# How to Make and Use the 4-Group Math Sum Checklist

1. Copy the second page on cardstock. (Color, black & white, or grayscale).
2. Cut in half lengthwise to make two checklists.
3. The checklist is generic. It is to be used for all sums, even though the pictures show the activities for the sum of 4.

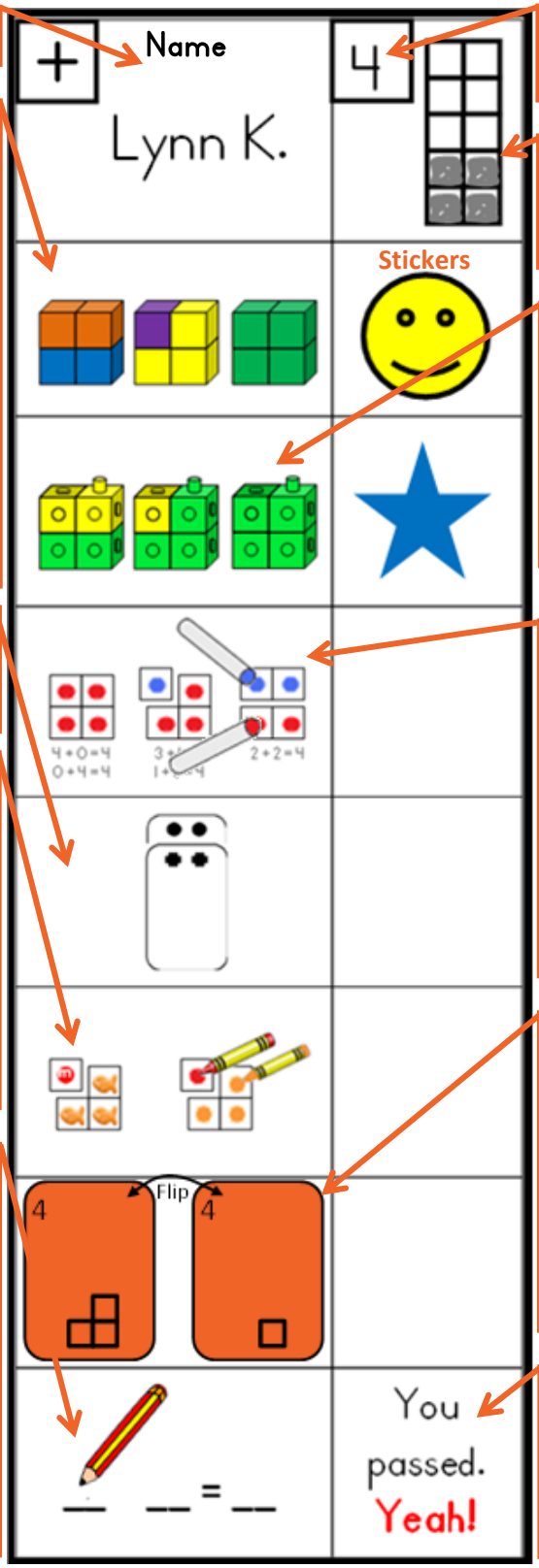
Students write their name here.

**#1)** Students make <u>all</u> the two block (number) combinations to make their sum. i.e. for 4: 2 + 2, 3 + 1, 4 + 0
Then, touching each block as they say its number, they tell a friend all the equations that make their sum, switching the partners for each equation.
"2 + 2 = 4
3 + 1 = 4, 1 + 3 = 4
4 + 0 = 4, 0 + 4 = 4"
When they finish, they put a sticker in the space.

**#4)** Students find a partner and Play Go Fish to a Sum with 4group Playing Cards. See page 3 for directions to this game.

**#5)** Same as #3, but this is done with "Candy & Color." Give the student the sum they are working on of M&M's (or other item) of one color and a second color. i.e. 4 blue and 4 red M&M's. Student builds the number combinations one at a time, then pushes the M&M's off the squares as he records his work with the same color crayon.
Finish as in #3, then eat your candy!

**#7)** Students take a blank piece of paper and write from memory all the equations to make their sum, including the switched partners. A teacher "tests" the student by asking them to recite all of their equations (in any order). Then the teacher gives one addend and asks the student to complete the equation by supplying the missing addend. i.e the teacher says *3*, and the student says *3 and 1 make 4.* Continue until all equations are covered.




Students write here the sum they are working on. i.e. Sums to 4

Students fill in the 4-group Number Pattern for the sum they are working on.

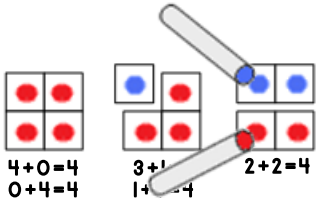
**#2)** Students make <u>all</u> the two 4-group Number Pattern combinations to make their sum using two colors of multi-link cubes. It helps to build "chimney up, chimney sideways." Then, touching each number, they tell a friend all the equations.

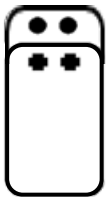
**#3)** On an *Addition Worksheet* for the sum they are working on, students make <u>all</u> the two 4-group Number Pattern combinations using two colors (crayons, stamps, dot art). They write over each equation as they finish its picture. Then they cover up the equations and looking just at the pictures, they tell a friend all the equations, remembering to switch the partners for each equation.

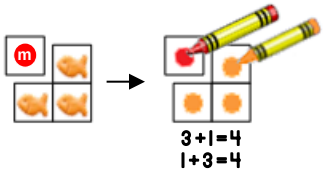
**#6)** These are our Flip Cards. They have the sum number written at the top and the two addends' patterns on opposite sides. Students look at one side, say the addend that is missing to make the sum, and *Flip* the card to self-check. Continue through all the cards. Repeat the process beginning with the other side of each card.

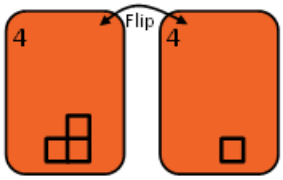
**#8)** Students get to put a special sticker here if they get all answers correct in #7! If students do not pass in #7, they pick two activities to repeat. We let students repeat Candy & Color as a third choice. ☺

+ Name






__ __ = __

You passed. Yeah!



+ Name

4+0=4
0+4=4
2+2=4
3+1=4
1+3=4
Flip
4
4
__ __ = __
You passed. Yeah!
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# Go Fish to a Sum

2 players

Take a deck of 4-group Playing Cards. Set aside the cards higher than your sum.

(The blank cards are zeros.)

Place the rest of the cards face-down on the table and spread them out in a "fishing pond."

Players take 3 cards to form a hand.

Player One asks for a card that makes the sum when added to a card in her hand.

For example, if the sum is 4 and she has a 1, she would ask for a 3.

For example, if the sum is 4 and she has a 4, she would ask for a 0.

She then lays down the two cards face-up to form the number pattern for the sum.

If the other player does not have the requested card, he says, "No. Go fish!"

Player One draws a card from the "pond" and it is the next player's turn.

Play until the "pond" is empty.

Then, read your "equations" to your friend, remembering to switch the partners for each pair of cards.

If I have a 1 and a 3 together on the table, I would say, "One plus three equals four," then, "three plus one equals four."

If I have a 4 and a 0 together on the table, I would say, "Four plus zero equals four," then, "zero plus four equals four."