

Kindergarten Math Unit 5

Canterbury Public Schools

Subject	Math
Grade Level	Kindergarten
Unit Title	Composing and Decomposing Numbers to 10
Unit Goals	Students compose and decompose numbers within 10 Section A Make and Break Apart Numbers to 9 Section B More Types of Story Problems Section C Make and Break Apart 10
Pacing (# of weeks)	4 - 6 weeks
Standards	Section A K.CC.A.1, K.CC.A.2, K.OA.A.2, K.OA.A.3, K.OA.A.3, K.OA.A.5 Section B K.CC.A.1, K.CC.A.2, K.OA.A.1, K.OA. A.2, K.OA.A.3 Section C K.CC, K.CC.A.3, K.CC.B, K.CC.b.5, K.OA.A.1, K,OA./a,2, K.OA.A.3, K.OA.A.4
Content/Conceptual Knowledge (know)	There are many ways to express a number Quantities remain the same but can be taken apart and put back together in many ways Numbers can be composed or decomposed in different ways
Skills (be able to do)	Compose and decompose numbers to 9 in more than 1 way Write expressions to represent decompositions Solve put together, total unknown, put together/take apart, both addends unknown, Add to, Result unknown, Result unknown story problems Student use a 10 frame to represent numbers and make and break apart 10 in different ways Describe and compare different ways to decompose numbers with math tools, expressions, and equations, through routines Count sequence to 70 practice counting on
Essential Questions	How can numbers be composed and decomposed?
Enduring Understandings	There are different ways to compose and decompose a given number.
Vocabulary	Equation, unknown, put together, take apart,

<p>Common Learning Experiences broken down by standard addressed in the unit</p>	<p>Section A Students compose and decompose numbers to 9- physical objects that can help to show ways to make and break apart numbers- Han's Pattern Block Design</p> <p>Section B Students represent and solve Put together and take apart story problems- first where the total is unknown, and later where both addends are unknown- see equations and learn for the first time - Citrus Juice</p> <p>Section C Introduce What's behind my Back, 10 cubes</p> <p>Warm-Ups and Cool Downs Notice and Wonder, Fruit at the Market A Bear with Berries Practice problems</p>
<p>Assessments</p>	<p>Teacher observation, check lists, cool downs</p>
<p>Student Resources</p>	<p>Cubes, 10 frames, objects for counting, pattern blocks, two-color counters, Centers: Check It Off- Add within 10 Find the Value of Expressions Shake and Spill Which is More? Represent Make or Break Apart Numbers 5 Frames Math Stories How Many of Each? Roll and Add Bingo Add and Cover What's Behind My Back Math Fingers</p>
<p>Teacher Resources</p>	<p>Read Alouds Texts, literature, math mats</p>
<p>Strategies used</p>	<p>Students use math tools and drawings, student explanations, separating groups, putting groups together, hands- on experiences highlighting the goal of the lesson Notice and Wonder Create Pattern Block images Warm- Ups and Cool Downs Conversations- think alouds</p>

Behaviors that will lead to success	Perseverance , listening and follow directions, talk using 1 foot voices, sharing manipulatives
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