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| Module 4: Addition and Subtraction Lessons 18-22 | | | | | | |
| Kindergarten   February 4-8, 2019 | | | | | | |
| **Standards:**  **K.OA.1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the Standards.)  **K.OA.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).  **K.OA.5** Fluently add and subtract within 5 | | | | Focus Skills:  Objective 1: Solve both addends unknown word problems to 8 to find addition patterns in number pairs. (Lesson 18)  Objective 2: Use objects and drawings to find how many are left. (Lesson 19)  Objective 3: Solve take from with result unknown expressions and equations using the minus sign with no unknown. (Lesson 20)  Objective 4: Represent subtraction story problems using objects, drawings, expressions, and equations. | | |
| Vocabulary: take away, less, minuend, subtrahend, difference | | |
|  | Monday (2.4) | Tuesday (2.5) | Wednesday (2.6) | | Thursday (2.7) | Friday (2.8) |
| Learning Target | I will solve addition word problems and write a number sentence. |  | I will solve subtraction word problems. | | I will solve subtraction word problems. | I will solve subtraction word problems. |
| Math | Lesson 18  Fluency: SPRINT – Make 5  Application problem: Students will draw a picture to match a story and decide what the parts should be. Students will write a number sentence to match.  Concept Development:  Students will find many different ways to break apart a whole group and write a number sentence to match their stories.  Problem Set:  Students will work in small groups or independently (depending on ability levels) to solve word problems. Teachers will read problems aloud to students as they work to solve the problems.  Debrief:  Students will review their solutions from the problem set with a partner before going over answers as a class.  Zearn in centers | Review and assess for Topic C: Addition With Totals of 6, 7, and 8: Lessons 13-18 | Lesson 19  Fluency: Ten frame subitizing – telling dots and empty spaces to make 10  Application problem: Students act out the story problem to show TAKE AWAY  Concept Development:  Students act out 5 little monkeys song to practice taking away  Students will use pictures to show monkeys, then cross one off each time one falls off the bed.  Problem Set:  Students will practice crossing something off to show how many have gone away. Teacher reads each story and students work to solve the problem. Students tell their classmates in their small group how many are left.  Debrief:  Students will review their solutions from the problem set with a partner before going over answers as a class.  Zearn in centers | | Lesson 20  Fluency: 5 frame flash. Students tell how many, T covers some and S tell how many are left.  Application problem: Students draw a picture of monkeys from yesterday and cross off the ones they choose to tell how many fell off the bed.  Concept Development:  Students will use cubes to solve take away word problems and will draw pictures to match what they did with their cubes. Students will write subtraction number sentences to match.  Problem Set:  Students will match the number sentence with the picture that tells the same story.  Debrief:  Students will review their solutions from the problem set with a partner before going over answers as a class.  **Zearn in centers** | Lesson 21  Fluency:  Rolll and Show 1 Less- partners take turns rolling to show one less the math way.  Application Problem:  Students will draw a picture of frogs sitting on the side of a pond and cross off the frogs that hopped away on personal whiteboards. Students will share their number sentence about the story with a partner.  Concept Development:  Students will use linking cubes (5) to demonstrate the story from the application problem and other story problems to show “taking away”. Students will draw pictures and write number sentences to match the stories.  Problem Set:  Students will read and solve subtraction story problems by crossing off the number taken away and finding the difference.  Debrief:  Students will review their solutions from the problem set with a partner before going over answers as a class.  Zearn in centers |