Unit 9 Reveal Grade K

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

Unit Overview

UNIT 9 PLANNER
Numbers 11 to 15

PACING: 10 days

LESSON		MATH OBJECTIVE	LANGUAGE OBJECTIVE	SOCIAL AND EMOTIONAL LEARNING OBJECTIVE	LESSON	KEY VOCABULARY
Unit Opener	Secret Hops	Students decompose numbers by using hops on a number line.				
9-1	Represent 11, 12, and 13	Students represent the numbers 11, 12, and 13 by counting out objects and writing the corresponding number.	Students articulate numerals 11, 12, and 13 by matching them to sets of eleven, twelve, and thirteen objects.	Students exchange ideas for mathematical problem-solving with a peer and provide thoughtful and constructive feedback.	9-1	Math Terms eleven (11) twelve (12) thirteen (13)
9-2	Make 11, 12, and 13	Students make 11, 12, and 13 as ten ones and some more ones using concrete objects, drawings, and equations.	Students explain how to make a group of 11, 12, and 13 by adding 1-3 objects to a group of 10 using the expression *some more*.	Students practice strategies for persisting at a mathematical task, such as setting a small goal or setting timers for remaining focused.	9-2	equation make (compose)
9-3	Decompose 11, 12, and 13	Students decompose 11, 12, and 13 as ten ones and some more ones using concrete objects, drawings, and equations.	Students decompose groups of 11-13 by explaining how to separate out a group of ten and the extra ones using *break apart*.	Students identify a problem, use creativity to execute problem-solving steps, and identify multiple solutions.	9-3	decompose (break apart) equation
9-4	Represent 14 and 15	Students represent the numbers 14 and 15 by counting out objects and writing the corresponding number.	Students articulate numerals 14 and 15 by matching them to sets of fourteen and fifteen objects.	Students collaborate with peers and contribute to group effort to achieve a collective mathematical goal.	9-4	fourteen (14) fifteen (15)
Math Probe	Counting Counters	Students connect the number of counters with a written numeral.				
9-5	Make 14 and 15	Students make 14 and 15 as ten ones and some more ones using concrete objects, drawings, and equations.	Students explain how to make a group of 14 and 15 by adding 4-5 objects to a group of 10 using the expression *some more*.	Students demonstrate self-awareness of personal strengths and areas of challenge in mathematics.	9-5	equation make (compose)
9-6	Decompose 14 and 15	Students decompose 14 and 15 as ten ones and some more ones using concrete objects, drawings, and equations.	Students explain how to decompose groups of 14-15 into a group of ten and extra ones using *break apart*.	Students discuss the value of hearing different viewpoints and approaches to problem solving.	9-6	decompose (break apart) equation
Unit Review **Fluency Practice**						
Unit Assessment **Performance Task**						

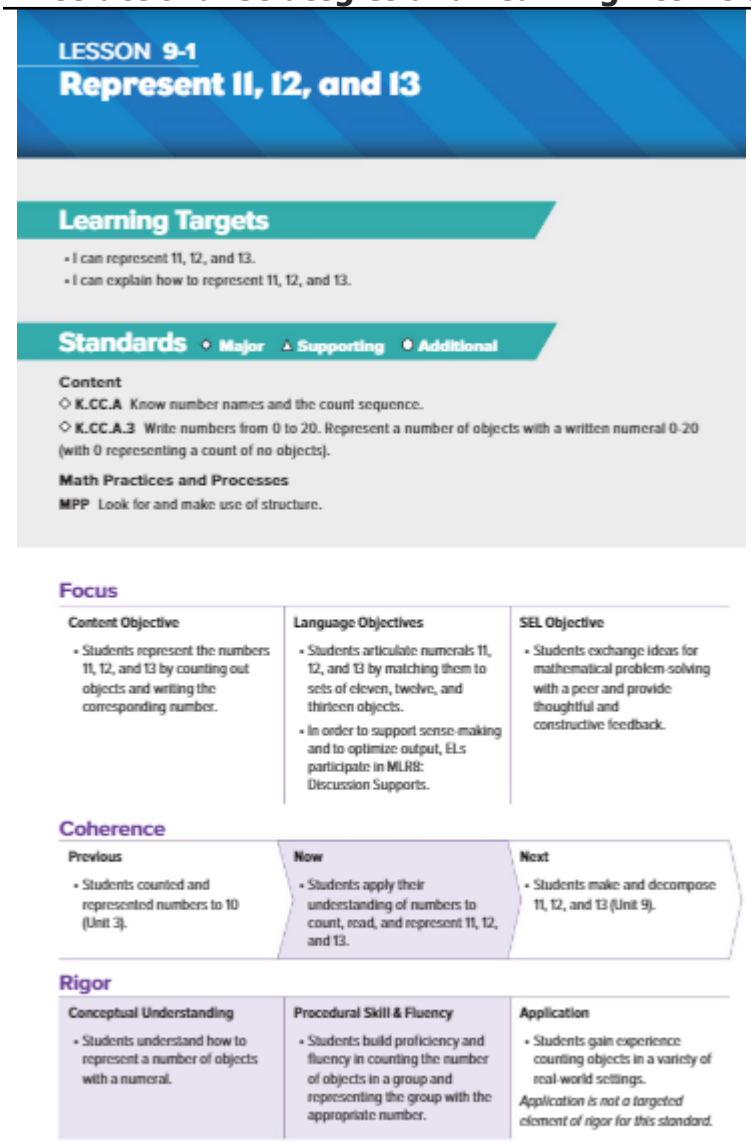
Enduring Understandings

See Above

Essential Questions

See Above

Instructional Strategies and Learning Activities



LESSON 9-1

Represent 11, 12, and 13

Learning Targets

- I can represent 11, 12, and 13.
- I can explain how to represent 11, 12, and 13.

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 Look for and make use of structure.

Focus

Content Objective	Language Objectives	SEL Objective
• Students represent the numbers 11, 12, and 13 by counting out objects and writing the corresponding number.	• Students articulate numerals 11, 12, and 13 by matching them to sets of eleven, twelve, and thirteen objects. • In order to support sense-making and to optimize output, ELs participate in MLR8: Discussion Supports.	• Students exchange ideas for mathematical problem-solving with a peer and provide thoughtful and constructive feedback.

Coherence

Previous	Now	Next
• Students counted and represented numbers to 10 (Unit 3).	• Students apply their understanding of numbers to count, read, and represent 11, 12, and 13.	• Students make and decompose 11, 12, and 13 (Unit 9).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students understand how to represent a number of objects with a numeral.	• Students build proficiency and fluency in counting the number of objects in a group and representing the group with the appropriate number.	• Students gain experience counting objects in a variety of real-world settings. *Application is not a targeted element of rigor for this standard.*

LESSON 9-2

Make 11, 12, and 13

Learning Targets

- I can make groups of 11, 12, and 13 objects.
- I can explain how to make groups of 11, 12, and 13 objects.

Standards ◇ Major △ Supporting ○ Additional

Content

◇ **K.NBT.A** Work with numbers 11–19 to gain foundations for place value.

◇ **K.NBT.A.1** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Math Practices and Processes

MPP Model with mathematics.

Focus

Content Objective	Language Objectives	SEL Objective
• Students make 11, 12, and 13 as ten ones and some more ones using concrete objects, drawings, and equations.	• Students explain how to make a group of 11, 12, and 13 by adding 1-3 objects to a group of 10 using the expression *some more*. • In order to cultivate conversation, ELs will participate in MLR4: Information Gap.	• 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 composed numbers to 10 (Unit 8). • Students counted and represented 11, 12, and 13 (Unit 9).	• Students apply their understanding of composing numbers to make 11, 12, and 13.	• Students decompose 11, 12, and 13 (Unit 9). • Students use place value to make numbers to 19 (Grade 1).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students understand that numbers can be composed in a variety of different ways. For numbers greater than 10, one way to compose a number is a group of ten ones and some more ones.	• Students build proficiency and fluency in using objects and equations to make a number.	• Students gain experience counting objects in a variety of real-world settings. *Application is not a targeted element of rigor for this standard.*

LESSON 9-3

Decompose 11, 12, and 13

Learning Targets

- I can decompose groups of 11, 12, and 13 objects.
- I can explain how to decompose groups of 11, 12, and 13 objects.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **K.NBT.A** Work with numbers 11–19 to gain foundations for place value.

◇ **K.NBT.A.1** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Math Practices and Processes

MPP Use appropriate tools strategically.

Focus

Content Objective	Language Objectives	SEL Objective
• Students decompose 11, 12, and 13 as ten ones and some more ones using concrete objects, drawings, and equations.	• Students decompose groups of 11-13 by explaining how to separate out a group of ten and the extra ones using *break apart*. • To optimize output, ELs participate in MLR3: Critique, Correct, and Clarify.	• Students identify a problem, use creativity to execute problem-solving steps, and identify multiple solutions.

Coherence

Previous	Now	Next
• Students decomposed numbers to 10 (Unit 8). • Students composed 11, 12, and 13 into ten ones and some more ones (Unit 9).	• Students apply their understanding of decomposing numbers to decompose 11, 12, and 13 into ten ones and some more ones.	• Students make and decompose 14 and 15 (Unit 9). • Students use place value to make numbers to 19 (Grade 1).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students understand that numbers can be decomposed in a variety of different ways. For numbers greater than 10, one way to decompose a number is a group of ten ones and some more ones.	• Students build proficiency and fluency in using objects and equations to represent a decomposition of a number.	• Students gain experience counting objects in a variety of real-world settings. *Application is not a targeted element of rigor for this standard.*

LESSON 9-4

Represent 14 and 15

Learning Targets

- I can represent 14 and 15.
- I can explain how to represent 14 and 15.

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 Use appropriate tools strategically.

Focus

Content Objective	Language Objectives	SEL Objective
• Students represent the numbers 14 and 15 by counting out objects and writing the corresponding number.	• Students articulate numerals 14 and 15 by matching them to sets of fourteen and fifteen objects. • In order to support Sense-Making and to optimize output, ELs will participate in MLR8: Discussion Supports and MLR1: Stronger and Clearer Each Time.	• Students collaborate with peers and contribute to group effort to achieve a collective mathematical goal.

Coherence

Previous	Now	Next
• Students counted and represented 11, 12, and 13 (Unit 9). • Students made and decomposed 11, 12, and 13 (Unit 9).	• Students apply their understanding of numbers to count, read, and represent 14 and 15.	• Students make and decompose 14 and 15 (Unit 9). • Students count, read, and write numbers to 19 (Unit 10).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students understand how to represent a number of objects with a numeral.	• Students build proficiency and fluency in counting the number of objects in a group and representing the group with the appropriate number.	• Students gain experience counting objects in a variety of real-world settings. *Application is not a targeted element of rigor for this standard.*

LESSON 9-5

Make 14 and 15

Learning Targets

- I can make groups of 14 and 15 objects.
- I can explain how to make groups of 14 and 15 objects.

Standards ◇ Major △ Supporting ○ Additional

Content

◇ **K.NBT.A** Work with numbers 11–19 to gain foundations for place value.

◇ **K.NBT.A.1** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Math Practices and Processes

MPP Model with mathematics.

Focus

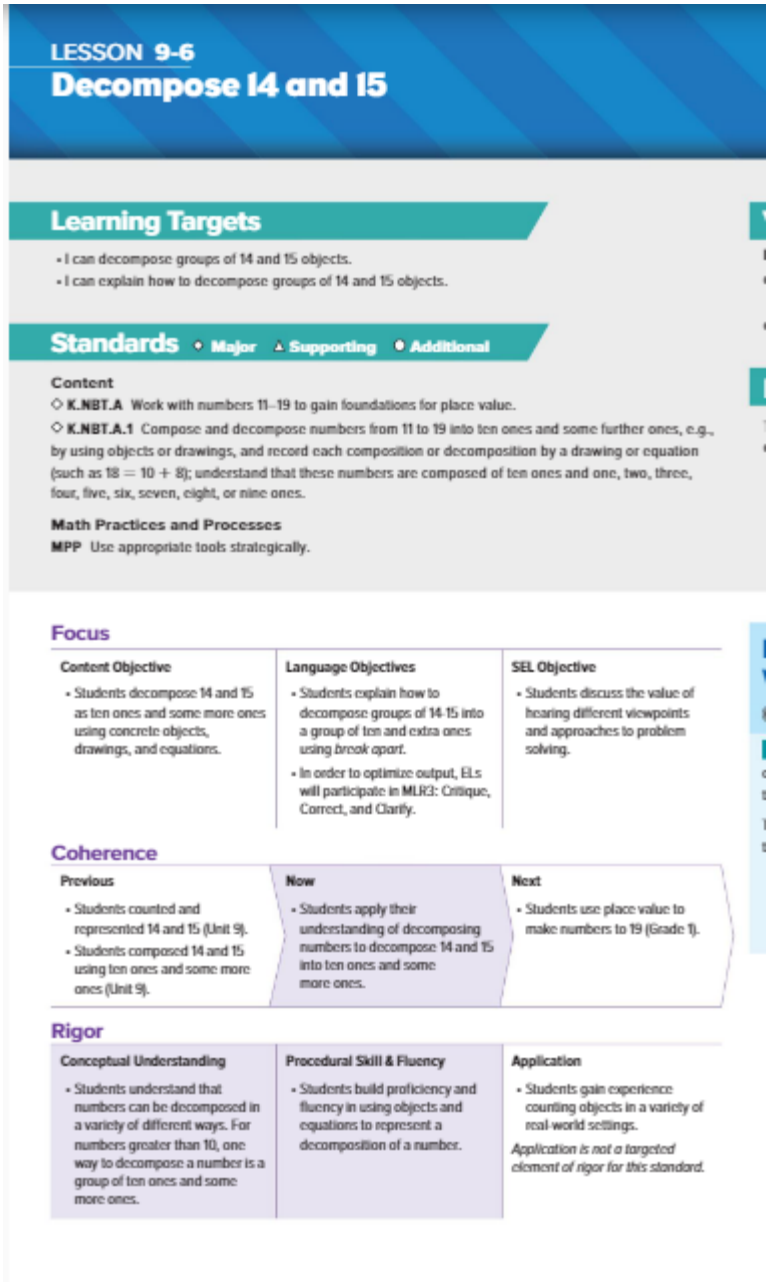
Content Objective	Language Objectives	SEL Objective
• Students make 14 and 15 as ten ones and some more ones using concrete objects, drawings, and equations.	• Students explain how to make a group of 14 and 15 by adding 4-5 objects to a group of 10 using the expression *some more*. • In order to cultivate conversation, ELs will participate in MLR4: Information Gap.	• Students demonstrate self-awareness of personal strengths and areas of challenge in mathematics.

Coherence

Previous	Now	Next
• Students composed numbers to 10 (Unit 8). • Students counted and represented 14 and 15 (Unit 9).	• Students apply their understanding of composing numbers to make 14 and 15.	• Students decompose 14 and 15 (Unit 9). • Students use place value to make numbers to 19 (Grade 1).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students understand that numbers can be composed in a variety of different ways. For numbers greater than 10, one way to compose a number is a group of ten ones and some more ones.	• Students build proficiency and fluency in using objects and equations to make a number.	• Students gain experience counting objects in a variety of real-world settings. *Application is not a targeted element of rigor for this standard.*



LESSON 9-6

Decompose 14 and 15

Learning Targets

- I can decompose groups of 14 and 15 objects.
- I can explain how to decompose groups of 14 and 15 objects.

Standards ◇ Major △ Supporting ○ Additional

Content

◇ **K.NBT.A** Work with numbers 11–19 to gain foundations for place value.

◇ **K.NBT.A.1** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Math Practices and Processes

MPP Use appropriate tools strategically.

Focus

Content Objective	Language Objectives	SEL Objective
• Students decompose 14 and 15 as ten ones and some more ones using concrete objects, drawings, and equations.	• Students explain how to decompose groups of 14-15 into a group of ten and extra ones using *break apart*. • In order to optimize output, ELs will participate in MLR3: Critique, Correct, and Clarify.	• Students discuss the value of hearing different viewpoints and approaches to problem solving.

Coherence

Previous	Now	Next
• Students counted and represented 14 and 15 (Unit 9). • Students composed 14 and 15 using ten ones and some more ones (Unit 9).	• Students apply their understanding of decomposing numbers to decompose 14 and 15 into ten ones and some more ones.	• Students use place value to make numbers to 19 (Grade 1).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students understand that numbers can be decomposed in a variety of different ways. For numbers greater than 10, one way to decompose a number is a group of ten ones and some more ones.	• Students build proficiency and fluency in using objects and equations to represent a decomposition of a number.	• Students gain experience counting objects in a variety of real-world settings. *Application is not a targeted element of rigor for this standard.*

Integration of Career Readiness, Life Literacies and Key Skills

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. 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.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.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:

-

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).