

Today's Lesson: To join groups of connecting cubes to show a number story.

CCSS

Operations and Algebraic Thinking, Kindergarten. (Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.) K.OA.1

Focus Lesson 1 (I do)

"We have been working on story problems. We have learned how to look at two groups and find out how many there are in all. Today we are going to look at two groups, write the number for each group, and then write how many there are in all."

Begin the lesson by drawing 3 flowers in one group and 2 flowers in another group on the whiteboard or chart paper. "I see 3 flowers in this group (point to the first group), and 2 flowers in the next group (point to the second group)."

The teacher will then write the following on the board or chart paper, and read aloud to the students. "I am going to write the following sentence on the board. '___ and ___ is ___ in all'. Now, I'm going to write the number of flowers in the first group on the first line, and the number of flowers in the second group on the second line. (3 and 2 is ___ in all). Finally, I'm going to count all of the flowers altogether."

The teacher will then point and add all of the flowers together. "I will count the flowers; 1, 2, 3, 4, 5. I will write 5 on the last line. So, our number sentence says 3 and 2 is 5 in all. "

The teacher will think aloud and write on the white board (or chart paper), "*The first flower is 5 cubes. The second flower is 2 cubes. The second flower grew taller than the first.*"

The teacher will then use other 'math words' like longest and shortest to describe the two flowers.

Round of Daily 3 Math

Focus Lesson 2 (We do)

The teacher will hand out cubes to each child.

The teacher will say, "I am going to read to you a story problem. We are going to put cubes in groups to figure out the answer to our problem. " (The teacher will read the following problem aloud.) "Jack has 5 cats. Sophie has 2 cats. How many cats do they have in all?"

The teacher will have cubes ready to demonstrate the problem, along with the students. "We are now going to use cubes to count how many cats there are in all. Jack has 5 cats. We are each going to make a group of 5 cubes. "(The teacher will wait for students to put 5 cubes in one group.) "Sophie has 2 cats. We are each going to make a group of 2 cubes."

The teacher will then finish reading the remaining part of the story problem. "Now we have to figure out how many cats there are in all. How would we figure this out? Please talk to an elbow buddy to figure out how we can find the answer." The teacher will allow students time to discuss with an elbow buddy. The students will determine that adding both groups together will find the answer.



The teacher will then draw a picture on the whiteboard or chart paper of a set of 5 cubes and a set of 2 cubes. The teacher will have a student come up to the board and fill in the sentence frame:

“ ___ and ___ is ___ in all.”

Round of Daily 3 Math

Focus Lesson 3 (You do)

Present students with the following story problem:

The teacher will draw a picture on the board or chart paper. The teacher will draw a group of 4 stars and a group of 5 stars. Then the teacher will say the following to the students: “Mrs. Wax has 4 star stickers and Mrs. Mincer has 5 star stickers. How many star stickers do they have in all?”

The teacher will give each student a blank paper. The teacher will ask the students to fill in the following sentence frame on their paper, and draw a picture of each group to go with it. Students will also find the answer to how many there are in all.

“ ___ and ___ is ___ in all.”

Student Sharing

