

<i>Content: Math</i>		<i>Grade: Kindergarten</i>				
		<i>UNIT 4: Number Line, Shapes, 2-digit Numbers</i>				
		<i>UNIT TIME FRAME: Dec 8- Jan 27</i>				
Essential Questions:	Content:	Skills:	Key Terms:	Assessment:	CCCS	Text
<p>How can we use a number line?</p> <p>-What does "attribute" mean?</p> <p>-Why can a calculator be useful?</p> <p>-Where do you see patterns in your everyday life?</p>	<p>Core activities: counting steps on the number line; exploring pattern blocks</p> <p>Teaching options: playing number line games; playing hopscotch</p> <p>Core activities: playing top-it; skip counting by 10s</p> <p>Teaching options: playing addition top-it; playing number card games</p> <p>Core activities: exploring the pattern-block template; solving pocket problems</p>	<p>1. Students will use a number line to add and subtract</p> <p>2. Students will make shapes with a pattern block template</p> <p>3. Students will learn about addition and subtraction symbols</p> <p>4. Students will review patterning</p> <p>5. Students will learn to use a calculator</p> <p>6. Students will be introduced to attribute blocks</p> <p>7. Students will write two digit number stories</p> <p>8. Students will be able to tell and solve two digit number stories.</p> <p>9. Students will know what a shape stencil is used for. 10. Students will be able to make</p>	<p>1s and 10s</p> <p>add</p> <p>all together</p> <p>angle</p> <p>attribute</p> <p>calculator</p> <p>chance</p> <p>circle</p> <p>clear</p> <p>continue</p> <p>corner</p> <p>count back</p> <p>count on</p> <p>digits</p> <p>display</p> <p>edge</p> <p>equal</p> <p>extend</p>	<p>Weekly review</p> <p>Interactive assessment</p> <p>Unit test</p>	<p>K.CC.1 Count to 100 by ones and tens.</p> <p>K.CC.2 Count forward beginning from a given number within the known sequence</p> <p>K.CC.3 Write the numbers from 0-20. Represent a number of objects within a written numeral 0-20</p> <p>K.CC.4 Understand the relationship between numbers and quantities.</p> <p>K.OA.3 Decompose numbers less than or equal to 10</p> <p>K.OA.4 For any number from 1-9, find the number that</p>	Everyday Math

	<p>Teaching Options: creating pattern-block template creatures</p> <p>Core activities: joining objects using the addition symbol; creating pattern strips</p> <p>Teaching Options: playing the growing train game; reading the gingerbread boy</p> <p>Core activities: creating and extending pattern-block patterns; estimating objects in a collection</p> <p>Teaching options: playing pattern cover up</p> <p>Core activities: counting from different</p>	<p>and extend patterns.</p> <p>11. Students will understand the concept of addition and subtraction and the symbols associated with these.</p> <p>12. Students will create pictures out of shapes by using the attribute block stencil</p> <p>13. Students will tell two digit number stories to their peers and teacher</p> <p>14. Students will create patterns with their shape stencils on paper</p> <p>15. Students will discuss what calculators can do</p>	<p>hexagon</p> <p>higher</p> <p>join</p> <p>less</p> <p>likely</p> <p>lower</p> <p>minus</p> <p>minus sign</p> <p>more</p> <p>number line</p> <p>number sentence</p> <p>number story</p> <p>parallelogram</p> <p>pattern</p> <p>plus</p> <p>plus sign</p> <p>probability</p> <p>rectangle</p> <p>repeat</p> <p>rotate</p> <p>shape</p> <p>side</p> <p>sorting rule</p> <p>square</p>		<p>makes 10 when added to the given number</p> <p>K.MD.1 Describe measurable attributes of objects, such as length or weight</p> <p>K.MD.2 Directly compare two objects with a measurable attribute in common.</p> <p>MD.3 Classify objects into given categories</p> <p>K.G.1 describe objects in the environment using names of shapes</p> <p>K.G.2 Correctly name shapes regardless of orientation and size</p> <p>K.G.4 Analyze and compare two and three dimensional objects</p>	
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	<p>numbers; graphing dice rolls Teaching options: playing oral counting games; saying an interrupted alphabet</p> <p>Core activities: exploring calculators; playing teen frame Teaching options: playing with calculators; investigating the solar cell</p> <p>Core activities: graphing sums of dice; feeling shapes Teaching options: drawing a 10-part bug</p> <p>Core activities: making shapes; making symmetrical snowflakes Teaching options:</p>		<p>subtract sum symbol take away template thick thin trapezoid triangle turn</p>		<p>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.</p>	
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	<p>creating shape outlines; reviewing basic shapes</p> <p>Core activities: comparing shapes; sorting names</p> <p>Teaching options: using geoboards and tangrams; reading grandfather tangs story</p> <p>Core activities: removing objects using the subtraction symbol; practicing number writing</p> <p>Teaching Options: solving subtraction pocket problems; playing the disappearing train game</p> <p>Core activities: using slates;</p>					
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	<p>measuring with objects</p> <p>Teaching options: learning number-writing songs and rhymes; practicing with spinners and dice; playing with slates</p> <p>Core activities: exploring attribute blocks; counting on from different numbers</p> <p>Teaching options: playing simon says; reading 3 little firefighters</p> <p>Core activities: fishing for children; playing I spy with shapes</p> <p>Teaching options: playing who am I thinking ok? Playing what's my rule fishing</p>					
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	<p>with attribute blocks</p> <p>Core activities: relating symbols to number stories; counting by 10s</p> <p>Teaching options: playing the growing and disappearing train game; acting out number stories</p> <p>Core activities: reading 2-digit numbers; describing probability</p> <p>Teaching options: building numbers with 10s and 1^s; playing bingo; reading calculator numbers</p>					
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-Unit Test: Tuesday Jan 13 (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)