|  |  |
| --- | --- |
| Module 4: Addition and Subtraction | |
| Kindergarten   January 29 – February 2, 2018 | |
| **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  **Speaking and Listening**  **K.SL.1 -** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.  **a.** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  **b.** Continue a conversation through multiple exchanges**.**  **K.SL.6 -** Speak audibly and express thoughts, feelings, and ideas clearly | **Focus Skills:**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | |  | | --- | | **Objective 1: Use 5-groups to represent the 5 + *n* pattern to 8. (12)**  **Objective 2: Represent decomposition and composition addition stories to 6 with drawings and equations with no unknown. (13)** | | **Objective 3: Represent decomposition and composition addition stories to 7 with drawings and equations with no unknown. (14)** | | **Objective 4: Represent decomposition and composition addition stories to 8 with drawings and equations with no unknown. (15)**  **Objective 5: Count to 100 by 1s and 10s in multiple ways.**  **(100th day of school celebration)** | |  | |  | | |  | |  | |  | |  | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday (1.29)  Day 1 | Tuesday (1.30)  Day 2 | Wednesday (1.31)  Day 3 | Thursday (2.1)  Day 4 | Friday (2.2)  Day 5 |
| Learning Target | I will use a group of 5 and more to make a bigger group. | I will put together and take apart groups. | I will show parts and whole group in a number sentence. | I will show parts and whole group in a number sentence. | I will count to 100 by 10s and 1s |
| Math | **L12**  **Modeling on ActiveBoard**  **Fluency:** Subitizing with 5 group cards cards  **Concept Development:**  S will use 5-group mats to show 5 and more to make a larger number. S will say the number sentence each time a new group is made. Discuss patterns found within each group.  **Problem Set:**  S will show how many with 5 to make a whole group and write answer in a number bond and number sentence. | **L13**  **Modeling on ActiveBoard**  **Fluency:**  Subitizing with dot cards **Concept Development:**  **S will act out a story using their fingers.**  S will draw pictures and fill in a number bond to solve a problem. S will write a number sentence to match each problem, discussing what each number tells about each time.  **Problem Set:**  S will use a picture to fill in a number bond and write a number sentence, using + and =. | **L14**  **Modeling on ActiveBoard**  **Fluency:**  Subitizing with tens frames **Concept Development:**  **S will act out a story using their fingers.**  S will use cubes to show parts of a whole group. S will use a template to help them write in parts and whole group.  **Problem Set:**  S will make a number sentence and number bond to match a picture. | **L15**  **Modeling on ActiveBoard**  **Fuency:**  **Subitizing video**  **Concept Development:**  **S will act out a story using their fingers.**  S will look at parts of a whole group and write a number sentence to match each time.  **Problem Set:**  S will use pictures to help them write two number sentences that match the picture. | **100th day of school!**  **Exercises to 100**  **In sets of 10**  **Ordering numbers 10-100 by 10s**  **Counting trail mix ingredients to 100 in groups of 10** |