





Trimester	Unit Title	Recommended Instructional Days
1	Compare Numbers to 5	11-13 days
<b>Domain</b>		
<p><i>Strand:</i></p> <p> <b>K.CC.C.6</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p>  <b>Major Cluster</b>                 <b>Supporting Cluster</b>                 <b>Additional Cluster</b> </p>		
<p><i>Progress Indicator:</i> ◊ Tests ◊ Homework / Classwork ◊ Projects ◊ Formative assessments ◊ Summative assessments</p>		
<b>Mathematical Practices:</b>		
<ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reason of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol>		
<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit</b>		
<p><b>Essential Questions:</b></p> <p>Lesson 1: How can you use matching and counting to compare sets with the same number of objects?</p> <p>Lesson 2: How can you compare sets when the number of objects in one set is greater than the number of objects in the other set?</p> <p>Lesson 3: How can you compare sets when the number of objects in one set is less than the number of objects in the other set?</p>		

Lesson 4: How can you make a model to solve problems using a matching strategy?

Lesson 5: How can you use a counting strategy to compare sets of objects?

**Essential Understandings:**

1. Use matching and counting strategies to compare sets with the same number of objects.
2. Use matching and counting strategies to compare sets when the number of objects in one set is greater than the number of objects in the other set.
3. Use matching and counting strategies to compare sets when the number of objects in one set is less than the number of objects in the second set.
4. Make a model to solve problems using a matching strategy.
5. Use a counting strategy to compare sets of objects.

**Vocabulary:**

- compare
- greater
- less
- same number
- match
- more
- fewer
- one
- two
- three
- four
- five

**Suggested Activity Description:**

Personal Math Trainer, Tutorial Videos, Vocabulary Game, Reading Grab and Go Activity, Explore and Guided/Independent Practice related to the NJSL, 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 2, children develop their understanding of numbers to 5, such as counting, matching, and comparing these numbers. 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](http://www.thinkcentral.com).

In Chapter 2, children connect math, science, and engineering with the S.T.E.M. Activity Recycling Paper and the accompanying worksheets (pages 171 and 172). Through this S.T.E.M. Activity, children will connect the GO Math! Chapter 2 concepts and skills with various recyclable items and comparison abilities including recognizing a greater amount. It is recommended that this S.T.E.M. Activity be used after Lesson 2.5.

**Science:**

1. Discuss butterflies' antennae and taste buds as you introduce the chapter. How can you describe this butterfly? How can you describe flowers?
2. Discuss what children know about leaves. Leaves grow on different kinds of green plants. These plants store food (sugars) in their leaves. Have each child make a set of five cards with one, two, three, four, and five leaves. On a round, each child chooses a card and counts the leaves on it. One child identifies the number of leaves that is greater. The other child identifies the number of leaves that is less. When both cards have the same number of leaves, they shake hands. Then they return cards and continue playing.

**Social Studies:**

1. Explain that numbers are used all over the world to tell how many. Explain to children that the numbers we use today have not always been used. Long ago, people did not have words for all of the numbers. They had words for one and two, and used many for all other numbers. Using dot cards from 1 to 5, hold up one card at a time. Have children name the number on each card using one, two, or many.

**Language Arts:**

1. Vocabulary Builder pg. 79 - Look at the sets of animals. What animals do you see? How many sheep are in the pictures? How many baby ducks do you see? How many grown ducks are there?
2. Mabel's Place - (From the Differentiated Centers Kits Grab and Go)

**Spot Light On:** Define "include" with examples.

<b>Social and Emotional Learning: Competencies</b>	<b>Social and Emotional Learning: Sub-Competencies</b>
<p>SEL Competencies:</p> <ul style="list-style-type: none"> <li>• Self- awareness</li> <li>• Social Awareness</li> <li>• Self- Management</li> <li>• Relationship Skills</li> <li>• Responsible Decision-Making</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing the importance of self-confidence in handling daily tasks and challenges.</li> <li>• Demonstrate an awareness of the expectations for social interactions in a variety of ways.</li> <li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li> <li>• Identify and apply ways to persevere through alternative methods to achieve goals.</li> <li>• Utilize positive communication and social skills to interact effectively with others.</li> </ul>

		•Develop, implement, and model effective problem solving and critical thinking skills.	
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<b>Formative Assessments:</b> • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments		<b>Benchmarks &amp; Summative Assessments:</b> Chapter/Unit Assessments • Standardized Tests • District Assessments • Project-based Assessments	
<b>Differentiated Student Access to Content:</b> <b>Teaching and Learning <i>Resources/Materials</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources</b> <i>IEP/504/At-Risk/ESL</i>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
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
<b>Supplemental Resources</b>			
<b>Technology:</b> • Chromebooks • Online math manipulatives <b>Other:</b> • Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives			

<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
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

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept(s):</b> Critical Thinking and Problem Solving		
	<b>Core Ideas:</b>	Creativity and Innovation	
	<b>Performance Expectation/s:</b>	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.	
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>		
	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.		

**Grade K Mathematics**  
**Unit 2: Compare Numbers to 5**

September  
2022

	<p>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>
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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>	<b>X</b>	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Standards in Action: <i>Climate Change</i>