Adding 3 Numbers

Essential Question: How can you add three addends?
Focus: Vocabulary
Standards: 1.OA.3, 1.OA.6

Vocabulary to Use/Look For From Students:
- Compare
- Addition sentence
- Addends
- Sum
- Model
- Group
- Make a ten
- Doubles/Doubles fact/Make a double
- Doubles plus one/Doubles minus one
- Sequence Words: First, Next, Then

Introduction:
- We've been learning about compare and contrast in our reading and research center- what do we do when we compare and contrast? (Find similarities and differences).
  - I write "compare" and students give me words we've learned that go with compare in our reading and research center.
- We can also compare in math using models and numbers.

Warm-Up:
- Kelly sees 7 birds. Bruno sees 2 birds. Joe sees 3 birds. How many birds do they see?
  - Write the numbers 7, 2, and 3 as I am reading the story problem. Ask "how can I solve this problem?"
  - Have students share different ways to solve the problem.

Together:
- Explain: You can change which two addends you add first. The sum stays the same.
- 2+3+1= ?
  - Use pictures in workbook to represent combining 2+3=5, then adding 1 to get the sum of 6. Then show adding 3+1=4, then adding 2 to get the sum of 6.
  - Explain, we used the same addends and the sum was the same.
- 5+2+3=?
  - We can break apart the three addends in different ways.
  - Start with 5+2=7, then add 7+3, the sum is 10. You can also add 2+3=5, make a double and 5+5=10.

Independent Practice Part 1:
- 3+4+6=?

● Have students describe how they solved this addition sentence

Check for understanding:
- Three numbers are visible 3, 6, 3
- Pose the problem: There are 3 children at one table. There are 6 children at another table. There are 3 children in line. How many children are there?
- Have students describe the ways they grouped the numbers to add.
  - I am hoping a student 'makes a double' to add

Together:
- You can group the addends in any order and in different ways to find the sum.
- Pose problem 8+6+2 (vertically). Do two ways:
  - Circle 8 and 2
    - 8+2=10 (make a ten), then add 6, the sum is 16.
  - Circle 6 and 2
    - 6+2=8, then add 8 (doubles fact), the sum is 16
  - Even though we changed the order of the addends, the sum is the same.
- Pose problem 6+4+2 (vertically). Do two ways:
  - Circle 6 and 4
    - 6+4=10 (make a ten), then add 2, the sum is 12
  - Circle 4 and 2
    - 4+2=6, then add 6 (doubles fact), the sum is 12
-

Independent Practice Part 2:
- Have students solve three problems independently- circle the two addends to add first. Write the sum. Then find the total sum. Use a different strategy and try again.
- Remind students to use the strategies we have been learning when they need them.
  - Use count on, doubles, doubles plus one, doubles minus one, or make a ten
- 3+4+4=?
- 2+5+0=?
- 5+4+5=?
- Have students explain their thinking afterward.

Closing:
- Revisit our word 'compare' from the beginning of our lesson. What words did we use during our lesson we can now add to our chart?