



**Orange Township
Public Schools**
Mathematics & Science Department
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Non-Negotiables for Mathematics K-4

The list below outlines district expectations regarding the district's Mathematics programs in grades K-4

- District-approved curriculum/ unit guides and adopted programs (e.g. GoMath, Eureka Math, Math in Focus) are to be used as the primary instructional supports; making use of all essential components
- Every core lesson should reflect the Ideal Math Block breakdown specific to their respective grade span
- All students must maintain a Math Notebook
- Physical space should promote the teaching and learning of mathematics. Expected items are:
 - Progressive Word/Vocabulary Walls with Images
 - Current student work exemplars
 - Anchor Charts that convey big ideas
 - 8 Standards of Mathematical Practices
 - 5 Practices for Orchestrating Productive Math Discourse
 - Grouping Chart and Rotation Schedule
 - Objectives/Learning Targets posted on the board
 - Hundred Chart and Number Lines for completing operations with different structures of numbers such as whole numbers, fractions, decimals, and time
- Centers should reflect the needs of the students based on various types of data with activities that help to address learning gaps or promote further growth:
 - Centers must occur at least 3 times per week
 - Centers must include:
 - M: Meet with Teacher
 - A: Application/ Problem Solving
 - T: Technology
 - H: Hands on Activities
 - iReady Digital Platform must be used 45-50 minutes per week in the technology station

- Physical resources / Manipulatives that are grade ban specific.
 - Use of document camera throughout a lesson
 - Use of manipulatives must be evident when introducing / reinforcing a concept.
 - Manipulatives should support the major work of the grade. For example,
 - Hundred Chart to enforce counting concepts
 - Base ten blocks for place value concepts
 - Counters when working with counting and cardinality
 - Rekenreks for the development of number sense

- Lessons must include opportunities for students to be exposed to problem solving. This includes:
 - Anchor Task
 - Exit Ticket
 - Application Center
 - Guided / Independent Practice

- Use of the 5 practices for Orchestrating Productive Math Discourse (anticipate, monitor, select, sequence, connect) must be evident. Rich math discourse must be:
 - Prompted by teacher questioning
 - Allowing for students to reason / show their thinking
 - Provide opportunities for students to engage in discourse with peers

- Student Portfolios Must Include:
 - Graded ECRs with Corresponding Scoring Rubrics
 - Graded Curriculum Performance Tasks (Authentic Assessments)
 - Benchmark Assessments (K-2)

- Teacher- Led Small Group Instruction:
 - Area that is identified for small group must be evident and include:
 - Dry erase boards
 - Chart paper
 - Manipulatives
 - Be in proximity to anchor charts
 - Student Supplies such as pencils, erasers, and paper