

Lesson Plan

Addition up to 5 - Add with Pictures

Kindergarten (K) - Math

LEARNING TARGET

- Students will be able to represent addition to 5 using drawings and equations.
- Students will be able to understand the meaning of the = sign when combining two groups for a new total.

LEARNING PROGRESSION

PREREQUISITE SKILL

No Prerequisite Skills

EXTENSION SKILL

Addition up to 5 - Addition Model Matching

DURATION

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

- [Counting Objects](#)
- [Number Cards](#)
- Picture models of addition to 5
- Whiteboard and markers
- Unifix cubes or other small manipulatives
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VOCABULARY

- Addition
- Equation
- Total
- Plus sign (+)
- Equal sign (=)
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INTRODUCTION

1. Show students a picture model of two groups of objects (e.g. 2 apples and 3 bananas) and ask them how many objects there are.
2. Write the equation $2 + 3 = \underline{\quad}$ on the board and ask students what the blank represents.
3. Explain that today, we will be learning how to use drawings and equations to represent addition to 5.

INSTRUCTION

1. Show students different picture models of addition to 5 (e.g. $2+3=5$, $1+4=5$, $0+5=5$) and ask them to count the objects in each group and find the total.
2. Model how to draw a picture of each addition model and write the equation that represents it.
3. Emphasize the use of the plus sign (+) and equal sign (=) in writing equations.

GUIDED PRACTICE

1. Divide students into small groups and provide each group with unifix cubes or other manipulatives.
2. Instruct students to create their own addition models to 5 and represent them using drawings and equations.
3. Circulate around the room to provide support and guidance as needed.

INDEPENDENT PRACTICE

1. Instruct students to work independently to create their own addition models to 5 and represent them using drawings and equations.
2. Monitor students' progress and provide support as needed.

HOMEWORK

1. Assign students to create their own addition models to 5 at home and represent them using drawings and equations.
2. Encourage students to bring their models to share with the class during the next lesson.

EXIT TICKET

1. Provide each student with a whiteboard and marker.
2. Show a picture model of addition to 5 and ask students to draw a picture of it and write the equation that represents it.

SUMMATIVE

1. Students will be assessed based on their ability to accurately represent addition models to 5 using drawings and equations.

CLOSING

1. Review the importance of representing addition in different ways to help us communicate our understanding with others.
2. Ask students to share one thing they learned about representing addition today.
3. Encourage students to continue practicing representing addition to 5 using drawings and equations.

TEACHING TIPS

1. Use manipulatives like unifix cubes to help students visualize addition.
2. Incorporate group work and peer-to-peer teaching to promote collaboration.
3. Connect addition to real-life situations to show students the practical applications.

MISCONCEPTIONS

1. Counting each object in a set instead of using addition to find the total.
2. Misunderstanding the meaning of the plus and equal signs in equations.
3. Difficulty recognizing different picture models of addition.

EXTENSION

1. Students can practice representing addition to higher numbers using drawings and equations.
2. Students can create their own addition problems and solve them using drawings and equations.

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, provide additional practice with smaller numbers or use visual aids to help them understand the concept of addition.

COMMON CORE STANDARD

K.OA.A.1 Part 1 - Represent addition with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

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