

# Join Groups to Add.

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### Differentiate and Assess

Not every student will be ready to investigate this concept at this Level and so we will need to differentiate to ensure every student is learning at their leading edge. Select the Differentiate button on this screen.

### Integrate

Every mathematical concept is integrally related to other mathematical concepts. Teaching and learning related concepts simultaneously develops deep relational understanding. Select the Integrate button on this screen.

### Intervene

Some students may not yet be ready to investigate this concept at any Level, and so we will need to provide some intervention. Select the Intervention button on this screen.

# JOIN GROUPS TO ADD.

## EXPLICIT TEACHING PLAN OVERVIEW PAGE

THIS PAGE IS A SUMMARY OF THE EXPLICIT TEACHING PLAN, INCLUDING STRATEGIC QUESTIONS, AND DESCRIBING THE SEQUENCE WHICH WILL OCCUR OVER MULTIPLE LESSONS.

RESOURCES: NUMBER CARDS, PENCIL, PAPER

### WHAT COULD WE DO?

Children:

- create 2 groups, for example,



- join the groups together in 2 rows, to ensure the group of 3 and the group of 4 are visible as well as the group of 7, for example,



- count the number of counters altogether
- record an informal number sentence to describe what they did, for example, 3 and 4 is 7

### WHAT LANGUAGE COULD WE USE TO EXPLAIN AND ASK QUESTIONS?

Children

- ask one another questions about joining groups together to add, for example:
  - ▶ How could we make a group of counters?
  - ▶ How could we make another group of counters?
  - ▶ How could we join the groups together?
  - ▶ How many counters altogether?
  - ▶ How could we record a sentence describing what we did?

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## EXPLICIT TEACHING PLAN

FULL EXPLICIT TEACHING PLAN, EMBEDDING DEEP RELATIONAL UNDERSTANDING, METALANGUAGE, AND QUESTIONS THAT MAY BE USED OVER MULTIPLE LESSONS.

### WHAT COULD WE DO?

Children think about, talk and listen to a friend about, then have the opportunity to share what they already know.

Display 2 groups of counters, for example, 3 and 4



Point to the group of 3 counters, for example,



### WHAT LANGUAGE COULD WE USE TO EXPLAIN AND ASK QUESTIONS?

- ▶ Today brings an investigation about joining groups.
- ▶ What do you know about joining groups?
- ▶ Talk about joining groups with a friend.
- ▶ Is anyone ready to share what they are thinking about joining groups?
  
- ▶ We've investigated groups.
- ▶ And we found that we could start with one group and make more groups.
  
- ▶ Today we're going to investigate joining groups together.
- ▶ How many groups?
- ▶ Are there 2 groups?
  
- ▶ How many counters in this group?
- ▶ How could we count the counters in the group?
- ▶ Could we move each counter as we count them?
- ▶ Let's count 1, 2, 3.
- ▶ Does the last number that we say tell us how many there are?
- ▶ Are there 3 counters in the group?

Point to the group of 4 counters, for example,



Join the two groups of counters together in 2 rows to ensure the group of 3 and the group of 4 are still visible, as well as the group of 7, for example,



Count the counters in the group.

- ▶ How many counters in this group?
- ▶ How could we count the counters in this group?
- ▶ Could we move each counter as we count them?
- ▶ Let's count 1 2 3 4
- ▶ Does the last number that we say tell us how many there are?
- ▶ Are there 4 counters in this group?

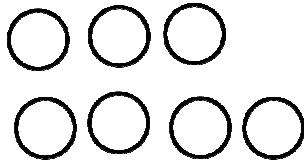
- ▶ Let's join our groups together to make a larger group.

- ▶ How many counters altogether in the group?
- ▶ How could we work out how many counters altogether in the group?
- ▶ Could we count all of the counters in the group?
- ▶ Let's count the counters, 1 2 3 4 5 6 7
- ▶ What number did we say last?
- ▶ Did we say '7' last?
- ▶ Does the last number that we say tell us how many there are?
- ▶ Are there 7 counters altogether in the group?

Record, for example,



Record, for example,



Record, for example, 3.

Record, for example, 3 and 4.

Record, for example, 3 and 4 is 7.

- ▶ How could we record this?
- ▶ Could we record the 2 groups of counters?
  
- ▶ Let's record our group of 3 counters.
- ▶ Let's record our group of 4 counters.
  
- ▶ Let's record a sentence describing what we did.
- ▶ How many in this group?
- ▶ Are there 3 in this group?
- ▶ And how many in this group?
- ▶ Are there 4 in this group?
- ▶ And how many when we joined the groups together?
- ▶ Are there 7 altogether?
- ▶ When we join groups together, we say we are adding.
- ▶ Did we add the groups of counters?
- ▶ Did we add a group of 3 counters and a group of 4 counters together?
- ▶ Does our number sentence say that we started with a group of 3 and a group of 4, and we joined them together to make a group of 7?

Numerals 0 – 10(print, cut out and distribute to each child)

0	1	2	3
4	5	6	7
8	9	10	