

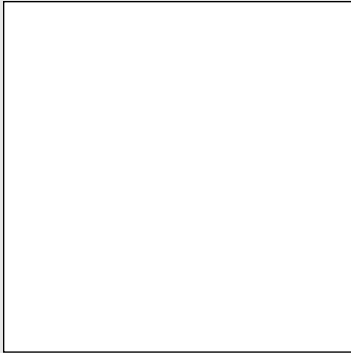
# Overview of the Concept: Addition and Subtraction

## Book Summaries

Title	Level	Summary
My Little House	C	This illustrated realistic narrative demonstrates cumulative addition as a girl invites her friends and a dog to come into her little “house.”
Ten Blue Things	F	In this photographed realistic narrative, a boy and a girl work together to find ten blue things in their classroom. They add up their total after each “find.”
Tidy the Clown	H	This illustrated realistic narrative is about a clown who keeps his many costumes neat and tidy. Throughout the story, many parts of his costumes mysteriously disappear

## Target Outcomes

WNCP	Ontario	APEF
<p>Number (Number Operations)</p> <ul style="list-style-type: none"> <li>Use manipulatives and diagrams to demonstrate and describe the processes of addition and subtraction of numbers to 18.</li> </ul>	<ul style="list-style-type: none"> <li>Solve simple problems involving counting, joining, and taking one group away from another (e.g., how many buttons are on the table?), and describe and explain the strategies used.</li> <li>Represent addition and subtraction sentences (e.g., <math>5 + 6 = 11</math>) using concrete materials (e.g., counters).</li> </ul>	<p>Number Concepts/Number and Relationship Operations:</p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of the connection between relevant, concrete experiences and the mathematical language and symbolism of the four basic operations.</li> </ul> <p>B1 Recognize that addition is used to represent the joining of two groups</p> <p>B2 Recognize that subtraction is used to represent separating situations</p>



## Level C

### Text Type

narrative (realistic)

### Word Count

67 (not including speech balloons), 72 (including speech balloons)

### High Frequency Words

a, can, come, here, I, in, made, my, no

### Content Words

house, one, fit, friend, two, more, three, five, eight, dog, nine, bee

### Text Features

- 16-page book
- 1 line per page
- illustrations
- strong picture clues
- speech balloons
- thought bubbles
- patterned text
- number sentences

### Working with Words

Number Words

### Cross-Curricular Links

Mathematics

Science

Language Arts

# My Little House

## Before Reading

Make a house area in the classroom by creating an enclosed space (e.g., place masking tape in a square shape on the floor) or use a house centre, if available. Invite the students, individually and in small groups, to come into the house. As the students come into the house you might say, *Here come two more*, or ask, *How many do you think will fit into the house?*

## Previewing the Text

- Show the cover of the book and read the title aloud. Ask, *Do the title and picture match?* Ask, *Where is the girl playing?*
- Tell the students that this is a book about a girl who invites her friends to come into a little house that she has made. Ask, *How many friends do you think will fit into her house?*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

**Page 2:** Ask, *Who made this house?* Say the word “house” slowly and ask the students what letter it starts with. Point out the word on the page, and focus the students’ attention on the “ow” sound made by the letters “o” and “u.”

**Page 3:** Ask, *How many are in her house?* Say, *Yes, one can fit in her house.* Ask, *What little word do you know at the end of the word “fit”?*

**Pages 4–5:** Say, *Here comes a friend.* Ask, *How many can fit in the house now?* Point to the number sentence and say, *Yes,  $1 + 1 = 2$ .*

**Pages 6–7:** Ask, *How many more friends come to her house?* Point to the girl’s thought bubble and ask, *How do we know what the girl is thinking? How many friends can fit in the house now?*

**Pages 8–11:** For each two-page spread, ask, *How many more friends come to her house? How many friends can fit in the house now?*

**Pages 12–13:** Ask, *What comes to her house now? How many can fit in her house?*

**Pages 14–15:** Say, *Oh no!* Ask, *What do they see coming toward them?* Ask the students to predict what will happen.

**Page 16:** Ask, *Were you right? How many are left in the house now?*

## Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

## Revisiting the Text

You may choose to do only some of these activities, over several days.

- Ask individual students to retell the story, using the pictures as a guide.
- Make sentence strips for each sentence in the story. Have the students arrange the sentences in sequence using the text as reference. Display the sentence strips in a pocket chart for shared reading.
- Place a sticky note over the number words in the book. Reread the book, with the students supplying the missing number words. Then uncover the first letter of each word and have the students confirm or revise their predictions based on visual cues.
- Develop fluency by having the students reread the book independently or with a partner. Encourage the students to make their reading sound like talking.

## Working with Words: number words

Provide each student with nine counters. Spell one of the number words from the book with magnetic letters, and ask the students to represent that number with their counters. Then, mix the magnetic letters up and have the students remake the word. Continue with the remaining number words. Have the students complete **BLM 6-1: Write the Number Word** by spelling each number word beside its corresponding numeral.

## Extending Activities

### My Little House Booklet

Have the students create an accordion booklet using the pattern from the book. Provide the sentence stems: *Here comes* \_\_\_\_\_.

(names of friends)

\_\_\_\_\_ *can fit in my house.*

(number word)

Encourage the students to use the actual names of their friends when writing about who comes in the house. Have the students illustrate each page to complete the book.

### **Write a New Ending**

Discuss with students the end of the story. Brainstorm and record the students' ideas about how to change the ending. As a group, choose one of these ideas and, using a shared or interactive writing approach, write a different ending to the story.

### **Create a Play**

Have the students re-enact the story in a house centre or other enclosed area. Provide some props (e.g., a stuffed dog and bee). Encourage the students to have their characters use the language patterns from the story.

### **Cross-Curricular Links**

#### **Mathematics**

Have an assortment of containers (e.g., boxes, cans) as well as groups of concrete materials (e.g., bears, marbles) available to the students. Have students, individually, in pairs, or in small groups, select a container and a group of items. Before the students begin, ask them to estimate how many items it will take to fill their container. As the students place items into their container, have them model the language used in the text. For example, they might say, "Here comes one more bear. Four can fit in this box." Encourage the students to also say the addition sentence, "Three plus one is four."

#### **Science**

Discuss with the students the fact that animals have homes just like people. Assemble a collection of books on animal homes and give the students an opportunity to look through them. Make a list of animals and their homes on a chart. Have the students select and create a concrete representation of an animal's home (e.g., a spider's web made out of yarn, a bear's den made out of clay).

#### **Language Arts**

Ask the students to think about a friend who is special to them. As a class, brainstorm and record words that describe their special friends and the kinds of things they like to do. Have the students use these ideas to write a poem about their friend. You may have to scribe or assist the students in recording their ideas. Have them use the following format:

Line 1: their friend's name

Line 2: two words to describe their friend

Line 3: three things their friend likes to do

Line 4: their friend's two favourite colours or two favourite foods

Line 5: their friend's name

For example:

Ryan  
kind, curious  
draw, swim, run  
pizza, hotdogs  
Ryan

# Ten Blue Things

## Before Reading

Tell the students that you will be playing a game of “I Spy” in the classroom. Prepare a sentence strip that says, “Find 6 red things,” and place it in a jar. Invite one student to pick the paper out of the jar and read aloud the instructions to the class. Begin by modelling one sample response, “I spy with my little eye, two red pencils.” Record the students’ responses on chart paper with an addition equation beside each response to demonstrate the cumulative process of adding each item.

For example:	2 red pencils	$0 + 2 = 2$
	1 red apple	$2 + 1 = 3$
	1 red flag	$3 + 1 = 4$
	2 red socks	$4 + 2 = 6$

## Previewing the Text

- Ask the students to look at the cover of the book and read the title to them. Say, *Look at the boy and girl at the front of the picture. Ask, What are they doing? What are the teacher and students in the background doing?*
- Tell the students that this is a book about Meg and Sol, who have to find ten blue things in their classroom.
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

**Pages 2–3:** Ask, *What are the students picking from the teacher’s jar?* Point to the picture and say, *Here are Sol and Meg. Ask, What does their paper ask them to find?*

**Pages 4–5:** Ask, *What did Meg find?* Ask the students to locate the word “pencil” on the page, and point out the soft “c” sound within. Ask, *What did Sol write down?* (1) Ask the students to find the word in the text that corresponds to the numeral Sol wrote down.

**Pages 6–13:** For each two-page spread, ask, *What did they find in this picture? What did Sol write down this time?*

**Page 14:** Ask, *How many more blue things do they need to find to make ten? What do you think Sol is thinking?*

## Level F

### Text Type

narrative (realistic)

### Word Count

193

### High Frequency Words

a, and, are, at, be, but, don’t, down, for, good, have, he, here, I, is, it, make, of, said, see, that, the, then, they, to, we, what, will, yes, you, your

### Content Words

collect, ten, things, teacher, pick, paper, blue, pencil, one, write, two, socks, hair clip, three, four, letters, seven, sky, eight, face, smiled, eyes

### Text Features

- 16-page book
- 3–7 lines per page
- photographs
- moderate picture clues
- dialogue
- print within photographs
- number sentences

### Working with Words

Word Endings

### Cross-Curricular Links

Mathematics

Language Arts

**Page 15:** Say, *On the table are the blue things that Sol and Meg have collected.* Ask, *How many blue things do you see?* Ask the students to predict what the other two blue things might be.

**Page 16:** Confirm the student's predictions.

## Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

## Revisiting the Text

You may choose to do only some of these activities, over several days.

- Using **BLM 6-2: Sequence Ten Blue Things**, have the students sequence the pictures to retell the story.
- Ask the students to recall the number sentences in the book. Have the students choose one number sentence to create, using pictures, numerals, and symbols (e.g., 1 [drawing of a piece of sky/puzzle] + 1 [drawing of a pencil] + 2 [drawing of socks] + 1 [drawing of hair clip] + 3 [drawing of letters] = 8.)
- In groups of three, have the students reread the story. Two students play the role of the children, and one student plays the role of the teacher and narrator.
- Encourage the students to reread the book as a group, independently or with a partner.

## Working with Words: word endings

Discuss word endings (“s,” “ed,” “ing”) and root words, demonstrating how to change root words with different endings. Have the students complete **BLM 6-3: Word Endings** by filling in the chart, as indicated.

## Extending Activities

### Create a Scavenger Hunt

In pairs, ask the students to create their own scavenger hunt by choosing one attribute and a number of items in the classroom that possess that attribute. Students then write on a strip of paper “Find (number) (attribute) things.” The attribute could be based on shape, texture, colour, and so on. Have each pair of students exchange their strip with another pair, or put all the sentence strips in a jar from which pairs can choose. The students can record their findings using number sentences, as demonstrated in the book. Once the scavenger hunt is complete, have the students present their collections.

### **Sort Collections**

Invite students to bring in a collection to share with their classmates. Discuss various attributes (e.g., texture, colour, shape) and decide on which attributes to use to sort the items within the students' collections. Pose questions regarding the collections, such as, *How many round things are there? How many soft things are there?* Use number sentences to add groups of items (e.g., 2 stuffed bears + 1 soft doll = 3) to get the total. As an extension, the groups of items can be graphed. Extending activities could involve counting items, grouping items, or graphing favourite collections.

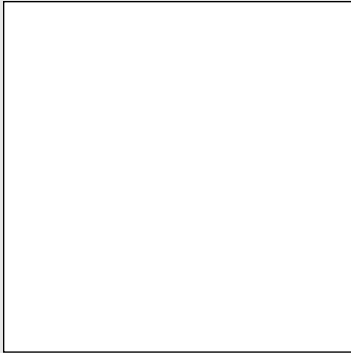
### **Cross-Curricular Links**

#### **Mathematics**

Provide the students with concrete materials (e.g., beans, counters, cubes) and ask them to group the materials into groups of ten. When complete, have the students count by tens to determine their total. This activity may be done individually, in pairs, or in small groups.

#### **Language Arts**

Ask the students what their favourite colour is. Brainstorm and record items for each colour. Invite each student to select a favourite colour and create an accordion booklet entitled "What is (favourite colour)?" Have the students illustrate and label each page of their booklet.



## Level H

### Text Type

narrative (realistic)

### Word Count

240 (not including speech balloons), 247 (including speech balloons)

### High Frequency Words

a, all, and, are, at, but, has, have, he, his, home, how, in, is, look, no, now, of, off, on, the, them, there, to, up, very, were, what, where

### Content Words

Tidy, Clown, circus, costumes, neat, exactly, five, wigs, row, two, missing, three, seven, vests, pairs, shoes, six, four, hats, eight, pegs, seven, rubber noses, hooks, gloves, ten, clean, none

### Text Features

- 16-page book
- 3–7 lines per page
- illustrations
- moderate picture clues
- speech balloons
- number sentences
- italics

### Working with Words

Punctuation

### Cross-Curricular Links

Mathematics/Art

Social Studies/Drama

# Tidy the Clown

## Before Reading

Bring in some props for a clown costume (e.g., rubber nose, hat, wig, gloves, vest, shoes, boots) and invite a student to dress up as a clown. Have the students name the parts of the clown’s costume and write the words on chart paper. Ask the students to relate their experiences with clowns.

## Previewing the Text

- Show the cover of the book and read the title aloud. Ask, *What does it mean to be “tidy”? What is Tidy wearing?*
- Tell the students that this book is about Tidy the Clown who likes to keep all of his costumes neat and tidy. Throughout the story, parts of his costumes mysteriously disappear.
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

**Pages 2–3:** Say, *This is Tidy the Clown. He works in a circus. Ask, How are the two pictures of Tidy different? Say, Yes, one of the pictures shows Tidy in one of his many costumes. Ask, Why is he called Tidy the Clown?*

**Page 4:** Ask, *How many wigs does Tidy have in a neat and tidy row? Say, Yes, he has exactly five wigs. Ask, What letter do you think the word “exactly” starts with? Have the students locate the word on the page.*

**Page 5:** Ask, *How many wigs are missing? How many are left? Say, Look at the expression on Tidy’s face. Ask, What do you think he is wondering? Have the students find the question in the text to confirm.*

**Page 6:** Ask, *How many vests does Tidy have? Say, Yes, he has exactly seven vests. Ask, How does Tidy keep his vests neat and tidy? Say, Yes, he hangs them up.*

**Page 7:** Ask, *How many vests are gone? How many vests are left? How do you know? (picture, text, and number sentence) What is Tidy wondering now?*

**Page 8:** Ask, *What does the phrase “pair of shoes” mean? How many pairs of shoes does Tidy have in a neat and tidy row? How many shoes are there in total?*

**Page 9:** Ask, *How many shoes are gone? How many shoes are still there?* Point out the phrase “just walked off,” and discuss its meaning. Have the students practise reading the phrase for fluency.

**Page 10:** Ask, *What does Tidy love?* (elicit “all kinds of hats”) *How many hats does Tidy have? What does he hang them on to keep them neat and tidy?*

**Page 11:** Ask, *How many hats are gone? How many hats are left?* Point out the italics on the page, and model reading the sentence with expression.

**Page 12:** Ask, *How many rubber noses does Tidy have? How many different colours are there? What does he hang them on to keep them neat and tidy?*

**Page 13:** Ask, *What happened to Tidy’s rubber noses?* (two noses are missing from the hooks, someone is holding them from behind the chair) Ask the students to predict who might be holding the noses.

**Page 14:** Ask, *How many pairs of gloves does Tidy have? What does he like to do with them?* (elicit “keep them clean”)

**Page 15:** Ask, *Are there any gloves missing? How do you think Tidy feels? Say, Yes, Tidy is happy that none of the gloves are missing and he says “Whew!”* Point to the word “Whew!” on the page. Ask, *What question is Tidy asking on this page? What is different about this question from the questions on the other pages?* (it is in a speech balloon)

**Page 16:** Ask, *Were you right about who took Tidy’s costumes? (a girl and a monkey) What does Tidy say when he finds how his things have been disappearing?*

## Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

## Revisiting the Text

You may choose to do only some of these activities, over several days.

- Ask individual students to retell the story, using the pictures as a guide.
- Ask the students to choose one of the number sentences from the book and represent it pictorially (e.g., [a picture of six shoes] – [a picture of four shoes] = [a picture of two shoes]). Then, have the students share their drawings with one another. Alternatively, ask students to represent two number sentences—one addition, and one subtraction.
- Discuss with the students the following elements of a story—character, setting, problem, and solution. Using **BLM 6-4: Tidy’s Story Web**, ask the students to complete the story web using pictures and key words from the story.

- Divide the students into two groups and have them choral read alternate pages of the book. Ask the students to try to portray Tidy’s feelings by reading with expression. Ask the students to switch roles and reread.
- Ask the students to locate their favourite page in their book and read it to a partner. When they have finished, ask the students to tell their partner why this is their favourite part in the story.

### **Working with Words: punctuation**

Discuss with students the use of different punctuation marks. Ask the students to rewrite the sentences that appear on **BLM 6-5: Tidy Punctuation** by filling in the correct punctuation. The students may use the text as a reference.

### **Extending Activities**

#### **Make Subtraction Stories**

Have the students create and write their own subtraction stories, using items from the book (e.g., shoes, hats, gloves), and/or other items (e.g., toys, books, cards, food). Encourage the students to use the language patterns from the book when they are writing their number stories. For example, “I have exactly \_\_\_\_\_ . But wait! \_\_\_\_\_ are gone! There are only \_\_\_\_\_ left!” Ask the students to illustrate their subtraction stories and record the corresponding number sentence. Encourage the students to dramatize their story for the group using the props.

#### **Become a Clown**

Refer the students to page 3 in the book, and have them compare the two pictures of Tidy: one shows him dressed up as a clown, and one shows him as himself. Invite the students to imagine that they are clowns in the circus. Have them choose a name, like Tidy, which will describe their clown character (e.g., Messy, Clumsy, Happy). Provide each student with a piece of paper folded in half to make two sections. On one side have the student draw himself or herself dressed up as a clown, and on the other side, have the child draw himself or herself, as is. The students can label each picture. As an extension, the students can write their own story about their clown (e.g., Skinny’s clothes are always falling off).

#### **Write a New Ending**

Discuss the ending of the story. Using a shared or interactive writing approach, write a new ending or an extension to the story.

## **Cross-Curricular Links**

### **Mathematics/Art**

Have the students turn to page 6 in the book and look at the different patterns on Tidy’s vests. Discuss the patterns that they see (i.e., horizontal lines, vertical lines, squares). Prepare an outline of Tidy’s vest for the students. Have the students create their own pattern by drawing and/or cutting and gluing prepared shapes onto the vest.

### **Social Studies/Drama**

Remind students that Tidy dresses up as a clown because he works as a clown in a circus. Brainstorm and record on chart paper other occupations in which people must wear special clothing or uniforms (e.g., police officer, firefighter, nurse). Ask the students to choose an occupation and draw a picture of a person in that occupation who is dressed in his/her special clothing. As an extension, bring in materials and props. Invite the students to dress up or make their own costumes, and act out a story using their “dressed up” characters.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Write the Number Word

Write each number word, putting one letter in each box.

1

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2

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4

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6

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9

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10

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Sequence Ten Blue Things

Colour the pictures. Cut them out, then glue the pictures in the right order on a piece of paper. Retell the story to a partner.

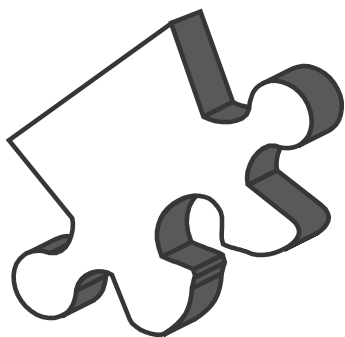
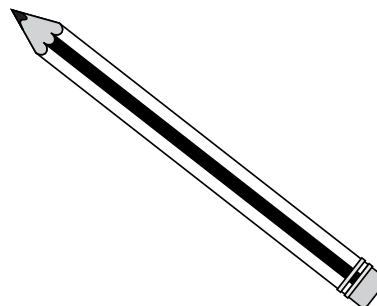
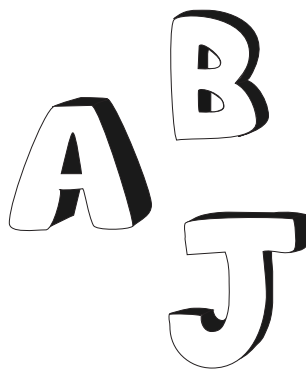


IMAGE TO COME



Find 10 blue things.