

Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Curriculum Development Timeline

School: Township of Ocean Elementary Schools

Course: Mathematics, Grade Kindergarten

Department: Mathematics

Board Approval	Supervisor	Notes
November 2011	Christine Picerno	Born Date
December 2017	Christine Picerno	Revisions
March 2019	Christine Picerno	Review

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Marking Period 1		Marking Period 2	
1	Counting and Cardinality	11	Measurement & Data
2	Counting and Cardinality	12	Measurement & Data
3	Counting and Cardinality	13	Operations & Algebraic Thinking
4	Counting and Cardinality	14	Operations & Algebraic Thinking
5	Counting and Cardinality	15	Operations & Algebraic Thinking
6	Counting and Cardinality	16	Operations & Algebraic Thinking
7	Counting and Cardinality	17	Operations & Algebraic Thinking
8	Counting and Cardinality	18	Operations & Algebraic Thinking
9	Counting and Cardinality	19	Operations & Algebraic Thinking
10	Measurement & Data	20	Operations & Algebraic Thinking
Marking Period 3		Marking Period 4	
21	Operations & Algebraic Thinking	31	Counting and Cardinality
22	Operations & Algebraic Thinking	32	Counting and Cardinality
23	Operations & Algebraic Thinking	33	Geometry
24	Operations & Algebraic Thinking	34	Geometry
25	Operations & Algebraic Thinking	35	Geometry
26	Counting and Cardinality	36	Measurement & Data
27	Counting and Cardinality	37	Measurement & Data
28	Number & Operations in Base Ten	38	Measurement & Data
29	Number & Operations in Base Ten	39	Measurement & Data
30	Number & Operations in Base Ten	40	Measurement & Data

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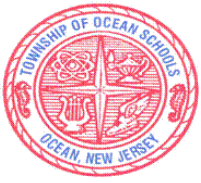
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Core Instructional & Supplemental Materials including various levels of Texts

Realize Online Platform, Math Center Challenges, MDIS - Math Diagnostic and Intervention System, enVision Math 2.0 Student Editions, Response to Intervention Tiered Materials, and various trade books related to unit topics.

Time Frame	September-December Ongoing
Topic	
COUNTING & CARDINALITY	
Essential Questions	
<ul style="list-style-type: none">What is the best way to count?	
Enduring Understandings	
Students will understand that...	
<ul style="list-style-type: none">Counting is used constantly in everyday life.Numerals are used to represent quantities.Objects can be counted and compared.Counting is a strategy for finding the answer to how many	

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Alignment to NJSLS

- 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.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.
 - 4a 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.
 - 4b 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.
 - 4c 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.
- 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.

Key Concepts and Skills

- Know number names and the count sequence
- Count to tell the number of objects
- Compare numbers

Learning Activities

enVision Math 2.0 Units of Study

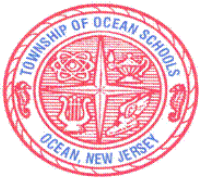
Topic 1 - Number 0-5

Topic 2 - Compare Numbers 0-5

Topic 3 - Numbers 6-10

Topic 4 - Compare Numbers 0-10

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Curriculum Resources

Math Literature:

- What Comes in 2's, 3's, and 4's? by Suzanne Aker
- Swan Harbor by Laura Rankin
- The Very Hungry Caterpillar by Eric Carle
- Anno's Counting Book by Mitsumasa Anno

enVision Math 2.0 Resources:

- Realize Online Platform
- Math Center Challenges
- MDIS - Math Diagnostic and Intervention System
- Student Editions
- Response to Intervention Tiered Materials

Assessments

Formative Assessments

- Teacher Observation
- Individual Lesson Quick Checks
- Daily Classwork
- Homework Pages per lesson/topic
- Student Activity Pages per lesson/topic

Summative Assessments

- Topic Performance Tasks 1, 2, 3, and 4
- Topic Unit Tests 1, 2, 3, and 4

Benchmark Assessment

- EOY Benchmark 1

21st-Century Skills

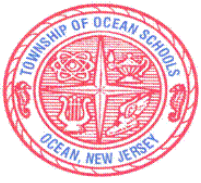
9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Ready Practices

CRP 4. SW communicate clearly and effectively and with reason during the problem solving portion of the lesson.

CRP 8. SW utilize critical thinking to make sense of problems and persevere in solving them during the independent practice portion of the lesson.

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Interdisciplinary Connections

Language Arts Learning Activities:

- Build a strong base of knowledge through content-rich texts
- Read, write, and speak grounded in evidence
- Construct viable arguments and critique the reasoning of others
- Engage in argument from evidence

Alignment to Standards:

- **RL.K.1.** With prompting and support, ask and answer questions about key details in a text
- **RL.K.4.** Ask and answer questions about unknown words in a text
- **RI.K.1.** With prompting and support, ask and answer questions about key details in a text
- **RI.K.7.** With prompting and support, describe the relationship between illustrations and the text in which they appear

Science Learning Activities:

- Model with mathematics
- Develop and use models
- Use mathematics, information and computer technology, and computational thinking

Alignment to Standards:

- **K-2-ETS1-1.** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- **K-ESS3-1.** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

Technology Integration

Technology Learning Activities:

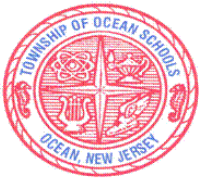
- Students use Chromebooks to access Pearson Realize platform to practice and reinforce skills and concepts.
- Students will use Google Classroom to access links to: interactive activities and math games.
- Students will access various websites, such as, Prodigy, Arcademics, Cool Math and IXL to practice and reinforce math skills.

Alignment to Standards:

- **TECH.8.1.2** All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and

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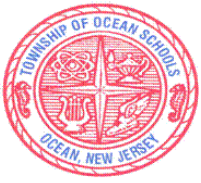
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communicate knowledge.

- **TECH.8.1.2.A.CS2** Select and use applications effectively and productively
- **TECH.8.2.2.C** The design process is a systematic approach to solving problems

Time Frame	October-Ongoing
Topic	
Operations & Algebraic Thinking	
Essential Questions	
<ul style="list-style-type: none">• What do the best problem solvers do?• What does it mean to reason mathematically?• How do I know when an answer is reasonable?• What makes a mathematical argument convincing?• How do patterns help us solve problems?• Why is the ability to solve problems the heart of mathematics?• When would an estimate be more useful than an exact answer?• What similar problems does this remind	
Enduring Understandings	
Students will understand that...	
<ul style="list-style-type: none">• Addition and subtraction can be represented using a variety of approaches.• Quantities can be represented in a variety of ways.• Numbers can be composed and decomposed in more than one way.• Developing number sense leads to flexibility with numbers.	

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Alignment to NJSLS

- K.OA.A.1 Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings,, sounds (e.g., claps), 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.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.OA.A.4 For any 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.OA.A.5 Demonstrate fluency for addition and subtraction within 5.

Key Concepts and Skills

- Addition and subtraction can be represented using a variety of approaches.
- Quantities can be represented in a variety of ways.
- Numbers can be composed and decomposed in more than one way.
- Developing number sense leads to flexibility with numbers.

Learning Activities

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

enVision Math 2.0 Units of Study

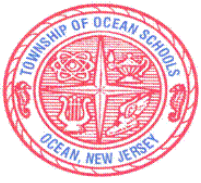
Topic 5 - Classify and Count Data

Topic 6 - Understand Addition

Topic 7 - Understand Subtraction

Topic 8 - More Addition and Subtraction

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Curriculum Resources

Math Literature:

- How Many Birds? by Don L. Curry
- One Less Fish by Kim Michelle Taft and Allan Sheather \
- Rumble Bus by Larry Dane Brimner

enVision Math 2.0 Resources:

- Realize Online Platform
- Math Center Challenges
- MDIS - Math Diagnostic and Intervention System
- Student Editions
- Response to Intervention Tiered Materials

Assessments

Formative Assessments

- Teacher Observation
- Individual Lesson Quick Checks
- Daily Classwork
- Homework Pages per lesson/topic
- Student Activity Pages per lesson/topic

Summative Assessments

- Topic Performance Tasks 5, 6, 7, and 8
- Topic Unit Tests 5, 6, 7, and 8

Alternative Assessment:

- My Math Subtraction Story

21st-Century Skills

Career Ready Practices

CRP 8. SW utilize critical thinking to make sense of problems and persevere in solving them while working collectively with a partner on assigned problems.

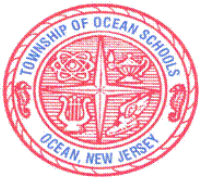
CRP 11. SW use technology to enhance productivity during center related activities.

Interdisciplinary Connections

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- Engage in argument from evidence

Alignment to Standards:

- **RL.K.1.** With prompting and support, ask and answer questions about key details in a text
- **RL.K.4.** Ask and answer questions about unknown words in a text
- **RL.K.7.** With prompting and support, describe the relationship between illustrations and the story in which they appear
- **RI.K.1.** With prompting and support, ask and answer questions about key details in a text

Science Learning Activities:

- Model with mathematics
- Develop and use models
- Use mathematics, information and computer technology, and computational thinking

Alignment to Standards:

- **K-2-ETS1-1.** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Technology Integration

Technology Learning Activities:

- Students use Chromebooks to access Pearson Realize platform to practice and reinforce skills and concepts.
- Students will use Google Classroom to access links to: interactive activities and math games.
- Students will access various websites, such as, Prodigy, Arcademics, Cool Math and IXL to practice and reinforce math skills.

Alignment to Standards:

- **TECH.8.1.2** All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- **TECH.8.1.2.A.CS2** Select and use applications effectively and productively
- **TECH.8.2.2.C** The design process is a systematic approach to solving problems

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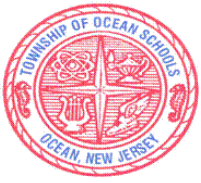
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Time Frame	November- Ongoing
Topic	
Geometry	
Essential Questions	
<ul style="list-style-type: none">• How can shapes be broken into simpler parts?• What attributes are important for naming shapes?• When is one object or shape bigger than another?• What determines big and small?	
Enduring Understandings	
<p>Students will understand that...</p> <ul style="list-style-type: none">• Shapes are everywhere.• Shapes can be described and compared using their attributes.• Shapes can be combined to form new shapes.• Geometric properties can be used to construct shapes.• The position of an object can be described.	
Alignment to NJSLs	
<ul style="list-style-type: none">• 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") 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?"	
Key Concepts and Skills	
<ul style="list-style-type: none">• Shapes are everywhere.• Shapes can be described and compared using their attributes.• Shapes can be combined to form new shapes.• Geometric properties can be used to construct shapes.• The position of an object can be described.	

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Learning Activities

- Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)
- Analyze, compare, create, and compose shapes

enVision Math 2.0 Units of Study

Topic 9 - Count Numbers to 20

Topic 11 - Count Numbers to 100

Topic 12 - Identify and Describe Shapes

Curriculum Resources

Math Literature:

- The Shape of Things by Dayle Ann Dodds
- Go Away Big Green Monster by Ed Emberley

enVision Math 2.0 Resources:

- Realize Online Platform
- Math Center Challenges
- MDIS - Math Diagnostic and Intervention System
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Assessments

Formative Assessments

- Teacher Observation
- Individual Lesson Quick Checks
- Daily Classwork
- Homework Pages per lesson/topic
- Student Activity Pages per lesson/topic

Summative Assessments

- Topic Performance Tasks 9, 11, and 12
- Topic Unit Tests 9, 11, and 12

Alternative Assessment:

- Creating my own monster activity using various shapes.

21st-Century Skills

Career Ready Practices

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CRP 4. SW communicate clearly and effectively and with reason during small group instruction.

CRP 6. SW demonstrate creativity and innovation while creating their own monsters.

CRP 8. SW utilize critical thinking to make sense of problems and persevere in solving them while working independently.

Interdisciplinary Connections

Language Arts Learning Activities:

- Build a strong base of knowledge through content-rich texts
- Read, write, and speak grounded in evidence
- Construct viable arguments and critique the reasoning of others
- Engage in argument from evidence

Alignment to Standards:

- **RL.K.1.** With prompting and support, ask and answer questions about key details in a text
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Science Learning Activities:

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Alignment to Standards:

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Technology Integration

Technology Learning Activities:

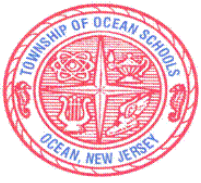
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- **TECH.8.1.2.A.CS2** Select and use applications effectively and productively
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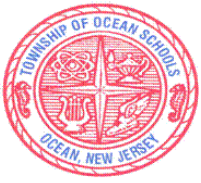
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Time Frame	December- Ongoing
Topic	
Measurement and Data	
Essential Questions	
<ul style="list-style-type: none">How can we compare the size of objects when we can't put them next to each other?How can we be sure something is really bigger and agree on its size?	
Enduring Understandings	
Students will understand that...	
<ul style="list-style-type: none">Objects can be sorted by similarities.Objects can be counted and compared.Objects have distinct attributes that can be measured with appropriate tools.	
Alignment to NJSLs	
<ul style="list-style-type: none">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 difference. For example, directly compare the heights of two children and describe one child as taller/shorter.K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	
Key Concepts and Skills	
<ul style="list-style-type: none">Describe and compare measurable attributesClassify objects and count the number of objects in each category	
Learning Activities	
<ul style="list-style-type: none">Objects can be sorted based on their properties.Measurable attributes: length, weight, size (volume)A single object can have more than one measurable attribute.When comparing objects by measuring, each object must have the same starting point.Moving an object does not change its measure.Groups can be sorted by the number of objects in each group.	
<u>enVision Math 2.0 Units of Study</u>	
Topic 13 - Analyze, Compare and Create Shapes	
Topic 14 - Describe and Compare Measurable Attributes	
Stepping Up Lessons	

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Assessments

Formative Assessments

- Teacher Observation
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- Student Activity Pages per lesson/topic
- Stepping Up Activity Pages

Summative Assessments

- Topic Performance Tasks 13 and 14
- Topic Unit Tests 13 and 14

Alternative Assessment:

- PBL activity – Analyze, Compare and Create Shapes

21st-Century Skills

Career Ready Practices

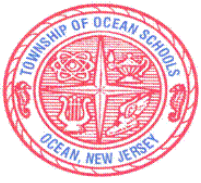
CRP 6. SW demonstrate creativity and innovation while working on their Analyze, Compare and Create PBL activity.

CRP 8. SW utilize critical thinking to make sense of problems and persevere in solving them during the convince me section of the lesson.

Interdisciplinary Connections

Language Arts Learning Activities:

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- Build a strong base of knowledge through content-rich texts
- Read, write, and speak grounded in evidence

Alignment to Standards:

- **RL.K.1.** With prompting and support, ask and answer questions about key details in a text
- **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Science Learning Activities:

- Model with mathematics
- Develop and use models
- Use mathematics, information and computer technology, and computational thinking

Alignment to Standards:

- **K-2-ETS1-1.** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
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Technology Integration

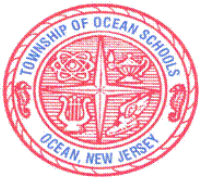
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Alignment to Standards:

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- **TECH.8.1.2.A.CS2** Select and use applications effectively and productively
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Time Frame	January - Ongoing
Topic	
Number and Operations in Base Ten	
Essential Questions	
<ul style="list-style-type: none">• What is the best way to count?• How are relationships helpful in mathematics?• What makes a strategy for computing effective and efficient?• How is math a language?• What would be impossible if we had no numbers?• Why is it useful to compose and decompose numbers?	
Enduring Understandings	
Students will understand that...	
<ul style="list-style-type: none">• Numbers can be composed and decomposed in more than one way.• Teen numbers consist of a group of 10 ones and extra ones.	
Alignment to NJSLs	
<ul style="list-style-type: none">• 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 (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.	
Key Concepts and Skills	
<ul style="list-style-type: none">• Work with numbers 11-19 to gain foundations for place value.	
Learning Activities	
Students will know numbers from 11 to 19 can be represented as one group of ten ones and another group containing fewer than ten ones.	
<u>enVision Math 2.0 Unit of Study</u>	
Topic 10 - Compose and Decompose Numbers 11-19	

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Assistant Superintendent
Office of Teaching and Learning

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Curriculum Resources

Math Literature:

- Where's My Teddy? by Jez Alborough
- Inch by Inch by Leo Lionni
- The Best Bug Parade by Stuart J. Murphy

enVision Math 2.0 Resources:

- Realize Online Platform
- Math Center Challenges
- MDIS - Math Diagnostic and Intervention System
- Student Editions
- Response to Intervention Tiered Materials

Assessments

Formative Assessments

- Teacher Observation
- Individual Lesson Quick Checks
- Daily Classwork
- Homework Pages per lesson/topic
- Student Activity Pages per lesson/topic

Summative Assessments

- Topic Performance Task 10
- Topic Unit Test 10

Benchmark Assessment

- EOY Benchmark 3

21st-Century Skills

Career Ready Practices

CRP 4. SW communicate clearly and effectively and with reason during the solve and share portion of the lesson.

CRP 11. SW use technology such as Arcademics and Prodigy to enhance productivity.

Interdisciplinary Connections

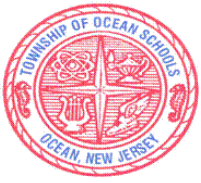
Language Arts Learning Activities:

- Read, write, and speak grounded in evidence
- Construct viable arguments and critique the reasoning of others
- Engage in argument from evidence

Alignment to Standards:

- **RL.K.1.** With prompting and support, ask and answer questions about key details in a

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text

- **RL.K.4.** Ask and answer questions about unknown words in a text
- **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Science Learning Activities:

- Model with mathematics
- Develop and use models
- Use mathematics, information and computer technology, and computational thinking

Alignment to Standards:

- **K-2-ETS1-1.** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Technology Integration

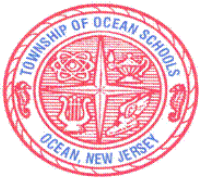
Technology Learning Activities:

- Students use Chromebooks to access Pearson Realize platform to practice and reinforce skills and concepts.
- Students will use Google Classroom to access links to: interactive activities and math games.
- Students will access various websites, such as, Prodigy, Arcademics, Cool Math and IXL to practice and reinforce math skills.

Alignment to Standards:

- **TECH.8.1.2** All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- **TECH.8.1.2.A.CS2** Select and use applications effectively and productively
- **TECH.8.2.2.C** The design process is a systematic approach to solving problems

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Modifications (ELL, Special Education, At-Risk Students, Gifted and Talented, and 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

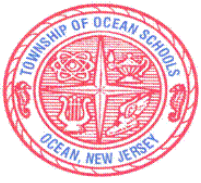
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills

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- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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