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| Module 4: Addition and Subtraction Lessons 21-25 | | | | | | |
| Kindergarten   February 11-15, 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 subtraction story problems using objects, drawings, expressions, and equations (21)  Objective 2: Decompose the number 6 using 5-group drawings breaking off or removing a part, and record each decomposition with a drawing and subtraction equation. (22)  Objective 3: Decompose the number 7 using 5-group drawings by hiding a part, and record each decomposition with a drawing and subtraction equation. (23)  Objective 4: Decompose the number 8 using 5-group drawings and crossing off a part, and record each decomposition with a drawing and subtraction equation. (24)  Objective 5: Model decompositions of 9 using a story situation, objects, and number bonds. (25) | | |
|  | Monday (2.11) | Tuesday (2.12) | Wednesday (2.13) | | Thursday (2.14) | Friday (2.15) |
| Learning Target | I will use objects, drawings, expressions, and equations to represent subtraction story problems. | I will use drawings and subtraction equations to decompose the number 6 by removing a part. | I will use drawings and subtraction equations to decompose the number 7 by removing a part. | | I will use drawings and subtraction equations to decompose the number 8 by removing a part. | I will decompose the number 9 using stories and objects, and record it by writing number sentences and number bonds. |
| Math | L21  Modeling on ActiveBoard  Fluency: Five Little Frogs song Cross one out and write how many sprint  Concept Development:  S will use linking cubes to tell a story and create a take away number sentence. S will discuss that the (-) sign means we are taking something away. Then, students will listen to a story, make a picture, and write a number sentence.  Problem Set:  S will represent a subtraction story problem using drawings and expressions to create a number sentence.  Zearn in Centers | L22  Modeling on ActiveBoard  Fluency:  Play “snap”  Concept Development:  S will act out a story on the carpet to show taking away.  S will use cubes to decompose the number 6 by breaking off or removing a part, and record each story with a drawing and a subtraction equation. S will create number bonds to match their number sentence and picture.  Problem Set:  S will use a picture to fill in a number bond and write a number sentence, using (-) and = for the number 6.  Zearn in Centers | L23  Modeling on ActiveBoard  Fluency:  S will act out a story using their fingers.  Concept Development:  S will use cubes to decompose the number 7 by breaking off or removing a part, and record each story with a drawing and a subtraction equation. S will create number bonds to match their number sentence and picture.  Problem Set:  S will use a picture to fill in a number bond and write a number sentence, using (-) and = for the number 7.  Zearn in Centers | | L24  Modeling on ActiveBoard  Fluency:  Roll and Draw 5-Groups  Concept Development:  S will use cubes to decompose the number 8 by breaking off or removing a part, and record each story with a drawing and a subtraction equation. S will create number bonds to match their number sentence and picture.  Problem Set:  S will use a picture to fill in a number bond and write a number sentence, using (-) and = for the number 8.  Zearn in Centers  **ASSESS: Topic D Lessons 19-24** *(Friday can be used to review and assess if students need more time with Topic D)* | L25  Modeling on ActiveBoard  Fuency:  Take apart the array  Concept Development:  S will act out a story on the carpet.  S will listen to a story and decompose 9 using their own numbers (i.e. 3 and 6 or 2 and 7). S will use counters to show their problem. S will fill in a number bond using their story. S will work with partner to discuss different scenarios.  Problem Set:  S will decompose 9 by creating their own number bond and coloring pictures according to the story.  Zearn in Centers |