

**Today's Lesson: Writing addition number sentences to find the whole.**

**CCSS**

Operations & Algebraic Thinking, Grade 1 (Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. ) 1.OA.1

**Focus Lesson 1  
(I do)**

*"We have been learning about finding the parts of a whole. Today we are going to learn how to write an addition number sentence, using the parts and the whole."*

*"I have two-sided counters in my hand. When I shake the counters, and drop them onto our work-mat, some of the counters will be on the red side, some will be on the yellow side. Can I use addition to find out how many counters I have in all."*

The teacher will shake the counters and let them drop. Using the white board, the teacher will draw the amount of red counters and the amount of yellow counters, thinking aloud while drawing.

*"When I add the red counters and the yellow counters together, I get a whole."* Underneath the drawn counters, write the number of red and the number of yellow. Explain to students, *"I wrote how many red counters plus how many yellow counters equals how many in all. I am adding the part and the part to get the whole."*

Encourage the children to read aloud with you as you read the number sentence again.

**Round of Daily 3 Math**

**Focus Lesson 2  
(We do)**

Have two examples on chart paper or the white board. (3 6, or  $3+3=6$ ) *"Who can tell me which one of these examples is a number sentence? \_\_\_ Great! The number sentence has two parts and one whole. Earlier I modeled for you how to write a number sentence. Now we are going to practice this together."*

Each student will have a small white board and dry erase marker. The teacher will show different combinations of red and yellow counters. Students will practice writing the "part, part, whole" number sentence on their whiteboard. Students will share their whiteboard with elbow buddies, and one student will be asked to share their board with the class. Class discussion would take place and a variety of problems would be answered together.

Be sure to use different combinations, such as doubles, adding 0, etc. After a few problems, show children one of the colors and give them the sum. Have children share how they came up with the missing addend.

**Round of Daily 3 Math**



**Focus Lesson 3  
(You do)**

Students will arrive at the gathering spot with their math journal. Have the following story problem posted. "Emily had 3 yellow balls. Mike had 4 red balls. How many balls did they have in all?" Students will write the number sentence in their journal. Then have a class discussion where children explain how they wrote their number sentence, using the words part, part, whole.

Pose a True/ False statement to the students. "An addition number sentence only has 1 part and 1 whole." Have students think/ pair/ and raise their hand to share with the class their explanation.

**Student Sharing**

