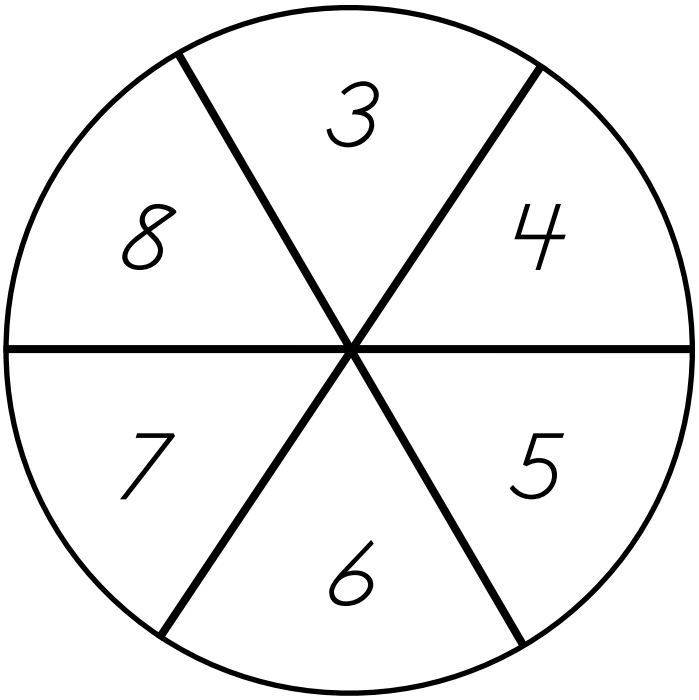
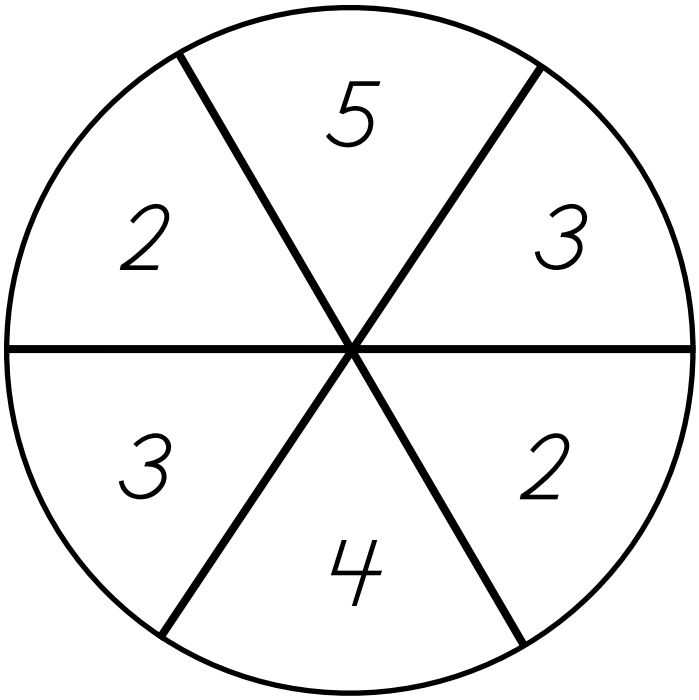
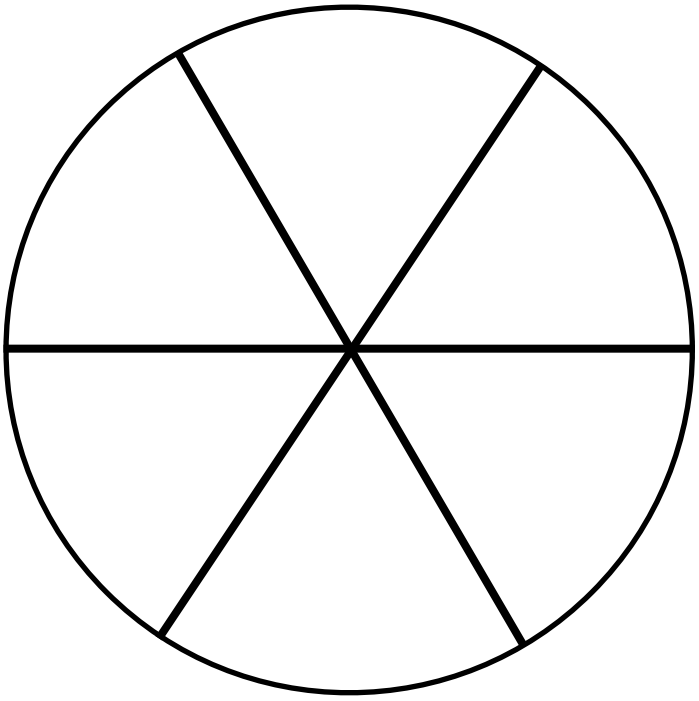
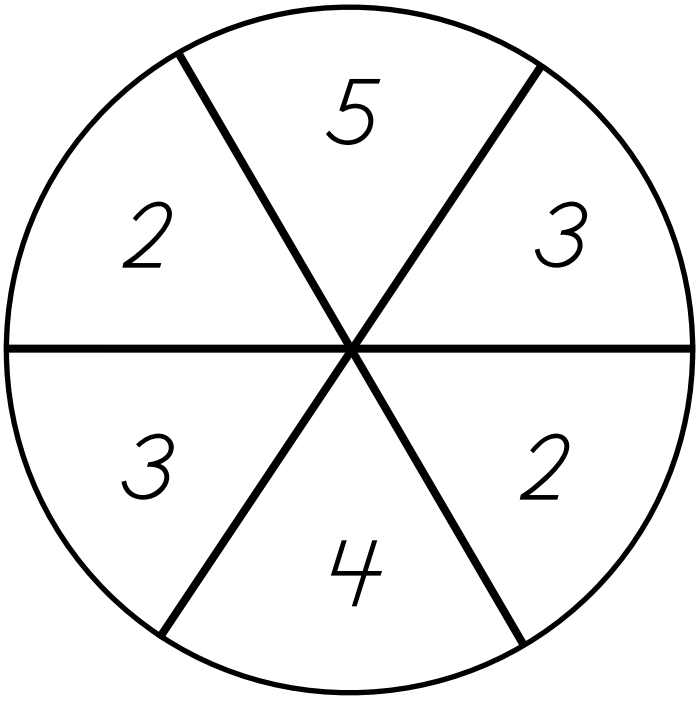
Addition Spinners





Addition Spinners





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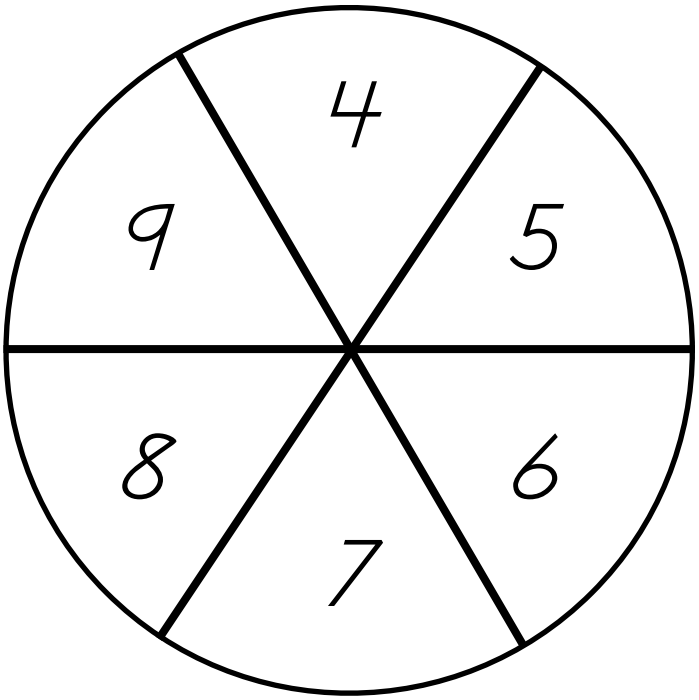
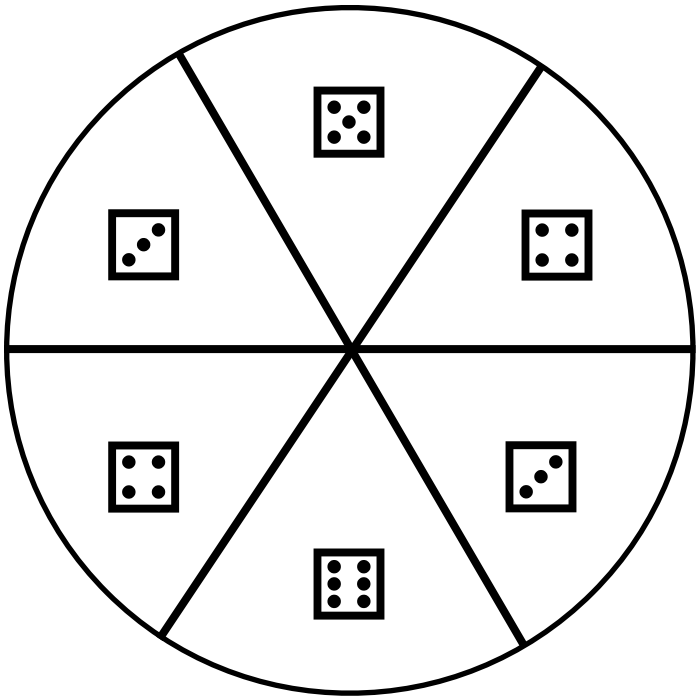
Hide & Add





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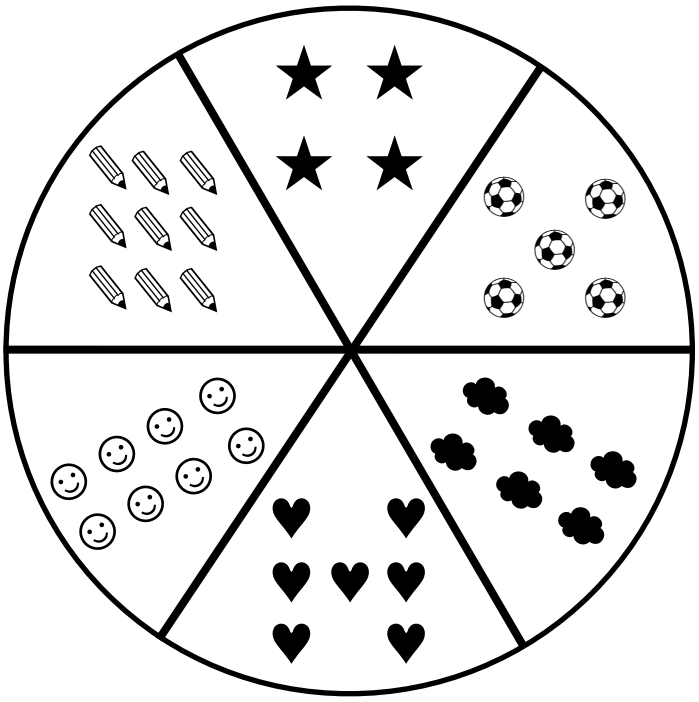

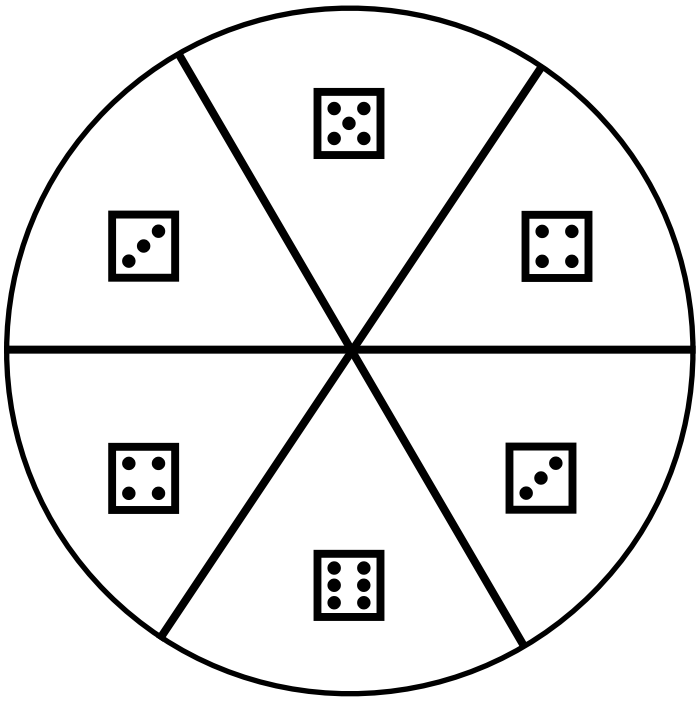

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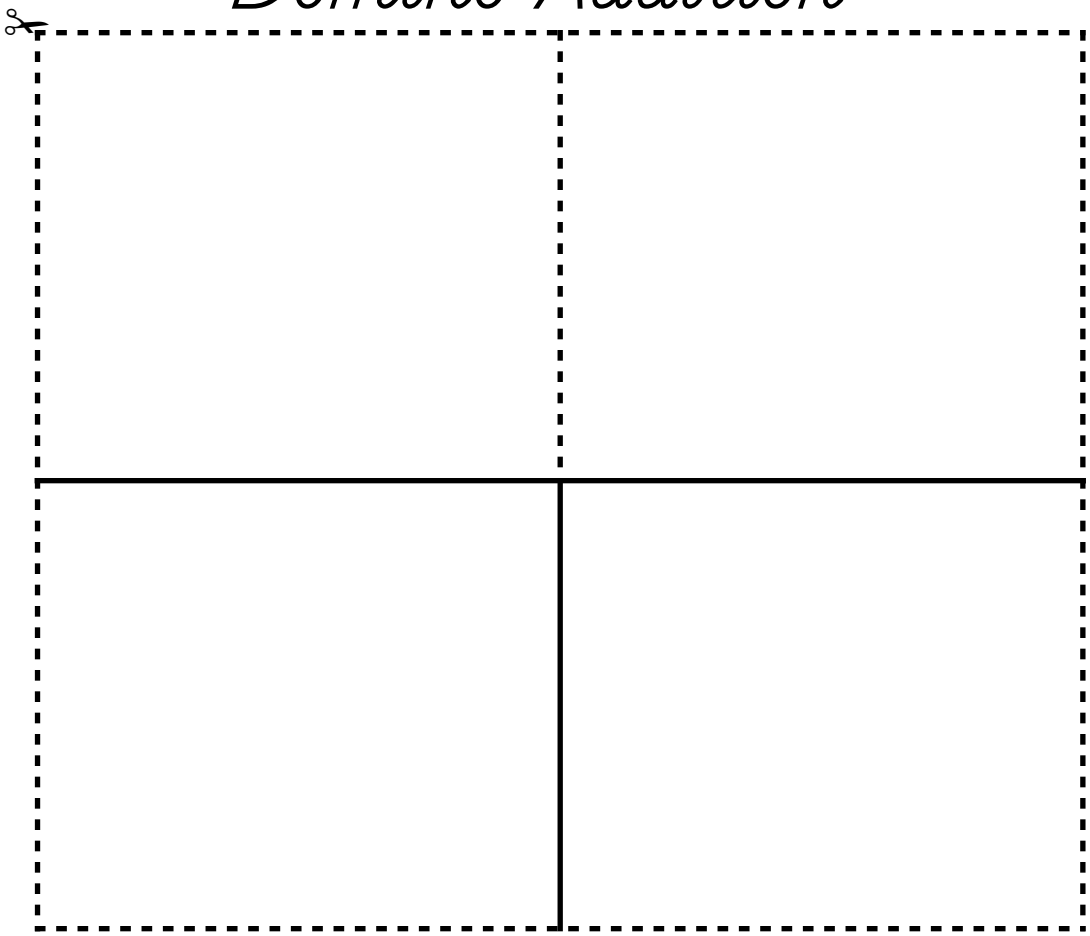
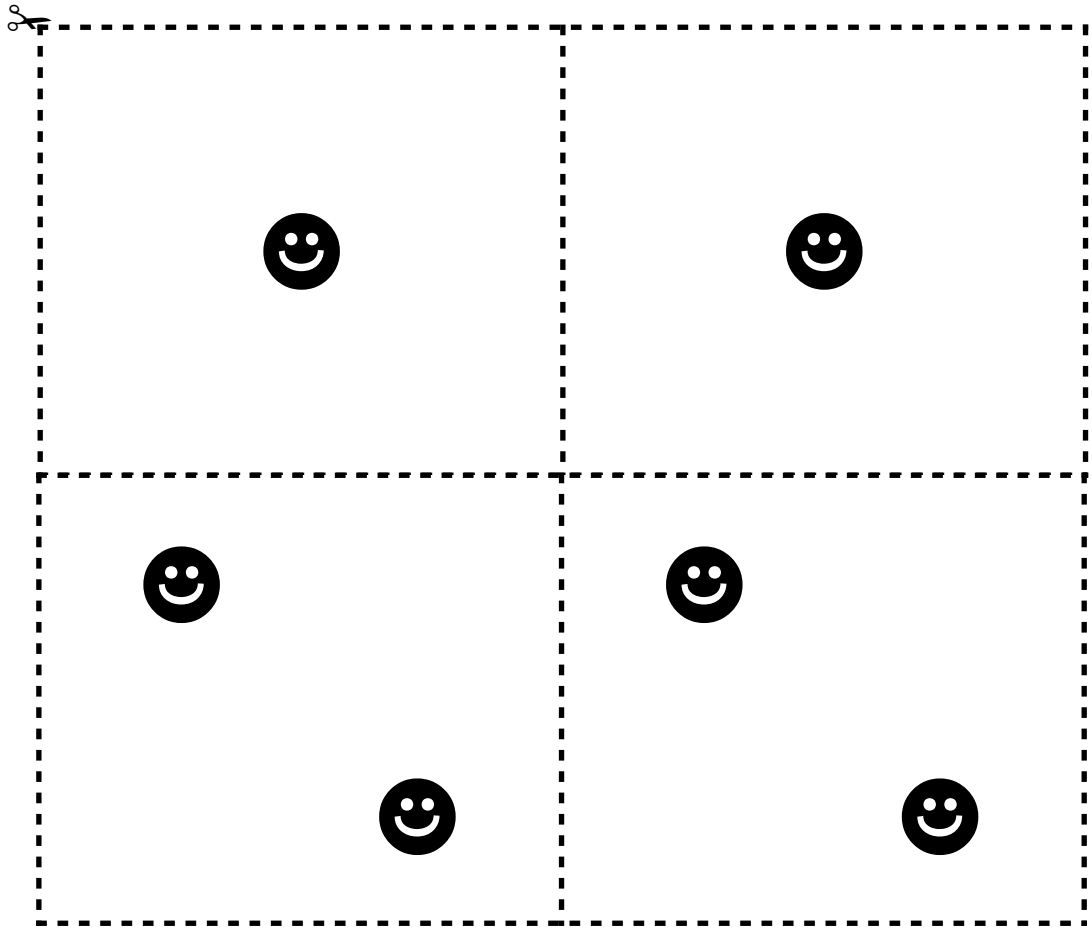
Domino Addition





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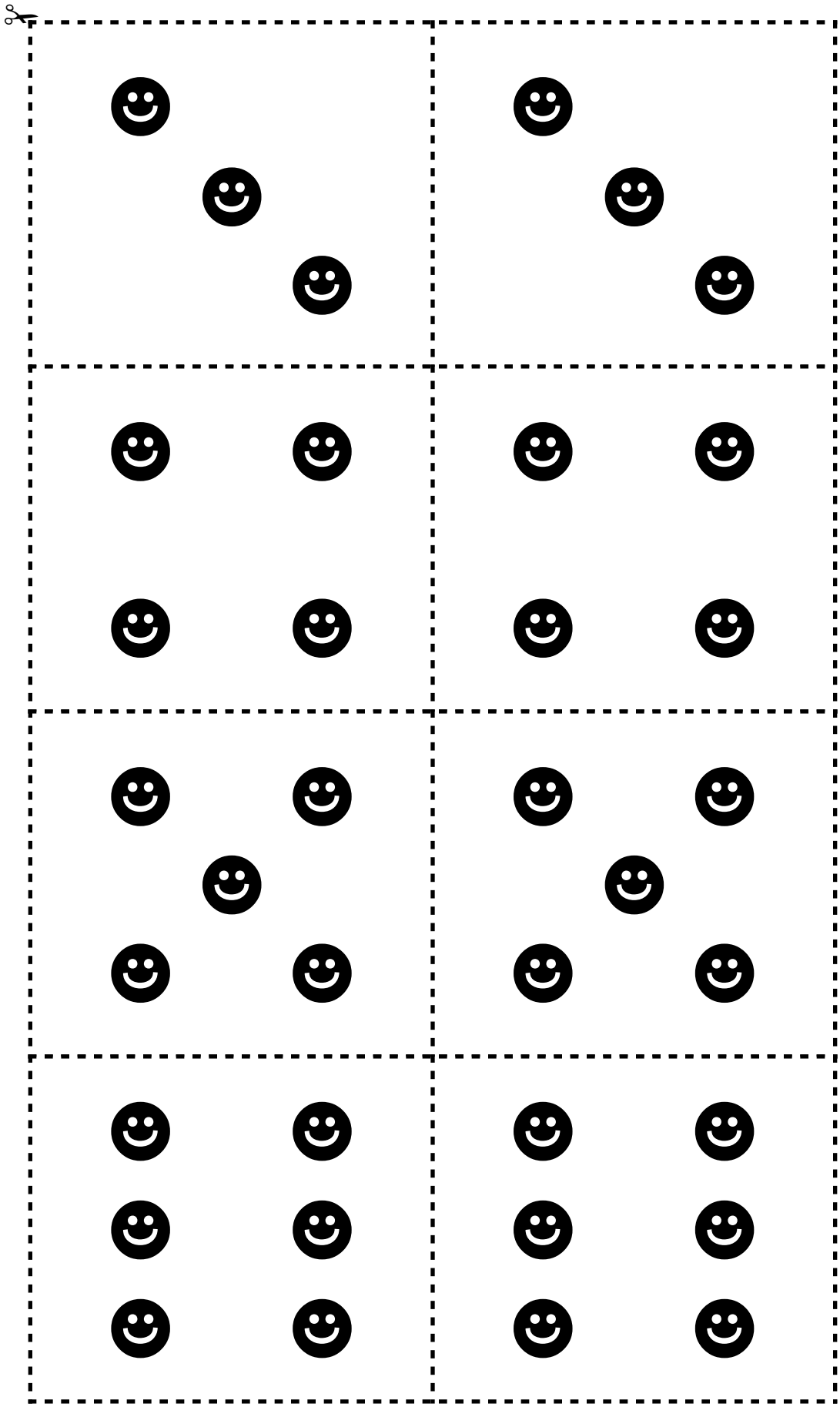
Domino Addition



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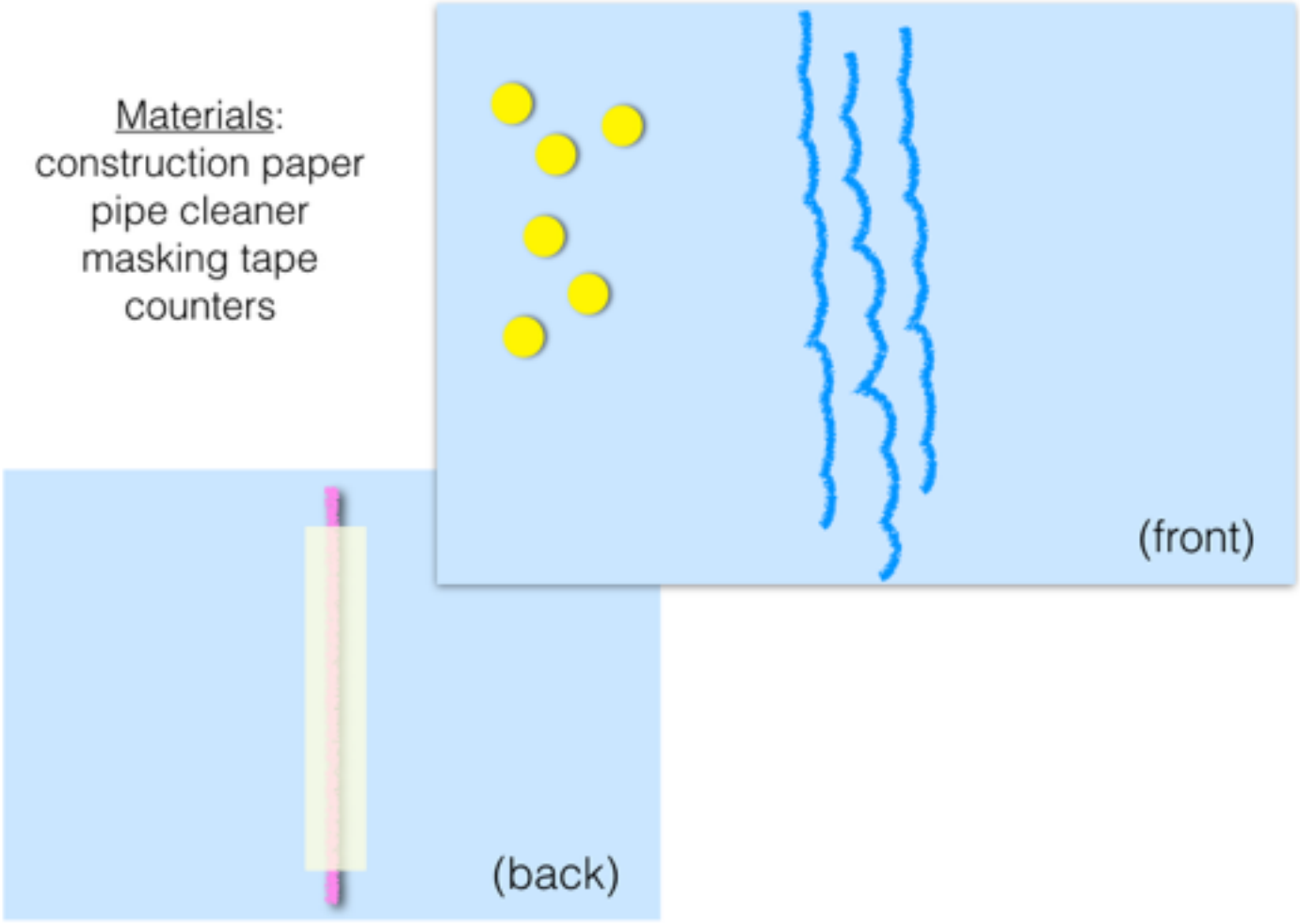
Cross the River



Directions

Say to the student:

These “ducks” need to cross the river.
Can you help them?
When you are done, I want you to tell me how many ducks crossed the river.

Sliding the ducks across the bump provides emphasis that the ducks are moving to a new area, and reinforces a strategy for keeping track of which ducks have been counted.

Prepared by Megan Kidwell, Mathematics Education Program Specialist, Mathematically Connected Communities (MC^2), New Mexico State University, for MC^2 Addition and Subtraction Concepts Webinar, January 2016.

Directions for Games

Instructional Activity IA4.3 Domino Addition Part 1

Learning: To add with two collections where the first collection is screened and the number in the second collection is in the range 2 to 5.

Materials: Large ***blank*** domino with flaps that screen each side. A card can be used to screen one side of the domino.

Description: The teacher has a large blank domino. Four dots are placed in the left square of the domino. The children are asked how many dots they see. The teacher then screens the left side with the flap. After screening the teacher asks again how many dots are under the flap? If children are unsure, raise the flap so they can recount. The teacher then places three dots on the right-hand side of the domino and states: There are four dots under here and we have three more. How many dots do we have altogether? The teacher allows some think time and re-poses the question if necessary.

Say: ***How many dots do you see? How many dots are under the flap? How many dots do we have altogether?***

Adapted from *Teaching Number in the Classroom*, Chapter 4; Wright et al., ©2013

Adapted from *Teaching Number in the Classroom*, Chapter 4; Wright et al., ©2013

Instructional IAActivity 4.3 Domino Addition Part 2

Notes:

- The activity can be continued using other numbers for example 7 and 5, 8 and 3.
- The numbers chosen for this activity should take into account children's facility with forward counting.
- When the first addend is beyond 10, a number card can be used instead of a collection of dots for the left side. Ask the children to pretend there are that number of dots on the number card under the flap.
- The activity is suitable for whole class or small groups.
- Vary the activity by using other contexts which are familiar to the children, for example house and ants, nest and eggs, garages and cars.

Adapted from *Teaching Number in the Classroom*, Chapter 4; Wright et al., ©2013

Adapted from *Teaching Number in the Classroom*, Chapter 4; Wright et al., ©2013

Directions for Games

Instructional Activity IA4.4 Addition Spinners Part 1

Learning: To solve addition with screened collection of items where the second addend is in the range 2 to 5.

Materials: Counters
Spinner 1 with numbers 3, 4, 5, 6, 7, 8 (or other numbers chosen by the teacher).
Spinner 2 with numbers 2, 2, 3, 3, 4, 5.
Dice may be substituted for one or both spinners.

Description: The teacher:

- Spins the first spinner and counts out this number of counters and then screens them under a card.
- Spins the second spinner with numbers 2, 2, 3, 3, 4, 5 and places this number of counters next to the screen.
- Allow children to solve the task and might re-pose it. Or briefly display counters under the card.
- Continue the activity using different numbers generated by the spinners.

Say: ***There are six counters under here and three counters here. How many counters are there altogether?***

Adapted from *Teaching Number in the Classroom*, Chapter 4; Wright et al., ©2013

Adapted from *Teaching Number in the Classroom*, Chapter 4; Wright et al., ©2013

Instructional Activity IA4.4 Addition Spinners Part 2

Notes:

- As children become familiar with the activity, counting out the counters from the spinner is not needed and the range of numbers on the first spinner can be extended.
- Once children are familiar with the activity, it can be done individually or in pairs.
- The teacher may require children to record the number their answers. A table with First Spin, Second, Spin and Total could record spins.
- The numbers chosen for this activity should take account of children's facility with the forward counting sequence.

Adapted from *Teaching Number in the Classroom*, Chapter 4; Wright et al., ©2013

Adapted from *Teaching Number in the Classroom*, Chapter 4; Wright et al., ©2013

Directions for Games

Instructional Activity IA4.11 Hide and Add

Learning: To use counting-on in a partially screened addition task.

Materials: Two dot dice and a plastic cup, a paper for recording.

Description: In pairs the children take turns rolling two dot dice and quickly covering one with a plastic cup. The challenge for the second child is to give the total. They can remove the cup to check and record.

Notes:

- The regular configuration on the dice supports visualization.
- This activity can also be done with one numeral and one dot dice.
- This activity can be done with the whole class using giant dice.

Adapted from *Teaching Number in the Classroom*, Chapter 4; Wright et. al. , © 2015

Adapted from *Teaching Number in the Classroom*, Chapter 4; Wright et al., ©2013