

KINDERGARTEN- MATH

NUMBERS

10 days

General outcome	Develop number sense.
Specific outcome (1)	Say the number sequence 1 to 10 by 1s, starting anywhere from 1 to 10 and from 10 to 1.
I can statement	I can identify numbers from 1-10
Direct Instruction	One number at a time, number book, centers with numbers
Guided practice	Number books , counting
Independent practice	Centers with numbers
Required material.equipment	Manipulatives, number book
Closure	What number did we do today? What do you think tomorrow's number will be?number puzzle
Assessment / follow up	Show number and get students to put correct number in circle.

General outcome	Develop number sense.
Specific outcome (1)	Say the number sequence 1 to 10 by 1s, starting anywhere from 1 to 10 and from 10 to 1.
I can statement	I can count from 1-10 and back starting at any number
Direct Instruction	During calendar practice counting 1-5, than start at 2 then 3 etc,,,
Guided practice	Count calendar dates, find counting song
Independent practice	Centers
Required material.equipment	Cards with numbers and manipulatives
Closure	Let's count from # to 5
Assessment / follow up	See if they can do this with the cards but one on one

General outcome	Develop number sense.
Specific outcome (1)	Say the number sequence 1 to 10 by 1s, starting anywhere from 1 to 10 and from 10 to 1.
I can statement	I can count from 1-10 and back starting at any number
Direct Instruction	During calendar practice counting 1-10, than start at 2 then 3 etc,,,
Guided practice	Count calendar dates, find counting song
Independent practice	Centers
Required material.equipment	Cards with numbers and manipulatives
Closure	Let's count from # to 10
Assessment / follow up	See if they can do this with the cards but one on one

General outcome	Develop number sense.
Specific outcome (2)	Subitize (recognize at a glance) and name familiar arrangements of 1 to 5 objects or dots.
I can statement	I can see numbers 1-6 on a dice (do with learning 1-6)
Direct Instruction	Place roll a character with dice on smartboard. Alwaus draw dots the same way as dice Get students to draw numbers on dice with bingo daubers- part of number book.
Guided practice	Play dice game every morning
Independent practice	Centers
Required material.equipment	Dice games
Closure	Show dice and ask number

General outcome	Develop number sense.
Specific outcome (3)	Relate a numeral, 1 to 10, to its respective quantity
I can statement	I can show numbers 1-10
Direct Instruction	Page in number book
Guided practice	Count calendar dates, show objects and numbers. Put objects out and ask how many.
Independent practice	Centers
Required material.equipment	Cards with numbers and manipulatives
Closure	How many dots/objects do I have? Increase when students get it.
Assessment / follow up	Test- with different manipulatives (one on one)

General outcome	Develop number sense.
Specific outcome (4)	Represent and describe numbers 2 to 10, concretely and pictorially
I can statement	I can show numbers 2-10 picturally and concretely
Direct Instruction	Page in number book- draw # objects
Guided practice	Count calendar dates, show objects and numbers. Put objects out and ask how many.
Independent practice	Centers
Required material.equipment	Cards with numbers and manipulatives and drawing
Closure	How many dots/objects do I have? Increase when students get it.
Assessment / follow up	Test- with different manipulatives (one on one)

General outcome	Develop number sense.
Specific outcome (5)	Compare quantities 1 to 10, using one-to-one correspondence
I can statement	I can compare numbers
Direct Instruction	Page in number book- 2 numbers- which one is bigger
Guided practice	Put 2 numbers on board (using pictures) and ask which one has more
Independent practice	Centers
Required material.equipment	Cards with numbers and manipulatives - which one is bigger
Closure	Show 2 numbers and ask which one is bigger
Assessment / follow up	Test- compare numbers

PATTERNS

General outcome (2)	Use patterns to describe the world and to solve problems.
Specific outcome (1)	Demonstrate an understanding of repeating patterns (two or three elements) by: <ul style="list-style-type: none"> identifying
I can statement	I can identify a pattern (AB, ABB, ABC, ABB, ABA)
Direct Instruction	Pattern book
Guided practice	Pattern song, ACTION PATTERNS
Independent practice	Centers
Required material.equipment	Pattern cards and manipulatives
Closure	Show patterns on board and ask what the pattern is
Assessment / follow up	Test- identify what the patterns are on the cards

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Direct Instruction	Pattern book
Guided practice	Pattern song,ACTION patterns
Independent practice	Centers
Required material.equipment	Pattern cards and manipulatives
Closure	Show patterns on board and ask what the pattern is
Assessment / follow up	Test- identify what the patterns are on the cards

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Direct Instruction	Pattern book
Guided practice	Pattern song, ACTION PATTERNS
Independent practice	Centers
Required material.equipment	Pattern cards and manipulatives
Closure	Show patterns on board and ask what the pattern is
Assessment / follow up	Test- identify what the patterns are on the cards

General outcome (2)	Use patterns to describe the world and to solve problems.
Specific outcome (1)	Demonstrate an understanding of repeating patterns (two or three elements) by: <ul style="list-style-type: none"> reproducing
I can statement	I can copy a pattern (AB, ABB, ABC, ABB, ABA)
Direct Instruction	Pattern book (one page) copy an (AB, ABB, ABC, ABB, ABA) pattern
Guided practice	Pattern song, ACTION PATTERNS
Independent practice	Centers
Required material.equipment	Task card for different patterns and get to reproduce
Closure	on indiv white board copy a pattern AB, ABB, ABC, ABB, ABA)
Assessment / follow up	Test-reproducing a pattern

General outcome (2)	Use patterns to describe the world and to solve problems.
Specific outcome (1)	Demonstrate an understanding of repeating patterns (two or three elements) by: <ul style="list-style-type: none"> • extending
I can statement	I can extending a pattern (AB, ABB, ABC, ABB, ABA)
Direct Instruction	Pattern book (one page) expand an (AB, ABB, ABC, ABB, ABA) pattern
Guided practice	Pattern song, ACTION PATTERNS
Independent practice	Centers
Required material.equipment	Task card for different patterns and get to expand
Closure	on indiv white board extend a pattern AB, ABB, ABC, ABB, ABA)
Assessment / follow up	Test-extending a pattern

General outcome (2)	Use patterns to describe the world and to solve problems.
Specific outcome (1)	Demonstrate an understanding of repeating patterns (two or three elements) by: <ul style="list-style-type: none"> • creating
I can statement	I can draw a pattern (AB, ABB, ABC, ABB, ABA)
Direct Instruction	Pattern book (one page) draw an (AB, ABB, ABC, ABB, ABA) pattern
Guided practice	Pattern song, ACTION PATTERNS
Independent practice	Centers
Required material.equipment	Task card for different patterns and get to draw
Closure	on indiv white board draw a pattern AB, ABB, ABC, ABB, ABA)
Assessment / follow up	Test-draw a pattern

General outcome (2)	Use patterns to describe the world and to solve problems.
Specific outcome (2)	Sort a set of objects based on a single attribute, and explain the sorting rule. <ul style="list-style-type: none"> •
I can statement	I can sort objects and tell the sorting rule
Direct Instruction	Sorting objects by one attribute (colour, shape, size etc...)
Guided practice	Sorting song, sort objects with class- objects into boxes
Independent practice	Centers
Required material.equipment	Sorting objects/ task cards and baskets
Closure	Show some sorting objects and ask what rule is.
Assessment / follow up	Test-sorting objects and ask rule

Shape & Space - Measurement (K)

General outcome (3)	Use direct and indirect measurement to solve problems.
Specific outcome (1)	Use direct comparison to compare two objects based on a single attribute, such as length (height), mass (weight) and volume (capacity).
I can statement	I can compare two objects by length
Direct Instruction	Page in space and measurement book
Guided practice	Show two objects sort kids which one is taller
Independent practice	Centers- measure objects and see which one is taller, longer
Required material.equipment	Different measuring tools, objects
Closure	Show two objects and which one is taller, longer
Assessment / follow up	Test- picture taller/ longer

General outcome (3)	Use direct and indirect measurement to solve problems.
Specific outcome (1)	Use direct comparison to compare two objects based on a single attribute, such as length (height), mass (weight) and volume (capacity).
I can statement	I can compare two objects by weight
Direct Instruction	Page in measurement book
Guided practice	Two objects heavier/ lighter
Independent practice	centers
Required material.equipment	Weight scale- bigger number= heavier
Closure	Measurement song on smartboard
Assessment / follow up	Test: measurement- weight

General outcome (3)	Use direct and indirect measurement to solve problems.
Specific outcome (1)	Use direct comparison to compare two objects based on a single attribute, such as length (height), mass (weight) and volume (capacity).
I can statement	I can compare two objects by volume
Direct Instruction	Show liquid - which one has more Objects in object
Guided practice	Page in measurement book
Independent practice	centers
Required material.equipment	Objects in baskets
Closure	Measurement song-
Assessment / follow up	Test- measurement- volume page

Shape & Space - 3-D Objects & 2-D Shapes (K)