Unit 4
Number Pairs, Addition, and Subtraction to 10

Kindergarten
Math

Description: The students will apply their practiced counting skills and knowledge of the value of numbers to reason about and solve addition and subtraction expressions and equations. Essential understanding to identify number pairs of 6 through 10 is foundational for future learning.

Louisiana Student Standards for Mathematics (LSSM) Instructional Outcomes

Operations and Algebraic Thinking	
K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps).
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 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.
Counting and Cardinality	
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).
K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects in standard order, say the number names as they relate to each object in the group, demonstrating one-to-one correspondence. 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.

Enduring Understandings

- Students will count to 100 by ones and tens. They will count objects to 20 and

Essential Questions

- How do we count? Why do we count?
- Is there more than one way to count?

represent that number of objects with a written numeral from 1-20.
- Students will use comparative vocabulary to describe items in two sets between 1–10.
- Students will compare two objects with a measurable attribute in common to see which object has more of/less of the attribute and describe the difference.
- Students will solve addition and subtraction word problems, adding and subtracting within 10 using objects fingers and/or drawings.
- Students will decompose numbers up to 10 into partners in multiple ways (e.g. 5 = 2 + 3 and 5 = 4 + 1). They will begin to find a number that makes 10 when given any number from 1 – 9.
- Students will know how things are alike and different, understanding there are many ways to "tell about" a number. They will demonstrate an ability to think in numbers.

- Why is it important for me to think in numbers?
- How do I show my thinking in different ways?
- How can I compare numbers?
- How can I use concrete objects to add and subtract in a story problem?