# Kindergarten Math Unit 3

Content Area: **Mathematics**
Course(s):
Time Period: **Trimester 3**
Length: **59 days**
Status: **Published**

## Brief Summary of Unit

In this unit, students will decompose numbers 6-9 into number partners using objects or drawings. Students will also represent number partners for 6-9 with equations. Using tools, manipulatives, and number partners students will solve addition and subtraction problems within 10, in and out of context. Students will be taught how to recognize equations that represent addition and subtraction problems. Students will be taught how to draw pictures and write equations to represent addition and subtraction stories and solve story problems for addition up to 10 or subtraction from 10 or less.

Also in this unit, students will compose and decompose teen numbers as 10 ones and some more ones. They will be taught to understand that teen numbers can always be composed of 10 ones and some more ones. Next, students will be taught to make connections between the concrete, representational, and abstract representations of teen numbers. They will write equations to represent the composition and decomposition of teen numbers.

Students will learn to build with shapes and identify shapes as flat or solid and make pictures with two-dimensional shapes and objects with three-dimensional shapes.

Finally, students will understand that certain objects are coins and dollar bills, and that coins and dollar bills represent money. Students will be taught to identify the values of all U.S. coins and the one-dollar bill.

Revision Date: August 2024

## Essential Questions

**Essential Questions:**

- How does numeric reasoning involve fluency and facility with numbers?
- How does taking apart and combining numbers using a variety of strategies help in computation?
- What is place value?
- How can I use drawings and objects to compose and separate numbers from 11-19?

- How can we identify different coins and bills?

**Enduring Understandings:**

- Students will understand that place value is the meaning of a number based on its position. It is the name of the location of a digit in a number.
- Students will understand that numbers are used every day in our lives to simplify and communicate how many of an item we have or how much of an item we want.
- Students will understand that when they know the symbols and the amount that each symbol represents, they can count anything.

## Students Will Know/Students Will be Skilled At

**Students will know:**

- How to decompose numbers 6-9 into number partners using objects or drawings.
- How to represent number partners for 6-9 with equations.
- How to use tools, manipulatives, and number partners students will solve addition and subtraction problems within 10, in and out of context.
- How to recognize equations that represent addition and subtraction problems.
- How to draw pictures and write equations to represent addition and subtraction stories
- How to solve story problems for addition up to 10 or subtraction from 10 or less.
- How to compose and decompose teen numbers as 10 ones and some more ones.
- How to make connections between the concrete, representational, and abstract representations of teen numbers.
- How to write equations to represent the composition and decomposition of teen numbers.
- How to build with shapes and identify shapes as flat or solid and make pictures with two-dimensional shapes and objects with three-dimensional shapes.
- How to identify the values of all U.S. coins and the one-dollar bill.

**Students will be skilled at:**

- Decomposing numbers 6-9 into number partners using objects or drawings.

- Representing number partners for 6-9 with equations.
- Using tools, manipulatives, and number partners students will solve addition and subtraction problems within 10, in and out of context.
- Recognizing equations that represent addition and subtraction problems.
- Drawing pictures and writing equations to represent addition and subtraction stories
- Solving story problems for addition up to 10 or subtraction from 10 or less.
- Composing and decomposing teen numbers as 10 ones and some more ones.
- Making connections between the concrete, representational, and abstract representations of teen numbers.
- Writing equations to represent the composition and decomposition of teen numbers.
- Building with shapes and identify shapes as flat or solid and make pictures with two-dimensional shapes and objects with three-dimensional shapes.
- Identifying the values of all U.S. coins and the one-dollar bill.

## Learning Plan

Daily Warm-ups (5-10 minutes):

*As an opening to each math lesson, the instructor can use these different routines

- Number Talks- District Created Resource
- Quick Images- This routine helps students to subitize, or "instantly see how many". The teacher should briefly show an image of a quantity (using dot cards, ten frames, etc.). Students are then asked to identify the quantity they saw and to describe the image.
- Number Strings- This routine helps to build students' mental math capabilities. The teacher writes a problem horizontally on the board in a whole group or small setting. The students mentally solve the problem and share with the whole group how they solved it. They must justify and defend their reasoning. The teacher records the students' thinking in an open number line and poses extended questions to draw out deeper understanding for all. The teacher can have students share other students' strategies to the whole group or with turn and talk. Eventually provide a few number sentences on the board to solve within 20 and model how you can use mental math strategies to solve them in a snap just like they would on a fact test, then let them try solving in a snap as you point to each number sentence.
- Buzz- Have students stand in a large circle around the room. Students will count around the room however, one number will be the "Buzz Number". When a student says the "Buzz Number" that child is "out" and will sit down, and the counting sequence begins again. Keep playing until there is only one student left.

- Partner Counting- The first partner will tell their partner a number to start counting from. The partner will start counting- using hand signals, the first partner can signal to partner to stop counting, begin counting backward and then forward again. (Hand signals: Fist = Stop, Pointing up = Count Up, Pointing Down= Count Down) They can count for 30 seconds and then switch partner roles.

- Counting Around the Room- Have students stand in a large U-Shape around the room (each child should be able to see the board). Have the students count around the room by a particular number. (If counting by 10s, the first person says "17", the next person says "27", the next "37", and so forth). Have students discuss what is happening with the numbers. While the students are counting, the teacher can be writing the numbers on the board as the students say each number for a visual to help with scaffolding and discussion. Take note of the patterns of each place value in the discussions.

1. Kindergartners need to be fluent in adding and subtracting within 5. This is a skill that should be worked on throughout the year utilizing the Ready Math Program and supplemental resources that are located under materials.

2. **Compose and Decompose 6 and 7**- Students will build on their knowledge of numbers to model different ways to make 6 and 7. Students will be encouraged to do this with pictures, manipulatives, and demonstrate using a ten frame and dot card images. Students should be taught to show number partners for 6 and 7 with equations. Students should be instructed to see patterns and relationships between number partners for 6 and 7. Students should be provided opportunities to describe and model ways to decompose 6 and 7 and time to interpret and write equations that represent 6 and 7.

a. Complete Lesson 18, Sessions 1-5 (5 days)

b. Composing and Decomposing Strategies:

i. Use manipulatives (with 2 different colors) and a ten frame. Have students represent the quantity by placing different colored manipulatives out on the frame until the quantity is reached. Have students record (written or orally) the combinations (i.e. 5 red, 2 blue is 7 altogether). Repeat with other quantities 6-7

Ii. Provide students up to nine manipulatives. Have them put some in a bag or container. Have students record how many are inside and outside the bag. Repeat with other quantities 6-7

Iii. Use dot card flashcards 6-7. Flash the image and prompt students "how do you see it?" Have students explain the combinations they see on the card.

Iv. Students are given a number 6-7 and they color cubes in different color combinations to show the total amount (1 red 5 blue is 6 colored cubes altogether).

i. Provide opportunities to use (___+___=___)

a. Vocabulary: compose, decompose, equal sign, equation, plus sign (+), six, seven, detail, discover.

b. Comprehension Check, Lesson Quiz, or Exit Ticket

c. Competency based activities and record in their journal.

3. **Compose and Decompose 8 and 9**- Students will build on their knowledge of numbers to model different ways to make 8 and 9. Students will be encouraged to do this with pictures, manipulatives, and demonstrate using a ten frame and dot card images. Students should be taught to show number partners for 6 and 7 with equations. Students should be instructed to see patterns and relationships between number partners for 8 and 9. Students should be provided opportunities to describe and model ways to decompose 6 and 7 and time to interpret and write equations that represent 8 and 9.

a. Complete Lesson 18, Sessions 1-5 (5 days)

b. Composing and Decomposing Strategies:

i. Use manipulatives (with 2 different colors) and a ten frame. Have students represent the quantity by placing different colored manipulatives out on the frame until the quantity is reached. Have students record (written or orally) the combinations (i.e. 5 red, 3 blue is 8 altogether). Repeat with other quantities 8 and 9

Ii. Provide students up to nine manipulatives. Have them put some in a bag or container. Have students record how many are inside and outside the bag. Repeat with other quantities 8 and 9

Iii. Use dot card flashcards 8 and 9. Flash the image and prompt students "how do you see it?" Have students explain the combinations they see on the card.

Iv. Students are given a number 8 and 9 and they color cubes in different color combinations to show the total amount (1 red 5 blue is 6 colored cubes altogether).

i. Provide opportunities to use (___+___=___)

a. Vocabulary: compose, decompose, equal sign, equation, plus sign (+), eight, nine, detail, discover.

b. Comprehension Check, Lesson Quiz, or Exit Ticket

c. Competency based activities and record in their journal.

**Unit 5 Review and Assessment**

4. **Add within 10**- Students will solve addition problems with sums within 10 using pictures or objects. They will recognize both put together and add-to situations as addition problems, add within 10 and find pairs of addends to make a given total. Instruct the students to explain orally, using tools, manipulatives drawings, and number partners how to solve problems within 10. The instructor should demonstrate understanding of addition problems by writing or identifying a corresponding equation.

a. Complete Lesson 20, Sessions 1-5 (5 days)

b. Solving addition with Sums Up to 10:

i. Students will use tools, manipulatives and number partners to solve addition problems within 10, in and out of context.

ii. Provide opportunities for students to recognize equations that represent addition

problems.

iii. Provide opportunities to use (___+___=___)

iv. Model and solve addition problems using counters to complete the equation

v. Explore patterns and generalizations in addition equations such as turn-around facts to make the same total.

c. Vocabulary: addition, equation, represent

d. Comprehension Check, Lesson Quiz, or Exit Ticket

5. **Subtract within 10**- Students will solve to take away subtraction word problems within 10 using pictures or objects. They will recognize take-away situations as subtraction problems, subtract within 10 and relate a subtraction equation to a subtraction problem. Instruct the students to explain orally, using tools, manipulatives drawings, and number partners how to solve problems within 10. The instructor should demonstrate understanding of subtraction problems by writing or identifying a corresponding equation.

a. Complete Lesson 21, Sessions 1-5 (5 days)

b. Subtraction as taking apart and taking from:

i. Students will use tools, manipulatives and number partners to solve subtraction problems within 10, in and out of context.

ii. Provide opportunities for students to recognize equations that represent subtraction problems.

iii. Provide opportunities to use (___-___=___)

iv. Model and solve subtraction problems using counters to complete the equation

v. Students should then verbally connect to those representations

c. Vocabulary: equation, subtraction, start, represent

d. Comprehension Check, Lesson Quiz, or Exit Ticket

6. **Add and Subtract to Solve Word Problems**- Solving addition and subtraction problems helps children visualize relationships between two parts of a whole number within different real world contexts. Instruct students to represent addition and subtraction story problems by drawing pictures and writing equations. Students should explain whether to add or subtract to solve a story problem using drawings or manipulatives. Students should tell and solve addition and subtraction problems within 10.

a. Complete Lesson 22 Sessions 1-5 (5 Days)

b. Solving Word Problems within 10

i. Reinforce addition is putting together, subtraction is taking away

ii. Use cubes to model an equation

iii. Model subtraction problems in a tens frame

iv. Students tell stories as a whole class based on picture (p. 471)

1. Connect to a whole class discussion, allowing students to create their own addition and subtraction stories.

v. Model word problems using counters or drawings as well as an equation

vi. Draw pictures and write equations to represent addition and subtraction problems.

vii. Continue to understand the larger number starts the equation in subtraction.

c. Vocabulary: addition, equal sign (=), equation, minus sign (-), plus sign (+), subtraction, represent

d. Comprehension Check, Lesson Quiz, or Exit Ticket

**Unit 6 Review and Assessment**

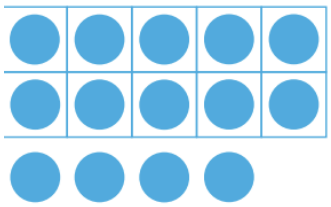
7. **Compose and Decompose Teen Numbers with Tools and Drawings-** Instruct students to compose and decompose teen number sinto 10 ones and some more ones. Students should be taught that teen numbers can always be composed of 10 ones and some more (1 to 9) ones. Instruct students to put together or break apart a given teen number as a group of 10 ones and some more ones using objects or drawings. Students should describe a given teen number as composed of 10 ones and some more ones using academic vocabulary.

a. Complete Lesson 23, Sessions 1-5 (5 days)

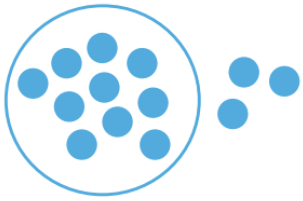
b. Begin with students seeing the teen numbers and saying the names of the teen numbers.

c. Provide students a variety of experiences with counting objects into a group of 10 and some more.

i. Build it on a double ten frame, make a ten and place remaining objects under the ten frame to show that teen numbers are 10 and some more.



i. Draw a picture: Using circles, x's, etc. Circle ten and leave remaining pictures out of the circle



i. Build a number tower. Make a tower of ten with connecting cubes and show remaining in a tower next to the ten.

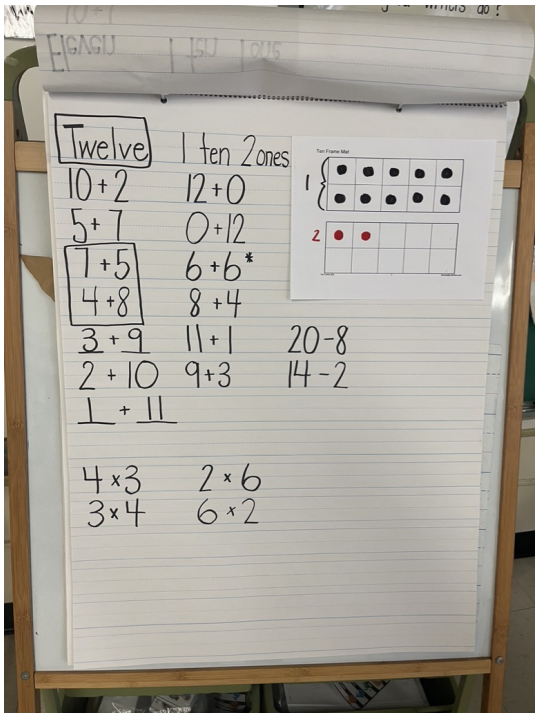


a. Model putting a group of 10 together and counting the leftover objects. Then, have students do the same. For a math warm-up, have students practice counting objects and then putting them in a group of 10 and some more.

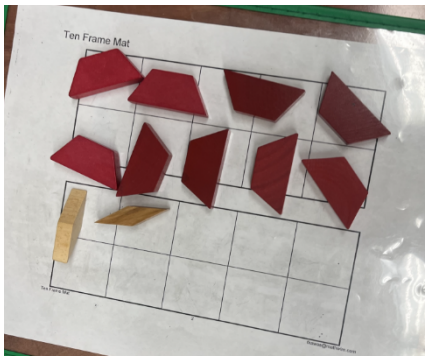
b. Lesson Vocabulary: count on, digit, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, teen numbers, ten

c. Possible strategies for making teen numbers include but are not limited to:

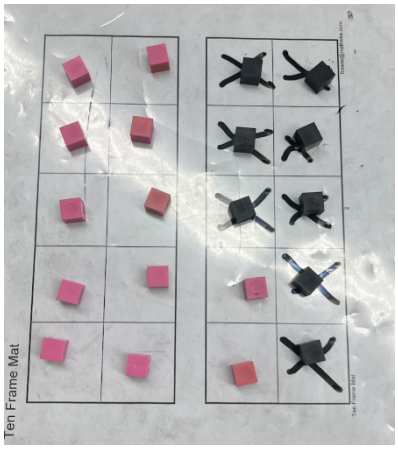
    i. Students can make pairs for teen numbers using ten frames and manipulatives of different colors or shapes. Keep a class chart of the different combinations of numbers the students create.



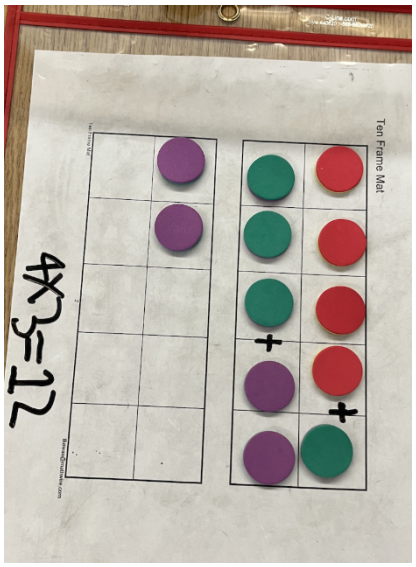

Student examples using different colored or shaped manipulatives. Students may show other combinations using other operations other than addition.




10 + 2 (addition)

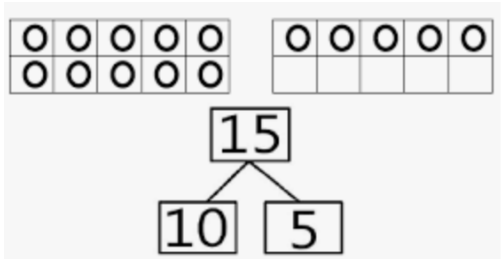



20 - 8 = 12 (subtraction)

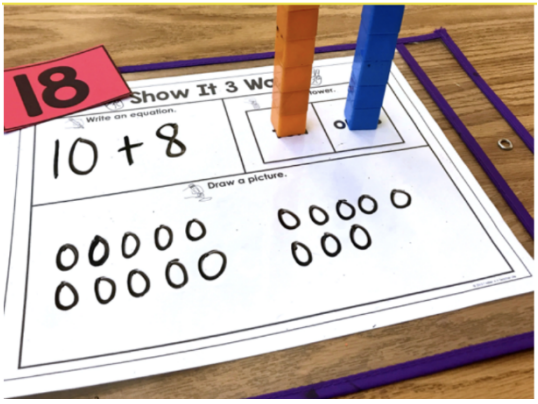



4 + 4 + 4 = 12 or 3 x 4 (repeated addition and multiplication)

i. Use number pairs to create number bonds to show teen numbers. Students that need a visual can use the ten frames with the number bonds.




i. Model how to connect the equation with the physical models and drawings. This can be done through games and activities.




a. Lesson Vocabulary: count on, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, teen numbers, ten, describe

b. Comprehension Check, Lesson Quiz, or Exit Ticket

8. **Build With Shapes**-Students should be taught to identify shapes as flat or solid. Instruct students to make a picture with flat shapes and build objects with solid shapes. Students should be taught to explain how to put

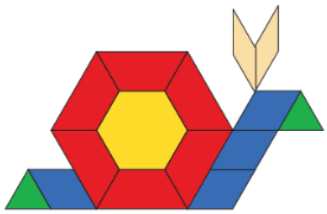
together two-dimensional shapes to make a picture and three-dimensional shapes to build an object.

a. Complete Ready Math Lesson 24, Sessions 1-5 (5 days)

b. Possible strategies for building shapes include but are not limited to:

i. Students can combine shapes to build pictures. Pictures can be described by the students using informal geometric terminology. Students will intuitively explore geometric motions (slides, flips, and turns) to create pictures and solve problems. You can start out with completed pictures and have the students move to open outlines.

ii. Students can use pattern blocks and pattern block puzzle pages to make two-dimensional shape pictures or create their own picture with the blocks.



i. Allow students time to use wooden blocks to create three-dimensional structures.



a. Lesson Vocabulary: circle ,hexagon, rectangle, square, triangle, cone, cube, prism (rectangular), pyramid (square), sphere, compose, flat, solid, sort, three-dimensional, two-dimensional, build, common.

b. Comprehension Check, Lesson Quiz, or Exit Ticket

9. **Compose and Decompose Teen Numbers with Symbols**- Students will build on their knowledge of numbers to model different ways to make teen numbers. Students will be encouraged to do this with pictures, manipulatives, and demonstrate using a ten frame and dot card images. Students should be taught to show number partners for teen numbers with equations. Students should be instructed to see patterns and relationships between number partners for teen numbers. Students should be provided opportunities to describe and model ways to decompose teen numbers and time to interpret and write equations that represent teen numbers Students should be instructed to make connections between the concrete, representational, and abstract representations of teen numbers.

a.Complete Lesson 25, Sessions 1-5 (5 days)

b. Composing and Decomposing Strategies:

i. Use manipulatives (with 2 different colors) and a ten frame. Have students represent the quantity by placing different colored manipulatives out on the frame until the quantity is reached. Have students record (written or orally) the combinations (i.e. 10 red, 3 blue is 13 altogether). Repeat with other quantities.

Ii. Provide students with manipulatives. Have them put some in a bag or container. Have students record how many are inside and outside the bag. Repeat with other quantities.

i. Provide opportunities to use (___+___=___) and (___=___+___)

c. Vocabulary: equation, teen numbers, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, describe

d. Comprehension Check, Lesson Quiz, or Exit Ticket

10. **Money-** Students should be taught to understand that certain objects are coins and dollar bills, and that coins and dollar bills represent money. Instruct students to identify the values of all U.S. coins and the one dollar bill.

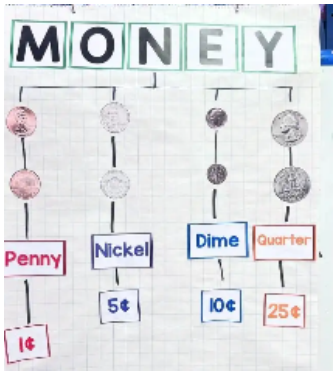
a.Complete Lesson __, Sessions __ (__ days)

b. Possible teaching strategies:

1. You can start off the money lessons by reading Alexander, Who Used To Be Rich Last Sunday, and talk about all the reasons we need money.

2. For each coin, do a circle chart or anchor chart to identify the name and value of the coin as well as other attributes of the coins. For example: penny, 1□, brown, heads/tails, Abraham Lincoln, etc.

3. Make a money anchor chart. Identify the coin, and the value.




1. Students can also do independent work with sorting coins and coloring coins and coin values.

c. Other possibilities:

1. Give students coin manipulatives and introduce each one. Have them each pick up a penny and have them examine it, look at the front and back, and tell them it is worth 1 cent. Ask them what they notice about it. Do this for each coin until you've talked about each coin. You could do a quick

practice/assessment at the end of your lesson by saying things like, "Hand a quarter to your partner!" "Grab 2 pennies!" in a quick, fun fashion.

2. Give each table/group/partners the sorting mats for each coin and a lot of coin manipulatives to sort onto the mats. You could also make this an independent center or do it in small groups.

c. Vocabulary: penny, nickel, dime, quarter, dollar bill

d. Comprehension Check, Lesson Quiz, or Exit Ticket

**Unit 7 Review and Assessment**

**GENERAL QUESTIONS FOR TEACHER USE**

Adapted from Growing Success and materials from Math GAINS and TIPS4RM (Georgia Department of Education)

**Reasoning and Proving**

• How can we show that this is true for all cases?

• In what cases might our conclusion not hold true?

• How can we verify this answer?

• Explain the reasoning behind your prediction.

• Why does this work?

• What do you think will happen if this pattern continues?

• Show how you know that this statement is true.

• Give an example of when this statement is false.

• Explain why you do not accept the argument as proof.

• How could we check that solution?

• What other situations need to be considered?

**Reflecting**

• Have you thought about...?

• What do you notice about...?

• What patterns do you see?

• Does this problem/answer make sense to you?

• How does this compare to...?

• What could you start with to help you explore the possibilities?

• How can you verify this answer?

• What evidence of your thinking can you share?

• Is this a reasonable answer, given that...?

Selecting Tools and Computational Strategies

• How did the learning tool you chose contribute to your understanding/solving of the problem? Assist in your communication?

• In what ways would [name a tool] assist in your investigation/solving of this problem?

• What other tools did you consider using? Explain why you chose not to use them.

• Think of a different way to do the calculation that may be more efficient.

• What estimation strategy did you use?

**Connections**

• What other math have you studied that has some of the same principles, properties, or procedures as this?

• How do these different representations connect to one another?

• When could this mathematical concept or procedure be used in daily life?

• What connection do you see between a problem you did previously and today's problem?

**Representing**

• What would other representations of this problem demonstrate?

• Explain why you chose this representation.

• How could you represent this idea algebraically? graphically?

• Does this graphical representation of the data bias the viewer? Explain.

• What properties would you have to use to construct a dynamic representation of this

situation?

• In what way would a scale model help you solve this problem?

**Note**: The instructor is encouraged to consult the supplemental resources located under materials to personalize and differentiate instruction for students, as well as address any learning gaps based on formative assessments.

## Evidence/Performing Tasks

**Formative Assessment:**

- Fact Fluency Practice Assessments
- Administer Ready Math Lesson Quizzes at the end of each Lesson
- Administer Comprehension Check (digital)

**Summative Assessments:**

- Administer Ready Math Mid-Unit Assessments
- Administer Ready Math End of Unit Assessments

**Benchmark Assessments:**

- iReady Diagnostic
- Fact Fluency Assessment
- Acadience Assessment (As a reference, these assessments are not administered by the classroom teacher)

**Alternative Assessments:**

- Informal Observation
- Small Group Observation

- Exit Tickets
- Math Journal
- Oral and Written Explanations of Reasoning

## Materials

The following are approved resources that teachers can include to further unit related objectives:

Core Book List

- Ready Math Teacher Toolbox Resources
    - Whole Class Instruction
        - Teach: Instruction & Practice, Interactive Tutorials,
        - Assess: Lesson Quizzes & Unit Assessments
    - Small Group Differentiation
        - Prepare: Prerequisite Lessons
        - Reteach: Tools for Instruction
        - Reinforce: Math Center Activities
        - Extend: Enrichment Activities
- Ready Math Workbook
- Ready Math Slides
- Digital Math Tools
- iReady My Path
- Learning Games
- The Third 10 Weeks Number Talks
- The Fourth 10 Weeks Number Talks
- Manipulatives: counters, tens frames, connecting cubes, base 10 blocks
- White boards
- Number paths

- Hundred charts
- Blank Bar Models
- Grid Paper
- Blank Number Bonds
- CPS District Mathematics Google Drive Folder
- Literature to assist in teaching:
    - 12 Ways to Get to 11, by Eve Merriam
    - Piglets Playing: Counting from 11-20, by Megan Atwood
    - Cat Count, by Betsy Lewin
    - Jack the Builder, by Stuart J. Murphy
    - Mall Mania, by Stuart J. Murphy
    - Elevator Magic, by Stuart J. Murphy
    - Zero the Hero, by Joan Holub

**Supplemental Resources:**

- Math Journals- Students will work to represent their number (differentiated by a preassessment). Teacher will show groups of cubes beginning at 3 and begin taking amount away to only show part of the desired amount. Students will say how many cubes are visible and how many are missing. Teacher will repeat with the next number until the student stops recognizing the missing parts. That will be the number they begin working on representing in their journal. For example, if a student stops at 4, they will count out 4 in different combinations using manipulatives in 8 different ways (i.e. 2 blue, 2 red, 1 blue, 3 red, etc). They will then repeat using different manipulatives and teacher will record in their journal. When they have filled in an entire column, they move to representing the next number. Students will continue through the competency based activities and record in their journal.
- Decomposing/Composing on a ten frame (or double)
- Decomposing Teen Numbers
- Cookie Counting Book
- Connect Four Addition and Subtraction
- Race to the Finish: Teen Numbers
- Teen Number Bingo (to be used with dot card or double ten frame images)
- Shapes

- 2D and 3D Shapes

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

## Standards

Diversity and Inclusion: Students will focus on equity, inclusion, and tolerance when analyzing the comparison of various quantities regarding characteristics of people.

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|---|---|
| 9.4.2.CI | Creativity and Innovation |
| P.1 | Act as a responsible and contributing community members and employee. |
| 1 | Make sense of problems and persevere in solving them |
| 2 | Reason abstractly and quantitatively |
| P.4 | Demonstrate creativity and innovation. |
| 3 | Construct viable arguments and critique the reasoning of others |
| 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). |
| P.5 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| 4 | Model with mathematics |
| 5 | Use appropriate tools strategically |
| 6 | Attend to precision |
| 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. |
| 7 | Look for and make use of structure |
| 8 | Look for and express regularity in repeated reasoning |
| 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.5 | Demonstrate accuracy and efficiency for addition and subtraction within 5. |
| 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 |

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| | 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. |
| 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. |
| K.G.A.3 | Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). |
| K.G.B.4 | Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length). |
| 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. |
| SL.PE.K.1 | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. |
| SL.PE.K.1.A | Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). |
| SL.PE.K.1.B | Continue a conversation through multiple exchanges. |
| SL.II.K.2 | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |
| SL.ES.K.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| SL.UM.K.5 | Add drawings or other visual displays to descriptions as desired to provide additional detail. |
| SL.AS.K.6 | Speak audibly and express thoughts, feelings, and ideas clearly. |

## Suggested Strategies for Modifications

Possible accommodations/modification for Kindergarten

**Note:** Teachers can find more specific modifications for English learners, learners with special needs, learners reading below grade level, and advanced learners on the Ready Math website.