



San Diego Unified School District

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Instructional Module to Enhance the Teaching of

HARCOURT

**Math**

California Edition

**Grade K**

**Module 5-Modified**

*Numbers 6-10*

- WORK IN PROGRESS -

**MODULE 5 – NUMBERS 6 - 10**

**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 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 can model, count, and identify the same quantity using different arrangements or positions of objects
- Students realize that when they count a group of objects, the last object in the set includes all the objects previously counted (inclusion)
- Students identify relationships between numbers and quantities
- Students understand that numbers represent specific quantities
- Students understand that the same number of objects arranged in different ways does not change the quantity (conservation)
- Students recognize groups of numbers to 10 in a variety of configurations
- Students recognize and describe the smaller parts contained in larger numbers (e.g. 6 is made up of 4 and 2)
- Students interpret and write numerals to label quantities

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

- How do I know when one set has more/less objects than another set?
- How do I know one more/one less without counting?
- How do I keep track when counting objects and remember how many after counting?
- How do I know that 2 sets have the same number of objects?
- How can I represent the same number in different ways ?
- How can I be sure that I'm counting accurately?

\* The essential learnings listed here will continued to be developed by students throughout the year.

