



Marietta City Schools District Unit Planner

Kindergarten

Unit Title	Launch Unit	Unit duration	5-7 days
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GSE Standards

Standards

MGSEK.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. *(Limit category counts to be less than or equal to 10.)*

MGSEK.CC.4 Understand the relationship between numbers and quantities, connect counting to cardinality.

- a. 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.
- b. 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 are counted.
- c. Understand that each successive number name refers to a quantity that is one larger.

MGSEK.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1 – 20, count out that many objects.

Standards for Mathematical Practice 1-8

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Essential Questions

Why do we do Number Talks?
What will our daily math time look/sound like?

What is a mathematician? How do mathematicians use tools/toolkits appropriately?
How do mathematicians work in groups?
What does it mean to be precise?
How do mathematicians construct viable arguments in order to defend their thinking?
How do mathematicians critique the reasoning of others?
How do mathematicians show their work?
How do mathematicians make sense of problems?
How do mathematicians persevere in solving problems?
How do mathematicians connect math to the real world?
What are the procedures for rotations?

Assessment Tasks

Diagnostic Assessment(s): Grade K Savvas Readiness Test

Formative Assessment(s): Independent Tasks, Observations, Interviews

Unit Overview and Rationale

Purpose and Goals of the Launch Unit

- for students to become familiar with the rituals and routines of the Mathematics Workshop, Number Talks and Guided Math.
- for teachers to be able to implement and teach the rituals and routines that allow Number Talks, Guided Math and the Mathematics Workshop to function smoothly in the classroom.

Rituals and routines that should be established in the mini-lesson include the following:

- expectations of behavior when working with a partner, small group or participating in a whole group discussion.
- signals to use for confusion, questions, or proposing alternative strategies or solutions.
- how and when movement is constrained or not constrained.
- how student work and oral participation is respected.
- what to do when an activity is completed.
- how and when to use the tools of mathematics.

Teacher Preparation Before Beginning the Launch Unit

Make decisions regarding:

- *Will students be called to a central meeting place?*
- *How will manipulatives be managed?*
- *What signals will you use to call students to the math workshop, get their attention and to begin cleanup? (bell, wind chime, music)*
- *Will you have a bulletin board dedicated to the Math Workshop? If not, how will you organize daily groups?*
- *How will the teacher handle movement during workshop (bathroom, sharpening pencils, etc.)?*

- Do you want to establish a “hands-off” signal for when students should stop working and listen for instructions?

Read through the unit to see what centers need to be prepared ahead of time.

Suggested Math Block: [MCS Math Framework + Savvas Observation Tool](#)

Duration	Instructional Component	Description
5-10 min.	Number Talk	<ul style="list-style-type: none"> • classroom conversation around purposefully crafted computation problems that are solved mentally • Can be done anytime throughout the day.
5-10 min.	Opening <i>Savvas Component: Solve & Share</i>	<ul style="list-style-type: none"> • Activating strategy to activate schema (problem-based learning) • Introduces standard(s), learning target(s) and success criteria, along with an emphasis on academic work • Engages students, accesses prior knowledge and makes connections • Provides explicit instruction aligned to standard(s), including skill development and conceptual understanding
5-10 min.	Transition to Work Session <i>Savvas Component: Visual Learning Bridge + Guided Practice</i>	<ul style="list-style-type: none"> • Engages students in collaborative, problem-solving tasks • Engages students in lesson-specific discussion • Models problem-solving and comprehension strategies • Asks challenging questions
30-45 min.	Work Session <i>Savvas Component: Assess & Differentiate</i>	<ul style="list-style-type: none"> • Provides small group instruction based on data (differentiated support) • Facilitates independent and small group work; scaffolds learning task • Purposefully forms collaborative groups and differentiates tasks allowing for student choice • Monitors, assesses and documents student progress and provides ongoing, standards-based feedback • Allows students to engage in productive struggle, make mistakes, and engage in error analysis
5 min.	Closing <i>Savvas Component: Quick Check</i>	<ul style="list-style-type: none"> • Clarifies misconceptions in student understanding and provides data-driven, targeted feedback • Formatively assesses student understanding • Summarizes and celebrates progress toward learning target and mastery of standard(s) • Identifies next steps for instruction based on data analysis

As you work through the math workshop for this launch unit, the times might be different than they will be as you move through the year. These are just guiding times. Your differentiated groups will later be your differentiated lessons and small group instruction time based on student needs.

Anchor Charts for Routines and Procedures:

The anchor charts included below are shared to give you ideas for use in your classroom. However, the anchor charts for your class NEED to be created by the students. You can write them, but students should be involved in generating the ideas you record. The anchor charts SHOULD NOT be created prior to the lesson.

[K Look Sound Act Anchor Chart.jpg](#) [K Math Talk Anchor Chart.jpg](#) [K Partner Talk Anchor Chart.jpg](#)

[K Math Workshop Anchor Chart .jpg](#) [K Manipulatives Anchor Chart .jpg](#)

Common Learning Experiences

Day 1 Lesson

Number Talk

A Number Talk is not required today. Instead, move to the Math Workshop portion of the lesson plans.

Math Workshop

Opening: How to Use Manipulatives and Work in Centers

1. Read a math counting book (teacher's choice).
Possible Books: Over in the Meadow: A Counting Rhyme by Olive A. Wadsworth; Ten Little Rubber Ducks by Eric Carle; Everybody Counts by Stuart J. Murphy (Math Start Series)
2. Introduce the concept of math time and procedures of working in math centers. Suggestions for center time rules (Create anchor chart for center expectations, model these procedures one at a time).
[K_math_station_norms.jpg](#)
 - Stay at your table or work space.
 - Do not throw objects/ manipulatives.
 - Use your inside voice to speak to your friends in your group.
 - Share the manipulatives with everyone in your group.
 - Raise your hand if you have a question or need help.
 - Listen/ Watch for a clean-up signal.
 - Clean-up procedures.
3. Introduce math tools/ manipulatives for that day (ex. Teddy bears counters, pattern blocks, linking cubes, color tiles, etc.). Choose 3 or 4 manipulatives to introduce.

Work Time

Students will work at their tables next to a partner. Give each partner group one bag/basket of supplies (Rotate these manipulatives daily.) Allow the students time (10 minutes max.) to explore with their manipulative. During this time, give reminders of the expectations to keep students focused and on task. Teacher will take anecdotal notes of how the students are interacting with each other and the manipulatives. Teacher is taking every opportunity to praise those students that are on task and working nicely with their friends. When ready, signal for clean-up and have students practice cleaning up their center in the correct manner.

Closing

Gather students on the carpet. Review center rules and procedures. Discuss what went well and what needs to be improved upon for the next day.

Possible questions for discussion:

- *What manipulative/ math tool did you use today?*
- *How did you use your manipulative/ math tool?*
- *Tell me one Math Time rule that you remember.*
- *Thumbs up if you and your partner followed your center rules.*

Extra Activities

Transportation Graph

*Graph how the students will be going home. You may need to add an ASP label instead of the bike.

Extra Activities

Favorite Color Group

Allow students to make a "Color Person" to demonstrate their favorite color. Graph their "Color Person".

Day 2 Lesson

Number Talk

A Number Talk is not required today. Instead, move to the Math Workshop portion of the lesson plans.

Math Workshop

Opening: How to Use Manipulatives and Work in Centers

*If you have more than 3 groups and time permits, have your students do 2 center rotations and shorten the exploration time per bucket.

1. Play counting song on the Smartboard: [I Can Count to 10](#) | [Count to 10 Song](#) | [Counting Songs](#) | [Educational Songs](#) | [Jack Hartmann](#)
2. Review procedures and expectations (anchor chart).
3. Have students practice modeling (right vs. wrong). Emphasize what is the wrong choice and why.
4. Review the manipulatives/ math tools that were used in the previous lesson.

Work Time

Students will work at their tables with their partners. Rotate the manipulatives from the previous day - be sure student partner groups have a different manipulative. Allow the students time (10 minutes max.) to explore with their manipulative. Teacher will take anecdotal notes of how the students are interacting with each other and the manipulatives. Teacher is taking every opportunity to praise those students that are on task and working nicely with their friends. During this time, give reminders of the expectations to keep students focused and on task. When ready, signal for clean-up and have students practice cleaning up their center in the correct manner.

Closing

Gather students on the carpet and use these questions to guide your discussion.

Possible questions for discussion:

- *What manipulative/ math tool did you use today?*
- *How did you use your manipulative/ math tool?*
- *Tell me one Math Time rule that you remember.*
- *How was your math tool/manipulative different today from the one you used yesterday?*

Extra Activity

2 Color By Number (1-6) Activities- Schoolhouse and Bus

*Teach and model how to roll dice appropriately.

*Consider adding dot patterns to the numerals.

[K_Color Person.pdf](#)

Day 3 Lesson

Number Talk

A Number Talk is not required today. Instead, move to the Math Workshop portion of the lesson plans. If you do feel comfortable and want to begin Number Talks with your class, please feel free.

Math Workshop

Opening: Manipulatives and Graphing

1. Review center procedures by having students name the rules the class created.
2. Review the manipulatives/ math tools that were used in the previous lesson.

Work Time

Students will work at their tables with their partners. Rotate the manipulatives from the previous day - be sure student partner groups have a different manipulative. Allow the students time (10 minutes max.) to explore with their manipulative. Teacher will take anecdotal notes of how the students are interacting with each other and the manipulatives. Teacher is taking every opportunity to praise those students that are on task and working nicely with their friends. During this time, give reminders of the expectations to keep students focused and on task. When ready, signal for clean-up and have students practice cleaning up their center in the correct manner.

Gather the students on the carpet. Show the students the pre-made graph and tell them they are going to use this graph (which is a way to record all of their information) to show their favorite math tool. Show them their picture choices at the bottom of the graph. Give them 20 seconds of thinking time to think about which was their favorite. You may need to explain what the word favorite means. Have students come up one at a time to put their sticker or sticky note on the graph. Remember to model exactly how you want this to be done. Once every student has placed their sticker or sticky note on the graph, analyze the graph together by looking at how tall or short the bars are.

Closing

Review the graph and use these questions to guide the discussion.

- *Which group has more/less? Are any the same?*
- *How do you know?*
- *What can we learn from the graph?*

Have students think about working with their partner:

- *What is the best way to work with a partner?*
- *Why is it important to use your inside voice?*

Station 1

Chicka, Chicka, Boom, Boom

Create a class graph of letters in students' first names.

[K_CCB Letters in a Name](#)

Station 2

Color Matching Game

Match the pictures to color cards.

[K_Color Matching Game.pdf](#)

Station 3

Color Word Activity

Find an object of that color, draw, and color

[K_Look At What I Found.pdf](#)

Day 4 Lesson

Math Workshop

Opening: Numbers in Our World

1. Read aloud a math numbers book (teacher's choice). Possible choices: Make Way For Ducklings by Robert McCloskey; Fish Eyes: A Book You Can Count On by Lois Elhert; One, Two, Three, Sassafras by Stuart J. Murphy (MathStart Series); Everybody Counts by Stuart J. Murphy (MathStart Series)
2. Lead a discussion on where we can find numbers in our world. Teachers can use a circle map or bubble map to record students' responses.

Work Time

Assign partners and introduce/model think-pair-share before and practice with a simple share such as their favorite color. As a class, take a walk around your classroom, hallway, or school looking for all the places that numbers are seen. After the walk, gather the students on the carpet. Conduct a think-pair-share by having them think of the different places that numbers were seen. Remind them to “lock the answer” in their brain because it is not time to share yet! Next, have the students get with their partner and share what they saw. Ask a few students to share with the class.

Extension (if time permits): Students can record their findings in their math journal or on a sheet of paper.

Closing

Ask students the following questions:

- *Why are numbers important?*
- *Where did we see numbers?*
- *How do we use numbers every day?*

Station 1 <u>Gummy Bear Sort and Graph</u> Teach and model how to sort and graph <u>K_Gummy Bear Sorting Graphing.pdf</u>	Station 2 <u>Color Matching Game</u> Match the pictures to color cards. <u>K_Color Matching Game.pdf</u>	Station 3 <u>Color Word Activity</u> Find an object of that color, draw, and color <u>K_Look At What I Found.pdf</u>
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Day 5 Lesson

Math Workshop

Opening: Sorting Colors

1. Play [Brown Bear, Brown Bear, What Do You See?](#) on the Smartboard.
2. Introduce sorting. Using 3 different colors on linking cubes, give 8 to 10 students a linking cube. With teacher guidance, have the students try to figure out how to sort these cubes by color. Once the cubes have been sorted, review the word “sorting” and remind the students that they sorted by color.

Work Time

Using only 3 different colors, give each child a small colored paper square. Ask the students to sort themselves by color. Allow them time at first to attempt this skill with little guidance. If needed, the teacher may need to step in and organize the different groups. Once the students are sorted by color, have them sit down with their group. Display the graph. Explain to them that they are now going to make a class graph to record their colors in order to see which color had the most and which had the least. Then, have 1 student at a time, glue their square to the class graph. Make sure to model this procedure and explain that we have to start from the bottom of the graph. Once every student has had the opportunity to glue their square to the graph, analyze the graph with the class. Count each color together. (*Which color has the most? How do you know? Which color has the least? How do you know? Do any of the colors have the same number? If so, how can you tell by looking at the graph?*)

Have students go back to their tables to do a coloring activity. In this activity, they will be searching for certain color crayons. Pass out the Brown Bear Coloring Activity Sheet. Call out one color at a time and have students find that color crayon in their box. You may want to write the color word on the board. Then have students find the animal on the sheet, underline the color word, and color just that animal. Repeat this process for every animal.

[K_Brown Bear Coloring.pdf](#)

Gather students on the rug to complete the sorting smartboard activity.

Closing

Use these questions to guide your closing discussion.

- How did we sort today?
- What are the different colors we used?
- What did we use to record our information?

Station 1 <u>Brown Bear Animal Spin and Graph</u> Teach and model how to spin the spinner and graph the results. (See pages 1 – 3 of the attachment.) Brown Bear Spin and Graph.pdf	Station 2 <u>Brown Bear Roll and Color</u> Teach and model how to roll and color the animals. (See page 4 and 5 of the attachment.) Brown Bear Spin and Graph.pdf	Station 3 <u>Gummy Bear Sort and Graph</u> Teach and model how to sort and graph K Gummy Bear Sorting Graphing.pdf
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Day 6 Lesson

Math Workshop
Opening:
 Replay or read [Ten Little Rubber Ducks](#) by Eric Carle
 Replay or read [Ten Black Dots](#) by Donald Crews
Work Time
 Read the problem:
 Sara’s teacher asked her to put down and pick up five Color Tiles. Sara will count forward as she puts the Color Tiles down and count backward as she picks up the Color Tiles. Can you help Sara count forward to 5 and back?
 Have students work in partners and practice counting forward and back to five. Reread the problem, ask children to draw 5 Color Tiles on their paper and label them with the numbers 1-5 (for those able), counting as they go.

Closing
 Ask three pairs of students to count their number of color tiles forward and backward for the class. Ask questions such as these:

- What number comes after 0? What number comes next? (Continue this line of questioning until all children have repeated the counting forward sequence).
- What number comes before 5? What number comes before 4? (Continue this line of questioning until all children have repeated the counting-backward sequence).

As students count forward and backward, write the numbers 1-5 with a model on chart paper/board. Discuss the numeral zero.

Station 1 <u>_____’s Counting Book</u> K Counting Book.pdf	Station 2 <u>Build a Staircase</u> K Build It - Number Sense Activities.pdf	Station 3 <u>Five Frames</u> Count and write the number or have students use technology to access Five Frames .
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Day 7 Lesson

Math Workshop
Opening:
 Number Formation Songs & Poem p.40-42
Work Time
 Roll a Tower – p. 54-55 Kathy Richardson (1-6)
[K Build It - Number Sense Activities.pdf](#)
Closing
 Bring students back together and ask questions such as which tower is the longest, shortest? How do you know? If you had one cube and you rolled a six, how many cubes do you need to add to the tower

Station 1 <u>_____’s Counting Book</u> K_Counting Book.pdf	Station 2 <u>Build a Staircase</u> K_Build It - Number Sense Activities.pdf	Station 3 <u>Five Frames</u> Count and write the number or have students use technology to access Five Frames .
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Materials Needed		
Day 1 Lesson	Day 2 Lesson	Day 3 Lesson
<ul style="list-style-type: none"> • A counting book, such as: • <u>Over in the Meadow: A Counting Rhyme</u> by Olive A. Wadsworth; • <u>Ten Little Rubber Ducks</u> by Eric Carle; • <u>Everybody Counts</u> by Stuart J. Murphy (Math Start Series) • Variety of manipulatives (linking cubes, pattern blocks, color tiles, teddy bear counters, etc.) organized for groups of 2 • Chart paper • A marker 	<ul style="list-style-type: none"> • Chart paper • a marker • Smartboard • A variety of manipulatives (linking cubes, dominoes, pattern blocks, color tiles, teddy bears, etc.) organized for groups of 2 	<ul style="list-style-type: none"> • chart paper (pre-made bar graph to gather data on the students’ favorite math manipulatives) • stickers or sticky note • variety of manipulatives (linking cubes, dominoes, pattern blocks, color tiles, teddy bears, etc.) organized for groups of 2
Day 4 Lesson	Day 5 Lesson	Day 6 Lesson
<ul style="list-style-type: none"> • Smartboard • Math Number Book (teacher’s choice) • chart paper • markers • possible Math journal or paper 	<ul style="list-style-type: none"> • Smartboard • linking cubes • class set of 2 in x 2 in. paper squares in 3 different colors • chart paper (pre-made color graph) • glue • Brown Bear color activity sheet • Crayons 	<ul style="list-style-type: none"> • tiles • Smartboard • Linking cubes
Day 7 Lesson		
<ul style="list-style-type: none"> • Smartboard • Number formation song 40-42 in Kathy Richardson book • Cubes • Dice • Roller tower mat 54-55 in Kathy Richardson book 		