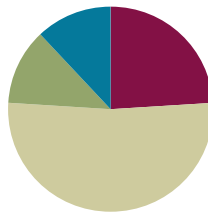


## Lesson 10

**Objective:** Create and solve addition story problems using drawings.

### Suggested Lesson Structure

|                       |                     |
|-----------------------|---------------------|
| ■ Fluency Practice    | (6 minutes)         |
| ■ Application Problem | (3 minutes)         |
| ■ Concept Development | (13 minutes)        |
| ■ Student Debrief     | (3 minutes)         |
| <b>Total Time</b>     | <b>(25 minutes)</b> |



### Fluency Practice (6 minutes)

- Stand Up on Your Number **PK.CC.3, PK.CC.4** (4 minutes)
- Swinging Monkeys **PK.CC.1** (2 minutes)

### Stand Up on Your Number (4 minutes)

**Materials:** (T) Numeral cards 5–9 (Lesson 1 Template) (S) per pair: 1 baggie of 5–9 interesting objects, 1 type per bag (buttons, coins, beans, crayons, erasers, etc.)

Conduct activity as outlined in Lessons 8–9, but use numeral cards 5–9.

### Swinging Monkeys (2 minutes)

**Note:** Varying movements helps keep counting exercises fresh as students strengthen their core fluency counting skills.

- T: Miguel Monkey loves to swing through the jungle! Pretend you're Miguel Monkey. Reach your arms up to grab the vines and swing through the jungle.

Demonstrate stretching one arm at a time into the air, mimicking a monkey grabbing vines and swinging through the jungle. Count to 18, maintaining synchronous movement with the count. Repeat to 20.

**Application Problem (3 minutes)**

Materials: (T) 4 balls of 1 type (for example, tennis balls), 1 ball of a different type (for example, basketball), basket (S) personal white board

Place 2 balls in the basket and 3 balls outside of the basket where students can easily see them. Give students time to observe the balls and share what they observe. Ask students to draw the balls on their personal white boards.



Note: This problem transitions directly into the Concept Development, where students create addition stories. Their observations about the balls can be used as a basis for addition stories. Using easy-to-draw objects, such as balls, will accelerate the drawing process.

**Concept Development (13 minutes)****Part 1: Concept Introduction**

Materials: (T) Balls and basket from Application Problem (S) Personal white board

Place 2 balls in the basket and 3 balls outside of the basket where students can easily see them.

1. Say, "Let's create an addition story about these balls." Guide students to say a complete sentence about the balls in the basket.
2. Have students turn to a neighbor and say a sentence about the balls outside of the basket. Have them draw their story on their personal white boards.
3. Say, "Now, we need to ask a question about the balls. What question could we ask?" Guide students to see that they can ask a *how many* question about the balls.
4. Say the full addition story as a class: "There are 2 balls in the basket. There are 3 balls outside of the basket. How many balls are there in all?"
5. Have students exchange drawings and count to solve. Write the number sentence on the board ( $2 + 3 = 5$ ) as students say "2 plus 3 equals 5."
6. Challenge students to think of a different addition story using the same number sentence of  $2 + 3 = 5$ . Reduce the language scaffolding as students become more comfortable telling addition stories.

**NOTES ON  
MULTIPLE MEANS  
OF ACTION AND  
EXPRESSION:**

Provide sentence stems for students who are struggling to produce complete sentences: "There are \_\_\_ balls in the basket" and "There are \_\_\_ balls outside of the basket."



**Part 2: Practice**

Materials: (S) Bag containing 2–5 objects, blank paper, crayons

Consider using familiar objects from the previous lessons in Topic B (e.g., bear counters, fish cutouts, apple cutouts, paper dolls) to provide familiar contexts for creating addition stories.

1. Tell students that they will create their own addition stories. Release students who do not want a bag to work independently on their drawings.
2. Demonstrate how to use the objects in the bag to help create a story.
3. Release students with bags to work on their drawings. As students complete their drawings and are ready to share their stories, match them with a partner.
4. Encourage students to say a number sentence to match their drawings (e.g., “1 plus 4 equals 5”).
5. As time permits, have students dictate their addition stories while writing them on the drawing or a sticky note.


**NOTES ON  
MULTIPLE MEANS  
OF ACTION AND  
EXPRESSION:**

Some students will be able to create stories using imagination alone, while others will need objects to help initiate their stories and keep the total within 5. Encourage students who are ready to create their own contexts.

**Student Debrief (3 minutes)**

**Lesson Objective:** Create and solve addition story problems using drawings.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience. It is also an opportunity for informal assessment. Consider taking anecdotal notes or using a simple checklist to note each child’s progress toward meeting the lesson objective.

As students complete the Practice portion of the Concept Development, listen for misconceptions or misunderstandings that can be addressed in the Debrief.

You may choose to use any combination of the questions below to help students express ideas, make connections, and use new vocabulary.

- Invite a few students to share their addition stories and drawings. Have the class solve. (Consider taking a video of students sharing their stories for their portfolios.)
- Where was the question in your addition story? At the beginning or the end?
- How did your drawing help your partner answer the question?
- What was fun about creating an addition story? What was hard?


**CENTER CONNECTION:**

Create a focus on math at the library center with books recommended by the National Association for the Education of Young Children (<http://www.naeyc.org/files/tyc/file/MathbooklistSchickedanzexcerpt.pdf>).

- Baker, K. *Quack and Count*
- Fox, M. *Hattie and the Fox*
- London, J. *Count the Ways, Little Brown Bear*