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| Module 5 Lessons 1-5 |
| Kindergarten  March 25-29, 2019 |
| **Standards:****K.CC.1** Count to 100 by ones and by tens. **K.NBT.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 (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.  | Focus Skills:Objective 1: Count straws into piles of ten; count the piles as 10 ones. (1) Objective 2: Count 10 objects within counts of 10 to 20 objects, and describe as 10 ones and \_\_\_ ones. (2) Objective 3: Count and circle 10 objects within images of 10 to 20 objects, and describe as 10 ones and \_\_\_ ones. (3) Objective 4: Count straws the Say Ten way to 19; make a pile for each ten. (4)Objective 5: Count straws the Say Ten way to 20; make a pile for each ten. (5) |
|  | Monday (3.25) | Tuesday (3.26) | Wednesday (3.27) | Thursday (3.28) | Friday (3.29) |
| Learning Target | I will count a group of 10.  | I will count a group of ten and more.  | I will find a group of 10 and more.  | I will make a group of 10 and some more. | I will make a group of 10 and some more. |
| Math | L1 Model with ActiveBoard Fluency: Ten-Frame flashes POD: S will draw a picture to show parts in 10.Concept Development:S will work with a partner to count out groups of items in bags, using an organizer to put each thing in. Goal is to find which bags contain a group of 10 items and document those things on recording chart. S will count out a group of ten to match each group of ten. Problem Set: S will circle groups that have 10.  | **L2** Model with ActiveBoard Fluency: Count piles of ten POD: S will show groups of ten and more in a picture and write numbers to match. Concept Development: S will work with a partner to count out groups of items in bags, using an organizer to put each thing is. Goal is to find a group of 10 and more in each bag, documenting the number of items on a recording chart. S will count each thing the say ten way and the regular way. S will document each thing as 10 and \_\_\_. Problem Set: S will count a group of ten and more, then record the groups counted.  | **L3** **Model with ActiveBoard** **Fluency:** Grouping 10 objects **POD:** S will draw a group of 10 buttons and 2 eyes. Tell partner “I have 10 and 2 AND 12.” **Concept Development:** S will work with a partner to count groups of ten with cubes, then independently with pictures. S will circle the group of 10 in pictures, marking each item in the 10 group as a strategy for grouping. S will trade papers with partner and partners will check work to see that 10 were circled. **Problem Set:** S will circle a group of 10 and write to tell how many are in each group (10 and \_\_\_ more).  | L4Model with ActiveBoardFluency:Circle 10 objects.POD:S will draw a picture to decompose 17 as 10 ones and 7 ones.Concept Development:S will use cubes to practice counting and giving the answer as the “say ten” way.Problem Set: S will draw numbers using 10 frames. | L5Model with ActiveBoardFluency:Circle 10 onesPOD:S will draw a picture to show 16 as 10 ones and 6 ones.Concept Development:S will work with partners to count straws to 20 using the Say Ten way.Problem Set: S will circle 10 things and count the say ten way. S will draw a line to match the picture to the correct number. |