

Unit 2 Kindergarten Math

Canterbury Public Schools

Subject	Math
Grade Level	K
Unit Title	Numbers 1 -10
Unit Goals	Students will read, count, and write numbers 0 - 20
Pacing (# of weeks)	30 weeks
Standards	<p>CC K.1 Count to 100 by ones and tens</p> <p>CC K.2 Count forward beginning from a given number within the known sequence</p> <p>CC K.3 Write Numbers from 0 - 20. Represent a number of objects with a written numeral.</p> <p>CC K.4 Understand the relationship between numbers and quantities; connect counting to cardinality</p> <p>CC K.4a 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 1 object.</p> <p>CC K.4b 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.</p> <p>CC K.4c Understand that each successive number refers to a quantity that is one larger.</p> <p>CC K.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.</p> <p>CC K.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/matching and counting strategies.</p> <p>CC K.7 Compare two numbers between 1 and 10 presented as written numerals</p> <p>Operations and Algebraic thinking</p> <p>OA K.1 represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations</p> <p>K.2 solve addition and subtraction word problems, and add and subtract within 10 by using objects or drawings to represent the problem</p> <p>K.3 decompose number less than or equal to 10 into pairs in more than one way by using objects or drawings, and record each decomposition by drawings, and record each decomposition by a drawing or equation</p> <p>K.4 for any number from 1 - 9 , find the number that makes 10 when added to the given number by using objects or drawings, and record the answer with a drawing</p>

	<p>or equation. K.5 Fluently add and subtract within 5</p> <p>Number and operations in base 10 NBT K.1 compose and decompose numbers from 11 - 19 into tens, ones and some further ones by using objects or drawings, and record each composition or decomposition by a drawing or equation; understand that these numbers are composed of tens, ones and one, two, three, four, five, six, seven, eight or nine ones.</p> <p>Measurement and Data MD K.1 describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. K.2 directly compare two objects with a measurable attribute in common, to see which object has “more of” or “less of” the attribute, and describe the difference. K.3 classify objects into given categories, count the numbers of objects in each category and sort the categories by count.</p> <p>Geometry G K.1 describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. K.2 Correctly name shapes regardless of their orientations or overall size. K.3 Identify shapes as two-dimensional or three-dimensional. K.4 analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes K.5 model shapes in the world by building shapes from components and drawing shapes. K.6 compose simple shapes to form larger shapes.</p>
<p>Content/Conceptual Knowledge (know)</p>	<p>I know when I count the last number is how many objects there are. I know that no matter which way I count the objects, the number will still be the same. When I count the number gets bigger I know that a number represents an amount of objects</p>
<p>Skills (be able to do)</p>	<p>I can: Write numbers 0 -20 Tell that a number represents an amount of objects Count objects one at a time saying one number at a time as i count Answer how many by counting objects to 20 Tell if one group of objects is greater than, less than, or equal to another group Compare two numbers to 10</p>

Essential Questions	How do I count objects? How do we show how many? What do numbers tell me? How can I show numbers beyond 10?
Enduring Understandings	Numerals identify a quantity. Objects grouped together create a quantity. Each time you count on you are counting by one
Vocabulary	Number, one, two, three, four, count, digit, more, less, greater than, less than, equal to, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty More, fewer, less, same, count on, compare, matching, pairs, ten frame, color in, Count to yourselves, in your head, count by ones, amount, different, total, in all, ordinal number, first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth. Make a drawing, group, circle, underline, box,
Common Learning Experiences broken down by standard addressed in the unit	(learning target, lesson structure, strategy implementation) Large and small group, math talk, number mats, use ten frames to show numbers,
Assessments	(formative/summative; for example: NWEA Map-skills checklist, benchmarks, unit assessments, essay questions, performance based) Check my progress, chapter tests
Resources	(technology)interactive white board, Elmo- document camera,
Student Resources	(place value mats, concrete material) Student white boards, ten frames mat, counters, cards (war), Go Fish, guess who (numbers)
Teacher Resources	For example:Texts, literature, math mats, check my progress, counters,
Strategies	Manipulatives, groupings, interventions, check my progress papers,