Alyssa Harbour

**Lesson Title:** Addition Sum

**Lesson Subject:** Math Vocabulary

**Grade Level:** First Grade

**Time:** 45 minutes

**Overview:** The students will learn about the math vocabulary word sum. Students will discuss what sum means and how it relates to addition. Students will then demonstrate their understanding of the word by creating vocabulary posters.

**Lesson Objective:** The students will be able to create a poster that demonstrates their understanding of the math vocabulary term sum.

**Materials:** White board

White board marker

Blank paper

Markers or colored pencils

Document camera

**Anticipatory Set:** Teach students about addition symbols (+, =) prior to this lesson. Students should know how to add and understand the concept of addition.

Ask students what they think the word sum means. Write the word on the board: SUM. If students describe the word, some, write it down and explain the meaning. Then discuss that we are talking about the math term sum not the word some. If the students do have some understanding of the word, encourage their thinking and praise students on the right track. Write down what they say around the word sum in a word web.

**Beginning of the Lesson:**

After discussing what the students think the word sum means. Write down the definition of the word sum and read it aloud with the kids. “SUM: The answer to an addition problem.” You can also choose to write more if you would like such as, ‘To find the sum you must add.’ Or ‘When you add two numbers, the answer to the problem is the SUM.’

Discuss how to remember what SUM means. Elicit responses from students and create a word web of words, phrases, pictures of strategies for addition, number sentences with the answer circled or labeled with the word sum.

Review what the word sum means.

**Middle of the Lesson:**

Put up a piece of blank paper. Tell the students that they are going to make their own poster to help them remember what the word sum means.

Ask a student to go pick three of their favorite colors (I used markers). Write the word SUM on the paper. Then use a different color and add the definition on it. Explain that these two things are the only things that must be on the paper.

Model how to draw pictures and write words to describe what sum means. Then begin decorating the paper to make it your own. Encourage creativity and for the students to really make it their own.

Have a student pass out the paper and markers. Have students go back to their seats and get started working.

**End of the Lesson:**

Have students share their work with each other.

\*Include technology if you can. I had the students come up to the document camera to share their poster with the class.

**Formative Assessment:**

Observe students working and walk around asking students higher order thinking questions about their work. Praise efforts and recognize higher order thinking of strategies used.

The following day have students solve for the sum. Write two numbers on the board and ask them to find the sum. Use white boards or a piece of paper to determine which students know what sum means. This will require them to apply their knowledge to a different situation and solve the problem.