

# FIRST GRADE MATH



## ADDITION TO 20

**KEEP SCROLLING TO TAKE A LOOK INSIDE THIS RESOURCE!**

# Why?

## Lucky to Learn MATH

This is the hands-on, standards-aligned, collaborative, and engaging math resource you've been looking for!

This resource can be used as a supplement to any math program, or as a complete curriculum.

Includes: teaching slides, lesson plans, math chats, mini lessons, collaborations, worksheets, assessments, exit tickets, anchor charts, and more!

**Is your current math curriculum dull and lifeless?**

These units are engaging! They include themed lessons to pique student interest, while also ensuring they master the math standards.

1

2

3

**Wanting your students to love math?**

The math block routine will scaffold and guide students to gain deep levels of understanding, feel successful, and love math!

**Looking for resources that are easy to prep?**

The activities are low-prep or no-prep! The lesson plans include icons to help you choose which activities to use during the day, and teaching slides that guide you & your students through the lesson.



# PERFECT FOR...

Math block



Supplemental practice



Hands-on learning



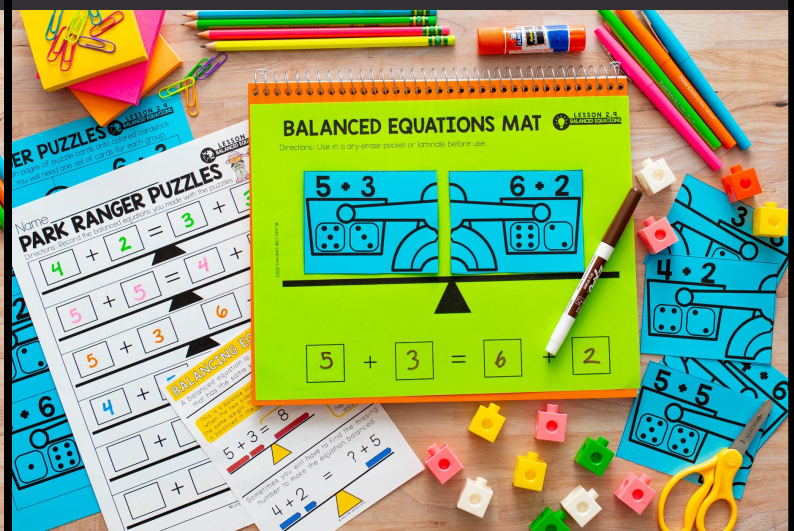
Easy lesson planning



Number talks



Science integration



# UNIT MATERIALS



## Anchor Charts

## Binder cover

**ADDITION**  
Adding is combining or joining numbers to find out how many in all.

$2 + 3 = 5$

addend (part)    addend (part)    sum (whole)

An addition sentence always has a plus sign between the addends and an equal sign before the sum (total).

$3 + 1 = 4$

plus sign    equal sign

Lucky to Learn  
**MATH**

UNIT 2  
**ADDITION**  
ADDING IN NATURAL HABITATS

## Pre & Post Assessment

## Collaborative Games

Name \_\_\_\_\_

**ADDITION ASSESSMENT**

Solve each near doubles fact by using the doubles fact to help.

I know that  $3+3=$  \_\_\_\_\_  
so,  $3+4=$  \_\_\_\_\_

I know that  $6+6=$  \_\_\_\_\_  
so,  $6+8=$  \_\_\_\_\_

Fill in the missing addends to make each addition sentence true.

$13 + \square = 20$   
 $\square + 6 = 10$

Solve the word problem and show your thinking by filling in the number bond and the addition sentence.

I saw 7 red birds and 2 blue birds. How many birds did I see in all?

Solve the addition problem by circling and adding friendly numbers and then writing a new addition sentence to add the 3rd addend.

$2 + 4 + 8 =$  \_\_\_\_\_  
 $\square + \square =$  \_\_\_\_\_

Solve the word problem and show your thinking by filling in the frames and the addition sentence.

There were 12 turtles in the pond and 5 in the sand. How many turtles were there in all?

Fill in the number sentences below to balance each equation.

$\square + 10 = 8 + 8$   
 $4 + 2 = \square + 5$

Name \_\_\_\_\_

**ADDITION ASSESSMENT**

Solve each problem using the count-on strategy. Show your thinking by writing the bigger number and drawing the dots of the count-on number.

$5+3=$  \_\_\_\_\_     $16+2=$  \_\_\_\_\_

Show your thinking!    Show your thinking!

Color the addition sentences that show friends of ten.

$5+6$      $8+2$      $7+5$   
 $3+7$      $9+4$      $\square + \square$

Solve the problem below using the make ten strategy. Show your thinking on the frames.

$3+4=$  \_\_\_\_\_  
 $14+5=$  \_\_\_\_\_

Solve each addition problem on the number line. Show your thinking by drawing hops.

**ADDING WITH HOPS**

Directions: Play this game with a partner. One player is the journalist while the other is the tourist. Spin both spinners and write the two addends. Use the number line to add and write the sum. The player with the most animals colored at the end wins the game.

**JACKRABBIT**    **TOAD**

+	=		+	=	
+	=		+	=	
+	=		+	=	
+	=		+	=	
+	=		+	=	
+	=		+	=	

Spin for 1st addend    Spin for 2nd addend

**BAR MODEL BUMP**

Directions: Each player needs 20 connecting cubes of the same color (ie. Player one is red, Player two is blue). Player's takes turns choosing a domino. They have to put their cube on a circle with that number as the sum. If the other player already has a cube there, you can bump it off! If you already have a cube there, you can add a second cube and freeze the spot if it cannot be bumped. The first player to run out of cubes wins!

## Craftivity

## Independent Work

**MY ADDITION ADVENTURE PASSPORT**

ON MY TRIP TO THE OCEAN, I LEARNED ABOUT...

NUMBER BONDS:  $\square + 10 = 12$   
 $4 + \square = 7$

MISSING ADDENDS

ADDING WITH TEN FRAMES:  $6 + 3 =$  \_\_\_\_\_

ON MY TRIP TO THE WETLANDS, I LEARNED ABOUT...

FRIENDS OF 10:  $\square + 9 = 10$      $6 + \square = 10$      $\square + 3 = 10$

ADDING ON A NUMBER LINE:  $11 + 5 =$  \_\_\_\_\_

ON MY TRIP TO THE FOREST, I LEARNED ABOUT...

BALANCING EQUATIONS:  $7 + 6 = \square + 9$

Name \_\_\_\_\_

**DESERT ANIMAL DOMINO**

Directions: Write the fact that the domino shows. Then use the Commutative Property if Flip-Top domino. Cut and glue it in the gray box. Write the new fact.

LONG-EARED BAT    SCORPION    FERN  
KANGAROO    TIGER OWL    TURTLE

What do you call a camel with no humps?

16	19	10	12	18	17	20	34
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# ADDITION

## UNIT OVERVIEW

### WEEK ONE

<b>LESSON 2.1</b>	I can understand and write number sentences to show addition.
<b>LESSON 2.2</b>	I can solve addition problems to 10 by counting on.
<b>LESSON 2.3</b>	I can add numbers to 10 using number bonds.
<b>LESSON 2.4</b>	I can add numbers to 10 using ten frames.
<b>LESSON 2.5</b>	I can find the missing addend in addition problems to 10.

### WEEK TWO

<b>LESSON 2.6</b>	I can solve addition problems using friends of 10.
<b>LESSON 2.7</b>	I can solve addition problems to 10 on a number line.
<b>LESSON 2.8</b>	I can use the associative property when adding to 10.
<b>LESSON 2.9</b>	I can solve to create balanced addition equations to 10.
<b>LESSON 2.10</b>	I can solve word problems using addition to 10.

### WEEK THREE

<b>LESSON 2.11</b>	I can solve addition problems to 20 using part-part-whole models.
<b>LESSON 2.12</b>	I can solve addition problems to 20 using bar models.
<b>LESSON 2.13</b>	I can solve addition problems to 20 using the count-on strategy.
<b>LESSON 2.14</b>	I can solve addition problems to 20 using the doubles strategy.
<b>LESSON 2.15</b>	I can solve addition problems to 20 using the near doubles strategy.

### WEEK FOUR

<b>LESSON 2.16</b>	I can solve addition problems to 20 using the make-ten strategy.
<b>LESSON 2.17</b>	I can solve addition problems to 20 using the commutative property.
<b>LESSON 2.18</b>	I can solve addition problems to 20 using a number line.
<b>LESSON 2.19</b>	I can add 3 numbers up to 20 using the associative property.
<b>LESSON 2.20</b>	I can solve word problems using addition to 20.

# MATH UNIT ICONS



These icons are on each piece of the curriculum to help you stay organized and help students learn the routine!

**UNIT 2: ADDITION**

**LESSON 2.1**  
Addition to 10

**OBJECTIVE**  
Understand and write number sentences to show addition.

**MATERIALS**  
 Lesson 2.1 Teaching Slides  
 Lesson 2.1 Copies  
 Connecting Cubes  
 Dry-Erase Supplies (optional)

**MATH CHAT**  
Mystery Number: Show students the Mystery Number slide and read the clues out loud. Each clue will eliminate a number option. Give students silent thinking time to try and figure out which house the pet belongs to and then discuss as a class.  
Answer: 7.

**MINI LESSON**  
Introduce addition to students by first reviewing what they already know about it. Discuss how the word "and" means to combine, join, or add. Work through a few picture problems together, modeling how to count, how to add, and how to write an addition sentence. Give students each 20 connecting cubes (in two different colors). Allow students about 5 minutes to explore and play with their cubes with the expectation being that they use them for adding and not playing once that time is up. Walk through the slides with the students having them build one addend, then the other, and then counting all. Model how to write each addition sentence as you go and discuss the parts of an addition sentence.

**HANDS-ON COLLABORATION**  
Adding Up Backyard Bugs: Print them apart and place them on the room. Students will walk the room and find each backyard bug card. Color the boxes to model the addition picture shown using 2 different colors. Then, write the addition sentence.

**CHECK FOR UNDERSTANDING**  
Butterfly Addition: Students will write the numbers in the spaces and write the sum.

**DIFFERENTIATION**  
**INTERVENTION:** Use concrete but focus on facts up to 5 until all students are confident.  
**EXTENSION:** Refer to Luck basic addition.

Name \_\_\_\_\_

**ADDING UP BACKYARD BUGS**

Directions: Walk the room with a partner to find each backyard bug card. Color the boxes to model the addition picture shown using 2 different colors. Then, write the addition sentence.

A. 

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B. 

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C. 

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E. 

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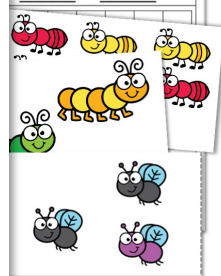
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## 2.1 COLLABORATION LET'S WORK TOGETHER!









### Adding Up Backyard Bugs

- You will work with a partner for this activity!
- You will walk the room with your partner to find the 5 Backyard Bugs cards.
- On each card, there are bugs in 2 different colors. Use your crayons to color boxes to match what the picture shows. For example, if I see 2 purple flies, I will color two boxes purple.
- Then, fill in the numbers to complete the addition sentence.

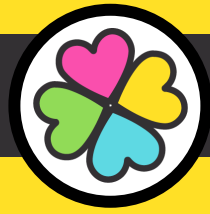


**NEXT** →

# ICON KEY

			
OBJECTIVE	MATERIALS	MINI LESSON	MATH CHAT
			
HANDS-ON COLLABORATION	INDEPENDENT PRACTICE	CHECK FOR UNDERSTANDING	DIFFERENTIATION

# LESSON PLANS



Clear lesson objective

Teaching slides included for each part of the lesson

List of materials

Math chat (number talk) in each lesson

Skill-focused mini lesson









Collaborative hands-on tasks

Independent practice

Quick assessments

Materials have matching icons for routine & easy organization

Differentiation ideas

UNIT 2: ADDITION		LESSON 2.2 Count On to 10	
 LESSON OBJECTIVE	Solve addition problems to 10 by counting on.	 MATERIALS	<input type="checkbox"/> Lesson 2.2 Teaching Slides <input type="checkbox"/> Lesson 2.2 Copies <input type="checkbox"/> Dice (optional) <input type="checkbox"/> Dry-Erase Supplies (optional) <input type="checkbox"/> Counting Manipulatives (optional)
 MATH CHAT	<p><u>True or False:</u> Show students the True or False slide. They will determine if the two sides are equal. One side shows 2 inside the container and 3 outside (5) while the other shows 1 inside and 4 outside (5). <b>Answer:</b> True. They are equal.</p>		
 MINI-LESSON	<p>Review addition from the previous lesson. Introduce counting when adding 1, 2, or 3. Print and cut out the number cards. P... showing students an addition problem and calling up a student... number card. Then, call on students to come up to represent... count on as a class. For example, if my problem is <math>5+2</math>, I would call on one student to hold up the number 5 and I would call up 2 students for us to count on. As a class, say, "5" and then pointing to the other students one at a time, say "6...7. The sum is 7." Slides with addition problems to practice this skill are in the teaching slides.</p>		
 COLLABORATION	<p><u>Adding Pets in My Neighborhood:</u> Each student needs both pages to make a book. Working with a partner, students will look at the addition problem and find the bigger number. They will cut out the pet with that number and glue it on the gray rectangle. Then, they will find the item that goes with the pet (dog: bone, cat: yarn, bird: cage, rabbit: carrot, hamster: wheel) and cut out and glue the number of items they need to count on the second addend. The students will solve the problem and write the sum. When they have finished, they will cut out their booklet and have you staple them together.</p>		
 INDEPENDENT PRACTICE	<p><u>Counting Caterpillars:</u> Students will solve the addition problem by using the count-on strategy by first writing the biggest addend... caterpillar. Then, they will draw dots to represent the... Last, students will solve and write the sum in the last...</p>		
 CHECK FOR UNDERSTANDING	<p>Students will demonstrate their understanding of the count-on strategy by solving addition problems within 10. They will show their thinking by writing the bigger number and then drawing dots to represent the addend they are counting on.</p>		
 DIFFERENTIATION	<p><b>INTERVENTION:</b> Have students roll two dice and find the bigger number. Using a dry-erase board or scrap paper, have them write the bigger number. Then, have them use manipulatives to show the addend they will count on (the other number rolled). If needed, start with sums within 5 and move to 10.</p> <p><b>EXTENSION:</b> Refer to Lucky to Learn Math Grade 2, Lesson 2.3 for extension activities using...</p>		



## 2.2 MINI-LESSON

### LET'S LEARN!

Great job! We know that 4 is our bigger number and we are counting on to add 2.



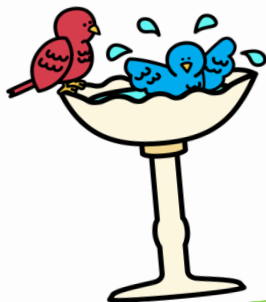
Let's point to our friend that is holding the 4 and say "4". Then, we will count on by counting our 2 friends.

$$\underline{\quad} 2 \quad + \quad \underline{\quad} 4 \quad = \quad \underline{\quad}$$



### I WILL BE ABLE TO...

Solve addition problems to 10 by counting on.



**Guides students through each lesson with an easy-to-follow, attractive, kid-friendly format & theme**

# MINI LESSONS



## 2.6 MINI-LESSON

### LET'S LEARN!

Hold up 3 fingers. How many fingers are down?  
How many fingers do you need to make ten?



Let's write:

3 and \_\_\_ make 10

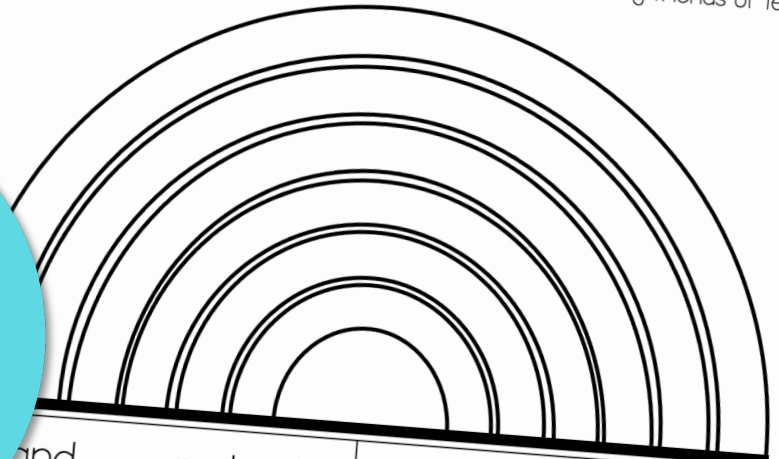
Let's color:



### FRIENDS OF TEN RAINBOW

LESSON 2.6  
FRIENDS OF TEN

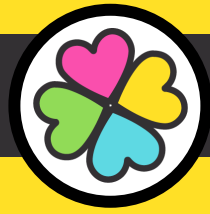
Directions: Use this page during the mini-lesson to practice counting to ten and finding friends of ten.



Provides  
instruction &  
scaffolded  
practice with  
the skill.

and ___ make 10	5 and ___ make 10
1 and ___ make 10	6 and ___ make 10
2 and ___ make 10	7 and ___ make 10
3 and ___ make 10	8 and ___ make 10
4 and ___ make 10	9 and ___ make 10
5 and ___ make 10	10 and ___ make 10

# COLLABORATION



LESSON 2.8  
ADDING 3 NUMBERS

Name \_\_\_\_\_

## SCOOP, SORT, & SOLVE

Directions: With 2 friends take turns scooping counters or manipulatives out of a brown paper bag. You will each scoop up some of counters (you should have 10 altogether). Write the amount each friend scooped up in the columns. Then, write the addition sentence to count how many in all!

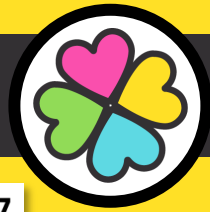


FRIEND #1	FRIEND #2	FRIEND #3	TOTAL	NUMBER SENTENCE
				$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$
				$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$
				$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$
				$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$
				$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$
				$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$

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**Hands-on activities for students to practice the skill in fun ways with partners and groups**

# INDEPENDENT WORK



Name \_\_\_\_\_

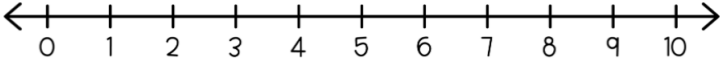
LESSON 2.7  
NUMBER LINE

## COUNTING-ON OTTER



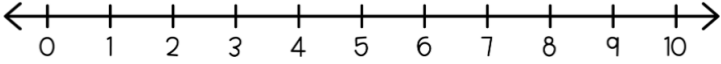
Directions: Add to find the sum. Use the number lines to count-on.

After, use your answers with the problem's letter to solve the riddle below.

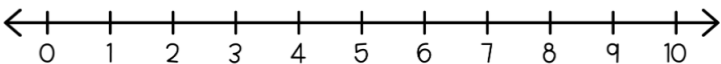
**S**  $5 + 3 = \underline{\quad}$  

**E**  $1 + 4 = \underline{\quad}$  

**O**  $2 + 8 = \underline{\quad}$  

**R**  $3 + 3 = \underline{\quad}$  

**A**  $3 + 6 = \underline{\quad}$  

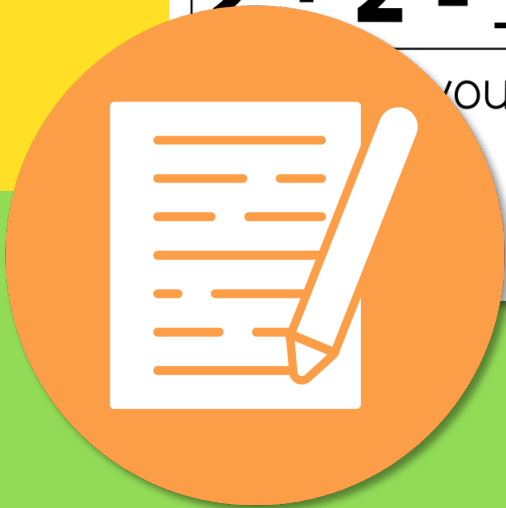
**T**  $2 + 2 = \underline{\quad}$  

What do you call an otter that just got glasses?

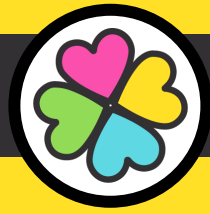
                                              
5      5            10      4      4      5      6

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**Worksheets that align with the lesson theme provide opportunities for student independence and mastery.**



# CHECK UNDERSTANDING



**LESSON 2.7**  
**NUMBER LINE**

Name \_\_\_\_\_

## CHECK FOR UNDERSTANDING

Directions: Solve each problem using the count-on strategy.  
Show your thinking by drawing hops on each number line.

$7+2=$  \_\_\_\_\_

$5+5=$  \_\_\_\_\_

$1+5=$  \_\_\_\_\_



**LESSON 2.8**  
**NEAR DOUBLES**

Name \_\_\_\_\_

## CHECK FOR UNDERSTANDING

Directions: Solve each near doubles fact by using the doubles fact to help.

<p>I know that <math>3 + 3 =</math> _____ So, <math>3 + 5 =</math> _____</p>	<p>I know that <math>6 + 6 =</math> _____ So, <math>6 + 7 =</math> _____</p>
<p>I know that <math>9 + 9 =</math> _____ So, <math>9 + 11 =</math> _____</p>	<p>I know that <math>5 + 5 =</math> _____ So, <math>5 + 6 =</math> _____</p>

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Half-page exit tickets are an easy check for understanding. This shows you an immediate picture of how students are doing. No more huge stacks of grading to sort through!

# EXAMPLE MATERIALS



UNIT 2: ADDITION		LESSON 2.11 PART-PART-WHOLE	
	Solve addition problems to 20 using part-part-whole models.		<ul style="list-style-type: none"> <li>Lesson 2.11 Teaching Slides</li> <li>Lesson 2.11 Copies</li> <li>Dry-erase supplies</li> <li>Counters or manipulatives</li> <li>Clipboards</li> </ul>
	<b>Mystery Number:</b> Show students the Mystery Number slide. Give students silent thinking time to try and figure out what number is being shown and then discuss as a class. Answer: 17.		
	Review part-part-whole models and number bonds. Introduce using number bonds to add to 20. Use the slides to practice solving some part-part-whole problems. Show students how to look at the number in one part and use the dots in the other part to count on. When one part is missing, students can draw dots to help them count on from the part given. Print Number Bond Mats for each student and laminate or place in dry-erase pockets before passing out to students. Students will also need dry-erase markers and 10 counting manipulatives (these can be counting cubes, mini-erasers, etc.). Students will see a picture on the slide that have lions in two groups. They write the number for the larger group and model the smaller group on their mats by using their manipulatives to create the two parts. As a class, discuss finding the whole and writing the addition sentence to match.		
	<b>Solve Around the Savannah:</b> Copy the number bond cards in color or black/white. Divide students into partners and give each student a clipboard and recording sheet. Students will write the numbers and draw the dots shown on the card. Then they will work together to solve the missing number. If two parts are shown, they will use the dots to help them count on to find the whole. Then, write the number. If the whole and one part are shown, they will draw dots to count on to find the missing part. Show the first two cards on the board and review how to solve each (not giving the answer). Simply show whether to write a number or draw dots.		
	<b>Adding Prideland Parts:</b> Students will find the sum for each number bond and write it in the blank box. They will use the dots to help them count on. Then, use the code to color the picture.		
	Students will demonstrate their understanding of part-part-whole by writing the addition sentence to match the number bonds. They will add and write the sums. They can use the dots to count on.		
	<b>INTERVENTION:</b> Use the Number Bond Mats from the mission to continue providing hands-on practice with number bonds. Have students write one number part and use manipulatives to build the other part. Then they use the manipulatives to help them count on to find the sum.		
	<b>EXTENSION:</b> Refer to Lucky to Learn Math Grade 2, Lesson 2.1 for extension activities with number bonds.		

## NUMBER BOND MAT

Directions: Use in a dry-erase pocket or laminate before use.

## SOLVE AROUND THE SAVANNAH

Teacher Directions: Print the color or black and white task cards, cut, and tape around the room for students to complete the activity.

**A**

**B**

**C**

**D**

Name \_\_\_\_\_

## SOLVE AROUND THE SAVANNAH

Directions: Walk the room with a partner and fill in the number bonds.

**A**

**B**

**C**

**D**

**E**

**F**

**G**

**H**

Name \_\_\_\_\_

## ADDING PRIDELAND PARTS

Directions: Find the sum for each number bond and write it in the blank box. Use the dots to help you count on. Then use the code to color the picture.

**13**

**17**

**9**

**8**

**8**

Name \_\_\_\_\_

## CHECK FOR UNDERSTANDING

Directions: Write the addition sentence to match the number bonds. Add and write the sums. Use the dots to help you count on.

Name \_\_\_\_\_

## CHECK FOR UNDERSTANDING

Directions: Write the addition sentence to match the number bonds. Add and write the sums. Use the dots to help you count on.

## MATH CHAT EXPECTATIONS

- BE RESPECTFUL**  
Treat everyone in our classroom with respect- including yourself. All answers are valid and we all learn from mistakes.
- THINKING TIME**  
When a problem is shown, we won't shout out or talk about it yet. We will use silent thinking time to try and solve the problem on our own.
- TRY YOUR BEST**  
Use quiet thinking time to try your best and solve the problem. Do not give up! Our goal is to learn and grow!
- STRATEGIES**  
When you think of a way to solve the problem, give a thumbs-up at your chest. Keep thinking of new strategies and raise more fingers for more strategies.
- LET'S CHAT!**  
Once we have had plenty of silent thinking time, we will share our strategies with the class and justify our thinking. All answers are shared and talked about because we all learn from mistakes (even teachers!).

## MATH CHAT HAND SIGNALS

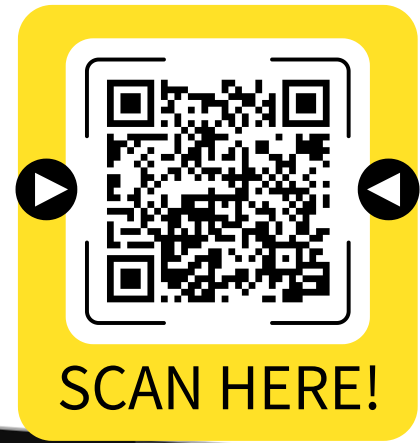
	I am thinking.
	I have an answer.
	I have more than one strategy.
	I agree!
	I have a different answer or strategy.

## MATH CHAT CATEGORIES

<b>MYSTERY NUMBER</b>	Clues will be given and students have to figure out the number that is missing.
<b>TRUE OR FALSE</b>	Students will decide if the equation given is true or false.
<b>WORD PROBLEM</b>	Students will work out word problems.
<b>THINK ABOUT IT</b>	Students will solve thought-provoking math problems.
<b>MATH IS FUN</b>	Students will solve challenging math problems in a fun way!

# Weekly Email FREEBIES!

Grab a cup of coffee and take a few minutes with **our weekly newsletter** created just for teachers like you.



## About Lucky Little Learners



Angie Olson has many years of classroom experience teaching grades kindergarten, first, and second grade. She earned her master's degree in mathematics and has presented for a variety of conferences at the national, state, and local levels. Over the years, Angie has employed teachers to help with Lucky Little Learners. She is proud of her talented team who strives to support the teaching community with her. Lucky Little Learners has created over 25,000 resources that are available in the All Access membership. Lucky Little Learners is also a top seller on Teachers Pay Teachers.