

Trimester	Unit Title	Recommended Instructional Days
3	Represent, Count and Write 20 and Beyond	16-18 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.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.A.1 Count to 100 by ones and by tens ■ 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:		
<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:

Essential Understandings:

- Lesson 1: How can you show and count 20 objects?
Lesson 2: How can you count and write up to 20 with words and numbers?
Lesson 3: How can you count forward to 20 from a given number?
Lesson 4: How can you solve problems using the strategy make a model?
Lesson 5: How does the order of numbers help you to count to 50 by ones?
Lesson 6: How does the order of numbers help you count to 100 by ones?
Lesson 7: How can you count to 100 by tens on a hundred chart?
Lesson 8: How can you use sets of tens to count to 100?

Activity Description:

1. Model and count with 20 objects.
2. Represent up to 20 objects with a number name and a written numeral.
3. Count forward to 20 from a given number.
4. Solve problems by using the strategy make a model.
5. Know the count sequence when counting to 50 by ones.
6. Know the count sequence when counting to 100 by ones.
7. Know the count sequence when counting to 100 by tens.
8. Use sets of tens to count to 100.

Vocabulary:

- tens
- twenty
- fifty
- one hundred

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 8, children develop their understanding of representing, counting and writing 20 and beyond, by writing numbers to 20 and recognizing sets of ten. 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 8, children connect math and science with the S.T.E.M. Activity Night Sky and the accompanying worksheets (pages 183 and 184). Through this S.T.E.M. Activity, children will connect the GO Math! Chapter 8 concepts and skills with counting stars in the sky including recognizing sets of ten in a scattered configuration. It is recommended that this S.T.E.M. Activity be used after Lesson 8.8.

Science:

1. Discuss with children that people can learn about their world using their five senses—sight, sound, taste, smell, and touch. If I want to know whether this lemon is sweet or sour, which sense will I use? taste Continue asking questions about the lemon, such as: If I want to know how the lemon feels, which sense will I use? touch Then have the children draw 20 lemons that they might see at the market.

2. Draw a fifty chart on chart paper, leaving each square large enough to hold a self-stick note. Next to it, write: day, night, day, night, day, night. Establish that day follows night and night follows day. Refer to it as a sequence, or order, that never changes. Recall that numbers have sequence, or order, too. Write the following on self-stick notes and show them on the board in this order: 44, 35, 40, 43, 38, 36, 41, 42, 39, 37. Have children place one self-stick note at a time on the fifty chart until the numbers are in order.

Social Studies:

1. Talk about what might be seen at an art museum. Explain that some artists make paintings or sculptures to show what people and things are like. Discuss how paintings and sculptures of families that lived long ago are different than those of today’s families. Talk about the clothing, homes, and toys. Tell children that marbles were used long ago. Have children tell about art that they have seen. Explain that they will use clay to show what they know about the number 20 by making marbles and arranging them. Give children time to use the clay and then invite them to share their “art” in a class museum.

2. Discuss the difference between needs and wants. Explain that food is a need and that a toy is a want. Talk about basic needs that people have such as shelter and food. Make a chart with the following information: 30 apples 27 apples 25 apples 26 apples 28 apples 29 apples Read the chart with children. Have children put the numbers on the chart in order and count from the greatest number to 50.

Language Arts:

1. Vocabulary Builder pg. 427 - How many sea otters are there? 18 Point to the number word that shows how

many sea otters in all. How many sea otters are wearing glasses? 15 Write the number. 15 Are there more sea otters wearing sunglasses or more sea otters without sunglasses? more sea otters with sunglasses
 2. Where's the Party - (From the Differentiated Centers Kits Grab and Go)
 3. Counting at the Market - (From the Differentiated Centers Kits Grab and Go)

Spot Light On: Recognizing similarities and differences of people and communities

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, 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, ST Math, 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, G& T tasks, Enrichment worksheets, Art of Problem Solving, Leveled assessments
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,	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	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose

Grade K Mathematics
Unit 8: Represent, Count and Write 20 and Beyond

September
2022

	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.	dictionary, and modified assessment and/or rubric.	interest-based extension activities, and connect student to related
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept(s): Technology Literacy		
	Core Ideas:	Digital tools can be used to display data in various ways. Digital tools have a purpose.	
	Performance Expectation/s:	9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools	
	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>