| Math Unit: Module 1: Count Numbers to 10 | |
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| Kindergarten<br>August 20–24, 2018 | |
| Standards:<br><br>K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.<br>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.<br>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.<br><br>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.<br>K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).<br><br>Speaking and Listening<br><br>K.SL.1 – Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.<br>a. Follow agreed–upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).<br>b. Continue a conversation through multiple exchanges.<br>K.SL.6 – Speak audibly and express thoughts, feelings, and ideas clearly | Focus Skills:<br><br>Objective 1: Tell how many objects in each group (to 5)<br>Objective 2: Sort by count in vertical columns and horizontal rows.<br>Objective 3: Answer *how many* questions to 5 in linear configurations, with a group of 4 in an array.<br>Objective 4: With linear and array dot configurations of numbers 3, 4, and 5. Find *hidden partners.*<br>Objective 5: Within circular and scattered dot configurations of numbers 3, 4, and 5, find *hidden partners.* |

| | Monday (8.20)<br>Day 1 | Tuesday (8.21)<br>Day 2 | Wednesday (8.22)<br>Day 3 | Thursday (8.23)<br>Day 4 | Friday (8.24)<br>Day 5 |
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| Learning Target | I will sort groups by the number in the group. | I will tell how many. | I will tell how two objects are used together. | I will sort objects into two groups. | I will find hidden partners in a number. |
| Math | L6<br>T will use Active Board to project and model<br>**Fluency:** Counting around the circle to 5<br>**Application:** Draw two things that go together. i.e. spoon and bowl<br>**Concept Development:** S will sort groups by the number in the group. Sort by 2, 3, or 4.<br>**Problem Set:**<br>S will color objects based on the number in a group. | L7<br>T will use Active Board to project and model<br>**Fluency:** Sunrise/Sunset counting<br>**Application:** S will choose two cubes from a bucket. With a partner, they will discuss how many altogether and whether or not the colors are the same.<br>**Concept Development:** T will hold up numbers 1 to 5 and show students how to sort groups of each number (model).<br>S will work in small groups to sort groups of things and match to the numbers.<br>**Problem Set:** S will color objects based on the number in a group. | L8<br>T will use Active Board to project and model<br>**Fluency:** How many dots? (Fluency template in curriculum)<br>**Application:** S will draw 4 counters in a row, then draw 4 counters in a column.<br>**Concept Development:** Teacher will discuss a row and a column. Together, make an anchor chart with pictures to show each. S will count objects (counters) in different configurations(row, column,array).<br>S will draw objects in different configurations on their white boards.<br>**Problem Set:** S will circle the number that matches the objects in a group. | L9<br>T will use Active Board to project and model<br>**Fluency:** Five frame peek-a-boo (template in curriculum)<br>**Concept Development:** S will find the hidden partners within a number. S will build a tower up to 5 and break it into 2 smaller numbers, finding the hidden partners.<br>**Problem Set:** S will count the dots and circle the correct number. S will show the hidden partners of that number. | L10<br>T will use Active Board to project and model<br>**Fluency:** Five Frame<br>**Application:** S will draw 5 dogs. Draw a fence around 3.<br>**Concept Development:** S will count objects in a circle and in a scattered configuration.<br>**Problem Set:** S will count objects and circle the number. S will count color part of the set to show hidden partners. |
| Interventions And Enrichments | **Debrief:** Look around our room. Can you find anything in a group of 2? Group of 3? Group of 4? | **Debrief:** Why are the teddy bears and silverware both brown?<br>Why are the boots and the gloves both blue? | **Debrief:** How did you know how many ducks there where?<br>Ask S to turn and talk to their neighbor about how they counted the stars?<br>Discuss with s how the number stays the same even through the positioning changes. | **Debrief:** What hidden partners of 3 did you see inside the first example of the problem set?<br>What numbers are hiding inside 5? | **Debrief:** Create story problems to go with problems from problem set. Discuss what hidden partners were found inside the configuration. Circle the hidden partners and discuss. |