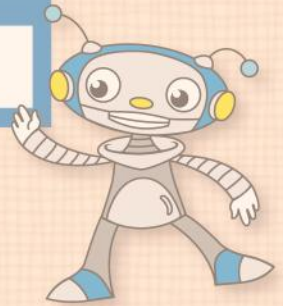


QUICKCHECK™

MATH



NUMBER SENSE AND NUMERATION

Solve Problems Involving the Addition and Subtraction of Single-Digit Whole Numbers



Book title



Strand



Grade level
Grade 1



SOLVE PROBLEMS INVOLVING THE ADDITION AND SUBTRACTION OF SINGLE-DIGIT WHOLE NUMBERS

Student Activities

The title of the resource relates to an Overall Expectation of the Math Curriculum.

Decomposing 5

- Relate each composition of 5 to its decomposition..... 1
- Compare similar decompositions of 5 using orientation as a clue 2
- Compare each decomposition of 5 to its number sentence 2

5 as an anchor number

- Match each number of fingers to the same number on a ten frame..... 2
- Relate each number on a ten frame to its number line representation 2
- Relate each numeral to the anchor of 5 on a number line 2

Decomposing 10

- Relate similar compositions of 10 8
- Compare each composition to its decomposition of 10 ... 8
- Compare each ten frame representation of 10 to its number sentence 9

10 as an anchor number

- Compare each number on a ten frame to its representation on a number line..... 10
- Compare each numeral to the anchor of 10 as represented on a number line 11

Addition problems: composition, decomposition of number, anchor numbers

- Relate each set of known parts to its total 12
- Relate each part-part-whole problem to its number sentence 13
- Relate each known part to its unknown part 14
- Relate each part-part-whole problem to its representation on an open number line..... 15

Subtraction problems: composition, decomposition of number, anchor numbers

- Relate each set of known parts to its number sentence 16
- Relate each set of known parts to the difference left in the bag 17
- Relate each set of known parts to the difference left in the bag to its number sentence 18
- Relate larger and smaller sets of connecting cubes to find their difference 19
- Relate larger and smaller sets of connecting cubes to the number sentence 20

Number concepts and operational sense using money

- Relate the cost of each item to its representation in pennies 21
- Connect the exact amount of coins required to purchase each set of items..... 22
- Make change of a nickel or a dime..... 23
- Make change of a dime..... 24

Groups of activities are organized around key Math concepts as they relate to the expectation noted in the title.

The learning outcome for each activity is listed. This makes it easier for teachers to target specific concepts for teaching, diagnostic or formative assessment purposes.

Teacher Section

How to Use QUICKCHECK Math and Tips for Success 25

Learning Connection Activity Suggestions

Mathematical Process Expectations:
Problem Solving, Representing and Communicating ... 26

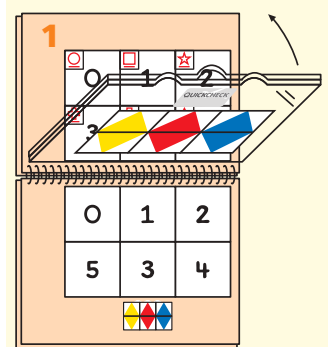
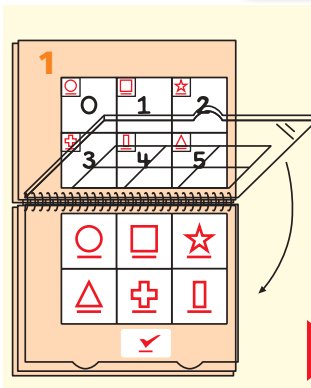
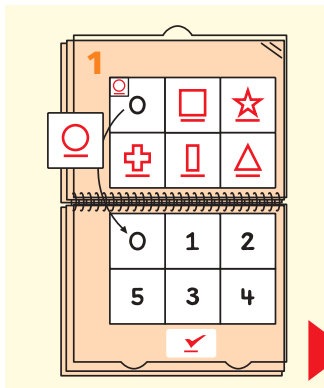
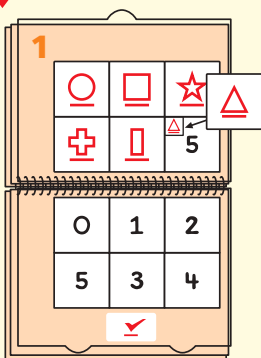
How to use



GETTING READY TO USE QUICKCHECK

You need a Student Resource and a case with six tiles

Teachers will find helpful tips and Learning Connections Activity Suggestions at the back of each resource.



- Open the Student Resource to Activity 1.
- **Put the empty tile case over the Student Resource.**
- The CHECKMARK will cover the answer key.
- There are six squares in the top section.
- Place each tile on the square that has the same icon.

- Lift each tile to reveal the image underneath.
- Transfer each tile to its corresponding image below.

- Close the cover of the tile case.

- Flip the tile case up.
- The answer key will appear.
- The tile pattern should match the answer key.

• Watch students using QUICKCHECK Math on our website at www.ebbp.ca. Click on QUICKCHECK Math in Motion.

1

Relate each composition of 5 to its decomposition.

■ This is the first activity of 3 that deals with decomposing 5.

The activity extension provides new information for teachers or, ideas for further development of the activity.



The activity title states the targeted learning outcome: Teachers know the purpose of the activity at a glance.



Students begin each activity by matching the shape icons on the tiles, to those in the squares of the top grid of the resource.

Students move each tile from the top grid to the correct square in the bottom grid until all the tiles have been transferred.

Students close the cover of the plastic case and flip it up to see if the pattern revealed on the back of the tiles matches this answer key.

If ■ appears below the activity title:

Educators will then find new information or ideas for further development of the activity.



+ 23 activities



How to Use QUICKCHECK Math

- Use QUICKCHECK Math with your students whenever you would normally use a worksheet or workbook.
 - Use it at any point in your math lesson:
 - Before/getting started
 - During/working on it
 - After/practice and consolidation.
 - You can use QUICKCHECK Math as a small group or guided activity, in pairs to promote discussion, or as an independent activity in a Math Centre.

Tips for Success

Review "Getting Ready to Use QUICKCHECK" on the first page of this book.

The CHECKMARK ✓ at the bottom of the plastic tile case shows students how to orient the case as they place it on the book on top of each activity.

To teach your students how to use QUICKCHECK Math, try a three-step approach.

- Match:** Place all the tiles in the top grid by matching icons.
- Think and Play:** Lift each tile to reveal the image beneath and then transfer the tile to the corresponding image in the lower grid.

- Use QUICKCHECK Math as an

The Student Activities found on the cover list learning outcomes that will help target specific concepts for **diagnostic** or **formative** assessment purposes.

This Student Resource is used in conjunction with the QUICKCHECK Math Grade 1 Ongoing Assessment Teacher Resource.

Activity Extension:**If ■ appears below the activity title:**

Educators will then find new information or ideas for further development of the activity.

- Check:** Close the case cover. Flip the case up and check that the tile pattern matches the answer key.

When information appears below the title of an activity, use it to guide instruction and discussion, or to provide a hands-on extension of the activity.

Fold the Student Resource in half or stand it up and use the visual information as the stimulus for activities you create on your own.

See
Activity 9



Additional proposals
for the teacher

**LEARNING CONNECTION ACTIVITY SUGGESTIONS****Mathematical Process Expectations:****Problem Solving, Representing and Communicating****Decomposing 5**

Using connecting cubes, ten frame or links, have students show $2 + 3 = 5$, $3 + 2 = 5$, $1 + 4 = 5$, $4 + 1 = 5$.

5 as an anchor number

Using a number line, show 6 is how many more than 5?
Or 1 is how many less than 5.

Decomposing 10

Using connecting cubes, have students show:
"I have 10 things, 9 are red. How many are blue?"
Or "I have 10 things, 6 are red. How many are blue?"

10 as an anchor number

Using a number line have students show
13 is how many more than 10?
Or 8 is how many less than 10?

These learning connection activity suggestions are organized around the same key math concepts addressed in the 24 activities. They relate to some of the Mathematical Process Expectations used in the Math Curriculum.



Using the hundreds chart show 23 is how many more than 20? 33 is how many more than 30? 43 more than 40? and so on. Is there a pattern? Show me.



Addition problems: composition and decomposition of number, and anchor numbers

Using 6 blocks, hide 3 under a cup and leave 3 blocks showing:

Teacher Prompt: "I have 6 blocks. There are 3 on the table, how many are hiding under the cup? How do you know? Tell me."

Try repeating the above activity with other whole numbers.

Challenge
Have students draw a picture of the following problem. I have 10 marbles and 2 bags. How many marbles are in each bag?

Subtraction problems: composition and decomposition of number, and anchor numbers

Using connecting cubes have children build a tower of 10 and a tower of 5. Have them line them up side by side.

Ask: "What is the difference?"

Repeat the above activity and have students use a tower of 10 and a tower of 4.

Challenge
Have students dramatize the following problem: <i>Teacher Prompt: "I had 10 marbles. I poured three in my hand. How many are left in the bag?"</i>



Canada

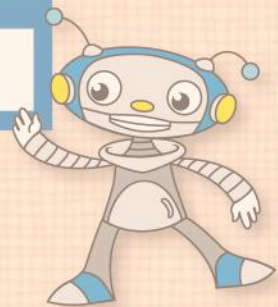
We acknowledge the financial support of the government of Canada, for our publishing activities.



Credits page



AUTHOR KELLY DIXON PRODUCT DEVELOPMENT KELLY DIXON, PAUL KNOX, MARYLYNNE MESCHINO
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PROOFREADER CAROLYN SOUAID EDITORIAL ASSISTANT AND PRODUCTION MANAGER FRANCINE PLANTE
COMPUTER GRAPHICS JOSIANE DUQUETTE, FRANCISCA M GALVEZ, VALÉRIE TARDIF PRINTING SPRINTMÉDIA, JANUARY 2021
EXECUTIVE PUBLISHER PAUL BEULLAC/LÉS ÉDITIONS JULES CHÂTELAIN



The 5 mathematical strands for the Grade 1 level



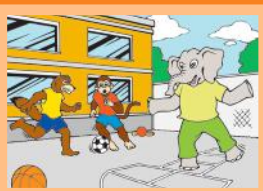
NUMBER SENSE AND NUMERATION

Solve Problems Involving the Addition and Subtraction of Single-Digit Whole Numbers



MEASUREMENT

Compare, Describe, and Order Time and Objects Using Measurable Attributes



GEOMETRY AND SPATIAL SENSE

Compose and Decompose Shapes and Figures



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Identify, Describe and Extend Repeating Patterns



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Grade level
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