

Eagleswood Township Elementary School District

Grade: Kindergarten	Content Area: Mathematics
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Standard Alignment September 2017	NJDOE Adoption Date September 2017
Revise December 2021	ETESD BOE Approved 1/2021

Suggested Pacing Guide

Unit	Unit Length
Unit 1 Counting and Cardinality	35 Days
Unit 2 Operations and Algebraic Thinking	35 Days
Unit 3 Number and Operations in Base Ten	35 Days
Unit 4 Measurement and Data	35 Days
Unit 5 Geometry	35 Days

Core Materials:

GoMath

Do The Math

Linkit!

Grade K Overview

Counting and Cardinality

- Know number names and the count sequence
- Count to tell the number of objects
- Compare numbers

Operations and Algebraic Thinking

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

Number and Operations in Base Ten

- Work with numbers 11-19 to gain foundations for place value.

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.

Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

<u>Career Readiness, Life Literacies, and Key Skills Practices</u>	
Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

<p>Consider the environmental, social and economic impacts of decisions.</p>	<p>Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>
<p>Demonstrate creativity and innovation.</p>	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>
<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize</p>

	the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Unit 1: Counting and Cardinality	Duration: 35 days
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Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate *money over time*.

Correlation Key

Holocaust

Amistad

Financial Literacy

Unit 1: Counting and Cardinality

Duration: 35 days

Standards

K.CC.1	1. Count to 100 by ones and by tens.
K.CC.2	2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
K.CC.3	3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
K.CC.4	4. Understand the relationship between numbers and quantities; connect counting to cardinality. <ul style="list-style-type: none"> a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

	c. Understand that each successive number name refers to a quantity that is one larger.	
K.CC.5	5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	
K.CC.6	6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	
K.CC.7	7. Compare two numbers between 1 and 10 presented as written numerals.	
Interdisciplinary Skills		
SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).	
SL.K.1.B	Continue a conversation through multiple exchanges.	
Computer Science and Design Thinking		
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.	
8.1.2.CS.3	Describe basic hardware and software problems using accurate terminology.	
8.1.2.NI.4	Explain why access to devices need to be secured.	
8.1.2.AP.4	Break down a task into a sequence of steps	
Essential Understandings		Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Counting is used constantly in everyday life; i.e. counting toys or people on a team ● Numerals are used to represent quantities ● People used numbers to communicate with others; i.e. two more forks are needed for the dinner table 		<ul style="list-style-type: none"> ● Why do we count things? ● Is there a wrong way to count? Why? ● How do you know when you have more or less?
Evidence of Student Learning		

Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<p>Make a Counting Book - Students will sequence and represent numbers 1-20</p> <ul style="list-style-type: none"> ● Students will create a book for numbers 1-20, representing each number in multiple ways (sets of objects, number word, digits, etc.) ● Students can use magazine pictures, colored pencils, stickers, markers, etc. 	<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Games ● Anecdotal Records ● Oral Assessments/Conferencing ● Portfolio/Math Journals ● Daily Classwork ● Pre-assessments <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Tests ● Linkit Skills assessment <p>Benchmark Assessment</p> <ul style="list-style-type: none"> ● GoMath Benchmark Assessment ● Linkit assessment A <p>Alternative Assessments</p> <ul style="list-style-type: none"> ● Manipulative Driven Assessment ● Modified/Teacher Created Chapter Tests ● Modified/Teacher Created Mid-Chapter Quiz ● Visual Representation of Skills Assess ● GoMath Reteach Activities and Worksheets ● Project Based Assessments with Scoring Rubric
Knowledge and Skills	

Content	Skills	
<p>Cluster:</p> <ul style="list-style-type: none"> ● Know number names and the count sequence Ch. 1,2,3,4,7,8 ● Count to tell the number of objects - Ch. 1,2,3,4 ● Compare numbers - Ch. 2,4 <p>Students will know...</p> <ul style="list-style-type: none"> ● Number names and the count sequence ● Numbers are used to count and order objects ● Numerals are represented by written symbols ● Numbers represent a quantity that can be compared 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Count orally to 100 (by ones and tens) ● Count and represent objects up to 20 ● Write numerals from 0 to 20 ● Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group 	
Instructional Plan		
Suggested Activities	Resources	Suggested Options for Differentiation
<p>“War” card game - Students will turn over top card and compare numbers for greater/less than.</p>	<p>Deck of number cards</p>	<p>Expand (Gifted and Talented) or reduce (Basic Skills/Economically Disadvantaged) the numbers on the cards. Use cards with pictures (ELL)</p>

<p>Chutes and Ladders - One-to-one correspondence, student will be counting and moving toward an end goal</p>	<p>Chutes and Ladders game</p>	<p>Spin twice and find the sum (Gifted and Talented) play with two pairs or students (Basic Skills/ELL/Economically Disadvantaged)</p>
<p>Marshmallow Counting - Students will drop the correct number of mini marshmallows into each cup that is labeled with a number.</p>	<p>Cups and mini marshmallows</p>	<p>Expand (Gifted and Talented) or reduce (Basic Skills/Economically Disadvantaged) the numbers on the cups (2-digit numbers); count numbers aloud (ELL)</p>
<ul style="list-style-type: none"> Counting coins game. Make a gameboard with 4 sections. Write a different number in each box. Students count out pennies and place them in each box. Ask which has more, less, most, least. 	<p>Blank paper, pencil, pennies</p>	<p>Expand (Gifted and Talented) or reduce (Basic Skills/Economically Disadvantaged) the numbers on the board to 1 digit numbers); count numbers aloud (ELL)</p>
<p>Number Match Memory - Students will match number cards with sticker set cards in a memory game.</p>	<p>Number cards and sticker set cards (teacher made)</p>	<p>Use 1 digit (Basic Skills/Economically Disadvantaged) or 2 digit numbers (Gifted)</p>

		and Talented); name numbers (ELL)
Number Bingo - Students will use whole numbers or sets.	blank bingo grids	Use 3x3 (Basic Skills/Economically Disadvantaged) or 5x5 (Gifted and Talented) bingo cards, vary the number sets
Bus Stop - Students will roll numbers 1-5 in order to move through the board.	Ch. 1 student workbook - game sheet, dice, game pieces	Play in reverse order, counting back from 5 (Gifted and Talented), partner help (Basic Skills/Economically Disadvantaged)
Counting to Blast Off - Students will roll and cover each number.	Ch. 2 student workbook - game sheet, dice, counters to cover spaces	Cover the numbers lowest to highest (Basic skills/Economically Disadvantaged) or add higher number cards (Gifted and Talented)
Number Line Up - Students will order number cards 0-5 up and down until a player runs out of cards.	Ch. 3 student workbook - game sheet, 2 sets of number cards 0-5	Expand (Gifted and Talented) /reduce (Basic Skills/Economically

		Disadvantaged) the numbers on the cards
Spin and Count - one-to-one correspondence.	Ch. 4 student workbook- game sheet, pencil, paperclip, game pieces	Expand (Gifted and Talented) /reduce (Basic Skills/Economically Disadvantaged) the numbers
Online activity that requires young students to count pennies.	https://mrnussbaum.com/working-with-pennies-online	Various levels and related activities.
Math Literature		
<p>Grab and Go Math Readers</p> <ul style="list-style-type: none"> ● <i>Pancakes for All</i> ● Counting on Katherine: How Katherine Johnson Saved Apollo 13 ● <i>The Red Caboose</i> ● <i>Mabel's Place</i> ● <i>A Nutty Story</i> ● <i>I Know Numbers</i> ● <i>Raccoons' Playtime</i> <p>Math Literature</p> <ul style="list-style-type: none"> ● <i>Ten Black Dots</i> by Donald Crews ● <i>Fish Eyes</i> by Lois Ehlert ● <i>Anno's Counting Book</i> by Anno Mitsumasa ● <i>Chicka, Chicka, 1, 2, 3</i> by Bill Martin ● <i>Miss Bindergarten Celebrates the 100th Day of Kindergarten</i> by Joseph Slate 		
Websites		

www.more.starfall.com	Provides opportunities for practice with identifying numbers, counting, addition and subtraction.
http://www.drjean.org/	Songs and fingerplays relating to various math concepts.
http://www.funbrain.com/	Games: Bunny Count One False Move
http://www.primaryonline.co.uk/sitetour/pol/findra.html	Order numbers 1 through 10.
http://www.mathwire.com/	Provides a plethora of resources for teachers including printable games and online games.
http://www.jumpstart.com/	Students count, add, subtract, make equations, make patterns, sort objects and solve problems.
http://www.abcya.com/kindergarten_computers.htm#numbers-cat	Games: Counting Fish, Counting to 100, More or Less, Numerical Order

Suggested Options for Differentiation

Basic Skills/Economically Disadvantaged

- Teacher modeling
- Vary activities by choice
- Reminders as needed
- Pre-Teach vocabulary or pre-teach lesson
- GoMath Reteach Activities
- GoMath Intensive and/or Strategic Intervention activities

Gifted and Talented

- GoMath Real World Videos

- GoMath Stem Activities
- GoMath Enrich Activities

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications
- GoMath Reteach Activities
- GoMath Intensive and/or Strategic Intervention activities
- Provide manipulatives or the opportunity to draw solution strategies
- Preview lesson and pre-teach vocabulary
- Use visual cues
- Teacher modeling
- Vary activities by choice

504

- Follow all 504 plan modifications
- Allow extra time to complete assigned work
- Break long assignments into smaller segments, each with a deadline
- Shorten assignments or work periods
- Pair written instructions with oral instructions
- Set a timer for 10-minute intervals and have the student get up and show the teacher her work
- Cue him to stay on task with a private signal — a gentle tap on the shoulder
- Provide math manipulatives

Unit 2: Operations and Algebraic Thinking

Duration: 35 Days

Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 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)
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Correlation Key

Holocaust

Amistad

Financial Literacy

Unit 2: Operations and Algebraic Thinking		Duration: 35 Days
A.	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
K.OA.1	1. Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations	
K.OA.2	2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	
K.OA.3	3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	

K.OA.4	4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
K.OA.5	5. Demonstrate fluency for addition and subtraction within 5.
Interdisciplinary Skills	
SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
SL.K.1.B	Continue a conversation through multiple exchanges.
Computer Science and Design Thinking	
8.1.2.CS.2	Explain the functions of common software and hardware components of computing systems.
81.2.DA.1	Collect and present data, including climate change data, in various visual formats.
8.1.2.DA.2	Store, copy, search, retrieve, modify, and delete data using a computing device.
Evidence of Student Learning	
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • People combine quantities to find a total (i.e., number of boys and girls in the classroom) • People use subtraction to find out what is left over (i.e., number of toys left after giving some away) 	<p>Essential Questions</p> <ul style="list-style-type: none"> • What happens when two quantities are combined? • What happens when a set of objects is separated into different sets?
Evidence of Student Learning	
<p>Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p>	<p style="text-align: center;">Other Assessments</p>
<p>Let's Plant a Garden - Add/Subtract with numbers to 5.</p> <ul style="list-style-type: none"> • Students will be told they are going to plant a pretend garden. 	<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher Observation • Performance Assessments • Exit Slips

- Students will be given a worksheet with 6 different packages of seeds displayed.
- Students will then be asked to choose two items they would like to plant in their pretend garden and circle the packets.
- Students will draw the number of seeds (1-5) of each item they are going to plant in their garden.
- Students will plot seeds into the “ten frame” garden.
- Students will then add the total number of seeds planted.

Modification - increase seeds 6-10 seeds per item.

- Games
- Anecdotal Records
- Oral Assessments/Conferencing
- Portfolio/Math Journals
- Daily Classwork
- Pre-assessments

Summative Assessments

- Tests
- Assessment book
- Benchmark

Benchmark Assessment

- GoMath Benchmark Assessment

Alternative Assessments

- Manipulative Driven Assessment
- Modified/Teacher Created Chapter Tests
- Modified/Teacher Created Mid-Chapter Quiz
- Visual Representation of Skills Assess
- Modified Classwork Assignments
- Modified Benchmarks
- GoMath Reteach Activities and Worksheets
- Project Based Assessments with Scoring Rubric

Knowledge and Skills

Content

Skills:

<p>Cluster</p> <ul style="list-style-type: none"> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from -Ch. 5,6 <p>Students will know...</p> <ul style="list-style-type: none"> That addition is putting together and adding to That subtraction is taking apart and taking from 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> Represent addition and subtraction in a variety of ways Solve addition and subtraction word problems Add and subtract within 10 using manipulatives or drawings Decompose numbers less than and equal to 10 in more than one way Find complements of 10 (i.e., 1+9, 2+8, 3+7, 4+6, 5+5) Use mental math strategies to solve addition and subtraction facts within 5 	
<p>Instructional Plan</p>		
<p>Suggested Activities</p>	<p>Resources</p>	<p>Suggested Options for Differentiation</p>
<p>Addition and Subtraction War - Students will turn over two cards, find the sum, and compare. Or subtract the numbers to find the difference.</p>	<p>Number cards</p>	<p>Expand (Gifted and Talented) /reduce (Basic Skills/Economically Disadvantaged) the numbers on the cards. Provide cards with pictures matching the numbers (ELL)</p>
<p>Domino Addition and Subtraction - Students will use domino dots to add and subtract numbers.</p>	<p>dominoes</p>	<p>Regulate the dominoes used (high for Gifted)</p>

		and Talented vs low numbers for Basic Skills/Economically Disadvantaged) Match domino with coordinating number (ELL)
Pairs that Make 7 - Students will roll two dice to find all the number pairs for 7.	Ch. 6 student workbook - game sheets	Find pairs for various numbers higher (Gifted and Talented) and lower (Basic Skills/Economically Disadvantaged)
Spin for More - Students will spin both spinners to add the numbers. Players compare their totals.	Ch. 7 student workbook - game sheet, paper clip, pencil	Spin the lower numbered spinner twice to add smaller numbers (Basic Skills/Economically Disadvantaged); or the higher numbered spinner twice for higher sums (Gifted and Talented) Spin the spinner and say the number it lands on. (ELL)
Make a new coin- students exchange pennies for other coins	Pennies, nickels, dimes	Students exchange pennies for nickels (Basic Skills/ Economically

disadvantaged) Use larger coins(**Gifted and Talented**) Use currency terms(**ELL**)

Math Literature

Grab and Go Math Readers

- *Pancakes for All*
- *Flowers for Flossie*
- *Numbers at the Lake*
- *Under the Umbrellas*

Literature

- *This Old Man* by Pam Adams
- *Remainder of One* by Elinor J. Pinczes
- *Domino Addition* by Lynette Long
- *One Cent, Two Cents, Old Cent, New Cent: All About Money*

Websites

<http://www.bbc.co.uk/schools/laac/numbers/ch1.shtml>

Provides addition and subtraction practice with open number sentences.

<http://more.starfall.com/>

Provides opportunities for practice with identifying numbers, counting, addition and subtraction.

http://www.abcya.com/kindergarten_computers.htm#numbers-cat

Games: Add and Subtract within 10, Add to 10, Addition with Manipulatives, Sum of all Dice

<http://www.mathwire.com/>

Provides a plethora of resources for teachers including printable games and online games.

http://www.brainpopjr.com/math/	Access several movie clips relating to every math standard.
http://www.jumpstart.com/	Students count, add, subtract, make equations, make patterns, sort objects and solve problems.
https://mrnussbaum.com/working-with-pennies-nickels-and-dimes-online	Online activity working with Pennies, Nickels, and Dimes
Suggested Options for Differentiation	
<p>Basic Skills/Economically Disadvantaged</p> <ul style="list-style-type: none"> ● Teacher modeling ● Vary activities by choice ● Reminders as needed ● Pre-Teach vocabulary or pre-teach lesson ● GoMath Reteach Activities ● GoMath Intensive and/or Strategic Intervention activities 	
<p>Gifted and Talented</p> <ul style="list-style-type: none"> ● GoMath Stem Activities ● GoMath Enrich Activities 	
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Teacher modeling ● Vary activities by choice ● Reminders as needed ● Pre-Teach vocabulary or pre-teach lesson ● GoMath Reteach Activities ● GoMath Intensive and/or Strategic Intervention activities 	
<p>Special Education</p>	

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Preview lesson and pre-teach vocabulary
- Use visual cues
- Teacher modeling

504

- Follow all 504 plan modifications
- Allow extra time to complete assigned work
- Break long assignments into smaller segments, each with a deadline
- Shorten assignments or work periods
- Pair written instructions with oral instructions
- Set a timer for 10-minute intervals and have the student get up and show the teacher her work
- Cue him to stay on task with a private signal — a gentle tap on the shoulder
- Provide math manipulatives

Unit 3: Number and Operations in Base Ten Duration

Duration: 35 Days

[Career Readiness, Life Literacies, and Key Skills](#)

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 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)
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Correlation Key

Holocaust

Amistad

Financial Literacy

Standards

A.	Work with numbers 11–19 to gain foundations for place value.
K.NBT.1	1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
	Interdisciplinary skills
SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
SL.K.1.B	Continue a conversation through multiple exchanges.
	Computer Science and Design Thinking

8.2.2.ITH.4	Identify how various tools reduce work and improve daily tasks.
8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world.
8.2.2.WITH.3	Identify how technology impacts or improves life.
8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process.
Essential Understandings <i>Students will understand that...</i>	Essential Questions
<ul style="list-style-type: none"> • Numbers can be represented in a variety of ways • Numbers greater than 9 (11-19) are grouped into a ten and one(s) 	<ul style="list-style-type: none"> • How can you represent the number 11? 12? 13? 14? 15? 16? 17? 18? 19? • Why do we group numbers into tens and ones?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<u>Ten Frame Puzzles</u> <ul style="list-style-type: none"> • Students will match 3 piece puzzles showing a teen number, the number broken down into tens and ones, and the number shown in base ten frames. <p>Modification - students can use blank templates to make their own puzzles.</p>	Formative Assessments <ul style="list-style-type: none"> • Teacher Observation • Performance Assessments • Exit Slips • Games • Anecdotal Records • Oral Assessments and Conferencing • Portfolio/Math Journals • Daily Classwork • Pre-assessments Summative Assessments

	<ul style="list-style-type: none"> ● Tests ● Assessment book <p>Benchmark Assessment</p> <ul style="list-style-type: none"> ● GoMath Benchmark Assessment <p>Alternative Assessments</p> <ul style="list-style-type: none"> ● Manipulative Driven Assessment ● Modified/Teacher Created Chapter Tests ● Modified/Teacher Created Mid-Chapter Quiz ● Visual Representation of Skills Assess ● Modified Classwork Assignments ● Modified Benchmarks ● GoMath Reteach Activities and Worksheets ● Project Based Assessments with Scoring Rubric
Knowledge and Skills	
Content	Skills
<p>Cluster:</p> <ul style="list-style-type: none"> ● Work with numbers 11-19 to gain foundations for place value - Ch. 7,8 <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The foundation of the base-ten system 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Compose and decompose numbers from 11 to 19 into a group of ten and ones) with or without manipulatives ● Record each composition or decomposition through a drawing or equation

Instructional Plan		
Suggested Activities	Resources	Suggested Options for Differentiation
Pom-pom Tens Frames - Students will represent teen numbers using pom-poms in two “ten frames”	Tens frames, pom-poms, number cards	Expand (Gifted and Talented) /reduce (Basic Skills/Economically Disadvantaged) the numbers on the cards
Integrate standards through morning meeting and calendar routines as applicable.	Number grid	Count and compare numbers with grid and orally
Students will play, “War” card game with ten frames and dot cards	Ten frame cards to use for comparing number sets from 11-19	Expand (Gifted and Talented) /reduce (Basic Skills/Economically Disadvantaged) the numbers; reinforce basic comparing words and numbers (ELL)
Sweet and Sour Path - Students will roll and move spaces; go forward for strawberries and backward for lemons.	Ch. 7 student workbook, dice, game pieces	Expand the game board to include a longer path (Gifted and Talented), reduce numbers on

		game path (Basic Skills/Economically Disadvantaged)
Who Has More? - Students will compare number cards by building cube trains.	Ch. 8 student workbook; number cards, connecting cubes	Omit the use of cube trains (Gifted and Talented); reduce the numbers in the deck (Basic Skills/Economically Disadvantaged) Pick the picture card with the greater number of pictures. (ELL)
Math Literature		
<p>Grab and Go Math Readers</p> <ul style="list-style-type: none"> ● <i>Stop the Picnic!</i> ● <i>Summertime Math</i> ● <i>Where's the Party</i> ● <i>Counting at the Market</i> <p>Literature</p> <ul style="list-style-type: none"> ● <i>12 Ways to Get to 11</i> by Eve Merriam 		
Websites		
http://more.starfall.com/	Provides opportunities for practice with identifying numbers, counting, addition and subtraction.	
http://www.funbrain.com/	Games: Bunny Count One False Move	

http://www.mathwire.com/	Provides a plethora of resources for teachers including printable games and online games.
http://www.abcya.com/kindergarten_computers.htm#numbers-cat	Games: Base 10 Bingo, Base 10 Fun, Base 10 Blocks, Comparing Number Values
Suggested Options for Differentiation	
Basic Skills/Economically Disadvantaged <ul style="list-style-type: none"> ● Teacher modeling ● Vary activities by choice ● Reminders as needed ● Pre-Teach vocabulary or pre-teach lesson ● GoMath Reteach Activities ● GoMath Intensive and/or Strategic Intervention activities. 	
Gifted and Talented <ul style="list-style-type: none"> ● GoMath Stem Activities ● GoMath Enrich Activities 	
English Language Learners <ul style="list-style-type: none"> ● Teacher modeling ● Vary activities by choice ● Reminders as needed ● Pre-Teach vocabulary or pre-teach lesson ● GoMath Reteach Activities ● GoMath Intensive and/or Strategic Intervention activities 	
Special Education	

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Preview lesson and pre-teach vocabulary
- Use visual cues
- Teacher modeling

504

- Follow all 504 plan modifications
- Allow extra time to complete assigned work
- Break long assignments into smaller segments, each with a deadline
- Shorten assignments or work periods
- Pair written instructions with oral instructions
- Set a timer for 10-minute intervals and have the student get up and show the teacher her work
- Cue him to stay on task with a private signal — a gentle tap on the shoulder
- Provide math manipulatives

Unit 4: Measurement and Data

Duration: 35 Days

[Career Readiness, Life Literacies, and Key Skills](#)

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 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)
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Unit 4: Measurement and Data		Duration: March-April
Standards		
K.MD.1	1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	
K.MD.2	2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	
K.MD.3	3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.3	
Interdisciplinary Skills		
SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).	
SL.K.1.B	Continue a conversation through multiple exchanges.	
Computer Science and Design Thinking		
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.	
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.4	Explain why access to devices need to be secured.
8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats
8.1.2.DA.3	Identify and describe patterns in data visualizations.
8.1.2.DA.4	Make predictions based on data using charts or graphs.
8.1.2.AP.4	Break down a task into a sequence of steps
Essential Understandings	
Essential Questions	
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Measurement helps to understand the world such as in cooking, playing and pretending • People compare objects to communicate and collaborate with others (i.e., the heavy book or the long dress) • Objects can be classified into different categories based on common attributes 	<ul style="list-style-type: none"> • How can you tell when one day is bigger than another? • How is height different from length? • How can we classify objects?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	
Other Assessments	
<p>Measurement Hunt - compare lengths and weights of various objects</p> <ul style="list-style-type: none"> • Students will trace their shoe on paper. • Students will then make a cube train as long as their shoe. • Students will then take the cube train around the room and hunt for objects that are shorter and longer than their shoe. 	<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher Observation • Performance Assessments • Exit Slips • Games • Anecdotal Records • Oral Assessments/Conferencing • Portfolio/Math Journals

<ul style="list-style-type: none"> • After students find objects, they build a cube train about the same size as each object. • Students will draw the objects and write how many cubes long each object was. <p>Modification - compare weights of objects to the weight of their shoe.</p>	<ul style="list-style-type: none"> • Daily Classwork • Pre-assessments <p>Summative Assessments</p> <ul style="list-style-type: none"> • Tests • Assessment book <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • GoMath Benchmark Assessment <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Manipulative Driven Assessment • Modified/Teacher Created Chapter Tests • Modified/Teacher Created Mid-Chapter Quiz • Visual Representation of Skills Assess • Modified Classwork Assignments • Modified Benchmarks • GoMath Reteach Activities and Worksheets • Project Based Assessments with Scoring Rubric
Knowledge and Skills	
Content	Skills
<p>Cluster:</p> <ul style="list-style-type: none"> • Describe and compare measurable attributes - Ch. 11,12 • Classify objects and count the number of objects in each category - Ch. 12 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Identify and describe common measurable attributes • Describe several measurable attributes of a single object

<p>Students will know...</p> <ul style="list-style-type: none"> • Objects have measurable attributes that can be compared • Objects can be classified and counted based on common attributes 	<ul style="list-style-type: none"> • Directly compare two objects with a common measurable attribute • Classify, count and sort objects into categories 	
Instructional Plan		
Suggested Activities	Resources	Suggested Options for Differentiation
<p>Marshmallow Measuring - Students will use mini marshmallows to see how many it takes to “measure” everyday classroom items.</p>	<p>Mini marshmallows, classroom items, paper to draw and label items measured</p>	<p>Use regular size marshmallows or various other units of measurement (Gifted and Talented); work with a partner (Basic Skills/ELL/Economically Disadvantaged)</p>
<p>Pan Balance Weights - Students will use a pan balance to compare weights of various classroom items (erasers, beans, counters, etc.).</p>	<p>Pan balance and items to weigh</p>	<p>Make a sheet of items to compare and document (Gifted and Talented); work with a partner (Basic Skills/Economically Disadvantaged)</p>
<p>Sorting Shapes - Students will sort by color, shape, or size.</p>	<p>Shape manipulatives</p>	<p>Sort by various attributes; “guess my</p>

		attribute” (one sorts, one guesses) (Gifted and Talented) Sort by color using color poster as a guide (ELL and Basic Skills/Economically Disadvantaged)
Students will create class tally charts and graphs about various topics, such as favorite animal, number of siblings, etc. Discuss data.	Chart paper or class white board	Teacher administered (Basic Skills/Economically Disadvantaged) vs student- administered (Gifted and Talented) surveys; work with a partner (ELL)
Connecting Cube Challenge game - Students will roll dice, move spaces, collect cubes for your train; compare train lengths when finished.	Ch. 11 student workbook - game sheet, game pieces, connecting cubes	Replace cubes with numbers to build longer trains(Gifted and Talented)/shorter trains (Basic Skills/Economically Disadvantaged); count aloud and model (ELL)

<p>At the Farm game - Students will work with a partner to play "I Spy" and sort by color.</p>	<p>Ch. 12 student workbook - game sheet</p>	<p>Play using the classroom setting (Basic Skills/Economically Disadvantaged); describe using various attributes (Gifted and Talented), Use color poster as a guide (ELL)</p>
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Math Literature

- Grab and Go Math Readers
- *Who Am I?*
 - *Curious George and the Mystery Boxes*
 - *Shells! Shells!*
 - *Hippo and Fox Sort Socks*
- Literature
- *Ten Beads Tall* by Pam Adams
 - *How Big Is a Foot?* by Myller Rolf
 - *Is it larger? Is it Smaller?* by Tana Hoban
 - *Inch by Inch* by Leo Lionni
 - *The Grouchy Ladybug* by Eric Carle
 - *Measuring Penny* by Loreen Leedy
 - *The Button Box* by Margarete Reid

Websites

http://www.abcya.com/kindergarten_computers.htm#numbers-cat	Various games
https://www.education.com/game/circus-measurement/	Circus measuring game
https://www.education.com/resources/game+skill-builder/kindergarten/data/	Various Sorting games
Suggested Options for Differentiation	
Basic Skills/Economically Disadvantaged	
<ul style="list-style-type: none"> ● Teacher modeling ● Vary activities by choice ● Reminders as needed ● Pre-Teach vocabulary or pre-teach lesson ● GoMath Reteach Activities ● GoMath Intensive and/or Strategic Intervention activities 	
Gifted and Talented	
<ul style="list-style-type: none"> ● GoMath Stem Activities ● GoMath Enrich Activities 	
English Language Learners	
<ul style="list-style-type: none"> ● Teacher modeling ● Vary activities by choice ● Reminders as needed ● Pre-Teach vocabulary or pre-teach lesson ● GoMath Reteach Activities ● GoMath Intensive and/or Strategic Intervention activities 	
Special Education	

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Preview lesson and pre-teach vocabulary
- Use visual cues
- Teacher modeling

504

- Follow all 504 plan modifications
- Allow extra time to complete assigned work
- Break long assignments into smaller segments, each with a deadline
- Shorten assignments or work periods
- Pair written instructions with oral instructions
- Set a timer for 10-minute intervals and have the student get up and show the teacher her work
- Cue him to stay on task with a private signal — a gentle tap on the shoulder
- Provide math manipulatives

Unit 5: Geometry

Duration: 35 days

[Career Readiness, Life Literacies, and Key Skills](#)

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 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)
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan.

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Correlation Key

Holocaust

Amistad

Financial Literacy

Unit 5: Geometry

Duration: May- June

Standards

K.G.1	1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to
K.G.2	2. Correctly name shapes regardless of their orientations or overall size.
K.G.3	3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
K.G.4	4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
K.G.5	5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
K.G.6	6. Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”
Interdisciplinary Skills	
SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
SL.K.1.B	Continue a conversation through multiple exchanges.
Computer Science and Design Thinking	

8.1.2.NI.3	Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.
8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats.
8.1.2.DA.3	Identify and describe patterns in data visualizations.
8.1.2.DA.4	Make predictions based on data using charts or graphs.
8.1.2.AP.1	Model daily processes by creating and following algorithms to complete tasks
Evidence of Student Learning	
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Shapes help people to describe the world. • People communicate where things are by their location in space using words like next to, below, and in between 	<p>Essential Questions</p> <ul style="list-style-type: none"> • Where can we find shapes in our world? • What are the ways to describe where an object is? • How are shapes alike and how are they different? • Can you use shapes to create a new shape?
Evidence of Student Learning	
<p>Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p>	<p>Other Assessments</p>
<p>Shape Search - identify, name and describe two and three dimensional shapes</p> <ul style="list-style-type: none"> • Students will find examples of two dimensional shapes in the classroom. • Teacher will review numbers of side and vertices of various shapes with the class. • Students will then be given a picture of a scene and identify the shapes by color coding them. 	<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher Observation • Performance Assessments • Exit Slips • Games • Anecdotal Records • Oral Assessments/Conferencing • Portfolio/Math Journals • Daily Classwork • Pre-assessments

<ul style="list-style-type: none"> Students will then search for real world three dimensional shapes and will draw an example of each. <p>Modification - Draw three dimensional shapes in relation to each other using positional words.</p>	<p>Summative Assessments</p> <ul style="list-style-type: none"> Tests Assessment book EOY Benchmark <p>Benchmark Assessment</p> <ul style="list-style-type: none"> GoMath Benchmark Assessment <p>Alternative Assessments</p> <ul style="list-style-type: none"> Manipulative Driven Assessment Modified/Teacher Created Chapter Tests Modified/Teacher Created Mid-Chapter Quiz Visual Representation of Skills Assess Modified Classwork Assignments Modified Benchmarks GoMath Reteach Activities and Worksheets Project Based Assessments with Scoring Rubric
Knowledge and Skills	
Content	Skills:
<p>Cluster:</p> <ul style="list-style-type: none"> Identify and describe shapes (squares, circles, triangles, hexagons, cubes, cones, cylinders, and spheres) - Ch. 9,10 Analyze, compare, create, and compose shapes - Ch. 9,10 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) Describe shapes using position terms

<p>Students will know...</p> <ul style="list-style-type: none"> • All objects have shape • Shapes have specific attributes • Shapes can be analyzed, compared and created 	<ul style="list-style-type: none"> • Correctly name shapes regardless of orientation and size • Identify two and three dimensional shapes • Analyze and compare two and three dimensional shapes • Construct and draw shapes using a variety of materials • Compose simple shapes to form larger shapes 	
Instructional Plan		
Suggested Activities	Resources	Suggested Options for Differentiation
<p>Body Shapes - Students will make shapes on the rug using their bodies as the sides of the shapes - work together to decide how to make each shape</p>	<p>none</p>	<p>Draw and label shapes made (Gifted and Talented); assist groups as needed (Basic Skills/Economically Disadvantaged); reinforce shape names and numbers of sides (ELL)</p>
<p>Pattern Blocks - Students will use pattern blocks to model and create pictures.</p>	<p>Pattern blocks, picture cards (optional)</p>	<p>Create own pictures (Gifted and Talented) shape patterns from cards (Basic Skills/Economically Disadvantaged) Use colored pattern shape cards (ELL)</p>

<p>Pattern Blocks - Students will use pattern blocks to practice joining shapes to make other shapes.</p>	<p>Pattern blocks, paper</p>	<p>Draw designs of shapes created; take apart shapes (Gifted and Talented); Trace dotted joined shapes (Basic Skills/Economically Disadvantaged); Name each shape as it is traced (ELL)</p>
<p>Geoboards - Students will create shapes by stretching rubber bands across geoboards.</p>	<p>Geoboards and rubber bands</p>	<p>Create a given list of shapes - count sides and vertices (Gifted and Talented); free choice shapes (Basic Skills/Economically Disadvantaged) Use pictures to show shapes ; name shapes (ELL)</p>
<p>Number Picture Game - Students will roll dice, color corresponding shape.</p>	<p>Ch. 9 student workbook - game sheets, dice, crayons</p>	<p>Replace with higher numbers - roll a sum to color (Gifted and Talented); work with a partner (Basic Skills/Economically Disadvantaged) Use one die and count number of dots (ELL)</p>
<p>Shape Game - Students will roll dice, move spaces, name and describe the shape landed on.</p>	<p>Ch. 9 student workbook - game sheet, dice, game pieces</p>	<p>Use vocabulary cards as a reference (Basic Skills/Economically Disadvantaged); try giving</p>

		two characteristics (Gifted and Talented) Matching shape cards activity (ELL)
Follow the Shapes - Students will trace a path across the game mat to follow the shape chosen.	Ch. 10 student workbook - game sheet, pencil, highlighter	Highlight path (Basic Skills/Economically Disadvantaged); try it in reverse (Gifted and Talented) Color shapes using color code; name colors (ELL)
Math Literature		
<p>Grab and Go Math Readers</p> <ul style="list-style-type: none"> ● <i>And the Wheels Go Round</i> ● <i>I Know Shapes</i> ● <i>I Know Big and Small</i> ● <i>Curious George Goes to a Toy Store</i> ● <i>Up, Up to the Top</i> <p>Literature</p> <ul style="list-style-type: none"> ● <i>The Greedy Triangle</i> by Marilyn Burns ● <i>Cubes, Cones, Cylinders and Spheres</i> by Tana Hoban ● <i>The Shape of Things</i> by Dayle Ann Dodds ● <i>Go Away Big Green Monster</i> by Ed Emberley ● <i>The M & M's Color Pattern Book</i> by Barbara Barbieri McGrath ● <i>The Patchwork Torah</i> by Allison Ofanansky 		
Websites		
http://www.pbs.org/parents/education/math/games/preschool-kindergarten/	Game: Building Sandcastles	

http://www.abcya.com/kindergarten_computers.htm#numbers-cat	Various games
https://www.education.com/game/2d-3d-shapes/	Sort 2d and 3d shapes
https://www.education.com/game/2d-3d-shape-match/	2d and 3d shape match
https://www.education.com/game/shapes-ski-race/	Ski Race shapes
Suggested Options for Differentiation	
Basic Skills/Economically Disadvantaged	
<ul style="list-style-type: none"> ● Teacher modeling ● Vary activities by choice ● Reminders as needed ● Pre-Teach vocabulary or pre-teach lesson ● GoMath Reteach Activities ● GoMath Intensive and/or Strategic Intervention activities 	
Gifted and Talented	
<ul style="list-style-type: none"> ● GoMath Stem Activities ● GoMath Enrich Activities 	

English Language Learners

- Teacher modeling
- Vary activities by choice
- Reminders as needed
- Pre-Teach vocabulary or pre-teach lesson
- GoMath Reteach Activities
- GoMath Intensive and/or Strategic Intervention activities

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Preview lesson and pre-teach vocabulary
- Use visual cues
- Teacher modeling

504

- Follow all 504 plan modifications
- Allow extra time to complete assigned work
- Break long assignments into smaller segments, each with a deadline
- Shorten assignments or work periods
- Pair written instructions with oral instructions
- Set a timer for 10-minute intervals and have the student get up and show the teacher her work
- Cue him to stay on task with a private signal — a gentle tap on the shoulder
- Provide math manipulatives