

Trimester	Unit Title	Recommended Instructional Days
1 & 2	Represent and Compare Numbers to 10	14-16 Days
Domain		
<p><i>Strand:</i></p> <ul style="list-style-type: none"> ■ 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.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.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.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 equations (e.g. $5 = 2 + 3$ and $5 = 4 + 1$). ■ K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). ■ 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><i>Progress Indicator:</i> ◊ Tests ◊ Homework / Classwork ◊ Projects ◊ Formative assessments ◊ Summative assessments</p>		

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 NJSL-CLKS within Unit

Essential Questions:

Lesson 1: How can you show and count 10 objects?

Lesson 2: How can you count and write up to 10 with words and numbers?

Lesson 3: How can you use a drawing to make 10 from a given number?

Lesson 4: How can you count forward to 10 from a given number?

Lesson 5: How can you solve problems using the strategy make a model?

Lesson 6: How can you use counting strategies to compare sets of objects?

Lesson 7: How can you compare two numbers between 1-10?

Essential Understandings:

1. Model and count 10 with objects
2. Represent up to 10 with a number name and written numerals
3. Use a drawing to make 10 from a given number
4. Count forward to 10 from a given number
5. Solve problems by using the strategy make a model
6. Use counting strategies to compare sets of objects
7. Compare two numbers between 1 and 10.

Vocabulary:

- ten
- match
- pair
- and

- compare
- greater
- less

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 4, children extend their understanding of numbers to 10, such as comparing and counting these numbers. These same topics are often used 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 4, children connect math and science with the S.T.E.M. Activity Living and Nonliving and the accompanying worksheets (pages 175 and 176). Through this S.T.E.M. Activity, children will connect the GO Math! Chapter 4 concepts and skills with various classifications of living and nonliving, including counting different types of things in a group. It is recommended that this S.T.E.M. Activity will be used after Lesson 4.1.

Science:

1. Apple trees grow from a small seed. About how many seeds are in an apple? *10*

Additional facts about apples: The inside of an apple has five carpels arranged like a star. Each carpel contains one or two seeds.

Ask the following questions to guide children to an answer:

1. If each of the five carpels has two seeds, how can you use counters to show the number of seeds? *five sets of two counters*
2. How many counters did you use to show the number of seeds? *10*

2. Explain that many animals living in or near the ocean have ten legs. Some of these animals are crabs, lobsters, and shrimp. Have children look at pictures of these animals and discuss what they see. Encourage them to look for ways in which the animals are similar and different. Then have them draw a picture of one of these animals and write 10 near the legs to show how many.

Social Studies:

1. Tell children that many people make “Top 10” lists. Lists like “The 10 Most Important Events of the Year” or “The 10 Best Books to Read” are published in newspapers or presented on TV. Have children discuss what they would like to make a Top 10 list for. They may wish to choose their favorite animals, colors, or numbers. Let them work together to create a “Top 10” class list. Consider creating a class poster to show the results.

Language Arts

1. Vocabulary Builder pg. 179- Count the number of carrots and the number of celery sticks. 3, 3 Is the number of carrots greater than, less than, or the

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same number as the number of celery sticks? *same number* Circle the words that describe the number. *same number*
 Have children use objects to show the same number. Use the words greater than or less than to describe the number of trees and the number of bushes. *The number of trees is greater than the number of bushes.*
 2. I Know Numbers - (From the Differentiated Centers Kits Grab and Go)
 3. Racoons Playtime - (From the Differentiated Centers Kits Grab and Go)

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

Social and Emotional Learning: Competencies		Social and Emotional Learning: Sub-Competencies	
SEL Competencies: • 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 <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources

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Go Math Workbook, IXL, 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			
<p>Technology:</p> <ul style="list-style-type: none"> • Chromebooks • Online math manipulatives <p>Other:</p> <ul style="list-style-type: none"> • 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,	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

	and/or break assignments into segments of shorter tasks.		
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept(s): Education and Career		
	Core Ideas:	With a growth mindset, failure is an important part of success.	
	Performance Expectation/s:	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>		

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>