Students are introduced to the concept of combining groups to form a new total. Students use concrete objects, drawings, and equations to find sums within 10.

**COMMON CORE STANDARD(S)**

**K.OA.A.1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

**K.OA.A.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

**K.OA.A.5** Fluently add and subtract within 5.

**DURATION**

Two 45-minute classroom periods
Engage and Explore, Explain, Elaborate page 1—one 45-minute classroom period
Elaborate page 2, Evaluate—second 45-minute classroom period

**MATERIALS**

1 bag of “animal shaped” crackers per child (a total of 30 in each bag)
1 workmat per child that is related to the “animal” cracker (goldfish = a tank; dolphins = ocean, etc.)
ENGAGE AND EXPLORE

Engage students by telling a story about some ducks you saw on a pond. (You were at the park, and saw 3 ducks floating on the pond.)

Ask students what they would do to model the number of ducks on the pond (draw, use cubes/counters, use crackers, use toy ducks, etc.)

Have students show 3 ducks using whichever method they feel most comfortable.

Ask students how they know that there are 3 ducks on their paper (they can count 1, 2, 3; they could write 1, 2, 3; they just know that 3 means 3). Repeat with different numbers of ducks on the pond, allowing students time to model and count the ducks and to share and compare with a partner.

Then, elicit a conversation with students about what they would do to show that 2 more ducks landed on the pond. Allow students to share all ideas. Lead students to the ideas of modeling with crackers and of counting the starting number of ducks and then counting on the ducks that join.

Give another scenario with ducks on the pond (4 and 2 more). Have students share how they would model the problem and then tell how many ducks are on the pond in all. (6)

Have students work in pairs to tell stories of ducks on the pond. One student gives the story, the other models it, and they check it together. Allow 15 minutes for each student to get 5 turns modeling and 5 turns telling the story.

EXPLAIN

WATCH THE GENERATION GENIUS INTRO TO ADDITION VIDEO AS A GROUP

Facilitate a conversation using the Discussion Questions.

ELABORATE

Direct students to use their new understanding to complete the practice problem worksheets. Page 1 contains bare mathematical problems to solidify understanding of the process. Page 2 contains application problems for students to apply the process to solve real-world problems.
Have students gather in groups of 2 or 4 to compare and discuss their answers to the problems. Allow students enough time to communicate with their peers about their process and their thinking. Encourage students to use correct mathematical language when discussing their process. Have each group choose two questions they want more information about, or they want to discuss as a class.

When groups are ready, take questions from students. Encourage groups to answer questions brought up by other groups.

Students can play the online Kahoot! quiz game located below the video. It provides downloadable scores at the end of the quiz game. Alternatively, you can use the paper quiz, or the exit ticket questions. All these resources are located below the video in the assessment section.