

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.4 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:** Arrange and strategize to count 8 beans in circular and scattered configurations. Write numeral 8. Find a path through the scatter set, and compare paths with a partner.
- Objective 2:** Compare counts of 8 in linear and array configurations. Match with numeral 8.
- Objective 3:** Arrange and strategize to count 8 in a circular configuration and scattered configurations. Write numeral 8. Find a path through the scatter set, and compare path with a partner.
- Objective 4:** Organize and count 9 varied geometric shapes in linear and array (3 threes) configurations. Place objects on 5-group mat. Match with numeral 9.
- Objective 5:** Strategize to count 9 objects in circular (around a paper plate) and scattered configurations printed on paper. Write numeral 9. Represent a path through the scatter count with a pencil. Number each object.

	Monday (9.17) Day 1	Tuesday (9.18) Day 2	Wednesday (9.19) Day 3	Thursday (9.20) Day 4	Friday (9.21) Day 5
Learning Target	I will write and count 8 objects in circular and scattered configurations.	I will count and compare 8 objects.	I will write and count 9 objects in circular and scattered configurations	I will find hidden partners in 9 and 10.	I can count 9 different ways.
Math	<p>L22 Fluency: T will show large group cards quickly (5–8) and S will <i>look, think, raise your hand, wait</i>. S will respond at the finger snap. T will deviate from predictable pattern to challenge S to recognize groups more quickly. S will count on from 5. Application: S will draw 2 stacks of 4 blocks. S will compare to a friend. Concept Development: S will use beans to count in a scattered and circular configuration. S will practice writing the number 8. Problem Set: S will draw a counting path with a line to show the order in which they counted. S will circle groups of 5 to demonstrate 5 and some more.</p>	<p>L23 Fluency: Rekenrek wave to 10. Gradually build up to 10, be sure not to mouth the words or count with them. Application: S will draw 8 balls inside of a rectangle. S will count and compare objects with a partner. Concept Development: S will use various geometric shapes to fill in a 5 group mat and a 3 by 3 array. Problem Set: S will count and circle how many. S will color groups of 5. S will draw more objects and count how many. Early Finisher: S will draw a group of objects and write the corresponding number.</p>	<p>L24 Fluency Practice: Hands number line to 10 Application (RRJ): S will draw five silly shapes. S will draw 4 more silly shapes. S will count shapes. <i>This reinforces the concept that objects need not be exactly alike or in certain configurations to make a group of 9, preparing students for today's lesson</i> Concept Development: S will use beans to count in a scattered and circular configuration on a paper plate. S will practice writing the number 9.</p>	<p>L25 T will model with active board and ELMO. Fluency: Five Shortcut Application (POD): S will draw 9 smiley faces. S will write 9. Concept Development: S will count groups of 9 and 10 in different configurations. Problem Set: S will count and color to show hidden partners in groups of 10.</p>	<p>L26 T will model with active board and ELMO. Fluency: See, Count, write the number Application (POD): S will draw a wall of 5 bricks and another row of 5 bricks on top. Concept Development: S will Count out 5 red beads and 5 white beads. Counting in different configurations. Turn the beads into a bracelet. Problem Set: S will show 10 in different ways. Assessment: S will count 5–10 objects in various configurations and write the corresponding number. S will fill in the missing numbers.</p>
Interventions And Enrichments	Debrief: Talk to your partner about how you connected your shapes. Did you each draw the line that connected your shapes the same way or a different way? How many objects are not in the group of 5?	Debrief: How did your groups of 9 differ? Lead students to discuss 9 as 5 and 4, as missing 1 to be 2 fives, and as being 3 rows of 3, for example. What is different about the first two configurations? Discuss with a partner some of the hidden numbers inside 9.	Debrief: How did you keep track of how what you counted?	Debrief: Counters and guided practice Discuss groups within 9. 9 is 5 and 4. How does 10 change the 5 group? Focus on 10 as being 2 rows of 5 or 5 rows of 2. Discuss how ladybugs and squares are different. Also, find hidden partners within 9 and 10.	Debrief: cubes and guided support. Count the gray cubes and the white cubes. What was the last number said when you counted each group? Look at one of your hands. Is there anything that same about your fingers and the things we just counted?