

Lebanon Borough Public School

Mathematics

Curriculum Guide

Kindergarten



Approved by the Lebanon Borough Board of Education

December 10, 2020/Revised:

Introduction

The Lebanon Borough School believes in celebrating the rich history of community partnerships created through sharing of services with neighboring school systems in Hunterdon County. This ensures a consistent, high quality instruction for all learners. The math curriculum is built upon this belief by incorporating the NJSLS Math Grade Level Standards within the components of a balanced literacy framework. This approach provides all students with equitable access to the same learning goals while allowing teachers the flexibility to adapt to the needs of their learners.

The standards below are overarching. While these standards may not appear specifically in any unit, they are the collective goals of all units.

In addition to the content standards for each grade level, the guides connect these to the critical mathematical practice standards as listed below:

- *Make sense of problems and persevere in solving them. (MP1)*
- *Reason abstractly and quantitatively. (MP2)*
- *Construct viable arguments and critique the reasoning of others. (MP3)*
- *Model with mathematics. (MP4)*
- *Use appropriate tools strategically. (MP5)*
- *Attend to precision. (MP6)*
- *Look for and make use of structure. (MP7)*
- *Look for and express regularity in repeated reasoning. (MP8)*

Kindergarten Math At A Glance

TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
MATH	MATH	MATH
Number Naming & Counting	Number Naming & Counting	Number Naming & Counting
Add, Subtract & Classify	Add, Subtract & Classify	Sorting and Classifying Objects by Attributes
Positional Words	Comparing and Decomposing Numbers	Comparing and Decomposing Numbers
Shaping Up (Shape Identification of 2-Dimensional Shapes)	Shaping Up (Shape Identification of 3-Dimensional Shapes & 2-D review if needed)	Shaping Up (Describe and Compose 2- & 3-Dimensional Shapes)

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Mathematics

TRIMESTER 1		TRIMESTER 2		TRIMESTER 3	
NJSLS	By the end of Trimester 1, students can:	NJSLS	By the end of Trimester 2, students can:	NJSLS	By the end of Trimester 3, students can:
K.CC.A.1	Count to 50 by 1s	K.CC.A.1	Count to 100 by 1s and count to 100 by 10s	K.CC.A.1	Count to 100 by 1s and count to 100 by 10s (re
K.CC.A.3	Count and write numbers 0-10	K.CC.A.3	Count and write numbers 0-15	K.CC.A.2	Count on
K.CC.B.4a	Count objects one by one and say the number names in order	K.CC.B.4a	Count objects one by one and say the number names in order	K.CC.A.3	Count and
K.CC.B.4b	Understand the last number they say is how many objects they counted	K.CC.B.4b	Understand the last number they say is how many objects they counted	K.CC.B.4a	Count obj number n
K.CC.B.4c	Understand as they count, the next number is one more	K.CC.B.4c	Understand as they count, the next number is one more	K.CC.B.4b	Understar is how ma
K.CC.B.5	Count up to 10 objects	K.CC.B.5	Count up to 15 objects	K.CC.B.4c	Understar next num
K.CC.C.6	Tell if a group is greater than, less than or equal to another group	K.CC.C.6	Tell if a group is greater than, less than or equal to another group	K.CC.B.5	Count up
K.OA.A.1	Add and subtract in many ways	K.CC.C.7	Compare two numbers between 1 and 10	K.CC.C.6	Tell if a gr equal to a
K.OA.A.2	Use objects or pictures to show your problems	K.OA.A.3	Show different ways to make a number that is less than or equal to 10	K.G.B.4	Describe
K.GA.1	Describe where objects are located	K.OA.A.4	Add numbers to make 10	K.G.B.5	Model sha
K.GA.2	Name shapes (2-Dimensional)	K.OA.A.5	Add and subtract with numbers 0-5	K.G.B.6	Put togeth bigger sha administe
		K.G.A.2	Name shapes (2-Dimensional) *if needed	K.MD.A.1	Describe
		K.G.A.3	Describe shapes as flat or solid	K.MD.A.2	Use word
				K.MD.B.3	Sort and c
				K.NBT.A.1	Show how of tens an administ

Lebanon Borough Public School Instructional Unit

Content:	Mathematics		Grade:	K	
Trimester:	1	Unit Title:	Number Naming and Counting Add, Subtract & Classify Positional Words Shaping Up	Pacing:	1

CRITICAL AREAS OF FOCUS FOR KINDERGARTEN

In Kindergarten, instructional time should focus on two critical areas:

1. Representing and comparing whole numbers, initially with sets of objects, and
 2. Describing shapes and space. More learning time in kindergarten should be devoted to numbers rather than to shapes.
- Students also work toward fluency in addition and subtraction with whole numbers within 5.
1. In Kindergarten students develop a foundation for numbers; they learn to count to 100 and write numbers to 20. A focus on numbers 11-20, with an emphasis on tens and ones, to build a foundation for place value understanding. Students learn to add and subtract in kindergarten. They represent quantities to solve problems, and they model simple joining and separating sets of objects or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$. Students use strategies to add and subtract, recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in a set, counting combined sets, or counting the number of objects that remain in a set after some are taken away.
 2. Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons; and three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model their environment and to construct more complex shapes.

ESSENTIAL QUESTIONS

- *How can numbers be represented?
- *How can we record what we count?
- *Why are numbers important?
- *How can we compare numbers?
- *How is the world of geometry connected to the world of numbers?
- *What are the different shapes in the world around us?

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TARGET STANDARDS			
Math NJSLS	I Can...	Mathematical Practice Standard	
K.CC.A.1	Count to 50 by 1s.	MP 6, 7, 8	
K.CC.A.3	Count and write the numbers 0-10.	MP 2, 6, 7, 8	
K.CC.B.4a	Count objects one by one and say the number names in order.	MP 2, 6, 7, 8	
K.CC.B.4b	Recognize the last number I say is how many objects I counted.	MP 2, 6, 7, 8	
K.CC.B.4c	Recognize that as I count, I know the number is one more.	MP 2, 6, 7, 8	
K.CC.B.5	Count up to 20 objects.	MP 2, 7, 8	
K.CC.C.6	Tell if a group is greater than, less than, or equal to another group.	MP 2, 6, 7, 8	
K.G.A.1	Describe where objects are located.	MP 6, 7	
K.G.A.2	Name Shapes (2-Dimensional).	MP 6, 7	
K.OA.1	Add and subtract in many ways.	MP 1, 2, 4, 5	
K.OA.2	Use objects or pictures to show a problem.	MP 1, 2, 3, 4, 5, 6	
INSTRUCTIONAL PROGRESSION			
Weekly Plan	Concept	Lesson Connection	Vocabulary
<i>During Week 1</i>	Counting, Reading and Writing to 3 Rote Counting	1-1, 1-2, 1-3	One, Two, Three, Count
<i>During Week 2</i>	Counting, Reading and Writing to 5	1-4, 1-5, 1-6	Four, Five, Count

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<p><i>During Week 3</i></p>	<p>Positional Words- Vocabulary Introduced Identifying Shapes</p>	<p>14-1, 14-2, 14-3, 14-4</p>	<p>Inside, Outside, Above, Below, On, In front of, behind, next to, left, right, Rectangle, square, circle, triangle, corner, side</p>
<p><i>During Week 4</i></p>	<p>Identifying Shapes Comparing and Ordering 0-5</p>	<p>14-5, 2-1, 2-2, 2-3</p>	<p>Hexagon, one, two, three, four, five, zero, more than, fewer than, same as, same number of, column, row</p>
<p><i>During Week 5</i></p>	<p>Comparing and Ordering 0-5 Identifying 6-10</p>	<p>3-1, 3-2, 3-3, 3-4</p>	<p>Zero, one, two, three, four, five, six, seven, eight, nine, ten, more than, fewer than, same as, same number column, row</p>
<p><i>During Week 6</i></p>	<p>Identifying 6-10 Comparing and Ordering 6-10</p>	<p>3-5, 3-6, 4-1, 4-2, 4-3, 4-4, 4-5</p>	<p>Zero, one, two, three, four, five, six, seven, eight, nine, ten, more than, fewer than, same as, same number column, row</p>

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<i>During Week 7</i>	Comparing and Ordering Numbers 0-10 Positional Words	4-6, 4-7, 4-8, 4-9	Zero, one, two, three, four, five, six, seven, eight, nine, ten, more than, fewer than, same as, same number, column, row, inside, outside
<i>During Week 8</i>	Positional Words	15-1, 15-2, 15-3, 15-4	Above, below, on, in front of, behind, left, right
<i>During Week 9</i>	Math Assessment		
<i>During Week 10</i>	Math Reteach		
<i>During Week 11</i>	Math Reteach		

Additional Resources

<http://GoMath.com>

<http://illuminations.nctm.org/ActivityDetail.aspx?ID=75>

<http://www.thinkfinity.org>

<http://www.kidport.com/GradeK/Math/NumberSense/MathKNumber/htm>

<http://www.bbc.co.uk/school/ks1bitesize/numeracy/odering/index/shtml> (counting objects)

<http://www.brainpop.com>

<http://www.xtramath.org>

Special Notes:

Weeks 9, 10 and 11 will be designated times for assessment and reteaching depending on individual pace/needs of

Mathematics

DIFFERENTIATION			
Special Education	ELL	I&RS	
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tests ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Utilize working contract between you and student at risk ● Prioritize tasks ● Provide manipulatives ● Use graphic organizers ● Use interactive math journals ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such small groups ● Use GoMath online resources ● NJDOE resources 	<ul style="list-style-type: none"> ● Use GoMath Spanish Resources ● Provide text to speech for math problems ● Use of translation dictionary or software ● Implement strategy groups ● Confer frequently ● Provide graphic organizers ● Modification plan ● NJDOE resources ● Adapt a Strategy-Adjusting strategies for ESL students: http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> ● Tiered Interventions following I&RS framework ● I&RS Intervention Bank ● NJDOE resources ● Math Lab ● Utilize online resources such as www.tenmarks.com ● GoMath k-5 intervention supports 	<ul style="list-style-type: none"> ● Process order th thinking ● Utilize p greater ● Utilize e to highe ● Content abstract organiza ● Product world p deadline transfor ● Learning modified learning openness varied ● Use of w as www ● GoMath ● NJDOE r
CROSS CURRICULAR RESOURCES			
Literacy in Mathematics: http://www.readwritethink.org/search/?resource_type=6&q=math&sort_order=relevance			
Grade 3-5 STEM resource: http://www.kineticcity.com/			
K-12 STEM Educator and Career Resource: http://www.egfi-k12.org/			
ALIGNMENT TO 21 st CENTURY SKILLS AND TECHNOLOGY			
21 st Century/ Interdisciplinary Themes: Bold all that apply		21 st Century Skills: Bold all that apply	
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy		Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills	

Mathematics

Technology Infusion

National Library of Virtual Manipulatives <http://nlvm.usu.edu/en/nav/vlibrary.html>

Math Resources for Technology

https://drive.google.com/file/d/0B4Zh_BcwMUEMOFRfSXZpdW9Yams/view?usp=sharing Smart Board Applications

GOMATH applications and online resources

Evidence of Student Learning

- Common benchmark
- Observation
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Performance Tasks
- Unit tests
- Quizzes

CRP Standards

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Lebanon Borough Public School Instructional Unit

Content:	Mathematics	Grade:	
Trimester:	2	Unit Title:	Number Naming and Counting
Pacing:			

CRITICAL AREAS OF FOCUS FOR KINDERGARTEN

In Kindergarten, instructional time should focus on two critical areas:

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2. Describing shapes and space. More learning time in kindergarten should be devoted to numbers rather than to shapes and space. Students also work toward fluency in addition and subtraction with whole numbers within 5.

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ESSENTIAL QUESTIONS

- *How can numbers be represented?
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TARGET STANDARDS

Math NJSLS	I Can...	Mathematical Practice Standard
K.CC.A.1	Count to 100 by 1s and by 10s.	MP 6, 7, 8
K.CC.A.3	Count and write the numbers 0-15.	MP 2, 6, 7, 8

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K.CC.B.4a	Count objects 1 by 1 and say the number names in order.	MP 2, 6, 7, 8
K.CC.B.4b	Recognize the last number I say is how many objects I counted.	MP 2, 6, 7, 8
K.CC.B.4c	Recognize that as I count, I know the number is one more.	MP 2, 6, 7, 8
K.CC.B.5	Count up to 15 objects.	MP 2, 7, 8
K.CC.C.6	Tell if a group is greater than, less than or equal to a number.	MP 2, 6, 7, 8
K.CC.C.7	Compare two numbers between 1 and 10.	MP 2, 6, 7, 8
K.OA. 3	Show different ways to make a number that is less than or equal to 10.	MP 1, 2, 4, 6, 7, 8
K.OA.A.4	Add numbers to make 10.	MP 1, 2, 4, 6, 8
K.OA.A.5	Add and subtract with numbers 0-5.	MP 2, 6, 7, 8
K.G.A.2	Name shapes (2-Dimensional) <i>*if needed*</i>	MP 6, 7
K.G.A.3	Describe shapes as flat or solid.	MP 6, 7

INSTRUCTIONAL PROGRESSION

Weekly Plan	Concept	GOMATH Connection	Vocabulary
<i>During Week 1</i>	Counting to 100 by 1s and 10s	6-1, 6-2, 6-3, 6-4, 6-5	Number, counting, hundreds chart, row, column, count by 10s
<i>During Week 2</i>	Counting, reading and writing numbers 0 to 15	5-1, 5-2	Eleven, twelve, thirteen, fourteen, fifteen
<i>During Week 3</i>	Revisit understanding addition	7-1, 7-2, 7-3, 7-4, 7-5, 7-6, 7-7	Number story, join, in all, all together, add, plus sign, equals, equal sign, sum, addition

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<i>During Week 4</i>	Understanding subtraction	8-1,8-2,8-3,8-4	Take away, left, separate, minus, minus sign, subtract, difference, subtraction sentence
<i>During Week 5</i>	Understanding subtraction	8-5,8-6,8-7,8-8	Take away, left, separate, minus, minus sign, subtract, difference, subtraction sentence
<i>During Week 6</i>	Adding and subtracting Numbers 0-10	9-1,9-9-2, 9-3	Whole, part, decompose
<i>During Week 7</i>	Adding and subtracting Numbers 0-10	9-4,9-5,9-6,9-7, 9-8	Whole, part, decompose
<i>During Week 8</i>	Adding and subtracting Numbers 0-10	9-9, 9-10	Whole, part, decompose
<i>During Week 9</i>	Review 2-Dimensional Shapes	14-6	Circle, square, triangle, rectangle, hexagon, trapezoid, rhombus
<i>During Week 10</i>	Shapes- Solids and Flats	14-7	Rectangle, side, corner, triangle, circle, cube, square, cone, cylinder, sphere
<i>During Week 11</i>	2-Dimensional and 3-Dimensional Exploration	14-8	Rectangle, side, corner, triangle, circle, cube, square, cone, cylinder, sphere

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<i>During Week 12</i>	Math Assessment		
<i>During Week 13</i>	Math Reteach		
Additional Resources			
http://GoMath.com http://illuminations.nctm.org/ActivityDetail.aspx?ID=75 http://www.thinkfinity.org http://www.kidport.com/GradeK/Math/NumberSense/MathKNumber/htm http://www.bbc.co.uk/school/ks1bitesize/numeracy/odering/index/shtml (counting objects) http://www.brainpop.com http://www.xtramath.org http://www.topmarks.co.uk/maths-games/S-T-years/shapes			
Special Notes:			
Weeks 12 and 13 will be designated times for assessment and re-teaching depending on individual pace/r			

Mathematics

DIFFERENTIATION			
Special Education	ELL	I&RS	
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tests ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Utilize working contract between you and student at risk ● Prioritize tasks ● Provide manipulatives ● Use graphic organizers ● Use interactive math journals ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such small groups ● Use GoMath online resources ● NJDOE resources 	<ul style="list-style-type: none"> ● Use GoMath Spanish Resources ● Provide text to speech for math problems ● Use of translation dictionary or software ● Implement strategy groups ● Confer frequently ● Provide graphic organizers ● Modification plan ● NJDOE resources ● Adapt a Strategy-Adjusting strategies for ESL students: http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> ● Tiered Interventions following I&RS framework ● I&RS Intervention Bank ● NJDOE resources ● Math Lab ● Utilize online resources such as www.tenmarks.com ● GoMath k-5 intervention supports 	<ul style="list-style-type: none"> ● Process order th thinking ● Utilize p greater ● Utilize e to highe ● Content abstract organiza ● Product world p deadline transfor ● Learning modified learning openness varied ● Use of w as www ● GoMath ● NJDOE r
CROSS CURRICULAR RESOURCES			
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Grade 3-5 STEM resource: http://www.kineticcity.com/			
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ALIGNMENT TO 21 st CENTURY SKILLS AND TECHNOLOGY			
21 st Century/ Interdisciplinary Themes: Bold all that apply		21 st Century Skills: Bold all that apply	
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy		Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills	

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Technology Infusion

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Math Resources for Technology

https://drive.google.com/file/d/0B4Zh_BcwMUEMOFRfSXZpdW9Yams/view?usp=sharing Smart Board Applications

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CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Lebanon Borough Public School Instructional Unit

Content:	Mathematics		Grade:	K
Trimester:	3	Unit Title:	Number Naming and Counting Sorting and Classifying Objects by Attributes Comparing and Decomposing Numbers Shaping Up (Describe, Build and Decompose 2 & 3D Shapes)	
			Pacing:	1

CRITICAL AREAS OF FOCUS FOR KINDERGARTEN

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ESSENTIAL QUESTIONS

- *How can numbers be represented?
- *How can we record what we count?
- *Why are numbers important?
- *What happens when we combine groups?
- *What happens when we break groups apart?
- *How do we tell which object is longer?
- *How do we tell which object is heavier?
- *Why do we break numbers apart into tens and ones?
- *How are shapes and their attributes the same?
- *How are shapes and their attributes different?
- *How can we create new shapes?

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TARGET STANDARDS		
Math NJSLS	I Can ...	Mathematical Practice Standard
K.CC.A.1	Count to 100 by 1s and by 10s. <i>(review if not mastered)</i>	MP 6, 7, 8
K.CC.A.2	Count on from any given number.	MP 6, 7, 8
K.CC.A.3	Count and write the numbers 0-20.	MP 2, 6, 7, 8
K.CC.B.4a	Count objects one by one and say the number names in order.	MP 2, 6, 7, 8
K.CC.B.4b	Recognize the last number I say is how many objects I counted.	MP 2, 6, 7, 8
K.CC.B.4c	Recognize that as I count, I know the number is one more.	MP 2, 6, 7, 8
K.CC.B.5	Count up to 20 objects.	MP 2, 7, 8
K.CC.C.6	Tell if a group is greater than, less than or equal to another group.	MP 2, 6, 7, 8
K.MD.A.1	Describe an object's length and/or weight.	MP 4, 5, 6, 7
K.MD.A.2	Use words to compare two objects.	MP 2, 4, 6, 7
K.MD.B.3	Sort and count objects into groups.	MP 2, 6, 7
K.NBT.A.1	Show how numbers 11-19 are made up of 10s and 1s.	MP 1, 2, 4, 5, 6, 7, 8
K.G.B.4	Describe how flat and solid shapes look.	MP 4, 6, 7
K.G.B.5	Model shapes by building or drawing them.	MP 1, 4, 7
K.G.B.6	Put together smaller shapes to make bigger shapes.	MP 1, 3, 4, 7

INSTRUCTIONAL PROGRESSION			
Weekly Plan	Concept	GOMATH Connection	Vocabulary
<i>During Week 1</i>	Counting reading and writing numbers 16-20	5-3,5-4, 5-5, 5-6	Sixteen, seventeen, eighteen, nineteen, twenty
<i>During Week 2</i>	Counting to 100 by 1s and 10s	Revisit Unit 6	Number, counting, hundreds chart, row, column, count by 10s
<i>During Week 3</i>	Composing Numbers 11-19	10-1, 10-2, 10-3	Compose, how many more
<i>During Week 4</i>	Composing Numbers 11-19	10-3, 10-4	Compose, how many more
<i>During Week 5</i>	Measurement	12-1, 12-2, 12-3, 12-4, 12-5	Length, shorter than, longer than, as long as, same as, more, longest, shortest, height, taller than, as tall as

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<i>During Week 6</i>	Measurement	12-6, 12-7, 12-8	tallest, holds more, holds less, empty, full, most, least, weight, lighter than, weighs less, heavier than, weighs more, about the same, balance scale
<i>During Week 7</i>	Measurement	13-1, 13-2, 13-3, 13-4, 13-5	Same, "alike", different, sort, does not belong, sorting rule,
<i>During Week 8</i>	Measurement	13-6, 13-7	Real graph, picture graph
<i>During Week 9</i>	Decomposing Numbers	11-1, 11-2	Double ten frame, set
<i>During Week 10</i>	Decomposing Numbers	11-3, 11-4	Double ten frame, set

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<i>During Week 11</i>	Analyzing, Comparing and Composing Shapes	16-1, 16-2, 16-3, 16-4	Roll, Stack, Slide
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Additional Resources

<http://GoMath.com>

<http://illuminations.nctm.org/ActivityDetail.aspx?ID=75>

<http://www.thinkfinity.org>

[http://www.kidport.com/GradeK/Math/NumberSense/MathKNumber/ht](http://www.kidport.com/GradeK/Math/NumberSense/MathKNumber/htm)

[m](http://www.kidport.com/GradeK/Math/NumberSense/MathKNumber/htm)

<http://www.bbc.co.uk/school/ks1bitesize/numeracy/odering/index/shtml> (counting objects)

<http://www.brainpop.com>

<http://www.xtramath.org>

<http://www.topmarks.co.uk/maths-games/S-T-years/shape>

[s](http://www.topmarks.co.uk/maths-games/S-T-years/shape)

Special Notes:

Mathematics

DIFFERENTIATION			
Special Education	ELL	I&RS	
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tests ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Utilize working contract between you and student at risk ● Prioritize tasks ● Provide manipulatives ● Use graphic organizers ● Use interactive math journals ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such small groups ● Use GoMath online resources ● NJDOE resources 	<ul style="list-style-type: none"> ● Use GoMath Spanish Resources ● Provide text to speech for math problems ● Use of translation dictionary or software ● Implement strategy groups ● Confer frequently ● Provide graphic organizers ● Modification plan ● NJDOE resources ● Adapt a Strategy-Adjusting strategies for ESL students: http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> ● Tiered Interventions following I&RS framework ● I&RS Intervention Bank ● NJDOE resources ● Math Lab ● Utilize online resources such as www.tenmarks.com ● GoMath k-5 intervention supports 	<ul style="list-style-type: none"> ● Process order th thinking ● Utilize p greater ● Utilize e to highe ● Content abstract organiza ● Product world p deadline transfor ● Learning modified learning openness varied ● Use of w as www ● GoMath ● NJDOE r
CROSS CURRICULAR RESOURCES			
Literacy in Mathematics: http://www.readwritethink.org/search/?resource_type=6&q=math&sort_order=relevance			
Grade 3-5 STEM resource: http://www.kineticcity.com/			
K-12 STEM Educator and Career Resource: http://www.egfi-k12.org/			
ALIGNMENT TO 21 st CENTURY SKILLS AND TECHNOLOGY			
21 st Century/ Interdisciplinary Themes: Bold all that apply		21 st Century Skills: Bold all that apply	
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy		Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills	

Mathematics

Technology Infusion

National Library of Virtual Manipulatives <http://nlvm.usu.edu/en/nav/vlibrary.html>

Math Resources for Technology

https://drive.google.com/file/d/0B4Zh_BcwMUEMOFRfSXZpdW9Yams/view?usp=sharing Smart Board Applications

GOMATH applications and online resources

Evidence of Student Learning

- Common benchmark
- Observation
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Performance Tasks
- Unit tests
- Quizzes

CRP Standards

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.