

NJDOE MODEL CURRICULUM PROJECT

CONTENT AREA: Mathematics	GRADE: K	UNIT: # 3	UNIT NAME: Compare Numbers and Shapes
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1	Count and represent with a written numeral a number of objects to 20.	K.CC.3
2	Write numerals from zero to 20.	K.CC.3
3	Count to 30 by ones and tens.	K.CC.1
4	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (groups of up to 10 objects).	K.CC.6
5	Compare numbers (up to 10) written as numerals.	K.CC.7
6	Describe measurable attributes of objects, e.g., length and weight.	K.MD.1
7	Directly compare and describe two objects with a measurable attribute in common using “more of”/”less of” the attribute. For example, directly compare the heights of two children and describe one child as taller/shorter.	K.MD.2
8	Analyze and compare two- and three-dimensional shapes in different sizes and orientations by counting sides or vertices (“corners”) or comparing attributes such as side lengths.	K.G.4

Repeated Standards

SLOs #1 & #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.**

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 #1 Understand that the quantity of objects is represented by its corresponding written numeral.
 SLO #7 and #8 Use given information to compare either two similar or dissimilar objects by analyzing the objects' attributes.
- 2. Reason abstractly and quantitatively.**
 SLO #4 Analyze the relationship between two groups of objects as either equivalent or non-equivalent.
 SLO #4 Abstractly reason about the numerical relationship (greater than, less than or equal to) between groups in order to reach a conclusion about the groups.
3. Construct viable arguments and critique the reasoning 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.

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.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. ¹
K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.

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K.MD.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
K.MD.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>
K.G.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

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