**Kindergarten/Lucy Castillo/Mount Rose Elementary/Room 106**

**Total number of kids: 27 kids/3 Latinos/1 Polish/1 Pilipino/22 Caucasians**

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**Learning Objective(s)** –*Focus (Shift 1)*

Students will develop an understanding of part-whole relationships as they recognize that a set of objects (8) can be broken into smaller sub-sets (4 and 4) and still remain the total amount (8). In

Addition, this objective asks students to realize that a set of objects (8) can be broken in multiple ways (2 and 6, 1 and 7). Thus, when breaking apart a set (decompose), students use the understanding that a smaller set of objects exists within that larger set (inclusion).

**Common Core Standards –** *Focus (shift 1) Standards for Mathematical Practice*

*Aspect of rigors addressed-Understanding (shift 3)*

**Standards for Mathematical Practice**

*K.OA.3 Which Standards of Mathematical Practice will be*

 *Utilized in the development and practice of this concept?*

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others

4. Model with mathematics.

5. Use appropriate tools strategically.

**Prior Knowledge =** *Coherence (shift 2)* **Tool s of Instruction**

*K.CC.A: Know number names and the count manipulatives-children will use cubes for the warm up game*

*sequence. and can also use other manipulatives for the independent*

*K.CC.: Count to tell the number of objects. activity. Pencils, crayons, markers, placemats.*

*K.OA.1: Understand addition as putting together*

*adding to, and understand subtraction as taking*

 *apart and taking from. Represent addition and*

*subtraction with objects, fingers, mental images,*

*drawings, sounds (e.g., claps), acting out*

*situations, verbal explanations, expressions, or*

*equations.*

*K.OA.2: Understand addition as putting together*

*and adding to, and understand subtraction as*

*taking apart and taking from.*

*Solve addition and subtraction word problems,*

*and add and subtract within 10, e.g., by using*

*objects or drawings to represent the problem.*

*With these standards kindergartners 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.*

**Content-Specific Vocabulary** **Academic Vocabulary –**

*mas(+), es igual a(=), y(and), dibujen(draw)*

*son(same amount as)*

This whole lesson will be conducted in Spanish. The challenge will not only be in the children mastering the content objective but also showing mastery of the language objective. We have worked on a lot of language in order for the children to interact with one another.

**Information about the lesson:**

Language Vocabulary-estoy de acuerdo(I agree), no estoy de acuerdo (I don't agree), yo veo(I see), atras tienes(behind you have), Snowman is muñeco de nieve or mono de nieve. Buttons(botones), en medio(between), abajo(below), opuesto(opposite).

The numbers in Spanish (cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez).

**Sequence of Activities**

5 minutes-Fluency Practice

We will begin the lesson by playing "Quebrar"(Snap). The children will be with a partner on the rug.

Materials: (S) 5-stick of linking cubes per student

Note: This fast-paced game will serve as a very concrete review of the composition and decomposition of

numbers to 5. It also supports the part–whole thinking needed in the upcoming lesson.

1. Partner A shows Partner B her 5-stick, and then puts it behind her back.

2. When Partner B says, “Snap!” Partner A quickly breaks her stick into two parts.

3. Partner A shows Partner B one part.

4. Partner B tries to gu ess the hidden part.

5. Partner A shows the hidden part and checks Partner B’s guess.

Partners take turns, continuing with the 5-stick. If time permits, students can also play with a 4-stick, 3-stick,

etc.

10 minutes-Concept Development

Materials: Activeboard

Using a drawn snowman, I will tell the students that my snowman needs 4 buttons total. Some buttons are in the middle circle and some are in the bottom circle. I will model this with students using the number 4 on the interactive whiteboard. Students will receive a paper with snowmen

outlines. In pairs, the students will discuss the many different possibilities for button combinations for the new total 8. The children will discuss what was created on the snowmen and write the number sentence to match the drawing. Manipulatives (cubes, buttons, placemats and other manipulatives) are available for students if needed.

10 minutes- Student Debrief

As a whole group, I will ask students to share their different combinations of 8. If a pair has that exact combination, they will place a cube on that snowman. Students are directed to explain

their combination by saying, “I see\_\_\_ in the middle and \_\_\_\_ on the bottom to make 8 buttons.”

Other students may say, “Me too” or disagree by saying, “\_\_\_\_ and \_\_\_ are not 8.”or “ you need one more button to make 8” or “ you have \_\_\_\_, each snowman needs 8 buttons.” Students

May also say, “ We have the exact number combination, but ours is opposite.” Teacher will record the snowman and equation using 8=\_\_\_\_+\_\_\_\_\_ or \_\_\_\_\_\_\_+\_\_\_\_\_\_\_\_=8.

10minutes-Independent Activity

Materials: A snowmen book for each pair, pencil, crayons, markers, cubes, placemat

The students will go back to a table and work with their partner on creating their own snowmen book with 1-10 buttons. They will have 2-4 pages where they will draw a snowman on each page and then decide how to place 1-10 buttons on their snowman. The manipulatives will be available for them to use if they would like to plan it out before they begin drawing. Student A will draw on the first page and write the number sentence. Student B will draw and write on the second page. Student A on the third page and Student B on the fourth page. During this activity the students will be talking about what they are doing and checking to see that they are creating different sub-sets on each page.

5 minutes-Student Debrief

I will ask the children to pair up with another group and share their books.

owman book. After each page is shown we will agree or disagree as a whole group if the problem they are presenting is a sub-set of (8).

 **Further Developments –** *Coherence(shift2),*

 This activity will help prepare the children for

 K.OA.4-For any number from 1 to 9, find the

 number that makes 10 when added to given

 number.