



# **Course of Study Unit Planning Guide For Kindergarten Math**

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Aligned to the New Jersey Student Learning Standards for Mathematics

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### Unit 1: Summary

In this unit of study, students will focus on counting and the relationship between numbers and quantities. Learners count by ones up to ten and say the number name for each object when counting up to ten objects. They come to understand that, when counting, the last number tells the total number of objects regardless of their order. Learners represent numbers of objects, including the absence of objects (0), with written numbers and answer ‘how many’ questions about a group of objects arranged in lines, rectangular, arrays, and circles. Students compare groups of objects as well as the corresponding numbers. This work allows for a deep understanding of the concepts of greater than, less than, equal, and not equal. This unit highlights the principles necessary for accurate counting, as well as featuring a variety of representations including numeral writing.

**This unit is based on Topics 1-3 and the following NJSLS Math Standards and Practices:**

- **K.CC.A.1** Count to 100 by ones and by tens
- **K.CC.A.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- **K.CC.A.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).
- **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality. 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.
- **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality. 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.
- **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality. Understand that each successive number name refers to a quantity that is one larger.
- **K.CC.B.5** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

**Mathematical Practices:**

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

\*Additional ELA Companion and Interdisciplinary Standards: Interactive Math Story

**Unit 1: Student Learning Objectives (for Topics 1-3)****We are learning to (WALT):****Topic 1 Objectives: Numbers 0-5**

- Count 1, 2, and 3 objects
- Count groups of 1, 2, and 3 objects shown in different
- Read and write the numbers 1, 2, and 3.
- Count 4 and 5 objects.
- Count groups of 4 and 5 objects shown in different ways.
- Read and write numbers 4 and 5.
- Use zero to tell when there are no objects.
- Read and write the number 0.
- Count up to the number 5.
- Use math to explain what you know about counting.

**Topic 2 Objectives: Compare Numbers 0-5**

Compare groups to see whether they are equal by matching.

Tell whether one group is greater in number than another group.

Tell whether one group is less in number than another group.

Compare numbers.

Use objects, drawings, and numbers to compare numbers.

**Topic 3 Objectives: Numbers 6-10**

Count the numbers 6 and 7.

Read and write the numbers 6 and 7.

Count the numbers 8 and 9.

Read and write the numbers 8 and 9.

Count to the number 10.

Read and write the number 10.

Count groups of numbers to 10.

Use counting patterns to solve a problem.

**Unit 1: Career Readiness, Life Literacies, & Key Skills (CLKS) Standards****9.1 Personal Financial Literacy:****Civic Responsibility**

**Core Ideas:** There are actions an individual can take to help make this world a better place.

**Performance Expectations:**

- **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.

**9.4 Life Literacies and Key Skills****Creativity and Innovation**

**Core Ideas:** Brainstorming can create new, innovative ideas.

**Performance Expectations:**

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

**Critical Thinking & Problem Solving**

**Core Ideas:** Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

**Performance Expectations:**

- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

**Digital Citizenship**

**Core Ideas:** Individuals should practice safe behaviors when using the Internet.

**Performance Expectations:**

- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- **9.4.2.DC.4:** Compare information that should be kept private to information that might be made public.

**Global and Cultural Awareness**

**Core Ideas:** Individuals from different cultures may have different points of view and experiences.

**Performance Expectations:**

- **9.4.2.GCA:1:** Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

**Technology Literacy**

**Core Ideas:** Collaboration can simplify the work an individual has to do and sometimes produce a better product.

**Performance Expectations:**

- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

**Unit 1 :Technology Standards**

**8.1.2.A.1** Identify the basic features of a digital device and explain its purpose.

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**A. Technology Operations and Concepts:** *Students demonstrate a sound understanding of technology concepts, systems and operations.*

8.1.2.A.1: Identify the basic features of a digital device and explain its purpose.

8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**B. Creativity and Innovation:** *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

8.1.2.B.1: Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**C. Communication and Collaboration:** *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

8.1.2.C.1: Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

**D. Digital Citizenship:** *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

8.1.2.D.1: Develop an understanding of ownership of print and nonprint information.

**E: Research and Information Fluency:** *Students apply digital tools to gather, evaluate, and use information.*

8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.

**8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:** **All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.**

**B. Technology and Society:** *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

**8.2.2.B.1:** Identify how technology impacts or improves life.

**C. Design:** *The design process is a systematic approach to solving problems.*

**8.2.2.C.1:** Brainstorm ideas on how to solve a problem or build a product.

**D. Abilities for a Technological World:** *The designed world is the product of a design process that provides the means to convert resources into products and systems.*

**Unit 1: Social Emotional Competencies****Self- Awareness:**

- Recognize the importance of self-confidence in handling daily tasks and challenges
- Recognize one's personal traits, strengths, and limitations

**Self-Management:**

- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

**Social Awareness:**

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

**Responsible Decision-Making**

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

**Relationship Skills**

- Utilize positive communication and social skills to interact effectively with others
- Identify who, when, where, or how to seek help for oneself or others when needed



**Unit 1: Activities/Concepts****TOPIC 1: Numbers 0-5****Lesson 1-1: Count 1, 2, and 3**

**Conceptual Understanding:** Students learn to count groups of objects, using the last number name to tell the total.

**Lesson 1-2: Recognize 1, 2, and 3 in Different Arrangements**

**Conceptual Understanding:** Students' understanding of counting is deepened as they realize the arrangement of objects does not affect the number of objects.

**Lesson 1-3: Read, Make, and Write 1,2 and 3**

**Conceptual Understanding:** Students learn there is a unique symbol for each number.

**Lesson 1-4: Count 4 and 5**

**Conceptual Understanding:** Students learn to count groups of 4 or 5 objects in a similar way to how they have previously counted up to 3 objects, using the last number name to tell the total.

**Lesson 1-5: Recognize 4 and 5 in Different Arrangements**

**Conceptual Understanding:** Students' understanding of counting is deepened as they realize the arrangement of objects does not affect the number of objects.

**Lesson 1-6: Read, Make, and Write 4 and 5**

**Conceptual Understanding:** Students learn the unique symbols for 4 and 5.

**Lesson 1-7: Identify the Number 0**

**Conceptual Understanding:** Students begin to think about the concept zero. They use zero to tell there are none, and think how zero is different from other numbers.

**Lesson 1-8: Read and Write 0**

**Conceptual Understanding:** Students learn that there is a unique symbol for zero. They consider this in relation to other numbers to see what symbol is shown when there is none.

**Lesson 1-9: Numbers to 5**

**Conceptual Understanding:** Students count numbers in order from 0 to 5 to understand that the number that comes just after is 1 larger, and the number that comes just before is 1 smaller.

**Lesson 1-10: Problem Solving: Construct Arguments**

**This Lesson:** Use this lesson to stop and focus on the thinking habits good problem solvers use when they construct good arguments in math. Students show what they have learned about counting to 5. Instruction should focus on using math to make a clear argument about why answers are correct.

**3 ACT Math (Teacher's Edition pages 4-4C)**

*\*Found embedded in all "odd number" topics*

**Task Overview:**

**Essential Understanding-** Many real-world problems can be represented with a mathematical model, but that model may not represent a real-world situation exactly. Students use the 3-Act Math task to practice mathematical modeling. They:

- Identify an important problem
- Identify the important information
- Develop a model that represents that situation
- Use the model to propose a solution
- Test the appropriateness of that math model

**Act 1: THE HOOK**

- Play the video
- Brainstorm questions as a whole class
- Pose the main question (Use the Main Question screen in Act 1)
- Make predictions
- Survey predictions

**Act 2: THE MODEL**

- Identify important information- whole class
- Reveal the information as a whole class
- Develop a model (small groups/partners)

**Act 3: THE SOLUTION**

- Reveal an answer
- Reflect- validate conclusions, revise the model, discuss math practices, and revisit brainstorming

**TOPIC 2: Compare Numbers 0-5****Lesson 2-1: Equal Groups**

**Conceptual Understanding:** Students understand what it means to describe quantities as being equal as they compare groups of objects.

**Lesson 2-2: Greater Than**

**Conceptual Understanding:** Students understand what it means to describe quantities as being greater than as they compare groups of objects.

**Lesson 2-3: Less Than**

**Conceptual Understanding:** Students understand what it means to describe quantities as being less than.

**Lesson 2-4: Compare Groups to 5 by Counting**

**Conceptual Understanding:** Students deepen their understanding of comparison by moving beyond matching strategies to counting strategies.

**Lesson 2-5: Problem Solving: Model with Math**

**This Lesson:** Use this lesson to stop and focus on the thinking habits good problem solvers use when they use math they know to show and solve problems. Students use objects, pictures, and numbers to show what they know about comparing numbers and objects.

**TOPIC 3: Numbers 6 to 10****Lesson 3-1: Count 6 and 7**

**Conceptual Understanding:** Students connect how the number names 6 and 7 can tell the number of objects in a group.

**Lesson 3-2: Read, Make, and Write 6 and 7**

**Conceptual Understanding:** Students see that 6 and 7 can be made in different ways. They deepen their understanding that there is a unique symbol for each number as they learn the symbols for 6 and 7.

**Lesson 3-3: Count 8 and 9**

**Conceptual Understanding:** Students connect how the number names 8 and 9 can tell the number of objects in a group.

**Lesson 3-4: Read, Make, and Write 8 and 9**

**Conceptual Understanding:** Students see that 8 and 9 can be made in different ways. They learn the unique symbol for each of these numbers.

**Lesson 3-5: Count 10**

**Conceptual Understanding:** Students connect how the number name for 10 can tell the number of objects in a group.

**Lesson 3-6: Read, Make, and Write 10**

**Conceptual Understanding:** Students see that 10 can be made in different ways. They learn the unique symbol for 10 as they work with a 2-digit number for the first time.

**Lesson 3-7: Count Numbers to 10**

**Conceptual Understanding:** Students deepen their basic understanding of the counting sequence as they count to find a quantity that is 1 less than or 1 greater than a given number.

**Lesson 3-8: Problem Solving: Look For and Use Structure**

**This Lesson:** Use this lesson to stop and focus on the thinking habits good problem solvers use when they look for and use structure or patterns. Students show what they know about numbers to 10 as they use counting patterns to solve problems.

**3 ACT Math (Teacher's Edition pages 92-92C)**

*\*Found embedded in all "odd number" topics*

**Task Overview:**

**Essential Understanding-** Many real-world problems can be represented with a mathematical model, but that model may not represent a real-world situation exactly. Students use the 3-Act Math task to practice mathematical modeling. They:

- Identify an important problem
- Identify the important information
- Develop a model that represents that situation
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- Test the appropriateness of that math model

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- Identify important information- whole class
- Reveal the information as a whole class
- Develop a model (small groups/partners)

**Act 3: THE SOLUTION**

- Reveal an answer
- Reflect- validate conclusions, revise the model, discuss math practices, and revisit brainstorming

**Unit 1: Formative & Summative Assessments**

*Students who understand the concepts can show mastery of concepts through the following assessments:*

Formative Assessments:

- Quick Checks (embedded into independent practice)
- Reteaching pages

- Guiding questions in Teacher’s Manual
- Observation and discussion during the Solve & Share
- Independent Practice pages
- Additional Practice workbook (homework pages)
- Interactive Practice Buddy (online)

## Summative Assessments:

- Topic Assessment Practice (online)
- Performance Task (online or workbook)
- Topic Tests in book
- Topic Assessments online or paper-based
- 3 Act Math responses

## Alternative Assessments:

- Pick a Project
- Center Activities

**Unit 1: What It Looks Like in the Classroom****TOPIC 1: Numbers 0 to 5****Topic Opener:**

Animated Math Story (online)

Review What You Know (page 2)

**Lesson 1-1: Count 1, 2, and 3 (Day 1)**

Solve and Share: page 5

Visual Learning Animation Plus: Online

Guided Practice: pages 6-7

Independent Practice: page 8

Quick Check: Independent Practice Questions #7, #8, and #9

Additional Practice Workbook 1-1 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 1-2: Recognize 1, 2, and 3 in Different Arrangements (Day 2)**

Solve and Share: page 9

Visual Learning Animation Plus: Online

Guided Practice: pages 10-11

Independent Practice: page 12

Quick Check: Independent Practice Questions #9, #11, #13

Additional Practice Workbook 1-2 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 1-3: Read, Make, and Write 1, 2, and 3 (Day 3)**

Solve and Share: page 13

Visual Learning Animation Plus: Online

Guided Practice: pages 14-15

Independent Practice: page 16

Quick Check: Independent Practice Questions #9, #10, #11

Additional Practice Workbook 1-3 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 1-4: Count 4 and 5 (Day 4)**

Solve and Share: page 17

Visual Learning Animation Plus: Online

Guided Practice: pages 18-19

Independent Practice: page 20

Quick Check: Independent Practice Questions #7, #8, #10

Additional Practice Workbook 1-4 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 1-5: Recognize 4 and 5 in Different Arrangements (Day 5)**

Solve and Share: page 21

Visual Learning Animation Plus: Online

Guided Practice: pages 22-23

Independent Practice: page 24

Quick Check: Independent Practice Questions #9, #11, #13

Additional Practice Workbook 1-5 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 1-6: Read, Make, and Write 4 and 5 (Day 6)**

Solve and Share: page 25

Visual Learning Animation Plus: Online

Guided Practice: pages 26-27

Independent Practice: page 28



Quick Check: Independent Practice Questions #7, #8, #9

Additional Practice Workbook 1-6 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 1-7: Identify the Number 0 (Day 7)**

Solve and Share: page 29

Visual Learning Animation Plus: Online

Guided Practice: pages 30-31

Independent Practice: page 32

Quick Check: Independent Practice Questions #11, #13, #15

Additional Practice Workbook 1-7 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 1-8: Read and Write 0 (Day 8)**

Solve and Share: page 33

Visual Learning Animation Plus: Online

Guided Practice: pages 34-35

Independent Practice: page 36

Quick Check: Independent Practice Questions #10, #12, #14

Additional Practice Workbook 1-8 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 1-9: Numbers to 5 (Day 9)**

Solve and Share: page 37

Visual Learning Animation Plus: Online

Guided Practice: pages 38-39

Independent Practice: page 40

Quick Check: Independent Practice Questions #4 #5

Additional Practice Workbook 1-9 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

### **Lesson 1-10: Problem Solving: Construct Arguments (Day 10)**

Solve and Share: page 41

Visual Learning Animation Plus: Online

Guided Practice: page 42

Independent Practice: pages 43-44

Quick Check: Independent Practice Questions #3, #5, #7

Additional Practice Workbook 1-10 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

### **3 ACT MATH (Day 11)**

Videos on Pearson Realize

Teacher Edition pages 92-92C

### **Review and Assessment (Day 12, 13, and 14)**

Vocabulary Review (pages 45-46)

Reteaching Review (pages 47-50)

Topic 1 Test in book (pages 51-54) or online, or paper-based Topic 1 Assessment

**TOPIC 2: Compare Numbers 0 to 5****Topic Opener:**

Animated Math Story (online)

Review What You Know (page 58)

**Lesson 2-1: Equal Groups (Day 15)**

Solve and Share: page 61

Visual Learning Animation Plus: Online

Guided Practice: pages 62-63

Independent Practice: page 64

Quick Check: Independent Practice Questions #8 and #9

Additional Practice Workbook 2-1 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 2-2: Greater Than (Day 16)**

Solve and Share: page 65

Visual Learning Animation Plus: Online

Guided Practice: pages 66-67

Independent Practice: page 68

Quick Check: Independent Practice Questions #7, #8, and #9

Additional Practice Workbook 2-2 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 2-3: Less Than (Day 17)**

Solve and Share: page 69

Visual Learning Animation Plus: Online

Guided Practice: pages 70-71

Independent Practice: page 72

Quick Check: Independent Practice Questions #7, #8, and #9

Additional Practice Workbook 2-3 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 2-4: Compare Groups to 5 by Counting (Day 18)**

Solve and Share: page 73

Visual Learning Animation Plus: Online

Guided Practice: pages 74-75

Independent Practice: page 76

Quick Check: Independent Practice Questions #6, #7, #9

Additional Practice Workbook 2-4 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 2-5: Problem Solving: Model with Math (Day 19)**

Solve and Share: page 77

Visual Learning Animation Plus: Online

Guided Practice: page 78

Independent Practice: pages 79-80

Quick Check: Independent Practice Questions #2, #3, and #4,5,6

Additional Practice Workbook 2-5 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Review and Assessment (Day 20 and 21)**

Vocabulary Review (pages 81-82)

Reteaching Review (pages 83-84)

Topic 2 Test in book (pages 85-86) or online, or paper-based Topic 2 Assessment

**TOPIC 3: Numbers 6-10**

**Topic Opener:**

Animated Math Story (online)

Review What You Know (page 90)

**Lesson 3-1: Count 6 and 7 (Day 22)**

Solve and Share: page 93

Visual Learning Animation Plus: Online

Guided Practice: pages 94-95

Independent Practice: page 96

Quick Check: Independent Practice Questions #6, #7, #9

Additional Practice Workbook 3-1 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 3-2: Read, Make, and Write 6 and 7 (Day 23)**

Solve and Share: page 97

Visual Learning Animation Plus: Online

Guided Practice: pages 98-99

Independent Practice: page 100

Quick Check: Independent Practice Questions #8, #9, and #10

Additional Practice Workbook 3-2 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 3-3: Count 8 and 9 (Day 24)**

Solve and Share: page 101

Visual Learning Animation Plus: Online

Guided Practice: pages 102-103

Independent Practice: page 104

Quick Check: Independent Practice Questions #7, #9, #10

Additional Practice Workbook 3-3 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 3-4: Read, Make, and Write 8 and 9 (Day 25)**

Solve and Share: page 105

Visual Learning Animation Plus: Online

Guided Practice: pages 106-107

Independent Practice: page 108

Quick Check: Independent Practice Questions #8 #9 #10

Additional Practice Workbook 3-4 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 3-5: Count 10 (Day 26)**

Solve and Share: page 109

Visual Learning Animation Plus: Online

Guided Practice: pages 110-111

Independent Practice: page 112

Quick Check: Independent Practice Questions #5, #7, #8

Additional Practice Workbook 3-5 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 3-6: Read, Make, and Write 10 (Day 27)**

Solve and Share: page 113

Visual Learning Animation Plus: Online

Guided Practice: pages 114-115

Independent Practice: page 116

Quick Check: Independent Practice Questions #6, #7, #8

Additional Practice Workbook 3-6 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 3-7: Count Numbers to 10 (Day 28)**

Solve and Share: page 117

Visual Learning Animation Plus: Online

Guided Practice: pages 118-119

Independent Practice: page 120

Quick Check: Independent Practice Questions #6 #7 #8

Additional Practice Workbook 3-7 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 3-8: Problem Solving: Look for and Use Structure (Day 29)**

Solve and Share: page 121

Visual Learning Animation Plus: Online

Guided Practice: page 122

Independent Practice: pages 123-124

Quick Check: Independent Practice Questions #2, #3, #4, #5

Additional Practice Workbook 3-8 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**3 ACT MATH (Day 30)**

Videos on Pearson Realize

Teacher Edition pages 92-92C

**Review and Assessment (Day 31, 32, and 33)**

Vocabulary Review (pages 125-126)

Reteaching Review (pages 127-130)

Topic 3 Test in book (pages 131-134) or online, or paper-based Topic 3 Assessment



### Unit 1: Resources

#### Lesson Resources for Students and Teachers (Digital/Print):

Student's Edition	Additional Practice Workbooks	Daily Review	Reteach to Build Understanding	Build Mathematical Literacy	Enrichment	enVision STEM Activity
Problem-Solving Leveled Reading Mat	Problem-Solving Reading Activity	Digital Math Tools Activity	Digital Math Tools Activities	Language Support Handbook	Interactive Student Edition	Interactive Additional Practice Workbook
Today's Challenge	Interactive Solve & Share	Visual Learning Animation Plus	Quick Check	Interactive Practice Buddy	"Another Look" Video	Animated Glossary
Math Tools; Math Games	Academic Vocabulary Activity	Teacher's Edition eText	Realize Scout Observational Assessment	"Listen and Look For" PD Lesson Video	envision STEM Project	Review What You Know
Vocabulary Review	Reteaching	Topic Assessment Practice	Topic Performance Task	Interactive Math Story	Home-School Connection	Pick a Project Masters
3-Act Math Recording Sheet	Language Support Handbook	Math Practices Animations	Math Practices and Problem-Solving Handbook	Animated Math Story	My Word Cards	3-Act Math Video
Topic Overview PD Video	Online Topic Assessment	ExamView Test Generator				

## Unit 1: Modifications

### *At Risk Students:*

**During the core lesson**, monitor progress, reteach as needed, and extend students' thinking. **At the end of the lesson**, assess to identify students' strengths and needs and then provide appropriate support. **As needed**, provide more instruction that is on or below grade level for students who are struggling.

### Guiding Questions:

- In the Teacher's Edition, guiding questions are used to monitor understanding during instruction.
- Online Guiding Questions: Guiding questions are also in the online Visual Learning Animation Plus.

Prevent Misconceptions: This feature in the Teacher's Edition is embedded in the guiding questions.

Error Intervention (If...then...): This feature in the Teacher's Edition is provided during Guided Practice. It spotlights common errors and gives suggestions for addressing them.

Reteaching: Reteaching sets are at the end of the topic in the Student's Edition. They provide additional examples, reminders, and practice. Use these sets as needed before students do the Independent Practice.

Higher Order Thinking: These problems require students to think more deeply about the rich, conceptual knowledge developed in the lesson.

Practice Buddy Online: Online interactive practice is provided for most of the lessons.

Quick Check: In the Student's Edition, assess the lesson using the 3 items checked in the Teacher's Edition.

Online Quick Check: You can also assess the lesson using 5 online, machine-scored items.

Intervention Activity: Teachers work with struggling students.

### *Students with Disabilities/504:*

**Technology Center:** (can be used for intervention, on-level, or advanced students)

Digital Math Tools Activities: Reinforce the lesson content or previously taught content using a suite of digital math tools.

Online Games: Practice the lesson content or previously taught content.

Reteach to Building Understanding: This is a page of guided reteaching.

Build Mathematical Literacy: Helps students read math problems.

**Activity Centers:** (can be used for intervention, on-level, or advanced students)

Pick a Project: Lets students choose from a variety of engaging, rich projects.

enVision STEM Activity: Related to the topic science theme introduced at the start of the topic.

Problem-Solving Leveled Reading Mat: Used with a lesson-specific activity.

Additional Practice: Use the leveled assignment to provide differentiated practice.

### **Math Diagnosis and Intervention System:**

Diagnosis: Use the diagnostic tests in the system. Also, use the item analysis charts given with program assessments at the start of a grade or topic, or at the end of a topic, group of topics, or the year.

Intervention Lessons: These two-page lessons include guided instruction followed by practice. The system includes lessons below, on, and above grade level.

Teacher Support: Teacher Notes provide the support needed to conduct a short lesson. The lesson focuses on vocabulary, concept development, and practice. The Teacher's Guide contains individual and class record forms and correlations to Student's Edition lessons.

Resources for Fluency Success: A variety of print and digital resources are provided to ensure fluency success. See Steps to Fluency Success at the start of Topic 8.

### ***ELL Students:***

1. Provide ELL support using visual learning throughout the program, language support including ELL instruction in lessons, and a Language Support Handbook. Lessons provide instruction for English language learners at entering, emerging, developing, expanding, and bridging levels of English proficiency aligned with WIDA (World-Class Instructional Design and Assessment)

Visual Learning: Visual learning infused throughout the program provides support for English language learners. This support includes a Visual Learning Animation Plus and a Visual Learning Bridge for each lesson.

Language Support Online: Online Academic Vocabulary Activities are provided.

Language Support Handbook: Provides topic and lesson instructional support that promotes language development. Includes teaching support for Academic Vocabulary and more.

2. Build math vocabulary using the vocabulary cards, vocabulary activities, vocabulary review, and glossary plus the online glossary and vocabulary game.

My Word Cards: Vocabulary cards for a topic are provided online at PearsonRealize.com. Students use the example on the front of the card to complete the definition on the back.

Vocabulary Activities: The Teacher's Edition provides vocabulary activities at the start of topics. These include activities for vocabulary in My Word Cards or activities for vocabulary in Review What You Know.

Vocabulary Review: A page of vocabulary review is provided at the end of each topic. It reviews vocabulary used in the topic.

Glossary: A glossary is provided at the back of Volume 1 of the Student's Edition.

Animated Glossary: An online, bilingual, animated glossary uses motion and sound to build understanding of math vocabulary.

Online Vocabulary Game: An online vocabulary game is available in the Game Center.

3. Connect math and reading using a leveled reading mat with activity masters and also using the Build Mathematical Literacy Masters.

Problem-Solving Leveled Reading Mats: There is a large, beautiful data-filled mat for each topic. One side of the mat has on-level text. The other side has below-level text.

Problem-Solving Reading Activity: For each lesson, a Build Mathematical Literacy master helps students read and understand a problem from an item in the lesson practice.

Interactive Math Story: An interactive math story provides an introduction to each topic. The story is available as an online story book and an animated story at PearsonRealize.com, as well as a color-in, take-home story in the Teacher's Resource Masters.

***Gifted & Talented/Enrichment:***

Enrichment: Enhances students' thinking

Intervention Lessons: These two-page lessons include guided instruction followed by practice. The system includes lessons below, on, and above grade level.

### Unit 2: Summary

In this unit of study, students will focus on comparing numbers from 0-10. Students use the concepts of “greater than”, “less than”, “equal”, and “not equal” to compare groups of objects and numbers. Students understand that one group is greater in number than another when it has at least one object left without a match. Similarly, the group that does not have objects left to match is the one that is less in number. As Topic 4 progresses, it builds on the sound understanding of the cardinality principle: when counting a group of objects, the last number name represents the quantity in the group. Understanding this principle leads to students being able to use a counting strategy to compare two groups of objects. Students will also learn to classify up to 10 objects into two given categories, count the number of objects in each of those categories, and then sort the categories by count (compare the numbers of objects in the categories). Students begin to understand what it means to generate data, display data, and analyze data. Students generate data by classifying and counting objects in two categories: objects that have a certain attribute and objects that do not have that attribute. Students learn to display data in a chart that shows tally marks or numerals, which requires an understanding that there is a one-to-one correspondence between the objects and the tally marks. Students analyze the data by comparing the numbers of objects in the two categories.

**This unit is based on Topics 4 & 5 and the following NJSLS Math Standards and Practices:**

- **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.
  - 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.A.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- **K.CC.B.5** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
- **K.CC.C.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
- **K.CC.C.7** Compare two numbers between 1 and 10 presented as written numerals.

- **K.MD.B.3** Classify objects into given categories; count the number of objects in each category and sort the categories by count.

**Mathematical Practices:**

MP.1: Make sense of problems and persevere in solving them

MP.2: Reason abstractly and quantitatively

MP.3: Construct viable arguments and critique the reasoning of others

MP.4: Model with mathematics

MP.5: Use appropriate tools strategically

MP.6: Attend to precision

MP.7: Look for and make use of structure

MP.8: Look for and express regularity in repeated reasoning

\*Additional ELA Companion and Interdisciplinary Standards: Interactive Math Story

**Unit 2: Student Learning Objectives****We are learning to (WALT):****Topic 4 Objectives: Compare Numbers 0-10**

Compare groups of up to 10 objects.

Compare groups of numbers using numerals to 10.

Compare groups of numbers by counting.

Compare two numbers.

Repeat something from one problem to help solve another problem.

**Topic 5: Classify and Count Data**

Classify objects into categories and tell why they are in each category.

Count how many objects are in different categories.

Use counting to compare how many objects are in categories.

Tell whether the way objects have been sorted, counted, and compared makes sense.

**Unit 2: Career Readiness, Life Literacies, & Key Skills (CLKS) Standards****9.1 Personal Financial Literacy:****Civic Responsibility**

**Core Ideas:** There are actions an individual can take to help make this world a better place.

**Performance Expectations:**

- **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.

**9.4 Life Literacies and Key Skills****Creativity and Innovation**

**Core Ideas:** Brainstorming can create new, innovative ideas.

**Performance Expectations:**

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

**Critical Thinking & Problem Solving**

**Core Ideas:** Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

**Performance Expectations:**

- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

**Digital Citizenship**

**Core Ideas:** Individuals should practice safe behaviors when using the Internet.

**Performance Expectations:**

- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- **9.4.2.DC.4:** Compare information that should be kept private to information that might be made public.

**Global and Cultural Awareness**

**Core Ideas:** Individuals from different cultures may have different points of view and experiences.

**Performance Expectations:**

- **9.4.2.GCA:1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

**Technology Literacy**

**Core Ideas:** Collaboration can simplify the work an individual has to do and sometimes produce a better product.

**Performance Expectations:**

- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

**Unit 2: Technology Standards**

**8.1.2.A.1** Identify the basic features of a digital device and explain its purpose.

**8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**



**A. Technology Operations and Concepts:** *Students demonstrate a sound understanding of technology concepts, systems and operations.*

8.1.2.A.1: Identify the basic features of a digital device and explain its purpose.

8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**B. Creativity and Innovation:** *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

8.1.2.B.1: Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**C. Communication and Collaboration:** *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

8.1.2.C.1: Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

**D. Digital Citizenship:** *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

8.1.2.D.1: Develop an understanding of ownership of print and nonprint information.

**E: Research and Information Fluency:** *Students apply digital tools to gather, evaluate, and use information.*

8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.

**8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.**

**B. Technology and Society:** *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

**8.2.2.B.1:** Identify how technology impacts or improves life.

**C. Design:** *The design process is a systematic approach to solving problems.*

**8.2.2.C.1:** Brainstorm ideas on how to solve a problem or build a product.

**D. Abilities for a Technological World:** *The designed world is the product of a design process that provides the means to convert resources into products and systems.*

**8.2.2.D.1:** Collaborate and apply a design process to solve a simple problem from everyday experiences.

**Unit 2: Social Emotional Competencies****Self- Awareness:**

- Recognize one's feelings and thoughts
- Recognize the importance of self-confidence in handling daily tasks and challenges
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

**Self-Management:**

- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

**Social Awareness:**

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

**Responsible Decision-Making**

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

**Relationship Skills**

- Utilize positive communication and social skills to interact effectively with others
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

**Unit 2: Activities/Concepts****TOPIC 4: Compare Numbers 0-10****Lesson 4-1: Compare Groups to 10 by Matching**

**Conceptual Understanding:** Students further their understanding of comparison as they compare larger groups to determine which is greater or less in number.

**Lesson 4-2: Compare Numbers Using Numerals to 10**

**Conceptual Understanding:** Students build on their understanding that two groups are made up of individual, countable objects by relating the comparison of the numbers that represent those objects.

**Lesson 4-3: Compare Groups to 10 by Counting**

**Conceptual Understanding:** Students expand their understanding of what it means to compare when they no longer see the objects lined up to match 1-to-1.

**Lesson 4-4: Compare Numbers to 10**

**Conceptual Understanding:** Students continue to develop their understanding of number comparison as they directly compare one number with another.

**Lesson 4-5: Problem Solving- Repeated Reasoning**

**This Lesson:** Use this lesson to stop and focus on the Thinking Habits good problems solvers use when they use repeated reasoning. In this lesson, students use repeated reasoning as they use what they know about counting to find shortcuts for finding 1 more than a given number of objects.

**TOPIC 5: Classify and Count Data****Lesson 5-1: Classify Objects into Categories**

**Conceptual Understanding:** Students begin their work on data by first understanding how to analyze groups of objects in different ways. They then sort the objects by category using this analysis.

**Lesson 5-2: Count the Number of Objects in Each Category**

**Conceptual Understanding:** Students deepen their understanding of classifying and sorting by connecting numbers to the sorted groups.

**Lesson 5-3: Sort the Categories by Counting**

**Conceptual Understanding:** Students analyze data in a new way as they compare numbers in each category.

**Lesson 5-4: Problem Solving: Critique Reasoning**

**In This Lesson:** Students' previous work in this topic on classifying, counting, and sorting objects into categories is pulled together as they critique given answers to problems.

**3 ACT Math (Teacher's Edition pages 172-172C)**

*\*Found embedded in all "odd number" topics*

**Task Overview:**

**Essential Understanding-** Many real-world problems can be represented with a mathematical model, but that model may not represent a real-world situation exactly. Students use the 3-Act Math task to practice mathematical modeling. They:

- Identify an important problem
- Identify the important information
- Develop a model that represents that situation
- Use the model to propose a solution
- Test the appropriateness of that math model

**Act 1: THE HOOK**

- Play the video
- Brainstorm questions as a whole class
- Pose the main question (Use the Main Question screen in Act 1)
- Make predictions
- Survey predictions

**Act 2: THE MODEL**

- Identify important information- whole class
- Reveal the information as a whole class
- Develop a model (small groups/partners)

**Act 3: THE SOLUTION**

- Reveal an answer
- Reflect- validate conclusions, revise the model, discuss math practices, and revisit brainstorming

**Unit 2: Formative & Summative Assessments**

*Students who understand the concepts can show mastery of concepts through the following assessments:*

## Formative Assessments:

- Quick Checks (embedded into independent practice)
- Reteaching pages
- Guiding questions in Teacher's Manual
- Observation and discussion during the Solve & Share
- Independent Practice pages
- Additional Practice workbook (homework pages)
- Interactive Practice Buddy (online)

## Summative Assessments:

- Topic Assessment Practice (online)
- Performance Task (online or in workbook)
- Topic Tests in book

- Topic Assessments online or paper-based
- 3 Act Math responses

Alternative Assessments:

- Pick a Project
- Center Activities

## Unit 2: What It Looks Like in the Classroom

### **TOPIC 4: Compare Numbers 0 to 10**

#### **Topic Opener:**

Animated Math Story (online)

Review What You Know (page 138)

#### **Lesson 4-1: Compare Groups to 10 by Matching (Day 1)**

Solve and Share: page 141

Visual Learning Animation Plus: Online

Guided Practice: pages 142-143

Independent Practice: page 144

Quick Check: Independent Practice Questions #5, #7, #8

Additional Practice Workbook 4-1 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

#### **Lesson 4-2: Compare Numbers Using Numerals to 10 (Day 2)**

Solve and Share: page 145

Visual Learning Animation Plus: Online

Guided Practice: pages 146-147

Independent Practice: page 148

Quick Check: Independent Practice Questions #4 and #5

Additional Practice Workbook 4-2 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

### **4-3: Compare Groups to 10 by Counting (Day 3)**

Solve and Share: page 149

Visual Learning Animation Plus: Online

Guided Practice: pages 150-151

Independent Practice: page 152

Quick Check: Independent Practice Questions #6, #7, #8

Additional Practice Workbook 4-3 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

### **Lesson 4-4: Compare Numbers to 10 (Day 4)**

Solve and Share: page 153

Visual Learning Animation Plus: Online

Guided Practice: pages 154-155

Independent Practice: page 156

Quick Check: Independent Practice Questions #7, #8, #10

Additional Practice Workbook 4-4 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 4-5: Problem Solving: Repeated Reasoning (Day 5)**

Solve and Share: page 157

Visual Learning Animation Plus: Online

Guided Practice: page 158

Independent Practice: page 159- 160

Quick Check: Independent Practice Questions #6, #7, #8

Additional Practice Workbook 4-5 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

Math Anytime: Daily Review and Today's Challenge

**Review and Assessment (Day 6, 7 and 8)**

Vocabulary Review (pages 161-162)

Reteaching Review (pages 163-164)

Topic 4 Test in book (pages 165-166) or online, or paper-based Topic 4 Assessment

**TOPIC 5: Classify and Count Data**

**Topic Opener:**

Animated Math Story (online)

Review What You Know (page 170)

**Lesson 5-1: Classify Objects into Categories (Day 9)**

Solve and Share: page 173



Visual Learning Animation Plus: Online

Guided Practice: pages 174-175

Independent Practice: page 176

Quick Check: Independent Practice Questions #6, #7, and #8

Additional Practice Workbook 5-1 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 5-2: Count the Number of Objects in Each Category (Day 10)**

Solve and Share: page 177

Visual Learning Animation Plus: Online

Guided Practice: pages 178-179

Independent Practice: page 180

Quick Check: Independent Practice Questions #4, #5, and #6

Additional Practice Workbook 5-2 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 5-3: Sort the Categories by Counting (Day 11)**

Solve and Share: page 181

Visual Learning Animation Plus: Online

Guided Practice: pages 182-183

Independent Practice: page 184

Quick Check: Independent Practice Questions #4, #5 and #6

Additional Practice Workbook 5-3 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 5-4: Problem Solving: Critique Reasoning (Day 12)**

Solve and Share: page 185

Visual Learning Animation Plus: Online

Guided Practice: page 186

Independent Practice: pages 187-188

Quick Check: Independent Practice Questions #5, #6, and #7

Additional Practice Workbook 5-4 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**3 ACT MATH (Day 13)**

Videos on Pearson Realize

Teacher Edition pages 172-172C

**Review and Assessment (Day 14, 15, and 16)**

Vocabulary Review (pages 189-190)

Reteaching Review (pages 191-192)

Topic 5 Test in book (pages 193-194) or online, or paper-based Topic 5 Assessment

### Unit 2 : Resources

#### Lesson Resources for Students and Teachers (Digital/Print):

Student's Edition	Additional Practice Workbooks	Daily Review	Reteach to Build Understanding	Build Mathematical Literacy	Enrichment	enVision STEM Activity
Problem-Solving Leveled Reading Mat	Problem-Solving Reading Activity	Digital Math Tools Activity	Digital Math Tools Activities	Language Support Handbook	Interactive Student Edition	Interactive Additional Practice Workbook
Today's Challenge	Interactive Solve & Share	Visual Learning Animation Plus	Quick Check	Interactive Practice Buddy	"Another Look" Video	Animated Glossary
Math Tools; Math Games	Academic Vocabulary Activity	Teacher's Edition eText	Realize Scout Observational Assessment	"Listen and Look For" PD Lesson Video	enVision STEM Project	Review What You Know
Vocabulary Review	Reteaching	Topic Assessment Practice	Topic Performance Task	Interactive Math Story	Home-School Connection	Pick a Project Masters
3-Act Math Recording Sheet	Language Support Handbook	Math Practices Animations	Math Practices and Problem-Solving Handbook	Animated Math Story	My Word Cards	3-Act Math Video
Topic Overview PD Video	Online Topic Assessment	ExamView Test Generator				

## Unit 2: Modifications

### *At Risk Students:*

**During the core lesson**, monitor progress, reteach as needed, and extend students' thinking. **At the end of the lesson**, assess to identify students' strengths and needs and then provide appropriate support. **As needed**, provide more instruction that is on or below grade level for students who are struggling.

### Guiding Questions:

- In the Teacher's Edition, guiding questions are used to monitor understanding during instruction.
- Online Guiding Questions: Guiding questions are also in the online Visual Learning Animation Plus.

Prevent Misconceptions: This feature in the Teacher's Edition is embedded in the guiding questions.

Error Intervention (If...then...): This feature in the Teacher's Edition is provided during Guided Practice. It spotlights common errors and gives suggestions for addressing them.

Reteaching: Reteaching sets are at the end of the topic in the Student's Edition. They provide additional examples, reminders, and practice. Use these sets as needed before students do the Independent Practice.

Higher Order Thinking: These problems require students to think more deeply about the rich, conceptual knowledge developed in the lesson.

Practice Buddy Online: Online interactive practice is provided for most of the lessons.

Quick Check: In the Student's Edition, assess the lesson using the 3 items checked in the Teacher's Edition.

Online Quick Check: You can also assess the lesson using 5 online, machine-scored items.

Intervention Activity: Teachers work with struggling students.

### *Students with Disabilities/504:*

**Technology Center:** (can be used for intervention, on-level, or advanced students)

Digital Math Tools Activities: Reinforce the lesson content or previously taught content using a suite of digital math tools.

Online Games: Practice the lesson content or previously taught content.

Reteach to Building Understanding: This is a page of guided reteaching.

Build Mathematical Literacy: Helps students read math problems.

**Activity Centers:** (can be used for intervention, on-level, or advanced students)

Pick a Project: Lets students choose from a variety of engaging, rich projects.

enVision STEM Activity: Related to the topic science theme introduced at the start of the topic.

Problem-Solving Leveled Reading Mat: Used with a lesson-specific activity.

Additional Practice: Use the leveled assignment to provide differentiated practice.

### **Math Diagnosis and Intervention System:**

Diagnosis: Use the diagnostic tests in the system. Also, use the item analysis charts given with program assessments at the start of a grade or topic, or at the end of a topic, group of topics, or the year.

Intervention Lessons: These two-page lessons include guided instruction followed by practice. The system includes lessons below, on, and above grade level.

Teacher Support: Teacher Notes provide the support needed to conduct a short lesson. The lesson focuses on vocabulary, concept development, and practice. The Teacher's Guide contains individual and class record forms and correlations to Student's Edition lessons.

Resources for Fluency Success: A variety of print and digital resources are provided to ensure fluency success. See Steps to Fluency Success at the start of Topic 8.

### ***ELL Students:***

4. Provide ELL support using visual learning throughout the program, language support including ELL instruction in lessons, and a Language Support Handbook. Lessons provide instruction for English language learners at entering, emerging, developing, expanding, and bridging levels of English proficiency aligned with WIDA (World-Class Instructional Design and Assessment)

Visual Learning: Visual learning infused throughout the program provides support for English language learners. This support includes a Visual Learning Animation Plus and a Visual Learning Bridge for each lesson.

Language Support Online: Online Academic Vocabulary Activities are provided.

Language Support Handbook: Provides topic and lesson instructional support that promotes language development. Includes teaching support for Academic Vocabulary and more.

5. Build math vocabulary using the vocabulary cards, vocabulary activities, vocabulary review, and glossary plus the online glossary and vocabulary game.

My Word Cards: Vocabulary cards for a topic are provided online at PearsonRealize.com. Students use the example on the front of the card to complete the definition on the back.

Vocabulary Activities: The Teacher's Edition provides vocabulary activities at the start of topics. These include activities for vocabulary in My Word Cards or activities for vocabulary in Review What You Know.

Vocabulary Review: A page of vocabulary review is provided at the end of each topic. It reviews vocabulary used in the topic.

Glossary: A glossary is provided at the back of Volume 1 of the Student's Edition.

Animated Glossary: An online, bilingual, animated glossary uses motion and sound to build understanding of math vocabulary.

Online Vocabulary Game: An online vocabulary game is available in the Game Center.

6. Connect math and reading using a leveled reading mat with activity masters and also using the Build Mathematical Literacy Masters.

Problem-Solving Leveled Reading Mats: There is a large, beautiful data-filled mat for each topic. One side of the mat has on-level text. The other side has below-level text.

Problem-Solving Reading Activity: For each lesson, a Build Mathematical Literacy master helps students read and understand a problem from an item in the lesson practice.

Interactive Math Story: An interactive math story provides an introduction to each topic. The story is available as an online story book and an animated story at PearsonRealize.com, as well as a color-in, take-home story in the Teacher's Resource Masters.

***Gifted & Talented/Enrichment:***

Enrichment: Enhances students' thinking

Intervention Lessons: These two-page lessons include guided instruction followed by practice. The system includes lessons below, on, and above grade level.

### Unit 3: Summary

In **Topic 6**, students are introduced to the concept of addition. It focuses on a deep understanding of addition as “put together” and “add to.” Students learn how to represent addition in different ways and solve addition word problems, all building towards fluency adding within 5. **Topic 7** introduces students to the concept of subtraction. It focuses on a deep understanding of subtraction as “take apart” and “take from.” Students learn how to represent subtraction in different ways and solve subtraction word problems, all building towards fluently subtracting within 5. And in **Topic 8**, students work with both addition and subtraction as they build fluency with both operations within 5. This topic also focuses on another type of word problem, both addends unknown, with sums to 10, and finding missing parts of 10.

#### **This unit is based on Topics 6-8 and the following Math Standards and Practices:**

- **K.OA.A.1:** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- **K.OA.A.2:** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- **K.OA.A.3:** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ).
- **K.OA.A.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.A.5:** Fluently add and subtract within 5.
- **K.CC.A.3:** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- **K.CC.B.5:** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

#### **Mathematical Practices:**

MP.1: Make sense of problems and persevere in solving them

MP.2: Reason abstractly and quantitatively

MP.3: Construct viable arguments and critique the reasoning of others

MP.4: Model with mathematics

MP.5: Use appropriate tools strategically

MP.6: Attend to precision  
MP.7: Look for and make use of structure  
MP.8: Look for and express regularity in repeated reasoning

**\*Additional ELA Companion and Interdisciplinary Standards:** Interactive Math Story

### Unit 3: Student Learning Objectives:

**We are learning to (WALT):**

#### **Topic 6 Understand Addition:**

Show numbers in many ways.  
Represent addition as adding to a number.  
Represent addition as putting two or more numbers together.  
Write an equation to show addition.  
Solve addition problems.  
Use equations to represent and explain addition.  
Use patterns to add numbers together.  
Model adding different numbers together by drawing, counting, or writing equations.

#### **Topic 7 Understand Subtraction:**

Show numbers in many ways.  
Take apart a number and tell the parts.  
Represent subtraction as taking away from a whole.  
Write an equation to show subtraction.  
Find the difference of two numbers.



Find patterns in subtraction equations.

Use tools to subtract numbers.

**Topic 8: More Addition and Subtraction:**

Write an addition equation to solve a word problem.

Solve related addition and subtraction equations.

Reason about numbers and operations.

Write addition and subtraction equations within 5 and remember them.

Write an addition equation to solve a word problem.

Write an addition equation to solve a word problem.

Show how to make a group of 10.

Write an addition equation to solve a word problem.

Find number patterns for 10.

Find a missing part to make 10.

**Unit 3: Career Readiness, Life Literacies, & Key Skills (CLKS) Standards:**

**9.1 Personal Financial Literacy:**

Core Idea: There are actions an individual can take to help make this world a better place.

**9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.

**9.4 Life Literacy Skills:**

Core Idea: Brainstorming can create new, innovative ideas.

• **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.

• **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.

Core Idea: Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- **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.

Core Idea: Individuals should practice safe behaviors when using the Internet.

- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet.

Core Idea: Young people can have a positive impact on the natural world in the fight against climate change.

- **9.4.2.DC.7:** Describe actions peers can take to positively impact climate change.

Core Idea: Individuals from different cultures may have different points of view and experiences.

- **9.4.2.GCA:1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

Core Idea: A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.

- **9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.

Core Idea: Digital tools have a purpose.

- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool
- **9.4.2.TL.2:** Create a document using a word processing application.
- **9.4.2.TL.4:** Navigate a virtual space to build context and describe the visual content.
- **9.4.2.TL.5:** Describe the difference between real and virtual experiences.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.

Core Idea: Collaboration can simplify the work an individual has to do and sometimes produce a better product.

- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

### Unit 3: Technology Standards:

**8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**

**A. Technology Operations and Concepts:** *Students demonstrate a sound understanding of technology concepts, systems and operations.*

8.1.2.A.1: Identify the basic features of a digital device and explain its purpose.

8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**B. Creativity and Innovation:** *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

8.1.2.B.1: Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**C. Communication and Collaboration:** *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

8.1.2.C.1: Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

**D. Digital Citizenship:** *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

8.1.2.D.1: Develop an understanding of ownership of print and nonprint information.

**E: Research and Information Fluency:** *Students apply digital tools to gather, evaluate, and use information.*

8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.

**8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:** **All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.**

**B. Technology and Society:** *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

**8.2.2.B.1:** Identify how technology impacts or improves life.

**C. Design:** *The design process is a systematic approach to solving problems.*

**8.2.2.C.1:** Brainstorm ideas on how to solve a problem or build a product.

**D. Abilities for a Technological World:** *The designed world is the product of a design process that provides the means to convert resources into products and systems.*

**8.2.2.D.1:** Collaborate and apply a design process to solve a simple problem from everyday experiences.

**Unit 3: Social Emotional Competencies:****Self-Awareness:**

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

**Self-Management:**

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

**Social-Awareness:**

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

**Responsible Decision-Making:**

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

**Relationship Skills:**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

**Unit 3: Sequence:**  
**Activities/Concepts**

**Topic 6 Understand Addition:**

**Lesson 6-1 Explore Addition:**

**Conceptual Understanding:** By utilizing multiple representations, students conceptualize addition problems in order to solve them.

**Lesson 6-2 Represent Addition as Adding To:**

**Conceptual Understanding:** Students deepen their understanding of addition as they represent story problems with the addition sentence \_\_\_ and \_\_\_ is \_\_\_.

**Lesson 6-3 Represent Addition as Putting Together:**

**Conceptual Understanding:** Students explore addition as putting together. The addition problems continue in the format of addition sentences as students build understanding.

**Lesson 6-4 Represent and Explain Addition with Equations:**

**Conceptual Understanding:** Students' understanding of addition is expanded as they connect the symbols for *plus* and *equals* to represent addition situations.

**Lesson 6-5 Solve Addition Word Problems; Add To:**

**Conceptual Understanding:** Students build upon their understanding of addition as they work more closely with interpreting, representing, and solving addition word problems.

**Lesson 6-6 6 Solve Addition Word Problems; Put Together:**

**Conceptual Understanding:** Students build upon their understanding of addition as they work more closely with interpreting, representing, and solving addition word problems.

**Lesson 6-7 Use Patterns to Develop Fluency in Addition:**

**This Lesson:** Students will use patterns as they work towards solving addition problems with fluency.

**Lesson 6-8 Problem Solving: Model with Math:**

**This Lesson:** Students draw pictures and write equations to solve addition problems.

### **Topic 7 Understand Subtraction:**

#### **Lesson 7-1 Explore Subtraction:**

**Conceptual Understanding:** By utilizing multiple representations, students conceptualize problems in order to solve them.

#### **Lesson 7-2 Represent Subtraction as Taking Apart:**

**Conceptual Understanding:** Students continue to explore subtraction with the idea that a whole can be separated into two parts.

#### **Lesson 7-3 Represent Subtraction as Taking From:**

**Conceptual Understanding:** Students' understanding of subtraction is deepened as they realize that there are different types of subtraction situations. They work to solve Take From Result Unknown subtraction problems.

#### **Lesson 7-4 Represent and Explain Subtraction with Equations:**

**Conceptual Understanding:** Students' understanding of subtraction is expanded as they connect the symbols for *minus* and *equals* to represent subtraction situations.

#### **Lesson 7-5 Solve Subtraction Word Problems: Taking From and Apart:**

**Conceptual Understanding:** Students build upon their understanding of subtraction as they work more closely with interpreting, representing, and solving subtraction word problems.

#### **Lesson 7-6 Problem Solving: Use Appropriate Tools:**

**This Lesson:** Students will use patterns as they work towards solving subtraction problems with fluency.

#### **Lesson 7-7 Problem Solving: Use Appropriate Tools:**

**This Lesson:** Students continue to use appropriate tools and have the opportunity to strategically choose the tool they want to solve a subtraction problem.

### **3 ACT MATH**

Videos on Pearson Realize

Teacher Edition Pages 248-248C

*\*Found embedded in all “odd number” topics*

**Task Overview:**

**Essential Understanding-** Many real-world problems can be represented with a mathematical model, but that model may not represent a real-world situation exactly. Students use the 3-Act Math task to practice mathematical modeling. They:

- Identify an important problem
- Identify the important information
- Develop a model that represents that situation
- Use the model to propose a solution
- Test the appropriateness of that math model

**Act 1: THE HOOK**

- Play the video
- Brainstorm questions as a whole class
- Pose the main question (Use the Main Question screen in Act 1)
- Make predictions
- Survey predictions

**Act 2: THE MODEL**

- Identify important information- whole class
- Reveal the information as a whole class
- Develop a model (small groups/partners)

**Act 3: THE SOLUTION**

- Reveal an answer
- Reflect- validate conclusions, revise the model, discuss math practices, and revisit brainstorming

**Topic 8 More Addition and Subtraction:****Lesson 8-1 Decompose 5 to Solve Problems:**

**Conceptual Understanding:** Students expand their knowledge of an equation representing a quantitative relationship in a real-life situation.

**Lesson 8-2 Related Facts:**

**Conceptual Understanding:** Students deepen their understanding of addition and subtraction as individual operations as they see how the two relate to one another.

**Lesson 8-3 Problem Solving: Reasoning:**

**This Lesson:** Students compose a story to help solve the types of equations found in lessons 6-7, 7-6, and 8-2. Use this lesson to stop and focus on the Thinking Habits good problem solvers use when they reason about quantities.

**Lesson 8-4 Fluently Add and Subtract to 5:**

**This Lesson:** Students solve equations within 5. This lesson serves as a check on where students are on fluency with facts to 5. Check both the accuracy of their work and the strategies they use for facts.

**Lesson 8-5 Decompose 6 and 7 to Solve Problems:**

**Conceptual Understanding:** Students continue to develop their understanding of addition situations as they work with problems involving sums of 6 and 7.

**Lesson 8-6 Decompose 6 and 7 to Solve Problems:**

**Conceptual Understanding:** Students continue to develop their understanding of addition situations as they work with problems involving sums of 8 and 9.

**Lesson 8-7 Ways to Make 10:**

**Conceptual Understanding:** Students deepen their understanding of the relationship between parts and the whole of 10 as they record different ways to make 10.

**Lesson 8-8 Decompose 10 to Solve Problems:**

**Conceptual Understanding:** Students continue to develop their understanding of addition situations as they work with problems involving sums of 10.

**Lesson 8-9 Find the Missing Part of 10:**



**Conceptual Understanding:** Finding two numbers that equal 10 develops students' understanding of math strategies used in making 10. This is a key tool for students to use in later grades and to apply to addition and subtraction problems.

**Lesson 8-10 Continue to Find the Missing Part of 10):**

**Conceptual Understanding:** This lesson uses a ten-frame to provide more practice and give students a deeper understanding of numbers that make 10.

**Unit 3: Formative & Summative Assessments:**

*Students who understand the concepts can:*

**Formative Assessments:**

- Quick Checks (embedded into independent practice)
- Reteaching pages
- Guiding questions in Teacher's Manual
- Observation and discussion during the Solve & Share
- Independent Practice pages
- Additional Practice workbook (homework pages)
- Interactive Practice Buddy (online)

**Summative Assessments:**

- Topic Assessment Practice (online)
- Performance Task (online)
- Topic Tests in book
- Topic Assessments online or paper-based
- 3 Act Math responses
- Topics 1-8 Cumulative Benchmark Assessment

**Alternative Assessments:**

- Pick a Project
- Center Activities

**Unit 3: What It Looks Like in the Classroom:****Topic 6 Understand Addition:****Topic Opener:**

Animated Math Story (online)

Review What You Know Page 198

**Lesson 6-1 Explore Addition (Day 1):**

Solve and Share: Page 201

Visual Learning Animation Plus: Online

Guided Practice: Page 202-203

Independent Practice: Page 204

Quick Check: Independent Practice Questions #4 # and #5

Additional Practice Workbook 6-1 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 6-2 Represent Addition as Adding To (Day 2):**

Solve and Share: Page 205

Visual Learning Animation Plus: Online

Guided Practice: Page 206-207

Independent Practice: Page 208

Quick Check: Independent Practice Questions #8, #9, and #10

Additional Practice Workbook 6-2 (can be used for homework)

**Lesson 6-3 Represent Addition as Putting Together (Day 3):**

Solve and Share: Page 209

Visual Learning Animation Plus: Online

Guided Practice: Page 210-211

Independent Practice: Page 212

Quick Check: Independent Practice Questions #8, #9, and #10

Additional Practice Workbook 6-3 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 6-4 Represent and Explain Addition with Equations (Day 4):**

Solve and Share: Page 213

Visual Learning Animation Plus: Online

Guided Practice: Page 214-215

Independent Practice: Page 216

Quick Check: Independent Practice Questions #8, #9, and #10

Additional Practice Workbook 6-4 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 6-5 Solve Addition Word Problems; Add To (Day 5):**

Solve and Share: Page 217

Visual Learning Animation Plus: Online

Guided Practice: Page 218-219

Independent Practice: Page 220

Quick Check: Independent Practice Questions #7, #8, and #9

Additional Practice Workbook 6-5 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 6-6 Solve Addition Word Problems; Put Together (Day 6):**

Solve and Share: Page 221

Visual Learning Animation Plus: Online

Guided Practice: Page 222-223

Independent Practice: Page 224

Quick Check: Independent Practice Questions #7, #8, and #9

Additional Practice Workbook 6-6 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 6-7 Use Patterns to Develop Fluency in Addition (Day 7):**

Solve and Share: Page 225

Visual Learning Animation Plus: Online

Guided Practice: Page 226-227

Independent Practice: Page 228

Quick Check: Independent Practice Questions #7, #8, and #9

Additional Practice Workbook 6-7 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 6-8 Problem Solving: Model with Math (Day 8):**

Solve and Share: Page 229

Visual Learning Animation Plus: Online

Guided Practice: Page 230

Independent Practice: Page 231

Quick Check: Independent Practice Questions #6, #7, and #8

Additional Practice Workbook 6-8 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Review and Assessment (Day 9, 10, and 11):**

Vocabulary Review (pages 233-234)

Reteaching Review (pages 235-238)

Topic 6 Test in book (pages 239-242) or online, or paper-based Topic 6 Assessment

**Topic 7 Understand Subtraction:**

**Topic Opener:**

Animated Math Story (online)

Review What You Know Page 246

**Lesson 7-1 Explore Subtraction (Day 12):**

Solve and Share: Page 249

Visual Learning Animation Plus: Online

Guided Practice: Page 250-251

Independent Practice: Page 252

Quick Check: Independent Practice Questions #8, #9, and #10

Additional Practice Workbook 7-1 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 7-2 Represent Subtraction as Taking Apart (Day 13):**

Solve and Share: Page 253

Visual Learning Animation Plus: Online

Guided Practice: Page 254-255

Independent Practice: Page 256

Quick Check: Independent Practice Questions #7, #8, and #10

Additional Practice Workbook 7-2 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 7-3 Represent Subtraction as Taking From (Day 14):**

Solve and Share: Page 257

Visual Learning Animation Plus: Online

Guided Practice: Page 258-259

Independent Practice: Page 260

Quick Check: Independent Practice Questions #7, #9, and #10

Additional Practice Workbook 7-3 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 7-4 Represent and Explain Subtraction with Equations (Day 15):**

Solve and Share: Page 261

Visual Learning Animation Plus: Online

Guided Practice: Page 262-263

Independent Practice: Page 264

Quick Check: Independent Practice Questions #7, #9, and #10

Additional Practice Workbook 7-4 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 7-5 Solve Subtraction Word Problems: Taking From and Apart (Day 16):**

Solve and Share: Page 265

Visual Learning Animation Plus: Online

Guided Practice: Page 266-267

Independent Practice: Page 268

Quick Check: Independent Practice Questions #6, #7, and #8

Additional Practice Workbook 7-5 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 7-6 Use Patterns to Develop Fluency in Subtraction (Day 17):**

Solve and Share: Page 269

Visual Learning Animation Plus: Online

Guided Practice: Page 270-271

Independent Practice: Page 272

Quick Check: Independent Practice Questions #4, #5, and #6

Additional Practice Workbook 7-6 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 7-7 Problem Solving: Use Appropriate Tools (Day 18):**

Solve and Share: Page 273

Visual Learning Animation Plus: Online

Guided Practice: Page 274

Independent Practice: Page 275

Quick Check: Independent Practice Questions #7, #8, and #9

Additional Practice Workbook 7-7 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**3 ACT MATH (Day 19):**

Videos on Pearson Realize

Teacher Edition Pages 248-248C

**Review and Assessment (Day 20, 21, and 22):**

Vocabulary Review (pages 277-278)

Reteaching Review (pages 279-282)

Topic 7 Test in book (pages 283-286) or online, or paper-based Topic 7 Assessment

**Topic 8 More Addition and Subtraction:****Topic Opener:**

Animated Math Story (online)

Review What You Know Page 290

**Lesson 8-1 Decompose 5 to Solve Problems (Day 23):**



Solve and Share: Page 293

Visual Learning Animation Plus: Online

Guided Practice: Page 294-295

Independent Practice: Page 296

Quick Check: Independent Practice Questions #4, and #5

Additional Practice Workbook 8-1 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 8-2 Related Facts (Day 24):**

Solve and Share: Page 297

Visual Learning Animation Plus: Online

Guided Practice: Page 298-299

Independent Practice: Page 300

Quick Check: Independent Practice Questions #4, and #5

Additional Practice Workbook 8-2 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 8-3 Problem Solving: Reasoning (Day 25):**

Solve and Share: Page 301

Visual Learning Animation Plus: Online

Guided Practice: Page 302

Independent Practice: Page 303

Quick Check: Independent Practice Questions #2, #3, and #4

Additional Practice Workbook 8-3 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 8-4 Fluently Add and Subtract to 5 (Day 26):**

Solve and Share: Page 305

Visual Learning Animation Plus: Online

Guided Practice: Page 306-307

Independent Practice: Page 308

Quick Check: Independent Practice Questions #9, #11, and #14

Additional Practice Workbook 8-4 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 8-5 Decompose 6 and 7 to Solve Problems (Day 27):**

Solve and Share: Page 308

Visual Learning Animation Plus: Online

Guided Practice: Page 310-311

Independent Practice: Page 312

Quick Check: Independent Practice Questions #5, #6, and #7

Additional Practice Workbook 8-5 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 8-6 Decompose 6 and 7 to Solve Problems (Day 28):**

Solve and Share: Page 313

Visual Learning Animation Plus: Online

Guided Practice: Page 314-315

Independent Practice: Page 316

Quick Check: Independent Practice Questions #5, #6, and #7

Additional Practice Workbook 8-6 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 8-7 Ways to Make 10 (Day 29):**

Solve and Share: Page 317

Visual Learning Animation Plus: Online

Guided Practice: Page 318-319

Independent Practice: Page 320

Quick Check: Independent Practice Questions #5, #6, and #7

Additional Practice Workbook 8-7 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 8-8 Decompose 10 to Solve Problems (Day 30):**

Solve and Share: Page

Visual Learning Animation Plus: Online

Guided Practice: Page

Independent Practice: Page

Quick Check: Independent Practice Questions #7, #9, and #10

Additional Practice Workbook 8-8 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 8-9 Find the Missing Part of 10 (Day 31):**

Solve and Share: Page 325

Visual Learning Animation Plus: Online

Guided Practice: Page 326-327

Independent Practice: Page 328

Quick Check: Independent Practice Questions #7, #9, and #10

Additional Practice Workbook 8-9 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 8-10 Continue to Find the Missing Part of 10 (Day 32):**

Solve and Share: Page 329

Visual Learning Animation Plus: Online

Guided Practice: Page 330-331

Independent Practice: Page 332

Quick Check: Independent Practice Questions #7, #9, and #10

Additional Practice Workbook 8-10 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Review and Assessment (Day 33, 34, and 35):**

Vocabulary Review (pages 334)

Reteaching Review (pages 335-338)

Topic 8 Test in book (pages 339-342) or online, or paper-based Topic 8 Assessment

**Unit 3: Resources:**

**Lesson Resources for Students and Teachers (Digital/Print):**

Student's Edition	Additional Practice Workbooks	Daily Review	Reteach to Build Understanding	Build Mathematical Literacy	Enrichment	enVision STEM Activity
Problem-Solving Leveled Reading Mat	Problem-Solving Reading Activity	Digital Math Tools Activity	Digital Math Tools Activities	Language Support Handbook	Interactive Student Edition	Interactive Additional Practice Workbook
Today's Challenge	Interactive Solve & Share	Visual Learning Animation Plus	Quick Check	Interactive Practice Buddy	"Another Look" Video	Animated Glossary
Math Tools; Math Games	Academic Vocabulary Activity	Teacher's Edition eText	Realize Scout Observational Assessment	"Listen and Look For" PD Lesson Video	enVision STEM Project	Review What You Know
Vocabulary Review	Reteaching	Topic Assessment Practice	Topic Performance Task	Interactive Math Story	Home-School Connection	Pick a Project Masters
3-Act Math Recording Sheet	Language Support Handbook	Math Practices Animations	Math Practices and Problem-Solving Handbook	Animated Math Story	My Word Cards	3-Act Math Video
Topic Overview PD Video	Online Topic Assessment	ExamView Test Generator				

**Unit 3: Modifications:*****At Risk Students:***

**During the core lesson**, monitor progress, reteach as needed, and extend students' thinking. **At the end of the lesson**, assess to identify students' strengths and needs and then provide appropriate support. **As needed**, provide more instruction that is on or below grade level for students who are struggling.

**Guiding Questions:**

- In the Teacher's Edition, guiding questions are used to monitor understanding during instruction.
- Online Guiding Questions: Guiding questions are also in the online Visual Learning Animation Plus.

**Prevent Misconceptions:** This feature in the Teacher's Edition is embedded in the guiding questions.

**Error Intervention (If...then...):** This feature in the Teacher's Edition is provided during Guided Practice. It spotlights common errors and gives suggestions for addressing them.

**Reteaching:** Reteaching sets are at the end of the topic in the Student's Edition. They provide additional examples, reminders, and practice. Use these sets as needed before students do the Independent Practice.

**Higher Order Thinking:** These problems require students to think more deeply about the rich, conceptual knowledge developed in the lesson.

**Practice Buddy Online:** Online interactive practice is provided for most of the lessons.

**Quick Check:** In the Student's Edition, assess the lesson using the 3 items checked in the Teacher's Edition.

**Online Quick Check:** You can also assess the lesson using 5 online, machine-scored items.

**Intervention Activity:** Teachers work with struggling students.

***Students with Disabilities/504:***

**Technology Center:** (can be used for intervention, on-level, or advanced students)

**Digital Math Tools Activities:** Reinforce the lesson content or previously taught content using a suite of digital math tools.

Online Games: Practice the lesson content or previously taught content.

Reteach to Building Understanding: This is a page of guided reteaching.

Build Mathematical Literacy: Helps students read math problems.

**Activity Centers:** (can be used for intervention, on-level, or advanced students)

Pick a Project: Lets students choose from a variety of engaging, rich projects.

enVision STEM Activity: Related to the topic science theme introduced at the start of the topic.

Problem-Solving Levelled Reading Mat: Used with a lesson-specific activity.

Additional Practice: Use the leveled assignment to provide differentiated practice.

### **Math Diagnosis and Intervention System:**

Diagnosis: Use the diagnostic tests in the system. Also, use the item analysis charts given with program assessments at the start of a grade or topic, or at the end of a topic, group of topics, or the year.

Intervention Lessons: These two-page lessons include guided instruction followed by practice. The system includes lessons below, on, and above grade level.

Teacher Support: Teacher Notes provide the support needed to conduct a short lesson. The lesson focuses on vocabulary, concept development, and practice. The Teacher's Guide contains individual and class record forms and correlations to Student's Edition lessons.

Resources for Fluency Success: A variety of print and digital resources are provided to ensure fluency success. See Steps to Fluency Success at the start of Topic 8.

### ***ELL Students:***

7. Provide ELL support using visual learning throughout the program, language support including ELL instruction in lessons, and a Language Support Handbook. Lessons provide instruction for English language learners at entering, emerging, developing, expanding, and bridging levels of English proficiency aligned with WIDA (World-Class Instructional Design and Assessment)

Visual Learning: Visual learning infused throughout the program provides support for English language learners. This support includes a Visual Learning Animation Plus and a Visual Learning Bridge for each lesson.

Language Support Online: Online Academic Vocabulary Activities are provided.

Language Support Handbook: Provides topic and lesson instructional support that promotes language development. Includes teaching support for Academic Vocabulary and more.

8. Build math vocabulary using the vocabulary cards, vocabulary activities, vocabulary review, and glossary plus the online glossary and vocabulary game.

My Word Cards: Vocabulary cards for a topic are provided online at PearsonRealize.com. Students use the example on the front of the card to complete the definition on the back.

Vocabulary Activities: The Teacher's Edition provides vocabulary activities at the start of topics. These include activities for vocabulary in My Word Cards or activities for vocabulary in Review What You Know.

Vocabulary Review: A page of vocabulary review is provided at the end of each topic. It reviews vocabulary used in the topic.

Glossary: A glossary is provided at the back of Volume 1 of the Student's Edition.

Animated Glossary: An online, bilingual, animated glossary uses motion and sound to build understanding of math vocabulary.

Online Vocabulary Game: An online vocabulary game is available in the Game Center.

9. Connect math and reading using a leveled reading mat with activity masters and also using the Build Mathematical Literacy Masters.

Problem-Solving Leveled Reading Mats: There is a large, beautiful data-filled mat for each topic. One side of the mat has on-level text. The other side has below-level text.

Problem-Solving Reading Activity: For each lesson, a Build Mathematical Literacy master helps students read and understand a problem from an item in the lesson practice.

Interactive Math Story: An interactive math story provides an introduction to each topic. The story is available as an online story book and an animated story at PearsonRealize.com, as well as a color-in, take-home story in the Teacher's Resource Masters.

***Gifted & Talented/Enrichment:***

Enrichment: Enhances students' thinking

Intervention Lessons: These two-page lessons include guided instruction followed by practice. The system includes lessons below, on, and above grade level.



### Unit 4: Summary

In **Topic 9**, students continue the counting sequence with a focus on numbers 11 to 20. It highlights the principles necessary for accurate counting as well as a variety of representations including numeral writing. **Topic 10** builds a foundation for understanding place value by focusing on the composition and decomposition of numbers 11 to 19 into one group of 10 ones and some further ones. The operations of composition and decomposition are visualized with objects, drawings, and equations. And **Topic 11** concludes the development of the count sequence in Kindergarten. Students counted to 5, 10, and then 20 in Topics 1, 3, and 9. This topic focuses on extending the number names and counting to 100. Students learn about verbal and written patterns in the counting sequence, and they count by ones and by tens, beginning from any number.

**This unit is based on Topics 9-11 and the following NJSL Math Standards and Practices:**

- **K.CC.A.1:** Count to 100 by ones and by tens.
- **K.CC.A.2:** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- **K.CC.A.3:** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- **K.CC.B.4:** Understand the relationship between numbers and quantities; connect counting to cardinality.
- **K.CC.B.4c:** Understand that each successive number name refers to a quantity that is one larger.
- **K.CC.B.5:** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
- **K.NBT.A.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.

**Mathematical Practices:**

MP.1: Make sense of problems and persevere in solving them

MP.2: Reason abstractly and quantitatively

MP.3: Construct viable arguments and critique the reasoning of others

MP.4: Model with mathematics

MP.5: Use appropriate tools strategically

MP.6: Attend to precision

MP.7: Look for and make use of structure

MP.8: Look for and express regularity in repeated reasoning

**\*Additional ELA Companion and Interdisciplinary Standards:** Interactive Math Story

### Unit 4: Student Learning Objectives:

**We are learning to (WALT):**

#### **Topic 9 Count Numbers to 20:**

Count and write the numbers 11 and 12.

Count and write the numbers 13, 14, and 15.

Count and write the numbers 16 and 17.

Count and write the numbers 18, 19, and 20.

Count forward from any number to a number within 20.

Count to find how many are in a group.

Use reasoning to count and write numbers to the number 20.

#### **Topic 10 Compose and Decompose Numbers 11-19:**

Use drawings and equations to make the numbers 11, 12, and 13.

Make the numbers 14, 15, and 16.

Make the numbers 17, 18, and 19.

Find parts of the numbers 11, 12, and 13 when one part is 10.

Find parts of the numbers 14, 15, and 16 when one part is 10.  
Find parts of the numbers 17, 18, and 19 when one part is 10.  
Look for patterns to make and find the parts of numbers to 19.

**Topic 11 Count Numbers to 100:**

Use patterns to count to 30.  
Use patterns to count to 50.  
Skip count by tens to 100.  
Count forward from any number to 100 by ones.  
See patterns when counting.

**Unit 4: Career Readiness, Life Literacies, & Key Skills (CLKS) Standards:****9.1 Personal Financial Literacy:**

Core Idea: There are actions an individual can take to help make this world a better place.

**9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.

**9.4 Life Literacy Skills:**

Core Idea: Brainstorming can create new, innovative ideas.

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.

Core Idea: Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- **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.

Core Idea: Individuals should practice safe behaviors when using the Internet.

- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet.

Core Idea: Young people can have a positive impact on the natural world in the fight against climate change.

- **9.4.2.DC.7:** Describe actions peers can take to positively impact climate change.

Core Idea: Individuals from different cultures may have different points of view and experiences.

- **9.4.2.GCA:1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

Core Idea: A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.

- **9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.

Core Idea: Digital tools have a purpose.

- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool
- **9.4.2.TL.2:** Create a document using a word processing application.
- **9.4.2.TL.4:** Navigate a virtual space to build context and describe the visual content.
- **9.4.2.TL.5:** Describe the difference between real and virtual experiences.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.

Core Idea: Collaboration can simplify the work an individual has to do and sometimes produce a better product.

- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

## Unit 4 : Technology Standards

**8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**

**A. Technology Operations and Concepts:** *Students demonstrate a sound understanding of technology concepts, systems and operations.*

8.1.2.A.1: Identify the basic features of a digital device and explain its purpose.

8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**B. Creativity and Innovation:** *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

8.1.2.B.1: Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**C. Communication and Collaboration:** *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

8.1.2.C.1: Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

**D. Digital Citizenship:** *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

8.1.2.D.1: Develop an understanding of ownership of print and nonprint information.

**E: Research and Information Fluency:** *Students apply digital tools to gather, evaluate, and use information.*

8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.

**8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.**

**B. Technology and Society:** *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

**8.2.2.B.1:** Identify how technology impacts or improves life.

**C. Design:** *The design process is a systematic approach to solving problems.*

**8.2.2.C.1:** Brainstorm ideas on how to solve a problem or build a product.

**D. Abilities for a Technological World:** *The designed world is the product of a design process that provides the means to convert resources into products and systems.*

**8.2.2.D.1:** Collaborate and apply a design process to solve a simple problem from everyday experiences.

**Unit 4: Social Emotional Competencies:****Self-Awareness:**

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

**Self-Management:**

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

**Social-Awareness:**

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

**Responsible Decision-Making:**

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

**Relationship Skills:**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

**Unit 4: Sequence:****Activities/Concepts****Topic 9 Count Numbers to 20:****Lesson 9-1 Count, Read, and Write 11 and 12:**

**This Lesson:** Students are introduced to the numbers 11 and 12. They count, read, and write these numbers as they work with different groups of objects.

**Lesson 9-2 Count, Read, and Write 13, 14, and 15:**

**Conceptual Understanding:** Students build upon their understanding of numbers and the count sequence as they work with the numbers 13, 14, and 15.

**Lesson 9-3 Count, Read, and Write 16 and 17:**

**Conceptual Understanding:** Students build upon their understanding of numbers and the count sequence as they work with the numbers 16 and 17.

**Lesson 9-4 Count, Read, and Write 18, 19, and 20:**

**Conceptual Understanding:** Students build upon their understanding of numbers and the count sequence as they work with the numbers 18, 19, and 20.

**Lesson 9-5 Count Forward from Any Number to 20:**

**Conceptual Understanding:** Students think of the count sequence within 20 in a different way; they can start from any number and then count on, seeing that numbers show 1 more each time. This understanding can help students to count more efficiently when thinking how many and counting numbers of objects.

**Lesson 9-6 Count to Find How Many:**

**Conceptual Understanding:** Students build upon their understanding of numbers and the count sequence as they work with the numbers 11–20 in different arrangements.

**Lesson 9-7 Problem Solving: Reasoning:**

**This Lesson:** This lesson focuses on the Thinking Habits that can help to reason about problem situations. Students use what they have learned about counting as they evaluate given answers to word problems that could have more than one correct answer.

**3 ACT Math (Teacher's Edition pages 348-348C)**

*\*Found embedded in all "odd number" topics*

**Task Overview:**

**Essential Understanding-** Many real-world problems can be represented with a mathematical model, but that model may not represent a real-world situation exactly. Students use the 3-Act Math task to practice mathematical modeling. They:

- Identify an important problem
- Identify the important information
- Develop a model that represents that situation
- Use the model to propose a solution
- Test the appropriateness of that math model

**Act 1: THE HOOK**

- Play the video
- Brainstorm questions as a whole class
- Pose the main question (Use the Main Question screen in Act 1)
- Make predictions
- Survey predictions

**Act 2: THE MODEL**

- Identify important information- whole class
- Reveal the information as a whole class
- Develop a model (small groups/partners)

**Act 3: THE SOLUTION**

- Reveal an answer
- Reflect- validate conclusions, revise the model, discuss math practices, and revisit brainstorming



**Topic 10 Compose and Decompose Numbers 11-19:****Lesson 10-1 Make 11, 12, and 13:**

**Conceptual Understanding:** Students will build on the concept that two parts can be combined to make a whole as they learn that ten ones and 1, 2, or 3 more ones combine to make a number from 11 to 13. They expand their knowledge of an equation representing a quantitative relationship. Students also begin to establish a basic understanding of place value in our base-ten numeration system.

**Lesson 10-2 Make 14, 15, and 16:**

**Conceptual Understanding:** Students will build on the concept that two parts can be combined to make a whole as they learn that ten ones and 4, 5, or 6 more ones combine to make a number from 14 to 16. They expand their knowledge of an equation representing a quantitative relationship.

**Lesson 10-3 Make 17, 18, and 19:**

**Conceptual Understanding:** Students will build on the concept that two parts can be combined to make a whole as they learn that ten ones and 7, 8, or 9 more ones combine to make a number from 17 to 19. They expand their knowledge of an equation representing a quantitative relationship.

**Lesson 10-4 Find Parts of 11,12, and 13:**

**Conceptual Understanding:** Students will build on the concept that a number can be shown as two parts. They focus on decomposing the numbers into a group of 10 ones and some more ones. Students expand their knowledge of an equation representing a quantitative relationship. They continue to establish a basic understanding of place value in our base-ten numeration system.

**Lesson 10-5 Find Parts of 14,15, and 16:**

**Conceptual Understanding:** Students will build on the concept that a number can be shown as two parts. They focus on decomposing the numbers into a group of 10 ones and some more ones. Students expand their knowledge of an equation representing a quantitative relationship. They continue to establish a basic understanding of place value in our base-ten numeration system.

**Lesson 10-6 Find Parts of 17, 18, and 19:**

**Conceptual Understanding:** Students will build on the concept that a number can be shown as two parts. They focus on decomposing the numbers into a group of 10 ones and some more ones. Students expand their knowledge of an equation representing a quantitative relationship. They continue to establish a basic understanding of place value in our base-ten numeration system.

**Lesson 10-7 Problem Solving; Look for and Use Structure:**

**This Lesson:** Students look at number patterns based on the structure of the teen numbers. They consider a single-digit number and the number made with 10 and that same number.

**Topic 11 Count Numbers to 100:****Lesson 11-1 Count Using Patterns to 30:**

**Conceptual Understanding:** By broadening students' understanding of counting numbers and their relationship on a partial hundred chart, students are building their overall number sense of the patterns within the counting sequence. They also develop awareness of place value as they analyze similarities and differences between tens and ones digits as they count.

**Lesson 11-2 Count by Ones and by Tens to 50:**

**Conceptual Understanding:** By furthering students' understanding of counting with both tens and ones, this lesson deepens students' knowledge of the counting sequence. The continued use of a number chart allows students to see the relationships between the numbers they count and encourages the application of previously learned patterns, including consideration of tens and ones digits.

**Lesson 11-3 Count by Tens to 100:**

**Conceptual Understanding:** Students use the decade numbers to count by tens to 100. Counting to 100 in this way gives students an understanding of the structure of numbers greater than those they have encountered so far. Recognizing patterns within this sequence and having experience with the hundreds chart will allow students to generalize about counting later as they apply what they know to other numbers. This lays the foundations for counting within 100 in different ways.

**Lesson 11-4 Count by Ones to 100:**

**This Lesson:** Students count to 100 by ones, counting on from different numbers.

**Lesson 11-5 Problem Solving: Look For and Use Structure:**

**This Lesson:** Use this lesson to stop and focus on the Thinking Habits good problem solvers use when they look for and make use of structure in math. In this lesson, students show how they can use a hundred chart and patterns of counting in different ways. Instruction during this lesson should focus on the structure of the numbers students are using and the pattern they see in the way they choose to count.

**3 ACT Math (Teacher's Edition pages 432-432c)**

*\*Found embedded in all "odd number" topics*

**Task Overview:**

**Essential Understanding-** Many real-world problems can be represented with a mathematical model, but that model may not represent a real-world situation exactly. Students use the 3-Act Math task to practice mathematical modeling. They:

- Identify an important problem

- Identify the important information
- Develop a model that represents that situation
- Use the model to propose a solution
- Test the appropriateness of that math model

**Act 1: THE HOOK**

- Play the video
- Brainstorm questions as a whole class
- Pose the main question (Use the Main Question screen in Act 1)
- Make predictions
- Survey predictions

**Act 2: THE MODEL**

- Identify important information- whole class
- Reveal the information as a whole class
- Develop a model (small groups/partners)

**Act 3: THE SOLUTION**

- Reveal an answer
- Reflect- validate conclusions, revise the model, discuss math practices, and revisit brainstorming

**Unit 4: Formative & Summative Assessments:**

*Students who understand the concepts can:*

**Formative Assessments:**

- Quick Checks (embedded into independent practice)
- Reteaching pages
- Guiding questions in Teacher's Manual
- Observation and discussion during the Solve & Share

- Independent Practice pages
- Additional Practice workbook (homework pages)
- Interactive Practice Buddy (online)

**Summative Assessments:**

- Topic Assessment Practice (online)
- Performance Task (online)
- Topic Tests in book
- Topic Assessments online or paper-based
- 3 Act Math responses

**Alternative Assessments:**

- Pick a Project
- Center Activities

**Unit 4 :What It Looks Like in the Classroom:****Topic 9 Count Numbers to 20:****Topic Opener:**

Animated Math Story (online)

Review What You Know Page 346

**Lesson 9-1 Count, Read, and Write 11 and 12 (Day 1):**

Solve and Share: Page 349

Visual Learning Animation Plus: Online

Guided Practice: Page 350-351

Independent Practice: Page 352

Quick Check: Independent Practice Questions #7 #8 and #10  
Additional Practice Workbook 9-1 (can be used for homework)  
Math Anytime: Daily Review and Today's Challenge

**Lesson 9-2 Count, Read, and Write 13, 14, and 15 (Day 2):**

Solve and Share: Page 353  
Visual Learning Animation Plus: Online  
Guided Practice: Page 354-355  
Independent Practice: Page 356  
Quick Check: Independent Practice Questions #8, #9, and #10  
Additional Practice Workbook 9-2 (can be used for homework)

**Lesson 9-3 Count, Read, and Write 16 and 17 (Day 3):**

Solve and Share: Page 357  
Visual Learning Animation Plus: Online  
Guided Practice: Page 358-359  
Independent Practice: Page 360  
Quick Check: Independent Practice Questions #6, #8, and #9  
Additional Practice Workbook 9-3 (can be used for homework)  
Math Anytime: Daily Review and Today's Challenge

**Lesson 9-4 Count, Read, and Write 18, 19, and 20 (Day 4):**

Solve and Share: Page 361  
Visual Learning Animation Plus: Online

Guided Practice: Page 362-363

Independent Practice: Page 364

Quick Check: Independent Practice Questions #8, #9, and #10

Additional Practice Workbook 9-4 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 9-5 Count Forward from Any Number to 20 (Day 5):**

Solve and Share: Page 365

Visual Learning Animation Plus: Online

Guided Practice: Page 366-367

Independent Practice: Page 368

Quick Check: Independent Practice Questions #5, #6, and #8

Additional Practice Workbook 95 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 9-6 Count to Find How Many (Day 6):**

Solve and Share: Page 369

Visual Learning Animation Plus: Online

Guided Practice: Page 370-371

Independent Practice: Page 372

Quick Check: Independent Practice Questions #8, #9, and #10

Additional Practice Workbook 9-6 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 9-7 Problem Solving: Reasoning (Day 7):**

Solve and Share: Page 373

Visual Learning Animation Plus: Online

Guided Practice: Page 374

Independent Practice: Page 375-376

Quick Check: Independent Practice Questions #5, #6, and #7

Additional Practice Workbook 9-7 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**3 ACT MATH (Day 8)**

Videos on Pearson Realize

Teacher Edition Pages 348-348C

**Review and Assessment (Day 9, 10, and 11):**

Vocabulary Review (page 378)

Reteaching Review (pages 379-380)

Topic 9 Test in book (pages 381-382) or online, or paper-based Topic 9 Assessment

**Topic 10 Compose and Decompose Numbers 11-19:****Topic Opener:**

Animated Math Story (online)

Review What You Know Page 386

**Lesson 10-1 Make 11, 12, and 13 (Day 12):**

Solve and Share: Page 389

Visual Learning Animation Plus: Online

Guided Practice: Page 390-391

Independent Practice: Page 392

Quick Check: Independent Practice Questions #7, #8, and #9

Additional Practice Workbook 10-1 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 10-2 Make 14, 15, and 16 (Day 13):**

Solve and Share: Page 393

Visual Learning Animation Plus: Online

Guided Practice: Page 394-395

Independent Practice: Page 396

Quick Check: Independent Practice Questions #6, #7, and #9

Additional Practice Workbook 10-2 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 10-3 Make 17, 18, and 19 (Day 14):**

Solve and Share: Page 397

Visual Learning Animation Plus: Online

Guided Practice: Page 398-399

Independent Practice: Page 400

Quick Check: Independent Practice Questions #7, #8, and #9

Additional Practice Workbook 10-3 (can be used for homework)



Math Anytime: Daily Review and Today's Challenge

**Lesson 10-4 Find Parts of 11, 12, and 13 (Day 15):**

Solve and Share: Page 401

Visual Learning Animation Plus: Online

Guided Practice: Page 402-403

Independent Practice: Page 404

Quick Check: Independent Practice Questions #5, #6, and #7

Additional Practice Workbook 10-4 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 10-5 Find Parts of 14,15, and 16 (Day 16):**

Solve and Share: Page 405

Visual Learning Animation Plus: Online

Guided Practice: Page 406-407

Independent Practice: Page 408

Quick Check: Independent Practice Questions #5, #6, and #7

Additional Practice Workbook 10-5 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 10-6 Find Parts of 17, 18, and 19 (Day 17):**

Solve and Share: Page 409

Visual Learning Animation Plus: Online

Guided Practice: Page 410-411

Independent Practice: Page 412

Quick Check: Independent Practice Questions #5, #6, and #7

Additional Practice Workbook 10-6 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 10-7 Problem Solving; Look for and Use Structure (Day 18):**

Solve and Share: Page 413

Visual Learning Animation Plus: Online

Guided Practice: Page 414

Independent Practice: Page 415

Quick Check: Independent Practice Questions #2, #4, #6, #7, #8

Additional Practice Workbook 10-7 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Review and Assessment (Day 19, 20, and 21):**

Vocabulary Review (page 418)

Reteaching Review (pages 419-422)

Topic 10 Test in book (pages 423-426) or online, or paper-based Topic 10 Assessment

**Topic 11 Count Numbers to 100:**

**Topic Opener:**

Animated Math Story (online)

Review What You Know Page 430

**Lesson 11-1 Count Using Patterns to 30 (Day 22):**

Solve and Share: Page 433

Visual Learning Animation Plus: Online

Guided Practice: Page 434-435

Independent Practice: Page 436

Quick Check: Independent Practice Questions #7, #8, and #9

Additional Practice Workbook 11-1 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 11-2 Count by Ones and by Tens to 50 (Day 23):**

Solve and Share: Page 437

Visual Learning Animation Plus: Online

Guided Practice: Page 438-439

Independent Practice: Page 440

Quick Check: Independent Practice Questions #8, and #9

Additional Practice Workbook 11-2 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 11-3 Count by Tens to 100 (Day 24):**

Solve and Share: Page 441

Visual Learning Animation Plus: Online

Guided Practice: Page 442-443

Independent Practice: Page 444

Quick Check: Independent Practice Questions #7 and #9

Additional Practice Workbook 11-3 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 11-4 Count by Ones to 100 (Day 25):**

Solve and Share: Page 445

Visual Learning Animation Plus: Online

Guided Practice: Page 446-447

Independent Practice: Page 448

Quick Check: Independent Practice Questions #7, #9 and #10

Additional Practice Workbook 11-4 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 11-5 Problem Solving: Look For and Use Structure (Day 26):**

Solve and Share: Page 449

Visual Learning Animation Plus: Online

Guided Practice: Page 450

Independent Practice: Page 451-452

Quick Check: Independent Practice Questions #5, #6, #7, #8, and #9

Additional Practice Workbook 11-5 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**3 ACT MATH (Day 27)**

Videos on Pearson Realize

Teacher Edition Pages 432-432c

**Review and Assessment (Day 28, 29, and 30):**

Vocabulary Review (page 454)

Reteaching Review (pages 455-456)

Topic 11 Test in book (pages 457-458) or online, or paper-based Topic 11 Assessment

**Unit 4: Resources:****Lesson Resources for Students and Teachers (Digital/Print):**

Student's Edition	Additional Practice Workbooks	Daily Review	Reteach to Build Understanding	Build Mathematical Literacy	Enrichment	enVision STEM Activity
Problem-Solving Leveled Reading Mat	Problem-Solving Reading Activity	Digital Math Tools Activity	Digital Math Tools Activities	Language Support Handbook	Interactive Student Edition	Interactive Additional Practice Workbook
Today's Challenge	Interactive Solve & Share	Visual Learning Animation Plus	Quick Check	Interactive Practice Buddy	"Another Look" Video	Animated Glossary
Math Tools; Math Games	Academic Vocabulary Activity	Teacher's Edition eText	Realize Scout Observational Assessment	"Listen and Look For" PD Lesson Video	enVision STEM Project	Review What You Know
Vocabulary Review	Reteaching	Topic Assessment Practice	Topic Performance Task	Interactive Math Story	Home-School Connection	Pick a Project Masters

3-Act Math Recording Sheet	Language Support Handbook	Math Practices Animations	Math Practices and Problem-Solving Handbook	Animated Math Story	My Word Cards	3-Act Math Video
Topic Overview PD Video	Online Topic Assessment	ExamView Test Generator				

### Unit 4: Modifications

#### *At Risk Students:*

**During the core lesson**, monitor progress, reteach as needed, and extend students' thinking. **At the end of the lesson**, assess to identify students' strengths and needs and then provide appropriate support. **As needed**, provide more instruction that is on or below grade level for students who are struggling.

#### Guiding Questions:

- In the Teacher's Edition, guiding questions are used to monitor understanding during instruction.
- Online Guiding Questions: Guiding questions are also in the online Visual Learning Animation Plus.

Prevent Misconceptions: This feature in the Teacher's Edition is embedded in the guiding questions.

Error Intervention (If...then...): This feature in the Teacher's Edition is provided during Guided Practice. It spotlights common errors and gives suggestions for addressing them.

Reteaching: Reteaching sets are at the end of the topic in the Student's Edition. They provide additional examples, reminders, and practice. Use these sets as needed before students do the Independent Practice.

Higher Order Thinking: These problems require students to think more deeply about the rich, conceptual knowledge developed in the lesson.

Practice Buddy Online: Online interactive practice is provided for most of the lessons.

Quick Check: In the Student's Edition, assess the lesson using the 3 items checked in the Teacher's Edition.

Online Quick Check: You can also assess the lesson using 5 online, machine-scored items.

Intervention Activity: Teachers work with struggling students.

***Students with Disabilities/504:***

**Technology Center:** (can be used for intervention, on-level, or advanced students)

Digital Math Tools Activities: Reinforce the lesson content or previously taught content using a suite of digital math tools.

Online Games: Practice the lesson content or previously taught content.

Reteach to Building Understanding: This is a page of guided reteaching.

Build Mathematical Literacy: Helps students read math problems.

**Activity Centers:** (can be used for intervention, on-level, or advanced students)

Pick a Project: Lets students choose from a variety of engaging, rich projects.

enVision STEM Activity: Related to the topic science theme introduced at the start of the topic.

Problem-Solving Leveled Reading Mat: Used with a lesson-specific activity.

Additional Practice: Use the leveled assignment to provide differentiated practice.

**Math Diagnosis and Intervention System:**

Diagnosis: Use the diagnostic tests in the system. Also, use the item analysis charts given with program assessments at the start of a grade or topic, or at the end of a topic, group of topics, or the year.

Intervention Lessons: These two-page lessons include guided instruction followed by practice. The system includes lessons below, on, and above grade level.

Teacher Support: Teacher Notes provide the support needed to conduct a short lesson. The lesson focuses on vocabulary, concept development, and practice. The Teacher's Guide contains individual and class record forms and correlations to Student's Edition lessons.

Resources for Fluency Success: A variety of print and digital resources are provided to ensure fluency success. See Steps to Fluency Success at the start of Topic 8.

***ELL Students:***

10. Provide ELL support using visual learning throughout the program, language support including ELL instruction in lessons, and a Language Support Handbook. Lessons provide instruction for English language learners at entering, emerging, developing, expanding, and bridging levels of English proficiency aligned with WIDA (World-Class Instructional Design and Assessment)

Visual Learning: Visual learning infused throughout the program provides support for English language learners. This support includes a Visual Learning Animation Plus and a Visual Learning Bridge for each lesson.

Language Support Online: Online Academic Vocabulary Activities are provided.

Language Support Handbook: Provides topic and lesson instructional support that promotes language development. Includes teaching support for Academic Vocabulary and more.

11. Build math vocabulary using the vocabulary cards, vocabulary activities, vocabulary review, and glossary plus the online glossary and vocabulary game.

My Word Cards: Vocabulary cards for a topic are provided online at PearsonRealize.com. Students use the example on the front of the card to complete the definition on the back.

Vocabulary Activities: The Teacher's Edition provides vocabulary activities at the start of topics. These include activities for vocabulary in My Word Cards or activities for vocabulary in Review What You Know.

Vocabulary Review: A page of vocabulary review is provided at the end of each topic. It reviews vocabulary used in the topic.

Glossary: A glossary is provided at the back of Volume 1 of the Student's Edition.

Animated Glossary: An online, bilingual, animated glossary uses motion and sound to build understanding of math vocabulary.

Online Vocabulary Game: An online vocabulary game is available in the Game Center.

12. Connect math and reading using a leveled reading mat with activity masters and also using the Build Mathematical Literacy Masters.

Problem-Solving Leveled Reading Mats: There is a large, beautiful data-filled mat for each topic. One side of the mat has on-level text. The other side has below-level text.

Problem-Solving Reading Activity: For each lesson, a Build Mathematical Literacy master helps students read and understand a problem from an item in the lesson practice.

Interactive Math Story: An interactive math story provides an introduction to each topic. The story is available as an online story book and an animated story at PearsonRealize.com, as well as a color-in, take-home story in the Teacher's Resource Masters.

### ***Gifted & Talented/Enrichment:***

Enrichment: Enhances students' thinking

Intervention Lessons: These two-page lessons include guided instruction followed by practice. The system includes lessons below, on, and above grade level.



### Unit 5: Summary

In this unit of study, students will focus on introducing students to many geometric ideas by asking students to identify shapes as two-dimensional or three-dimensional, name squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres regardless of orientation and size, and use terms such as “above” “below” “beside” “next to” “in front of” and “behind” to describe the relative position of shapes in their environments in **Topic 12**. In **Topic 13**, Students will deepen their understanding of two and three-dimensional shapes. Students will analyze and compare attributes of shapes shown in different sizes and orientations. Students will build shapes using concrete materials and use them to draw other shapes. Students will also compose simple shapes to form larger shapes. **Topic 14** introduces measurement by teaching students that objects can be directly compared by length, height, capacity, or weight. Students learn that objects can be described by measurable attributes and that some objects can be described by more than one measurable attribute. They describe the length or height of objects as a whole number of units.

**This unit is based on Topics 12-14 and the following NJSL Math Standards and Practices:**

- **K.G.A.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.A.2** Correctly name shapes regardless of their orientations or overall size.
- **K.G.A.3** Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
- **K.G.B.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.B.5** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- **K.G.B.6** Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”
- **K.MD.A.1:** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- **K.MD.A.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.

**Mathematical Practices:**

MP.1: Make sense of problems and persevere in solving them

MP.2: Reason abstractly and quantitatively

MP.3: Construct viable arguments and critique the reasoning of others

MP.4: Model with mathematics

MP.5: Use appropriate tools strategically

MP.6: Attend to precision

MP.7: Look for and make use of structure

MP.8: Look for and express regularity in repeated reasoning

\*Additional ELA Companion and Interdisciplinary Standards: Interactive Math Story

**Unit 5: Student Learning Objectives****We are learning to (WALT):****Topic 12 Objectives: Identify and Describe Shapes:**

Name shapes as flat or solid.

Identify and describe circles and triangles.

Identify and describe squares and other rectangles.

Describe and identify hexagons.

Describe and identify solid figures.

Describe shapes in the environment.

Describe positions of shapes in the environment.

**Topic 13: Analyze, Compare, and Create Shapes:**

Analyze and compare 2-D shapes.

Analyze and compare 3-D shapes.

Analyze and compare 2-D and 3-D shapes.

Make sense of problems about shapes.

Math 2-D shapes using other 2-D shapes.

Build 2-D shapes that match given attributes.

Use materials to build 3-D shapes.

#### **Topic 14: Describe and Compare Measurable Attributes:**

Describe and compare objects by length and height.

Describe and compare objects by capacity.

Describe and compare objects by weight.

Use measurable attributes to describe different objects.

Use measurable attributes to describe and compare different objects.

Solve math problems about objects with measurable attributes by using precision.

### **Unit 5: Career Readiness, Life Literacies, & Key Skills (CLKS) Standards**

#### **9.1 Personal Financial Literacy:**

##### **Civic Responsibility**

**Core Ideas:** There are actions an individual can take to help make this world a better place.

##### **Performance Expectations:**

- **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.

**9.4 Life Literacies and Key Skills****Creativity and Innovation**

**Core Ideas:** Brainstorming can create new, innovative ideas.

**Performance Expectations:**

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

**Critical Thinking & Problem Solving**

**Core Ideas:** Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

**Performance Expectations:**

- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

**Digital Citizenship**

**Core Ideas:** Individuals should practice safe behaviors when using the Internet.

**Performance Expectations:**

- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- **9.4.2.DC.4:** Compare information that should be kept private to information that might be made public.

**Global and Cultural Awareness**

**Core Ideas:** Individuals from different cultures may have different points of view and experiences.

**Performance Expectations:**

- **9.4.2.GCA:1:** Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

**Technology Literacy**

**Core Ideas:** Collaboration can simplify the work an individual has to do and sometimes produce a better product.

**Performance Expectations:**

- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

### Unit 5: Technology Standards

**8.1.2.A.1** Identify the basic features of a digital device and explain its purpose.

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**A. Technology Operations and Concepts:** *Students demonstrate a sound understanding of technology concepts, systems and operations.*

8.1.2.A.1: Identify the basic features of a digital device and explain its purpose.

8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**B. Creativity and Innovation:** *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

8.1.2.B.1: Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**C. Communication and Collaboration:** *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

8.1.2.C.1: Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

**D. Digital Citizenship:** *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

8.1.2.D.1: Develop an understanding of ownership of print and nonprint information.

**E: Research and Information Fluency:** *Students apply digital tools to gather, evaluate, and use information.*

8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.

**8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:** **All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.**

**B. Technology and Society:** *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

**8.2.2.B.1:** Identify how technology impacts or improves life.

**C. Design:** *The design process is a systematic approach to solving problems.*

**8.2.2.C.1:** Brainstorm ideas on how to solve a problem or build a product.

**D. Abilities for a Technological World:** *The designed world is the product of a design process that provides the means to convert resources into products and systems.*

**8.2.2.D.1:** Collaborate and apply a design process to solve a simple problem from everyday experiences.

**Unit 5: Social Emotional Competencies****Self- Awareness:**

- Recognize one's feelings and thoughts
- Recognize the importance of self-confidence in handling daily tasks and challenges
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

**Self-Management:**

- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

**Social Awareness:**

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

**Responsible Decision-Making**

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

**Relationship Skills**

- Utilize positive communication and social skills to interact effectively with others
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

**Activities/Concepts****TOPIC 12: Identify and Describe Shapes****Lesson 12-1: 2-D and 3-D Shapes**

**Conceptual Understanding:** Students begin their exploration of geometric shapes and learn to differentiate two types of shapes: solid and flat. Students identify both examples and non-examples of solids and flats to deepen their understanding.

**Lesson 12-2: Circles and Triangles**

**Conceptual Understanding:** Students learn that they can categorize flat shapes as circles and triangles. Because circles and triangles have unique attributes, students can use these attributes to identify other circles and triangles regardless of size.

**Lesson 12-3: Squares and Other Rectangles**

**Conceptual Understanding:** Students learn to recognize rectangles, figures with 4 sides and 4 vertices that look the same. If the sides are the same length, the figure is also a square.

**Lesson 12-4: Hexagons**

**Conceptual Understanding:** Students learn that flat shapes can have 6 sides and that six-sided flat shapes are called hexagons. Students learn to recognize hexagons in nature and in objects made by people.

**Lesson 12-5: Solid Figures**

**Conceptual Understanding:** Through the use of models and pictures of everyday objects, students begin to recognize objects in the environment that have the shapes of spheres, cubes, cylinders, and cones. Through informal discussion, students begin to generalize which attributes are unique to each figure.

**Lesson 12-6: Describe Shapes in the Environment**

**Conceptual Understanding:** Students generalize defining attributes of different shapes. They consider how shapes and objects can be in different positions.

**Lesson 12-7: Problem Solving: Precision**



**This Lesson:** Students continue to verbally describe the position and shape of objects and explain why they are correct clearly and accurately.

### **TOPIC 13: Analyze, Compare, and Create Shapes**

#### **Lesson 13-1: Analyze and Compare 2D Shapes**

**Conceptual Understanding:** Students deepen their understanding of 2-D shapes by comparing attributes of triangles, circles, rectangles, and squares.

#### **Lesson 13-2: Analyze and Compare 3D Shapes**

**Conceptual Understanding:** Students learn to identify 3-D shapes based on common attributes. These include the attributes that allow solid figures to roll, stack, or slide.

#### **Lesson 13-3: Compare 2-D and 3-D Shapes**

**Conceptual Understanding:** Students use different solid geometric figures to identify 2-D shapes as flat surfaces of 3-D shapes. Students learn to recognize that a cube's flat surfaces are squares, and that a cone's and cylinder's flat surfaces are circles.

#### **Lesson 13-4: Problem Solving- Make Sense and Persevere**

**In This Lesson:** Students apply what they have learned about the attributes of flat shapes and solid figures to solve logical reasoning problems involving multiple clues.

#### **Lesson 13-5: Make 2-D Shapes from Other 2-D Shapes**

**Conceptual Understanding:** Students develop the understanding that they can combine shapes to make new shapes.

#### **Lesson 13-6: Build 2-D shapes**

**Conceptual Understanding:** Students deepen their understanding of 2-D shapes when they build or draw shapes with given attributes. For example, building a rectangle requires students to think carefully about the essential characteristics that must be present in any rectangle they make. Students must also consider attributes that can be changed, such as size or color, without changing the type of shape they build.

#### **Lesson 13-7: Build 3-D shapes**

**Conceptual Understanding:** Students investigate 3-D shapes that can be composed to make new shapes. They connect the materials used to the attributes of the shape. For example, 12 craft sticks are needed to build a cube because a cube has 12 edges.

### **3 ACT Math (Teacher's Edition pages 508-508C)**

*\*Found embedded in all "odd number" topics*

**Task Overview:**

**Essential Understanding-** Many real-world problems can be represented with a mathematical model, but that model may not represent a real-world situation exactly. Students use the 3-Act Math task to practice mathematical modeling. They:

- Identify an important problem
- Identify the important information
- Develop a model that represents that situation
- Use the model to propose a solution
- Test the appropriateness of that math model

**Act 1: THE HOOK**

- Play the video
- Brainstorm questions as a whole class
- Pose the main question (Use the Main Question screen in Act 1)
- Make predictions
- Survey predictions

**Act 2: THE MODEL**

- Identify important information- whole class
- Reveal the information as a whole class
- Develop a model (small groups/partners)

**Act 3: THE SOLUTION**

- Reveal an answer
- Reflect- validate conclusions, revise the model, discuss math practices, and revisit brainstorming

**TOPIC 14: Describe and Compare Measurable Attributes:****Lesson 14-1 Describe and Compare by Length and Height**

**Conceptual Understanding:** Emphasis is placed on using the appropriate language when comparing these attributes for different objects.

**Lesson 14-2 Describe and Compare by Capacity**

**Conceptual Understanding:** Students learn the meaning of capacity. By comparing the capacities of two objects to decide which holds more/less, students demonstrate their understanding of capacity with real-world examples.

**Lesson 14-3 Describe and Compare by Weight**

**Conceptual Understanding:** Students think about how the weight of two objects relates. Students often think that a larger object always weighs more than a smaller object. Provide experiences for students to compare the weight of a larger, lighter object with a smaller, heavier object.

**Lesson 14-4 Describe Objects by Measurable Attributes**

**Conceptual Understanding:** Previously, students have been thinking of length, height, weight, and capacity individually when comparing. They now think of objects as being described by more than one of these attributes. This is an important step in understanding how attributes describe objects, focusing on what defines the object and understanding that not every object can necessarily be described by every attribute.

**Lesson 14-5 Describe and Compare Objects by Measurable Attributes**

**Conceptual Understanding:** Students gain a deeper understanding of what it means to describe measurable attributes. They see measurable attributes as distinct from other attributes of objects and connect to how these can be used to compare. This builds towards understanding the measurements students will work with when they measure objects in Grades 1 and 2.

**Lesson 14-6 Problem Solving: Precision**

**This Lesson:** Students build cube trains with different numbers of cubes, and compare these differing lengths with objects. They connect the number of cubes to the length of each cube train.

**Unit 5: Formative & Summative Assessments**

*Students who understand the concepts can show mastery of concepts through the following assessments:*

**Formative Assessments:**

- Quick Checks (embedded into independent practice)
- Reteaching pages
- Guiding questions in Teacher's Manual
- Observation and discussion during the Solve & Share
- Independent Practice pages
- Additional Practice workbook (homework pages)
- Interactive Practice Buddy (online)

**Summative Assessments:**

- Topic Assessment Practice (online)
- Performance Task (online or in workbook)
- Topic Tests in book
- Topic Assessments online or paper-based
- 3 Act Math responses

**Alternative Assessments:**

- Pick a Project
- Center Activities

**Unit 5: What It Looks Like in the Classroom****TOPIC 12: Identify and Describe Shapes****Topic Opener:**

Animated Math Story (online)

Review What You Know (page 462)

**Lesson 12-1: 2-D and 3-D Shapes (Day 1)**

Solve and Share: page 465

Visual Learning Animation Plus: Online

Guided Practice: pages 466-467

Independent Practice: page 468

Quick Check: Independent Practice Questions #6 and #7

Additional Practice Workbook 12-1 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 12-2: Circles and Triangles (Day 2)**

Solve and Share: page 469

Visual Learning Animation Plus: Online

Guided Practice: pages 470-471

Independent Practice: page 472

Quick Check: Independent Practice Questions #6, #7, and #10

Additional Practice Workbook 12-2 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 12-3: Squares and Other Rectangles (Day 3)**

Solve and Share: page 473

Visual Learning Animation Plus: Online

Guided Practice: pages 474-475

Independent Practice: page 476

Quick Check: Independent Practice Questions #6, #8, and #10

Additional Practice Workbook 12-3 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 12-4: Hexagons (Day 4)**

Solve and Share: page 477

Visual Learning Animation Plus: Online

Guided Practice: pages 478-479

Independent Practice: page 480

Quick Check: Independent Practice Questions #7, #8

Additional Practice Workbook 12-4 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 12-5: Solid Figures (Day 5)**

Solve and Share: page 481

Visual Learning Animation Plus: Online

Guided Practice: pages 482-483

Independent Practice: page 484

Quick Check: Independent Practice Questions #10, #11, and #12

Additional Practice Workbook 12-5 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 12-6: Describe Shapes in the Environment (Day 6)**

Solve and Share: page 485

Visual Learning Animation Plus: Online

Guided Practice: pages 486-487

Independent Practice: page 488

Quick Check: Independent Practice Questions #3 and #4

Additional Practice Workbook 12-6 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 12-7: Problem Solving- Precision (Day 7)**

Solve and Share: page 489

Visual Learning Animation Plus: Online

Guided Practice: page 490

Independent Practice: pages 491-492

Quick Check: Independent Practice Questions #2, #3, #4, #5, and #6

Additional Practice Workbook 12-7 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Review and Assessment (Day 8, 9, and 10)**

Vocabulary Review (page 494)

Reteaching Review (pages 495-498)

Topic 12 Test in book (pages 499-502) or online, or paper-based Topic 12 Assessment

**TOPIC 13: Classify and Count Data****Topic Opener:**

Animated Math Story (online)

Review What You Know (page 506)

**Lesson 13-1: Analyze and Compare 2-D Shapes (Day 11)**

Solve and Share: page 509

Visual Learning Animation Plus: Online

Guided Practice: pages 510-511

Independent Practice: page 512

Quick Check: Independent Practice Questions #7, #8, and #10

Additional Practice Workbook 13-1 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 13-2: Analyze and Compare 3-D Shapes (Day 12)**

Solve and Share: page 513

Visual Learning Animation Plus: Online

Guided Practice: pages 514-515

Independent Practice: page 516



Quick Check: Independent Practice Questions #9, #10, and #11  
Additional Practice Workbook 13-2 (can be used for homework)  
Math Anytime: Daily Review and Today's Challenge

**Lesson 13-3: Compare 2-D and 3-D Shapes (Day 13)**

Solve and Share: page 517  
Visual Learning Animation Plus: Online  
Guided Practice: pages 518-519  
Independent Practice: page 520  
Quick Check: Independent Practice Questions #7, #8, and #9  
Additional Practice Workbook 13-3 (can be used for homework)  
Math Anytime: Daily Review and Today's Challenge

**Lesson 13-4: Problem Solving: Make Sense and Persevere (Day 14)**

Solve and Share: page 521  
Visual Learning Animation Plus: Online  
Guided Practice: page 522  
Independent Practice: pages 523-524  
Quick Check: Independent Practice Questions #3, #9, #10, and #11  
Additional Practice Workbook 13-4 (can be used for homework)  
Math Anytime: Daily Review and Today's Challenge

**Lesson 13-5: Make 2-D Shapes from Other 2-D Shapes (Day 15)**

Solve and Share: page 525

Visual Learning Animation Plus: Online

Guided Practice: pages 526-527

Independent Practice: page 528

Quick Check: Independent Practice Questions #5, #7, and #9

Additional Practice Workbook 13-5 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

### **Lesson 13-6: Build 2D Shapes (Day 16)**

Solve and Share: page 529

Visual Learning Animation Plus: Online

Guided Practice: pages 530-531

Independent Practice: page 532

Quick Check: Independent Practice Questions #7, #8, and #9

Additional Practice Workbook 13-6 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

### **Lesson 13-7: Build 3D Shapes (Day 17)**

Solve and Share: page 533

Visual Learning Animation Plus: Online

Guided Practice: pages 534-535

Independent Practice: page 536

Quick Check: Independent Practice Questions #7, #8, and #10

Additional Practice Workbook 13-7 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**3 ACT MATH (Day 18)**

Videos on Pearson Realize  
Teacher Edition pages 508-508C

**Review and Assessment (Day 19, 20 and 21)**

Vocabulary Review (page 538)  
Reteaching Review (pages 539-540)  
Topic 13 Test in book (pages 541-542) or online, or paper-based Topic 13 Assessment

**TOPIC 14- Describe and Compare Measurable Attributes****Topic Opener**

Animated Math Story (online)  
Review What You Know Page 546

**Lesson 14-1 Describe and Compare by Length and Height (Day 22)**

Solve and Share: Page 549  
Visual Learning Animation Plus: Online  
Guided Practice: Page 550-551  
Independent Practice: Page 552  
Quick Check: Independent Practice Questions #7 #9 and #10  
Additional Practice Workbook 14-1 (can be used for homework)  
Math Anytime: Daily Review and Today's Challenge

**Lesson 14-2 Describe and Compare by Capacity (Day 23)**

Solve and Share: Page 553

Visual Learning Animation Plus: Online

Guided Practice: Page 554-355

Independent Practice: Page 556

Quick Check: Independent Practice Questions #7, #9, and #10

Additional Practice Workbook 14-2 (can be used for homework)

**Lesson 14-3 Describe and Compare by Weight (Day 24)**

Solve and Share: Page 557

Visual Learning Animation Plus: Online

Guided Practice: Page 558-359

Independent Practice: Page 560

Quick Check: Independent Practice Questions #12, #14, and #16

Additional Practice Workbook 14-3 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 14-4 Describe Objects by Measurable Attributes (Day 25)**

Solve and Share: Page 561

Visual Learning Animation Plus: Online

Guided Practice: Page 562-563

Independent Practice: Page 564

Quick Check: Independent Practice Questions #6, #8, and #9

Additional Practice Workbook 14-4 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 14-5 Describe and Compare Objects by Measurable Attributes: (Day 26)**

Solve and Share: Page 565

Visual Learning Animation Plus: Online

Guided Practice: Page 566-567

Independent Practice: Page 568

Quick Check: Independent Practice Questions #5, #6, and #7

Additional Practice Workbook 14-5 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Lesson 14-6 Problem Solving: Precision (Day 27)**

Solve and Share: Page 569

Visual Learning Animation Plus: Online

Guided Practice: Page 570

Independent Practice: Page 571-572

Quick Check: Independent Practice Questions #8, #9, and #10

Additional Practice Workbook 14-6 (can be used for homework)

Math Anytime: Daily Review and Today's Challenge

**Review and Assessment (Day 28, 29, and 30)**

Vocabulary Review (page 574)

Reteaching Review (pages 575-576)

Topic 14 Test in book (pages 577-578) or online, or paper-based Topic 14 Assessment

Unit 5: Resources						
<b>Lesson Resources for Students and Teachers (Digital/Print):</b>						
Student's Edition	Additional Practice Workbooks	Daily Review	Reteach to Build Understanding	Build Mathematical Literacy	Enrichment	enVision STEM Activity
Problem-Solving Leveled Reading Mat	Problem-Solving Reading Activity	Digital Math Tools Activity	Digital Math Tools Activities	Language Support Handbook	Interactive Student Edition	Interactive Additional Practice Workbook
Today's Challenge	Interactive Solve & Share	Visual Learning Animation Plus	Quick Check	Interactive Practice Buddy	"Another Look" Video	Animated Glossary
Math Tools; Math Games	Academic Vocabulary Activity	Teacher's Edition eText	Realize Scout Observational Assessment	"Listen and Look For" PD Lesson Video	enVision STEM Project	Review What You Know
Vocabulary Review	Reteaching	Topic Assessment Practice	Topic Performance Task	Interactive Math Story	Home-School Connection	Pick a Project Masters
3-Act Math Recording Sheet	Language Support Handbook	Math Practices Animations	Math Practices and Problem-Solving Handbook	Animated Math Story	My Word Cards	3-Act Math Video
Topic Overview PD Video	Online Topic Assessment	ExamView Test Generator				

## Unit 5: Modifications

### *At Risk Students:*

**During the core lesson**, monitor progress, reteach as needed, and extend students' thinking. **At the end of the lesson**, assess to identify students' strengths and needs and then provide appropriate support. **As needed**, provide more instruction that is on or below grade level for students who are struggling.

### Guiding Questions:

- In the Teacher's Edition, guiding questions are used to monitor understanding during instruction.
- Online Guiding Questions: Guiding questions are also in the online Visual Learning Animation Plus.

Prevent Misconceptions: This feature in the Teacher's Edition is embedded in the guiding questions.

Error Intervention (If...then...): This feature in the Teacher's Edition is provided during Guided Practice. It spotlights common errors and gives suggestions for addressing them.

Reteaching: Reteaching sets are at the end of the topic in the Student's Edition. They provide additional examples, reminders, and practice. Use these sets as needed before students do the Independent Practice.

Higher Order Thinking: These problems require students to think more deeply about the rich, conceptual knowledge developed in the lesson.

Practice Buddy Online: Online interactive practice is provided for most of the lessons.

Quick Check: In the Student's Edition, assess the lesson using the 3 items checked in the Teacher's Edition.

Online Quick Check: You can also assess the lesson using 5 online, machine-scored items.

Intervention Activity: Teachers work with struggling students.

### *Students with Disabilities/504:*

**Technology Center:** (can be used for intervention, on-level, or advanced students)

Digital Math Tools Activities: Reinforce the lesson content or previously taught content using a suite of digital math tools.

Online Games: Practice the lesson content or previously taught content.

Reteach to Building Understanding: This is a page of guided reteaching.

Build Mathematical Literacy: Helps students read math problems.

**Activity Centers:** (can be used for intervention, on-level, or advanced students)

Pick a Project: Lets students choose from a variety of engaging, rich projects.

enVision STEM Activity: Related to the topic science theme introduced at the start of the topic.

Problem-Solving Leveled Reading Mat: Used with a lesson-specific activity.

Additional Practice: Use the leveled assignment to provide differentiated practice.

### **Math Diagnosis and Intervention System:**

Diagnosis: Use the diagnostic tests in the system. Also, use the item analysis charts given with program assessments at the start of a grade or topic, or at the end of a topic, group of topics, or the year.

Intervention Lessons: These two-page lessons include guided instruction followed by practice. The system includes lessons below, on, and above grade level.

Teacher Support: Teacher Notes provide the support needed to conduct a short lesson. The lesson focuses on vocabulary, concept development, and practice. The Teacher's Guide contains individual and class record forms and correlations to Student's Edition lessons.

Resources for Fluency Success: A variety of print and digital resources are provided to ensure fluency success. See Steps to Fluency Success at the start of Topic 8.

### ***ELL Students:***

13. Provide ELL support using visual learning throughout the program, language support including ELL instruction in lessons, and a Language Support Handbook. Lessons provide instruction for English language learners at entering, emerging, developing, expanding, and bridging levels of English proficiency aligned with WIDA (World-Class Instructional Design and Assessment)

Visual Learning: Visual learning infused throughout the program provides support for English language learners. This support includes a Visual Learning Animation Plus and a Visual Learning Bridge for each lesson.

Language Support Online: Online Academic Vocabulary Activities are provided.

Language Support Handbook: Provides topic and lesson instructional support that promotes language development. Includes teaching support for Academic Vocabulary and more.

14. Build math vocabulary using the vocabulary cards, vocabulary activities, vocabulary review, and glossary plus the online glossary and vocabulary game.



My Word Cards: Vocabulary cards for a topic are provided online at PearsonRealize.com. Students use the example on the front of the card to complete the definition on the back.

Vocabulary Activities: The Teacher's Edition provides vocabulary activities at the start of topics. These include activities for vocabulary in My Word Cards or activities for vocabulary in Review What You Know.

Vocabulary Review: A page of vocabulary review is provided at the end of each topic. It reviews vocabulary used in the topic.

Glossary: A glossary is provided at the back of Volume 1 of the Student's Edition.

Animated Glossary: An online, bilingual, animated glossary uses motion and sound to build understanding of math vocabulary.

Online Vocabulary Game: An online vocabulary game is available in the Game Center.

15. Connect math and reading using a leveled reading mat with activity masters and also using the Build Mathematical Literacy Masters.

Problem-Solving Leveled Reading Mats: There is a large, beautiful data-filled mat for each topic. One side of the mat has on-level text. The other side has below-level text.

Problem-Solving Reading Activity: For each lesson, a Build Mathematical Literacy master helps students read and understand a problem from an item in the lesson practice.

Interactive Math Story: An interactive math story provides an introduction to each topic. The story is available as an online story book and an animated story at PearsonRealize.com, as well as a color-in, take-home story in the Teacher's Resource Masters.

***Gifted & Talented/Enrichment:***

Enrichment: Enhances students' thinking

Intervention Lessons: These two-page lessons include guided instruction followed by practice. The system includes lessons below, on, and above grade level.