

Grade K Mathematics
Unit 3: Represent, Count and Write Numbers 6-9

September
2022

Trimester	Unit Title	Recommended Instructional Days
1	Represent, Count and Write Numbers 6-9	16 - 18 days
Domain		
<p>Strand:</p> <ul style="list-style-type: none"> 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). K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. K.CC.C.6 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. K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals. <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 NJSL-CLKS within Unit

Essential Questions:

- Lesson 1: How can you show and count 6 objects?
Lesson 2: How can you count and write up to 6 with words and numbers?
Lesson 3: How can you show and count 7 objects?
Lesson 4: How can you count and write up to 7 with words and numbers?
Lesson 5: How can you show and count 8 objects?
Lesson 6: How can you count and write up to 8 with words and numbers?
Lesson 7: How can you show and count 9 objects?
Lesson 8: How can you count and write up to 9 with words and numbers?
Lesson 9: How can you solve problems using the strategy draw a picture?

Essential Understandings:

1. Model and count 6 with objects.
2. Represent up to 6 objects with a number name and a written numeral.
3. Model and count 7 with objects.
4. Represent up to 7 objects with a number name and a written numeral.
5. Model and count 8 with objects.
6. Represent up to 8 objects with a number name and a written numeral.
7. Model and count 9 with objects.
8. Represent up to 9 objects with a number name and a written numeral.
9. Solve problems by using the strategy draw a picture.

Vocabulary:

- six
- seven
- eight
- nine

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 3, children develop their understanding of the numbers 6 to 9, such as counting and adding 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 and science through the S.T.E.M. activities and activity worksheets found at www.thinkcentral.com.

In Chapter 3, children connect math and science with the S.T.E.M. Activity Rocks and the accompanying worksheets (pages 173 and 174). Through this S.T.E.M. Activity, children will connect the GO Math! Chapter 3 concepts and skills with various types of rocks and counting abilities, including adding. It is recommended that this S.T.E.M. Activity be used after Lesson 3.8.

Science:

1. Tell children that together with a partner, they will collect objects from nature. Take pairs of children on a walk to collect things from nature to show sets of 7. Children might collect pebbles, pinecones, acorns, and leaves. Have children group their collections in sets of seven and write 7 on index cards to label each group.
2. Tell children that there are many kinds of spiders in the world. All spiders have eight legs, and up to eight eyes. The eight legs are attached in pairs to the body. Some spiders spin webs of silk. Many small spiders travel with the wind by making a long thread of silk. Have children draw a spider, count to be sure they have made eight legs, and record an 8 near the spider.

Social Studies:

1. Review the days of the week with children, pointing to each day on the calendar as you say the name. Have children count the number of days in one week. Ask children questions such as the following. How many days are there in a week? How many Mondays are there in a week?
2. Show children the calendar page for October. Tell them that October is a fall month. Discuss events that might happen in October. Explain that octo, the first part of the name of October, means “eight,” and tell children that long ago in ancient Rome, October was the eighth month of the year. Have children draw eight things that they might find or do in October.

Language Arts:

1. Vocabulary Builder pg. 117 - Which two sets have the same number of objects? Which set has more animals than the set of mice?
2. Mabel’s Place - (From the Differentiated Centers Kits Grab and Go)
3. A Nutty Story - (From the Differentiated Centers Kits Grab and Go)

Spot Light On: Group work/stations where classmates are included.

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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: • 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 <u>Resources/Materials</u>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	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,	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

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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): Critical Thinking and Problem Solving	
	Core Ideas:	With a growth mindset, failure is an important part of success

READINESS, LIFE LITERACIES & KEY SKILLS	<i>Performance Expectation/s:</i>	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
	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>	

<p>New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)</p>						
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>