Pemberton Township School District
Kindergarten Mathematics

Chapter 1: Numbers 0 to 5

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Mathematics

- **K.CC.3 -** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- **K.CC.4a -** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- **K.CC.4c -** Understand that each successive number name refers to a quantity that is one larger.
- **K.CC.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 (Include groups with up to ten objects.)

NJSLS for Mathematical Practice

- **1. -** Make sense of problems and persevere in solving them.
- **2. -** Reason abstractly and quantitatively.
- **3. -** Construct viable arguments and critique the reasoning of others.
- **4. -** Model with mathematics.
- **5. -** Use appropriate tools strategically.
- **6. -** Attend to precision.
- **8. -** Look for and express regularity in repeated reasoning.

Central Idea / Enduring Understanding:

Students will…

- count numbers 0-5.
- write numbers 0-5.
- use one-to-one correspondence to determine when groups are equal.
- use one-to-one correspondence to determine when one group is greater than another group.
- use one-to-one correspondence to determine when one group is less than another group.
- identify a group with one more.

Essential/Guiding Question:

- How do we show how many?

Content:

- Count 1, 2, and 3
- Read and Write 1, 2, and 3
- Count 4 and 5
- Read and Write 4 and 5
- Read and Write Zero
- Equal to
- Greater than
- Less than
- Compare numbers 0 to 5
- One more
- Problem solving strategy: draw a diagram

Skills (Objectives):

- Understand the relationship between numbers and quantities when using objects and illustrations to count 1, 2, and 3.
- Recognize and write the numerals 1, 2, and 3 and represent a number of objects with a written numeral.
- Understand the relationship between numbers and quantities when using objects and illustrations to count 4 and 5.
- Recognize and write the numerals 4 and 5 and represent a number of objects with a written numeral.

	● Recognize and write the numeral 0. ● Use one-to-one correspondence to determine whether groups are equal to each other. ● Use one-to-one correspondence to identify a group that is greater than another group. ● Use one-to-one correspondence to identify a group that is less than another group. ● Use one-to-one correspondence and counting to compare groups and determine which group is greater than, less than, or whether the groups are equal to each other. ● Identify numbers from 1 to 5 in sequence understanding that each successive number name is referring to an amount that is one larger. ● Draw a diagram to solve problems.

Interdisciplinary Connection(s):

NJSLS for Literacy

- **RL.K.4 -** Ask and answer questions about unknown words in a text.
- **RL.K.10 -** Actively engage in group reading activities with purpose and understanding.
- **RI.K.4 -** With prompting and support, ask and answer questions about unknown words in a text.
- **LV.L.K.2 -** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **SL.PE.K.1 -** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
    - A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).
    - B. Continue a conversation through multiple exchanges.
- **SL.II.K.2**- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood
- **SL.ES.K.3 -** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4. -** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.UM.K.5.** - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.AS.K.6.** - Speak audibly and express thoughts, feelings, and ideas clearly.

NJSLS for Science

- **K-2-ETS1-1 -** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2 -** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

NJSLS for Social Studies (Performance Expectations)

- **6.1.5.GeoHE.2**: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- **6.1.5.HistoryUP.7**: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.CivicsHR.4**: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

NJSLS for Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2.RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.
- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **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 (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.4:** Compare information that should be kept private to information that might be made public.
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2:** Create a document using a word processing application.
- **9.4.2.TL.5:** Describe the difference between real and virtual experiences.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Stage 2: Assessment Evidence

Diagnostic Assessment:

- Am I Ready?

Formative Assessments:

- Line Up
- Active Response
- Response Cards
- Observation
- Think-Pair-Share
- Turn to Your Partner
- Draw
- Talk Math
- Independent Practice
- Check My Progress

Summative Assessment:

- My Review
- Reflect
- Chapter 1 - Assessment
- Chapter 1 - Performance Task

Benchmark Assessment:

- n/a

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Chapter Introduction

Objective: Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.

Chapter Introduction:

- Introduce the chapter by discussing the theme, “Let’s Go to the Farm”
- View online video to spark a discussion about how math is used in running a farm.
- Introduce the Essential Question: “How do we show how many?”

Am I Ready?

- Complete the “Am I Ready?” assessment to determine if students have the foundational skills they need in order to successfully learn the new skills and concepts presented in this chapter.

Resources:

TE pg. 1

- TE/SE pg. 1
- Online Video
- TE/SE pg. 1

TE/SE pg. 3

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My Math Words ● Review vocabulary words and complete “My Math Words” activity.	**TE/SE pg. 4** ● Review Vocabulary: more, less
My Vocabulary Cards ● Introduce vocabulary words and complete “My Vocabulary Cards” activity.	**TE/SE pg. 5-8** ● New Vocabulary: count, equal to, five 5, four 4, greater than, less than
My Foldable ● This foldable reinforces counting, understanding numbers and their quantities, reading numbers, writing numbers, and the relationship between numbers. Complete the “My Foldable” activities.	**TE/SE pg. 9-10**
Wrap Up ● Math at Home: Family Letter - Student signs it and presents it to parents/guardians.	**Online** ● Must print letter
Learning Opportunities/Strategies: **Lesson 1: Count 1, 2, and 3** **Objective:** Students will understand the relationship between numbers and quantities when using objects and illustrations to count 1, 2, and 3.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Launch: ● Remind students of the Essential Question: “How do we show how many?” ● Developing Vocabulary ● Problem of the Day	**TE pg. 11A-11B** ● Review Vocabulary: count ● 2 classroom objects that are the same; 3 classroom objects that are the same
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 11B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “How do the color tiles help you find the number of objects?” ● Independent Practice	**TE/SE pg. 11-13** ● Counters ● Color tiles
Apply: ● Brain Builders	**TE/SE pg. 14** ● Crayons
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 15-16** ● Active Response TE pg. 16, pictures showing one, two, and three objects ● SE pg. 15-16

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Learning Opportunities/Strategies:	Resources:
Lesson 2 - Read and Write 1, 2, and 3	**Follow corresponding Lesson Presentation Slides.**
Objective: Recognize and write the numerals 1, 2, and 3 and represent a number of objects with a written numeral.	
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do we show how many?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 17A-17B** ● New Vocabulary: number, one 1, two 2, three 3 **TE pg. 17B**
Build: ● Investigate the Math: Explore, Model, Extend	**TE/SE pg. 17-19** ● Two-color counters ● Various manipulatives
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "Why is it important to know how to write numbers?" ● Independent Practice	**TE/SE pg. 20** ● Connecting cubes
Apply: ● Brain Builders	**TE pg. 21-22** ● Observation TE pg. 22, pictures showing one, two, and three objects
Wrap Up: ● Complete formative assessment	● SE pg. 21-22
● Assign homework	
Learning Opportunities/Strategies:	**Resources:**
Lesson 3 - Count 4 and 5	**Follow corresponding Lesson Presentation Slides.**
Objective: Understand the relationship between numbers and quantities when using objects and illustrations to count 4 and 5.	
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do we show how many?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 23A-23B** ● Vocabulary: n/a
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 23B**
Practice: ● Math in My World ● Guided Practice	**TE/SE pg. 23-25** ● Connecting cubes, crayons

● Talk Math ○ Students turn and talk: "What are some other ways you could count the objects in the groups?" ● Independent Practice	● Connecting cubes, crayons ● Connecting cubes, crayons
Apply: ● Brain Builders	**TE/SE pg. 25** ● Connecting cubes, crayons
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 27-28** ● Observation TE pg. 28, counters ● SE pg. 27-28
Learning Opportunities/Strategies: **Lesson 4 - Read and Write 4 and 5** **Objective:** Recognize and write the numerals 4 and 5 and represent a number of objects with a written numeral.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do we show how many?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 29A-29B** ● New Vocabulary: five, four
Build: ● Investigate the Math: Explore, Model, Extend	
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "Does the amount of objects in a group change when they are arranged differently? ● Independent Practice	**TE/SE pg. 29-31** ● Counters ● Connecting cubes
Apply: ● Brain Builders	**TE/SE pg. 32** ● Counters
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 33-34** ● Response Cards TE pg. 34, picture showing four objects, picture showing five objects, paper, pencils ● SE pg. 33-34
Learning Opportunities/Strategies: **Chapter 1 Project (use after lesson 4) - Create a Mural** **Essential Question:** Remind students of the Essential Question: "How do we show how many?"	**Resources:** **TE/SE pg. 2**

Objective: Create a mural to relate pictures to numbers. **Review Homework:** Review homework problems as needed. **Students per Group:** 2-5 **Project:** ● Students create a mural to relate pictures to numbers. Have students work in small groups to create different sections of the mural. ○ Explain that each group is responsible for one part of the mural. ○ Give the mural a theme, such as a barnyard. Have students draw objects that correspond with the theme. Tell each group a number from 1-5 objects that their group will need to draw. ○ Have each group use their student page to determine which type of objects they want to draw on the mural as well as write the number provided to them on the page. ○ Have each group write the corresponding number with their group of objects on the mural. You may want to have students try to label the groups. For example: '5 pigs.' **Wrap Up:** ● Share aloud	**Student Homework Page** **TE/SE pg. 2** ● Crayons or markers, pencils, large paper or poster board
Learning Opportunities/Strategies: **Lesson 5 - Read and Write Zero** **Objective:** Recognize and write the numeral 0. **Review Homework:** Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: "How do we show how many?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "In a game of soccer, if one team has zero points and the other team has five points, which team is losing the game?" ● Independent Practice	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 35A-35B** ● New Vocabulary: zero **TE pg. 35B** **TE/SE pg. 35-37** ● Connecting cubes

Apply: ● Brain Builders **Wrap Up:** ● Complete formative assessment ● Assign homework	**TE/SE pg. 38** ● Color tiles **TE pg. 39-40** ● Observation TE pg. 40, two identical containers, crayons, paper ● SE pg. 39-40
Learning Opportunities/Strategies: **Lesson 6 - Equal To** **Objective:** Use one-to-one correspondence to determine whether groups are equal to each other. **Review Homework:** Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: "How do we show how many?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "Tell about a time when you would need to have an equal number of objects in two groups." ● Independent Practice **Apply:** ● Brain Builders **Wrap Up:** ● Complete formative assessment ● Assign homework	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 43A-43B** ● New Vocabulary: equal to **TE pg. 43B** **TE/SE pg. 43-45** ● Connecting cubes **TE/SE pg. 46** ● Counters **TE pg. 47-48** ● Think-Pair-Share TE pg. 48, connecting cubes, crayons ● SE pg. 47-48
Learning Opportunities/Strategies: **Lesson 7 - Greater Than** **Objective:** Use one-to-one correspondence to identify a group that is greater than another group. **Review Homework:** Review homework problems as needed. **Launch:**	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page**

● Remind students of the Essential Question: "How do we show how many?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 49A-49B** ● New Vocabulary: greater than
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 49B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "How would you describe the groups if there were three mice in Exercise 1?" ● Independent Practice	**TE/SE pg. 49-51** ● Counters
Apply: ● Brain Builders	**TE/SE pg. 52** ● Counters
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 53-54** ● Think-Pair-Share TE pg. 54, color tiles, two-color counters ● SE pg. 53-54
Learning Opportunities/Strategies: **Lesson 8 - Less Than** **Objective:** Use one-to-one correspondence to identify a group that is less than another group.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do we show how many?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 55A-55B** ● New Vocabulary: less than
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 55B** ● Counters
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "How could we use five-frames and counters to solve Exercise 2?" ● Independent Practice	**TE/SE pg. 55-57** ● Two-color counters ● Five-frames, counters
Apply: ● Brain Builders	**TE/SE pg. 58** ● Counters

Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 59-60** ● Think-Pair-Share TE pg. 60, counters, color tiles ● SE pg. 59-60
Learning Opportunities/Strategies: **Lesson 9 - Compare Numbers 0 to 5** **Objective:** Use one-to-one correspondence and counting to compare groups and determine which group is greater than, less than, or whether the groups are equal to each other.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do we show how many?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 61A-61B** ● Review Vocabulary: greater than, less than
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 61B** ● Counters
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "Look at Exercise 1. If the paintbrushes and paint cans were not shown, how could we compare five and two? Explain." ● Independent Practice	**TE/SE pg. 61-63**
Apply: ● Brain Builders	**TE/SE pg. 64** ● Connecting cubes
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 65-66** ● Draw TE pg. 66, paper ● SE pg. 65-66
Learning Opportunities/Strategies: **Lesson 10 - One More** **Objective:** Identify numbers from 1 to 5 in sequence understanding not each successive number name is referring to an amount that is one larger.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do we show how many?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 69A-69B** ● Review Vocabulary: more

Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 69B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "In Exercise 1, if there was one more barn in the top row, how would you describe the two groups of barns?" ● Independent Practice	**TE/SE pg. 69-71** ● Color tiles
Apply: ● Brain Builders	**TE/SE pg. 72** ● Counters
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 73-74** ● Response Cards TE pg. 74, paper ● SE pg. 73-74
Learning Opportunities/Strategies: **Lesson 11 - Problem Solving Strategy: Draw a Diagram**	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Objective: Draw a diagram to solve problems.	
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do we show how many?" ● Problem of the Day	**TE pg. 75A-75B**
Build: ● Prepare ● Learn the Strategy	● TE pg. 75B, stuffed animals ● TE/SE pg. 75
Practice: ● Practice the Strategy	**TE/SE pg. 76**
Apply: ● Apply the Strategy ● Review the Strategy	**TE/SE pg. 77-78**
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 79-80** ● Response Cards TE pg. 80, paper ● SE pg. 79-80
Learning Opportunities/Strategies: **Chapter 1 Review and Reflect**	**Resources:**
Objective: Assess students' understanding of the vocabulary and key concepts in this chapter.	

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Review Homework: Review homework problems as needed. **Essential Question:** ● Remind students of the Essential Question: "How do we show how many?" **Review:** ● Vocabulary Check ● Concept Check ● Brain Builders **Reflect:** **Assign homework:**	**Student Homework Page** **TE/SE pg. 81** **TE/SE pg. 82** **TE/SE pg. 83** **TE/SE pg. 84** **n/a**

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Small Group ● Utilize gradual release model ● Modify problem set to "Above Level" ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	Small Group ● Utilize gradual release model ● Modify problem set to "On Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to "Approaching Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to "Approaching Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online

	• Utilize the McGraw Hill English Language Learner Guide to provide	• Utilize McGraw Hill eTools for online manipulative support • Utilize McGraw Hill Personal Tutor to demonstrate a model/sample • Utilize McGraw Hill online lesson animations to demonstrate a model/sample • Utilize the McGraw Hill English Language Learner Guide to provide	manipulative support • Utilize McGraw Hill Personal Tutor to demonstrate a model/sample • Utilize McGraw Hill online lesson animations to demonstrate a model/sample • Utilize the McGraw Hill English Language Learner Guide to provide foundational support • Specific use of modalities - kinesthetic, visual, auditory, tactile • The multilingual eGlossary can support vocabulary Learning Station • My Learning Station student-led activity

Chapter 2: Numbers to 10

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Mathematics

- **K.CC.3 -** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- **K.CC.4 -** Understand the relationship between numbers and quantities; connect counting to cardinality.
- **K.CC.4a -** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
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- **3. -** Construct viable arguments and critique the reasoning of others.
- **4. -** Model with mathematics.
- **5. -** Use appropriate tools strategically.

- **6. -** Attend to precision.
- **7. -** Look for and make use of structure.
- **8. -** Look for and express regularity in repeated reasoning.

Central Idea / Enduring Understanding:

Students will…

- count numbers 6-10
- write numbers 6-10.
- identify a group with one more.
- compare the number of objects in two groups.
- compare two numbers between 1 and 10 as written numerals.

Essential/Guiding Question:

- What do numbers tell me?

Content:

- Numbers 6 and 7
- Number 8
- Read and write 6, 7, and 8
- Number 9
- Number 10
- Read and write 9 and 10
- Problem solving strategy: Act It Out
- Compare numbers 0 to 10
- One more with numbers to 10
- Ordinal numbers to fifth
- Ordinal numbers to tenth

Skills (Objectives):

- Name, recognize, and count a quantity of 6 and 7 using concrete objects, illustrations, and drawings.
- Name, recognize, and count a quantity of 8 using concrete objects, illustrations and drawings.
- Recognize and write the numerals 6, 7, and 8 and represent a number of objects with a written numeral.
- Name, recognize, and count a quantity of 9 using concrete objects and motions.
- Name, recognize, and count a quantity of 10 using concrete objects.
- Recognize and write the numerals 9 and 10 and represent a number of objects with a written numeral.
- Act it out to solve problems.
- Use one-to-one correspondence and counting to compare groups and determine which group is greater than, less than, or whether the groups are equal to each other.
- Use “one more” to identify a number that is one larger using numbers to 10.
- Use ordinal numbers to fifth to describe the position of an object.
- Use ordinal numbers to tenth to describe the position of an object.

Interdisciplinary Connection(s):

NJSLS for Literacy

- **L.VL.K.2.** With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- **RI.MF.K.6.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **SL.PE.K.1 -** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
    - A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).
    - B. Continue a conversation through multiple exchanges.

- **SL.II.K.2**- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **SL.ES.K.3 -** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4. -** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.UM.K.5.** - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.AS.K.6.** - Speak audibly and express thoughts, feelings, and ideas clearly.

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NJSLS for Science

- **K-2-ETS1-1 -** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2 -** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

NJSLS for Social Studies (Performance Expectations)

- **6.1.5.GeoHE.2**: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- **6.1.5.HistoryUP.7**: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.CivicsHR.4**: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

NJSLS for Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2.RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.
- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **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 (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.4:** Compare information that should be kept private to information that might be made public.
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2:** Create a document using a word processing application.
- **9.4.2.TL.5:** Describe the difference between real and virtual experiences.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Stage 2: Assessment Evidence

Diagnostic Assessment:

- Am I Ready?

Formative Assessments:

- Line Up
- Observation
- Active Response
- Response Cards
- Talk Math
- Independent Practice
- Check My Progress

Summative Assessment:

- My Review
- Reflect
- Chapter 2 - Assessment
- Chapter 2 - Performance Task

Benchmark Assessment:

- Benchmark Test #1 (after completing chapter 2).

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Stage 3: Learning Plan

Learning Opportunities/Strategies:	Resources:
Chapter Introduction **Objective:** Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.	
Chapter Introduction: ● Introduce the chapter by discussing the theme, "I Choose Healthful Foods!" ● View online video to spark a discussion about how math is used in preparing food or buying groceries. ● Introduce the Essential Question: "What do numbers tell me?"	**TE pg. 85** ● TE/SE pg. 85 ● Online Video ● TE/SE pg. 85
Am I Ready? ● Complete the "Am I Ready?" assessment to determine if students have the foundational skills they need in order to successfully learn the new skills and concepts presented in this chapter.	**TE/SE pg. 87**
My Math Words ● Review vocabulary words and complete "My Math Words" activity.	**TE/SE pg. 88** ● Review Vocabulary: one, two, three
My Vocabulary Cards ● Introduce vocabulary words and complete "My Vocabulary Cards" activity.	**TE/SE pg. 89-90** ● New Vocabulary: eight 8, nine 9, ordinal number, seven 7, six 6, ten 10
My Foldable ● This foldable encourages reading, writing, and representing. Complete the "My Foldable" activities.	**TE/SE pg. 91-92**
Wrap Up ● Math at Home: Family Letter - Student signs it and presents it to parents/guardians.	**Online** ● Must print letter
Learning Opportunities/Strategies: **Lesson 1: Numbers 6 and 7** **Objective:** Name, recognize, and count a quantity of 6 and 7 using concrete objects, illustrations, and drawings.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Launch: ● Remind students of the Essential Question: "What do numbers tell me?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 93A-93B** ● Vocabulary - n/a ● Crayons
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 93B** ● Classroom objects and/or counters

Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "What do you notice about the ten-frames in each problem on the page?" ● Independent Practice	**TE/SE pg. 93-95** ● Red and blue color tiles ● Red and blue crayons, red and blue color tiles ● Red and blue color tiles
Apply: ● Brain Builders	**TE/SE pg. 96** ● Work Mat 3, color tiles
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 97-98** ● Observation TE pg. 98, counters ● SE pg. 97-98, pennies, household objects
Learning Opportunities/Strategies: **Chapter 2 Project (use after lesson 1) - My Number Book 0-10**	**Resources:** **TE/SE pg. 86**
Essential Question: Remind students of the Essential Question: "What do numbers tell me?"	
Objective: Create a number book to relate pictures to numbers.	
Review Homework: Review homework problems as needed.	**Student Homework Page**
Students per Group: 2-4	
Project: ● Have students create a number book to relate pictures to numbers. Then have students compare the pages in their book with the pages in another student's book. Have students make a number book throughout this chapter with numbers from zero to 10. Begin by having each group create a cover for the book using the student page. They can continue working on the cover throughout the chapter. Each number will be represented on a separate sheet of paper. ○ To create each page for their book, students should first write the number and then write the number word. Have students cut out and glue pictures from old magazines, craft items, or draw pictures to represent the number with a group of objects. ○ When all of the pages have been completed, have students put the pages of their book in order from zero to 10. ○ Bind the books with binder rings, staples, or yarn and ask the groups to share their book with the class.	**TE/SE pg. 86** ● Paper, pencils, crayons, glue, magazines, craft items
Wrap Up: ● Share aloud	

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Learning Opportunities/Strategies:	Resources:
Lesson 2 - Number 8	**Follow corresponding Lesson Presentation Slides.**
Objective: Name, recognize, and count a quantity of 8 using concrete objects, illustrations, and drawings.	
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "What do numbers tell me?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 99A-99B** ● Vocabulary - n/a ● Counters
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 99B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "If you used a different colored crayon to fill in the ten-frame, would the amount of objects change? Explain." ● Independent Practice	**TE/SE pg. 99-101** ● Counters ● Counters ● Green and purple connecting cubes, green and purple crayons
Apply: ● Brain Builders	**TE/SE pg. 102** ● Crayons, connecting cubes
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 103-104** ● Active Response TE pg. 104, counters, ten-frames ● SE pg. 103-104, pennies
Learning Opportunities/Strategies:	**Resources:**
Lesson 3 - Read and Write 6, 7, and 8	**Follow corresponding Lesson Presentation Slides.**
Objective: Recognize and write the numerals 6, 7, and 8 and represent a number of objects with a written numeral.	
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "What do numbers tell me?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 105A-105B** ● New vocabulary - eight, seven, six
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 105B**
Practice:	

• Math in My World • Guided Practice • Talk Math ○ Students turn and talk: "Will there be more blocks if we count them from bottom to top? Explain your answer." • Independent Practice **Apply:** • Brain Builders **Wrap Up:** • Complete formative assessment • Assign homework	**TE/SE pg. 105-107** • Connecting cubes • Work Mat 3, connecting cubes • Blocks, connecting cubes, or counters • Work Mat 3, connecting cubes **TE/SE pg. 108** • Counters **TE pg. 109-110** • Response Cards TE pg. 110, counters, paper, pencils • SE pg. 109-110, index cards
Learning Opportunities/Strategies: **Lesson 4 - Number 9** **Objective:** Name, recognize, and count a quantity of 9 using concrete objects and motions. **Review Homework:** Review homework problems as needed. **Launch:** • Remind students of the Essential Question: "What do numbers tell me?" • Developing Vocabulary • Problem of the Day **Build:** • Investigate the Math: Explore, Model, Extend **Practice:** • Math in My World • Guided Practice • Talk Math ○ Students turn and talk: "What do you notice about filling the ten-frame each time we learn a new larger number?" • Independent Practice **Apply:** • Brain Builders **Wrap Up:** • Complete formative assessment • Assign homework	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 111A-111B** • Vocabulary - n/a • Counters **TE pg. 111B** • Classroom objects **TE/SE pg. 111-113** • Connecting cubes • Red cubes and yellow cubes, red crayons and yellow crayons • Red cubes and yellow cubes, red crayons and yellow crayons **TE/SE pg. 114** **TE pg. 115-116** • Observation TE pg. 116, paper clips, Work-Mat 3 • SE pg. 115-116, various household objects

Learning Opportunities/Strategies:	Resources:
Lesson 5 - Number 10	**Follow corresponding Lesson Presentation Slides.**
Objective: Name, recognize, and count a quantity of 10 using concrete objects.	
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "What do numbers tell me?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 119A-119B** ● Vocabulary - n/a
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 119B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "How many yellow tiles did you use in each ten-frame? Explain." ● Independent Practice	**TE/SE pg. 119-121** ● Red and yellow color tiles, red and yellow crayons ● Red and yellow color tiles, red and yellow crayons ● Red and yellow color tiles, red and yellow crayons
Apply: ● Brain Builders	**TE/SE pg. 122**
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 123-124** ● Observation TE pg. 124, counters, Work-Mat 3 ● SE pg. 123-124, pennies, tape
Learning Opportunities/Strategies:	**Resources:**
Lesson 6 - Read and Write 9 and 10	**Follow corresponding Lesson Presentation Slides.**
Objective: Recognize and write the numerals 9 and 10 and represent a number of objects with a written numeral.	
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "What do numbers tell me?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 125A-125B** ● New vocabulary - nine, ten ● Connecting cubes
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 125B**

Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "How is the group of giraffes like the group of hippos?" ● Independent Practice	**TE/SE pg. 125-127** ● Color tiles ● Color tiles, Work Mat 3 ● Color tiles, Work Mat 3
Apply: ● Brain Builders	**TE/SE pg. 128**
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 129-130** ● Response Cards TE pg. 130, dot cards with nine dots, dot cards with 10 dots, index cards, pencils ● SE pg. 129-130
Learning Opportunities/Strategies: **Lesson 7 - Problem Solving Strategy: Act It Out** **Objective:** Act it out to solve problems. **Review Homework:** Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: "What do numbers tell me?" ● Problem of the Day	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 131A-131B**
Build: ● Prepare ● Learn the Strategy	● TE pg. 131B, paper, crayons, tape ● TE/SE pg. 131, connecting cubes
Practice: ● Practice the Strategy	**TE/SE pg. 132** ● Connecting cubes
Apply: ● Apply the Strategy ● Review the Strategy	**TE/SE pg. 133-134** ● Connecting cubes ● Connecting cubes
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 135-136** ● Active Response TE pg. 136, color tiles, paper, pencils ● SE pg. 135-136, pennies
Learning Opportunities/Strategies: **Lesson 8 - Compare Numbers 0 to 10** **Objective:** Use one-to-one correspondence and counting to compare groups and determine which group is greater than, less than, or whether the groups are equal to each other.	**Resources:** **Follow corresponding Lesson Presentation Slides.**

Review Homework: Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: "What do numbers tell me?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "If there was one more birdcage in Exercise 3, would the answer change? Explain." ● Independent Practice **Apply:** ● Brain Builders **Wrap Up:** ● Complete formative assessment ● Assign homework	**Student Homework Page** **TE pg. 137A-137B** ● Vocabulary - n/a ● Connecting cubes **TE pg. 137B** **TE/SE pg. 137-139** ● Connecting cubes **TE/SE pg. 140** **TE pg. 141-142** ● Observation TE pg. 142 ● SE pg. 141-142
Learning Opportunities/Strategies: **Lesson 9 - One More with Numbers to 10** **Objective:** Use "one more" to identify a number that is one larger using numbers to 10. **Review Homework:** Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: "What do numbers tell me?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "What do you notice about the number under each group of peanuts?" ● Independent Practice	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 145A-145B** ● Review vocabulary - more **TE pg. 145B** **TE/SE pg. 145-147**

Apply: ● Brain Builders **Wrap Up:** ● Complete formative assessment ● Assign homework	**TE/SE pg. 148** ● Cubes **TE pg. 149-150** ● Observation TE pg. 150, Work Mat 3, crayons ● SE pg. 149-150
Learning Opportunities/Strategies: **Lesson 10 - Ordinal Numbers to Fifth** **Objective:** Use ordinal numbers to fifth to describe the position of an object.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "What do numbers tell me?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 151A-151B** ● New vocabulary - ordinal number
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 151B**
Practice: ● Math in My World ● Guided Practice ○ Help students work through the problems. ● Talk Math ○ Students turn and talk: "Work with a friend to tell a story about the kittens. Use ordinal number words in your story." ● Independent Practice ○ Have students complete exercises independently. Circulate and note struggling students. Use this information to build a guided math group.	**TE/SE pg. 151-153** ● Different colored connecting cubes
Apply: ● Brain Builders	**TE/SE pg. 154**
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 155-156** ● Active Response TE pg. 156, a picture of five animals in a line moving toward a given object (or line up 5 students as an alternative) ● SE pg. 155-156
Learning Opportunities/Strategies: **Lesson 11 - Ordinal Numbers to Fifth** **Objective:** Use ordinal numbers to fifth to describe the position of an object.	**Resources:** **Follow corresponding Lesson Presentation Slides.**

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Review Homework: Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: "What do numbers tell me?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "Work with a friend to tell a story about the raccoons. Use cardinal number words in your story." ● Independent Practice **Apply:** ● Brain Builders **Wrap Up:** ● Complete formative assessment ● Assign homework	**Student Homework Page** **TE pg. 157A-157B** ● Review vocabulary - ordinal number **TE pg. 157B** **TE/SE pg. 157-159** **TE/SE pg. 160** **TE pg. 161-162** ● Active Response TE pg. 162, a picture of 10 cars in a line moving toward an object (or line up 10 students as an alternative) ● SE pg. 161-162, green crayon, blue crayon
Learning Opportunities/Strategies: **Chapter 2 Review and Reflect** **Objective:** Assess students' understanding of the vocabulary and key concepts in this chapter. **Review Homework:** Review homework problems as needed. **Essential Question:** ● Remind students of the Essential Question: "What do numbers tell me?" **Review:** ● Vocabulary Check ● Concept Check ● Brain Builders **Reflect:** **Assign homework:**	**Resources:** **Student Homework Page** **TE/SE pg. 165** **TE/SE pg. 166** **TE/SE pg. 167** **TE/SE pg. 168** **Fluency Practice TE/SE pg. 163-164**

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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	**On Grade Level Students**	**Struggling Students**	**Special Needs/ELL**
Small Group ● Utilize gradual release model ● Modify problem set to "Above Level" ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	Small Group ● Utilize gradual release model ● Modify problem set to "On Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to "Approaching Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to "Approaching Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language

		English Language Learner Guide to provide	Learner Guide to provide foundational support ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● The multilingual eGlossary can support vocabulary Learning Station ● My Learning Station student-led activity

Chapter 3: Numbers Beyond 10

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Mathematics

- **K.CC.1 -** Count to 100 by ones and by tens.
- **K.CC.3 -** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

NJSLS for Mathematical Practice

- **1. -** Make sense of problems and persevere in solving them.
- **2. -** Reason abstractly and quantitatively.
- **3. -** Construct viable arguments and critique the reasoning of others.
- **4. -** Model with mathematics.
- **5. -** Use appropriate tools strategically.
- **6. -** Attend to precision.
- **7. -** Look for and make use of structure.
- **8. -** Look for and express regularity in repeated reasoning.

Central Idea / Enduring Understanding:	Essential/Guiding Question:
Students will… ● write numbers 1-20 ● count number groups 1-100	● How can I show numbers beyond 10?
Content: ● Numbers 11 and 12 ● Numbers 13 and 14 ● Number 15 ● Numbers 16 and 17 ● Numbers 18 and 19 ● Number 20 ● Problem Solving Strategy: Draw a Diagram ● Count to 50 by Ones	**Skills (Objectives):** ● Name, recognize, count, and write the numerals 11 and 12 using concrete objects and illustrations. ● Name, recognize, count, and write the numerals 13 and 14 using concrete objects and illustrations. ● Name, recognize, count, and write the numeral 15 using concrete objects and illustrations.

• Count to 100 by Ones • Count to 100 by Tens	• Name, recognize, count, and write the numerals 16 and 17 using concrete objects and illustrations. • Name, recognize, count, and write the numerals 18 and 19 using concrete objects and illustrations. • Name, recognize, count, and write the numeral 20 using concrete objects and illustrations. • Draw a diagram to solve problems. • Count and recognize numerals to 50. • Count to 100 by ones. • Count by tens to 100.

Interdisciplinary Connection(s):

NJSLS for Literacy

- **L.VL.K.2.** With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- **RI.MF.K.6.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **SL.PE.K.1 -** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
    - A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).
    - B. Continue a conversation through multiple exchanges.
- **SL.II.K.2**- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **SL.ES.K.3 -** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4. -** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.UM.K.5.** - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.AS.K.6.** - Speak audibly and express thoughts, feelings, and ideas clearly.

NJSLS for Science

- **K-2-ETS1-1 -** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2 -** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

NJSLS for Social Studies (Performance Expectations)

- **6.1.5.GeoHE.2**: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- **6.1.5.HistoryUP.7**: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.CivicsHR.4**: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

NJSLS for Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2.RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.
- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.

- **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 (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.4:** Compare information that should be kept private to information that might be made public.
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2:** Create a document using a word processing application.
- **9.4.2.TL.5:** Describe the difference between real and virtual experiences.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Stage 2: Assessment Evidence

Diagnostic Assessment:
- Am I Ready?

Formative Assessments:
- Line Up
- Observation
- Active Response
- Response Cards
- Talk Math
- Independent Practice
- Check My Progress
- Turn to Your Partner

Summative Assessment:
- My Review
- Reflect
- Chapter 3 - Assessment
- Chapter 3 - Performance Task

Benchmark Assessment:
- n/a

Stage 3: Learning Plan

Learning Opportunities/Strategies:	Resources:
Chapter Introduction **Objective:** Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.	
Chapter Introduction: • Introduce the chapter by discussing the theme, “We’re Off to the Playground!” • View online video to spark a discussion about how math is used in planning a playground. • Introduce the Essential Question: “How can I show numbers beyond 10?”	**TE pg. 169** • TE/SE pg. 169 • Online Video • TE/SE pg. 169
Am I Ready? • Complete the “Am I Ready?” assessment to determine if students have the foundational skills they need in order to successfully learn the new skills and concepts presented in this chapter.	**TE/SE pg. 171**
My Math Words • Review vocabulary words and complete “My Math Words” activity.	**TE/SE pg. 172** • Review Vocabulary: one 1, two 2, three 3, four 4, five 5, six 6, seven 7, eight 8, nine 9, ten 10
My Vocabulary Cards	

● Introduce vocabulary words and complete "My Vocabulary Cards" activity. **My Foldable** ● This foldable reinforces writing numbers, counting, and identifying one more. Complete the "My Foldable" activities. **Wrap Up** ● Math at Home: Family Letter - Student signs it and presents it to parents/guardians.	**TE/SE pg. 173-176** ● New Vocabulary: eighteen 18, eleven 11, fifteen 15, fourteen 14, nineteen 19, seventeen 17, sixteen 16, thirteen 13, twelve 12, twenty 20 **TE/SE pg. 177-178** **Online** ● Must print letter
Learning Opportunities/Strategies: **Lesson 1: Numbers 11 and 12** **Objective:** Name, recognize, count, and write the numerals 11 and 12 using concrete objects and illustrations. **Launch:** ● Remind students of the Essential Question: "How can I show numbers beyond 10?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "How is the number 12 different from the number 11?" ● Independent Practice **Apply:** ● Brain Builders **Wrap Up:** ● Complete formative assessment ● Assign homework	**Resources:** **Follow corresponding Lesson Presentation Slides.** **TE pg. 179A-179B** ● New Vocabulary - eleven 11, twelve 12 **TE pg. 179B** ● Classroom objects and/or counters **TE/SE pg. 179-181** ● Two-color counters ● Work Mat 4, counters ● Work Mat 4, counters **TE/SE pg. 182** **TE pg. 183-184** ● Observation TE pg. 183, Work Mat 4, two-color counters, pencils, paper ● SE pg. 183-184
Learning Opportunities/Strategies: **Lesson 2 - Number 13 and 14** **Objective:** Name, recognize, and count a quantity of 8 using concrete objects, illustrations, and drawings. **Review Homework:** Review homework problems as needed. **Launch:**	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 185A-185B**

• Remind students of the Essential Question: "How can I show numbers beyond 10?" • Developing Vocabulary • Problem of the Day	• New Vocabulary - fourteen 14, thirteen 13 • Counters
Build: • Investigate the Math: Explore, Model, Extend	**TE pg. 185B**
Practice: • Math in My World • Guided Practice • Talk Math ○ Students turn and talk: "Look at a partner's work on Exercise 3. Ask them how they got their answer." • Independent Practice	**TE/SE pg. 185-187** • Two-color counters • Work Mat 4, counters • Work Mat 4, counters
Apply: • Brain Builders	**TE/SE pg. 188**
Wrap Up: • Complete formative assessment • Assign homework	**TE pg. 189-190** • Observation TE pg. 190, Work Mat 4, connecting cubes, pencils, paper • SE pg. 189-190
Learning Opportunities/Strategies: **Lesson 3 - Number 15** **Objective:** Name, recognize, count, and write the numeral 15 using concrete objects and illustrations.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: • Remind students of the Essential Question: "How can I show numbers beyond 10?" • Developing Vocabulary • Problem of the Day	**TE pg. 191A-191B** • New vocabulary - fifteen
Build: • Investigate the Math: Explore, Model, Extend	**TE pg. 191B**
Practice: • Math in My World • Guided Practice • Talk Math ○ Students turn and talk: "How could we act out the problem using students in our class?" • Independent Practice	**TE/SE pg. 191-193** • Connecting cubes • Work Mat 4, counters • Work Mat 4, counters
Apply: • Brain Builders	**TE/SE pg. 194** • Work Mat 4, counters

Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 195-196** ● Response Cards TE pg. 196, Work Mat 4, pattern blocks, pencils, index cards ● SE pg. 195-196
Learning Opportunities/Strategies: **Lesson 4 - Numbers 16 and 17** **Objective:** Name, recognize, count, and write the numerals 16 and 17 using concrete objects and illustrations.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can I show numbers beyond 10?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 197A-197B** ● New Vocabulary - seventeen 17, sixteen 16 ● Counters
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 197B** ● Classroom objects
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "Can we show 16 and 17 without using ten-frames?" ● Independent Practice	**TE/SE pg. 197-199** ● Two-color counters ● Work Mat 4, counters ● Work Mat 4, counters
Apply: ● Brain Builders	**TE/SE pg. 200**
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 201-202** ● Response Cards TE pg. 202, Work Mat 4, two-color counters, pencils, sticky notes ● SE pg. 201-202
Learning Opportunities/Strategies: **Lesson 5 - 18 and 19** **Objective:** Name, recognize, count, and write the numerals 18 and 19 using concrete objects and illustrations.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can I show numbers beyond 10?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 205A-205B** ● New Vocabulary - eighteen 18, nineteen 19

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Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 205B** ● Connecting cubes
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "Where do you see numbers other than in our math books? Why are the numbers important to know?" ● Independent Practice	**TE/SE pg. 205-207** ● Two-color counters ● Workmat 4, counters ● Workmat 4, counters
Apply: ● Brain Builders	**TE/SE pg. 208** ● Counters
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 207-208** ● Line Up TE pg. 208 ● SE pg. 207-208
Learning Opportunities/Strategies: **Lesson 6 - Number 20** **Objective:** Name, recognize, count, and write the numeral 20 using concrete objects and illustrations.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can I show numbers beyond 10?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 211A-211B** ● New vocabulary - twenty 20
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 211B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "Would we use three ten-frames to show 20?" ● Independent Practice	**TE/SE pg. 211-213** ● Two-color counters ● Work Mat 4, counters ● Work Mat 4, counters
Apply: ● Brain Builders	**TE/SE pg. 214**
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 215-216** ● Observation TE pg. 216, Work Mat 4, connecting cubes, pencils, paper ● SE pg. 215-216

Learning Opportunities/Strategies:	Resources:
Chapter 3 Project (use after lesson 6) - My Counting Cards **Essential Question:** Remind students of the Essential Question: "How can I show numbers beyond 10?" **Objective:** Make counting cards for numbers 11-20. **Review Homework:** Review homework problems as needed. **Students per Group:** 1-3 **Project:** ● Have students make counting cards for numbers 11-20. These cards will represent numbers and quantities that students have learned so far. ○ Have students write numbers 1-10 in separate areas on the student page. Tell students to draw the corresponding number of dots next to each number. ○ Provide each student with 10 index cards ○ Tell students that now they will be representing the quantities 11-20 by writing numbers on ten different index cards, and drawing that number of dots to illustrate the number on each card. ○ Place students in groups. ○ Have students count quietly from one as they draw the objects; this may help them draw the correct amount. ○ On each card, have students count out ten objects, and then circle that group of ten. They will then count the remaining objects and again circle any groups of ten when possible. Allow their group members to check their work after their number cards are completed. ○ You may want to challenge students to try and make cards for the numbers 21-30. **Wrap Up:** ● Share aloud	**TE/SE pg. 170** **Student Homework Page** **TE/SE pg. 170** ● Index cards, crayons or colored pencils
Lesson 7 - Problem Solving Strategy: Draw a Diagram **Objective:** Draw a diagram to solve problems. **Review Homework:** Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: "How can I show numbers beyond 10?" ● Problem of the Day **Build:** ● Prepare	**Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 217A-217B**

• Learn the Strategy **Practice:** • Practice the Strategy **Apply:** • Apply the Strategy • Review the Strategy **Wrap Up:** • Complete formative assessment • Assign homework	• TE pg. 217B, two-color counters, number cards 10-20, drawing paper, crayons • TE/SE pg. 217 **TE/SE pg. 218** • Connecting cubes **TE/SE pg. 219-220** • Connecting cubes • Connecting cubes **TE pg. 221-222** • Turn to Your Partner TE pg. 222, paper • SE pg. 221-222
Learning Opportunities/Strategies: **Lesson 8 - Count to 50 by Ones** **Objective:** Students will count and recognize numerals to 50. **Review Homework:** Review homework problems as needed. **Launch:** • Remind students of the Essential Question: "How can I show numbers beyond 10?" • Developing Vocabulary • Problem of the Day **Build:** • Investigate the Math: Explore, Model, Extend **Practice:** • Math in My World • Guided Practice • Talk Math ○ Students turn and talk: "If we wanted to add another row to the number chart, how would we decide what the numbers in that row would be?" • Independent Practice **Apply:** • Brain Builders **Wrap Up:** • Complete formative assessment • Assign homework	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 225A-225B** • Review vocabulary - ten 10 **TE pg. 225B** **TE/SE pg. 225-226** • Two-color counters **TE/SE pg. 228** **TE pg. 229-230** • Observation TE pg. 230, number chart from 1-50 • SE pg. 229-230, purple/yellow/orange markers or crayons
Learning Opportunities/Strategies: **Lesson 9 - Count to 100 by Ones** **Objective:** Students will count to 100 by ones.	**Resources:** **Follow corresponding Lesson Presentation Slides.**

Review Homework: Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: "How can I show numbers beyond 10?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "How is the hundred chart the same as the number chart with numbers to 50? How is it different?" ● Independent Practice **Apply:** ● Brain Builders **Wrap Up:** ● Complete formative assessment ● Assign homework	**Student Homework Page** **TE pg. 231A-231B** ● Review vocabulary - ten 10, twenty 20 **TE pg. 231B** **TE/SE pg. 231-233** ● Crayons ● Crayons **TE/SE pg. 234** **TE pg. 235-236** ● Observation TE pg. 236, hundred chart ● SE pg. 235-236, blue/orange/yellow crayons or markers
Learning Opportunities/Strategies: **Lesson 10 - Count to 100 by Tens** **Objective:** Students will count by tens to 100. **Review Homework:** Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: "How can I show numbers beyond 10?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ○ Help students work through the problems. ● Talk Math ○ Students turn and talk: "Does it help you to use the handprints when counting by tens? If yes, how? If	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 237A-2371B** ● Review vocabulary - count **TE pg. 237B** ● Connecting cubes **TE/SE pg. 237-239** ● Crayons, hundred chart ● Hundred chart

no, what tool would help you when counting by tens?" ● Independent Practice ○ Have students complete exercises independently. Circulate and note struggling students. Use this information to build a guided math group.	● Hundred chart
Apply: ● Brain Builders	**TE/SE pg. 240** ● Hundred chart
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 241-242** ● Response Cards TE pg. 242, hundred chart, crayons ● SE pg. 241-242
Learning Opportunities/Strategies: **Chapter 3 Review and Reflect** **Objective:** Assess students' understanding of the vocabulary and key concepts in this chapter.	**Resources:**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Essential Question: ● Remind students of the Essential Question: "How can I show numbers beyond 10?"	
Review: ● Vocabulary Check ● Concept Check ● Brain Builders	**TE/SE pg. 245** **TE/SE pg. 246** **TE/SE pg. 247**
Reflect:	**TE/SE pg. 248**
Assign homework:	**Fluency Practice TE/SE pg. 243-244**

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Small Group ● Utilize gradual release model ● Modify problem set to "Above Level" ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path	Small Group ● Utilize gradual release model ● Modify problem set to "On Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to "Approaching Level"	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to "Approaching Level"

● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	● Utilize “Reteach” problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	● Utilize “Reteach” problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide foundational support ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● The multilingual eGlossary can support vocabulary Learning Station

			• My Learning Station student-led activity

Chapter 4: Compose and Decompose Numbers to 10

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Mathematics

- **K.OA.1 -** Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- **K.OA.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).
- **K.OA.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.

NJSLS for Mathematical Practice

- **1. -** Make sense of problems and persevere in solving them.
- **2. -** Reason abstractly and quantitatively.
- **3. -** Construct viable arguments and critique the reasoning of others.
- **4. -** Model with mathematics.
- **5. -** Use appropriate tools strategically.
- **6. -** Attend to precision.
- **7. -** Look for and make use of structure.
- **8. -** Look for and express regularity in repeated reasoning.

Central Idea / Enduring Understanding:

Students will…

- join an amount of objects in two groups to make a number.
- separate parts from a given amount.

Essential/Guiding Question:

- How can we show a number in other ways?

Content:

- Make 4 and 5
- Tape Apart 4 and 5
- Make 6 and 7
- Take Apart 6 and 7
- Problem Solving Strategy: Act It Out
- Make 8 and 9
- Take Apart 8 and 9
- Make 10
- Take Apart 10

Skills (Objectives):

- Show ways to compose or make 4 and 5 using concrete objects, pictures, and numbers.
- Show ways to decompose or take apart 4 and 5 using concrete objects, pictures, and numbers.
- Show ways to compose or make 6 and 7 using concrete objects, drawings, and numbers.
- Show ways to decompose or take apart 6 and 7 using concrete objects, pictures, and numbers.
- Act it out to solve problems.
- Show ways to compose or make 8 and 9 using concrete objects, drawings, and numbers.
- Show ways to decompose or take apart 8 and 9 using concrete objects, pictures, and numbers.
- Show ways to compare or make 10 using concrete objects, drawings, and numbers.
- Show ways to decompose or take apart 10 using concrete objects, pictures, and numbers.

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Interdisciplinary Connection(s):

NJSLS for Literacy

- **L.VL.K.2.** With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- **RI.MF.K.6.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **SL.PE.K.1 -** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
    - A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).
    - B. Continue a conversation through multiple exchanges.
- **SL.II.K.2**- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **SL.ES.K.3 -** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4. -** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.UM.K.5.** - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.AS.K.6.** - Speak audibly and express thoughts, feelings, and ideas clearly.

NJSLS for Science

- **K-2-ETS1-1 -** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2 -** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

NJSLS for Social Studies (Performance Expectations)

- **6.1.5.GeoHE.2**: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- **6.1.5.HistoryUP.7**: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.CivicsHR.4**: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

NJSLS for Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2.RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.
- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **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 (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.4:** Compare information that should be kept private to information that might be made public.
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2:** Create a document using a word processing application.
- **9.4.2.TL.5:** Describe the difference between real and virtual experiences.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

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Stage 2: Assessment Evidence

Diagnostic Assessment:
- Am I Ready?

Formative Assessments:
- Line Up
- Response Cards
- Think-Pair-Share
- Turn to Your Partner
- Observation
- Talk Math
- Independent Practice
- Check My Progress

Summative Assessment:
- My Review
- Reflect
- Chapter 4 - Assessment
- Chapter 4 - Performance Task

Benchmark Assessment:
- n/a

Stage 3: Learning Plan

Learning Opportunities/Strategies:	Resources:
Chapter Introduction **Objective:** Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.	
Chapter Introduction: ● Introduce the chapter by discussing the theme, "I'm Going to the City!" ● View online video to spark a discussion about how math is used in learning about the city. ● Introduce the Essential Question: "How can we show a number in other ways?"	**TE pg. 249** ● TE/SE pg. 249 ● Online Video ● TE/SE pg. 249
Am I Ready? ● Complete the "Am I Ready?" assessment to determine if students have the foundational skills they need in order to successfully learn the new skills and concepts presented in this chapter.	**TE/SE pg. 251**
My Math Words ● Review vocabulary words and complete "My Math Words" activity.	**TE/SE pg. 252** ● Review Vocabulary: four 4, five 5
My Vocabulary Cards ● Introduce vocabulary words and complete "My Vocabulary Cards" activity.	**TE/SE pg. 253-254** ● New Vocabulary: eight 8, five 5, four 4, nine 9, seven 7, six 6
My Foldable ● This foldable reinforces the concept of making numbers (compose numbers). Complete the "My Foldable" activities.	**TE/SE pg. 255-256**
Wrap Up ● Math at Home: Family Letter - Student signs it and presents it to parents/guardians.	**Online** ● Must print letter

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Learning Opportunities/Strategies:	Resources:
Lesson 1: Make 4 and 5 **Objective:** Students will show ways to compose or make 4 and 5 using concrete objects, drawings, and numbers. **Launch:** ● Remind students of the Essential Question: "How can we show a number in other ways?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "How would you check to know if three red counters and two yellow counters is one way to make five? Explain to a classmate." ● Independent Practice **Apply:** ● Brain Builders **Wrap Up:** ● Complete formative assessment ● Assign homework	**Follow corresponding Lesson Presentation Slides.** **TE pg. 257A-257B** ● New Vocabulary - four, five **TE pg. 257B** **TE/SE pg. 257-259** ● Red and yellow counting bears, red and yellow crayons ● Red and yellow crayons ● Red and yellow crayons **TE/SE pg. 260** ● Blue and yellow crayons **TE pg. 261-262** ● Response Cards TE pg. 262, two-color counters, dry erase markers, write-on/wipe-off boards ● SE pg. 261-262
Learning Opportunities/Strategies: **Lesson 2 - Take Apart 4 and 5** **Objective:** Show ways to decompose or take apart 4 and 5 using concrete objects, pictures, and numbers. **Review Homework:** Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: "How can we show a number in other ways?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 263A-263B** ● Review Vocabulary - five, four **TE pg. 263B** **TE/SE pg. 263-265** ● Purple counting bears

● Talk Math ○ Students turn and talk: "When we take apart 5 showing a group of 2 and a group of 3, do we still have 5 crayons? Explain your answer." ● Independent Practice	
Apply: ● Brain Builders	**TE/SE pg. 266**
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 267-268** ● Response Cards TE pg. 268, index cards, pencils, cube trains of 4 green cubes, cube trains of 5 green cubes ● SE pg. 267-268
Learning Opportunities/Strategies: **Lesson 3 - Make 6 and 7** **Objective:** Show ways to compose or make 6 and 7 using concrete objects, drawings, and numbers.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can we show a number in other ways?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 269A-269B** ● Review vocabulary - seven, six
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 269B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "Make six using numbers one to five. Can you use other numbers to make 6?" ● Independent Practice	**TE/SE pg. 269-271** ● Red and yellow counters, red and yellow crayons ● Red and blue crayons ● Red and blue crayons
Apply: ● Brain Builders	**TE/SE pg. 272** ● Purple and green crayons
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 273-274** ● Observation TE pg. 274, two-color counters, pencils, paper ● SE pg. 273-274
Learning Opportunities/Strategies: **Lesson 4 - Take Apart 6 and 7**	**Resources:** **Follow corresponding Lesson Presentation Slides.**

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Objective: Show ways to decompose or take apart 6 and 7 using concrete objects, pictures, and numbers.	
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can we show a number in other ways?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 275A-275B** ● Review Vocabulary - seven, six ● Connecting cubes
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 275B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "Is the answer we chose for Exercise 5 reasonable (does it make sense)? Explain." ● Independent Practice	**TE/SE pg. 275-277** ● Yellow counters
Apply: ● Brain Builders	**TE/SE pg. 278**
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 279-280** ● Observation TE pg. 280, string, attribute buttons, paper, pencils ● SE pg. 279-280
Learning Opportunities/Strategies: **Lesson 5 - Problem Solving Strategy: Act It Out**	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Objective: Act it out to solve problems.	
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can we show a number in other ways?" ● Problem of the Day	**TE pg. 281A-281B**
Build: ● Prepare ● Learn the Strategy	● TE pg. 281B, purple and yellow connecting cubes, purple and yellow writing instruments, paper, pencils ● TE/SE pg. 281
Practice: ● Practice the Strategy	**TE/SE pg. 282** ● Connecting cubes

Apply: ● Apply the Strategy ● Review the Strategy	**TE/SE pg. 283-284** ● Attribute blocks
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 285-286** ● Response Cards TE pg. 286, two-color counters, index cards, pencils ● SE pg. 285-286
Learning Opportunities/Strategies: **Lesson 6 - Make 8 and 9**	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Objective: Show ways to compose or make 8 and 9 using concrete objects, drawings, and numbers.	
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can we show a number in other ways?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 289A-289B** ● Review Vocabulary - eight, nine
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 289B** ● Connecting cubes
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "Are there more ways to make eight or more ways to make four? Explain." ● Independent Practice	**TE/SE pg. 289-291** ● Red and yellow color tiles ● Purple and green crayons ● Purple and green crayons
Apply: ● Brain Builders	**TE/SE pg. 292**
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 293-294** ● Observation TE pg. 294 ● SE pg. 293-294
Learning Opportunities/Strategies: **Lesson 7 - Take Apart 8 and 9**	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Objective: Show ways to decompose or take apart 8 and 9 using concrete objects, pictures, and numbers.	
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can we show a number in other ways?"	**TE pg. 295A-295B**

● Developing Vocabulary ● Problem of the Day	● Review vocabulary - eight, nine
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 295B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "Could a ten-frame and color tiles be helpful tools to show how to take apart nine?" ● Independent Practice	**TE/SE pg. 295-297** ● Red color tiles
Apply: ● Brain Builders	**TE/SE pg. 298**
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 299-300** ● Observation TE pg. 300, cube trains of eight purple cubes, cube trains of nine purple cubes, pencils, paper ● SE pg. 299-300
Learning Opportunities/Strategies: **Lesson 8 - Make 10** **Objective:** Show ways to compose or make 10 using concrete objects, drawings, and numbers.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can we show a number in other ways?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 301A-301B** ● Review vocabulary - ten
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 301B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "Is five and six another way to make 10? Explain." ● Independent Practice	**TE/SE pg. 301-302** ● Red and yellow counters ● Green and blue crayons ● Orange and purple crayons
Apply: ● Brain Builders	**TE/SE pg. 304** ● Red and yellow crayons
Wrap Up:	

● Complete formative assessment ● Assign homework	**TE pg. 305-306** ● Response Cards TE pg. 306, red and yellow counters, pencils, index cards ● SE pg. 305-306, orange and yellow crayons
Learning Opportunities/Strategies: **Chapter 4 Project (use after lesson 8) - Our "Ways to Make Numbers" Chart** **Essential Question:** Remind students of the Essential Question: "How can we show a number in other ways?" **Objective:** Organize 4 different ways to make a number by filling in a diagram. **Review Homework:** Review homework problems as needed. **Students per Group:** 2 **Project:** ● Students organize 4 different ways to make a number by filling in a diagram. ○ Group students in pairs and have them select a number between 5-10. Tell students to not select the same number as their partner. Have pairs discuss all the ways to make that number. ○ Have students write the number on the blank line on their student page. Have students show 4 of the ways to make their number in the boxes at the bottom of the student page. Tell students to make sure they show a different way in each box. ○ Have students illustrate the numbers by drawing groups of objects. Instruct students to color in the different groups that make their number using two different colored crayons. ○ Display posters in the classroom as a reference. **Wrap Up:** ● Share aloud	**Resources:** **TE/SE pg. 250** **Student Homework Page** **TE/SE pg. 250** ● Large paper/poster board, crayons, pencils.
Learning Opportunities/Strategies: **Lesson 9 - Take Apart 10** **Objective:** Show ways to decompose or take apart 10 using concrete objects, pictures, and numbers. **Review Homework:** Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: "How can we show a number in other ways?" ● Developing Vocabulary ● Problem of the Day	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 307A-307B** ● Review vocabulary - ten

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Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 307B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "How can taking apart 10 be the same as taking apart five? Explain." ● Independent Practice	**TE/SE pg. 307-309** ● Red counters
Apply: ● Brain Builders	**TE/SE pg. 310** ● Counting bears
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 311-312** ● Observation TE pg. 312, cube trains of 10 red connecting cubes, paper, pencils ● SE pg. 311-312
Learning Opportunities/Strategies: **Chapter 4 Review and Reflect** **Objective:** Assess students' understanding of the vocabulary and key concepts in this chapter. **Review Homework:** Review homework problems as needed. **Essential Question** ● Remind students of the Essential Question: "How can we show a number in other ways?"	**Resources:** **Student Homework Page**
Review ● Vocabulary Check ● Concept Check ● Brain Builders	**TE/SE pg. 313** **TE/SE pg. 314** **TE/SE pg. 315**
Reflect	**TE/SE pg. 316**
Assign homework	**n/a**

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Small Group ● Utilize gradual release model ● Modify problem set to "Above Level" ● Focus on critical thinking questions at the end of the lesson.	Small Group ● Utilize gradual release model ● Modify problem set to "On Level"	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model

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Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	● Modify problem set to "Approaching Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	● Modify problem set to "Approaching Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide foundational support ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● The multilingual eGlossary can

			support vocabulary Learning Station ● My Learning Station student-led activity

Chapter 5: Addition

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Mathematics

- **K.OA.1 -** Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- **K.OA.2 -** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- **K.OA.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.

NJSLS for Mathematical Practice

- **1. -** Make sense of problems and persevere in solving them.
- **2. -** Reason abstractly and quantitatively.
- **3. -** Construct viable arguments and critique the reasoning of others.
- **4. -** Model with mathematics.
- **5. -** Use appropriate tools strategically.
- **6. -** Attend to precision.
- **7. -** Look for and make use of structure.
- **8. -** Look for and express regularity in repeated reasoning.

Central Idea / Enduring Understanding:

Students will…

- join groups to add.
- join groups using symbols.
- make 10 from numbers 1-9.

Essential/Guiding Question:

- How can I use objects to add?

Content:

- Addition Stories
- Use Objects to Add
- Use the + Symbol
- Use the = Symbol
- How Many in All?
- Problem Solving Strategy: Write a Number Sentence
- Add to Make 10

Skills (Objectives):

- Model addition by putting groups together or adding to groups.
- Use concrete objects to represent and solve addition problems.
- Use the plus symbol (+) to show addition.
- Use the equals symbol (=) in addition sentence.
- Use concrete objects to show how many in all.
- Write a number sentence to solve addition problems.
- Solve addition problems with numbers one to nine that when added together make 10.

Interdisciplinary Connection(s):

NJSLS for Literacy

- **L.VL.K.2.** With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- **RI.MF.K.6.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **SL.PE.K.1 -** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
    - A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).
    - B. Continue a conversation through multiple exchanges.
- **SL.II.K.2**- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **SL.ES.K.3 -** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4. -** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.UM.K.5.** - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.AS.K.6.** - Speak audibly and express thoughts, feelings, and ideas clearly.

NJSLS for Science

- **K-2-ETS1-1 -** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2 -** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

NJSLS for Social Studies (Performance Expectations)

- **6.1.5.GeoHE.2**: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- **6.1.5.HistoryUP.7**: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.CivicsHR.4**: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

NJSLS for Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2.RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.
- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **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 (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.4:** Compare information that should be kept private to information that might be made public.
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2:** Create a document using a word processing application.
- **9.4.2.TL.5:** Describe the difference between real and virtual experiences.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

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Stage 2: Assessment Evidence

Diagnostic Assessment:
- Am I Ready?

Formative Assessments:
- Line Up
- Observation
- Response Cards
- Think-Pair-Share
- Turn to Your Partner
- Talk Math
- Independent Practice
- Check My Progress

Summative Assessment:
- My Review
- Reflect
- Chapter 5 Assessment
- Chapter 5 Performance Task

Benchmark Assessment:
- Benchmark Test #2 (after completing chapter 5).

Stage 3: Learning Plan

Learning Opportunities/Strategies:	Resources:
Chapter Introduction **Objective:** Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.	
Chapter Introduction: ● Introduce the chapter by discussing the theme, "We Have Lots to Celebrate!" ● View online video to spark a discussion about how math is used in planning a celebration. ● Introduce the Essential Question: "How Can I Use Objects to Add?"	**TE pg. 317** ● TE/SE pg. 317 ● Online Video ● TE/SE pg. 317
Am I Ready? ● Complete the "Am I Ready?" assessment to determine if students have the foundational skills they need in order to successfully learn the new skills and concepts presented in this chapter.	**TE/SE pg. 319**
My Math Words ● Review vocabulary words and complete "My Math Words" activity.	**TE/SE pg. 320** ● Review Vocabulary: ten (10)
My Vocabulary Cards ● Introduce vocabulary words and complete "My Vocabulary Cards" activity.	**TE/SE pg. 321-322** ● New Vocabulary: add, equals sign =, in all, join, plus sin +
My Foldable ● This foldable reinforces the concept of adding numbers. Complete the "My Foldable" activities.	**TE/SE pg. 323-324**
Wrap Up ● Math at Home: Family Letter - Student signs it and presents it to parents/guardians.	**Online** ● Must print letter

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Learning Opportunities/Strategies:	Resources:
Lesson 1: Addition Stories **Objective:** Model addition by putting groups together or adding to groups. **Launch:** ● Remind students of the Essential Question: "How can I use objects to add?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "How can we show joining?" ● Independent Practice **Apply:** ● Brain Builders **Wrap Up:** ● Complete formative assessment ● Assign homework	**Follow corresponding Lesson Presentation Slides.** **TE pg. 325A-325B** ● New Vocabulary: in all, join **TE pg. 325B** **TE/SE pg. 325-327** ● Yellow counters ● Counters ● Counters **TE/SE pg. 328** **TE pg. 329-330** ● Observation TE pg. 330, two-color counters ● SE pg. 329-330, pennies
Learning Opportunities/Strategies:	**Resources:**
Lesson 2 - Use Objects to Add **Objective:** Use concrete objects to represent and solve addition problems. **Review Homework:** Teacher reviews 1-2 problems as needed. **Launch:** ● Remind students of the Essential Question: "How can I use objects to add?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math	**Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 331A-331B** ● New Vocabulary - add **TE pg. 331B** **TE/SE pg. 331-333** ● Red counters ● Counters

○ Students turn and talk: "What do you notice about the number that tells how many in all, compared to the numbers used in the problem (addition story)?" ● Independent Practice **Apply:** ● Brain Builders **Wrap Up:** ● Complete formative assessment ● Assign homework	● Counters **TE/SE pg. 334** **TE pg. 335-336** ● Observation TE pg. 336, green connecting cubes, blue paper with the number 1 written on the left side of the paper and the number 6 written in the center of the paper, pencils ● SE pg. 335-336
Learning Opportunities/Strategies: **Lesson 3 - Use the + Symbol** **Objective:** Use the plus symbol (+) to show addition. **Review Homework:** Teacher reviews 1-2 problems as needed. **Launch:** ● Remind students of the Essential Question: "How can I use objects to add?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "How is Exercise 2 the same as Exercise 3? How is it different?" ● Independent Practice **Apply:** ● Brain Builders **Wrap Up:** ● Complete formative assessment ● Assign homework	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 339A-339B** ● New Vocabulary: plus sign + ● Color tiles **TE pg. 339B** **TE/SE pg. 339-341** ● Red counters **TE/SE pg. 342** **TE pg. 343-344** ● Response Cards TE pg. 344, small classroom items, pencils, papers showing the following: _____+_____ is _____. ● SE pg. 343-344
Learning Opportunities/Strategies: **Lesson 4 - Use the = Symbol** **Objective:** Use the equals symbol (=) in addition sentences.	**Resources:** **Follow corresponding Lesson Presentation Slides.**

Review Homework: Teacher reviews 1-2 problems as needed. **Launch:** ● Remind students of the Essential Question: "How can I use objects to add?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "Is it helpful to use symbols in problems? Explain." ● Independent Practice **Apply:** ● Brain Builders **Wrap Up:** ● Complete formative assessment ● Assign homework	**Student Homework Page** **TE pg. 345A-345B** ● New Vocabulary: equals sign = **TE pg. 345B** ● Counters **TE/SE pg. 345-347** ● Two-color counters **TE/SE pg. 348** **TE pg. 349-350** ● Response Cards TE pg. 350, color tiles, paper, pencils ● SE pg. 349-350
Learning Opportunities/Strategies: **Lesson 5 - How Many in All?** **Objective:** Use concrete objects to show how many in all. **Review Homework:** Teacher reviews 1-2 problems as needed. **Launch:** ● Remind students of the Essential Question: "How can I use objects to add?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● **Climate Change Extension** ○ After completing the addition sentence, students also count the trees on the page and discuss why trees might be important in reducing the warming effect of the sun.	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 351A-351B** ● Review Vocabulary: equals sign =, plus sign + ● Counters **TE pg. 351B** **TE/SE pg. 351-353** ● Red counters ● Counters

● Talk Math ○ Students turn and talk: "Tell a friend what you did to find how many in all." ● Independent Practice	● Counters
Apply: ● Brain Builders	**TE/SE pg. 354** ● Color tiles
Wrap Up: ● Complete formative assessment	**TE pg. 355-356** ● Response Cards TE pg. 356, two-color counters, dot card with seven dots, dot card with two dots, write-on/wipe-off boards, dry erase markers.
● Assign homework	● SE pg. 355-356
Learning Opportunities/Strategies: **Lesson 6 - Problem Solving Strategy: Write a Number Sentence**	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Objective: Write a number sentence to solve addition problems.	
Review Homework: Teacher reviews 1-2 problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can I use objects to add?" ● Problem of the Day	**TE pg. 357A-357B**
Build: ● Prepare ● Learn the Strategy	● TE pg. 357B, connecting cubes ● TE/SE pg. 357, counters
Practice: ● Practice the Strategy	**TE/SE pg. 358** ● Counters
Apply: ● Apply the Strategy ● Review the Strategy	**TE/SE pg. 359-360** ● Counters ● Counters
Wrap Up: ● Complete formative assessment	**TE pg. 361-362** ● Observation TE pg. 362, attribute blocks, provide a blank number sentence written on a paper for each student.
● Assign homework	● SE pg. 361-362
Learning Opportunities/Strategies: **Lesson 7 - Add to Make 10**	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Objective: Solve addition problems with numbers one to nine that when added together make 10.	
Review Homework: Teacher reviews 1-2 problems as needed.	**Student Homework Page**

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Launch: ● Remind students of the Essential Question: "How can I use objects to add?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 363A-363B** ● Review Vocabulary: add, plus sign (+), equals sign (=), ten
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 363B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "If we do not count the number of objects in each group correctly, will the numbers we add make 10? Explain." ● Independent Practice	**TE/SE pg. 363-365** ● Two-color counters
Apply: ● Brain Builders	**TE/SE pg. 366** ● Counters
Wrap Up: ● Complete formative assessment	**TE pg. 367-368** ● Response Cards TE pg. 368, counters, pencils, paper. On the board write: ____ + ____ = 10. Above the first write-on-line show seven stars. Above the second write-on-line show three stars.
● Assign homework	● SE pg. 367-368
Learning Opportunities/Strategies: **Chapter 5 Project (use after lesson 7) - Collections Poster**	**Resources:** **TE/SE pg. 318**
Essential Question: Remind students of the Essential Question: "How can I use objects to add?"	
Objective: Make a collections poster showing the different ways to make 10.	
Review Homework: Teacher reviews 1-2 problems as needed.	**Student Homework Page**
Students per Group: 2-3	
Project: ● Students will make a collections poster showing the different ways to make 10. ○ Have students draw different collections of objects on their own student page. Allow students to work together as a group to help each other complete this page.	**TE/SE pg. 318** ● pencils, crayons

○ Tell students that each collection should be drawn as two groups that, when combined, make 10. ○ Tell students that under each group of objects drawn, students should write the corresponding number of objects. Have students also trace the symbols. **Wrap Up:** ● Have groups share one of their collections with the class.	
Learning Opportunities/Strategies: **Chapter 5 Review and Reflect** **Objective:** Assess students' understanding of the vocabulary and key concepts in this chapter. **Review Homework:** n/a **Essential Question:** ● Remind students of the Essential Question: "How can I use objects to add?" **Review:** ● Vocabulary Check ● Concept Check ● Brain Builders **Reflect:** **Assign homework:**	**Resources:** **n/a** **TE/SE pg. 371** **TE/SE pg. 372** **TE/SE pg. 373** **TE/SE pg. 374** **Fluency Practice TE/SE pg. 369-370**

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Small Group ● Utilize gradual release model ● Modify problem set to "Above Level" ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample	Small Group ● Utilize gradual release model ● Modify problem set to "On Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. Technology	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to "Approaching Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to "Approaching Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions

● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide foundational support ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● The multilingual eGlossary can support vocabulary Learning Station ● My Learning Station student-led activity

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Kindergarten Mathematics

Chapter 6: Subtraction

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Mathematics

- **K.OA.1 -** Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- **K.OA.2 -** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- **K.OA.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).

NJSLS for Mathematical Practice

- **1. -** Make sense of problems and persevere in solving them.
- **2. -** Reason abstractly and quantitatively.
- **3. -** Construct viable arguments and critique the reasoning of others.
- **4. -** Model with mathematics.
- **5. -** Use appropriate tools strategically.
- **6. -** Attend to precision.
- **7. -** Look for and make use of structure.
- **8. -** Look for and express regularity in repeated reasoning.

Central Idea / Enduring Understanding:

Students will…

- take apart from a group to subtract.
- fluently subtract within 5.
- take from a group using symbols.
- take the numbers 1-9 away from 10.

Essential/Guiding Question:

- How can I use objects to subtract?

Content:

- Subtraction Stories
- Use Objects to Subtract
- Use the - Symbol
- Use the = Symbol
- How Many are Left?
- Problem Solving Strategy: Write a Number Sentence
- Subtract to Take Apart 10

Skills (Objectives):

- Model subtraction as taking away from or separating groups of objects.
- Use concrete objects to solve subtraction problems.
- Use the minus symbol (-) to show subtraction.
- Use the (=) symbol in subtraction sentences.
- Use concrete objects to show how many are left.
- Write a number sentence to solve subtraction problems.
- Take apart 10 by subtracting.

Interdisciplinary Connection(s):

NJSLS for Literacy

- **L.VL.K.2.** With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- **RI.MF.K.6.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **SL.PE.K.1 -** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

  - A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).
  - B. Continue a conversation through multiple exchanges.
- **SL.II.K.2-** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **SL.ES.K.3 -** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4. -** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.UM.K.5.** - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.AS.K.6.** - Speak audibly and express thoughts, feelings, and ideas clearly.

NJSLS for Science

- **K-2-ETS1-1 -** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2 -** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

NJSLS for Social Studies (Performance Expectations)

- **6.1.5.GeoHE.2**: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- **6.1.5.HistoryUP.7**: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.CivicsHR.4**: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

NJSLS for Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2.RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.
- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **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 (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.4:** Compare information that should be kept private to information that might be made public.
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2:** Create a document using a word processing application.
- **9.4.2.TL.5:** Describe the difference between real and virtual experiences.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Stage 2: Assessment Evidence

Diagnostic Assessment:

- Am I Ready?

Formative Assessments:

- Line Up
- Observation
- Response Cards
- Think-Pair-Share

Summative Assessment:

- My Review
- Reflect
- Chapter 6 Assessment
- Chapter 6 Performance Task

Benchmark Assessment:

- n/a

• Turn to Your Partner • Talk Math • Independent Practice • Check My Progress	

Stage 3: Learning Plan

Learning Opportunities/Strategies:	Resources:
Chapter Introduction **Objective:** Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.	
Chapter Introduction: • Introduce the chapter by discussing the theme, "Let's Get Fit!" • View online video to spark a discussion about how math is used in learning about being fit • Introduce the Essential Question: "How can I use objects to subtract?"	**TE pg. 375** • TE/SE pg. 375 • Online Video • TE/SE pg. 375
Am I Ready? • Complete the "Am I Ready?" assessment to determine if students have the foundational skills they need in order to successfully learn the new skills and concepts presented in this chapter.	**TE/SE pg. 377**
My Math Words • Review vocabulary words and complete "My Math Words" activity.	**TE/SE pg. 378** • Review Vocabulary: plus symbol (+), equals symbol (=)
My Vocabulary Cards • Introduce vocabulary words and complete "My Vocabulary Cards" activity.	**TE/SE pg. 379-380** • New Vocabulary: are left, minus sign (-), subtract, take away
My Foldable • This foldable reinforces the concept of subtracting numbers. Complete the "My Foldable" activities.	**TE/SE pg. 381-382**
Wrap Up • Math at Home: Family Letter - Student signs it and presents it to parents/guardians.	**Online** • Must print letter
Learning Opportunities/Strategies: **Lesson 1: Subtraction Stories** **Objective:** Model addition by putting groups together or adding to groups.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Launch: • Remind students of the Essential Question: "How can I use objects to subtract?" • Developing Vocabulary • Problem of the Day	**TE pg. 383A-383B** • New Vocabulary: are left, take away

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Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 383B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "Tell a story about a time when you had to subtract, or take away, something." ● Independent Practice	**TE/SE pg. 383-385** ● Two-color counters ● Counters ● Counters ● Counters
Apply: ● Brain Builders	**TE/SE pg. 386** ● Counters
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 387-388** ● Observation TE pg. 388, counting bears (or counters) ● SE pg. 387-388
Learning Opportunities/Strategies: **Chapter 6 Project (use after lesson 1) - Illustrate Subtraction Number Stories** **Essential Question:** Remind students of the Essential Question: "How can I use objects to subtract?" **Objective:** Create subtraction stories involving subtraction using various types of media and props.	**Resources:** **TE/SE pg. 376**
Review Homework: Teacher reviews 1-2 problems as needed.	**Student Homework Page**
Students per Group: 1-2	
Project: ● Students create subtraction stories involving subtraction using various types of media and props. ○ Have students create a cover for their subtraction number story/book on their student page. ○ Throughout the chapter, have students write separating stories using numbers, words, drawings, pictures from magazines, manipulatives, and food items. ○ Have students use drawings, magazine clippings, or small food items (cereal, noodles, fish crackers), and manipulatives that can be glued on construction paper to illustrate the separating story (taking away) and the number of items that are left.	**TE/SE pg. 376** ● crayons, construction paper, magazines, glue, scissors, food items
Wrap Up: ● Ask groups to share their storybooks with the class.	

Learning Opportunities/Strategies:	Resources:
Lesson 2 - Use Objects to Subtract	**Follow corresponding Lesson Presentation Slides.**
Objective: Use concrete objects to solve subtraction problems.	
Review Homework: Teacher reviews 1-2 problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can I use objects to subtract?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 389A-389B** ● New Vocabulary: subtract
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 389B**
Practice: ● Math in My World ● Guided Practice ● **Climate Change Extension** ○ Have students look at the penguins and their habitat in question 1- discuss what would happen if the Earth became too warm. ● Talk Math ○ Students turn and talk: "How are objects such as counters helpful tools in solving a subtraction problem?" ● Independent Practice	**TE/SE pg. 389-391** ● Counters ● Counters ● Counters
Apply: ● Brain Builders	**TE/SE pg. 392**
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 393-394** ● Observation TE pg. 394, two-color counters, sheets of brown paper, pencils ● SE pg. 393-394
Learning Opportunities/Strategies: **Lesson 3 - Use the + Symbol**	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Objective: Use the minus symbol (-) to show subtraction.	
Review Homework: Teacher reviews 1-2 problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can I use objects to subtract?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 397A-397B** ● New Vocabulary: minus sign - ● Color tiles
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 397B**

Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "What is the same about all the problems on the page?" ● Independent Practice	**TE/SE pg. 397-399** ● Two-color counters
Apply: ● Brain Builders	**TE/SE pg. 400** ● Counters
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 401-402** ● Response Cards TE pg. 402, small classroom objects, pencils, papers showing the number sentence structure: _____-_____ is _____. ● SE pg. 401-402
Learning Opportunities/Strategies: **Lesson 4 - Use the = Symbol** **Objective:** Use the equals symbol (=) in addition sentences.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Teacher reviews 1-2 problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can I use objects to subtract?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 403A-403B** ● New Vocabulary: equals sign =
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 403B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "What symbol is in both an addition and a subtraction number sentence?" ● Independent Practice	**TE/SE pg. 403-405** ● Counters
Apply: ● Brain Builders	**TE/SE pg. 406**
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 407-408** ● Response Cards TE pg. 408, color tiles, paper, pencils ● SE pg. 407-408
Learning Opportunities/Strategies: **Lesson 5 - How Many are Left?** **Objective:** Use concrete objects to show how many are left.	**Resources:** **Follow corresponding Lesson Presentation Slides.**

Review Homework: Teacher reviews 1-2 problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can I use objects to subtract?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 409A-409B** ● Review Vocabulary: equals sign =, minus sign ● Counters
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 409B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "Explain to a friend how you found your answer to Exercise 2." ● Independent Practice	**TE/SE pg. 409-411** ● Two-color counters
Apply: ● Brain Builders	**TE/SE pg. 412** ● Counters
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 413-414** ● Response Cards TE pg. 356, two-color counters, nine-dot card, two-dot card, write-on/wipe-off boards, dry erase markers ● SE pg. 413-414
Learning Opportunities/Strategies: **Lesson 6 - Problem Solving Strategy: Write a Number Sentence** **Objective:** Write a number sentence to solve subtraction problems.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Teacher reviews 1-2 problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can I use objects to subtract?" ● Problem of the Day	**TE pg. 415A-415B** ● Cubes
Build: ● Prepare ● Learn the Strategy	● TE pg. 415B, pencils, paper, counting bears (or counters) ● TE/SE pg. 415, counters
Practice: ● Practice the Strategy	**TE/SE pg. 416** ● Counters
Apply: ● Apply the Strategy ● Review the Strategy	**TE/SE pg. 417-418** ● Counters ● Counters

Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 419-420** ● Observation TE pg. 420, color tiles, paper, pencils. ● SE pg. 361-362
Learning Opportunities/Strategies: **Lesson 7 - Subtract to Take Apart 10** **Objective:** Take apart 10 by subtracting. **Review Homework:** Teacher reviews 1-2 problems as needed.	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can I use objects to subtract?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 421A-421B** ● Review Vocabulary: equals sign =, minus sign -, subtract, ten
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 421B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "When we take some counters away from 10 in a ten-frame, is the ten-frame still filled? Explain." ● Independent Practice	**TE/SE pg. 421-423** ● Two-color counters ● Counters ● Ten-frame, counters ● Counters
Apply: ● Brain Builders	**TE/SE pg. 424** ● Counters
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 425-426** ● Response Cards TE pg. 426, connecting cubes, paper, pencils. ● SE pg. 425-426
Learning Opportunities/Strategies: **Chapter 6 Review and Reflect** **Objective:** Assess students' understanding of the vocabulary and key concepts in this chapter. **Review Homework:** Teacher reviews 1-2 problems as needed.	**Resources:** **Student Homework Page**
Essential Question: ● Remind students of the Essential Question: "How can I use objects to subtract?"	

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Review: ● Vocabulary Check ● Concept Check ● Brain Builders **Reflect:** **Assign homework:**	 **TE/SE pg. 429** **TE/SE pg. 430, counters** **TE/SE pg. 431, counters** **TE/SE pg. 432** **Fluency Practice TE/SE pg. 427-428**

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Small Group ● Utilize gradual release model ● Modify problem set to "Above Level" ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	Small Group ● Utilize gradual release model ● Modify problem set to "On Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to "Approaching Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to "Approaching Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor

	demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide foundational support ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● The multilingual eGlossary can support vocabulary Learning Station ● My Learning Station student-led activity

Chapter 7: Compose and Decompose Numbers 11-19

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Mathematics

- **K.NBT.1 -** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

NJSLS for Mathematical Practice

- **1. -** Make sense of problems and persevere in solving them.
- **2. -** Reason abstractly and quantitatively.
- **3. -** Construct viable arguments and critique the reasoning of others.
- **4. -** Model with mathematics.
- **5. -** Use appropriate tools strategically.
- **6. -** Attend to precision.
- **7. -** Look for and make use of structure.
- **8. -** Look for and express regularity in repeated reasoning.

Central Idea / Enduring Understanding:	Essential/Guiding Question:
Students will… ● compose numbers 11 to 19. ● decompose numbers 11 to 19.	● How do we show numbers 11 to 19 in another way?

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Content:	**Skills (Objectives):**
• Make Numbers 11 o 15 • Take Apart Numbers 11 to 15 • Problem Solving Strategy: Make a Table • Make Numbers 16 to 19 • Take Apart Numbers 16 to 19	• Compose numbers 11 to 15 using concrete objects and drawings to show a group of 10 and some more. • Decompose numbers 11 to 15 using concrete objects and drawings to show a group of 10 and some more. • Make a table to solve problems. • Compose numbers 16 to 19 using concrete objects and drawings to show a group of 10 and some more. • Decompose numbers 16 to 19 using concrete objects and drawings to show a group of 10 and some more.

Interdisciplinary Connection(s):

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- **L.VL.K.2.** With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- **RI.MF.K.6.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
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    - A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).
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- **SL.UM.K.5.** - Add drawings or other visual displays to descriptions as desired to provide additional detail.
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NJSLS for Science

- **K-2-ETS1-1 -** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2 -** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

NJSLS for Social Studies (Performance Expectations)

- **6.1.5.GeoHE.2**: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- **6.1.5.HistoryUP.7**: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
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NJSLS for Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.

- **9.1.2.RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.
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- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool.
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Stage 2: Assessment Evidence

Diagnostic Assessment:
- Am I Ready?

Formative Assessments:
- Line Up
- Observation
- Response Cards
- Talk Math
- Independent Practice
- Check My Progress

Summative Assessment:
- My Review
- Reflect
- Chapter 7 Assessment
- Chapter 7 Performance Task

Benchmark Assessment:
- n/a

Stage 3: Learning Plan

Learning Opportunities/Strategies:	Resources:
Chapter Introduction **Objective:** Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.	
Chapter Introduction: ● Introduce the chapter by discussing the theme, “Look at Our Changing Seasons!” ● View online video to spark a discussion about how math is used in learning about the seasons. ● Introduce the Essential Question: “How do we show numbers 11 to 19 in another way?”	**TE pg. 433** ● TE/SE pg. 433 ● Online Video ● TE/SE pg. 433
Am I Ready? ● Complete the “Am I Ready?” assessment to determine if students have the foundational skills they need in order to successfully learn the new skills and concepts presented in this chapter.	**TE/SE pg. 435**
My Math Words ● Review vocabulary words and complete “My Math Words” activity.	**TE/SE pg. 436** ● Review Vocabulary: sixteen 16, thirteen 13
My Vocabulary Cards	

• Introduce vocabulary words and complete "My Vocabulary Cards" activity.	**TE/SE pg. 437-440** • New Vocabulary: eighteen 18, eleven 11, fifteen 15, fourteen 14, nineteen 19, seventeen 17
My Foldable • This foldable reinforces the concept of subtracting numbers. Complete the "My Foldable" activities.	**TE/SE pg. 441-442**
Wrap Up • Math at Home: Family Letter - Student signs it and presents it to parents/guardians.	**Online** • Must print letter
Learning Opportunities/Strategies: **Lesson 1: Make Numbers 11 to 15**	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Objective: Compose numbers 11 to 15 using concrete objects and drawings to show a group of 10 and some more.	
Launch: • Remind students of the Essential Question: "How do we show numbers 11 to 19 in another way?" • Developing Vocabulary • Problem of the Day	**TE pg. 443A-443B** • Review Vocabulary: eleven, fourteen, twelve, fifteen, thirteen
Build: • Investigate the Math: Explore, Model, Extend	**TE pg. 443B**
Practice: • Math in My World • Guided Practice • Talk Math ○ Students turn and talk: "Is 10 and three more another way to make 15? Explain and have a classmate tell if your answer makes sense." • Independent Practice	**TE/SE pg. 443-445** • Two-color counters • Work Mat 4, red counters, crayons • Work Mat 4, red counters, crayons
Apply: • Brain Builders	**TE/SE pg. 446** • Counters
Wrap Up: • Complete formative assessment • Assign homework	**TE pg. 447-448** • Observation TE pg. 448, two-color counters, Work Mat 4: Ten-Frames, pencils, paper • SE pg. 447-448
Learning Opportunities/Strategies: **Lesson 2 - Take Apart Numbers 11 to 15**	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Objective: Decompose numbers 11 to 15 using concrete objects and drawings to show a group of 10 and some more.	
Review Homework: Teacher reviews 1-2 problems as needed.	**Student Homework Page**

Launch: ● Remind students of the Essential Question: "How do we show numbers 11 to 19 in another way?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 449A-449B** ● Review Vocabulary: ten
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 449B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "When we take apart the number 14 do we make a new number? Explain." ● Independent Practice	**TE/SE pg. 449-451** ● Red counters ● Work Mat 4, red counters ● Work Mat 4, red counters
Apply: ● Brain Builders	**TE/SE pg. 452**
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 453-454** ● Observation TE pg. 454, couners, Work Mat 4: Ten-Frames, paper, pencils ● SE pg. 453-454
Learning Opportunities/Strategies: **Lesson 3 - Problem Solving Strategy: Make a Table** **Objective:** Make a table to solve problems.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Teacher reviews 1-2 problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do we show numbers 11 to 19 in another way?" ● Problem of the Day	**TE pg. 455A-455B**
Build: ● Prepare ● Learn the Strategy	 ● TE pg. 455B, purple and yellow connecting cubes, chart paper or board ● TE/SE pg. 455
Practice: ● Practice the Strategy	**TE/SE pg. 456**
Apply: ● Apply the Strategy ● Review the Strategy	**TE/SE pg. 457-458**
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 459-460** ● Response Cards TE pg. 460, red and blue tiles, pencils, index cards. ● SE pg. 459-460

Learning Opportunities/Strategies:	Resources:
Lesson 4 - Make Numbers 16 to 19	**Follow corresponding Lesson Presentation Slides.**
Objective: Compose numbers 16 to 19 using concrete objects and drawings to show a group of 10 and some more.	
Review Homework: Teacher reviews 1-2 problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do we show numbers 11 to 19 in another way?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 463A-463B** ● Review Vocabulary: eighteen, seventeen, nineteen, sixteen
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 463B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "What do you think the number one tells us about the teen numbers? Explain." ● Independent Practice	**TE/SE pg. 463-465** ● Red and yellow counters ● Work Mat 4, red counters ● Work Mat 4, red counters
Apply: ● Brain Builders	**TE/SE pg. 466** ● Crayons
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 467-468** ● Observation TE pg. 468, Work Mat 4: Ten-Frames, two-color counters, paper, pencils ● SE pg. 467-468
Learning Opportunities/Strategies:	**Resources:**
Lesson 5 - Take Apart Numbers 16 to 19	**Follow corresponding Lesson Presentation Slides.**
Objective: Decompose numbers 16 to 19 using concrete objects and drawings to show a group of 10 and some more.	
Review Homework: Teacher reviews 1-2 problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do we show numbers 11 to 19 in another way?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 469A-469B** ● Review Vocabulary: ten
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 469B**
Practice:	

• Math in My World • Guided Practice • Talk Math ○ Students turn and talk: "When we take apart 19 we will make a group of 10 and how many? Explain." • Independent Practice **Apply:** • Brain Builders **Wrap Up:** • Complete formative assessment • Assign homework	**TE/SE pg. 469-471** • Red counters • Work Mat 4, red counters • Work Mat 4, red counters **TE/SE pg. 472** **TE pg. 473-474** • Observation TE pg. 474, two-color counters, Work Mat 4: Ten-Frames • SE pg. 473-474

Learning Opportunities/Strategies:
Chapter 7 Project (use after lesson 5) - Collections Poster
Essential Question: Remind students of the Essential Question: "How do we show numbers 11 to 19 in another way?"
 	
Objective: Expand the work from Chapter 4 to take apart numbers from 11 to 19.
 	
Review Homework: Teacher reviews 1-2 problems as needed.
 	
Students per Group: 2-4
 	
Project:
• Students will expand the work from Chapter 4 to take apart numbers from 11 to 19.
  ○ Ask groups to choose a number from 11 to 19. Ensure that all numbers 11-19 get assigned. Point out where students should write that number on the student page. Have students start by discussing all the ways to take apart their number using 10 and some more.
  ○ Show an example on the board of how each group can draw the total number of objects in the top two ten-frames. Then have students model taking apart the number by drawing a circle around a group of 10 objects. Have students write that number below the group. Ask students to draw a circle around the group that shows some more. Have students write that number below that group. Explain that their group members can work together by checking each other's work.
  ○ Have students repeat the process after they chose a different number from 11-19 to take apart.
 	
Wrap Up:
• Allow groups to share their work with the class.
	Resources:
	TE/SE pg. 434
	
	Student Homework Page
	
	TE/SE pg. 434
	• pencils, crayons

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Learning Opportunities/Strategies:	Resources:
Chapter 7 Review and Reflect **Objective:** Assess students' understanding of the vocabulary and key concepts in this chapter. **Review Homework:** n/a **Essential Question:** ● Remind students of the Essential Question: "How do we show numbers 11 to 19 in another way?" **Review:** ● Vocabulary Check ● Concept Check ● Brain Builders **Reflect:** **Assign homework: n/a**	**n/a** **TE/SE pg. 475, crayons** **TE/SE pg. 476, crayons** **TE/SE pg. 477** **TE/SE pg. 478, Work Mat 4, red counters, yellow counters, red crayons, yellow crayons** **n/a**

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Small Group ● Utilize gradual release model ● Modify problem set to "Above Level" ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	Small Group ● Utilize gradual release model ● Modify problem set to "On Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to "Approaching Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to "Approaching Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math

	• Utilize McGraw Hill eTools for online manipulative support • Utilize McGraw Hill Personal Tutor to demonstrate a model/sample • Utilize McGraw Hill online lesson animations to demonstrate a model/sample • Utilize the McGraw Hill English Language Learner Guide to provide	individualized learning path • Participate in Reflex Math individualized learning path • Utilize McGraw Hill eTools for online manipulative support • Utilize McGraw Hill Personal Tutor to demonstrate a model/sample • Utilize McGraw Hill online lesson animations to demonstrate a model/sample • Utilize the McGraw Hill English Language Learner Guide to provide	individualized learning path • Participate in Reflex Math individualized learning path • Utilize McGraw Hill eTools for online manipulative support • Utilize McGraw Hill Personal Tutor to demonstrate a model/sample • Utilize McGraw Hill online lesson animations to demonstrate a model/sample • Utilize the McGraw Hill English Language Learner Guide to provide foundational support • Specific use of modalities - kinesthetic, visual, auditory, tactile • The multilingual eGlossary can support vocabulary Learning Station • My Learning Station student-led activity

Chapter 8: Measurement

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Mathematics

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

Pemberton Township School District
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NJSLS for Mathematical Practice

- **1. -** Make sense of problems and persevere in solving them.
- **2. -** Reason abstractly and quantitatively.
- **3. -** Construct viable arguments and critique the reasoning of others.
- **4. -** Model with mathematics.
- **5. -** Use appropriate tools strategically.
- **6. -** Attend to precision.
- **7. -** Look for and make use of structure.
- **8. -** Look for and express regularity in repeated reasoning.

Central Idea / Enduring Understanding:

Students will…

- compare length using objects or pictures.
- compare heights using objects or pictures.
- compare weights using objects or pictures.
- compare capacities using objects or pictures.

Essential/Guiding Question:

- How do I describe and compare objects by length, height, and weight?

Content:

- Compare Length
- Compare Height
- Problem Solving Strategy: Guess, Check, and Revise
- Compare Weight
- Describe Length, Height, and Weight
- Compare Capacity

Skills (Objectives):

- Use direct comparison to compare the lengths of objects.
- Use direct comparison to compare the heights of objects.
- Guess, check, and revise to solve problems.
- Use direct comparison to compare objects by weight.
- Describe measurable attributes of single objects.
- Compare the capacity of two objects to determine *holds more* and *holds less*.

Interdisciplinary Connection(s):

NJSLS for Literacy

- **L.VL.K.2.** With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- **RI.MF.K.6.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **SL.PE.K.1 -** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
    - A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).
    - B. Continue a conversation through multiple exchanges.
- **SL.II.K.2**- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **SL.ES.K.3 -** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4. -** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.UM.K.5.** - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.AS.K.6.** - Speak audibly and express thoughts, feelings, and ideas clearly.

NJSLS for Science

- **K-2-ETS1-1 -** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

- **K-2-ETS1-2 -** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

NJSLS for Social Studies (Performance Expectations)

- **6.1.5.GeoHE.2**: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- **6.1.5.HistoryUP.7**: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.CivicsHR.4**: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

NJSLS for Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2.RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.
- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **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 (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.4:** Compare information that should be kept private to information that might be made public.
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2:** Create a document using a word processing application.
- **9.4.2.TL.5:** Describe the difference between real and virtual experiences.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Stage 2: Assessment Evidence

Diagnostic Assessment:

- Am I Ready?

Formative Assessments:

- Line Up
- Observation
- Think-Pair-Share
- Draw
- Response Cards
- Active Response
- Turn to Your Partner
- Talk Math
- Independent Practice
- Check My Progress

Summative Assessment:

- My Review
- Reflect
- Chapter 8 Assessment
- Chapter 8 Performance Task

Benchmark Assessment:

- Benchmark Test #3 after completing chapter 8

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Chapter Introduction

Objective: Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.

Chapter Introduction:

Resources:

TE pg. 479

● Introduce the chapter by discussing the theme, “Let’s Go Camping!” ● View online video to spark a discussion about how math is used in preparing for a camping trip. ● Introduce the Essential Question: “How do I describe and compare objects by length, height, and weight?”	● TE/SE pg. 479 ● Online Video ● TE/SE pg. 479
Am I Ready? ● Complete the “Am I Ready?” assessment to determine if students have the foundational skills they need in order to successfully learn the new skills and concepts presented in this chapter.	**TE/SE pg. 481**
My Math Words ● Review vocabulary words and complete “My Math Words” activity.	**TE/SE pg. 482** ● Review Vocabulary: bigger, smaller
My Vocabulary Cards ● Introduce vocabulary words and complete “My Vocabulary Cards” activity.	**TE/SE pg. 483-486** ● New Vocabulary: capacity, heavier, height, holds less, holds more, length
My Foldable ● This foldable reinforces the concept of using attributes to measure objects. Complete the “My Foldable” activities.	**TE/SE pg. 487-488**
Wrap Up ● Math at Home: Family Letter - Student signs it and presents it to parents/guardians.	**Online** ● Must print letter
Learning Opportunities/Strategies: **Lesson 1: Compare Length** **Objective:** Use direct comparison to compare the length of objects.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Launch: ● Remind students of the Essential Question: “How do I describe and compare objects by length, height, and weight?” ● Developing Vocabulary ● Problem of the Day	**TE pg. 489A-489B** ● New Vocabulary: length, longer, shorter
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 489B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “These objects are the same length as each other. What does that tell us about the objects?” ● Independent Practice	**TE/SE pg. 489-491** ● Red connecting cubes

Apply: ● Brain Builders	**TE/SE pg. 492** ● Connecting cubes
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 493-494** ● Observation TE pg. 494, two objects varying in length ● SE pg. 493-494
Learning Opportunities/Strategies: **Lesson 2 - Compare Height** **Objective:** Use direct comparison to compare the height of objects.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Teacher reviews 1-2 problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do I describe and compare objects by length, height, and weight?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 495A-495B** ● New Vocabulary: height, shorter, taller
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 495B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "Are the crayons the same height? Are the crayons the same length?" ● Independent Practice	**TE/SE pg. 495-497** ● Red connecting cubes
Apply: ● Brain Builders	**TE/SE pg. 498**
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 499-500** ● Draw TE pg. 500, book, bookmark that is shorter than the book, paper, pencils ● SE pg. 499-500
Learning Opportunities/Strategies: **Lesson 3 - Problem Solving Strategy: Guess, Check, and Revise** **Objective:** Make a table to solve problems.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Teacher reviews 1-2 problems as needed.	**Student Homework Page**
Launch:	**TE pg. 501A-501B**

• Remind students of the Essential Question: "How do I describe and compare objects by length, height, and weight?" • Problem of the Day	
Build: • Prepare	• TE pg. 501B, connecting cubes, an object that is 4 cubes long, such as a crayon, an object that is 7 cubes long, such as a paintbrush.
• Learn the Strategy	• TE/SE pg. 501
Practice: • Practice the Strategy	**TE/SE pg. 502**
Apply: • Apply the Strategy • Review the Strategy	**TE/SE pg. 503-504** • Cubes
Wrap Up: • Complete formative assessment	**TE pg. 505-506** • Response Cards TE pg. 506, connecting cubes, pencils. Prepare a page for students showing a pencil that is eight cubes long. Below the pencil, draw a cube train of eight cubes measuring the same length as the pencil. Below the cube train draw another pencil that would measure the same as a cube train of 11 cubes. Copy the page for each student.
• Assign homework	• SE pg. 505-506
Learning Opportunities/Strategies: **Lesson 4 - Compare Weight**	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Objective: Use direct comparison to compare objects by weight.	
Review Homework: Teacher reviews 1-2 problems as needed.	**Student Homework Page**
Launch: • Remind students of the Essential Question: "How do I describe and compare objects by length, height, and weight?" • Developing Vocabulary	**TE pg. 509A-509B**
• Problem of the Day	• New Vocabulary: heavier, lighter, weight
Build: • Investigate the Math: Explore, Model, Extend	**TE pg. 509B**
Practice: • Math in My World • Guided Practice • Talk Math ○ Students turn and talk: "What other words have we used to describe objects. Explain the words."	**TE/SE pg. 509-511** • Classroom objects significantly different in weight

● Independent Practice	
Apply: ● Brain Builders	**TE/SE pg. 512**
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 513-514** ● Active Response TE pg. 514, large book, crayon ● SE pg. 513-514
Learning Opportunities/Strategies: **Chapter 8 Project (use after lesson 4) - Measuring Me** **Essential Question:** Remind students of the Essential Question: "How do I describe and compare objects by length, height, and weight?" **Objective:** Students compare themselves to classroom objects by length, height, and weight.	**Resources:** **TE/SE pg. 480**
Review Homework: Teacher reviews 1-2 problems as needed. **Students per Group:** 1	**Student Homework Page**
Project: ● Students compare themselves to classroom objects by length, height, and weight ○ Collect classroom objects so that students can compare their height, length, and weight to. ○ Have students record their observations on the student project page. ○ Have the students compare and discuss their observations with a fellow classmate.	**TE/SE pg. 480** ● classroom objects
Wrap Up: ● Allow students to share their findings with the class.	
Learning Opportunities/Strategies: **Lesson 5 - Describe Length, Height, and Weight** **Objective:** Describe measurable attributes of a single object.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Teacher reviews 1-2 problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do I describe and compare objects by length, height, and weight?" ● Developing Vocabulary ● Problem of the Day	**TE pg.515A-515B** ● Review Vocabulary: height, length, weight ● Cubes
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 515B**

Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "Describe one object in the classroom using words that tell about its weight and height or its weight and length." ● Independent Practice	**TE/SE pg. 515-517** ● stapler, ruler, plastic coffee cup, filled water bottle
Apply: ● Brain Builders	**TE/SE pg. 518**
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 519-520** ● Response Cards TE pg. 520, cube train of four cubes, full water bottle, paper, pencils ● SE pg. 519-520
Learning Opportunities/Strategies: **Lesson 6 - Compare Capacity** **Objective:** Compare the capacity of two objects to determine *holds more* and *holds less*.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Teacher reviews 1-2 problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do I describe and compare objects by length, height, and weight?" ● Developing Vocabulary ● Problem of the Day	**TE pg.521A-521B** ● New Vocabulary: capacity, holds less, holds more ● Cubes
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 521B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "Work with friends to create a chart showing the many attributes that can be used to describe objects." ● Independent Practice	**TE/SE pg. 521-523** ● red color tiles, connecting cubes, two-color counters
Apply: ● Brain Builders	**TE/SE pg. 524**
Wrap Up: ● Complete formative assessment	**TE pg. 525-526**

• Assign homework	• Observation TE pg. 526, small plastic cup, large plastic cup, connecting cubs • SE pg. 525-526
Learning Opportunities/Strategies: **Chapter 8 Review and Reflect** **Objective:** Assess students' understanding of the vocabulary and key concepts in this chapter. **Review Homework:** Teacher reviews 1-2 problems as needed. **Essential Question:** • Remind students of the Essential Question: "How do we show numbers 11 to 19 in another way?" **Review:** • Vocabulary Check • Concept Check • Brain Builders **Reflect:** **Assign homework: n/a**	**Resources:** **Student Homework Page** **TE/SE pg. 527** **TE/SE pg. 528** **TE/SE pg. 529** **TE/SE pg. 530** **n/a**

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Small Group • Utilize gradual release model • Modify problem set to "Above Level" • Focus on critical thinking questions at the end of the lesson. Technology • Participate in RedBird Math individualized learning path • Participate in Reflex Math individualized learning path • Utilize McGraw Hill eTools for online manipulative support • Utilize McGraw Hill Personal Tutor to demonstrate a model/sample • Utilize McGraw Hill online lesson animations to demonstrate a model/sample • Utilize the McGraw Hill English Language Learner Guide to	Small Group • Utilize gradual release model • Modify problem set to "On Level" • Utilize "Reteach" problem-set to model questions. • Focus on critical thinking questions at the end of the lesson. Technology • Participate in RedBird Math individualized learning path • Participate in Reflex Math	Small Group • Specific use of modalities - kinesthetic, visual, auditory, tactile • Utilize gradual release model • Modify problem set to "Approaching Level" • Utilize "Reteach" problem-set to model questions. • Focus on critical thinking questions at the end of the lesson. • Pair with on grade level or higher-achieving students to problem solve	Small Group • Specific use of modalities - kinesthetic, visual, auditory, tactile • Utilize gradual release model • Modify problem set to "Approaching Level" • Utilize "Reteach" problem-set to model questions. • Focus on critical thinking questions at the end of the lesson. • Pair with on grade level or higher-achieving students to problem solve

provide	individualized learning path • Utilize McGraw Hill eTools for online manipulative support • Utilize McGraw Hill Personal Tutor to demonstrate a model/sample • Utilize McGraw Hill online lesson animations to demonstrate a model/sample • Utilize the McGraw Hill English Language Learner Guide to provide	Technology • Participate in RedBird Math individualized learning path • Participate in Reflex Math individualized learning path • Utilize McGraw Hill eTools for online manipulative support • Utilize McGraw Hill Personal Tutor to demonstrate a model/sample • Utilize McGraw Hill online lesson animations to demonstrate a model/sample • Utilize the McGraw Hill English Language Learner Guide to provide	Technology • Participate in RedBird Math individualized learning path • Participate in Reflex Math individualized learning path • Utilize McGraw Hill eTools for online manipulative support • Utilize McGraw Hill Personal Tutor to demonstrate a model/sample • Utilize McGraw Hill online lesson animations to demonstrate a model/sample • Utilize the McGraw Hill English Language Learner Guide to provide foundational support • Specific use of modalities - kinesthetic, visual, auditory, tactile • The multilingual eGlossary can support vocabulary Learning Station • My Learning Station student-led activity

Chapter 9: Classify Objects

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Mathematics

- **K.DL.1 -** Classify objects into given categories; count the number of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)

Pemberton Township School District
Kindergarten Mathematics

NJSLS for Mathematical Practice

- **1. -** Make sense of problems and persevere in solving them.
- **2. -** Reason abstractly and quantitatively.
- **3. -** Construct viable arguments and critique the reasoning of others.
- **4. -** Model with mathematics.
- **5. -** Use appropriate tools strategically.
- **6. -** Attend to precision.
- **7. -** Look for and make use of structure.
- **8. -** Look for and express regularity in repeated reasoning.

Central Idea / Enduring Understanding:

Students will…

- visually sort objects that are the same.
- visually sort objects that are different.
- categorize objects.
- sort by size.
- sort by shape.
- sort by count.

Essential/Guiding Question:

- How do I classify objects?

Content:

- Alike and Different
- Problem Solving Strategy: Use Logical Reasoning
- Sort by Size
- Sort by Shape
- Sort by Count

Skills (Objectives):

- Identify objects that are alike and objects that are different.
- Use logical reasoning to solve problems.
- Sort objects into groups by size.
- Sort objects into groups by shape.
- Sort objects into groups by count.

Interdisciplinary Connection(s):

NJSLS for Literacy

- **L.VL.K.2.** With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- **RI.MF.K.6.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **SL.PE.K.1 -** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
    - A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).
    - B. Continue a conversation through multiple exchanges.
- **SL.II.K.2**- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **SL.ES.K.3 -** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4. -** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.UM.K.5.** - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.AS.K.6.** - Speak audibly and express thoughts, feelings, and ideas clearly.

NJSLS for Science

- **K-2-ETS1-1 -** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2 -** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

NJSLS for Social Studies (Performance Expectations)

- **6.1.5.GeoHE.2**: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- **6.1.5.HistoryUP.7**: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.CivicsHR.4**: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

NJSLS for Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2.RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.
- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **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 (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.4:** Compare information that should be kept private to information that might be made public.
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2:** Create a document using a word processing application.
- **9.4.2.TL.5:** Describe the difference between real and virtual experiences.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Stage 2: Assessment Evidence

Diagnostic Assessment:

- Am I Ready?

Formative Assessments:

- Line Up
- Observation
- Think-Pair-Share
- Response Cards
- Turn to Your Partner
- Talk Math
- Independent Practice
- Check My Progress

Summative Assessment:

- My Review
- Reflect
- Chapter 9 Assessment
- Chapter 9 Performance Task

Benchmark Assessment:

- n/a

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Chapter Introduction

Objective: Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.

Chapter Introduction:

- Introduce the chapter by discussing the theme, “Earth Needs Our Help!”
- **Climate Change Extension**
  - Before starting the Am I Ready? lesson watch the “Earth Needs Our Help”

Resources:

TE pg. 531

- TE/SE pg. 531
- Online Video
- TE/SE pg. 531

video found in the Am I Ready? online resource. Spark a discussion about how math is used in recycling. ● View online video to spark a discussion about how math is used in recycling. ● Introduce the Essential Question: "How do I classify objects?"	
Am I Ready? ● Complete the "Am I Ready?" assessment to determine if students have the foundational skills they need in order to successfully learn the new skills and concepts presented in this chapter.	**TE/SE pg. 533**
My Math Words ● Review vocabulary words and complete "My Math Words" activity.	**TE/SE pg. 534** ● Review Vocabulary: large, small
My Vocabulary Cards ● Introduce vocabulary words and complete "My Vocabulary Cards" activity.	**TE/SE pg. 535-536** ● New Vocabulary: alike, different, shape, size, sort
My Foldable ● This foldable reinforces the concept of sorting by various attributes. Complete the "My Foldable" activities.	**TE/SE pg. 537-538**
Wrap Up ● Math at Home: Family Letter - Student signs it and presents it to parents/guardians.	**Online** ● Must print letter
Learning Opportunities/Strategies: **Lesson 1: Alike and Different** **Objective:** Identify objects that are alike and objects that are different.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Launch: ● Remind students of the Essential Question: "How do I classify objects?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 539A-539B** ● New Vocabulary: different, alike ● Counters
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 539B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "In what ways can objects be alike and different?" ● Independent Practice	**TE/SE pg. 539-541** ● Small pattern blocks

Apply: ● Brain Builders	**TE/SE pg. 542**
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 543-544** ● Response Card TE pg. 544, paper, crayons ● SE pg. 543-544
Learning Opportunities/Strategies: **Lesson 2 - Problem Solving Strategy: Use Logical Reasoning** **Objective:** Use logical reasoning to solve problems.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Teacher reviews 1-2 problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do I classify objects?" ● Problem of the Day	**TE pg. 545A-545B** ● Various classroom objects
Build: ● Prepare ● Learn the Strategy	**TE 545B** ● TE pg. 545B, picnic basket, tablecloth, plastic food items, various items that belong and do not belong in a picnic basket. ● TE/SE pg. 545, crayons
Practice: ● Practice the Strategy	**TE/SE pg. 546** ● Crayons
Apply: ● Apply the Strategy ● Review the Strategy	**TE/SE pg. 547-548** ● Crayons ● Crayons
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 549-550** ● Response Cards TE pg. 550, student page 547, illustration of the beach, stapler, paper, crayons ● SE pg. 549-550
Learning Opportunities/Strategies: **Lesson 3 - Sort by Size** **Objective:** Sort objects into groups by size.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Teacher reviews 1-2 problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do I classify objects?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 551A-551B** ● New Vocabulary: size, sort ● Various classroom objects

Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 551B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "Are there any tools we could use to help us solve the problems on the Guided Practice page? Explain." ● Independent Practice	**TE/SE pg. 551-553** ● Triangle attribute blocks of the same color to include four small blocks and two large blocks
Apply: ● Brain Builders	**TE/SE pg. 554**
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 555-556** ● Observation TE pg. 556, brown bags filled with small and large classroom objects of the same type, for example, small and large attribute blocks or small and large paper clips. ● SE pg. 555-556
Learning Opportunities/Strategies: **Lesson 4 - Sort by Shape** **Objective:** Sort objects into groups by shape. **Review Homework:** Teacher reviews 1-2 problems as needed.	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do I classify objects?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 559A-559B** ● New Vocabulary: shape
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 559B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "Is sorting by shape the only way we can sort objects? Explain." ● Independent Practice	**TE/SE pg. 559-561** ● Red attribute blocks of the same size and two different shapes.
Apply:	**TE/SE pg. 562**

• Brain Builders
 	
Wrap Up:
• Complete formative assessment
• Assign homework
 	
Learning Opportunities/Strategies:
Lesson 5 - Sort by Count
 	
Objective: Sort objects into groups by count.
 	
Review Homework: Teacher reviews 1-2 problems as needed.
 	
Launch:
• Remind students of the Essential Question: "How do I classify objects?"
• Developing Vocabulary
• Problem of the Day
 	
Build:
• Investigate the Math: Explore, Model, Extend
 	
Practice:
• Math in My World
 	
• Guided Practice
• Talk Math
  ○ Students turn and talk: "Explain how to sort by count."
• Independent Practice
• **Climate Change Extension**
  ○ Point out the blue recycling bin in question #4; have students discuss why it is important.
 	
Apply:
• Brain Builders
 	
Wrap Up:
• Complete formative assessment
• Assign homework
 	
Learning Opportunities/Strategies:
Chapter 9 Project (use after lesson 5) - Sort Classroom Objects
 	
Essential Question: Remind students of the Essential Question: "How do I classify objects?"
 	
Objective: Students work in groups to classify objects.
	• Crayons
	
	TE pg. 563-564
	• Observation TE pg. 564, pattern blocks
	• SE pg. 563-564
	
	Resources:
	Follow corresponding Lesson Presentation Slides.
	
	Student Homework Page
	
	TE pg. 565A-565B
	
	• Review Vocabulary: count, sort
	
	TE pg. 565B
	
	TE/SE pg. 565-567
	• Attribute blocks: 4 small blue squares, 3 small blue circles, 3 small blue triangles
	
	TE/SE pg. 568
	
	TE pg. 569-570
	• Observation TE pg. 570, counters
	• SE pg. 569-570
	
	Resources:
	TE/SE pg. 532

Review Homework: Teacher reviews 1-2 problems as needed. **Students per Group:** 2-4 **Project:** ● Students work in groups to classify objects. ○ Place the items together in a large bowl or on a table top. ○ Students can choose an attribute to use for sorting the items. For example, in a basket of attribute blocks, students may sort them according to size or shape. If students have difficulty choosing an attribute, make some suggestions, such as size or color. ○ Have students record all the attributes they used to sort their items. ○ If students are ready, have them sort by an object's function or use as well. **Wrap Up:** ● Allow students to share their findings with the class.	**Student Homework Page** **TE/SE pg. 532** ● Assorted items, e.g., scrap pieces of construction paper, manipulatives, crayons.
Learning Opportunities/Strategies: **Chapter 9 Review and Reflect** **Objective:** Assess students' understanding of the vocabulary and key concepts in this chapter. **Review Homework:** Teacher reviews 1-2 problems as needed. **Essential Question:** ● Remind students of the Essential Question: "How do I classify objects?" **Review:** ● Vocabulary Check ● Concept Check ● Brain Builders **Reflect:** **Assign homework: n/a**	**Resources:** **Student Homework Page** **TE/SE pg. 571** **TE/SE pg. 572** **TE/SE pg. 573** **TE/SE pg. 574** **n/a**

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Small Group	Small Group	Small Group	Small Group

● Utilize gradual release model ● Modify problem set to “Above Level” ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	● Utilize gradual release model ● Modify problem set to “On Level” ● Utilize “Reteach” problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to “Approaching Level” ● Utilize “Reteach” problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to “Approaching Level” ● Utilize “Reteach” problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide foundational support ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● The multilingual eGlossary can support vocabulary Learning Station ● My Learning Station student-led activity

Pemberton Township School District
Kindergarten Mathematics

Chapter 10: Position

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Mathematics

- **K.G.1 -** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

NJSLS for Mathematical Practice

- **1. -** Make sense of problems and persevere in solving them.
- **2. -** Reason abstractly and quantitatively.
- **3. -** Construct viable arguments and critique the reasoning of others.
- **4. -** Model with mathematics.
- **5. -** Use appropriate tools strategically.
- **6. -** Attend to precision.
- **7. -** Look for and make use of structure.
- **8. -** Look for and express regularity in repeated reasoning.

Central Idea / Enduring Understanding:

Students will…

- describe the position *above*.
- describe the position *below*.
- describe the position *in front of*.
- describe the position *behind*.
- describe the position *next to*.
- describe the position *beside*.

Essential/Guiding Question:

- How do I identify position?

Content:

- Above and Below
- In Front of and Behind
- Next to and Beside
- Problem Solving Strategy: Act It Out

Skills (Objectives):

- Use the words *above* and *below* to describe or place an object with respect to another object.
- Use the words *in front of* and *behind* to describe or place an object with respect to another object.
- Use the words *next to* and *beside* to describe or place an object with respect to another object.
- Act it out to solve problems.

Interdisciplinary Connection(s):

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NJSLS for Social Studies (Performance Expectations)

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NJSLS for Career Readiness, Life Literacies, and Key Skills

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- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Stage 2: Assessment Evidence

Diagnostic Assessment:

- Am I Ready?

Formative Assessments:

- Line Up
- Observation
- Turn to Your Partner
- Talk Math
- Independent Practice
- Check My Progress

Summative Assessment:

- My Review
- Reflect
- Chapter 10 Assessment
- Chapter 10 Performance Task

Benchmark Assessment:

- n/a

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Chapter Introduction

Resources:

Pemberton Township School District
Kindergarten Mathematics

Objective: Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.	
Chapter Introduction: ● Introduce the chapter by discussing the theme, "We See Animals in Action!" ● View online video to spark a discussion about how math is used in taking care of animals. ● Introduce the Essential Question: "How do I identify position?"	**TE pg. 575** ● TE/SE pg. 575 ● Online Video ● TE/SE pg. 575
Am I Ready? ● Complete the "Am I Ready?" assessment to determine if students have the foundational skills they need in order to successfully learn the new skills and concepts presented in this chapter.	**TE/SE pg. 577**
My Math Words ● Review vocabulary words and complete "My Math Words" activity.	**TE/SE pg. 578** ● Review Vocabulary: alike, different
My Vocabulary Cards ● Introduce vocabulary words and complete "My Vocabulary Cards" activity.	**TE/SE pg. 579-580** ● New Vocabulary: above, behind, below, beside, in front of, next to
My Foldable ● This foldable reinforces the concept of describing positions of objects. Complete the "My Foldable" activities.	**TE/SE pg. 581-582**
Wrap Up ● Math at Home: Family Letter - Student signs it and presents it to parents/guardians.	**Online** ● Must print letter
Learning Opportunities/Strategies: **Lesson 1: Above and Below** **Objective:** Use the words *above* and *below* to describe or place an object with respect to another object.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Launch: ● Remind students of the Essential Question: "How do I identify position?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 583A-583B** ● New Vocabulary: above, below
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 583B**
Practice:	**TE/SE pg. 583-585**

● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "Can both the words *above* and *below* be used to describe the pencil? Explain." ● Independent Practice	● Connecting cubes
Apply: ● Brain Builders	**TE/SE pg. 586**
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 587-588** ● Observation TE pg. 588, several connecting cubes of various colors ● SE pg. 557-588
Learning Opportunities/Strategies: **Chapter 10 Project (use after lesson 1) - My Position Book** **Essential Question:** Remind students of the Essential Question: "How do I identify position?" **Objective:** Students demonstrate their grasp of position words by making a book and sharing it with the class.	**Resources:** **TE/SE pg. 576**
Review Homework: Teacher reviews 1-2 problems as needed.	**Student Homework Page**
Students per Group: 1	
Project: ● Have students demonstrate their grasp of position words by making a book and sharing it with the class. ○ As students work through the chapter have them create a Position Book to illustrate the different position words used in the chapter. ○ Have students draw pictures to show the position word. ○ Write the position word(s) that are being taught on the board. Have students copy the word on the corresponding page in their books. ○ When the books are finished, have students share their book with a partner. Have them tell their partner each position that is shown throughout the book. ○ Have students illustrate what they learned by drawing a picture of	**TE/SE pg. 576** ● Paper, pencils, crayons.

themselves, with objects and people around them as instructed. **Wrap Up:** Allow students to share their work with the class.	
Learning Opportunities/Strategies: **Lesson 2 - In Front of and Behind** **Objective:** Use the words *in front of* and *behind* to describe or place an object with respect to another object.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: n/a	**n/a**
Launch: ● Remind students of the Essential Question: "How do I identify position?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 589A-589B** ● New Vocabulary: in front of, behind
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 589B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "How can n both the words *in front of* and *behind* be used to describe the position of the plastic tube? Explain." ● Independent Practice	**TE/SE pg. 589-591** ● Red attribute blocks of the same size and two different shapes.
Apply: ● Brain Builders	**TE/SE pg. 592**
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 593-594** ● Observation TE pg. 596, several different stuffed animals, a tower of blocks representing a tree ● SE pg. 593-594
Learning Opportunities/Strategies: **Lesson 3 - Alike and Different** **Objective:** Use the words *next to* and *beside* to describe or place an object with respect to another object.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Teacher reviews 1-2 problems as needed.	**Student Homework Page**
Launch:	**TE pg. 597A-597B**

• Remind students of the Essential Question: "How do I identify position?" • Developing Vocabulary • Problem of the Day	• New Vocabulary: beside, next to
Build: • Investigate the Math: Explore, Model, Extend	**TE pg. 597B**
Practice: • Math in My World • Guided Practice • Talk Math ○ Students turn and talk: "What position words have we learned in this lesson and in previous lessons?" • Independent Practice	**TE/SE pg. 597-599** • Connecting cubes • Counters, attribute blocks
Apply: • Brain Builders	**TE/SE pg. 600** • Two-color counters
Wrap Up: • Complete formative assessment • Assign homework	**TE pg. 601-602** • Observation TE pg. 602, yellow, red, and green connecting cubes • SE pg. 601-602
Learning Opportunities/Strategies: **Lesson 4 - Problem Solving Strategy: Act It Out** **Objective:** Act it out to solve problems. **Review Homework:** Teacher reviews 1-2 problems as needed.	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page**
Launch: • Remind students of the Essential Question: "How do I identify position?" • Problem of the Day	**TE pg. 603A-603B**
Build: • Prepare • Learn the Strategy	**TE pg. 603B** • TE p. 603B, attribute blocks, book, basket • TE/SE p. 603, connecting cubes
Practice: • Practice the Strategy	**TE/SE pg. 604** • connecting cubes
Apply: • Apply the Strategy • Review the Strategy	**TE/SE pg. 605-606** • connecting cubes • connecting cubes
Wrap Up: • Complete formative assessment • Assign homework	**TE pg. 607-608** • Observation, classroom objects • SE pg. 607-608

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Learning Opportunities/Strategies:	Resources:
Chapter 10 Review and Reflect **Objective:** Assess students' understanding of the vocabulary and key concepts in this chapter. **Review Homework:** Teacher reviews 1-2 problems as needed. **Essential Question:** ● Remind students of the Essential Question: "How do I identify position?" **Review:** ● Vocabulary Check ● Concept Check ● Brain Builders **Reflect:** **Assign homework: n/a**	 **Student Homework Page** **TE/SE pg. 609** **TE/SE pg. 610** **TE/SE pg. 611** **TE/SE pg. 612** **n/a**

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Small Group ● Utilize gradual release model ● Modify problem set to "Above Level" ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson	Small Group ● Utilize gradual release model ● Modify problem set to "On Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to "Approaching Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to "Approaching Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support

animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide foundational support ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● The multilingual eGlossary can support vocabulary Learning Station ● My Learning Station student-led activity

Chapter 11: Two-Dimensional Shapes

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Mathematics

- **K.G.2 -** Correctly name shapes regardless of their orientations or overall size.
- **K.G.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).
- **K.G.5 -** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- **K.G.6 -** Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

NJSLS for Mathematical Practice

- **1. -** Make sense of problems and persevere in solving them.
- **2. -** Reason abstractly and quantitatively.
- **3. -** Construct viable arguments and critique the reasoning of others.
- **4. -** Model with mathematics.
- **5. -** Use appropriate tools strategically.
- **6. -** Attend to precision.
- **7. -** Look for and make use of structure.
- **8. -** Look for and express regularity in repeated reasoning

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Central Idea / Enduring Understanding:	**Essential/Guiding Question:**
Students will… ● name and identify shapes. ● use attributes to identify a particular shape. ● use smaller shapes to form larger shapes.	● How can I compare shapes?
Content: ● Squares and Rectangles ● Circles and Triangles ● Squares, Rectangles, Triangles, and Circles ● Hexagons ● Shapes and Patterns ● Shapes and Position ● Compose New Shapes ● Problem Solving Strategy: Use Logical Reasoning ● Model Shapes in the World	**Skills (Objectives):** ● Identify, name, and describe squares and rectangles. ● Identify, name, and describe circles and triangles. ● Identify, name, and describe squares, triangles, circles, and rectangles. ● Identify, name, and describe hexagons. ● Compare shapes to understand patterns. ● Describe objects using the names of shapes and their relative position. ● Put shapes together to form new shapes. ● Use logical reasoning to solve problems. ● Identify shapes in objects and use shapes to create new objects.

Interdisciplinary Connection(s):

NJSLS for Literacy

- **L.VL.K.2.** With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- **RI.MF.K.6.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **SL.PE.K.1 -** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
    - A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).
    - B. Continue a conversation through multiple exchanges.
- **SL.II.K.2**- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **SL.ES.K.3 -** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4. -** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.UM.K.5.** - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.AS.K.6.** - Speak audibly and express thoughts, feelings, and ideas clearly.

NJSLS for Science

- **K-2-ETS1-1 -** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2 -** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

NJSLS for Social Studies (Performance Expectations)

- **6.1.5.GeoHE.2**: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- **6.1.5.HistoryUP.7**: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.CivicsHR.4**: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

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NJSLS for Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2.RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.
- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **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 (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.4:** Compare information that should be kept private to information that might be made public.
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2:** Create a document using a word processing application.
- **9.4.2.TL.5:** Describe the difference between real and virtual experiences.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Stage 2: Assessment Evidence

Diagnostic Assessment:

- Am I Ready?

Formative Assessments:

- Line Up
- Active Response
- Response Card
- Think-Pair-Share
- Observation
- Talk Math
- Independent Practice
- Check My Progress

Summative Assessment:

- My Review
- Reflect
- Chapter 11 Assessment
- Chapter 11 Performance Task

Benchmark Assessment:

- n/a

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Chapter Introduction

Objective: Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.

Chapter Introduction:

- Introduce the chapter by discussing the theme, “Let’s Discover Shapes!”
- View online video to spark a discussion about how math is used in discovering shapes in our world.
- Introduce the Essential Question: “How can I compare shapes?”

Am I Ready?

- Complete the “Am I Ready?” assessment to determine if students have the foundational skills they need in order to successfully learn

Resources:

TE pg. 613

- TE/SE pg. 613
- Online Video
- TE/SE pg. 613

TE/SE pg. 615

the new skills and concepts presented in this chapter.	
My Math Words ● Review vocabulary words and complete "My Math Words" activity.	**TE/SE pg. 616** ● Review Vocabulary: length, size
My Vocabulary Cards ● Introduce vocabulary words and complete "My Vocabulary Cards" activity.	**TE/SE pg. 617-620** ● New Vocabulary: circle, hexagon, rectangle, round, side, straight
My Foldable ● This foldable reinforces the concept of identifying and comparing two-dimensional shapes. Complete the "My Foldable" activities.	**TE/SE pg. 621-622**
Wrap Up ● Math at Home: Family Letter - Student signs it and presents it to parents/guardians.	**Online** ● Must print letter
Learning Opportunities/Strategies: **Lesson 1: Squares and Rectangles** **Objective:** Identify, name, and describe squares and rectangles.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Launch: ● Remind students of the Essential Question: "How can I compare shapes?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 623A-623B** ● New Vocabulary: rectangle, vertex, side, square
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 623B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "Discuss and describe the rectangles and squares." ● Independent Practice	**TE/SE pg. 623-625** ● Red square and blue rectangle attribute blocks ● Paper rectangles and squares in various sizes and colors.
Apply: ● Brain Builders	**TE/SE pg. 626**
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 627-628** ● Active Response TE pg. 628, square and rectangle attribute blocks, real-world objects shaped like a square and rectangle such as a book an a pa of square sticky notes. ● SE pg. 627-628

Learning Opportunities/Strategies:	Resources:
Lesson 2 - Circles and Triangles **Objective:** Identify, name, and describe circles and triangles. **Review Homework:** Teacher reviews 1-2 problems as needed. **Launch:** ● Remind students of the Essential Question: "How can I compare shapes?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "What is the same about circles and triangles? What is different about circles and triangles? Explain." ● Independent Practice **Apply:** ● Brain Builders **Wrap Up:** ● Complete formative assessment ● Assign homework	**Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 629A-629B** ● New Vocabulary: circle, triangle, round, straight **TE pg. 629B** **TE/SE pg. 629-631** ● Circle and triangle attribute blocks **TE/SE pg. 632** **TE pg. 633-634** ● Response Card TE pg. 634, an object shaped like a circle, an object shaped like a triangle, index cards, pencils ● SE pg. 633-634
Learning Opportunities/Strategies: **Lesson 3 - Squares, Rectangles, Triangles, and Circles** **Objective:** Identify, name, and describe squares, triangles, circles, and rectangles. **Review Homework:** Teacher reviews 1-2 problems as needed. **Launch:** ● Remind students of the Essential Question: "How can I compare shapes?" ● Developing Vocabulary ● Problem of the Day	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 635A-635B** ● Review Vocabulary: circle, rectangle, square, triangle

Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 635B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "Which object is not an example of a rectangle? Explain." ● Independent Practice	**TE/SE pg. 635-637** ● Attribute blocks ● Crayons ● Random grouping of circular paper plates and several rectangular objects. ● Crayons
Apply: ● Brain Builders	**TE/SE pg. 638** ● Crayons
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 639-640** ● Response Card TE pg. 640, circle, rectangle, square, and triangle cutouts; write-on/wipe-off boards; dry erase markers ● SE pg. 639-640
Learning Opportunities/Strategies: **Lesson 4 - Hexagons** **Objective:** Identify, name, and describe hexagons. **Review Homework:** Teacher reviews 1-2 problems as needed.	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can I compare shapes?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 641A-641B** ● New Vocabulary: hexagon
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 641B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "How can I compare shapes?" ● Independent Practice	**TE/SE pg. 641-643** ● Hexagon pattern blocks ● Hexagon pattern blocks
Apply: ● Brain Builders	**TE/SE pg. 644** ● Hexagon and triangle pattern blocks, crayons
Wrap Up: ● Complete formative assessment	**TE pg. 645-646** ● Active Response TE pg. 646, triangle, circle, rectangle, square, and hexagon attribute blocks; paper, pencils

• Assign homework **Learning Opportunities/Strategies:** **Chapter 11 Project (use after lesson 4) - Shape Chart** **Essential Question:** Remind students of the Essential Question: "How can I compare shapes?" **Objective:** Create a chart that can be used as a review. **Review Homework:** Teacher reviews 1-2 problems as needed. **Students per Group:** 1 **Project:** • Students will create a chart that can be used as a review. Have the students work in small groups. Provide the opportunity for the students to present their charts by identifying, naming, and describing the shapes. ○ Lead students to recall the name of each shape addressed in the chapter. Write the name of the shapes on the board as the shapes are discussed. ○ Have students work with a partner to make a chart showing all of the shapes they learned in the chapter. Guide students to trace pattern blocks and attribute blocks, or to use their own drawings to show the shapes. ○ Direct students to copy the names of the shapes from the board. Have them write the name of each shape next to the corresponding shape. ○ Instruct students to draw a real-world object that matches each shape on the chart. **Wrap Up:** Allow students to share their work with the class. **Learning Opportunities/Strategies:** **Lesson 5 - Shapes and Patterns** **Objective:** Compare shapes to understand patterns. **Review Homework:** Teacher reviews 1-2 problems as needed.	• SE pg. 645-646 **Resources:** **TE/SE pg. 614** **Student Homework Page** **TE/SE pg. 614** • Paper, pencils, crayons, pattern blocks, and attribute blocks. **Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page**

Launch: ● Remind students of the Essential Question: "How can I compare shapes?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 649A-649B** ● Review Vocabulary: circle, hexagon, rectangle, square, triangle
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 649B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "Is cat, dog, cat, dog, cat, dog a shape pattern? Explain." ● Independent Practice	**TE/SE pg. 649-651** ● Attribute blocks
Apply: ● Brain Builders	**TE/SE pg. 652** ● Crayons
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 653-654** ● Response Cards TE pg. 654, attribute blocks: triangles and squares; crayons, paper ● SE pg. 653-654
Learning Opportunities/Strategies: **Lesson 6 - Shapes and Position** **Objective:** Describe objects using the names of shapes and their relative position.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Teacher reviews 1-2 problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can I compare shapes?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 655A-655B** ● Review Vocabulary: circle, rectangle, round, side, square, straight, triangle, vertex
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 655B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "What did you already know that helped you solve the problem in Exercise 2?"	**TE/SE pg. 655-657** ● Attribute blocks

• Independent Practice	
Apply: • Brain Builders	**TE/SE pg. 658**
Wrap Up: • Complete formative assessment • Assign homework	**TE pg. 659-660** • Observation TE pg. 660, attribute blocks • SE pg. 659-660
Learning Opportunities/Strategies: **Lesson 7 - Compose New Shapes** **Objective:** Put shapes together to form new shapes. **Review Homework:** Teacher reviews 1-2 problems as needed.	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page**
Launch: • Remind students of the Essential Question: "How can I compare shapes?" • Developing Vocabulary • Problem of the Day	**TE pg. 661A-661B** • Review Vocabulary: order, round, square, triangle, rectangle, side, straight, vertex • Attribute blocks
Build: • Investigate the Math: Explore, Model, Extend	**TE pg. 661B**
Practice: • Math in My World • Guided Practice • Talk Math ○ Students turn and talk: "Can a new, larger flat shape be created from circles? Explain." • Independent Practice	**TE/SE pg. 661-663** • Pattern blocks • Circle pattern blocks
Apply: • Brain Builders	**TE/SE pg. 664**
Wrap Up: • Complete formative assessment • Assign homework	**TE pg. 665-666** • Active Response TE pg. 666, large hexagon attribute blocks, small triangle attribute blocks, paper, pencils • SE pg. 665-666
Learning Opportunities/Strategies: **Lesson 8 - Problem Solving Strategy: Use Logical Reasoning** **Objective:** Use logical reasoning to solve problems. **Review Homework:** Teacher reviews 1-2 problems as needed.	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page**

Launch: ● Remind students of the Essential Question: "How can I compare shapes?" ● Problem of the Day	**TE pg. 667A-667B**
Build: ● Prepare	● TE p. 667B, Manipulative Masters Patterns Blocks, Sheet 3; pattern blocks, paper, crayons
● Learn the Strategy	● TE/SE p. 667, pattern blocks
Practice: ● Practice the Strategy	**TE/SE pg. 669** ● Pattern blocks
Apply: ● Apply the Strategy ● Review the Strategy	**TE/SE pg. 669-670** ● Pattern blocks ● Pattern blocks
Wrap Up: ● Complete formative assessment	**TE pg. 671-672** ● Response Cards TE pg. 672, attribute blocks, index cards, paper, pencils
● Assign homework	● SE pg. 671-672
Learning Opportunities/Strategies: **Lesson 9 - Model Shapes in the World** **Objective:** Identify shapes in objects and use shapes to create new objects.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Teacher reviews 1-2 problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can I compare shapes?" ● Developing Vocabulary	**TE pg. 673A-673B** ● Review Vocabulary: rectangle, round, side, square, straight, triangle
● Problem of the Day	
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 673B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "What other shapes in the picture on the Guided Practice page are used to make objects?" ● Independent Practice	**TE/SE pg. 673-675** ● Attribute blocks ● Attribute blocks ● Attribute blocks and pattern blocks
Apply:	**TE/SE pg. 676**

• Brain Builders **Wrap Up:** • Complete formative assessment • Assign homework **Learning Opportunities/Strategies:** **Chapter 11 Review and Reflect** **Objective:** Assess students' understanding of the vocabulary and key concepts in this chapter. **Review Homework:** Teacher reviews 1-2 problems as needed. **Essential Question:** • Remind students of the Essential Question: "How can I compare shapes?" **Review:** • Vocabulary Check • Concept Check • Brain Builders • **Climate Change Extension** ○ After completing the instructions for Brain Builder Activity- give students foam shapes (rectangles, triangles, squares, circles) to trace and construct more trees for the park in the illustration on workbook page 681. With prompting and support, students will answer questions about how trees reduce the warming effect of the sunlight in our local parks. **Reflect:** **Assign homework: n/a**	• Square, rectangle, circle, triangle, and hexagon pattern blocks; attribute blocks. **TE pg. 677-678** • Active Response TE pg. 678, pattern blocks, attribute blocks. • SE pg. 677-678 **Resources:** **Student Homework Page** **TE/SE pg. 679** **TE/SE pg. 680** **TE/SE pg. 681** **TE/SE pg. 682** **n/a**

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Small Group • Utilize gradual release model • Modify problem set to "Above Level" • Focus on critical thinking questions at	Small Group • Utilize gradual release model • Modify problem set to "On Level" • Utilize "Reteach"	Small Group • Specific use of modalities - kinesthetic, visual, auditory, tactile • Utilize gradual release model	Small Group • Specific use of modalities - kinesthetic, visual, auditory, tactile • Utilize gradual release model • Modify problem set to "Approaching Level"

the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	● Modify problem set to “Approaching Level” ● Utilize “Reteach” problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	● Utilize “Reteach” problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide foundational support ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● The multilingual eGlossary can support vocabulary Learning Station ● My Learning Station student-led activity

Pemberton Township School District
Kindergarten Mathematics

Chapter 12: Three-Dimensional Shapes

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Mathematics

- **K.G.1 -** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- **K.G.2 -** Correctly name shapes regardless of their orientations or overall size.
- **K.G.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).

NJSLS for Mathematical Practice

- **1. -** Make sense of problems and persevere in solving them.
- **2. -** Reason abstractly and quantitatively.
- **3. -** Construct viable arguments and critique the reasoning of others.
- **4. -** Model with mathematics.
- **5. -** Use appropriate tools strategically.
- **6. -** Attend to precision.
- **7. -** Look for and make use of structure.
- **8. -** Look for and express regularity in repeated reasoning..

Central Idea / Enduring Understanding:

Students will…

- identify spheres.
- identify cubes.
- identify cylinders.
- identify cones.
- compare solid shapes.
- identify and describe solid shapes in the real-world.

Essential/Guiding Question:

- How do I identify and compare three-dimensional shapes?

Content:

- Spheres and Cubes
- Cylinders and Cones
- Compare Solid Shapes
- Problem Solving Strategy: Act It Out
- Model Shapes in Our World

Skills (Objectives):

- Identify, name, and describe spheres and cubes.
- Identify, name, and describe cylinders and cones.
- Analyze and compare solid shapes.
- Act it out to solve problems.
- Identify, name, and describe solid shapes in the physical world.

Interdisciplinary Connection(s):

NJSLS for Literacy

- **L.VL.K.2.** With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- **RI.MF.K.6.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **SL.PE.K.1 -** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
    - A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).
    - B. Continue a conversation through multiple exchanges.

- **SL.II.K.2-** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **SL.ES.K.3 -** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4. -** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.UM.K.5.** - Add drawings or other visual displays to descriptions as desired to provide additional detail.
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NJSLS for Science

- **K-2-ETS1-1 -** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
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NJSLS for Social Studies (Performance Expectations)

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- **6.1.5.HistoryUP.7**: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.CivicsHR.4**: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

NJSLS for Career Readiness, Life Literacies, and Key Skills

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- **9.1.2.RM.1:** Describe how valuable items might be damaged or lost and ways to protect them.
- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **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 (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.4:** Compare information that should be kept private to information that might be made public.
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2:** Create a document using a word processing application.
- **9.4.2.TL.5:** Describe the difference between real and virtual experiences.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Stage 2: Assessment Evidence

Diagnostic Assessment:

- Am I Ready?

Formative Assessments:

- Line Up
- Active Response
- Think-Pair-Share
- Observation
- Talk Math
- Independent Practice
- Check My Progress

Summative Assessment:

- My Review
- Reflect
- Chapter 12 Assessment
- Chapter 12 Performance Task

Benchmark Assessment:

- Benchmark Test #4 (Covers chapters 1-12).

Pemberton Township School District
Kindergarten Mathematics

Stage 3: Learning Plan

Learning Opportunities/Strategies:	Resources:
Chapter Introduction **Objective:** Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.	
Chapter Introduction: ● Introduce the chapter by discussing the theme, "My Dreams Take Me Places!" ● View online video to spark a discussion about how math is used in other places. ● Introduce the Essential Question: "How do I identify and compare three-dimensional shapes?"	**TE pg. 683** ● TE/SE pg. 683 ● Online Video ● TE/SE pg. 683
Am I Ready? ● Complete the "Am I Ready?" assessment to determine if students have the foundational skills they need in order to successfully learn the new skills and concepts presented in this chapter.	**TE/SE pg. 685**
My Math Words ● Review vocabulary words and complete "My Math Words" activity.	**TE/SE pg. 686** ● Review Vocabulary: circle, square
My Vocabulary Cards ● Introduce vocabulary words and complete "My Vocabulary Cards" activity.	**TE/SE pg. 688-690** ● New Vocabulary: cone, cube, cylinder, roll, slide, sphere
My Foldable ● This foldable reinforces the concept of slide, roll, and stack when comparing solid shapes. Complete the "My Foldable" activities.	**TE/SE pg. 691-692**
Wrap Up ● Math at Home: Family Letter - Student signs it and presents it to parents/guardians.	**Online** ● Must print letter
Learning Opportunities/Strategies: **Lesson 1: Spheres and Cubes** **Objective:** Identify, name, and describe spheres and cubes.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Launch: ● Remind students of the Essential Question: "How do I identify and compare three-dimensional shapes?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 693A-693B** ● New Vocabulary: cube, sphere ● Pattern blocks
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 693B**

Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "If a square piece of paper was in the row of objects in Exercise 4 would it be circled?" ● Independent Practice	**TE/SE pg. 693-695** ● Geometric solids: sphere and cube ● Circle pattern block
Apply: ● Brain Builders	**TE/SE pg. 696**
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 697-698** ● Active Response TE pg. 698, geometric solids: sphere and cube; objects shaped like spheres and cubes. ● SE pg. 697-698
Learning Opportunities/Strategies: **Chapter 12 Project (use after lesson 1) - My Position Book** **Essential Question:** Remind students of the Essential Question: "How do I identify and compare three-dimensional shapes?" **Objective:** Students will work together to create a museum of shapes to help them connect shapes with real world objects.	**Resources:** **TE/SE pg. 684**
Review Homework: Teacher reviews 1-2 problems as needed. **Students per Group:** 1	**Student Homework Page**
Project: ● Students will work together to create a museum of shapes to help them connect shapes with real world objects. Ask students to bring in empty containers and objects from home that represent various three-dimensional shapes. ● Provide a table to display the objects. Tell students this will be called the Shape Museum. ● Give students time to visit the Shape Museum during each week to sort the containers and objects based on size, shape, and other attributes. ● Have students draw pictures of some of the items and label each with a vocabulary word that describes it: *round, cube, sphere, cone, cylinder, circle, triangle, rectangle, roll, slide,* or *stack*. **Wrap Up:** Allow students to share their work with the class.	**TE/SE pg. 684** ● empty containers and objects from students' homes.
Learning Opportunities/Strategies: **Lesson 2 - Cylinders and Cones** **Objective:** Identify, name, and describe cylinders and cones.	**Resources:** **Follow corresponding Lesson Presentation Slides.**

Review Homework: Teacher reviews 1-2 problems as needed. **Launch:** ● Remind students of the Essential Question: "How do I identify and compare three-dimensional shapes?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "Which real-world objects on the Guided Practice page would belong in a group of cylinders?" ● Independent Practice **Apply:** ● Brain Builders **Wrap Up:** ● Complete formative assessment ● Assign homework	**Student Homework Page** **TE pg. 699A-699B** ● New Vocabulary: cone, cylinder **TE pg. 699B** **TE/SE pg. 699-701** ● Geometric solids: cylinder and cone **TE/SE pg. 702** ● Crayons **TE pg. 703-704** ● Active Response TE pg. 703-704, geometric solids: cylinder and cone, objects shaped like cylinders and cones. ● SE pg. 703-704
Learning Opportunities/Strategies: **Lesson 3 - Compare Solid Shapes** **Objective:** Analyze and compare solid shapes. **Review Homework:** Teacher reviews 1-2 problems as needed. **Launch:** ● Remind students of the Essential Question: "How do I identify and compare three-dimensional shapes?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 705A-705B** ● Review Vocabulary: roll, slide, stack ● Geometric solids: sphere, cube, cylinder, and cone **TE pg. 705B** **TE/SE pg. 705-707** ● Geometric solids: sphere, cube, cylinder, and cone

○ Students turn and talk: "Do any groups have the same objects? Why?" ● Independent Practice **Apply:** ● Brain Builders **Wrap Up:** ● Complete formative assessment ● Assign homework **Learning Opportunities/Strategies:** **Lesson 4 - Problem Solving Strategy: Act it Out** **Objective:** Act it out to solve problems. **Review Homework:** Teacher reviews 1-2 problems as needed. **Launch:** ● Remind students of the Essential Question: "How do I identify and compare three-dimensional shapes?" ● Problem of the Day **Build:** ● Prepare ● Learn the Strategy **Practice:** ● Practice the Strategy **Apply:** ● Apply the Strategy ● Review the Strategy **Wrap Up:** ● Complete formative assessment ● Assign homework **Learning Opportunities/Strategies:** **Lesson 5 - Model Solid Shapes in Our World** **Objective:** Identify, name, and describe solid shapes in the physical world. **Review Homework:** Teacher reviews 1-2 problems as needed. **Launch:** ● Remind students of the Essential Question: "How do I identify and compare three-dimensional shapes?" ● Developing Vocabulary	● Three pieces of paper labeled roll, stack, and slide. Sphere-shaped, cone-shaped, and cube-shaped objects. **TE/SE pg. 708** **TE pg. 709-710** ● Observation TE pg. 710, geometric solids: sphere, cube, cylinder, and cone. ● SE pg. 709-710 **Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 713A-713B** ● Two-dimensional shapes ● TE p. 713B, building blocks: cones, cylinders, cubes, spheres. ● TE/SE p. 713, cylinders, cubes **TE/SE pg. 714** ● Spheres, cubes, cylinders **TE/SE pg. 715-716** ● Spheres, cubes, cones, cylinders ● Spheres, cubes, cylinders **TE pg. 717-718** ● Observation TE pg. 718, building blocks: cones, spheres, cubes, cylinders ● SE pg. 717-718 **Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 719A-719B**

● Problem of the Day	● Review Vocabulary: shapes
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 719B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "What real-world objects are shaped like spheres, cylinders, cones, or cubes?" ● Independent Practice	**TE/SE pg. 719-721**
Apply: ● Brain Builders	**TE/SE pg. 722** ● Crayons
Wrap Up: ● Complete formative assessment	**TE pg. 723-724** ● Response Cards TE pg. 724, geometric solids: sphere, cube, cylinder, and cone; geometric solid cards: sphere, cube, cylinder, and cone (one for each student); objects shaped like spheres, cubes, cylinders, and cones.
● Assign homework	● SE pg. 677-678
Learning Opportunities/Strategies: **Chapter 12 Review and Reflect**	**Resources:**
Objective: Assess students' understanding of the vocabulary and key concepts in this chapter.	
Review Homework: Teacher reviews 1-2 problems as needed.	**Student Homework Page**
Essential Question: ● Remind students of the Essential Question: "How do I identify and compare three-dimensional shapes?"	
Review: ● Vocabulary Check ● Concept Check ● Brain Builders	**TE/SE pg. 725** **TE/SE pg. 726** **TE/SE pg. 727, crayons**
Reflect:	**TE/SE pg. 728**
Assign homework: n/a	**n/a**

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Small Group ● Utilize gradual release model	Small Group ● Utilize gradual release model	Small Group ● Specific use of modalities -	Small Group ● Specific use of modalities -

● Modify problem set to “Above Level” ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	● Modify problem set to “On Level” ● Utilize “Reteach” problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to “Approaching Level” ● Utilize “Reteach” problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to “Approaching Level” ● Utilize “Reteach” problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide foundational support ● Specific use of modalities -

			kinesthetic, visual, auditory, tactile ● The multilingual eGlossary can support vocabulary Learning Station ● My Learning Station student-led activity

Supplemental Lessons: **Coins and the One-Dollar Bill**

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Mathematics

- **K.M.3 -** Understand that certain objects are coins and dollar bills, and that coins and dollar bills represent money. Identify the values of all U.S. coins and the one-dollar bill.

NJSLS for Mathematical Practice

- **1. -** Make sense of problems and persevere in solving them.
- **2. -** Reason abstractly and quantitatively.
- **3. -** Construct viable arguments and critique the reasoning of others.
- **4. -** Model with mathematics.
- **5. -** Use appropriate tools strategically.
- **6. -** Attend to precision.
- **7. -** Look for and make use of structure.
- **8. -** Look for and express regularity in repeated reasoning.

Central Idea / Enduring Understanding:

Students will…

- visually sort coins that are the same
- visually sort coins that are different
- categorize money
- sort by type of coin
- identify the worth of each unit of money

Essential/Guiding Question:

- How do I classify money?

Content:

- Pennies
- Nickels
- Dimes
- Quarters (with introduction to one-dollar bill)

Skills (Objectives):

- Identify coins that are alike and coins that are different.
- Use logical reasoning to solve problems.
- Categorize money.
- Sort by type of coin.
- Identify the worth of each unit of money.

Interdisciplinary Connection(s):

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- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Stage 2: Assessment Evidence

Diagnostic Assessment:

- Explore materials in the bills/coins set

Formative Assessments:

- Line Up
- Observation

Summative Assessment:

- My Review
- Coins Assessment: Show students a collection of coins. Have students identify the pennies, nickels, dimes, and quarters and their value.

• Think-Pair-Share • Response Cards • Turn to Your Partner • Talk Math • Independent Practice • Check My Progress	**Benchmark Assessment:** • n/a

Stage 3: Learning Plan

Learning Opportunities/Strategies:	Resources:
Lesson 1: Pennies **Objective:** Identify pennies. **Launch:** • Remind students of the Essential Question: "How do I classify money?" • Developing Vocabulary **Build:** • Investigate the Math: Explore, Model, Extend **Practice:** • Math in My World • Guided Practice • Talk Math ○ Students turn and talk: "In what ways can coins be alike and different?" • Independent Practice **Apply:** • Problem Solving **Wrap Up:** • Complete formative assessment • Assign homework	**"Additional Lesson" from ConnectEd** • Click here for the "Pennies" lesson or follow instructions below to access in ConnectEd. • Access teacher's edition in Connect Ed. Click hamburger menu at top left then click "resources." Set first drop-down to "program resources and updates" and set second drop-down to "additional lessons." Access The lesson titled: "Pennies Lesson" • Manipulatives: Bills/coins set **Resource to print/copy:** • Must print "Explore and Explain" page from the Additional Resources lesson **Resource to print/copy:** • Must print "See and Show" and "On My Own" Practice Pages from the Additional Resources lesson **Resource to print/copy:** • Must print "On My Own" from the Additional Resources lesson **Resource to print/copy:** • Must print "Homework" from the Additional Resources lesson
Learning Opportunities/Strategies: **Lesson 2: Nickels** **Objective:** Identify nickels. **Launch:**	**Resources:** **"Additional Lesson" from ConnectEd** • Click here for the "Nickels" lesson or follow instructions below to access in ConnectEd. • Access teacher's edition in Connect Ed. Click hamburger menu at top left then click "resources." Set first drop-down to "program resources and updates" and set second drop-down to "additional lessons." Access The lesson titled: "Nickels Lesson" • Manipulatives: Bills/coins set

• Remind students of the Essential Question: "How do I classify money?" • Developing Vocabulary **Build:** • Investigate the Math: Explore, Model, Extend **Practice:** • Math in My World • Guided Practice • Talk Math ○ Students turn and talk: "In what ways can coins be alike and different?" • Independent Practice **Apply:** • Brain Builders **Wrap Up:** • Complete formative assessment • Assign homework	**Resource to print/copy:** • Must print "Explore and Explain" page from the Additional Resources lesson **Resource to print/copy:** • Must print "See and Show" and "On My Own" Practice Pages from the Additional Resources lesson **Resource to print/copy:** • Must print "On My Own" from the Additional Resources lesson **Resource to print/copy:** • Must print "Homework" from the Additional Resources lesson
Learning Opportunities/Strategies: **Lesson 3: Dimes** **Objective:** Identify dimes. **Launch:** • Remind students of the Essential Question: "How do I classify money?" • Developing Vocabulary **Build:** • Investigate the Math: Explore, Model, Extend **Practice:** • Math in My World • Guided Practice • Talk Math ○ Students turn and talk: "In what ways can coins be alike and different?" • Independent Practice **Apply:**	**Resources:** **"Additional Lesson" from ConnectEd** • Click here for the "Dimes" lesson or follow instructions below to access in ConnectEd. • Access teacher's edition in Connect Ed. Click hamburger menu at top left then click "resources." Set first drop-down to "program resources and updates" and set second drop-down to "additional lessons." Access The lesson titled: "Dimes Lesson" • Manipulatives: Bills/coins set **Resource to print/copy:** • Must print "Explore and Explain" page from the Additional Resources lesson **Resource to print/copy:** • Must print "See and Show" and "On My Own" Practice Pages from the Additional Resources lesson **Resource to print/copy:**

• Brain Builders **Wrap Up:** • Complete formative assessment • Assign homework	• Must print "On My Own" from the Additional Resources lesson **Resource to print/copy:** • Must print "Homework" from the Additional Resources lesson
Learning Opportunities/Strategies: **Lesson 4: Quarters** **Objective:** Identify quarters and introduce the dollar bill. **Launch:** • Remind students of the Essential Question: "How do I classify money?" • Developing Vocabulary	**Resources:** **"Additional Lesson" from ConnectEd** • Click here for the "Quarters" lesson or follow instructions below to access in ConnectEd. • Access teacher's edition in Connect Ed. Click hamburger menu at top left then click "resources." Set first drop-down to "program resources and updates" and set second drop-down to "additional lessons." Access The lesson titled: "Quarters Lesson". Include introduction to the dollar bill as part of this lesson. • Manipulatives: Bills/coins set
Build: • Investigate the Math: Explore, Model, Extend	**Resource to print/copy:** • Must print "Explore and Explain" page from the Additional Resources lesson
Practice: • Math in My World • Guided Practice • Talk Math ○ Students turn and talk: "In what ways can coins be alike and different?" • Independent Practice	**Resource to print/copy:** • Must print "See and Show" and "On My Own" Practice Pages from the Additional Resources lesson
Apply: • Brain Builders	**Resource to print/copy:** • Must print "On My Own" from the Additional Resources lesson
Wrap Up: • Complete formative assessment • Assign homework	**Resource to print/copy:** • Must print "Homework" from the Additional Resources lesson

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Small Group • Utilize gradual release model • Modify problem set to "Above Level"	Small Group • Utilize gradual release model • Modify problem set to "On Level"	Small Group • Specific use of modalities - kinesthetic, visual, auditory, tactile	Small Group • Specific use of modalities - kinesthetic, visual, auditory, tactile • Utilize gradual release model

● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	● Utilize “Reteach” problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	● Utilize gradual release model ● Modify problem set to “Approaching Level” ● Utilize “Reteach” problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	● Modify problem set to “Approaching Level” ● Utilize “Reteach” problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide foundational support ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● The multilingual eGlossary can support vocabulary Learning Station ● My Learning Station student-led activity

Pemberton Township School District
Kindergarten Mathematics

Math Pacing Guide
Grade K

MP	Chapter Breakdown	# of days allotted	# of days subtotal	# of days cumulative
MP1	**McGraw Hill: My Math - Chapter 1 - Numbers 0 to 5**		19	19
	• Chapter Introduction	1		
	• Lessons 1-4 (@ 1 day per lesson)	4		
	• Chapter 1 Project	1		
	• Lessons 5-11 (@ 1 day per lesson)	7		
	• Review and Reflect	1		
	• Chapter Assessment	1		
	• Chapter Performance Task	1		
	• Flex Days	3		
MP1	**McGraw Hill: My Math - Chapter 2 - Numbers to 10**		18	37
	• Chapter Introduction	1		
	• Lesson 1 (@ 1 day per lesson)	1		
	• Chapter 2 Project	1		
	• Lessons 2-11 (@ 1 day per lesson)	10		
	• Review and Reflect	1		
	• Chapter Assessment	1		
	• Chapter Performance Task	1		
	• Flex Days	2		
MP1	**Benchmark Test #1 (covers chapters 1-2).**	1		38
MP1-2	**McGraw Hill: My Math - Chapter 3 - Numbers Beyond 10**		17	55
	• Chapter Introduction	1		
	• Lessons 1-6 (@ 1 day per lesson)	6		
	• Chapter 3 Project	1		
	• Lessons 6-10 (@ 1 day per lesson)	4		
	• Review and Reflect	1		
	• Chapter Assessment	1		
	• Chapter Performance Task	1		
	• Flex Days	2		
MP2	**McGraw Hill: My Math - Chapter 4 - Compose & Decompose Numbers to 10**		16	71
	• Chapter Introduction	1		
	• Lessons 1-8 (@ 1 day per lesson)	8		
	• Chapter 4 Project	1		

	• Lesson 9 (@ 1 day per lesson)	1		
	• Review and Reflect	1		
	• Chapter Assessment	1		
	• Chapter Performance Task	1		
	• Flex Days	2		
MP2	**McGraw Hill: My Math - Chapter 5 - Addition**		14	85
	• Chapter Introduction	1		
	• Lessons 1-7 (@ 1 day per lesson)	7		
	• Chapter 5 Project	1		
	• Review and Reflect	1		
	• Chapter Assessment	1		
	• Chapter Performance Task	1		
	• Flex Days	2		
MP2	**Benchmark Test #2 (covers chapters 3-5).**	1		86
MP2-3	**McGraw Hill: My Math - Chapter 6 - Subtraction**		14	100
	• Chapter Introduction	1		
	• Lesson 1 (@ 1 day per lesson)	1		
	• Chapter 6 Project	1		
	• Lessons 2-7 (@ 1 day per lesson)	6		
	• Review and Reflect	1		
	• Chapter Assessment	1		
	• Chapter Performance Task	1		
	• Flex Days	2		
MP3	**McGraw Hill: My Math - Chapter 7 - Compose & Decompose Numbers 11 to 19**		12	112
	• Chapter Introduction	1		
	• Lessons 1-5 (@ 1 day per lesson)	5		
	• Chapter 7 Project	1		
	• Review and Reflect	1		
	• Chapter Assessment	1		
	• Chapter Performance Task	1		
	• Flex Days	2		
MP3	**McGraw Hill: My Math - Chapter 8 - Measurement**		13	125
	• Chapter Introduction	1		
	• Lessons 1-4 (@ 1 day per lesson)	4		
	• Chapter 8 Project	1		
	• Lessons 5-6 (@ 1 day per lesson)	2		

	• Review and Reflect	1		
	• Chapter Assessment	1		
	• Chapter Performance Task	1		
	• Flex Days	2		
MP3	**Benchmark Test #3 (covers chapters 6-8).**	1		126
MP3-4	**McGraw Hill: My Math - Chapter 9 - Classify Objects**		12	138
	• Chapter Introduction	1		
	• Lessons 1-5 (@ 1 day per lesson)	5		
	• Chapter 9 Project	1		
	• Review and Reflect	1		
	• Chapter Assessment	1		
	• Chapter Performance Task	1		
	• Flex Days	2		
MP4	**McGraw Hill: My Math - Chapter 10 - Position**		11	149
	• Chapter Introduction	1		
	• Lesson 1 (@ 1 day per lesson)	1		
	• Chapter 10 Project	1		
	• Lessons 2-4 (@ 1 day per lesson)	3		
	• Review and Reflect	1		
	• Chapter Assessment	1		
	• Chapter Performance Task	1		
	• Flex Days	2		
MP4	**McGraw Hill: My Math - Chapter 11 - Two-Dimensional Shapes**		15	164
	• Chapter Introduction	1		
	• Lessons 1-4 (@ 1 day per lesson)	4		
	• Chapter 11 Project	1		
	• Lessons 5-9 (@ 1 day per lesson)	5		
	• Review and Reflect	1		
	• Chapter Assessment	1		
	• Chapter Performance Task	1		
	• Flex Days	1		
MP4	**McGraw Hill: My Math - Chapter 12 - Three-Dimensional Shapes**		11	175
	• Chapter Introduction	1		
	• Lesson 1 (@ 1 day per lesson)	1		
	• Chapter 12 Project	1		
	• Lessons 2-5 (@ 1 day per lesson)	4		

	• Review and Reflect	1		
	• Chapter Assessment	1		
	• Chapter Performance Task	1		
	• Flex Days	1		
MP4	**Additional lessons (2023 NJSLS) - Money**	4	4	179
MP4	**Benchmark Test #4 (Covers chapters 1-12).**	1		180