LESSON 11

Students Learn
- Numerals
- Concepts of addition
- Mathematics symbols: + and =.

MATERIALS
- ⭐ PALS Rules Poster
- ⭐ Lesson 11 Day 1 Game Board Poster
- ⭐ Lesson 11 Folder (for each pair)

GUIDING GRAPHICS

Let's review the three PALS rules. (Read PALS rules aloud with class.)

This sign, “+” (make the “+” sign on the board) is called a plus sign. A plus sign means we add. We start with a number. Then we add more to that number. What does a plus sign mean?

STUDENTS: -add
- some more
- plus

Right. (Write 5 + 3 = 8 on the board.) Look at this: 5 plus 3 equals 8. The first number tells me to start with 5. Next, I see the plus sign (point to “+” sign). The plus sign tells me to add. Then I see 3 (point to the 3). So, I add 3 more. I start with 5. Then, I add 3 more (show with fingers). How many do I have now?

STUDENTS: 8.
Very nice. Let’s try another one. (Write $6 + 2 = 8$ on the board.) What number do I start with?

STUDENTS: 6.

Next, I see the plus sign (point to “+” sign). What does this sign tell me to do?

STUDENTS: Add.

Great. How many do I add? (Point to 2.)

STUDENTS: 2.

So, I start with 6. Then I add 2 more. (Show with fingers.) How many do I have now?

STUDENTS: 8.

That’s right. For our game board today, you’ll use the plus sign. Today’s game board looks like this. (Hold up Lesson 11 poster.) Two clues tell you to add.

First, the plus sign (point to poster) tells you to add.

Second, there are more objects at the end of the problem than at the beginning. This tells you to add. (Point to poster.)

Now, let’s see how to use today’s game board. The Coach asks, “How many do you start with?” (Point to the first part of problem.) The Player counts and writes the number in the box. Let’s try that. I’ll be the Coach and you’ll all be my Players. “How many do you start with?”

STUDENTS: 4 turtles.

(Write 4 in the first box.) Next, the Coach asks, “How many do you add or take away?” The plus sign tells you to add. Also, you know to add because there are more turtles at the end than in the beginning.

How many turtles do you add?

STUDENTS: 2 turtles.
Yes. We added 2 turtles. So, we write “2” in the box under the 2 turtles. (Write 2.) The Coach then asks, “Now how many?” We count how many are at the end. That’s our answer. We write our answer in the last box. (Point to poster and write 6.) The fun begins when the Coach says, “Tell the story.” Then the Player makes up a story.

My story might be this. “There were 4 turtles sunbathing on a log. 2 more turtles came out of the water and joined them. Then, there were 6 turtles sunbathing on a log.” Last, the Coach says, “Read it.” Let’s all read the problem together.

STUDENTS: 4 plus 2 equals 6.

Let’s do the next problem. I’ll be the Coach and you’ll all be the Players. “How many do you start with?”

STUDENTS: 2 camels.

(Write 2 in the first box.) “How many do you add or take away?”

STUDENTS: Add 3 camels.

(Write 3.) How did you know that some camels were added?

STUDENTS: -There are more camels at the end than in the beginning.
     -There is a plus sign.

“Now how many?”

STUDENTS: 5 camels.

(Write 5.) “Tell the story.” (Pick a student to come to the front and tell a story about the camels.) Nice job. Who can come up with a different story about the camels? Remember, you can make up any story you want.

Good job. Last, the Coach says, “Read it.” Let’s all read the problem together.

STUDENTS: 2 plus 3 equals 5.

Let’s try some more problems. I’ll still be the Coach, and I’ll call on someone to be the Player.
Pick students to come to the front and practice.
Continue until you feel students are comfortable with the activity.

Remember, if your partner makes a mistake, correct him. When your partner makes a mistake, say, “Stop. You missed that one.” Point to the mistake and ask the Player to “Count again.”

Watch your Player carefully as he works through the problem. There are a lot of different places where the Player could make a mistake. Watch me do this problem (point to the third problem with the dogs.) Watch carefully. If you see me make a mistake, say, “Stop. You missed that one.”

Let’s see. I start with 4. (Write 5 in the first box. Students should say, “Stop. You missed that one.”) You caught me. If the Player makes a mistake writing the number, stop him. Ask him again, “How many do you start with?” Ask him to count the dogs. Then ask him to fix it so he writes 4 in the box. (Demonstrate by erasing the 5 and writing 4 in the box.)

Let’s continue. Watch to see if I make a mistake. Next, I add 2 dogs. (Students should say, “Stop. You missed that one.”) You caught me again. Ask the Player, “How many do you add?” Ask the Player to again count the dogs. Then ask him to write 3 in the second box. (Demonstrate by writing 3 in the second box.)

I’m going to keep working on this problem. Watch, the Coach asks, “Now how many?” Let’s see now, I have 6 dogs. (Students should say, “Stop. You missed that one.”) You caught me again. The Coach asks again, “Now how many?” and the Player counts the dogs. (Demonstrate by counting the 7 dogs.)

Next the Coach asks, “Tell the story.” Here’s my story. “There were 4 dogs looking for bones. Then, 3 more dogs joined them to look for bones. Now there are 7 dogs looking for bones.” Finally, the Coach asks, “Read it.” Let’s all read it together.

STUDENTS: 4 plus 3 equals 7.

Remember, it’s important not to tell the Player the correct answer or do the work for him. Instead, help him find the correct answer.

Now let’s do a few more problems with me as the Coach and all of you as the Player.
Practice a few problems, then switch roles. Practice a few problems making mistakes. Be sure students use correction procedure appropriately. Finally, call up PALS pairs to demonstrate the activity until all students understand.

Before we break into our PALS partners, let’s review the Coach’s words.

*Echo read the Coach’s words with the entire class.*

Good job. Now, I think you’re ready to do this activity with your PALS partners.

*Call up PALS partners and give the folders to the Coaches.*
*Remind the Players to get a pencil. Tell each PALS pair where to sit.*

Coaches, take out the Smiley Sheet and the Day 1A and Day 1B game boards from the “New” side of your folder. When you come to a smiley face, remember to mark a smiley on the Day 1 box. When you get to the flag, remember to switch roles. You may begin.

*Walk around the room awarding smiley faces to PALS pairs.*
*Allow students to work on the activity for the remainder of the PALS activity time.*
*Be sure that everyone has had the chance to be both Player and Coach.*

You’re finished with your PALS Day 1A and Day 1B game boards. So, put the game boards on the “Old” side of your folder. Place the Smiley Sheet on the “New” side of your folder for next time.
<table>
<thead>
<tr>
<th>Read it</th>
<th>Tell the story</th>
<th>Now how many?</th>
<th>How many do you add or take away?</th>
<th>How many do you start with?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image 1" /></td>
<td><img src="image2.png" alt="Image 2" /></td>
<td><img src="image3.png" alt="Image 3" /></td>
<td><img src="image4.png" alt="Image 4" /></td>
<td><img src="image5.png" alt="Image 5" /></td>
</tr>
</tbody>
</table>