

## 2.0 Students understand and describe simple additions and subtractions:

### 2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).

- Have students build, using colored bear counters, the story as the teacher reads the story aloud. I.e. "Three red bears came to Jimmy's party (students put out 3 red bears). A little while later two yellow bears (students put out 2 yellow bears) joined the party. How many bears came to Jimmy's party?"
- For subtraction the teacher can use the following story. Again students build, using the colored bears while the teacher tells the story. "Jimmy had 3 red bears and 4 blue bears over for a swim party. They all had a great time swimming. At noon, the 3 red bears had to leave. How many bears were still at the swim party."
- Students need lots of practice with stories like this. They need to build the numbers in the story. After they are familiar with the adding and subtracting using the manipulative, have them build the equation from the story and then draw what they have built. They can then write the equation using numbers (i.e.  $4 + 3 = 7$ ;  $7 - 4 = 3$ ). Again they need lots of practice doing this before they are ready to just write the equation.
- Have students build and draw all different combinations to make 10
  - \*  $1 + 9 = 10$
  - \*  $9 + 1 = 10$
  - \*  $8 + 2 = 10$
  - \*  $2 + 8 = 10$
  - \* Etc.

They can use cuisinaire rods, snap cubes to build the combinations. They should also draw what they build and then write the equation.

- Students can use a balance scale with numbers on each side. They hang pieces on the numbers to make the scale balance. The different math manipulative companies sell these.

## 3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens place:

### 3.1 Recognize when an estimate is reasonable.

- Have students grab a handful of an item (i.e. snap cubes, bears) and estimate how many they have grabbed. Write the estimate down and they count the actual number of the item they have grabbed. Have them fill out the table.