

Ink Stamp Addition

Purpose

Students will model addition and write the corresponding number sentences.

Materials

For each student: paper, ink stamp, pencil or crayon, copy of Black Line Master (BLM) *Add It Up*

For every 2 or 3 students: stamp pad

Activity

A. Introduction

1. Ask students to fold their papers in half.
2. Have the students stamp several pictures on the left half of the paper.
3. Have students trade their current stamp pad with another group so that each student is using a different color ink.
4. Using the new ink pad, ask the students to stamp several pictures on the right half of the paper.
5. Have students place a "+" (plus) sign in the middle at the bottom of the paper.

B. Student Activity

1. Ask the students to count the number of pictures on each half of the paper and write the number on the bottom of the paper on the appropriate side.
2. Have the students circle groups of tens on the page including both colors in the groups if necessary.
3. Tell the students to count the total number of ink stamp pictures on the page by counting the groups of tens and the number of ones left over after as many pictures as possible have been grouped in tens.
4. Have students write an "=" (equal) sign after the number on the right side of the paper.
5. To complete the number sentences, have students write the total number of ink stamp pictures after the "=" (equal) sign.
6. Repeat the activity using the other side of the paper.
7. Have students complete the BLM *Add It Up*.

EXTENDING
THE



ACTIVITY

Give students an addition number sentence and ask them to solve it. They may use the ink stamps, pictures they draw, tally marks, or numbers. Have one or two students explain how they solved the problem.

MEETING
INDIVIDUAL



NEEDS





Help students who have difficulty by circling the groups of tens for them. Demonstrate how to count by tens to determine the number in each group and the total number in both groups.

Standards Links
2.1.1, 2.3.1

Questions for Review

Basic Concepts and Processes

After students have completed the BLM, discuss the following questions with them to gauge their understanding of the Standard Indicators:

-  Which group of animals has 12 in it?
 -  What did you add together to get the total number of animals?
 -  How did you determine the total number of animals?
 -  Did you group the animals in groups of ten to find the total?
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Name: _____

Add It Up

Add the number of cats to the number of dogs to find the total number of animals pictured below.

$12 + 20 = \square$

Solve the following addition problems:

$14 + 37 = \underline{\hspace{2cm}}$

$45 + 53 = \underline{\hspace{2cm}}$

$67 + 13 = \underline{\hspace{2cm}}$

$76 + 9 = \underline{\hspace{2cm}}$

Add It Up

Teacher Directions

Provide each student with a copy of the BLM *Add It Up*. Review the instructions with the students.

In the first section, have students add the number of cats to the number of dogs to find the total number of animals. In the second section, have students complete the number sentences.

Answer Key

12 cats + 23 dogs = 35 animals

$$14 + 37 = \underline{51}$$

$$45 + 53 = \underline{98}$$

$$67 + 13 = \underline{80}$$

$$76 + 9 = \underline{85}$$