



How Many Legs

14

Do you notice a pattern?
What is 5 and 1 more? What
about 5 and 2 more? What is
happening?

Students can count the shoes needed for two critters. This starts to lay the foundation for addition.

Which single critter could wear the same amount of shoes as the two critters?

What do you think this page is asking you to do? How do you know?

Refer back to page 6 so students can remember how many legs each creature has without having to count each time.

LOOK FOR students who might circle the same critter in each set. That might give insight on a strategy being developed.

We can wear the same amount of shoes.

How many shoes do I need?

Possible answers:

15

This page has a variety of possible correct answers. Encourage students to be flexible with their compositions and thinking. This page is also starting to build the idea of equivalences (e.g. octopus = ant + ostrich because they wear the same amount of shoes).

Is this the only way to you can think of to fill these shoes? Is there another way?