

Unit 2: Operations and Algebraic Thinking

Content Area: **Mathematics**
Course(s): **Mathematics - Grade K**
Time Period: **8 weeks**
Length: **December-Early Feb.**
Status: **Published**

Unit Overview

This unit includes composing and decomposing numbers, addition and subtraction. Within the unit there will be a focus on visual tools and problems solving as students touch on cross curricular connections in Chapter 4: public transportation and public buildings, Chapter 5: celebrations, and Chapter 6: exercise and physical fitness.

At the end of Chapter 5, the middle of Unit 2 (early January), the first benchmark, benchmark 2, should be administered. This benchmark includes Chapters 3-5. See attachment in summative assessment.

Transfer

Students will answer questions throughout the day such as:

How many more or less do you need?

How many all together?

Students will apply concepts while working with sharing

Meaning

Understandings

Students will understand how numbers come together and break apart to create greater or less amounts.

Essential Questions

Students will keep considering...

- How can we show a number in other ways?
- How can I use objects to add?
- How can I use objects to subtract?

Application of Knowledge and Skill

Students will know...

- how to join an amount of objects in two groups to make a number
- how to separate parts from a given amount
- how to join groups to add
- how to join groups using symbols
- how to make ten from numbers 1-9
- how to take apart from a group to subtract
- how to fluently subtract within 5
- how to take from a group using symbols
- how to take the numbers 1-9 away from 10

Students will be skilled at...

- join two groups of objects to make a number from 4-10 and write the numbers that represent those two groups
- take apart two groups of objects from a given number of objects 4-10 and write the number to represent those two groups
- use a minus/plus sign and equal sign to record subtraction/addition
- use multiple equations within 5
- use objects to represent addition/subtraction and act out the problem
- use numbers 1-9 in multiple ways to make 10
- use multiple ways to tell how many are left in a group of ten when an amount is separated

Academic Vocabulary

Chapter 4:

1. eight 8
2. five 5
3. four 4

4. nine 9
5. seven 7
6. six 6

Chapter 5:

1. add
2. equal sign =
3. in all
4. join
5. plus sign +

Chapter 6:

1. are left
2. minus sign -
3. subtract
4. take away

Learning Goal

Students will be able to compose and decompose numbers using addition and subtraction to ten.

** Related Documents are both proficiency scales.**

- Student Scale: Unit # Learning Goal #
- Teacher Scale: Unit # Learning Goal # K/Kindergarten Math

Ch 4 (L 1,3,6,8) [Level of Difficulty 2]

Daily Target: SWBAT show ways to compose or make ___*___ using concrete objects, drawings, and numbers.

*Insert appropriate numbers for the lesson (see below).

- Chapter 4 Lesson 1 : Make #'s 4 & 5.
- Chapter 4 Lesson 3 : Make #'s 6 & 7.

- Chapter 4 Lesson 6 : Make #'s 8 & 9.
- Chapter 4 Lesson 8 : Make # 10.

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| MA.K-12.1 | Make sense of problems and persevere in solving them. |
| MA.K-12.2 | Reason abstractly and quantitatively. |
| MA.K-12.3 | Construct viable arguments and critique the reasoning of others. |
| MA.K-12.4 | Model with mathematics. |
| MA.K-12.5 | Use appropriate tools strategically. |
| MA.K-12.6 | Attend to precision. |
| MA.K.OA.A | Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. |
| MA.K.OA.A.1 | Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. |
| MA.K.OA.A.4 | For any number from 1 to 9, 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. |

Ch 4 (L 2,4,7,9) [Level of Difficulty 2]

Daily Target: SWBAT show ways to decompose or take apart ___ * ___ using concrete objects, drawings, and numbers.

*Insert appropriate numbers for the lesson (see below).

- Chapter 4 Lesson 2 : Take apart #'s 4 & 5.
- Chapter 4 Lesson 4 : Take apart #'s 6 & 7.
- Chapter 4 Lesson 7 : Take apart #'s 8 & 9.
- Chapter 4 Lesson 9 : Take apart # 10.

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| MA.K-12.1 | Make sense of problems and persevere in solving them. |
| MA.K-12.2 | Reason abstractly and quantitatively. |
| MA.K-12.6 | Attend to precision. |
| MA.K.OA.A | Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. |
| MA.K.OA.A.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 $5 = 4 + 1$). |

Ch 4 (L 5), Ch 5 (L 6), Ch 6 (L 6) [Level of Difficulty 2]

Daily Target: SWBAT use the problem solving strategy, _____, to solve problems.

Ch 4: Act it out

Ch 5: Write a number sentence

Ch 6: Write a number sentence

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| MA.K-12.1 | Make sense of problems and persevere in solving them. |
| MA.K-12.2 | Reason abstractly and quantitatively. |
| MA.K-12.3 | Construct viable arguments and critique the reasoning of others. |
| MA.K-12.4 | Model with mathematics. |
| MA.K-12.5 | Use appropriate tools strategically. |
| MA.K-12.6 | Attend to precision. |
| MA.K-12.8 | Look for and express regularity in repeated reasoning. |
| MA.K.OA.A | Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. |
| MA.K.OA.A.1 | Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. |
| MA.K.OA.A.2 | Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. |
| MA.K.OA.A.5 | Demonstrate fluency for addition and subtraction within 5. |

Ch 5 (L 1) Target [Level of Difficulty 4]

Daily Target: SWBAT apply the concepts of addition by putting groups together or adding to groups.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and

respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

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| MA.K.OA.A.1 | Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. |
| MA.K.OA.A.2 | Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. |
| MA.K.OA.A.4 | For any number from 1 to 9, 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. |

Ch 5 (L 2) [Level of Difficulty 3]

Daily Target: SWBAT use concrete objects to represent and solve addition problems.

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| MA.K-12.1 | Make sense of problems and persevere in solving them. |
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| MA.K-12.2 | Reason abstractly and quantitatively. |
| MA.K-12.3 | Construct viable arguments and critique the reasoning of others. |
| MA.K-12.5 | Use appropriate tools strategically. |
| MA.K-12.6 | Attend to precision. |
| MA.K-12.7 | Look for and make use of structure. |
| MA.K-12.8 | Look for and express regularity in repeated reasoning. |
| MA.K.OA.A | Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. |
| MA.K.OA.A.1 | Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. |
| MA.K.OA.A.2 | Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. |

Ch 5 (L 3, 4) [Level of Difficulty 1]

Daily Target: SWBAT use the plus symbol and equal symbol to show addition.

- Chapter 5 Lesson 3 : plus symbol (+)
- Chapter 5 Lesson 4: equal symbol (=)

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| MA.K-12.1 | Make sense of problems and persevere in solving them. |
| MA.K-12.2 | Reason abstractly and quantitatively. |
| MA.K-12.3 | Construct viable arguments and critique the reasoning of others. |
| MA.K-12.4 | Model with mathematics. |
| MA.K-12.5 | Use appropriate tools strategically. |
| MA.K-12.6 | Attend to precision. |
| MA.K-12.7 | Look for and make use of structure. |
| MA.K.OA.A | Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. |
| MA.K.OA.A.1 | Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. |
| MA.K.OA.A.2 | Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. |
| MA.K.OA.A.5 | Demonstrate fluency for addition and subtraction within 5. |

Ch 5 (L 5) [Level of Difficulty 3]

Daily Target: SWBAT use concrete objects to show how many in all.

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| MA.K-12.1 | Make sense of problems and persevere in solving them. |
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| MA.K-12.2 | Reason abstractly and quantitatively. |
| MA.K-12.4 | Model with mathematics. |
| MA.K-12.6 | Attend to precision. |
| MA.K-12.7 | Look for and make use of structure. |
| MA.K.OA.A | Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. |
| MA.K.OA.A.1 | Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. |
| MA.K.OA.A.2 | Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. |
| MA.K.OA.A.5 | Demonstrate fluency for addition and subtraction within 5. |

Ch 5 (L 6) [Level of Difficulty 3]

Daily Target: SWBAT write a number sentence to solve addition problems.

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| MA.K-12.1 | Make sense of problems and persevere in solving them. |
| MA.K-12.2 | Reason abstractly and quantitatively. |
| MA.K-12.4 | Model with mathematics. |
| MA.K-12.5 | Use appropriate tools strategically. |
| MA.K-12.7 | Look for and make use of structure. |
| MA.K.OA.A | Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. |
| MA.K.OA.A.1 | Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. |
| MA.K.OA.A.2 | Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. |
| MA.K.OA.A.5 | Demonstrate fluency for addition and subtraction within 5. |

Ch 5 (L 7) [Level of Difficulty 2]

Daily Target: SWBAT solve addition problems with numbers one to nine that when added together make 10.

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| MA.K-12.1 | Make sense of problems and persevere in solving them. |
| MA.K-12.2 | Reason abstractly and quantitatively. |
| MA.K-12.5 | Use appropriate tools strategically. |
| MA.K-12.6 | Attend to precision. |
| MA.K-12.8 | Look for and express regularity in repeated reasoning. |
| MA.K.OA.A | Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. |
| MA.K.OA.A.5 | Demonstrate fluency for addition and subtraction within 5. |

Ch 6 (L 1) [Level of Difficulty 4]

Dailt Target: SWBAT model subtraction as taking away from or seperating groups of objects.

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| MA.K-12.1 | Make sense of problems and persevere in solving them. |
| MA.K-12.2 | Reason abstractly and quantitatively. |
| MA.K-12.4 | Model with mathematics. |
| MA.K-12.5 | Use appropriate tools strategically. |
| MA.K-12.6 | Attend to precision. |
| MA.K-12.7 | Look for and make use of structure. |
| MA.K.OA.A | Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. |
| MA.K.OA.A.1 | Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. |
| MA.K.OA.A.2 | Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. |

Ch 6 (L 2) [Level of Difficulty 3]

Daily Target: SWBAT use concrete objects to solve subtraction problems.

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| MA.K-12.1 | Make sense of problems and persevere in solving them. |
| MA.K-12.2 | Reason abstractly and quantitatively. |
| MA.K-12.5 | Use appropriate tools strategically. |
| MA.K-12.6 | Attend to precision. |
| MA.K.OA.A | Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. |
| MA.K.OA.A.1 | Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. |
| MA.K.OA.A.2 | Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. |

Ch 6 (L 5) [Level of Difficulty 3]

Daily Target: SWBAT use concrete objects to show how many are left.

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| MA.K-12.1 | Make sense of problems and persevere in solving them. |
| MA.K-12.2 | Reason abstractly and quantitatively. |

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| MA.K-12.3 | Construct viable arguments and critique the reasoning of others. |
| MA.K-12.4 | Model with mathematics. |
| MA.K-12.5 | Use appropriate tools strategically. |
| MA.K-12.6 | Attend to precision. |
| MA.K.OA.A | Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. |
| MA.K.OA.A.1 | Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. |
| MA.K.OA.A.2 | Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. |
| MA.K.OA.A.5 | Demonstrate fluency for addition and subtraction within 5. |

Ch 6 (L6) [Level of Difficulty 3]

Daily Target: SWBAT write a number sentence to solve subtraction problems.

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| MA.K-12.1 | Make sense of problems and persevere in solving them. |
| MA.K-12.2 | Reason abstractly and quantitatively. |
| MA.K-12.3 | Construct viable arguments and critique the reasoning of others. |
| MA.K-12.4 | Model with mathematics. |
| MA.K-12.5 | Use appropriate tools strategically. |
| MA.K-12.6 | Attend to precision. |
| MA.K.OA.A | Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. |
| MA.K.OA.A.1 | Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. |
| MA.K.OA.A.5 | Demonstrate fluency for addition and subtraction within 5. |
| MA.K.MD.A.1 | Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. |
| MA.K.MD.A.2 | Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. |

Ch 6 (L 7) [Level of Difficulty 2]

Daily Target: SWBAT take apart 10 by subtracting

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| MA.K-12.1 | Make sense of problems and persevere in solving them. |
| MA.K-12.4 | Model with mathematics. |
| MA.K-12.5 | Use appropriate tools strategically. |
| MA.K-12.6 | Attend to precision. |
| MA.K-12.8 | Look for and express regularity in repeated reasoning. |

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 $5 = 4 + 1$).

Formative Assessment and Performance Opportunities

- Check my progress assessment
- Homework
- On My Own LEVELED
- Problem Solving Pages
- Reteach
- Enrich
- Center Work
- Math Meeting

Chapter 4 Performance Task: **At the Park** DOK 2, DOK 3, DOK4- SW use numbers 1 through 10, combine them, and break them apart to count groups of objects (Rubric in TM pg. 316PT2)

Chapter 5 Performance Task: **At the Party** DOK2, DOK3 - SW count objects using numbers 1 through 5, write numbers, identify 0 (Rubric in TM pg. 374PT1-2)

Chapter 6 Performance Task: **Field Day at School** DOK 2, DOK 3- SW use numbers through 10 and subtraction to find out how many objects are left (Rubric in TM pg. 432PT2)

Chapter Projects Available in Student Book:

Chapter 4 Project: Our "Ways to Make Numbers (pg. 250)

Chapter 5 Project: Collections Poster (pg. 318)

Chapter 6 Project: Illustrate Subtraction Number Stories (pg. 376)

Summative Assessment

- Leveled Chapter Assessment
- E-assessment
- Oral Assessment

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| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP6.1 | Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP8.1 | Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CRP.K-12.CRP11.1 | Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals. |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence. |
| CRP.K-12.CRP12.1 | Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team |

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| | members. They plan and facilitate effective team meetings. |
| CAEP.9.2.4.A.4 | Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. |
| TECH.8.1.2.C.CS4 | Contribute to project teams to produce original works or solve problems. |
| TECH.8.1.2.D | Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. |
| TECH.8.1.2.D.CS1 | Advocate and practice safe, legal, and responsible use of information and technology. |

Accommodations and Modifications

When appropriate:

- preteach and/or reteach
- small group instruction or one-on-one (parent volunteer)
- manipulatives whenever necessary (hands-on approach)
- extra brain breaks
- use pictures instead of numbers for students having difficulty with number sense
- allow for physical activity to practice skills (ex: jump 5 times; have a large number line and have student hop to each number while counting aloud)

For students will difficulty focusing:

- use noise buffers whenever appropriate (headphones or earbuds)
- sensory tools- ex: rubber band around chair to allow for movement
- "act it out" approach
- work with a partner; allow to ask & answer questions

Unit Resources

McGraw-Hill: My Math Teacher Manual

McGraw-Hill: My Math Student Edition and student resources

McGraw-Hill: My Math Center cards and manipulatives

[McGraw-Hill Website](#)

[Illustrative Mathematics](#)

Learning Worlds (Special Education)

ST Math Puzzles: Understanding Addition and Subtraction within 5, Understanding Addition and Subtraction within 10, Making 10 and Number Pairs

Interdisciplinary Connections

Real-World Problem Solving Readers

- *Animals on the Farm* (Teacher Edition pages 1,13-14) - Presents understanding of addition and subtraction as students learn about farms and farm animals, and count the number of animals on each spread (K.OA.2)
- *Numbers About Me* (Teacher Edition pages 7, 25-26) - Presents understanding of addition and subtraction as students use their senses and number words to describe parts of their bodies (K.OA. 5)
- *Pets Find a Home* (Teacher Edition pages 9, 29-30) - Presents understanding of addition and subtraction as students learn about animals in an animal shelter (K.OA.1)

*Unit 2 & 3 have the same interdisciplinary connections since the both units are based on composing and decomposing numbers and addition and subtraction.

SOC.6.1.4

U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

K-ESS3-2.ETS1.A.1

Asking questions, making observations, and gathering information are helpful in thinking about problems.