

# Dec. K: Unit 3- Numbers beyond 10

Content Area: **Math**  
Course(s):  
Time Period: **December**  
Length: **5-6 Weeks**  
Status: **Published**

## Unit Overview

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Students will understand that a number represents an amount, and will be able to write numbers to show a value using numbers 1-20.

## Enduring Understandings

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Knowing number values allows us to recognize, write, count and construct quantities

## Essential Questions

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How do we recognize, construct, count and write quantities of objects from 1-20?

## Instructional Strategies & Learning Activities

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### My Math Kindergarten Chapter 3

- **Pacing Guide**  
**Suggested Pacing**

Instruction	14 days
Review/Assessment	2 days
Total*	16 days

- \*Includes additional time for remediation and differentiation.

Lesson	Objective	Material & Manipulatives	Vocabulary	Standard
Lesson 1 <i>pp. 179-184</i> <b>Numbers 11 and 12</b>	Name, recognize, count and write the numerals 11 and 12 using concrete objects and illustrations.	<ul style="list-style-type: none"><li>• counters</li><li>• drum</li><li>• Work Mat 4</li><li>• number card 11</li></ul>	<b>eleven</b> <b>twelve</b>	K.CC.3 K. CC.4b K.CC.4 K. CC.4c K.CC.4a K.CC.5  <b>Major</b>

			<b>Cluster</b>
<p>Lesson 2 <i>pp. 185-190</i> <b>Numbers 13 and 14</b></p>	<p>Name, recognize, count, and write the numerals 13 and 14 using concrete objects and illustrations</p>	<ul style="list-style-type: none"> <li>• counters</li> <li>• cups</li> <li>• connecting cubes</li> <li>• Work Mat 4</li> </ul>	<p><b>thirteen</b> <b>fourteen</b></p> <p style="text-align: right;">K. CC.3 K. CC.4b K. CC.4c K. CC.4a K. CC.5</p>
			<b>Major Cluster</b>
<p>Lesson 3 <i>pp. 191-196</i> <b>Number 15</b></p>	<p>Name, recognize, count, and write the numeral 15 using concrete objects and illustrations.</p>	<ul style="list-style-type: none"> <li>• clay</li> <li>• connecting cubes</li> <li>• Work Mat 4</li> <li>• counters</li> </ul>	<p><b>fifteen</b></p> <p style="text-align: right;">K. CC.3 K. CC.4b K. CC.4c K. CC.4a K. CC.5</p>
			<b>Major Cluster</b>
<p>Lesson 4 <i>pp. 197-202</i> <b>Numbers 16 and 17</b></p>	<p>Name, recognize, count, and write the numerals 16 and 17 using concrete objects and illustrations.</p>	<ul style="list-style-type: none"> <li>• clothesline with clothespins</li> <li>• paper socks or real socks</li> <li>• 2 poster board ten-frames</li> <li>• Work Mat 4</li> <li>• counters</li> </ul>	<p><b>sixteen</b> <b>seventeen</b></p> <p style="text-align: right;">K. CC.3 K. CC.4b K. CC.4c K. CC.4a K. CC.5</p>
			<b>Major Cluster</b>
<b>Check My Progress</b>			
<p>Lesson 5 <i>pp. 205-210</i> <b>Numbers 18 and 19</b></p>	<p>Name, recognize, count, and write the numerals 18 and 19 using concrete objects and illustrations.</p>	<ul style="list-style-type: none"> <li>• picture of an 18-wheel truck</li> <li>• number cards 18 and 19</li> <li>• counters</li> <li>• Work Mat 4</li> </ul>	<p><b>eighteen</b> <b>nineteen</b></p> <p style="text-align: right;">K. CC.3 K. CC.4b K. CC.4c K. CC.4a K. CC.5</p>
			<b>Major Cluster</b>
			<p><b>MP 1, 2, 3, 4, 6, 8</b></p>

<p>Lesson 6 <i>pp. 211-216</i> <b>Number 20</b></p>	<p>Name, recognize, count, and write the numeral 20 using concrete objects and illustrations.</p>	<ul style="list-style-type: none"> <li>• jar</li> <li>• 20 pennies</li> <li>• Work Mat 4</li> <li>• counters</li> <li>• color tiles</li> </ul>	<p><b>twenty</b></p>	<p>K.CC.3 K. CC.4 K.CC.4a K.CC.4b K.CC.4c K.CC.5</p>
<p><b>Major Cluster</b></p>				
<p><b>MP 1, 3, 5, 6, 7, 8</b> K.CC.3 K. CC.4 K.CC.4a K.CC.4b K.CC.5</p>				
<p>Lesson 7 <i>pp. 217-222</i> <b>Problem-Solving Strategy: Draw a Diagram</b></p>	<p>Draw a diagram to solve problems.</p>	<ul style="list-style-type: none"> <li>• counters</li> <li>• number cards 10–20</li> <li>• drawing paper</li> <li>• crayons</li> </ul>		
<p><b>Major Cluster</b></p>				
<p><b>MP 2, 3, 4, 5, 6</b></p>				
<p><b>Check My Progress</b> Lesson 8 <i>pp. 225-230</i> <b>Count to 50 by Ones</b></p>	<p>Count and recognize numerals to 50.</p>	<ul style="list-style-type: none"> <li>• numbers chart with numbers 1 to 50</li> </ul>		
<p><b>Major Cluster</b></p>				
<p><b>MP 3, 5, 6, 7, 8</b> K.CC.1 K.CC.2 K.CC.3</p>				
<p>Lesson 9 <i>pp. 231-236</i> <b>Count to 100 by Ones</b></p>	<p>Count to 100 by ones.</p>	<ul style="list-style-type: none"> <li>• hundred chart</li> <li>• game marker</li> <li>• crayons</li> </ul>		
<p><b>Major Cluster</b></p>				
<p><b>MP 1, 4, 5, 7, 8</b> K.CC.1 K.CC.2 K.CC.3</p>				
<p>Lesson 10 <i>pp. 237-244</i> <b>Count to 100 by Tens</b></p>	<p>Count by tens to 100.</p>	<ul style="list-style-type: none"> <li>• hundred chart</li> <li>• connecting cubes</li> <li>• crayons</li> <li>• construction paper</li> </ul>		
<p><b>Major Cluster</b></p>				
<p><b>MP 2, 4, 5, 7</b></p>				

## **Integration of Career Readiness, Life Literacies and Key Skills**

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TECH.9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
TECH.9.4.2.CT	Critical Thinking and Problem-solving
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.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
WRK.9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive). Different types of jobs require different knowledge and skills.
WRK.9.2.2.CAP	Career Awareness and Planning

## **Technology and Design Integration**

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Utilize programs on the iPad.

Use of Shutterfly Share Site.

Smartboard lessons and technology

CS.K-2.8.1.2.NI.4	Explain why access to devices need to be secured.
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.

## **Interdisciplinary Connections**

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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**

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

## **Modifications & Accommodations**

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Assessments for chapters located in My Math Unit.

## **Benchmark Assessments**

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Check My Progress

## **Formative Assessments**

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Teacher observation

Discussion

Worksheet

## **Summative Assessments**

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Assessments for chapters located in My Math Unit.

## **Instructional Materials**

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See above

## **Standards**

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

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.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.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.