Add and Subtract Within 10

Kindergarten : Unit 4

Standards addressed: K.CC.A, K.CC.B, K.G.A, K.G.B.,K.OA.A, K.MD.B.

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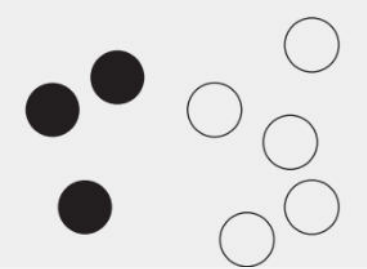
Unit 4 Progression Overview
Add and Subtract Within 10

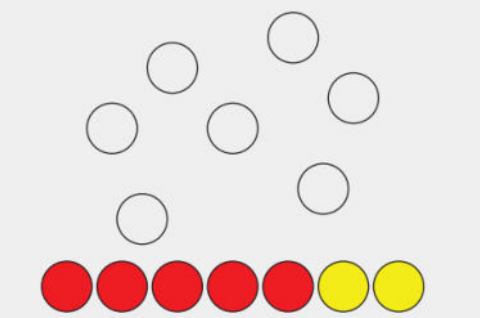
Section A
Lessons 1-5
K.CC.A., K.CC.B., K.G.A., K.G.B, K.OA.A.

- Understand addition as putting together and subtraction as taking from.



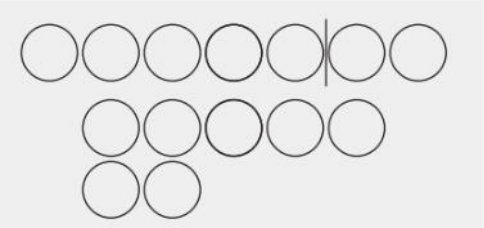
Section B
Lessons 6-13
K.CC.A, K.CC.B, K.CC., K.G.A., K.G.B., K.OA.A.

- Represent and solve Add To and Take From, Result Unknown story problems within 10.



Section C
Lessons 14-19
K.CC.A, K.CC.B, K.CC., K.CC.C., K.OA.A.,

- Find the value of addition and subtraction expressions within 10.
- Relate addition and subtraction expressions to story problems.



Unit 4 Quick Links

L1 L2 L3 L4 L5 L6

L7 L8 L9 L10 L11 L12

L13 L14 L15 L16 L17 L18 L19

1

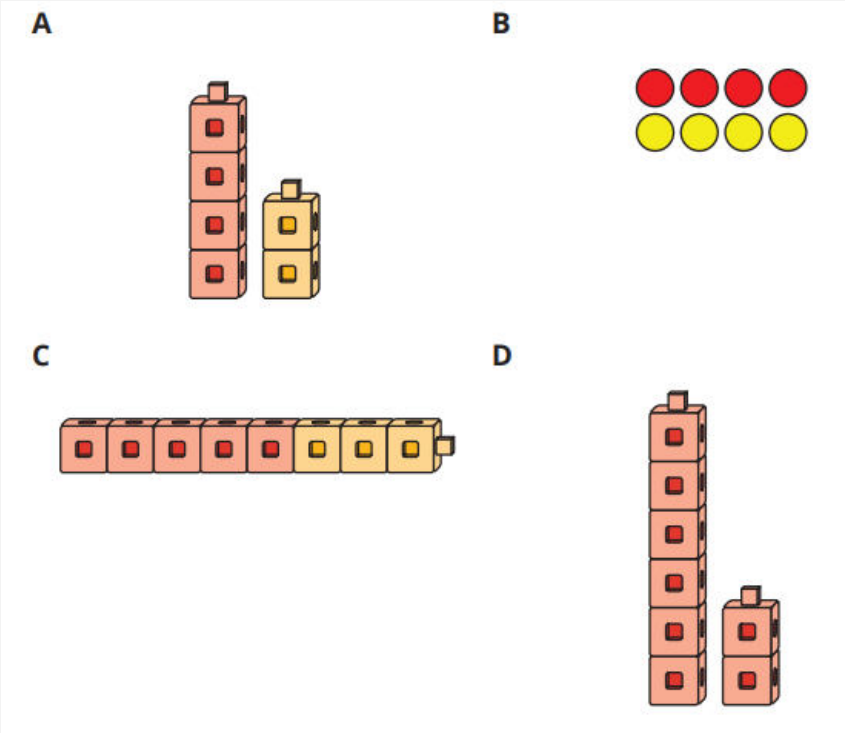
Count 2 Groups of Objects

Let’s count to find out how many objects are in 2 groups.

K.CC.A.3, K.CC.B.5, K.G.A.1, K.G.B.6, K.OA.A.1

Which One Doesn't Belong: Group

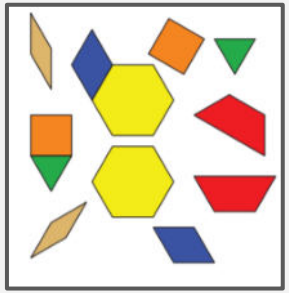
Warm up



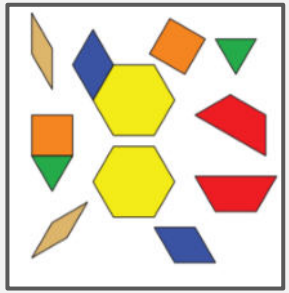
Activity #1

Put Together Pattern Blocks

Work with your partner to figure out how many pattern blocks you have.



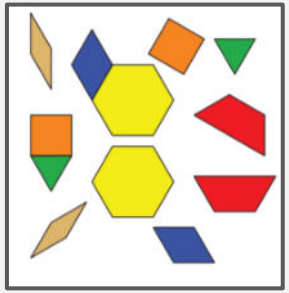
I have _____ pattern blocks.



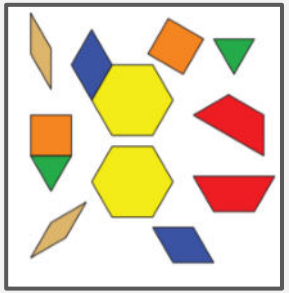
Activity #2

Put Together Connecting Cubes

How many cubes do you and your partner have together?



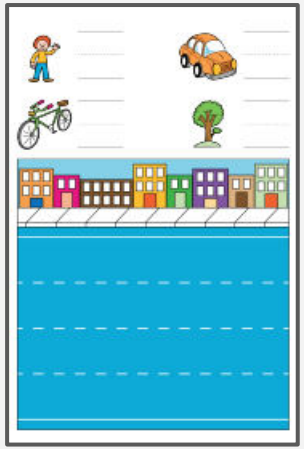
We have _____ cubes.



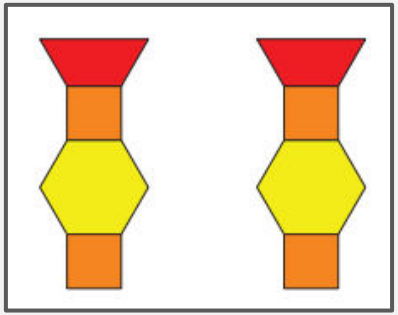
Activity #3

Centers: Choice Time

Math Libs

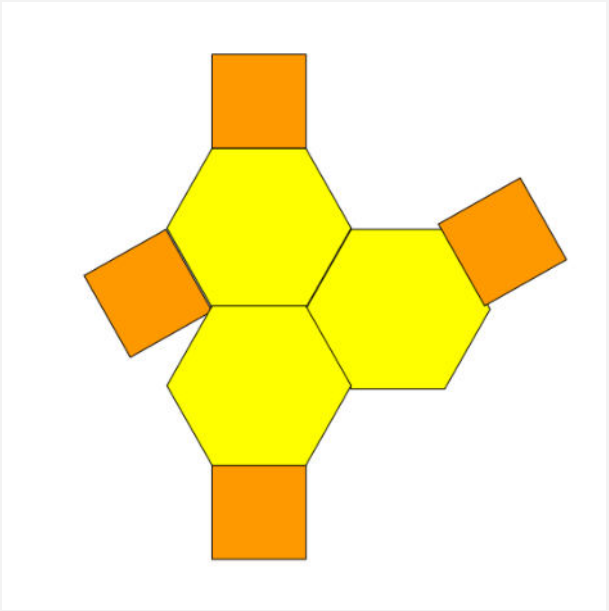


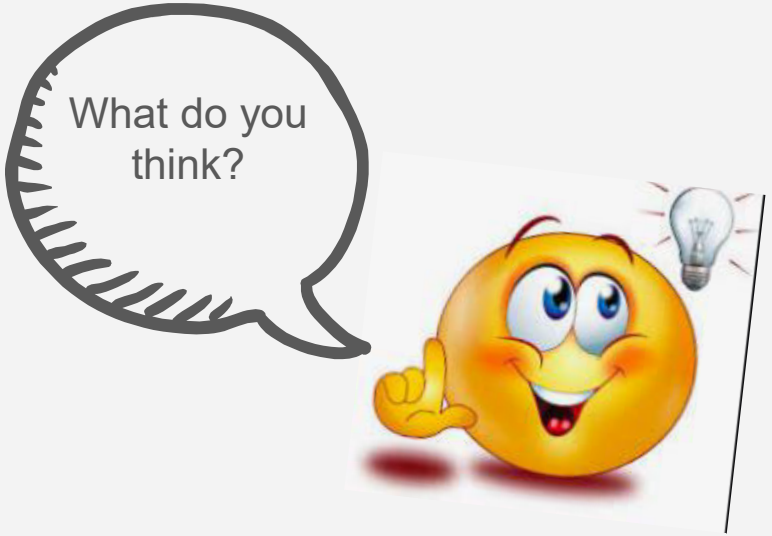
Match Mine



Lesson Synthesis

Today we counted 2 groups to figure out how many objects we had altogether. Mai says we need to count the hexagons first and then count the squares





2

Count 2 Groups of Images

Let’s count to find out how many images are in 2 groups.

K.CC.B.5, K.OA.A.1

Warm up

Questions About Us: Winter or Summer?

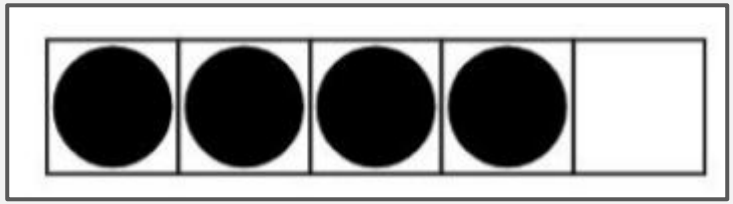
Which season do you like better: winter or summer?

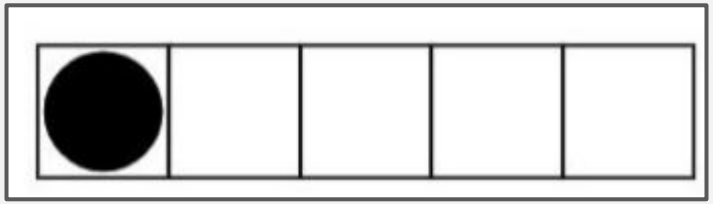
Activity #1

Put Together Dots on 5-Frames

I have two 5-frames with some dots in them.

How many dots are there altogether? How do you know?



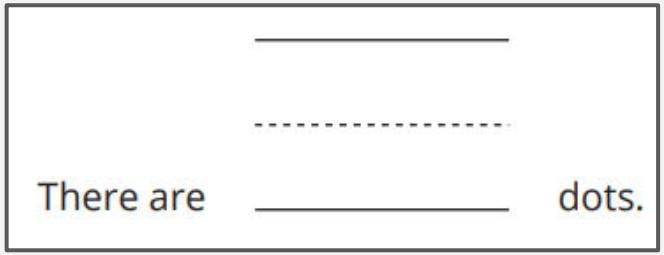


Activity #1

Put Together Dots on 5-Frames

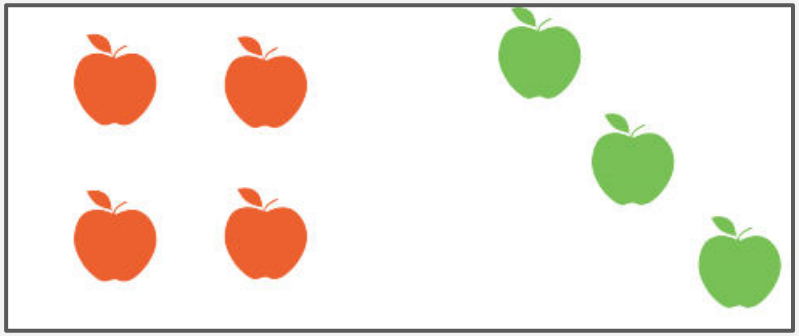
It's your turn to play this game with your partner.

- Each of you will flip over one 5-frame card.
- Then, figure out how many dots you have together
- Write the number on the line



Activity #2

How Many Apples?



How many red apples are there?

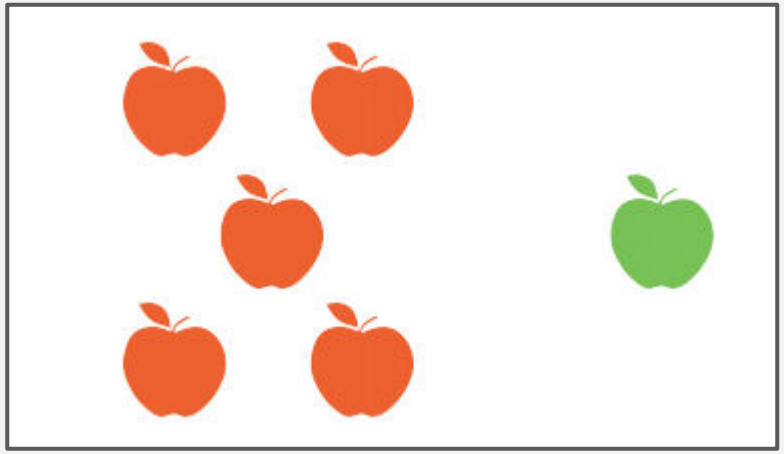
How many green apples are there?

How many apples are there altogether?

- Tell your partner how many red apples there are, how many green apples there are, and how many apples there are altogether.

Activity #2

How Many Apples?



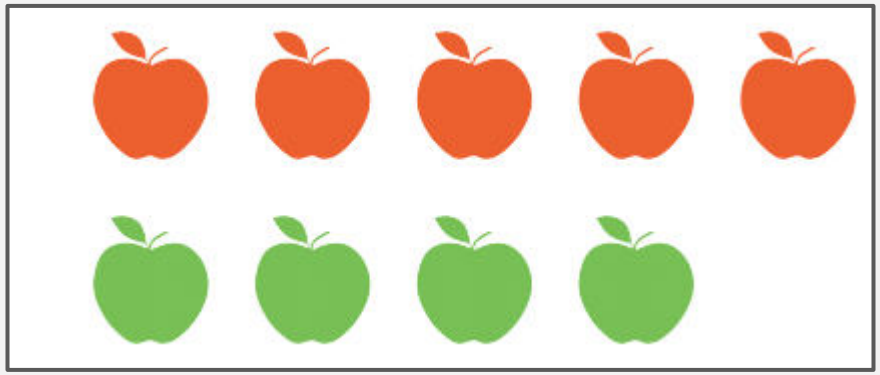
How many red apples are there?

How many green apples are there?

How many apples are there altogether?

Activity #2

How Many Apples?



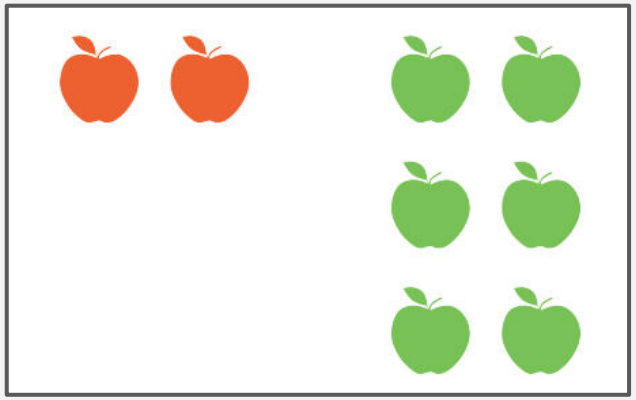
How many red apples are there?

How many green apples are there?

How many apples are there altogether?

Activity #2

How Many Apples?



How many red apples are there?

How many green apples are there?

How many apples are there altogether?

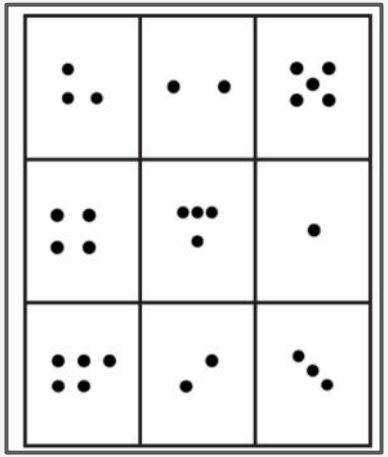
Activity #3

Centers: Introduce Roll and Add, Dots

How many dots?

We are going to play a game called Roll and Add.

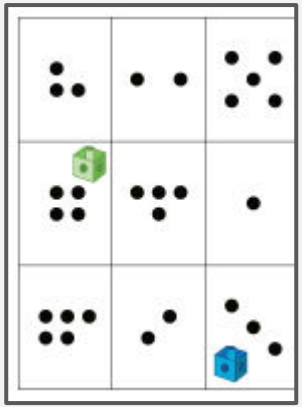
- You and your partner will both roll a cube onto the mat.
- Then find the total number of dots in both groups.
- When you and your partner agree on the total number of dots, write the number on your recording sheet



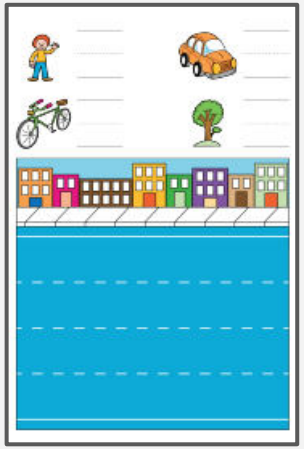
Activity #3

Centers: Choice Time

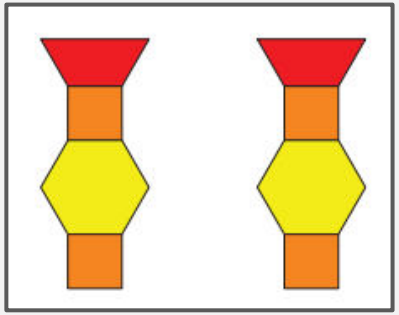
Roll and Add



Math Libs

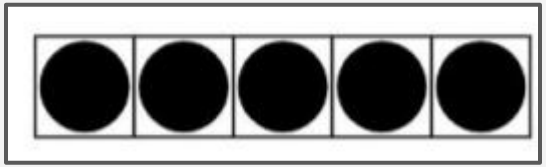


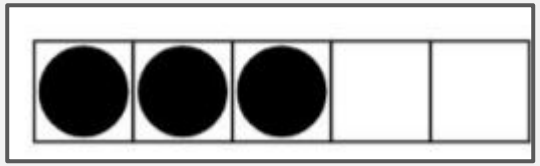
Match Mine



Lesson Synthesis

5 and 3 is 8. Where do you see 5 and 3 is 8 in the 5-frames?





3

Count 2 Groups of Scattered Images

Let’s count to find the total number of images in 2 scattered groups.

K.CC.A.1, K.CC.A.3, K.CC.B.5, K.G.A.1, K.G.B.6

Warm up

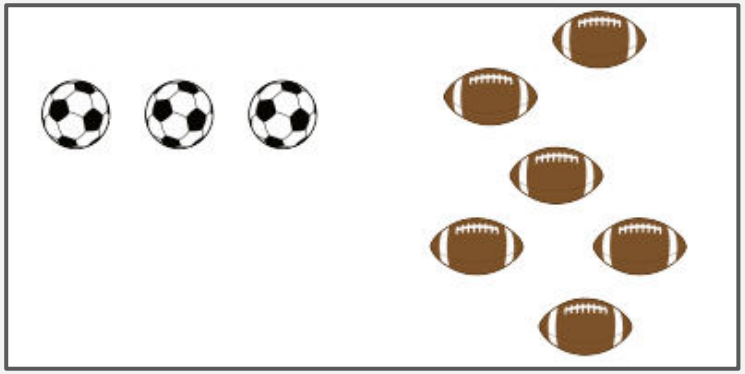
Choral Count: Count to 40

Let's count to 40

Count Organized and Scattered Images

Activity #1

Find the total number of balls. Then write the number.

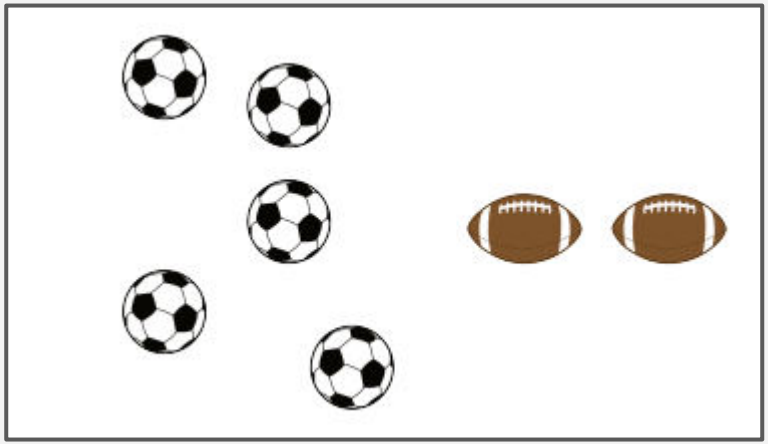


There are _____ balls.

Count Organized and Scattered Images

Activity #1

Find the total number of balls. Then write the number.

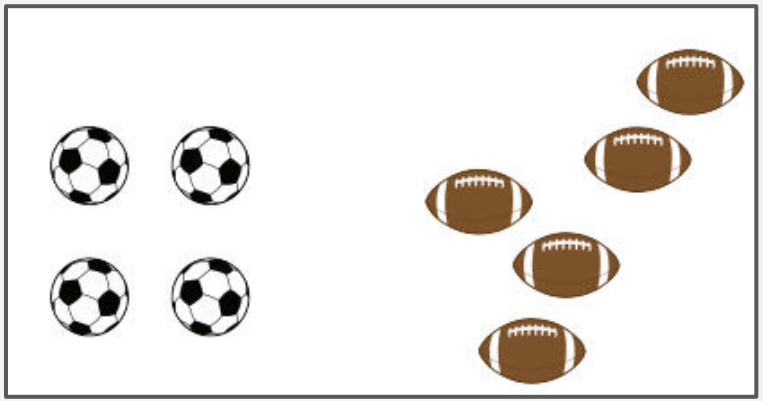


There are _____ balls.

Count Organized and Scattered Images

Activity #1

Find the total number of balls. Then write the number.

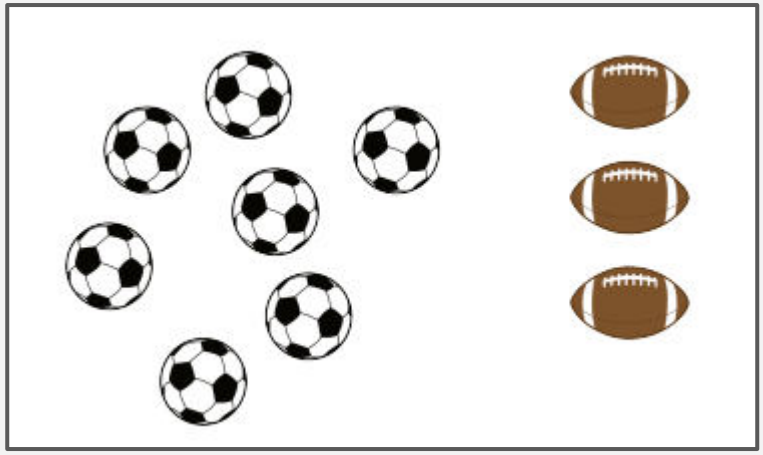


There are _____ balls.

Count Organized and Scattered Images

Activity #1

Find the total number of balls. Then write the number.



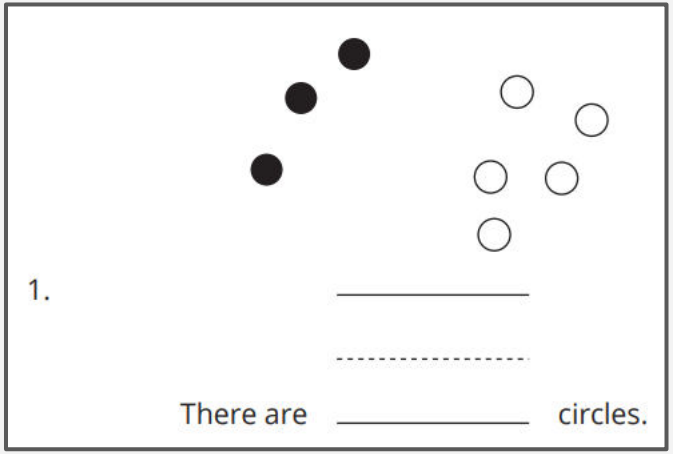
There are _____ balls.

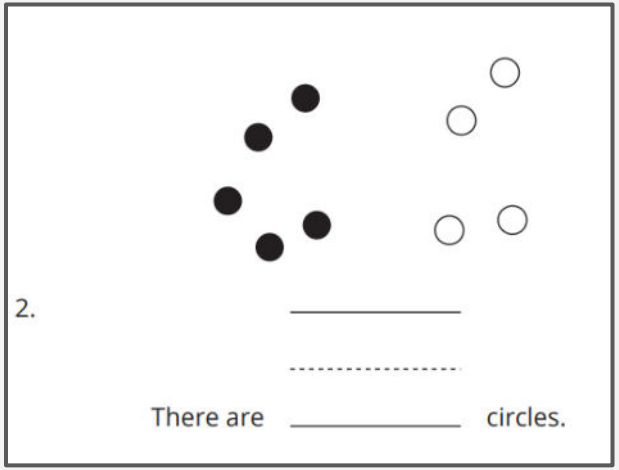
Activity #2

Count Scattered Images

Now you are going to find the total number of circles.

This time both groups are scattered. Remember to keep track of the circles you have counted.



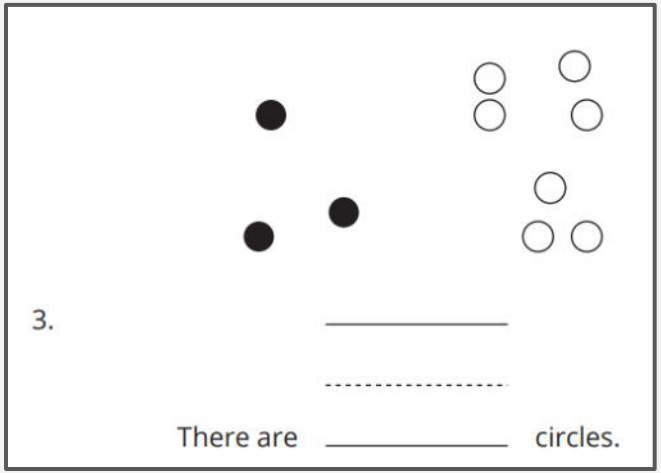


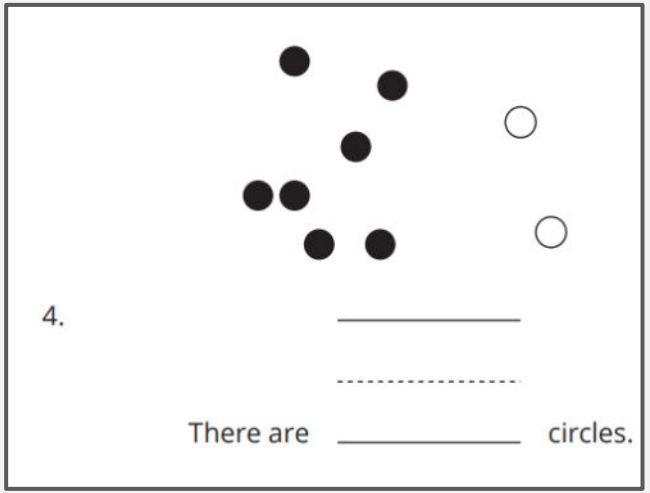
Activity #2

Count Scattered Images

Now you are going to find the total number of circles.

This time both groups are scattered. Remember to keep track of the circles you have counted.

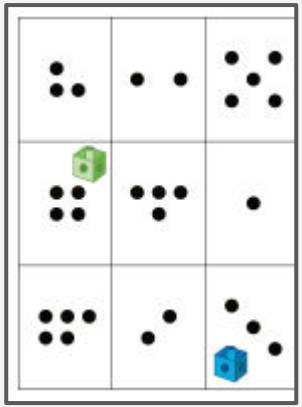




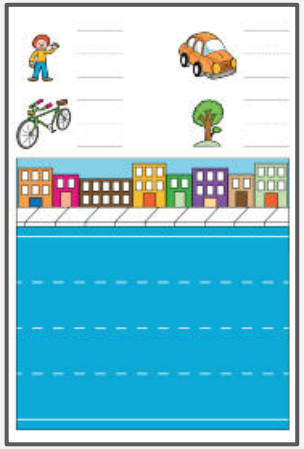
Activity #3

Centers: Choice Time

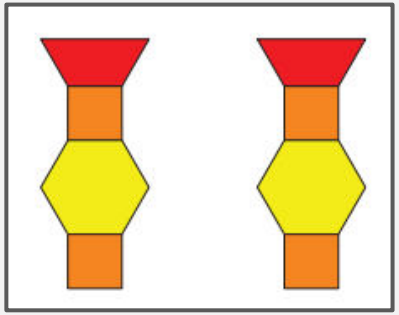
Roll and Add



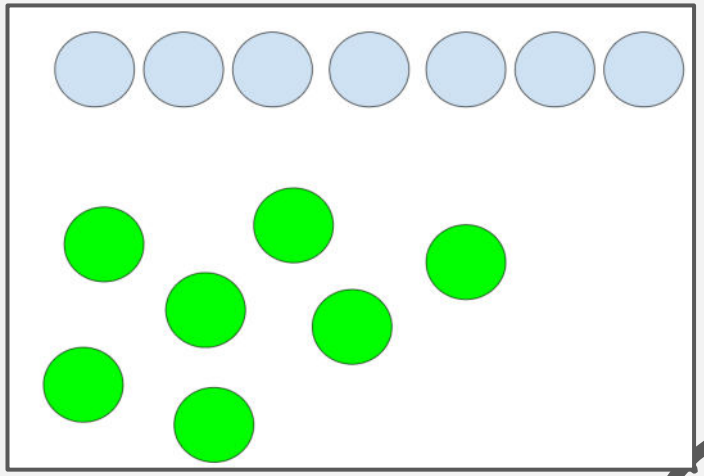
Math Libs



Match Mine



Lesson Synthesis



Which group of circles would be easier to count? Why do you think that?

What could we do to keep track as we count the group of scattered things?

4

Add with Objects

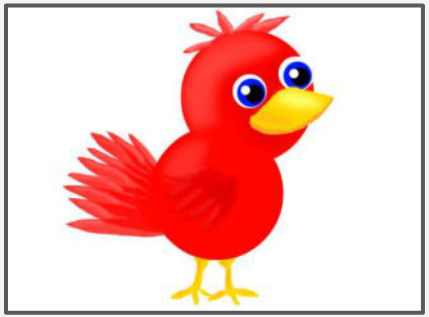
Let’s use counters to add.

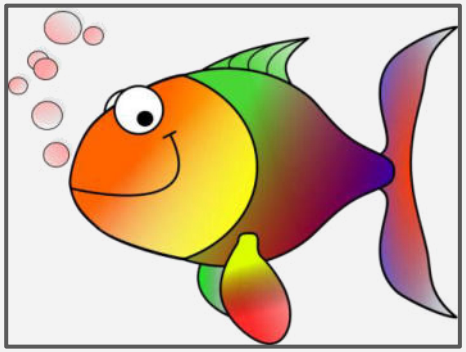
K.CC.A.3, K.CC.B.5, K.G.A.1, K.G.B.6, K.OA.A.1

Warm up

Questions About Us: Bird or Fish?

Would you rather be a bird or a fish?

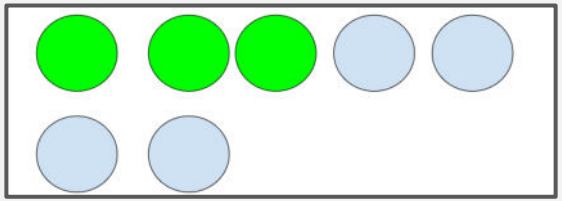




Activity #1

Add Counters

- Count out 3 counters. You can use a 5-frame if it is helpful.
- Now add 4 more counters.
- How many counters are there altogether?
- This sentence now says 'There are 7 counters altogether.



We are going to continue to work on problems where we add more counters to the group we started with. Let's add and find the total number of counters

Activity #1

Add Counters

1. Count out 2 counters.
   Add 2 more counters.

   _____

   .....

   There are _____ counters altogether.

2. Count out 5 counters.
   Add 3 more counters.

   _____

   .....

   There are _____ counters altogether.

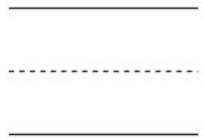
Add Counters

Activity #1

3. Count out 2 counters.
   Add 4 more counters.

There are _____ counters altogether.

4. Count out 6 counters.
   Add 3 more counters.

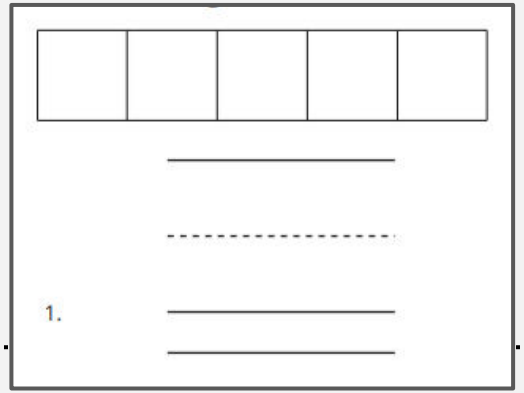


There are _____ counters altogether.

Activity #2

Introduce 5-Frames, Add

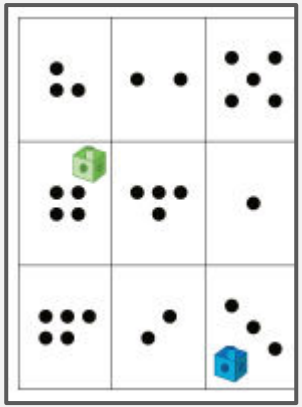
- Today we will learn a new center activity called 5-Frames, Add.
- For each round in this game, you will begin by filling the 5-frame at the top of your recording sheet.
- Then you will roll the cube onto the number mat to see how many counters you will add.
- One partner rolls the cube and the other adds the counters.



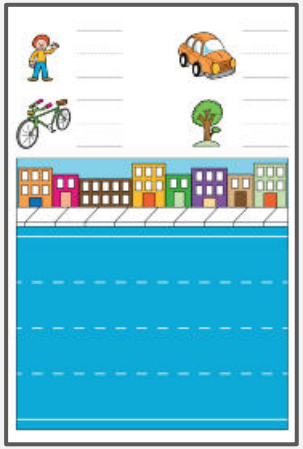
Activity #3

Centers: Choice Time

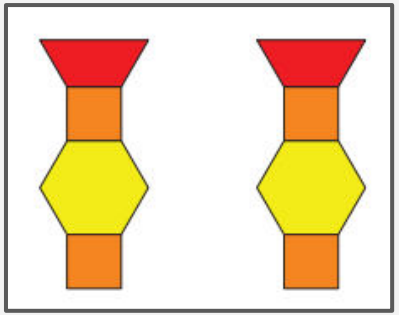
Roll and Add



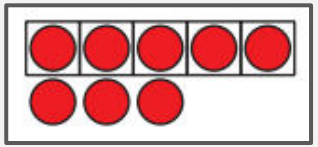
Math Libs



Match Mine

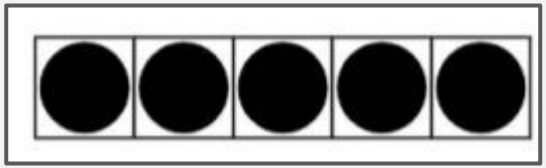


5-frames



Lesson Synthesis

Today we used counters to add. I have a full 5-frame and I need to add 3 more.



Tell your partner what that means. What do I need to do?

5

Subtract with Objects

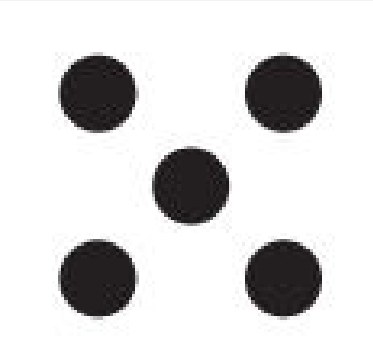
Let’s use counters to subtract

K.CC, K.CC.A.3, K.CC.B.5, K.G.A.1, K.G.B.6, K.OA.A.1

Warm up

How Many Do You See: Subtraction

How many do you see?

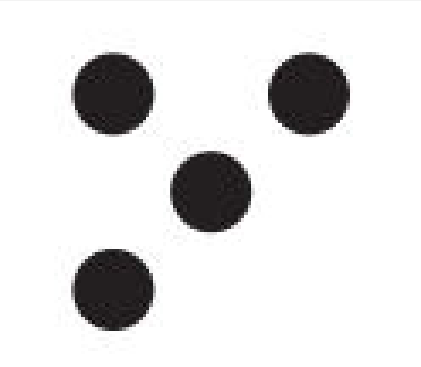


How do you see them?

Warm up

How Many Do You See: Subtraction

How many do you see?

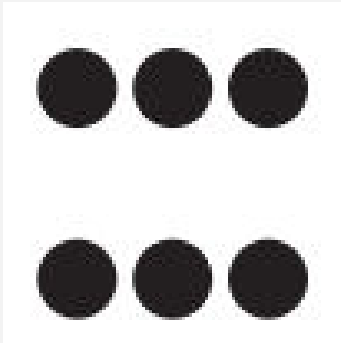


How do you see them?

Warm up

How Many Do You See: Subtraction

How many do you see?

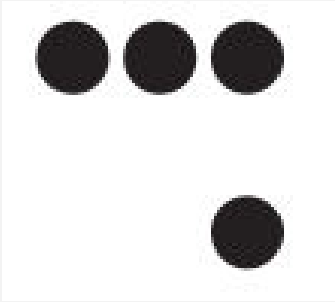


How do you see them?

Warm up

How Many Do You See: Subtraction

How many do you see?



How do you see them?

Activity #1

Subtract Counters

- Count out 4 counters.
- You have 4 counters. Now take away 2 of the counters.
- Write 4 take away 2.
- How many counters do you have now?
- Write There are 2 counters left.

We are going to continue to work on problems where we take away counters from group we started with. Let's subtract and find the total number of counters.

Subtract Counters

Activity #1

1. Count out 8 counters.
   Take away 3 counters.

_____

There are _____ counters left.

2. Count out 10 counters.
   Take away 6 counters.

_____

There are _____ counters left.

Subtract Counters

Activity #1

3. Count out 7 counters.
   Take away 1 counter.

   _____

   There are _____ counters left.

4. Count out 9 counters.
   Take away 3 counters.

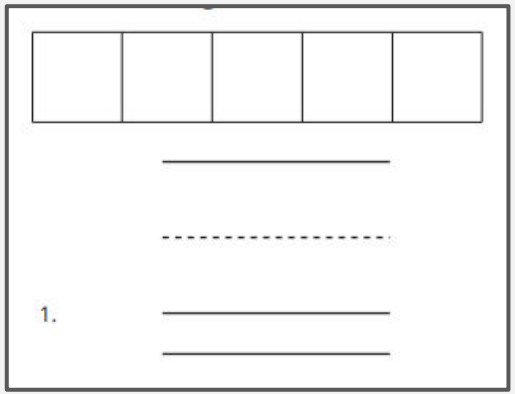
   _____

   There are _____ counters left.

Activity #2

Introduce 5-Frames, Subtract

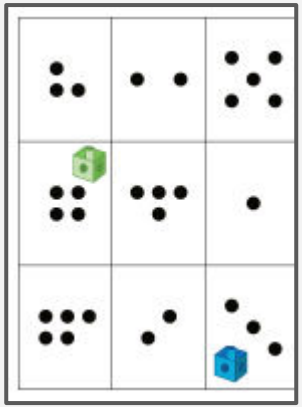
- Today we will learn a new center activity called 5-Frames, Subtract.
- For each round in this game, you will begin by filling the 5-frame at the top of the recording sheet.
- Then you will roll the cube onto the number mat to see how many counters you will take away.
- One partner rolls the cube and the other takes the counters away.



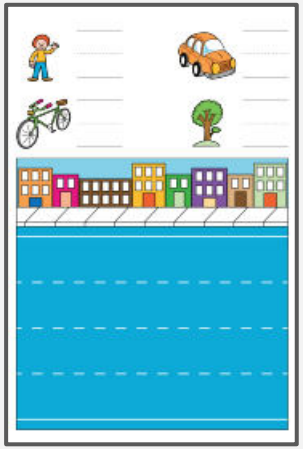
Activity #3

Centers: Choice Time

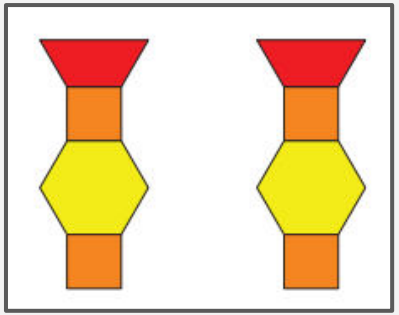
Roll and Add



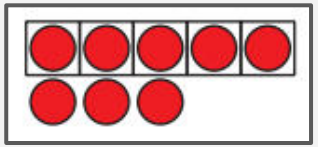
Math Libs



Match Mine



5-frames



Lesson Synthesis

Today we took away, or subtracted, with counters.

How is subtracting different than adding?

Section Summary

In this section we counted 2 groups of objects or images to find the total.

- We used counters to add. When we add, or put together, 2 groups we say “3 and 4 is 7.”
- We need to keep track of the objects and images as we count to find the total.
- When we count images, we can cross out each image as we count it to keep track.
- We used counters to subtract. When we subtract, or take away, we say “6 take away 2.”

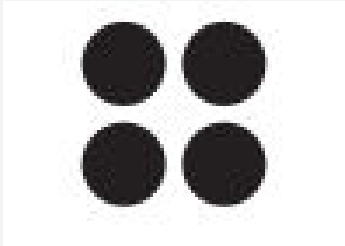
Tell and Act Out Stories

Let’s tell and act out stories.

Warm up

How Many Do You See: Add To

How many do you see?

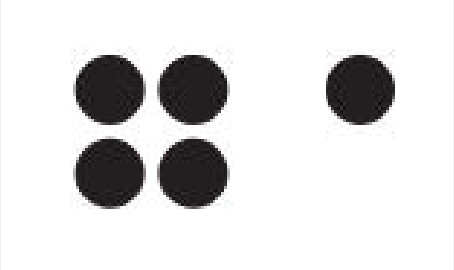


How do you see them?

Warm up

How Many Do You See: Add To

How many do you see?

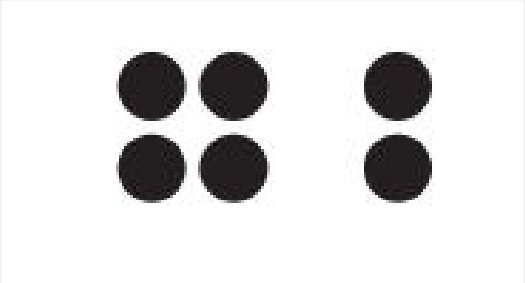


How do you see them?

Warm up

How Many Do You See: Add To

How many do you see?

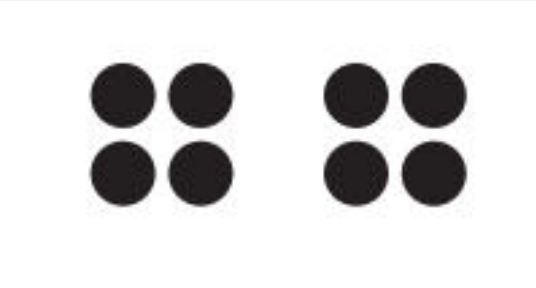


How do you see them?

Warm up

How Many Do You See: Add To

How many do you see?

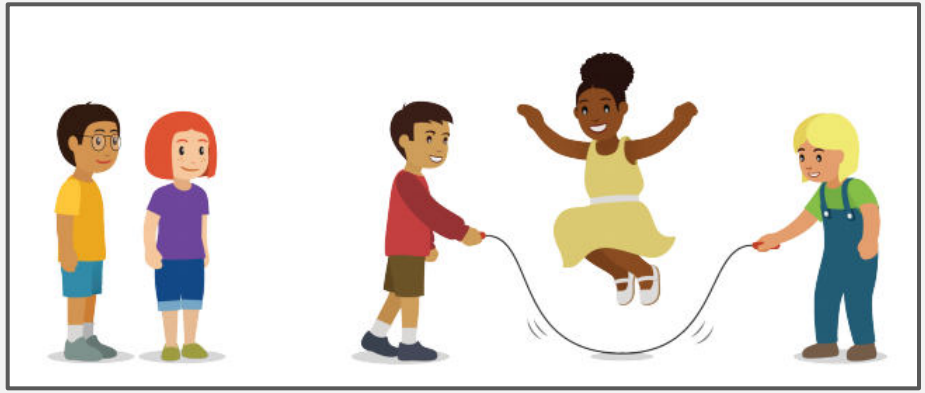


How do you see them?

Activity #1

What is Happening in the Story?

- Look at this picture of children. Imagine what you think is happening in the picture.
- Tell your partner a story about what is happening in the picture.
- Now tell a story that uses numbers to describe what is happening in the picture.



Activity #2

Act Out a Story

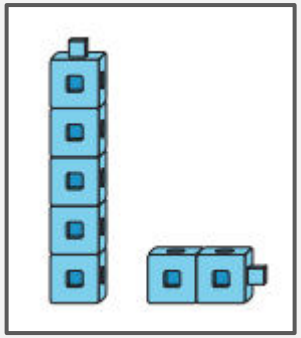
1. There were 4 students jumping rope at recess. 2 more students came out to play with them.

1. There were 6 students playing soccer at recess. 3 of the students had to go inside.

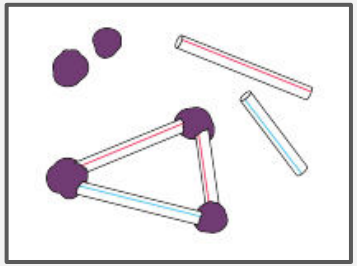
Activity #3

Centers: Choice Time

Subtraction Towers

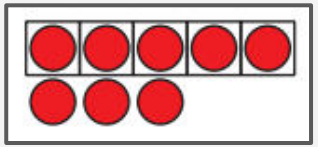


Build Shapes



Math Stories

5-frames



Lesson Synthesis

7 students were climbing on the jungle gym. 3 of the students left to go jump rope instead.

How would you act out this story?

7

Use Objects to Represent Stories

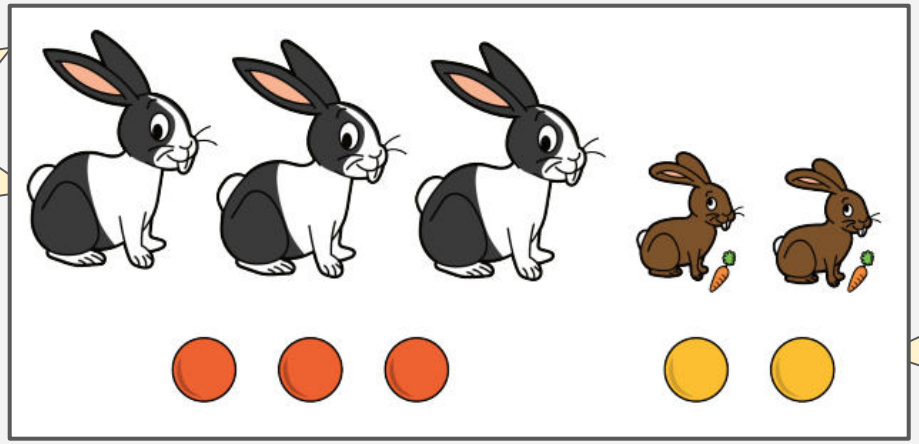
Let’s use objects to show what is happening in the story.

K.CC.A.3, K.CC.B.5, K.G.A.1, K.G.B.5, K.OA.A.1, K.OA.A.2

Warm up

Notice and Wonder: Rabbits and Counters

What do you notice?



What do you wonder?

Activity #1

Animals in the Forest

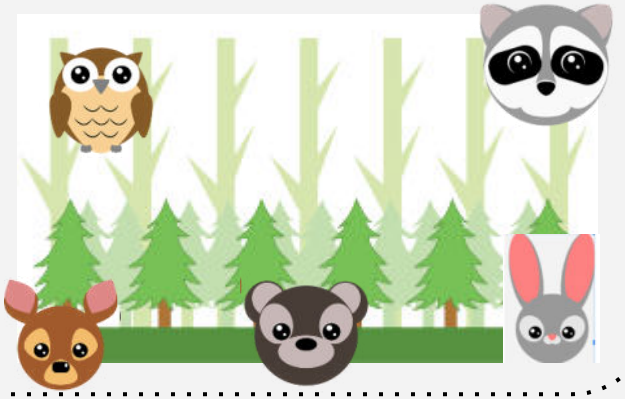
- There were 5 animals looking for food in the forest.
- 2 of the animals had to go home.

- There is more to the story, but I want all of you to act out the story with me.
- We don't have enough stuffed animals. What else could you use to represent the animals in the story
- Use your counters to show what is happening in the story

Activity #1

Animals in the Forest

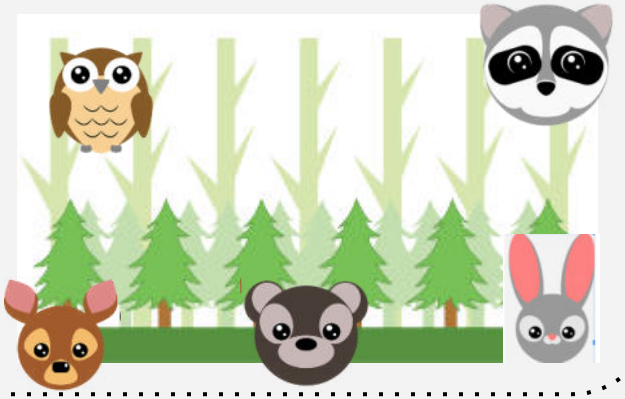
- There were 5 animals looking for food in the forest.
- 2 of the animals had to go home.
- 3 more animals came to the forest to play.



Activity #1

Animals in the Forest

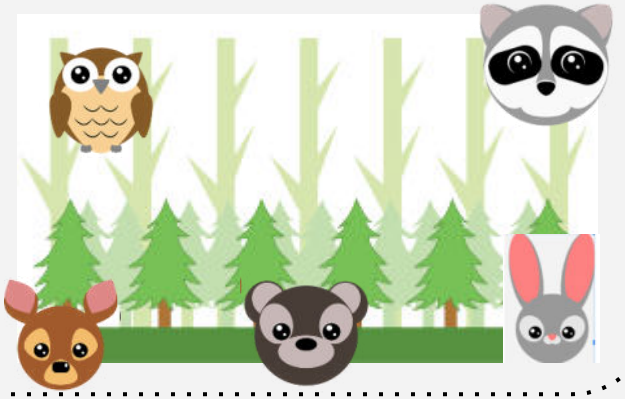
- There are 6 animals in the forest eating lunch.
- 1 more animal comes to the forest.
- 2 of the animals leave to take a nap.



Activity #1

Animals in the Forest

- There are 5 animals climbing trees in the forest.
- 4 of the animals had to go home to eat dinner.
- 2 more animals ran to the forest.

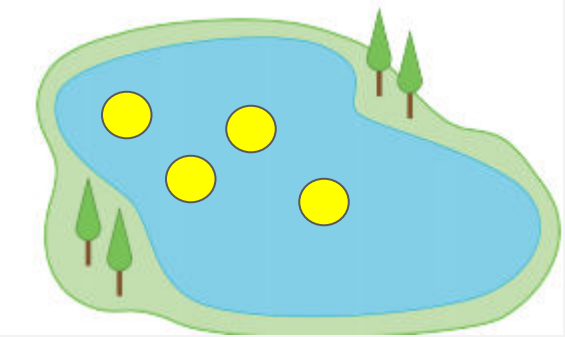


Finish the Story

Activity #2

We're going to use our counters to show what is happening in our stories, but this time, the stories aren't finished yet.

4 ducks are swimming in the lake.



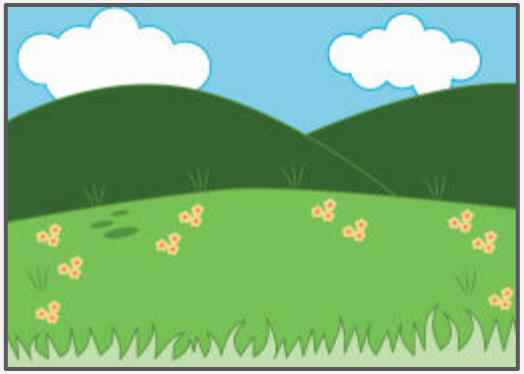
I've got my 4 ducks swimming in the lake. What do you think happens next in the story?

Now it's your turn. I'm going to read you the first part of the story. Your job is to think about what happens next in the story. Then tell the story to your partner and show them what happens with your counters.

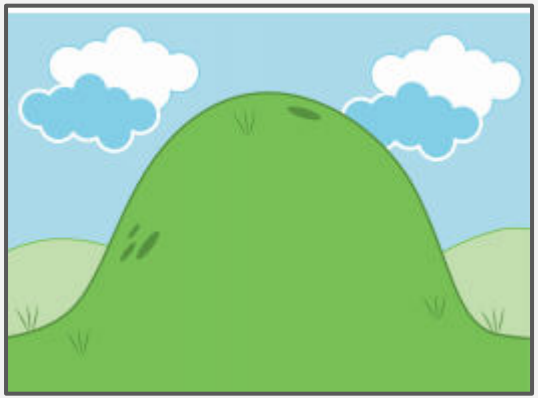
Finish the Story

Activity #2

2. 7 kids are playing tag on the field.



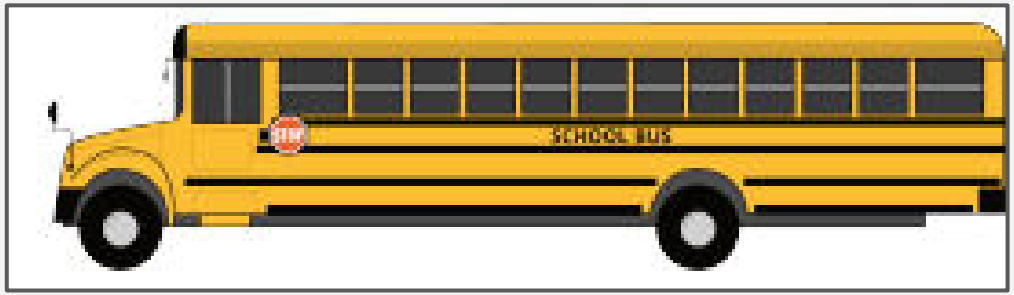
3. rabbits are hopping up the hill



Finish the Story

Activity #2

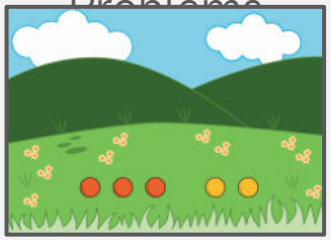
4. 5 kids are riding the bus



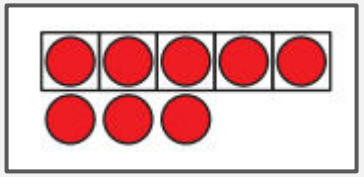
Activity #3

Centers: Choice Time

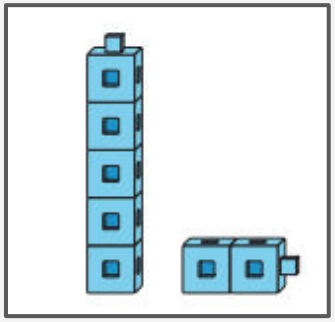
Tell Story Problems



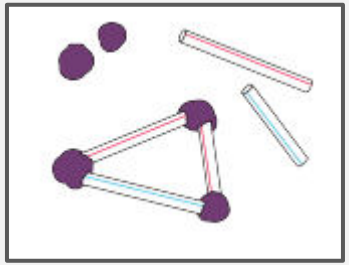
5-frames



Subtraction Towers



Build Shapes

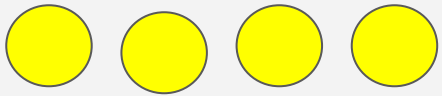


Math Stories

Lesson Synthesis

Today we used math tools like counters to represent the things in a story.

"4 ducks are swimming in the lake."



Mai said that 2 ducks swam away. How can I show that with my counters?

Diego said that 3 more ducks jumped into the lake. How can I show that with my counters?

8

Represent and Solve Story Problems

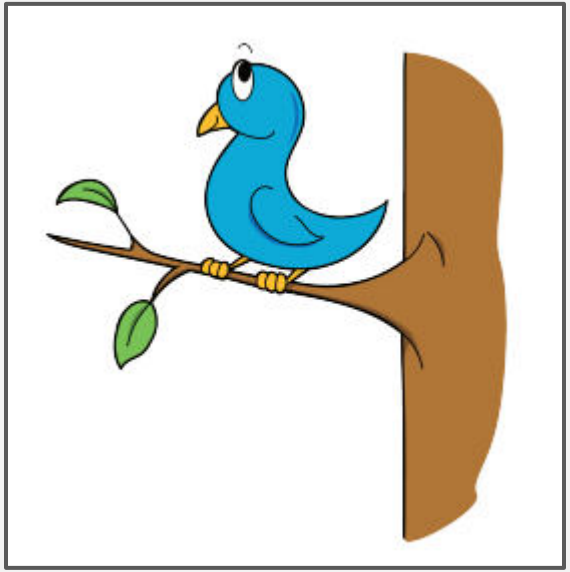
Let’s show what happens in a story problem and solve it.

K.CC.A.3, K.CC.B.5, K.G.A.1, K.G.B.5, K.OA.A.1, K.OA.A.2

Warm up

Act It Out: Birds on a Branch

- 8 birds were sitting on the tree branch.
- 3 of the birds flew away.
- How can you act out this story?

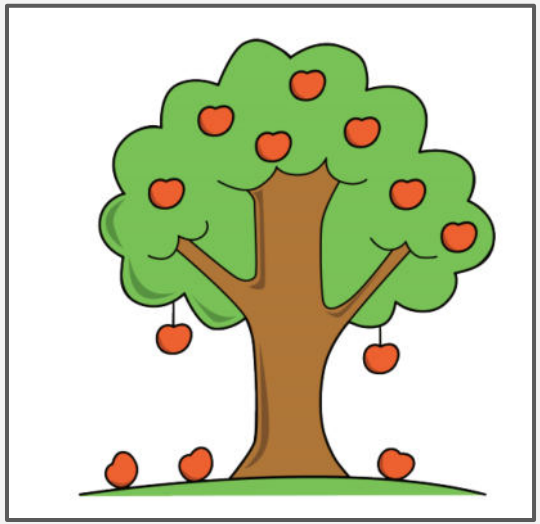


Questionless Story Problems

Activity #1

1. 7 apples are in the tree.

   2 apples fell out of the tree.



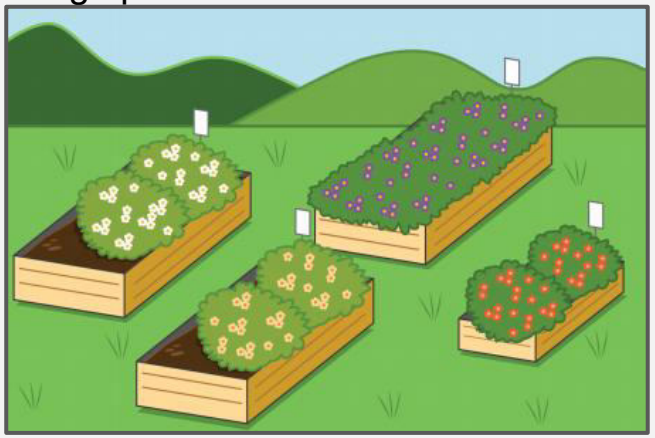
- Close your eyes and picture what is happening in the story.
- Tell your partner what happened in the story.
- What questions can we ask at the end of the story?

Questionless Story Problems

Activity #1

2. Priya planted 6 flowers in the school garden.

Diego planted 3 more flowers in the school garden.



- Close your eyes and picture what is happening in the story.
- Tell your partner what happened in the story.
- What questions can we ask at the end of the story?

From a Story to a Story Problem

Activity #2

Noah has 5 crayons.

Jada gave Noah 4 more crayons.

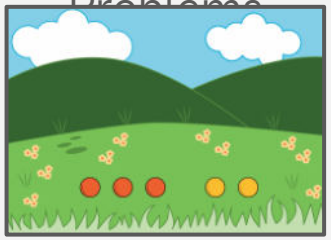
How many crayons does Noah have now?

- Tell your partner what happened in the story.
- Show your thinking using objects, drawings, numbers, or words.

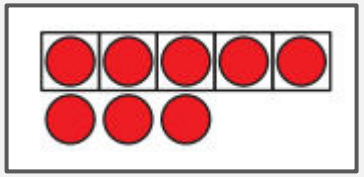
Activity #3

Centers: Choice Time

Tell Story Problems



5-frames



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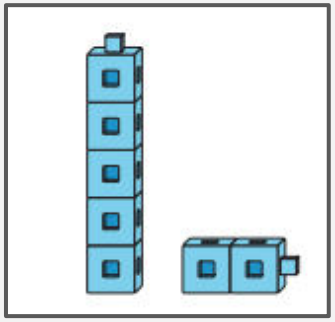
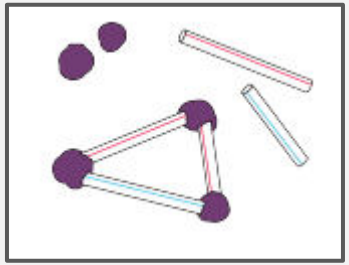


Build Shapes



Math Stories

Lesson Synthesis

Noah has 5 crayons
Jada gave Noah 4 more crayons.
How many crayons does Noah have now?

Kiran took out 5 counters because Noah had 5 crayons. Then he took out 4 counters because Jada gave him 4 more crayons. Has Kiran answered the question? What does he need to do to answer the question?

What do the counters represent?

9

Solve Story Problems

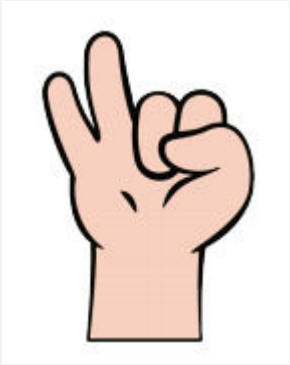
Let’s look at different ways to show what happens in a story problem.

K.CC.A.3, K.CC.B, K.CC.B.5, K.G.A.1, K.G.B.5, K.OA.A.1, K.OA.A.2

Warm up

How Many Do You See: Finger Addition

How many fingers do you see?

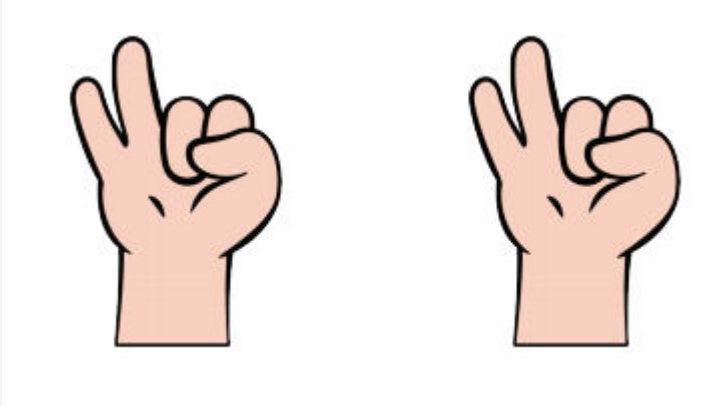


How do you see them?

Warm up

How Many Do You See: Finger Addition

How many fingers do you see?

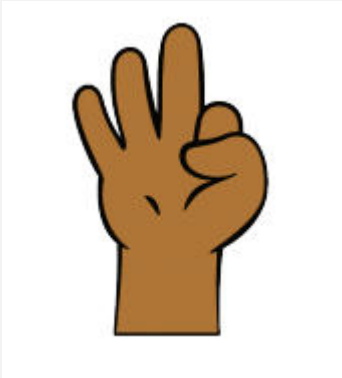


How do you see them?

Warm up

How Many Do You See: Finger Addition

How many fingers do you see?

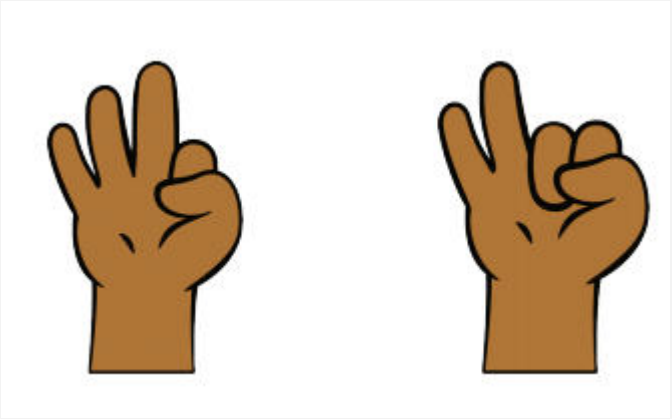


How do you see them?

Warm up

How Many Do You See: Finger Addition

How many fingers do you see?



How do you see them?

Markers at School

Activity #1

There were 4 markers at school.

Elena brought 3 more markers to school.

How many markers are at school now?.

- Tell your partner what happened in the story.
- Show your thinking using drawings, numbers, words, or objects.

Activity #2

Balls at Recess

There were 5 balls on the playground.

Diego brought 5 of the balls inside.

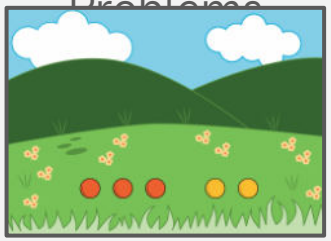
How many balls are on the playground now?

- Tell your partner what happened in the story.
- Show your thinking using drawings, numbers, words, or objects.

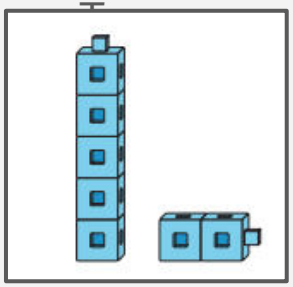
Activity #3

Centers: Choice Time

Tell Story Problems



Subtraction



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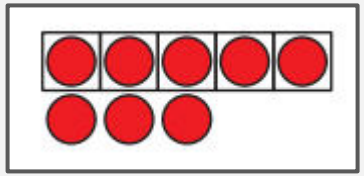
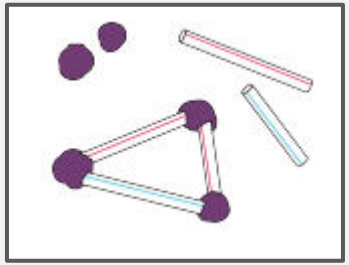
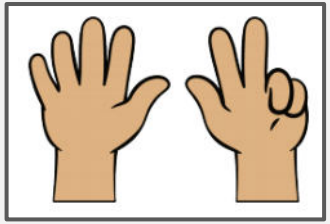


Build Shapes



Math Fingers, Add 2 Hands



Math Stories

Lesson Synthesis

There were 5 balls on the playground.

Diego brought 5 of the balls inside.

How many balls are on the playground now?

Tyler used counters to show what happened in the story.

Jada drew a picture to show what happened in the story.

What is the same about how they showed the story? What is different?

10

Compare Drawings

Let’s figure out how drawings can show what is happening in a story problem.

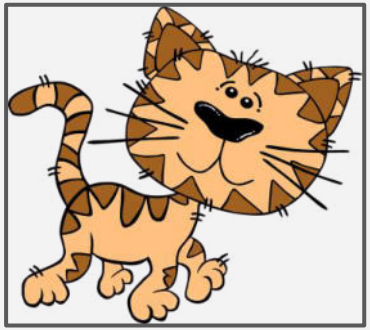
K.CC.A.3, K.CC.B, K.CC.B.5, K.G.A.1, K.G.B.5, K.OA.A.1, K.OA.A.2

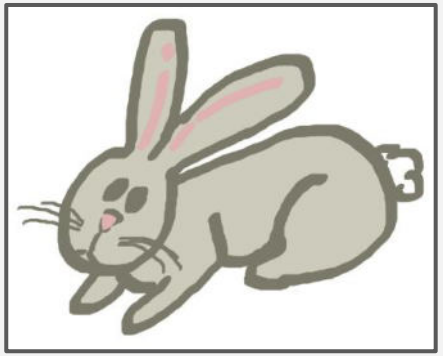
Warm up

Questions About Us: Pets?

Which pet is your favorite:

dogs, cats, or rabbits?





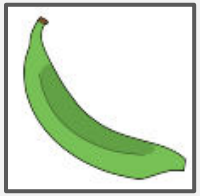
Plantains

Activity #1

Clare had 3 plantains at home.

She bought 5 more plantains at the market.

How many plantains does Clare have now?

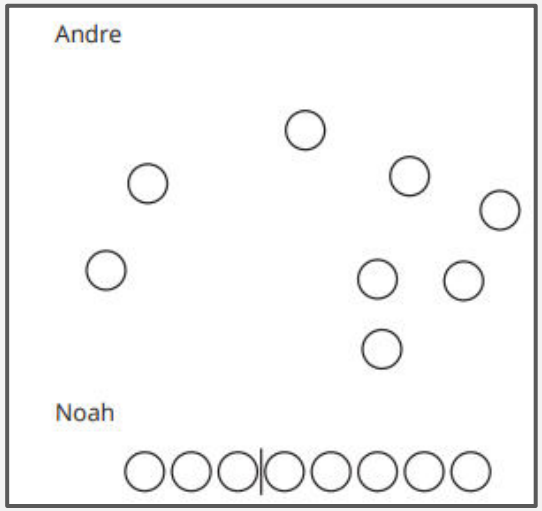


- Tell your partner what happened in the story.
- Show your thinking using drawings, numbers, words, or objects.

Activity #2

Compare Drawings

Andre and Noah both drew pictures to show what happened in the story problem.

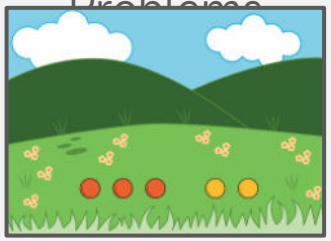


- How does Andre's drawing show what happened in the story?
- How does Noah's drawing show what happened in the story?
- Why do you think Noah drew a line in the middle of his circles?

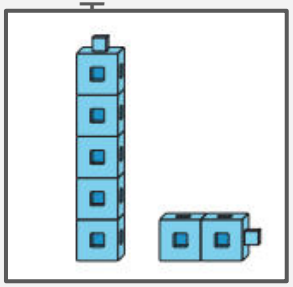
Activity #3

Centers: Choice Time

Tell Story Problems



Subtraction



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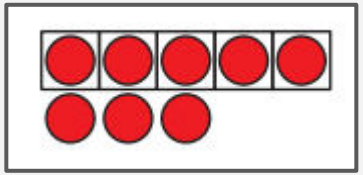
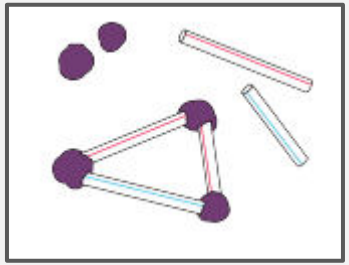
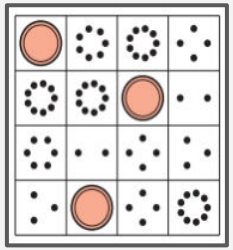


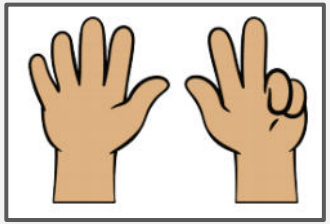
Build Shapes



Coverup, Add and Cover

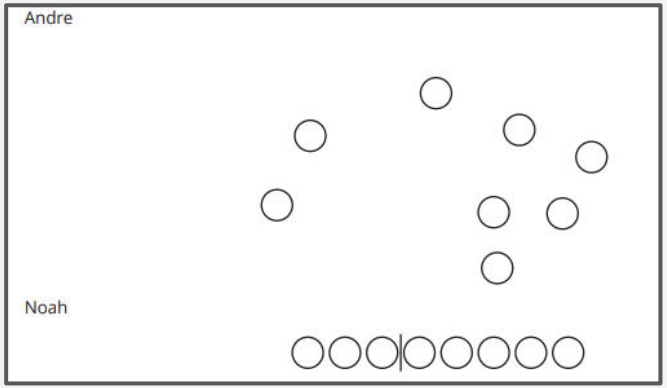


Math Fingers, Add 2 Hands



Math Stories

Lesson Synthesis



Which drawing makes it easier to see what happened in the story? Why?

Which drawing makes it easier to see which plantains Clare had at home and which she bought at the market?

When we organize our drawings, it can make it easier to see what happened in the story.

11

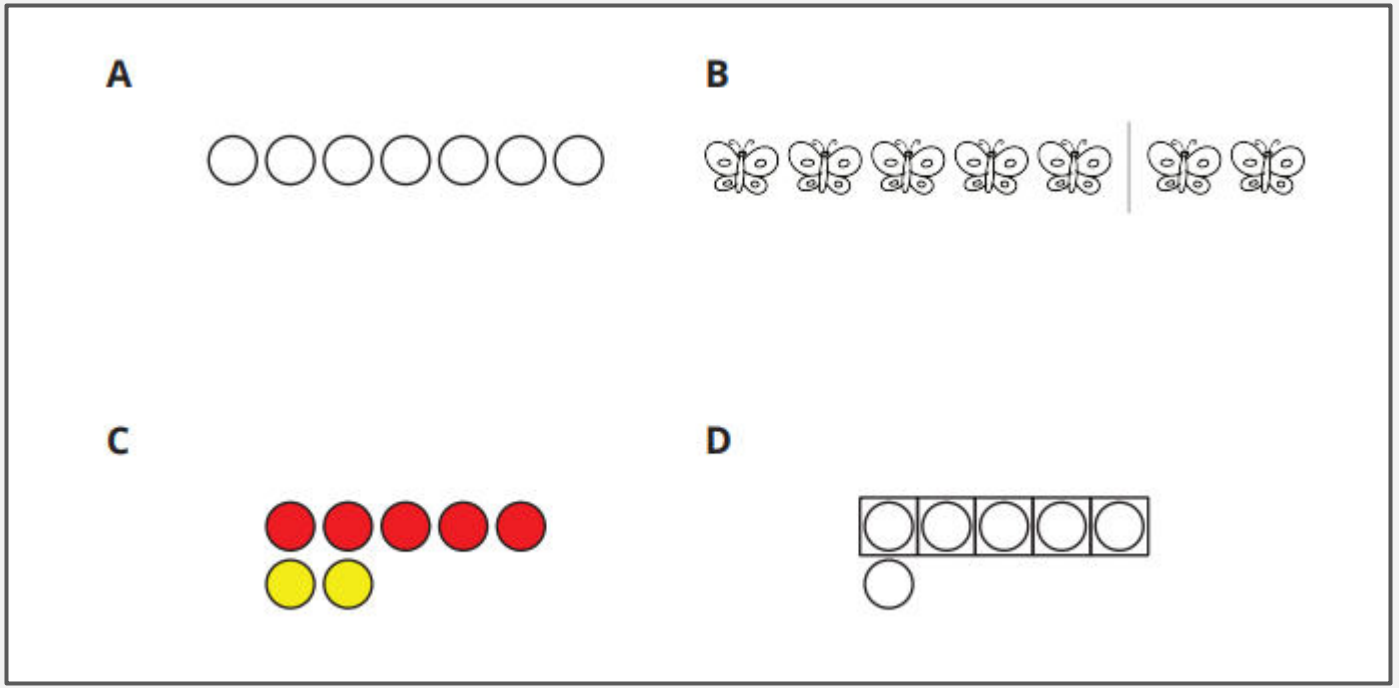
Drawings to Represent Story Problems

Let’s draw a picture to show what happens in a story problem.

K.CC.A.3, K.CC.B, K.CC.B.5, K.G.A.1, K.G.B.5, K.OA.A.1, K.OA.A.2

Warm up

Which One Doesn't Belong?



Draw a Picture

Activity #1

There are 4 frogs sitting on a log.

3 more frogs hopped onto the log.

How many frogs are there now?

- Tell your partner what happened in the story.
- Show your thinking using drawings, numbers, words, or objects.

Picture Gallery Walk

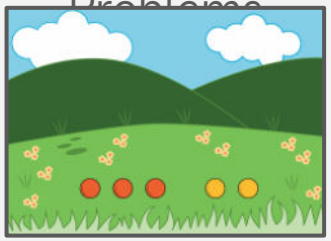
Activity #2

- We are going to do a gallery walk and see the pictures that everyone drew to show the story.
- As you walk around, notice how other students organize their drawings.
- As you walk around, you can ask ‘How does your drawing show what happens in the story?

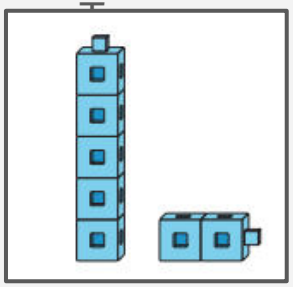
Activity #3

Centers: Choice Time

Tell Story Problems



Subtraction



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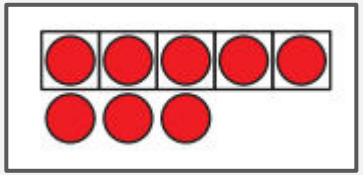
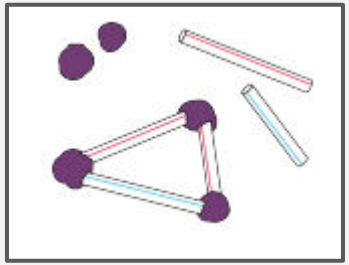
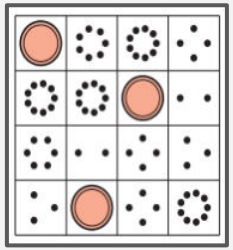


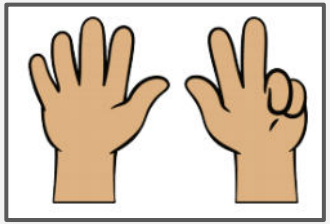
Build Shapes



Coverup, Add and Cover



Math Fingers, Add 2 Hands



Math Stories

Lesson Synthesis

Today we drew pictures to show what happened in a story problem. We also looked at many different drawings and saw different ways to draw and organize our drawings.

12

Compare Addition and Subtraction Story Problems

Let’s figure out what’s the same and what’s different about these story problems.

K.CC.A.1, K.CC.A.3, K.CC.B, K.CC.B.5, K.G.A.1, K.G.B.5, K.OA.A.1, K.OA.A.2

Choral Count: Count to 40

Warm up

“Let’s count to 40.”

Penguins Swim Ashore

Activity #1

Today we are going to hear a story about penguins. Have you ever seen penguins? Where?

These are penguins. Our story problems today are going to be about penguins.

Penguins Swim Ashore

Activity #1

There were 5 penguins on the shore.

Then 4 more penguins swam in from the ocean to sit on the shore.

How many penguins are there now?

- Tell your partner what happened in the story.
- Show your thinking using drawings, numbers, words, or objects.

Penguins Out for a Swim

Activity #2

There were 9 penguins on the shore.

Then 4 of the penguins jumped into the ocean.

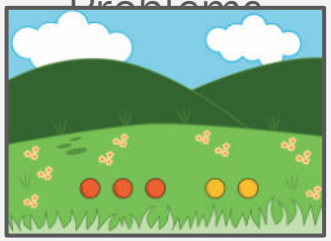
How many penguins are on the shore now?

- What is the same about the story problems? What is different about them?
- Show your thinking using drawings, numbers, words, or objects.

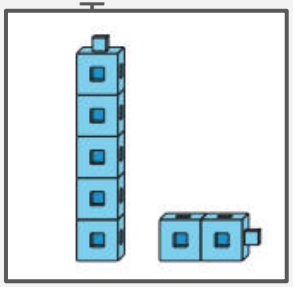
Activity #3

Centers: Choice Time

Tell Story Problems



Subtraction



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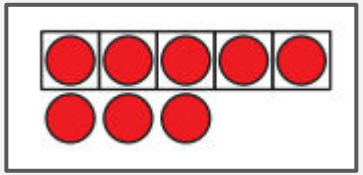
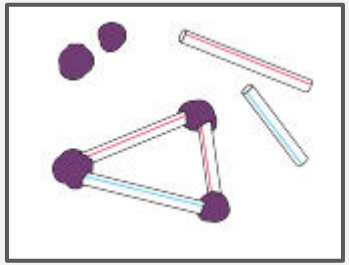
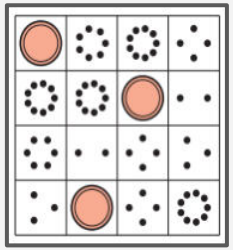


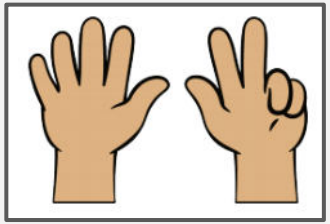
Build Shapes



Coverup, Add and Cover



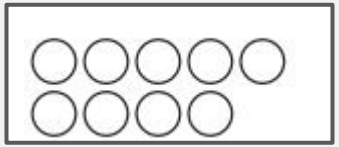
Math Fingers, Add 2 Hands

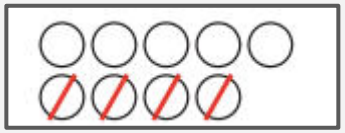


Math Stories

Lesson Synthesis

There were 9 penguins on the shore.
Then 4 of the penguins jumped into the ocean.
How many penguins are on the shore now?





How are the drawings the same? How are they different?

- There were 5 penguins on the shore and then 4 more penguins came. The first drawing shows 5 plus 4.
- There were 9 penguins on the shore and 4 of the penguins jumped into the ocean. The second drawing shows 9 minus 4

13

Create Story Problems

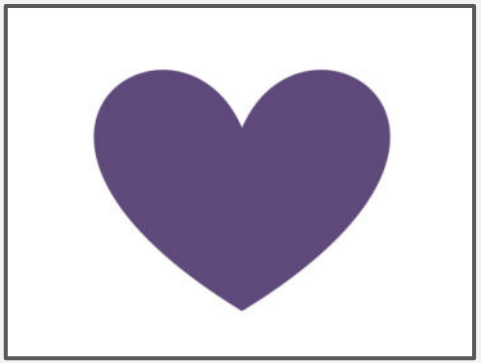
Let’s think of our own story problems.

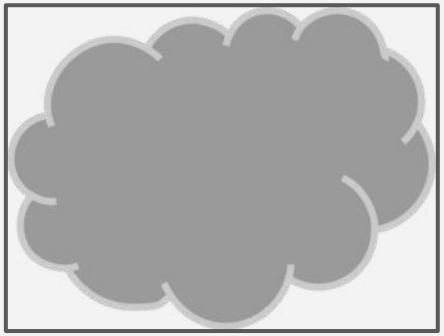
K.CC.A.3, K.CC.B, K.CC.B.5, K.G.A.1, K.G.B.5, K.OA.A.1, K.OA.A.2

Activity #1

Questions About Us: Colors

Which color is your favorite:
purple, orange, or gray?





Activity #2

Create a Story Problem

- We have been reading and solving story problems.
- Today, you will get to create your own story problems.
- What are some things that we could tell story problems about?
- There are many different things that we can tell story problems about. You can choose what you would like to go into your story problem, or you can use this picture to help you think of a story problem."

Think of a story problem that you can tell to your partner. Remember that a story problem should have a question at the end.

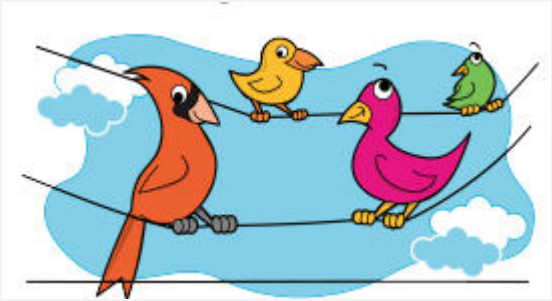


Figure out the story problem your partner told you. Show your thinking using objects, drawings, numbers, or words."

Switch the Operation

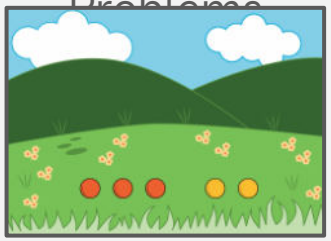
Activity #3

- Kiran's partner told him this story problem: "7 monkeys were swinging in the tree. Then 2 of the monkeys ran away. How many monkeys are in the tree now?
- Kiran needs to think of a different kind of story problem that we can tell about the monkeys. What kind of story problem can he tell?
- In the first story, there were some monkeys and some of them ran away. We could tell a different story where the monkeys were playing and more monkeys came to play with them.
- In the last activity, your partner told you a story problem. What was the story problem that your partner told you about?
- Now you will think of a different story problem about the same thing that your partner told you. If your partner told you a story problem about birds, think of a different kind of story problem about birds

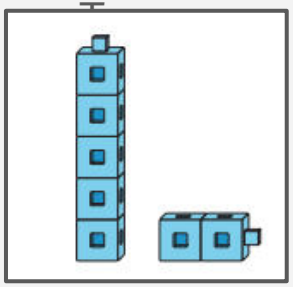
Activity #4

Centers: Choice Time

Tell Story Problems



Subtraction



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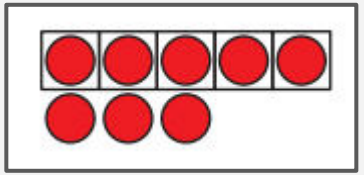
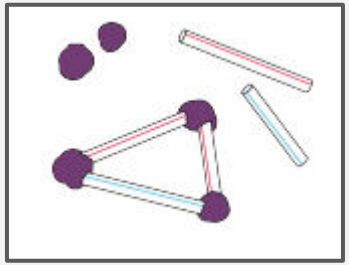
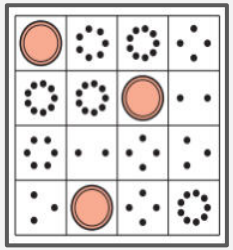


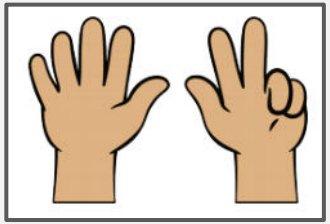
Build Shapes



Coverup, Add and Cover



Math Fingers, Add 2 Hands



Math Stories

Lesson Synthesis

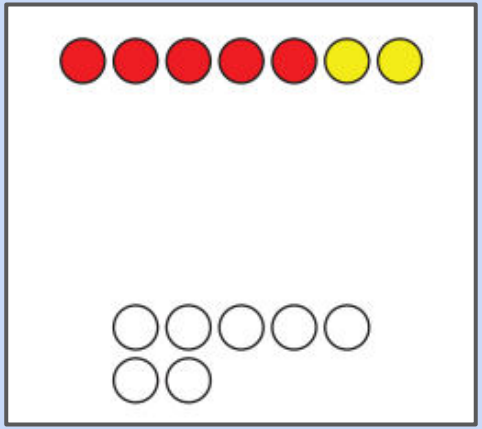
We have been learning all about story problems.

What are the most important things to remember about story problems?

Section Summary

In this section, we learned about story problems.

We acted out story problems and used objects and drawings to show what is happening and help us solve story problems.



14

Expressions and Story Problems

Let’s figure out how expressions go with the story problems.

K.CC.A.2, K.CC.A.3, K.OA.A.1, K.OA.A.2

Choral Count: Count On

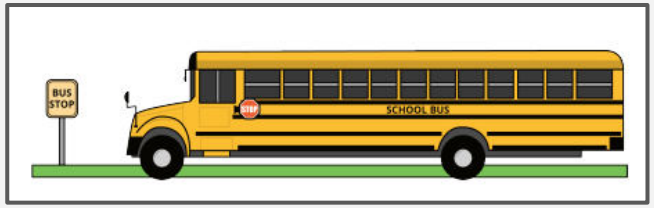
Warm up

Let's count to 10." Count to 10.

Now start at the number 3 and count to 10.

Activity #1

Expression for a Story Problem



There are 10 students on the bus.

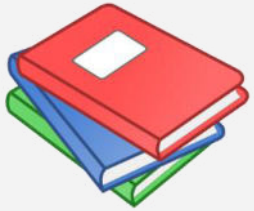
Then 6 of the students get off at a bus stop.

How many students are on the bus now?

- Tell your partner what happened in the story.
- Show your thinking using drawings, numbers, words, or objects.

Which Expression?

Activity #2



1. There were 2 books in Lin's bag.

   Lin put 4 more books in her bag.

   How many books are in Lin's bag now?

$3+3$	$6-2$	$2+4$

- Which expression shows what happened in the story problem? Tell your partner how you know.

Which Expression?

Activity #2

2. There were 8 kids playing hopscotch.

3 of the kids left to go jump rode.

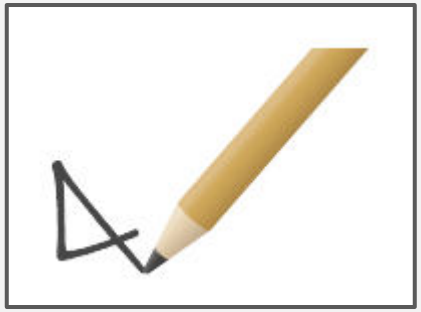
How many kids are playing hopscotch now?

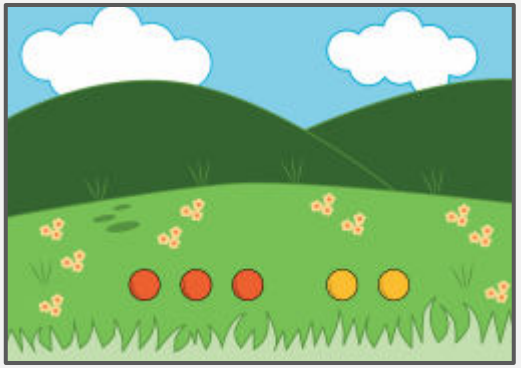
$8 + 3$	$3 - 3$	$8 - 3$

- Which expression shows what happened in the story problem? Tell your partner how you know.

Activity #3

Centers: Choice Time





Number Race

Tell Story Problems

Lesson Synthesis

There are 10 students on the bus.
Then 6 of the students get off at a bus stop.
How many students are on the bus now?

$$10 + 6$$

Han says that matches this story problem because there are 10 kids first and then there are 6 kids. What do you think?

15

Expressions and Drawings

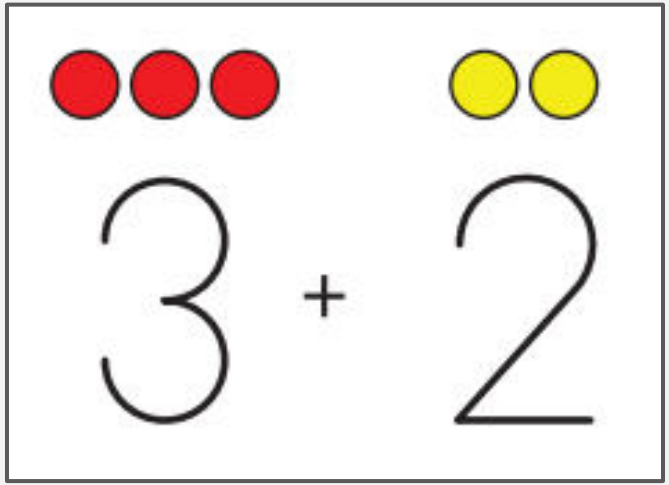
Let’s match expressions to drawings.

K.CC.A.3, K.OA.A.1, K.OA.A.2

Warm up

Notice and Wonder: Shapes and Numbers

What do you notice?

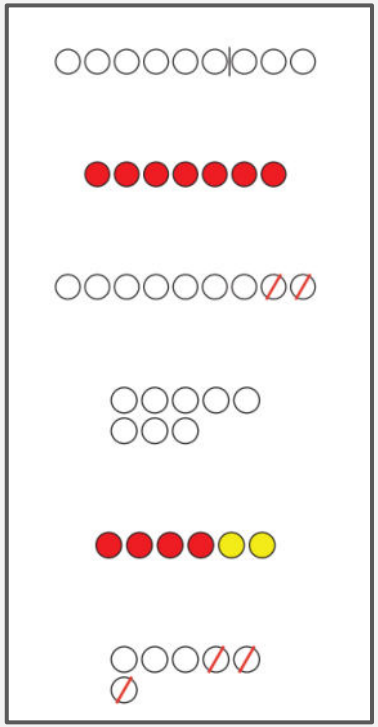


What do you wonder?

Activity #1

Match Expressions to Drawings

- Draw a line to match each drawing to an expression.
- Be prepared to share your thinking.



9 – 2

6 – 3

4 + 2

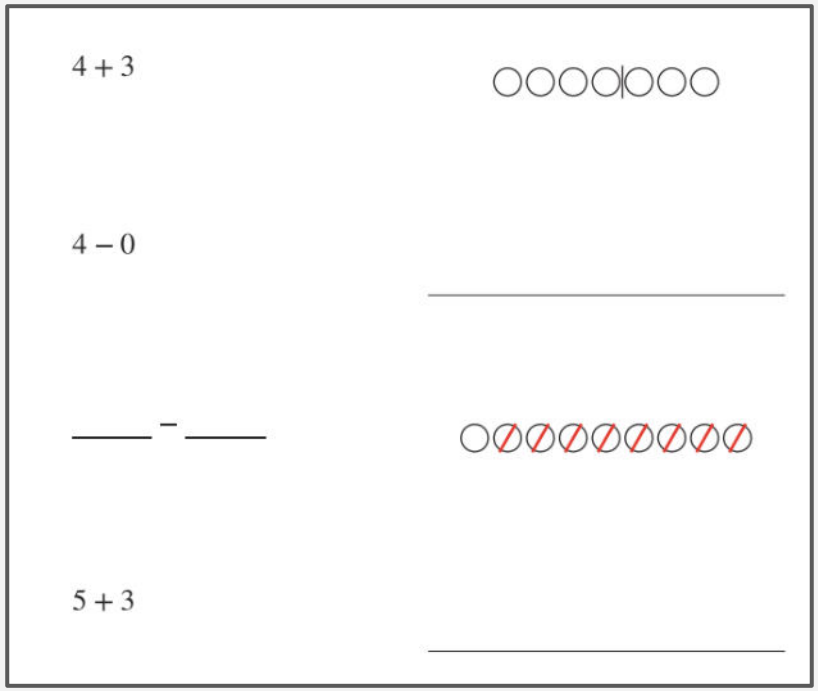
6 + 3

5 + 3

7 + 0

Create Expressions and Drawings

Activity #2

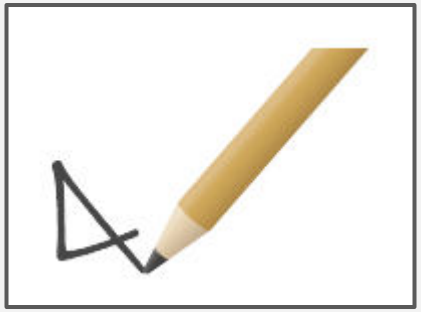


- What do you notice?
- What do you wonder?

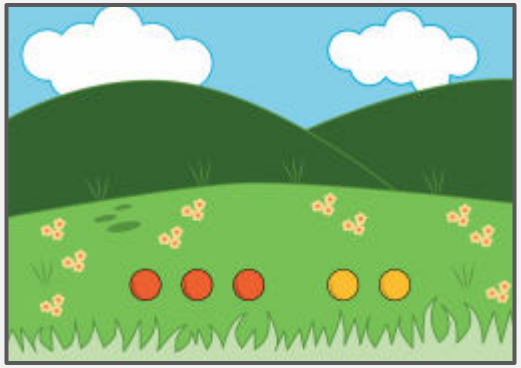
- We noticed that there are some things missing from the table.
- Work with your partner to fill in the missing expressions and drawings.

Activity #3

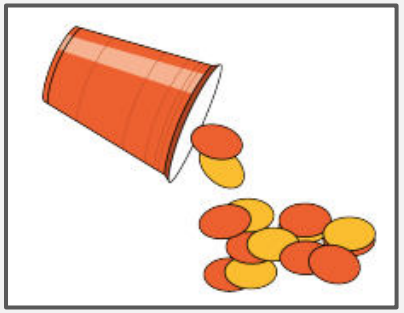
Centers: Choice Time



Number Race
Shake and Spill,



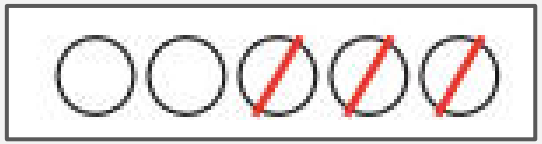
Tell Story Problems



Represent

Lesson Synthesis

$5 - 3$



Clare drew this picture to match the expression. She says that she can use the same drawing to match 5 + 3 . What do you think?

What should Clare draw to show 5 + 3?

16

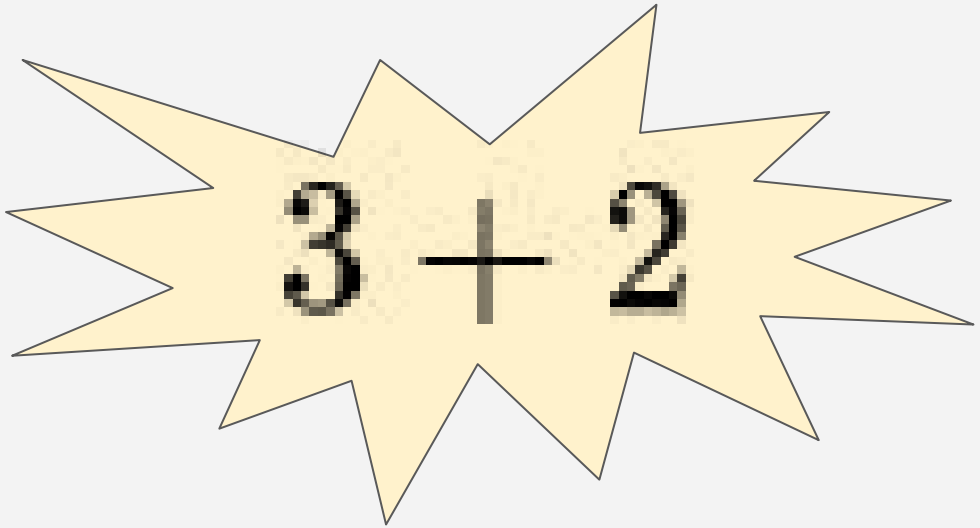
Find the Value of Expressions

Let’s find the value of expressions.

K.CC.A.3, K.OA.A.1, K.OA.A.2

Warm up

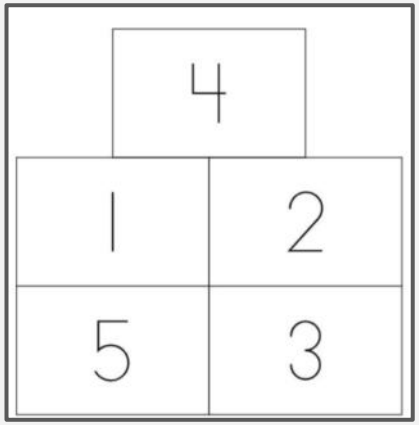
What Do You Know About ?

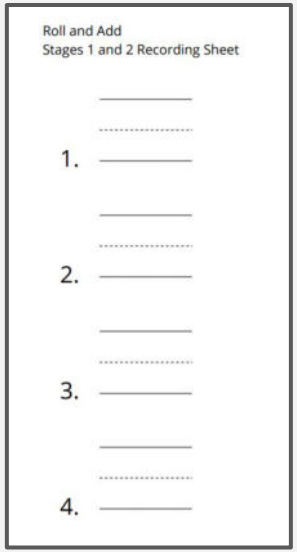


Find the Value of Expressions

Activity #1

Today we're going to learn a new way to play Roll and Add.

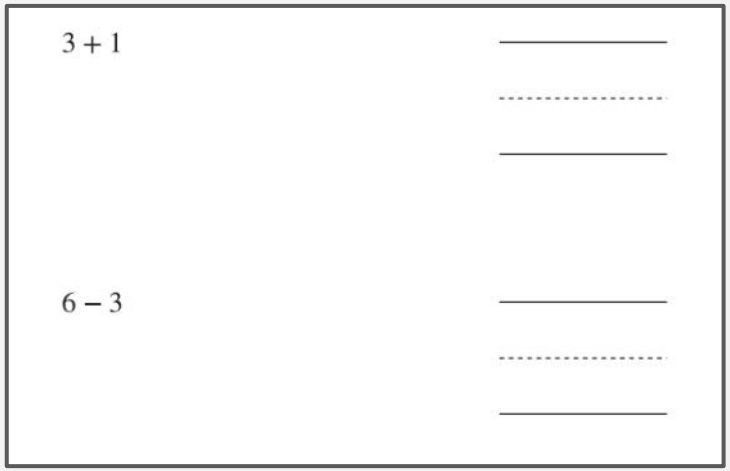


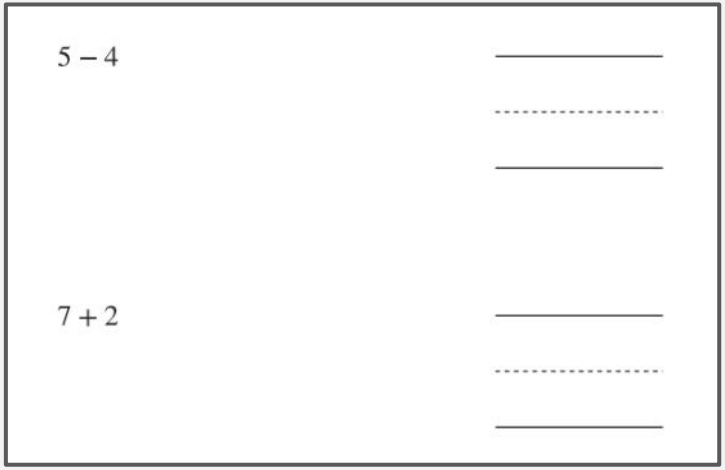


- I need to roll 2 cubes onto the mat. I'll use the numbers to fill in an expression.
- Now my partner and I need to work together to find the value of the expression. What can we do to find the value of the expressions?
- Work with your partner to roll 2 cubes, fill in an expression, and find the value of the expression. Take turns rolling.

Find the Value of Expressions

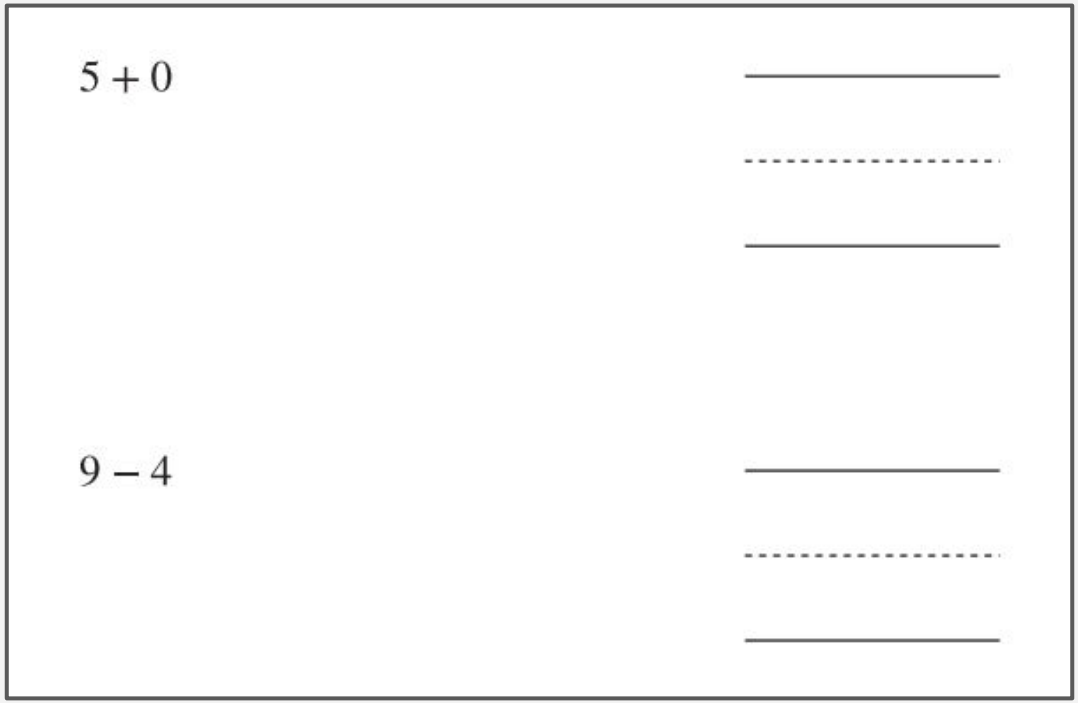
Activity #1





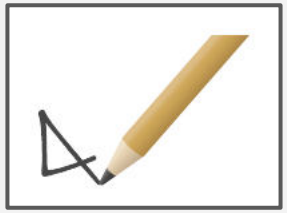
Find the Value of Expressions

Activity #1

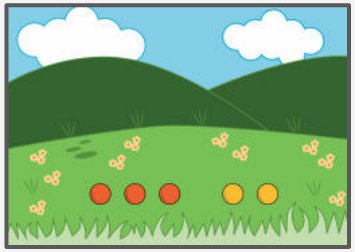


Activity #3

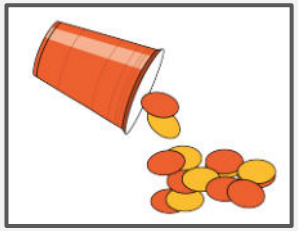
Centers: Choice Time



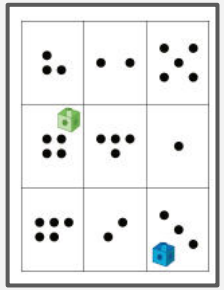
Number Race
Roll and Add



Tell Story Problems



Shake and Spill,
Represent



Lesson Synthesis

$$4 - 1$$

Tell your partner 2 different ways that you can find the value of this expression.

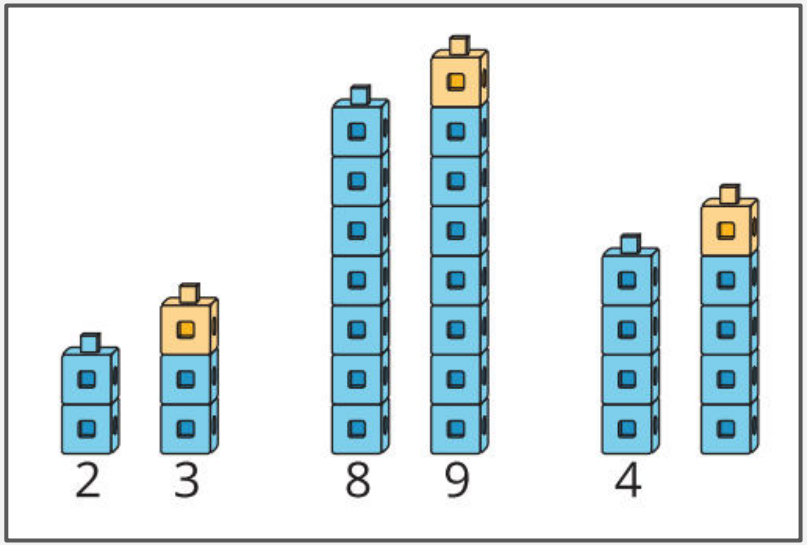
Add 0 and 1

Let’s see what happens when we add 0 or 1 more

Warm up

Notice and Wonder: Add 1 More

What do you notice?

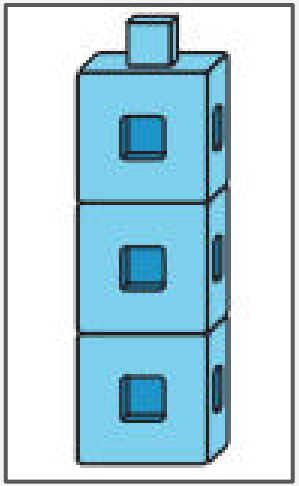


What do you wonder?

Add 0 and 1

Activity #1

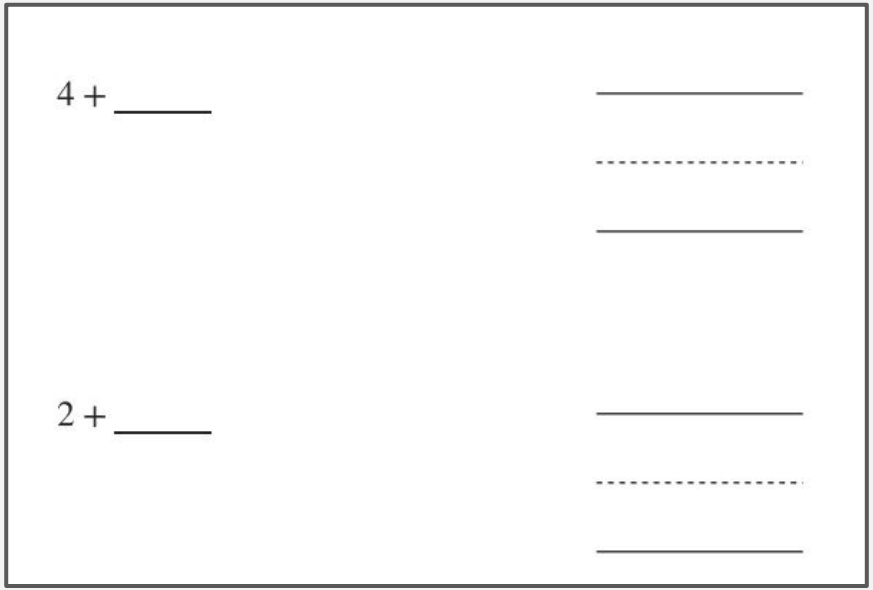
“Mai has a tower with 3 cubes. Mai wants to add 0 cubes to the tower. What should Mai do?

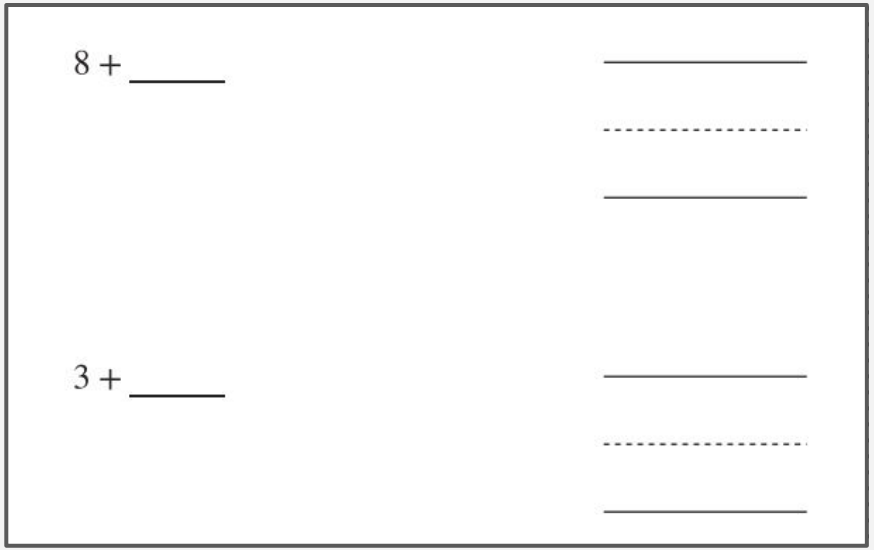


- Take turns with your partner. Roll the cube to figure out if you need to add 0 or 1. Fill in the expression.
- Find the value of the expression and write the number on the line. You can use objects or drawings if they are helpful.

Add 0 and 1

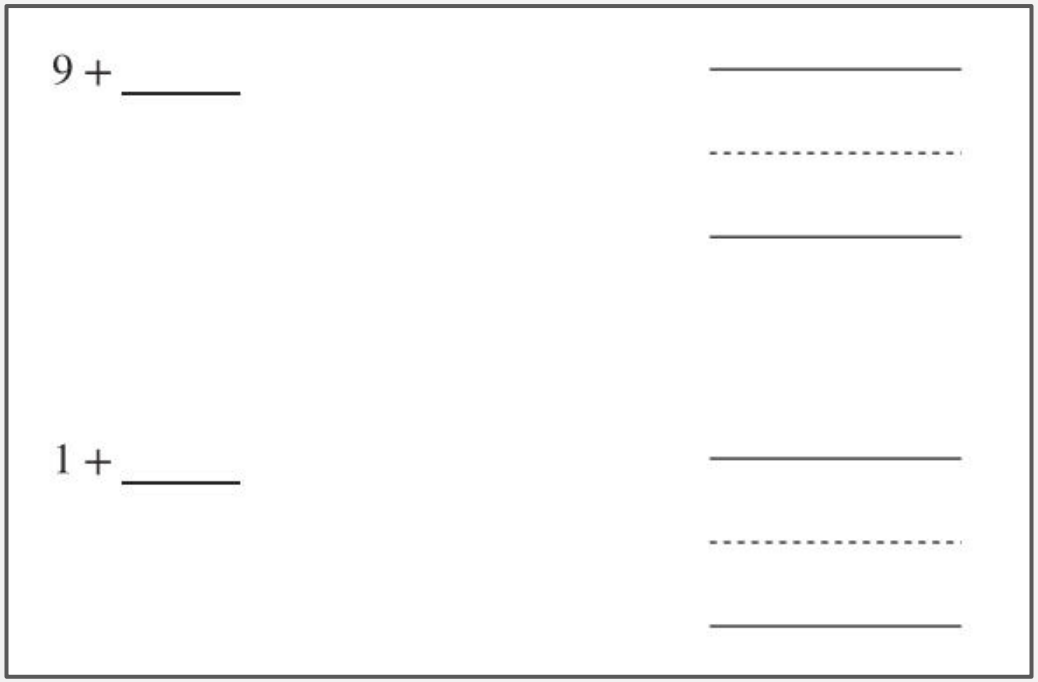
Activity #1





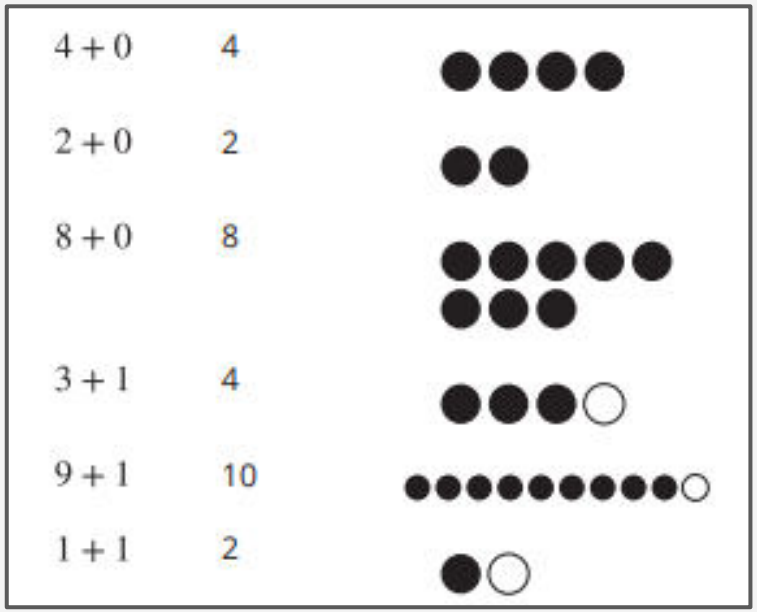
Add 0 and 1

Activity #1



Notice +0 and +1 Patterns

Activity #2



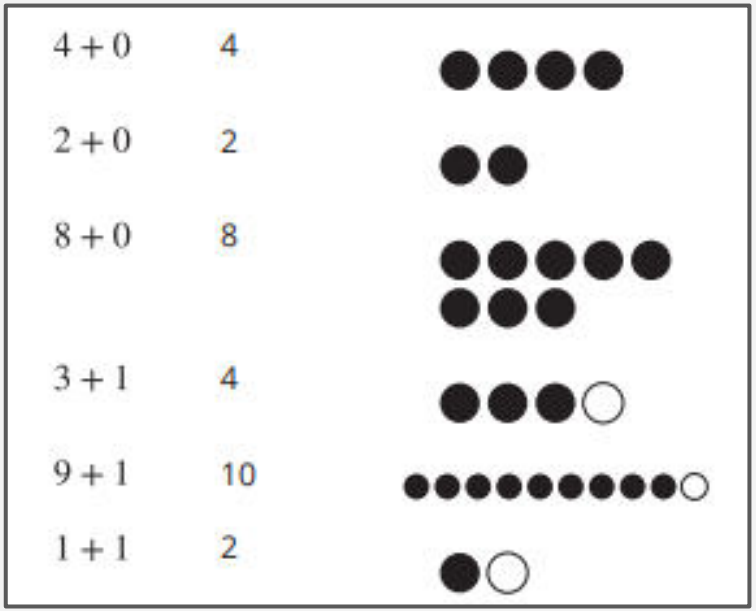
Diego and Mai recorded their addition expressions and their values on this page.

What do you notice?

What do you wonder?

Notice +0 and +1 Patterns

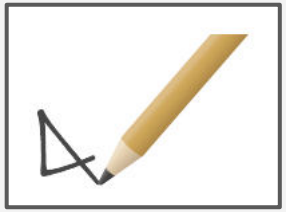
Activity #2



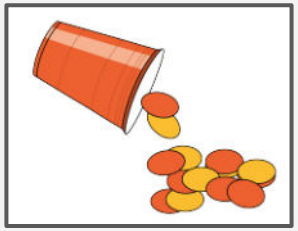
- Which expressions show that 0 were added?
- When you played the game, what did you do when you had to add 0?
- What do you notice about the value of the expressions when 0 are added?
- When we add 0, the total is the same number that we started with, because nothing was added.

Activity #3

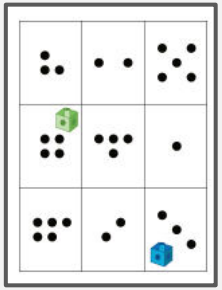
Centers: Choice Time



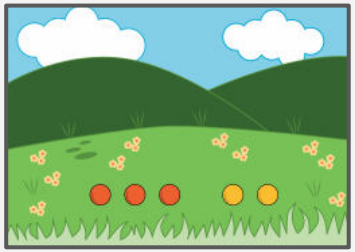
Number Race



Shake and Spill Represent



Roll and Add

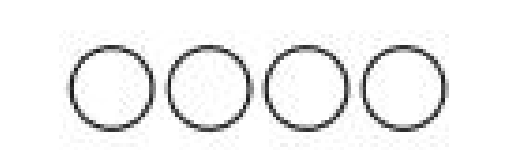


Tell Story Problems

Find the Value of Expressions

Lesson Synthesis

$$4 + 0$$



How can we show this expression?

What expression can we use to show that we had 4 dots and we added 1 more?

18

Tell Story Problems for Expressions

Let’s tell story problems to match expressions.

K.CC.A.1, K.CC.A.2, K.CC.A.3, K.OA.A.1, K.OA.A.2

Activity #1

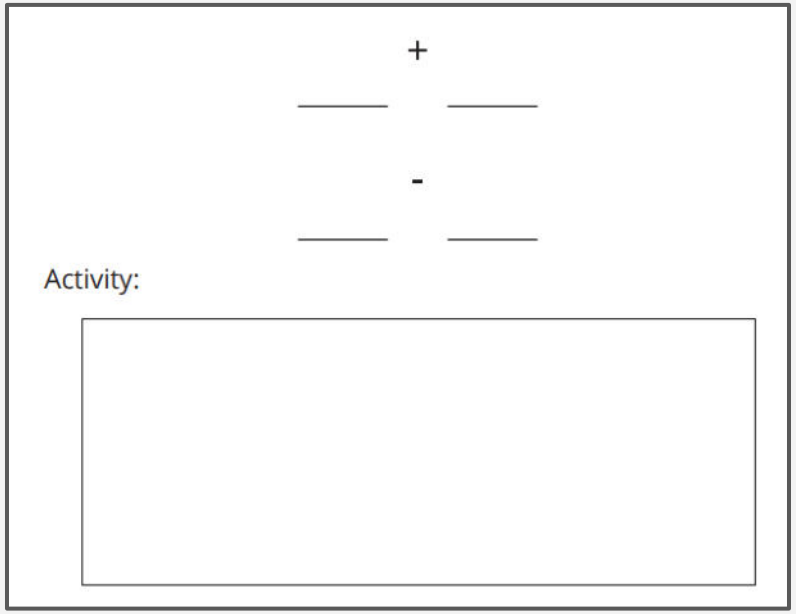
Choral Count to 50, Count On

- Let's count to 50

- Let's practice counting on. Start at 4 and count up to 20

Activity #2

Tell a Story Problem to Match an Expression



- Fill in 1 expression. You can fill in an addition expression or a subtraction expression.
- Share your expression with your partner. Write the expression that your partner shares in the box.

Story Problem and Expression Gallery Walk

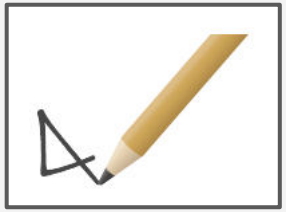
Activity #3

- We're going to do a gallery walk to hear the story problems that everyone created.

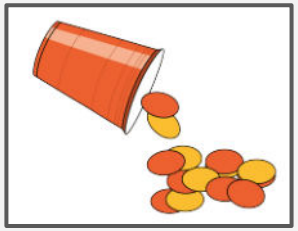
- When you hear a story problem, fill in an expression that you think matches the story problem. Share it with the person.

Activity #3

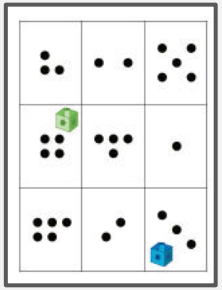
Centers: Choice Time



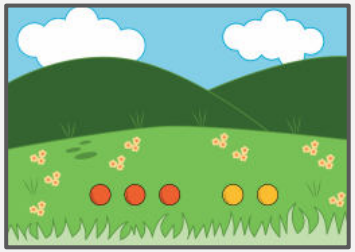
Number Race



Shake and Spill Represent



Roll and Add



Tell Story Problems

Find the Value of Expressions

Lesson Synthesis

In this unit, we learned about addition and subtraction with objects, drawings, story problems, and expressions.

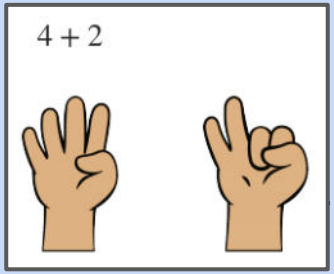
What can you teach to another student about addition and subtraction?

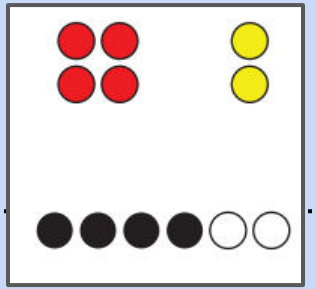
Section Summary

In this section, we used numbers and symbols to show when things are added and when things are subtracted, or taken away.

We matched expressions to story problems and drawings.

We used our fingers, objects, and drawings to find the value of expressions.





19

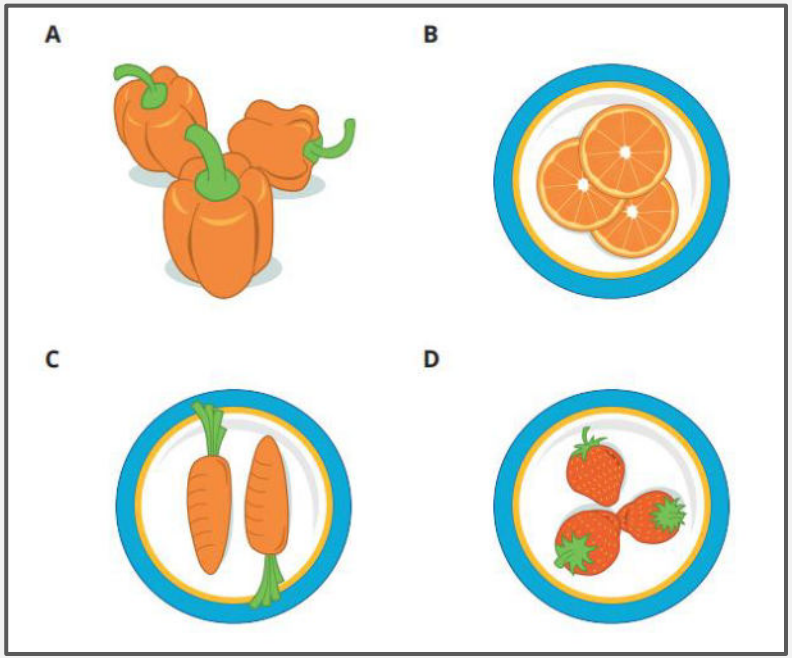
Snack Bags

Let’s make up and solve story problems about snacks.

K.CC.B.5, K.CC.C.6, K.OA.A.1, K.OA.A.2

Activity #1

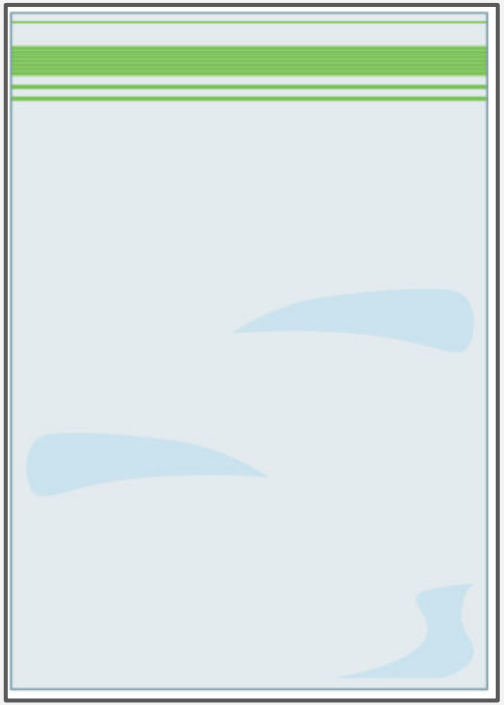
Which One Doesn't Belong: Snack Foods



Snack Bag Stories

Activity #2

Make a snack bag.



- In this activity, you will help each other make snack bags. You will get 5 of each to represent the snacks.
- Today, you are going to tell a story about packing snack bags. What are your favorite snacks?
- With your partner decide what snack you want each object to represent.
- One partner will decide how many of each snack should go in the snack bag. The other partner will use the objects and snack bag work mat to act out what goes in the snack bag. Then switch roles to make another snack bag.

Activity #3

Snack Stories

- I made up this story problem to go with my snack bag,
    - ‘Diego had a bag with 7 snacks. He gave 2 of the snacks to his sister. How many snacks does Diego have now?
- You will make up a story problem using the objects in your bag. You can also add or take away some snacks from your snack bag.
- Think of a story problem that you can tell to your partner. Remember that a story problem should have a question at the end.

Lesson Synthesis

In today's lesson, you made up your own story problems about your snack bags.

What was the hardest part about making up your own addition and subtraction problems?

What strategies do you want to remember for the next time we do something like this?