# Dec. K: Unit 3- Numbers beyond 10

Content Area:	Math
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Status:	Obsolete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 write 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 quantiles of objects from 1-20?

# Integration of Career Readiness, Life Literacies and Key Skills

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

# **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</b>	Name, recognize, count and write the numerals 11 and 12 using concrete objects and illustrations.	<ul> <li>counters</li> <li>drum</li> <li>Work Mat 4</li> <li>number cord 11</li> </ul>	eleven twelve	K.CC.3 K.CC.4b K.CC.4 K.CC.4c K.CC.4a K.CC.5
12		• number card 11		Major Cluster
Lesson 2 pp. 185-190 Numbers 13 and 14	Name, recognize, count, and write the numerals 13 and 14 using concrete objects and illustrations	<ul> <li>counters</li> <li>cups</li> <li>connecting cubes</li> <li>Work Mat 4</li> </ul>	thirteen fourteen	MP 1, 2, 3, 5, 6, 7 K.CC.3 K.CC.4b K.CC.4 K.CC.4c K.CC.4a K.CC.5
				Major Cluster
Lesson 3 <i>pp. 191-196</i> <b>Number 15</b>	Name, recognize, count, and write the numeral 15 using concrete objects and illustrations.	<ul><li> clay</li><li> connecting cubes</li><li> Work Mat 4</li></ul>	fifteen	MP 2, 3, 4, 5, 6, 8 K.CC.3 K.CC.4b K.CC.4 K.CC.4c K.CC.4a K.CC.5
		• counters		Major Cluster
Lesson 4 pp. 197-202 Numbers 16 and 17	Name, recognize, count, and write the numerals 16 and 17 using concrete objects and illustrations.	<ul> <li>clothesline with clothespins</li> <li>paper socks or real socks</li> </ul>	sixteen seventeen	MP 1, 2, 4, 5, 6 K.CC.3 K.CC.4b K.CC.4 K.CC.4c K.CC.4a K.CC.5
17		• 2 poster board ten-		Major Cluster
		<ul><li>trames</li><li>Work Mat 4</li><li>counters</li></ul>		MP 1, 2, 3, 5, 7
<b>Check My Progress</b>	SS			
Lesson 5 pp. 205-210 Numbers 18 and 19	Name, recognize, count, and write the numerals 18 and 19 using concrete objects and illustrations.	<ul> <li>picture of an 18- wheel truck</li> <li>number cards 18 and 19</li> </ul>	eighteen nineteen	K.CC.3 K.CC.4b K.CC.4 K.CC.4c K.CC.4a K.CC.5
		• counters		Major Cluster
Lesson 6	Name, recognize, count, and write	<ul> <li>work Mat 4</li> <li>jar</li> <li>20 pennies</li> </ul>	twenty	<b>MP 1, 2, 3, 4, 6, 8</b> K.CC.3 K.CC.4
Number 20	objects and illustrations.	• Work Mat 4		K.CC.4c K.CC.5
		• color tiles		Major Cluster

Lesson 7 pp. 217-222 Problem-Solving Strategy: Draw a	Draw a diagram to solve problems.	<ul> <li>counters</li> <li>number cards 10–</li> <li>20</li> <li>drawing paper</li> </ul>	MP 1, 3, 5, 6, 7, 8 K.CC.3 K.CC.4 K.CC.4a K.CC.4b K.CC.5
Diagram		• crayons	Wiajoi Ciustei
			MP 2, 3, 4, 5, 6
Check My Progre Lesson 8 pp. 225-230 Count to 50 by	Count and recognize numerals to 50	<ul> <li>• numbers chart with numbers 1 to 50</li> </ul>	K.CC.1 K.CC.2 K.CC.3
Ones			<b>Major Cluster</b>
Lesson 9 pp. 231-236 Count to 100 by Ones	Count to 100 by ones.	<ul> <li>hundred chart</li> <li>game marker</li> <li>crayons</li> </ul>	<b>MP 3, 5, 6, 7, 8</b> K.CC.1 K.CC.2 K.CC.3
Ones			<b>Major Cluster</b>
Lesson 10 pp. 237-244 Count to 100 by Tens	Count by tens to 100.	<ul> <li>hundred chart</li> <li>connecting cubes</li> <li>crayons</li> <li>construction paper</li> </ul>	<b>MP 1, 4, 5, 7, 8</b> K.CC.1 K.CC.2 K.CC.3 <b>Major Cluster</b>
			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	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.

# **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**

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.

# **Instructional Materials**

# Standards

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.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.