# CAR Unit Template

## Unit Title: Mathematics – Counting to 20, Addition and Subtraction – Unit 2 – Module C

**Grade level: Kindergarten**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed):

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

Note: Limit category counts to be less than or equal to 10.

**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.*

Note: shapes include squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.

**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”).

**Key**: Major Cluster Supporting Cluster Additional Cluster

### Highlighted Career Ready Practices and 21st Century Themes/Skills

### Social-Emotional Learning Competencies

## Instructional Plan

Pre-Assessment and Reflection

| **Pre-Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

| **SLO – WALT**  **We are learning to/that** | **Student Strategies** | **Formative Assessment** | **Activities and Resources** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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| **K.MD.B.3 – WALT** classify objects into given categories |  |  |  |  |
| **K.MD.D.3 – WALT** count the number of objects in each category (up to 10) and sort the categories by their count\*\* |  |  |  |  |
| **K.G.A.1 – WALT** identify cubes, cones, cylinders and spheres |  |  |  |  |
| **K.G.A.1 – WALT** describe the attributes of cubes, cones, cylinders and spheres |  |  |  |  |
| **K.G.A.1 – WALT** describe objects in the environment using names of shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) |  |  |  |  |
| **K.G.A.2 – WALT** orientation and size do not change the shape (cubes, cones, cylinders and spheres) |  |  |  |  |
| **K.G.A.2 - WALT** correctly name cubes, cones, cylinders, and spheres |  |  |  |  |
| **K.G.A.3 – WALT** two-dimensional shapes are “flat” (lying in a plane) |  |  |  |  |
| **K.G.A.3 – WALT**  three-dimensional shapes are “solid” |  |  |  |  |
| **K.G.A.3 – WALT** identify shapes as two-dimensional or three-dimensional |  |  |  |  |

Benchmark Assessment 1

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Benchmark Assessment 2

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Summative Assessments (add rows as needed)

| **Summative Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Interdisciplinary Connections

| **Interdisciplinary Connections** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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