



Unit Calendar 2013-2014

Green Brook Township School District

/ **Math Curriculum K (D)** / Kindergarten (District Elementary Curriculum)

Tuesday, August 27, 2013, 2:21PM



	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun																															
Unit:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39		
<u>Unit 1 - Sort and Classify / Position / Patterns</u>	■	■																																							
<u>Unit 2 - Numbers 0 to 100</u>		■	■	■	■																																				
<u>Unit 3 - Graphing / Geometry / Fractions</u>					■	■	■	■	■	■																															
<u>Unit 4 - Money / Measurement / Time</u>								■	■	■	■																														
<u>Unit 5 - Addition and Subtraction</u>																																									

Last Updated: Sunday, October 16, 2011, 9:54PM



Unit Map 2013-2014

Green Brook Township School District

/ **Math Curriculum K (D) / Kindergarten (District Elementary Curriculum)**

Tuesday, August 27, 2013, 2:22PM



Unit: Unit 1 - Sort and Classify / Position / Patterns (Week 1, 5 Weeks) 📅 📄

New Jersey Core Curriculum Standards

CommonCore: Mathematics, CommonCore: Kindergarten, Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- 1. Make sense of problems and persevere in solving them.
- 2. Reason abstractly and quantitatively.
- 3. Construct viable arguments and critique the reasoning of others.
- 4. Model with mathematics.
- 5. Use appropriate tools strategically.
- 6. Attend to precision.
- 7. Look for and make use of structure.
- 8. Look for and express regularity in repeated reasoning.

CommonCore: Mathematics, CommonCore: Kindergarten, Measurement & Data

K.MD Classify objects and count the number of objects in each category.

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

CommonCore: Mathematics, CommonCore: Kindergarten, Geometry

K.G Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

- 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.

Description of Unit

Unit 1 covers three topics:

- sorting and classifying
- position

Essential Questions

- How can objects be sorted and classified?
- How are position words useful?
- How can patterns be identified, described, and repeated?

- patterns

When working on Sorting and Classifying, the students will sort, classify, and order objects by size, number, and other properties.

In the Position portion of the unit, the students will describe, name, and interpret relative positions in space and apply ideas about relative position.

When studying Patterns, the students will recognize, describe, and extend patterns such as sequences of sounds and shapes, or simple numeric patterns. They will translate from one representation to another.

Using all topics, the students will apply and adapt a variety of appropriate strategies to solve problems.

Knowledge

- Students will know that:
1. objects have distinct attributes that can be described
 2. spatial words can be used to describe an object's relative position
 3. patterns can be found in many forms
 4. finding patterns helps in counting and computation

Skills

- Students will be able to:
- A. sort and classify objects by color, shape, and size
 - B. identify the attribute(s) of a group
 - C. identify spacial relationships: over, under, above, below, beside, next to, between, in front of, behind, inside, outside
 - D. identify, extend, and create patterns
 - E. identify pattern rules

Assessments

Sorting and Classifying

Diagnostic: Sample Assessment Item

K.MP.1-8 / K.MD.3

Spread four different shapes on the floor - red circle, yellow square, blue rectangle, green triangle. Give each child two of the same shapes. Ask each child to match his/her shapes to the ones on the floor.

Sort and Classify Objects by Color, Shape, and Size

Formative: Sample Assessment Item

K.MP.1-8 / K.MD.3

Provide children with a handful of plane figures in three different colors or shapes or sizes. Have them sort by color or shape or size. Ask: How do you know which figures to place in this group? Why didn't you place this figure in that group?

Sort and Classify in More Than One Way

Formative: Sample Assessment Item

K.MP.1-8 / K.MD.3

Provide children with one red circle, one green circle, two yellow circles, one yellow triangle, one red triangle, one yellow square, and two green squares. Have them draw and color the figures that are yellow. Have them draw and color the figures that are circles. Ask: Which figures did you draw and color in both groups? Why?

Identify the Attribute(s) of a Group

Formative: Sample Assessment Item

K.MP.1-8 / K.MD.3

Show children a group of three big blue squares. Have children draw the group. Then have them add another figure that belongs to the group. Ask: What is the sorting rule for this group? Is there a figure that does not belong in this group?

Sorting and Classifying

Summative: Written Test

K.MP.1-8 / K.MD.3

Chapter 1 Test

Position and Patterns

Diagnostic: Sample Assessment Item

K.MP.1-8 / K.G.1

Provide children with a handful of colored tiles. Ask each child to sort them into piles by color.

Identify Spatial Relationships

Formative: Sample Assessment Item

K.MP.1-8 / K.G.1

Provide each child with a bear counter. Have them put their bear somewhere in the room and then ask them to describe its location using two spatial words.

Identify, Extend, and Create Patterns

Formative: Sample Assessment Item

K.MP.1-8

Provide children with a handful of colored tiles. Have them make an AAB pattern with the tiles. Ask: What could come next in this pattern?

Identify Pattern Rules

Formative: Sample Assessment Item

K.MP.1-8

Use plane figures to make the following pattern: square/circle, square/circle, square/circle. Ask: What is the pattern rule for this pattern? What is the pattern unit?

Position and Patterns

Summative: Written Test

K.MP.1-8 / K.MD.3 / K.G.1

Chapter 3 Test

Activities

HSP Workstations (game centers)
HSP Think Central i-tools (website)

Activities to Differentiate Instruction

- preferential seating

HSP Think Central web activities (website)

What's My Sorting Rule?

Provide children with an assortment of objects (buttons, attribute blocks, etc) to be sorted and classified. Ask: How are these objects the same/different? What is the sorting rule? How do you know? What other objects could be put in the group? How could you sort the same set differently?

Patterns are Fun!

Provide children with an assortment of objects (colored tiles, connecting cubes, etc) to create patterns. Ask: What is the pattern? How do you know it is a pattern? How do you know what will come next in each pattern? What comes first? Between? Next?

- manipulatives
- modified workbook pages
- practice or enrich homework pages
- ELL support activities (teacher's manual)
- reteach support activities (teacher's manual)
- advanced learner support activities (teacher's manual)
- HSP Think Central i-tools (website)
- HSP Think Central mega math (website)
- HSP Think Central web activities (website)

Integrated/Cross-Disciplinary Instruction	Resources
<p>MUSIC <u>Music Match</u> Objective - identify sounds that are alike and different Procedure - have a child make two sounds while the rest of the class closes their eyes. The class decides if the sounds are the same or different</p> <p>READING <u>Rhyming Words</u> Objective - identify a pattern Procedure - sort simple rhyming words (bat/rat/cat, bit/hit/sit) into groups and describe the pattern (-at, -it)</p>	<ul style="list-style-type: none"> • HSP Math Grade K Teacher's Guide and Student Workbook • HSP Math Practice Workbook • HSP Math Teacher's Resource Book (masters for problem of the day, problem-solving, reteach, practice, and enrich) • HSP Think Central Website (teacher's guide, student text, and on-line activities) • HSP Leveled Math Concept Readers • Kindergarten Investigations - Mathematical Thinking in Kindergarten; Pattern Trains and Hopscotch Paths • Manipulatives (unifix cubes, counters, pattern blocks, etc.)

[<< Previous Year](#)

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Unit Map 2013-2014

Green Brook Township School District

/ **Math Curriculum K (D)** / Kindergarten (District Elementary Curriculum)

Tuesday, August 27, 2013, 2:23PM

Green Brook Township
Public Schools

Unit: Unit 2 - Numbers 0 to 100 (Week 6, 11 Weeks) 📅 📄

New Jersey Core Curriculum Standards

CommonCore: Mathematics, CommonCore: Kindergarten, Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- 1. Make sense of problems and persevere in solving them.
- 2. Reason abstractly and quantitatively.
- 3. Construct viable arguments and critique the reasoning of others.
- 4. Model with mathematics.
- 5. Use appropriate tools strategically.
- 6. Attend to precision.
- 7. Look for and make use of structure.
- 8. Look for and express regularity in repeated reasoning.

CommonCore: Mathematics, CommonCore: Kindergarten, Counting & Cardinality

K.CC: Know number names and the count sequence.

- 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: Count to tell the number of objects.

- K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.
- K.CC.4a. 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: Compare numbers.

- 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.

CommonCore: Mathematics, CommonCore: Kindergarten, Number & Operations in Base Ten

K.NBT Work with numbers 11-19 to gain foundations for place value.

- 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 (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Description of Unit

In the unit, Numbers 0 to 100, the students will connect number words and numerals to the quantities they represent using various physical models and representations. The students will count with understanding and recognize "how many" in sets of objects. The students will develop an understanding of the relative position and magnitude of whole numbers and of the ordinal and cardinal numbers and their connections. Throughout the unit, the students will use a variety of methods and tools to compute, including objects, mental computation, estimation, paper and pencil, and calculators.

Essential Questions

- What do numbers convey?
- How can numbers be expressed, ordered, and compared?
- What are different ways to count?
- In what ways can items be grouped?
- In what ways can numbers be composed and decomposed?
- How are place value patterns repeated in numbers?

Knowledge

- Students will know that:
1. numbers can represent quantity and position
 2. counting identifies "how many" objects/sets
 3. grouping (unitizing) is a way to count
 4. place value is based on groups of ten

Skills

- Students will be able to:
- Number Names
- A. count to 100 by ones and tens
 - B. count on from a given number
 - C. write numbers from 0 to 20
 - D. represent a number of objects with a written numeral from 0 to 20
- Counting
- E. use one-to-one correspondence to identify amounts up to twenty arranged in a line and amounts up to ten in a scattered configuration

F. given a number from 1 to 20, count out that many objects

Comparing

G. compare two groups and determine whether they are equal to or greater/less than each other

H. compare two numbers between 1 and 10 and determine whether they are equal to or greater/less than each other

Place Value

I. compose and decompose numbers from 11 to 19 into ten ones and some additional number of ones by using objects or drawings and record each composition or decomposition in a drawing or in an equation (such as $12 = 10 + 2$)

Assessments

Numbers 0 to 10

Diagnostic: Sample Assessment Item

K.MP.1-8 / K.CC.3-7

Provide each child with five two-colored counters and scrap paper. Ask the children to count out four counters. Write the numeral 3 on the board. Ask the children to write the numeral that is one less. Ask the children to write the numeral that is one more.

Write Numbers from 0 to 20

Formative: Sample Assessment Item

K.MP.1-8 / K.CC.3

Provide children with a piece of scrap paper. Have them write the numerals 3, 8, 13, and 18.

Represent a Number of Objects with a Written Numeral

Formative: Sample Assessment Item

K.MP.1-8 / K.CC.3

Provide children with a piece of scrap paper and a bag filled with five to twenty connecting cubes. Have them write the number of connecting cubes on their paper.

Use One-to-One Correspondence to Identify Amounts

Formative: Other written assessments

K.MP.1-8 / K.CC.4-5

Provide children with a worksheet showing ten shapes in a scattered configuration. Have them count and write the number of shapes.

Given a Number from 1 to 20, Count Out that Many Objects

Formative: Sample Assessment Item

K.MP.1-8 / K.CC.4-5

Provide children with a bag of twenty connecting cubes. Ask them to count out seventeen.

Compare Two Groups

Formative: Sample Assessment Item

K.MP.1-8 / K.CC.4-6

Provide children with a bag of twenty connecting cubes. Ask them to make two groups. Then decide whether the number of objects in one group is greater than, less than, or equal to the number of objects in the other group.

Compare Two Numerals

Formative: Sample Assessment Item

K.MP.1-8 / K.CC.4-5, 7

Provide children with a piece of scrap paper. Write two different numerals on the board. Have the children write the lesser numeral on their paper.

Numbers 0 to 10

Summative: Written Test

K.MP.1-8 / K.CC.3-7

Chapter 4 Test

Numbers to 100

Diagnostic: Sample Assessment Item

K.MP.1-8 / K.CC.1-7 / K.NBT.1

Provide children with a bag of thirty connecting cubes and two numeral cards - one between 0 and 10, the other between 11 and 20. Ask them to count out connecting cubes for each numeral card.

Count to 100 by Ones and Tens

Formative: Sample Assessment Item

K.MP.1-8 / K.CC.1

Count to one hundred by tens.

Count on from a Given Number

Diagnostic: Sample Assessment Item

K.MP.1-8 / K.CC.1-2

Count to one hundred starting in the sixties.

Compose and Decompose Numbers

Formative: Sample Assessment Item

K.MP.1-8 / K.CC.2-5 / K.NBT.1

Provide children with a twenty frame and twenty-five counters. Ask them to model a number between twelve and twenty and to write it as a ten and some number of ones.

Numbers 0 to 100

Summative: Written Test

K.MP.1-8 / K.CC.1-7 / K.NBT.1

Chapter 7 Test

<p>Activities</p> <p>HSP Workstations (game centers) HSP Think Central i-tools (website) HSP Think Central web activities (website)</p> <p><u>How Many Are There?</u> Use groups of objects to investigate numbers from 0 to 5. Discussion questions: Are there the same number of ___ as ___? How can you find out? How many more ___ do you need so that each group is the same?</p> <p><u>Our Number Books</u> Distribute ten pieces of paper and crayons to pairs of students. Explain that they are going to make number books. Have each partner show a number of objects, draw them on a piece of paper, and write the numeral. Ask pairs to work together to make a page for each number, one through ten. After children have completed their book, discuss the following: How did you make sure that your drawing showed the correct number of objects? How did you make sure that you made a page for each number, one through ten? How did you know the order for your pages?</p> <p><u>All the Way to Thirty</u> Distribute bags containing eleven to thirty small objects, ten frames, and number lines to the children. Ask them to use any method they choose to find out how many things are in their bags. Then have them check their answer using a different method. Have them write the numerals on post-its and stick them to their bags. When the children are finished, discuss the following: How many pieces were in your bag? Name two ways you found out the number of pieces. What did you do if you didn't get the same number for both ways you tried? Have children line up in order according to the number of things in their bags and answer the questions: Who should line up first? Why? Who will be last? Why?</p>	<p>Activities to Differentiate Instruction</p> <ul style="list-style-type: none"> • preferential seating • manipulatives • modified workbook pages • practice or enrich homework pages • ELL support activities (teacher's manual) • reteach support activities (teacher's manual) • advanced learner support activities (teacher's manual) • HSP Think Central i-tools (website) • HSP Think Central mega math (website) • HSP Think Central web activities (website)
<p>Integrated/Cross-Disciplinary Instruction</p>	<p>Resources</p>

DRAMATIC PLAYHow Many for Dinner?

Objective - identify one-to-one correspondence

Procedure - set a table for different numbers of guests

MUSICThis Beat Counts

Objective - sets to ten

Procedure - partners take turns: one striking a drum the number of times shown on a card and one counting the number of beats heard

BLOCKSBuilding Structures

Objective - recognize quantities to thirty

Procedure - have small groups of children choose a number card from eleven to thirty and construct a building using that many blocks

- HSP Math Practice Workbook
- HSP Math Teacher's Resource Book (masters for problem of the day, problem solving, reteach, practice, and enrich)
- HSP Think Central Website (teacher's guide, student text, and on-line activities)
- HSP Leveled Math Concept Readers
- Kindergarten Touch Math Kit
- Kindergarten Investigations - Mathematical Thinking in Kindergarten; How Many in All; Collecting, Counting, and Measuring
- First Grade Investigations - Building Number Sense
- Manipulatives (unifix cubes, counters, pattern blocks, etc.)
- The Teacher's Guide at  <http://www.theteachersguide.com> (search *thinking of a number*)
- The Smart Exchange at  <http://exchange.smarttech.com> (search *place value, base ten, ten frames, skip counting*)

[<< Previous Year](#)

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Unit Map 2013-2014

Green Brook Township School District

/ **Math Curriculum K (D)** / Kindergarten (District Elementary Curriculum)

Tuesday, August 27, 2013, 2:23PM

Green Brook Township
Public Schools

Unit: Unit 3 - Graphing / Geometry / Fractions (Week 17, 5 Weeks) 📅 📄

New Jersey Core Curriculum Standards

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The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

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- 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: Compare numbers.

- 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.

CommonCore: Mathematics, CommonCore: Kindergarten, Measurement & Data

K.MD Classify objects and count the number of objects in each category.

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

CommonCore: Mathematics, CommonCore: Kindergarten, Geometry

K.G Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

- 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.G Analyze, compare, create, and compose shapes.

- 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.

Description of Unit

Unit 3 covers three topics:

- graphing
- geometry
- fractions

When working with Graphing, the students will represent data using concrete objects, pictures, and graphs. The students will sort and classify objects according to their attributes and organize the data regarding the objects.

Through their study of Geometry, the students will recognize, name, build, draw, compare, and sort two- and three-dimensional shapes. The students will investigate and predict the results of putting together and taking apart two- and three-dimensional shapes.

Essential Questions

- How can information be gathered, recorded, and organized?
- How can plane and solid figures be described?
- How are geometric figures constructed?
- How will a shape look when rotated, reflected, or translated?
- How can fractions be modeled?

Through their work with Fractions, the students will understand and represent commonly used fractions. The students will work with situations that entail equal grouping of objects and sharing equally.

In all topics, the students will apply and adapt a variety of appropriate strategies to solve problems.

Knowledge	Skills
<p>Students will know that:</p> <ol style="list-style-type: none"> 1. graphs convey data in a concise way 2. graphs compare quantities 3. objects can be described and compared using their geometric attributes 4. points, lines, and planes are the foundation of geometry 5. transforming an object does not affect its attributes 6. wholes can be separated into equal parts 	<p>Students will be able to:</p> <ol style="list-style-type: none"> A. identify and interpret data from concrete graphs, picture graphs, bar graphs, and tally tables B. make concrete graphs, picture graphs, bar graphs, and tally tables C. identify and describe attributes of solids D. identify and describe attributes of plane figures E. compose simple shapes to form larger shapes F. recognize equal parts of a whole
<p><u>Assessments</u></p>	
<p>Graphing Diagnostic: Sample Assessment Item K.MP.1-8 / K.CC.3, 4, 4a, 4b, 4c, 5, 6 / K.MD.3 Provide children with eight shapes - two large yellow and green squares, two small yellow and green squares, two large yellow and green triangles, two small yellow and green triangles. Ask each child to sort the shapes using two different methods.</p> <p>Identify and Interpret Data Formative: Sample Assessment Item K.MP.1-8 / K.CC.3, 4, 4a, 4b, 4c, 5, 6 / K.MD.3 Show children a simple bar graph comparing two groups of shapes. Ask: How do you tell (without counting) of which shape you have more?</p> <p>Make Concrete Graphs Formative: Sample Assessment Item K.MP.1-8 / K.CC.3, 4, 4a, 4b, 4c, 5, 6 / K.MD.3 Provide children with a small handful of two different colored tiles. Ask them to consturct a simple picture graph using the tiles. Have them write write how many there are of each color.</p> <p>Graphing Summative: Written Test</p>	

K.MP.1-8 / K.CC.3, 4, 4a, 4b, 4c, 5, 6 / K.MD.3
Chapter 5 Test

Geometry and Fractions

Diagnostic: Sample Assessment Item

K.MP.1-8 / K.CC.4 / K.G.2-6

Spread four different shapes on the floor - circle, square, triangle, rectangle. Give each child two shapes (color and size do not matter). Ask each child to match his/her shapes to the ones on the floor.

Attributes of Solid Figures

Formative: Sample Assessment Item

K.MP.1-8 / K.CC.4 / K.G.2-4

Make a simple structure out of building blocks that are in the shape of cones, cubes, cylinders, pyramids, rectangular prisms, and spheres. Have children hold up their fingers to indicate how many of each shape they see.

Attributes of Plane Figures

Formative: Sample Assessment Item

K.MP.1-8 / K.CC.4 / K.G.2-4

Provide each child with a set of plane figures. Describe the attributes of one of the figures. Have the children hold up the figure described.

Compose Simple Shapes to Form Larger Shapes

Formative: Sample Assessment Item

K.MP.1-8 / K.CC.4 / K.G.2-6

Provide small groups of children with sets of pattern blocks. Have them use smaller blocks to cover a hexagon. Ask children to describe the different ways they solved the problem.

Equal Parts of a Whole

Formative: Sample Assessment Item

K.MP.1-8 / K.CC.4 / K.G.2-4

Draw a square, a triangle, and a rectangle on the board. Draw lines on each shape to show halves or unequal parts. Color one part in each. Ask children to draw the figures that show one half colored.

Geometry and Fractions

Summative: Written Test

K.MP.1-8 / K.CC.4 / K.G.2-6

Chapter 6 Test

Activities

HSP Workstations (game centers)
HSP Think Central i-tools (website)

Activities to Differentiate Instruction

- preferential seating

HSP Think Central web activities (website)

Let's Make a Graph!

Display pictures of a hotdog, a pizza slice, and a hamburger at the front of the room. Have children line up next to their favorite food. Add a representation of each child beside his/her favorite food then place it above the food picture. Ask: Which food is the favorite of the class? Which food is the least favorite? How many more children like ___ than ___?

Half of a Whole

Provide pairs of children with connecting cubes. Have them snap two cubes together to make a box that is 1x2 cubes in dimension. Ask: How can you show this box in halves? How can you prove that each part is one half? Expand the concept by having children make the following boxes and break them apart to show halves: 1x4 cubes, 2x2 cubes, and 2x4 cubes.

- manipulatives
- modified workbook pages
- practice or enrich homework pages
- ELL support activities (teacher's manual)
- reteach support activities (teacher's manual)
- advanced learner support activities (teacher's manual)
- HSP Think Central i-tools (website)
- HSP Think Central mega math (website)
- HSP Think Central web activities (website)

Integrated/Cross-Disciplinary Instruction	Resources
<p>SOCIAL STUDIES <u>Transportation</u> Objective - graph different forms of transportation Procedure - have children cut pictures of different means of transportation from magazines and paste them onto a large graph</p> <p>ART <u>Shape Creations</u> Objective - use plane figures to draw familiar objects Procedure - trace plane figures and add other features to make a picture (an oval becomes a mouse, a rectangle with circles become a car, etc.)</p> <p>READING <u>The Doorbell Rang</u> Objective - share portions equally Procedure - read Pat Hutchin's "The Doorbell Rang" and divide pretend cookies equally among small groups of children</p>	<ul style="list-style-type: none"> • HSP Math Grade K Teacher's Guide and Student Workbook • HSP Math Practice Workbook • HSP Math Teacher's Resource Book (masters for problem of the day, problem solving, reteach, practice, and enrich) • HSP Think Central Website (teacher's guide, student text, and on-line activities) • HSP Leveled Math Concept Readers • Kindergarten Investigations - Mathematical Thinking in Kindergarten; Collecting, Counting, and Measuring; Counting Ourselves and Others; Making Shapes and Building Blocks • Manipulatives (unifix cubes, counters, pattern blocks, etc.)

[<< Previous Year](#)

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Green Brook Township
Public Schools

Unit: Unit 4 - Money / Measurement / Time (Week 22, 7 Weeks) 📅 📄

New Jersey Core Curriculum Standards

CommonCore: Mathematics, CommonCore: Kindergarten, Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- 1. Make sense of problems and persevere in solving them.
- 2. Reason abstractly and quantitatively.
- 3. Construct viable arguments and critique the reasoning of others.
- 4. Model with mathematics.
- 5. Use appropriate tools strategically.
- 6. Attend to precision.
- 7. Look for and make use of structure.
- 8. Look for and express regularity in repeated reasoning.

CommonCore: Mathematics, CommonCore: Kindergarten, Counting & Cardinality

K.CC: Know number names and the count sequence.

- 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: Count to tell the number of objects.

- K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.
- K.CC.4a. 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: Compare numbers.

- 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.

CommonCore: Mathematics, CommonCore: Kindergarten, Operations & Algebraic Thinking

K.OA Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

- K.OA.1. Represent addition and subtraction 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.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. Fluently add and subtract within 5.

CommonCore: Mathematics, CommonCore: Kindergarten, Number & Operations in Base Ten

K.NBT Work with numbers 11-19 to gain foundations for place value.

- 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 (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

CommonCore: Mathematics, CommonCore: Kindergarten, Measurement & Data

K.MD Describe and compare measurable attributes.

- 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.

K.MD Classify objects and count the number of objects in each category.

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

Description of Unit

Unit 4 covers three topics:

- money

Essential Questions

What are the reasons for counting?
 What are efficient ways to count?
 Why do coins have different values?

- measurement
- time

During the study of Money, students will count with understanding by ones and tens (pennies and dimes) and recognize how many objects are in a set. They will identify the characteristics of four coins (quarter, dime, nickel, penny) and will sort coins by their denominations.

While studying Measurement, students will recognize, classify, compare, and order objects by length, volume, weight, area, and duration. Students will understand how to measure using standard and non-standard units.

During the study of Time, students will order events according to the time of day and the duration of the event. They will recognize tools used to measure time and temperature and be familiar with how the tools are utilized.

Throughout the unit, students will apply and adapt a variety of strategies to solve problems, including the use of: manipulatives, standard and non-standard measurement tools, paper and pencil, patterning techniques, and estimation.

What types of problems are solved with measurement?
 What are some of the tools of measurement and how are they used?
 How do I decide what unit of measurement to use?

Knowledge	Skills
Students will know that: <ol style="list-style-type: none"> 1. counting determines "how many" objects/sets 2. objects have distinct attributes that can be measured 3. measurement is a way to compare and assess specific attributes 3. the choice of measurement tools depends upon the measurable attribute and the degree of precision desired 	Students will be able to: <ol style="list-style-type: none"> A. count groups of coins B. identify coins and their values C. make comparisons using length, capacity, and weight D. order objects by length, capacity, and weight E. use non-standard units to determine length, capacity, and weight F. classify and order events by time of day and duration G. recognize the function of clocks and thermometers and obtain information from them
<u>Assessments</u>	
Money Diagnostic: Sample Assessment Item	

K.MP. 1-8 / K.MD.1 / K.MD 3

Give children a handful of pennies, nickels, dimes, and quarters and a piece of paper divided into four quadrants. Using the four quadrants, have students sort the coins by denomination, placing each group of coins on one quadrant of the paper.

Count Groups of Coins

Formative: Sample Assessment Item

K.MP.1-8 / K.CC.5

Provide children with a handful of up to 10 pennies. Have children count the pennies and identify how many they have. Have children write the total on a wipe board. Repeat with different amounts of pennies, counting them and writing the total number.

Identifying Coins and Their Values

Formative: Sample Assessment Item

K.MP. 1-8 / K.CC.5

Give children a handful of pennies and one nickel. Have them identify the coins. Have them use the pennies to show how much the nickel is worth. Repeat the activities using more than ten pennies and one dime.

Money

Summative: Written Test

K.MP.1-8 / KCC.5

Chapter 8 Test

Measurement

Diagnostic: Sample Assessment Item

K.MP.1-8 / K.MD.2

Give each child a set of two picture cards showing the same object, one larger than the other. On cue, have children hold up the picture of the object that is the bigger of the two, and then hold up the picture of the object that is the smaller of the two. Rotate sets of cards among the children and repeat for several trials of the same process.

Make Comparisons Using Length, Capacity, and Weight

Formative: Sample Assessment Item

K.MP.1-8 / K.MD.2

Have children take a handful of connecting cubes and make two cube trains. Ask them to tell which train is shorter and which is longer. Next, have children hold up one of two cups that holds more, or less than the other. Finally, have the children identify which of two objects is heavier, and which is lighter.

Order Objects by Length, Capacity, and Weight

Formative: Sample Assessment Item

K.MP.1-8 / K.MD.2

Give children three crayons of different length. Ask the children to put the crayons in order from shortest to tallest. Similarly, give the children three different-sized cups and have the children order them from the one that holds the least to the one that holds the most. Finally, ask the children to choose three different-sized books from the book shelf and order them from lightest to heaviest.

Use Non-Standard Units to Determine Length, Capacity, and Weight

Formative: Sample Assessment Item

K.MP.1-8 / K.MD.1

Give each child a straw and ask children to use paper clips to find the length of the straw. Children can draw the straw and the paper clips to show their results. Have them write the number of paper clips that represents the straw length.

Measurement

Summative: Written Test

K.MP.1-8 / K.MD.1 / K.MD.2

Chapter 9 Test

Calendar, Time, and Temperature

Diagnostic: Sample Assessment Item

K.MP.1-8

Show the children a tower of four blocks stacked one upon the other. Explain that you want to make a tower with five blocks.

Give the students five blocks each, and have them model the first step in building the tower, the subsequent steps, and the last step in completing the five-block tower.

Classify and Order Events ByTime of Day and Duration

Formative: Sample Assessment Item

K.MP.1-8 /K.MD.2 / K.MD.3

Gather pictures from a magazine that show a morning, an afternoon, and an evening activity. Ask the children to put the pictures in time order. Have the children identify the activity that would take the shortest time to complete and the one that would take the longest time to complete.

Recognize the Function of Clocks and Thermometers and Gain Information from Them

Formative: Sample Assessment Item

K.MP.1-8

Have children draw a thermometer that shows a hot temperature. Have children write the numbers that represent the time shown on a clock.

Money, Measurement, and Time

Summative: Written Test

K.MP.1-8 / K.MD. 2 / K.MD.3

Chapter 10 Test

Activities	Activities to Differentiate Instruction
HSP Workstations (game centers) HSP Think Central i-tools (website) HSP Think Central web activities (website)	<ul style="list-style-type: none"> • preferential seating • manipulatives • modified workbook pages

Heads or Tails?

Give each child a penny and a piece of paper with two columns marked "heads" and "tails." Have the children flip their coin a total of ten times, marking a tally mark in the appropriate column each time the coin lands. After ten tosses, have the children count the tallies in both columns to obtain totals. Have the children tell which side had more tallies, heads or tails.

Heavier and Lighter

Have children find various objects around the classroom. Ask them to use a balance to compare two items at a time to determine which object is heavier and which object is lighter. Have them divide a sheet of paper in half and draw a picture of the lighter object on one side and the heavier object on the other side. Questions for discussion include:

- Which objects did you compare?
- Which object is heavier?
- Which object is lighter?
- How do you know?
- Are the bigger objects always heavier? Why not?

What Time is It?

Provide children with clocks. Model 9:00. Have children do the same with their clocks. Discuss the difference between 9:00 in the morning and 9:00 at night. Ask the children:

- What do we do at 9:00 in the morning?
- What do we do at 9:00 at night?

Write different times (to the hour) on the board. In pairs, have children model these times on their clocks. Have the children tell each other what might happen at that time. Ask questions that build understanding:

- Where is the hour hand?
- Where is the minute hand?
- What kinds of things might you do at that time?

- practice or enrich homework pages
- ELL support activities (teacher's manual)
- reteach support activities (teacher's manual)
- advanced learner support activities (teacher's manual)
- HSP Think Central i-tools (website)
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Encourage the children to share stories about time. Have them explain the difference between morning times and evening times.

Integrated/Cross-Disciplinary Instruction	Resources
<p>ART <u>Ribbon Pictures</u> Objective - order lengths of ribbons Procedure - Invite children to cut pieces of ribbon into a variety of lengths. Have each child choose four different lengths of ribbon and glue them in order from shortest to longest or longest to shortest on paper.</p> <p>BLOCKS <u>A Long Race</u> Objective - Use a nonstandard measure to compare length Procedure - Construct a ramp out of stacked books and cardboard pieces. Two children each choose a car and place it at the top of the ramp. The children release their cars and mark where their cars stopped by placing a piece of masking tape on the floor. Students measure the length traveled by the cars with yarn and cut the yarn pieces accordingly. Children compare the yarn measurements to see which car went farther. The winner competes against a new challenger.</p> <p>SOCIAL STUDIES <u>How Tall Am I?</u> Objective - Recognize differences in people by comparing heights. Procedure - Have children pair up with a partner. Have one child in each pair lie on a carpeted area. The partner connects cubes to measure (match) the child's length. Partners compare the lengths of the cube to determine which "train" is longer and which is shorter. Challenge students to tell how many cubes taller one child is than the other.</p> <p>SCIENCE <u>Water Play</u> Objective - Make observations about capacity</p>	<ul style="list-style-type: none"> • HSP Math Grade K Teacher's Guide and Student Workbook • HSP Math Practice Workbook • HSP Math Teacher's Resource Book (masters for problem of the day, problem solving, reteach, practice, and enrich) • HSP Think Central Website (teacher's guide, student text, and on-line activities) • HSP Leveled Math Concept Readers • Manipulatives (unifix cubes, counters, pattern blocks, etc.) • Kdg Investigations - Mathematical Thinking in Kindergarten • Kdg. Investigations - Collecting, Counting, and Measuring • TouchMath Counting Kit - Kindergarten • Touch Money

Procedure - Fill a large plastic tub half full of water. Discuss how much water students' cupped hands will hold. Have children dip their cupped hands in the water to see how much they can hold. Invite partners to investigate which containers hold more than and less than their cupped hands.

MUSIC

Days of the Week

Objective - Identify the days of the week

Procedure - Write the days of the week on sentence strips and post them in order vertically. Teach children how to sing the days of the week to the tune of "My Darling Clementine." Have children choose a percussion instrument to use. Sing the song again, using the sentence strips as a visual guide, having the children use their instruments to accompany the song.

[<< Previous Year](#)

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Unit Map 2013-2014

Green Brook Township School District

/ **Math Curriculum K (D) / Kindergarten (District Elementary Curriculum)**

Tuesday, August 27, 2013, 2:24PM

Green Brook Township
Public Schools

Unit: Unit 5 - Addition and Subtraction (Week 29, 9 Weeks) 📅 📄

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- 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.
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Description of Unit	Essential Questions
<p>In this unit, the students will understand the effects of adding and subtracting whole numbers. Students will begin by adding and subtracting concrete objects and will progress to making symbolic representations with paper and pencil. Students will apply and adapt a variety of appropriate strategies to solve problems. Throughout, students will engage in methodologies to construct meaning that include: acting it out, use of manipulatives, pictures and symbols, paper and pencil, and using a model.</p>	<ul style="list-style-type: none"> • What does it mean to add and/or subtract quantities? • What are different models of/for addition and subtraction? • What are efficient methods for finding sums and differences? • What questions can be answered using addition and/or subtraction?
Knowledge	Skills

Students will know that:

1. addition and subtraction involves joining and separating items
2. computation involves taking apart and combining numbers using a variety of approaches
3. it is necessary to determine what operation is needed to solve a problem
4. flexible methods of computation involve grouping numbers in strategic ways to arrive at a solution

Students will be able to:

- A. use concrete objects to model addition
- B. identify addition patterns
- C. use symbols to add and to complete addition sentences
- D. use problem-solving skills to solve addition problems
- E. use concrete objects to model subtraction
- F. use symbols to represent subtraction sentences
- G. problem-solve a subtraction story by using a picture

Assessments

Addition

Diagnostic: Sample Assessment Item

K.MP.1-8 /K.CC.6

Provide children with a handful of counters. Show children a set of 5 counters. Ask the children to make a set that has more than 5 objects with their counters. Repeat the task with other numbers between 1 and 9.

Use Concrete Objects to Model Addition

Formative: Sample Assessment Item

K.MP. 1-8 / K.CC.5

Provide children with a handful of unifix cubes. Have children listen to a story about a group of animals joining another group of animals. As the story is told, have students model the joining of one group with the other. Have children count the total number of cubes after both groups are joined.

Identify Addition Patterns

Formative: Sample Assessment Item

K.MP.1-8 / K.CC.4c

Invite one child to hold up a cube. Then have that child join one cube to it. Have a partner write an addition sentence to show the process. Have the children alternate joining on more cubes to the train and writing the number sentence each time. Continue until there are ten cubes in all. Discuss the following questions: What do you notice about the total number of cubes each time you add a cube to the train? What is the pattern shown in the total number of cubes?

Use Symbols to Add and Complete Addition Sentences

Formative: Sample Assessment Item

K.MP.1- 8 / K.OA.1

On the board, draw two groups of figures, one with four circles and one with three circles. Ask children to copy the groups onto their papers and write an addition sentence using symbols to tell how many circles there are in all.

Use Problem Solving Skills to Solve Addition Problems

Formative: Sample Assessment Item

K.MP.1- 8 / K.OA.2

Give children a handful of two different-colored counters. Using the different-colored cubes, ask the children to model two different ways to make two groups that have a total of eight counters. Have students write the addition sentence representing the two groups of cubes in the total train.

Addition

Summative: Written Test

K.MP. 1-8 / K.CC.6 / K.CC.5 / K.CC.4c / K.OA.1 / K.OA.2
Chapter 11

Subtraction

Diagnostic: Sample Assessment Item

K.MP.1- 8/

Show students a picture card with a set of three objects on the card. Have children draw a set with one fewer objects than the set on the card. Repeat the exercise two more times with cards showing a set of four and a set of five objects.

Use Concrete Objects to Model Subtraction

Formative: Sample Assessment Item

K.MP.1- 8 / K.OA.1

Give each child ten bear counters. Encourage the children to take turns creating a bear story with their counters. For example: There were 6 bears. Then 3 bears ran away. How many bears were left?

Use Symbols to Represent Subtraction Sentences

Formative: Sample Assessment Item

K.MP. 1-8 / K.OA.1

Invite children to take turns tossing five beanbags into a pail. Have the children write their scores in the form of a subtraction sentence. For example: 5 beanbags - 2 on the floor = 3 in the pail ($5 - 2 = 3$).

Problem Solve by Using a Picture

Formative: Sample Assessment Item

K.MP. 1-8 / K.OA.2

Give children up to 10 crayons and a different number of small sticky note papers. Invite children to match up the notes with the crayons until they run out of one or the other. Have children look at and describe the two groups, comparing which set of objects has more or less and determining how many more or less it has.

Subtraction

Summative: Written Test

K.MP. 1-8 / K.OA.1 / K.OA. 2
Chapter 12 Test

Activities	Activities to Differentiate Instruction
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HSP Think Central i-tools (website)
 HSP Think Central mega math (website)
 HSP Think Central web activities (website)

Pairs that Make Ten

Have two volunteers come to the front of the classroom and hold up a total of 7 books (for example, 4 and 3). Ask children to create number sentences about the books. Questions for discussion include:

- How many books are there?
- How do you know?
- How can the books be rearranged to show another number sentence?
- Do they still equal the same amount when arranged differently?

After several combinations of seven have been modeled, have children write one number sentence that has a sum of seven and draw a picture to show a matching number story.

How Many are Left?

Provide pairs of children with seven construction paper cutouts of balloons. Tell a story about a balloon man who had seven balloons before two of them flew away. Ask children:

- How many balloons did the man start with?
- How many flew away?
- How many balloons were left?
- How many would he have if two more balloons flew away?

Have children make up other subtraction situations with their balloons. After several repetitions, have children draw a picture to show one of their subtraction stories and have them write the number sentence.

- preferential seating
- manipulatives
- modified workbook pages
- practice or enrich homework pages
- ELL support activities (teacher’s manual)
- reteach support activities (teacher’s manual)
- advanced learner support activities (teacher’s manual)
- HSP Think Central i-tools (website)
- HSP Think Central mega math (website)
- HSP Think Central web activities (website)

Integrated/Cross-Disciplinary Instruction	Resources
<p>DRAMATIC PLAY <u>Beach Bucket Addition</u> Objective - Use a model to solve addition problems</p>	<ul style="list-style-type: none"> • HSP Math Grade K Teacher’s Guide and Student Workbook • HSP Math Practice Workbook

Procedure - Spread shells randomly in the sand at the sand table. Have both partners collect several shells in their buckets. After all shells have been collected, partners count the shells and say addition sentences that tell how many shells are in both buckets. Return shells and repeat the activity several times.

LIBRARY CENTER

Take Away Reading

Objective - Recognize and model separating groups

Procedure - Have children work in pairs and give each duo a die. Have one child roll the die and take that number of books from the book shelf. The child should then give several of the books to his/her partner. The children then tell the subtraction story - how many books they had in all, how many were given away, and how many were left. Children exchange rolls and repeat the activity.

SCIENCE CENTER

Froggie Subtraction

Objective - Create and model addition and subtraction problems

Procedure - Give each pair of children five cutout frogs and a sheet of blue paper to represent a pond. Explain to the children that some frogs like to live on land, and others prefer water. Using the frog cutouts, have one child place some of the frogs in the pond and others on the land. Have children voice the two groups of frogs as if in an addition problem and then join all of the frogs together to arrive at a total. Next, have all of the frogs on land and then have some "jump" into the pond. Have students voice the action of some frogs leaving as a subtraction problem to determine how many frogs are left on land. Switch roles and repeat several times.

- HSP Math Teacher's Resource Book (masters for problem of the day, problem solving, reteach, practice, and enrich)
- HSP Think Central Website (teacher's guide, student text, and on-line activities)
- HSP Leveled Math Concept Readers
- Manipulative (unifix cubes, counters, pattern blocks, etc.)
- TouchMath Counting Kit - Kindergarten
- TouchMath Addition Kit - Kindergarten
- TouchMath Subtraction - Kindergarten
- Kdg. Investigations - Mathematical Thinking in Kindergarten
- First Grade Investigations - Number Games and Story Problems
- Smartboard Technology:  <http://exchange.smarttech.com>
-  <http://eduscapes.com>

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