

Sept. K: Unit 1- Numbers 1 to 5

Content Area: **Math**
Course(s):
Time Period: **September**
Length: **4-5Weeks**
Status: **Obsolete**

Unit Overview

Counting and Cardinality using the numbers 0-5.

Enduring Understandings

The position of objects do not affect the quantity represented. Studens will be able to see equal quantities and compare Quantities to determine groups with greater or less than objects.

Essential Questions

How do we count, using 0 through 5?

How do we determine more or less than...objects.

Instructional Strategies & Learning Activities

My Math Kindergarten Chapter 1

- **Pacing Guide**
Suggested Pacing

Instruction	15 days
Review/Assessment	2 days
Total*	17 days

- *Includes additional time for remediation and differentiation.

Lesson	Objective	Material & Manipulatives	Vocabulary	Standard
Lesson 1 <i>pp. 11-16</i> Count 1, 2, and 3	Understand the relationship between numbers and quantities when using objects and illustrations to	<ul style="list-style-type: none">• magnetic manipulatives• marker board• counters• coffee can• pictures of objects	count	K.CC.4 K.CC.4a K.CC.4b K.CC.5 Major Cluster MP 2, 3, 4, 6

	count 1, 2, and 3.			
Lesson 2 <i>pp. 17-22</i> Read and Write 1, 2, and 3	Recognize and write the numerals 1, 2, and 3 and represent a number of objects with a written numeral.	<ul style="list-style-type: none"> • chart paper • markers • two-color counters • pictures of objects 	number one two three	K.CC.3 K.CC.4 K.CC.4a K.CC.4c K.CC.5 Major Cluster MP 1, 2, 4, 6 K.CC.4 K.CC.4a K.CC.4b K.CC.5 Major Cluster MP 1, 3, 4, 5, 6, 8
Lesson 3 <i>pp. 23-28</i> Count 4 and 5	Understand the relationship between numbers and quantities when using objects and illustrations to count 4 and 5.	<ul style="list-style-type: none"> • chart paper • markers • two-color counters • shaker • connecting cubes 		
Lesson 4 <i>pp. 29-34</i> Read and Write 4 and 5	Recognize and write the numerals 4 and 5 and represent a number of objects with a written numeral.	<ul style="list-style-type: none"> • cards • markers • connecting cubes • chart paper • counters • pictures of objects 	four five	K.CC.3 K.CC.4 K.CC.4a K.CC.4c K.CC.5 Major Cluster MP 1, 2, 3 K.CC.3 K.CC.5 Major Cluster MP 1, 2, 3, 4, 6
Lesson 5 <i>pp. 35-40</i> Read and Write Zero	Recognize and write the numeral 0.	<ul style="list-style-type: none"> • connecting cubes • scene with animals and same scene with no animals 	zero	K.CC.3 K.CC.5 Major Cluster MP 1, 2, 3, 4, 6
Check My Progress				
Lesson 6 <i>pp. 43-48</i> Equal To	Use one-to-one correspondence to determine whether groups are equal to each other.	<ul style="list-style-type: none"> • books • color tiles • counters • connecting cubes 	equal to	K.CC.6 Major Cluster MP 2, 4, 5
Lesson 7 <i>pp. 49-54</i> Greater Than	Use one-to-one correspondence to identify a group that is greater than another group.	<ul style="list-style-type: none"> • magnetic board or chalkboard • eraser • magnetic letters • attribute buttons • counters • color tiles 	greater than	K.CC.6 Major Cluster MP 1, 2, 5, 6
Lesson 8 <i>pp. 55-60</i> Less Than	Use one-to-one correspondence to identify a group that is less than another group.	<ul style="list-style-type: none"> • small plastic bags • connecting cubes • attribute buttons • counters • color tiles 	less than	K.CC.6 Major Cluster MP 1, 2, 4, 5
Lesson 9 <i>pp. 61-66</i> Compare Numbers 0 to 5	Use one-to-one correspondence and counting to compare groups and determine which group is greater than, less than, or whether	<ul style="list-style-type: none"> • two-color counters 		K.CC.6 K.CC.7 Major Cluster MP 1, 2, 4, 6

the groups are equal to each other.

Check My Progress

Lesson 10 *pp.* 69-74 Identify numbers from 1 to 5 in sequence

- counters
- color tiles

K.CC.3 K.CC.4
K.CC.4c K.CC.5

One More understanding that each successive number name is referring to an amount that is one larger.

Major Cluster

MP 1, 2, 4, 5

Lesson 11 *pp.* 75-80 Draw a diagram to solve problems.

K.CC.3 K.CC.4
K.CC.4a K.CC.4b
K.CC.5

Problem Solving Strategy: Draw a Diagram

Major Cluster

MP 1, 3, 4, 6

Integration of Career Readiness, Life Literacies and Key Skills

WRK.9.1.2.CAP	Career Awareness and Planning
TECH.9.4.2.CT	Critical Thinking and Problem-solving
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
	Different types of jobs require different knowledge and skills.

Technology and Design Integration

Utilize programs on the iPad.

Use of Shutterfly Share Site.

Smartboard lessons and technology

CS.K-2.8.1.2.IC.1	Compare how individuals live and work before and after the implementation of new computing technology.
CS.K-2.8.1.2.NI.3	Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.
CS.K-2.8.1.2.NI.4	Explain why access to devices need to be secured. Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools).

Interdisciplinary Connections

LA.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LA.SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
LA.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LA.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Differentiation

Each chapter in My Math teacher manual contains differentiated instruction for Approaching level, On Level and Above level students.

Modifications & Accommodations

I&RS and 504 accommodations will be utilized in addition to the differentiated instruction in the Unit.

Benchmark Assessments

Check My Progress - Lessons 1-5

Check My Progress - Lessons 6-9

Formative Assessments

Teacher observation

Discussion

Worksheets

Summative Assessments

Assessments for chapters located in My Math Unit.

Instructional Materials

See above.

Standards

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.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.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.