

Pre-Kindergarten: Counting and Cardinality

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- *Students will demonstrate the ability to count and compare quantities in order to represent number sense and concepts.*

Framework descriptors:

Number Operations

- O Identify by sight how many are in a small group of up to 3 items
- O Demonstrate understanding of one-to-one correspondence
- O Recognize that the last number used in counting is the same as the total (E.g. Leila counts four cars and when the teacher asks her, "How many cars do you have?" she answers, "Four.")
- O Count objects in two different collections (up to ten in each) to determine which is the larger one
- O Answer the question "What comes after..." a number without having to recount (E.g. When asked, "What comes after five," Sawyer says, "Six," without having to count up from one.)
- O Begin to recognize and attempt to write numerals up to 10

Transfer

*Students will be able to independently use their learning to **describe and compare quantities.***

Meaning

ENDURING UNDERSTANDINGS

Students will understand that...

- counting is a purposeful skill that assigns a number name to an object or set of objects.
- numbers can be used for different purposes.
- numbers can be classified and represented in different ways.

ESSENTIAL QUESTIONS

- What is a number?
- What are all of the ways to represent a number?

Acquisition

Students will know...

- the difference between numbers and letters.
- that a number represents a quantity.
- that numbers have a set sequence (order).
- that objects have a corresponding number when counting them.

vocabulary: number, letter, set, zero, more than, less than, greater than, fewer than, how many, first, next, second, third, fourth, fifth, last, before, after

Students will be skilled at...

- counting to 10 by ones.
- using one to one correspondence when counting to 10.
- identifying the appropriate numeral for the total number of objects in a group up to 3. .
- comparing sets of up to 10 objects using greater than and less than.
- recognizing and describing the concept of zero.
- counting a set of objects, the last counting word tells "how many".
- identifying numerals up to 10.
- sequencing up to at least 3 numerals, pictures, and/or events.
- attempting to write numerals up to 10.

| Content Area Literacy Standards | 21st Century Skills |
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| <i>not applicable</i> | <ul style="list-style-type: none">• <i>be self-directed learners</i>• <i>reason effectively</i>• <i>solve problems</i>• <i>think creatively</i> |