

Lesson Plan

Addition - Addition Facts

First (1) - Math

LEARNING TARGET

- Students will be able to add within 20 using the counting on strategy.
- Students will be able to add within 20 using the making 10 strategy.
- Students will demonstrate fluency in addition within 10.

LEARNING PROGRESSION

PREREQUISITE SKILL

Understand addition -

EXTENSION SKILL

Addition - Addition word problems to 10

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

- Counters or manipulatives
- Whiteboard and markers
- Lesson Worksheet Pack
- Number Line

VOCABULARY

- Addition
- Counting on
- Making 10
- Sum
- Plus

INTRODUCTION

1. Review with students the concept of addition and the plus sign (+) representing addition.
2. Explain to students that there are different strategies to help them add quickly and easily.
3. Introduce the strategies for counting on and making 10 by showing examples of each strategy using manipulatives or counters.

INSTRUCTION

1. Teach students how to use the counting on strategy to add numbers within 20.
2. Model how to use a number line to count on from the larger number to the smaller number.
3. Teach students how to use the making 10 strategy to add numbers within 20.
4. Model how to break down a number into a 10 and a smaller number, and then add the smaller number to the 10 before adding the remaining number.

GUIDED PRACTICE

1. Provide students with a worksheet containing addition problems within 20.
2. Work through the problems together as a class, using both counting on and making 10 strategies to solve the problems.
3. Encourage students to write number sentences to represent each problem.

INDEPENDENT PRACTICE

1. Provide students with another worksheet of addition problems to complete independently.
2. Circulate around the room to provide support and guidance as needed.

HOMEWORK

1. Ask students to practice addition within 20 using the counting on and making 10 strategies by creating their own addition problems.
2. Instruct students to solve the problems using manipulatives or counters and write number sentences to represent each problem.

EXIT TICKET

1. Provide each student with a whiteboard and marker.
2. Instruct students to write an addition problem within 20 and solve it using either the counting on or making 10 strategy.

SUMMATIVE

1. Ask students to share one addition problem they solved using either the counting on or making 10 strategy.
2. Use their responses to assess their understanding and fluency in addition within 20.

CLOSING

1. Review with students what they learned about addition and the strategies for counting on and making 10.
2. Encourage students to practice using these strategies to add numbers within 20.

TEACHING TIPS

- Use concrete manipulatives or visuals to help students understand the counting on and making 10 strategies.
- Encourage students to explain their thinking and reasoning as they solve addition problems.
- Provide opportunities for students to practice both strategies in a variety of contexts, such as word problems and real-life scenarios.

MISCONCEPTIONS

- Students may think that counting on means starting from 1 every time, rather than starting from the larger number in the addition problem.
- Students may struggle to understand the concept of making 10 and how it can help them solve addition problems more efficiently.
- Students may rely too heavily on counting and not develop fluency in addition within 10, which can hinder their ability to add within 20 using the counting on and making 10 strategies.

EXTENSION

1. Students can practice adding larger numbers within 100 using the counting on and making 10 strategies.
2. Students can practice adding three numbers within 20 using the counting on and making 10 strategies.
3. Students can create their own addition problems within 20 and solve them using the counting on and making 10 strategies.
4. Students can explore different ways to represent addition problems, such as using pictures or symbols.

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 counting on and making 10 strategies.
3. For students who need additional practice, provide them with extra worksheets or allow them to use manipulatives to solve more problems during independent practice time.

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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