

Block 15: Addition by Counting All (3 sessions)

Session 15A

Complete Daily Review and Quick Teach 15A

Teach Lesson 15A – Addition by Counting All

Lesson 15A – Addition by Counting All

Lesson Resources	
Teacher Resources	Resources per Student
Workbook – 15A	Workbook – 15A

Section A – Review of +, =, $\square$

Teacher Resources - Section A	Resources per Student - Section A
(Core resources only)	None

Step	Instruction
1.	Today we are learning to add . What are we learning to do?~ Remember that add means get more . What does add mean?~ When we add, we get more.
2.	(Write + on whiteboard) What is this symbol?~ Plus That's right, this symbol is plus. Plus means add. What does plus mean?~ Add . Remember that add means get more . What does add mean?~ (Point to +) Plus means add, so plus means get more . What does plus mean?~ (Repeat until confident)
3.	(Erase +) (Write = on whiteboard)
4.	What is this symbol?~ Equals That's right, this symbol is equals. (Point to =) The equals symbol means the same as . What does it mean?~ (Repeat until confident)
5.	(Erase =) (Write $\square$ on whiteboard and show to students)
6.	This symbol is called box . What is it?~ The box means how many . What does the box mean?~ (Repeat until confident)
7.	(Erase whiteboard)

Section B – Addition by Counting All

Teacher Resources - Section B	Resources per Student - Section B
(Core resources only)	None

Step	Instruction
1.	(Write $3 + 4 = \square$ on whiteboard) My turn. Listening. (Point to each symbol as you read) 3 plus 4 equals how many? Your turn. Read with me. (Point to each symbol as you all say) 3 plus 4 equals how many? (Repeat until confident)
2.	I'm going to show you how to solve adding problems like this. (Point to 3) What's the first number?~ 3 I'll draw 3 lines below. Count with me. (Draw lines under 3 as you all count) 1, 2, 3.
3.	(Point to +) What is this symbol?~ Plus What does plus mean?~ Get more
4.	(Point to 4) What's the second number?~ 4 I'll draw 4 more lines below. Count with me. (Draw lines under 4 as you all count) 1, 2, 3, 4.
5.	(Point to =) What is this symbol?~ Equals What does equals mean?~ The same as
6.	Very good. So 3 (Point to 3), plus 4 (Point to 4) equals how many? (Point to box) Your turn. Count each line as I point. (Point to each line) 1, 2, 3, 4, 5, 6, 7. How many?~ 7 That's right. 7 lines.
7.	Both sides of equals (Point to =) have to be the same. This side (Point to lines) has 7. (Point to box) How many does this side need?~ 7. That's right. This side needs 7. (Draw 7 lines under the box as you count) 1, 2, 3, 4, 5, 6, 7.
8.	(Point to the lines under the box) How many?~ 7 What number goes in the box?~ 7 (Write 7 in the box)
9.	My turn. Listening. (Point to each symbol as you say) 3 plus 4 equals 7. Your turn. Read as I point. (Point to each symbol as students say) 3 plus 4 equals 7.
10.	(Erase whiteboard) (Write $2 + 3 = \square$ on whiteboard) My turn. Listening. (Point to each symbol as you read) 2 plus 3 equals how many? Your turn. Read with me. (Point to each symbol as you all say) 2 plus 3 equals how many? (Repeat until confident)

-
11. (Point to 2)
 What's the first number? ~ **2**
 I'll draw 2 lines below. Count with me.
 (Draw lines under 2 as you all count) **1, 2.**
-
12. (Point to +)
 What is this symbol? ~ **Plus**
 What does plus mean? ~ **Get more**
-
13. (Point to 3)
 What's the second number? ~ **3**
 I'll draw 3 more lines below. Count with me.
 (Draw lines under 3 as you all count) **1, 2, 3.**
-
14. (Point to =)
 What is this symbol? ~ **Equals**
 What does equals mean? ~ **The same as**
-
15. Very good. So 2 (Point to 2), plus 3 (Point to 3) equals how many? (Point to box)
 Your turn. Count each line as I point.
 (Point to each line) **1, 2, 3, 4, 5.**
 How many? ~ **5**
 That's right. 5 lines.
-
16. Both sides of equals (Point to =) have to be the same.
 This side (Point to lines) has 5. (Point to box) How many does this side need? ~ **5**
 That's right. This side needs 5.
 (Draw 5 lines under the box as you count) **1, 2, 3, 4, 5.**
-
17. (Point to the lines under the box)
 How many? ~ **5**
 What number goes in the box? ~ **5**
 (Write 5 in the box)
-
18. My turn. Listening.
 (Point to each symbol as you say) **2 plus 3 equals 5.**
 Your turn. Read as I point.
 (Point to each symbol as students say) **2 plus 3 equals 5.**
-
19. (Erase whiteboard)
 (Write $4 + 1 = \square$ on whiteboard)
 Your turn. Read with me.
4 plus 1 equals how many?
-
20. (Point to 4)
 What number? ~ **4**
 How many lines do I draw? ~ **4**
 Count with me.
 (Draw lines under 4 as you all count) **1, 2, 3, 4.**
-
21. (Point to 1)
 What number? ~ **1**
 How many lines do I draw? ~ **1**
 Count with me.
 (Draw a line under 1 as you all count) **1.**
-
22. Your turn. Count each line as I point.
 (Point to each line) **1, 2, 3, 4, 5.**
 How many? ~ **5**
 That's right. 5 lines.
-

23.	Both sides of equals (Point to =) have to be the same. This side (Point to lines) has 5. (Point to box) How many does this side need? ~ 5 (Draw 5 lines under the box as you count) 1, 2, 3, 4, 5.
24.	(Point to the lines under the box) How many? ~ 5 What number goes in the box? ~ 5 (Write 5 in the box)
25.	Your turn. Read as I point. (Point to each symbol as students say) 4 plus 1 equals 5.
26.	(Erase whiteboard) (Write $5 + 3 = \square$ on whiteboard) Your turn. Read with me. 5 plus 3 equals how many?
27.	(Point to 5) What number? ~ 5 How many lines do I draw? ~ 5 Count with me. (Draw lines under 5 as you all count) 1, 2, 3, 4, 5.
28.	(Point to 3) What number? ~ 3 How many lines do I draw? ~ 3 Count with me. (Draw lines under 3 as you all count) 1, 2, 3.
29.	Your turn. Count each line as I point. (Point to each line) 1, 2, 3, 4, 5, 6, 7, 8. How many? ~ 8 That's right. 8 lines.
30.	Both sides of equals (Point to =) have to be the same. This side (Point to lines) has 8. (Point to box) How many does this side need? ~ 8
31.	(Draw lines under the box as you count) 1, 2, 3, 4, 5, 6, 7, 8. How many? ~ 8 Which number goes in the box? ~ 8 (Write 8 in the box)
32.	Your turn. Read as I point. (Point to each symbol as students say) 5 plus 3 equals 8.

Section C – Independent Practice

Teacher Resources - Section C	Resources per Student - Section C
Workbook – 15A	Workbook – 15A

Step	Instruction
1.	(Place Workbook – 15A under visualiser) Open your workbook to 15A. (Check) Place your pencil next to your workbook. (Check)

-
2. Eyes up.
(Point to Problem A)
This is Problem A. I will read Problem A. Listening.
(Point to each symbol as you say) 2 plus 4 equals how many?
Your turn. Point to Problem A in your books. (Check)
Point to each symbol on your sheet and read with me.
2 plus 4 equals how many?
(Repeat until confident)
-
3. Let's solve Problem A together.
Point to the first number. (Check)
What number? ~ **2**
Up Up, **Pencils Up**. Everyone, draw 2 lines below.
Down Down, **Pencils Down**.
(Draw 2 lines below 2)
Check your partner. If it looks like mine, thumbs up!
-
4. Point to the second number. (Check)
What number? ~ **4**
Up Up, **Pencils Up**. Everyone, draw 4 lines below.
Down Down, **Pencils Down**.
(Draw 4 lines below 4)
Check your partner. If it looks like mine, thumbs up!
-
5. Point to each line on your sheet and count with me.
1, 2, 3, 4, 5, 6.
How many? ~ **6**
-
6. Point to the equals sign on your sheet. (Check)
We have 6 lines on one side.
How many lines do we need below the box? ~ **6**
Up Up, **Pencils Up**. Everyone, draw 6 lines below the box.
Down Down, **Pencils Down**.
(Draw 6 lines below 6)
Check your partner. If it looks like mine, thumbs up!
-
7. Up Up, **Pencils Up**. Write a 6 in the box (Check)
(Write **6** for Problem A)
Down Down, **Pencils Down**.
-
8. I will read Problem A. Listening.
(Point to each symbol as you say) 2 plus 4 equals 6.
Your turn. Point to each symbol and read with me.
(Point to each symbol as you all say) **2 plus 4 equals 6.**
(Repeat until confident)
-
9. (Point to Problem B)
This is Problem B. Everyone, point to Problem B in your books. (Check)
I will read Problem B. Listening.
6 plus 1 equals how many?
I'm going to choose someone to read Problem B aloud.
(Pick a non-volunteer) Read Problem B aloud (Pause), [Name].
6 plus 1 equals how many?
Very good. 6 plus 1 equals how many?
(Pick a second non-volunteer and repeat)
-

10.	Let's solve Problem B together. Point to the first number. (Check) What number?~ 6 Up Up, Pencils Up. Everyone, draw 6 lines below. (Check) (Draw 6 lines below 6) Down Down, Pencils Down.
11.	Point to the second number. (Check) What number?~ 1 Up Up, Pencils Up. Everyone, draw 1 line below. Down Down, Pencils Down. (Draw 1 line below 1) Check your partner. If it looks like mine, thumbs up!
12.	Point to each line and count with me. 1, 2, 3, 4, 5, 6, 7. How many?~ 7
13.	Point to the equals sign. (Check) We have 7 lines on one side. How many lines do we need below the box?~ 7 Up Up, Pencils Up. Everyone, draw 7 lines below. Down Down, Pencils Down. (Draw 7 lines below 7) Check your partner. If it looks like mine, thumbs up!
14.	Up Up, Pencils Up. Write a 7 in the box. (Check) (Write 7 for Problem B) Down Down, Pencils Down.
15.	I will read Problem B. Listening. (Point to each symbol as you say) 6 plus 1 equals 7. I'm going to choose someone to read Problem B aloud, with the answer. (Pick a non-volunteer) Read Problem B aloud, with the answer (Pause), [Name]. (Point to each symbol as student says) 6 plus 1 equals 7. Very good. (Pick a second non-volunteer and repeat)
16.	(Point to Problem C) This is Problem C. Everyone, point to Problem C in your books. (Check) I'm going to choose someone to read Problem C aloud. (Pick a non-volunteer) Read Problem C aloud (Pause), [Name]. (Point to each symbol as student says) 3 plus 3 equals how many? Great job! (Pick a second non-volunteer and repeat)
17.	Up Up, Pencils Up. I want you to solve this problem on your own. Put your pencil down when you finish. Go. (Support and Check) I'm going to choose someone to read Problem C aloud, with the answer. (Pick a non-volunteer) Read Problem C aloud, with the answer (Pause), [Name]. (Point to each symbol as student says) 3 plus 3 equals 6. Very good. (Pick a second non-volunteer and repeat)
18.	(If students are not yet ready for independent practice, use the Teaching Template below to model additional problems until confident)
19.	Your turn. When I say go, solve the rest of the problems and stop when you reach the stop symbol. Remember to ask for help if you need it. Up Up, Pencils Up. Go.

-
20. (Support)
(Corrections and Lesson Closure are in the final section, found after the Teaching Template)
-

Teaching Template (if required)

1. Eyes up.
(Point to Problem [Letter])
This is Problem [Letter]. I will read Problem [Letter]. Listening.
(Point to each symbol as you say) [First number] plus [Second number] equals how many?
Your turn. Point to Problem [Letter] in your books. (Check)
Point to each symbol on your sheet and read with me.
(Point to each symbol as you say) **[First number] plus [Second number] equals how many?**
(Repeat until confident)

 2. Let's solve Problem [Letter] together.
Point to the first number. (Check)
What number?~ **[First number]**
Up Up, **Pencils Up**. Everyone, draw [First number] lines below.
Down Down, **Pencils Down**.
(Draw [First number] lines on whiteboard)
Check your partner. If it looks like mine, thumbs up!

 3. Point to the second number. (Check)
What number?~ **[Second number]**
Up Up, **Pencils Up**. Everyone, draw [Second number] lines below.
Down Down, **Pencils Down**.
(Draw [Second number] lines on whiteboard)
Check your partner. If it looks like mine, thumbs up!

 4. Point to each line on your sheet and count with me.
[Count lines until you reach Total number]
How many?~ **[Total number]**

 5. Point to the equals sign on your sheet. (Check)
We have [Total number] lines on one side.
How many lines do we need below the box?~ **[Total number]**
Up Up, **Pencils Up**. Everyone, draw [Total number] lines below the box.
Down Down, **Pencils Down**.
(Draw [Total number] lines on whiteboard)
Check your partner. If it looks like mine, thumbs up!

 6. Up Up, **Pencils Up**. Write a [Total number] in the box. (Check)
Down Down, **Pencils Down**.

 7. I will read Problem [Letter]. Listening.
[First number] plus [Second number] equals [Total number].
Your turn. Point to each symbol and read with me.
[First number] plus [Second number] equals [Total number].
(Repeat until confident)
-

Section D – Corrections and Closure

Step	Instruction
1.	Down Down, Pencils Down .
2.	Let's correct our work. Get your green pencil ready. (Check) Remember to tick if your answer is right and leave it if it's wrong.
3.	The answer to Problem A is 6 . What is the answer?~ Problem B is 7 . What is the answer?~ (Repeat for all answers below)
4.	Awesome work! You did a great job at solving these adding problems. Soon I will show you an even quicker way of adding.

Student Workbook Answers:

Page 1: **A. 6 B. 7 C. 6 D. 7 E. 8**

Page 2: **F. 8 G. 4 H. 6 I. 8 J. 9**

This concludes your maths session for today.

Session 15B

Complete Daily Review and Quick Teach 15B

Teach MGPS Lesson 15B – Area of 2D Shapes Part 1 (Introducing Area)

MGPS Lesson 15B – Area of 2D Shapes Part 1 (Introducing Area)

Learning Objective

Students will recognise the **area** of **closed 2D shapes** as the amount of **surface** it covers.

Activate Prior Knowledge

Is a **line** a **shape**? Can a **shape** have **ends** that do not meet? What **2D shapes** do you already know?

Explain the Concept

Draw a **triangle** on the board. State: **A closed 2D shape** has no breaks in the lines. The **ends** of the **lines** meet. Erase a portion of the outline and state: **This is no longer a closed 2D shape.**

Draw a series of examples and non-examples of **2D shapes**, asking: **Is this closed or open? Closed/open.**

Define: **Area is the amount of space in a 2D shape.** Use a flipped response to CFU such as: **The amount of space in a 2D shape is called? Area.** **The area of a 2D shape tells us? The amount of space in it.**

State: **All closed 2D shapes have an area** The **area** is inside the lines.

Draw a series of 2D shapes, and model colouring in the area of each one.

Draw 2 rectangles of vastly different sizes. Colour in their **areas**. State: **The bigger rectangle has more space in it. It has a larger area.** Repeat with different **2D shapes**, having students identify which has the larger/smaller area.

I Do, We Do, You Do

I Do: Present students with a series of drawings/pictures of **closed** and **open 2D shapes**. Identify if the shape is **open/closed** with sentences such as: **This is a closed shape. The ends meet. It has an area.**

We Do: Repeat a similar process with students. Begin by asking: **Is this closed or open? Closed/open. Does it have an area? Yes/no.** Move on to full sentence responses and model a response where necessary.

I Do: Present students with a group of **closed** and **open 2D shapes**. Model colouring in the **areas** of the **closed 2D shapes** only. Show a non-example where you colour out of the lines and state: **This is not the area. The area is inside the shape.**

We Do/You Do: Provide students with a sheet that shows **closed** and **open 2D shapes**. Students colour in the **areas** of the **2D shapes**. As an extension, have students use different colours for different shapes. (All triangles in blue, all rectangles in red etc.)

This concludes your maths session for today.

Session 15C

Complete Daily Review and Quick Teach 15C
Teach Lesson 15C – Addition by Counting All (Consolidation)
Complete MSSP Review 15M

Lesson 15C – Addition by Counting All (Consolidation)

Explicit Teaching

Review addition by counting all. Refer to Section B of Lesson 15A for guidance.

Independent Practice

Students to complete Workbook Activity 15C. Provide adequate support, referring to Section C of Lesson 15A and the accompanying Teaching Template (if required) for guidance.

Student Workbook Answers:

Page 1: **A. 6 B. 9 C. 7 D. 7 E. 6**

Page 2: **F. 6 G. 9 H. 7 I. 7 J. 9**

A reminder to complete MSSP Review 15M after the above lesson.

This concludes your maths session for today.