

**Quinton Township School District
Go Math
Kindergarten**

Pacing Chart/Curriculum MAP

Key: Careers Technology Interdisciplinary Studies

Marking Period:	1	Unit Title:	Go Math Chapter 1	Pacing:	10 days
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Unit Summary: Represent, count, and write numbers 0-5.

Objectives:

- Students will be able to use literature to preview number concepts 1 to 5.
- Students will be able to preview number concepts 0-5.
- Students will be able to model and count 1 and 2 with objects.
- Students will be able to represent 1 and 2 objects with number names and written numerals.
- Students will be able to model and count 3 and 4 with objects.
- Students will be able to represent 3 and 4 objects with number names and written numerals.
- Students will be able to model and count 5 with objects.
- Students will be able to represent 5 objects with a number name and a written numeral.
- Students will be able to use objects or drawings to decompose 5 into pairs in more than one way.
- Students will be able to know that each successive number refers to a quantity that is one larger.
- Students will be able to solve problems by using the strategy to make a model.
- Students will be able to represent 0 objects with a number name and a written numeral.

Essential Questions: How can you show, count, and write numbers 0-5?
How do you solve problems using the strategy, make a model?

Common Core State Standards/Learning Targets:

K.CC.A.3, K.CC.B.4a, K.CC.B.5, K.CC.B.4b, K.CC.B.4c, K.CC.3,4a,4b, 5, 8.1, K-ESS3-1, K-ESS3-2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Math Story <u>Fall Festival</u> and Real World Connections to Science	<ul style="list-style-type: none"> Teacher's Edition pgs. 1-8A 	Math Journals, pencil, crayons	<ul style="list-style-type: none"> Smart Board Applications Google Applications ipads
Introduction of Chapter – Assessing Prior Knowledge	<ul style="list-style-type: none"> Teacher's Edition pgs. 9-12 Curious George – Online Bus Stop Game pg.12 School-Home Letter 		
Lesson 1-1: Hands On- Model and Count 1 and 2	<ul style="list-style-type: none"> Teacher's Edition pgs. 13A-16 Grab & Go Centers: <ul style="list-style-type: none"> Literature: <u>Pancakes for All</u> Center Activities: <u>Numbers 1 and 2</u> (pg. 5) (Numbers 1 & 2 form pg. 46, four-part workmat pg.101, 	<ul style="list-style-type: none"> MathBoard, itools, two-color counters Differentiated Activities Materials: ELL: Connecting cubes 	

	green triangles, orange squares, red counting chips, blue bear or color counters)	Enrich: N/A RTI 1: Crayons, other classroom objects in sets of 2 RTI 2: N/A	
Lesson 1-2: Count and Write 1 and 2	<ul style="list-style-type: none"> Teacher's Edition pgs. 17A-20 <p>Grab & Go Centers:</p> <ul style="list-style-type: none"> Center Activities: <u>Numbers 1 and 2</u> (pg. 5) (Numbers 1 & 2 form pg. 46, four-part workmat-pg.101, green triangles, orange squares, red counting chips, blue bear or color counters) Literature: <u>Pancakes for All</u> 	<ul style="list-style-type: none"> MathBoard, <i>itools</i>, counters Differentiated Activities Materials: ELL: One piece of paper, two-pencils, one book, two crayons Enrich: Pasta bows, construction paper, glue, crayons RTI 1: Finger paint, finger paint paper RTI 2: Sand or salt on a paper plate 	
Lesson 1-3: Hands On- Model Count 3 and 4	<ul style="list-style-type: none"> Teacher's Edition pgs. 21A-24 <p>Grab & Go Centers:</p> <ul style="list-style-type: none"> Center Activities: <u>Numbers 2 and 3</u> (pg. 5) (Numbers 2 & 3 form-pg. 45, four-part workmat-pg. 101, big and small bear counters or color 	<ul style="list-style-type: none"> Lesson Materials: <i>itools</i>, MathBoard, two-color counters Differentiated Activities Materials: ELL: N/A Enrich: N/A 	

	<p>counters)</p> <ul style="list-style-type: none"> • <u>Number 3</u> (pg. 5) (Number 3 form – pg. 47, four-part workmat-pg. 101, cubes, counters, and triangles of various colors, crayons in different colors) <p>Literature: <u>Pancakes for All</u></p>	<p>RTI 1: Numeral cards (0-7), cubes</p> <p>RTI 2: Classroom objects in sets of 3 & 4, workmat2</p>	
<p>Lesson 1-4: Count and Write 3 and 4</p>	<ul style="list-style-type: none"> • Teacher’s Edition pgs. 25A -28 <p>Grab & Go Centers:</p> <ul style="list-style-type: none"> • Center Activities: • <u>Numbers 2 and 3</u> (pg. 5) (Numbers 2 & 3 form-pg. 45, four-part workmat-pg. 101, big and small bear counters or color counters) • <u>Number 3</u> (pg. 5) (Number 3 form-pg. 47, four-part workmat-pg. 101, cubes, counters, and triangles of various colors, crayons in different colors) <p>Literature: <u>Pancakes for All</u></p>	<ul style="list-style-type: none"> • MathBoard, itools, counters • Differentiated Activities Materials: <p>ELL: Two color counters</p> <p>Enrich: Construction paper, crayons, counters, braids or yarn</p> <p>RTI 1: N/A</p> <p>RTI 2: Sand or salt on a paper plate</p>	
<p>Lesson 1-5: Hands On- Model and Count 5</p>	<ul style="list-style-type: none"> • Teacher’s Edition pgs. 29A-32 <p>Grab & Go Centers:</p> <ul style="list-style-type: none"> • Games: <u>Bus Stop</u> (pg. 21) (Connecting cubes, a number cube 	<p>itools, MathBoard, two-color counters</p> <ul style="list-style-type: none"> • Differentiated Activities Materials: 	

	<p>numbered 0-5, markers)</p> <ul style="list-style-type: none"> ● Literature: <u>The Red Caboose</u> 	<p>ELL: Connecting cubes Enrich: Five frames, two-color counters, paper RTI 1: Numeral cards (0-7) RTI 2: Numeral cards (0-7)</p>	
Lesson 1-6: Count and Write 5	<ul style="list-style-type: none"> ● Teacher's Edition pgs. 33A-36 ● Center Activities: <u>Numbers 1 to 5</u> (Numbers 1 to 5 form –pg. 51, ten-frame workmat-pg.102, number tiles 1-5, bear counters or color counters, cubes, triangles, pennies) ● Games: <u>Bus Stop</u> (Connecting cubes, a number cube numbered 0-5, markers) <p>Literature: <u>The Red Caboose</u></p>	<ul style="list-style-type: none"> ● MathBoard, <i>itools</i> ● Differentiated Activities Materials: ELL: N/A Enrich: Dot stickers RTI 1: Numeral cards (0-7), counters RTI 2: Set of one, two, three, four and five cubes or counters, five frames 	
Lesson 1-7: Hands On: Algebra – Ways to Make 5	<ul style="list-style-type: none"> ● Teacher's Edition pgs. 37A-40 <p>Grab & Go Centers:</p> <ul style="list-style-type: none"> ● Center Activities: <u>Get It Together</u> (pg. 6) (Get-it-together form pg.49, workmat pg.99, number tiles, triangles, red counters) 	<p><i>itools</i>, MathBoard, two-color counters, connecting cubes</p> <ul style="list-style-type: none"> ● Differentiated Activities Materials: ELL: N/A Enrich: 10x10 grid, 	

	<ul style="list-style-type: none"> ● Games: <u>Bus Stop</u> (pg. 21) (Connecting cubes, a number cube numbered 0-5, markers) Literature: <u>The Red Caboose</u> 	connecting cubes, crayons RTI 1: N/A RTI 2: 10x10 grid, connecting cubes, crayons	
Lesson 1-8: Hands On- Count and Order to 5	<ul style="list-style-type: none"> ● Teacher's Edition pgs. 41A-44 <p>Grab & Go Centers:</p> <ul style="list-style-type: none"> ● Center Activities: <u>Up to 5</u> (pg. 7) (Up to 5 form-pg. 53, ten-frame workmat-pg. 102, five cubes, number tiles 1-5) ● Games: <u>Bus Stop</u> (pg. 21) (Connecting cubes, a number cube numbered 0-5, markers) Literature: <u>The Red Caboose</u> 	itools, MathBoard, connecting cubes <ul style="list-style-type: none"> ● Differentiated Activities Materials: ELL: Number and symbol tiles Enrich: Numeral cards (0-7) RTI 1: Numeral cards (0-7) RTI 2: Numeral cards (0-7)	
Lesson 1-9: Problem Solving- Understand 0	<ul style="list-style-type: none"> ● Teacher's Edition pgs. 45A-48 <p>Grab & Go Centers:</p> <ul style="list-style-type: none"> ● Center Activities: <u>Now You See It</u> (pg. 7) (Now You See It form pg. 52, four-part workmat pg. 101, squares, triangles, and circle) ● Games: <u>Bus Stop</u> (pg. 21) 	itools, MathBoard, two-color counters <ul style="list-style-type: none"> ● Differentiated Activities Materials: ELL: N/A Enrich: N/A RTI 1: Five frames, numerical cards (0-7),	

	(Connecting cubes, a number cube numbered 0-5, markers) Literature: <u>The Red Caboose</u>	connecting cubes RTI 2: N/A	
Lesson 1-10: Identify and Write 0	<ul style="list-style-type: none"> • Teacher's Edition pgs. 49A-52 Grab & Go Centers: • Center Activities: <u>Now You See It</u> (pg. 27) (Now You See It form pg. 52, four-part workmat pg. 101, squares, triangles, and circle) • Games: <u>Bus Stop</u> (pg. 21) (Connecting cubes, a number cube numbered 0-5, markers) Literature: <u>The Red Caboose</u> 	<ul style="list-style-type: none"> • MathBoard, itools • Differentiated Activities Materials: ELL: Two-color counters Enrich: Numeral cards (0-7), crayons, drawing paper with outline of large picnic table. RTI 1: Connecting cubes, construction paper, numeral writing rules (5 & 0) RTI 2: N/A 	
• Review	Review: pgs. 53-56		
Chapter Test		• Chapter 1 Test B (Assessment Guide pgs. 39-44)	

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Diagnostic Interview Task ● Standards Practice ● Diagnostic Interview Task ● Math Journal ● Mid-Chapter Checkpoint 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <ul style="list-style-type: none"> ● Chapter 1 Test B <p>Suggested skills to be assessed:</p> <p><i>Writing numbers 0-5.</i></p> <p><i>Recognizing numbers 0-5.</i></p> <p><i>Count to 5.</i></p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> ● RTI ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework ● Support instruction with RTI intervention resources ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. ● Allow for the development and application of productive thinking skills to enable

<p>clearly and concisely and repeat, reword, modify as necessary.</p> <ul style="list-style-type: none"> • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to 	<p>available</p> <ul style="list-style-type: none"> • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<p>students to re-conceptualize existing knowledge and/or generate new knowledge.</p> <ul style="list-style-type: none"> • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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be shared out.

- Utilize assistive technology as appropriate.
- Provide meaningful feedback and utilize teachable moments.
- Utilize graphic organizers
- Introduce/review study skills
- Provide reading material at or slightly above students' reading levels.
- Utilize manipulatives as necessary.
- Utilize auditory reminders as deemed necessary.
- Provide breaks to allow for refocusing as necessary.
- Establish a consistent and daily routine.

**Quinton Township School District
Go Math
Kindergarten
Pacing Chart/Curriculum MAP**

Marking Period:	1	Unit Title:	Chapter 2	Pacing:	10 days
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Unit Summary: 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 using matching and counting strategies.

Objectives:

Students will be able to use matching and counting strategies to compare sets with the same number of objects.

Students will be able to use matching and counting strategies to compare sets when the number of objects in one set is greater than the number of objects in the other set.

Students will be able to use matching and counting strategies to compare sets when the number of objects in one set is less than the number of objects in the other set.

Students will be able to make a model to solve problems using a matching strategy.

Students will be able to use a counting strategy to compare sets of objects.

Essential Questions: How can building and comparing sets help you compare numbers?

Common Core State Standards/Learning Targets: K.CC.6, 8.1, K-ESS3-1,2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional	Technology Infusion
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		Materials	
Introduction of Chapter – Assessing Prior Knowledge	<ul style="list-style-type: none"> Teacher’s Edition pgs. 57-60 Curious George – Online Counting to Blast Off Game pg.60 School-Home Letter	math journal	<ul style="list-style-type: none"> Smart Board Applications Google Applications ipads
Lesson 2-1: Hands On- Same Number	<ul style="list-style-type: none"> Teacher’s Edition pgs. 61-64 Grab & Go Centers: <ul style="list-style-type: none"> Literature: <u>Mabel’s Place</u> Center Activities: <u>Numbers 1 to 5</u> (pg.7) (form pg.51, Ten Frame Workmat pg.102, number tiles 1-5, bear counters or color counters, cubes, triangles, pennies) 	<ul style="list-style-type: none"> Lesson Materials: MathBoard, <i>itools</i>, two-color counters, counting tape Differentiated Activities Materials: ELL: two-color counters Enrich: N/A RTI 1: pencils RTI 2: crayons, paper plates 	
Lesson 2-2: Greater Than	<ul style="list-style-type: none"> Teacher’s Edition pgs. 65A-68 Grab & Go Centers: <ul style="list-style-type: none"> Center Activities: N/A Games: <u>Bus Stop</u> (pg. 21) (connecting cubes, number cubes 0-5, markers) 	<ul style="list-style-type: none"> Lesson Materials: MathBoard, <i>itools</i>, two-color counters Differentiated Activities Materials: 	

	<ul style="list-style-type: none"> Literature: <u>Mabel's Place</u> 	ELL: two-color counters Enrich: Dot Cards 1-6 (eTeacher Resource) RTI 1: two-color counters, Numeral Cards 0-7 (eTeacher Resource) RTI 2: N/A	
Lesson 2-3: Hands On- Less Than	<ul style="list-style-type: none"> Teacher's Edition pgs. 69A-72 Grab & Go Centers: <ul style="list-style-type: none"> Literature: <u>Mabel's Place</u> Center Activities: N/A Games: <u>Bus Stop</u> (pg. 21) (connecting cubes, number cubes 0-5, markers) 	<ul style="list-style-type: none"> Lesson Materials: MathBoard, <i>itools</i>, two-color counters Differentiated Activities Materials: ELL: two-color counters Enrich: counters RTI 1: Dot Cards 1-6 (eTeacher Resources) RTI 2: N/A 	
Lesson 2-4: Problem Solving- Compare by Matching Sets to 5	<ul style="list-style-type: none"> Teacher's Edition pgs. 73A-76 Grab & Go Centers: <ul style="list-style-type: none"> Center Activities: <u>Now You See It</u> (pg. 7) (form pg. 52, four-part workmat pg. 101, squares, 	<ul style="list-style-type: none"> Lesson Materials: MathBoard, <i>itools</i>, connecting cubes Differentiated Activities Materials: 	

	<p>triangles, circle)</p> <ul style="list-style-type: none"> Games: <u>Bus Stop</u> (pg. 21) (connecting cubes, number cubes 0-5, markers) Literature: <u>Mabel's Place</u> 	<p>ELL: two-color counters Enrich: two-color counters RTI 1: connecting cubes in two different colors RTI 2: 5 connecting cubes of the same color for each child</p>	
Lesson 2-5: Compare by Counting Sets to 5	<ul style="list-style-type: none"> Teacher's Edition pgs. 77A-80 <p>Grab & Go Centers:</p> <ul style="list-style-type: none"> Center Activities: <u>Up to 5</u> (pg. 7) (form pg. 53, Ten Frame Workmat pg. 102, 5 cubes, number tiles 1-5) Literature: <u>Mabel's Place</u> 	<ul style="list-style-type: none"> Lesson Materials: MathBoard, itools, Differentiated Activities Materials: ELL: Dot cards 1-6 (eTeacher Resource) Enrich: Number cubes 1-6 & 30 two-color counters. RTI 1: N/A RTI 2: pencils, crayons, boxes 	
Review	Review: pgs. 81-84		
Chapter Test	<ul style="list-style-type: none"> Chapter 2 Test B (Assessment Guide pgs. 49-54) 		

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Diagnostic Interview Task ● Math Journal ● Mid-Chapter Checkpoint ● Standards Practice 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: <i>Chapter 2 Test</i></p> <p>Suggested skills to be assessed: <i>Counting strategies</i> <i>Comparing sets</i> <i>Making models</i> <i>Matching strategies</i></p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<p>to listen to oral recorded reading.</p> <ul style="list-style-type: none">• Provide individualized assistance as necessary.• Allow for group work (strategically selected) and collaboration as necessary.• Utilize homework recorder within SIS.• Allow for copies of notes to be shared out.• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine			
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**Quinton Township School District
Go Math
Kindergarten
Pacing Chart/Curriculum MAP**

Marking Period:	1	Unit Title:	Chapter 3	Pacing:	15 days
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Unit Summary: Represent, count, and write numbers 6-9.

Objectives:

- Students will be able to model and count 6 with objects.
- Students will be able to represent 6 objects with a number name and a written numeral.
- Students will be able to model and count 7 with objects.
- Students will be able to represent 7 objects with a number name and a written numeral.
- Students will be able to model and count 8 with objects.
- Students will be able to represent 8 objects with a number name and a written numeral.
- Students will be able to model and count 9 with objects.
- Students will be able to represent 9 objects with a number name and a written numeral.
- Students will be able to solve problems by using the strategy to draw a picture.

Essential Questions:

How can you show, count, and write numbers 6 to 9?

Common Core State Standards/Learning Targets: K.CC.5, K.CC. 3, K.CC.6, 8.1, K-ESS3-1,2

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Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Introduction of Chapter – Assessing Prior Knowledge	<ul style="list-style-type: none"> • Teacher's Edition pgs. 85-88 • Curious George – Online • Number Line Up pg. 88 School-Home Letter		<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • ipads
Lesson 3-1: Hands On- Model and Count 6	<ul style="list-style-type: none"> • Teacher's Edition pgs. 89A-92 Grab & Go Centers: <ul style="list-style-type: none"> • Literature: <u>Mabel's Place</u> • Center Activities: <u>Super Six</u> (pg. 15) (form pg. 76, four part workmat pg. 101, four number 6 tiles; red, yellow, blue green & orange cubes & counters) • Games: <u>Bus Stop Game</u> (pg. 21) (connecting cubes, number cube 0-5, markers) 	<ul style="list-style-type: none"> • Lesson Materials: MathBoard, itools, two-color counters • Differentiated Activities Materials: ELL: two-color counters, crayons Enrich: number cube (1-6), two-color counters RTI 1: connecting cubes RTI 2: crayons, 6 paper plates	
Lesson 3-2: Count and Write 6	<ul style="list-style-type: none"> • Teacher's Edition pgs. 93A-96 Grab & Go Centers: <ul style="list-style-type: none"> • Center Activities: <u>Super Six</u> 	<ul style="list-style-type: none"> • Lesson Materials: MathBoard, itools, • Differentiated Activities Materials: 	

	<p>(pg. 15) (form pg. 76, four part workmat pg. 101, four number 6 tiles; red, yellow, blue green & orange cubes & counters) Literature: <u>Mabel's Place</u></p>	<p>ELL: N/A Enrich: crayons, 1-inch paper grid RTI 1: connecting cubes RTI 2: sandpaper numeral 6</p>	
<p>Lesson 3-3: Hands On- Model and Count 7</p>	<ul style="list-style-type: none"> Teacher's Edition pgs. 97A-100 <p>Grab & Go Centers:</p> <ul style="list-style-type: none"> Literature: <u>Mabel's Place</u> Center Activities: <u>At 6s and 7s</u> (pg. 15) (form pg. 77, two-part workmat pg. 100, counters, number tiles 6 & 7, erasable marker) <u>Sensational Seven</u> (pg. 15) (form pg. 75, two-part workmat pg. 100; red, green, yellow, orange cubes, two number 7 tiles) 	<ul style="list-style-type: none"> Lesson Materials: MathBoard, itools, two-color counters Differentiated Activities Materials: ELL: classroom objects Enrich: connecting cubes, spinners RTI 1: Dot cards 1-6 and 7-12, connecting cubes RTI 2: Dot cards 1-6 and 7-12, connecting cubes 	
<p>Lesson 3-4: Count and Write 7</p>	<ul style="list-style-type: none"> Teacher's Edition pgs. 101A-104 <p>Grab & Go Centers:</p> <ul style="list-style-type: none"> Center Activities: <u>At 6s and 7s</u> (pg. 15) (form pg. 	<ul style="list-style-type: none"> Lesson Materials: MathBoard, itools Differentiated Activities Materials: ELL: connecting cubes, 	

	<p>77, two-part workmat pg. 100, counters, number tiles 6 & 7, erasable marker)</p> <ul style="list-style-type: none"> ● <u>Sensational Seven</u> (pg. 15) (form pg. 75, two-part workmat pg. 100; red, green, yellow, orange cubes, two number 7 tiles) ● Games: <u>Bus Stop Game</u> (pg. 21) (connecting cubes, number cube 0-5, markers) <p>Literature: <u>N/A</u></p>	<p>classroom objects Enrich: connecting cubes RTI 1: N/A RTI 2: connecting cubes, sand, paper plates</p>	
Lesson 3-5: Hands on-Model and Count 8	<ul style="list-style-type: none"> ● Teacher's Edition pgs. 105A-108 <p>Grab & Go Centers:</p> <ul style="list-style-type: none"> ● Center Activities: <u>Seeing Eight</u> (pg.17) (form pg. 81, four-part workmat pg. 101, four number tiles or number cards, p. 93 marked 8, 8 each of small counters, two-color counters, cubes, assorted counters) <p>Literature: <u>A Nutty Story</u></p>	<ul style="list-style-type: none"> ● Lesson Materials: MathBoard, <i>itools</i>, two-color counters ● Differentiated Activities Materials: ELL: two-color counters, connecting cubes Enrich: dot cards 1-6 and 7-12 RTI 1: ten-frames and two-color counters RTI 2: N/A 	
Lesson 3-6: Count and Write 8	<ul style="list-style-type: none"> ● Teacher's Edition pgs. 109A-112 	<ul style="list-style-type: none"> ● Lesson Materials: MathBoard, <i>itools</i> 	

	<p>Grab & Go Centers:</p> <ul style="list-style-type: none"> ● Center Activities: <u>Seeing Eight</u> (pg.17) (form pg. 81, four-part workmat pg. 101, four number tiles or number cards, p. 93 marked 8, 8 each of small counters, two-color counters, cubes, assorted counters) <p>Literature: <u>A Nutty Story</u></p>	<ul style="list-style-type: none"> ● Differentiated Activities Materials: ELL: pattern blocks Enrich: connecting cubes in two colors RTI 1: Number and symbol tiles (back) (eTeacher resource) RTI 2: chart paper 	
Lesson 3-7: Hands On-Model and Count 9	<ul style="list-style-type: none"> ● Teacher's Edition pgs. 113A-116 <p>Grab & Go Centers:</p> <ul style="list-style-type: none"> ● Center Activities: <u>Eight and Nine are Fine</u> (pg.17) (form pg. 83, four-part workmat pg. 101, number tiles or number cards, p. 93 marked 8 & two marked 9, assorted counters, cubes & two-color counters) <p>Literature: <u>A Nutty Story</u></p>	<ul style="list-style-type: none"> ● Lesson Materials: MathBoard, itools, two-color counters ● Differentiated Activities Materials: ELL: N/A Enrich: connecting cubes in two colors RTI 1: dot cards 1-6 & 7-12, connecting cubes RTI 2: two-color counters, paper plates, ten-frames 	
Lesson 3-8: Count and Write 9	<ul style="list-style-type: none"> ● Teacher's Edition pgs. 	<ul style="list-style-type: none"> ● Lesson 	

	<p>117A-120</p> <p>Grab & Go Centers:</p> <ul style="list-style-type: none"> ● Center Activities: <u>Eight and Nine are Fine</u> (pg.17) (form pg. 83, four-part workmat pg. 101, number tiles or number cards, p. 93 marked 8 & two marked 9, assorted counters, cubes & two-color counters) ● Literature: <u>A Nutty Story</u> 	<p>Materials: MathBoard, itools,</p> <ul style="list-style-type: none"> ● Differentiated Activities Materials: ELL: N/A Enrich: two-color counters, paper bag RTI 1: connecting cubes RTI 2: finger paint, finger paint paper 	
<p>Lesson 3-9: Problem Solving – Numbers to 9</p>	<ul style="list-style-type: none"> ● Teacher’s Edition pgs. 121A-124 <p>Grab & Go Centers:</p> <ul style="list-style-type: none"> ● Center Activities: <u>Eight and Nine are Fine</u> (pg.17) (form pg. 83, four-part workmat pg. 101, number tiles or number cards, p. 93 marked 8 & two marked 9, assorted counters, cubes & two-color counters) ● Literature: <u>A Nutty Story</u> 	<ul style="list-style-type: none"> ● Lesson Materials: MathBoard, itools ● Differentiated Activities Materials: ELL: two-color counters Enrich: paper, crayons RTI 1: Numeral cards 0-7 and 1-15 RTI 2: two-color counters 	
<ul style="list-style-type: none"> ● Review 	<p>Review: pgs. 125-128</p>		

Chapter Test	<ul style="list-style-type: none"> Chapter 3 Test B (Assessment Guide pgs. 59-64) 		

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> math journal mid chapter check standards practice homework 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: <i>Chapter 3 test</i></p> <p>Suggested skills to be assessed: <i>Count to 9.</i> <i>Model to 9.</i> <i>Represent objects with a number and written numeral.</i> <i>Solve problems using draw a picture strategy.</i></p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<p>reading.</p> <ul style="list-style-type: none">• Provide individualized assistance as necessary.• Allow for group work (strategically selected) and collaboration as necessary.• Utilize homework recorder within SIS.• Allow for copies of notes to be shared out.• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine			
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**Quinton Township School District
Go Math
Kindergarten**

Pacing Chart/Curriculum MAP

Marking Period:	2	Unit Title:	Chapter 4	Pacing:	15 days
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Unit Summary: Represent and count numbers to 10.

Objectives:

- Students will be able to model and count 10 with objects.
- Students will be able to represent 10 objects with a number name and a written numeral.
- Students will be able to use a drawing to make 10 from a given number.
- Students will be able to count forward to 10 from a given number.
- Students will be able to solve problems by using the strategy make a model.
- Students will be able to use counting strategies to compare sets of objects.
- Students will be able to compare two numbers between 1 and 10.

Essential Questions:

- How can you show and compare numbers to 10?
- How can you use a drawing to make 10 from a given number?
- How can you count forward to 10 from a given number?
- How can you solve problems using the strategy make a model?

How can you use counting strategies to compare sets of objects?

Common Core State Standards/Learning Targets: K.CC.5, K.CC. 3, K.OA.4, K.CC. 2, K.CC.6, K.CC.7, 8.1, K-ESS3-1,2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Introduction of Chapter – Assessing Prior Knowledge	<ul style="list-style-type: none"> ● Teacher's Edition pgs. 129-132 ● Curious George – Online ● Spin and Count pg. 132 School-Home Letter		<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● ipads
Lesson 4-1: Hands On- Model and Count 10	<ul style="list-style-type: none"> ● Teacher's Edition pgs. 133A-136 Grab & Go Centers: <ul style="list-style-type: none"> ● Literature: <u>I Know Numbers</u> ● Center Activities: <u>Roundup</u> (pg. 17) (form pg. 82, multipurpose work mat pg. 99, 10 each of small bear counters or cubes, assorted counters, two-color counters) 	<ul style="list-style-type: none"> ● Lesson Materials: MathBoard, itools, two-color counters ● Differentiated Activities Materials: ELL: index cards Enrich: number cube (1-6), two-color counters RTI 1: dot cards 1-6 & 7-12, workmat 3, two-color counters RTI 2: dot cards 1-6 & 7-12, numeral cards 0-7 	

		& 8-15	
Lesson 4-2: Count and Write 10	<ul style="list-style-type: none"> • Teacher’s Edition pgs. 137A-140 <p>Grab & Go Centers:</p> <ul style="list-style-type: none"> • Literature: <u>I Know Numbers</u> • Center Activities: <u>Roundup</u> (pg. 17) (form pg. 82, multipurpose work mat pg. 99, 10 each of small bear counters or cubes, assorted counters, two-color counters) 	<ul style="list-style-type: none"> • Lesson Materials: MathBoard, <i>itools</i>, • Differentiated Activities Materials: ELL: connecting cubes, numeral cards 0-7 & 8-15 Enrich: small self-stick notes, crayons, colored paper RTI 1: numeral cards 8-15 RTI 2: dot cards 1-6 & 7-12, numeral cards 0-7 & 8-15 	
Lesson 4-3: Hands On- Algebra- Ways to Make 10	<ul style="list-style-type: none"> • Teacher’s Edition pgs. 141A-144 <p>Grab & Go Centers:</p> <ul style="list-style-type: none"> • Literature: <u>I Know Numbers</u> • Center Activities: <u>Roundup</u> (pg. 17) (form pg. 82, multipurpose work mat pg. 99, 10 each of small bear counters or cubes, assorted counters, two-color counters) 	<ul style="list-style-type: none"> • Lesson Materials: MathBoard, <i>itools</i>, connecting cubes, Number and Symbol Tiles (eTeacher Resources) • Differentiated Activities Materials: ELL: green and blue crayons, paper 	

		<p>Enrich: two-color counters, paper cup RTI 1: two-color counters, workmat 3 RTI 2: workmat 3, numeral cards 0-7 & 8-15, two-color counters</p>	
<p>Lesson 4-4: Count and Order to 10</p>	<ul style="list-style-type: none"> Teacher's Edition pgs. 145A-148 <p>Grab & Go Centers:</p> <ul style="list-style-type: none"> Center Activities: <u>Roundup</u> (pg. 17) (form pg. 82, multipurpose work mat pg. 99, 10 each of small bear counters or cubes, assorted counters, two-color counters) Literature: <u>Raccoons' Playtime</u> 	<ul style="list-style-type: none"> Lesson Materials: MathBoard, itools, two-color counters Differentiated Activities Materials: ELL: index cards Enrich: numeral cards 0-7 & 8-15, paper lunch bag RTI 1: numeral cards 0-7 & 8-15 RTI 2: numeral cards 0-7 & 8-15 	
<p>Lesson 4-5: Problem Solving – Compare by Matching Sets to 10</p>	<ul style="list-style-type: none"> Teacher's Edition pgs. 149A-152 <p>Grab & Go Centers:</p> <ul style="list-style-type: none"> Center Activities: <u>Roundup</u> (pg. 17) (form pg. 82, multipurpose 	<ul style="list-style-type: none"> Lesson Materials: MathBoard, itools, connecting cubes Differentiated Activities Materials: ELL: connecting cubes 	

	<p>workmat pg. 99, 10 each of small bear counters or cubes, assorted counters, two-color counters) Literature: <u>Raccoons' Playtime</u></p>	<p>Enrich: bean bags, number target, two-color counters RTI 1: N/A RTI 2: two-color counters, cup</p>	
<p>Lesson 4-6: Compare by Counting Sets to 10</p>	<ul style="list-style-type: none"> Teacher's Edition pgs. 153A-156 <p>Grab & Go Centers:</p> <ul style="list-style-type: none"> Center Activities: <u>Roundup</u> (pg. 17) (form pg. 82, multipurpose workmat pg. 99, 10 each of small bear counters or cubes, assorted counters, two-color counters) Literature: <u>Raccoons' Playtime</u> 	<ul style="list-style-type: none"> Lesson Materials: MathBoard, <i>itools</i> Differentiated Activities Materials: ELL: connecting cubes Enrich: Numeral Cubes 0-7 & 8-15 RTI 1: connecting cubes, Numeral cards 0-7 and 8-15 RTI 2: two-color counters, Numeral cards 0-7 and 8-15 	
<p>Lesson 4-7: Compare Two Numbers</p>	<ul style="list-style-type: none"> Teacher's Edition pgs. 157A-160 <p>Grab & Go Centers:</p> <ul style="list-style-type: none"> Center Activities: <u>Roundup</u> (pg. 17) (form pg. 82, multipurpose workmat pg. 99, 10 each of small bear counters or cubes, assorted 	<ul style="list-style-type: none"> Teacher's Edition pgs. 157A-160 <p>Grab & Go Centers:</p> <ul style="list-style-type: none"> Center Activities: <u>Roundup</u> (pg. 17) (form pg. 82, multipurpose workmat pg. 99, 10 	

	counters, two-color counters) Literature: <u>Raccoons' Playtime</u>	each of small bear counters or cubes, assorted counters, two-color counters) Literature: <u>Raccoons' Playtime</u>	
• Review	Review: pgs. 161-164		
Chapter Test	• Chapter 4 Test B (Assessment Guide pgs. 69-74)		

Formative Assessment Plan	Summative Assessment Plan
<i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>

<p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● math journal ● mid-chapter check ● standards practice ● homework 	<p>Final Assessment/Benchmark/Project: <i>Chapter 4 test.</i></p> <p>Suggested skills to be assessed: <i>Compare numbers to 10.</i> <i>Using counting strategies.</i> <i>Solve problems using the make a model strategy.</i></p>
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> ● RTI ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school tutoring sessions ● Basic Skills Instruction ● Utilize formative assessments to drive instruction 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework ● Support instruction with RTI intervention resources ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Utilize Go Math! RTI strategies ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing

<p>components</p> <ul style="list-style-type: none"> • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills 	<ul style="list-style-type: none"> • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<p>completion of work.</p> <ul style="list-style-type: none"> • Establish a consistent and daily routine. 	<p>in an open world.</p> <ul style="list-style-type: none"> • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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- Provide reading material at or slightly above students' reading levels.
- Utilize manipulatives as necessary.
- Establish a consistent and daily routine



**Quinton Township School District
Go Math
Kindergarten**

Pacing Chart/Curriculum MAP

Marking Period:	2	Unit Title:	Chapter 5	Pacing:	25 days
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Unit Summary: Addition to 5.

Objectives:

Students will be able to use expressions to represent addition within 5.

Students will be able to solve problems by using the strategy acting out.

Students will be able to use objects and drawings to solve addition problems within 5.

Students will be able to use a drawing to find 10 from a given number and record the equation.

Students will be able to solve addition word problems within 5 and record the equation.

Students will be able to decompose numbers within 5 into pairs in more than one way and record each decomposition with an equation.

Students will be able to decompose 6 and 7 into pairs in more than one way and record each decomposition with an equation.

Students will be able to decompose 8 into pairs in more than one way and record each decomposition with an equation.

Students will be able to decompose 9 into pairs in more than one way and record each decomposition with an equation.

Students will be able to decompose 10 into pairs in more than one way and record each decomposition with an equation.

Essential Questions:

How can you show addition as adding to?

How can you show addition as putting together?

How can you solve problems using the strategy acting out?

How can you use objects and drawings to solve addition word problems?

How can you use a drawing to find the number that makes ten from a given number?

How can you solve addition word problems and complete addition sentences?

How can you model and write addition sentences for number pairs for sums to 5?

How can you model and write addition sentences for number pairs for each sum of 6 and 7?

How can you model and write addition sentences for number pairs for each sum of 8 and 9?

How can you model and write addition sentences for number pairs for sums of 10?

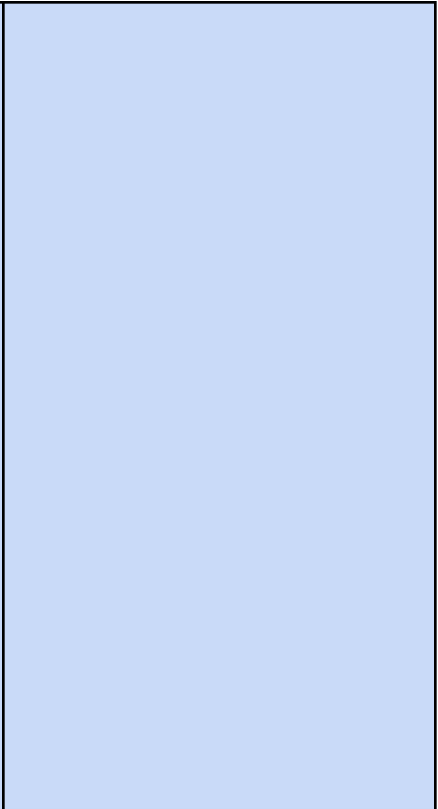
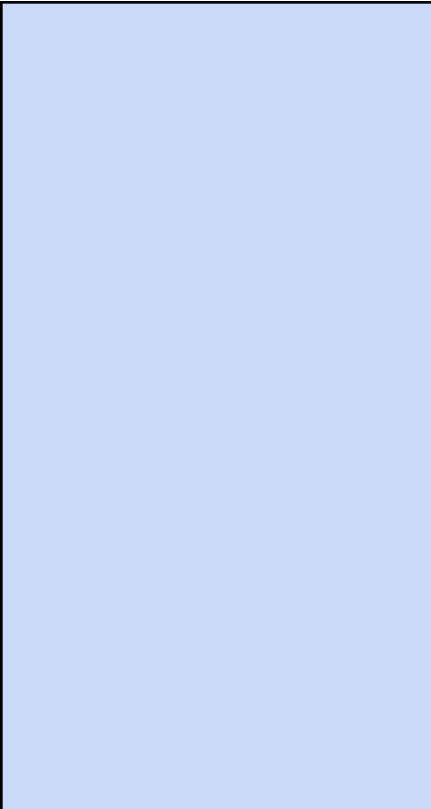
Common Core State Standards/Learning Targets: K.OA.3, K.OA.1, K.OA.5, K.OA.4, K.OA.2, 8.1,

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● math journal ● mid-chapter check ● standards practice ● homework 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: <i>Chapter 5 test.</i></p> <p>Suggested skills to be assessed: <i>Can you represent addition within 5?</i> <i>Can you solve problems using a math strategy act it out?</i> <i>Can you use objects and drawings to solve addition problems?</i> <i>Can you solve addition word problems?</i> <i>Can you decompose numbers within 10?</i></p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

- Allow students to utilize online books, when available, to listen to oral recorded reading.
- Provide individualized assistance as necessary.
- Allow for group work (strategically selected) and collaboration as necessary.
- Utilize homework recorder within SIS.
- Allow for copies of notes to be shared out.
- Utilize assistive technology as appropriate.
- Provide meaningful feedback and utilize teachable moments.
- Utilize graphic organizers
- Introduce/review study skills
- Provide reading material at or slightly above students' reading levels.
- Utilize manipulatives as necessary.
- Establish a consistent and daily routine



**Quinton Township School District
Go Math
Kindergarten**

Pacing Chart/Curriculum MAP

Marking Period:	2	Unit Title:	Chapter 6	Pacing:	25 days
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Unit Summary: Subtraction

Objectives:

- Students will be able to use expressions to represent subtraction within 5.
- Students will be able to solve problems by using the strategy acting out.
- Students will be able to use objects and drawings to solve subtraction word problems.
- Students will be able to solve subtraction word problems within 5 and record the equation.

Students will be able to solve subtraction word problems within 10 and record the equation.
 Students will be able to understand addition as putting together or adding to and subtraction as taking apart or taking from to solve word problems.

Essential Questions:

- How can you show subtraction as taking from?
- How can you show subtraction as taking apart?
- How can you solve problems using the strategy act it out?
- How can you use objects and drawings to solve subtraction word problems?
- How can you solve subtraction word problems and complete the equation?
- How can you solve word problems using addition and subtraction?

Common Core State Standards/Learning Targets: K.OA.1, K.OA.5, K.OA.2, 8.1,

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Introduction of Chapter – Assessing Prior Knowledge	<ul style="list-style-type: none"> ● Teacher's Edition pgs. 221-224 ● Curious George – Online Spin for More pg. 22 		<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● ipads
Lesson 6-1: Subtraction – Take From	<ul style="list-style-type: none"> ● Teacher's Edition pgs. 225A - 228 	<ul style="list-style-type: none"> ● Lesson Materials: MathBoard, itools, two-color counters 	

	<p>Grab & Go Centers</p> <ul style="list-style-type: none"> ● Literature: <u>Numbers at the Lake</u> ● Center Activities: <u>Bye Bye!</u> (pg. 8) (form pg. 55, multipurpose workmat pg. 99, number tiles 1-6, 6 triangles or counters, number spinner pg. 97, number cube pg. 98, ring of yarn or string 4” in diameter and round cutout with numbers 1-5) ● Games: <u>Sailboat Subtraction</u> (pg. 23) (1-3 number cube, 8 connecting cubes) 	<ul style="list-style-type: none"> ● Differentiated Activities Materials: ELL: two-color counters, workmat 2 Enrich: connecting cubes, cups paper squares, index cards with words “take away” RTI 1: two-color counters, red and yellow crayons, paper RTI 2: crayons or other small objects 	
<p>Lesson 6-2: Hands-on –Subtraction – Take Apart</p>	<ul style="list-style-type: none"> ● Teacher’s Edition pgs. 229A-232 <p>Grab & Go Centers:</p> <ul style="list-style-type: none"> ● Literature: <u>Numbers at the Lake</u> ● Center Activities: <u>Away they Go</u> (pg. 8) (form pg. 54, multipurpose workmat pg. 99, number tiles 1-6, 6 counters, number spinner pg. 97 or number cube pg. 98, ring of yarn or string 4” in diameter and round cutout 	<ul style="list-style-type: none"> ● Lesson Materials: MathBoard, itools, two-color counters ● Differentiated Activities Materials: ELL: two-color counters Enrich: paper bag, 10 two-color counters RTI 1: construction paper, 10 clip-type 	

	<p>with numbers 1-5)</p> <ul style="list-style-type: none"> ● Games: <u>Sailboat Subtraction</u> (pg. 23) (1-3 number cube, 8 connecting cubes) 	<p>clothespins RTI 2: two-color counters, red and yellow crayons, paper</p>	
<p>Lesson 6-3: Problem Solving – Act Out Subtraction Problems</p>	<ul style="list-style-type: none"> ● Teacher’s Edition pgs. 233A-236 <p>Grab & Go Centers</p> <ul style="list-style-type: none"> ● Literature: <u>Numbers at the Lake</u> ● Center Activities: <u>Bye Bye!</u> (pg. 8) (form pg. 55, multipurpose workmat pg. 99, number tiles 1-6, 6 triangles or counters, number spinner pg. 97, number cube pg. 98, ring of yarn or string 4” in diameter and round cutout with numbers 1-5) ● Games: <u>Sailboat Subtraction</u> (pg. 23) (1-3 number cube, 8 connecting cubes) 	<ul style="list-style-type: none"> ● Lesson Materials: MathBoard, <i>i</i>tools, ● Differentiated Activities Materials: ELL: pattern blocks Enrich: two-color counters, number cube (0-5 dots) RTI 1: N/A RTI 2: books 	
<p>Lesson 6-4: Hands On - Algebra – Model and Draw Subtraction Problems</p>	<ul style="list-style-type: none"> ● Teacher’s Edition pgs. 237A-240 <p>Grab & Go Centers:</p> <ul style="list-style-type: none"> ● Literature: <u>Numbers at the</u> 	<ul style="list-style-type: none"> ● Lesson Materials: MathBoard, <i>i</i>tools, connecting cubes, two-color counters 	

	<p><u>Lake</u></p> <ul style="list-style-type: none"> ● Center Activities: <u>Leftovers</u> (pg. 8) (form pg. 56, multipurpose workmat pg. 99, number tiles 1-8, counters, number spinner pg. 97, number cube pg. 98, ring of yarn or string 4" in diameter and round cutout with numbers 1-5) Games: <u>Sailboat Subtraction</u> (pg. 23) (1-3 number cube, 8 connecting cubes) 	<ul style="list-style-type: none"> ● Differentiated Activities Materials: ELL: connecting cubes Enrich: connecting cubes, paper bags RTI 1: connecting cubes RTI 2: two-color counters 	
<p>Lesson 6-5: Algebra – Write Subtraction Sentences</p>	<ul style="list-style-type: none"> ● Teacher’s Edition pgs. 241A-244 ● Literature: <u>Under the Umbrellas</u> ● Center Activities: <u>Leftovers</u> (pg. 8) (form pg. 56, multipurpose workmat pg. 99, number tiles 1-8, counters, number spinner pg. 97, number cube pg. 98, ring of yarn or string 4" in diameter and round cutout with numbers 1-5) Games: <u>Sailboat Subtraction</u> (pg. 23) (1-3 number cube, 8 connecting cubes) 	<ul style="list-style-type: none"> ● Lesson Materials: MathBoard, itools, ● Differentiated Activities Materials: ELL: N/A Enrich: N/A RTI 1: numeral cards 0-7 RTI 2: two-color counters 	
<p>Lesson 6-6: Algebra – Write More Subtraction Sentences</p>	<ul style="list-style-type: none"> ● Teacher’s Edition pgs. 245A-248 	<ul style="list-style-type: none"> ● Lesson Materials: MathBoard, itools, 	

	<p>Grab & Go Centers:</p> <ul style="list-style-type: none"> ● Literature: <u>Under the Umbrellas</u> ● Center Activities: <u>I'm Taken</u> (pg. 16) (<p>Games: <u>Sailboat Subtraction</u> (pg. 23) (1-3 number cube, 8 connecting cubes)</p>	<ul style="list-style-type: none"> ● Differentiated Activities Materials: ELL: N/A Enrich: N/A RTI 1: two-color counters, paper cups RTI 2: two-color counters, paper cups 	
Lesson 6-7: Hands On - Algebra – Addition and Subtraction	<ul style="list-style-type: none"> ● Teacher's Edition pgs. 249A-252 <p>Grab & Go Centers:</p> <ul style="list-style-type: none"> ● Literature: <u>Under the Umbrellas</u> ● Center Activities: <u>Add and Subtract</u> (pg. 18) (form pg 86, two-part workmat pg. 100, two sets of number tiles 1-9, +, -, =, 18 counters) <p>Games: <u>Sailboat Subtraction</u> (pg. 23) (1-3 number cube, 8 connecting cubes)</p>	<ul style="list-style-type: none"> ● Lesson Materials: MathBoard, itools, connecting cubes, Number and Symbol Tiles ● Differentiated Activities Materials: ELL: N/A Enrich: N/A RTI 1: connecting cubes RTI 2: connecting cubes 	
● Review	Review: pgs. 253-256		
Chapter Test	<ul style="list-style-type: none"> ● Chapter 6 Test B (Assessment Guide pgs. 89-94) 		

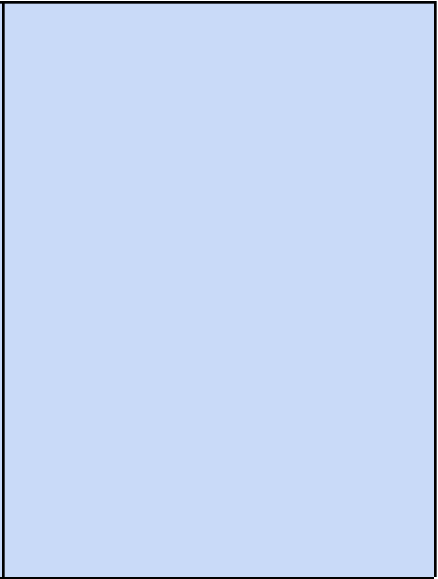
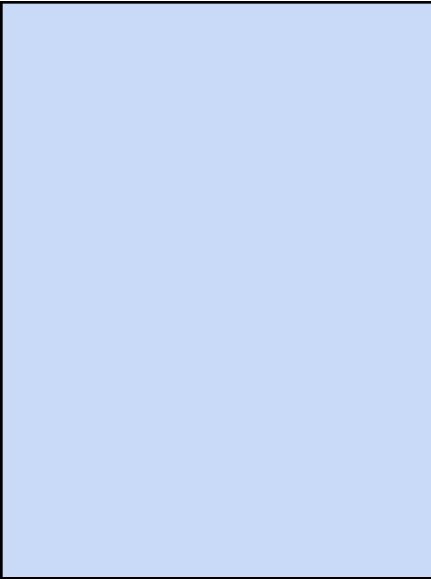
Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● math journal ● mid-chapter check ● standards practice ● homework 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: <i>Chapter 6 test.</i></p> <p>Suggested skills to be assessed: <i>Subtraction within 5.</i> <i>Using expressions to represent subtraction.</i> <i>Solving problems using acting out strategy.</i> <i>Solve addition word problems.</i></p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> ● RTI ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish Dictionary for use 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework ● Support instruction with RTI intervention resources ● Provide after school tutoring services 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.

<p>wait time</p> <ul style="list-style-type: none"> • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. 	<ul style="list-style-type: none"> • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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- Utilize homework recorder within SIS.
- Allow for copies of notes to be shared out.
- Utilize assistive technology as appropriate.
- Provide meaningful feedback and utilize teachable moments.
- Utilize graphic organizers
- Introduce/review study skills
- Provide reading material at or slightly above students' reading levels.
- Utilize manipulatives as necessary.
- Establish a consistent and daily routine



**Quinton Township School District
Go Math
Kindergarten**

Pacing Chart/Curriculum MAP

Marking Period:	3	Unit Title:	Chapter 7	Pacing:	20 days
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Unit Summary: Numbers 11-20

Objectives:

- Students will be able to use objects to decompose the numbers 11 and 12 into ten ones and some further ones.
- Students will be able to represent 11 and 23 objects with number names and written numerals.
- Students will be able to use objects to decompose the numbers 13 and 14 into ten ones and some further ones.
- Students will be able to represent 13 and 14 objects with number names and written numerals.

Students will be able to use objects to decompose the number 15 into ten ones and some further ones.
 Students will be able to represent 15 objects with number names and a written numeral.
 Students will be able to solve problems by using the strategy draw a picture.
 Students will be able to use objects to decompose the numbers 16 and 17 into ten ones and further ones.
 Students will be able to represent 16 and 17 objects with number names and a written numeral.
 Students will be able to decompose 18 and 19 objects into ten ones and some further ones.
 Students will be able to represent 18 and 19 objects with number names and written numerals.

Essential Questions: How can you show, count, and write numbers to 19?

Common Core State Standards/Learning Targets: K.NBT.1, K.CC.3, 8.1, K-ESS3-1,2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 7-1 Hands-on Model and count 11 and 12	Teachers' Edition pp. 269A-272 Grab and Go centers:	Lesson Materials: MathBoard,	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications

	<ul style="list-style-type: none"> ● Literature: Stop the Picnic ● Center activities: 13 and 14 (pg. 14) ● Games: Sweet and Sour Path 	<p>itools, two-color counters</p> <p>Differentiated Activities</p> <p>Materials:</p> <p>ELL: connecting cubes</p> <p>Enrich: N/A</p> <p>RTI 1: connecting cubes</p> <p>RTI 2: 11 red and 12 blue</p> <p>connecting cubes, workmat 3</p> <p>Differentiated materials:</p> <p>ELL</p>	
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<p>Lesson 7-2 Count and write 11 and 12</p>	<p>Teachers' Edition pp. 273A-</p> <p>Grab and Go centers:</p> <ul style="list-style-type: none"> ● Literature: Stop the Picnic ● Center activities: 13 and 14 	<p>Lesson materials:</p> <p>Math board, itools, connecting cubes, 2-color counters.</p> <p>Differentiated</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications
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	<p>(pg. 14)</p> <ul style="list-style-type: none"> • Games: Sweet and Sour Path 	<p>materials: ELL</p>	
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<p>Lesson 7-3 Hands on Model and count 13 and 14</p>	<p>Teachers' Edition pp. 269A-272</p> <p>Grab and Go centers:</p> <ul style="list-style-type: none"> • Literature: Stop the Picnic • Center activities: 13 and 14 (pg. 14) • Games: Sweet and Sour Path (pg. 9) • (number cube, counters) 	<p>Lesson materials: Math board, itools, connecting cubes, 2-color counters. Differentiated materials: ELL: connecting cubes Enrich: numeral cards 8-15, two-dimensional shapes (eTeacher resource) RTI 1: four cups, two color counters, workmat 3, numeral cards 8-15 RTI 2: two paper napkins, 14 craft sticks</p>	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications
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7-4 Count and write 13 and 14	<ul style="list-style-type: none"> Teacher's Edition pgs. 273A-276 <p>Grab & Go Centers:</p> <ul style="list-style-type: none"> Literature: <u>Stop the Picnic</u> Center Activities: <u>13 and 14</u> (pg. 14) (form pg. 72, ten frame workmat pg. 102, counters, number cards 13 & 14 pg. 94) Games: <u>Sweet and Sour path</u> (pg. 9) (number cube, counters) 	<p>Lesson materials: MathBoard, itools</p> <p>Lesson materials: Math board, itools. connecting cubes, 2-color counters.</p> <p>Differentiated materials: ELL</p>	<ul style="list-style-type: none"> Smart Board Applications Google Applications ipads
Lesson 7-5 Hands-on Model, count, and write 15	<p>Teachers' Edition pp. 277A-280</p> <p>Grab and Go centers:</p> <ul style="list-style-type: none"> Literature: Summertime Math Center activities: 15 and 16 (pg. 14) (form pg.74, ten frame workmat pg. 102, counters, number cards 15 and 16 pp 94 and 95) Games: Sweet and Sour Path 	<p>Lesson materials: Math board, itools. connecting cubes, 2-color counters.</p> <p>Differentiated materials: ELL</p>	<ul style="list-style-type: none"> Smart Board Applications Google Applications iPads

	(number cube, counters)		
Lesson 7-6 Hands-on Use numbers to 15	<p>Teachers' Edition pp. 281A-284</p> <p>Grab and Go centers:</p> <ul style="list-style-type: none"> ● Literature: Summertime Math ● Center activities: 15 and 16 (pg. 14) ● Games: Sweet and Sour Path (pg. 9) (numer cube, counters) 	<p>Lesson materials: Math board, itools. connecting cubes, 2-color counters. Differentiated materials: ELL:connecting cubes Enrich: two-color counters RTI 1: workmat 4 RTI 2: workmat 4, two color counters</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications
Lesson 7-7 Hands-on: Model and count 16 and 17	<p>Teachers' Edition pp. 285A-288</p> <p>Grab and Go centers:</p> <ul style="list-style-type: none"> ● Literature: Summertime Math ● Center activities: 15 and 16 	<p>Lesson materials: Math board, itools. connecting cubes, 2-color counters. Differentiated materials:</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications

	<p>(pg. 14) ten frame workmat pg. 102, counters, numer cards 15 and 16 pp. 94-95</p> <ul style="list-style-type: none"> ● Games: Sweet and Sour Path (p. 9) (number cube, counters) 	ELL	
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Lesson 7-8 Count and write 16 and 17	<p>Teachers' Edition pp. 289A-292</p> <p>Grab and Go centers:</p> <ul style="list-style-type: none"> ● Literature: Summertime Math ● Center activities: 17 and 18(pg. 20) ● Games: Sweet and Sour Path (p. 9) (number cube, counters) 	<p>Lesson materials: Math board, itools. Differentiated materials: ELL: connecting cubes Enrich: spinners (3 and 4 section) workmat 4, two-color counters RTI 1: connecting cubes, spinners (3 and 4 section) RTI 2: 33 1" sections of straws, papers, glue</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications
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			<ul style="list-style-type: none"> ● Smart Board Applications
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<p>Lesson 7-9 Hands-on-model and count 18 and 19</p>	<p>Teachers' Edition pp. 293A-296</p> <p>Grab and Go centers:</p> <ul style="list-style-type: none"> ● Literature: Summertime Math ● Center activities: 17 and 18 (pg. 14) (form p. 91, ten frame workmat pg. 102, counters, number cards 17 and 18 pg. 95) ● Games: Sweet and Sour Path (p. 9) (number cube, counters) 	<p>Lesson materials: Math board, itools, connecting cubes, 2-color counters.</p> <p>Differentiated materials: ELL: paper clips Enrich: Numeral cards 8-15 & 16-23 RTI 1: dot stickers, workmat 4, self adhesive dots or stickers, numeral cards 8-15 and 16-23</p>	<ul style="list-style-type: none"> ● Google Applications
<p>Lesson 7-1 Hands-on Model and count 11 and 12</p>	<p>Teachers' Edition pp. 269A-272</p> <p>Grab and Go centers:</p> <ul style="list-style-type: none"> ● Literature: Stop the Picnic ● Center activities: 13 and 14 (pg. 14) ● Games: Sweet and Sour Path 	<p>Lesson materials: Math board, itools, connecting cubes, 2-color counters.</p> <p>Differentiated materials: ELL</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications

Lesson 7-10 Count and write 18 and 19	<p>Teachers' Edition pp. 297A-300</p> <p>Grab and Go centers:</p> <ul style="list-style-type: none"> ● Literature: Stop the Picnic ● Center activities: 19 and 20 (pg. 20) ● Games: Sweet and Sour Path (p. 9) (number cube, counters) 	<p>Lesson materials: Math board, itools. Differentiated materials: ELL: 19 two colored counters Enrich: N/A RTI 1: workmat 4, number cards 16-23, numeral writing rules 16-20, two color counters, crayons</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications , i Pads
REVIEW	<ul style="list-style-type: none"> ● Review pp. 301-304 	<p>Chapter review pp. 301-304</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications , i Pads

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CHAPTER TEST	<ul style="list-style-type: none"> • 	Chapter Test B (Assessment guide pp 99-104)	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications , i Pads
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> • math journal • mid-chapter check 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Chapter 7 test</p> <p>Suggested skills to be assessed:</p> <p><i>writing numerals 13-19</i> <i>matching numeral to groups of objects</i> <i>oral counting</i></p>

- standards practice
- homework

subitizing using ten frames

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> ● RTI ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school tutoring sessions ● Basic Skills Instruction ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework ● Support instruction with RTI intervention resources ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Utilize Go Math! RTI strategies ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and

<p>for homework, quizzes, and tests.</p> <ul style="list-style-type: none"> • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 		<p>growth.</p> <ul style="list-style-type: none"> • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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**Quinton Township School District
Go Math
Kindergarten**

Pacing Chart/Curriculum MAP

Marking Period:	3	Unit Title:	Chapter 8	Pacing:	20 days
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Unit Summary: Two digit numbers to 20 and beyond.

Objectives:

Students will be able to model and count 20 objects

Students will be able to represent 20 objects with a number name and written numeral.

Students will be able to count forward to 20 from a given number.

Students will be able to solve problems by using the strategy “make a model”

Students will be able to know and count sequence when counting to 50 by ones.
 Students will be able to know and count sequence when counting to 100 by ones.
 Students will be able to know and count sequence when counting to 100 by tens.
 Students will be able to use sets of tens to count to 100.

Essential Questions: How can you show, count, and write numbers to 20 and beyond?

Common Core State Standards/Learning Targets: K.CC.5, K.CC.3, K.CC.2, K.CC.6, K.CC.1, 8.1, K-ESS3-1,2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Introduction of chapter-Assessing prior knowledge	<ul style="list-style-type: none"> ● Teachers' Ed. pp 305-308 ● Curious George-online ● Who Has More? p 308 ● School-Home Letter 	<p>-Lesson materials: Mathboard, itools</p> <p>Differentiated activities materials:</p> <p>ELL: two color counters, numeral cards 16-23</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications

<ul style="list-style-type: none"> Lesson 8.3 Count and order to 20 Lesson 8.4 Problem solving-Compare numbers to 20 	<p>workmat p. 102, counters, number cards 19 and 20 p. 95)</p> <ul style="list-style-type: none"> Games: Sweet and Sour Math (p. 9) (number cube, counters) Teachers' Edition pp. 317A-320 Grab and Go Centers: Literature: Summertime Math Center activities: Place your order (p. 20) (form p. 92, number lines, workmat p. 104, one counter, number cards 10-20 pp. 94-95) Games: Sweet and Sour Path (p. 9) (number cube, counters) <ul style="list-style-type: none"> Teachers' Edition 321A-324 Grab and Go Centers: Literature: Summertime Math Center activities: Place your order (p. 20) (form p. 92, 	<p>(eteacher resource), two color counters RTI 1: N/A RTI 2: counters, numerals 1-20</p> <p>Lesson materials: MathBoard, itools, connecting cubes</p> <p>Differentiated activities materials: ELL: Connecting cubes Enrich: numeral cards 0-23 RTI 1: Numeral cards 0-23 RTI 2: counters, numerals 1-20</p> <ul style="list-style-type: none"> Differentiated activities materials: ELL: classroom objects 	
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<ul style="list-style-type: none"> • Lesson 8.5: Count to 50 by ones 	<p>number lines, workmat p. 104, one counter, number cards 10-20 pp. 94-95)</p> <ul style="list-style-type: none"> • Games: Sweet and Sour Path (p. 9) (number cube, counters) <ul style="list-style-type: none"> • Teachers' Edition: 325A-328 • Grab and Go Centers: • Literature: Counting at the Market • Center Activities: Place Your Order (p. 20) (form p. 92, number lines, workmat p. 104, one counter, number cards 10-20, pp 94-95) • Games: Sweet and Sour Path (p. 9) (number cube, 	<ul style="list-style-type: none"> • Enrich: red circle stickers, Numeral cards 0-23, chart paper • RTI1: construction paper, fruit and vegetable stickers, numeral cards 0-23 • RTI2: workmat 4, two-color counters <ul style="list-style-type: none"> • Lesson Materials: MathBoard, itools • Differentiated Activities materials: • ELL: Counters, numerals 21-30 • Enrich: Fifty 	
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<p>Lesson 8.6 Count to 100 by ones</p>	<p>counters)</p> <ul style="list-style-type: none"> ● Teachers' Edition pp. 329A-332 ● Grab and Go Centers: ● Literature: Counting at the Market ● Center Activities: Place Your Order (p. 20) (form p. 92, number lines, workmat p. 104, one counter, number cards 10-20, pp 94-95) ● Games: Sweet and Sour Path (p. 9) (number cube, counters) 	<p>chart (eteacher resource)</p> <ul style="list-style-type: none"> ● RTI1: 10x10 grid (eteacher resource) ● RTI2: Fifty chart, crayons <p>Differentiated activities:</p> <ul style="list-style-type: none"> ● ELL: Hundred chart (eteacher resource) ● Enrich: 10x10 grid ● RTI1: Large ball ● RTI2:Hundred chart, spinners (7 and 8 sections) (eteacher resource) 	
<p>Lesson 8.7 Count to 100 by tens</p>	<ul style="list-style-type: none"> ● Grab and Go Centers: ● Literature: N/A ● Center Activities: Roundup (p. 17) (form p. 82, 	<ul style="list-style-type: none"> ● Lesson materials: MathBoard, itools 	

<p>REVIEW</p> <p>CHAPTER TEST</p>	<p>multipurpose workmat p. 99, ten each of small bears, counters, cubes, assorted counters,two-color counters)</p> <ul style="list-style-type: none"> ● Games: Sweet and Sour Path (p. 9)(number cube, counters) <p>Review: pp 341-344</p>	<ul style="list-style-type: none"> ● Differentiated Activities materials: ● ELL: connecting cubes ● Enrich: number cards 0-15, connecting cubes ● RTI1: ten frames. connecting cubes ● RTI2: connecting cubes, spinners (5 and 6 sections) 	
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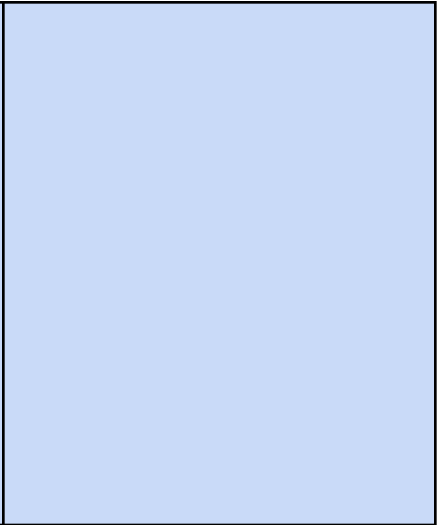
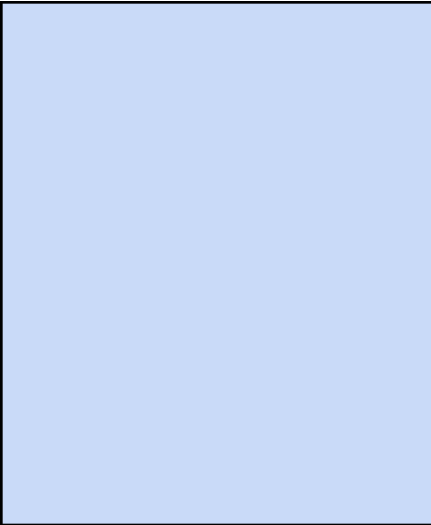
Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <p>math journal</p> <ul style="list-style-type: none"> ● mid-chapter check ● standards practice ● homework 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Chapter test</p> <p>Suggested skills to be assessed: <i>Counting to 100 by ones and tens.</i></p> <p><i>Compare numbers to 100.</i> <i>Write numerals to 100.</i></p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> ● RTI ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework ● Support instruction with RTI intervention resources ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. ● Allow for the development

<ul style="list-style-type: none"> • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. 	<p>available</p> <ul style="list-style-type: none"> • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<p>and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</p> <ul style="list-style-type: none"> • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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- **Allow for copies of notes to be shared out.**
- **Utilize assistive technology as appropriate.**
- **Provide meaningful feedback and utilize teachable moments.**
- **Utilize graphic organizers**
- **Introduce/review study skills**
- **Provide reading material at or slightly above students' reading levels.**
- **Utilize manipulatives as necessary.**
- **Establish a consistent and daily routine**



**Quinton Township School District
Go Math
Kindergarten**

Pacing Chart/Curriculum MAP

Marking Period:	3	Unit Title:	Chapter 9	Pacing:	10 days
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Unit Summary: Identify and Describe Two-Dimensional Shapes

Objectives: Students will be able to use attributes such as size, color, and shape to determine similarities and differences.
Students will be able to identify and name two-dimensional shapes including circles.
Students will be able to describe attributes of circles.
Students will be able to identify and name two-dimensional shapes including squares.
Students will be able to describe attributes of squares.

Students will be able to identify and name two-dimensional shapes including triangles.
 Students will be able to describe attributes of triangles.
 Students will be able to identify and name two-dimensional shapes including rectangles.
 Students will be able to describe attributes of rectangles.
 Students will be able to identify and name two-dimensional shapes including hexagons.
 Students will be able to describe attributes of hexagons.
 Students will be able to use the words alike and different to compare two-dimensional shapes by attributes.
 Students will be able to solve problems by using the strategy draw a picture.
 Students will be able to develop an understanding of numbers 1-5.

Essential Questions: How can you identify, name, and describe two-dimensional shapes?

Common Core State Standards/Learning Targets: K.CC.4a, K.G.2, K.G.4, 8.1, K-ESS3-1,2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Math story "School Fun" and real world connection to Social Studies</p> <p>Introduction of chapter: assessing prior knowledge</p>	<ul style="list-style-type: none"> ● Teachers' edition pp 345-352A ● Teachers' edition pp 353-356 ● Curious George (online) 	<ul style="list-style-type: none"> ● Lesson materials: math journal, pencil, crayons ● Lesson materials: 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● ipads

<p>Lesson 9.1 Identify and name circles</p>	<ul style="list-style-type: none"> ● Number picture p. 356 ● School-home letter ● Teachers' edition pp357A-360 ● Grab and Go Centers: ● Literature: And the Wheels Go Round ● Center activities: N/A ● Games: Follow the Figures (p. 21) (counters) 	<p>MathBoard, itools, 2-dimensional shapes</p> <ul style="list-style-type: none"> ● Differentiated Activities materials: ● ELL: N/A ● Enrich: crayons, paper ● RTI1: everyday objects ● RTI2: N/A 	
<p>Lesson 9.2 Describe circles</p>	<ul style="list-style-type: none"> ● Teachers' Edition 361A-364 ● Grab and Go Centers: ● Literature: And the Wheels Go Round ● Center activities: N/A ● Games: Follow the Figures (p. 21) (counters) 	<ul style="list-style-type: none"> ● ELL: N/A ● Enrich: two dimensional shapes, paper bags, spinners (blank and 2-section)(eteacher resources) ● RTI1: large paper circle, paper cup, watch with a round face 	

<p>Lesson 9.3 Identify and name squares</p>	<ul style="list-style-type: none"> ● Teachers' Edition 365A-368 ● Grab and Go Centers: ● Literature: And the Wheels Go Round ● Center activities: N/A ● Games: Follow the Figures (p. 21) (counters) <ul style="list-style-type: none"> ● Teachers' Edition pp 	<ul style="list-style-type: none"> ● RTI2: N/A <ul style="list-style-type: none"> ● Lesson materials: MathBoard, itools, two dimensional shapes ● Differentiated activities: ● ELL: classroom objects ● Enrich: paper squares folded in fourths lengthwise and crosswise, scissors ● RTI1: large paper cutouts of triangles, circles, and squares ● RTI2: masking tape <p>Lesson Materials:</p>	
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<p>9.4 Describe squares</p>	<p>369A-372</p> <ul style="list-style-type: none"> ● Grab and Go Centers ● Literature: And the Wheels Go Round ● Center activities: N/A ● Games: Follow the Figures (p. 21) (counters) 	<ul style="list-style-type: none"> ● MathBoard, itools, two-color counters <p>Differentiated Activities materials:</p> <ul style="list-style-type: none"> ● ELL: N/A ● Enrich: pattern blocks, crayons, paper ● RTI1: N/A ● RTI2: pattern blocks 	
<p>Lesson 9.5 Identify and name triangles</p>	<ul style="list-style-type: none"> ● Teachers' Edition pp373A-376 ● Grab and Go Centers ● Literature: And the Wheels Go Round ● Center activities: N/A ● Games: Follow the Figures (p. 21) (counters) 	<ul style="list-style-type: none"> ● Lesson materials: MathBoard, itools, two-dimensional shapes ● Differentiated activities materials: ● ELL: two dimensional shapes ● Enrich: triangle and 	

Lesson 9.6 Describe triangles

- **Teachers' Edition pp 377A-380**
- **Grab and Go Centers**
- **Literature: And the Wheels Go Round**
- **Center activities: N/A**
- **Games: Follow the Figures (p. 21) (counters)**

- **square pattern blocks, paper bag**
- **RTI1: long pieces of yarn**
- **RTI2:N/A**

- **Lesson materials: MathBoard, itools, two-color counters**
- **Differentiated Activities materials:**
- **ELL: N/A**
- **Enrich: 2-6 foot pieces of yarn**
- **RTI1: 9 craft sticks, glue, construction paper, crayons in three colors**
- **RTI2: pattern blocks**

<p>Lesson 9.7 Identify and name rectangles</p>	<ul style="list-style-type: none"> ● Teachers' Edition pp381-384 ● Grab and Go Centers ● Literature: I Know Shapes ● Center activities: N/A ● Games: Number picture (p. 24) (number cubes numbered 1-4, crayons) 	<ul style="list-style-type: none"> ● Lesson materials: MathBoard, itools, two dimensional shapes ● Differentiated Activities materials: ● ELL: two-dimensional shapes ● Enrich: pattern blocks ● RTI1: everyday objects ● RTI2: masking tape 	
<p>Lesson 9.8: Describe rectangles</p>	<ul style="list-style-type: none"> ● Teachers' Edition: pp 385A-388 ● Grab and Go Centers ● Literature: I Know Shapes ● Center activities: N/A ● Games: Number picture (p. 24) (number cubes numbered 1-4, crayons) 	<ul style="list-style-type: none"> ● Lesson materials: Mat hboard, itools, two-color counters ● Differentiated activities materials: ● ELL: 	

<p>Lesson 9.9 Identify and name hexagons</p>	<ul style="list-style-type: none"> ● Teachers' edition pp 389A-392 ● Grab and Go Centers ● Literature: I Know Shapes ● Center activities: N/A ● Games: Number picture (p. 24) (number cubes numbered 1-4, crayons) 	<p>two-dimensional shapes</p> <ul style="list-style-type: none"> ● Enrich: two-dimensional shapes ● RTI1: construction paper cut into rectangles and triangles, tape ● RTI2: Chart paper, marker <ul style="list-style-type: none"> ● Lesson materials: MathBoards, itools, two dimensional shapes ● Differentiated activities materials: ● ELL: paper, crayons ● Enrich: magazines, catalogs, safety scissors, glue, 	
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<p>Lesson 9.10 Describe hexagons</p>	<ul style="list-style-type: none"> ● Teachers' edition pp 393A-396 ● Teachers' Edition pp381-384 ● Grab and Go Centers ● Literature: I Know Shapes ● Center activities: N/A ● Games: Number picture (p. 24) (number cubes numbered 1-4, crayons) 	<p>construction paper</p> <ul style="list-style-type: none"> ● RTI1: N/A ● RTI2: two dimensional shapes <ul style="list-style-type: none"> ● Lesson materials: MathBoards, itools, two-color counters ● Differentiated activities materials: ● ELL:N/A ● Enrich: crayons ● RTI1: two dimensional shapes ● RTI2: Masking tape, two dimensional shapes 	
<p>Lesson 9.11 Hands-on Algebra-compare two-dimensional</p>	<ul style="list-style-type: none"> ● Teachers' Edition pp397A-400 	<ul style="list-style-type: none"> ● Lesson materials: 	

<p>shapes</p>	<ul style="list-style-type: none"> ● Grab and Go Centers: ● Literature: Hippo and Fox Sort Socks ● Center Activities: Same Game(p. 3) (form p 41, four part workmat p. 101, yellow bear counters,red cubes, blue counters, green triangles) ● Games: Number Picture (p 24) (number cubes numbered 1-4, crayons) 	<p>MathBoard, itools, two dimensional shapes</p> <ul style="list-style-type: none"> ● Differentiated activities materials: ● ELL: two dimensional shapes ● Enrich: paper, paint ● RTI1: paper divided in half and labeled alike and different, two dimensional shapes ● RTI2: two dimensional shapes 	
<p>Lesson 9.12 Problem solving: draw to join shapes</p>	<ul style="list-style-type: none"> ● Teachers' edition pp 401A-404 ● Grab and Go Centers ● Literature: I Know Shapes ● Center activities: N/A ● Games: Number picture (p. 	<ul style="list-style-type: none"> ● Lesson materials: MathBoard, itools, pattern blocks ● Differentiated 	

<p>REVIEW</p> <p>CHAPTER TEST</p> <p>The Project: Alike and Different</p>	<p>24) (number cubes numbered 1-4, crayons)</p> <p>Review pp 405-408</p> <p>Teachers' Edition pp 352B</p>	<p>activities</p> <p>materials</p> <ul style="list-style-type: none"> ● ELL: pattern blocks ● Enrich: pattern blocks, crayons, paper ● RTI1: squares, right triangles, rectangles that are square ● RTI2: pattern blocks <p>Lesson materials: online unit, projects pp B3 and B4</p>	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p>

<p>Suggested activities to assess student progress: math journal</p> <ul style="list-style-type: none"> ● mid-chapter check ● standards practice ● homework 	<p>Final Assessment/Benchmark/Project: CHAPTER 9 TEST Alike and Different Project</p> <p>Suggested skills to be assessed: <i>Shape recognition, shape description, classification/sorting, drawing and joining shapes</i></p>
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> ● RTI ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school tutoring sessions ● Basic Skills Instruction ● Utilize formative assessments 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework ● Support instruction with RTI intervention resources ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Utilize Go Math! RTI strategies ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information

<ul style="list-style-type: none"> ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize online books, when available, to listen to oral recorded reading. ● Provide individualized assistance as necessary. ● Allow for group work (strategically selected) and collaboration as necessary. ● Utilize homework recorder within SIS. ● Allow for copies of notes to be shared out. ● Utilize assistive technology as appropriate. ● Provide meaningful feedback and utilize teachable moments. ● Utilize graphic organizers 	<p style="text-align: center;">to drive instruction</p> <ul style="list-style-type: none"> ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<p style="text-align: center;">encourage good behavior and completion of work.</p> <ul style="list-style-type: none"> ● Establish a consistent and daily routine. 	<p style="text-align: center;">and develop the attitude that knowledge is worth pursuing in an open world.</p> <ul style="list-style-type: none"> ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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- **Introduce/review study skills**
- **Provide reading material at or slightly above students' reading levels.**
- **Utilize manipulatives as necessary.**
- **Establish a consistent and daily routine**



**Quinton Township School District
Go Math
Kindergarten**

Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	Chapter 10	Pacing:	10 days
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Unit Summary: Identify and describe three-dimensional shapes.

Objectives: Students will be able to analyze and compare three-dimensional shapes by attribute.
Students will be able to identify, name, and describe three-dimensional shapes including spheres.
Students will be able to identify, name, and describe three-dimensional shapes including cubes.
Students will be able to identify, name, and describe three-dimensional shapes including cylinders.
Students will be able to identify, name, and describe three-dimensional shapes including cones.
Students will be able to solve problems by using the strategy use logical reasoning.
Students will be able to use the terms above and below to describe shapes in the environment.
Students will be able to use the terms beside and next to to describe shapes in the environment.
Students will be able to use the terms in front of and behind to describe shapes in the environment.

Essential Questions: How can identifying and sorting shapes help you sort them?

Common Core State Standards/Learning Targets: K.G.1, K.G.2, K.G.4, 8.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Intreduction of chapter: Assessing Prior Knowledge</p> <p>Lesson 10.1 Hands on: Three Dimensional shapes</p>	<ul style="list-style-type: none"> ● Teachers' Edition pp. 409-412 ● Curious George: online ● Follow the Shapes p. 412 ● School-Home Letter ● Teachers' Edition pp 417A-420 ● Grab and Go Centers: ● Literature: I Know Big and Small ● Center Activities: Find the Shapes (p 12) (form p. 66, four part workmat p. 101, number cards or tiles, assortment of classroom objects so that there are two or more of each shape, dry erase marker, building blocks (cubes and rectangular prism) stick glue, 	<ul style="list-style-type: none"> ● Lesson materials: MathBoard, itools, three-dimensio nal shapes, Three Dimensional Shapes Teacher Resource ● Differentiated Activities Materials: 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications

<p>Lesson 10.2 Hands on: Identify, name, and describe spheres</p>	<p>roll of paper towels, paint jars, cans, orange, small bowls, etc)</p> <ul style="list-style-type: none"> ● Teachers' Edition pp 417A-420 ● Grab and Go Centers: ● Literature: I Know Big and Small ● Center Activities: Find the Shapes (p 12) (form p. 66, four part workmat p. 101, number cards or tiles, assortment of classroom objects so that there are two or more of each shape, dry 	<ul style="list-style-type: none"> ● ELL: Three-dimensional shapes ● Enrich: Three dimensional shapes, crayons, index cards ● RTI1: Everyday objects (3 dimensional shapes) ● RTI2: three-dimensional shapes ● Lesson materials: MathBoard, i tools, three-dimensional shapes, Three Dimensional Shapes (eTeacher Resource) ● Differentiated 	
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<p>Lesson 10.3 Identify, name, and describe cubes</p>	<p>erase marker, building blocks (cubes and rectangular prism) stick glue, roll of paper towels, paint jars, cans, orange, small bowls, etc)</p> <ul style="list-style-type: none"> ● Teachers' Edition pp 421-424 ● Grab and Go Centers: ● Literature: Curious George Goes to a Toy Store ● Center Activities: Find the Shapes (p 12) (form p 66, four-part workmat pg 101, number cards or tiles, assortment of classroom objects so that there are two or more of each shape, dry erase markers, building blocks (cubes and rectangular prism), stick glue, roll of paper towels, 	<p>Activities</p> <p>Materials:</p> <ul style="list-style-type: none"> ● ELL: Three-dimensional shapes, circle ● Enrich: magazines, scissors, large paper, glue ● RTI1: large ball ● RTI2: three-dimensional objects <ul style="list-style-type: none"> ● MathBoard, itools, three-dimensional shapes, Three Dimensional Shapes (eTeacher resource) ● Differential Activities <p>Materials:</p> <ul style="list-style-type: none"> ● ELL: three-dimensional shapes ● Enrich: 	
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<p>10.4 Hands-on-Identify, name, and describe cylinders</p>	<p>paint jars, cans, orange, small bowls, etc.)</p> <ul style="list-style-type: none"> ● Teachers' Edition pp 425A-428 ● Grab and Go Centers: ● Literature: Curious George Goes to a Toy Store ● Center Activities: Find the Shapes (p 12) (form p 66, four-part workmat pg 101, number cards or tiles, assortment of classroom objects so that there are two or more of each shape, dry erase markers, building blocks (cubes and rectangular prism), stick glue, roll of paper towels, paint 	<p>non-pointed toothpicks or straws, craft sticks, clay</p> <ul style="list-style-type: none"> ● RTI1: cube ● RTI2:three-dimensional shapes <ul style="list-style-type: none"> ● Lesson Materials:Math Board, itools, Three-dimensional shapes, Three Dimensional Shapes (eteacher resources) ● Differentiated Activities Materials: ● ELL: everyday three-dimensional objects, magazines, picture books ● Enrich: magazines, 	
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<p>Lesson 10.5: Hands-on: Identify, name, and describe cones</p>	<p>jars, cans, orange, small bowls, etc.)</p> <ul style="list-style-type: none"> ● Teachers' Edition pp 429A-432 ● Grab and Go Centers: ● Literature: Curious George Goes to a Toy Store ● Center Activities: Get In Shape (p 12) (form p 67, four part workmat p 101, cylinder, cube, rectangular prism, sphere, one example of an object in each shape) 	<p>scissors, posterboard, glue</p> <ul style="list-style-type: none"> ● RTI1: cylindrical can ● RTI2: three-dimensional shapes, paper bag <ul style="list-style-type: none"> ● Lesson Materials: MathBoard, itools, three-dimensional shapes, Three Dimensional Shapes (eTeacher Resource) ● Differentiated Activities Materials: ● ELL: Three-dimensional shapes ● Enrich: Index 	
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<p>10.6 Problem solving: two-and three-dimensional shapes</p>	<ul style="list-style-type: none"> ● Teachers' Edition pp 433A-436 ● Grab and Go Centers: ● Literature: Curious George Goes to a Toy Store ● Center Activities: Get In Shape (p 12) (form p 67, four part workmat p 101, cylinder, cube, rectangular prism, sphere, one example of an object in each shape) 	<p>cards, crayons, magazines, scissors, glue</p> <ul style="list-style-type: none"> ● RTI1: Cone pattern (eteacher resource) , scissors, tape ● RTI2: three-dimensional shapes <ul style="list-style-type: none"> ● Lesson Materials: MathBoard, itools, three-dimensional shapes, Three Dimensional Shapes (eteacher resource), plane shapes ● Differentiated Activities Materials: ● ELL: two-and 	
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<p>Lesson 10.7 Above and Below</p>	<ul style="list-style-type: none"> ● Teachers' Edition pp 437A-440 ● Grab and Go Centers: ● Literature: Up, Up to the Top ● Center Activities: Tip Top (p 9) (form p 58, multipurpose workmat p 99, red, yellow, and green counters 	<p>-three dimensional shapes</p> <ul style="list-style-type: none"> ● Enrich: three-dimensional shapes ● RTI1: Two-and-three dimensional shapes ● RTI2: two-and-three-dimensional shapes, paper bag <ul style="list-style-type: none"> ● Lesson Materials: MathBoard, itools, connecting cubes ● Differentiated Activities Materials: ● ELL: N/A ● Enrich: N/A 	
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<p>Lesson 10.8 Beside and Next To</p>	<ul style="list-style-type: none"> ● Teachers' Edition pp 441A-444 ● Grab and Go Centers: ● Literature: Up, Up to the Top ● Center Activities: Think Outside the Box (p 9) (form p 59, multipurpose workmat p 99, bear or color counters in blue and yellow, erasable markers) 	<ul style="list-style-type: none"> ● RTI1:connecting cubes ● RTI2:N/A ● Lesson Materials: MathBoard, itools ● Differentiated Activities Materials: ● ELL:connecting cubes ● Enrich:classroom objects in three-dimensional shapes ● RTI1: classroom objects ● RTI2:classroom objects 	
<p>Lesson 10.9 In Front of and Behind</p>	<ul style="list-style-type: none"> ● Teachers' Edition pp445A-448 ● Grab and Go Centers 	<ul style="list-style-type: none"> ● Lesson Materials: MathBoard, 	

<p>Review</p> <p>Chapter Test</p>	<ul style="list-style-type: none"> ● Literature: Up, Up to the Top ● Center Activities: Top of the Heap (p 9) (form p 57, multipurpose workmat p 99, yellow, red and blue cubes) <ul style="list-style-type: none"> ● Review pp 449-452 	<p>itools</p> <ul style="list-style-type: none"> ● Differentiated Activities ● Materials: ● ELL: N/A ● Enrich: stuffed animal, large paper bags, three-dimensional objects ● RTI1:real-world three-dimensional objects ● RTI2: Real-world three-dimensional objects, classroom chair 	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: math journal</p> <ul style="list-style-type: none"> ● mid-chapter check ● standards practice ● homework 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Chapter Test, creating and sorting shapes</p> <p>Suggested skills to be assessed: <i>Identifying and describing shapes, sorting shapes</i></p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<p>reading.</p> <ul style="list-style-type: none">• Provide individualized assistance as necessary.• Allow for group work (strategically selected) and collaboration as necessary.• Utilize homework recorder within SIS.• Allow for copies of notes to be shared out.• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine			
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**Quinton Township School District
Go Math
Kindergarten**

Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	Chapter 11	Pacing:	10 days
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Unit Summary: Measurement

Objectives: Students will be able to use literature to reinforce measurements concepts.
Students will be able to directly compare the lengths of two objects
Students will be able to directly compare the heights of two students.

Students will be able to solve problems by using the strategy draw a picture.
 Students will be able to directly compare the weights of two objects
 Students will be able to describe several measurable attributes of a single object.
 Students will be able to compare heights using the terms shorter, taller, and same.

Essential Questions: How can comparing objects help you measure them?

Common Core State Standards/Learning Targets: K.CC.4a, K.MD.1, K.MD.2, [8.1, K-ESS2-1](#)

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Math Story: Plants All Around, and Real World Connection to Science</p> <p>Introduction of Chapter: Assessing Prior Knowledge</p> <p>Lesson 1.1 Hands-on: Compare lengths</p>	<ul style="list-style-type: none"> ● Teachers' Edition pp 453-460A ● Teachers' Edition pp 461-464 ● Curious George-online ● Connecting cube challenge p 464 ● School-Home Letter ● Teachers' edition pp 465A-468 ● Grab and Go Centers: 	<ul style="list-style-type: none"> ● Lesson materials: Math Journals, pencil, crayons ● Lesson materials: MathBoard, 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications

<p>Lesson 11.2: Hands-on-compare heights</p>	<ul style="list-style-type: none"> ● Literature: Who am I? ● Center Activities: Long and Shirt (p 19) (form p 88, multipurpose workmat p 99, assorted cubes, number spinner labeled 1-6 p 97, ring of yarn, drinking straw) ● Games: Connecting cube challenge (p 24) (number cube, connecting cubes) <ul style="list-style-type: none"> ● Teachers' Edition: pp 469A-472 ● Grab and Go Centers: ● Literature: Who Am I? ● Center Activities: Long and Shirt (p 19) (form p 88, multipurpose workmat p 99, assorted cubes, number spinner labeled 1-6 p 97, ring of yarn, drinking straw) 	<ul style="list-style-type: none"> ● itools, connecting cubes ● Differentiated Activities materials: ● ELL: scissors, paper strips ● Enrich: small classroom objects ● RTI1: connecting cubes ● RTI2: crayons <ul style="list-style-type: none"> ● Lesson materials: MathBoard, itools, connecting cubes ● Differentiated activities materials: ● ELL: N/A 	
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Lesson 11.3-Problem Solving-Direct comparison

- **Games: Connecting cube challenge (p 24) (number cube, connecting cubes)**
- **Teachers' Edition pp 473A-476**
- **Grab and Go Centers:**
- **Literature: Shortest and Longest Where I Live**
- **Center Activities: An Order to Go (p 12) (form p 89, multipurpose workmat p 99, number tiles 1-3, assorted cubes, number spinner labeled 1-6 p 97)**
- **Games: Connecting Cube Challenge (p 24) (number cube, connecting cubes)**

- **Enrich: books about animals**
- **RTI1: yarn, pencils**
- **RTI2: connecting cubes**
- **Lesson materials: MathBoards, i tools**
- **Differentiated Activities Materials:**
- **ELL: N/A**
- **Enrich: drinking straws cut to different lengths, classroom objects**
- **RTI1: crayons, paper**
- **RTI2: connecting cubes, crayons**

<p>Lesson 11.4-Hands-on-Compare weights</p>	<ul style="list-style-type: none"> ● Teachers' edition pp 477A-480 ● Grab and Go Centers: ● Literature: Curious George and the Mystery Boxes ● Center activities: N/A ● Games: Connecting Cube Challenge (p 24) (number cube, connecting cubes) 	<ul style="list-style-type: none"> ● Lesson materials: MathBoard, itools, classroom objects ● Differentiated Activities Materials: ● ELL: crayon, book, classroom objects ● Enrich: classroom objects ● RTI1: classroom objects ● RTI2: classroom objects 	
<p>Lesson 11.5-Length, height, and weight</p>	<ul style="list-style-type: none"> ● Teachers' edition pp 481A-484 ● Grab and Go centers: ● Literature: Curious George and the Mystery Boxes ● Center activities: N/A 	<ul style="list-style-type: none"> ● Lesson materials: MathBoards, itools ● Differentiated Activities 	

<p>Review</p> <p>Chapter Test</p> <p>The Project: How Tall am I?</p>	<ul style="list-style-type: none"> ● Games: Connecting Cube Challenge (p 24) (number cube, connecting cubes) <p>Review pp 485-488</p> <p>Teachers' Edition p 460B</p>	<p>Materials:</p> <ul style="list-style-type: none"> ● ELL: small book ● Enrich: pictures of objects that show lengths and heights, glue, construction paper ● RTI1: dry erase marker or chalk ● RTI2: connecting cubes, yarn <ul style="list-style-type: none"> ● Lesson materials: online unit, projects pp B5 and B6 	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: math journal</p> <ul style="list-style-type: none"> ● mid-chapter check ● standards practice ● homework 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Chapter Test Project: How Tall am I?</p> <p>Suggested skills to be assessed: <i>measurement by direct comparison</i></p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> ● RTI ● Modify and accommodate as listed in student's IEP or 504 plan 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework ● Support instruction with RTI intervention resources ● Provide after school tutoring 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study

<ul style="list-style-type: none"> • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and 	<p>Dictionary for use</p> <ul style="list-style-type: none"> • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<p>services</p> <ul style="list-style-type: none"> • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<p>of major ideas and problems through Compacting.</p> <ul style="list-style-type: none"> • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<p>collaboration as necessary.</p> <ul style="list-style-type: none">● Utilize homework recorder within SIS.● Allow for copies of notes to be shared out.● Utilize assistive technology as appropriate.● Provide meaningful feedback and utilize teachable moments.● Utilize graphic organizers● Introduce/review study skills● Provide reading material at or slightly above students' reading levels.● Utilize manipulatives as necessary.● Establish a consistent and daily routine			
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**Quinton Township School District
Go Math
Kindergarten**

Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	Chapter 12	Pacing:	10 days
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Unit Summary: Classifying and sorting data

Objectives: Students will be able to classify and sort objects by color.
Students will be able to classify and count objects by shape.
Students will be able to classify and count objects by size.
Students will be able to make a graph to count objects that have been classified into categories.
Students will be able to read a graph to count objects that have been classified into two categories.
Students will be able to solve problems by using the strategy use logical reasoning.

Essential Questions: How does sorting help you display information?

Common Core State Standards/Learning Targets: K.MD.3, 8.1, K-ESS2-1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Introduction of Chapter-Assessing prior knowledge</p> <p>Lesson 12.1-Hands-on-Algebra-Classify and count by color</p>	<ul style="list-style-type: none"> ● Teachers' Edition pp 489-492 ● Curious George-online ● At the Farm p 492 ● School-Home letter <ul style="list-style-type: none"> ● Grab and Go Centers ● Literature: Hippo and Fox Sort Socks ● Center activities: Mix and Match (p 1) (form p 35, multipurpose workmat p 99, cubes and/or pattern blocks in green and orange as available, small pieces of orange, green, and purple construction paper, purple objects) ● Color It (p 3) (form p 40, four part workmat p 101, yellow bear counters, red cubes, blue counters, green triangles) 	<ul style="list-style-type: none"> ● Lesson materials: MathBoard, itools, two-dimensional shapes ● Differentiated Activities Materials: ● ELL: chart paper, markers ● Enrich: two dimensional shapes, lunchbags, crayons, workmat 1 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications

<p>Lesson 12.3-Hands-on-algebra-count by color and size</p>	<ul style="list-style-type: none"> ● Teachers' edition pp 501A-504 ● Grab and Go centers: ● Literature: I Know Big and Small ● Center Activities: Think Big (p 3) (form p 39, two part workmat p 100, big and small bear counters) 	<ul style="list-style-type: none"> ● RTI1: construction paper shapes, Workmat 1 ● RTI2: two-dimensional shapes, poster board ● Lesson materials: MathBoard, itools, two-dimensional shapes ● Differentiated Activities Materials: ● ELL: N/A ● Enrich: two-dimensional shapes, poster board, marker ● RTI1: large and small construction paper shapes, 	
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Lesson 12.4-Hands-on-make a concrete graph

- **Teachers' edition pp 505A-508**
- **Grab and Go Centers:**
- **Literature: Shells! Shells!**
- **Center activities: Get a Graph (p 10) (form p 60, graphing grid workmat p 103, bear or color counters in blue, green, red, and yellow)**
- **Games: Spill the Counters (p 22) (10 two-color counters, crayons)**

- **two trays**
- **RTI2: two dimensional shapes, string, tape**
- **Lesson materials: MathBoard, itools, connecting cubes, two-dimensional shapes**
- **Differentiated Activities Materials:**
- **ELL: paper clips in two colors, 2 row graph (eteacher resources)**
- **Enrich: spinners (3- and 4- sections), self-stick notes**

<p>Lesson 12.5-Read a graph</p>	<ul style="list-style-type: none"> ● Teachers' edition pp 509A-512 ● Grab and Go Centers: ● Literature: Shells! Shells! ● Center activities: Sort and Graph (p 10) (form p 61, graphing grid workmat p 103, triangles, squares, color counters: blue, red, and one other) ● Games: Spill the Counters (p 22) (10 two-color counters, crayons) 	<ul style="list-style-type: none"> ● RTI1: crayons in two colors, masking tape, chart paper ● RTI2: 4 red dot stickers, five white dot stickers, 2 row graph ● Lesson materials: MathBoard, itools, two-color counters ● Differentiated Activities Materials: ● ELL: connecting cubes, two row graph (eteacher resources) ● Enrich: 2-row graph, numeral cards 0-7 	
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<p>Lesson 12.6-Problem solving-sort and count</p>	<ul style="list-style-type: none"> ● Teachers' Edition pp 513A-516 ● Grab and Go Centers: ● Literature: Hippo and Fox Sort Socks ● Center Activities: Taking Shapes (p 1) (form p 34, multipurpose workmat p 99, bear counters or color counters in red, yellow, and blue, cubes, pattern blocks in red, blue, and yellow) ● Graph this Now (p 10) (form p 62, graphing grid workmat p 103, cubes and counters in various colors) 	<ul style="list-style-type: none"> ● RTI1: two kinds of stickers, 2 row graph ● RTI2: connecting cubes, 2-row graph ● Lesson Materials: MathBoard, itools ● Differentiated Activities Materials: ● ELL: Two dimensional shapes ● Enrich: large and small construction paper shapes in four colors, two column sorting mats with blank addition sentence, 3-and 	
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<p>Review</p>	<p>Review pp 517-520</p>	<p>4 section spinners with labels size, color, and shape (eteacher resources)</p> <ul style="list-style-type: none">● RTI1: big and small classroom objects or shapes● RTI2: two-column sorting mat with blank addition sentence, same size construction paper circle and square shapes in two colors, paper bag	
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Chapter Test			
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: math journal</p> <ul style="list-style-type: none"> ● mid-chapter check ● standards practice ● homework 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Chapter Test, student created graph</p> <p>Suggested skills to be assessed: <i>sort objects, read a graph, interpret data</i></p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> ● RTI 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework 	<ul style="list-style-type: none"> ● Organize the curriculum to

<ul style="list-style-type: none"> • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized 	<ul style="list-style-type: none"> • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<p>include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</p> <ul style="list-style-type: none"> • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<p>assistance as necessary.</p> <ul style="list-style-type: none">● Allow for group work (strategically selected) and collaboration as necessary.● Utilize homework recorder within SIS.● Allow for copies of notes to be shared out.● Utilize assistive technology as appropriate.● Provide meaningful feedback and utilize teachable moments.● Utilize graphic organizers● Introduce/review study skills● Provide reading material at or slightly above students' reading levels.● Utilize manipulatives as necessary.● Establish a consistent and daily routine			
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