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# Park Hill School District

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Building Successful Futures • Each Student • Every Day

## Summer School Kindergarten Math Curriculum

### Scope and Sequence:

Timeframe	Unit	Instructional Topics
24 Days	Kindergarten Math	Topic 1: Math Routines and Exploring Shapes Topic 2: Numbers 0-5 Topic 3: Numbers 6-10

# Summer School: Kindergarten Grade Math

**Subject:** Math

**Grade:** Kindergarten

**Name of Unit:** Numbers 1-10

**Length of Unit:** 24 days

**Overview of Unit:** In this unit, students will also explore math manipulatives and learn math routines. Lessons will focus on counting to 10, learning the number names and symbols, attaching a quantity to a number, comparing numbers up to 10, and recognizing basic shapes.

**Priority Standards for unit:**

- K.NS.A.2 Count forward beginning from a given number between 1 and 20.
- K.NS.A.4 Read and write numerals and represent a number of objects from 0 to 20.
- K.NS.B.5 Say the number names when counting objects, in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- K.NS.B.6 Demonstrate that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted.
- K.NS.B.9 Demonstrate that a number can be used to represent “how many” are in a set.
- K.GM.C.6 Identify shapes and describe objects in the environment using names of shapes, recognizing the name stays the same regardless of orientation or size.
- K.GM.C.9 Draw or model simple two-dimensional shapes.

**Supporting Standards for unit:**

- K.NS.B.8 Recognize, without counting, the quantity of groups up to 5 objects arranged in common patterns.
- K.NS.B.7 Demonstrate that each successive number name refers to a quantity that is one larger than the previous number.
- K.GM.C.7 Describe the relative positions of objects in space.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
forward from a given number 0-20	count	apply	1
numerals	read and write	remember	1
objects from 0-20	represent	understand	1
number names when counting	say	remember	1
last number said tells the number of objects	demonstrate	understand	1

numbers can represent “how many” in a set	demonstrate	understand	1
shapes	identify	remember	1
objects in the environment using names of shapes	describe	apply	1
relative position of objects in space	describe	apply	1
simple two-dimensional shapes	draw	apply	1
simple two-dimensional shapes	model	understand	1

**Essential Questions:**

1. How does knowing the numbers 0-10 help you in counting other numbers?
2. How can you use 0-10 to predict other counting sequences?
3. How is number order helpful to us?
4. Why do we count?
5. What can numerals represent?
6. How can numbers 1-10 be compared and ordered?
7. How do we compare quantity?

**Enduring Understanding/Big Ideas:**

1. Each successive number refers to a quantity that is one larger.
2. Knowledge of numbers 0-10 can be applied to predict order and sequence in higher numbers.
3. Counting is used to find out how many or how much a quantity represents.
4. The last number name said is the total number of objects counted.
5. Counting one more will be the next larger number.
6. Written numerals represent an amount and each numeral represents a different amount.
7. Comparing quantities of numbers can be described as less than, greater than, or equal to.
8. Groups can be quantified for comparison.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
name identity write compare group	count number greater less more fewer quantity Set two-dimensional shapes

## Topic 1: Math Routines and Exploring Shapes

### **Engaging Experience 1**

**Title:** Counting and Math Routines

**Suggested Length of Time:** 8 days

### **Standards Addressed**

*Priority:*

- K.GM.C.6 Identify shapes and describe objects in the environment using names of shapes, recognizing the name stays the same regardless of orientation or size.
- K.GM.C.9 Draw or model simple two-dimensional shapes

*Supporting:*

- K.GM.C.7 Describe the relative positions of objects in space.

**Detailed Description/Instructions:** During this topic, students will be introduced to different math routines and math stations. They will learn how to explore and use manipulatives and be introduced to math stations. Students will also explore basic shapes and learn to draw and model simple two-dimensional shapes.

**Bloom's Level:** Apply

**Webb's DOK:** 1

## Topic 2: Numbers 0-5

### **Engaging Experience 1**

**Title:** Numbers 0-5

**Suggested Length of Time:** 8 days

### **Standards Addressed**

#### *Priority:*

- K.NS.A.2 Count forward beginning from a given number between 1 and 20.
- K.NS.A.4 Read and write numerals and represent a number of objects from 0 to 20.
- K.NS.B.5 Say the number names when counting objects, in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- K.NS.B.6 Demonstrate that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted.
- K.NS.B.9 Demonstrate that a number can be used to represent “how many” are in a set

#### *Supporting:*

- K.NS.B.8 Recognize, without counting, the quantity of groups up to 5 objects arranged in common patterns.
- K.NS.B.7 Demonstrate that each successive number name refers to a quantity that is one larger than the previous number.

**Detailed Description/Instructions:** During this engaging experience, students will count objects in different arrangements. Students will name numbers in standard order and use the last number said to determine the quantity of a set. They will also read and write numbers 0-10.

**Bloom’s Level:** Apply

**Webb’s DOK:** 1

## Topic 3: Numbers 6-10

**Title:** Numbers to 10

**Suggested Length of Time:** 8 days

**Standards Addressed**

*Priority:*

- K.NS.A.4 Read and write numerals and represent a number of objects from 0 to 20.
- K.NS.B.5 Say the number names when counting objects, in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- K.NS.B.6 Demonstrate that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted.
- K.NS.B.9 Demonstrate that a number can be used to represent “how many” are in a set.

*Supporting:*

- K.NS.A.2 Count forward beginning from a given number between 1 and 20.

**Detailed Description/Instructions:** During this engaging experience, students will count objects in different arrangements. Students will name numbers in standard order and use the last number said to determine the quantity of a set. They will also read and write numbers 6-10.

**Bloom’s Level:** Apply

**Webb’s DOK:** 1

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Description: The students will create a necklace using multi colored beads. They will follow the directions in their bead booklet which will explain how many of each color of bead they will string onto their necklace.

### **Rubric for Engaging Scenario:**

Uses Correct Number of Beads		
Correctly Completes Tens Frame		
Correctly Compares Numbers		

### **Getting Ready for the Unit:**

- Familiarize yourself with the teaching sequences used in EnVisions Math--PBIL, Visual Learning Bridge, Guided Practice, Independent Practice. You can read about these components by clicking on this link: <https://www.smores.com/btaj>
- Gather all manipulatives you will need for the lessons.
- Organize your math learning centers for students to participate in once the daily EnVision lesson is complete. Determine how students will be assigned to a center or how they will check into a center. Center suggestions are listed on the daily lesson plans.

### **All Resources needed for Unit:** (include everything you would need for unit: supplies, books, manipulatives, etc.)

- Topic 1 EnVision teacher manual online access
- Topic 1 EnVision student work mats (1 per student)
- Topic 2 EnVision teacher manual online access
- Topic 2 EnVision student work mats (1 per student)
- two sided counters (10 per student)
- connecting cubes (20 per student)
- clear game spinners (1 spinner for every 2 students)
- number cards 0-10 (reproducible)
- sandwich bags (1 box of 50)
- pencils
- crayons (1 box per student)
- EnVision SMART Notebook lesson resources
- plastic string
- multi colored beads (50 per student)
- Hi Ho Cherry O (1 per classroom)
- Candyland (1 per classroom)
- Construction Paper
  - 5 packs white (9X12)
- 1 Bucket of Legos
- Number & Counting Learning Mats (1 per classroom--The Supply Closet Item# SC-530193)
- Hot Dots Jr. Numbers & Counting Flash Cards (1 per classroom--The Closet Item# EI-2353)
- Glue
- EnVision student materials