

# **Wapato Public Schools 2024-2025 Pacing Guide**

**MATH**

**PK**

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Unit 1 Objective: Math in Our World

★ End of Unit 1 Assessment and Completion Date: September 27, 2024

Section A: Explore Our Math Tools

Section Learning Goals:

- I can explore and use math tools.
- I can share mathematical ideas with a partner.
- I can count to 10.
- I can answer “how many?” questions about as many as 10 things arranged in a line.

Cluster: Count to tell the number of objects.

Section Alignments (Standards):

- PK.CC.1 Count to 20
- PK.CC.4 Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

Lesson and Student- facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 1 : Explore Connecting Cubes  Student-facing Goal:: Let’s explore connecting cubes.	Warm Up Routine: Notice and Wonder Math Language Routine: MLR8 Discussion supports	Materials: <ul style="list-style-type: none"><li>Connecting Cubes</li><li>Mathematical community poster</li></ul> Centers:	

<b>Lesson 2 : Explore Pattern Block</b>  <b>Student-facing Goal:</b> Let's explore pattern blocks	<b>Warm Up Routine:</b> Notice and Wonder <b>Math Language Routine:</b> MLR8 Discussion supports	<b>Materials:</b> <ul style="list-style-type: none"> <li>• Pattern Blocks</li> </ul> <b>Centers:</b>	
<b>Lesson 3: Explore Two-color Counters and 5-Frames</b>  <b>Student-facing Goal:</b> Let's explore 2 color counters in 5 frames	<b>Warm Up Routine:</b> Notice and Wonder <b>Math Language Routine:</b> MLR8 Discussion supports	<b>Materials:</b> <ul style="list-style-type: none"> <li>• Two-Color Counters</li> </ul> <b>Centers:</b>	
<b>Lesson 4 : Explore Geoblocks</b>  <b>Student-facing Goal:</b> Let's Explore Geo blocks.	<b>Warm Up Routine:</b> Notice and Wonder <b>Math Language Routine:</b> MLR8 Discussion supports	<b>Materials:</b> <ul style="list-style-type: none"> <li>• Geoblocks</li> <li>• Solid Shapes</li> </ul> <b>Centers:</b>	
<b>Lesson 5: Explore Math Tools</b>  <b>Student-facing Goal:</b> Let's Explore our math tools.	<b>Warm Up Routine:</b> Notice and Wonder <b>Math Language Routine:</b> MLR8 Discussion supports	<b>Materials:</b> <ul style="list-style-type: none"> <li>• Connecting Cubes</li> <li>• Pattern Blocks</li> <li>• Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>• Pattern Blocks</li> <li>• Connecting</li> <li>• Geoblocks</li> </ul>	<b>Activity 1:</b> Create a set of cards from the blackline master for each group of 2.  <b>Activity 3: Gather Materials from:</b> <ul style="list-style-type: none"> <li>• Pattern Blocks, Stage 1 and 2</li> <li>• Connecting Cubes, Stage 1 and 2</li> <li>• Geoblocks, Stage 1 and</li> </ul>
<b>Assessment: Section A Checkpoint</b>	<b>Use teacher observation tool to record student progress on section objectives.</b>		

## Section B: Recognize Quantities (Teach numbers 0-3 during this section)

### Section Learning Goals:

I can recognize and name groups of up to 4 objects and images without counting.

I can count to 10.

I can answer “how many?” questions about as many as 10 things arranged in a line.

**Cluster: Count to tell the number of objects.**

**Section Alignments (Standards):**

**PK.CC.1** Count to 20

**PK.CC.4** Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
<b>Lesson 6: Recognize Quantities</b> <b>Student-facing Goal:</b> Let’s look for small groups of objects.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>Act It Out</li> <li>How Many Do You See?</li> </ul> <b>Math Language Routine:</b> MLR8 Discussion supports	<b>Materials:</b> <ul style="list-style-type: none"> <li>Materials from previous centers</li> <li>Picture blocks</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>Connecting Cubes</li> <li>Pattern Blocks</li> <li>Geoblocks</li> <li>Picture Books</li> </ul>	<b>Activity 3:</b> Gather Materials from: <ul style="list-style-type: none"> <li>Connecting Cubes, stage 1 and 2</li> <li>Pattern Blocks, stage 1 and 2</li> <li>Geoblocks, stage 1 and 2</li> <li>Picture books, stage 1</li> </ul>
<b>Lesson 7:</b> Classroom scavenger hunt.  <b>Student-facing Goal:s.</b> Let’s look for groups of objects in the classroom,	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>Act It Out</li> <li>How Many Do You See?</li> </ul> <b>Math Language Routine:</b> MLR8 Discussion supports	<b>Materials:</b> <ul style="list-style-type: none"> <li>Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>Pattern Blocks</li> <li>Connecting Cubes</li> <li>Geoblocks</li> <li>Picture Books</li> </ul>	<b>Activity 3:</b> Gather Materials from: <ul style="list-style-type: none"> <li><a href="#">Pattern Blocks</a>, Stages 1 and 2</li> <li><a href="#">Connecting Cubes</a>, Stages 1 and 2</li> <li><a href="#">Geoblocks</a>, Stages 1 and 2</li> <li><a href="#">Picture Books</a>, Stage 1</li> </ul>
<b>Lesson 8 : Different groups : same quantity</b>  <b>Student-facing Goal:</b> Let’s find groups that have the same number of things.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>Act It Out</li> <li>How Many Do You See?</li> </ul> <b>Math Language Routine:</b> MLR8 Discussion supports	<b>Materials:</b> <ul style="list-style-type: none"> <li>Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>Connecting Cubes</li> <li>Pattern Blocks</li> <li>Geoblocks</li> <li>Picture Books</li> </ul>	<b>Activity 2:</b> Create a set of cards from the blackline master for each group of 2. <b>Activity 3:</b> Gather Materials from: <ul style="list-style-type: none"> <li>Connecting Cubes, Stages 1 and 2</li> <li>Pattern Blocks, Stages 1 and 2</li> <li>Geoblocks, Stages 1 and 2</li> <li>Picture Books, Stage 1</li> </ul>

<b>Lesson 9 : Create picture books.</b>  <b>Student-facing Goal:</b> Let's make picture books about our classroom.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>● <b>Act It Out</b></li> <li>● <b>How Many Do You See?</b></li> </ul> <b>Math Language Routine:</b> MLR8 Discussion supports	<b>Materials:</b> <ul style="list-style-type: none"> <li>● Materials from previous centers</li> <li>● Colored pencils or crayons</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>● Connecting Cubes</li> <li>● Pattern Blocks</li> <li>● Geoblocks</li> <li>● Picture Books</li> </ul>	<b>Activity 3:</b> Gather Materials from: Connecting Cubes, Stages 1 and 2 Pattern Blocks, Stages 1 and 2 Geoblocks, Stages 1 and 2 Picture Books, Stages 1 and 2
<b>Assessment: Section B Checkpoint</b>	<b>Use teacher observation tool to record student progress on section objectives.</b>		
<b>Section C: Are there enough? (Teacher numbers 4-5)</b>  <b>Section Learning Goals:</b>  I can answer “Are there enough” questions.  I can count to 10.  I can answer “how many?” questions about as many as 10 things arranged in a line.			
<b>Cluster: Count to tell the number of objects; know number names and the count sequence.</b> <b>Section Alignments (Standards):</b>  <b>PK.CC.1</b> Count to 20 <b>PK.CC.4</b> Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects. <b>PK.CC.4b</b> Given a number from 1–10, count out that many objects.			
<b>Lesson and Student-facing Learning Goals:</b>	<b>Warm Up Routine Math Language Routine</b>	<b>Materials and Centers:</b>	<b>Required Preparation:</b>

<b>Lesson 10 : Are there enough?</b>  <b>Student-facing Goal:</b> Let's figure out if there are enough supplies for everyone.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>Act It Out</li> <li>How Many Do You See?</li> </ul> <b>Math Language Routine:</b> MLR8 Discussion supports	<b>Materials:</b> <ul style="list-style-type: none"> <li>Erasers</li> <li>Materials from previous centers</li> <li>Pencils</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>Connecting Cubes</li> <li>Pattern Blocks</li> <li>Geoblocks</li> <li>Picture Books</li> </ul>	<b>Activity 2:</b> Each group of 4 needs 4 pencils and 3 erasers. <b>Activity 3:</b> Gather Materials from: Connecting Cubes, Stages 1 and 2 Pattern Blocks, Stages 1 and 2 Geoblocks, Stages 1 and 2 Picture Books, Stages 1 and 2
<b>Lesson 11: Get Enough</b>  <b>Student-facing Goal:</b> Let's get enough pencils for everyone.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>Act It Out</li> <li>How Many Do You See?</li> </ul> <b>Math Language Routine:</b> MLR8 Discussion supports	<b>Materials:</b> <ul style="list-style-type: none"> <li>Materials from previous centers</li> <li>Pencils</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>Connecting Cubes</li> <li>Pattern Blocks</li> <li>Geoblocks</li> <li>Picture Books</li> </ul>	<b>Activity 2:</b> Each group of 4 needs at least 8 pencils. <b>Activity 3:</b> Gather Materials from: Connecting Cubes, Stages 1 and 2 Pattern Blocks, Stages 1 and 2 Geoblocks, Stages 1 and 2 Picture Books, Stages 1 and 2
<b>Assessment: Section C Checkpoint</b>	<b>Use teacher observation tool to record student progress on section objectives.</b>		

## Section D: Counting Collections (Teach numbers 6-10)

### Section Learning Goals:

I can count groups of up to 10 objects.

I can count to 10.

I can answer "how many?" questions about as many as 10 things arranged in a line.

**Cluster: Count to tell the number of objects; know number names and the count sequence.**

**Section Alignments (Standards):**

**PK.CC.1** Count to 20**PK.CC.4** Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
<p><b>Lesson 12 : How Many Are There? (Part 1)</b></p> <p><b>Student-facing Goal:</b> Let’s count collections of objects.</p>	<p><b>Warm Up Routine:</b></p> <ul style="list-style-type: none"> <li>• Question About Us</li> </ul> <p><b>Math Language Routine:</b> MLR8 Discussion supports</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• 5-frames</li> <li>• Collections of objects</li> <li>• Materials from previous centers</li> <li>• Pattern blocks</li> </ul> <p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>• Connecting cubes</li> <li>• Pattern blocks</li> <li>• Geoblocks</li> <li>• Picture books</li> </ul>	<p><b>Activity 1:</b> Based on their formative assessment data, each student needs:</p> <ul style="list-style-type: none"> <li>• collection of 1–5 objects</li> <li>• collection of 6–10 objects</li> <li>• collection of more than 10 objects (optional)</li> </ul> <p><b>Activity 3:</b> Gather Materials from:</p> <ul style="list-style-type: none"> <li>○ <a href="#">Connecting Cubes</a>, Stages 1 and 2</li> <li>○ <a href="#">Pattern Blocks</a>, Stages 1 and 2</li> <li>○ <a href="#">Geoblocks</a>, Stages 1 and 2</li> <li>○ <a href="#">Picture Books</a>, Stages 1 and 2</li> </ul>
<p><b>Lesson 13 : How Many Are There? (Part 2)</b></p> <p><b>Student-facing Goal:</b> Let’s count collections of objects.</p>	<p><b>Warm Up Routine:</b></p> <ul style="list-style-type: none"> <li>• Question About Us</li> </ul> <p><b>Math Language Routine:</b> MLR8 Discussion supports</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• 5-frames</li> <li>• Collections of objects</li> <li>• Counting mats</li> <li>• Materials from previous centers</li> </ul> <p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>• Connecting cubes</li> <li>• Pattern blocks</li> <li>• Geoblocks</li> <li>• Picture books</li> </ul>	<p><b>Activity 2:</b> Each student needs a bucket or container to place their objects in as they count them.</p> <p><b>Activity 3:</b> Gather Materials from:</p> <ul style="list-style-type: none"> <li>○ <a href="#">Connecting Cubes</a>, Stages 1 and 2</li> <li>○ <a href="#">Pattern Blocks</a>, Stages 1, 2, and 3</li> <li>○ <a href="#">Geoblocks</a>, Stages 1 and 2</li> <li>○ <a href="#">Picture Books</a>, Stages 1 and 2</li> </ul>
<p><b>Lesson 14 : Answer how many questions?</b></p> <p><b>Student-facing Goal:</b> Let’s count to figure out how many objects are in our collections.</p>	<p><b>Warm Up Routine:</b></p> <ul style="list-style-type: none"> <li>• Question About Us</li> </ul> <p><b>Math Language Routine:</b> MLR8 Discussion supports</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• 5-frames</li> <li>• Chart paper</li> <li>• Collections of objects</li> <li>• Connecting Cubes</li> <li>• Egg cartons</li> <li>• Materials from previous centers</li> </ul> <p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>• Connecting cubes</li> </ul>	<p><b>Activity 3:</b> Gather Materials from:</p> <p>Connecting Cubes, Stages 1 and 2 Pattern Blocks, Stages 1, 2, and 3 Geoblocks, Stages 1 and 2 Picture Books, Stages 1 and 2</p>



		<ul style="list-style-type: none"> <li>● Pattern blocks</li> <li>● Geoblocks</li> <li>● Picture books</li> </ul>	
<b>Lesson 15 : Explain How You Counted</b>  <b>Student-facing Goal:</b> Let's count collections of objects and tell our partners how we counted.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>● Question About Us</li> </ul> <b>Math Language Routine:</b> MLR8 Discussion supports	<b>Materials:</b> <ul style="list-style-type: none"> <li>● 5-frames</li> <li>● Chart paper</li> <li>● Collections of objects</li> <li>● Counting mats</li> <li>● Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>● Connecting cubes</li> <li>● Pattern blocks</li> <li>● Geoblocks</li> <li>● Picture books</li> </ul>	<b>Activity 3:</b> Gather Materials from: <ul style="list-style-type: none"> <li>○ <a href="#">Connecting Cubes</a>, Stages 1, 2, and 3</li> <li>○ <a href="#">Pattern Blocks</a>, Stages 1, 2, and 3</li> <li>○ <a href="#">Geoblocks</a>, Stages 1 and 2</li> <li>○ <a href="#">Picture Books</a>, Stages 1 and 2</li> </ul>
<b>Lesson 16 : Represent Our Collections</b>  <b>Student-facing Goal:</b> Let's count collections of objects and show how we counted.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>● Question About Us</li> <li>● 5 Practices</li> </ul> <b>Math Language Routine:</b> MLR8 Discussion supports	<b>Materials:</b> <ul style="list-style-type: none"> <li>● 5-frames</li> <li>● Chart paper</li> <li>● Collections of objects</li> <li>● Connecting Cubes</li> <li>● Egg cartons</li> <li>● Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>● Connecting cubes</li> <li>● Pattern blocks</li> <li>● Geoblocks</li> <li>● Picture books</li> </ul>	<b>Warm-up:</b> Gather the poster created during Questions about Us in the previous lesson. <b>Activity 3:</b> Gather Materials from: <ul style="list-style-type: none"> <li>○ <a href="#">Connecting Cubes</a>, Stages 1, 2, and 3</li> <li>○ <a href="#">Pattern Blocks</a>, Stages 1, 2, and 3</li> <li>○ <a href="#">Geoblocks</a>, Stages 1 and 2</li> <li>○ <a href="#">Picture Books</a>, Stages 1 and 2</li> </ul>
<b>Lesson 17 : Connecting Cube Sculptures</b>  <b>Student-facing Goal:</b> Let's build with connecting cubes and figure out how many we have.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>● How many do you see?</li> </ul> <b>Math Language Routine:</b> MLR8 Discussion supports	<b>Materials:</b> <ul style="list-style-type: none"> <li>● 5-frames</li> <li>● Connecting cubes</li> <li>● Counting mats</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>● 5-frames</li> <li>● Connecting cubes</li> <li>● Counting mats</li> </ul>	
<b>Assessment: Section D Checkpoint</b>	<b>Use teacher observation tool to record student progress on section objectives.</b>		
<b>Vocabulary: No Terms</b>			

★ End of Unit 1 Assessment and Completion Date: Complete: End of unit interview Assessment: by September 28, 2023

Also assess number recognition.

## Unit 2 Objective: Numbers 1-10

★ End of Unit 2 Assessment and Completion Date: November 1, 2024

### Section A: Count and Compare Groups of Objects

#### Section Learning Goals:

I can connect quantities with spoken number words.

I can count and compare up to 10 objects and know the number remains the same regardless of the arrangement of the objects.

*Puedo conectar cantidades con palabras numéricas habladas.*

*Puedo contar y comparar hasta 10 objetos y saber que el número sigue siendo el mismo independientemente de la disposición de los objetos.*

**Cluster: Count to tell the number of objects; compare numbers; know number names and the count sequence.**

#### Section Alignments (Standards):

**PK.CC.1** Count to 20

**PK.CC.2** Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).

**PK.CC.4** Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

**PK.CC.5** Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies. (1: up to 5 objects)

Lesson and Student-facing Learning Goals:	Warm Up Routine  Math Language Routine	Materials and Centers:	Required Preparation:
<b>Lesson 1 : Fingers as a Math Tool</b>  <b>Student-facing Goal:</b> Let's show numbers with our fingers.	<b>Warm Up Routine:</b> Choral Count  <b>Math Language Routine:</b> MLR8 Discussion supports	<b>Materials:</b> <ul style="list-style-type: none"> <li>Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>Pattern Blocks</li> <li>Picture Books</li> </ul>	Gather materials from: <ul style="list-style-type: none"> <li><a href="#">Pattern Blocks</a>, Stages 1-3</li> <li><a href="#">Picture Books</a>, Stages 1 and 2</li> </ul>
<b>Lesson 2 : Count and Arrange</b> <b>Student-facing Goal:</b> Let's figure out how many objects we have.	<b>Warm Up Routine:</b> Choral Count  <b>Math Language Routine:</b>	<b>Materials:</b> <ul style="list-style-type: none"> <li>5-Frames</li> <li>Connecting Cubes</li> <li>Cups</li> <li>Two-color counters</li> <li>Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>Shake and Spill</li> <li>Math Fingers</li> <li>Pattern Blocks</li> <li>Picture Books</li> </ul>	<b>Activity 2:</b> Each group of 2 needs 10 two-color counters and 1 cup. <b>Activity 3:</b> Gather materials from: <ul style="list-style-type: none"> <li>Shake and Spill, Stage 1</li> <li>Math Fingers, Stage 1</li> <li>Pattern Blocks, Stages 1-3</li> <li>Picture Books, Stages 1 and 2</li> </ul>
<b>Lesson 3: Groups that Look Very Different</b>  <b>Student-facing Goal:</b> Let's figure out if there is more green triangles or more orange triangles.	<b>Warm Up Routine:</b> Choral Count  <b>Math Language Routine:</b> MLR8 Discussion supports	<b>Materials:</b> <ul style="list-style-type: none"> <li>Bags(brown paper)</li> <li>Connecting Cubes</li> <li>Pattern Blocks</li> <li>Counters</li> <li>Materials from previous activity</li> <li>Colored pencils, or crayons or markers</li> <li>Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>Shake and Spill</li> <li>Math Fingers</li> <li>Pattern Blocks</li> <li>Picture Books</li> </ul>	<b>Activity 1:</b> Each group of 2 needs a bag with 8 to 10 green triangle pattern blocks and 1 to 3 orange square pattern blocks. 6 connecting cubes and 2 pattern blocks needed for display. <b>Activity 2:</b> Each group of 2 needs a bag of green triangle and orange square pattern blocks from the previous activity. <b>Activity 3:</b> Each group of 2 needs 1 connecting cube. Gather materials from: <ul style="list-style-type: none"> <li>Shake and Spill, Stage 1</li> <li>Math Fingers, Stage 1</li> <li>Pattern Blocks, Stages 1-3</li> <li>Picture Books, Stages 1 and 2</li> </ul>

<p><b>Lesson 4: Groups that Look Alike</b></p> <p><b>Student-facing Goal:</b> Let's find groups that have more, fewer, and the same number</p>	<p><b>Warm Up Routine:</b></p> <ul style="list-style-type: none"> <li>How many so you see?</li> </ul> <p><b>Math Language Routine:</b></p> <ul style="list-style-type: none"> <li>MLR8 Discussion supports</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Connecting Cubes</li> <li>Counters</li> <li>Cups</li> <li>Two-color counters</li> <li>Materials from previous centers</li> </ul> <p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>Number Race</li> <li>Shake and Spill</li> <li>Math Fingers</li> <li>Pattern Blocks</li> <li>Picture Books</li> </ul>	<ul style="list-style-type: none"> <li><b>Activity 2:</b> Each group of 2 needs 10 two-color counters and 1 cup</li> <li><b>Activity 3:</b> Gather materials from: <ul style="list-style-type: none"> <li>Number race, stage 1</li> <li>Shake and spill, stage 1 and 2</li> <li>Math fingers, stage 1</li> <li>Pattern blocks, stage 1-3</li> <li>Picture books, stage 1 and 2</li> </ul> </li> </ul>
<p><b>Lesson 5 : Make groups of more, fewer, or the same</b></p> <p><b>Student-facing Goal:</b> Let's make groups that have more, fewer, and the same number of objects as another group.</p>	<p><b>Warm Up Routine:</b></p> <ul style="list-style-type: none"> <li>How many so you see?</li> </ul> <p><b>Math Language Routine:</b></p> <ul style="list-style-type: none"> <li>MLR8 Discussion supports</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Collections of objects</li> <li>Connecting cubes</li> <li>Materials from previous centers</li> </ul> <p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>Less Same More</li> <li>Number Race</li> <li>Shake and Spill</li> <li>Math Fingers</li> <li>Pattern Blocks</li> <li>Picture Books</li> </ul>	<ul style="list-style-type: none"> <li><b>Activity 1:</b> Each group of 2 needs at least 2 collections of between 2 and 9 objects.</li> <li><b>Activity 3:</b> Gather materials from: <ul style="list-style-type: none"> <li>Less Same More, stage 1</li> <li>Number Race, stage 1</li> <li>Shake and spill, stage 1 and 2</li> <li>Math Fingers, stage 1 and 2</li> <li>Pattern Blocks, stage 1-3</li> <li>Picture Books, stage 1 and 2</li> </ul> </li> </ul>
<p><b>Lesson 6 : Use more, fewer, or the same number to describe groups</b></p> <p><b>Student-facing Goal:</b>s. Let's use more, fewer, and the same to describe groups.</p>	<p><b>Warm Up Routine:</b></p> <ul style="list-style-type: none"> <li>How many so you see?</li> </ul> <p><b>Math Language Routine:</b></p> <ul style="list-style-type: none"> <li>MLR8 Discussion supports</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Bags (brown paper)</li> <li>Connecting Cubes</li> <li>Materials from previous centers</li> </ul> <p><b>Centers:</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li><b>Activity 1:</b> Each group needs three bags of 10 or fewer cubes: <ul style="list-style-type: none"> <li>Bag 1: fewer red cubes than blue cubes.</li> <li>Bag 2: more red cubes than blue cubes.</li> <li>Bag 3: The same number of red and blue cubes.</li> </ul> </li> <li><b>Activity 3:</b> Materials from previous centers.</li> </ul>
<p><b>Assessment: Section A Checkpoint</b></p>	<p>Use teacher observation check list to record progress of counting and comparing up to 10 objects.</p>		

**Section C: Connect Quantities and Numbers****Section Learning Goals:**

I can connect quantities with spoken number words and written numbers.

I can understand the relationship between number and quantity.

*Yo puedo conectar cantidades con palabras numéricas habladas y números escritos.*

*Yo entiendo la relación entre número y cantidad.*

**Cluster: Know number names and the count sequence; count to tell the number of objects; compare numbers.**

**Section Alignments (Standards):**

**PK.CC.1** Count to 20.

**PK.CC.2** Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).

**PK.CC.3b** Explore and develop the concept that the last number name says the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.

**PK.CC.4** Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

**PK.CC.5** Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies. (1: up to 5 objects)

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 12 : Connect Quantities and Numbers	Warm Up Routine: • How Many Do You See	Materials: • Bags (brown paper)	<b>Activity 1:</b> Each group of 4 needs 4 bags. One bag each with:

<p><b>Student-facing Goal:</b> Lets figure out which groups of objects go with which numbers.</p>	<p><b>Math Language Routine:</b></p> <ul style="list-style-type: none"> <li>MLR8 Discussion supports</li> </ul>	<ul style="list-style-type: none"> <li>Collections of objects</li> <li>Colored pencils, crayons, or markers</li> <li>Connecting cubes</li> <li>Materials from previous centers</li> </ul> <p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>Number Race</li> <li>Geoblocks</li> </ul>	<ul style="list-style-type: none"> <li>5 objects, 7 objects, 8 objects and 9 objects.</li> </ul> <p><b>Activity 2:</b> Each group of 4 needs 1 bag of 1-10 objects labeled with a letter.</p> <p><b>Activity 3:</b> Gather materials from:</p> <ul style="list-style-type: none"> <li>Number Race, Stage 1</li> <li>Geoblocks, Stages 1 and 2</li> </ul>
<p><b>Lesson 13: Numbers in Many Ways</b></p> <p><b>Student-facing Goal:</b> lets figure out how many things there are.</p>	<p><b>Warm Up Routine:</b></p> <ul style="list-style-type: none"> <li>How Many Do You See?</li> </ul> <p><b>Math Language Routine:</b></p> <ul style="list-style-type: none"> <li>MLR8 Discussion supports</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Materials from a previous activity</li> <li>Materials from previous centers</li> </ul> <p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>Number Race</li> <li>Geoblocks</li> <li>Math Fingers</li> </ul>	<p><b>Activity 2:</b> Cut out images in circle cards from the blackline master to make a set of cards for each group of 2. Add these cards to the Image Cards from a previous lesson.</p> <p><b>Activity 3:</b> Gather materials from:</p> <ul style="list-style-type: none"> <li>Number Race, Stage 1</li> <li>Geoblocks, Stages 1 and 2</li> <li>Math Fingers, Stages 1 and 2</li> </ul>
<p><b>Lesson 14: Count Out Objects</b></p> <p><b>Student-facing Goal:</b> Let's figure out how many toppings we need to put on our pizza.</p>	<p><b>Warm Up Routine:</b></p> <ul style="list-style-type: none"> <li>How Many Do You See?</li> </ul> <p><b>Math Language Routine:</b></p> <ul style="list-style-type: none"> <li>MLR8 Discussion supports</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Counters</li> <li>Chart paper</li> <li>Connecting Cubes</li> <li>Geoblocks</li> <li>Pattern Blocks</li> <li>Materials from previous centers</li> <li>Number cards 0-10</li> </ul> <p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>Number Race</li> <li>Geoblocks</li> <li>Math Fingers</li> </ul>	<p><b>Activity 1:</b> Create a set of number cards from the blackline master for each group of 2. Remove the cards with 0 from the sets.</p> <p><b>Activity 2:</b> Each group of 2 to 4 students needs a piece of chart paper with a number (1-10) written at the top.</p> <p><b>Activity 3:</b> Gather materials from:</p> <ul style="list-style-type: none"> <li>Number Race, stage 1</li> <li>Geoblocks, stage 1 and 2</li> <li>Math Fingers, stages 1 and 2</li> </ul>
<p><b>Lesson 15: Draw Group of Things</b></p> <p><b>Student-facing Goal:</b> Let's figure out how many things to draw.</p>	<p><b>Warm Up Routine:</b></p> <ul style="list-style-type: none"> <li>How Many Do You See?</li> </ul> <p><b>Math Language Routine:</b></p> <ul style="list-style-type: none"> <li>MLR8 Discussion supports</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Chart paper</li> <li>Connecting Cubes</li> <li>Materials from previous centers</li> </ul> <p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>Math Libs</li> <li>Bingo</li> <li>Number Race</li> <li>Geoblocks</li> <li>Math Fingers</li> </ul>	<p><b>Activity 1:</b> Each group of 4 students need a piece of chart paper with a number (1-10) written at the top</p> <p><b>Activity 3:</b> Gather materials from:</p> <ul style="list-style-type: none"> <li>Math libs, stage 1</li> <li>Bingo, stages 1 and 2</li> <li>Number Race, stage 1</li> <li>Geoblocks, stages 1 and 2</li> <li>Math fingers, stages 1 and 2</li> </ul>

<b>Lesson 16: Write Numbers to Represent Quantities</b> <b>Student-facing Goal:</b> Let's write numbers to show how many there are.	<b>Warm-up: How Many Do You See: One More with a 5-frame</b> <b>Math Language Routine:</b> MLR8 Discussion supports	<b>Materials:</b> Bags (brown paper) Collection of objects Sticky notes Materials from previous centers  <b>Centers:</b> Math Libs Bingo Number Race Geoblocks Math Fingers	<b>Materials</b>  <b>Math Stories Stage 1 Recording Sheet</b> <b>Math Stories Stage 1 and 4 Pictures</b> <b>Centers</b> <b>Math stories</b> <b>Stage 1: How Many?</b> <b>activity 3: Gather materials from:</b> Math libs, stage 1 Bingo, stages 1 and 2 Number Race, stage 1 Geoblocks, stages 1 and 2 Math fingers, stages 1 and 2
<b>Assessment: Section C Checkpoint</b>	<b>Use teacher observation checklist to record progress on: using numbers and quantities.</b>		
<b>Vocabulary: Fewer, Less, More, Number writing reference</b>			
<b>★ End of Unit 2 Assessment and Completion Date: Administer end of unit assessment by: November 2, 2023</b>			



## Unit 3 Objective: Flat Shapes All Around Us

★ End of Unit 3 Assessment and Completion Date: December 13, 2024

### Section A: Exploring Shapes in Our Environment

#### Section Learning Goals:

I can recognize and describe shapes in the environment.

I can use informal language to describe and compare shapes and their attributes.

*Puedo reconocer y describir formas en el medio ambiente.*

*Puedo usar lenguaje informal para describir y comparar formas y sus atributos.*

**Cluster: Know number names and the count sequence; Count to tell the number of objects; compare; Identify and describe shapes**

#### Section Alignments (Standards):

**PK.CC.2** Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).

**PK.CC.4** Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

**PK.CC.5** Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies. (1: up to 5 objects)

**PK.G.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to.

**PK.G.2** Correctly name shapes regardless of size.

**PK.G.4** Create and build shapes from components (e.g., sticks and clay balls).

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
<p><b>Lesson 1 :</b> What we know about Shapes</p> <p><b>Student-facing Goal:</b> Let's find and talk about shapes.</p>	<p><b>Warm Up Routine:</b></p> <ul style="list-style-type: none"> <li>Which one doesn't belong?</li> </ul> <p><b>Math Language Routine:</b></p> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Picture books</li> <li>Materials from previous centers</li> </ul> <p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>Picture Books</li> <li>Bingo</li> <li>Shake and spill</li> </ul>	<p><b>Activity 3:</b> Gather materials from:</p> <ul style="list-style-type: none"> <li>Picture Books, Stages 1-3</li> <li>Bingo, Stages 1 and 2</li> <li>Shake and Spill, Stages 1 and 2</li> </ul>
<p><b>Lesson 2 :</b> Match shapes</p> <p><b>Student-facing Goal:</b> Let's find shapes that are the same.</p>	<p><b>Warm Up Routine:</b></p> <ul style="list-style-type: none"> <li>Which one doesn't belong?</li> </ul> <p><b>Math Language Routine:</b></p> <ul style="list-style-type: none"> <li>MLR7 Discussion Supports</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Materials from previous centers</li> </ul> <p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>Picture Books</li> <li>Bingo</li> <li>Shake and Spill</li> </ul>	<p><b>Activity 2:</b> Cut cards from the blackline master to create a set of cards for each group of 2.</p> <p><b>Activity 3:</b> Gather materials from:</p> <ul style="list-style-type: none"> <li>Picture Books, Stages 1-3</li> <li>Bingo, Stages 1 and 2</li> <li>Shake and Spill, Stages 1 and 2</li> </ul>
<p><b>Lesson 3:</b> Describe and compare shapes.</p> <p><b>Student-facing Goal:</b> Let's compare shapes.</p>	<p><b>Warm Up Routine:</b></p> <ul style="list-style-type: none"> <li>Which one doesn't belong?</li> </ul> <p><b>Math Language Routine:</b></p> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Picture Books</li> <li>Counters</li> <li>Materials from previous centers</li> </ul> <p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>Picture Books</li> <li>Bingo</li> <li>Shake and spill</li> </ul>	<p><b>Activity 2:</b> Cut cards from the blackline master to create a set of cards for each group of 2.</p> <p><b>Activity 3:</b> Gather materials from:</p> <ul style="list-style-type: none"> <li>Picture Books, Stages 1-3</li> <li>Bingo, Stages 1 and 2</li> <li>Shake and Spill, Stages 1 and 2</li> </ul>

<p><b>Lesson 4 :</b> Describe, compare, and sort shapes</p> <p><b>Student-facing Goal:</b> Let's describe and sort shapes.</p>	<p><b>Warm Up Routine:</b></p> <ul style="list-style-type: none"> <li>Choral Count</li> </ul> <p><b>Math Language Routine:</b></p> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Materials from a previous lesson</li> <li>Materials from previous centers</li> </ul> <p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>Which One?</li> <li>Picture Books</li> <li>Bingo</li> <li>Shake and Spill</li> </ul>	<p><b>Activity 2:</b> Each group of 2 needs a set of shape cards from the previous lesson.</p> <p><b>Activity 3:</b> Gather materials from:</p> <ul style="list-style-type: none"> <li>Which One? Stage 1</li> <li>Picture Books, Stages 1-3</li> <li>Bingo, Stages 1 and 2</li> <li>Shake and Spill, Stages 1 and 2</li> </ul>
<p><b>Lesson 5 :</b> Circles and Triangles</p> <p><b>Student-facing Goal:</b> Let's learn the names of some shapes.</p>	<p><b>Warm Up Routine:</b></p> <ul style="list-style-type: none"> <li>Which one doesn't belong?</li> </ul> <p><b>Math Language Routine:</b></p> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Colored Pencils or crayons</li> <li>5-Frames</li> <li>Collections or items</li> <li>Counting mats</li> <li>Materials from previous centers</li> </ul> <p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>Which One?</li> <li>Picture Books</li> <li>Bingo</li> <li>Shake and Spill</li> <li>Counting Collections</li> </ul>	<p><b>Activity 1:</b> Each student needs at least 2 different colored crayons or colored pencils.</p> <p><b>Activity 2:</b> Cut out triangle cards from the blackline master. Each group of 4 needs 1 set of cards.</p> <p><b>Activity 3:</b> Gather materials from:</p> <ul style="list-style-type: none"> <li>Which One? Stage 1</li> <li>Picture Books, Stages 1-3</li> <li>Bingo, Stages 1 and 2</li> <li>Shake and Spill, Stages 1 and 2</li> <li>Counting Collections, Stage 1: Up to 20.</li> </ul>
<p><b>Lesson 6 :</b> Rectangles and Squares</p> <p><b>Student-facing Goal:</b> Let's learn the names of some more shapes</p>	<p><b>Warm Up Routine:</b></p> <ul style="list-style-type: none"> <li>What do you know about _____?</li> </ul> <p><b>Math Language Routine:</b></p> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Materials from previous centers</li> </ul> <p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>Counting Collections</li> <li>Which One?</li> <li>Picture Books</li> <li>Bingo</li> <li>Shake and Spill</li> </ul>	<p><b>Activity 1:</b> Cut out rectangle cards from the blackline master. Each group of 4 needs 1 set of cards.</p> <p><b>Activity 3:</b> Gather materials from:</p> <ul style="list-style-type: none"> <li>Counting Collections, Stage 1</li> <li>Which One? Stage 1</li> <li>Picture Books, Stages 1-3</li> <li>Bingo, Stages 1 and 2</li> <li>Shake and Spill, Stages 1 and 2</li> </ul>
<p><b>Lesson 7 :</b> Build with straws</p> <p><b>Student-facing Goal:s.</b> Let's make shapes with straws.</p>	<p><b>Warm Up Routine:</b></p> <ul style="list-style-type: none"> <li>Choral Count</li> </ul> <p><b>Math Language Routine:</b></p> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Bags</li> <li>Straws</li> <li>Materials from a previous activity</li> <li>Play dough or modeling clay</li> <li>Materials from previous centers</li> </ul> <p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>Counting Collections</li> <li>Which One?</li> </ul>	<p><b>Activity 1:</b> Each group of 2 needs a bag with at least 6 straws of each size:</p> <ul style="list-style-type: none"> <li>2 <math>\frac{3}{4}</math> inches</li> <li>1<math>\frac{1}{2}</math> inch</li> <li>1 inch</li> <li><math>\frac{1}{2}</math> inch</li> </ul> <p><b>Activity 2:</b> Students need the bags of straws from the previous activity.</p>

		<ul style="list-style-type: none"> <li>● Picture Books</li> <li>● Bingo</li> <li>● Shake and Spill</li> </ul>	<b>Activity 3:</b> Students need the bags of straws and clay from the previous activity. Gather materials from: <ul style="list-style-type: none"> <li>○ Counting Collections, stage 1</li> <li>○ Which one? Stage 1</li> <li>○ Picture books, stages 1-3</li> <li>○ Bingo, stages 1 and 2</li> <li>○ Shake and spill, stages 1 and 2</li> </ul>
<b>Lesson 8 : Draw Shapes</b>  <b>Student-facing Goal:s.</b> Let's draw shapes.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>● What do you know about _____?</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>● MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>● Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>● Build Shapes</li> <li>● Counting Collections</li> <li>● Which One?</li> <li>● Picture Books</li> <li>● Bingo</li> <li>● Shake and Spill</li> </ul>	<b>Activity 3:</b> Gather materials from: <ul style="list-style-type: none"> <li>○ Build shapes, stages 1 and 2</li> <li>○ Counting Collections, stage 1</li> <li>○ Which One?, stage 1</li> <li>○ Picture Books, stage 1-3</li> <li>○ Bingo, stages 1 and 2</li> <li>○ Shake and Spill, stages 1 and 2</li> </ul>
<b>Lesson 9: Shapes are Everywhere</b>  <b>Student-facing Goal:</b> Let's find shapes in our world.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>● Which one doesn't belong?</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>● MLR7 Compare and Connect</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>● Clipboards</li> <li>● Colored pencils or crayons</li> <li>● Materials from a previous lesson</li> <li>● String</li> <li>● Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>● Build Shapes, Stages 1 and 2</li> <li>● Counting Collections, Stage 1</li> <li>● Which One?, Stage 1</li> <li>● Picture Books, Stages 1–3</li> <li>● Bingo, Stages 1 and 2</li> <li>● Shake and Spill,</li> </ul>	<b>Activity 2:</b> Students need the straws from the previous lesson and pipe cleaners, string, or other art supplies. <b>Activity 3:</b> Gather materials from: <ul style="list-style-type: none"> <li>○ Build shapes, stages 1 and 2</li> <li>○ Counting Collections, stage 1</li> <li>○ Which One?, stage 1</li> <li>○ Picture Books, stage 1-3</li> <li>○ Bingo, stages 1 and 2</li> <li>○ Shake and Spill, stages 1 and 2</li> </ul>
<b>Assessment: Section A Checkpoint</b>	Use observation checklist to record student progress on Recognize and describe shapes in the environment. Use informal language to describe and compare shapes and their attributes		
<b>Section B: Making Shapes</b>			

**Section Learning Goals:**

I can explore shapes by putting shapes together to form larger shapes.

*Yo puedo explorar formas uniéndolas para formar formas más grandes.*

**Cluster: Know number names and the count sequence; count to tell the number of objects; compare; Identify and describe shapes.**

**Section Alignments (Standards):**

**PK.CC.2** Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).

**PK.CC.4** Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

**PK.CC.5** Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies. (1: up to 5 objects)

**PK.G.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to.

**PK.G.2** Correctly name shapes regardless of size.

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
<b>Lesson 10</b> : Put together Pattern Blocks  <b>Student-facing Goal:</b> s. Let's put together pattern blocks.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>Notice and Wonder</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>MLR7 Compare and Connect</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>Pattern blocks</li> <li>Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>Geoblocks,</li> <li>Build Shapes,</li> </ul>	<b>Activity 3:</b> Gather materials from: <ul style="list-style-type: none"> <li>Geoblocks, stages 1 and 2</li> <li>Build shapes, stages 1 and 2</li> <li>Pattern blocks, stage 1-5</li> <li>Less, same, more, stages 1-4</li> </ul>

		<ul style="list-style-type: none"> <li>● Pattern Blocks,</li> <li>● Less, Same, More</li> </ul>	
<b>Lesson 11 : Same Shapes</b>  <b>Student-facing Goal:</b> Let's figure out which shapes are the same.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>● How many do you see?</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>● MLR8 Discussion Support</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>● Pattern blocks</li> <li>● Colored pencils or crayons</li> <li>● Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>● Geoblocks</li> <li>● Build Shapes</li> <li>● Pattern Blocks</li> <li>● Less, Same, More</li> </ul>	<b>Activity 3:</b> Gather materials from: <ul style="list-style-type: none"> <li>○ Geoblocks, stages 1 and 2</li> <li>○ Build shapes, stages 1 and 2</li> <li>○ Pattern blocks, stage 1-5               <ul style="list-style-type: none"> <li>○ Less, same, more, stages 1-4</li> </ul> </li> </ul>
<b>Lesson 12:</b> More than one way to make a shape  <b>Student-facing Goal:</b> Let's figure out how many different ways we can make a shape.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>● Which one doesn't belong?</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>● MLR8 Discussion Support</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>● Pattern blocks</li> <li>● Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>● Geoblocks</li> <li>● Build Shapes</li> <li>● Pattern Blocks</li> <li>● Less, Same, More</li> </ul>	<b>Activity 3:</b> Gather materials from: <ul style="list-style-type: none"> <li>○ Geoblocks, stages 1 and 2</li> <li>○ Build shapes, stages 1 and 2</li> <li>○ Pattern blocks, stage 1-5</li> <li>○ Less, same, more, stages 1-4</li> </ul>
<b>Lesson 13:</b> Describe and Match shapes.  <b>Student-facing Goal:</b> Let's build shapes that match.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>● How many do you see?</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>● MLR8 Discussion Support</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>● Colored pencils or crayons</li> <li>● Pattern blocks</li> <li>● Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>● Match Mine</li> <li>● Geoblocks,</li> <li>● Build Shapes,</li> <li>● Pattern Blocks</li> <li>● Less, Same, More</li> </ul>	<b>Activity 3:</b> Gather materials from: <ul style="list-style-type: none"> <li>○ Match mine, stage 1</li> <li>○ Geoblocks, stages 1 and 2</li> <li>○ Build shapes, stages 1 and 2</li> <li>○ Pattern blocks, stage 1-5</li> <li>○ Less, same, more, stages 1-4</li> </ul>
<b>Lesson 14:</b> Shapes in art  <b>Student-facing Goal:</b> Let's find shapes in art and use shapes to make our own art.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>● Notice and wonder</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>● MLR7 Compare and Connect</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>● Colored pencils, crayons, or markers</li> <li>● Construction paper</li> <li>● Glue</li> <li>● Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>● Match Mine,</li> <li>● Geoblocks</li> <li>● Build Shapes</li> <li>● Pattern Blocks</li> <li>● Less, Same, More</li> </ul>	<b>Activity 2:</b> Each student needs to cut out paper shapes. <b>Activity 3:</b> Gather materials from: <ul style="list-style-type: none"> <li>○ Match mine, stage 1</li> <li>○ Geoblocks, stages 1 and 2</li> <li>○ Build shapes, stages 1 and 2</li> <li>○ Pattern blocks, stage 1-5</li> <li>○ Less, same, more, stages 1-4</li> </ul>

<b>Lesson 15:</b> Animal shape stamp art <b>Student-facing Goal:</b> Let's make animals out of shapes.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"><li>• Notice and wonder</li></ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"><li>• MLR7 Compare and Connect</li></ul>	<b>Materials:</b> <ul style="list-style-type: none"><li>• Card stock</li><li>• Paint</li><li>• Paper</li><li>• Paper plates</li><li>• Tape</li></ul> <b>Centers:</b>	<b>Activity 1:</b> <ul style="list-style-type: none"><li>○ Make shape stamps from strips of cardstock for each group of 4.</li><li>○ Pour paint onto plates for each group of 4.</li></ul>
<b>Assessment: Section B Checkpoint</b>	<b>Use end of unit assessment.</b>		
<b>Vocabulary:</b> Above, Below, Beside, Circle, Longer, Next to, Rectangle, Shorter, Triangle			
<b>★ End of Unit 3 Assessment and Completion Date: December 13, 2024</b>			

<b>Unit 4 Objective: Understanding Addition and Subtraction</b>			
<b>★ End of Unit 4 Assessment and Completion Date: February 5, 2025</b>  <b>(NOTE: Directly teach addition and subtraction concepts and supplement with additional materials)</b>			
<b>Section A: Count to add and subtract.</b>  <b>Section Learning Goals:</b>			

**I can add and subtract.**  
***Yo puedo sumar y restar.***



**Cluster: Understanding addition as adding to, and understanding subtraction as taking from; understand simple patterns; know numbers names and the count sequence; count to tell the number of objects; compare.**

### **Section Alignments (Standards):**

**PK.OA.1** Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., If we have 3 apples and add two more, how many apples do we have all together?).

**PK.OA.2** Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects.

**PK.CC.2** Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).

**PK.CC.4** Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

**PK.CC.5** Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies. (1: up to 5 objects)

<b>Lesson and Student-facing Learning Goals:</b>	<b>Warm Up Routine Math Language Routine</b>	<b>Materials and Centers:</b>	<b>Required Preparation:</b>
<b>Lesson 1 : Count 2 groups of objects</b>  <b>Student-facing Goal:</b> Let's find out how many objects there are in two groups	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>Which one doesn't belong?</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>Pattern blocks</li> <li>Connecting cubes</li> <li>Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>Math Libs</li> <li>Match Mine</li> </ul>	<b>Activity 1:</b> Each group of 2 needs a bag of 10 pattern blocks with a mix of squares and triangles. <b>Activity 2:</b> Each student needs a tower with up to 5 connecting cubes. <b>Activity 3:</b> Gather materials from: <ul style="list-style-type: none"> <li>Math Libs</li> <li>Match Mine</li> </ul>



<p><b>Lesson 2 : Count 2 groups of images</b></p> <p><b>Student-facing Goal:</b></p> <ul style="list-style-type: none"> <li>Let's find out how many things there are in two groups.</li> </ul>	<p><b>Warm Up Routine:</b></p> <ul style="list-style-type: none"> <li>Questions about us</li> </ul> <p><b>Math Language Routine:</b></p> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Connecting cubes</li> <li>Materials from previous centers</li> </ul> <p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>Math Libs</li> <li>Match Mine</li> </ul>	<p><b>Warm-Up:</b> Cut out enough 5-frames to make a chart with a space for each student to answer the survey question.</p> <p><b>Activity 1:</b> Cut out a set of cards for each student.</p> <p><b>Activity 3:</b> Each group of 2 needs connecting cubes. Gather materials from</p> <ul style="list-style-type: none"> <li>Math Libs, Stage 1</li> <li>Match Mine, Stage 1</li> </ul>
<p><b>Lesson 3: Count 2 groups of scattered images</b></p> <p><b>Student-facing Goal:</b></p> <p>Let's find out how many things there are in two scattered groups.</p>	<p><b>Warm Up Routine:</b></p> <ul style="list-style-type: none"> <li>Choral Count</li> </ul> <p><b>Math Language Routine:</b></p> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Materials from previous center</li> </ul> <p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>Roll and Add</li> <li>Math Libs</li> <li>Match Mine</li> </ul>	<p>Gather materials from:</p> <ul style="list-style-type: none"> <li>Roll and Add, Stage 1</li> <li>Math Libs, Stage 1</li> <li>Match Mine, Stage 1</li> </ul>
<p><b>Lesson 4: Add with objects</b></p> <p><b>Student-facing Goal:</b></p> <p>Let's use counters to add.</p>	<p><b>Warm Up Routine:</b></p> <ul style="list-style-type: none"> <li>Questions about us</li> </ul> <p><b>Math Language Routine:</b></p> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>5-frames</li> <li>Counters</li> <li>Connecting cubes</li> <li>Materials from previous centers</li> </ul> <p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>5-Frames, Stage 1</li> <li>Roll and Add, Stage 1</li> <li>Math Libs, Stage 1</li> <li>Match Mine</li> </ul>	<p><b>Warm-up:</b> Cut out enough 5-frames to make a chart with a space for each student to answer the survey question.</p> <p><b>Activity 2:</b> Each group of 2 needs 1 connecting cube.</p> <p><b>Activity 3:</b> Gather materials from:</p> <ul style="list-style-type: none"> <li>5-Frames, Stage 1</li> <li>Roll and Add, Stage 1</li> <li>Math Libs, Stage 1</li> <li>Match Mine, Stage 1</li> </ul>
<p><b>Lesson 5: Subtract with objects</b></p> <p><b>Student-facing Goal:</b></p> <p>Let's use counters to subtract.</p>	<p><b>Warm Up Routine:</b></p> <ul style="list-style-type: none"> <li>How many do you see?</li> </ul> <p><b>Math Language Routine:</b></p> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Counters</li> <li>Connecting cubes</li> <li>Materials from previous centers</li> </ul> <p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>5-Frames</li> <li>Roll and Add</li> <li>Math Libs</li> <li>Match Mine</li> </ul>	<p><b>Activity 2:</b> Each group of 2 needs 1 connecting cube.</p> <p><b>Activity3:</b> Gather materials from:</p> <ul style="list-style-type: none"> <li>5-Frames, Stages 1 and 2</li> <li>Roll and Add, Stage 1</li> <li>Math Libs, Stage 1</li> <li>Match Mine, Stage 1</li> </ul>

Assessment: Section A Checkpoint	For this Checkpoint Assessment, a full checklist for observation of students can be found in the Teacher Resource Pack for this unit. The content assessed is listed below for reference.	Understand addition as putting together and subtraction as taking from.  Keep track of which objects or images have been counted.  Count to find the total or difference.  Add or take away objects to represent addition and subtraction.	
Vocabulary: Add, Subtract (Five minus two)			
★ End of Unit 4 Assessment and Completion Date: Complete end of unit assessment by February 5, 2025 <a href="#">End of Unit 4 Assessment</a>			

Unit 6 Objective: Numbers 0-20
★ End of Unit 6 Assessment and Completion Date: March 5, 2025
Section A: Count Groups of 11-20 Objects

**Section Learning Goals:**

I can count groups of up to 20 objects.

Yo puedo contar grupos de hasta 20 objetos.



**Cluster: Know number names and the count sequence; Understand simple patterns; count to tell the number of objects; Understand addition as adding to, and understand subtraction as taking from.**

**Section Alignments (Standards):**

**PK.CC.1** Count to 20.

**PK.OA.2** Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects.

**PK.CC.2** Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).

**PK.CC.3** Understand the relationship between numbers and quantities to 10; connect counting to cardinality. a. 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. 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.

**PK.CC.4** Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

**PK.OA.1** Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., If we have 3 apples and add two more, how many apples do we have all together?).

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
<p><b>Lesson 1 : Count larger collections of objects</b></p> <p><b>Student-facing Goal:</b> Let's figure out how many objects are in our collections.</p>	<p><b>Warm Up Routine:</b></p> <ul style="list-style-type: none"> <li>Choral count</li> </ul> <p><b>Math Language Routine:</b></p> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>10-frames</li> <li>Collections of objects</li> <li>Counting mats</li> <li>Connecting cubes</li> <li>Materials from a previous activity</li> </ul>	<p><b>Activity 1:</b> Each student needs a collection of 11-20 objects.</p> <p><b>Activity 2:</b></p> <ul style="list-style-type: none"> <li>Create a pile of 4 connecting cubs to display.</li> </ul>

		<ul style="list-style-type: none"> <li>Colored pencils, crayons, or markers</li> <li>Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>Subtraction Towers</li> <li>5-frames</li> </ul>	<ul style="list-style-type: none"> <li>Create a pile of 13 connecting cubes to display.</li> <li>Students need the collections of 11-20 objects from the previous activity.</li> </ul> <b>Activity 3:</b> Gather materials from: <ul style="list-style-type: none"> <li>Subtraction Towers, Stage 1</li> <li>5-frames, Stages 1 and 2</li> </ul>
<b>Lesson 2 :</b> Keep track of objects  <b>Student-facing Goal:</b> Let's figure out how many objects are in our collections.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>Number Talk</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>10-frames</li> <li>Collections of objects</li> <li>Counting mats</li> <li>Materials from a previous activity</li> <li>Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>Number Race</li> <li>Subtraction Towers</li> <li>5-frames</li> </ul>	<b>Activity 1:</b> Each student needs a collection of 11-20 objects. <b>Activity 2:</b> Each student needs a collection of 11-20 objects. <ul style="list-style-type: none"> <li>Students need the 10-frames and counting mats from the previous activity.</li> </ul> <b>Activity 3:</b> Gather materials from. <ul style="list-style-type: none"> <li>Number Race, Stages 1 and 2</li> <li>Subtraction Towers, Stage 1</li> <li>5-frames, Stages 1 and 2</li> </ul>
<b>Lesson 3 :</b> Count carefully  <b>Student-facing Goal:</b> Let's see if we get the same number as our partner when we count the same group of objects.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>Notice and Wonder</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>Connecting cubes</li> <li>10-frames</li> <li>Collections of objects</li> <li>Counting mats</li> <li>5-frames</li> <li>Counters</li> <li>Materials from previous centers</li> <li>Number cards 0–10</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>Number Race</li> <li>Subtraction Towers</li> <li>5-frames</li> </ul>	<b>Warm-up:</b> Create a pile of 18 connecting cubes to display. <b>Activity 1:</b> Each student needs a collection of 11-20 objects. <b>Activity 2:</b> Create a pile of 16 connecting cubes to display. <b>Activity 3:</b> Before playing, remove the cards that show numbers greater than 5. <ul style="list-style-type: none"> <li>Number Race, Stages 1 and 2</li> <li>Subtraction Towers, Stage 1</li> <li>5-frames, Stages 1 and 2</li> </ul>
<b>Lesson 4 :</b> Does the number change? <b>Student-facing Goal:</b> Let's figure out how many objects there are when the objects are moved around.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>Notice and Wonder</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>10-frames</li> <li>Collections of objects</li> <li>Counting mats</li> <li>Connecting cubes</li> <li>Materials from a previous activity</li> <li>Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>Find the Pair</li> </ul>	<b>Activity 1:</b> Each student needs a collection of 11-20 objects. <b>Activity 2:</b> Each student needs a collection of 11-20 objects. <b>Activity 3:</b> Create a tower with 16 cubes for the activity synthesis. <ul style="list-style-type: none"> <li>Gather materials from: <ul style="list-style-type: none"> <li>Find the Pair, Stage 1</li> <li>Number Race, Stages 1 and 2</li> </ul> </li> </ul>

		<ul style="list-style-type: none"><li>• Number Race</li><li>• Subtraction Towers</li><li>• 5-frames</li></ul>	<ul style="list-style-type: none"><li>• Subtraction Towers, Stage 1</li><li>• 5-frames, Stages 1 and 2</li></ul>
Assessment: Section A Checkpoint	<p>For this Checkpoint Assessment, a full checklist for observation of students can be found in the Teacher</p> <p>Resource Pack for this unit. The content assessed is listed below for reference.</p>	<p>Count groups of up to 20 objects.</p> <p>Say the count sequence to 20.</p> <p>Answer how many without counting again.</p> <p>Keep track of objects that have been counted.</p> <p>After a group of objects that have been counted is rearranged, know that the total number of</p> <p>objects remains the same without recounting.</p>	
<p>Section B: 10 Ones and Some More</p> <p>Section Learning Goals:</p> <p>I can understand numbers 11-19 as 10 ones and some more ones.</p> <p>Yo puedo entender los números del 11 al 19 como 10 unidades y algunas unidades más.</p>			
<p>Cluster: Know number names and the count sequence; Understand simple patterns; Count to tell the number of objects</p> <p>Section Alignments (Standards):</p> <p>PK.CC.1 Count to 20.</p> <p>PK.OA.2 Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects.</p>			

**PK.CC.2** Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).

**PK.CC.3** Understand the relationship between numbers and quantities to 10; connect counting to cardinality. a. 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. 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.

**PK.CC.4** Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

**PK.OA.1** Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., If we have 3 apples and add two more, how many apples do we have all together?).

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
<b>Lesson 5: How many fingers? How many dots?</b>  <b>Student-facing Goal:</b> Let's figure out how many things there are.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>Estimation Exporation</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>10-frames</li> <li>Counting mats</li> <li>Materials from previous centers</li> <li>Pattern blocks</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>Find the Pair</li> <li>Tower Build</li> </ul>	<b>Activity 1:</b> Make sure numbers 1-20 are posted in the classroom. <b>Activity 2:</b> Make sure numbers 1-20 are posted in the classroom. <b>Activity 3:</b> Each group of 2 needs around 20 pattern blocks. <ul style="list-style-type: none"> <li>Gather a group of 18 pattern blocks for the activity synthesis.</li> <li>Gather materials from:               <ul style="list-style-type: none"> <li>Find the Pair, Stage 1</li> <li>Tower Build, Stages 1 and 2</li> </ul> </li> </ul>
<b>Lesson 6 : Fingers and 10-frames</b> <b>Student-facing Goal:s.</b> Let's show numbers on our fingers and 10-frames.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>How many do you see?</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>10-frames</li> <li>Counters</li> <li>Colored pencils, crayons, or markers</li> <li>Connecting cubes</li> <li>Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>Grab and Count</li> <li>Find the Pair</li> <li>Tower Build</li> </ul>	<b>Activity 3:</b> <ul style="list-style-type: none"> <li>Each group needs 1 connecting cube.</li> <li>Gather materials from:               <ul style="list-style-type: none"> <li>Grab and Count, Stage 1</li> <li>Find the Pair, Stage 1</li> <li>Tower Build, Stages 1 and 2</li> </ul> </li> </ul>
<b>Lesson 7 : Make numbers with 10 and some more (part 1)</b>  <b>Student-facing Goal:</b> Let's make numbers with full 10-frames and some more.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>Choral Count</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>Two-color counters</li> <li>Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>Number Race</li> <li>Grab and Count</li> </ul>	<b>Activity 1:</b> Each student needs 1 card from the blackline master. <b>Activity 2:</b> Create a set of cards from the blackline master for each group of 2. <b>Activity 3:</b> Gather materials from: <ul style="list-style-type: none"> <li>Number RAcE, Stages 1 and 2</li> </ul>

		<ul style="list-style-type: none"> <li>Find the Pair</li> <li>Tower Build</li> </ul>	<ul style="list-style-type: none"> <li>Grab and Count, Stage 1</li> <li>Find the Pair, Stage 1</li> <li>Tower Build, Stages 1 and 2</li> </ul>
<b>Lesson 8 : Make numbers with 10 and some more (part 2)</b>  <b>Student-facing Goal:</b> Let's show numbers with 10-frames and dots or counters.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>How many do you see?</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>Glue or tape</li> <li>Scissors</li> <li>Two-color counters</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li></li> </ul>	<b>Activity 1:</b> Create a set of 10-frame and More Dot Cards for each student. <b>Activity 3:</b> Create a set of cards from the blackline master for each group of 4.
<b>Lesson 9 : Expressions and Equations</b>  <b>Student-facing Goal:</b> Let's show numbers 11–19 in different ways.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>Choral count</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>Connecting cubes</li> <li>Materials from previous centers</li> <li>Two-color counters</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>Bingo</li> <li>Number Race</li> <li>Grab and Count</li> <li>Tower Build,</li> </ul>	<b>Activity 1:</b> Create a set of cards from the blackline master for each group of 4. <b>Activity 3:</b> Gather materials from: <ul style="list-style-type: none"> <li>Bingo, Stages 1 and 2</li> <li>Number Race, Stages 1 and 2</li> <li>Grab and Count, Stage 1</li> <li>Tower Build, Stages 1 and 2</li> </ul>
<b>Lesson 10 : Complete Equations</b>  <b>Student-facing Goal:</b> Let's write equations to show numbers 11–19.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>What do you know about ____?</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>10-frames</li> <li>Two-color counters</li> <li>Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>Make or Break Apart Numbers</li> <li>Bingo</li> <li>Number Race</li> <li>Grab and Count</li> <li>Tower Build</li> </ul>	<b>Activity 3:</b> Gather materials from: <ul style="list-style-type: none"> <li>Make or break apart numbers, stages 1 and 2</li> <li>Bingo, stages 1-4</li> <li>Number race, stages 1 and 2</li> <li>Grab and count, stage 1</li> <li>Tower Build, Stages 1 and 2</li> </ul>
<b>Assessment: Section B Checkpoint</b>	<b>For this Checkpoint Assessment, a full checklist for observation of students can be found in the Teacher Resource Pack for this unit. The content</b>	<b>Understand numbers 11–19 as 10 ones and some more ones.</b>  <b>Count all to find the total.</b>  <b>Know that a full 10-frame or all the fingers on two hands represents 10 without counting.</b>  <b>Count on from 10 to find the total.</b>	

	assessed is listed below for reference.	Count or recognize the ones outside of the 10 ones and use a fact to find the total.  Write numbers 11–19	
<p><b>Section C: Count Groups of 11–20 Images</b></p> <p><b>Section Learning Goals:</b></p> <p>I can count groups of images up to 20.</p> <p>I can represent quantities up to 20 with a written number.</p> <p>Yo puedo contar grupos de imágenes hasta 20.</p> <p>Yo puedo representar cantidades hasta 20 con un número escrito.</p>			
<p><b>Cluster: Know number names and the count sequence; Understand simple patterns; Count to tell the number of objects.</b></p> <p><b>Section Alignments (Standards):</b></p> <p><b>PK.CC.1</b> Count to 20.</p> <p><b>PK.OA.2</b> Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects.</p> <p><b>PK.CC.2</b> Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).</p> <p><b>PK.CC.3</b> Understand the relationship between numbers and quantities to 10; connect counting to cardinality. a. 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. b. Understand that the last number name says 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>PK.CC.4</b> Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.</p> <p><b>PK.OA.1</b> Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., If we have 3 apples and add two more, how many apples do we have all together?).</p>			



Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
<b>Lesson 11 : Count Images (part 1)</b>  <b>Student-facing Goal:</b> Let's find 10 shapes and figure out how many shapes there are	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>Choral Count</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>Colored pencils, crayons, or markers</li> <li>Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>Find the Value of Expressions</li> <li>Make or Break Apart Numbers</li> <li>Bingo</li> </ul>	<b>Activity 3:</b> Gather materials from: <ul style="list-style-type: none"> <li>Find the value of expressions, stage 1</li> <li>Make or break apart numbers, stages 1 and 2</li> <li>Bingo, stages 1-4</li> </ul>
<b>Lesson 12 : Count Images (part 2)</b>  <b>Student-facing Goal:</b> Let's figure out how many shapes there are.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>Which one doesn't belong</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>Connecting cubes</li> <li>10-frames</li> <li>Connecting cubes or counters</li> <li>Materials from previous centers</li> <li>Number cards 0–10</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>Find the Value of Expressions</li> <li>Make or Break Apart Numbers</li> <li>Bingo</li> </ul>	<b>Activity 3:</b> Gather materials from: <ul style="list-style-type: none"> <li>Find the value of expressions, stage 1</li> <li>Make or break apart numbers, stages 1 and 2</li> <li>Bingo, stages 1-4</li> </ul>
<b>Lesson 13: Fingerprint Animals</b>  <b>Student-facing Goal:</b> Let's make a fingerprint animal book.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>How many do you see?</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>Colored pencils, crayons, or markers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li></li> </ul>	<b>Activity 1:</b> <ul style="list-style-type: none"> <li>Cut each blackline master in half. Each group of 3 needs 9 half-sheets.</li> <li>Each group of 3 needs an ink pad</li> </ul>
<b>Assessment: Section C Checkpoint</b>	For this Checkpoint Assessment, a full checklist for observation of students can be found in the Teacher Resource Pack for this unit. The content	Count groups of up to 20 images.  Keep track of images that have been counted.  Identify a group of 10 images in a group of 11–19 images.  Count all to find the total.  Count on from 10 to find the total.	

	assessed is listed below for reference.	Write numbers 11–20.	
Vocabulary:			
★ End of Unit 6 Assessment and Completion Date: March 5, 2025			

Unit 7 Objective: Solid Shapes All Around Us	
★ End of Unit 7 Assessment and Completion Date: April 15, 2025	
<p>Section B: Describe, Compare, and Create Solid Shapes</p> <p>Section Learning Goals:</p> <p>I can compare weight and capacity of objects.</p> <p>I can compose shapes from smaller shapes.</p> <p>I can describe and compare three-dimensional shapes.</p> <p>Yo puedo comparar el peso y la capacidad de los objetos.</p> <p>Yo puedo componer formas a partir de formas más pequeñas.</p> <p>Yo puedo describir y comparar formas tridimensionales.</p>	

**Cluster: Know number names and the count sequence; Count to tell the number of objects; Compare; Explore and create two and three-dimensional objects; Compare; Understand addition as adding to, understand subtraction as taking from; Describe and compare measurable attributes; Sort objects and count the number of objects in each category.**

### Section Alignments (Standards):

**PK.CC.1** Count to 20.

**PK.CC.2** Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).

**PK.CC.4** Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

**PK.CC.5** Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies. (1: up to 5 objects)

**PK.G.4** Create and build shapes from components (e.g., sticks and clay balls).

**PK.OA.1** Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., If we have 3 apples and add two more, how many apples do we have all together?).

**PK.G.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to.

**PK.G.2** Correctly name shapes regardless of size.

**PK.G.3** Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities,

**PK.MD.1** Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light).

**PK.MD.2** Sort objects into categories; count the numbers of objects in each category. 1 (limit category counts to be less than or equal to 10)

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
<b>Lesson 7 : Flat and solid shapes</b>  <b>Student-facing Goal:</b> Let's build shapes with clay	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>Which ones doesn't belong?</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>Clay</li> <li>Geoblocks</li> <li>Solid shapes</li> <li>Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>Counting Collections</li> <li>Match Mine</li> <li>Shake and Spill</li> </ul>	<b>Activity 1:</b> <ul style="list-style-type: none"> <li>Each student needs a piece of clay.</li> <li>Gather a cone and cylinder to display.</li> </ul> <b>Activity 2:</b> Each group of 2 needs a set of solid shapes and a set of cards. <b>Activity 3:</b> Gather materials from: <ul style="list-style-type: none"> <li>Counting Collections, Stage 1</li> <li>Match Mine, Stage 1</li> <li>Shake and Spill, Stages 1-4</li> </ul>

<p><b>Lesson 8:</b> Compare weight</p> <p><b>Student-facing Goal:</b>s. Let's figure out which object is heavier and which is lighter.</p>	<p><b>Warm Up Routine:</b></p> <ul style="list-style-type: none"> <li>• Notice and Wonder</li> </ul> <p><b>Math Language Routine:</b></p> <ul style="list-style-type: none"> <li>• MLR8 Discussion Supports</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Materials from previous centers</li> </ul> <p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>• Counting Collections</li> <li>• Match Mine</li> <li>• Shake and Spill,</li> </ul>	<p><b>Activity 1:</b></p> <ul style="list-style-type: none"> <li>• Prepare 2 boxes, one filled with books, labeled "1" and one empty box labeled "2."</li> <li>• Prepare 2 closed bags, one containing a few crayons, labeled "1 and one filled with rocks or other heavy objects, labeled "2."</li> </ul> <p><b>Activity 2:</b> Gather assorted classroom objects for students to compare.</p> <p><b>Activity 3:</b> Gather materials fro:</p> <ul style="list-style-type: none"> <li>• Counting Collections, Stage 1</li> <li>• Match Mine, Stage 1</li> <li>• Shake and Spill, Stages 1-4</li> </ul>
<p><b>Lesson 9:</b> Compare Capacity</p> <p><b>Student-facing Goal:</b> Let's compare objects to see which one holds more.</p>	<p><b>Warm Up Routine:</b></p> <ul style="list-style-type: none"> <li>• Choral Count</li> </ul> <p><b>Math Language Routine:</b></p> <ul style="list-style-type: none"> <li>• MLR8 Discussion Supports</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Containers of different sizes</li> <li>• Sticky notes</li> <li>• Materials from previous centers</li> </ul> <p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>• Counting Collections</li> <li>• Match Mine</li> <li>• Shake and Spill</li> </ul>	<p><b>Activity 1:</b></p> <ul style="list-style-type: none"> <li>• Gather a larger pitcher and a small cup to display during the launch.</li> <li>• Gather 2 cups with capacities that are not easy to compare visually, such as a tall stemmed glass and a short, wide cup for the activity.</li> </ul> <p><b>Activity 2:</b></p> <ul style="list-style-type: none"> <li>• Each group of 4 students needs 2 cups or containers and a tall, thin container.</li> <li>• Each group of 4 students needs 1 small paper cup, a container filled with water, and a plastic or foil tray.</li> </ul> <p><b>Activity 3:</b> Gather materials from:</p> <ul style="list-style-type: none"> <li>• Counting Collections, Stage 1</li> <li>• Match Mine, Stage 1</li> <li>• Shake and Spill, Stages 1-4</li> </ul>
<p><b>Lesson 10:</b> Identify and describe solid shapes</p> <p><b>Student-facing Goal:</b> Let's make and describe solid shapes.</p>	<p><b>Warm Up Routine:</b></p> <ul style="list-style-type: none"> <li>• Number Talk</li> </ul> <p><b>Math Language Routine:</b></p> <ul style="list-style-type: none"> <li>• MLR8 Discussion Supports</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Clay</li> <li>• Geoblocks</li> <li>• Materials from a previous lesson</li> <li>• Solid shapes</li> <li>• Materials from previous centers</li> </ul> <p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>• Geoblocks</li> <li>• Counting Collections</li> <li>• Match Mine</li> <li>• Shake and Spill</li> </ul>	<p><b>Activity 1:</b></p> <ul style="list-style-type: none"> <li>• Each group of 2 students needs solid shapes and a set of Flat Shapes Cards from a previous lesson.</li> <li>• Gather a ball, a can, a number cube, and an ice cream cone and cut out 1 set of Examples of Flat Shapes cards to display.</li> </ul> <p><b>Activity 2:</b> Each group of 2 students needs 4-6 different solid shapes.</p> <p><b>Activity 3:</b> Gather materials from:</p> <ul style="list-style-type: none"> <li>• Geoblocks, Stages 1-3</li> </ul>

			<ul style="list-style-type: none"> <li>Counting Collections, Stage 1</li> <li>Match Mine, Stage 1</li> <li>Shake and Spill, Stages 1-4</li> </ul>
<p><b>Lesson 11: Compare and sort solid shapes</b></p> <p><b>Student-facing Goal:</b> Let's figure out how solid shapes are alike and different.</p>	<p><b>Warm Up Routine:</b></p> <ul style="list-style-type: none"> <li>What do you know about ____?</li> </ul> <p><b>Math Language Routine:</b></p> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Geoblocks</li> <li>Solid shapes</li> <li>Materials from a previous activity</li> <li>Bags</li> <li>Materials from previous centers</li> </ul> <p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>Counting Collection</li> <li>Match Mine</li> <li>Shake and Spill</li> </ul>	<p><b>Warm-up:</b> Gather a cylinder to display.</p> <p><b>Activity 1:</b></p> <ul style="list-style-type: none"> <li>Each group of 2 students needs at least 6-8 solid shapes.</li> <li>Gather a cone, a cube, and two different cylinders to display in the activity synthesis.</li> </ul> <p><b>Activity 2:</b> Each group of 2 students needs at least 6-8 solid shapes from the previous activity.</p> <p><b>Activity 3:</b> Place 4-6 different solid shapes into a bag that is not see-through for each group of 2 students.</p> <ul style="list-style-type: none"> <li>Gather materials from:</li> <li>Counting Collections, Stage 1</li> <li>Match Mine, Stage 1</li> <li>Shake and Spill, Stages 1-4</li> </ul>
<p><b>Lesson 12: Build solid shapes</b></p> <p><b>Student-facing Goal:</b></p> <ul style="list-style-type: none"> <li>Let's create solid shapes.</li> </ul>	<p><b>Warm Up Routine:</b></p> <ul style="list-style-type: none"> <li>Notice and Wonder</li> </ul> <p><b>Math Language Routine:</b></p> <ul style="list-style-type: none"> <li>MLR7 Compare and connect</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Connecting cubes</li> <li>Clay</li> <li>Geoblocks</li> <li>Solid shapes</li> <li>Sticks</li> <li>Materials from previous centers</li> </ul> <p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>Build Shapes</li> <li>Geoblocks</li> <li>Counting Collections</li> <li>Match Mine</li> <li>Shake and Spill</li> </ul>	<p><b>Warm-up:</b> Gather and sort solid shapes in 2 groups to display: 4 rectangular prisms, including a cube, in one group and 4 other solid shapes in another group.</p> <p><b>Activity 1:</b></p> <ul style="list-style-type: none"> <li>Gather a variety of rectangular prisms, including cubes, to display.</li> <li>Use connecting cubes to create a shape that is not a rectangular prism during the activity synthesis, similar to this image.</li> </ul> <p><b>Activity 2:</b> Each group of 2 students needs a variety of solid shapes and at least 12 sticks in 2 different lengths.</p> <p><b>Activity 3:</b> Gather materials from:</p> <ul style="list-style-type: none"> <li>Build shapes, stages 1-3</li> <li>Geoblocks, stages 1-4</li> <li>Counting collections, stage 1</li> <li>Match mine, stages 1 and 2</li> <li>Shake and spill, stages 1-4</li> </ul>

<p><b>Lesson 13: Describe solid shapes around us</b></p> <p><b>Student-facing Goal:</b> Let's find solid shapes.</p>	<p><b>Warm Up Routine:</b></p> <ul style="list-style-type: none"> <li>• Notice and Wonder</li> </ul> <p><b>Math Language Routine:</b></p> <ul style="list-style-type: none"> <li>• MLR8 Discussion Supports</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Geoblocks</li> <li>• Solid shapes</li> <li>• Clay</li> <li>• Materials from previous centers</li> </ul> <p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>• Build Shapes</li> <li>• Geoblocks</li> <li>• Counting Collections</li> <li>• Match Mine</li> <li>• Shake and Spill</li> </ul>	<p><b>Activity 3:</b> Gather materials from:</p> <ul style="list-style-type: none"> <li>• Build shapes, stages 1-3</li> <li>• Geoblocks, stages 1-4</li> <li>• Counting collections, stage 1</li> <li>• Match mine, stages 1 and 2</li> <li>• Shake and spill, stages 1-4</li> </ul>
<p><b>Lesson 14: Compose with solid shapes</b></p> <p><b>Student-facing Goal:</b> Let's build with solid shapes.</p>	<p><b>Warm Up Routine:</b></p> <ul style="list-style-type: none"> <li>• Number talk</li> </ul> <p><b>Math Language Routine:</b></p> <ul style="list-style-type: none"> <li>• MLR2 Collect and display</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Geoblocks</li> <li>• Solid shapes</li> <li>• Folders</li> <li>• Materials from previous centers</li> </ul> <p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>• Build Shapes</li> <li>• Geoblocks</li> <li>• Counting Collections</li> <li>• Shake and Spill</li> </ul>	<p><b>Activity 2:</b> Create a building with 6-8 solid shapes to display and have a way to hide it from students' view.</p> <p><b>Activity 3:</b> Gather materials from:</p> <ul style="list-style-type: none"> <li>• Build shapes, stages 1-3</li> <li>• Geoblocks, stages 1-4</li> <li>• Counting collections, stage 1</li> <li>• Shake and spill, stages 1-4</li> </ul>
<p><b>Lesson 15: Build and count with solid shapes</b></p> <p><b>Student-facing Goal:</b> Let's build with and count solid shapes.</p>	<p><b>Warm Up Routine:</b></p> <ul style="list-style-type: none"> <li>• Estimation Exploration</li> </ul> <p><b>Math Language Routine:</b></p> <ul style="list-style-type: none"> <li>• MLR8 Discussion Supports</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• 10-frames</li> <li>• Connecting cubes</li> <li>• Geoblocks</li> <li>• Solid shapes</li> <li>• Materials from previous centers</li> </ul> <p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>• Build Shapes</li> <li>• Geoblocks</li> <li>• Counting Collections</li> <li>• Match Mine</li> <li>• Shake and Spill</li> </ul>	<p><b>Warm-up:</b> make a tower with 16 connecting cubes.</p> <p><b>Activity 2:</b> Each group of 4 students need 6 cubes, 6 cylinders, and 6 cones.</p> <p><b>Activity 3:</b> Gather materials from:</p> <ul style="list-style-type: none"> <li>• Build shapes, stages 1-3</li> <li>• Geoblocks, stages 1-4</li> <li>• Counting collections, stage 1</li> <li>• Match mine, stages 1 and 2</li> <li>• Shake and spill, stages 1-4</li> </ul>
<p><b>Lesson 16: Represent the classroom with shapes</b></p> <p><b>Student-facing Goal:</b></p> <ul style="list-style-type: none"> <li>• Let's use shapes to make a model of our classroom.</li> </ul>	<p><b>Warm Up Routine:</b></p> <ul style="list-style-type: none"> <li>• Choral Count</li> </ul> <p><b>Math Language Routine:</b></p> <ul style="list-style-type: none"> <li>• MLR8 Discussion Supports</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Geoblocks</li> <li>• Solid shapes</li> <li>• Materials from previous centers</li> </ul> <p><b>Centers:</b></p> <ul style="list-style-type: none"> <li>• Build Shapes</li> <li>• Geoblocks</li> <li>• Counting Collections</li> </ul>	<p>Gather materials from:</p> <ul style="list-style-type: none"> <li>• Build shapes, stages 1-3</li> <li>• Geoblocks, stages 1-4</li> <li>• Counting collections, stage 1</li> <li>• Match mine, stages 1 and 2</li> <li>• Shake and spill, stages 1-4</li> </ul>

		<ul style="list-style-type: none"><li>• Match Mine</li><li>• Shake and Spill</li></ul>	
Assessment: Section B Checkpoint	<p>For this Checkpoint Assessment, a full checklist for observation of students can be found in the Teacher</p> <p>Resource Pack for this unit. The content assessed is listed below for reference.</p>	<p>Describe and compare three-dimensional shapes.</p> <p>Compare weight and capacity of objects.</p> <p>Compose shapes from smaller shapes.</p> <p>Distinguish between flat and solid shapes.</p> <p>Use their own language to describe and compare attributes of solid shapes.</p> <p>Use comparison language to describe the weight or capacity of objects.</p> <p>Build solid shapes from components.</p> <p>Put solid shapes together to compose new shapes.</p> <p>Use positional words to describe the locations of solid shapes.</p>	
Vocabulary: Cone, Cube, Cylinder, Sphere			
★ End of Unit 7 Assessment and Completion Date: April 15, 2025			

## Unit 8 Objective: Putting It All Together

★ End of Unit 8 Assessment and Completion Date: May 22, 2025

### Section A:

#### Section Learning Goals:

I can count and compare groups of objects and images

I can represent and write numbers up to 20

Yo puedo contar y comparar grupos de objetos e imágenes.

Yo puedo representar y escribir números hasta el 20

**Cluster: Understand Simple Patterns; Know number names and the count sequence; Count to tell the number of objects; compare; Understand addition as adding to, and understand subtraction as taking from.**

#### Section Alignments (Standards):

**PK.OA.2** Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects.

**PK.CC.2** Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).

**PK.CC.3** Understand the relationship between numbers and quantities to 10; connect counting to cardinality. a. 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. b. Understand that the last number name says the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

**PK.CC.4** Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

**PK.CC.5** Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies. (1: up to 5 objects)

**PK.OA.1** Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., If we have 3 apples and add two more, how many apples do we have all together?).



Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
<b>Lesson 1 : Sort, count, and compare groups of objects</b>  <b>Student-facing Goal:</b> Let's figure out which group has more objects.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>Choral Count</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>Bags</li> <li>Collections of objects</li> <li>Materials from a previous activity</li> <li>Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>Less, Same, More</li> <li>Math Fingers</li> <li>Tower Build</li> <li>Math Stories</li> <li>Which One</li> </ul>	<b>Activity 1:</b> Each student needs a bag with 2 different colored beads or other objects, with up to 10 of each color. <b>Activity 2:</b> Students need the bags of beads and their representations from the previous activity. <b>Activity 3:</b> Gather materials from: <ul style="list-style-type: none"> <li>Less, Same, More</li> <li>Math Fingers</li> <li>Tower Build</li> <li>Math Stories</li> <li>Which One</li> </ul>
<b>Lesson 2:</b> Count and compare collections  <b>Student-facing Goal:</b> Let's count and compare collections.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>How Many Do You See?</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>10-frames</li> <li>Collections of objects</li> <li>Materials from a previous activity</li> <li>Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>Less, Same, More</li> <li>Math Fingers</li> <li>Tower Build</li> <li>Math Stories</li> <li>Which One</li> </ul>	<b>Activity 1:</b> Each student needs a collection of 11-20 objects. <b>Activity 2:</b> Students need their collection of objects and representations from the previous activity. <b>Activity 3:</b> Gather materials from: <ul style="list-style-type: none"> <li>Less, Same, More</li> <li>Math Fingers</li> <li>Tower Build</li> <li>Math Stories</li> <li>Which One</li> </ul>
<b>Lesson 3:</b> Count to add and subtract  <b>Student-facing Goal:</b> Let's solve story problems.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>Choral Count</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>10-frames</li> <li>Connecting cubes</li> <li>Materials from previous centers</li> </ul>	<b>For Centers, Choice Time,</b> Gather Materials from: <ul style="list-style-type: none"> <li>Less, Same, More</li> <li>Math Fingers</li> <li>Math Stories</li> </ul>

		<b>Centers:</b> <ul style="list-style-type: none"> <li>Less, Same, More</li> <li>Math Fingers</li> <li>Math Stories</li> <li>Tower Build</li> <li>Which One?</li> </ul>	<ul style="list-style-type: none"> <li>Tower Build</li> <li>Which One?</li> </ul>
<b>Lesson 4 : One more and one less</b>  <b>Student-facing Goal:</b> Let's find 1 more or 1 less	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>How many do you see?</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>Connecting cubes</li> <li>Two-color counters</li> <li>Colored pencils, crayons, or markers</li> <li>Materials from a previous activity</li> <li>Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>Less, Same, More</li> <li>Math Fingers</li> <li>Tower Build</li> <li>Math Stories</li> <li>Which One?</li> </ul>	<b>Activity 1:</b> Each group of 2 needs 1 connecting cube and at least 20 two-color counters. <b>Activity 2:</b> Each group of 2 needs the number mat, two-color counters, and the connecting cube from the previous activity. Each group of 2 also needs crayons and a copy of the 1 more, 1 less mat. <b>Activity 3:</b> Gather materials from: <ul style="list-style-type: none"> <li>Less, Same, More</li> <li>Math Fingers</li> <li>Math Stories</li> <li>Tower Build</li> <li>Which One?</li> </ul>
<b>Lesson 5 : Order numbers 1-20</b> <b>Student-facing Goal:</b> Let's think about the order of numbers 1-20.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>Choral Count</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>Less, Same, More</li> <li>Math Fingers</li> <li>Math Stories</li> <li>Tower Build</li> <li>Which One?</li> </ul>	<b>Activity 1:</b> Create a set of cards from the blackline master for each group of 4. <b>Activity 2:</b> Each group of 2 needs one card from the blackline master. Display large numbers 1 to 20 around the room. The numbers may be displayed in order, or the sequence of numbers can be mixed up for more of a challenge. <b>Activity 3:</b> Gather materials from: <ul style="list-style-type: none"> <li>Less, Same, More</li> <li>Math Fingers</li> <li>Math Stories</li> <li>Tower Build</li> <li>Which One?</li> </ul>
<b>Assessment: Section A Checkpoint</b>	<b>Teacher Checklist</b> <ul style="list-style-type: none"> <li>Count and compare groups of objects and images.</li> </ul>		

- Represent and write numbers up to 20.

**Section B:****Section Learning Goals:**

**I can represent and write quantities and numbers up to 20**  
**Yo puedo representar y escribir cantidades y números hasta el 20**

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
<b>Lesson 6 : Create number books (part 1)</b>  <b>Student-facing Goal:</b> Let's find things to count at our school.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>● Notice and Wonder</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>● MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>● Clipboards</li> <li>● Paper</li> <li>● Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>● Picture Books</li> <li>● Find the Pair</li> <li>● Math Stories</li> <li>● Build Shapes</li> <li>● Make or Break Apart Numbers</li> </ul>	<b>Activity 1:</b> Gather a variety of number books for the class to look through. <b>Activity 3:</b> Gather materials from: <ul style="list-style-type: none"> <li>● Picture Books</li> <li>● Find the Pair</li> <li>● Math Stories</li> <li>● Build Shapes</li> <li>● Make or Break Apart Numbers</li> </ul>
<b>Lesson 7 : Create number books (part 2)</b>  <b>Student-facing Goal:s.</b> Let's make a number book about our school.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>● How many do you see?</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>● MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>● Colored pencils, crayons, or markers</li> <li>● Materials from a previous activity</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>● Picture Books</li> <li>● Find the Pair</li> <li>● Math Stories</li> <li>● Build Shapes</li> <li>● Make or Break Apart Numbers</li> </ul>	<b>Activity 1:</b> Assemble a number book for each student by copying and stapling the pages in the blackline master. <b>Activity 2:</b> Students need the number book that they created in the previous activity.
<b>Lesson 8: Find someone who, find something that</b>  <b>Student-facing Goal:</b>	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>● Which one doesn't belong?</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>● MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>● Clipboards</li> <li>● 10-frames</li> <li>● Geoblocks</li> <li>● Solid shapes</li> </ul> <b>Centers:</b>	

Let's learn more about our classmates and our classroom.		•	
<b>Lesson 9: Where's the Math?</b>  <b>Student-facing Goal:</b> Let's ask and answer math questions about our school community.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>What do you know about ____?</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>Clipboards</li> <li>Paper</li> <li>10-frames</li> <li>Connecting cubes</li> <li>Geoblocks</li> <li>Pattern blocks</li> <li>Solid shapes</li> <li>Two-color counters</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li></li> </ul>	<b>Activity 2:</b> Students need access to all math tools that they have used throughout the year.
<b>Lesson 10: Tell Stories about our school</b>  <b>Student-facing Goal:</b> Let's tell math stories about our school.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>Notice and Wonder</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>Clipboards</li> <li>Paper</li> <li>Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>Build Shapes</li> <li>Find the Pair</li> <li>Make or Break Apart Numbers</li> <li>Math Stories</li> <li>Picture Books</li> </ul>	<b>Activity 3:</b> Gather materials from: <ul style="list-style-type: none"> <li>Build Shapes</li> <li>Find the Pair</li> <li>Make or Break Apart Numbers</li> <li>Math Stories</li> <li>Picture Books</li> </ul>
<b>Lesson 11: Share story problems</b>  <b>Student-facing Goal:</b> Let's share and solve our story problems.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>Number Talk</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>Connecting cubes or two-color counters</li> <li>Tools for creating a visual display</li> </ul> <b>Centers:</b>	<b>Activity 1:</b> <ul style="list-style-type: none"> <li>Connecting cubes or two-colored counters</li> <li>Tools for creating a visual display</li> </ul>
<b>Assessment: Section B Checkpoint</b>	<b>Teacher Checklist</b> <ul style="list-style-type: none"> <li>Represent and write quantities and numbers up to 20.</li> <li>Count, read, and write numbers up to 20.</li> </ul>		

- Use objects, drawings, numbers, words, and expressions or equations to represent quantities up to 20.

## Section C:

### Section Learning Goals:

I can fluently add and subtract within 5.

Yo puedo sumar y restar con fluidez hasta 5.

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
<b>Lesson 12: Make dot images</b> <b>Student-facing Goal:</b> Let's make our own groups of dots.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>● How many do you see?</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>● MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>● Colored pencils, crayons, or markers</li> <li>● Materials from a previous activity</li> <li>● Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>● 5-frames</li> <li>● Bingo</li> <li>● Find the Value of Expressions</li> <li>● Geoblocks</li> <li>● Roll and Add</li> </ul>	<ul style="list-style-type: none"> <li>● Activity 1: Create a set of cards from the blackline master for each student.</li> <li>● Activity 2: Each student needs the dot image cards from the previous activity.</li> <li>● Activity 3: Gather materials from:               <ul style="list-style-type: none"> <li>● 5-frames</li> <li>● Bingo</li> <li>● Find the Value of Expressions</li> <li>● Geoblocks</li> <li>● Roll and Add</li> </ul> </li> </ul>
<b>Lesson 13: Dominoes to 5</b> <b>Student-facing Goal:</b> Let's sort different ways to make numbers to 5.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>● Notice and Wonder</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>● MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>● Materials from a previous activity</li> <li>● Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>● 5-frames</li> <li>● Bingo</li> </ul>	<ul style="list-style-type: none"> <li>● Activity 1: Create a set of domino cards from the blackline master for each group of 2. If actual dominoes are available, give students the dominoes which show a total of 5 or less.</li> </ul>

		<ul style="list-style-type: none"> <li>Find the Value of Expressions</li> <li>Geoblocks</li> <li>Roll and Add</li> </ul>	<ul style="list-style-type: none"> <li>Activity 2: Each group of 2 needs the domino cards from the previous activity.</li> <li>Activity 3: Gather materials from: <ul style="list-style-type: none"> <li>5-frames</li> <li>Bingo</li> <li>Find the Value of Expressions</li> <li>Geoblocks</li> <li>Roll and Add</li> </ul> </li> </ul>
<b>Lesson 14: Sort and color expressions and images within 5.</b> <b>Student-facing Goal:</b> Let's practice adding and subtracting.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>Choral Count</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>Colored pencils, crayons, or markers</li> <li>Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>5-frames</li> <li>Roll and Add</li> <li>Bingo</li> <li>Geoblocks</li> <li>Find the Value of Expressions</li> </ul>	<ul style="list-style-type: none"> <li>Activity 2: Create a set of cards from the blackline master for each group of 2.</li> <li>Activity 3: Gather materials from: <ul style="list-style-type: none"> <li>5-frames</li> <li>Roll and Add</li> <li>Bingo</li> <li>Geoblocks</li> <li>Find the Value of Expressions</li> </ul> </li> </ul>
<b>Lesson 15: Addition and Subtraction expressions within 5.</b> <b>Student-facing Goal:</b> Let's add and subtract within 5.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>Which one doesn't belong?</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>Materials from a previous lesson</li> <li>Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>5-frames</li> <li>Roll and Add</li> <li>Bingo</li> <li>Geoblocks</li> <li>Find the Value of Expressions</li> </ul>	<ul style="list-style-type: none"> <li>Activity 1: <ul style="list-style-type: none"> <li>Each student needs one card from the EXpression Cards set used in a previous lesson.</li> </ul> </li> <li>Label each corner of the classroom with a large number: 2, 3, 4 and 5.</li> <li>Activity 2: Each group of 2 needs a set of Expression Cards from a previous lesson.</li> <li>Activity 3: Gather materials from: <ul style="list-style-type: none"> <li>5-frames</li> <li>Roll and Add</li> <li>Bingo</li> <li>Geoblocks</li> <li>Find the Value of Expressions</li> </ul> </li> </ul>
<b>Lesson 16: Parts to make 5.</b> <b>Student-facing Goal:</b> Let's find the missing part.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>How many do you see?</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>Cups</li> <li>Two-color counters</li> <li>Connecting cubes or two-color counters</li> <li>Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>5-frames</li> </ul>	<ul style="list-style-type: none"> <li><b>Activity 3:</b> Gather materials from: <ul style="list-style-type: none"> <li>5-frames</li> <li>Roll and add</li> <li>Bingo</li> <li>Geoblocks</li> <li>Find the value of Expressions</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>● Roll and Add</li> <li>● Bingo</li> <li>● Geoblocks</li> <li>● Find the Value of Expressions</li> </ul>	
Assessment: Section C Checkpoint	<b>Teacher Checklist</b> <ul style="list-style-type: none"> <li>● Count all to find the sum.</li> <li>● Use knowledge of the count sequence to find certain sums.</li> <li>● Know certain sums.</li> </ul>		
<b>Section D:</b>  <b>Section Learning Goals:</b>  I can use understanding of 10 to work with numbers to 20. <i>Yo puedo usar la comprensión de 10 para trabajar con números hasta 20.</i>			
<b>Section Alignments (Standards):</b>			
<b>Lesson and Student-facing Learning Goals:</b>	<b>Warm Up Routine Math Language Routine</b>	<b>Materials and Centers:</b>	<b>Required Preparation:</b>
<b>Lesson 17 : Make and Break apart 10</b>  <b>Student-facing Goal:</b> Let's look for groups that make 10.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>● Estimation Exploration</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>● MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>● Pipe cleaners</li> <li>● Materials from a previous activity</li> <li>● Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>● Shake and Spill</li> <li>● Number Race</li> <li>● Grab and Count</li> <li>● What's Behind My Back?</li> </ul>	<b>Activity 1:</b> Each student needs a pipe cleaner and 10 beads, 5 beads of one color and 5 beads of another color. <b>Activity 2:</b> Each student needs the bead tool that they created in the previous activity. <b>Activity 3:</b> Gather materials from: <ul style="list-style-type: none"> <li>● Shake and spill</li> <li>● Number race</li> <li>● Grab and count</li> </ul>

		<ul style="list-style-type: none"> <li>Pattern Blocks</li> </ul>	<ul style="list-style-type: none"> <li>What's behind my back?</li> <li>Pattern blocks</li> </ul>
<b>Lesson 18 : All the ways to make 10</b>  <b>Student-facing Goal:</b> Let's find all the ways to make 10.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>Number Talk</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>10-frames</li> <li>Connecting cubes or two-color counters</li> <li>Materials from a previous lesson</li> <li>Materials from a previous activity</li> <li>Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>Shake and Spill</li> <li>Number Race</li> <li>Grab and Count</li> <li>What's Behind My Back?</li> <li>Pattern Blocks</li> </ul>	<b>Activity 1:</b> Students can use their bead tool from a previous lesson. <b>Activity 2:</b> Students can use their bead tool from a previous lesson. <ul style="list-style-type: none"> <li>Create a char displaying solutions to be used during the lesson synthesis.</li> </ul> <b>Activity 3:</b> Gather materials from: <ul style="list-style-type: none"> <li>Shake and spill</li> <li>Number race</li> <li>Grab and count</li> <li>What's behind my back?</li> <li>Pattern blocks</li> </ul>
<b>Lesson 19: Find the number that makes 10</b>  <b>Student-facing Goal:</b> Let's add to make 10.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>How many do you see?</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>10-frames</li> <li>Colored pencils, crayons, or markers</li> <li>Connecting cubes or two-color counters</li> <li>Materials from a previous lesson</li> <li>Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>Shake and Spill</li> <li>Number Race</li> <li>Grab and Count</li> <li>What's Behind My Back?</li> <li>Pattern Blocks</li> </ul>	<b>Activity 1:</b> Students can use their bead tool from a previous lesson. <b>Activity 2:</b> Students can use their bead tool from a previous lesson. <b>Activity 3:</b> Gather materials from: <ul style="list-style-type: none"> <li>Shake and spill</li> <li>Number race</li> <li>Grab and count</li> <li>What's behind my back?</li> <li>Pattern blocks</li> </ul>
<b>Lesson 20: More or less than 10?</b>  <b>Student-facing Goal:</b> Let's decide if there are more or fewer than 10 things in a group.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>Estimation Exploration</li> </ul> <b>Math Language Routine:</b> <ul style="list-style-type: none"> <li>MLR8 Discussion Supports</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>Materials from previous centers</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>Shake and Spill</li> <li>Number Race</li> <li>Grab and Count</li> <li>What's Behind My Back?</li> <li>Pattern Blocks</li> </ul>	<b>Activity 3:</b> Gather materials from: <ul style="list-style-type: none"> <li>Shake and spill</li> <li>Number race</li> <li>Grab and count</li> <li>What's behind my back?</li> <li>Pattern blocks</li> </ul>
<b>Lesson 21: Compose and decompose numbers 11-19</b>  <b>Student-facing Goal:</b> Let's make groups of 10.	<b>Warm Up Routine:</b> <ul style="list-style-type: none"> <li>Which one doesn't belong?</li> </ul> <b>Math Language Routine:</b>	<b>Materials:</b> <ul style="list-style-type: none"> <li>Collections of objects</li> <li>10-frames</li> <li>Connecting cubes or two-color counters</li> <li>Materials from a previous lesson</li> </ul>	<b>Activity 1:</b> Each group of 2 needs access to at least collections of 11-19 objects. <b>Activity 2:</b> students can use their bead tool from a previous lesson. <b>Activity 3:</b> Gather materials from:



	<ul style="list-style-type: none"><li>● MLR8 Discussion Supports</li></ul>	<ul style="list-style-type: none"><li>● Materials from previous centers</li></ul> <b>Centers:</b> <ul style="list-style-type: none"><li>● Shake and Spill</li><li>● Number Race</li><li>● Grab and Count</li><li>● What's Behind My Back?</li><li>● <b>Pattern Blocks</b></li></ul>	<ul style="list-style-type: none"><li>● Shake and spill</li><li>● Number race</li><li>● Grab and count</li><li>● What’s behind my back?</li><li>● Pattern blocks</li></ul>
<b>Assessment: Section D Checkpoint</b>	Teacher Checklist <ul style="list-style-type: none"><li>● Given a number, find how many more are needed to make 10.</li><li>● Use 10 as a benchmark to estimate and count.</li><li>● Use 10 as a benchmark to compose and decompose numbers in different ways</li><li>● Relate equations to compositions and decompositions of numbers.</li></ul>		
<b>Vocabulary:</b>			
<b>★End of Unit 8 Assessment and Completion Date: May 22, 2025</b>			
<b>May 27-June 10 review any of the previous concepts.</b>			