INSTRUCTIONS FOR USING REMOTE LEARNING PROJECTS

These materials were developed with the intention of easing the transition between in-class and temporary remote learning. Learning experiences are aligned with curricular outcomes and assessment tools have been included with each project.

Note:

1. The teacher either sends a link to the appropriate project or sends the document itself.
2. The teacher ensures that parents/caregivers receive any required school supplies (bin with pencils, markers, paper, etc.).
3. The teacher reassures parents/caregivers that communication will be maintained between home and school.
4. Parents/caregivers may access additional resources at:
   - My Learning at Home (www.edu.gov.mb.ca/k12/mylearning)
   - My Child in School (www.edu.gov.mb.ca/k12/mychild/index.html)

PROJECT OVERVIEW

Grade:	1
Main Subject:	Mathematics
Big Idea:	Numbers are related to each other through a variety of number relationships
Title:	EXPLORING THE NUMBER 10
Strand:	Number
Duration:	2 weeks
Materials:	See PowerPoint slides
Short Description:	Four number relationships will be explored through the lessons in order for students to understand the importance of the number ten. Highlighting these number relationships is crucial to supporting students' development of number sense. The lessons focus on developing and strengthening these number relationships. • One and Two More/Less • Anchors and Benchmarks of Five and Ten • Part-Part-Whole Relationships • Spatial Relationships (Subitizing)

LEARNING OUTCOMES

Mathematics: www.edu.gov.mb.ca/k12/cur/essentials/docs/glance_kto9_math.pdf
1.N.1, 1.N.2, 1.N.3, 1.N.4, 1.N.6, 1.N.8, 1.N.10

ASSESSMENT

LANGUAGE ARTS					MATHEMATICS			SCIENCE			SOCIAL STUDIES		
COMP. Listening & Viewing	COMP. Reading	COMM. Speaking & Represent.	COMM. Writing	Critical Thinking	Knowledge and Understanding	Mental Math & Estimation	Problem Solving	Knowledge and Understanding	Scientific Inquiry Process	Design Process & Problem Solving	Knowledge and Understanding	Research and Communication	Critical Thinking and Citizenship
					X	X	X						

Original concept created by: Sherry Perih

LEARNING EXPERIENCES AND ASSESSMENT

Overall

Teacher's instructions

See PowerPoint Presentation

Step-by-step instructions for students:

See PowerPoint Presentation

APPENDIX (PRINTABLE SUPPORT MATERIALS INCLUDING ASSESSMENT)

Grade 1: Exploring the Number 10.pptx
Grade 1: Appendix A: Exploring the Number 10 Rubric.docx
Grade 1: Appendix B: Caterpillar Game.docx

Exploring the Number 10 Rubric				
Student:	***Basic descriptors to help guide your formative assessments.***			
Full details of the student achievement profiles can be found here: **Mental Math and Estimation** **Knowledge and Understanding** **Problem Solving**	**Requires considerable ongoing teacher support.**	**Requires occasional teacher or peer support.**	**Accurate, clear, and uses appropriate strategies and procedures. Requires occasional prompting for clarification.**	**Accurate, clear, flexible, consistent, and efficient. Justifies and explains reasoning clearly and completely using accurate math vocabulary.**
	Limited	**Basic**	**Good**	**Very Good/Excellent**
Tracking student data throughout these learning experiences allows the teacher to make an informed assessment about a student's level of achievement of these outcomes.				
Say the number sequence by 1s forward and backward between any two given numbers				
Subitize and name familiar arrangements of dots				
Demonstrate an understanding of counting by using the counting-on strategy and using parts of equal groups to count sets				
Represent and describe numbers of 10, concretely, pictorially, and symbolically				
Estimates quantities to 20 by using referents in a counting collection				
Identify the number, up to 20, that is one more, tow more, one less, and two less and than a given number				
Describe and use mental mathematics strategies (using addition to subtract to determine the basic addition and related subtraction facts of 10)				
Can solve problems involving addition and subtraction with answers to 10				

Suggested Codes for daily record keeping purposes:

- I – Knowledge has been demonstrated individually
- H – Used when knowledge has been demonstrated individually, but with help from the teacher or a peer
- G – Used when knowledge has been demonstrated within a group
- X – Used when a question has been attempted but answered incorrectly
- N – Used when a question has not been attempted

Adapted from: Liljedahl, P. (2021). *Building thinking classrooms in mathematics, grades K-12: 14 teaching practices for enhancing learning*. Thousand Oaks, CA: Corwin Press Inc.

Make 10 Caterpillar – Dots

Directions

Take turns covering pairs that add to 10.

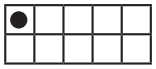
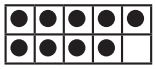
For example: 1  and 9  make a 10.

The winner is the one with the longest string of numbers covered in their colour.

Make 10 Caterpillar – Ten Frame

Directions

Take turns covering pairs that add to 10.

For example: 1  and 9  make a 10.

The winner is the one with the longest string of numbers covered in their colour.