

Module 4: Addition and Subtraction

Kindergarten

February 26 – March 2, 2018

Standards:

K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the Standards.)

K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

K.OA.5 Fluently add and subtract within 5

Focus Skills:

Objective 1: Model decompositions of 9 using fingers, linking cubes, and number bonds. (26)

Objective 2: Model decompositions of 10 using a story situation, objects, and number bonds. (27)

Objective 3: Model decompositions of 10 using fingers, sets, linking cubes, and number bonds (28)

Objective 4: Represent pictorial decomposition and composition addition stories to 9 with 5-group drawings and equations with no unknown. (29)

Objective 5: Represent pictorial decomposition and composition addition stories to 10 with 5-group drawings and equations with no unknown. (30)

Monday (2.26)
Day 1

Tuesday (2.27)
Day 2

Wednesday (2.28)
Day 3

Thursday (3.1)
Day 4

Friday (3.2)
Day 5

Learning Target	I will understand that a whole group can have different parts.	I will understand that a whole group can have different parts.	I will understand that a whole group can have different parts.	I will understand how to find the important information in a story problem.	I will understand how to find the important information in a story problem.
Math	<p>L26 Model on Activeboard Fluency: Rekenrek Wave Application: S will draw a picture on white board to show parts in a larger number. Concept Development: S will use cubes to see the parts in a larger group (9). Students verbally state the number sentence for each pair found within 9 (9 is __ and __). Problem Set: S will show parts of a whole group.</p>	<p>L27 Model on Activeboard Fluency: Take apart the array Application: S will draw a picture on white board to show parts in a larger number. Concept Development: Students will look at picture on the board of 10 party hats. Students will discuss different ways to show the parts in those party hats. Students will use rekenreks with a partner to show the parts in a whole group. Students will state the problem as a number sentence (10 is __ and __). Problem Set: S will fill in a number bond to show parts of a whole group.</p>	<p>L28 Model on Activeboard Fluency: Rekenrek to 10 with parts Application: Write a number bond to match rekenrek on board. Concept Development: S will use fingers and cubes to show parts of 10. S will make a number bond for each story. Problem Set: S will match a number bond to a story. S will make a picture match a number bond.</p>	<p>L29 Model on Activeboard Fluency: Addition Practice SPRINT Application: S will use cubes to solve a story problem. S will make a number bond to match story. Concept Development: S will use cubes and pictures to solve story problems. S will write number bonds and number sentences for each story. FOCUS ON COUNTING ON to 9. Problem Set: S will use pictures to solve a story problem. S will write a number sentence.</p>	<p>L30 Model on Activeboard Fluency: Addition Practice SPRINT Application: S will use cubes to solve a story problem. Concept Development: S will use cubes and drawings to solve a story problem. S will write a number bond and number sentence for each story. FOCUS ON COUNTING ON to 10 Problem Set: S will use pictures to fill in a number bond and write a number sentence to match.</p> <p>ASSESSMENT DAY: Assess writing parts and whole in a number sentence to match a story.</p>