# Feb. K: Unit 5: Addition 

## Content Area:

 Course(s): Time Period: Length: Status:February 4-5 Weeks 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 <br> Suggested Pacing

Instruction
Review/Assessment
Total*

11 days
2 days
13 days
*Includes additional time for remediation and differentiation.

| Lesson | Objective | Material \& Manipulatives | Vocabulary | Standard |
| :---: | :---: | :---: | :---: | :---: |
| 1 pp. 325-330 | Model addition by putting groups - | - connectng cubes | join | K.OA. 1 |
| O Stories | together or adding to groups. | - number cards | in all | K.OA. 2 |
|  |  | - paper |  |  |
|  |  | - counters |  | Major Cluster |


| Lesson 2 pp. 331-336 <br> Use Objects to Add | Use concrete objects to represent and solve addition problems. | - number cards | add | $\begin{aligned} & \mathbf{5} \\ & \text { K.OA. } \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: |
|  |  | - counters |  | K.OA. 2 |
|  |  | - library books <br> - plastic sandwich bags |  | Major Cluster |
|  |  | - connecting cubes <br> - paper |  | $\begin{aligned} & \text { MP 1, 2, } 6, \\ & 7,8 \end{aligned}$ |
| Check My Progress |  |  |  |  |
| Lesson 3 pp. 339-344 | Use the plus symbol ( + ) to show | - number cards to | plus sign (+ | K.OA. 1 |
| Use the + Symbol | addition. | 10 |  | K.OA. 2 |
|  |  | - two-color counters |  | K.OA. 5 |
|  |  | - small classroom items |  | Major Cluster |
|  |  |  |  | $\begin{aligned} & \text { MP } 1,2,3, \\ & 4,5,7 \end{aligned}$ |
| Lesson 4 pp. 345-350 <br> Use the $=$ Symbol | Use the equals (=) symbol in addition sentences. | - connecting cubes | equals sign | K.OA. 1 |
|  |  | - counters | (=) | K.OA. 2 |
|  |  | - color tiles |  | K.OA. 5 |
|  |  |  |  | Major <br> Cluster |
|  |  |  |  | $\begin{aligned} & \text { MP 1, 3, 4, } \\ & 5,6,7 \end{aligned}$ |
| Lesson 5 pp. 351-356 How Many in All? | Use concrete objects to show how many in all. | - dot cards and |  | K.OA. 1 |
|  |  | symbol cards |  | K.OA. 2 |
|  |  | - write-on/wipe-off boards |  | K.OA. 5 |
|  |  | - tape |  | Major |
|  |  | - connecting cubes <br> - counters |  | Cluster |
|  |  | - dry erase markers |  | $\begin{aligned} & \text { MP 1, 2, 3, } \\ & 5,6,7 \end{aligned}$ |
| Lesson 6 pp. 357-362 <br> Problem Solving <br> Strategy: Write a <br> Number Sentence | Write a number sentence to solve problems. | - connecting cubes |  | K.OA. 1 |
|  |  |  |  | K.OA. 2 |
|  |  |  |  | K.OA. 5 |
|  |  |  |  | Major |
|  |  |  |  | Cluster |
|  |  |  |  | $\begin{aligned} & \text { MP } 1,3,6, \\ & 7,8 \end{aligned}$ |
| Lesson 7 pp. 363-368 Add to Make 10 | Solve addition problems with numbers one to nine that when added together make 10 . | - napkins <br> - pretzel sticks and fruit snacks <br> - number card 10 <br> - counters |  | K.OA. 4 |
|  |  |  |  | Major |
|  |  |  |  | Cluster |
|  |  |  |  |  |
|  |  |  |  | $\begin{aligned} & \text { MP } 1,2,5 \text {, } \\ & 6,8 \end{aligned}$ |

## Integration of Career Readiness, Life Literacies and Key Skills

WRK.9.1.2.CAP
WRK.9.1.2.CAP. 1
TECH.9.4.2.CT
TECH.9.4.2.CT. 3
TECH.9.4.2.DC. 3

Career Awareness and Planning
Make a list of different types of jobs and describe the skills associated with each job.
Critical Thinking and Problem-solving
Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
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.RF.K. 2
LA.RF.K. 3
LA.RI.K. 1
LA.RI.K. 4

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

With prompting and support, ask and answer questions about key details in a text.

## 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, <br> drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or <br> equations. |
| :--- | :--- |
| MA.K.OA.A. 2 | Solve addition and subtraction word problems, and add and subtract within 10, e.g., by <br> 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 <br> number, e.g., by using objects or drawings, and record the answer with a drawing or <br> equation. |
| MA.K.OA.A.5 5 | Demonstrate fluency for addition and subtraction within 5. |

