# CAR Unit Template

## Unit Title: Mathematics – Number Concepts and Counting to 10 – Unit 1 – Module A

**Grade level: Kindergarten**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed):

**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.

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

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.

**K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.

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

**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.OA.A.1** Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

**Key**: Major Cluster Supporting Cluster Additional Cluster

### Highlighted Career Ready Practices and 21st Century Themes/Skills

### Social-Emotional Learning Competencies

## Instructional Plan

Pre-Assessment and Reflection

| **Pre-Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

| **SLO – WALT**  **We are learning to/that** | **Student Strategies** | **Formative Assessment** | **Activities and Resources** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- | --- | --- | --- |
| **K.CC.A.1 - WALT** count by ones to 10 |  |  |  |  |
| **K.CC.A.2 - WALT** count on from a number other than 1 to 10 |  |  |  |  |
| **K.CC.A.3 - WALT** write numbers 0 to 10 |  |  |  |  |
| **K.CC.A.3 - WALT** represent a number of objects with a written number from 1 through 10 |  |  |  |  |
| **K.CC.A.3 - WALT** zero represents a count of no objects |  |  |  |  |
| **K.CC.B.4 - WALT** when counting, each object is paired with only one number name |  |  |  |  |
| **K.CC.B.4.A – WALT** say the number name for each object in a group up to 10 objects when counting |  |  |  |  |
| **K.CC.B.4.B – WALT**  when counting a set of objects up to 10, the last number tells the total number of objects |  |  |  |  |
| **K.CC.B.4.B – WALT** after counting a set of objects up to 10, the total is the same even when the arrangement or order is changed |  |  |  |  |
| **K.CC.B.4.C– WALT** when given a number between 0 and 10, the next number is one larger than the given number |  |  |  |  |
| **K.CC.B.5 – WALT** count out the correct number of objects when given a number up to 10 |  |  |  |  |
| **K.CC.B.5 – WALT** answer “how many” questions about a group of objects up to 10 in a line, rectangular array, and circle by counting |  |  |  |  |
| **K.OA.A.1 – WALT** represent addition within 5 in a variety of ways (e.g., objects, fingers, mental images, drawings, sounds, acting out, verbal explanations, expressions or equations) |  |  |  |  |
| **K.OA.A.1 – WALT**  represent subtraction within 5 in a variety of ways (e.g., objects, fingers, mental images, drawings, sounds, acting out, verbal explanations, expressions or equations) |  |  |  |  |

Benchmark Assessment 1

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Benchmark Assessment 2

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
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Summative Assessments (add rows as needed)

| **Summative Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
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Interdisciplinary Connections

| **Interdisciplinary Connections** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
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