

Mice, Mice Everywhere

A book about static addition







Aim

Mice, Mice Everywhere demonstrates static addition to calculate the total of two groups. Students are introduced to the concepts of balance and equality and begin to write and complete addition number sentences using symbols.

These whole-class activities provide students with the opportunity to:

- listen to a story about static addition
- identify the parts and the total in an addition situation
- calculate the total of two groups
- investigate concepts of balance and equality
- write complete number sentences
- write complete number sentences using symbols

Activities

1. Listening to the story
2. Using materials to act out the story
3. Introducing balance and equality
4. Using the teaching tool to balance the sum of two parts 
5. Using the teaching tool to find missing parts 
6. Using number name cards to write addition sentences 
7. Introducing symbols
8. Using numerals and symbols to write number sentences 
9. Using dominoes for computation

I. Listening to the story

Resources

- *Mice, Mice Everywhere*

Activity

Show the cover of *Mice, Mice Everywhere* to the students and read the title aloud. Encourage volunteers to tell the class what they know about mice and predict what the story might be about. Read the book in its entirety. Ask, **What happened in the story? What did you see in each picture?** Bring out that there were always two groups of mice. Then read the book again. At the conclusion of each double-page spread ask, **Where are the mice? What numbers of mice do you see?** Guide students to point to each of the groups in turn, say the number in each group, and then say the total.

2. Using materials to act out the story

Resources

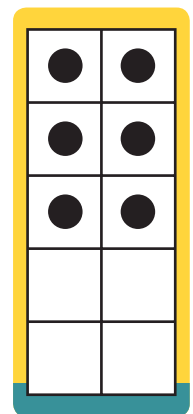
- *The Number Case* Year 1
- Transparent counters

Preparation

Select the ten-frames from *The Number Case*. Each pair of students will need a ten-frame and some counters.

Activity

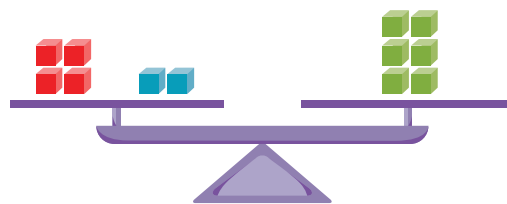
On the board, write ____ **add** ____ **is equal to** _____. Read pages 2–3 of the story and model the number sentence using the counters. Tell the students that each counter represents one of the mice in the story. Have the pairs of students place the same number of counters ($4 + 2$) on their ten-frame to find the total number of mice. Have a student write the appropriate numbers in the sentence on the board. Repeat for each double-page spread.



3. Introducing balance and equality

Resources

- Pan balance
- Blank cubes



Activity

On the board, write ____ *add* ____ *is equal to* ____.

Place four red cubes and two blue cubes on one pan of the balance. Ask, **How many red cubes are there? How many blue cubes are there? Which side of the pan balance is heavier? How many cubes are on each pan? How can we make the pans balance?** After this discussion, place one cube at a time on the empty pan. Continue until the pans balance as shown above. When students are satisfied that the pans are equal have them copy and complete the addition sentence shown on the board. Repeat for other addition sentences that have a total of 10 or less.

4. Using the teaching tool to balance the sum of two parts



Resources

- *Teaching Tool*

Activity

Ensure that all the students can see the *Teaching Tool*. Use the writing tool to write **4 add 5 is equal to** ____ in the white panel at the base of the screen. Discuss the addition sentence. Encourage the students to see that there are two parts to be added together (4 and 5). Invite a volunteer to represent the two parts of the addition sentence by dragging four white mice and five brown mice onto the work area, positioning them to the left of the mouse hole. Highlight to the students that the two groups of mice represent the two parts of the total. Ask, **How many white mice are there? How many brown mice are there? What is the total number of mice?** Invite a volunteer to write the total of the two parts on the right side of the mouse hole. Have the students copy and complete the addition sentence shown in the white panel. Encourage the students to see that the total number of mice balances the two parts. Repeat for other addition sentences that have a total of 10 or less.



5. Using the teaching tool to find missing parts



Resources

- *Teaching Tool*

Activity

Ensure that all the students can see the *Teaching Tool*. Use the writing tool to write **9** in the space on the right of the mouse hole. Then write the incomplete addition sentence ____ **add** ____ **is 9** in the white panel at the base of the screen. Ask, **If there are nine mice in total, how many mice do we need to place on the other side of the mouse hole to balance the total? How many mice can be in each part to balance the total?** Select a volunteer to drag a group of white mice and a group of brown mice onto the work area, positioning them on the left of the mouse hole. Reinforce that the total of the two parts must equal the total number of mice. Ask, **Can we balance the total a different way?** Work with the students to show all the possible number combinations that equal 9. Repeat for other totals 10 or less.

6. Using number name cards to write addition sentences



Resources

- Support 1 – see attached
- *The Number Case* Year 1
- Blank cubes
- *Teaching Tool*

Preparation

Print copies of Support 1 and cut out the cards. Select the ten-frames from *The Number Case*. Each group of students will need a set of cards, a ten-frame, and ten blank cubes.

Activity

Write ____ **add** ____ **is equal to** ____ on the board. Have each group of students copy the incomplete addition sentence. Then challenge them to use their numeral cards in the spaces to make a true sentence. Allow them to use a ten-frame and cubes to help if necessary. Once each member of the group agrees that the sentence is true, ask one student to record the numerals in the correct spaces in the sentence. Next, invite a volunteer from each group to use the *Teaching Tool* to demonstrate their addition sentence to the class. For example, a student might drag a group of six white mice and a group of two brown mice to the left side of the mouse hole. Then on the other side, the student would write **8**. Ensure each student verbalises the addition to conclude their demonstration, saying for example, 'Six add two is eight.'



7. Introducing symbols

Resources

- Square sticky notes
- Large permanent marker
- Connecting cubes

Activity

Write **4 add 3 is equal to 7** on the board. Read the addition sentence then circle add and discuss what it means. Have students suggest different words that could be used instead. Next, write the addition symbol on a sticky note and place it over the word add. Say, **This symbol can be used in the place of all the different ways we might say “add”**. Ensure all the students understand before moving on. Repeat the discussion for the phrase is equal to, covering these words with a sticky note showing the equals symbol. Provide each student with connecting cubes and ask them to model then write their own addition number sentence using the addition and equals symbols. Invite several students to present their number sentences to the class.

8. Using numerals and symbols to write number sentences



Resources

- Support 2 – see attached
- *The Number Case* Year 1
- Blank cubes
- *Teaching Tool*

Preparation

Print copies of Support 2 and cut out the cards. Select the ten-frames from *The Number Case*. Each group of students will need a set of cards, a ten-frame, and ten blank cubes.

Activity

Write $\underline{\quad} + \underline{\quad} = \underline{\quad}$ on the board. Have each group of students copy the empty number sentence. Then challenge them to use their numeral cards in the spaces to make a true number sentence. Allow them to use a ten-frame and cubes to help if necessary. Once each member of the group agrees that their number sentence is true, ask one student to record the numerals in the correct spaces in the number sentence. Next, invite a volunteer from each group to use the *Teaching Tool* to demonstrate their number sentence to the class. For example, a student might drag a group of five white mice and a group of three brown mice to the left side of the mouse hole. Then on the other side, the student would write **8**. Have the student write the complete number sentence in the white panel at the base of the screen. Ensure each student verbalises the addition to conclude their demonstration, saying for example, ‘Five add three is eight.’ Extend the activity by saying a total such as 10 that the students should use. Explore all the different combinations that make a total of 10.



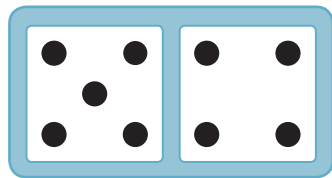
9. Using dominoes for computation

Resources

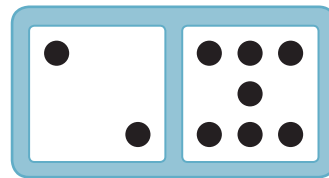
- *Double-Nine Dot Dominoes*
- *Five- and Ten-Frame Dominoes*
- *Word, Symbol, and Dot Dominoes*
- Blu-Tack

Activity

Arrange the students into groups. Mix up and share the dominoes among the groups. Ask the students to work together to sort the dominoes into groups of matching totals then write the addition facts for matching dominoes. Select students from each group to present their number facts to the class. Afterward, work with the students to make a horizontal list of all the different totals on the board. Then have the students use Blu-Tack to stick each of their number facts below the matching total. Then ask, **Which different numbers make the same total?**

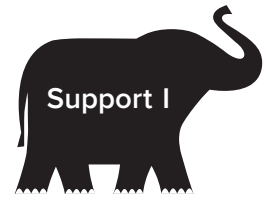


$$5 + 4 = 9$$



$$2 + 7 = 9$$





one

two

three

four

five

six

seven

eight

nine

ten

Numeral Cards 1 to 10



1

2

3

4

5

6

7

8

9

10