

Vocabulary

- 3 Fill in the blanks with the correct words from the word bank.

WORD BANK

put together take away count compare

- 1 Students should be able to _____ up to the number 100.
- 2 When students _____ 2 apples and 3 apples, they get 5 apples.
- 3 Have students _____ these two numbers. Which is larger and which is smaller?
- 4 If people _____ 2 oranges from the total of 4 oranges, how many oranges are left?

- 4 Match the words (1-6) with the definitions (A-F).

- | | |
|---------------|---------------------|
| 1 __ larger | 4 __ cardinality |
| 2 __ smaller | 5 __ subtraction |
| 3 __ addition | 6 __ count sequence |

- A the order of numbers
B the number of elements in a group of things
C the process of deducting one number or amount from another one
D the process of summing numbers, or combining two or more amounts
E describes a number that represents a lesser quantity than another number
F describes a number that represents a greater quantity than another number

- 5 Listen and read the math standard again. What does Math.1c require of students?

Listening

- 6 Listen to a conversation between a teacher and a student. Mark the following statements as true (T) or false (F).

- 1 __ The man asks the girl two subtraction problems.
- 2 __ The girl thinks addition is easier than subtraction.
- 3 __ The girl gives an incorrect answer.

- 7 Listen again and complete the conversation.

Teacher: Let's do a 1 _____ together next.

Student: Oh. Those are harder. I'm better at 2 _____.

Teacher: Just do your 3 _____. You can do it!

Student: Okay, I'll try. I hope I get it right.

Teacher: Suppose you have five oranges. If I 4 _____ three of them, how many are left?

Student: Hmm ... I need to think about it for a minute. Is that okay?

Teacher: Sure. 5 _____.

Student: I think the answer is two apples. Is that right?

Teacher: Yes, it is! 6 _____ work. See, you're good at subtraction problems too.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Let's practice ...

Suppose you have ...

I think the answer is ...

Student A: You are a teacher. Talk to Student B about:

- the concepts of addition and subtraction
- a specific math problem
- the answer to the math problem

Student B: You are a student. Talk to Student A about addition and subtraction.

Writing

- 9 Use the math standard and conversation from Task 8 to complete a student progress report. Include: an overview of the student's progress in math, the skills the student is currently working on, and your goals for the student.