

<b>Grade:</b> Kindergarten <b>Subject:</b> Mathematics	<b>Unit 6: Money, Time, Measurement and Numbers</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Unit 6 reviews and builds on children’s ability to add and subtract with numbers 1 through 20. Children will also build on their knowledge of money. Additionally, concepts of time and measurement will be introduced.</li> <li>• Money</li> <li>• Time</li> <li>• Measurement</li> <li>• More Numbers</li> </ul>
<b>Enduring Understanding</b>	<p>Students will understand that:</p> <ul style="list-style-type: none"> <li>• Counting is cumulative no matter which order the objects are counted.</li> <li>• There is a unique symbol that goes with each number word.</li> <li>• There is more than one way to show and write a number.</li> <li>• In a pair of numbers, the number that shows more is greater and the number that shows fewer is less.</li> <li>• You can use numbers as benchmarks for comparison.</li> <li>• A quantity can be represented numerically in various ways. Problem solving depends upon choosing wise ways.</li> <li>• Joining groups or part of a whole is one way to interpret addition.</li> <li>• Joining groups and using the + and = signs can be used to show the parts of a whole.</li> <li>• Pictures and real life objects can be used with or without formal mathematical symbols to solve addition problems and relate a sum.</li> <li>• Separating or taking parts from a whole are ways of interpreting subtraction.</li> <li>• Comparing quantities for the purpose of stating more or less quantities another way of demonstrating subtraction.</li> <li>• Subtraction number sentences can be relayed using the – and = symbols.</li> <li>• Pictures and real life objects can be used with or without formal mathematical symbols to solve subtraction problems and relate a sum.</li> <li>• A region or set can be divided into equal sized parts in different ways.</li> <li>• Equal size parts may have the same area but not the same shape.</li> <li>• Data can be collected and represented using different types of graphs and can answer questions.</li> <li>• Some problems can be solved by making and analyzing a graph.</li> </ul>

<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How are numbers important and how do they relate to everyday life situations?</li> <li>• How do we use numbers when relating them to sets of objects?</li> <li>• How can you show a whole group of objects in different ways?</li> <li>• How do you know when a number is greater than another and what vocabulary do I use to convey this?</li> <li>• How can I use numbers as benchmarks for the purpose of comparing and finding another number that is 1 or 2 more or fewer?</li> <li>• How can we compare and contrast numbers?</li> <li>• When moving two groups of objects together or two parts of a whole, how does it help you know how many altogether?</li> <li>• What strategies can be used for finding sum?</li> <li>• Can I use more than pencil and paper to relate an addition problem?</li> <li>• How does moving an object or objects to the side of a group, help me know how many objects are left?</li> <li>• Can I use more than a paper and pencil to relate a subtraction problem?</li> <li>• What is a whole and how can it be represented in parts or halves?</li> <li>• How can you be sure parts are equal?</li> <li>• How does matching objects to groups of other objects help you know which group has more, fewer or as many as another group?</li> <li>• When collecting information how is it then recorded?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Coins and Their Values</li> <li>• Introduction to Time</li> <li>• Show and Write Times</li> <li>• Time in Our World</li> <li>• Time to the Half-Hour</li> <li>• Calendars</li> <li>• Length and Height</li> <li>• Weight and Capacity</li> <li>• Numbers Through 120</li> <li>• Write Number Words</li> <li>• Counting Different Ways</li> </ul>
<b>Standards</b>	<ul style="list-style-type: none"> <li>• <b>K.CC.A.2:</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</li> <li>• <b>K.CC.A.3:</b> 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).</li> <li>• <b>K.CC.C.6:</b> Identify whether the number of objects in one group is greater</li> </ul>

	<p>than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <ul style="list-style-type: none"> <li>• <b>K.MD.A.1:</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</li> <li>• <b>K.MD.A.2:</b> directly compare two objects with a measurable attribute in common, to see which objects has “more of”/”less of” the attribute, and describe the difference</li> <li>• <b>Mathematical Practices</b></li> </ul>
<p><b>Materials and Resources</b></p>	<ul style="list-style-type: none"> <li>• Kindergarten Math Expressions, Math Journals, manipulatives, Math themed literature, IXL Mathematics</li> </ul>