



Alloway Township School

Home of the Tigers

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Kindergarten Unit 5 — Dates: 2/10/2025 - 3/26/2025

Rationale for Unit 5 Expectations

In Unit 5, learners continue to develop an understanding of number names and the count sequence. Foundational place value concepts are introduced in the unit through counting to 100 by ones and tens, as well as starting at numbers other than one. Learners dive deeper into skip counting through sorting and counting coins. The count sequence will be further expanded in first grade, as well as additional place value concepts involving teen numbers and other two-digit numbers.

The unit concludes by extending learners' understanding of composing and decomposing amounts. They explore different ways to compose and decompose numbers 6 through 9 into parts using concrete objects, drawings and equations.

Unit 5 Description & Expectations

Days of Instruction: 30 days (includes 2 days for Math iReady Diagnostic 2)

Unit Completion Date: 3/26

Unit Topics/Themes: Numbers to 100

[Topic: Count, Read and Write Numbers 11 to 20](#)

[Topic: Count Within 100](#)

[Topic: Money](#)

[Topic: Compose and Decompose 6 and 7 and Compose and Decompose 8 and 9](#)

[Topic: Unit Review and Assessment](#)

Whole Group Instruction Overview	Differentiation: Teacher Table Overview	Differentiation: Independent/ Small Group Practice Overview
Guidelines		
30-45 minutes of daily instruction using Core Resources	45 minutes of daily differentiation during 90 minutes ELA/Math Center time	
<p>Supporting Positive Learning Habits: Unit 5:</p> <p>Number Sense Making Routines: (5-10 minutes daily) Number sense is built through experiences. Vary your sense making routines based on the needs of your classroom. They may be a whole group activity, but they also may be done as a small group depending upon the need. Example areas of focus: Verbal Counting, Object Counting, Cardinality, Subitizing, Spatial Relationships, One/Two More & Less, Benchmark Numbers (5 and 10), Part-Part-Whole, Magnitude, etc.</p> <p>Core Resource for Whole Group Instruction: Ready Classroom Math (30-45 minutes daily)</p> <p>Ready Classroom Math design & expectations:</p> <ul style="list-style-type: none"> • Strategy Lessons - Focus on helping students persevere in solving problems, discuss solution strategies, and compare multiple representations through the <i>Try-Discuss-Connect</i> routine. Strategy Lessons are taught over multiple days (usually 5 days) and consist of different sessions. All sessions start with a Number Sense Routine designed to support the development of early numbers sense and counting concepts. Students also learn to talk about math and describe their thinking through various routines. 	<p>Number of groups to meet with each day: two</p> <p>When planning for differentiation, it is important to first think about what each student needs. You may have different focuses for different groups of students. Below are suggestions to consider when planning for small group differentiated instruction.</p> <p>Gifted Students: When planning for students who are gifted, consider differentiating the content, process or product.</p> <p>Tier I Remedial Groups: When planning for remedial work (additional work on grade level concepts), identify your Essential Understandings, Objectives, Standards, skills being taught, and Learner</p>	<p>Activities should be aligned to specific skills & standards addressed during whole group instruction and practice of fluency standards.</p>

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

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

- **Try It** - The teacher displays the *Start* question to draw on prior knowledge to the day's session. The teacher guides students in making sense of the problem, and to slow down to recognize and understand important information in the picture. Teacher displays the picture and uses:
 - *Language Routines* - Three Reads, Co-Crafted Questions, Notice/Wonder and Say It Another Way
 - *Teacher Moves* - Turn & Talk and Individual Think Time (*Typically 10 seconds to 2 minutes*)

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

- **Discuss It** - Students work in pairs to share their thinking - even

Outcomes, then, anticipate the most common unique needs and common misconceptions.

Doing this will help you to plan effectively, and form groups based on daily exit tickets and Ready Unit Prerequisite Report. Support students using scaffolding and/or additional practice for grade level concepts and skills.

Tier II or Tier III Remedial

Groups: When planning your grade level instruction for students that are in Tier II or Tier III considerations of each individual students' Math Intervention Plan need to be taken. Interventions and number sense relationships should be leveraged to support students with grade level content (bridging foundational concepts to support students' work at grade level content). Resources should be aligned to core content instructional resources (ie, Tools for Instruction, Fluency Skills & Practice pages, Prerequisite Lessons, Reteach Activities,

incomplete thinking. Students should analyze their representations and strategies while sentence frames are used to help them while making sense. The teacher strategically selects and sequences students' representations and strategies based upon the learning goal of the lesson.

While circulating the teacher should use:

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

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

- **Connect It** - The teacher and students connect understanding they've developed in the *Try It* problem to new representations. Students make connections between representations and strategies they discussed and solidify these connections as they complete the *Connect It* problems. Students then apply their understanding to new situations. The teacher should use:

- *Language Routines* - Collect & Display and Compare & Connect
- *Teacher Moves* - Turn & Talk, Individual Think Time and Four Rs

Closing: (2-5 minutes daily)

The closure should be directly related to the goal of the lesson. Formal closure to lessons may consist of synthesizing information learned during the lesson that relates to the objective. For example, students could share with the class something new that they learned that day (the question should be detailed and related to the goal/objective), complete an exit ticket (related to the goal/objective), reflect on what challenged them (related to the goal/objective), etc.

Vocabulary pages, etc.), while a direct explicit connection between intervention strategies and grade level content is built.

Unit Resources

- Suggested Pacing Guide
- Ready Unit Flow and Progression Video
- Ready Math Background: Models, Progressions, and Teaching Tips
- Ready Interactive Tutorials
- Ready Unit Self Reflection
- Ready Unit Review
- Ready Discourse Cards/Cube
- Ready Digital Math Tools
- Silent Hand Signals
- [Georgia Frameworks](#) (K-5)
- Howard County, MD:
 - [Kinder](#)
- Achieve the Core [Coherence Map](#)
- [Illustrative Mathematics](#)
- [You Cubed](#)
- San Francisco Unified School District (SFUSD)
 - [Kindergarten](#)
- Three Act Tasks:
 - [Ms. Castillo's Math](#) (K-5)
 - [Graham Fletcher](#) (K-6)
 - [Robert Kaplinsky](#) (K-6)
- Sense Making Routines:
 - [Subitizing Slides](#) (Steve Wyborney)
 - [Esti-Mysteries](#) (Steve Wyborney)
 - [Even More Esti-Mysteries](#) (Steve Wyborney)
 - [Estimation Clipboard](#) (Steve Wyborney)
 - [Which One Doesn't Belong](#) (Christopher Danielson)
 - [Math Visuals](#) (Berkley Everett)
 - [Would You Rather...?](#) (John Stevens)

- Scheduling Small Groups and Rotations
- CFAs
- RCM Fluency Practice Pages
- RCM Tools for Instruction Lessons
- RCM Discourse Bookmarks
- [K-5 Math Teaching Resources](#) (no direct links to free documents!)
- Virtual Manipulatives:
 - [TheMathLearningCenter](#) - ten frames, counters, time, number line, math rack, geoboards
 - [SplatSquare-InteractiveHundredsChart](#)
 - [Dreambox Teacher Tools](#)
 - [Online Manipulatives on Mathigon](#)

- Scheduling Small Groups and Rotations
- RCM Unit Game
- RCM Literacy Connections Activities
- RCM Discourse Bookmarks
- [K-5 Math Teaching Resources](#) (no direct links to free documents!)
- Howard County, MD:
 - [Kinder](#)
- Unit Resources
 - K.CC.A.1:[Peg's Pizza place](#)
 - K.CC.A.1:[Farmer Fred's Friendly Feeders](#)
 - K.CC.A.2:[Apple Picking](#)
 - [PBS Kids Curious George Games](#)

<ul style="list-style-type: none"> ○ Numberless Word Problems (Brian Bushart) ○ Number Talk Images (Tracey Zager & Pierre Tranche) ○ Daily Routines to Jumpstart Math Class (Curriculum Shared Drive) ○ Clothesline Math (Dan Kaufmann) ○ Math Spy (Dan Kaufmann) ○ Same or Different (Brian Bushart) ○ Same But Different (Sue Looney) ○ Splat (Steve Wyborney) ○ Open Middle (Robert Kaplinsky) 		
Assessments		
<ul style="list-style-type: none"> ● Ready Unit Assessment ● Ready Lesson Quizzes ● CFAs ● Exit Tickets 	<ul style="list-style-type: none"> ● Daily log of small group instruction ● Anecdotal Notes ● Grade Level Math Interview ● CFAs ● RCM Fluency Practice Pages ● RCM Tools for Instruction Lessons ● Exit Tickets ● Achieve the Core Coherence Map ● Illustrative Mathematics 	<p>Examples of accountability measures: Recording sheets, Fluency Practice Pages, exit tickets, rubrics, reflections, etc.</p>
Standards		
<p>K.CC.A.1 Count to 100 by ones and by tens. K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written</p>	<p>In addition to Whole Group Standards, you may choose to focus on grade level fluency standards or other priority standards listed below:</p>	

numeral 0-20 (with 0 representing a count of no objects). *BENCHMARKED Unit 2 & Unit 4

K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. *BENCHMARKED Unit 2 & Unit 4

- a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

*BENCH- MARKED Unit 1, Unit 2 & Unit 4

K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). *BENCHMARKED Unit 4

K.M.B.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.

K.DL.A.1 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Clarification: Limit category counts to be less than or equal to 10.) 🌱 *BENCHMARKED Unit 1

**Unit 5 Center Library:

Skill Reviews:

Card 17 - Tile Puzzles

Card 7 - Shake and Spill

Card 5 - Sort It Out

Card 24 - Memory

Fluency:

Card 12 - Writing Center

Card 23 - Dominoes

Card 11 - Estimate and Count

Card 13 - Show It

Links for Centers

*The following centers are for all units

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


*The following centers are for Unit 5

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

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|--|---|
| | <ul style="list-style-type: none">● Count, Build, Trace - Numbers to 10● Shake and Spill Themed Mats● Missing Numbers - Year Long (#s to 20, 100 and 120) |
|--|---|

Unit 5 Math Pacing Guide

Topic: Count, Show and Write Numbers 11 to 20		
Student Learning Standard(s):	<p>K.CC.A.3</p> <p>K.CC.B.4ab</p> <p>K.CC.B.5</p>	<p>-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). <i>*BENCHMARKED Unit 2 & Unit 4</i></p> <p>-Understand the relationship between numbers and quantities; connect counting to cardinality. <i>*BENCHMARKED Unit 2 & Unit 4</i></p> <p style="padding-left: 20px;">a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p style="padding-left: 20px;">b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>-Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. <i>*BENCH- MARKED Unit 1, Unit 2 & Unit 4</i></p>
Math Practices:	<ul style="list-style-type: none"> • MP.1 Make sense of the problem and persevere in solving them. • MP.2 Reason abstractly and quantitatively. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.4 Model with Mathematics. • MP.5 Use appropriate tools strategically. • MP.6 Attend to precision. • MP.7 Look for and make use of structure 	
Days: 5 2/10 - 2/19 2/12: 100th day	Focus: (Major Content)	Benchmarked Standard: Y Fluency Standard: N
Critical Knowledge & Skills		
Objective:	<p>We are learning to:</p> <ul style="list-style-type: none"> • Count groups of up to 20 objects. • Read and write numbers from 11 to 20. 	
Essential Question(s):	How can counting help me make sense of the world around us? How does counting affect numbers?	

Core Whole Group Resources				Core Formative Assessment	
Ready Classroom Math Lessons Lesson 16: Count, Read, and Write Numbers 11 to 20				-RCM Lesson Quiz -CFAs	
Additional Leveled Resources					
Activities and Additional Resources for Whole Group		Differentiated Independent Activities/Center Ideas		Teacher Table Resources	
<p>-DREME (Development and Research in Early Math Education) Counting Activities & Formative Assessment Ideas</p> <p>-(Introduce row by row as you count higher and higher. Each row has the decades grouped together to promote pattern awareness in counting.)</p> <p>-Number Sense Lessons/Resources</p> <p>-i-Ready Teacher Toolbox Resources (found under the Instruction and practice tab for this lesson): Number Cards 0-10</p> <p>-Interactive Tools</p> <ul style="list-style-type: none"> • Number Relations • Resource Bank: Kindergarten Mathematics 		<p>-iReady Individual Path</p> <p>-iReady Teacher Assigned Lessons</p> <p>-RCM Interactive Tutorial: Count up 20 Objects, Make Groups of up to 20 Objects, Order Numbers to 20</p> <p>-RCM Center Activities: Pick and Write</p> <p>-RCM Enrichment Activities: Sets of Stickers</p> <p>-RCM Center Library:</p> <p>Skill Review Card 17 - Tile Puzzles</p> <p>Fluency Card 12 - Writing Center</p> <p>-K-5 Math Teaching Resources:</p> <p>K.CC.B.4 Five Frame Concentration</p> <p>K.CC.B.4 Five Frame Match</p> <p>K.CC.B.4 Playdough Numbers</p> <p>-San Francisco Unified School District:</p> <p>K.CC.A.3 Write Your Numbers</p> <p>K.CC.B.4 Independent Center</p>		<p>-RCM Prerequisite Lessons: Count up to 10 Objects in Rows or Arrays</p> <p>-RCM Tools for Instruction: Read, Write, and Show Numbers 11 to 20</p> <p>-K-5 Math Teaching Resources:</p> <p>K.CC.B.4 Five Frame Numeral Match</p> <p>K.CC.B.5 0-10 Numeral, word, picture cards</p> <p>-Illustrative Mathematics:</p> <p>-K.CC.A.3 Bags of Stuff</p> <p>-K.CC.A.3 Rainbow Number Line</p> <p>-K.CC.B.4 Goodie Bags</p> <p>-K.CC.B.5 Finding Equal Groups</p> <p> Math Work Mats</p>	
Vocabulary for Students				Mentor Text List	
Teen numbers	eleven	twelve	thirteen	<ul style="list-style-type: none"> • Ten on the Sled - Read Aloud Books for Toddlers, Kids and Children • How Many Snails? 	

fourteen	fifteen	sixteen	seventeen
eighteen	nineteen	twenty	count
ten	next	place	

- [Ten black dots](#)
- [Ten Creepy Monsters by Carey Armstrong-Ellis Book Reading](#)
- [123 PEAS Counting Book Read Aloud | Preschool Books for Kids | Children's Books Read Aloud](#)
- [1, 2, 3 TO THE ZOO A COUNTING BOOK BY ERIC CARLE | CHILDREN'S BOOK READ ALOUD](#)
- [Zero Read Aloud Along Audio Story Book for Children / Kids](#)
- ["One More Rabbit" by Margaret Wise Brown : Read-Along](#)
- [Just enough carrots](#)

Topic: Count Within 100		
Student Learning Standard(s):	K.CC.A.1 K.CC.A.2	-Count to 100 by ones and by tens. -Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
Math Practices:	<ul style="list-style-type: none"> • MP.1 Make sense of the problem and persevere in solving them. • MP.2 Reason abstractly and quantitatively. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.4 Model with Mathematics. • MP.5 Use appropriate tools strategically. • MP.6 Attend to precision. • MP.7 Look for and make use of structure. • MP.8 Look for and express regularity in repeated reasoning. 	
Days: 5 (+2 days for Diag 2) 2/20 - 2/26 2/27 & 2/28 iReady Diagnostic 2	Focus: (Major Content)	Benchmarked Standard: N Fluency Standard: N
Critical Knowledge & Skills		
Objective:	We are learning to: <ul style="list-style-type: none"> • Count to 100 by 1s. • Count to 100 by 10s. • Count on from a given number that is less than 100. 	
Essential Question(s):	How can counting help me make sense of the world around us? How does counting affect numbers?	

Core Resources	
Core Whole Group Resources	Core Formative Assessment
Ready Classroom Math Lessons Lesson17: Count Within 100	-RCM Lesson Quizzes -CFAs
Additional Leveled Resources	

Activities and Additional Resources for Whole Group	Differentiated Independent Activities/Center Ideas	Teacher Table Differentiated Resources		
<p>-DREME (Development and Research in Early Math Education) Counting Activities & Formative Assessment Ideas & Spatial Relations Activities & Patterns in Counting Words</p> <p>-Number Sense Lessons/Resources</p> <p>-Interactive Tools: Count Together by 10's Counting Workout for Kids Jack Hartmann Counting By Tens Song Count by 10's Count by 10 Count to 100 Counting Songs Jack Big Numbers Song Count to 100 Song The Singing Walrus Let's Count To 100 ft. Finny the Shark Super Simple Songs Let's Get Fit Count to 100 Count to 100 Song Counting to 100 Jack Hartmann Let's Get Fit Count to 100 2020 Version Jack HartmannHartmann Count to 100 by 10's</p>	<p>-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Center Activities: Keep Counting -RCM Enrichment Activities: A Good Way to Count -RCM Center Library: Skill Review Card 7 - Shake and Spill Fluency Card 23 - Dominoes</p> <p>-K-5 Math Teaching Resources: K.CC.A.1 Number Puzzles 1-20 K.CC.A.1 Counting Cards (set 1) K.CC.A.2 Cross the Decade K.CC.A.2 Cross the Decade</p> <p>-Illustrative Mathematics: K.CC.A.1 Counting by Tens K.CC.A.1 Counting Circles K.CC.A.1 Choral Counting K.CC.A.2 Start-Stop Counting K.CC.A.2 Start-Stop Counting K.CC.A.2 Number After Bingo 1-15 K.CC.A.2 Number Line Up K.CC.A.2 One More Concentration</p>	<p>-RCM Prerequisite Lessons: Order Numbers to 20, Order Numbers to 10 -RCM Tools for Instruction: Count by Ten</p> <p>-(Introduce row by row as you count higher and higher. Each row has the decades grouped together to promote pattern awareness in counting.)</p>		
Vocabulary for Students		Mentor Text List		
count	Count on	One hundred	tens	<ul style="list-style-type: none"> • Toasty Toes Counting by Tens - (Read Aloud) • Leaping Lizards / Skip Counting - A Read Aloud Math Book • Plenty of Petals Counting by Tens - (Read Aloud)

Decade number	organize	up	down
left	right		

- [100 Days of Cool \(A Mathstart Story\) | Kids Books Read Aloud!](#)
- [Miss Bindergarten Celebrates the 100th day of Kindergarten- Read Aloud](#)
- [Wooldridge's Weekly Read Aloud: 100 Days Of School](#)

Topic: Money		
Student Learning Standard(s):	<p>K.M.B.3</p> <p>K.DL.A.1</p> <p>K.CC.B.5</p>	<p>-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.</p> <p>-Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Clarification: Limit category counts to be less than or equal to 10.) 🌱</p> <p><i>*BENCHMARKED Unit 1</i></p> <p>-Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. <i>*BENCH- MARKED Unit 1, Unit 2 & Unit 4</i></p>
Math Practices:	<ul style="list-style-type: none"> • MP.1 Make sense of the problem and persevere in solving them. • MP.2 Reason abstractly and quantitatively. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.4 Model with Mathematics. • MP.5 Use appropriate tools strategically. • MP.6 Attend to precision. • MP.8 Look for and express regularity in repeated reasoning. • MP.7 Look for and make use of structure. 	
Days: 5 3/3 - 3/7	Focus: (Additional Content) K.M.B.3 (Supporting Content) K.DL.A.1 (Major Content) K.CC.B.5	Benchmarked Standard: Y Fluency Standard: N
Critical Knowledge & Skills		
Objective:	<p>We are learning to:</p> <ul style="list-style-type: none"> • Identify pennies, nickels, dimes, quarters and the one dollar bill. • Know the values of all U.S. coins and the one dollar bill. • Sort and count objects into given categories. 	
Essential Question(s):	How does classifying and sorting objects make counting easier?	
Core Resources		
Core Whole Group Resources	Core Formative Assessment	

K.M.B.3 Resources	-RCM Lesson Quiz -CFAs	
Additional Levelled Resources		
Activities and Additional Resources for Whole Group	Differentiated Independent Activities/Center Ideas	Teacher Table Differentiated Resources
<p>-DREME (Development and Research in Early Math Education) Counting Activities & Formative Assessment Ideas</p> <p>- (Introduce row by row as you count higher and higher. Each row has the decades grouped together to promote pattern awareness in counting.)</p> <p>-Number Sense Lessons/Resources</p> <p>-i-Ready Teacher Toolbox Resources (found under the Instruction and practice tab for this lesson): Number Cards 0-10</p> <p>-Interactive Tools</p> <ul style="list-style-type: none"> • Number Relations • Resource Bank: Kindergarten Mathematics <p>Coin ID Poem</p> <p>Virtual Class Trip</p> <p>Identifying Coins and their values - interactive lesson</p> <p>Coloring Pages</p>	<p>-Illustrative Mathematics:</p> <p>-K.MD.B.3 Sort and Count 1</p> <p>-K.MD.B.3 Sort and Count 2</p> <p>-K-5 Math Teaching Resources:</p> <p>K.MD.B.3 2D shape sort (v.1)</p> <p>K.MD.B.3 Sort and count</p> <p>i-Ready:</p> <p>Coin Identification</p> <p>Coin Cut and Paste</p> <p>Identifying Money and Value of Coins Boom cards</p> <p>Teaching Money</p> <p>Break the Bank</p> <p>Coin Identification</p> <p>Counting with Coins</p>	<p>-Free Math Apps</p> <p>-Sort the Same Group Two Different Ways Preschool and Kindergarten Kids Academy</p> <p>Coin Quiz</p> <p>Sorting Mat & Money Counting Mat</p>

[Teach about money](#)

[Collecting Coins Game](#)

[Coin Counting Game](#)

[Coin Top It](#)

Vocabulary for Students

coin	money	value	Cent (¢)
dime	nickel	penny	quarter
Dollar (\$)	sort	category	

Mentor Text List

- [Read aloud of Sort it By Size](#)
- [Sort It Out!](#)
- *Caps for Sale* by Esphyr Slobodkina (Read Aloud Crowd video link: [Caps For Sale - Read Aloud Crowd](#))
- *The Great Pet Sale* by Mick Inkpen (Read aloud video link: [The Great Pet Sale](#))
- *The Lunch Line (Hello Math Reader, Level 3)* by Karen Berman Nagel (Read aloud video link: [The Lunch Line \(Math Read Along\)](#))
- *Monster Money* by Grace MacCarone (Read aloud link: [Monster Money](#))


Topic: Compose and Decompose 6 and 7 and Compose and Decompose 8 and 9		
Student Learning Standard(s):	K.OA.A.3	-Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). <i>*BENCHMARKED Unit 4</i>
Math Practices:	<ul style="list-style-type: none"> • MP.1 Make sense of the problem and persevere in solving them. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.5 Use appropriate tools strategically. • MP.8 Look for and express regularity in repeated reasoning. 	<ul style="list-style-type: none"> • MP.2 Reason abstractly and quantitatively. • MP.4 Model with Mathematics. • MP.6 Attend to precision. • MP.7 Look for and make use of structure.
Days: 10 3/10 - 3/24	Focus: (Major Content)	Benchmarked Standard: Y Fluency Standard: N
Critical Knowledge & Skills		
Objective:	We are learning to: Lesson 18 <ul style="list-style-type: none"> • Decompose 6 and 7 into number partners using objects and drawings. • Represent number partners for 6 and 7 with equations. Lesson 19 <ul style="list-style-type: none"> • Decompose 8 and 9 into number partners using objects and drawings. • Represent number partners for 8 and 9 with equations. 	
Essential Question(s):	Why do we represent quantities in multiple ways?	

Core Resources	
Core Whole Group Resources	Core Formative Assessment
Ready Classroom Math Lessons Lesson 18: Compose and Decompose 6 and 7	-RCM Lesson Quiz -CFAs

Lesson 19: Compose and Decompose 8 and 9		
Additional Levelled Resources		
Activities and Additional Resources for Whole Group	Differentiated Independent Activities/Center Ideas	Teacher Table Differentiated Resources
<p>-DREME (Development and Research in Early Math Education) Counting Activities & Formative Assessment Ideas</p> <p>-Number Chart to use for Counting (Introduce row by row as you count higher and higher. Each row has the decades grouped together to promote pattern awareness in counting.)</p> <p>-Number Sense Lessons/Resources</p> <p>-i-Ready Teacher Toolbox Resources (found under the Instruction and practice tab for this lesson):</p> <p>Number Cards 0-10</p> <p>-Interactive Tools</p> <ul style="list-style-type: none"> • Number Relations • Resource Bank: Kindergarten Mathematics <p>I Can Show Numbers In So Many Ways Math Song for Kids How to Represent Numbers Jack Hartmann</p> <p>I Can Say My Number Pairs 5 Math Song for Kids Number Bonds Jack Hartmann</p> <p>I Can Say My Number Pairs 6 Math Song for Kids Number Bonds Jack Hartmann</p> <p>I Can Say My Number Pairs 7 Math Song for Kids Number Bonds Jack Hartmann</p>	<p>-iReady Individual Path</p> <p>-iReady Teacher Assigned Lessons</p> <p>Lesson 18:</p> <p>-RCM Interactive Tutorial: Number Partners for 6 and 7</p> <p>-RCM Center Activities: Fish to Make Numbers, Count and Circle</p> <p>-RCM Enrichment Activities: Make 7</p> <p>-RCM Center Library:</p> <p>Skill Review Card 5 - Sort It Out</p> <p>Fluency Card 11 - Estimate and Count</p> <p>Lesson 19:</p> <p>-RCM Interactive Tutorial: Number Partners for 8 and 9</p> <p>-RCM Center Activities: Show the Number, Show and Write</p> <p>-RCM Enrichment Activities: Make 7, 8, and 9</p> <p>-RCM Center Library:</p> <p>Skill Review Card 24 - Memory</p> <p>Fluency Card 13 - Show It</p> <p>-Illustrative Mathematics:</p> <p>K.OA.A.3 Shake and Spill</p> <p>K.OA.A.3 Pick Two</p> <p>K.OA.A.3 Make 9</p> <p>-K-5 Math Teaching Resources:</p> <p>K.OA.A.3 Addition Bag</p> <p>K.OA.A.3 Domino Addition</p> <p>K.OA.A.3 Hide the Cubes</p>	<p>Lesson 18:</p> <p>-RCM Prerequisite Lessons: Number Partners for 10</p> <p>-RCM Tools for Instruction: Use Counters to Write Equations</p> <p>Lesson 19:</p> <p>-RCM Prerequisite Lessons: Number Partners for 6 and 7</p> <p>-RCM Tools for Instruction: Make 6, 7, 8 and 9</p> <p>-K-5 Math Teaching Resources:</p> <p>K.OA.A.3 Domino Addition</p> <p>-Illustrative Mathematics:</p> <p>K.OA.A.3 Christina's Candles</p> <p>K.OA.A.3 Bobbie Bear's Buttons</p>

[I Can Say My Number Pairs 8 | Math Song for Kids | Number Bonds | Jack Hartmann](#)
[I Can Say My Number Pairs 9 | Math Song for Kids | Number Bonds | Jack Hartmann](#)

K.OA.A.3 Five Little Ducks
 K.OA.A.3 Fives/Tens Go Fish (play with ten frame cards)

 Math Work Mats

Vocabulary for Students

compose	decompose	Equal sign (=)	equation
Plus sign (+)	part	whole	six
seven	eight	nine	detail
discover	sure		

Mentor Text List

- [Ten on the Sled - Read Aloud Books for Toddlers, Kids and Children](#)
- [How Many Snails?](#)
- [Ten black dots](#)
- [Ten Creepy Monsters by Carey Armstrong-Ellis Book Reading](#)
- [123 PEAS Counting Book Read Aloud | Preschool Books for Kids | Children's Books Read Aloud](#)
- [1, 2, 3 TO THE ZOO A COUNTING BOOK BY ERIC CARLE | CHILDREN'S BOOK READ ALOUD](#)
- [Zero Read Aloud Along Audio Story Book for Children / Kids](#)
- ["One More Rabbit" by Margaret Wise Brown : Read-Along](#)
- [Just enough carrots](#)

Topic: Unit Review and Unit Assessment

Days: 2

Review Date: 3/25

Unit Assessment Date: 3/26

Scoring Submission in LinkIt:

Data Review Date:

Computer Science (8.1) and Design Thinking (8.2)

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

8.1.2.NI.4: Explain why access to devices need to be secured.

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.1.2.DA.3: Identify and describe patterns in data visualizations.

8.1.2.DA.4: Make predictions based on data using charts or graphs.

8.1.2.AP.4: Break down a task into a sequence of steps

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

8.2.2.ED.1: Communicate the function of a product or device.

8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.

8.2.2.ITH.2: Explain the purpose of a product and its value.

8.2.2.ITH.3: Identify how technology impacts or improves life.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Preparation for College, Careers, and Beyond

Career Ready Practices

Personal Financial Literacy (9.1), Career Awareness, Exploration, and Preparation (9.2), Life Literacies and Key Skills (9.4)

CRP1. Act as a responsible and contributing citizen and employee.
 CRP2. Apply appropriate academic and technical skills.
 CRP3. Attend to personal health and financial well-being.
 CRP4. Communicate clearly and effectively and with reason.
 CRP5. Consider the environmental, social and economic impacts of decisions.
 CRP6. Demonstrate creativity and innovation.
 CRP7. Employ valid and reliable research strategies.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP9. Model integrity, ethical leadership and effective management.
 CRP10. Plan education and career paths aligned to personal goals.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
 9.4.2.CI.2: Demonstrate originality and inventiveness in work
 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
 9.4.2.CT.3: Use a variety of types of thinking to solve problems
 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
 9.4.2.IML.2: Represent data in a visual format to tell a story about the data
 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool

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

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

Possible Modifications and Accommodations

Special Education/504 Plans	At-Risk	Gifted	English Language Learners
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> ● Number line on desk ● Extra time on timed calculation assessments ● Use of a calculator or chart of basic facts for computation ● Use of a graphic organizer to plan ways to solve math problems ● Use of concrete materials and objects (manipulatives) ● Opportunities for cooperative partner work ● Assign fewer problems at one time (e.g., assign only odds or evens) ● Basic computation – use counters ● Differentiated center-based small group instruction ● Fractions – use fraction blocks ● Provide a copy of mathematical equations, class notes, and examples for math notebooks ● Highlight or underline key words in word problems ● If a manipulative is used during instruction, allow its use on a test ● Place value – use place value blocks 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students.</p> <p><i>*Refer to the individual student Math Plan for specific interventions.</i></p>	<p><i>*Teachers should select the appropriate modifications and/or accommodations for Gifted and Talented according to the following suggestions.</i></p> <p>Differentiating instruction based on:</p> <ul style="list-style-type: none"> ● Content: <i>What</i> is taught or the material used ● Process: <i>How</i> it is taught or support given or student grouping or environment ● Product: What students produce <p>To differentiate content consider:</p> <ul style="list-style-type: none"> ● Using different resources that have less explicit information (e.g., tiering assignments - consider what would make the content more complex to digest for gifted students) <ul style="list-style-type: none"> ○ For Example: tiering problem solving scenarios making a gifted learner's scenario more complex ○ For Example: gifted students could work on deriving the procedure for an abstract concept ● Organizing ideas through graphic organizers ● Using a learning contract (learning contracts are <i>individualized</i> and allow students to participate in designing their own learning which is motivating for gifted students) ● Using jigsaws ● Using orbital studies (differ from independent investigations and is meant as an extension of the topics covered in class into specific fields of study e.g., manufacturing) <p>To differentiate the process consider:</p> <ul style="list-style-type: none"> ● How students are grouped ● Tiering materials used (e.g., graphic organizers varying in complexity, types of questions asked - DOK level) <ul style="list-style-type: none"> ○ For Example: <i>Below-Grade-Level Question:</i> ●●●●●● + ? = ●●●●●●●●●● <i>On-Grade-Level Question (Grade 1):</i> 6 + ? = 10 <i>Above-Grade-Level Question:</i> Jon has 6 puppies. He wants to have 10 puppies. How many more puppies does he need to buy? 	<ul style="list-style-type: none"> ● Continue practicing vocabulary ● Demonstrate that vocabulary can have multiple meanings ● Encourage bilingual supports among students ● Provide visual cues, graphic representations, gestures, and pictures ● Rephrase math problems when appropriate ● Build knowledge from real-world examples ● Provide manipulatives and symbols ● Have students estimate each other's heights ● Have students measure themselves and one another ● Have students relate an object they know with a unit of measure ● Encourage peer discussions regarding how students are thinking about math ● RCM Unit Connect Language Development to Mathematics

<ul style="list-style-type: none"> ● Provide graph paper for arrays ● Provide reteach pages if necessary ● Provide several ways to solve a problem if possible ● Offer small and large graph paper options ● Provide visual aids and anchor charts ● Tiered lessons and assignments 		<p>To differentiate the product consider:</p> <ul style="list-style-type: none"> ● Using a choice board (the difficulty of the activity should be noted for each choice and should be at least 3 levels) ● Using a menu of options (each item is assigned a point value and students select the route to take) ● Using open ended tasks (have more than one correct answer and/or more than one way to get to/explain an answer) <ul style="list-style-type: none"> ○ For Example: (Grade 2) Use the digits 0 to 9, at most one time each, to make a true statement. <input type="text"/><input type="text"/> - <input type="text"/><input type="text"/> <input type="text"/><input type="text"/> = <input type="text"/><input type="text"/> + <input type="text"/><input type="text"/> (Open Middle Link) ○ For Example: (Grade 3) Using the digits 1 to 9 exactly one time each, place a digit in each box to make the sum as close to 1000 as possible. <input type="text"/><input type="text"/><input type="text"/> + <input type="text"/><input type="text"/><input type="text"/> + <input type="text"/><input type="text"/><input type="text"/> (GeoGebra Link) 	
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Individualized Learning Opportunities

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