

## Lesson Plan

**Teacher's Name:** Jennifer E. Litts

**Subject:** Mathematics

**Date:** March 30, 2009

### **SOL(s):**

- K.2 The student, given a set containing 10 or fewer concrete items, will
- tell how many are in the set by counting the number of items orally;
  - select the corresponding numeral from a given set
- K.6 The student will add and subtract whole numbers, using up to 10 concrete items.

**Objective(s):** Students will identify sets of partners from 2 through 6.

**Materials Needed:** White trays, number tiles 1 through 6, +/- tiles, square-inch tiles, break-apart sticks

**Group Size:** Half-group

**Duration:** 20 minutes

### **Set/Introduction: (build background, make connections)**

- Ask students to hold up five fingers. Then ask them to wiggle 2 fingers and then wiggle the other 3.
- Ask students to do this activity for other ways of making 5.
- Move on to other numbers such as 2, 3, 4, and 6.

### **Statement of Objectives to Students:**

Today we will be looking for partner numbers. Partner numbers are numbers that add together to equal another number. If we learn what the partner numbers equal together, it will make it easier for us to learn how to add.

### **Input: (Step-by-Step Procedure, Questions, Activities)**

- Pair the students into partners and tell them that they will be playing a game with their partner.
- On the dry erase board, place the number 4 tile with 4 square tiles under it. Ask a student to come to the board and use the break-apart stick to remove some of the squares while you are not looking.
- Demonstrate how to look for the remaining partner by counting. Also demonstrate counting up for students who may not understand.

4. Then demonstrate how to place the number tiles for the partners around the + sign to symbolize that one partner plus the other equals the original number.
5. Ask students to explain what they are meant to do, and then give each pair a white tray with number tiles 1 through 6, +/- tiles, square-inch tiles, and break-apart sticks.
6. Have the students work with their partner to show the different partners that can be made from the numbers 2 through 6.

**Enrichment/Reteaching:**

Travel around the room and make sure that students are able to play the game as it was explained. If students need more help, show them how to replace square tiles in order to figure out the missing partner.

**Assessment Activity:**

Students will be assessed on their ability to correctly play the game and determine the different number partners.

**Closure:**

1. Collect the materials from the students and bring them back to the board. Ask students to name the various pairs they found for the numbers 2 through 6.
2. Write the pairs on the board under the titles of the original numbers.
3. Tell students that remembering number partners makes learning to add much easier. If they get stuck when trying to add two numbers, then can think back to what they did for their number partners.