

Unit 4 Counting, Addition and Subtraction

Content Area: **Mathematics**
Course(s):
Time Period: **Generic Time Period**
Length: **4 weeks**
Status: **Published**

Standards

MA.K.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.
SOC.6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
MA.K.K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
MA.K.K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
LA.K.SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
LA.K.L.K.4.A	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
LA.K.SL.K.1.B	Continue a conversation through multiple exchanges.
MA.K.K.OA.A.5	Demonstrate fluency for addition and subtraction within 5.
LA.K.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
MA.K.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.
LA.K.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
MA.K.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.
PFL.9.1.4.A.3	Explain how income affects spending and take-home pay.
MA.K.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.K.CC.B.4c	Understand that each successive number name refers to a quantity that is one larger.
MA.K.K.CC.B.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
LA.K.L.K.1.F	Produce and expand complete sentences in shared language activities.
MA.K.K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or

equal to the number of objects in another group, e.g., by using matching and counting strategies.

SOC.6.1.4.C.CS5

Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.

PFL.9.1.4.B.4

Identify common household expense categories and sources of income.

Essential Questions

How can you show addition?

How can using objects or pictures help you show addition?

How can you use numbers and symbols to show addition?

How can you show subtraction?

How can you use numbers and symbols to show a subtraction sentence?

How can using objects and drawings help you solve word problems?

How can acting it out help you solve subtraction word problems?

How can using addition help you solve subtraction word problems?

Student Learning Objectives

Chapter 5

SWBAT use expressions to represent addition within 5.

SWBAT use expressions to represent addition.

SWBAT solve problems by using the strategy act it out.

SWBAT use objects and drawings to solve addition word problems within 5.

SWBAT use a drawing to find 10 from a given number and record the equation.

SWBAT solve addition word problems within 5 and record the equation.

SWBAT solve addition word problems within 10 and record the equation.

SWBAT decompose numbers within 5 into pairs in more than one way and record each decomposition with an equation.

SWBAT decompose 6 and 7 into pairs in more than one way and record each decomposition with an equation.

SWBAT decompose 8 into pairs in more than one way and record each decomposition with an equation.

SWBAT decompose 9 into pairs in more than one way and record each decomposition with an equation.

SWBAT decompose 10 into pairs in more than one way and record each decomposition with an equation.

Chapter 6

SWBAT use expressions to represent subtraction within 5.

SWBAT use expressions to represent subtraction.

SWBAT solve problems by using the strategy act it out.

SWBAT use objects and drawings to solve subtraction word problems within 5.

SWBAT solve subtraction word problems within 5 and record the equation.

SWBAT solve subtraction word problems within 10 and record the equation.

SWBAT understand addition as putting together or adding to and subtraction as taking apart or taking from to solve word problems.

Materials

Achieve the Core:

<http://achievethecore.org/page/2853/go-math-k-5-guidance-documents>

Student Edition-chap 5, 6

Teacher Edition- chap 5,6

Chapter Resources-School-home letter, reteach and Enrich pages

Grab N Go Center Kit

Math on the Spot Video

Animated Math Models

iTools

Thinkcentral.com

manipulatives

Activities

Show What you know

Game-Pairs That Make 7 (chap 5): Spin for More (chap 6)

Vocabulary Game-Bingo (chap 5): Picture it (chap 6)

Vocabulary builder

Journal pages

Problem of the Day- Daily Routines

Lesson-5 E's:Engage, Explain, Explore, Elaborate, Evaluate

- 5.1-Add to
- 5.2-Put together
- 5.3-Act out addition problems
- 5.4-Model and draw addition problems
- 5.5-Write addition sentences to 10
- 5.6-Write addition sentences
- 5.7- Write more addition sentences
- 5.8-Number Pairs to 5

- 5.9-Number pairs for 6 and 7
- 5.10-Number pairs for 8
- 5.11-Number pairs for 9
- 5.12-Number pairs for 10
- 6.1- Take from
- 6.2- Take Apart
- 6.3-Act out subtraction problems
- 6.4-Model and draw subtraction problems
- Mid-chapter checkpoint
- 6.5-Write subtraction sentences
- 6.6-Write more subtraction sentences
- 6.7-Addition and subtraction

Quick check

Groups

Practice and Homework

Assessment

Show what you know

Diagnostic Interview Task

Digital Personal Math trainer

Lesson quick check

Mid-Chapter checkpoint

Chapter Review/Test

Chapter Test

Fact Fluency

Games-Student Edition

Fluency Standard Lessons-Student Edition

Fluency Builder-Teacher Edition

- cube addition sentences
- number sequence
- add within 5
- addition sentences
- number pairs to 8
- cube subtraction
- model addition facts
- subtract within 5
- subtraction words
- numeral card subtraction

Strategies and Practices for Skills and Facts Fluency

Teacher Resource Book

HMH Mega Math

Personal Math Trainer: Standards Quizzes

Animated Math Models

Manipulatives

Calendar time

Accommodations and Modifications

Personal Math Trainer

Intervention Options

- on-level
- strategic
- intensive

Reteach pages

Enrich pages

Grab and Go Differentiated Centers Kit

- independent activities

Math on the Spot

ELL strategies

Advanced learners activities

Leveled quizzes and tests

Leveled performance tasks

Animated math models