Grade: K Unit: 1	Counting and Cardinality, 1 - 5	7 Weeks

Progression	
Kindergarten	**Students will learn to count and compare numbers within 5. As the year progresses, students will extend the rote counting sequence to 100, object counting to 20, and comparison of numerals to 10.**
1st 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.
- 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.5: Fluently add and subtract within 5.

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

MP6: Attend to Precision

Interdisciplinary Standards	
Technology Integration *(Appendix C)*	**21st Century Skills** *(Appendix D)*
IS1. Information Strategies IS2. Information Use	TCS1. Use of Information TCS5. Problem Solving

Key Vocabulary		
Compare	**Equal (To)**	**Zero**
Count	**Fewer (Than)**	**One**
Number	**Greater (Than)**	**Two**
	Less (Than)	**Three**
	More (Than)	**Four**
	Same As	**Five**

Enduring Understandings

- I can count up to five objects.
- I can read and write numbers from 0 - 5.
- 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 without objects.

Essential Questions

- Why do people count?
- How can I compare numbers?

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: • Understand that counting tells how many, and that the last number said tells how many in the whole group • Practice one-to-one correspondence in counting • Understand the importance of keeping track of number count and objects counted • Develop strategies for keeping track of objects counted • Understand that the order in which objects are counted does not change the total number of objects

Lessons	**Tasks / Activities**	**Worksheets**	**Technology**
RCC Lesson 1: *Understand* Counting	Where do people count? (p.3) Hands-On (p.4, 5, 6, 7) Fluency (p.3, 5) Differentiated (p.8)	*Number of the Week	Teacher-Toolbox (1 Practice & Problem Solving Sheet)

Week 2	Students will: • Identify groups of 1, 2, or 3 • Count out 1, 2, or 3 • Develop instant recognition of groups of 1, 2, and 3 • Recognize and write the numerals 1, 2, and 3		
Lessons	**Tasks / Activities**	**Worksheets**	**Technology**
RCC Lesson 2: Count 1, 2, and 3	One, Two, and Three (p.10) Hands-On (p.11, 12, 13, 14, 15) Fluency (p. 10, 12) Differentiated (p.15)	*Build the Number with Play-Doh	Teacher-Toolbox (1 Interactive Lesson, 1 Practice & Problem Solving Sheet)
Week 3	Students will: • Count groups of 4 objects • Count out 4 objects • Recognize and write the numeral 4		
Lessons	**Tasks / Activities**	**Worksheets**	**Technology**
RCC Lesson 3: Count 4	Introducing 4 (p.17) Hands-On (p.18, 19, 20, 21, 22) Fluency (17, 20) Differentiated (p.22)		Teacher-Toolbox (1 Tool for Instruction, 1 Interactive Lessons, 1 Practice & Problem Solving Sheet)
Week 4	Students will: • Count groups of 5 objects • Count out 5 objects • Recognize and write the numeral 5		
Lessons	**Tasks / Activities**	**Worksheets**	**Technology**
RCC Lesson 4: Count 5	Counting 5 (p.24) Hands-On (p.25, 26, 27, 28, 29) Fluency (24, 27) Differentiated (p.29)	*Back to School Roll and Cover *Count, Color to Show the Number	Teacher-Toolbox (2 Tools for Instruction, 1 Interactive Lessons, 1 Practice & Problem Solving Sheet)
Week 5	Students will: • Identify whether the number of objects (to 5) in one group is more than, less than, or the same as the number in another group • Compare two numerals between 1 and 5 without objects		
Lessons	**Tasks / Activities**	**Worksheets**	**Technology**
RCC Lesson 5: Compare Within 5	Is It the Same or Is It More? (p.31) Hands-On (p.32, 33, 34, 35, 36) Fluency (p.34) Differentiated (p.36)		Teacher-Toolbox (1 Practice & Problem Solving Sheet)

Week 6	Students will: • Find number pairs for 3, 4, and 5, using objects and drawings • Understand that "zero" means none • Recognize and write the number 0		
Lessons	**Tasks / Activities**	**Worksheets**	**Technology**
RCC Lesson 6: Make 3, 4, and 5	Make Groups of 5 in Different Combinations (p.38) Hands-On (p.39, 40, 41, 42, 43) Fluency (p.38, 42) Differentiated (p.43)	*Ways to Make 3, 4 (Greater numbers for later units) *Six Ways to Make 5	Teacher-Toolbox (2 Tools for Instruction, 1 Practice & Problem Solving Sheet)
Week 7	Students will: • Demonstrate mastery of objectives		
Summative Assessment		**Performance Task**	