

Cows and Chickens

Purpose

Students will solve a problem and then solve a similar problem to understand and use connections between two problems.

Materials

For the students: paper, pencils, crayons or manipulative pieces, copies of Black Line Master (BLM) *Insects and Spiders*

Activity

A. Introducing the Problem

1. Read the following problem to the students, writing important facts on the board:

There was a farmer who owned chickens and cows. Six of the chickens and four of the cows were in one of his fields. As he was watching his animals in the field, he began to wonder how many legs the chickens and cows had altogether.

2. Ask students to volunteer ideas about how to solve this problem (e.g., draw a picture, use counters to model the problem, write an addition problem).

B. Solving the Original Problem

1. Direct students to solve the problem.
2. Have students share solutions and test their solutions for accuracy.

C. Solving Related Problems

1. Change the conditions of the problem (e.g., five chickens and six cows).
2. Encourage students to make connections from the original problem.
3. Have students complete the BLM *Insects and Spiders*.



**connecting
across the
curriculum**

Science

To encourage the skill of observation, have students write math problems similar to the ones in this activity about the current topic being studied (i.e., insects, mammals, plants, etc.).



**MEETING
INDIVIDUAL
NEEDS**

Encourage students who are having trouble "seeing" problems to continue to use manipulative pieces.




Standards Links

1.1.1, 1.1.2, 1.2.1, 1.3.1

Questions for Review

Basic Processes

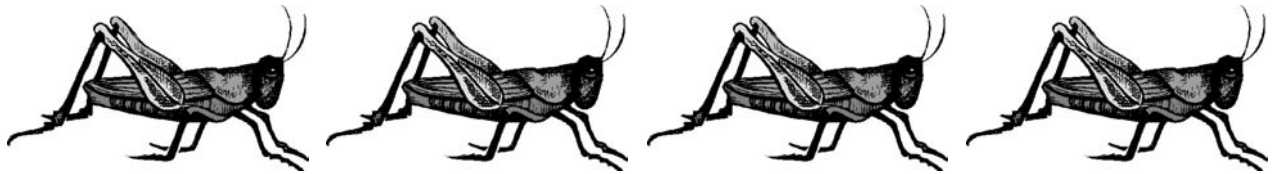
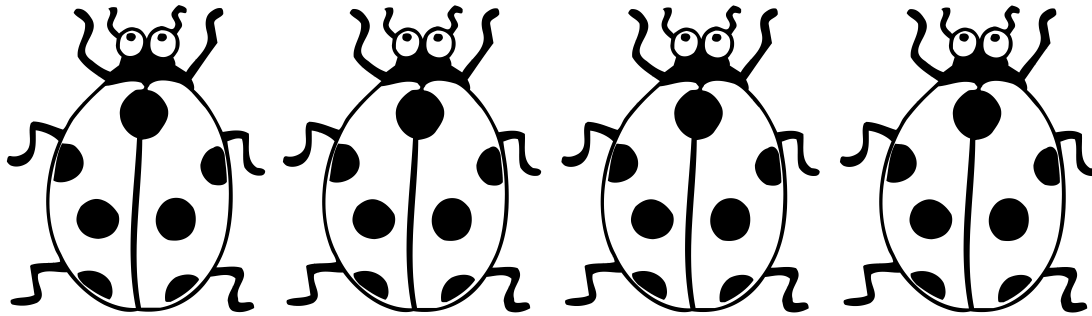
During the activity, discuss the following questions with your students to gauge their understanding of the Standard Indicators:

-  How did you find your answer?
 -  Tell me how these counters help you to find the answer.
 -  How did solving the first problem help you with the next one?
-

Name: _____

Insects and Spiders

Answer the questions. Write the number sentences in the spaces.



1. How many legs do three ladybugs and one spider have altogether?

2. How many more legs do four grasshoppers have than two spiders have?

3. Three ladybugs and one spider left this page. How many legs are left on the page?

4. Write your own problem about the ladybugs, grasshoppers, and spiders.

Insects and Spiders

Teacher Directions

Distribute the BLM *Insects and Spiders* to students and ask them to write the number sentences to solve the problems. (Students may need to count legs if they have not learned to add and subtract with two-digit numbers.)

Answer Key

1. $18 + 8 = 26$
2. $24 - 16 = 8$
3. $64 - 26 = 38$
4. Answers will vary.