

Lower Township Elementary Schools
Mathematics
Kindergarten

Adopted by the LTES Board of Education 1/24/24

Interdisciplinary Connections

NJSLS: Science:

K-LS-1.1: Use observations to describe patterns of what plants and animals (including humans) need to survive.

Math Tie In:

K.MD.A2: 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

Activity: Pumpkin Investigation in October. Students will participate in a month long exploration into plants, specifically a pumpkin. Students will use math terminology to describe different attributes of the pumpkins like size, number of seeds, etc.

Integration of Technology

Technology Literacy:

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.2: Create a document using a word processing application.

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

21st Century Skills

Life Literacies and Key Skills:

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

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

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Career Education

Career Awareness, Exploration, and Preparation:

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.

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SUBJECT: Math
GRADE LEVEL: Kindergarten
UNIT TITLE: Chapters 1, 2, 3, 4
LENGTH OF STUDY: 40 days
START OF UNIT: September 18
END OF UNIT: November 17

Unit Learning Goals

- Name, count, and write numbers to 10
- Pair each number name with an object
- Determine the last number stated names the total
- Count objects in different arrangements
- Count starting from any number within 10
- Order numbers within 10 both forward and backward
- Understand the next number stated is one number greater
- Use matching and counting to tell whether the number of objects in a group is greater than, less than, or equal to the number of objects in another group
- Count the number of objects in different arrangement
- Compare 2 written numerals between 0 and 10
- Classify objects into categories and sort by counting

Materials

Primary:

- Big Ideas Teacher Manual
- Big Ideas Student Edition
- Big Ideas Online Platform

Supplemental:

- Manipulatives

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- Brain Pop
- Online Math Games

Daily Targets	Standards	Instructional Activities
1.1: Model & Count 1 and 2	K.CC.B.4a, K.CC.B.4b, K.CC.B.5	<ul style="list-style-type: none"> • Name numbers 1 & 2 • Count 1 or 2 objects • Tell the number of objects in a group
1.2: Understand & Write 1 and 2	K.CC.B5, K.CC.A3	<ul style="list-style-type: none"> • Identify groups of 1 and 2 objects • Write the numbers 1 and 2
1.3: Model & Count 3 and 4	K.CC.B.4a, K.CC.B.4b, K.CC.B.5	<ul style="list-style-type: none"> • Name the numbers 3 and 4 • Count 1 object for each number to 4 • Tell the number of objects in a group
1.4: Understand & Write 3 and 4	K.CC.B5, K.CC.A3	<ul style="list-style-type: none"> • Identify groups of 3 and 4 objects • Write the numbers 3 and 4
1.5: Model & Count 5	K.CC.B.4a, K.CC.B.4b, K.CC.B.5	<ul style="list-style-type: none"> • Name the number 5 • Count 1 object for each number to 5 • Tell the number of objects in a group
1.6: Understand & Write 5	K.CC.B5, K.CC.A3	<ul style="list-style-type: none"> • Identify a group of 5 objects • Write the number 5
1.7: The Concept of Zero	K.CC.B5, K.CC.A3	<ul style="list-style-type: none"> • Name the number 0 • Explain 0 means having no objects • Identify a group of 0 objects

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		<ul style="list-style-type: none"> • Write the number 0
1.8: Count & Order Numbers 0-5	K.CC.B5, K.CC.A3	<ul style="list-style-type: none"> • Count from 1 to 5 • Identify the starting number • Order numbers up to 5
2.1: Equal Groups	K.CC.C6	<ul style="list-style-type: none"> • Match objects from 2 groups • Tell whether the number of objects in 2 groups are the same or not the same
2.2: Greater Than	K.CC.C6	<ul style="list-style-type: none"> • Match objects from 2 groups • Identify the group that has more objects
2.3: Less Than	K.CC.C6	<ul style="list-style-type: none"> • Match objects from 2 groups • Identify the group that has fewer objects
2.4: Compare Groups to 5 by Counting	K.CC.C6, K.CC.B5, K.CC.C7	<ul style="list-style-type: none"> • Compare the numbers of objects in two groups using the words greater than, less than, or equal to • Explain how to compare 2 groups by counting
2.5: Compare Numbers to 5	K.CC.C6, K.CC.B5, K.CC.C7	<ul style="list-style-type: none"> • Tell whether 2 numbers are the same • Use greater than and less than to describe 2 numbers that are not the same. • Draw to show how 1 number compares to another

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3.1: Model & Count to 6	K.CC.B.4a, K.CC.B.4b, K.CC.B.5	<ul style="list-style-type: none"> • Name the number 6 • Count 1 object for each number to 6 • Tell the number of objects in a group
3.2: Understand and Write 6	K.CC.B5, K.CC.A3	<ul style="list-style-type: none"> • Identify a group of 6 objects • Write the number 6
3.3: Model & count 7	K.CC.B.4a, K.CC.B.4b, K.CC.B.5	<ul style="list-style-type: none"> • Name the number 7 • Count 1 object for each number to 7 • Tell the number of objects in a group
3.4: Understand and write 7	K.CC.B5, K.CC.A3	<ul style="list-style-type: none"> • Identify a group of 7 objects • Write the number 7
3.5: Model and count 8	K.CC.B.4a, K.CC.B.4b, K.CC.B.5	<ul style="list-style-type: none"> • Name the number 8 • Count 1 object for each number to 8 • Tell the number of objects in a group
3.6: Understand & Write 8	K.CC.B5, K.CC.A3	<ul style="list-style-type: none"> • Identify a group of 8 objects • Write the number 8
3.7: Model & Count 9	K.CC.B.4a, K.CC.B.4b, K.CC.B.5	<ul style="list-style-type: none"> • Name the number 9 • Count 1 object for each number up to 9 • Tell the number of objects in a group

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3.8: Understand & Write 9	K.CC.B5, K.CC.A3	<ul style="list-style-type: none"> • Identify a group of 9 objects • Write the number 9
3.9: Model & Count 10	K.CC.B.4a, K.CC.B.4b, K.CC.B.5	<ul style="list-style-type: none"> • Name the number 10 • Count 1 object for each number up to 10 • Tell the number of objects in a group
3.10: Understand & Write 10	K.CC.B5, K.CC.A3	<ul style="list-style-type: none"> • Identify a group of 10 objects • Write the number 10
3.11: Count & Order numbers to 10	K.CC.B5, K.CC.A3	<ul style="list-style-type: none"> • Count to 10 • Identify the starting number • Order numbers to 10
4.1: Compare groups to 10 by matching	K.CC.C6	<ul style="list-style-type: none"> • Match objects from 2 groups • Compare the numbers of objects in 2 groups using greater than, less than, or equal to
4.2: Compare groups to 10 by counting	K.CC.C6, K.CC.C7, K.CC.B5	<ul style="list-style-type: none"> • Compare the numbers of objects in 2 groups using greater than, less than, or equal to • Explain how to compare 2 groups by counting
4.3: Compare numbers to 10	K.CC.C6, K.CC.C7, K.CC.B5	<ul style="list-style-type: none"> • Tell whether 2 numbers are the same • Use greater than and less than to describe 2 numbers that are not the same • Draw to show how 1 number

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		compares to another
4.4: Classify objects into Categories	K.MD.B3	<ul style="list-style-type: none"> ● Describe what is the same about a group of objects ● Classify objects into a category ● Identify objects that are not in a category
4.5: Classify and compare by counting	K.CC.C6, K.CC.C7, K.CC.B5, K.MD.B3	<ul style="list-style-type: none"> ● Use marks to show each object in a category ● Count how many in each category ● Compare the numbers of objects in 2 categories using greater than, less than, or equal to

Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues
Multilingual Learners	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations

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	<ul style="list-style-type: none"> ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions
Students At-Risk of School Failure	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions ● Chunking content into small segments ● Shorten or reduce assignment to focus on one specific skill
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Student centered activities ● Enhance skill or activity based on Individual Student Need ● Allow for flexible grouping ● Problem solving situations
Students with 504 Plans	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions

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	<ul style="list-style-type: none">● Provide Educational “breaks” as necessary● Utilize visual and audio cues
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Assessments	
Formative	<ul style="list-style-type: none">● Classwork● Homework● Observation● Questioning
Summative	<ul style="list-style-type: none">● Chapter Tests
Benchmark	<ul style="list-style-type: none">● Cumulative Review● End of the Year Test
Alternative	<ul style="list-style-type: none">● Homework● Classwork

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SUBJECT: Math
GRADE LEVEL: K
UNIT TITLE: Chapters 5, 6, 7
LENGTH OF STUDY: 30 days
START OF UNIT: November 20
END OF UNIT: January 12

Unit Learning Goals

- Represent addition & subtraction with various models and strategies
- Decompose numbers less than or equal to 10 into pairs in more than 1 way
- Represent addition with various models and strategies
- Write an addition sentence using symbols
- Represent, write, and solve “add to” and “put together” problems with unknowns
- Break apart numbers to 10 in different ways
- Understand that the next number stated is 1 number greater
- Write the same number when 0 is added
- Solve word problems
- Fluently add within 5
- Find and make number patterns that make 10
- Represent subtraction with various models and strategies
- Write a subtraction sentence using symbols
- Represent, write, and solve “take from” problems
- Represent, write, and solve “take apart” problems
- Understand that taking away from a group will tell how many are left
- Understand that subtracting 0 doesn’t change the number
- Fluently subtract within 5
- Explain the similarities and differences between addition and subtraction sentences

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Materials
<p>Primary:</p> <ul style="list-style-type: none"> ● Big Ideas Teacher Manual ● Big Ideas Student Edition ● Big Ideas Online Platform <p>Supplemental:</p> <ul style="list-style-type: none"> ● Manipulatives ● Brain Pop ● Online Math Games

Daily Targets	Standards	Instructional Activities
5.1: Partner numbers to 5	K.OA.A1, K.OA.A3	<ul style="list-style-type: none"> ● Name each part ● Name the whole ● Name the partner numbers for a whole
5.2: Use number bonds to represent numbers to 5	K.OA.A1, K.OA.A3	<ul style="list-style-type: none"> ● Model putting together parts to show the whole ● Model taking apart the whole to show the parts ● Use a number bond to show the parts and the whole
5.3: Compose and Decompose 6	K.OA.A1, K.OA.A3	<ul style="list-style-type: none"> ● Name the parts and the whole ● Use a number bond to show the parts and the whole
5.4: Compose and Decompose 7	K.OA.A1, K.OA.A3	<ul style="list-style-type: none"> ● Name the parts and the whole ● Use a number bond to show the parts and the whole

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5.5: Compose and Decompose 8	K.OA.A1, K.OA.A3	<ul style="list-style-type: none"> Name the parts and the whole Use a number bond to show the parts and the whole
5.6: Compose and Decompose 9	K.OA.A1, K.OA.A3	<ul style="list-style-type: none"> Name the parts and the whole Use a number bond to show the parts and the whole
5.7: Compose and Decompose 10	K.OA.A1, K.OA.A3	<ul style="list-style-type: none"> Name the parts and the whole Use a number bond to show the parts and the whole
5.8: Compose and Decompose Using a group of 5	K.OA.A1, K.OA.A3	<ul style="list-style-type: none"> Name the whole Find a group fo 5 Name the partner numbers when 1 part is 5
6.1: Understand Addtion	K.OA.A1, K.OA.A2	<ul style="list-style-type: none"> Tell how many objects there are to start. Tell how many objects are added to a group Tell how many objects there are in all
6.2: Addition: Add to	K.OA.A1, K.OA.A2	<ul style="list-style-type: none"> Tell what the + sign means Tell what the = sign means Explain an addition sentence
6.3: Addition: Put Together	K.OA.A1, K.OA.A2	<ul style="list-style-type: none"> Show how to put 2 groups of objects together Tell how many there are in all Write an addition sentence

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6.4: Addition: Number Partners	K.OA.A1, K.OA.A2, K.OA.A3	<ul style="list-style-type: none"> • Show 2 partner numbers for a whole • Write an addition sentence with partner numbers
6.5: Addition: Number Patterns	K.OA.A1, K.OA.A2, K.CC.B4c, K.OA.A5	<ul style="list-style-type: none"> • Describe a pattern • Explain I have the same number when I add 0 • Explain I have the next number when I add 1
6.6: Practice Addition	K.OA.A1, K.OA.A2, K.OA.A5	<ul style="list-style-type: none"> • Show and Tell how to add numbers to 5 • Complete an addition sentence
6.7: Use a group of 5 to add	K.OA.A1, K.OA.A2	<ul style="list-style-type: none"> • Use a 10 frame to add on 5 • Add on 5 to make a whole • Write an addition sentence
6.8: Add to make 10	K.OA.A4	<ul style="list-style-type: none"> • Add onto a number to make 10 • Show partner numbers for 10 • Write an addition sentence for 10 when 1 group is given
7.1: Understand Subtraction	K.OA.A1, K.OA.A2	<ul style="list-style-type: none"> • Tell how many objects in all • Tell how many objects are taken away • Tell how many objects are left
7.2: Subtraction Take From	K.OA.A1, K.OA.A2	<ul style="list-style-type: none"> • Tell what - sign means • Tell how many are left • Explain a subtraction sentence

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7.3: Subtraction Take Apart	K.OA.A1, K.OA.A2	<ul style="list-style-type: none"> • Show how to take apart a group of objects • Take apart a group of objects to tell the partner numbers • Write a subtraction sentence
7.4: Subtraction Number Patterns	K.OA.A1, K.OA.A2, K.OA.A5	<ul style="list-style-type: none"> • Subtract 0, 1, or all objects from a group • Explain the patterns of subtracting 0, 1, or all
7.5: Practice Subtraction	K.OA.A1, K.OA.A2, K.OA.A5	<ul style="list-style-type: none"> • Show and tell how to subtract within 5 • Complete the subtraction sentence
7.6: Use a group fo 5 to subtract	K.OA.A1, K.OA.A2	<ul style="list-style-type: none"> • Use a 10 frame to subtract 5 • Subtract 5 and tell how many are left • Write a subtraction sentence
7.7: Related Facts	K.OA.A1, K.OA.A2, K.OA.A5	<ul style="list-style-type: none"> • Write + and - to show related facts • Explain what is the same and different in these facts

Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> • Follow 504/IEP accommodations • Step by step examples • Visual demonstration of skill or activity • Allow for flexible grouping • Student centered activities • Learning Stations

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	<ul style="list-style-type: none"> ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues
Multilingual Learners	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions
Students At-Risk of School Failure	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions ● Chunking content into small segments ● Shorten or reduce assignment to focus on one specific skill
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Student centered activities ● Enhance skill or activity based on Individual Student Need ● Allow for flexible grouping

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	<ul style="list-style-type: none"> ● Problem solving situations
Students with 504 Plans	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues

Assessments	
Formative	<ul style="list-style-type: none"> ● Classwork ● Homework ● Observation ● Questioning
Summative	<ul style="list-style-type: none"> ● Chapter Tests
Benchmark	<ul style="list-style-type: none"> ● Cumulative Review ● End of the Year Test
Alternative	<ul style="list-style-type: none"> ● Homework ● Classwork

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SUBJECT: Math
GRADE LEVEL: Kindergarten
UNIT TITLE: Chapters 8, 9, 10
LENGTH OF STUDY: 40 days
START OF UNIT: January 15
END OF UNIT: March 15

Unit Learning Goals

- Name, count, and write numbers to 20
- Pair each object with a number
- Determine the last number stated names the total
- Count objects in different arrangement
- Identify a group of 10 from a larger group
- Decompose numbers 11-19 into 10 ones and some more ones
- Count from 1 number to another number
- Determine that the next number when counting is 1 more
- Use counting to tell whether the number of objects in a group is greater than, less than, or equal to the number of objects in another group
- Write numbers 11-19 as 10 plus a number
- Name, count, and write numbers to 20
- Count by tens and ones to 100
- Count from any number within 100

Materials

Primary:

- Big Ideas Teacher Manual
- Big Ideas Student Edition
- Big Ideas Online Platform

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Supplemental:

- Manipulatives
- Brain Pop
- Online Math Games

Daily Targets	Standards	Instructional Activities
8.1: Identify groups of 10	K.CC.B4a, K.CC.B4b, K.CC.B5, K.NBT.A1	<ul style="list-style-type: none"> ● Identify a group of 10 objects ● Show how many more than 10 ones ● Write a sentence that shows 10 ones and more ones
8.2: Count and Write 11 and 12	K.CC.B4a, K.CC.B4b, K.CC.B5, K.NBT.A1, K.CC.A3	<ul style="list-style-type: none"> ● Count 1 object up to 12 ● Write the numbers 11 and 12
8.3: Understand 11 and 12	K.NBT.A1, K.CC.A3	<ul style="list-style-type: none"> ● Show the numbers 11 and 12 as a group of 10 and 1 or 2 more ● Write 11 and 12 as 10+ a number
8.4: Count and write 13 and 14	K.CC.B4a, K.CC.B4b, K.CC.B5, K.NBT.A1, K.CC.A3	<ul style="list-style-type: none"> ● Count 1 object up to 14 ● Write the numbers 11 and 12
8.5: Understand 13 and 14	K.NBT.A1, K.CC.A3	<ul style="list-style-type: none"> ● Show the numbers 13 and 14 as a group of 10 and 3 or 4 more ● Write 13 and 14 as 10+ a number
8.6: Count and write 15	K.CC.B4a, K.CC.B4b, K.CC.B5, K.NBT.A1, K.CC.A3	<ul style="list-style-type: none"> ● Count 1 object up to 15 ● Write the number 15
8.7: Understand 15	K.NBT.A1, K.CC.A3	<ul style="list-style-type: none"> ● Show the numbers 15 as a group of 10 and 5 more ● Write 15 as 10+ a number

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8.8: Count and write 16 and 17	K.CC.B4a, K.CC.B4b, K.CC.B5, K.NBT.A1, K.CC.A3	<ul style="list-style-type: none"> Count 1 object up to 17 Write the numbers 16 and 17
8.9: Understand 16 and 17	K.NBT.A1, K.CC.A3	<ul style="list-style-type: none"> Show the numbers 16 and 17 as a group of 10 and 6 or 7 more Write 16 and 17 as 10+ a number
8.10: Count and write 18 and 19	K.CC.B4a, K.CC.B4b, K.CC.B5, K.NBT.A1, K.CC.A3	<ul style="list-style-type: none"> Count 1 object up to 19 Write the numbers 18 and 19
8.11: Understand 18 and 19	K.NBT.A1, K.CC.A3	<ul style="list-style-type: none"> Show the numbers 18 and 19 as a group of 10 and 8 or 9 more Write 18 and 19 as 10+ a number
9.1: Model and Count	K.CC.B5	<ul style="list-style-type: none"> Name the number 20 Count 1 object for each number to 20 Tell the number of objects in a group
9.2: Count and Write 20	K.CC.B5, K.CCb3	<ul style="list-style-type: none"> Name the number 20 Count 1 object for each number to 20 Write the number 20
9.3: Count to find how many	K.CC.B5, K.CC.B4a, K.CC.B4b, K.CC.B4c	<ul style="list-style-type: none"> Name each number to 20 Identify a group with a given number of objects Draw a given number of objects
9.4: Count forward any number to 20	K.CC.A3, K.CC.A1, K.CC.A2	<ul style="list-style-type: none"> Count from a starting number to an ending number Explain that the next number

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		when counting is 1 more
9.5: Order numbers to 20	K.CC.B5, K.CC.A3, K.CC.A2	<ul style="list-style-type: none"> • Identify the starting number • Order numbers by using a model • Order numbers by using the counting sequence
9.6: Compare numbers to 20	K.CC.A3, K.CC.C6	<ul style="list-style-type: none"> • Compare numbers of objects in 2 groups using greater than, less than, or equal to • Explain how to compare 2 groups by counting
10.1: Count to 30 by ones	K.CC.A1, K.CC.A2	<ul style="list-style-type: none"> • Use a chart to count to 30 by ones • Tell a missing number • Count on from a number to 30
10.2: Count to 50 by ones	K.CC.A1, K.CC.A2	<ul style="list-style-type: none"> • Use a chart to count to 50 by ones • Tell a missing number • Count on from a number to 50
10.3: Count to 100 by ones	K.CC.A1, K.CC.A2	<ul style="list-style-type: none"> • Use a chart to count to 100 by ones • Tell a missing number • Count on from a number to 100
10.4: Count to 100 by tens	K.CC.A1	<ul style="list-style-type: none"> • Use a chart to count to 100s by ten • Tell a missing number • Count by 10s and tell the decade number
10.5: Count by tens and ones	K.CC.A1	<ul style="list-style-type: none"> • Count by tens and count on by ones

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		<ul style="list-style-type: none"> • Tell how many in all • Explain how to count by tens and ones
10.6: Count by tens from a number	K.CC.A1, K.CC.A2	<ul style="list-style-type: none"> • Count on by tens from a number • Tell the missing number • Describe a pattern when you count by tens from a number

Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> • Follow 504/IEP accommodations • Step by step examples • Visual demonstration of skill or activity • Allow for flexible grouping • Student centered activities • Learning Stations • Small group & large group discussions • Problem solving situations • Restate, reword, clarify directions • Provide Educational “breaks” as necessary • Utilize visual and audio cues
Multilingual Learners	<ul style="list-style-type: none"> • Step by step examples • Visual demonstration of skill or activity • Allow for flexible grouping • Student centered activities • Learning Stations • Small group & large group discussions • Problem solving situations • Utilize visual and audio cues • Highlight, define, or demonstrate important vocabulary • Restate, reword, clarify directions

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Students At-Risk of School Failure	<ul style="list-style-type: none">● Step by step examples● Visual demonstration of skill or activity● Allow for flexible grouping● Student centered activities● Learning Stations● Small group & large group discussions● Problem solving situations● Utilize visual and audio cues● Highlight, define, or demonstrate important vocabulary● Restate, reword, clarify directions● Chunking content into small segments● Shorten or reduce assignment to focus on one specific skill
Gifted and Talented	<ul style="list-style-type: none">● Student Choice● Student centered activities● Enhance skill or activity based on Individual Student Need● Allow for flexible grouping● Problem solving situations
Students with 504 Plans	<ul style="list-style-type: none">● Follow 504/IEP accommodations● Step by step examples● Visual demonstration of skill or activity● Allow for flexible grouping● Student centered activities● Learning Stations● Small group & large group discussions● Problem solving situations● Restate, reword, clarify directions● Provide Educational “breaks” as necessary● Utilize visual and audio cues

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Assessments	
Formative	<ul style="list-style-type: none">● Classwork● Homework● Observation● Questioning
Summative	<ul style="list-style-type: none">● Chapter Tests
Benchmark	<ul style="list-style-type: none">● Cumulative Review● End of the Year Test
Alternative	<ul style="list-style-type: none">● Homework● Classwork

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SUBJECT: Math
GRADE LEVEL: Kindergarten
UNIT TITLE: Chapters 11, 12, 13
LENGTH OF STUDY: 40 days
START OF UNIT: March 18
END OF UNIT: May 24

Unit Learning Goals

- Analyze shapes and their attributes
- Name shapes when they are shown with different sizes and orientations
- Build and draw shapes
- Put shapes together to make new shapes
- Tell whether a shape is 2d or 3d
- Describe positions of shapes
- Describe attributes that can be measured
- Describe more than 1 attribute of an object
- Compare the measurable attributes of 2 objects
- Describe how the measurable attributes of 2 objects are different

Materials

Primary:

- Big Ideas Teacher Manual
- Big Ideas Student Edition
- Big Ideas Online Platform

Supplemental:

- Manipulatives
- Brain Pop
- Online Math Games

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Daily Targets	Standards	Instructional Activities
11.1: Describe 2 D Shapes	K.G.B4	<ul style="list-style-type: none"> ● Identify straight sides or curves on a shape ● Identify vertices on a shape ● Describe 2-D shapes
11.2: Triangles	K.G.B4, K.G.A2, K.G.B5	<ul style="list-style-type: none"> ● Identify a triangle ● Tell why a shape is a triangle ● Draw a triangle
11.3: Rectangles	K.G.B4, K.G.A2, K.G.B5	<ul style="list-style-type: none"> ● Identify a rectangle ● Tell why a shape is a rectangle ● Draw a rectangle
11.4: Squares	K.G.B4, K.G.A2, K.G.B5	<ul style="list-style-type: none"> ● Identify a square ● Tell why a shape is a square ● Tell why a square is a rectangle ● Draw a square
11.5: Hexagons and Circles	K.G.B4, K.G.A2, K.G.B5	<ul style="list-style-type: none"> ● Identify a circle or a hexagon ● Tell why a shape is a circle ● Tell why a shape is a hexagon ● Draw a hexagon and a circle
11.6: Join 2 D Shapes	K.G.B6	<ul style="list-style-type: none"> ● Join shapes to make larger shapes ● Tell how many of each shape you used to make the larger shape ● Use shapes to make a picture
11.7: Build 2 D Shapes	K.G.B5	<ul style="list-style-type: none"> ● Build 2 D shapes when given a picture ● Build 2D shapes when given a description

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12.1: 2 and 3d shapes	K.G.A3	<ul style="list-style-type: none"> • Tell whether a shape is 2D or 3D • Describe what makes a shape 2D or 3D
12.2: Describe 3D shapes	K.G.B4	<ul style="list-style-type: none"> • Identify solid shapes that stack • Identify solid shapes that roll • Identify solid shapes that slide
12.3: Cubes and Spheres	K.G.A3, K.G.B4, K.G.A2, K.G.B5	<ul style="list-style-type: none"> • Identify a cube or a sphere • Tell why a solid shape is a cube or a sphere • Explain how a cube and sphere are the same and different
12.4: Cones and Cylinders	K.G.A3, K.G.B4, K.G.A2, K.G.B5	<ul style="list-style-type: none"> • Identify a cone or a cylinder • Tell why a shape is a cone or a cylinder • Explain how a cone and a cylinder are the same and different
12.5: Build 3D shapes	K.G.B5, K.G.B6	<ul style="list-style-type: none"> • Build 3D shapes when given a picture • Build 3D shapes when given a description
12.6: Positions of solid shapes	K.G.A2, K.G.A1	<ul style="list-style-type: none"> • Use vocabulary words to describe the position of an object • Identify an object given a description of its position
13.1: Compare the heights of 2 objects	K.MD.A1, K.MD.A2	<ul style="list-style-type: none"> • Explain how to compare the

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		<ul style="list-style-type: none"> heights of 2 objects • Tell whether 2 objects are the same height • Use taller and shorter to compare the heights of 2 objects
13.2: Compare lengths	K.MD.A1, K.MD.A2	<ul style="list-style-type: none"> • Explain how to compare the lengths of 2 objects • Tell whether 2 objects are the same length • Use longer and shorter to compare lengths of 2 objects
13.3: Use numbers to compare lengths	K.MD.A1, K.MD.A2	<ul style="list-style-type: none"> • Use linking cubes to compare lengths • Use numbers to compare lengths of 2 objects
13.4: Compare weights	K.MD.A1, K.MD.A2	<ul style="list-style-type: none"> • Explain how to compare the weights of 2 objects • Tell whether 2 objects have the same weight • Use heavier and lighter to compare the weights of 2 objects
13.5: Use numbers to compare weights	K.MD.A1, K.MD.A2	<ul style="list-style-type: none"> • Use linking cubes and a balance scale to compare weights • Use numbers to compare weights of 2 objects
13.6: Compare capacities	K.MD.A1, K.MD.A2	<ul style="list-style-type: none"> • Explain how to compare the capacities of 2 objects • Tell whether 2 objects have the same capacity • Tell whether an object holds

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		more or less than another object
13.7: Describe Objects by Attributes	K.MD.A1	<ul style="list-style-type: none"> ● Decide whether an object has a given attribute ● Give an example of an object that has a given attribute

Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues
Multilingual Learners	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions
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