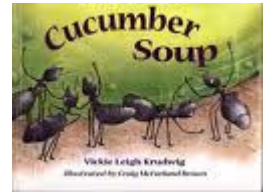


Book Title: Cucumber Soup *by* *Vickie Krudwig*

Grade Levels: K-2



Learning Outcomes:

Kindergarten

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

A5 Compare quantities, 1 to 10, using one-to-one correspondence

Grade 1

A9 Demonstrate an understanding of addition of numbers with answers to 20 & their corresponding subtraction facts concretely, pictorially & symbolically by:

- (a) using familiar and mathematical language to describe additive and subtractive actions from their experience
- (b) creating & solving problems in context that involve addition & subtraction
- (c) modeling addition and subtraction using a variety of concrete & visual representations, and recording the process symbolically

Grade 2

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

- (a) using personal strategies for adding and subtracting with and without the support of manipulatives
- (b) creating and solving problems that involve addition and subtraction

Materials:

- 10 towers of unifix cubes
- Book: Cucumber Soup by Vickie Leigh Krudwig
- Story Problem Think Board
- Story Problems – grade specific

Lesson Focus 'Mixed Result, Change and Start Unknown' Problems:

1. Discuss learning intention: "I can write an equation that matches the problem in the story and an equation that shows how I solved the story problem."
2. Warm-up students with a matching/concentration game – see sheets with stories and matching equations. Post the equations – overhead/board/chart – read the story and have the class find the equation that matches the semantics of the problem. Do lots of turn and talk with this.
3. Read the story, Cucumber Soup by Vickie Leigh Krudwig
4. Explain to the class that you have some bug story problems for them to solve.

Pose the problem (adjust numbers for the ability of your class):

You counted for 6 bugs helping.
Some more bugs joined in.
Altogether you counted 14 bugs.
How many bugs joined in?

Brainstorm ways to model the problem.

5. Give the children an opportunity to discuss their strategies, then record their thinking on the Think Board (electronically or on an overhead or the mat at the carpet) a picture and an equation that represents the way the problem is written and the way you solved the problem.
6. Have pairs or small groups of students take the problem papers (have available the adapted versions depending on abilities – one at a time to solve. A variety of addition and subtraction problems are purposefully included – mixed start unknown, change unknown and result unknown.
7. Have students debrief, first with a turn and talk and then whole group, the strategies they used to help them decide how to solve the problems. Finish reading the book.
8. Ticket out the door: 'Which type of problem did they find easier to solve – a subtraction or an addition?' or if they are familiar with mixed start unknown, change unknown and result unknown, have them reflect on this.