Lesson Plan

TeachHUB.com

Ways to Make 5

By: Lori McDonald
Elementary school teacher; Ed.D. in School Leadership/Administration

Math
Grades K–2

Introduction

This is an introductory lesson for the beginning of first grade. We will begin by emphasizing the relationship between part-part-whole. Since today's lesson is introductory, we will not focus on subtraction.

Learning Objectives

- The learner will add and subtract within 20.
- The learner will understand that there are different pairs of numbers that will have the same sum

Materials Needed

- Red/yellow counters
- Ten frame mat
- Exit ticket copies

Procedure

Warm-up- We begin by counting to 20 together. Next, the teacher will call 5 students up to the front of the class.

Teacher: How many students are up here? ***Students: 5***

Teacher: How do you know? ***Students: Answers will vary***

Teacher: Let's look for different numbers that are hiding in the 5 students. If I separate the students like this (move 1 student over with a big gap between them and the other 4), how many students are on this side? ***Students: 1***

Teacher: And how many students are on this side? ***Students: 4***

Teacher: Are there still 5 students? ***Students: Yes***

Teacher: Did the number of students change? ***Students: No***

Teacher: Correct! I didn't put any more students up here and I didn't tell any to go sit down, I just separated 1 part of the group from the other part. But the whole group of students is still 5. Continue this activity with the other ways of making 5.

Continued on page 2

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Continued from page 1

1. Give every student 5 red/yellow counters and a ten-frame mat. Tell students that we will only be using the top row of the ten-frame. Ask students to count the number of boxes in the top row. Then, ask students to place 1 counter, red side up, in each box on the top row.

Teacher: How many counters are there on the top row now? ***Students: 5***

Teacher: How do you know? ***Students: Answers will vary***

Teacher: Now turn the first counter over to the yellow side. Do we still have 5 counters? ***Students: Yes***

Teachers: Right. We didn't take away any and we didn't get any more. So now how many yellow counters are there? ***Students: 1***

Teacher: How many red counters are there? ***Students: 4***

Teacher: But we still have 5 counters. But our 5 counters are divided into 2 groups – yellow and red. If we put the yellow group – 1, together with the red group – 4, we get 5. So we can put the 2 groups together like this (1+4=5). The + sign just means we are putting 2 groups together. So if I take a group of 1 yellow counter and put it together with a group of 4 red counters, I have 5 counters. Now you guys are adding!

Continue this pattern with the other ways to make 5.

2. Take up the ten-frame mats. Give each student a graph **(see last page)**.

Have students work with a partner to color in this graph using their counters. They will take their 5 counters and hold them in their cupped hands, shake them, and gently drop them on their desks. Then, they will color in the corresponding box on the graph. For example, if they drop their counters and they land with 3 red and 2 yellow (or 3 yellow and 2 red) showing, then they will color in one box in the 3 + 2 column. They will continue to work with their partner, filling in boxes until one of the columns reaches the top.

3. Bring the students together and review different ways to make 5.

Evaluation

The students will complete this exit ticket as a formative assessment.

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5 + 0	4 + 1	3 + 2