

Math Unit: Module 1: Count Numbers to 10

Kindergarten
September 3-7, 2018

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.4a-b** 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.
- 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.

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:

- Objective 1:** Order and write numerals 0–3 to answer *how many* questions.
- Objective 2:** Write numerals 1–3. Represent decompositions with materials, drawings, and equations, $3 = 2 + 1$ and $3 = 1 + 2$.
- Objective 3:** Order and write numerals 4 and 5 to answer *how many* questions in categories; sort by count.
- Objective 4:** Write numerals 1-5 in order. Answer and make drawing compositions with numerals 4 and 5 without equations.

	Monday (9.3) Day 1	Tuesday (9.4) Day 2	Wednesday (9.5) Day 3	Thursday (9.6) Day 4	Friday (9.7) Day 5
Learning Target		I will put numbers in order.	I will make a number sentence.	I will count and write how many.	I will tell how many altogether.

<p>Math</p>	<p>Labor Day Holiday- No School</p>	<p>L13 T will use active board to project Fluency: Hide and See 3 (as the total) Application: S will draw picture to show math problem with an answer of zero. (Reviews the concept of zero/writing zero in numeral form) Concept Development: S will Learn a rhyme for the numbers 1-3. Practice writing the numbers 1-3 in the air/rug/whiteboard. T will introduce number booklet with numbers 1-3. T will show an example book on the active board, then model tracing/writing numbers and drawing a picture of the number of items. S will complete components for numbers 1-3 (tracing/writing, drawing numbers of items, etc.) during morning work/early finisher time. (Will be used as an assessment this week) Problem Set: S will write the missing number. S will count the objects and write how many.</p>	<p>L14 T will model with active board Fluency: Hide and See 3 (as the total) Application: T will tell S different body parts to count and S will write the number. Concept Development: S will use linking cubes to represent numbers and break them apart. S will practice writing the number of cubes in the parts and whole. Problem Set: S will make picture and number sentence match. S will count how many and write the number.</p> <p>T/S will use positional words to integrate arts and language across the curriculum.</p>	<p>L15 T will model with active board Fluency Practice: Birthday Cake number order cards (Template in curriculum) Application: S will draw 3 circles- 2 blue, 1 red and complete a number sentence. Concept Development: S will count groups of objects and show how many on a large graph. T will use sticky notes in different colors for each category. S will then practice writing the numerals 4 and 5 on their whiteboards. Problem Set: S will count groups and write the number of items. S will circle groups of 4 within the larger groups. T/S will use positional words to integrate arts and language across the curriculum.</p>	<p>L16 T will model with active board Fluency Practice: Five Frame Flash Cards (Template in curriculum) Application: S draws 4 cups and 5 straws. S writes the number of each and circles largest group Concept Development: S use number cards to put numbers in order forwards and backwards. S will use cubes to show different ways to break apart the numbers 4 and 5. Problem Set: S will count boxes and color each group a different way to show other ways to make 4 and 5. S will draw O and X to reach designated numbers. T/S will use positional words to integrate arts and language across the curriculum.</p>
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<p>Interventions And Enrichments</p>		<p>Debrief: What do you do when you need to find out how many? What are some ways that you can tell or show how many? What could we tell someone by writing numbers?</p>	<p>Debrief: How many are in your tower all together? What are the parts of the tower? How would we say that as a number sentence?</p>	<p>Debrief: How many objects did we count together? Look at our graph to help you remember. What is different about writing 4 and writing 5? 0 and 4? 0 and 5?</p>	<p>Debrief: S will discuss (pairs/whole group) answers to problem set, reflect on lesson Did the way you color your squares change the whole number of squares? Did we change the whole amount when we broke our towers/groups into smaller ones? When we put them back together, did we change the whole amount?</p>
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