

**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.** | | |
| **Key Terms (vocabulary)** | | **Definition** | **Student-friendly language** |
| Less than  Equal to (=)  Pairs  Equation | | Smaller    Of the same quantity or value  Something made of two parts and are used together  A mathematical statement expressing the equality of two quantities, usually shown as = | Smaller  The same  A set of two  A number sentence |
| **Key Verbs (skills)** | | **Definition** | **Student-friendly language** |
| Decompose  Use  Record | | To separate into constituent parts  To put into action  To write down for future use | Break apart  Use or employ  Write 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? | | | |