
Kindergarten Mathematics

Curriculum Guide

Dunmore School District

Dunmore, PA



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Kindergarten Mathematics

Prerequisite:

- Not applicable

Course Description:

Kindergarten Mathematics has a primary focus of counting and cardinality, along with number and operations. This course provides children with an introduction to numbers and counting up to 100. Students will recognize, compare, and order numbers 0 to 100, begin to explore addition and subtraction, as well as composing and decomposing numbers. They will also participate in activities and lessons that develop the concepts of sorting, classifying, counting, categorizing, and measurement. Students will discover how to describe the position and location of shapes, as well as analyzing, comparing, identifying, and composing shapes.

Special Education:

After a student has been evaluated and found to be eligible for specially designed instruction under one of the 13 disability categories, an individualized education plan will be developed to help the student succeed through a more intense intervention program. Special Education is the practice of educating students in a way that addresses their individual differences and needs. The purpose of special education is to provide equal access to education for children ages birth through 21 by providing specialized services that will lead to school success in general education. Our goal for each student is for him/her to be educated in his/her least restrictive environment with additional supports by way of specially designed instruction. After all interventions in the general education setting have been exhausted and the student is still not making progress, students can receive direct instruction in a special education classroom. Direct instruction provides more intense intervention and replacement instruction in order to minimize skill deficits. In our special education classrooms, students will have access to the standards-based general education curriculum, as well as using various research-based intervention programs. Resources and activities will be adjusted based on individual student needs. Suggested time found within the curriculum will be adjusted as needed per individual student's needs.

Special Education Strategies can be located in the IEP Enhancements table located in Appendix: A at the end of this document.

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Year-at-a-glance

Subject: Mathematics	Grade Level: Kindergarten	Date Completed: 3/5/2019
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1st Quarter

Topic	Resources	Standards
Shapes	EnVision Math Common Core Topic 14	CC.2.3.K.A.1
Position and Location of Shapes	EnVision Math Common Core Topic 15	CC.2.3.K.A.2
Numbers One to Five	EnVision Math Common Core Topic 1	CC.2.1.K.A.1, CC.2.1.K.A.2, CC.2.1.K.A.3
Comparing and Ordering Numbers 0 to 5	EnVision Math Common Core Topic 2	CC.2.1.K.A.1, CC.2.1.K.A.2, CC.2.1.K.A.3

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2nd Quarter

Topic	Resources	Standards
Numbers Six to Ten	EnVision Math Common Core Topic 3	CC.2.1.K.A.1, CC.2.1.K.A.2, CC.2.1.K.A.3
Comparing and Ordering Numbers 0 to 10	EnVision Math Common Core Topic 4	CC.2.1.K.A.1, CC.2.1.K.A.2, CC.2.1.K.A.3
Numbers to 20	EnVision Math Common Core Topic 5	CC.2.1.K.A.1, CC.2.1.K.A.2, CC.2.1.K.A.3
Numbers to 100	EnVision Math Common Core Topic 6	CC.2.1.K.A.1, CC.2.1.K.A.2, CC.2.1.K.A.3

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3rd Quarter

Topic	Resources	Standards
Understanding Addition	EnVision Math Common Core Topic 7	CC.2.2.K.A.1
Understanding Subtraction	EnVision Math Common Core Topic 8	CC.2.2.K.A.1
More Addition and Subtraction	EnVision Math Common Core Topic 9	CC.2.2.K.A.1
Composing Numbers 11 to 19	EnVision Math Common Core Topic 10	CC.2.2.K.A.1

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4th Quarter

Topic	Resources	Standards
Decomposing Numbers 11 to 19	EnVision Math Common Core Topic 11	CC.2.2.K.A.1
Measurement	EnVision Math Common Core Topic 12	CC.2.4.K.A.1
Sorting, Classifying, Counting and Categorizing Data	EnVision Math Common Core Topic 13	CC.2.4.K.A.4
Analyzing, Comparing, and Composing Shapes	EnVision Math Common Core Topic 16	CC.2.3.K.A.1, CC.2.3.K.A.2

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General Topic	Anchor Descriptor	Eligible Content, Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
	PA Core Standards				
Identifying and Describing Shapes	CC.2.3.K.A.1 Identify and describe two- and three dimensional shapes.	<p>Rectangles</p> <p>Squares</p> <p>Circles</p> <p>Triangles</p> <p>Hexagons</p> <p>Solid Figures</p> <p>Flat Surfaces of Solid Figures</p> <p>Problem Solving - Use Objects</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • circle • hexagon • rectangle • square • triangle • cone • cube • cylinder • sphere 	<p>EnVision Topic 14.1 to 14.8 (Textbook and Workbook)</p> <p>Online Website and Interactive Video: www.pearson.com</p> <p>Attribute Shapes Geometric Solid Figures</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online (Optional)</p>	12 Days

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Position and Location of Shapes	CC.2.3.K.A.2 Analyze, compare, create, and compose two- and three dimensional shapes.	Inside and Outside Above, Below, and On In Front Of and Behind Left and Right Problem Solving - Act it Out <u>Vocabulary</u> <ul style="list-style-type: none"> • above • below • in front of • inside • left • next to (beside) • on (on top of) • outside • right • under 	EnVision Topic 15.1 to 15.5 (Textbook and Workbook) Online Website and Interactive Video: www.pearson.com Attribute Shapes Geometric Solid Figures	Teacher prepared tests, quizzes, etc. Series available assessments online (Optional)	8 Days
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Numbers One to Five	<p>CC.2.1.K.A.1 Know number names and write and recite the count sequence.</p> <p>CC.2.1.K.A.2 Apply one-to one correspondence to count the number of objects.</p> <p>CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.</p>	<p>Counting 1, 2, and 3</p> <p>Counting 1, 2, and 3 in Different Arrangements</p> <p>Reading and Writing 1, 2, and 3</p> <p>Counting 4 and 5</p> <p>Counting 4 and 5 in Different Arrangements</p> <p>Reading and Writing 4 and 5</p> <p>Problem Solving - Use Objects</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • count • one • two • three • four • five 	<p>EnVision Topic 1.1 to 1.7 (Textbook and Workbook)</p> <p>Online Website and Interactive Video: www.pearson.com</p> <p>Counters Number Cards 0 to 10</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online (Optional)</p>	<p>11 Days</p>
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Comparing and Ordering Numbers 0 to 5	<p>CC.2.1.K.A.1 Know number names and write and recite the count sequence.</p> <p>CC.2.1.K.A.2 Apply one-to one correspondence to count the number of objects.</p> <p>CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.</p>	<p>More, Fewer, and Same As</p> <p>1 or 2 More</p> <p>1 and 2 Fewer</p> <p>As Many, More, and Fewer</p> <p>Comparing Numbers Through 5</p> <p>The Number 0</p> <p>Reading and Writing 0</p> <p>Ordering Numbers 0 to 5</p> <p>Problem Solving - Use Objects</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • fewer • more • order • same as 	<p>EnVision Topic 2.1 to 2.9 (Textbook and Workbook)</p> <p>Online Website and Interactive Video: www.pearson.com</p> <p>Connecting Cubes Counters Number Cards 0 to 5</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online (Optional)</p>	<p>14 Days</p>
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<p>Numbers Six to Ten</p>	<p>CC.2.1.K.A.1 Know number names and write and recite the count sequence.</p> <p>CC.2.1.K.A.2 Apply one-to one correspondence to count the number of objects.</p> <p>CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.</p>	<p>Counting 6 and 7</p> <p>Reading and Writing 6 and 7</p> <p>Counting 8 and 9</p> <p>Reading and Writing 8 and 9</p> <p>Counting 10</p> <p>Reading and Writing 10</p> <p>Problem Solving - Look for a Pattern</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • six • seven • eight • nine • ten 	<p>EnVision Topic 3.1 to 3.7 (Textbook and Workbook)</p> <p>Online Website and Interactive Video: www.pearson.com</p> <p>Counters Number Cards 0 to 10 Five Frame Mat Ten Frame Mat Connecting Cubes</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online (Optional)</p>	<p>11 Days</p>
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Comparing and Ordering Numbers 0 to 10	<p>CC.2.1.K.A.1 Know number names and write and recite the count sequence.</p> <p>CC.2.1.K.A.2 Apply one-to one correspondence to count the number of objects.</p> <p>CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.</p>	<p>Comparing Numbers Through 10</p> <p>Comparing Numbers to 5</p> <p>Comparing Numbers to 10</p> <p>1 More</p> <p>1 Fewer</p> <p>2 More</p> <p>2 Fewer</p> <p>Ordering Numbers Through 10</p> <p>Ordering Numbers on a Number Line</p> <p>Problem Solving - Use Objects</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • greater • less 	<p>EnVision Topic 4.1 to 4.10 (Textbook and Workbook)</p> <p>Online Website and Interactive Video: www.pearson.com</p> <p>Counters</p> <p>Number Cards 1 to 11</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online (Optional)</p>	<p>14 Days</p>
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<p>Numbers to 20</p>	<p>CC.2.1.K.A.1 Know number names and write and recite the count sequence.</p> <p>CC.2.1.K.A.2 Apply one-to one correspondence to count the number of objects.</p> <p>CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.</p>	<p>Counting, Reading, and Writing 11 and 12</p> <p>Counting, Reading, and Writing 13, 14, and 15</p> <p>Counting, Reading, and Writing 16 and 17</p> <p>Counting, Reading, and Writing 18, 19, and 20</p> <p>How Many?</p> <p>Problem Solving - Use Logical Reasoning</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • eleven • twelve • thirteen • fourteen • fifteen • sixteen • seventeen • eighteen • nineteen • twenty 	<p>EnVision Topic 5.1 to 5.6 (Textbook and Workbook)</p> <p>Online Website and Interactive Video: www.pearson.com</p> <p>Counters</p> <p>Number Cards 0 to 20</p> <p>Double Ten Frame Mat</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online (Optional)</p>	<p>9 Days</p>
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Numbers to 100	<p>CC.2.1.K.A.1 Know number names and write and recite the count sequence.</p> <p>CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.</p>	<p>Counting to 30</p> <p>Counting to 100</p> <p>Counting groups of tens</p> <p>Patterns on a hundred chart</p> <p>Problem solving - Look for a pattern</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • hundred chart • row • column • count by 10s 	<p>EnVision Topic 6.1 to 6.5 (Textbook and Workbook)</p> <p>Online Website and Interactive Video: www.pearson.com</p> <p>Counters Hundred Chart Ten Frame Mat</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online (Optional)</p>	10 days
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Understanding Addition	CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.	Stories About Joining More Joining Joining Groups Using the Plus Sign Finding Sums Addition Sentences Problem Solving - Draw a picture <u>Vocabulary</u> <ul style="list-style-type: none"> • number story • join • plus sign • addition sentence 	EnVision Topic 7.1 to 7.6 (Textbook and Workbook) Online Website and Interactive Video: www.pearson.com Counters Connecting Cubes	Teacher prepared tests, quizzes, etc. Series available assessments online (Optional)	11 days
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Understanding Subtraction	CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.	Stories About Separating Stories About Take Away Problem Solving - Act It Out Using the Minus Sign Finding Differences Subtraction Sentences Subtraction Stories Problem Solving - Use Objects <u>Vocabulary</u> <ul style="list-style-type: none"> • left • separate • subtraction sentence • minus sign 	EnVision Topic 8.1 to 8.8 (Textbook and Workbook) Online Website and Interactive Video: www.pearson.com Counters	Teacher prepared tests, quizzes, etc. Series available assessments online (Optional)	12 days
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<p>More Addition and Subtraction</p>	<p>CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.</p>	<p>Making 4 and 5</p> <p>Writing Number Sentences for 4 and 5</p> <p>Making 6 and 7</p> <p>Writing Number Sentences for 6 and 7</p> <p>Making 8 and 9</p> <p>Writing Number Sentences for 8 and 9</p> <p>Making 10</p> <p>Writing Number Sentences for 10</p> <p>Problem Solving - Make a Graph</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • whole • part • graph 	<p>EnVision Topic 9.1 to 9.9 (Textbook and Workbook)</p> <p>Online Website and Interactive Video: www.pearson.com</p> <p>Counters Ten Frame Mat</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online (Optional)</p>	<p>15 days</p>
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Composing Numbers 11 to 19	<p>CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.</p> <p>CC.2.1.K.B.1 Use place value to compose and decompose numbers within 19.</p>	<p>Making 11, 12, and 13</p> <p>Making 14, 15, 16</p> <p>Making 17, 18, 19</p> <p>Problem Solving - Look for a Pattern</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • How many more? 	<p>EnVision Topic 10.1 to 10.4 (Textbook and Workbook)</p> <p>Online Website and Interactive Video: www.pearson.com</p> <p>Counters Ten Frame Mat</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online (Optional)</p>	<p>7 days</p>
Decomposing Numbers 11 to 19	<p>CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.</p> <p>CC.2.1.K.B.1 Use place value to compose and decompose numbers within 19.</p>	<p>Creating Sets to 10</p> <p>Parts of 11, 12, and 13</p> <p>Parts of 14, 15, and 16</p> <p>Parts of 17, 18, and 19</p> <p>Problem Solving - Look for a Pattern</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • double ten frame • set 	<p>EnVision Topic 11.1 to 11.5 (Textbook and Workbook)</p> <p>Online Website and Interactive Video: www.pearson.com</p> <p>Counters Number Cards 11 to 19</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online (Optional)</p>	<p>10 days</p>

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Measurement	CC.2.4.K.A.1 Describe and compare attributes of length, area, weight, and capacity of everyday objects.	Describe Objects by More Than One Attribute Comparing by Length More Comparing Objects by Length Problem Solving - Try, Check, and Revise Comparing by Height More Comparing by Height Comparing Capacities Comparing by Weight <u>Vocabulary</u> <ul style="list-style-type: none"> • as tall as • lighter (than) • longer (than) • shorter (than) • taller (than) 	EnVision Topic 12.1 to 12.8 (Workbook and Textbook) Online Website and Interactive Video: www.pearson.com Balance Scale Connecting Cubes	Teacher prepared tests, quizzes, etc. Series available assessments online (Optional)	14 days
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Sorting, Classifying, Counting, and Categorizing Data	CC.2.4.K.A.4 Classify objects and count the number of objects in each category.	Same and Different Sorting by One Attribute Sorting the Same Set in Different Ways Sorting by More Than One Attribute Problem Solving - Use Logical Reasoning Real Graphs Picture Graphs <u>Vocabulary</u> <ul style="list-style-type: none"> • different • does not belong • same • sort 	EnVision Topic 13.1 to 13.7 (Textbook and Workbook) Online Website and Interactive Video: www.pearson.com Counters Hexagon Blocks Color Tiles Attribute Shapes Two Column Graph	Teacher prepared tests, quizzes, etc. Series available assessments online (Optional)	13 days
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Analyzing, Comparing, and Composing Shapes	<p>CC.2.3.K.A.1 Identify and describe two- and three dimensional shapes.</p> <p>CC.2.3.K.A.2 Analyze, compare, create, and compose two- and three dimensional shapes.</p>	<p>Create 2-D shapes</p> <p>Making Shapes from other Shapes</p> <p>Comparing Solid Figures</p> <p>Building with Solid Figures</p> <p>Problem Solving - Use Logical Reasoning</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • roll • same shape • same size • slide • stack 	<p>EnVision Topic 16.1 to 16.5 (Textbook and Workbook)</p> <p>Online Website and Interactive Video: www.pearson.com</p> <p>Attribute Shapes Geometric Solids Figures</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online (Optional)</p>	<p>8 days</p>
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Appendix: A			
IEP Enhancements			
General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Identifying and Describing Shapes	<ul style="list-style-type: none"> Extended time to complete assignments and/or reduction of completion requirements Directions presented orally/verification that directions are understood Preferential Seating close to instruction/away from distracting stimuli Modified presentation of assignments; including but not limited to: enlarged font, fewer problems presented per page, simplified directions, simplified wording of problems/questions Visual lesson demonstration found on www.Pearsonrealize.com Use of Instructional Aides; including but not limited to: tangible geometric figures, shape models Multi-Modality instruction: including but not limited to: modeling, explicit instruction, repetition, rephrasing, visual cues, chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> Modifications to assessments; including but not limited to: fewer problems on page, reduced number of problems/reduced completion requirements, enlarged font, vocabulary words defined, problem starters, rewording of questions, simplified directions, examples provided Alternate testing environment (special education classroom) Assessments (whole test or specific problems/sections) presented orally Allow use of manipulatives or visual aides <p>Suggested Time: 12 days as specified by curriculum with additional time as needed per individual student</p>
Position and Location of Shapes	<ul style="list-style-type: none"> Extended time to complete assignments and/or reduction of completion requirements Directions presented orally/verification that directions are understood Preferential Seating close to instruction/away from distracting stimuli Modified presentation of assignments; including but not limited to: enlarged font, fewer problems presented per page, simplified directions, simplified wording of problems/questions Visual lesson demonstration found on www.Pearsonrealize.com Use of Instructional Aides; including but not limited to: tangible shape models, geometric figures, directional labels (i.e. left/right, above/below, etc.) Multi-Modality instruction; including but not limited to: modeling, explicit instruction, repetition, rephrasing, visual cues, chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> Modifications to assessments; including but not limited to: fewer problems on page, reduced number of problems/reduced completion requirements, enlarged font, vocabulary words defined, problem starters, rewording of questions, simplified directions, examples provided Alternate testing environment (special education classroom) Assessments (whole test or specific problems/sections) presented orally Allow use of manipulatives or visual aides <p>Suggested Time: 8 days as specified by curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Numbers One to Five	<ul style="list-style-type: none"> Extended time to complete assignments and/or reduction of completion requirements Directions presented orally/verification that directions are understood Preferential Seating close to instruction/away from distracting stimuli Modified presentation of assignments; including but not limited to: enlarged font, fewer problems presented per page, simplified directions, simplified wording of problems/questions Visual lesson demonstration found on www.Pearsonrealize.com Use of Instructional Aides; including but not limited to: number line, number models Multi-Modality instruction; including but not limited to: modeling, explicit instruction, repetition, rephrasing, visual cues, chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> Modifications to assessments; including but not limited to: fewer problems on page, reduced number of problems/reduced completion requirements, enlarged font, vocabulary words defined, problem starters, rewording of questions, simplified directions, examples provided Alternate testing environment (special education classroom) Assessments (whole test or specific problems/sections) presented orally Allow use of manipulatives or visual aides <p>Suggested Time: 11 days as specified by curriculum with additional time as needed per individual student</p>
Comparing and Ordering Numbers 0 to 5	<ul style="list-style-type: none"> Extended time to complete assignments and/or reduction of completion requirements Directions presented orally/verification that directions are understood Preferential Seating close to instruction/away from distracting stimuli Modified presentation of assignments; including but not limited to: enlarged font, fewer problems presented per page, simplified directions, simplified wording of problems/questions Visual lesson demonstration found on www.Pearsonrealize.com Use of Instructional Aides; including but not limited to: number line, number models, counters/manipulatives Multi-Modality instruction; including but not limited to: modeling, explicit instruction, repetition, rephrasing, visual cues, chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> Modifications to assessments; including but not limited to: fewer problems on page, reduced number of problems/reduced completion requirements, enlarged font, vocabulary words defined, problem starters, rewording of questions, simplified directions, examples provided Alternate testing environment (special education classroom) Assessments (whole test or specific problems/sections) presented orally Allow use of manipulatives or visual aides <p>Suggested Time: 14 days as specified by curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Numbers 6 to 10	<ul style="list-style-type: none"> Review of previously learned/prerequisite material Extended time to complete assignments and/or reduction of completion requirements Directions presented orally/verification that directions are understood Preferential Seating close to instruction/away from distracting stimuli Modified presentation of assignments; including but not limited to: enlarged font, fewer problems presented per page, simplified directions, simplified wording of problems/questions Visual lesson demonstration found on www.Pearsonrealize.com Use of Instructional Aides; including but not limited to: number line, number models, counters/manipulatives Multi-Modality instruction; including but not limited to: modeling, explicit instruction, repetition, rephrasing, visual cues, chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> Modifications to assessments; including but not limited to: fewer problems on page, reduced number of problems/reduced completion requirements, enlarged font, vocabulary words defined, problem starters, rewording of questions, simplified directions, examples provided Alternate testing environment (special education classroom) Assessments (whole test or specific problems/sections) presented orally Allow use of manipulatives or visual aides <p>Suggested Time: 11 days as specified by curriculum with additional time as needed per individual student</p>
Comparing and Ordering 0 to 10	<ul style="list-style-type: none"> Review of previously learned/prerequisite material (Numbers 0 to 10) Extended time to complete assignments and/or reduction of completion requirements Directions presented orally/verification that directions are understood Preferential Seating close to instruction/away from distracting stimuli Modified presentation of assignments; including but not limited to: : enlarged font, fewer problems presented per page, simplified directions, simplified wording of problems/questions Visual lesson demonstration found on www.Pearsonrealize.com Use of Instructional Aides; including but not limited to: number line, number models, counters/manipulatives Multi-Modality instruction; including but not limited to: modeling, explicit instruction, repetition, rephrasing, visual cues, chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> Modifications to assessments; including but not limited to: fewer problems on page, reduced number of problems/reduced completion requirements, enlarged font, vocabulary words defined, problem starters, rewording of questions, simplified directions, examples provided Alternate testing environment (special education classroom) Assessments (whole test or specific problems/sections) presented orally Allow use of manipulatives or visual aides <p>Suggested Time: 14 days as specified by curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Numbers to 20	<ul style="list-style-type: none"> Review of previously learned/prerequisite material (numbers 0 to 10) Extended time to complete assignments and/or reduction of completion requirements Directions presented orally/verification that directions are understood Preferential Seating close to instruction/away from distracting stimuli Modified presentation of assignments; including but not limited to: enlarged font, fewer problems presented per page, simplified directions, simplified wording of problems/questions Visual lesson demonstration found on www.Pearsonrealize.com Use of Instructional Aides; including but not limited to: number line, number models, counters/manipulatives Multi-Modality instruction including but not limited to: modeling, explicit instruction, repetition, rephrasing, visual cues, chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> Modifications to assessments; including but not limited to: fewer problems on page, reduced number of problems/reduced completion requirements, enlarged font, vocabulary words defined, problem starters, rewording of questions, simplified directions, examples provided Alternate testing environment (special education classroom) Assessments (whole test or specific problems/sections) presented orally Allow use of manipulatives or visual aides <p>Suggested Time: 9 days as specified by curriculum with additional time as needed per individual student</p>
Numbers to 100	<ul style="list-style-type: none"> Review of previously learned/prerequisite material (numbers 0 to 20) Extended time to complete assignments and/or reduction of completion requirements Directions presented orally/verification that directions are understood Preferential Seating close to instruction/away from distracting stimuli Modified presentation of assignments; including but not limited to: enlarged font, fewer problems presented per page, simplified directions, simplified wording of problems/questions Visual lesson demonstration found on www.Pearsonrealize.com Use of Instructional Aides; including but not limited to: number line, number models, counters/manipulatives, ten frame/counting mat Multi-Modality instruction; including but not limited to: modeling, explicit instruction, repetition, rephrasing, visual cues, chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> Modifications to assessments; including but not limited to: fewer problems on page, reduced number of problems/reduced completion requirements, enlarged font, vocabulary words defined, problem starters, rewording of questions, simplified directions, examples provided Alternate testing environment (special education classroom) Assessments (whole test or specific problems/sections) presented orally Allow use of manipulatives or visual aides <p>Suggested Time: 10 days as specified by curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Understanding Addition	<ul style="list-style-type: none"> Extended time to complete assignments and/or reduction of completion requirements Directions presented orally/verification that directions are understood Preferential Seating close to instruction/away from distracting stimuli Modified presentation of assignments; including but not limited to: enlarged font, fewer problems presented per page, simplified directions, simplified wording of problems/questions Visual lesson demonstration found on www.Pearsonrealize.com Use of Instructional Aides; including but not limited to: number line, counters/manipulatives Multi-Modality instruction; including but not limited to: modeling, explicit instruction, repetition, rephrasing, visual cues, chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> Modifications to assessments; including but not limited to: fewer problems on page, reduced number of problems/reduced completion requirements, enlarged font, vocabulary words defined, problem starters, rewording of questions, simplified directions, examples provided Alternate testing environment (special education classroom) Assessments (whole test or specific problems/sections) presented orally Allow use of manipulatives or visual aides <p>Suggested Time: 11 days as specified by curriculum with additional time as needed per individual student</p>
Understanding Subtraction	<ul style="list-style-type: none"> Review of previously learned/prerequisite material (Understanding Addition) Extended time to complete assignments and/or reduction of completion requirements Directions presented orally/verification that directions are understood Preferential Seating close to instruction/away from distracting stimuli Modified presentation of assignments; including but not limited to: enlarged font, fewer problems presented per page, simplified directions, simplified wording of problems/questions Visual lesson demonstration found on www.Pearsonrealize.com Use of Instructional Aides; including but not limited to: number line, counters/manipulatives, ten frame/counting mat Multi-Modality instruction; including but not limited to: modeling, explicit instruction, repetition, rephrasing, visual cues, chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> Modifications to assessments; including but not limited to: fewer problems on page, reduced number of problems/reduced completion requirements, enlarged font, vocabulary words defined, problem starters, rewording of questions, simplified directions, examples provided Alternate testing environment (special education classroom) Assessments (whole test or specific problems/sections) presented orally Allow use of manipulatives or visual aides <p>Suggested Time: 12 days as specified by curriculum with additional time as needed per individual student</p>

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More Addition and Subtraction	<ul style="list-style-type: none"> Review of previously learned/prerequisite material (Understanding Addition/Understanding Subtraction) Extended time to complete assignments and/or reduction of completion requirements Directions presented orally/verification that directions are understood Preferential Seating close to instruction/away from distracting stimuli Modified presentation of assignments; including but not limited to: enlarged font, fewer problems presented per page, simplified directions, simplified wording of problems/questions Visual lesson demonstration found on www.Pearsonrealize.com Use of Instructional Aides; including but not limited to: number line, counters/manipulatives, ten frame/counting mat Multi-Modality instruction; including but not limited to: modeling, explicit instruction, repetition, rephrasing, visual cues, chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> Modifications to assessments; including but not limited to: fewer problems on page, reduced number of problems/reduced completion requirements, enlarged font, vocabulary words defined, problem starters, rewording of questions, simplified directions, examples provided Alternate testing environment (special education classroom) Assessments (whole test or specific problems/sections) presented orally Allow use of manipulatives or visual aides <p>Suggested Time: 15 days as specified by curriculum with additional time as needed per individual student</p>
Composing Numbers 11 to 19	<ul style="list-style-type: none"> Review of previously learned/prerequisite material (Addition and Subtraction) Extended time to complete assignments and/or reduction of completion requirements Directions presented orally/verification that directions are understood Preferential Seating close to instruction/away from distracting stimuli Modified presentation of assignments; including but not limited to: enlarged font, fewer problems presented per page, simplified directions, simplified wording of problems/questions Visual lesson demonstration found on www.Pearsonrealize.com Use of Instructional Aides; including but not limited to: number line, counters/manipulatives, ten frame/counting mat Multi-Modality instruction; including but not limited to: modeling, explicit instruction, repetition, rephrasing, visual cues, chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> Modifications to assessments; including but not limited to: fewer problems on page, reduced number of problems/reduced completion requirements, enlarged font, vocabulary words defined, problem starters, rewording of questions, simplified directions, examples provided Alternate testing environment (special education classroom) Assessments (whole test or specific problems/sections) presented orally Allow use of manipulatives or visual aides <p>Suggested Time: 7 days as specified by curriculum with additional time as needed per individual student</p>

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Decomposing Numbers 11 to 19	<ul style="list-style-type: none"> Review of previously learned/prerequisite material (Addition, Subtraction, Composing 11-19) Extended time to complete assignments and/or reduction of completion requirements Directions presented orally/verification that directions are understood Preferential Seating close to instruction/away from distracting stimuli Modified presentation of assignments; including but not limited to: enlarged font, fewer problems presented per page, simplified directions, simplified wording of problems/questions Visual lesson demonstration found on www.Pearsonrealize.com Use of Instructional Aides; including but not limited to: number line, counters/manipulatives, ten frame/counting mat, part/part/whole mat Multi-Modality instruction; including but not limited to: modeling, explicit instruction, repetition, rephrasing, visual cues, chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> Modifications to assessments; including but not limited to: fewer problems on page, reduced number of problems/reduced completion requirements, enlarged font, vocabulary words defined, problem starters, rewording of questions, simplified directions, examples provided Alternate testing environment (special education classroom) Assessments (whole test or specific problems/sections) presented orally Allow use of manipulatives or visual aides <p>Suggested Time: 10 days as specified by curriculum with additional time as needed per individual student</p>
Measurement	<ul style="list-style-type: none"> Extended time to complete assignments and/or reduction of completion requirements Directions presented orally/verification that directions are understood Preferential Seating close to instruction/away from distracting stimuli Modified presentation of assignments; including but not limited to: enlarged font, fewer problems presented per page, simplified directions, simplified wording of problems/questions Visual lesson demonstration found on www.Pearsonrealize.com Use of Instructional Aides; including but not limited to: ruler Multi-Modality instruction; including but not limited to: modeling, explicit instruction, repetition, rephrasing, visual cues, chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> Modifications to fewer problems on page, reduced number of problems/reduced completion requirements, enlarged font, vocabulary words defined, problem starters, rewording of questions, simplified directions, examples provided Alternate testing environment (special education classroom) Assessments (whole test or specific problems/sections) presented orally Allow use of manipulatives or visual aides <p>Suggested Time: 14 days as specified by curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Sorting, Classifying, Counting, and Categorizing Data	<ul style="list-style-type: none"> Extended time to complete assignments and/or reduction of completion requirements Directions presented orally/verification that directions are understood referential Seating close to instruction/away from distracting stimuli Modified presentation of assignments; including but not limited to: enlarged font, fewer problems presented per page, simplified directions, simplified wording of problems/questions Visual lesson demonstration found on www.Pearsonrealize.com Use of Instructional Aides; including but not limited to: sorting charts/containers, various manipulatives differing in size, shape, Multi-Modality instruction; including but not limited to: modeling, explicit instruction, repetition, rephrasing, visual cues, chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> Modifications to assessments; including but not limited to: fewer problems on page, reduced number of problems/reduced completion requirements, enlarged font, vocabulary words defined, problem starters, rewording of questions, simplified directions, examples provided Alternate testing environment (special education classroom) Assessments (whole test or specific problems/sections) presented orally Allow use of manipulatives or visual aides <p>Suggested Time: 13 days as specified by curriculum with additional time as needed per individual student</p>
Analyzing, Comparing, and Composing Shapes	<ul style="list-style-type: none"> Extended time to complete assignments and/or reduction of completion requirements Directions presented orally/verification that directions are understood Preferential Seating close to instruction/away from distracting stimuli Modified presentation of assignments; including but not limited to: Enlarged font enlarged font, fewer problems presented per page, simplified directions, simplified wording of problems/questions Visual lesson demonstration found on www.Pearsonrealize.com Use of Instructional Aides; including but not limited to: geometric shape models Multi-Modality instruction; including but not limited to: modeling, explicit instruction, repetition, rephrasing, visual cues, chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> Modifications to assessments; including but not limited to: fewer problems on page, reduced number of problems/reduced completion requirements, enlarged font, vocabulary words defined, problem starters, rewording of questions, simplified directions, examples provided Alternate testing environment (special education classroom) Assessments (whole test or specific problems/sections) presented orally Allow use of manipulatives or visual aides <p>Suggested Time: 8 days as specified by curriculum with additional time as needed per individual student</p>