

**Winslow Schools**  
**Mathematics Curriculum – Kindergarten**  
**Unit 2**

Overview	Standards for Mathematical Content	Unit Focus	Standards for Mathematical Practice
<b>Unit 2</b>  <b>Counting, Addition &amp; Subtraction</b>	<ul style="list-style-type: none"> <li>● K.CC.A.1*</li> <li>● K.CC.A.2</li> <li>● K.CC.A.3*</li> <li>● K.OA.A.1*</li> <li>● K.OA.A.2</li> <li>● K.CC.B.5*</li> <li>● K.CC.C.6</li> <li>● K.CC.C.7</li> <li>● K.OA.A.5*</li> </ul>	<ul style="list-style-type: none"> <li>● Know number names and the count sequence to 50</li> <li>● Understand addition as putting together and adding to</li> <li>● Understand subtraction as taking apart and taking from</li> <li>● Count to tell the number of objects</li> <li>● Compare numbers</li> </ul>	<p><b>MP.1</b> Make sense of problems and persevere in solving them.</p> <p><b>MP.2</b> Reason abstractly and quantitatively.</p> <p><b>MP.3</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>MP.4</b> Model with mathematics.</p> <p><b>MP.5</b> Use appropriate tools strategically.</p> <p><b>MP.6</b> Attend to precision.</p> <p><b>MP.7</b> Look for and make use of structure.</p> <p><b>MP.8</b> Look for and express regularity in repeated reasoning.</p>
<b>Unit 2:</b> <b>Suggested Open Educational Resources</b>	<p><a href="#">K.CC.A.1 Choral Counting</a></p> <p><a href="#">K.CC.A.2 Start-Stop Counting</a></p> <p><a href="#">K.CC.A.3 Assessing Writing Numbers</a></p> <p><a href="#">K.OA.A.2 Dice Addition 2</a></p> <p><a href="#">K.OA.A.2 What's Missing?</a></p> <p><a href="#">K.CC.B.5 Finding Equal Groups</a></p> <p><a href="#">K.CC.C.6 Which number is greater? Which number is less? How do you know?</a></p> <p><a href="#">K.CC.C.7 Guess the Marbles in the Bag</a></p> <p><a href="#">K.OA.A.5 Many Ways to Do Addition 1</a></p>		

**Major** **Supporting** **Additional** (Identified by PARCC Model Content Frameworks).

**Winslow Schools**  
**Mathematics Curriculum – Kindergarten**  
**Unit 2**

Curriculum Unit	Standards		Pacing	
			Days	Unit Days
<b>Unit 2</b>  <b>Counting, Addition &amp; Subtraction</b>	● K.CC.A.1*	Count <u>to 50</u> by ones and by tens.  Represent a number of objects with a written numeral <u>0 to 20</u> .	3	45
	● K.CC.A.2	Count forward <u>up to 50</u> starting from numbers other than one.	2	
	● K.CC.A.3*	Represent a number of objects with a written numeral <u>0 to 20</u> .	3	
	● K.OA.A.1*	Create addition and subtraction events with objects, fingers, drawings, sounds (e.g., claps), acting out situations and verbal explanations ( <u>up to 10</u> ).	6	
	● K.OA.A.2	Use objects or drawings to represent and solve addition and subtraction word problems (within 10).	5	
	● K.CC.B.5*	Answer <i>how many?</i> questions about groups of up to 20 objects when arranged in a line, rectangular array or circle.  Answer <i>how many?</i> questions about groups of <u>up to 10</u> when arranged in a scattered configuration.	4	
	● K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (groups of up to 10 objects).	12	
	● K.CC.C.7	Compare numbers (up to 10) written as numerals.	4	
	● K.OA.A.5*	Use mental math strategies to solve addition facts within 5.	3	
	Assessment, Re-teach and Extension			

**Winslow Schools**  
**Mathematics Curriculum – Kindergarten**  
**Unit 2**

<b>Unit 2 Kindergarten</b>		
<b>Content Standards</b>	<b>Suggested Standards for Mathematical Practice</b>	<b>Critical Knowledge &amp; Skills</b>
<ul style="list-style-type: none"> <li>● <b>K.CC.A.1.</b> Count to 100 by ones and by tens.*(benchmarked)</li> </ul>	MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.	Concept(s): <ul style="list-style-type: none"> <li>● Number names and the count sequence up to 50</li> </ul> Students are able to: <ul style="list-style-type: none"> <li>● count orally by ones <u>up to 50</u>.</li> <li>● count orally by tens <u>up to 50</u>.</li> </ul> Learning Goal 1: Count to <u>50</u> by ones and by tens.
<ul style="list-style-type: none"> <li>● <b>K.CC.A.2.</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</li> </ul>	MP. 2 Reason abstractly and quantitatively. MP.7 Look for and make use of structure.	Concept(s): No new concept(s) introduced Students will be able to: <ul style="list-style-type: none"> <li>● count orally by ones <u>up to 50</u>, beginning at any number.</li> </ul> Learning Goal 2: Count forward <u>up to 50</u> starting from numbers other than one.
<ul style="list-style-type: none"> <li>● <b>K.CC.A.3.</b> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).*(benchmarked)</li> </ul>	MP. 2 Reason abstractly and quantitatively. MP.7 Look for and make use of structure.	Concept(s): <ul style="list-style-type: none"> <li>● The number of objects can be represented by a numeral.</li> </ul> Students are able to: <ul style="list-style-type: none"> <li>● write numbers from <u>0 to 20</u>.</li> </ul> Learning Goal 3: Represent a number of objects with a written numeral <u>0 to 20</u> .
<ul style="list-style-type: none"> <li>● <b>K.OA.A.1.</b> Represent addition and subtraction <u>up to 10</u> with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. *(benchmarked)</li> </ul>	MP.1 Make sense of problems and persevere in solving them. MP. 2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.	Concept(s): <ul style="list-style-type: none"> <li>● Understand addition as putting together and adding to.</li> <li>● Understand subtraction as taking apart and taking from.</li> </ul> Students are able to: <ul style="list-style-type: none"> <li>● create subtraction and addition events with objects (up to 10).</li> <li>● create subtraction and addition events with drawings and sounds (up to 10).</li> <li>● create subtraction and addition events by acting out situations and with verbal explanations.</li> </ul> Learning Goal 4: Create addition and subtraction events with objects, fingers, drawings, sounds (e.g., claps), acting out situations and verbal explanations ( <u>up to 10</u> ).
<ul style="list-style-type: none"> <li>● <b>K.OA.A.2.</b> Solve addition and subtraction word problems, and add and subtract within 10, <i>e.g., by using objects or drawings to represent the problem.</i></li> </ul>	MP.1 Make sense of problems and persevere in solving them. MP. 2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically.	Concept(s): No new concept(s) introduced Students will be able to: <ul style="list-style-type: none"> <li>● use objects and drawings to represent addition and subtraction.</li> <li>● add and subtract within 10.</li> </ul> Learning Goal 5: Use objects or drawings to represent and solve addition and subtraction word problems (within 10).

**Winslow Schools**  
**Mathematics Curriculum – Kindergarten**  
**Unit 2**

<ul style="list-style-type: none"> <li>● <b>K.CC.B.5</b> Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. *(benchmarked)</li> </ul>	<p>MP.2 Reason abstractly and quantitatively.  MP.7 Look for and make use of structure.  MP.8 Look for and express regularity in repeated reasoning.</p>	<p>Concept(s): No new concept(s) introduced  Students are able to:</p> <ul style="list-style-type: none"> <li>● count to tell the number of objects arranged in a line, rectangular array, circle, or scattered configuration.</li> <li>● count to tell the number of objects when asked "how many?" questions.</li> <li>● given a number from 1-20, count out that many object.</li> </ul> <p>Learning Goal 6: Answer <i>how many?</i> questions about groups of <u>up to 20</u> objects when arranged in a line, rectangular array or circle.  Learning Goal 7: Answer <i>how many?</i> questions about groups of <u>up to 10</u> when arranged in a scattered configuration .</p>
<ul style="list-style-type: none"> <li>● <b>K.CC.C.6</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group <i>e.g. by using matching and counting strategies.</i></li> </ul>	<p>MP.2 Reason abstractly and quantitatively.  MP.7 Look for and make use of structure.  MP.8 Look for and express regularity in repeated reasoning.</p>	<p>Concept(s):</p> <ul style="list-style-type: none"> <li>● Different groups can have different numbers of objects.</li> <li>● Numbers of objects can be compared using phrases such as <i>greater than</i>, <i>less than</i> and <i>equal to</i>.</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● compare the number of objects (up to 10) in two groups.</li> <li>● identify whether the number of objects in one group is greater than, less than, or equal to to the number of objects in another group.</li> </ul> <p>Learning Goal 8: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (groups of up to 10 objects).</p>
<ul style="list-style-type: none"> <li>● <b>K.CC.C.7</b> Compare two numbers between 1 and 10 presented as written numerals.</li> </ul>	<p>MP.2 Reason abstractly and quantitatively.</p>	<p>Concept(s):</p> <ul style="list-style-type: none"> <li>● Number names and the count sequence</li> <li>● The next number name in counting is always one greater than the previous number.</li> <li>● Count to tell the number of objects.</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● compare numbers (up to 10) written as numerals.</li> </ul> <p>Learning Goal 9: Compare numbers (up to 10) written as numerals.</p>
<ul style="list-style-type: none"> <li>● <b>K.OA.A.5</b> <b>Demonstrate fluency for addition and subtraction within 5-</b> (by the end of Kindergarten). *(benchmarked)</li> </ul>	<p>MP.7 Look for and make use of structure.  MP.8 Look for and express regularity in repeated reasoning.</p>	<p>Concept(s): No new concept(s) introduced  Students will be able to:</p> <ul style="list-style-type: none"> <li>● add within 5 with accuracy and efficiency .</li> </ul> <p>Learning Goal 10: Use mental math strategies to solve addition facts within 5.</p>

**Winslow Schools**  
**Mathematics Curriculum – Kindergarten**  
**Unit 2**

Unit 2 Kindergarten	
School/District Formative Assessment Plan	School/District Summative Assessment Plan
Pre-Assessment, Quizzes Exit Tickets Daily Monitoring	Unit Benchmark MAPS/I-Ready
Focus Mathematical Concepts	
<p><b>Prerequisite skills:</b> (Pre-school at about 48 or 60 months)</p> <p><b>Achieve the Core Coherence Map</b>  <a href="https://achievethecore.org/coherence-map/">https://achievethecore.org/coherence-map/</a></p> <p>Standards:</p> <p><b>K.CC.A.1</b> Recite numbers in order to twenty with increasing accuracy.  <b>K.CC.A.2</b> Recite numbers in order to twenty with increasing accuracy.  <b>K.CC.A.3</b> Recognize and know the name of some written numerals.  <b>K.OA.A.1</b> Represent addition and subtraction by manipulating up to 5 objects.  <b>K.OA.A.2</b> Begin to represent simple word problem data in pictures and drawings.  <b>K.CC.B.5</b> Understand, when counting, that the number name of the last object counted represent the total number of objects in the group (i.e. cardinality)  <b>K.CC.C.6</b> Compare visually (with or without counting) two groups of objects that are obviously equal or non-equal and communicate, “more” or “same”.  <b>K.CC.C.7</b> Compare visually (with or without counting) two groups of objects that are obviously equal or non-equal and communicate, “more” or “same”.  <b>K.OA.A.5</b> Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5)</p> <p><b>Preschool Standards</b>  <a href="http://www.nj.gov/education/news/2014/standards/PreschoolMath.pdf">http://www.nj.gov/education/news/2014/standards/PreschoolMath.pdf</a></p>	

**Winslow Schools**  
**Mathematics Curriculum – Kindergarten**  
**Unit 2**

**Common Misconceptions:**

Some students might not see zero as a number. Ask students to write 0 and say *zero* to represent the number of items left when all items have been taken away. Avoid using the word *none* to represent this situation. Find instances for which the response would be zero in real-world settings to provide experiences with the concept of zero. As long as children *understand* that correct counting requires one point and one word for each object and are trying to do that, parents and teachers do not need to correct errors all the time. Students may over-generalize the vocabulary in word problems and think that certain words indicate solution strategies that must be used to find an answer. They might think that the word *more* always means to add and the words *take away* or *left* always means to subtract. When students use the words *take away* to refer to subtraction and its symbol, teachers need to repeat students' ideas using the words *minus* or *subtract*. For example, students use addition to solve this Take from/Start Unknown problem: Melisa took the 8 stickers she no longer wanted and gave them to Anna. Now Melisa has 11 stickers *left*. How many stickers did Melisa have to begin with? Note on vocabulary: The term "total" should be used instead of the term "sum". "Sum" sounds the same as "some", but has the opposite meaning. "Some" is used to describe problem situations with one or both addends unknown, so it is better in the earlier grades to use "total" rather than "sum". Formal vocabulary for subtraction ("minuend" and "subtrahend") is not needed in Kindergarten. ("total" and "addend" are sufficient for classroom discussion).

**Number Fluency:**

**K.CC.1** Count to 100 by ones and by tens.

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

**K.OA.5** Fluently add and subtract within 5.

**Achieve the Core – GoMath Fluency Activities**

<https://achievethecore.org/page/2853/go-math-k-5-guidance-documents>

**Achieve the Core – Fluency Activities**

<https://achievethecore.org/page/2948/fluency-resources-for-grade-level-routines>

**Math Coach – Fact Fluency** <http://schoolwires.henry.k12.ga.us/Page/21865>

**Math Wire – Basic Facts Link** <http://mathwire.com/numbersense/bfactslinks.html>

**Winslow Schools**  
**Mathematics Curriculum – Kindergarten**  
**Unit 2**

District/School Tasks	District/School Primary and Supplementary Resources
<p><b>Examples of CCSS Items - Delaware Comparison Document</b>  <b>Delaware Common Core Item Bank for Mathematics – Kindergarten</b>  <a href="http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/111/Math_Grade_K.pdf">http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/111/Math_Grade_K.pdf</a></p>	<p>Text: Go Math</p> <p><b>Think Central</b>  <a href="https://www-k6.thinkcentral.com/ePC/viewResources.do?method=retrieveResources&amp;pageName=resourcepage">https://www-k6.thinkcentral.com/ePC/viewResources.do?method=retrieveResources&amp;pageName=resourcepage</a></p> <p><b>XtraMath</b>  <a href="https://xtramath.org/">https://xtramath.org/</a></p> <p><b>ThinkCentral Personal Math Trainer</b></p> <p><b>Kindergarten Flip Book:</b>  <a href="http://community.ksde.org/Default.aspx?tabid=5646">http://community.ksde.org/Default.aspx?tabid=5646</a></p> <p><b>North Carolina Dept of Ed. Wikispaces:</b>  <a href="http://maccss.ncdpi.wikispaces.net/Elementary">http://maccss.ncdpi.wikispaces.net/Elementary</a></p> <p><b>101 Math Discourse Questions:</b>  <a href="http://www.casamples.com/downloads/100MathDiscourseQuestions_Printable.pdf">http://www.casamples.com/downloads/100MathDiscourseQuestions_Printable.pdf</a></p> <p><b>Asking Effective Questions</b>  <a href="http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_AskingEffectiveQuestions.pdf">http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_AskingEffectiveQuestions.pdf</a></p>
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> <li>1. Identifying similarities and differences</li> <li>2. Summarizing and note taking</li> <li>3. Reinforcing effort and providing recognition</li> <li>4. Homework and practice</li> <li>5. Nonlinguistic representations</li> </ol>	<ol style="list-style-type: none"> <li>6. Cooperative learning</li> <li>7. Setting objectives and providing feedback</li> <li>8. Generating and testing hypotheses</li> <li>9. Cues, questions, and advance organizers</li> <li>10. Manage response rates</li> </ol>

**Winslow Schools**  
**Mathematics Curriculum – Kindergarten**  
**Unit 2**

**Vocabulary**

K.CC.1, 2 & 3

**Know number names and the count sequence.**

Introduce written number words zero, one, two...ten (students are not responsible for being able to read these words, but they should be introduced)

Know digits and orally count to one hundred

K.OA.1, 2 & 5

**Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**

join, putting together, add, adding to, separate, subtract, taking apart, taking from, and same amount as, equal, less than, more than, total

K.CC.5

**Count to tell the number of objects.**

number, zero, one, two...thirteen, fourteen...nineteen

How many? count on

K.CC.6 & 7

**Compare numbers.**

greater than, more,

less than, fewer

equal to, same amount as, compare



**Winslow Schools**  
**Mathematics Curriculum – Kindergarten**  
**Unit 2**

**9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, And Preparation and Training & 9.4 Life Literacies and Key Skills**

- 9.1.2.RM.1 Describe how valuable items might be damaged or lost and ways to protect them.
- 9.1.2.FI.1 Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards)
- 9.2.2.CAP.1 Make a list of different types of jobs and describe the skills associated with each job

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/educators/lessons-by-grade>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

**Suggested Modifications for Special Education/504**

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignments. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- |  |   |
|--|---|
| <input type="checkbox"/> Modify activities/assignments/projects/assessments                            | <input type="checkbox"/> Individual Intervention/Remediation        |
| <input type="checkbox"/> Breakdown activities/assignments/projects/assessments into manageable units   | <input type="checkbox"/> Additional Support Materials               |
| <input type="checkbox"/> Additional time to complete activities/assignments/projects/assessments       | <input type="checkbox"/> Guided Notes                               |
| <input type="checkbox"/> Provide an option for alternative activities/assignments/projects/assessments | <input type="checkbox"/> Graphic Organizers                         |
| <input type="checkbox"/> Modify Content  | <input type="checkbox"/> Small Group Intervention/Remediation       |
| <input type="checkbox"/> Modify Amount   | <input type="checkbox"/> Other Modifications for Special Education: |
| <input type="checkbox"/> Adjust Pacing of Content  |   |

**Winslow Schools**  
**Mathematics Curriculum – Kindergarten**  
**Unit 2**

**Suggested Modifications for At-Risk Students**

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- |   |  |
|---|--|
| <input type="checkbox"/> Modify activities/assignments/projects/assessments<br><input type="checkbox"/> Breakdown activities/assignments/projects/assessments into manageable units<br><input type="checkbox"/> Additional time to complete activities/assignments/projects/assessments<br><input type="checkbox"/> Provide an option for alternative activities/assignments/projects/assessments<br><input type="checkbox"/> Modify Content<br><input type="checkbox"/> Modify Amount<br><input type="checkbox"/> Adjust Pacing of Content | <input type="checkbox"/> Small Group Intervention/Remediation<br><input type="checkbox"/> Individual Intervention/Remediation<br><input type="checkbox"/> Additional Support Materials<br><input type="checkbox"/> Guided Notes<br><input type="checkbox"/> Graphic Organizers<br><input type="checkbox"/> Other Modifications for Students At-Risk: |
|---|--|

**English Language Learners**

All WIDA Can Do Descriptors can be found at this link:

<https://wida.wisc.edu/teach/can-do/descriptors>

- Grades K WIDA Can Do Descriptors:
- Listening  Speaking
  - Reading  Writing
  - Oral Language

Students will be provided with accommodations and modifications that may include:

- Relate to and identify commonalities in mathematics studies in student’s home country
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Teacher Modeling
- Peer Modeling
- Label Classroom Materials - Word Walls

**Suggested Modifications for Gifted Students**

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.

- Raise levels of intellectual demands
- Require higher order thinking, communication, and leadership skills
- Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles
- Provide higher level texts
- Expand use of open-ended, abstract questions
- Critical and creative thinking activities that provide an emphasis on research and in-depth study
- Enrichment Activities/Project-Based Learning/ Independent Study

Additional Strategies may be located at the links:

- ❖ [Gifted Programming Standards](#)
- ❖ [Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy](#)
- ❖ [REVISED Bloom’s Taxonomy Action Verbs](#)

**Winslow Schools**  
**Mathematics Curriculum – Kindergarten**  
**Unit 2**

**Suggested Activities**

- Do Now/Warm-Up
- Whole Group
- Small Groups
- Guided Practice
- Independent Practice
- Daily 5
- CAFÉ

- Centers
- Intervention/Remediation
- Projects
- Academic Games
- Other Suggested Activities:

**Interdisciplinary Connections**

- Go Math Big Idea Vocabulary Reader: Around the Neighborhood (Math, Reading, Writing, Social Studies)
- Go Math Real World Project: My Neighborhood (Math and Social Studies)
- Go Math ThinkCentral STEM Activities (Science)
- Go Math Cross-Curricular Science and Social Studies questions, experiments, and activities embedded throughout the chapter

**Integration of Computer Science and Design Thinking**

- 8.2.2.ITH.3 Identify how technology impacts or improves life.
- 8.2.2.ITH.4 Identify how various tools reduce work and improve daily tasks.
- 8.1.2.NI.1 Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.NI.2 Describe how the internet enables individuals to connect with others worldwide.
- 8.1.2.CS.3 Describe basic hardware and software problems using accurate terminology.