



Core Focus

- Working with addition and subtraction
- Determining and identifying one more and one less
- Discussing short and long time durations
- Ordering the days of the week

Addition and Subtraction

- Students act out putting pennies into a bank and taking pennies out of a bank. These actions begin to build the connections between the operations of addition and subtraction.
- Students connect the actions of addition and subtraction to the symbols they see or write (e.g. $4 + 5 = 9$ matches the story “There were 4 pennies in the wallet. I put 5 more pennies in. Now I have 9 pennies.”).

I2.1 Working with Addition

Write the amount in the purse.
Write the amount being added. Then write the total.

a.

b.

In this lesson, students work with money to consolidate the idea that addition involves adding to a quantity.

I2.2 Working with Subtraction

Write the amount in the purse and the amount you spend.
Cross out the amount you spend. Write the amount left.

a. spend 3¢

b. spend 2¢

In this lesson, students work with money to consolidate the idea that subtraction involves taking away from a total.

Ideas for Home

- Talking about everyday examples of addition and subtraction helps your child develop number sense. E.g. if you put 5 grapes on a plate and your child eats 2, you can ask, “How many are there now?” and respond, “Yes, 5 take away 2 is 3.”
- Become familiar with your child's understanding of numbers so you know where you can provide extra help. How high can they count? Can they count forward from any number other than one? Can they tell you “What number is one less?”
- Have your child count out a small group of favorite objects. Tell them to “add 2 more” or “take 3 away” and ask, “How many are there now?” Ask your child how they know.

Numbers 0–20

- Students identify numbers that are one more and one less. They build quantities or use a number track to show one more and one less.
- Counting on or counting back from any number (0–20) are important skills for addition and subtraction.
- Students practice counting from 1 to 100 without prompting and counting from any number to 100.

12.3 Determining One More or One Less

Count and write the number of counters in each picture.
Draw counters to show **one more**. Then draw counters to show **one less**.

one less		one more
		

In this lesson, students make groups that are one more or one less than a given number.

12.4 Identifying One More and One Less

Write the numbers that are **one less** and **one more**.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

a. one less one more

	6	
--	---	--

b. one less one more

	9	
--	---	--

In this lesson, students use a number track to determine numbers that are one more and one less.

Time: Days and Dates

- Through discussing every day events, students develop the understanding that time is the duration of an activity or event.
- Students learn the order of the days of a week. They discuss that a week is a long time compared to one day.

12.5 Discussing Short and Long Time Durations

Write **S** for each activity that takes a **short** time.
Write **L** for each activity that takes a **long** time.

			
---	--	---	--

In this lesson, students focus on activities that take a long time or a short time.

Ideas for Home

- Write the numbers 10 to 20 on small pieces of paper, mix them up, and ask your child to put the numbers in order. Another task is to mix the numbers up, pick one, and ask your child to find the number that is one more or one less.
- Notice numbers in order in everyday situations (e.g. when reading a book with your child, have them tell you what number will be on the next page).
- To reinforce that teen numbers are a group of ten and some ones, use fingers to show teen numbers. Hold up all 10 of your fingers and have your child show any number of fingers from 1 to 9. Ask them to name the teen number.
- Place a calendar where your child can easily see it and mark important dates in the month. A calendar also helps your child with saying numbers that come before and after, and naming the days that are just before or just after (e.g. Tuesday is just after Monday).

Glossary

- Students use manipulatives to show quantities that are **one more** or **one less** than a given number.

