

Name: Kinder		Grading Quarter: 3	Week Beginning: Jan 27 – Jan 31	
School Year: 2024-2025		Subject: Math		
Monday	Notes: 9.1	<p>Objective:</p> <ul style="list-style-type: none"> <li>• Students represent 11, 12, and 13.</li> <li>• Students explain how to represent 11, 12, and 13.</li> </ul> <p>Lesson Overview:</p> <ul style="list-style-type: none"> <li>• Students represent the numbers 11, 12, and 13 by counting out objects and writing the corresponding number.</li> <li>• Students articulate numerals 11, 12, and 13 by matching them to sets of eleven, twelve, and thirteen objects.</li> <li>• Students exchange ideas for mathematical problem-solving with a peer and provide thoughtful and constructive feedback.</li> </ul>	Academic Standards:  K.CC.A.3	
	Tuesday	Notes: 9.2	<p>Objective:</p> <ul style="list-style-type: none"> <li>• Students make groups of 11, 12, and 13 objects.</li> <li>• Students explain how to make groups of 11, 12, and 13 objects.</li> </ul> <p>Lesson Overview:</p> <ul style="list-style-type: none"> <li>• Students make 11, 12, and 13 as ten ones and some more ones using concrete objects, drawings, and equations.</li> <li>• Students explain how to make a group of 11, 12, and 13 by adding 1-3 objects to a group of 10 using the expression some more.</li> <li>• Students practice strategies for persisting at a mathematical task, such as setting a small goal or setting timers for remaining focused.</li> </ul>	Academic Standards:  K.NBT.A.1
		Wednesday	Notes: 9.3	<p>Objective:</p> <ul style="list-style-type: none"> <li>• Students decompose groups of 11, 12, and 13 objects.</li> <li>• Students explain how to decompose groups of 11, 12, and 13 objects.</li> </ul> <p>Lesson Overview:</p> <ul style="list-style-type: none"> <li>• Students decompose 11, 12, and 13 as ten ones and some more ones using concrete objects, drawings, and equations.</li> <li>• Students decompose groups of 11-13 by explaining how to separate out a group of ten and the extra ones using break apart.</li> <li>• Students identify a problem, use creativity to execute problem-solving steps, and identify multiple solutions.</li> </ul>

Thursday	<p>Notes:</p> <p>9.4</p>	<p>Objective:</p> <ul style="list-style-type: none"> <li>• Students represent 14 and 15.</li> <li>• Students explain how to represent 14 and 15.</li> </ul> <p>Lesson Overview:</p> <ul style="list-style-type: none"> <li>• Students represent the numbers 14 and 15 by counting out objects and writing the corresponding number.</li> <li>• Students articulate numerals 14 and 15 by matching them to sets of fourteen and fifteen objects.</li> <li>• Students collaborate with peers and contribute to group effort to achieve a collective mathematical goal.</li> </ul>	<p>Academic Standards:</p> <p>K.CC.A.3</p>
Friday	<p>Notes:</p> <p>9.5</p>	<p>Objective:</p> <ul style="list-style-type: none"> <li>• Students make groups of 14 and 15 objects.</li> <li>• Students explain how to make groups of 14 and 15 objects.</li> </ul> <p>Lesson Overview:</p> <ul style="list-style-type: none"> <li>• Students make 14 and 15 as ten ones and some more ones using concrete objects, drawings, and equations.</li> <li>• Students explain how to make a group of 14 and 15 by adding 4-5 objects to a group of 10 using the expression some more.</li> <li>• Students demonstrate self-awareness of personal strengths and areas of challenge in mathematics.</li> </ul>	<p>Academic Standards:</p> <p>K.NBT.A.1</p>