



Marietta City Schools

District Topic Planner

Kindergarten

Topic Title	<i>Topic 3: Numbers 6 to 10</i>	Unit duration	<i>9 days</i>
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Big Idea: Counting and Cardinality - Counting

[Georgia Standards of Excellence](#)

- **K.CC.3** – Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- **K.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.(one-to-one correspondence)
 - b. Understand that the last number name said tells the number of objects counted (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.
 - c. Understand that each successive number name refers to a quantity that is one larger.

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

Informational Links

- [GSE Unit 1 Frameworks: Counting and Classifying](#)
- [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 3: Learning Resources

K.CC.3, K.CC.4

Lesson Number/Task/Module	Lesson	Lesson Description	Standards Addressed
Savvas 3-1	Count 6 and 7 Savvas pp. 93-96	Students begin counting groups of 6-7 objects and they begin to use a 5 frame.	K.CC.4 a,b,c
Supplemental 3-1	Reteach to Build Understanding Savvas pp. 96A	Students begin counting groups of 6-7 objects and they begin to use a 5 frame. Give students a five frame to use and counters, or counting manipulatives to represent picture quantity. Circle picture that represents their model.	K.CC.4 a,b,c
Savvas 3-2	Read, Make, and Write 6 and 7 Savvas pp. 97-100	Students show ways to make 6 and 7 as well as practicing writing numbers to 7.	K.CC.3 K.CC.4 a,b,c
Supplemental 3-2	Paint Numbers MIP Module 1 p. 30	Students practice forming numbers using a gallon filled Ziplock bag with acrylic paint to practice forming numbers selected from dot cards. Use cards 1-7.	K.CC.3 K.CC.4 a,b,c
Supplemental 3-2	Number Cups MIP Module 1 pp. 17-18	Students use a set of cups and practice counting by putting the number of counters in the labeled cup. Extend to compare by having students order from 0-7. Practice writing numbers with Ziplock bags filled with acrylic paint.	K.CC.3 K.CC.4 a,b,c
Savvas 3-3	Count 8 and 9 Savvas pp. 101-104	Students begin counting objects 8-9 and they are introduced to the ten frame.	K.CC.4 a,b,c
Supplemental 3-3	Show Me MIP Module 2 pp. 39-40	Students explore using the ten frame to show quantities to 10 by placing counters on their ten frames. Use 1-9 cards.	K.CC.4 a,b,c
Savvas 3-4	Read, Make, and Write 8 and 9 Savvas pp. 105-108	Students count objects to 9, read numbers, and practice writing numbers to 9.	K.CC.3 K.CC.4 a,b,c
Supplemental 3-4	Knowing 8, Telling 9 Savvas p. 108A	Students are asked to count the number of items in each group and then write the number.	K.CC.3 K.CC.4 a,b,c

Savvas 3-5	Count 10 Savvas pp. 109-112	Students count groups of 10 objects, continuing to work with a ten frame.	K.CC.3 K.CC.4 a,b,c
Supplemental 3-5	Ten Frame Match Center MIP Module 2 pp. 44-45	Students count objects to 9, read numbers, and practice writing numbers 1-10.	K.CC.3 K.CC.4 a,b,c
Savvas 3-6	Read Make and Write 10 Savvas pp. 113-116	Students read and write the symbol for 10; they also show different ways to make 10.	K.CC.3 K.CC.4 a,b,c
Supplemental 3-6	Playdough Numbers	Students use playdough and ten frame cards to create numbers 1-9.	K.CC.3 K.CC.4 a,b,c
Savvas 3-7	Count Numbers to 10 Savvas pp. 117-120	Students practice the order of numbers from 0-10.	K.CC.3 K.CC.4 a,b,c
Supplemental 3-7	Bags of Stuff	Students count various Ziplock bags of stuff. Only go up to 10 items. Students can order bags. Chunk into smaller groups to order.	K.CC.3 K.CC.4 a,b,c

Additional Resources

K.CC.3, K.CC.4

Standards Addressed	Lesson	Lesson Description
K.CC.4 K.CC.1 K.CC.2	GaDOE Constructing Task-The Cardinal Cup	Students practice counting forwards and backwards as they participate in a variety of activities.
K.CC.3 K.CC.4	GaDOE Culminating Task - Find the Fifth Tower-	Students use all the concepts they have learned in this unit to complete a task.

Assessment Resources

K.CC.3, K.CC.4

Type	Location	Assessment Description	Standards Addressed
Formative	MCS Mini Recording Sheet	Students are tasked to count a group of pictures and then add one to them.	K.CC.4abc

Formative	MCS Mini	Give students dots cards to cut apart, count, and match with the correct number.	K.CC.4a
Formative	MCS Mini	Students play concentration by matching pictures of ten frames and number cards.	K.CC.4b
Formative	MIP Module 3 p. 58	Students count teddy bears in different quantity sets as the teacher makes observational notes. (Make sure to stay between quantities of 0-10.)	K.CC.3 K.CC.4
Formative	MIP Module 3 p. 65	Students put counters on double ten frames to show how many there are with quantities up to 10, and be able to verbalize the tens and ones.	K.CC.3 K.CC.4
Summative	Savvas Topic Assessment TE pp.131-134	Students will count, read, and write numbers from 6 to 10. Digital or print form available through Savvas platform. Use MDIS to support student needs through data.	K.CC.3 K.CC.4
Summative	Savvas Topic Performance Task TE pp. 135-136	Students will count interesting things at the beach and then write the number to tell how many. Then they will show two different ways to make a row of 10 fish.	K.CC.3 K.CC.4