



Makes Maths Fun

Level 1 Addition

Bloomsmath is a comprehensive mathematics program which provides a fun way for every student to be learning to the best of their ability.

By Rachel McCann (B.Teach; B.Ed Hons; M.ED (Special Ed.))



Makes Maths Fun

Also Available in the Level 1 Program

Whole Number (Free)

Subtraction

Multiplication & Division

Fractions & Decimals

Probability

Patterns & Algebra

Data

Length

Area

Volume

Mass

Time

3D Shape

2D shape

Position

Addition

Level 1 is designed for students in their first year at school. The Addition strand for Level 1 allows students to complete addition algorithms using collections of objects.

Knowledge: Students use the pictures provided to count and record the number of various items and solve basic pictorially represented addition algorithms with answers up to 10.



Students who demonstrate proficiency in this activity move on to Comprehension.



Students stop here as they require additional teacher support to master this activity.

Comprehension: Students use the pictures of hands with fingers up to count up the total number of fingers given. This encourages students to use their own fingers when solving basic addition algorithms.



Students who demonstrate proficiency in this activity move on to Application.



Students stop here if time has run out or they require additional support with this activity.

Application: Students again add up using fingers on drawn hands but this time there are also numerals so they are able to see the direct correlation between numerals and fingers.



Students who demonstrate proficiency in this activity move on to Analysis.



Students stop here if time has run out or they require additional support with this activity.

Analysis: Students complete more simple addition algorithms but this time they must count on from the fingers provided to the final answer.



Students who demonstrate proficiency in this activity move on to Synthesis.



Students stop here if time has run out or they require additional support with this activity.

Synthesis: Students complete simple numerical algorithms with answers up to 10. No pictorial assistance is provided for this set of questions.

Evaluation: Suggested questions and activities provide a starting point for discussions related to Addition such as singing the song 10 Little Indians; To Market or Once I Caught a Fish Alive to practice counting.



Students may complete more or fewer activities for each learning outcome depending on the time allocated and their strength in the area being covered.



All students should participate in the Evaluation discussion to encourage the use of mathematical language, logical reasoning and reflection on that which they have completed.

Name: _____

Addition - It All Adds Up

Count and record the number of apples.

$$\text{Apple} + \text{Apple} =$$

$$\text{Apple} + \text{Apple} + \text{Apple} =$$

$$\text{Apple} + \text{Apple} + \text{Apple} + \text{Apple} =$$

$$\text{Apple} + \text{Apple} + \text{Apple} + \text{Apple} + \text{Apple} =$$

$$\text{Apple} + \text{Apple} + \text{Apple} + \text{Apple} + \text{Apple} + \text{Apple} =$$

$$\text{Apple} + \text{Apple} + \text{Apple} + \text{Apple} + \text{Apple} + \text{Apple} + \text{Apple} =$$

Count and record the number of dots.

$$\text{Box with 1 dot} + \text{Box with 3 dots} =$$

$$\text{Box with 2 dots} + \text{Box with 4 dots} =$$

$$\text{Box with 1 dot} + \text{Box with 3 dots} =$$

$$\text{Box with 4 dots} + \text{Box with 1 dot} =$$

Fill in the table to help you solve each question.

$1 + 3 =$

●				

$5 + 2 =$

●	●	●	●	●

$2 + 7 =$

●	●			

$8 + 2 =$

●	●	●	●	●
●	●	●		

$3 + 5 =$

●	●	●		

$2 + 3 =$

●	●			

$7 + 3 =$

●	●	●	●	●
●	●			

$1 + 4 =$

●				

$6 + 2 =$

●	●	●	●	●
●				

$3 + 3 =$

●	●	●		

$4 + 4 =$

●	●	●	●	

$9 + 1 =$

●	●	●	●	●
●	●	●	●	



Let's Try This Again



















Progress To Comprehension

Name: _____

Using Your Fingers

Count the fingers to find out how many there are in total.

1.		+		=	_____
2.		+		=	_____
3.		+		=	_____
4.		+		=	_____
5.		+		=	_____
6.		+		=	_____
7.		+		=	_____
8.		+		=	_____

Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Addition - Level 1 - Students will complete addition algorithms using collections of objects.



Let's Try This Again



Progress To Application

Name: _____

Mixing Up The Digits

Add the fingers and numbers together.

$$\text{Hand with 4 fingers} + 3 = \underline{\quad}$$

$$\text{Hand with 1 finger} + 3 = \underline{\quad}$$

$$\text{Hand with 2 fingers} + 1 = \underline{\quad}$$

$$\text{Hand with 5 fingers} + 5 = \underline{\quad}$$

$$\text{Hand with 3 fingers} + 5 = \underline{\quad}$$

$$\text{Hand with 4 fingers} + 4 = \underline{\quad}$$

$$\text{Hand with 5 fingers} + 3 = \underline{\quad}$$

$$\text{Hand with 2 fingers} + 2 = \underline{\quad}$$

$$\text{Hand with 5 fingers} + 2 = \underline{\quad}$$

$$\text{Hand with 3 fingers} + 3 = \underline{\quad}$$

$$\text{Hand with 3 fingers} + 1 = \underline{\quad}$$

$$\text{Hand with 5 fingers} + 5 = \underline{\quad}$$

$$\text{Hand with 4 fingers} + 3 = \underline{\quad}$$

$$\text{Hand with 5 fingers} + 2 = \underline{\quad}$$

$$\text{Hand with 5 fingers} + 4 = \underline{\quad}$$

$$\text{Hand with 1 finger} + 5 = \underline{\quad}$$

Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Addition - Level 1 - Students will complete addition algorithms using collections of objects.



Let's Try This Again



Progress To Analysis

Name: _____

Find The Missing Digit

What number is missing to make the sum correct?

$$\text{5 fingers} + \underline{\quad} = 8$$

$$\text{1 finger} + \underline{\quad} = 3$$

$$\text{2 fingers} + \underline{\quad} = 5$$

$$\text{5 fingers} + \underline{\quad} = 7$$

$$\text{3 fingers} + \underline{\quad} = 4$$

$$\text{5 fingers} + \underline{\quad} = 5$$

$$\text{5 fingers} + \underline{\quad} = 7$$

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

$$\text{5 fingers} + \underline{\quad} = 9$$

$$\text{3 fingers} + \underline{\quad} = 7$$

$$\text{3 fingers} + \underline{\quad} = 8$$

$$\text{5 fingers} + \underline{\quad} = 10$$

$$\text{5 fingers} + \underline{\quad} = 4$$

$$\text{5 fingers} + \underline{\quad} = 6$$

Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Addition - Level 1 - Students will complete addition algorithms using collections of objects.



Let's Try This Again



Progress To Synthesis

Name: _____

Use Your Own Fingers

Solve these sums using your own fingers.

1. $4 + 5 = \underline{\quad}$

9. $2 + 3 = \underline{\quad}$

2. $3 + 2 = \underline{\quad}$

10. $5 + 4 = \underline{\quad}$

3. $1 + 3 = \underline{\quad}$

11. $1 + 2 = \underline{\quad}$

4. $5 + 5 = \underline{\quad}$

12. $4 + 3 = \underline{\quad}$

5. $3 + 4 = \underline{\quad}$

13. $2 + 1 = \underline{\quad}$

6. $2 + 5 = \underline{\quad}$

14. $3 + 2 = \underline{\quad}$

7. $4 + 2 = \underline{\quad}$

15. $5 + 3 = \underline{\quad}$

8. $1 + 5 = \underline{\quad}$

16. $2 + 2 = \underline{\quad}$

Addition - Level 1 - Students will complete addition algorithms using collections of objects.

Knowledge

Comprehension

Application

Analysis

Synthesis

Evaluation



Let's Try This Again



Progress To Evaluation

Addition Evaluation

The following ideas are provide as a starting point for fun discussions and additional activities related to Addition. During these conversations and activities students will have an opportunity to use appropriate mathematical language in its correct context, to engage in reflection on the Addition activities they have completed and to use logical reasoning to tie their in-class mathematics to its everyday context.



Hold up varying amounts of fingers and have students call out how many you are holding up as quickly as possible. Have students time each other to see the shortest time they can achieve.



Sing the song 10 Little Indians; To Market or Once I Caught a Fish Alive to practice counting.



Add up the hands of more than one student so students are counting beyond 10.



Discuss that because we have 10 fingers the metric system is base 10 ie. $10\text{mms} = 1\text{cm}$ or $100\text{cm} = 1\text{m}$.



Have one student choose how many fingers to hold up and the rest of the class must say how many more make 10.



Have 2 students choose how many fingers to hold up on one hand each and the other students add these together as quickly as possible.

