

# Lesson Plan

## Addition skill builders - Fluency - Adding 1

First (1) - Math

### LEARNING TARGET

- Students will understand the addition concept of adding 1.
- Students will be able to solve addition sentences adding 1.

### LEARNING PROGRESSION

#### PREREQUISITE SKILL

Addition skill builders - Fluency - Adding 0

#### EXTENSION SKILL

Addition skill builders - Fluency - Adding 2

#### 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

- Whiteboard and markers
- Addition flashcards
- Manipulatives (such as counters, cubes, or fingers)
- Addition worksheet
- Number line (optional)

#### VOCABULARY

- Addition
- Add
- Plus
- One

### INTRODUCTION

1. Begin the lesson by asking the students to raise their hands if they have ever counted to ten before.
2. Ask the students to count to ten together.
3. After the students have counted to ten, ask them to count to eleven together.
4. Point out that counting to eleven is just like counting to ten, but with one more number.
5. Tell the students that today they will be learning about adding one.

### INSTRUCTION

1. Show the students addition flashcards with the sum of 1 and another number (e.g.,  $1+2$ ,  $1+3$ , etc.).
2. Demonstrate how to solve each addition problem using manipulatives (such as counters, cubes, or fingers) and a number line, if available.
3. Explain that adding one means counting one more than the starting number.
4. Practice saying the addition sentences with the students, emphasizing the word "one" in each sentence.

## GUIDED PRACTICE

1. Provide each student with a worksheet containing addition sentences with the sum of 1 and another number.
2. Work through the problems together as a class, using manipulatives or a number line to solve the problems.
3. Encourage the students to use their fingers to help them count up by one.
4. Ask the students to say the addition sentence out loud after solving each problem.

## INDEPENDENT PRACTICE

1. Provide each student with another worksheet of addition sentences with the sum of 1 and another number to complete independently.
2. Circulate around the room to provide support and guidance as needed.

## HOMEWORK

1. Ask the students to find objects at home and write an addition sentence adding 1 that represents the objects (e.g.,  $1+2 = 3$  apples).
2. Encourage the students to use manipulatives or fingers to help them solve the problem.

## EXIT TICKET

1. Provide each student with a whiteboard and marker.
2. Instruct the students to write an addition sentence adding 1 and solve the problem using manipulatives or fingers.
3. Check the students' work to assess their understanding of the addition concept of adding 1.

## SUMMATIVE

1. Ask the students to share one addition sentence adding 1 they solved and how they solved it.
2. Use their responses to assess their understanding of the addition concept of adding 1.

## CLOSING

1. Review with the students what they learned about the addition concept of adding 1.
2. Encourage the students to practice solving addition sentences adding 1 using manipulatives, fingers, and number lines.

## TEACHING TIPS

- Use manipulatives like counters, cubes, or fingers to help students visualize adding 1.
- Incorporate fun activities like games and puzzles to keep students engaged and motivated.
- Provide opportunities for students to practice solving addition sentences on their own and in pairs.

## MISCONCEPTIONS

- Students may confuse addition with subtraction, especially when presented with word problems.
- Students may struggle to understand the concept of "adding 1" and may need additional practice using manipulatives or a number line.
- Students may make errors in counting and skip numbers when adding, which can lead to incorrect answers.

## EXTENSION

1. Students can practice solving addition sentences adding 2, 3, or more.
2. Students can practice solving addition sentences without using manipulatives or fingers.
3. Students can practice writing their own addition sentences adding 1 and solving them.

## INTERVENTION

1. For students who struggle with fine motor skills, larger and easier to grasp manipulatives 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 adding 1.

## COMMON CORE STANDARD

1.OA.C.6 - Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction.

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