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| Math Unit: Module 1: Count Numbers to 10 | | | | | | | |
| Kindergarten   September 24-28, 2018 | | | | | | | |
| **Standards:**   |  |  | | --- | --- | | **K.CC.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).** | | **K.CC.4-** | **Understand the relationship between numbers and quantities; connect counting to cardinality.**  **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.**  **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.** | | **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.** |   **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:**  **Objective 1:**  Count 10 objects and move between all configurations  **Objective 2:**  Act out results unknown story problems without equations.  **Objective 3:** Order and match numeral and dot cards 1-10 and state1 more than a given number  **Objective 4:**  Make math stairs from 1-10 in cooperative groups.  **Objective 5: Organize and count 9 varied geometric objects in linear and array configurations, place objects on a 5-group mat, and match with numeral 9.** | | | |
|  | Monday (9.24)  Day 1 | Tuesday (9.25)  Day 2 | Wednesday (9.26)  Day 3 | | Thursday (9.27)  Day 4 | Friday (9.28)  Day 5 |
| Learning Target | I will find hidden partners in 10. | I will solve story problems. | I will order numbers 1-10 | | I can write and order numerals 1-10. | I can rationalize and discuss 1 more to 10. |
| Math | L27  T will model with active board and ELMO.  Fluency: Rekenrek roller coaster to 10.  Application: S will make a snowman 5 snowballs high. Then make him a friend. Write the number.  Concept Development: S will count up to 10 in different configurations.  Problem Set: S will draw a counting path and count up to 10. | L28  T will model with active board and ELMO.  Fluency: Rekenrek Counting  Application: S will draw a bracelet with 10 beads.  Concept Development: S will use a number path on the floor to act out a math story problem.  Problem Set: S will color pictures to match story problem. | L29  T will model with active board and ELMO.  Fluency: Beep number *focus on sequences beyond 5*  Application (POD): S will draw 10 dishes. S will write numerals 1-10.  Concept Development: S will order number cards independently and compare with a partner.  Problem Set: S will count and write how many. S will draw objects to math a number. S will add one more and write how many. | | L30  T will model with active board and ELMO.  Fluency: Show me one more. *S will work in pairs with personal rekenreks.*  Application (POD): S will draw 4 flowers and then one more and then write number to show how many.  Concept Development: S will  Work in groups to build structure to represent *one more* from 1-10.  Problem Set: S will count and color squares to demonstrate one more from 1-10. S will write numbers to show how many.  Assess with Lessons 28/29 exit tickets (counting a group and writing the number, drawing groups and writing how many, writing missing numbers) | L31  T will model with active board and ELMO.  Fluency: Show me one more *math finger way*.  Application: S will draw 7 oranges. S will draw one more. S will discuss in partners following pattern: *there were (\_) oranges. One more is (\_) oranges.* Write the number.  Concept Development: S will order groups up to 10 in different configurations (scattered and circular). S will draw a circles to represent one more as beads on a bracelet  Problem Set: S will count the gray circles and write how many. S will count and color the empty circles |
| Interventions  And Enrichments | **Debrief:**  Q3: cubes and guided support.  What circle did you begin counting with? Was it different from your partners? How did you draw your 10 circles? Compare with partner.  Discuss best path for students to take to count each shape.  Q4: Circle a group of 5 with your finger. | Debrief:  Q3: use counters at back table. T guides through PS.  How did the number path help us act out our story? How many red and purple flowers did it take to make 6 flowers? Tell your partner the story you created with the bears.  Q4: Make up a story to tell their partner | Debrief:  Q1: How many balloons did you count before drawing 1 more? What did you notice when you drew 1 more?  Q2: How many basketballs did you count before drawing 1 more? What did you notice when you drew 1 more? | | **Debrief:**  Q1: Look at the first staircase. What do you notice about the red steps? How many numbers have a group of 5 steps? Which numbers are they?  Q2: Do the numbers 1, 2, 3, and 4 have a 5-group of steps? Why or why not? | **Debrief:**  Q3: What do you notice about the circles you colored? Did this help you count?  Q5: Tell your partner how many you counted in each problem. What happened when you added 1 more?  Q6: Why was it so easy to count the cubes on our bracelets? How did the colors of the cubes help us? (Lead them to mention number conservation from linear to other configurations. Help them to notice that identifying the groups of 5 within the sets was very helpful in counting. |