NEPTUNE TOWNSHIP SCHOOL DISTRICT

Everyday Mathematics
Curriculum
Kindergarten

NEPTUNE TOWNSHIP SCHOOL DISTRICT
Office of the Superintendent
60 Neptune Blvd.
Neptune, NJ 07753-4836

ELEMENTARY SCHOOL ADMINISTRATION

<u>Principals</u>

Kathleen Thomsen, Gables
James M. Nulle, Green Grove
Mark K. Alfone, Ed.D., Midtown Community
Joshua Loveland, Shark River Hills
Jerard L. Terrell, Ed.D., Summerfield

MIDDLE SCHOOL ADMINISTRATION

Janelle Opoku, Ed.D., Principal
Thomas Decker, Vice Principal
Michael Smurro, Vice Principal

HIGH SCHOOL ADMINISTRATION

Arlene M. Rogo, Ed.D., Principal
Mahon Ryan-Hannaway, Vice Principal
Patrizia Weber, Vice Principal
Richard Arnao, Administrator for Athletic & Co-Curricular Activities

DEPARTMENT CHAIRPERSONS

Marjorie Kane
Dawn Reinhardt
Nicole Sanyigo
Megan Tenery
Karen Watt

NEPTUNE TOWNSHIP SCHOOL DISTRICT

EVERYDAY MATHEMATICS
KINDERGARTEN
CURRICULUM

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NEPTUNE TOWNSHIP SCHOOL DISTRICT

Everyday Mathematics
Kindergarten

<u>Acknowledgements</u>

Children who use *Everyday Mathematics* develop a deeper understanding of math as well as powerful, life-long habits of mind such as perseverance, creative thinking, and the ability to express and defend their reasoning. This curriculum guide focuses on developing students' conceptual understanding and growing students into procedurally fluent mathematicians. Students will practice productive perseverance and work collaboratively to solve problems. Units integrate growth mindset strategies, and social-emotional learning instruction to support creating a culture where students embrace math learning.

NEPTUNE TOWNSHIP SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the Neptune Township School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially- and culturally-conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

● A strong foundation in academic and modern technologies

● A positive, equitable, and varied approach to teaching and learning

● An emphasis on critical thinking skills and problem-solving techniques

● A respect for and an appreciation for our world, its resources, and its diverse people

● A sense of responsibility, good citizenship, and accountability

● An involvement by the parents and the community in the learning process

Neptune Township School District

Educational Outcome Goals

The students in the Neptune Township schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES
The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

X	Recognize one's own feelings and thoughts
	Recognize the impact of one's feelings and thoughts on one's own behavior
X	Recognize one's personal traits, strengths and limitations
	Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
X	Recognize the skills needed to establish and achieve personal and educational goals
X	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

	Recognize and identify the thoughts, feelings, and perspectives of others
	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
X	Demonstrate an understanding of the need for mutual respect when viewpoints differ
X	Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

X	Develop, implement and model effective problem solving and critical thinking skill
X	Identify the consequences associated with one's action in order to make constructive choices
	Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

X	Establish and maintain healthy relationships
X	Utilize positive communication and social skills to interact effectively with others
X	Identify ways to resist inappropriate social pressure
X	Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
X	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Plan Title	Unit 1: Counting and Cardinality, Measurement & Data, Geometry
Suggested Time Frame	19 Days

Overview / Rationale

Unit 1 focuses on counting and the relationship between numbers and quantities. Learners count by ones up to ten and say the number name for each object when counting up to ten objects. They come to understand that, when counting, the last number tells the total number of objects regardless of their order. Also in this unit, learners use their counting experiences to develop an understanding of addition and subtraction within 5. Throughout the unit, learners use concrete objects to count and to represent addition and subtraction. These concrete objects support learners' development of spatial reasoning.

Stage 1 – Desired Results

New Jersey Student Learning Standards for Mathematics (2023)

K.CC.A.1 Count to 100 by ones and 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 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

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

K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. **(Clarification: Include groups with up to ten objects.).**
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).
K.OA.A.5 Demonstrate **accuracy and efficiency** for addition and subtraction within 5.
K.M.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

K.M.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

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

K.G.A.2 Correctly name shapes regardless of their orientations or overall size.

K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). (Students may design and build a structure, using common objects found in the classroom, to investigate how sunlight warms the Earth's surface. Throughout the design and building, students may compare two- and three-dimensional objects.) (**Clarification Statement: Examples of Earth's surface could include sand, soil, rocks, and water.**).

K.G.B.6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

Standards for Mathematical Practice

Make sense of problems and persevere in solving them.

Reason abstractly and quantitatively.

Construct viable arguments and critique the reasoning of others.

Model with mathematics.

Use appropriate tools strategically.

Attend to precision.

Look for and make use of structure.

Look for and express regularity in repeated reasoning.

Essential Questions:	**Enduring Understandings:**
● How can we count forward and backward from a given number within a sequence?	● Numbers can be represented in various ways, including through writing, counting, and matching objects.
● Why is it important to be able to write numbers and represent quantities?	● Counting and cardinality are fundamental concepts that allow us to understand the relationship between numbers and quantities.
● How do we connect counting to understanding the quantity of objects?	● Addition and subtraction are ways to combine or separate quantities, and there are multiple strategies to solve problems efficiently.
● How can we accurately and efficiently solve addition and subtraction problems?	● Shapes have specific attributes and can be described based on their properties and positions in space.
● How do we describe and compare shapes based on their attributes and positions?	● Shapes can be combined or divided to create new shapes or larger geometric structures.

Knowledge:	Skills:
Students will know…	*Students will be able to…*
- Sequence of numbers from 1 to 20 - The concept of starting counting from a given number. - How to recognize the sequence of numbers beyond starting at 1. - How to recognize and identify numerals from 0 to 20. - That numbers represent quantities. - Recognize that numbers represent specific quantities of objects. - That counting can be applied to determine the quantity of objects in various arrangements. - Recognize different arrangements of objects, including in lines, arrays, circles, and scattered configurations.	- Count by ones to 20 - Count forward from a given number within the known sequence. - Write numbers from 0-20 and represent quantities with written numerals. - Understand the relationship between numbers and quantities. - Count to answer "how many?" questions about sets of objects. - Identify and compare quantities of objects. - Decompose numbers less than or equal to 10 into pairs in multiple ways. - Demonstrate accuracy and efficiency for addition and subtraction within 5. - Describe measurable attributes of objects and compare them. - Identify coins and dollar bills and understand their values. - Describe shapes and their relative positions. - Analyze and compare two- and three-dimensional shapes. - Compose simple shapes to form larger shapes.

Interdisciplinary Connections

2023 New Jersey Student Learning Standards for English Language Arts

- **RI.IT.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **W.IW.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
- **W.SE.K.6.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **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.
- **SL.AS.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly.

2020 New Jersey Student Learning Standards for Computer Science and Design Thinking

NJSLS 8.1 Computer Science

- **8.1.2.DA.1** Collect and present data, including climate change data, in various visual formats.
- **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.

NJSLS 8.2 Design Thinking
- **8.2.2.ITH.3** Identify how technology impacts or improves life.'
- **8.2.2.ETW.2** Identify the natural resources needed to create a product.

2020 New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills

NJSLS 9.1 Personal Financial Literacy
- **9.1.2. FI.1** Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

NJSLS 9.2 Career Awareness, Exploration, Preparation, and Training
- **9.1.2.CAP.1** Make a list of different types of jobs and describe the skills associated with each job.
- **9.1.2.CAP.2** Explain why employers are willing to pay individuals to work.

NJSLS 9.4 Life Literacies and Key Skills
- **9.4.2.CI.1** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CT.3** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.7** Describe actions peers can take to positively impact climate change.

Student Resources

Text: McGraw Hill Education **Everyday Mathematics, Kindergarten,** 4th Edition, 2016

Resources:
Math at Home, books 1, 2, 3
My First Math Book, lesson pages

Tools of the Mind Connections and Everyday Math Center Games
EM Activity Cards
I Have? Who Has? Shapes
I Have? Who Has? Numerals
Mystery Numeral
Mystery Pattern
Mystery Shape
Freeze on the Number
Number Line Hopscotch
Venger Shapes
Numerals Game
Weather Graph
Number line Hopscotch

Teacher Resources

Texts: McGraw Hill Education **Everyday Mathematics, Kindergarten,** 4th Edition, 2016, ISBN 978-0-02-141409-3

Resources:
Everyday Math, Teacher Lesson Guide, Volumes 1 & 2
Everyday Math, Assessment Handbook
Everyday Math, Resources for the Kindergarten Classroom

Everyday Math, Math Masters
Everyday Math K-5

📄 **K-5 Everyday Math Flex Day Planning.pdf**

Technology:
- Google Suite: Docs, Sheets, Slides, Forms
- New Jersey Climate Education Hub
- Devices: SMART / Promethean Interactive Boards

Websites:

McGrawHill connect-ED

Math vocabulary

> http://www.corestandards.org/Math/Content/mathematics-glossary/glossary/
> http://partnersforlearning.org/wp-content/uploads/2014/09/Common-Core-Academic-Vocabulary-Mathematics-K-12.pdf

- Shapes Song - https://www.youtube.com/watch?v=VdzzE20zQC8
- Ten in the Bed Song - https://www.youtube.com/watch?v=spFqjnpKAdU
- Five Little Monkeys Song - https://www.youtube.com/watch?v=j_BLnZHENoM
- Count to 10 Song - https://www.youtube.com/watch?v=85M1yxIcHpw
- StarFall: www.more.starfall.com
- ABCya: www.abcya.com
- www.gynzy.com
- K-5 Math Teaching Resources: www.k-5mathteachingresources.com/
- Turtle Diary: www.turtlediary.com
- Illuminations Five Frames: http://illuminations.nctm.org/Activity.aspx?id=3564
- NCTM Illuminations: http://illuminations.nctm.org/
- Cool Math: www.coolmath.com
- Khan Academy: www.khanacademy.com
- NRICH Math: http://nrich.maths.org
- Kid Zone: http://www.kidzone.ws/
- A+ Math: www.AplusMath.com

Literature Connection:
- *The Quilt* by Ann Jonas
- *Selina and the Bear Paw Quilt* by Barbara Smucker
- *Changes, Changes* by Pat Hutchins
- *City by Numbers* by Stephen T. Johnson
- *Emily's first 100 Days of School* by Rosemary Wells
- *When I Was Five* by Arthur Howard
- *Five Little Chicks* by Nancy Tafuri
- *Five Little Firefighters* by Thomas Graham
- *Seven Blind Mice* by Ed Young
- *Five Green and Speckled Frogs* by Constanza Basaluzzo
- *Nine Ducks Nine* by Sarah Hayes
  Pattern Fish by Trudy Harris

Stage 2 – Assessment Evidence

Pre-Assessments:

Everyday Math, Beginning of the Year assessment

Everyday Math, Readiness activities

Kindergarten Math *LinkIt!* NJSLS Form A

Formative Assessments:

Kindergarten Math *LinkIt!* NJSLS Form B

Daily Assessment Check-in tool

Student monitoring for understanding

Summative Assessments:

Everyday Math, End of the Year Assessment

Kindergarten Math *LinkIt!* NJSLS Form C

Performance Task(s):

NJSLA practice test problems: https://nj.mypearsonsupport.com/practice-tests/math/

NJDOE Digital Item Library- Released NJSLA items

Stage 3 – Learning Plan

Lesson 1-1 Partner Match   **Pg. 40**

   Focus: Children compare lengths and explain their mathematical thinking as they participate in a social activity.

   Practice: Establishing Daily Routines

Lesson 1-2 Introduction to Pattern Blocks   **Pg. 44**

Focus: Children use shape names as they explore pattern blocks.

Practice: Establishing Daily Routines

Lesson 1-3 Gotcha: A Counting Game   **Pg. 48**

Focus: Children use one -to-one correspondence and the cardinal principle as they engage in a counting game.

Practice: Establishing Daily Routines

Lesson 1-4 Number Walk   **Pg. 52**

Focus: Children take a walk to look for numbers and explore the many uses of numbers in their world**.**

Practice: Matching Strips (revisit 1-1)

Flex Day 📄 **K-5 Everyday Math Flex Day Planning.pdf

Lesson 1-5 Getting to Know Numbers   **Pg. 56**

Focus: Children explore the numbers 0-9 to practice and reinforce early counting and numeration skills and principles.

Practice: Exploring Pattern Blocks (revisit 1-2)

Lesson 1-6 Count and Sit   **Pg. 60**
Focus: Children play an active counting game to develop their oral counting skills
Practice: Getting to Know Numbers (revisit 1-5)

Lesson 1-7 Class Birthdays   **Pg. 64**
Focus: Children count, compare, and represent data about their birthday months.
Practice: Getting to Know Numbers (revisit 1-5)

Lesson 1-8 Class Age Graph   **Pg. 68**
Focus: Children create concrete paper graphs showing their ages, and use them to answer counting and comparison questions.
Practice: Getting to Know Numbers (revisit 1-5)

** Flex Day ▯ **K-5 Everyday Math Flex Day Planning.pdf**

Lesson 1-9 Number Stations   **Pg. 72**
Focus: Children count out objects to represent 5 in multiple ways, and informally explore addition and subtraction within 5.
Practice: Getting to Know Numbers (revisit 1-5)

Lesson 1-10 Quick Looks   **Pg. 76**
Focus: Children compose and decompose numbers and explore addition by looking quickly at dots in different arrangements.
Practice: Getting to Know Numbers (revisit 1-5)

Lesson 1-11 Five Frames   **Pg.80**
Focus: Children use a five frame to compose numbers in various ways and informally explore addition and subtraction within 5.
Practice: Getting to Know Numbers (revisit 1-5)

Lesson 1-12 Describing Shapes   **Pg. 84**
Focus: Children use informal language to describe, compare, and contrast a variety of shapes.
Practice: Getting to Know Numbers (revisit 1-5)

** Flex Day ▯ **K-5 Everyday Math Flex Day Planning.pdf**

Lesson 1-13 Shape Patterns   **Pg. 88**
Focus: Children identify and describe shapes in context of repeating and growing patterns.
Practice: Getting to Know Numbers (revisit 1-5)

Unit Plan Title	Unit 2: Counting Games, Shape Sorting, and Number Stories
Suggested Time Frame	19 days

Overview / Rationale

In this unit children will discuss and reflect on the "one more" pattern of our counting system and use number stories to develop problem-solving skills. This will lay the groundwork for learning addition and subtraction. Students will focus on shape categories as well as analyze, describe and compare shapes. Children's learning will focus on counting and cardinality and geometry, and problem-solving.

Stage 1 – Desired Results

New Jersey Student Learning Standards for Mathematics (2023)

Established Goals:

K.CC.A.1 Count to 100 by ones and 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 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

       a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

       b. Understand that the last number name said, tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

       c. Understand that each successive number name refers to a quantity that is one larger.

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

K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. **(Clarification: Include groups with up to ten objects.).**

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

K.G.A.2 Correctly name shapes regardless of their orientations or overall size.

K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). (Students may design and build a structure, using common objects found in the classroom, to investigate how sunlight warms the Earth's surface. Throughout the design and building, students

may compare two- and three-dimensional objects.) (**Clarification Statement: Examples of Earth's surface could include sand, soil, rocks, and water.**).

K.OA.A.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.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. (Students may monitor and document the daily weather. They can use an icon of the Sun to represent sunny days. They can also use an icon of a cloud to represent cloudy day, and an icon of a raindrop to represent rainy days. They may solve addition and subtraction questions based on their data.) (**Clarification: weather is a perquisite to understanding climate change.**).

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 $5 = 4 + 1$)

K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

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

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) (Students may monitor and document the daily weather. They may use an icon of the Sun to represent sunny days. They may use an icon of a cloud to represent cloudy day, and an icon of a raindrop to represent rainy days. The students may classify, count and sort the categories by count.) (Clarification Statement: weather is a perquisite to understanding climate change.**).

Standards for Mathematical Practice
Make sense of problems and persevere in solving them.
Reason abstractly and quantitatively.
Construct viable arguments and critique the reasoning of others.
Model with mathematics.
Use appropriate tools strategically.
Attend to precision.
Look for and make use of structure.
Look for and express regularity in repeated reasoning.

Essential Questions:	Enduring Understandings:
- Why is it important to be able to count forward and backward within a sequence? - What strategies can we use to connect counting to cardinality? - What are the characteristics of different shapes, and how do we describe and compare them?	- Numbers can be represented in various ways, including through writing, counting, and matching objects. - Counting and cardinality are fundamental concepts that allow us to understand the relationship between numbers and quantities. - Addition and subtraction are ways to combine or separate quantities, and

● How does understanding spatial relationships help us navigate and interact with our environment? ● How can comparing quantities help us make decisions in real-life situations? ● What are the values of different coins and bills, and how do we use them in everyday transactions?	there are multiple strategies to solve problems efficiently. ● Shapes have specific attributes and can be described based on their properties and positions in space. ● Shapes can be combined or divided to create new shapes or larger geometric structures. ● Understanding the value of coins and bills fosters financial literacy and practical problem-solving skills.
Knowledge: *Students will know…* ● How to recognize a number pattern when counting by ones and tens. ● How to identify and stating the next number in the sequence. ● How to count from various starting points. ● The names and characteristics of basic shapes. ● That shapes can be recognized regardless of their orientation or size. ● The characteristics and attributes of two- and three-dimensional shapes. ● Different representations of addition and subtraction, such as objects, drawings, or verbal explanations. ● The language and structure of addition and subtraction word problems.	**Skills:** *Students will be able to…* ● Recognize equal quantities in different arrangements. ● Demonstrating proficiency in counting forward and backward by ones and tens. ● Recognize that counting can start from any number within the known sequence. ● Identify and name basic shapes in the environment. ● Identify and distinguish between different shapes in various orientations. ● Analyze and compare two- and three-dimensional shapes in different sizes and orientations. ● Demonstrate addition and subtraction using manipulatives, gestures, or sounds. ● Apply addition and subtraction skills to real-world contexts, such as monitoring and documenting daily weather.

Interdisciplinary Connections
2023 New Jersey Student Learning Standards for English Language Arts ● **RI.IT.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. ● **W.IW.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. ● **W.SE.K.6.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. ● **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.

- **SL.AS.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly.

2020 New Jersey Student Learning Standards for Computer Science and Design Thinking

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- **8.1.2.DA.1** Collect and present data, including climate change data, in various visual formats.
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- **8.1.2.AP.4** Break down a task into a sequence of steps.

NJSLS 8.2 Design Thinking
- **8.2.2.ITH.3** Identify how technology impacts or improves life.'
- **8.2.2.ETW.2** Identify the natural resources needed to create a product.

2020 New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills

NJSLS 9.1 Personal Financial Literacy
- **9.1.2. FI.1** Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

NJSLS 9.2 Career Awareness, Exploration, Preparation, and Training
- **9.1.2.CAP.1** Make a list of different types of jobs and describe the skills associated with each job.
- **9.1.2.CAP.2** Explain why employers are willing to pay individuals to work.

NJSLS 9.4 Life Literacies and Key Skills
- **9.4.2.CI.1** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CT.3** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.7** Describe actions peers can take to positively impact climate change.

Student Resources
Text: McGraw Hill Education **Everyday Mathematics, Kindergarten,** 4th Edition, 2016 Resources: Math at Home, books 1, 2, 3 My First Math Book, lesson pages **Tools of the Mind Connections and Everyday Math Games:** I Have? Who Has? Numbers I Have? Who Has? Shapes I Have? Who Has? Colors Guess My Number Venger Shapes Attribute Superheroes EDM Activity Cards
Teacher Resources
Texts: McGraw Hill Education **Everyday Mathematics, Kindergarten,** 4th Edition, 2016, ISBN 978-0-02-141409-3

Resources:
Everyday Math, Teacher Lesson Guide, Volumes 1 & 2
Everyday Math, Assessment Handbook
Everyday Math, Resources for the Kindergarten Classroom
Everyday Math, Math Masters
Everyday Math K-5
[Flex Day Planning Guidance](#)

Technology:
- Google Suite: Docs, Sheets, Slides, Forms
- [New Jersey Climate Education Hub](#)
- Devices: SMART / Promethean Interactive Boards

Websites:
[McGrawHill connect-ED](#)
Math vocabulary
  http://www.corestandards.org/Math/Content/mathematics-glossary/glossary/
  http://partnersforlearning.org/wp-content/uploads/2014/09/Common-Core-Academic-Vocabulary-Mathematics-K-12.pdf

Literature Connection:
- *Ten Black Dots* by Donald Crews
- *The Greedy Triangle* by Marilyn Burns
- *Rooster is Off to See the World* by Eric Carle
- A Pocket for Corduroy by Don Freeman
- *Round is a Mooncake* by Roseanne Thong
- *Ten Little Fish* by Audrey Wood
- *Splash!* by Ann Jonas

Websites:
- www.more.starfall.com
- www.abcya.com
- www.gynzy.com
- www.k-5mathteachingresources.com/
- www.turtlediary.com
- www.mathsisfun.com/activity/shapes-sorting.html
- http://illuminations.nctm.org/Activity.aspx?id=3587
- http://www.abcya.com/shapes_geometry_game.htm

Stage 2 – Assessment Evidence

Pre-Assessments:

Everyday Math, Beginning of the Year assessment

Everyday Math, Readiness activities

Kindergarten Math *LinkIt!* NJSLS Form A

Formative Assessments:

Kindergarten Math *LinkIt!* NJSLS Form B

Daily Assessment Check-in tool

Student monitoring for understanding
Summative Assessments:
Everyday Math, End of the Year Assessment
Kindergarten Math *LinkIt!* NJSLS Form C
Performance Task(s):
NJSLA practice test problems: https://nj.mypearsonsupport.com/practice-tests/math/
NJDOE Digital Item Library- Released NJSLA items

Stage 3 – Learning Plan
Lesson 2-1 Match Up with Dot Cards   **Pg.102**
Focus: Children play a matching game with Dot Cards to practice recognizing equal quantities in different arrangements.
Practice: Comparing Collections (revisit 1-5)
Lesson 2-2 Top-It with Dot Cards   **Pg.106**
Focus: Children play a game with Dot Cards to practice counting and comparing sets.
Practice: Describing and Comparing Shapes (revisit 1-12)
Lesson 2-3 Getting to Know Triangles   **Pg.110**
Focus: Children examine, describe, and compare a variety of triangles and create a triangle collage**.**
Practice: Counting Fingers (revisit 1-3)
Lesson 2-4 Number Board   **Pg.114**
Focus: Children make Number Boards to reinforce counting skills and principles and visualize the "one more" counting pattern**.**
Practice: Taking Quick Looks at Dot Patterns and Five Frames (revisit 1-10 and 1-11)
** Flex Day 🖹 **K-5 Everyday Math Flex Day Planning.pdf**
Lesson 2-5 Pocket Problems   **Pg.118**
Focus: Children use concrete, nonverbal experiences to develop their understanding of addition and subtraction.
Practice: Playing Count and Sit (revisit 1-6)
Lesson 2-6 How Many Now?   **Pg.122**
Focus: Children determine the number of objects in a set when one object is added.
Practice: Playing Match Up and Top-It with Dot Cards (revisit 2-1 and 2-2)
Lesson 2-7   2-Day Lesson Introduction to Sorting   **Pg.126**
Focus: Day 1: Children sort and classify objects in different ways.
Day 2: Children compare, analyze, and discuss a variety of sorted collections they created.
Practice: Creating Patterns with Pattern Blocks (revisit 1-2 and 1-13)
Lesson 2-8 Getting to Know Circles   **Pg.134**

Focus: Children examine, describe, and compare circles and create a circle collage.
Practice: Using Five Frames (revisit 1-11)

** Flex Day 📄 **K-5 Everyday Math Flex Day Planning.pdf**

Lesson 2-9 Ten Frames   **Pg.138**
Focus: Children compose and decompose numbers in various ways on a ten frame and informally explore addition and subtraction.
Practice: Solving Pocket Problems (revisit 2-5)

Lesson 2-10 Counting Collections   **Pg.142**
Focus: Children practice counting collections in different arrangements.
Practice: Sorting Collections (revisit 2-7)

Lesson 2-11 Getting to Know Rectangles   **Pg.146**
Focus: Children explore rectangles and create a rectangle collage.
Practice: Playing How Many Now? (revisit 2-6)

Lesson 2-12 Number Stories   **Pg.150**
Focus: Children invent and solve different types of number stories using a variety of strategies.
Practice: Revisiting Shape Collages (revisit 2-3, 2-8, and 2-11)

** Flex Day 📄 **K-5 Everyday Math Flex Day Planning.pdf**

Lesson 2-13 More Number Stories   **Pg.154**
Focus: Children begin to solve number stories with unknown changes and starts.
Practice: Creating Number Stations for Ten (revisit 1-9)

Unit Plan Title	Unit 3: Reading and Writing Numbers, Making Comparisons, Counting and Cardinality
Suggested Time Frame	19 days

Overview / Rationale

In this unit, children will learn that written numerals are symbols that represent quantities and number words. They will practice reading numerals on cards, spinners, record sheets, and the numbers line through games and other activities. Children's learning will focus on counting and cardinality, measurement and data, and geometry.

Stage 1 – Desired Results

New Jersey Student Learning Standards for Mathematics (2023)

Established Goals:

K.CC.A.1 Count to 100 by ones and 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 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

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

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

K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. **(Clarification: Include groups with up to ten objects.).**

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

K.OA.A.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.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 $5 = 4 + 1$).

K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

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

K.M.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

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) (Students may monitor and document the daily weather. They may use an icon of the Sun to represent sunny days. They may use an icon of a cloud to represent cloudy day, and an icon of a raindrop to represent rainy days. The students may classify, count and sort the categories by count.) (Clarification Statement: weather is a perquisite to understanding climate change.).**

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

K.G.A.2 Correctly name shapes regardless of their orientations or overall size.

K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). (Students may design and build a structure, using common objects found in the classroom, to investigate how sunlight warms the Earth's surface. Throughout the design and building, students may compare two- and three-dimensional objects.) **(Clarification Statement: Examples of Earth's surface could include sand, soil, rocks, and water.**).

K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. (Students may design and build a structure to investigate how sunlight warms the Earth's surface, they may build shapes from components and drawing shapes. Throughout the design and building, students may compare two- and three-dimensional objects.) **(Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun. Understanding how the Sun provides thermal energy to the Earth's surface is a perquisite to understanding climate change.)**

Standards for Mathematical Practice

Make sense of problems and persevere in solving them.

Reason abstractly and quantitatively.

Construct viable arguments and critique the reasoning of others.

Model with mathematics.

Use appropriate tools strategically.

Attend to precision.

Look for and make use of structure.

Look for and express regularity in repeated reasoning

Essential Questions:	Enduring Understandings:
● How can we accurately and efficiently solve addition and subtraction problems?	● Numbers can be represented in various ways, including through writing, counting, and matching objects. ● Counting and cardinality are fundamental concepts that allow us to

- How do we describe and compare shapes based on their attributes and positions? - How can we determine if one group of objects has more, fewer, or the same number of objects as another group? - What strategies can we use to compare quantities, and how do they help us make decisions? - How do we compare written numerals to determine which is greater, less than, or equal to the other? - Why is it important to be able to compare numbers?	- understand the relationship between numbers and quantities. - Addition and subtraction are ways to combine or separate quantities, and there are multiple strategies to solve problems efficiently. - Shapes have specific attributes and can be described based on their properties and positions in space. - Shapes can be combined or divided to create new shapes or larger geometric structures - Numbers can be compared as greater than, less than, and equal to. - Quantities can be compared using matching and counting strategies.
Knowledge: *Students will know…* - The concepts of greater than, less than, and equal to. - Strategies for comparing quantities and familiarity with matching and counting. - Different arrangements of objects, including in lines, arrays, circles, and scattered configurations The concept of making 10 by adding two numbers together. - The measurable attributes of objects, such as height, weight, or size.	**Skills:** *Students will be able to…* - Comparing quantities of objects using matching and counting strategies. - Identifying whether one group has more, fewer, or the same number of objects as another group. - Demonstrating proficiency in comparing quantities up to ten objects. - Comparing two numbers between 1 and 10 presented as written numerals. - Identifying which numeral is greater, less than, or equal to the other. - Using objects or drawings to represent additional word stories.. - Describing differences between objects using comparative language.

Interdisciplinary Connections
2023 New Jersey Student Learning Standards for English Language Arts   **RI.IT.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.   **W.IW.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.   **W.SE.K.6.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.   **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.   **SL.AS.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly.

2020 New Jersey Student Learning Standards for Computer Science and Design Thinking

NJSLS 8.1 Computer Science
- **8.1.2.DA.1** Collect and present data, including climate change data, in various visual formats.
- **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.

NJSLS 8.2 Design Thinking
- **8.2.2.ITH.3** Identify how technology impacts or improves life.'
- **8.2.2.ETW.2** Identify the natural resources needed to create a product.

2020 New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills

NJSLS 9.1 Personal Financial Literacy
- **9.1.2. FI.1** Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

NJSLS 9.2 Career Awareness, Exploration, Preparation, and Training
- **9.1.2.CAP.1** Make a list of different types of jobs and describe the skills associated with each job.
- **9.1.2.CAP.2** Explain why employers are willing to pay individuals to work.

NJSLS 9.4 Life Literacies and Key Skills
- **9.4.2.CI.1** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CT.3** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.7** Describe actions peers can take to positively impact climate change.

Student Resources

Text: McGraw Hill Education **Everyday Mathematics, Kindergarten,** 4th Edition, 2016

Resources:
Math at Home, books 1, 2, 3
My First Math Book, lesson pages

Tools of the Mind Connections and Everyday Math Center Games:
I Have? Who Has? Numbers
I Have? Who Has? Shapes
Venger Shapes
Attribute Super Heroes

Centers:
Geo Boards
Simon Says
EDM Activity Cards

Teacher Resources

Texts: McGraw Hill Education **Everyday Mathematics, Kindergarten,** 4th Edition, 2016, ISBN 978-0-02-141409-3

Resources:
Everyday Math, Teacher Lesson Guide, Volumes 1 & 2
Everyday Math, Assessment Handbook
Everyday Math, Resources for the Kindergarten Classroom
Everyday Math, Math Masters
Everyday Math K-5
Flex Day Planning Guidance

Technology:
- Google Suite: Docs, Sheets, Slides, Forms
- New Jersey Climate Education Hub
- Devices: SMART / Promethean Interactive Boards

Websites:
McGrawHill connect-ED
Math vocabulary
> http://www.corestandards.org/Math/Content/mathematics-glossary/glossary/
> http://partnersforlearning.org/wp-content/uploads/2014/09/Common-Core-Academic-Vocabulary-Mathematics-K-12.pdf

Literature Connection:
Roll Over! A Counting Song by Merle Peek
When a Line Bends. A Shape Begins by Rhonda Gowler Greene
Circus Shapes by Stuart J. Murphy
Where's My Teddy? by Jez Alborough
Is a Blue Whale the Biggest Thing There is? by Robert E. Wells
Rosie's Walk
The Three Billy Goats Gruff
Goldilocks and the Three Bears
Pigs at Odds: Fun with Math and Games by Amy Axelrod
Go Away Big, Green Monster! by Ed Emberley

Websites:
- www.more.starfall.com
- www.abcya.com
- www.gynzy.com
- www.k-5mathteachingresources.com/
- www.turtlediary.com

Stage 2 – Assessment Evidence

Pre-Assessments:

Everyday Math, Beginning of the Year assessment

Everyday Math, Readiness activities

Kindergarten Math *LinkIt!* NJSLS Form A

Formative Assessments:
Kindergarten Math *LinkIt!* NJSLS Form B
Daily Assessment Check-in tool
Student monitoring for understanding

Summative Assessments:
Everyday Math, End of the Year Assessment
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Performance Task(s):
NJSLA practice test problems: https://nj.mypearsonsupport.com/practice-tests/math/
NJDOE Digital Item Library- Released NJSLA items

Stage 3 – Learning Plan

Lesson 3-1   Pattern-Block Graph   **Pg.168**
Focus: Children sort, count, compare, and graph pattern blocks by shape.
Practice: Playing Match Up with Dot and Number Cards (revisit 2-1)

Lesson 3-2   Ten-Bean Spill   **Pg. 172**
Focus: Children use ten frames to explore number pairs that add to 10.
Practice: Playing Count and Sit (revisit 1-6)

Lesson 3-3   Rope Shapes   **Pg. 176**
Focus: Children participate in a cooperative movement activity to deepen their understanding of shapes.
Practice: Solving Pocket Problems (revisit 2-5)

Lesson 3-4   Number Books   **Pg.180**
Focus: Children write and represent numbers as they begin to make individual number books.
Practice: Counting Collections (revisit 2-10)

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Lesson 3-5   Longer or Shorter?   **Pg. 184**
Focus: Children compare and describe objects of varying lengths.
Practice: Writing Numbers (3 and 4) (revisit 3-4)

Lesson 3-6   Obstacle Course Positions   **Pg. 188**
Focus: Children use positional language to follow and give directions for an obstacle course.
Practice: Writing Numbers (5 and 6) (revisit 3-4)

Lesson 3-7   2-Day Lesson   Comparing Representations   **Pg. 192**
Focus: Day 1: Children create matching representations for a number between 5 and 10.
Day 2: Children discuss and analyze different representations of numbers.

Practice: Writing Numbers (7, 8, and 9) (revisit 3-4)

Lesson 3-8   Spin a Number   **Pg. 200**
Focus: Children practice numeral recognition, counting, and one-to-one correspondence as they play a game.
Practice: Writing Numbers (0 and 10) (revisit 3-4)

** Flex Day 🗎 **K-5 Everyday Math Flex Day Planning.pdf**

Lesson 3-9   Line Up   **Pg. 204**
Focus: Children represent how successive numbers refer to quantities that are one larger (the successor function) in various ways.
Practice: Exploring Ten Frames (revisit 2-9)

Lesson 3-10   Number-Card Activities   **Pg. 208**
Focus: Children use number cards to practice numeral recognition, sequencing numbers, and matching sets and numerals.
Practice: Finding Longer and Shorter Objects (revisit 1-1 and 3-5)

Lesson 3-11   Roll and Record   **Pg.212**
Focus: Children roll dice and record rolls to practice counting and number writing and to explore probability informally.
Practice: Making String and Toothpick Shapes (revisit 2-3, 2-8, 2-11, and 3-3)

Lesson 3-12   Monster Squeeze   **Pg. 216**
Focus: Children play a game to practice number recognition and explore number relationships (greater, less).
Practice: Solving Number Stories (revisit 2-12 and 2-13)

** Flex Day 🗎 **K-5 Everyday Math Flex Day Planning.pdf**

Lesson 3-13   Numbers on Slates   **Pg.220**
Focus: Children practice number writing and other numeration skills and establish routines for working with slates.
Practice: Following Positional Language Directions (revisit 3-6)

Unit Plan Title	Unit 4: Counting, (De) Composing Numbers & Shapes, Introduction to Math Tools
Suggested Time Frame	19 days

Overview / Rationale
In this unit children will practice more advanced oral counting, including counting on from numbers other than 1 and counting by 10s. Children will be introduced to tools that can help them calculate and measure, count, and solve problems.

Stage 1 – Desired Results

New Jersey Student Learning Standards for Mathematics (2023)

Established Goals:

K.CC.A.1 Count to 100 by ones and 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 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

  a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

  b. Understand that the last number name said, tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

  c. Understand that each successive number name refers to a quantity that is one larger.

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

K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. **(Clarification: Include groups with up to ten objects.).**

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

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).

K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

K.OA.A.5 Demonstrate {begin new} accuracy and efficiency for addition and subtraction within 5.

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

K.G.A.2 Correctly name shapes regardless of their orientations or overall size.

K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). (Students may design and build a structure, using common objects found in the classroom, to investigate how sunlight warms the Earth's surface. Throughout the design and building, students may compare two- and three-dimensional objects.) (**Clarification Statement: Examples of Earth's surface could include sand, soil, rocks, and water.**).

K.G.B.6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?".

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

K.M.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

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) (Students may monitor and document the daily weather. They may use an icon of the Sun to represent sunny days. They may use an icon of a cloud to represent cloudy day, and an icon of a raindrop to represent rainy days. The students may classify, count and sort the categories by count.) (Clarification Statement: weather is a perquisite to understanding climate change.).**

Standards for Mathematical Practice

Make sense of problems and persevere in solving them.

Reason abstractly and quantitatively.

Construct viable arguments and critique the reasoning of others.

Model with mathematics.

Use appropriate tools strategically.

Attend to precision.

Look for and make use of structure.

Look for and express regularity in repeated reasoning

Essential Questions:	**Enduring Understandings:**
- How do you use counting and numbers every day? - What can we learn from data? - How are measuring units selected?	- Numbers are used in a variety of ways in everyday life, such as to count things, to identify locations, and to compare groups. - We use data to help organize the world around us. - Objects have distinct attributes that can be measured with appropriate tools.

Knowledge: *Students will know…*	Skills: *Students will be able to…*
● Shapes have specific attributes that can be analyzed, compared, and created. ● Numbers are used to count and order objects. ● Number names and the count sequence. ● Numbers represent a quantity that can be compared. ● Objects can be classified and used to make a pattern. ● Objects have measurable attributes that	● Sort and classify, and compare shapes. ● Create a graph. ● Count to tell the number of objects. ● Compare numbers ● Classify objects and count the number of objects in each category. ● Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. ● Identify and describe shapes. ● Analyze, compare, create, and compose shapes. ● Know number names and the count sequence. ● Describe and compare measurable attributes.

Interdisciplinary Connections

2023 New Jersey Student Learning Standards for English Language Arts
● **RI.IT.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
● **W.IW.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
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2020 New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills
  NJSLS 9.1 Personal Financial Literacy
● **9.1.2. FI.1** Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

NJSLS 9.2 Career Awareness, Exploration, Preparation, and Training
- **9.1.2.CAP.1** Make a list of different types of jobs and describe the skills associated with each job.
- **9.1.2.CAP.2** Explain why employers are willing to pay individuals to work.

NJSLS 9.4 Life Literacies and Key Skills
- **9.4.2.CI.1** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CT.3** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.7** Describe actions peers can take to positively impact climate change.

Student Resources

Texts: McGraw Hill Education **Everyday Mathematics, Kindergarten,** 4th Edition, 2016

Resources:
Everyday Math, Teacher Lesson Guide, Volumes 1 & 2
Everyday Math, Assessment Handbook
Everyday Math, Resources for the Kindergarten Classroom
Everyday Math, Math Masters
Everyday Math K-5
Flex Day Planning Guidance

Technology:
- Google Suite: Docs, Sheets, Slides, Forms
- New Jersey Climate Education Hub

Teacher Resources

Texts: McGraw Hill Education **Everyday Mathematics, Kindergarten,** 4th Edition, 2016, ISBN 978-0-02-141409-3

Resources:
Everyday Math, Teacher Lesson Guide, Volumes 1 & 2
Everyday Math, Assessment Handbook
Everyday Math, Resources for the Kindergarten Classroom
Everyday Math, Math Masters
Everyday Math K-5
Flex Day Planning Guidance

Technology:
- Google Suite: Docs, Sheets, Slides, Forms
- New Jersey Climate Education Hub
- Devices: SMART / Promethean Interactive Boards

Websites:
McGrawHill connect-ED
Math vocabulary
       http://www.corestandards.org/Math/Content/mathematics-glossary/glossary/
       http://partnersforlearning.org/wp-content/uploads/2014/09/Common-Core-Academic-Vocabulary-Mathematics-K-12.pdf

Literature Connection:
- *3 Little Firefighters* by Stuart J. Murphy
- *The Button Story (Frog and Toad are Friends)* by Arnold Lobel
- *Caps for Sale* by Esphyr Slobodkina
- *Meet the Teens* by Marcie Cooper
- *Moja Means One:Swahili Counting Book* by Muriel Feelings
- *We all Went on Safari: A Counting Journey through* Tanzania by Laurie Krebs
- *The Apple Pie Tree* by Zoe Hall
- *Cook-a-Doodle-Doo* by Janet Stevens and Susan Stevens Crummel
- *One Hundred is a Family* by Pam Munoz Ryan
- *More or Less* by Stuart J. Murphy
- *How the Stars Fell into the Sky* by Jerry Oughton

   Websites:
- www.more.starfall.com
- www.abcya.com
- www.gynzy.com
- www.k-5mathteachingresources.com/
- www.turtlediary.com
- www.funbrain.com
- www.coolmath.com
- www.mathfrenzy.com
- https://www.youtube.com/watch?v=yQSdKlNvrmw   count by 10s song
- https://www.youtube.com/watch?v=0VLxWIHRD4E   count to 20 song
- http://www.kidslearningstation.com/graphing/kindergarten-graphing.asp

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Stage 2 – Assessment Evidence

Pre-Assessments:

Everyday Math, Beginning of the Year assessment

Everyday Math, Readiness activities

Kindergarten Math *LinkIt!* NJSLS Form A

Formative Assessments:

Kindergarten Math *LinkIt!* NJSLS Form B

Daily Assessment Check-in tool

Student monitoring for understanding

Summative Assessments:

Everyday Math, End of the Year Assessment

Kindergarten Math *LinkIt!* NJSLS Form C

Performance Task(s):

NJSLA practice test problems: https://nj.mypearsonsupport.com/practice-tests/math/

NJDOE Digital Item Library- Released NJSLA items

Stage 3 – Learning Plan

Lesson 4-1   Attribute Blocks   **Pg. 234**
Focus: Children classify and sort attribute blocks by shape and size and then count and compare the blocks in each group.
Practice: Matching Fingers and Numbers (revisit 3-10)

Lesson 4-2   Shapes by Feel   **Pg.238**
Focus: Children explore, recognize, and describe shapes and their attributes by touch.
Practice: Playing Roll and Record (revisit 3-11)

Lesson 4-3   Favorite Colors Graph   **Pg. 242**
Focus: Children group themselves according to their favorite colors and create a graph to represent and analyze the results.
Practice: Playing Top-It with Dot Cards (revisit 2-2)

Lesson 4-4   Meet the Calculator   **Pg.246**
Focus: Children use calculators to practice reading and recording numbers to represent objects.
Practice: Searching for Numbers (revisit 1-4)

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Lesson 4-5   Ten-Frame Quick Looks   **Pg.250**
Focus: Children mentally compose and decompose numbers and relate quantities to 5 and 10 on ten frames to develop fact strategies.
Practice: Playing Match Up with Ten Frames and Numbers (revisit 2-1, 2-9, and 3-1)

Lesson 4-6   Moving with Teens   **Pg.254**
Focus: Children count and recognize numbers 10 through 19 in a movement activity.
Practice: Playing Monster Squeeze (revisit 3-12)

Lesson 4-7   Building Hexagons   **Pg. 258**
Focus: Day 1: Children combine pattern blocks in different ways to make a hexagon.
          Day 2: Children re engage with their work to consider many ways to cover a hexagon.
Practice: Playing Spin a Number (revisit 3-8)

Lesson 4-8   Building Numbers   **Pg. 266**
Focus: Children use connecting cubes to compose and decompose numbers in multiple ways.
Practice: Feeling for Shapes (revisit 4-2)

** Flex Day 🗎 **K-5 Everyday Math Flex Day Planning.pdf**

Lesson 4-9   Exploring Weight   **Pg.270**
Focus: Children compare the weights of objects through an exploration of the pan balance.
Practice: Solving Number Stories (revisit 2-12 and 2-13)

Lesson 4-10   Exploring Capacity   **Pg.274**

Focus: Children compare the capacities of containers.
Practice: Solving Pattern-Block Puzzles (revisit 4-7)

Lesson 4-11   Counting by 10s   **Pg. 278**
Focus: Children learn and practice skip counting by 10s.
Practice: Making Rope Shapes (revisit 3-3)

Lesson 4-12   Top-It with Number Cards   **Pg. 282**
Focus: Children play a game with number cards to practice comparing written numerals.
Practice: Playing Count and Sit Variations (revisit 1-6 and 4-11)

** Flex Day 🗋 **K-5 Everyday Math Flex Day Planning.pdf**

Lesson 4-13   Number-Grid Exploration   **Pg. 286**
Focus: Children explore the Number Grid and use it as a counting tool.
Practice: Comparing Capacities (revisit 4-10)

Unit Plan Title	Unit 5: Exploring Shapes in the Environment, Teen Numbers, and Ways to Represent Addition
Suggested Time Frame	19 days

Overview / Rationale

In this unit, children will build an understanding of place value, 2-dimensional shapes, symbolic representation of addition, and exploring teen numbers. Children's learning will focus on number and operations in base ten, operations and algebraic thinking, and counting and cardinality.

Stage 1 – Desired Results

New Jersey Student Learning Standards for Mathematics (2023)

Established Goals:

K.CC.A.1 Count to 100 by ones and 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 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

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.

K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. **(Clarification: Include groups with up to ten objects.).**

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

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

K.M.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

K.OA.A.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.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. (Students may monitor and document the daily weather. They can use an icon of the Sun to represent sunny days. They can also use an icon of a cloud to represent cloudy day, and an icon of a raindrop to represent rainy days. They may solve addition and subtraction questions based on their data.) **(Clarification: weather is a perquisite to understanding climate change.).**

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).

K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

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

K.G.A.2 Correctly name shapes regardless of their orientations or overall size.

K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). (Students may design and build a structure, using common objects found in the classroom, to investigate how sunlight warms the Earth's surface. Throughout the design and building, students may compare two- and three-dimensional objects.) (**Clarification Statement: Examples of Earth's surface could include sand, soil, rocks, and water.**).

K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. (Students may design and build a structure to investigate how sunlight warms the Earth's surface, they may build shapes from components and drawing shapes. Throughout the design and building, students may compare two- and three-dimensional objects.) **(Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun. Understanding how the Sun provides thermal energy to the Earth's surface is a perquisite to understanding climate change.)**

K.G.B.6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?".

K.NBT.A.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.

Standards for Mathematical Practice

Make sense of problems and persevere in solving them.

Reason abstractly and quantitatively.

Construct viable arguments and critique the reasoning of others.

Model with mathematics.

Use appropriate tools strategically.

Attend to precision.

Look for and make use of structure.

Look for and express regularity in repeated reasoning

Essential Questions:	**Enduring Understandings:**
- Why do we count? - What are the different shapes in our world? - What happens when we combine groups?	*Students will understand that…* - Everything can be counted. - Number names tell us how many objects are in groups and allow us to count in order and compare groups of objects. - All objects have a shape with a specific name. - Adding is putting groups together and making more

Knowledge:	Skills:
Students will know… ● How to represent and compare teen numbers. ● How to model numbers stories with counters and the addition symbol. ● How to generate combinations that add to 10. ● How to use manipulatives to explore the concept that teen numbers represent "10 and some more ones." ● How to identify shapes in their environment and use positional words to describe their locations. ● How to describe and draw shapes as well as combine them to create new shapes.	*Students will be able to…* ● Read and write numbers from 0 to 20 and represent at least 10 objects with a numeral. ● Solve simple number stories and problems involving addition and subtraction, using objects, drawings, or other strategies. ● Find the number that makes 10 when added to a given number, using a ten frame for support. ● Compose and decompose numbers 11-19 into ten ones and some further ones, using a double ten frame for support. ● Describe objects in the environment using names of 2-dimensional shapes, and understand many terms for relative positions of objects, even if they don't consistently produce these terms independently yet. ● Model familiar shapes by drawing, but their drawings may not be totally accurate due to developing fine motor skills.

Interdisciplinary Connections

2023 New Jersey Student Learning Standards for English Language Arts
- **RI.IT.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **W.IW.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
- **W.SE.K.6.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **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.
- **SL.AS.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly.

2020 New Jersey Student Learning Standards for Computer Science and Design Thinking

NJSLS 8.1 Computer Science
- **8.1.2.DA.1** Collect and present data, including climate change data, in various visual formats.
- **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.

NJSLS 8.2 Design Thinking

- **8.2.2.ITH.3** Identify how technology impacts or improves life.'
- **8.2.2.ETW.2** Identify the natural resources needed to create a product.

2020 New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills

NJSLS 9.1 Personal Financial Literacy
- **9.1.2. FI.1** Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

NJSLS 9.2 Career Awareness, Exploration, Preparation, and Training
- **9.1.2.CAP.1** Make a list of different types of jobs and describe the skills associated with each job.
- **9.1.2.CAP.2** Explain why employers are willing to pay individuals to work.

NJSLS 9.4 Life Literacies and Key Skills
- **9.4.2.CI.1** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CT.3** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.7** Describe actions peers can take to positively impact climate change.

Student Resources
Text: McGraw Hill Education **Everyday Mathematics, Kindergarten,** 4th Edition, 2016 Resources: Math at Home, books 1, 2, 3 My First Math Book, lesson pages **Tools of the Mind Connections and Everyday Math Center Games:** 100s Number Line Games Guess My Number Addition and Subtraction Math Magic I Have, Who Has? Shapes Concept of Ten Mystery Shape Numerals Game EDM Activity Card**s** **Centers:** Geo Boards Simon Says
Teacher Resources
Texts: McGraw Hill Education **Everyday Mathematics, Kindergarten,** 4th Edition, 2016, ISBN 978-0-02-141409-3 **Resources:** Everyday Math, Teacher Lesson Guide, Volumes 1 & 2 Everyday Math, Assessment Handbook Everyday Math, Resources for the Kindergarten Classroom

Everyday Math, Math Masters
Everyday Math K-5
[Flex Day Planning Guidance](#)

Technology:
- Google Suite: Docs, Sheets, Slides, Forms
- [New Jersey Climate Education Hub](#)
- Devices: SMART / Promethean Interactive Boards

Websites:
[McGrawHill connect-ED](#)
Math vocabulary
    http://www.corestandards.org/Math/Content/mathematics-glossary/glossary/
    http://partnersforlearning.org/wp-content/uploads/2014/09/Common-Core-Academic-Vocabulary-Mathematics-K-12.pdf

Literature Connection:
- Mouse Count by Ellen Stoll Walsh
- Bunny Party by Rosemary Wells
- Equal Shmequal by Virginia L. Kroll
- Little Quack by Lauren Thompson
- Shape by Shape by Suse MacDonald
- Mouse Shapes by Ellen Stoll Walsh
- Grandfather Tang's Story by Ann Tompert

Websites:
- http://illuminations.nctm.org/Activity.aspx?id=3565   Ten Frame Activities
- http://www.ictgames.com/funkymum.html Funky Mummy Addition to 10
- http://illuminations.nctm.org/Activity.aspx?id=3587 Shape Tool
- https://www.abcya.com/games/number_bubble_counting Counting to 100
- http://illuminations.nctm.org/Lesson.aspx?id=3813 Making Tens: Finding Addends That Sum to Ten

Stage 2 – Assessment Evidence

Pre-Assessments:
Everyday Math, Beginning of the Year assessment
Everyday Math, Readiness activities
Kindergarten Math *LinkIt!* NJSLS Form A

Formative Assessments:
Kindergarten Math *LinkIt!* NJSLS Form B
Daily Assessment Check-in tool
Student monitoring for understanding

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Summative Assessments:
Everyday Math, End of the Year Assessment
Kindergarten Math *LinkIt!* NJSLS Form C

Performance Task(s):
NJSLA practice test problems: https://nj.mypearsonsupport.com/practice-tests/math/
NJDOE Digital Item Library- Released NJSLA items

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<tr><td align="center">**Stage 3 – Learning Plan**</td></tr>
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Lesson 5-1   The 100th Day of School   **Pg. 300**
Focus: Children celebrate the 100th day of school by counting to 100 in a variety of ways
        and creating and describing 100 collections.
Practice: Exploring the Number Grid (revisit 4-13)

Lesson 5-2   Roll and Record with Dot Dice   **Pg.304**
Focus: Children find, record, and analyze sums of dice rolls.
Practice: Finding Combinations of Ten (revisit 3-2)

Lesson 5-3   Ten Bears on a Bus   **Pg. 308**
Focus: Children play a cooperative game to generate combinations that add to 10.
Practice: Graphing Favorite School Activities (revisit 4-3)

Lesson 5-4   Find and Draw Shapes   **Pg. 312**
Focus: Children describe and draw shapes found in pictures.
Practice: Moving with Teens (revisit 4-6)

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Lesson 5-5   Shapes All Around   **Pg. 316**
Focus: Children identify shapes on a "shape walk" and use positional words to describe
their locations.
Practice: Taking Quick Looks at Ten Frames (revisit 4-5)

Lesson 5-6   Teen Partners   **Pg. 320**
Focus: Children use fingers to explore the concept that teen numbers represent "10 and some
more ones."
Practice: Solving Number Stories (revisit 2-12 and 2-13)

Lesson 5-7   Seats at the Party   **Pg. 324**
Focus: Day 1: Children solve a comparison number story and justify, or "prove," their solutions.
Day 2: Children discuss and analyze different solutions and arguments.
Practice: Playing Roll and Record with Dot Dice (revisit 5-2)

Lesson 5-8   Teens on Double Ten Frames   **Pg. 332**
Focus: Children represent and compare teen numbers.
Practice: Playing Count and Sit Variations (revisit 1-6 and 4-11)

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Lesson 5-9   The Equal Symbol (=)   **Pg. 336**
Focus: Children learn about the equal symbol.
Practice: Playing Top-It with Number Cards (revisit 4-12)

Lesson 5-10   The Addition Symbol (+)   **Pg. 340**
Focus: Children model number stories with counters and the addition symbol.
Practice: Playing Ten Bears on a Bus (revisit 5-3)

Lesson 5-11   Growing Train   **Pg. 344**
Focus: Children model addition concretely and symbolically through a game.
Practice: Drawing Shapes from Pictures (revisit 5-4)

Lesson 5-12   Number Scrolls   **Pg. 348**
Focus: Children write numbers on scrolls to deepen their understanding of the count sequence and place value.
Practice: Playing Monster Squeeze (revisit 3-12)

** Flex Day 🗎 **K-5 Everyday Math Flex Day Planning.pdf**

Lesson 5-13   Shape Combinations   **Pg. 352**
Focus: Children combine shapes to create new shapes.
Practice: Building Numbers (revisit 4-8)

Unit Plan Title	Unit 6: Describing and Comparing 3-Dimensional Shapes and Measurable Attributes
Suggested Time Frame	19 days

Overview / Rationale

In this unit, students will continue to explore 2-dimensional shapes. They will explore real-world examples of 3-dimensional shapes. Students will make connections and distinguish between 2D and 3D shapes. They will continue to describe objects based on measurable attributes such as length, weight and capacity.

Stage 1 – Desired Results

New Jersey Student Learning Standards for Mathematics (2023)

Established Goals:

K.CC.A.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

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.

K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. **(Clarification: Include groups with up to ten objects.).**

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

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K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

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

K.G.A.2 Correctly name shapes regardless of their orientations or overall size.

K.G.A.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). (Students may design and build a structure, using common objects found in the classroom, to investigate how sunlight warms the Earth's surface. Throughout the design and building, students may compare two- and three-dimensional objects.) (**Clarification Statement: Examples of Earth's surface could include sand, soil, rocks, and water.**).

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Look for and express regularity in repeated reasoning

Essential Questions:	Enduring Understandings:
● Why do we count? ● What are the different shapes in our world? ● What happens when we combine groups?	● Everything can be counted. Number names tell us how many objects are in groups and allow us to count in order and compare groups of objects. ● All objects have a shape with a specific name. ● Adding is putting groups together and making more.
Knowledge: *Students will know…* ● How to represent and compare teen numbers. ● How to model numbers stories with counters and the addition symbol. ● How to generate combinations that add to 10.	**Skills:** *Students will be able to…* ● Read and write numbers from 0 to 20 and represent at least 10 objects with a numeral. ● Solve simple number stories and problems involving addition and subtraction, using objects, drawings, or other strategies.

● How to use manipulatives to explore the concept that teen numbers represent "10 and some more ones." ● How to identify shapes in their environment and use positional words to describe their locations. ● How to describe and draw shapes as well as combine them to create new shapes.	● Find the number that makes 10 when added to a given number, using a ten frame for support. ● Compose and decompose numbers 11-19 into ten ones and some further ones, using a double ten frame for support. ● Describe objects in the environment using names of 2-dimensional shapes, and understand many terms for relative positions of objects, even if they don't consistently produce these terms independently yet. ● Model familiar shapes by drawing, but their drawings may not be totally accurate due to developing fine motor skills.

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- **9.1.2.CAP.1** Make a list of different types of jobs and describe the skills associated with each job.
- **9.1.2.CAP.2** Explain why employers are willing to pay individuals to work.

NJSLS 9.4 Life Literacies and Key Skills
- **9.4.2.CI.1** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CT.3** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.7** Describe actions peers can take to positively impact climate change.

Student Resources

Text: McGraw Hill Education **Everyday Mathematics, Kindergarten,** 4th Edition, 2016

Resources:
Math at Home, books 1, 2, 3
My First Math Book, lesson pages

Tools of the Mind Connections and Everyday Math Center Games:
Venger Measurement
Find Peanut
Attribute Superheroes
I Have, Who Has? Categories
Math Magic
Concept of Ten
I Have, Who Has? Addition and Subtraction
Guess My Number Addition and Subtraction
EDM Activity Cards

Centers:
Geo Boards
Simon Says

Teacher Resources

Texts: McGraw Hill Education **Everyday Mathematics, Kindergarten,** 4th Edition, 2016, ISBN 978-0-02-141409-3

Resources:
Everyday Math, Teacher Lesson Guide, Volumes 1 & 2
Everyday Math, Assessment Handbook
Everyday Math, Resources for the Kindergarten Classroom
Everyday Math, Math Masters
Everyday Math K-5
Flex Day Planning Guidance

Technology:
- Google Suite: Docs, Sheets, Slides, Forms
- [New Jersey Climate Education Hub](#)
- Devices: SMART / Promethean Interactive Boards

Websites:
[McGrawHill connect-ED](#)
Math vocabulary
> http://www.corestandards.org/Math/Content/mathematics-glossary/glossary/
> http://partnersforlearning.org/wp-content/uploads/2014/09/Common-Core-Academic-Vocabulary-Mathematics-K-12.pdf

Literature Connection:
- Tall by Jez Alborough
- Pet Show by Ezra Jack Keats
- Five Little Ducks by Raffi
- I Love Trains! by Philemon Sturges
- This Train by Paul Collicutt

Websites:
- http://illuminations.nctm.org/Activity.aspx?id=3565   Ten Frame Activities
- http://www.sheppardsoftware.com/mathgames/earlymath/shapes_shoot.htm   Shape Sorting
- http://illuminations.nctm.org/Lesson.aspx?id=583 Sorting Time Lesson
- http://illuminations.nctm.org/Lesson.aspx?id=702 Measuring Length/Distance Lesson

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Stage 2 – Assessment Evidence

Pre-Assessments:

Everyday Math, Beginning of the Year assessment

Everyday Math, Readiness activities

Kindergarten Math *LinkIt!* NJSLS Form A

Formative Assessments:

Kindergarten Math *LinkIt!* NJSLS Form B

Daily Assessment Check-in tool

Student monitoring for understanding

Summative Assessments:

Everyday Math, End of the Year Assessment

Kindergarten Math *LinkIt!* NJSLS Form C

Performance Task(s):

NJSLA practice test problems: https://nj.mypearsonsupport.com/practice-tests/math/

[NJDOE Digital Item Library](#)- Released NJSLA items

Stage 3 – Learning Plan

Lesson 6-1   Body Heights with String   **Pg. 366**
Focus: Children use string to compare their body heights to classroom objects.
Practice: Playing I Spy with Shapes (revisit 5-5)

Lesson 6-2   Length Line Up   **Pg. 370**
Focus: Children compare and order straws by length.
Practice: Using the Pan Balance (revisit 4-9)

Lesson 6-3   Types of Pets Graph   **Pg. 374**
Focus: Children sort, count, and compare as they make and interpret a graph about pets**.**
Practice: Playing Teens on Double Ten Frames (revisit 5-8)

Lesson 6-4   Solid-Shapes Museum   **Pg. 378**
Focus: Children name, describe, and compare 3-dimensional shapes in everyday objects.
Practice: Playing Roll and Record with Dot Dice (revisit 5-2)

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Lesson 6-5   Flat and Solid Shapes   **Pg. 382**
Focus: Children analyze differences and relationships among 2- and 3-dimensional shapes.
Practice: Graphing Numbers of Pets (revisit 6-3)

Lesson 6-6   "What's My Rule?" Fishing   **Pg. 386**
Focus: Children figure out and apply sorting rules as they play a game.
Practice: Ordering Body Heights with String (revisit 6-1 and 6-2)

Lesson 6-7   Tall Enough to Ride?   **Pg. 390**
Focus: Day 1: Children use stick-on notes to measure their heights to determine whether they
are tall enough to ride an amusement park ride. **Day 2:** Children share and discuss their strategies
for measuring and whether their stick-on note measurements make sense.
Practice: Playing Growing Train (revisit 5-11)

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Lesson 6-8   The Subtraction Symbol (−)   **Pg. 398**
Focus: Children model number stories with counters and the subtraction symbol.
Practice: Finding Shapes All Around (revisit 5-5 and 6-4)

Lesson 6-9   Disappearing Train   **Pg. 402**
Focus: Children model subtraction concretely and symbolically through a game.
Practice: Combining Shapes (revisit 5-13)

Lesson 6-10   Attribute Spinner   **Pg. 406**
Focus: Children describe, analyze, and compare measurable and geometric attributes through a
game.

Practice: Making Tens with Ten Frames (revisit 2-9 and 4-5)

Lesson 6-11   Hiding Bears   **Pg. 410**
Focus: Children play a game to practice finding combinations that add to 10.
Practice: Counting to the Number of the Day (revisit Routine 1 and 4-11)

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Lesson 6-12   Growing and Disappearing Train   **Pg.414**
Focus: Children practice addition and subtraction in a game.
Practice: Playing Guess My Number (revisit 3-13)

Lesson 6-13   Number Stories with Symbols (+, −, and =)   **Pg. 418**
Focus: Children model number stories with equations.
Practice: Playing Teens on Double Ten Frames or Top-It (revisit 5-8)

Unit Plan Title	Unit 7: Developing Addition and Subtraction Strategies, Number Sense, Accuracy and Efficiency
Suggested Time Frame	19 days

Overview / Rationale

In this unit, students will connect their conceptual understanding of operations to specific strategies for addition and subtraction. They will continue to develop fluency and number sense through exposure to multiple strategies for problem solving.

Stage 1 – Desired Results

New Jersey Student Learning Standards for Mathematics (2023)

Established Goals:

K.CC.A.1 Count to 100 by ones and 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 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

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

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

K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. **(Clarification: Include groups with up to ten objects.).**

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

K.OA.A.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.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. (Students may monitor and document the daily weather. They can use an icon of the Sun to represent sunny days. They can also use an icon of a cloud to represent cloudy day, and an icon of a raindrop to represent rainy days. They may solve addition and subtraction questions based on their data.) **(Clarification: weather is a perquisite to understanding climate change.).**

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).

K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

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

K.M.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

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) (Students may monitor and document the daily weather. They may use an icon of the Sun to represent sunny days. They may use an icon of a cloud to represent cloudy day, and an icon of a raindrop to represent rainy days. The students may classify, count and sort the categories by count.) (Clarification Statement: weather is a perquisite to understanding climate change.)**

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

K.G.A.2 Correctly name shapes regardless of their orientations or overall size.

K.G.A.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). (Students may design and build a structure, using common objects found in the classroom, to investigate how sunlight warms the Earth's surface. Throughout the design and building, students may compare two- and three-dimensional objects.) (**Clarification Statement: Examples of Earth's surface could include sand, soil, rocks, and water.**).

K.NBT.A.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.

Standards for Mathematical Practice

Make sense of problems and persevere in solving them.

Reason abstractly and quantitatively.

Construct viable arguments and critique the reasoning of others.

Model with mathematics.

Use appropriate tools strategically.

Attend to precision.

Look for and make use of structure.

Look for and express regularity in repeated reasoning

Essential Questions:	Enduring Understandings:
● What happens when we combine groups and what happens when we take groups apart? ● Why do we count? ● How can I make a number bigger or smaller?	● Adding is putting groups together and making more; subtracting is taking groups apart and making less. ● Everything can be counted. Number names tell us how many objects are in groups and allow us to count in order and compare groups of objects. ● Addition and subtraction combining or separating small amounts.
Knowledge: *Students will know…* ● How to use double ten frames to count out and compare sets of 10-19 objects. ● How to make and check estimates using comparison and counting strategies. ● How to create and solve number stories and represent them with pictures and mathematical symbols. ● How to decompose numbers in multiple ways. ● How to identify 2-dimensional representations of 3-dimensional objects. ● How to ask questions about attributes to identify and describe a mystery block.	**Skills:** *Students will be able to…* ● Count 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; and count out sets of between 1 and 20 objects. ● Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. ● Solve addition and subtraction word problems, and add and subtract within 10. ● Decompose numbers 10 or lower into pairs in more than one way and record each decomposition with a drawing or equation ● Identify shapes as two- or three-dimensional. ● Compose simple shapes to form larger shapes.

Interdisciplinary Connections
2023 New Jersey Student Learning Standards for English Language Arts ● **RI.IT.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. ● **W.IW.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. ● **W.SE.K.6.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. ● **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.

- **SL.AS.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly.

2020 New Jersey Student Learning Standards for Computer Science and Design Thinking

NJSLS 8.1 Computer Science

- **8.1.2.DA.1** Collect and present data, including climate change data, in various visual formats.
- **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.

NJSLS 8.2 Design Thinking

- **8.2.2.ITH.3** Identify how technology impacts or improves life.'
- **8.2.2.ETW.2** Identify the natural resources needed to create a product.

2020 New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills

NJSLS 9.1 Personal Financial Literacy

- **9.1.2. FI.1** Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

NJSLS 9.2 Career Awareness, Exploration, Preparation, and Training

- **9.1.2.CAP.1** Make a list of different types of jobs and describe the skills associated with each job.
- **9.1.2.CAP.2** Explain why employers are willing to pay individuals to work.

NJSLS 9.4 Life Literacies and Key Skills

- **9.4.2.CI.1** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CT.3** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.7** Describe actions peers can take to positively impact climate change.

Student Resources

Text: McGraw Hill Education **Everyday Mathematics, Kindergarten,** 4th Edition, 2016

Resources:
Math at Home, books 1, 2, 3
My First Math Book, lesson pages

Tools of the Mind Connections and Everyday Math Center Games:
Number Line Activities

Numerals Game

Concept of Ten

Find Peanut

I Have, Who Has? Categories

EDM Activity Cards

Centers:
Geo Boards
Simon Says
EDM Activity Card

Teacher Resources

Texts: McGraw Hill Education **Everyday Mathematics, Kindergarten,** 4th Edition, 2016, ISBN 978-0-02-141409-3

Resources:
Everyday Math, Teacher Lesson Guide, Volumes 1 & 2
Everyday Math, Assessment Handbook
Everyday Math, Resources for the Kindergarten Classroom
Everyday Math, Math Masters
Everyday Math K-5
Flex Day Planning Guidance

Technology:
- Google Suite: Docs, Sheets, Slides, Forms
- New Jersey Climate Education Hub
- Devices: SMART / Promethean Interactive Boards

Websites:
McGrawHill connect-ED
Math vocabulary
> http://www.corestandards.org/Math/Content/mathematics-glossary/glossary/
> http://partnersforlearning.org/wp-content/uploads/2014/09/Common-Core-Academic-Vocabulary-Mathematics-K-12.pdf

Texts: Literature Connection:
- Dominoes Around the World by Mary D. Lankford
- Cubes, Cones, Cylinders, & Spheres by Tana Hoban
- Just a Little Bit by Ann Tompert
- The Best Vacation Ever by Stuart J. Murphy
- 12 Ways to Get to 11 by Eve Merriam
- Animals on Board by Stuart J. Murphy

Websites:
http://illuminations.nctm.org/Activity.aspx?id=3565   Ten Frame Activities
http://www.sheppardsoftware.com/mathgames/earlymath/shapes_shoot.htm Shape Sorting
http://illuminations.nctm.org/Activity.aspx?id=3564   Five Frame
http://illuminations.nctm.org/Activity.aspx?id=3521   Geometric Shapes
http://illuminations.nctm.org/Activity.aspx?id=3526   Skip Counting
http://www.abcya.com/addition.htm   Addition
http://www.abcya.com/counting_sorting_comparing.htm Counting, Comparing
http://illuminations.nctm.org/Lesson.aspx?id=3250 Frogs on a Log Lesson (Using a Number Line for Addition

Stage 2 – Assessment Evidence

Pre-Assessments:

Everyday Math, Beginning of the Year assessment

Everyday Math, Readiness activities

Kindergarten Math *LinkIt!* NJSLS Form A

Formative Assessments:

Kindergarten Math *LinkIt!* NJSLS Form B

Daily Assessment Check-in tool

Student monitoring for understanding

Summative Assessments:

Everyday Math, End of the Year Assessment

Kindergarten Math *LinkIt!* NJSLS Form C

Performance Task(s):

NJSLA practice test problems: https://nj.mypearsonsupport.com/practice-tests/math/

NJDOE Digital Item Library- Released NJSLA items

Stage 3 – Learning Plan

Lesson 7-1   Number Line Addition and Subtraction   **Pg. 432**

Focus : Children add and subtract on a walk-on number line.

Practice: Revisiting the Solid-Shapes Museum (revisit 6-4 and 6-5)

Lesson 7-2   Domino Addition   **Pg. 436**

Focus : Children add the dots on dominoes, match the totals to written numerals, and record the addition number sentences.

Practice: Playing "What's My Rule?" Fishing (revisit 6-6)

Lesson 7-3   Teen Collections   **Pg. 440**

Focus : Children use double ten frames to count out and compare sets of 10–19 objects.

Practice: Playing Monster Squeeze (revisit 3-12)

Lesson 7-4   Solid-Shapes Match Up   **Pg. 444**

Focus : Children play a game to practice identifying 2-dimensional representations of 3-dimensional objects**.**

Practice: Telling Number Stories with Symbols (revisit 6-13)

** Flex Day   📄 K-5 Everyday Math Flex Day Planning.pdf

Lesson 7-5   Count and Skip Count with Calculators   **Pg. 448**

Focus : Children count on by 1s and count by 10s on calculators.

Practice: Playing Hiding Bears (revisit 6-11)

Lesson 7-6   Pan Balance: Leveling   **Pg. 452**

Focus : Children use a pan balance as a tool to explore and compare weights.
Practice: Doing Quick Looks: Double Ten Frames (revisit 4-5 and 5-8**)**

Lesson 7-7   Representing Survey Data   **Pg. 456**
 Focu : Day 1: Children conduct surveys and represent their results. **Day 2:** The class analyzes different data representations and discusses characteristics that contribute to clear representations.
Practice: Playing Roll and Record with Dot Dice (revisit 5-2)

** Flex Day   ▐ **K-5 Everyday Math Flex Day Planning.pdf**

Lesson 7-8   Estimation Jar   **Pg. 464**
Focus : Children make and check estimates using comparison and counting strategies.
Practice: Playing Attribute Spinner (revisit 6-10)

Lesson 7-9   Bead Combinations   **Pg. 468**
Focus : Children decompose numbers in multiple ways.
Practice: Estimating Beans (revisit 7-8)

Lesson 7-10   Class Number-Story Book   **Pg. 472**
Focus: Children create and solve number stories and represent them with pictures and mathematical symbols.
Practice: Playing Growing and Disappearing Train (revisit 6-12)

Lesson 7-11   Class Collection   **Pg. 476**
Focu : Children use a growing collection of objects to count and to record data**.**
Practice: Solving Pattern-Block Puzzles (revisit 4-7)

** Flex Day   ▐ **K-5 Everyday Math Flex Day Planning.pdf**

Lesson 7-12   Dice Addition   **Pg. 480**
Focu : Children play a game to develop fluency with addition facts within 5.
Practice: Playing Number-Grid Cover-Up (revisit 4-13)

Lesson 7-13   Mystery Block   **Pg. 484**
Focus: Children ask questions about attributes to identify and describe a mystery block.
Practice: Playing Frog Hop (revisit 7-1)

Unit Plan Title	Unit 8: Fact Accuracy and Efficiency and 3-Dimensional Shapes
Suggested Time Frame	19 days

Overview / Rationale

In this unit, children will build upon prior knowledge to explore number pairs that add to ten and develop fluency with addition and subtraction within five. They will also continue their exploration of 3-dimensional shapes through tactile experiences

Stage 1 – Desired Results

New Jersey Student Learning Standards for Mathematics (2023)

Established Goals:

K.CC.A.1 Count to 100 by ones and 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 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

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.

K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. **(Clarification: Include groups with up to ten objects.).**

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

K.OA.A.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.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. (Students may monitor and document the daily weather. They can use an icon of the Sun to represent sunny days. They can also use an icon of a cloud to represent cloudy day, and an icon of a raindrop to represent rainy days. They may solve addition and subtraction questions based on their data.) **(Clarification: weather is a perquisite to understanding climate change.).**

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).

K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

K.OA.A.5 Demonstrate {begin new} accuracy and efficiency for addition and subtraction within 5.

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

K.M.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

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

K.G.A.2 Correctly name shapes regardless of their orientations or overall size.

K.G.A.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). (Students may design and build a structure, using common objects found in the classroom, to investigate how sunlight warms the Earth's surface. Throughout the design and building, students may compare two- and three-dimensional objects.) (**Clarification Statement: Examples of Earth's surface could include sand, soil, rocks, and water.**).

K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. (Students may design and build a structure to investigate how sunlight warms the Earth's surface, they may build shapes from components and drawing shapes. Throughout the design and building, students may compare two- and three-dimensional objects.) (**Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun. Understanding how the Sun provides thermal energy to the Earth's surface is a perquisite to understanding climate change.**)

K.G.B.6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?".

K.NBT.A.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.

Standards for Mathematical Practice

Make sense of problems and persevere in solving them.

Reason abstractly and quantitatively.

Construct viable arguments and critique the reasoning of others.

Model with mathematics.

Use appropriate tools strategically.

Attend to precision.

Look for and make use of structure.

Look for and express regularity in repeated reasoning

Essential Questions:	Enduring Understandings:
● How do mathematical operations relate to each other? ● What kinds of experiences help develop number sense? ● What is a dimension?	● The relationships among the operations and their properties promote computational fluency. ● Number sense develops through experience.

	● A dimension is a measure of width, height or length.
Knowledge: *Students will know…* ● How to use counting as a way to measure and compare lengths of time. ● How to count forward from numbers other than 1 throughout the 1-100 sequence. ● How to find number pairs that add to 10. ● How to decompose numbers to find the missing part of 10. ● How to use their sense of touch to recognize, describe, and analyze 3-dimensional shapes and their attributes. ● How to model 2- and 3-dimensional shapes.	**Skills:** *Students will be able to…* ● Count to at least 100 by 1s and by 10s. ● Count forward by 1s to at least 100 starting from numbers other than 1. ● Find number pairs that add to 10 and record them with drawings or equations. ● Compose, decompose, and understand numbers 11-19 as ten ones and some further ones; record with a drawing or equation. ● Analyze and compare 2- and 3-dimensional shapes in different sizes and orientations, using informal descriptive language. ● Model shapes in the world by building shapes from components and drawing shapes.

Interdisciplinary Connections
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- **9.1.2. FI.1** Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

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- **9.1.2.CAP.1** Make a list of different types of jobs and describe the skills associated with each job.
- **9.1.2.CAP.2** Explain why employers are willing to pay individuals to work.

NJSLS 9.4 Life Literacies and Key Skills
- **9.4.2.CI.1** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CT.3** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.7** Describe actions peers can take to positively impact climate change.

Student Resources
Text: McGraw Hill Education **Everyday Mathematics, Kindergarten,** 4th Edition, 2016 Resources: Math at Home, books 1, 2, 3 My First Math Book, lesson pages **Tools of the Mind Connections and Everyday Math Center Games:** Venger Drawing Pattern Block Stackers Math Magic Market Farm I Have, Who Has? Skip Counting 2s, 5s, 10s I Have, Who Has? Addition/Subtraction EDM Activity Cards **Centers:** Geo Boards Simon Says
Teacher Resources
Texts: McGraw Hill Education **Everyday Mathematics, Kindergarten,** 4th Edition, 2016, ISBN 978-0-02-141409-3
Resources: Everyday Math, Teacher Lesson Guide, Volumes 1 & 2 Everyday Math, Assessment Handbook Everyday Math, Resources for the Kindergarten Classroom Everyday Math, Math Masters Everyday Math K-5 Flex Day Planning Guidance

Technology:
- Google Suite: Docs, Sheets, Slides, Forms
- New Jersey Climate Education Hub
- Devices: SMART / Promethean Interactive Boards

Websites:

McGrawHill connect-ED

Math vocabulary

http://www.corestandards.org/Math/Content/mathematics-glossary/glossary/
http://partnersforlearning.org/wp-content/uploads/2014/09/Common-Core-Academic-Vocabulary-Mathematics-K-12.pdf

Texts: Literature Connection:

Castle by David Macaulay

Cathedral by David Macaulay

Pyramid by David Macaulay

This is the Way We Go to School by Edith Baer

The Tortoise and the Hare

What's the Difference? An Endangered Animal Subtraction Story by Suzanne Slade

More, Fewer, Less by Tana Hoban

One Is a Snail, Ten Is a Crab by April Pulley Sayre and Jeff Sayre

Websites:

http://www.theproblemsite.com/junior/estimation.asp Estimation

http://www.abcya.com/numerical_order.htm Numerical Order

http://www.abcya.com/addition.htm Addition

http://illuminations.nctm.org/Activity.aspx?id=3526 Skip Counting

http://illuminations.nctm.org/Activity.aspx?id=3563 Number Equivalents

Stage 2 – Assessment Evidence

Pre-Assessments:

Everyday Math, Beginning of the Year assessment

Everyday Math, Readiness activities

Kindergarten Math *LinkIt!* NJSLS Form A

Formative Assessments:

Kindergarten Math *LinkIt!* NJSLS Form B
Daily Assessment Check-in tool
Student monitoring for understanding

Summative Assessments:

Everyday Math, End of the Year Assessment
Kindergarten Math *LinkIt!* NJSLS Form C

Performance Task(s):

NJSLA practice test problems: https://nj.mypearsonsupport.com/practice-tests/math/

NJDOE Digital Item Library- Released NJSLA items

Stage 3 – Learning Plan

Lesson 8-1   Solid Shapes by Feel   **Pg. 498**
Focus: Children use their sense of touch to recognize, describe, and analyze 3-dimensional shapes and their attributes.
Practice: Counting the Class Collection (revisit 7-11)

Lesson 8-2   Marshmallow and Toothpick Shapes   **Pg. 502**
Focus: Children model 2-dimensional and 3-dimensional shapes**.**
Practice: Representing Number Stories (revisit 7-10)

Lesson 8-3   Counting to Measure Time   **Pg.506**
Focus: Children explore counting as a way to measure and compare lengths of time.
Practice: Constructing Curved Shapes (revisit 8-2)

Lesson 8-4   Interrupted Counting   **Pg. 510**
Focus: Children count forward from numbers other than 1 throughout the 1–100 sequence.
Practice: Playing Hiding Bears (revisit 6-11)

** Flex Day   📄 **K-5 Everyday Math Flex Day Planning.pdf**

Lesson 8-5   Dice Subtraction   **Pg. 514**
Focus: Children play a game to develop fluency with subtraction facts within 5.
Practice: Counting the Class Collection (revisit 7-11)

Lesson 8-6   Craft-Stick Bundles   **Pg.518**
Focus: Children use bundles of ten and single craft sticks to represent numbers greater than ten.
Practice: Representing Survey Data (revisit 7-7)

Lesson 8-7   Birds on Wires   **Pg. 522**
Focus: Day 1: Children find number pairs that add to 10. **Day 2:** Children share their solutions, describe patterns they see, and discuss how they can use the patterns to find more solutions.
Practice: Pattern-Block Puzzles: Stage 2 (revisit 1-2 and 4-7)

** Flex Day   📄 **K-5 Everyday Math Flex Day Planning.pdf**

Lesson 8-8   Car Race   **Pg. 530**
Focus: Children play a game to practice decomposing numbers and finding a missing part of 10.
Practice: Identifying 3-D Shapes by Feel (revisit 8-1)

Lesson 8-9   Number Stories with Calculators   **Pg. 534**
Focus: Children solve number stories with calculators.
Practice: Making Bead Combinations of 10 (revisit 7-9)

Lesson 8-10   Nonconsecutive Numbers   **Pg. 538**
Focus: Children compare numbers and place them in order from smallest (least) to largest (greatest).
Practice: Estimating Pennies (revisit 7-8)

Lesson 8-11   Addition Top-It   **Pg. 542**
Focus: Children play a game with number cards to gain fluency with addition.
Practice: Playing What's My Rule? with Patterns (revisit 6-6)

** Flex Day   📄 **K-5 Everyday Math Flex Day Planning.pdf**

Lesson 8-12   Function Machines   **Pg. 546**
Focus: Children learn about function machines and use them to practice basic addition
and subtraction problems.
Practice: Playing Roll and Record with Dot Dice (revisit 5-2)

Lesson 8-13   Name-Collection Posters   **Pg. 550**
Focus: Children explore equivalent names for numbers.
Practice: Playing Addition Games (revisit 7-12 or 8-11, or both)

Unit PlanTitle	Unit 9: Spatial Relations, Thinking, and Measurable Attributes
Suggested Time Frame	19 days

Overview / Rationale
In this unit, students will explore measurable attributes and develop spatial relations and thinking. They will use tactile experiences in real-world contexts to become acclimated with geometry and measurement. Students will measure, analyze and compare items using height, width, area, weight and capacity.

Stage 1 – Desired Results

New Jersey Student Learning Standards for Mathematics (2023)
Established Goals: **K.CC.A.1** Count to 100 by ones and 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 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).   **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.   **K.CC.C.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. **(Clarification: Include groups with up to ten objects.).**   **K.CC.C.7** Compare two numbers between 1 and 10 presented as written numerals.   **K.OA.A.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.A.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. (Students may monitor and document the daily weather. They can use an icon of the Sun to represent sunny days. They can also use an icon of a cloud to represent cloudy day, and an icon of a raindrop to represent rainy days. They may solve addition and subtraction questions based on their data.) **(Clarification: weather is a perquisite to understanding climate change.).**   **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).   **K.OA.A.4** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.   **K.OA.A.5** Demonstrate {begin new} accuracy and efficiency for addition and subtraction within 5.   **K.M.A.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

K.M.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

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

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

K.G.A.2 Correctly name shapes regardless of their orientations or overall size.

K.G.A.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. (Students may design and build a structure to investigate how sunlight warms the Earth's surface, they may build shapes from components and drawing shapes. Throughout the design and building, students may compare two- and three-dimensional objects.)
(Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun. Understanding how the Sun provides thermal energy to the Earth's surface is a perquisite to understanding climate change.)

K.G.B.6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?".

Standards for Mathematical Practice

Make sense of problems and persevere in solving them.

Reason abstractly and quantitatively.

Construct viable arguments and critique the reasoning of others.

Model with mathematics.

Use appropriate tools strategically.

Attend to precision.

Look for and make use of structure.

Look for and express regularity in repeated reasoning

Essential Questions:	**Enduring Understandings:**
● How do geometric models describe spatial relationships? ● Why do I measure? ● How are geometric shapes and objects classified?	*Students will understand that…* ● Geometry and spatial sense offer ways to interpret and reflect on our physical environment. ● Measurement describes the attributes of objects and events. ● Analyzing geometric relationships develops reasoning and justification skills.
Knowledge:	**Skills:**
Students will know… ● How to use tools to measure and compare lengths of time in seconds, and make connections to counting.	*Students will be able to…* ● Compare two numbers between 1 and at least 10 presented as written numerals.

● How to add and represent "doubles" addition facts. ● How to identify and use addition and subtraction rules. ● How to use shape and positional language to describe objects in their environment. ● How to explore measurable attributes of an object in their environment (their backpack) ● Create classroom maps (using 2- and/or 3-dimensional shapes).	● Represent addition and subtraction concretely, verbally, and symbolically (with expressions and equations). ● Fluently add and subtract within 5. ● Describe measurable attributes of objects, and describe several measurable attributes of a single object. ● Describe objects in the environment using shape names, and describe the relative positions of these objects. ● Correctly name basic 2- and 3-dimensional shapes regardless of their orientations or size.

Interdisciplinary Connections

2023 New Jersey Student Learning Standards for English Language Arts
- **RI.IT.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **W.IW.K.2**. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
- **W.SE.K.6.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **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.
- **SL.AS.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly.

2020 New Jersey Student Learning Standards for Computer Science and Design Thinking

NJSLS 8.1 Computer Science
- **8.1.2.DA.1** Collect and present data, including climate change data, in various visual formats.
- **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.

NJSLS 8.2 Design Thinking
- **8.2.2.ITH.3** Identify how technology impacts or improves life.'
- **8.2.2.ETW.2** Identify the natural resources needed to create a product.

2020 New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills

NJSLS 9.1 Personal Financial Literacy
- **9.1.2. FI.1** Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

NJSLS 9.2 Career Awareness, Exploration, Preparation, and Training
- **9.1.2.CAP.1** Make a list of different types of jobs and describe the skills associated with each job.
- **9.1.2.CAP.2** Explain why employers are willing to pay individuals to work.

NJSLS 9.4 Life Literacies and Key Skills
- **9.4.2.CI.1** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CT.3** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.7** Describe actions peers can take to positively impact climate change.

Student Resources
Text: McGraw Hill Education **Everyday Mathematics, Kindergarten,** 4th Edition, 2016 Resources: Math at Home, books 1, 2, 3 My First Math Book, lesson pages **Tools of the Mind Connections and Everyday Math Center Games:** Pattern Block Stackers I Have, Who Has? Addition/Subtraction Pattern Guessing Math Magic Venger Measurement Attribute Superheroes I Have, Who Has? Categories EDM Activity Cards **Centers:** **Geo Boards** **Simon Says** **EDM Activity Cards**
Teacher Resources
Texts: McGraw Hill Education **Everyday Mathematics, Kindergarten,** 4th Edition, 2016, ISBN 978-0-02-141409-3 **Resources:** Everyday Math, Teacher Lesson Guide, Volumes 1 & 2 Everyday Math, Assessment Handbook Everyday Math, Resources for the Kindergarten Classroom Everyday Math, Math Masters Everyday Math K-5 Flex Day Planning Guidance **Technology:** ● Google Suite: Docs, Sheets, Slides, Forms ● New Jersey Climate Education Hub

- Devices: SMART / Promethean Interactive Boards

Websites:
McGrawHill connect-ED
Math vocabulary
> http://www.corestandards.org/Math/Content/mathematics-glossary/glossary/
> http://partnersforlearning.org/wp-content/uploads/2014/09/Common-Core-Academic-Vocabulary-Mathematics-K-12.pdf

Literature Connection:
The Secret Birthday Message by Eric Carle

Mapping Penny's World by Loreen Leedy

Me on the Map by Joan Sweeney

My Map Book by Sara Fanelli

Where Do I Live? by Neil Chesanow

Ten Little Fish by Audrey Wood

Spaghetti and Meatballs for All! By Marilyn Burns

Kids Around the World Celebrate!: The Best Feasts and Festivals from Many Lands by Lynda Jones

Children Just Like Me: Celebrations! By Anabel Kindersley

Websites:
http://www.abcya.com/addition.htm Addition
http://www.abcya.com/base_ten_bingo.htm Base Ten Bingo
http://illuminations.nctm.org/Activity.aspx?id=3565 Ten Frame
http://www.abcya.com/interactive_100_number_chart.htm Interactive Number Chart

Stage 2 – Assessment Evidence

Pre-Assessments:
Everyday Math, Beginning of the Year assessment
Everyday Math, Readiness activities
Kindergarten Math *LinkIt!* NJSLS Form A

Formative Assessments:
Kindergarten Math *LinkIt!* NJSLS Form B
Daily Assessment Check-in tool
Student monitoring for understanding

Summative Assessments:
Everyday Math, End of the Year Assessment
Kindergarten Math *LinkIt!* NJSLS Form C

Performance Task(s):
NJSLA practice test problems: https://nj.mypearsonsupport.com/practice-tests/math/
NJDOE Digital Item Library- Released NJSLA items

Stage 3 – Learning Plan

Lesson 9-1   Make My Design   **Pg. 564**
Focus: Children play a game using shape and positional language to describe and re-create pattern-block designs.
Practice: Graphing Favorite Math Games (revisit 4-3)

Lesson 9-2   Subtraction Top-It   **Pg. 568**
Focus: Children play a game with number cards to gain fluency with subtraction.
Practice: Reviewing Function Machines (revisit 8-12)

Lesson 9-3   "What's My Rule?" with Numbers   **Pg. 572**
Focus: Children identify and use addition and subtraction rules.
Practice: Counting the Class Collection (revisit 7-11)

Lesson 9-4   Backpack Math: Height, Width, and Area   **Pg. 576**
Focus: Children explore measurable attributes of backpacks.
Practice: Playing Make My Design (revisit 9-1)

** Flex Day   ▤ K-5 Everyday Math Flex Day Planning.pdf

Lesson 9-5   Backpack Math: Weight and Capacity   **Pg. 580**
Focus: Children compare the capacity and weight of backpacks.
Practice: Playing Subtraction Games (revisit 8-5 and 9-2)

Lesson 9-6   Roll and Record with Numeral Dice   **Pg. 584**
Focus: Children add dice numerals and record the expressions.
Practice: Creating a Concrete Model of the Classroom (revisit 3-6 and 9-1)

Lesson 9-7   Making Classroom Maps   **Pg. 588**
Focus: Day 1: Children create classroom maps. **Day 2:** Children compare and contrast their classroom maps and use them to follow directions.
Practice: Playing Car Race (revisit 8-8)

** Flex Day   ▤ K-5 Everyday Math Flex Day Planning.pdf

Lesson 9-8   Uniform Weights on a Pan Balance   **Pg. 596**
Focus: Children use a pan balance to explore units of weight.
Practice: Counting On and Back from Higher Numbers (revisit 8-4)

Lesson 9-9   Measuring Time in Seconds   **Pg. 600**
Focus: Children use tools to measure and compare lengths of time in seconds, and make connections to counting.
Practice: Solving Number Stories (revisit 7-10)

Lesson 9-10   Doubles on Double Ten Frames   **Pg. 604**
Focus: Children add and represent "doubles" addition facts.

Practice: Following Treasure Maps (revisit 9-7)

Lesson 9-11   Fishing for Ten (K.M.B.3)   **Pg. 608**
Focus: Children play a game to practice finding combinations that add to 10.
Practice: Taking Quick Looks at Ten Frames (revisit 4-5 and 9-10)

** Flex Day   📄 **K-5 Everyday Math Flex Day Planning.pdf**

Lesson 9-12   Math Celebration Preparation   **Pg. 612**
Focus: Children apply math skills to prepare for a celebration.
Practice: Estimating a Snack (revisit 7-8)

Lesson 9-13   Math Celebration   **Pg. 618**
Focus: Children apply counting, operations, measurement, and geometry skills during a class celebration.
Practice: Playing Favorite Math Games (revisit 9-1)

Accommodations and Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An accommodation *changes* HOW *a student learns*; the change needed does not alter the grade-level standard. A modification *changes* WHAT *a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans
All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:
Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes

- Provide study guides
- Use of reference aids such as glossary, multiplication tables, calculator
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

Multilingual Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words: http://visual.merriamwebster.com/.
- Use online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time

- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities
- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic(s) and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share

- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy: http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created: http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: http://www.adlit.org/strategies/22371/.

Everyday Math K-5
Flex Day Planning Guidance

Goal:
☐ Collaborate with grade level PLCs to review Flex Day planning guidance document
☐ Identify possible stations/centers for current unit and upcoming Flex Day
☐ Create a shared Google doc to document Flex Day plan(s).

Flex Day:
☐ INTENTIONAL Day in our curriculum map that should be used for re-teaching, differentiation, and enrichment.
☐ Flex day should be designed to include Everyday Math activities to address targeted areas of growth
☐ Small group instruction should be planned based on classroom observations and data

Flex Day Designs

Arrangement	Description
Small Groups (All)	All students involved in the same whole class practice (Games, Readiness, Extra Practice or Enrichment, Math Boxes, Projects). All students in small groups meet at the teacher table to review a specific lesson- content or skill. All students are assigned to a small group and cycle through the small group instruction
Small Groups (Targeted)	All students involved in the same whole class practice (Games, Readiness, Extra Practice, Enrichment, Math Boxes). A targeted group of students meet at the teacher table to review a specific lesson- content or skill. Students in the small group may work with the teacher for an amount of time needed (15-30 mins).
4 Stations (4 x 15min)	Teacher introduces 4 stations and students in small groups cycle through all 4 math stations. One of the centers may include work with the teacher at a station.
3 Stations (3 x 20min)	Teacher introduces 3 stations and students in small groups cycle through all 3 math stations. One of the centers may include work with the teacher at a station.
2 Stations (2 x 30min)	Teacher introduces 2 stations and students in small groups cycle through 2 math stations.
Personalized Learning	Each student works independently on EM activities selected for them.

Reminders/Tips:

- ☐ Use formative assessment data to drive your planning. Your Unit_Assessment Check Ins (ACI) tracker from the week can be used to identify groups for Flex Day and the lessons to revisit for small groups (Assessment Handbook)
    - ☐ What lessons did students struggle with most? >> Use the EM resources from this lesson
    - ☐ Which students struggled?>> Identify your groups
    - ☐ What were students successful with? >> Add Enrichment activities
- ☐ EM resources not used during the lessons can be placed into student folders during the week for Flex Day.
- ☐ In ConnectEd, find the *updated* EM4 Mastery Expectation chart. This is your Go To reminder about when students are expected to master math topics. Go to Menu>Grade Level Resources

Grade-Level Resources
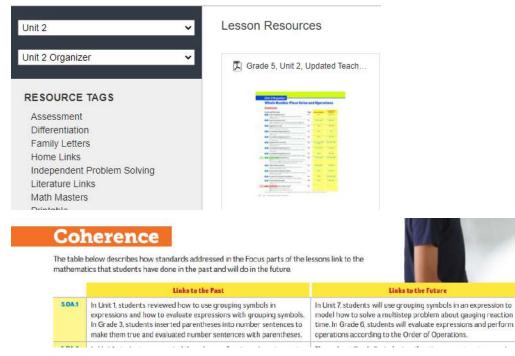
EM4 Mastery Expectation Charts

- ☐ In ConnectEd, there are *updated* resources and strategies for differentiation, including supporting ELLS for each lesson. Go to Resources> Differentiation Support Lesson

Differentiation Support Lesson 2-5

- ☐ In ConnectEd in the *updated* Unit Organizer, review the Coherence table.
  Go to Menu>Resources> Unit # Organizer> Grade Unit Updated Teacher

	Links to the Past	Links to the Future
5.OA.1	In Unit 1, students reviewed how to use grouping symbols in expressions and how to evaluate expressions with grouping symbols. In Grade 3, students inserted parentheses into number sentences to make them true and evaluated number sentences with parentheses.	In Unit 7, students will use grouping symbols in an expression to model how to solve a multistep problem about gauging reaction time. In Grade 6, students will evaluate expressions and perform operations according to the Order of Operations.

Coherence

The table below describes how standards addressed in the Focus parts of the lessons link to the mathematics that students have done in the past and will do in the future.

Math Center/Station ideas:

- ☐ Readiness activities can be used the Friday before the lesson the following week.
- ☐ Use Unit-specific games
- ☐ Have ready made games in baggies/box
- ☐ "Make a Math Box" (template in Math Masters (MM))
- ☐ Students can work on their writing and reasoning skills with:
    - ☐ Math Master Book
        - ☐ Exit Slip, Number Stories
    - ☐ Assessment Handbook
        - ☐ Weekly Math Log, Number Story Math Log, Sample math Work, Discussion of My Math work, Exit Slip
- ☐ Vocabulary development can be done on 4 -Square graphic organizer (MM)
- ☐ Students can work on Independent Problems Solving (NEW resource in ConnectEd). Go to Menu> Resources> Unit #> Unit # Organizer and you will see all of the IPSs for the unit.

- ☐ Students can make corrections to a Unit Assessment.
- ☐ If chromebooks are available- students can play EM games (digital version).
- ☐ Activity cards
- ☐ Enrichment activities should be implemented to provide challenging opportunities to all students.
- ☐ Have a choice station- students select what they would like to work on.
- ☐ Independent reading time from EM Literature List

SEPTEMBER							
Day	Unit	EDM LESSON	NJSLS		Day	Unit	EDM LESSON	NJSLS
1	1	Establishing Routines			13	FLEX	Additional practice, differentiation, interventions	
2	1	Establishing Routines			14	1-9	Number Stations	K.CC.B.4a, K.CC.B.4b, K.CC.C.5, K.OA.A.3, K.OA.A.5
3	1	Establishing Routines			15	1-10	Quick Looks	K.CC.B.4b, K.OA.A.3, K.OA.A.5
4	1-1	Partner Match	K.M.A.1 K.M.A.2		16	FLEX	Additional practice, differentiation, interventions	
5	1-2	Introduction to Pattern Blocks	K.G.A.2, K.G.B.4, K.G.B.6		17	1-11	Five Frames	K.CC.B.4a, K.CC.B.4b, K.CC.C.5, K.OA.A.3, K.OA.A.5
6	1-3	Gotcha: A Counting Game	K.CC.B.4a, K.CC.B.4b, K.CC.C.5		18	1-12	Describing Shapes	K.G.B.4
7	1-4	Number Walk	K.CC.A.3					
8	FLEX	Additional practice, differentiation, interventions						
9	1-5	Getting to Know Numbers	K.CC.C.3, K.CC.B.4a-c, K.CC.C.5			Following the district assessment calendar, administer the **beginning of year assessment.** Spread this face-to-face assessment over several days-- a few children each day		
10	1-6	Count and Sit	K.CC.A.1, K.CC.A.2					
11	1-7	Class Birthdays	K.CC.B.4a, K.CC.B.4b, K.CC.C.5, K.CC.C.6					
12	1-8	Class Age Graph	K.CC.B.4a, K.CC.B.4b, K.CC.C.5, K.CC.C.6					

OCTOBER							
Day	Unit	EDM LESSON	NJSLS		Day	Unit	EDM LESSON	NJSLS
19	1-13	Shape Patterns	K.G.A.1, K.G.A.2		31	2-8	Getting to Know Circles	K.G.A.1, K.G.A.2, K.G.B.4
20	FLEX	Additional practice, differentiation, interventions			32	2-9	Ten Frames	K.CC.B.4a, K.CC.B.4b, K.CC.C.5, K.OA.A.3,K.OA.A.4
21	2-1	Match Up with Dot Cards	K.CC.B.4a, K.CC.B.4b, K.CC.C.5, K.CC.C.6		33	2-10	Counting Collections	K.CC.B.4a, K.CC.B.4b, K.CC.C.5
22	2-2	Top-It with Dot Cards	K.CC.B.4a, K.CC.B.4b, K.CC.C.5, K.CC.C.6		34	2-11	Getting to Know Rectangles	K.G.A.1, K.G.A.2, K.G.B.4
23	2-3	Getting to Know Triangles	K.G.A.1, K.G.A.2, K.G.B.4		35	FLEX	Additional practice, differentiation, interventions	
24	2-4	Number Board	K.CC.C.3, K.CC.B.4a-c, K.CC.C.5		36	2-12	Number Stories	K.OA.A.1, K.OA.A.2,
25	FLEX	Additional practice, differentiation, interventions			37	2-13	More Number Stories	K.OA.A.1, K.OA.A.2,
26	2-5	Pocket Problems	K.OA.A.1, K.OA.A.2,		38	FLEX	Additional practice, differentiation, interventions	
27	2-6	How Many Now?	K.CC.C.2, K.CC.B.4a-c, K.CC.C.5		39	FLEX	Additional practice, differentiation, interventions	
28	2-7	Day 1:Introduction to Sorting: Open Response and Reengagement	K.M.A.1, K.DL.A.1					
29	2-7	Day 2: Introduction to Sorting: Open Response and Reengagement	K.M.A.1, K.DL.A.1					
30	FLEX	Additional practice, differentiation, interventions						

NOVEMBER							
Day	Unit	EDM LESSON	NJSLS		Day	Unit	EDM LESSON	NJSLS
40	3-1	Pattern-Block Graph	K.CC.C.5, K.CC.C.6, K.DL.A.1		52	3-10	Number-Card Activities	K.CC.A.1, K.CC.A.3, K.CC.B.4a, K.CC.B.4b, K.CC.B.4c
41	3-2	Ten-Bean Spill	K.CC.B.4b, K.OA.A.1,K.OA.A.3, K.OA.A.4		53	3-11	Roll and Record	K.CC.A.3, K.CC.B.4b, K.CC.B.5, K.CC.C.6
42	3-3	Rope Shapes	K.G.A.2, K.G.B.4, K.G.B.5		54	FLEX	Additional practice, differentiation, interventions	
43	3-4	Number Books	K.CC.A.3, K.CC.B.5					
44	FLEX	Additional practice, differentiation, interventions						
45	3-5	Longer or Shorter?	K.M.A.1 K.M.A.2					
46	3-6	Obstacle Course Positions	K.G.A.1					
47	3-7	Comparing Representations: Open Response and Reengagement	K.CC.A.3, K.CC.B.4b, K.CC.B.5, K.CC.C.6					
48	3-7	Comparing Representations: Open Response and Reengagement	K.CC.A.3, K.CC.B.4b, K.CC.B.5, K.CC.C.6					
49	FLEX	Additional practice, differentiation, interventions						
50	3-8	Spin a Number	K.CC.A.3, K.CC.B.4a					
51	3-9	Line Up	K.CC.A.2, K.CC.A.3, K.CC.B.4a, K.CC.B.4b, K.CC.B.4c					

DECEMBER							
Day	Unit	EDM LESSON	NJSLS		Day	Unit	EDM LESSON	NJSLS
55	3-12	Monster Squeeze	K.CC.A.3, K.CC.C.7		67	FLEX	Additional practice, differentiation, interventions	
56	3-13	Numbers on Slates	K.CC.A.2, K.CC.A.3, K.CC.B.4b, K.CC.B.4c, K.CC.B.5		68	4-8	Building Numbers	K.CC.A.3, K.CC.C.5,K.CC.C.6, K.OA.A.3
57	FLEX	Additional practice, differentiation, interventions			69	4-9	Exploring Weight	K.M.A.1 K.M.A.2

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Day	Unit	EDM LESSON	NJSLS		Day	Unit	EDM LESSON	NJSLS
58	4-1	Attribute Blocks	K.CC.C.5, K.CC.C.6, K.M.A.1, K.DL.A.1, K.G.A.2		70	FLEX	Additional practice, differentiation, interventions	
59	4-2	Shapes by Feel	K.G.A.2, K.G.B.4					
60	4-3	Favorite Colors Graph	K.CC.C.5, K.CC.C.6, K.DL.A.1					
61	4-4	Meet the Calculator	K.CC.A.3, K.CC.C.5					
62	FLEX	Additional practice, differentiation, interventions						
63	4-5	Ten-Frame Quick Looks	K.OA.A.3, K.OA.A.4, K.OA.A.5					
64	4-6	Moving with Teens	K.CC.A.1, K.CC.A.3					
65	4-7	Building Hexagons: Open Response and Reengagement	K.G.A.1, K.G.A.2, K.G.B.6					
66	4-7	Building Hexagons: Open Response and Reengagement	K.G.A.1, K.G.A.2, K.G.B.6					

JANUARY

Day	Unit	EDM LESSON	NJSLS		Day	Unit	EDM LESSON	NJSLS
71	FLEX	Additional practice, differentiation, interventions			83	5-6	Teen Partners	K.CC.A.3, K.CC.B.5, K.NBT.A.1
72	4-10	Exploring Capacity	K.M.A.1 K.M.A.2		84	5-7	Seats at the Party: Open Response and Reengagement	K.CC.C.6, K.CC.C.7, K.OA.A.1, K.OA.A.2
73	4-11	Counting by 10s	K.CC.A.1, K.CC.A.2		85	5-7	Seats at the Party: Open Response and Reengagement	K.CC.C.6, K.CC.C.7, K.OA.A.1, K.OA.A.2
74	4-12	Top-It with Number Cards	K.CC.A.3, K.CC.C.7		86	5-8	Teens on Double Ten Frames	K.CC.A.3, K.CC.B.5, K.CC.C.6, K.CC.7, K.NBT.A.1
75	4-13	Number-Grid Exploration	K.CC.A.1, K.CC.A.2, K.CC.A.3		87	FLEX	Additional practice, differentiation, interventions	
76	FLEX	Additional practice, differentiation, interventions			88	5-9	The Equal Symbol (=)	K.CC.B.5, K.CC.C.6, K.OA.A.3
77	5-1	The 100th Day of School	K.CC.A.1, K.CC.B.5, K.M.A.1 K.M.A.2					
78	5-2	Roll and Record with Dot Dice	K.CC.A.3, K.CC.C.5, K.OA.A.2, K.OA.A.3					
79	5-3	Ten Bears on a Bus	K.CC.B.5, K.OA.A.1, K.OA.A.3, K.OA.A.4		**Following the district assessment calendar**, administer the **Middle of year assessment.** Spread this face-to-face assessment over several days-- a few children each day			
80	5-4	Find and Draw Shapes	K.G.A.1, K.G.A.2, K.G.B.4, K.G.B.5					
81	FLEX	Additional practice, differentiation, interventions						
82	5-5	Shapes All Around	K.G.A.1, K.G.A.2					

FEBRUARY

Day	Unit	EDM LESSON	NJSLS		Day	Unit	EDM LESSON	NJSLS
89	5-10	The Addition Symbol (+)	K.OA.A.1, K.OA.A.2		101	6-6	What's My Rule? Fishing	K.CC.C.5, K.CC.C.6, K.DL.A.1
90	5-11	Growing Train	K.CC.A.2 K.CC.B.5, K.OA.A.1, K.OA.A.2		102	6-7	Tall Enough to Ride?: Open Response and Reengagement	K.M.A.1 K.M.A.2
91	FLEX	Additional practice, differentiation, interventions			103	6-7	Tall Enough to Ride?: Open Response and Reengagement	K.M.A.1 K.M.A.2
92	5-12	Number Scrolls	K.CC.A.1, K.CC.A.2, K.CC.A.3		104	6-8	The Subtraction Symbol (–)	K.OA.A.1. K.OA.A.2
93	5-13	Shape Combinations	K.G.A.1, K.G.A.2, K.G.B.4, K.G.B.6		105	FLEX	Additional practice, differentiation, interventions	
94	FLEX	Additional practice, differentiation, interventions			106	6-9	Disappearing Train	K.CC.C.6, K.CC.C.7, K.OA.A.1. K.OA.A.2
95	6-1	Body Heights with String	K.M.A.1 K.M.A.2		107	6-10	Attribute Spinner	K.M.A.1 K.M.A.2, K.G.A.2, K.G.B.4
96	6-2	Length Line-Up	K.M.A.1 K.M.A.2					
97	6-3	Types of Pets Graph	K.CC.C.5, K.CC.C.6, K.DL.A.1					
98	6-4	Solid Shapes Museum	K.G.A.1, K.G.A.2, K.G.A.3, K.G.B.4					
99	FLEX	Additional practice, differentiation, interventions						
100	6-5	Flat and Solid Shapes	K.G.A.1, K.G.A.2, K.G.A.3, K.G.B.4					

MARCH

Day	Unit	EDM LESSON	NJSLS		Day	Unit	EDM LESSON	NJSLS
108	6-11	Hiding Bears	K.CC.C.5, K.OA.A.1, K.OA.A.3, K.OA.A.4		120	7-7	Representing Survey Data: Open Response and Reengagement	K.CC.B.5, K.CC.C.6, K.DL.A.1
109	6-12	Growing and Disappearing Train	K.CC.A.3, K.CC.C.6, K.CC.C.7, K.OA.A.1. K.OA.A.2		121	7-8	Estimation Jar	K.CC.A.1, K.CC.A.3, K.CC.B.5, K.CC.C.6, K.CC.C.7
110	6-13	Number Stories with Symbols (+, –. and =)	K.OA.A.1. K.OA.A.2		122	FLEX	Additional practice, differentiation, interventions	
111	FLEX	Additional practice, differentiation, interventions			123	7-9	Bead Combinations	K.CC.B.5, K.OA.A.1, K.OA.A.3
112	7-1	Number Line Addition and Subtraction	K.CC.A.2, K.OA.A.1. K.OA.A.2		124	7-10	Class Number-Story Book	K.OA.A.1, K.OA.A.2
113	7-2	Domino Addition	K.CC.A.3, K.OA.A.1, K.OA.A.2, K.OA.A.3, K.DL.A.1		125	7-11	Class Collection	K.CC.A.1, K.CC.A.2, K.CC.A.3, K.CC.B.5

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Day	Unit	EDM LESSON	NJSLS		Day	Unit	EDM LESSON	NJSLS
114	7-3	Teen Collections	K.CC.A.3, K.CC.C.5, K.CC.C.6, K.NBT.A.1		126	FLEX	Additional practice, differentiation, interventions	
115	7-4	Solid-Shapes Match Up	K.G.A.1, K.G.A.2, K.G.A.3, K.G.B.4		127	7-12	Dice Addition	K.CC.C.7, K.OA.A.1, K.OA.A.2, K.OA.A.5
116	FLEX	Additional practice, differentiation, interventions						
117	7-5	Count and Skip Count with Calculators	K.CC.A.1, K.CC.A.2					
118	7-6	Pan Balance: Leveling	K.M.A.1, K.M.A.2					
119	7-7	Representing Survey Data: Open Response and Reengagement	K.CC.B.5, K.CC.C.6, K.DL.A.1					

APRIL

Day	Unit	EDM LESSON	NJSLS		Day	Unit	EDM LESSON	NJSLS
128	7-13	Mystery Block	K.DL.A.1, K.G.A.2, K.G.B.4, K.M.A.1		140	FLEX	Additional practice, differentiation, interventions	
129	FLEX	Additional practice, differentiation, interventions			141	8-9	Number Stories with Calculators	K.OA.A.1, K.OA.A.2
130	8-1	Solid Shapes by Feel	K.G.A.1, K.G.A.2 K.G.B.4		142	8-10	Nonconsecutive Numbers	K.CC.A.2, K.CC.A.3, K.CC.C.7
131	8-2	Marshmallow and Toothpick Shapes	K.G.A.2, K.G.A.3,K.G.B.4,K.G.B.5, K.G.B.6		143	8-11	Addition Top-It	K.CC.C.7, K.OA.A.1, K.OA.A.2, K.OA.A.5
132	8-3	Counting to Measure Time	K.CC.A.1, K.CC.C.7, K.M.A.2					
133	8-4	Interrupted Counting	K.CC.A.1, K.CC.A.2					
134	FLEX	Additional practice, differentiation, interventions						
135	8-5	Dice Subtraction	K.CC.C.7, K.OA.A.1, K.OA.A.2, K.OA.A.5					
136	8-6	Craft-Stick Bundles	K.CC.A.3, K.CC.B.5, K.NBT.A.1					
137	8-7	Birds on Wires: Open Response and Reengagement	K.OA.A.1, K.OA.A.2, K.OA.A.3, K.OA.A.4					
138	8-7	Birds on Wires: Open Response and Reengagement	K.OA.A.1, K.OA.A.2, K.OA.A.3, K.OA.A.4					
139	8-8	Car Race	K.OA.A.3, K.OA.A.4					

MAY

Day	Unit	EDM LESSON	NJSLS		Day	Unit	EDM LESSON	NJSLS
144	8-12	Function Machines	K.OA.A.1, K.OA.A.2, K.OA.A.5		156	FLEX	Additional practice, differentiation, interventions	
145	8-13	Name-Collection Posters	K.OA.A.1, K.OA.A.2, K.OA.A.3, K.NBT.A.1		157	9-8	Uniform Weights on a Pan Balance	K.CC.C.6, K.M.A.1 K.M.A.2
146	FLEX	Additional practice, differentiation, interventions			158	9-9	Measuring Time in Seconds	K.CC.C.7, K.M.A.1 K.M.A.2
147	9-1	Make My Design	K.G.A1, K.G.A.2, K.G.A.6		159	9-10	Doubles on Double Ten Frames	K.OA.A.1, K.OA.A.2, K.OA.B.5
148	9-2	Subtraction Top-It	K.CC.C.7, K.OA.A.1, K.OA.A.2, K.OA.B.5		160	9-11	Fishing for Ten	K.OA.A.1, K.OA.A.2, K.OA.A.3, K.OA.A.4, **K.M.B.3**
149	9-3	What's My Rule? with Numbers	K.OA.A.1, K.OA.A.2, K.OA.B.5		161	FLEX	Additional practice, differentiation, interventions	
150	9-4	Backpack Math: Height, Width, and Area	K.CC.C.7, K.M.A.1 K.M.A.2		162	9-12	Math Celebration Preparation	All unit standards
151	FLEX	Additional practice, differentiation, interventions			163	9-13	Math Celebration	All unit standards
152	9-5	Backpack Math: Weight and Capacity	K.CC.C.7, K.M.A.1 K.M.A.2		164	FLEX	Additional practice, differentiation, interventions	
153	9-6	Roll and Record with Numeral Dice	K.OA.A.1, K.OA.A.2, K.OA.A.3 K.OA.B.5		165	FLEX	Additional practice, differentiation, interventions	
154	9-7	Making Classroom Maps: Open Response and Reengagement	K.G.A.1, K.G.B.5					
155	9-7	Making Classroom Maps: Open Response and Reengagement	K.G.A.1, K.G.B.5					

JUNE

Day	Unit	EDM LESSON	NJSLS		Day	Unit	EDM LESSON	NJSLS
166	FLEX	**Additional practice, differentiation, interventions**			178	FLEX	**Additional practice, differentiation, interventions**	
167	FLEX	**Additional practice, differentiation, interventions**			179	FLEX	**Additional practice, differentiation, interventions**	
168	FLEX	**Additional practice, differentiation, interventions**			180	FLEX	**Additional practice, differentiation, interventions**	
169	FLEX	**Additional practice, differentiation, interventions**						
170	FLEX	**Additional practice, differentiation, interventions**						
171	FLEX	**Additional practice, differentiation, interventions**						
172	FLEX	**Additional practice, differentiation, interventions**						
173	FLEX	**Additional practice, differentiation, interventions**						
174	FLEX	**Additional practice, differentiation, interventions**					**Following the district assessment calendar,** administer the End of year assessment. Spread this	

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175	FLEX	Additional practice, differentiation, interventions				face-to-face assessment over several days-- a few children each day		
176	FLEX	Additional practice, differentiation, interventions						
177	FLEX	Additional practice, differentiation, interventions						