

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.

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

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

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

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

$$\begin{array}{r} 3 \\ + 5 \\ \hline 14 \end{array}$$

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

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.

Mathematics Conceptteachers Edition 2005

Jianpan Wang



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Secondary Lenses on Learning Participant Book Catherine Miles Grant,2009-08-11 This participant book in combination with the facilitator s guide forms a comprehensive professional development program designed to improve the efforts of site based mathematics leadership teams for middle and high schools Secondary Lenses on Learning prepares leaders to explore concepts in middle and high school algebra as a window into content instruction and assessment You will learn how to assess the strengths and needs of your mathematics programs set goals and generate plans for ongoing improvement by engaging in extended explorations and conversations based on readings problem based activities cases and videos

Young Adult Nonfiction Judith A. Hayn,Jeffrey S. Kaplan,Amanda L. Nolen,Heather A. Olvey,2015-11-19 No matter the location schools are guided by standards including Common Core State Standards This collection of contributions by some of the country s leading literacy experts offers practical suggestions for implementing young adult literature to meet the demand that standards mandate for focusing on nonfiction in teaching literacy The challenges to CCSS abound and teachers who are currently seeking avenues to reach their students no matter what content they teach will find the strategies and suggestions useful The text advocates using young adult literature to accomplish content area literacy and is intended as a primer for those who are building curriculum

Teaching Statistics in School Mathematics-Challenges for Teaching and Teacher Education Carmen Batanero,Gail Burrill,Chris Reading,2011-07-31 Teaching Statistics in School Mathematics Challenges for Teaching and Teacher Education results from the Joint ICMI IASE Study Teaching Statistics in School Mathematics Challenges for Teaching and Teacher Education Oriented to analyse the teaching of statistics in school and to recommend improvements in the training of mathematics teachers to encourage success in preparing statistically literate students the volume provides a picture of the current situation in both the teaching of school statistics and the pre service education of mathematics teachers A primary goal of Teaching Statistics in School Mathematics Challenges for Teaching and Teacher Education is to describe the essential elements of statistics teacher s professional knowledge and their learning experiences Moreover a research agenda that invites new research while building from current knowledge is developed Recommendations about strategies and materials available to train prospective teachers in university and in service teachers who have not been adequately prepared are also accessible to the reader

Everything You Need for Mathematics Coaching Maggie B. McGatha,Jennifer M. Bay-Williams,Beth McCord Kobett,Jonathan A. Wray,2018-04-02 Math coaches wear many hats You think on your feet and have to invent react and respond often without time to prepare in a myriad of professional contexts What s your go to resource for support Plan focus and lead Your toolkit for inspiring math teachers Meet Everything You Need For Mathematics Coaching Tools Plans and a Process That Works for Any Instructional Leader This one stop comprehensive toolkit for improving mathematics instruction and learning is designed for busy math coaches and teacher leaders who often have to rely on their own competencies Using the Leading for Mathematical

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Teaching Young Children Mathematics Janice Minetola, Robert G. Ziegenfuss, J. Kent Chrisman, 2013-09-11 Teaching Young Children Mathematics provides a comprehensive overview of mathematics instruction in the early childhood classroom Taking into account family differences language barriers and the presence of special needs students in many classrooms throughout the U S this textbook situates best practices for mathematics instruction within the larger frameworks of federal and state standards as well as contemporary understandings of child development Key topics covered include developmental information of conceptual understanding in mathematics from birth through 3rd grade use of national and state standards in math including the new Common Core State Standards information for adapting ideas to meet special needs and English Language Learners literacy connections in each chapter real world connections to the content and information for family connections to the content

The Learning and Teaching of Calculus John Monaghan, Robert Ely, Márcia M.F. Pinto, Mike Thomas, 2023-09-05 This book is for people who teach calculus and especially for people who teach student teachers who will in turn teach calculus The calculus considered is elementary calculus of a single variable The book interweaves ideas for teaching with calculus content and provides a reader friendly overview of research on learning and teaching calculus along with questions on educational and mathematical discussion topics Written by a group of international authors with extensive experience in teaching and research on learning teaching calculus both at the school and university levels the book offers a variety of approaches to the teaching of calculus so that you can decide the approach for you Topics covered include A history of calculus and how calculus differs over countries today Making sense of limits and continuity differentiation integration and the fundamental theorem of calculus chapters on these areas form the bulk of the book The ordering of calculus concepts should limits come first Applications of calculus including differential equations The final chapter looks beyond elementary calculus Recurring

themes across chapters include whether to take a limit or a differential infinitesimal approach to calculus and the use of digital technology in the learning and teaching of calculus This book is essential reading for mathematics teacher trainers everywhere

The Second Handbook of Research on the Psychology of Mathematics Education Ángel Gutiérrez, Gilah C. Leder, Paolo Boero, 2016-07-23 Since its establishment in 1976 PME The International Group for the Psychology of Mathematics Education is serving as a much sought after venue for scientific debate among those at the cutting edge of the field as well as an engine for the development of research in mathematics education A wide range of research activities conducted over the last ten years by PME members and their colleagues are documented and critically reviewed in this handbook released to celebrate the Group's 40 year anniversary milestone The book is divided into four main sections Cognitive aspects of learning and teaching content areas Cognitive aspects of learning and teaching transverse areas Social aspects of learning and teaching mathematics and Professional aspects of teaching mathematics The selection for each chapter of a team of at least two authors mostly located in different parts of the world ensured effective coverage of each field High quality was further enhanced by the scrupulous review of early chapter drafts by two leaders in the relevant field The resulting volume with its compilation of the most relevant aspects of research in the field and its emphasis on trends and future developments will be a rich and welcome resource for both mature and emerging researchers in mathematics education

Collaborating to Meet Language Challenges in Indigenous Mathematics Classrooms Tamsin Meaney, Tony Trinick, Uenuku Fairhall, 2011-10-03 Language can be simultaneously both a support and a hindrance to students learning of mathematics When students have sufficient fluency in the mathematics register so that they can discuss their ideas they become chiefs who are able to think mathematically However learning the mathematics register of an Indigenous language is not a simple exercise and involves many challenges not only for students but also for their teachers and the wider community Collaborating to Meet Language Challenges in Indigenous Mathematics Classrooms identifies some of the challenges political mathematical community based and pedagogical to the mathematics register faced by an Indigenous school in this case a M ori immersion school It also details the solutions created by the collaboration of teachers researchers and community members

Math Education for Gifted Students Susan K. Johnsen, James Kendrick, 2005 For the first time the Gifted Child Today Reader series brings together the best articles published in Gifted Child Today the nation's most popular gifted education journal Each book in the series is filled with exciting and practical classroom ideas useful summaries of research findings discussions of identification and classroom management and informed opinions about educating gifted kids Anyone involved in education will benefit from the practical research based ideas this unique series has to offer Given gifted students accelerated and intuitive thought processes regarding mathematics teachers need to design differentiated curricula and use strategies that increase the complexity and pace of instruction The authors provide some specific strategies for both organizing a gifted program and teaching mathematically gifted students in either the general education classroom or in

special settings Math Education for Gifted Students offers information about how to differentiate for mathematically gifted students as well as tried and true instructional strategies to employ including tiered lessons distance learning and activities combining architecture and math

Preservice Elementary School Teachers' Conceptions of Multidigit Whole Numbers Eva Thanheiser, 2005 I develop a framework for preservice elementary teachers PSTs conceptions of multidigit whole numbers before the PSTs enter their first mathematics course for future teachers and use that framework to describe their conceptions and their difficulties Although PSTs have been shown to lack the understanding of multidigit whole numbers necessary to teach in ways that empower students mathematically little is known about their conceptions To help PSTs build a profound understanding of number mathematics educators must be aware of their currently held conceptions In my work I draw upon the extensive research on children s understanding of multidigit whole numbers to explicate PSTs conceptions of these numbers Through two interviews each of 15 PSTs I uncovered their conceptions of multidigit whole numbers in standard algorithms and other contexts and developed a framework for these conceptions which fell into four broad categories a each digit seen in terms of its reference unit hundreds tens ones enabling the PST to relate those reference units to one another b each digit seen as a collection of ones e g 389 is 300 ones and 80 ones and 9 ones c some digits seen in terms of an incorrect unit type e g the 8 in 389 as 8 ones instead of 80 ones or 8 tens and d all digits seen only in terms of ones e g 389 is 3 ones and 8 ones and 9 ones Although the first two conceptions are correct only the first empowers one to explain number in all contexts e g to see each reference unit in terms of the next lower reference unit and thus to explain the 1 to 10 relationship between adjacent reference units Using this framework I discuss the PSTs conceptions in four contexts including standard algorithms and their difficulties with number Although all 15 PSTs could correctly apply the algorithms many lacked the deep conceptual understanding needed to support children s development of place value understanding essential for future teachers My framework includes a classification of PSTs currently held conceptions of multidigit whole numbers and thus can be used to support mathematics educators who teach these students

Math & Science for Young Children Rosalind Charlesworth, Karen Lind, 2007 Math and Science for Young Children 5e is a unique reference that focuses on the integration of math and science with the other important areas of child development during the crucial birth through eight age range It also carefully addresses the ever changing and significant national standards of the following organizations The National Association for the Education of Young Children NAEYC National Council of Teachers of Math NCTM National Science Teachers Association NSTA American Association for the Advancement of Science AAAS and the National Research Council NRC A valuable resource for the student learner working professional as well as the involved parent Math and Science for Young Children 5e is the most current volume of information of its kind available on the market today

Journal for Research in Mathematics Education, 2015 **Gender Differences in Aspirations and Attainment** Ingrid Schoon, Jacquelynne S. Eccles, 2014-09-25 A dynamic and contextualized account of the processes and

mechanisms underlying gendered career decisions and attainment across the life course **Journal of Vocational Education, Kontagora** ,2005-05 *Special Educational Needs and Disabilities in Schools* Janice Wearmouth,2017-04-20

Special Educational Needs and Disabilities in Schools is a key resource in supporting student teachers during and beyond their teaching training to begin to understand how and be able to address the needs of children and young people within schools and college in line with the Code of Practice DfE 2014 Drawing on her wealth of experience and up to date theory Janice Wearmouth explores current legislation related to special educational needs and disability SEND within a historical and geographical context so that readers can understand how and why the current SEND policy and practice has developed as it has She considers assessment and planning in relation to both informal and standardised approaches and offers ways to engage with young people s peers and families views and experiences Wearmouth focuses on ways to understand assess and address the most common forms of SEND literacy and numeracy difficulties and behavioural concerns related to social emotional and mental health She discusses how ICT might be used to include young people with various degrees of difficulty in learning and explores professional relationships and partnership work with parents and families Throughout this engaging guide readers are supported with clear questions of focus for each chapter and within each chapter exemplars and vignettes and reflective and discussion activities for individuals and groups can be found to enable them to consider their own practice to ensure that all young people can learn effectively in their classrooms The supportive companion website provides a wealth of further reading resources *Abstracts of Papers Presented to the American Mathematical Society* American Mathematical Society,2006 *Principal Leadership* ,2006 **Elusive Justice** Thea Renda Abu El-Haj,2006 Publisher description **Sheltered Content Instruction** Jana Echevarria,Anne Wooding Graves,2007 This book clearly defines sheltered instruction or Specially Designed Academic Instruction in English SDAIE and provides strategies for its successful implementation in the K 12 classroom Unlike any other book on the market this popular resource focuses on using sheltered instruction with students of varying abilities making it a unique tool for teachers Renowned authors Jana Echevarria and Anne Graves address the important overlap between sheltered instruction and special education adaptations The Third Edition of Sheltered Content Instruction captures the vitality of modern classrooms by speaking specifically to instruction in the content areas and confronting the fact that students learning English might struggle in those subjects The authors provide practical methods that demonstrate how to implement this type of instruction with a full range of learners A classic text in the field the Third Edition of Sheltered Content Instruction is comprehensively revised and updated in a new full workbook size format One important function of the Third Edition is to provide teachers with the support and direction needed to undertake the sheltered approach Specific examples of sheltered content instruction and scenarios depicting classroom interaction during this type of instruction provide models for teachers and those preparing to teach Case studies and vignettes illustrate this interaction for the reader **Proceedings Of The 14th International Congress On**

Mathematical Education (In 2 Volumes) Jianpan Wang, 2024-06-07 The International Congress on Mathematical Education ICME is the largest international conference on mathematics education in the world This quadrennial event is organized under the auspices of the International Commission on Mathematical Instruction ICMI This book the Proceedings of ICME 14 presents the latest trends in mathematics education research and mathematics teaching practices at all levels Each chapter covers an extensive range of topics in mathematics education Volume I consists of 4 Plenary Lectures 3 Plenary Panels 5 Lectures of Awardees 4 Survey Teams 62 Topic Study Groups 13 Discussion Groups 20 Workshops a Thematic Afternoon and an Early Career Researcher Day Plenary Lectures recognize substantial and continuing contributions to the growth of the field of Mathematics Education Plenary Panels address three major challenges currently facing mathematics educators across the globe The Survey Teams have a particular emphasis on identifying and characterizing important new knowledge recent developments new perspectives and emergent issues The Topic Study Groups provides a coverage of important topics in mathematics education Volume II consists of 50 invited lectures which present the work and reflections of both established and emerging researchers from around the world These lectures cover a wide spectrum of topics themes and issues that reflect the latest challenges and development in the field of mathematics education

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