6.2 Addition: Writing equations (put together)

In this lesson, students are introduced to the symbol for addition. They then write equations to match domino dot cards.

Step 1 Preparing the lesson

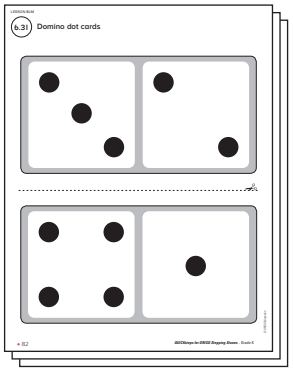
You will need:

- 1 set of large dominoes from Blackline Masters 6.31–6.32

Each student will need:

- Student Journal 6.2

Blackline Master 6.31–6.32



Step 2 Starting the lesson

Say, *When we count by ones, we take little steps between numbers. Today we are going to take big steps and count by tens.* Say the sequence to count in steps of 10 to 100. Repeat the count, then invite the students to say it with you. Point out that the starting sounds for the number names twenty to ninety are similar to the number names for two to nine. Say, *Listen carefully to the end sound because it can be a little tricky. It can sound like a teen number if you do not say it clearly.* Repeat the count sequence, emphasizing the sounds. Then have the class say the sequence with you again. Say, *Think about the patterns in the count.* Then ask, *What do you notice about counting by tens? How is counting by tens like counting by ones?* Repeat at other times during the week. (**SMP8**)

Step 3 Teaching the lesson

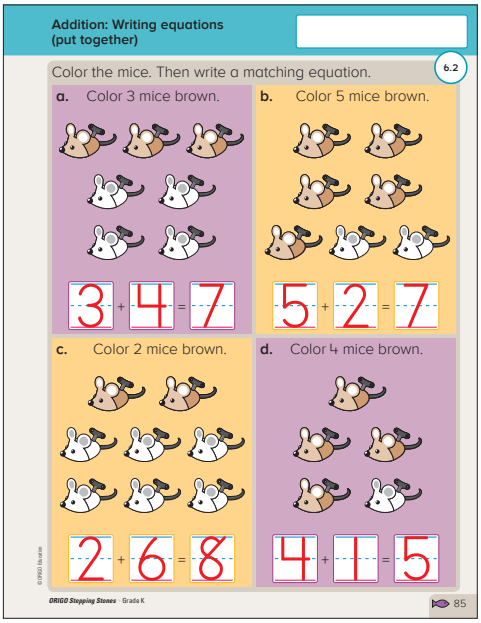
Display the 3 and 2 domino and ask, *What numbers are shown on this domino?* (**SMP2**) If necessary, remind students that one number is shown on each end of the domino. Confirm that the domino shows the numbers three and two. Ask, *What is the total number of dots? What sentence can we write to show the adding?* Have the students count all the dots to identify the total. Write 3 add 2 equals 5 on the board. (**SMP2**)

Analyze the sentence with the students. Ask, *Does anyone know another way to write this sentence? Who can remember the symbol for equals?* (**SMP6**) Have the students draw the symbol in the air. Ask, *Who knows the symbol for addition?* Invite a volunteer to draw the addition symbol on the board. If the symbol is not familiar, draw the symbol for the students. Ask, *Who has seen this symbol before?* Encourage students to share their experiences. They can then practice writing the symbol in the air. Rewrite 3 add 2 equals 5 as 3 + 2 = 5 on the board.

Repeat the discussion with the remaining dominoes. Challenge the students to write an equation to match each domino. (**SMP2** and **SMP6**)

Read the instructions at the top of Student Journal 6.2 (purple fish) with the students. Make sure they know what to do, then have them work independently to complete the task.

Student Journal 6.2, p. 85



Step 4 Reflecting on the work

Discuss the students' answers to Student Journal 6.2. Lead a discussion on the points below:

What is happening in each picture?

What numbers do you know for each story?

What numbers do you need to find out for each?

Where did you write each of the numbers in the equation?

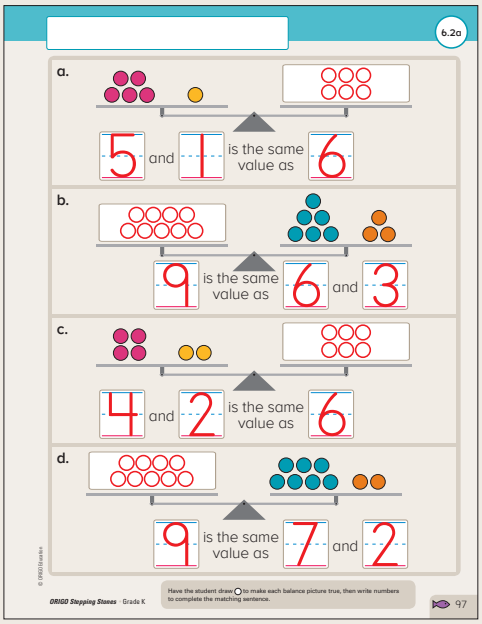
Reinforce the idea that addition is finding the total when the numbers in two (or more) parts are known.

Maintaining concepts and skills

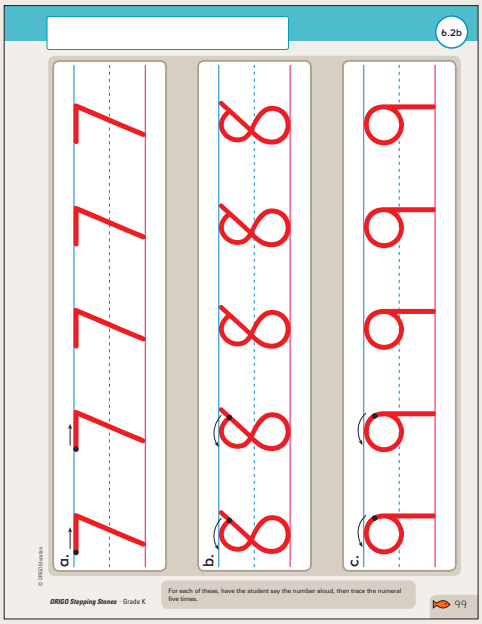
Practice book

This lesson provides one page of ongoing practice that revisits content from the previous module. It also provides an extra page for the practice of numeral writing.

Practice book 6.2a, p. 97



Practice book 6.2b, p. 99



Differentiation

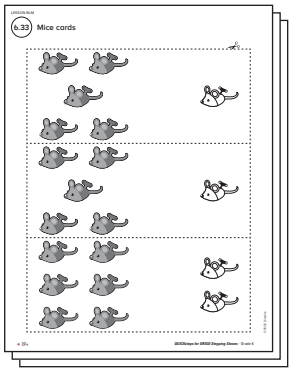
Extra help

Each pair of students will need:

- 1 set of cards from Blackline Masters 6.33–6.34
- 12 blank cards

Organize students into pairs, and distribute the resources. For each picture card, have the students write a matching expression using the addition symbol (+) on one blank card (for example, 5 + 1), and the total (for example, 6) on another blank card. The students can then mix and match all the cards.

Blackline Masters 6.33–6.34



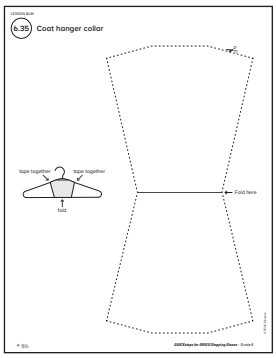
Extra practice

Organize students into pairs to play the online *Fundamentals* game, *The Race is on.*

Small group activities

1. Coat hanger facts

Blackline Master 6.35



You will need:

- 6 folded collars from Blackline Master 6.35
- 6 wire hangers
- scissors and tape

Each small group of students will need:

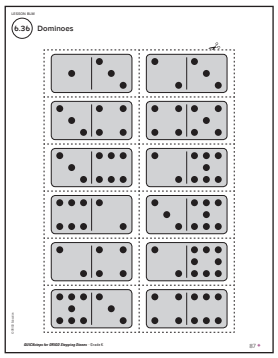
- 1 collared hanger
- clothespins in two different colors

Cut, laminate, fold, and tape collars to the six coat hangers. Write the numeral 5 on both sides of one collar. Repeat for the other numerals to 10.

Organize students into small groups, and distribute the resources. Each group says the number on their hanger. Explain that this is the total. Direct them to place two (red) clothespins on one side of the hanger. Then ask, *How many clothespins do you need to put on the other side to equal the total?* Answers will vary depending on the total shown on the hanger. Have the students attach the clothespins and write the addition fact they have made. Repeat the activity starting with one clothespin on one side.

2. Domino facts

Blackline Master 6.36



Each group of students will need:

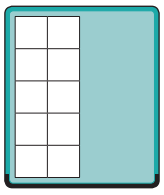
- 1 set of dominoes from Blackline Master 6.36
- 12 blank cards (approximately 3 inches by 8 inches)

Organize students into groups, and distribute the resources. Each group writes one addition equation on a blank card to match each domino. They use the dominoes and cards to play mix-and-match games.

Enrichment

Combinations of ten

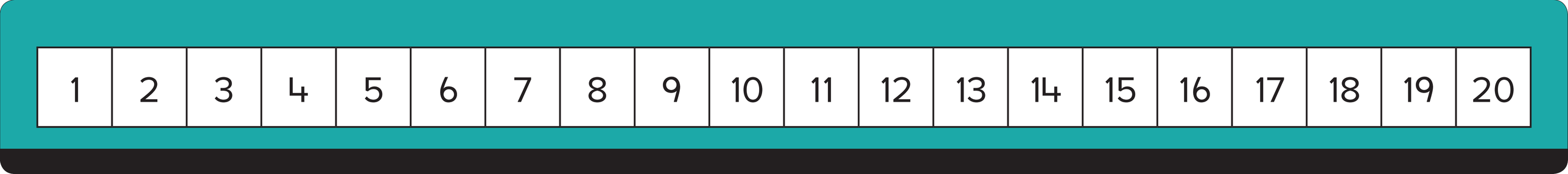
Ten-frame



Each student will need:

- 1 ten-frame from *The Number Case*
- counters in two colors

Have the student represent two groups that make ten and write the matching equation. Challenge them to represent and write all the different combinations that make ten.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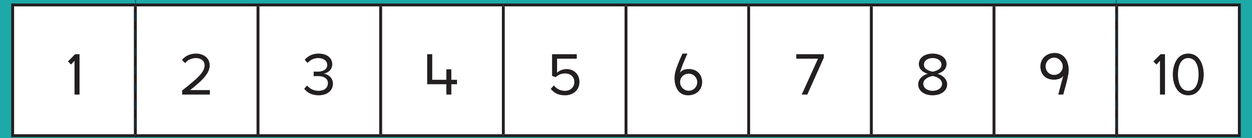
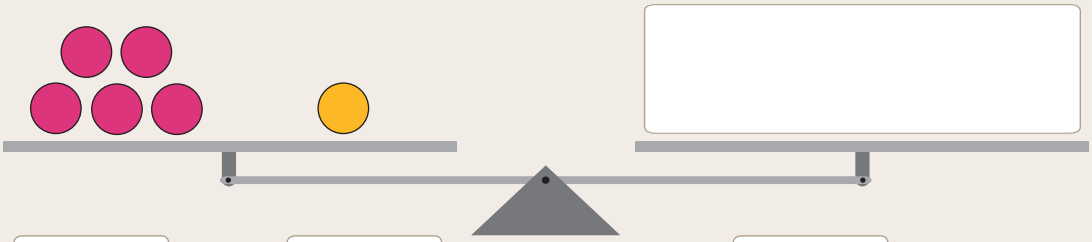


a.



and

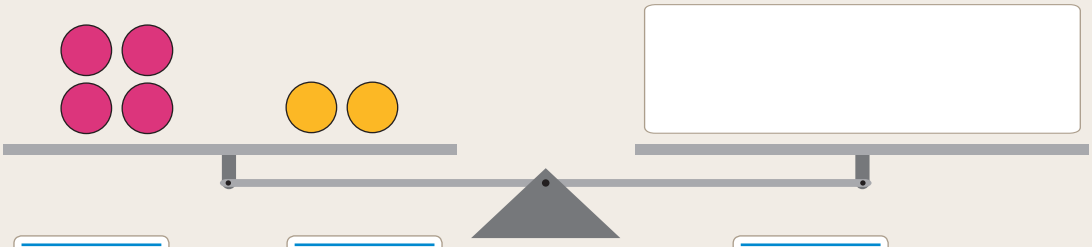
is the same value as

b.

is the same value as

and

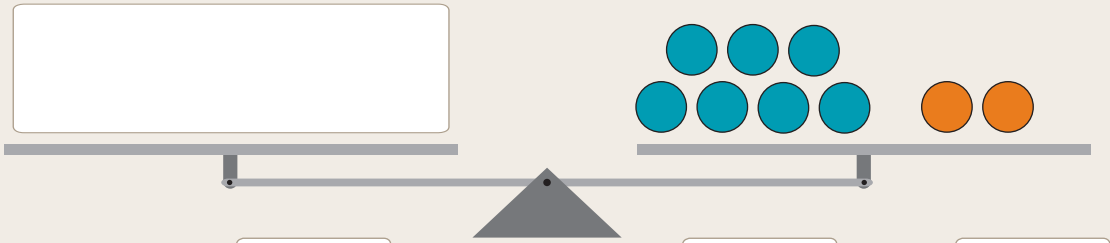
c.



and

is the same value as

d.

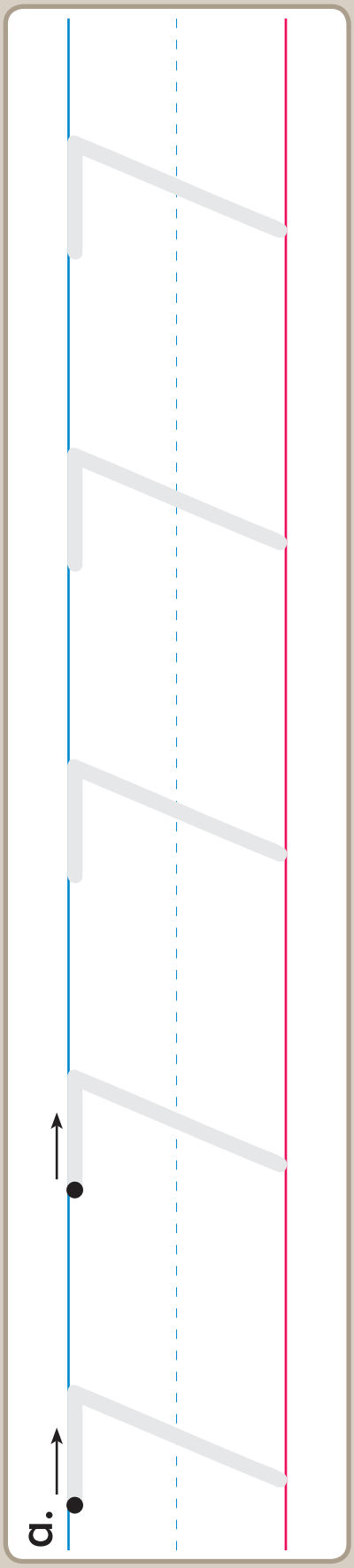


is the same value as

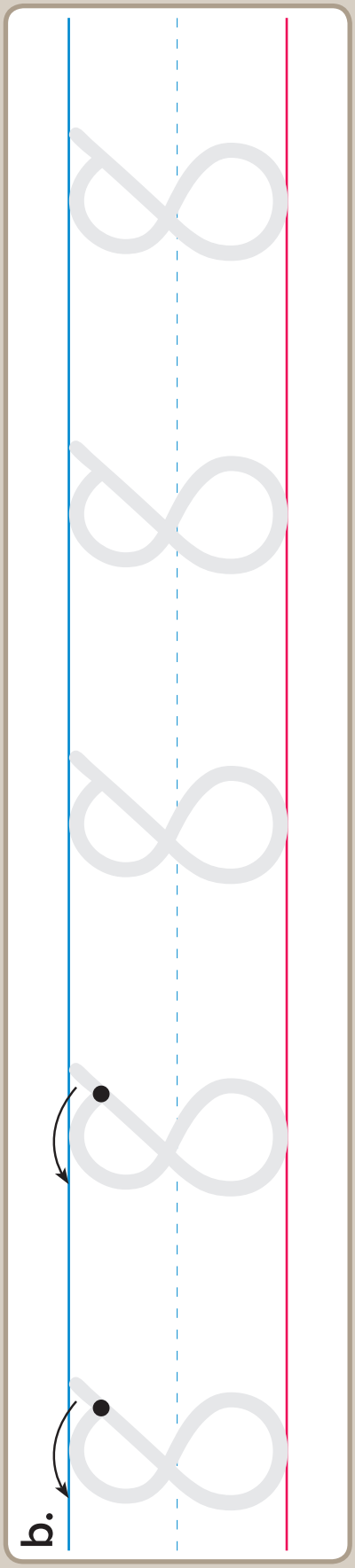
and

Have the student draw ◯ to make each balance picture true, then write numbers to complete the matching sentence.

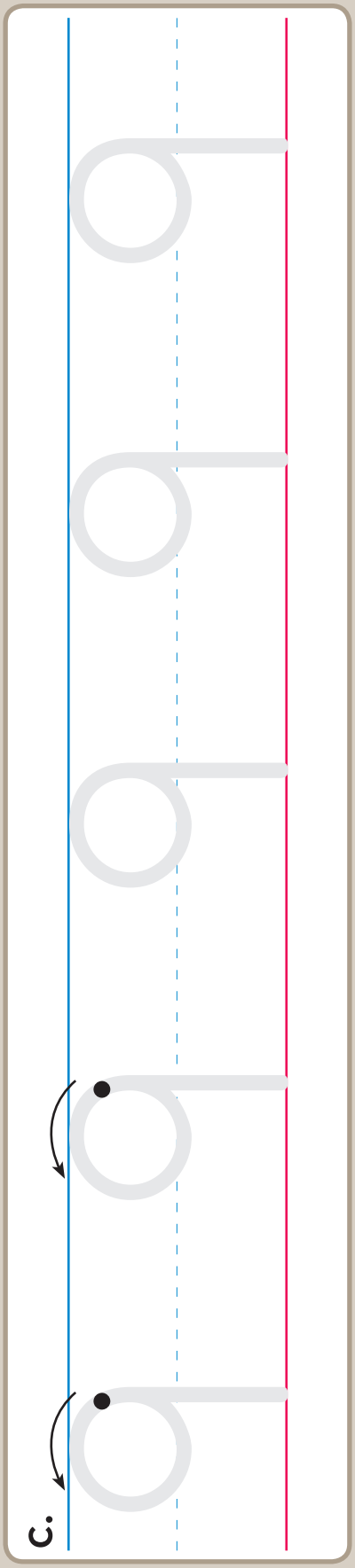
a.



b.

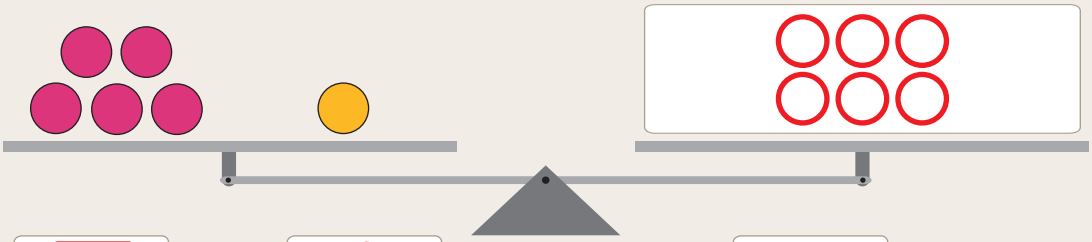


c.



For each of these, have the student say the number aloud, then trace the numeral five times.

a.

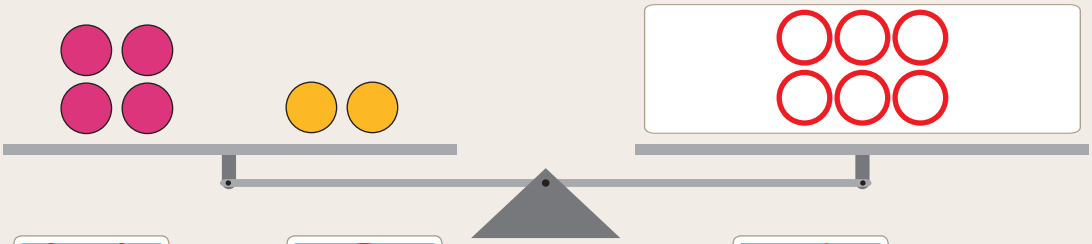


5 and 1 is the same value as 6

b.

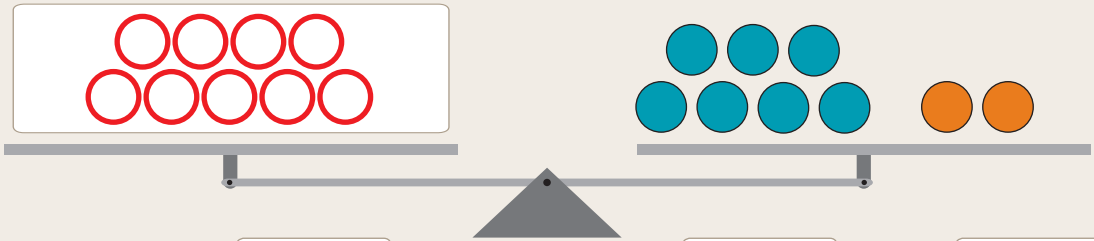
9 is the same value as 6 and 3

c.



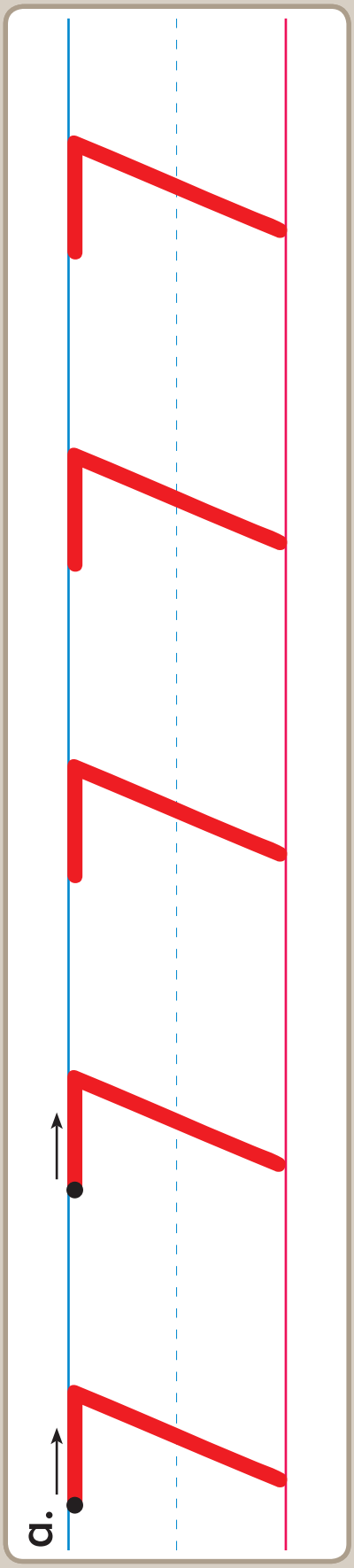
4 and 2 is the same value as 6

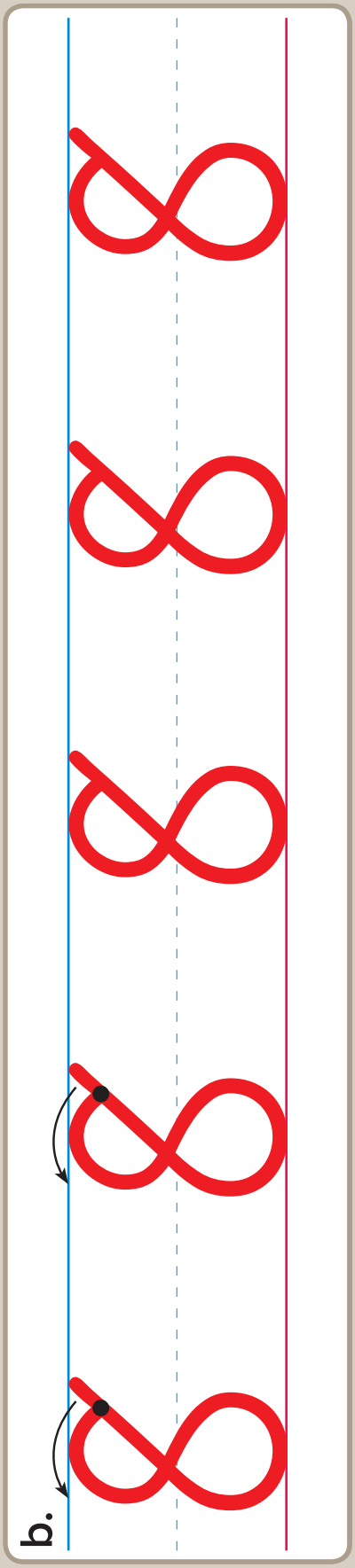
d.

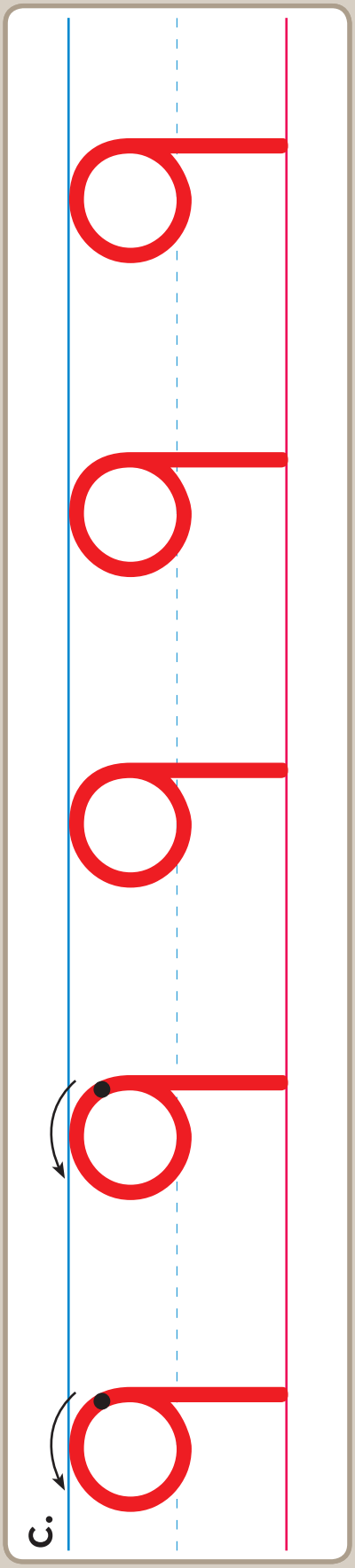


9 is the same value as 7 and 2

Have the student draw ◯ to make each balance picture true, then write numbers to complete the matching sentence.







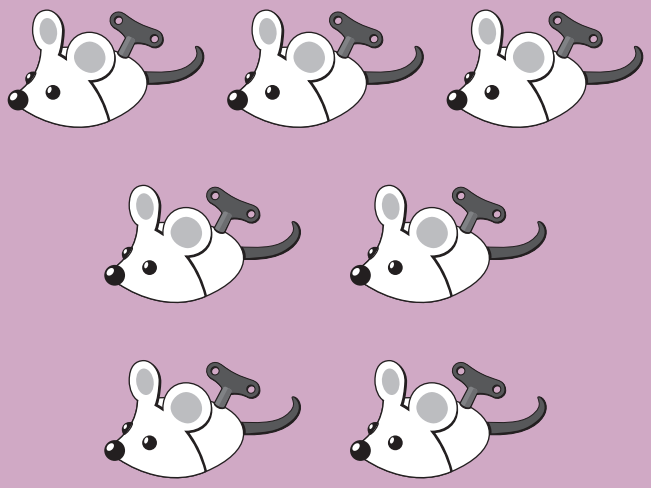
For each of these, have the student say the number aloud, then trace the numeral five times.

Addition: Writing equations (put together)

6.2

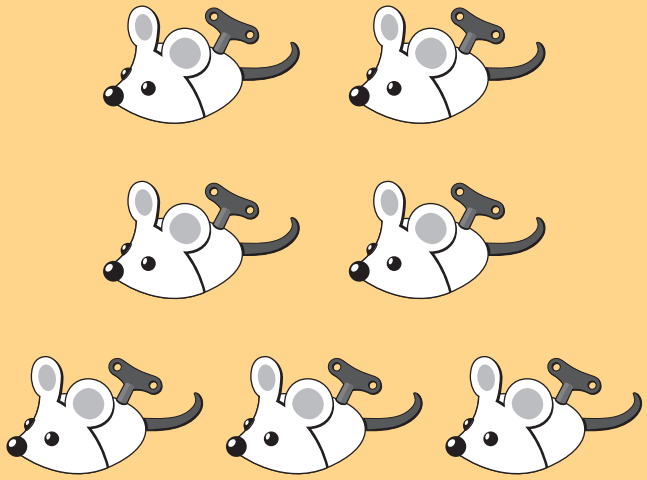
Color the mice. Then write a matching equation.

a. Color 3 mice brown.



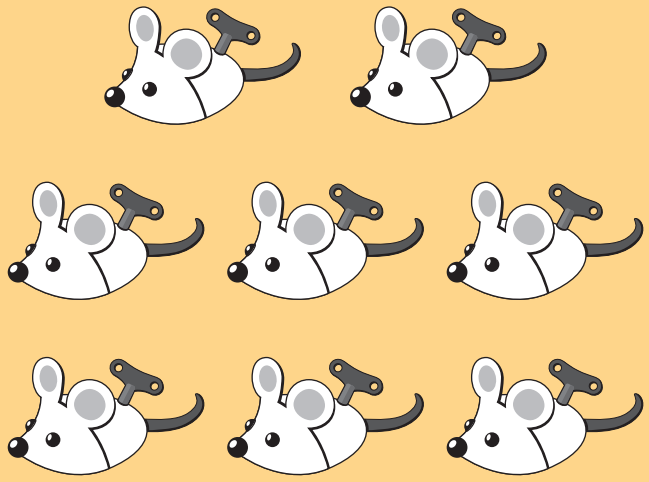
___ + ___ = ___

b. Color 5 mice brown.



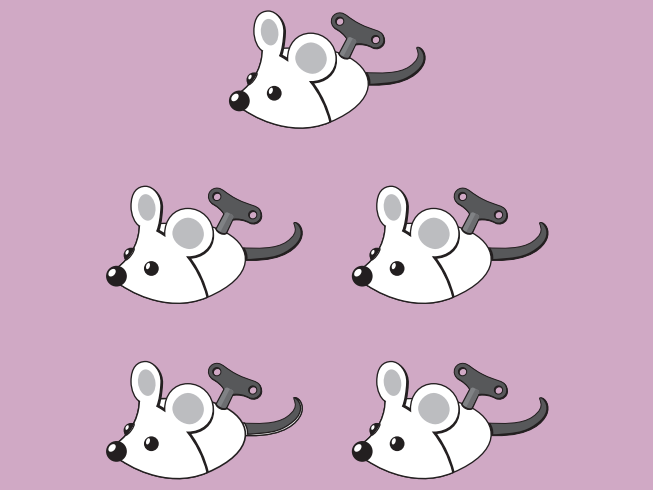
___ + ___ = ___

c. Color 2 mice brown.



___ + ___ = ___

d. Color 4 mice brown.



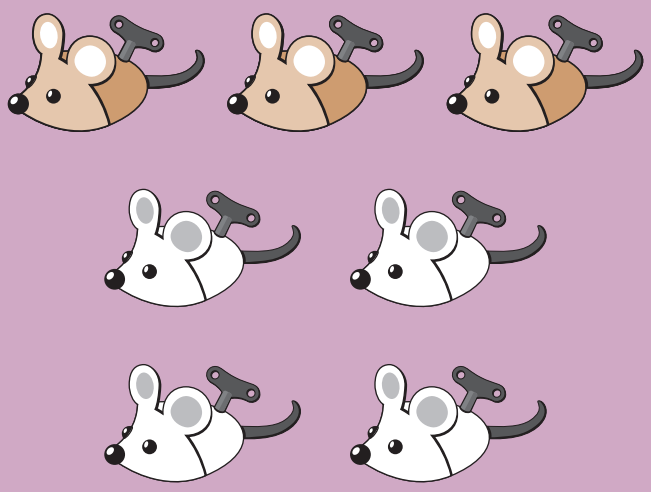
___ + ___ = ___

Addition: Writing equations (put together)

6.2

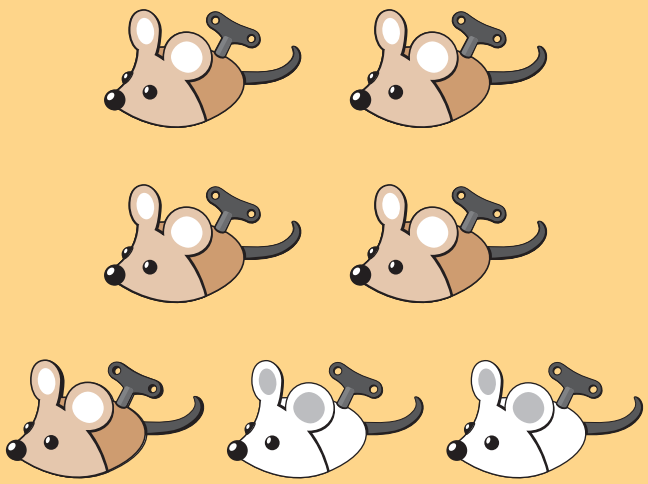
Color the mice. Then write a matching equation.

a. Color 3 mice brown.



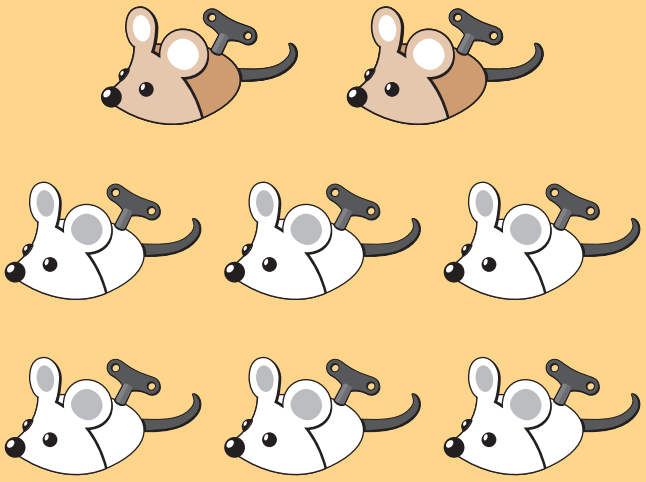
3 + 4 = 7

b. Color 5 mice brown.



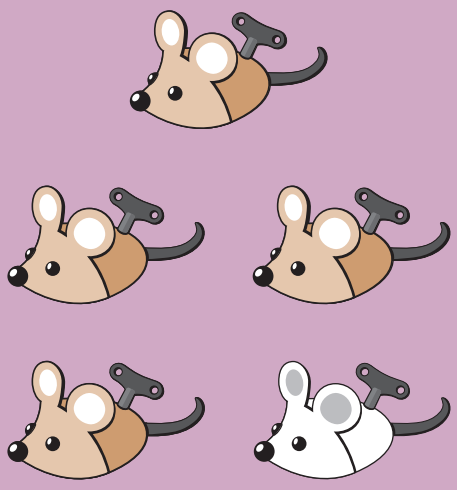
5 + 2 = 7

c. Color 2 mice brown.



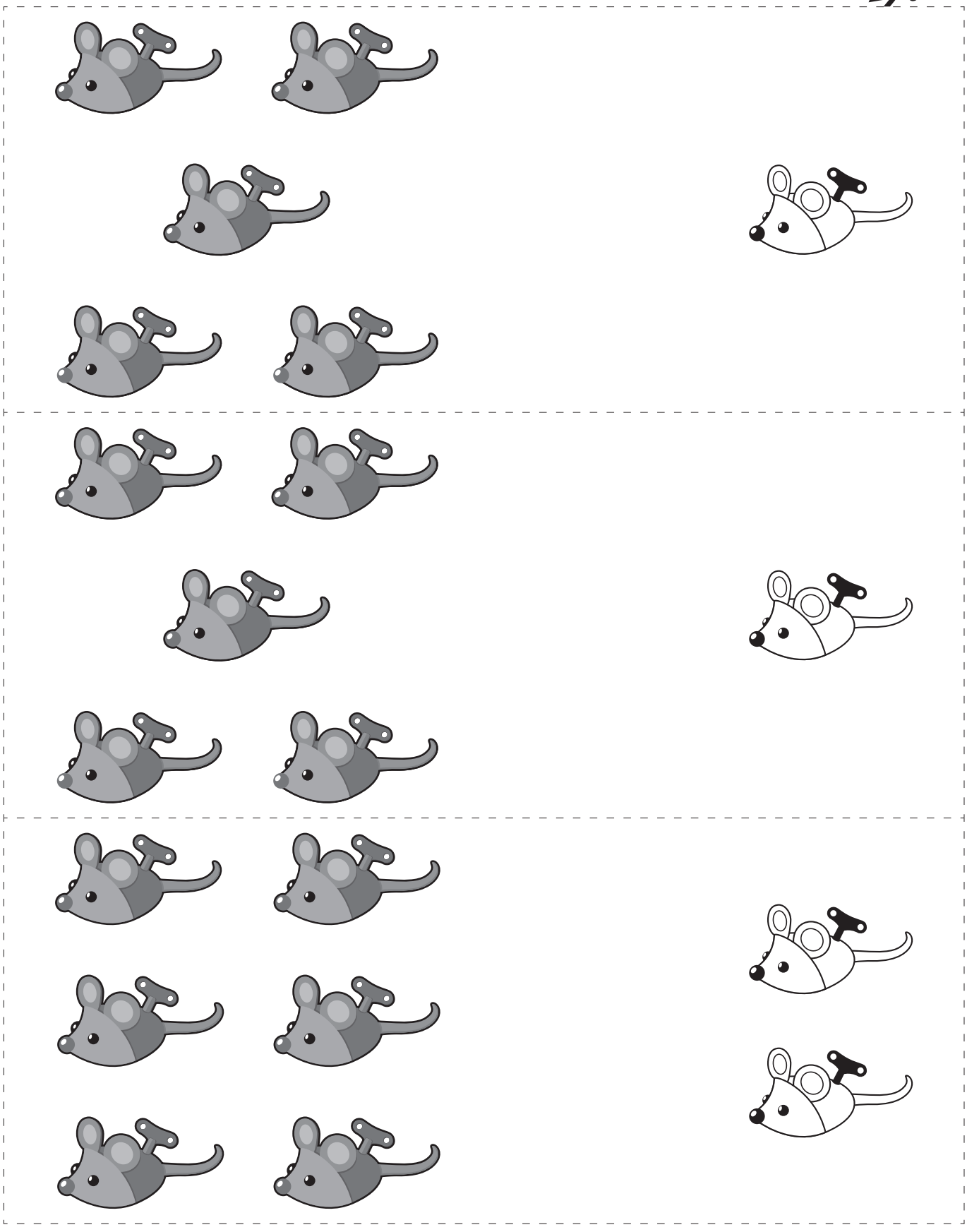
2 + 6 = 8

d. Color 4 mice brown.

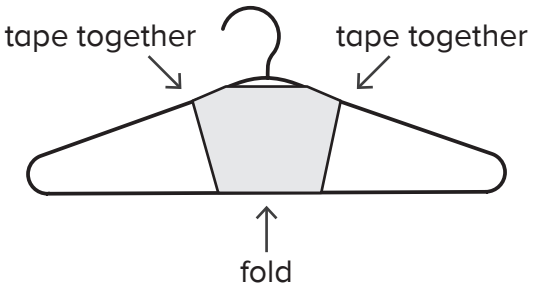


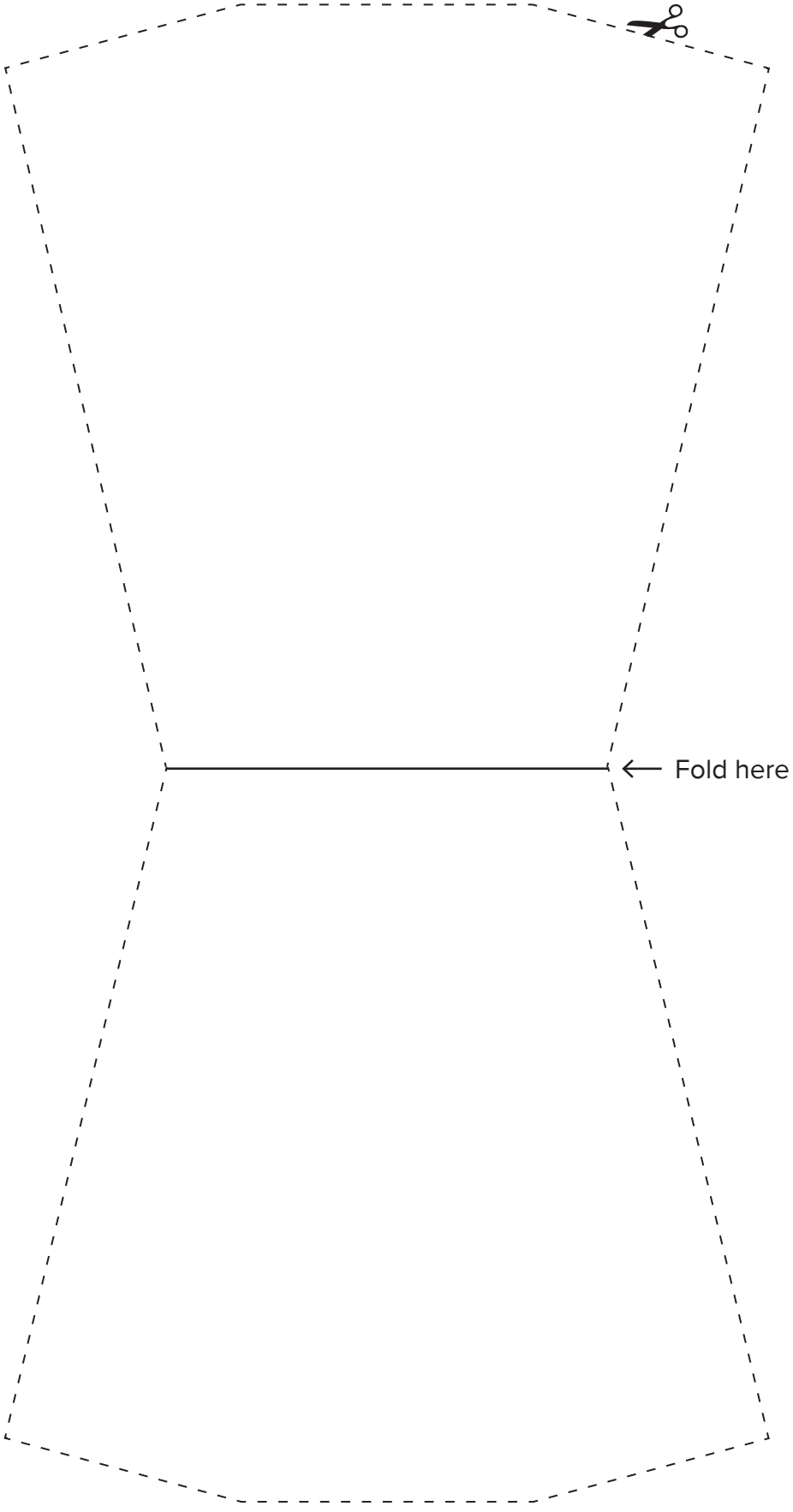
4 + 1 = 5

6.33 Mice cards

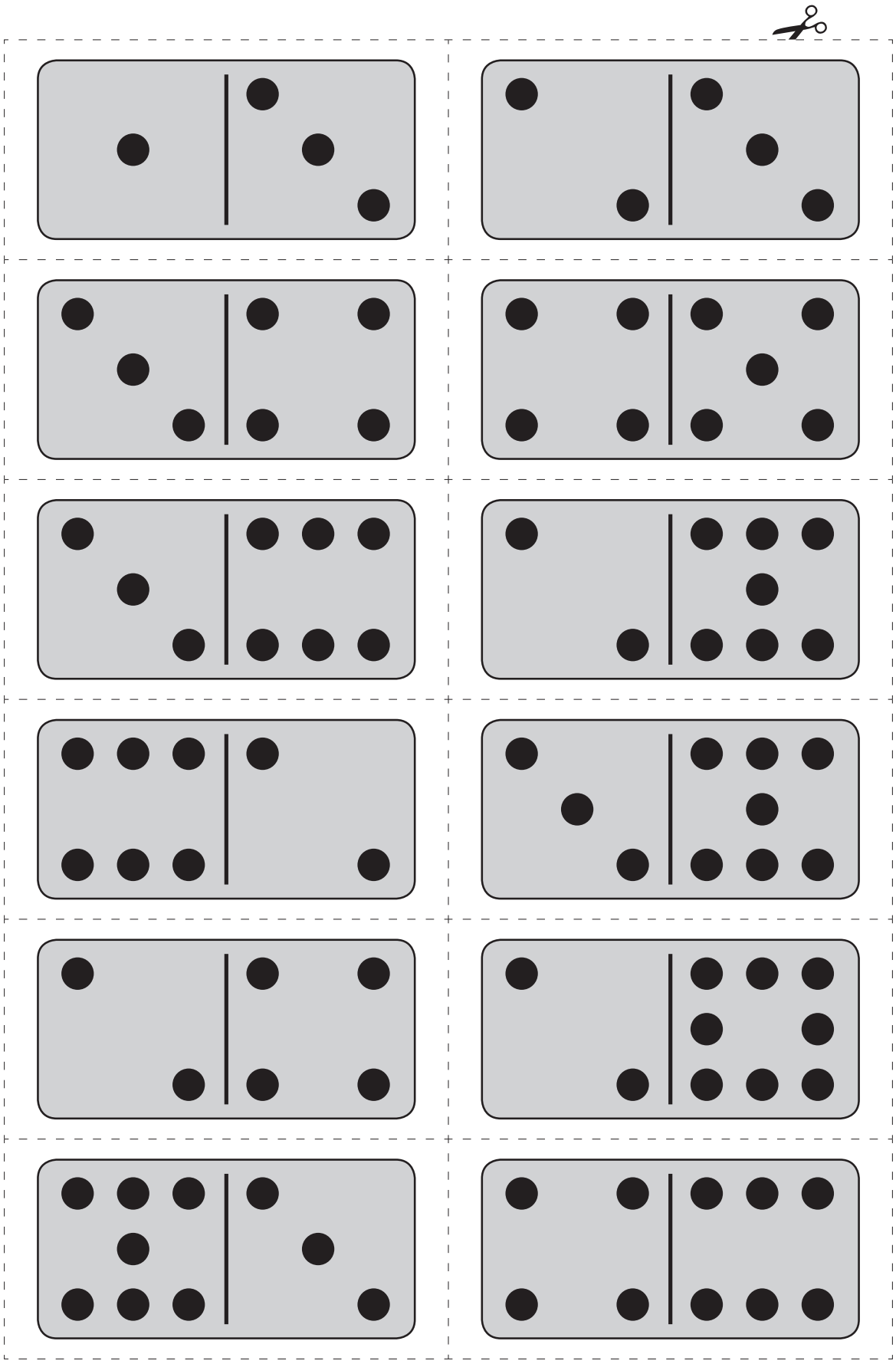


6.35 Coat hanger collar

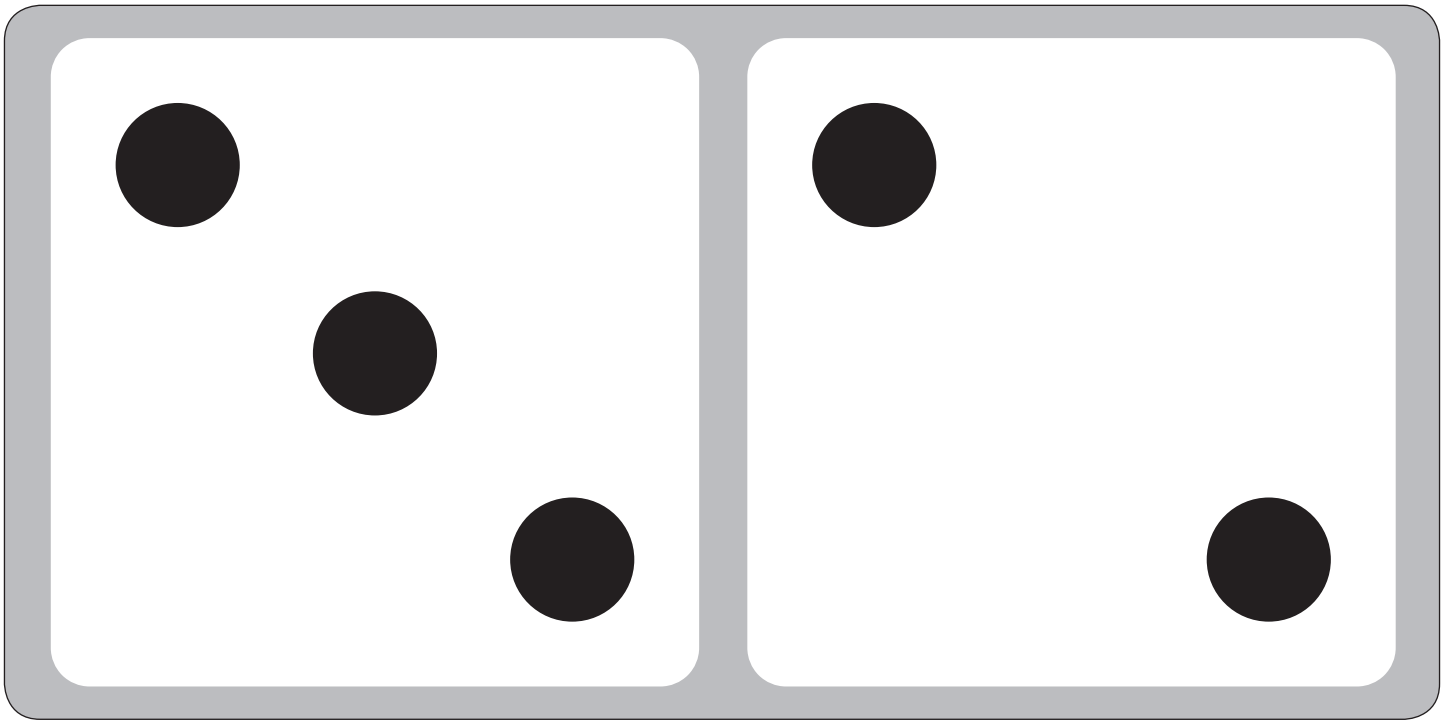


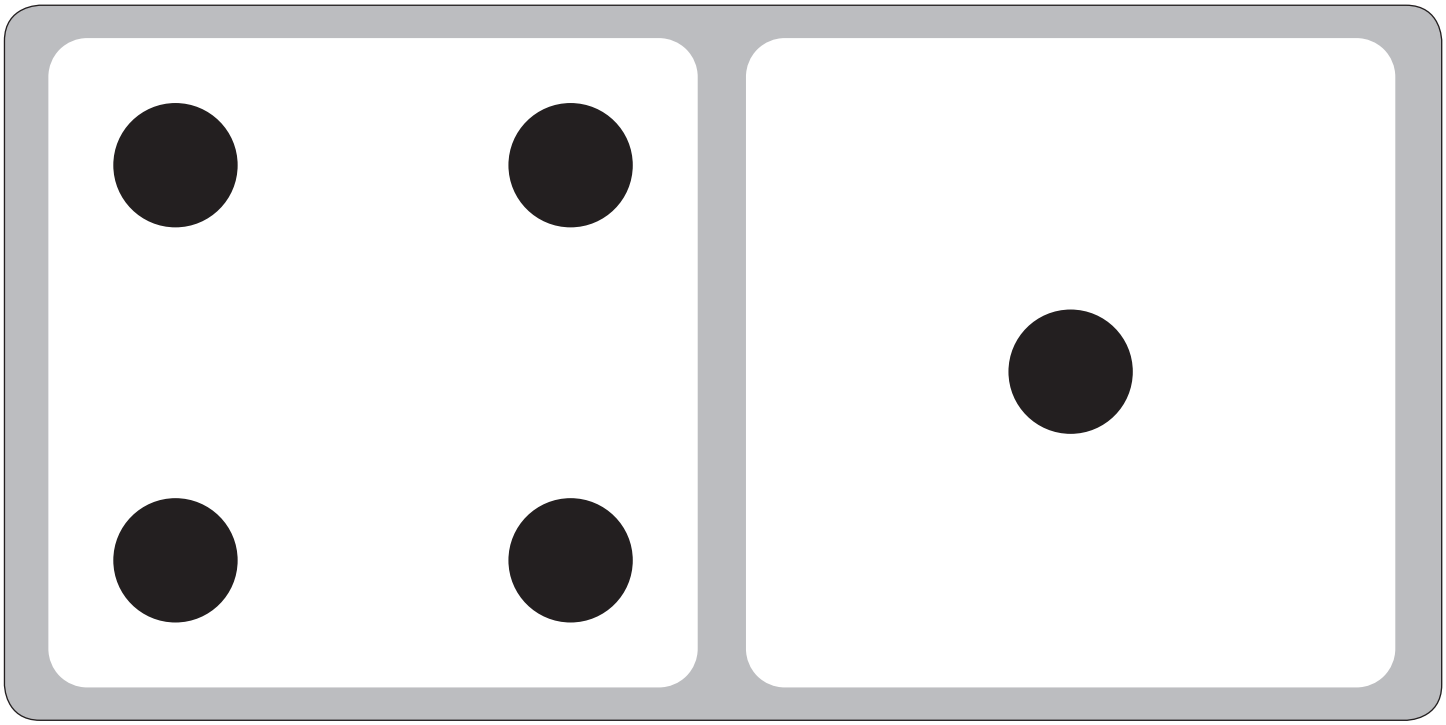


6.36 Dominoes

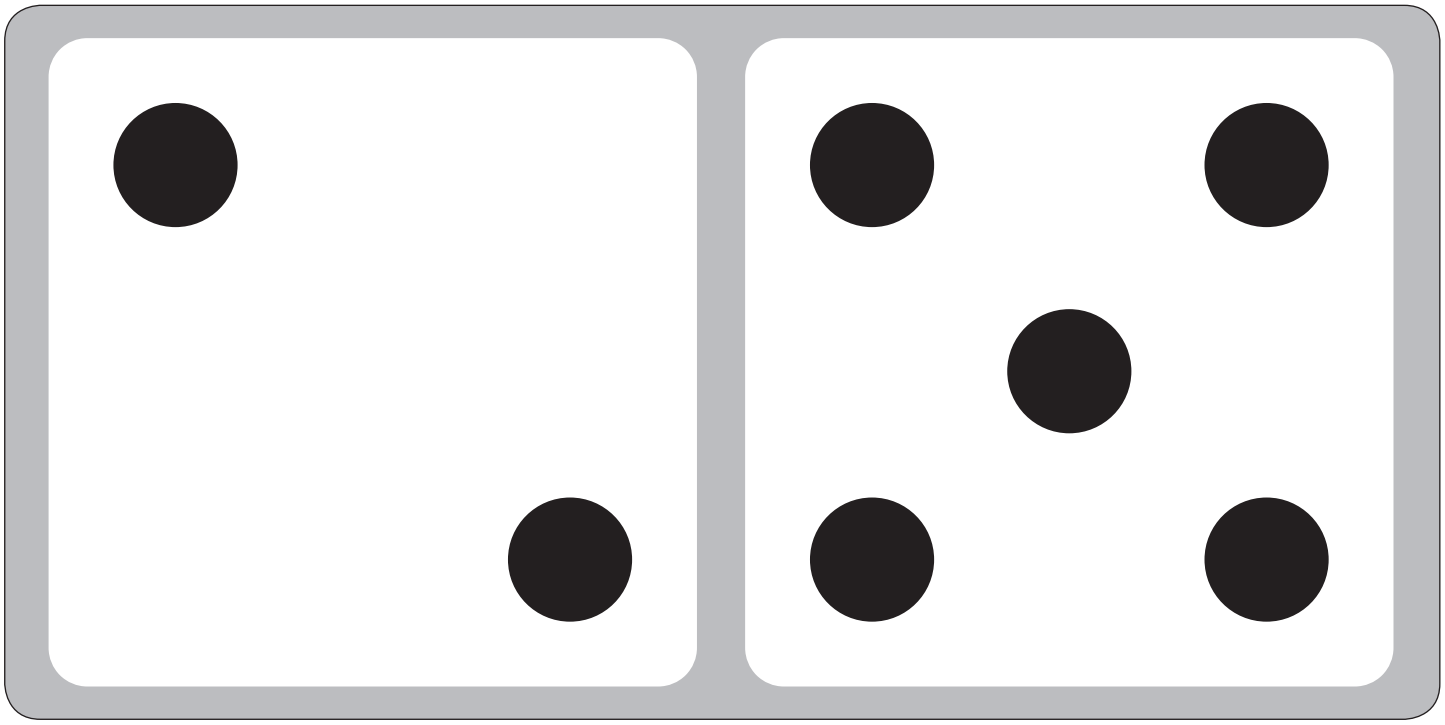


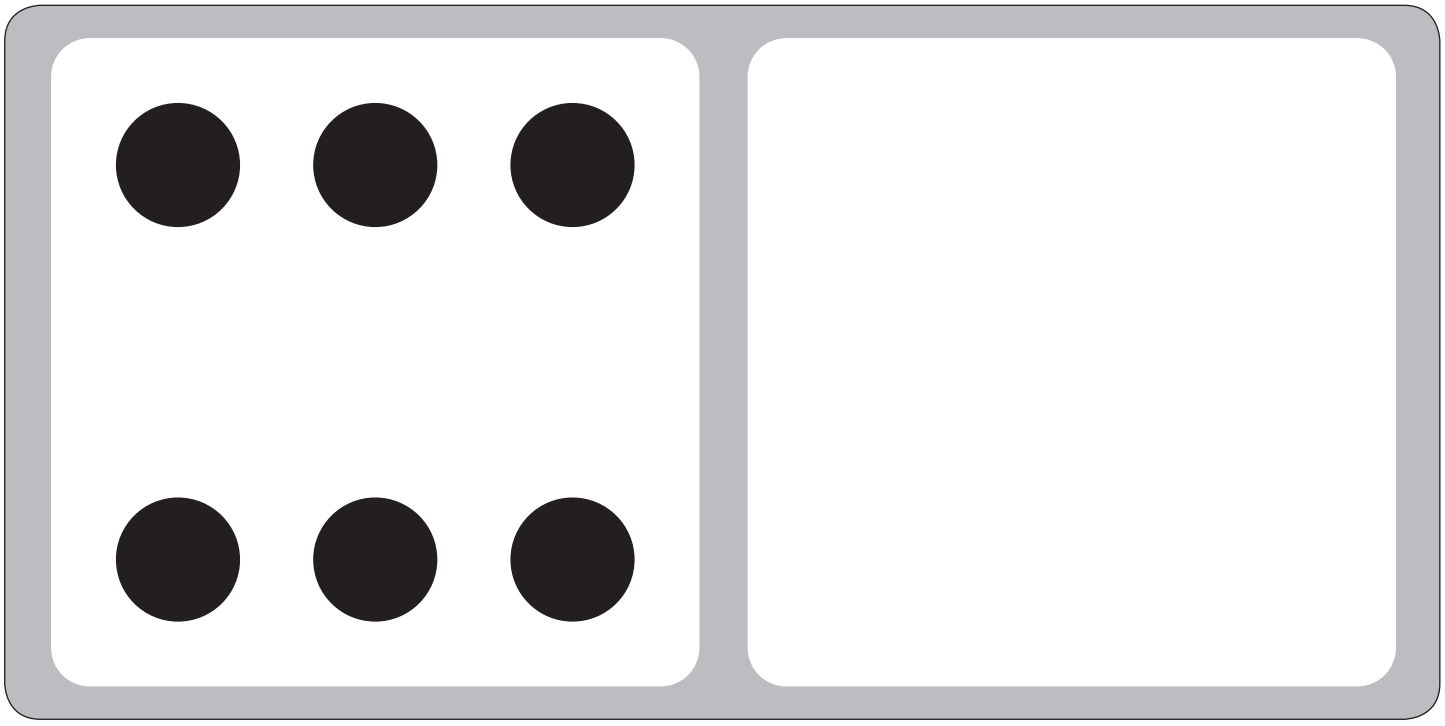
6.31 Domino dot cards

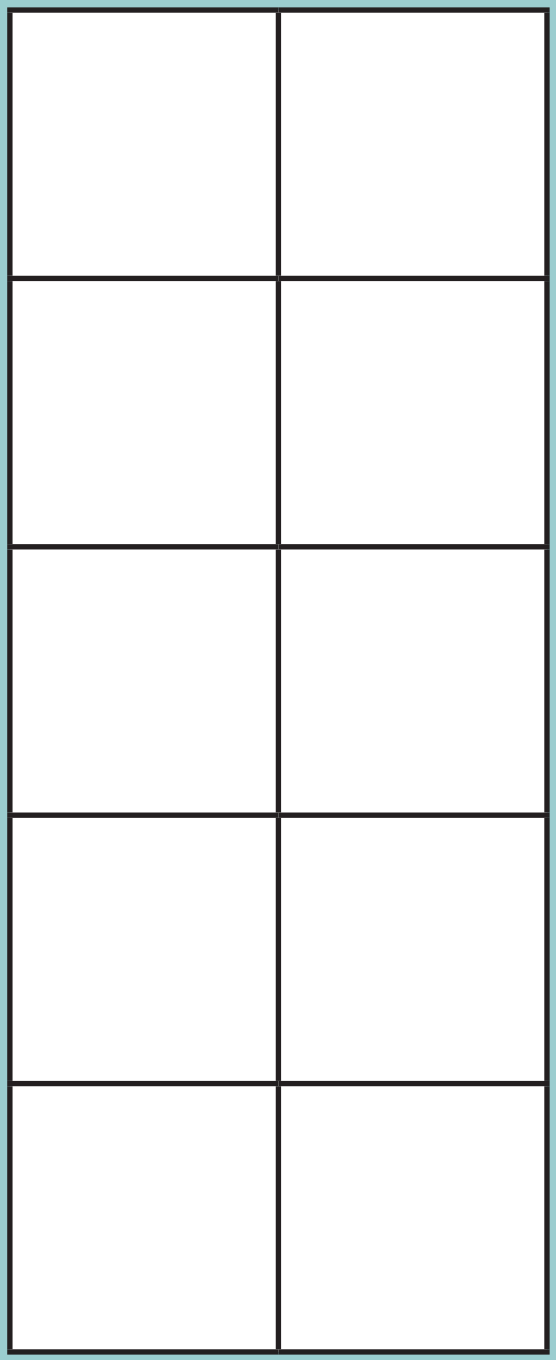




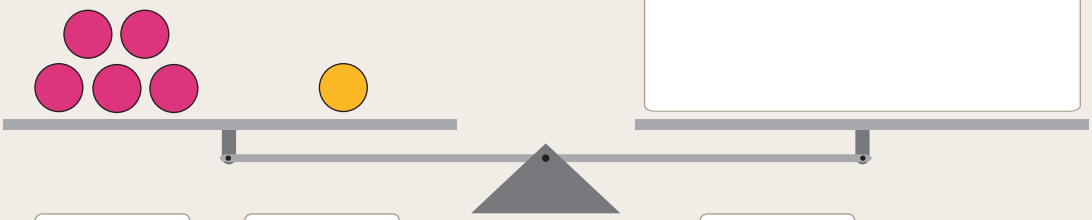
6.32 Domino dot cards







a.



y

es el mismo valor que

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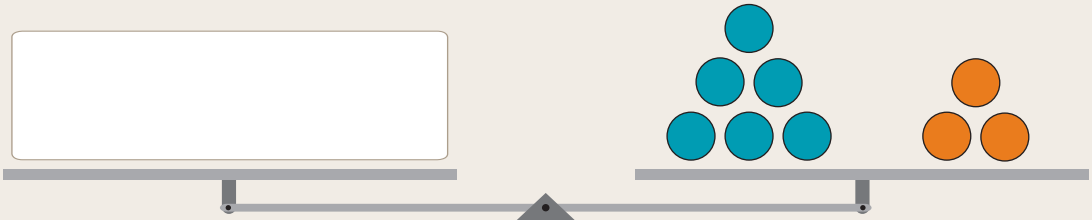

es el mismo valor que

y

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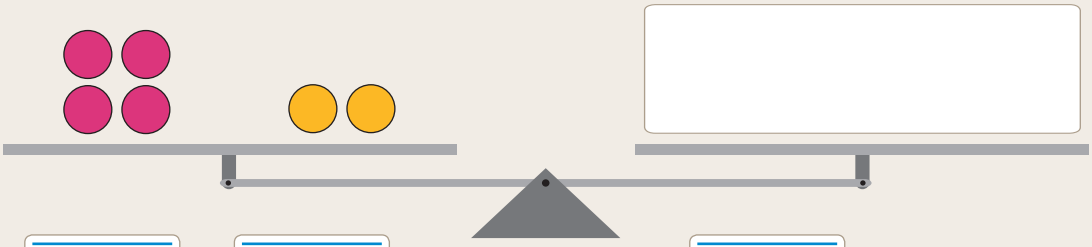
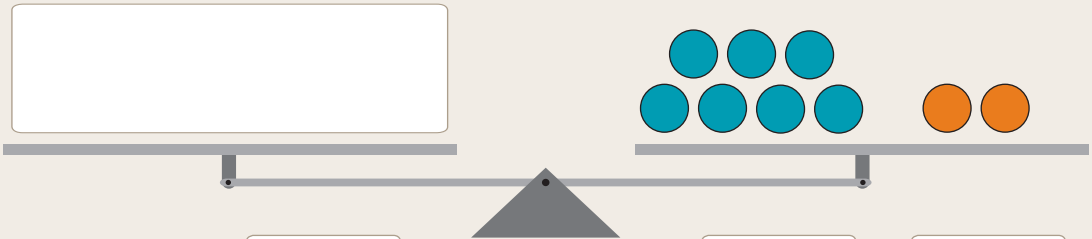


y

es el mismo valor que

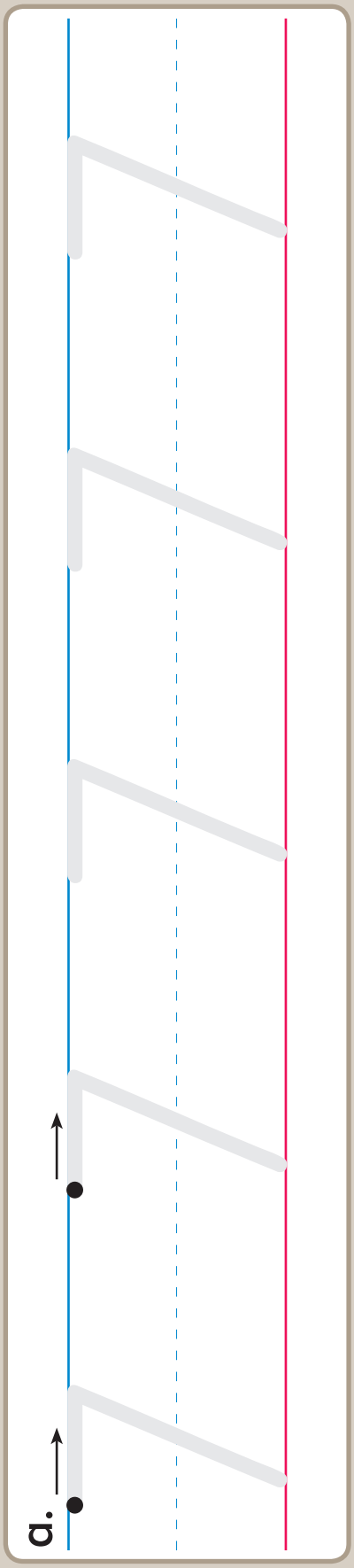
d.

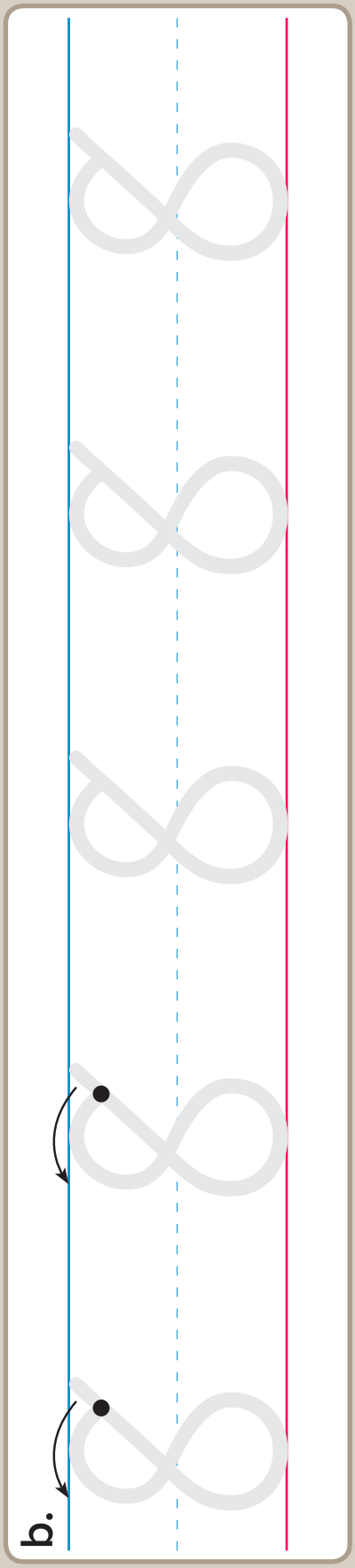


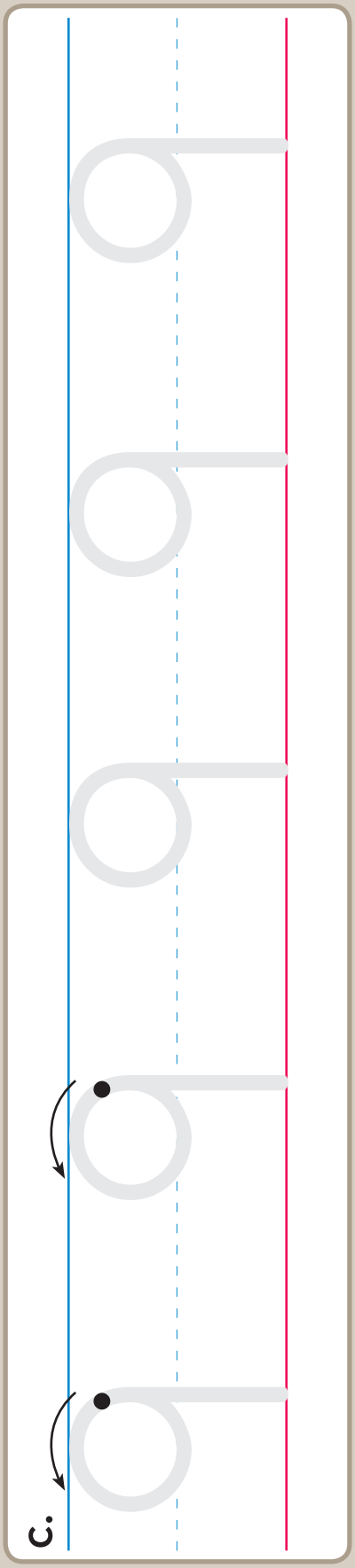
es el mismo valor que

y

Pida al estudiante que dibuje ◯ para hacer cada imagen de balanza verdadera, y que luego escriba numerales para completar el enunciado correspondiente.

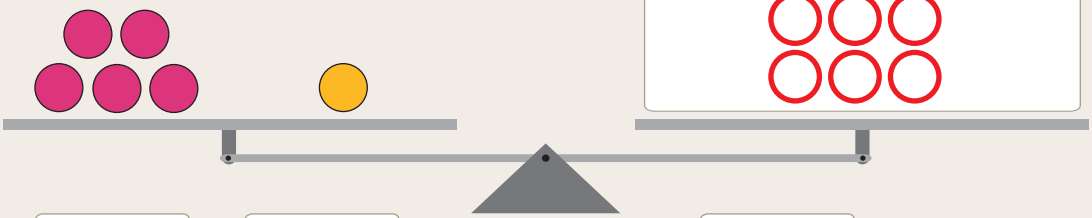






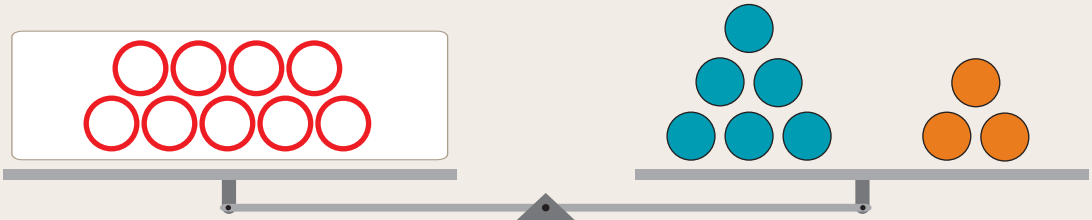
Pida al estudiante que diga cada número en voz alta, y que luego trace cada numeral cinco veces.

a.



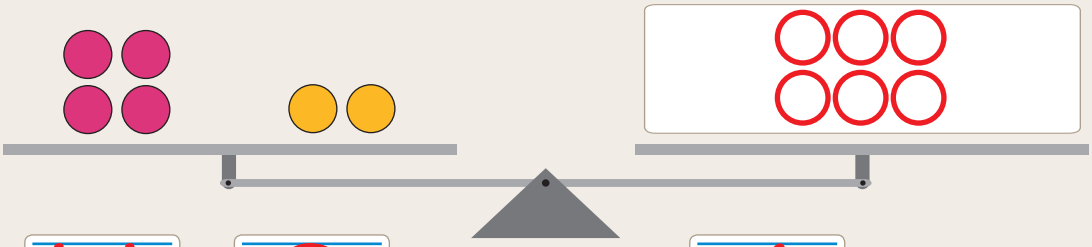
5 y 1 es el mismo valor que 6

b.



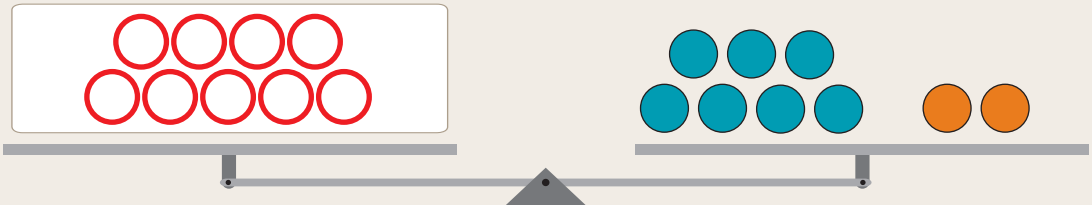
9 es el mismo valor que 6 y 3

c.



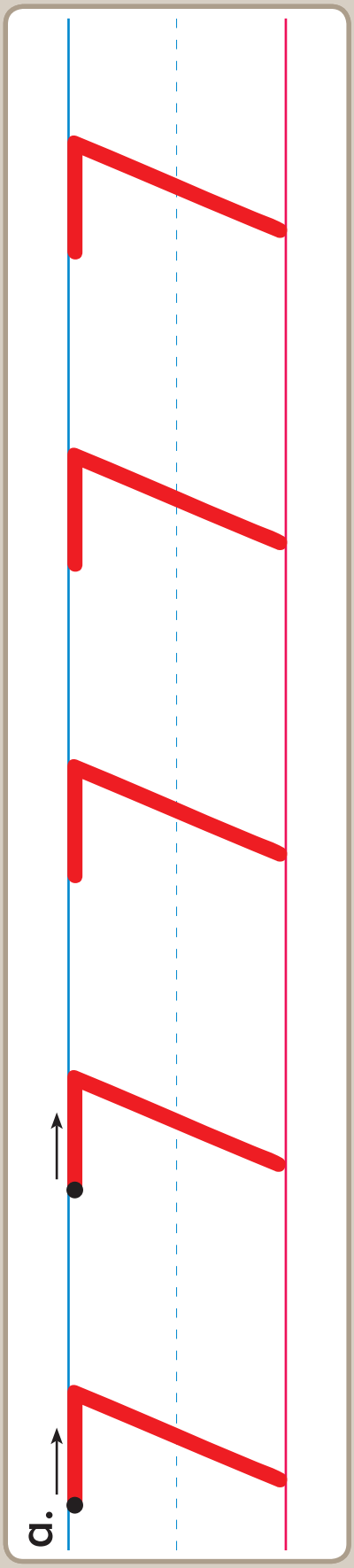
4 y 2 es el mismo valor que 6

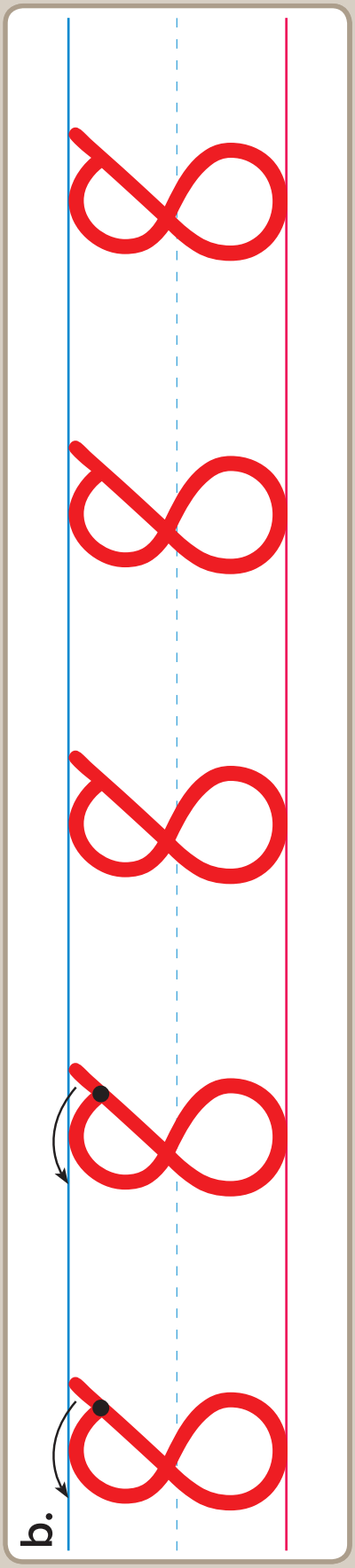
d.

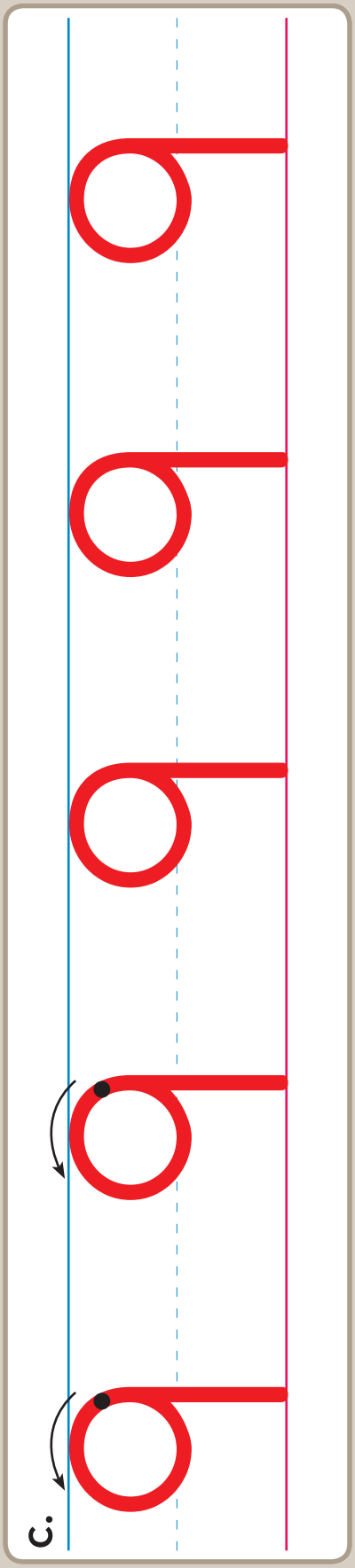


9 es el mismo valor que 7 y 2

Pida al estudiante que dibuje ◯ para hacer cada imagen de balanza verdadera, y que luego escriba numerales para completar el enunciado correspondiente.





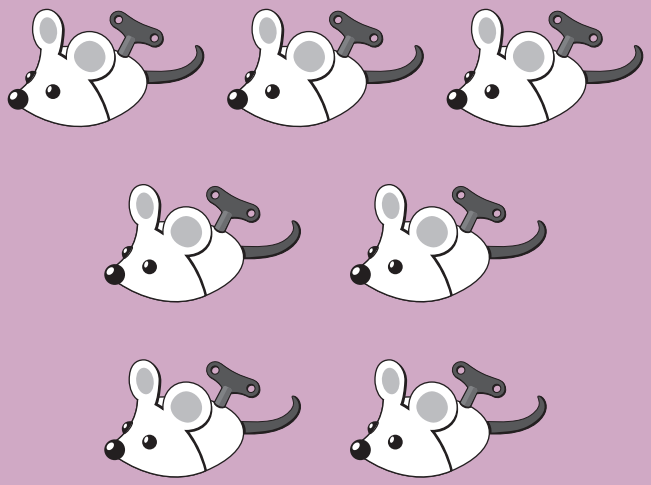


Pida al estudiante que diga cada número en voz alta, y que luego trace cada numeral cinco veces.

6.2

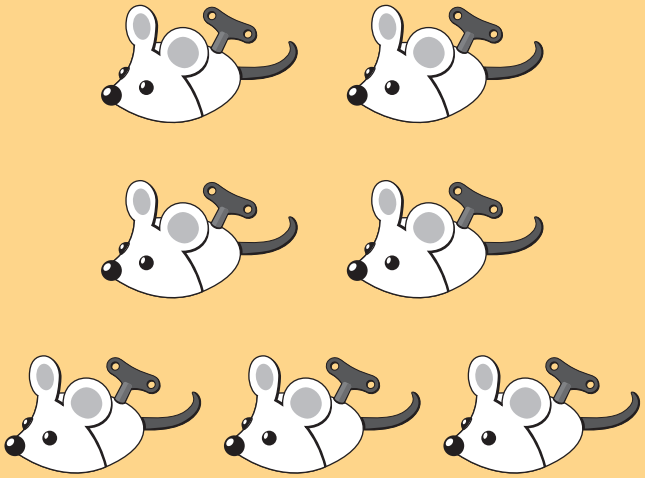
Colorea los ratones. Luego escribe la ecuación correspondiente.

a. Colorea 3 ratones de color café.



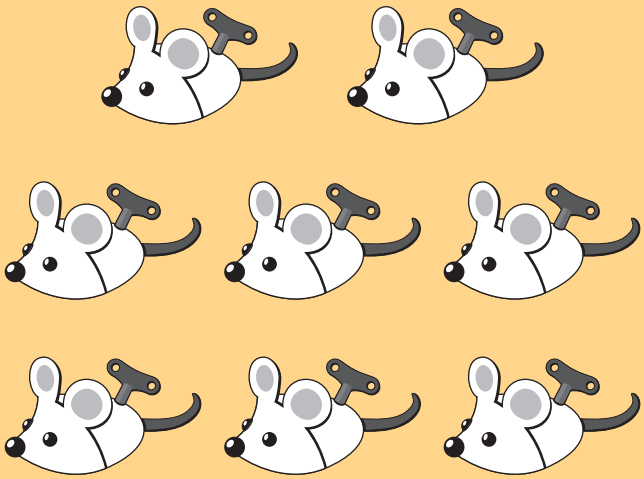
___ + ___ = ___

b. Colorea 5 ratones de color café.



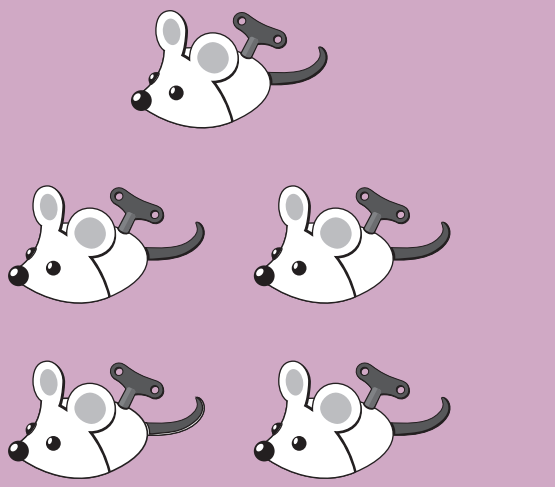
___ + ___ = ___

c. Colorea 2 ratones de color café.



___ + ___ = ___

d. Colorea 4 ratones de color café.

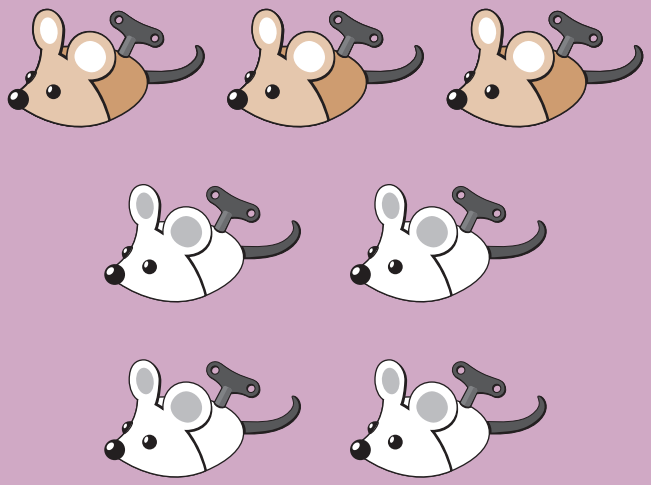


___ + ___ = ___

6.2

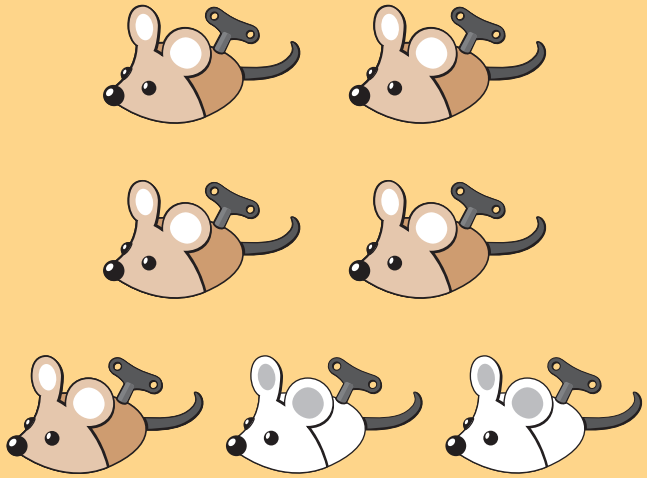
Colorea los ratones. Luego escribe la ecuación correspondiente.

a. Colorea 3 ratones de color café.



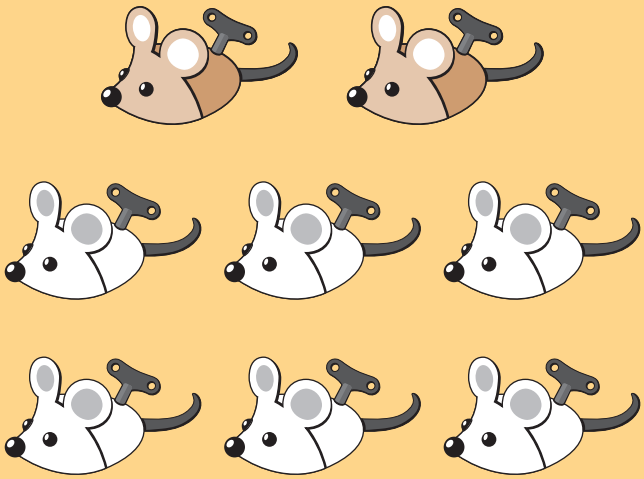
3 + 4 = 7

b. Colorea 5 ratones de color café.



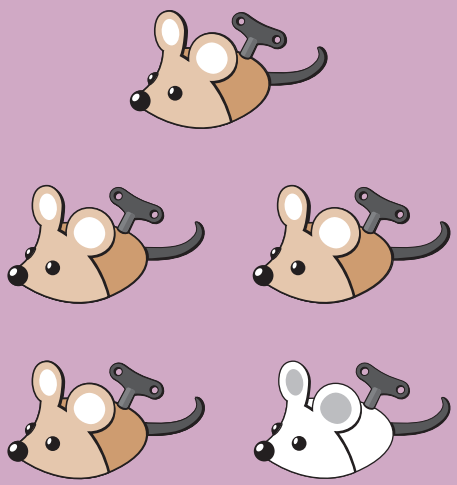
5 + 2 = 7

c. Colorea 2 ratones de color café.



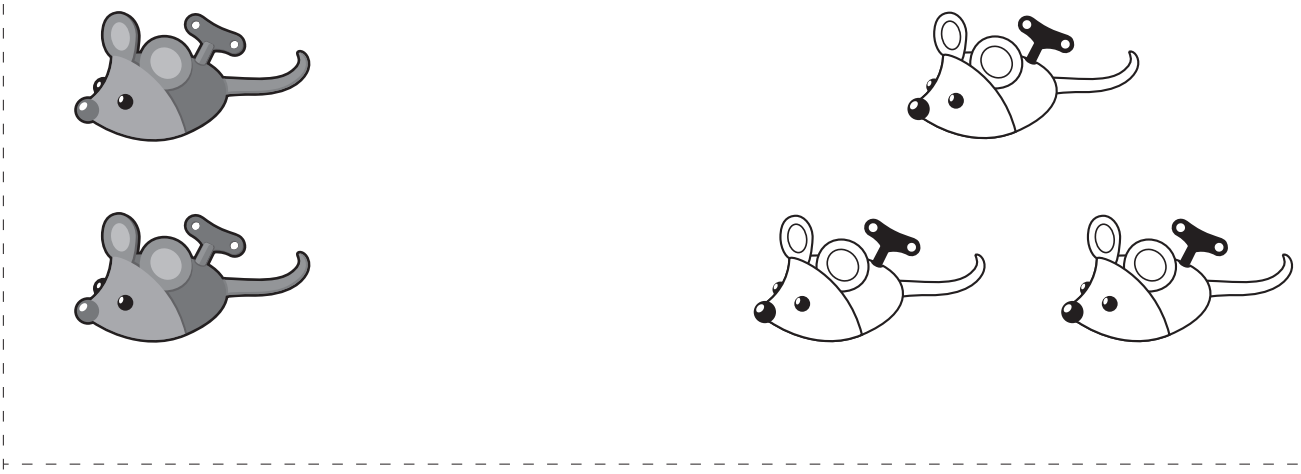
2 + 6 = 8

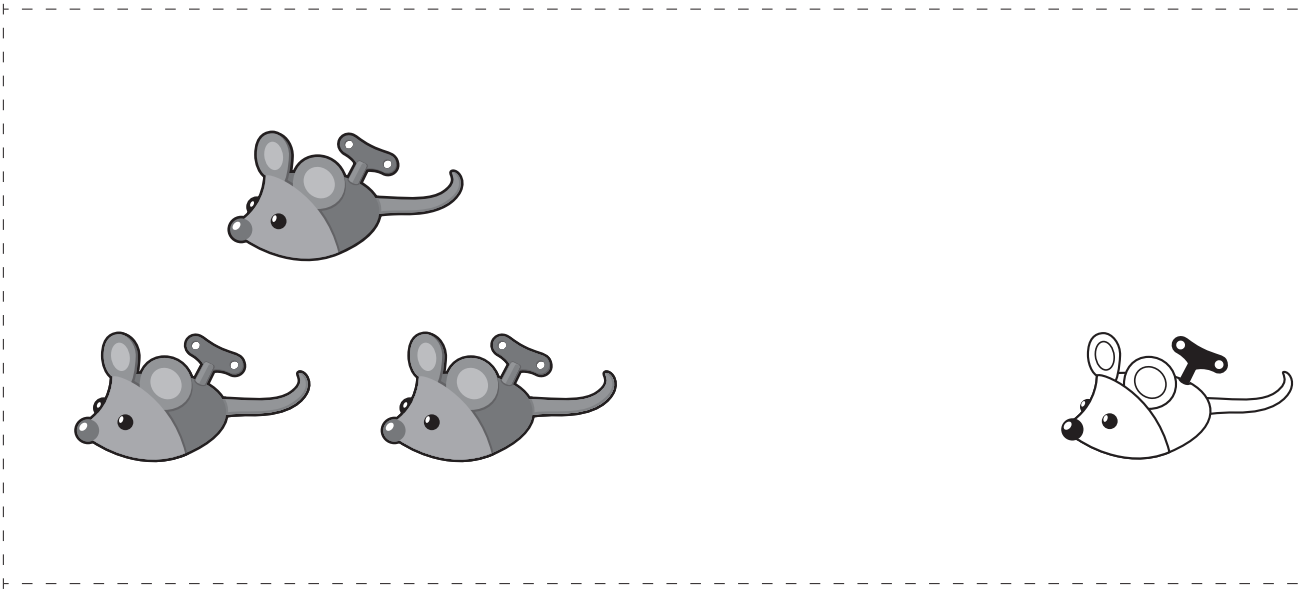
d. Colorea 4 ratones de color café.

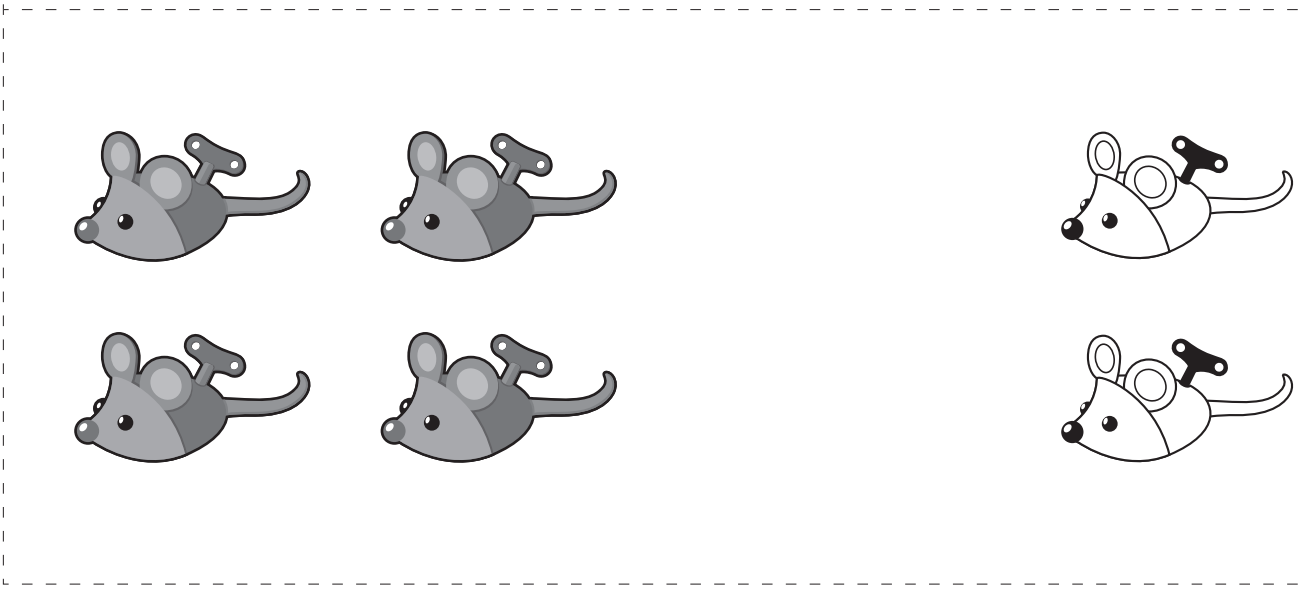


4 + 1 = 5

6.34 Mice cards







6.35 Cuello para gancho de ropa