

Topic 3 Overview

TOPIC FOCUS: Topic 3 continues the counting sequence with a focus on numbers 6-10. It also highlights the principles necessary for accurate counting, as well as featuring a variety of representations including numeral writing. Learners develop confidence, familiarity, and flexibility by thinking about numbers in as many different ways. This includes composing and decomposing numbers to see the many relationships among the parts of numbers.

ESSENTIAL QUESTION: How can numbers from 6 to 10 be counted, read, and written?

STANDARDS: The Major focus standards for this topic are **K.CC.A.2, K.CC.A.3** Know number names and the count sequence, **K.CC.B.4a, K.CC.B.5, K.CC.B.4b, K.CC.B.4c** Count to tell the number of objects, **K.CC.C.6** Compare numbers

Topic 3 has a 3-Act Task that should be included into the lesson sequence after lesson 3-4.

ASSESSMENT: **K.CC.B.4a, K.CC.B.4b** standards are only assessed at the end of Topic 3, so the Topic 3 Assessment should be used summatively for those standards. **K.CC.A.3, K.CC.B.5** are addressed in later topics, so the information from the Topic 3 Assessment should be used formatively for those standards.

MANIPULATIVES: two-color counters, connecting cubes

REQUIRED ASSESSMENTS

Resources for Formative and Summative Assessment from enVision Mathematics

Pre-Assessment: Review What you Know, Student Workbook pg. 90

- Use item analysis to identify MDIS lessons

Topic 3 Review:

- Topic 3 Assessment (Teacher's Edition, pg. 134A or online platform): may be projected and used as a review.
- Topic 3 Vocabulary Review and Reteaching pages (Student Workbook pgs. 125-130): may be used for review
- Topic 3 Performance Task (TE pgs. 135-136, Student Workbook pgs. 135-136): to be used as guided instruction with the whole group. Recommended problem: #1 or 2. Not to be used as an assessment at this time.

Pocatello/Chubbuck School District #25

Kindergarten Grade

TOPIC 3: Numbers 6 to 10

Pacing: 12 Days

	Topic 3 Assessment: Topic 3 Assessment Practice(TE pg 131-134, Student Workbook pgs. 131-134). Administer problems 1-7 as a summative assessment for K.CC.B.4a, K.CC.B.4b . The following standards will be assessed summatively in later topics: K.CC.A.3, K.CC.B.5.
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STANDARDS The standards are clustered with Learning Intentions and Success Criteria (LI/SC) and are identified to provide coherence in teaching and learning. Students should spend the large majority of their time on the major work of the grade. Major clusters (□) address the most important standards at that grade level. Supporting clusters (△) are strongly connected to the content of the major clusters, and additional clusters (⊠) address other content to be taught at that grade level.	Topic Learning Intentions	Topic Success Criteria
□ 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.4a 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.4b 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.5 Given a group of up to 20 objects, count the number of objects in that group and state the number of objects in a rearrangement of that group without recounting. Given a verbal or written number from zero to 20, count out that many objects.	LI Identified on Math Background: Focus pg 89E We are learning how to count objects in different arrangements, tell how many, and write the number.	SC identified in Topic Planner - math objectives: TE pg. 89A-89B I can: 3-1: Count the numbers 6 and 7. 3-2: Read and Write the numbers 6 and 7. 3-3: Count the numbers 8 and 9. 3-4: Read and write the numbers 8 and 9. 3-5: Count to the number 10. 3-6: Read and write the number 10. 3-7: Count groups of numbers to 10. 3-8: Use counting patterns to solve a problem.

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