

# 18: One Less



## **i** Number of Students

Individuals or partner pairs

## **/** Materials

For each student:

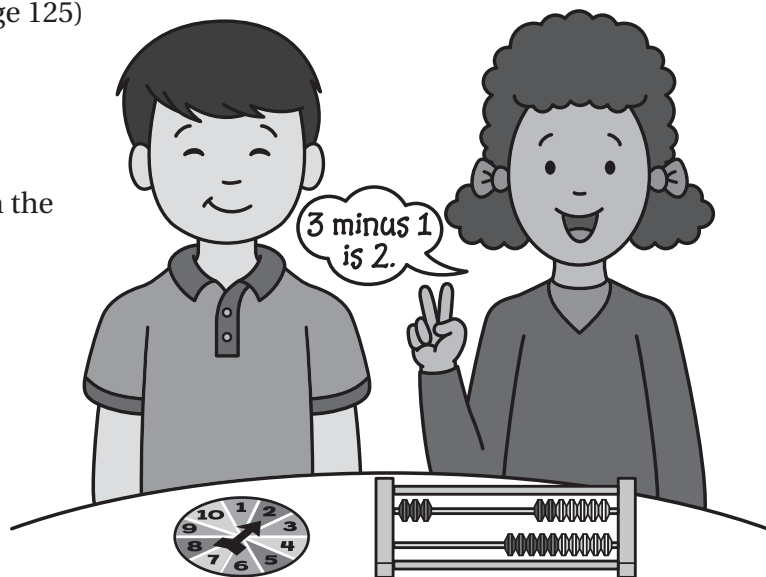
- Student Rekenrek
- “One Less” Recording Sheet (page 125)
- Pencil

For each partner pair:

- 1–10 Spinner Sheet (page 117)
- Paper clip and pencil to use with the spinner

## **◆** Overview

In this activity, students use their Rekenreks to find “one less” than the number spun on a spinner.



## Common Core State Standards

### Content Standards:

**Grade Level:** K

**Domain:** Operations and Algebraic Thinking (K.OA)

**Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**

1. Represent addition and subtraction with objects . . . or equations.

### Practice Standards:

2. Reason abstractly and quantitatively.

Kindergarten students make sense of number comparisons using quantitative reasoning.

4. Model with mathematics.

Students use the Rekenrek to model subtraction by ones.

6. Attend to precision.

Students learn to see relationships of one less.

7. Look for and make use of structure.

Kindergartners learn that any whole number is one less than the next consecutive whole number.

## Presenting the Activity

1. Make a copy of the 1–10 Spinner Sheet for each partner pair and distribute it along with a paper clip and pencil. Show the students how to spin using the paper clip and pencil in the center of the circle.
2. Distribute a Rekenrek to each student along with the “One Less” Recording Sheet and pencil.
3. Say to students:

 Place the spinner, paper clip, and pencil between you and your partner.

Player One will spin first and show that number on his/her Rekenrek.

Player One will write that number in the first space on the recording sheet and then subtract 1.

For example, if Player One lands on the number 3, he/she will show 3 on the Rekenrek and subtract 1 to show the equation  $3 - 1 = 2$ .

Player Two will spin next, show that number on his/her Rekenrek, and record the subtraction on the recording sheet.

Players will take turns spinning and completing the sheet.

## Assessing Student Responses

The following questions will help you assess your students' responses to the activity:

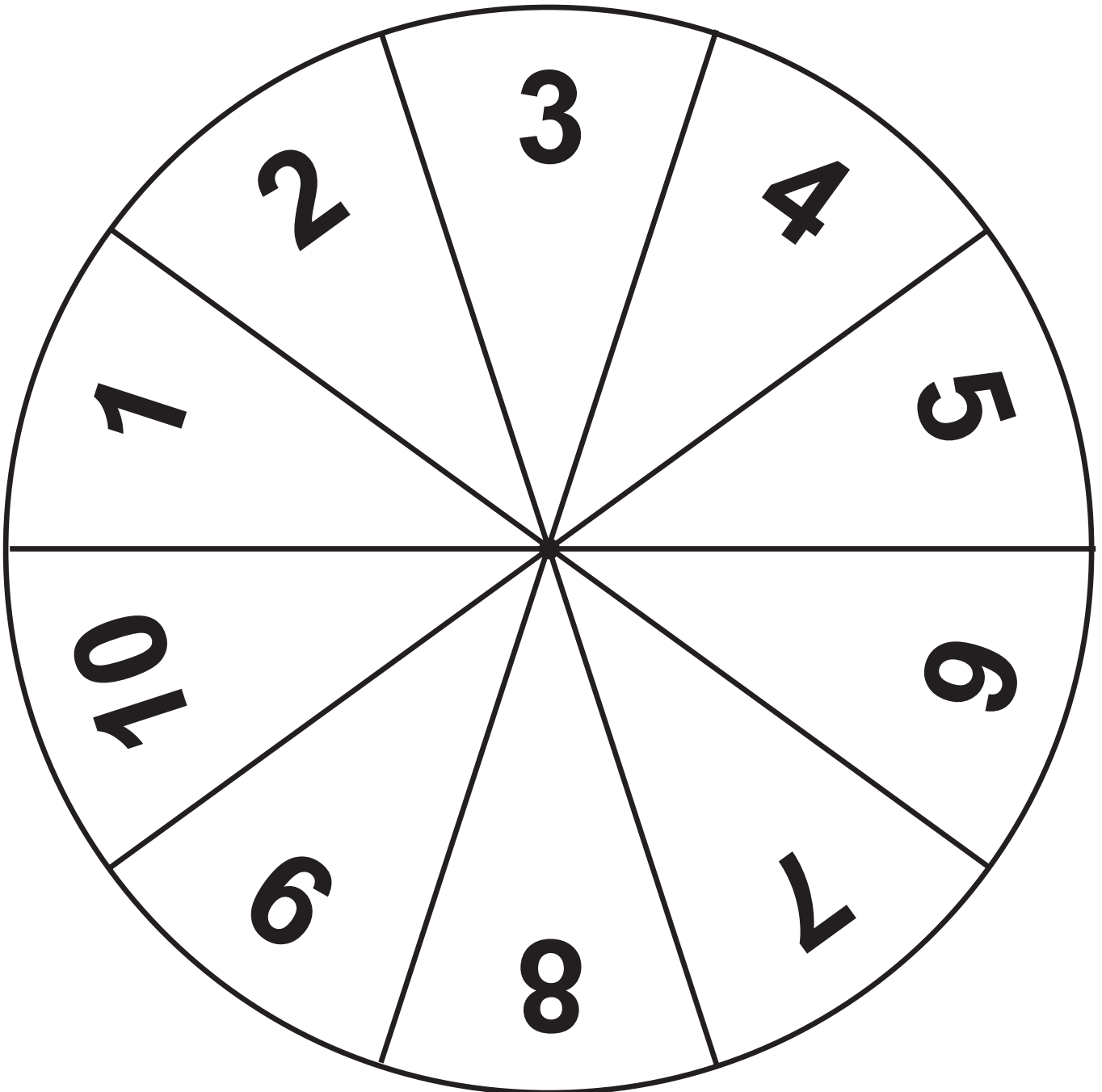
- Did the students correctly show the first number spun on the Rekenrek?
- Did the students correctly show and record one less?

# "One Less" Recording Sheet



_____ - 1 = _____	_____ - 1 = _____
_____ - 1 = _____	_____ - 1 = _____
_____ - 1 = _____	_____ - 1 = _____
_____ - 1 = _____	_____ - 1 = _____
_____ - 1 = _____	_____ - 1 = _____
_____ - 1 = _____	_____ - 1 = _____
_____ - 1 = _____	_____ - 1 = _____
_____ - 1 = _____	_____ - 1 = _____
_____ - 1 = _____	_____ - 1 = _____

# 1-10 Spinner Sheet



# 43: Solve It!



## **i** Number of Students

Entire class

## **/** Materials

For each student:

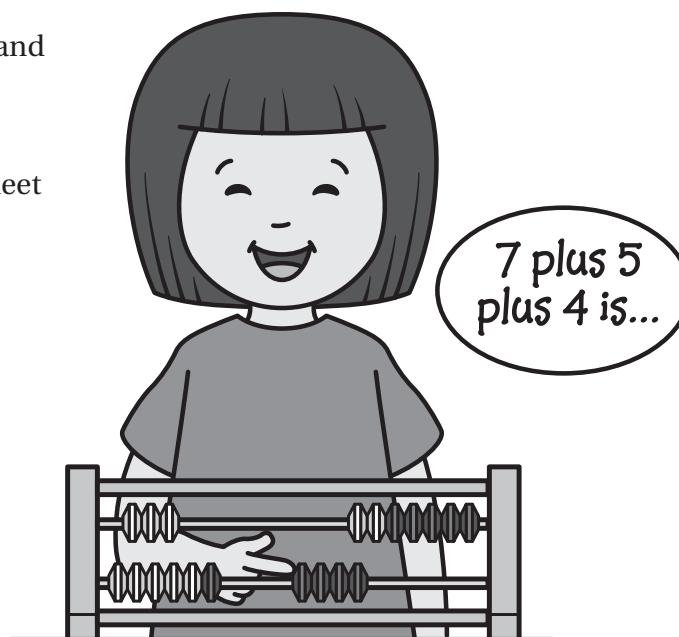
- Student Rekenrek
- “Solve It!” Word Problems/Score Sheet (page 172)
- Whiteboard and marker (or pencil and paper)

For the teacher:

- “Solve It!” Word Problems/Score Sheet (page 172)

## **◀▶** Overview

In this activity, students solve addition word problems with three addends using their Rekenreks.



## Common Core State Standards

### Content Standards:

**Grade Level:** 1

**Domain:** Operations and Algebraic Thinking (1.OA)

**Represent and solve problems involving addition and subtraction.**

2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, i.e., by using objects, drawings, and equations with a symbol for the unknown to represent the problem.

### Practice Standards:

1. **Make sense of problems and persevere in solving them.**

Students must explain to themselves and to their partners what the information in each problem means and how the problem can be solved.

5. **Use appropriate tools strategically.**

First-grade students are using the Rekenrek to solve word problems involving three addends.

## Presenting the Activity

1. Copy and distribute the word problem page to each student in the class.
2. Distribute a Rekenrek, whiteboard, and marker to each student.
3. Divide the class into two teams.
4. Say to students:

“ The class has been divided into two teams. We will solve word problems using our Rekenreks and then find out how many on each team got the correct answer. I will keep score. For every correct answer, I will award a point to the team. We will use tally marks to keep score.

You will write your solution to the word problem on your whiteboard.

After we have solved three problems, we will determine the winning team. But let's hope for a tie! I'll begin by reading the first problem aloud.

<b>Problem 1</b>	At the park, I saw 7 boys, 5 girls, and 4 moms. How many people did I see?
<b>Problem 2</b>	For our snacks, we have 5 crackers, 4 pieces of cheese, and 3 pieces of candy. How many things do we have to eat for our snack?
<b>Problem 3</b>	Jon has 11 red marbles, 3 blue marbles, and 6 white marbles. How many marbles does he have?

5. **Note:** If possible, project the problems for students to see.

## Assessing Student Responses

The following questions will help you assess your students' responses to the activity:

- Did the students make sense of the word problems?
- Did the students correctly use their Rekenreks to solve the problems?
- Did the students correctly solve each problem using the three numbers given?
- Did the students solve the problem with an equation?

# "Solve It!" Word Problems/Score Sheet



		Team 1	Team 2
<b>Problem 1</b>	At the park, I saw 7 boys, 5 girls, and 4 moms. How many people did I see?		
<b>Problem 2</b>	For my snack, I have 4 crackers, 5 pieces of cheese, and 2 pieces of candy. How many things do I have to eat for my snack?		
<b>Problem 3</b>	Jon has 11 red marbles, 3 blue marbles, and 6 white marbles. How many marbles does he have?		
<b>Totals</b>			