








Grade K Mathematics
Unit 1: Count, Write and Represent 1 Through 4

Updated August 2024

Trimester	Unit Title	Recommended Instructional Days
1	Count, Write and Represent 1 Through 4	6 - 8 days
Domain: Counting and Cardinality		
<p><i>Strand:</i></p> <p> K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ul style="list-style-type: none"> a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. <p> 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.</p> <p> 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).</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> Major Cluster</div> <div style="text-align: center;"> Supporting Cluster</div> <div style="text-align: center;"> Additional Cluster</div> <div style="text-align: center;"> Climate Change Opportunity</div> </div>		
<p>Progress Indicator: ◊ Tests ◊ Homework / Classwork ◊ Projects ◊ Formative assessments ◊ Summative Assessments ◊ Performance Based 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:

Lesson 1: How can you show and count 1 and 2 with objects?

Lesson 2: How can you count and write 1 and 2 with numbers?

Lesson 3: How can you show and count 3 and 4 objects?

Lesson 4: How can you count and write 3 and 4 with numbers?

Essential Understandings:

1. Model and count 1 and 2 objects.
2. Represent 1 and 2 objects with number names and written numerals.
3. Model and count 3 and 4 with objects.
4. Represent 3 and 4 objects with number names and written numerals.

Vocabulary:

- one
- two
- match
- three
- four

Suggested Activity Description:

Playful engagement, Active Child, Daily calendar routine, Whole group mini-lesson, Small group explorations, Waggle, On the Spot Videos, Tier 2 and 3 Intervention Resources, Vocabulary Activities, Grab and Go Differentiation Kit, Explore and Guided/Independent Practice related to the NJSLS, Essential Question Discussion and Check-In, Share and Show, Basic Skills Review, Manipulative Activity, Reteach Activity, Reading Strategies Activity, Making Connections, Multilingual Support, Performance Task, Enrich Activity, Exit Ticket

Interdisciplinary Connections:

Science:

(Lesson 1.3)

Materials: animal books, discarded magazines, glue

1. Invite children to look through books or magazines to find pictures of animals with four legs.
2. Ask children to make drawings of an animal or cut out pictures of animals chosen from magazines.

3. Help children make a classroom poster titled “We Have Four Legs.”

Social Studies:

(Lesson 1.3)

1. Discuss different jobs that people have in your school and a tool they might use. Write the names of some of these jobs on the board. For example, write teacher, librarian, nurse, and principal.
2. Ask children to draw a picture of one of the people doing his or her job.
3. Count how many different jobs there are in your school.

Language Arts:

1. Pancakes For All - (From the Differentiated Centers Kits Grab and Go)

Spot Light On: Define "include" with examples.

Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies
<p>SEL Competencies:</p> <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>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments 	<p>Benchmarks & Summative Assessments:</p> <ul style="list-style-type: none"> Chapter/Unit Assessments • Standardized Tests • Project-based Assessments
Differentiated Student Access to Content:	

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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, Interactive Student Edition, ST MATH 60 minutes a week, Waggle, Math on the Spot Videos, iReady, Khan Academy, Illustrative Mathematics, Learn360, TeacherTube, BrainPOP, Freckle, LearnZillion, MobyMax, Achieve the Core, Desmos, RTI	Reteaching worksheets, Skill building workbook, Math manipulatives, iTools, Leveled practice worksheets	Multilingual glossary, eGlossary, Multilingual Activities on ED, Vocabulary Cards, 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	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

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	preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.		
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept(s): Critical Thinking and Problem Solving		
	Core Ideas:	Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.	
	Performance Expectation/s:	<ul style="list-style-type: none"> • 9.4.2.CT.2: Identify possible approaches and resources to execute a plan. • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 	
	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>
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