# South Harrison Township Elementary School District

*Committed to Excellence*

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| **Course Name: Mathematics** | **Grade Level(s): K** |
| **BOE Adoption Date: October 2017** | **Revision Date(s):** |


**ABSTRACT**

In Kindergarten, instructional time should focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as *5 + 2 = 7 and 7 – 2 = 5.* (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away. Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

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## Mission Statement

The primary goal of the South Harrison Township Elementary School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including the Every Student Succeeds Act (ESSA), the New Jersey Student Learning Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring Home and School Association (HSA) and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

## Curriculum and Instruction Goals

**Goal(s):**

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

## Philosophy of the Shared Curriculum Service with Kingsway Regional School District

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJ SLS) for mathematics and English-Language Arts as well as the New Jersey Student Learning Standards (NJ SLS) for all other core disciplines. It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move on to the middle and high school level. Through this shared service, both horizontal and vertical alignment is stressed at and within each grade level with the aim of developing life-long learners who are college and career ready upon graduation from high school. Additionally, classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each learner. Whether through added support or enrichment activities, it is the role of the educator in the classroom to ensure students are reaching their highest level of social, emotional, and academic growth each school year. A combination of summative, formative,

and performance-based assessments will be used to assess students' understanding and acquisition of necessary concepts and skills. Group work, projects, and a variety of co-curricular activities will make mathematics more meaningful and aid in the understanding of its application across all disciplines as well as in life.

## How to Read this Document

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

## Terms to Know

1. **Accommodation(s):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeable with the term modification. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.

2. **Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms. http://www.udlcenter.org/aboutudl

3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document. http://www.ascd.org

4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document. http://www.ascd.org

5. **Formative Assessment(s):** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.

6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)

7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson. http://www.marzanocenter.com

8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJSLS (New Jersey Student Learning Standards) are noted within each unit.

9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately. http://www.marzanoresearch.com

10. **Model Assessment:** Within the model curriculum, model assessments are provided that included assessments that allow for measuring student proficiency of those target skills as the year of instruction progresses. http://www.state.nj.us/education/modelcurriculum/

11. **Model Curriculum:** The model curriculum has been provided by the state of New Jersey to provide a "model" for which districts can properly implement the NJSLS (New Jersey Student Learning Standards) by providing an example from which to work and/or a product for implementation.

12. **Modification(s):** The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.

13. **Performance Assessment(s): (**aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student's knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).

14. **Standard(s):** Academic standards, from which the curriculum is built, are statements that of what students "should know" or "be able to do" upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning. http://www.state.nj.us/njded/cccs/

    - **State:** The New Jersey Student Learning Standards (NJSLS) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; and 21st-Century Life and Careers.*

15. **Summative Assessment(s):** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

16. **21st Century Skill(s):** These skills emphasis the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21st century themes; learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum. http://www.p21.org/our-work/p21-framework

**Proficiencies and Pacing Guide:**

| Unit Title | Duration/Month(s) | Related Standards | Learning Goals | Topics and Skills |
|---|---|---|---|---|
| **Unit 1**<br>Connecting Counting to Cardinality | 10 Weeks<br><br>September – November<br><br>Trimester 1 | K.CC.A.1<br>K.CC.A.3<br>K.CC.B.4<br>K.CC.B.5<br>K.OA.A.1<br>K.MD.B.3<br>K.G.A.1 | ***Students will understand…***<br><br>• That numbers are in a sequence (4 weeks)<br>• The relationship between numbers and quantities. (10 weeks)<br>• How to identify "how many" objects are in a group. (10 weeks)<br>• That addition is putting groups together and subtraction is taking apart or taking away up to 10. (5 weeks)<br>• That objects can be classified into categories and counted. (6 weeks)<br>• Understand that objects in the environment can be named by using the names of shapes and described by the relative positions of these objects using terms such as above, below, in front of, and next to. (5 weeks) | ***Students will be able to…***<br><br>• Count in sequence up to 10.<br>• Represent the number of objects by the correct numeral up to 10<br>• Pair each object with one number name hen counting.<br>• Count to tell the number of objects.<br>• Count objects arranged in any order.<br>• Identify the last number named as the number of objects counted.<br>• Tell the number of objects arranged in a line, rectangular array, circle, or scattered configuration.<br>• Count to tell how many objects are in a group.<br>• Given a number 1-10, count out that many.<br>• Create addition and subtraction events with objects (or make drawings) to represent a sum or a difference up to 10.<br>• Sort objects into categories based on their properties.<br>• Describe objects in the environment by naming their shape<br>• Use terms such as above, below, beside, in front of, behind, and |

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| | | | | next to in order to describe positions of objects. |
| **Unit 2**<br>Counting, Addition & Subtraction | 10 Weeks<br><br>November – February<br>Trimester 1 & 2 | K.CC.A.1<br>K.CC.A.2<br>K.CC.A.3<br>K.OA.A.1<br>K.OA.A.2<br>K.CC.B.5<br>K.CC.C.6<br>K.CC.C.7<br>K.OA.A.5 | ***Students will understand…***<br><br>• How to count to 50 by ones and tens (10 weeks)<br>• How to count on from a number other than 1 to 50. (8 weeks)<br>• How to represent a number of objects with a written numeral 0-20 (4 weeks)<br>• That addition is putting groups together and subtraction is taking apart or taking away up to 10. (10 weeks)<br>• How to use objects or drawings to solve addition and subtraction word problems. (5 weeks)<br>• How to identify "how many" objects are in a group. (5 weeks)<br>• That the number of objects in two groups can be compared. (3 weeks)<br>• How to use mental math strategies to solve addition facts to 5. (4 weeks) | ***Students will be able to…***<br><br>• count to 50 by ones and tens<br>• To count forward to 50 beginning from any given number.<br>• Represent the number of objects by the correct numeral up to 20 (using zero to represent no objects).<br>• Write numbers 0-20.<br>• Create addition and subtraction events with objects (or make drawings) to represent a sum (putting together) or a difference (taking from) up to 10.<br>• Represent and solve addition and subtraction word problems (within ten) using objects or drawings.<br>• Tell the number of objects arranged in a line, rectangular array, circle, or scattered configuration.<br>• Count to tell how many objects are in a group.<br>• Given a number 1-20, count out that many.<br>• Compare the number of objects (up to 10) in two groups.<br>• Identify whether the number of objects in one group is greater |

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| | | | | than, less than, or equal to the number of objects in another group (up to 10 objects)<br>• Compare two numbers (up to 10) written as numerals.<br>• Fluently add within 5. |
| **Unit 3**<br>Place Value & Measurement | 10 Weeks<br><br>February – April<br><br>Trimester 2 & 3 | K.CC.A.1<br>K.MD.A.1<br>K.MD.A.2<br>K.MD.B.3<br>K.G.A.2<br>K.G.A.3<br>K.OA.A.3<br>K.OA.A.4<br>K.NBT. A.1<br>K.OA.A.5 | ***Students will understand…***<br><br>• How to describe measurable attributes of objects. (5 weeks)<br>• How measurable attributes can be used to compare two objects, using more and less (5 weeks)<br>• How to sort objects into groups and count the numbers of objects in each group. (4 weeks)<br>• That shapes are named regardless of orientation or overall size. (3 weeks)<br>• That shapes can be 2 or 3 dimensional. (3 weeks)<br>• That numbers less than 10 can be composed and decomposed into pairs of numbers (6 weeks)<br>• That numbers from 11-19 can be composed and decomposed into tens and ones. (5 weeks)<br>• How to use mental math strategies to solve addition | ***Students will be able to…***<br><br>• Count to 70 by ones and by tens.<br>• Identify measurable attributes: length, width, and size.<br>• Describe the measurable attributes of multiple objects.<br>• Describe multiple measurable objects of a single object.<br>• Directly compare and describe two objects with measurable attribute in common using more of and less of.<br>• Sort objects into categories based on their properties.<br>• Correctly name shapes regardless of their orientations or overall size.<br>• Identify shapes as two dimensional (lying in a plain “flat”) or three dimensional (“solid”).<br>• Compare two- and three-dimensional shapes, in different sizes, and orientations.<br>• Decompose numbers less than or equal to ten into pairs of |

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| | | | facts to 5. (3 weeks) | numbers in more than one way and record with a drawing or<br>• Find a missing part of 10 using objects.<br>• Use drawings or equations to find ways to make 10.<br>• Compose and decompose numbers from 11-19 into a group of ten ones and another groups of ones.<br>• Use the term ones to describe the number of objects in each group<br>• Record each composition or decomposition using objects, drawings, or an equation.<br>• Add numbers up to 5 without support. |
| **Unit 4**<br>Place Value & Geometric Shapes | 10 Weeks<br><br>April – June<br><br>Trimester 3 | K.CC.A.1<br>K.OA.A.5<br>K.G.B.4<br>K.G.B.5<br>K.G.B.6<br>K.NBT.A.1 | ***Students will understand…***<br><br>• How to count to 100 by ones and tens (10 weeks)<br>• How to use mental math strategies to solve addition and subtraction facts to 5. (4 weeks)<br>• How to use informal language to describe similarities, differences, parts, number of sides and corners when comparing two- and three-dimensional shapes (4 weeks)<br>• Basic shapes exist in real | ***Students will be able to…***<br><br>• Count to 100 by ones and by tens.<br>• Add and subtract numbers up to 5 without support.<br>• Compare two- and three-dimensional shapes in different sizes and in different orientations and identify similarities and differences.<br>• Model shapes in the world by building and drawing shapes.<br>• Compose simple shapes to form larger shapes |

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| | | | world objects (4 weeks)<br>• Shapes can be combined to make larger shapes (3 weeks)<br>• Numbers form 11-19 can be represented as one group of ten ones and another group containing fewer than ten ones. (3 weeks) | • Compose and decompose numbers from 11-19 into a group of ten and ones with or without manipulatives. |

## South Harrison School District

## Kindergarten – Mathematics

| **Unit 1:** Connecting Counting and Cardinality | **Recommended Duration:** 10 Weeks<br>September –November<br>Trimester 1 |
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**Unit Description:**

Students use numbers from 0-10, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; and modeling simple joining and separating situations with sets of objects. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.)

Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons.

| **Essential Questions** | **Enduring Understandings** |
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| • What is a number?<br>• How do we use numbers?<br>• What happens when we put 2 groups together?<br>• What happens when we take some from a group?<br>• What are shapes?<br>• How can we describe shapes? | • Know number names and the count sequence to 10<br>• Count to tell the number of objects<br>• Understand addition as putting together and adding to and understand subtraction as taking apart and taking from<br>• Identify shapes and describe shapes |

| **Relevant Standards** | **Learning Goals** | **Learning Objectives** |
|---|---|---|
| **Content Standards:**<br>K.CC.A.1<br>K.CC.A.3 | ***Students will understand…***<br>• That numbers are in a sequence | ***Students will be able to…***<br>• Count in sequence up to 10. |

| Relevant Standards | Learning Goals | Learning Objectives |
|---|---|---|
| K.CC.B.4<br>K.CC.B.5<br>K.OA.A.1<br>K.MD.B.3<br>K.G.A.1 | • The relationship between numbers and quantities.<br>• How to identify "how many" objects are in a group.<br>• That addition is putting groups together and subtraction is taking apart or taking away up to 10.<br>• That objects can be classified into categories and counted.<br>• Understand that objects in the environment can be named by using the names of shapes and described by the relative positions of these objects using terms such as above, below, in front of, and next to. | • Represent the number of objects by the correct numeral up to 10<br>• Pair each object with one number name hen counting.<br>• Count to tell the number of objects.<br>• Count objects arranged in any order.<br>• Identify the last number named as the number of objects counted.<br>• Tell the number of objects arranged in a line, rectangular array, circle, or scattered configuration.<br>• Count to tell how many objects are in a group.<br>• Given a number 1-10, count out that many.<br>• Create addition and subtraction events with objects (or make drawings) to represent a sum or a difference up to 10.<br>• Sort objects into categories based on their properties.<br>• Describe objects in the environment by naming their shape<br>• Use terms such as above, below, beside, in front of, behind, and next to in order to describe positions of objects. |

| Formative Assessments | Summative Assessments | Performance Assessments | Major Activities/ Assignments (required) |
|---|---|---|---|
| • One to one conferencing and anecdotal notes<br>• Rubrics<br>• Pre/Post RTI benchmark assessments<br>• Differentiated Facts Centers<br>• Mental Math and Reflexes | • Rubrics<br>• Oral and Slate Assessments<br>• Common Summative Assessment | • **NJSLS K.CC.A.1**<br>MC: Count to 10 Assessment – *Scoring*- Count to 10 Assessment Rubric<br>MC: Grab and Count Assessment - *Scoring*- Grab and Count Assessment Rubric | • **NJSLS K.CC.A.1**<br>MC: Count to 10 Assessment – *Scoring*- Count to 10 Assessment Rubric<br>MC: Grab and Count Assessment - *Scoring*- Grab and Count Assessment Rubric |

| Formative Assessments | Summative Assessments | Performance Assessments | Major Activities/ Assignments (required) |
|---|---|---|---|
| • Math Message<br>• Teaching the Lesson (Vocabulary Infused)<br>• Ongoing Learning and Practice<br>• Math Boxes<br>• Math Message<br>• Self-Assessment<br>• Building Background for next unit<br>• Class Directions/ Discussion/ Questions<br>• Reflection - Essential Questions revisited (Exit slip, Journal, Orally, etc.) | | CF: Counting Circles<br>CF: Choral counting<br>• **NJSLS K.CC.A.3**<br>MC: Represent the number of objects by the correct numeral up to 5 Assessment - *Scoring*- Number Matching Assessment Rubric<br>(CF) Number Tic Tac Toe<br>• **NJSLS K.CC.B.4**<br>MC: Assign an ascending number name for each object in a group is always one Assessment *Scoring*- Count object in a set Rubric<br>Know the next number name in a counting is always one greater than the previous number Assessment - *Scoring*- Scattered Objects Rubric<br>CF: Counting Mat<br>• **NJSLS K.CC.B.5**<br>MC: Answer "how many?" questions about groups of objects up to 10 when arranged in a line or up to 5 in a scattered configuration Assessment – *Scoring*- Line of objects Rubric<br>MC: Answer "how many?" questions about groups of objects up to 10 when arranged in a line or up to 5 in a scattered configuration. - *Scoring*- Line of objects Rubric | CF: Counting Circles<br>CF: Choral counting<br>• **NJSLS K.CC.A.3**<br>MC: Represent the number of objects by the correct numeral up to 5 Assessment - *Scoring*- Number Matching Assessment Rubric<br>(CF) Number Tic Tac Toe<br>• **NJSLS K.CC.B.4**<br>MC: Assign an ascending number name for each object in a group is always one Assessment *Scoring*- Count object in a set Rubric<br>Know the next number name in a counting is always one greater than the previous number Assessment - *Scoring*- Scattered Objects Rubric<br>CF: Counting Mat<br>• **NJSLS K.CC.B.5**<br>MC: Answer "how many?" questions about groups of objects up to 10 when arranged in a line or up to 5 in a scattered configuration Assessment – *Scoring*- Line of objects Rubric<br>MC: Answer "how many?" questions about groups of objects up to 10 when arranged in a line or up to 5 in a scattered configuration. - *Scoring*- Line of objects Rubric |

| Formative Assessments | Summative Assessments | Performance Assessments | Major Activities/ Assignments (required) |
|---|---|---|---|
| | | CF: Finding Equal Groups<br>• **NJSLS K.OA.1**<br>MC: Create addition and subtraction events with objects (or make drawings) to represent a sum (putting together) or a difference (taking from) up to 10<br>Assessment - *Scoring*- Sharing And Eating Apples Rubric<br>CF: Ten Frame Addition<br>• **NJSLS K.MD.B.3**<br>CF: Sort and Count 1 | CF: Finding Equal Groups<br>• **NJSLS K.OA.1**<br>MC: Create addition and subtraction events with objects (or make drawings) to represent a sum (putting together) or a difference (taking from) up to 10<br>Assessment - *Scoring*- Sharing And Eating Apples Rubric<br>CF: Ten Frame Addition<br>• **NJSLS K.MD.B.3**<br>CF: Sort and Count 1 |

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?*

| Special Education Students | English Language Learners (ELLs) | At-Risk Learners | Advanced Learners |
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| • Modify assignments as needed (e.g., vary length, limit items)<br>• Shorten assignments<br>• Increase the amount of item allowed to complete assignments and tests<br>• Limit amount of work required or length of tests<br>• Hands-on-projects<br>• Give in small groups<br>***Individualized per each student per IEP*** | • Word/Picture Wall<br>• L1 support<br>• Word/Picture Wall<br>• Number Line<br>• Hundreds Chart<br>• Ten-Frame<br>• Manipulatives (etc. Counters, Connecting Cubes, Base-Ten Blocks, Place Value T-Chart<br>• Native language support<br>• Fact Family Triangles<br>• Choice questions<br>• Teacher Modeling<br>• Illustrations/diagrams/drawings | • Manipulatives (etc. Counters, Connecting Cubes, Base-Ten Blocks, Place Value T-Chart, clock,)<br>• Teacher Modeling<br>• Small group instruction<br>• Extended time<br>• Illustrations/diagrams/drawings | • Provide independent learning opportunities through learning contracts<br>• Offer accelerated instruction<br>• Computer-Assisted Instruction<br>• Pairing direct instruction w/coaching to promote self-directed learning |

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| | • Small group | | |

| **Instructional Strategies (refer to *Robert Marzano's* 41 Elements)** |
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| • Manipulatives, KWL, academic games,<br>• Mathematic Workstations<br>• Read Aloud<br>• Model think aloud comprehension strategies<br>• Modeling<br>• Choice Menus<br>• Math logs/journals |

**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?*

| **Special Education Students** | **English Language Learners (ELLs)** | **At-Risk Learners** | **Advanced Learners** |
|---|---|---|---|
| • Read class materials orally<br>• Provide small group instruction<br>• Provide study outlines/guides<br>• Prior notice of tests<br>• Test study guide<br>• Give tests in small groups<br>**Individualized per each student per IEP** | • Word/Picture Wall<br>• L1 support<br>• Word/Picture Wall<br>• Number Line<br>• Hundreds Chart<br>• Ten-Frame<br>• Manipulatives (etc. Counters, Connecting Cubes, Base-Ten Blocks, Place Value T-Chart)<br>• Native language support<br>• Fact Family Triangles<br>• Choice questions<br>• Teacher Modeling<br>• Illustrations/diagrams/drawings<br>• Small group | • Manipulatives (etc. Counters, Connecting Cubes, Base-Ten Blocks, Place Value T-Chart, clock,)<br>• Teacher Modeling<br>• Small group instruction<br>• Extended time<br>• Illustrations/diagrams/drawings | • Provide independent learning opportunities through learning contracts<br>• Offer accelerated instruction<br>• Computer-Assisted Instruction<br>• Pairing direct instruction w/coaching to promote self-directed learning |

| **Unit Vocabulary** |
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| **Essential:**<br>Count by ones, set, next, how many?, groups, add, category, sort, above, below, beside, in front of, behind, next to |

| **Interdisciplinary Connections (Applicable Standards)** | **Integration of Technology** | **21st Century Themes** | **21st Century Skills** |
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| | • Students may use computers for reinforcement of skills during centers<br>• Interactive whiteboards may be used to display problems and/or interactive manipulatives | **Leadership and Responsibility**- Acting responsibly with the interests of the larger community in mind.<br>• Students will participate in class activities and discussions appropriately<br>**Collaboratio**n- Demonstrating the ability to or kith diverse teams<br>• Students will learn to work with a partner on various math activities<br>**Critical Thinking and Problem Solving**- Exercising sound reasoning in understanding<br>• Students will develop problem solving skills and practice verbalizing their reasoning behind it | **Leadership and Responsibility**- Acting responsibly with the interests of the larger community in mind.<br>• Students will participate in class activities and discussions appropriately<br>**Collaboratio**n- Demonstrating the ability to or kith diverse teams<br>• Students will learn to work with a partner on various math activities<br>**Critical Thinking and Problem Solving**- Exercising sound reasoning in understanding<br>• Students will develop problem solving skills and practice verbalizing their reasoning behind it |

**Resources**

**Texts/Materials: *Textbook:***

- My Math – McGraw Hill https://www.mheonline.com/mhmymath/

**Materials:** hundreds chart, counters, work mats, anchor charts

Suggested Literature:

- *The M&M's Counting Book* by Barbara Barbieri McGrath
- *The Cheerios Counting Book* by Barbara Barbieri McGrath
- *Look Whooo's Counting* by Suse MacDonald
- *Five Little Monkeys Go Shopping* by Eileen Christelow
- *Rooster's Off to See the World* by Eric Carle
- *Springtime Addition* by Jill Fuller
- *Ten Red Apples* by Pat Hutchins
- *Toy Box Subtraction* by Jill Fuller
- *Pet Store Subtraction* by Simone T. Ribke

Links:

- http://pearsonsuccessnet.com
- http://www.brainpopjr.com
- http://www.primarygames.com
- http://www.abcmouse.com
- http://www.starfall.com
- http://www.destiny.com
- http://www.gamequarium.com
- http://www.rubistar.4teachers.orghttp://kinderwebgames.com/
- http://kinderwebgames.com
- http://www.njcore.org

**Major Assignments (required):**

- Common Summative Assessment
- **NJSLS K.CC.A.1**

  MC: Count to 10 Assessment –

| Resources |
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| *Scoring*- Count to 10 Assessment Rubric<br>MC: Grab and Count Assessment - *Scoring*- Grab and Count Assessment Rubric<br>CF: Counting Circles<br>CF: Choral counting<br>• **NJSLS K.CC.A.3**<br>MC: Represent the number of objects by the correct numeral up to 5 Assessment - *Scoring*- Number Matching Assessment Rubric<br>(CF) Number Tic Tac Toe<br>• **NJSLS K.CC.B.4**<br>MC: Assign an ascending number name for each object in a group is always one Assessment *Scoring*- Count object in a set Rubric<br>Know the next number name in a counting is always one greater than the previous number Assessment - *Scoring*- Scattered Objects Rubric<br>CF: Counting Mat<br>• **NJSLS K.CC.B.5**<br>MC: Answer "how many?" questions about groups of objects up to 10 when arranged in a line or up to 5 in a scattered configuration Assessment – *Scoring*- Line of objects Rubric<br>MC: Answer "how many?" questions about groups of |

| Resources |
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| objects up to 10 when arranged in a line or up to 5 in a scattered configuration. - *Scoring*- Line of objects Rubric<br>CF: Finding Equal Groups<br>• **NJSLS K.OA.1**<br>MC: Create addition and subtraction events with objects (or make drawings) to represent a sum (putting together) or a difference (taking from) up to 10<br>Assessment - *Scoring*- Sharing And Eating Apples Rubric<br>CF: Ten Frame Addition<br>• **NJSLS K.MD.B.3**<br>CF: Sort and Count 1 |

| **Unit 2:** Counting, Addition, and Subtraction | **Recommended Duration:** 10 Weeks<br>November –February<br>Trimester 1 & 2 |
|---|---|

**Unit Description:**

Students use numbers to 50, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of object. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

| **Essential Questions** | **Enduring Understandings** |
|---|---|
| • When comparing two sets of objects, how do you use one to one correspondence?<br>• What happens when joining two sets of objects?<br>• What happens when you take objects away from a group? | • Know number names and the count sequence to 50<br>• Count to tell the number of objects<br>• Understand addition as putting together and adding to and understand subtraction as taking apart and taking from<br>• Compare Numbers |

| **Relevant Standards** | **Learning Goals** | **Learning Objectives** |
|---|---|---|
| **Content Standards:**<br>K.CC.A.1<br>K.CC.A.2<br>K.CC.A.3<br>K.OA.A.1<br>K.OA.A.2<br>K.CC.B.5<br>K.CC.C.6<br>K.CC.C.7<br>K.OA.A.5 | ***Students will understand…***<br>• How to count to 50 by ones and tens<br>• How to count on from a number other than 1 to 50.<br>• How to represent a number of objects with a written numeral 0-20<br>• That addition is putting groups together and subtraction is taking apart or taking away up to 10.<br>• How to use objects or drawings to solve addition and subtraction word problems. | ***Students will be able to…***<br>• count to 50 by ones and tens<br>• To count forward to 50 beginning from any given number.<br>• Represent the number of objects by the correct numeral up to 20 (using zero to represent no objects).<br>• Write numbers 0-20.<br>• Create addition and subtraction events with objects (or make drawings) to represent a sum (putting together) or a difference (taking from) |

| Relevant Standards | Learning Goals | Learning Objectives |
|---|---|---|
| | • How to identify "how many" objects are in a group.<br>• That the number of objects in two groups can be compared.<br>• How to use mental math strategies to solve addition facts to 5. | up to 10.<br>• Represent and solve addition and subtraction word problems (within ten) using objects or drawings.<br>• Tell the number of objects arranged in a line, rectangular array, circle, or scattered configuration.<br>• Count to tell how many objects are in a group.<br>• Given a number 1-20, count out that many.<br><br>• Compare the number of objects (up to 10) in two groups.<br>• Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (up to 10 objects)<br>• Compare two numbers (up to 10) written as numerals.<br>• Fluently add within 5. |

| Formative Assessments | Summative Assessments | Performance Assessments | Major Activities/ Assignments (required) |
|---|---|---|---|
| • One to one conferencing and anecdotal notes<br>• Rubrics<br>• Pre/Post RTI benchmark assessments<br>• Differentiated Facts Centers<br>• Mental Math and Reflexes<br>• Math Message<br>• Teaching the Lesson (Vocabulary Infused)<br>• Ongoing Learning and Practice | • Rubrics<br>• Oral and Slate Assessments<br>• Common Summative Assessment | • **NJ SLS K.CC.A.1**<br>MC: Count to 10 Assessment – *Scoring*- Count to 10 Assessment Rubric<br>MC: Grab and Count Assessment - *Scoring*- Grab and Count Assessment Rubric<br>CF: Counting Circles<br>CF: Choral counting<br>• **NJ SLS K.CC.A. 2**<br>CF: Start-Stop Counting<br>• **NJ SLS K.CC.A. 3** | • **NJ SLS K.CC.A.1**<br>MC: Count to 10 Assessment – *Scoring*- Count to 10 Assessment Rubric<br>MC: Grab and Count Assessment - *Scoring*- Grab and Count Assessment Rubric<br>CF: Counting Circles<br>CF: Choral counting<br>• **NJ SLS K.CC.A. 2**<br>CF: Start-Stop Counting<br>• **NJ SLS K.CC.A. 3** |

| Formative Assessments | Summative Assessments | Performance Assessments | Major Activities/ Assignments (required) |
|---|---|---|---|
| • Math Boxes<br>• Math Message<br>• Self-Assessment<br>• Building Background for next unit<br>• Class Directions/ Discussion/ Questions<br>• Reflection - Essential Questions revisited (Exit slip, Journal, Orally, etc.) | | MC: Represent the number of objects by the correct numeral up to 5 Assessment - *Scoring*- Number Matching Assessment Rubric<br>(CF) Number Tic Tac Toe<br>• **NJ SLS K.OA. 2**<br>MC: Use objects or drawings to represent and solve addition and subtraction word problems (within 10).<br>MC: Task 5: Hop into Addition<br>• **NJ SLS K.CC.B.5**<br>CF: Finding Equal Groups<br>• **NJ SLS K.CC.C.6**<br>CF: Which Number is Greater? Which Number is Less? How do You Know?<br>• **NJ SLS K.CC.C.7**<br>Mc: Hold Up Assessment – *Scoring*- Hold Up Assessment Rubric<br>CF: Guess the Marbles in the Bag<br>• **NJ SLS K.OA.A. 5**<br>MC: Fluently add within 5<br>CF: Many Ways to do Addition 1 | MC: Represent the number of objects by the correct numeral up to 5 Assessment - *Scoring*- Number Matching Assessment Rubric<br>(CF) Number Tic Tac Toe<br>• **NJ SLS K.OA. 2**<br>MC: Use objects or drawings to represent and solve addition and subtraction word problems (within 10).<br>MC: Task 5: Hop into Addition<br>• **NJ SLS K.CC.B.5**<br>CF: Finding Equal Groups<br>• **NJ SLS K.CC.C.6**<br>CF: Which Number is Greater? Which Number is Less? How do You Know?<br>• **NJ SLS K.CC.C.7**<br>Mc: Hold Up Assessment – *Scoring*- Hold Up Assessment Rubric<br>CF: Guess the Marbles in the Bag<br>• **NJ SLS K.OA.A. 5**<br>MC: Fluently add within 5<br>CF: Many Ways to do Addition 1 |

| **Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?* | | | |
|---|---|---|---|
| **Special Education Students** | **English Language Learners (ELLs)** | **At-Risk Learners** | **Advanced Learners** |
| • Modify assignments as needed (e.g., vary length, limit items) | • Word/Picture Wall<br>• L1 support<br>• Word/Picture Wall | • Manipulatives (etc. Counters, Connecting Cubes, Base-Ten Blocks, Place Value T-Chart, clock,) | • Provide independent learning opportunities through learning contracts |

| **Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?* | | | |
|---|---|---|---|
| **Special Education Students** | **English Language Learners (ELLs)** | **At-Risk Learners** | **Advanced Learners** |
| • Shorten assignments<br>• Increase the amount of item allowed to complete assignments and tests<br>• Limit amount of work required or length of tests<br>• Hands-on-projects<br>• Give in small groups<br>**Individualized per each student per IEP** | • Number Line<br>• Hundreds Chart<br>• Ten-Frame<br>• Manipulatives (etc. Counters, Connecting Cubes, Base-Ten Blocks, Place Value T-Chart<br>• Native language support<br>• Fact Family Triangles<br>• Choice questions<br>• Teacher Modeling<br>• Illustrations/diagrams/drawings<br>• Small group | • Teacher Modeling<br>• Small group instruction<br>• Extended time<br>• Illustrations/diagrams/drawings | • Offer accelerated instruction<br>• Computer-Assisted Instruction<br>• Pairing direct instruction w/coaching to promote self-directed learning |

**Instructional Strategies (refer to *Robert Marzano's* 41 Elements)**

- Cooperative learning
- Manipulatives, KWL, academic games,
- Mathematic Workstations
- Read Aloud
- Model think aloud comprehension strategies
- Modeling
- Choice Menus
- Math logs/journals

| **Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?* | | | |
|---|---|---|---|
| **Special Education Students** | **English Language Learners (ELLs)** | **At-Risk Learners** | **Advanced Learners** |
| • Read class materials orally<br>• Provide small group instruction<br>• Provide study outlines/guides<br>• Prior notice of tests<br>• Test study guide<br>• Give tests in small groups<br>**Individualized per each student per IEP** | • Word/Picture Wall<br>• L1 support<br>• Word/Picture Wall<br>• Number Line<br>• Hundreds Chart<br>• Ten-Frame<br>• Manipulatives (etc. Counters, Connecting Cubes, Base-Ten Blocks, Place Value T-Chart)<br>• Native language support<br>• Fact Family Triangles<br>• Choice questions<br>• Teacher Modeling<br>• Illustrations/diagrams/drawings<br>• Small group | • Manipulatives (etc. Counters, Connecting Cubes, Base-Ten Blocks, Place Value T-Chart, clock,)<br>• Teacher Modeling<br>• Small group instruction<br>• Extended time<br>• Illustrations/diagrams/drawings | • Provide independent learning opportunities through learning contracts<br>• Offer accelerated instruction<br>• Computer-Assisted Instruction<br>• Pairing direct instruction w/coaching to promote self-directed learning |

| **Unit Vocabulary** |
|---|
| **Essential:**<br>Count on, numeral, put together, add to, take apart, take from, add, subtract, compare, greater than, less than, equal to |

| Interdisciplinary Connections (Applicable Standards) | Integration of Technology | 21st Century Themes | 21st Century Skills |
|---|---|---|---|
| | • Students may use computers for reinforcement of skills during centers<br>• Interactive whiteboards may be used to display problems and/or interactive manipulatives | **Leadership and Responsibility**- Acting responsibly with the interests of the larger community in mind.<br>• Students will participate in class activities and discussions appropriately<br>**Collaboratio**n- Demonstrating the ability to or kith diverse teams<br>• Students will learn to work with a partner on various math activities<br>**Critical Thinking and Problem Solving**- Exercising sound reasoning in understanding<br>• Students will develop problem solving skills and practice verbalizing their reasoning behind it | **Leadership and Responsibility**- Acting responsibly with the interests of the larger community in mind.<br>• Students will participate in class activities and discussions appropriately<br>**Collaboratio**n- Demonstrating the ability to or kith diverse teams<br>• Students will learn to work with a partner on various math activities<br>**Critical Thinking and Problem Solving**- Exercising sound reasoning in understanding<br>• Students will develop problem solving skills and practice verbalizing their reasoning behind it |

| Resources |
|---|
| **Texts/Materials:**<br>• McGraw Hill MyMath<br>Suggested Literature:<br>• *The M&M's Counting Book* by Barbara Barbieri McGrath<br>• *The Cheerios Counting Book* by Barbara Barbieri McGrath<br>• *Look Whooo's Counting* by Suse MacDonald |

**Resources**

- *Five Little Monkeys Go Shopping* by Eileen Christelow
- *Rooster's Off to See the World* by Eric Carle
- *Springtime Addition* by Jill Fuller
- *Ten Red Apples* by Pat Hutchins
- *Toy Box Subtraction* by Jill Fuller
- *Pet Store Subtraction* by Simone T. Ribke

Links:

- http://pearsonsuccessnet.com
- http://www.brainpopjr.com
- http://www.primarygames.com
- http://www.abcmouse.com
- http://www.starfall.com
- http://www.destiny.com
- http://www.gamequarium.com
- http://www.rubistar.4teachers.orghttp://kinderwebgames.com/
- http://kinderwebgames.com
- http://www.njcore.org

**Materials**: hundred chart, workmats, counters, anchor charts

**Major Assignments (required):**

- **NJ SLS K.CC.A.1**
  MC: Count to 10 Assessment –
  *Scoring*- Count to 10
  Assessment Rubric
  MC: Grab and Count
  Assessment - *Scoring*- Grab and
  Count Assessment Rubric
  CF: Counting Circles
  CF: Choral counting
- **NJ SLS K.CC.A. 2**
  CF: Start-Stop Counting

| Resources |
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| • **NJ SLS K.CC.A. 3**<br>MC: Represent the number of objects by the correct numeral up to 5 Assessment - *Scoring*- Number Matching Assessment Rubric<br>(CF) Number Tic Tac Toe<br>• **NJ SLS K.OA. 2**<br>MC: Use objects or drawings to represent and solve addition and subtraction word problems (within 10).<br>MC: Task 5: Hop into Addition<br>• **NJ SLS K.CC.B.5**<br>CF: Finding Equal Groups<br>• **NJ SLS K.CC.C.6**<br>CF: Which Number is Greater? Which Number is Less? How do You Know?<br>• **NJ SLS K.CC.C.7**<br>Mc: Hold Up Assessment – *Scoring*- Hold Up Assessment Rubric<br>CF: Guess the Marbles in the Bag<br>• **NJ SLS K.OA.A. 5**<br>MC: Fluently add within 5<br>CF: Many Ways to do Addition 1 |

| **Unit 3:** Place Value and Measurement | **Recommended Duration:** 10 Weeks<br>February – April<br>Trimester 2 & 3 |
|---|---|

**Unit Description:**

Students use numbers 0-70, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; work with numbers 11-19 to gain foundations for place value; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as 5 + 2 = 7 and 7 – 2 = 5. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away. Students describe and compare measurable attributes.

Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment.

| **Essential Questions** | **Enduring Understandings** |
|---|---|
| • What happens when joining two sets of objects?<br>• What happens when you take objects away from a group?<br>• How can you describe shapes?<br>• How do you compare the length and weight of objects?<br>• What makes two shapes the same and what makes *them different*? | • Know number names and count sequence to 70<br>• Describe and compare measurable attributes<br>• Classify and count the number of objects in categories<br>• Identify and describe shapes<br>• Understand addition as putting together and adding to and understand subtraction as taking apart or taking from<br>• Work with numbers 11-19 to gain foundations for place value |

| Relevant Standards | Learning Goals | Learning Objectives |
|---|---|---|
| **Content Standards:**<br>K.CC.A.1<br>K.MD.A.1<br>K.MD.A.2<br>K.MD.B.3<br>K.G.A.2<br>K.G.A.3<br>K.OA.A.3<br>K.OA.A.4<br>K.NBT. A.1<br>K.OA.A.5 | ***Students will understand…***<br>• How to describe measurable attributes of objects.<br>• How measurable attributes can be used to compare two objects, using more and less<br>• How to sort objects into groups and count the numbers of objects in each group.<br>• That shapes are named regardless of orientation or overall size.<br>• That shapes can be 2 or 3 dimensional.<br>• That numbers less than 10 can be composed and decomposed into pairs of numbers<br>• That numbers from 11-19 can be composed and decomposed into tens and ones.<br>• How to use mental math strategies to solve addition facts to 5. | ***Students will be able to…***<br>• Count to 70 by ones and by tens.<br>• Identify measurable attributes: length, width, and size.<br>• Describe the measurable attributes of multiple objects.<br>• Describe multiple measurable objects of a single object.<br>• Directly compare and describe two objects with measurable attribute in common using more of and less of.<br>• Sort objects into categories based on their properties.<br>• Correctly name shapes regardless of their orientations or overall size.<br>• Identify shapes as two dimensional (lying in a plain “flat”) or three dimensional (“solid”).<br>• Compare two- and three- dimensional shapes, in different sizes, and orientations.<br>• Decompose numbers less than or equal to ten into pairs of numbers in more than one way and record with a drawing or<br>• Find a missing part of 10 using objects.<br>• Use drawings or equations to find ways to make 10.<br>• Compose and decompose numbers from 11-19 into a group of ten ones and another groups of ones.<br>• Use the term ones to describe the number of objects in each group<br>• Record each composition or decomposition using objects, drawings, or an equation.<br>• Add numbers up to 5 without support. |

| Formative Assessments | Summative Assessments | Performance Assessments | Major Activities/ Assignments (required) |
|---|---|---|---|
| • One to one conferencing and anecdotal notes<br>• Rubrics<br>• Pre/Post RTI benchmark assessments<br>• Differentiated Facts Centers<br>• Mental Math and Reflexes<br>• Math Message<br>• Teaching the Lesson (Vocabulary Infused)<br>• Ongoing Learning and Practice<br>• Math Boxes<br>• Math Message<br>• Self-Assessment<br>• Building Background for next unit<br>• Class Directions/ Discussion/ Questions<br>• Reflection - Essential Questions revisited (Exit slip, Journal, Orally, etc.) | • Rubrics<br>• Oral and Slate Assessments<br>• Common Summative Assessment | • **NJ SLS K.CC.A.1**<br>MC: Counting Around<br>Assessment - *Scoring*-<br>Counting Around<br>Assessment Rubric<br>CF: Assessment Counting Sequences Part 1<br>• **NJ SLS K.OA.A.3**<br>MC: Making Numbers<br>Assessment - *Scoring*-<br>Making Numbers<br>Assessment Rubric<br>CF: Shake and Spill<br>CF: Pick Two<br>• **NJ SLS K.OA.A.4**<br>MC: Making Ten<br>Assessment - *Scoring*-<br>Making Ten Assessment<br>Rubric<br>• **NJ SLS K.OA.A.5**<br>CF: My Book of Five<br>• **NJ SLS K.NBT. A.1**<br>CF: What Makes a Teen Number?<br>• **NJ SLS K.MD.A.1**<br>Which is Heavier or Longer<br>Assessment - *Scoring*-<br>Which is Heavier or Longer<br>Assessment Rubric<br>Which is Heavier?<br>• **NJ SLS K.MD.A.2**<br>Which is Heavier or Longer<br>Assessment - *Scoring*- Which | • **NJ SLS K.CC.A.1**<br>MC: Counting Around<br>Assessment - *Scoring*-<br>Counting Around<br>Assessment Rubric<br>CF: Assessment Counting Sequences Part 1<br>• **NJ SLS K.OA.A.3**<br>MC: Making Numbers<br>Assessment - *Scoring*-<br>Making Numbers<br>Assessment Rubric<br>CF: Shake and Spill<br>CF: Pick Two<br>• **NJ SLS K.OA.A.4**<br>MC: Making Ten<br>Assessment - *Scoring*-<br>Making Ten Assessment<br>Rubric<br>• **NJ SLS K.OA.A.5**<br>CF: My Book of Five<br>• **NJ SLS K.NBT. A.1**<br>CF: What Makes a Teen Number?<br>• **NJ SLS K.MD.A.1**<br>Which is Heavier or Longer<br>Assessment - *Scoring*-<br>Which is Heavier or Longer<br>Assessment Rubric<br>Which is Heavier?<br>• **NJ SLS K.MD.A.2**<br>Which is Heavier or Longer<br>Assessment - *Scoring*- Which |

| Formative Assessments | Summative Assessments | Performance Assessments | Major Activities/ Assignments (required) |
|---|---|---|---|
| | | is Heavier or Longer<br>Assessment Rubric<br>CF: Which Is Longer?<br>• **NJ SLS K.MD.B.**3<br>MC: Classify and sort objects into given categories and count the objects in each category (up to 10 objects).<br>CF: Sort & Count | is Heavier or Longer<br>Assessment Rubric<br>CF: Which Is Longer?<br>• **NJ SLS K.MD.B.**3<br>MC: Classify and sort objects into given categories and count the objects in each category (up to 10 objects).<br>CF: Sort & Count |

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?*

| Special Education Students | English Language Learners (ELLs) | At-Risk Learners | Advanced Learners |
|---|---|---|---|
| • Modify assignments as needed (e.g., vary length, limit items)<br>• Shorten assignments<br>• Increase the amount of item allowed to complete assignments and tests<br>• Limit amount of work required or length of tests<br>• Hands-on-projects<br>• Give in small groups<br>**Individualized per each student per IEP** | • Word/Picture Wall<br>• L1 support<br>• Word/Picture Wall<br>• Number Line<br>• Hundreds Chart<br>• Ten-Frame<br>• Manipulatives (etc. Counters, Connecting Cubes, Base-Ten Blocks, Place Value T-Chart<br>• Native language support<br>• Fact Family Triangles<br>• Choice questions<br>• Teacher Modeling<br>• Illustrations/diagrams/drawings<br>• Small group | • Manipulatives (etc. Counters, Connecting Cubes, Base-Ten Blocks, Place Value T-Chart, clock,)<br>• Teacher Modeling<br>• Small group instruction<br>• Extended time<br>• Illustrations/diagrams/drawings | • Provide independent learning opportunities through learning contracts<br>• Offer accelerated instruction<br>• Computer-Assisted Instruction<br>• Pairing direct instruction w/coaching to promote self-directed learning |

| **Instructional Strategies (refer to *Robert Marzano's* 41 Elements)** |
|---|
| • Cooperative Learning<br>• Manipulatives, KWL, academic games,<br>• Mathematic Workstations<br>• Read Aloud<br>• Model think aloud comprehension strategies<br>• Modeling<br>• Choice Menus<br>• Math logs/journals |

| **Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?* | | | |
|---|---|---|---|
| **Special Education Students** | **English Language Learners (ELLs)** | **At-Risk Learners** | **Advanced Learners** |
| • Read class materials orally<br>• Provide small group instruction<br>• Provide study outlines/guides<br>• Prior notice of tests<br>• Test study guide<br>• Give tests in small groups<br>**Individualized per each student per IEP** | • Word/Picture Wall<br>• L1 support<br>• Word/Picture Wall<br>• Number Line<br>• Hundreds Chart<br>• Ten-Frame<br>• Manipulatives (etc. Counters, Connecting Cubes, Base-Ten Blocks, Place Value T-Chart)<br>• Native language support<br>• Fact Family Triangles<br>• Choice questions<br>• Teacher Modeling<br>• Illustrations/diagrams/drawings<br>• Small group | • Manipulatives (etc. Counters, Connecting Cubes, Base-Ten Blocks, Place Value T-Chart, clock,)<br>• Teacher Modeling<br>• Small group instruction<br>• Extended time<br>• Illustrations/diagrams/drawings | • Provide independent learning opportunities through learning contracts<br>• Offer accelerated instruction<br>• Computer-Assisted Instruction<br>• Pairing direct instruction w/coaching to promote self-directed learning |

| **Unit Vocabulary** |
|---|
| **Essential:**<br>Measure, attribute, length, weight, more of, less of, sort,shapes, circle, square, rectangle, triangle, tens, ones |

| **Interdisciplinary Connections (Applicable Standards)** | **Integration of Technology** | **21st Century Themes** | **21st Century Skills** |
|---|---|---|---|
| Social Studies: | • Students may use computers for reinforcement of skills during centers<br>• Interactive whiteboards may be used to display problems and/or interactive manipulatives | **Leadership and Responsibility**- Acting responsibly with the interests of the larger community in mind.<br>• Students will participate in class activities and discussions appropriately<br>**Collaboratio**n- Demonstrating the ability to or kith diverse teams<br>• Students will learn to work with a partner on various math activities<br>**Critical Thinking and Problem Solving**- Exercising sound reasoning in understanding<br>• Students will develop problem solving skills and practice verbalizing their reasoning behind it | **Leadership and Responsibility**- Acting responsibly with the interests of the larger community in mind.<br>• Students will participate in class activities and discussions appropriately<br>**Collaboratio**n- Demonstrating the ability to or kith diverse teams<br>• Students will learn to work with a partner on various math activities<br>**Critical Thinking and Problem Solving**- Exercising sound reasoning in understanding<br>• Students will develop problem solving skills and practice verbalizing their reasoning behind it |

**Resources**

**Texts/Materials:**

- McGraw Hill MyMath

Suggested Literature:

- *The M&M's Counting Book* by Barbara Barbieri McGrath
- *The Cheerios Counting Book* by Barbara Barbieri McGrath
- *Look Whooo's Counting* by Suse MacDonald
- *Five Little Monkeys Go Shopping* by Eileen Christelow
- *Rooster's Off to See the World* by Eric Carle
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- *Toy Box Subtraction* by Jill Fuller
- *Pet Store Subtraction* by Simone T. Ribke

Links:

- http://pearsonsuccessnet.com
- http://www.brainpopjr.com
- http://www.primarygames.com
- http://www.abcmouse.com
- http://www.starfall.com
- http://www.destiny.com
- http://www.gamequarium.com
- http://www.rubistar.4teachers.orghttp://kinderwebgames.com/
- http://kinderwebgames.com
- http://www.njcore.org

**Materials**: rulers, ten frames, counters, anchor charts, workmats, attribute blocks

**Major Assignments (required):**

- Common Summative Assessment
- **NJ SLS K.CC.A.1**
  MC: Counting Around Assessment - *Scoring*- Counting Around Assessment Rubric
  CF: Assessment Counting Sequences Part 1
- **NJ SLS K.OA.A.3**
  MC: Making Numbers Assessment - *Scoring*- Making Numbers Assessment Rubric

| Resources |
| --- |
| CF: Shake and Spill<br>CF: Pick Two<br>• **NJ SLS K.OA.A.4**<br>MC: Making Ten Assessment - *Scoring*- Making Ten Assessment Rubric<br>• **NJ SLS K.OA.A.5**<br>CF: My Book of Five<br>• **NJ SLS K.NBT. A.1**<br>CF: What Makes a Teen Number?<br>• **NJ SLS K.MD.A.1**<br>Which is Heavier or Longer Assessment - *Scoring*- Which is Heavier or Longer Assessment Rubric<br>Which is Heavier?<br>• **NJ SLS K.MD.A.2**<br>Which is Heavier or Longer Assessment - *Scoring*- Which is Heavier or Longer Assessment Rubric<br>CF: Which Is Longer?<br>• **NJ SLS K.MD.B.**3<br>MC: Classify and sort objects into given categories and count the objects in each category (up to 10 objects).<br>CF: Sort & Count |

| **Unit 4:** Place Value and Geometric Shapes | **Recommended Duration:** 10 Weeks<br>April – June<br>Trimester 3 |
|---|---|

**Unit Description:**

Students use numbers 0-100, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; work with numbers 11-19 to gain foundations for place value; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as 5 + 2 = 7 and 7 – 2 = 5. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

| **Essential Questions** | **Enduring Understandings** |
|---|---|
| • How many tens and ones make each teen number?<br>• How can we make a bigger shape from smaller shapes? | • Know number names and the count sequence to 100<br>• Fluently add and subtract within 5<br>• Analyze, compare, create, and compose shapes<br>• Work with numbers 11-19 to gain foundations for place value |

| **Relevant Standards** | **Learning Goals** | **Learning Objectives** |
|---|---|---|
| **Content Standards:**<br>K.CC.A.1<br>K.OA.A.5<br>K.G.B.4<br>K.G.B.5<br>K.G.B.6<br>K.NBT.A.1 | ***Students will understand…***<br>• How to count to 100 by ones and tens<br>• How to use mental math strategies to solve addition and subtraction facts to 5.<br>• How to use informal language to | ***Students will be able to…***<br>• Count to 100 by ones and by tens.<br>• Add and subtract numbers up to 5 without support.<br>• Compare two- and three- dimensional shapes in different sizes and in different orientations and identify similarities and differences. |

| Relevant Standards | Learning Goals | Learning Objectives |
|---|---|---|
| | describe similarities, differences, parts, number of sides and corners when comparing two- and three-dimensional shapes<br>• Basic shapes exist in real world objects<br>• Shapes can be combined to make larger shapes<br>• Numbers from 11-19 can be represented as one group of ten ones and another group containing fewer than ten ones. | • Model shapes in the world by building and drawing shapes.<br>• Compose simple shapes to form larger shapes<br>• Compose and decompose numbers from 11-19 into a group of ten and ones with or without manipulatives. |

| Formative Assessments | Summative Assessments | Performance Assessments | Major Activities/ Assignments (required) |
|---|---|---|---|
| • One to one conferencing and anecdotal notes<br>• Rubrics<br>• Pre/Post RTI benchmark assessments<br>• Differentiated Facts Centers<br>• Mental Math and Reflexes<br>• Math Message<br>• Teaching the Lesson (Vocabulary Infused)<br>• Ongoing Learning and Practice<br>• Math Boxes<br>• Math Message<br>• Self-Assessment<br>• Building Background for next unit<br>• Class Directions/ Discussion/ Questions<br>• Reflection - Essential | • Rubrics<br>• Oral and Slate Assessments<br>• Common Summative Assessment | • **NJ SLS K.CC.A.1**<br>MC: Counting Around Assessment *scoring* Counting Around Assessment Rubric<br>CF: Counting by Tens<br>• **NJ SLS K.OA.A.5**<br>MS: Let's Hop Assessment - *Scoring*- Let's Hop Assessment Rubric<br>• **NJ SLS K.NBT.A.1**<br>CF: What Makes a Teen Number?<br>• **NJ SLS K.G.B.4**<br>MC: Comparing Shape Assessment - *Scoring*- Comparing Shape Assessment Rubric<br>CF: Alike or Different Game | • **NJ SLS K.CC.A.1**<br>MC: Counting Around Assessment *scoring* Counting Around Assessment Rubric<br>CF: Counting by Tens<br>• **NJ SLS K.OA.A.5**<br>MS: Let's Hop Assessment - *Scoring*- Let's Hop Assessment Rubric<br>• **NJ SLS K.NBT.A.1**<br>CF: What Makes a Teen Number?<br>• **NJ SLS K.G.B.4**<br>MC: Comparing Shape Assessment - *Scoring*- Comparing Shape Assessment Rubric<br>CF: Alike or Different Game |

| Formative Assessments | Summative Assessments | Performance Assessments | Major Activities/ Assignments (required) |
|---|---|---|---|
| Questions revisited (Exit slip, Journal, Orally, etc.) | | | |

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?*

| Special Education Students | English Language Learners (ELLs) | At-Risk Learners | Advanced Learners |
|---|---|---|---|
| • Modify assignments as needed (e.g., vary length, limit items)<br>• Shorten assignments<br>• Increase the amount of item allowed to complete assignments and tests<br>• Limit amount of work required or length of tests<br>• Hands-on-projects<br>• Give in small groups<br>**Individualized per each student per IEP** | • Word/Picture Wall<br>• L1 support<br>• Word/Picture Wall<br>• Number Line<br>• Hundreds Chart<br>• Ten-Frame<br>• Manipulatives (etc. Counters, Connecting Cubes, Base-Ten Blocks, Place Value T-Chart<br>• Native language support<br>• Fact Family Triangles<br>• Choice questions<br>• Teacher Modeling<br>• Illustrations/diagrams/drawings<br>• Small group | • Manipulatives (etc. Counters, Connecting Cubes, Base-Ten Blocks, Place Value T-Chart, clock,)<br>• Teacher Modeling<br>• Small group instruction<br>• Extended time<br>• Illustrations/diagrams/drawings | • Provide independent learning opportunities through learning contracts<br>• Offer accelerated instruction<br>• Computer-Assisted Instruction<br>• Pairing direct instruction w/coaching to promote self-directed learning |

**Instructional Strategies (refer to *Robert Marzano's* 41 Elements)**

- Cooperative learning
- Manipulatives, KWL, academic games,
- Mathematic Workstations

| **Instructional Strategies (refer to *Robert Marzano's* 41 Elements)** |
|---|
| • Read Aloud<br>• Model think aloud comprehension strategies<br>• Modeling<br>• Choice Menus<br>• Math logs/journals |

| **Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?* | | | |
|---|---|---|---|
| **Special Education Students** | **English Language Learners (ELLs)** | **At-Risk Learners** | **Advanced Learners** |
| • Read class materials orally<br>• Provide small group instruction<br>• Provide study outlines/guides<br>• Prior notice of tests<br>• Test study guide<br>• Give tests in small groups<br>**Individualized per each student per IEP** | • Word/Picture Wall<br>• L1 support<br>• Word/Picture Wall<br>• Number Line<br>• Hundreds Chart<br>• Ten-Frame<br>• Manipulatives (etc. Counters, Connecting Cubes, Base-Ten Blocks, Place Value T-Chart)<br>• Native language support<br>• Fact Family Triangles<br>• Choice questions<br>• Teacher Modeling<br>• Illustrations/diagrams/drawings<br>• Small group | • Manipulatives (etc. Counters, Connecting Cubes, Base-Ten Blocks, Place Value T-Chart, clock,)<br>• Teacher Modeling<br>• Small group instruction<br>• Extended time<br>• Illustrations/diagrams/drawings | • Provide independent learning opportunities through learning contracts<br>• Offer accelerated instruction<br>• Computer-Assisted Instruction<br>• Pairing direct instruction w/coaching to promote self-directed learning |

| **Unit Vocabulary** |
|---|
| **Essential:**<br>Attribute, size, equal, unequal, sides, corners, two-dimensional, three-dimensional, similar, compose, tens, ones |

| Interdisciplinary Connections (Applicable Standards) | Integration of Technology | 21st Century Themes | 21st Century Skills |
|---|---|---|---|
| | • Students may use computers for reinforcement of skills during centers<br>• Interactive whiteboards may be used to display problems and/or interactive manipulatives | **Leadership and Responsibility**- Acting responsibly with the interests of the larger community in mind.<br>• Students will participate in class activities and discussions appropriately<br>**Collaboratio**n- Demonstrating the ability to or kith diverse teams<br>• Students will learn to work with a partner on various math activities<br>**Critical Thinking and Problem Solving**- Exercising sound reasoning in understanding<br>• Students will develop problem solving skills and practice verbalizing their reasoning behind it | **Leadership and Responsibility**- Acting responsibly with the interests of the larger community in mind.<br>• Students will participate in class activities and discussions appropriately<br>**Collaboratio**n- Demonstrating the ability to or kith diverse teams<br>• Students will learn to work with a partner on various math activities<br>**Critical Thinking and Problem Solving**- Exercising sound reasoning in understanding<br>• Students will develop problem solving skills and practice verbalizing their reasoning behind it |

| Resources |
|---|
| **Texts/Materials:**<br>• McGraw Hill MyMath<br>Suggested Literature:<br>• *The M&M's Counting Book* by Barbara Barbieri McGrath<br>• *The Cheerios Counting Book* by Barbara Barbieri McGrath<br>• *Look Whooo's Counting* by Suse MacDonald<br>• *98, 99, 100! Ready or Not, Here I Come!* by Marilyn Burns, Teddy Slater<br>• *Rooster's Off to See the World* by Eric Carle |

**Resources**

- *Springtime Addition* by Jill Fuller
- *Ten Red Apples* by Pat Hutchins
- *Toy Box Subtraction* by Jill Fuller
- *Pet Store Subtraction* by Simone T. Ribke

Links:

- http://pearsonsuccessnet.com
- http://www.brainpopjr.com
- http://www.primarygames.com
- http://www.abcmouse.com
- http://www.starfall.com
- http://www.destiny.com
- http://www.gamequarium.com
- http://www.rubistar.4teachers.orghttp://kinderwebgames.com/
- http://kinderwebgames.com
- http://www.njcore.org

**Materials:** attribute blocks, base ten blocks, workmats, counters, hundreds chart, anchor charts

**Major Assignments (required):**

- **NJ SLS K.CC.A.1**
  MC: Counting Around Assessment *scoring* Counting Around Assessment Rubric
  CF: Counting by Tens
- **NJ SLS K.OA.A.5**
  MS: Let's Hop Assessment - *Scoring*- Let's Hop Assessment Rubric
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