

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

Speaking and Listening

K.SL.1 – Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

b. Continue a conversation through multiple exchanges.

K.SL.6 – Speak audibly and express thoughts, feelings, and ideas clearly

Focus Skills:

Objective 1: Model composition and decomposition of numbers to 5, using actions, objects, and drawings. (1)

Objective 2: Model composition and decomposition of numbers to 5 using fingers and linking cube sticks. (2)

Objective 3: Represent composition story situations with drawings using numeric number bonds. (3)

Objective 4: Represent decomposition story situations with drawings using numeric number bonds. (4)

Objective 5: Represent composition and decomposition of numbers to 5 using pictorial and numeric number bonds. (5)

	Monday (1.7)	Tuesday (1.8)	Wednesday (1.9)	Thursday (1.10)	Friday (1.11)
Learning Target	I will put together and take apart groups.	I will put together and take apart groups.	I will put together and take apart groups.	I will break apart the whole group to show parts.	I will take apart and put together groups.
Math	<p>L1 FLUENCY: Make 5 Matching Game Concept Development: Students act out story problems using hula-hoops as a number bond. S will use cubes in a number bond to solve composition stories with a partner. Problem Set: S will draw the butterflies in a number bond to show parts and whole. Debrief: Students will share their solutions for the problem set and answer any of the following questions: <i>What type of drawing did we use today?</i> <i>Which story was about taking apart? Putting together?</i> <i>What did you notice that made the number bonds different for the butterflies and cats?</i> <i>What do the circles in the number bond represent?</i> <i>How do you know which be written in each circle?</i></p>	<p>L2 FLUENCY: Joining Number Bonds Concept Development: Students act out story problems using hula-hoops as a number bond. S will use cubes in a number bond to solve composition stories with a partner. Problem Set: S will draw the cubes in the cube stick to represent the number of rabbits in a number bond to show parts and whole. Debrief: Students will share their solutions for the problem set and answer any of the following questions: <i>What happened in our number bond when we decided to send the students home from the party?</i> <i>Did the whole number of students change when they home in different groups?</i> How did you show me the number bonds with your fingers?</p>	<p>L3 FLUENCY: Sprint: Number Order to 5 Concept Development: Students act out story problems using hula hoops as a number bond. S will use cubes in a number bond to solve story problems. S will write numbers in number bonds to show parts and whole. Problem Set: S will draw groups in a number bond and write numbers in a number bond to show parts and whole. Debrief: Students will share their solutions for the problem set and answer any of the following questions: <i>What is the part? What is the whole?</i> <i>Does it matter if we use pictures or numbers to show a story?</i> <i>Does it matter where we put the smiley faces that are in the parts?</i> <i>Does it matter where I put the number sin a number bond?</i></p>	<p>L4 FLUENCY: subitizing Concept Development: Students act out story problems using hula hoops as a number bond. S will use cubes and number bonds to show parts in a whole group. S will write numbers to complete a number bond. Problem Set: S will complete number bonds to show how to break apart a whole group. Debrief: Students will share their solutions for the problem set and answer any of the following questions: <i>How is your number bond the same/different from your partner's?</i> <i>When we start with the parts, how can we find the whole?</i> <i>When we start with the whole, how do you find the parts?</i> <i>How do we know where to write the numbers in a number bond?</i></p>	<p>L5 FLUENCY: Joining Number Bonds Concept Development: Students act out story problems using hula hoops as a number bond. S will use pictures to solve put together and take apart problems using a number bond. T will introduce the number sentence and S will repeat proper way to say it. Problem Set: S will complete a number bond using a picture to show whole and parts. S will write numbers for beginning of writing an equation. Debrief: Students will share their solutions for the problem set and answer any of the following questions: <i>How many cats are there in each problem? Are they the same/different? How?</i> <i>How did we decide what numbers to write in which circle?</i> <i>How did we use the number bond to show putting together? Taking apart?</i></p> <p>Lesson 5 Problem Set will be used as a grade this week.</p>