## Lesson

12.1   Look and talk.

Development:
Show the class picture cards of two birds on a bird stand and three birds on a branch, or get the students to act out the situation. Tell the students to talk about where the birds are. Ask the class, "How many birds are there on the bird stand? How many birds are there on the branch?" Then, ask, "How many birds are there **altogether**?" Tell them to count the birds on this page. Repeat this with the dogs and cats.
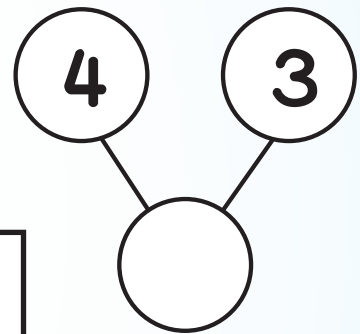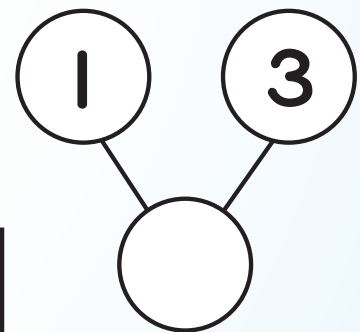
Add.
Write the numbers.

2 + 2 = **4**

2   +   3   =   [ ]

2   3
( )

---

4   +   3   =   [ ]

4   3
( )

---
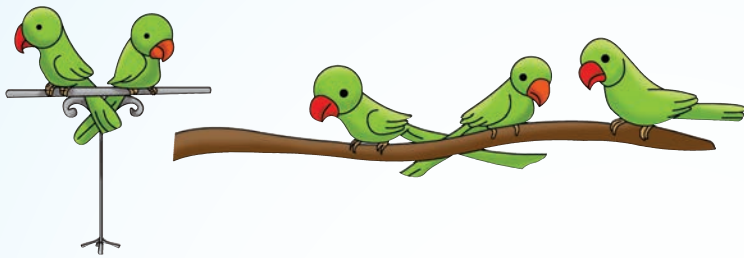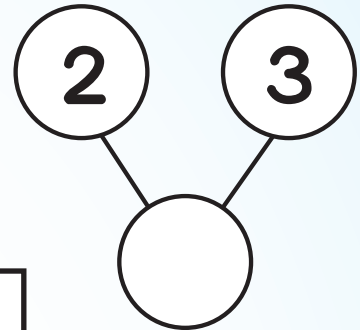
1   +   3   =   [ ]

1   3
( )

Development:
Revisit the situations encountered on the previous page. Ask the students to give you the answer by telling you the number of animals in each situation, e.g. "There are two birds on the bird stand. There are three birds on the branch." Show them how to record the numbers in the number bonds. Explain how the pictorial representation relates to the addition equation. For each situation, lead the students in counting all. Ask them to tell you how many animal there are altogether. Finally, say, "There are 2 birds on the bird stand. There are 3 birds on a branch. There are 5 birds altogether." Point to 2, +, 3, = and 5 as you do so, explaining each symbol.

Activity Book, pages 35–37

6 + 3
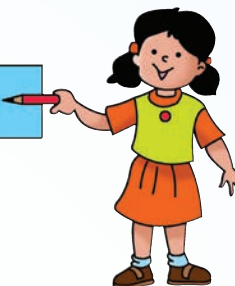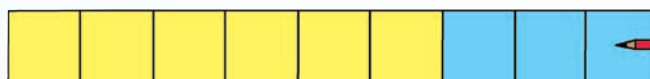
6 + 4

3 + 4

?

Development:
Tell a story about 6 + 3 such as "I have 6 cookies. Then, my mother gives me 3 more." Put up six squares on the board. Ask the students to count the squares. Show them the addition equation 6 + 3 and say, "We have 6 squares. We add 3 more." Ask a student to place three more squares on the board. Tell the students to count on. Finally, ask them to count all the squares to confirm the total number of squares. Ask the students to look at this page. This time, do not use any concrete material. Tell the students to count the squares in the first addition equation. Then, direct them to the second addition equation. Tell them to trace and color the additional squares. For the third addition equation, get them to tell you how many squares should be drawn.

$2 + 2 = \boxed{}$

$3 + 3 = \boxed{}$

$4 + 1 = \boxed{}$

$3 + 2 = \boxed{}$

$7 + 3 = \boxed{}$
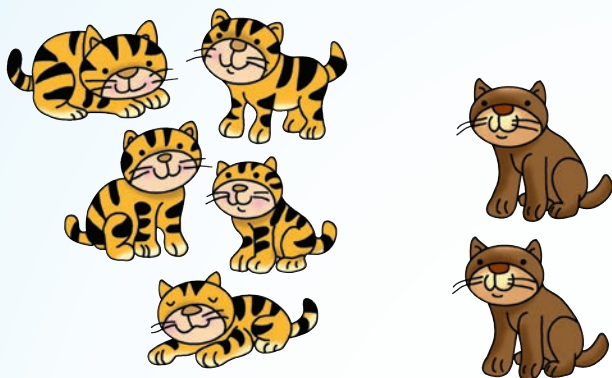
$2 + 8 = \boxed{}$

Consolidation:
Tell the students to look at the first addition equation on this page. Lead them to say, "There are 2 squares. Add 2 more." Then, ask them to add the squares by drawing two more. Tell the students to count on to get the answer. Have them model counting on using fingers.
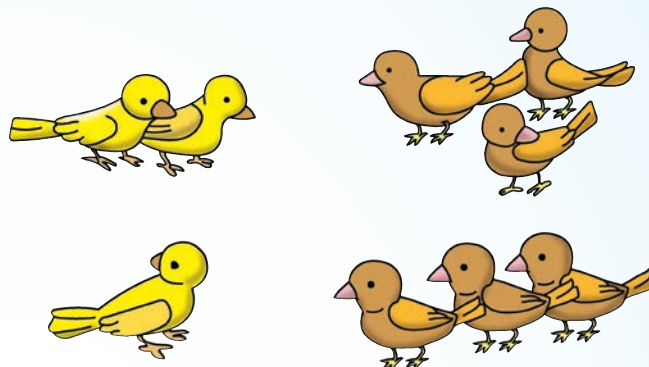
Activity Book, pages 44–46

Review

**Add.
Write the numbers.**

3 + 1 = 4

5 + 2 = ☐   3 + 6 = ☐

**Add.
Write the numbers.**

4 + 3 = 7

3 + 5 = ☐   4 + 6 = ☐

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
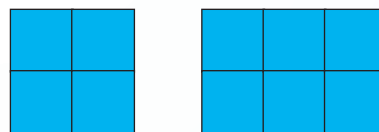
Draw the correct number of ■ or ● . Write the numbers.

3 + 5 = 8

9 + 1 = ☐
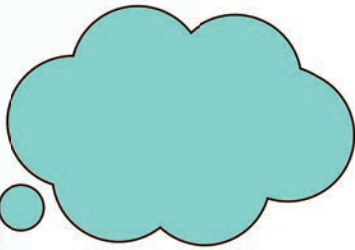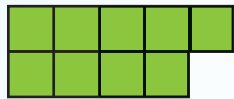
2 + 6 = ☐
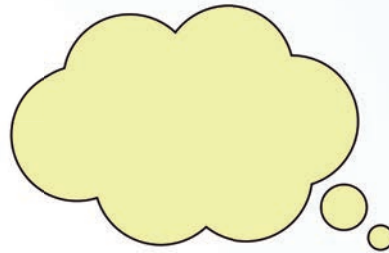
Add. Write the numbers.

4 + 5 = 9

2 + 2 = ☐

1 + 4 = ☐

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |