Content: Math	*Grade: Kindergarten* *UNIT 3: MEASUREMENT, PROBABILITY, NUMBER SENSE* *UNIT TIME FRAME: Nov 3-Dec 7th*

Essential Questions:	Content:	Skills:	Key Terms:	Assessment:	CCCS	Text
1. how do you write a number? 2. how do you write the number 0-10? 3. What is a pattern? 4.What do we use measurement for? 5. What if we add 2 more now, without emptying the pocket? How many will we have? 6. if we start with 1 and add 5 more, will we have	**Core activities**: Writing numbers 0-10; reviewing color patterns. **Teaching options**: writing on backs; writing on slates **Core activities**: Making macaroni necklaces; estimating pennies **Teaching options**: creating pattern strips; making pattern prints **Core activities**: Graphing dice rolls; continuing number books.	1. To provide practice with writing and representing numbers 2. To provide practice with creating and describing patterns through an art project 3. To review counting and number recognition through a graphing activity 4. To introduce the pan balance as a tool to compare the weights of objects 5. To introduce a game that involves matching numbers of dots to written numbers	1s and 10s add all approximate balance bar graph bigger certain chance column compare count back count on counting by 10s equal forward half heavier	Quizzes Interactive assessment Unit test	Established Goals: K.CC.1 Count to 100 by ones and tens. K.CC.2 Count forward beginning from a given number within the known sequence K.CC.3 Write the numbers from 0-20. Represent a number of objects within a written numeral 0-20 K.CC.4 Understand the relationship between numbers and quantities. K.OA.3 Decompose numbers less than or equal to 10 K.OA.4 For any number from	Everyday Math

more or less? How many will we have all together? 7. Why do we use title and labels when we create a graph?	**Teaching Options**: varying roll and record; playing dice race **Core activities**: introducing pan balance; Playing give the next number **Teaching Options**: predicting and testing weights of objects; understanding heavier and lighter; comparing weights of natural objects **Core activities**: Playing domino concentration; continuing number books **Teaching options**: matching dominoes and number cards; playing dominoes **Core activities**: playing monster	6. To introduce a game that reinforces number relationships and number recognition 7. To introduce measurement techniques using interlocking cubes or other nonstandard measuring devices 8. To develop children's understanding of addition and subtraction using concrete experiences 9. To review counting, number recognition and sequencing numbers 0-20 through number card activities 10. Introduce the basic language of probability 11. To develop children's understanding of probability 12. Review the use of the pan balance and introduce the	high how many impossible least less level lighter likely low match maybe measure might happen more most none number line order pan balance pattern possible predict probably remove		1-9, find the number that makes 10 when added to the given number K.MD.1 Describe measurable attributes of objects, such as length or weight K.MD.2 Directly compare two objects with a measurable attribute in common. MD.3 Classify objects into given categories K.G.1 describe objects in the environment using names of shapes K.G.2 Correctly name shapes regardless of orientation and size K.G.4 Analyze and compare two and three	

	squeeze; telling and drawing number stories **Teaching options**: playing monster squeeze mini version; making symmetrical monsters **Core activities**: Measuring with nonstandard units; continuing number books **Teaching options**: Measuring with different units; reading about measurement; measuring blue whales with body measures **Core activities**: solving pocket problems; graphing dice rolls **Teaching options:** playing with pockets and counters;	concept of balancing objects 13. Introduce a series of games that provide practice with counting and concrete addition and subtraction 14. To provide practice with making and analyzing a bar graph 15. Introduce skip counting	repeat row same skip counting smaller some subtract take away teen ten unlikely weight		dimensional objects k.G.3 Identify symmetrical shapes K.G.4 Understand that the last number tells the number of objects counted. K.G.5 Model shapes in the world by building shapes from components K.G.6 Compose simple shapes to form larger shapes.	

	playing addition and subtraction computer games **Core activities**: playing number card games; continuing number books **Teaching options**: playing with number cards; tracing numbers **Core activities**: thinking about probability: can pigs fly?; Creating shape art **Teaching options**: understanding certain and impossible; creating class probability collages; using probability vocab **Core activities**: using a probability tray; creating shape art					

	Teaching Options: Playing stick pick up **Core activities**: Balancing objects with clay; playing count and sit **Teaching options**: weighing objects with nonstandard units; reading a book about weight **Core activities**: playing train games; playing I spy patterns **Teaching options**: making a train of children; counting passengers on a train **Core activities**: graphing favorite colors; measuring with objects					

	Teaching options: graphing hat colors; learning color names in different languages **Core activities**: counting by 10s; solving pocket problems **Teaching options**: counting to rhythms and music; reading a book about counting by 10s **Core activities**: playing teen frame; choosing from a probability tray **Teaching options**: using a 10 die; creating number art					

-Unit Test: Monday November 26 (Students will be aware of topics that will be covered on the test a week in advance. Students will have 2 days to review in class)