

Math Unit: Module 1: Count Numbers to 10

Kindergarten
August 27– 31, 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.4a–b 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:** Model decompositions of 3 with materials, drawings, and expressions. Represent the decomposition as $1 + 2$ and $2 + 1$.
- Objective 2:** Understand the meaning of zero. Write the numeral 0.
- Objective 3:** Order and write numerals 0–3 to answer *how many* questions.
- Objective 4:** Write numerals 1–3. Represent decompositions with materials, drawings, and equations, $3 = 2 + 1$ and $3 = 1 + 2$.
- Objective 5:** Order and write numerals 4 and 5 to answer *how many* questions in categories; sort by count.

	Monday (8.27) Day 1	Tuesday (8.28) Day 2	Wednesday (8.29) Day 3	Thursday (8.30) Day 4	Friday (8.31) Day 5
Learning Target	I will break numbers apart.	I will write/ tell about Zero.	I will put numbers in order.	I will make a number sentence.	I will count and write how many.
Math	<p>L11</p> <p>Fluency: Rekrenrek to 5</p> <p>Application: S will draw 4 balls and find the hidden partners.</p> <p>Concept Development: S will sort groups of bears or cubes to break apart numbers.</p> <p>Problem Set: S will count and circle the number of cubes. S will draw line to break numbers apart.</p>	<p>L12</p> <p>Fluency: Sunrise/ Sunset to 5.</p> <p>Application: S will draw 4 apples. S will color some red and some green. Tell hidden numbers.</p> <p>Concept Development: S will build with cubes. Telling the number each time. Then S will take away all cubes and talk about zero.</p> <p>Problem Set: S will count and circle how many.</p>	<p>L13</p> <p>Fluency: Rekrenrek to 5</p> <p>Application: S will draw picture to show math problem.</p> <p>Concept Development: S will Learn a rhyme for the number 1. Practice writing the number 1.</p> <p>Problem Set: S will write the missing number. S will count the objects and write how many.</p>	<p>L14</p> <p>T will model with active board</p> <p>Fluency: Hide and See 3 (as the total)</p> <p>Application: T will tell S different body parts to count and S will write the number.</p> <p>Concept Development: S will use linking cubes to represent numbers and break them apart.</p> <p>Problem Set: S will make picture and number sentence match. S will count how many and write the number.</p> <p>T/S will use positional words to integrate arts and language across the curriculum.</p>	<p>L15</p> <p>T will model with active board</p> <p>Fluency Practice: Birthday Cake number order cards</p> <p>Application(RRJ): S will draw 3 circles, 2 blue, 1 red and complete a number sentence</p> <p>Concept Development: S will count groups of objects and show how many on a large graph. S will then practice writing the numerals 4 and 5 on their whiteboards.</p> <p>Problem Set: S will count groups and circle the matching number. S will circle groups of 4 within the larger groups.</p> <p>T/S will use positional words to integrate arts and language across the curriculum.</p> <p>Assess: Students write missing numbers in order and properly form numbers 1-5. Students count groups 1-5.</p>
Interventions And Enrichments	<p>Debrief: Have students bring their problem sets to the carpet and create number stories using one of the combinations in the problem set.</p> <p>Have a linking cube or counting bears to represent various problems.</p> <p>How did we show our number stories today?</p>	<p>Debrief: How many eyes (noses, fingers, or feet) do you have?</p> <p>How many tails do you have?</p> <p>What is the math word for today? ZERO</p>	<p>Debrief: What do you do when you need to find out how many?</p> <p>What are some ways that you can tell or show how many?</p> <p>What could we tell someone by writing numbers?</p>	<p>Debrief: How many are in your tower all together?</p> <p>What are the parts of the tower?</p> <p>How would we say that as a number sentence?</p>	<p>Debrief: S will discuss (pairs/whole group) answers to problem set, reflect on lesson</p>