LESSON PLANS: ONTARIO
Grade 1: Number Sense and Numeration
Addition and Subtraction: Number Sentences

45 MINS

powered by **Mathletics**

Overall Curriculum Expectations:
- Solve problems involving the addition and subtraction of single-digit whole numbers, using a variety of strategies.

Specific Curriculum Expectations:
- Solve a variety of problems involving the addition and subtraction of whole numbers to 20, using concrete materials and drawings (e.g., pictures, number lines).
- Solve problems involving the addition and subtraction of single-digit whole numbers, using a variety of mental strategies (e.g., one more than, one less than, counting on, counting back, doubles).

Introduction to Lesson — 10 MINS

Teacher Background:

Please review the teacher notes from the eBook. This is located in

Mathletics Teacher Console > eBooks > Grade 1 > Lady Bug Crawl > Teacher notes.

On the interactive whiteboard, play video from "Lady Bug Crawl," located in the Mathletics Teacher Console under eBooks. This will initiate the thought process based on a visual for computational learning. Pause during the questions asked in the video.

Ask students for further elaboration:
- Why was it more useful to move 2 lady bugs than just 1?
- Why was the total of 14 the same in both of your number sentences?
- Could you have predicted that? How would the number sentences have been alike and different if 6 lady bugs had crawled from the right to the left?
- What types of mental math strategies did you use?

ITEMS NEEDED
- ✔ Interactive whiteboard
- ✔ Mathletics teacher logins
- ✔ Mathletics student logins
- ✔ Manipulatives
- ✔ Teacher notes from "Lady Bug Crawl"
- ✔ Student handout: "Lady Bug Crawl"
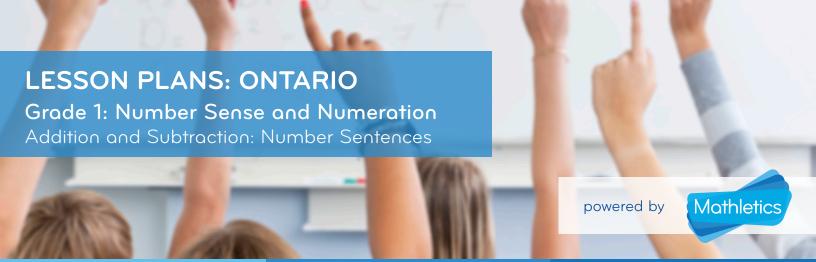- ✔ Computers/tablets

ASSESSMENTS
- ✔ Observation
- ✔ Participation
- ✔ Review of completed student "Lady Bug Crawl" worksheet
- ✔ Results from curriculum activities within Mathletics teacher account
- ✔ Student-created number sentences

ACCOMMODATIONS/ MODIFICATIONS
- ✔ Concept Search:"Number line for addition"
- ✔ Students who are having difficulty could be given smaller numbers or asked to find fewer combinations.
- ✔ Encourage students to click on "Something Easier" and "Something Harder" within the curriculum activities of Mathletics.

EXTENSION OF LEARNING
- ✔ Problem Solving Games
- ✔ Curriculum activities
- ✔ Live Mathletics levels 1 & 2
- ✔ "Rainforest Maths" Grade 1: Number

The Lesson
🕐 **20 MINS**

eBook: Lady Bug Crawl

- Hand out the student sheet and have them complete the student question. Give students enough time to brainstorm as many number sentences as possible. Provide students with manipulatives and have the students colour and cut out the lady bugs and leaves.

- Display "Lady Bug Crawl" interactive on the interactive whiteboard. Have the students show/share the number sentences they created. Ask prompt questions such as How many lady bugs are on each leaf at the start? At the end? Were there more or fewer lady bugs at the end? Why is this? Why couldn't both numbers increase? Why couldn't both decrease?

- **Reinforcement:** Have the students complete curriculum activities in the Student Console. Suggested activities: Model Addition; Model Subtraction; Fact Families: Add and Subtract; All About Twenty; Doubles and Halves to 10; Doubles and Halves to 20; Add and Subtract Problems.

- **Extra-time activity/cross-curriculum activity:** Have the students create their own problem using construction paper and bugs or animals as the visual. Students should create a number sentence by colouring their bugs or animals and cutting and pasting them onto a strip of paper. Students should write one sentence about their number sentence using terms such as less than, more than, doubled, etc.

LADY BUG CRAWL

Consolidating the lesson
🕐 **15 MINS**

- Have the students journal or share the learning that took place during this session. They should use what was learned today, and be specific with their examples. Students can show/share some of the number sentences they created.

- **Reflection Questions:** What did you learn about your number sentences? What did you find easy about creating your number sentence? What did you find hard? Did you have to count backward or forward? What would happen if we had doubled the number you started with?