Oct. K: Unit 2- Numbers to 10

Content Area: **Math**
Course(s):
Time Period: **October**
Length: **6-8 Weeks**
Status: **Obsolete**

Unit Overview

Counting and cardinality: numbers 0-10.

Enduring Understandings

The last number said tells the number of objects counted. Each successive number name refers to a quantity that is one larger.

Essential Questions

How do we count to 10?

How do we know how many objects there are?

Instructional Strategies & Learning Activities

My Math Kindergarten Chapter 2

- **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 *pp. 93-98* **Numbers 6 and 7**	Name, recognize, and count a quantity of 6 and 7 using concrete objects, illustrations and drawings.	• counting bears • counters • red and blue color tiles		K.CC.4 K.CC.4a K.CC.4b K.CC.5

				Major Cluster **MP 2, 4, 5, 7**
Lesson 2 *pp. 99-104* **Number 8**	Name, recognize, and count a quantity of 8 using concrete objects, illustrations and drawings.	• small classroom objects • counters • ten-frame		K.CC.4 K.CC.4a K.CC.4b K.CC.5
				Major Cluster **MP 1, 2, 4, 5, 7**
Lesson 3 *pp. 105-110* **Read and Write 6, 7, and 8**	Recognize and write the numerals 6, 7, and 8 and represent a number of objects with a written numeral.	• paper bag • chalk • crayons • buttons • connecting cubes	**six** **seven** **eight**	K.CC.3 K.CC.4 K.CC.4a K.CC.4c K.CC.5
				Major Cluster **MP 1, 2, 3, 4,**
Lesson 4 *pp. 111-116* **Number 9**	Name, recognize, and count a quantity of 9 using concrete objects and motions.	• dot cards (1 to 9) • connecting cubes • paper clips • Work Mat 3		K.CC.4 K.CC.4a K.CC.4c K.CC.5
				Major Cluster **MP 3, 5, 6, 7, 8**
Check My Progress Lesson 5 *pp. 119-124* **Number 10**	Name, recognize, and count a quantity of 10 using concrete objects.	• plastic bottles • Work Mat 3 • tennis ball • counters • color tiles		K.CC.4 K.CC.4a K.CC.4b K.CC.5
				Major Cluster **MP 2, 4, 5, 7**
Lesson 6 *pp. 125-130* **Read and Write 9 and 10**	Recognize and write the numerals 9 and 10 and represent a number of objects with a written numeral.	• color tiles • paper • crayons • stamp pads, stamps • number cards 9 and 10 • Work Mat 3	**nine** **ten**	K.CC.3 K.CC.4 K.CC.4a K.CC.4b K.CC.5
				Major Cluster **MP 2, 3, 4, 5, 7**
Lesson 7 *pp. 131-136* **Problem-Solving Strategy: Act It Out**	Act it out to solve problems.	• dot cards • paper • crayons • tape • color tiles		K.CC.3 K.CC.4 K.CC.4a K.CC.4b K.CC.5

				Major Cluster **MP 1, 3, 4, 5**
Lesson 8 *pp. 137-142* **Compare Numbers 0 to 10** **Check My Progress**	Use one-to-one correspondence and counting to compare groups and determine which group is greater than, less than, or whether the groups are equal to each other.	• paper bags • small classroom objects • connecting cubes		K.CC.6 K.CC.7 **Major Cluster** **MP 1, 2, 4, 6**
Lesson 9 *pp. 145-150* **One More with Numbers to 10**	Use "one more" to identify a number that is one larger using numbers to 10.	• index cards • tape • counters • Work Mat 3		K.CC.3 K.CC.4 K.CC.4c **Major Cluster** **MP 1, 6, 7, 8**
Lesson 10 *pp. 151-156* **Ordinal Numbers to Fifth**	Use ordinal numbers to fifth to describe the position of an object.	• connecting cubes • picture of five animals in a line	**ordinal number**	K.CC.4a **Major Cluster** **MP 1, 3, 4, 6**
Lesson 11 *pp. 157-162* **Ordinal Numbers to Tenth**	Use ordinal numbers to tenth to describe the position of an object.	• crayons • paper • picture of 10 cars in a line		K.CC.4a **Major Cluster** **MP 1, 2 , 4, 6, 8**

Integration of Career Readiness, Life Literacies and Key Skills

WRK.9.1.2.CAP	Career Awareness and Planning
WRK.9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
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.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
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).
TECH.9.4.2.DC.4	Compare information that should be kept private to information that might be made public.

Technology and Design Integration

Utilize programs on the IPad.

Use of Shutterfly Share Site.

Smartboard lessons and technology

CS.K-2.8.1.2.CS.3	Describe basic hardware and software problems using accurate terminology. Describing a problem is the first step toward finding a solution when computing systems do not work as expected.

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.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

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.4	Understand the relationship between numbers and quantities; connect counting to cardinality.
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.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.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.