

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, analyze, and draw sequences of quantities of 1 more, beginning with numbers other than 1.
- Objective 2: Order quantities from 10–1 and match numerals.
- Objective 3: Count down from 10–1 and state one less than a given number.
- Objective 4: Arrange number towers in order from 10–1 and describe the pattern.

	Monday (10.1) Day 1	Tuesday (10.2) Day 2	Wednesday (10.3) Day 3	Thursday (10.4) Day 4	Friday (10.5) Day 5
Learning Target	I can order and discuss sequences within 1–10.	I will order and match numerals 10 to 1	I can order and match numerals 10 to 1.	I can use manipulatives to show one less.	
Math	<p>L32</p> <p>T will model with active board and ELMO.</p> <p>Fluency: Green light, red light number sequences to 10</p> <p>Application: T will draw jerseys with missing numbers on Active Board. S will write missing number on team Jerseys to complete the sequence.</p> <p>Concept Development: S will work with a partner to find missing sequences in 1–10</p> <p>Problem Set: S will draw math objects and write how many.</p>	<p>L33</p> <p>Fluency: 1, 2, 3, Stand on 10.</p> <p>Application: S will draw 10 cookies in two rows of 5. S will hear story problem and write the number to show how many left one less</p> <p>Concept Development: S will count one less using a tens frame and cubes. S will order numeral cards to show one less.</p> <p>Problem Set: S will order quantities from 10 to 1, and match numerals</p> <p>Early Finisher: S will play mix and fix, challenging themselves the dot way or the numeral way.</p>	<p>L34</p> <p>Fluency: Wet dog counting (counting down)</p> <p>Application: S will draw two plates. On first plate S will draw 8 grapes. On next plate S will draw one less. S will draw two cups. In one cup, S will draw 6 straws. In the second cup, S will draw one less.</p> <p>Concept Development: S will use story problems to discuss and count one less.</p> <p>Problem Set: S will order picture and numeral cards to demonstrate one less to follow a number story.</p>	<p>L35</p> <p>Fluency: Finish my sentence (one less)</p> <p>Application: S will draw a snowman that is 3 snowballs high. Next to it, S will draw a snowman that is 1 less. How many snowballs are in your second snowman? Discuss and compare with a partner.</p> <p>Concept Development: S will use cubes to create stairs that demonstrate one less (10–1).</p> <p>Problem Set: S will count the stairs and write how many. S will think about what they notice as they are counting.</p> <p style="text-align: center;">Assessment</p>	
Interventions And Enrichments	<p>Debrief:</p> <p>Q1: When you drew the missing steps, did you count all the numbers before the first missing step? Is there a way to know how many steps are in the missing stair without counting from 1? How?</p> <p>Q2: Show your neighbor the objects and numbers you drew. Tell your friend if you wrote the numbers first or drew the dots first. Tell them why you did so.</p> <p>Q3: Could you have drawn your objects a different way? If you drew the objects a different way, would you have to change the number?</p>	<p>Debrief: How did you count the dots? Did you count the same way as your partner?</p> <p>Did you notice a pattern as you counted? (Focus on the pattern of 1 less.)</p>	<p>Debrief: How many robots had to go home each time?</p> <p>What happened to the circle when he left?</p>	<p>Debrief: How did you count the squares? Is there an easier way to count them?</p> <p>Did you notice a pattern when you counted the squares? How was it different from counting squares in Lesson 30?</p> <p>What did you notice about the stairs on the second page of the Problem Set? Let's start with the first tower, and repeat the words you said. "10. One less is 9." Keep going as a whole group. Have students repeat this with their partners</p>	

NO SCHOOL Teacher In Service Day