

20 Days of Lesson
Plans and Activities

1st
grade



THE MAGIC OF MATH

Unit **2: Addition**

by Hope King and Amy Lemons

Unit two

OVERVIEW

	FOCUS	STANDARD
WEEK 1	Intro to Addition: Using pictures, adding to a set, joining together, part/part/whole	TEKS: 1.3BDEF CC: 1.OA.A.1
WEEK 2	Addition Strategies: Adding zero, counting on with a number line, making ten, making ten with unknown numbers	TEKS: 1.3BCDEF, 1.5DFG CC: 1.OA.A.1, 1.OA.B.3, 1.OA.C.5, 1.OA.C.6, 1.OA.D.8
WEEK 3	Addition Strategies: Doubles, doubles with unknown numbers, doubles plus one, add in any order, add in any order with unknown numbers	TEKS: 1.3BDEF, 1.5DFG CC: 1.OA.A.1, 1.OA.B.3, 1.OA.C.6, 1.OA.D.8
WEEK 4	Word Problems & Fact Practice: Using the PSA strategy, key words, fact fluency games and practice	TEKS: 1.3BEF, 1.5D CC: 1.OA.A.1, 1.OA.C.6

WEEK ONE:

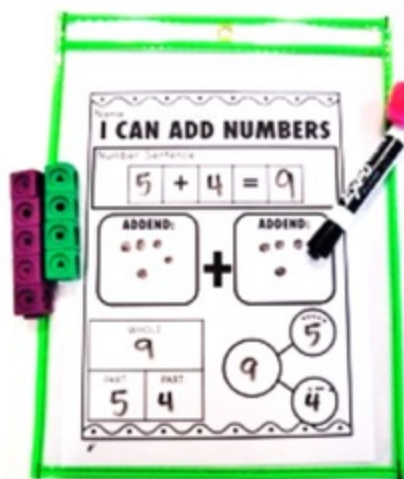
intro

to

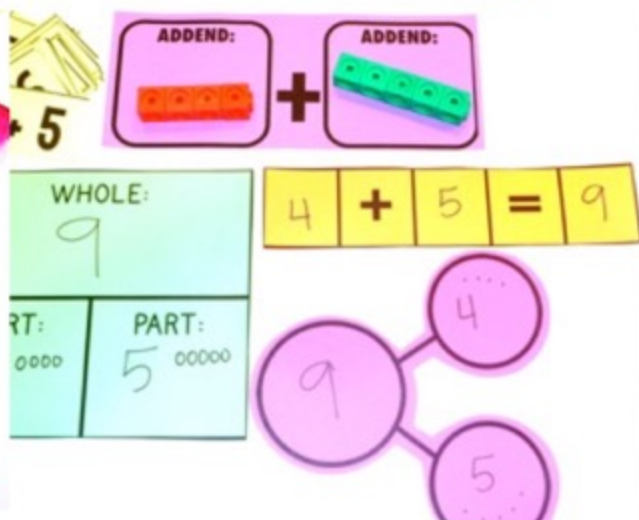
addition

day 1

Minilesson:
Introducing
Addition with
a chart and
student work
mat- can be
used all week



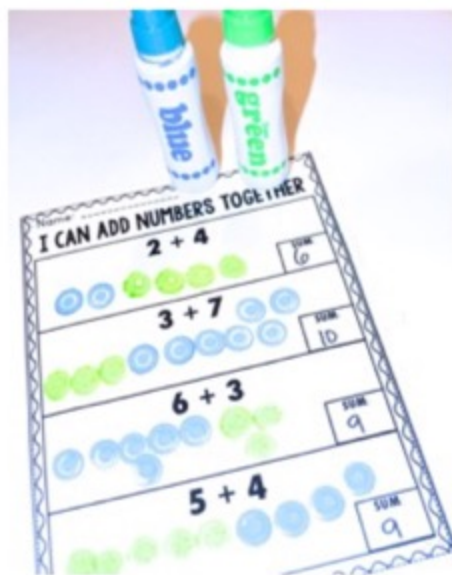
I CAN ADD



Activity: Grab and Go

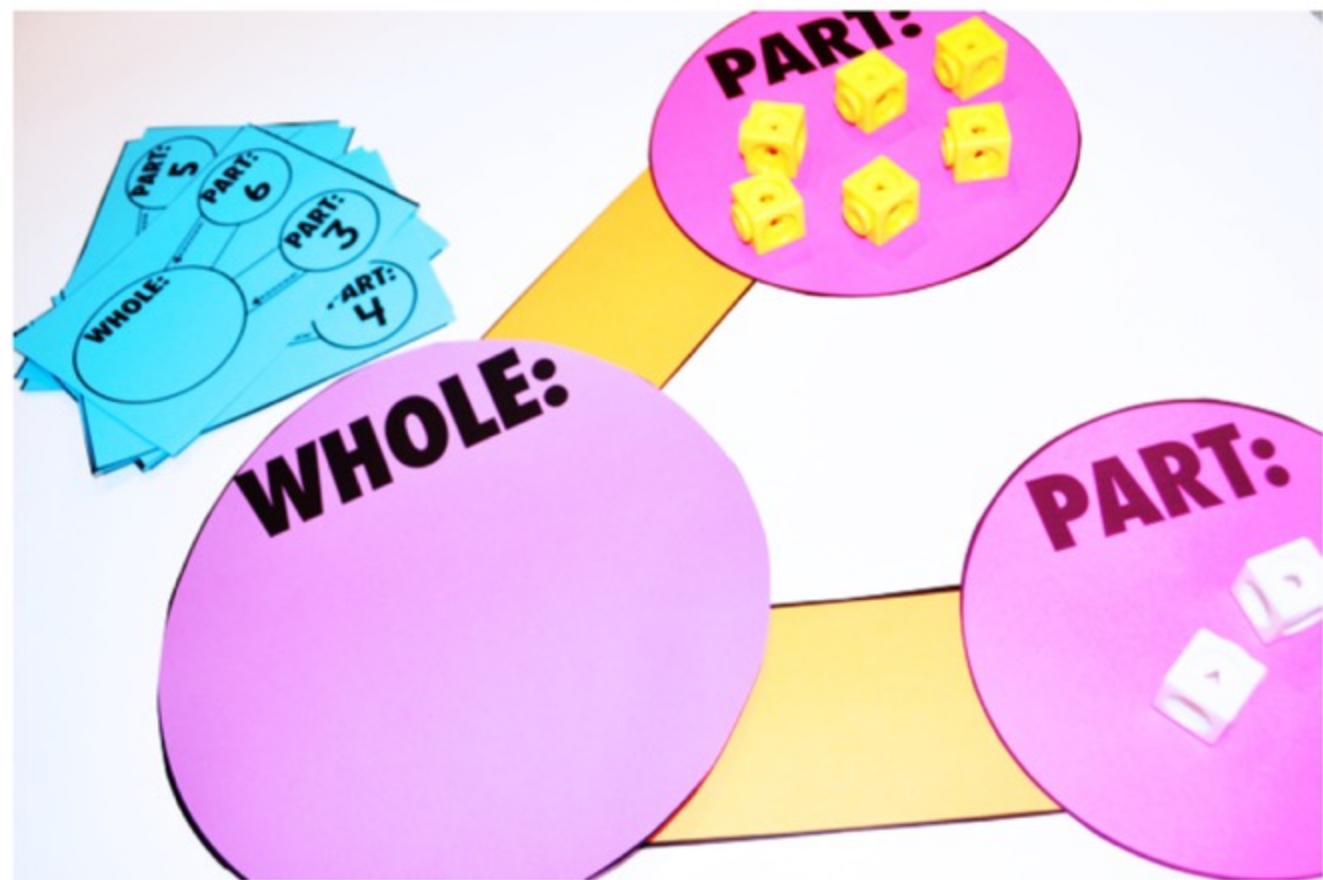


Independent
Work: I Can
Add Numbers-
Printable and
Interactive
Notebook
options

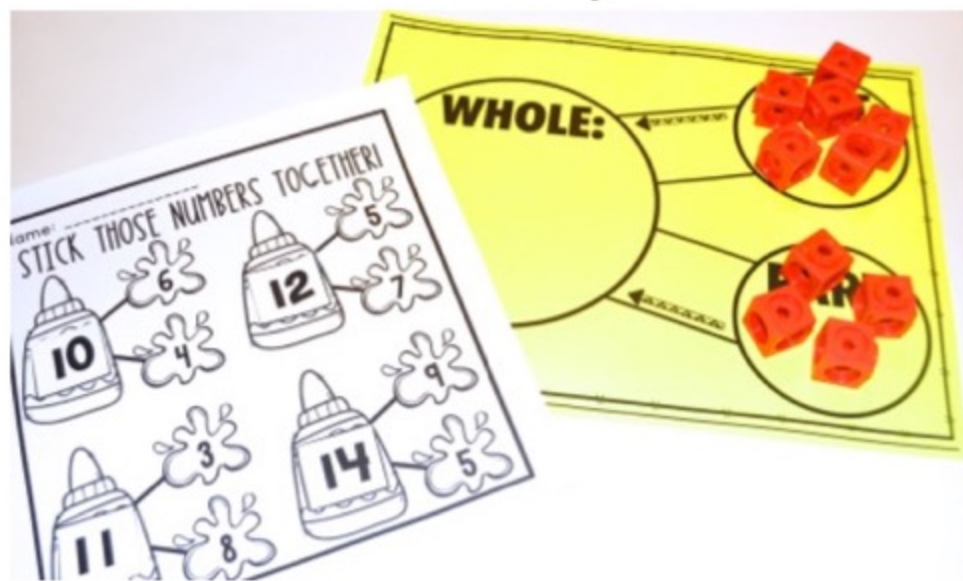


day 2

Minilesson: Part Part Whole Work Mat and Cards



Independent Work: Stick Those Numbers Together

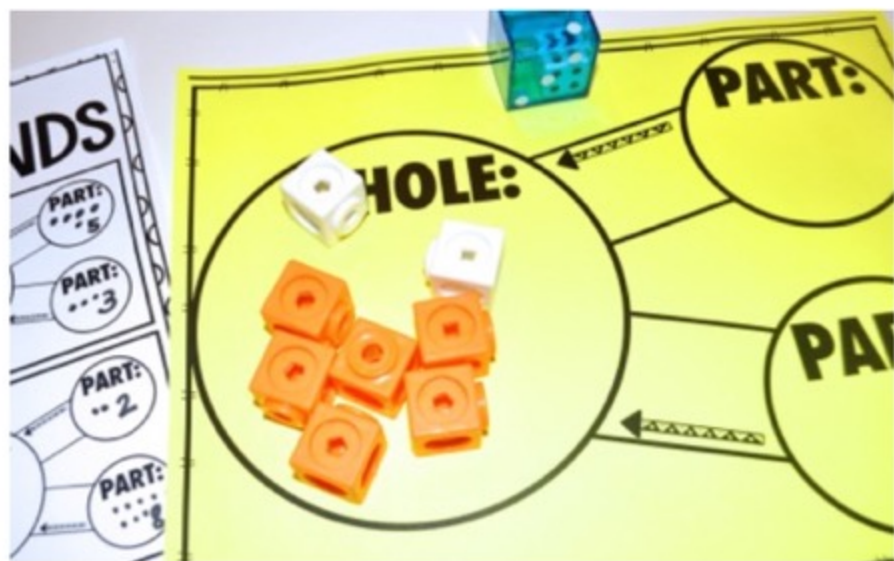
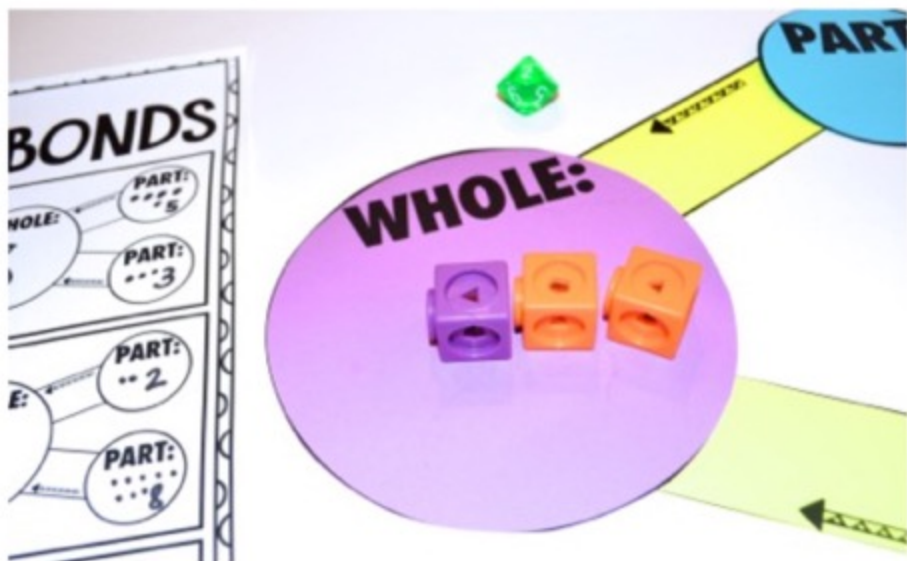
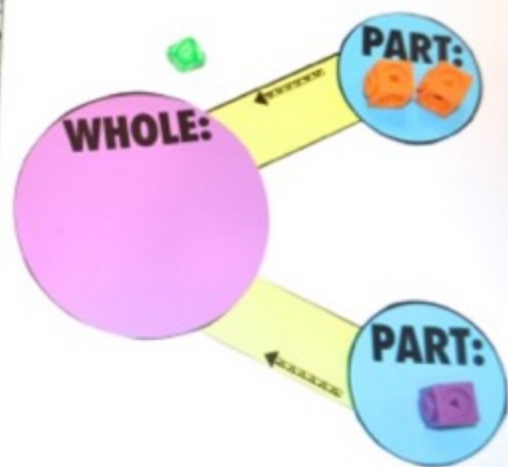
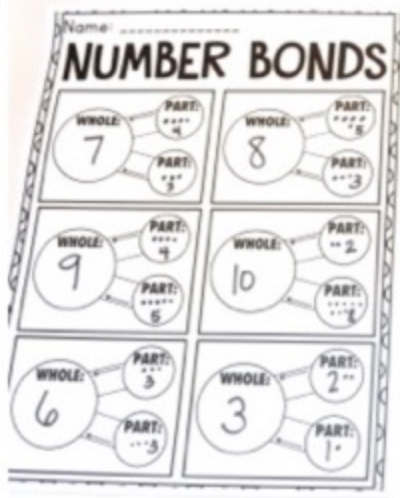


day 2

Activity: Number Bonds- Students can make their own number bond to use for the activity

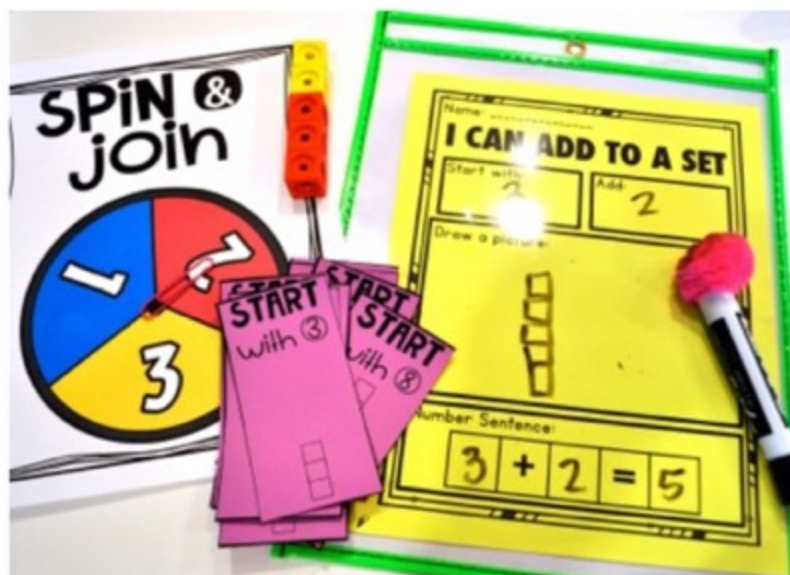
OR you can use the number bond work mat. Students roll a dice, put that amount of counters in their part circle. Roll the dice again, put that amount of counters in the other part circle. Students then move those to the whole circle to find the total.

After activity, students can draw or use stickers to make a number bond craftivity



day 3

Minilesson: I can add to a set- Students learn how to add to a given set.



Activity: Fill Up The Fishbowl- Students either use goldfish crackers or the printable fish to create addition sentences.



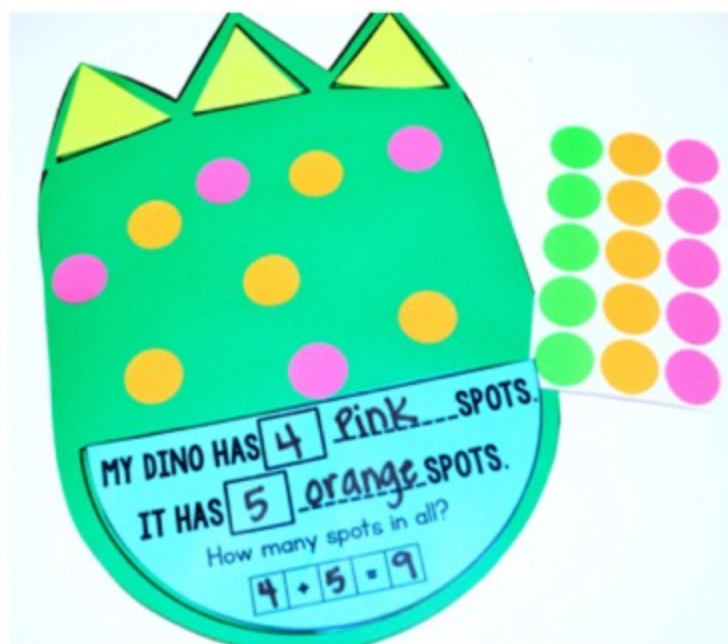
Independent Work: Join and Add- spin to see how many join the group

day 4

Minilesson: The Dino Stomp- students have dino work mat in a plastic sleeve. Teacher rolls dice, students add spikes to the dino to create an addition problem. Rotate dino work mats and continue!



Activity: Dino Feet- Students create an addition story problem by adding spots to the dino's feet



Independent Work: Dino Domino Dash- Students match addition problems shown on the dominoes to their sum

day 5

Minilesson: True or False Addition Equations Sort

Activity: Find a Friend- Students create addition bracelets. Then students find a friend and record their addition bracelet equation



Name: _____

FIND A FRIEND

Amy $2 + 3 = 5$	John $4 + 6 = 10$
Paul $5 + 8 = 13$	Mike $3 + 7 = 10$
Rita $2 + 4 = 6$	Savi $3 + 8 = 11$
Chen $6 + 6 = 12$	Marshall $4 + 3 = 7$

Assessment: I Know How to Add!

Name: _____

FIND A FRIEND

Amy $2 + 3 = 5$	John $4 + 6 = 10$
Paul $5 + 8 = 13$	Mike $3 + 7 = 10$
Rita $2 + 4 = 6$	Savi $3 + 8 = 11$

Name: _____

I KNOW HOW TO ADD!

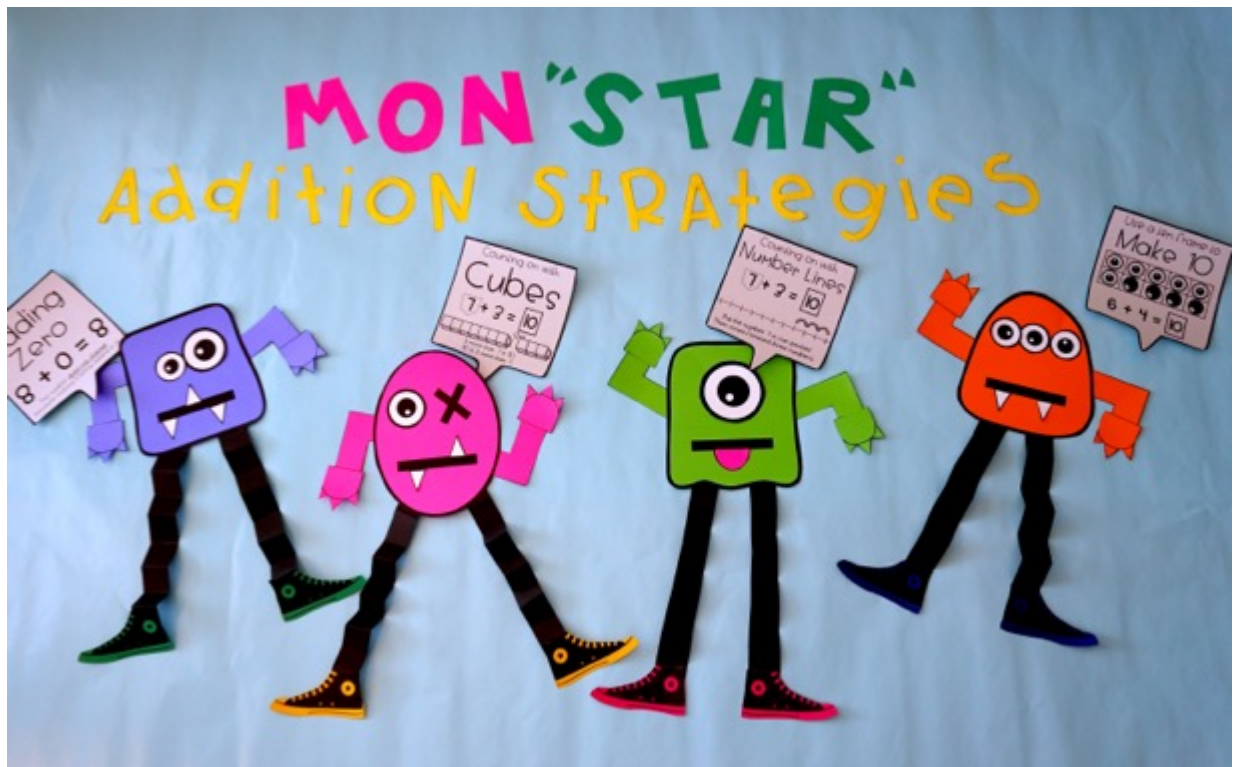
- Draw a picture to match the addition equation. Solve.
 $6 + 5 = 11$
|||||
|||||
- Draw a picture to match the addition equation. Solve.
 $4 + 8 = 12$
....
.....
- | | | |
|----------|---------|---------|
| WHOLE: 8 | PART: 3 | PART: 5 |
|----------|---------|---------|
- | | | |
|----------|---------|---------|
| WHOLE: 9 | PART: 2 | PART: 7 |
|----------|---------|---------|
- 3 more ducks come. How many are there now?

4	3	7
---	---	---
- I put 4 more marshmallows. How many are there now?

5	4	9
---	---	---
- There are 10 fish in the pond. 5 more fish come. How many fish are there now?
 a. 5
 b. 4
 c. 10
- I have 7 yellow pencils and 5 pink pencils. How many pencils do I have?
 a. 10
 b. 12
 c. 9

WEEK TWO: **addition** *strategies*

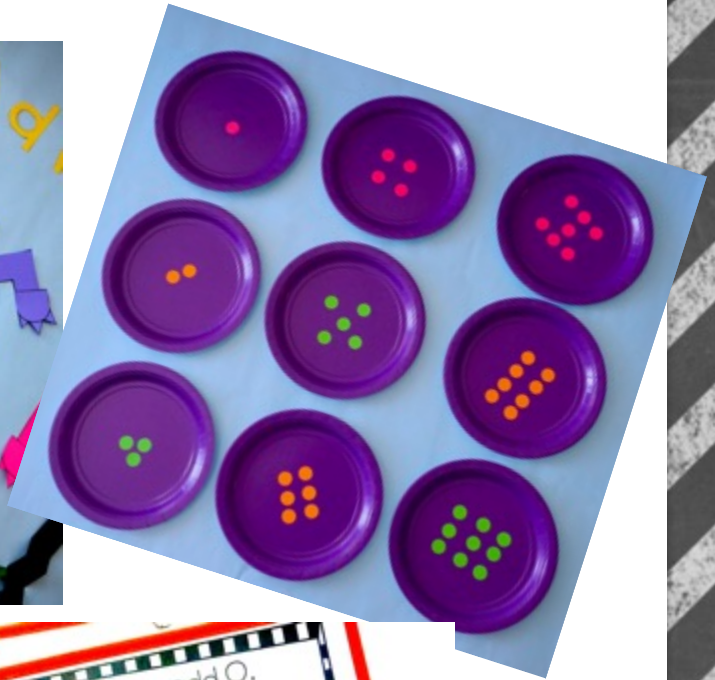
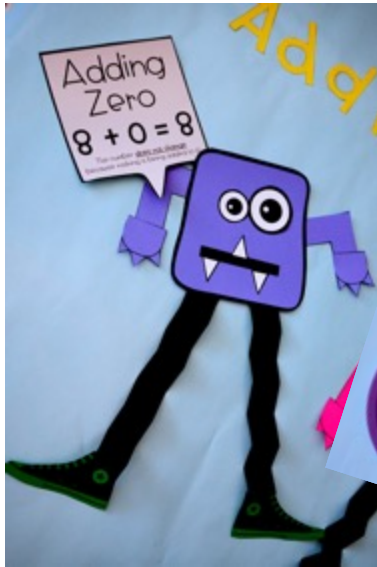
MON"STAR" Addition Strategies



Display these strategies on a bulletin board or just simply introduce them at the beginning of each lesson and refer to them when needed as an anchor chart.

day 1

Minilesson:
Subitizing
plates
while
adding zero.



Activity:
Adding
zero
domino
scoot!



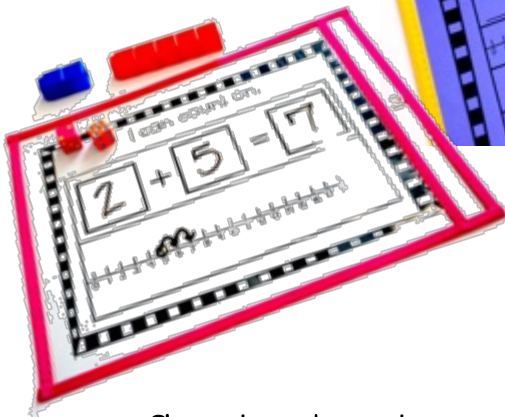
Interactive
Notebooks: Adding
zero with pictures.



day 2


Minilesson: Counting on with cubes.

Activity:
Counting on with
cubes and
number lines.

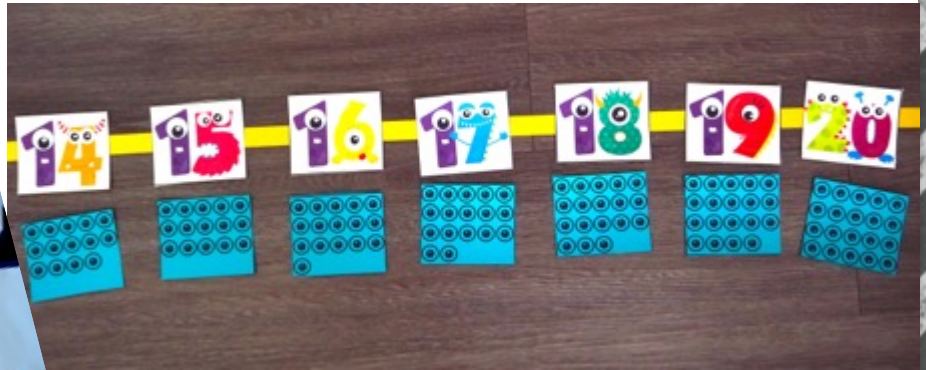


Quick check
assessment: Adding
zero and counting on.



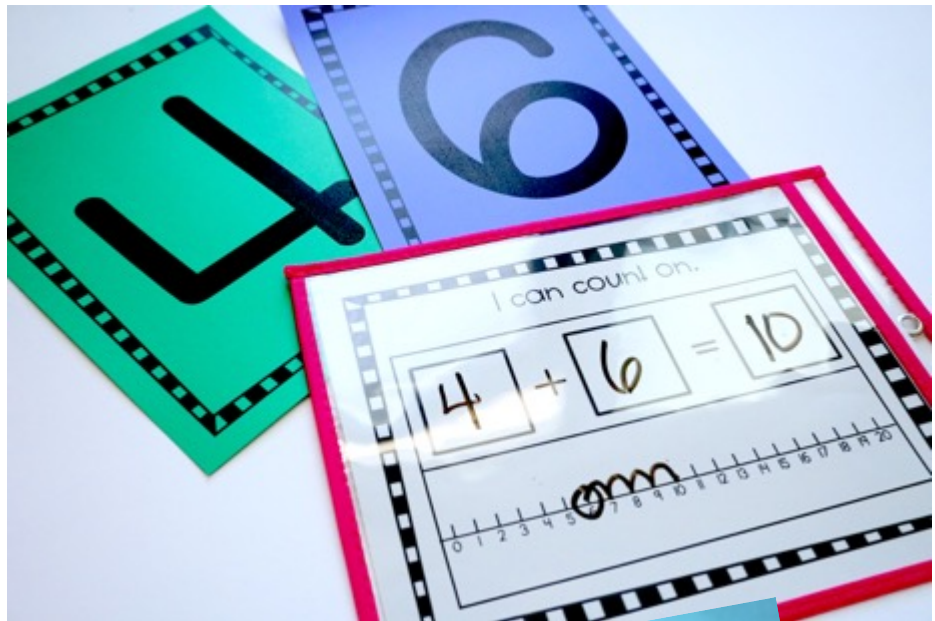
Addition Quick Check	
Name: _____	
Samuel went fishing. He caught 5 fish on Monday, and he caught 0 fish on Tuesday. How many fish did he catch?	Solve: $5 + 0 = \square$
	$0 + 7 = \square$
Use the number line to solve: $7 + 6 = \square$	
	
Draw a picture to solve: $4 + 3 = \square$	Count on and solve: $8 + 4 = \square$

day 3



Minilesson: Counting on with number lines.

Activity:
Musical math
- counting on
with number
lines.

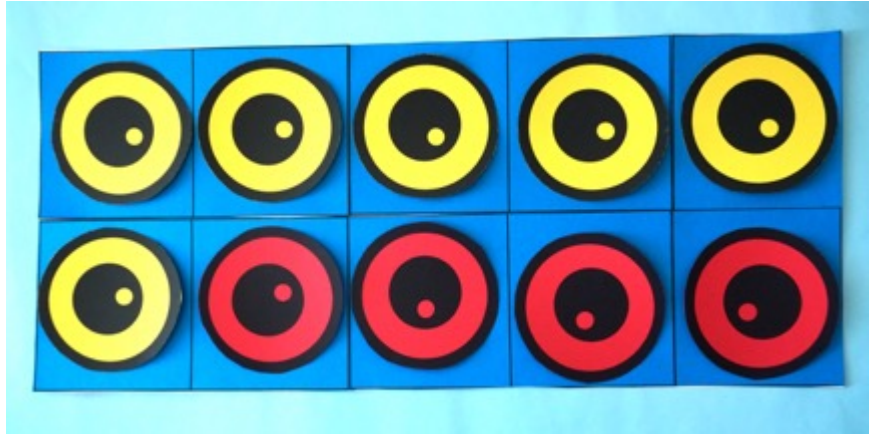


Interactive
Notebooks:
Addition flaps



day 4

Minilesson:
Using counters and a tens
frame to make ten.



Activity:
Monster eyes
and teeth tens
frame. Exploring
the different
combinations to
make ten.



Quick Check
Assessment: Using
pictures to identify
ways to make ten.

Making Ten Quick Check

Name: _____

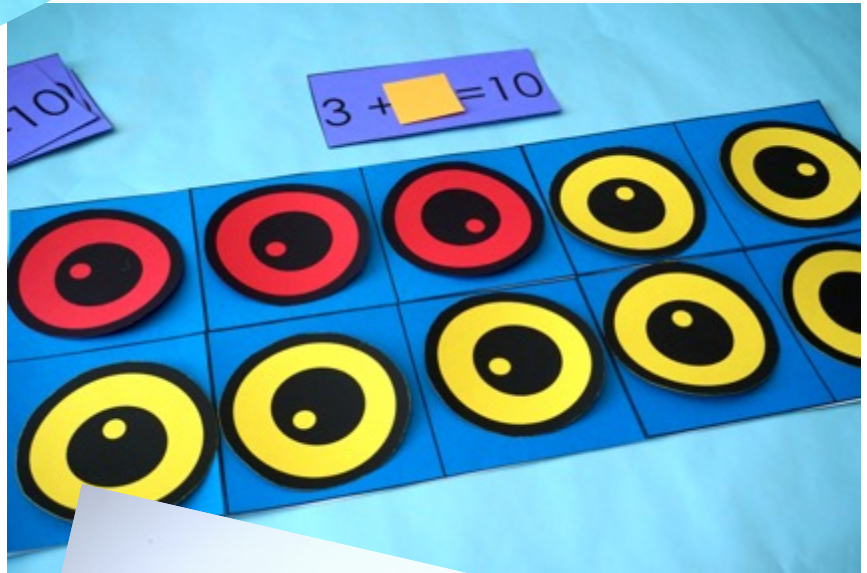
Show ways to make 10. Draw to show your work.

10 = ____ + ____	
10 = ____ + ____	
10 = ____ + ____	
10 = ____ + ____	

day 5



Minilesson:
Making tens with
a missing number.



Activity: Spin
for 10 - finding
the missing
addend.



Weekly
Assessment:

[No Title]

Addition Strategies Assessment

Name: _____

Joy is writing a way to make 10 which might show the way she writes?

a. $9 + 3$
b. $4 + 5$
c. $2 + 8$

Count on to solve

$6 + 4 =$
 $3 + 7 =$

Show a way to make 10. Color to show your work.

_____ + _____ = 10

Circle the equations that make 9.

$4 + 3$ $6 + 3$ $2 + 7$ $9 + 0$

Addition Strategies Assessment

Name: _____

Write the missing number.

$5 + \square = 10$
 $\square + 7 = 10$

Use the number line to solve.

$8 + 4 = \square$

Solve

$9 + 3 =$ $8 + 7 =$
 $5 + 6 =$ $7 + 4 =$

WEEK THREE:

addition

strategies

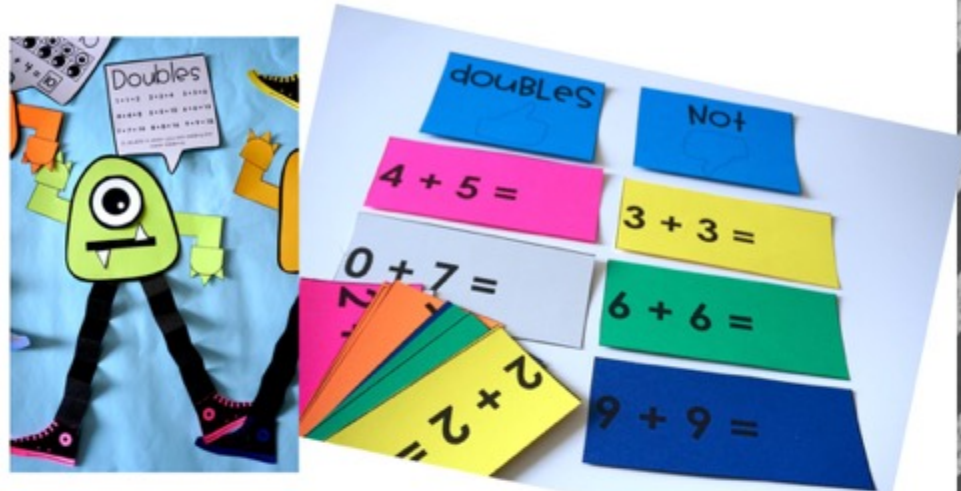
MON"STAR" Addition STRategies



Display these strategies on a bulletin board or just simply introduce them at the beginning of each lesson and refer to them when needed as an anchor chart.

day 1

Minilesson:
Doubles
Sort



Activity:
Double
!Double!
Monster
Teeth
Trouble!

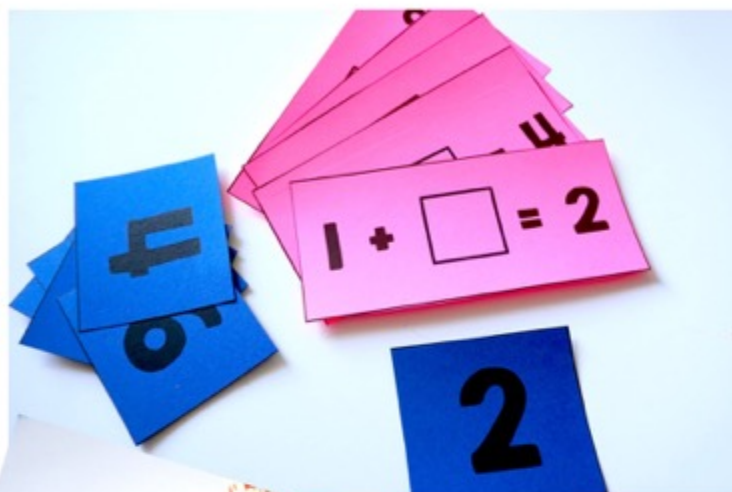


Interactive
Notebooks:
Doubles fact
fluency



day 2

Minilesson: Mystery Numbers. Students work to make pairs to form a complete equation.



Activity: Students solve missing numbers during a game of monster mash bingo.



Independent Work: Students solve for missing numbers in double equations.

Number
??? Mystery
Name: Maya
Directions: write the missing addend

$4 + \underline{4} = 8$	$9 + \underline{9} = 18$
$\underline{3} + 3 = 6$	$6 + \underline{6} = 12$
$\underline{7} + 7 = 14$	$\underline{2} + 2 = 4$
$5 + \underline{5} = 10$	$8 + \underline{8} = 16$

day 3

Minilesson:
Students
learn how
to solve
doubles +1
equations.



Activity:
Students Play
Double Trouble
to practice
doubles +1
facts.



Interactive
Notebooks:
Doubles and
Doubles + 1 sort



day 4

Minilesson:
Students
learn to add
addends in
any order.



Activity: Flip Flop
Domines.

Addition Strategies Quick Check

Name: _____

Teresa has on 6 bracelets. If she doubled the amount of bracelets, how many would she have?

Solve

$$5 + 5 = \square$$
$$8 + 8 = \square$$

Show how you can use a doubles fact to solve $6 + 7 =$

$$\square + \square = \square$$

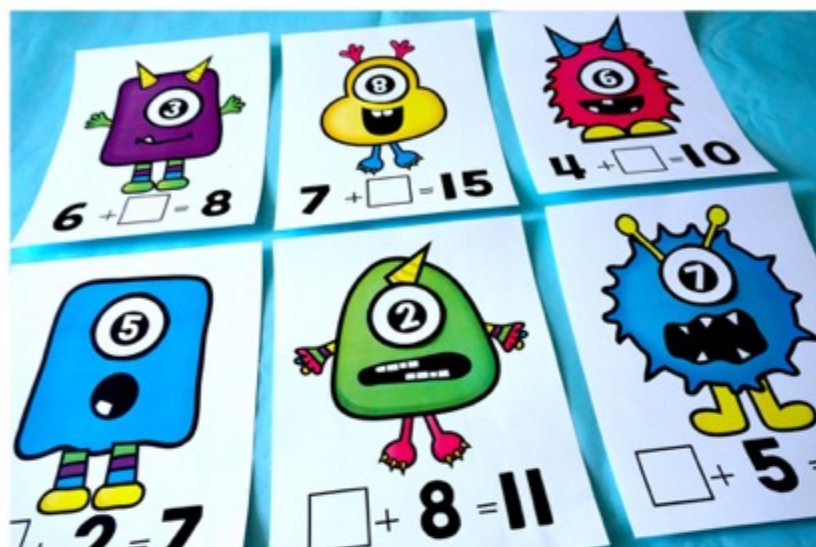
Solve

$$6 + 5 = \square$$
$$8 + 9 = \square$$

If $9 + 4 = 13$,
Then $4 + 9 =$ _____

Addition Quick
Check
Assessment

day 5



Minilesson:
Students count
up to identify
missing numbers
in equations.

Activity:
Students use
manipulatives
to solve for
missing
numbers.



Then they create Mon"STAR"
addition hats with their solved
equations. :



Addition Assessment:

Adding Strategies Assessment	
Name: _____	
6 + 8 = □	7 + 7 = □
8 + 9 = □	5 + 5 = □
8 + 9 = □	□ + □ = □
5 + 8 = □	□ + □ = □
8 + 4 = □	□ + □ = □
9 + 8 = □	□ + □ = □
6 + 6 = □	□ + □ = □

WEEK FOUR:

word
problems
and
fact games

PSA MATERIALS

PROBLEM SOLVERS

P
PROBLEM

PROBLEM

What is the problem asking?

Look for important information!

HIGHLIGHT!
HIGHLIGHT!
HIGHLIGHT!

S
SOLVE

SOLVE

What do I need to do to solve?

What strategy will I use?

WORK IT OUT!

A
ANSWER

ANSWER

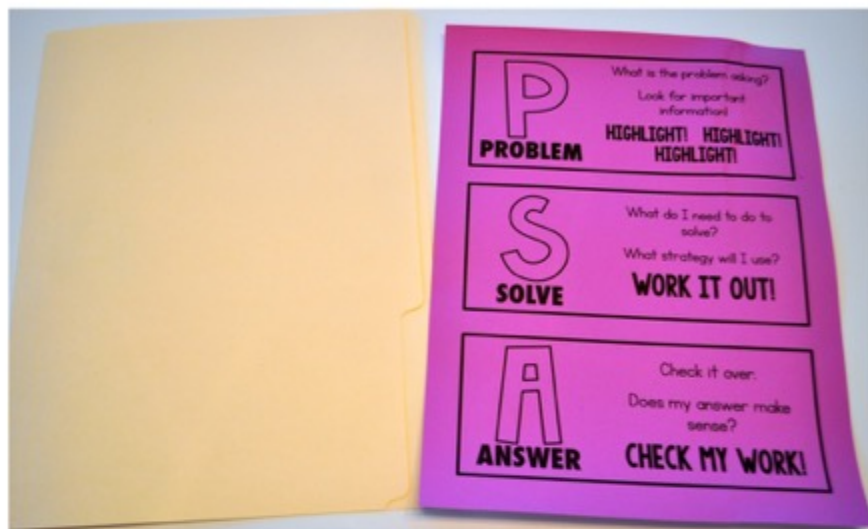
Check it over.

Does my answer make sense?

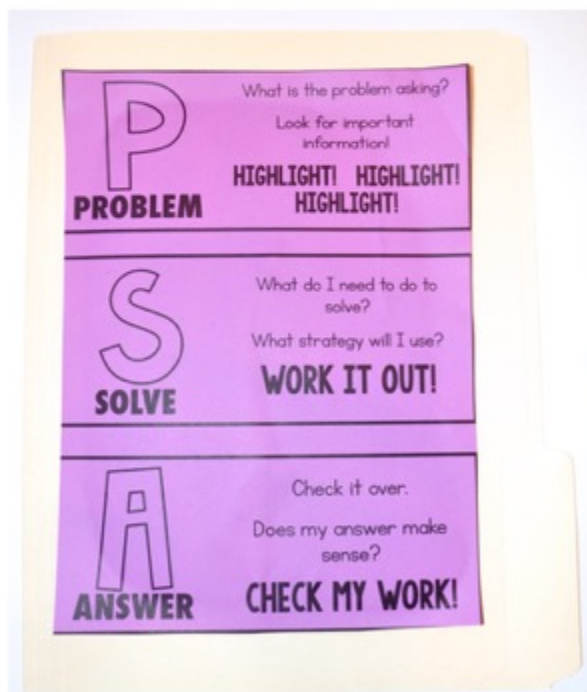
CHECK MY WORK!

Bulletin Board can be displayed in the classroom for students to use as a reference

PSA folder



Step 1: need folder and PSA page

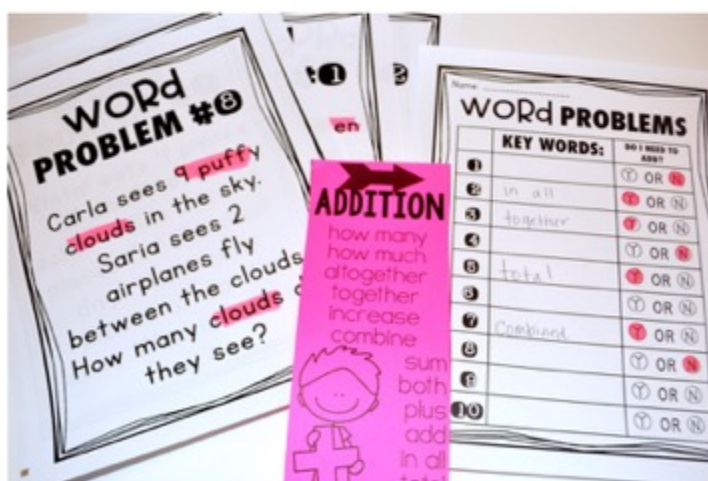


Step 2: trim and glue on top of folder



Step 3: cut in between steps into thirds, leave the back of the folder in one piece

day 1: word problems



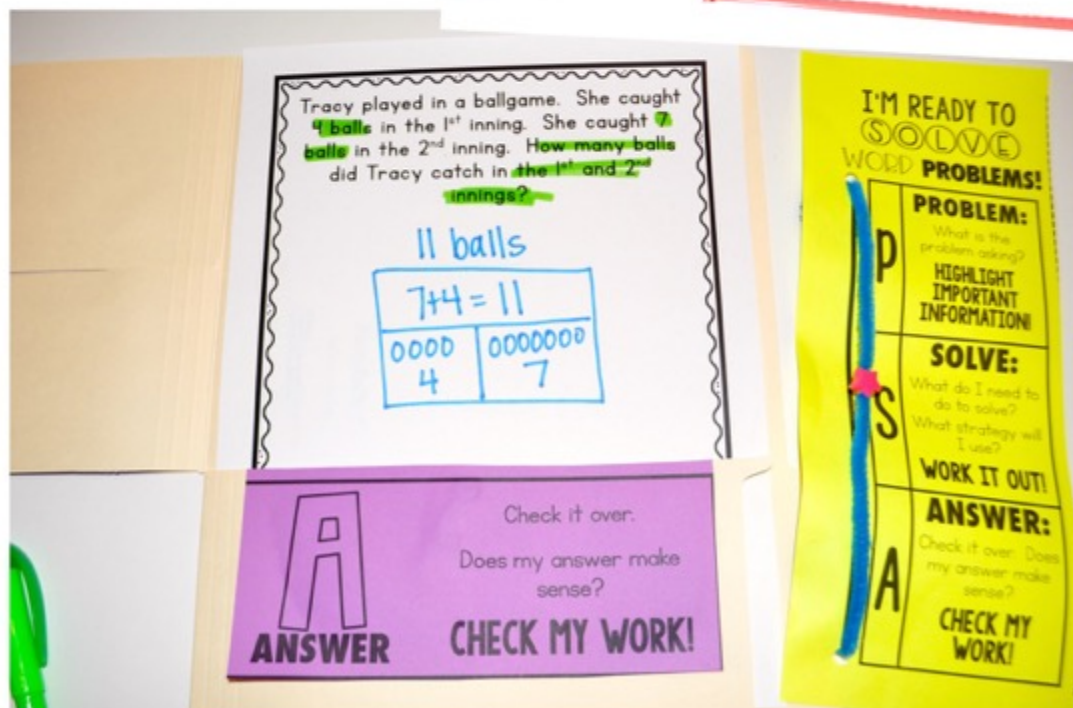
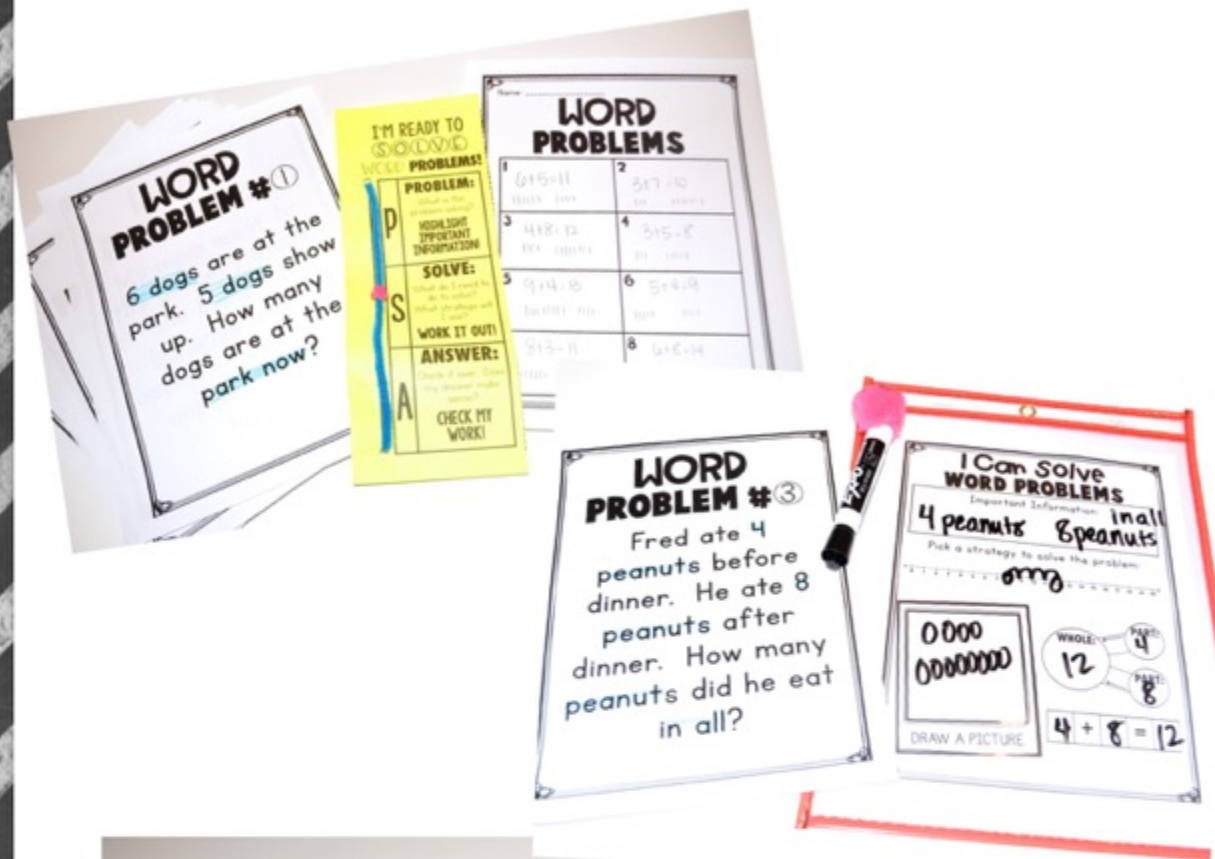
Introduce Plus Pal or addition key words, begin the P step

day 1: Addition Games



Students play add and cover with a partner. Roll two dice, add numbers together, cover sum.

day 2: word PROBLEMS



Introduce the S step, begin solving problems

day 2: Addition gAmes



Students play Ninja Kicks with a partner. Students roll 2 dice to get a sum. Students cover numbers to make that sum. If they can't cover numbers, they get a kick!

day 3: word problems

WORD Problem #

8 ants crawl into hole. 5 more ants follow them. How many ants are there altogether?

I'M READY TO SOLVE WORD PROBLEMS!

PROBLEM: What is the problem asking? HIGHLIGHT IMPORTANT INFORMATION!

SOLVE: What do I need to do to solve? What strategy will I use? WORK IT OUT!

ANSWER: Check it over: Does my answer make sense? CHECK MY WORK!

WORD Problems

1 $8+5=13$

2 $4+3=7$

3 $5+7=12$

4 $6+5=11$

5 $4+6=10$

I'M READY TO SOLVE WORD PROBLEMS!

PROBLEM: What is the problem asking? HIGHLIGHT IMPORTANT INFORMATION!

SOLVE: What do I need to do to solve? What strategy will I use? WORK IT OUT!

ANSWER: Check it over: Does my answer make sense? CHECK MY WORK!

PIECE IT TOGETHER!

There are 7 women standing in line. There are 4 men standing in line. How many people are there total?

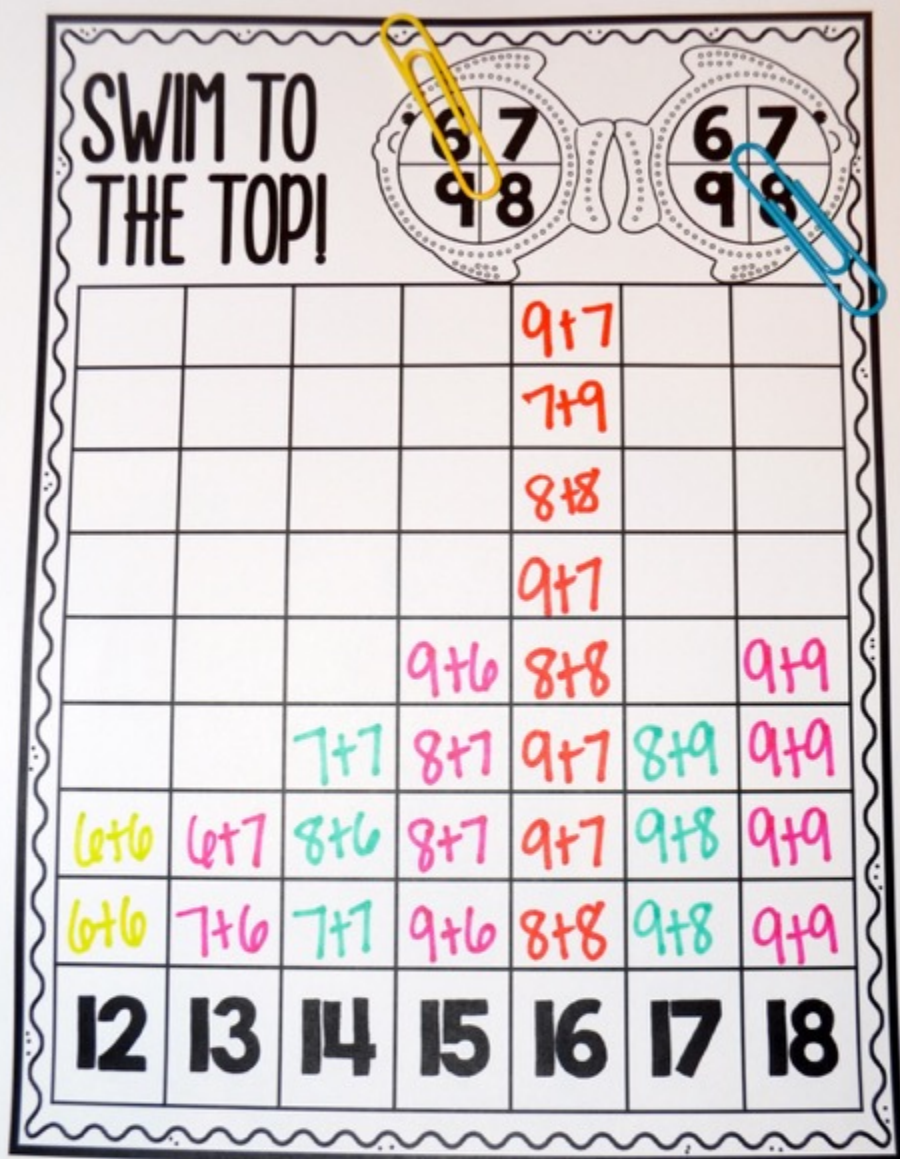
$7+4=11$

There are 8 girls and 4 boys in the class. How many kids are there altogether?

My dad has 1 green tree and 4 blue trees. How many trees does my dad have in all?

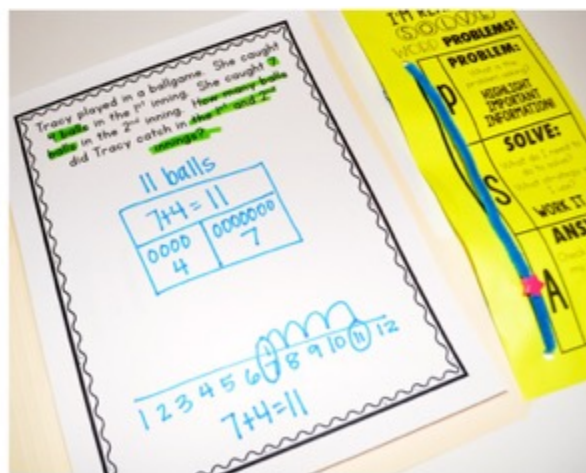
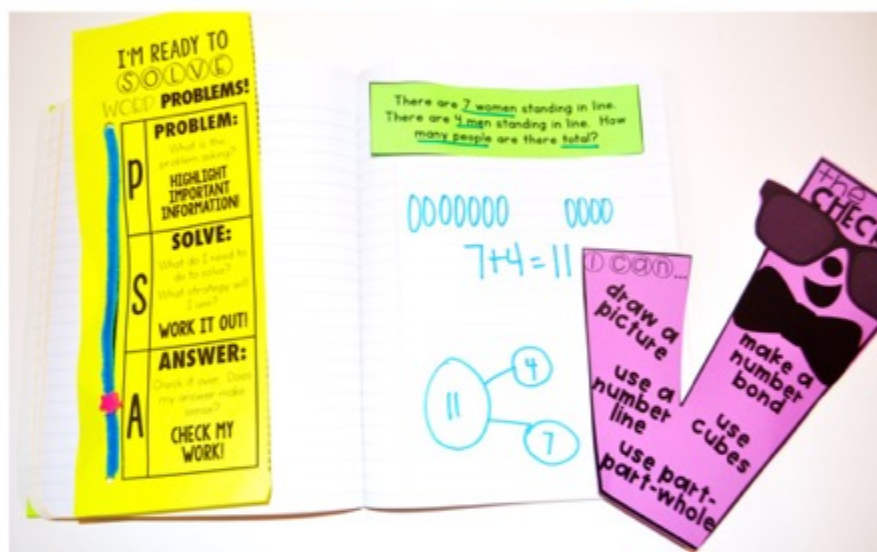
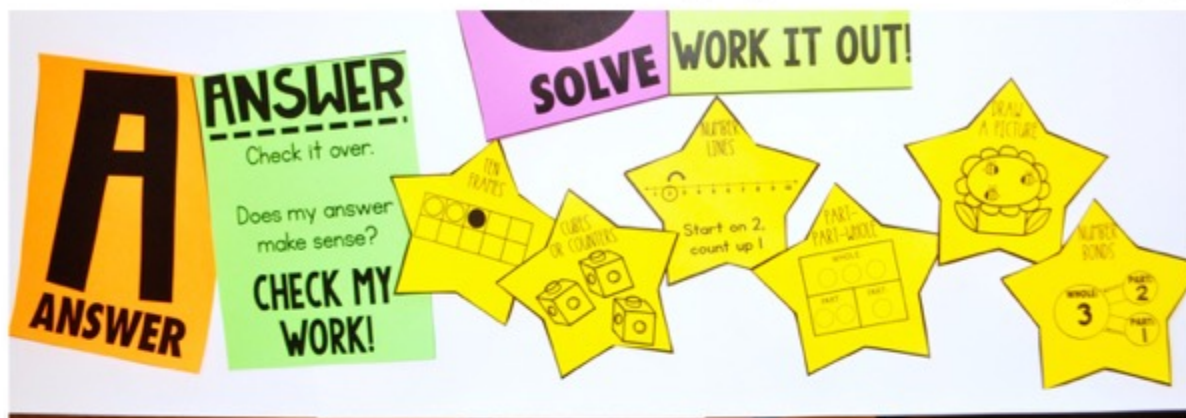
Students use both the P and S step to solve problems. Students practice their steps with Piece it Together!

day 3: Addition gAmes



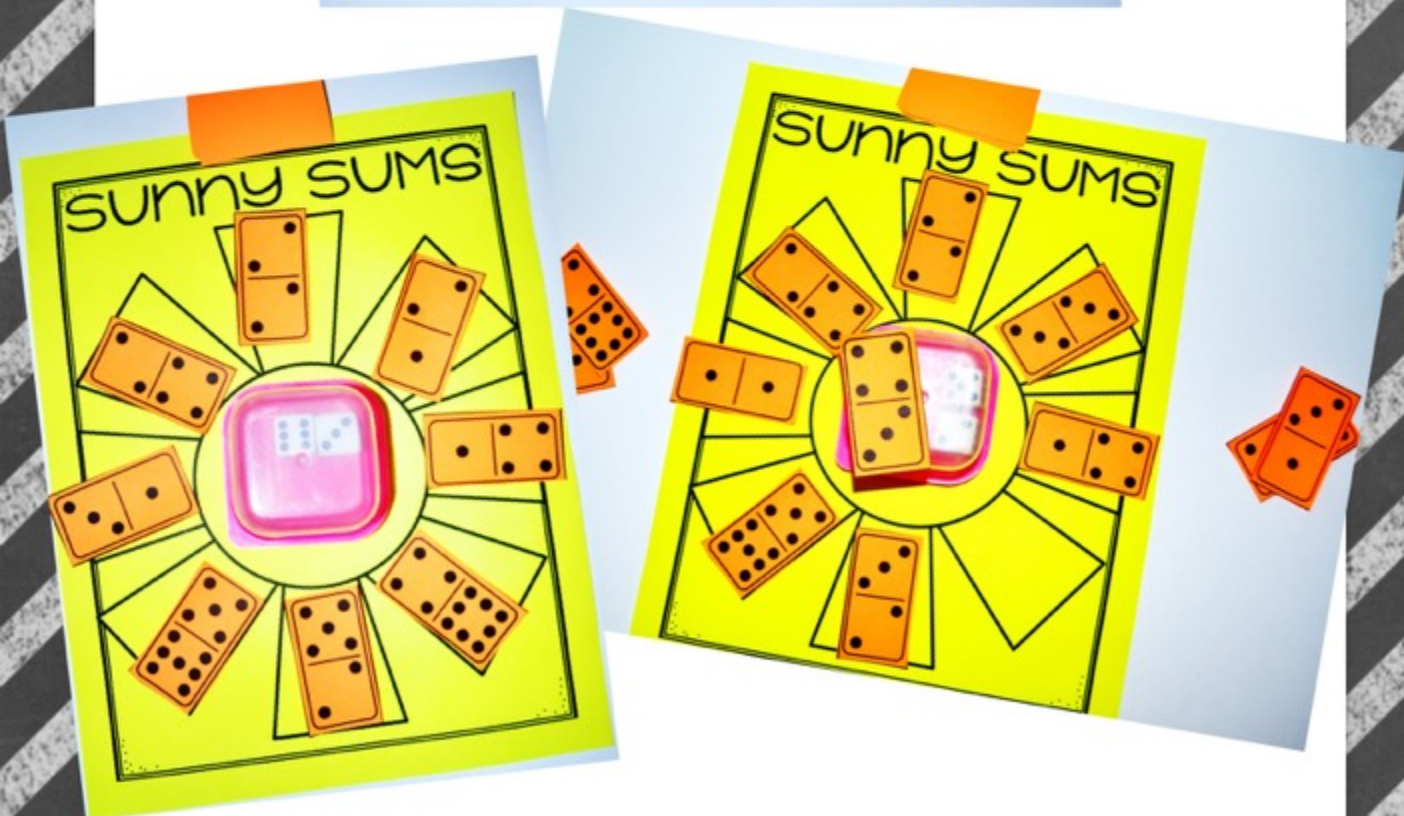
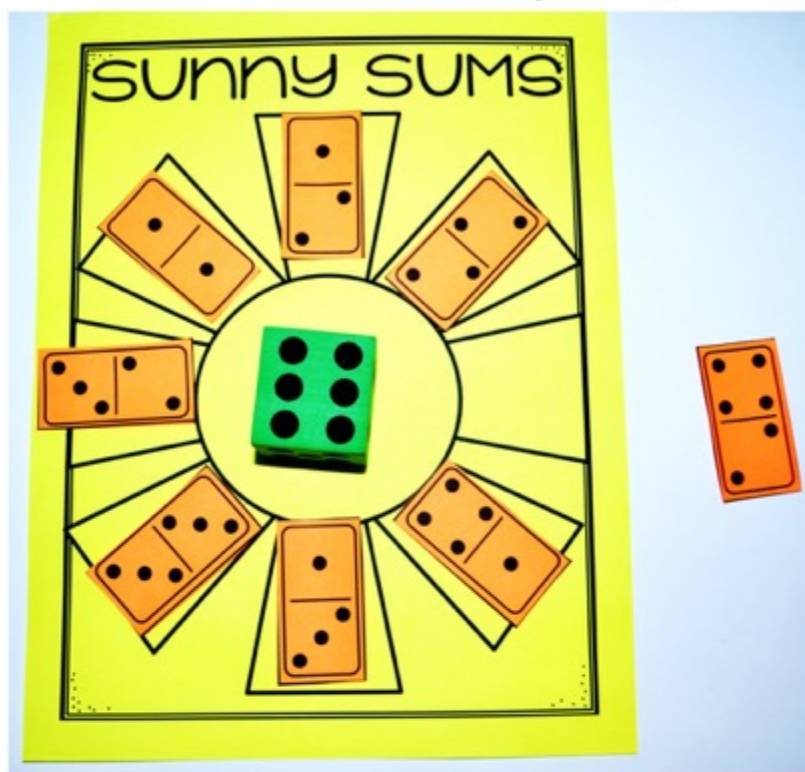
Students play swim to the top either independently or with a partner.

day 4: word PROBLEMS



Introduce the A: Answer step. Students learn how to check their answers.

day 4: Addition gAmEs



Sunny Sums: There are two levels to play

day 5: word PROBLEMS

I'M READY TO SOLVE WORD PROBLEMS!

P	PROBLEM: What is the problem asking? HIGHLIGHT IMPORTANT INFORMATION!
S	SOLVE: What do I need to do to solve? What strategy will I use? WORK IT OUT!
A	ANSWER: Check it over. Does my answer make sense? CHECK MY WORK!

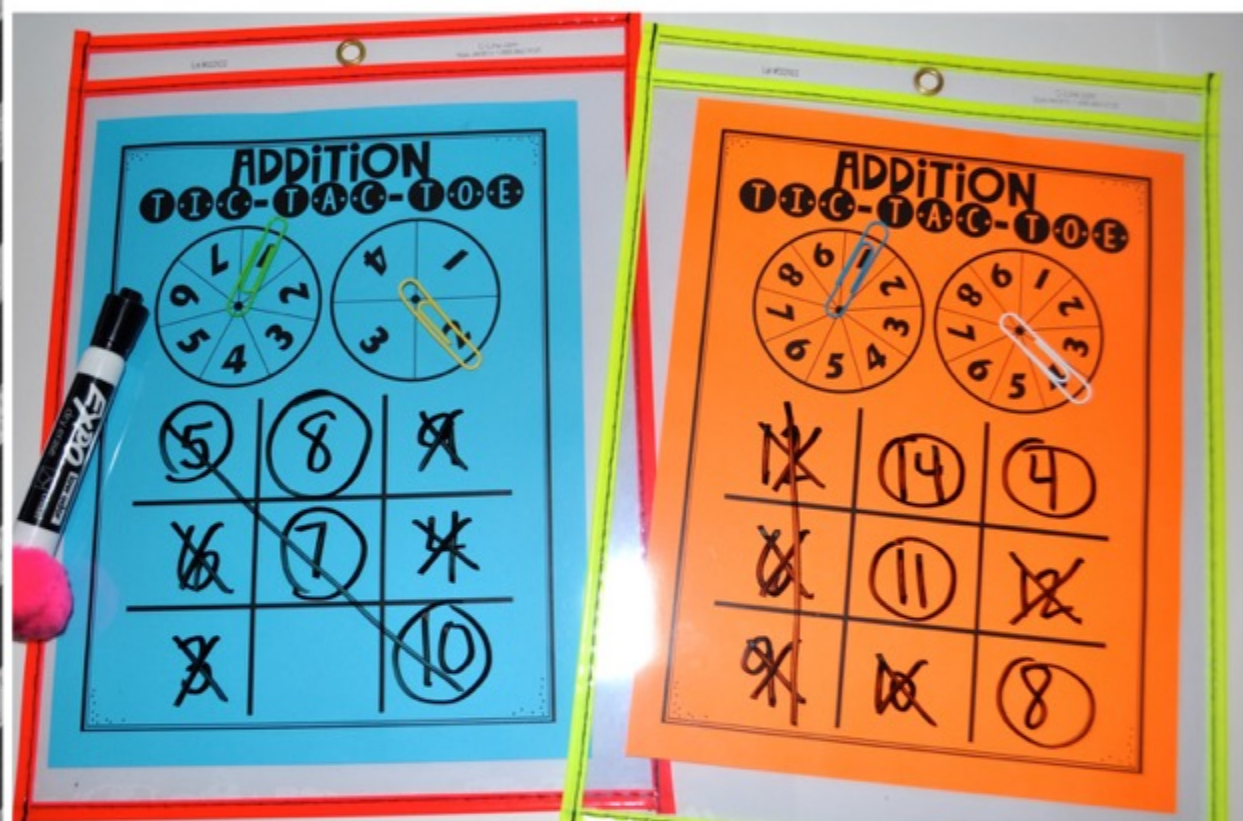
Name: _____

WORD PROBLEMS

<p>1 I have 3 blue markers. I have 7 red markers. How many markers do I have in all?</p> <p>ooo ooooooooo $3+7=10$</p> <p>a. 9 markers b. 11 markers c. 10 markers</p>	<p>2 Tom makes 6 cups of milk and 8 cups of juice. How many drinks did he make total?</p> <p>14 $6+8=14$</p> <p>a. 14 cups b. 12 cups c. 15 cups</p>
<p>3 Sally has 5 cards. Mark has 4 cards. How many cards do they have altogether?</p> <p>ooooo oooo $5+4=9$</p> <p>a. 8 cards b. 10 cards c. 9 cards</p>	<p>4 Mr. Bond ate 2 crackers before dinner and 9 crackers after dinner. How many crackers did Mr. Bond eat?</p> <p>oo oooooooooo $2+9=11$</p> <p>a. 10 crackers b. 11 crackers c. 9 crackers</p>

Students take a word problem assessment

day 5: Addition gAmES



Students play Addition Tic-Tac-Toe with a partner. There are many versions for differentiation.

DAILY LESSON PLANS

INTRO to Addition

INTRO to Addition Day FOUR

FOCUS	OBJECTIVE
Number Bonds	I can understand addition.

FOCUS	OBJECTIVE	MATERIALS
Joining Together	I can understand addition.	dry erase markers, plastic sleeves, dice, optional circle stickers

VOCABULARY WORDS
ADD, SUM, ADDENDS

WORD PROBLEM
One monkey was hanging from the tree. 4 more monkeys joined her. How many monkeys are there now?

MINILESSON
Use the large number bond pieces to make a

INTRO to Addition Day ONE

FOCUS	OBJECTIVE	MATERIALS
What is Addition?	I can understand addition.	dry erase markers, counters, bags or cups, stickers or stamps

INTERACTIVE NOTEBOOKS
Dino Domino Dash:

VOCABULARY WORDS
ADD, SUM, ADDENDS

WORD PROBLEM
There are 3 cats. 2 more cats join them. How many cats are there now?

FOCUS
Adding to a Set

VOCABULARY WORDS
ADD, SUM, ADDENDS

MINILESSON

I Can Add to a Set: Students will need counters or cubes. You can use the printable manipulatives provided or ones you have around the classroom. Use the cards to show students what number to start with. Then, spin to see how many cubes they need to add to their set. Show students how to mix more cubes to add to the set. Now, count how many cubes total. Show students how to now write an addition equation to match what they did with the cubes. Students can also use their I Can Add to a Set mats to model what they have done in the minilesson. If these are placed in plastic pouches students can use dry erase markers. There are different spinners to differentiate.

MINILESSON	ACTIVITY	INTERACTIVE NOTEBOOKS
Introduce addition to the students. They should be familiar with addition from kindergarten, but start at the very beginning. It is very important that students use counters or manipulatives today as they are beginning the addition unit. Give each student an addition mat (if it is laminated or in a dry erase pouch it can be used over and over again), dry erase markers, and counters. Use the teacher chart to introduce addition equations. If your chart pieces are laminated, you can do several examples together. Use the addition cards, write the number sentence, build a model with counters, and complete the part/part/whole and number bond. As you do this on your chart students do it on their mat. This can be used throughout your addition unit.	Addition Grab-It: Students can play this with a partner or by themselves. Students need either two cups or two brown bags of counters. Put no more than 9 or 10 in each bag (put less if you just want to work on adding up to 10). Students use their hands, grab counters out of bag one. OR you could have students roll a dice and choose that number of counters from the bag. Students put those counters under addend 1 on their printable. Then student 2 or the same student grabs from bag 2. Students put the counters together to add and create an addition sentence to match the problem made. *Recording Sheet can be copied with 1 or 2 sides.	I Can Add Numbers Together: Students will complete four math problems using stickers, stamps, or bingo dabbers. If completing the interactive notebook, students cut around the rectangle and in between the four flaps. They will glue under the title. Students use the stickers on the flaps to model the problem. Students write the sum underneath. If using the printable, students will model the problem using the stickers or stamps and write the sum in the box.

INTRO to Addition Day FIVE

MATERIALS
pipe cleaners and beads or counters/cubes

WORD PROBLEM
ma buys 6 red shirts and 3 blue shirts. How many shirts does Gemma buy?

ASSESSMENT

Students take an Intro to Addition assessment.

recording sheet. Students create an addition equation to match what they have done.

OR students can just use the printable to create an addition equation.

true or false. Students work together to sort the cards.

either option by allowing students to make addition sentences at their level.

Students walk around the room. Find a friend. Write their name or initials. Students draw a picture of their beads or cubes. Students write the addition equation that matches.

VOCABULARY CARDS

ADD




JOIN



MAKE

$8 + 2 = 10$



DOUBLE

$5 + 5 = 10$



COMMUTATIVE PROPERTY

$4 + 2 = 2 + 4$



COUNTING ON



SUM

$9 + 4 = 13$




ADDITION


$9 + 4 = 13$



PART WHOLE




WHOLE



ADD ZERO

WHEN I ADD ZERO TO A NUMBER, THE NUMBER DOES NOT CHANGE!



UNKNOWN NUMBERS

$4 + ? = 12$

$? + 8 = 12$

i CAN STATEMENTS

I CAN:

ADD FLUENT
WITHIN 10

$$8 + 4 = 12$$

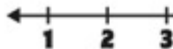
USE STRIPS



DRAW A
PICTURE
TO ADD

USE A NUMBER LINE TO
COUNT ON

$$5 + 2 = 7$$



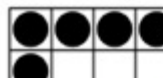
USE DOTS



ADD NUMBERS

$$3 + 2 = 5$$

MAKE A TEN



$$6 + 4 = 10$$

SOLVE ADDITION WORD PROBLEMS

JENN HAS TWO FIREFLIES. SHE FOUND THREE MORE. HOW MANY FIREFLIES DOES JENN HAVE ALTOGETHER?



FIND AN
UNKNOWN
NUMBER

WHOLE	
8	
PART	PART
?	4

USE DOUBLES TO ADD

$$4 + 5 = ?$$

$$4 + 4 = 8$$

FIVE IS ONE MORE THAN 4
SO, $4 + 1 = 5$
WHICH MEANS
 $4 + 5 = 9$

UNDERSTAND
ADDITION



DAILY WORD PROBLEMS

WORD PROBLEM- DAY ONE

WORD PROBLEM

Samuel picks 3 more rocks.

Samuel picks 3 more rocks.

Samuel picks 3 more rocks.

Samuel picks 3 more rocks.

Samuel picks 3 more rocks.

Samuel picks 3 more rocks.

There are 3 cats. 2 more cats join them. How many cats are there now?

There are 3 cats. 2 more cats join them. How many cats are there now?

There are 3 cats. 2 more cats join them. How many cats are there now?

There are 3 cats. 2 more cats join them. How many cats are there now?

There are 3 cats. 2 more cats join them. How many cats are there now?

There are 3 cats. 2 more cats join them. How many cats are there now?

WORD PROBLEM- DAY TWO

I ate 2 cookies. Then I ate 4 more cookies. How many cookies did I eat?

I ate 2 cookies. Then I ate 4 more cookies. How many cookies did I eat?

I ate 2 cookies. Then I ate 4 more cookies. How many cookies did I eat?

I ate 2 cookies. Then I ate 4 more cookies. How many cookies did I eat?

I ate 2 cookies. Then I ate 4 more cookies. How many cookies did I eat?

I ate 2 cookies. Then I ate 4 more cookies. How many cookies did I eat?

Gemma buys 6 red shirts and 3 blue shirts. How many shirts does Gemma buy?

Gemma buys 6 red shirts and 3 blue shirts. How many shirts does Gemma buy?

Gemma buys 6 red shirts and 3 blue shirts. How many shirts does Gemma buy?

Gemma buys 6 red shirts and 3 blue shirts. How many shirts does Gemma buy?

monkeys are there now?

One monkey was hanging from the tree. 4 more monkeys joined him. How many monkeys are there now?

One monkey was hanging from the tree. 4 more monkeys joined him. How many monkeys are there now?

One monkey was hanging from the tree. 4 more monkeys joined him. How many monkeys are there now?