

# Maths 4U

## Second Grade

### Pages 12 - 13

#### Start

Advance preparation – write some 10s and 1s numbers on small pieces of paper – one on each.

Spread the papers on the floor and divide the class into two teams.

Tell ss that they are going to use the papers to make the numbers you call out for.

Remind them that they must get one 1s number and one 10s number.

Invite one kid from each team to participate at the time.

T says the number and ss go find the papers to make it.

T sticks the papers on the board – use the following gapped prompt – ss must use it to report their answers.

- **The number X and the number X make the number X.**

**“Stick the papers in the X-gaps.”**

#### During

Tell students to look at the example on page 12 – get ss explaining / reading the example.

Guide ss through completing the first two questions.

- **4 tens and 1 ones equals / make 41.**

- **1 tens and 7 ones equals / make 17.**

Let ss complete the activity on their own – then have a whole group check – remember that ss must read out the answers.

Ex.

- **5 tens and 5 ones equals / make 55.**

Draw ss’ attention to the lines below.

Explain to them that this time they will have to find numbers by reading some math statements.

T reads the first statement and gets kids giving the answer for it.

Invite one kid to read the second one and get the rest of the class giving the answer for it.

Let ss complete the activity on their own – and then have a whole class check.

Explain to ss that it is very important that they read carefully because they must identify / spot details that can help them working out math activities.

Write the following gapped prompt on the board.

- **The number X goes before the number X and the number X goes after it.**

Have ss analysing what the “it” in the prompt above stands for.

Write the first number on the board “22”.

Get ss finding the answer – remind them to use the prompt to report their answers.

Write the answer on the board the way it must appear in the book.

21	22	23
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Tell ss to write it in their books.

Write some more three-box tables for ss to work out the activity on the board.

Invite some ss to complete the questions on the board – remind them about using the prompt to report their answers.

#### End

Draw the shapes riddle on the board and remind ss about finding / spotting details, which is information that can help them work out math activities.

Ask ss to help you find the answer, but remind them about writing nothing – they must wait until you tell them the activity is complete and the answers are correct.

Tell ss to look at the lines that have repeated shapes.

Walk ss through analysing – how to find options.

Ex.

- **The blue triangle in the third line may be 3, so the orange squares can be 7.**
- **The blue triangle in the second line is 3 and the orange triangle in the same line is 7, so the purple circle must be 5.**

- If the blue triangle in the first line is 3 the purple circles are 5.

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

It could be some tips on how to work out math activities.

Ex 1

- Look carefully and find important information / details.

Ex 2

- Look for similarities in math statements – with and without numbers.

Ex 3

- Look, these numbers are the same!

5 tens and 7 ones = 57