

## Addition Learning Plan (Grade Kindergarten-Grade 2)

From: \_\_\_\_\_ until: \_\_\_\_\_

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|--|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Counting sequence 1-5 One, two, three, four, five (It is essential that they get the correct order.) (KN1)</li> <li><input type="checkbox"/> Counting up to 5 objects by matching the count and the object when the objects are in a line (KN3)</li> <li><input type="checkbox"/> Counting up to 5 objects when they are arranged in a closed-up shape by matching the count to the object and by stopping once every object has been touched once. (KN3)</li> <li><input type="checkbox"/> Move the five objects around and ask : « how many are there, hoping student will not have to recount (KN3)</li> <li><input type="checkbox"/> Knowing what one more than a number between 1-4 is or what the next number is. (KN5)</li> <li><input type="checkbox"/> Recognizing an arrangement of dots or square that represents numbers from 1 – 4 without having to count each object. (KN2, 1N2)</li> <li><input type="checkbox"/> Knowing that when you count object the final number you say represents the quantity and not the ordinal number. Mixing up the objects does not affect the quantity. One hand always has 5 fingers.(KN3)</li> <li><input type="checkbox"/> Match number to numeral (1-5)( KN3)</li> <li><input type="checkbox"/> Roll a numeral die ( 1-5) and get corresponding number of objects( KN3)</li> <li><input type="checkbox"/> Partners to 5 ( KN2)</li> <li><input type="checkbox"/> Extend the verbal counting sequence to 10. (KN1)</li> <li><input type="checkbox"/> Counting 10 objects lined up in a row. (look at counting behaviours, i.e. do they touch and move objects) (KN3)</li> <li><input type="checkbox"/> Counting the same 10 object but in a circular, rectangular formation. ( do they keep counting or understand one to one) (KN3)</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Move the 10 objects around and ask : « how many are there? » student should not have to recount (KN2)</li> <li><input type="checkbox"/> Match number to numeral (1-10)(KN3)</li> <li><input type="checkbox"/> Roll a numeral die (5-10) and get corresponding number of objects(KN3)</li> <li><input type="checkbox"/> Identify dot patterns for numbers 1-6 ( traditional die)(1N2)</li> <li><input type="checkbox"/> Identify dot patterns (1-6) with one more (KN3, 1N2)</li> <li><input type="checkbox"/> Identify dot patterns (1-6) with two more (KN3, 1N2)</li> <li><input type="checkbox"/> Identify dot patterns (1-6) with one more or two more (KN3, 1N2)</li> <li><input type="checkbox"/> Identify dot patterns of 5 with 1,2,3,4 or 5 more (KN3, 1N2)</li> <li><input type="checkbox"/> Identify doubles dot patterns (1-5) with sums up to 10 (KN3, 1N2)</li> <li><input type="checkbox"/> Identify near doubles dot patterns (1-5) with sums up to 10 (KN3, 1N2)</li> <li><input type="checkbox"/> Counting sequence from 10-20(1N1)</li> <li><input type="checkbox"/> Counting sequence from the teens one more (one more than 14..) (1N1)</li> <li><input type="checkbox"/> Counting more than 10 objects, challenge students to organize them in a way that it is easy to see how many there are. (looking for groupings of 5 and 10) (1N3, 1N8)</li> <li><input type="checkbox"/> Compare quantities of numbers less than 20 (1N5)</li> <li><input type="checkbox"/> Counting sequence from 20 -100 focus on the changing decades ( 28,29, 30, 31...38,39, 40, 41...) (1N1)</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Counting sets up to 50 objects looking for groupings of 10 (1N1)</li> <li><input type="checkbox"/> Write corresponding numeral for numbers up to 100 (1N1)</li> <li><input type="checkbox"/> [A1] One more (KN1, 1N10)</li> <li><input type="checkbox"/> [A2] One or Two more (1N1, 1N10)</li> <li><input type="checkbox"/> [A3] Partners to 5 (KN2, 1N10)</li> <li><input type="checkbox"/> [A4] Unitizing 5</li> <li><input type="checkbox"/> [A5] Doubles less than 5 (1N9, 1N10, 2N10, 3N10)</li> <li><input type="checkbox"/> [A6] Partners to 10 (1N9, 1N10, 2N10, 3N10)</li> <li><input type="checkbox"/> [A7] . Add 10 to a number (1N9, 1N10, 2N10, 3N10)</li> <li><input type="checkbox"/> [A8] Add 9 to a number (1N9, 1N10, 2N10, 3N10)</li> <li><input type="checkbox"/> [A9] . Add 8 to a number (1N9, 1N10, 2N10, 3N10)</li> <li><input type="checkbox"/> [A10] . Add Doubles (1N9, 1N10, 2N10, 3N10)</li> <li><input type="checkbox"/> [A11] Add near doubles (1N9, 1N10, 2N10, 3N10)</li> <li><input type="checkbox"/> [A12] Add 7 to a number (1N9, 1N10, 2N10, 3N10)</li> <li><input type="checkbox"/> [A13] Add multiple of 10 to a single digit (2N9, 3N6)</li> <li><input type="checkbox"/> [A14] Add 10 or 20 to a multiple of 10 (2N9, 3N6)</li> <li><input type="checkbox"/> [A15] Add multiples of 10 to 50 with sums&lt;100 (2N9, 3N6)</li> <li><input type="checkbox"/> [A16] Add multiples of 10 with sums &lt;100 (2N9, 3N6)</li> <li><input type="checkbox"/> [A17] Partners to 100 that are multiple of 10 (2N9, 3N6)</li> <li><input type="checkbox"/> [A18] Add a multiple of 10 with a teen number (2N9, 3N6)</li> <li><input type="checkbox"/> [A19] Add a multiple of 10 with a 2-digit number (2N9, 3N6)</li> <li><input type="checkbox"/> [A20] Add a 2-digit number with a 1-digit (2N9, 3N6)</li> <li><input type="checkbox"/> [A21] Add 2-digit numbers sums&gt; 100 (2N9, 3N6)</li> <li><input type="checkbox"/> [A22] Add two 2-digit numbers with sums&lt;100 (2N9, 3N6)</li> </ul> |
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