

Unit 1

Numbers to 10

Kindergarten / Math

Description: The students will learn numbers to 10 and the count sequence to 20. Students will apply understanding of the relationships between numbers to order, recognize, and make comparisons.

Louisiana Student Standards for Mathematics (LSSM) Instructional Outcomes

Counting and Cardinality	
K.CC.3	Write numbers from 0-20. 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. <ol style="list-style-type: none"> a. When counting objects in standard order, say the number names as they relate to each object in the group, demonstrating one-to-one correspondence. 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. <ol style="list-style-type: none"> a. Count objects up to 20, arranged in a line, a rectangular array, or a circle. b. Count objects up to 10 in a scattered configuration. c. When given a number from 1-20, count out that many objects.
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.MD.3	Classify objects into given categories based on their attributes, count the number of objects in each category and sort the categories by count.

Enduring Understandings:

- Students match groups of objects with number names, read numbers, use numbers to define more or less, and represent a number of objects with a corresponding numeral from 0 – 10.
- Students count in sequence to at least 20 by ones, and read and write numerals 0 – 10.
- Students apply counting to equivalences of sets, and use comparison vocabulary such as greater than, less than, or equal to compare the number of items in two sets.
- Students describe and analyze objects developing a foundation for understanding our physical environment.

Essential Questions:

- How do we show that numbers work together?
- How can we show and explain our thinking?