GRADE Kindergarten– Unit 7: Teen Numbers and Shapes

Mission Statement
The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff. Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit/Module Overview
i-Ready Unit 7: Teen Numbers and Shapes This unit introduces students to composing and decomposing teen numbers. It also introduces them to building objects from two-dimensional or three-dimensional shapes. The major themes of the unit are: - Teen numbers are the numbers 11 to 19. - Teen numbers are made of ten ones and some more ones. - You can identify shapes as flat or solid. You can put together two or more shapes to make larger shapes. Unit Skills include:

1. Compose teen numbers from 10 ones and some more ones.
2. Decompose teen numbers into 10 ones and some more ones.
3. Identify shapes as flat or solid.
4. Make pictures with two-dimensional shapes.
5. Build objects with three-dimensional shapes.
6. Write equations to show composing teen numbers.
7. Write equations to show decomposing teen numbers.
8. Use math vocabulary to describe teen numbers and two- and three-dimensional shapes.

Standards Covered in Current Unit/Module
Related Standards and Learning Goals

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

3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

K.CC.B. Count to tell the number of objects

5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

K.G.B. Analyze, compare, create, and compose shapes

6. Compose simple shapes to form larger shapes.

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

1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

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

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

Essential Questions Covered	
● What do numbers tell me? ● Why do we need to count to 100 by 1's? ● Why do we need to count to 100 by 10's? ● Can you count to 100 by 1's and 10's? ● How can I represent how many objects I counted? ● How can we show a number in other ways? ● How do I write numbers to 10? ● How do I know how many objects are in a group? ● How do I determine how many objects are in a group? ● What does the successive number when counting mean? ● How can we show how many objects we counted? ● What is the difference between greater than, less than and equal to? ● How do I compose numbers? ● How do I decompose numbers? ● How can we make 10 using two groups?	● Which number is larger, smaller? ● How do I organize objects into categories? ● What different types of shapes are in our world? ● What are the different kinds and parts of shapes? ● How can smaller shapes be used to build bigger shapes? ● What do the + and = symbols mean? ● How can I use objects to add? ● How can I show that I am adding? ● How can I figure out the answer when I am adding? ● What do the - and = symbols mean? ● How can I use objects to subtract? ● How can I show that I am subtracting? ● How can I figure out the answer when I am subtracting? ● How many ways can I make 10?

Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	**NJ Standards**	**Critical Knowledge & Skills**	**Possible Resources & Activities**
5 Days	K.NBT.A.1	Objectives: ● Compose numbers 11 to 19 into ten ones and some further ones by using objects or drawings ● Decompose numbers 11 to 19 into ten ones and some further ones by using objects or drawings ● Record compositions using a drawing or equation ● Record decompositions using a drawing or equation ● Understand that the numbers 11 to 19 are	Lesson: ● Ready Math - Lesson 23 Compose and Decompose Teen Numbers with Tools and Drawings Materials: ● Teacher Toolbox ● iReady app

		composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones Mathematical Practices Covered: ● Make sense of problems and persevere in solving them ● Reason abstractly and quantitatively ● Construct viable arguments and critique the reasoning of others ● Model with mathematics ● Use appropriate tools strategically ● Attend to precision	● iReady Classroom text ● Centers library ● Classroom library read aloud ● Hands on math manipulatives ● Student Workbooks Formative Assessments: ● My Learning Path weekly progress ● Diagnostic Growth assessments ● Teacher observation ● Class participation ● Guided practice ● Individual practice ● Group work ● Student workbook ● Comprehension checks ● Lesson quizzes
5 Days	K.G.B.6	Objectives: ● Compose simple shapes to form larger shapes Mathematical Practices Covered: ● Make sense of problems and persevere in solving them ● Reason abstractly and quantitatively ● Construct viable arguments and critique the reasoning of others ● Model with mathematics ● Use appropriate tools strategically ● Attend to precision ● Look for and make use of structure ● Look for and express regularity in repeated reasoning	Lesson: ● Ready Math - Lesson 24 Build with Shapes Materials: ● Teacher Toolbox ● iReady app ● iReady Classroom text ● Centers library ● Classroom library read aloud ● Hands on math manipulatives ● Student Workbooks Formative Assessments: ● My Learning Path weekly progress ● Diagnostic Growth assessments ● Teacher observation ● Class participation ● Guided practice

			• Individual practice • Group work • Student workbook • Comprehension checks • Lesson quizzes
5 Days	K.NBT.A.1	Objectives: • Compose numbers 11 to 19 into ten ones and some further ones by using objects or drawings • Decompose numbers 11 to 19 into ten ones and some further ones by using objects or drawings • Record compositions using a drawing or equation • Record decompositions using a drawing or equation • Understand that the numbers 11 to 19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones Mathematical Practices Covered: • Make sense of problems and persevere in solving them • Reason abstractly and quantitatively • Construct viable arguments and critique the reasoning of others • Model with mathematics • Use appropriate tools strategically • Attend to precision • Look for and make use of structure	Lesson: • Ready Math - Lesson 25 Compose and Decompose Teen Numbers with Symbols Materials: • Teacher Toolbox • iReady app • iReady Classroom text • Centers library • Classroom library read aloud • Hands on math manipulatives • Student Workbooks Formative Assessments: • My Learning Path weekly progress • Diagnostic Growth assessments • Teacher observation • Class participation • Guided practice • Individual practice • Group work • Student workbook • Comprehension checks • Lesson quizzes
3 Days	K.CC.A.3 K.CC.B.5 K.NBT.A.1	Objectives: • Write the numbers 0 to 20 • Count objects up to 20	Lesson: • Ready Math - Math in Action - Build for Birds

	K.DL.A.1	• Represent objects up to 20 with a written numeral • Count objects and tell how many • Count to answer "how many?" objects up to 20 arranged in a line • Count to answer "how many?" objects up to 20 arranged in a rectangular array • Count to answer "how many?" objects up to 20 arranged in a circle • Count to answer "how many?" objects up to 10 arranged in a scattered configuration • Compose numbers 11 to 19 into ten ones and some further ones by using objects or drawings • Decompose numbers 11 to 19 into ten ones and some further ones by using objects or drawings • Record compositions using a drawing or equation • Record decompositions using a drawing or equation • Understand that the numbers 11 to 19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones • Classify objects into given categories • Count the number of objects in each category • Sort categories by count Mathematical Practices Covered: • Model with mathematics	Materials: • Teacher Toolbox • iReady app • iReady Classroom text • Centers library • Classroom library read aloud • Hands on math manipulatives • Student Workbooks Formative Assessments: • My Learning Path weekly progress • Diagnostic Growth assessments • Teacher observation • Class participation • Guided practice • Individual practice • Group work • Student workbook • Comprehension checks • Lesson quizzes
1 Day	All standards from this unit	Objectives: • Demonstrate knowledge of Unit 7 standards and objectives. Mathematical Practices Covered: • Make sense of problems and persevere in solving them • Reason abstractly and quantitatively • Construct viable arguments and critique the	Lesson: • Ready Math - Comprehension Check / Unit Assessments Materials: • Teacher Toolbox • iReady app • iReady Classroom text • Centers library • Classroom library read aloud

		reasoning of others ● Model with mathematics ● Use appropriate tools strategically ● Attend to precision ● Look for and make use of structure ● Look for and express regularity in repeated reasoning	● Hands on math manipulatives ● Student Workbooks Formative Assessments: ● Unit Assessment

Interdisciplinary Connections for Kindergarten Math	
Technology Integration	**21st Century Skills**
● Animal Circus (ipad app) - learning games ● Create a classroom Math Word Wall ● If appropriate, use an interactive anchor chart to introduce or extend a lesson ● Prior to lesson, engage students by viewing a video on the topic of the lesson (YouTube, connected) ● Small group games, activities, challenges using classroom iPads ● www.IXL.com - counting, skip counting, shapes ● www.abcya.com - counting, shapes, numerical order, number sense, math bingo ● www.funbrain.com - number recognition to 10, counting ● www.gonoodle.com - Counting to 100, Skip counting ● www.mathplayground.com - counting, shapes ● www.pbskids.org - Counting (Peg's Pizza Place, Rock Art, Martha Seeks), Shapes (Paint-a-long, Stack to the Sky) ● www.starfall.com - shapes, calendar skills, math songs, counting to 5	● CRP.K-12 CRP 1 Act as a responsible and contributing citizen and employee ● CRP.K-12 CRP 2 Apply appropriate academic and technical skills ● CRP.K-12 CRP 6 Demonstrate creativity and innovation ● CRP.K-12.CRP 8 Utilize critical thinking to make sense of problems and persevere in solving them ● CRP.K-12.CRP11 Use technology to enhance productivity ● CRP.K-12.CRP12 Work productively in teams while using cultural global competence ● WRK.9.1.2.CAP.1 Make a list of different types of jobs and describe the skills associated with each job ● CAEP.0.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success ● TECH.9.4.2.CT.3 Use a variety of types of thinking to solve problems (e.g., inductive, deductive). ● TECH.9.4.2.TL.3 Enter information into a spreadsheet and sort the information. ● TECH.9.4.2.IML.1 Identify a simple search term to find the information in a search engine or digital resource ● TECH.9.4.2.IML.2 Represent data in a visual format to tell a story about the data

	• TECH.9.4.2.IML.4 Compare and contrast the way the information is shared in a variety of contexts (e.g., social, academic, athletic).

Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc

ELA Enduring Understanding Statements