

Topic 6 Overview

TOPIC FOCUS: Topic 6 introduces learners to the concept of addition. It focuses on a deep understanding of addition, and teaches two different meanings of addition. The first meaning is “add to.” That is when you start with a number and add more to that number. The second meaning is “put together.” Here you take two different quantities and put them together or join them. Learners will be able to represent both meanings of addition by writing expressions and equations.

ESSENTIAL QUESTION: What types of situations involve addition?

STANDARDS: The Major focus standards for this topic are **K.OA.A.1**, **K.OA.A.2**, **K.OA.A.5** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from, **K.CC.A.3** Know number names and the count sequence **K.CC.B.5** Count to tell the number of objects.

Topic 6 does not have a 3-Act Task.

ASSESSMENT: Topic 6 Assessment Practice problems #1-4 and #5, 6, & 8 should be used summatively for addition for standards **K.OA.A.1**, **K.OA.A.2**. Information from the Topic 6 Assessment Practice should be used formatively for standards **K.OA.A.5**, **K.CC.A.3**, **K.CC.B.5**.

MANIPULATIVES: two-color counters, connecting cubes

REQUIRED ASSESSMENTS

Resources for Formative and Summative Assessment from enVision Mathematics

Pre-Assessment: Review What you Know, Student Workbook pg. 198

- Use item analysis to identify MDIS lessons

Topic 6 Review:

- Topic 6 Assessment (Teacher’s Edition, pg.239-240 or online platform): may be projected and used as a review.
- Topic 6 Vocabulary Review and Reteaching pages (Student Workbook pgs. 233-238): may be used for review
- Topic 6 Performance Task (TE pgs. 243, Student Workbook pgs. 242A): to be used as guided instruction with the whole group. Recommended problem: #1. Not to be used as an assessment at this time.

	Topic 6 Assessment: Topic 6 Assessment Practice (TE pg 240, Student Workbook pgs. 239-242): Administer problems #1-4 as a summative assessment for addition for standard K.OA.A.1. Administer problems # 5, 6, & 8 as a summative assessment for addition for standard K.OA.A.2. The following standards will be assessed summatively in later topics: K.OA.A.5, K.CC.A.3, K.CC.B.5.
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STANDARDS The standards are clustered with Learning Intentions and Success Criteria (LI/SC) and are identified to provide coherence in teaching and learning. Students should spend the large majority of their time on the major work of the grade. Major clusters (□) address the most important standards at that grade level. Supporting clusters (△) are strongly connected to the content of the major clusters, and additional clusters (⊠) address other content to be taught at that grade level.	Topic Learning Intentions LI Identified on Math Background: Focus TE pg 197E	Topic Success Criteria SC identified in Topic Planner - math objectives
☐ K.OA.A.1 Represent addition and subtraction of two whole numbers within ten. Use objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. ☐ K.OA.A.2 Solve addition and subtraction word problems within ten by using physical, visual, and symbolic representations. ☐ K.OA.A.5 Fluently add and subtract within five, including zero.	Learners are introduced to the concept of addition. This topic focuses on a deep understanding of addition.	I can: 6-1: Show numbers in many ways. 6-2: Represent addition as adding to a number. 6-3: Represent addition as putting two or more numbers together. 6-4: Write an equation to show addition. 6-5: Solve addition problems. 6-6: Use equations to represent and explain addition. 6-7: Use patterns to add numbers together. 6-8: Model adding different numbers together by drawing, counting, or writing equations.