

Grade: Kindergarten
Unit Name: Numbers 0-10 (Part 1)
Length of Unit: 22 days

Question 1: What do we want students to learn and be able to do? Read, represent, and count numbers to 10.

Step 1: Identify the essential standards for the unit.

Essential standards taught in this unit:

k.ns.3 read numbers 0-20 and represent a number of objects 0-20 with a written numeral

***we will be focused on 0-10 for this unit**

k.ns.5 count a given number of objects from 1-20 and connect this sequence in a one to one manner

***we will be focused on 0-10 for this unit**

Supporting Standards taught in this unit:

K.NS.1 Count forward by ones and tens to 100.

K.NS.4 Understand the relationship between number and quantity. Connect counting to cardinality by demonstrating an understanding that:

a. the last number said tells the number of objects in the set (cardinality);

b. the number of objects is the same regardless of their arrangement or the order in which they are counted (conservation of number);

c. each successive number name refers to a quantity that is one more and each previous number name refers to a quantity that is one less.

Question 2 (summative/end of unit): How will we know if they have learned it? What evidence will tell us they meet the standards by the end of the unit?

Step 2: Discuss evidence of the end in mind (summative measure): How will you know if students achieved these standards? What type of task could they perform or complete by the end of the unit? With what level of proficiency? With what type of problems or text?

Students will be able to read numbers 0-10 and represent a number of objects with a written numeral.

Step 3: Share the specific learning targets (bite-size pieces of learning) that lead to students accomplishing the unit goals. Be sure to identify the main ideas emphasized in the unit. (Notes: try to limit to no more than 5 per unit, use unwrapping standards template to guide you in creating learning targets)

Learning Targets (Step 3)	Assessment Items (Step 4)
I can read numbers 0-10.	One on one assessment with student viewing numbers 0-10 and identifying them.

I can represent a number of objects 0-10 with a written numeral.	Individual student assessment; students will represent numbers 0-10 by writing each number in a box.
I can count a given number of objects 0-10 in a one-to-one manner.	Individual student assessment; students will count sets of objects ranging from 0-10

Question 2.5 (formative/CFAs): Where in the unit does it make sense to see if our students are learning what we are teaching? What evidence will we collect along the way?

Step 4: Do the following -

- Identify the specific learning targets that will be commonly assessed (formatively). Your team should collectively monitor learning targets that are typically challenging for students.
- Identify or develop brief but aligned assessment items that will provide usable evidence about students' understanding and skill. Discuss the level of proficiency you would expect for the assessment item or items.

Step 5: Plan the sequence of instruction and the timing for common formative assessments. As the team designs the plan, they should include the quality instructional practices that support high levels of student learning (What are the best instructional practices or strategies we will embed in this unit?)

Sequential Plan for Unit Instruction and Monitoring Learning		
Days	Lessons or Activities	Embedded Assessment Checkpoints (Formative and summative)
1	Pre-assessment 0-10	Pre-assessment 0-10 (slides)
2	Pre-assessment 0-10	Counting sets 0-10
3	Numbers 0-1	
4	Numbers 0-1	
5	Numbers 2-3	
6	Numbers 2-3	
7	Numbers 4-5	
8	Numbers 4-5	

9	Number 6-7	CFA on number recognition 0-5 (slides) Quick check on counting sets 0-5
10	Number 6-7	
11	Number 8-9	
12	Numbers 8-9	
13	Number 10	
14	Number 10	
15	Review numbers 0-10	
16	Review numbers 0-10	
17	Review numbers 0-10	CFA on number recognition 0-10 (slides) Quick check on counting sets 0-10
18	Review numbers 0-10	
19	Review numbers 0-10	
20	Mid-assessment 0-10	Mid-assessment part 1 (slides on iPad)
21	Mid-assessment 0-10	Mid-assessment part 2 (counting sets)

Notes: Adjust days based on school year calendar

**Unit will likely start on Monday, August 29 and will end on Friday, September 16 = This works out if you teach colors the first two weeks.