



Marietta City Schools District Topic Planner

Kindergarten

Topic Title	<i>Topic 2: Compare Numbers 0 to 5</i>	Unit duration	<i>9 days</i>
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Big Idea: Counting and Cardinality - Comparing Numbers 0 to 5

[Georgia Standards of Excellence](#)

■ **K.CC.6** -- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

■ **K.CC.7** -- Compare two numbers between 1 and 10 presented as written numerals. *(Additional instructional resources may be required.)*

■ **Major work of the grade** □ **Supporting standard** ● **Additional standard**

Informational Links

[GSE Unit 2 Frameworks: Comparing Numbers](#)

[MCS Math Instructional Framework](#)

[MCS Math Instructional Framework with Resource Guidance](#)

About the Math

[GaDOE:Grade K Standards Overview Document](#)

[GaDOE: What Do Standards Look Like in Kindergarten?](#)

Topic 2: Learning Resources

K.CC.6, K.CC.7

Lesson Number/Task/Module	Lesson	Lesson Description	Standards Addressed
Savvas 2-1	Equal Groups Savvas pp. 61-64	Students compare groups and identify those which are equal. (only numbers 0-5)	K.CC.6

Supplemental 2-1	Additional Practice Savvas p. 64B	Students will use counters and a five frame organizer to compare quantities. Offer a concrete opportunity to model the representations. Use the yellow side to represent the gray and red to represent the black counters on the page. After concrete, move to the representational sheet to complete.	K.CC.6
Savvas 2-2	Greater Than Savvas pp. 65-88	Students practice comparing groups through using the “matching strategy” to determine if one group is greater than another. (only numbers 0-5)	K.CC.6
Supplemental 2-2	Matching Bears MIP Module 5 p.105	Students explore the strategy of lining up and matching materials to compare them.	K.CC.6
Savvas 2-3	Less Than Savvas pp.69-72	Students practice comparing groups through using the “matching strategy” to determine if one group is less than another. (only numbers 0-5)	K.CC.6
Supplemental 2-3	Cups of Counters MIP Module 5 p.112	Students practice comparing quantities of counters in cups. Students work to compare by lining up the counters.	K.CC.6
Supplemental 2-3	Greater Than, Less Than	Students use counters to make a set of counters that is equal to the number rolled. Then then create a set that is less than, and another set that is greater than the set. Use the lining up strategy from the lesson (one-to-one correspondence)	K.CC.6
Savvas 2-4	Compare Groups to 5 by Counting Savvas pp. 73-76	Students compare groups AND identify numbers that are greater than, less than, and equal to. (only numbers 0-5)	K.CC.6 K.CC.7
Supplemental 2-4	Building Towers	Students use snap cubes to build towers with snap cubes. Students determine with each spin which tower is taller(greater) and which tower is shorter (less than). Adjust for number 0-5, extend 0-10 if students are ready.	K.CC.6 K.CC.7

Additional Resources

K.CC.4, K.CC.6

Standards Addressed	Lesson	Lesson Description
K.CC.4 and K.CC.6	GaDOE Scaffolding Task -Make Sets of Less-Same-More	Students will work on building sets that are less, the same and more than a given number.

Assessment Resources			
K.CC.6, K.CC.7			
Type	Location	Assessment Description	Standards Addressed
Formative	MCS Mini	The student shows if a number is larger or smaller than another number and can change one quantity into another.	K.CC.6
Formative	MCS Mini	Students will make comparisons by counting quantities and drawing a set that is more, less, and equal to them.	K.CC.6
Formative	MIP Module 5 p. 116	Students are given pairs of number cards and make comparisons by holding up the greater number, then explaining why.	K.CC.6
Summative	Savvas Topic Assessment TE pp. 85-86	Students will order and compare numbers in different ways, as well as read and write them. Digital or print form available through Savvas platform. Use MDIS to support student needs through data.	K.CC.6 K.CC.7
Summative	Savvas Topic Performance Task TE pp. 87-88	Students will count toys in a chest, then compare numbers by circling which is greater and explaining their thinking.	K.CC.6 K.CC.7