

MATHS







Lesson 9

Prep

Topic: Number and place value

Representing addition (2)

Lesson concepts

-  **Number** — Quantity
-  **Equivalence** — Language
-  **Addition and subtraction** — Process/operation
-  **Addition and subtraction** — Relationships

Today students will:

- ▶ represent addition situations.

Resources

Digital

Learning object — Introducing the addition concept

Find and prepare

Two dice (or search online for 'dice roller')

Small whiteboard or cardboard (approx 20 × 30 cm)

Counters or blocks of two different colours

Key terms

addition, 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

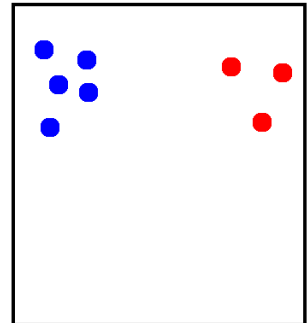
Play a dice game

Explain to students how to play this dice game:

- You need two players. Each player rolls one dice each.
- Players look at the number on their dice and call out, as quickly as they can, 'more', 'less' or 'equal', depending on whether the number shown on their dice is more than, less than or the same as the other player's dice.
- Repeat for 10 rolls of the dice.

Combine groups to identify the total

- Explain to students that they are going to make groups of counters on the whiteboard or cardboard and talk about the addition.
- Have students randomly select counters of two different colours and place them on the whiteboard or cardboard in groups according to their colour, until you say 'stop'.
- Say 'stop' when they have eight counters on the board.
- When students have made two groups, ask questions to help them to identify the addition.



Focus questions

Q: *How many [red] counters did you take out of the container?*

A: For example: three

Q: *How many [blue] counters?*

A: For example: five

Q: *Does the [red] group have more, less or the same number of counters as the [blue] group?*

A: For example: less

Q: *How can you tell?*

A: For example: I can tell just by looking; I know that five is more than three.

Focus questions

Q: *What is the total number of counters on the whiteboard?*

A: For example: eight

Q: *How did you work that out?*

A: For example: I counted them all; I counted forwards from five blue counters.

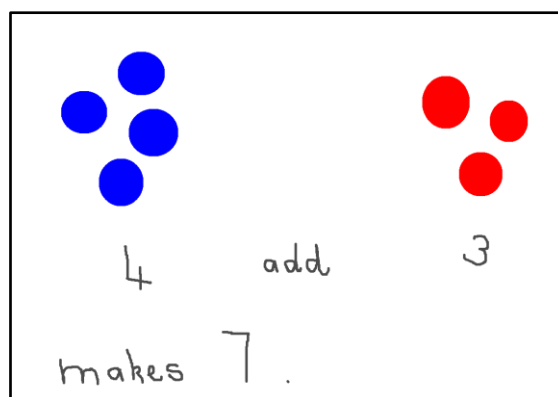
Q: *How would you describe what you did and what you ended up with?*

A: For example: I added the two groups. The total of the two groups was eight.

Q: *What can you say about the [red] counters, the [blue] counters and how many altogether?*

A: For example: Three red counters and five blue counters make eight counters altogether.

- Repeat the above activity twice. In the first game, say 'stop' when students have seven counters on the board; in the next game, say 'stop' when they have nine counters on the board.
- Ask students to describe what they see on the board (for example, I can see seven red counters and two blue counters. That makes nine counters.)
- Explain to students that we use words such as 'and' or 'add' when we join two groups together.
- Help students to use words and numbers to record one of the addition situations they created with the counters on the whiteboard. For example:



- Have students complete the **Learning object — Introducing the addition concept**.
- Students can follow the audio directions and complete the learning object independently. Support students, where necessary, to type numbers to show how many.

