

# **Somers Point School District**



## **Curriculum**

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**Mathematics  
Grade Kindergarten  
July 2016**

**Board Approved: September 2016**

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# SOMERS POINT SCHOOL DISTRICT

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## SOMERS POINT SCHOOL DISTRICT

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## Acknowledgments

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# **Somers Point Schools**

This document reflects the collaboration of teachers, staff, students, parents, and the Board of Education to define our mission, vision and beliefs to guide our work.

## **Our Mission**

Empower each student to make responsible choices, meet challenges, achieve personal success, and contribute to a global society as they apply the New Jersey Core Curriculum Standards to become autonomous, lifelong learners who are literate problem solvers across all disciplines. This is accomplished through:

- *Offering diverse, challenging, effective and progressive programs in a safe, nurturing environment*
- *Providing optimal facilities and resources*
- *Mastering the skills and tools needed for success*
- *Facilitating an educational partnership with home, school and community*

## **Our Beliefs**

Beliefs: We believe that our empowered learners:

- Participate in educational programs that are designed to meet the needs of learners while providing challenging activities in the context of real life situations
- Are aware of community issues and take part in activities to better their community
- Acquire basic skills in obtaining information, thinking critically, solving problems and communicating effectively
- Develop intellectual curiosity and the ability to access information as needed
- Become reflective learners who have an understanding of their own strengths and weaknesses
- Develop the aptitudes and skills to adjust to a changing world and an unpredictable future
- Are lifetime learners who value and accept learning as a continuing and dynamic process affecting all aspects of life
- Value the integrity of all individuals and recognize their own ability to progress academically, socially, and emotionally

## **Our Vision**

The students of the Somers Point School District will demonstrate personal growth over time in relation to individualized goals aligned to the New Jersey Student Learning Standards. Achievement is evident when students:

- Take academic risks
- Transfer or extend content area knowledge
- Are intrinsically motivated life-long learners
- Are global learners who collaborate beyond the confines of the classroom or school
- Demonstrate social growth
- Are meta-cognitive thinkers
- Solve real-world problems

To foster student achievement Somers Point Educators:

- Promote student-centered learning
- Explicitly communicate the purpose of the lesson and how it fits into students' broader learning
- Provide hands-on learning activities
- Encourage collaboration
- Cultivate a safe environment and a strong classroom community
- Differentiate instruction
- Know the content area, curriculum, and their students
- Integrate technology
- Uncover and capitalize on student interests
- Use assessment data to make instructional decisions
- Commit to life-long learning to improve their practice

# INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

## Philosophy

Our children need to be well prepared for lives and careers in a technological world and in a global economy. They need to be able to solve problems and reason effectively. They need to use complex information and advanced tools. They need to know and understand how to use and apply mathematics. These high standards will benefit both our children and our society.

The Somers Point Kindergarten Mathematics Curriculum will develop students understanding of concepts and help them to acquire essential skills. The philosophy is based upon the fact that all students possess the ability to be rational thinkers, independent problem solvers and efficient users of technology. Each student can achieve success and pride while developing these skills. A comprehensive program has been developed in a spiral and sequential format so these students will learn the many aspects of mathematics and its applications. Emphasis will be placed on being actively involved in learning mathematics, writing and talking about math, using critical thinking skills in problem solving, using calculators, computers, and other mathematical tools of learning, and achieving at a high level.

Consideration will be given to the individual student's needs, interests, and abilities. All students must develop and sharpen their skills, deepen their understanding of mathematical concepts and processes, and hone their problem-solving, reasoning, and communication abilities while using mathematics to make sense of, and solve, compelling problems. For this to occur, rigorous mathematical content must be organized, taught, and assessed in a problem-solving environment. The student will be challenged to use math in meaningful ways, so that they come to realize how useful mathematics will be in their lives. Moreover, the curriculum will also encourage the development of positive attitudes and interests in mathematics, which will last a lifetime.

## Educational Goals

In Kindergarten, instructional time should focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

1. Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as  $5 + 2 = 7$  and  $7 - 2 = 5$ . (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

2. Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.



**New Jersey State Department of Education  
Student Learning Standards**

**A note about Mathematics Standards**

A complete copy of the New Jersey Student Learning Standards for Mathematics may also be found at:

<http://www.state.nj.us/education/aps/cccs/math/>

**Module One: Numbers to 10**  
**Grade Level: Kindergarten**  
**Timeframe: 37 lessons 43 days**

**Essential Questions**

How can numbers from zero to ten be counted, read, and written?  
How can numbers from zero to ten be compared and ordered?

**Standards**

**Standards/Cumulative Progress Indicators (Taught and Assessed):**

K.CC.1

**Count** to 100 by ones and by tens.

K.CC.2

**Count** forward beginning from a given number within the known sequence (instead of having to begin at 1).

K.CC.3

**Write** numbers from 0 to 20. **Represent** a number of objects with a written numeral 0- 20 (with 0 representing a count of no objects).

K.CC.4 a

**Understand** the relationship between numbers and quantities; **connect** counting to cardinality. When **counting objects**, **say** the number names in the standard order, **pairing** each object with one and only one number name and each number name with one and only one object.

K.CC.4b

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

K.CC.4c

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

K.CC.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.MD.3 **Classify** objects into given categories; **count** the numbers of objects in each category and **sort** the categories by count.

K.OA.3 **Decompose** numbers less than or equal to 10 into pairs in more than one way, e.g., by **using objects or drawings**, and **record** each decomposition by a drawing or

equation (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ).

**Highlighted Career Ready Practices:**

CRP 1, CRP 2, CPR 3, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9, CRP 10, CRP 11, CRP 12

Instructional Plan				Reflection
Pre-assessment				
SLO - SWBAT	Student Strategies	Formative Assessment	Activities and Resources	Reflection
<p>Write numbers from 0 to 20. Write a number for a group of 0 to 20 objects. Put numbers in order. Name a group of objects by using a number. Understand that the last object counted tells the number of objects in a group. Understand that the number of objects in a group can be moved around and the total number will be the same. Understand that adding an object to a group will make the total number one bigger. Count to tell how many. Count out a number of objects between 1 and 20. Take apart numbers less than or equal to 10. Place objects into categories. Count the number of objects in categories. Sort the categories by the number of objects.</p>	<p>Reason abstractly and quantitatively. Students represent quantities with numerals. Construct viable arguments and critique the reasoning of others. Students reason about each other's ways of counting fingers or a scattered set of objects. They reason about counting fingers by comparing the fingers counted and about scattered objects by comparing counting paths through a set of up to 10 scattered objects. Model with mathematics. Students model decompositions of three objects as math drawings and addition equations. Look for and make use of structure. Students use the 5-group to reason about numbers within 10. Look for and express regularity in repeated reasoning. Students build a number stair to reason about 1 more</p>	<p>Mid Module assessments Exit Tickets Dreambox Center Work</p>	<p>Rulers for use as straightedges Five dot mat Five-frame and ten-frame cards Number path Left hand mat Two hands mat 5-group cards Rekenrek Concrete materials in individual bags for counting and sorting (white beans painted red on one side, twigs, dried leaves, dry pasta, pennies, plates, forks, spoons, cups, etc.) Commercial concrete materials (linking cubes in tens, non-linking cubes, square-inch tiles, etc.) Dreambox Exit Tickets Fluency Activities Concept Development Problem Sets Differentiated Centers Homework Communicators White Boards Parent Newsletter</p>	

	and 1 less than each number within 10.			
Benchmark Assessment: Mid and End of Module Assessments				
<b>Summative Written Assessments</b>				
End Of Module Assessment				
<b>Summative Performance Assessment</b>				
End of Module Assessment Culminating Task (Lesson 37)				

**Module Two: Two Dimensional and Three Dimensional Shapes**  
**Grade Level: Kindergarten**  
**Timeframe: 10 Lessons 12 Days**

**Essential Questions**

How can 2 dimensional shapes be compared for similarities and differences?  
How can 3 dimensional shapes be compared for similarities and differences?

**Standards**

**Standards/Cumulative Progress Indicators (Taught and Assessed):**

- K.G.1 **Describe** objects in the environment **using** names of shapes, and **describe** the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- K.G.2 Correctly **name** shapes regardless of their orientations or overall size.
- K.G.3 **Identify** shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
- K.MD.3 **Classify** objects into given categories; **count** the numbers of objects in each category and **sort** the categories by count.

**Highlighted Career Ready Practices:**

CRP 1, CRP 2, CPR 3, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9, CRP 10, CRP 11, CRP 1

Instructional Plan				Reflection
Pre-assessment				
SLO - SWBAT	Student Strategies	Formative Assessment	Activities and Resources	Reflection
Place objects into categories. Count the number of objects in categories. Sort the categories by the number of objects. can find shapes around me. Tell where shapes are. (above, below, beside, in front of, behind, next to) Tell about shapes. Compare shapes. Name shapes Tell about and compare two-dimensional and three-dimensional shapes.	Students distinguish shapes from among variants, palpable distractors, and difficult distractors.  Students use position words to clearly indicate the location of shapes.  Students use examples, non-examples, and shared attributes of geometric figures in order to develop a richer concept image of each geometric shape.	Mid Module assessments  Exit Tickets  Dreambox  Center Work	Three-dimensional shapes: cone, sphere, cylinder, and cube Two-dimensional shapes: circle, hexagon, rectangle, square, and triangle Geoboards 5-group cards Straws Wiki Sticks Dreambox Exit Tickets Fluency Activities Concept Development Problem Sets Differentiated Centers Homework Communicators White Boards Parent Newsletter	
Benchmark Assessment: Mid and End of Module Assessments				
Summative Written Assessments				
End of Module Assessment				
Summative Performance Assessment				
End of Module Assessment Culminating Task (Lesson 10)				

**Module Three: Comparison of Length, Weight, Capacity and Numbers to 10**

**Grade Level: Kindergarten**

**Timeframe: 32 Lessons 38 Days**

**Essential Questions**

Why do I need to know how to measure an object's length, size or weight?

Why is it important for me to be able to compare two objects and know which has more or less?

**Standards**

**Standards/Cumulative Progress Indicators (Taught and Assessed):**

K.CC.4 a

**Understand** the relationship between numbers and quantities; **connect** counting to cardinality. When **counting objects**, **say** the number names in the standard order, **pairing** each object with one and only one number name and each number name with one and only one object.

K.CC.4b

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

K.CC.4c

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

K.CC.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.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.

K.CC.7

**Compare** two numbers between 1 and 10 presented as written numerals.

K.MD.1

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

K.MD.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.

**Highlighted Career Ready Practices:**

CRP 1, CRP 2, CPR 3, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9, CRP 10, CRP 11, CRP 12

Instructional Plan				Reflection
Pre-assessment				
SLO - SWBAT	Student Strategies	Formative Assessment	Activities and Resources	Reflection
<p>Tell if a group of objects in one group is greater than, less than or equal to a group of objects in another group.            Compare two written numbers between 1 and 10.            Tell how an object can be measured. (length, weight)            Compare how two objects are similar or different. (more of, less of, taller, shorter)</p>	<p>Reason quantitatively and abstractly. Students compare quantities by drawing objects in columns and matching the objects one to one to see that one column has more than another and draw the conclusion that 6 is more than 4 because 2 objects do not have a match.            Construct viable arguments and critique the reasoning of others. Students describe measurable attributes of a single object and reason about how to compare its length, weight, and volume to that of another object.            Use appropriate tools strategically. During the culminating task and End-of-Module Assessment, students might choose to use a scale to compare weight, linking cube sticks to</p>	<p>Mid Module assessments            Exit Tickets            Dreambox            Center Work</p>	<p>Balance scales            Centimeter cubes            Clay            Linking cubes in sticks with a color change at the five            Plastic cups and containers for measuring volume            Dreambox            Exit Tickets            Fluency Activities            Concept Development            Problem Sets            Differentiated Centers            Homework            Communicators            White Boards            Parent Newsletter</p>	

	<p>compare length and rice and cups to compare volume. Attend to precision. Students attend to precision by aligning endpoints when comparing lengths. They are also precise when weighing an object with cubes (or units) on a balance scale. Adding 1 more makes the cubes too heavy when the goal is to see how many cubes have the same weight as the object. Look for and make use of structure. Students use structure to see that the amount of rice in 1 container is equal to the amount in 4 smaller containers. The smaller unit is a structure, as is the larger unit.</p>			
Benchmark Assessment: Mid and End of Module Assessments				
<b>Summative Written Assessments</b>				
End of Module Assessment				
<b>Summative Performance Assessment</b>				
End of Module Assessment Culminating Task (Lesson 32)				



**Module Four: Number Pairs, Addition and Subtraction to 10**  
**Grade Level: Kindergarten**  
**Timeframe: 41 Lessons 48 Days**

**Essential Questions**

What happens when two numbers are combined?  
What happens when one number is taken from another?  
Why is it important to know how to add and subtract?  
How will addition and subtraction help me solve problems?

**Standards**

**Standards/Cumulative Progress Indicators (Taught and Assessed):**

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

K.OA.2  
**Solve** addition and subtraction word problems, and **add and subtract** within 10, e.g., by **using** objects or drawings to **represent** the problem.

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

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

K.OA.5  
**Demonstrate** fluency for addition and subtraction within 5.

**Highlighted Career Ready Practices:**

CRP 1, CRP 2, CPR 3, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9, CRP 10, CRP 11, CRP 12

Instructional Plan				Reflection
Pre-assessment				
SLO - SWBAT	Student Strategies	Formative Assessment	Activities and Resources	Reflection
<p>Use objects, fingers and pictures to help me show addition.</p> <p>Use objects, fingers and pictures to help me show subtraction. Solve addition and subtraction word problems within 10. Take apart numbers less than or equal to 10. (<math>5 = 2 + 3</math>)</p> <p>Find the number that is added to 1 through 9 to make 10.</p> <p>Use objects or drawings to show my answer.</p> <p>Add and subtract within 5.</p>	<p>Make sense of problems and persevere in solving them. Students identify story problems as addition or subtraction situations and find the unknown. Students demonstrate with drawings and verbal explanations the referent of each number in a given problem type.</p> <p>Reason abstractly and quantitatively. Students reason about the relationships between numbers in composition and decomposition situations. For example, they can use the number bond mat to show and explain that 6 and 4 make 10 and that 10 can be broken into 6 and 4.</p> <p>Model with mathematics. Students use number bonds and addition and subtraction equations to model composition and decomposition. Students tell story problems using drawings, numbers, and symbols.</p> <p>Use appropriate tools strategically. Students select and use tools such as drawings, number bonds, and the number path to solve problems. Look for and make use of structure. Students draw the <math>5 + n</math> pattern to reason about numbers within 10.</p>	<p>Mid Module assessments</p> <p>Exit Tickets</p> <p>Dreambox</p> <p>Center Work</p>	<p>5-group dot cards</p> <p>Hula hoops</p> <p>Linking cubes</p> <p>Number bonds</p> <p>Number path</p> <p>Number towers</p> <p>Sets of objects</p> <p>Showing fingers the Math Way</p> <p>Dice</p> <p>Beans</p> <p>Rekenrek</p> <p>Dreambox</p> <p>Exit Tickets</p> <p>Fluency Activities</p> <p>Concept Development</p> <p>Problem Sets</p> <p>Differentiated Centers</p> <p>Homework</p> <p>Communicators</p> <p>White Boards</p> <p>Parent Newsletter</p>	

	Look for and express regularity in repeated reasoning. Students add and subtract 0 to get the same number. They also use linking cubes to add and subtract 1 to reason about 1 more and 1 less than with numbers to 10.		
Benchmark Assessment: Mid and End of Module Assessments			
<b>Summative Written Assessments</b>			
End of Module Assessment			
<b>Summative Performance Assessment</b>			
End of Module Assessment Culminating Task (Lesson 41)			

<b>Module Five: Numbers 10-20 and Counting to 100</b> <b>Grade Level: Kindergarten</b> <b>Timeframe: 24 Lessons 30 Days</b>
<b>Essential Questions</b>
<p>How can I solve problems using addition and subtraction?</p> <p>When will I need to solve problems using addition and subtraction?</p> <p>What should I do when I don't have all the information?</p>
<b>Standards</b>
<b>Standards/Cumulative Progress Indicators (Taught and Assessed):</b> K.CC.1 <b>Count</b> to 100 by <u>ones</u> and by <u>tens</u> .  K.CC.2 <b>Count</b> forward beginning from a given <u>number</u> within the known <u>sequence</u> (instead of having to begin at 1).

K.CC.3

**Write** numbers from 0 to 20. **Represent** a number of objects with a written numeral 0- 20 (with 0 representing a count of no objects).

K.CC.4 a

**Understand** the relationship between numbers and quantities; **connect** counting to cardinality. When **counting objects**, **say** the number names in the standard order, **pairing** each object with one and only one number name and each number name with one and only one object.

K.CC.4b

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

K.CC.4c

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

K.CC.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.NBT.1

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

**Highlighted Career Ready Practices:**

CRP 1, CRP 2, CPR 3, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9, CRP 10, CRP 11, CRP 12

Instructional Plan				Reflection
SLO - SWBAT	Student Strategies	Formative Assessment	Activities and Resources	Reflection
Put together and take apart numbers from 11 to 19 by naming the tens and ones. Use objects, drawings or equations to show tens and ones. Count to 100 by ones and tens. Count forward starting at a given number. Write	Reason abstractly and quantitatively. Students represent teen numerals with concrete objects separated as 10 ones and some ones. Construct viable arguments and critique the reasoning of others. Students explain their thinking about teen numbers as 10 ones and	Mid Module assessments Exit Tickets Dreambox Center Work	50 sticks or straws for each group of 2 students Student-made Rekenrek: 10 red and 10 white pony beads 1 cardboard strip 2 elastics 1 egg carton per pair of students with 2 slots cut off to make a carton with 10 slots Hide Zero cards Objects to put in the egg carton such as mandarin oranges, plastic eggs, or beans	

<p>numbers from 0 to 20. Write a number for a group of 0 to 20 objects. Put numbers in order. Name a group of objects by using a number. Understand that the last object counted tells the number of objects in a group. Understand that the number of objects in a group can be rearranged and the total number will be the same. Understand that adding an object to a group will make the total number one bigger. Count to tell how many. Count out a number of objects between 1 and 20.</p>	<p>some ones and how to represent those numbers as addition sentences. Model with mathematics. Students model teen quantities with number bonds, place value cards, and teen numbers. Look for and make use of structure. Students use the structure of 10 ones to reason about teen numbers. They compare teen numbers using the structure of the 10 ones to compare the some ones.</p>		<p>Single and double 10-frames          Linking cubes: ideally 10 of two different colors per student          Number bond template          Dreambox          Exit Tickets          Fluency Activities          Concept Development          Problem Sets          Differentiated Centers          Homework          Communicators          White Boards          Parent Newsletter</p>	
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Benchmark Assessment: Mid and End of Module Assessments

**Summative Written Assessments**

End of Module Assessment

**Summative Performance Assessment**

End of Module Assessment  
 Culminating Task (Lesson 24)

**Module Six: Analyzing, Comparing, and Composing Shapes**  
**Grade Level: Kindergarten**  
**Timeframe: 8 Lessons 10 Days**  
**Essential Questions**

How are shapes alike and different?

How can shapes be created and then changed to make new shapes?

How can simple shapes be used to create larger, more complex shapes?

## Standards

### Standards/Cumulative Progress Indicators (Taught and Assessed):

K.G.1

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

K.G.2

Correctly **name** shapes regardless of their orientations or overall size.

K.G.4

**Analyze** and **compare** two- and three-dimensional shapes, in different sizes and orientations, using informal language to **describe** their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

K.G.5

**Model** shapes in the world by **building** shapes from components (e.g., sticks and clay balls) and **drawing** shapes.

K.G.6

**Compose** simple shapes to **form** larger shapes.

K.CC.4a

**Understand** the relationship between numbers and quantities; **connect** counting to cardinality. When **counting objects**, **say** the number names in the standard order, **pairing** each object with one and only one number name and each number name with one and only one object.

K.CC.4b

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

K.CC.4c

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

### Highlighted Career Ready Practices:

CRP 1, CRP 2, CPR 3, CRP 4, CRP 5, CRP 6, CRP 7, CRP 8, CRP 9, CRP 10, CRP 11, CRP 12

Instructional Plan				Reflection
Pre-assessment				
SLO - SWBAT	Student Strategies	Formative Assessment	Activities and Resources	Reflection
<p>Tell about and compare two-dimensional and three-dimensional shapes.</p> <p>Make shapes using materials like sticks and clay.</p> <p>Use simple shapes to make larger shapes.</p> <p>Put numbers in order.</p> <p>Name a group of objects by using a number.</p> <p>Understand that the last object counted tells the number of objects in a group.</p> <p>Understand that the number of objects in a group can be rearranged and the total number will be the same.</p> <p>Understand that adding an object to a group will make the total number one bigger.</p>	<p>Make sense of problems and persevere in solving them. Students persist in their use of trial and error until they begin to use the attributes of a puzzle to determine which shape fits into an open space. "The empty space has a long side like my triangle. Let's see if my triangle fits."</p> <p>Model with mathematics.</p> <p>Students use shapes to create pictures of common objects and use straws and clay to create models of two- and three-dimensional objects in their environment.</p> <p>Attend to precision. Ordinal numbers provide students with vocabulary to precisely describe the spatial organization of ten shapes in a straight line. Look for and make use of structure.</p> <p>Students make use of their understanding of a shape's attributes to build three-dimensional shapes from two-dimensional shapes.</p>	<p>Mid Module assessments</p> <p>Exit Tickets</p> <p>Dreambox</p> <p>Center Work</p>	<p>Pattern block activity cards or attribute block activity cards</p> <p>Three-dimensional shapes: cone, sphere, cylinder, and cube</p> <p>Two-dimensional shapes: circle, hexagon, rectangle, square, and triangle</p> <p>Dreambox</p> <p>Exit Tickets</p> <p>Fluency Activities</p> <p>Concept Development</p> <p>Problem Sets</p> <p>Differentiated Centers</p> <p>Homework</p> <p>Communicators</p> <p>White Boards</p> <p>Parent Newsletter</p>	
Benchmark Assessment: Mid Module and End of Module Assessments				
Summative Written Assessments				
End of Module Assessment				

**Summative Performance Assessment**

End of Module Assessment  
Culminating Task (Lesson 8)