






Trimester	Unit Title	Recommended Instructional Days
2	Represent, Count and write 11 to 19	18 - 20 Days
<b>Domain</b>		
<p><b>Strand:</b></p> <p> <b>K.NBT.A.1</b> Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p> <b>K.CC.A.3</b> 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>  <b>Major Cluster</b>                 <b>Supporting Cluster</b>                 <b>Additional Cluster</b> </p>		
<p><b>Progress Indicator:</b> ◊ 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>		

**Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-CLKS within Unit**

**Essential Questions:**

- Lesson 1: How can you use objects to show 11 and 12 as ten ones and some more ones?  
Lesson 2: How can you count and write 11 and 12 with words and numbers?  
Lesson 3: How can you use objects to show 13 and 14 as ten ones and some more ones?  
Lesson 4: How can you count and write 13 and 14 with words and numbers?  
Lesson 5: How can you use objects to show 15 as ten ones and some more ones and show 15 as a number?  
Lesson 6: How can you solve problems using the strategy draw a picture?  
Lesson 7: How can you use objects to show 16 and 17 as ten ones and some more ones?  
Lesson 8: How can you count and write 16 and 17 with words and numbers?  
Lesson 9: How can you use objects to show 18 and 19 as ten ones and some more ones?  
Lesson 10: How can you count and write 18 and 19 with words and numbers?

**Essential Understandings:**

1. Use objects to decompose the numbers 11 and 12 into ten ones and some further ones.
2. Represent 11 and 12 objects with number names and written numerals.
3. Use objects to decompose the numbers 13 and 14 into ten ones and some further ones.
4. Represent 13 and 14 objects with number names and written numerals.
5. Use objects to decompose 15 into ten ones and some further ones and represent 15 with a number name and a written numeral.
6. Solve problems by using the strategy draw a picture.
7. Use objects to decompose the numbers 16 and 17 into tens ones and some further ones.
8. Represent 16 and 17 objects with number names and written numerals.
9. Use objects to decompose the numbers 18 and 19 into ten ones and some further ones.
10. Represent 18 and 19 objects with number names and written numerals.

**Vocabulary:**

- eleven
- twelve
- thirteen
- fourteen
- fifteen
- sixteen
- seventeen
- eighteen
- nineteen
- ones

**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 7, children develop their understanding of representing, counting and writing numbers 11 to 19, by practicing counting. 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](http://www.thinkcentral.com).

In Chapter 7, children connect math and science with the S.T.E.M. Activity Plants Grow and Change and the accompanying worksheets (pages 181 and 182). Through this S.T.E.M. Activity, children will connect the GO Math! Chapter 7 concepts and skills with counting plants, including counting and writing the number of seedlings in a picture. It is recommended that this S.T.E.M. Activity be used after Lesson 7.10.

**Science:**

1. Ahead of time, cut out pictures of animals and their habitats. Make a set of 11 or 12 of the same type of animal pictures for each habitat picture. Discuss with children the names of the animals and the places in which they live. Have children work in small groups to match the pictures of animals with a picture of that animal's habitat. Have children count the set of animals after they match them.

2. Discuss with children how people learn about their world using their five senses to see, hear, taste, touch, and smell. Have children name the part of their body that helps them hear. Then have children close their eyes and listen as you tap the desk with a ruler. Use a ruler to tap 13 times on the desk. Have children write the number of taps they heard. Compare answers and repeat with 14 taps.

**Social Studies:**

1. Display a picture of the White House and establish what it is, who lives there, and where it is located. Help children name the President. Tell children the following: I have two friends who live in Washington, D.C. David lives 10 miles from the White House. Jin lives 12 miles from the White House. Have children use connecting cubes to show the numbers 10 and 12. Then have children identify the distance that David lives from the White House and the distance that Jin lives from the White House.

2. Ask children to name a place in their community where flowers grow. Tell children that gardeners sometimes plant flowers in rows. Ask children to draw a row of 10 flowers and, under that, a row of three flowers. Suggest that children label their drawings with the number that tells how many in all. On the back of the page, have children draw a row of 10 flowers and a row of four flowers and label that drawing.

**Language Arts:**

1. Vocabulary Builder pg. 359 - Read the number words with children. Then count with children and identify the number on each rabbit. Tell children the rabbits are numbered in counting order. Have children circle the number word that is greater than nine.

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<p>2. Stop the Picnic! - (From the Differentiated Centers Kits Grab and Go)          3. Summertime Math - (From the Differentiated Centers Kits Grab and Go)</p> <p><b>Spot Light On:</b> Talk about the difference between weather and climate.</p>			
<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> <li>• Develop, implement, and model effective problem solving and critical thinking skills.</li> </ul>	
<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>	
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments</li> </ul>		<p><b>Benchmarks &amp; Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Chapter/Unit Assessments • Standardized Tests • District Assessments • Project-based Assessments</li> </ul>	
<b>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</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 Resources</b>
Go Math Workbook, IXL, ST MATH 60 minutes a week, Personal Math Trainer, Math on the Spot Videos, My HRW, Khan	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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Academy, Illustrative Mathematics, Learn360, TeacherTube, BrainPOP, Freckle, LearnZillion, MobyMax, ST Math, Edulastic, Achieve the Core, Desmos,		Linguistic Support	
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Chromebooks • Online math manipulatives</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
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

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept(s): Information and Media Literacy</b>	
	<b>Core Ideas:</b>	Digital tools and media resources provide access to vast stores of information that can be searched.
	<b>Performance Expectation/s:</b>	9.4.2.IML.1 Identify a simple search term to find information in a search engine or digital resource
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<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>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>
				X		Standards in Action: <i>Climate Change</i>