

MATHS

Lesson 7

Prep

Topic: Number and place value

Modelling addition situations

Lesson concepts



Number — Quantity



Equivalence — Language



Addition and subtraction — Process/operation



Addition and subtraction — Relationships

Today students will:

- model addition situations.

Resources

Find and prepare

A hoop (or string to make a hoop on the ground)
Five beanbags or soft balls (for example, tennis balls)

Key terms

addition (add), sum

For definitions and explanations of terms, please see the [Glossary](#).

Lesson

Introduce the lesson

Note

It is important to highlight and develop the following vocabulary throughout this lesson.

add, makes, equals, and, more, total, altogether, sum, addition, combine, plus, join

Determine how many altogether

- Talk about the words that can be used to describe addition; for example, add, total, combine, altogether, make, and, addition, plus, join.

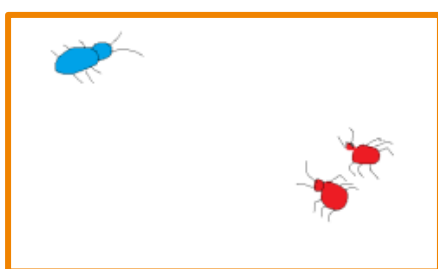
Say to students

When we join the number of objects in groups together, we call it addition.

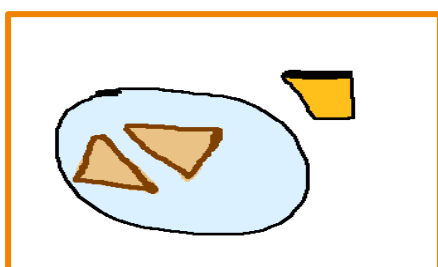
We are adding the groups together.

Other words that we can use to describe addition are: altogether, make, total, plus, join, add, and.

- Have students discuss situations in which they have used addition.
- Ask students to identify when combining or joining occurred.



There was one blue beetle and along came two red beetles. Then there were three beetles.



At lunchtime, I had two sandwiches, then one drink. Altogether, I had three things for lunch.

Focus questions

Q: *What does 'add' mean?*

A: For example: joining groups, putting more in a group

Q: *When have you seen adding?*

A: For example: When I was building with blocks, I added more to the top; there were some apples on one plate and bananas on another, then we put them all on one plate.

Q: *How could you use the word 'add' in a sentence?*

A: For example: When I made a tower with the blocks, I kept adding more on the top.

Model addition

- Explain to students that they are going to:
 - play two games in which they will be adding
 - remember what happened during each game
 - after each game, draw or write to retell what happened.
- Have students complete the following activities to represent addition: after each activity, have students record the addition situation.

Activity 1: Beanbag toss

Students toss five beanbags (or tennis balls), aiming to land them in a hoop.

They count how many beanbags (balls) land inside the hoop and how many land outside the hoop (for example: two beanbags inside and three beanbags outside make five beanbags altogether).

- Ask questions to help students talk about the addition situation in the beanbag toss game.

Focus questions

Q: *What adding did you see when you did this activity?*

A: For example: I added the beanbags that landed inside and outside the hoop

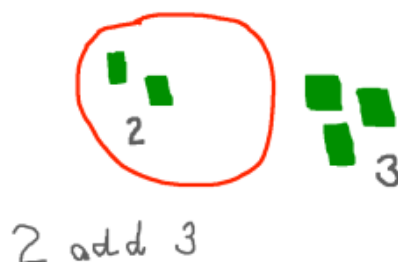
Q: *How many beanbags were inside the hoop? How many were outside the hoop?*

Q: *How could you show that in a drawing?*

Q: *What words will you use?*

A: For example: and, add, join

- Have students draw a picture to show the addition in the beanbag toss game. Help students to use numbers and words to label their picture. For example:



Activity 2: Catch and score

Students toss a ball in the air and catch it as it comes back down. They count how many times they catch the ball without dropping it. Record the number on a piece of paper.

Repeat game, counting and recording how many times they caught the ball in the second round.

Have students talk about the addition (for example: I caught the ball five times in the first game and nine times in the second game).

Note

Students could record their games, using numbers, ticks or tally marks. Assist students to count objects or tallies to work out the total.



- Ask questions to help students to talk about the addition situation in the catch and score game.

Focus questions

Q: *What adding did you see when you did this activity?*

A: For example: I caught the ball five times in the first game and nine times in the second game.

Q: *How could you show that in a drawing?*

Q: *What words will you use?*

Q: *What numbers will you use?*

- Have students draw a picture to record the addition in the catch and score game. Help students to use numbers and words to label their picture. For example:

