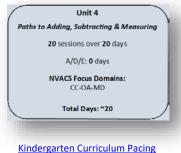
▶ Kindergarten Unit 4: Paths to Adding, Subtracting & Measuring

Big Conceptual Idea: <u>K-5 Progression on Counting and Cardinality and Operations and Algebraic Thinking</u> (pp. 1-11), <u>K-5</u> <u>Progression on Measurement and Data (Measurement Part)</u> (pp. 1-4, 6-7), <u>K-5 Progression on Measurement and Data</u> (<u>Data Part</u>) (pp. 1-5)

Read the Bridges <u>Unit Overview/Introduction</u> for Unit 4 pp. i-vi. Read each <u>Module Overview</u> for the current week's sessions, and the current <u>Session Summary</u> along with details for the teaching of each session as you work through Unit 3. These Introduction/Overview/Summary sections provide focus, clarity, vocabulary, definitions, and examples for the "big mathematical ideas and understandings" critical to Kindergarten. This information will support your professional decision-making within the Sessions and Modules as needed.

Mathematical	Unit Essential Question for the Teacher:
Background:	How will I use the number line, measurement with non-standard
Read Bridges Unit 4	measures, and money (pennies and nickels) to help my students
Overview and	understand the relationships between number, quantities, lengths, and
Introduction (p. i-vi)	coins to build their flexibility with number understandings and tools?



Framework: Balanced Calendar

Instructional note:

Unit 4 gives students opportunity to see and make use of some of the distinct relationships among quantities, lengths, numbers, and coins. **Money** is used in this Unit to build security and flexibility within 5 using coins (pennies and nickels) as 1s and 5s to supports the use of 5 as a landmark and a sub-base (e.g. 5 and some more, or 10 is made of two 5s). The **number line** is used initially to model and visually support understanding of the number sequence from 0-10, magnitude, and relationships between numbers (which number is greater than or less than) along a continuum. It also introduces interval counting instead of the discrete counting of objects. The number line also supports understanding of addition and subtraction providing opportunity for connecting number words with written numerals. Use of the inequality symbols such as > and < is an extension within the Bridges instructional materials and is not expected within this grade. Understanding the comparison of quantities and the location of a number on the number line connected to greater than and less than are really the focus within Kindergarten.

Measurement adds an expanded opportunity for students to recognize the distinctions between discrete counting and interval counting, and between discrete attributes in cardinality (counting 4 apples exactly) compared to continuous attributes involved in measurement (unit measures subdivided into smaller and smaller parts). Kindergarten focuses on the measurement of length as a basic geometric measures (volume and area are other measures with geometric attributes but are not introduced in kindergarten). Like with shapes, over time students learn to conserve the concept of length despite orientation. The K-5, Progression on Measurement and Data (Measurement Part - K-5, Geometric Measurement) states, "Geometric measurement connects the two most critical domains of early mathematics, geometry and number, with each providing conceptual support to the other" (p. 2). Students move from recognizing and distinguishing attributes (labeling "big" or "bigger"), to becoming increasingly competent at comparing attributes without measurement ("taller than"), to measuring and indirectly comparing attributes of objects using numbers.

Other measures, such as weight, capacity, or mass (which have nongeometric attributes) are also briefly introduced in kindergarten, but this is only for exposure. The K-5 Progression on Measurement and Data also confirms the reciprocity between the understanding of measurement and estimation, and the crucial understanding of the concept of "unit" as a foundation for higher mathematics. Tools that measure continuous attributes, only gives approximate measurement. There is always room for a degree of error in these measurements. This extends understanding of equality in quantities also to equality in comparisons of various measurable attributes, like length.

Unit 4 also provides opportunity for graphing and probability in Module 4.

The mathematics content of Unit 4:

Children construct understandings in connected and integrated ways, not as isolated, individual pieces. Therefore, continually ask students to explain how they are problem solving ("How did you know?", "What made you think that?", etc.) so you can make explicit the connections students are already making from previous learning, strengthen the synaptic connections being constructed, and encourage the continuance of this sense-making behavior (NVACS, 2010, p. 6).

- Support and instruct the development of the new big mathematical ideas of:
 - Units: Refers to the unit being measured.
 - Measurement (with non-standard units): Units that vary in length (hands, feet).
 - Number writing (Writing numerals using symbols, E.g. 1,2,3).
 - Addition (+) Add to or joining, comparing, parts and parts.
 - Subtraction (-) Take from or separate, part of a whole, comparison.

- Continuous attributes geometric and non-geometric attributes (length, volume, area vs. capacity, temperature, weight...)
- Watch for students' attempts at thinking about and using these new strategic behaviors/strategies to demonstrate their emerging understandings of the big mathematical ideas:
 - Comparing
 - Estimating
 - Predicting
 - Graphing
 - Money pennies, nickels, used as models for 1s and 5s

Over time, with supportive and scaffolded instruction and interactions, students employ more efficient and effective use of strategies leading to and confirming deeper and more expanded understandings. Intentionality with the context and range of numbers students work with in mathematics supports this number sense development.

On-going enrichment:

- Continue noting the <u>Skills Across the Grade Level</u> chart in the Introduction section (Unit 4 p. iv). K.CC.1, K.CC.2, K.CC.4a & b, K.CC.5, K.MD.1, and K.MD.2 are standard expectations benchmarked to be secure by the end of this Unit. This includes counting to 20, counting forward from a number other than 1, and flexibly counting, tagging, and holding quantity (cardinality) for numbers up to 20. Also secure by the end of the Unit are K.MD.1 and K.MD.2 dealing with measuring and comparing lengths. Writing numerals, comparing written numerals, K.OA standards, and classifying objects are expectations still being introduced or developed throughout this Unit. (See p. iv) This is important information for those day-to-day professional instructional decisions you have to make within each Session as to what discussions or activities to extend or cut short or emphasize or skip or, etc.
- Expect all students to engage in the mathematics.

Essential Academic Vocabulary Use these words consistently during instruction.		
Essential Academic Vocabulary: (first time explicitly taught) *indicates Word Resource Cards are available in the materials	Review Academic Vocabulary: (Vocabulary explicitly taught in previous Units, or Number Corner)	
length*	half*	
after*/before*	less than*	
count on*	greater than*	
count back*	add*	
sum or total*	addition	
ones*	equation*	
tens*	between*	
long/longer/lonest*	subtract*	
short/shorter/shortest*	subtraction	
the same	equal*	
cent*	longer than/shorter than	
nickel*	compare*	
penny*	less*/more*	

Additional terminology that students may need support with: backward/forward, measure, middle, left/right, order, strategies, minus*, plus, next to*, graph, in all.

Standards listed in **bold** indicate a focus of the lesson.

NVACS (Content and	Mathematical Development	Instructional Clarifications & Considerations
Practices)	of the Big Idea	
Module 1- See	ssion 1: Building a Number Line	
K.CC.1 K.CC.2 K.MD.1 MP.1 MP.2 MP.7	 Access Prior Learning and Connections to Future Learning: Counting forward and backward from a given number is revisited in Unit 5. Compare two numbers from 1 to 10 presented as written numerals reappears in Units 5 & 6. In future grades students will 	 Guiding Questions: How can I use a number line to compare numbers? What do you notice about the size of the number and its location on the number line? Instructional Notes: Visual models are a created number line, student steps, and numerals. Interval counting is reinforced in this Session, in which students count the number of equal size intervals between two points. Note the sidebar note on p. 5 to support K.MP.7. Number Corner Connections:
	draw on the number line to explore whole numbers, fractions, and decimals. Beginning with the Big Idea and key Strategic Behaviors: • Predicting	 Counting forward and backward from any number in the range of 10 to 1 is expected to be secure. It continues in all months on <i>Number Corner</i>. Compare two numbers from 1 to 10 presented as written numerals is a developing concept. It reappears in Jan., Mar., Apr., and May.
	 Developing: understanding hierarchical inclusion using 1-to-1 correspondence counting forwards and backwards recognizing 0-9 sequence 	
Module 1- Ses	ssion 2: X-Ray Vision	
K.CC.1 K.CC.2 K.CC.4 MP.1	 Access Prior Learning and Connections to Future Learning: Number order from 0 to 10 was previously covered in Unit 3. Read numbers from 0 to 20 was covered in Units 1-3. Consider providing additional 	 Guiding Questions: Where does the number 5 go on our number line? How do you know? What words can we use to explain where on the number line a number goes? (before, after)? If all of the numbers on the number line are mixed up, how can they be put back in the correct order? Instructional Notes: Visual models are a created number line, the numerals to ten display cards, and a drawn
MP.2 MP.7	support through materials in Bridges Intervention Set 1 Volume 1 (online). Beginning with the Big Idea and	 Visual models are a created number line, the numerals to ten display cards, and a drawn number line on the board. Students are also problem solving <i>before</i> and <i>after</i>. Consider focusing on student math strategies (using landmark numbers, number sequence, using 1 more/1 less, counting, interval counting, etc.) to determine hidden numbers on the number line, substituting the idea of X-ray vision.
	 key Strategic Behaviors: using number relationships of <i>before</i> and <i>after</i> interval counting 	 Number Corner Connections: Order numerals from 0 to 10 is expected to be secure. This was explored in Dec. Read numbers from 0 to 20 is expected to be secure. This is included in all months. Writing and Enrichment:
	Developing:using hierarchical inclusion1-to-1 correspondence	Home Connection p. 12 and Home Connection tab pp. 77-80.
Module 1- Session 3: Introducing Work Place 4		
K.CC.1 K.CC.2 K.CC.3	Access Prior Learning and Connections to Future Learning: Beginning with the Big Idea and	 Guiding Questions: If all of the numbers on the number line are scrambled, how can the class put them in the correct order? What words can we use to describe the relationships among numbers? (before, after)
K.CC.4 K.CC.5	key Strategic Behaviors:Understanding hierarchical inclusion	 Instructional Notes: Visual models are the deck of number cards 0-10, and number line. Digital display tool link (see p. 2) found on the <u>Bridges web site.</u>
MP.1 MP.2 MP.7	 Using 1-to-1 correspondence counting forwards and backwards 	 Encourage students to use resources in the Number Corner, including the number line for this task. -continues on next page-

 recognizing 1-9 sequence Rather than sitting in a circle, consider having all students sitting on o number cards so all students see the numbers and number sequence orientation. During partner work, consider having students sit side by side so both numbers and number sequence in the correct orientation. Number Corner Connection: Order numerals from 0 to 10 is expected to be secure at this time. This 	
 Read numbers from 0 to 20 is expected to be secure. This is explored Writing and Enrichment: See Teacher Masters (p. T1) of the Work Place Guides for Differential See Work Place Instructions (p. T2) for game variations. 	is is explored in Dec. d in all months.
Optional <i>Work Place Log</i> (p. T3).	
Module 1- Session 4: Read My Mind, Part 1	
K.CC.3 K.CC.4Access Prior Learning and Connections to Future Learning: • Compare two numbers from 1 to 	-
 MP.1 MP.2 MP.7 Beginning with the Big Idea and key Strategic Behaviors: understanding hierarchical inclusion recognizing magnitude recognizing 1-9 sequence writing numbers Literature Connections: More or Less by Stuart J Murphy Number Corner Connections: Compare two numbers from 1 to 10 presented as written numerals is concept. It reappears in Jan., Mar., Apr., and May. Mumber Order CHECKPOINT – done individually (see p. 19 and T4) reteaching suggestion in the Assessment Binder, Bridges Unit Assess). Also see
Module 1- Session 5: Read My Mind, Part 2	
 K.CC.3 K.CC.4 Compare two numbers from 1 to 10 presented as written numerals reappears in Units 5 & 6. Compare numbers from 0-20 and compare two digit numbers are both covered in grade 1. MP.2 MP. Beginning with the Big Idea and key Strategic Behaviors: understanding hierarchical inclusion recognizing magnitude identifying 1-9 sequence number writing Guiding Questions: How can words be used to compare numbers? How do the terms greater than or less than help you determine the nu Instructional Notes: Visual model is the deck of number cards 0-20 (if appropriate). Scrambled Numbers One to Ten has a variety of differentiation option T1. Once students have mastered ordering and saying the number sec consider introducing a die to provide opportunities to count starting fro than 0 or 1. Literature Connections: Compare two numbers from 1 to 10 presented as written numerals is concept. It reappears in Jan, Mar, Apr, and May. Compare two digit n introductory concept and covered in grade 1. 	ns in Unit 4 Binder p. equence from 1-10, om a number other a developing
Writing and Enrichment: • Note the CHALLENGE idea (p. 22) provided in Problems & Investigat • Home Connection p. 23 and Home Connection tab pp. 81-82.	tions.
Module 2- Session 1: Foxes & Dens	
 K.CC.2 K.CC.4 K.CC.5 K.OA.1 K.OA.2 Access Prior Learning and Connections to Future Learning: Represent addition with objects, fingers, verbal explanations, expressions and equations is revisited in Units 2, 4, 6, 7, and 8. Guiding Questions: How can I find the total when I put two quantities together? What is a strategy can I use to find the total? 	strategy? What
 Keep in mind that being able to count forward, beginning from a given number is a prerequisite <i>-continues on next page-</i> 	

.	for counting on Understanding	Instructional Notes
MP.7	 for counting on. Understanding that each successive number name refers to a quantity that is one greater is the conceptual beginning for Grade 1 counting on. Through Bicycle Races Workplace, some students may have foundations for counting on (e.g. roll 3, put 3 in my head and 	 Instructional Notes: Visual models are dot die, numeral die, dominoes game board, and fingers. The counting on strategy is emphasized in this game. However, counting on as a strategy is not a kindergarten standard. It is a grade 1 standard: 1.OA.C.6. Counting on is considered an advanced method (Level 2) because students apply an abstract principle: the understanding that a counting word represents a group of objects that are added and addends become embedded within the total (OA Progressions, p. 5). Consider using two dot dice verses one dot die and one numeral die if needed to support student development. "Note on vocabulary: The term "total" is used here instead of the term "sum." "Sum" sounds the same as "some," but has the opposite meaning. "Some" is used to describe
	4, 5, 6. The total is 6.) Beginning with the Big Idea and key Strategic Behaviors:	 problem situations with one or both addends unknown, so it is better in the earlier grades to use "total" rather than "sum."" (OA Progressions, p. 8). Digital display tool link on the <u>Bridges web site.</u>
	 recognizing equivalence counting on 	 Literature Connections: Animals in Winter by Henrietta Bancroft & Richard G Van Gelder - builds background knowledge of foxes and dens.
	Developing: • using 1-to-1 correspondence • understanding cardinality	 <i>City Foxes</i> by Wendy Shattil - builds background knowledge of foxes and dens in an urban context. Number Corner Connections:
	composing/decomposing	Dec. – May Number Corner months revisit representing addition in various ways. Writing and Enrichment:
Module 2- Se	ssion 2: Introducing Work Place	 See Bridges Educator Site, Resources tab, Unit 4 M2 for additional resources for this Module.
Would 2 50.	Access Prior Learning and	Guiding Questions:
K.CC.2	Connections to Future Learning:	How can I find the total when I put two quantities together?
K.CC.2 K.CC.4		What is a strategy? What strategy can I use to find the total?
K.CC.4 K.CC.5	Beginning with the Big Idea and	
K.CC.J K.OA.1	key Strategic Behaviors:	 Instructional Notes: Visual models are the five-frame, cubes, and fingers.
K.OA.2	 recognizing equivalence counting on Developing: 	 Visual models are the five-frame, cubes, and fingers. The counting on strategy is emphasized in this game. However, counting on as a strategy is not a kindergarten standard. It is a grade 1 standard: 1.OA.C.6. Counting on is considered an advanced method (Level 2) because students apply an abstract principle: the understanding that a counting word represents a group of objects that are added and
MP.6 MP.7	 using 1-to-1 correspondence understanding cardinality composing/decomposing 	 addends become embedded within the total (OA Progressions, p. 5). Consider using two dot dice verses one dot die and one numeral die if needed to support student development.
		 Literature Connections: Animals in Winter by Henrietta Bancroft & Richard G Van Gelder - builds background knowledge of foxes and dens. City Foxes by Wendy Shattil - builds background knowledge of foxes and dens in an urban context.
		 Writing and Enrichment: See Teacher Masters (M2 S2 p. T11) of the Work Place Guides for Differentiation ideas. See Work Place Instructions (p. T2) for game variations. Home Connections p. 8 and Home Connection tab pp. 83-84.
Module 2- Se	ssion 3: The Forest Game	
K.CC.2 K.CC.4 K.CC.5 K.OA.1 K.OA.2	 Access Prior Learning and Connections to Future Learning: Represent addition and subtraction with objects, fingers, verbal explanations, expressions and equations is revisited in Units 7 and 8. 	 Guiding Questions: How can I represent addition and subtraction problems? How can I find what is left over when I take one quantity away from another? How can I find the total when I put two quantities together? What happens to the amount every time I add one? (The result is the next number in the counting sequence) What happens to the amount every time I subtract one? (The result is the previous
MP.1 MP.6 MP.7	Beginning with the Big Idea and key Strategic Behaviors: • recognizing equivalence	number in the counting sequence).
	Developing: • composing/decomposing	-continues on next page-

		 The Forest Game has a very weak connection to solving addition and subtraction story problems (K.OA.2). Besides the game using a forest/squirrel premise, students focus more on the + or – symbols and numerals when playing the game. There isn't a "story" being told or problem context with action. This will become a <i>Home Connection</i> in Session 5. Consider adding this game as an additional work place before it is sent home. Digital Display tool link on the <u>Bridges web site</u>. Literature Connections: <i>Scaredy Squirrel</i> by Melanie Watts (Use this literature link to build an engaging context. Book summary: From his home in the nut tree, Scaredy Squirrel is equipped for any sort of disaster or emergency, and rather than adventuring outside of his tree to experience the world, Scaredy Squirrel stays home to watch for danger day after day. The squirrels in The Forest Game hop in and out of the forest to get nuts and seeds. Number Corner Connections: Represent addition and subtraction with objects, fingers, verbal explanations, expressions and equations is a developing concept. Dec. – May <i>Number Corner</i> months revisit representing addition subtraction in various ways. Writing and Enrichment: Students can write an addition or subtraction number story based on the forest context. Example: In the morning 8 squirrels were in the forest. In the afternoon, 2 more squirrels came to the forest. How many squirrels are in the forest now? Provide students with opportunities to act out the Forest context with other students during Dramatic Play. Squirrel cut outs on sticks or felt squirrels on flanel board work well. Have students act out and reteaching suggestions aligned with the Checkpoint assessment can be found in the Assessment binder, Bridges Unit Assessment tab, pp.41-42. Child Watching and Assessment: Foxes & Dens CHECKPOINT – observe students at a time playing the gam
Module 2- Se	ssion 4: Beat You to Twenty Access Prior Learning and	Guiding Questions:
K.CC.2 K.CC.4 K.CC.5 K.OA.1 K.OA.2 MP.1 MP.6 MP.7	 Connections to Future Learning: Count up 20 objects arranged in line, rectangular array or circle to answer how many is addressed again in Units 6 & 7. Decompose numbers less than or equal to 10 into pairs in more than one way is addressed in all units. Beginning with the Big Idea and key Strategic Behaviors: counting on Developing: using the five-structure using the ten-structure understanding hierarchical inclusion to 20 Secure: understanding 1-to-1 correspondence counting forwards 	 How can benchmark numbers help me when adding? Why is grouping the cubes into towers of 10 helpful? Find out who is ahead, by how much, what number to hope to roll. Instructional Notes: Visual models are cubes and written numerals. The counting on strategy is emphasized in this game through teacher notes. However, counting on as a strategy is not a kindergarten standard. It is a grade 1 standard: 1.OA.6. Counting on is considered an advanced method (Level 2) because students apply an abstract principle: the understanding that a counting word represents a group of objects that are added, and the addends become embedded within the total (OA Progressions, p. 5). Number Corner Connections: Expected to be secure - count up 20 objects arranged in line, rectangular array or circle to answer how many. Addressed in Feb., Mar. and April. Developing - decompose numbers less than or equal to 10 into pairs in more than one way is a developing concept. Months OctMay cover this concept.

Module 2- Ses	ssion 5: Introducing Work Place	4C Beat You to Twenty
	Access Prior Learning and	Guiding Questions:
K.CC.2	Connections to Future Learning:	How can benchmark numbers help me when adding?
K.CC.4	Designing with the Dis Idea and	Why is grouping the cubes into towers of 10 helpful? Find out who is ahead, by how much,
K.CC.5	Beginning with the Big Idea and	what number to hope to roll.
K.OA.1	key Strategic Behaviors:	Instructional Notes:
K.OA.2	 counting on 	 Visual models are cubes and the game board with written numerals.
10.07.12	Developing:	Digital display tool link on the Bridges web site.
	 using the five-structure 	
MP.1	 using the ten-structure 	Number Corner Connections:
MP.6	understanding hierarchical	 Counting backwards from any number in the range of 10 to 1 is an introductory skill. It continues in all months on Number Corner.
MP.7	inclusion to 20	 Dec. – May Number Corner months revisit representing subtraction in various ways.
		• Dec. – way wander comer month's revisit representing subtraction in various ways.
	Secure:	Child Watching and Assessment:
	 using 1-to-1 correspondence 	• See Teacher Masters (M2 S5 p. T5) of the Work Place Guides for Differentiation ideas.
	counting forward	See Work Place Instructions (T6) for game variations.
	, , , , , , , , , , , , , , , , , , ,	Home Connection p. 19 and Home Connection tab pp. 85-89.
Module 3- Ses	ssion 1: Longer, Shorter, or the S	
K 00 1	Access Prior Learning and	Guiding Questions:
K.CC.1	Connections to Future Learning:	 How do we know whether one object is longer or shorter than another? Why do we need to use identical measurement units to get accurate results?
K.CC.2	Describe measureable attributes	 Why do we need to disc identical measurement units to get accurate results? Why does one unit of measure give a different result than another?
K.CC.6	of objects, such as length or weight and describe several	 What attributes of an object can be measured?
K.MD.1	measurable attributes of a single	What does it mean to measure something? Does how I measure matter?
K.MD.2	object are covered in Unit 8 also.	How can I compare 2 or 3 objects by their size?
	 Directly compare two objects 	How do you know which is longer? Shorter? Same?
MP.1	with a measureable attribute in	
	common, to see which object	Instructional Notes:
MP.6	has "more of"/"less of" the	 Visual models are ribbons, cubes, and <> symbols. Students problem solve <i>longer, shorter</i>, and <i>the same</i>.
	attribute, and describe the	 Students problem solve <i>longer, shorter</i>, and <i>the same</i>. Note time and materials needed for preparation for this Session.
	difference are also covered in	
	Unit 8.	Number Corner Connections:
	• Compare two numbers from 1 to	Expected to be secure - Describe measureable attributes of objects, such as length or
	10 presented as written	weight. Describe several measureable attributes of a single object. Topic is explored in
	numerals reappears in Units 5 &	 Nov. Directly compare two objects with a measureable attribute in common, to see which object
	6.	 Directly compare two objects with a measureable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. This topic is addressed in
		Nov.
	Beginning with the Big Idea and	
	key Strategic Behaviors:	Writing and Enrichment:
	 writing > and < equations 	Investigation: Measure the height of 3 classmates using a non-standard unit (e.g.
	Developing:	dominoes, playing cards, paper clips, etc.). Have each person lie down and measure the from head to toe. Show what you used as your measuring unit and how many you used to
		measure each person. Draw a picture of your group from shortest to tallest. Use math
	 measuring length with non- standard measures 	vocabulary to write about what you learned (shortest, tallest, taller than, shorter than).
	comparing	
	 recognizing magnitude 	
Module 3- Ses	ssion 2: How Long?	
	Access Prior Learning and	Guiding Questions:
K.CC.1	Connections to Future Learning:	What attributes of an object can be measured?
K.CC.2	Describe measurable attributes	What does it mean to measure something? Does how I measure matter?
K.CC.2 K.CC.6	of objects, such as length or	How can I compare 2 or 3 objects by their size?
K.CC.0 K.MD.1	weight, describe several	How do you know which is longer? Shorter? Same?
K.MD.1 K.MD.2	measurable attributes of a single	Instructional Notes:
R.IVID.Z	object are covered in Unit 8.	 Visual models are an object, cut strings, and cubes.
	 Directly compare two objects 	 Students problem solve <i>longer than</i>, shorter than, and the same as.
MP.1	with a measureable attribute in	
MP.6	common, to see which object	
	has "more of"/"less of" the	
	attribute, and describe the	
	difference are also covered in	
	Unit 8.	-continues on next page-
		continues on next page-

Madula 2 Ca	Beginning with the Big Idea and key Strategic Behaviors: • measuring length with non- standard measures • comparing length • recognizing magnitude	 Number Corner Connections: Expected to be secure - Describe measureable attributes of objects, such as length or weight. Describe several measureable attributes of a single object. This topic is explored in Nov. Directly compare two objects with a measureable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. This is explored in Nov. Developing - Compare two numbers from 1 to 10 presented as written numerals. It reappears in Jan., Mar., Apr., and May. Writing and Enrichment: How tall is your toy investigation: Measure your favorite stuffed toy, teddy bear or doll using non-standard units (e.g. paper clips, coins, dominoes, or anything else you have that you lay end to end). Choose a non-standard unit that you will use to measure how tall your toy is. Measure your toy lengthwise (e.g. head to toe). Repeat with a different non-standard unit. Was your measurement the same or different from the first unit you used? Home Connection p. 12 and Home Connection tab pp. 91-92.
would 3- Se	ssion 3: Animal Paths Access Prior Learning and	Guiding Questions:
K.CC.2 K.CC.4 K.CC.6	 Access Prior Learning and Connections to Future Learning: Expected to be mastered: Describe measureable attributes of objects, such as length or 	 How can I compare 2 or 3 objects by their size? How do you know which is longer? Shorter? Same? Instructional Notes:
K.MD.1 K.MD.2	weight. Describe several measureable attributes of a single object. Unit 8 covers this	 Visual models are heel-to-toe steps, taped paths, and cubes. If appropriate use animals that are more familiar to your class. Number Corner Connections:
MP.1	concept also.	Expected to be secure - Describe measureable attributes of objects, such as length or
MP.5	Directly compare two objects	weight. Describe several measureable attributes of a single object. This is explored in
MP.6	with a measureable attribute in	 Nov. Directly compare two objects with a measureable attribute in common, to see which object
MP.7	common, to see which object has "more of"/"less of" the	has "more of"/"less of" the attribute, and describe the difference. This is a focus in Nov.
	attribute, and describe the difference. Unit 8 covers this concept also. Beginning with the Big Idea and key Strategic Behaviors: • measuring length with non- standard measures • comparing length • recognizing magnitude	 Child Watching and Assessment: Counting & Writing Numbers CHECKPOINT – work with students individually (see p.15 and T1). Also see scoring and reteaching suggestion in the Assessment Binder, Bridges Unit Assessments tab pp. 44-45.
Module 3- Se	ession 4: Compare, Spin & Win	
incluie 5 St	Access Prior Learning and	Guiding Questions:
K.CC.2 K.CC.4 K.CC.6	 Connections to Future Learning: Describe measurable attributes of objects, such as length or weight, describe several 	 Does how I measure matter? How can I compare 2 or 3 objects by their size? How do you know which is longer? Shorter? Same?
K.MD.1 K.MD.2	measurable attributes of a single object are covered in Unit 8.	 Instructional Notes Visual models are craft sticks. Note objects needed for this Session.
MP.1	 Directly compare two objects with a measureable attribute in 	• Digital display tool link on the <u>Bridges web site</u> .
MP.6	common, to see which object	Number Corner Connections:
MP.7	 has "more of"/"less of" the attribute, and describe the difference are covered again in Unit 8. Compare two numbers from 1-10 presented as written numerals reappear in Units 5 & 6. 	 Expected to be secure - Describe measureable attributes of objects, such as length or weight. Describe several measureable attributes of a single object. Topic is explored in Nov. Directly compare two objects with a measureable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. This is featured in Nov. Developing - Compare two numbers from 1 to 10 presented as written numerals. It reappears in Jan., Mar., Apr., and May. Writing and Enrichment: Refer to the Word Resource Cards to support the use of vocabulary.
	-continues on next page-	

 K.OC.0 K.OA.3 K.MD.3 MP.1 MP.1 Classify objects into categories and count the number of objects MP.1 Classify objects into categories and count the number of objects MINING Constructional Notes: Visual models are coins. Consider having available actual coins that students can manipulate. Student will identify nickels and pennies, however, the value of the coins is the focu this session as ones and fives. 		Designing with the Division of	
Image: standard measures Comparing length Module 3-Session 5: How Many Cubes? How Many Sticks? Module 3-Session 5: How Many Cubes? How Many Sticks? Connections to Future Learning:			
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Module 4- Session 1: Which Coin Will Win? Access Prior Learning and Connections to Future Learning: Access Prior Learning and Connections to Future Learning: Guiding Questions: K.CC.6 • Decompose numbers less than or equal to 10 into pairs in more than one way is covered in all units. • What is a number relationship? How can they help me? MP.1 • Classify objects into categories and count the number of objects in different categories is covered in Units 1, 5, & 7. • What is a number relationship? How can they help me? MP.8 • Classify objects into categories in Units 1, 5, & 7. • What is a number relationship? How can they help me? MP.8 • Classify objects into categories in Units 1, 5, & 7. • What is a number relationship? How can they help me? MP.8 • Classify objects into categories in Units 1, 5, & 7. • What is a number relationship? How can they help me? MP.8 • Classify objects into categories in Units 1, 5, & 7. • Visual models are coins. Consider having available actual coins that students can manipulate. • Using the five-structure counting on recognizing coins by name categorizing & comparing • The five-structure is reinforced by use of the graph. The graph also emphasizes pra with counting "5 and some more" and the idea that 10 is composed of two sets of 5 • Graphing and probability is covered in this activity but is not the main focus of the left • Digital display tool link on the <u>Bridges web site</u> . Literature Connections: • Categorizing & comparing <td></td> <td> recognizing magnitude </td> <td></td>		 recognizing magnitude 	
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 Classify objects into categories and count the number of objects in different categories 			
			acecioping concept. This is included in Oct., Dec., Ividi., Apr. & Ividy.

Module 4- Ses	ssion 2: Introducing Work Place	
K 00 F	Access Prior Learning and	Guiding Questions:What is a number relationship? How can they help me?
K.CC.5	Connections to Future Learning:	 Why is it important that I can build the number combinations for the number 5? 10?
K.CC.6	Decompose numbers less than ar equal to 10 into pairs in more	
K.OA.3	or equal to 10 into pairs in more than one way is a developing	Instructional Notes:
K.MD.3	concept. All units cover this	 Consider having available actual coins that students can manipulate.
	concept.	• This activity emphasizes practice with counting "5 and some more" and the idea that 10 is
MP.1	 Classify objects into categories 	composed of two sets of 5.
MP.7	and count the number of objects	• Graphing and probability is covered in this activity but is not the main focus of the lesson.
	in different categories is a	Literature Connections:
MP.8	developing concept. It is covered	The Penny Pot by Stuart J Murphy
	in Units 1,5,&7	
		Number Corner Connections:
	Beginning with the Big Idea and	Decompose numbers less than or equal to 10 into pairs in more than one way is a developing apparent. Months, Oct. May evaluate this apparent.
	key Strategic Behaviors:	 developing concept. Months OctMay explore this concept. Classify objects into categories and count the number of objects in different categories is a
	 using the five-structure 	developing concept. See the following months: Oct., Dec., Mar., Apr. & May.
	 counting on 	
	 recognizing coins by name 	Writing and Enrichment:
	 categorizing & comparing 	• See Teacher Masters (M4 S2 p. T2) of the Work Place Guides for Differentiation ideas.
		 See Work Place Instructions (p. T3) for game variations.
		Home Connection p. 9 and Home Connection tab pp. 95-96.
Module 4- Ses	ssion 3: Money March	
	Access Prior Learning and	Guiding Questions:
K.CC.5	Connections to Future Learning:	Why is it important that I can build the number combinations for the number 5? 10?
K.CC.6	Count up 20 objects arranged in	How can I use different combinations of numbers to represent the same quantity?
K.OA.3	line, rectangular array or circle to	Instructional Notes:
	answer how many is addressed	Visual models are coins.
MP.1	again in Units 6, & 7.	Consider having available actual coins that students can manipulate.
	Decompose numbers less than	Students will problem solve with pennies and nickels.
MP.7	or equal to 10 into pairs in more	• The counting on strategy is emphasized in this game through teacher notes. However,
MP.8	than one way is covered in all	counting on as a strategy is not a kindergarten standard. It is a grade 1 standard:
	units.	1.OA.C.6. Counting on is considered an advanced method (Level 2) because students
	Beginning with the Big Idea and	apply an abstract principle: the understanding that a counting word represents a group of objects that are added and addends become embedded within the total (OA Progressions,
	key Strategic Behaviors:	p. 5).
	 using the five-structure 	 Digital display tool link on the <u>Bridges web site</u>.
	 counting on 	g
	 recognizing coins by name and 	Literature Connections:
	value	Benny's Pennies by Pat Brisson
	composing	Number Corner Connections:
		 Number Corner Connections: Expected to be secure - count up 20 objects arranged in line, rectangular array or circle to
		answer how many. This is addressed in February, March and April.
		Developing - decompose numbers less than or equal to 10 into pairs in more than one
		way is a developing concept. Months OctMay include this concept.
Module 4- See	ssion 4: Money March Partner Ga	
	Access Prior Learning and	Guiding Questions:
K.CC.5	Connections to Future Learning:	• Why is it important that I can build the number combinations for the number 5? 10?
K.CC.6	 Count up 20 objects arranged in 	How can I use different combinations of numbers to represent the same quantity?
K.OA.3	line, rectangular array or circle to	Instructional Notes:
	answer how many is addressed	
		 Visual models are game spinners and game board
	again in Units 6, & 7.	 Visual models are game spinners and game board. Consider having available actual coins that students can manipulate.
MP.1	again in Units 6, & 7. • Decompose numbers less than	Consider having available actual coins that students can manipulate.
	 again in Units 6, & 7. Decompose numbers less than or equal to 10 into pairs in more 	Consider having available actual coins that students can manipulate.
MP.1 MP.7	 again in Units 6, & 7. Decompose numbers less than or equal to 10 into pairs in more than one way is covered in all 	 Consider having available actual coins that students can manipulate. The counting on strategy is emphasized in this game through teacher notes. However, counting on as a strategy is not a kindergarten standard. It is a grade 1 standard: 1.OA.C.6. Counting on is considered an advanced method (Level 2) because students
MP.1	 again in Units 6, & 7. Decompose numbers less than or equal to 10 into pairs in more 	 Consider having available actual coins that students can manipulate. The counting on strategy is emphasized in this game through teacher notes. However, counting on as a strategy is not a kindergarten standard. It is a grade 1 standard: 1.OA.C.6. Counting on is considered an advanced method (Level 2) because students apply an abstract principle: the understanding that a counting word represents a group of
MP.1 MP.7	 again in Units 6, & 7. Decompose numbers less than or equal to 10 into pairs in more than one way is covered in all units. 	 Consider having available actual coins that students can manipulate. The counting on strategy is emphasized in this game through teacher notes. However, counting on as a strategy is not a kindergarten standard. It is a grade 1 standard: 1.OA.C.6. Counting on is considered an advanced method (Level 2) because students apply an abstract principle: the understanding that a counting word represents a group of objects that are added and addends become embedded within the total (OA Progressions,
MP.1 MP.7	 again in Units 6, & 7. Decompose numbers less than or equal to 10 into pairs in more than one way is covered in all units. Beginning with the Big Idea and 	 Consider having available actual coins that students can manipulate. The counting on strategy is emphasized in this game through teacher notes. However, counting on as a strategy is not a kindergarten standard. It is a grade 1 standard: 1.OA.C.6. Counting on is considered an advanced method (Level 2) because students apply an abstract principle: the understanding that a counting word represents a group of objects that are added and addends become embedded within the total (OA Progressions, p. 5).
MP.1 MP.7	 again in Units 6, & 7. Decompose numbers less than or equal to 10 into pairs in more than one way is covered in all units. Beginning with the Big Idea and key Strategic Behaviors: 	 Consider having available actual coins that students can manipulate. The counting on strategy is emphasized in this game through teacher notes. However, counting on as a strategy is not a kindergarten standard. It is a grade 1 standard: 1.OA.C.6. Counting on is considered an advanced method (Level 2) because students apply an abstract principle: the understanding that a counting word represents a group of objects that are added and addends become embedded within the total (OA Progressions, p. 5). Consider playing this game during your small group instruction or as an additional Work
MP.1 MP.7	 again in Units 6, & 7. Decompose numbers less than or equal to 10 into pairs in more than one way is covered in all units. Beginning with the Big Idea and key Strategic Behaviors: using the five-structure 	 Consider having available actual coins that students can manipulate. The counting on strategy is emphasized in this game through teacher notes. However, counting on as a strategy is not a kindergarten standard. It is a grade 1 standard: 1.OA.C.6. Counting on is considered an advanced method (Level 2) because students apply an abstract principle: the understanding that a counting word represents a group of objects that are added and addends become embedded within the total (OA Progressions, p. 5).
MP.1 MP.7	 again in Units 6, & 7. Decompose numbers less than or equal to 10 into pairs in more than one way is covered in all units. Beginning with the Big Idea and key Strategic Behaviors: using the five-structure counting on 	 Consider having available actual coins that students can manipulate. The counting on strategy is emphasized in this game through teacher notes. However, counting on as a strategy is not a kindergarten standard. It is a grade 1 standard: 1.OA.C.6. Counting on is considered an advanced method (Level 2) because students apply an abstract principle: the understanding that a counting word represents a group of objects that are added and addends become embedded within the total (OA Progressions, p. 5). Consider playing this game during your small group instruction or as an additional Work Place, so you can provide prompting to count coin combinations.
MP.1 MP.7	 again in Units 6, & 7. Decompose numbers less than or equal to 10 into pairs in more than one way is covered in all units. Beginning with the Big Idea and key Strategic Behaviors: using the five-structure 	 Consider having available actual coins that students can manipulate. The counting on strategy is emphasized in this game through teacher notes. However, counting on as a strategy is not a kindergarten standard. It is a grade 1 standard: 1.OA.C.6. Counting on is considered an advanced method (Level 2) because students apply an abstract principle: the understanding that a counting word represents a group of objects that are added and addends become embedded within the total (OA Progressions, p. 5). Consider playing this game during your small group instruction or as an additional Work

		 Literature Connections: Bunny Money by Rosemary Wells Number Corner Connections: Expected to be secure - count up 20 objects arranged in line, rectangular array or circle to answer how many. Addressed in Feb., Mar. and April. Developing - decompose numbers less than or equal to 10 into pairs in more than one way is a developing concept. Months OctMay address this concept. Child Watching and Assessment: Money March Partner Game CHECKPOINT – watch small groups during the game (see p. 16 and T7). Also see the reteaching suggestion in the Assessment Binder, Bridges Unit Assessments tab p. 47.
Module 4- S	ession 5: Introducing Work Place	
K.CC.2 K.OA.1 K.MD.3 MP.1 MP.7 MP.8	Access Prior Learning and Connections to Future Learning: • Fluently add and subtract within 5 is covered in all units. Beginning with the Big Idea and key Strategic Behaviors: • using fluency Developing: • using the five-structure • composing • counting on • naming coins and values	 Guiding Questions: Why is it important that I can build the number combinations for the number 5? 10? How can I use different combinations of numbers to represent the same quantity? Instructional Notes: Visual models are coins. The counting on strategy is emphasized in this game through teacher notes. However, counting on as a strategy is not a kindergarten standard. It is a grade 1 standard: 1.OA.C.6. Counting on is considered an advanced method (Level 2) because students apply an abstract principle: the understanding that a counting word represents a group of objects that are added and addends become embedded within the total (OA Progressions, p. 5). Race You to 15 Cents might not be an independent workplace yet. Consider playing this game during your small group instruction instead so that you can provide prompting to trade 5 pennies for a nickel. Trading and grouping is an important concept for place value foundations. Consider providing teacher support to explore this concept. Make explicit how amounts greater than 5 can be seen as a group of 5 and some more ones. Discuss with students how some coins are worth more than others (e.g. some students look at two nickels and one penny and conclude the total is 3, while others report that the total is 11 cents.). Digital display tool link Bridges web site.
		 Lemonade in Winter by Emily Jenkins Number Corner Connections: Fluently add and subtract within 5 is an introductory concept. Months OctMay help develop this concept. Writing and Enrichment: See Teacher Masters (p. T8) of the Work Place Guides for Differentiation ideas Home Connection p. 20 and Home Connection tab pp. 97-98.

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