

Kindergarten Unit 3 Priorities Document

Please see the [Draft Kindergarten Math Overview and Scope and Sequence](#) document for important information about the year and emphases for each unit.

Overarching Big Ideas

- *Less is more*
- *Depth vs. breadth*
- *Relationships over everything*
- *Access for all, especially emerging bilinguals & students with disabilities*

Unit K.3 Compose and Decompose Numbers to 10	3–4 weeks (was 13 days)	Smaller numbers can be composed into larger numbers and larger numbers can be decomposed into smaller numbers. The focus in this unit is the combinations of numbers to 10.	<i>No specific considerations for this content</i>	K.OA.3 K.OA.4
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[Kindergarten Norms](#) (Or use other grade level [Norms](#))

We can show math ideas in different ways. 	Mistakes help us grow. 	We talk to each other about math. 
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2020-21 SFUSD Elementary Math Distance Learning Resources	Kindergarten Curriculum Portal	Kindergarten Learning Stations	Kindergarten Math Talks Bank / Virtual Math Talks	Elementary Math Routines
Possible classroom materials / manipulatives	Counters (eg. 2 colored counters, bears, etc) Five Frames BLM and Ten Frame with Sentence Frame BLM S C Five Frames BLM and Ten Frame with Sentence Frame BLM S C Note: Slides include instructions for students of how to make their own number bond and counters if possible.			

K.3 Slidedeck / [Spanish](#)

	New Learning	Re-engagement	Other Resources
Standards: K.OA.3 K.OA.4	Major emphasis: - Students use objects or drawings to compose or decompose numbers 1 through 10. - Students record decompositions through writing and drawing. - Students find all of the combinations that make 10, for any number 0 through 10.	- Students count by 1s in sequence at least up to 10. - Students count to tell the number of objects at least from 0–10. - Students write and recognize written symbols and quantities for at least 0–10.	K.3 Podcast K.3 Family Letter S C K.3 Technology K.3 Multilingual Glossary K.3 Observation Sheet K.3 Math Talks (Spanish)
		Technology Recommendations	Independent Work
		Five Frames and Ten Frames: Play “Fill” mode to tell how many more counters are needed to fill the 5 or 10 frame. Re-engagement from Unit K.2: Concentration: Match number representations. Okta’s Rescue: Recognize numerals and count that many objects	K.3 Homework S C Number Bracelets for 6 S C Animal Pictures S C Ten Apples Up on Top S C (need a die or spinner) Re-engagement from Unit K.2: Writing Numbers Example BLM S C Quantity Number Match BLM S C K.2 Homework S C QR Codes 0-5 Practice and QR Codes 6-10 Practice Number Cards with Visuals BLM Dot Cards BLM
Entry Task		Milestone Task	
Make 6 with cherries - Small group live or independent activity on Seesaw Entry Task (Spanish) - May do as an assessment of student understanding before the unit		Break up 5 and 10 on a number bond in different ways - Small group live or independent activity on Seesaw Milestone Task (Spanish) - Do as an assessment of student understanding at the end of the unit	

	Recommended Lessons	Notes to Teachers
Lesson 1	K.3 LS1 Day 1 - Make 6 with cubes Launch: Let's look at the number 6 - count forwards and backwards, make 6 with fingers in different ways. Explore: What are different ways to make 6 using 2 colors of linking cubes? - Use slides or Seesaw Cubes 6 (Spanish) Summarize: 6 cube trains: What do you notice? What do you wonder? → Core Math to Emphasize - Numbers can be decomposed into a variety of combinations.	Make an editable copy of the slides in this lesson and others so you can move the virtual manipulatives.
Lesson 2	K.3 LS1 Day 4 - Number bond with 6 Launch: Introduce Number Bonds with 6. Explore: What are different ways to break up 6 on a number bond? - Use slide, Number Bonds 6 Jamboard or Seesaw Cubes 6 (Spanish) Summarize: Did we find all the ways to break up 6? How do we know? Is there a way to organize all the combinations to see if we found them all? → Core Math to Emphasize - Numbers can be decomposed into a variety of combinations. - An organized list can help us see patterns	Ideally, students can manipulate their own counters on a number bond as you do so virtually. See Explore for student instructions. If doing the Explore section live, use the slides or Jamboard to make more combinations. If using the slide, make multiple copies of the slide to make multiple combinations. You will need one more slide than the number you are making, but you may make more in case students repeat a combination. The Summary is an opportunity to talk about how to organize the combinations to ensure they have all been made. Students do not need to do this in the explore yet.
Lesson 3	K.3 Apprentice - Five Frames with 0-5 Launch: Can we make the numbers 0-5 in different ways? Explore: Make 0-5 in different ways using a 5 frame. Use slide, Five Frames 0-5 Jamboard (Spanish) or Seesaw Five Frames 0-5 (Spanish) Summarize: What do you notice/wonder about the combinations for 0-5?	If doing live, you may not be able to make the combinations for all numbers 0-5 in one session. You can finish making some number combinations after other lessons.

	→ Core Math to Emphasize - Numbers can be decomposed into a variety of combinations. - An organized list can help us see patterns	
Lesson 4	K.3 LS2 Day 1 - Number bond with 7 Launch: How many different ways do you think we can break up 7? Explore: Make 7 in different ways using a number bond. - Use slide, Number Bonds 7 Jamboard or Seesaw Number Bonds 7 (Spanish) Summarize: Did we find all the ways to make 7? How do we know? Is there a way to organize all the combinations to see if we found them all? → Core Math to Emphasize - Numbers can be decomposed into a variety of combinations. - An organized list can help us see patterns.	It is fine to take suggestions for combinations as they come, rather than making combinations using an organizational method. If a student suggests an organized way to find all combinations, have a discussion about it and try their suggestion. You can reorganize combinations in the Summary. If you did the Explore together and students already used an organized method to make combinations, you may instead use the questions “What do you notice? What do you wonder?” to discuss patterns.
Lesson 5	K.3 LS2 Day 2 - Number bond with 8 Launch: How many different ways do you think we can break up 8? Explore: Make 8 in different ways using a number bond. - Use slide, Number Bonds 8 Jamboard or Seesaw Number Bonds 8 (Spanish) Summarize: Did we find all the ways to break up 8? How do we know? Is there a way to organize all the combinations to see if we found them all? → Core Math to Emphasize - Numbers can be decomposed into a variety of combinations. - An organized list can help us see patterns	It is fine to take suggestions for combinations as they come, rather than making combinations using an organizational method. If a student suggests an organized way to find all combinations, have a discussion about it and try their suggestion. You can reorganize combinations in the Summary. If you did the Explore together and students already used an organized method to make combinations, you may instead use the questions “What do you notice? What do you wonder?” to discuss patterns.
Lesson 6	K.3 LS2 Day 3 - Number bond with 9 Launch: How many different ways do you think we can break up 9? Explore: Make 9 in different ways using a number bond. Use slide, Number Bonds 9 Jamboard or Seesaw Number Bonds 9	If your class has been discussing patterns and organizational methods, they may begin to start suggesting ways to make combinations that will ensure you get them all. Some examples may include: Start with the number and 0, then go 1 down / 1 up from each side (eg. 9 and 0, 8 and 1...)

	(Spanish) Summarize: Did we find all the ways to break up 9? How do we know? Is there a way to organize all the combinations to see if we found them all? → Core Math to Emphasize - Numbers can be decomposed into a variety of combinations. - An organized list can help us see patterns	- Make a combination, then make the opposite (eg. 5 and 4 and 4 and 5) - There will always be 1 more combination than the number (eg. 10 combinations for 9).
Lesson 7	K.3 Expert - Ten Frames with 10 Launch: How many different ways can we make 10? Explore: Make 10 in different ways using a 10 frame. - Use slide, Ten Frames 10 Jamboard (Spanish) or Seesaw Ten Frames 10 (Spanish) Summarize: What do you notice/wonder about the combinations for 10? → Core Math to Emphasize - Numbers can be decomposed into a variety of combinations. - An organized list can help us see patterns	If your class has been discussing patterns and organizational methods, they may begin to start suggesting ways to make combinations that will ensure you get them all.
Lesson 8	K.3 LS3 Day 1&2 - Make 10 Launch: Watch Ten Apples Up on Top How many more apples to make 10? Explore: Spin the 0-10 spinner, put that many on the ten frame, find how many more you need to make a 10. - Use slide with spinner or Seesaw I Need More to Make 10 (Spanish). Summarize: Combinations to 10: Where do you see each ten frame combination on the chart of combinations to 10? → Core Math to Emphasize - For any whole number from 1–9, there is one and only one corresponding whole number that will join with it to make 10.	