Alloway Township School
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Amy Morley
Chief School Administrator

Kimberly Fleetwood
Business Administrator

Kindergarten Unit 4 — Dates: 12/17/2024 - 2/7/2025

Rationale for Unit 4

In unit 4, learners continue to develop an understanding of number names and the count sequence. They extend the count sequence to 10, starting at various numbers and represent up to 10 objects with written numbers. Learners demonstrate spatial reasoning and understanding of the count sequence to answer "how many" questions about a group of up to 10 scattered objects. Learners use their counting experiences to develop an understanding of magnitude to compare sets of objects and numerals.

Throughout the unit, learners use concrete objects to count and to represent numbers. Learners compose shapes leading them to composing amounts of objects and eventually to compose and decompose 10 into pairs in multiple ways using objects or drawings. Learners use tools to find number partners for 10. This leads them towards building fluency (accuracy and efficiency) for addition and subtraction within 5 and eventually 10 in first grade.

Unit 4 Description & Expectations

Days of Instruction: 29 days
Unit Completion Date: 2/7
Unit Topics/Themes: Numbers to 10 and Shapes

Topic: Count, Show and Write Numbers 6 to 10
Topic: Compare Numbers to 10

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Topic: Compose Shapes

Topic: Compose and Decompose 10 and Find Number Partners for 10

Topic: Unit Review and Assessment

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Whole Group Instruction Overview	Differentiation: Teacher Table Overview	Differentiation: Independent/ Small Group Practice Overview
Guidelines		
30-45 minutes of daily instruction using Core Resources	**45 minutes of daily differentiation during 90 minutes ELA/Math Center time**	
Supporting Positive Learning Habits: **Unit 4:** **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 (5 and 10)**, Part-Part-Whole, Magnitude, etc. **Core Resource for Whole Group Instruction:** Ready Classroom Math (30-45 minutes daily) Ready Classroom Math design & expectations: ● **Strategy Lessons** - Focus on helping students persevere in solving	**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.	Activities should be aligned to specific skills & standards addressed during whole group instruction and practice of fluency standards.

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. ○ ***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	**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 <u>common 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	

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 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	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.	

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	● Scheduling Small Groups and Rotations ● CFAs ● RCM Fluency Practice Pages	● Scheduling Small Groups and Rotations ● RCM Unit Game ● RCM Literacy Connections

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● 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)	● 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 ○ SplatSquare-InteractiveHundredsChart ○ Dreambox Teacher Tools ○ Online Manipulatives on Mathigon	Activities ● RCM Discourse Bookmarks ● K-5 Math Teaching Resources (no direct links to free documents!) ● Howard County, MD: ○ Kinder ● Unit Resources ○ K.OA.A.4: Making Ten: The Perfect Ten Interactive Read Aloud ○ K.OA.A.4: Make Ten: Museum of Tens ○ PBS Kids Curious George Games

○ Which One Doesn't Belong (Christopher Danielson) ○ Math Visuals (Berkley Everett) ○ Would You Rather...? (John Stevens) ○ 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		
● Ready Unit Assessment ● Ready Lesson Quizzes ● CFAs ● Exit Tickets	● Daily log of small group instruction ● Anecdotal Notes ● Grade Level Math Interview ● CFAs ● RCM Fluency Practice Pages	Examples of accountability measures: Recording sheets, Fluency Practice Pages, exit tickets, rubrics, reflections, etc.

	● RCM Tools for Instruction Lessons ● Exit Tickets ● Achieve the Core Coherence Map ● 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 2 & Unit 5* K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. **BENCHMARKED Unit 2 & 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. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	In addition to Whole Group Standards, you may choose to focus on grade level fluency standards or other priority standards listed below: ****Unit 4 Center Library:** **Skill Reviews:** **Card 18** - Board Game **Card 14** - Shake and Spill **Card 3** - Memory **Card 2** - Build to Compare **Card 21** - Memory **Fluency:** **Card 23** - Dominoes **Card 11** - Estimate and Count **Card 13** - Show It **Card 12** - Writing Center	

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BENCH- MARKED Unit 1, Unit 2 & 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 2
K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). *BENCHMARKED Unit 5*
K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. *BENCHMARKED Unit 7
K.G.B.6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

Card 20 - Dare to Compare

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 4

- Pattern Block Counting to 10
- One More, One Less Mats
- Clip it to 20 Bundle
- Count and Cover 10-20 Rekenrek *Use up to 10 in Unit 4*
- Count and Cover 10-20 Rekenrek – Wild Animals Theme *Use up to 10 in Unit 4*
- 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

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	• Count, Build, Trace - Numbers to 10

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Unit 4 Pacing Guide

Topic: Count, Show and Write Numbers 6 to 10		
Student Learning Standard(s):	**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 2 & Unit 5*
	K.CC.B.4	-Understand the relationship between numbers and quantities; connect counting to cardinality. **BENCHMARKED Unit 2* 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. 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.
	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 1, Unit 2 & 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.2 Reason abstractly and quantitatively. • MP.4 Model with Mathematics. • MP.6 Attend to precision.
Days: 5 12/17 - 1/6	**Focus**: (Major Content)	**Benchmarked Standard:** Y **Fluency Standard**: N
Critical Knowledge & Skills		

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Objective:	**We are learning to**: ● Count up to 10 using one-to-one correspondence and number words in sequential order. ● Use 10-frames as a tool to count and represent counts to 10. ● Recognize and write numbers 6 to 10. ● Understand that the last number said tells the number of objects (cardinality).
Essential Question(s):	How can counting help me make sense of the world around us? How does counting affect numbers?

Core Resources	
Core Whole Group Resources	**Core Formative Assessment**
Ready Classroom Math Lessons **Lesson 11**: Count, Show and Write Numbers 6 to 10	-RCM Lesson Quiz -CFAs

Additional Leveled Resources		
Activities and Additional Resources for Whole Group	**Differentiated Independent Activities/Center Ideas**	**Teacher Table Resources**
-DREME (Development and Research in Early Math Education) Counting Activities & Formative Assessment Ideas	-iReady Individual Path -iReady Teacher Assigned Lessons -RCM InteractiveTutorial: Count Up to 10 Objects in Rows or Arrays, Count up to 10 Objects in Different Arrangements, Make Groups of up to 10 Objects	-RCM Tools for Instruction: Identify Numbers to 10. -K-5 Math Teaching Resources: K.CC.B.4 Five Frame Numeral Match

-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	-RCM Center Activities: Show numbers, Count to Match, Count and Write, Count to 10 Match -RCM Enrichment Activities: Make 10 -RCM Center Library: **Skill Review Card 18** - Board Game **Fluency Card 23** - Dominoes -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 -San Francisco Unified School District: K.CC.A.3 Write Your Numbers K.CC.B.4 Independent Center	K.CC.B.5 0-10 Numeral, word, picture cards -Illustrative Mathematics: -K.CC.A.3 Bags of Stuff -K.CC.A.3 Rainbow Number Line -K.CC.B.4 Goodie Bags -K.CC.B.5 Finding Equal Groups

Vocabulary for Students

count	number	six	seven
eight	nine	ten	zero
one	two	three	four

Mentor Text List

- 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 |

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five	organize		

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

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Topic: Compare Numbers to 10		
Student Learning Standard(s):	**K.CC.A.4c**	-Understand the relationship between numbers and quantities; connect counting to cardinality. *BENCHMARKED Unit 2 & Unit 5 c. Understand that each successive number name refers to a quantity that is one larger.
	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 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.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. • MP.7 Look for and make use of structure.
Days: 5 1/7 - 1/13	**Focus**: (Major Content)	**Benchmarked Standard:** Y **Fluency Standard**: N
Critical Knowledge & Skills		
Objective:	**We are learning to**: • Identify whether the number of objects (to 10) in one group is greater than, less than, or equal to the number in another group. • Compare two numbers from 1 to 10.	
Essential Question(s):	How can counting help me make sense of the world around us? How does counting affect numbers?	

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Core Resources	
Core Whole Group Resources	**Core Formative Assessment**
Ready Classroom Math Lessons **Lesson 12**: Compare Numbers to 10	-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 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: Compare Numbers Within 10 -RCM Center Activities: Which Group is Greater?, Count and Compare, Which is Greater?, Compare and Color -RCM Enrichment Activities: Comparing Grapes -RCM Center Library: **Skill Review Card 14** - Shake and Spill **Fluency Card 11** - Estimate and Count -K-5 Math Teaching Resources: K.CC.A.3 Writing numerals (1-10) K.CC.A.3 Missing numbers 1-10	-RCM Prerequisite Lessons: Count up to 10 Objects in Different Arrangements -RCM Tools for Instruction: Compare Within 10 -Free Math Apps -Illustrative Mathematics: -K.CC.A.3 Bags of Stuff -K.CC.A.3 Rainbow Number Line -K.CC.6 Which number is greater? Which number is less? How do you know?

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	K.CC.A.3 My Counting book K.CC.C.6 Who has more? K.CC.C.6 Making sets (v.1) K.CC.C.7 My Secret Number	-K.CC.7 Compare two numbers between 1 and 10 presented as written numerals

Vocabulary for Students

equal	Equal to	greater	Greater than
less	Less than	more	More than
same	Same as	after	before
compare			

Mentor Text List

- 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

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Topic: Compose Shapes		
Student Learning Standard(s):	**K.G.B.5** **K.G.B.6**	-Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. *BENCHMARKED Unit 7 -Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*
Math Practices: (add 7 & 8 as needed)	• 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. • MP.7 Look for and make use of structure.
Days: 5 1/14 - 1/22	**Focus**: (Supporting Content)	**Benchmarked Standard:** Y **Fluency Standard**: N
Critical Knowledge & Skills		
Objective:	**We are learning to**: ● Compose shapes from two or more two-dimensional or three-dimensional shapes. ● Describe shapes composed of two or more two- or three-dimensional shapes.	
Essential Question(s):	How can you describe what that shape is?	

Core Resources

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Core Whole Group Resources	Core Formative Assessment
Ready Classroom Math Lessons **Lesson 13**: Compose Shapes	-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/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	-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Center Activities: Make a Shape, Shape Shift -RCM Enrichment Activities: Coloring Hexagons -RCM Center Library: **Skill Review Card 3** - Memory **Fluency Card 13** - Show It -K-5 Math Teaching Resources: K.G.B.5 Playdough Shapes K.G.B.5 Shapes on the Geoboard K.G.B.5 Building 2D Shapes with Toothpick -(Introduce row by row as you count higher and higher. Each row has the decades grouped together to promote pattern awareness in counting.)	-RCM Prerequisite Lessons: Identify Two-Dimensional Shapes -RCM Tools for Instruction: Build Shapes -K-5 Math Teaching Resources: K.G.B.6 Pattern block animals

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Composing Shapes | Geometry Game | Turtle Diary		

Vocabulary for Students

compose	two-dimensional	circle	hexagon
rectangle	square	triangle	Flat
three-dimensional	cone	cube	Prism (rectangular)
Pyramid (square)	sphere	solid	corner
vertex	side	build	

Mentor Text List

- Mouse Shapes w/ Fun Music & EFX
- 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

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Topic: Compose and Decompose 10 and Find Number Partners for 10		
Student Learning Standard(s):	**K.OA.A.3**	-Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). **BENCHMARKED Unit 5*
	K.OA.A.4	-For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
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: 10 1/23 - 2/5	**Focus**: (Major Content)	**Benchmarked Standard:** Y **Fluency Standard**: N
Critical Knowledge & Skills		
Objective:	**We are learning to**: Lesson 14 ● Recognize that a number (whole) can be broken into smaller parts. ● Identify number partners for 10 using drawings or manipulatives. ● Find the second number partner for 10 when given the first using drawings or manipulatives. Lesson 15 ● Understand the equal sign and represent number partners for 10 with equations.	

	• Decompose 10 into number partners (parts) using objects or drawings. • Find number partners that make 10.
Essential Question(s):	Why do we represent quantities in multiple ways?

Core Resources	
Core Whole Group Resources	**Core Formative Assessment**
Ready Classroom Math Lessons **Lesson 14**: Compose and Decompose 10 **Lesson 15**: Find Number Partners for 10	-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	-iReady Individual Path -iReady Teacher Assigned Lessons **Lesson 14:** -RCM Interactive Tutorial: Number Partners for 10, -RCM Center Activities: Make 10, Draw to Make 10 -RCM Enrichment Activities: Make It 10 -RCM Center Library:	**Lesson 14:** -RCM Prerequisite Lessons: Number Partners for 4 and 5 -RCM Tools for Instruction: Totals of 10 **Lesson 15:**

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 What Numbers Make 10 | Learn to Add | Kindergarten Addition Song | Math for Kids | Jack Hartmann I Can Say My Number Pairs 10 | Math Song for Kids | Number Bonds | Jack Hartmann How Many More to Make 10? (song for kids about "how many more" you need to make a "10") I Like to Make 10! (song for kids about number combinations that make 10) Number bonds for 10	**Skill Review Card 2** - Build to Compare **Fluency Card 12** - Writing Center **Lesson 15:** -RCM Interactive Tutorial: Make 10 -RCM Center Activities: Find the Missing Number -RCM Enrichment Activities: Making Partners to 10 -RCM Center Library: **Skill Review Card 21** - Memory **Fluency Card 20** - Dare to Compare -Illustrative Mathematics: K.OA.A.3 Shake and Spill K.OA.A.3 Pick Two -K-5 Math Teaching Resources: K.OA.A.3 Addition Bag K.OA.A.3 Shake 5 and Spill K.OA.A.3 Hide the Cubes K.OA.A.4 Towers of 10 K.OA.A.4 Make 10 on the Ten Frame K.OA.A.3 Tens Go Fish (play with ten frame cards)	-RCM Prerequisite Lessons: Make Groups of up to 10 Objects -RCM Tools for Instruction: Find Missing Partners for Totals of 10 -K-5 Math Teaching Resources: K.OA.A.3 Domino Addition K.OA.A.4 Make 10 on a 10 frame (v.1) -Illustrative Mathematics: K.OA.A.3 Christina's Candles K.OA.A.3 Bobbie Bear's Buttons
Vocabulary for Students		**Mentor Text List**

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compose	decompose	whole	part(s)
add	plus	build	unbuild
ten	equation	Equal sign (=)	equal
Equal to	both	In common	

- 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

Alloway Township School

Home of the Tigers

Amy Morley
Chief School Administrator

Kimberly Fleetwood
Business Administrator

Topic: Unit Review and Unit Assessment	
Days: 2	**Review Date**: 2/6 **Unit Assessment Date**: 2/7
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	8.2.2.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.

8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes.	

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. 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.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

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*	The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should	**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	● Continue practicing vocabulary ● Demonstrate that vocabulary can have multiple meanings ● Encourage bilingual supports among students

student to appropriately progress in the general curriculum.
 	
Possible Modifications/Accommodations
● 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
	utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students.
	
	Refer to the individual student Math Plan for **specific interventions.*
		● **Process:** *How* it is taught or support given or student grouping or environment
		● **Product:** What students produce
		
		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
			● 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
			● 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

● 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		*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) ● 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. iReady			