

The Candy Counting Shop: Basic Addition and Subtraction (Numbers 1-5)

Materials Needed

- Small counting manipulatives (e.g., 10 small candies, buttons, blocks, or pom-poms)
- Two small bowls or placemats (The "Display Trays")
- One sheet of paper or whiteboard and a marker
- Optional: Number cards 1 through 5

Introduction: Welcome to the Candy Shop!

Hook/Attention Grabber: "Imagine we are running the best candy shop in town! Our job is to count carefully so everyone gets the right amount. But sometimes, people want to buy more, or they change their minds and take some away. Can you help me count?"

Learning Objectives (We Will Know/Be Able To)

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

1. Put two small groups of objects together and tell how many you have in total (Math Talk: Addition).
2. Take objects away from a group and tell how many are left (Math Talk: Subtraction).
3. Be a super counter up to the number five!

Success Criteria

You know you are successful when you can correctly count the total number of candies after we combine them or take them away, three times in a row!

Body Part 1: Putting Groups Together (Addition)

Transition: Combining Candies

First, let's practice putting groups together. When we put groups together, we say we are **adding** them, and we use the word **plus** (+).

I Do: Modeling (Teacher/Educator Demonstrates)

- "Watch me first. A customer asks for **3** red candies and **1** blue candy. I will put 3 candies in the first bowl and 1 candy in the second bowl." (Place the objects.)
- "To find out the total, I dump them all onto the counting mat and count them together: 1, 2, 3, 4."
- "So, 3 plus 1 equals 4. I put 4 total candies in the bag." (Write/Draw ' $3 + 1 = 4$ ' for visual confirmation).

We Do: Guided Practice (Collaborative)

Scenario: Another customer wants **2** yellow candies and **2** purple candies.

- “Wyatt, let’s put 2 candies in the first bowl. Good! Now, put 2 candies in the second bowl.”
- “Let’s combine them now! Slide them together onto the mat. Let’s count them all together: 1, 2, 3, 4.”
- “Great! We learned that 2 plus 2 equals 4. You are combining groups perfectly!”
- *Formative Check:* Ask, “If you have 1 block and I give you 1 more, how many do you have?”

You Do: Independent Practice (Learner Solves)

Challenge: A big family needs **4** gummy bears and **1** lollipop.

- Provide 4 manipulatives and 1 manipulative in separate groups.
- Instruct the learner to combine and count the total.
- **Instruction:** “Show me the 4 candies, show me the 1 candy. Now, combine them and count the total. What is 4 plus 1?” (The answer should be 5).

Body Part 2: Taking Groups Away (Subtraction)

Transition: Returning Candies

Sometimes, customers change their minds. When we take groups away, we say we are **subtracting**, and we use the phrase **take away** or **minus** (-).

I Do: Modeling (Teacher/Educator Demonstrates)

- “Watch me. I put **5** pieces of chocolate on the counter. The customer says, ‘Oops! I only wanted 3.’ I need to take 2 away.”
- “I start with 5. I physically move 2 candies away and put them back in the jar.” (Move the objects.)
- “Now, I count what is left: 1, 2, 3. So, 5 take away 2 equals 3.”

We Do: Guided Practice (Collaborative)

Scenario: We have **4** bouncy balls ready. A child drops **1** on the floor, and we have to put it back.

- “Wyatt, start with 4 bouncy balls (manipulatives) on the mat. Now, take 1 away and put it in the ‘dropped’ pile.”
- “Let’s count how many are left. 1, 2, 3. Fantastic!”
- “4 take away 1 equals 3.”
- *Formative Check:* Ask, “Did the number get bigger or smaller when we took some away?” (Smaller).

You Do: Independent Practice (Learner Solves)

Challenge: We start with **5** delicious fruit chews. A dog runs by and eats **3**!

- Instruct the learner to set out 5 manipulatives.
- Instruct the learner to physically move 3 manipulatives away.
- **Instruction:** “Count how many are left on the mat. What is 5 take away 3?” (The answer should be 2).

Conclusion and Checkout Counter

Recap and Review

"Wow, our candy shop was busy! Let's remember our math words:

- When we put groups together, we are **adding** or saying **plus**. The number gets bigger.
- When we take groups away, we are **subtracting** or saying **take away/minus**. The number gets smaller.

Summative Assessment: The Final Order

Complete these two final customer orders using your candy manipulatives. (Learner must demonstrate the action and state the answer.)

1. **Addition:** The customer wants 3 red stickers PLUS 2 green stickers. How many total stickers do they get? (Answer: 5)
2. **Subtraction:** We started with 5 toy dinosaurs, but 1 of them ran away. How many dinosaurs are left? (Answer: 4)

Reinforcement: If the learner correctly demonstrates the action and states the total for both final orders, they have met the success criteria!

Adaptability and Differentiation

Scaffolding (For learners needing extra support)

- **Reduce the Range:** Limit all problems to numbers within 1, 2, and 3 only until mastery is shown (e.g., $1+1$, $3-1$).
- **Visual Aids:** Always use the number cards (1-5) as reference points.
- **Color Coding:** Use different colored bowls/mats to physically separate the initial groups more clearly before combining them.

Extension (For advanced learners)

- **Increased Range:** Move the counting range up to 8 or 10.
- **Symbol Recognition:** Introduce the actual written symbols (+, -, =). The learner can try to write the number sentences on the whiteboard after solving the physical problem (e.g., $4 + 1 = 5$).
- **Word Problems:** Create multi-step problems (e.g., "We started with 3 candies, we added 2 more, but then we ate 1. How many are left?").

Universal Context Adaptations

- **Homeschool/Classroom:** Use actual treats (M&Ms, Cheerios) for manipulatives to increase engagement.
- **Training/Group Setting:** Replace "Candy Shop" theme with a "Resource Allocation" theme. Use office supplies (pens, paperclips) instead of candy to practice combining and separating small inventory counts.