Let's Go Visiting

A Lesson for Grade 1

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This lesson is adapted from a lesson plan prepared by Math Solutions Education Director Carolyn Felux for first-grade teachers at PS 4, District 6, New York.

Lesson Objective

Students will represent and solve a problem with six addends.

References

- *Let's Go Visiting,* by Sue Williams (Harcourt Brace, 2003)
- *Math and Literature, Grades K–1,* by Marilyn Burns and Stephanie Sheffield (Math Solutions, 2004, 28–34)

Materials

- Book: *Let's Go Visiting*
- Drawing paper and pencils and/or crayons for each student

Reviewed Vocabulary

calves, ducklings, foal, piglets

Overview of Lesson

In this lesson, students will use the information from a story to explore a problem-solving situation with multiple addends. They will solve the problem and represent their solutions using words, pictures, and symbols. Students will then communicate their ideas and solutions verbally to others.

Lesson Outline

Focus or Warm-Up

1. Introduce the book and find out if any of the students are familiar with it.
2. Read the book. Stop to ask about the vocabulary as it occurs in the book.
3. After finishing the book, ask students to recall the animals in the book by asking, "What was the first animal they visited? What was the second animal? How many were there of the second animal? How about the third animal?" Continue until you have reviewed all the animals.

4. Record the animals as students report, and verify what they remember by checking in the book.

   1 brown foal (baby horse)

   2 red calves (baby cows)

   3 black kittens (baby cats)

   4 pink piglets (baby pigs)

   5 green ducklings (baby ducks)

   6 yellow puppies (baby dogs)

Introduction

1. Pose the following problem for students to solve:

   How can we figure out how many animals the boy and his dog visited altogether?

2. With students, brainstorm ideas for strategies they could use to solve the problem.

Exploration

1. Tell students: "On your paper, show how you solved the problem. Use numbers, words, and pictures to record what you did. Be sure to write a sentence to tell how you solved the problem."

2. Before allowing students to go to their desks to independently solve the problem, do the following:
   - Ask, "Who can tell what the problem is that you are going to solve?"
   - Before talking together as a class, have students turn and talk to their partners. First one person tells the problem and then the other has a chance.
   - After a minute or so, interrupt student conversations and have them review as a class what the problem is and what they will do when they return to their desks.

3. Send students off to work on the problem independently.

Summary

1. As students complete the task, ask them to go back to the meeting area and find a friend to work with. Tell them to take turns using their papers to explain how they solved the problem.

2. Gather as a whole class and have several students share their explanations with the group. Discuss similarities and differences: "How is A's paper like B's paper? How is it different?"

3. Pose this question: "What if the boy and his dog kept visiting animals so that next they met seven animals, then eight, then nine, and finally ten animals? How many animals would they have visited in all?"

   Work as a group to solve the problem. Ask students to help you write a number sentence that represents the story.

Lesson Notes for the Teacher

- Some students may focus on drawing the details of the animals rather than using simple pictures or symbols to support their thinking. As students are working, check in with them to help them focus on solving the problem.
- Organization and representation of the data may present challenges in solving the problem.
- For some students the number of addends may be too great. Adjust the task accordingly for these students.

