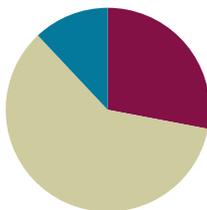


## Lesson 6

Objective: Act out *add to with result unknown* story problems to solve.

### Suggested Lesson Structure

■ Fluency Practice	(7 minutes)
■ Concept Development	(15 minutes)
■ Student Debrief	(3 minutes)
<b>Total Time</b>	<b>(25 minutes)</b>



### Fluency Practice (7 minutes)

- Beanbag Toss **PK.CC.3b** (5 minutes)
- Swim and Count **PK.CC.1** (2 minutes)

### Beanbag Toss (5 minutes)

Materials: (T) 4 beanbags, 1 red mat, and 1 blue mat placed side by side (bath towels or pieces of bulletin board paper may be used)

MP.2

Note: This fluency activity develops students' understanding of decompositions of 4, supporting this module's work with addition and subtraction. Here, students show the number of beanbags with their fingers, a decontextualization of the situation. This anticipates writing addition and subtraction number sentences, as well as a decontextualization of a situation.

T: (Show 4 beanbags on a table.) Count the beanbags. Ready?

S: 1, 2, 3, 4.

T: Everyone will get a turn to toss a beanbag, such as this (demonstrate). The only rule is that it must land on one of the mats. (Distribute the beanbags to 4 students.)

S: (Toss the beanbags onto the mats.)

T: Use your fingers to show how many landed on the blue mat.

S: (Show corresponding fingers, e.g., 3.)

T: Show how many landed on the red mat.

S: (Show corresponding fingers on the other hand, e.g., 1.)

T: Put your hands together to show how many beanbags in all.

S: (Put hands together to show 4 fingers.)

T: We can talk about it like so. 3 (point to the 3 beanbags) and 1 (point to the 1 beanbag) make 4. Let me hear you say that.

S: 3 and 1 make 4 (point to indicate 3 bags, 1 bag, and all 4 bags).

Pass the 4 beanbags to the next 4 students, and repeat the process. It may be necessary to direct students to toss all 4 beanbags to one side or the other to generate all decompositions of 4.

### Swim and Count (2 minutes)

Note: This fluency activity challenges students to remain attentive to the counting sequence while engaging in physical exercise and varying the stop number.

T: Let's stand up, put our swim goggles on, and dive into the pool! Swim and count with me. We'll stop at 20.

S: 1, 2, 3, ..., 20 (keeping arm movements synchronous with the count).

T: Great counting! Hold your nose! Let's dive underwater!

Count again, stopping at 16. Inevitably, some students count beyond the designated stopping number. Maintain a playful attitude while being cautious not to encourage deliberate mistakes.

### Concept Development (15 minutes)

#### Part 1: Concept Introduction

Materials: (T) White board or chart paper

Note: The Application Problem is embedded into today's Concept Development, a structure that allows more time for students to act out and understand the problems.

Prepare the math story theater, a "stage" where children can perform the action of the word problem. Rotate actors so all children have an opportunity to act and solve the word problem.

1. Invite 3 children to sit on the stage. While saying the word problem, tap students to indicate when they become part of the action. Say, "Listen to my **addition story**: Two friends are dancing. One more friend comes to dance."
2. Ask, "Who can tell the story again?" Then ask, "How many friends are dancing **in all**?" Provide wait time, and then signal children to answer. Write 3 on the board, saying "3 friends."
3. Ask, "Who remembers the question?" Guide half of the children to restate the question and the other half to say the answer.
4. Select 4 new actors. Say, "Two friends are picking up trash. Two more friends come to help." Invite a student to tell the story again.
5. Repeat Steps 2–3, asking, "How many friends are picking up trash **altogether**?"
6. Repeat as time allows with other problems, such as "Two sisters are swimming in the pool. Three playmates come to swim. How many are swimming now?"



#### NOTES ON REMEMBERING:

As students realize they have the capacity to remember, they engage in metacognition and become aware of their own mental activity, as well as the power of their minds. Encourage them with phrases such as "Yes, you did remember. That is awesome that your brain can do that!" or "Can you remember some of the ways we made four today with our beanbags?"

**Part 2: Practice**

Materials: (S) Per pair: 3 paper doll cards (Template, cut apart)

Pair students and send them to the tables with 3 paper dolls.  
Replace *Partner A* and *Partner B* with children's names.

1. Instruct Partner A to count the paper dolls.
2. Say, "Listen to my addition story. Partner A, make the paper dolls match my story: Someone is eating lunch all by himself. Two friends come to eat lunch with him." (Partner A matches the dolls to the story.)
3. Instruct Partner B to retell the story and check to ensure the paper dolls match.
4. Ask, "How many friends are eating altogether?"
5. Instruct both partners to repeat the question and agree on the answer (3 friends).



**NOTES ON  
MULTIPLE MEANS  
OF ACTION AND  
EXPRESSION:**

Encourage students, particularly English language learners, to use their words as they act out the story using paper dolls, synchronizing language with the actions to support understanding.

### Student Debrief (3 minutes)

**Lesson Objective:** Act out *add to with result unknown* story problems to solve.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience. It is also an opportunity for informal assessment. Consider taking anecdotal notes or using a simple checklist to note each child's progress toward meeting the lesson objective.

As students complete the Practice portion of the Concept Development, listen for misconceptions or misunderstandings that can be addressed in the Student Debrief.

Any combination of the questions below may be used to help students express ideas, make connections, and use new vocabulary (**addition story, in all, altogether**).

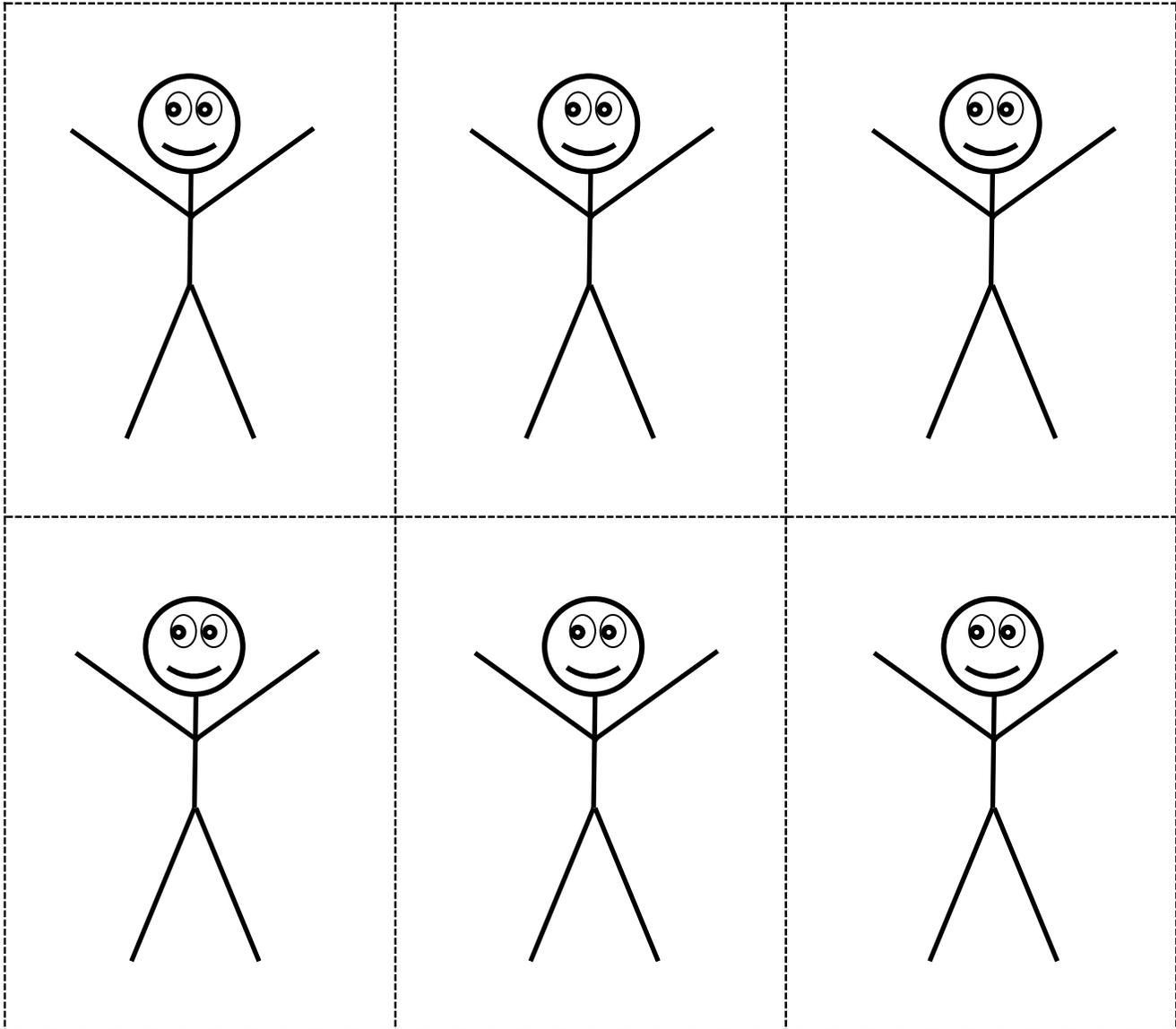
- Today, we told an **addition story** about dancing. In the addition story, did more people come to dance, or did people leave?
- We asked a question about the dancing addition story, "How many friends are dancing **in all**?" What did we do to answer the question?
- How did acting help you understand the addition story?
- How did acting help you remember the question?
- We told another addition story about friends picking up trash. We asked, "How many friends are picking up trash **altogether**?" What did we want to know?



**CENTER CONNECTION:**

At the dramatic play center, invite students to act out *add to* stories. For example, one student might be the bus driver, and other students are passengers on the bus. Encourage students to imagine stories as people enter the bus, such as "One person got on the bus. Two more people got on the bus. How many people are on the bus?"

Cut.



paper doll cards