Grade: Kindergarten Subject: Mathematics	Unit 1: Understand Numbers 1-10
Big Idea/Rationale:	• Unit 1 Reviews and Builds upon children's understanding of numbers 1 through 10. Children learn number words, written numerals, and quantities for each number, and explore how these relate to each other. Additional activities encourage children to see and understand math in the real world as they continue to deepen their knowledge of the relationship between numbers and quantities. This unit also introduces geometry activities involving shapes, body motions and same and different patterning. • Numbers 1 Through 5 • Numbers 1 Through 10
Enduring Understanding (Mastery Objective):	Students will understand that: • Counting is cumulative no matter which order the objects are counted. • There is a unique symbol that goes with each number word. • There is more than one way to show and write a number. • In a pair of numbers, the number that shows more is greater and the number that shows fewer is less. • You can use numbers as benchmarks for comparison. • Solid figures and flat surfaces have specific shapes and can be compare to one another. • A rectangle has four sides and four right angles. • A square is a special type of rectangle that has four equal sides. • A triangle has 3 corners and 3 sides.
Essential Questions (Instructional Objectives):	• How are numbers important and how do they relate to everyday life situations? • How do we use numbers when relating them to sets of objects? • How can you show a whole group of objects in different ways? • How do you know when a number is greater than another and what vocabulary do I use to convey this? • How can I use numbers as benchmarks for the purpose of comparing and finding another number that is 1 or 2 more or fewer? • How do we match the name and attributes of a specific geometric shape?
Content (Subject Matter & Lesson Objectives):	• Discuss links between math and the real world. • Count Objects in the classroom and in a counting book. • Identify and order numbers 1 through 5. • Count 1 through 5 objects.

- Identify numbers 1, 2, 3, 4, 5 from the number word.
- Develop the language to discuss numbers and number relationships.
- Draw two objects.
- Develop spatial concepts.
- Identify and order numbers 1 through 5.
- Count 1 through 5 objects.
- Identify numbers 1, 2, 3, 4, 5 from the number word.
- Identify and order numbers 1 through 5.
- Count 1 through 5 objects.
- Draw 3 objects.
- Identify numbers 1 through 5 from the number word.
- Count and visualize two or three objects.
- Draw 1 thought 5 objects.
- Develop spatial concepts.
- Identify and order numbers 1 through 5.
- Count 1 through 5 objects.
- Identify numbers 1 through 5 from a number word.
- Draw 1 through 5 objects.
- See how many objects without counting.
- Count from 1 through 10.
- Write numerals 1 and 2.
- Differentiate between quantities of 1 and 2.
- Identify and order numbers 1 through 5.
- Graph to compare two numbers.
- Develop spatial concepts.
- Count 1 through 5 objects.
- Draw 1 through 5 objects.
- Identify groups of 2 through 5 things.
- Identify objects that are alike and different.
- Identify and order numbers 1 through 10.
- Count 1 through 10 objects.
- Identify numbers 1 through 10 from the number word.
- Graph to compare two numbers.
- Identify objects that are alike and different.
- Make and compare circles and squares.
- Understand differences between round & square and between small & large.
- Count from 1 through 5.
- Recognize shapes and identify them by name.
- Write the numeral 3 and identify groups of 3.
- Identify and order numbers 1 through 10.
- Count 1 through 10 objects.
- Graph to compare two numbers.
- Develop spatial concepts.
- Distinguish between different-sized groups.

	• Count and represent groups of 1 through 10. • Identify and order numbers 1 through 10. • Count 1 through 10 objects. • Graph to compare two numbers. • Make and compare circles and squares. • Understand differences between round & square and between small & large. • Count 1 through 5 shapes. • Write numeral 4. • Identify groups of 4. • Identify and order numbers 1 through 10. • Count 1 through 10 objects. • Identify numbers 1 through 10 from the number word. • Graph to compare two numbers. • Distinguish between different-sized groups. • Count 1 through 5 shapes. • Write numeral 5. • Identify groups of 5. • Identify and order numbers 1 through 10. • Count 1 through 10 objects. • Graph to compare two numbers. • Develop spatial concepts. • Count and Identify the number in a group of 2 to 5 objects. • Put the numbers 1 through 5 in order. • Make and compare circles and squares. • Explore the differences between round and square and between small and large. • Identify and order numbers 1 through 10. • Count 1 through 10 objects. • Graph to compare two numbers. • Develop spatial concepts. • Explore groups of 1. • Make and read a graph. • Identify shapes. • Solve a variety of problems using mathematical concepts and skills.
Skills/Benchmarks: (Standards)	• **K.CC.A.1:** Count to 100 by ones and by tens. • **K.CC.A.3:** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). • **K.CC.B.4:** Understand the relationship between numbers and quantities; connect counting to cardinality. • **K.CC.B.4.a:** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

	- **K.CC.B.4.b:** Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. - **K.CC.B.5:** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. - **K.OA.A.1:** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps) acting out situations, verbal explanations, expressions or equations. - **K.OA.A.3:** Decompose numbers less than or equal to 10 into pairs in more than on way, e.g., by using objects or drawings and record each decomposition by drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$) - **K.OA.A.5:** Fluently add and subtract within 5. - **K.MD.B.3:** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. - **K.G.A.1:** Correctly name shapes regardless of their orientation or overall size. - **K.G.A.2:** Identify shapes as two-dimensional (lying in a plane, "flat") or three dimensional, "solid"). - **K.G.B.4:** Analyze and compare two- and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). - **K.G.B.5:** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. - **K.G.B.6:** Compose simple shapes to form larger shapes. - **Mathematical Practices**
Materials and Resources:	Kindergarten Math Expressions, Math Journals, manipulatives, Math themed literature, IXL Mathematics