


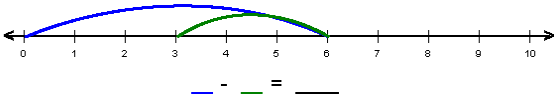
NATIONAL MATHEMATICS TEAM

GRADE 1 PLANNING TEMPLATE

Strand: Number			
Topics/Objectives	Main Concept	Teaching/Learning Activities	Assessment/Homework Activities
<div>1. Associate the addition of up to three numbers with the joining of sets.</div> <div>2. Adding zero to any number.</div> <div>3. Use+, -, =, ≠ Correctly to complete mathematical sentences</div>	<div>Addition</div> <div>Join</div> <div>Sets</div> <div>Zero</div> <div>Subtraction</div> <div>Equal to</div> <div>Not equal to</div>	<p><b>Objective 1</b></p> <p>Provide students with a set of counters and an addition mat. Tell students they are going to be making a <b>three-colour train</b> with the items given. <i>(See Resource Document page 2 for more details).</i></p> <p>Explore the concept of CRA as student work with <b>Ten Frames and Number bonds</b> to solve addition problems. <i>(See Resource Document page 3, for more details).</i></p> <p><b>ICT Inclusion</b> <a href="https://www.ixl.com/math/grade-1/add-three-numbers-make-ten">https://www.ixl.com/math/grade-1/add-three-numbers-make-ten</a></p> <p>The above game can be used as a teaching learning activity as it provides students with a simplified solution if their answers are incorrect.</p>	<p><b>Objective 1</b></p> <p>Have students participate in a <b>“Grab and Add”</b> activity, using Ten Frames and three different coloured counters. Students would take up a handful of counters, arrange them according to colours and place them on the Ten Frames with no space between them.</p> <p><i>See page 6 of the Resource Document for further details.</i></p>

		<p><b>Objective 2</b></p> <p>Have a whole group demonstration with the students. Have two students stand in front of the class – each with a bag. Ensure that the bag is not transparent. Place a few marbles in each of the bags.</p> <p>Have each of the students holding the bag count the marbles in their individual bag – have a third student record this information by filling in the respective numbers in a number sentence on the whiteboard.</p> <p>_____ + _____ = _____</p> <ul style="list-style-type: none"> <li>Ask students, <i>how many in all?</i> For example: <math>4 + 3 = 7</math></li> </ul> <p>After a few examples, ensure that one of the bags is empty. After the students with the bags report their counters and before the scribe records it on the board, ask the students – <i>how would you write your number sentence?</i></p> <p>Have them volunteer suggestions. Then ask <i>How many in all?</i> Have the scribe record the number sentence. To help them observe a pattern, provide students with a few similar number problems and have them share what they noticed when zero is added to a number:</p> <p><math>4 + 0 = 4</math>  <math>8 + 0 = 8</math>  <math>10 + 0 = 10</math></p>	<p><b>Objective 2</b></p> <ul style="list-style-type: none"> <li>Marcia did the following: <math>5 + 0 = 0</math></li> </ul> <p>Write a letter explaining to her why her solution is incorrect. Help her to solve the problem</p> <ul style="list-style-type: none"> <li><b>ICT Inclusion</b>  <a href="http://www.snappymaths.com/addition/make10/interactive/make10totc.htm">http://www.snappymaths.com/addition/make10/interactive/make10totc.htm</a> </li> </ul>
--	--	--	--

		<p><b><u>Objective 3</u></b></p> <p>Provide each pair of students with a laminated number-line and a marker (if possible). Review the number line by having students ‘jump’ to specified numbers: Jump to 4</p>  <p>Have students practice addition using the numberline. Examples are on <b>page 12 Of the resource document.</b></p> <ul style="list-style-type: none"><li>Then as a whole group use the numberline to solve the problems. For example: <b>(Story1)</b> Jane, Jason and Sally were thirsty and went to have a drink at the water pipe. How many people are at the water pipe?  <i>(Have students show their thinking by making the appropriate jumps on their number lines.)</i>  Stacy and Ted decided they wanted a drink too, and they also went to the water pipe. How many people are now at the water pipe? (Take note of how students respond – do they start from the beginning or continue from where they left off?)  <b>(Story 2)</b> Twelve students are playing in the Math corner. Two of the twelve children got up and went to their seat. How many children are now playing in the math corner?</li></ul>	<p><b><u>Objective 3</u></b></p> <p>Challenge students to create 5 problem tasks of their own and exchange this task with their partner. Have them solve the problems given using the numberline.</p>
--	--	--	---

		<ul style="list-style-type: none"><li>• Create a numberline on the ground (floor of the classroom, play area, etc.) Provide students with a subtraction task and ask them to think of how they could use the number line to find the solution: <math>6 - 3 = ?</math></li><li>• Take students responses and have them attempt some of their suggestions on the numberline. Have a volunteer make six jumps on the numberline.</li></ul> <p><b>Take away smaller amounts</b> - Ask them to take away 1 from 6 (using their own methods), then ask them to identify the solution – on the number line.</p> <p>What happened?</p> <p>Have the volunteer Take a jump backwards. Have students subtract 2 from 6. Have the volunteer take two jumps backwards. What do you think will happen if we take 3 from 6? How many jumps will we need to make?</p> <p>Have students demonstrate their understanding of subtraction on a numberline using paper. <b><i>Please note that it does not have to look like the example below, but is a credible method that the student finds comfortable.</i></b></p>  <ul style="list-style-type: none"><li>• Have students practice subtraction tasks using the number line using tasks similar to that on <b>page 7 of the Resource Document.</b></li></ul>	
--	--	--	--