

Grade K Mathematics – Unit 3: Counting Numbers 0-20

Phoenixville Area School District

Stage 1 Desired Results		
<p>PA Core Standards: CC.2.1.K.A.1 Know number names and write and recite the count sequence.</p> <p>CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects.</p> <p>CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.</p> <p>CC.2.4.K.A.4 Classify objects and count the number of objects in each category.</p> <p>CC.2.1.K.B.1 Use place value to compose and decompose numbers within 19.</p> <p>CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10 (Fluency goal)</p>	Transfer	
	<p>TRANSFER GOALS <i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • <i>Number Sense:</i> Develop a sound foundation to demonstrate the value of numbers by describing their various representations, relationships, and patterns. • <i>Mathematical Vocabulary:</i> Interpret mathematical vocabulary and apply proper terminology to engage in meaningful oral and written expression that communicates mathematical thinking, problem-solving methods, and rationale. 	
	Meaning	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Mathematical ideas must be communicated clearly in written, visual, or oral form. • There are many ways to represent a number. • Mathematicians use place value concepts to represent amounts. </td> <td style="width: 50%;"> <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What are different ways to represent a number? • How do I demonstrate the relationship among numbers, quantities, and place value for whole numbers? </td> </tr> </table>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Mathematical ideas must be communicated clearly in written, visual, or oral form. • There are many ways to represent a number. • Mathematicians use place value concepts to represent amounts.
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Knowledge and Skills Acquisition		
<p>KNOWLEDGE <i>Students will...</i></p> <ul style="list-style-type: none"> • Read and write numerals 0-20 • Compare groups of up to 20 objects • Order groups of up to 20 objects • Add and subtract to 10 with automaticity 	<p>SKILLS <i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Counting groups of objects 0-20. • Reading and writing the numerals 0-20. • Counting two groups of objects and comparing amounts using more/less, greater/fewer. 	

	VOCABULARY <ul style="list-style-type: none"> • Numbers 0-20 • More / Fewer • Greater Than / Less Than 	<ul style="list-style-type: none"> • Counting groups of objects and placing the groups and numerals in numeric order.
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Stage 2 – Evidence

Code A/M/T	Evaluative Criteria	Assessment Evidence	
<p style="text-align: center;">A/M/T</p> <p>Acquisition</p> <p>Meaning Making</p> <p>Transfer</p>	<p><i>What criteria will be used in each assessment to evaluate attainment of the desired results?</i></p> <p><i>1-1 correspondence</i></p> <p><i>Identifying and counting numbers to 20</i></p> <p><i>Ordering from least to greatest</i></p>	<p>PERFORMANCE TASK(S) <i>Students will demonstrate understanding (meaning-making and transfer) through complex performance by...</i></p> <p>Old MacDonald Had A...</p> <ul style="list-style-type: none"> • <i>Goal:</i> Your task is to...fill 4 tractor trailers with the right amount of farm animals to be transported to each farm. • <i>Role/Audience:</i> You are a farmer who is selling their animals. You need to fill 4 trucks with the right amount of animals to be delivered to other farms. • <i>Situation/Product:</i> You will... Fill each truck with the number of animals that matches the number on each truck. The truck with the least amount of animals needs to leave first and the truck with the greatest amount of animals needs to leave last. • <i>Success Criteria:</i> Your [product] must include... 4 trucks ordered from least to greatest with the correct amount of animals. • Extension <ul style="list-style-type: none"> ○ Choose two “trucks” and ask student to count both to find how many more is needed in the lesser truck to make them match? 	<p>Differentiation Considerations:</p> <ul style="list-style-type: none"> • IEP/ 504 plans • Small group instruction • One-on-one conferring • Vocabulary Posters • Individual goal setting • Audio and visual supports • Various questioning strategies • Strategic partnering • Flexible Math Groups • Extra Practice • Enrichment

			<ul style="list-style-type: none"> • Space for movement and breaks • Additional time as needed • Review directions • Restate information
<p>A/M/T</p> <p>Acquisition</p> <p>Meaning Making</p> <p>Transfer</p>	<p><i>Count and write numerals</i></p> <p><i>Draw representations of a given number</i></p> <p><i>Identify which group of items contains the fewer amount</i></p>	<p>OTHER EVIDENCE</p> <p>[Chapter 6 Test Numbers 0 to 20, Assessments Manual pages 18-19]</p> <ul style="list-style-type: none"> • There are 7 Constructed Response Prompts designed to assess students' abilities to count & write numerals, draw representations of a given number, and identify which group of items contains the fewer amount. <p>Math in Focus Performance Assessment Chapter 6 Numbers 0 to 20</p>	<p>Differentiation Considerations:</p> <ul style="list-style-type: none"> • IEP/ 504 plans • Small group instruction • One-on-one conferring • Vocabulary Posters • Individual goal setting • Audio and visual supports • Various questioning strategies • Strategic partnering • Flexible Math Groups • Extra Practice • Enrichment • Space for movement and breaks • Additional time as needed • Review directions • Restate information