Stage 1 Desired Results

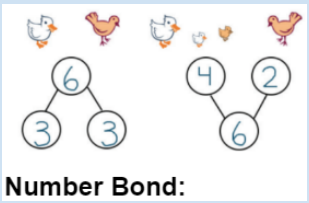
Unit 4: Number Pairs, Addition and Subtraction to 10

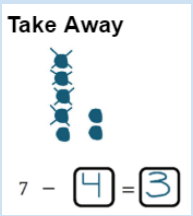
→ Students start with decompositions and compositions of numbers to 5. Decomposition and composition are taught simultaneously using the number bond model so students understand the relationship between parts and wholes before adding and subtracting,

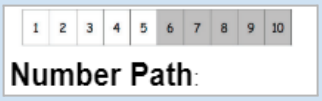
→ Students continue to decompose and compose 6, 7, and 8 using the number bond model. (NY-K.OA.3). Students find the addition to totals of 6, 7, and 8 within concrete and pictorial settings,(e.g., 5 + 2 = 7) and work with addition word problem types taught in kindergarten: add to with result unknown (A + B = ___), put together with total unknown (A + B = ___), and both addends unknown (C = ___ + ___) (NY-K.OA.2).

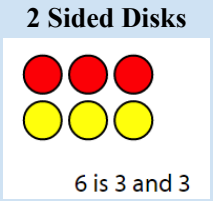
→ Students subtract with 6, 7, and 8 with no unknown starting with concrete level and move to more formal representations of decomposition (C – B = ___).

→Students explore composition, decomposition, and number pairs using the number bond model (K.OA.3) for 9.









Instructional Days: his module suggests 39 instructional days plus 4 assessment days and 6 flex days. ⭐ *See Instructional Calendar (direct link)*

Focus Standards:

NY-K.OA.1 - Represent addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations or other strategies. Note: Drawings need not show details, but should show the mathematics in the problem

NY-K.OA.2 - 2a Add and subtract within 10. 2b Solve addition and subtraction word problems within 10. e.g., using objects or drawings to represent the problem.

NY-K.OA.3 - Decompose numbers less than or equal to 10 into pairs in more than one way. Record each decomposition by a drawing or equation. e.g., using objects or drawings.

NY-K.OA.4 - Find the number that makes 10 when given a number from 1 to 9. Record the answer with a drawing or equation. e.g., using objects or drawings.

NY-K.OA.5 - Fluently add and subtract within 5. Note: Fluency involves a mixture of just knowing some answers, knowing some answers from patterns, and knowing some answers from the use of strategies.

Essential Understandings: Students begin to harness their practiced counting abilities, knowledge of the value of numbers, and work with embedded numbers to reason about and solve addition and subtraction expressions and equations. Students will add and subtract within 10 and work on adding and subtracting zero and 1.

Learning Outcomes:

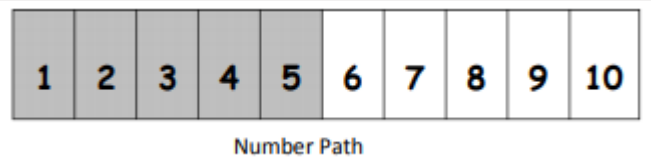
Students will know:	Students will be able to do:
• Addition is putting together and adding to, and understand subtraction is taking apart and taking from. • How to work with numbers 11–19 to gain foundations for place value.	• Represent addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations, or other strategies. • Add and subtract within 10, including word problems. • Students can explain that adding is putting together and subtracting is pulling apart. • Given a number from 1 to 9, find the number that makes 10. • Decompose numbers less than or equal to 10 into pairs in more than one way.

Vocab/ Strategies:

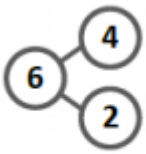
- Addition
- Minus
- Part (addend)
- Take apart (decompose)
- addition and subtraction sentences (equations)

Make 10
number bond
put together
take away (subtract)

whole
number pairs or partners
subtraction



Number Path



Number Bond