

# Number

## Helping Students to Progress What You Might See/Hear and Next Steps

ACTIVITY  
**33**

GRADE  
**1**

Conceptual Understanding/Computational Behaviours/Strategies		
<p>Student guesses, then counts on to check.</p> <p style="text-align: center;"><math>11 - ? = 6</math></p> <p>Guess 6: 7, 8, 9, 10, 11, 12 Too many.</p> <p>Guess 5: 7, 8, 9, 10, 11 Right!</p> <p><b>Next Step</b> Encourage student to count on from the part and to track the count with his or her fingers. This will eliminate the need for guessing.</p> <p>Student records the whole as a part.</p> <p><b>Next Step</b> Use counters to build the whole in the top part of the mat, then separate and slide it down to make two parts.</p>	<p>Student counts three times to find the number of counters hidden.</p> <p><b>Next Step</b> Encourage student to model the whole (10) with counters, then count back as he or she takes away the part (6).</p> <p>Student counts on or back with counters or fingers.</p> <p><b>Next Step</b> Encourage student to use more efficient counting strategies and use fingers or tally marks to keep track of the count.</p>	<p>Student adds the whole and the part to find the number of counters hidden.</p> <p style="text-align: center;">"There are 8 altogether and 5 in the cup. 8 and 5 make 13."</p> <p><b>Next Step</b> Emphasize that the whole has been split into two parts and one part has been taken away or subtracted.</p> <p>Student counts on and counts back fluently to find the number of hidden counters.</p> <p><b>Next Step</b> Have student write an addition and subtraction sentence to represent the problem.</p>



