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| **Curriculum Management System** |
| ***PAULSBORO PUBLIC SCHOOLS*** |
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| **Mathematics Curriculum- Grade Kindergarten** |
| **UPDATED JUNE 2016** |
| **For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.** | **Board Approved: September 2016** |

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| **Paulsboro Public Schools** |
| ***Dr. Laurie Bandlow, Superintendent******Board of Education***Mr. Thomas Ridinger, PresidentMs. Bonnie Eastlack, Vice PresidentMrs. Barbara DunnMr. Marvin E. Hamilton, Sr.Mr. John Hughes\*Mr. Joseph L. LisaMrs. Lisa PriestMrs. Lisa L. Lozada-ShawMrs. Irma R. StevensonMr. James J. Walter\* Greenwich Township Board of Education Representative***District Administration***Dr. Lucia Pollino, Director of Curriculum & AssessmentMs. Jennifer Johnson, Business Administrator/Board SecretaryMr. John Giovannitti, Director of Special ServicesMr. Paul Bracciante, Principal, grades Pre-K to 2Mr. Matthew J. Browne, Principal, grades 3-6***Curriculum Writing Team***Mrs. Prudence Hanly and Ms. Caitlin Cusack, Curriculum Facilitator |
| **Paulsboro Public Schools** |
| **MissionStatement**The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people.Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level. |

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New Jersey State Department of Education

21st Century College and Career Readiness Standards

**The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

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.

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| **Reading Unit** | **Reading Standards** | **Writing Unit** | **Writing Standards** | **Speaking & Listening Standards** | **Language Standards** | **Foundational Skills Standards** |
| We Are Readers | RL.K.2, RL.K.3 | Letter Formation/Favorite Foods, Activities & People | W.K.1, W.K.8 | SL.K.1, SL.K.2, SL.K.3 | L.K.5.a | RF.K.1a, RF.K.2a,bRF.K.3a, RF.K.4 |
| Readers Read, Think, & Talk | RL.K.2, RL.K3, RL.K.4, RL.K.6, RL.K.9,RI.K.5 | Letter Formation/Favorite Foods, Activities & People | W.K.1, W.K.8 | SL.K.1, SL.K.2, SL.K.3 | L.K.1.a, L.K.2.c,d, L.K.5.c | RF.K.1a, RF.K.2a, d, RF.K.3a, RF.K.4 |
| Readers Read, Think, & Talk | RL.K.2, RL.K3, RL.K.4, RL.K.9, RI.K.5 | Letter Formation/Favorite Foods, Activities & People | W.K.1, W.K.8 | SL.K.1, SL.K.2, SL.K.3 | L.K.1.a | RF.K.1a RF.K.2a, d, RF.K.3a, RF.K.4 |
| Readers Use Super Powers | RL.K.1, RI.K.1, RL.K.10 | Launching Writing Workshop | W.K.2, W.K.3 | SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1b, c, eL.K.5d, L.K.6 | RF.K.1a, b, cRF.K.3a, RF.K.4 |
| We Can Be Reading Teachers | RL.K.1, RI.K.1, Rl.K.10 | Launching Writing Workshop | W.K.2, W.K.3 | SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1b, c, eL.K.5d, L.K.6 | RF.K.1a, b, cRF.K.3a, RF.K.4 |
| We Can Be Reading Teachers | RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.7, RI.K.3, RI.K.7 | Writing for Readers | W.K.2, W.K.6, W.K.7 | SL.K.1, SL.K.5, SL.K.6 | L.K.1a,b, c, eL.K.5d, L.K.6 | RF.K.2a,b,cRF.K.3c |
| Reading For Information | RI.K.2, RI.K.4, RI.K.6, RI.K.8, RL.K.9 | How To Books | W.K.5, W.K.8 | SL.K.4 | L.K.1, L.K.4a, L.K.5 | RF.K.2c, RF.K.4 |
| Readers Are Brave & Resourceful | RL.K.2, RL.K.9, RI.K.3, RI.K.4, RI.K.9 | Persuasive Writing of All Kinds | W.K.1, W.K.3, W.K.5 | SL.K.3 | L.K.2, L.K.4 | RF.K.1d, e, RF.K.3,RF.K.4 |
| Readers Get to Know Characters | RL.K.2, RL.K.6, RL.K.9, RI.K.3, RI.K.4, RI.K.9 | Persuasive Writing of All Kinds | W.K.1, W.K.3, W.K.5 | SL.K.3 | L.K.2, L.K.4 | RF.K.1d, e, RF.K.3,RF.K.4 |
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**Standards for Mathematical Practice**

MP.1 Make sense of problems and persevere in solving them.

MP.2 Reason abstractly and quantitatively.

MP.3 Construct viable arguments & critique the reasoning of others.

MP.4 Model with mathematics.

MP.5 Use appropriate tools strategically.

MP.6 Attend to precision.

MP.7 Look for and make use of structure.

MP.8 Look for and express regularity in repeated reasoning.

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| **TOPIC** | **Days** | **DATES** | **CONTENT EMPHASIS** |
| 14 – Identify & Describing Shapes | 10 | 9/14 – 9/25 | Additional |
| 1 – One to Five | 10 | 9/28 – 10/9 | Major |
| 2 – Comparing & Ordering 0 to 5 | 11 | 10/13 – 10/27 | Major |
| 3 – Six to Ten | 10 | 10/28 – 11/13 | Major |
| 4 – Comparing & Ordering 0 to 10 | 13 | 11/16 – 12/4 | Major |
| 5 – Number to 20 | 12 | 12/7 – 12/23 | Major |
| 6 – Numbers to 100 | 12 | 1/4 - 1/22 | Additional |
| 7 – Understanding Addition | 10 | 1/25 – 2/5 | Major |
| 8 – Understanding Subtraction | 10 | 2/8 – 2/19 | Major |
| 9 – More Addition & Subtraction | 12 | 2/22 – 3/11 | Major |
| 10 – Composing Numbers 11-19 | 7 | 3/14 – 3/23 | Major |
| 11 – Decomposing Numbers 11-19 | 8 | 3/29 – 4/8 | Major |
| 12 – Measurement | 10 | 4/11 – 4/22 | Additional |
| 13 – Sorting, Classifying, Counting, and Categorizing | 10 | 4/25 – 5/6 | Supporting |
| 15 – Position & Location of Shapes | 8 | 5/9 – 5/20 | Supporting |
| 16 – Analyzing , Comparing & Composing Shapes | 9 | 5/23 – 6/3 | Supporting |

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| **Scope and Sequence** |
| **Quarter 1 – Grade Kindergarten** |
| **Big Idea #1: Connect Counting to Cardinality (NJ DOE Unit 1)****(EnVision Topic 1, 3, 4, 5, 6, 7, 9, 11, 12)****Big Idea #2: Addition and Subtraction (NJ DOE Unit 1)****(EnVision Topic 6, 7, 8)** | **Big Idea #3: Measurement and Data (NJ DOE Unit 1)****(EnVIsion Topic 5, 14)****Big Idea #4: Geometry (NJ DOE Unit 1)****(EnVision Topic 12, 13)** |

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| **Scope and Sequence** |
| **Quarter 2 – Grade Kindergarten** |
| **Big Idea #1: Counting (NJ DOE Unit 2)****(EnVIsion Topic 1, 2, 3, 4, 6, 9, 11)** **Big Idea #2: Addition and Subtraction (NJ DOE Unit 2)****(EnVision Topic 6, 7, 8)**  |  |

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| **Scope and Sequence** |
| **Quarter 3 – Grade Kindergarten** |
| **Big Idea #1: Place Value (NJ DOE Unit 3)****(EnVision Topic 3, 6, 7, 8, 10, 11)****Big Idea #2: Measurement and Data (NJ DOE Unit 3)****(EnVIsion Topic 5, 14)** | **Big Idea #3: Geometry (DOE Unit 3)****(EnVision Topic 12, 13)****Big Idea #4: Numbers and Operations (DOE Unit 3)****(EnVision Topic 1-4, 6-9, 11)** |

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| **Scope and Sequence** |
| **Quarter 4 – Grade Kindergarten** |
| **Big Idea #1: Place Value (NJ DOE Unit 4)****(EnVision Topic 6, 7, 8, 10, 11)** **Big Idea #2: Geometry (NJ DOE Unit 4)****(EnVision Topic 12, 13)** | **Big Idea #3: Numbers and Operations (DOE Unit 4)****(EnVision Topic 1-4, 6-9, 11)** |

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| **QUARTER 1 – Big Idea: Connect Counting to Cardinality****Topic: Counting up to 10** |
| **Standards:** **K.CC.A.1.** Count to 100 by ones and tens.**K.CC.A.3.** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).**K.CC.B.4.** Understand the relationship between numbers and quantities; connect counting to cardinality.**K.CC.B.5.** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.**K.OA.A.1**. Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.**K.MD.B.3.** Classify objects into given categories; count the number or objects in each category and sort the categories by count.**K.G.A.1.** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, and next to.**Career Ready Practices****CRP2.** Apply appropriate academic and technical skills.**CRP4.** Communicate clearly and effectively and with reason**.****CRP6.** Demonstrate creativity and innovation. **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.  | **GOAL** |
| The Student will use real life experiences to count, create and write numbers from 1-10. |
| **Essential Questions Assessments** |
| 1. How do we count to ten?2. What are strategies for counting objects?3. What are strategies we can use to answer “how many” questions? | **Formative:** questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games **Summative:** daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** |
| 1. Count orally by ones up to 10 and write numbers from 0 to 10.2. Assign an ascending name for each object in a group, state the last number named as the number of counted objects in a set, and identify the next number name in counting as one greater than the previous number. 3. Count up to 10 objects when arranged in a line, rectangular array or circle. Count up to 5 objects when arranged in a scattered configuration. When given a number from 1-10, count out that many objects. | EnVision Math Series 2.0, Pearson, 2016 Student manipulatives Pearson Success Net (online tools) Math Instructional Coach Compass Learning Odyssey**DOE Suggested Open Educational Resources**

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| K.CC.A.1 Counting Circles K.CC.A.1 Choral Counting K.CC.A.3 Number TIC TAC TOE K.CC.B.4 Counting Mat K.CC.B.5 Finding Equal Groups K.OA.A.1 Ten Frame Addition K.MD.B.3 Sort and Count 1  |

**Technology:** [www.coolmath4kids.com](http://www.coolmath4kids.com)[www.aplusmath.com](http://www.aplusmath.com)[www.factmonster.com](http://www.factmonster.com) |
| **QUARTER 1 – Big Idea: Addition and Subtraction****Topic: Modeling Addition Problems** |
| **Standards:** **K.CC.A.1.** Count to 100 by ones and tens.**K.CC.A.3.** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).**K.CC.B.4.** Understand the relationship between numbers and quantities; connect counting to cardinality.**K.CC.B.5.** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.**K.OA.A.1**. Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.**K.MD.B.3.** Classify objects into given categories; count the number or objects in each category and sort the categories by count.**K.G.A.1.** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, and next to.**Career Ready Practices****CRP2.** Apply appropriate academic and technical skills.**CRP4.** Communicate clearly and effectively and with reason**.****CRP6.** Demonstrate creativity and innovation. **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.  | **GOAL** |
| The student will use stories or real life objects to gain understanding of joining/putting together and symbols related to addition sentences.  |
| **Essential Questions Assessments** |
| 1. How can we model addition problems? | **Formative:** questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games **Summative:** daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** |
| 1. Show that addition means to put or add together by creating addition events with objects, fingers, drawings, sounds, acting out situations and verbal explanations up to 10. | EnVision Math Series 2.0, Pearson, 2016 Student manipulatives Pearson Success Net (online tools) Math Instructional Coach Compass Learning Odyssey**DOE Suggested Open Educational Resources**

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| K.CC.A.1 Counting Circles K.CC.A.1 Choral Counting K.CC.A.3 Number TIC TAC TOE K.CC.B.4 Counting Mat K.CC.B.5 Finding Equal Groups K.OA.A.1 Ten Frame Addition K.MD.B.3 Sort and Count 1  |

**Technology:** [www.coolmath4kids.com](http://www.coolmath4kids.com)[www.aplusmath.com](http://www.aplusmath.com)[www.factmonster.com](http://www.factmonster.com) |
| **QUARTER 1 – Big Idea: Measurement and Data****Topic: Sorting Objects** |
| **Standards:** **K.CC.A.1.** Count to 100 by ones and tens.**K.CC.A.3.** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).**K.CC.B.4.** Understand the relationship between numbers and quantities; connect counting to cardinality.**K.CC.B.5.** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.**K.OA.A.1**. Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.**K.MD.B.3.** Classify objects into given categories; count the number or objects in each category and sort the categories by count.**K.G.A.1.** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, and next to.**Career Ready Practices****CRP2.** Apply appropriate academic and technical skills.**CRP4.** Communicate clearly and effectively and with reason**.****CRP6.** Demonstrate creativity and innovation. **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.  | **GOAL** |
| The student will sort, classify and represent a given set of objects and/or materials based on same, different or one or more attributes and count the number of objects classified in each category. |
| **Essential Questions Assessments** |
| 1. How can objects be sorted? | **Formative:** questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games **Summative:** daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** |
| 1. Classify objects into given categories based on their properties and count the objects in each category. | EnVision Math Series 2.0, Pearson, 2016 Student manipulatives Pearson Success Net (online tools) Math Instructional Coach Compass Learning Odyssey**DOE Suggested Open Educational Resources**

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| K.CC.A.1 Counting Circles K.CC.A.1 Choral Counting K.CC.A.3 Number TIC TAC TOE K.CC.B.4 Counting Mat K.CC.B.5 Finding Equal Groups K.OA.A.1 Ten Frame Addition K.MD.B.3 Sort and Count 1  |

**Technology:** [www.coolmath4kids.com](http://www.coolmath4kids.com)[www.aplusmath.com](http://www.aplusmath.com)[www.factmonster.com](http://www.factmonster.com) |
| **QUARTER 1 – Big Idea: Geometry****Topic: Shape Names and Positional Words** |
| **Standards:** **K.CC.A.1.** Count to 100 by ones and tens.**K.CC.A.3.** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).**K.CC.B.4.** Understand the relationship between numbers and quantities; connect counting to cardinality.**K.CC.B.5.** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.**K.OA.A.1**. Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.**K.MD.B.3.** Classify objects into given categories; count the number or objects in each category and sort the categories by count.**K.G.A.1.** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, and next to.**Career Ready Practices****CRP2.** Apply appropriate academic and technical skills.**CRP4.** Communicate clearly and effectively and with reason**.****CRP6.** Demonstrate creativity and innovation. **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.  | **GOAL** |
| The student will identify and describe spatial relationships for position words. |
| **Essential Questions Assessments** |
| 1. How can we describe objects in the environment? | **Formative:** questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games **Summative:** daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** |
| 1. Name the shapes of objects in the environment and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to. | EnVision Math Series 2.0, Pearson, 2016 Student manipulatives Pearson Success Net (online tools) Math Instructional Coach Compass Learning Odyssey**DOE Suggested Open Educational Resources**

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| --- |
| K.CC.A.1 Counting Circles K.CC.A.1 Choral Counting K.CC.A.3 Number TIC TAC TOE K.CC.B.4 Counting Mat K.CC.B.5 Finding Equal Groups K.OA.A.1 Ten Frame Addition K.MD.B.3 Sort and Count 1  |

**Technology:** [www.coolmath4kids.com](http://www.coolmath4kids.com)[www.aplusmath.com](http://www.aplusmath.com)[www.factmonster.com](http://www.factmonster.com) |
| **QUARTER 2 – Big Idea: Counting****Topic: Working with Numbers 0-20** |
| **Standards:** **K.CC.A.1** Count to 100 by ones and by tens.**K.CC.A.2.** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).**K.CC.A.3.** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).**K.OA.A.1.** Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.**K.OA.A.2.** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.**K.CC.B.5.** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.**K.CC.C.6.** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group e.g. by using matching and counting strategies.**K.CC.C.7.** Compare two numbers between 1 and 10 presented as written numerals.**K.OA.A.5.** Demonstrate fluency for addition and subtraction within 5.**Career Ready Practices****CRP2.** Apply appropriate academic and technical skills.**CRP4.** Communicate clearly and effectively and with reason**.****CRP6.** Demonstrate creativity and innovation. **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.  | **GOAL** |
| The student will compare and order whole numbers from 0-20 using real life objects or pencil and paper to gain understanding of the terms greater than and less than as well as count, read and write numerals through 20.  |
| **Essential Questions Assessments** |
| 1. How can we count to 50?2. How can we represent a number of objects?3. What are strategies we can use to answer “how many” questions?4. How can we compare two groups of objects?5. What are strategies to compare numbers written as numerals? | **Formative:** questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games **Summative:** daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** |
| 1. Count to 50 orally by ones and by tens. Count to 50 orally starting from numbers other than 1.2. Write a written numeral from 0 to 20 to represent a number of objects.3. Count up to 20 objects when arranged in a line, rectangular array or circle. Count up to 10 objects when arranged in a scattered configuration. When given a number from 1-20, count out that many objects.4. Use counting and matching strategies to identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group (groups of up to 10 objects).5. Know number names and the count sequence, understand that the next number name in counting is always one greater than the previous number, and count to tell the number of objects. | EnVision Math Series 2.0, Pearson, 2016 Student manipulatives Pearson Success Net (online tools) Math Instructional Coach Compass Learning Odyssey**DOE Suggested Open Educational Resources**

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| K.CC.A.1 Choral Counting K.CC.A.2 Start-Stop Counting K.CC.A.3 Assessing Writing Numbers K.OA.A.2 Dice Addition 2 K.OA.A.2 What's Missing? K.CC.B.5 Finding Equal Groups K.CC.C.6 Which number is greater? Which number is less? How do you know? K.CC.C.7 Guess the Marbles in the Bag K.OA.A.5 Many Ways to Do Addition 1 |

**Technology:** [www.coolmath4kids.com](http://www.coolmath4kids.com)[www.aplusmath.com](http://www.aplusmath.com)[www.factmonster.com](http://www.factmonster.com) |
| **QUARTER 2 – Big Idea: Addition and Subtraction****Topic: Modeling Addition & Subtraction Problems** |
| **Standards:** **K.CC.A.1** Count to 100 by ones and by tens.**K.CC.A.2.** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).**K.CC.A.3.** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).**K.OA.A.1.** Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.**K.OA.A.2.** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.**K.CC.B.5.** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.**K.CC.C.6.** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group e.g. by using matching and counting strategies.**K.CC.C.7.** Compare two numbers between 1 and 10 presented as written numerals.K**.OA.A.5.** Demonstrate fluency for addition and subtraction within 5.**Career Ready Practices****CRP2.** Apply appropriate academic and technical skills.**CRP4.** Communicate clearly and effectively and with reason**.****CRP6.** Demonstrate creativity and innovation. **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.  | **GOAL** |
| The student will use stories, drawings or real life objects to gain understanding of the terms joining and separating as well as symbols related to addition and subtraction sentences to solve addition and subtraction problems within 10. |
| **Essential Questions Assessments** |
| 1. How can we model addition problems?2. How can we model subtraction problems?3. What are strategies to solve addition and subtraction word problems?4. How can we fluently solve addition facts within 5? | **Formative:** questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games **Summative:** daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** |
| 1. Show that addition means to put or add together by creating addition events with objects, fingers, drawings, sounds, acting out situations and verbal explanations up to 10.2. Show that subtraction means taking apart or taking from by creating subtraction events with objects, fingers, drawings, sounds, acting out situations and verbal explanations up to 10.3. Use objects and drawings to represent addition and subtraction problems within 10.4. Use mental math strategies to add within 5 with accuracy and efficiency. | EnVision Math Series 2.0, Pearson, 2016 Student manipulatives Pearson Success Net (online tools) Math Instructional Coach Compass Learning Odyssey**DOE Suggested Open Educational Resources**

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| K.CC.A.1 Choral Counting K.CC.A.2 Start-Stop Counting K.CC.A.3 Assessing Writing Numbers K.OA.A.2 Dice Addition 2 K.OA.A.2 What's Missing? K.CC.B.5 Finding Equal Groups K.CC.C.6 Which number is greater? Which number is less? How do you know? K.CC.C.7 Guess the Marbles in the Bag K.OA.A.5 Many Ways to Do Addition 1 |

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| **Enduring Understanding Resources** |
| **QUARTER 3– Big Idea: Place Value****Topic: Composing & Decomposing Numbers from 11-19** |
| **Standards:** **K.CC.A.1.** Count to 100 by ones and tens.**K.MD.A.1.** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.**K.MD.A.2.** Directly compare two objects with a measurable attribute in common to see which object has “more of” “less of” the attribute, and describe the differences.**K.MD.B.3.** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.**K.G.A.2.** Correctly name shapes regardless of the orientation or overall size.**K.G.A.3.** Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).**K.OA.A.3.** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g. using objects or drawings, and record each decomposition by a drawing or equation.**K.OA.A.4.** For an number from 1 to 9, find the number that makes 10 when added to the given number e.g. by using objects or drawings, and record the answer with a drawing or equation.**K.NBT.A.1.** Compose and decompose numbers from 11 to 19 into ten ones and some further ones e.g. by using objects or drawings, and record each composition or decomposition by a drawing or equation. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight or nine ones.**K.OA.A.5.** Demonstrate fluency for addition and subtraction within 5.**Career Ready Practices****CRP2.** Apply appropriate academic and technical skills.**CRP4.** Communicate clearly and effectively and with reason**.****CRP6.** Demonstrate creativity and innovation. **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.  | **GOAL** |
| The student will compose and decompose numbers from 11 to 19 into ten ones and another group of ones and record these with an equation. |
| **Essential Questions Assessments** |
| 1. How can we compose and decompose numbers? | **Formative:** questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games **Summative:** daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** |
| 1. Represent numbers from 11 to 19 (with or without manipulatives) as one group of tens and another group of ones. Use the term ones to describe the number of objects in each group. Record each composition or decomposition using objects, drawings and/or equations. | EnVision Math Series 2.0, Pearson, 2016 Student manipulatives Pearson Success Net (online tools) Math Instructional Coach Compass Learning Odyssey**DOE Suggested Open Educational Resources**

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| K.CC.A.1 Assessing Counting Sequences Part 1 K.MD.A.1 Which is heavier? K.MD.A.2 Which is Longer? K.MD.B.3 Sort and Count 2 K.OA.A.3 Shake and Spill K.OA.A.3 Pick Two K.NBT.A.1 What Makes a Teen Number K.OA.A.5 My Book of Five  |

**Technology:** [www.coolmath4kids.com](http://www.coolmath4kids.com)[www.aplusmath.com](http://www.aplusmath.com)[www.factmonster.com](http://www.factmonster.com) |
| **QUARTER 3 – Big Idea: Measurement & Data****Topic: Measurable Attributes** |
| **Standards:** **K.CC.A.1.** Count to 100 by ones and tens.**K.MD.A.1.** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.**K.MD.A.2.** Directly compare two objects with a measurable attribute in common to see which object has “more of” “less of” the attribute, and describe the differences.**K.MD.B.3.** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.**K.G.A.2.** Correctly name shapes regardless of the orientation or overall size.**K.G.A.3.** Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).**K.OA.A.3.** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g. using objects or drawings, and record each decomposition by a drawing or equation.**K.OA.A.4.** For an number from 1 to 9, find the number that makes 10 when added to the given number e.g. by using objects or drawings, and record the answer with a drawing or equation.**K.NBT.A.1.** Compose and decompose numbers from 11 to 19 into ten ones and some further ones e.g. by using objects or drawings, and record each composition or decomposition by a drawing or equation. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight or nine ones.**K.OA.A.5.** Demonstrate fluency for addition and subtraction within 5.**Career Ready Practices****CRP2.** Apply appropriate academic and technical skills.**CRP4.** Communicate clearly and effectively and with reason**.****CRP6.** Demonstrate creativity and innovation. **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.  | **GOAL** |
| The student will describe and compare measurable attributes of objects and sort /classify a given set of objects based on same, different or one or more attributes. |
| **Essential Questions Assessments** |
| 1. How do we describe measurable attributes of objects?2. How do we compare two objects with a measurable attribute in common?3. How can we work with groups of objects? | **Formative:** questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games **Summative:** daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** |
| 1. Measurable attributes are length, weight and size (volume). We can identify and describe measurable attributes of multiple objects and also describe multiple measurable attributes of a single object.2. When comparing objects by measuring, each object must have the same starting point. Use the words “more of” or “less of” to compare the objects.3. Sort objects into groups for given categories and sort the categories by count (up to 10 objects). | EnVision Math Series 2.0, Pearson, 2016 Student manipulatives Pearson Success Net (online tools) Math Instructional Coach Compass Learning Odyssey**DOE Suggested Open Educational Resources**

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| **QUARTER 3 – Big Idea: Geometry****Topic: Identifying Shapes** |
| **Standards:** **K.CC.A.1.** Count to 100 by ones and tens.**K.MD.A.1.** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.**K.MD.A.2.** Directly compare two objects with a measurable attribute in common to see which object has “more of” “less of” the attribute, and describe the differences.**K.MD.B.3.** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.**K.G.A.2.** Correctly name shapes regardless of the orientation or overall size.**K.G.A.3.** Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).**K.OA.A.3.** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g. using objects or drawings, and record each decomposition by a drawing or equation.**K.OA.A.4.** For an number from 1 to 9, find the number that makes 10 when added to the given number e.g. by using objects or drawings, and record the answer with a drawing or equation.**K.NBT.A.1.** Compose and decompose numbers from 11 to 19 into ten ones and some further ones e.g. by using objects or drawings, and record each composition or decomposition by a drawing or equation. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight or nine ones.**K.OA.A.5.** Demonstrate fluency for addition and subtraction within 5.**Career Ready Practices****CRP2.** Apply appropriate academic and technical skills.**CRP4.** Communicate clearly and effectively and with reason**.****CRP6.** Demonstrate creativity and innovation. **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.  | **GOAL** |
| The student will recognize 2D and 3D shapes. |
| **Essential Questions Assessments** |
| 1. How do we identify shapes? | **Formative:** questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games **Summative:** daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** |
| 1. Identify shapes by name regardless of their orientation or overall size. Identify shapes as two-dimensional (lying in a plan, flat) or three-dimensional (not flat, solid). | EnVision Math Series 2.0, Pearson, 2016 Student manipulatives Pearson Success Net (online tools) Math Instructional Coach Compass Learning Odyssey**DOE Suggested Open Educational Resources**

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| **QUARTER 3 – Big Idea: Numbers and Operations****Topic: Decomposing Numbers Less Than 10** |
| **Standards:** **K.CC.A.1.** Count to 100 by ones and tens.**K.MD.A.1.** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.**K.MD.A.2.** Directly compare two objects with a measurable attribute in common to see which object has “more of” “less of” the attribute, and describe the differences.**K.MD.B.3.** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.**K.G.A.2.** Correctly name shapes regardless of the orientation or overall size.**K.G.A.3.** Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).**K.OA.A.3.** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g. using objects or drawings, and record each decomposition by a drawing or equation.**K.OA.A.4.** For an number from 1 to 9, find the number that makes 10 when added to the given number e.g. by using objects or drawings, and record the answer with a drawing or equation.**K.NBT.A.1.** Compose and decompose numbers from 11 to 19 into ten ones and some further ones e.g. by using objects or drawings, and record each composition or decomposition by a drawing or equation. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight or nine ones.**K.OA.A.5.** Demonstrate fluency for addition and subtraction within 5.**Career Ready Practices****CRP2.** Apply appropriate academic and technical skills.**CRP4.** Communicate clearly and effectively and with reason**.****CRP6.** Demonstrate creativity and innovation. **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.  | **GOAL** |
| The student will decompose numbers that are 10 or less into pairs in more than one way using objects, drawings and equations. |
| **Essential Questions Assessments** |
| 1. How can we count to 70?2. How can we decompose numbers less than or equal to ten?3. How can we make 10?4. How can we fluently solve addition facts within 5? | **Formative:** questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games **Summative:** daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** |
| 1. Count orally to 70 by ones or tens.2. A group of objects can be broken down into two smaller groups while the total number remains the same. Some groups of objects can be broken down into smaller groups in more than one way. Decompositions can be recorded with both drawings and equations.3. When given a number from 1 to 9, use objects, drawings or equations to find the number that makes 10.4. Use mental math strategies to add within 5 with accuracy and efficiency. | EnVision Math Series 2.0, Pearson, 2016 Student manipulatives Pearson Success Net (online tools) Math Instructional Coach Compass Learning Odyssey**DOE Suggested Open Educational Resources**

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| **QUARTER 4 – Big Idea: Place Value****Topic: Composing & Decomposing Numbers from 11-19** |
| **Standards:** **K.CC.A.1.** Count to 100 by ones and tens.**K.OA.A.5.** Demonstrate fluency for addition and subtraction within 5.**K.G.B.4.** Analyze and compare two- and three-dimensional shapes, in different sizes, and orientations, using informal language to describe their similarities, differences, parts (e.g. number of sides and vertices “corners”) and other attributes (e.g. having sides of equal length).**K.G.B.5.** Model shapes in the world by building shapes from components (e.g. sticks and clay balls) and drawing shapes.**K.G.B.6.** Compose simple shapes to form larger shapes.**K.NBT.A.1.** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g. by using objects or drawings, and record each composition or decomposition by a drawing or equation; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight or nine ones.**Career Ready Practices****CRP2.** Apply appropriate academic and technical skills.**CRP4.** Communicate clearly and effectively and with reason**.****CRP6.** Demonstrate creativity and innovation. **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.  | **GOAL** |
| The student will compose and decompose numbers from 11 to 19 into ten ones and another group of ones and record these with an equation. |
| **Essential Questions Assessments** |
| 1. How can we compose and decompose numbers? | **Formative:** questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games **Summative:** daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** |
| 1. Represent numbers from 11 to 19 (with or without manipulatives) as one group of tens and another group of ones. Use the term ones to describe the number of objects in each group. Record each composition or decomposition using objects, drawings and/or equations. | EnVision Math Series 2.0, Pearson, 2016 Student manipulatives Pearson Success Net (online tools) Math Instructional Coach Compass Learning Odyssey**DOE Suggested Open Educational Resources**K.CC.A.1 Counting by Tens K.G.B.4 Alike or Different Game K.NBT.A.1 What Makes a Teen Number**Technology:** [www.coolmath4kids.com](http://www.coolmath4kids.com)[www.aplusmath.com](http://www.aplusmath.com)[www.factmonster.com](http://www.factmonster.com) |
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| **QUARTER 4 – Big Idea: Geometry****Topic: Comparing & Composing Shapes** |
| **Standards:** **K.CC.A.1.** Count to 100 by ones and tens.**K.OA.A.5.** Demonstrate fluency for addition and subtraction within 5.**K.G.B.4.** Analyze and compare two- and three-dimensional shapes, in different sizes, and orientations, using informal language to describe their similarities, differences, parts (e.g. number of sides and vertices “corners”) and other attributes (e.g. having sides of equal length).**K.G.B.5.** Model shapes in the world by building shapes from components (e.g. sticks and clay balls) and drawing shapes.**K.G.B.6.** Compose simple shapes to form larger shapes.**K.NBT.A.1.** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g. by using objects or drawings, and record each composition or decomposition by a drawing or equation; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight or nine ones.**Career Ready Practices****CRP2.** Apply appropriate academic and technical skills.**CRP4.** Communicate clearly and effectively and with reason**.****CRP6.** Demonstrate creativity and innovation. **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.  | **GOAL** |
| The student will recognize 2D a 3D shapes and then use or combine them to create new shapes, designs or patterns. |
| **Essential Questions Assessments** |
| 1. How do we compare two- and three-dimensional shapes?2. How do we model shapes in the world?3. How do we compose shapes? | **Formative:** questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games **Summative:** daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** |
| 1. Identify similarities and differences, compare parts (number of sides, number of vertices), and compare attributes (length of sides) of two- and three- dimensional shapes of different sizes and orientations.2. Build shapes by using objects (clay, sticks, etc.) and draw shapes.3. Combine simple shapes to form larger shapes. | EnVision Math Series 2.0, Pearson, 2016 Student manipulatives Pearson Success Net (online tools) Math Instructional Coach Compass Learning Odyssey**DOE Suggested Open Educational Resources**K.CC.A.1 Counting by Tens K.G.B.4 Alike or Different Game K.NBT.A.1 What Makes a Teen Number**Technology:** [www.coolmath4kids.com](http://www.coolmath4kids.com)[www.aplusmath.com](http://www.aplusmath.com)[www.factmonster.com](http://www.factmonster.com) |
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| **QUARTER 4 – Big Idea: Numbers and Operations****Topic: Counting up to 100** |
| **Standards:** **K.CC.A.1.** Count to 100 by ones and tens.**K.OA.A.5.** Demonstrate fluency for addition and subtraction within 5.**K.G.B.4.** Analyze and compare two- and three-dimensional shapes, in different sizes, and orientations, using informal language to describe their similarities, differences, parts (e.g. number of sides and vertices “corners”) and other attributes (e.g. having sides of equal length).**K.G.B.5.** Model shapes in the world by building shapes from components (e.g. sticks and clay balls) and drawing shapes.**K.G.B.6.** Compose simple shapes to form larger shapes.**K.NBT.A.1.** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g. by using objects or drawings, and record each composition or decomposition by a drawing or equation; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight or nine ones.**Career Ready Practices****CRP2.** Apply appropriate academic and technical skills.**CRP4.** Communicate clearly and effectively and with reason**.****CRP6.** Demonstrate creativity and innovation. **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.  | **GOAL** |
| The student will count to 100 by ones and tens. |
| **Essential Questions Assessments** |
| 1. How can we count to 100?2. How can we fluently solve addition facts within 5? | **Formative:** questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games **Summative:** daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** |
| 1. Count orally to 100 by ones or tens.2. Use mental math strategies to add within 5 with accuracy and efficiency. | EnVision Math Series 2.0, Pearson, 2016 Student manipulatives Pearson Success Net (online tools) Math Instructional Coach Compass Learning Odyssey**DOE Suggested Open Educational Resources**K.CC.A.1 Counting by Tens K.G.B.4 Alike or Different Game K.NBT.A.1 What Makes a Teen Number**Technology:** [www.coolmath4kids.com](http://www.coolmath4kids.com)[www.aplusmath.com](http://www.aplusmath.com)[www.factmonster.com](http://www.factmonster.com) |
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