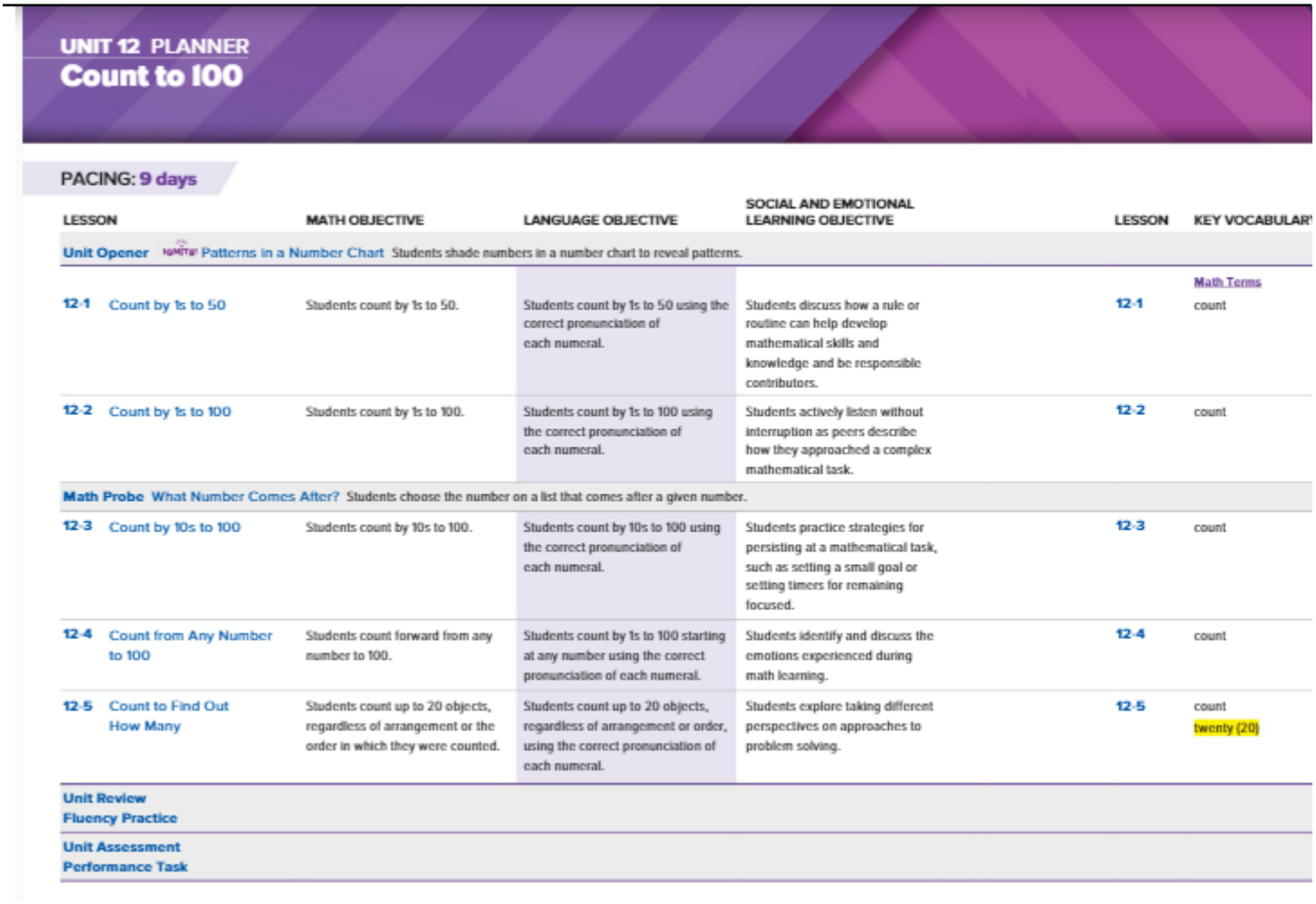
Unit 12 Reveal Grade K

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

Unit Overview



UNIT 12 PLANNER
Count to 100

PACING: 9 days

LESSON	MATH OBJECTIVE	LANGUAGE OBJECTIVE	SOCIAL AND EMOTIONAL LEARNING OBJECTIVE	LESSON	KEY VOCABULARY
Unit Opener Patterns in a Number Chart Students shade numbers in a number chart to reveal patterns.					
12-1 Count by 1s to 50	Students count by 1s to 50.	Students count by 1s to 50 using the correct pronunciation of each numeral.	Students discuss how a rule or routine can help develop mathematical skills and knowledge and be responsible contributors.	12-1	Math Terms count
12-2 Count by 1s to 100	Students count by 1s to 100.	Students count by 1s to 100 using the correct pronunciation of each numeral.	Students actively listen without interruption as peers describe how they approached a complex mathematical task.	12-2	count
Math Probe What Number Comes After? Students choose the number on a list that comes after a given number.					
12-3 Count by 10s to 100	Students count by 10s to 100.	Students count by 10s to 100 using the correct pronunciation of each numeral.	Students practice strategies for persisting at a mathematical task, such as setting a small goal or setting timers for remaining focused.	12-3	count
12-4 Count from Any Number to 100	Students count forward from any number to 100.	Students count by 1s to 100 starting at any number using the correct pronunciation of each numeral.	Students identify and discuss the emotions experienced during math learning.	12-4	count
12-5 Count to Find Out How Many	Students count up to 20 objects, regardless of arrangement or the order in which they were counted.	Students count up to 20 objects, regardless of arrangement or order, using the correct pronunciation of each numeral.	Students explore taking different perspectives on approaches to problem solving.	12-5	count twenty (20)
Unit Review Fluency Practice					
Unit Assessment Performance Task					

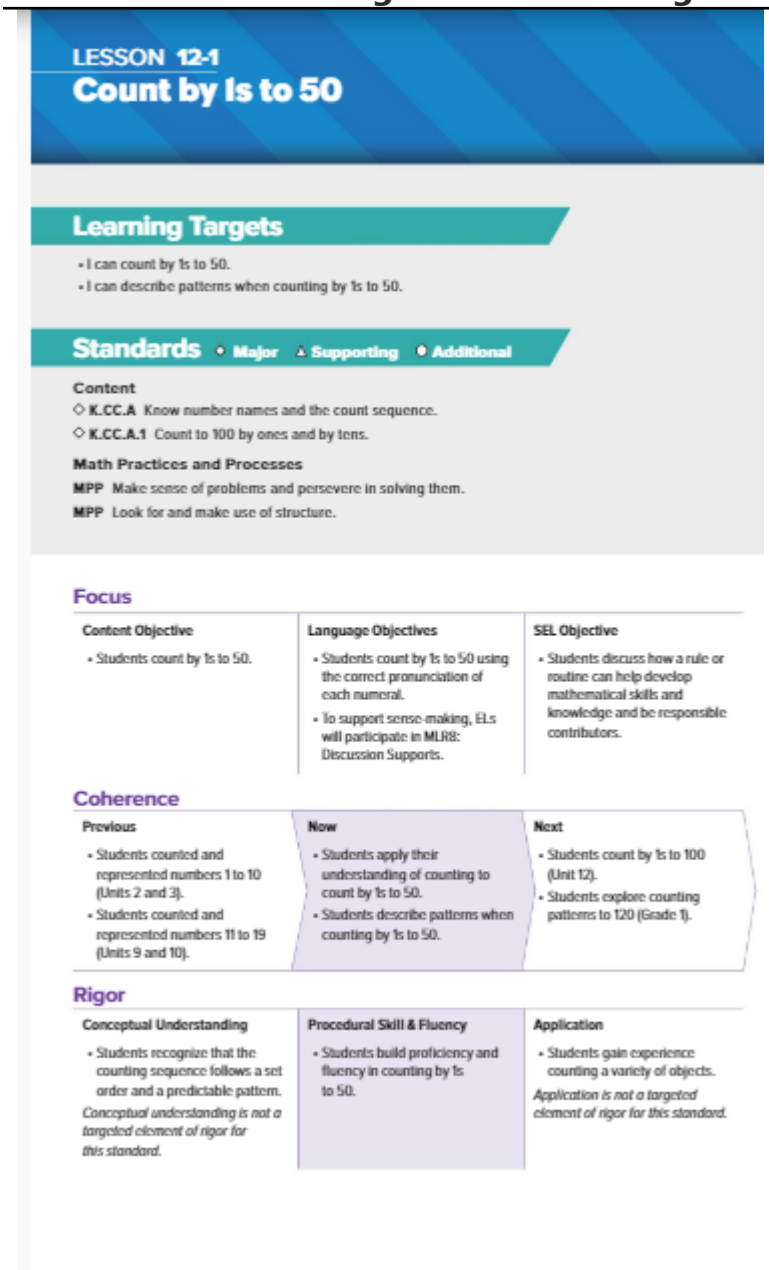
Enduring Understandings

See Above

Essential Questions

See Above

Instructional Strategies and Learning Activities



LESSON 12-1

Count by 1s to 50

Learning Targets

- I can count by 1s to 50.
- I can describe patterns when counting by 1s to 50.

Standards ◆ Major ▲ Supporting ● Additional

Content

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

◇ **K.CC.A.1** Count to 100 by ones and by tens.

Math Practices and Processes

MPP Make sense of problems and persevere in solving them.

MPP Look for and make use of structure.

Focus

Content Objective	Language Objectives	SEL Objective
• Students count by 1s to 50.	• Students count by 1s to 50 using the correct pronunciation of each numeral. • To support sense-making, ELs will participate in MLR8: Discussion Supports.	• Students discuss how a rule or routine can help develop mathematical skills and knowledge and be responsible contributors.

Coherence

Previous	Now	Next
• Students counted and represented numbers 1 to 10 (Units 2 and 3). • Students counted and represented numbers 11 to 19 (Units 9 and 10).	• Students apply their understanding of counting to count by 1s to 50. • Students describe patterns when counting by 1s to 50.	• Students count by 1s to 100 (Unit 12). • Students explore counting patterns to 120 (Grade 1).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students recognize that the counting sequence follows a set order and a predictable pattern. *Conceptual understanding is not a targeted element of rigor for this standard.*	• Students build proficiency and fluency in counting by 1s to 50.	• Students gain experience counting a variety of objects. *Application is not a targeted element of rigor for this standard.*

LESSON 12-2

Count by 1s to 100

Learning Targets

- I can count by 1s to 100.
- I can describe patterns when counting by 1s to 100.

Standards ◇ Major ▲ Supporting ○ Additional

Content

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

◇ **K.CC.A.1** Count to 100 by ones and by tens.

◇ **K.CC.A.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Math Practices and Processes

MPP Look for and make use of structure.

MPP Attend to precision.

Focus

Content Objective	Language Objectives	SEL Objective
• Students count by 1s to 100.	• Students count by 1s to 100 using the correct pronunciation of each numeral. • To optimize output, ELs will participate in MLR1: Stronger and Clearer Each Time.	• Students actively listen without interruption as peers describe how they approached a complex mathematical task.

Coherence

Previous	Now	Next
• Students counted and represented numbers 11 to 19 (Units 9 and 10). • Students counted by 1s to 50 (Unit 12).	• Students apply their understanding of counting to count by 1s to 100. • Students describe patterns when counting by 1s to 100.	• Students count by 10s to 100 (Unit 12). • Students explore counting patterns to 120 (Grade 1).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students build on their knowledge that the counting sequence follows a set order and a predictable pattern. *Conceptual understanding is not a targeted element of rigor for this standard.*	• Students build proficiency and fluency in counting by 1s to 100.	• Students gain experience with counting a variety of objects. *Application is not a targeted element of rigor for this standard.*

LESSON 12-3

Count by 10s to 100

Learning Targets

- I can count by 10s to 100.
- I can describe patterns when counting by 10s to 100.

Standards ◆ Major ▲ Supporting ● Additional

Content

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

◇ **K.CC.A.1** Count to 100 by ones and by tens.

Math Practices and Processes

MPP Reason abstractly and quantitatively.

MPP Look for and make use of structure.

Focus

Content Objective	Language Objectives	SEL Objective
• Students count by 10s to 100.	• Students count by 10s to 100 using the correct pronunciation of each numeral. • To support sense-making, ELs will participate in MLR8: Discussion Supports.	• 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 by 1s to 50 (Unit 12). • Students counted by 1s to 100 (Unit 12).	• Students apply their understanding of counting to count by 10s to 100. • Students describe patterns when counting by 10s to 100.	• Students count from any number to 100 (Unit 12). • Students explore counting patterns to 120 (Grade 1).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students recognize that the counting sequence when counting by 10s follows a set order and a predictable pattern. *Conceptual understanding is not a targeted element of rigor for this standard.*	• Students build proficiency and fluency in counting by 10s from ten to 100.	• Students gain experience counting a variety of objects. *Application is not a targeted element of rigor for this standard.*

LESSON 12-4

Count from Any Number to 100

Learning Targets

- I can count by 1s to 100, starting at any number.
- I can describe how to count by 1s to 100, starting at any number.

Standards ◆ Major ▲ Supporting ● Additional

Content

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

◇ **K.CC.A.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Math Practices and Processes

MPP Make sense of problems and persevere in solving them.

MPP Attend to precision.

Focus

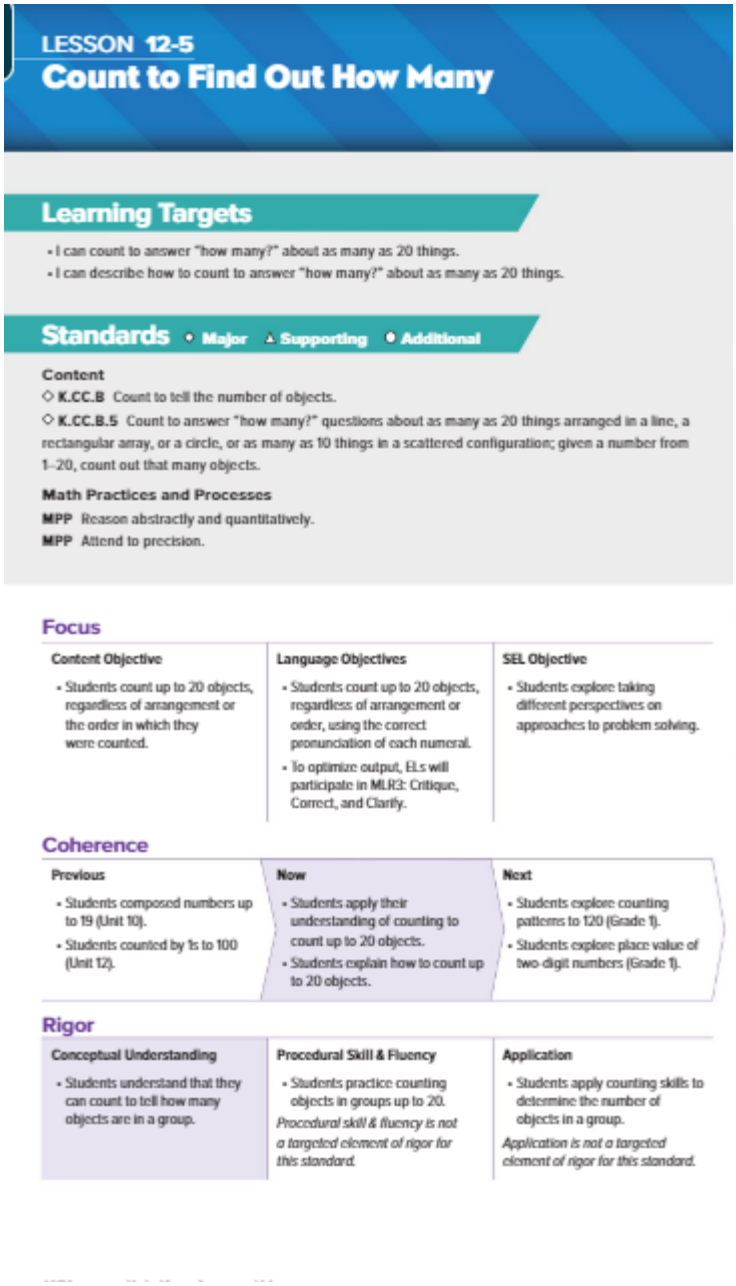
Content Objective	Language Objectives	SEL Objective
• Students count forward from any number to 100.	• Students count by 1s to 100 starting at any number using the correct pronunciation of each numeral. • To optimize output, ELs will participate in MLR4: Information Gap.	• Students identify and discuss the emotions experienced during math learning.

Coherence

Previous	Now	Next
• Students represented, composed, and decomposed numbers up to 19 (Unit 10). • Students counted to 100 (Unit 12).	• Students apply their understanding of counting to count by 1s to 100, starting at any number. • Students describe how to count by 1s to 100, starting at any number.	• Students count to find how many (Unit 12). • Students explore counting patterns to 120 (Grade 1).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students recognize that the counting sequence follows a set order and a predictable pattern. *Conceptual understanding is not a targeted element of rigor for this standard.*	• Students build proficiency and fluency in counting forward beginning with a given number less than 100.	• Students gain experience counting a variety of objects. *Application is not a targeted element of rigor for this standard.*



LESSON 12-5

Count to Find Out How Many

Learning Targets

- I can count to answer "how many?" about as many as 20 things.
- I can describe how to count to answer "how many?" about as many as 20 things.

Standards ◇ Major △ Supporting ○ Additional

Content

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

◇ **K.CC.B.5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Math Practices and Processes

MPP Reason abstractly and quantitatively.

MPP Attend to precision.

Focus

Content Objective	Language Objectives	SEL Objective
• Students count up to 20 objects, regardless of arrangement or the order in which they were counted.	• Students count up to 20 objects, regardless of arrangement or order, using the correct pronunciation of each numeral. • To optimize output, ELs will participate in MLR3: Critique, Correct, and Clarify.	• Students explore taking different perspectives on approaches to problem solving.

Coherence

Previous	Now	Next
• Students composed numbers up to 19 (Unit 10). • Students counted by 1s to 100 (Unit 12).	• Students apply their understanding of counting to count up to 20 objects. • Students explain how to count up to 20 objects.	• Students explore counting patterns to 120 (Grade 1). • Students explore place value of two-digit numbers (Grade 1).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students understand that they can count to tell how many objects are in a group.	• Students practice counting objects in groups up to 20. *Procedural skill & fluency is not a targeted element of rigor for this standard.*	• Students apply counting skills to determine the number of objects in a group. *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	Know number names and the count sequence.
MA.K.CC.A.1	Count to 100 by ones and by tens.
MA.K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
MA.K.CC.B.5	Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.