**Addition: Introduction to the + and = signs**

Prior learning that has taken place:  counting groups, joining groups with pictures in number bonds, and joining groups with numbers in number bonds

Anchor activities:

* Addition flashcards-build automaticity for some students, scaffold for this activity is to allow students to use manipulatives if necessary.  This activity can be used as a warm up to the following lesson or as a review and extension of the lesson.
* “Make 5” Game with or without partner-provides practice with addition to five.  Students must match cards to make five.  Examples:

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| 2 | https://lh6.googleusercontent.com/9vvGGI-p0C8FfGLWNdzBhMHlFnN1-P-z8X15okNXJ6FwdH-wrZYpvedcWHHeP3zJPa5PGwYw4qngBx7B38-rm4STBEDCaQsdLUmjmWgxHHj3tr1yQ6_9kt5i2J14USxJHgoWMtRA |

|  |  |
| --- | --- |
| https://lh4.googleusercontent.com/AnlhWyJutzP2MlU7guKVO0XrAz9R5xjDNb4LIv5nB5sYzPsRh82F8k5XrtNVsZVnHAzB80ERV4zrQMAcq98gLEhKw1ySolmkgjles6Zc0BjtxoFI31sPrE4itYoKHkyQ2a5VCaN2 | 2 |

* Problem of the Day-post on the math board.  Post a problem that is related to the skill you are currently working on.  Students use their math notebooks to record their answer.  At the end of the day, ask a volunteer to show and explain how they solved the problem.
* Plus One Dice Game-students roll a die and add one to the number.  Students place a token on the number that shows the answer.  Students can play individually or with a partner.

**Adapted Math Lesson:**

**Introducing the + sign/Joining groups with addition problems up to 5**

**Introduction:**  Read Farmer Fred Puts It Together or other addition story book.  While reading the book, students are asked to count the animals in two groups before they are joined into one group.  We discuss what happens when two groups are joined and count the animals that are now in one group.  We check our work as the students count the animals together with me.

**Guided Practice:**  I use animal masks that I have made for the guided practice section of the lesson.  Before getting started, review with the students that when groups are joined together we are adding.  Introduce the math vocabulary word, plus, and show them the + sign.  In addition, introduce the word, equal, and show them the = sign.  To begin the activity, each student has an animal mask and as I tell story problems, the students with the corresponding animals come to the front of the room.  For example, three cows go to one side of the classroom and two horses go to the other side of the classroom.  As a group, students work to count the number of each group.  Ask how many cows.  Then ask how many horses.  Then ask how many altogether.  As a group, students say the entire number sentence...3+2=5.  Demonstrate how to write it and ask the students to write it as well.  Practice several problems in this manner.

**Independent Practice:**  Students will work to find the animal addition cards that are placed around the room.  On each card there are two groups of animals.  On the recording sheet, students will work to record the number of animals in each group.  Then they will join the groups by writing in the plus and equal signs on the recording sheet.  As students are working, check in with students to make sure they understand the task.  For students that need more support to be successful, manipulatives can be set up at a table so they can count the two groups of animals and then count to find out how many all together.  For students that are ready for an extension, ask them to complete the task by writing fact families for the existing number sentences including subtraction facts.

**Conclusion:**  As students complete this task, they will move on to complete the problem of the day while other students are busy completing the task.  In addition, students have been taught how to play the Plus One Dice Game and the “Make 5” game.  Students are able to get the materials for these games from the math area.  They will complete the games on their own or with a partner to reinforce the addition skills that we have been working on.