Subject: Mathematics

Duration: 5X1 hr.

Topic: Addition of Sets.

Attainment targets:

- Understand the idea of sets
- Use mathematical symbols for comparison and decision making.
- Know the value of numbers.
- Use the basic operations and number patterns.

Objectives:

By the end of the week students should be able to;

- Recognize numerals ‘0’ through ‘20’ and associate them with sets having a corresponding number of members;
- Join up to three sets into one set having as many as twenty numbers and show the relationships between the sets using a sentence;
- Associate the joining of sets with addition and the plus (+) symbol;
- Interchange numbers with numeral names;
- Show pair of related addition facts (3+2 ;5+3=8)
- Join up to three sets (2 + 5 + 1 = 8).

Activities

Day1.

- Students still sing counting songs of their choice.
- Students will be introduced to pairs of related addition facts. For example 5+2=7;2+5=7;
- Students will give their own examples of which show pairs of related addition facts.
- Students will be giving counters to manipulate in an effort to Solve problems.

Assessment:

\[
\begin{align*}
3+4 &= 5+2 &= 3+6 = \\
4+3 &= 2+5 &= 6+3 = 
\end{align*}
\]
Day 2:
- Students will still do homework questions on the chalkboard.
- Students will speak freely about pass of related addition facts which they memorized.
- Students will make sets of related addition facts on the chalk board

Assessment:

Solve each problem.

\[
\begin{array}{c c c}
5 & 2 & 8 \\
+ 3 & + 1 & + 2 \\
\end{array}
\]

\[
\begin{array}{c c c}
3 & 1 & 2 \\
+ 5 & + 2 & + 8 \\
\end{array}
\]

Day 3:
- Students will sing ‘Ten little Indian boys.’
- Students will review activities taught on the previous day.
- Students will be given their counters.
- Teachers will instruct students to make sets request orally.

Assessment:
- Students will do activity from specially prepared worksheets.

Day 4
- Students will count from 1-20.
- Students will sing number songs.
- Students will be introduced to “three sets” addition.
- Students will use themselves and their possessions to make sets.
- Students will do practice exercise on the chalkboard.
Assessment: 1

(Write numerals on each line and complete the sets).

\[ \triangle \triangle \triangle \triangle \triangle \triangle \]

\[ \square \]

\[ \square + \square + \square = \square \]

\[ \square \square \square \square \square \]

\[ \square + \square + \square = \square \]

Assessment 2.

\[ 2 + 5 + 1 = \text{[ ]} \quad 8 + 2 + 1 = \text{[ ]} \]

\[ 7 + 1 + 1 = \text{[ ]} \quad 9 + 2 + 3 = \text{[ ]} \]
Day 5:

- Students will sing counting songs.
- Students will try to mentally compute additional problems.
- Students will review activities done during the course of the week.
- Teacher will give examples of worded problems and students try to understand and solve the problems.

Assessment: 1

1. Pam has three marbles. She finds two more and her mother gives four more to her. How many marbles does she now have?

   $3 \text{ marbles} + 2 \text{ marbles} + 4 \text{ marbles} = \underline{\quad \text{ marbles}}$

   \[0 0 0 \quad 0 0 \quad 0 0 0\]

2. Bob buy one pencil. He gets six more pencils. How many pencils does he now have?

   $1 \text{ pencil} + 6 \text{ pencils} = \underline{\quad \text{ pencils}}$

Assessment 2.

$7 + 3 + 3 = \underline{\quad} \quad 6 + 5 + 3 = \underline{\quad}$

$4 + 6 + 2 = \underline{\quad} \quad 9 + 2 + 4 = \underline{\quad}$

Evaluation:

Plan of Work for the Week beginning November 21, 2011
Subject: Mathematics

Duration: 5X1 hr.

Topic: Addition – Missing Addend

Attainment targets:

- Understand the idea of sets
- Use mathematical symbols for comparison and decision making.
- Know the value of numbers.
- Use the basic operations and number patterns.

Objectives:

By the end of the week students should be able to;

- Recognize numerals ‘0’ through ‘30’ and associate them with sets having a corresponding number of members;
- Join up to three sets into one set having as many as twenty numbers and show the relationships between the sets using a sentence;
- Associate the joining of sets with addition and the plus (+) symbol;
- Show pair of related addition facts (3+2 ; 5+3=8)
- Join up to three sets (2 + 5 + 1 = 8).
- Find the missing addend for particular problems.

Activities

Day1 and Day 2.

- Students still sing counting songs of their choice.
- Students will be introduced to addition problems with an addend missing.
- Teacher will demonstrate to students how to find the missing addend for particular problems.
- Students will be giving counters to manipulate in an effort to solve problems.
Assessment

Find the missing addend.

3 + [ ] = 10  [ ] + 3 = 11
5 + [ ] = 9  [ ] + 5 = 13
8 + [ ] = 12  [ ] + 7 = 14
4 + [ ] = 11

Day 3 and Day 4

- Students will still do homework questions on the chalkboard.
- Students will speak do practice exercise on chalkboard.
- Students will use their counters to complete problems.

Assessment 1

5 + 8 + 3 = [ ]  5 + 12 + 3 = [ ]
14 + 6 + 0 = [ ]  9 + 2 + 4 = [ ]

Assessment 2

13 + [ ] = 23  [ ] + 3 = 25
9 + [ ] = 19  [ ] + 15 = 26
8 + [ ] = 21  [ ] + 17 = 29
4 + [ ] = 19
Day 5

- Students will sing counting songs.
- Students will try to mentally compute additional problems.
- Students will review activities done during the course of the week.
- Teacher will give examples of worded problems and students try to understand and solve the problems.

Assessment 1

a. Sue buys 3 plums at the shop. She picks 8 more when she gets home. How many plums does she have in all?

b. Daddy eats 4 bananas in the morning. He eats 6 bananas at lunch time and 5 more at dinner time. How many bananas did he eat in all?

Assessment 2.

\[
\begin{align*}
13 + \_ & = 23 \\
5 + \_ & = 23 \\
18 + \_ & = 27 \\
4 + \_ & = 13
\end{align*}
\]

\[
\begin{align*}
\_ + 13 & = 30 \\
\_ + 11 & = 20 \\
\_ + 12 & = 24
\end{align*}
\]

Evaluation