

# 2-1 Understanding Addition

## Addition Facts Through 10

### Lesson 2-1

pages 27–28

### 1 Getting Started

#### Objectives

- To understand concept of adding
- To write addition sentences for sums through 5

#### Vocabulary

addition, addition fact, addition sentence, in all, more

#### Materials

Yarn or ribbon

#### Warm Up • Mental Math

Name the number that comes between

1. 4 and 6 (5)
2. 0 and 2 (1)
3. 8 and 6 (7)
4. 8 and 10 (9)
5. 1 and 3 (2)
6. 5 and 3 (4)

#### Warm Up • Pencil and Paper

Write on the board:


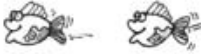



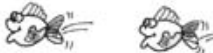
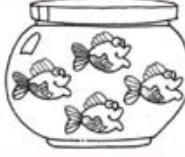



- |            |   |             |
|------------|---|-------------|
| <u>(5)</u> | 6 | <u>(7)</u>  |
| <u>(7)</u> | 8 | <u>(9)</u>  |
| <u>(2)</u> | 3 | <u>(4)</u>  |
| <u>(4)</u> | 5 | <u>(6)</u>  |
| <u>(8)</u> | 9 | <u>(10)</u> |
| <u>(0)</u> | 1 | <u>(2)</u>  |

Ask students to write the numbers that come before and after each given number.

### 2 Teach

**Discover Skills and Concepts** Make a yarn ring on the floor around 2 students. Ask the class how many students are in the ring. (2) Have 2 more students stand inside the ring and ask how many in all. (4) Tell the students that 2 and 2 more is 4. Repeat with other students for 1 and 2 more (3), and 2 and 3 more. (5)

Write how many in all.

<b>1</b>		1 fish	Put in 2 more.		$\begin{array}{r} 3 \\ \hline \text{in all} \end{array}$
<b>2</b>		3 fish	Put in 1 more.		$\begin{array}{r} 4 \\ \hline \text{in all} \end{array}$
<b>3</b>		2 fish	Put in 2 more.		$\begin{array}{r} 4 \\ \hline \text{in all} \end{array}$
<b>4</b>		4 fish	Put in 1 more.		$\begin{array}{r} 5 \\ \hline \text{in all} \end{array}$
<b>5</b>		2 fish	Put in 3 more.		$\begin{array}{r} 5 \\ \hline \text{in all} \end{array}$

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### 3 Practice

**Using page 27** Have students look at the fishbowl in Exercise 1 and tell how many fish are in the bowl. (1) Ask how many more fish are to be put in the fishbowl. (2) Ask how many fish there are in all. (3) Tell students that 1 and 2 more is 3. Have students trace the 3. Help with Exercise 2 if necessary. Have students complete the page independently or in pairs.

**Using page 28** Have students look at the example and count the birds in the tree. (2) Tell them to trace the number 2 to show that there are 2 birds to start with. Ask students how many more birds are flying to the tree. (1) Have students trace the 1 to show that 1 more bird is going to join the 2 birds. Have students read with you, *2 and 1 more is 3*. Tell students to trace the 3 to show that there are 3 birds in all. Help students to complete Exercise 1. Have students complete the page.



2 and 1 more is 3.

Write the numbers.

1



3 and 1 more is 4.

2



1 and 3 more is 4.

3



4 and 1 more is 5.

4



2 and 2 more is 4.

## For Mixed Abilities

### Common Errors • Intervention

Some students may have difficulty telling how many objects there are in all. Have them work with partners. Give each pair a bowl or a cup and at least 10 counters. Direct one of the students in each pair to place some counters in the bowl or cup. Tell the class how many more to add. Now, have the other partner count on to find the total.

### Enrichment

1. Draw a picture that shows 2 and 1 more is 3.
2. Cut and paste pictures from magazines or catalogs to create a picture that shows 5 in all. Repeat and show 4, 3, and 2 in all.
3. Create an addition story for 3 and 1 more is 4. Drawings or pictures from newspapers, magazines, or the Internet can be used to enhance the story.

### More to Explore • Number Sense

Using an empty egg carton, number the two rows of cups from 1 to 12. Tape an envelope to the inside of the carton top. Cut 78 small egg shapes or squares from lightweight cardboard, and store them in the envelope.



Each student plays the game by counting and placing the correct number of markers into each numbered space. Instruct the students to collect and place the markers back in the envelope, when finished.

### ESL/ELL STRATEGIES

Discuss with students all the words and phrases that tell them to add numbers. These include *in all*, *add*, and *sum*. Model activities on the board using each word or phrase.

## 4 Assess

Tell students that there are 4 cats playing. One more cat joins them. Ask students how many cats there are in all.

(5) Then, have students write the addition sentence. (4 and 1 more is 5.)