

Module 4: Addition and Subtraction

Kindergarten
March 12-16, 2018

Standards:

Module 4: Lessons 39-40

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.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

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

Module 5: Lessons 1-3

K.CC.1 Count to 100 by ones and by tens.

K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Focus Skills:

Objective 1: Find the number that makes 10 for numbers 1–9, and record each with a 5-group drawing. (Lesson 39)

Objective 2: Find the number that makes 10 for numbers 1–9, and record each with an addition equation. (Lesson 40)

Objective 3: Count straws into piles of ten; count the piles as 10 ones. (1)

Objective 4: Count 10 objects within counts of 10 to 20 objects, and describe as 10 ones and ___ ones. (2)

Objective 5: Count and circle 10 objects within images of 10 to 20 objects, and describe as 10 ones and ___ ones. (3)

Monday (3.19)
Day 1

Tuesday (3.20)
Day 2

Wednesday (3.21)
Day 3

Thursday (3.22)
Day 4

Friday (3.23)
Day 5

		<i>Nunez and Morrissey Absent</i>	<i>Montero Absent</i>	<i>Montero Absent</i>	
Learning Target	I will make a set of 10.	I will make a set of 10.	I will count a group of 10.	I will count a group of 10 and more.	I will find a group of 10 and more.
Math	<p>L39 Model with ActiveBoard POD: S will draw a picture to solve a story problem. Concept Development: S will use 5 group cards and pictures to solve a story problem. PRACTICE COUNTING ON. Problem Set: S will draw MORE to make ten. S will make a number bond showing all the parts that make 10.</p>	<p>L40 Model with ActiveBoard POD: S will draw a picture to show how many MORE are needed to make 10. Concept Development: S will use cubes, pictures and 5 group cards to show parts of 10. PRACTICE COUNTING ON. Problem Set: S will use draw more to make a group of 10.</p> <p>ASSESSMENT DAY: Assess showing parts that make 10 (homemade assessment).</p>	<p>L1 Model with ActiveBoard Fluency: Ten-Frame flashes POD: S will draw a picture to show parts in 10. Concept Development: S will work with a partner to count out groups of items in bags, using an organizer to put each thing in. Goal is to find which bags contain a group of 10 items and document those things on recording chart. S will count out a group of ten to match each group of ten. Problem Set: S will circle groups that have 10.</p>	<p>L2 Model with ActiveBoard Fluency: Count piles of ten POD: S will show groups of ten and more in a picture and write numbers to match. Concept Development: S will work with a partner to count out groups of items in bags, using an organizer to put each thing in. Goal is to find a group of 10 and more in each bag, documenting the number of items on a recording chart. S will count each thing the say ten way and the regular way. S will document each thing as 10 and ____. Problem Set: S will count a group of ten and more, then record the groups counted.</p>	<p>L3 Model with ActiveBoard Fluency: Grouping 10 objects POD: S will draw a group of 10 buttons and 2 eyes. Tell partner "I have 10 and 2 AND 12." Concept Development: S will work with a partner to count groups of ten with cubes, then independently with pictures. S will circle the group of 10 in pictures, marking each item in the 10 group as a strategy for grouping. S will trade papers with partner and partners will check work to see that 10 were circled. Problem Set: S will circle a group of 10 and write to tell how many are in each group (10 and ____ more).</p>