

How Many in All?

Purpose

Students will use counters to show the meaning of addition (putting together).

Materials

For the teacher: overhead counters in 2 colors, bowl, overhead projector, overhead transparency of Black Line Master (BLM) *Addition Work Mat*, chalk, chalkboard

For each pair of students: 10 each of two different-colored counters, bowl, copy of BLM *Addition Work Mat*, copy of BLM *How Many in All?*

Activity

A. Introduction

1. Explain to the students that they will be doing an activity to teach them about addition.
2. Place the overhead counters in a bowl and mix them up.
3. Close your eyes and take a handful of counters from the bowl.
4. Place the counters on the overhead transparency of the BLM *Addition Work Mat*.
5. Explain to the students that you are going to separate the counters into two groups based on color.
6. Sort the counters on the overhead work mat, placing the different colors on different sides of the line.
7. Have the class count aloud the number of counters on each side.
8. Write the two numbers on the board.
9. Join the two groups of counters at the bottom of the mat, and have the class count aloud the total number.
10. Write the new number on the board, making a number sentence using the two original numbers (e.g., $4 + 3 = 7$).
11. Explain to the students that by combining the two groups into one group, they have added the groups together.

B. Student Activity

1. Have students put the counters in a bowl.
2. Have one student mix the counters in the bowl.
3. Ask another student to close his/her eyes and take a handful of counters from the bowl.

(continued)

connecting across the curriculum



Science

Show pictures of insects and ask "altogether" questions to encourage students to observe the insects' characteristics. For example, the ant has three legs on one side of its body and three on the other. How many legs does it have altogether?

MEETING INDIVIDUAL NEEDS



Allow those students having trouble with the concept of addition to continue to use counters.

Standards Links 1.1.1, 1.2.3, 1.2.4

Activity (continued)

4. Have students work together to sort the counters on the work mat.
5. Ask the students to join the two groups at the bottom of the mat.
6. Have students write down the number of red counters they counted, the number of blue counters they counted, and the total number of counters in preparation for the review.


C. Review

1. Review that “in all” and “altogether” describe the total number of counters.
2. Using the numbers that they have written down, have students complete the number sentence:
_____ red and _____ blue make _____ altogether or in all.
3. Have student groups complete the BLM *How Many in All?*

Questions for Review

Basic Concepts and Processes

During the activity, discuss the following questions with your students to gauge their understanding of the Standard Indicator:

 I have [*insert number*] fingers up on one hand and [*insert number*] on the other. How many do I have up altogether?

 How do you know how many fingers I have up altogether?

Name: _____

Addition Work Mat

A large empty rectangular area for writing, bounded by a vertical line on the left and a horizontal line at the bottom. The top of the area is defined by the title 'Addition Work Mat'.

Addition Work Mat

Teacher Directions

See the activity.

Answer Key

Not applicable.

Name: _____

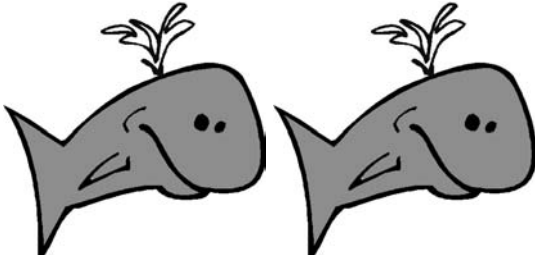
How Many in All?

Draw some more.

Write how many you drew.

Write how many in all.

1.



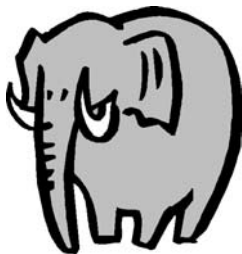
2 and _____ are _____ in all.

2.



3 and _____ are _____ in all.

3.



1 and _____ are _____ in all.

How Many in All?

Teacher Directions

Distribute the BLM *How Many in All?* to students, and have them draw some more animals, write the number they drew, and write how many in all.

Answer Key

Answers will vary.