ADDING AND SUBTRACTING BEARS AND GOATS

Episode 210: Blossom and Snappy Go to the Zoo, Part Two
1st Grade

Georgia Performance Standards

- M1N3d Understand a variety of situations to which subtraction may apply: taking away from a set, comparing two sets, and determining how many more or how many less
- M1N3e Understand addition and subtraction number combinations using strategies such as counting on, counting back, doubles, and making tens

Objectives

- The students will figure out how many bears Snappy and Blossom cannot see if a total of five bears live there and they can see two of them.
- The students will figure out how many goats there are at the zoo total if there are six goats with horns and 15 without horns.

Materials

- TV/VCR or Computer/LCD Projector
- Video *Count On It!* 210
- Counters
- Paper, pencil

Procedure

Opening

- Show *Count On It!* 210 clip "Bears and Goats" (VHS 14:02 – 15:13).
- Ask the students if they could help Snappy and Blossom figure out how many bears they cannot see as well as how many goats total live in the zoo.
- Write the information necessary on the board for students to access
    - "There are 5 bears that live in the zoo. Snappy and Blossom can only see 2 of them. How many cannot be seen right now?"
    - "There are 6 goats with horns and 15 goats without horns. How many goats are there total that live in the zoo?"
- Let students know that as they work to solve the problem, you will be looking for a picture of how they used manipulatives (everything should be labeled) as well as an algorithm (5-2=?).

Work time

- Students may work individually, in pairs, or in groups of three to solve the two tasks. Students may use counters to assist them, but must write down how they solved it, as well.
- You walk around room, monitoring work, checking to make sure each student is documenting his work on paper.

Closing

- Choose one (individual, pair, or group) to share with the class how they used the manipulatives for the bear task.
- Choose one (individual, pair, or group) to share with the class how they wrote their algorithm for the bear task.
- Choose one (individual, pair, or group) to share with the class how they used the manipulatives for the goat task.
- Choose one (individual, pair, or group) to share with the class how they wrote their algorithm for the goat task.
- Allow students in the “audience” to ask questions and/or make thoughtful statements.

Assessment

- Work may be graded (check to see that they drew how they used manipulatives, labeled everything, showed an algorithm, and had the correct answers
- Teacher observation/documentation on student rubric used by your school/county during work time and closing (sample rubric can be found on our website)