



## A Note About Where Have All The \_\_\_\_\_'s Gone?

- The reason that I have the equation written vertically as well as horizontally is that here in Michigan we had a state test for our 1<sup>st</sup> graders. We all smugly thought that they would do really well with the math portion and couldn't believe the nose dive they took when the results came out.
- What happened was that through out the state students were being taught how to do the math equations vertically and the problems were shown horizontally on the test!
- We couldn't believe that this spatial thing actually threw some of the children off! So now I teach both ways so that they are familiar with it. It also gives them a chance to TRACE the answer and then WRITE the answer.
- Encourage your children to quietly, VERBALLY say the equation out loud to themselves.

- Make sure that they are X-ing out one of the objects at the top of the page. This helps visual learners really see that they are TAKING something away.
- After my students are done with the booklets, I give them about 10 minutes of time to play with tubbies filled with manipulatives. I want them to make groups and sets of things and add and subtract objects from them.
- I continually raise the bar throughout the year. My students pretty much know the 5-1 concept by the end of September, but I stay with it through out the year because it's good practice writing those numbers and it gives the slow students a chance for the light bulb to come on.
- It's also a way to build self-esteem and self-confidence in my other students who already know and understand. When they comment: *"This is easy!"* I say. *"Yes! Because you are so smart!"* *"Do you remember when it wasn't?"* *"See how much you've grown and learned?"* *"Now go get a tubby and challenge and stretch yourself and do a bigger equation."*
- I give them white boards to write these equations down on, or little chalk boards or simply scratch paper works great too.
- My bingo dot groups and sets stay the same too. For some reason if the children understand "Take away 1" they can do any other 1-digit "take away" problems. They get so excited. *"Mrs. Henderson 5-2 is 3!"* Once they've got the basic "take away 1" down the light bulb goes on, something clicks and they just take off. I really didn't do much except give them the books, and a tubby full of manipulatives.
- My students trace with yellow high lighters. For some reason this is so much more fun for them than crayons, and changes things up a bit from the morning crayon routine.
- I do my booklets and reading block in the afternoon.