Unit 2 Reveal Grade K

Content Area: **Math**
Course(s): **Language Arts, Art**
Time Period: **September**
Length: **3 weeks**
Status: **Published**

Unit Overview

UNIT 2 PLANNER
Numbers to 5

PACING: 15 days

LESSON		MATH OBJECTIVE	LANGUAGE OBJECTIVE	SOCIAL AND EMOTIONAL LEARNING OBJECTIVE	LESSON	KEY VOCABULARY
Unit Opener	IgNITE! Tall Towers	Informally use the concepts of one-to-one correspondence, counting, and more/less				
2-1	Count 1, 2, and 3	Students understand the relationship between numbers and quantities when using objects and illustrations to count 1, 2, and 3.	Students articulate the relationship between numbers and objects in a group of 3 by counting to 3.	Students identify personal traits that make them good students, peers, and math learners.	2-1	Math Terms one (1) two (2) three (3)
2-2	Represent 1, 2, and 3	Students count groups of objects to 3, regardless of their arrangement, and recognize the numerals 1, 2, and 3.	Students articulate numerals 1, 2, and 3 by matching them to sets of 1, 2, and 3 objects.	Students actively listen without interruption as peers describe how they approached a task.	2-2	one (1) two (2) three (3)
2-3	Count 4 and 5	Students understand the relationship between numbers and quantities when using objects and illustrations to count 4 and 5.	Students articulate the relationship between numbers and objects in a group of 5 by counting to 5.	Students employ techniques that can be used to help maintain focus and manage reactions.	2-3	four (4) five (5)
2-4	Represent 4 and 5	Students count groups of objects to 5, regardless of their arrangement, and recognize the numerals 4 and 5.	Students articulate numerals 4 and 5 by matching them to sets of 4 and 5 objects.	Students exchange ideas for mathematical problem-solving with a peer.	2-4	four (4) five (5)
2-5	Represent 0	Students identify zero as a group with no objects and recognize the numeral 0.	Students articulate the numeral 0 by matching it to a group with no objects.	Students set a focused mathematical goal and make a plan for achieving that goal.	2-5	zero (0)
2-6	Numbers to 5	Students identify numbers from 1 to 5 in sequence understanding that each successive number name is referring to an amount that is one larger.	Students identify the next successive number to 5 when counting by stating the number.	Students recognize and work to understand the emotions of others and practice empathetic responses.	2-6	one more
2-7	Equal Groups to 5	Students use one-to-one correspondence to determine whether groups are equal to each other.	Students justify that two groups are equal by using one-to-one matching correspondence.	Students use prior knowledge and new understanding to complete a task.	2-7	equal equal group matching
2-8	Greater Than and Less Than	Students use one-to-one correspondence to determine whether one group is greater than or less than the other group.	Students explain which group is greater than or less than by using one-to-one correspondence.	Students identify a problem, use creativity to execute problem-solving steps.	2-8	fewer greater than less than more
2-9	Compare Numbers to 5	Students use counting to compare two groups.	Students compare groups by expressing greater than, less than, or equal to.	Students reflect on and describe the logic and reasoning used to make a mathematical decision.	2-9	greater than less than
Math Probe	Who Has More Stickers?	Gather data on students' understandings of counting items comparing totals				
Unit Review Fluency Practice						
Performance Task Unit Assessment						

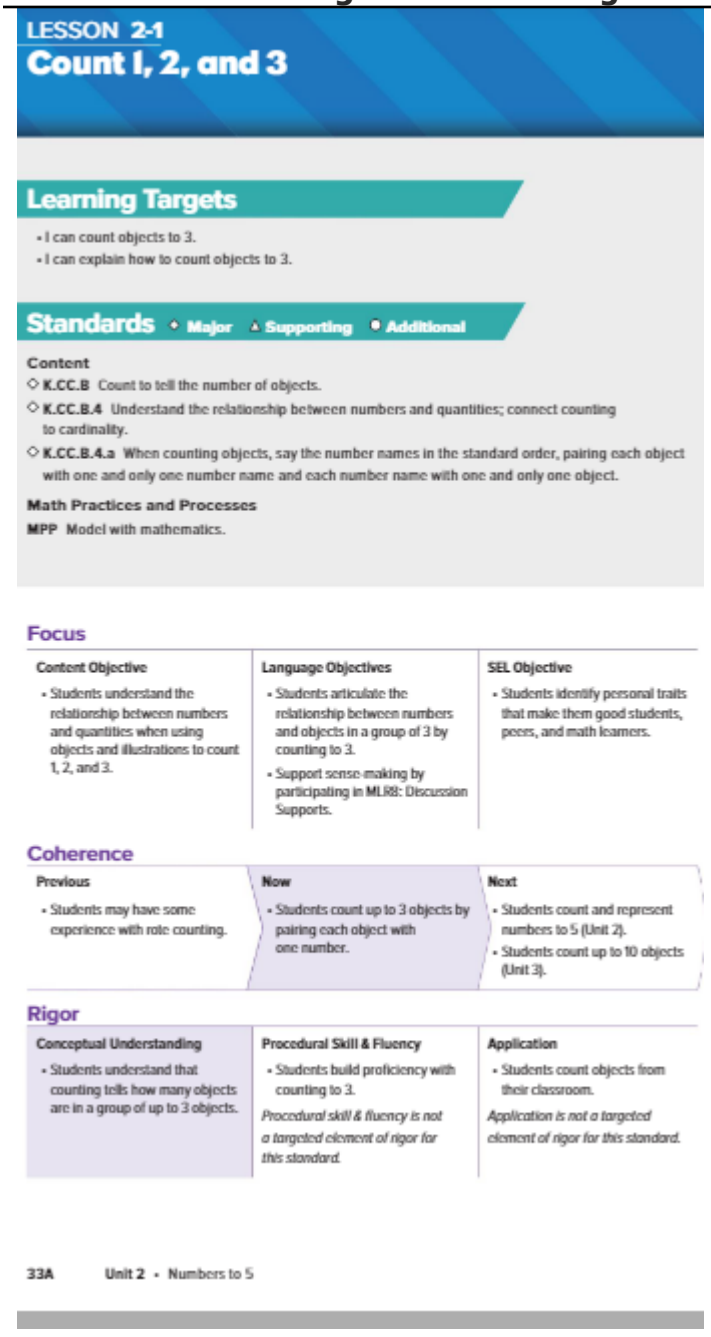
Enduring Understandings

See Above

Essential Questions

See Above

Instructional Strategies and Learning Activities



LESSON 2-1

Count 1, 2, and 3

Learning Targets

- I can count objects to 3.
- I can explain how to count objects to 3.

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 1, 2, and 3.	• Students articulate the relationship between numbers and objects in a group of 3 by counting to 3. • Support sense-making by participating in MLR8: Discussion Supports.	• Students identify personal traits that make them good students, peers, and math learners.

Coherence

Previous	Now	Next
• Students may have some experience with rote counting.	• Students count up to 3 objects by pairing each object with one number.	• Students count and represent numbers to 5 (Unit 2). • Students count up to 10 objects (Unit 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students understand that counting tells how many objects are in a group of up to 3 objects.	• Students build proficiency with counting to 3. *Procedural skill & fluency is not a targeted element of rigor for this standard.*	• Students count objects from their classroom. *Application is not a targeted element of rigor for this standard.*

LESSON 2-2

Represent 1, 2, and 3

Learning Targets

- I can show numbers 1, 2, and 3.
- I can explain how to show numbers 1, 2, and 3.

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 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 3, regardless of their arrangement. • Students recognize the numerals 1, 2, and 3.	• Students articulate numerals 1, 2, and 3 by matching them to sets of 1, 2, and 3 objects. • Support sense-making and optimizing output by participating in MLR5: Co-Craft Questions.	• Students actively listen without interruption as peers describe how they approached a complex mathematical task.

Coherence

Previous	Now	Next
• Students counted objects to 3 (Unit 2).	• Students count objects up to 3, and represent the number of objects counted.	• Students represent the numbers 4 and 5 (Unit 2). • Students represent the numbers 6 and 7 (Unit 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students count objects in a scattered arrangement up to 3 objects.	• Students understand how to show the number of objects in a group up to 3 with manipulatives and numerals.	• Students represent numbers 1, 2, and 3 with manipulatives and a numeral. *Application is not a targeted element of rigor for this standard.*

LESSON 2-3

Count 4 and 5

Learning Targets

- I can count objects to 5.
- I can explain how to count objects to 5.

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 4 and 5.	• Students articulate the relationship between numbers and objects in a group of 5 by counting to 5. • Support cultivating conversation by participating in MLR8: Discussion Supports.	• Students employ techniques that can be used to help maintain focus and manage reactions to potentially frustrating situations.

Coherence

Previous	Now	Next
• Students counted objects to 3 (Unit 2).	• Students count objects to 5 by pairing each object with one number.	• Students represent the numbers 4 and 5 (Unit 2). • Students count up to 10 objects (Unit 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students understand that counting tells how many are in a group of up to 3 objects.	• Students work on building proficiency with counting to 5. *Procedural skill & fluency is not a targeted element of rigor for this standard.*	• Students count objects from their classroom. *Application is not a targeted element of rigor for this standard.*

LESSON 2-4

Represent 4 and 5

Learning Targets

- I can show numbers 4 and 5.
- I can explain how to show numbers 4 and 5.

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.

◇ **KCC.B.4.b** 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 5, regardless of their arrangement. • Students recognize the numerals 4 and 5.	• Students articulate numerals 4 and 5 by matching them to sets of 4 and 5 objects. • Support cultivating conversation by participating in MLR4: Information Gap.	• Students exchange ideas for mathematical problem-solving with a peer, listening attentively and providing thoughtful and constructive feedback.

Coherence

Previous	Now	Next
• Students counted objects to 5 (Unit 2).	• Students count objects up to 5, and represent the number of objects counted.	• Students understand the relationship of numbers in the counting sequence (Unit 2). • Students represent the numbers 6 and 7 (Unit 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students count objects in a scattered arrangement up to 5 objects.	• Students understand how to show the number of objects in a group up to 5 with manipulatives and numerals.	• Students represent numbers 4 and 5 with manipulatives and a numeral. *Application is not a targeted element of rigor for this standard.*

LESSON 2-5

Represent 0

Learning Targets

- I can identify 0.
- I can explain how to identify 0.

Standards ◆ Major ▲ Supporting ● Additional

Content

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

◇ **K.CC.A.3** Write numbers 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 Reason abstractly and quantitatively.

Focus

Content Objectives	Language Objectives	SEL Objective
• Students identify zero as a group with no objects. • Students recognize the numeral 0.	• Students articulate the numeral 0 by matching it to a group with no objects. • Support sense-making and optimizing output by participating in MLR2: Collect and Display.	• Students set a focused mathematical goal and make a plan for achieving that goal.

Coherence

Previous	Now	Next
• Students represented objects to 5 (Unit 2).	• Students understand that zero (0) represents nothing.	• Students understand the relationship of numbers in the counting sequence (Unit 2). • Students represent numbers to 10 (Unit 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students develop an understanding that a group with no objects is represented with a zero (0).	• Students build proficiency in counting objects and representing the number of objects with a numeral, including 0.	• Students begin to apply their understanding of counting in a variety of real-world contexts, including situations with no objects. *Application is not a targeted element of rigor for this standard.*

LESSON 2-6

Numbers to 5

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 5 in sequence understanding that each successive number name is referring to an amount that is one larger.	• Students identify the next successive number to 5 when counting by stating the number. • Support cultivating conversation and optimizing output by participating in MLR8: Discussion Supports.	• Students recognize and work to understand the emotions of others and practice empathetic responses.

Coherence

Previous	Now	Next
• Students represented a number of objects in a group (Unit 2).	• Students understand that each number in the counting sequence represents a quantity one greater than the preceding number.	• Students identify equal groups of up to 5 objects (Unit 2). • Students understand the relationship in the counting sequence up to 10 (Unit 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students develop an understanding that each number said when counting represents one more.	• Students will build proficiency in counting to find one more in the counting sequence.	• Students show one more with manipulatives. *Application is not a targeted element of rigor for this standard.*

LESSON 2-7

Equal Groups to 5

Learning Target

- I can tell if groups are equal by matching the objects in the groups.

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.) Include groups with up to ten objects.

Math Practices and Processes

MPP Look for and make use of structure.

Focus

Content Objective	Language Objectives	SEL Objective
• Students use one-to-one correspondence to determine whether groups are equal to each other.	• Students justify that two groups are equal by using one-to-one matching correspondence. • Support cultivating conversation and optimizing output by participating in MLR8: Discussion Supports.	• Students use prior knowledge and new understanding of mathematical concepts to complete a task, building stronger self-efficacy.

Coherence

Previous	Now	Next
• Students counted up to 5 objects (Unit 2).	• Students match objects in two groups to determine whether the groups are equal.	• Students compare groups of up to 5 objects using the words *greater than* and *less than* (Unit 2). • Students compare groups of up to 10 objects using the words *greater than* and *less than* (Unit 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students match objects in two groups by using one-to-one correspondence.	• Students match objects in two groups. *Procedural Skill & Fluency is not a targeted element of rigor for this standard.*	• Students apply one-to-one matching to solve problems. *Application is not a targeted element of rigor for this standard.*

LESSON 2-8

Greater Than and Less Than

Learning Targets

- I can use matching 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 use matching to determine if the number of objects in one group is greater than or less than the number of objects in another 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

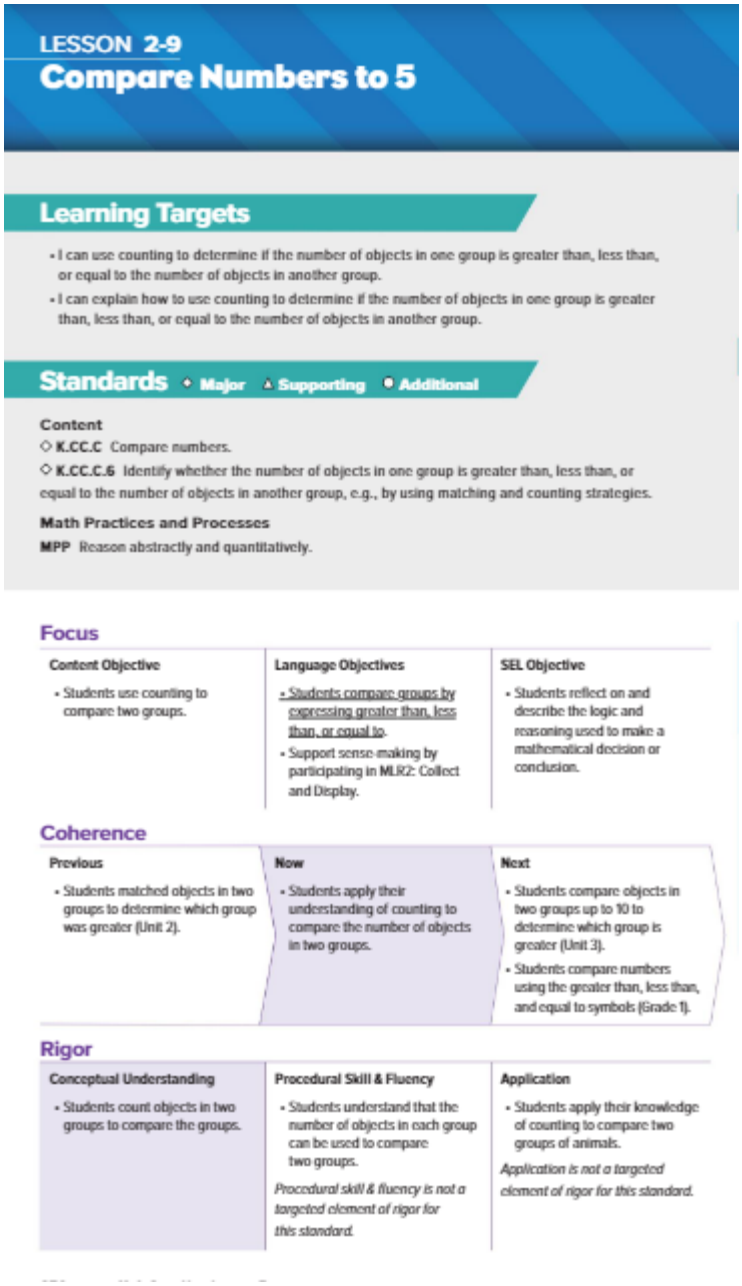
Content Objective	Language Objectives	SEL Objective
• Students use one-to-one correspondence to determine whether one group is greater than or less than the other group.	• Students explain which group is greater than or less than by using one-to-one matching correspondence. • Support cultivating conversation and optimizing output by participating in MLR4: Information Gap.	• Students identify a problem, use creativity to execute problem-solving steps, and identify multiple solutions.

Coherence

Previous	Now	Next
• Students matched objects to determine if two groups were equal (Unit 2).	• Students match objects in two groups to determine which group is greater than the other group.	• Students compare the number of objects in two groups up to 5 to determine which group is greater (Unit 2). • Students compare the number of objects in two groups up to 10 to determine which group is greater than the other group (Unit 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students match objects in two groups to determine which group has a greater number of objects.	• Students understand how to determine which group is *greater than* another group by matching objects. *Procedural Skill & Fluency is not a targeted element of rigor for this standard.*	• Students are expected to apply one-to-one matching to determine which group is greater than another group. *Application is not a targeted element of rigor for this standard.*



LESSON 2-9

Compare Numbers to 5

Learning Targets

- I can use counting to determine if the number of objects in one group is greater than, less than, or equal to the number of objects in another group.
- I can explain how to use counting to determine if the number of objects in one group is greater than, less than, or equal to the number of objects in another 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	Language Objectives	SEL Objective
• Students use counting to compare two groups.	• Students compare groups by expressing greater than, less than, or equal to. • Support sense-making by participating in MLR2: Collect and Display.	• Students reflect on and describe the logic and reasoning used to make a mathematical decision or conclusion.

Coherence

Previous	Now	Next
• Students matched objects in two groups to determine which group was greater (Unit 2).	• Students apply their understanding of counting to compare the number of objects in two groups.	• Students compare objects in two groups up to 10 to determine which group is greater (Unit 3). • Students compare numbers using the greater than, less than, and equal to symbols (Grade 1).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students count objects in two groups to compare the groups.	• Students understand that the number of objects in each group can be used to compare two groups. *Procedural skill & fluency is not a targeted element of rigor for this standard.*	• Students apply their knowledge of counting to compare two groups of animals. *Application is not a targeted element of rigor for this standard.*

Integration of Career Readiness, Life Literacies and Key Skills

PFL.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).
PFL.9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
PFL.9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.
PFL.9.1.2.FP.1	Explain how emotions influence whether a person spends or saves.
PFL.9.1.2.FP.3	Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
PFL.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.
PFL.9.1.2.PB.2	Explain why an individual would choose to save money.
TECH.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).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
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).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
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.DC.6	Identify respectful and responsible ways to communicate in digital environments.
TECH.9.4.2.DC.7	Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
TECH.9.4.2.TL.2	Create a document using a word processing application.
TECH.9.4.2.TL.5	Describe the difference between real and virtual experiences.
TECH.9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
TECH.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

CS.K-2.8.1.2.AP.4	Break down a task into a sequence of steps.
CS.K-2.8.1.2.AP.5	Describe a program's sequence of events, goals, and expected outcomes.
CS.K-2.8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
CS.K-2.8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats.
CS.K-2.8.1.2.DA.3	Identify and describe patterns in data visualizations.
CS.K-2.8.1.2.DA.4	Make predictions based on data using charts or graphs.
CS.K-2.8.2.2.ITH.4	Identify how various tools reduce work and improve daily tasks.

Interdisciplinary Connections

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.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.RL.K.4	Ask and answer questions about unknown words in a text.
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:

-

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.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.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.