

Lakewood Public School District Curriculum Guide

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| Grade: K | Content Area: Mathematics |
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Original Adoption: Original Adoption: 2023 NJSLS English Language Arts and English as a Second Language (8-21-24); Math NJSLS Mathematics (8-21-24); 2020 NJSLS Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)

Created By:

Recommended Pacing Guide

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| Unit 1: Numbers 0-5: Counting, Writing, Comparing | 27 days |
| Unit 2: Numbers 6-10: Counting, Writing, Comparing | 48 days |
| Unit 3: Geometry: Naming, Comparing, and Building Shapes | 23 days |
| Unit 4: Numbers within 10: Addition & Subtraction | 46 days |
| Unit 5: Numbers 11-100: Teen Numbers and Counting by 1s and 10s | 24 days |
| Unit 6: Measurement: Comparing Length, Height and Weight; Money | 13 days |

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please [click here](#) for specific examples (by subject).

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|---|-------------------|
| Unit 1: Numbers 0-5: Counting, Writing, Comparing | Duration: 27 days |
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New Jersey Student Learning Standards

| | |
|---------------|--|
| K.CC.A | Know number names and the count sequence. |
| K.CC.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 |
| K.CC.4 | Understand the relationship between numbers and quantities; connect counting to cardinality. <ul style="list-style-type: none"> 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.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 |
| K.CC.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.7 | Compare two numbers between 1 and 10 presented as written numerals. |

New Jersey Standards for Mathematical Practice

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| MP.1 | Make sense of problems and persevere in solving them. |
| MP.2 | Reason abstractly and quantitatively. |
| MP.3 | Construct viable arguments and critique the reasoning of others. |
| MP.4 | Model with mathematics. |
| MP.5 | Use appropriate tools strategically. |

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| MP.6 | Attend to precision. |
| MP.7 | Look for and make use of structure. |
| MP.8 | Look for and express regularity in repeated reasoning. |

| New Jersey Social and Emotional Competencies and Sub-Competencies | |
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| Self-Awareness | <ul style="list-style-type: none"> Recognize one’s feelings and thoughts. Recognize the impact of one’s feelings and thoughts on one’s own behavior. Recognize one’s personal traits, strengths, and limitations. Recognize the importance of self-confidence in handling daily tasks and challenges. |
| Self-Management | <ul style="list-style-type: none"> Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors. Recognize the skills needed to establish and achieve personal and educational goals. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals. |
| Social Awareness | <ul style="list-style-type: none"> Recognize and identify the thoughts, feelings, and perspectives of others. Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds. Demonstrate an understanding of the need for mutual respect when viewpoints differ. Demonstrate an awareness of the expectations for social interactions in a variety of settings. |
| Responsible Decision Making | <ul style="list-style-type: none"> Develop, implement, and model effective problem-solving and critical thinking skills. Identify the consequences associated with one’s actions in order to make constructive choices. Evaluate personal, ethical, safety, and civic impact of decisions. |
| Relationship Skills | <ul style="list-style-type: none"> Establish and maintain healthy relationships. Utilize positive communication and social skills to interact effectively with others. Identify ways to resist inappropriate social pressure. Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. Identify who, when, where, or how to seek help for oneself or others when needed. |

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| <u>Interdisciplinary Connections</u> |
| ELA Standards |

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| L.WF.K.1 | Demonstrate command of the conventions of writing. |
| L.KL.K.1 | With prompting and support, develop knowledge of language and its conventions when speaking and listening. c. Understand and use question words. |
| L.VL.K.2 | With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. |
| RI.CR.K.1 | With prompting and support, ask and answer questions about key details in an informational text. |
| RI.CI.K.2 | With prompting and support, identify the main topic and key details of an informational text. |
| SL.PE.K.1 | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon norms for discussion b. Continue a conversation through multiple exchanges. |
| SL.ES.K.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| SL.UM.K.5 | Add drawings or other visual displays to descriptions as desired to provide additional detail. |

Social Studies Standards

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| 6.1.2.CivicsPD.1 | Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. |
| 6.1.2.CivicsPD.2 | Establish a process for how individuals can effectively work together to make decisions. |

Computer Science & Design Thinking

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| 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. |
| 8.2.2.ED.2 | Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. |
| 8.2.2.ED.3 | Select and use appropriate tools and materials to build a product using the design process. |

Career Readiness, Life Literacies & Key Skills

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| 9.1.2.CR.1 | Recognize ways to volunteer in the classroom, school, and community. |
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| 9.4.2.CI.1 | Demonstrate openness to new ideas and perspectives. |
| 9.4.2.CI.2 | Demonstrate originality and inventiveness in work. |
| 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. |

| Career Readiness, Life Literacies, and Key Skills Practices | |
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| CLKS.1 | Act as a responsible and contributing community member and employee. |
| CLKS.2 | Attend to financial well-being. |
| CLKS.3 | Consider the environmental, social and economic impacts of decisions. |
| CLKS.4 | Demonstrate creativity and innovation. |
| CLKS.5 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CLKS.6 | Model integrity, ethical leadership and effective management. |
| CLKS.7 | Plan education and career paths aligned to personal goals. |
| CLKS.8 | Use technology to enhance productivity, increase collaboration and communicate effectively. |
| CLKS.9 | Work productively in teams while using cultural/global competence. |

| Evidence of Student Learning | |
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| <p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher observations ● Class discussions ● Whiteboard/Communicators ● Math routine responses ● Daily DOLs ● Daily classwork ● Checks for understanding ● Spiral Quizzes ● Fluency Quizzes ● <i>Number Talks</i> | <p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Oral assessments ● Istation |
| <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Unit Assessment | <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Istation Diagnostic ● Monthly ISIP ● Beginning of the Year Screener |

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Knowledge & Skills

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| <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Understand that when saying number words in sequential order, the last number said tells how many. • Recognize that one more than a given number is the next number in the counting sequence. • Counting tells us how many objects are in a group when each object is counted once • Numbers can be used to compare groups and describe which has more, less or the same. | <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to say numbers in the correct order? • How do I know how many objects there are in a group? • Why do we count things, and how does counting help us solve problems? • How can I tell if a group has more, fewer, or the same number of objects as another group? |
| <p>Content <i>Students will know...</i></p> <ul style="list-style-type: none"> • Recognize that the order a set of objects is counted in does not impact the total. • Recognize that one more than a given number is the next number in the counting sequence. | <p>Skills <i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Count, show, and write numbers 0 to 5. • Match a number to a count or collection of objects. • Compare two numbers and quantities within 5, using the words <i>more</i>, <i>less</i>, or <i>same</i>. |

Core Instructional & Supplemental Materials

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| <p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> • Manipulatives • Ready Common Core Book <ul style="list-style-type: none"> ○ Lesson 0 ○ Lesson 4 ○ Lesson 5 • iReady • Teacher Toolbox • District Created Lessons • Communicators • <i>Number Talks</i> | <p>Supplemental Materials</p> <ul style="list-style-type: none"> • Illustrative Mathematics <ul style="list-style-type: none"> ○ K.CC.3 ○ K.CC.4 ○ K.CC.5 ○ K.CC.6 ○ K.CC.7 • <i>Zero is the Leaves on the Tree</i> by Betsy Franco • <i>Counting with Barefoot Critters</i> by Teagan White • <i>1 Big Salad: A Delicious Counting Book</i> by Juana Medina • <i>Goodnight, Numbers</i> by Danice McKellar |
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Suggested Accommodations

English Language Learners:

- Multi-sensory instruction
- Flexible grouping
- Small group instruction
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Chunking information
- Scaffolded questioning
- Manipulatives/concrete models
- Pre-Teach vocabulary
- Co-Constructed Word Banks
- Anchor charts
- Gradual release model
- Visual models
- Hands-on activities
- Native language support when possible
- Sheltered English Instruction Strategies
- Sentence starters

Special Education/Students with Disabilities:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Follow all IEP modifications
- Calculators
- Manipulatives/concrete models
- Directions repeated, clarified, and reworded
- Breakdown task into manageable parts

504 Plans:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Calculators
- Manipulatives/concrete models
- Follow all 504 modifications

Gifted and Talented:

- Higher level questioning
- Enriched assignments
- Tiered assignments
- Choice board to extend learning

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Students at Risk of Failure:

- Provide peer tutoring
- Use a strong student as a “buddy”
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources
- Chunking information
- Scaffolded questioning
- Tiered activities
- Manipulatives/concrete models
- Modified assignments
- Brain breaks

Economically Disadvantaged:

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

Culturally Diverse:

- Create an emotionally positive classroom climate.
- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background

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| Unit 2: Numbers 6-10: Counting, Writing, Comparing | Duration: 28 days |
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| <u>New Jersey Student Learning Standards</u> | |
|--|--|
| K.CC.A | Know number names and the count sequence. |
| K.CC.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 |
| K.CC.4 | Understand the relationship between numbers and quantities; connect counting to cardinality. <ol style="list-style-type: none"> 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.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 |
| K.CC.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.7 | Compare two numbers between 1 and 10 presented as written numerals. |
| K.OA.A | Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from |
| K.OA.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 drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). |
| K.OA.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.DL.A | Classify objects and count the number of objects in each category. |

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| K.DL.1 | Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. |
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| <u>New Jersey Standards for Mathematical Practice</u> | |
|--|--|
| MP.1 | Make sense of problems and persevere in solving them. |
| MP.2 | Reason abstractly and quantitatively. |
| MP.3 | Construct viable arguments and critique the reasoning of others. |
| MP.4 | Model with mathematics. |
| MP.5 | Use appropriate tools strategically. |
| MP.6 | Attend to precision. |
| MP.7 | Look for and make use of structure. |
| MP.8 | Look for and express regularity in repeated reasoning. |

| New Jersey Social and Emotional Competencies and Sub-Competencies | |
|--|---|
| Self-Awareness | <ul style="list-style-type: none"> ● Recognize one’s feelings and thoughts. ● Recognize the impact of one’s feelings and thoughts on one’s own behavior. ● Recognize one’s personal traits, strengths, and limitations. ● Recognize the importance of self-confidence in handling daily tasks and challenges. |
| Self-Management | <ul style="list-style-type: none"> ● Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors. ● Recognize the skills needed to establish and achieve personal and educational goals. ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals. |
| Social Awareness | <ul style="list-style-type: none"> ● Recognize and identify the thoughts, feelings, and perspectives of others. ● Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds. ● Demonstrate an understanding of the need for mutual respect when viewpoints differ. ● Demonstrate an awareness of the expectations for social interactions in a variety of settings. |
| Responsible Decision Making | <ul style="list-style-type: none"> ● Develop, implement, and model effective problem-solving and critical thinking skills. |

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| | <ul style="list-style-type: none"> • Identify the consequences associated with one’s actions in order to make constructive choices. • Evaluate personal, ethical, safety, and civic impact of decisions. |
| Relationship Skills | <ul style="list-style-type: none"> • Establish and maintain healthy relationships. • Utilize positive communication and social skills to interact effectively with others. • Identify ways to resist inappropriate social pressure. • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. • Identify who, when, where, or how to seek help for oneself or others when needed. |

[Interdisciplinary Connections](#)

ELA Standards

| | |
|------------------|--|
| L.WF.K.1 | Demonstrate command of the conventions of writing. |
| L.KL.K.1 | With prompting and support, develop knowledge of language and its conventions when speaking and listening. c. Understand and use question words. |
| L.VL.K.2 | With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. |
| RI.CR.K.1 | With prompting and support, ask and answer questions about key details in an informational text. |
| RI.CI.K.2 | With prompting and support, identify the main topic and key details of an informational text. |
| SL.PE.K.1 | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon norms for discussion b. Continue a conversation through multiple exchanges. |
| SL.ES.K.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| SL.UM.K.5 | Add drawings or other visual displays to descriptions as desired to provide additional detail. |

Social Studies Standards

| | |
|-------------------------|---|
| 6.1.2.CivicsPD.1 | Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. |
| 6.1.2.CivicsPD.2 | Establish a process for how individuals can effectively work together to make decisions. |

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| <u>Computer Science & Design Thinking</u> | |
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| 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. |
| 8.2.2.ED.2 | Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. |
| 8.2.2.ED.3 | Select and use appropriate tools and materials to build a product using the design process. |

| <u>Career Readiness, Life Literacies & Key Skills</u> | |
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| 9.1.2.CR.1 | Recognize ways to volunteer in the classroom, school, and community. |
| 9.4.2.CI.1 | Demonstrate openness to new ideas and perspectives. |
| 9.4.2.CI.2 | Demonstrate originality and inventiveness in work. |
| 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. |

| Career Readiness, Life Literacies, and Key Skills Practices | |
|--|---|
| CLKS.1 | Act as a responsible and contributing community member and employee. |
| CLKS.2 | Attend to financial well-being. |
| CLKS.3 | Consider the environmental, social and economic impacts of decisions. |
| CLKS.4 | Demonstrate creativity and innovation. |
| CLKS.5 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CLKS.6 | Model integrity, ethical leadership and effective management. |
| CLKS.7 | Plan education and career paths aligned to personal goals. |
| CLKS.8 | Use technology to enhance productivity, increase collaboration and communicate effectively. |

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| CLKS.9 | Work productively in teams while using cultural/global competence. |
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| Evidence of Student Learning | |
|---|---|
| <p>Formative Tasks:</p> <ul style="list-style-type: none"> • Teacher observations • Class discussions • Whiteboard/Communicators • Math routine responses • Daily DOLs • Daily classwork • Checks for understanding • Spiral Quizzes • Fluency Quizzes • <i>Number Talks</i> | <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Oral assessments • Istation |
| <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Unit Assessment | <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • Monthly ISIP |

| Knowledge & Skills | |
|---|--|
| <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Recognize and write numbers 6-10. • Understand that the last number said tells the number of objects. • Recognize and describe attributes • Describe sorting rules and try to determine others' sorting rules • Recognize that numbers can be broken up into smaller parts. • Understand the equal sign | <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to say numbers in the correct order? • How do I know how many objects there are in a group? • Why do we count things, and how does counting help us solve problems? • How can I tell if a group has more, fewer, or the same number of objects as another group? • How can I break a number into parts? • Why can a number be broken apart in different ways? • How does breaking apart a number help me understand addition? • What do I notice about the different ways to make the same number? |

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| | <ul style="list-style-type: none"> ● How are the parts of 10 related to each other? ● Why is 10 an important number in math? ● How can knowing ways to make 10 help me solve other math problems? |
| <p>Content <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Use ten frames as a tool to count and represent counts to 10. ● Identify whether the number of objects in one group is greater than, less than, or equal to the number in another group. ● Group objects with common attributes ● Sort objects from a large group into smaller groups. ● Represent number partners for 6 and 7 with equations. ● Represent number partners for 8 and 9 ● Identify number partners for 10 using drawings or manipulatives ● Represent number partners for 10 with equations | <p>Skills <i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Count up to 10 using one-to-one correspondence and number words in sequential order. ● Compare two numbers from 1 to 10. ● Count sorted groups of objects and sort categories by count. ● Decompose 6 and 7 into number partners using objects or drawings. ● Decompose 8 and 9 into number partners using objects or drawings. ● Find the second number partner for 10 when given the first using drawings or manipulatives ● Decompose 10 into number partners using objects or drawings ● Find number partners that make 10 |

Core Instructional & Supplemental Materials

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|---|---|
| <p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Manipulatives ● Ready Common Core Book <ul style="list-style-type: none"> ○ Lesson 3 ○ Lesson 11 ○ Lesson 12 ○ Lesson 14 ○ Lesson 15 ○ Lesson 18 ○ Lesson 19 ● iReady ● Teacher Toolbox <ul style="list-style-type: none"> ○ Reteach Activities ○ Reinforce Activities ○ Extend Activities ● District Created Lessons ● Communicators ● <i>Number Talks</i> | <p>Supplemental Materials</p> <ul style="list-style-type: none"> ● Illustrative Mathematics <ul style="list-style-type: none"> ○ K.CC.3 ○ K.CC.4 ○ K.CC.5 ○ K.CC.6 ○ K.CC.7 ○ K.OA.3 ○ K.DL.1 ● <i>Count Me In!: A Parade of Mexican Folk Art Numbers in English and Spanish</i> by Cynthia Weill ● <i>Count on Me</i> by Miguel Tanco ● <i>Counting Kindness: Ten Ways to Welcome Refugee Children</i> by Hollis Kuman ● <i>Feast For 10</i> by Cathryn Falwell ● <i>Lia & Luis: What Has More?</i> by Ana Crespo |
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Suggested Accommodations

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Grade: K

Content Area: Mathematics

English Language Learners:

- Multi-sensory instruction
- Flexible grouping
- Small group instruction
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Chunking information
- Scaffolded questioning
- Manipulatives/concrete models
- Pre-Teach vocabulary
- Co-Constructed Word Banks
- Anchor charts
- Gradual release model
- Visual models
- Hands-on activities
- Native language support when possible
- Sheltered English Instruction Strategies
- Sentence starters

Special Education/Students with Disabilities:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Follow all IEP modifications
- Calculators
- Manipulatives/concrete models
- Directions repeated, clarified, and reworded
- Breakdown task into manageable parts

504 Plans:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Calculators
- Manipulatives/concrete models
- Follow all 504 modifications

Gifted and Talented:

- Higher level questioning
- Enriched assignments
- Tiered assignments
- Choice board to extend learning

Students at Risk of Failure:

- Provide peer tutoring
- Use a strong student as a “buddy”
- Allow extra time to complete assignments or tests
- Work in a small group

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| Grade: K | Content Area: Mathematics |
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| <ul style="list-style-type: none"> ● One on one instruction ● Provide immediate praise and feedback ● Create a nurturing environment ● Provide visuals ● Be flexible with assignments and time frames ● Provide needed academic resources ● Chunking information ● Scaffolded questioning ● Tiered activities ● Manipulatives/concrete models ● Modified assignments ● Brain breaks <p>Economically Disadvantaged:</p> <ul style="list-style-type: none"> ● Pre-teach vocabulary using visuals and gestures ● Chunk texts ● Summarize as you go ● Preview lessons ● Graphic organizers ● Highlight key words ● Sentence starters ● Prompting and cueing ● Activate schema ● Build background knowledge <p>Culturally Diverse:</p> <ul style="list-style-type: none"> ● Create an emotionally positive classroom climate. ● Create effective communication ● Model and teach cultural respect ● Build relationships with students by interviewing students to understand their background |
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| Unit 3: Geometry: Naming, Comparing, and Building Shapes | Duration: 28 days |
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| <u>New Jersey Student Learning Standards</u> | |
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| K.G.A | Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) |
| K.G.1 | Describe objects in the environment using names of shapes, and describe the relative position of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> . |
| K.G.2 | Correctly name shapes regardless of their orientations or overall size. |
| K.G.3 | Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”) |

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| K.G.B | Analyze, compare, create, and compose shapes |
| K.G.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.5 | Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes |
| K.G.6 | Compose simple shapes to form larger shapes |

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

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| New Jersey Social and Emotional Competencies and Sub-Competencies |
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| Self-Awareness | <ul style="list-style-type: none"> ● Recognize one's feelings and thoughts. ● Recognize the impact of one's feelings and thoughts on one's own behavior. ● Recognize one's personal traits, strengths, and limitations. ● Recognize the importance of self-confidence in handling daily tasks and challenges. |
| Self-Management | <ul style="list-style-type: none"> ● Understand and practice strategies for managing one's own emotions, thoughts, and behaviors. ● Recognize the skills needed to establish and achieve personal and educational goals. ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals. |
| Social Awareness | <ul style="list-style-type: none"> ● Recognize and identify the thoughts, feelings, and perspectives of others. |

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| | <ul style="list-style-type: none"> ● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds. ● Demonstrate an understanding of the need for mutual respect when viewpoints differ. ● Demonstrate an awareness of the expectations for social interactions in a variety of settings. |
| Responsible Decision Making | <ul style="list-style-type: none"> ● Develop, implement, and model effective problem-solving and critical thinking skills. ● Identify the consequences associated with one's actions in order to make constructive choices. ● Evaluate personal, ethical, safety, and civic impact of decisions. |
| Relationship Skills | <ul style="list-style-type: none"> ● Establish and maintain healthy relationships. ● Utilize positive communication and social skills to interact effectively with others. ● Identify ways to resist inappropriate social pressure. ● Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. ● Identify who, when, where, or how to seek help for oneself or others when needed. |

| Interdisciplinary Connections | |
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| ELA Standards | |
| L.WF.K.1 | Demonstrate command of the conventions of writing. |
| L.KL.K.1 | With prompting and support, develop knowledge of language and its conventions when speaking and listening. c. Understand and use question words. |
| L.VL.K.2 | With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. |
| RI.CR.K.1 | With prompting and support, ask and answer questions about key details in an informational text. |
| RI.CI.K.2 | With prompting and support, identify the main topic and key details of an informational text. |
| SL.PE.K.1 | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon norms for discussion b. Continue a conversation through multiple exchanges. |
| SL.ES.K.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |

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| SL.UM.K.5 | Add drawings or other visual displays to descriptions as desired to provide additional detail. |
| Social Studies Standards | |
| 6.1.2.CivicsPD.1 | Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. |
| 6.1.2.CivicsPD.2 | Establish a process for how individuals can effectively work together to make decisions. |

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| <u>Computer Science & Design Thinking</u> | |
| 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. |
| 8.2.2.ED.2 | Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. |
| 8.2.2.ED.3 | Select and use appropriate tools and materials to build a product using the design process. |

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| <u>Career Readiness, Life Literacies & Key Skills</u> | |
| 9.1.2.CR.1 | Recognize ways to volunteer in the classroom, school, and community. |
| 9.4.2.CI.1 | Demonstrate openness to new ideas and perspectives. |
| 9.4.2.CI.2 | Demonstrate originality and inventiveness in work. |
| 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. |

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| Career Readiness, Life Literacies, and Key Skills Practices | |
| CLKS.1 | Act as a responsible and contributing community member and employee. |
| CLKS.2 | Attend to financial well-being. |
| CLKS.3 | Consider the environmental, social and economic impacts of decisions. |
| CLKS.4 | Demonstrate creativity and innovation. |
| CLKS.5 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CLKS.6 | Model integrity, ethical leadership and effective management. |

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| CLKS.7 | Plan education and career paths aligned to personal goals. |
| CLKS.8 | Use technology to enhance productivity, increase collaboration and communicate effectively. |
| CLKS.9 | Work productively in teams while using cultural/global competence. |

| Evidence of Student Learning | |
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| <p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher observations ● Class discussions ● Whiteboard/Communicators ● Math routine responses ● Daily DOLs ● Daily classwork ● Checks for understanding ● Spiral Quizzes ● Fluency Quizzes ● <i>Number Talks</i> | <p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Oral assessments ● Istation |
| <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Unit Assessment | <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Monthly ISIP |

| Knowledge & Skills | |
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| <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Use precise positional language (such as <i>above, behind, below, beside, in front of,</i> and <i>next to</i>) to describe the relative position of objects ● Identify shapes as flat or solid. ● Use positional language to describe where shapes are seen | <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can I describe shapes I see in the world around me? ● What makes each shape different from other shapes? ● How do parts of a shape help me name it? ● How can I use shapes to make new shapes or pictures? |
| <p>Content <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Describe the relative position of objects using precise language. ● Correctly name two-dimensional shapes regardless of their orientation or overall size ● Identify a two-dimensional shape as a <i>flat shape</i> and describe its attributes | <p>Skills <i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Show objects in stated positions ● Build and draw two-dimensional shapes ● Compose shapes from two or more two-dimensional or three-dimensional shapes ● Make pictures with two dimensional shapes. ● Build objects with three-dimensional shapes |

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- Describe shapes composed of two or more two- or three-dimensional shapes

Core Instructional & Supplemental Materials

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| Suggested Activities/Resources: <ul style="list-style-type: none">• Manipulatives• Ready Common Core Book<ul style="list-style-type: none">○ Lesson 1○ Lesson 8○ Lesson 13○ Lesson 24• iReady• Teacher Toolbox<ul style="list-style-type: none">○ Reteach Activities○ Reinforce Activities○ Extend Activities• District Created Lessons• Communicators• <i>Number Talks</i> | Supplemental Materials <ul style="list-style-type: none">• Illustrative Mathematics<ul style="list-style-type: none">○ K.G.4• <i>Usha And The Big Digger</i> by Amitha Jagannath Knight• <i>Shapes Shapes Shapes</i> by Tana Hoban• <i>Grandfather Tang's Story</i> by Ann Tompert• <i>Shape by Shape</i> by Suse Macdonald• <i>Which one doesn't belong?</i> By Christopher Danielson• <i>Changes, Changes</i> by Pat Hutchins |
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Suggested Accommodations

- English Language Learners:**
- Multi-sensory instruction
 - Flexible grouping
 - Small group instruction
 - Provide peer tutoring
 - Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
 - Chunking information
 - Scaffolded questioning
 - Manipulatives/concrete models
 - Pre-Teach vocabulary
 - Co-Constructed Word Banks
 - Anchor charts
 - Gradual release model
 - Visual models
 - Hands-on activities
 - Native language support when possible
 - Sheltered English Instruction Strategies
 - Sentence starters
- Special Education/Students with Disabilities:**
- Allow extra time to complete assignments or tests
 - Work in a small group
 - Allow answers to be given orally or dictated

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- Follow all IEP modifications
- Calculators
- Manipulatives/concrete models
- Directions repeated, clarified, and reworded
- Breakdown task into manageable parts

504 Plans:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Calculators
- Manipulatives/concrete models
- Follow all 504 modifications

Gifted and Talented:

- Higher level questioning
- Enriched assignments
- Tiered assignments
- Choice board to extend learning

Students at Risk of Failure:

- Provide peer tutoring
- Use a strong student as a “buddy”
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources
- Chunking information
- Scaffolded questioning
- Tiered activities
- Manipulatives/concrete models
- Modified assignments
- Brain breaks

Economically Disadvantaged:

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema

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| <ul style="list-style-type: none"> • Build background knowledge <p>Culturally Diverse:</p> <ul style="list-style-type: none"> • Create an emotionally positive classroom climate. • Create effective communication • Model and teach cultural respect • Build relationships with students by interviewing students to understand their background |
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| Unit 4: Numbers within 10: Addition & Subtraction | Duration: 46 days |
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| <u>New Jersey Student Learning Standards</u> | |
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| K.OA.A | Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from |
| K.OA.1 | Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations |
| K.OA.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.5 | Demonstrate accuracy and efficiency for addition and subtraction within 5 |

| <u>New Jersey Standards for Mathematical Practice</u> | |
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| MP.1 | Make sense of problems and persevere in solving them. |
| MP.2 | Reason abstractly and quantitatively. |
| MP.3 | Construct viable arguments and critique the reasoning of others. |

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| MP.4 | Model with mathematics. |
| MP.5 | Use appropriate tools strategically. |
| MP.6 | Attend to precision. |
| MP.7 | Look for and make use of structure. |
| MP.8 | Look for and express regularity in repeated reasoning. |

| New Jersey Social and Emotional Competencies and Sub-Competencies | |
|--|---|
| Self-Awareness | <ul style="list-style-type: none"> ● Recognize one’s feelings and thoughts. ● Recognize the impact of one’s feelings and thoughts on one’s own behavior. ● Recognize one’s personal traits, strengths, and limitations. ● Recognize the importance of self-confidence in handling daily tasks and challenges. |
| Self-Management | <ul style="list-style-type: none"> ● Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors. ● Recognize the skills needed to establish and achieve personal and educational goals. ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals. |
| Social Awareness | <ul style="list-style-type: none"> ● Recognize and identify the thoughts, feelings, and perspectives of others. ● Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds. ● Demonstrate an understanding of the need for mutual respect when viewpoints differ. ● Demonstrate an awareness of the expectations for social interactions in a variety of settings. |
| Responsible Decision Making | <ul style="list-style-type: none"> ● Develop, implement, and model effective problem-solving and critical thinking skills. ● Identify the consequences associated with one’s actions in order to make constructive choices. ● Evaluate personal, ethical, safety, and civic impact of decisions. |
| Relationship Skills | <ul style="list-style-type: none"> ● Establish and maintain healthy relationships. ● Utilize positive communication and social skills to interact effectively with others. ● Identify ways to resist inappropriate social pressure. ● Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. ● Identify who, when, where, or how to seek help for oneself or others when needed. |

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Interdisciplinary Connections

ELA Standards

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| L.WF.K.1 | Demonstrate command of the conventions of writing. |
| L.KL.K.1 | With prompting and support, develop knowledge of language and its conventions when speaking and listening. c. Understand and use question words. |
| L.VL.K.2 | With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. |
| RI.CR.K.1 | With prompting and support, ask and answer questions about key details in an informational text. |
| RI.CI.K.2 | With prompting and support, identify the main topic and key details of an informational text. |
| SL.PE.K.1 | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon norms for discussion b. Continue a conversation through multiple exchanges. |
| SL.ES.K.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| SL.UM.K.5 | Add drawings or other visual displays to descriptions as desired to provide additional detail. |

Social Studies Standards

| | |
|-------------------------|---|
| 6.1.2.CivicsPD.1 | Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. |
| 6.1.2.CivicsPD.2 | Establish a process for how individuals can effectively work together to make decisions. |

Computer Science & Design Thinking

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| 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. |
| 8.2.2.ED.2 | Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. |
| 8.2.2.ED.3 | Select and use appropriate tools and materials to build a product using the design process. |

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| <u>Career Readiness, Life Literacies & Key Skills</u> | |
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| 9.1.2.CR.1 | Recognize ways to volunteer in the classroom, school, and community. |
| 9.4.2.CI.1 | Demonstrate openness to new ideas and perspectives. |
| 9.4.2.CI.2 | Demonstrate originality and inventiveness in work. |
| 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. |

| Career Readiness, Life Literacies, and Key Skills Practices | |
|--|---|
| CLKS.1 | Act as a responsible and contributing community member and employee. |
| CLKS.2 | Attend to financial well-being. |
| CLKS.3 | Consider the environmental, social and economic impacts of decisions. |
| CLKS.4 | Demonstrate creativity and innovation. |
| CLKS.5 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CLKS.6 | Model integrity, ethical leadership and effective management. |
| CLKS.7 | Plan education and career paths aligned to personal goals. |
| CLKS.8 | Use technology to enhance productivity, increase collaboration and communicate effectively. |
| CLKS.9 | Work productively in teams while using cultural/global competence. |

| Evidence of Student Learning | |
|---|---|
| <p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher observations ● Class discussions ● Whiteboard/Communicators ● Math routine responses ● Daily DOLs ● Daily classwork ● Checks for understanding ● Spiral Quizzes ● Fluency Quizzes ● <i>Number Talks</i> | <p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Oral assessments ● Istation |

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| Summative Assessments: <ul style="list-style-type: none"> ● Unit Assessment | Benchmark Assessments: <ul style="list-style-type: none"> ● Monthly ISIP |
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Knowledge & Skills

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| Enduring Understandings: <ul style="list-style-type: none"> ● Use fingers or manipulatives to add and subtract ● Understand that adding to a number makes more (except when adding 0) ● Understand that subtracting from a number results in less (except when subtracting 0) ● Identify the plus sign (+) as a symbol that indicates addition and the minus sign (-) as a symbol that indicates subtraction ● Use tools, manipulatives, and number partners to solve addition and subtraction problems within 10, in and out of context ● Decide whether to add or subtract to solve a story problem. | Essential Questions: <ul style="list-style-type: none"> ● How can I show what is happening in an addition or subtraction story? ● What are different ways I can show my thinking when I add or subtract? ● Where do I see addition and subtraction in my everyday life? ● What do I notice about how numbers change when I add or subtract? ● How can using tools (like counters or fingers) help me solve problems? |
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| Content <i>Students will know...</i> <ul style="list-style-type: none"> ● Write the starting number, the number added, and the total ● Tell add-to story problems ● Tell take-away story problems ● Determine whether a story problem calls for addition or subtraction ● Match given expressions to models and to story problems ● Recognize equations that represent addition problems ● Recognize equations that represent subtraction problems ● Draw pictures and write equations to represent addition and subtraction stories. | Skills <i>Students will be able to ...</i> <ul style="list-style-type: none"> ● Add two numbers within 5 ● Solve add-to story problems ● Subtract two numbers within 5 ● Solve take-away story problems ● Solve addition and subtraction story problems using objects or pictures ● Find values of expressions ● Solve addition problems within 10, in and out of context ● Solve subtraction problems within 10, in and out of context ● Solve story problems for addition up to 10 or subtraction from 10 or less |
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Core Instructional & Supplemental Materials

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| Suggested Activities/Resources: <ul style="list-style-type: none"> ● Manipulatives | Supplemental Materials <ul style="list-style-type: none"> ● Illustrative Mathematics |
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| <ul style="list-style-type: none">● Ready Common Core Book<ul style="list-style-type: none">○ Lesson 7○ Lesson 9○ Lesson 10○ Lesson 20○ Lesson 21○ Lesson 22● iReady● Teacher Toolbox<ul style="list-style-type: none">○ Reteach Activities○ Reinforce Activities○ Extend Activities● District Created Lessons● Communicators● <i>Number Talks</i> | <ul style="list-style-type: none">○ K.OA.1○ K.OA.2○ K.OA.5● <i>Zero</i> by Kathryn Otoshi● <i>Baby Goes to Market</i> by Atinuke |
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Suggested Accommodations

English Language Learners:

- Multi-sensory instruction
- Flexible grouping
- Small group instruction
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Chunking information
- Scaffolded questioning
- Manipulatives/concrete models
- Pre-Teach vocabulary
- Co-Constructed Word Banks
- Anchor charts
- Gradual release model
- Visual models
- Hands-on activities
- Native language support when possible
- Sheltered English Instruction Strategies
- Sentence starters

Special Education/Students with Disabilities:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Follow all IEP modifications
- Calculators
- Manipulatives/concrete models
- Directions repeated, clarified, and reworded
- Breakdown task into manageable parts

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504 Plans:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Calculators
- Manipulatives/concrete models
- Follow all 504 modifications

Gifted and Talented:

- Higher level questioning
- Enriched assignments
- Tiered assignments
- Choice board to extend learning

Students at Risk of Failure:

- Provide peer tutoring
- Use a strong student as a “buddy”
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources
- Chunking information
- Scaffolded questioning
- Tiered activities
- Manipulatives/concrete models
- Modified assignments
- Brain breaks

Economically Disadvantaged:

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

Culturally Diverse:

- Create an emotionally positive classroom climate.
- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background

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| Unit 5: Numbers 11-100, Teen Numbers, and Counting by 1s and 10s | Duration: 24 days |
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New Jersey Student Learning Standards

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| K.CC.A | Know number names and the count sequence. |
| K.CC.1 | Count to 100 by ones and by tens. |
| K.CC.2 | Count forward beginning from a given number within the known sequence (instead of having to begin at 1). |
| K.CC.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 |
| K.CC.4 | Understand the relationship between numbers and quantities; connect counting to cardinality. <ul style="list-style-type: none"> 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.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.NBT.A | Work with numbers 11-19 to gain foundations for place value |
| K.NBT.1 | Compose and decompose numbers from 11 to 19 into tens and ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by 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. |

New Jersey Standards for Mathematical Practice

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| MP.1 | Make sense of problems and persevere in solving them. |
| MP.2 | Reason abstractly and quantitatively. |
| MP.3 | Construct viable arguments and critique the reasoning of others. |
| MP.4 | Model with mathematics. |

Lakewood Public School District Curriculum Guide

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| Grade: K | Content Area: Mathematics |
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| MP.5 | Use appropriate tools strategically. |
| MP.6 | Attend to precision. |
| MP.7 | Look for and make use of structure. |
| MP.8 | Look for and express regularity in repeated reasoning. |

| New Jersey Social and Emotional Competencies and Sub-Competencies | |
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| Self-Awareness | <ul style="list-style-type: none"> ● Recognize one’s feelings and thoughts. ● Recognize the impact of one’s feelings and thoughts on one’s own behavior. ● Recognize one’s personal traits, strengths, and limitations. ● Recognize the importance of self-confidence in handling daily tasks and challenges. |
| Self-Management | <ul style="list-style-type: none"> ● Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors. ● Recognize the skills needed to establish and achieve personal and educational goals. ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals. |
| Social Awareness | <ul style="list-style-type: none"> ● Recognize and identify the thoughts, feelings, and perspectives of others. ● Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds. ● Demonstrate an understanding of the need for mutual respect when viewpoints differ. ● Demonstrate an awareness of the expectations for social interactions in a variety of settings. |
| Responsible Decision Making | <ul style="list-style-type: none"> ● Develop, implement, and model effective problem-solving and critical thinking skills. ● Identify the consequences associated with one’s actions in order to make constructive choices. ● Evaluate personal, ethical, safety, and civic impact of decisions. |
| Relationship Skills | <ul style="list-style-type: none"> ● Establish and maintain healthy relationships. ● Utilize positive communication and social skills to interact effectively with others. ● Identify ways to resist inappropriate social pressure. ● Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. ● Identify who, when, where, or how to seek help for oneself or others when needed. |

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| <u>Interdisciplinary Connections</u> |
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Lakewood Public School District Curriculum Guide

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| Grade: K | Content Area: Mathematics |
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| ELA Standards | |
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| L.WF.K.1 | Demonstrate command of the conventions of writing. |
| L.KL.K.1 | With prompting and support, develop knowledge of language and its conventions when speaking and listening. c. Understand and use question words. |
| L.VL.K.2 | With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. |
| RI.CR.K.1 | With prompting and support, ask and answer questions about key details in an informational text. |
| RI.CI.K.2 | With prompting and support, identify the main topic and key details of an informational text. |
| SL.PE.K.1 | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon norms for discussion b. Continue a conversation through multiple exchanges. |
| SL.ES.K.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| SL.UM.K.5 | Add drawings or other visual displays to descriptions as desired to provide additional detail. |
| Social Studies Standards | |
| 6.1.2.CivicsPD.1 | Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. |
| 6.1.2.CivicsPD.2 | Establish a process for how individuals can effectively work together to make decisions. |

| Computer Science & Design Thinking | |
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| 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. |
| 8.2.2.ED.2 | Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. |

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| Grade: K | Content Area: Mathematics |
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| 8.2.2.ED.3 | Select and use appropriate tools and materials to build a product using the design process. |
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| Career Readiness, Life Literacies & Key Skills |
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| 9.1.2.CR.1 | Recognize ways to volunteer in the classroom, school, and community. |
| 9.4.2.CI.1 | Demonstrate openness to new ideas and perspectives. |
| 9.4.2.CI.2 | Demonstrate originality and inventiveness in work. |
| 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. |

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| Career Readiness, Life Literacies, and Key Skills Practices |
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| CLKS.1 | Act as a responsible and contributing community member and employee. |
| CLKS.2 | Attend to financial well-being. |
| CLKS.3 | Consider the environmental, social and economic impacts of decisions. |
| CLKS.4 | Demonstrate creativity and innovation. |
| CLKS.5 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CLKS.6 | Model integrity, ethical leadership and effective management. |
| CLKS.7 | Plan education and career paths aligned to personal goals. |
| CLKS.8 | Use technology to enhance productivity, increase collaboration and communicate effectively. |
| CLKS.9 | Work productively in teams while using cultural/global competence. |

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| Evidence of Student Learning |
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| <p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher observations ● Class discussions ● Whiteboard/Communicators ● Math routine responses ● Daily DOLs ● Daily classwork ● Checks for understanding ● Spiral Quizzes ● Fluency Quizzes ● <i>Number Talks</i> | <p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Oral assessments ● Istation |
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| Grade: K | Content Area: Mathematics |
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| Summative Assessments: <ul style="list-style-type: none"> ● Unit Assessment | Benchmark Assessments: <ul style="list-style-type: none"> ● Monthly ISIP ● SGO Assessment |
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| Knowledge & Skills |
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| Enduring Understandings: <ul style="list-style-type: none"> ● Know the sequence of numbers within 100 in order to count ● Understand that teen numbers can always be composed of 10 ones and some more ones. ● Make connections between the concrete, representational, and abstract representations of teen numbers | Essential Questions: <ul style="list-style-type: none"> ● Why is it important to say numbers in the correct order? ● How does the last number I saw when I count tell me “how many”? ● What strategies can I use to make sure I count accurately? ● How is counting by tens different from counting by ones? ● What patterns do I see when I count by tens? ● Why is counting by tens useful? |
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| Content <i>Students will know...</i> <ul style="list-style-type: none"> ● Compose and decompose teen numbers as 10 ones and some more ones ● Write equations to represent the composition and decomposition of teen numbers. | Skills <i>Students will be able to ...</i> <ul style="list-style-type: none"> ● Count groups of up to 20 objects ● Read and write numbers from 11 to 20 ● Count to 100 by 1s ● Count to 100 by 10s ● Count on from a given number that is less than 100 |
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| Core Instructional & Supplemental Materials |
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| Suggested Activities/Resources: <ul style="list-style-type: none"> ● Manipulatives ● Ready Common Core Book <ul style="list-style-type: none"> ○ Lesson 16 ○ Lesson 17 ○ Lesson 23 ○ Lesson 25 ● iReady ● Teacher Toolbox <ul style="list-style-type: none"> ○ Reteach Activities ○ Reinforce Activities ○ Extend Activities ● District Created Lessons <ul style="list-style-type: none"> ○ Number Bonds | Supplemental Materials <ul style="list-style-type: none"> ● Illustrative Mathematics <ul style="list-style-type: none"> ○ K.CC.1 ○ K.CC.2 ○ K.CC.3 ○ K.CC.4 ○ K.CC.5 ○ K.NBT.1 ● <i>Dumpling Day</i> by Meera Sriram ● <i>Ten Little Ladybugs</i> by Melanie Gerth ● <i>Meet the Teens</i> by Marcie Cooper |
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Lakewood Public School District Curriculum Guide

Grade: K

Content Area: Mathematics

- Communicators
- *Number Talks*

Suggested Accommodations

English Language Learners:

- Multi-sensory instruction
- Flexible grouping
- Small group instruction
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Chunking information
- Scaffolded questioning
- Manipulatives/concrete models
- Pre-Teach vocabulary
- Co-Constructed Word Banks
- Anchor charts
- Gradual release model
- Visual models
- Hands-on activities
- Native language support when possible
- Sheltered English Instruction Strategies
- Sentence starters

Special Education/Students with Disabilities:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Follow all IEP modifications
- Calculators
- Manipulatives/concrete models
- Directions repeated, clarified, and reworded
- Breakdown task into manageable parts

504 Plans:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Calculators
- Manipulatives/concrete models
- Follow all 504 modifications

Gifted and Talented:

- Higher level questioning
- Enriched assignments
- Tiered assignments

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| Grade: K | Content Area: Mathematics |
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| <ul style="list-style-type: none"> ● NJSLA questions ● Choice board to extend learning <p>Students at Risk of Failure:</p> <ul style="list-style-type: none"> ● Provide peer tutoring ● Use a strong student as a “buddy” ● Allow extra time to complete assignments or tests ● Work in a small group ● One on one instruction ● Provide immediate praise and feedback ● Create a nurturing environment ● Provide visuals ● Be flexible with assignments and time frames ● Provide needed academic resources ● Chunking information ● Scaffolded questioning ● Tiered activities ● Manipulatives/concrete models ● Modified assignments ● Brain breaks <p>Economically Disadvantaged:</p> <ul style="list-style-type: none"> ● Pre-teach vocabulary using visuals and gestures ● Chunk texts ● Summarize as you go ● Preview lessons ● Graphic organizers ● Highlight key words ● Sentence starters ● Prompting and cueing ● Activate schema ● Build background knowledge <p>Culturally Diverse:</p> <ul style="list-style-type: none"> ● Create an emotionally positive classroom climate. ● Create effective communication ● Model and teach cultural respect ● Build relationships with students by interviewing students to understand their background |
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| Unit 6: Measurement: Comparing Lengths, Height, and Weight; Money | Duration: 13 days |
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| <u>New Jersey Student Learning Standards</u> | |
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| K.M.A | Describe and compare measurable attributes |
| K.M.1 | Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. |

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| K.M.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 |
| K.M.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.G.A | Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) |
| K.G.1 | Describe objects in the environment using names of shapes, and describe the relative position of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> . |
| K.G.2 | Correctly name shapes regardless of their orientations or overall size. |
| K.G.B | Analyze, compare, create, and compose shapes |
| K.G.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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| <u>New Jersey Standards for Mathematical Practice</u> |
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| MP.1 | Make sense of problems and persevere in solving them. |
| MP.2 | Reason abstractly and quantitatively. |
| MP.3 | Construct viable arguments and critique the reasoning of others. |
| MP.4 | Model with mathematics. |
| MP.5 | Use appropriate tools strategically. |
| MP.6 | Attend to precision. |
| MP.7 | Look for and make use of structure. |
| MP.8 | Look for and express regularity in repeated reasoning. |

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| New Jersey Social and Emotional Competencies and Sub-Competencies |
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| Self-Awareness | <ul style="list-style-type: none"> ● Recognize one’s feelings and thoughts. ● Recognize the impact of one’s feelings and thoughts on one’s own behavior. ● Recognize one’s personal traits, strengths, and limitations. ● Recognize the importance of self-confidence in handling daily tasks and challenges. |
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Lakewood Public School District Curriculum Guide

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| Grade: K | Content Area: Mathematics |
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| Self-Management | <ul style="list-style-type: none"> ● Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors. ● Recognize the skills needed to establish and achieve personal and educational goals. ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals. |
| Social Awareness | <ul style="list-style-type: none"> ● Recognize and identify the thoughts, feelings, and perspectives of others. ● Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds. ● Demonstrate an understanding of the need for mutual respect when viewpoints differ. ● Demonstrate an awareness of the expectations for social interactions in a variety of settings. |
| Responsible Decision Making | <ul style="list-style-type: none"> ● Develop, implement, and model effective problem-solving and critical thinking skills. ● Identify the consequences associated with one’s actions in order to make constructive choices. ● Evaluate personal, ethical, safety, and civic impact of decisions. |
| Relationship Skills | <ul style="list-style-type: none"> ● Establish and maintain healthy relationships. ● Utilize positive communication and social skills to interact effectively with others. ● Identify ways to resist inappropriate social pressure. ● Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. ● Identify who, when, where, or how to seek help for oneself or others when needed. |

| <u>Interdisciplinary Connections</u> | |
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| ELA Standards | |
| L.WF.K.1 | Demonstrate command of the conventions of writing. |
| L.KL.K.1 | With prompting and support, develop knowledge of language and its conventions when speaking and listening. c. Understand and use question words. |
| L.VL.K.2 | With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. |
| RI.CR.K.1 | With prompting and support, ask and answer questions about key details in an informational text. |
| RI.CI.K.2 | With prompting and support, identify the main topic and key details of an informational text. |

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| SL.PE.K.1 | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon norms for discussion b. Continue a conversation through multiple exchanges. |
| SL.ES.K.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| SL.UM.K.5 | Add drawings or other visual displays to descriptions as desired to provide additional detail. |
| Social Studies Standards | |
| 6.1.2.CivicsPD.1 | Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. |
| 6.1.2.CivicsPD.2 | Establish a process for how individuals can effectively work together to make decisions. |

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| <u>Computer Science & Design Thinking</u> | |
| 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. |
| 8.2.2.ED.2 | Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. |
| 8.2.2.ED.3 | Select and use appropriate tools and materials to build a product using the design process. |

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| <u>Career Readiness, Life Literacies & Key Skills</u> | |
| 9.1.2.CR.1 | Recognize ways to volunteer in the classroom, school, and community. |
| 9.4.2.CI.1 | Demonstrate openness to new ideas and perspectives. |
| 9.4.2.CI.2 | Demonstrate originality and inventiveness in work. |
| 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. |

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| Career Readiness, Life Literacies, and Key Skills Practices | |
| CLKS.1 | Act as a responsible and contributing community member and employee. |
| CLKS.2 | Attend to financial well-being. |

Lakewood Public School District Curriculum Guide

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| Grade: K | Content Area: Mathematics |
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| CLKS.3 | Consider the environmental, social and economic impacts of decisions. |
| CLKS.4 | Demonstrate creativity and innovation. |
| CLKS.5 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CLKS.6 | Model integrity, ethical leadership and effective management. |
| CLKS.7 | Plan education and career paths aligned to personal goals. |
| CLKS.8 | Use technology to enhance productivity, increase collaboration and communicate effectively. |
| CLKS.9 | Work productively in teams while using cultural/global competence. |

| Evidence of Student Learning | |
|---|---|
| <p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher observations ● Class discussions ● Whiteboard/Communicators ● Math routine responses ● Daily DOLs ● Daily classwork ● Checks for understanding ● Spiral Quizzes ● Fluency Quizzes ● <i>Number Talks</i> | <p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Oral assessments ● Istation |
| <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Unit Assessment | <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Monthly ISIP ● End of Year Assessment |

| Knowledge & Skills | |
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| <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Use precise measurement language (long/longer, short/shorter, tall/taller) to compare length and height. ● Identify three-dimensional shapes as solid shapes and describe their attributes. ● Connect solid shapes to objects in the environment. ● Money is a system used to buy goods and services. ● Coins and dollar bills are special objects that represent different values. | <p>Essential Questions:</p> <ul style="list-style-type: none"> ● What attributes can we measure to learn more about an object? ● How do different attributes (length, weight, height) help us compare objects? ● Why is it important to use clear words when describing shapes and positions to others? ● Why is it important to recognize shapes in different forms? ● How can we describe and compare shapes using their attributes? |

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| Grade: K | Content Area: Mathematics |
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| <ul style="list-style-type: none"> ● Each U.S. coin has a name, appearance, and value. ● A one-dollar bill represents the same value as 100 cents. ● Knowing the value of coins and bills helps people make choices when buying items. | <ul style="list-style-type: none"> ● What makes some shapes alike and others different? ● How do the features of a shape help us identify it? ● What is money and why do we use it? ● How can we tell that an object is a coin or a dollar bill? ● How are U.S. coins alike and different? ● What is the value of each U.S. coin and the one-dollar bill? ● How does knowing the value of money help us in real life? |
| <p>Content <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Describe physical attributes of an object and use attributes to compare one object to another. ● Name solid shapes regardless of their orientation, overall size, or weight. ● Identify number partners for 10 using drawings or manipulatives ● Represent number partners for 10 with equations ● Money is used to buy goods and services. ● Coins and dollar bills are forms of money. ● U.S. coins include the penny, nickel, dime, and quarter. ● Each U.S. coin has a specific name and value. ● A one-dollar bill is worth 100 cents. ● Coins and dollar bills can represent the same total value in different ways. | <p>Skills <i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Directly compare the length or height of two objects. ● Compare the weights of objects to determine which is heavier or lighter. ● Identify U.S. coins by name and appearance. ● State the value of each U.S. coin and the one-dollar bill. ● Match coins to their correct values. ● Sort coins based on size, color, or value. ● Recognize coins and the one-dollar bill in real-life situations. ● Use coins and the one-dollar bill to show a given amount up to one dollar. |

| Core Instructional & Supplemental Materials | |
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| <p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Manipulatives ● Ready Common Core Book <ul style="list-style-type: none"> ○ Lesson 2 ○ Lesson 6 ○ Unit 7- One-Day Activity: Recognize Money ● iReady ● Teacher Toolbox <ul style="list-style-type: none"> ○ Reteach Activities | <p>Supplemental Materials</p> <ul style="list-style-type: none"> ● Illustrative Mathematics <ul style="list-style-type: none"> ○ K.M.1 ○ K.M.2 ○ K.G.4 ● Up to My Knees by Grace Lin ● Captain Invincible and the Space Shapes by Stuart J. Murphy |

Lakewood Public School District Curriculum Guide

Grade: K

Content Area: Mathematics

- Reinforce Activities
- Extend Activities
- District Created Lessons
 - Review Partners of Ten, Add and Subtract within 10
- Communicators
- *Number Talks*

Suggested Accommodations

English Language Learners:

- Multi-sensory instruction
- Flexible grouping
- Small group instruction
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Chunking information
- Scaffolded questioning
- Manipulatives/concrete models
- Pre-Teach vocabulary
- Co-Constructed Word Banks
- Anchor charts
- Gradual release model
- Visual models
- Hands-on activities
- Native language support when possible
- Sheltered English Instruction Strategies
- Sentence starters

Special Education/Students with Disabilities:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Follow all IEP modifications
- Calculators
- Manipulatives/concrete models
- Directions repeated, clarified, and reworded
- Breakdown task into manageable parts

504 Plans:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Calculators
- Manipulatives/concrete models
- Follow all 504 modifications

Lakewood Public School District Curriculum Guide

Grade: K

Content Area: Mathematics

Gifted and Talented:

- Higher level questioning
- Enriched assignments
- Tiered assignments
- NJSLA questions
- Choice board to extend learning

Students at Risk of Failure:

- Provide peer tutoring
- Use a strong student as a “buddy”
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources
- Chunking information
- Scaffolded questioning
- Tiered activities
- Manipulatives/concrete models
- Modified assignments
- Brain breaks

Economically Disadvantaged:

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

Culturally Diverse:

- Create an emotionally positive classroom climate.
- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background