North Caldwell
Kindergarten
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Curriculum

NJ Student Learning Standards (NJSLS)

2024-25 Excel Calendar

2024-25 Monthly Calendar

Supplements

North Caldwell Mathematics

Grade Level: Kindergarten

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Instructional Materials

Everyday Mathematics 4th Edition
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www.everydaymath.com

Supplemental Resources

- Illustrative Mathematics https://www.illustrativemathematics.org/
- National Council of Teachers of Mathematics http://www.nctm.org/
- NCTM Illuminations Resources for Teaching Math http://illuminations.nctm.org/

Interdisciplinary Connections

Mathematics is a unified body of knowledge whose concepts build upon each other. Connecting mathematical concepts includes linking ideas to related ideas learned previously.

Major emphasis should be given to ideas and concepts across mathematical content areas that help students see that mathematics is a web of closely connected ideas. Students need to connect their mathematical learning to appropriate real-world contexts. They need to create interest and maintain the interest after the novelty of the work has worn off.

Mathematics is the language of science and is greatly utilized in industry and business. It gives us the power to solve difficult real-world problems, but also helps us to understand how the universe operates.

Every mathematics teacher needs to make students unafraid of the subject by convincing the students of the usefulness of learning mathematics in their daily lives and for higher studies. The world today, which leans more and more heavily on Science and Technology, demands more from mathematics. Tomorrow's world will, no doubt, make still greater demands from mathematics.

Literature:

~ *The Greedy Triangle*, By Meghan Everette

- Introduce the lesson by reading *The Greedy Triangle*
- Follow the lesson in the Interdisciplinary Supplemental Section.

~ *Ten Little Monkeys: Jumping on the Bed* by Annie Kubler

- Introduce the lesson by reading *Ten Little Monkeys: Jumping on the Bed.*
- Follow the lesson in the Interdisciplinary Supplemental Section.

~Dr. Seuss Math

- Follow the worksheets in the Interdisciplinary Supplemental Section

New Jersey Student Learning Standards (NJSLS)

In kindergarten, instructional time should focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in kindergarten should be devoted to number than to other topics.

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

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

Connecting the Standards for Mathematical Content to the Standards for Mathematical Practice

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word "understand" are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

In this respect, those content standards, which set an expectation of understanding, are potential "points of intersection" between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.

Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

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

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

6. Attend to precision.
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

7. Look for and make use of structure.
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

8. Look for and express regularity in repeated reasoning.
Mathematically proficient students notice if calculations are repeated and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Counting and Cardinality

A. Know number names and the count sequence.

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).

Understandings	Essential Questions
Students will understand that… • counting involves one-to-one correspondence. • one can count by different amounts (ones, tens, etc.).	• Why do we need to count? • How do we count?
Knowledge	**Skills**
Students will know… • multiples of ten. • how to count. • how to write the numerals 0 – 9. • count a number of objects.	Students will be able to . . . • count to 100 by ones. • count to 100 by tens. • count forward beginning from a given number within the known sequence. • write numbers from 0-20. • represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Resources

- **Everyday Mathematics 4 Routines:** 1, 3; **Lessons** 1-4, 1-5, 1-6, 2-4, 2-5, 2-6, 2-11, 3-1, 3-2, 3-4, 3-5, 3-6, 3-7, 3-8, 3-9, 3-10, 3-11, 3-12, 3-13, 4-1, 4-2, 4-4, 4-5, 4-6, 4-7, 4-8, 4-9, 4-11, 4-12, 4-13, 5-1, 5-2, 5-4, 5-6, 5-7, 5-8, 5-9, 5-11, 5-12, 5-13, 6-3, 6-4, 6-7, 6-11, 6-12, 6-13, 7-1, 7-2, 7-3, 7-5, 7-7, 7-8, 7-9, 7-10, 7-11, 7-12, 7-13, 8-1, 8-3, 8-4, 8-5, 8-6, 8-10, 8-12, 9-3, 9-8, 9-12, 9-13

- **Supplemental Lessons:** Binder pages 2-17, 20-23

Assessment

Formative Assessment	Summative Assessment
• Exit tickets • Math boxes	• Unit assessment

Counting and Cardinality
B. Count to tell the number of objects.

K.CC.B.4 Understand the relationship between numbers and quantities to 10; 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 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

Understandings	Essential Questions
Students will understand that… • there is a relationship between the numbers and quantities. • when counting, each object has one and only one number name and each number name is paired with one and only one object (one-to-one correspondence). • when counting, the last number name said tells the number of objects counted. • the number of objects is the same regardless of the order in which they were counted. • each successive number name refers to a quantity that is one larger.	• How do we count?
Knowledge	**Skills**
Students will know… • the connection between counting and cardinality. • one-to-one correspondence.	Students will be able to . . . • count objects while saying the number names in the standard order. • state the total number of objects in a group. • count as many as 20 things arranged in a line, a rectangular array, or a circle, when asked "how many…?". • count as many as 10 things in a scattered configuration, when asked "how many…?". • count out the correct number of objects when given a number from 1-20.

Standards for Mathematical Practice
1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.
Resources
• **Everyday Mathematics 4 Routines:** 1, 3; **Lessons** 1-3, 1-5, 1-7, 1-8, 1-9, 1-10, 1-11, 2-1, 2-2, 2-4, 2-6, 2-9, 2-10, 3-1, 3-2, 3-4, 3-7, 3-8, 3-9, 3-10, 3-11, 3-13, 4-1, 4-3, 4-8, 5-1, 5-2, 5-6, 5-8, 5-9, 5-11, 6-3, 6-6, 7-3, 7-7, 7-8, 7-11, 8-6, 9-12 • **Supplemental lessons:** Binder pages 1, 2-17, 20-23
Assessment
Formative Assessment • Exit tickets • Math boxes Summative Assessment • Unit assessment

Counting and Cardinality
C. Compare numbers.

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 (include groups with up to ten objects).

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

Understandings	Essential Questions
Students will understand that… • "greater than" means the amount is more; "less than" means the amount is less. • a numeral represents a number of concrete objects.	• How can we compare two numbers?
Knowledge	**Skills**
Students will know… • matching strategies to identify the number of objects in a group of up to 10 objects. • counting strategies to identify the number of objects in a group of up to 10 objects.	Students will be able 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. • compare two numbers between 1 and 10 presented as written numerals.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Resources

- **Everyday Mathematics 4 Routines**: 2, 4, 5; Lessons 1-7, 1-8, 2-1, 2-2, 2-6, 2-10, 3-1, 3-7, 3-11, 3-12, 4-1, 4-3, 4-6, 4-8, 4-12, 5-3, 5-7, 5-8, 5-9, 5-12, 6-3, 6-5, 6-6, 6-9, 6-12, 6-13, 7-2, 7-3, 7-7, 7-8, 7-9, 7-10, 7-12, 8-3, 8-5, 8-6, 8-10, 8-11, 8-13, 9-1, 9-2, 9-3, 9-4, 9-5, 9-8, 9-9, 9-12
- **Supplemental Lessons:** Binder pages 1, 20-23

Assessment

Formative Assessment	Summative Assessment
• Exit tickets • Math boxes	• Unit assessment

Operations and Algebraic Thinking
A. Understand addition as putting together and adding

K.OA.A. 1 Represent addition and subtraction 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 Fluently add and subtract within 5.

Understandings	Essential Questions
Students will understand that… • numbers can be decomposed. • making a sum of 10 will be important to make work easier. • objects, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations can help one understand problems and find solutions.	• Why do we need to add and subtract? • What happens when we put groups together or add to a group? • What happens when we take apart groups or take away from a group?
Knowledge	**Skills**
Students will know… • addition and subtraction can be represented in multiple ways. • numbers can be decomposed.	Students will be able to . . . • represent addition and subtraction with objects, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. • solve addition and subtraction word problems. • add and subtract within 10. • decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings. • record decompositions of numbers by a drawing or equation ($5 = 4 + 1$). • find the number that makes 10 when added to a given number, for any number 1-9, by using objects or drawings and record the answer with a drawing or an equation. • fluently add and subtract within 5.

Standards for Mathematical Practice
1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.

Resources
• **Everyday Mathematics 4 Routines**: 2, 3, 5; **Lessons** 1-9, 1-10, 1-11, 2-4, 2-5, 2-8, 2-9, 2-12, 2-13, 3-2, 3-3, 3-9, 3-12, 4-5, 4-8, 4-9, 5-2, 5-3, 5-5, 5-6, 5-7, 5-9, 5-10, 5-11, 5-13, 6-4, 6-7, 6-8, 6-9, 6-10, 6-11, 6-12, 6-13, 7-1, 7-2, 7-4, 7-5, 7-6, 7-7, 7-9, 7-10, 7-12, 7-13, 8-2, 8-4, 8-5, 8-7, 8-8, 8-9, 8-11, 8-12, 8-13, 9-2, 9-3, 9-5, 9-6, 9-7, 9-9, 9-10, 9-11, 9-12, 9-13 • **Supplemental Lessons:** Binder pages 20-23, 53-59

Assessment	
Formative Assessment • Exit tickets • Math boxes	Summative Assessment • Unit assessment

Number and Operations in Base Ten

A. Work with numbers 11-19 to gain foundations for place value.

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.

Understandings	Essential Questions
Students will understand that… • teen numbers (11-19) are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	• Why do we compose and decompose numbers?
Knowledge	**Skills**
Students will know… • composing and decomposing numbers into tens and ones will help solve problems	Students will be able to . . . • compose and decompose numbers from 11-19 into ten ones and some further ones, by using objects or drawings. • record compositions and decompositions with drawings or equations.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Resources

- **Everyday Mathematics 4 Routines:** 1, 3; **Lessons** 5-6, 5-8, 6-3, 6-12, 6-13, 7-3, 8-6, 8-13

Assessment

Formative Assessment	Summative Assessment
• Exit tickets • Math boxes	• Unit assessment

Measurement

A. Describe and compare measurable attributes.

K.M.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

K.M.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.*

Understandings	Essential Questions
Students will understand that… • measurable attributes are a way to compare objects. • an object may have multiple measurable attributes. • multiple objects may have the same measurable attribute.	• Why do we need to measure objects? • What attributes are measurable? • How do we compare objects?

Knowledge	Skills
Students will know… • the potential attributes are measurable. • words that compare attributes.	Students will be able to . . . • describe measurable attributes of objects, such as length or weight. • describe several measurable attributes of a single object. • directly compare two objects with a measurable attribute in common to determine which has "more of"/"less of" the attribute, e.g. heights of two children. • describe the difference between two objects with the common attribute that was compared, one child is taller/shorter than the other child.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics.	6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.

Resources

- **Everyday Mathematics 4 Lessons:** 1-1, 1-4, 2-7, 3-5, 3-10, 4-1, 4-9, 4-10, 4-13, 5-1, 6-1, 6-2, 6-6, 6-7, 6-10, 7-1, 7-6, 7-8, 7-13, 8-3, 9-4, 9-5, 9-8, 9-9, 9-12, 9-13

Assessment

Formative Assessment	Summative Assessment
• Exit tickets • Math boxes	• Unit assessment

Measurement
B. Work with money

K.M.B.3 Understand that certain objects are coins and dollar bills, ad that coins and dollar bill represent money. Identify the values of all U.S. coins and the one-dollar bill.

Understandings	Essential Questions
Students will understand that… • different coins have unique values. • the relative sizes of the coins are not related to the relative values of the coins (i.e., a penny is larger than a dime but it is not worth more than a dime.) • some coins can be exchanged for other coins, e.g., 5 pennies can be exchanged for 1 nickel. • the value of some coins and bills can be represented by a combination of other coins. • money amounts can be counted and compared. • coins can be identified by their color, size, and edge. •	• Why do we need money? • How do we count money?
Knowledge	**Skills**
Students will know… • pennies are copper and nickels, dimes, and quarters are silver. • a nickel is bigger than a dime but smaller than a quarter. • pennies and nickels have a smooth edge while dimes and quarters have an edge with ridges.	Students will be able to . . . • identify a penny, nickel, dime, and quarter. • sort coins. • identify the value of a penny, nickel, dime, and quarter. • skip count to count one type of coin, e.g., 10, 20, 30 for dimes.

Standards for Mathematical Practice

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Resources

- **Supplemental Lessons:** Binder pages 60-94

Assessment

Formative Assessment	Summative Assessment
• Exit tickets • Math boxes	• Unit assessment

Data Literacy

A. Classify objects and count the number of objects in each category.

K.DL.A.1 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Limit category counts to be less than or equal to 10.

Understandings	Essential Questions
Students will understand that… • classifying objects helps to count total numbers. • objects can be described by their attributes. • objects can be sorted by their attributes.	• Why do we need to classify objects? • How does sorting help us to count?
Knowledge	**Skills**
Students will know… • attributes that can be used to sort or classify objects.	Students will be able to . . . • classify objects into given categories. • count the number of objects in a category (counts less than or equal to 10). • sort the categories by count.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Resources

- **Everyday Mathematics 4 Routines:** 2, 4, 5; Lessons 1-7, 1-8, 2-7, 2-10, 3-1, 4-1, 4-3, 5-3, 6-3, 6-5, 6-6, 7-2, 7-7, 7-9, 7-13, 8-6, 9-1, 9-12
- **Supplemental Lessons:** Binder pages 1

Assessment

Formative Assessment • Exit tickets • Math boxes	Summative Assessment • Unit assessment

Geometry

A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cylinders, and cubes.

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").

Understandings	Essential Questions
Students will understand that… • shapes have positions in the world relative to other things. • characteristics of shapes give it a name.	• What characteristics of a shape help us to name it? • How does knowing the name of shapes help us? • Why do we need to know positions of shapes?
Knowledge	**Skills**
Students will know… • the characteristics of a square, circle, triangle, rectangle, hexagon, cube, cylinder, and sphere. • the meaning of the words above, below, beside, in front of, behind, and next to.	Students will be able to . . . • Describe objects in the environment using names of shapes. • Describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to*.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Resources

- **Everyday Mathematics 4 Lessons:** 1-2, 1-5, 1-13, 2-3, 2-7, 2-8, 2-11, 2-12, 3-3, 3-6, 3-11, 3-13, 4-1, 4-2, 4-7, 4-8, 4-10, 4-11, 5-4, 5-5, 5-11, 5-13, 6-1, 6-4, 6-5, 6-8, 6-9, 6-10, 7-1, 7-4, 7-8, 7-11, 7-13, 8-1, 8-2, 8-3, 8-7, 8-8, 8-11, 9-1, 9-4, 9-6, 9-7, 9-10, 9-12, 9-13
- **Supplemental Lessons:** Binder pages 18-19, 24-52

Assessment

Formative Assessment	Summative Assessment
• Exit tickets • Math boxes	• Unit assessment

Geometry

B. Analyze, compare, create, and compose shapes.

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?"*

Understandings	Essential Questions
Students will understand that… • shapes in the world can be built with components such as sticks and clay balls. • shapes in the world can be drawn. • shapes can be formed by composing other shapes.	• Why do we need to identify shapes? • Why would we compose shapes?
Knowledge	**Skills**
Students will know… • the characteristics of a square, circle, triangle, rectangle, hexagon, cube, cylinder, and sphere. • components/representations that can be used to model shapes in the world.	Students will be able to . . . • analyze two- and three-dimensional shapes, using informal language. • compare two- and three-dimensional shapes, using informal language. • model shapes in the world by building shapes from components and drawing shapes

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics.	5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.

Resources

- **Everyday Mathematics 4 Lessons:** 1-2, 1-5, 1-12, 2-2, 2-3, 2-7, 2-8, 2-11, 2-12, 3-3, 3-11, 4-2, 4-7, 4-8, 4-10, 4-11, 5-4, 5-11, 5-13, 6-4, 6-5, 6-8, 6-9, 6-10, 7-1, 7-4, 7-11, 7-13, 8-1, 8-2, 8-3, 8-7, 8-8, 9-1, 9-4, 9-6, 9-7, 9-10, 9-12, 9-13
- **Supplemental Lessons:** Binder pages 24-52

Assessment

Formative Assessment	Summative Assessment
• Exit tickets • Math boxes	• Unit assessment

Additional Lessons for Kindergarten
Patterns

Although not required in the standards, students need to be exposed to additional topics in order to prepare for what is required in future grades. These topics in kindergarten include money, time, and **PATTERNS**.

Understandings	Essential Questions
Students will understand that… • the same set of objects can be used to create different patterns. • some patterns are made up of units that repeat. • some patterns can be identified by type, e.g., ABABAB. • many things can be used to create patterns, e.g., shapes, colors, sounds, letters, and objects.	• Why do we need to identify patterns? • How do we recognize a pattern?
Knowledge	**Skills**
Students will know… • some common patterns types, e.g. ABABAB…; clap, clap, stomp, clap, clap, stomp….	Students will be able to . . . • recognize patterns. • create patterns. • extend a given pattern.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Resources

The teacher should do these on a regular basis as an opener, when lining up, or between activities.

Assessment

Observations

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills
Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence. This document outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K–12 academic and technical content areas, the New Jersey Student Learning Standards- Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

Mission
Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

Vision
An education in career readiness, life literacies, and key skills fosters a population that:
•Continually self-reflects and seeks to improve the essential life and career practices that lead to success;
•Uses effective communication and collaboration skills and resources to interact with a global society;
•Possesses financial literacy and responsibility at home and in the broader community;
•Plans, executes, and alters career goals in response to changing societal and economic conditions; and
•Seeks to attain skill and content mastery to achieve success in a chosen career path.

Career Readiness, Life Literacies, and Key Skills Standards

- **9.1.2. FI.1:** Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- **9.1.2.FP.2**: Differentiate between financial wants and needs.
- **9.1.2.FP.3:** Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- **9.1.2.PB.2:** Explain why an individual would choose to save money.
- **9.4.2.CI.1**: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- **9.4.2.CI.2**: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10)

Computer Science and Design Thinking

Computer Science and Design Thinking
New approaches necessary for solving the critical challenges that we face as a society will require harnessing the power of technology and computing. Rapidly changing technologies and the proliferation of digital information have permeated and radically transformed learning, working, and everyday life. To be well-educated, global-minded individuals in a computing-intensive world, students must have a clear understanding of the concepts and practices of computer science. As education systems adapt to a vision of students who are not just computer users but also computationally literate creators who are proficient in the concepts and practices of computer science and design thinking, engaging students in computational thinking and human-centered approaches to design through the study of computer science and technology serves to prepare students to ethically produce and critically consume technology.

Mission
Computer science and design thinking education prepares students to succeed in today's knowledge-based economy by providing equitable and expanded access to high-quality, standards-based computer science and technological design education.

Vision
All students have equitable access to a rigorous computer science and design thinking education. Students will benefit from opportunities to engage in high-quality technology programs that foster their ability to:
• develop and apply computational and design thinking to address real-world problems and design creative solutions;

• engage as collaborators, innovators, and entrepreneurs on a clear pathway to success through postsecondary education and careers;

• navigate the dynamic digital landscape to become healthy, productive, 21st century global-minded individuals; and

• participate in an inclusive and diverse computing culture that appreciates and incorporates perspectives from people of different genders, ethnicities, and abilities.

Computer Science and Design Thinking Standards

- **8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- **8.1.2.AP.1:** Model daily processes by creating and following algorithms to complete tasks.
- **8.1.2.AP.4:** Break down a task into a sequence of steps.
- **8.1.2.AP.5:** Describe a program's sequence of events, goals, and expected outcomes.
- **8.1.2.AP.6:** Debug errors in an algorithm or program that includes sequences and simple loops.
- **8.1.2.DA.1:** Collect and present data, including climate change, in various visual formats.
- **8.1.2.DA.3:** Identify and describe patterns in data visualizations.
- **8.1.2.DA.4:** Make predictions based on data using charts or graphs.
- **8.2.2.ED.1:** Communicate the function of a product or device.
- **8.2.2.ITH.4:** Identify how various tools reduce work and improve daily tasks.
- **8.2.2.NT.2:** Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.

Differentiation Strategies

Students with Disabilities/ Students at Risk of School Failure

(For students with disabilities, appropriate accommodations, instructional adaptations, and/or modifications should be determined by the IEP or 504 team)

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Give repetition and practice exercises
- Model skills/techniques to be mastered
- Give extended time to complete class work
- Provide copy of class notes
- Determine if preferential seating would be beneficial
- Provide access to a computer
- Provide copies of textbooks for home
- Provide access to books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long- and short-term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication

Modifications for Homework and Assignments

- Provide extended time to complete assignments
- Break down assignments
- Provide the student with clearly stated (written) expectations and grading criteria for assignments
- Implement RAFT activities as they pertain to the types/modes of communication (role, audience, format, topic)

Modifications for Assessments

- Provide extended time on classroom tests and quizzes
- Provide alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations /modifications for assessments

Differentiation Strategies

Gifted and Talented

(content, process, product and learning environment)

- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more advanced material
- Allow team-teaching opportunities and collaboration
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Design surveys to generate and analyze data to be used in discussion.
- Use Higher-Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Provide repetition and practice
- Model skills/techniques to be mastered

Modifications for Homework/Assignments

- Provide Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Provide extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Kindergarten

2016 (Old) Standard	*Revised 2023 Standard*
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.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. (Clarification: Include groups with up to ten objects)
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.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.MD Measurement and Data	K.M Measurement
K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	K.M.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.M.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.M.B Work with Money
	K.M.B.3 Understand that certain objects are coins and dollar bills, and that coins and dollar bills represent money. Identify the values of all U.S. coins and the one-dollar bill.
	K.DL Data Literacy Domain
	K.DL.A Classify objects and the number of objects in each category.
K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	K.DL.A.1 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Clarification: Limit category units to be less than or equal to 10)
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.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

In Kindergarten, instruction focuses broadly on two critical areas:

(1) representing and comparing whole numbers, initially with sets of objects; and

(2) describing shapes and space.

More learning time in Kindergarten should be devoted to number than to other topics.

Critical Areas

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

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

Kindergarten Overview

Domain	Cluster Headings
Counting and Cardinality	• Know number names and the count sequence. • Count to tell the number of objects. • Compare numbers.
Operations and Algebraic Thinking	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
Number and Operations in Base Ten	Work with numbers 11–19 to gain foundations for place value.
Measurement	• Describe and compare measurable attributes. • Work with money.
Data Literacy	Classify objects and count the number of objects in categories
Geometry	• Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, spheres). • Analyze, compare, create, and compose shapes.

Counting and Cardinality — K.CC

A. Know number names and the count sequence

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
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).

B. Count to tell the number of objects

3. 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.
4. 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.

C. Compare numbers

5. 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. (Clarification: Include groups with up to ten objects.)
6. Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking K.OA

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

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.
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
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 $5 = 4 + 1$).
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.
5. Demonstrate accuracy and efficiency for addition and subtraction within 5.

Number and Operation in Base Ten K.NBT

A. Work with numbers 11–19 to gain foundations for place value

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.

Measurement K.M

A. Describe and compare measurable attributes

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
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.

B. Work with money

3. Understand that certain objects are coins and dollar bills, and that coins and dollar bills represent money. Identify the values of all U.S. coins and the one-dollar bill.

Data Literacy K.DL

A. Classify objects and count the number of objects in each category

1. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Clarification: Limit category counts to be less than or equal to 10)

Geometry K.G

A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)

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*.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

B. Analyze, compare, create, and compose shapes

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).

5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?".

Day #	2024-25 Date	Days Off	Lesson	North Caldwell Kindergarten Lessons	*Presentation- means to use the online component *Number books completed on Flex Days *North Caldwell doing Number Books *First full week of school complete SGOs and Beg. Year assessment *Keep reflection notes on daily lessons for future implementation	Binder Page #s	NJ Student Learning Standards
					Money to be taught throughout the year	pp. 60-94	
	3-Sep						
1	4-Sep	First Day for Students		Intro			
2	5-Sep			Intro			
3	6-Sep			Intro			
	7-Sep	Sat					
	8-Sep	Sun					
4	9-Sep		1.1	Partner Match	Daily Routine section-done during calander		K.M.1, K.M.2
5	10-Sep		1.2	Intro to Pattern Blocks	Use pattern blocks. (Presentation)		K.G.2, K.G.4, K.G.6
6	11-Sep		1.3	Gotcha: Counting Game	Use counters. (Presentation-song)		K.CC.4, K.CC.4a, K.CC.4b, K.CC.5
7	12-Sep		1.4	Number Walk	Stay within classroom or K-wing (Presentation-song)		K.CC.3
8	13-Sep			Buffer			
	14-Sep	Sat					
	15-Sep	Sun					
9	16-Sep		1.5	Getting to Know Numbers	Use pattern blocks and connecting cubes. (Presentation-song)		K.CC.3, K.CC.4, K.CC.4a, K.CC.4b, K.CC.5
10	17-Sep		1.6	Count and Sit	counting game		K.CC.1, K.CC.2
11	18-Sep			Number Book	0-1		
12	19-Sep		1.7	Class Birthdays	Use birthday survey chart to practice tallies, then complete birthday graph. See binder for cupcake graphing materials (Presentation)	p. 1	K.CC.4, K.CC.4a, K.CC.4b, K.CC.5, K.CC.6, K.DL.1
13	20-Sep			Buffer			
	21-Sep	Sat					
	22-Sep	Sun					
14	23-Sep		1.8	Class Age Graph	Create your own age graph, piggyback off of 1.7		K.CC.4, K.CC.4a, K.CC.4b, K.CC.5, K.CC.6, K.DL.1
15	24-Sep		1.9	Number Stations (introduce)			K.CC.4, K.CC.4a, K.CC.4b, K.CC.5, K.OA.3, K.OA.5
16	25-Sep			Number Book	2-3		
17	26-Sep		1.10	Quick Looks	(Presentation-for quick look cards) Discuss each quick look card after student guess		K.CC.4, K.CC.4b, K.OA.3, K.OA.5
18	27-Sep			Buffer			
	28-Sep	Sat					
	29-Sep	Sun					
19	30-Sep		1.11	Five Frames	(Presentation-for five frame)		K.CC.4, K.CC.4a, K.CC.4b, K.CC.5, K.OA.3, K.OA.5
20	1-Oct		1.12	Describing Shapes			K.G.4
21	2-Oct		1.13	Shape Patterns	(Print out shapes to use for discussion)		K.G.1, K.G.2
	3-Oct	Rosh Hashanah - Closed					
22	4-Oct			Buffer			
	5-Oct	Sat					
	6-Oct	Sun					
23	7-Oct			Number Book	4-5 song for the number 5 in lesson 1-9		
24	8-Oct		2.1	Match Up with Dot Cards	(Print out dot cards to use for discussion)		K.CC.4, K.CC.4a, K.CC.4b, K.CC.5, K.CC.6
25	9-Oct		2.2	Top-It with Dot Cards	Play Dot Top-it on presentation		K.CC.4, K.CC.4a, K.CC.4b, K.CC.5, K.CC.6

26	10-Oct		2.3	Getting to Know Triangles	The Greedy Triangle K.G.1, K.G.2, K.G.4 (Presentation- Shape poster) magazines to cut out triangles		K.G.1, K.G.2, K.G.4
27	11-Oct			Buffer			
	12-Oct	Sat					
	13-Oct	Sun					
28	14-Oct		2.4	Number Board	(Presentation-number boards and quick looks)		K.CC.3, K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5
29	15-Oct			Number Book	6-7		
30	16-Oct		2.5	Pocket Problems	(Presentation)		K.OA.1, K.OA.2
31	17-Oct		2.6	How Many Now?	(Presentation-game)		K.CC.2, K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5
32	18-Oct			Buffer			
	19-Oct	Sat					
	20-Oct	Sun					
33	21-Oct		2.7	Intro to Sorting			K.M.1, K.DL.1
34	22-Oct	Conf. Dismiss 12:45pm		Buffer			
35	23-Oct	PD Dismiss 12:45pm	2.8	Getting to Know Circles	(Presentation- Shape poster) magazines to cut out circles		K.G.1, K.G.2, K.G.4
36	24-Oct	Conf. Dismiss 12:45pm		Buffer			
37	25-Oct		2.9	Ten Frames	(Presention- print out 10 frames)		K.CC.4, K.CC.4a, K.CC.4b, K.CC.5, K.OA.3, K.OA.4
	26-Oct	Sat					
	27-Oct	Sun					
38	28-Oct			Buffer			
39	29-Oct		2.10	Counting Collections	(Presentation-First Screen)		K.CC.4, K.CC.4a, K.CC.4b, K.CC.5
40	30-Oct			Halloween Math		pp. 2-17	
41	31-Oct	Halloween		Buffer			
	1-Nov	Diwali - Closed					
	2-Nov	Sat					
	3-Nov	Sun					
42	4-Nov		2.11	Getting to know Rectangles	(Presentation- Shape poster) magazines to cut out rectangles		K.G.1, K.G.2, K.G.4
43	5-Nov	Election Day	2.12	Number Stories	Five Little Monkeys K.OA.1-2 Use journal page to create number story *When teaching number stories read with them go through each sentence and discuss what they hear. Build it first, draw it second ad write it third. (do this for all number story lessons)		K.OA.1, K.OA.2
44	6-Nov		2.13	More Number Stories			K.OA.1, K.OA.2
	7-Nov	NJEA					
	8-Nov	NJEA					
	9-Nov	Sat					
	10-Nov	Sun					
45	11-Nov			Buffer			
46	12-Nov		3.1	Pattern Block Graph	Print Pattern block graph		K.CC.5, K.CC.6, K.DL.1
47	13-Nov		3.2	Ten Bean Spill	Print 10 frame sheet		K.CC.4, K.CC4b, K.OA.1, K.OA.3, K.OA.4
48	14-Nov		3.3	Rope Shapes	Use geoboards (presetation has digital geo board		K.G.2, K.G.4, K.G.5
49	15-Nov			Number Book	10-11		
	16-Nov	Sat					
	17-Nov	Sun					
50	18-Nov		3.5	Longer and Shorter	(Presentation-ordering cube train)		K.M.1, K.M.2

51	19-Nov		3.6	Obstacle Course	(Presentation-numeral song, postion song) print posiiton cards		K.G.1
52	20-Nov			Supplement - Classroom Obstacle Course/ Fall Positional Words Worksheet		pp. 18-19	K.G.1
53	21-Nov		3.7	Comparing Representations	Print open response sheet		K.CC.3, K.CC.4, K.CC.4a, K.CC.4b, K.CC.5, K.CC.6
54	22-Nov			Buffer			
	23-Nov	Sat					
	24-Nov	Sun					
55	25-Nov		4.6	Moving Teen Numbers	(Presentation-teen number movment and mnster squeeze)		K.CC.1, K.CC.3
56	26-Nov			Number Book	12-13		
57	27-Nov	Dismiss 12:45		Buffer			
	28-Nov	Thanksgiving					
	29-Nov	Closed					
	30-Nov	Sat					
	1-Dec	Sun					
58	2-Dec			Buffer			
59	3-Dec		3.8	Spin a Number	Print Spin a Number board game		K.CC.3, K.CC.4, K.CC.4a
60	4-Dec		3.9	Line Up	(Presentation-10 frame)		K.CC.2, K.CC.3, K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5
61	5-Dec		3.10	Number Card Activities	(Presentation-Play number card games)		K.CC.1, K.CC.3, K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5
62	6-Dec		3.11	Roll and Record	Print Roll and Record mat		K.CC.3, K.CC.4, K.CC.4b, K.CC.5, K.CC.6
	7-Dec	Sat					
	8-Dec	Sun					
63	9-Dec		3.12	Monster Squeeze	(Presentation-Play monster squeeze)		K.CC.3, K.CC.7
64	10-Dec		3.13	Numbers on Slates	(Presentation-Writing numbers)		K.CC.2, K.CC.3, K.CC.4, K.CC.4b, K.CC.4c, K.CC.5
65	11-Dec		5.6	Teen Partners	(Presentation-Journal Page 3 and Hands sheet)		K.CC.3, K.CC.5, K.NBT.1
66	12-Dec			Number Book	14-15		
67	13-Dec			Buffer			
	14-Dec	Sat					
	15-Dec	Sun					
68	16-Dec		4.1	Attribute Blocks	(Presentation-Goodl with songs)		K.G.2, K.CC.5, K.CC.6, K.M.1, K.DL.1
69	17-Dec		4.2	Shapes by Feel	Get pattern blocks ready		K.G.2, K.G.4
70	18-Dec		4.3	Favorite Color Graph	Print survey-tally colors (Use graph on presentation)		K.CC.5, K.CC.6, K.DL.1
71	19-Dec		4.4	Meet the Calculator	Presenation- use calculator, quick look lesson use hand held calculator		K.CC.3, K.CC.5
72	20-Dec			Buffer			
	21-Dec	Sat					
	22-Dec	Sun					
	23-Dec	Recess					
	24-Dec	Recess					
	25-Dec	Recess					
	26-Dec	Recess					
	27-Dec	Recess					
	28-Dec	Sat					
	29-Dec	Sun					
	30-Dec	Recess					
	31-Dec	Recess					
	1-Jan	New Year's Day					
73	2-Jan			Buffer			
74	3-Jan			Number Book	16-17		
	4-Jan	Sat					
	5-Jan	Sun					
75	6-Jan		4.5	Ten-Frame Quick Looks	Presenation		K.OA.3, K.OA.4, K.OA.5

76	7-Jan		4.7	Building Hexagons	Print sheets		K.G.1, K.G.2, K.G.6
77	8-Jan		4.8	Building Numbers	Print number sheets use crayons	pp. 20-21	K.CC.3, K.CC.5, K.CC.6, K.OA.3
78	9-Jan			Decomposing Numbers to 10		pp. 22-23	
79	10-Jan			Buffer			
	11-Jan	Sat					
	12-Jan	Sun					
80	13-Jan		4.9	Exploring Weight	Presentation-Pan balance (super cool)		K.M.1, K.M.2
81	14-Jan		4.10	Exploring Capacity			K.M.1, K.M.2
82	15-Jan		4.11	Counting by 10s			K.CC.1, K.CC.2
83	16-Jan		4.12	Top-It with Number Cards	Presentation- top-it games		K.CC.3, K.CC.7
84	17-Jan			Buffer			
	18-Jan	Sat					
	19-Jan	Sun					
85	20-Jan	MLK Day - Dismiss 12:45		Buffer			
86	21-Jan		4.13	Number Grip Exploration	Print number grids & 100th Day project		K.CC.1, K.CC.2, K.CC.3
87	22-Jan		5.2	Roll and Record with Dot Dice	Journal page 1 & Print roll and record copy		K.CC.3, K.CC.5, K.OA.2, K.OA.3
88	23-Jan			Number Book	18-19		
89	24-Jan		5.3	Ten Bears on a Bus	Presentation- ten bears on a bus game		K.CC.5, K.OA.1, K.OA.3, K.OA.4
	25-Jan	Sat					
	26-Jan	Sun					
90	27-Jan		5.4	Find and Draw Shapes		pp. 24-40	K.G.1, K.G.2, K.G.4, K.G.5
91	28-Jan		5.5	Shapes all Around	Presentation-Quick looks		K.G.1, K.G.2
92	29-Jan		5.7	Seats at a party			K.CC.6, K.CC.7, K.OA.1, K.OA.2
93	30-Jan			Number Book	20		
94	31-Jan			Buffer			
	1-Feb	Sat					
	2-Feb	Sun					
95	3-Feb		5.8	Teens on Double-Ten Frames	Print spinner and ten frames		K.CC.3, K.CC.5, K.CC.6, K.CC.7, K.NBT.1
96	4-Feb		5.9	The Equal Symbol	Presentation		K.CC.5, K.CC.6, K.OA.3
97	5-Feb		5.10	The Addition Symbol	Presentation		K.OA.1, K.OA.2
98	6-Feb		5.11	Growing Train	Presentation-play growing train		K.CC.2, K.CC.5, K.OA.1, K.OA.2
99	7-Feb			Buffer			
	8-Feb	Sat					
	9-Feb	Sun					
100	10-Feb			100th Day math			
101	11-Feb		5.12	Number Scrolls	Print blank 100s grid		K.CC.1, K.CC.2, K.CC.3
102	12-Feb		5.13	Shape Combinations	Print shape sheets	pp. 41-42	K.G.1, K.G.2, K.G.4, K.G.6
103	13-Feb			Buffer			
104	14-Feb	12:45 Dismiss		Valentine's Day math			
	15-Feb	Sat					
	16-Feb	Sun					
	17-Feb	Presidents' Day					
	18-Feb	Winter Break					
105	19-Feb		6.1	Body Height with String	Journal page 6		K.M.1, K.M.2
106	20-Feb		6.2	Length Line Up	Presentation - pan balance		K.M.1, K.M.2
107	21-Feb			Buffer			
	22-Feb	Sat					
	23-Feb	Sun					
108	24-Feb		6.3	Types of Pet Graph	Print pet survey. Use presentation to fill in the pet graph.		K.CC.5, K.CC.6, K.DL.1
109	25-Feb		6.4	Solid Shapes Museum	Presentation-play roll annd record		K.G.1, K.G.2, K.G.3, K.G.4
110	26-Feb		6.5	Flat and Solid Shapes		pp. 43-52	K.G.1, K.G.2, K.G.3, K.G.4
111	27-Feb		6.6	What's My Rule?			K.CC.5, K.CC.6, K.DL.1

112	28-Feb			Buffer			
	1-Mar	Sat					
	2-Mar	Sun					
113	3-Mar		6.7	Tall Enough to Ride?	Print sheet		K.M.1, K.M.2
114	4-Mar		6.8	The Subtraction Symbol	Presentation		K.OA.1, K.OA.2
115	5-Mar		6.9	Disappearing Train	Presentation-game		K.CC.6, K.CC.7, K.OA.1, K.OA.2
116	6-Mar			Buffer			
117	7-Mar			Choice of Money Lessons		pp.60-94	
	8-Mar	Sat					
	9-Mar	Sun					
118	10-Mar		6.10	Attribute Spinner	Presentation-games		K.G.2, K.G.4, K.M.1, K.M.2
119	11-Mar		6.10	Attribute Spinner	Presentation-games		K.G.2, K.G.4, K.M.1, K.M.2
120	12-Mar		6.11	Hiding Bears	Presentation & Journal page 8		K.CC.5, K.OA.1, K.OA.3, K.OA.4
121	13-Mar		6.12	Growing and Disappearing Train	Presentation		K.CC.3, K.CC.6, K.CC.7, K.OA.1, K.OA.2
122	14-Mar			Buffer			
	15-Mar	Sat					
	16-Mar	Sun					
123	17-Mar		6.13	Number Stories with Symbols (+, - and +)	Joural page 10		K.OA.1, K.OA.2
124	18-Mar		6.13	Number Stories with Symbols (+, - and +)	Presentation - games		K.OA.1, K.OA.2
125	19-Mar		7.1	Number Line Addition and Subtraction	Presentation-games	pp. 53-54	K.CC.2, K.OA.1, K.OA.2
126	20-Mar		7.2	Domino Addition	Presentation & Journal page 11	pp. 55-59	K.CC.3, K.OA.1, K.OA.2, K.OA.3
127	21-Mar			Buffer			
	22-Mar	Sat					
	23-Mar	Sun					
128	24-Mar		7.3	Teen Collections	Presentation & Journal page 12		K.CC.3, K.CC.5, K.CC.6, K.NBT.1
129	25-Mar	Conf. Dismiss 12:45 pm	7.4	Solid Shapes Match Up	Print shape cards & Journal page 13		K.G.1, K.G.2, K.G.3, K.G.4
130	26-Mar	PD Dismiss 12:45 pm		Buffer			
131	27-Mar	Conf. Dismiss 12:45 pm		Buffer			
132	28-Mar		7.5	Count and Skip Count with Calculators	Presentation-games		K.CC.1, K.CC.2
	29-Mar	Sat					
	30-Mar	Sun					
133	31-Mar		7.6	Pan Balance	Journal page 14		K.M.1, K.M.2
134	1-Apr		7.7	Representing Survey Data			K.CC.5, K.CC.6, K.DL.1
135	2-Apr		7.8	Estimation Jar			K.CC.1, K.CC.3, K.CC.5, K.CC.6, K.CC.7
136	3-Apr		7.9	Bead Combinations	Presentation & Journal page 15		K.CC.5, K.OA.1, K.OA.3
137	4-Apr			Buffer			
	5-Apr	Sat					
	6-Apr	Sun					
138	7-Apr		7.10	Class Number- Story Book	Presentation		K.OA.1, K.OA.2
139	8-Apr		7.11	Class Collection	Presentation & Journal page 16		K.CC.1, K.CC.2, K.CC.3, K.CC.5
140	9-Apr		7.12	Dice Addition	Presentation		K.CC.7, K.OA.1, K.OA.2, K.OA.5
141	10-Apr		7.13	Mystery Block	Presentation-games		K.G.2, K.G.4, K.M.1, K.DL.1
142	11-Apr			Buffer			
	12-Apr	Sat					
	13-Apr	Sun					
143	14-Apr		8.1	Solid Shapes by Feel			K.G.1, K.G.2, K.G.4
144	15-Apr		8.2	Marshmallow and Toothpick Shapes	Could use play doh/straws and pipe cleaners Journal page 17		K.G.2, K.G.3, K.G.4, K.G.5, K.G.6
145	16-Apr		8.3	Counting to Measure Time	Journal page 18		K.CC.1, K.CC.7, K.M.2
146	17-Apr			Buffer			

	18-Apr	Good Friday					
	19-Apr	Sat					
	20-Apr	Sun					
	21-Apr	Spring Break					
	22-Apr	Spring Break					
	23-Apr	Spring Break					
	24-Apr	Spring Break					
	25-Apr	Spring Break					
	26-Apr	Sat					
	27-Apr	Sun					
147	28-Apr			Buffer			
148	29-Apr		8.4	Interrupted Counting	Presentation-games		K.CC.1, K.CC.2
149	30-Apr		8.5	Dice Subtraction	Presentation-game		K.CC.7, K.OA.1, K.OA.2, K.OA.5
150	1-May		8.7	Birds on Wires	Presentation has manipulaties to use		K.OA.1, K.OA.2, K.OA.3, K.OA.4
151	2-May		8.7	Birds on Wires			K.OA.1, K.OA.2, K.OA.3, K.OA.4
	3-May	Sat					
	4-May	Sun					
152	5-May			Buffer			
153	6-May		8.8	Car Race	Presentation-Car race game print game board		K.OA.3, K.OA.4
154	7-May		8.9	Number Stories with Calculators	Presentation Journal page 20		K.OA.1, K.OA.2
155	8-May		8.10	Nonconsecutive Numbers	Journal pages 21-23		K.CC.2, K.CC.3, K.CC.7
156	9-May		8.11	Addition Top-It	Presentation has What's My Rule manipulatives		K.CC.7, K.OA.1, K.OA.2, K.OA.5
	10-May	Sat					
	11-May	Sun					
157	12-May		8.12	Function Machines	Presentation has good manipulatives Journal page 24 print sheets		K.OA.1, K.OA.2, K.OA.5
158	13-May		8.12	Function Machines	(Two Day)		K.OA.1, K.OA.2, K.OA.5
159	14-May		8.13	Name Collection Posters			K.OA.1, K.OA.2, K.OA.3, K.NBT.1
160	15-May		9.1	Make My Design	optional favorite math game graph		K.G.1, K.G.2, K.G.6
161	16-May			Buffer			
	17-May	Sat					
	18-May	Sun					
162	19-May		9.2	Subtraction Top-It	Presentation-subtraction top it game and function machine		K.CC.7, K.OA.1, K.OA.2, K.OA.5
163	20-May		9.3	What's My Rule? with Numbers	Presentation-what's my rule game		K.OA.1, K.OA.2, K.OA.5
164	21-May		9.3	What's My Rule? with Numbers			K.OA.1, K.OA.2, K.OA.5
165	22-May		9.3	What's My Rule? with Numbers			K.OA.1, K.OA.2, K.OA.5
166	23-May			Buffer			
	24-May	Sat					
	25-May	Sun					
	26-May	Memorial Day					
167	27-May		9.4	Backpack Math: Height, Width and Area	Journal 26-27		K.CC.7, K.M.1, K.M.2
168	28-May		9.5	Backpack Math: Weight and Capacity	Games and Journal page 28-29		K.CC.7, K.M.1, K.M.2
169	29-May		9.6	Roll and Record with Numeral Dice	Games		K.OA.1, K.OA.2, K.OA.3, K.OA.5
170	30-May			Buffer			
	31-May	Sat					
	1-Jun	Sun					
171	2-Jun		9.7	Making Classroom Maps			K.G.1, K.G.5
172	3-Jun		9.8	Uniform Weights on a Pan Balance	Presentation & Journal page 30		K.CC.6, K.M.1, K.M.2
173	4-Jun		9.9	Measuring Time in Seconds	Presentation & Journal page 31		K.CC.7, K.M.1, K.M.2
174	5-Jun		9.10	Doubles on Double Ten Frame	Presentation		K.OA.1, K.OA.2, K.OA.5
175	6-Jun			Buffer			
	7-Jun	Sat					

	8-Jun	Sun					
176	9-Jun		9.11	Fish for Ten	Presentation		K.OA.1, K.OA.2, K.OA.3, K.OA.4
177	10-Jun		9.12	Math Celebration			K.G.1, K.G.2, K.G.5, K.G.6, K.CC.1, K.CC.2, K.CC.5, K.CC.6, K.CC.7, K.OA.2, K.M.1, K.M.2
178	11-Jun		9.13	Math Celebration			K.G.1, K.G.2, K.G.3, K.G.5, K.CC.1, K.CC.2, K.CC.3, K.CC.5, K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5, K.M.1, K.M.2
179	12-Jun			Money			K.M.B.3
180	13-Jun			Money			K.M.B.3
181	14-Jun	Sat					
	15-Jun	Sun					
	16-Jun			Money			K.M.B.3
182	17-Jun			Money			K.M.B.3
183	18-Jun	12:45 Dismiss		Buffer			
184	19-Jun	12:45 Dismiss		Last Day of School			

September 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 *Labor Day*	3	4 Intro	5 Intro	6 Intro	7
8	9 1.1 Partner Match	10 1.2 Intro to Pattern Blocks	11 1.3 Gotcha: Counting Game	12 1.4 Number Walk	13 Buffer	14
15	16 1.5 Getting to Know Numbers	17 1.6 Count and Sit	18 Number Book 0-1	19 1.7 Class Birthdays *p. 1*	20 Buffer	21
22	23 1.8 Class Age Graph	24 1.9 Number Stations (Introduce)	25 Number Book 2-3	26 1.10 Quick Looks	27 Buffer	28
29	30 1.11 Five Frames					

North Caldwell Gr 0K Money pages to be done throughout the year: pp. 60-94

October 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 1.12 Describing Shapes	2 1.13 Shape Patterns	3 Closed *Rosh Hashanah*	4 Buffer	5
6	7 Number Book 4-5	8 2.1 Match Up with Dot Cards	9 2.2 Top-it with Dot Cards	10 2.3 Getting to Know Triangles	11 Buffer	12 *Yom Kippur*
13	14 2.4 Number Bonds *Columbus Day*	15 Number Book 6-7	16 2.5 Pocket Problems	17 2.6 How Many Now?	18 Buffer	19
20	21 2.7 Intro to Sorting	22 Buffer *Conf Dismiss 12:45*	23 2.8 Getting to Know Circles *PD Dismiss 12:45*	24 Buffer *Conf Dismiss 12:45*	25 2.9 Ten Frames	26
27	28 Buffer	29 2.10 Counting Collections	30 Halloween Math *pp. 2-17*	31 Buffer *Halloween*		

North Caldwell Gr 0K Money pages to be done throughout the year: pp. 60-94

November 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 Closed *Diwali*	2
3	4 2.11 Getting to Know Rectangles	5 2.12 Number Stories *Election Day*	6 2.13 More Number Stories	7 No School	8 No School	9
10	11 Buffer	12 3.1 Pattern Block Graph	13 3.2 Ten Bean Spill	14 3.3 Rope Shapes	15 Number Book 10-11	16
17	18 3.5 Longer and Shorter	19 3.6 Obstacle Course	20 Classroom Obstacle Course/Fall Positional Words Worksheets *pp. 18-19*	21 3.7 Comparing Representations	22 Buffer	23
24	25 4.6 Moving Teen Numbers	26 Number Books 12-13	27 Buffer *12:45 Dismissal*	28 No School *Thanksgiving*	29 No School	30

North Caldwell Gr 0K Money pages to be done throughout the year: pp. 60-94

December 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Buffer	3 3.8 Spin a Number	4 3.9 Line Up	5 3.10 Number Card Activities	6 3.11 Roll & Record	7
8	9 3.12 Monster Squeeze	10 3.13 Numbers on Slates	11 Teen Partners 5.6	12 Number Book 14-15	13 Buffer	14
15	16 4.1 Attribute Blocks	17 4.2 Shapes by Feel	18 4.3 Favorite Color Graph	19 4.4 Meet the Calculator	20 Buffer	21
22	23 Buffer	24 Recess *Christmas Eve*	25 Recess *Christmas Day*	26 Recess *Hanukkah*	27 Recess	28
29	30 Recess	31 Recess *New Year's Eve*				

North Caldwell Gr 0K Money pages to be done throughout the year: pp. 60-94

January 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 Recess *New Year's Day*	2 Buffer	3 Number Book 16-17	4
5	6 4.5 Ten-Frame Quick Looks	7 4.7 Building Hexagons	8 4.8 Building Numbers *pp. 20-21*	9 Decomposing Numbers to 10 *pp. 22-23*	10 Buffer	11
12	13 4.9 Exploring Weight	14 4.10 Exploring Capacity	15 4.11 Counting by 10s	16 4.12 Top-It with Number Cards	17 Buffer	18
19	20 Buffer 12:45 pm Dismissal *MLK Day*	21 4.13 Number Grip Exploration	22 5.2 Roll and Record with Dot Dice	23 Number Book 18-19	24 5.3 Ten Bears on a Bus	25
26	27 5.4 Find and Draw Shapes *pp. 24-40*	28 5.5 Shapes all Around	29 5.7 Seats at a Party	30 Number Book 20	31 Buffer	

North Caldwell Gr 0K Money pages to be done throughout the year: pp. 60-94

February 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 5.8 Teens on Double-Ten Frames	4 5.9 The Equal Symbol	5 5.10 The Addition Symbol	6 5.11 Growing Train	7 Buffer	8
9	10 100th Day Math	11 5.12 Number Scrolls	12 5.13 Shape Combinations *pp. 41-42*	13 Buffer	14 Valentine's Day math *12:45 pm Dismissal*	15
16	17 Closed *Presidents' Day*	18 Winter Break	19 6.1 Body Height with String	20 6.2 Length Line Up	21 Buffer	22
23	24 6.3 Types of Pet Graph	25 6.4 Solid Shapes Museum	26 6.5 Flat and Solid Shapes *pp. 43-52*	27 6.6 What's My Rule?	28 Buffer	

North Caldwell Gr 0K Money pages to be done throughout the year: pp. 60-94

March 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3 6.7 Tall Enough to Ride?	4 6.8 The Subtraction Symbol	5 6.9 Disappearing Train	6 Buffer	7 Choice of Money Lessons *pp. 60-94*	1/8
9	10 6.10 Attribute Spinner	11 6.10 Attribute Spinner	12 6.11 Hiding Bears	13 6.12 Growing and Disappearing Train	14 Buffer	15
16	17 6.13 Number Stories with Symbols (+, - and +)	18 6.13 Number Stories with Symbols (+, - and +)	19 7.1 Number Line Addition and Subtraction *pp. 53-54*	20 7.2 Domino Addition *pp. 55-59*	21 Buffer	22
23	24 7.3 Teen Collections	25 7.4 Solid Shapes Match Up *Conf Dismiss 12:45*	26 Buffer *PD Dismiss 12:45*	27 Buffer *Conf Dismiss 12:45*	28 7.5 Count and Skip Count with Calculators	29
30	31 7.6 Pan Balance					

North Caldwell Gr 0K Money pages to be done throughout the year: pp. 60-94

April 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 7.7 Representing Survey Data	2 7.8 Estimation Jar	3 7.9 Bead Combinations	4 Buffer	5
6	7 7.10 Class Number-Story Book	8 7.11 Class Collection	9 7.12 Dice Addition	10 7.13 Mystery Block	11 Buffer	*12* *Pass -over*
13	14 8.1 Solid Shapes by Feel	15 8.2 Marshmallow and Toothpick Shapes	16 8.3 Counting to Measure Time	17 Buffer	18 Closed *Good Friday*	19
20 *Easter*	21 Spring Break	22 Spring Break	23 Spring Break	24 Spring Break	25 Spring Break	26
27	28 Buffer	29 8.4 Interrupted Counting	30 8.5 Dice Subtraction			

North Caldwell Gr 0K Money pages to be done throughout the year: pp. 60-94

May 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 8.7 Birds on Wires	2 8.7 Birds on Wires	3
4	5 Buffer	6 8.8 Car Race	7 8.9 Number Stories with Calculators	8 8.10 Nonconsecutive Numbers	9 8.11 Addition Top-It	10
11	12 8.12 Function Machines	13 8.12 Function Machines	14 8.13 Name Collection Posters	15 9.1 Make My Design	16 Buffer	17
18	19 9.2 Subtraction Top-It	20 9.3 What's My Rule? with Numbers	21 9.3 What's My Rule? with Numbers	22 9.3 What's My Rule? with Numbers	23 Buffer	24
25	26 Closed *Memorial Day*	27 9.4 Backpack Math: Height, Width, and Area	28 9.5 Backpack Math: Weight and Capacity	29 9.6 Roll and Record with Numeral Dice	30 Buffer	31

North Caldwell Gr 0K Money pages to be done throughout the year: pp. 60-94

June 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 9.7 Making Classroom Maps	3 9.8 Uniform Weights on a Pan Balance	4 9.9 Measuring Time in Seconds	5 9.10 Doubles on Double-Ten Frame	6 Buffer	7
8	9 9.11 Fish for Ten	10 9.12 Math Celebration	11 9.12 Math Celebration	12 Money	13 Money	14
15	16 Money	17 Money	18 Buffer 12:45 pm Dismissal	19 Buffer Last Day 12:45 pm Dismissal *Juneteenth*	20	21
22	23	24	25	26	27	28
29	30					

North Caldwell Gr 0K Money pages to be done throughout the year: pp. 60-94