







Trimester	Unit Title	Recommended Instructional Days
3	Data	4 - 7 days
Domain: Data Literacy		
<p>Strand:</p> <p> K.DL.A.1 Classify objects into given categories; count the number of objects in each category and sort the categories by count. (Clarification: Limit category counts to be less than or equal to 10.) </p> <p align="center">  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 NJSL-CLKS within Unit		
<p>Essential Questions:</p> <p>Lesson 1: How can you collect and sort objects into categories by shape and size?</p> <p>Lesson 2: How can you collect and sort objects into three categories.?</p> <p>Lesson 3: How can you solve problems by connecting mathematical concepts?</p>		

Lesson 4: How can you classify objects and show the categories sorted by count?

Essential Understandings:

1. Collect and sort objects into categories by shape and size.
2. Collect and sort objects into three categories.
3. Solve problems by connecting mathematical concepts.
4. Classify objects and show the categories sorted by count.

Vocabulary:

- sort
- size
- big
- small
- classify
- category

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:

Language Arts:

1. Shells! Shells! - (From the Differentiated Centers Kits Grab and Go)



Climate Change: With prompting and support, students may ask and answer questions about objects that may be reused, objects that may be recycled, and objects that must be placed in the trash and how those choices reduces the impact to our land. Students may classify used objects into those categories with no more than 10 objects in each category. Students may count the number of objects in each category and sort the categories by count.

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	• Recognizing the importance of self-confidence in handling daily tasks and challenges.

**Grade K Mathematics
Unit 20: Data**

Updated August 2024

<ul style="list-style-type: none"> • Social Awareness • Self- Management • Relationship Skills • Responsible Decision-Making 		<ul style="list-style-type: none"> • 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 <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

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 <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 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
	<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: X <i>N.J.S.A. 18A:35-4.35</i>	Diversity & Inclusion: X <i>N.J.S.A. 18A:35-4.36a</i>	Standards in Action: <i>Climate Change</i>