

~How many ways to a number?~

Name: Kimberly S. Ream
Grade: 1

Subject: Math
Time: 45 minutes

Assessment Anchors: M3.A.3.1.1 (reference 2.1.3.L, 2.2.3.B) - Solve single and double digit addition and/or subtraction problems with regrouping in vertical and horizontal form.

Objectives:

- TSWBAT explain how there can be more than one way to count to a number.
- TSWBAT demonstrate their understanding of what they have learned by finding additional sets of addends for other numbers.

Cross-curricular integration: N/A, unless using the extension portion of the lesson; then art is used.

Materials:

- *12 ways to get to 11* book
- Counters
- Record sheet
- Project bags (these paper bags will have a number written on the outside of them, for example 15, inside of the bag will be at least 15 objects. The number on the outside of the bag should match the number of objects inside of the bag)

New vocabulary: *addend*- One of two or more numbers that are added together. In $2 + 3 + 4$, the addends are 2, 3, and 4.

Instructional Procedures:

Anticipatory Set- (10 minutes)

- Briefly review adding two numbers.
- Introduce, read, and discuss *12 ways to get to 11*. As you read, have students take turns going to the board to write the equations and then, as a group, solve them.
- Tell the students that there are many ways to, for example, add or subtract to get a number; and that today's lesson will be about addition with more than two addends.

Developmental Activities- (20 minutes)

- Tell the students that today they will be using project bags to create their own equations.
- Tell the students that they must record their findings on the provided recording sheet.
- Review the rules for working in groups.
- Tell the students that they will have 15 minutes for this activity and that when time is called they must begin to clean up (5 minutes for clean up).
- Place students into groups
- Once everyone is in a group and has their materials, they may begin.

Closure- (15 minutes)

- Tell students that their group will be asked to demonstrate their strategies at the board.
- Let each group share its strategy for solving the problem, and allow other students to make comments.

Assessment:

- Observe students as they work on their strategies in groups, paying close attention for group working skills and for math understanding.
- Listen as the groups share their ideas and findings; as well as comments from peers.
- Collect record sheet

Extension/Enrichment:

- Have students make a page to contribute to a class book that will be entitled *25 Ways to Make 24* for a class of twenty-four students and the teacher should include a page as well (this will make the twenty-five ways).