

Vision Empower & XRCVC

Teacher Instruction KIT

Addition (Sum not more than 9)

Syllabus: Karnataka State Board

Subject: Mathematics

Grade: First

Textbook Name: Mathematics-Text cum Workbook(Revised)-First Standard

Chapter Number & Name: 5. Addition (sum not more than 9)

1.OVERVIEW

1.1 OBJECTIVE AND PREREQUISITES

OBJECTIVES

- Adding numbers using objects and tactile materials
- Identify and using the symbols “+ “and “= “

PREREQUISITE CONCEPT

- Numbers and counting 0-9

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*Kindly Note: Activities marked with * are mandatory*

1.OVERVIEW

1.1 OBJECTIVE AND PREREQUISITES

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Recapitulation of Numbers 1-10

Activity 1: Sing along rhyme for recap of numbers*

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2. LEARN

2.1 KEY POINTS

Addition is to add/combine/and putting things together

2.2 LEARN MORE

None

3. ENGAGE

3.1 INTEREST GENERATION ACTIVITY

Recapitulation of Numbers 1-10

Activity 1: Sing along rhyme for recap of numbers*

Materials Required: None

Pre-requisites: None

Activity Flow

The teacher should motivate the class to rote count 1-10. Teacher can sing along with children the rhyme 1,2 buckle my shoe using voice modulation and also encourage children to tap their feet on the floor as per the number called out in the rhyme.

ONE, TWO BUCKLE MY SHOE

1,2 buckle my shoe

3,4 shut the door

5,6 pick up the sticks

7,8 lay them straight

9,10 a big fat hen

3.2 CONCEPT INTRODUCTION ACTIVITIES

Process of Addition

Activity 2: Introduction to Addition through a story*

Materials Required: Toy cars

Pre-requisites: Oral Numbers 0-9, Counting skill

Activity Flow

1. Tell the children that today we have a special guest with us, called Miss Addition. Do you know Miss Addition likes to add/combine/put things together.
2. She has one toy car with her, one more car joins in. How many cars does she have? Reinforce counting along. 1, 2. She has 2 cars. So 1 and 1 makes 2.
3. She has 2 cars now, one more joins in. How many cars does she have now? Count aloud. 1,2 and 3. She has 3 cars now. So 2 and 1 makes 3.
4. The teacher can go on till the number 9.

Activity 3: Introduction to symbols “+” and “=” and the Nemeth code *

Materials Required: stylus and slate

Pre-requisites: Nemeth code

Activity Flow

The teacher can introduce the symbol “+” (plus sign) and “=”(equal to sign) in braille and also help children understand their usage in representing problems. The teacher can reinforce practice of these symbols in braille using the slate and stylus.

Exploring the Addition Property

Activity 4: Addition property*

Materials Required: Plastic balls

Pre-requisites: NA

Activity Flow

I have 2 plastic balls with me and my friend has 1 one plastic ball with her. So what are the total balls we have to play with? Let's add 1,2,3. So we have 3 balls in total to play with. Now let's reverse the order. I have 1 ball and my friend has 2 balls to play with, so now how many total balls do we have? Let's add 1,2,3. So the total is again 3. So $2+1$ is equal to $1+2$.

While we add numbers, they can be added in any order and the answer remains the same. For example, when we add $1+4$ the total is 5 now let's reverse the order i.e. we add $4+1$ the total still remains the same 5. Hence $1+4$ is equal to $4+1$ and so changing the order of numbers in addition does not change the sum. This is one of the addition property.

Activity 5: Add and Match

Materials Required: Bowl and marbles, ice-cream sticks and cup, string and beads

Pre-requisites: basic addition

Activity Flow

The teacher can place 9 marbles in a bowl, 8 ice-cream sticks in a cup and string 7 beads on a string and hand it over to three children. The teacher can then call out the addition sum like $5+4$ and ask the children to add and then to compare the sum with the number of objects they received. Similarly, the teacher can call out the other sums $6+2$ and $5+2$ and ask children to match it with the objects given to them.

3.3 LET'S DISCUSS: RELATE TO DAILY LIFE

- Daily transaction
- Counting and quantifying

4. EXERCISES & REINFORCEMENT

4.1 REINFORCEMENT

Activity 6: Working with word problems *

Materials Required: any easily available objects like coins/ice-cream sticks/chocolates/marbles/flowers can be used, bowls

Pre-requisites: Oral Numbers 0-9, counting skill

Activity Flow

Q- I went to the market and bought 2 chocolates for myself. It was my friend's birthday and he gave me 1 more chocolate. So how many chocolates do I have?

The teacher can distribute the objects to the students in a bowl. The students can place the number of objects on the table/floor as the teacher reads the problem. Encourage the children to count along (1,2,3). I have a total of 3 chocolates. Similarly, few more word problems can be practiced.

Q- Ravi has 3 flowers. Riya gives 2 more flowers to Ravi. How many flowers altogether does Ravi have? (Teacher can demonstrate using marble/flowers/chocolates) 1,2,3,4,5.

Give the students some examples of problems from everyday life and then ask them to give suggestions for situations where they will use addition.

Encourage the students to count, add as much and as often as they can. It is the easiest way to build a good number sense and strengthen their basic arithmetic.

Activity 7: Introduction to Addition through a number line*

Materials Required: Rope, beads

Pre-requisites: Oral Numbers 0-9, Counting skill

Activity Flow

The teacher can make knots on the rope (10 knots) or insert 10 beads into the rope. On the rope number line, make the student start from a number, say 5 and then count 'forward' (to the right) 3 knots/ beads and read the number reached now (which will be 8).

Teaching Tips:

If there are any additional teaching tips then utilize this section to mention them.

References:None

4.2 IMPORTANT GUIDELINES*

Exercise Reading

It is very important that the children practice their learnings as well as their reading. Hence have the children read out the newly learned concepts from their textbooks or other available resources.

Perform Textbook Activity

It is good practice to have the children perform the textbook activities. Your textbook activities might not be accessible hence go through this resource to learn how to make textbook content accessible

Provide Homework

To evaluate their understanding and to help the student revise and implement the new learnt concept ensure to provide them with homework. Students should perform one or two of the questions mentioned above or from the textbook exercises with the teacher in Class and the remaining may be given for homework. Also, ensure that the student knows their special skills linked to independently using their accessible books as it will be critical to doing homework independently

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