

**Age Level: Kindergarten**

**Subject(s) Area: Math**

**Materials Needed:** Multiple of each item: buttons, crayons, cubes, blocks, (anything that can be used to describe an addition or subtraction problem). These random items can also be given to the groups in bags for each group to use.

**Standards:**

**Code and description:**

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

PS: A1.5-Identify and express feelings

In general: Working on communication with other students within the classroom and with his teacher.

**Objectives:**

**What will the students know or be able to do?** Students should know the concept of addition and subtraction.

**At what Bloom's Level? To what accuracy?** Taxonomy Students will be able to demonstrate the understanding of knowing the concept of visually showing addition and subtraction. The student will be at 80/90% accuracy.

**Learning Activities:**

**Technology:** none

**Required Vocabulary:** Addition-adding something to something else

Subtraction-taking away something from something else

**Opening Element:** Anticipatory set, setting a purpose for learning, assessment of background knowledge, Review, Etc.- Start off by showing the class a few picture examples of what they are going to be doing. For example, having a picture of 2 dogs plus 4 pigs, and asking them to turn and talk to their knee partner about what they think the answer is. After answering "6 animals total", the students will then be told that they are going to be doing something like this in groups.

**Reflective Questions:** (Questions asked to help students process or reflect upon content): Ask some of the students in the class if understand the difference of adding and subtracting. Then ask some of the students (the one who is afraid to talk or needs to communicate with his classmates) how they felt about this activity and if they liked it and why.

### **Instructional Methods:**

-Get the class into groups of about 3 students.

-Give each group a bag with the random supplies and a worksheet with both addition and subtraction problems.

-Have the students work together and solve each problem by visually seeing and creating the problem with the supplies they were given.

-Students are to communicate with their groups member to solve each problem.

•**Guided Practice Strategies:** Levels of scaffolding, various elements broken into parts, etc.: I do, we do, you do.

•**Independent Concrete Practice/Application:** Each student will get a worksheet and on the worksheet will have either addition or subtraction problem. They have to draw out each problem to figure out the answer. For example, the problem  $3+2+ \underline{\quad}$ , to do this the student will have to draw 3 circles plus 2 circles which equals 5 circles (getting the visual representation)

•**Classroom management/movement:** Each group will be assigned a spot to work so they are not disrupting the class.

•**Differentiation:** Higher students will be put in groups with some of the lower ones so they can help them if needed. The teacher could also be in charge of a group with the students who need more one on one time to understand the material. The students who are done earlier and have a good understanding of it, they can be given a different activity or worksheet that challenges them a little more.

**Wrap-Up:** Hand out a piece of paper to each student with one problem on it

### **Assessment:**

**Formative:** How does your assessment show individual measurability? By handing the problem each student is given at the end of the lesson.

**Summative:** Include examples of what you would assess at the end of learning to end the lesson, I will go through each problem with the class to see if there were any issues