Rebecca Maisey

Topic: Adding 7's

Standards: ISS 1.OA 6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

Objective: Students will be able to verbally add 7 to single digit numbers and correctly write the answers down with at least 80% accuracy

Assessment Plan: 1) Students will be able to add 7 to single digit numbers with 80% accuracy. 2) This formative assessment will occur throughout the lesson 3) as students correctly solve problems presented to the whole group. 4) The instructor will listen to verbal explanations of answers and look at written responses to evaluate individual understanding of adding 5) in order to guide further instruction.

Materials Needed: Bags of manipulatives for each child and the teacher, worksheets for each child, pencils for each child.

Differentiation: Visually impaired: Students who are visually impaired will be told the problems on the worksheets and allowed to tell their answer verbally to a teacher or aid. In addition, they will be seated near the front of the classroom so they can see the demonstration better and will be allowed to touch the manipulatives as needed.

Anticipatory Set: Who has a favorite color? What about a favorite flavor of ice cream? How about a favorite number? Well, my favorite number 7.

Recall Prior Knowledge/New Strategy: Today we'll be adding 7 to different numbers.

I want everyone to show me 7 on their fingers. Now show me three on your fingers. Now show me both 7 and 3 on your hands. How many is that? (10). Yes! 7 is 3 less than ten. When we have to add 7's, we can count by tens then subtract 3 for every ten we have. If we have three 7's that's thirty minus three 3's (or 9) is 21.

Input and Modeling: (use the manipulatives to model 7 and 3). Alright, here I have a group of blocks. One, two, …seven. Over here I have another group of blocks. One, two, three. I have 3 blocks. Let's see how many I have all together. One, two, … ten. I have 10 blocks. When we have 2 groups of items, we can count them to figure out the total number of items we have. When we have 2 numbers, we can figure out what the total is by using objects like these blocks to model the numbers.

Guided Practice: Let's try that out with some of the problems on the worksheet. (Have the students use the manipulatives to model the problems on the pages then write their answers.)

Closure: Can we add 7 to other numbers? (Yes). Is 7 a number we can add in our heads or using our fingers? (Yes). You're right! We can also count by tens then subtract 3 for every 7 in our problem.

Each child will tell the teacher their favorite number and mentally add it to seven before telling the teacher the answer before moving on to the next activity.