

Lesson Plan

Addition up to 5 - Addition Find Ways To Make a Number

Kindergarten (K) - Math

LEARNING TARGET

1. Students will be able to decompose numbers less than or equal to 5 into pairs in more than one way.
2. Students will be able to create addition sentences using the decomposed pairs.

LEARNING PROGRESSION

PREREQUISITE SKILL

No Prerequisite Skills

EXTENSION SKILL

No Extension Skills

DURATION

- Introduction (5 minutes)
- Instruction (15 minutes)
- Guided Practice (15 minutes)
- Independent Practice (15 minutes)
- Exit Card Formative Assessment (5 minutes)
- Closure (5 minutes)

MATERIALS

- Unifix cubes or other manipulatives (at least 50)
- Container to hold the manipulatives
- Whiteboard and markers

VOCABULARY

- Decompose
- Pair
- Addition
- Sentence

INTRODUCTION

1. Review the concept of addition with students, reminding them that addition means putting two or more numbers together to find the total.
2. Tell students that today, they will be learning a new way to think about addition by breaking numbers into pairs.

INSTRUCTION

1. Demonstrate how to decompose the number 5 into pairs in more than one way, using manipulatives such as unifix cubes.
2. Show students how to create addition sentences using the decomposed pairs, such as $2 + 3 = 5$ or $1 + 4 = 5$.
3. Model the process of creating addition sentences with other numbers less than or equal to 5.

GUIDED PRACTICE

1. Divide students into small groups and provide each group with a container of manipulatives.
2. Instruct the students to work together to decompose numbers into pairs and create addition sentences.
3. Circulate around the room to provide support and guidance as needed.

INDEPENDENT PRACTICE

1. Instruct students to work independently to decompose numbers into pairs and create addition sentences.
2. Monitor students' progress and provide support as needed.

HOMEWORK

1. Provide students with a worksheet that includes practice problems for decomposing numbers into pairs and creating addition sentences.
2. Instruct students to complete the worksheet and return it to class the next day.
3. Encourage students to use manipulatives or a number line to help them solve the problems if needed.
4. Remind students to label their addition sentences with the decomposed pairs used to create them.

EXIT TICKET

1. Provide each student with a whiteboard and marker.
2. Instruct students to write an addition sentence that uses decomposed pairs to make a total of 5.

SUMMATIVE

1. Have students share their addition sentences with the class.
2. Observe students' understanding of decomposing numbers into pairs and creating addition sentences.

CLOSING

1. Review the concept of decomposing numbers into pairs to create addition sentences.
2. Ask students to explain why it is important to be able to decompose numbers in more than one way when adding.
3. Encourage students to continue practicing decomposing numbers into pairs and creating addition sentences using manipulatives.

TEACHING TIPS

1. Use hands-on manipulatives to help students visualize decomposed pairs and addition sentences.
2. Encourage students to find multiple ways to decompose numbers into pairs to foster critical thinking skills.
3. Provide opportunities for students to share their thinking and strategies with their peers to promote collaboration and communication.

MISCONCEPTIONS

1. Students may struggle to understand the concept of decomposing numbers into pairs.
2. Students may have difficulty recognizing that there are multiple ways to decompose a number into pairs.
3. Students may struggle to create addition sentences using decomposed pairs.

EXTENSION

1. Students can practice decomposing larger numbers into pairs.
2. Students can use a number line to practice adding decomposed pairs.

INTERVENTION

1. For students who struggle with fine motor skills, larger and easier to grasp manipulatives can be used.
2. For students who need extra support, a visual aid or diagram can be provided to help them understand the concept of decomposing numbers into pairs.

COMMON CORE STANDARD

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 $5 = 4 + 1$).

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