Lesson 13: Dominoes to 5

Standards Alignments

Addressing K.CC.C.6, K.MD.B.3, K.OA.A.3, K.OA.A.5

Teacher-facing Learning Goals

- Recognize compositions and decompositions of numbers to 5.

Student-facing Learning Goals

- Let's sort different ways to make numbers to 5.

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.

In a previous lesson, students created their own dot images and identified different compositions and decompositions of numbers to 5. In this lesson, students work with dominoes. Students sort dominoes by total, which encourages them to recognize different compositions and decompositions of numbers to 5 and think about both the parts and the total at the same time. Students also compare the number of dots on the dominoes.

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

Access for:

Students with Disabilities

- Representation (Activity 2)

English Learners

- MLR8 (Activity 1)

Instructional Routines

Notice and Wonder (Warm-up)

Materials to Gather

- Materials from a previous activity: Activity 2
- Materials from previous centers: Activity 3

Materials to Copy

- Domino Cards (groups of 2): Activity 1
- Sorting Chart 1-5 (groups of 2): 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

Students are expected to fluently add and subtract within 5 by the end of kindergarten. How does the work students do in this lesson prepare them to fluently add and subtract within 5?

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

0 min

Unit 8, Section C Checkpoint

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.