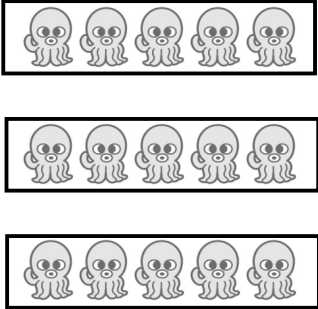


Lesson 14.1b Mathematical Language

<p>Objectives</p> <ul style="list-style-type: none"> Use mathematical language such as “4 threes” and “2 groups of 5” to describe equal groups. 	<p>California Standards</p> <p>NS 1.1 (Grade 1): Count, read, and write whole numbers to 100.</p> <p>NS 3.1 (Grade 2): Use repeated addition, arrays, and counting by multiples to do multiplication.</p>
<p>Materials</p> <ul style="list-style-type: none"> Appendix 12.1a Countable items such as cubes, straws and beads 	<p>Vocabulary/Phrases</p> <p>Equal groups</p> <p>Groups of</p> <p>Altogether</p>

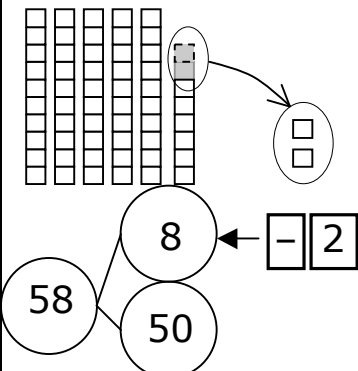
Teaching Strategies		
<p>Count in groups</p>	<p>Display 15 picture cutouts in 3 equal groups as shown.</p> <p>Get students to make up a story for this. E.g., There are 3 <u>groups of</u> octopus. There are 5 octopuses in each group.</p> <p>Get students to count the items and recognize that these are in <u>equal groups</u>. Get them to find the total number of items by repeated addition.</p> <p>Guide students to count the number of groups. Make sure that students do not confuse the items (members of the group) with the groups.</p> <p>Guide students to write sentences in their exercise books to record their observations. E.g., There are 5 octopuses in each group. There are 3 equal groups. There are 3 fives. There are 3 groups of 5. $5 + 5 + 5 = 15$ There are 15 octopuses <u>altogether</u>.</p>	
<p>Assess</p>	<p>Discuss the contents of Textbook p. 49 and tasks 4, 5 and 6, Textbook p. 51. For each case, get students to write sentences in their exercise books to record their observations. Check if anyone has mistaken “3 groups of 5” for “5 groups of 3”.</p>	<p>Textbook p. 49 and 51</p> <p>p. 49: 15, 15; 24, 24; 12, 12</p> <p>4. 4, 12</p> <p>5. 5, 20</p> <p>6. 3, 7, 21</p>
<p>Practice</p>	<p>Workbook Exercise 3, p. 78-79</p>	

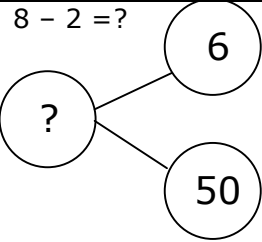
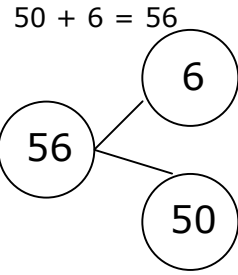
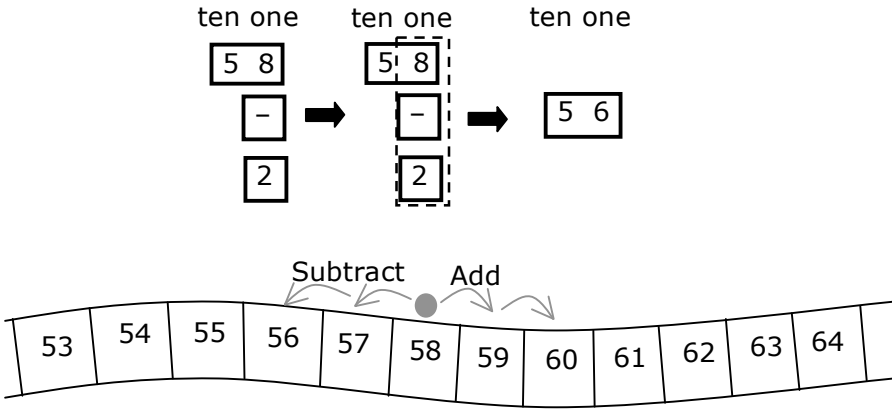
**Lesson
18.6a**

Subtract a One-digit Number from a Two-digit Number

<p>Objectives</p> <ul style="list-style-type: none"> Subtract a one-digit number from a two-digit number without renaming. 	<p>California Standards</p> <p>NS 1.1: Count, read, and write whole numbers to 100.</p> <p>NS 1.4: Count and group objects in ones and tens (e.g., three groups of 10 and 4 equals 34, or 30 + 4).</p> <p>NS 2.6: Solve addition and subtraction problems with one- and two-digit numbers.</p> <p>AF 1.1: Write and solve number sentences from problem situations that express relationships involving addition and subtraction.</p> <p>AF 1.2: Understand the meaning of the symbols +, -, =.</p> <p>MR 1.1: Determine the approach, materials, and strategies to be used.</p> <p>MR 2.1: Explain the reasoning used and justify the procedures selected.</p>
<p>Materials</p> <ul style="list-style-type: none"> Base-10 blocks and rectangle cutouts Number cards Sign cards 	<p>Vocabulary/Phrases</p> <p>Subtract</p> <p>Count back</p> <p>Ones</p> <p>Tens</p>

Teaching Strategies

<p>Subtraction of a one-digit number from a two-digit number</p>	<p>Write the subtraction sentence "58 - 2 = ?" on the board (or display it using number cards and sign cards).</p> <p>Get students to make up a subtraction story for this sentence to help them recall the concept of subtraction. Remind students that subtraction is similar to removal or taking away. E.g.,</p> <p>There are 58 pelicans at the lake. Two of them fly away. How many are left at the lake?</p> <p>Revisit the contents on Textbook p. 37 for a review of subtraction.</p> <p>Point out that 58 is 5 <u>tens</u> and 8 <u>ones</u>. Represent "58" using base-10 blocks and single rectangle cutouts. Illustrate the removal of 2 rectangle cutouts.</p> <p>Now, represent the subtraction using a number bond.</p> <p>Guide students to say: 58 minus 2 is 50 and 8 ones minus 2 ones.</p>	<p>58 - 2 = ?</p> <p>Textbook p. 37</p> 
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	<p>Write the subtraction sentence "8 - 2 = ?" and get students to work out its answer. Using this answer, show the changed number bond to the right of the original one on the board.</p> <p>Write the corresponding addition sentence: "50 + 6 = 56" and complete the number bond.</p> <p>Guide students to say: 58 minus 2 is 50 and 6 ones.</p> <p>Now explain the subtraction process using number cards and <u>count back</u> procedures as illustrated below. (These were introduced in Lessons 13.3b and 13.3c.)</p> <p>Repeat the process with several other similar examples.</p>	<p>8 - 2 = ?</p>  <p>50 + 6 = 56</p> 
		
<p>Assess</p>	<p>Discuss the contents on Textbook p. 100 and task 1, Textbook p. 101.</p>	<p>Textbook p. 100-101 p. 100: 46 1. (a) 54 (b) 60</p>
<p>Practice</p>	<p>Workbook Exercise 20, p. 167-168</p>	

