MISSION: ADDITION

Miss Samantha Green
<u>**Unit Name:**</u> Add & Subtract Whole Numbers
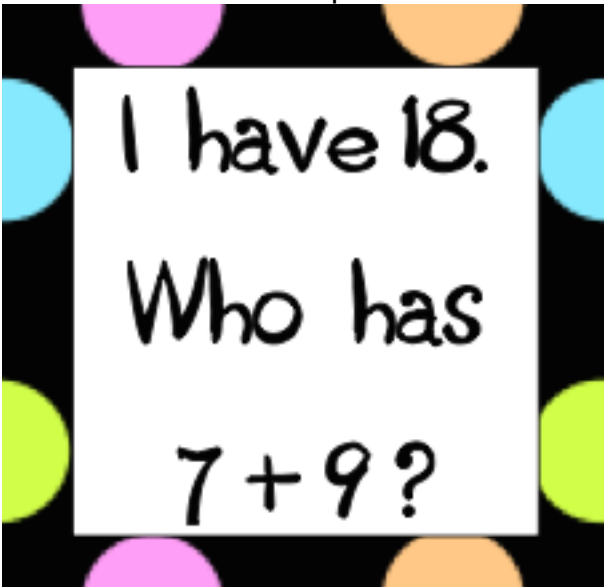<u>**Lesson Title:**</u> Mission Addition
4th Grade
30 - 45 Minutes

Standards	Objective(s)	Assessment
Common Core State Standard: Math 4.NBT.B.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm. ELA 4.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawings inferences from the text.	The students will be able to compute math problems using addition properties and subtraction rules to add and subtract. The students will be able to calculate math problems using mental math to add and subtract and estimate sums and differences of multi-digit numbers. The students will use inference skills to predict events.	The students will display their knowledge of addition and subtractions by completing a worksheet where the students apply the addition properties to discover which shape has the largest sum. The students will be assessed on their mental math skills by playing a game of "I Have Who Has". Each student will have a card(s) and will listen to the addends spoken by their classmates. The students will answer questions in the lesson introduction about what they think will happen etc. in the book *Mission: Addition* by Loreen Leedy.
<u>**Materials and Resources**</u>: *Mission: Addition* by Loreen Leedy Set of "I Have Who Has" game cards Addition Mission Worksheet (see attachment) Review Presentation/Worksheet (see attachment)		
<u>**Lesson Introduction**</u>	• First, the teacher will introduce the book *Mission Addition* by Loreen Leedy to the students. • Before reading, I will preview the content of the story. "Mission Addition is a book about	

	Miss Prime and her students who learn to add through solving a mystery; playing detective; keeping track of clues; inventing word problems; adding various items such as the food they eat in the cafe."
	• Direct the student's attention to the illustrations on the cover, the author and the title.
	• Have the students predict what sort of mystery the class will solve.
	• Have the students predict how Miss Prime's students will use addition to solve the mystery.
	• While reading the story, have the students pay specific attention to the strategies Miss Prime's students use to solve addition problems.
	• "What did you like about the story?"
	• "What did you notice about how the students solved the addition problems?"
	• "Who took Miss Prime's cookies?"
	• "How we can connect the stories use of addition into real world scenarios."
	• "Why do you think addition is important?"
Procedure	Part 1 – Guided Practice
	• After the teacher has read the book, she will introduce the addition review.
	• (See Chapter 2 – Addition Review attachment)
	• The teacher will place the worksheet on the Promethean Board.
	• The teacher will give the students roughly 2 minutes to answer the questions.
	• The teacher will review the answers verbally in oral discussion.
	Part 2 – Independent Practice
	• After all answers have been answers during guided practice, the teacher will distribute the independent practice sheet.
	• (See Addition Mission Worksheet)
	• Teacher will prompt students of directions for the worksheet.
	• Students will work individually to complete the worksheet.
	• Once students are finished, they will raise their hand for the teacher to check their answers.
	• Once majority or all of the class has finished

	the worksheet, the teacher will orally answer the extended question. (So which shape had the largest sum?) • Next the teacher will prompt the students to hold their papers in the air for the teacher to collect them.
Lesson Closure	Part 3 – Game "I Have, Who Has" • After everyone has finished their individual worksheet, the students will play the game "I Have, Who Has" • Students will use their mental math skills to computed addition statements in their heads. • An example would be "I have 19, who has 9+5?" The person who has 14 would respond by reading their card: "I have 14, who has 7+3?" • The game will continue until all cards have been read. • Depending on time, this game could be played multiple times. • (NOTE: There are 16 students in the classroom and 24 cards, so some students will have more than one card. To be fair, a second round should be played so the students who didn't get two cards the first round will now get that chance. • The teacher will review mental math facts during and after the game. • Here is an example card: I have 18. Who has 7 + 9 ?

Chapter 2: Addition Review

Name: _____ Date:_____

Directions: Fill in the blank with the correct vocabulary word.

1. Which property is displayed?   _____

   Example: $59 + 0 = 59$

2. The _____ states that the order in

   which two numbers are added DOES NOT change the

   sum.

   Example: $7 + 20 = 20 + 7$

3. The _____ states that the grouping of

   the addends does not change the sum.

   Example: $(3 + 7) + 10 = 3 + (7 + 10)$

4. A number that is subtracted from another number is

   called _____.

5. The first number in a subtraction sequence from which a

   second number is to be subtracted is the _____.

Chapter 2: Addition Review

Name: _____ANSWER KEY_____ Date:_____

Directions: Fill in the blank with the correct vocabulary word.

1. Which property is displayed?   ___IDENTITY_

   Example: $59 + 0 = 59$

2. The ___COMMUNITATIVE___ states that the order in which

   two numbers are added DOES NOT change the sum.

   Example: $7 + 20 = 20 + 7$

3. The ___ASSOCIATIVE___ states that the grouping of the

   addends does not change the sum.

   Example: $(3 + 7) + 10 = 3 + (7 + 10)$

4. A number that is subtracted from another number is

   called ___SUBTRAHEND

5. The first number in a subtraction sequence from which a

   second number is to be subtracted is the _MINUEND___.

Name: _____ Date: _____

Math—Solving addition problems

Addition Mission

Our mission is to solve the addition problems
and write the answers in the shapes.

A

1. _____
2. _____
3. _____

1.　296
　 + 49

2.　704
　 + 36

3.　195
　 + 75

B

1. _____
2. _____
3. _____

1.　416
　+108

2.　 67
　+ 220

3.　532
　+ 93

C

1. _____
2. _____
3. _____

1.　540
　+ 87

2.　628
　+191

3.　 43
　+ 807

Jo Hammet here...

Rats! (No, not B.F. Skinny.) To complete the mission we have to figure out which shape has the largest sum of answers. Total the three answers in each, then let me know if it's A, B, or C.

Name: _____ Date: _____

Math—Solving addition problems

Addition Mission

Our mission is to solve the addition problems
and write the answers in the shapes.

A

1. _____
2. _____
3. _____

1355

```
1.    296       2.    704       3.    195
    +  49           +  36           +  75
     345            740            270
```

B

1. _____
2. _____
3. _____

1436

```
1.    416       2.     67       3.    532
    + 108           + 220           +  93
     524            287            625
```

C

1. _____
2. _____
3. _____

2296

```
1.    540       2.    628       3.     43
    +  87           + 191           + 807
     627            819            850
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Jo Hammet here...

Rats! (No, not B.F. Skinny.) To complete the mission we have to figure out which shape has the largest sum of answers. Total the three answers in each, then let me know if it's A, B, or C.