



Totowa Public Schools

Mathematics

Grade K

Aligned to NJSL Standards

BOE Adopted: 08/31/2022

Revised 12/14/2022

Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Unit 1: Number Names and Count Sequence	8 Weeks	
Unit 2: Addition as “adding to” and Subtraction as “taking from”	8 Weeks	
Unit 3: Compare Numbers and Shapes	6 Weeks	
Unit 4: Foundations for Place Value	6 Weeks	
Unit 5: Geometric Shape	8 Weeks	

Title	Number Names and Count Sequences
Unit Duration	8 Weeks
Unit Summary & Rationale	<i>Each unit is comprised of standards that are considered major content along with supporting content. This unit explores counting and cardinality standards in unit 1 continued through unit 3.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How do we count? • If we move objects into a scattered configuration, does the amount change? • Why should we count from left to right?
Enduring Understandings	<ul style="list-style-type: none"> • We count from left to right to prepare for reading left to right. It shows us how the numbers are seen in an ascending order.
Learning Outcomes	<p>Students will ...</p> <ul style="list-style-type: none"> • Be able to count by ones up to 10 • Be able to represent the number of objects by the correct numeral up to 5 using manipulatives • Be able to count a set of objects in a group, giving each object an ascending number • Be able to state a total number of objects in a set accurately • Be able to say what one more would be after the first count • Be able to solve addition and subtraction stories with objects or pictures
Assessment Evidence	
Formative	Collaborative Activities, Homework, Daily Classwork, Discussion Independent Class Assignment, Informal Observations of Students, Digital Personal Math Trainer, Games, Exit Slips, Questioning, Teacher Made Pages, Learning Centers, Problem of the Day
Summative	Tests, Mid-Chapter Checkpoint Assessments

Alternative and Benchmark	<p>Alternative – Reteaching, One on One Conferencing, Learning Centers, student portfolio of assignments, Homework, Higher Order Thinking Problems, Additional leveled practice, orally administered assessments, personal math coach/trainer.</p> <p>Benchmark - LinkIt Benchmark Assessments, Totowa TPA</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
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Resources to Promote Learning

Resources & Equipment Needed	<p>Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, Microsoft 365, Primary and Secondary Source Documents, Go Math! Resources, manipulatives, post-it notes, markers, number lines, chart & graph paper, construction paper, glue, scissors, paperclips, crayons, envelopes, dot ink & cards, geo blocks, number cubes/dice.</p> <p><i>The Best Bug Parade, Stuart Murphy</i> (literature) <i>Seven Little Monsters, Maurice Senduck</i> (literature) <i>Missing Mittens, Stuart Murphy</i> (literature) <i>The Quilt, Ann Jonas</i> (literature) <i>Five Little Monkeys Jumping on the Bed, Eileen Christelow</i> (literature)</p> <p>Approved Class Resource List</p>
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Content & Interdisciplinary Standards

NJ 2020 SLS: Social Studies

NJSLS	Activity
K.CC.1 Count to 100 by ones and by tens.	<ul style="list-style-type: none"> • Oral counting games • Match number cards to the number given
K.CC.3 Read and write numerals from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	<ul style="list-style-type: none"> • Attendance • Use manipulatives to represent the correct numeral
K.CC.4a When counting objects, say each number’s name in sequential	<ul style="list-style-type: none"> • Daily calendar Counting caterpillar

<p>order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>K.CC.4b 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.</p> <p>K.CC.4c Understand that each successive number name refers to a quantity that is one larger.</p>	<ul style="list-style-type: none"> • Students are given a set of objects, then states the total number of objects in the set accurately, Oral counting games • Give student a set of objects, student says what one more would be after the first count Place a deck of cards or dominoes in order from smallest to largest.
<p>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.</p>	<ul style="list-style-type: none"> • Give students three objects in a line to count. “How many?” “What if I added one more?” • Students will take objects out of bag and count the objects to answer “How many?”
<p>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.</p>	<ul style="list-style-type: none"> • Sharing and eating apples- create addition story using pictures or manipulatives “John and Emily share apples at snack. John has 3 apples. Emily has 2 apples. How many apples do they have altogether?”
<p>NJ: 2016 SLS: English Language Arts</p>	
<ul style="list-style-type: none"> • 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.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 	

<ul style="list-style-type: none"> W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion. 	
2020 SLS: Computer Science & Design Thinking	
NJSLS Performance Expectations (By the end of 2nd Grade)	
8.2.2.ITH.3: Identify how technology impacts or improves life.	
8.1.2.DA.3: Identify and describe patterns in data visualizations.	
2020 SLS: Career Readiness, Life Literacies, and Key Skills	
NJSLS Performance Expectations (By the end of 2nd Grade)	
9.4.2.TL.2: Create a document using a word processing application.	
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).	
Interdisciplinary/21st Century Connections	
Visual & Performing Art	1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
21st Century Connections	<ul style="list-style-type: none"> Critical thinking Collaboration and Teamwork Problem Solving

Title	Addition as “adding to” and Subtraction as “Taking from”.
Unit Duration	8 Weeks
Unit Summary & Rationale	<i>Each unit is comprised of standards that are considered major content along with supporting content. This unit builds upon counting by having students learn to count to 30 by ones and tens. Students will learn to add and subtract within 10.</i>

Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • Why do numbers have to have an order? • How can we use manipulatives to solve addition and subtraction stories? • How do we know when an object is counted?
Enduring Understandings	<ul style="list-style-type: none"> • In order to solve problems, numbers must have an order • We can use manipulatives to put together or take away • We know an object is counted when we move it away from a group of objects or cross it out on paper.
Learning Outcomes	<p>Students will ...</p> <ul style="list-style-type: none"> • Be able to count and represent objects to 10 with a written numeral • Be able to write numbers from zero to 10 • Be able to count to 30 by ones and tens • Be able to count forward beginning from any number to 50 instead of beginning at one • Be able to use objects or drawings to represent and solve addition and subtraction word problems • Be able to fluently add within 5 • Be able to classify and sort objects into given categories and count the objects in each category up to 10
Assessment Evidence	
Formative	Collaborative Activities, Homework, Daily Classwork, Discussion Independent Class Assignment, Informal Observations of Students, Digital Personal Math Trainer, Games, Exit Slips, Questioning, Teacher Made Pages, Learning Centers, LinkIt
Summative	LinkIt Benchmark Assessments, Tests, Mid-Chapter Checkpoint Assessments
Alternative and Benchmark	<p>Alternative – Reteaching, One on One Conferencing, Learning Centers, student portfolio of assignments, Homework, Higher Order Thinking Problems, Additional leveled practice, orally administered assessments, personal math coach/trainer.</p> <p>Benchmark - LinkIt Benchmark Assessments, Totowa TPA</p>

[Formative, Summative, Alternative and Benchmark Assessments](#)

Resources to Promote Learning

Resources & Equipment Needed

Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, Microsoft 365, Primary and Secondary Source Documents, Go Math! Resources, manipulatives, post-it notes, markers, number lines, chart & graph paper, construction paper, glue, scissors, paperclips, crayons, envelopes, dot ink & cards, geo blocks, number cubes/dice, number cards, recording sheets, various counters, place holder boards, [Approved Class Resource List](#)

Content & Interdisciplinary Standards

NJ 2020 SLS: Social Studies

NJSLS	Activity
K.CC.3 Read and write numerals from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects)	<ul style="list-style-type: none">• Fill a brown bag with classroom objects, have children spill bag and count items. Children will find matching number card to represent objects.• Count group of objects and record number, Record absences during daily attendance
K.CC.1 Count to 100 by ones and by tens.	<ul style="list-style-type: none">• Finger Counting- use fingers to count by ones, flash hands to count by tens (learn skip counting songs).
K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	<ul style="list-style-type: none">• Play game of “Popcorn” where children will begin counting from any given number and stop when teacher says “popcorn.”
K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10.	<ul style="list-style-type: none">• Solve adding and subtracting stories using counters to represent story. Create Number Story book for classroom. Share children addition and subtraction
K.OA.5 Demonstrate fluency for addition and subtraction within 5.	<ul style="list-style-type: none">• Hop Into Addition Game- Children will be given a number problem and hop on the number line to show the answer.
K.MD.3 Classify objects into given categories; count the numbers of	<ul style="list-style-type: none">• Children will sort a bag of buttons that are various sizes, colors, and shapes. They will sort the objects and count each group.

objects in each category and sort the categories by count.	
NJ: 2016 SLS: English Language Arts	
<ul style="list-style-type: none"> • 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.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. • W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion. 	
2020 SLS: Computer Science & Design Thinking	
NJSLS Performance Expectations (By the end of 2nd Grade)	
8.2.2.ITH.3: Identify how technology impacts or improves life.	
8.1.2.DA.3: Identify and describe patterns in data visualizations.	
2020 SLS: Career Readiness, Life Literacies, and Key Skills	
NJSLS Performance Expectations (By the end of 2nd Grade)	
9.4.2.TL.2: Create a document using a word processing application.	
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).	
Interdisciplinary/21st Century Connections	
21 st Century Connections	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving

Title	Compare Numbers and Shapes
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Unit Duration	6 Weeks
Unit Summary & Rationale	<i>Each unit is comprised of standards that are considered major content along with supporting content. This unit will have students review skills from Unit one and two and have children compare numbers and shapes.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How can we measure objects? • How are numbers compared? • How can you compare two objects by using descriptive words?
Enduring Understandings	<ul style="list-style-type: none"> • We can measure the length and weight of an object. • Numbers can be compared as greater than, less than or equal to. • You can use words such as bigger/smaller, thinner/thicker, wider/narrower, and taller/shorter.
Learning Outcomes	<ul style="list-style-type: none"> • Be able to count/represent/write numerals from zero to 10 • Be able to count to 30 by ones and tens • Be able to identify whether the number of objects in a group is greater than, less than, or equal to the number of objects in another group • Be able to compare numbers written as numerals (up to 10) • Be able to describe measurable attributes of objects (length and weight) • Be able to compare and describe two objects with a measurable attribute in common using “more/less” • Be able to analyze and compare two and three dimensional shapes in different sizes and orientations by counting sides or vertices
Assessment Evidence	
Formative	Collaborative Activities, Homework, Daily Classwork, Discussion Independent Class Assignment, Informal Observations of Students, Digital Personal Math Trainer, Games, Exit Slips, Questioning, Teacher Made Pages, Learning Centers, LinkIt
Summative	LinkIt Benchmark Assessments, Tests, Mid-Chapter Checkpoint Assessments

Alternative & Benchmark	<p>Alternative – Reteaching, One on One Conferencing, Learning Centers, student portfolio of assignments, Homework, Higher Order Thinking Problems, Additional leveled practice, orally administered assessments, personal math coach/trainer.</p> <p>Benchmark - LinkIt Benchmark Assessments, Totowa TPA</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
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Resources to Promote Learning

Resources & Equipment Needed	<p>Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, Microsoft 365, Primary and Secondary Source Documents, Go Math! Resources, manipulatives, post-it notes, markers, number lines, chart & graph paper, construction paper, glue, scissors, paperclips, crayons, envelopes, dot ink & cards, geo blocks, number cubes/dice, 2D and 3D shapes and models, pattern blocks and cut outs, string, rubber bands. Approved Class Resource List</p>
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Content & Interdisciplinary Standards

NJ 2020 SLS: Social Studies

NJSLS	Activity
K.CC.1 Count to 100 by ones and by tens.	<ul style="list-style-type: none"> • Oral counting games • Match number cards to the number given
K.CC.3 Read and write numerals from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	<ul style="list-style-type: none"> • Attendance • Use manipulatives to represent the correct numeral
K.CC.4a When counting objects, say each number’s name in sequential order, pairing each object with one and only one number name and each number name with one and only one object.	<ul style="list-style-type: none"> • Daily calendar Counting caterpillar • Students are given a set of objects, then states the total number of objects in the set accurately, Oral counting games • Give student a set of objects, student says what one more would be after the first count Place a deck of cards or dominoes in order from smallest to largest.

<p>K.CC.4b 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.</p> <p>K.CC.4c Understand that each successive number name refers to a quantity that is one larger.</p>	
<p>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.</p>	<ul style="list-style-type: none"> • Give students three objects in a line to count. “How many?” “What if I added one more?” • Students will take objects out of bag and count the objects to answer “How many?”
<p>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.</p>	<ul style="list-style-type: none"> • Sharing and eating apples- create addition story using pictures or manipulatives “John and Emily share apples at snack. John has 3 apples. Emily has 2 apples. How many apples do they have altogether?”
<p>NJ: 2016 SLS: English Language Arts</p>	
<ul style="list-style-type: none"> • 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.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. • W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion. 	
<p>2020 SLS: Computer Science & Design Thinking</p>	

NJSLS Performance Expectations (By the end of 2nd Grade)	
<ul style="list-style-type: none"> • 8.2.2.ITH.3: Identify how technology impacts or improves life. • 8.1.2.DA.3: Identify and describe patterns in data visualizations. 	
2020 SLS: Career Readiness, Life Literacies, and Key Skills	
NJSLS Performance Expectations (By the end of 2nd Grade)	
<ul style="list-style-type: none"> • 9.4.2.TL.2: Create a document using a word processing application. • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). • 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.). 	
Interdisciplinary/21st Century Connections	
Physical Education	<ul style="list-style-type: none"> • 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).
21st Century Connections	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving

Title	Foundations for Place Value
Unit Duration	8 Weeks
Unit Summary & Rationale	<i>Each unit is comprised of standards that are considered major content along with supporting content. This unit reviews skills learned in Units one, two, and three. It outlines the concepts of addition and subtraction. Students will gain an understanding of place value.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • What is another way to say putting together or taking apart? • How can we use manipulatives? • How can you tell which place numbers are in?
Enduring Understandings	<ul style="list-style-type: none"> • Another way to say putting together is adding. Another way to say taking apart is subtracting.

	<ul style="list-style-type: none"> • We can show groups of numbers to sequence or classify. We can also show how to add and subtract numbers with manipulatives. • A single digit is in the ones place, a double digit is in the tens place.
Learning Outcomes	<ul style="list-style-type: none"> • Be able to count orally to 70 • Be able to decompose numbers less than or equal to ten into pairs of numbers • Be able to find a number that makes 10 (given a number less than 10) • Be able to use mental math strategies to solve addition and subtraction facts within 5 • Be able to compose and decompose numbers from 11 to 19 into groups of ten and one(s) with manipulatives

Assessment Evidence

Formative	Collaborative Activities, Homework, Daily Classwork, Discussion Independent Class Assignment, Informal Observations of Students, Digital Personal Math Trainer, Games, Exit Slips, Questioning, Teacher Made Pages, Learning Centers, LinkIt
Summative	LinkIt Benchmark Assessments, Tests, Mid-Chapter Checkpoint Assessments
Alternative and Benchmark	<p>Alternative – Reteaching, One on One Conferencing, Learning Centers, student portfolio of assignments, Homework, Higher Order Thinking Problems, Additional leveled practice, orally administered assessments, personal math coach/trainer.</p> <p>Benchmark - LinkIt Benchmark Assessments, Totowa TPA</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>

Resources to Promote Learning

Resources & Equipment Needed	<p>Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, Microsoft 365, Primary and Secondary Source Documents, Go Math! Resources, manipulatives, post-it notes, markers, number lines, chart & graph paper, construction paper, glue, scissors, paperclips, crayons, envelopes, dot ink & cards, geo blocks, number cubes/dice.</p> <p>Approved Class Resource List</p>
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Content & Interdisciplinary Standards

NJ 2020 SLS: Social Studies	
NJSLS	Activity
K.CC.1 Count to 100 by ones and by tens.	<ul style="list-style-type: none"> • Students will count to 70 forward and backwards. • Students will sing counting by 10s song to reach 100.
K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way.	<ul style="list-style-type: none"> • Making Numbers- children will use drawings or numbers to show a way to create at least three numbers less than 10.
K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number.	<ul style="list-style-type: none"> • Students will work in pairs using a deck of cards. • When the children turn the card over and see the number (ex:9). Children will have to figure out how many more cards we need to make 10.
K.OA.5 Demonstrate fluency for addition and subtraction within 5.	<ul style="list-style-type: none"> • Let's Hop- an addition and subtraction game Children will hop on numbers 1-5 to answer addition and subtraction facts.
K.NBT.A.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones.	<ul style="list-style-type: none"> • Bundles of Math-children will use bundles of popsicle sticks to represent tens and single popsicles to represent ones. Ask children to create numbers using the popsicle sticks.
NJ: 2016 SLS: English Language Arts	
<ul style="list-style-type: none"> • 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.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. • W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion. 	
2020 SLS: Computer Science & Design Thinking	
NJSLS Performance Expectations (By the end of 2nd Grade)	
<ul style="list-style-type: none"> • 8.2.2.ITH.3: Identify how technology impacts or improves life. • 8.1.2.DA.3: Identify and describe patterns in data visualizations. 	
2020 SLS: Career Readiness, Life Literacies, and Key Skills	

NJSLS Performance Expectations (By the end of 2nd Grade)

- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Interdisciplinary/21st Century Connections

Physical Education	<ul style="list-style-type: none"> • 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).
21st Century Connections	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving

Title	Geometric Shapes
Unit Duration	6 Weeks
Unit Summary & Rationale	<i>Each unit is comprised of standards that are considered major content along with supporting content. This unit includes skills learned in Units one-four and will continue counting to 100 by ones and tens. Children will identify, measure, and compose simple shapes to form geometric shapes.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • Why do we need to learn skip counting? • How do we know if a shape is two dimensional or three dimensional? • How can you create larger shapes from smaller shapes?
Enduring Understandings	<ul style="list-style-type: none"> • Skip counting is another way to count in a given sequence. We see a pattern in skip counting which helps up memorize. • A two dimensional shape is flat, a three dimensional shape is solid. • Larger shapes can be formed by placing the full sides together so that they touch.
Learning Outcomes	<ul style="list-style-type: none"> • Be able to count to 100 by ones and by tens

- Be able to describe objects using names of shapes and describe the relative positions of the objects using terms such as above, below, beside, in front of, behind, and next to
- Be able to correctly name shapes regardless of their orientations or overall size
- Be able to identify shapes as two-dimensional or three-dimensional
- Be able to model shapes using components or by drawing
- Be able to compose simple shapes to form larger shapes
- Career Exploration – Students will examine different jobs that require math (measurement, shapes, building, etc.)

Assessment Evidence	
Formative	Collaborative Activities, Homework, Daily Classwork, Discussion Independent Class Assignment, Informal Observations of Students, Digital Personal Math Trainer, Games, Exit Slips, Questioning, Teacher Made Pages, Learning Centers, LinkIt
Summative	LinkIt Benchmark Assessments, Tests, Mid-Chapter Checkpoint Assessments
Alternative and Benchmark	<p>Alternative – Reteaching, One on One Conferencing, Learning Centers, student portfolio of assignments, Homework, Higher Order Thinking Problems, Additional leveled practice, orally administered assessments, personal math coach/trainer.</p> <p>Benchmark - LinkIt Benchmark Assessments, Totowa TPA</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment Needed	<p>Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, Microsoft 365, Primary and Secondary Source Documents, Go Math! Resources, manipulatives, post-it notes, markers, number lines, chart & graph paper, construction paper, glue, scissors, paperclips, crayons, envelopes, dot ink & cards, geo blocks, number cubes/dice, charts and shapes posters.</p> <p>Approved Class Resource List</p>
Content & Interdisciplinary Standards	

NJ 2020 SLS: Social Studies

NJSLS	Activity
K.CC.1 Count to 100 by ones and by tens.	<ul style="list-style-type: none"> • Children will write numbers 1- 100 on a number grid. Then, children will color all the tens a specific color to see where they are and how they are the same.
<p>K.G.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.</p> <p>K.G.2 Correctly name shapes regardless of their orientations or overall size.</p>	<ul style="list-style-type: none"> • Name Me- Using two-dimensional and three- dimensional shapes, children will build. After building, children will name the shapes they used and their position.
K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	<ul style="list-style-type: none"> • Play “I Spy” with two and three-dimensional shapes. Place objects in middle of a circle and describe object, children will find the object based on attributes.
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).	<ul style="list-style-type: none"> • 3D shape museum activity. Children will be expected to sort shapes according to their size, orientation etc. Children can group shapes based on similarities or differences. Students will practice using appropriate language in their descriptions.
K.G.5 Model shapes in the world by building shapes from components	<ul style="list-style-type: none"> • Let’s Make Shapes- using materials such as toothpicks and marshmallows, play dough or drawings, children will build shapes with partners.

(e.g., sticks and clay balls) and drawing shapes.	
K.G.6 Compose simple shapes to form larger shapes.	<ul style="list-style-type: none"> • New Shapes-Using a shape cutout worksheet, children will use the shapes to create larger shapes.
NJ: 2016 SLS: English Language Arts	
<ul style="list-style-type: none"> • 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.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. • W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion. 	
2020 SLS: Computer Science & Design Thinking	
NJSLS Performance Expectations (By the end of 2nd Grade)	
<ul style="list-style-type: none"> • 8.2.2.ITH.3: Identify how technology impacts or improves life. • 8.1.2.DA.3: Identify and describe patterns in data visualizations. 	
2020 SLS: Career Readiness, Life Literacies, and Key Skills	
NJSLS Performance Expectations (By the end of 2nd Grade)	
<ul style="list-style-type: none"> • 9.4.2.TL.2: Create a document using a word processing application. • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). • 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5). 	
Interdisciplinary/21st Century Connections	
Health/Physical Education	<ul style="list-style-type: none"> • 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).

21st Century Connections	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving
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Accommodations & Modifications		
Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs		
<p style="text-align: center;">Time/General</p> <ul style="list-style-type: none"> • Allow extra time • Repeat and clarify directions • Provide breaks in between tasks • Have student verbalize directions • Provide timelines/due dates for reports and projects 	<p style="text-align: center;">Processing</p> <ul style="list-style-type: none"> • Provide extra response time • Have student verbalize steps • Repeat directions • Provide small group instruction • Include partner work 	<p style="text-align: center;">Comprehension</p> <ul style="list-style-type: none"> • Provide reading material on student's level • Have student underline important points • Assist student on how to use context clues to identify words/phrases • Ensure short manageable tasks
<p style="text-align: center;">Tests/Quizzes/Grading</p> <ul style="list-style-type: none"> • Provide extended time • Provide study guides • Limit number of responses 	<p style="text-align: center;">Behavior/Attention</p> <ul style="list-style-type: none"> • Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed • Reinforce student for staying on task 	<p style="text-align: center;">Organization</p> <ul style="list-style-type: none"> • Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda
ELL, Enrichment, Gifted & Talented Strategies		

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.
- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity

- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.

- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.