Trimester	Unit Title	Recommended Instructional Days
2	**Addition**	**20-22 days**

Domain

Strand:

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

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

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

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

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

Major Cluster **Supporting Cluster** **Additional Cluster**

Progress Indicator: ◊ Tests ◊ Homework / Classwork ◊ Projects ◊ Formative assessments ◊Summative assessments

Mathematical Practices:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reason of others.
4. Model with mathematics.
5. Use appropriate tools strategically.

6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit

Essential Questions:
Lesson 1:How can you show addition as adding to?
Lesson 2: How can you show addition as putting together?
Lesson 3: How can you solve problems using the strategy act it out?
Lesson 4: How can you use objects and drawings to solve addition word problems?
Lesson 5: How can you use a drawing to find the number that makes a 10 from a given number?
Lesson 6: How can you solve addition word problems and complete the addition sentence?
Lesson 7: How can you solve addition word problems and complete the addition sentence?
Lesson 8: How can you model and write addition sentences for number pairs for sums to 5?
Lesson 9: How can you model and write addition sentences for number pairs for each sum of 6 and 7?
Lesson 10: How can you model and write addition sentences for number sentences for sums of 8?
Lesson 11: How can you model and write addition sentences for number pairs for sums of 9?
Lesson 12: How can you model and write addition sentences for number pairs for sums of 10?

Essential Understandings:
1. Use expressions to represent addition within 5.
2. Use expressions to represent addition.
3. Solve problems by using the strategy act it out.
4.Use objects and drawings to solve addition word problems within 5.
5. Use a drawing to find 10 from a given number and record the equation.
6. Solve addition word problems within 5 and record the equation.
7. Solve addition word problems within 10 and record the equation.
8. Decompose numbers within 5 into pairs in more than one way and record each decomposition with an equation.
9. Decompose 6 and 7 into pairs in more than one way and record each decomposition with an equation.
10. Decompose 8 into pairs in more than one way and record each decomposition with an equation.
11. Decompose 9 into pairs in more than one way and record each decomposition with an equation.
12. Decompose 10 into pairs in more than one way and record each decomposition with an equation.

Vocabulary:
- add

- is equal to
- plus
- pair
- six
- seven
- eight
- nine
- ten

Suggested Activity Description:
Personal Math Trainer, Tutorial Videos, Vocabulary Game, Reading Grab and Go Activity, Explore and Guided/Independent Practice related to the NJSLS, Evaluation Online Activity, Essential Question Discussion and Check –In, Basic Skills Review, Manipulative Activity, Reteach Activity, Reading Strategies Activity, Success for English Learners Activity, Performance Task

Interdisciplinary Connections:

STEM Activity: In Chapter 5, children extend their understanding of addition, through modeling. These same topics are used often in the development of various science concepts and process skills. Help children make the connection between math and science through the S.T.E.M. activities and activity worksheets found at www.thinkcentral.com.

In Chapter 5, children connect math and science with the S.T.E.M. Activity Aquarium Design and the accompanying worksheets (pages 177 and 178). Through this S.T.E.M. Activity, children will connect the GO Math! Chapter 5 concepts and skills with various web diagrams, including modeling. It is recommended that this S.T.E.M. Activity be used after Lesson 5.1.

Science:
1. Talk about the fact that stars may look small in the sky, but stars are very large when seen up close. Have children paste three stars on one side of a page. Then have them paste one star on the other side. Have children count the stars on the paper and tell how many in all. Invite children to repeat the activity, using another folded paper and sums to 5.

2. Have children draw two sets of one to four flowers. Ask children to share what they know about flowers. Have children tell how flowers are the same and different than each other. Elicit that flowers grow and that they need water. Ask children to tell an addition word problem about the sets of flowers that they drew. Then ask children to tell an addition sentence using numbers and symbols.

Social Studies:
1. Talk about how real trucks and trains travel all over the country, bringing people the food they need. Explain how food is something people need to survive. It is different from things people may want, such as toys. Have children draw two trains and two trucks. Have children count the number

of vehicles in all and write the number. Then invite children to repeat the activity with two sets with sums to 5, show their drawings, and tell how many in all.

2. Remind children that some of the goods or items people use are made by people who work in factories. Point out that crayons are made in factories. Name some other things in the classroom that are made in factories. Show two sets of crayons. Have children use their number tiles and symbol tiles to make an addition sentence about the sets of crayons.

Language Arts:
1. Vocabulary Builder Pg. 229 - How many birds are on the ground? *7* Have children show the number with a blue cube train and then write the number. How many birds are flying? *3*
Have children show the number with a red cube train and then write the number.
Have children put together the cube trains and count the cubes. Explain that 7 and 3 are a pair of numbers that make 10.
2. Pancakes for All - (From the Differentiated Centers Kits Grab and Go)
3. Flowers for Flossie - (From the Differentiated Centers Kits Grab and Go)

Spot Light On: Talk about the difference between weather and climate.

Social and Emotional Learning: ***Competencies***	**Social and Emotional Learning:** ***Sub-Competencies***
SEL Competencies: • Self- awareness • Social Awareness • Self- Management • Relationship Skills • Responsible Decision-Making	• Recognizing the importance of self-confidence in handling daily tasks and challenges. • Demonstrate an awareness of the expectations for social interactions in a variety of ways. • Demonstrate an understanding of the need for mutual respect when viewpoints differ. • Identify and apply ways to persevere through alternative methods to achieve goals. • Utilize positive communication and social skills to interact effectively with others. •Develop, implement, and model effective problem solving and critical thinking skills.

Assessments (Formative) ***To show evidence of meeting the standard/s, students will successfully engage within:***	**Assessments (Summative)** ***To show evidence of meeting the standard/s, students will successfully complete:***
Formative Assessments: • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments	**Benchmarks & Summative Assessments:** Chapter/Unit Assessments • Standardized Tests • District Assessments • Project-based Assessments

Differentiated Student Access to Content:
Teaching and Learning *Resources/Materials*

Core Resources	**Alternate Core Resources** ***IEP/504/At-Risk/ESL***	**ELL Core Resources**	**Gifted & Talented Core Resources**
Go Math Workbook, IXL, ST MATH 60 minutes a week, Personal Math Trainer, Math on the Spot Videos, My HRW, Khan Academy, Illustrative Mathematics, Learn360, TeacherTube, BrainPOP, Freckle, LearnZillion, MobyMax, Edulastic, Achieve the Core, Desmos,	Reteaching worksheets, Skill building workbook, Math manipulatives, Leveled practice worksheets	Dictionary for native language Video tutorial in native language Success for English Learners worksheets Leveled Strategies for English Learners Linguistic Support	ST Math special projects, Enrichment worksheets, Art of Problem Solving, Leveled assessments

Supplemental Resources

Technology:
• Chromebooks • Online math manipulatives
Other:
• Google Classroom, Google Meets,Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives

Differentiated Student Access to Content: **Recommended *Strategies & Techniques***			
Core Resources	**Alternate Core Resources** *IEP/504/At-Risk/ESL*	**ELL Core Resources**	**Gifted & Talented Core**
Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect student to related

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	**Disciplinary Concept(s):** Civic Responsibility	
	Core Ideas:	There are actions an individual can take to make this world a better place.
	Performance Expectation/s:	9.1.2.CR.1 Recognize ways to volunteer in the classroom, school and community.
	Career Readiness, Life Literacies, & Key Skills Practices	
	Act as a responsible and contributing community member and employee. **Attend to financial well-being.** **Consider the environmental, social and economic impacts of decisions.** **Demonstrate creativity and innovation.** **Utilize critical thinking to make sense of problems and persevere in solving them.** **Model integrity, ethical leadership and effective management.**	

	Plan education and career paths aligned to personal goals. **Use technology to enhance productivity, increase collaboration and communicate effectively.** **Work productively in teams while using cultural/global competence.**

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
	Amistad Law: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*		LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*		Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*	X	Standards in Action: *Climate Change*