









Grade K Mathematics
Unit 1: Represent, Count, and Write Numbers 0 to 5

September
2022

Trimester	Unit Title	Recommended Instructional Days
1	Represent, Count, and Write Numbers 0-5	18-20 days
Domain:		
<p><i>Strand:</i></p> <p> K.CC.B.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p> K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p> K.CC.B.4b Understand that the last number name ‘said - tells’ the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p> 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 $5 = 4 + 1$).</p> <p> K.CC.B.4c Understand that each successive number name refers to a quantity that is one larger.</p> <p>  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 NJSLs-CLKS within Unit

Essential Questions:

- Lesson 1: How can you show and count 1 and 2 with objects?
Lesson 2: How can you count and write 1 and 2 with words and numbers?
Lesson 3: How can you show and count 3 and 4 objects?
Lesson 4: How can you count and write 3 and 4 with words and numbers?
Lesson 5: How can you show and count up to 5 objects?
Lesson 6: How can you count and write up to 5 with words and numbers?
Lesson 7: How can you use two sets of objects to show 5 in more than one way?
Lesson 8: How do you know that the order of numbers is the same as a set of objects that is one larger?
Lesson 9: How can you solve problems using the strategy to make a model?
Lesson 10: How can you identify and write 0 with words and numbers?

Essential Understandings:

1. Model and count 1 and 2 with objects
2. Represent 1 and 2 objects with number names and written numerals
3. Model and count 3 and 4 with objects
4. Represent 3 and 4 objects with number names and written numerals
5. Model and count up to 5 with objects
6. Represent up to 5 objects with a number name and written numeral
7. Use objects and drawings to decompose 5 into pairs in more than one way
8. Know that each successive number refers to a quantity that is one larger
9. Solve problems by using the strategy to make a model
10. Represent 0 objects with a number name and written numeral

Vocabulary:

- one
- two
- three
- four
- five

- zero
- match
- pair
- and
- larger
- fewer
- more

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 1, children develop their understanding of representing, counting, and writing numbers 0 to 5, such as count sequence and 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 1, children connect math and science with the S.T.E.M. Activity Our Senses and the accompanying worksheets (pages 169 and 170). Through this S.T.E.M. Activity, children will connect the GO Math! Chapter 1 concepts and skills with various senses and counting abilities, including drawing certain amounts of objects. It is recommended that this S.T.E.M. Activity be used after Lesson 1.4.

Science:

1. Read and discuss “Fall Festival”, read aloud the fun facts about fall listed . Have children look at the story pictures again and discuss the Science question on each page.
2. Invite children to look through books or magazines to find pictures of animals with four legs. Ask children to make drawings of an animal or cutout pictures of animals chosen from magazines. Help children make a classroom poster titled “We Have Four Legs.”

Social Studies:

1. Discuss different jobs that people have in your school and a tool they might use. Write the names of some of these jobs on the board. For example, write teacher, librarian, nurse, and principal.
2. Look at the days in a school week on the calendar, pointing to each day—Monday through Friday—as you say its name. Have children count the number of days they come to school in one week.

Language Arts:

1. Pancakes For All - (From the Differentiated Centers Kits Grab and Go)

2. The Red Caboose - (From the Differentiated Centers Kits Grab and Go)			
Spot Light On: Define "include" with examples.			
Social and Emotional Learning: Competencies		Social and Emotional Learning: Sub-Competencies	
SEL Competencies: <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. 	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
Formative Assessments: <ul style="list-style-type: none"> • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments 		Benchmarks & Summative Assessments: <ul style="list-style-type: none"> Chapter/Unit Assessments • Standardized Tests • District Assessments • Project-based Assessments 	
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
Go Math Workbook, ST MATH 60 minutes a week, IXL, Personal Math Trainer, Math on the Spot Videos, My HRW, Khan Academy,	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	ST MATH special projects, Enrichment worksheets Art of Problem Solving Leveled assessments

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Illustrative Mathematics, Learn360, TeacherTube, BrainPOP, Freckle, LearnZillion, MobyMax, Edulastic, Achieve the Core, Desmos		Linguistic Support	
Supplemental Resources			
<p>Technology: • Chromebooks • Online math manipulatives Other: • Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives</p>			
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 READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept(s): Critical Thinking and Problem Solving	
	Core Ideas:	Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.
	Performance Expectation/s:	<ul style="list-style-type: none"> • 9.4.2.CT.2: Identify possible approaches and resources to execute a plan. • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
	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>