

Kindergarten Chapter Planning Guide

Chapter 2: Numbers to 10

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Chapter Overview</p> | <p>Math Background: Briefly describe what this section tells you about the mathematics taught in this chapter.</p> | <p>Chapter 2 – Numbers to 10 Students will count from 0-9, be able to deduce one more/less in a set (basis for simple addition/subtraction)</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Chapter Assessment</p> | <p>Begin with the end in mind What does the assessment tell you about the key concepts and visuals from this chapter? How will students show evidence of understanding?</p> | <ul style="list-style-type: none"> • Understand numbers to 10 • Count, write & easily recognize numbers to 10 • Pair sets with numerals • Pair 1-to-1 <p>Evidenced by end of chapter test, teacher observations, math talk sections, independent work.</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Chapter Planning Guide</p> | <ul style="list-style-type: none"> • Number of Lessons • Suggested Pacing (# of days) • Review Instructional Objectives & Materials | <ul style="list-style-type: none"> • 6 • 17 • Various manipulatives, activity cards, TR pages; identify one more/less, count, write and name numerals to 9, pair sets with numerals |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Chapter Introduction</p> | <p>Review Introduction and Resources: What activity cards/manipulatives will you need? Are there technology resources that would be useful? How will you incorporate them? What vocabulary will be used in the chapter?</p> | <p>Materials:</p> <ul style="list-style-type: none"> • Teacher activity cards • Teacher numeral cards • Extra practice pages • Student workbook • Counters • Cubes • Game boards • Number cubes • Same/different cards • Student activity cards 2.2 a-n & 2.6 a-f • Paper clips • Orange crayons <p>Vocabulary:</p> <ul style="list-style-type: none"> • Six, seven, eight, nine and zero • One more/less/same number |