

Kindergarten	Math	Week 3
Lesson Title: Numbers Zero to Five		
Weekly Learning Targets: Students can read, write, and count from 0 to 5.		
<p>Vocabulary: count, one, two, three, four, five, number, none, zero, part, whole</p> <p>Common Core Learning Standards:</p> <p>K.CC.3 – Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.</p> <p>K.CC.4a – 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.</p> <p>K.CC.4b – 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.</p> <p>K.CC.5 – Count to answer “how many?” questions from 0 to 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a random configuration; given a number from 1-20, count out that many objects.</p>		
MONDAY		
<p>Daily Learning Target: Students can read and write the numbers 4 and 5.</p> <p>Learning Tasks: At the start of class, the teacher can tell students that they will learn to read write the numbers 4 and 5. The class can also review how to write the numbers 1, 2, and 3. The students can stand up and use their fingers to write the numbers 4 and 5 while watching the video. (SM A) Alternatively, the students can use clay to make the numbers. (SM B) On page 37, the teacher can ask the students to represent the frogs on the lily pads in different ways. (How can he draw how many frogs in another way?) In guided practice, the students will practice tracing numbers 4 and 5 on page 38. On page 39 and 40, the students will practice writing the numbers independently. Page 41 and 42 can be completed in class, assigned as homework, or used as a review.</p> <p>Daily Formative Assessment: The teacher can check the students’ work on page 39 and 40.</p>		
TUESDAY		
<p>Daily Learning Target: Students can use zero to tell when there are no objects.</p> <p>Learning Tasks: After reviewing the previous lesson, the class can watch this video about zero. (SM C) After watching and discussing the video, the teacher can ask students what they see on page 43. Then, the teacher can tell a story about how the basket is empty. After, the teacher will model telling a story to the students using the image on page 44. Then, students can create their own stories and model for the class. (e.g. Alex was happy, because he had two balloons. But all the balloons popped. How many balloons does Alex have now?) After that, the teacher can lead the students in guided practice on page 44 where they have to color the boxes based on the number of objects from 0 to 5. The students can practice page 45 and 46 independently. Page 47 and 48 can be assigned for homework.</p> <p>Daily Formative Assessment: The teacher can check the students’ work on page 45 and 46.</p>		
WEDNESDAY		
<p>Daily Learning Target: Students can read and write the number 0.</p> <p>Learning Tasks: At the start of class, the teacher can tell students that they will learn to read write the number 0. The class can also review how to write the numbers 1, 2, 3, 4, and 5. The students can stand up and use their fingers to write the numbers 0 while watching the video. (SM A) Alternatively, the students can use clay to make the numbers. (SM B) On page 49, the teacher can ask the students to represent the number of crayons on the page by coloring the appropriate number of boxes. In guided practice, the students will practice tracing numbers on page 50. On page 51 and 52, the students will practice writing the numbers from 0 to 5 independently. Page 43 and 54 can be completed in class, assigned as homework, or used as a review.</p> <p>Daily Formative Assessment: The teacher can check the students’ work on page 51 and 52.</p>		

THURSDAY

Daily Learning Target: Students can show different ways to make 5.

Learning Tasks: At the beginning of class, the teacher can review counting, reading, and writing the numbers 0 to 5. After previewing the lesson, the teacher can distribute 3 yellow counters and 2 red counters. After that, the teacher can ask the students what they see on page 55 and tell a story using counters. The teachers can represent the story using the counters and drawings. After, the teacher can use the image on 56 to talk about parts and wholes. The teacher can use a part-part whole mat to help with vocabulary and comprehension. Students can then create their own stories to explain. (I had one yellow flower and four red flowers, so I have 5 flowers in all.) After that, the teacher can lead the students in guided practice on page 57 where they will use red and yellow counters and crayons to make 5. The students can practice page 57 and 58 independently. Page 59 and 60 can be assigned for homework or completed as review.

Daily Formative Assessment: The teacher can check the students' work on page 57 and 58.

FRIDAY

Daily Learning Target: Students can count up to 5.

Learning Tasks: After reviewing the previous lesson, the teacher can distribute connecting cubes to the students. The students will use the cubes and their counting skills to figure out the numbers that come before and after 4. Students will write the numbers on the line. Next, the teacher can distribute number cards to the students. (SM D) The students can use these to count aloud together from 0 to 5. They can also do it in groups in front of the class with each student being assigned a specific number like on page 62. Then, the students can complete the independent practice on page 63 and 64 where they write the numbers represented in the image. On page 65 and 66, the students can complete the activities in class or at home as homework. Alternatively, these pages can be used as a center. In these activities, the students will find the groups with the same number of objects.

Daily Formative Assessment: The teacher can check the students' work on page 63 and 64.

Kindergarten – Math – Week 3	MATERIALS / RESOURCES
<p>counters, crayons, buttons, markers, dominoes, part-part-whole mat, connecting cubes</p> <p>A – Writing Numbers - https://www.youtube.com/watch?v=lrA-GV1ThtI</p> <p>B – Making Numbers Clay - https://www.youtube.com/watch?v=b_GSxISH7g0</p> <p>C – Sesame Street: The Count Counts to Zero - https://www.youtube.com/watch?v=jwoWBrT-FyU</p> <p>D – Printable Number Cards - https://nrich.maths.org/content/id/8506/0-9%20Digit%20Cards.pdf</p> <p>Additional Resources</p> <p>Numbers 0 to 5 - https://betterlesson.com/browse/master_teacher/328203/60501/139810/christina-yingling-smith</p> <p>K.CC.3 Activities - https://hcpss.instructure.com/courses/124/pages/kcca3-about-the-math-learning-targets-and-opportunities-for-enrichment</p> <p>Counting and Cardinality - https://www.nctm.org/Handlers/AttachmentHandler.ashx?attachmentID=Adrv6yT4JFE%3D</p>	