

## Kindergarten Math Unit 8

### Canterbury Public Schools

<b>Subject</b>	Math
<b>Grade Level</b>	Kindergarten
<b>Unit Title</b>	Putting it all together
<b>Unit Goals</b>	<p>Students consolidate and solidify understanding of concepts and skills on major work of the grade; continue to work toward fluency goals</p> <p><b>Section A Counting and Cardinality</b>            Concepts of counting and comparing            Count and compare groups of objects and images            Represent and write numbers up to 20            Add and subtract 1            Solve story problems            Count forwards and backwards            Order numbers to 20</p> <p><b>Section B Math in our school</b>            Highlights the presence of math in students' school community            Answer mathematical questions about the community            Identify number and quantity in the environment            Represent and write numbers to 20            Use numbers to represent objects in their environment            Notice and Wonder routines            Which One Doesn't Belong</p> <p><b>Section C Fluency within 5</b>            Enables students to practice composing and decomposing numbers within 5, as well as adding and subtracting within 5            Recognize compositions and decompositions of numbers to 5            Make groups of dots</p> <p><b>Section D All About 10</b>            Composing and decomposing 10            Use understanding of 10 to work with numbers to 20            Relate equations to different compositions and decompositions of 10            In multiple ways</p>
<b>Pacing (# of weeks)</b>	4 - 6 weeks
<b>Standards</b>	Section A:K.CC.A.1, K.cc.A.2, K.CC.A.3, K.CC.B.4, K.CC.B.4a, K.CC.B.5, K.CC.C,K.MD, B.3, K.NBT.A.1, K.OA.A.2

	<p>Section B: K.CC, K.CC.A, K.CC.A.3, K.CC.B, K.MD, K.OA.A.1, K.OA.A.2, K.OA.A.5</p> <p>Section C: K.CC.A.2, K.CC.C.6, K.MD.B.3, K.OA.A.2, K.OA. A.5,</p> <p>Section D: K.OA.A.3, K.OA.A.4, K.CC.B.5, K,.NBT.A.1</p>
<b>Content/Conceptual Knowledge (know)</b>	<p>How to count ( add and subtract) and write numbers to 5  Numbers and arrangements can both be helpful in comparing groups of numbers  Numbers can be composed and decomposed in multiple ways</p> <p>Given a number, find how many more are needed to make 10  How equations relate to compositions and decompositions of numbers</p>
<b>Skills (be able to do)</b>	<p>Count, add and subtract numbers to 5  Sort, count, and compare groups of objects up to 20  Compose and decompose numbers to 19  Count on within 100  Subitize to describe images seen  Count collections of up to 20 objects and represent their count with drawing and numbers  Use grouping strategies  Identify likenesses and differences/ compare and contrast</p> <p>Use knowledge of the count sequence to find certain sums  Represent all, then cross off or remove to find the difference</p> <p>Add or subtract to find the value  Reason about operations</p> <p>Compose and decompose 10 in multiple ways  Develop fluency when adding and subtracting</p> <p>Fill in equations to represent compositions and decompositions of 10  Find the number that makes 10 when added to a given number  Add to make 10</p> <p>Compose and decompose numbers 11 - 19  Compose and decompose numbers 11 - 19 using 10 ones and some more ones</p>
<b>Essential Questions</b>	<p>What kinds of experiences help me to develop number sense?</p>

	<p>Why do I need mathematical operations?  How do I know where to begin when solving a problem?  How do I use algebraic expressions to analyze or solve a problem?  What strategies will help me to solve equations?</p> <p>How can illustrations help you to figure out “more than, less than”?  What role does composing and decomposing numbers play in adding and subtracting</p>
<b>Enduring Understandings</b>	<p>There are many ways to represent a number  Representing mathematical ideas involves using a variety of representations including words, physical models, algebra/ equations to convey practical situations</p> <p>Number sense develops through experience</p>
<b>Vocabulary</b>	<p>Number words, more, less, count on,  Too low, too high, about right  Agree / disagree</p>
<b>Common Learning Experiences broken down by standard addressed in the unit</b>	<p>Lesson 3 Activity 2 Singing Students  Lesson 13, Activity Compare Dots on Dominos  Lesson 21 Activity 1 Where Will They Sit</p> <p>Choral Count: count on within 100  Compare amounts - more/less/altogether  Count and compare collections of up to 20 objects</p> <p>Find someone who has more than 5 letters in their name.  Plan with a partner to solve a mathematical question about their environment  Identify math tools needed to solve a problem</p> <p>Share and solve story problems  Draw pictures to solve story problems  Write expressions to solve story problems  Observe relationships between different types of story problems  Count objects around the school  Use a code to identify a color to use  Find the value of expressions  Find the missing value</p> <p>Write equations that equal 10  Use beads to show composition of 10</p>

	<p>Solve story problems with a total of 10 Estimate within 10</p>
<b>Assessments</b>	<p>Use objects and equations to find a missing part with a total of up to 5 Compose and decompose teen numbers 11 - 19 Name numbers - count on count by 1's Identify quantities Fluently add and subtract within 5 Count all to find the sum Use knowledge of the count sequence to find certain sums Know certain sums Represent all, then cross off or remove to find the difference Use knowledge of the count sequence to find certain differences Know certain differences- compare sets of pattern blocks and decide which group has ore things and which group has fewer things</p> <p>Identify which single-digit number is greater for less Find the number that makes 10 with a given number Students solve take away, result unknown story problem</p>
<b>Student Resources</b>	place value mats, concrete material) 10 frames, cubes, beads
<b>Teacher Resources</b>	<p>For example: Texts, literature, math mats <u>One is a Snail, Ten is a Crab: A Counting by Feet Book</u> by April Pulley Sayre <u>Fish Eyes</u> by Lois Ehlert <u>One Duck Stuck</u> by Phyllis Root</p>
<b>Strategies</b>	<p>Learning centers , classroom tasks that show knowledge of concepts Identifying numbers on pages, counting items on pages of books Create number books School Walks- look for items to count to put in number books Students read books to peers in small groups Use dominoes to add and subtract using expressions Use a color code to color a picture Use games that identify goals for the unit</p> <p>Create a tool to work with the number 10- use two color beads</p>