

# Jay Curriculum: Unit Cover Page

**Unit title:** Counting

**Grade Level:** K

**Content Area(s):** Math

**Date Created:**

**Designed By:**

**Year 1  
Map & Template Development**

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

**Year 2  
Piloting**

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

**Year 3  
Review & Complete Assessment**

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

**Year 4**

- Full Implementation
- Benchmarks Established

**Standard(s)/Performance Indicators:**

A Math  
1

**Unit:** Counting

### **Brief Summary of Unit/Topic**

**Summary:**

In Kindergarten, students work on different counting activities throughout the year. Using a variety of manipulatives, they count by ones and by tens in a variety of patterning, sequencing, sorting, and classifying activities. Counting activities are explored with individual students and small groups of students, as well as the whole class. Counting is integrated with other curriculum areas, and open-ended to allow for developmental differences. Kindergarten students are expected to recognize, name, sequence, and write numbers to 12; and rote count by ones to 20.

### **Stage #1: Identify Desired Results**

**Essential Question/s:**

**General understanding/s (What is worth being familiar with?)**

Numbers are sequential, numerals represent sets of objects, there are patterns in numbers and counting.

**Students will know:**

The quantity represented by a given numeral (up to 12), the order of numbers from 1 to 12, the names of numerals to 12.

**Students will be able to:**

- Recognize numbers to 12
- Name number to 12
- Write numbers to 12
- Order numbers to 12
- Rote count to 20 (by ones)
- Count sets of objects to 12, demonstrating one to one correspondence
- Match a number of objects to a symbol (numeral)

**Enduring Understanding/s:**

## Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

| Performance Tasks/Products/other assessments<br>Performance tasks should have a <u>scoring guide</u> .         | <i>Performance Indicators</i> for this task.* Example:<br><b>ELA: C- 1,2,3</b><br><b>Science: B- 3,5,7</b><br><b>SS His: H- 2</b> | <u>Modalities</u><br><b>K</b> =Kinesthetic<br><b>O</b> =oral<br><b>V</b> =visual<br><b>W</b> =written | Are <u>examples</u> available to students?<br>?<br><b>Y, N, or N/A</b> | Component of Local Assessment System?<br><br><b>Y or N</b><br>(See <u>aligned scoring guide</u> .) |
|--|---|---|--|--|
| The student will name the numeral on a given flash card (up to 12)   | A1  |   |  |  |
| The student will write a given number (up to 12)   | A1  |   |  |  |
| The student will arrange number cards in sequence  | A1  |   |  |  |
| The student will rote count to a given number (up to 20)   | A1  |   |  |  |
| The student will count a given set of objects (up to 12) demonstrating one to one correspondence               | A1  |   |  |  |
| The student will match the correct numeral with a given set of objects (up to 12)                              | A1  |   |  |  |
| OTHER  |   |   |  |  |
| The teacher will observe the students' performance of each task and document their performance on a checklist. |   |   |  |  |

\*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

### **Stage #3: Plan learning experiences & instruction**

**What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):**

- Counting books
- Number puzzles
- Counting manipulatives
- Number songs and poems
- Calendar activities
- Math worksheets

### **REFERENCES:**