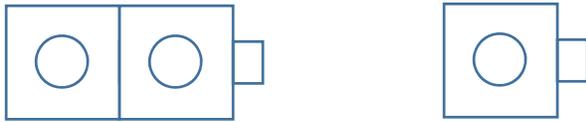


Let's Get Ready for Grade 1 - Parent Guide

Lesson 1: Add One

Objective: Use objects (or drawings) to add one and find the sum.

Description: The children are familiar with adding as “putting together.” They use connecting cubes in the classroom. They are very similar to Legos or any other blocks that connect. Interactive connecting cubes can be found at http://www.eduplace.com/kids/mw/manip/mn_1.html. Of course, they can use pennies, buttons, pencils, or any other objects to show “adding one.”



$$2 + 1 = 3$$

Lesson 2: Add Two

Objective: Use objects (or drawings) to add two and find the sum.

Description: The children are familiar with connecting cubes, pennies, buttons, etc. In this lesson, they are asked to draw sea shells to show “adding two.”

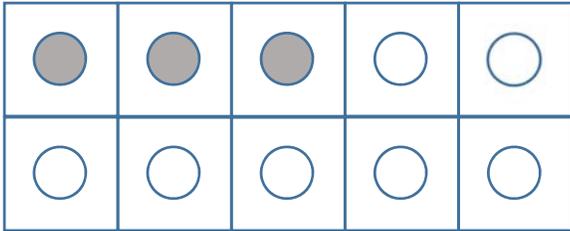


$$3 + 2 = 5$$

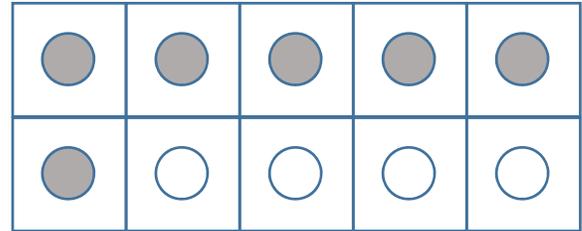
Lesson 3: Add on a Ten Frame

Objective: Use a Ten Frame to show addition facts to 10.

Description: The children are familiar with Ten Frames in the classroom. Interactive Ten Frames can be found at <http://illuminations.nctm.org/Activity.aspx?id=3565>. Using different colored circles (or counters), the children can show different arrangements of numbers that add to ten.



$$3 + 7 = 10$$

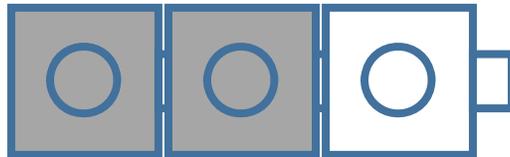


$$6 + 4 = 10$$

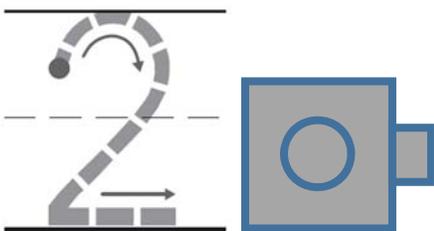
Lesson 4: Part-Part-Whole

Objective: Find the parts that make the whole.

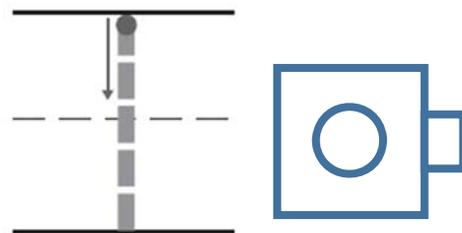
Description: The children have used connecting cubes, counters, number bracelets, etc. in class to show different ways to make numbers. In this lesson the student count and write the number of cubes in the whole. Then they count and write the number of grey cubes that make up the whole as well as the number of white cubes that make up the whole.



There are 3 cubes in total.



There are 2 grey cubes that makes up the whole.



There is 1 white cube that makes up the whole.

Lesson 5: Equal Sets

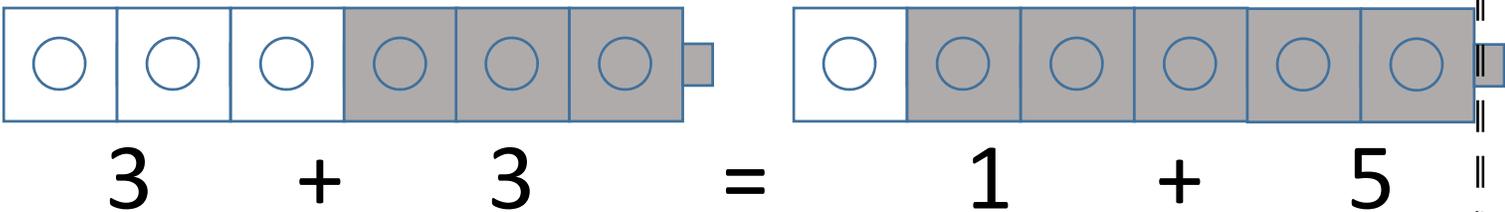
Objective: Show and write double facts.

Description: The children can draw pictures of connecting cubes to show the “double facts.” Double facts show addition between two of the same numbers. For example: $2 + 2 = 4$, $6 + 6 = 12$, $9 + 9 = 18$.

Lesson 6: Related addition equations

Objective: Identify equivalent addition expressions.

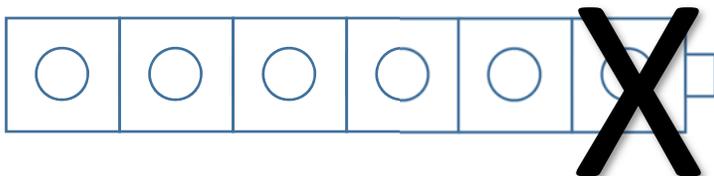
Description: In each question, the pictures show the same number of connecting cubes, but different colors. The children can count the amount of each color to show the two pairs of numbers that are added together.



Lesson 7: Subtract one

Objective: Use objects to subtract one and find the difference.

Description: The children are familiar with subtraction as “taking away.” In this lesson, they take away (draw an X) on the one cube that they are taking away. In the picture below, we started with six cubes and took away one cube.



$$6 - 1 = 5$$

Lesson 8: Subtract two

Objective: Use objects to subtract two and find the difference.

Description: The children are familiar with subtraction as “taking away.” In this lesson, they take away (draw an X) on the two sailboat that they are taking away. In the picture below, we started with seven boats and took away two boats.

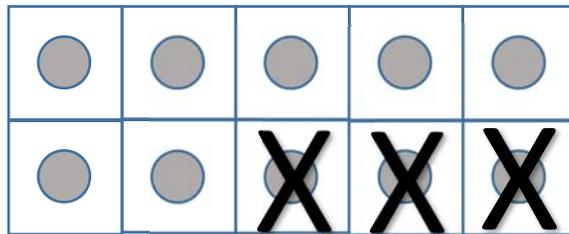


$$7 - 2 = 5$$

Lesson 9: Subtract on a Ten Frame

Objective: Subtract from 10 on a Ten frame.

Description: The children are familiar with subtraction as “taking away.” In this lesson, they take away (draw an X) on the number of counters (circles) they want to take away.



$$10 - 3 = 7$$

Lesson 10: Missing Part

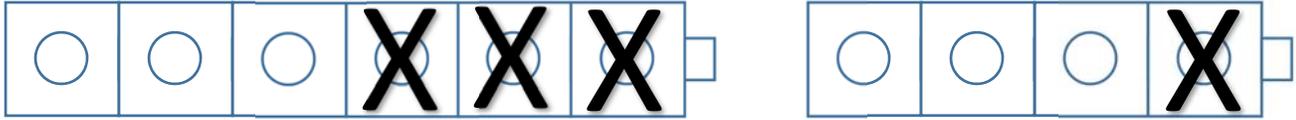
Objective: Find the missing part that makes the whole.

Description: In lesson 4 the students found the amount of grey cubes and the amount of white cubes that made the total amount. In this lesson the students draw and write the missing number of cubes that make the total. To help them with this concepts, they can start with the given number of blocks or Legos, and find the number of blocks that are needed to make the total number on the right.

Lesson 11: Related Subtraction Equations

Objective: Identify equivalent subtraction equations.

Description: In lesson 6 the children wrote equivalent addition equations (for example: $3 + 1 = 2 + 2$). In this lesson, they write equivalent subtraction equations. In each question, the pictures show a different number of connecting cubes. The children can count the total amount of cubes, count the amount that are crossed out, and write the subtraction equation.



$$6 - 3 = 4 - 1$$

Lesson 12: Related Addition and Subtraction Equations

Objective: Identify equivalent addition and subtraction equations.

Description: This lesson combines lesson 6 and lesson 11. One side shows addition while the other side shows subtraction. It is important for the students to understand addition as “putting together” and subtraction as “taking away.”

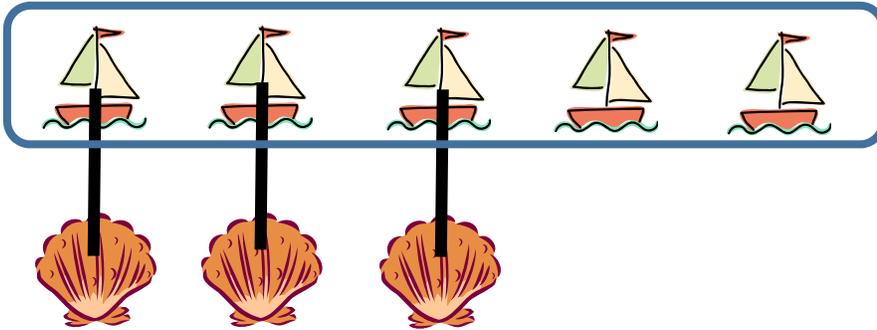


$$6 - 1 = 4 + 1$$

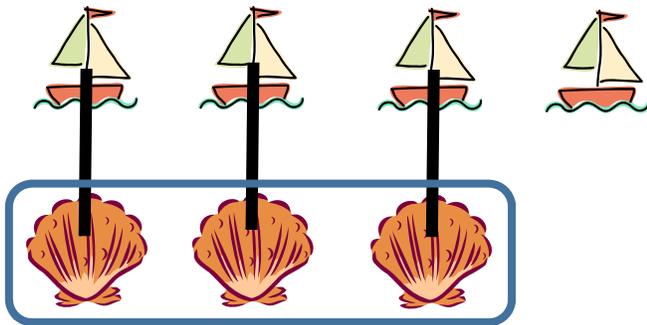
Lesson 13: Subtract to Compare

Objective: Match objects in sets to compare quantities.

Description: When children count, we stress one-to-one correspondence. One-to-one correspondence the ability to match **one object to one corresponding number or object**. In this lesson the children use this to show “how many more?” or “How many fewer?” They also circle the set that has more or has fewer.



2 more



1 fewer

Lesson 14: How many ones

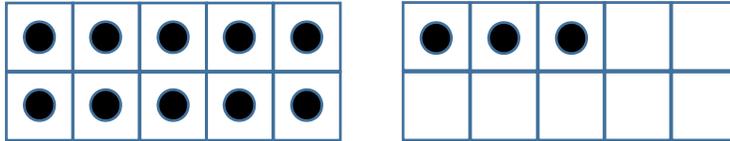
Objective: Understand that numbers less than 10 are called ones.

Description: In this lesson the children count the number of circles that are in the Ten Frames.

Lesson 15: Read and Write Numbers 10 to 20

Objective: Use written and spoken numbers 10 to 20 to describe the number of counters pictured in the Ten frame.

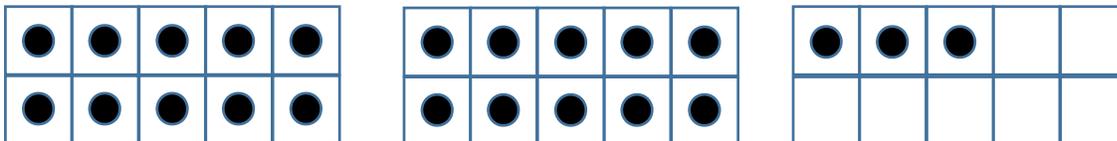
Description: In the previous lesson, the students described the number of counters in the Ten Frames. All of the numbers were 10 or less. In this lesson, we want the children to speak and write the number of counters that are in the pictures. Although it is “OK” if they count all of the counters (for example: 1, 2, 3, ... 9, 10, 11, 12, 13), the goal is for the students not to count **all** of the counters, but instead to see the “10” (or one group of “10”) and “count on” from there (for example: 10, 11, 12, 13)



Lesson 16: Read and Write Numbers 20 to 30

Objective: Use written and spoken numbers 20 to 30 to describe the number of counters pictured in the Ten frame.

Description: In the previous lesson, the students described the number of counters in the Ten Frames. All of the numbers were 10 or less. In this lesson, we want the children to speak and write the number of counters that are in the pictures. Although it is “OK” if they count all of the counters (for example: 1, 2, 3, ... 19, 20, 21, 22, 23), the goal is for the students not to count **all** of the counters, but instead to see the “20” (or two groups of “10”) and “count on” from there (for example: 10, 20, 21, 22, 23)



Lesson 17: Read and Write Numbers 30 to 40

Objective: Use written and spoken numbers 30 to 40 to describe the number of counters pictured in the Ten frame.

Description: In the previous lesson, the children described the number of counters in the Ten Frames (from 20 to 30). In this lesson the children do the same as the previous lesson except with the numbers from 30 to 40. Again, although it is “OK” if they count all of the counters (for example: 1, 2, 3, ... 29, 30, 31, 32, 33), the goal is for the students not to count **all** of the counters, but instead to see the “30” (or three groups of “10”) and “count on” from there (for example: 10, 20, 30, 31, 32, 33)

Lesson 18: Read and Write Numbers 40 to 50

Objective: Use written and spoken numbers 40 to 50 to describe the number of counters pictured in the Ten frame.

Description: In the previous lesson, the children described the number of counters in the Ten Frames (from 30 to 40). In this lesson the children do the same as the previous lesson except with the numbers from 40 to 50. Again, although it is “OK” if they count all of the counter (for example: 1, 2, 3, ... 39, 40, 41, 42, 43), the goal is for the students not to count **all** of the counters, but instead to see the “40” (or four groups of “10”) and “count on” from there (for example: 10, 20, 30, 40, 41, 42, 43)

Lesson 19: Numbers on a clock

Objective: Write numbers in the correct position on a diagram of an analogue clock.

Description: While telling time is important (and a concept they will work on in grade 1), the goal of this lesson is for the children to practice writing their numbers from 1 to 12.