Module [2] **Understanding: Classify & Count Numbers to 10**	**Grade level: Kindergarten** **(Standards: Strike-outs will be covered in a later module.)**
Subject Area: Math	**Time Frame: 8 Weeks**
Designed By: Kindergarten Instructional Team	**Beginning Date:**
School: Morrilton Primary School	**Ending Date:**

Stage 1 – Desired Results

Standards: (Text in bold indicates changes/additions in wording of new Arkansas standards.)

(10): Means we will focus/work up to 10 in this module. (10-20 will be covered in a later module.)

K.CC.A.1 Count to 100(20) by ones, ~~and by **fives** and tens~~.
K.CC.A.2 Count forward, **by ones from any given number up to 100** (10).
K.CC.A.3 ***Read, write, and represent numerals from 0 to 20** (10).
K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

When counting objects:

- Say the number names in the order, pairing each object with only one number name and each number with only one object (one to one correspondence).
- Understand that the last number name said tells the number of objects counted.
- Understand that each successive number name refers to a quantity that is one larger.

(Students should understand that the number of objects is the same regardless of their arrangement or the order in which they were counted.)

K.CC.B.5 Count to answer "How many?"

- Count up to 20 (10) objects in any arrangement
- Count up to 10 objects in a scattered configuration
- Given a number from 1-20 (10), count out that many objects.

(Note: As students progress they may first move the objects, counting as they move them. Students may also line up objects to count them. If students have a scattered arrangement, they may touch each item as they count it, or if students have a scattered arrangement, they may finally be able to count them by visually scanning without touching the items.)

Standard(s) Conti.-

K.MD.B.3 Classify, sort, and count objects using **both measureable and non-measureable attributes such as size, number, color, or shape.**
(Limit category counts to be less than or equal to 10. Students should be able to give the reason for the way the objects were sorted.)

*K.CC.A.3: Due to varied progression of fine motor and visual development, a reversal of numerals is anticipated for the majority of students. While reversals should be pointed out to students, the emphasis is on the use of numerals to represent quantities rather than the correct handwriting of the actual number itself.

Goal(s):

Rote count to 20 by 1s.
Counting forward from any given number (flexible within 0-10).
Write numbers 0-10.
Represent a number of objects with a numeral.
Count up to 10 objects using 1 to 1 correspondence.
Understand last number said equals number in the set.
Understand each successive number is one more up to10.
Count objects in a scattered configuration to 10.
Count up to 10 objects in a line, array, circle or scattered arrangement.
Given a number 1-10, count that many objects.

Essential Question(s):

Explain how counting can help me solve problems?
Give examples in how I can represent the numbers 0-10?
Can you identify which number is larger, smaller, or equal?
Can you calculate or count how many objects are in this group?
What is one more than _____?
What number is this?
Can you start at _____ and count on to 10?
Can you write the numbers 0-10?
Can you calculate or tell me a number that is 10 and _____ (1-9) more?
Can you count to 50 by 1s?
Can you count to 50 by 10s?

Students will know…	Students will be able to…
• Calculation [10 and _____ (1-9) more] • Number Recognition (0-10) • Writing Numbers (0-10) • Numbers (used every day) • Comparison of Amounts (greater, less or equal) • Counting (items up to10) • Rote Counting (to 50 by 1s and 10s) • Counting Forward (from any given number to 10)	• Count to 50 by 1s and 10s • Recognize numbers 0-10 • Demonstrate number quantity • Count on from a given number

Stage 2 – Acceptable Evidence

Performance Tasks:	Other Evidence:
• Use manipulatives to count out objects 0-10 • Demonstrate numeral quantity 0-10 using white boards/ numeral quantity sheets • Interactive Whiteboard lessons	• Orally count to 50 by 1s & 10s • Orally count on from a given number to 10 • Observation of student performance • Formal Assessments

Stage 3: Part 1 – Weekly Learning Plan

Week	Activities/Lessons	Assessments	Materials	CCSS
3	• Read Counting Books to reinforce rote counting. • Using counting collections practice 1 to 1 correspondence and rote counting up to 10 objects. • Button Box	Week 3 Formative Assessment	• counting books • manipulatives	• K.CC.A.1 • K.CC.A.2 • K.CC.A.3

4	• Number Focus: 0 & 1 Write the numbers 0 and 1 with correct path of movement. • Number Focus: 1 & 2 Write the number 2 with correct path of movement. • Number Focus: 3 Write the number 3 with correct path of movement. • Number Focus: 4 Write the number 4 with correct path of movement. • Number Focus: 5 Write the number 5 with correct path of movement.	Week 4 Formative Assessment	• white boards • writing paper	• K.CC.A.1 • K.CC.A.2 • K.CC.A.3
5	• 5 Frame Tell About • Crazy Mixed Up Numbers • 5 Frame Flash • Provide practice for number sense through 5.	Week 5 Formative Assessment	• Number manipulatives • 5 Frame Flash	• K.CC.B.4
6	• Fish Alive Poem • Use 2-color counters to make combinations of 6. • Use 2-color counters to make combinations of 7. • Use 2-color counters to make combinations of 8. • Use 2-color counters to make combinations of 9.	Week 6 Formative Assessment	• Number Poems • Multi colored counters	• K.CC.B.4

6 conti.-	• Use 2-color counters to make combinations of 10.			
7	• Counting Bear Games 0 to 10. • Provide counting collections from 1 to 10 objects. Partner students to have them count & order collections. • Numeral quantity 0 to 10. • Number Focus: 6 Write the number 6 with correct path of movement. • Number Focus: 7 Write the number 7 with correct path of movement. • Number Focus: 8 Write the number 8 with correct path of movement. • Number Focus: 9 Write the number 9 with correct path of movement. • Number Focus: 10 Write the number 10 with correct path of movement.	Week 7 Formative Assessment	• Number Games • Counting/item manipulatives • Writing paper • White boards	• K.CC.B.4
8	• Make a 0 to 10 number quantity book. Students use stickers or stamps to illustrate correct number quantity. • Give each student dice, have him/her roll the dice & count out that many items from his/her counting box. • Number quantity sheet. • Partner students & have them	Week 8 Formative Assessment	• Paper, stickers, & stamps • Dice • Counting/item manipulatives • Number Quantity Worksheet	• K.CC.B.5 • K.MD.B.3

8 conti.-	count & order the objects from counting boxes 1 to 10.			
9	• From any given number, count to 50. • Count to answer how many objects up to 20 are in a group arranged in different configurations. Example…a straight line, circle, rectangular array, scattered arrangement.	Week 9 Formative Assessment	• Counting/item manipulatives	• K.CC.B.5 • K.MD.B.3
10	• Demonstrate how to play Race to 20. Emphasize counting & 1 more than a number. • Write numbers 0 to 10.	Week 10 Formative Assessment	• Counting/item manipulatives • Writing paper • White boards	• K.CC.B.5 • K.MD.B.3

Stage 3: Part 2 – Pacing Resources& Materials

Vocabulary Definitions:

count ones tens begin quantity how many amount larger smaller order line circle number

Interdisciplinary Connections:

Web Links

- YouTube, YT Kids
- Storybots
- BrainPOP Jr