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Composing and Decomposing Numbers; Deepening understanding of Addition and Subtraction

Students will deepen their understanding of numbers and how they are used to represent quantities and solve problems. They will also deepen their work with simple joining and separating situations and work to strengthen their fluency within 5. Students will build upon their understanding of the numbers 11-19 through composing and decomposing these numbers into ten ones and some further ones, thus developing the idea that the number 10 is special. (It will eventually become the "ten" unit in the place value system in 1st Grade.)

Essential Questions:

How can I show my thinking when solving story problems?

How can I build and break apart numbers?

Why is 10 an important number?

Counting and Cardinality	
Know number names and the count sequence.	
K.CC.1	Count to 100 by ones and by tens.
	Minimum Quarterly Expectations: Rote count by 1's to 75; Rote count by 10's to 100
K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
K.CC.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
	Minimum Quarterly Expectations: Write numbers 0-15
Count to tell the number of objects	
K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality.
	a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
	b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
	c. Understand that each successive number name refers to a quantity that is one larger.
K.CC.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
	Minimum Quarterly Expectations: Count to answer "how many" questions about as many as 15 objects…
Compare numbers	
K.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects)
K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.

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Composing and Decomposing numbers thru 19; Deepening understanding of Addition and Subtraction

Operations and Algebraic Thinking	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	
K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings (details not needed), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
K.OA.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).
K.OA.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
K.OA.5	Fluently add and subtract within 5.
Student progress toward development of fluency will first be reported to parents this quarter. Fluency is the end of year expectation.	
Numbers and Operations in Base Ten	
Work with numbers 11-19 to gain foundations for place value	
K.NBT.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Kindergarten students should see addition and subtraction equations, and student writing of equations in Kindergarten is encouraged, but it is not required. (CCSSM, p.9 - Kindergarten Overview)