

Purpose & SOL

- Students will demonstrate building numbers on a number line by hopping for the addends.
- Math 1.5, 2.5

Materials

- Number Combination Station Cards and Recording Sheet
 - Math Monsters Clip art by: KPM Doodles <http://www.etsy.com/listing/85601857/math-monsters-digital-clip-art>
- Number line on the floor with tape (inside) or chalk (outside)

Length

25 min.

Introduction

Students will review the concept of combining/building numbers. Model how the game will be played: Let's build to 4: do 4 arm circles. If you take 1 hop and pause like a plus sign (feet together, arms out straight), how many more hops do you need to take to build to 4? Have students either use their finger to count on the number line and then do the 3 hops OR have them move by taking 3 hops on the number line on the floor. Have someone explain how we built numbers to 4. Repeat with more examples until the students know how to play.

Implementation

Stations

- 1) Distribute the 12 cards around the room and pair up the students.
- 2) Give each pair a recording sheet.
- 3) Explain how each card is labeled with a letter. They are to right their answer in the box with that letter on the recording sheet.
- 4) Enforce that first, the pair must do the number of arm circles they are going to build to. Then, they will take the number of hops indicated on the card. They will pause by standing like a plus sign (feet together, arms out straight), and then take the remaining hops to build to the number. Make sure each pair does the hops.
- 5) When they know how many hops is needed to build to the number, record it on the sheet in the correct letter box.
- 6) Rotate around the room until all 12 cards are completed.

Cool Down

Deep breathing exercises and a quiet clap will close the lesson.

Modifications

Use this activity to introduce subtraction.

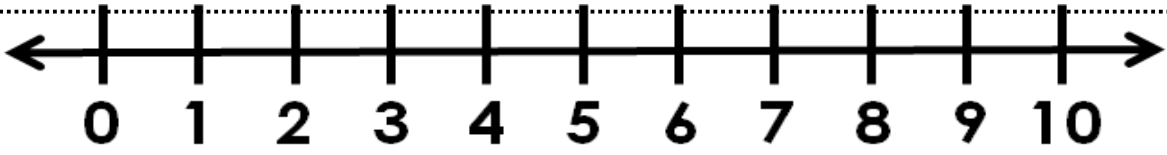


Number Combination Stations

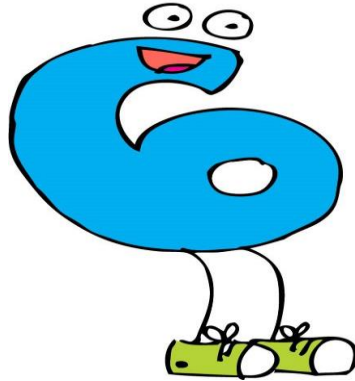


Name: _____

A.	B.	C.
D.	E.	F.
G.	H.	I.
J.	K.	L.



A.

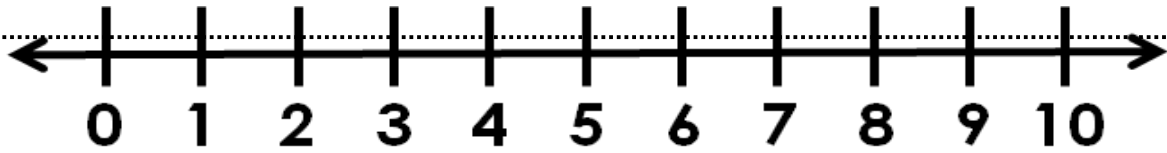


arm circles

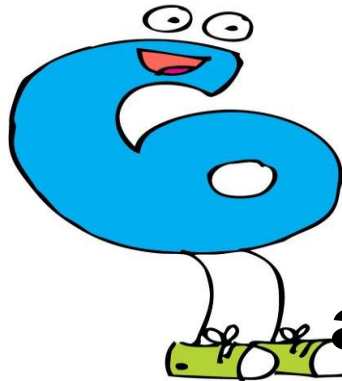


hops

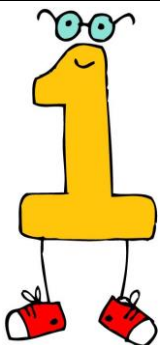
_____ hops



D.

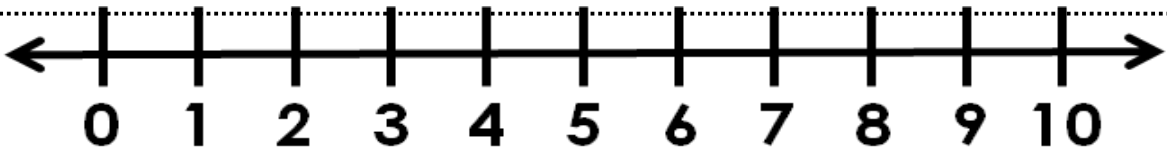


arm circles

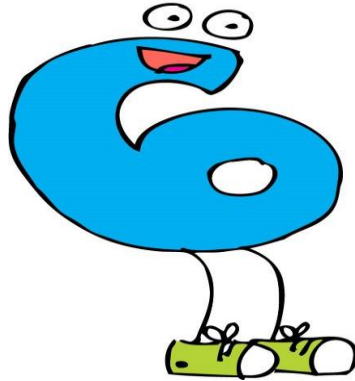


hop

_____ hops



G.

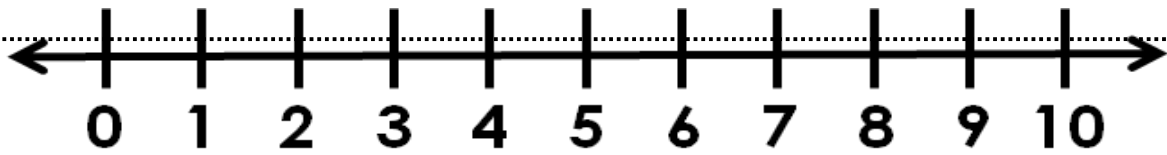


arm circles

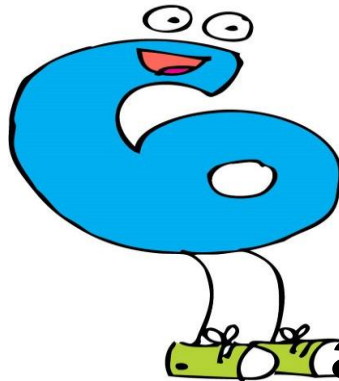


hops

_____ hops



J.

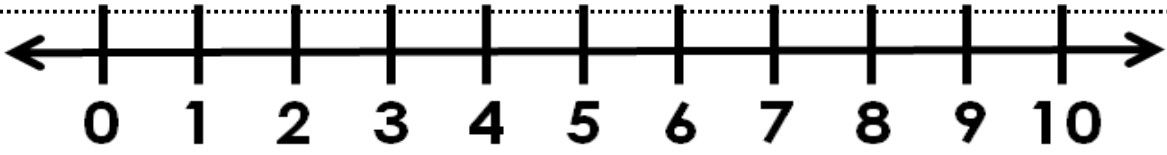


arm circles



hop

_____ hops



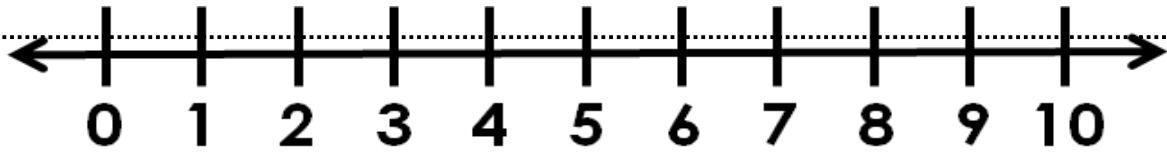
B.

arm circles



hops

_____ hops



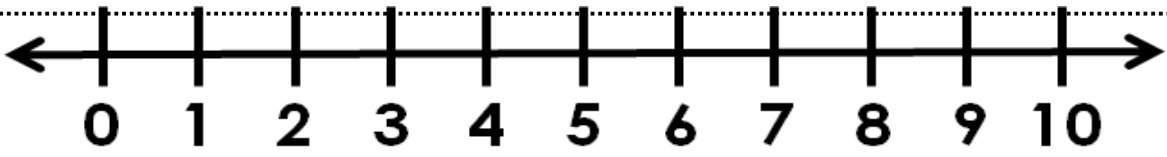
E.

arm circles



hop

_____ hops



H.

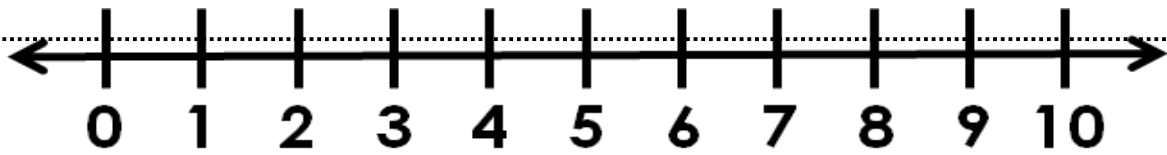


arm circles



hops

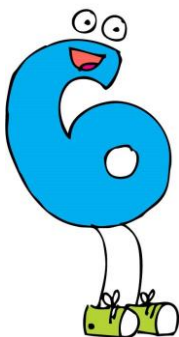
_____ hops



K.

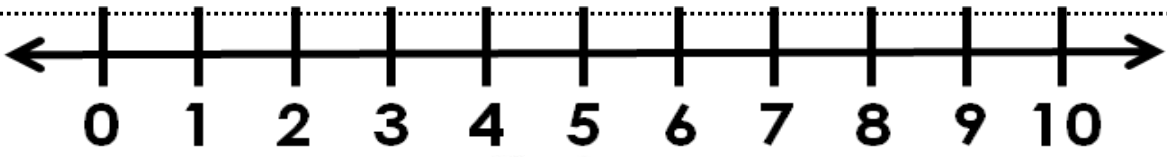


arm circles

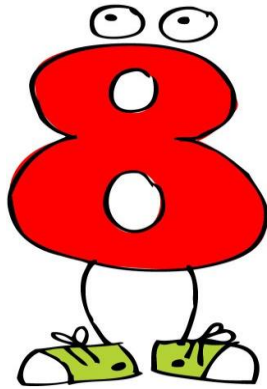


hop

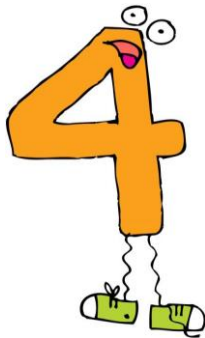
_____ hops



C.

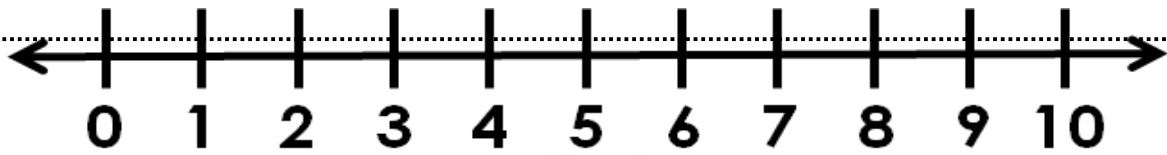


arm circles

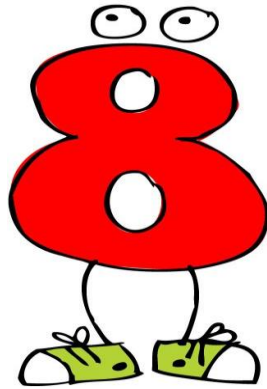


hops

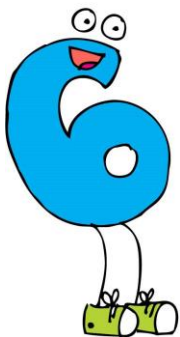
_____ hops



F.

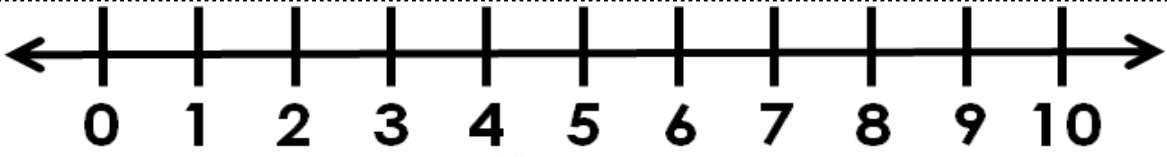


arm circles

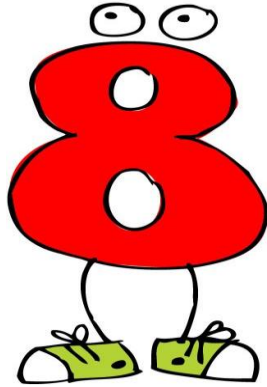


hop

_____ hops



I.

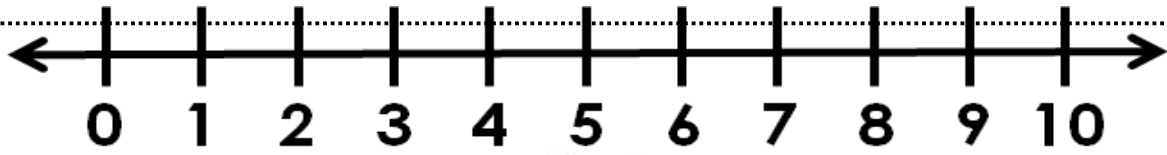


arm circles

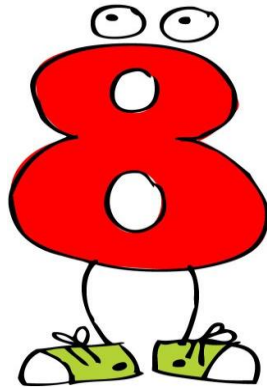


hops

_____ hops



L.



arm circles



hop

_____ hops