Grade: Kindergarten **Subject:** Mathematics	**Unit 3: Teen Numbers as Tens and Ones**
Big Idea/Rationale	• This unit reviews and builds upon children's knowledge of numbers 1 through 10. Children learn to see one ten in every teen number. They continue working with 5-groups and making connections to their own lives be enacting addition and subtraction stories. Children sort attribute blocks showing different shapes, sizes, and colors to make repeating patterns, and engage in several activities focusing on squares. • Partners Through 6 • Attributes • Teen Numbers • Reinforcement of penny and introduction to the nickel
Enduring Understanding	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. • Attributes can be used to compare objects. • Attributes such as color, shape or size can be used to sort the same set of objects in different ways. • A set of objects can be sorted to analyze according to a combination of attributes. • Numbers are counted and written in a specific sequence on a number chart. • A quantity can be represented numerically in various ways. Problem solving depends upon choosing wise ways. • The attributes of a penny and nickel and their values. • Distinguish between the penny and nickel.
Essential Questions	• 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 might we represent common or differing attributes? • What strategies can be used to read and count large numbers? • Which coin is the nickel and what is it worth?
Content (Subject Matter)	• Numbers 1-10 and Math Stories: Park Scene • Groups of 10 • Explore Partners Through 6 • Addition and Subtraction Stories: Park Scenario • More Groups of 10 • Explore Partners Through 6 with Pennies • More Addition and Subtraction Stories: Park Scenario • Use a Balance Scale to Graph Weight • Partners Through 6 • Explore Attributes: Shape, Size, and Color • Practice Addition and Subtraction Stories: Park Scenario • More Attributes: Shape, Size, and Color • Build Teen Numbers with Square-Inch Tiles • Attribute Card Activities • Tens in Teens • Graph Drawings: Match and Compare • Partners Through 6: Practice Games • 2- and 3-Dimensional Shapes: Squares and Cubes • Build Teen Numbers with Classroom Objects • More Graph Drawings: Match and Compare • More Teen Numbers with Classroom Objects • More Attribute Card Activities • Object Collections: Teen Numbers • Shapes in a Garden Scene • Real World Problem
Standards	• **K.CC.A.1:** Count to 100 by ones and by tens. • **K.CC.A.2:** Count forward beginning from a given number within the known sequence (instead of having to begin at 1). • **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.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.CC.C.6:** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. • **K.CC.C.7:** Compare two numbers between 1 and 10 presented as written numerals. • **K.OA.A.1:** Represent addition and subtraction with objects, fingers, mental images, drawings[1], sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. • **K.OA.A.2:** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. • **K.OA.A.3:** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). • **K.NBT.A.1:** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. • **K.MD.A.1:** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. • **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:** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to*. • **K.G.A.2:** Correctly name shapes regardless of their orientations or overall size. • **K.G.A.3:** 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. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"* • **Mathematical Practices**
Materials and Resources	• Kindergarten Math Expressions, Math Journals, manipulatives, Math themed literature, IXL Mathematics