

**Mississippi College- and Career-Readiness Standards for Mathematics**

**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). (SMP 1, 2, and 4)

Course Emphases: Major Content Supporting Content Additional Content

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| **Prerequisite Skills** |
| * **Rapid recognition of numbers to 10 on students’ fingers.**
* **When counting, to say the number names in order, each object represents one number name (one-to- one correspondence).**
* **When counting a number of objects, the last number name tells the number of objects counted.**
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| **Key Terms (vocabulary)** | **Definition** | **Student-friendly language** |
| Less than Equal to (=)PairsEquation  | Smaller Of the same quantity or valueSomething made of two parts and are used together A mathematical statement expressing the equality of two quantities, usually shown as = | SmallerThe sameA set of twoA number sentence |
| **Key Verbs (skills)** | **Definition** | **Student-friendly language** |
| DecomposeUseRecord  | To separate into constituent partsTo put into actionTo write down for future use | Break apartUse or employWrite down |
| **“*I Can”* statements in student-friendly language** |
| I can use objects to show different pairs.I can use drawings to record different pairs.I can break a number less than or equal to 10 into pairs in more than one way.I can use equations or number sentences to write/record different pairs. |
| **Essential Questions** |
| How can I show addition with objects, drawings, or an equation?When using numbers from 0 to 9, how can I use addition to come up with a total of 10 by using objects and drawings?How can I record answers to addition problems by using drawings and equations?How can I separate numbers less than or equal to 10 into pairs in more than one way? |