

## Grade K

<b>Unit</b> <b>3.1</b>	<b>Unit Title</b> <b>Oral Counting to 70 by Ones &amp; Counting On</b>	<b>Lesson</b> <b>1 of 3</b>	<b>Day</b> <b>1 &amp; 2</b>
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### Lesson Focus

<b>1. Standards Addressed</b>	<b>2. Content to be Learned</b>	<b>3. Mathematical Practices</b>	<b>4. Essential Question</b>
<p><b>K.CC.1</b> Count to 100 by ones and by tens.</p> <p><i>NOTE: In this unit students are counting to 70.</i></p>	<ul style="list-style-type: none"> <li>• Know the count sequence when counting to 70 by ones.</li> <li>• Rote count to 70 by ones and tens.</li> </ul>	<p><b>SMP7</b> Look for and make use of structure.</p> <p><b>SMP8</b> Look for and express regularity in repeated reasoning.</p>	<ul style="list-style-type: none"> <li>• What are two ways you have learned to count to 70?</li> <li>• How does the order of numbers help you to count to 50 by ones?</li> </ul>
<b>5. Prerequisite Knowledge</b>	<b>6. Essential Vocabulary</b>	<b>7. Possible Misconceptions</b>	<b>8. Necessary Materials</b>
<ul style="list-style-type: none"> <li>• Rote count to 40 by ones and tens.</li> <li>• Understand the oral counting system.</li> </ul>	Number Count Counting by tens Number line	<ul style="list-style-type: none"> <li>• incorrectly counting to the next decade.</li> <li>• The jump from 19 to say 20, 29 to say 30, etc.</li> </ul>	<p><b>OnCore</b> Lesson 1 Student pages 1 &amp; 2</p> <p><b>Investigations Unit 1</b> Revisit counting activities previous used to count by ones and tens to 70.</p> <p><b>Tens &amp; Ones Worksheet #1 &amp; 2</b> <a href="http://www.kidslearningstation.com">www.kidslearningstation.com</a></p> <p><b>Connect the Dot, Number Maze 4</b> <a href="http://www.education.com">www.education.com</a></p> <p><b>Jack Hartman: Count to 100</b> link below was recommended by many teachers as a great strategy. You may want to stop at 70 and revisit it later! <a href="http://www.youtube.com/watch?v=S4rhzjD5ohw&amp;safe=active">http://www.youtube.com/watch?v=S4rhzjD5ohw&amp;safe=active</a></p>

### Instruction

<b>9. Instruction Practices (What are the teachers doing)</b>	<b>10. Learning Practices (What are the students doing)</b>
<p>Teachers will guide students to know the count sequence through rote counting to 70 by tens and ones. OnCore Lesson 1 uses a 50's chart. A 100 chart could be utilized by covering up the numbers from 71 to 100. Using the charts helps students see number patterns (decades) they may not understand if they are just reciting the numbers orally. Using the <i>Tens &amp; Ones</i> worksheet teachers will have students counting by 10's then ones. Connect the Dots &amp; Number Maze provide fun counting practice. The <i>Jack Hartman</i> may be helpful. Notice that with each decade the students change what they are doing. (Remember to stop at 70!)</p>	<p>Students will practice the count sequence to 70 through rote counting by ones and tens. They should already be familiar with the count to 40.</p> <p>They will practice to 50 using the OnCore student pages 1 &amp; 2 and continue to 70 using additional number charts. Using number charts will help them to see the number patterns and decade changes clearly. Connect the Dot and Number Maze worksheets provide fun counting practice. Using the Tens &amp; Ones worksheets they will count by tens, ones, and then count the total. They may use the Jack Hartman song to help them remember the counting sequence.</p>

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<b>Unit</b> <b>3.1</b>	<b>Unit Title</b> <b>Oral Counting to 70 by Ones &amp; Counting On</b>	<b>Lesson</b> <b>2 of 3</b>	<b>Day</b> <b>3</b>
<b><i>Lesson Focus</i></b>			
<b>1. Standards Addressed</b>	<b>2. Content to be Learned</b>	<b>3. Mathematical Practices</b>	<b>4. Essential Question</b>
K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). <i>NOTE: In this unit “the known sequence” is to 70.</i>	Count forward in order/sequence to 70 beginning at any number less than 70.	SMP7 Look for and make use of structure. SMP8 Look for and express regularity in repeated reasoning.	<ul style="list-style-type: none"> <li>•How does the order/sequence of numbers help you count forward from any given number?</li> <li>•How do you know what number comes next after _____?</li> </ul>
<b>5. Prerequisite Knowledge</b>	<b>6. Essential Vocabulary</b>	<b>7. Possible Misconceptions</b>	<b>8. Necessary Materials</b>
Count forward in sequence beginning at any number less than 70.	Count Count forward Order	<ul style="list-style-type: none"> <li>•Incorrectly counting to the next decade.</li> <li>•The jump from 19 to say 20, 29 to say 30, etc.</li> </ul>	<b>Investigations Unit 1</b> Revisit counting strategies you have used for K.CC.1 for standard K.CC.2; by changing the starting point. Hundreds Charts, Number lines Counting objects, Counting Jar <b>OnCore</b> Lesson 5 & 6 Count & Order Student pages 9 - 12 Connecting cubes, ten frames.
<b><i>Instruction</i></b>			
<b>9. Instruction Practices (What are the teachers doing)</b>		<b>10. Learning Practices (What are the students doing)</b>	
Teachers will guide students to count forward in order/sequence to 70 beginning at any number less than 70. They will continue to use the counting strategies from Investigations Unit (including hundreds charts, number lines, objects) as they move the students from counting by always starting at 1. Teachers may have already used this strategy with students to 40. In the OnCore lessons 5 & 6 the students count objects and then place the objects in sequential order; which is similar to what they will be doing in Lesson 3 K.CC.4c as it will also show them that the next number in the sequence is one larger. Ten frames or connecting cubes may be used.		Students will count forward in order/sequence to 70 beginning at any number less than 70. They will continue to count this way using strategies they have learned. This may include hundreds charts, number lines and objects. Using the student pages 9 – 12 students will count objects and then place them in sequential order as another way to show they know the order the numbers belong in. This concept is similar to what they will be doing in the next lesson as it teaches that the next number in the sequence is one larger. They may use ten frames or connecting cubes in these activities.	

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<b>Unit</b> <b>3.1</b>	<b>Unit Title</b> <b>Oral Counting to 70 by Ones &amp; Counting On</b>	<b>Lesson</b> <b>3 of 3</b>	<b>Day</b> <b>4 &amp; 5</b>
<b>Lesson Focus</b>			
<b>1. Standards Addressed</b>	<b>2. Content to be Learned</b>	<b>3. Mathematical Practices</b>	<b>4. Essential Question</b>
<p><b>K.CC.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p><b>b.</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.</p> <p><b>c.</b> Understand that each successive number name refers to a quantity that is one larger.</p>	<ul style="list-style-type: none"> <li>•Understand that when counting objects, the last number named tells the number of objects counted. “Trust the Count”</li> <li>•Recognize that the number of objects is the same regardless of their arrangement or the order in which they were counted.</li> <li>•Strategies to help you know your count is correct.</li> <li>•Know that each successive number name refers to a quantity that is one larger, through 20.</li> </ul>	<p><b>SMP7</b> Look for and make use of structure.</p> <p><b>SMP8</b> Look for and express regularity in repeated reasoning.</p>	<ul style="list-style-type: none"> <li>•How many objects did you count? How do you know?</li> <li>•What is the strategy you use to make sure your count is correct?</li> <li>•If you place 5 objects in a row, and then you put the same 5 objects in a circle, how many objects will you have?</li> <li>•How do you know that the order of numbers is the same as a set of objects that is one larger?</li> <li>•What number is one larger than ____?</li> <li>•Why do we count?</li> </ul>
<b>5. Prerequisite Knowledge</b>	<b>6. Essential Vocabulary</b>	<b>7. Possible Misconceptions</b>	<b>8. Necessary Materials</b>
Count and write numbers to 20..	Arrangement Order Larger	Not trusting the count or losing track of where they started.	<p><b>OnCore</b> Lesson 25 Student pages 49 – 52 Investigations Unit 1 INV 3</p> <p><b>K-5 Math Resources</b>  <a href="#">My Counting Book (print double sided)</a>  <a href="#">Ten Frame Dice Match</a> <input type="checkbox"/>  <a href="#">Ten Frame Numeral Match</a>  <a href="#">Fill the Frame (1-10)</a> <input type="checkbox"/>  <a href="#">Fill the Frames (1-20)</a></p> <p><b>Ten frames, connecting cubes</b></p>

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## ***Instruction***

### **9. Instruction Practices (What are the teachers doing)**

Teachers will guide students to “trust the count” as they help them to understand that the last number name said tells the number of objects counted. They will do this by changing the arrangement or order of the objects and having students recount them until they are able to say that the amount of objects has not changed! Teachers will continue to help students recognize that the each successive number refers to a number that is 1 larger. They will use objects like connecting cubes to help students see how the pattern grows. Most of the materials (OnCore and K-5 Math Resources) that are being used have students working with numbers to 5 or 10. Remember these concepts should be continued through 20 by the end of the year.

### **10. Learning Practices (What are the students doing)**

Students will begin to “trust the count” as they understand that the last number named tells the number of objects counted. They will recognize that even when the arrangement of objects is changed, the amount of objects has not changed. Students will understand that the each successive number refers to one larger than the one before. They may show this growth using ten frames and connecting cubes. They will practice this concept using OnCore student pages 49 -52, activities from Investigations Unit 1 and the K-5 Math Resources. Students will continue to practice this concept throughout the year using numbers to 20.

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