Unit 1: Count Sequence and Numbers to 5

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

UNIT RATIONALE

The purpose of this unit is to be able to represent numbers to 5 with objects and written numerals. Students will also be able to match and count, classify, count and sort numbers to 5. Students will also be able to add to and take from within 5, as well as put together and take apart within 5.

ESSENTIAL QUESTIONS

Module 1: Represent numbers to 5 with objects

1. How can we draw pictures to represent numbers 1-5?

Module 2: Represent numbers to 5 with a written numeral

1. How do we count and write numbers 1-5?
2. How do we make groups of 1 to 5 in the correct order?

Module 3: Matching and counting numbers to 5

1. How can we draw pictures to show and compare two groups to find the greater number?
2. How can we draw pictures to show and compare two groups to find the number that is less?
3. How can we show two equal groups?

Module 4: Classify, count, and sort objects

1. How do we sort and classify objects?

Module 5: Add to and take from within 5

1. By using numbers to represent the problem, how can we add to show how many there are in a group?
2. By using numbers to represent the problem, how can we subtract to show how many there are in a group?
3. How can we solve addition and subtraction problems with an equation?

Module 6: Put together and take apart within 5

1. How do we represent addition and subtraction problems with objects or drawings to find the total?
2. How can we solve addition and subtraction problems by putting together/taking apart groups and using an equation?

3. How can we use mental math to solve addition and subtraction problems?

help

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey Common Core - Kindergarten - Mathematics

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.5

Fluently add and subtract within 5.

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.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.5	Demonstrate fluency for addition and subtraction within 5.
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

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

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

PRE-ASSESSMENTS

Module 1- Represent Numbers to 5 with Objects, Are You Ready?, pg. 4
Module 2- Represent Numbers to 5 within a written numeral, Are You Ready?, pg. 28
Module 3- Matching and Counting Numbers to 5, Are You Ready?, pg. 52
Module 4- Classify, Count, and Sort Objects, Are You Ready?, pg. 80
Module 5- Add To and Take from Within 5, Are You Ready?, pg. 100
Module 6- Put Together and Take Apart Within 5, Are You Ready?, pg. 142

INSTRUCTIONAL PLAN

MODULE 1

Model 1- Represent Numbers to 5 with Objects

LESSON 1.1

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 1.1- We are learning to understand 1 and 2 by using objects to represent and count.
Student Learning Strategies	Students will: -use objects and drawings to represent each numbe name. -use their objects or drawings to identify how many are in each group.
Success Criteria	I CAN draw pictures to represent the numbers 1 and 2.
Formative Assessment (drives instructional decisions)	-Turn and Talk questions, pgs. 5, 6, 7. -Check for understanding, pg. 7 -On your own, pg. 8
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 5B & Spark Your Learning, pg. 5D **Mini Lesson:** Build Your Understanding, pgs. 6-7 **Guided Practice**: Check Understanding, pg. 7 **Independent Practice:** On Your Own, page 8 &

	Exit Ticket Online **Resources:** Into Math Teacher Edition Module 1
Suggested Modifications	Plan for differentiated instruction-Pg. 5c **Small Group Options-** On Track- pg. 5c activity Almost there-pg. 5c activity Ready for more-pg. 5c activity **Math Center Option-** On Track- More practice for 1.1/Interactive glossary Almost there-Reteach 1.1/Interactive reteach 1.1/RtI Tier 2 Skill 7 Ready for more- Challenge 1.1/Interactive Challenge 1.1

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 1.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 1.2- We are learning to understand 3 and 4 by using objects to represent and count.
Student Learning Strategies	-Students will: - use objects and drawings to represent each number name.

	- use their objects or drawings to identify how many are in each group.
Success Criteria	I can draw pictures to represent the numbers 3 and 4.
Formative Assessment (drives instructional decisions)	-Turn and Talk questions, pgs. 9 and 10 -Check for understanding, pg. 11 -On your own, pg. 12
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 9B & Spark Your Learning, pg. 9D **Mini Lesson:** Build Your Understanding, pgs. 10-11 **Guided Practice**: Check Understanding, pg. 11 **Independent Practice:** On Your Own, page 12 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 1
Suggested Modifications	Plan for differentiated instruction-Pg. 9c **Small Group Options-** On Track- pg. 9c activity Almost there-pg. 9c activity Ready for more-pg. 9c activity **Math Center Option-** On Track- More practice for 1.2/Interactive glossary Almost there-Reteach 1.2/Interactive reteach 1.2/Poggles MX: Addition and Subtraction, Level 2, Add 1-3 Ready for more- Challenge 1.2/Interactive Challenge 1.2

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 1.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 1.3- We are learning to understand counting up to 5 by using objects to represent and count.
Student Learning Strategies	Students will: - use objects and drawings to represent each number name. -use their objects or drawings to identify how many are in each group.
Success Criteria	I can draw pictures to represent numbers up to 5.
Formative Assessment (drives instructional decisions)	-Turn and Talk questions, pgs. 13 and 14 -Check for understanding, pg. 15 -On your own, pg. 16
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 13B & Spark Your Learning, pg. 13D **Mini Lesson:** Build Your Understanding, pgs. 14-15 **Guided Practice**: Check Understanding, pg. 15 **Independent Practice:** On Your Own, page 16 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 1
Suggested Modifications	Plan for differentiated instruction-Pg. 13c **Small Group Options-** On Track- pg. 13c activity

	Almost there-pg. 9c activity Ready for more-pg. 13c activity **Math Center Option-** On Track- More practice for 1.3/Interactive glossary/My learning summary/Poggles MX:Addition and Subtraction, Level 3, Add 1-5 Almost there-Reteach 1.3/Interactive reteach 1.3/RtI Tier 2 Skills 2 and 4 Ready for more- Challenge 1.3/Interactive Challenge 1.3

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 1.4

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 1.4- We are learning to understand 0 to 5 by using objects to count and represent a word problem.
Student Learning Strategies	Students will: - use objects to represent numbers 0 to 5. - use objects to count and solve word problems.
Success Criteria	I can show the difference between groups of 0 and other numbers.

Formative Assessment (drives instructional decisions)	-Turn and Talk questions, pgs. 17 and 19 -Check for understanding, pg. 19 -On your own, pg. 20
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 17B & Spark Your Learning, pg. 17D **Mini Lesson:** Build Your Understanding, pgs. 18-19 **Guided Practice**: Check Understanding, pg. 19 **Independent Practice:** On Your Own, page 20 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 1
Suggested Modifications	Plan for differentiated instruction-Pg. 17c **Small Group Options-** On Track- pg. 17c activity Almost there-pg. 17c activity Ready for more-pg. 17c activity **Math Center Option-** On Track- More practice for 1.4/Interactive glossary Almost there-Reteach 1.4/Interactive reteach 1.4/RtI Tier 2 Skills 2 and 4 Ready for more- Challenge 1.4/Interactive Challenge 1.4

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.

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 1.5

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 1.5- We are learning to understand 5 in more than one way by using two groups of objects or drawings to represent 5.
Student Learning Strategies	Students will: -use drawings or objects to represent 5 in two groups.
Success Criteria	I can make a group of five objects starting with two different groups.
Formative Assessment (drives instructional decisions)	-Turn and Talk questions, pgs. 21 and 23 -Check for understanding, pg. 23 -On your own, pg. 24
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 21B & Spark Your Learning, pg. 21D **Mini Lesson:** Build Your Understanding, pgs. 22-23 **Guided Practice**: Check Understanding, pg. 23 **Independent Practice:** On Your Own, page 24 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 1
Suggested Modifications	Plan for differentiated instruction-Pg. 21c **Small Group Options-** On Track- pg. 21c activity Almost there-pg. 21c activity Ready for more-pg. 21c activity **Math Center Option-** On Track- More practice for 1.5/Interactive glossary/My Learning Summary/Poggles MX:

	Addition and Subtraction, Level 3, Add 1-5 Almost there-Reteach 1.5/Interactive reteach 1.5/RtI Tier 2 Skills 1 and 4 Ready for more- Challenge 1.5/Interactive Challenge 1.5

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.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.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).

MODULE 2

MODULE 2: Represent Numbers to 5 with a Written Numeral

LESSON 2.1

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 2.1- We are learning to understand the written numerals by counting and writing 0 and 1.
Student Learning Strategies	Students will: - use objects to count and write the numbers. -use objects to identify whether a group has 0 or 1.

Success Criteria	I can count and write the numbers 0 and 1.
Formative Assessment (drives instructional decisions)	-Turn and Talk questions, pgs. 29 and 31 -Check for understanding, pg. 31 -On your own, pg. 32
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 29B & Spark Your Learning, pg. 29D **Mini Lesson:** Build Your Understanding, pgs. 30-3 **Guided Practice**: Check Understanding, pg. 31 **Independent Practice:** On Your Own, page 32 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 2
Suggested Modifications	Plan for differentiated instruction-Pg.29c **Small Group Options-** On Track- pg. 29c activity Almost there-pg. 29c activity Ready for more-pg. 29c activity **Math Center Option-** On Track- More practice for 2.1/Interactive glossary Almost there-Reteach 2.1/Interactive reteach 2.1/RtI Tier 2 Skill 1 Ready for more- Challenge 2.1/Interactive Challenge 2.1

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.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 2.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 2.2- We are learning to understand the written numerals by counting and writing 2 and 3.
Student Learning Strategies	Students will - use objects to count and write the numbers. - use objects to identify whether a group has 2 or 3.
Success Criteria	I can count and write the numbers 2 and 3.
Formative Assessment (drives instructional decisions)	-Turn and Talk questions, pgs. 33, 34, and 35 -Check for understanding, pg. 35 -On your own, pg. 36
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 33B & Spark Your Learning, pg. 33D **Mini Lesson:** Build Your Understanding, pgs. 34-35 **Guided Practice**: Check Understanding, pg. 35 **Independent Practice:** On Your Own, page 36 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 2
Suggested Modifications	Plan for differentiated instruction-Pg. 33c **Small Group Options-** On Track- pg. 33c activity Almost there-pg. 33c activity Ready for more-pg. 33c activity

	Math Center Option- • On Track- More practice for 2.2/Interactive glossary/My Learning Summary/Game: Number Picture/Game: Number Line Up • Almost there-Reteach 2.2/Interactive reteach 2.2/RtI Tier 2 Skills • Ready for more- Challenge 2.2/Interactive Challenge 2.2

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.

LESSON 2.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 2.3- We are learning to understand the written numerals by counting and writing 4 and 5.
Student Learning Strategies	Students will: - use objects to count and write the numbers. - use objects to identify whether a group has 4 or 5.
Success Criteria	I can count and write the numbers 4 and 5.
Formative Assessment (drives instructional decisions)	-Turn and Talk questions, pgs. 37, 38 and 39 -Check for understanding, pg. 39 -On your own, pg. 40
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 37B & Spark Your Learning, pg. 37D **Mini Lesson:** Build Your Understanding, pgs. 38-39

	Guided Practice: Check Understanding, pg. 239 **Independent Practice:** On Your Own, page 40 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 2
Suggested Modifications	Plan for differentiated instruction-Pg. 37c **Small Group Options-** On Track- pg. 37c activity Almost there-pg. 37c activity Ready for more-pg. 37c activity **Math Center Option-** On Track- More practice for 2.3/Interactive glossary/Game: Number Picture/Game: Number Line Up Almost there-Reteach 2.3/Interactive reteach 2.3 Ready for more- Challenge 2.3/Interactive Challenge 2.3

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.

LESSON 2.4

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 2.4- We are learning to understand the written numerals by counting and writing 0 to 5.
Student Learning Strategies	Students will: - use objects to count and write the numbers. - use objects to identify whether a group has 0 to 5.
Success Criteria	I can count objects to 5 and write the correct number.
Formative Assessment (drives instructional decisions)	-Turn and Talk questions, pg.41 -Check for understanding, pg. 42 -On your own, pg. 43
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 41B & Spark Your Learning, pg. 41D **Mini Lesson:** Build Your Understanding, pgs. 41-42 **Guided Practice**: Check Understanding, pg. 42 **Independent Practice:** On Your Own, page 43-44 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 2
Suggested Modifications	Plan for differentiated instruction-Pg. 41c **Small Group Options-** On Track- pg. 41c activity Almost there-pg. 41c activity Ready for more-pg. 41c activity **Math Center Option-** On Track- More practice for 2.4/Poggles MX: Addition and Subtraction, Level 3, Add 1-5/Game: Number Picture/Game: Number Line Up Almost there-Reteach 2.4/Interactive reteach 2.4/RtI

	Tier 2 Skill 4 Ready for more- Challenge 2.4/Interactive Challenge 2.4

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.

LESSON2.5

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 2.5- We are learning to understand each successive number refers to a quantity that is one larger by using objects to demonstrate the order of numbers.
Student Learning Strategies	Students will: - use objects to represent numbers 1 to 5 in order.
Success Criteria	I can make groups of 1 to 5 in the correct order.
Formative Assessment (drives instructional decisions)	Turn and Talk questions, pg.46 -Check for understanding, pg. 46 -On your own, pg. 48
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 45B & Spark Your Learning, pg. 45D **Mini Lesson:** Build Your Understanding, pgs. 46-47 **Guided Practice**: Check Understanding, pg. 47 **Independent Practice:** On Your Own, page 48 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 2

Suggested Modifications	Plan for differentiated instruction-Pg. 45c **Small Group Options-** On Track- pg. 45c activity Almost there-pg. 45c activity Ready for more-pg. 45c activity **Math Center Option-** On Track- More practice/homework for 2.5/Interactive glossary/My Learning Summary/Game: Number Picture Almost there-Reteach 2.5/Interactive reteach 2.5/RtI Tier 3 Skill 8 Ready for more- Challenge 2.5/Interactive Challenge 2.5

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.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.

MODULE 3

MODULE 3: Matching and Counting Numbers to 5

LESSON 3.1

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 3.1- We are learning to identify the group that has a number of objects greater than a number of objects in another group.
Student Learning Strategies	Students will: - use objects and drawings to determine which group is greater.
Success Criteria	I can draw to show two groups and compare them to find out which group has a greater number of objects.
Formative Assessment (drives instructional decisions)	Turn and Talk questions, pg. 51 and 53 -Check for understanding, pg. 55 -On your own, pg. 56
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 53B & Spark Your Learning, pg. 53D **Mini Lesson:** Build Your Understanding, pgs. 54-55 **Guided Practice**: Check Understanding, pg. 55 **Independent Practice:** On Your Own, page 56 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 3
Suggested Modifications	Plan for differentiated instruction-Pg. 53c **Small Group Options-** On Track- pg. 53c activity Almost there-pg. 53c activity Ready for more-pg. 53c activity **Math Center Option-** On Track- More practice/homework for 3.1/Interactive glossary Almost there-Reteach 3.1/Interactive reteach 3.1/RtI

	Tier 2 Skill 2 Ready for more- Challenge 3.1/Interactive Challenge 3.1

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.
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 3.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 3.2- We are learning to identify the group that has a number of objects less than the number o objects in another group.
Student Learning Strategies	Students will: - use objects and drawings to determine which grou has less.
Success Criteria	I can draw to show two groups and compare them to find out which group has a lesser number of objects.
Formative Assessment (drives instructional decisions)	-Turn and Talk questions, pg. 57 and 59 -Check for understanding, pg. 59 -On your own, pg. 60
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 57B & Spark Your Learning, pg. 57D **Mini Lesson:** Build Your Understanding, pgs. 58-59 **Guided Practice**: Check Understanding, pg. 59 **Independent Practice:** On Your Own, page 60 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 3
Suggested Modifications	Plan for differentiated instruction-Pg. 57c **Small Group Options-** On Track- pg. 57c activity

	Almost there-pg. 57c activity Ready for more-pg. 57c activity **Math Center Option-** On Track- More practice/homework for 3.2/Interactive glossary Almost there-Reteach 3.2/Interactive reteach 3.2/RtI Tier 2 Skill 9 Ready for more- Challenge 3.2/Interactive Challenge 3.2

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 3.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 3.3- We are learning to understand comparing equal groups by counting and matching groups with an equal number of objects.
Student Learning Strategies	Students will: - use objects and drawings to determine equal groups.
Success Criteria	I can count and match to show two equal groups.
Formative Assessment (drives instructional decisions)	-Turn and Talk questions, pg. 61 and 63 -Check for understanding, pg. 63 -On your own, pg. 64
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 61B & Spark Your Learning, pg. 61D **Mini Lesson:** Build Your Understanding, pgs. 62-63

	Guided Practice: Check Understanding, pg. 63 **Independent Practice:** On Your Own, page 64 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 3
Suggested Modifications	Plan for differentiated instruction-Pg. 61c **Small Group Options-** On Track- pg. 61c activity Almost there-pg. 61c activity Ready for more-pg. 61c activity **Math Center Option-** On Track- More practice/homework for 3.3/Interactive glossary/My Learning Summary/Poggles MX: Additio and Subtraction, Level 3, Add 1-5 Almost there-Reteach 3.3/Interactive reteach 3.3/RtI Tier 3 Skill 6 & 7 Ready for more- Challenge 3.3/Interactive Challenge 3.3

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 3.4

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 3.4- We are learning to understand comparing groups of objects by using a counting strategy.

Student Learning Strategies	Students will: - use objects or drawings to count and compare groups.
Success Criteria	I can compare numbers by counting and describing groups by saying greater than, less than, or equal to.
Formative Assessment (drives instructional decisions)	Turn and Talk questions, pg. 65, 66, 67 -Check for understanding, pg. 67 -On your own, pg. 68
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 65B & Spark Your Learning, pg. 65D **Mini Lesson:** Build Your Understanding, pgs. 66-67 **Guided Practice**: Check Understanding, pg. 67 **Independent Practice:** On Your Own, page 68 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 3
Suggested Modifications	Plan for differentiated instruction-Pg. 65c **Small Group Options-** On Track- pg. 65c activity Almost there-pg. 65c activity Ready for more-pg. 65c activity **Math Center Option-** On Track- More practice/homework for 3.4/Interactive glossary/Reader: Mabel's Place Almost there-Reteach 3.4/Interactive reteach 3.4/RtI Tier 2 Skill 7 Ready for more- Challenge 3.4/Interactive Challenge

	3.4

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 3.5

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 3.5- We are learning how to compare groups of objects by using a matching strategy.
Student Learning Strategies	Students will: -draw groups to compare them using a matching strategy.
Success Criteria	I can draw a group that shows a number greater than, less than, or equal to another group, write the numbers, match the groups, and say if a group is greater than, less than or equal to.
Formative Assessment (drives instructional decisions)	Turn and Talk questions, pg. 69, 70, 71 -Check for understanding, pg. 71 -On your own, pg. 72
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 69B & Spark Your Learning, pg. 69D **Mini Lesson:** Build Your Understanding, pgs. 70-71 **Guided Practice**: Check Understanding, pg. 71 **Independent Practice:** On Your Own, page 72 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 3
Suggested Modifications	Plan for differentiated instruction-Pg. 69c **Small Group Options-** On Track- pg. 69c activity Almost there-pg. 69c activity

	Ready for more-pg. 69c activity **Math Center Option-** On Track- More practice/homework for 3.5/Game: Number Picture Almost there-Reteach 3.5/Interactive reteach 3.5/RtI Tier 2 Skills 9 & 10/Reader: Mabel's Place Ready for more- Challenge 3.5/Interactive Challenge 3.5

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 3.6

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 3.6- We are learning how to compare two numbers by using the counting order.
Student Learning Strategies	Students will: -use objects to count, write and compare numbers.
Success Criteria	I can write numbers, compare them by counting, and say comparison sentences with greater than, less than, or equal to.
Formative Assessment (drives instructional decisions)	-Turn and Talk questions, pg. 73 and 75 -Check for understanding, pg. 74 -On your own, pg. 76
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 73B & Spark Your Learning, pg. 73D **Mini Lesson:** Build Your Understanding, pgs. 73-74 **Guided Practice**: Check Understanding, pg. 74 **Independent Practice:** On Your Own, page 75-76 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 4

Suggested Modifications	Plan for differentiated instruction-Pg. 73c **Small Group Options-** On Track- pg. 73c activity Almost there-pg. 73c activity Ready for more-pg. 73c activity **Math Center Option-** On Track- More practice/homework for 3.6/Interactive glossary/My Learning Summary/Game: Number Picture Almost there-Reteach 3.6/Interactive reteach 3.6/RtI Tier 2 Skill 7/Reader: Mabel's place Ready for more- Challenge 3.6/Interactive Challenge 3.6

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

MODULE 4

MODULE 4: Classify, Count, and Sort Objects

LESSON 4.1

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 4.1- We are learning to classify objects by color and count how many of each color.
Student Learning Strategies	Students will:

	- classify objects by color. - count how many of each color.
Success Criteria	I CAN sort objects by color and write the number of objects in each group.
Formative Assessment (drives instructional decisions)	-Turn and Talk questions, pgs. 81, 82, 83 -Check Understanding, pg. 83
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 81B & Spark Your Learning, pg. 81D, Student page 81 **Mini Lesson:** Build Your Understanding, pgs. 82 **Guided Practice**: Step It Out, pg. 83 **Independent Practice:** On Your Own, page 84 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 4
Suggested Modifications	Plan for differentiated instruction-Pg. 81c **Small Group Options-** On Track- pg. 81c activity Almost there-pg. 81c activity Ready for more-pg. 81c activity **Math Center Option- Pg. 81c** On Track- More practice for 4.1 Almost there-Reteach 4.1 Ready for more- Challenge 4.1 **Differentiation Options-** Reteach & Challenge pg. 83

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

LESSON 4.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 4.2- We are learning to classify objects by shape and count how many of each shape.
Student Learning Strategies	-Students will - classify objects by shape. - count how many of each shape.
Success Criteria	I CAN sort objects by shape and write the number of objects in each group.
Formative Assessment (drives instructional decisions)	-Turn and Talk questions, pgs. 85, 86, 87 -Check Understanding, pg. 87
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 85B & Spark Your Learning, pg. 85D, Student page 85 **Mini Lesson:** Build Your Understanding, pgs. 86 & Step It Out, pg. 87 **Guided Practice**: Check Your Understanding, Teacher Manual pg. 87 **Independent Practice:** On Your Own, page 88 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 4
Suggested Modifications	**Small Group Options-** Page 85c On Track Almost There Ready for More

	Math Center Option- Page 85c On Track- More practice for 4.2 Almost there-Reteach 4.2 Ready for more- Challenge 4.2 **Differentiation Options-** Reteach & Challenge pg. 87

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

LESSON 4.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 4.3- We are learning to classify objects by size and count how many of each size.
Student Learning Strategies	-Students will: - classify objects by size. - count how many of each size.
Success Criteria	I CAN classify objects by size to sort them, determine how many are in each category, and write the number for each group.
Formative Assessment (drives instructional decisions)	-Turn and Talk questions, pgs. 89, 91 -Check Understanding, pg. 91
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 89B & Spark Your Learning, pg. 89D, Student page 89 **Mini Lesson:** Build Your Understanding, pgs. 90 &

	Step It Out, pg. 91 **Guided Practice**: Check Your Understanding, Teacher Manual pg. 91 **Independent Practice:** On Your Own, page 92 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 4
Suggested Modifications	**Small Group Options-** Page 89c On Track Almost There Ready for More **Math Center Option-** Page 89c On Track- More practice for 4.3 Almost there-Reteach 4.3 Ready for more- Challenge 4.3 **Differentiation Options-** Reteach & Challenge pg. 91

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.

LESSON 4.4

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 4.4- We are learning to classify, count the objects in each category, and sort the categories by count.

Student Learning Strategies	Students will: - classify objects - count the objects in each category - sort the categories by count.
Success Criteria	I CAN sort a group of objects, find the total in each category, and sort the objects by count.
Formative Assessment (drives instructional decisions)	-Turn and Talk questions, pgs. 93, 95 -Check Understanding, pg. 94
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 93B & Spark Your Learning, pg. 89D, Student page 89 **Mini Lesson:** Step It Out, pg. 93D, Student pags. 93-94 **Guided Practice**: Check Your Understanding, Teacher Manual pg. 94 **Independent Practice:** On Your Own, pg. 95-96 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 4
Suggested Modifications	**Small Group Options-** Page 93c On Track Almost There Ready for More **Math Center Option-** Page 93c On Track- More practice for 4.4 Almost there-Reteach 4.4 Ready for more- Challenge 4.4 **Differentiation Options-**

	Reteach & Challenge pg. 94

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

MODULE 5

MODULE 5: Add To and Take From Within 5

LESSON 5.1

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 5.1- We are learning to represent an addition problem by acting out and drawing.
Student Learning Strategies	Students will: - represent an addition problem by acting out and drawing.
Success Criteria	I CAN add to a group to find how many there are now and represent the problem with numbers.
Formative Assessment (drives instructional decisions)	• Turn and Talk questions, pgs. 101, 102 • Check Understanding, pg. 103
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 101B & Spark Your Learning, pg. 101D, Student pg. 101 **Mini Lesson:** Build Your Understanding, pgs. 102-103 **Guided Practice**: Check Your Understanding, Teacher Manual pg. 103 **Independent Practice:** On Your Own & Exit Ticket, pg. 104 **Resources:** Into Math Teacher Edition Module 5

Suggested Modifications	**Small Group Options-** Page 101c On Track Almost There Ready for More **Math Center Option-** Page 101c On Track- More practice for 5.1 Almost there-Reteach 5.1 Ready for more- Challenge 5.1 **Differentiation Options-** Reteach & Challenge pg. 103

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.
MA.K.OA.A.5	Demonstrate fluency for addition and subtraction within 5.

LESSON 5.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 5.2- We are learning to represent a subtraction problem by acting out and drawing.

Student Learning Strategies	Students will: -represent a subtraction problem by acting out and drawing.
Success Criteria	I CAN subtract one group from another group to find how many there are now and represent the problem with numbers.
Formative Assessment (drives instructional decisions)	-Turn and Talk questions, pgs. 105, 106 -Check Understanding, pg. 107
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 105B & Spark Your Learning, pg. 105D, Student pg. 105 **Mini Lesson:** Build Your Understanding, pgs. 106-107 **Guided Practice**: Check Your Understanding, Teacher Manual pg. 107 **Independent Practice:** On Your Own & Exit Ticket pg. 108 **Resources:** Into Math Teacher Edition Module 5
Suggested Modifications	**Small Group Options-** Page 105c On Track Almost There Ready for More **Math Center Option-** Page 105c On Track- More practice for 5.2 Almost there-Reteach 5.2 Ready for more- Challenge 5.2 **Differentiation Options-**

	Reteach & Challenge pg. 107

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.
MA.K.OA.A.5	Demonstrate fluency for addition and subtraction within 5.

LESSON 5.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 5.3- We are learning to solve Add To problems with actions, drawings, and equations.
Student Learning Strategies	Students will: -solve Add To problems with actions, drawings, and equations.
Success Criteria	I CAN solve an addition problem and model the problem with an equation.
Formative Assessment (drives instructional decisions)	-Turn and Talk questions, pgs. 109 -Check Understanding, pg. 112
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 109B & Spark Your Learning, pg. 109D, Student pg. 109 **Mini Lesson:** Build Your Understanding, pgs. 110-111 & Step It Out, pg. 112 **Guided Practice**: Check Your Understanding, Teacher Manual pg. 112 **Independent Practice:** On Your Own, pg. 113-114 & Exit Ticket, pg. 114 **Resources:** Into Math Teacher Edition Module 5
Suggested Modifications	**Small Group Options-** Page 109c On Track

	Almost There Ready for More **Math Center Option-** Page 109c On Track- More practice for 5.3 Almost there-Reteach 5.3 Ready for more- Challenge 5.3 **Differentiation Options-** Reteach & Challenge pg. 112

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.
MA.K.OA.A.5	Demonstrate fluency for addition and subtraction within 5.

LESSON 5.4

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 5.4- We are learning to represent Take From problems with action, drawings, and equations.
Student Learning Strategies	Students will: -represent Take From problems with action, drawings, and equations.
Success Criteria	I CAN solve a subtraction problem and model the problem with an equation.

Formative Assessment (drives instructional decisions)	-Turn and Talk questions, pgs. 115-116 -Check Understanding, pg. 118
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 115B & Spark Your Learning, pg. 115D, Student pg. 115 **Mini Lesson:** Build Your Understanding, pgs. 116-117 & Step It Out, pg. 118 **Guided Practice**: Check Your Understanding, Teacher Manual pg. 118 **Independent Practice:** On Your Own, pg. 119-120 & Exit Ticket, pg. 120 **Resources:** Into Math Teacher Edition Module 5
Suggested Modifications	**Small Group Options-** Page 115c On Track Almost There Ready for More **Math Center Option-** Page 115c On Track- More practice for 5.4 Almost there-Reteach 5.4 Ready for more- Challenge 5.4 **Differentiation Options-** Reteach & Challenge pg. 118

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.
MA.K.OA.A.5	Demonstrate fluency for addition and subtraction within 5.

LESSON 5.5

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 5.5- We are learning to understand how to represent addition problems with drawings and equations.
Student Learning Strategies	Students will: -understand how to represent addition problems with drawings and equations.
Success Criteria	I CAN model addition problems by writing equations.
Formative Assessment (drives instructional decisions)	-Turn and Talk questions, pgs. 121-122 -Check Understanding, pg. 123
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 121B **Mini Lesson:** Step It Out, Teacher pg. 121D Student pgs. 121-123 **Guided Practice**: Check Your Understanding, Teacher Manual pg. 123 **Independent Practice:** On Your Own, pg. 124-126 & Exit Ticket, pg. 126 **Resources:** Into Math Teacher Edition Module 5
Suggested Modifications	**Small Group Options-** Page 121c On Track Almost There Ready for More **Math Center Option-** Page 121c On Track- More practice for 5.5

	Almost there-Reteach 5.5 Ready for more- Challenge 5.5 **Differentiation Options-** Reteach & Challenge pg. 123

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.5	Demonstrate fluency for addition and subtraction within 5.

LESSON 5.6

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 5.6- We are learning to understand how to represent subtraction problems with a drawing and an equation.
Student Learning Strategies	Students will: - understand how to represent subtraction problems with a drawing and an equation.
Success Criteria	I CAN model subtraction problems by writing equations.
Formative Assessment (drives instructional decisions)	-Turn and Talk questions, pg. 128 -Check Understanding, pg. 129
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 127B **Mini Lesson:** Step It Out, Teacher pg. 127D Student pgs. 127-129 **Guided Practice**: Check Your Understanding, Teacher Manual pg. 129 **Independent Practice:** On Your Own, pg. 130-132 & Exit Ticket, pg. 132 **Resources:** Into Math Teacher Edition Module 5
Suggested Modifications	**Small Group Options-** Page 127c

	On Track Almost There Ready for More **Math Center Option-** Page 127c On Track- More practice for 5.6 Almost there-Reteach 5.6 Ready for more- Challenge 5.6 **Differentiation Options-** Reteach & Challenge pg. 129

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.
MA.K.OA.A.5	Demonstrate fluency for addition and subtraction within 5.

LESSON 5.7

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 5.7- We are learning to understand how to solve result unknown word problems within 5.
Student Learning Strategies	Students will: -understand how to solve result unknown word

	problems within 5.
Success Criteria	I CAN determine whether a problem is an addition or a subtraction problem, solve the problem, and model it with an equation.
Formative Assessment (drives instructional decisions)	-Turn and Talk questions, pgs. 133, 134, 135 -Check Understanding, pg. 135
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 133B **Mini Lesson:** Step It Out, Teacher pg. 133D Student pgs. 133-135 **Guided Practice**: Check Your Understanding, Teacher Manual pg. 135 **Independent Practice:** On Your Own, pg. 136-138 & Exit Ticket, pg. 138 **Resources:** Into Math Teacher Edition Module 5
Suggested Modifications	**Small Group Options-** Page 133c On Track Almost There Ready for More **Math Center Option-** Page 133c On Track- More practice for 5.7 Almost there-Reteach 5.7 Ready for more- Challenge 5.7 **Differentiation Options-** Reteach & Challenge pg. 135

	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.5	Demonstrate fluency for addition and subtraction within 5.

MODULE 6

MODULE 6: Put Together and Take Apart Within 5

LESSON 6.5

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 6.5- We are learning to solve addition problems with mental images, drawings, and equations.
Student Learning Strategies	Students will: -solve addition problems with mental images, drawings, and equations.
Success Criteria	I CAN picture two groups in my mind and use the images to find the total, then model the groups with an equation.
Formative Assessment (drives instructional decisions)	-Turn and Talk questions, pgs. 163, 164, 165 -Check Understanding, pg. 166
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 163B & Spark Your Learning, pg. 163D, Student page 163 **Mini Lesson:** Build Your Understanding, pgs. 164 & Step It Out, pgs. 165-166 **Guided Practice**: Check Your Understanding, Teacher Manual pg. 166 **Independent Practice:** On Your Own, pg. 167-168 & Exit Ticket, pg. 168 **Resources:** Into Math Teacher Edition Module 6
Suggested Modifications	**Small Group Options-** Page 163c On Track

	Almost There Ready for More **Math Center Option-** Page 163c On Track- More practice for 6.5 Almost there-Reteach 6.5 Ready for more- Challenge 6.5 **Differentiation Options-** Reteach & Challenge pg. 166

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.5	Demonstrate fluency for addition and subtraction within 5.

LESSON 6.4

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 6.4- We are learning to solve take apart problems with objects, drawings, and equations.
Student Learning Strategies	Students will: -solve Take Apart problems with objects, drawings, and equations.
Success Criteria	I CAN solve a subtraction problem by taking a group apart and model the problem with an equation.

Formative Assessment (drives instructional decisions)	-Turn and Talk questions, pgs. 157, 158 -Check Understanding, pg. 159
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 157B & Spark Your Learning, pg. 157D, Student page 157 **Mini Lesson:** Build Your Understanding, pgs. 158-159 & Step It Out, pg. 160 **Guided Practice**: Check Your Understanding, Teacher Manual pg. 159 **Independent Practice:** On Your Own, pg. 161-162 & Exit Ticket, pg. 162 **Resources:** Into Math Teacher Edition Module 6
Suggested Modifications	**Small Group Options-** Page 151c On Track Almost There Ready for More **Math Center Option-** Page 157c On Track- More practice for 6.4 Almost there-Reteach 6.4 Ready for more- Challenge 6.4 **Differentiation Options-** Reteach & Challenge pg. 159

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.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.5	Demonstrate fluency for addition and subtraction within 5.

LESSON 6.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 6.3- We are learning to solve put together problems with objects, drawings, and equations.
Student Learning Strategies	Students will: -solve put together problems with objects, drawings, and equations.
Success Criteria	I CAN solve an addition problem by putting groups together and model the problem with an equation.
Formative Assessment (drives instructional decisions)	-Turn and Talk questions, pgs. 151, 152 -Check Understanding, pg. 153
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 151B & Spark Your Learning, pg. 151D, Student page 151 **Mini Lesson:** Build Your Understanding, pgs. 152-153 & Step It Out, pg. 154 **Guided Practice**: Check Your Understanding, Teacher Manual pg. 153 **Independent Practice:** On Your Own, pg. 155-156 & Exit Ticket, pg. 156 **Resources:** Into Math Teacher Edition Module 6
Suggested Modifications	**Small Group Options-** Page 151c On Track Almost There Ready for More **Math Center Option-** Page 151c On Track- More practice for 6.3

	Almost there-Reteach 6.3 Ready for more- Challenge 6.3 **Differentiation Options-** Reteach & Challenge pg. 153

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.5	Demonstrate fluency for addition and subtraction within 5.

LESSON 6.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 6.2- We are learning to represent subtraction problems with objects and drawings.
Student Learning Strategies	Students will: - represent subtraction problems with objects and drawings.
Success Criteria	I CAN find the answer to a subtraction problem and represent the problem with objects or drawings.
Formative Assessment (drives instructional decisions)	-Turn and Talk questions, pgs. 147, 149 -Check Understanding, pg. 149
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 147B & Spark Your Learning, pg. 147D, Student page 147 **Mini Lesson:** Build Your Understanding, pgs. 148-149 **Guided Practice**: Check Your Understanding, Teacher Manual pg. 149 **Independent Practice:** On Your Own & Exit Ticket, page 150 **Resources:** Into Math Teacher Edition

	Module 6
Suggested Modifications	**Small Group Options-** Page 147c On Track Almost There Ready for More **Math Center Option-** Page 147c On Track- More practice for 6.2 Almost there-Reteach 6.2 Ready for more- Challenge 6.2 **Differentiation Options-** Reteach & Challenge pg. 149

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.
MA.K.OA.A.5	Demonstrate fluency for addition and subtraction within 5.

LESSON 6.1

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 6.1- We are learning to represent addition problems with objects and drawings.

Student Learning Strategies	Students will: - represent addition problems with objects and drawings.
Success Criteria	I CAN find the answer to an addition problem and represent the problem with objects or drawings.
Formative Assessment (drives instructional decisions)	-Turn and Talk questions, pg. 143 -Check Understanding, pg. 145
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 143B & Spark Your Learning, pg. 143D, Student page 143 **Mini Lesson:** Build Your Understanding, pgs. 144-145 **Guided Practice**: Check Your Understanding, Teacher Manual pg. 145 **Independent Practice:** On Your Own & Exit Ticket, page 146 **Resources:** Into Math Teacher Edition Module 6
Suggested Modifications	**Small Group Options-** Page 143c On Track Almost There Ready for More **Math Center Option-** Page 143c On Track- More practice for 6.1 Almost there-Reteach 6.1 Ready for more- Challenge 6.1 **Differentiation Options-**

	Reteach & Challenge pg. 145

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.5	Demonstrate fluency for addition and subtraction within 5.

LESSON 6.6

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 6.6- We are learning to solve subtraction problems with mental images, drawings, and equations.
Student Learning Strategies	Students will: -solve subtraction problems with mental images drawings, and equations.
Success Criteria	I CAN take apart a group using mental images, then model the subtraction with an equation.
Formative Assessment (drives instructional decisions)	-Turn and Talk questions, pgs. 169, 170, 171 -Check Understanding, pg. 172
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 169B & Spark Your Learning, pg. 169D, Student pg. 169 **Mini Lesson:** Build Your Understanding, pgs. 170 & Step It Out, pgs. 171-172 **Guided Practice**: Check Your Understanding, Teacher Manual pg. 172 **Independent Practice:** On Your Own, pg. 173-174 & Exit Ticket, pg. 174 **Resources:** Into Math Teacher Edition Module 6
Suggested Modifications	**Small Group Options-** Page 169c On Track Almost There

	Ready for More **Math Center Option-** Page 169c On Track- More practice for 6.6 Almost there-Reteach 6.6 Ready for more- Challenge 6.6 **Differentiation Options-** Reteach & Challenge pg. 166

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.
MA.K.OA.A.5	Demonstrate fluency for addition and subtraction within 5.

LESSON 6.7

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 6.7- We are learning to solve additions and subtraction word problems with totals within 5.
Student Learning Strategies	Students will: -solve addition and subtraction word problems with totals within 5.
Success Criteria	I CAN solve an addition or subtraction problem and model the problem with an equation.
Formative Assessment (drives instructional decisions)	-Turn and Talk questions, pgs. 176, 177 -Check Understanding, pg. 177

Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 175B **Mini Lesson:** Step It Out, Teacher pg. 175d, Student pgs. 175-177 **Guided Practice**: Check Your Understanding, Teacher Manual pg. 177 **Independent Practice:** On Your Own, pg. 178-180 & Exit Ticket, pg. 180 **Resources:** Into Math Teacher Edition Module 6
Suggested Modifications	**Small Group Options-** Page 175c On Track Almost There Ready for More **Math Center Option-** Page 175c On Track- More practice for 6.7 Almost there-Reteach 6.7 Ready for more- Challenge 6.7 **Differentiation Options-** Reteach & Challenge pg. 177

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.

MA.K.OA.A.5 Demonstrate fluency for addition and subtraction within 5.

REFLECTIONS

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