

Unit 1: Add/Subtract

Teacher's Guide

Life Skill Objectives

- Figuring basketball statistics
- Using tallies
- Reading charts
- Transferring numbers between charts
- Using a calculator
- Using newspaper sports statistics

Academic Objectives

- Adding
- Subtracting
- Using logic

Introductory Lesson

1. From a newspaper, choose statistics for a basketball game. (If it is out of season, look up an old newspaper in the library.) Using a copier, enlarge the statistics chart and put it on an overhead, or make a copy for each student.
2. Make sure students understand the abbreviations across the top of the chart. If you are unsure of their meanings, look at the charts in this lesson or ask someone who follows basketball.
3. From the chart, determine how many points each player made. Since this unit is Add/Subtract, use addition rather than multiplication. (For example: Figure three 2-point baskets as $2 + 2 + 2$ rather than 3×2 .)
4. From the chart, subtract the baskets made from those attempted to get the number of misses. Be sure to calculate baskets, not points.
3. Page 23—Make sure students correct their answers for Thinking It Out #1 and #2 before starting #3 so they will have a chance at getting the answers to Thinking It Out #3 correct.
4. Page 25—Since this page provides good calculator practice, allow students to use calculators even if they are doing other pages in long hand. (Note: Tabitha's numbers will dip negative before ending up positive.)
5. Have students use a computer spreadsheet program to do some or all of the activity sheets.

Other Examples of This Academic Skill in Daily Life

1. Adding the miles between cities on a map.
2. Adding assignment and test grades for a grading period.
3. Weighing a dog—weigh basket, weigh basket and dog, subtract basket from combined total.
4. Adding daily treadmill minutes to get weekly total.
5. Subtracting a page number in a book from the total pages to see how many pages are left to read.

Teaching Suggestions

1. Pages 19 and 20—After you are finished reading the story, have students count the tallies and write the total next to each tally, so the numbers will be easy to use with Thinking It Out #1 and #2.
2. Pages 22 to 24—Have students copy the numbers from each chart into the large chart like in the sample.