

NJDOE MODEL CURRICULUM PROJECT

CONTENT AREA: Mathematics	GRADE: K	UNIT: # 2	UNIT NAME: Addition as “adding to” and Subtraction as “taking from”
---------------------------	----------	-----------	---

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1	Count and represent with a written numeral a number of objects to 10	K.CC.3
2	Write numerals from zero to 10.	K.CC.3
3	Count to 30 by ones and tens.	K.CC.1
4	Count forward beginning from any given number up to 50 -- instead of having to begin at one.	K.CC.2
5	Use objects or drawings to represent and solve addition and subtraction word problems (within 10)	K.OA.2
6	Fluently add within 5.	K.OA.5
7	Classify and sort objects into given categories and count the objects in each category (up to 10 objects).	K.MD.3

Repeated Standards

SLOs #1 and #2 are benchmarks 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).**

SLOs #3 is a benchmark for standard **K.CC.1** in this unit: **Count to 100 by ones and by tens.**

SLOs #6 is a benchmark for standard **K.OA.5** in this unit: **Fluently add and subtract within 5.**

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

NJDOE MODEL CURRICULUM PROJECT

CONTENT AREA: Mathematics	GRADE: K	UNIT: # 2	UNIT NAME: Addition as “adding to” and Subtraction as “taking from”
---------------------------	----------	-----------	---

Selected Opportunities for Connection to Mathematical Practices

1. **Make sense of problems and persevere in solving them.**
SLO #5 Think about and make sense of the steps to solve addition and subtraction word problems.
2. **Reason abstractly and quantitatively.**
SLO #1 Understand that the quantity of objects is represented by its corresponding written numeral.
SLO #5 Think and reason about the quantities and their relationships to each other (either addition or subtraction) in word problems
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. **Use appropriate tools strategically.**
SLO #5 Consider and use available tools (drawings and diagrams) to help understand how to solve addition and subtraction word problems.
6. Attend to precision.
7. **Look for and make use of structure.**
SLO #7 Use patterns or structure to classify objects and understand the numerical relationship between the classified objects.
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.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.1	Count to 100 by ones and by tens.
K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
K.OA.5	Fluently add and subtract within 5.
K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.3

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