

Feb. K: Unit 5: Addition

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

Unit Overview

Students will learn how to join groups to add.

Enduring Understandings

Moving two groups of objects together makes a new group.

Essential Questions

How do we use objects to represent addition and to act out a problem?

How do we join groups using symbols?

Instructional Strategies & Learning Activities

My Math Kindergarten Chapter 5

Pacing Guide Suggested Pacing

Instruction	11 days
Review/Assessment	2 days
Total*	13 days

*Includes additional time for remediation and differentiation.

Lesson	Objective	Material & Manipulatives	Vocabulary	Standard
Lesson 1 <i>pp.</i> 325-330 Addition Stories	Model addition by putting groups together or adding to groups.	<ul style="list-style-type: none">• connectng cubes• number cards• paper• counters	join in all	K.OA.1 K.OA.2 Major Cluster MP 2, 3, 4,

Lesson 2 <i>pp. 331-336</i> Use Objects to Add	Use concrete objects to represent and solve addition problems.	<ul style="list-style-type: none"> • number cards • counters • library books • plastic sandwich bags • connecting cubes • paper 	add	5 K.OA.1 K.OA.2 Major Cluster MP 1, 2, 6, 7, 8
Check My Progress Lesson 3 <i>pp. 339-344</i> Use the + Symbol	Use the plus symbol (+) to show addition.	<ul style="list-style-type: none"> • number cards to 10 • two-color counters • small classroom items 	plus sign (+)	K.OA.1 K.OA.2 K.OA.5 Major Cluster MP 1, 2, 3, 4, 5, 7
Lesson 4 <i>pp. 345-350</i> Use the = Symbol	Use the equals (=) symbol in addition sentences.	<ul style="list-style-type: none"> • connecting cubes • counters • color tiles 	equals sign (=)	K.OA.1 K.OA.2 K.OA.5 Major Cluster MP 1, 3, 4, 5, 6, 7
Lesson 5 <i>pp. 351-356</i> How Many in All?	Use concrete objects to show how many in all.	<ul style="list-style-type: none"> • dot cards and symbol cards • write-on/wipe-off boards • tape • connecting cubes • counters • dry erase markers 		K.OA.1 K.OA.2 K.OA.5 Major Cluster MP 1, 2, 3, 5, 6, 7
Lesson 6 <i>pp. 357-362</i> Problem Solving Strategy: Write a Number Sentence	Write a number sentence to solve problems.	<ul style="list-style-type: none"> • connecting cubes 		K.OA.1 K.OA.2 K.OA.5 Major Cluster MP 1, 3, 6, 7, 8
Lesson 7 <i>pp. 363-368</i> Add to Make 10	Solve addition problems with numbers one to nine that when added together make 10.	<ul style="list-style-type: none"> • napkins • pretzel sticks and fruit snacks • number card 10 • counters 		K.OA.4 Major Cluster MP 1, 2, 5, 6, 8

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.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).
TECH.9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

Technology and Design Integration

Utilize programs on the iPad.

Use of Shutterfly Share Site.

Smartboard lessons and technology

Interdisciplinary Connections

LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
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.

Differentiation

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

Modifications & Accommodations

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

Formative Assessments

Teacher observation

Discussion

Worksheets

Summative Assessments

Assessments for chapters located in My Math Unit.

Instructional Materials

See above

Standards

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.
MA.K.OA.A.5	Demonstrate fluency for addition and subtraction within 5.