

Mendham Township

Kindergarten Math Curriculum

June 2023

Developed by:

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Philosophy

The Mendham Township Elementary School is committed to delivering comprehensive mathematics instruction based on the New Jersey Learning Standards and best practices found in research. Mathematics is a challenging subject that consists of numbers, shapes, and patterns, broken into the following components at the elementary level - counting and cardinality, operations and algebraic thinking, numbers and operations (in base ten and fractions), measurement and data, and geometry. The K - 4 curriculum can be looked at as building blocks of concepts and skills with foundational skills introduced first, then rehearsed, practiced and applied at each grade level. Mathematics instruction consists of hands-on, authentic activities in addition to the use of manipulatives and technology. There is a strong emphasis on problem solving and communication of the process used to achieve an outcome. Through all the strands of math, critical thinking skills are empowering the students to become thoughtful, articulate and active members of our society.

Goals

This curriculum is designed to advance students through grade-specific standards, develop a deeper understanding of skills, and work toward meeting the expectations of mathematics to prepare students for college and careers in order for them to succeed in the future. The goals of this curriculum will develop in our students the ability to:

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.

Mendham Township School District
Curriculum
Grade: Kindergarten

Unit 1- Numbers and Quantity - Chapters 1, 2, 3, 4, 5

Unit Goals:

- Understand counting
- Understand grouping
- Understand numbers
- Understand categories
- Understand partner numbers

Essential Question:

- How can you show numbers 0-10?
- How can you count numbers 0-10?
- How can you group numbers 0-10?
- How can you compose and decompose numbers 0-10?
- How can you understand and compare numbers 0-10?

Skills/Knowledge:

- Order numbers
- Write numbers
- Compare groups
- Draw groups of objects
- Classify objects into categories
- Tell how many objects are in a category
- Compare with parts of numbers
- Model taking apart numbers

NJSLS:

Counting and Cardinality

K.CC.A.1 Count to 100 by ones and by tens.

K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

K.CC.B.4 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.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

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

Stage 2-Assessment

Assessment:

- **Formative:**
 - Independent Classwork
 - Checkpoint quizzes

- **Summative:**

- Benchmark assessment Beginning/Mid/End of year
- Performance Tasks
- End of chapter assessment
- Course Benchmark– Big Ideas assessment book
- Alternative assessments could include a project or performance task

Evidence:

- Chapter tests, quizzes
- Observation of student participation and written work showing an understanding of the following Mathematical Practices: Note - these mathematical practices are proven methods of demonstrating mathematical processes and evidence of student learning. The following practices are incorporated into the updated New Jersey Student Learning Standards (NJSLs) and should be highlighted in lessons as strategies for success.
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Stage 3- Learning Plan

Teaching Points:

Chapter 1: Count and Write Numbers 0 to 5

1. Model and Count 1 and 2
2. Understand and Write 1 and 2
3. Model and Count 3 and 4
4. Understand and Write 3 and 4
5. Model and Count 5
6. Understand and Write 5
7. The Concept of Zero
8. Count and Order Numbers to 5

Chapter 2: Compare Numbers 0 to 5

1. Equal Groups
2. Greater Than
3. Less Than
4. Compare Groups to 5 by Counting
5. Compare Numbers to 5

Chapter 3: Count and Write Numbers 6 to 10

1. Model and Count 6
2. Understand and Write 6
3. Model and Count 7
4. Understand and Write 7
5. Model and Count 8
6. Understand and Write 8

7. Model and Count 9
8. Understand and Write 9
9. Model and Count 10
10. Understand and Write 10
11. Count and Order Numbers to 10

Chapter 4: Compare Numbers to 10

1. Compare Groups to 10 by Matching
2. Compare Groups to 10 by Counting
3. Compare Numbers to 10
4. Classify Objects into Categories
5. Classify and Compare by Counting

Chapter 5: Compose and Decompose Numbers to 10

1. Partner Numbers to 5
2. Use Number Bonds to Represent Numbers to 5
3. Compose and Decompose 6
4. Compose and Decompose 7
5. C compose and Decompose 8
6. Compose and Decompose 9
7. Compose and Decompose 10
8. Compose and Decompose Using a Group of 5

Integrated accommodations and modifications for students with IEP/504/ELL/Gifted and Talented:

- Reteach and Enrichment activities from Big Ideas Math
- Small group instruction
- Use of manipulatives, visuals, and other teaching tools
- Flexible grouping
- Check for comprehension and understanding
- Repeating, clarifying or rewording directions
- Teacher modeling of what is expected and necessary steps to complete task
- Provide student with open ended questions that stimulate higher order thinking
- Tiered assignments

List of Core Instructional and Supplemental Materials:

Big Ideas: Modeling Real Life

Supplemental:

Counting Cubes

Five Frame

Ten Frame

Number Line

Smart Board

Interdisciplinary Connections

NJSLS:

Reading Literature: Key Ideas and Details

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

Range of Reading and Level of Text Complexity

RL.K.10. Actively engage in group reading activities with purpose and understanding.

Writing: Text Types and Purposes

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**For each lesson, refer to "Cross-Curricular Connections" in TE on the page before each practice page.*

Career Readiness, Life Literacies and Key Skills

NJSLS:

Civic Responsibility

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community

Personal Financial Literacy

9.1.2.PB.1 Determine various ways to save and places in the local community that help people save and accumulate money over time

9.1.2.PB.2 Explain why an individual would choose to save money

Integration of Technology Standards

Data & Analysis

8.1.2.DA.3 Identify and describe patterns in data visualizations

8.1.2.DA.4 Make predictions based on data using charts or graphs.

Algorithms & Programming

8.1.2.AP.1 Model daily processes by creating and following algorithms to complete tasks.

8.1.2.AP.2 Model the way programs store and manipulate data by using numbers or other symbols to represent information.

Unit 2: Algebra and Functions - Chapters 6, 7

Unit Goals:

- Understand addition patterns
- Understand subtraction

Essential Questions:

- How can you show addition within 10?
- How can you show subtraction within 10?
- How can you understand addition and subtraction patterns?
- How can you form addition sentences?
- How can you form subtraction sentences?

Skills/Knowledge:

- Write an addition sentence
- Explain addition sentences
- Write a subtraction sentence
- Explain subtraction sentences

NJSLS:

Counting and Cardinality

K.CC.A.1 Count to 100 by ones and by tens.

K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

Operations and Algebraic Thinking

K.OA.A.1 Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation

K.OA.A.5 Demonstrate fluency for addition and subtraction within 5.

Stage 2-Assessment

Assessment:

- **Formative:**
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- **Summative:**
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Evidence:

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Stage 3- Learning Plan**Teaching Points:*****Chapter 6: Add Numbers Within 10***

1. Understand Addition
2. Addition: Add To
3. Addition: Put Together
4. Addition: Partner Numbers
5. Addition Number Patterns
6. Practice Addition
7. Use a Group of 5 to Add
8. Add to Make 10

Chapter 7: Subtract Numbers Within 10

1. Understand Subtraction
2. Subtraction: Take From
3. Subtraction: Take Apart
4. Subtraction Number Patterns
5. Practice Subtraction
6. Use a Group of 5 to Subtract
7. Related Facts

Integrated accommodations and modifications for students with IEP/504/ELL/Gifted and Talented:

- Reteach and Enrichment activities from Big Ideas Math
- Small group instruction
- Use of manipulatives, visuals, and other teaching tools
- Flexible grouping
- Check for comprehension and understanding
- Repeating, clarifying or rewording directions
- Teacher modeling of what is expected and necessary steps to complete task
- Provide student with open ended questions that stimulate higher order thinking
- Tiered assignments

List of Core Instructional and Supplemental Materials:

Big Ideas: Modeling Real Life

Supplemental:

Counting Cubes

Number Line

Ten Frame

Smart Board

Interdisciplinary Connections

NJSLS:

Reading Literature: Key Ideas and Details

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

Range of Reading and Level of Text Complexity

RL.K.10. Actively engage in group reading activities with purpose and understanding.

Writing: Text Types and Purposes

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**For each lesson, refer to "Cross-Curricular Connections" in TE on the page before each practice page.*

Career Readiness, Life Literacies and Key Skills

NJSLS:

Civic Responsibility

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community

Personal Financial Literacy

9.1.2.PB.1 Determine various ways to save and places in the local community that help people save and accumulate money over time

9.1.2.PB.2 Explain why an individual would choose to save money

Integration of Technology Standards

Data & Analysis

8.1.2.DA.3 Identify and describe patterns in data visualizations

8.1.2.DA.4 Make predictions based on data using charts or graphs.

Algorithms & Programming

8.1.2.AP.1 Model daily processes by creating and following algorithms to complete tasks.

8.1.2.AP.2 Model the way programs store and manipulate data by using numbers or other symbols to represent information.

Unit 3 - Numbers and Operations - Base Ten - Chapters 8, 9, 10

Unit Goals:

- Understand numbers
- Understand counting
- Understand counting to 100

Essential Question:

- How can you show, count, and write numbers to 20 and beyond?
- How can you describe numbers as a group?
- How can you name numbers to 20?
- How can you compare numbers to 20?
- How can you count to 100 by ones and by tens?

Skills/Knowledge:

- Write numbers
- Count objects
- Show numbers with objects
- Order numbers
- Describe numbers on a chart
- Explain counting numbers with patterns

NJSLS:

Counting and Cardinality

K.CC.A.1 Count to 100 by ones and by tens.

K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Number and Operations in Base Ten

K.NBT.A.1 1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Stage 2-Assessment

Assessment:

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 - Independent Classwork
 - Checkpoint quizzes
- **Summative:**
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Stage 3- Learning Plan

Teaching Points:

Chapter 8: Represent Numbers 11 to 19

1. Identify Groups 10
2. Count and Write 11 and 12
3. Understand 11 and 12
4. Count and Write 13 and 14
5. Understand 13 and 14
6. Count and Write 15
7. Understand 15
8. Count and Write 16 and 17
9. Understand 16 and 17
10. Count and Write 18 and 19
11. Understand 18 and 19

Chapter 9: Count and Compare Numbers to 20

1. Model and Count 20
2. Count and Write 20
3. Count to Find How Many
4. Count Forward from Any Number to 20
5. Order Numbers to 20
6. Compare Numbers to 20

Chapter 10: Count to 100

1. Count to 30 by Ones
2. Count to 50 by Ones
3. Count to 100 by Ones
4. Count to 100 by Tens
5. Count by Tens and Ones
6. Count by Tens from a Number

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Supplemental:

Linking Cubes

Ten Frame

Number Line

Hundred Chart

Smart Board

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Algorithms & Programming

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8.1.2.AP.2 Model the way programs store and manipulate data by using numbers or other symbols to represent information.

Unit 4 - Geometry, Measurement, Data, and Probability - Chapters 11, 12, 13

Unit Goals:

- Understand two-dimensional shapes
- Understand three-dimensional shapes
- Understand measurement

Essential Questions:

- How can you identify, name and describe two- and three-dimensional shapes?
- How can you build two- and three-dimensional shapes?
- How can you describe and compare the height and weight of objects?
- How can you measure and compare objects?

- Compare two-dimensional shapes
- Build two-dimensional shaped
- Compare three-dimensional shapes
- Build three-dimensional shapes
- Compare the capacities of objects
- Compare the heights of objects

NJSLS:

Measurement and Data

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

K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

K.MD.B.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count

Geometry

K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

K.G.A.2 Correctly name shapes regardless of their orientations or overall size.

K.G.A.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length)

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

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

Stage 2-Assessment

Assessment:

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Stage 3- Learning Plan

Teaching Points:

Chapter 11: Identify Two-Dimensional Shapes

1. Describe Two-Dimensional Shapes
2. Triangles
3. Rectangles
4. Squares
5. Hexagons and Circles
6. Join Two-Dimensional Shapes
7. Build Two-Dimensional Shapes

Chapter 12: Identify Three-Dimensional Shapes and Positions

1. Two- and Three-Dimensional Shapes
2. Describe Three-Dimensional Shapes
3. Cubes and Spheres
4. Cones and Cylinders
5. Build Three-Dimensional Shapes
6. Positions of Solid Shapes

Chapter 13: Measure and Compare Objects

1. Compare Heights
2. Compare Lengths
3. Use Numbers to Compare Lengths
4. Compare Weights
5. Use Numbers to Compare Weights
6. Compare Capacities
7. Describe Objects by Attributes

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Supplemental:

2D Manipulative Shapes

3D Manipulative Shapes

Smart Board

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Pacing Guide

Chapter	NJSLS	Marking Period	Days	Assessment
Ch. 1-13			Sept. 1-3	Pre-Course Test
1 - Count and Write Numbers 0 to 5	K.CC.B.4a K.CC.B.4.b K.CC.B.4.B K.CC.B.5 K.CC.A.3 K.CC.B.4c	1	12	Unit 1 Test Performance Task 1
2 - Compare Numbers 0 to 5	K.CC.C.6 K.CC.B.5 K.CC.C.7	1	9	Unit 2 Test Performance Task 2
3 - Count and Write Numbers 6-10	K.CC.B.4.a K.CC.B.4b K.CC.B.5 K.CC.A.3 K.CC.A.2 K.CC.B.4.c	1	15	Unit 3 Test Performance Task 3
4 - Compare Numbers to 10	K.CC.C.6 K.CC.B.5 K.CC.C.7 K.MD.B.3	2	9	Unit 4 Test Performance Task 4
Chapters 1-4 Course Benchmark 1			1	Course Benchmark 1
5 - Compose and Decompose Numbers to 10	K.OA.A1 K.OA.A.3	2	12	Unit 5 Test Performance Task 5
6 - Add Numbers Within 10	K.OA.A.1 K.OA.A.2 K.OA.A.3 K.CC.B.4.c K.OA.A.5 K.OA.A.4	2	12	Unit 6 Test Performance Task 6
7 - Subtract Numbers Within 10	K.OA.A.1 K.OA.A.2 K.OA.A.5	2	11	Unit 7 Test Performance Task 7
Chapters 5-7 Benchmark 2			1	Course Benchmark 2

8- Represent Numbers 11 to 19	K.CC.B.4a K.CC.B.4b K.CC.B.5 K.NBT.A.1 K.CC.A.3	3	15	Unit 8 Test Performance Task 8
9 -Count and Compare Numbers to 20	K.CC.B.5 K.CC.A.3 K.CC.B.4a K.CC.B.4b K.CC.B.4c K.CC.A.1 K.CC.A.2 K.CC.C.6	3	10	Unit 9 Test Performance Task 9
10 - Count to 100	K.CC.A.1 K.CC.A.2	3	10	Unit 10 Test Performance Task 10
Chapters 8-10 Benchmark 3			1	Course Benchmark 3
11 - Identify Two-Dimensional Shapes	K.G.B.4 K.G.A.2 K.G.B.5 K.G.B.6	4	11	Unit 11 Test Performance Task 11
12 - Identify Three Dimensional Shapes and Positions	K.G.A.3 K.G.B.4 K.G.A.2 K.G.B.5 K.G.B.6 K.G.A.1	4	11	Unit 12 Test Performance Task 12
13 - Measure and Compare Objects	K.MD.A.1 K.MD.A.2	4	11	Unit 13 Test Performance Task 13
Post-Course Test			2	Post Course Test