|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday (1.14) | Tuesday (1.15) | Wednesday (1.16) | Thursday (1.17) | Friday (1.18) |
| Learning Target | I will put together and take apart groups. | I will take apart a whole group to show parts. | I will take apart a whole group to show parts. | I will take apart groups. | I will take apart groups. |
| Math | **L6**  **FLUENCY**: subitizing  **Concept Development:**  S will pull groups apart to show parts of a whole group. Students will fill in number bonds with numbers to represent the whole group they pulled apart. Groups to 5.  **Problem Set:**  S will solve put together/take apart stories using a number bond to show parts and whole.  **Debrief: Review problem set as a class and ask questions to clarify understanding.** | **L7**  **FLUENCY**: Joining Number Bonds  **Concept Development:**  S will use cubes/number bond to solve a story problem. T will write fact families on board and guide students to notice the patterns.  **Problem Set:**  S will make number bonds that show different parts for the same whole group.  **Debrief: Review problem set as a class and ask questions to clarify understanding.** | **L7**  **FLUENCY**: Number Bond Flash  **Concept Development:**  **Model with ActiveBoard**  S will use cubes/number bond to solve a story problem. T will write fact families on board and guide students to notice the patterns.  **Problem Set:**  S will make number bonds that show different parts for the same whole group.  **Debrief: Review problem set as a class and ask questions to clarify understanding.** | **L8**  **FLUENCY**: SNAP!  **Concept Development:**  **Model with ActiveBoard**  S will use shapes to break apart different sets to show parts of a whole group. Focus on the number 7.  **Problem Set:**  S will use groups to complete a number bond. S will show how to break apart a whole group in different ways, completing a number bond for each problem.  **Debrief: Review problem set as a class and ask questions to clarify understanding.** | **L9**  **FLUENCY**: Hidden Numbers  **Concept Development:**  **Model with ActiveBoard**  S will draw pictures to show a group of 8 and find different parts within. Fill in number bonds to match pictures. Focus on the number 8.  **Problem Set:**  S will use and draw pictures to see parts in a whole group of 8. Write number bonds to match each problem.  **Debrief: Review problem set as a class and ask questions to clarify understanding.** |

|  |  |
| --- | --- |
| Module 4: Addition and Subtraction | |
| Kindergarten   January 14-18, 2019 | |
| **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: Represent number bonds with composition and decomposition story situations. (6)  Objective 2: Model decompositions of 6 using a story situation, objects, and number bonds. (7)  Objective 3: Model decompositions of 7 using a story situation, sets, and number bonds. (8)  Objective 4: Model decompositions of 8 using a story situation, arrays, and number bonds. (9)  Objective 5: Model decompositions of 6–8 using linking cube sticks to see patterns. (10) | |