

Trimester	Unit Title	Recommended Instructional Days
2	Count and Model Numbers	8 - 13 Days
Domain		
<p>Strand:</p> <ul style="list-style-type: none"> 1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. 1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases. <ul style="list-style-type: none"> 1.NBT.B.2a 10 can be thought of as a bundle of ten ones — called a “ten.” 1.NBT.B.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. 1.NBT.B.2c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). 1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. <p style="margin-top: 10px;"> Major Cluster Supporting Cluster Additional Cluster </p>		
<p>Progress Indicator: ◊ Tests ◊ Homework / Classwork ◊ Projects ◊ Formative assessments ◊ Summative assessments</p>		
Mathematical Practices:		
<ol style="list-style-type: none"> 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 NJSL-CLKS within Unit

Essential Questions:

- Lesson 6.1: How can knowing a counting pattern help you count to 120?
Lesson 6.2: How do numbers change as you count by tens to 120?
Lesson 6.3: How can you use different ways to write a number as ten and ones?
Lesson 6.4: How can you show a number as ten and ones?
Lesson 6.5: How can you model and name groups of ten?
Lesson 6.6: How can you group cubes to show a number as tens and ones?
Lesson 6.7: How can you show numbers to 100 as tens and ones?
Lesson 6.8: How can making a model help you show a number in different ways?
Lesson 6.9: How can you model, read, and write numbers from 100 to 110?
Lesson 6.10: How can you model, read, and write numbers from 110 to 120?

Essential Understandings:

- Lesson 6.1: Count by ones to extend a counting sequence up to 120
Lesson 6.2: Count by tens from any number to extend a counting sequence up to 120
Lesson 6.3: Use models and write to represent equivalent forms of ten and ones
Lesson 6.4: Use objects, pictures, and numbers to represent a ten and some ones
Lesson 6.5: Use objects, pictures, and numbers to represent items
Lesson 6.6: Group objects to show numbers to 50 as tens and ones
Lesson 6.7: Group objects to show numbers to 100 as tens and ones
Lesson 6.8: Solve problems using the strategy make a model
Lesson 6.9: Read and write numerals to represent a number of 100 to 110 objects
Lesson 6.10: Read and write numerals to represent a number of 110 to 120 objects

Vocabulary

- Digit
- Ones
- Ten

- Hundred

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 6, children extend their understanding of counting and modeling numbers through making tens and ones. These same topics are used often in the development of various science concepts and process skills. Help children make the connection between math, science, and engineering through the S.T.E.M. activities and activity worksheets found at www.thinkcentral.com.

In Chapter 6, children connect math and science with the S.T.E.M. Activity Rocks and Soil and the accompanying worksheets (pages 101 and 102). Through this S.T.E.M. Activity, children will connect the GO Math! Chapter 6 concepts and skills with various products of rocks and soil, including sorting and counting products. It is recommended that this S.T.E.M. Activity be used after Lesson 6.6.

Science:

1. Tell children that scientists use calculators and computers to look for patterns in data they gather from experiments. • On a calculator, demonstrate how to keep adding 2 by entering 2, 1, 2, and then pressing 5 repeatedly. Explain that each time the key is pressed, the calculator adds two. • Have children use calculators to investigate adding tens starting from different numbers. Have them use a Counting Chart to record the numbers that appear each time the 5 key is pressed. Help children analyze the patterns they recorded.

Social Studies:

1. Show children pictures that illustrate patterns in objects with cultural significance, such as pottery, rugs, blankets, jewelry, or clothing from various cultures. • Have children talk about the patterns and how they might be extended.

Language Arts:

1. Vocabulary Builder pg. 329 - **Visualize It** Have children draw pictures in the boxes to show the numbers. Invite children to share how they decided what to draw. **Understand Vocabulary** To ensure that children understand the Review Words, have them write the number word. You may also have them write the number, and draw circles to show the number.
2. Join us - (From the Grab and Go Differentiated Center Kit)
3. Strawberries - (From the Grab and Go Differentiated Center Kit)

Spot Light On: Show students the why behind how things are done when possible

Social and Emotional Learning: Competencies		Social and Emotional Learning: Sub-Competencies	
<p>SEL Competencies:</p> <ul style="list-style-type: none"> • Self- awareness • Social Awareness • Self- Management • Relationship Skills • Responsible Decision-Making 		<ul style="list-style-type: none"> • 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. 	
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments 		<p>Benchmarks & Summative Assessments:</p> <ul style="list-style-type: none"> Chapter/Unit Assessments • Standardized Tests • District Assessments • Project-based Assessments 	
<p>Differentiated Student Access to Content: Teaching and Learning <u>Resources/Materials</u></p>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<p>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, ST Math, Edulastic, Achieve the</p>	<p>Reteaching worksheets, Skill building workbook, Math manipulatives, Leveled practice worksheets</p>	<p>Dictionary for native language, Video tutorial in native language, Success for English Learners worksheets, Leveled Strategies for English Learners, Linguistic Support</p>	<p>ST Math special projects, G& T tasks, Enrichment worksheets, Art of Problem Solving, Leveled assessments</p>

Core, Desmos,			
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 <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	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	Disciplinary Concept(s): Global and Cultural Awareness		
	Core Ideas:	Individuals from different cultures may have different points of view and experiences.	

READINESS, LIFE LITERACIES & KEY SKILLS	<i>Performance Expectation/s:</i>	9.4.2.GCA:1 Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals
	Career Readiness, Life Literacies, & Key Skills Practices	
	<p>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.</p>	

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