| Module [4]   Understanding:  Number Pairs, Addition and Subtraction of Numbers to 10 | Grade level: Kindergarten |
|---|---|
| Subject Area: Math | Time Frame: 9 Weeks |
| Designed By: Kindergarten Instructional Team | Beginning Date: |
| School:  Morrilton Primary School | Ending Date: |
| | |

<h2 style="text-align:center">Stage 1 – Desired Results</h2>

**Standards:**  (Text in bold indicates changes/additions in wording of new Arkansas standards.)

**K.OA.A.1** Represent addition and subtraction **using** objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions (e.g., 2+3), or equations (e.g.,2 + 3= ).
(Note: Expressions and equations are not required but are recommended by the end of kindergarten.)

**K.OA.A.2** Solve **real world problems that involve** addition and subtraction **within 10**
(e.g **.,** using objects or drawings to represent the problem.)

**K.OA.A.3** Use objects or drawings, etc., to decompose **(break-apart)** numbers less than or equal to 10 into pairs in more than one way, **and record each decomposition (part) by a drawing or an equation (e.g.5=2+3 and 5=4+1).**
**(Note: Students should see equations and be encouraged to recognize that the two parts make the whole. However, writing equations is not required.)**

 **K.OA.A.4** Find the number that makes 10 when added to the given number. (e.g., by using objects or drawings and record the answer with a drawing or equation.) (NOTE: Use of different manipulatives such as ten-frames, cubes, or two-color counters, assists students in visualizing these number pairs.)

**K.OA.A.5** Fluently add and subtract within 10 (5) by using various strategies and manipulatives.
(NOTE: Fluency in this standard means accuracy (correct answer), efficiency (a reasonable amount of steps), and flexibility (using various strategies). Fluency is developed by working with many different kinds of objects over an extended period of time. This objective does not require the students to instantly know the answer.)

**Goal(s):**

Students will use various methods to represent addition and subtraction.

Solve word problems within 10 by using drawings and objects.

Decompose numbers from 1 to 10 by using drawings and objects.

Students will show all the ways to make 10 by using objects and drawings.

Fluently add and subtract within 5.

Count to 50 by 1s & 10s.

| Essential Question(s): |
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How can I compose and decompose numbers to help me solve problems?
What is _____ and _____ all together? (use fingers, objects, drawings, etc within 10)
Give examples for two ways to make _____? (within 10)
(What is the missing addend?) 6+____=10, 5+____=10
Can you calculate/solve these addition and subtraction facts? (4+1=____, 3-2=____)
Show what strategies you can use to solve addition & subtraction word problems?

| Students will know… | Students will be able to… |
| --- | --- |
| • Addition (within 10)<br>• Subtraction (within 10)<br>• Addition & Subtraction (fluently within 5)<br>• Decomposition of numbers (less than or equal to 10)<br>• Addends<br>• Solutions for Unknowns (find the missing addend to make a group of ten) | • solve addition and subtraction problems in various ways<br>• compose and decompose number within 10<br>• solve missing addend equations to make a group of 10 |

## Stage 2 – Acceptable Evidence

| Performance Tasks: | Other Evidence: |
| --- | --- |
| • solve addition and subtraction problems in various ways<br>• compose and decompose number within 10<br>• solve missing addend equations to make a 10<br>• Interactive Whiteboard lessons | • Teacher Observation<br>• Oral Explanations<br>• Demonstration<br>• Formative Assessments |

## Stage 3: Part 1 – Weekly Learning Plan

| Week | Activities/Lessons | Assessments | Materials | CCSS |
| --- | --- | --- | --- | --- |
| 20 | • Count. Draw More to Show the Number sheet. | Week 20 Formative Assessment | • Manipulatives<br>• Number sheet | • K.OA.A.1<br>• K.OA.A.2<br>• K.OA.A.3<br>• K.OA.A.4 |

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| 20 – Conti. | | | • K.OA.A.5 |
| 21 | • <u>Domino Addition</u>, by Lynette Long<br>• Domino Subtraction<br>• Number Line Activities using word problems.<br>6 eagles were flying in the sky. 4 more eagles joined them. How many eagles are now flying in the sky. | Week 21 Formative Assessment | • Number line<br>• CGI word problem(s)<br>• Dominoes | • K.OA.A.1<br>• K.OA.A.2<br>• K.OA.A.3<br>• K.OA.A.4<br>• K.OA.A.5 |
| 22 | • Use manipulatives to compare number of objects from 0 to 120 as greater than, less than, or equal to another group. | Week 22 Formative Assessment | • beans<br>• bears<br>• counters<br>• cubes | • K.OA.A.1<br>• K.OA.A.2<br>• K.OA.A.3<br>• K.OA.A.4<br>• K.OA.A.5 |
| 23 | • Review best strategies for solving the week's story problems.<br>• <u>The Hershey Kisses Addition Book</u> | Week 23 Formative Assessment | • CGI Word problem(s) | • K.OA.A.1<br>• K.OA.A.2<br>• K.OA.A.3<br>• K.OA.A.4<br>• K.OA.A.5 |
| 24 | • Using manipulatives show different ways to make numbers 0 to 10. | Week 24 Formative Assessment | • beans<br>• bears<br>• counters<br>• cubes | • K.OA.A.1<br>• K.OA.A.2<br>• K.OA.A.3<br>• K.OA.A.4<br>• K.OA.A.5 |
| 25 | • Using money manipulatives, show different ways to make numbers 0 to 10.<br>• <u>Alexander Who Used to be Rich…</u> | Week 25 Formative Assessment | • Coins – play money | • K.OA.A.1<br>• K.OA.A.2<br>• K.OA.A.3<br>• K.OA.A.4<br>• K.OA.A.5 |
| 26 | • Using money manipulatives, show different ways to make numbers 0 to 10. | Week 26 Formative Assessment | • Coins – play money | • K.OA.A.1<br>• K.OA.A.2<br>• K.OA.A.3 |

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| 26 –Conti. | | | | • K.OA.A.4<br>• K.OA.A.5 |
| 27 | • Using money manipulatives, show different ways to make numbers 0 to 10. | Week 27 Formative Assessment | • Coins – play money | • K.OA.A.1<br>• K.OA.A.2<br>• K.OA.A.3<br>• K.OA.A.4<br>• K.OA.A.5 |
| 28 | • Using moon rock manipulatives, show different ways to make numbers 0 to 10.<br>• Use moon rock manipulatives to add numbers to make 10. | Week 28 Formative Assessment | • Moon rock manipulatives | • K.OA.A.1<br>• K.OA.A.2<br>• K.OA.A.3<br>• K.OA.A.4<br>• K.OA.A.5 |

**Stage 3: Part 2 – Pacing Resources& Materials**

**Vocabulary Definitions:**

add     subtract     equal     plus     minus     solve     answer     decompose     make     compose

**Web Links**

- YouTube, YT Kids
- Storybots
- BrainPOP Jr