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MISSISSIPPI  
**EXEMPLAR**  
Units & Lessons  
MATHEMATICS

**Pre-Kindergarten**

Grant funded by:



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## Lesson 10: The Food Finale

**Focus Standard(s):** PK.OA.1, PK.OA.2

**Additional Standard(s):** PK.RL.1, PK.CC.2, PK.CC.3, PK.CC.4

**Lesson Activity Materials:**

- Combination Mats
- Various Manipulatives
- Five Frames
- Food counters
- Capri suns
- 3 bags of Gold Fish
- Mini cupcakes
- Skittles
- Paper
- Pencils
- Crayons
- Handout 10.1: Summative Assessment Questions
- Handout 10.2: Pre-Kindergarten Word Problem Rubric for Summative Assessment

**Learning Center Materials:**

- Black pipe cleaners
- Coffee filters
- Life Cycle of a Butterfly Chart
- Markers
- Paint brush, dropper, or sponge
- Play-Doh and baking trays/cookie sheets
- Popsicle Sticks and glue sticks
- Sequencing puzzles

- Various art supplies (for props)
- Water
- *The Very Hungry Caterpillar* Animated Story:  
<http://www.bing.com/videos/search?q=the+very+hungry+caterpillar&view=detail&mid=B1960DAECAE2A8B23271B1960DAECAE2A8B23271&FORM=VIRE>
- Handout 1.2: *The Very Hungry Caterpillar* Story Props
- Mouse Count Animated Story: [https://www.youtube.com/watch?v=xtoB\\_x1O5YI](https://www.youtube.com/watch?v=xtoB_x1O5YI)

**Lesson Target:**

- Students will understand the relationship between adding and subtracting using developmentally appropriate materials.

**Guiding Question(s):**

- How can I show a number, using different combinations of the same objects?
- How can I add on to make more? How can I take away to make less?

## Vocabulary

**Academic Vocabulary:**

- Add
- Subtract
- Total

**Note:** Expose students to various ways to mathematically express these terms. For example, when discussing the word **subtract**, include phrases such as **take away**, **take from**, and **how many are left**.

**Instructional Strategies for Academic Vocabulary:**


- Introduce words with student-friendly definitions and pictures
- Model how to use the words in discussion
- Discuss the meaning of word in a mathematical context
- Create pictures/symbols to represent words
- Write/discuss using the words

**Direct Instruction Text Vocabulary:**

- Enough
- Empty
- Greedy

**Instructional Strategies for Direct Instruction Text Vocabulary:**

- Introduce words with student-friendly definition and pictures
- Model how to use the words in discussion
- Write/discuss the meaning of word in multiple contexts

<ul style="list-style-type: none"> <li>• Hungry</li> <li>• Jar</li> <li>• Mice</li> <li>• Snake</li> </ul> <p><b>Note:</b> Consider which of these words would fall into Tier 2 for your students when introducing vocabulary.</p>	<input type="checkbox"/> Provide pictures/props to represent words <input type="checkbox"/> Act out the words or attach movements to the words
Symbol	
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform well below the grade level and/or for students who perform well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
<p><b>Understanding Lesson Purpose and Student Outcomes:</b> Students will express understanding of adding and subtracting within 5 using acquired strategies.</p> <p><b>Anticipatory Set/Introduction to the Lesson: That's a Wrap!</b>            Explain that students will be assessed individually. All centers will be open for free choice today.</p> <p><b>Activity 1: The Food Finale</b>            Set up the scenarios found on <b>Handout 10.1: Summative Assessment Questions</b> using manipulatives, food counters, actual food items, Five Frames, and hula hoops to solve addition and subtraction problems within 5. Use <b>Handout 10.2: Pre-Kindergarten Word Problem Rubric for Summative Assessment</b> to document student understanding.</p> <p><b>Learning Centers</b>            Free Choice Centers - Students can visit any center of their choosing on today.</p> <p><b>Reflection and Closing:</b></p>	

Have students share with their peers 3 things they learned about adding and subtracting and 2 things they liked about the unit, “Hungry for Math!”

Reflect on how well the students answered the following essential questions by examining evidence of student learning.

- How can I show a number, using different combinations of the same objects?
- How can I add on to make more? How can I take away to make less?

### Homework

Homework is not developmentally appropriate for pre-kindergarten.

**Handout 10.1: Summative Assessment Questions**

Prepare/set up the items listed in the reading problems prior to the assessment.

**1. Capri Suns**

- My teacher has 4 Capri Suns. Jan brings her 1 more. How many Capri Suns does my teacher have now?

**2. Gold Fish**

- The boys had 3 bags of goldfish crackers. Jerry and John ate 2 bags of goldfish crackers. How many bags of goldfish crackers do the boys have left?

**3. Cupcakes**

- I have 1 cupcake. My teacher gives me 1 more. How many cupcakes do I have?

**4. Skittles**

- Jan has 5 Skittles. She ate 0. Jan wants to save them for her mom. How many Skittles will she take to her mom?

## Handout 10.2: Pre-Kindergarten Word Problem Rubric for Summative Assessment

Name \_\_\_\_\_

0	No Understanding	No response
1	Not Representing Mastery	Student counts an incorrect number of manipulatives in the number sets and cannot add or subtract to solve the number combination.
2	Developing Mastery	Student counts one correct number of manipulatives in the number sets and attempts to solve the number combination by adding or subtracting.
3	Approaching Mastery	Student chooses the correct number of manipulatives in the number sets but cannot tell “how many” are in the number combination by adding or subtracting. Correctly shows one of the following: <ul style="list-style-type: none"> <li>• Correct number combination</li> <li>OR</li> <li>• One correct strategy</li> </ul>
4	Exemplifying Mastery	Student chooses the correct number of manipulatives in the number sets can tell “how many” are in the number combination by adding or subtracting, and uses the correct strategy



For training or questions regarding this unit,  
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