NJDOE MODEL CURRICULUM PROJECT			
CONTENT AREA: Mathematics	**GRADE: K**	**UNIT: # 1**	**UNIT NAME: Number Names and Count Sequences**

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1	Count by ones up to 10	**K.CC.1**
2	Represent the number of objects by the correct numeral up to 5 (using zero to represent no objects).	**K.CC.3**
3	Assign an ascending number name for each object in a group.	K.CC.4
4	For objects named in the standard order, identify the last number named as the number of counted objects in the set (regardless of the order they are counted).	K.CC.4
5	Know the next number name in counting is always one greater than the previous number.	K.CC.4
6	Answer "how many?" questions about groups of objects up to 10 when arranged in a line or up to 5 in a scattered configuration.	**K.CC.5**
7	Create addition and subtraction events with objects (or make drawings) to represent a sum (putting together) or a difference (taking from) up to 10.	K.OA.1

Repeated Standards

SLO #1 is a benchmark for standard **K.CC.1** in this unit: **Count to 100 by ones and by tens.**

SLO #2 is a benchmark for standard **K.CC.3** in this unit: **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).**

SLO #6 is a benchmark for standard **K.CC.5** in this unit: **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.**

Bold type indicates grade level fluency requirements. (Identified by PARCC Model Content Frameworks).

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Selected Opportunities for Connection to Mathematical Practices
1. Make sense of problems and persevere in solving them. SLO #7 Reason about and make sense of addition and subtraction events by drawing pictures and using diagrams to represent the sums or differences. **2. Reason abstractly and quantitatively.** SLO #2 Make sense of the numbers 1 through 10 and understand that they represent quantities. SLO #4 For objects named in order, understand the relationship of the last named number to the quantity of the set. SLO #6 Make sense of number relationships (up to 10) using objects regardless of configuration. 3. Construct viable arguments and critique the reasoning of others. **4. Model with mathematics.** SLO #7 Make sense of and reason about addition and subtraction events (up to 10) by using pictures and diagrams to map or represent the equations relationships. 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.

Bold type identifies possible starting points for connections to the SLOs in this unit.

Code #	Common Core State Standards
K.CC.1	Count to 100 by ones and by tens.
K.CC.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.4	Understand the relationship between numbers and quantities; connect counting to cardinality. 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. b) Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c) Understand that each successive number name refers to a quantity that is one larger.
K.CC.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.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

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