

<i>Content: Math</i>		<i>Grade: Kindergarten</i>				
		<i>UNIT 8: estimate, 2-3D shapes; place value</i>				
		<i>UNIT TIME FRAME: May 10- May 31</i>				
Essential Questions:	Content:	Skills:	Key Terms:	Assessment:	CCCS	Text
<p>-How much is a dollar worth?</p> <p>-What is a function machine?</p> <p>-What do we use clocks for?</p> <p>-What does the pan balance help us do?</p>	<p>Core activities: playing the ones, tens, hundreds game; counting the class collection</p> <p>Teaching options: practicing making bundles; playing paper money exchange game; making exchanges on the computer</p> <p>Core activities: marking hours; graphing favorite math games</p> <p>Teaching options: ordering time intervals;</p>	<p>1. Students will understand place value through the hundreds</p> <p>2. Students will be able to tell time to the hour</p> <p>3. Students will be able to read the analog clock to the hour</p> <p>4. Students will learn new addition strategies</p> <p>5. Students will be introduced to function machines</p> <p>6. Students will be introduced to the \$1</p> <p>7. Students will be introduced to missing number problems</p>	<p>Add</p> <p>Addition sign</p> <p>All clear</p> <p>Analog</p> <p>Balance</p> <p>Clear</p> <p>Compare</p> <p>Count on</p> <p>Digit</p> <p>Digital</p> <p>Dollar</p> <p>Dollar sign</p> <p>Equal sign</p> <p>Equals</p> <p>Equivalent</p> <p>Names</p> <p>Exchange</p> <p>Faster</p> <p>Function machine</p> <p>Halfway between</p> <p>Hour</p> <p>Hour hand</p> <p>Hundreds</p> <p>Just after</p> <p>Just before</p> <p>Level</p> <p>Minus</p> <p>Take away</p> <p>Minute</p> <p>Minute hand</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>	<p>Everyday Math</p>

	<p>marking time in different ways</p> <p>Core activities: marking an hour-hand clock; marking shapes and structures</p> <p>Teaching Options: playing walk around the clock; drawing daily events; making a human clock; reading the grouchy ladybug</p> <p>Core activities: playing high roller; fishing for children “what’s my rule”</p> <p>Teaching Options: playing high roller with subtraction; playing high roller with calculators</p> <p>Core activities: introducing the</p>	<p>8. Students will measure with the pan balance</p> <p>9. Students will be introduced to the \$10 bill</p> <p>10. Students will be able to identify the \$1 bill and the \$10 bill. 11. Students will know how to use a pan balance. 12. Students will be able to tell time to the hour.</p> <p>13. Students will understand place value to the hundreds.</p> <p>14. Students will solve function machine problems</p> <p>15. Students will make a clock out of a paper plate and use it to represent times to the hour</p> <p>16. Students will compare weights using the pan balance and discuss with peers</p>	<p>Missing number Name collection Number sentence Number story O’clock One dollar bill Ones Reverse Rule Slower Subtract Ten-dollar bill Tens Total Trade Unit Weigh weights</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>function machine; reviewing coins</p> <p>Teaching options: applying skip-counting rules; using function machines; acting as function machines</p> <p>Core activities: playing number gymnastics; studying weather and temperature data</p> <p>Teaching options: playing number grid grab; recording number gymnastics numbers</p> <p>Core activities: exploring the \$1 bill; reviewing function machines</p> <p>Teaching options: making exchanges;</p>				<p>k.G.3 Identify symmetrical shapes</p> <p>K.G.4 Understand that the last number tells the number of objects counted.</p> <p>K.G.5 Model shapes in the world by building shapes from components</p> <p>K.G.6 Compose simple shapes to form larger shapes.</p>	
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	<p>playing dollar store; reading a dollar story</p> <p>Core activities: playing one-dollar game; making name collections</p> <p>Teaching options: playing other exchange games; reading money stories</p> <p>Core activities: making name collection posters; number scrolling</p> <p>Teaching options: finding equivalent dominoes; reading about equivalent names for numbers</p> <p>Core activities: solving what's my rule with numbers; using the hour-hand clock</p>					
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	<p>Teaching options: solving what's my rule with a partner; using what's my rule for facts practice; building and using a function machine</p> <p>Core activities: telling the hour-hand, minute-hand story; playing dice addition and subtraction games</p> <p>Teaching Options: adding clocks to the daily schedule; exploring the length of a minute</p> <p>Core activities: playing time match; dividing wholes into halves</p> <p>Teaching options: playing time match with cards face-up; playing with</p>					
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	<p>advanced cards; studying clocks</p> <p>Core activities: solving missing number pocket problems; playing I spy shapes and patterns</p> <p>Teaching options: using number model cards; modeling missing number problems on a walk on number line</p> <p>Core activities: telling number stories with a calculator; playing number gymnastics with slates</p> <p>Teaching options: reading the class number story book; creating number stories from pictures</p> <p>Core activities: weighing objects;</p>					
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	<p>practicing number writing</p> <p>Teaching options: using other nonstandard weights; illustrating heavier and lighter; weighing snack food</p> <p>Core activities: exploring the \$10 bill; measuring in different way</p> <p>Teaching options: playing the paper money exchange game; adding dollar amounts on a calculator</p>					
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-Unit Test: Friday May 29 (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)