

Grade K

Unit 2.2	Unit Title Counting and Classifying Objects	Lesson 1 of 3	Day 1 - 3
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Lesson Focus

1. Standards Addressed	2. Content to be Learned	3. Mathematical Practices	4. Essential Question
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, ...; given a number from 1–20, count out that many objects.	<ul style="list-style-type: none"> • Count up to 20 objects in a line, rectangular array or circle. • Model up to 20 objects in a line, rectangular array or circle. 	<p>SMP2 Reason abstractly and quantitatively.</p> <p>SMP7 Look for and make use of structure.</p>	<ul style="list-style-type: none"> •How can you show and count up to (0-20) objects? •How do you know how many objects are in a group? •How do you know if your count is correct?
5. Prerequisite Knowledge	6. Essential Vocabulary	7. Possible Misconceptions	8. Necessary Materials
Count up to 10 objects in a line, rectangular array or circle.	Number words eleven – twenty.	<ul style="list-style-type: none"> •Loosing track of the count. •Not knowing when to stop counting. 	<p>OnCore Lesson 32 Student pages 63 & 64</p> <p>Investigations Unit 1 Activities</p> <ul style="list-style-type: none"> • Counting Around the Circle-20 • Counting on the Calendar (array) • Teacher sets up objects in a line. <p>Connecting cubes, ten frames</p>

Instruction

9. Instruction Practices (What are the teachers doing)	10. Learning Practices (What are the students doing)
<p>The Teacher will guide students to count and model objects up to 20 in a line, rectangular array or circle using Oncore Lesson 32. As they work with a ten frame they build a foundation for place value. Teachers may revisit the activities from Unit 1: Counting Around the Circle, Counting on the Calendar (array) and by providing situations where objects need to be counted that are in a straight line. Teachers will lead a discussion about the different strategies that students use to help them keep track of the objects that you have already counted, Students will benefit from daily opportunities to count aloud to 20.</p>	<p>Students will count and model up to 20 objects in a line, rectangular array or circle using OnCore pages 63 & 64 and teacher directed activities from Investigations Unit 1. Students will begin to recognize strategies that help them know they have counted all the objects in a group and that their count is correct. They will benefit from daily opportunities to count aloud to 20.</p>

Grade K			
Unit	Unit Title	Lesson	Day
2.2	Counting and Classifying Objects	2 of 3	4 & 5
<i>Lesson Focus</i>			
1. Standards Addressed	2. Content to be Learned	3. Mathematical Practices	4. Essential Question
K.CC.5 Count to answer “how many?” questions about as many, or as many as 10 things in a scattered configuration;	<ul style="list-style-type: none"> Count up to 10 objects in a scattered configuration. Model up to 10 objects in a scattered configuration. 	SMP2 Reason abstractly and quantitatively. SMP7 Look for and make use of structure.	<ul style="list-style-type: none"> How can you show and count up to 10 objects in a scattered configuration? What can you do to keep track of your count? How do you know if your count is correct?
5. Prerequisite Knowledge	6. Essential Vocabulary	7. Possible Misconceptions	8. Necessary Materials
Count up to 20 objects in a line, rectangular array or circle.	scattered	<ul style="list-style-type: none"> Loosing tract of the count. Not knowing when to stop counting. Not trusting their count. 	No OnCore Lessons K- 5 Math Resources see link below for KCC.5 Counting Cup & Playdough Numbers http://www.k-5mathteachingresources.com/kindergarten-math-activities.html
<i>Instruction</i>			
9. Instruction Practices (What are the teachers doing)	10. Learning Practices (What are the students doing)		
Teachers will guide students to count and model up to 10 objects in a scattered configuration. They will continue to discuss counting strategies and ways that students use to keep track of the objects they count. Investigations SAB pages that would fit this standard have already been used in Q1. For additional practice teachers may use the link that is provided for K-5 Math Resources: Counting Cup & Playdough.	Students will model and count up to 10 objects in a scattered configuration. They will continue to work on counting strategies and methods of keeping track of the objects they count. Students will begin to trust their count and know that the last number they name is the number of objects they have. Students may practice this standard using lessons from K-5 Math Resources or teacher developed activities.		

**Lesson Alignment Guide – Mathematics
Cranston Public Schools**

Grade K

Unit 2.2	Unit Title Counting and Classifying Objects	Lesson 3 of 3	Day 6 - 9
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Lesson Focus

1. Standards Addressed	2. Content to be Learned	3. Mathematical Practices	4. Essential Question
K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. ³	<ul style="list-style-type: none"> •Classify objects into given categories (color, shape, size, etc) •Count the number of objects in each category. 	<p>SMP2 Reason abstractly and quantitatively.</p> <p>SMP3 Construct viable arguments and critique the reasoning of others.</p>	<ul style="list-style-type: none"> •Why is it important to classify objects into categories? •How do you know if your count is correct? •How can you classify and count objects by (color, shape, size,etc)
5. Prerequisite Knowledge	6. Essential Vocabulary	7. Possible Misconceptions	8. Necessary Materials
<ul style="list-style-type: none"> •Recognize 2-D figures (rectangles, triangles, squares, and circles). •Understand the concept of alike and different. 	Category, classify Color (blue, green, yellow, red) Shape Size (small, big) Alike, different	<ul style="list-style-type: none"> •Incorrectly identifying a shape. •Do not focus on the one attribute they are suppose to be considering, •Difficulty with changing the orientation of an object when classifying by shape. 	<p>OnCore Lesson 74 – 76 Student pages 147 – 152 Investigations SAB;</p> <ul style="list-style-type: none"> •Unit 1 pg 2 Include at bottom of page: How many gray shapes? ___ How many shapes with stripes? ___ •Unit 5 pg 44, Unit 7 pg 75 Include with both pages: Count the objects that belong in the circle ___

Instruction

9. Instruction Practices (What are the teachers doing)	10. Learning Practices (What are the students doing)
Teachers will guide students to understand the concept of <i>alike</i> and <i>different</i> , <i>smaller</i> and <i>bigger</i> . They will help students understand how to classify objects by just one attribute and the other attributes are not being considered at this time (OnCore Lesson 74). Teachers guide students to understand that figures can be different sizes and colors but still have the same shape and to recognize that shapes in a group may be the same but have a different orientation. (OnCore Lesson 75) They use benchmarks to help students classify and categorize objects by size (Oncore Lesson 76). Teachers will continue to have students count the number of objects in the groups they have classified.	Students will classify objects into given categories of color, shape, size, etc. and count the number of objects in each category using OnCore Lessons 74 – 76. They may continue this practice using pages from their Investigations SAB above. Students will begin to understand the concepts of <i>alike</i> and <i>different</i> , <i>smaller</i> and <i>bigger</i> . They will classify objects using only one attribute, learn that objects can be the same shape even though they look different (orientation) and use benchmarks to understand the relative size of objects as bigger or smaller than something else.