



Marietta City Schools District Topic Planner

Kindergarten

Topic Title	<i>Topic 1: Numbers 0 to 5</i>	Unit duration	<i>10 days</i>
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Big Idea: Counting and Classifying - Numbers 0 to 5

[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 ● 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 1: Learning Resources

K.CC.3, K.CC.4

Lesson Number/Task/Module	Lesson	Lesson Description	Standards Addressed
Savvas 1-1	Count 1,2,3 Savvas pp. 5-8	Students develop a fundamental understanding of counting quantities and saying number names 1-3.	K.CC.4.a,b,c
Supplemental 1-1	Show It! Clap It! Savvas p..8A	Students used baggies filled with up to three items such as buttons, counters, dried beans to count aloud.	K.CC.4.a,b,c
Supplemental 1-1	Number Bracelets MIP Module 1 p.19	Students count using number bracelets made from pipe cleaners and beads. Students count the beads on the bracelet and match it to a number card.	K.CC.4.a,b,c
Savvas 1-2	Recognize 1,2 and 3 in Different Arrangements Savvas pp. 9-12	Students will recognize 1-3 objects in different arrangements.	K.CC.4 a,b,c
Supplemental 1-2	Counting Different Arrangements of Dot Cards MIP Module 1 pp.. 23-24	Students count the dots on cards and match them to the number shown. Scaffold as needed. Use dot cards 1-3, extend to 1-5 if the student is ready to move ahead.	K.CC.4 a,b,c
Supplemental 1-2	Arrange the Buttons MIP Module 1 p.25	Students use large buttons, or counters, to make arrangements of numbers. Use numbers 1-3, extend 1-5 if the student is ready to move ahead.	K.CC.4 a,b,c
Savvas 1-3	Read, Make, and Write 1,2, and 3 Savvas pp. 13-16	Students will count objects in groups of 1-3 and will begin writing numbers to 3.	K.CC.3 K.CC.4 a,b,c
Supplemental 1-3	Paint Numbers MIP Module 1 p. 30	Students use a gallon filled Ziplock bag with acrylic paint to practice forming numbers selected from dot cards. Use cards 1-3, extend 1-5 if the student is ready to move ahead.	K.CC.3 K.CC.4 a,b,c
Savvas 1-4	Count 4 and 5 Savvas pp. 17-20	Students will count objects in groups of 4 and 5.	K.CC.4 a,b,c

Supplemental 1-4	Five Frame Stickers MIP Module 1 p. 16	Students show the numbers 1-5 on five frames using stickers. Use counters or other counting manipulatives if stickers are not available. (Five frames not officially introduced until 3-1. Lesson 1-4 uses boxes that resemble five frames to set the foundation.)	K.CC.4 a,b,c
Savvas 1-5	Recognize 4 and 5 in Different Arrangements Savvas pp. 21-24	Students will recognize groups of 4 and 5 in different arrangements.	K.CC.4 a,b,c
Supplemental 1-5	Counter Change Savvas pp. 24A	Give students items such as dried beans, or dried pasta to cover the printed counters in step 1. Then have students take those same items and arrange differently in the second column frame. Ask students if both pictures represent the same value.	K.CC.4 a,b,c
Supplemental 1-5	Arrange the Buttons MIP Module 1 p.25	Students use large buttons, or counters, to make arrangements of numbers up to 5.	K.CC.4 a,b,c
Savvas 1-6	Read, Make, and Write 4 and 5 Savvas pp. 25-28	Students will count groups of 4 and 5 objects AND write numbers 4-5.	K.CC.3 K.CC.4 a,b,c
Supplemental 1-6	Climb to the Top MIP Module 1 p. 30	Students spin a 1-5 spinner and then write the number to see which number wins.	K.CC.3 K.CC.4 a,b,c
Savvas 1-7	Identify the Number 0 Savvas pp. 29-32	Students recognize 0 as there being no objects.	K.CC.3 K.CC.4 a,b,c
Supplemental 1-7	Zero is the Leaves on a Tree MIP Module 2 pp. 41-42	Literature connection. Students are introduced to the concept and symbol for 0 through a story and then brainstorm examples to show their understanding of 0.	K.CC.3 K.CC.4 a,b,c
Savvas 1-8	Read and Write 0 Savvas pp. 33-36	Students read and write the number 0 to tell when there are no objects.	K.CC.3 K.CC.4 a,b,c
Savvas 1-9	Numbers to 5 Savvas pp. 37-40	Students practice ordering number 0-5 and they focus on how each successive number represents a quantity that is one larger than the last.	K.CC.3 K.CC.4 a,b,c

Supplemental 1-9	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 0-5.	K.CC.3 K.CC.4 a,b,c
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Additional Resources		
K.CC.1, K.CC.2, K.CC.3, K.CC.4		
Standards Addressed	Lesson	Lesson Description
K.CC.1 K.CC.2 K.CC.4	GaDOE Constructing Task-The Cardinal Cup	Students practice counting forwards and backwards as they participate in a variety of activities.
K.CC.1 K.CC.2 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	Students will count objects in a sand table and write the number of the total amount in the sand.	K.CC.3
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 numbers 0 to 5.)	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 5, and be able to verbalize the tens and ones.	K.CC.3 K.CC.4
Summative	Savvas Topic Assessment TE pp. 51-54	Students count, read, and write the numbers 0 to 5. Digital and print forms are available through the Savvas platform. Use MDIS to support student needs through data.	K.CC.3 K.CC.4
Summative	Savvas Topic Performance Task TE pp. 55-56	Students count flowers and write the total number.	K.CC.3 K.CC.4