

## Math Group Centers Resource

Math Standard: 1.OA.6 - Use strategies to add and subtract within 20. Fluently add and subtract within 10.

- Lower level – Students are almost able to fluently add within 5. They will be working on that and then incorporating adding within 10.
- On target – Students are grasping the concept of adding within 10 and 20. They will just be pushing their skills to become more fluent.
- Upper level – Students are able to add within 20. They will be working on using those strategies mentally to prepare for second grade. They will also work on adding 3 numbers at a time, solve for a missing number, as well as word problems.

Day One	Work with Teacher	Work by Myself	Technology	Assessment
Lower Level	Focus on one to one correspondence, good counting strategies.	Build with cubes to add within 10.	Splash Math App Addition (level 1)	Exit Slip of adding with cubes.
On Target	Focus on the counting on strategy.	Build with cubes to add within 20.	Splash Math App Addition (level 3 (count on to add within 10))	Exit Slip of adding with cubes.
Upper Level	Focus on how to solve for a missing number.	Build with cubes to add within 20. Solve for the missing number.	Butterfly Math App (level 2)	Exit Slip of finding the missing number with cubes.

Lower Level –

- Teacher/Small Group
  - Teacher will focus on one-to-one correspondence, helping students to touch each item so we know we are counting everything once. Do a few group examples. Then talk about addition and how we have to count everything that we have added. Show the group examples to use two different color blocks for the addition, this way they can see it easier. Then have group practice one-to-one correspondence and adding with two different colors blocks.
- By Myself
  - Task cards will be cut and laminated. Students will draw a task card and then complete it. Students will build a number with unifix cubes. Then they will add on another number in a different color. Then they will add them together. More than likely using one to one correspondence.
- Technology
  - Students will work on the Splash Math App Adding numbers to ten. The app shows pictures for students to count along with.

On Target –

- Teacher/Small Group
  - Teacher will explain that there is a more efficient way to count than to count each individual object. The way we do this is to look at the two numbers we are adding. We choose one (often times best if it is the bigger one), then we count on from what the next number would be. Show students that we don't have to build the first number, we can just build the second and then start counting from the first number. Practice together with cubes.
- By Myself

- Task cards will be cut and laminated. Students will draw a task card and then complete it. Students will build 2 numbers with unifix cubes. They will have each sitting next to each other with the plus sign in-between. They will use the strategy of counting on to get to their final answer. Student's won't have to build the first number to practice counting on, just the second. They will have learned this in their small group with the teacher.
- Technology
  - Students will work on the Splash Math App on level 3 Counting on to Add to ten. This will reinforce the strategy they learned with the teacher.

Upper Level –

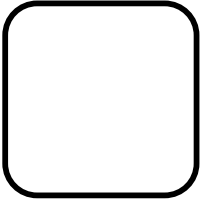
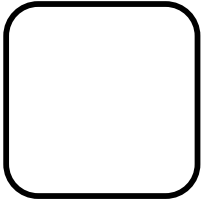
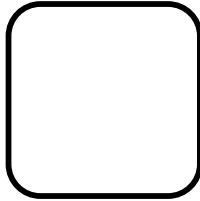
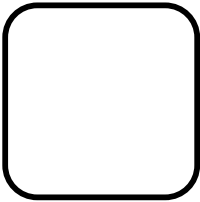
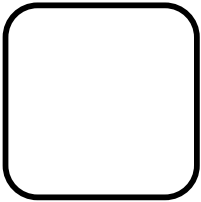
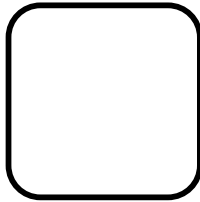
- Teacher/Small Group
  - Teacher will work with the group to explain missing numbers. If they already know most of the facts, they should be able to figure out what that missing number is. Talk about ways we can check our answer (by re-counting both the additives.) Practice some of these with the students. To begin teacher will model finding a missing number. The numbers they practice with will all be within 10, because if they know those facts well it will be easier for them. Explain a good way to find a missing number is to count on from the number given and use fingers to see how many it takes to get to the final number.
- By Myself
  - Task cards will be cut and laminated. Students will draw a task card and then complete it. Students will work on finding a missing number. They will look at their problem and use unifix cubes as needed to decide the answer.
- Technology

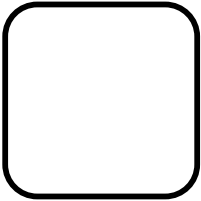
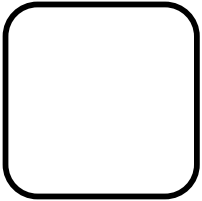
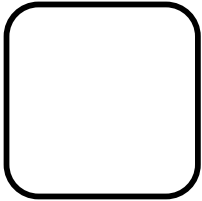
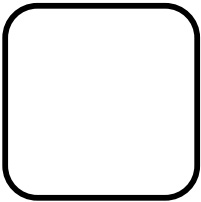
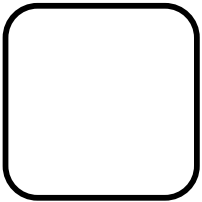
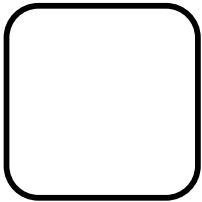
- Students will work on the Butterfly Math App on level two. This level works on missing numbers. Students are given a problem with a missing number. They have to collect the butterflies in the missing numbers place to show what the number needs to be.

## Materials

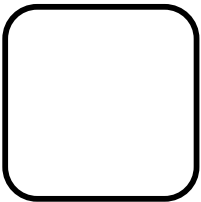
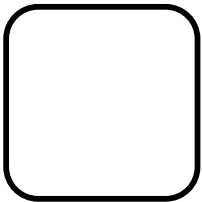
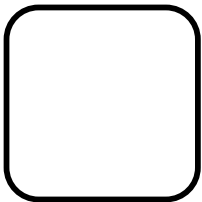
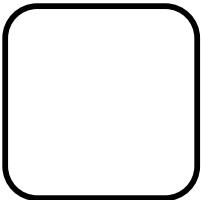
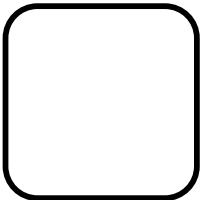
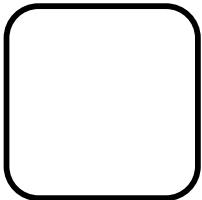
- Unifix Cubes
- iPads

Day One – Work By Myself: lower level

Build 3. Add 7 more. What is the sum? 	Build 2. Add 4 more. What is the sum? 	Build 5. Add 1 more. What is the sum? 
Build 8. Add 1 more. What is the sum? 	Build 6. Add 4 more. What is the sum? 	Build 1. Add 4 more. What is the sum? 

Build 3. Add 5 more. What is the sum? 	Build 3. Add 3 more. What is the sum? 	Build 4. Add 5 more. What is the sum? 
Build 2. Add 6 more. What is the sum? 	Build 3. Add 4 more. What is the sum? 	Build 2. Add 2 more. What is the sum? 

Day One - Work By Myself: On Target

$3 + 7 = \underline{\quad}$ What is the sum? 	$5 + 7 = \underline{\quad}$ What is the sum? 	$2 + 5 = \underline{\quad}$ What is the sum? 
$4 + 6 = \underline{\quad}$ What is the sum? 	$8 + 6 = \underline{\quad}$ What is the sum? 	$5 + 9 = \underline{\quad}$ What is the sum? 

$10 + 4 = \underline{\quad}$

What is the sum?

$9 + 8 = \underline{\quad}$

What is the sum?

$2 + 9 = \underline{\quad}$

What is the sum?

$6 + 7 = \underline{\quad}$

What is the sum?

$5 + 4 = \underline{\quad}$

What is the sum?

$3 + 9 = \underline{\quad}$

What is the sum?

Day One – Work By Myself: Upper Level

$6 + \underline{\quad} = 14$

$5 + \underline{\quad} = 10$

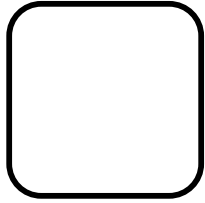
$3 + \underline{\quad} = 9$

$4 + \underline{\quad} = 12$

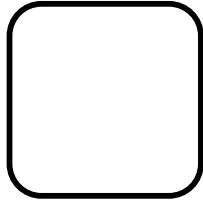
$7 + \underline{\quad} = 10$

$2 + \underline{\quad} = 8$

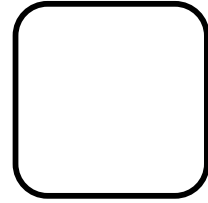
$1 + \underline{\quad} = 7$



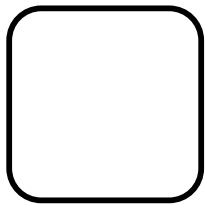
$8 + \underline{\quad} = 16$



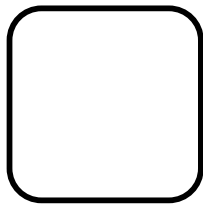
$3 + \underline{\quad} = 8$



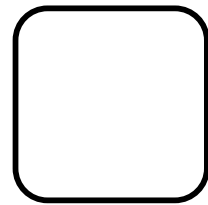
$5 + \underline{\quad} = 7$



$2 + \underline{\quad} = 10$

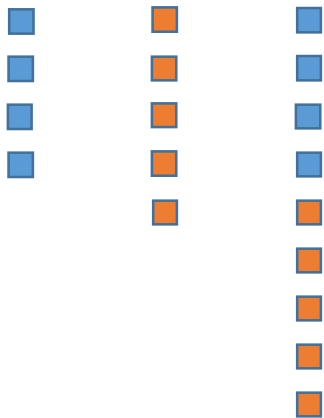


$6 + \underline{\quad} = 11$



Exit Slips : Lower, On, Upper

$4 + 5 = \underline{\quad}$



$6 + 8 = \underline{\quad}$



$6 + \underline{\quad} = 14$



Day Two	Work with Teacher	Work by Myself	Technology	Assessment Kredit
Lower Level	Students have previously worked with tens frames. Focus on adding with tens frames using different colored dots.	Ten's Frame Addition	iXL B.1 – Add with pictures	Exit Slip
On Target	Students will be adding with ten's frames using the counting on strategy from day one. They will be working with two tens frames. Intro to making a ten.	Ten's Frame Addition	Splash Math (level 7, making a ten)	Exit Slip
Upper Level	Students will be practicing with mental math.	Draw Numbers	Splash Math (level 13)	Exit Slip

Lower Level –

- Teacher/Small Group
  - Teacher will review how we read ten's frames (10 total, 5 on top 5 on bottom). Students have previously counted on ten's frames so teacher will then introduce students to adding on tens frames. Teacher will model by putting a problem in front of the students. Then using two colors of chips one for each number she will fill the tens frame. Then she will explain to



the students she can either count all of them or look at her ten's frame to help her decide how many she has altogether. If there is only one square open she knows she has 9 because one less than 10 is 9. Practice together, each with their own ten's frames.

- By Myself
  - Students will play a ten's frame addition game. There will be task card strips. They will draw a strip and then place the numbers in the tens frame (two different colored pom-poms to represent the two numbers). Then there will be a place for them to write their sum under the ten's frame in expo marker, so they can use the same mat multiple times.
- Technology
  - Students will work on the website iXL B.1 Add with pictures sums up to ten. They will be doing this to be practicing addition again.  
<https://www.ixl.com/math/grade-1>

On Target –

- Teacher/Small Group
  - Teacher will review ten's frames. Then explain that we can use ten's frames to practice addition, we just add the dots. So when we have  $6 + 7$ , we fill 6 spots with one color and then 7 more. Now we either know the answer from counting on from 6 or we can look at the ten's frame and see that one is full. This means that we have 10, then we just have to count on our extras from ten. Explain to students how if we can break our

number up in order to equal ten, then we can just count on from 10 with whatever is left. Practice together, each with their own ten's frames.

- By Myself
  - Students will have task slip cards. They are to draw a task slip and complete it. They will have addition facts to 20. There will be two ten's frames for the students to use. They will put the two colored pom-poms on the tens frames. Then they will use the strategy of counting on or making a ten to find the answer.
- Technology
  - Students will work on the app Splash Math level 7 making a ten. This app will reinforce what they were practicing by having them add but make 10s to add.

#### Upper Level – Teacher/Small Group

- Teacher will explain to students that since they know their strategies well they can start doing them in their head. For example, with ten's frames they know them, they can "see" how much a group of dots are without having to count each one individually. Another strategy they know well is counting on, when I have the numbers  $9 + 7$  instead of having objects to count on I can just count on from 9 in my head or I can use the strategy of making 10s. For this problem I would take one from the 7 to make the 9 a ten then add 6 more to 10. Explain to how to add a one-digit number and a two-digit number. Add the one's place and then tens. Practice together.

- By Myself
  - Students will draw two number cards from one basket, add them, write the answer with expo marker on the total card. Then put the cards back in the baskets. If they draw two two-digit number cards they may try it, like we learned or return one and draw again.
- Technology
  - Students will work on Splash Math level 13. This level gives them two numbers to add. The addition problems are within 20. Since it just gives them the numbers this will allow them to practice using mental math.

Day Two – Work By Myself: Lower Level

$3 + 5 = \underline{\quad}$	$2 + 7 = \underline{\quad}$
$5 + 1 = \underline{\quad}$	$4 + 6 = \underline{\quad}$
$5 + 5 = \underline{\quad}$	$1 + 7 = \underline{\quad}$
$6 + 3 = \underline{\quad}$	$2 + 5 = \underline{\quad}$
$3 + 4 = \underline{\quad}$	$6 + 2 = \underline{\quad}$
$1 + 4 = \underline{\quad}$	$7 + 2 = \underline{\quad}$

Day Two – On Target Task Cards

$8 + 5 = \underline{\quad}$	$10 + 7 = \underline{\quad}$
$9 + 6 = \underline{\quad}$	$5 + 6 = \underline{\quad}$
$7 + 4 = \underline{\quad}$	$1 + 9 = \underline{\quad}$
$15 + 2 = \underline{\quad}$	$4 + 8 = \underline{\quad}$
$6 + 2 = \underline{\quad}$	$8 + 9 = \underline{\quad}$
$11 + 6 = \underline{\quad}$	$12 + 2 = \underline{\quad}$

Directions: Choose a task card. Place the first number's pom-poms on the ten's frame. Place the second number's pom-poms on the ten's frame. Find the sum.

Task Card



Ten's Frame


Sum =

Day Two – Work By Myself: On Target

Directions: Choose a task card. Place the first number's pom-poms on the ten's frame. Place the second number's pom-poms on the ten's frame. Find the sum.

Task Card



=

Sum



Ten's Frame



## Day 2 Work by Myself: High

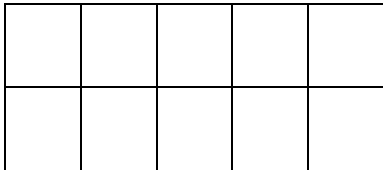
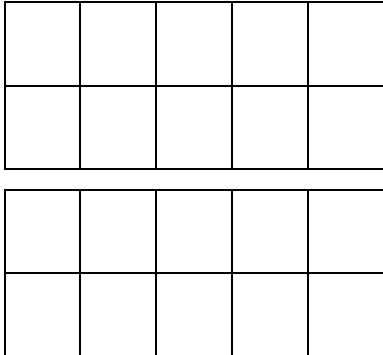
8	9	10	11
7	12	13	14
3	4	5	6
1	2	15	16

Sum:
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## Materials:

- Pom-poms
- Ten's frames
- Number and task cards

## Day Two Assessments: Low, On, High

$3 + 5 = \underline{\quad}$ 	$8 + 5 = \underline{\quad}$ 	<p>Use mental strategies to solve</p> $12 + 7 = \underline{\quad}$
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Day Three	Work with Teacher	Work by Myself	Technology	Assessment
Lower Level	Focus on adding on a number line.	Number Line	iXL B.3 – Addition with number lines (sums to 10)	Multiple Choice Exit Slip
On Target	Focus on counting on strategy again	Addition with Dice	Dice Addition App	Multiple Choice Exit Slip
Upper Level	Focus on addition with two missing numbers.	Missing number match.	Butterfly Math App (level 3)	Multiple Choice Exit Slip

Lower Level –

- Teacher/Small Group
  - Explain to students adding on a number line. First we find a number. Then you count your next number and draw a rainbow hop over each space. Practice a couple as a class, students use number lines on a whiteboard. This will be a formative assessment. When you do this you are counting on from the first number. This is something that once you don't need the number line for a visual reminder you will just be able to do. During this whole group since they aren't working much with manipulatives I would maybe even do a human number line on the floor for them to walk/hop.

- By Myself
  - Students will do a number line slider activity. A sheet with a number line will be placed in a zip lock back. The zipper will be used instead of using a line above the number line. They will roll the dice for what two numbers they are going to add. For example, if they roll a 2 and 3 they would move the zipper to 2 then move it 3 more.
- Technology
  - Students will go on iXL and practice B.3 addition with a number line.

On Target –

- Teacher/Small Group
  - Focus again on counting on strategy in order to give students a good opportunity for practice. This will help them to become quicker. Teacher will be doing multiple examples with the students refreshing their memory about the strategies they used earlier. Teacher will also be watching individual students, making sure they are using the strategies correctly. If not then she will correct them.
- By Myself
  - Students will be rolling dice to practice counting on or mental math strategies. Students will roll both dice, then they will add their numbers.
- Technology
  - Students will work on dice addition app. This app shows two dice and then shows three answers to choose from.



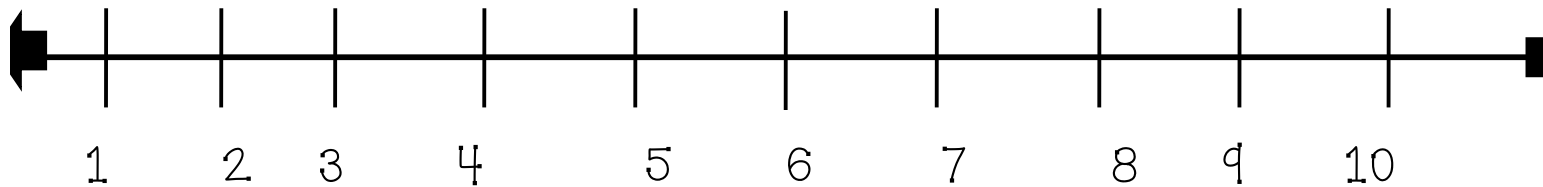
## Upper Level –

- Teacher/Small Group
  - Earlier in the week students were introduced to one missing number. Today they will be introduced to two missing numbers. Discuss that it is like if they were asked for fact families for that number. Explain to students that since they know their lower facts so well this should be easy. Teacher will model a couple, then they will do multiple individually. They will draw a card and that will be the number they have to find two missing numbers for. They will hopefully just recall their facts but if not they can use manipulatives. They would do this by counting the final number of manipulatives and then seeing how they can break that up.
- By Myself
  - Students will play a sorting/matching missing number game. There will be cards with sum numbers. There will also be cards with number on them. Students will have a long card that forms an addition sentence. They will first draw a sum card. Then they will have to look at all their number cards and find two to place on their mat that add up to their sum card.
- Technology
  - Students will work on the Butterfly Math App (level 3). This level shows two nets with one answer after. The students job is to place the right number of butterflies in each cage so that the addition sentence works.

Materials:

- Number line mat
- Dice
- iPads
- Missing number mat and cards

Day Three – Work by Myself (lower)



### Addition Slide

Directions: Draw or roll your two numbers you will be adding. Slide the zipper to the first number, then slide it the correct number of hops/jumps to receive your answer.

Work by Myself (middle level)

## Roll and Add!

Directions: Roll the dice. Choose one to start with and count on. Or add the numbers with mental math. Record your two numbers and the answer.

1. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

3. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

4. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

5. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

6. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

7. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

8. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

9. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

10. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

11. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

12. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



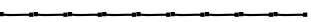
13. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

14. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

15. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

16. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Work by Myself (upper)

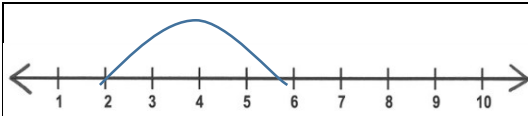
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Sum Cards

Number Cards

14	9		3	4	1	2	3
12	16		4	6	4	5	6
8	7		8	7	7	8	9
17	11		9	10	10	9	7

## Day Three Assessments (low, on, high)

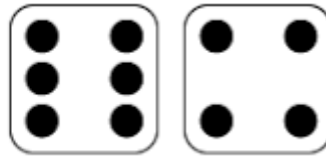


Circle what the number line shows.

A.  $1 + 4 = 5$

B.  $6 + 2 = 8$

C.  $2 + 4 = 6$



Choose the number sentence that represents what the dice show.

A.  $4 + 6 = 11$

B.  $6 + 4 = 10$

C.  $4 + 8 = 12$

Choose the number sentence that best answers

\_\_\_\_\_ + \_\_\_\_\_ = 15

A.  $2 + 11 = 15$

B.  $4 + 9 = 15$

C.  $3 + 12 = 15$

Day Four	Work with Teacher	Work by Myself	Technology	Assessment
Lower Level	Focus on counting on within 10.	Adding with dominoes	Splash Math (level 3)	Exit Slip
On Target	Focus on addition strategies again. Counting on, making a ten	Addition Clip Cards	iXL D.8. (addition facts to 18)	Exit Slip
Upper Level	Students will be introduced to adding three numbers.	3 Number Addition with Dice	iXL E.11 – Adding three numbers	Exit Slip

## Lower Level –

- Teacher/Small Group
  - Review the other counting strategies learned early in the week. Focus on the counting on strategy within 10. Explain to students how it is faster than other strategies. Explain that there is a more efficient way to count than to count each individual object. The way we do this is to look at the two numbers we are adding. We choose one (often times best if it is the bigger one), then we count on from what the next number would be. So if I look at this domino I see three and four. This is how I would count on 3,

4,5,6,7. Then I am at 7. Have students try examples having them count out loud (this way teacher can tell if they are using counting on).

- By Myself
  - Students will do domino addition using counting on. They will choose a domino. Draw the dots and numbers on the recording sheet. Then they will add the numbers and record.
- Technology
  - Students will work on Splash Math level 3. This level works on counting on strategies to 10.

On Target –

- Teacher/Small Group
  - Teacher will revisit counting strategies from the week (counting on, making a ten). Teacher will provide manipulatives and whiteboards if students need them. They will go through a variety of problems (within 20). Teacher will be watching students to see how they are doing with addition. Teacher will rotate between students doing problems individually and then as a whole group.
- By Myself
  - Students will work with addition clip cards. They will look at the number sentence and of the three answers, clip the correct one. On the back of the card will be the right answer so they can check their answer.
- Technology

- Students will work on iXL D.8. They will be practicing addition facts to 18.

Upper Level –

- Teacher/Small Group
  - Teacher will introduce students to adding with three numbers. First we add two then we use that sum and add the third. Teacher will model this strategy. Show students how to do this with a number line, counting on, or drawing a picture. Explain to students that sometimes the first two numbers will be numbers they just know the answer to. Then they can just count on after adding those two numbers. Explain to students that they can count on using their fingers when they don't have dots to count or pictures to draw.
- By Myself
  - Students will roll three dice. They will record the three numbers. After the numbers are recorded they will find the answer. They can use manipulatives, the number line, or counting on strategies.
- Technology
  - Students will work on iXL E.11 Adding three numbers. This will give the students 3 numbers to add and they choose the answer.

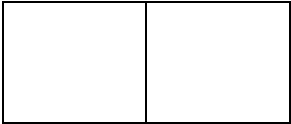


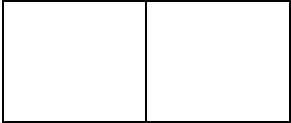
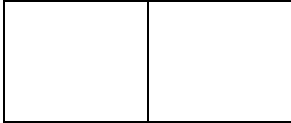
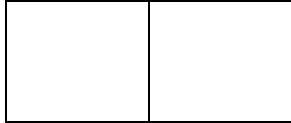
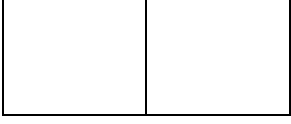
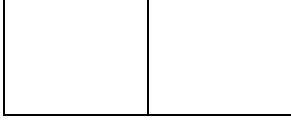

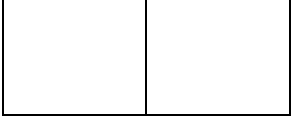
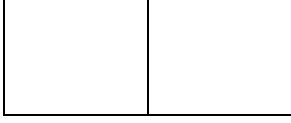
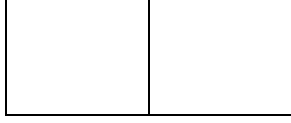
Materials: Dominoes, Dice, Number Lines, Manipulatives, Addition Clipcards, iPads















Day Four Work By Myself – Low

## Add the Dominoes

Directions: Choose a domino. Draw the dots on the recording sheet. Add the numbers and write the sum.

 $\underline{\quad} + \underline{\quad} = \underline{\quad}$	 $\underline{\quad} + \underline{\quad} = \underline{\quad}$	 $\underline{\quad} + \underline{\quad} = \underline{\quad}$
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$	 $\underline{\quad} + \underline{\quad} = \underline{\quad}$	 $\underline{\quad} + \underline{\quad} = \underline{\quad}$
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$	 $\underline{\quad} + \underline{\quad} = \underline{\quad}$	 $\underline{\quad} + \underline{\quad} = \underline{\quad}$
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$	 $\underline{\quad} + \underline{\quad} = \underline{\quad}$	 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

$4 + 7 =$ 			$6 + 7 =$ 			$5 + 9 =$ 		
10	9	11	13	9	11	16	14	11
$3 + 9 =$ 			$4 + 5 =$ 			$2 + 6 =$ 		
12	10	11	10	9	11	8	9	10
$5 + 7 =$ 			$6 + 8 =$ 			$3 + 5 =$ 		
11	12	14	12	14	11	8	9	7
$2 + 8 =$ 			$6 + 9 =$ 			$6 + 4 =$ 		
10	9	11	15	17	16	10	9	8

## Day 4 Work by Myself – High

## Roll and Add!

Directions: Roll the dice. Choose one to start with and count on. Or add the numbers with mental math. Record your two numbers and the answer.

1. \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

9. \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2. \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

10. \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

3. \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

11. \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

4. \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

12. \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

5. \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

13. \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

6. \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

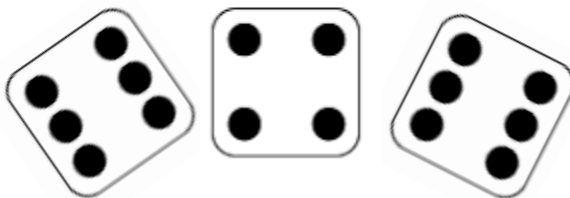
14. \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

7. \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

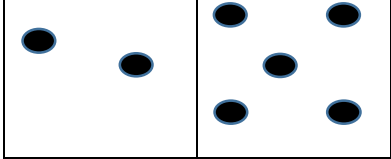
15. \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

8. \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

16. \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



## Day Four Assessment: low, on, high

<p>Add the dominoes.</p>  <p>_____ + _____ = _____</p>	<p><math>6 + 7 = \underline{\hspace{2cm}}</math></p> <p>What strategy did you use?</p>	<p><math>5 + 4 + 4 = \underline{\hspace{2cm}}</math></p>
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Day Five	Work with Teacher	Work by Myself	Technology	Assessment
Lower Level	Focus on word problems (within 5)	Word Problem Addition	Splash Math (kindergarten level 8)	Assessment
On Target	Focus on word problems using strategies learned (within 20).	Word Problem Addition	Splash Math (second grade level 4)	Assessment
Upper Level	Focus on word problems adding 3.	Word Problem Addition	iXL E.12 Adding with 3 – word problems	Assessment

#### Lower Level –

- Teacher/Small Group
  - Focus on word problems within 5. When we have a word problem we read the question, identify the numbers, and then solve. For example, I will read the problem Bob had 3 apples. Jill gave him 2 more apples. How many does Bob have now? First I have to identify my numbers. 3 because he had 3 apples and 2 because Jill gave him 2 more. I am going to add 3 plus 2 because it asks how many he has now. Explain to students that I could use counting on. I could draw a picture since I know what he has. I will put

3 first since that is a bigger number. Then I am going to draw 2 apples because that is what Jill have him. Then we can count 3, 4, 5,. Practice a few more times like this observing/assessing the students. Have students share how they are getting their answer. Explain how we could draw all the apples out, but the counting on strategy is more efficient.

- By Myself
  - Students will work on addition problems. They will draw a problem card and put it on their mat. Then they can draw to solve the problem.
- Technology
  - Students will work on Splash Math. They will do the kindergarten level 8, which is word problems for kindergarten.

On Target –

- Teacher/Small Group
  - Focus on word problems within 10. When we have a word problem we read the question, identify the numbers, and then solve. For example, I will read the problem Bob had 5 apples. Jill gave him 2 more apples. How many does Bob have now? First I have to identify my numbers. 3 because he had 5 apples and 2 because Jill have him to more. I am going to add 5 plus 2 because it asks how many he has now. Explain to students that I could use counting on. I could draw a picture since I know what he has. I will put 3 first since that is a bigger number. Then I am going to draw 2 apples because that is what Jill have him. Then we can count 5,6,7,8.

Practice a few more times like this observing/assessing the students.

Have students share how they are getting their answer. Explain how we could draw all the apples out, but the counting on strategy is more efficient. Rotate between whole group and having the students do some of their own.

- By Myself
  - Students will work on word problems within 10. They will draw a word problem card and place it on their mat. They then can draw pictures if needed to solve.
- Technology
  - Students will work on Splash Math. They will be on second grade level four because it is addition word problems for within 20.

Upper Level –

- Teacher/Small Group
  - Focus on word problems with 3 numbers. When we have a word problem we read the question, identify the numbers, and then solve. For example, I will read the problem Bob had 3 apples. Jill gave him 2 more apples. Then Joe gave him 4 more. How many does Bob have now? First I have to identify my numbers. 3 because he had 3 apples, 2 because Jill gave him 2 more, and 4 because Joe gave him 4 more. I am going to add 3 plus 2 because it asks how many he has now. Explain to students that I could use counting on. I could draw a picture since I know what he has. I will put 3

first since he started with 3 apples. Then I can do mental math and add 2. Now I have 5 apples so I will write 5. Then Joe gave him 4 more so I have to add  $5 + 4$ . I can do this mentally or I can write 5 and then draw 4 apples and count on. Practice a few more times like this observing/assessing the students. Have students share how they are getting their answer. Explain how we could draw all the apples out, but the counting on strategy is more efficient. Rotate between doing problems whole group and students practicing some of their own.

- By Myself
  - Students will work on three number word problems. They will choose a card and place it on their mat. Then they can draw if needed.
- Technology
  - Students will work on iXL E.12 – Word Problems with three numbers.

Materials:

3 levels of Task Cards, Work Mat (in a sleeve to use with dry erase markers), iPads, manipulatives

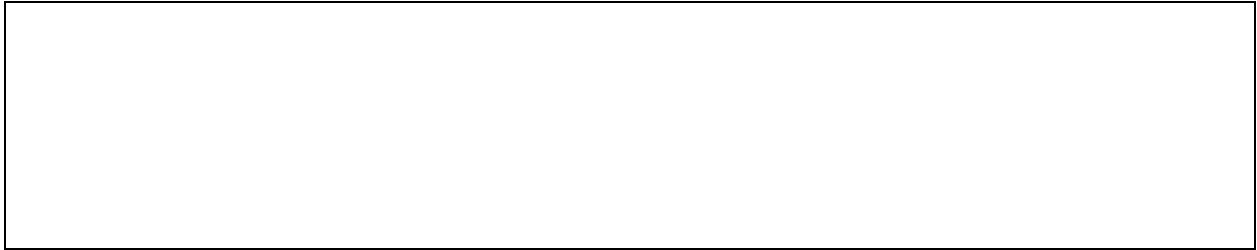
Dry erase work mat for all three levels.



# Word Problems!

Directions: Place your task card in the box and use the space below to solve the word problem.

Problem



Answer



## Work by Myself – low task cards

Jan had 3 cakes. She made 1 more. How many cakes does Jan have?

Bob has 2 dogs. He bought 2 more. How many dogs does Bob have?

Sally has 3 apples. June gave her 2 more. How many apples does Sally have?

John made 1 cookie. Betty made him 3 more. How many cookies does John have?

Joe bought 2 pumpkins. Then he bought 1 more. How many pumpkins does Joe have?

Beth made 2 pancakes. She made 3 more for Sue. How many pancakes did Beth make?

Work by Myself – On target task cards

Jan had 3 cakes. She made 5 more. How many cakes does Jan have?

Bob has 7 dogs. He bought 2 more. How many dogs does Bob have?

Sally has 3 apples. June gave her 6 more. How many apples does Sally have?

John made 2 cookies. Betty made him 6 more. How many cookies does John have?

Joe bought 5 pumpkins. Then he bought 4 more. How many pumpkins does Joe have?

Beth made 6 pancakes. She made 4 more for Sue. How many pancakes did Beth make?

## Work by Myself – High task cards

Jan had 3 cakes. She made 1 more. Then Joe gave her 2 more. How many cakes does Jan have?

Bob has 2 dogs. He bought 2 more. He then bought 3 more. How many dogs does Bob have?

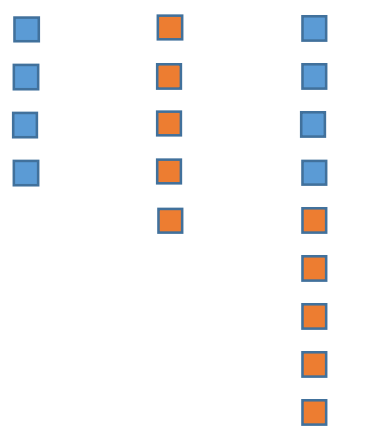
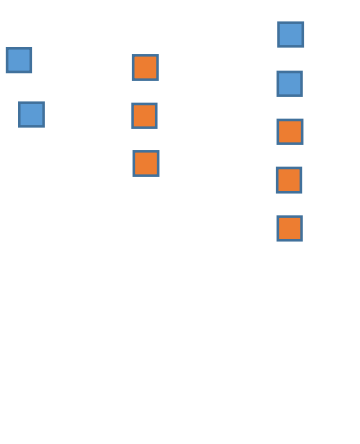
Sally has 3 apples. June gave her 2 more. Then Sue gave her 5 more. How many apples does Sally have?

John made 1 cookie. Betty made him 3 more. John bought 4 more cookies. How many cookies does John have?

Joe bought 2 pumpkins. Then he bought 1 more. Bob gave Joe 3 pumpkins. How many pumpkins does Joe have?

Beth made 2 pancakes. She made 3 more for Sue. She made 6 more for June. How many pancakes did Beth make?

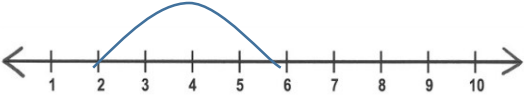
1.

$4 + 5 = \underline{\quad}$ 	$2 + 3 = \underline{\quad}$ 
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2.

$3 + 5 = \underline{\quad}$ <table border="1" style="width: 100%; height: 80px; border-collapse: collapse;"><tr><td style="width: 20%; height: 20px;"></td><td style="width: 20%; height: 20px;"></td><td style="width: 20%; height: 20px;"></td><td style="width: 20%; height: 20px;"></td><td style="width: 20%; height: 20px;"></td></tr><tr><td style="width: 20%; height: 20px;"></td><td style="width: 20%; height: 20px;"></td><td style="width: 20%; height: 20px;"></td><td style="width: 20%; height: 20px;"></td><td style="width: 20%; height: 20px;"></td></tr></table>											$2 + 4 = \underline{\quad}$ <table border="1" style="width: 100%; height: 80px; border-collapse: collapse;"><tr><td style="width: 20%; height: 20px;"></td><td style="width: 20%; height: 20px;"></td><td style="width: 20%; height: 20px;"></td><td style="width: 20%; height: 20px;"></td><td style="width: 20%; height: 20px;"></td></tr><tr><td style="width: 20%; height: 20px;"></td><td style="width: 20%; height: 20px;"></td><td style="width: 20%; height: 20px;"></td><td style="width: 20%; height: 20px;"></td><td style="width: 20%; height: 20px;"></td></tr></table>										

3.



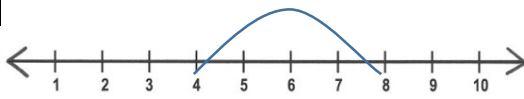
A number line from 1 to 10 with tick marks. A blue arc starts at 2 and ends at 6, representing the addition of 4 to 2.

Circle what the number line shows.

A.  $1 + 4 = 5$

B.  $6 + 2 = 8$

C.  $2 + 4 = 6$



A number line from 1 to 10 with tick marks. A blue arc starts at 4 and ends at 8, representing the addition of 4 to 4.

Circle what the number line shows.

A.  $4 + 8 = 12$

B.  $4 + 6 = 8$



C.  $4 + 4 = 8$

4.

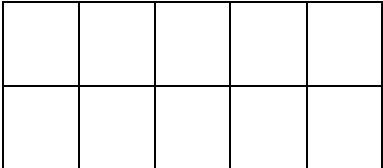
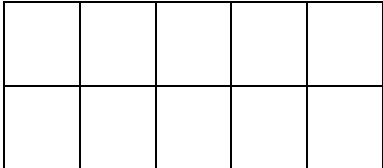
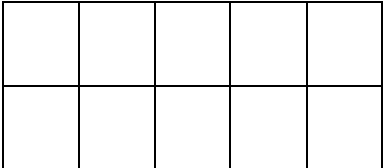
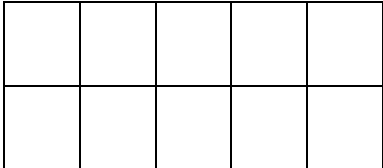
Jan had 3 cakes. She made 1 more. How many cakes does Jan have?

Bob has 2 dogs. He bought 4 more. How many dogs does Bob have?

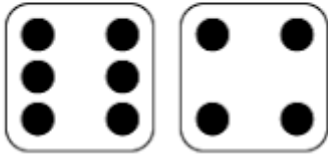
1.

$6 + 8 = \underline{\quad}$ 	$5 + 4 = \underline{\quad}$ 
--	--

2.

$8 + 5 = \underline{\quad}$ 	$7 + 6 = \underline{\quad}$ 
	

3.



Choose the number sentence that represents what the dice show.

A.  $4 + 6 = 11$

B.  $6 + 4 = 10$

C.  $4 + 8 = 12$

4.

$6 + 7 = \underline{\quad\quad}$	$8 + 9 = \underline{\quad\quad}$
What strategy did you use?	What strategy did you use?



5.

John made 2 cookies. Betty made him 6 more. How many cookies does John have?

Joe bought 5 pumpkins. Then he bought 4 more. How many pumpkins does Joe have?



1.

$6 + \underline{\quad\quad} = 14$	$4 + \underline{\quad\quad} = 11$
	

2.

Use mental strategies to solve $12 + 7 = \underline{\quad\quad}$	Use mental strategies to solve $15 + 3 = \underline{\quad\quad}$
---	---

3.

Choose the number sentence that best answers

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad 15 \quad}$$

A.  $2 + 11 = 15$

B.  $4 + 9 = 15$

C.  $3 + 12 = 15$

Choose the number sentence that best answers

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad 17 \quad}$$

A.  $2 + 14 = 17$

B.  $11 + 6 = 17$

C.  $6 + 9 = 17$

4.

$$5 + 3 + 4 = \underline{\quad\quad}$$

$$6 + 2 + 3 = \underline{\quad\quad}$$

5.

Sally has 3 apples. June gave her 2 more. Then Sue gave her 6 more. How many apples does Sally have?

John made 2 cookies. Betty made him 3 more. John bought 4 more cookies. How many cookies does John have?