

Los Angeles Unified School District  
Office of Curriculum, Instruction, and School Support

**MATH MYTHS AND MISCONCEPTIONS**

**SESSION 4a FACILATOR'S GUIDE**

**Prerequisites for Learning the Basic Addition Facts—Preventing Misconceptions**

Materials:  chart paper    markers for charting    blank paper for note taking    Handout #1-#4    computer-if presenting PowerPoint live    LCD-if presenting PowerPoint live    PowerPoint handout pages-optional    timer-optional    notes to facilitator

TIME	CONTENT	MATERIALS
	<p><b><u>Notes to session Facilitator:</u></b></p> <ul style="list-style-type: none"> <li>○ <b><i><u>This session is PART ONE of a two-part series on learning the basic addition facts.</u></i></b></li> <li>○ This session is designed to be a facilitated discussion of approximately 45 to 60 minutes, but can be extended to a longer time-block. Timing can be adjusted to fit your needs. The session can be done during a staff development, a grade-level, or other instructional meeting time.</li> <li>○ This document is intended to be a <u>guide</u> to the facilitator, not a verbatim script to be read to the participants. This document contains background information, speaking notes, and a listing of materials needed to present this session.</li> <li>○ It is highly recommended that the facilitator become familiar with the content of this presentation in order to facilitate a productive and in-depth discussion with the participants.</li> <li>○ Handouts are indicated by the letters HO and the # symbol. These need to be copied and ready for each participant prior to the presentation of this session. Be sure to note and prepare ahead any other materials needed for the session, such as charts, manipulative, etc.</li> <li>○ <b>Bold</b> type font indicates specific speaking points for the facilitator, while (<i>Italicized</i>) type font indicates notes or suggestions to the facilitator.</li> <li>○ Prior to the session, be sure to set up projector, screen, and computer if you are presenting the PowerPoint live. Test equipment for proper functioning. The individual PowerPoint slides can also be Xeroxed and presented as hard copies if a projector and a computer are not available.</li> <li>○ Be sure materials, equipment, and room are set up prior to the arrival of the participants. Arrange desks/chairs to facilitate group discussion and interaction.</li> <li>○ The PowerPoint can be printed out as a handout and can be provided to the participants at the beginning of the session as a note-taking tool or given at the end of the session as a reference sheet. Do not read the PowerPoint slides to the participants unless the facilitator's guide indicates that you should do so. Use the background notes to enhance the information on the slide.</li> <li>○ Consider having a co-presenter to help with charting group responses. Or ask for a participant volunteer to chart while you facilitate the discussion.</li> </ul>	

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	<p><b><u>Slide 1:</u></b></p> <p><i>(Have slide 1 projected as participants enter the session. Welcome participants to the session.)</i></p>	
1 min	<p><b><u>Slide 2:</u></b> (Session 1 title slide)</p> <p><b>This is another in a series of professional development sessions focusing on the misconceptions our students may have in relation to mathematics and what we can do to repair, or better yet, prevent, these misconceptions. For this session, we will be looking at prerequisite skills needed for learning the basic addition facts and discussing teaching tips for our classrooms. This is the first session of a two-part series on the basic addition facts.</b></p>	
1 min	<p><b><u>Slide 3:</u></b></p> <p><i>(Ask a volunteer to read the slide aloud to the group. Click to the next slide.)</i></p>	
1 min	<p><b><u>Slide 4:</u></b></p> <p><i>(Ask another volunteer to read the slide aloud to the group. Click to the next slide.)</i></p>	
2 min	<p><b><u>Slide 5:</u></b></p> <p><i>(Distribute [HO#1 and HO#2] to each participant.)</i></p> <p><i>(Ask a volunteer to read the slide aloud to the group. Click to the next slide.)</i></p>	<p><b>HO#1-Basic Addition Facts Defined</b> <b>HO#2-Defining Basic Add Facts-Frayer Model</b></p>
5 min total*	<p><b><u>Slide 6:</u></b></p> <p><i>(Ask a volunteer to read the slide aloud to the group.)</i></p> <p><b>As we look at these definitions of what is and what isn't a basic fact, let's use Handout #2 [HO#2] to add to and</b></p>	

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	<p><b>solidify our understanding.</b></p> <p><i>(Ask participants to discuss and complete with a partner or in a small group the four areas on [HO#2].)</i></p> <p><b>Let's share out our thinking.</b></p> <p><i>(Take two or three minutes for participants to share ideas for each area on [HO#2]. Click to the next slide.)</i></p>	
5 min*	<p><b><u>Slide 7:</u></b></p> <p><i>(Ask a volunteer to read the slide aloud to the group.)</i></p> <p><b>Why would it be important for students to understand the operation of addition before learning the individual basic facts?</b> <i>(Allow time for a brief discussion.)</i></p> <p><i>(Click to the next slide.)</i></p>	
1 min	<p><b><u>Slide 8:</u></b></p> <p><i>(Ask a volunteer to read the slide aloud to the group. Click to the next slide.)</i></p>	
1 min	<p><b><u>Slide 9:</u></b></p> <p><i>(Ask a volunteer to read the slide aloud to the group. Click to the next slide.)</i></p>	
1 min	<p><b><u>Slide 10:</u></b></p> <p><i>(Ask a volunteer to read the slide aloud to the group. Click to the next slide.)</i></p>	
10 min total*	<p><b><u>Slide 11:</u></b></p>	<b>HO#3-What is Automaticity?</b>

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	<p><i>(Ask a volunteer to read the slide aloud to the group.)</i></p> <p><i>(Distribute [HO#3] to each participant.)</i></p> <p><b>This handout gives us some background information on what is meant by automaticity. Let's read through it and discuss it's implications as it relates to the prerequisite skill shown on the current slide.</b></p> <p><i>(Allow time for a brief discussion.)</i></p> <p><b>Let's practice what this might look like.</b></p> <p><i>(Ask group to close eyes and pretend to tie a bow while counting backwards from 20. The group does not need to count all the way back to one, just far enough to get the idea of the combined physical and mental activities.)</i></p> <p><i>(Click to the next slide.)</i></p>	
1 min	<p><b><u>Slide 12:</u></b></p> <p><i>(Ask a volunteer to read the slide aloud to the group.)</i></p> <p><i>(Click to the next slide.)</i></p>	
5 min total*	<p><b><u>Slide 13:</u></b></p> <p><b>Let's try this together.</b></p> <p><i>(Say a number, such as 4. Hold up one finger. Participants respond by saying "5". Try several more with give one more. Move to one less. Say a number, such as 7. Point one finger down. Participants respond by saying "6". Try several more for take one less. Try several more numbers while randomly choosing to show one more or one less.)</i></p> <p><i>(Click to the next slide.)</i></p>	

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1 min	<p><b><u>Slide 14:</u></b></p> <p><i>(Ask a volunteer to read the slide aloud to the group.)</i></p> <p><i>(Click to the next slide.)</i></p>	
5 min total*	<p><b><u>Slide 15:</u></b></p> <p><b>Let’s try this together.</b></p> <p><i>(Say a number, such as 6. Hold up two fingers. Participants respond by saying “8”. Try several more with give two more. Move to two less. Say a number, such as 4. Point two fingers down. Participants respond by saying “2”. Try several more for take two less. Try several more numbers while randomly choosing to show two more or two less.)</i></p> <p><i>(Click to the next slide.)</i></p>	
5 min total*	<p><b><u>Slide 16:</u></b></p> <p><i>(Ask a volunteer to read the slide aloud to the group.)</i></p> <p><b>Let’s come up with other examples of visualizing doubles.</b> <i>(Distribute [HO#4] as a reference to the session.)</i></p>	<b>HO#4-</b> Prerequisite Skills for Learning Addition
	<p><b><u>Wrap Up:</u></b></p> <p><i>(This can be done either orally as a group, or as a written reflection on the learning.)</i></p> <ul style="list-style-type: none"> <li>○ <b>How has the session supported you as you consider the instructional needs of your students?</b></li> </ul>	

\*The time allotted is based on a 45-minute session. The time noted in these sections can be increased for longer session periods.