

## Holden R-III District Unit of Instruction

<b>Unit of Study:</b> Numbers and Operations <b>Subject Area:</b> Math	
<b>Course Title:</b> Math	<b>Grade Level:</b> Kindergarten
<b>Missouri Learning Standards</b> (Write the standards that are aligned to this unit)	
<p>K NS A- Count forward beginning from a given number between 1 and 20</p> <p>K NS A- Read and write numerals and represent a number of objects from 0 to 20</p> <p>K NS B- Say the number names when counting objects, in the standard order, pairing each object with the one and only one number name and each number name with one and only one object</p> <p>K NS B- Demonstrate that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>K NS B- Demonstrate that each successive number name refers to a quantity that is one larger than the previous number.</p> <p>K NS C- Compare two or more sets of objects and identify which set is equal to, more than or less than the other</p> <p>K NS C- Compare two numerals, between 1 and 10 and determine which is more than or less than the other.</p>	
<b>Essential Learning Outcomes - List the ELOs that the unit addresses</b>	<b>Unit Objectives - List the objectives that will be taught in this unit</b>
<p>Write numbers 0-20</p> <p>Counts and tells objects from 1-20</p> <p>Decompose numbers less than or equal to 10 in more than one way.</p>	<ol style="list-style-type: none"> <li>1. TSW model and count 10 with objects</li> <li>2. TSW represent up to 10 objects with a number name and a written numeral.</li> <li>3. TSW use a drawing to make 10 from a given number.</li> <li>4. TSW count forward to 10 from a given number.</li> <li>5. TSW solve problems by using the strategy make a model.</li> <li>6. TSW use counting strategies to compare sets of objects.</li> </ol>
<b>Essential/Guiding Questions - Provide essential and guiding questions that fully capture the unit objectives (i.e., questions that focus student attention on meaningful activities leading to desired learning.)</b>	
<b>Essential/Guiding Questions</b>	<b>DOK Level</b>

How can you show and count 10 objects?	2
How can you count and write up to 10 with words and numbers?	1
How can you use a drawing to make 10 from a given number?	2
How can you count forward to 10 from a given number?	1
How can you solve problems using the strategy make a model?	2
<b>Instructional Strategies/Learning Activities - List examples of learning activities and instructional strategies that will be implemented in the unit.</b>	<b>Which unit objectives does this support?</b>
Model counting objects up to ten and writing the number of objects. Use manipulatives and have students work in pairs to practice counting objects to 10 and writing the number. Show students various groups of objects up to 10 and have them determine the number. Discuss greater than and less than.	1
Use a ten frame and counters and have students show various numbers in the ten frame. Discuss what number is greater than or less than for each number represented. Using the ten frame have students show various pairs of numbers that represent 10.	1
Discuss numbers up to 20. Have students show various numbers using objects. Have students write the number of objects. Using cards with dots representing numbers and number cards, do a mix, pair, share having students find the person with the matching cards. Have students use whiteboards to draw objects and then write the numeral and number word on their boards.	2

**How would you differentiate instruction for diverse learners (enrichment, remediation, ELL, other)**

Small group instruction will occur for students who have been identified as needing additional help. Manipulatives, number cards and number word cards will be used to reteach the skills. Students who have mastered the objectives will work in math centers on games that will solidify their skills and challenge their thinking.

**Provide examples of formative assessments to inform instruction (may include links to the formative in addition to the written description)**

As students demonstrate their knowledge of numbers by using the whiteboards, the teacher can observe which students need more practice. Students will complete individual worksheets which will be used to determine mastery of the objective.

**Describe the summative assessment to evaluate student learning (How will you know the students met the learning objectives?) May include links to your summative assessment in addition to the written description**

A written summative will be administered at the conclusion of the unit.  
(Attach a copy of the summative)

**Essential Learning Outcome Scoring Guide(s)**

Insert a link to your ELO scoring guide(s) below:

**Resources for the Unit - List any resources used for the unit (Links to digital resources, instructional strategies, organizers, supporting documents, textbooks, lesson plans, etc.)**

Manipulatives  
Number cards

