate tools strategically. • MP.6 Attend to precision. 		
Days: 5 10/11-10/18	Focus: (Major Content)		Benchmarked Standard: Y Fluency Standard: N
Critical Knowledge & Skills			
Objective:	We are learning to: <ul style="list-style-type: none"> • Count, show, and write numbers 0 to 5. • Recognize that the order a set of objects is counted in does not impact the total (order irrelevance). • Understand that when saying number words in sequential order, the last number said tells how many (cardinality). • Match a number to a count or collection of objects. 		
Essential Question(s):	How can counting help me make sense of the world around us?		



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Core Resources		
Core Whole Group Resources	Core Formative Assessment	
Ready Classroom Math Lessons Lesson 4: Count, Show, and Write Numbers to 5	-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) Counting Activities & Formative Assessment Ideas -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 <ul style="list-style-type: none"> ● Number Relations ● Resource Bank: Kindergarten Mathematics 	-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Interactive Tutorial: Count Up to 5 Objects -RCM Center Activities: Count and Match, Pick and Color, Count Two Ways -RCM Enrichment Activities: Find 5 -RCM Center Library: Skill Review Card 7 - Shake and Spill Fluency Card 12 - Writing Center -Illustrative Mathematics: - K.CC.A.3 Bags of Stuff (Use #1-5) - K.CC.A.3 Rainbow Number Line (Use #0-5) - K.CC.B.4 Goodie Bags (Use #1-5)	-RCM Prerequisite Lessons: Count Up to 3 Objects -RCM Tools for Instruction: Identify Numbers to 5 - K-5 Math Teaching Resources : K.CC.B.4 Five Frame Numeral Match K.CC.B.5 0-10 Numeral, word, picture cards - Free Math Apps



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<p>-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.)</p>	<p>K.CC.B.5 Finding Equal Groups (Use #0-5)</p> <p>-K-5 Math Teaching Resources: K.CC.B.4 Five Frame Concentration K.CC.B.4 Five Frame Match K.CC.B.4 Playdough Numbers (Use #1-5)</p> <p>-San Francisco Unified School District: K.CC.A.3 Write Your Numbers (Use #1-5) K.CC.B.4 Independent Center (Use #1-5)</p> <p style="text-align: center;">📺 Math Work Mats</p>													
Vocabulary for Students		Mentor Text List												
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;">zero</td> <td style="padding: 5px;">one</td> <td style="padding: 5px;">two</td> <td style="padding: 5px;">three</td> </tr> <tr> <td style="padding: 5px;">four</td> <td style="padding: 5px;">five</td> <td style="padding: 5px;">count</td> <td style="padding: 5px;">number</td> </tr> <tr> <td style="padding: 5px;">Agree with</td> <td style="padding: 5px;">arrange</td> <td></td> <td></td> </tr> </table>		zero	one	two	three	four	five	count	number	Agree with	arrange			<ul style="list-style-type: none"> Ten on the Sled - Read Aloud Books for Toddlers, Kids and Children How Many Snails? Ten black dots Ten Creepy Monsters by Carey Armstrong-Ellis Book Reading 123 PEAS Counting Book Read Aloud Preschool Books for Kids Children's Books Read Aloud 1, 2, 3 TO THE ZOO A COUNTING BOOK BY ERIC CARLE CHILDREN'S BOOK READ ALOUD Zero Read Aloud Along Audio Story Book for Children / Kids
zero	one	two	three											
four	five	count	number											
Agree with	arrange													



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|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none">• "One More Rabbit" by Margaret Wise Brown : Read-Along• Just enough carrots |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|



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Topic: Compare Numbers to 5		
Student Learning Standard(s):	<p>K.CC.B.4c</p> <p>K.CC.C.6</p> <p>K.CC.C.7</p>	<p>-Understand the relationship between numbers and quantities; connect counting to cardinality. <i>*BENCHMARKED Unit 4 & Unit 5</i></p> <p style="padding-left: 20px;">c. Understand that each successive number name refers to a quantity that is one larger.</p> <p>-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. (Clarification: Include groups with up to ten objects.) <i>*BENCHMARKED Unit 4</i></p> <p>-Compare two numbers between 1 and 10 presented as written numerals. <i>*BENCHMARKED Unit 4</i></p>
Math Practices:	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> MP.2 Reason abstractly and quantitatively. MP.4 Model with Mathematics. MP.6 Attend to precision. MP.7 Look for and make use of structure. 	
Days: 5 10/21-10/25	Focus: (Major Content)	Benchmarked Standard: Y Fluency Standard: N
Critical Knowledge & Skills		
Objective:	<p>We are learning to:</p> <ul style="list-style-type: none"> Compare two numbers and quantities within 5, using words <i>more, less, or same</i>. Recognize that one more than a given number is the next number in the counting sequence. 	
Essential Question(s):	How do numbers change when we count? How can counting help me make sense of the world around us?	



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Core Resources		
Core Whole Group Resources	Core Formative Assessment	
Ready Classroom Math Lessons Lesson 5: Compare Numbers to 5	-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) Counting Activities & Formative Assessment Ideas -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 <ul style="list-style-type: none"> ● Number Relations ● Resource Bank: Kindergarten Mathematics 	-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Center Activities: 1 More, Compare Vocabulary, 0 to 5 Match -RCM Enrichment Activities: Who is More? -RCM Center Library: Skill Review Card 8 - Tile Puzzles Fluency Card 13 - Show It -Illustrative Mathematics: - K.CC.A.3 Bags of Stuff (Use #1-5) - K.CC.A.3 Rainbow Number Line (Use #0-5) - K.CC.B.4 Goodie Bags (Use #1-5) K.CC.B.5 Finding Equal Groups (Use #0-5)	-RCM Prerequisite Lessons: More, Less -RCM Tools for Instruction: Compare Within 5 - K-5 Math Teaching Resources: K.CC.C.6 Making sets K.CC.B.4 Five Frame Numeral Match - Free Math Apps - K-5 Math Teaching Resources: K.CC.B.4 Five Frame Concentration K.CC.B.4 Five Frame Match



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	<p>-K.C.C.6 Which number is greater? Which number is less? How do you know? (use activity with #0-5)</p> <p>-K.C.C.7 Compare two numbers between 1 and 10 presented as written numerals (use #0-5)</p> <p>-San Francisco Unified School District: K.C.C.A.3 Write Your Numbers (Use #1-5) K.C.C.B.4 Independent Center (Use #1-5)</p>	<p>K.C.C.B.4 Playdough Numbers (Use #1-5) K.C.C.C.6 Who has more? K.C.C.C.7 My Secret Number</p> <p style="text-align: center; border: 1px solid gray; border-radius: 10px; padding: 5px;">📄 Math Work Mats</p>		
Vocabulary for Students		Mentor Text List		
compare	more/more than	less/less than	same/same as	<ul style="list-style-type: none"> Ten on the Sled - Read Aloud Books for Toddlers, Kids and Children How Many Snails? Ten black dots Ten Creepy Monsters by Carey Armstrong-Ellis Book Reading 123 PEAS Counting Book Read Aloud Preschool Books for Kids Children's Books Read Aloud 1, 2, 3 TO THE ZOO A COUNTING BOOK BY ERIC CARLE CHILDREN'S BOOK READ ALOUD Zero Read Aloud Along Audio Story Book for Children / Kids "One More Rabbit" by Margaret Wise Brown : Read-Along Just enough carrots
One more	count	one	two	
three	four	five	zero	
after	both			



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Topic: Three-Dimensional Shapes and Weight		
Student Learning Standard(s):	K.M.A.1 K.M.A.2 K.G.A.1 K.G.A.2 K.G.B.4	<p>-Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. *BENCHMARKED Unit 1</p> <p>-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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i> *BENCHMARKED Unit 1</p> <p>-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 1</p> <p>- Correctly name shapes regardless of their orientations or overall size. *BENCHMARKED Unit 3</p> <p>-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). *BENCHMARKED Unit 3</p>
Math Practices:	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> MP.2 Reason abstractly and quantitatively. MP.4 Model with Mathematics. MP.6 Attend to precision. 	
Days: 5 10/28-11/4	Focus: (Additional Content) (Supporting Content) K.G.B.4	Benchmarked Standard: Y Fluency Standard: N
Critical Knowledge & Skills		



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Objective:	We are learning to: <ul style="list-style-type: none"> ● Identify three-dimensional shapes as solid shapes and describe their attributes. ● Connect solid shapes to objects in the environment. ● Name solid shapes regardless of their orientation, overall size, or weight. ● Compare the weights of objects to determine which is heavier or lighter.
Essential Question(s):	How can you describe what that shape is?

Core Whole Group Resources	Core Formative Assessment	
Ready Classroom Math Lessons Lesson 6: Three-Dimensional Shapes and Weight	-RCM Lesson Quiz -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) Counting Activities & Formative Assessment Ideas & Spatial Relations Activities & Patterns in Counting Words	-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Interactive Tutorial: Cube, Shere -RCM Center Activities: Which Weighs More?, Heavier or Lighter? -RCM Enrichment Activities: Compare Weights	-RCM Prerequisite Lessons: Lighter or Heavier, Sort Objects -RCM Tools for Instruction: Compare Weight



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<p>-Number Sense Lessons/i-Ready Teacher Toolbox Resources (found under the Instruction and practice tab for this lesson):</p> <ul style="list-style-type: none"> -flat shape cards -solid shape cards -triangle shape cards <p>-Interactive Tools</p> <p>Shapes, Sides and Vertices Version 1 Jack Hartmann</p> <p>Name the Shape Game Shape Review Game Jack Hartmann</p> <p>Measurement Song</p> <p>Sesame Street Measure That Animal Murray Online Game For Children</p> <p>Math for Kids: Measurement, "How Do You Measure Up" - Fun & Learning Game for Children</p> <p>Nonstandard Measurement - Sid The Science Kid - The Jim Henson Company</p> <p>Longer or Shorter Song Comparing Measurements Kindergarten to 2nd GradeSesame Street Heavy Light</p>	<p>-RCM Center Library:</p> <p>Skill Review Card 19 - Build to Compare</p> <p>Fluency Card 9 - Counting Collections</p> <p>-Illustrative Mathematics:</p> <p>K.G.B.4 Alike or Different Game</p> <p>K.MD.A.1 Which is Heavier?</p> <p>K.MD.A.2 Which weighs more? Which weighs less?</p> <p>-K-5 Math Teaching Resources:</p> <p>K.MD.A.1 What is Heavy? Book Template</p> <p>K.MD.A.2 Which is Heavier? (v.1)</p> <p>K.G.A.2 It's Not Just A...</p> <p>K.G.B.4 My 3D Shapes Book (ver. 2)</p>	
<p>Vocabulary for Students</p>	<p>Mentor Text List</p>	



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cone	cube	cylinder	sphere	<ul style="list-style-type: none">• 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
Prism (rectangular)	Pyramid (square)	corner	vertex	
edge	face	solid	three-dimensional	
heavy/heavier	light/lighter	weight	compare	

Topic: Unit Review and Unit Assessment	
Days: 2	Unit Review Date: 11/5 Unit Assessment Date: 11/6
Scoring Submission in LinkIt:	Data Review Date:



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Computer Science (8.1) and Design Thinking (8.2)	
<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 expected outcomes.</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>

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.	9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives



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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.
 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.

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

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



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<ul style="list-style-type: none"> ● Literature connections (math mentor texts identified in “Resources and Activities”) ● Math journals ● Math word wall ● Literacy Connections & Activities Ready Classroom Math 	<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>
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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>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> ● 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) 	<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>*Refer to the individual student Math Plan for specific interventions.</i></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"> ● Content: <i>What is taught or the material used</i> ● Process: <i>How it is taught or support given or student grouping or environment</i> ● Product: <i>What students produce</i> <p>To differentiate content consider:</p> <ul style="list-style-type: none"> ● 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) <ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ● Continue practicing vocabulary ● Demonstrate that vocabulary can have multiple meanings ● Encourage bilingual supports among students ● Provide visual cues, graphic representations, gestures, and pictures ● 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



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<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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) ● 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) <p>To differentiate the process consider:</p> <ul style="list-style-type: none"> ● How students are grouped ● Tiering materials used (e.g., graphic organizers varying in complexity, types of questions asked - DOK level) <ul style="list-style-type: none"> ○ For Example: <li style="padding-left: 40px;"><i>Below-Grade-Level Question:</i> ●●●●●● + ? = <li style="padding-left: 40px;">●●●●●●●●●● <li style="padding-left: 40px;"><i>On-Grade-Level Question (Grade 1):</i> 6 + ? = 10 <li style="padding-left: 40px;"><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? <p>To differentiate the product consider:</p> <ul style="list-style-type: none"> ● Using a choice board (the difficulty of the activity should be noted for each choice and should be at least 3 levels) ● 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) 	<ul style="list-style-type: none"> ● 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
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		<p>o For Example: (Grade 2) Use the digits 0 to 9, at most one time each, to make a true statement.</p> <p><input type="text"/><input type="text"/> - <input type="text"/><input type="text"/> = <input type="text"/><input type="text"/> + <input type="text"/><input type="text"/> (Open Middle Link)</p> <p>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. <input type="text"/><input type="text"/><input type="text"/> + <input type="text"/><input type="text"/><input type="text"/> + <input type="text"/><input type="text"/><input type="text"/> (GeoGebra Link)</p>	
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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