March . K: Unit 6: Subtraction

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

Unit Overview

Students will learn how to take apart a group to subtract and use symbols to represent subtraction.

Enduring Understandings

Subtraction is taking a part of a group away from a larger group.

Minus signs represent "take away".

Essential Questions

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

How do we use symbols to represent subtaction?

Instructional Strategies & Learning Activities

My Math Kindergarten Chapter 6

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 *pp. 383-388* **Subtraction Stories**	Model subtraction as taking away from or separating groups of objects.	• connecting cubes • counters • counting bears	**take away** **are left**	K.OA.1 K.OA.2 **Major**

				Cluster
				MP 1, 2, 4, 5, 6, 7 K.OA.1 K.OA.2
Lesson 2 *pp. 389-394* **Use Objects to Subtract** **Check My Progress**	Use concrete objects to solve subtraction problems.	• buttons • counters • paper • crayons	**subtract**	**Major Cluster** **MP 1, 2, 5, 6** K.OA.1 K.OA.2 K.OA.5
Lesson 3 *pp. 397-402* **Use the − Symbol**	Use the minus symbol (–) to show subtraction.	• counters • connecting cubes	**minus sign (–)**	**Major Cluster** **MP 1, 2, 4, 5, 8** K.OA.1 K.OA.2 K.OA.5
Lesson 4 *pp. 403-408* **Use the = Symbol**	Use the (=) symbol in subtraction sentences.	• connecting cubes • counters • color tiles		**Major Cluster** **MP 1, 2, 3, 6, 8** K.OA.1 K.OA.2 K.OA.5
Lesson 5 *pp. 409-414* **How Many Are Left?**	Use concrete objects to show how many are left.	• clay • write on/wipe off board • counters • attribute blocks		**Major Cluster** **MP 1, 2, 3, 4, 6** K.OA.1 K.OA.2 K.OA.5
Lesson 6 *pp. 415-420* **Problem Solving Strategy: Write a Number Sentence**	Write a number sentence to solve subtraction problems.	• pencils • paper • counting bears • color tiles • string		**Major Cluster** **MP 1, 3, 4, 6, 8**
Lesson 7 *pp. 421-426* **Subtract to Take Apart 10**	Take apart 10 by subtracting.	• attribute buttons • counters • connecting		K.OA.3 **Major**

| | cubes | **Cluster** |
| | | **MP 1, 4, 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.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.
	Income is received from work in different ways including regular payments, tips, commissions, and benefits.
	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 ACCOMMOCATIONS 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.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.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 $5 = 4 + 1$).
MA.K.OA.A.5	Demonstrate fluency for addition and subtraction within 5.