

ADDITION

7.30.2018

Subject

Mathematics

Prepared By

[Instructor Name]

Grade Level

1

Overview

This lesson plan covers teaching content for;

1. Addition of whole numbers
2. Word problems in addition
3. Adding of 2 and 3-digit numbers without renaming/regrouping or exchanging
4. Adding of 2 and 3-digit numbers with renaming/regrouping or exchanging

Objectives

- At the end of this course pupils should be able to;
1. Represent and use number bonds and related subtraction facts within 100.
 2. Add and subtract one-digit and two-digit numbers to 100, including zero.
 3. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.

Teacher Guide

4. **Day 1/Lesson 1- 10 Mins**
Roll the Dice:
 1. Decide who will go first. The first student should roll all 6 dice.
 2. Each player should add up the total from their roll and record it.
 3. The player with the highest sum from round 1 earns 3 points. The player with the second highest sum earns 2 points. The rest of the players receive 1 point.
 4. Play continues for 10 rounds or decide on a time limit.
 5. After the game is finished, have the players add up their scores.
 6. The player with the highest sum wins.

Teacher Guided Practice

- Day 2 Lesson 2- 10 mins**
1. Write the following problem on the board:
Tess bought 18 oranges on Monday. She bought 7 more oranges on Friday. How many leaves did she buy in all?
 2. Ask students to read the problem aloud with you.
 3. Guide students in using base-ten blocks to show 7 and 18.
 4. Explain to students that when adding a two-digit number, add the ones first. Then add the tens.
 5. Ask students how many ones there are total.
- Day 3, Lesson 3**
(Adding and Subtracting Three-Digit Numbers Without Regrouping)
1. Distribute base-ten blocks to each student. Write the problem $257 + 222 =$ on the board. "Let's try one together.
 2. First, we have 257. How many hundreds do we need? (2) How many tens do we need? (5) How many ones do we need? (7) Now we need to make 222. How many hundreds do we need? (2) How

Materials Required

- Dice
- Cards
- Base ten Blocks
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Additional Resources

- <http://theelementarymathmaniac.blog:math-with-you-tube-videos.html>
- <https://www.education.com/resources>
- <https://education.com/resources/addit>
- <https://www.trueaimeducation.com/m-subtraction-games/>
- <https://teachstarter.com/blog/10-easy-kids/>
- https://education.com/worksheet/artic-regrouping-second/?source=related_m
- <https://study.com/academy/lesson/2-3-regrouping.html>
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Additional Notes

Objectives

Teacher Guide

Teacher Guided Practice

many tens do we need? (2) How many ones do we need? (2)

3. Please use your base-ten blocks to find the sum of these two numbers."
4. Support students as they find the sum of these two numbers. Have a student show the class what s/he did and write the sum after the equal sign.

Introduction/Instruction

1. Ask two volunteers to come to the front of the classroom.
2. Give one student a two-digit number. Give the other student a one-digit number.
3. Instruct the students to use base-ten blocks to add their numbers together.
4. Ask students to share some information. Great questions include: What is the sum of your addition problem? What strategies

Day 4 /Lesson 4 – 15Mins

Word Problems (Two Digit numbers)

1. Give each student a sheet of lined paper.
2. Display the following word problem: "11 new library books were added to the bookshelf. 4 of the books were checked out by the end of the day. How many new library books remain?"
3. Ask students to solve the following word problem on their paper. Have students explain in writing how they solved the problem. Review student explanations.
4. Display a second word problem: "Four students were waiting in the nurse's office, and three more students came in. Two were treated by the nurse and returned to

Day 5/Lesson 5: 10 Mins

1. Write the following problems on the board:

27	33	19	24
+ 7	+ 8	+ 3	+ 5
2. Give each student an index card or half-sheet of paper.
3. Work through the steps together to complete the problems.
4. Remind students that a number line can also be used to help add.

Objectives

did you use to find the sum?

Explaining Three Digit numbers

- 1.Explain to students that three-digit numbers are divided into ones, tens, and hundreds with the ones always starting on the far right.
- 2.Draw a rectangle and divide it into thirds on the board. Label "ones," "tens," and "hundreds" above each box.
- 3.Ask students to identify the number of ones, tens, and hundreds in the number 285.
- 4.Using base ten blocks, show your students a visual representation of 285.
- 5.Finally, explain that your class needs to practice writing this number in words.
- 6.Explain that when writing in words we move from left to right.
- 7.Have students start with the 2 and add the place value and then move on to the tens and ones. Their result should be

Teacher Guide

class. How many students are waiting to see the nurse?"

- 5.Have students solve and explain word problem #2 on their paper. Review student explanations.
- 6.Remind students to look for clue words and important details when solving word problems.
- 7.Ask students to write their own addition or subtraction word problem. Allow students to share aloud and provide student feedback.

Day 7 Lesson 7:

- 1.Give your students an example, such as $487 + 264$.
- 2.Have your students rewrite the addition problem in place value numbers: $400 + 80 + 7 = 487$, and $200 + 60 + 4 = 264$.
- 3.Next, instruct your students to add the numbers on both sides of the equal sign based on place value: $(400+200) + (80+60) + (7+4)$. Then, narrow it down to $600 + 140 + 11$.
- 4.Explain how you get to the final answer of 751.

Teacher Guided Practice

Day 6, Lesson 6

(Adding and Subtracting Three-Digit Numbers with Regrouping)

- 1.Adding Three Digit Numbers with Regrouping
- 2.Regrouping is when you add together two numbers in a three-digit addition problem, and your sum is a two-digit answer.
- 3.You must "regroup" or "carry" to solve the problem. For example:

$$\begin{array}{r} 435 + \\ 297 \\ \hline \end{array}$$

- 4.You follow the same steps as you did for the problem above when you were adding three-digit numbers.
- 5.The only difference is you will have to regroup. First, you add the ones place, which is $5 + 7$, and you get 12.
- 6.You write down the 2 in the ones place, and you have to regroup the 1 (which actually stands for 10) to be with the other tens. When you regroup, you write the number you carried above the other numbers in the tens place.

Objectives	Teacher Guide	Teacher Guided Practice
"two hundred eighty-five."		
Assessment Activity	Assessment Activity <ol style="list-style-type: none"> 1.To check for understanding, monitor the classroom as students are solving and writing their own word problems. 2.Write the equation $458 + 123 =$ on the board. Ask students to use their base-ten blocks to solve this equation. Support students as they find the sum of these two numbers. Have a student show the class what s/he did and write the sum after the equals sign. 	Assessment Activity <ol style="list-style-type: none"> 1.Direct your students to solve $618 + 363$. 2.Ask your students to write out the problem in place value format. 3.Have one student come up to the board to demonstrate. 4.Review it with the class for accuracy.
Summary	Review and Closing 10 Mins <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. 	