

CONNEAUT AREA SCHOOL DISTRICT MATHEMATICS		
UNIT OF STUDY: Classify and Count numbers to 10	COURSE/GRADE: Kindergarten	# WEEKS: 9 weeks To be included with Identify and Describe Shapes
<u>Focus (emphasis) Standards/EC: (mastery)</u> CC.2.1.K.A.1 - Know number names and write and recite the count sequence. CC.2.1.K.A.2 - Apply one-to-one correspondence to count the number of objects.		<u>Technology/manipulatives:</u> Counters, five frames, ten frames, straw chart, unifix cubes(stairs/towers), chart paper, number lines, Starfall, dot cards, hide it game, number-set match,
<u>Important (reinforced) Standards/EC:</u> CC.2.4.KA.4 - Classify objects and count the number of objects in each category.		<u>Reading, writing, speaking strategies:</u> Journal writing and illustrating Rote count Count orally by ones beginning from a given number (instead of always beginning at 1). Write numbers from 0 to 10 Count to tell the number of objects Say the number names in the standard order, pairing each object with one and only one object Participate in collaborative discussions with peers/adults.
<u>Vocabulary</u> Digit Total Quantity Greater than Less than Equal Zero Order/sequence Set		<u>Questioning and discussion techniques</u> Poems, songs, chants, you tube videos. Does it make sense, predict, why, how Compare and discuss similarities and differences between quantities/sets
<u>Real life application</u>		<u>Performance assessment:</u>

<p>Banker, Cashier, sales, Farming, Police Officer, Nurse, Teacher, Construction, Dentist, Electrician, Computer Programmer Count objects i.e. crayons in crayon box, chairs, Money, lunch counts, toys</p>	<p>I on I testing, oral questioning, center work, slide and check, triangle tap, Using unifix cubes build it, draw it, explain it giving reasoning</p>
<p><u>Computation</u></p> <p>1 to 1 correspondence Object quantity Numerical Sequence Patterning by adding or taking away one Move 1 space Compare numbers</p>	<p><u>Accommodations/adaptations</u></p> <p>100 Pocket Chart, number line, 1 on 1, small group, manipulatives, reduce work, peer mentor, DI</p>
<p><u>SAS Module Resources</u></p> <p>www.pde.sas.org/ Module 1</p>	