

**Grade K Mathematics**  
**Unit 9: Order and Compare Numbers Through 10**

Updated August 2024

Trimester	Unit Title	Recommended Instructional Days
2	<b>Order and Compare Numbers Through 10</b>	5 - 8 days
<b>Domain: Counting and Cardinality &amp; Operations and Algebraic Thinking</b>		
<p><i>Strand:</i></p> <ul style="list-style-type: none"> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #008000; margin-right: 5px;"></span> <b>K.CC.A.1</b> Count to 100 by ones and tens.</li> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #008000; margin-right: 5px;"></span> <b>K.CC.A.2</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</li> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #008000; margin-right: 5px;"></span> <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).</li> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #008000; margin-right: 5px;"></span> <b>K.CC.B.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.               <ul style="list-style-type: none"> <li>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.</li> <li>c. Understand that each successive number name refers to a quantity that is one larger.</li> </ul> </li> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #008000; margin-right: 5px;"></span> <b>K.CC.B.5</b> 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.</li> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #008000; margin-right: 5px;"></span> <b>K.CC.C.6</b> 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).</li> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #008000; margin-right: 5px;"></span> <b>K.CC.C.7</b> Compare two numbers between 1 and 10 presented as written numerals.</li> </ul>		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="display: flex; align-items: center;"> <span style="width: 15px; height: 15px; background-color: #008000; margin-right: 5px;"></span> Major Cluster         </div> <div style="display: flex; align-items: center;"> <span style="width: 15px; height: 15px; border: 1px solid #008000; margin-right: 5px;"></span> Supporting Cluster         </div> <div style="display: flex; align-items: center;"> <span style="width: 15px; height: 15px; border: 1px solid #008000; border-radius: 50%; margin-right: 5px;"></span> Additional Cluster         </div> <div style="display: flex; align-items: center;"> <span style="color: #008000; font-size: 20px; margin-right: 5px;">🌱</span> Climate Change Opportunity         </div> </div>		

**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 NJSL-CLKS within Unit**

**Essential Questions:**

- Lesson 1: Delete - not in line with NJSL Grade K, instead focus on oral counting forward from a given number to 10.  
Lesson 2: How can you compare sets of objects by matching?  
Lesson 3: How can you compare sets of objects by counting?  
Lesson 4: What is a number line?  
Lesson 5: How can you compare two numbers between 1 and 10?  
Lesson 6: How can you compare numbers and sets of objects to 10?

**Essential Understandings:**

1. Delete - not in line with NJSL Grade K, instead focus on oral counting forward from a given number to 10.
2. Can compare sets of up to 10 objects by matching.
3. Can compare sets of up to 10 objects by counting.
4. Use a number line to find one more than 10.
5. Compare two numbers between 1 and 10.
6. Compare numbers and sets of objects to 10.

**Vocabulary:**

None in this unit. Reinforce previous vocabulary.

**Suggested Activity Description:**

Playful engagement, Active Child, Daily calendar routine, Whole group mini-lesson, Small group explorations, Waggle, On the Spot Videos, Tier 2

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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:**

**Language Arts:**

1. Vocabulary Builder TE pg. 314.

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

Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>
SEL Competencies: <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>
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><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 • Project-based Assessments</li> </ul>

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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, 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><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>			
Differentiated Student Access to Content: Recommended <i>Strategies &amp; 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	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate

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individual instruction as needed, modify assessments and/or rubrics, repeat	(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.	necessary, supplemental materials including use of an online bilingual dictionary, and modified assessment and/or rubric.	authentic components, propose interest-based extension activities, and connect student to related
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<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept(s):</b> Critical Thinking and Problem Solving	
	<b>Core Ideas:</b>	<b>With a growth mindset, failure is an important part of success</b>
	<b>Performance Expectation/s:</b>	<b>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</b>
	<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>	<b>X</b>	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Standards in Action: <i>Climate Change</i>
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