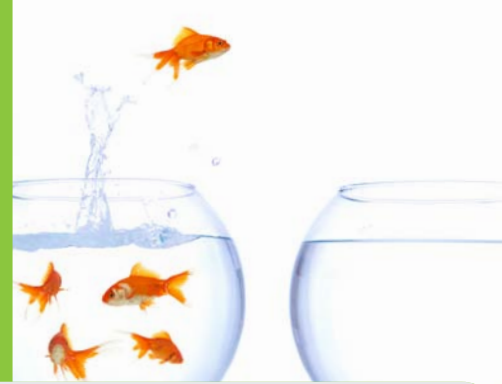


# Getting Ready

**OBJECTIVE:** Student will solve *addition* problems with sums to 5.



## Materials

### Warm Up

- Vocabulary card (*add*)
- 4 cubes
- 2 plastic bags
- All-Turn-It spinner
- add, subtract pic-symbols
- cubes

### Explore

- poster (Working in a Pet Store)
- turtles

## Warm Up

### A. VOCABULARY REVIEW: *add*

Show/give Concrete Connection: Place three cubes in a plastic bag and one cube in a second bag. Fasten together and label “*add*” between the two bags.

Show “*add*” Vocabulary card.

Say, “**Read** it”.

Students **locate** and **show** examples of *adding* (joining) using past work, pictures from home, or books.

### B. FUN & GAMES: *Add and Subtract*

#### PREPARATION

Place *add* and subtract pic-symbols on spinner and cubes on table. Give players 1 cube to start.

#### DIRECTIONS

Player **spins**.

If he/she spins “*add*,” player **takes** two cubes and **says** if he/she has more or less.

If player spins “*subtract*,” he/she **separates** own set of cubes and **gives** some to player on the left and **says** if has more or less.

When cubes run out, compare rows of cubes to see who has more, less, or equal amounts of cubes.

## Explore

### A. POSTER: *Working in a Pet Store*

Point out things you would *add* in a pet store (e.g. money, pets, etc.).

**Discuss** what you see on the poster and personal experiences; use information from home.

### B. TOOLS & MANIPULATIVES

Say, “Let’s explore *adding* turtles.”

Model placing one turtle, then *adding* two more to equal three turtles. Say, “One plus two more equals three.”

Demonstrate *adding* zero turtles.

Show more examples up to sums of five.

Students **explore** turtles and *adding* amounts to zero and other numbers.

## OBJECTIVE:

Student will solve addition problems with sums to 5.

## Materials

### Introduce and Connect

- poster (*Working at the Pet Store*)
- Vocabulary card (*plus*)
- 4 cubes
- 2 plastic bags
- Operation and Symbol cards (CD)

### Teach

- MathLine
- flying disks
- Money Cards
- turtles
- rubber stamps
- counting tray
- Numeral cards
- paper tiles
- workmat 17
- gel board, stylus

## Introduce and Connect

### A. EXPLORE POSTER: *Working at the Pet Store*

Show/give student(s) Concrete Connections: Place three cubes in a plastic bag and one cube in a second bag. Fasten together. Label “*plus*” between the two bags. Look for sets of five and less on poster. Model equation with objects and plus sign (e.g., three fish + two fish = five fish). Students to **point** to *plus* and equal signs in equation.

### B. SHOW & TELL

Ask, “What do you know about add and *plus*?” Students **tell** what they **see** on the poster and what they know. Write student comments on Number Notes poster with numbers, math symbols, words, pic-symbols, objects, etc. Use past student work or items from home when possible.

*Note: Objects or pictures may be fastened to the Number Notes poster.*

### C. VOCABULARY: *plus*

Show “*plus*” Vocabulary card.

Say, “This says *plus*. **Read** it.”

Students **say** “*plus*” three times.

Show plus sign. This is the sign for *plus*.

Plus means add or join sets.

## P Problem Solving Steps

### Problem Solving Steps

- 1. Read & Re-state**  
Words, pictures, and symbols.
- 2. Find Question**  
Mark it.
- 3. Write What I Know**  
Numbers, equations, data, and measurements.
- 4. Choose Strategies & Tools**
- 5. Estimate**
- 6. Try & Check**  
Did I answer the question? Does it make sense?
- 7. Record**  
Write, stamp, trace, picture symbol, object, choose.

## Sensing Math

- Give each student one cracker at snack. Write “1”. Give one more. Write “+ 1.” **Count** the total together and write “= 2.” Repeat to five. Then have students place one food item on top of each cracker before eating. (cheese, fruit, etc.)

### Level Guide

**1** Level = Severe

**2** Level = Moderate

**3** Level = Mild

## Teach

### A. VISIBLE THINKING

Use counting tray, turtles, gel board, paper tiles, stylus, workmat 17, and pic-symbols to show what you are thinking. *Demonstrate each CSA level twice.*

C

Say, "I will add  $3 + 1$ ." Place three turtles on counting tray. Count and sweep 3, then 1. Say, " $3 + 1 =$ " while moving the turtles. Repeat with  $4 + 1$ ,  $2 + 3$ , and  $5 + 0$ .

S

Write and read equation, " $3 + 1 = \underline{\quad}$ ." Count paper tiles and place above equation. Count total. Write answer and read equation. Repeat with  $4 + 1$ ,  $2 + 3$ , and  $5 + 0$ .

A

Write and read equation on gel board: " $3 + 1 = \underline{\quad}$ ." Read equation. Locate 3 on number line and count up 1. Show 4 on number line and write to complete the equation. Read it. Repeat with  $4 + 1$ ,  $2 + 3$ , and  $5 + 0$ .

### B. TRY IT: Skill Drill Worksheet

Students **add** with objects and/or pic-symbols.

## Problem Solving

### A. DEMO: Problem Solving Steps poster, workmat 17; Model solving problems with steps 1 and 2.

Linc spent \$2 on a chew toy and \$3 on a ball for his dog. How much money did Linc spend at the pet store? Place Money cards (5 single dollars) on table. Write equation on board.

### B. SOLVE IT

Leticia picked out two blue flying disks for her dog, then picked out two yellow ones. How many flying disks did Leticia buy? Place flying disks, paper tiles, and workmat 17 on the table. Write  $2 + 2 = \underline{\quad}$ .

1  
Level

Fasten flying disks to MathLine. Point to equation as students **move** tabs to **match** it. Place 4, 4, and 10 Numeral cards in pocket chart. Ask, "How many disks?" Students **record**. Repeat with  $2 + 3$ .

2  
Level

Place row of paper tiles on table. Write:  $2 + 2 = \underline{\quad}$  on gel board. Students **move** tiles to equation to **match** each number. Students **count** total. Students **write** or **trace** total. Challenge: Repeat with  $5 + 0$  and  $3 + 1$ .

3  
Level

Write  $2 + 2 = \underline{\quad}$  on gel board. Give number line. Students locate 2 on number line and **count** up one. Students **say** the total and **record** on worksheet. Challenge: Repeat with  $4 + 1$ ,  $2 + 3$ ,  $3 + 1$  and  $5 + 0$ .

### C. TRY MORE: Problem Solving Worksheet

Students **solve** equations with sums to five and write total on worksheet.

## Close

### A. SHOW ME, SHOW OTHERS: I Learned...

Review what students have learned. Ask students to demonstrate skill, share their worksheets or read their Number Notes. It is essential that students have a meaningful way to communicate what they have learned.

### B. NUMBER NOTES

Model writing vocabulary "*plus*" and on Teacher Number Notes. Students **write** "*plus*" in Number Notes using numbers, math symbols, words, pic-symbols, or objects, and describe what they have learned. Option: Place math pics on Number Notes page and circle or stamp the pic-symbols that represent what you have learned.

# Follow Up

**OBJECTIVE:** Student will solve addition problems with sums to 5.



## Real Life Problem Solving

**CLASSROOM:** Students **make** addition cards using stickers, drawings, or rubber stamps. Write equations on cards. Students **fasten** pictures to represent amounts above each numeral.

**CALENDAR:** Write an equation to show how many rainy *plus* sunny days there have been during the school week. Mark the rainy days and sunny days on the calendar. Students **count** them to solve.

**COMMON:** Split finger combinations on one hand to equal five. Have students **solve** addition problems using numbers of items they see in the community, e.g. 5 cans of pop + 3 bottles of water left in vending machine = 8 drinks.

## Workstations

### MATERIALS / PREPARATION

Fasten pic-symbols to cubes. Place cubes on MathLine. Place Number Problem template, number line, number pic-symbols, Number cards, and recording tools (rubber stamp, gel board and stylus; marker, pencil, paper) in workstation.

- 1 **Level** Students **read** number problem on template. Students **add** by **counting** and **moving** the two numerals on the MathLine. Students **identify** sum of the numbers added.
- 2 **Level** Students complete number problems on template using number pic-symbol cards. Students use number line or MathLine as needed. Students **record** answer.
- 3 **Level** Students complete number problems on template using Number cards. Students use number line or MathLine as needed. Students **record** answer.

## Games

### A. VOCABULARY: Spinning for Plus, +

#### MATERIALS / PREPARATION

Place Working at a Pet Store game board on table. Place pic-symbols (*plus*, +, foil) on All-Turn-It spinner. Give each student a pawn.

#### GAME DIRECTIONS

Player **spins** All-Turn-It spinner. If player spins "*plus*" he/she **moves** the pawn to the next space. If player spins a foil, he/she loses a turn. Player to reach end of the board first wins.

### B. SKILL: Spin for More

#### MATERIALS / PREPARATION

Place Numeral cards 0, 1, 2, and 3 on All-Turn-It spinner. Give players each a set of two manipulatives.

#### GAME DIRECTIONS

Players **spin** a number and **count** the amount in manipulatives. Players **add** them to their set of two and say total. Set aside. Give player another set of two. After five spins line them up to see who has more and less than the others.