

# Addition Facts and Properties

pages 1–2

## Getting Started

### Objective

- To review addition facts and properties

### Vocabulary

addend, sum, Commutative Property, Associative Property, Identity Property

### Materials

addition fact cards; counters

### Warm Up + Mental Math

Have students find each sum.

- $3 + 4$  (7)
- $2 + 7$  (9)
- $5 + 1$  (6)
- $8 + 2$  (10)
- $3 + 2$  (5)
- $6 + 2$  (8)
- 4 and 4 (8)
- 4 and 2 plus 1 (7)

### Warm Up + Activity

Use addition fact cards to review basic addition facts through  $9 + 9$ . Divide the class into two teams. A team's score is the number of facts answered correctly in three minutes.

## Teach

**Introduce the Lesson** Ask a student to read the problem aloud and tell what is to be solved. (*how many games the Cubs played*) Have students tell what they need to know to solve the problem. (*number of games won and lost*) Ask where this information can be found. (*in the chart*) Have students tell what facts are known. (*The Cubs won 9 games and lost 6 games.*) Have students complete the sentences as they read aloud with you to solve the problem.

**Develop Skills and Concepts** Recall that addition involves joining together two or more groups to find a total. Stress that the groups being joined are called *addends* and that the total is the *sum*. The groups need not be the same size. Write an addition fact in both vertical and horizontal form. Discuss each of the addition properties. Have students write examples of each property on the

Name \_\_\_\_\_

## Basic Facts

### Addition Facts and Properties

The Cubs won the Little League District Championship. How many games did they play?

We want to know how many games the Cubs played.

We know the Cubs won 9 games and lost 6 games.

To find the total games played, we add the games won and the games lost. We add 9 and 6.

$$\begin{array}{r} 9 + 6 = 15 \\ \text{addends} \qquad \text{sum} \end{array}$$

The Cubs played 15 games in all.

Understanding the basic properties of addition makes it easier to find sums.

#### Commutative Property

Two numbers can be added in any order without affecting the sum. Addends can be grouped in any order without affecting the sum.

#### Associative Property

Addends can be grouped in any order without affecting the sum.

#### Identity Property

When zero is one of two addends, the sum is the other addend.

### Getting Started

Find each sum.

$$1. 4 + 4 = \underline{10}$$

$$2. 8 + 8 = \underline{16}$$

$$3. 9 + 0 = \underline{9}$$

$$4. 7 + 1 = \underline{8}$$

Add. Check by adding in the reverse order.

$$\begin{array}{r} 4 \\ + 8 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 5 \\ + 4 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 9 \\ + 2 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 7 \\ + 8 \\ \hline 15 \end{array}$$

$$\begin{array}{r} 3 \\ + 5 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 7 \\ + 0 \\ \hline 7 \end{array}$$

Lesson 1-1 • Addition Facts and Properties

Lesson 1-1

### It's Algebra!

	Won	Lost
Cubs	9	6
Pharos	8	7
Cards	5	9
Giants	6	8



board. Reinforce the properties by having students use counters to demonstrate these properties:

$$2 + 4 = 4 + 2$$

$$7 + 0 = 7$$

$$(3 + 1) + 5 = 3 + (1 + 5)$$

**It's Algebra!** The concepts in this lesson prepare students for algebra.

## Practice

Have students complete all the exercises. Before they begin, be sure students understand the directions for each section. Remind them to include the units with their answers to each word problem. Then, have students complete the page independently.

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Peter S. Westwood, Peter Westwood, 2008 There is an increasing need for numeracy skills in all aspects of life This book explores the issues that are emerging regarding the teaching of these skills beginning with preschool and the early years of primary school through to adults with poor numeracy skills It draws on research and relevant literature from several different countries to provide a comprehensive overview of the subject and contains many links to other sources of information and additional resources

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**The Handbook of Mathematics Teacher Education: Volume 2**, 2008-01-01 The Handbook of Mathematics Teacher Education the first of its kind addresses the learning of mathematics teachers at all levels of schooling to teach mathematics and the provision of activity and programmes in which this learning can take place It consists of four volumes Volume 2 Tools and Processes in Mathematics Teacher Education focuses on the how of mathematics teacher education In this volume the authors share with the readers their invaluable experience in employing different tools in mathematics teacher education This accumulated experience could assist teacher educators researchers in mathematics education and those involved in policy decisions on

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*Transdisciplinarity in Mathematics Education* Limin Jao, Nenad Radakovic, 2017-10-15 The book explores various facets of transdisciplinarity in mathematics education and its importance for research and practice The book comprehensively outlines the ways that mathematics interacts with different disciplines world views and contexts these topics include mathematics and the humanities the complex nature of mathematics education mathematics education and social contexts and more It is an invaluable resource for mathematics education students researchers and practitioners seeking to incorporate transdisciplinarity into their own practice

Evidence-Based Inquiries in Ethno-STEM Research Iman C Chahine, Josef de Beer, 2021-01-01 The purpose of the edited volume is to provide an international lens to examine evidence based investigations in Ethno STEM research Ethno science Ethno technology Ethno engineering and Ethno mathematics These themes grew out of multi national multi institutional and multi disciplinary efforts to preserve as well as epitomize the role that Indigenous Knowledge Systems IKS play in cognitive development and its vital contributions to successful and meaningful learning in conventional and non conventional contexts Principled by the Embodied Situated and Distributed Cognition ESDC this innovative book will provide evidence supporting the embeddedness of a thinking in acting model as a fundamental framework that explains and supports students acquisition of scientific knowledge So often western science curricula are experienced as irrelevant since it does not take cognizance of the daily experiences and world in which the learner finds himself This book takes a socio cultural look at IKS and applies research in neuroscience to make a case its incorporation in the STEM Science Technology Engineering and Mathematics classroom We use the Embodied Situated Distributed Cognition ESDC Model as conceptual framework in this book Although the value of IKS is often acknowledged in curriculum policy documents teachers are most often not trained in incorporating IK in the classroom Teachers lack of the necessary pedagogical content knowledge PCK in effectively incorporating IK in their classrooms is a tremendous problem internationally Another problem is that IK is often perceived as pseudo science and scholars advocating for the incorporation



of IK in the school curriculum often do not contextualize their arguments within a convincing theoretical and conceptual framework

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