|  |
| --- |
| Module 4: Addition and Subtraction Lessons 33-37 |
| Kindergarten  March 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: Solve take from equations with no unknown using numbers to 10. (Lesson 33)Objective 2: Represent subtraction story problems by breaking off, crossing out, and hiding a part. (Lesson 34). Objective 3: Decompose the number 9 using 5-group drawings, and record each decomposition with a subtraction equation. (Lesson 35). Objective 4: Decompose the number 10 using 5 group drawings, and record each decomposition with a subtraction equation. (36)Objective 5: Add or subtract 0 to get the same number and relate to word problemswherein the same quantity that joins a set, separates. (Lesson 37) |
| Vocabulary: take away, less, minuend, subtrahend, difference |
|  | Monday (3.11) | Tuesday (3.12) | Wednesday (3.13) | Thursday (3.14) | Friday (3.15) |
| Learning Target | I will solve “take from” equations with no unknown using numbers to 10.  | I will represent subtraction story problems by breaking off, crossing out, and hiding a part.  | I will decompose the number 9 using 5-group drawings, and record each decomposition with a subtraction equation.  | I will solve a subtraction problem. | I will solve addition and subtraction problems. |
| Math | L33Modeling on ActiveBoardFluency: S will practice counting to 30 by playing “1,2,3, sit on 10,20,30. Concept Development:S will listen to stories and use pictorial representations of subtraction to represent “take from” equations with no unknown for totals to 10. Problem Set:S will use a take away strategy in a picture to solve a subtraction problem and write a number sentence that matches the picture and the problem. **Zearn in centers** | L34Modeling on ActiveBoardFluency: What is less? Concept Development:S will act out story to show how many are left? S will listen to a story and solve problems with linking cubes (10 with a color change at 5) to find how many are left in a subtraction problem. S will listen to a story and use pictures to find how many are left in a subtraction problem. S will write number bond and number sentence to match story. Problem Set:S will use pictures to complete the subtraction number sentence and number bond.Zearn in centersASSESSMENT | L35Modeling on ActiveBoardFuency:Spill the beansSubitize video Concept Development:S will listen to a story and decompose 9 by drawing a picture the 5-group way. S will write subtraction sentence to match their story. Problem Set:S will decompose 9 by creating their own number bond and crossing off items in the picture.  Zearn in centers | L36Model with ActiveBoardPOD:Subitizing/finding parts in groupsConcept Development:S will use cubes or pictures to solve subtraction story problems.Problem Set:S will use a picture to solve a story problem. **Zearn in centers** | L37Model with ActiveBoardPOD:S will use pictures to solve a story problem.Concept Development:S will use cubes, number lines and pictures to solve story problems. MODEL MULTIPLE TIMES WITH NUMBER LINE.Problem Set:S will use a number line or cubes to solve a story problem.Zearn in centers |