**i-Ready Classroom Math Unit 1-Numbers 0-5**

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| **Student Mathematical Practices** | **ACOS Standards** | **Vocabulary** | **Suggested Manipulatives and Models** | **Additional Resources & Pacing Notes** | **Suggested Number of Days & Assessments** |
| 1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | 4. Connect counting to cardinality using a variety of concrete objects. (Lesson 1)  a. Say the number names in consecutive order when counting objects. (Lesson 1 and 2)  b. Indicate that the last number name said tells the number of objects counted in a set. (Lesson 1 and 2)  3a. Represent 0 to 20 using concrete objects when given a written numeral from 0 to 20 (with 0 representing a count of no objects). (Lesson 2, 3, & 4)  4 c. Indicate that the number of objects in a set is the same regardless of their arrangement or the order in which they were counted. (Lesson 2)  5 a. Count using no more than 20 concrete objects arranged in a line, a rectangular array, or a circle. (Lesson 2)  5 c. Draw the number of objects that matches a given numeral from 0 to 20. (Lesson 2 & 3)  4d. Explain that each successive number name refers to a quantity that is one larger. (Lesson 3)  5b. Count using no more than 10 concrete objects in a scattered configuration. (Lesson 3)  6. Orally identify whether the number of objects in one group is *greater/more than*, *less/fewer than*, or *equal/the same as* the number of objects in another group, in groups containing up to 10 objects, by using matching, counting, or other strategies (Lesson 4)  10. Decompose numbers less than or equal to 10 into pairs of smaller numbers in more than one way, by using concrete objects or drawings, and record each decomposition by a drawing or equation. *Example: 5 = 2 + 3 and 5 = 4 + 1* (Lesson 5)  Shaded Standards are **CRITICAL Focus Areas.**  **\*Denotes Supporting or Additional Clusters** | Count  Number  One  Two  Three  Four  five | Two color counters  Connecting cubes  Counters  Number cube labeled 0-5 | Take your time and cover each lesson making sure students gain a deep understanding of the concept.  Critical lessons for Unit 1  1,2,3,4,5  Digital Resources:  Critical  [K.4 Counting to Cardinality 1\_13\_21.docx](https://docs.google.com/document/d/19_Jn_Y5fDYxRqqIZRW5k4gInfHaDch0t/edit?usp=sharing&ouid=118057538497454355853&rtpof=true&sd=true)  [K.5 How many 1\_13\_21.docx](https://docs.google.com/document/d/1iSWEJznAk691QbSCRhXMiGg43Kljakbb/edit?usp=sharing&ouid=118057538497454355853&rtpof=true&sd=true)  [K.6-K.7 Compare Objects 1\_13\_21.docx](https://docs.google.com/document/d/1KMxV1ZICbQzhauodAvqepyxilRvK9cYD/edit?usp=sharing&ouid=118057538497454355853&rtpof=true&sd=true) | August 5-  September 23  Math Diagnostic -1 day  Flex Days- 3 days  **Common Assessments:**  Unit 1 Assessment by September 23.  Quizzes will be given after each Lesson except for Lesson 5. Review and assess on the Unit 1 assessment. |

**IReady Classroom Math Unit 2 - Numbers 6-10: Counting, Writing, Comparing, and Sorting**

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| **Student Mathematical Practices** | **ACOS Standards** | **Vocabulary** | **Suggested Manipulatives and Models** | **Additional Resources & Pacing Notes** | **Suggested Number of Days & Assessments** |
| 1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | 2. Count to 100 by ones beginning with any given number between 0 and 99. (Lesson 6)  3. Write numerals from 0 to 20. (Lesson 6, 7, 8)  3a. Represent 0 to 20 using concrete objects when given a written numeral from 0 to 20 (with 0 representing a count of no objects). (Lesson 6, 8)  4a. Say the number names in consecutive order when counting objects. (Lesson 6)  4b. Indicate that the last number name said tells the number of objects counted in a set. (Lesson 6)  4 c. Indicate that the number of objects in a set is the same regardless of their arrangement or the order in which they were counted. (Lesson 6)  4d. Explain that each successive number name refers to a quantity that is one larger. (Lesson 7)  5a. Count using no more than 20 concrete objects arranged in a line, a rectangular array, or a circle. (Lesson 6 and 7)  5b. Count using no more than 10 concrete objects in a scattered configuration. (Lesson 6 and 7)  5c. Draw the number of objects that matches a given numeral from 0 to 20. (Lesson 6 and 7)  6. Orally identify whether the number of objects in one group is *greater/more than*, *less/fewer than*, or *equal/the same as* the number of objects in another group, in groups containing up to 10 objects, by using matching, counting, or other strategies (Lesson 8)  7. Compare two numbers between 0 and 10 presented as written numerals (without using inequality symbols). (Lesson 8)  15. Classify objects into given categories of 10 or fewer; count the number of objects in each category and sort the categories by count. (Lesson 9)  10. Decompose numbers less than or equal to 10 into pairs of smaller numbers in more than one way, by using concrete objects or drawings, and record each decomposition by a drawing or equation. *Example: 5 = 2 + 3 and 5 = 4 + 1* (Lesson 10 and 11)  11. For any number from 0 to 10, find the number that makes 10 when added to the given number, by using concrete objects or drawings, and record the answer with a drawing or equation. (Lesson 11)  **Shaded Standards are CRITICAL Focus Areas.**  \*Denotes Supporting or Additional Clusters | Six  Seven  Eight  Nine  Ten  Sort  Compare numbers  Equal  Less  Less than  Fewer  Fewer than  More  More than  Greater  Greater than | Two- color Counters  Connecting cubes  Number cube labeled 5-10  Objects with sortable attributes  Penny  Nickel  Dime  Yellow counters | Unit 2 Critical lessons:  6,7,8,10,11  Digital Resources:  Critical  [K.2 Count beginning with any 1\_13\_21.docx](https://docs.google.com/document/d/1WYtrRc_xOomIpJz-76ViZTs_5slfTQJa/edit?usp=sharing&ouid=118057538497454355853&rtpof=true&sd=true)  [K.4 Counting to Cardinality 1\_13\_21.docx](https://docs.google.com/document/d/19_Jn_Y5fDYxRqqIZRW5k4gInfHaDch0t/edit?usp=sharing&ouid=118057538497454355853&rtpof=true&sd=true)  [K.5 How many 1\_13\_21.docx](https://docs.google.com/document/d/1iSWEJznAk691QbSCRhXMiGg43Kljakbb/edit?usp=sharing&ouid=118057538497454355853&rtpof=true&sd=true)  [K.6-K.7 Compare Objects 1\_13\_21.docx](https://docs.google.com/document/d/1KMxV1ZICbQzhauodAvqepyxilRvK9cYD/edit?usp=sharing&ouid=118057538497454355853&rtpof=true&sd=true)  [K.10 Decompose Numbers within 10 7\_13\_20.docx](https://docs.google.com/document/d/1cEyfY3JJiIq4DkYR03ltQfaFTy9xQoc8/edit?usp=sharing&ouid=118057538497454355853&rtpof=true&sd=true)  [K.11 Make Ten 7\_13\_20.docx](https://docs.google.com/document/d/1CLENTFRau0fJJKYtU2uMVStXvCFidIK3/edit?usp=sharing&ouid=118057538497454355853&rtpof=true&sd=true) | September 26-  November 4  **Common Assessment:**  **Lesson 8 Quiz Greater/less**  **Lesson 9 Quiz**  **Sort/Classify**  **Lesson 10 Quiz**  **Make 10** |

**IReady Classroom Math Unit 3 - Geometry: Naming, Comparing, and Building Shapes**

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| **Student Mathematical Practices** | **ACOS Standards** | **Vocabulary** | **Suggested Manipulatives and Models** | **Additional Resources & Pacing Notes** | **Suggested Number of Days & Assessments** |
| 1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | 13. Duplicate and extend simple patterns using concrete objects.  (One Day Activity: Work With Patterns)  15.a Categorize data on Venn diagrams, pictographs, and "yes-no" charts using real objects, symbolic representations, or pictorial representations. (One Day Activity: Venn Diagrams)  19. Correctly name shapes regardless of their orientations or overall sizes. (Lesson 12)  20. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). (Lesson 12)  18. 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.  (Lesson 13)  21. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (number of sides and vertices or “corners”), and other attributes. (Lesson 14)  22. Model shapes in the world by building them from sticks, clay balls, or other components and by drawing them. (Lesson 15)  23. Use simple shapes to compose larger shapes.  Example: Join two triangles with full sides touching to make a rectangle.  (Lesson 15)  Shaded Standards are **CRITICAL Focus Areas.**  **\*Denotes Supporting or Additional Clusters** | Circle  Cone  Corner  Cube  Cylinder  Hexagon  Rectangle  Side  Sphere  Square  Triangle | Set of attribute blocks  Counters  Set of flat and solid shapes  Set of geometric shapes  Set of pattern blocks  Set of geometric solids | Do unit 6 lesson 31,32 in this time  Digital Resources:  Critical | November 4-December 15  Math Diagnostic  1 day  **Common Assessments:**  **Unit 6 assessment A**  **Naming and describing 2D and 3D shapes test**  **Seesaw:**  **Sort 2D/3D Shapes Test**  **Positional Words Test**  **Draws/Builds Shapes Test** |

**IReady Classroom Math Unit 4 - Numbers Within 10: Addition and Subtraction**

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| **Student Mathematical Practices** | **ACOS Standards** | **Vocabulary** | **Suggested Manipulatives and Models** | **Additional Resources & Pacing Notes** | **Suggested Number of Days & Assessments** |
| 1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | 8. Represent addition and subtraction up to 10 with concrete objects, fingers, pennies, mental images, drawings, claps or other sounds, acting out situations, verbal explanations, expressions, or equations. (Lesson 16 and 18)  9. Solve addition and subtraction word problems, and add and subtract within 10, by using concrete objects or drawings to represent the problem. (Lesson 17, 19, 21, 23, and 24)  12. Fluently add and subtract within 5. (Lesson 17 and19)  11. For any number from 0 to 10, find the number that makes 10 when added to the given number, by using concrete objects or drawings, and record the answer with a drawing or equation. (Lesson 22 and 25)  10. Decompose numbers less than or equal to 10 into pairs of smaller numbers in more than one way, by using concrete objects or drawings, and record each decomposition by a drawing or equation.  Shaded Standards are **CRITICAL Focus Areas.\*Denotes Supporting or Additional Clusters** | Add  Equal sign  Equation  Plus sign  Total  Equal  Minus sign  Subtract  Addend  ten | Connecting cubes  Counters  Two-color counters  Number cube | Unit 4 Critical lessons:  16-25  Digital Resources:  Critical  [K.10 Decompose Numbers within 10 7\_13\_20.docx](https://docs.google.com/document/d/1cEyfY3JJiIq4DkYR03ltQfaFTy9xQoc8/edit?usp=sharing&ouid=118057538497454355853&rtpof=true&sd=true)  [K.11 Make Ten 7\_13\_20.docx](https://docs.google.com/document/d/1CLENTFRau0fJJKYtU2uMVStXvCFidIK3/edit?usp=sharing&ouid=118057538497454355853&rtpof=true&sd=true)  [K.12 Fluency to Five 7\_13\_20.docx](https://docs.google.com/document/d/1Bw-Yz_Gt-PbEGAQwQ2eqJgh1Lb64Ro_O/edit?usp=sharing&ouid=108906693916640198120&rtpof=true&sd=true)  [K.8 Addition and Subtraction to 10 1\_13\_21.docx](https://docs.google.com/document/d/12IE3RfdbT6k3Rs3e91X4bFxb9D0pSeb1/edit?usp=sharing&ouid=108906693916640198120&rtpof=true&sd=true)  [K.9 Word Problems to 10 1\_13\_21.docx](https://docs.google.com/document/d/1j6R3j0TyzBpVgYQ8sHqUMwEvuf0ex9vY/edit?usp=sharing&ouid=108906693916640198120&rtpof=true&sd=true) | January 4- March 17  **Common Assessments:**  **Unit 4 Mid Unit Assessment**  **End of Unit Assessment**  **Addition fact within 5 test**  **Subtraction fact within 5 test** |

**IReady Classroom Math Unit 5 - Numbers 11-100: Teen Numbers and Counting by 1’s and 10’s**

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| **Student Mathematical Practices** | **ACOS Standards** | **Vocabulary** | **Suggested Manipulatives and Models** | **Additional Resources & Pacing Notes** | **Suggested Number of Days & Assessments** |
| 1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | 14. Compose and decompose numbers from 11 to 19 by using concrete objects or drawings to demonstrate understanding that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. (Lesson 26)  3. Write numerals from 0 to 20. (Lesson 27 and 28)  3.a Represent 0 to 20 using concrete objects when given a written numeral from 0 to 20 (with 0 representing a count of no objects). (Lesson 27)  5. Count to answer “how many?” questions. (Lesson 27)  5.a Count using no more than 20 concrete objects arranged in a line, a rectangular array, or a circle. (Lesson 27)  5.b Count using no more than 10 concrete objects in a scattered configuration. (Lesson 27)  5.c Draw the number of objects that matches a given numeral from 0 to 20. (Lesson 27)  1.0 Count forward orally from 0 to 100 by ones and by tens. Count backward orally from 10 to 0 by ones. (Lesson 29 and 30)  2 Count to 100 by ones beginning with any given number between 0 and 99. (Lesson 29 and 30)  Shaded Standards are **CRITICAL Focus Areas.**  **\*Denotes Supporting or Additional Clusters** | Count on  Digit  Twelve  Thirteen  Fourteen  Fifteen  Sixteen  Seventeen  Eighteen  Nineteen  Twenty  Teen numbers  Ten  Number bond | Connecting cubes  counters | Unit 5 Critical Lessons: 27  Digital Resources:  Critical  [K.5 How many 1\_13\_21.docx](https://docs.google.com/document/d/1iSWEJznAk691QbSCRhXMiGg43Kljakbb/edit?usp=sharing&ouid=118057538497454355853&rtpof=true&sd=true)  [K.2 Count beginning with any 1\_13\_21.docx](https://docs.google.com/document/d/1WYtrRc_xOomIpJz-76ViZTs_5slfTQJa/edit?usp=sharing&ouid=118057538497454355853&rtpof=true&sd=true)  [K.1 Count to 100 1\_13\_21.docx](https://docs.google.com/document/d/1IwzTPOmUzWzP8-E-zJx4oOmX6rsdEzOP/edit?usp=sharing&ouid=108906693916640198120&rtpof=true&sd=true) | April 3- May 5  Math Diagnostic 1 day  **Common Assessments: Lesson 28 Quiz**  **Orally count forward from 0-100 by ones and tens.**  **Orally count backwards from 10 to 0 by ones.**  **Orally count to 100 by ones when starting from any given number.** |

**i-Ready Classroom Math Unit 6 - Measurement: Comparing Length, Height, and Weight**

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| **Student Mathematical Practices** | **ACOS Standards** | **Vocabulary** | **Suggested Manipulatives and Models** | **Additional Resources & Pacing Notes** | **Suggested Number of Days & Assessments** |
| 1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | 16. Identify and describe measurable attributes (length, weight, height) of a single object using vocabulary such as long/short, heavy/light, or tall/short.  (Lesson 31 and 32)  17. Directly compare two objects with a measurable attribute in common to see which object has “more of” or “less of” the attribute and describe the difference.  Example: Directly compare the heights of two children and describe one child as “taller” or “shorter.”  (Lesson 31 and 32)  Shaded Standards are **CRITICAL Focus Areas.**  **\*Denotes Supporting or Additional Clusters** | Height  Length  Compare height  Compare length  Long,longer  Short,shorter  Tall,taller  Compare weight  Weight  Light,lighter  Heavy,heavier | Connecting cubes  Counters  2 color counters | Unit 6 Critical Lessons: 31,32  Digital Resources:  Critical  [K.17 Measurement Direct Compare 1\_13\_21.docx](https://docs.google.com/document/d/1FY_XEdYdTQgiZzMfRwmS19620C9hOs_t/edit?usp=sharing&ouid=108906693916640198120&rtpof=true&sd=true) | Teach in Unit 3  **Common Assessments:**  **Unit 6 assessment A- assessed in Unit 3** |