

Scavenger Hunt Addition

First Grade

Math

This activity will help **students** practice their addition skills while having fun hunting for their next problem.

Learning Objectives

- Students will be able to use their own strategies to solve basic addition problems and explain, in their own words, how they got the answers.

Materials and preparation

Materials

- Pencils
- White Board with Marker (for every student to work out the addition problem)
- Class set of the Answer Recording Sheet
- Twenty four pieces of colorful paper
- Tape
- Blocks, counters for counting, optional

Preparation

- Given the template of the addition problems provided, cut the paper along the guidelines such
- that each addition problem (labeled A to T) is on it's own piece of colored paper. These letters will correlate with the students' answer recording sheet. Create a list of objects for students to hunt for in the classroom. Hang the papers all over the room.

Attachments

Scavenger Hunt Addition Problems (PDF)

Introduction (*5 minutes*)

1. Divide the 24 students into 4 groups of 6 students and get them seated in the 4 tables.
2. Ask the students if they have ever done a scavenger hunt and ask them (if they have played before) to explain their understanding to the whole class.
3. Tell the students that they will be taking part in a Math Scavenger hunt today.

Active Engagement

1. Instruct students to explain in their own words what was involved in the scavenger hunt (i.e., finding the item and checking it off on the list).

- Prompt students to describe a scavenger hunt using the sentence frame, "A scavenger hunt is fun because ____."

Explicit Instruction/Teacher modeling (10 minutes)

- Demonstrate and model explicitly how to solve each of the five types (strategies already discussed in class) of addition problems in the scavenger hunt activity on the whiteboard.
- Ask students to tell you which math symbol means "to add." Instruct them to act out with their hands and arms a plus sign as they repeat after you, "Plus sign."
- Brainstorm addition strategies, such as drawing a picture or counting forward on the number line. List strategies on a chart for reference.
- Use an Anchor chart to remind them of the various addition strategies for reference.

Guided Practice (10 minutes)

- Ask students while being seated in their respective seats, to turn and look around the room to observe the colorful paper hanging on the walls and seats (hidden around the room). Tell them that these sheets are labeled with a letter from A-T and have addition problem on each of them to solve.
- Explicitly show the students a copy of the answer recording sheet and point out that the recording sheet has a table with letters A-T written on it.
- Demonstrate and model to the students how to find the item and once finding the item how to check them off the list. Then while there model solving the answer to the problem.
- Model recording the problem in the box that matches the letter on the problem.
- Explain to the students that they do not have to start at the letter A, they may start at whichever problem they see first!
- Model having walking feet and quiet mouths during this activity. Remind students that they are to keep their hands to themselves and focus on solving the addition problems during the activity.
- Create an anchor chart that outlines expectations during the activity:
 - 1) walking feet
 - 2) quiet voices
 - 3) solve the problems
- Remind and demonstrate the expectations before beginning the activity. Tell students to practice walking and talking quietly. Point to a problem in the room, and gesture by waving your hand above the worksheet to model solving the problems.
- Walk up to a problem in the room, and have students point to that letter on their recording sheet. Model solving the problem.

Independent Partner Activity (Collaborative) (25 minutes)

- Teacher directs the student to work in pairs for this activity. Hand over the recording sheets to students.
- Tell the students that they will have 25 minutes to solve as many addition problems as they can.
- Provide students with tools such as manipulatives (base-10 blocks) and number lines to use if needed to solve the problems.
- Circulate and assist individual students. Observe that all students understand the activity and are actively engaging.
- Observe and reteach the instructions for the activity as needed.
- Ask the students to verbalize the steps to solve the problems. Instruct them to discuss the steps after the finish the problem. Encourage students to explain their addition strategy to a peer.

Differentiation: Challenge:

- Direct students who need a challenge to work with a partner and compete to see who can finish the problems in the least amount of time. Next, ask them to discuss their answers to see if they have the same answers. If not, ask them to identify where they went wrong and solve the problem again and compare answers again. If the students finish with ten or more minutes left, allow them to choose an activity of their choice to do (could be reading a book, playing a game, etc.

Support:

- For students who need a little extra support, pair them with a peer/buddy who is more fluent at solving addition problems.

Special Education:

- Use a different color and print the addition problems for them in that color so that it is easier for the students to find them as they walk around the room. Provide them Task cards to clearly demonstrate the steps. Allow them a choice of concrete blocks or cubes, 10 Frames, number lines, etc. that are tangible to solve the problem. Pair them with a partner who can guide them and provide additional support. If the activity is still challenging for them to manage, provide them a different way to express the answer - digital devices (computer) to solve the problem online.

Assessment / Exit Ticket (5 minutes)

- Go around the classroom to observe as students are completing the scavenger hunt to help/guide struggling students. Make a note of students who are finding it challenging to solve the problems.
- After the conclusion of the lesson, display an answer key on the whiteboard and ask students to correct their papers using a red pen.
- Instruct students to repeat the number sentences chorally as you correct each one.
- Tell students to give you a thumbs up if they solved the problem correctly.

- Have students explain their thinking, and encourage the self-correction of errors rather than simply providing the correct answer.

Review and closing (5 minutes)

- Invite students to come back together as a whole group.
- Ask students to use the 3-2-1 rating scale to rate the scavenger hunt they just played. 3: *I enjoyed the game and I thought it helped me with the concept.* 2: *the game was okay, and it did help me to review solving basic addition problems.* 1: *I didn't like the game and I didn't feel it was beneficial to my learning.*
- Make note of students' comments.
- Ask students to share the most challenging problem they encountered and invite a student or two to come up and show the strategies used to solve the problem.
- Write the rating scale on the board drawing a smiley face for three, a serious face for two, and a frowny face for one.
- Challenge students to model solving the same problem more than one way. Allow them to explain how they solved the problem using the sentence frame, "I solved the problem by ____."

Name: _____

Date: _____

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T