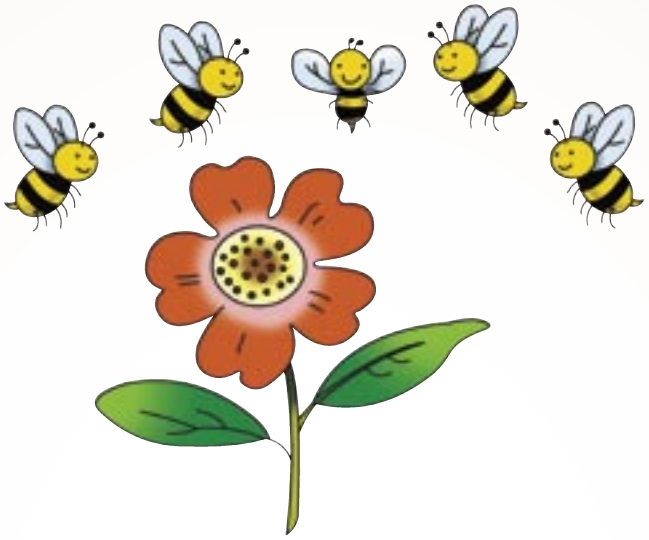
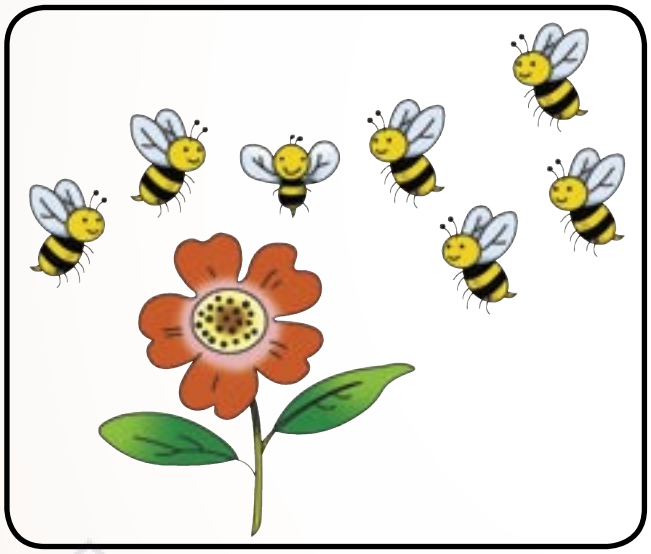
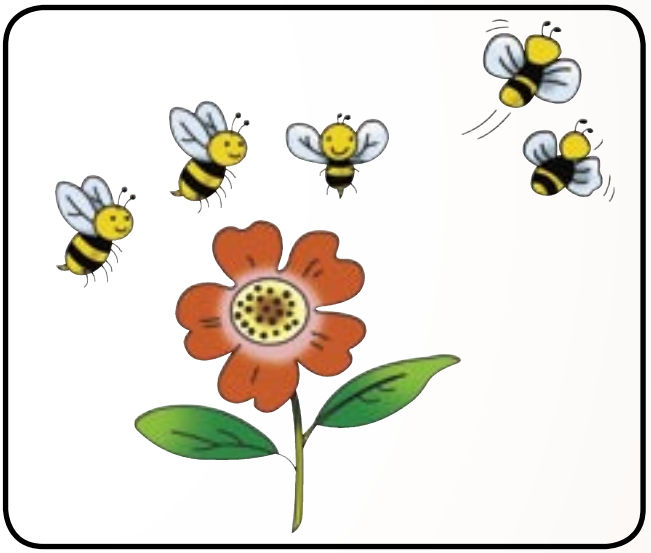
Lesson

16.1 Do and talk.







5 + 2 = ☐

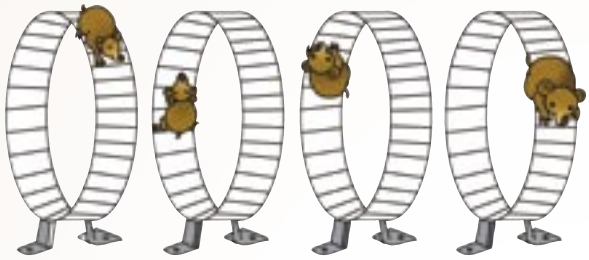
5 − 2 = ☐

Development:
Give each student five items. Ask them to tell you what happens when two are removed. Ask them to tell you what happens when two more are added. Have them act out a situation using these five items. Repeat this with a different number of items.
Have the students look at this page. Ask them to describe the first picture with five bees. Tell them two more bees fly to join the five. Ask them to tell you the total number of bees. Refer to 5 + 2 and say, "At first, there are 5 bees. 2 bees join them." Repeat this with 5 − 2.

Add and subtract.
Write the numbers.

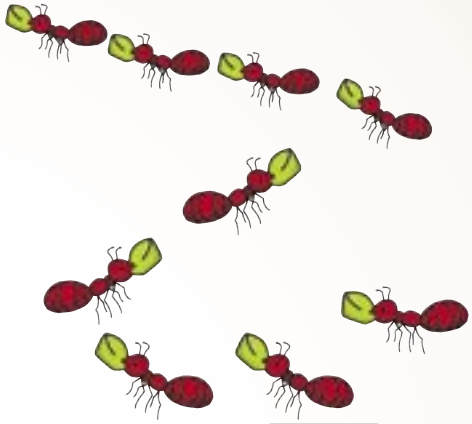
2 + 1 = 3

2 - 1 = 1



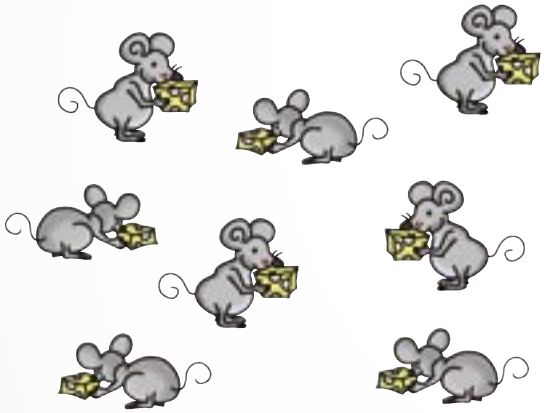
4 + 3 = ☐

4 - 3 = ☐



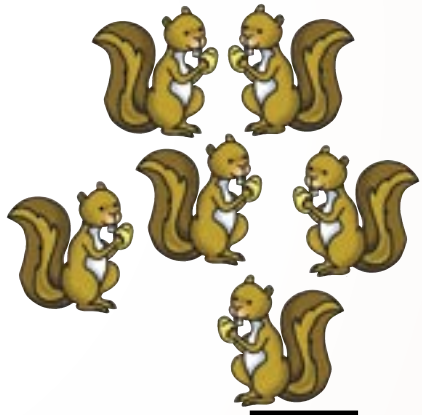
9 - 1 = ☐

9 + 1 = ☐



8 - 4 = ☐

8 + 4 = ☐



6 + 2 = ☐

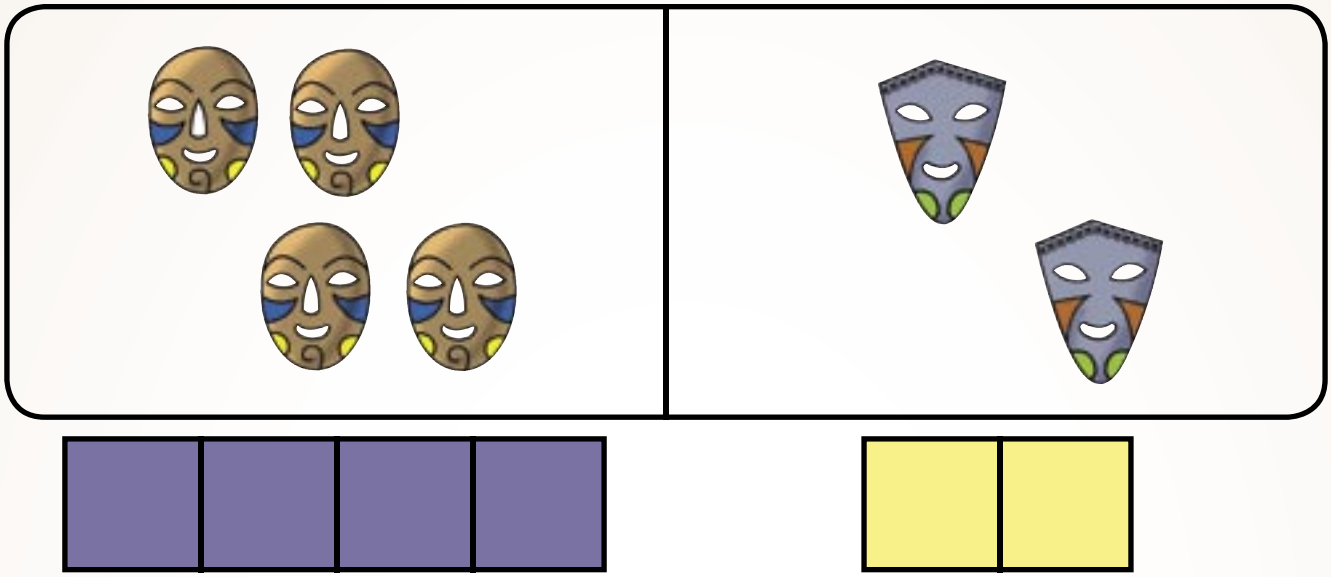
6 - 2 = ☐

Introduction:
Ask the students to describe what each group of animals is doing.
Development:
Ask the students to tell you the number of hamsters. Then, tell them that three more hamsters join the group. Refer to 4 + 3 and repeat the story. Tell the students to **count on** using counters or their fingers. Refer to the original situation again. Now, tell them that three hamsters left the group. Refer to 4 — 3 and repeat the story. Get the students to cover the hamsters that left the group using their fingers. Alternatively, get the students to do the subtraction using counters.

Activity 1, pages 62-63

Lesson

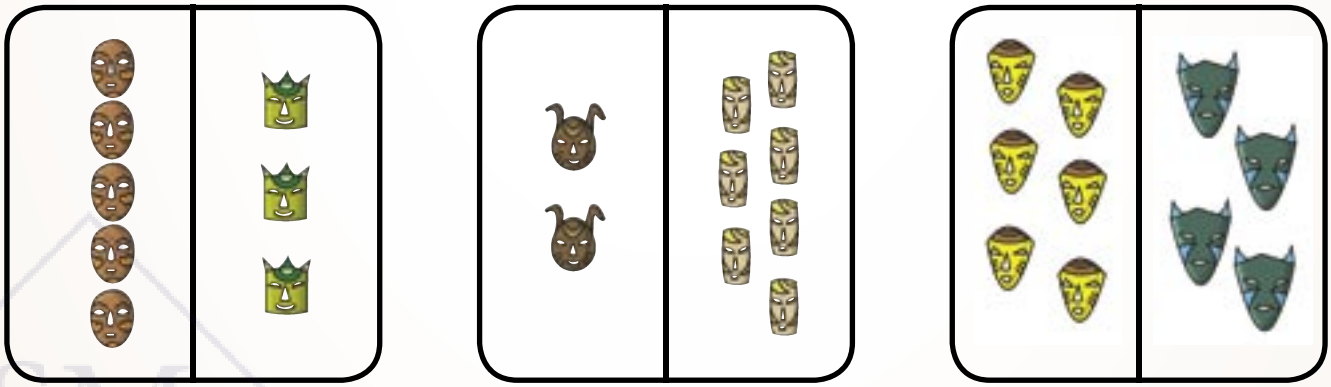
16.2 Do and talk.



$4 + 2 = 6$

$6 - 2 =$ ☐

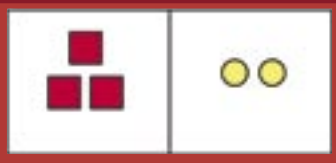
$6 - 4 =$ ☐



Introduction:
Bring different kinds of masks to class. Show these to the students. Ask them to describe these masks.

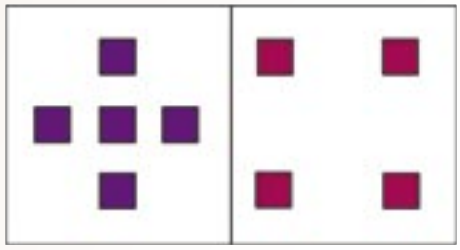
Development:
Place four masks on the board. Arrange the masks as shown in the first picture. Ask the students to tell you the number of masks needed to make a total of six. Tell them to verify their answers by putting up two more masks on the board. Use connect-a-cubes to model the situation. Then, ask them what happens when two are removed, and when four are removed. Repeat this for the other three situations.

Add and subtract. Write the numbers.



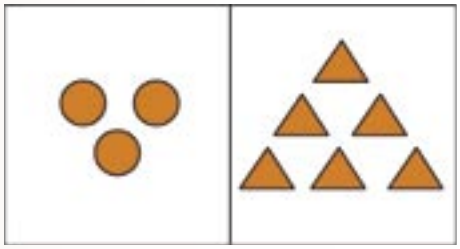
3 + 2 = 5

5 - 3 = 2 5 - 2 = 3



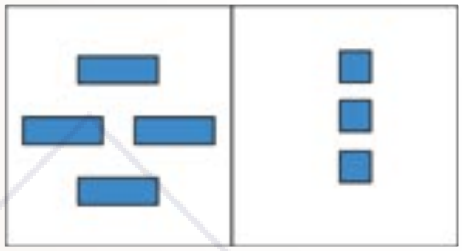
5 + 4 = ☐

9 - 4 = ☐ 9 - 5 = ☐



3 + 6 = ☐

9 - 6 = ☐ 9 - 3 = ☐



4 + 3 = ☐

7 - 3 = ☐ 7 - 4 = ☐

Development:
Show the class a picture card depicting the first picture on this page. Get the students to count on to find the answer to 5 + 4. Cover the right side of the card. Ask the students to find the answer to 9 — 4. Repeat this for 9 — 5.

Activities 2 to 5, pages 64-70

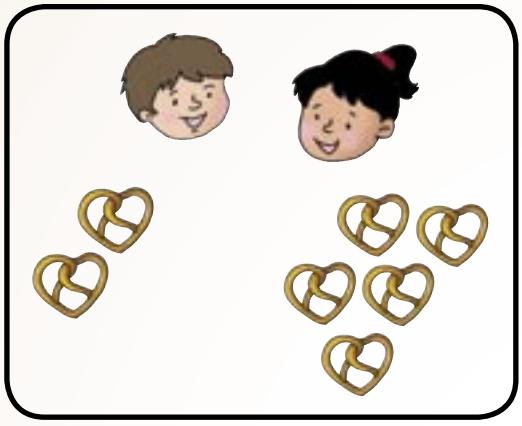
Lesson

16.3 Look and talk.

Introduction:
Tell the students to describe what they see on this page. Ask them to describe what the animals are doing. Have them describe the colors of the flowers and sizes of the ducks.

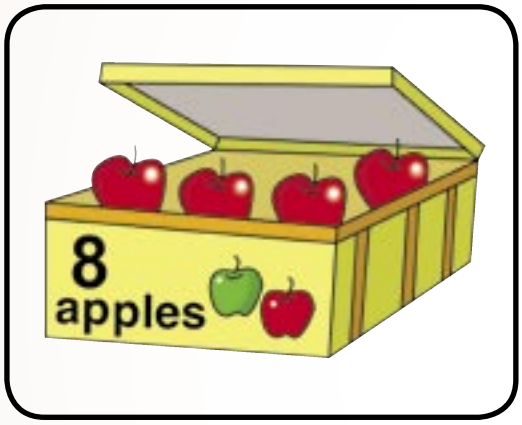
Development:
Have the students solve a few simple problems presented orally. Ask, "How many flowers are there? How many animals are there? How many types of animals are there?" Encourage the students to make up number stories using the picture shown on this page. Guide them to use the structure, "There are ... There are ... How many ....?" to model the **part-whole** situations.

Listen. Add or subtract.
Then complete the number sentences.



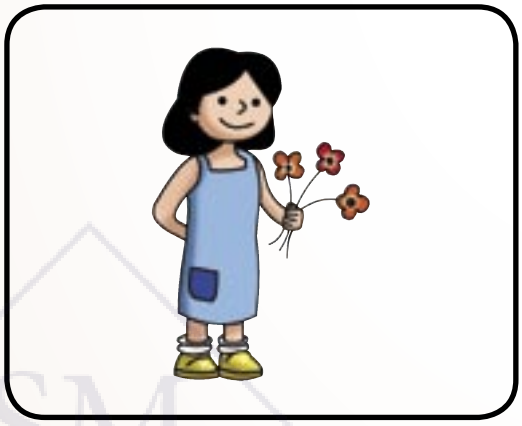
□ ○ □ = □

Ben and Meg have □  .



□ ○ □ = □

There are □  .



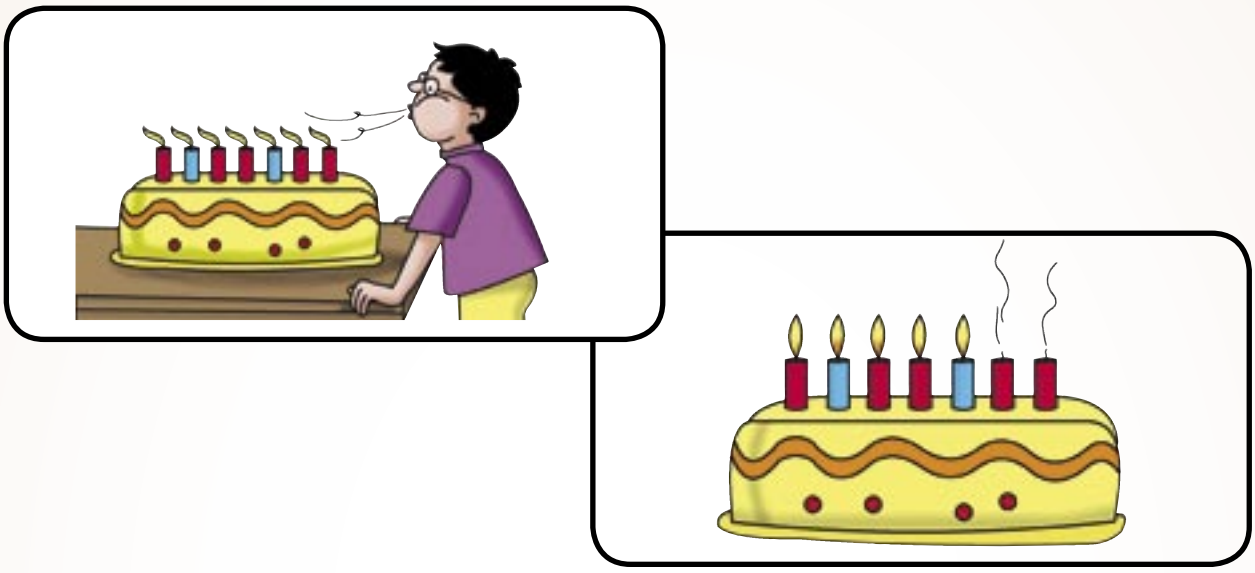
□ ○ □ = □

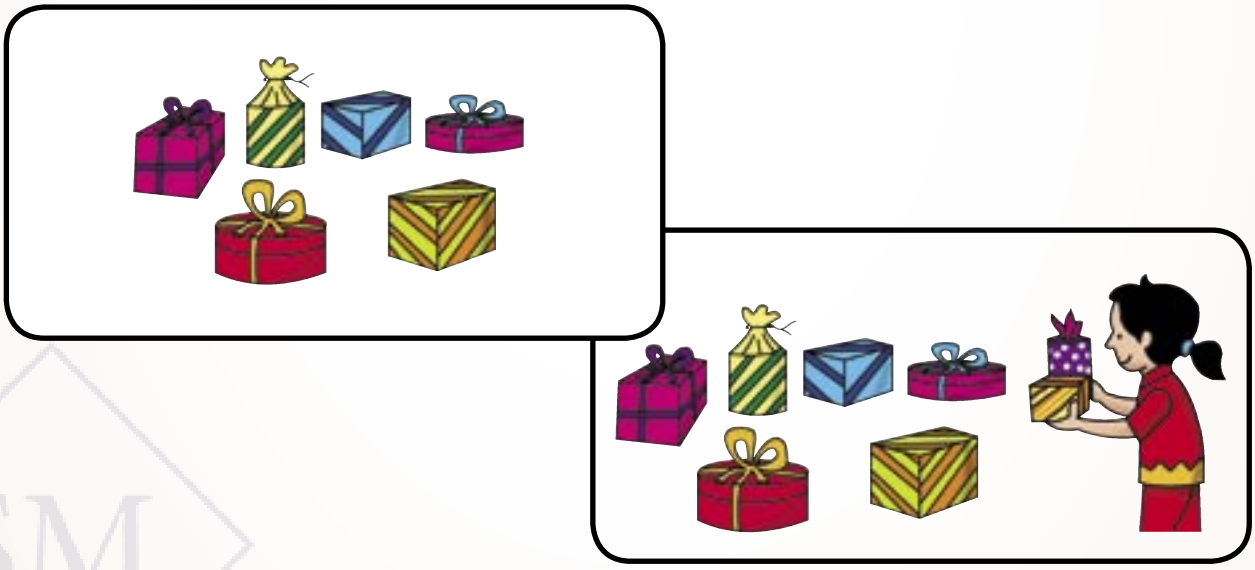
She hides □  .

Development:
Present each problem situation orally. For the first picture, say, "Ben has 2 pretzels. Meg has 5 pretzels. How many pretzels do they have altogether?" For the second picture, say, "There are 8 apples in this box. 4 are red. The rest are green. How many green apples are there?" For the third picture, say, "Tarsha has 9 flowers. How many flowers is she hiding behind her back?" Give each student counters to represent the situations. Some students may draw to solve the problems. Others may count all or count on. Encourage students to share the strategy they have used. Finally, guide them to solve the problems by completing the number sentences.

Lesson

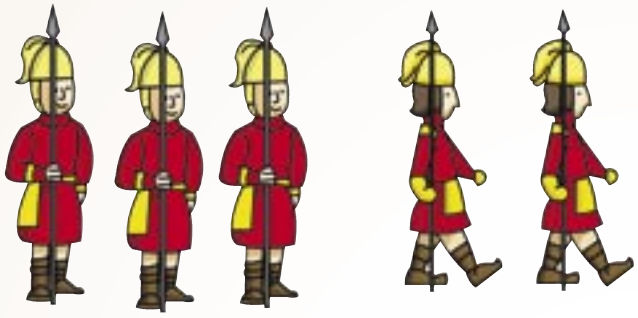
16.4 Look and talk.





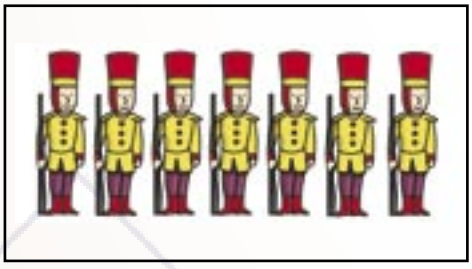
Introduction:
Have the students talk about birthday parties they have had or have attended.
Development:
Guide the students to make up problem situations using this page. Encourage them to say, "At first, there are ... Then, ... How many ...?" to model different situations.

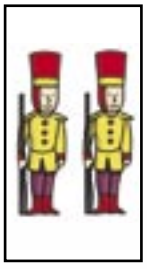
Listen. Add or subtract. Then write the numbers.



□ are still here.

There are □  now.



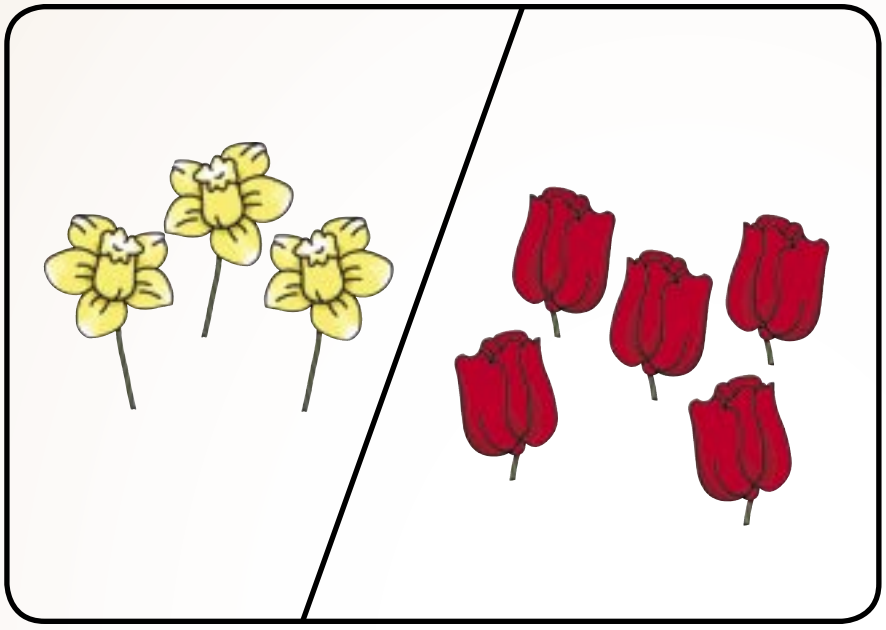


□  march away.

Introduction:
Get the students to talk about their favorite toys.
Development:
Present each problem situation orally. For the first picture, say, "There are 5 knights. 2 knights march away. How many knights are still here?" For the second picture, say, "There are 4 teddy bears. 2 join the group. How many teddy bears are there?" For the third picture, say, "At first, there are 7 tin soldiers. Some march away. Now, only 2 are still here. How many tin soldiers march away?" Give each student counters to represent the situations.

Review

Add or subtract.
Write the numbers.

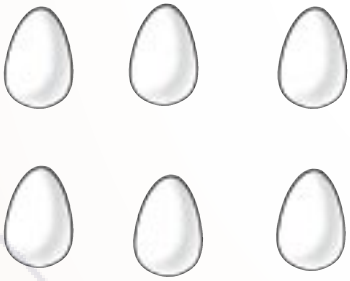


3 + 5 = ☐

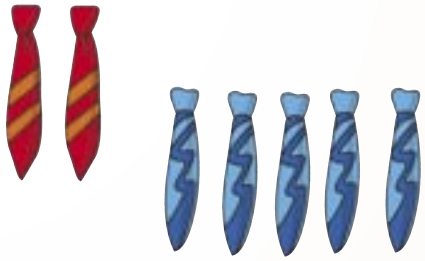
5 + 3 = ☐

8 - 5 = ☐

Listen. Add or subtract. Then write the numbers.



☐ eggs are left.



Mr. Wilson has ☐ ties.

Development:
Present the problem situations at the bottom of this page orally. For the second question, say, "Mother cooks 6 eggs. Jon eats 2 eggs. How many eggs are left?" For the third question, say, "Mr. Wilson has 2 red ties and 5 blue ties. How many ties does he have altogether?"