

Add and Subtract Within 5



Kindergarten | Operations and Algebraic Thinking

NC.K.OA.5

Seven instructional phases, 30 choice prompts, and 30 performance tasks. Use the bank in brief sessions across days, never as one 60-item test.

Includes complete teacher scripts, original models, reusable organizers, observation records, full worked keys, and a multi-session investigation.

Aligned to the current standards verified in the 2025 NC Kindergarten Quick Reference Guide. Revised 2026 standards are scheduled for implementation in 2028-29.

Free sample | Contents

NC.K.OA.5 | Kindergarten mathematics

This sample contains 16 complete selected pages from the 63-page resource, plus this sample contents page. Original printed page numbers are retained. Gaps are intentional.

Included original pages: 1-15, 47

Representative activities

M01: sample PDF page(s) 15; original page(s) 14

M02: sample PDF page(s) 16; original page(s) 15

O01: sample PDF page(s) 15; original page(s) 14

O02: sample PDF page(s) 16; original page(s) 15

Selected teacher prompts and keys: original page(s) 47

Using this sample

Read the preparation and access guidance before using a selected activity.

Keep teacher keys and private preparation pages separate from student copies.

Use the original resource contents to see the scope of the complete packet.

Complete paid download

The complete resource includes the full PDF task bank and teaching materials.

TEACHER GUIDE

Start here: teach a little, observe a lot

Print only the task pages you need. Teacher guide and answer keys stay with adults. Student pages contain one choice and one performance task; present them separately when attention or access requires it.

Navigation: cover; planning and alignment; worked model; seven phase scripts; reusable organizer; 30 student bank pages; observation records; investigation and family practice; 15 worked-key pages; source note.

Use five 15-20 minute sessions: (1) warm-up and model; (2) shared work; (3) partner work; (4) independent observations and small-group support; (5) exit observations and reflection. The phases are a flexible teaching sequence, not a single sitting.

Read every direction and option neutrally. Pointing, signed language, AAC, manipulatives, drawing, and adult scribing are available. Do not score reading, spelling, accent, or handwriting. Keep mathematical support separate from access support.

Essential question: How can familiar small-number relationships help us add and subtract?

Visual supplement: p. 63 is supported practice / checking after an oral answer, with blocks and an empty five-frame. Use with the reteach script on p. 11 and parts/whole mat on p. 13. Keep it covered during every fresh oral fluency response.

TEACHER GUIDE

Official standard and evidence

NC.K.OA.5: Demonstrate fluency with addition and subtraction within 5.

This standard has no separately lettered subparts. The complete requirement is addressed throughout the bank.

I can: Add and subtract within 5 accurately, flexibly, and with growing efficiency.

Boundary: sums and subtraction starting quantities stay within 5; all answers are nonnegative. Both addition and subtraction, zero, equal-part facts, and subtraction to zero are represented. Fluency evidence requires repeated accurate and increasingly efficient use of strategies; the June 2025 unpacking describes efficient responses in about 3-5 seconds without counting. This is an approximate observational description, not a rigid timed-test cutoff. Ask orally; written equations are not the fluency assessment.

Collect individual performance even in partner work. Record the exact response, model or grouping, strategy, support, and next step. Use choice items to discuss thinking, not as a substitute for the required performance.

TEACHER GUIDE

Prepare, include, and respond

Materials: large age-appropriate counters; blank paper; crayons; the supplied organizer; task cards; optional numeral cards read aloud by an adult. Avoid small loose objects when they create a safety risk.

Prerequisites: connecting spoken number names to small quantities; one-to-one matching; recognizing that a group has a total. Begin with concrete materials when these are unstable.

Vocabulary: part, whole, altogether, add, take away, remain, missing, zero. For OA.4 add partner and ten; for OA.6 emphasize see and groups. Pair each term with an action or visual.

Multilingual support: demonstrate the action, allow the home language, and accept a response through a familiar communication system. Read symbols aloud without telling the answer. Enlarge diagrams, provide tactile equivalents, reduce visual clutter, and document adaptations.

If a child answers incorrectly, ask "Show me what you did." Identify the specific action or grouping before reteaching. Do not repeat a louder prompt or supply the answer and then record independent success.

Extension: compare two valid representations of the same relationship. Ask what stayed the same and what changed. Avoid moving beyond the standard number range simply to make work harder.

TEACHER MODEL | DEMONSTRATE THINKING

Show the whole process

Say: "Watch how I use the parts. I will show my thinking, then you will try a fresh example."

What is the answer when 2 is taken away from 4? Answer orally or with your usual communication system first. Then show how you know.

Worked model: $4 - 2 = 2$. Begin with 4; remove 2; 2 remain. Ask orally before explanation. Note strategy and efficiency; count-all is developing computation, not fluent performance. Models may check the answer afterward.

Ask: "What did I keep track of? How does my model match my answer?" Wait for a response in the child's usual communication mode.

Then hide the completed model and use O07. Record assistance. Demonstration is teaching, not independent assessment.

Record oral accuracy, strategy, self-correction, and efficiency across repeated encounters. Supported correct answers alone do not establish independent fluency.

TEACHER GUIDE

Warm-up | short teaching script

Bank: M01-M04 and O01-O04. Select M01 and O01 today; other items are options for another day. Spend about 5-10 minutes, flexing to attention and access.

Purpose: Invite children to notice a familiar small quantity. Activate prior knowledge without correcting before they explain.

First 1-2 minutes: set out materials. Say, "Look carefully. What do you notice? You may tell me, point, or show me." Read the selected prompt exactly.

Next 2-4 minutes: Say, "Show how you know. Which parts or actions helped you?" Wait, then invite a model or explanation without pointing to a correct option.

Final 1-3 minutes: compare a response to the model. Say, "Does every part match? What could we check?" Have each child demonstrate individually; partner agreement alone is not evidence.

Record oral accuracy, strategy, self-correction, and efficiency across repeated encounters. Supported correct answers alone do not establish independent fluency.

If stuck: Act out joining or removing with counters. Connect the action to its equation. If the child confuses signs, contrast two stories with the same starting quantity. Try a new fact without the cue.

Early finisher: show the same relationship another way and explain why the answer stays the same. Record item ID, exact response, strategy, access supports, mathematical prompts, and a next-step task.

TEACHER GUIDE

I Do | short teaching script

Bank: M05-M08 and O05-O08. Select M05 and O05 today; other items are options for another day. Spend about 5-10 minutes, flexing to attention and access.

Purpose: Teacher performs a complete example aloud. Children describe what the teacher did, then try a different item.

First 1-2 minutes: set out materials. Say, "Look carefully. What do you notice? You may tell me, point, or show me." Read the selected prompt exactly.

Next 2-4 minutes: Say, "I will model first." Use the worked model page; do not treat imitation as independent evidence.

Final 1-3 minutes: compare a response to the model. Say, "Does every part match? What could we check?" Have each child demonstrate individually; partner agreement alone is not evidence.

Record oral accuracy, strategy, self-correction, and efficiency across repeated encounters. Supported correct answers alone do not establish independent fluency.

If stuck: Act out joining or removing with counters. Connect the action to its equation. If the child confuses signs, contrast two stories with the same starting quantity. Try a new fact without the cue.

Early finisher: show the same relationship another way and explain why the answer stays the same. Record item ID, exact response, strategy, access supports, mathematical prompts, and a next-step task.

TEACHER GUIDE

We Do | short teaching script

Bank: M09-M13 and O09-O13. Select M09 and O09 today; other items are options for another day. Spend about 5-10 minutes, flexing to attention and access.

Purpose: Invite a child to choose a first action; build together and ask another child to explain why it works.

First 1-2 minutes: set out materials. Say, "Look carefully. What do you notice? You may tell me, point, or show me." Read the selected prompt exactly.

Next 2-4 minutes: Say, "Show how you know. Which parts or actions helped you?" Wait, then invite a model or explanation without pointing to a correct option.

Final 1-3 minutes: compare a response to the model. Say, "Does every part match? What could we check?" Have each child demonstrate individually; partner agreement alone is not evidence.

Record oral accuracy, strategy, self-correction, and efficiency across repeated encounters. Supported correct answers alone do not establish independent fluency.

If stuck: Act out joining or removing with counters. Connect the action to its equation. If the child confuses signs, contrast two stories with the same starting quantity. Try a new fact without the cue.

Early finisher: show the same relationship another way and explain why the answer stays the same. Record item ID, exact response, strategy, access supports, mathematical prompts, and a next-step task.

TEACHER GUIDE

Collaborative practice | short teaching script

Bank: M14-M18 and O14-O18. Select M14 and O14 today; other items are options for another day. Spend about 5-10 minutes, flexing to attention and access.

Purpose: Partners alternate builder and explainer. Each child solves a fresh item individually before the partner checks.

First 1-2 minutes: set out materials. Say, "Look carefully. What do you notice? You may tell me, point, or show me." Read the selected prompt exactly.

Next 2-4 minutes: Say, "Show how you know. Which parts or actions helped you?" Wait, then invite a model or explanation without pointing to a correct option.

Final 1-3 minutes: compare a response to the model. Say, "Does every part match? What could we check?" Have each child demonstrate individually; partner agreement alone is not evidence.

Record oral accuracy, strategy, self-correction, and efficiency across repeated encounters. Supported correct answers alone do not establish independent fluency.

If stuck: Act out joining or removing with counters. Connect the action to its equation. If the child confuses signs, contrast two stories with the same starting quantity. Try a new fact without the cue.

Early finisher: show the same relationship another way and explain why the answer stays the same. Record item ID, exact response, strategy, access supports, mathematical prompts, and a next-step task.

TEACHER GUIDE

Independent practice | short teaching script

Bank: M19-M23 and O19-O23. Select M19 and O19 today; other items are options for another day. Spend about 5-10 minutes, flexing to attention and access.

Purpose: Read neutrally and withhold mathematical cues. Record each child's actual strategy and response.

First 1-2 minutes: set out materials. Say, "Look carefully. What do you notice? You may tell me, point, or show me." Read the selected prompt exactly.

Next 2-4 minutes: Say, "Show how you know. Which parts or actions helped you?" Wait, then invite a model or explanation without pointing to a correct option.

Final 1-3 minutes: compare a response to the model. Say, "Does every part match? What could we check?" Have each child demonstrate individually; partner agreement alone is not evidence.

Record oral accuracy, strategy, self-correction, and efficiency across repeated encounters. Supported correct answers alone do not establish independent fluency.

If stuck: Act out joining or removing with counters. Connect the action to its equation. If the child confuses signs, contrast two stories with the same starting quantity. Try a new fact without the cue.

Early finisher: show the same relationship another way and explain why the answer stays the same. Record item ID, exact response, strategy, access supports, mathematical prompts, and a next-step task.

TEACHER GUIDE

Small-group reteach | short teaching script

Bank: M24-M27 and O24-O27. Select M24 and O24 today; other items are options for another day. Spend about 5-10 minutes, flexing to attention and access.

Purpose: Use the observed misconception to choose a concrete representation. Reduce clutter, not the mathematical goal; then retry a new item.

First 1-2 minutes: set out materials. Say, "Look carefully. What do you notice? You may tell me, point, or show me." Read the selected prompt exactly.

Next 2-4 minutes: Say, "Show how you know. Which parts or actions helped you?" Wait, then invite a model or explanation without pointing to a correct option.

Final 1-3 minutes: compare a response to the model. Say, "Does every part match? What could we check?" Have each child demonstrate individually; partner agreement alone is not evidence.

Record oral accuracy, strategy, self-correction, and efficiency across repeated encounters. Supported correct answers alone do not establish independent fluency.

If stuck: Act out joining or removing with counters. Connect the action to its equation. If the child confuses signs, contrast two stories with the same starting quantity. Try a new fact without the cue.

Early finisher: show the same relationship another way and explain why the answer stays the same. Record item ID, exact response, strategy, access supports, mathematical prompts, and a next-step task.

Optional support: use p. 63 after recording the first oral answer, or for reteaching. Mark the later response supported. Put the picture page and all counters away before a new oral fact; do not use a fixed timed cutoff.

TEACHER GUIDE

Exit ticket | short teaching script

Bank: M28-M30 and O28-O30. Select M28 and O28 today; other items are options for another day. Spend about 5-10 minutes, flexing to attention and access.

Purpose: Collect a short individual performance. Ask for one explanation or matching model and plan the next session.

First 1-2 minutes: set out materials. Say, "Look carefully. What do you notice? You may tell me, point, or show me." Read the selected prompt exactly.

Next 2-4 minutes: Say, "Show how you know. Which parts or actions helped you?" Wait, then invite a model or explanation without pointing to a correct option.

Final 1-3 minutes: compare a response to the model. Say, "Does every part match? What could we check?" Have each child demonstrate individually; partner agreement alone is not evidence.

Record oral accuracy, strategy, self-correction, and efficiency across repeated encounters. Supported correct answers alone do not establish independent fluency.

If stuck: Act out joining or removing with counters. Connect the action to its equation. If the child confuses signs, contrast two stories with the same starting quantity. Try a new fact without the cue.

Early finisher: show the same relationship another way and explain why the answer stays the same. Record item ID, exact response, strategy, access supports, mathematical prompts, and a next-step task.

REUSABLE STUDENT ORGANIZER

My parts and whole

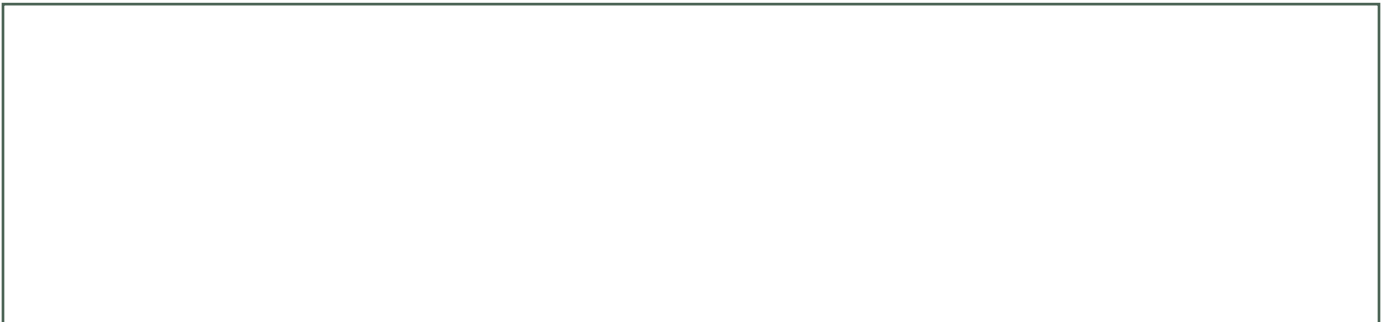
Name _____ Date _____

Tell or show the parts. Show the whole.

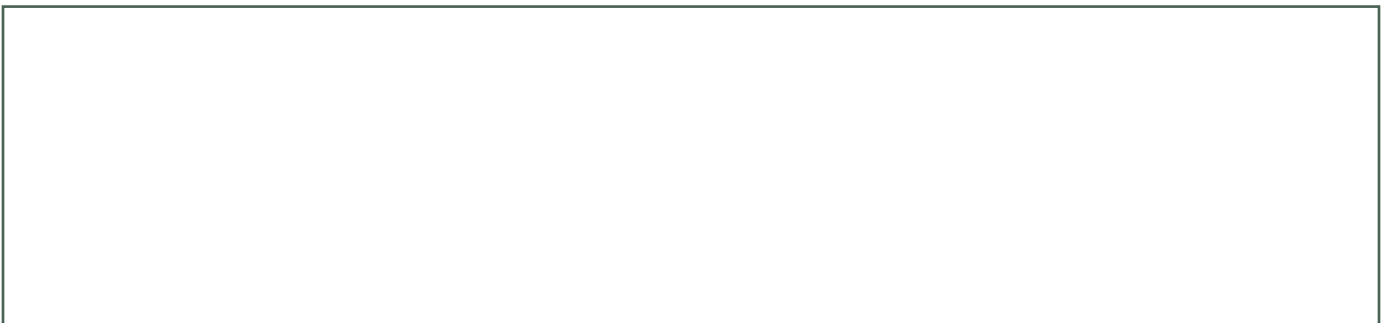
PART / START



OTHER PART / CHANGE



WHOLE / RESULT



Adult: use labels that fit the operation. A dictated expression may be scribed; preserve the child's mathematical decisions.

WARM-UP

Listen, think, and show

Name _____ Date _____

M01 | Choose one

What is the answer when 2 is taken away from 3?

A. 0 B. 3 C. 1

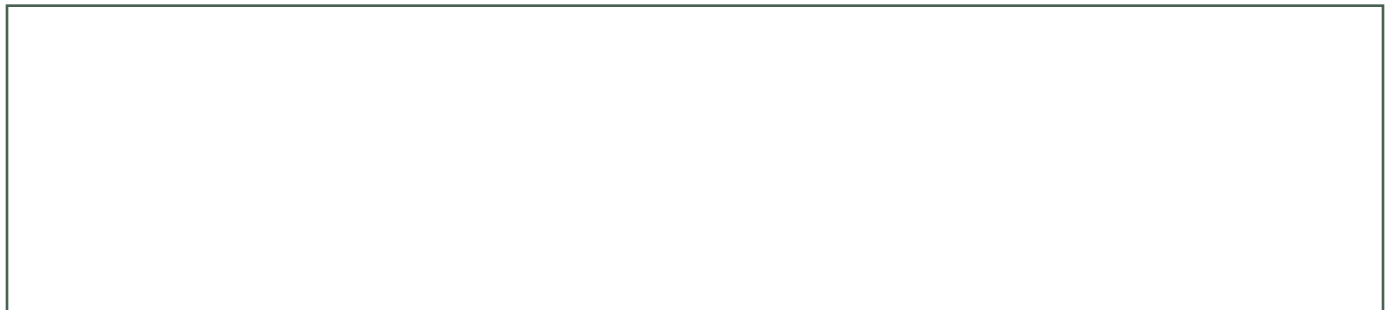
Choice target: Add and subtract within 5 accurately, flexibly, and with growing efficiency.

O01 | Your turn

What is the answer when 3 is joined with 2? Answer orally or with your usual communication system first. Then show how you know.

Performance target: Add and subtract within 5 accurately, flexibly, and with growing efficiency.

Draw here or build with counters. Tell an adult your thinking.



Adult: read neutrally; record the child's response and support on the evidence form.

WARM-UP

Listen, think, and show

Name _____ Date _____

M02 | Choose one

What is the answer when 2 is joined with 3?

A. 5 B. 4 C. 2

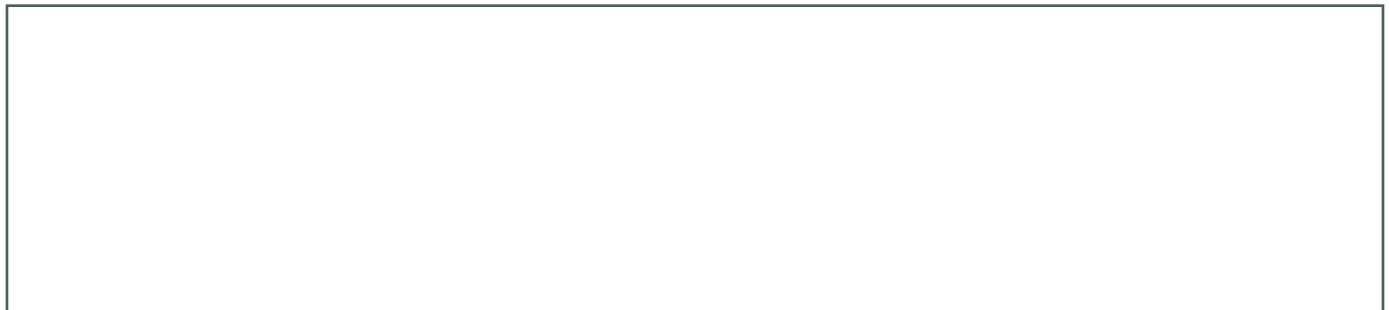
Choice target: Add and subtract within 5 accurately, flexibly, and with growing efficiency.

O02 | Your turn

What is the answer when 0 is joined with 4? Answer orally or with your usual communication system first. Then show how you know.

Performance target: Add and subtract within 5 accurately, flexibly, and with growing efficiency.

Draw here or build with counters. Tell an adult your thinking.



Adult: read neutrally; record the child's response and support on the evidence form.

TEACHER-ONLY WORKED KEYS

Items 01-02

M01 | C: 1

Target: Add and subtract within 5 accurately, flexibly, and with growing efficiency.

$3 - 2 = 1$. Begin with 3; remove 2; 1 remains. Ask orally before explanation. Note strategy and efficiency; count-all is developing computation, not fluent performance. Models may check the answer afterward.

Other options: 0: This quantity may reflect counting only one part, confusing the operation, or adding/removing the wrong number. Ask the child to show the action. 3: This quantity may reflect counting only one part, confusing the operation, or adding/removing the wrong number. Ask the child to show the action.

001 | Sample complete response

$3 + 2 = 5$. Join a group of 3 and a group of 2; the whole is 5. Ask orally before explanation. Note strategy and efficiency; count-all is developing computation, not fluent performance. Models may check the answer afterward.

Performance evidence: Record oral accuracy, strategy, self-correction, and efficiency across repeated encounters. Supported correct answers alone do not establish independent fluency.

M02 | A: 5

Target: Add and subtract within 5 accurately, flexibly, and with growing efficiency.

$2 + 3 = 5$. Join a group of 2 and a group of 3; the whole is 5. Ask orally before explanation. Note strategy and efficiency; count-all is developing computation, not fluent performance. Models may check the answer afterward.

Other options: 4: This quantity may reflect counting only one part, confusing the operation, or adding/removing the wrong number. Ask the child to show the action. 2: This quantity may reflect counting only one part, confusing the operation, or adding/removing the wrong number. Ask the child to show the action.

002 | Sample complete response

$0 + 4 = 4$. Join a group of 0 and a group of 4; the whole is 4. Ask orally before explanation. Note strategy and efficiency; count-all is developing computation, not fluent performance. Models may check the answer afterward.

Performance evidence: Record oral accuracy, strategy, self-correction, and efficiency across repeated encounters. Supported correct answers alone do not establish independent fluency.