

April .K : Unit 7: Add and Sub 11-19

Content Area: **Math**
Course(s):
Time Period: **April**
Length: **4-5 Weeks**
Status: **Obsolete**

Unit Overview

Students will learn to Compose and Decompose numbers 11 to 19.

Enduring Understandings

You compose numbers 11 to 19 by putting 10 and some more together.

You decompose by separating 10 and some more to see how numbers 11 to 19 are taken apart.

Essential Questions

How can we use ten frames to determine how to make numbers 11 to 19?

How do we separate 10 and some more to see how numbers 11 to 19 are taken apart?

Instructional Strategies & Learning Activities

My Math Kindergarten Chapter 7

Pacing Guide

Suggested Pacing

Instruction	9 days
Review/Assessment	2 days
Total*	11 days

*Includes additional time for remediation and differentiation.

Lesson	Objective	Material & Manipulatives	Vocabulary	Standard
Lesson 1 pp. 443-448 Make Numbers 11 to 15	Compose numbers 11 to 15 using concrete objects and drawings to show a group of 10 and some more.	<ul style="list-style-type: none">• Work Mat 4• two-color counters	<i>All of the vocabulary in this chapter are review words.</i>	K.NBT.1 Major Cluster

Lesson 2 pp. 449-454 Take Apart Numbers 11 to 15	Decompose numbers 11 to 15 using concrete objects and drawings to show a group of 10 and some more.	<ul style="list-style-type: none"> • Work Mat 4 • red counters 	MP 2, 3, 5, 6, 7, 8 K.NBT.1 Major Cluster
Lesson 3 pp. 455-460 Problem- Solving Strategy: Make a Table	Make a table to solve problems.	<ul style="list-style-type: none"> • purple and yellow connecting cubes • chart paper • red and blue tiles 	MP 2, 3, 6, 7 K.NBT.1 Major Cluster
Check My Progress Lesson 4 pp. 463-468 Make Numbers 16 to 19	Compose numbers 16 to 19 using concrete objects and drawings to show a group of 10 and some more.	<ul style="list-style-type: none"> • Work Mat 4 • two-color counters 	MP 1, 4, 5, 6 K.NBT.1 Major Cluster
Lesson 5 pp. 469-474 Take Apart Numbers 16 to 19	Decompose numbers 16 to 19 using concrete objects and drawings to show a group of 10 and some more.	<ul style="list-style-type: none"> • Work Mat 4 • red counters 	MP 1, 4, 5, 6, 7, 8 K.NBT.1 Major Cluster
My Review and Reflect			MP 1, 2, 3, 4, 6, 7

Integration of Career Readiness, Life Literacies and Key Skills

WRK.9.1.2.CAP	Career Awareness and Planning
WRK.9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
TECH.9.4.2.CI	Creativity and Innovation
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT	Critical Thinking and Problem-solving
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive). Different types of jobs require different knowledge and skills. Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. Brainstorming can create new, innovative ideas.

Technology and Design Integration

Utilize programs on the iPad.

Use of Shutterfly Share Site.

Smartboard lessons and technology

Interdisciplinary Connections

LA.RF.K.1	Demonstrate understanding of the organization and basic features of print.
LA.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LA.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
LA.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
LA.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components:**
 - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
 - Process – how the student will acquire the content information.
 - Product – how the student will demonstrate understanding of the content.
 - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Each chapter in My Math teacher manual contains differentiated instruction for Approaching level, On Level and Above level students.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMODATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

I&RS and 504 accommodations will be utilized in addition to the differentiated instruction in the Unit.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Check My Progress

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Teacher observation

Discussion

Worksheets

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Assessments for chapters located in My Math Unit.

Instructional Materials

See above

Standards

MA.K.NBT.A.1

Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.