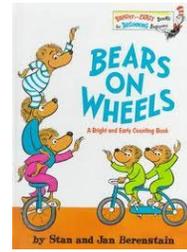


## Math Lesson

Book: Bears on Wheels by Stan and Jan Berenstain  
Grade levels: K-2

Lesson created by: Thea Black



## Learning Outcomes:

### Kindergarten

A4 Represent and describe numbers 2 to 10, concretely and pictorially.

### Grade 1

A4 Represent and describe numbers to 20 concretely, pictorially and symbolically.

A5 Compare sets containing up to 20 elements to solve problems

A9 Demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction

facts, concretely, pictorially and symbolically

### Grade 2

A4 Represent and describe numbers to 20 concretely, pictorially and symbolically.

A9 Demonstrate an understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction

A10 Apply mental math strategies to determine basic addition facts to 18 and related subtraction facts

## Context of Lesson within the unit:

Children are working on basic addition questions to sum of 21; they can be using various strategies and various manipulatives. During this story bears are riding bicycles, other bears join them on the same bicycle. Children will work on writing number sentences.

## Materials:

- Picture book Bears on Wheels by Stan and Jan Berenstain
- counters and/or cubes
- worksheets

## Lesson Ideas:

1. Warm-up: students with a game – guess my number, for younger children could distribute unifix blocks or counters and could build their guesses as clues are given.

2. With the children, discuss the cover of the book. Make predictions.

3. Read the story –hand out the worksheet - they can write on it or just place manipulatives on it to complete as a group during the reading of story. Have the children predict what might be on the next page and record what they actually see, on the sheet as a number sentence, and use the terms addend,

sum, number sentence. Slowly read the first few pages at get the children to predict what the bears are going to do (the ones off in the distance that are going to jump on the unicycle-riding bear). Think, Pair, Share the possible story line. Go over the example on the student worksheet 2 bears riding the bicycle and then one bear and then another bear jumps on and in the end there are 4 bears ( $2+2=4$ ).

Unfortunately there are no page numbers. The next example could be  $3+1+4$ , then  $1+3=4$ . Stop at the page where the bears are in the tree. Children predict the next number sentence( $1+4=5$ ). Students can write possible number sentences about what they think might happen and it's not necessary that they are correct about the actual events.

4. Stop at page where the ninja bears are about to jump from the roof to onto the bicycle-riding bears and get the children to predict the outcome, sum of the bears.

5. Continue reading story and on second to last page predict possible outcome when all the bears and bicycles collide and there is an explosion of bicycles.

6. Discuss and brainstorm different Strategies with the children, strategies they will use to figure out the problems. Children can work on student work sheet to make up their own number sentences.

7. Encourage the use of cubes or blocks but give them five or more minutes to explore their approach. Stop the class and discuss the strategies being used. Write strategies on board and discuss a various approaches to honour the differences.

#### **Variation on lesson:**

- count and add the bicycle wheels to make number sentences.

#### **Ticket out the door:**

- Children write their own number sentences using the student worksheet

#### **Follow-up:**

- practice with part part whole cards
- continue to write number sentence based on objects that surround them, can do it with a partner