

# The Four Friendly Adventures of Number Land: Meeting Plus (+) and Minus (-)

## Materials Needed

- Natural Counting Objects (stones, buttons, blocks, or beans – at least 20 items per learner)
- One small basket or tray for grouping objects
- Paper (or Main Lesson Book) and Writing Tools (pencil, crayon, or chalkboard/chalk)
- Two small toys or puppets to represent 'Mr. Plus' and 'Ms. Minus' (Optional, but highly engaging)
- Pre-written Number Cards (numbers 1 through 10)

## Introduction: The Grand Entry (10 minutes)

### Hook: A Journey to Number Land

**Educator Prompt:** "H, imagine we are going on an adventure to a magical place called Number Land. In Number Land, everything is measured and counted! Today, we are meeting two very important friends who help us count and sort things. They are Mr. Plus and Ms. Minus. Can you show me a big, happy face for Mr. Plus? And a serious, 'thinking hard' face for Ms. Minus?"

### Learning Objectives (Success Criteria)

By the end of this adventure, you will be able to:

1. Explain what happens when we use **Mr. Plus (+)** (we join things together).
2. Explain what happens when we use **Ms. Minus (-)** (we take things away).
3. Solve number stories within 10 using our special counting objects.

**Success looks like:** You can correctly build and solve at least three number stories using your stones and tell me if you used Plus or Minus.

## Body: The Adventures of Plus and Minus (30 minutes)

### I Do: Modeling the Concepts (10 minutes)

#### Concept 1: Mr. Plus (+) - The Joiner

**(Educator models the action while speaking slowly)**

**Modeling:** "Mr. Plus loves to gather things and join them together! When we see his symbol (+), it means we are finding out 'how many altogether.' Watch me: I have 3 small stones here. (Count them out slowly: 1, 2, 3.) Then, I add 2 shiny buttons. (Count them out: 1, 2.) Mr. Plus comes and helps me join them into one big group. How many do I have now? 1, 2, 3, 4, 5! We joined 3 and 2 to make 5. That is addition!"

**Transition:** "Now that we know how Mr. Plus works, let's meet Ms. Minus!"

## Concept 2: Ms. Minus (-) - The Taker-Away

**Modeling:** "Ms. Minus is very helpful, but she does the opposite. Her symbol (-) means we are 'taking away.' Watch this: I have 7 beans in my basket. (Count them: 1, 2, 3, 4, 5, 6, 7.) I decide to give 3 beans away to a friend. (Physically move 3 beans out of the group.) Ms. Minus helps us count how many are LEFT. I have 1, 2, 3, 4 beans left. We took 3 away from 7, and we were left with 4. That is subtraction!"

## We Do: Guided Practice - Building Number Stories (10 minutes)

(Learner and Educator work side-by-side using the materials.)

### Activity: The Great Stone Sort

1. **Addition Practice:** Educator asks H to build a number story. "H, find 4 stones. Now, find 1 button. Mr. Plus wants you to join them! How many do you have altogether? ( $4 + 1 = 5$ ). Excellent! Now, on your paper, let's draw or write that story:  $4 + 1 = 5$ ." (Use the symbol + and =).
2. **Subtraction Practice:** Educator sets up the scene. "Start with 8 blocks. Oh no, Ms. Minus said we must give 3 blocks back to the forest! Take 3 away. How many blocks are left? ( $8 - 3 = 5$ ). Fantastic! Let's write that number story:  $8 - 3 = 5$ ." (Use the symbol -).

**Formative Assessment Check:** Ask H, "When we use Mr. Plus, does our group get bigger or smaller?" (Bigger). "When we use Ms. Minus, what are we trying to find out?" (How many are left.)

## You Do: Independent Application - The Number Challenge (10 minutes)

### Activity: My Own Story Creation

**Instructions:** H will create and solve two number stories using the objects. Provide choice and autonomy by letting H choose the objects and the process (+ or -).

1. **Story 1:** "H, choose two small numbers (like 2 and 5). Use Mr. Plus to join them. Build it with your objects, and then write the full number sentence (e.g.,  $2 + 5 = 7$ )."
2. **Story 2:** "H, choose a starting number (like 9). Now, choose a smaller number to take away. Use Ms. Minus to solve it. Build it, take away the objects, and write the full number sentence (e.g.,  $9 - 4 = 5$ )."

## Conclusion: The Recap and Farewell (5 minutes)

### Closure Activity: The Symbol Match

**Educator Prompt:** "Before we leave Number Land, let's make sure we remember our two friends."

- Show the Plus sign (+). Ask H: "Which friend is this? What is his job?" (Mr. Plus; his job is joining groups.)
- Show the Minus sign (-). Ask H: "Which friend is this? What is her job?" (Ms. Minus; her job is taking things away and finding out what is left.)

### Reinforcement and Real-World Connection

**Educator Prompt:** "We use Plus and Minus every day! If we are baking cookies and we add 3 eggs to the bowl, which friend are we using? (Plus!) If we eat 2 apples from the fruit bowl, which friend are we

using? (Minus!) You are now experts in the first two adventures of Number Land!"

## Summative Assessment (Observation)

Review the two written number sentences from the "You Do" activity. Did H correctly use the objects to model the operation, and did H correctly write the mathematical symbol (+ or -) that matched the action?

## Adaptability and Differentiation

### Scaffolding (For learners needing extra support)

- **Limit the Range:** Only work within numbers 1 through 5 until concepts are firm.
- **Visual Aids:** Use a split plate or boundary line. Objects on one side are the starting number; objects moved to the other side are what is taken away or added.
- **Verbal Repetition:** Use rhyming or rhythmic language when counting ("1 and 2 make 3, count with me!").

### Extension (For learners ready for a challenge)

- **Word Problems:** Create more complex scenarios (e.g., "Sarah had 6 apples. Her friend gave her 3 more. She ate 2. How many does she have now?"). This requires sequencing Plus and Minus.
- **Fact Families Introduction:** Use the counting objects to explore how addition and subtraction are related (e.g., if  $3 + 4 = 7$ , then  $7 - 4$  must  $= 3$ ).
- **Writing Challenges:** Encourage H to draw their own pictures to represent the number stories they create, using tallies or simple drawings instead of only numbers.