Lesson 14.1b	**Mathematical Language**

Objectives	**California Standards**
• Use mathematical language such as "4 threes" and "2 groups of 5" to describe equal groups.	**NS 1.1 (Grade 1)**: Count, read, and write whole numbers to 100. **NS 3.1 (Grade 2)**: Use repeated addition, arrays, and counting by multiples to do multiplication.
Materials • Appendix 12.1a • Countable items such as cubes, straws and beads	**Vocabulary/Phrases** Equal groups Groups of Altogether

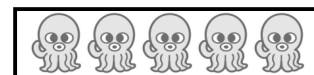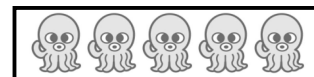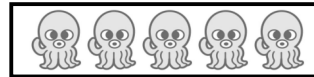| **Teaching Strategies**		
Count in groups	Display 15 picture cutouts in 3 equal groups as shown. Get students to make up a story for this. E.g., There are 3 <u>groups of</u> octopus. There are 5 octopuses in each group. Get students to count the items and recognize that these are in <u>equal groups</u>. Get them to find the total number of items by repeated addition. Guide students to count the number of groups. Make sure that students do not confuse the items (members of the group) with the groups. Guide students to write sentences in their exercise books to record their observations. E.g., There are 5 octopuses in each group. There are 3 equal groups. There are 3 fives. There are 3 groups of 5. $5 + 5 + 5 = 15$ There are 15 octopuses <u>altogether</u>.	
Assess	Discuss the contents of **Textbook p. 49** and **tasks 4, 5 and 6, Textbook p. 51**. For each case, get students to write sentences in their exercise books to record their observations. Check if anyone has mistaken "3 groups of 5" for "5 groups of 3".	Textbook p. 49 and 51 p. 49: 15, 15; 24, 24; 12, 12 4. 4, 12 5. 5, 20 6. 3, 7, 21
Practice	Workbook Exercise 3, p. 78-79	