

# Maths 4U 1st Pages 11 - 12

## Start

Before the class, hide some things around the classroom.

Show one of those things and tell students that they have 10 seconds to go and find more of those things.

When the time is up, ask ss to help you count to find the number of items you have now.

Ex.

- **1 + 2 = 3 butterflies.**

Do one more finding round, but this time for 5 seconds only.

Do the math again, **3 + 4 = 7.**

Do the same with three or four different items, and then ask ss to find out which item got the biggest final amount.

## During

Tell ss that it is time for them to try one activity in the book, and that they must use the same strategy they used in the previous activity – finding out what the final number is.

Do the first question on the board – with ss' help, like so...

- **We see 2 butterflies – count and number.**
- **We see 4 more – count and number.**
- **Circle all the items together and tell ss to find the final amount.**

Invite one student to work out the second question on the board – the same process. If possible, get three ss so steps in the process can be differentiated.

Let ss work out question 3 – whole class check.

Explain to ss that the operations at the bottom are examples of math sentences; help them complete them on the board using the same information, and then complete them in the book, once correct.

## End

Tell students to look at the ladybugs and tell how they are different (They have different numbers of spots.).

Explain to ss that they must count and write the number of spots in the black box.

Tell ss to draw the same number of spots on the other side of the body of each ladybug.

Tell ss that they now have to count all the spots on each ladybug's body and write the final numbers in the red boxes.

**It is time for you to decide on the notes for ss to write.**

**It could be...**

Some sentences to be completed with a number.

Ex 1

- **1 dog has 4 legs, and 2 dogs have \_\_\_\_\_ legs.**
- **1 fly has 4 wings, 2 flies have \_\_\_\_\_ wings.**

Ex 2

**I have 2 English books, 3 students have \_\_\_\_\_ English books.**

**I have 3 pencils, 2 students have \_\_\_\_\_ pencils.**

**Remember...**

- **three to four sentences may be enough.**
- **the type of sentences (complexity) will vary according to / depend on your ss' ability, understanding and English level.**
- **ss may need some walking through from time to time to work out math questions.**