

CONNEAUT AREA SCHOOL DISTRICT MATHEMATICS		
UNIT OF STUDY: Numbers 10-20 Counting numbers to 100 by 1's and 10's	COURSE/GRADE: Kindergarten	# WEEKS:7
Focus (emphasis) Standards/EC: (mastery) CC.2.1.K.A.1 - Know number names and write and recite the count sequence. CC.2.1.K.B.1 - Use place value to compose and decompose numbers within 19.	Technology/manipulatives Counters, five frames, ten frames, straw chart, unifix cubes(stairs/towers), chart paper, number lines, Starfall, dot cards, hide it game, number-set match, number puzzles, 100 pocket chart	
Important (reinforced) Standards/EC 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. CC.2.1.K.A.3 - Apply the concept of magnitude to compare numbers and quantities.	Reading, writing, speaking strategies: Journal writing and illustrating Rote count Count orally by ones beginning from a given number (instead of always beginning at 1). Write numbers from 10 - 20 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.	
Vocabulary: Place value Digit Total Tens Ones	Questioning and discussion techniques: Poems, songs, chants, you tube videos. What did you find out? How do you know? Did you have enough to fill the ten frame? How many did not fit on the ten frame? How many counters are there in all? Write the total amount. What comes next?	
Real life application: Banker, Cashier, sales, Farming, Police Officer, Nurse, Teacher, Construction, Dentist, Electrician, Computer Programmer	Performance assessment: Can students decompose numbers into two parts?	

<p>Count objects i.e crayons in crayon box, chairs, Money, lunch counts, toys</p>	<p>Can students decompose a teen number into a ten and some more? Can students compare numbers? Can students match a number with an amount?</p> <p>Can students count and/or show a set between 11 and 19?</p> <p>Can students count orally to 100 by ones and tens?</p>
<p>Computation : 1 to 1 correspondence Object quantity Numerical Sequence Patterning by adding or taking away one Move 1 space Compare numbers</p>	<p>Accommodations/adaptations 100's Pocket Chart, number line, 1 on 1, small group, manipulatives, reduce work, peer mentor, DI</p>
<p>SAS Module Resources: www.pde.sas.org/ Module 5</p>	