

Instruction Planner for Online Learning -Kindergarten: Math (#s to 20)

 Learning Outcome or Standard of focus	 Conceptual Questions	 Evidence of Learning	 Digital Tools
Math: K(2)(B) Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures; K(2)(D) Recognize instantly the quantity of a small group of objects in organized and random arrangements; K(2)(E) Generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20; K(2)(G) Compare sets of objects up to at least 20 in each set using comparative language; K(2)(I) Compose and decompose numbers up to 10 with objects and pictures	• Why is it important to be able to recognize and create a variety of representations for a quantity? • How could you represent a number using concrete models and pictorial models? • How can I represent a problem situation using: ○ Words ○ concrete models or objects ○ drawings or pictorial models ○ a number sentence	• I can write my numbers Assessment • Using the Double Ten Frame: Teacher orally states a number between 0-20, student represents the number on the double ten frame • Using number cards, the teacher shows the student a number and student states the number • Assessment checklist	Virtual Manipulatives for Math  Online Teaching Tips: Listening to stories online is not new to students but maybe new to parents. Give parents a few questions to use after their child has listened to the story. For end of week choice board submission, you could use Seesaw for your students to show their work or even during a classroom Zoom meeting they get to share one of the activities.



Real World Connection

Using pictorial models to solve math problems support students' visualization of math concepts.



Learning experiences

Read Alouds:

- [Click Clack Splish Splash](#) by Doreen Cronin & Betsy Lewin
- [Chicka Chicka 1,2,3](#) by Bill Martin & Michael Sampson
- [City by Numbers](#) by Stephen Johnson

Listen & Sing:

- [Numbers in the Teens](#)
- [Count to 20](#) and Workout by Jack Hartmann

Activities:

- Make number flash cards for 0 - 20 on paper squares. Mix the number cards up to use for the following activity.
- Use the [Virtual Manipulatives](#) to build the numbers. Try using different manipulatives with each number.
- [Double Ten frame](#): Have students build numbers in ten frames

[Questions to Consider When Planning:](#)

How will my students share their thinking with me? Will I collect pictures, videos, or writing?

