



San Diego Unified School District

Instructional Module to Enhance the Teaching of

HARCOURT

Math

California Edition

Grade K

Module 3-Modified

Matching and Counting

WORK IN PROGRESS -

MODULE 3 – MATCHING AND COUNTING

Modules represent individual units of study that lead to essential learnings

THREADS THROUGHOUT THE YEAR:

The threads represent ongoing learning opportunities in which students should be actively engaged throughout all units of inquiry during the school year. These should not be isolated to any one particular unit of inquiry.

Students will be provided opportunities to:

- Develop understanding of numbers and the number system and use their understanding to solve problems and recognize reasonable results.
- Use mathematical reasoning to solve problems.
- Communicate their mathematical thinking by using words, numbers, symbols, graphs and charts, and describe different representations
- Express generalizations of patterns and relationships.
- Make connections among mathematical ideas and between other disciplines.
- Develop and use strategies, skills, and concepts to solve problems.
- Use appropriate tools as vehicles to learn mathematical concepts.

These are essential learnings that represent bigger ideas/concepts:

- Students recognize that counting tells how many things are in the set.
- Students recognize that we say (or think) one word for each object we count.
- Students understand that numbers are related to each other through a wide variety of relationships (more, less, equal).
- Students understand that when they count a group of objects, the last object in the set includes all the objects previously counted (inclusion).
- Students can understand that the same number of objects arranged in different ways does not change the quantity.

These are essential questions that learners ask themselves in order to achieve the essential learnings:

- How can I keep track of what I counted?
- What can I do to make sure that my counting is accurate?
- How do I know when a set has more /less /same number of objects than another set?
- How can I use what I know about the number of objects in one set to help me see relationships (more,less, same) in another?

* Essential learnings listed above will be developed by students over the course of the year.

Resources: Van de Walle, Chapter 9, pp. 115–128; K. Richardson, *Number Arrangements; Changing Numbers; Counting Objects; Mathematics Resource Book*, pp. 7-12

