**Numeracy: Operations Lesson #1 - Addition**



|  |  |  |
| --- | --- | --- |
|  |  |  |



|  |  |  |
| --- | --- | --- |
| Item | Image  | Price |
| Chocolate Bar |  | $1.76 |
| Case of Chips |  | $21.89 |
| Large Bag of Candy |  | $3.47 |
| Crate of Oranges |  | $15.76 |
| Gum |  | $0.82 |

Tuesday : Subtracting

subtract two-digit numbers, using a

variety of mental strategies (e.g., one way to

calculate 73 – 39 is to subtract 40 from 73

to get 33, and then add 1 back to get 34);

– solve problems involving

subtraction of four-digit numbers, using

student-generated algorithms and standard

algorithms (e.g.,“I added 4217 + 1914

using 5000 + 1100 + 20 + 11.”);

–subtract decimal numbers to

tenths, using concrete materials (e.g.,

paper strips divided into tenths, base ten

materials) and student-generated algorithms

(e.g.,“When I added 6.5 and 5.6,

I took five tenths in fraction circles and

added six tenths in fraction circles to give

me one whole and one tenth. Then I

added 6 + 5 + 1.1, which equals 12.1.”);

–subtract money amounts by

making simulated purchases and providing

change for amounts up to $100, using a

variety of tools (e.g., currency manipulatives,

drawings);

Thursday : Adding and Subtracting and Estimating

use estimation when solving problems

involving the addition, subtraction, and

multiplication of whole numbers, to help

judge the reasonableness of a solution

(Sample problem: A school is ordering

pencils that come in boxes of 100. If there

are 9 classes and each class needs about

110 pencils, estimate how many boxes the

school should buy.).