# Unit 4 Reveal Grade K

Content Area: **Math**
Course(s): **Language Arts, Art**
Time Period: **December**
Length: **2 weeks**
Status: **Published**

## Unit Overview

**UNIT 4 PLANNER**

**Sort, Classify, and Count Objects**

**PACING: 8 days**

| LESSON | MATH OBJECTIVE | LANGUAGE OBJECTIVE | SOCIAL AND EMOTIONAL LEARNING OBJECTIVE | LESSON | KEY VOCABULARY |
|---|---|---|---|---|---|
| **Unit Opener** iMath! Filling the Cupboard Students explore different ways everyday objects can be classified and sorted. | | | | | |
| 4-1 Alike and Different | Students describe similarities and differences in the attributes of a given set of objects. | Students describe similarities and differences of objects using the words *alike* and *different*. | Students collaborate with peers to complete a mathematical task and offer constructive feedback to the mathematical ideas posed by others. | 4-1 | Math Terms<br>alike<br>different |
| 4-2 Sort Objects into Groups | Students sort objects into groups by attribute. | Students identify which objects go into groups according to the attribute using adjectives that relate to size, color, and shape. | Students discuss how a rule or routine can help develop mathematical skills and knowledge and be responsible contributors. | 4-2 | alike<br>different<br>sort |
| 4-3 Count Objects in Groups | Students determine the number of objects in sorted groups. | Students identify the number of objects in sorted groups by counting. | Students discuss the value of hearing different viewpoints and approaches to problem solving. | 4-3 | sort |
| **Math Probe Sort by Count** Students sort groups of objects by the number of items. | | | | | |
| 4-4 Describe Groups of Objects | Students describe sorted groups based on the attributes and the number of objects in the groups. | Students describe sorted groups based on attributes and number by describing shape, size, color and number. | Students use prior knowledge and new understanding of mathematical concepts to complete a task, building stronger self-efficacy. | 4-4 | fewer<br>more<br>shape<br>size<br>sort |
| **Unit Review**<br>**Fluency Practice** | | | | | |
| **Unit Assessment**<br>**Performance Task** | | | | | |

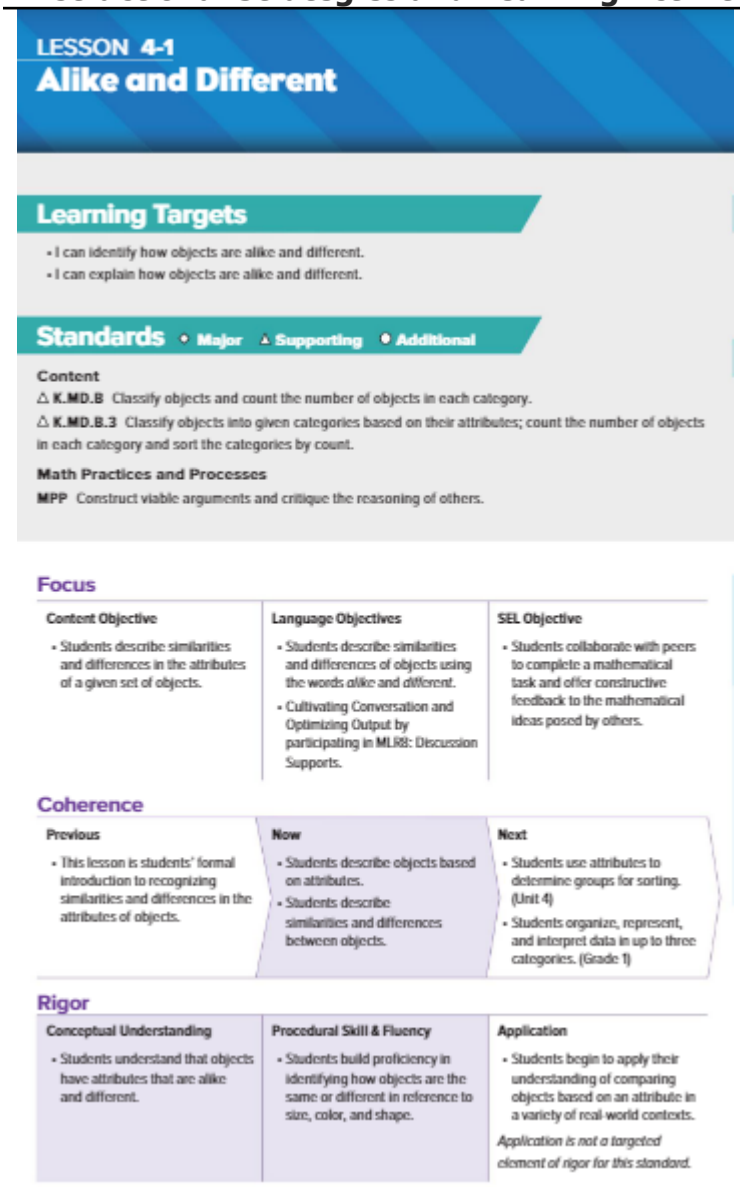
## Enduring Understandings

See Above

## Essential Questions

See Above

## Instructional Strategies and Learning Activities



LESSON 4-1

# Alike and Different

## Learning Targets

- I can identify how objects are alike and different.
- I can explain how objects are alike and different.

## Standards ◆ Major ▲ Supporting ● Additional

**Content**

△ **K.MD.B** Classify objects and count the number of objects in each category.

△ **K.MD.B.3** Classify objects into given categories based on their attributes; count the number of objects in each category and sort the categories by count.

**Math Practices and Processes**

**MPP** Construct viable arguments and critique the reasoning of others.

## Focus

| Content Objective | Language Objectives | SEL Objective |
|---|---|---|
| • Students describe similarities and differences in the attributes of a given set of objects. | • Students describe similarities and differences of objects using the words *alike* and *different*.<br>• Cultivating Conversation and Optimizing Output by participating in MLR8: Discussion Supports. | • Students collaborate with peers to complete a mathematical task and offer constructive feedback to the mathematical ideas posed by others. |

## Coherence

| Previous | Now | Next |
|---|---|---|
| • This lesson is students' formal introduction to recognizing similarities and differences in the attributes of objects. | • Students describe objects based on attributes.<br>• Students describe similarities and differences between objects. | • Students use attributes to determine groups for sorting. (Unit 4)<br>• Students organize, represent, and interpret data in up to three categories. (Grade 1) |

## Rigor

| Conceptual Understanding | Procedural Skill & Fluency | Application |
|---|---|---|
| • Students understand that objects have attributes that are alike and different. | • Students build proficiency in identifying how objects are the same or different in reference to size, color, and shape. | • Students begin to apply their understanding of comparing objects based on an attribute in a variety of real-world contexts.<br>*Application is not a targeted element of rigor for this standard.* |

LESSON 4-2

# Sort Objects into Groups

## Learning Targets

- I can recognize different attributes and sort objects into groups.
- I can explain how I sorted each group.

## Standards ○ Major △ Supporting ◇ Additional

**Content**

△ **K.MD.B** Classify objects and count the number of objects in each category.

△ **K.MD.B.3** Classify objects into given categories based on their attributes; count the numbers of objects in each category and sort the categories by count.

**Math Practices and Processes**

**MPP** Look for and express regularity in repeated reasoning.

## Focus

| Content Objective | Language Objectives | SEL Objective |
|---|---|---|
| • Students sort objects into groups by attribute. | • Students identify which objects go into groups according to the attribute using adjectives that relate to size, color, and shape.<br>• Support sense-making and optimizing output by participating in MLR2: Collect and Display. | • Students discuss how a rule or routine can help develop mathematical skills and knowledge and be responsible contributors. |

## Coherence

| Previous | Now | Next |
|---|---|---|
| • Students identified how objects were alike and different in the previous lesson. (Unit 4) | • Students identify the attribute used to sort objects. | • Students count objects in groups. (Unit 4)<br>• Students organize, represent, and interpret data in up to three categories. (Grade 1) |

## Rigor

| Conceptual Understanding | Procedural Skill & Fluency | Application |
|---|---|---|
| • Students understand that objects have different attributes and that, based on these identified attributes, objects can be sorted into different groups. | • Students build proficiency in comparing objects with different attributes such as size, color, and shape.<br>• Students build proficiency in sorting objects in different ways depending on which attribute is the focus of the sorting. | • Students are expected to apply their understanding of sorting objects based on real-world contexts.<br>*Application is not a targeted element of rigor for this standard.* |

LESSON 4-3

# Count Objects in Groups

## Learning Targets

- I can sort and count objects.
- I can explain how to count sorted groups of objects.

## Standards ○ Major △ Supporting ◯ Additional

**Content**

△ **K.MD.B** Classify objects and count the number of objects in each category.

△ **K.MD.B.3** Classify objects into given categories based on their attributes; count the numbers of objects in each category and sort the categories by count.

**Math Practices and Processes**

**MPP** Attend to precision.

## Focus

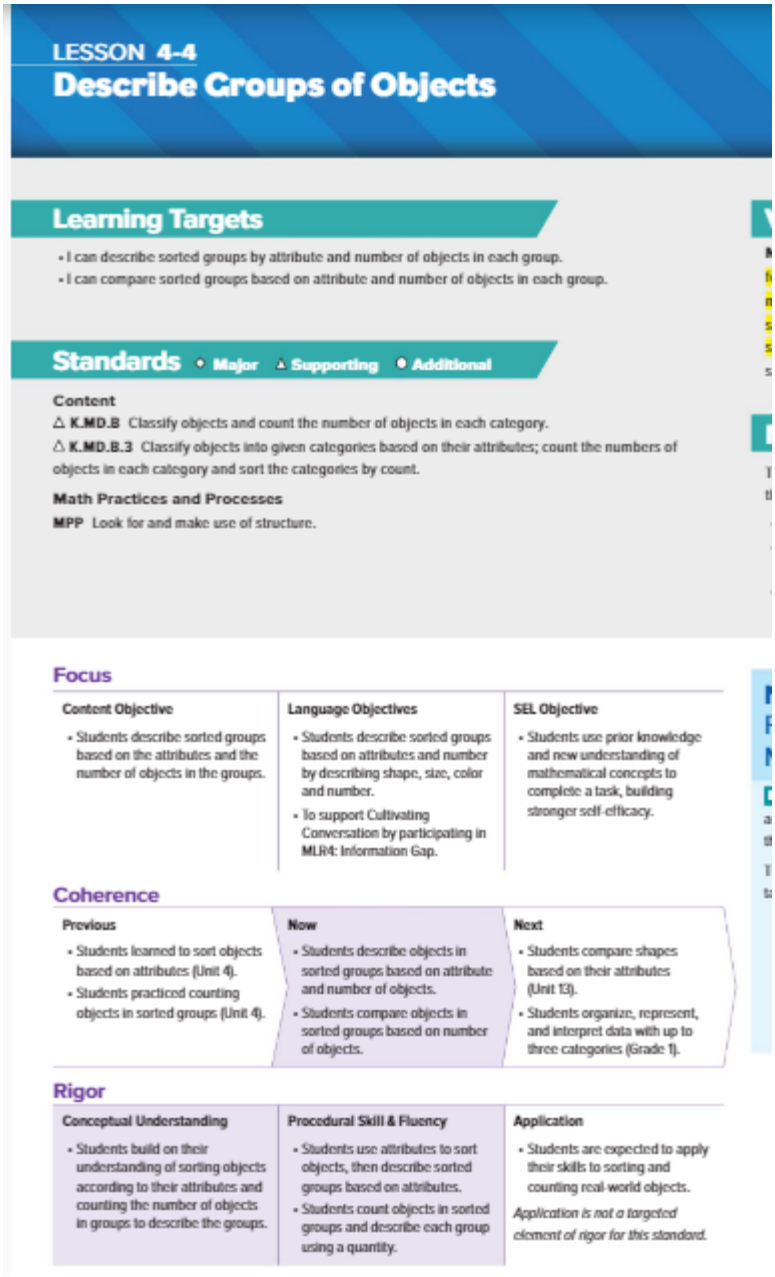
| Content Objective | Language Objectives | SEL Objective |
|---|---|---|
| • Students determine the number of objects in sorted groups. | • Students identify the number of objects in sorted groups by counting.<br>• To support optimizing output by participating in MLR3: Critique, Correct, and Clarify. | • Students discuss the value of hearing different viewpoints and approaches to problem solving. |

## Coherence

| Previous | Now | Next |
|---|---|---|
| • Students discussed similarities and differences among objects. (Unit 4)<br>• Students sorted objects based on attributes. (Unit 4) | • Students sort objects by attribute.<br>• Students count the number of objects in a sorted group. | • Students describe sorted groups based on the attributes and the number of objects in the groups. (Unit 4)<br>• Students organize, represent, and interpret data with up to three categories. (Grade 1) |

## Rigor

| Conceptual Understanding | Procedural Skill & Fluency | Application |
|---|---|---|
| • Students develop their understanding of how attributes are used to sort objects.<br>• Students understand that when counting a group of objects, each object is assigned to a number. The last number said represents the total number of objects in a group. | • Students develop proficiency in sorting a collection of objects and counting the number of objects in a group.<br>• Students recall that the arrangement of objects does not change the number of objects in the group. | • Students apply their skills to sorting and counting real-world objects.<br>*Application is not a targeted element of rigor for this standard.* |



LESSON 4-4

# Describe Groups of Objects

## Learning Targets

- I can describe sorted groups by attribute and number of objects in each group.
- I can compare sorted groups based on attribute and number of objects in each group.

## Standards ◆ Major ▲ Supporting ● Additional

**Content**

△ **K.MD.B** Classify objects and count the number of objects in each category.

△ **K.MD.B.3** Classify objects into given categories based on their attributes; count the numbers of objects in each category and sort the categories by count.

**Math Practices and Processes**

**MPP** Look for and make use of structure.

## Focus

| Content Objective | Language Objectives | SEL Objective |
|---|---|---|
| • Students describe sorted groups based on the attributes and the number of objects in the groups. | • Students describe sorted groups based on attributes and number by describing shape, size, color and number.<br>• To support Cultivating Conversation by participating in MLR4: Information Gap. | • Students use prior knowledge and new understanding of mathematical concepts to complete a task, building stronger self-efficacy. |

## Coherence

| Previous | Now | Next |
|---|---|---|
| • Students learned to sort objects based on attributes (Unit 4).<br>• Students practiced counting objects in sorted groups (Unit 4). | • Students describe objects in sorted groups based on attribute and number of objects.<br>• Students compare objects in sorted groups based on number of objects. | • Students compare shapes based on their attributes (Unit 13).<br>• Students organize, represent, and interpret data with up to three categories (Grade 1). |

## Rigor

| Conceptual Understanding | Procedural Skill & Fluency | Application |
|---|---|---|
| • Students build on their understanding of sorting objects according to their attributes and counting the number of objects in groups to describe the groups. | • Students use attributes to sort objects, then describe sorted groups based on attributes.<br>• Students count objects in sorted groups and describe each group using a quantity. | • Students are expected to apply their skills to sorting and counting real-world objects.<br>*Application is not a targeted element of rigor for this standard.* |

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

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| 9.1.2.CR.1 | Recognize ways to volunteer in the classroom, school and community. |
| 9.4.2.CI.1 | Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). |
| 9.4.2.CI.2 | Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). |
| 9.1.2.CR.2 | List ways to give back, including making donations, volunteering, and starting a business. |
| 9.1.2. FI.1 | Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards). |

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| 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). |
| 9.4.2.CT.3 | Use a variety of types of thinking to solve problems (e.g., inductive, deductive). |
| 9.1.2.FP.1 | Explain how emotions influence whether a person spends or saves. |
| 9.1.2.FP.3 | Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society). |
| 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). |
| 9.1.2.PB.1 | Determine various ways to save and places in the local community that help people save and accumulate money over time. |
| 9.1.2.PB.2 | Explain why an individual would choose to save money. |
| 9.4.2.DC.6 | Identify respectful and responsible ways to communicate in digital environments. |
| 9.4.2.DC.7 | Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). |
| 9.4.2.TL.2 | Create a document using a word processing application. |
| 9.4.2.TL.5 | Describe the difference between real and virtual experiences. |
| 9.4.2.TL.6 | Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.). |
| 9.4.2.TL.7 | Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2). |

## Technology and Design Integration

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| 8.1.2.CS.1 | Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. |
| 8.1.2.DA.1 | Collect and present data, including climate change data, in various visual formats. |
| 8.1.2.DA.3 | Identify and describe patterns in data visualizations. |
| 8.1.2.DA.4 | Make predictions based on data using charts or graphs. |
| 8.1.2.AP.4 | Break down a task into a sequence of steps. |
| 8.1.2.AP.5 | Describe a program’s sequence of events, goals, and expected outcomes. |
| 8.2.2.ITH.4 | Identify how various tools reduce work and improve daily tasks. |

## Interdisciplinary Connections

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| LA.RL.K.4 | Ask and answer questions about unknown words in a text. |
| LA.RI.K | Reading Informational Text |
| LA.RI.K.1 | With prompting and support, ask and answer questions about key details in a text. |
| LA.RI.K.2 | With prompting and support, identify the main topic and retell key details of a text. |
| LA.RI.K.3 | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| LA.RI.K.4 | With prompting and support, ask and answer questions about unknown words in a text. |
| LA.RI.K.7 | With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). |
| LA.RI.K.8 | With prompting and support, identify the reasons an author gives to support points in a |

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| | text. |
| LA.RI.K.10 | Actively engage in group reading activities with purpose and understanding. |
| LA.W.K.5 | With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details). |
| LA.SL.K | Speaking and Listening |
| 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

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

**Differentiation occurring in this unit:**




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## Modifications and Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

**Modifications and Accommodations used in this unit:**

## Benchmark Assessments

**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

**Schoolwide Benchmark assessments:**

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

**Additional Benchmarks used in this unit:**

Reveal Unit assessments

## Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

**Formative Assessments used in this unit:**

Teacher observation

Checklists

Questioning and Discussion

Quizzes

## Summative Assessments

**summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

**Summative assessments for this unit:**

End of Unit assessments

## Instructional Materials

See above

## Standards

| | |
|---|---|
| MA.K.MD.B | Classify objects and count the number of objects in each category. |
| MA.K.MD.B.3 | Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. |