# Oct. K: Unit 2- Numbers to 10 

Content Area: Math<br>Course(s):<br>Time Period: Length: Status:<br>October<br>6-8 Weeks<br>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
Review/Assessment
Total*

15 days
2 days
17 days

- *Includes additional time for remediation and differentiation.

| Lesson | Objective | Material \& Manipulatives | Vocabulary | Standard |
| :---: | :---: | :---: | :---: | :---: |
| Lesson 1 | Name, recognize, and count a | - counting bears |  | K.CC. 4 |
| pp. 93-98 | quantity of 6 and 7 using | - counters |  | K.CC.4a |
| Numbers 6 and 7 | concrete objects, illustrations | - red and blue |  | K.CC.4b |
|  | and drawings. | color tiles |  | K.CC. 5 |


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

MP 1, 3, 4, 5

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

## 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 |

## Technology and Design Integration

## Utilize programs on the IPad.

Use of Shutterfly Share Site.
Smartboard lessons and technology

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

LA.SL.K. 2

LA.SL.K. 3

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

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.

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

## 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 <br> (with 0 representing a count of no objects). |
| :--- | :--- |
| MA.K.CC.B. 4 | Understand the relationship between numbers and quantities; connect counting to <br> cardinality. |
| MA.K.CC.B.5 | Count to answer "how many?" questions about as many as 20 things arranged in a line, a <br> rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a <br> 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 <br> with one and only one number name and each number name with one and only one <br> object. |
| MA.K.CC.B.4b | Understand that the last number name said tells the number of objects counted. The <br> number of objects is the same regardless of their arrangement or the order in which they <br> 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 <br> the number of objects in another group, e.g., by using matching and counting strategies. |
| Compare two numbers between 1 and 10 presented as written numerals. |  |

