

Reflections/Notes:

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Addition • Place Value • Movement



Learn to add using body movement!

This lesson will allow students to represent place values with their bodies to allow them to visualize how 1, 2, and 3 digit addition works.

Essential Question:

How can the arts help to clarify mathematics concepts?

Process

- Warm Up: Ask students to make letters with their bodies. Call out one letter at a time and have them make the letters while standing, sitting, lying down, etc. When you hit your tambour/drum, students must freeze.
- Now that students are physically activated, ask them to make their bodies into numbers. After making a few single digit numbers, ask students to move to double digit numbers. Discuss how difficult this can be. Lead into a discussion of place value by pointing out that when the number becomes two digits we must ask a friend to help. Ask students to find a partner with whom to make two digit numbers.
- Place three straight lines on the floor with masking tape.
 - Have the students form a line and read out an equation: $3 + 4 = 7$.
 - Have three students make the equation.
 - They will need to be in a line one below the other.
 - Repeat with other single digit equations. Each time a student goes they should go to the back of the line.
 - After everyone has had a turn, read out a few single digit equations that require carrying over... $8 + 5 = 13$.
 - Now move on to double digit number equations: $12 + 22 = 34$. Have students make the numbers but calculate the answers one at a time. Here we will not need to do carrying yet.
 - Now do a double digit number equation that requires carrying from the ones to the tens place.
- This process can also move up to three digit numbers as appropriate.

Assessment

- Students should be able to calculate answers to the mathematical problems.
- Students should accurately represent the numbers with their bodies.

Materials

- Masking Tape
- Alphabet cards or bean bags
- Mathematics equations using 1, 2, and 3 digit numbers

Vocabulary

Place Value

The value of where the digit is in the number, such as units, tens, hundreds, etc.

Classroom Tips

This may be a lesson that is done over time. The first step may best be suited for when single digit adding is taught, then adding 2 digit addition as the concept is taught and so on. This activity will need room and self-control. The students must be willing to be creative.

Academic Knowledge and Skills Gwinnett County Public Schools

MATHEMATICS

GRADE 1

A - Operations and Algebraic Thinking

- add and subtract within 20, demonstrating fluency for addition and subtraction within 10 (e.g., counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums) (CCGPS) (1MA_A2012-6/MCC1.OA.6)

Common Core Georgia Performance Standards

MATHEMATICS

GRADE 1

MCC1.OA.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

National Standards

THEATRE ARTS

Standard 2: Acting by assuming roles and interacting in improvisations