# Dec. K: Unit 3- Numbers beyond 10 

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

## Unit Overview

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

## Enduring Understandings

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

## Essential Questions

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

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

WRK.9.1.2.CAP
WRK.9.1.2.CAP. 1
TECH.9.4.2.CT
TECH.9.4.2.CT. 2
TECH.9.4.2.CT. 3
TECH.9.4.2.DC. 3

TECH.9.4.2.DC. 4

Career Awareness and Planning
Make a list of different types of jobs and describe the skills associated with each job.
Critical Thinking and Problem-solving
Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
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).

Compare information that should be kept private to information that might be made public.

Different types of jobs require different knowledge and skills.

## Instructional Strategies \& Learning Activities

My Math Kindergarten Chapter 3

- Pacing Guide

| Instruction | 14 days |
| :--- | :--- |
| Review/Assessment | 2 days |
| Total* | 16 days |

- *Includes additional time for remediation and differentiation.


## Lesson

Lesson 1
pp. 179-184
Numbers 11 and 12

Lesson 2
pp. 185-190
Numbers $\mathbf{1 3}$ and 14
Lesson 3
pp. 191-196
Number 15

Lesson 4
pp. 197-202
Numbers 16 and 17

## Objective

Name, recognize, count and write the numerals 11 and 12 using concrete objects and illustrations. Name, recognize, count, and write
the numerals 13 and 14 using
concrete objects and illustrations
$\qquad$

## Material \& <br> Manipulatives

- counters
- drum
- Work Mat 4
- number card 11
- counters
- cups
- connecting cubes
- Work Mat 4

Name, recognize, count, and write •clay the numeral 15 using concrete objects and illustrations.

- connecting cubes
- Work Mat 4
- counters

Name, recognize, count, and write the numerals 16 and 17 using concrete objects and illustrations.

- clothesline with clothespins
- paper socks or real socks
- 2 poster board tenframes
- Work Mat 4
- counters

Check My Progress
Lesson 5 Name, recognize, count, and write pp. 205-210
Numbers 18 and 19

Lesson 6
pp. 211-216
Number 20
the numerals 18 and 19 using concrete objects and illustrations.

Name, recognize, count, and write the numeral 20 using concrete objects and illustrations.

- picture of an 18wheel truck
- number cards 18 and 19
- counters
- Work Mat 4
- jar
- 20 pennies
- Work Mat 4
- counters
- color tiles
Vocabulary Standard
eleven K.CC. 3 K.CC. 4 b
twelve K.CC. 4 K.CC. 4 c
K.CC.4a K.CC. 5

Major Cluster
MP 1, 2, 3, 5, 6, 7
thirteen K.CC. 3 K.CC. 4 b
fourteen K.CC. 4 K.CC.4c
K.CC.4a K.CC. 5

Major Cluster
MP 2, 3, 4, 5, 6, 8
fifteen K.CC. 3 K.CC. 4 b
K.CC. 4 K.CC. 4 c
K.CC.4a K.CC. 5

Major Cluster
MP 1, 2, 4, 5, 6
sixteen K.CC. 3 K.CC. 4 b
seventeen K.CC. 4 K.CC.4c
K.CC. 4 a K.CC. 5

Major Cluster
MP 1, 2, 3, 5, 7

| eighteen nineteen | K.CC. 3 K.CC. 4 b |
| :---: | :---: |
|  | K.CC. 4 K.CC. 4 c |
|  | K.CC.4a K.CC. 5 |
| twenty | Major Cluster |
|  | MP 1, 2, 3, 4, 6, 8 |
|  | K.CC. 3 K.CC. 4 |
|  | K.CC.4a K.CC. 4 b |
|  | K.CC.4c K.CC. 5 |
|  | Major Cluster |


| Lesson 7 | Draw a diagram to solve problems. | • counters |
| :--- | :--- | :--- |
| $p p .217-222$ |  | $\bullet$ number cards $10-$ |
| Problem-Solving |  | 20 |
| Strategy: Draw a |  | $\bullet$ drawing paper |
| Diagram |  | $\bullet$ crayons |

## Check My Progress

Lesson 8 Count and recognize numerals to 50. numbers chart with
pp. 225-230
Count to 50 by
Ones

|  |  |  | Major Cluster |
| :---: | :---: | :---: | :---: |
| Lesson 9 <br> pp. 231-236 <br> Count to 100 by <br> Ones | Count to 100 by ones. |  | MP 3, 5, 6, 7, 8 |
|  |  | - hundred chart | K.CC. 1 |
|  |  | - game marker | K.CC. 2 |
|  |  | - crayons | K.CC. 3 |
|  |  |  |  |
|  |  |  | Major Cluster |
| Lesson 10 <br> pp. 237-244 <br> Count to 100 by Tens | Count by tens to 100. |  | MP 1, 4, 5, 7, 8 |
|  |  | - hundred chart | K.CC. 1 |
|  |  | - connecting cubes | K.CC. 2 |
|  |  | - crayons | K.CC. 3 |
|  |  | - construction paper |  |
|  |  |  | Major Cluster |
|  |  |  | MP 2, 4, 5, 7 |

## Technology and Design Integration

Utilize programs on the IPad.
Use of Shutterfly Share Site.
Smartboard lessons and technology

CS.K-2.8.1.2.NI. 3

CS.K-2.8.1.2.NI. 4

Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

Explain why access to devices need to be secured.

## Interdisciplinary Connections

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.

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

Assessments for chapters located in My Math Unit.

## Benchmark Assessments

Check My Progress

## Formative Assessments

Teacher observation
Discussion
Worksheet

## Summative Assessments

Assessments for chapters located in My Math Unit.

## Standards

MA.K.CC.A. 1

| 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. 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. |

