










**Grade K Mathematics**  
**Unit 10: Put Together and Take Apart Numbers to 10**

Updated August 2024

| Trimester   | Unit Title                                       | Recommended Instructional Days |
|---|--|--------------------------------|
| 2   | <b>Put Together and Take Apart Numbers to 10</b> | <b>8 - 11 days</b>             |
| <b>Domain: Operations and Algebraic Thinking</b>  |  |                                |
| <p><i>Strand:</i></p> <p> <b>K.OA.A.1</b> Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.</p> <p> <b>K.OA.A.2</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. </p> <p> <b>K.OA.A.3</b> Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2+3</math> and <math>5 = 4 + 1</math>)</p> <p> <b>K.OA.A.4</b> For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings c and record the answer with a drawing or equation.</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> <b>Major Cluster</b></div> <div style="text-align: center;"> <b>Supporting Cluster</b></div> <div style="text-align: center;"> <b>Additional Cluster</b></div> <div style="text-align: center;"> <b>Climate Change Opportunity</b></div> </div> |  |                                |
| <p><b>Progress Indicator:</b> ◊ Tests ◊ Homework / Classwork ◊ Projects ◊ Formative assessments ◊ Summative assessments ◊ Performance Based 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> </ol>   |  |                                |

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 put together numbers to make 6 and 7?  
Lesson 2: How can you put together numbers to make 8?  
Lesson 3: How can you put together numbers to make 9?  
Lesson 4: How can you put together numbers to make 10?  
Lesson 5: How can you take away numbers from 6 and 7?  
Lesson 6: How can you take away numbers from 8 and 9?  
Lesson 7: How can you take away numbers from 10?  
Lesson 8: How can you put together and take away numbers within 10?

**Essential Understandings:**


1. Put together numbers to make 6 and 7.
2. Put together numbers to make 8
3. Put together numbers to make 9.
4. Put together numbers to make 10.
5. Take away numbers from 6 and 7.
6. Take away numbers from 8 and 9.
7. Take away numbers from 10.
8. Put together and take away numbers within 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 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

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| <p><b>Interdisciplinary Connections:</b></p> <p><b>Language Arts:</b><br/>         1. Vocabulary Builder TE pg. 356.</p> <p> <b>Climate Change:</b> Students may use counters or a drawing for the following problem: There are 4 ducks swimming in the pond. Then, 3 more ducks join them. How many ducks are swimming in the pond now? With prompting and support, students may ask and answer questions about the type of environment ducks need such as what kind of water they prefer, what they eat, and where they build their nests.</p> <p><b>Spot Light On:</b> Group work/stations where classmates are included.</p> |  |
| <b>Social and Emotional Learning:<br/>Competencies</b>  | <b>Social and Emotional Learning:<br/>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><br><i>To show evidence of meeting the standard/s, students will successfully engage within:</i>  | <b>Assessments (Summative)</b><br><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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| <b>Differentiated Student Access to Content:<br/>Teaching and Learning <i>Resources/Materials</i></b>  |  |   |  |
|--|--|---|--|
| <b>Core Resources</b>  | <b>Alternate Core Resources<br/><i>IEP/504/At-Risk/ESL</i></b>   | <b>ELL Core Resources</b>   | <b>Gifted &amp; Talented Core Resources</b>  |
| 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   |
| <b>Supplemental Resources</b>  |  |   |  |
| <p><b>Technology:</b><br/>           • Chromebooks • Online math manipulatives<br/> <b>Other:</b><br/>           • Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives</p> |  |   |  |
| <b>Differentiated Student Access to Content:<br/>Recommended <i>Strategies &amp; Techniques</i></b>  |  |   |  |
| <b>Core Resources</b>  | <b>Alternate Core Resources<br/><i>IEP/504/At-Risk/ESL</i></b>   | <b>ELL Core Resources</b>   | <b>Gifted &amp; Talented Core</b>  |
| 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 | 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 | 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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|  | 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. | and/or rubric. |  |
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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.<br/>           Attend to financial well-being.<br/>           Consider the environmental, social and economic impacts of decisions.<br/>           Demonstrate creativity and innovation.<br/>           Utilize critical thinking to make sense of problems and persevere in solving them.<br/>           Model integrity, ethical leadership and effective management.<br/>           Plan education and career paths aligned to personal goals.<br/>           Use technology to enhance productivity, increase collaboration and communicate effectively.<br/>           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:<br><i>N.J.S.A. 18A 52:16A-88</i> | Holocaust Law:<br><i>N.J.S.A. 18A:35-28</i> | LGBT and Disabilities Law:<br><i>N.J.S.A. 18A:35-4.35</i> | <b>X</b> | Diversity & Inclusion:<br><i>N.J.S.A. 18A:35-4.36a</i> | <b>X</b> | Standards in Action:<br><i>Climate Change</i> |
|---|---|---|----------|--|----------|---|