

Grade: K Unit: 3	Counting and Cardinality, Numbers to 10	3 Weeks
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Progression

Kindergarten	Students will learn to count and compare numbers to 10. They will develop a familiarity with 10 as a benchmark number. As the year progresses, students will extend the rote counting sequence to 100, object counting to 20, and comparison of numerals to 10.
1 st Grade	Students will extend their work by using 10 as a benchmark and building numbers up to 20, 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.

[C](#): Understand that each successive number name refers to a quantity that is one larger.

[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.CC.6](#): Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, *e.g.*, by using *matching and counting strategies*.

[K.CC.7](#): Compare two numbers between 1 and 10 presented as written numerals.

[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 $5 = 4 + 1$).

[K.OA.A.4](#): For any number from 1 to 9, find the number that makes 10 when added to the given number, *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

Interdisciplinary Standards		Key Vocabulary		
Technology Integration <i>(Appendix C)</i>	21st Century Skills <i>(Appendix D)</i>	Compare Count Number	Equal (To) Fewer (Than) Greater (Than) Less (Than) More (Than) Same As	Ten
IS1. Information Strategies IS2. Information Use	TCS1. Use of Information TCS5. Problem Solving			
Enduring Understandings <ul style="list-style-type: none"> I can count up to 10 objects. I can read and write the number 10. I can show number pairs for 10, using objects and drawings. I can tell if the number of objects in one groups is more, less, or the same as another group. I can compare two written numbers from 1-10 without objects. 		Essential Questions <ul style="list-style-type: none"> How do you count objects up to 10? How can you show number pairs for 10 using objects and drawings? Why is it important to read and write numbers up to 10? How can you tell if a number is more, less, or the same from another number in a group? 		
Assessment Plan				
Summative Assessment(s)/Performance Based Assessments including 21st Century Learning		Formative and Diagnostic Assessment(s) STAR Math Assessment (Fall) RCC Embedded Tasks and Assessments		
Learning Plan Components				
Text	Ready Common Core Mathematics Instruction K , 2014, Curriculum Associates, ISBN: 978-0-7609-8854-1			
Print	Ready Common Core Mathematics Teacher Resource Book K , 2014, Curriculum Associates, ISBN: 978-0-7609-8656-5			
Electronic	www.teacher-toolbox.com www.stratfordmath.wikispaces.com www.xtramath.org			
Week 1	Students will: <ul style="list-style-type: none"> Count groups of 10 objects. Distinguish groups of 10 from smaller groups. Develop familiarity with arrangements of 10, such as 5 and 5 or 9 and 1. Recognize and write the number 10. 			
Lessons	Tasks / Activities	Worksheets	Technology	
<u>RCC Lesson 11: Count 10</u> <i>(TRB p. 74-80)</i>	Subitizing Card Match Ten Frame Card Match	*Number of the Week MI p. 41-44 PPS p. 19	Teacher-Toolbox Numerals and Counting to 10 - Level K	

Week 2	Students will: <ul style="list-style-type: none"> Identify whether the number of objects (to 10) in one group is more than, less than, or the same as (greater than, less than, equal to) the number in another group. Compare two written numbers from 1 to 10 without objects. 		
Lessons	Tasks / Activities	Worksheets	Technology
<u>RCC Lesson 12:</u> Compare within 10 (TRB p. 81-87)	More or Less Card Game (War)	*Number of the Week MI p. 45-48 PPS p. 20	Teacher-Toolbox Comparing Sets - Level K
Week 3	Students will: <ul style="list-style-type: none"> Show number pairs for 10, using objects and drawings. Name number pairs for 10. 		
Lessons	Tasks / Activities	Worksheets	Technology
<u>RCC Lesson 13:</u> Make 10 (TRB p. 88-94)	Number Bracelets Number Combinations Booklet Page Make a Ten! Poem and Recording Sheet Hide the Cubes	*Number of the Week MI p. 49-52 PPS p. 21	Teacher-Toolbox Composing and Decomposing with 5 as a Benchmark - Level K
Summative Assessment		Performance Task	
Unit 3 (based on RCC) Practice Resources Found online Teacher-Toolbox			