







Trimester	Unit Title	Recommended Instructional Days
3	Count to 100	4 - 7 days
Domain: Counting and Cardinality		
<p>Strand:</p> <p> K.CC.A.1 Count to 100 by ones and tens.</p> <p> K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>  Major Cluster  Supporting Cluster  Additional Cluster  Climate Change Opportunity </p>		
<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		
<p>Essential Questions: Lesson 1: How can you count to 50 by ones? Lesson 2: How can you count to 100 by ones? Lesson 3: How can you count to 100 by tens?</p>		

Lesson 4: How can you count forward to 20? (Focus on counting forward. Students are not required to count backward, can use for G&T)

Essential Understandings:

1. Count to 50 by ones.
2. Count to 100 by ones
3. Count to 100 by tens.
4. Count forward to 20. (Focus on counting forward. Students are not required to count backward, can use for G&T)

Vocabulary:

- fifty
- one hundred

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 NJLS, 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:

Materials: self-stick notes, chart paper (Lesson 16.1)

1. 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.
2. Recall that numbers have sequence, or order, too.
3. 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:

Materials chart paper (Lesson 16.1)

1. Discuss the difference between needs and wants. Explain that food is a need and that a toy is a want.
2. Talk about basic needs that creatures have, such as shelter, food, and water.
3. Make a chart with the following information: 30 apples 27 apples 25 apples 26 apples 28 apples 29 apples
4. 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 TE pg. 608.

Spot Light On: Group work/stations where classmates are included.			
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: • 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 <u>Resources/Materials</u>			
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,	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

Achieve the Core, Desmos, RTI			
Supplemental Resources			
<p>Technology: • Chromebooks • Online math manipulatives</p> <p>Other: • Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives</p>			
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 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	Disciplinary Concept(s): Technology, Collaboration and Communication		
	Core Ideas:	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	

LITERACIES & KEY SKILLS	<i>Performance Expectation/s:</i>	9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
	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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