



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.

DEPARTMENT : Mathematics

COURSE : Grade K

Curriculum Development Timeline

School: Township of Ocean Elementary Schools

Course: Mathematics, Grade Kindergarten

Department: Mathematics

Board Approval	Supervisor	Notes
August 2006	Justine Salvo	Born Date
November 2011	Christine Picerno	Revisions
December 2017	Christine Picerno	Revisions
March 2019	Christine Picerno	Review
August 2025	Rich Steckhahn	Alignment to Standards & Revisions

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Township of Ocean Pacing Guide					
Week	Marking Period 1	Week	Marking Period 2	Week	Marking Period 3
1	EnVision Topic 1	14	EnVision Topic 6	28	EnVision Topic 11
2	EnVision Topic 1	15	EnVision Topic 6	29	EnVision Topic 11
3	EnVision Topic 1	16	EnVisionTopic 7	30	EnVision Topic 12
4	EnVision Topic 2	17	EnVision Topic 7	31	EnVision Topic 12
5	EnVision Topic 2	18	EnVision Topic 7	32	EnVision Topic 12
6	EnVision Topic 3	19	EnVisionTopic 8	33	EnVisionTopic 13
7	EnVision Topic 3	20	EnVision Topic 8	34	EnVision Topic 13
8	EnVision Topic 3	21	EnVision Topic 8	35	EnVision Topic 13
9	EnVision Topic 4	22	EnVision Topic 9	36	EnVision Topic 14
10	EnVision Topic 4	23	EnVision Topic 9	37	EnVision Topic 14
11	EnVision Topic 5	24	EnVision Topic 9	38	EnVision Stepping Up to Grade 1
12	EnVision Topic 5	25	EnVision Topic 10	39	EnVision Stepping Up to Grade 1
13	EnVision Topic 6	26	EnVision Topic 10	40	EnVision Stepping Up to Grade 1
		27	EnVision Topic 10		

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Core Instructional & Supplemental Materials including various levels of Texts

EnVision Mathematics 2024 Common Core Grade 1; IXL; Reflex Math

Time Frame

11 weeks

Topic

Counting and Cardinality

Alignment to Standards

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).

K.CC.B - Count to tell the number of objects

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
 - a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
 - b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
 - c. Understand that each successive number name refers to a quantity that is one larger.
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 - Compare numbers

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

Learning Objectives and Activities

Students will be able to...

- Count to 100 by ones.
- Count to 100 by tens.

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COURSE : Grade K

- Count forward from a given number.
- Read and write numbers from 0 to 100.
- Represent up to 20 objects with a written numeral.
- Understand the relationship between numbers and quantities.
- Connecting counting to cardinality.
- Count objects, saying the number names in the standard order.
- Pair each object counted with one and only one number name and vice versa.
- Connect the last number name said to the number of objects counted.
- Understand that the number of objects is the same regardless of how they were counted.
- Understand that each successive number name represents one more.
- Count up to 10 things in a scattered configuration.
- Count up to 20 things in a line, rectangular array, or circle.
- Count up to 20 objects.
- Compare the number of objects in two groups.
- Compare two numbers between 1 and 10.

Activities

Core Instructional Resource		
Standard	EnVision Topic	EnVision Lesson
K.CC.A.1	11 - Count Numbers to 100	1, 2, 3
K.CC.A.2	3 - Numbers 6 to 10	7
	4 - Compare Numbers 0 to 10	5
	9 - Count Numbers to 20	5, 7
	11 - Count Numbers to 100	4, 5
K.CC.A.3	1 - Numbers 0 to 5	3, 6, 8
	3 - Numbers 6 to 10	2, 4, 6
	9 - Count Numbers to 20	1, 2, 3, 4
K.CC.B.4	9 - Count Numbers to 20	6
K.CC.B.4a	1 - Numbers 0 to 5	1, 4, 7, 10
	3 - Numbers 6 to 10	1, 3, 5
K.CC.B.4b	1 - Numbers 0 to 5	2, 5

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K.CC.B.4c	1 - Numbers 0 to 5	9
K.CC.B.5	9 - Count Numbers to 20	6
K.CC.C.6	2 - Compare Numbers 0 to 5	1, 2, 3, 4, 5
	4 - Compare Numbers 0 to 10	1, 3
K.CC.C.7	4 - Compare Numbers 0 to 10	2, 4

Assessments

Diagnostic

- Beginning of Year Readiness Test
- MDIS Diagnostic Assessment
- Topic Review What You Know
- IXL Diagnostic Assessment

Formative

- Convince Me! Prompt (embedded)
- Guided Practice (embedded)
- Lesson Quick Check

Summative

- Topic Assessment
- Topic Performance Task
- EnVision Cumulative / Benchmark Assessment
- EnVision Progress Monitoring Assessment
- Kindergarten Math Linkit! NJSLS Form A, Form B, Form C

Interdisciplinary Connections

NJSLS: Science

- **EnVision Topic 3: 3 Act Math: By the Handful** - K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Career Readiness, Life Literacies, and Key Skills

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DEPARTMENT : Mathematics

COURSE : Grade K

Technology Integration

- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Career Education

- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

Time Frame

8 weeks

Topic

Operations and Algebraic Thinking

Alignment to Standards

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.
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.

Learning Objectives and Activities

Students will be able to...

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COURSE : Grade K

- Represent addition using a variety of models.
- Represent subtraction using a variety of models.
- Add within 10 using objects and drawings.
- Solve addition word problems within 10.
- Subtract within 10 using objects and drawings.
- Solve subtraction word problems within 10.
- Solve word problems involving both addends unknown using objects, drawings, and equations.
- Make 10 using objects and drawings.
- Record how to make 10 using a drawing or equation.
- Fluently add within 5.
- Fluently subtract within 5.

Activities

Core Instructional Resource		
Standard	EnVision Topic	EnVision Lesson
K.OA.A.1	6 - Understand Addition	1, 2, 3, 4
	7 - Understand Subtraction	1, 2, 3, 4
	8 - More Addition and Subtraction	3, 7
K.OA.A.2	6 - Understand Addition	1, 5, 6, 7
	7 - Understand Subtraction	1, 3, 5, 7
	8 - More Addition and Subtraction	1, 5, 6, 8
K.OA.A.3	8 - More Addition and Subtraction	1, 5, 6, 8
K.OA.A.4	8 - More Addition and Subtraction	9, 10
K.OA.A.5	6 - Understand Addition	7
	7 - Understand Subtraction	6
	8 - More Addition and Subtraction	2, 4

Assessments

Diagnostic

- Beginning of Year Readiness Test

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DEPARTMENT : Mathematics

COURSE : Grade K

- MDIS Diagnostic Assessment
- Topic Review What You Know
- IXL Diagnostic Assessment

Formative

- Convince Me! Prompt (embedded)
- Guided Practice (embedded)
- Lesson Quick Check

Summative

- Topic Assessment
- Topic Performance Task
- EnVision Cumulative / Benchmark Assessment
- EnVision Progress Monitoring Assessment
- Kindergarten Math Linkit! NJSLS Form A, Form B, Form C

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Career Education

- **CRP2.** Apply appropriate academic and technical skills.
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Time Frame

3 weeks

Topic

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COURSE : Grade K

Number and Operations in Base Ten

Alignment to Standards

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; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Learning Objectives and Activities

Students will be able to...

- Compose and decompose numbers from 11 to 19 into ten ones and some further ones.
- Record composition or decomposition.
- Understand that numbers from 11 to 19 are composed of ten ones and one to nine ones.

Activities

Core Instructional Resource		
Standard	EnVision Topic	EnVision Lesson
K.NBT.A.1	10 - Compose and Decompose Numbers 11 to 19	1, 2, 3, 4, 5, 6, 7

Assessments

Diagnostic

- Beginning of Year Readiness Test
- MDIS Diagnostic Assessment
- Topic Review What You Know
- IXL Diagnostic Assessment

Formative

- Convince Me! Prompt (embedded)
- Guided Practice (embedded)
- Lesson Quick Check

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COURSE : Grade K

Summative

- Topic Assessment
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Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Career Education

- **CRP2.** Apply appropriate academic and technical skills.
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Time Frame	4 weeks
Topic	
Measurement	
Alignment to Standards	
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.	

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COURSE : Grade K

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.

K.M.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.

Learning Objectives and Activities

Students will be able to...

- Describe lengths as a measurable attribute of objects.
- Describe weight as a measurable attribute of objects.
- Describe several measurable attributes of a single object.
- Directly compare and describe two objects with a measurable attribute in common.
- Understand and use length units to measure objects.

Activities

Core Instructional Resource		
Standard	EnVision Topic	EnVision Lesson
K.M.A.1	14 - Describe and Compare Measurable Attributes	4, 5
K.M.A.2	14 - Describe and Compare Measurable Attributes	1, 2, 3, 5, 6
K.M.B.3	MDIS Lessons	A61, A62, A63, A65, A69

Assessments

Diagnostic

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Formative

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DEPARTMENT : Mathematics

COURSE : Grade K

- Lesson Quick Check

Summative

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Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Career Education

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Time Frame	2 weeks
Topic	
Data Literacy	
Alignment to Standards	
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.	

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COURSE : Grade K

Learning Objectives and Activities

Students will be able to...

- Classify objects into given categories.
- Count the number of objects in a category.
- Sort categories by count.

Activities

Core Instructional Resource		
Standard	EnVision Topic	EnVision Lesson
K.DL.A.1	5 - Classify and Count Data	1, 2, 3, 4

Assessments

Diagnostic

- Beginning of Year Readiness Test
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- IXL Diagnostic Assessment

Formative

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Summative

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Career Readiness, Life Literacies, and Key Skills
Technology Integration
● 9.4.2.CT.2: Identify possible approaches and resources to execute a plan. ● 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). ● 9.4.2.IML.2: Represent data in a visual format to tell a story about the data. ● 9.4.2.TL.3: Enter information into a spreadsheet and sort the information.
Career Education
● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Time Frame	4 weeks
Topic	
Geometry	
Alignment to Standards	
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").	
K.G.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).	

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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.

Learning Objectives and Activities

Students will be able to...

- Describe shapes in the environment.
- Describe position.
- Correctly name shapes regardless of their orientations.
- Correctly name shapes regardless of their overall size.
- Identify two-dimensional shapes as flat.
- Identify three-dimensional shapes as solid.
- Analyze and compare two- and three- dimensional shapes in different sizes.
- Analyze and compare two- and three- dimensional shapes in different orientations.
- Build and draw shapes to model shapes in the world.
- Compose simple shapes to form larger shapes.

Activities

Core Instructional Resource		
Standard	EnVision Topic	EnVision Lesson
K.G.A.1	12 - Identify and Describe Shapes	6, 7
K.G.A.2	12 - Identify and Describe Shapes	2, 3, 4, 5
K.G.A.3	12 - Identify and Describe Shapes	1
K.G.B.4	13 - Analyze, Compare, and Create Shapes	1, 2, 3, 4
K.G.B.5	13 - Analyze, Compare, and Create Shapes	6, 7
K.G.B.6	13 - Analyze, Compare, and Create Shapes	5, 7

Assessments

Diagnostic

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Interdisciplinary Connections

NJSLS: Science

- **EnVision Topic 13: 3 Act Math: Pieced Together** - 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.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

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Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 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
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

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- 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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