**Day 3 “Performance Adding/Subtraction”**

**Grade Level:** Pre – K

**Subject:** Mathematics

**Theme/Topic:** Fluency of add/sub. Within 5

*D. 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 (Drawings need not show details, but should show the mathematics in the problem.(This applies wherever drawings are mentioned in the Standards.)), 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 Outcomes:** Students will be able to utilize natural objects to construct and deconstruct 10

**Required Materials:**

1. Their small leather pouch that they made.
2. A collection of special stones/student
3. Large poster paper/ for teacher
4. Marker/ for teacher
5. Small stick for each student
6. Small string tied into a loop
7. Various costumes and props

**Agenda:** This will be the major lesson in a typical outdoor forest school day from 9am – 1:00pm

**Warm Up:** Yesterday we practiced making groups that when added together equal 10 and groups that when separated equal 10. Today will we do the same thing with 5.

**Anticipatory Set:**

**Teacher:** Today we will act out our equations in groups! I will give you an equation and you will create a story using the groups.

**Direct Instruction:** As we take our morning walk lets talk about how we might do this.

* Display the equation 1 + 4 = 5
* Model taking a moment to think about it
* Model talking aloud about what the equation actually means,” 1 and 4 more brought together is 5 altogether.
* Model drawing a picture of the equation
* Select one student to become the first group and 4 to become another
* Model telling a story.
* **There once lived a shy little pony. He was all alone in the paddock one day eating grass when suddenly a dragonfly landed on his nose. It was so beautiful. He stared for a moment and then it flew off. He raced after quickly got entangled in some fence wire. He whinnied for help and a group of 4 other ponies came to his rescue. Together they managed to free that little pony. They were all so proud of the way they worked together the 5 of them went home to celebrate with a few apples for lunch.**

**Guided Practice:** Students team up with a partner to tell a story about the equation they have been given. They tell their story to the class using their classmates as actors.

**Closure:**  We have found many creative ways to make 5 and break 5 apart. Now go back and see if you you can draw an example of an equation you heard today and even write the equation using numbers and mathematical symbols.

**Independent Practice:**  Students rotate around 3 stations.

1. Creating Loops and Groups with 5 magic beans and string at a table of the posted 3 equations
2. Drawing of the posted equations
3. Making equations using number and symbol flashcards that equal 5

**Assessement and Follow Up:**  Students illustrate images of an equation and use numbers to write the equation that corresponds with their image.