

# Lesson Plan

## Addition up to 10 - Add to 10 with Pictures

Kindergarten (K) - Math

### LEARNING TARGET

- Students will be able to represent addition with objects, drawings, and equations.
- Students will be able to read picture models to understand the concept of combining two groups for a new total.
- Students will understand the meaning of the equals (=) sign.

### LEARNING PROGRESSION

#### PREREQUISITE SKILL

No Prerequisite Skills

#### EXTENSION SKILL

No Extension Skills

#### DURATION

- Introduction (5 minutes)
- Instruction (15 minutes)
- Guided Practice (15 minutes)
- Independent Practice (15 minutes)
- Exit Card Formative Assessment (5 minutes)
- Closure (5 minutes)

#### MATERIALS

- Picture cards with objects or drawings (e.g., apples, blocks, animals, etc.)
- Whiteboard and markers
- Counters or manipulatives (e.g., buttons, beans, cubes, etc.)
- Paper and pencils

#### VOCABULARY

- Addition
- Equation
- Equals (=)
- Combine
- Total
- Picture model

### INTRODUCTION

1. Display a picture card with two groups of objects (e.g., 2 apples and 3 apples).
2. Ask students to describe what they see and how they can combine the two groups to find the total.
3. Introduce the concept of addition and explain that we can use different methods to represent addition, such as using objects, drawings, or equations.
4. Show an example of an addition equation (e.g.,  $2 + 3 = 5$ ) and explain the meaning of the equals sign.

## **INSTRUCTION**

1. Show picture cards with different numbers of objects or drawings.
2. Ask students to identify the two groups and how they can be combined to find the total.
3. Model how to represent addition with objects or drawings, and how to write the corresponding equation (e.g., 2 apples + 3 apples = 5 apples).
4. Explain that we can use different methods to represent the same addition problem, such as using different objects or drawings, or writing the equation in a different order (e.g., 3 apples + 2 apples = 5 apples).
5. Model how to read and interpret picture models, and how to write the corresponding equation (e.g.,  $2 + 3 = 5$ ).

## **GUIDED PRACTICE**

1. Divide the students into small groups and provide each group with picture cards and counters or manipulatives.
2. Instruct the students to work together to represent addition with objects, drawings, or equations, and to check their work using the counters or manipulatives.
3. Circulate around the room to provide support and guidance as needed.

## **INDEPENDENT PRACTICE**

1. Instruct students to work independently to create their own picture models and represent addition using different methods.
2. Monitor students' progress and provide support as needed.

## **HOMEWORK**

1. Assign students to create their own addition problems using picture models and different methods of representation.
2. Encourage students to share their problems with the class during the next lesson.

## **EXIT TICKET**

1. Provide each student with a whiteboard and marker.
2. Instruct students to write a picture model and the corresponding addition equation.

## **SUMMATIVE**

1. Formative assessments will be conducted during the lesson to monitor students' understanding of representing addition with objects, drawings, and equations, and their ability to read picture models and interpret the meaning of the equals sign.
2. The exit ticket and progress monitoring assessments will be used to determine students' mastery of representing addition with objects, drawings, and equations.

## **CLOSING**

1. Ask students to share one way they represented addition today, and write their responses on the board.
2. Review the importance of being able to represent addition in different ways by asking students why it is important to be able to do so.
3. Highlight how different people may use different methods to represent addition problems, and how being able to use multiple methods helps us to communicate our understanding with others.
4. Encourage students to continue practicing representing addition using different methods, so that they can build a strong foundation for their future math learning.

## **TEACHING TIPS**

- Use a variety of manipulatives and objects to help students visualize addition problems.
- Provide opportunities for students to work collaboratively and discuss their methods for solving problems.
- Use real-life examples of addition, such as counting snacks or toys, to make the concept more concrete.

## **MISCONCEPTIONS**

- Students may think that the equals sign means "the answer is coming next", rather than "both sides are equal".
- Students may struggle to understand the concept of combining two groups for a new total.
- Students may have difficulty using different methods to represent addition, such as switching the order of the addends.

## **EXTENSION**

1. Students can practice representing subtraction using objects, drawings, or equations.
2. Students can use a number line to represent addition and subtraction.

## **INTERVENTION**

1. For students who struggle with fine motor skills, larger manipulatives or drawings can be used.
2. For students who need extra support, a visual aid or diagram can be provided to help them understand the concept of addition.

## **COMMON CORE STANDARD**

K.OA.A.2 - Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

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