

Kindergarten 2020 Unit #1: Math - Counting and Cardinality (DELETE)

Content Area: **Mathematics**
Course(s): **Math K**
Time Period: **Marking Period 1**
Length: **50 days**
Status: **Published**

Established Goals/Standards

Please choose the appropriate Goals/Standards from the Standards tab above.

MA.K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
MA.K.CC.A.1	Count to 100 by ones and by tens.
MA.K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
MA.K.CC.A.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).
MA.K.CC.B	Count to tell the number of objects.
MA.K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.
MA.K.CC.B.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.
MA.K.CC.B.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 name with one and only one object.
MA.K.CC.B.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.
MA.K.CC.B.4c	Understand that each successive number name refers to a quantity that is one larger.
MA.K.CC.C	Compare numbers.
MA.K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
MA.K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.
MA.K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
MA.K.OA.A.1	Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

Essential Questions

Please add your Essential Questions by clicking on the Lists tab above.

- How can numbers from 0-10 be compared and ordered?
- How can numbers from 0-5 be compared and ordered?
- How can numbers from 1 to 5 be counted, read, and written?
- How can numbers from 6-10 be counted, read, and written?
- How can numbers to 100 be counted using a hundred chart?
- How can numbers to 20 be counted, read, and written?

Enduring Understanding

Please add your Enduring Understandings by clicking on the Lists tab above.

- Counting tells how many are in a set, regardless of their arrangement or the order in which they were counted. The last number said when counting a set is the total. Counting is cumulative.
- If you compare two groups of objects and the number of objects match, the groups have the same number of objects. If one group has items left over, that group has more. The other group has fewer objects.
- In a growing pattern, there is a predictable and countable change from one part to the next.
- In a pair of numbers, the number that shows more is greater. The number that shows fewer is less.
- Numbers are counted and written in a specific sequence on a hundred chart.
- Numbers can be shown by a unique point on the number line. The distance between any two consecutive whole numbers on a given number line is always the same.
- Numbers can be used to tell order. (ordinal numbers)
- Some problems can be solved by using objects to act out the actions in the problem.
- There is a unique symbol that goes with each number word.
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Content

Students will be able to:

use objects to represent numbers 1-5.

identify whether a particular set includes 1-5 objects regardless of how they are arranged.

solve problems by using objects.

understand that zero means none.

identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.

use objects to represent and count the quantities of 6-10.

recognize and write the numerals that describe the quantities 6-10.

solve problems by identifying growing patterns and predicting what comes next.

order numbers from 0-10 in sequence.

use a number line to count numbers 0-10 in order.

recognize and write the numerals that describe the quantities 11-20.

solve problems by applying logical reasoning to identify missing numbers in a number sequence.

count to 30.

use benchmarks to estimate quantities of groups.

write and count numbers to 100 on the hundred chart.

count groups of 10, up to 10 tens, and write how many.

use a hundred chart to recognize patterns when counting by 2's and 10's.

Assessment

Assessment

Resources

Please add your Resources by clicking on the Lists tab above.

- 100 charts/work mats
- build, draw, write boards
- computer centers
- Daily Common Core Review
- dice roll active studio
- enVision Textbook
- Literature
- manipulatives
- math centers
- Pearson Success.net interactive digital path
- quick checks

