

# Unit 2: Count Sequence and Numbers to 10

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## UNIT RATIONALE

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The purpose of this unit is to be able to represent numbers 6 to 10 with objects and written numerals. Students will also be able to compare numbers 10, count to 100, and be able to add to and take from within 10, as well as put together and take apart within 10.

## ESSENTIAL QUESTIONS

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Module 7- Represent numbers 6 to 10 with objects

1. How can we draw pictures to represent numbers 6-10?
2. How can we use objects to represent numbers 6-10?

Module 8- Represent numbers 6 to 10 with a written numeral

1. How do we count and write numbers 6-10?
2. How do we make groups of 6 to 10 in the correct order?

Module 9- Use the count sequence to count to 100

1. How do we count to 100 by using the ones counting sequence?
2. How do we count to 100 by using the tens counting sequence?

Module 10- Compare numbers to 10

1. How can we use counting and matching strategies to determine greater than, less than, or equal too?
2. How can we use counting strategies to compare groups within 10?

Module 11- Add to and take from within 10

1. How can we represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations?
2. How do we solve addition and subtraction word problems within 10 by using objects and drawings?

Module 12- Put together and take apart within 10

1. How can we represent addition and subtraction within 10 using objects, drawings, and equations?
2. How can we solve addition and subtraction word problems within 10 using objects, drawings, and equations?

Module 13- Ways to make numbers to 10

1. How can we decompose numbers (less than or equal to ten) into pairs in more than one way?
2. How do we record each decomposition with a drawing or equation?

## STANDARDS

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### NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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#### New Jersey Common Core - Kindergarten - Mathematics

##### CCSS.Math.Content.K.CC.A.1

Count to 100 by ones and by tens.

##### CCSS.Math.Content.K.CC.A.2

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

##### CCSS.Math.Content.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).

##### CCSS.Math.Content.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.

##### CCSS.Math.Content.K.CC.B.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.

##### CCSS.Math.Content.K.CC.B.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.

##### CCSS.Math.Content.K.CC.B.4c

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

##### CCSS.Math.Content.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.

##### CCSS.Math.Content.K.CC.C.7

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

##### CCSS.Math.Content.K.OA.A.1

Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

##### CCSS.Math.Content.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.

##### CCSS.Math.Content.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  $5 = 4 + 1$ ).

##### CCSS.Math.Content.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.

### CCSS.Math.Content.K.MD.B.3

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

MA.K.CC.A.1	Count to 100 by ones and by tens.
MA.K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
MA.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).
MA.K.CC.B.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.
MA.K.CC.B.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.
MA.K.CC.B.4c	Understand that each successive number name refers to a quantity that is one larger.
MA.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.
MA.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.
MA.K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.
MA.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.
MA.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.
MA.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 $5 = 4 + 1$ ).
MA.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.
MA.K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

## NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

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

## NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

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CS.K-2.8.2.2.ITH.3 Identify how technology impacts or improves life.

## PRE-ASSESSMENTS

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**Module 7-** Represent Numbers 6 to 10 with Objects, Are You Ready?, pg. 186

**Module 8-** Represent Numbers 6 to 10 within a written numeral, Are You Ready?, pg. 202

**Module 9-** Use the count sequence to count to 100, Are You Ready?, pg. 222

**Module 10-** Compare numbers to 10, Are You Ready?, pg. 238

**Module 11-** Add To, Are You Ready?, pg. 266

**Module 12- Add and Subtract,** Are You Ready?, pg. 308

**Module 13-Ways to Make 4 & 5 ,** Are You Ready?, pg. 338

## INSTRUCTIONAL PLAN

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### MODULE 7

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## Module 7- Represent Numbers 6 to 10 with objects

### LESSON 7.1

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<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	7.1- We are learning to use various objects to represent and count numbers 6 and 7.
<b>Student Learning Strategies</b>	Students will: - use objects and drawings to represent each number name. - use their objects or drawings to identify how many are in each group.
<b>Success Criteria</b>	I can draw pictures to show the numbers 6 and 7.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"><li>• Turn and Talk questions, pgs.187-189</li><li>• Check for understanding, pg. 189</li><li>• On your own, pg.190</li></ul>
<b>Activities and Resources</b>	<b>Warm Up:</b> Activate Prior Knowledge pg. 187B and

	<p>Spark your learning pg. 187D</p> <p><b>Mini Lesson:</b> Build Your Understanding, pgs. 187-198</p> <p><b>Guided Practice:</b> Check Understanding, pg. 189</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket pg. 190</p> <p><b>Resources:</b> Into Math Teacher Edition Module 7</p>
<p><b>Suggested Modifications</b></p>	<p><b>Small Group Options-</b> Page 187c</p> <ul style="list-style-type: none"> <li>• On Track</li> <li>• Almost There</li> <li>• Ready for More</li> </ul> <p><b>Math Center Option-</b> Page 187c</p> <ul style="list-style-type: none"> <li>• On Track- More practice for 7.1/Poggles MX: Addition and Subtraction, Level 21, Finding Partners for 6 and 7</li> <li>• Almost there-Reteach 7.1/Rtl Tier 2 Skill 2</li> <li>• Ready for more- Challenge 7.1/Poggles MX: Addition and Subtraction, Level 6</li> </ul> <p><b>Differentiation Options-</b></p> <ul style="list-style-type: none"> <li>• Reteach &amp; Challenge pg. 189</li> </ul>

MA.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).
MA.K.CC.B.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.
MA.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.

## LESSON 7.2

<p><b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b></p>	<p>7.2- We are learning to use various objects to represent and count numbers 8 and 9.</p>
<p><b>Student Learning Strategies</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- use objects and drawings to represent each number name.</li> <li>- use their objects or drawings to identify how many are in each group.</li> </ul>

<b>Success Criteria</b>	I can draw pictures to show the numbers 8 and 9.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"> <li>• Turn and Talk questions, pgs.191-193</li> <li>• Check for understanding, pg. 193</li> <li>• On your own, pg.194</li> </ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge pg. 191B and Spark your learning pg. 191D</p> <p><b>Mini Lesson:</b> Build Your Understanding, pgs. 191-192</p> <p><b>Guided Practice:</b> Check Understanding, pg. 193</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket , pg. 194</p> <p><b>Resources:</b> Into Math Teacher Edition Module 7</p>
<b>Suggested Modifications</b>	<p><b>Small Group Options-</b> Page 191c</p> <ul style="list-style-type: none"> <li>• On Track</li> <li>• Almost There</li> <li>• Ready for More</li> </ul> <p><b>Math Center Option-</b> Page 191c</p> <ul style="list-style-type: none"> <li>• On Track- More practice for 7.2/Poggles MX: Addition and Subtraction, Level 4, Add 1-9</li> <li>• Almost there-Reteach 7.2/Rtl Tier 2 Skill 1</li> <li>• Ready for more- Challenge 7.2/Poggles MX: Addition and Subtraction, Level 6, Add 5</li> </ul> <p><b>Differentiation Options-</b></p> <ul style="list-style-type: none"> <li>• Reteach &amp; Challenge pg. 193</li> </ul>

MA.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).
MA.K.CC.B.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.
MA.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.

## LESSON 7.3

<b>Student Learning Intentions (SLI) WALT: (We</b>	7.3- We are learning to use various objects to
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<b>are learning to...)</b>	represent and count to 10.
<b>Student Learning Strategies</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- use objects and drawings to represent each number name.</li> <li>- use their objects or drawings to identify how many are in each group.</li> </ul>
<b>Success Criteria</b>	I can draw pictures to show the number 10.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"> <li>• Turn and Talk questions, pgs.195-197</li> <li>• Check for understanding, pg. 197</li> <li>• On your own, pg.198</li> </ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge pg. 195B and Spark your learning pg. 195D</p> <p><b>Mini Lesson:</b> Build Your Understanding, pgs. 195-197</p> <p><b>Guided Practice:</b> Check Understanding, pg. 197</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket , pg. 198</p> <p><b>Resources:</b> Into Math Teacher Edition Module 7</p>
<b>Suggested Modifications</b>	<p><b>Small Group Options-</b> Page 195c</p> <ul style="list-style-type: none"> <li>• On Track</li> <li>• Almost There</li> <li>• Ready for More</li> </ul> <p><b>Math Center Option-</b> Page 195c</p> <ul style="list-style-type: none"> <li>• On Track- More practice for 7.3/Poggles MX: Addition and Subtraction, Level 6, Add to 5</li> <li>• Almost there-Reteach 7.3/Rtl Tier 2 Skill 1</li> <li>• Ready for more- Challenge 7.3/Poggles MX: Addition and Subtraction, Level 8</li> </ul> <p><b>Differentiation Options-</b></p> <ul style="list-style-type: none"> <li>• Reteach &amp; Challenge pg. 197</li> </ul>

MA.K.CC.B.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.

MA.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.

## MODULE 8

# Module 8- Represent Numbers 6 to 10 with a written numeral

## LESSON 8.1

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	8.1- We are learning to count and write 6 and 7.
<b>Student Learning Strategies</b>	Students will: - use objects to count and write the numbers 6 and 7.
<b>Success Criteria</b>	I can count 6 and 7 objects and write the numerals 6 and 7.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"><li>• Turn and Talk questions, pgs.203-205</li><li>• Check for understanding, pg. 205</li><li>• On your own, pg.206</li></ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge pg. 203B and Spark your learning pg. 203D</p> <p><b>Mini Lesson:</b> Build Your Understanding, pgs. 203-204</p> <p><b>Guided Practice:</b> Check Understanding, pg. 205</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket , pg. 206</p> <p><b>Resources:</b> Into Math Teacher Edition Module 8</p>
<b>Suggested Modifications</b>	<p><b>Small Group Options-</b> Page 203c</p> <ul style="list-style-type: none"><li>• On Track</li><li>• Almost There</li><li>• Ready for More</li></ul> <p><b>Math Center Option-</b> Page 203c</p> <ul style="list-style-type: none"><li>• On Track- More practice for 8.1</li><li>• Almost there-Reteach 8.1/Rtl Tier 2 Skill 3</li><li>• Ready for more- Challenge 8.1/Poggles MX:</li></ul>

Addition and Subtraction, Level 11, Partners through 6

**Differentiation Options-**

- Reteach & Challenge pg. 205

MA.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).
MA.K.CC.B.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.
MA.K.CC.B.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.
MA.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.

## LESSON 8.2

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	8.2- We are learning to count and write 8 and 9.
<b>Student Learning Strategies</b>	Students will: - use objects to count and write the numbers 8 and 9.
<b>Success Criteria</b>	I can count 8 and 9 objects and write the numerals 8 and 9.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"><li>• Turn and Talk questions, pgs. 207-209</li><li>• Check for understanding, pg. 209</li><li>• On your own, pg. 210</li></ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge pg. 207B and Spark your learning pg. 207D</p> <p><b>Mini Lesson:</b> Build Your Understanding, pgs. 207-208</p> <p><b>Guided Practice:</b> Check Understanding, pg. 209</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket , pg. 210</p> <p><b>Resources:</b> Into Math Teacher Edition Module 8</p>

## Suggested Modifications

### Small Group Options- Page 207c

- On Track
- Almost There
- Ready for More

### Math Center Option- Page 207c

- On Track- More practice for 8.2/Fluency Builder: Addition and Subtraction within 5/ Poggles MX: Addition and Subtraction, level 18, partners through 9/ Flowers for Flossie
- Almost there-Reteach 8.2/RtI Tier 2 Skill 3
- Ready for more- Challenge 8.2

### Differentiation Options-

- Reteach & Challenge pg. 209

MA.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).
MA.K.CC.B.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.
MA.K.CC.B.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.
MA.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.

## LESSON 8.3

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	8.3- We are learning to count and write 10.
<b>Student Learning Strategies</b>	Students will: - use objects to count and write the number 10.
<b>Success Criteria</b>	I can count 10 objects and write the numeral 10.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"><li>• Turn and Talk questions, pgs. 211</li><li>• Check for understanding, pg. 212</li><li>• On your own, pg. 213-214</li></ul>
<b>Activities and Resources</b>	<b>Warm Up:</b> Activate Prior Knowledge pg. 211B and Spark your learning pg. 211D

	<p><b>Mini Lesson:</b> Build Your Understanding, pgs. 211-212</p> <p><b>Guided Practice:</b> Check Understanding, pg. 212</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket , pg. 213-214</p> <p><b>Resources:</b> Into Math Teacher Edition Module 8</p>
<p><b>Suggested Modifications</b></p>	<p><b>Small Group Options-</b> Page 211c</p> <ul style="list-style-type: none"> <li>• On Track</li> <li>• Almost There</li> <li>• Ready for More</li> </ul> <p><b>Math Center Option-</b> Page 211c</p> <ul style="list-style-type: none"> <li>• On Track- More practice for 8.3/ Poggles MX: Addition and Subtraction, level 22, partners through 10/ Poggles MX: Addition and Subtraction, level 23, partners 7-10/Flowers for Flossie</li> <li>• Almost there-Reteach 8.3/Rtl Tier 2 Skill 3</li> <li>• Ready for more- Challenge 8.3</li> </ul> <p><b>Differentiation Options-</b></p> <ul style="list-style-type: none"> <li>• Reteach &amp; Challenge pg. 212</li> </ul>

MA.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).
MA.K.CC.B.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.
MA.K.CC.B.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.
MA.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.
MA.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.

## LESSON 8.4

<p><b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b></p>	<p>8.4- We are learning to use objects to count and order numbers to 10.</p>
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<b>Student Learning Strategies</b>	Students will: - use objects to count and write the numbers in standard order.
<b>Success Criteria</b>	I can count in order starting and ending at any number.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"> <li>• Turn and Talk questions, pgs. 215-217</li> <li>• Check for understanding, pg. 216</li> <li>• On your own, pg. 218</li> </ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge pg. 215B and Spark your learning pg. 215D</p> <p><b>Mini Lesson:</b> Build Your Understanding, pgs. 215-216</p> <p><b>Guided Practice:</b> Check Understanding, pg. 216</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket , pg. 217-218</p> <p><b>Resources:</b> Into Math Teacher Edition Module 8</p>
<b>Suggested Modifications</b>	<p><b>Small Group Options-</b> Page 215c</p> <ul style="list-style-type: none"> <li>• On Track</li> <li>• Almost There</li> <li>• Ready for More</li> </ul> <p><b>Math Center Option-</b> Page 215c</p> <ul style="list-style-type: none"> <li>• On Track- More practice for 8.4/ Poggles MX: Addition and Subtraction, level 4, add 1-9/Fluency builder subtraction within 5</li> <li>• Almost there-Reteach 8.4/Rtl Tier 2 Skill 5 and 7</li> <li>• Ready for more- Challenge 8.4</li> </ul> <p><b>Differentiation Options-</b></p> <ul style="list-style-type: none"> <li>• Reteach &amp; Challenge pg. 216</li> </ul>

MA.K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
MA.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).
MA.K.CC.B.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.
MA.K.CC.B.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

MA.K.CC.B.4c

MA.K.CC.B.5

were counted.

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

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.

## MODULE 9

# Module 9- Use the count sequence to count to 100

## LESSON 9.1

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	9.1- We are learning to understand the count sequence by counting to 100 by ones.
<b>Student Learning Strategies</b>	Students will: - use objects to count by ones to 100. - use a number chart to count by ones to 100.
<b>Success Criteria</b>	I can count to 100 by ones.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"><li>• Turn and Talk questions, pgs. 223-225</li><li>• Check for understanding, pg. 225</li><li>• On your own, pg. 226</li></ul>
<b>Activities and Resources</b>	<b>Warm Up:</b> Activate Prior Knowledge pg. 223B and Spark your learning pg. 223D <b>Mini Lesson:</b> Build Your Understanding, pgs. 223-224 <b>Guided Practice:</b> Check Understanding, pg. 225 <b>Independent Practice:</b> On Your Own & Exit Ticket , pg. 226 <b>Resources:</b> Into Math Teacher Edition Module 9
<b>Suggested Modifications</b>	<b>Small Group Options-</b> Page 223c <ul style="list-style-type: none"><li>• On Track</li><li>• Almost There</li><li>• Ready for More</li></ul> <b>Math Center Option-</b> Page 223c

- On Track- More practice for 9.1
- Almost there-Reteach 9.1/RtI Tier 2 Skill 8/Poggles MX: Addition and Subtraction, Level 9
- Ready for more- Challenge 9.1

**Differentiation Options-**

- Reteach & Challenge pg. 225

MA.K.CC.A.1	Count to 100 by ones and by tens.
MA.K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
MA.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.
MA.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.

**LESSON 9.2**

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	9.2- We are learning to understand the count sequence by counting to 100 by tens.
<b>Student Learning Strategies</b>	Students will: - use objects to count by tens to 100. - use a number chart to count by tens to 100.
<b>Success Criteria</b>	I can count to 100 by tens.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"> <li>• Turn and Talk questions, pgs. 227-229</li> <li>• Check for understanding, pg. 229</li> <li>• On your own, pg. 230</li> </ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge pg. 227B and Spark your learning pg. 227D</p> <p><b>Mini Lesson:</b> Build Your Understanding, pgs. 227-228</p> <p><b>Guided Practice:</b> Check Understanding, pg. 229</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket , pg. 230</p> <p><b>Resources:</b> Into Math Teacher Edition Module 9</p>

## Suggested Modifications

### Small Group Options- Page 227c

- On Track
- Almost There
- Ready for More

### Math Center Option- Page 227c

- On Track- More practice for 9.2/Standards Practice: Count to 100 by ones and tens
- Almost there-Reteach 9.2/RtI Tier 2 Skill 8
- Ready for more- Challenge 9.2

### Differentiation Options-

- Reteach & Challenge pg. 229

MA.K.CC.A.1

Count to 100 by ones and by tens.

MA.K.CC.A.2

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

MA.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.

## LESSON 9.3

### Student Learning Intentions (SLI) WALT: (We are learning to...)

9.3- We are learning to understand the count sequence by counting on from a given number.

### Student Learning Strategies

Students will:  
-use counting strategies to count forward from a given number.

### Success Criteria

I can count forward from a given number other than and stop counting at a specific number.

### Formative Assessment (drives instructional decisions)

- Turn and Talk questions, pgs. 231-233
- Check for understanding, pg. 232
- On your own, pg. 234

### Activities and Resources

**Warm Up:** Activate Prior Knowledge pg. 231B and Spark your learning pg. 231D  
**Mini Lesson:** Build Your Understanding, pgs. 231-232  
**Guided Practice:**

	<p>Check Understanding, pg. 232  <b>Independent Practice:</b> On Your Own &amp; Exit Ticket pg. 234  <b>Resources:</b> Into Math Teacher Edition Module 9</p>
<p><b>Suggested Modifications</b></p>	<p><b>Small Group Options-</b> Page 231c</p> <ul style="list-style-type: none"> <li>• On Track</li> <li>• Almost There</li> <li>• Ready for More</li> </ul> <p><b>Math Center Option-</b> Page 231c</p> <ul style="list-style-type: none"> <li>• On Track- More practice for 9.3/Fluency Builder: Addition within 5/My learning summary/Standards Practice: Count forwards beginning from any number</li> <li>• Almost there-Reteach 9.3/Poggles MX: Addition and Subtraction, Level 9</li> <li>• Ready for more- Challenge 9.3</li> </ul> <p><b>Differentiation Options-</b></p> <ul style="list-style-type: none"> <li>• Reteach &amp; Challenge pg. 229</li> </ul>

MA.K.CC.A.2

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

MA.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.

## MODULE 10

### Module 10- Compare Numbers to 10

#### LESSON 10.1

<p><b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b></p>	<p>10.1- We are learning to compare the number of objects in each of two groups to determines which number is greater.</p>
<p><b>Student Learning Strategies</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- use objects to count groups.</li> <li>- use objects to count and compare which group is greater.</li> </ul>

<b>Success Criteria</b>	I can use matching to compare two groups and use this comparison to tell which group has the greater number of objects.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"> <li>• Turn and Talk questions, pgs. 239-241</li> <li>• Check for understanding, pg. 241</li> <li>• On your own, pg. 242</li> </ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge pg. 239B and Spark your learning pg. 239D</p> <p><b>Mini Lesson:</b> Build Your Understanding, pgs. 239-240</p> <p><b>Guided Practice:</b> Check Understanding, pg. 241</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket , pg. 242</p> <p><b>Resources:</b> Into Math Teacher Edition Module 10</p>
<b>Suggested Modifications</b>	<p><b>Small Group Options-</b> Page 239c</p> <ul style="list-style-type: none"> <li>• On Track</li> <li>• Almost There</li> <li>• Ready for More</li> </ul> <p><b>Math Center Option-</b> Page 239c</p> <ul style="list-style-type: none"> <li>• On Track- More practice for 10.1/Standards Practice: Each successive number name refers to a quantity that is one larger</li> <li>• Almost there-Reteach 10.1/RtI Tier 2 Skill 9</li> <li>• Ready for more- Challenge 10.1</li> </ul> <p><b>Differentiation Options-</b></p> <ul style="list-style-type: none"> <li>• Reteach &amp; Challenge pg. 241</li> </ul>

MA.K.CC.B.4c

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

MA.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.

MA.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.

MA.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.

MA.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.

## LESSON 10.2

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	10.2- We are learning to compare the numbers of objects in each of two groups to determine which number is less.
<b>Student Learning Strategies</b>	Students will: <ul style="list-style-type: none"><li>- use objects to count groups.</li><li>- use objects to count and compare which group is less.</li></ul>
<b>Success Criteria</b>	I can use one-to-one comparison to compare two groups and use this comparison to tell which group has the lesser number of objects.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"><li>• Turn and Talk questions, pgs. 243-245</li><li>• Check for understanding, pg. 245</li><li>• On your own, pg. 246</li></ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge pg. 243B and Spark your learning pg. 243D</p> <p><b>Mini Lesson:</b> Build Your Understanding, pgs. 243-244</p> <p><b>Guided Practice:</b> Check Understanding, pg. 245</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket , pg. 246</p> <p><b>Resources:</b> Into Math Teacher Edition Module 10</p>
<b>Suggested Modifications</b>	<p><b>Small Group Options-</b> Page 243c</p> <ul style="list-style-type: none"><li>• On Track</li><li>• Almost There</li><li>• Ready for More</li></ul> <p><b>Math Center Option-</b> Page 243c</p> <ul style="list-style-type: none"><li>• On Track- More practice for 10.2</li><li>• Almost there-Reteach 10.2/RtI Tier 2 Skill 10</li><li>• Ready for more- Challenge 10.2</li></ul> <p><b>Differentiation Options-</b></p> <ul style="list-style-type: none"><li>• Reteach &amp; Challenge pg. 245</li></ul>

number from 1–20, count out that many objects.

MA.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.

MA.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.

## LESSON 10.3

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	10.3- We are learning to compare the numbers of objects in each of two groups to determine if they are equal.
<b>Student Learning Strategies</b>	Students will: <ul style="list-style-type: none"><li>- use objects to count groups.</li><li>- use objects to count one-to-one and compare if the groups are equal.</li></ul>
<b>Success Criteria</b>	I can use one-to-one correspondence to compare two groups and use this comparison to tell if the groups have an equal number of objects.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"><li>• Turn and Talk questions, pgs. 247-249</li><li>• Check for understanding, pg. 249</li><li>• On your own, pg. 250</li></ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge pg. 247B and Spark your learning pg. 247D</p> <p><b>Mini Lesson:</b> Build Your Understanding, pgs. 247-248</p> <p><b>Guided Practice:</b> Check Understanding, pg. 249</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket , pg. 250</p> <p><b>Resources:</b> Into Math Teacher Edition Module 10</p>
<b>Suggested Modifications</b>	<p><b>Small Group Options-</b> Page 247c</p> <ul style="list-style-type: none"><li>• On Track</li><li>• Almost There</li><li>• Ready for More</li></ul> <p><b>Math Center Option-</b> Page 247c</p> <ul style="list-style-type: none"><li>• On Track- More practice for 10.3/Subtraction within 5/My learning summary</li><li>• Almost there-Reteach 10.3</li></ul>

- Ready for more- Challenge 10.3

**Differentiation Options-**

- Reteach & Challenge pg. 249

MA.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.

MA.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.

MA.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.

**LESSON 10.4**

**Student Learning Intentions (SLI) WALT: (We are learning to...)**

10.4- We are learning to understand how you can compare groups by counting.

**Student Learning Strategies**

Students will:  
 - use objects to count and identify whether the number of objects in one group is greater than, less than or equal to another groups.  
 - use matching and counting strategies.

**Success Criteria**

I can compare groups of objects and numbers within 10 by counting.

**Formative Assessment (drives instructional decisions)**

- Turn and Talk questions, pgs. 251-253
- Check for understanding, pg. 253
- On your own, pg. 254

**Activities and Resources**

**Warm Up:** Activate Prior Knowledge pg. 251B and Spark your learning pg. 251D  
**Mini Lesson:** Build Your Understanding, pgs. 251-252  
**Guided Practice:** Check Understanding, pg. 253  
**Independent Practice:** On Your Own & Exit Ticket , pg. 254  
**Resources:** Into Math Teacher Edition Module 10

## Suggested Modifications

### Small Group Options- Page 251c

- On Track
- Almost There
- Ready for More

### Math Center Option- Page 251c

- On Track- More practice for 10.4
- Almost there-Reteach 10.4
- Ready for more- Challenge 10.4

### Differentiation Options-

- Reteach & Challenge pg. 253

MA.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.
MA.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.
MA.K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.
MA.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.

## LESSON 10.5

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	10.5- We are learning to identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group by matching.
<b>Student Learning Strategies</b>	Students will: <ul style="list-style-type: none"><li>- use objects to count and identify whether the number of objects in one group is greater than, less than or equal to another groups.</li><li>- use matching and counting strategies.</li></ul>
<b>Success Criteria</b>	I can compare groups of objects and identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group by matching.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"><li>• Turn and Talk questions, pgs. 255-257</li><li>• Check for understanding, pg. 257</li></ul>

	<ul style="list-style-type: none"> <li>• On your own, pg. 258</li> </ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge pg. 255B and Spark your learning pg. 255D</p> <p><b>Mini Lesson:</b> Build Your Understanding, pgs. 255-256</p> <p><b>Guided Practice:</b> Check Understanding, pg. 257</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket , pg. 258</p> <p><b>Resources:</b> Into Math Teacher Edition Module 10</p>
<b>Suggested Modifications</b>	<p><b>Small Group Options-</b> Page 255c</p> <ul style="list-style-type: none"> <li>• On Track</li> <li>• Almost There</li> <li>• Ready for More</li> </ul> <p><b>Math Center Option-</b> Page 255c</p> <ul style="list-style-type: none"> <li>• On Track- More practice for 10.5/Standards Practice: Compare the number of objects in two groups.</li> <li>• Almost there-Reteach 10.5</li> <li>• Ready for more- Challenge 10.5</li> </ul> <p><b>Differentiation Options-</b></p> <ul style="list-style-type: none"> <li>• Reteach &amp; Challenge pg. 257</li> </ul>

MA.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.

MA.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.

## LESSON 10.6

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	10.6- We are learning to compare two numbers within 10 to determine which is greater, which is less or if the numbers are equal.
<b>Student Learning Strategies</b>	Students will: - use objects to count and compare numbers between 1 and 10.
<b>Success Criteria</b>	I can compare two numbers within 10 to determine

	<p>which is greater, which is less, or if the numbers are equal.</p>
<p><b>Formative Assessment (drives instructional decisions)</b></p>	<ul style="list-style-type: none"> <li>• Turn and Talk questions, pgs. 259</li> <li>• Check for understanding, pg. 260</li> <li>• On your own, pg. 261-262</li> </ul>
<p><b>Activities and Resources</b></p>	<p><b>Warm Up:</b> Activate Prior Knowledge pg. 259B and Spark your learning pg. 259D  <b>Mini Lesson:</b> Build Your Understanding, pgs. 259-260  <b>Guided Practice:</b> Check Understanding, pg. 260  <b>Independent Practice:</b> On Your Own &amp; Exit Ticket pg. 261-262  <b>Resources:</b> Into Math Teacher Edition Module 10</p>
<p><b>Suggested Modifications</b></p>	<p><b>Small Group Options-</b> Page 259c</p> <ul style="list-style-type: none"> <li>• On Track</li> <li>• Almost There</li> <li>• Ready for More</li> </ul> <p><b>Math Center Option-</b> Page 259c</p> <ul style="list-style-type: none"> <li>• On Track- More practice for 10.6/Fluency Builder: Addition and Subtraction with 5/My learning summary/Standards Practice: Compare two numbers between 1 and 10 as written numerals</li> <li>• Almost there-Reteach 10.6/Rtl Tier 2 Skill 11</li> <li>• Ready for more- Challenge 10.6</li> </ul> <p><b>Differentiation Options-</b></p> <ul style="list-style-type: none"> <li>• Reteach &amp; Challenge pg. 260</li> </ul>

MA.K.CC.C.7

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

MA.K.MD.B.3

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

## MODULE 11

### Module 11- Add to and take from within 10

## LESSON 11.1

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	11.1- We are learning to represent an addition problem by acting out and drawing.
<b>Student Learning Strategies</b>	Students will: <ul style="list-style-type: none"><li>• represent addition with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.</li><li>• solve addition problems within 10 by using objects or drawings to represent the problem.</li></ul>
<b>Success Criteria</b>	I can act out a group joining another group and add to find the total.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"><li>• Turn and Talk questions, pgs. 267, 268</li><li>• Check for understanding, pg. 269</li><li>• On your own, pg. 270</li></ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge, pg. 267B &amp; Spark Your Learning, TE pg. 267D, Student pg. 267</p> <p><b>Mini Lesson:</b> Build Your Understanding, pgs. 268-269</p> <p><b>Guided Practice:</b> Check Understanding, pg. 269</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket , page 270</p> <p><b>Resources:</b> Into Math Teacher Edition Module 11</p>
<b>Suggested Modifications</b>	<p><b>Small Group Options-</b> Page 267c</p> <ul style="list-style-type: none"><li>• On Track</li><li>• Almost There</li><li>• Ready for More</li></ul> <p><b>Math Center Option-</b> Page 267c</p> <ul style="list-style-type: none"><li>• On Track- More practice for 11.1</li><li>• Almost there-Reteach 11.1</li><li>• Ready for more- Challenge 11.1</li></ul>

### Differentiation Options-

- Reteach & Challenge pg. 269

MA.K.CC.A.1

Count to 100 by ones and by tens.

MA.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.

MA.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.

## LESSON 11. 2

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	11.2- We are learning to represent a subtraction problem by acting out and drawing.
<b>Student Learning Strategies</b>	Students will: <ul style="list-style-type: none"><li>• represent subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.</li><li>• solve subtraction problems within 10 by using objects or drawings to represent the problem.</li></ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"><li>• I can act out some leaving a group to find how many are left.</li></ul>
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"><li>• Turn and Talk questions, pgs. 271, 272</li><li>• Check for understanding, pg. 273</li><li>• On your own, pg. 274</li></ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge, pg. 271B &amp; Spark Your Learning, TE pg. 271D, Student pg. 271</p> <p><b>Mini Lesson:</b> Build Your Understanding, pgs. 272-273</p> <p><b>Guided Practice:</b> Check Understanding, pg. 273</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket , page 274</p>

	<b>Resources:</b> Into Math Teacher Edition Module 11
<b>Suggested Modifications</b>	<p><b>Small Group Options-</b> Page 271c</p> <ul style="list-style-type: none"> <li>• On Track</li> <li>• Almost There</li> <li>• Ready for More</li> </ul> <p><b>Math Center Option-</b> Page 271c</p> <ul style="list-style-type: none"> <li>• On Track- More practice for 11.2</li> <li>• Almost there-Reteach 11.2</li> <li>• Ready for more- Challenge 11.2</li> </ul> <p><b>Differentiation Options-</b></p> <ul style="list-style-type: none"> <li>• Reteach &amp; Challenge pg. 273</li> </ul>

MA.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.
MA.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.
MA.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.

### LESSON 11.3

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	11.3- We are learning to solve Add To problems with action, drawings, and an equation.
<b>Student Learning Strategies</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• solve addition problems within 10 by using objects or drawings to represent the problem.</li> <li>• represent addition with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.</li> <li>• fluently add within 10.</li> </ul>
<b>Success Criteria</b>	I can find the solution to an Add To addition

	problem.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"> <li>• Turn and Talk questions, pgs. 275, 276, &amp; 277</li> <li>• Check for understanding, pg. 278</li> <li>• On your own, pg. 279-280</li> </ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge, pg. 275B &amp; Spark Your Learning, TE pg. 275D, Student pg. 275</p> <p><b>Mini Lesson:</b> Build Your Understanding, pg. 276 &amp; Step It Out, pgs. 277-278</p> <p><b>Guided Practice:</b> Check Understanding, pg. 278</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket , pgs. 279-280</p> <p><b>Resources:</b> Into Math Teacher Edition Module 11</p>
<b>Suggested Modifications</b>	<p><b>Small Group Options-</b> Page 275c</p> <ul style="list-style-type: none"> <li>• On Track</li> <li>• Almost There</li> <li>• Ready for More</li> </ul> <p><b>Math Center Option-</b> Page 275c</p> <ul style="list-style-type: none"> <li>• On Track- More practice for 11.3</li> <li>• Almost there-Reteach 11.3</li> <li>• Ready for more- Challenge 11.3</li> </ul> <p><b>Differentiation Options-</b></p> <ul style="list-style-type: none"> <li>• Reteach &amp; Challenge pg. 278</li> </ul>

MA.K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
MA.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.
MA.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.

## LESSON 11.4

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	11.4- We are learning to solve take from problems with action, drawings, and an equation.
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<p><b>Student Learning Strategies</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• solve subtraction problems within 10 by using objects or drawings to represent the problem.</li> <li>• represent subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.</li> <li>• fluently add within 10.</li> </ul>
<p><b>Success Criteria</b></p>	<p>I can cross out objects to show how many are taken away and to find how many are left.</p>
<p><b>Formative Assessment (drives instructional decisions)</b></p>	<ul style="list-style-type: none"> <li>• Turn and Talk questions, pgs. 281, 282, &amp; 283</li> <li>• Check for understanding, pg. 284</li> <li>• On your own, pg. 285-286</li> </ul>
<p><b>Activities and Resources</b></p>	<p><b>Warm Up:</b> Activate Prior Knowledge, pg. 281B &amp; Spark Your Learning, TE pg. 281D, Student pg. 281</p> <p><b>Mini Lesson:</b> Build Your Understanding, pg. 282 &amp; Step It Out, pgs. 283-284</p> <p><b>Guided Practice:</b> Check Understanding, pg. 284</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket , pgs. 285-286</p> <p><b>Resources:</b> Into Math Teacher Edition Module 11</p>
<p><b>Suggested Modifications</b></p>	<p><b>Small Group Options-</b> Page 281c</p> <ul style="list-style-type: none"> <li>• On Track</li> <li>• Almost There</li> <li>• Ready for More</li> </ul> <p><b>Math Center Option-</b> Page 281c</p> <ul style="list-style-type: none"> <li>• On Track- More practice for 11.4</li> <li>• Almost there-Reteach 11.4</li> <li>• Ready for more- Challenge 11.4</li> </ul> <p><b>Differentiation Options-</b></p> <ul style="list-style-type: none"> <li>• Reteach &amp; Challenge pg. 284</li> </ul>

MA.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.

MA.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.

## LESSON 11.5

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	11.5- We are learning to solve addition problems with objects, drawings, and an equation.
<b>Student Learning Strategies</b>	Students will: <ul style="list-style-type: none"><li>• represent addition problems with objects, drawings, and equations.</li><li>• use reasoning to give verbal explanations of addition problems.</li></ul>
<b>Success Criteria</b>	I can write an addition equation to model a problem.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"><li>• Turn and Talk questions, pgs. 287, 288, &amp; 289</li><li>• Check for understanding, pg. 289</li><li>• On your own, pg. 290-292</li></ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge, pg. 287B</p> <p><b>Mini Lesson:</b> Step It Out, pgs. 287-289</p> <p><b>Guided Practice:</b> Check Understanding, pg. 289</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket , pgs. 290-292</p> <p><b>Resources:</b> Into Math Teacher Edition Module 11</p>
<b>Suggested Modifications</b>	<p><b>Small Group Options-</b> Page 287c</p> <ul style="list-style-type: none"><li>• On Track</li><li>• Almost There</li><li>• Ready for More</li></ul> <p><b>Math Center Option-</b> Page 287c</p> <ul style="list-style-type: none"><li>• On Track- More practice for 11.5</li><li>• Almost there-Reteach 11.5</li></ul>

- Ready for more- Challenge 11.5

**Differentiation Options-**

- Reteach & Challenge pg. 289

MA.K.CC.C.7

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

MA.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.

MA.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.

**LESSON 11.6**

<p><b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b></p>	<p>11.6- We are learning to solve subtraction problems with objects, drawings, and an equation.</p>
<p><b>Student Learning Strategies</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• represent subtraction problems with objects, drawings, and equations.</li> <li>• use reasoning to give verbal explanations of subtraction problems.</li> </ul>
<p><b>Success Criteria</b></p>	<ul style="list-style-type: none"> <li>• I can write an equation to model a subtraction problem and solve it.</li> </ul>
<p><b>Formative Assessment (drives instructional decisions)</b></p>	<ul style="list-style-type: none"> <li>• Turn and Talk questions, pgs. 294, 295</li> <li>• Check for understanding, pg. 295</li> <li>• On your own, pg. 296-298</li> </ul>
<p><b>Activities and Resources</b></p>	<p><b>Warm Up:</b> Activate Prior Knowledge, pg. 293B  <b>Mini Lesson:</b> Step It Out, pgs. 293-295  <b>Guided Practice:</b>  Check Understanding, pg. 295  <b>Independent Practice:</b> On Your Own &amp; Exit Ticket , pgs. 296-298  <b>Resources:</b> Into Math Teacher Edition Module 11</p>

## Suggested Modifications

### Small Group Options- Page 293c

- On Track
- Almost There
- Ready for More

### Math Center Option- Page 293c

- On Track- More practice for 11.6
- Almost there-Reteach 11.6
- Ready for more- Challenge 11.6

### Differentiation Options-

- Reteach & Challenge pg. 295

MA.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.

MA.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.

## LESSON 11.7

### Student Learning Intentions (SLI) WALT: (We are learning to...)

11.7- We are learning to solve result unknown word problems.

### Student Learning Strategies

Students will:

- represent addition and subtraction problems with objects, drawings, and equations.
- solve result unknown problems.

### Success Criteria

I can draw to represent an addition or subtraction word problem and write the equation.

### Formative Assessment (drives instructional decisions)

- Turn and Talk questions, pgs. 299-301
- Check for understanding, pg. 301
- On your own, pgs. 302-304

### Activities and Resources

**Warm Up:** Activate Prior Knowledge, pg. 299B  
**Mini Lesson:** Step It Out, pgs. 299-301

	<p><b>Guided Practice:</b> Check Understanding, pg. 301</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket , pgs. 302-304</p> <p><b>Resources:</b> Into Math Teacher Edition Module 11</p>
<p><b>Suggested Modifications</b></p>	<p><b>Small Group Options-</b> Page 299c</p> <ul style="list-style-type: none"> <li>• On Track</li> <li>• Almost There</li> <li>• Ready for More</li> </ul> <p><b>Math Center Option-</b> Page 299c</p> <ul style="list-style-type: none"> <li>• On Track- More practice for 11.7</li> <li>• Almost there-Reteach 11.7</li> <li>• Ready for more- Challenge 11.7</li> </ul> <p><b>Differentiation Options-</b></p> <ul style="list-style-type: none"> <li>• Reteach &amp; Challenge pg. 301</li> </ul>

<p>MA.K.OA.A.1</p>	<p>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.</p>
<p>MA.K.OA.A.2</p>	<p>Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>

## MODULE 12

### Module 12- Put together and take apart within 10

#### LESSON 12.1

<p><b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b></p>	<p>12.1- We are learning to understand how objects, drawings, and equations represent addition problems.</p>
<p><b>Student Learning Strategies</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• represent addition within 10 using objects, drawings, actions, and equations.</li> </ul>

<b>Success Criteria</b>	I can represent Put Together addition of two groups using drawings, objects, and equations.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"> <li>• Turn and Talk questions, pgs. 309, 311</li> <li>• Check for understanding, pg. 311</li> <li>• On your own, pg. 312</li> </ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge, pg. 309B &amp; Spark Your Learning, TE pg. 309D, Student pg. 309</p> <p><b>Mini Lesson:</b> Build Your Understanding, pgs. 310-311</p> <p><b>Guided Practice:</b> Check Understanding, pg. 311</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket , pg. 312</p> <p><b>Resources:</b> Into Math Teacher Edition Module 12</p>
<b>Suggested Modifications</b>	<p><b>Small Group Options-</b> Page 309c</p> <ul style="list-style-type: none"> <li>• On Track</li> <li>• Almost There</li> <li>• Ready for More</li> </ul> <p><b>Math Center Option-</b> Page 309c</p> <ul style="list-style-type: none"> <li>• On Track- More practice for 12.1</li> <li>• Almost there-Reteach 12.1</li> <li>• Ready for more- Challenge 12.1</li> </ul> <p><b>Differentiation Options-</b></p> <ul style="list-style-type: none"> <li>• Reteach &amp; Challenge pg. 311</li> </ul>

MA.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.

MA.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.

## LESSON 12.2

**Student Learning Intentions (SLI) WALT: (We are learning to...)**

12.2- We are learning to understand how objects, drawings, and equations represent subtraction problems.

<b>Student Learning Strategies</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• represent subtraction within 10 using objects, drawings, actions, and equations.</li> </ul>
<b>Success Criteria</b>	<p>I can represent Take Apart subtraction using drawings, objects, and equations.</p>
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"> <li>• Turn and Talk questions, pgs. 313, 314, and 315</li> <li>• Check for understanding, pg. 315</li> <li>• On your own, pg. 316</li> </ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge, pg. 313B &amp; Spark Your Learning, TE pg. 313D, Student pg. 313</p> <p><b>Mini Lesson:</b> Build Your Understanding, pgs. 314-315</p> <p><b>Guided Practice:</b> Check Understanding, pg. 315</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket , pg. 316</p> <p><b>Resources:</b> Into Math Teacher Edition Module 12</p>
<b>Suggested Modifications</b>	<p><b>Small Group Options-</b> Page 313c</p> <ul style="list-style-type: none"> <li>• On Track</li> <li>• Almost There</li> <li>• Ready for More</li> </ul> <p><b>Math Center Option-</b> Page 313c</p> <ul style="list-style-type: none"> <li>• On Track- More practice for 12.2</li> <li>• Almost there-Reteach 12.2</li> <li>• Ready for more- Challenge 12.2</li> </ul> <p><b>Differentiation Options-</b></p> <ul style="list-style-type: none"> <li>• Reteach &amp; Challenge pg. 315</li> </ul>

MA.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.

MA.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.

## LESSON 12.3

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	12.3- We are learning to use objects, drawings, and equations to solve Put Together problems within 10.
<b>Student Learning Strategies</b>	Students will: <ul style="list-style-type: none"><li>• solve addition problems within 10 using objects, drawings, actions, and equations.</li></ul>
<b>Success Criteria</b>	I can add to a group to find how many there are now and represent the problem with numbers.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"><li>• Turn and Talk questions, pgs. 317, 319</li><li>• Check for understanding, pg. 320</li><li>• On your own, pgs. 321-322</li></ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge, pg. 317B &amp; Spark Your Learning, TE pg. 317D, Student pg. 317</p> <p><b>Mini Lesson:</b> Build Your Understanding, pgs. 318-319 &amp; Step It Out, pg.320</p> <p><b>Guided Practice:</b> Check Understanding, pg. 320</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket , pgs. 321-322</p> <p><b>Resources:</b> Into Math Teacher Edition Module 12</p>
<b>Suggested Modifications</b>	<p><b>Small Group Options-</b> Page 317c</p> <ul style="list-style-type: none"><li>• On Track</li><li>• Almost There</li><li>• Ready for More</li></ul> <p><b>Math Center Option-</b> Page 317c</p> <ul style="list-style-type: none"><li>• On Track- More practice for 12.3</li><li>• Almost there-Reteach 12.3</li><li>• Ready for more- Challenge 12.3</li></ul> <p><b>Differentiation Options-</b></p> <ul style="list-style-type: none"><li>• Reteach &amp; Challenge pg. 320</li></ul>

MA.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.

MA.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.

## LESSON 12.4

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	12.4- We are learning to use objects, drawings, and equations to solve Take Apart problems within 10.
<b>Student Learning Strategies</b>	Students will: <ul style="list-style-type: none"><li>• solve subtraction problems within 10 using objects, drawings, actions, and equations.</li></ul>
<b>Success Criteria</b>	I can solve subtraction word problems using objects and drawings and write equations to model the problems.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"><li>• Turn and Talk questions, pgs. 323, 325</li><li>• Check for understanding, pg. 326</li><li>• On your own, pgs. 327-328</li></ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge, pg. 323B &amp; Spark Your Learning, TE pg. 323D, Student pg. 323</p> <p><b>Mini Lesson:</b> Build Your Understanding, pgs. 324-325 &amp; Step It Out, pg.326</p> <p><b>Guided Practice:</b> Check Understanding, pg. 326</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket , pgs. 327-328</p> <p><b>Resources:</b> Into Math Teacher Edition Module 12</p>
<b>Suggested Modifications</b>	<p><b>Small Group Options-</b> Page 323c</p> <ul style="list-style-type: none"><li>• On Track</li><li>• Almost There</li><li>• Ready for More</li></ul> <p><b>Math Center Option-</b> Page 323c</p> <ul style="list-style-type: none"><li>• On Track- More practice for 12.4</li><li>• Almost there-Reteach 12.4</li></ul>

- Ready for more- Challenge 12.4

**Differentiation Options-**

- Reteach & Challenge pg. 326

MA.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.
MA.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.
MA.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.

**LESSON 12.5**

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	12.5- We are learning to use equations, objects, and drawings to solve Put Together and Take Apart word problems within 10.
<b>Student Learning Strategies</b>	Students will: <ul style="list-style-type: none"> <li>• solve addition and subtraction problems within 10 using objects, drawings, actions, and equations.</li> </ul>
<b>Success Criteria</b>	I can recognize addition and subtraction word problems and solve problems using objects and drawings and writing equations.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"> <li>• Turn and Talk questions, pgs. 329, 330, and 331</li> <li>• Check for understanding, pg. 331</li> <li>• On your own, pgs. 333-334</li> </ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge, pg. 329B &amp; Spark Your Learning, TE pg. 329D, Student pg. 329</p> <p><b>Mini Lesson:</b> Step It Out, pgs.329-331</p> <p><b>Guided Practice:</b> Check Understanding, pg. 331</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket , pgs. 333-334</p>

	<b>Resources:</b> Into Math Teacher Edition Module 12
<b>Suggested Modifications</b>	<p><b>Small Group Options-</b> Page 329c</p> <ul style="list-style-type: none"> <li>• On Track</li> <li>• Almost There</li> <li>• Ready for More</li> </ul> <p><b>Math Center Option-</b> Page 329c</p> <ul style="list-style-type: none"> <li>• On Track- More practice for 12.5</li> <li>• Almost there-Reteach 12.5</li> <li>• Ready for more- Challenge 12.5</li> </ul> <p><b>Differentiation Options-</b></p> <ul style="list-style-type: none"> <li>• Reteach &amp; Challenge pg. 331</li> </ul>

MA.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.

MA.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.

## MODULE 13

### Module 13- Ways to make numbers to 10

#### LESSON 13.3

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	13.3- We are learning to decompose the number 9 into pairs in more than one way using objects or drawings and equations.
<b>Student Learning Strategies</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• decompose the number 9.</li> <li>• use objects, drawings, and equations to find and represent different ways to make 9.</li> </ul>
<b>Success Criteria</b>	I can use two different groups of objects or drawings to represent the number 9 in more

	than one way.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"> <li>• Turn and Talk questions, pgs. 347, 348, &amp; 349</li> <li>• Check for understanding, pg. 349</li> <li>• On your own, pg. 350</li> </ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge, pg. 347B &amp; Spark Your Learning, TE pg. 347D, Student pg. 347</p> <p><b>Mini Lesson:</b> Build Your Understanding pg. 348 &amp; Step It Out, pg.349</p> <p><b>Guided Practice:</b> Check Understanding, pg. 349</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket , pgs. 350</p> <p><b>Resources:</b> Into Math Teacher Edition Module 13</p>
<b>Suggested Modifications</b>	<p><b>Small Group Options-</b> Page 347c</p> <ul style="list-style-type: none"> <li>• On Track</li> <li>• Almost There</li> <li>• Ready for More</li> </ul> <p><b>Math Center Option-</b> Page 347c</p> <ul style="list-style-type: none"> <li>• On Track- More practice for 13.3</li> <li>• Almost there-Reteach 13.3</li> <li>• Ready for more- Challenge 13.3</li> </ul> <p><b>Differentiation Options-</b></p> <ul style="list-style-type: none"> <li>• Reteach &amp; Challenge pg. 349</li> </ul>

MA.K.CC.B.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.

MA.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.

MA.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.

MA.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  $5 = 4 + 1$ ).

## LESSON 13.2

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	13.2- We are learning to decompose the number 8 into pairs in more than one way using objects or drawings and equations.
<b>Student Learning Strategies</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• decompose the number 8.</li> <li>• use objects, drawings, and equations to find and represent different ways to make 8.</li> </ul>
<b>Success Criteria</b>	I can use two different groups of objects or drawings to represent the number 8 in more than one way.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"> <li>• Turn and Talk questions, pgs. 343, 344</li> <li>• Check for understanding, pg. 345</li> <li>• On your own, pg. 346</li> </ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge, pg. 343B &amp; Spark Your Learning, TE pg. 343D, Student pg. 343</p> <p><b>Mini Lesson:</b> Build Your Understanding pg. 344 &amp; Step It Out, pg.345</p> <p><b>Guided Practice:</b> Check Understanding, pg. 345</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket , pgs. 346</p> <p><b>Resources:</b> Into Math Teacher Edition Module 13</p>
<b>Suggested Modifications</b>	<p><b>Small Group Options-</b> Page 343c</p> <ul style="list-style-type: none"> <li>• On Track</li> <li>• Almost There</li> <li>• Ready for More</li> </ul> <p><b>Math Center Option-</b> Page 343c</p> <ul style="list-style-type: none"> <li>• On Track- More practice for 13.2</li> <li>• Almost there-Reteach 13.2</li> <li>• Ready for more- Challenge 13.2</li> </ul> <p><b>Differentiation Options-</b></p> <ul style="list-style-type: none"> <li>• Reteach &amp; Challenge pg. 345</li> </ul>

were counted.

MA.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.

MA.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  $5 = 4 + 1$ ).

## LESSON 13.1

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	13.1- We are learning to decompose the numbers 6 and 7 into pairs in more than one way using objects or drawings and equations.
<b>Student Learning Strategies</b>	Students will: <ul style="list-style-type: none"><li>• decompose the numbers 6 and 7.</li><li>• use objects, drawings, and equations to find and represent different ways to make 6 and 7</li></ul>
<b>Success Criteria</b>	I can use two different groups of objects or drawings to represent the numbers 6 and 7 in more than one way.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"><li>• Turn and Talk questions, pgs. 339, 340</li><li>• Check for understanding, pg. 341</li><li>• On your own, pg. 342</li></ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge, pg. 339B &amp; Spark Your Learning, TE pg. 339D, Student pg. 339</p> <p><b>Mini Lesson:</b> Build Your Understanding pg. 340 &amp; Step It Out, pg.341</p> <p><b>Guided Practice:</b> Check Understanding, pg. 341</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket , pgs. 342</p> <p><b>Resources:</b> Into Math Teacher Edition Module 13</p>
<b>Suggested Modifications</b>	<p><b>Small Group Options-</b> Page 339c</p> <ul style="list-style-type: none"><li>• On Track</li><li>• Almost There</li><li>• Ready for More</li></ul>

**Math Center Option-** Page 339c

- On Track- More practice for 13.1
- Almost there-Reteach 13.1
- Ready for more- Challenge 13.1

**Differentiation Options-**

- Reteach & Challenge pg. 341

MA.K.CC.B.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.
MA.K.CC.B.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.
MA.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.
MA.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 $5 = 4 + 1$ ).

**LESSON 13.4**

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	13.4- We are learning to decompose the number 10 into pairs in more than one way using objects or drawings and equations.
<b>Student Learning Strategies</b>	Students will: <ul style="list-style-type: none"><li>• decompose the number 10.</li><li>• use objects, drawings, and equations to find and represent different ways to make 10.</li></ul>
<b>Success Criteria</b>	I can use two different groups of objects or drawings to represent the number 10 in more than one way.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"><li>• Turn and Talk questions, pgs. 351, 353</li><li>• Check for understanding, pg. 352</li><li>• On your own, pg. 353-354</li></ul>

<p><b>Activities and Resources</b></p>	<p><b>Warm Up:</b> Activate Prior Knowledge, pg. 351B  <b>Mini Lesson:</b> Step It Out, Teacher pg. 351D, Student pgs.351-352  <b>Guided Practice:</b> Check Understanding, pg. 352  <b>Independent Practice:</b> On Your Own &amp; Exit Ticket , pgs. 353-354  <b>Resources:</b> Into Math Teacher Edition Module 13</p>
<p><b>Suggested Modifications</b></p>	<p><b>Small Group Options-</b> Page 351c</p> <ul style="list-style-type: none"> <li>• On Track</li> <li>• Almost There</li> <li>• Ready for More</li> </ul> <p><b>Math Center Option-</b> Page 351c</p> <ul style="list-style-type: none"> <li>• On Track- More practice for 13.4</li> <li>• Almost there-Reteach 13.4</li> <li>• Ready for more- Challenge 13.4</li> </ul> <p><b>Differentiation Options-</b></p> <ul style="list-style-type: none"> <li>• Reteach &amp; Challenge pg. 352</li> </ul>

<p>MA.K.CC.B.4b</p>	<p>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.</p>
<p>MA.K.OA.A.1</p>	<p>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.</p>
<p>MA.K.OA.A.3</p>	<p>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., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p>

## LESSON 13.5

<p><b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b></p>	<p>13.5- We are learning to understand how to use objects and drawings to find the number that makes 10 when added to a given number.</p>
<p><b>Student Learning Strategies</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• find the number that makes 10 when added to a given number.</li> <li>• understand the last number said tells the</li> </ul>

	number of objects counted.
<b>Success Criteria</b>	I can make 10 from a given number, 1–9.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"> <li>• Turn and Talk questions, pgs. 355, 357</li> <li>• Check for understanding, pg. 356</li> <li>• On your own, pg. 357-358</li> </ul>
<b>Activities and Resources</b>	<p><b>Warm Up:</b> Activate Prior Knowledge, pg. 355B</p> <p><b>Mini Lesson:</b> Step It Out, Teacher pg. 355D, Student pgs.355-356</p> <p><b>Guided Practice:</b> Check Understanding, pg. 356</p> <p><b>Independent Practice:</b> On Your Own &amp; Exit Ticket , pgs. 357-358</p> <p><b>Resources:</b> Into Math Teacher Edition Module 13</p>
<b>Suggested Modifications</b>	<p><b>Small Group Options-</b> Page 355c</p> <ul style="list-style-type: none"> <li>• On Track</li> <li>• Almost There</li> <li>• Ready for More</li> </ul> <p><b>Math Center Option-</b> Page 355c</p> <ul style="list-style-type: none"> <li>• On Track- More practice for 13.5</li> <li>• Almost there-Reteach 13.5</li> <li>• Ready for more- Challenge 13.5</li> </ul> <p><b>Differentiation Options-</b></p> <ul style="list-style-type: none"> <li>• Reteach &amp; Challenge pg. 356</li> </ul>

MA.K.CC.C.7

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

MA.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.

MA.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.

MA.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.

## REFLECTIONS

**INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS  
FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS**

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