Pacing Guide For Math Curriculum

Grade K

Topic	**Marking Period**	**Number of Days**
Counting and Cardinality	MP 1-4	36 weeks
Operations and Algebraic Thinking	MP 3	6 weeks
Number and Operations in Base Ten	MP 2	2 weeks
Measurement	MP 2	4 weeks
Data Literacy	MP 2	3 weeks
Geometry	MP 4	8 Weeks

Alpha Public School
Math Curriculum Map

Grade: Kindergarten

Unit: Counting and Cardinality	**Content Topic:** Know number names and the count sequence

Standard	Disciplinary Core Ideas / Essential Statement / Objective
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 to 20. Represent a number of objects with a written numeral 0 - 20 (with 0 representing a count of no objects).

Practices / Skills & Lesson / Learning Activities

- Know number names and count the sequence.
- Count to tell the number of objects.
- Count by fives, tens, twos and backwards.
- Practice stroke formation and then numbers 0-20.
- Work with numbers 11-19 to gain foundations for place value
- Identify the number of objects in a group up to 20
- Decide is one group greater than, less than or equal to the number of objects in another group.
- Multisensory writing: sky writing, sand writing, glue writing, rice writing, plastic canvas writing, etc.

Whole Group:

- Calendar
- Read Aloud
- Morning Meeting
- Think Pair Share
- Whole Group Discussion
- Modeling with Manipulatives
- Total Participation- White Boards / Communicators
- Vocabulary
- Connecting numbers to real life situations
- Math Journals
- Act it out / talk it out/ draw it out (Students act out / talk / draw specific math concepts)

Individual:

- Math centers
- Math journals
- Independent Practice
- 100th day projects

Small Groups:

- Guide group practice
- Paired activities
- Manipulatives

Instructional Activities:

- Count sequence
- Writing numbers 0-20
- Skip Counting

Alpha Public School
Math Curriculum Map

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative: ● Classwork ● Homework ● Observation / anecdotal notes ● Total participation ● Techniques ● Math Journals ● Drawings ● IXL Modules ● Fluency Work Summative: ● Topic Tests ● IXL quiz Alternative: ● Project Based Assessments	● Midterm test ● Textbook Assessment ● End of Year Assessment ● IXL Diagnostics	● Guided Group Practice ● Paired Activities ● Manipulatives / Games ● City 1,2,3 by Zoran Milich ● 123 Dream by Kim Krans ● Billions of Bricks: A Counting Book about building by Kurt Cyrus ● Zero the Hero by Joan Holub ● Leveled texts ● IXL

Unit: Counting and Cardinality	**Content Topic:** Count to tell the number of objects

Standard	Disciplinary Core Ideas / Essential Statement / Objective
K.CC.B.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.B.4.b	Understand the relationship between numbers and quantities; connect counting to cardinality. Understand that the last number said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
K.CC.B.4.c	Understand the relationship between numbers and quantities; connect counting to cardinality. 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.

Practices / Skills & Lesson / Learning Activities
● Know number names and count the sequence. ● Count to tell the number of objects. ● Count by fives, tens, twos and backwards. ● Count items in a total group, matching each object with one and only one number. ● Compare numbers and learn the proper terminology to describe groups of items.

- Work with numbers 11-19 to gain foundations for place value
- Identify the number of objects in a group up to 20
- Decide is one group greater than, less than or equal to the number of objects in a group.

Whole Group:

- Calendar
- Read Aloud
- Morning Meeting
- Think Pair Share
- Whole Group Discussion
- Modeling with Manipulatives
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- Vocabulary
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Individual:

- Math centers
- Math journals
- Independent Practice
- 100th day projects

Small Groups:

- Guide group practice
- Paired activities
- Manipulatives

Instructional Activities:

- Count sequence
- Writing numbers 0-20
- Comparing numbers one to one
- Comparing numbers- more, less, same, least, etc
- Skip Counting

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Formative: ● Classwork ● Homework ● Observation / anecdotal notes ● Total participation ● Techniques ● Math Journals ● Drawings ● IXL modules ● Fluency Work Summative: ● Topic Tests ● IXL quiz Alternative: ● Project Based Assessments	● Midterm test ● Textbook Assessment ● End of Year Assessment ● IXL Diagnostic	● Guided Group Practice ● Paired Activities ● Manipulatives / Games ● City 1,2,3 by Zoran Milich ● 123 Dream by Kim Krans ● Billions of Bricks: A Counting Book about building by Kurt Cyrus ● Zero the Hero by Joan Holub ● Leveled texts ● IXL

Alpha Public School
Math Curriculum Map

Unit: Counting and Cardinality	**Content Topic:** Compare numbers

Standard	**Disciplinary Core Ideas / Essential Statement / Objective**
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

Practices / Skills & Lesson / Learning Activities

- Know number names and count the sequence.
- Count to tell the number of objects.
- Count by fives, tens, twos and backwards.
- Count items in a total group, matching each object with one and only one number.
- Compare numbers and learn the proper terminology to describe groups of items.
- Work with numbers 11-19 to gain foundations for place value
- Identify the number of objects in a group up to 20
- Decide is one group greater than, less than or equal to the number of objects in a group.
- Sort and classify objects into categories

Whole Group:

- Calendar
- Read Aloud
- Morning Meeting
- Think Pair Share
- Whole Group Discussion
- Modeling with Manipulatives
- Total Participation- White Boards / Communicators
- Vocabulary
- Connecting numbers to real life situations
- Math Journals
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Individual:

- Math centers
- Math journals
- Independent Practice
- 100th day projects

Small Groups:

- Guide group practice
- Paired activities
- Manipulatives

Instructional Activities:

- Count sequence
- Writing numbers 0-20
- Comparing numbers one to one
- Comparing numbers- more, less, same, least, etc
- Skip Counting

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
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Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1 must be in ELA)
8.1.2.CS.1- Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences 8.1.2.DA.1- Collect and present data in various visual formats 8.1.2.DA.3- Identify and describe patterns in data visualizations 8.1.2.DA.4- Make predictions based on data using charts or graphs	ELA- RI.IT.K.3- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. Science- ***K-ESS3-2-*** asking questions, making observations, and gathering information are helpful in thinking about problems (ETS1.A)

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
● Refer to IEPS for more specific accommodations and modifications for special education students ● Refer to 504 plans for more specific accommodations and modifications ● Additional time for skill	● Allow student to correct errors (looking for understanding) ● Teaching key aspects of a topic, eliminate nonessential information using videos, illustrations, pictures, and drawings to explain or	● Alternative formative and summative assessment ● Games and tournaments ● Group investigations ● Guided independent research and projects ● Project based learning ● Stations / centers

mastery ● Behavior management plan ● Center based instruction ● Check work frequently for understanding ● Computer or electronic device utilization ● Extended time on tests / quizzes ● Have student repeat directions to check for understanding ● Highlighted text in a visual presentation ● Modified assignment format ● Modified test format ● Modified test length ● Multiple test sessions ● Multi-sensory presentation ● Preferential seating ● Preview of content, concepts and vocabulary ● Secure attention before giving instruction / direction ● Shortened assignments ● Students working with assigned partner ● Mini workshops to reteach or extend skills	clarify ● Decrease the amount of work presented or required ● Modifying test to reflect selected objective ● Reducing the number of answer choices on a multiple choice test ● Tutoring by peers ● Collaborating (general ed and specialist) to modify vocabulary, omit or modify items , eliminate sections of test, and determine how the grade will be determined prior to giving the test ● Mini workshops to reteach or extend skills ● Varied supplemental materials	● Varying organizers for instruction

Unit: Operations and Algebraic Thinking	**Content Topic:** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from

Standard	Disciplinary Core Ideas / Essential Statement / Objective
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.
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 accuracy and efficiency for addition and subtraction within 5

Practices / Skills & Lesson / Learning Activities

- Utilize number bonding strategies for addition and subtraction acquisition
- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from
- Show that addition is the putting together and subtraction is the taking apart of things
- Identify the addition, subtraction and equal signs
- Understand addition through addition patterns, counting on, and addition loops
- Represent addition and subtraction both horizontally and vertically
- Find a missing addend
- Model subtraction with both pictures/ objects and counting cubes
- Tell if a situation is representing addition or subtraction.

Whole Group:

- Calendar
- Read Aloud
- Morning Meeting
- Think Pair Share
- Whole Group Discussion
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- Vocabulary
- Connecting numbers to real life situations
- Math Journals
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Individual:

- Math centers
- Math journals
- Independent Practice
- 100th day projects

Small Groups:

- Guide group practice
- Paired activities
- Manipulatives

Instructional Activities:

- Count sequence
- Writing numbers 0-20
- Comparing numbers one to one
- Comparing numbers- more, less, same, least, etc
- Skip counting

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative:	● Midterm test	● Guided Group Practice

• Classwork • Homework • Observation / anecdotal notes • Total participation • Techniques • Math Journals • Drawings • IXL modules • Fluency Work Summative: • Topic Tests • IXL quiz Alternative: • Project Based Assessments	• Textbook Assessment • End of Year Assessment • IXL Diagnostic	• Paired Activities • Manipulatives / Games • Leveled texts • IXL • https://abcya.com • https://prodigygames.com • http://coolmath4kids.com

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1 must be in ELA)
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Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
• Refer to IEPS for more specific accommodations and modifications for special education students • Refer to 504 plans for more specific accommodations and modifications • Additional time for skill mastery • Behavior management plan • Center based instruction • Check work frequently for understanding • Computer or electronic device utilization • Extended time on tests / quizzes • Have student repeat directions to check for	• Allow student to correct errors (looking for understanding) • Teaching key aspects of a topic, eliminate nonessential information using videos, illustrations, pictures, and drawings to explain or clarify • Decrease the amount of work presented or required • Modifying test to reflect selected objective • Reducing the number of answer choices on a multiple choice test • Tutoring by peers • Collaborating (general ed and specialist) to modify	• Alternative formative and summative assessment • Games and tournaments • Group investigations • Guided independent research and projects • Project based learning • Stations / centers • Varying organizers for instruction

understanding ● Highlighted text in a visual presentation ● Modified assignment format ● Modified test format ● Modified test length ● Multiple test sessions ● Multi-sensory presentation ● Preferential seating ● Preview of content, concepts and vocabulary ● Secure attention before giving instruction / direction ● Shortened assignments ● Students working with assigned partner ● Mini workshops to reteach or extend skills	vocabulary, omit or modify items , eliminate sections of test, and determine how the grade will be determined prior to giving the test ● Mini workshops to reteach or extend skills ● Varied supplemental materials	

Unit: Number and Operations in Base Ten	**Content Topic:** Work with numbers 11-19 to gain foundations for place value

Standard	Disciplinary Core Ideas / Essential Statement / Objective
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.

Practices / Skills & Lesson / Learning Activities

- Utilize number bonding strategies
- Know number names and count the sequence.
- Count to tell the number of objects.
- Count by fives, tens, twos and backwards.
- Count items in a total group, matching each object with one and only one number.
- Compare numbers and learn the proper terminology to describe groups of items.
- Work with numbers 11-19 to gain foundations for place value
- Identify the number of objects in a group up to 20
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Differentiation (IEPs / 504s)	**Differentiation (ELL)**	**Differentiation (G &T)**
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Unit: Measurement	**Content Topic:** Describe and compare measurable attributes

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Math Curriculum Map

Standard	Disciplinary Core Ideas / Essential Statement / Objective
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.

Practices / Skills & Lesson / Learning Activities

- Describe and compare measurable attributes
- Compare objects using non-standard units and standard units
- Compare volumes as well as estimate how much volume a container can hold
- Compare the weight of different objects

Whole Group:

- Calendar
- Read Aloud
- Morning Meeting
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- Vocabulary
- Connecting numbers to real life situations
- Math Journals
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Individual:

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- Independent Practice
- 100th day projects

Small Groups:

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Instructional Activities:

- Count sequence
- Writing numbers 0-20
- Comparing numbers one to one
- Comparing numbers- more, less, same, least, etc
- Skip Counting

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
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• Observation / anecdotal notes • Total participation • Techniques • Math Journals • Drawings • IXL modules • Fluency Work Summative: • Topic Tests • IXL quizzes Alternative: • Project Based Assessments	• IXL Diagnostic	• How Tall is a T-Rex by Alison Limentani • How Long is a Whale? By Alison Limentani • Too Tall Houses by Gianna Marion • Leveled texts • IXL • https://abcya.com • https://prodigygames.com • http://coolmath4kids.com

Unit: Measurement	**Content Topic:** Work with money

Standard	Disciplinary Core Ideas / Essential Statement / Objective
K.M.B.3	Understand that certain objects are coins and dollar bills, and that coins and dollar bills represent money. Identify the values of all U.S. coins and the one-dollar bill.

Practices / Skills & Lesson / Learning Activities

- Distinguish between penny, nickels, and dimes

Whole Group:

- Calendar
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Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1 must be in ELA)
8.1.2.CS.1- Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences 8.1.2.DA.1- Collect and present data in various visual formats 8.1.2.DA.3- Identify and describe patterns in data visualizations 8.1.2.DA.4- Make predictions based on data using charts or graphs	ELA- RI.IT.K.3- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. Science- ***K-ESS3-2-*** asking questions, making observations, and gathering information are helpful in thinking about problems (ETS1.A) ELA-W.SE.K.6-With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question ELA-W.IW.K.2.B- Use a combination of drawing, dictating, and writing to compose informative / explanatory texts to convey ideas. Developing the topic with at least two facts or other information and examples related to the topic, including pictures

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
● Refer to IEPS for more specific accommodations and modifications for special education students ● Refer to 504 plans for more specific accommodations	● Allow student to correct errors (looking for understanding) ● Teaching key aspects of a topic, eliminate nonessential information using videos,	● Alternative formative and summative assessment ● Games and tournaments ● Group investigations ● Guided independent research and projects

and modifications ● Additional time for skill mastery ● Behavior management plan ● Center based instruction ● Check work frequently for understanding ● Computer or electronic device utilization ● Extended time on tests / quizzes ● Have student repeat directions to check for understanding ● Highlighted text in a visual presentation ● Modified assignment format ● Modified test format ● Modified test length ● Multiple test sessions ● Multi-sensory presentation ● Preferential seating ● Preview of content, concepts and vocabulary ● Secure attention before giving instruction / direction ● Shortened assignments ● Students working with assigned partner ● Mini workshops to reteach or extend skills	illustrations, pictures, and drawings to explain or clarify ● Decrease the amount of work presented or required ● Modifying test to reflect selected objective ● Reducing the number of answer choices on a multiple choice test ● Tutoring by peers ● Collaborating (general ed and specialist) to modify vocabulary, omit or modify items , eliminate sections of test, and determine how the grade will be determined prior to giving the test ● Mini workshops to reteach or extend skills ● Varied supplemental materials	● Project based learning ● Stations / centers ● Varying organizers for instruction

Unit: Data Literacy	**Content Topic:** Classify objects and count the number of objects in each category

Standard	Disciplinary Core Ideas / Essential Statement / Objective
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).

Practices / Skills & Lesson / Learning Activities
● Classify objects and count the number of objects in each area ● Sort and classify objects in categories ● Display data using tally charts, vertical graphs, and horizontal graphs Whole Group: ● Calendar ● Read Aloud ● Morning Meeting ● Think Pair Share ● Whole Group Discussion ● Modeling with Manipulatives ● Total Participation- White Boards / Communicators ● Vocabulary ● Connecting numbers to real life situations ● Math Journals ● Act it out / talk it out/ draw it out (Students act out / talk / draw specific math concepts Individual: ● Math centers ● Math journals ● Independent Practice ● 100th day projects Small Groups: ● Guide group practice ● Paired activities ● Manipulatives Instructional Activities: ● Count sequence ● Writing numbers 0-20 ● Comparing numbers one to one ● Comparing numbers- more, less, same, least, etc ● Skip Counting

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Formative: ● Classwork ● Homework ● Observation / anecdotal notes ● Total participation ● Techniques ● Math Journals ● Drawings ● IXL modules ● Fluency Work Summative: ● Topic Tests ● IXL quizzes Alternative: ● Project Based Assessments	● Midterm test ● Textbook Assessment ● End of Year Assessment ● IXL Diagnostic	● Guided Group Practice ● Paired Activities ● Manipulatives / Games ● Pictographs by Vijaya Bodach ● Leveled texts ● IXL ● https://abcya.com ● https://prodigygames.com ● http://coolmath4kids.com

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1 must be in ELA)
8.1.2.CS.1- Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences 8.1.2.DA.1- Collect and present data in various visual formats 8.1.2.DA.3- Identify and describe patterns in data visualizations 8.1.2.DA.4- Make predictions based on data using charts or graphs	ELA- RI.IT.K.3- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. Science- ***K-ESS3-2-*** asking questions, making observations, and gathering information are helpful in thinking about problems (ETS1.A) ELA-W.SE.K.6-With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
● Refer to IEPS for more specific accommodations and modifications for special education students ● Refer to 504 plans for more specific accommodations and modifications ● Additional time for skill mastery ● Behavior management plan ● Center based instruction ● Check work frequently for understanding ● Computer or electronic device utilization ● Extended time on tests / quizzes ● Have student repeat directions to check for understanding ● Highlighted text in a visual presentation ● Modified assignment format ● Modified test format ● Modified test length ● Multiple test sessions ● Multi-sensory presentation ● Preferential seating ● Preview of content, concepts and vocabulary ● Secure attention before giving instruction / direction ● Shortened assignments ● Students working with assigned partner	● Allow student to correct errors (looking for understanding) ● Teaching key aspects of a topic, eliminate nonessential information using videos, illustrations, pictures, and drawings to explain or clarify ● Decrease the amount of work presented or required ● Modifying test to reflect selected objective ● Reducing the number of answer choices on a multiple choice test ● Tutoring by peers ● Collaborating (general ed and specialist) to modify vocabulary, omit or modify items , eliminate sections of test, and determine how the grade will be determined prior to giving the test ● Mini workshops to reteach or extend skills ● Varied supplemental materials	● Alternative formative and summative assessment ● Games and tournaments ● Group investigations ● Guided independent research and projects ● Project based learning ● Stations / centers ● Varying organizers for instruction

• Mini workshops to reteach or extend skills		

Unit: Geometry	**Content Topic:** Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)

Standard	Disciplinary Core Ideas / Essential Statement / Objective
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")

Practices / Skills & Lesson / Learning Activities

- Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, spheres)
- Analyze, compare, create and compose shapes
- Use positional words to describe their environment, post anchor charts for positional words
- Describe 2-D and 3-D shapes
- Model symmetry using paints
- Model and create patterns

Whole Group:

- Calendar
- Read Aloud
- Morning Meeting
- Think Pair Share
- Whole Group Discussion
- Modeling with Manipulatives
- Total Participation- White Boards / Communicators
- Vocabulary
- Connecting numbers to real life situations
- Math Journals
- Act it out / talk it out/ draw it out (Students act out / talk / draw specific math concepts

Individual:

- Math centers
- Math journals
- Independent Practice
- 100th day projects

Small Groups:

- Guide group practice
- Paired activities
- Manipulatives

Instructional Activities:

- Count sequence
- Writing numbers 0-20
- Comparing numbers one to one
- Comparing numbers- more, less, same, least, etc
- Skip Counting

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative: ● Classwork ● Homework ● Observation / anecdotal notes ● Total participation ● Techniques ● Math Journals ● Drawings ● IXL modules ● Fluency Work Summative: ● Topic Tests ● IXL quizzes Alternative: ● Project Based Assessments	● Midterm test ● Textbook Assessment ● End of Year Assessment ● IXL Diagnostic	● Guided Group Practice ● Paired Activities ● Manipulatives / Games ● Triangle by Mac Barnett ● Square-Shape-Triology by Mac Barnett ● Circle by Mac Barnett ● Leveled texts ● IXL ● https://abcya.com ● https://prodigygames.com ● http://coolmath4kids.com

Unit: Geometry	**Content Topic:** Analyze, compare, create, and compose shapes

Standard	Disciplinary Core Ideas / Essential Statement / Objective
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).
K.G.B.5	Model shapes in the world by building shapes from components (e.g, sticks and clay balls) and drawing shapes
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?"

Practices / Skills & Lesson / Learning Activities
● Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, spheres) ● Analyze, compare, create and compose shapes ● Use positional words to describe their environment ● Describe 2-D and 3-D shapes ● Model symmetry using paints ● Model and create patterns Whole Group: ● Calendar ● Read Aloud

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based on user needs and preferences 8.1.2.DA.1- Collect and present data in various visual formats 8.1.2.DA.3- Identify and describe patterns in data visualizations 8.1.2.DA.4- Make predictions based on data using charts or graphs	Science- ***K-ESS3-2-*** asking questions, making observations, and gathering information are helpful in thinking about problems (ETS1.A) ELA-W.SE.K.6-With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

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For all Math units:

21st Century Education (NJSLS Standard 9)	Career Education
THEMES: Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Critical Thinking Problem Solving Communication Collaboration Information Literacy ICT (Information, Communication and Technology) Literacy SKILLS: CRP2. Apply appropriate academic and technical skills CRP3. Attend to personal health and financial well-being CRP4. Communicate clearly and effectively with reason CRP7. Employ valid and reliable research strategies CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective managment. CRP11. Use technology to enhance productivity CRP12. Work productively in teams while using cultural global competence	-Business Management & Administration -Education & Training -Finance -Information Technology -Manufacturing -Marketing -Science, Technology, Engineering & Mathematics (STEM) -Transportation, Distribution & Logistics