

Lesson 12: Hagamos imágenes de puntos

Standards Alignments

Addressing K.OA.A.3, K.OA.A.5

Building Towards K.OA.A.5

Teacher-facing Learning Goals

- Recognize compositions and decompositions of numbers to 5.

Student-facing Learning Goals

- Hagamos nuestros propios grupos de puntos.

Lesson Purpose

The purpose of this lesson is for students to develop fluency with adding and subtracting within 5 as they identify compositions and decompositions of numbers to 5.

Students participate in a How Many Do You See routine and then create their own dot images to use in a version of the routine in small groups. Understanding that numbers can be composed and decomposed in multiple ways is an important step towards adding and subtracting fluently within 5. When they make dot images and share with their partners students practice, through visualization (MP7), fluency for arithmetic facts within 5.

If students need additional support with the concepts in this lesson, refer back to Unit 5, Section A in the curriculum materials.

Access for:

Students with Disabilities

- Engagement (Activity 1)

English Learners

- MLR8 (Activity 2)

Instructional Routines

How Many Do You See? (Warm-up)

Materials to Gather

- Colored pencils, crayons, or markers: Activity 1
- Materials from a previous activity: Activity 2
- Materials from previous centers: Activity 3

Materials to Copy

- Dot Image Cards (groups of 1): Activity 1

Lesson Timeline

Warm-up	10 min
Activity 1	10 min
Activity 2	15 min
Activity 3	20 min
Lesson Synthesis	5 min

Teacher Reflection Question

As students worked with their partners and small groups today, whose ideas were heard, valued, and accepted? How can you adjust the group structure tomorrow to ensure each student's ideas are part of the collective learning?

Cool-down (to be completed at the end of the lesson)

 0 min

Unidad 8, punto de chequeo de la sección C

Standards Alignments

Addressing K.OA.A.5

Student-facing Task Statement

Lesson observations

Student Responses

- Students count all to find the sum.
- Students use their knowledge of the count sequence to find certain sums.
- Students know certain sums.
- Students represent all, then cross off or remove to find the difference.
- Students use their knowledge of the count sequence to find certain differences.
- Students know certain differences.