

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
MATHEMATICS CURRICULUM
GRADE K**

| SKILL AREA | STUDENT OBJECTIVE | EXAMPLE/ACTIVITIES | RESOURCE/MATERIALS | ASSESSMENT | NJ CORE CURRICULUM STANDARD |
|------------------|--|---|---|---|--|
| READINESS | Students will be able to: <ul style="list-style-type: none"> • recite address and phone number from memory. | <ul style="list-style-type: none"> • Discuss the street location of the school. Student volunteers tell the name of their street. Follow "What is the Address?" activity. | <ul style="list-style-type: none"> • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | <u>By the end of Grade K</u> 4.5 B.2 C.4 |
| READINESS | <ul style="list-style-type: none"> • identify quantities of "all," "some," and "none." | <ul style="list-style-type: none"> • Using yellow and white paper, place all, some, or none of different crayons on either paper. Students will answer questions about whether all, some or none of the crayons are on a named paper. Discuss answers. | <ul style="list-style-type: none"> • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 A.1 4.5 A.2 |
| READINESS | <ul style="list-style-type: none"> • identify chance that something could happen. | <ul style="list-style-type: none"> • Play "What Color Am I?" activity. | <ul style="list-style-type: none"> • Connecting Cubes • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.4 B.1,2 |
| READINESS | <ul style="list-style-type: none"> • identify basic sequence of events. | <ul style="list-style-type: none"> • Using different colored circles and a flannel board, students volunteer to follow directions by putting certain color circles before or after those named by the teacher. They explain their answers. | <ul style="list-style-type: none"> • Flannel Board and Circles • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.2 A.1 4.5 B.1 |

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| READINESS | Students will be able to: <ul style="list-style-type: none"> • understand basic concepts of time and identify common things that take place during the day and night. | <ul style="list-style-type: none"> • Using 2 pieces of paper, students draw a sun on one and a moon on the other. They draw a picture on the appropriate paper to show something they do in the day and something they do at night. Share pictures. | <ul style="list-style-type: none"> • Paper • Crayons • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 A.1 4.3 C.1 |
| READINESS | <ul style="list-style-type: none"> • identify the names of the days of the week and their order. | <ul style="list-style-type: none"> • Play “Guess What Day.” | <ul style="list-style-type: none"> • Classroom Calendar • Name cards for the days of the week • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.5 A.1 |
| READINESS | <ul style="list-style-type: none"> • identify basic sequence and use the words “today,” tomorrow,” and “yesterday,” to describe days of the week. | <ul style="list-style-type: none"> • Using word cards, students put them in sequence and discuss their reasons as a group. | <ul style="list-style-type: none"> • Word Cards • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 A.1 |
| READINESS | <ul style="list-style-type: none"> • identify and sort circles, squares, and triangles. | <ul style="list-style-type: none"> • Play “Name My Shape,” using cards with the words “circle,” “square,” and “triangle.” | <ul style="list-style-type: none"> • Word Cards • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.4 C.1 |

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| POSITION & CLASSIFY | Students will be able to: <ul style="list-style-type: none"> • identify position using the words: top, middle, and bottom. | <ul style="list-style-type: none"> • Play “Where on the Slide?” activity when class goes outside for recess. • Students stack three different blocks and identify their positions by name. | <ul style="list-style-type: none"> • Workbook Pages • Colored Blocks • Connecting Cubes | <ul style="list-style-type: none"> • Teacher Observation | 4.2 A.1 4.5 C.3 |
| POSITION & CLASSIFY | <ul style="list-style-type: none"> • identify position using words: inside, outside. | <ul style="list-style-type: none"> • Play “Inside or Outside?” activity using an oval and counters. | <ul style="list-style-type: none"> • Many of 2 different colored counters • Drawing Paper • Crayons • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.2 A.1 |
| POSITION & CLASSIFY | <ul style="list-style-type: none"> • identify position using words: over, under, and behind. | <ul style="list-style-type: none"> • Students draw monkeys over, under and behind monkey bars. They explain their drawings to a partner. | <ul style="list-style-type: none"> • Teaching Tool 2 • Crayons • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.2 A.1 4.5 B.4 |
| POSITION & CLASSIFY | <ul style="list-style-type: none"> • identify position using words: left, right. | <ul style="list-style-type: none"> • Play “Simon Says” using left and right position words. • Place a sticker on each child’s right hand. They can use this as a reference as needed throughout the lesson. | <ul style="list-style-type: none"> • Workbook Pages • Connecting Cubes • Cubes • Stickers | <ul style="list-style-type: none"> • Teacher Observation | 4.2 A.1 |

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| POSITION & CLASSIFY | Students will be able to: <ul style="list-style-type: none"> • solve problems by using a picture to gather information. | <ul style="list-style-type: none"> • Students act out the Big Book story as it is read. | <ul style="list-style-type: none"> • Workbook Pages • Big Book, Vol. 1 • Drawing Paper | <ul style="list-style-type: none"> • Teacher Observation • Monitoring Progress A Activity | 4.5 A.1,2 4.5 B.1 |
| POSITION & CLASSIFY | <ul style="list-style-type: none"> • solve problems by using logical reasoning. | <ul style="list-style-type: none"> • Play "Pick a Number" activity. • Given different colored counters, connecting cubes, and attribute blocks, students make groups based on color and/or kind. | <ul style="list-style-type: none"> • Workbook Pages • Counters • Connecting Cubes • Attribute Blocks | <ul style="list-style-type: none"> • Teacher Observation • Workbook Pages | 4.2 A.1 4.5 A.3 |
| POSITION & CLASSIFY | <ul style="list-style-type: none"> • identify objects that are the same. | <ul style="list-style-type: none"> • Play "What's Alike?" activity using common classroom objects. • Sort 3 sets of capital letters matching letters that are the same. | <ul style="list-style-type: none"> • Workbook Pages • Alphabet Letter Cards | <ul style="list-style-type: none"> • Teacher Observation | 4.2 A.2 4.4 C.1,3 |
| POSITION & CLASSIFY | <ul style="list-style-type: none"> • identify an object that does not belong to a group. | <ul style="list-style-type: none"> • Given 3 pattern blocks that are the same and one different, students must tell which is different and why. | <ul style="list-style-type: none"> • Workbook Pages • Pattern Blocks | <ul style="list-style-type: none"> • Teacher Observation • Monitoring Progress B Activity | 4.2 A.2,4 |

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| SORTING | Students will be able to: <ul style="list-style-type: none"> • sort objects by one attribute. | <ul style="list-style-type: none"> • Using different size and color attribute blocks, students sort them by color and size by putting them inside yarn circles on the floor. | <ul style="list-style-type: none"> • Workbook Pages • Yarn • Attribute Blocks | <ul style="list-style-type: none"> • Teacher Observation | 4.2 A.1,2 |
| SORTING | <ul style="list-style-type: none"> • sort objects by two attributes. | <ul style="list-style-type: none"> • Given attribute blocks, working in pairs, students sort blocks by color, size, shape, and/or number of sides. They verbalize their reasons with each pair sorted. | <ul style="list-style-type: none"> • Workbook Pages • Attribute Blocks | <ul style="list-style-type: none"> • Teacher Observation | 4.2 A.1,2 4.5 B.2,3 |
| SORTING | <ul style="list-style-type: none"> • sort objects and arrange largest to smallest and vice versa, using manipulatives. | <ul style="list-style-type: none"> • Using 3 ordinary classroom objects, students arrange them in size, from smallest to largest, then largest to smallest. | <ul style="list-style-type: none"> • Workbook Pages • Objects from around the room | <ul style="list-style-type: none"> • Teacher Observation | 4.2 A.1,2 4.4 A.2 4.5 C.1 |
| SORTING | <ul style="list-style-type: none"> • sort objects using one and two attributes and size. | <ul style="list-style-type: none"> • The teacher sorts shapes on the flannel board into 2 groups. Students must name the sorting rule. They tell if the sorting is by size, shape, color, or number of sides. | <ul style="list-style-type: none"> • Workbook Pages • Flannel Board and Shapes | <ul style="list-style-type: none"> • Teacher Observation | 4.2 A.1,2 4.5 B.1 |
| SORTING | <ul style="list-style-type: none"> • classify and categorize; identify an item which would fit into a group. | <ul style="list-style-type: none"> • Play "Be a Spy!" using Big Book, Vol. 1. Students listen for things to sort as the book is read. | <ul style="list-style-type: none"> • Big Book Vol. 1 • Workbook Pages • Counters • Connecting Cubes | <ul style="list-style-type: none"> • Teacher Observation • Monitoring Progress A Activity | 4.2 A.1,2 4.5 B.1 |

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| SORTING | Students will be able to: <ul style="list-style-type: none"> • act it out, using pattern blocks to fill in the outline of a shape. | <ul style="list-style-type: none"> • One student creates a design using pattern blocks. His/her partner uses the necessary shape and color blocks to copy the design. Switch roles. | <ul style="list-style-type: none"> • Pattern Blocks • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.2 A.4 4.4 C.3 4.5 B.2,3 |
| SORTING | <ul style="list-style-type: none"> • identify which of two groups has more or fewer. | <ul style="list-style-type: none"> • Play “More or Fewer Roundup” using jump rope rings on the floor and different numbers of students in each ring. Other students decide which ring has more and which has fewer. | <ul style="list-style-type: none"> • Workbook Pages • 2 Jump Ropes | <ul style="list-style-type: none"> • Teacher Observation • Monitoring Progress B Activity | 4.1 A.5 4.1 C.1 4.5 B.1 |
| DATA & GRAPHS | <ul style="list-style-type: none"> • make a graph using real objects. | <ul style="list-style-type: none"> • After sorting different counters by color, students make columns, side by side. Discuss graphs and which groups of counters have more and fewer. | <ul style="list-style-type: none"> • Counters • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.4 B.1,2 |
| DATA & GRAPHS | <ul style="list-style-type: none"> • gather information and record the results using a picture graph. | <ul style="list-style-type: none"> • Using grid blocks on the chalkboard, a two-column graph is made to indicate the class preference of apples, red or yellow. Students compare results using the words, “more,” “fewer,” and “the same number.” | <ul style="list-style-type: none"> • Chalkboard • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.2 A.1 4.4 B.1,2 |
| DATA & GRAPHS | <ul style="list-style-type: none"> • solve problems using story details. | <ul style="list-style-type: none"> • Using the story, “Our Favorite Things,” students discuss it as it is read and answer questions about color, shape, type, and number of objects. | <ul style="list-style-type: none"> • Big Book, Vol. 1 • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation • Monitoring Progress A Activity | 4.1 A.2,3 4.5 A.2,5 4.5 C.3,4 |

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| DATA & GRAPHS | Students will be able to: <ul style="list-style-type: none"> • solve problems by making a real graph and analyzing the data. | <ul style="list-style-type: none"> • Partners use a bag of pattern blocks to sort the blocks into two groups and make a graph by placing the blocks on a grid. | <ul style="list-style-type: none"> • Bag of 10 Pattern Blocks (2 shapes) • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.4 A.1,2 4.5 A.1 |
| DATA & GRAPHS | <ul style="list-style-type: none"> • gather information and record the results using a bar graph. | <ul style="list-style-type: none"> • Given 2 different colored counters, students sort them into paired columns. They color their results onto a two-column graph. | <ul style="list-style-type: none"> • Two-column • Graph • Crayons • Counters • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation • Monitoring Progress B Activity | 4.4 A.1,2 4.4 C.1,2 |
| DATA & GRAPHS | <ul style="list-style-type: none"> • explore patterns. | <ul style="list-style-type: none"> • Play the “Pattern Game” using volunteers to come up and demonstrate a two-step pattern. Others try to guess the pattern. | <ul style="list-style-type: none"> • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.3 A.1 4.5 B.2,3,4 |
| DATA & GRAPHS | <ul style="list-style-type: none"> • copy geometric patterns. | <ul style="list-style-type: none"> • Students work in a group. One student constructs a train of cubes that has a two color pattern. Others must duplicate the pattern. | <ul style="list-style-type: none"> • Connecting Cubes • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.2 A.4 4.3 A.1 4.5 B.2 |
| DATA & GRAPHS | <ul style="list-style-type: none"> • describe and extend geometric patterns using manipulatives. | <ul style="list-style-type: none"> • In groups of three, students play “Guess My Pattern.” One student makes a pattern with counters, one describes it, and one extends it. | <ul style="list-style-type: none"> • Two different colored counters • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.3 A.1 4.5 B.3 |

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| PATTERNS | Students will be able to: <ul style="list-style-type: none"> • practice extending patterns. | <ul style="list-style-type: none"> • Play “Clap and Tap” with one student, clapping and tapping a pattern. The rest of the class extends the pattern. | <ul style="list-style-type: none"> • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.3 A.1 4.4 D.3 4.5 A.4 |
| PATTERNS | <ul style="list-style-type: none"> • Make predictions: identifying the shapes within real objects. | <ul style="list-style-type: none"> • Students listen to the story “What Could Come Next?” They discuss and answer questions about the pattern of birds and clouds, lions, and giraffes, hippos, and tigers. | <ul style="list-style-type: none"> • Big Book, Vol. 1 • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation • Monitoring Progress A Activity | 4.3 A.1 4.5 B.1 |
| PATTERNS | <ul style="list-style-type: none"> • find and use a pattern. | <ul style="list-style-type: none"> • Using one inch grid paper, students use two crayons to color a A-B-A-B pattern to make patchwork quilt. | <ul style="list-style-type: none"> • Teaching Tool 8 • Crayons | <ul style="list-style-type: none"> • Teacher Observation | 4.3 A.1 4.3 B.1 |
| PATTERNS | <ul style="list-style-type: none"> • find missing elements in a pattern. | <ul style="list-style-type: none"> • After making a pattern train, a group of students close their eyes while one student removes a cube. The others guess what is missing from the pattern. | <ul style="list-style-type: none"> • Connecting Cubes • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.3 A.1 4.5 B.1 |
| PATTERNS | <ul style="list-style-type: none"> • create patterns with simple objects. | <ul style="list-style-type: none"> • Use magazines to find and cut out two animals. Students glue them on paper in a pattern, then draw more to extend the pattern. | <ul style="list-style-type: none"> • Magazines • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation • Monitoring Progress B Activity | 4.3 A.1 |

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| NUMBERS TO 5 | Students will be able to: <ul style="list-style-type: none"> • count, write, identify, and represent numbers 1, 2, & 3. | <ul style="list-style-type: none"> • Use activity “It’s a Draw!” as students follow directions to draw 1, 2, or 3, items. They then discuss using number words. | <ul style="list-style-type: none"> • Crayons • Drawing Paper • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 A.1 4.4 D.1 |
| NUMBERS TO 5 | <ul style="list-style-type: none"> • count, write, identify and represent numbers 4 & 5. | <ul style="list-style-type: none"> • Using number cards 4 and 5, students draw a card, say its name, and represent the number with counters. They touch the counters and chorally count. | <ul style="list-style-type: none"> • Teacher Tool 12 • Counters • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 A.1 |
| NUMBERS TO 5 | <ul style="list-style-type: none"> • understand the concept of zero and identify when a picture shows zero objects. | <ul style="list-style-type: none"> • Give 2 pieces of paper, students write the numeral 5 on one piece and a zero on the other. After discussion about what zero means, students represent 5 and zero with connecting cubes on appropriate papers. | <ul style="list-style-type: none"> • Construction Paper • Connecting Cubes • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 A.1 |
| NUMBERS TO 5 | <ul style="list-style-type: none"> • practice counting and identifying numbers to 5. | <ul style="list-style-type: none"> • Students roll a die, say the number, and show that amount with counters. Two students compare their numbers and tell which number shows more. | <ul style="list-style-type: none"> • Dice • Teacher Tool 14 • Counters • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 A.1 4.5 B.2 |
| NUMBERS TO 5 | <ul style="list-style-type: none"> • use compare and contrast to solve problems. | <ul style="list-style-type: none"> • As “Count the Baby Animals” is read to the students, they answer questions about the number of animals they see. | <ul style="list-style-type: none"> • Big Book, Vol. 1 • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation • Monitoring Progress A Activity | 4.1 A.5 4.5 A.1 |

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| NUMBERS TO 5 | <p>Students will be able to:</p> <ul style="list-style-type: none"> gather information and make a picture graph to record the results and analyze the data. | <ul style="list-style-type: none"> After analyzing and discussing a graph of farm animals on the chalkboard, students draw a farm scene to show the exact amount of each animal that is indicated on the graph. | <ul style="list-style-type: none"> Drawing Paper Crayons Workbook Pages | <ul style="list-style-type: none"> Teacher Observation | 4.4 A.1,2 4.5 B.2 |
| NUMBERS TO 5 | <ul style="list-style-type: none"> use the words “equal to” to describe two or more sets of objects that have the same quantity. | <ul style="list-style-type: none"> After rolling a die, students represent that number using connecting cubes and counters. They tell about what they did using the words “equal to.” | <ul style="list-style-type: none"> Dice Connecting Cubes Counters Workbook Pages | <ul style="list-style-type: none"> Teacher Observation | 4.1 A.2 4.5 B.4 |
| NUMBERS TO 5 | <ul style="list-style-type: none"> use the words “more” and “less” to compare two or more sets of objects up to 5. | <ul style="list-style-type: none"> Show students a certain number from 0-5. They must use connecting cubes to make a number more than the given number. Then they make a number less than that number. They use the words “more” and “less” as they discuss answers. | <ul style="list-style-type: none"> Connecting Cubes Workbook Pages | <ul style="list-style-type: none"> Teacher Observation | 4.5 B.4 |
| NUMBERS TO 5 | <ul style="list-style-type: none"> use the words “before,” “after,” and “between” to order numbers to 5. | <ul style="list-style-type: none"> Students make trains of connecting cubes to show 1-5 cubes. They answer questions to indicate knowledge of numbers before, after, or between given numbers. | <ul style="list-style-type: none"> Connecting Cubes Workbook Pages | <ul style="list-style-type: none"> Teacher Observation | 4.5 B.1,4 |

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| NUMBERS TO 5 | <p>Students will be able to:</p> <ul style="list-style-type: none"> gather information and make a picture graph to record the results and analyze the data. | <ul style="list-style-type: none"> Use activity “On the Farm” to have students sort animals and vegetables into 2 groups before graphing them on paper. Discuss recordings. | <ul style="list-style-type: none"> Teacher Tool 95 Pictures of Animals & Vegetables Workbook Pages | <ul style="list-style-type: none"> Teacher Observation Monitoring Progress B Activity | 4.4 A.1,2 |
| NUMBERS TO 10 | <ul style="list-style-type: none"> count, write, identify, and represent numbers 6 and 7. | <ul style="list-style-type: none"> Students play the matching game in which they turn over two cards at a time and try to match dot cards with respective number cards. They say the number aloud each time they match. | <ul style="list-style-type: none"> Dot Cards (2-7) Number Cards (2-7) Teacher Tools 12 & 15 Workbook Pages | <ul style="list-style-type: none"> Teacher Observation | 4.1 A.5 4.5 B.1 |
| NUMBERS TO 10 | <ul style="list-style-type: none"> count, write, identify, and represent numbers 8 and 9. | <ul style="list-style-type: none"> Given a bag with either 8 or 9 pattern blocks, students count their blocks, write how many on their bag, and make a design using their blocks. | <ul style="list-style-type: none"> 17 Pattern Blocks Bags Workbook Pages | <ul style="list-style-type: none"> Teacher Observation | 4.1 A.5 4.2 A.4 4.2 B.1,2 |
| NUMBERS TO 10 | <ul style="list-style-type: none"> count, write, identify, and represent the number 10. | <ul style="list-style-type: none"> Use activity “Hopping to Ten” as students hop and count in sequence. | <ul style="list-style-type: none"> Workbook Pages | <ul style="list-style-type: none"> Teacher Observation | 4.1 A.1 |
| NUMBERS TO 10 | <ul style="list-style-type: none"> practice counting and identifying numbers to 10. | <ul style="list-style-type: none"> After taking a number card, the student represents that number with counters. | <ul style="list-style-type: none"> Number Cards 6-10 Counters Teacher Tools 12 & 13 Workbook Pages | <ul style="list-style-type: none"> Teacher Observation | 4.1 A.2 |

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| NUMBERS TO 10 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • solve problems by identifying the sequence of events. | <ul style="list-style-type: none"> • Students listen to “Hop, Skip, and Jump!” to discuss and answer questions regarding sequencing of events and how many of each animal. | <ul style="list-style-type: none"> • “Hop, Skip, & Jump” Big Book • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation • Monitoring Progress A Activity | 4.5 A.1 |
| NUMBERS TO 10 | <ul style="list-style-type: none"> • make a table to solve problems. | <ul style="list-style-type: none"> • Using animals from their Big Book story, poll class and together, make a tally chart to show favorite animals. Discuss the results of the chart. | <ul style="list-style-type: none"> • Paper for Tally Chart • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.4 A.1,2 4.5 B.3 |
| NUMBERS TO 10 | <ul style="list-style-type: none"> • use the words “more” or “less” to compare 2 or more sets of objects up to 10. | <ul style="list-style-type: none"> • After students write their first names on paper, they place one cube on each letter. They connect the cubes and count their cubes. Compare them with others and use the words “more” and/or “less” in the discussion. | <ul style="list-style-type: none"> • Connecting Cubes • Paper • Pencil • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 A.5 4.5 B.2,3,4 |
| NUMBERS TO 10 | <ul style="list-style-type: none"> • order numbers to 10. | <ul style="list-style-type: none"> • Each student has a set of number cards 1-10, shuffled. At “Go,” students see how quickly they can put their cards in order. Repeat several times. | <ul style="list-style-type: none"> • Number cards 1-10 • Teaching Tool 38 • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 A.5 4.4 D.3 |
| NUMBERS TO 10 | <ul style="list-style-type: none"> • gather information and make a bar graph to record the results and analyze the data. | <ul style="list-style-type: none"> • Groups of students sort counters by color, count, and record their results on a graph. | <ul style="list-style-type: none"> • Counters • Teacher Tool 25 • Crayons • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.4 A.1,2 |

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| SKILL AREA | STUDENT OBJECTIVE | EXAMPLE/ACTIVITIES | RESOURCE/MATERIALS | ASSESSMENT | NJ CORE CURRICULUM STANDARD |
|----------------------|--|---|--|---|-----------------------------|
| NUMBERS TO 10 | <p>Students will be able to:</p> <ul style="list-style-type: none"> count on and back numbers to 10 on a number line. | <ul style="list-style-type: none"> Partners take turns spinning a spinner. They touch count from one to that number on a number line. | <ul style="list-style-type: none"> Teaching Tools 15 & 40 Workbook Pages | <ul style="list-style-type: none"> Teacher Observation | 4.1 B.1 |
| NUMBERS TO 10 | <ul style="list-style-type: none"> identify ordinal numbers to tenth and use the words "first," "next," and "last." | <ul style="list-style-type: none"> Three students stand in front of the class. Other students answer questions about the "first," "next," and "last" student. | <ul style="list-style-type: none"> Workbook Pages | <ul style="list-style-type: none"> Teacher Observation Monitoring Progress B Activity | 4.1 A.1 4.5 A.1 |
| NUMBERS TO 20 | <ul style="list-style-type: none"> count, write, identify, and represent numbers 11, 12, and 13. | <ul style="list-style-type: none"> Play "What a Train!" After 1 student makes a train with connecting cubes to show 10, another student rolls a die with the numbers 11, 12, and 13 on it. He/she either adds 1, 2, or 3 cubes to the train to represent the number on the die. Count cubes aloud to check answer. | <ul style="list-style-type: none"> Connecting Cubes in 2 colors Teaching Tool 14 Workbook Pages | <ul style="list-style-type: none"> Teacher Observation | 4.1 A.1 4.5 B.3 |
| NUMBERS TO 20 | <ul style="list-style-type: none"> count, write, identify, and represent numbers 14 and 15. | <ul style="list-style-type: none"> Have 15 students sit on the floor in 3 rows. As a class, count the students aloud as the teacher points. The, one student leaves the seated group. Count 14 now. Discuss and write 14 is one less than 15 on chart paper. | <ul style="list-style-type: none"> Chart Paper Marker Workbook Pages | <ul style="list-style-type: none"> Teacher Observation | 4.1 A.1 B.1 |

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| SKILL AREA | STUDENT OBJECTIVE | EXAMPLE/ACTIVITIES | RESOURCE/MATERIALS | ASSESSMENT | NJ CORE CURRICULUM STANDARD |
|----------------------|--|---|--|---|-----------------------------|
| NUMBERS TO 20 | <p>Students will be able to:</p> <ul style="list-style-type: none"> count, write, identify and represent numbers 16 and 17. | <ul style="list-style-type: none"> Students count 6 jars of macaroni, each jar containing between 11-17 pieces of macaroni. After counting aloud, students check number written at the bottom of their jar to verify their answer. | <ul style="list-style-type: none"> Macaroni Containers Teacher Tool 19 Workbook Pages | <ul style="list-style-type: none"> Teacher Observation | 4.1 A.1 4.1 B.7 |
| NUMBERS TO 20 | <ul style="list-style-type: none"> count, write, identify and represent numbers 18 and 19. | <ul style="list-style-type: none"> As the teacher points to the numbers in order on a number line, students repeat a specified action and count aloud from 0-18, then 0-19. Repeat the activity again, counting backward to zero. | <ul style="list-style-type: none"> Number Line to 20 Pointer Workbook Pages | <ul style="list-style-type: none"> Teacher Observation | 4.1 A.1 4.5 B.1 |
| NUMBERS TO 20 | <ul style="list-style-type: none"> count, write, identify and represent the number 20. | <ul style="list-style-type: none"> Pairs of students choose 2 colors of connecting cubes to each make a train of 10. Count each other's train to check for 10. Join the 2 trains and count together to 20. Repeat using different color combinations. | <ul style="list-style-type: none"> Connecting Cubes Workbook Pages | <ul style="list-style-type: none"> Teacher Observation | 4.1 B.1,7 4.5 B.2 |
| NUMBERS TO 20 | <ul style="list-style-type: none"> practice counting and identifying numbers to 20. | <ul style="list-style-type: none"> After rolling a number cube labeled 15-20, partners take turns using pieces of macaroni and ten-frame to make the number. They should verbalize the concept that to make the numbers 11-20, they always begin with a group of 10. | <ul style="list-style-type: none"> Macaroni Number Cube 15-20 Teacher Tools 14 & 19 Workbook Pages | <ul style="list-style-type: none"> Teacher Observation | 4.1 A.2 4.5 B.2 |

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| SKILL AREA | STUDENT OBJECTIVE | EXAMPLE/ACTIVITIES | RESOURCE/MATERIALS | ASSESSMENT | NJ CORE CURRICULUM STANDARD |
|----------------------|--|---|--|---|-------------------------------|
| NUMBERS TO 20 | Students will be able to: <ul style="list-style-type: none"> • solve problems by using illustrations. | <ul style="list-style-type: none"> • Before reading “Our Neighborhood Walk,” students discuss pictures, count certain items, and make predictions about the story. As the story is read, students volunteer to answer the questions asked. | <ul style="list-style-type: none"> • Big Book, Vol. 1 • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation • Monitoring Progress A Activity | 4.5 A.2 C.3,4 |
| NUMBERS TO 20 | <ul style="list-style-type: none"> • draw a picture to solve a problem. | <ul style="list-style-type: none"> • After the students listen to the story “Planting a Garden,” they draw a picture to illustrate it. | <ul style="list-style-type: none"> • Crayons • Drawing Paper • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.5 A.1,3 |
| NUMBERS TO 20 | <ul style="list-style-type: none"> • use the words “more” and “fewer” to compare two numbers to 20. | <ul style="list-style-type: none"> • Once partners roll a die and represent their number with counters, they discuss their results by comparing their numbers and using the words “more” and/or “fewer.” | <ul style="list-style-type: none"> • Counters • Number Cubes • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 A.5 4.5 B.1 |
| NUMBERS TO 20 | <ul style="list-style-type: none"> • put numbers to 20 in order. | <ul style="list-style-type: none"> • Play “What Is the Missing Number?” As students tell what comes before and/or after the number rolled on the number cube. | <ul style="list-style-type: none"> • Teaching Tool 14 • Paper Squares • Number Line to 20 • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.5 B.1,2,3 |
| NUMBERS TO 20 | <ul style="list-style-type: none"> • skip count by 2's to 20. | <ul style="list-style-type: none"> • Using a number line, students roll a number cube, place their finger on that number on the line, and skip count (by 2's) to 20. Repeat this activity several times. | <ul style="list-style-type: none"> • Teaching Tool 14 • Number Line to 20 • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation • Monitoring Progress B Activity | 4.4 D.3 4.3 A.1 4.5 B.1 |

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| SKILL AREA | STUDENT OBJECTIVE | EXAMPLE/ACTIVITIES | RESOURCE/MATERIALS | ASSESSMENT | NJ CORE CURRICULUM STANDARD |
|-----------------------|--|--|--|---|-----------------------------|
| NUMBERS TO 100 | Students will be able to: <ul style="list-style-type: none"> count, write, identify, and represent numbers to 21, 22, 23, 24, and 25. | <ul style="list-style-type: none"> Students use connecting cubes to show 2 rows of 10, then either 1, 2, 3,4 or 5 extra to represent either 21, 22, 23, 24 or 25. They touche count each number to check. | <ul style="list-style-type: none"> Connecting Cubes Teaching Tool 20 Workbook Pages | <ul style="list-style-type: none"> Teacher Observation | 4.1 A.2 4.5 A.5 |
| NUMBERS TO 100 | <ul style="list-style-type: none"> count, write, identify, and represent numbers 26, 27, 28, 29 and 30. | <ul style="list-style-type: none"> After choosing a number card, students use ten frames and counters to represent the number on the card. Repeat this activity several times with different numbers. | <ul style="list-style-type: none"> Teaching Tools 19 & 46 Counters Workbook Pages | <ul style="list-style-type: none"> Teacher Observation | 4.1 A.2 |
| NUMBERS TO 100 | <ul style="list-style-type: none"> count, write, identify, and represent numbers to 50. | <ul style="list-style-type: none"> Each student takes a number card 30-50, says the number, then tells how many extras it takes to make the number. They show that number with manipulatives, using groups of ten as a basis. | <ul style="list-style-type: none"> Connecting Cubes Number Cards 30-50 Workbook Pages | <ul style="list-style-type: none"> Teacher Observation | 4.1 A.2 |
| NUMBERS TO 100 | <ul style="list-style-type: none"> use the words “more” and “fewer” to compare two numbers to 50. | <ul style="list-style-type: none"> Given a number line 10-50, and number cards 10-50, students take turns, in pairs, choosing a card and finding their number on the number line. They discuss and determine which number is “more” and which is “fewer.” | <ul style="list-style-type: none"> Number Cards 10-50 Number Lines 10-50 Workbook Pages | <ul style="list-style-type: none"> Teacher Observation | 4.1 A.5 4.5 B.2,3 |
| NUMBERS TO 100 | <ul style="list-style-type: none"> solve problems by summarizing. | <ul style="list-style-type: none"> As students listen to the story “Fantastic Adventure,” they discuss the numbers represented in the illustrations. | <ul style="list-style-type: none"> Big Book, Vol. 2 Workbook Pages | <ul style="list-style-type: none"> Teacher Observation Monitoring Progress A Activity | 4.5 A.1,2 4.5 B.2 |

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| SKILL AREA | STUDENT OBJECTIVE | EXAMPLE/ACTIVITIES | RESOURCE/MATERIALS | ASSESSMENT | NJ CORE CURRICULUM STANDARD |
|-----------------------|---|--|--|---|---------------------------------|
| NUMBERS TO 100 | Students will be able to: <ul style="list-style-type: none"> • solve problems by using a spinner to test probability and making a table to record the results. | <ul style="list-style-type: none"> • Each pair of students takes turns spinning a spinner and recording the results of the color landed on using tally marks. They discuss and compare results with other groups. | <ul style="list-style-type: none"> • Spinners (2/3 one color, 1/3 another color) • Tally Recording Sheet • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.4 A.2 4.4 B.1,2 4.5 B.1 |
| NUMBERS TO 100 | <ul style="list-style-type: none"> • use a number chart and the words “before” and “after” to count to 100. | <ul style="list-style-type: none"> • As a group, count to 100. Each time a 10 is reached, students make a train of 10 with connecting cubes. When 100 is reached, count trains together using counting by tens. | <ul style="list-style-type: none"> • Connecting Cubes • Hundred Chart • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 A.2 4.5 B.4 |
| NUMBERS TO 100 | <ul style="list-style-type: none"> • count by tens to 100. | <ul style="list-style-type: none"> • Partners take turns drawing number cards with a multiple of 10 on it and making connecting cube trains of ten to match the number drawn. | <ul style="list-style-type: none"> • Connecting Cubes • Number Cards 10, 20, 30....100 • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 A.2 4.5 B.2 |
| NUMBERS TO 100 | <ul style="list-style-type: none"> • count by fives to 100. | <ul style="list-style-type: none"> • Use “Five Trains” activity where students make number cards for fives to 100. They use red for the tens digit and black for the ones digit. Order their cards and count aloud by fives to 100. | <ul style="list-style-type: none"> • Connecting Cubes • Paper Squares • Red & Black Crayons • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 A.2 4.5 B.2 |

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| SKILL AREA | STUDENT OBJECTIVE | EXAMPLE/ACTIVITIES | RESOURCE/MATERIALS | ASSESSMENT | NJ CORE CURRICULUM STANDARD |
|-----------------------|---|---|--|---|-------------------------------|
| NUMBERS TO 100 | <p>Students will be able to:</p> <ul style="list-style-type: none"> estimate the number of items in a group of 100 and recognize when an estimate is reasonable. | <ul style="list-style-type: none"> Students play "About How Many?" to estimate whether a picture shows about 5, 20 or 100. | <ul style="list-style-type: none"> Picture Cards with approx. 5, 20 or 100 items Workbook Pages | <ul style="list-style-type: none"> Teacher Observation | 4.1 C.2 4.5 B.1 |
| NUMBERS TO 100 | <ul style="list-style-type: none"> estimate the number of items in a group of 100 and recognize when an estimate is reasonable. | <ul style="list-style-type: none"> As a group, students look at a group of paper clips on the overhead projector. Without counting, they guess if the amount is closer to 5, 20, or 100. Volunteers explain how they can answer without counting every clip. | <ul style="list-style-type: none"> Paper Clips Overhead Projector Workbook Pages | <ul style="list-style-type: none"> Teacher Observation Monitoring Progress B Activity | 4.1 C.2,3 4.5 B.3,4 |
| MONEY | <ul style="list-style-type: none"> identify and count pennies to 10 cents. | <ul style="list-style-type: none"> Play "Buy and Sell" where one student is the buyer and one is the seller as they buy common classroom items with their play pennies that are labeled with tags from 1¢ to 15¢. Count money aloud. | <ul style="list-style-type: none"> Pennies Classroom Items Price Tags Workbook Pages | <ul style="list-style-type: none"> Teacher Observation | 4.1 A.4 4.5 C.3,4 |
| MONEY | <ul style="list-style-type: none"> identify and count nickels to 30 cents. | <ul style="list-style-type: none"> Students work as partners to draw number cards 1-10. He/she shows that number of nickels, then counts by fives to tell how many cents. | <ul style="list-style-type: none"> Nickels Number Cards 1-10 Workbook Pages | <ul style="list-style-type: none"> Teacher Observation | 4.1 A.4 4.3 A.1 4.5 B.2 |
| MONEY | <ul style="list-style-type: none"> identify and count dimes to 50 cents. | <ul style="list-style-type: none"> Students work in pairs to choose a dime card (10¢ to 90¢). One shows that number of dimes. Both count the dimes by ten. | <ul style="list-style-type: none"> Dime Cards Dimes Workbook Pages | <ul style="list-style-type: none"> Teacher Observation | 4.1 A.4 4.3 A.1 4.5 B.3 |

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| SKILL AREA | STUDENT OBJECTIVE | EXAMPLE/ACTIVITIES | RESOURCE/MATERIALS | ASSESSMENT | NJ CORE CURRICULUM STANDARD |
|--------------|---|--|--|---|---------------------------------|
| MONEY | Students will be able to: <ul style="list-style-type: none"> • identify and count pennies, nickels, and dimes to 50 cents. | <ul style="list-style-type: none"> • Groups of students choose cards for money amounts of 16¢ - 29¢. They work together to find a way or ways to show that amount using coins. | <ul style="list-style-type: none"> • Dimes, Nickels, and Pennies • Index Cards • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 A.4 4.5 B.2,4 |
| MONEY | <ul style="list-style-type: none"> • solve problems by summarizing. | <ul style="list-style-type: none"> • As students listen to the story "Let's Go Shopping," they count the coins on each page. | <ul style="list-style-type: none"> • Big Book, Vol. 2 • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation • Monitoring Progress A Activity | 4.1 A.4 4.5 C.3,4 |
| MONEY | <ul style="list-style-type: none"> • solve problems by acting out how to buy an item up to 75 cents. | <ul style="list-style-type: none"> • Given pictures from magazines with tags indicating amounts, students work together to show that amount using coins. | <ul style="list-style-type: none"> • Dimes, Nickels, and Pennies • Magazine Pictures • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 A.4 4.5 A.3,5 4.5 B.2 |
| MONEY | <ul style="list-style-type: none"> • identify quarters and dollar bills. | <ul style="list-style-type: none"> • Each student in a group is given a bag of money. They identify each coin and bill by name and tell its worth. Switch bags and repeat activity. | <ul style="list-style-type: none"> • Coins, Dollar Bills • Bags • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 A.4 |
| MONEY | <ul style="list-style-type: none"> • recognize that money is used as a system of exchange. | <ul style="list-style-type: none"> • Pairs of students play "In the Store" where they take turns being the shopkeeper and shopper, buying classroom items that are tagged. The shopkeeper gives the correct change. | <ul style="list-style-type: none"> • Classroom Objects with Tags from 11¢ to 49¢ • Coins • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation • Monitoring Progress B Activity | 4.1 A.4 4.5 C.1,2,3 |

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| SKILL AREA | STUDENT OBJECTIVE | EXAMPLE/ACTIVITIES | RESOURCE/MATERIALS | ASSESSMENT | NJ CORE CURRICULUM STANDARD |
|--------------------|--|---|---|---|---------------------------------|
| MEASUREMENT | Students will be able to: <ul style="list-style-type: none"> • identify the longer or shorter of two or more objects. | <ul style="list-style-type: none"> • Given two objects of different length, students compare them using the words “longer,” and “shorter” in their conversation. | <ul style="list-style-type: none"> • Classroom Objects of varying length • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.2 D.1 4.5 D.2 |
| MEASUREMENT | <ul style="list-style-type: none"> • identify distances as near or far. | <ul style="list-style-type: none"> • Students listen and follow directions related to the terms “near” and “far” as they play “Simon Says, Far.” | <ul style="list-style-type: none"> • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.2 A.1 4.4 D.1 |
| MEASUREMENT | <ul style="list-style-type: none"> • use nonstandard units to estimate and measure length. | <ul style="list-style-type: none"> • Students measure some common classroom object by using counters. Compare and discuss answers. | <ul style="list-style-type: none"> • Counters • Common Class-room Objects • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 A.1 4.2 D.3 4.5 B.3 |
| MEASUREMENT | <ul style="list-style-type: none"> • use story details to solve problems. | <ul style="list-style-type: none"> • As students listen to the story “Help Sam Build,” they discuss and answer questions on each page. | <ul style="list-style-type: none"> • Big Book, Vol.2 • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation • Monitoring Progress A Activity | 4.1 D.1 4.5 A.2 |
| MEASUREMENT | <ul style="list-style-type: none"> • solve problems by estimating and measuring length. | <ul style="list-style-type: none"> • Students make a prediction about the length of objects as measured with connecting cubes. Then they measure and discuss whether their prediction was close. | <ul style="list-style-type: none"> • Common Class-room Objects • Connecting Cubes • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.2 D.3,4 4.5 A.5 4.5 B.3 |

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| SKILL AREA | STUDENT OBJECTIVE | EXAMPLE/ACTIVITIES | RESOURCE/ MATERIALS | ASSESSMENT | NJ CORE CURRICULUM STANDARD |
|--------------------|---|---|---|---|-------------------------------|
| MEASUREMENT | Students will be able to: <ul style="list-style-type: none"> • explore capacity using the words “more” and “less” to compare how much a container holds. | <ul style="list-style-type: none"> • Students choose 2 different sized containers and predict how many connecting cubes will fit into each. They fill the containers, count the cubes, and discuss results using the word “more” and “less.” | <ul style="list-style-type: none"> • Different Sized Containers • Connecting Cubes • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 C.3 4.2 D.4 4.5 B.4 |
| MEASUREMENT | <ul style="list-style-type: none"> • explore weight using the words “heavier” and “lighter” to compare the weight of two objects. | <ul style="list-style-type: none"> • Students use a balance to compare the weight of classroom objects. They discuss the weight of objects by using the words “heavier” and/or “lighter.” | <ul style="list-style-type: none"> • Balance • Classroom Objects • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.2 D.1 4.5 B.4 |
| MEASUREMENT | <ul style="list-style-type: none"> • explore temperature using the words “hot” and “cold” to compare. | <ul style="list-style-type: none"> • Students play “Hot and Cold Matching Game,” matching pictures of hot or cold objects to the appropriate word. | <ul style="list-style-type: none"> • Index Cards • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.2 D.1 4.5 B.4 |
| MEASUREMENT | <ul style="list-style-type: none"> • identify tools used for measuring. | <ul style="list-style-type: none"> • Given a ruler, balance, thermometer, and measuring cup, students match cards to the tool to demonstrate knowledge of what each tool is used to measure. | <ul style="list-style-type: none"> • Ruler • Balance • Thermometer • Measuring Cup • Index Cards labeled “length,” “weight,” “volume,” and “temperature” • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation • Monitoring Progress B Activity | 4.2 D.1 4.5 C.6 |

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| SKILL AREA | STUDENT OBJECTIVE | EXAMPLE/ACTIVITIES | RESOURCE/ MATERIALS | ASSESSMENT | NJ CORE CURRICULUM STANDARD |
|------------|---|--|--|---|---------------------------------|
| TIME | Students will be able to: <ul style="list-style-type: none"> • identify the names of the months of the year and their order. | <ul style="list-style-type: none"> • Play the “Matching Game” using the names of all 12 months. Students read aloud the months on the 2 cards chosen. If they match, they keep the cards and go again. Students may help each other identify the names of months. | <ul style="list-style-type: none"> • Name Cards for the Months • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.2 D.1 4.5 B.1 |
| TIME | <ul style="list-style-type: none"> • identify parts of a calendar including the days, month, and year, and use a calendar to gather information. | <ul style="list-style-type: none"> • Given a blank calendar, discuss the current classroom calendar as students fill in the month’s name, days of the week, and dates. | <ul style="list-style-type: none"> • Classroom Calendar • Crayons • Blank Calendar Page • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.2 D.1 4.4 A.2 |
| TIME | <ul style="list-style-type: none"> • solve problems by sequencing events. | <ul style="list-style-type: none"> • As students listen to “A Trip to Grandma’s,” they volunteer to find dates mentioned on the calendar. | <ul style="list-style-type: none"> • Big Book, Vol. 2 • Classroom Calendar • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation • Monitoring Progress A Activity | 4.2 D.1,3 4.5 A.2 4.5 D.3 |
| TIME | <ul style="list-style-type: none"> • use logical reasoning to solve problems and put pictures in sequence. | <ul style="list-style-type: none"> • With a partner, students describe how to make a peanut butter sandwich using 3 steps. | <ul style="list-style-type: none"> • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.4 D.1 4.5 B.1,2 |
| TIME | <ul style="list-style-type: none"> • use an analog and digital clock to tell time to the hour. | <ul style="list-style-type: none"> • Students play the “Matching Game” using analog and digital clocks to show 2 cards that match. Students say the time aloud. | <ul style="list-style-type: none"> • Index Cards • Demonstration Clocks • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.2 D.1 4.5 B.1 |

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| SKILL AREA | STUDENT OBJECTIVE | EXAMPLE/ACTIVITIES | RESOURCE/ MATERIALS | ASSESSMENT | NJ CORE CURRICULUM STANDARD |
|-------------------|--|---|---|---|-----------------------------|
| TIME | Students will be able to: <ul style="list-style-type: none"> • use an analog and digital clock to tell time to the half hour. | <ul style="list-style-type: none"> • Using a demonstration clock, help students to count to 30 as the minute hand on the clock is moved to the 6 to show it going from 2:00 to 2:30. Discuss and try more samples together. | <ul style="list-style-type: none"> • Demonstration Clock • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.2 D.1,2 4.5 A.1 |
| TIME | <ul style="list-style-type: none"> • identify approximately how long an activity takes place. | <ul style="list-style-type: none"> • Students draw on cards three activities that would take about a minute to do and three that would take about an hour. They switch cards with a partner and try to put the cards into 2 groups based on time spent to complete the activities drawn. | <ul style="list-style-type: none"> • Index Cards • Crayons | <ul style="list-style-type: none"> • Teacher Observation • Monitoring Progress B Activity | 4.2 D.4 4.5 A.1 |
| ADDITION CONCEPTS | <ul style="list-style-type: none"> • explore addition by joining two groups. | <ul style="list-style-type: none"> • Students use counters to model a story as it is told. Discuss the words “in all” and “altogether.” | <ul style="list-style-type: none"> • Counters • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 B.1 4.5 B.1,2 |
| ADDITION CONCEPTS | <ul style="list-style-type: none"> • explore addition by using numbers to describe the joining of two groups. | <ul style="list-style-type: none"> • In pairs, students place between 1-5 counters on the table from a can of counters. They put their counters together and verbalize an addition problem with its answer to represent their counters. | <ul style="list-style-type: none"> • Counters • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 B.1 4.5 B.1,2 |

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| SKILL AREA | STUDENT OBJECTIVE | EXAMPLE/ACTIVITIES | RESOURCE/MATERIALS | ASSESSMENT | NJ CORE CURRICULUM STANDARD |
|--------------------------|--|---|--|---|-----------------------------|
| ADDITION CONCEPTS | Students will be able to: <ul style="list-style-type: none"> • explore addition by increasing a group by one. | <ul style="list-style-type: none"> • Students work in pairs to roll a number cube. They represent that number using counters. They say the numbers together, add them, and tell the answer. | <ul style="list-style-type: none"> • Two-color Counters • Number Cubes 1-5 • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 B.1 4.4 D.3 |
| ADDITION CONCEPTS | <ul style="list-style-type: none"> • count on 1, 2, or 3 to explore addition. | <ul style="list-style-type: none"> • One partner connects 5 cubes. The other partner adds on from 1-3 cubes. They add how many all together. Repeat switching roles. | <ul style="list-style-type: none"> • Connecting Cubes - 2 colors • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 B.1,3 4.5 B.1,2 |
| ADDITION CONCEPTS | <ul style="list-style-type: none"> • use pictures and the + and = sign to show addition. | <ul style="list-style-type: none"> • Given a recording sheet with rows of $__ + __ = __$, students roll a die and represent that number with counters. They record their number in the first space. Then they roll the die again, represent the number with counters, and record that number. They count all of their counters and record their answer. Verbalize the problem together. | <ul style="list-style-type: none"> • Counters • Number Cubes 1-3 • Recording Sheets • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 B.1,4,5 4.5 B.1,2 |
| ADDITION CONCEPTS | <ul style="list-style-type: none"> • solve problems by comparing and contrasting. | <ul style="list-style-type: none"> • As students listen to "Come To Our Garden," they tell how the picture shows the number in the story. | <ul style="list-style-type: none"> • Big Book, Vol. 2 • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation • Monitoring Progress A Activity | 4.1 A.5 4.5 A.1 |

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| SKILL AREA | STUDENT OBJECTIVE | EXAMPLE/ACTIVITIES | RESOURCE/MATERIALS | ASSESSMENT | NJ CORE CURRICULUM STANDARD |
|--------------------------|---|--|---|---|-----------------------------|
| ADDITION CONCEPTS | Students will be able to: <ul style="list-style-type: none"> • solve an addition problem by drawing a picture. | <ul style="list-style-type: none"> • Use “Apples for Apples” activity as students represent a number with counters and a picture. They write an addition problem to match. | <ul style="list-style-type: none"> • Counters • Crayons • Paper • Number Cube 0-5 • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 B.1,6 |
| ADDITION CONCEPTS | <ul style="list-style-type: none"> • use manipulatives and formal addition sentences to show ways to make 4 and 5. | <ul style="list-style-type: none"> • Pairs of students toss 5 two-color counters on the table. On a recording sheet, they write an addition problem that represents their counters. Repeat several times, saying the problem aloud each time. | <ul style="list-style-type: none"> • Two-color Counters • Recording Sheets • Workbook pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 B.4,5 4.5 B.4 |
| ADDITION CONCEPTS | <ul style="list-style-type: none"> • use manipulatives and formal addition sentences to show ways to make 6 and 7. | <ul style="list-style-type: none"> • Using 6, then 7 two-color counters, students toss the counters and write problems to represent their counters. | <ul style="list-style-type: none"> • Two-color Counters • Paper; Pencil • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 B.4,5 4.5 B.4 |
| ADDITION CONCEPTS | <ul style="list-style-type: none"> • use manipulatives and formal addition sentences to show ways to make 8 and 9. | <ul style="list-style-type: none"> • Using 8-framed paint trays, students make and record problems using 2 different types of beans in the frames of the paint tray. Verbalize addition problems to represent beans they place in the tray. | <ul style="list-style-type: none"> • Watercolor Paint Trays • Two Types of Dried Beans • Workbook pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 B.4,5 4.5 B.2,4 |

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| SKILL AREA | STUDENT OBJECTIVE | EXAMPLE/ACTIVITIES | RESOURCE/MATERIALS | ASSESSMENT | NJ CORE CURRICULUM STANDARD |
|--------------------------|--|--|--|---|---------------------------------|
| ADDITION CONCEPTS | Students will be able to: <ul style="list-style-type: none"> • use manipulatives and formal addition sentences to show ways to make 10. | <ul style="list-style-type: none"> • In groups, students toss 10 two-color counters on the table. They write an additional sentence to represent the counters. | <ul style="list-style-type: none"> • Two-color Counters • Paper; Pencils • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.2 B.1,5 |
| ADDITION CONCEPTS | <ul style="list-style-type: none"> • explore addition in vertical form using pictures and formal sentences. | <ul style="list-style-type: none"> • Play "Roll 'Em!" where students record results in an addition problem in vertical form. | <ul style="list-style-type: none"> • Number Cubes 1-2 and 3-5 • Connecting Cubes • Blank Vertical Addition Recording Sheets • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.2 B.5,7 4.4 D.3 |
| ADDITION CONCEPTS | <ul style="list-style-type: none"> • practice formal addition sentences in horizontal and vertical form. | <ul style="list-style-type: none"> • As students listen to teacher-told stories as they are illustrated on the overhead, students record a number sentence to represent the story. | <ul style="list-style-type: none"> • Overhead Projector • Overhead Markers • Paper; Pencils • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.2 B.5 4.5 A.4 |
| ADDITION CONCEPTS | <ul style="list-style-type: none"> • explore addition using the basic commutative property. | <ul style="list-style-type: none"> • Using dominoes, students write a problem horizontally to match. They then turn the domino around and record another addition sentence, changing the order of the addends. Discuss the fact that the answer doesn't change. | <ul style="list-style-type: none"> • Dominoes • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 B.5 4.3 D.1,2 4.5 C.2 |

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GRADE K**

| SKILL AREA | STUDENT OBJECTIVE | EXAMPLE/ACTIVITIES | RESOURCE/MATERIALS | ASSESSMENT | NJ CORE CURRICULUM STANDARD |
|-----------------------------|---|--|---|---|-------------------------------|
| ADDITION CONCEPTS | Students will be able to: <ul style="list-style-type: none"> • use horizontal and vertical addition to add money to ten cents. | <ul style="list-style-type: none"> • Play “How Many Pennies?” where students roll a number cube and form horizontal and vertical problems to make addition problems showing money. | <ul style="list-style-type: none"> • Recording Sheets • Number Cube 1-3 • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 A.4 4.1 B.5 4.5 A.3 |
| SUBTRACTION CONCEPTS | <ul style="list-style-type: none"> • explore subtraction by separating two groups. | <ul style="list-style-type: none"> • After listening to a subtraction story, students draw a picture to model it. Discuss their drawings and the numbers involved. | <ul style="list-style-type: none"> • Crayons • Drawing Paper • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 B.1 4.5 A.1 4.5 B.3 |
| SUBTRACTION CONCEPTS | <ul style="list-style-type: none"> • explore subtraction by using numbers to describe the separating of two groups. | <ul style="list-style-type: none"> • Give each student 5 M & M's. They line them up and count. Then they eat 2 M & M's. They work together to fill in the blanks to the number sentence “5 take away ___ is ___.” | <ul style="list-style-type: none"> • M & M's • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 B.1 4.5 B.2 |
| SUBTRACTION CONCEPTS | <ul style="list-style-type: none"> • compare to find the difference in two groups. | <ul style="list-style-type: none"> • Students roll a number cube to make 2 rows of counters of the 2 numbers rolled. They compare the rows and tell how many more there are of one group. | <ul style="list-style-type: none"> • Two-color Counters • Number Cube 1-6 • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 A.5 4.4 D.3 4.5 B.2 |
| SUBTRACTION CONCEPTS | <ul style="list-style-type: none"> • use pictures and the - and = signs to show subtraction. | <ul style="list-style-type: none"> • Using the overhead transparency, students come up to cross out a certain amount from a group of items. They then write a subtraction sentence to match. | <ul style="list-style-type: none"> • Overhead • Markers • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 B.5 4.5 B.1 |

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| SKILL AREA | STUDENT OBJECTIVE | EXAMPLE/ACTIVITIES | RESOURCE/MATERIALS | ASSESSMENT | NJ CORE CURRICULUM STANDARD |
|-----------------------------|--|--|--|---|-----------------------------------|
| SUBTRACTION CONCEPTS | Students will be able to: <ul style="list-style-type: none"> • use illustrations to solve problems. | <ul style="list-style-type: none"> • As students listen to “A Day At the Park,” stop on certain pages for students to write a number sentence for illustrations. | <ul style="list-style-type: none"> • Big Book Vol. 2 • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation • Monitoring Progress A Activity | 4.1 B.1,5,8 4.5 C.3 |
| SUBTRACTION CONCEPTS | <ul style="list-style-type: none"> • solve problems by choosing the correct operation to perform. | <ul style="list-style-type: none"> • Students listen to teacher-told stories. They illustrate and discuss whether to write an addition or subtraction problem to match. | <ul style="list-style-type: none"> • Paper • Crayons • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 B.1,5,7 4.5 A.1 4.5 B.3 |
| SUBTRACTION CONCEPTS | <ul style="list-style-type: none"> • use manipulatives and formal subtraction sentences to find differences from 4 and 5. | <ul style="list-style-type: none"> • Play “Subtracting Cards” game with a partner. After a problem is made, students must read the subtraction sentence aloud. | <ul style="list-style-type: none"> • Number Cards 1-5 • Counters • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 B.1 4.5 B.2 |
| SUBTRACTION CONCEPTS | <ul style="list-style-type: none"> • use manipulatives and formal subtraction sentences to find differences from 6 and 7. | <ul style="list-style-type: none"> • Partners begin with 7 crayons. One student rolls a number cube 1-6 and takes away that amount. The other student tells a number sentence to represent it. Switch roles. | <ul style="list-style-type: none"> • Crayons • Number Cube 1-6 • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 B.1 4.5 B.2,4 |
| SUBTRACTION CONCEPTS | <ul style="list-style-type: none"> • use manipulatives and formal subtraction sentences to find differences from 8 and 9. | <ul style="list-style-type: none"> • One student begins with 8 or 9 counters. Another student rolls a number cube to see how many to take away. Together they write a number sentence to demonstrate how many are left. | <ul style="list-style-type: none"> • Counters • Number Cube 1-6 • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 A.1,5 4.5 B.2,3,4 |

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| SKILL AREA | STUDENT OBJECTIVE | EXAMPLE/ACTIVITIES | RESOURCE/MATERIALS | ASSESSMENT | NJ CORE CURRICULUM STANDARD |
|-----------------------------|--|--|--|---|-------------------------------|
| SUBTRACTION CONCEPTS | <p>Students will be able to:</p> <ul style="list-style-type: none"> use manipulatives and formal subtraction sentences to find differences from 10. | <ul style="list-style-type: none"> Partners play "Heads Up!" where one student takes away any number of chips from 10. The other student must decide how many were taken away and write a number sentence to match. Switch roles. | <ul style="list-style-type: none"> Ten Frame Counters Cups Workbook Pages | <ul style="list-style-type: none"> Teacher Observation | 4.1 B.1,3,5 4.5 A.3 |
| SUBTRACTION CONCEPTS | <ul style="list-style-type: none"> explore subtraction in vertical form using pictures and formal sentences. | <ul style="list-style-type: none"> Tell a subtraction story and model as it's told the way a subtraction sentence is written vertically. Students write their own vertical problems as other stories are told. | <ul style="list-style-type: none"> Overhead Materials Workbook Pages | <ul style="list-style-type: none"> Teacher Observation | 4.1 B.1,5 4.5 B.2 |
| SUBTRACTION CONCEPTS | <ul style="list-style-type: none"> practice formal subtraction sentences in horizontal and vertical form. | <ul style="list-style-type: none"> Students play "Got Milk?" using spinners for numbers in their problem and milk caps as counters. They record the subtraction number sentence they modeled. Explain their number sentence to the group. | <ul style="list-style-type: none"> Milk Carton Caps Spinners 3-6 & 1-4 Workbook Pages | <ul style="list-style-type: none"> Teacher Observation | 4.1 B.5 4.4 D.3 4.5 B.4 |
| SUBTRACTION CONCEPTS | <ul style="list-style-type: none"> explore subtraction using connections to addition and the basic commutative property. | <ul style="list-style-type: none"> Play "Leaving the Train" using connecting cubes as a train. Students keep taking 1 cube away at a time and recording subtraction problem. | <ul style="list-style-type: none"> Connecting Cubes Workbook Pages | <ul style="list-style-type: none"> Teacher Observation | 4.1 B.1,5 4.5 A.1 |

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| SKILL AREA | STUDENT OBJECTIVE | EXAMPLE/ACTIVITIES | RESOURCE/MATERIALS | ASSESSMENT | NJ CORE CURRICULUM STANDARD |
|---------------------------------|---|--|--|---|-------------------------------|
| SUBTRACTION CONCEPTS | Students will be able to: <ul style="list-style-type: none"> • use horizontal and vertical subtraction to subtract money from ten cents. | <ul style="list-style-type: none"> • Students play "Pay Up!", rolling number cubes representing the numbers with pennies, and writing a subtraction sentence to match, including the cent sign. | <ul style="list-style-type: none"> • Pennies • Number Cubes 1-3 & 5-10 • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation • Monitoring Progress B Activity | 4.1 A.4 4.1 B.5 |
| GEOMETRY & FRACTIONS | <ul style="list-style-type: none"> • sort solid figures according to their attributes. | <ul style="list-style-type: none"> • Discuss the following shapes as students handle them: sphere, rectangular prism, cone, cube, and cylinder. Sort in various ways by as many attributes as possible. | <ul style="list-style-type: none"> • Sphere, Rectangular, Prism, Cone, Cube, Cylinder • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.2 A.1,2 |
| GEOMETRY & FRACTIONS | <ul style="list-style-type: none"> • identify the relationship between solid and plane figures. | <ul style="list-style-type: none"> • Working with a partner, students draw shape cards from a pile. They try to make the same shape by tracing a solid figure. Repeat until all cards are used. | <ul style="list-style-type: none"> • Solid Figures • Shape Cards • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.2 A.2,4 |
| GEOMETRY & FRACTIONS | <ul style="list-style-type: none"> • compare and sort plane figures according to their attributes. | <ul style="list-style-type: none"> • Students use various potato stamps to make a design. Discuss with others the shapes used to make their designs. | <ul style="list-style-type: none"> • Potato Stamps in Shapes • Paint • Construction Paper • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.2 A.2 4.2 B.1 4.5 B.1 |

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|---------------------------------|---|--|--|---|---------------------------------|
| GEOMETRY & FRACTIONS | Students will be able to: <ul style="list-style-type: none"> • compare and sort plane figures according to their attributes. | <ul style="list-style-type: none"> • In pairs, one student picks a shape card and describes the shape to his/her partner, naming how many sides, corners, and any other attributes. Without seeing the shape, the other student draws the shape. Discuss results. Switch roles several times. | <ul style="list-style-type: none"> • Shape Cards • Paper, Pencil • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.2 A.4 4.5 B.2,4 |
| GEOMETRY & FRACTIONS | <ul style="list-style-type: none"> • copy and extend simple shape patterns. | <ul style="list-style-type: none"> • Teacher displays a 2-step pattern using attribute blocks. Students identify the pattern and extend it more. Continue, using other patterns. | <ul style="list-style-type: none"> • Attribute Blocks • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.2 A.2 4.2 B.1,2 4.5 B.1 |
| GEOMETRY & FRACTIONS | <ul style="list-style-type: none"> • solve problems by classifying and categorizing. | <ul style="list-style-type: none"> • As student listen to "It's Snack Time," they use illustrations to answer questions posed in the story. | <ul style="list-style-type: none"> • Big Book, Vol. 2 • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation • Monitoring Progress A Activity | 4.2 B.2 4.5 C.3 |
| GEOMETRY & FRACTIONS | <ul style="list-style-type: none"> • act out using pattern blocks to solve problems. | <ul style="list-style-type: none"> • Given cards with different designs, students duplicate them using real pattern blocks. Group members check each other's work. | <ul style="list-style-type: none"> • Pattern Blocks • Cards with Kites, Hexagons, Rectangles, etc. • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.2 B.1 4.5 B.2 |
| GEOMETRY & FRACTIONS | <ul style="list-style-type: none"> • explore the concept of "equal" and "unequal" parts. | <ul style="list-style-type: none"> • Given construction paper of different sizes and shapes, students find pieces that show equal parts. | <ul style="list-style-type: none"> • Construction Paper Shapes • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.2 A.1 4.5 A.1 |

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|---------------------------------|--|--|--|---|-----------------------------|
| GEOMETRY & FRACTIONS | Students will be able to: <ul style="list-style-type: none"> • explore the concept of “halves of a whole. “ | <ul style="list-style-type: none"> • Given construction paper shapes, students fold each in half and decide which shapes can show two equal parts. | <ul style="list-style-type: none"> • Construction Paper Shapes • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.2 A.1,3 4.5 B.2 |
| GEOMETRY & FRACTIONS | <ul style="list-style-type: none"> • explore the concept of equal groups as an introduction to fractions. | <ul style="list-style-type: none"> • Students toss a number cube and count out that amount of connecting cubes. Using 2 cups, they divide the cubes so that an equal number goes in each cup. | <ul style="list-style-type: none"> • Connecting Cubes • Number Cube With Only Even Numbers • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation | 4.1 A.1,2 |
| GEOMETRY & FRACTIONS | <ul style="list-style-type: none"> • identify symmetry and shapes that are symmetrical. | <ul style="list-style-type: none"> • Given construction paper shapes, students fold shapes to try to make lines of symmetry. They group shapes according to symmetrical and not symmetrical. | <ul style="list-style-type: none"> • Construction Paper Shapes • Workbook Pages | <ul style="list-style-type: none"> • Teacher Observation • Monitoring Progress B Activity | 4.2 A.3 4.5 B.2 |