# CAR Unit Template

## Unit Title: Math – Count, Compose and Compare Numbers – Unit 3 – 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.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.CC.C.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.

 **K.CC.C.7** Compare two numbers between 1 and 10 presented as written numerals.

**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** |
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| **K.CC.A.1 – WALT** count by ones to 50 |  |  |  |  |
| **K.CC.A.1 – WALT** count by tens to 50 |  |  |  |  |
| **K.CC.A.2 – WALT** count on from a number other than 1 to 50 |  |  |  |  |
| **K.CC.B.4.A- 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 20 objects when counting |  |  |  |  |
| **K.CC.B.4.B – WALT** when counting a set of objects up to 20, the last number tells the total number of objects |  |  |  |  |
| **K.CC.B.4.B – WALT** after counting a set of objects up to 20, 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 20, the next number is one larger than the given number |  |  |  |  |
| **K.CC.B.5 – WALT** answer “how many” questions about groups of objects up to 20 in a line, rectangular array, and circle by counting |  |  |  |  |
| **K.CC.C.6 – WALT** equal means the same amount |  |  |  |  |
| **K.CC.C.6 – WALT** identify when the number of objects is equal to, greater than, or less than the number of objects in another group by matching or counting the number of objects in both groups |  |  |  |  |
| **K.CC.C.7 – WALT** compare two written numbers between 1 and 10 |  |  |  |  |

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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