

Math Unit: Module 1: Count Numbers to 10

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Standards:

K.CC.4a- When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number and each number name with one and only one object.

K.CC.4b- 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.

K.MD.3- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Speaking and Listening

K.SL.1 - Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

b. Continue a conversation through multiple exchanges.

K.SL.6 - Speak audibly and express thoughts, feelings, and ideas clearly

Focus Skills:

- Analyze to find two objects that are exactly the same or not exactly the same.
- Analyze to find two similar objects- these are the same but...
- Classify to find two objects that share a visual pattern, color, and use.
- Classify items into two pre-determined categories.

	Monday (8.13) Day 1	Tuesday (8.14) Day 2	Wednesday (8.15) Day 3	Thursday (8.16) Day 4	Friday (8.17) Day 5
Learning Target	I can tell how two objects are exactly the same or not exactly the same.	I can tell how two objects are exactly the same or not exactly the same.	I can tell how two objects are used together.	I will sort objects into two groups.	I will sort objects into three groups.
Math	<p>L1/2 T will use Active Board to project and model Fluency: Counting Beans and fingers to 3 Application: S will draw a picture of a sock. Concept Development: T will use active board game to model how to find objects that are EXACTLY the same. S will compare pairs of objects. Telling how some are exactly the same and some are not exactly the same. Make an anchor chart of things that are EXACTLY the same. Problem Set: S will draw a line connecting similar objects. Exit Ticket: S will tell a partner why these are exactly the same or not exactly the same.</p>	<p>L1/2 T will use Active Board to project and model Fluency: Counting Beans and fingers to 3 Application: S will draw a picture of a sock. Concept Development: T will use active board game to model how to find objects that are EXACTLY the same. S will compare pairs of objects. Telling how some are exactly the same and some are not exactly the same. Make an anchor chart of things that are EXACTLY the same. Problem Set: S will draw a line connecting similar objects. Exit Ticket: S will tell a partner why these are exactly the same or not exactly the same.</p>	<p>L3 T will use Active Board to project and model Fluency: Counting beans and fingers to 5 Application: S will draw two circles that are the same but a different color. Concept Development: T will use active board game to model how to find objects that are used together. S will compare objects and tell how they are the same but... S will tell how two objects are used together. Problem Set: S will draw a line between objects that have the same pattern. S will circle objects used together. Exit Ticket: S will draw a line between objects with the same pattern. Circle 2 things that are used together.</p>	<p>L4 T will use Active Board to project and model Fluency: subitizing video on YouTube Application: S will color two pictures so that they are exactly the same. Concept Development: S will sort objects into 2 groups. (Ex. Big &amp; small). S will then resort objects into two different groups. (ex. Soft &amp; hard) S will come up with other ways to sort objects. Problem Set: S will sort pictures into two groups (ex. Things that go in a bookbag and things that go in a toy box) Exit Ticket: S will circle animals in one group and underline animals that go in the other group.</p>	<p>L5 T will use Active Board to project and model Fluency: Rekenrek to 5 Application: S will talk about how to sort the class into two groups. Concept Development: S will sort objects into three groups. Problem Set: S will cut and paste pictures to show where each belongs (sorting by category). Exit Ticket: S will discuss with a partner which things do not belong in a group.</p> <p><i>ASSESS WITH CHECKLIST</i></p>
Interventions And Enrichments	<p>Debrief: Are your shoes exactly the same? Let's look at the pictures of the sock. Is this picture the same as this one? The sock was exactly the same, why are our pictures not exactly the same?</p>	<p>Debrief: Are your shoes exactly the same? Let's look at the pictures of the sock. Is this picture the same as this one? The sock was exactly the same, why are our pictures not exactly the same?</p>	<p>Debrief: What are some ways that we made a match today? How can you tell if they match? Can you think of things at home that are used together? What are some things at home that are used together?</p>	<p>Debrief: What us the new math word we used today? What does it mean to sort into groups? Can you think of other times when it's important to sort things?</p>	<p>Debrief: How did you decide where to put your picture? Why didn't it fit into one of the other groups?</p>