



Grades 1 and 2 Sample

Grades 1/ 2	Groupings: individual and pairs
<p>Big Idea: Students gain a sense of the size of numbers by comparing them to meaningful benchmark numbers. The place value system is built on patterns. To count the number in a group, we often create subgroups and count the number of subgroups.</p>	
<p>Prior Knowledge (scaffold)</p> <ul style="list-style-type: none"> • Value of coins/money • Notation of money • Knowledge of base ten and experience relating benchmark numbers to coins 	
<p>Description of Activity (students' task) Shared Reading: teacher and students read chart story in a large group setting. The question below was accompanied by an illustration of different snacks with a price tag attached (prices on items in grade 1 illustration were less than on the grade two illustration).</p> <p>Chart Story You received some money for your birthday and want to treat three of your friends to a snack. Each person needs at least one snack. You only have \$1.00 to spend (differentiated to \$2.00 for grade 2 students). Make sure that you don't over spend! You are allowed to have money left over.</p> <p>Questions: What will each friend get? How much did you spend? Do you have any money left over?</p>	

Students were asked to brainstorm together before beginning their individual work.

Demonstration of Knowledge:

Students could:

- Use math portfolios set aside for critical thinking activities
- Make use of coins, base ten blocks, unifix cubes etc. to demonstrate thinking
- Explain answer orally to the teacher

Reflections: The majority of students chose to take a trial and error approach and randomly circled three items. Some students illustrated their answer by drawing the price of each item as coins and relating them to 10's and 5's. One student used an elimination strategy and crossed out any high priced items that would make it difficult to make a combination of three items that would meet the criteria.

Students seemed to require the three specific questions stated above to help them step through the problem and organize their response. Some children extended their answers to include an explanation of how much money was left over.

Future Open-ended Extensions:

- Have students determine the price for each item
- Have students buy more than one item per friend
- Have cost of some items bundled i.e. 3 for 3 dollars etc.