Unit 3 Reveal Grade K

Content Area: **Math**
Course(s): **Language Arts, Art**
Time Period: **October**
Length: **4 weeks**
Status: **Published**

Unit Overview

UNIT 3 PLANNER
Numbers to 10

PACING: 18 days

LESSON		MATH OBJECTIVE	LANGUAGE OBJECTIVE	SOCIAL AND EMOTIONAL LEARNING OBJECTIVE	LESSON	KEY VOCABULARY
Unit Opener	IGNITE! How Many Can You Find? Explore counting groups of objects up to 10					
						Math Terms
3-1	Count 6 and 7	Understand the relationship between numbers and quantities when using objects and illustrations to count 6 and 7.	Express the relationship between numbers and quantities to count to 6 and 7 using comparative words.	Students collaborate with peers and contribute to group effort to achieve a collective mathematical goal.	3-1	six seven
3-2	Represent 6 and 7	Count groups of objects to 7, regardless of their arrangement, and recognize the numerals 6 and 7.	Express the number of objects to 7, regardless of their arrangement, using the correct subject/verb agreement.	Students set learning goals and initiate work on tasks to accomplish their goals.	3-2	six seven
3-3	Count 8 and 9	Understand the relationship between numbers and quantities when using objects and illustrations to count 8 and 9.	Express the relationship between numbers and quantities to count to 8 and 9 using comparative words.	Students identify personal traits that make them good students, peers, and math learners.	3-3	eight nine
3-4	Represent 8 and 9	Count groups of objects to 9, regardless of their arrangement, and recognize the numerals 8 and 9.	Express the number of objects to 9, regardless of their arrangement, using the structure *there is/there are*.	Students engage in respectful discourse with peers about various perspectives for approaching a mathematical challenge.	3-4	eight nine
3-5	Count 10	Understand the relationship between numbers and quantities when using objects and illustrations to count 10.	Express the relationship between numbers and quantities to count to 10 using comparative words.	Students practice strategies for persisting at a mathematical task, such as setting a small goal or setting timers for remaining focused.	3-5	ten
3-6	Represent 10	Count groups of objects to 10, regardless of their arrangement, and recognize the numeral 10.	Express the number of objects to 10, regardless of their arrangement, using the correct subject/verb agreement.	Students demonstrate self-awareness of personal strengths and areas of challenge in mathematics.	3-6	ten
3-7	Numbers to 10	Identify numbers from 1 to 10 in sequence understanding that each successive number name is referring to an amount that is one larger.	Express numbers from 1-10 in sequence and respond to questions about successive numbers using the future tense phrase, *there will be*.	Students exchange ideas for completing a mathematical task with a peer and reflect on the value of their similarities and differences.	3-7	one more
3-8	Compare Objects in Groups	Use one-to-one correspondence and counting to compare two groups.	Compare two groups using *equal to, less than, fewer than,* and *more than*.	Students develop and execute a plan, including selecting tools for mathematical problem solving.	3-8	equal; fewer; more
3-9	Compare Numbers	Use counting to compare two numbers.	Compare two numbers using *equal to, less than,* or *greater than*.	Students collaborate with peers to complete a mathematical task and offer constructive feedback to the mathematical ideas posed by others.	3-9	equal groups; greater than; less than
Math Probe	**Compare Numbers** Gather data on students' understanding of comparing two 1-digit numbers					
3-10	Write Numbers to 3	Write the numerals to 3 and represent a number of objects with a written numeral.	Respond to prepositional phrases such as *at the top, over, around, across, down* to write numerals zero to three.	Students reflect on and describe the logic and reasoning used to make a mathematical decision or conclusion.	3-10	zero; one; two; three
3-11	Write Numbers to 6	Write the numerals to 6 and represent a number of objects with a written numeral.	Respond to commands such as *start at the top, go down, move across, curve,* and *close* to write numerals four to six.	Students discuss and practice strategies for managing stressful situations.	3-11	four; five; six
3-12	Write Numbers to 10	Write the numerals to 10 and represent a number of objects with a written numeral.	Write numerals 7 to 10 by responding to prepositional phrases such as *at the top, over, around, across,* and *down*.	Students demonstrate thoughtful reflection through identifying the causes of challenges and successes while completing a mathematical task.	3-12	seven; eight; nine; ten
Unit Review **Fluency Practice**						
Unit Assessment **Performance Task**						

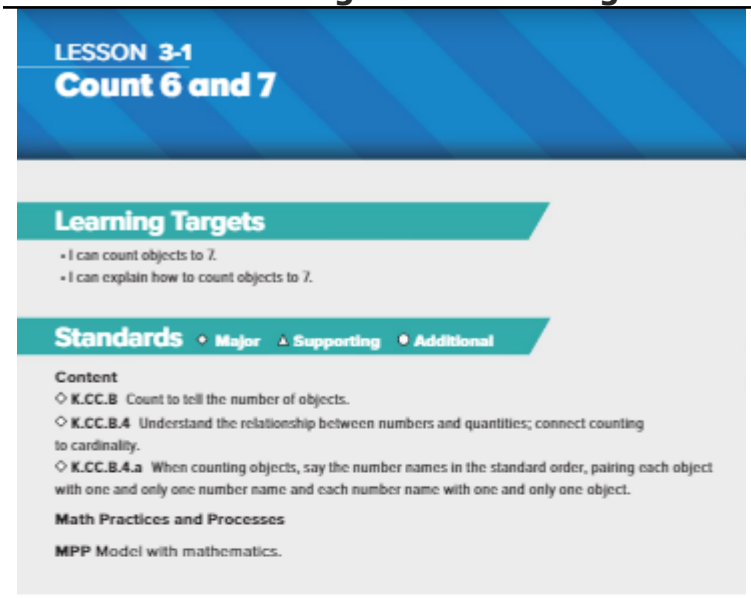
Enduring Understandings

See Above

Essential Questions

See Above

Instructional Strategies and Learning Activities



LESSON 3-1

Count 6 and 7

Learning Targets

- I can count objects to 7.
- I can explain how to count objects to 7.

Standards ◇ Major △ Supporting ○ Additional

Content

◇ **K.CC.B** Count to tell the number of objects.

◇ **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.

◇ **K.CC.B.4.a** 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.

Math Practices and Processes

MPP Model with mathematics.

Focus

Content Objective	Language Objectives	SEL Objective
• Students understand the relationship between numbers and quantities when using objects and illustrations to count 6 and 7.	• Students express the relationship between numbers and quantities to count to 6 and 7 using comparative words. • Optimizing outputs by participating in MLR3: Critique, Correct and Clarify.	• Students collaborate with peers and contribute to group effort to achieve a collective mathematical goal.

Coherence

Previous	Now	Next
• Students counted up to 5 objects (Unit 2).	• Students count objects to 7 and show the quantities using manipulatives or representations.	• Students count objects up to 19 (Unit 10). • Students count to 120 (Grade 1).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students extend their understanding of pairing each object with one number name when counting.	• Students develop skill & fluency in counting groups of up to 7 objects. *Procedural skill & fluency is not a targeted element of rigor for this standard.*	• Students use counting skills to find the number of objects in a group. *Application is not a targeted element of rigor for this standard.*

LESSON 3-2

Represent 6 and 7

Learning Targets

- I can show numbers 6 and 7.
- I can explain how to show numbers 6 and 7.

Standards ◇ Major △ Supporting ○ Additional

Content

◇ **K.CC.B** Count to tell the number of objects.

◇ **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.

◇ **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.

Math Practices and Processes

MPP Attend to precision.

Focus

Content Objectives	Language Objectives	SEL Objective
• Students count groups of objects to 7, regardless of their arrangement. • Students recognize the numerals 6 and 7.	• Students express the number of objects to 7, regardless of their arrangement, using the correct subject/verb agreement. • Optimizing outputs by participating in MLR4: Information Gap.	• Students set learning goals and initiate work on tasks to accomplish their goals.

Coherence

Previous	Now	Next
• Students counted objects up to 5, shown in various arrangements (Unit 2). • Students determined which numeral represented a given quantity of objects, up to 5 (Unit 2).	• Students count objects to 7 given in any arrangement. • Students determine which numeral represents a given quantity of objects, up to 7.	• Students represent groups of up to 19 objects (Unit 10). • Students count to 120 (Grade 1).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students extend their understanding that objects can be counted regardless of their arrangement and that numerals represent quantities.	• Students develop skill & fluency in counting up to 7 objects in different arrangements and representing the total with a numeral. *Procedural skill & fluency is not a targeted element of rigor for this standard.*	• Students use numerals to represent groups of up to 7 objects. *Application is not a targeted element of rigor for this standard.*

LESSON 3-3

Count 8 and 9

Learning Targets

- I can count objects to 9.
- I can explain how to count objects to 9.

Standards ◇ Major △ Supporting ○ Additional

Content

◇ **K.CC.B** Count to tell the number of objects.

◇ **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.

◇ **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.

Math Practices and Processes

MPP Model with mathematics.

Focus

Content Objective	Language Objectives	SEL Objective
• Students understand the relationship between numbers and quantities when using objects and illustrations to count 8 and 9.	• Students express the relationship between numbers and quantities to count to 8 and 9 using comparative words. • Support sense-making and to optimize outputs by participating in MLR8: Discussion Supports.	• Students identify personal traits that make them good students, peers, and math learners.

Coherence

Previous	Now	Next
• Students counted up to 5 objects (Unit 2). • Students counted 6 or 7 objects (Unit 3).	• Students count objects to 9 and show the quantities using manipulatives or representations.	• Students count objects up to 19 (Unit 10). • Students count to 120 (Grade 1).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students extend their understanding of pairing each object with one number name when counting.	• Students develop skill & fluency in counting groups of up to 9 objects. *Procedural skill & fluency is not a targeted element of rigor for this standard.*	• Students use counting skills to find the number of objects in a group. *Application is not a targeted element of rigor for this standard.*

LESSON 3-4

Represent 8 and 9

Learning Targets

- I can show numbers 8 and 9.
- I can explain how to show numbers 8 and 9.

Standards ◇ Major △ Supporting ○ Additional

Content

◇ **K.CC.B** Count to tell the number of objects.

◇ **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.

◇ **K.CC.B.4.b** Understand that the last number name said tells then number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

Math Practices and Processes

MPP Attend to precision.

Focus

Content Objectives	Language Objectives	SEL Objective
• Students count groups of objects to 9, regardless of their arrangement. • Students recognize the numerals 8 and 9.	• Students express the number of objects to 9, regardless of their arrangement, using the structure *there is/there are*. • Optimizing outputs by participating in MLR4: Information Gap.	• Students engage in respectful discourse with peers about various perspectives for approaching a mathematical challenge.

Coherence

Previous	Now	Next
• Students counted objects up to 7, shown in various arrangements (Unit 3). • Students determined which numeral represented a given quantity of objects, up to 7 (Unit 3).	• Students count objects to 9 given in any arrangement. • Students determine which numeral represents a given quantity of objects up to 9.	• Students represent groups of up to 19 objects (Unit 10). • Students count to 120 (Grade 1).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students extend their understanding that objects can be counted regardless of their arrangement and that numerals represent quantities.	• Students develop skill & fluency in counting up to 9 objects in different arrangements and representing the total with a numeral. *Procedural skill & fluency is not a targeted element of rigor for this standard.*	• Students use numerals to represent groups of up to 9 objects. *Application is not a targeted element of rigor for this standard.*

LESSON 3-5

Count 10

Learning Targets

- I can count objects to 10.
- I can explain how to count objects to 10.

Standards ◇ Major △ Supporting ○ Additional

Content

◇ **K.CC.B** Count to tell the number of objects.

◇ **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.

◇ **K.CC.B.4.a** 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.

Math Practices and Processes

MPP Model with mathematics

Focus

Content Objective	Language Objectives	SEL Objective
• Students understand the relationship between numbers and quantities when using objects and illustrations to count 10.	• Students express the relationship between numbers and quantities to count to 10 using comparative words. • Sense-making and to optimize outputs by participating in MLR3: Critique, Correct, and Clarify.	• Students practice strategies for persisting at a mathematical task, such as setting a small goal or setting timers for remaining focused.

Coherence

Previous	Now	Next
• Students counted up to 5 objects (Unit 2). • Students counted 8 or 9 objects (Unit 3).	• Students count objects to 10 and show the quantities using manipulatives or representations.	• Students count objects up to 19 (Unit 10). • Students count to 120 (Grade 1).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students extend their understanding of pairing each object with one number name when counting.	• Students develop skill & fluency in counting groups of up to 10 objects. *Procedural skill & fluency is not a targeted element of rigor for this standard.*	• Students use counting skills to find the number of objects in a group. *Application is not a targeted element of rigor for this standard.*

LESSON 3-6

Represent 10

Learning Targets

- I can show the number 10.
- I can explain how to show the number 10.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **K.CC.B** Count to tell the number of objects.

◇ **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.

◇ **K.CC.B.4b** Understand that the last number name said tells then number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

Math Practices and Processes

MPP Model with mathematics

Focus

Content Objectives	Language Objectives	SEL Objective
• Students count groups of objects to 10, regardless of their arrangement. • Students recognize the numeral 10.	• Students express the number of objects to 10, regardless of their arrangement, using the correct subject/verb agreement. • Optimizing outputs by participating in MLR4: Information Gap.	• Students demonstrate self-awareness of personal strengths and areas of challenge in mathematics.

Coherence

Previous	Now	Next
• Students counted objects up to 9, shown in various arrangements (Unit 3). • Students determined which numeral represented a given quantity of objects, up to 9 (Unit 3).	• Students count objects to 10 given in any arrangement. • Students determine which numeral represents a given quantity of objects up to 10.	• Students represent groups of up to 19 objects (Unit 10). • Students count to 120 (Grade 1).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students extend their understanding that objects can be counted regardless of their arrangement and that numerals represent quantities.	• Students develop skill & fluency in counting up to 10 objects in different arrangements and representing the total with a numeral. *Procedural skill & fluency is not a targeted element of rigor for this standard.*	• Students use numerals to represent groups of up to 10 objects. *Application is not a targeted element of rigor for this standard.*

LESSON 3-7

Numbers to 10

Learning Targets

- I can identify the number that is one more.
- I can explain how to identify the number that is one more.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **K.CC.B** Count to tell the number of objects.

◇ **K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.

◇ **K.CC.B.4.c** Understand that each successive number name refers to a quantity that is one larger.

Math Practices and Processes

MPP Reason abstractly and quantitatively.

Focus

Content Objective	Language Objectives	SEL Objective
• Students identify numbers from 1 to 10 in sequence understanding that each successive number name is referring to an amount that is one larger.	• Students express numbers from 1-10 in sequence and respond to questions about successive numbers using the future tense phrase, *there will be*. • Support sense-making and to optimize outputs by participating in MLR5: Co-Craft Questions and Problems.	• Students exchange ideas for completing a mathematical task with a peer and reflect on the value of their similarities and differences.

Coherence

Previous	Now	Next
• Students identified the numbers in the counting sequence 1–5 (Unit 2).	• Students understand that each number in the counting sequence represents a quantity one greater than the preceding number.	• Students count to 50 (Unit 12). • Students count to 120. (Grade 1)

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students extend their understanding of each successive number name referring to a quantity that is one more than the previous number.	• Students develop skill & fluency in identifying the number that represents one more than the given quantity. *Procedural skill & fluency is not a targeted element of rigor for this standard.*	• Students use counting skills to find the number that is one more than a given number. *Application is not a targeted element of rigor for this standard.*

LESSON 3-8

Compare Objects in Groups

Learning Targets

- I can use matching and counting to determine if the number of objects in one group is greater than or less than the number of objects in another group.
- I can explain how to compare the number of objects in two groups by matching or counting the objects in each group.

Standards ◇ Major △ Supporting ○ Additional

Content

◇ **K.CC.C** Compare numbers.

◇ **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.

Math Practices and Processes

MPP Reason abstractly and quantitatively.

Focus

Content Objective

- Students use one-to-one correspondence and counting to compare two groups.

Language Objectives

- Students compare two groups using *equal to*, *less than*, *fewer than*, and *more than*.
- Optimizing outputs by participating in MLR1: Stronger and Clearer Each Time.

SEL Objective

- Students develop and execute a plan, including selecting tools for mathematical problem solving.

Coherence

Previous

- Students compared groups with up to 5 objects (Unit 2).

Now

- Students compare the number of objects in two groups by matching and counting.

Next

- Students compare two numerals between 1 and 10 (Unit 3).
- Students compare numbers using inequality symbols (Grade 1).

Rigor

Conceptual Understanding

- Students extend their understanding of comparing two groups by matching and counting groups of up to 10 objects each.

Procedural Skill & Fluency

- Students develop skill & fluency in comparing two groups by matching and counting the objects.

Procedural skill & fluency is not a targeted element of rigor for this standard.

Application

- Students use matching and counting to compare the number of real-world objects in two groups.

Application is not a targeted element of rigor for this standard.

LESSON 3-9

Compare Numbers

Learning Targets

Focus Question How do you count, show, compare, and write numbers?

- I can compare two numbers by counting.
- I can explain how to compare two numbers by counting.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **K.CC.C** Compare numbers.

◇ **K.CC.C.7** Compare two numbers between 1 and 10 presented as written numbers.

Math Practices and Processes

MPP Construct viable arguments and critique the reasoning of others.

Focus

Content Objective	Language Objectives	SEL Objective
• Students use counting to compare two numbers.	• Students compare two numbers using *equal to*, *less than*, *greater than*. • Support sense-making and to optimize outputs by participating in MLR4: Information Gap.	• Students collaborate with peers to complete a mathematical task and offer constructive feedback to the mathematical ideas posed by others.

Coherence

Previous	Now	Next
• Students compared two groups by counting the number of objects in each group (Unit 2).	• Students apply their understanding of counting to compare two numbers presented as numerals.	• Students compare two-digit numbers using inequality symbols (Grade 1).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students build their understanding of comparing two numerals.	• Students begin to build skill & fluency in comparing two numerals using images. *Procedural skill & fluency is not a targeted element of rigor for this standard.*	• Students use images to compare the value of two numerals. *Application is not a targeted element of rigor for this standard.*

LESSON 3-10

Write Numbers to 3

Learning Targets

- I can write numbers to show how many.
- I can explain how to write numbers to show how many.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **K.CC.A** Know number names and the count sequence.

◇ **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).

Math Practices and Processes

MPP Attend to precision.

Focus

Content Objective	Language Objectives	SEL Objective
• Students write the numerals to 3 and represent a number of objects with a written numeral.	• Students respond to prepositional phrases such as *at the top, over, around, across, down* to write numerals zero to three. • Optimizing outputs by participating in MLR1: Stronger and Clearer Each Time.	• Students reflect on and describe the logic and reasoning used to make a mathematical decision or conclusion.

Coherence

Previous	Now	Next
• Students counted groups of objects to 3 (Unit 2).	• Students represent a group with up to 3 objects using a written numeral.	• Students express the quantity of objects in a group with a written numeral, up to 6 (Unit 3). • Students read and write numerals and represent a number of objects with a written numeral up to 120 (Grade 1).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students understand that the number of objects in a group can be represented with a written numeral.	• Students build proficiency with writing numerals to 3.	• Students apply their understanding of writing numerals to 3. *Application is not a targeted element of rigor for this standard.*

LESSON 3-11

Write Numbers to 6

Learning Targets

- I can write numbers to show how many.
- I can explain how to write numbers to show how many.

Standards ◇ Major △ Supporting ○ Additional

Content

◇ **K.CC.A** Know number names and the count sequence.

◇ **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).

Math Practices and Processes

MPP Attend to precision.

Focus

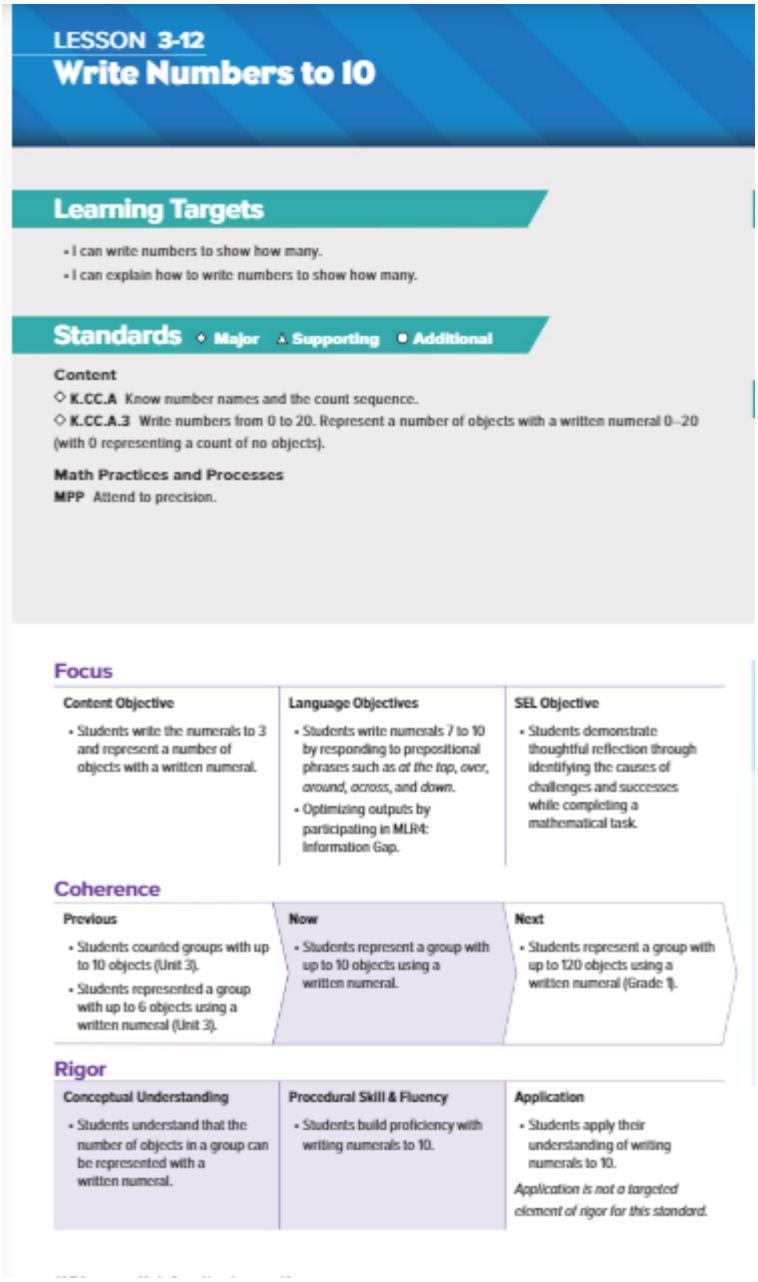
Content Objective	Language Objectives	SEL Objective
• Students write the numerals to 6 and represent a number of objects with a written numeral.	• Students respond to commands such as *start at the top, go down, move across, curve,* and *close* to write numerals four to six. • Optimizing outputs by participating in MLR4: Information Gap.	• Students discuss and practice strategies for managing stressful situations.

Coherence

Previous	Now	Next
• Students counted groups with up to 10 objects (Unit 3). • Students represented a group with up to 3 objects using a written numeral (Unit 3).	• Students represent a group with up to 6 objects using a written numeral.	• Students represent a group with up to 10 objects using a written numeral (Unit 3). • Students represent a group with up to 120 objects using a written numeral (Grade 1).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students understand that the number of objects in a group can be represented with a written numeral.	• Students develop skill & fluency with writing numerals to 6.	• Students write numerals to 6 to show how many objects are in a group. *Application is not a targeted element of rigor for this standard.*



LESSON 3-12

Write Numbers to 10

Learning Targets

- I can write numbers to show how many.
- I can explain how to write numbers to show how many.

Standards ◇ Major △ Supporting ○ Additional

Content

◇ **K.CC.A** Know number names and the count sequence.

◇ **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).

Math Practices and Processes

MPP Attend to precision.

Focus

Content Objective	Language Objectives	SEL Objective
• Students write the numerals to 3 and represent a number of objects with a written numeral.	• Students write numerals 7 to 10 by responding to prepositional phrases such as *at the top, over, around, across,* and *down.* • Optimizing outputs by participating in MLR4: Information Gap.	• Students demonstrate thoughtful reflection through identifying the causes of challenges and successes while completing a mathematical task.

Coherence

Previous	Now	Next
• Students counted groups with up to 10 objects (Unit 3). • Students represented a group with up to 6 objects using a written numeral (Unit 3).	• Students represent a group with up to 10 objects using a written numeral.	• Students represent a group with up to 120 objects using a written numeral (Grade 1).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students understand that the number of objects in a group can be represented with a written numeral.	• Students build proficiency with writing numerals to 10.	• Students apply their understanding of writing numerals to 10. *Application is not a targeted element of rigor for this standard.*

Integration of Career Readiness, Life Literacies and Key Skills

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).

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

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

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

	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.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.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.