

Math Unit: Module 1: Count Numbers to 10

**Kindergarten
September 10-17, 2018**

Standards:

- K.CC.3-** Write numbers from 1 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects.)
- K.CC.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 and each number name with one and only one object.
- K.CC.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.
- K.CC.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.
- K.MD.3-** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Speaking and Listening

- K.SL.1** - Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- a.** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b.** Continue a conversation through multiple exchanges.
- K.SL.6** - Speak audibly and express thoughts, feelings, and ideas clearly

Focus Skills:

- Count 6-8 objects in linear, circular and scattered configurations.
- Count 6, 7, or 8 items out of a larger set. Write numerals 1-8 in order.
- Find groups of 5 within larger groups.

	Monday 9.10 Day 1	Tuesday 9.11 Day 2	Wednesday 9.12 Day 3	Thursday 9.13 Day 4	Friday 9.14 Day 5
Learning Target	I will count and write how many.	I will count and write how many.	I will show 7 in different ways.	I will show 7 in different ways.	I will show 8 in different ways.
Math	<p>L17</p> <p>T will model with active board</p> <p>Fluency Practice: How many dots?(Template in curriculum)</p> <p>Application: S will review the number 5 by drawing 5 objects.</p> <p>Concept Development: S will work with numbers up to 6. S will use cubes to show/count numbers in multiple ways. S will use 5 frames to arrange cubes and count how many.</p> <p>Problem Set: S will draw one more object then count and write how many. S will color groups based on the color key.</p> <p>T/S will use positional words to integrate arts and language across the curriculum.</p>	<p>L18</p> <p>T will model with active board</p> <p>Fluency Practice: Beep Number</p> <p>Application: S make an array of 6 dots (two rows of 3) counting each row as they go to tell how many altogether.</p> <p>Concept Development: S will use counters to find 4-6 and count them in different configurations. S will count 6 out of a larger group and practice writing the number 6.</p> <p>Problem Set: S will count 6 and color that many. S will count the dots and write the number to tell how many.</p> <p>T/S will use positional words to integrate arts and language across the curriculum.</p>	<p>L19</p> <p>T will model with active board</p> <p>Fluency: 5 groups (Count on from 5)</p> <p>Application: S will draw 5 ice cream cones and 1 more. Write the number.</p> <p>Concept Development: S will count groups of 5 using linking cubes. S will count 6 & 7 as a group of 5 and 1 more or 2 more (5 Frame). S will count 6 & 7 cubes in a linear configuration.</p> <p>Problem Set: S will color groups of 5. S will add more to make 6 or 7.</p> <p>T will use positional words, body movements and rhymes/songs to help ensure all students grasp concepts.</p>	<p>L20</p> <p>T will model with active board</p> <p>Fluency: Show me another way.</p> <p>Application: S will draw 5 cookies and 2 more cookies. S will tell how many, then circle the group of 5.</p> <p>Concept Development: S will count to 7 counters in different configurations and practice writing the number 7.</p> <p>Problem Set: S will color 7 and draw lines to show counting path. S will count and write the numbers</p> <p>T will use positional words, body movements and rhymes/songs to help ensure all students grasp concepts.</p>	<p>L21</p> <p>T will model with active board</p> <p>Fluency: Number flashes to 8</p> <p>Application: S draw a circle with 7 marbles inside. Count and tell what would happen if another marble was added.</p> <p>Concept Development: S will count out cubes on a number mat up to 8. S will match cubes with number card. S will identify counts of 8 in linear and array configurations.</p> <p>Problem Set: S will count and write how many. S will show hidden partners</p> <p>T will use positional words, body movements and rhymes/songs to help ensure all students grasp concepts.</p>
Interventions And Enrichments	<p>Debrief:</p> <p>How does the 5 group help us count?</p> <p>Share with a partner how you counted and why.</p>	<p>Debrief:</p> <p>What happened to our 6 counters when we put them back in the bag with the rest of the counters?</p> <p>Did you think it was easier to count the beans in a circle or the pencils in a line? Why?</p>	<p>Debrief:</p> <p>When we had a tower of 5, how many more did we add to make 7?</p> <p>What are hidden partners in 7?</p> <p>Create a story using the Problem Set.</p>	<p>Debrief:</p> <p>Check with your partner to see if your groups of 7 beans you colored are the same or different. Tell how they are different.</p> <p>What did you notice about the numbers and dots at the bottom of the page as you counted?</p>	<p>Debrief:</p> <p>What did you notice about the ladybugs?</p> <p>How were the lady bugs different on each page?</p> <p>What groups did you see in the circles you counted and drew?</p>