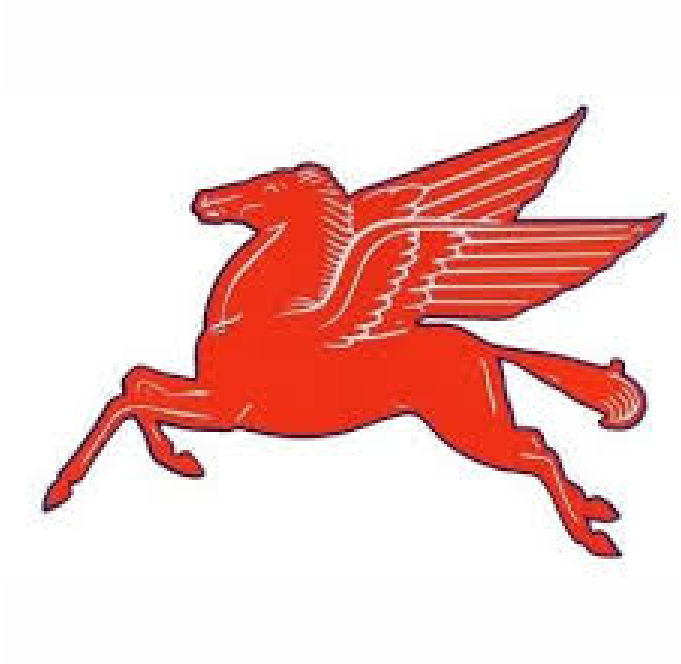
Curriculum Management System

PAULSBORO PUBLIC SCHOOLS



Math/Kindergarten

UPDATED 2020

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: October 2021

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Paulsboro Public Schools

Mission Statement

The mission of the Paulsboro School District is to work with students, parents, educators, and community to develop excellence in education while preparing each student to be viable and productive citizens in society. Our goal is to develop the unique potential of the whole student by creating a challenging and diverse learning climate that prepares students for the 21st Century and is rich in tradition and pride.

Kindergarten PACING CHART (2020-2021)

TOPIC	# OF DAYS	DATES	COMMENTS
1- Represent, Count, Write Numbers 0 -5	14	September	Focus on Number Names and Counting in Sequence
2- Compare Numbers 0 -5	10	September	Focus on Number Names and Number of Objects
3- Represent, Count, Write Numbers 6 - 9	12	October	Focus on Number Names and Counting in Sequence
4- Represent and Compare Numbers to 10	9	October	Focus on Numbers Names and Number of Objects
5- Addition to 10	10	November	Focus on Putting Together and Adding to a Group
6- Subtraction to 10	11	November	Focus on Taking Apart Numbers from a Group
7- Represent Count, and Write 11-19	8	December	Focus on Base Ten and Place Value of Numbers
8- Represent, Count, and Write 20 and Beyond	10	December/January	Focus on Base Ten and Place Value of Number 20 and Beyond
9- Identify and Describe Two-Dimensional Shapes	10	February/March	Focus on squares, circles, triangles, rectangles. Focus on positional words; above, below, besides, in front of, and next to
10- Describe Three- Dimensional Shapes	10	February/March	Focus on squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres. Focus on positional words; above, below, besides, in front of, and next to
11- Data & Measurement: Classify and Count Data. Measure Height, Weight, and Length in Nonstandard Units	14	April	Focus on classifying and counting data. Focus on measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object
12- Step Up to First Grade	10	May/June	Focus on providing a strong foundation for First Grade

DEFINITIONS

NJ Student Learning Standards – Clear and specific benchmarks for students' achievement in various content areas. The standards ensure that each child receives a "thorough and efficient education".

21st Century Life and Careers Standards – These skills that are comprised of the "12 Career Ready Practices" and Standards 9.1 through 9.4. The organization of these standards intends to enable students to make informed decisions that prepare them to engage as active citizens in global society and be prepared for the opportunities of the 21st century workplace.

Gifted and Talented Learners – Students with high-ability who may need more depth and complexity in instruction.

Special Education Learners – Students in need of supports and interventions to improve student achievement

English Language Learners – Students with a native language other than English or who are at varying degrees of English language proficiency.

QUARTER 1 – Counting and Cardinality
Big Idea: Number Names, Sequence, & Comparing Numbers
Topics: 1 & 2 Numbers 0 – 5

Standards:

NJ Student Learning Standards:

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.

a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

c. Understand that each successive number name refers to a quantity that is one larger.

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. How can numbers from 0 to 5 be counted, read, and written? How can numbers from 0 to 5 be compared and ordered? How does counting tell how many? How can objects help with counting?

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.C7 Compare two numbers between 1 and 10 presented as written numerals.

K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation

((e.g., 5 = 2 + 3 and 5 = 4 + 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)

Mathematical Practices:

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.5 Use appropriate tools strategically.

21st Century Life and Careers:

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason.

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

CRP11. Use technology to enhance productivity.

Technology Standards:

8.1.P.A.1 Use an input device to select an item and navigate the screen

8.1.P.A.3 Use and/or develop a simulation that provides an environment to solve a real-world problem theory.

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

GOAL

SWBAT

- Know number names, count sequence, and count to tell how many objects.
- Compare and order the numbers from 0 -5.
- Compare groups to see whether they are equal by matching, counting, and drawing object to match.
- Tell whether one group is greater than or less than or equal to another group.

Essential Questions & Assessments

Essential Questions:

1.How can numbers from 0 to 5 be counted, read, and written?

2.How do we compare order numbers from 0 -5?

3.How do we use the number 0?

4. How does counting tell us how many?

5.How do you use Math to explain what we know about counting?

6. How can we tell when two groups of numbers are greater than, less than, or equal to another group?

7.How do we compare two groups of numbers?

Assessments:

Digital Daily Topic Quick Checks
Exit Tickets
Topic 1-4 Topic Assessments
Topic 1-4 Performance Assessments Topics 1-4
Placement Test
Homework
Teacher Created Assessments
Project-based Assessments
Seesaw Portfolio

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.
8.1.8.D.1 Understand, and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

MODIFICATIONS:

Gifted and Talented Learners:
Enhanced set of introductory activities
Higher level questioning, propose interest-based Centers and choice
Interest- based extension activities
Use sentence stems to discuss ways to count
Utilize Pre-AP Resources such as the pacing, assignment, and best practices guide

Special Education Learners:
Allow extra time to complete assignments or tests
Visual Learning Bridge through Savvas Online Resources
Visual Animations
Work in a small group and have students use touch to assist with counting
Allow answers to be given orally, dictated or typed
Use large print books, Braille, or books on CD (digital text)
Follow all IEP modifications/504 plan
Students Hands on activities
Cooperative Learning
Peer Tutoring,
Extended Time
Reteach in utilizing various methods
Utilize remediation resources which include assessment and intervention, in planning and instruction

English Language Learners:
Multi-Language Glossary
Pupil edition in Spanish
ELA – Digital Resources provided by Savvas
Vocabulary Flash Cards

Enduring Understanding & Resources

1. There is a unique symbol that goes with each number word.

2.The last number said when counting a group is the total.
Counting is cumulative.

3. Zero is a number that tells how many objects there are when there are none.
here is more than one way to show a number.

4. There is more than one way to show a number.

5. Two groups of objects can be directly compared using a matching process.

6.Good Math thinkers use math they know and show how to solve problems

Text: Savvas Realize Math 2.0 & Realize Digital Reader (Pages 7 – 126)

Materials:
Counting Bears
Counting Cubes
Number Cards
Plastic Cups
Color Counters
White Board
Digital Math Manipulatives
5 Frames
Topics 1 -4 Student Addition
Teaching Tools 3, 6, 8

QUARTER 1 – Counting and Cardinality
Big Idea: Number Names, Sequence, & Comparing Numbers
Topics: 3 & 4 Numbers 6-10

Standards:

NJ Student Learning Standards:

K.MD.B.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count.
K.CC.B5 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 counting strategies.
K.CC.C.7 Compare two numbers between 1 and 10 presented as write ten numerals.

21st Century Life and Careers:

CRP1. Act as a responsible and contributing citizen and employee
CRP4. Communicate clearly and effectively and with reason.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.

Technology Standards:

8.1.P.A.1 Use an input device to select an item and navigate the screen
8.1.P.A.3 Use and/or develop a simulation that provides an environment to solve a real-world problem theory.
8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.
8.1.8.D.1 Understand, and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

Math Practices:

MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments & critique the reasoning of others.
MP.4 Model with mathematics.
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.

MODIFICATIONS:

Gifted and Talented Learners:

Enhanced set of introductory activities
Higher level questioning, propose interest-based Centers and choice activities

GOAL

SWBAT

- Know number names, count sequence, and count to tell how many objects.
- Compare and order the numbers from 6 - 10

Essential Questions & Assessments

Essential Questions:

1.How can numbers from 6 – 10 be counted, read, and written?

2.How do we compare order numbers from 6 – 10?

3. How does counting tell us how many?

4. How do we make a group of ten?

5. How can we use counting patterns to solve a problem?

Assessments:

Digital Daily Topic
Quick Checks
Exit Tickets
Topics 3 & 4
Topic Assessments
Topic 3 & 4
Performance
Assessments
Topics 3 & 4
Placement Test
Homework
Teacher Created
Assessments
Project-based
Assessments

Interest- based extension activities
Use sentence stems to discuss ways to count
Utilize Pre-AP Resources such as the pacing, assignment, and best practices guide
Problem-Solving Mat

Special Education Learners:
Allow extra time to complete assignments or tests
Visual Learning Bridge through Savvas Online Resources
Visual Animations
Work in a small group and have students use touch to assist with counting
Allow answers to be given orally, dictated or typed
Use large print books, Braille, or books on CD (digital text)
Follow all IEP modifications/504 plan
Hands on Activities
Cooperative Learning
Peer Tutoring,
Extended Time
Reteach in utilizing various methods
Utilize remediation resources which include assessment and intervention, in planning and instruction

English Language Learners:
Multi-Language Glossary
Pupil edition in Spanish
ELA – Digital Resources provided by Savvas
Vocabulary Flash Cards
Savvas Realize – Take Another Look Activities
Reteaching Tools

Enduring Understanding & Resources

Enduring Understanding:

1. There is a unique symbol that goes with each number word.

2.The last number said when counting a group is the total. Counting is cumulative.

3. Counting tells us how many are in a set, or group, no matter which order the objects are counted. The last number said when counting a group is the total. Counting is cumulative.

4. There is more than one way to show a number.

Resources:

Text: Savvas Realize Math 2.0 & Realize Digital Reader (Pages 126- 236)
Counters
Number Cards 0 -20
Clay
Counting Cubes
Small Objects
Paper Clips
Small Tray of Sand
Strips of Paper
Online Interactive Math Story
Vocabulary Activities
Seesaw
Math Practices Animations
Construction Paper

QUARTER 2
Big Idea: Operations and Algebraic Thinking
Topics: 6 & 7 Addition and Subtraction

Standards:

NJ Student Learning Standards:

K.OA.A.1 Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g. Claps), acting out situations, very explanations, expressions, or equations.
K.OA.A.2 Solve addition and subtraction word problems, and add and subtract with in 10, e.g., by using objects or drawings to represent the problem.
K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing, and equation (e.g., 5=2+3 and 5= 4=1).
K.OA.A.5 Demonstrate fluency for addition and subtraction within 5.
K.CC.A.2 Count forward beginning from a given number within the know sequence (instead of having to begin with 1).
K.CC.A.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20

21st Century Life and Careers:

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

Math Practices

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.

Technology Standards:

8.1.P.A.1 Use an input device to select an item and navigate the screen
8.1.P.A.3 Use and/or develop a simulation that provides an environment to solve a real-world problem theory.
8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.
8.1.8.D.1 Understand, and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

Goal

SWBAT

- Show numbers in many ways
- Represent addition as adding to a number, putting two or more numbers together
- Add and Subtract numbers
- Use the plus sign, subtraction sign, and equal sign in an equation

Essential Questions & Assessments

Essential Questions:

1. How can we show numbers in different ways?

2.. How does putting together parts to make a whole help us to understand addition? How do we take apart numbers to represent subtraction?

3. How do we use symbols to show parts of a whole? How do we use symbols to show taking apart numbers?

Assessments:

Fluency Practice Activities
Digital Daily Topic Quick Checks
Exit Tickets
Topics 6, 7, & 8 Topic Assessments
Topics 6, 7 & 8 Performance Assessments Topics 6, 7 & 8
Placement Test
Homework
Teacher Created Assessments
Project-based Assessments

MODIFICATIONS:

Advanced Learner:

Math and Science Activities
Center Games
Problem- Solving Reading Mats
Enhanced set of introductory activities
Higher level questioning, propose interest-based Centers and choice activities
Interest- based extension activities
Use sentence stems to discuss ways to count
Utilize Pre-AP Resources such as the pacing, assignment, and best practices guide

Special Education Learners:

Allow extra time to complete assignments or tests
Visual Learning Bridge through Savvas Online Resources
Visual Animations
Work in a small group and have students use touch to assist with counting
Allow answers to be given orally, dictated or typed
Use large print books, Braille, or books on CD (digital text)
Follow all IEP modifications/504 plan
Students Hands on activities
Cooperative Learning
Peer Tutoring,
Extended Time
Reteach in utilizing various methods
Utilize remediation resources which include assessment and intervention, in planning and instruction

English Language Learners:

Animated Glossary
Online Vocabulary Game
English Language Learners Tool Kit
Guided Practice

Enduring Understanding & Resources

Enduring Understanding:

1. Addition and subtraction can be shown in different ways, such as with objects, fingers, mental images, drawings, sounds, acting out, equations.

2. Adding groups can be shown by using the plus (+) sign. Subtracting groups can be shown by using the minus (-) sign.

3. Adding parts together to make a whole is one interpretation of addition. Equations using + and = can be used to show addition.

4. Take apart and take from subtraction situations bean be shown in an equation. Equations using – and = can be used to show subtraction.

Resources:

Text: Savvas Realize Math 2.0 & Realize Digital Reader (Pages 237-494)
Counters
Number Cards 0 -20
Clay
Counting Cubes
Small Objects
Basket
Small balls,
Masking tape
Kitchen Timer
Metal Can
Counting Tiles
Classroom Objects
Teaching Tool 6, 7, 8
Online Interactive Math Story
Vocabulary Activities
Seesaw
Math Practices Animations
Center Games

QUARTER 3 – Counting and Cardinality
Big Idea: Number Names, Sequence, & Comparing Numbers
Topics 9, 10, & 11: Numbers 11-20

Standards:

NJ Student Learning Standards:

K.CC.A.2 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.

a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

c. Understand that each successive number name refers to a quantity that is one larger.

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. How can numbers from 0 to 5 be counted, read, and written? How can numbers from 0 to 5 be compared and ordered? How does counting tell how many? How can objects help with counting?

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.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.NBT.A1 Compose and decompose number from 11-29 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 (e.g., 18=10+8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Mathematical Practices:

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.

Technology Standards:

8.1.P.A.1 Use an input device to select an item and navigate the screen

8.1.P.A.3 Use and/or develop a simulation that provides an environment to solve a real-world problem theory.

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

8.1.8.D.1 Understand, and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

GOAL

SWBAT

- Know number names, count sequence, and count to tell how many objects.
- Compare and order the numbers
- Count in sequence with a focus on numbers 11-20.
- Recognize one more.
- Use visual aids such as ten frames to help recognize one more.
- Use drawings and equations to make numbers 11-20
- Decompose numbers into tens and ones

Essential Questions & Assessments

Essential Questions	Assessments:
1.How can numbers from 11- 20 be counted, read, and written? 2.How do we compare order numbers from 11-20? 3. How does counting tell us how many?	Fluency Practice Activities Digital Daily Topic Quick Checks Exit Tickets Topics 9 & 10 Topic Assessments Topics 9 & 10 Performance Assessments Topics 9 & 10 Placement Test

21st Century Life and Careers:
CRP1. Act as a responsible and contributing citizen and employee
CRP4. Communicate clearly and effectively and with reason.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.

MODIFICATIONS:
Gifted and Talented Learners:
Enhanced set of introductory activities
Higher level questioning, propose interest-based Centers and choice
Interest- based extension activities
Use sentence stems to discuss ways to count
Utilize Pre-AP Resources such as the pacing, assignment, and best practices guide

Special Education Learners:
Allow extra time to complete assignments or tests
Visual Learning Bridge through Savvas Online Resources
Visual Animations
Work in a small group and have students use touch to assist with counting
Allow answers to be given orally, dictated or typed
Use large print books, Braille, or books on CD (digital text)
Follow all IEP modifications/504 plan
Students Hands on activities
Cooperative Learning
Peer Tutoring,
Extended Time
Reteach in utilizing various methods
Utilize remediation resources which include assessment and intervention, in planning and instruction

English Language Learners:
Multi-Language Glossary
Pupil edition in Spanish
ELA – Digital Resources provided by Savvas
Vocabulary Flash Cards

4. How do we make a group of twenty?

5. How can we use counting patterns to solve a problem?

Homework
Teacher Created Assessments
Project-based Assessments

Enduring Understanding & Resources

Enduring Understanding:
1. There is a unique symbol that goes with each number word.

2.The last number said when counting a group is the total. Counting is cumulative.

3. Counting tells us how many are in a set, or group, no matter which order the objects are counted. The last number said when counting a group is the total. Counting is cumulative.

4. There is more than one way to show a number.

Resources:
Text: Savvas Realize Math 2.0 & Realize Digital Reader (Pages 513 – 608)
Counters
Number Cards 0 -20
Counting Cubes
Small Objects
Paper Clips
Small Tray of Sand
Strips of Paper
Online Interactive Math Story
Vocabulary Activities
Seesaw
Math Practices Animations
Teaching Tools 6, 8, 22, 23 & 31
Double Ten Frame
Number 20 song
Hundred Chart

QUARTER 3 – Counting and Cardinality
Big Idea: Count Numbers to 100
Topic 11: Numbers to 100

NJ Student Learning Standards:
K.CC.A.1 Count to 100 by ones and by tens.
KCC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Mathematical Practices:
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.7 Look for and make use of structure

21st Century Life and Careers:
CRP1. Act as a responsible and contributing citizen and employee
CRP4. Communicate clearly and effectively and with reason.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.

Technology Standards:
8.1.P.A.1 Use an input device to select an item and navigate the screen
8.1.P.A.3 Use and/or develop a simulation that provides an environment to solve a real-world problem theory.
8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.
8.1.8.D.1 Understand, and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

MODIFICATIONS:
Gifted and Talented Learners:
Enhanced set of introductory activities
Higher level questioning, propose interest-based Centers and choice
Interest- based extension activities
Use sentence stems to discuss ways to count
Utilize Pre-AP Resources such as the pacing, assignment, and best practices guide

GOAL

SWBAT

- Use patterns to count to 30, 50, 100
- Count to the number 100 by 5 and 10
- Count forward from any number to 100 by ones and tens
- Count on from any number counting by tens and ones

Essential Questions & Assessments

Essential Questions:

1. How can patterns help us to count?

2. How can we count to the number 100 using one and tens?

3. How do we count on from any number using patterns found on a hundred char?

Assessments:

Assessments:
Fluency Practice Activities
Digital Daily Topic Quick Checks
Exit Tickets
Topic Assessment 11
Performance Assessments Topics 11
Placement Test
Homework
Teacher Created Assessments
Project-based Assessments

Special Education Learners:
Allow extra time to complete assignments or tests
Visual Learning Bridge through Savvas Online Resources
Visual Animations
Work in a small group and have students use touch to assist with counting
Allow answers to be given orally, dictated or typed
Use large print books, Braille, or books on CD (digital text)
Follow all IEP modifications/504 plan
Students Hands on activities
Cooperative Learning
Peer Tutoring,
Extended Time
Reteach in utilizing various methods
Utilize remediation resources which include assessment and intervention, in planning and instruction

English Language Learners:
Multi-Language Glossary
Pupil edition in Spanish
ELA – Digital Resources provided by Savvas
Vocabulary Flash Cards

Enduring Understanding & Resources

Enduring Understanding:

1. You can count to 100 by using groups of 10. You can count to 100 by using ones.

2. Using counting patterns on the hundred chart can help when counting on from any number.

3. Good math thinkers look for patterns in math to solve problems.

Resources:
Text: Savvas Realize Math 2.0 & Realize (Pages 625- 667)
Digital Reader
Counters
Number Cards 0 -20
Counting Cubes
White Board and Marker
Online Interactive Math Story
Vocabulary Activities
Seesaw
Index Cards
Teaching Tools 6, 8, 31
Math Practices Animations
Hundred Chart

QUARTER 4 – Geometry
Big Idea: Identify, Describe, Analyze, Compare & Create 2D and 3D Shapes
Topic: 12 & 13 Shapes

Standards:

NJ Student Learning Standards:

K.G.A.1 Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
K.G.A.2 Correctly name shapes regardless of their orientations or overall size.
K.G.A.3 Identify shapes as two- dimensional (lying in a plane, "flat") or three-dimensional ("solid").
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"0 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. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

Mathematical Practices:

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.5 Use appropriate tools strategically.

21st Century Life and Careers:

CRP1. Act as a responsible and contributing citizen and employee
CRP4. Communicate clearly and effectively and with reason.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.

Technology Standards:

8.1.P.A.1 Use an input device to select an item and navigate the screen
8.1.P.A.3 Use and/or develop a simulation that provides an environment to solve a real-world problem theory.
8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.
8.1.8.D.1 Understand, and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

MODIFICATIONS:

Gifted and Talented Learners:

Enhanced set of introductory activities
Higher level questioning, propose interest-based Centers and choice
Interest- based extension activities
Use sentence stems to discuss ways to count

GOAL

SWBAT

- Identify, describe, analyze, compare and create 2D and 3D shapes.
- Make 2D and 3D shapes
- Build shapes that match given attributes
- Use various materials to build 3D shapes

Essential Questions & Assessments

Essential Questions:	Assessments:
1. How do we describe shapes? 2. How can we describe a shape? 3. Where do we find shapes? 4.How can shapes be combined to make other shapes? 5. How can solid figures be named, described, compared, and composed?	Digital Daily Topic Quick Checks Exit Tickets Topics 12 & 13 Topic Assessments Topics 12 & 13 Performance Assessments Topics 12 & 13 Placement Test Homework Teacher Created Assessments Project-based Assessments

Utilize Pre-AP Resources such as the pacing, assignment, and best practices guide

Special Education Learners:
Allow extra time to complete assignments or tests
Visual Learning Bridge through Savvas Online Resources
Visual Animations
Work in a small group and have students use touch to assist with counting
Allow answers to be given orally, dictated, or typed
Use large print books, Braille, or books on CD (digital text)
Follow all IEP modifications/504 plan
Students Hands on activities
Cooperative Learning
Peer Tutoring,
Extended Time
Reteach in utilizing various methods
Utilize remediation resources which include assessment and intervention, in planning and instruction

English Language Learners:
Multi-Language Glossary
Pupil edition in Spanish
ELA – Digital Resources provided by Savvas
Vocabulary Flash Cards

Enduring Understanding & Resources

Enduring Understanding:

1. Objects have shape, some shapes are flat, and some are 3D.

2. Shapes can be identified by their math names such as circle, sphere, square and cube.

3. Shapes can be found in the environment around us.

4. Shapes can be combined to make other shapes.

Resources:
Text: Savvas Realize Math 2.0 & Realize (Pages 685-748)
Digital Reader
2D and 3D shapes
Shape Puzzle's
Paper Bag
Chart Paper
White Board and Marker
Online Interactive Math Story
Vocabulary Activities
Seesaw
Shape Song
Math Practices Animations
Teaching Tools 39

QUARTER 4 – Measurement and Data
Big Idea: Classify and Count Data
Topic 11: Data

Standards:

NJ Student Learning Standards:

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.

a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

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. How can numbers from 0 to 5 be counted, read, and written? How can numbers from 0 to 5 be compared and ordered? How does counting tell how many? How can objects help with counting?

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. 1 K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.

K.CC.C7 Compare two numbers between 1 and 10 presented as written numerals.

Mathematical Practices:

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.7 Look for and make use of structure

21st Century Life and Careers:

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason.

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

CRP11. Use technology to enhance productivity.

Technology Standards:

8.1.P.A.1 Use an input device to select an item and navigate the screen

8.1.P.A.3 Use and/or develop a simulation that provides an environment to solve a real-world problem theory.

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

8.1.8.D.1 Understand, and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

MODIFICATIONS:

GOAL

SWBAT:

- Classify objects into categories and count and tell why they are in each category

Essential Questions & Assessments

Essential Questions:

1. How can classifying data help answer questions?

Assessments:

Digital Daily Topic Quick Checks
Exit Tickets
Topic 5
Topic Assessments
Topics 5
Performance Assessments Topics 5
Placement Test
Homework
Teacher Created Assessments
Project-based Assessments

Enduring Understanding Resources

Enduring Understanding:

1. Objects can be classified into categories, based on whether they have or

Resources:

Text: Savvas Realize Math 2.0 & Realize Digital Reader (Pages 749- 804)
Counting Cubes
Small Objects
Paper Clips

Gifted and Talented Learners: Enhanced set of introductory activities Higher level questioning, propose interest-based Centers and choice Interest- based extension activities Use sentence stems to discuss ways to count Utilize Pre-AP Resources such as the pacing, assignment, and best practices guide **Learners with Disabilities:** Allow extra time to complete assignments or tests Visual Learning Bridge through Savvas Online Resources Visual Animations Work in a small group and have students use touch to assist with counting Allow answers to be given orally, dictated or typed Use large print books, Braille, or books on CD (digital text) Follow all IEP modifications/504 plan Students Hands on activities Cooperative Learning Peer Tutoring, Extended Time Reteach in utilizing various methods Utilize remediation resources which include assessment and intervention, in planning and instruction **English Language Learners:** Multi-Language Glossary Pupil edition in Spanish ELA – Digital Resources provided by Savvas Vocabulary Flash Cards	do not have a particular attribute. 2. Data can be sorted and compared in a variety of ways. Objects can be sorted by putting those with attributes in on group and those without the attribute in another group. Then groups can be counted, and data can be recorded.	Multicolored Counters Index Cards Chart Paper Sticky Notes Online Interactive Math Story Vocabulary Activities Seesaw Math Practices Animations

QUARTER 4 – Measurement and Data
Big Idea: Describe and Compare Measurable Attributes
Topic 11: Measurement

Standards:
NJ Student Learning Standards:
MA.K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
MA.K.MD.A2 Directly compare two objects with a measurable attribute in common to see if it has "more of/less of" the attribute and describe the difference.
MA.K.MD.B3 Classify objects into given categories; count the numbers of objects in each sort the categories by count

Mathematical Practices:
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.5 Use appropriate tools strategically.

21st Century Life and Careers:
CRP1. Act as a responsible and contributing citizen and employee
CRP4. Communicate clearly and effectively and with reason.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.

Technology Standards:
8.1.P.A.1 Use an input device to select an item and navigate the screen
8.1.P.A.3 Use and/or develop a simulation that provides an environment to solve a real-world problem theory.
8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.
8.1.8.D.1 Understand, and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

MODIFICATIONS:
Gifted and Talented Learners:
Enhanced set of introductory activities
Higher level questioning, propose interest-based Centers and choice
Interest- based extension activities
Use sentence stems to discuss ways to count
Utilize Pre-AP Resources such as the pacing, assignment, and best practices guide

GOAL

SWBAT

- Compare objects by length, height, and weight
- Use attributes and words to describe how an object can be measured
- Solve math problems about objects with measurable attributes

Essential Questions & Assessments

Essential Questions:
1. How do we use attributes to describe different objects?

2. How do we measure objects?

3. How can we solve math problems about objects?

Assessments:
Digital Daily Topic Quick Checks
Exit Tickets
Topic 14 Topic Assessments
Topics 14 Performance Assessments Topics 14 Placement Test
Homework
Teacher Created Assessments
Project-based Assessments

Special Education Learners: Allow extra time to complete assignments or tests Visual Learning Bridge through Savvas Online Resources Visual Animations Work in a small group and have students use touch to assist with counting Allow answers to be given orally, dictated or typed Use large print books, Braille, or books on CD (digital text) Follow all IEP modifications/504 plan Students Hands on activities Cooperative Learning Peer Tutoring, Extended Time Reteach in utilizing various methods Utilize remediation resources which include assessment and intervention, in planning and instruction **English Language Learners:** Multi-Language Glossary Pupil edition in Spanish ELA – Digital Resources provided by Savvas Vocabulary Flash Cards	**Enduring Understanding & Resources**	
	Enduring Understanding: 1. We describe and measure objects 2. We can measure objects by length, height, and weight 3.. We can use measurable attributes to solve math problems	**Resources:** **Text:** Savvas Realize Math 2.0 & Realize Digital Reader (Pages 805-840) Measuring cups Ruler Counters Small Objects Paper Clips Connecting Cues and Rings Online Interactive Math Story Vocabulary Activities Seesaw Math Practices Animations