

## 2 Develop the Concept: Interactive



10–15 min

# Interactive Learning

**Overview** In this activity, children will explore making parts for the sums 6 and 7.



**Essential Question** How can the numbers 6 and 7 be described by their parts?

**Materials** Counters (14 per pair), paper plates

**Vocabulary** **inside**, **outside**



**Set the Purpose** *You have learned how patterns can help you find a number. Today you will learn how to make numbers from their parts.*

**Connect** Have children think of times when they removed some crayons from a box. *Where are the crayons you took out of the box?* [Outside] *Where are the crayons you did not take out of the box?* [Inside]

### Academic Vocabulary

Draw a circle on the board. Ask a volunteer to point to the inside of the circle. Label the area as **inside**. Then ask a volunteer to point to the outside of the circle. Label the area as **outside**.

### Pose the Problem

Display 6 counters on a table at the front of the classroom. Place a paper plate on the floor in front of you. Hold all 6 counters above the plate. *If I drop 6 counters from all the way up here, where do you think they will land: inside the circle, outside the circle, or both?* [Accept all reasonable responses.] Drop the counters from a short distance above the plate. *How many landed inside the circle? How many landed outside the circle?* Have children identify the parts. [Children should identify the number of counters inside the circle and outside the circle.]

### Instruct in Small Steps

*What if 4 counters land inside and 2 land outside?* Model this on the plate using the counters. Then direct children to show the same on the cave in Item 1 on their own page. *How many counters are inside the cave?* [4] *Write 4 next to the word inside for Item 1. How many counters are outside?* [2] *Write 2 next to the word outside for Item 1. How many counters are there in all?* [6]

### Small-Group Interaction

Have pairs place a paper plate on the floor and take turns standing over the plate and dropping the counters. Have both children model the counters on page 51 to match the counters that were dropped. They should also write the number inside and the number outside, in the spaces provided. Tell children to first drop 6 counters once, and then drop 7 counters twice.

Name \_\_\_\_\_

### Making 6 and 7

Interactive Learning Lesson 3-1

Sample answers given.

|  |  |
|--|--|
| 1. <br>4 inside 2 outside | 2. <br>1 inside 5 outside |
| 3. <br>5 inside 2 outside | 4. <br>4 inside 3 outside |

Home Connection Your child found two parts that made the numbers 6 and 7 as readiness for finding sums of 6 and 7.  
Home Activity Use pennies or buttons to help your child show different parts of 6 and 7.  
Understand It! 6 and 7 can be shown as 2 different parts.

Topic 3 • Lesson 1

fifty-one 51



*If 5 counters land inside the circle and 1 counter lands outside the circle, how many counters did you drop?* [6]



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### Link to Investigations, Second Edition

Joint-Usage Master Plan  
Blended Instruction (Plan 1):  
Topic 3 and Units 1, 3, and 6