

Grade: K Unit: 2	Counting and Cardinality, Numbers 6 - 9	4 Weeks
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Progression

Kindergarten	<b>Students will learn to count and compare numbers within 9. As the year progresses, students will extend the rote counting sequence to 100, object counting to 20, and comparison of numerals to 10.</b>
1 <sup>st</sup> Grade	Students will extend their work by rote counting to 120, using the “counting on” strategy to add, and comparing two-digit numbers.

**STUDENT LEARNING GOALS**

**Mathematics Standards** (*Appendices A & B*)

**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.

**K.OA.3:** Decompose numbers less than or equal to 10 into pairs in more than one way, *e.g.*, by using objects or drawings, and record each decomposition by a drawing or equation (*e.g.*,  $5 = 2 + 3$  and  $5 = 4 + 1$ ).

**MP1:** Make sense of problems and persevere in solving them.

**MP6:** Attend to Precision

<b>Interdisciplinary Standards</b>		<b>Key Vocabulary</b>		
<b>Technology Integration</b> ( <i>Appendix C</i> )	<b>21<sup>st</sup> Century Skills</b> ( <i>Appendix D</i> )	<b>Count Number</b>	<b>Equal (To) Same As</b>	<b>Six Seven Eight Nine</b>
IS1. Information Strategies IS2. Information Use	TCS1. Use of Information TCS5. Problem Solving			

<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>I can count up to nine objects.</li> <li>I can read and write numbers from 6 -9.</li> <li>I can tell if the number of objects in one groups is more, less, or the same as another group.</li> </ul>	<b>Essential Questions</b> <ul style="list-style-type: none"> <li>How do you count objects up to nine?</li> <li>Why is it important to read and write numbers up to nine?</li> <li>How can you tell if a number is more, less, or the same from another number in a group?</li> </ul>
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<b>Assessment Plan</b>	
<b>Summative Assessment(s)/Performance Based Assessments including 21<sup>st</sup> Century Learning</b>	<b>Formative and Diagnostic Assessment(s)</b>  STAR Math Assessment (Fall) RCC Embedded Tasks and Assessments

**Learning Plan Components**

Text	<b>Ready Common Core Mathematics Instruction K</b> , 2014, Curriculum Associates, ISBN: 978-0-7609-8854-1
Print	<b>Ready Common Core Mathematics Teacher Resource Book K</b> , 2014, Curriculum Associates, ISBN: 978-0-7609-8656-5
Electronic	<a href="http://www.teacher-toolbox.com">www.teacher-toolbox.com</a> <a href="http://www.stratfordmath.wikispaces.com">www.stratfordmath.wikispaces.com</a> <a href="http://www.xtramath.org">www.xtramath.org</a>
<b>Week 1</b>	Students will: <ul style="list-style-type: none"> <li>Count groups of 6 or 7 objects.</li> <li>Distinguish groups of 6 or 7 from each other and from smaller groups.</li> <li>Develop familiarity with arrangements of 6 and 7.</li> <li>Recognize and write the number 6 and 7.</li> </ul>

<b>Lessons</b>	<b>Tasks / Activities</b>	<b>Worksheets</b>	<b>Technology</b>
<u>RCC Lesson 7:</u> Count 6 and 7 ( <i>TRB p.45-51</i> ) *Engage NY Lesson 18 *Engage NY Lesson 20	*Ten Frame *Mingle and Count (Video Instructions on Technology page)	*Number of the Week *MI p. 25-28 *PPS p. 11 *Engage NY Lesson 18 *Engage NY Lesson 20 *Traceable Number 6 *Traceable Number 7 *SF P 4-1 *SF E 4-1 *Math WS 6 *Math WS 7 *Math WS Counting to 7	<a href="#">Teacher-Toolbox</a> Numerals and Counting to 10 - Level K

<b>Week 2</b>	Students will: <ul style="list-style-type: none"> <li>Show number pairs for 6 and 7, using objects and drawings</li> <li>Name number pairs for 6 and 7.</li> </ul>		
<b>Lessons</b>	<b>Tasks / Activities</b>	<b>Worksheets</b>	<b>Technology</b>
<u>RCC Lesson 8:</u> Make 6 and 7 (TRB p. 52-58) *Engage NY Lesson 17 *Engage NY Lesson 19	*Ten Frame *Toss the Chips *Let's Roll *Number Bracelets *Addition Bag	*Number of the Week *MI p. 29-32 *PPS p. 12 *Engage NY Lesson 17 *Engage NY Lesson 19 *Math WS Number Sets to 7	<a href="#">Teacher-Toolbox</a> Composing and Decomposing with 5 as a Benchmark - Level K
<b>Week 3</b>	Students will: <ul style="list-style-type: none"> <li>Count groups of 8 or 9 objects</li> <li>Distinguish group of 8 or 9 from each other and from smaller groups.</li> <li>Develop familiarity with arrangements of 8 and 9</li> <li>Develop familiarity with 8 and 9 as a little less than 10.</li> <li>Recognize and write the numbers 8 and 9.</li> </ul>		
<b>Lessons</b>	<b>Tasks / Activities</b>	<b>Worksheets</b>	<b>Technology</b>
<u>RCC Lesson 9:</u> Count 8 and 9 (TRB p. 59-65) *Engage NY Lesson 22	*Ten Frame *Mingle and Count (Video Instructions on Technology page)	*Number of the Week *MI p. 33-36 *PPS p. 13 *Engage NY Lesson 22 *Traceable Number 8 *Traceable Number 9 *SF P 4-2 *SF E 4-2 *SF Teaching Tool 17 *SF P 4-3 *SF E 4-3	<a href="#">Teacher-Toolbox</a> Numerals and Counting to 10 - Level K
<b>Week 4</b>	Students will: <ul style="list-style-type: none"> <li>Show number pairs for 8 and 9, using objects and drawings.</li> <li>Name number pairs for 8 and 9</li> </ul>		
<b>Lessons</b>	<b>Tasks / Activities</b>	<b>Worksheets</b>	<b>Technology</b>
<u>RCC Lesson 10:</u> Make 8 and 9 (TRB p. 66-72) *Engage NY Lesson 21	*Ten Frame *Toss the Chips *Let's Roll *Number Bracelets *Addition Bag	*Number of the Week *MI p. 37-40 *PPS p. 14 Engage NY Lesson 21 *Math WS 8 *Math WS 9	<a href="#">Teacher-Toolbox</a> Composing and Decomposing with 5 as a Benchmark - Level K
<b>Summative Assessment</b>		<b>Performance Task</b>	
Unit 2 (based on RCC) Practice Resources Found Online Teacher-Toolbox			