

Grade: K	Unit: Counting and Cardinality- Envisions Topics 1 thru 6		Time:	
Critical Skills (Student Outcomes)	NJ Learning Standards:	Samples / Exemplars:	Resources:	Assessments:
<p>A. Know number names and the count sequence</p>	<p>K.CC.A.1- Count to 100 by ones and by tens</p>	<p>Count to 10</p> <p>Count to 10</p> <p>Fingers</p> <p>Counting Around</p> <p>Popcorn</p>	<p>Text (Units / Pages) Lessons 6-1, 6-3, 6-4, 6-5, 6-6</p> <p>Technology / Open Resources</p> <p>Counting Circles</p> <p>Choral Counting</p> <p>Choral counting 2</p> <p>Assessing Counting Sequences</p> <p>Counting By Ten</p>	<p>NJ Model Assessment 1</p> <p>NJ Model Assessment 2</p> <p>NJ Model Assessment 3</p> <p>NJ Model Assessment 4</p> <p>NJ Model Assessment 5</p>
	<p>K.CC.A.2 – Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>	<p>Popcorn</p>	<p>Text (Units / Pages) Lessons 4-8 and 4-9 Lessons 5-5</p> <p>Technology / Open Resources</p> <p>Start Stop Counting</p> <p>Dice Addition 2</p> <p>What's Missing?</p>	

	K.CC.A.3. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Number matching Number Matching Scavenger Hunt Sorting Grab and Count	Text (Units / Pages) Lesson 1-3 and 1-6 Lesson 2-4 and 2-5 Technology / Open Resources Number Tic Tac Toe Assessing Writing Numbers	
B. Count to tell the number of objects	K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.	Count objects in a set Count Objects in a Set	Text (Units / Pages) Lesson 2-8 Technology / Open Resources Counting Mat	
	K.CC.A.4.a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Count objects in a set	Text (Units / Pages) Lessons 1-1 and 1-4 Technology / Open Resources	
	K.CC.A.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.	Scattered objects/line of objects	Text (Units / Pages) Lessons 1-2 and 1-5 Lessons 3-1, 3-3, 3-5, and 3-7 Lessons 5-1 to 5-4 Technology / Open Resources	
	K.CC.B.4c Understand that each successive number name refers to a quantity that is one larger.	Scattered objects/line of objects Scattered Objects Line of Objects	Text (Units / Pages) Lessons 2-7 Technology / Open Resources	

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	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.	Scattered objects/line of objects Scattered Objects Line of Objects	Text (Units / Pages) Lessons 1-7 Lessons 6-2 Technology / Open Resources Finding Equal Groups Finding Equal Groups 2	
C. Compare numbers.	K.CC.C6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.	By using matching and counting strategies Grab and Count	Text (Units / Pages) Lessons 2-1, 2-2, 2-3, 2-6, and 2-9 Lessons 4-1 to 4-7 Technology / Open Resources Which Number Is Greater?	
	K.CC.C7. Compare two numbers between 1 and 10 presented as written numerals.	Hold Up	Text (Units / Pages) Lessons 4-10 Technology / Open Resources Guess the Marbles in the Bag?	

Grade: K	Unit: Operations and Algebraic Thinking- Topics 7 thru 9		Time:	
Critical Skills (Student Outcomes)	NJ Learning Standards:	Samples / Exemplars:	Resources:	Assessments:
A. Understanding addition as putting together and adding to, and understand subtraction as taking apart and taking from.	K.OA.A1 Represent addition and subtraction up to 10 with objects, fingers, mental images, drawing, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Sharing and Eating Apples	Text (Units / Pages) Lessons 7-1 to 7-5 Lessons 8-1 to 8-6 Technology / Open Resources Ten Frame Addition	
	K.OA.A2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	Adding and Subtracting	Text (Units / Pages) Lesson 7-7 Lesson 8-8 Technology / Open Resources Dice Addition 2	
	K.OA.A3. 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 $5 = 4 + 1$). Making Numbers	Text (Units / Pages) Lessons 9-1 to 9-6 and 9-8 Technology / Open Resources Shake and Spill Pick 2	
	K.OA.A4. For any number from 1 to 9, find the number that makes 10 when added to the given number.	by using objects or drawings, and record the answer with a drawing or equation. Make Ten	Text (Units / Pages) Lesson 9-7 Technology / Open Resources	

	K.OA.A5. Demonstrate fluency for addition and subtraction within 5.	Hop into Addition Let's Hop	Text (Units / Pages) Lesson 7-6 Lesson 8-7 Technology / Open Resources Many Ways To Do Addition 1 What Makes 5?	

Grade: K	Unit: Number and Operations in Base Ten- Topics 10 and 11		Time:	
Critical Skills (Student Outcomes)	NJ Learning Standards:	Samples / Exemplars:	Resources:	Assessments:
A. Work with numbers 11-19 to gain foundations for place value.	K.NBT.A1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	(e.g., $18 = 10 + 8$) Bundles of Math	Text (Units / Pages) Lessons 10-1 to 10-4 Lessons 11-1 to 11-5 Technology / Open Resources What Makes a Teen Number?	

Grade: K	Unit: Measurement and Data- Topics 12 and 13 (also Topic 9)		Time:	
Critical Skills (Student Outcomes)	NJ Learning Standards:	Samples / Exemplars:	Resources:	Assessments:
<p>A. Describe and compare measurable attributes</p>	<p>K.MD.A1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p>	<p>Which is Heavier or Longer</p>	<p>Text (Units / Pages) Lesson 12-1</p> <p>Technology / Open Resources</p> <p>Which is Heavier?</p>	
	<p>K.MD.A2. 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.</p>	<p><i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p> <p>Which is Heavier or Longer</p>	<p>Text (Units / Pages) Lessons 12-2 to 12-8</p> <p>Technology / Open Resources</p> <p>Which is Longer?</p>	
<p>B. Classify objects and count the number of objects in each category</p>	<p>K.MD.B3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>	<p>Sorting</p>	<p>Text (Units / Pages) Lesson 9-9 Lessons 13-1 to 13-7</p> <p>Technology / Open Resources</p> <p>Sort and Count</p> <p>Sort and Count 2</p>	

Grade: K	Unit: Geometry Topics 14 thru 16		Time:	
Critical Skills (Student Outcomes)	NJ Learning Standards:	Samples / Exemplars:	Resources:	Assessments:
A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	K.G.A1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .	Name Me	Text (Units / Pages) Lessons 15-1 to 15-5 Technology / Open Resources	
	K.G.A2. Correctly name shapes regardless of their orientations or overall size.	Name Me	Text (Units / Pages) Lessons 14-1 to 14-5 and 14-8 Technology / Open Resources	
	K.G.A3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	I Spy	Text (Units / Pages) 14-6 and 14-7 Technology / Open Resources	
B. Analyze, compare, create, and compose shapes.	K.G.B4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts.	number of sides and vertices/"corners" and other attributes having sides of equal length Comparing Shapes	Text (Units / Pages) Lessons 16-1, 16-3, and 16-5 Technology / Open Resources Alike or Different Game	
	K.G.B5. Model shapes in the world by building shapes from components.	sticks and clay balls and drawing shapes. Let's Make Shapes	Text (Units / Pages) Lessons 16-4	Let's Make Shapes

			Technology / Open Resources	
	K.G.B6. Compose simple shapes to form larger shapes.	<p><i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i></p> <p>New Shapes</p>	<p>Text (Units / Pages) Lesson 16-2</p> <p>Technology / Open Resources</p>	