

Los Angeles Unified School District
Office of Curriculum, Instruction, and School Support

MATH MYTHS AND MISCONCEPTIONS

SESSION 4b FACILATOR'S GUIDE

Strategies for Learning the Basic Addition Facts—Preventing Misconceptions

Materials: markers, crayons, or colored pencils for addition chart: green, red, purple, yellow, and blue blank paper for note taking
 Handout #1-#4 computer-if presenting PowerPoint live LCD-if presenting PowerPoint live PowerPoint handout
pages-optional timer-optional notes to facilitator

TIME	CONTENT	MATERIALS
	<p><u>Notes to session Facilitator:</u></p> <ul style="list-style-type: none"> ○ <i>This session is PART TWO of a two-part series on learning the basic addition facts.</i> ○ This session is designed to be a facilitated discussion of approximately 45 to 60 minutes, but can be extended to a longer time-block. Timing can be adjusted to fit your needs. The session can be done during a staff development, a grade-level, or other instructional meeting time. ○ This document is intended to be a <u>guide</u> to the facilitator, not a verbatim script to be read to the participants. This document contains background information, speaking notes, and a listing of materials needed to present this session. ○ It is highly recommended that the facilitator become familiar with the content of this presentation in order to facilitate a productive and in-depth discussion with the participants. ○ Handouts are indicated by the letters HO and the # symbol. These need to be copied and ready for each participant prior to the presentation of this session. Be sure to note and prepare ahead any other materials needed for the session, such as charts, manipulative, etc. ○ Bold type font indicates specific speaking points for the facilitator, while (<i>Italicized</i>) type font indicates notes or suggestions to the facilitator. ○ Prior to the session, be sure to set up projector, screen, and computer if you are presenting the PowerPoint live. Test equipment for proper functioning. The individual PowerPoint slides can also be Xeroxed and presented as hard copies if a projector and a computer are not available. ○ Be sure materials, equipment, and room are set up prior to the arrival of the participants. Arrange desks/chairs to facilitate group discussion and interaction. ○ The PowerPoint can be printed out as a handout and can be provided to the participants at the beginning of the session as a note-taking tool or given at the end of the session as a reference sheet. Do not read the PowerPoint slides to the participants unless the facilitator's guide indicates that you should do so. Use the background notes to enhance the information on the slide. ○ Consider having a co-presenter to help with charting group responses. Or ask for a participant volunteer to chart while you facilitate the discussion. 	

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	<p><u>Slide 1:</u></p> <p><i>(Have slide 1 projected as participants enter the session. Welcome participants to the session.)</i></p>	
1 min	<p><u>Slide 2:</u> (Session 1 title slide)</p> <p>This is another in a series of professional development sessions focusing on the misconceptions our students may have in relation to mathematics and what we can do to repair, or better yet, prevent, these misconceptions. For this session, we will be looking at strategies for learning the basic addition fact and discussing teaching tips for our classrooms. This is the second session of a two-part series on the addition facts.</p>	
3 min	<p><u>Slide 3 through 5:</u></p> <p><i>(Ask a volunteer to read the slide aloud to the group. Click to the next slide and ask another volunteer to read. Continue this for Slide 4 and Slide 5.)</i></p>	
2 min	<p><u>Slide 6:</u></p> <p><i>(Ask a volunteer to read the slide aloud to the group. If Module 4a was previously presented, remind participants of the four prerequisite skills for addition: 1. Count backwards as well as forwards while performing a physical task, such as tying shoes; 2. Give one more or take one less from any given number; 3. Give two more or take two less from any given number; 4. Double any whole number from 0 to 9. Click to the next slide.)</i></p>	
1 min	<p><u>Slide 7:</u></p> <p><i>(Distribute [HO#1] to participants. Have markers, crayons, or colored pencils available for coding on addition chart.)</i></p> <p>Let's begin!</p> <p><i>(Click to the next slide.)</i></p>	<p>HO#1-Blank Addition Table</p> <p>Markers, crayons or colored pencils: green, red, yellow, blue, and purple</p>

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2 min	<p><u>Slide 8:</u></p> <p>In Module 4a, the Prerequisite Skills learning the basic facts, we worked on adding one, adding two, and doubling numbers from zero to nine.</p> <p><i>(Have participants color in these facts with green. Click to the next slide.)</i></p>	
1 min	<p><u>Slide 9:</u></p> <p><i>(Ask a volunteer to read the slide aloud to the group. Click to the next slide.)</i></p>	
1 min	<p><u>Slide 10:</u></p> <p><i>(Ask a volunteer to read the slide aloud to the group. Have participants color the ZERO facts with green also. Click to the next slide.)</i></p>	
2 min	<p><u>Slide 11:</u></p> <p><i>(Ask a volunteer to read the slide aloud to the group. Check that the participants have colored the ZERO, ONE, TWO, and DOUBLE facts with green also. Click to the next slide.)</i></p>	
2 min	<p><u>Slide 12:</u></p> <p><i>(Ask a volunteer to read the slide aloud to the group. Click to the next slide.)</i></p> <p style="text-align: center;">BACKGROUND INFORMATION FOR FACILATATOR TO SHARE WITH GROUP IF NEEDED:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>-teen <i>Word Origin & History:</i> Middle English, Old English -tēne, cognate with Dutch -tien, German –zehn; combining form meaning "ten more than,"; a suffix used to form cardinal numerals from 13 to 19.</p> </div>	

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1 min	<p><u>Slide 13:</u></p> <p><i>(Ask a volunteer to read the slide aloud to the group. Have participants color the NINE facts with blue. Click to the next slide.)</i></p>	
1 min	<p><u>Slide 14:</u></p> <p><i>(Ask a volunteer to read the slide aloud to the group. Check that the participants have colored the NINE facts with blue. Click to the next slide.)</i></p>	
1 min	<p><u>Slide 15:</u></p> <p><i>(Ask a volunteer to read the slide aloud to the group. Click to the next slide.)</i></p>	
2 min	<p><u>Slide 16:</u></p> <p><i>(Ask a volunteer to read the slide aloud to the group. Have participants color the EIGHT facts with yellow. Click to the next slide.)</i></p> <p style="text-align: center;">TEACHING ALERT</p> <p>We know 15 is pronounced “fifteen” not five-teen. In fact, only 14 (fourteen) actually follows this pattern of adding teen to the number. This is a point of discussion to have with students about how we create and write numbers and how we say them in various languages. For example, in Spanish, 11 is “once” whereas 16 is “Dieciséis” or “Diez y seis”, literally “ten and six”. In Japanese, 11 would be 10+1, which is juu 十 and ichi 一 “juuichi” 十一. 16 would be 10+6, which is juu 十 and roku 六 “juuroku” 十六</p>	
1 min	<p><u>Slide 17:</u></p> <p><i>(Ask a volunteer to read the slide aloud to the group. Check that the participants have colored the EIGHT facts with yellow. Click to the next slide.)</i></p>	

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1 min	<p><u>Slide 18:</u></p> <p><i>(Ask a volunteer to read the slide aloud to the group. Click to the next slide.)</i></p>	
1 min	<p><u>Slide 19:</u></p> <p><i>(Ask a volunteer to read the slide aloud to the group. Click to the next slide.)</i></p>	
1 min	<p><u>Slide 20:</u></p> <p><i>(Ask a volunteer to read the slide aloud to the group. Have participants color the NEIGHBOR facts with red. Click to the next slide.)</i></p>	
1 min	<p><u>Slide 21:</u></p> <p><i>(Ask a volunteer to read the slide aloud to the group. Check that the participants have colored the NEIGHBOR facts with red. Click to the next slide.)</i></p>	
15 min	<p><u>Slide 22 through 30:</u></p> <p><i>(Ask a volunteer to read the slide aloud to the group. Click to the next slide and ask another volunteer to read. Continue this for Slide 23 through Slide 30.)</i></p>	
5 min	<p><u>Wrap Up:</u></p> <p><i>(This can be done either orally as a group, or as a written reflection on the learning.)</i></p> <ul style="list-style-type: none"> ○ How has the session supported you as you consider the instructional needs of your students? 	

The time allotted is based on a 45-minute session. The time noted in each section can be increased for longer session periods.