

# Grade K Mathematics – Unit 5: Comparing Sets

## Phoenixville Area School District

Stage 1 Desired Results			
	<b><i>Transfer</i></b>		
<p><b>PA Core Standards:</b>            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><b>TRANSFER GOALS</b>  <i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• <i>Number Sense:</i> Develop a sound foundation to demonstrate the value of numbers by describing their various representations, relationships, and patterns.</li> <li>• <i>Problem-Solving:</i> Persistently apply various problem-solving strategies and organized approaches to accurately understand and solve problems</li> <li>• <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.</li> </ul>		
	<b><i>Meaning</i></b>		
<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>C.C.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• There are many ways to represent a number.</li> <li>• Mathematicians use place value concepts to represent amounts.</li> <li>• Identifying relationships between numbers helps classify and compare them.</li> </ul> </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p><b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What are different ways to represent a number?</li> <li>• How do I demonstrate the relationship among numbers, quantities, and place value for whole numbers?</li> <li>• How can I use models, words, and expanded forms to order and compare numbers?</li> </ul> </td> </tr> </table>	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• There are many ways to represent a number.</li> <li>• Mathematicians use place value concepts to represent amounts.</li> <li>• Identifying relationships between numbers helps classify and compare them.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What are different ways to represent a number?</li> <li>• How do I demonstrate the relationship among numbers, quantities, and place value for whole numbers?</li> <li>• How can I use models, words, and expanded forms to order and compare numbers?</li> </ul>
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	VOCABULARY <ul style="list-style-type: none"> <li>Number Train / Number Line</li> </ul>	<ul style="list-style-type: none"> <li>Count on to find the difference.</li> <li>Count the number of objects in each group of manipulatives or pictures and tell how many in all.</li> <li>Count the difference through comparing sets in one-to-one correspondence.</li> </ul>
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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>Identify “how many more”.</i></p> <p><i>Counting with one-to-one correspondence</i></p>	<p>PERFORMANCE TASK(S) <i>Students will demonstrate understanding (meaning-making and transfer) through complex performance by...</i></p> <p><b>Bake Me a Cupcake!</b></p> <ul style="list-style-type: none"> <li><i>Goal:</i> Your task is to...make sure there are enough cupcakes for everyone at a birthday party.</li> <li><i>Role/Audience:</i> You are a baker in a bakery and you are baking enough cupcakes for 19 children at a birthday party.</li> <li><i>Situation/Product:</i> You already made 9 cupcakes. How many more cupcakes do you need to make so that all 19 children can have one?</li> <li><i>Success Criteria:</i> <i>Student will be able to show that 10 more cupcakes are needed to make 19 total using cutout cupcakes from template located in X Drive, Curriculum, Math Implementation 19-20, K, Unit 5. *Make 3 copies.</i></li> </ul>	<p>Differentiation Considerations:</p> <p><b>**If needed, may adjust the number of cupcakes that were “already made” to differentiate for student levels.</b></p> <ul style="list-style-type: none"> <li>IEP/ 504 plans</li> <li>Small group instruction</li> <li>One-on-one conferring</li> <li>Vocabulary Posters</li> <li>Individual goal setting</li> <li>Audio and visual supports</li> <li>Various questioning strategies</li> <li>Strategic partnering</li> <li>Flexible Math Groups</li> <li>Extra Practice</li> <li>Enrichment</li> <li>Space for movement and breaks</li> <li>Additional time as needed</li> <li>Review directions</li> <li>Restate information</li> </ul>

<p>A/M/T</p> <p>Acquisition</p> <p>Meaning Making</p> <p>Transfer</p>	<p><i>Composing and decomposing numbers to 19</i></p> <p><i>Identify "more"</i></p> <p><i>Counting with one-to-one correspondence</i></p>	<p>OTHER EVIDENCE</p> <p><b>[Chapter 9 MIF Assessment - Comparing Sets, Assessment Manual pages 30-31]</b></p> <ul style="list-style-type: none"> <li>• 6 Constructed Response Prompts assess composing and decomposing numbers to 19 and 1 with an additional task of identifying "more".</li> </ul> <p><b>[Chapter 14 MIF Assessment – Number Facts, Assessment Manual pages 47-48]</b></p> <ul style="list-style-type: none"> <li>• 6 Constructed Response Prompts: 4 assess composing and decomposing, 2 assess counting with one-to-one correspondence</li> </ul>	<p>Differentiation Considerations</p> <ul style="list-style-type: none"> <li>• IEP/ 504 plans</li> <li>• Small group instruction</li> <li>• One-on-one conferring</li> <li>• Vocabulary Posters</li> <li>• Individual goal setting</li> <li>• Audio and visual supports</li> <li>• Various questioning strategies</li> <li>• Strategic partnering</li> <li>• Flexible Math Groups</li> <li>• Extra Practice</li> <li>• Enrichment</li> <li>• Space for movement and breaks</li> <li>• Additional time as needed</li> <li>• Review directions</li> <li>• Restate information</li> </ul>
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