Trimester	Unit Title	Recommended Instructional Days
1	**Compare Numbers Through 5**	**8 - 11 days**

Domain: Counting and Cardinality

Strand:

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. (Include groups with up to ten objects.)

K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.
c. Understand that each successive number name refers to a quantity that is one larger.

Major Cluster **Supporting Cluster** **Additional Cluster** **Climate Change Opportunity**

Progress Indicator: ◊ Tests ◊ Homework / Classwork ◊ Projects ◊ Formative assessments ◊Summative assessments ◊ Performance Based Assessments

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 NJSLS-CLKS within Unit

Essential Questions:
Lesson 1: How can you tell if two groups are the same size?
Lesson 2: How can you decide which group has more?
Lesson 3: How can you decide which group has less?
Lesson 4: How can you use matching to compare groups?
Lesson 5: How can you use counting to compare groups?
Lesson 6: How can you identify numbers from the very beginning to the very end?

Essential Understandings:
1. Compare sets of up to 5 objects using the words equal to.
2. Compare sets of up to 5 objects using the words greater than.
3. Compare sets of up to 5 objects using the words less than.
4. Compare sets of up to 5 objects by matching.
5. Compare sets of up to 5 objects by counting.
6. Identify objects in a sequence from first to fifth.

Vocabulary:
- compare
- equal to
- greater than
- less than
- first
- second
- third
- fourth
- fifth
- before
- after

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 3.5)
Materials: Index cards, crayons
1. Discuss what children know about leaves. Leaves grow on different kinds of green plants. These plants store food (sugars) in their leaves. Have each child make a set of five cards with one, two, three, four, and five leaves.
2. Children work in pairs. They place all cards facedown.
3. On a round, each child chooses a card and counts the leaves on it. One child identifies the number of leaves that is greater. The other child identifies the number of leaves that is less. When both cards have the same number of leaves, they shake hands. Then they return cards and continue playing.

(Lesson 3.6)
Materials: Animal pictures
1. Display sets of five animal pictures, such as duck, squirrel, bird, cat, and dog. Give each animal an ordinal number.
2. Have children place the animals in the correct order. For example: The squirrel is first. The bird is fifth.
3. Challenge children to work with a partner to create a new animal order. Partners can take turns giving directions and moving the animals.

Social Studies:
(Lesson 3.5)
Materials: Dot cards (1–6)
1. Explain that numbers are used all over the world to tell how many. Explain to children that the numbers we use today have not always been used. Long ago, people did not have words for all of the numbers. They had words for one and two, and used many for all other numbers.
2. Using dot cards from 1 to 5, hold up one card at a time. Have children name the number on each card using one, two, or many.

(Lesson 3.6)
Materials: American flag
1. Display an American flag and discuss how it is a symbol of the United States. Talk about the 13 stripes representing the original 13 colonies and the stars representing the 50 states.
2. Have children follow oral directions to draw their own flags. Use ordinal numbers when giving directions as follows.
3. First, draw a square in the upper left corner. Second, draw lines to show 13 stripes. Third, color every other stripe red. Fourth, draw 50 stars in the square. Fifth, color around the stars with blue.

Language Arts:
1. Racoon's 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	• 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) ***To show evidence of meeting the standard/s, students will successfully engage within:***	**Assessments (Summative)** ***To show evidence of meeting the standard/s, students will successfully complete:***
Formative Assessments: • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments	**Benchmarks & Summative Assessments:** Chapter/Unit Assessments • Standardized Tests • Project-based Assessments

Differentiated Student Access to Content: **Teaching and Learning *Resources/Materials***			
Core **Resources**	**Alternate** **Core Resources** ***IEP/504/At-Risk/ESL***	**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			
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 *Strategies & Techniques***			
Core Resources	**Alternate Core Resources** *IEP/504/At-Risk/ESL*	**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 READINESS, LIFE LITERACIES & KEY SKILLS	**Disciplinary Concept(s):** Critical Thinking and Problem Solving	
	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
	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.**

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
	Amistad Law: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*		LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*	**X**	Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*		Standards in Action: *Climate Change*