

Waterbury Public Schools
Mathematics Concept-Based Curriculum
Kindergarten - Module 2
2013-2014

Grade: Kindergarten

Module: 2

Title: We Are All Set!

Date:

DRAFT

Source: Adapted from Erickson, 2008.

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Grade Level: Kindergarten

Module Title: We Are All Set!

Conceptual Lens: Relationships

Number (N)

- Sets
- Comparison
- Quantity
- Compose
- Decompose
- Five Groups
- Ten Groups
- Teens
- Equality (=)
- Inequality (\neq)
- Comparisons
- Visualization
- Identification
- Numerical Representations
- Flexible Grouping
- Perceptual Subitization
- Conceptual Subitization

Addition (A)

- Addend
- Join
- Plus sign
- Equation

Module Title:
We Are All Set!

Subtraction (Sb)

- Separate
- Minus sign
- Equation

Geometry (G)

- Attributes
- Compose
- Decompose
- Composite
- Position
 - Above
 - Below
 - Beside
 - In front of
 - Behind
 - Next to

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Module Title:

Conceptual Lens: Relationships

Module Overview:

In Module 2, students continue to count out objects into sets as they compare the quantities represented by sets of objects and numerals. They will build a foundation for place value as they compose and decompose teen numbers into sets of ten ones and some further ones and write numbers through twenty. Students will model simple joining and separating situations as they begin to explore addition and subtraction concepts. They will also describe the physical world around them as they use simple shapes to construct more complex shapes and describe their relative position in space.

Technology Integration:

Teachers should be proficient utilizing interactive whiteboard technology and internet resources such as ThinkCentral and other websites that provide interactive math tools. Also, teachers should demonstrate knowledge of administering online testing, interpreting data, and selecting computer based activities for students.

Standards addressed in this module:

New	K.OA.1	K.OA.2	K.OA.3	K.OA.5				
	K.G.4	K.G.5	K.G.6					
	K.NBT.1							
Repeat	K.CC.1	K.CC.2	K.CC.3	K.CC.4	K.CC.5	K.CC.6	K.CC.7	
	K.MD.3							

Mathematical Practices addressed in this module:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

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Generalizations	Guiding Questions <i>(F = factual; C = conceptual; P = philosophical)</i>
1. Sets of concrete objects, pictures, and numerals can be used to compare two numbers. (N,)	<p>How can I name these sets with a number/numeral? (F)</p> <p>What numeral can you write to represent the number shown by this set? (F)</p> <p>What number does this set represent? (F)</p> <p>How can you compare the quantities represented by these two sets? (C)</p> <p>What does a set represent? (C)</p> <p>How can you use counters to determine which of these numerals is greater/less? (C)</p> <p>How can I represent/show these sets using (numerals/drawings)? (C)</p> <p>Where do you see objects in a set in the real world? (P)</p> <p>What does a set with zero objects look like? (C)</p>
2. Discrete objects, words, pictorial representations, and numerals represent numbers. (N)	<p>What number does this represent? (F)</p> <p>How can numbers be represented?(C)</p> <p>How many objects are in this set? (F)</p> <p>How can we record what we count? (C)</p> <p>How can we show numbers in different ways? (C)</p> <p>How do we use numbers every day? (P)</p> <p>What do numbers mean to us? (P)</p> <p>What is a numeral?(C)</p> <p>Why are numbers important? (P)</p>
3. Teen numbers can be represented as a group of ten ones and some more ones. (N)	<p>How can you make a group of ten ones and some more ones? (C)</p> <p>How can this number be represented? (F)</p> <p>How many groups of ten do you have and how many extras? (F)</p> <p>How many more do you need to make 20? (F)</p> <p>What is an efficient strategy for counting teen numbers? (C)</p> <p>What did you notice about the number and the number of left overs? (C)</p> <p>What is an efficient way to count an amount greater than ten? (C)</p> <p>How can we use these counters to make this number ___? (C)</p>
4. Addition represents an Add To or Put Together process. (N, A,)	<p>How can I find the total when I join two quantities together? (C)</p> <p>What happens when I join quantities together? (C)</p> <p>How can I represent problem situations using objects, pictures, and numbers? (C)</p> <p>How does the order of addends change the total? (C)</p> <p>How can I use models to represent addition situations? (C)</p> <p>How can we use a five frame to help me with addition situations? (C)</p> <p>What is the difference between more and less? (C)</p>
5. Subtraction represents a Take From process. (N, Sb,)	<p>How can I find what is left over when I take a quantity away? (C)</p> <p>How can I represent problems using objects, pictures, and numbers? (C)</p> <p>What happens when some objects are taking away from a set of objects? (C)</p> <p>How can I represent problem situations using objects, pictures, and numbers? (C)</p> <p>How can I use models to represent subtraction situations? (C)</p> <p>How can we use a five frame to help me with subtraction situations? (C)</p>
6. A number value can be flexibly composed and decomposed. (N)	<p>How many different ways can you make this number ___? (F)</p> <p>How can numbers be represented? (C)</p> <p>How many ways can you can you show 6? (F)</p>

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Generalizations	Guiding Questions
	<i>(F = factual; C = conceptual; P = philosophical)</i>
7. Simple shapes can be used to compose more complex shapes and complex shapes can be decomposed into simpler shapes. (G)	How can these two triangles be used to create another shape? (C) What shapes make up the larger shape? (F) Where can we find shapes in real world situations? How do we use shapes in school? (C) What other shapes can be used to make a square?(F) What makes shapes different from each other? (C)
8. Effective mathematicians utilize appropriate tools, models, and strategies to solve problems and justify solutions. (N, Sb, A, G)	How can I use these blocks to represent the number...? (C) How can you prove that this represents the number...? (C) What number does this ten-frame represent? (F)

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Critical Content	Key Skills
What Students Will Know	What Students Will Be Able to Do
<p>Number</p> <ul style="list-style-type: none"> • Use visualization to subitize parts of whole numbers: (perceptual then conceptual) • Compare numbers • Greater than • Less than • Represent teen numbers • Write numbers 0 to 20 <p>Addition</p> <ul style="list-style-type: none"> • Join sets to create a total quantity. • Draw joining sets representing equations. <p>Subtraction</p> <ul style="list-style-type: none"> • Separate total to create sets. • Draw Take From pictures to represent equations. <p>Geometry</p> <ul style="list-style-type: none"> • Compose complex shapes from simpler shapes. • Decompose complex shapes into simpler shapes. 	<p>New Standards</p> <p>K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings², sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>K.OA.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>K.OA.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 $5 = 4 + 1$).</p> <p>K.OA.5. Fluently add and subtract within 5.</p> <p>K.NBT.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 (e.g., $18 = 10 + 8$); understand that these numbers are composed by ten ones and one, two, three, four, five, six, even, eight, or nine ones.</p> <p>K.G.5. Model shapes in the world by building shapes from components (e.g. sticks, clay, toothpicks, marshmallows, gumdrops, straws, etc.) and drawing shapes.</p> <p>K.G.6. Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i></p> <p>Repeat Standards</p> <p>K.CC.1 Count to 100 by ones and by tens.</p> <p>K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>K.CC.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).</p> <p>K.CC.4</p>

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Understand the relationship between numbers and quantities; connect counting to cardinality.

- 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.
- 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.
- c. Understand that each successive number name refers to a quantity that is one larger.

K.CC.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.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. (Include groups with up to ten objects.)

K.CC.7

Compare two numbers between 1 and 10 presented as written numerals.

K.MD.3

Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)

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Suggested Timeline	Learning Experiences	Assessments Suggested and*Required	Differentiation (For Support and Extension)	Resources
<p>Spiral throughout the module</p>	<p>Continue to model counting strategies, along with one-to-one correspondence using concrete objects, pictorial representations, and numerals.</p> <p>Model counting up to 20, using a variety of movements and objects to represent oral counting.</p> <p>Continue to model the relationship between quantities and written numerals. Begin with relating the written numeral to concrete models. Then move to relating the written numeral to pictorial representations.</p> <p>Students count a set of objects and match the quantity to a written numeral.</p> <p>Continue to write and represent numbers 0-20.</p> <p>Sort and classify shapes by attributes.</p> <p>Students relate one shape to another as they note similarities and differences between and among them.</p>	<p>Teacher Observation</p> <p><u>Math Expressions</u> Teacher Assessment Guide <i>Formative Assessment: Check Understanding(Included in each lesson)</i></p> <p><i>Quick Quizzes</i></p> <p><i>Unit Tests</i></p>		

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Days 1-5	<p>Model counting by tens using pictorial representations and finally rote counting. (G: 2)</p> <p>Model counting by tens using ten frames.</p> <p>Use a hundred's chart as students skip count by ten.</p> <p>Use music, poems, rhymes or literature to enhance rote counting by tens.</p> <p>Model rote counting by tens during transitions.</p>	<p>Teacher Observation</p> <p><u>Math Expressions</u> Teacher Assessment Guide <i>Formative Assessment: Check Understanding(Included in each lesson)</i></p> <p><i>Quick Quizzes</i></p> <p><i>Unit Tests</i></p>	<p><u>Math Expressions:</u> Unit 3 and 5</p> <p>Refer to <i>Differentiated Instruction</i> pages in T.E. or on <i>Think Central</i></p> <p>RTI- Tier 1,2,3 Blackline Masters</p> <p>Differentiated Instruction Cards</p>	<p>Grade K Unpacked Standards</p> <p><u>Math Expressions Common Core:</u> Unit 3</p> <p>Think Central: iTools (Primary): Counters, Base-Ten Blocks, Number Charts</p> <p><u>Hands-On Standards Common Core</u></p> <p>www.dreamboxlearning.com</p> <p>Waterbury Public School Elementary Math Resources</p> <p>Module 2 Supplemental Lessons</p>

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Days 6-15	<p>Use matching or counting strategies to determine whether a set of objects is greater than, less than, or equal to another set of objects. Then move to comparing two numbers between 1 and 10 presented as written numerals. (G: 1, 2)</p> <p>Model using teddy bears, dominoes, base ten block units, dice etc.</p> <p>Use drawings or dot cards to identify and compare groups.</p> <p>Use number tiles, number cards, number charts etc. to compare numerals between 1 and 10.</p>	<p>Teacher Observation</p> <p><u>Math Expressions</u> Teacher Assessment Guide <i>Formative Assessment:</i> <i>Check Understanding(Included in each lesson)</i></p> <p><i>Quick Quizzes</i></p> <p><i>Unit Tests</i></p>	<p>Refer to <i>Differentiated Instruction</i> pages in T.E. or on <i>Think Central</i></p> <p>RTI- Tier 1,2,3 Blackline Masters</p> <p>Differentiated Instruction Cards</p>	<p>Grade K Unpacked Standards</p> <p><u>Math Expressions Common Core: Unit 4</u></p> <p>Think Central: iTools (Primary): Counters, Base-Ten Blocks, Number Charts</p> <p><u>Hands-On Standards Common Core</u></p> <p>www.dreamboxlearning.com</p> <p>Module 2 Supplemental Lessons</p>

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Days 16-30	<p>Represent and solve addition and subtraction stories within 5 (then 10), using objects and drawings. (G:4, 5)</p> <p>Apply partners strategies to solve addition situations.</p> <p>Students demonstrate the understanding of how objects can be joined (addition) and separated (subtraction) by representing addition and subtraction situations in various ways.</p> <p>Add To: 7 children are playing in the park. 2 children joined them. How many children are playing in the park? $7 + 2 = \square$</p> <p>Take From: 9 children are playing in the park. 7 children go home. How many children are in the park now? $9 - 7 = \square$</p> <p>*Before introducing symbols (+, -, =) and equations, kindergarteners require numerous experiences using joining (addition) and separating (subtraction) vocabulary in order to attach meaning to the various symbols.</p> <p>For example, when explaining a solution, kindergartens may state, “Three <i>and</i> two <i>is the same amount as</i> 5.” While the meaning of the equal sign is not introduced as a standard until First Grade, if equations are going to be modeled and used in Kindergarten, students must connect the symbol (=) with its meaning (is the same amount/quantity as).</p> <p style="text-align: center;"><i>North Carolina Dept. of Education, Unpacked Standards</i></p> <p>Use counters, teddy bears, snap cubes, fingers etc. to represent addition and subtraction stories.</p> <p>Students act out story problems.</p> <p>Use circle drawings to represent addition and subtraction stories.</p>	<p>Teacher Observation</p> <p><u>Math Expressions</u> Teacher Assessment Guide <i>Formative Assessment:</i> <i>Check Understanding(Included in each lesson)</i></p> <p><u>Quick Quizzes</u></p> <p><u>Unit Tests</u></p>	<p>Refer to <i>Differentiated Instruction</i> pages in T.E. or on <i>Think Central</i></p> <p>RTI- Tier 1,2,3 Blackline Masters</p> <p>Differentiated Instruction Cards</p>	<p>Grade K Unpacked Standards</p> <p><u>Math Expressions Common Core: Unit 2, 3,</u></p> <p>Think Central: iTools (Primary): Counters, Base-Ten Blocks, Number Charts</p> <p><u>Hands-On Standards Common Core</u></p> <p>www.dreamboxlearning.com</p> <p>Module 2 Supplemental Lessons</p>

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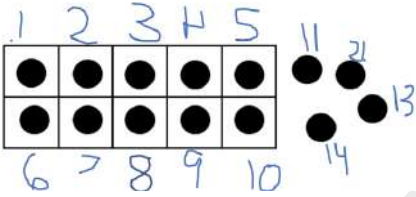
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Days 31-40	<p>Represent and solve addition and subtraction within 5 (then 10), using equations. (G:4, 5)</p> <p>Relate sets of counters, teddy bears, snap cubes pictures etc. to solve addition and subtraction equations.</p> <p>.</p> <p>Use circle drawings to model addition and subtraction equations.</p> <hr/>	<p>Teacher Observation</p> <p><u>Math Expressions</u> Teacher Assessment Guide <i>Formative Assessment:</i> <i>Check Understanding(Included in each lesson)</i></p> <p><u>Quick Quizzes</u></p> <p><u>Unit Tests</u></p>	<p>Refer to <i>Differentiated Instruction</i> pages in T.E. or on <i>Think Central</i></p> <p>RTI- Tier 1,2,3 Blackline Masters</p> <p>Differentiated Instruction Cards</p>	<p>Grade K Unpacked Standards</p> <p><u>Math Expressions Common Core: Unit 2, 3,</u></p> <p>Think Central: iTools (Primary): Counters, Base-Ten Blocks, Number Charts</p> <p><u>Hands-On Standards Common Core</u></p> <p>www.dreamboxlearning.com</p> <p>Module 2 Supplemental Lessons</p>

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Days 41-50	<p>Represent teen numbers as ten ones and some more ones. (G: 3, 6)</p> <p>Keeping each count as a single unit, kindergarteners use 10 objects to represent “10” rather than creating a unit called a ten (<i>unitizing</i>): 10 can be thought of as a bundle of ten ones - called a “ten.”</p>  <p>14 = 10 <i>ones</i> and 4 more <i>ones</i></p> <p>Use counters, teddy bears, and number cards to represent teen numbers.</p> <p>Children count a teen number of objects, then group 10 objects as ten ones and see how many more ones are in the number.</p> <p>Student leaders point to each teen number on Number Pattern Poster and class shows the tens and ones with their fingers.</p> <p>Create drawings to represent teen numbers.</p> <p>Children will sort partner cards and total cards. They then work in pairs to match each partner card with a total card.</p>	<p>Teacher Observation</p> <p><u>Math Expressions</u> Teacher Assessment Guide <i>Formative Assessment: Check Understanding (Included in each lesson)</i></p> <p><u>Quick Quizzes</u></p> <p><u>Unit Tests</u></p>	<p>Refer to <i>Differentiated Instruction</i> pages in T.E. or on <i>Think Central</i></p> <p>RTI- Tier 1,2,3 Blackline Masters</p> <p>Differentiated Instruction Cards</p>	<p>Grade K Unpacked Standards</p> <p><u>Math Expressions Common Core: Unit 3, 4, and 5</u></p> <p>Think Central: iTools (Primary): Counters, Base-Ten Blocks, Number Charts</p> <p><u>Hands-On Standards Common Core</u></p> <p>www.dreamboxlearning.com</p> <p>Module 2 Supplemental Lessons</p>

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Days 51-60	<p>Compose simple shapes to form larger shapes. (G:7)</p> <p>Build shapes from components to model real world shapes using clay, toothpicks, marshmallows etc..</p> <p>Use pattern blocks and tangrams to put shapes together in different ways to compose a new shape.</p> <p>Work with a partner. Both students use 3 or 4 shapes to make a new shape. They will copy their partners shape and repeat.</p> <p>Students look for objects their classroom that are made of several shapes put together. Ask them to draw pictures showing some of these objects.</p>	<p>Teacher Observation</p> <p><u>Math Expressions</u> Teacher Assessment Guide <i>Formative Assessment: Check Understanding(Included in each lesson)</i></p> <p><u>Quick Quizzes</u></p> <p><u>Unit Tests</u></p> <p><i>*Performance Assessments</i></p>	<p>Refer to <i>Differentiated Instruction</i> pages in T.E. or on <i>Think Central</i></p> <p>RTI- Tier 1,2,3 Blackline Masters</p> <p>Differentiated Instruction Cards</p>	<p>Grade K Unpacked Standards</p> <p><u>Math Expressions Common Core: Unit 3, 4 and 5</u></p> <p>Think Central: iTools (Primary): Counters, Base-Ten Blocks, Number Charts</p> <p><u>Hands-On Standards Common Core</u></p> <p>www.dreamboxlearning.com</p> <p>Module 2 Supplemental Lessons</p>

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