



KINDERGARTEN MATHEMATICS CURRICULUM

Rochelle Park Mission Statement

We envision an educational community, which inspires and empowers all students to become self-sufficient and to thrive in a complex, global society.

Rochelle Park Vision Statement

- ❖ Establish and maintain a shared responsibility among home, school, and the greater community which fosters student learning, accountability, and citizenship.
- ❖ To provide curricula that enables all students to meet or exceed current national, state, and local standards.
- ❖ We will utilize a variety of formative and summative assessments in order to differentiate and guide instruction.
- ❖ The district, as a Professional Learning Community, will provide on-going professional development training and opportunities for collaboration among faculty and staff.



Mathematic Domains:

Counting and Cardinality

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

Operations and Algebraic Thinking

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

Number and Operations in Base Ten

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

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.

Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

Mathematical Practices:

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



PACING CHART

Chapter	Time Frame
Ch. 1: Represent, Count, and Write Numbers 0 to 5	15 days
Ch. 2: Compare Numbers to 5	10 days
Ch. 3: Represent, Count, and Write Numbers 6 to 9	14 days
Ch. 4: Represent and Compare Numbers to 10	12 days
Ch. 5: Addition	17 days
Ch. 6: Subtraction <i>**Please note the NJSLs requires students to represent subtraction up to 10. Teachers should add supplemental lessons to address this standard.</i>	15 days
Ch. 7: Represent, Count, and Write Numbers 11 to 19	13 days
Ch. 8: Represent, Count, and Write 20 and beyond	17 days
Ch. 9: Identify and Describe Two-Dimensional Shapes	17 days
Ch. 10: Identify and Describe Three-Dimensional Shapes	15 days
Ch. 11: Measurement	10 days
Ch. 12: Classify and Sort Data	10 days



8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

8.2 Technology Education, Engineering, Design, and Computational Thinking-Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Educational Technology
Indicators: 8.1.2.A.4, 8.1.2.E.1, 8.2.2.E.2
<ul style="list-style-type: none">● Demonstrate developmentally appropriate navigation skills in virtual environments.● Use digital tools and online resources to explore a problem or issue.● Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as an output.
21st Century Life and Careers Skills
Indicators: 9.1.4.A.3, 9.1.4.B.1, 9.1.4.F.2
<ul style="list-style-type: none">● Explain how income affects spending and take-home pay.● Differentiate between financial wants and needs.● Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.



Career Ready Practices

Indicators: CRP2, CRP4, CRP6

- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Demonstrate creativity and innovation.

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Grade: Kindergarten	Content: Mathematics	
Domain: Counting and Cardinality Operations and Algebraic Thinking	Topic: Represent, Count, and Write Numbers 0 to 5	Time Frame: 15 days
New Jersey Student Learning Standards: K.CC.B.4a K.CC.B.4b K.CC.B.4c K.CC.A.3	Focus Mathematical Practices: MP1: Make sense of problems and persevere in solving them. MP2: Reason abstractly and quantitatively.	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● How can you show, count, and write numbers 0 to 5? ● How can you show and count 1 and 2 with objects? ● How can you count and write 1 and 2 with words and numbers? ● How can you show and count 3 and 4 with objects? ● How can you count and write 3 and 4 with words and numbers? ● How can you show and count up to 5 objects? ● How can you count and write up to 5 with words and numbers? ● How can you use two sets of objects to show 5 in more than one way? ● How do you know that the order of numbers is the same as a set of objects that is one larger? ● How can you solve problems using the strategy; make a model? ● How can you identify and write 0 with words and numbers? 	<ul style="list-style-type: none"> ● Recognize the cardinality of small groups. ● Understand that the last number name said in counting tells the number of objects counted. ● Conceptualize the value of a number by first making models and connecting the number name and its symbol to the model.

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Skills	Student Learning Objectives
<p>Students will be able to:</p> <ul style="list-style-type: none">● Model and count 1 and 2 with objects.● Represent 1 and 2 objects with number names and written numerals.● Model and count 3 and 4 with objects.● Represent 3 and 4 objects with number names and written numerals.● Model and count up to 5 with objects.● Represent up to 5 objects with a number name and a written numeral.● Use objects or drawings to decompose 5 into pairs in more than one way.● Know that each successive number refers to a quantity that is one larger.● Solve problems by using the strategy; make a model.● Represent 0 objects with a number name and a written numeral.	<p>Students will know how to:</p> <ul style="list-style-type: none">● Understand the relationship between numbers and quantities; connect counting to cardinality.● When counting objects, say the number names in the standard order, pairing each object with one number name and each number name with one and only one object.● 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.● Understand that each successive number name refers to a quantity that is one larger.● Write numbers 0-5. Represent a number of objects with a written numeral 0-5 (with 0 representing a count of no objects).

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Vocabulary	Resources	Assessment/Project
<p>One Two Match Three Four Five Pairs And Larger Zero Fewer more</p>	<ul style="list-style-type: none"> ● GOMath Lessons 1.1-1.10 ● GOMath iTools and eGlossary (Think Central) ● GOMath! Animated Math Models ● Corresponding Go Math! Grab and Go for Activities/Literature/Games ● Corresponding GOMath! Daily Routines ● https://www-k6.thinkcentral.com/ePC/start.do ● http://www.corestandards.org/Math 	<ul style="list-style-type: none"> ● Ongoing teacher observations (i.e. exit cards, think, pair share, or numbered heads together) ● Think Smarter Activities ● Go Deeper Activities ● Sense or Nonsense Activities ● Center Work and activities ● Mixed Practice and Cumulative Review ● Math Journals ● Do Now's ● Chapter 1 Test
Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	<ul style="list-style-type: none"> ● Literature Connection- <u>Pancakes for All:</u> Students will read the book and count the five kittens. ● Science Connection- Ask students to look through books, magazines, and websites to find pictures of animals with four legs. Have students make a drawing of an animal or cut out pictures of animals they found. Help children make a classroom poster titled "We Have Four Legs."
<ul style="list-style-type: none"> ● Number line ● Grab and GO Kits ● Anchor charts, word wall ● Reteach Activities ● RTI Quick Check Activities ● Extra time for assigned task ● Adjust length of assignment ● Repeat, clarify, or reword directions ● Short manageable tasks ● Small group instruction 	<ul style="list-style-type: none"> ● Math Journals ● Enrichment Activities ● Extend the Math Activities ● Advanced Learner Activities ● Independent student options ● Open-ended activities/projects ● Cross-curricular activities 	

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Grade: Kindergarten	Content: Mathematics	
Domain: Counting and Cardinality	Topic: Compare Numbers to 5	Time Frame: 10 days
New Jersey Student Learning Standards: K.CC.C.6	Focus Mathematical Practices: MP3: Construct viable arguments and critique the reasoning of others. MP5: Use appropriate tools strategically.	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How can building and comparing sets help you compare numbers? • How can you use matching and counting to compare sets with the same number of objects? • How can you compare sets when the number of objects in one set is greater than the number of objects in the other set? • How can you compare sets when the number of objects in one set is less than the number of objects in the other set? • How can you make a model to solve problems using a matching strategy? • How can you use a counting strategy to compare sets of objects? 	<ul style="list-style-type: none"> • Compare numbers to 5. • Use one-to-one correspondence to identify sets with the same number, more, or fewer.
Skills	Student Learning Objectives
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use matching and counting strategies to compare sets with the same number of objects. • Use matching and counting strategies to compare sets when the number of objects in one set is greater than the number of objects in the other set. • Use matching and counting strategies to compare sets when the number of objects in one set is less than the number of objects in the other set. • Make a model to solve problems using a matching strategy. • Use a counting strategy to compare sets of objects. 	<p>Students will know how to:</p> <ul style="list-style-type: none"> • 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.

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Vocabulary	Resources	Assessment/Project
<p>Same Number Compare Greater Less Match More Fewer</p>	<ul style="list-style-type: none"> ● GOMath Lessons 2.1-2.5 ● GOMath iTools and eGlossary (Think Central) ● GOMath! Animated Math Models ● Corresponding Go Math! Grab and Go for Activities/Literature/Games ● Corresponding GOMath! Daily Routines ● https://www-k6.thinkcentral.com/ePC/start.do ● http://www.corestandards.org/Math 	<ul style="list-style-type: none"> ● Ongoing teacher observations (i.e. exit cards, think, pair share, or numbered heads together) ● Think Smarter Activities ● Go Deeper Activities ● Sense or Nonsense Activities ● Center Work and activities ● Mixed Practice and Cumulative Review ● Math Journals ● Do Now's ● Chapter 2 Test
Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	<ul style="list-style-type: none"> ● Literature Connection-<u>Mabel's Place</u>: Children read the book and compare numbers through 5. ● Social Studies Connection- Explain that numbers are used all over the world to tell how many. Explain that the numbers we use today have not always been used. Long ago, people did not have words for all of the numbers. They had words for one and two, and used many for all other numbers. Using dot cards from 1 to 5 hold up one card at a time. Have children name the number on each card using one, two, or many.
<ul style="list-style-type: none"> ● Number line ● Grab and GO Kits ● Anchor charts, word wall ● Reteach Activities ● RTI Quick Check Activities ● Extra time for assigned task ● Adjust length of assignment ● Repeat, clarify, or reword directions ● Short manageable tasks ● Small group instruction 	<ul style="list-style-type: none"> ● Math Journals ● Enrichment Activities ● Extend the Math Activities ● Advanced Learner Activities ● Independent student options ● Open-ended activities/projects ● Cross-curricular activities 	

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Grade: Kindergarten	Content: Mathematics	
Domain: Counting and Cardinality	Topic: Represent, Count, and Write Numbers 6 to 9	Time Frame: 14 days
New Jersey Student Learning Standards: K.CC.B.5 K.CC.A.3 K.CC.C.6	Focus Mathematical Practices: MP7: Look for and make use of structure. MP8: Look for and express regularity in repeated reasoning.	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● How can you show, count, and write numbers 6 to 9? ● How can you show and count 6 objects? ● How can you count and write up to 6 with words and numbers? ● How can you show and count 7 objects? ● How can you count and write up to 7 with words and numbers? ● How can you show and count 8 objects? ● How can you count and write up to 8 with words and numbers? ● How can you show and count 9 objects? ● How can you count and write up to 9 with words and numbers? ● How can you solve problems using the strategy; draw a picture? 	<ul style="list-style-type: none"> ● Know number names and the count sequence. ● Count to tell the number of objects. ● Compare numbers to 9. ● Link the number of objects in a set to the symbol and word in oral and written form. ● Understand the relative position of a number, i.e., after 6 comes 7. ● Make sense of what a number means in terms of size or quantity. ● Recognize a number symbol and create sets that correspond to that number

Skills	Student Learning Objectives
<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Model and count 6 with objects. ● Represent up to 6 objects with a number name and a written numeral. ● Model and count 7 with objects. ● Represent up to 7 objects with a number name and a written numeral. ● Model and count 8 with objects. ● Represent up to 8 objects with a number name and a written numeral. ● Model and count 9 with objects. ● Represent up to 9 objects with a number name and a written numeral. 	<p>Students will know how to:</p> <ul style="list-style-type: none"> ● 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. ● Count to answer “how many?” questions about as many as 9 things arranged in a line, a rectangular array, or a circle or as many as 9 things in a scattered configuration. ● Given a number from 1-9, count that many objects. ● Write numbers from 6-9.

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Vocabulary	Resources	Assessment/Project
Six Seven Eight Nine Match	<ul style="list-style-type: none"> ● GOMath Lessons 3.1-3.9 ● GOMath iTools and eGlossary (Think Central) ● GOMath! Animated Math Models ● Corresponding Go Math! Grab and Go for Activities/Literature/Games ● Corresponding GOMath! Daily Routines ● https://www-k6.thinkcentral.com/ePC/start.do ● http://www.corestandards.org/Math 	<ul style="list-style-type: none"> ● Ongoing teacher observations (i.e. exit cards, think, pair share, or numbered heads together) ● Think Smarter Activities ● Go Deeper Activities ● Sense or Nonsense Activities ● Center Work and activities ● Mixed Practice and Cumulative Review ● Math Journals ● Do Now's ● Chapter 3 Test
Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	<ul style="list-style-type: none"> ● Literature Collection- <u>A Nutty Story</u>: Students read the book and count the number of nuts Ed and Anna gather. ● Science Connection- Tell students that together with a partner, they will collect objects from nature. Take pairs of children on a walk to collect things from nature to show sets of 7. Have students group their collections in sets of seven and write 7 on index cards to label each group.
<ul style="list-style-type: none"> ● Number line ● Grab and GO Kits ● Anchor charts, word wall ● Reteach Activities ● RTI Quick Check Activities ● Extra time for assigned task ● Adjust length of assignment ● Repeat, clarify, or reword directions ● Short manageable tasks ● Small group instruction 	<ul style="list-style-type: none"> ● Math Journals ● Enrichment Activities ● Extend the Math Activities ● Advanced Learner Activities ● Independent student options ● Open-ended activities/projects ● Cross-curricular activities 	

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Grade: Kindergarten	Content: Mathematics	
Domain: Counting and Cardinality Operations and Algebraic Thinking	Topic: Represent and Compare Numbers to 10	Time Frame: 12 days
New Jersey Student Learning Standards: K.CC.B.5 K.CC.A.2 K.CC.A.3 K.CC.C.6 K.CC.C.7 K.OA.4	Focus Mathematical Practice: MP4: Model with mathematics. MP8: Look for and express regularity in repeated reasoning.	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● How can you show and compare numbers to 10? ● How can you show and count 10 objects? ● How can you count and write up to 10 with words and numbers? ● How can you use a drawing to make 10 from a given number? ● How can you count forward to 10 from a given number? ● How can you solve problems using the strategy; make a model? ● How can you use counting strategies to compare sets of objects? ● How can you compare numbers between 1 and 10? 	<ul style="list-style-type: none"> ● Compare by matching. ● Become fluent in saying the count sequence and count out a given number of objects. ● Count forward to 10 to develop counting skills and understand how to model ways to make 10. ● Compare numbers to 10.



Skills	Student Learning Objectives
<p>Students will be able to:</p> <ul style="list-style-type: none">● Model and count 10 with objects.● Represent up to 10 objects with a number name and a written numeral.● Use a drawing to make 10 from a given number.● Count forward to 10 from a given number.● Solve problems by using the strategy; make a model.● Use counting strategies to compare sets of objects.● Compare two numbers between 1 and 10.	<p>Students will know how to:</p> <ul style="list-style-type: none">● Count to answer “how many” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration.● Given a number from 1-10 count out that many objects.● Write numbers from 0-10. Represent a number of objects with a written numeral 0-10 (with 0 representing a count of no objects).● Count forward beginning from a given number within the known sequence (instead of having to begin at 1).● 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.● Compare two numbers between 1 and 10 presented as written numerals.● 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.

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Vocabulary	Resources	Assessment/Project
<p>Ten And Pairs Compare Greater Less Match</p>	<ul style="list-style-type: none"> ● GOMath Lessons 4.1-4.7 ● GOMath iTools and eGlossary (Think Central) ● GOMath! Animated Math Models ● Corresponding Go Math! Grab and Go for Activities/Literature/Games ● Corresponding GOMath! Daily Routines ● https://www-k6.thinkcentral.com/ePC/start.do ● http://www.corestandards.org/Math 	<ul style="list-style-type: none"> ● Ongoing teacher observations (i.e. exit cards, think, pair share, or numbered heads together) ● Think Smarter Activities ● Go Deeper Activities ● Sense or Nonsense Activities ● Center Work and activities ● Mixed Practice and Cumulative Review ● Math Journals ● Do Now's ● Chapter 4 Test
Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	<ul style="list-style-type: none"> ● Literature Connection- I Know Numbers: Students will read the book and count to 10. ● Social Studies Connection- Tell students that many people make "Top 10" lists. Lists like "The 10 Most Important Events of the Year" are published each year. Have children discuss what they would like to make a Top 10 list for. They may choose their favorite animals, colors, or numbers. Let them work together to create a "Top 10" class list. Consider creating a class poster to show the results.
<ul style="list-style-type: none"> ● Number line ● Grab and GO Kits ● Anchor charts, word wall ● Reteach Activities ● RTI Quick Check Activities ● Extra time for assigned task ● Adjust length of assignment ● Repeat, clarify, or reword directions ● Short manageable tasks ● Small group instruction 	<ul style="list-style-type: none"> ● Math Journals ● Enrichment Activities ● Extend the Math Activities ● Advanced Learner Activities ● Independent student options ● Open-ended activities/projects ● Cross-curricular activities 	

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Grade: Kindergarten	Content: Mathematics	
Domain: Operations and Algebraic Thinking,	Topic: Addition	Time Frame: 17 days
New Jersey Student Learning Standards: K.OA.A.1 K.OA.A.2 K.OA.A.3 K.OA.A.4 K.OA.A.5	Focus Mathematical Practices: MP1: Make sense of problems and persevere in solving them. MP2: Reason abstractly and quantitatively. MP7: Look for and make use of structure.	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● How can you show addition up to 10? ● How can you show addition as adding to up to 10? ● How can you show addition as putting together up to 10? ● How can you solve problems up to 10 using the strategy; act it out? ● How can you use objects and drawings up to 10 to solve addition word problems? ● How can you use a drawing to find the number that makes a 10 from a given number? ● How can you solve addition word problems and complete the addition sentence up to 10? ● How can you model and write addition sentences for number pairs for sums to 5? ● How can you model and write addition sentences for number pairs for each sum of 6 and 7? ● How can you model and write addition sentences for number pairs for sums to 8? ● How can you model and write addition sentences for number pairs for sums to 9? ● How can you model and write addition sentences for number pairs for sums to 10? 	<ul style="list-style-type: none"> ● Understand addition as putting together and adding to up to 10. ● Explore addition through situations that require a joining activity. ● Record thinking using number sentences.

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Skills	Student Learning Objectives
<p>Students will be able to:</p> <ul style="list-style-type: none">● Use expressions to represent addition within 10.● Solve problems by using the strategy; act it out.● Use objects and drawings to solve addition word problems within 10.● Use a drawing to find 10 from a given number and record the equation.● Solve addition word problems within 5 and record the equation.● Solve addition word problems within 10 and record the equation.● Decompose numbers within 5 into pairs in more than one way and record each decomposition with an equation.● Decompose 6 and 7 into pairs in more than one way and record each decomposition with an equation.● Decompose 8 into pairs in more than one way and record each decomposition with an equation.● Decompose 9 into pairs in more than one way and record each decomposition with an equation.● Decompose 10 into pairs in more than one way and record each decomposition with an equation.	<p>Students will know how to:</p> <ul style="list-style-type: none">● Decompose numbers less than or equal to 10 into pairs in more than one way.● For any number from 1 to 9, find the number that makes 10 when added to the given number.● Demonstrate fluency when adding within 5.● Represent addition with objects, fingers, mental images, drawings, sounds, actin out situations, verbal explanations, expressions, or equations.● Solve addition word problems, and add within 10, e.g., by using objects or drawings to represent the problem.

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Vocabulary	Resources	Assessment/Project
<p>Add Plus Is Equal To Pair</p>	<ul style="list-style-type: none"> • GOMath Lessons 5.1-5.12 • GOMath iTools and eGlossary (Think Central) • GOMath! Animated Math Models • Corresponding Go Math! Grab and Go for Activities/Literature/Games • Corresponding GOMath! Daily Routines • https://www-k6.thinkcentral.com/ePC/start.do • http://www.corestandards.org/Math 	<ul style="list-style-type: none"> • Ongoing teacher observations (i.e. exit cards, think, pair share, or numbered heads together) • Think Smarter Activities • Go Deeper Activities • Sense or Nonsense Activities • Center Work and activities • Mixed Practice and Cumulative Review • Math Journals • Do Now's • Chapter 5 Test
Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	<ul style="list-style-type: none"> • Literature Connection- <u>Flowers for Flossie</u>. Students read the book and count and add flowers of different colors. • Writing Connection- Draw and write to show how to find a number pair for 5. Explain your drawing.
<ul style="list-style-type: none"> • Number line • Grab and GO Kits • Anchor charts, word wall • Reteach Activities • RTI Quick Check Activities • Extra time for assigned task • Adjust length of assignment • Repeat, clarify, or reword directions • Short manageable tasks • Small group instruction 	<ul style="list-style-type: none"> • Math Journals • Enrichment Activities • Extend the Math Activities • Advanced Learner Activities • Independent student options • Open-ended activities/projects • Cross-curricular activities 	

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Grade: Kindergarten	Content: Mathematics	
Domain: Operations and Algebraic Thinking	Topic: Subtraction	Time Frame: 12 days
New Jersey Student Learning Standards: K.OA.A.1 K.OA.A.2 K.OA.A.5	Focus Mathematical Practices: MP1: Make sense of problems and persevere in solving them. MP2: Reason abstractly and quantitatively.	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● How can you show subtraction up to 10? ● How can you show subtraction as taking from up to 10? ● How can you show subtraction as taking apart up to 10? ● How can you solve problems using the strategy; act it out up to 10? ● How can you use objects and drawings to solve subtraction word problems up to 10? ● How can you solve subtraction word problems and complete the equation up to 10? ● How can you solve word problems using addition and subtraction up to 10? 	<ul style="list-style-type: none"> ● Understand subtraction as taking apart and taking from up to 10. ● Explore subtraction through situations that involve the action of taking away up to 10. ● Use the word minus when reading subtraction number sentences.

Skills	Student Learning Objectives
<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Use expressions to represent subtraction within 10. ● Solve problems by using the strategy; act it out. ● Use objects and drawings to solve subtraction word problems within 10. ● Solve subtraction word problems within 10 and record the equation. ● Solve word problems within 10 and record the equation. ● Understand addition as putting together or adding to and subtraction as taking apart or taking from to solve word problems. 	<p>Students will know how to:</p> <ul style="list-style-type: none"> ● Represent subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations up to 10. ● Solve subtraction word problems, and subtract within 10, e.g., by using objects or drawings to represent the problem. ● Fluently subtract within 5

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Vocabulary	Resources	Assessment/Project
Subtract Minus Is Equal To	<ul style="list-style-type: none"> • GOMath Lessons 6.1-6.7 • GOMath iTools and eGlossary (Think Central) • GOMath! Animated Math Models • Corresponding Go Math! Grab and Go for Activities/Literature/Games • Corresponding GOMath! Daily Routines • https://www-k6.thinkcentral.com/ePC/start.do • http://www.corestandards.org/Math 	<ul style="list-style-type: none"> • Ongoing teacher observations (i.e. exit cards, think, pair share, or numbered heads together) • Think Smarter Activities • Go Deeper Activities • Sense or Nonsense Activities • Center Work and activities • Mixed Practice and Cumulative Review • Math Journals • Do Now's • Chapter 6 Test
Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	<ul style="list-style-type: none"> • Literature Connection-Numbers at the Lake: Students read the book and make addition and subtraction sentences to describe the animals at the lake. • Writing Connection- Draw to show how to solve a subtraction problem. Write a subtract sentence. Tell about your drawing.
<ul style="list-style-type: none"> • Number line • Grab and GO Kits • Anchor charts, word wall • Reteach Activities • RTI Quick Check Activities • Extra time for assigned task • Adjust length of assignment • Repeat, clarify, or reword directions • Short manageable tasks • Small group instruction 	<ul style="list-style-type: none"> • Math Journals • Enrichment Activities • Extend the Math Activities • Advanced Learner Activities • Independent student options • Open-ended activities/projects • Cross-curricular activities 	

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Grade: Kindergarten		Content: Mathematics	
Domain: Counting and Cardinality Number and Operations in Base Ten		Topic: Represent, Count, and Write 11 to 19	Time Frame: 15 days
New Jersey Student Learning Standards: K.NBT.A.1 K.CC.A.3		Focus Mathematical Practices: MP2: Reason abstractly and quantitatively. MP7: Look for and make use of structure. MP8: Look for and express regularity in repeated reasoning.	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● How can you show, count, and write numbers 11 to 19? ● How can you use objects to show 11 and 12 as ten ones and some more ones? ● How can you count and write 11 and 12 with words and numbers? ● How can you use objects to show 13 and 14 as ten ones and some more ones? ● How can you count and write 13 and 14 with words and numbers? ● How can you use objects to show 15 as ten ones and some more ones and show 15 as a number? ● How can you solve problems using the strategy; draw a picture? ● How can you use objects to show 16 and 17 as ten ones and some more ones? ● How can you count and write 16 and 17 with words and numbers? ● How can you use objects to show 18 and 19 as ten ones and some more ones? ● How can you count and write 18 and 19 with words and numbers? 	<ul style="list-style-type: none"> ● Know number names and the count sequence. ● Work with numbers 11-19 to gain foundations for place value. ● Use numbers 0-10 to conceptualize the numbers 11 to 19.

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Skills	Student Learning Objectives
<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Use objects to decompose the numbers 11 and 12 into ten ones and some further ones. ● Represent 11 and 12 objects with number names and written numerals. ● Use objects to decompose the numbers 13 and 14 into ten ones and some further ones. ● Represent 13 and 14 objects with number names and written numerals. ● Use objects to decompose 15 into ten ones and some further ones and represent 15 with a number name and a written numeral. ● Solve problems by using the strategy; draw a picture. ● Use objects to decompose the numbers 16 and 17 into ten ones and some further ones. ● Represent 16 and 17 objects with number names and written numerals. ● Use objects to decompose the numbers 18 and 19 into ten ones and some further ones. ● Represent 18 and 19 objects with number names and written numerals. 	<p>Students will know how to:</p> <ul style="list-style-type: none"> ● Write numbers from 0 to 20. ● Represent a number of objects with a written numeral 0 to 20 (with 0 representing a count of no objects). ● Compose and decompose numbers from 11 to 19 into ten ones and some further ones.

Vocabulary	Resources	Assessment/Project
<p>Eleven Twelve Ones Thirteen Fourteen Fifteen Sixteen Seventeen Eighteen Nineteen</p>	<ul style="list-style-type: none"> ● GOMath Lessons 7.1-7.10 ● GOMath iTools and eGlossary (Think Central) ● GOMath! Animated Math Models ● Corresponding Go Math! Grab and Go for Activities/Literature/Games ● Corresponding GOMath! Daily Routines ● https://www-k6.thinkcentral.com/ePC/start.do ● http://www.corestandards.org/Math 	<ul style="list-style-type: none"> ● Ongoing teacher observations (i.e. exit cards, think, pair share, or numbered heads together) ● Think Smarter Activities ● Go Deeper Activities ● Sense or Nonsense Activities ● Center Work and activities ● Mixed Practice and Cumulative Review ● Math Journals ● Do Now's ● Chapter 7 Test

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Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	
<ul style="list-style-type: none"> ● Number line ● Grab and GO Kits ● Anchor charts, word wall ● Reteach Activities ● RTI Quick Check Activities ● Extra time for assigned task ● Adjust length of assignment ● Repeat, clarify, or reword directions ● Short manageable tasks ● Small group instruction 	<ul style="list-style-type: none"> ● Math Journals ● Enrichment Activities ● Extend the Math Activities ● Advanced Learner Activities ● Independent student options ● Open-ended activities/projects ● Cross-curricular activities 	<ul style="list-style-type: none"> ● Literature Connection- <u>Stop the Picnic</u>: Students read the book and compare the number of things the ants see at their picnic. ● Science Connection- Cut out pictures of animals and their habitats. Make a set of 11 or 12 of the same type of animal pictures for each habitat picture. Discuss the names of the animals and the places in which they live. Have children work in small groups to match the pictures of the animals with the picture of that animal's habitat. Have children count the set of animals after they match them.

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Grade: Kindergarten		Content: Mathematics	
Domain: Counting and Cardinality		Topic: Represent, Count, and Write 20 and Beyond	Time Frame: 13 days
New Jersey Student Learning Standards: K.CC.A.1 K.CC.A.2 K.CC.A.3 K.CC.B.5 K.CC.C.6		Focus Mathematical Practices: MP2: Reason abstractly and quantitatively. MP7: Look for and make use of structure. MP8: Look for and express regularity in repeated reasoning.	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How can you show, count, and write numbers to 20 and beyond? • How can you show and count 20 objects? • How can you count and write up to 20 with words and numbers? • How can you count forward to 20 from a given number? • How can you solve problems using the strategy; make a model? • How does the order of numbers help you to count to 50 by ones? • How does the order of numbers help you to count to 100 by ones? • How can you count to 100 by tens on a hundred chart? • How can you use sets of tens to count to 100? 	<ul style="list-style-type: none"> • Know number names and the count sequence. • Count to tell the number of objects. • Compare sets by counting and then recording the number of objects in each set. • Identify the set that has more or fewer objects. • Use ten frames and a hundred chart to represent, count, and write numbers to 20 and beyond.

Skills	Student Learning Objectives
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Model and count 20 with objects. • Represent up to 20 objects with a number name and a written numeral. • Count forward to 20 from a given number. • Solve problems by using the strategy; make a model. • Know the count sequence when counting to 50 by ones. • Know the count sequence when counting to 100 by ones. • Know the count sequence when counting to 100 by tens. • Use sets of tens to count to 100. 	<p>Students will know how to:</p> <ul style="list-style-type: none"> • Count to 100 by ones and by tens. • 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. • Write numbers 0-20. • Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). • Count forward beginning from a given number within a known sequence

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	<p>(instead of having to begin at 1).</p> <ul style="list-style-type: none"> 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.
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Vocabulary	Resources	Assessment/Project
<p>Twenty Compare Fifty One Hundred Tens</p>	<ul style="list-style-type: none"> GOMath Lessons 8.1-8.8 GOMath iTools and eGlossary (Think Central) GOMath! Animated Math Models Corresponding Go Math! Grab and Go for Activities/Literature/Games Corresponding GOMath! Daily Routines https://www-k6.thinkcentral.com/ePC/start.do http://www.corestandards.org/Math 	<ul style="list-style-type: none"> Ongoing teacher observations (i.e. exit cards, think, pair share, or numbered heads together) Think Smarter Activities Go Deeper Activities Sense or Nonsense Activities Center Work and activities Mixed Practice and Cumulative Review Math Journals Do Now's Chapter 8 Test
Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	<ul style="list-style-type: none"> Literature Connection- <u>Where's the Party</u>: Students read the book and recognize the order of numbers through 20. Art Connection- Talk about what might be seen at an art museum. Explain that some artists make paintings or sculptures to show what people and things are like. Have students tell about art that they might have seen. Explain that they will use clay to show what they know about the number 20 by making marbles and arranging them. Give students time to use the clay and then invite them to share their “art” in a class museum.
<ul style="list-style-type: none"> Number line Grab and GO Kits Anchor charts, word wall Reteach Activities RTI Quick Check Activities Extra time for assigned task Adjust length of assignment Repeat, clarify, or reword directions Short manageable tasks Small group instruction 	<ul style="list-style-type: none"> Math Journals Enrichment Activities Extend the Math Activities Advanced Learner Activities Independent student options Open-ended activities/projects Cross-curricular activities 	

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Grade: Kindergarten		Content: Mathematics	
Domain: Geometry		Topic: Identify and Describe Two-Dimensional Shapes	Time Frame: 17 days
New Jersey Student Learning Standards: K.G.A.2 K.G.B.4 K.G.B.6		Focus Mathematical Practices: MP5: Use appropriate tools strategically. MP7: Look for and make use of structure. MP8: Look for and express regularity in repeated reasoning.	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● How can you identify, name, and describe two-dimensional shapes? ● How can you identify and name circles? ● How can you describe circles? ● How can you identify and name squares? ● How can you describe squares? ● How can you identify and name triangles? ● How can you describe triangles? ● How can you identify and name rectangles? ● How can you describe rectangles? ● How can you identify and name hexagons? ● How can you describe hexagons? ● How can you use the words alike and different to compare two-dimensional shapes? ● How can you solve problems using the strategy; draw a picture? 	<ul style="list-style-type: none"> ● Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). ● Analyze, compare, create, and compose shapes. ● Develop spatial sense (i.e. an intuition about shapes and the relationship among shapes).



Skills	Student Learning Objectives
<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify and name two-dimensional shapes including circles. ● Describe attributes of circles. ● Identify and name two-dimensional shapes including squares. ● Describe attributes of squares. ● Identify and name two-dimensional shapes including triangles. ● Describe attributes of triangles. ● Identify and name two-dimensional shapes including rectangles. ● Describe attributes of rectangles. ● Identify and name two-dimensional shapes including hexagons. ● Describe attributes of hexagons. ● Use the words alike and different to compare two-dimensional shapes by attributes. ● Solve problems by using the strategy; draw a picture. 	<p>Students will know how to:</p> <ul style="list-style-type: none"> ● Correctly name shapes regardless of their orientations or overall size. ● Analyze and compare two 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). ● Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

Vocabulary	Resources	Assessment/Project
<p>Circle Alike Curve Different Corners Hexagon Sides Rectangle Square Triangle Vertex Vertices Two-dimensional Shapes Sides of Equal Length</p>	<ul style="list-style-type: none"> ● GOMath Lessons 9.1-9.12 ● GOMath iTools and eGlossary (Think Central) ● GOMath! Animated Math Models ● Corresponding Go Math! Grab and Go for Activities/Literature/Games ● Corresponding GOMath! Daily Routines ● https://www-k6.thinkcentral.com/ePC/start.do ● http://www.corestandards.org/Math 	<ul style="list-style-type: none"> ● Ongoing teacher observations (i.e. exit cards, think, pair share, or numbered heads together) ● Think Smarter Activities ● Go Deeper Activities ● Sense or Nonsense Activities ● Center Work and activities ● Mixed Practice and Cumulative Review ● Math Journals ● Do Now's ● Chapter 9 Test

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Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	
<ul style="list-style-type: none"> ● Number line ● Grab and GO Kits ● Anchor charts, word wall ● Reteach Activities ● RTI Quick Check Activities ● Extra time for assigned task ● Adjust length of assignment ● Repeat, clarify, or reword directions ● Short manageable tasks ● Small group instruction 	<ul style="list-style-type: none"> ● Math Journals ● Enrichment Activities ● Extend the Math Activities ● Advanced Learner Activities ● Independent student options ● Open-ended activities/projects ● Cross-curricular activities 	<ul style="list-style-type: none"> ● Literature Connection- <u>And the Wheels Go Round</u>: Students read the book and learn about the different shapes used to make a cart. ● Social Studies Connection- Take students on a neighborhood walk to look for different shapes. Look for shapes on trees, flowers, sidewalks, and buildings. Have students choose a shape or two that they saw on the walk and cut that shape out of construction paper. Students can use the shapes that they cut out to create a picture of what they saw. Remind students that they can use more than one shape to create their picture.

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Grade: Kindergarten		Content: Mathematics	
Domain: Geometry		Topic: Identify and Describe Three-Dimensional Shapes	Time Frame: 15 days
New Jersey Student Learning Standards: K.G.A.1 K.G.A.2 K.G.A.3 K.G.B.4 K.G.B.5		Focus Mathematical Practices: MP4: Model with mathematics. MP5: Use appropriate tools strategically. MP6: Attend to precision.	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● How can identifying and describing shapes help you sort them? ● How can you show which shapes stack, roll, or slide? ● How can you identify, name, and describe spheres? ● How can you identify, name, and describe cubes? ● How can you identify, name, and describe cylinders? ● How can you identify, name, and describe cones? ● How can you solve problems using the strategy; use logical reasoning? ● How can you model shapes in the real world? ● How can you use the terms above and below to describe shapes in the environment? ● How can you use the terms beside and next to in order to describe shapes in the environment? ● How can you use the terms in front of and behind to describe shapes in the environment? 	<ul style="list-style-type: none"> ● Describe several measureable attributes of a single object. ● Use terms such as above, below, beside, in front of, behind, and next to.

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Skills	Student Learning Objectives
<p>Students will be able to:</p> <ul style="list-style-type: none"> Analyze and compare three-dimensional shapes by attributes. Identify, name, and describe three-dimensional shapes including spheres. Identify, name, and describe three-dimensional shapes including cubes. Identify, name, and describe three-dimensional shapes including cylinders. Identify, name and describe three-dimensional shapes including cones. Solve problems by using the strategy; use logical reasoning. Model two- and three-dimensional shapes by building and drawing. Use the terms above and below to describe shapes in the environment. Use the terms beside and next to in order to describe shapes in the environment. Use the terms in front of and behind to describe shapes in the environment. 	<p>Students will know how to:</p> <ul style="list-style-type: none"> 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. Correctly name shapes regardless of their orientations or overall size. Identify shapes as two-dimensional (lying in a plane, "flat") or three dimensional ("solid"). Analyze and compare 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). Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

Vocabulary	Resources	Assessment/Project
<p>Flat Surface Roll Curved Surface Stack Cube Slide Sphere In Front Of Cylinder Next To Cone Beside Flat Below Solid Above Behind Three-Dimensional Shape</p>	<ul style="list-style-type: none"> GOMath Lessons 10.1-10.10 GOMath iTools and eGlossary (Think Central) GOMath! Animated Math Models Corresponding Go Math! Grab and Go for Activities/Literature/Games Corresponding GOMath! Daily Routines https://www-k6.thinkcentral.com/ePC/start.do http://www.corestandards.org/Math 	<ul style="list-style-type: none"> Ongoing teacher observations (i.e. exit cards, think, pair share, or numbered heads together) Think Smarter Activities Go Deeper Activities Sense or Nonsense Activities Center Work and activities Mixed Practice and Cumulative Review Math Journals Do Now's Chapter 10 Test

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Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	
<ul style="list-style-type: none"> ● Number line ● Grab and GO Kits ● Anchor charts, word wall ● Reteach Activities ● RTI Quick Check Activities ● Extra time for assigned task ● Adjust length of assignment ● Repeat, clarify, or reword directions ● Short manageable tasks ● Small group instruction 	<ul style="list-style-type: none"> ● Math Journals ● Enrichment Activities ● Extend the Math Activities ● Advanced Learner Activities ● Independent student options ● Open-ended activities/projects ● Cross-curricular activities 	<ul style="list-style-type: none"> ● Literature Connection: <u>I Know Big and Small</u>: Students read the book and identify big and small objects. ● Science Connection: Talk about how people use their senses to hear, see, taste, smell, and touch. Explain that students will focus on their sense of touch for this activity. Have students watch as you place different three-dimensional shapes in a paper bag. Only one shape should be a sphere. Have students take turns reaching into the bag to find the sphere using only their sense of touch.

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Grade: Kindergarten		Content: Mathematics	
Unit: Measurement and Data		Topic: Measurement	Time Frame: 10 days
New Jersey Student Learning Standards: K.MD.A.1 K.MD.A.2		Focus Mathematical Practices: MP3: Construct viable arguments and critique the reasoning of others. MP6: Attend to precision.	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How can comparing objects help you measure them? • How can you compare the lengths of two objects? • How can you compare the heights of two objects? • How can you solve problems using the strategy; draw a picture? • How can you compare the weights of two objects? • How can you describe several ways to measure one object? 	<ul style="list-style-type: none"> • Describe and compare measurable attributes.

Skills	Student Learning Objectives
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Directly compare the lengths of two objects. • Directly compare the heights of two objects. • Solve problems by using the strategy; draw a picture. • Directly compare the weights of two objects. • Describe several measurable attributes of a single object. 	<p>Students will know how to:</p> <ul style="list-style-type: none"> • Describe measurable attributes of objects such as length and weight. • Describe several measurable attributes of a single object. • Directly compare two objects with a measurable attribute in common, to see which object has "more of"/ "less of" the attribute, and describe the difference. For example directly compare the heights of two children and describe one child as taller/shorter.

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Vocabulary	Resources	Assessment/Project
<p>Longer Same Length Shorter Same Height Taller Heavier Lighter Same Weight</p>	<ul style="list-style-type: none"> ● GOMath Lessons 11.1-11.5 ● GOMath iTools and eGlossary (Think Central) ● GOMath! Animated Math Models ● Corresponding Go Math! Grab and Go for Activities/Literature/Games ● Corresponding GOMath! Daily Routines ● https://www-k6.thinkcentral.com/ePC/start.do ● http://www.corestandards.org/Math 	<ul style="list-style-type: none"> ● Ongoing teacher observations (i.e. exit cards, think, pair share, or numbered heads together) ● Think Smarter Activities ● Go Deeper Activities ● Sense or Nonsense Activities ● Center Work and activities ● Mixed Practice and Cumulative Review ● Math Journals ● Do Now's ● Topic/Chapter 11 Test
Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	<ul style="list-style-type: none"> ● Literature Connection- <u>Who Am I?</u>: Students read the book and compare lengths. ● Writing- Draw and write to show how to compare the length of two objects. Be ready to tell about your drawing.
<ul style="list-style-type: none"> ● Number line ● Grab and GO Kits ● Anchor charts, word wall ● Reteach Activities ● RTI Quick Check Activities ● Extra time for assigned task ● Adjust length of assignment ● Repeat, clarify, or reword directions ● Short manageable tasks ● Small group instruction 	<ul style="list-style-type: none"> ● Math Journals ● Enrichment Activities ● Extend the Math Activities ● Advanced Learner Activities ● Independent student options ● Open-ended activities/projects ● Cross-curricular activities 	

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Grade: Kindergarten		Content: Mathematics	
Unit: Measurement and Data		Topic: Classify and Sort Data	Time Frame: 10 days
New Jersey Student Learning Standards: K.MD.B.3		Focus Mathematical Practices: MP2: Reason abstractly and quantitatively. MP6: Attend to precision.	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How does sorting help you display information? • How can you classify and count objects by color? • How can you classify and count objects by shape? • How can you classify and count objects by size? • How can you make a graph to count objects that have been classified into categories? • How can you read a graph to count objects that have been classified into categories? 	<ul style="list-style-type: none"> • Classify objects and count the number of objects in each category. • Explain reasoning about why objects do or do not belong to a particular group. • Summarize and analyze data to answer questions.

Skills	Student Learning Objectives
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Classify and count objects by color. • Classify and count objects by shape. • Classify and count objects by size. • Make a graph to count objects that have been classified into categories. • Read a graph to count objects that have been classified into categories. 	<p>Students will know how to:</p> <ul style="list-style-type: none"> • Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

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Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> Blue Category Classify Color Green Red Yellow Shape Big Small Size Graph 	<ul style="list-style-type: none"> • GOMath Lessons 12.1-12.5 • GOMath iTools and eGlossary (Think Central) • GOMath! Animated Math Models • Corresponding Go Math! Grab and Go for Activities/Literature/Games • Corresponding GOMath! Daily Routines • https://www-k6.thinkcentral.com/ePC/start.do • http://www.corestandards.org/Math 	<ul style="list-style-type: none"> • Ongoing teacher observations (i.e. exit cards, think, pair share, or numbered heads together) • Think Smarter Activities • Go Deeper Activities • Sense or Nonsense Activities • Center Work and activities • Mixed Practice and Cumulative Review • Math Journals • Do Now's • Topic/Chapter 12 Test
Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	<ul style="list-style-type: none"> • Literature Connection- <u>Hippo and Fox Sort Socks</u>: Students read the book and learn about sorting and classifying socks into different categories. • Social Studies Connection- Discuss the idea that all citizens are responsible for following laws and rules of the community. Point out that some laws and rules are designed to keep people safe. Display pictures of signs students might see in their neighborhood. Discuss what each sign means and have children describe how they would sort the signs by shape, color, etc.
<ul style="list-style-type: none"> • Number line • Grab and GO Kits • Anchor charts, word wall • Reteach Activities • RTI Quick Check Activities • Extra time for assigned task • Adjust length of assignment • Repeat, clarify, or reword directions • Short manageable tasks • Small group instruction 	<ul style="list-style-type: none"> • Math Journals • Enrichment Activities • Extend the Math Activities • Advanced Learner Activities • Independent student options • Open-ended activities/projects • Cross-curricular activities 	