

ADDITION OF WHOLE NUMBERS

Subject

Mathematics

Prepared By

[Instructor Name]

Grade Level

5

Overview

This lesson plan covers teaching content for;

1. Solving problems involving addition

Objectives

Students should be able to;

1. Know basic definitions of sum, total, addend, in addition to the terms numeral, digit, and whole number.
2. Subtract multi-digit whole number.
3. Determine the operation necessary to solve word problems.

Activity Starter/Instruction

1. Teacher will introduce story problems to the students by acting out situations with the students.
2. For example, "Eight students went to the store (have eight students stand)." Three more students joined them." The teacher will ask, "How many students are there in all?" Then the class will say that there are 11 students in all by counting the students or practicing other strategies to determine the answer.
3. The teacher will do these "acting out" problems several times. You can even use props, such as stuffed animals or items in the classroom.
4. The teacher can also write the student's names on the board or PowerPoint that has students' name and use their names as the story problems. It is very easy to change the names to students in your class.

Teacher Guide

Day 1/ Lesson 1: 20 Mins

1. Teacher starts by telling a short story about a girl named Abigail who loved collecting marbles. (Teacher has a box of marbles on his/her desk).
2. One fine day Abigail was playing in the garden and saw some marbles lying on the ground. She was very happy and decided to collect them.
3. She found three marbles at first. (Now teacher ask Joseph, a student, to count three marbles loudly and take them out of the collection of marbles.).
4. Teacher continues with the story: as Abigail moved around and looked for more, she found four more marbles. (Now Joseph takes out four more marbles). Teacher then ask the students: how many marbles did Abigail find in total?
5. Continuing the story, Teacher says that Abigail kept moving as she thought she should check the whole garden. As she neared a bench she saw that there were some more marbles lying under it. She found 2 more marbles.

Materials Required

- Props (stuffed animals or items in the classroom)
- White board
- Marker
- Box of marbles
- Dice

Additional Resources

- <https://ilearn.marist.edu/access/content/user/10129>
- <https://www.whatihavelearnedteaching.com/teach-y>
- <https://teachers.yale.edu/curriculum/viewer/initiative>
- <https://www.prodigygame.com/blog/math-word-prob>
- <https://betterlesson.com/lesson/502655/adding-who>
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Additional Notes

Guided Practice

Day 2/ Lesson 2: 15 Mins

1. Pupils work in groups of 3. Each group has a copy of the task. The students must work together to complete all requirements of the task.
2. **TASK:** Mr. John lives on a farm. He has 1,265 cows, 432 chickens, and 793 pigs. How many animals are there on Mr. John's farm?
 - i. Write each number on the place value chart.
 - ii. Write an equation or equations to solve the problem.
 - iii. How many animals are there on the farm?
3. Each group should have a Place Value Chart at their desk. The students can use the place value chart at this time to plan how to solve the task. The place value chart will help the students understand that they must line the numbers up according to their places.
4. Each place has a certain value and they must be lined up according to their values.
5. After the task has been completed, teacher goes over it with students.

6. Teacher then ask the students to count and say how many marbles Abigail would now have. Teacher adds two more similar steps.
7. Teacher shares similar short stories with students and asked them to find out the total number of things, such as buttons, pencils, pebbles, etc.

Guided Practice

Day 3/ Lesson 3: 15mins

1. For this activity pupils will need six-, nine- or ten-sided dice (with numbers 1 to 6, 1 to 9 or 1 to 10). These games are best played in pairs, or with two pairs playing against each other.
2. Pupils take turns to throw the dice and decide which of their cells on the grids to fill in.
3. This can be done in one of two ways: either fill in each cell as you throw the dice, or collect all your numbers and then decide where to place them.
4. Each of the pupils draws an addition grid of 3 rows and 4 column. Throw the dice twelve times each until all the cells are full. Whoever has the sum closest to 1,000 is the winner. You can vary the target to make it easier or more difficult.

	<p>Assessment Activity</p> <p>Choose volunteers to share their answers to the activities. This is an opportunity to reach those students who did not quite master the skill.</p>	<p>Assessment Activity</p> <p>Assess if pupils can:</p> <ol style="list-style-type: none"> 1. Solve problems involving addition of whole numbers correctly.
	<p>Summary</p> <ol style="list-style-type: none"> 1. Ask for volunteers to share their answers to the problems assigned. 2. As the problems are reviewed in front of the class, have the students check their answers for accuracy 	