Add.

1. $1 + 0 = \underline{1}$
   $0 + 1 = \underline{1}$

2. $2 + 0 = \underline{2}$
   $1 + 1 = \underline{2}$
   $0 + 2 = \underline{2}$

3. $3 + 0 = \underline{3}$
   $2 + 1 = \underline{3}$

$\underline{1} + \underline{2} = 3$
$\underline{0} + \underline{3} = 3$

4. $4 + 0 = \underline{4}$
   $3 + 1 = \underline{4}$

$\underline{2} + \underline{2} = 4$

$\underline{1} + \underline{3} = 4$
$\underline{0} + \underline{4} = 4$

5.

$\underline{2} + \underline{3} = 5$
$\underline{1} + \underline{4} = 5$
$\underline{0} + \underline{5} = 5$

$\underline{3} + \underline{2} = 5$
$\underline{4} + \underline{1} = 5$
$\underline{5} + \underline{0} = 5$

6.

2	3	1	2	1	2
+ 1	+ 0	+ 1	+ 2	+ 2	+ 3
3	3	2	4	3	5

7.

3	1	4	1	3	0
+ 2	+ 3	+ 1	+ 4	+ 1	+ 4
5	4	5	5	4	4

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4 Assess

Tell students that there are 2 cats sitting on a fence. Three more cats join them. Ask, *How many cats are there now?* (5) Have students write the number sentence. (2 + 3 = 5)

For Mixed Abilities

Common Errors • Intervention

Some students may have difficulty with the concept of addition. Have 3 students stand. Have another student join the 3. Ask, *How many are there in all?* (4) Write **3 + 1 = 4** on the board. Have 2 of the students stand apart from the other 2. Write **2 + 2 = 4** on the board. Ask students how the 4 students could be grouped other ways into 2 groups to model more number sentences where the sum is 4. (1 + 3 = 4, 4 + 0 = 4, 0 + 4 = 4) Write the number sentences on the board as students answer.

Enrichment • Number Sense

1. Have students use number names to write six different addition sentences for the sum of 5.
2. Tell students to cut pictures of objects from catalogs or magazines to illustrate five different addition sentences for the sum of 4.

More to Explore • Number Sense

Have students draw pictures of a creature by following these directions:

It has 2 legs and 2 more.

It has 4 spots and 1 more.

It has 1 eye and 2 more.

It has 3 wings and 1 more.

You may wish to write directions on the board for students to follow.

1-3 Sums Through 10

pages 5–6

1 Getting Started

Objective

- To review addition facts for sums through 10

Materials

10 counters

Warm Up • Mental Math

Ask students who is older.

1. Ted is 18, Ned is 19. (Ned)
2. Rick is 16, Nick is 15. (Rick)
3. Mary is 2, Teri is 8. (Teri)
4. Darin is 13, Taryn is 12. (Darin)
5. Kyle is 11, Lyle is 14. (Lyle)
6. Juan is 8, Jon is 18. (Jon)
7. Phil is 27, Lil is 37. (Lil)
8. Kara is 21, Sarah is 11. (Kara)

Warm Up • Pencil and Paper

Organize the class into groups of three or four students. Have each group write as many addition facts for the sum of 5 as they can. (5 + 0, 4 + 1, 3 + 2, 2 + 3, 1 + 4, 0 + 5) Give each group five counters to assist them.

Name _____ Lesson 1-3

Add.

1.

0 + 6 = 6
1 + 5 = 6
2 + 4 = 6

3 + 3 = 6
4 + 2 = 6
5 + 1 = 6
6 + 0 = 6

2. 1 + 1 = 2 | 4 + 4 = 8 | 4 + 2 = 6
3. 2 + 2 = 4 | 5 + 5 = 10 | 5 + 2 = 7
4. 3 + 3 = 6 | 3 + 4 = 7 | 6 + 2 = 8

5.

8 + 1 = 9	0 + 2 = 2	4 + 0 = 4	7 + 1 = 8	1 + 6 = 7	9 + 1 = 10	3 + 5 = 8

6.

2 + 7 = 9	4 + 3 = 7	5 + 4 = 9	3 + 6 = 9	2 + 8 = 10	5 + 3 = 8	6 + 4 = 10

Solve.

7. Jim saw 4. Jan saw 5. They saw 9. 4 + 5 = 9
8. Maria picked 5. Lynn picked 3. They picked 8. 5 + 3 = 8

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2 Teach

Develop Skills and Concepts Give each student 6 counters. Have students lay out their counters in two groups. Stress that the groups do not have to be equal. For example, students can put 5 counters in one group and 1 in the other. Ask students how many are in each group as you develop all seven addition facts for 6. Have a student write each fact on the board as it is developed.

- Repeat this activity with 7 counters and then with 8.

3 Practice

Using page 5 Have students cover all of the blocks on the top of the page with their hand or a sheet of paper and tell how many blocks there are. (0) Have students remove the cover and tell how many blocks are shown. (6) Ask students the sum of 0 and 6. (6) Have students trace the 0 and the 6 and read the number sentence. Repeat for 1 + 5 = 6. Tell students that they are to complete the facts for a sum of 6 and then work the number sentences below those facts.

- Remind students that a fact can be written vertically. Tell students to work the two rows of vertical problems.
- Work through the first story problem with students and have them trace the numbers and the addition sign, and write the answer in the problem and in the solution statement. Tell students they are to write the addition sign in the circle of the second problem. Help students complete the problem.

Using page 6 Tell students to find the sum of each problem in the first three rows. Now, have students look at the first table at the bottom of the page. Tell students that if we have 2 and add 3 more, we have 5 altogether. Have students trace the 5. Ask students to tell the sum if we have 4 and add 3 more. (7) Have students write 7. Tell students that the next table asks them to give the sum if 4 is added, and in the last table, they are to add 5 to each number. Have students complete all three tables.

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CHAPTER 1

1-1 Numbers 0 Through 10

pages 1–2

1 Getting Started

Objectives

- To read numbers and number names 0 through 10
- To count 0 through 10 and write the number

Warm Up • Mental Math

Have students name the number that

1. tells their age
2. tells how many people are in their family
3. tells how many children are in their family
4. rhymes with eleven (7)
5. names no objects (0)
6. rhymes with sticks (6)

Warm Up • Number Sense

Have students count in unison from 0 to 10. Now, have a student name a number from 0 to 10. Have students begin with that number and count on through 10. Repeat for more review of counting on to 10. Repeat the exercise to have students write the numbers on the board.

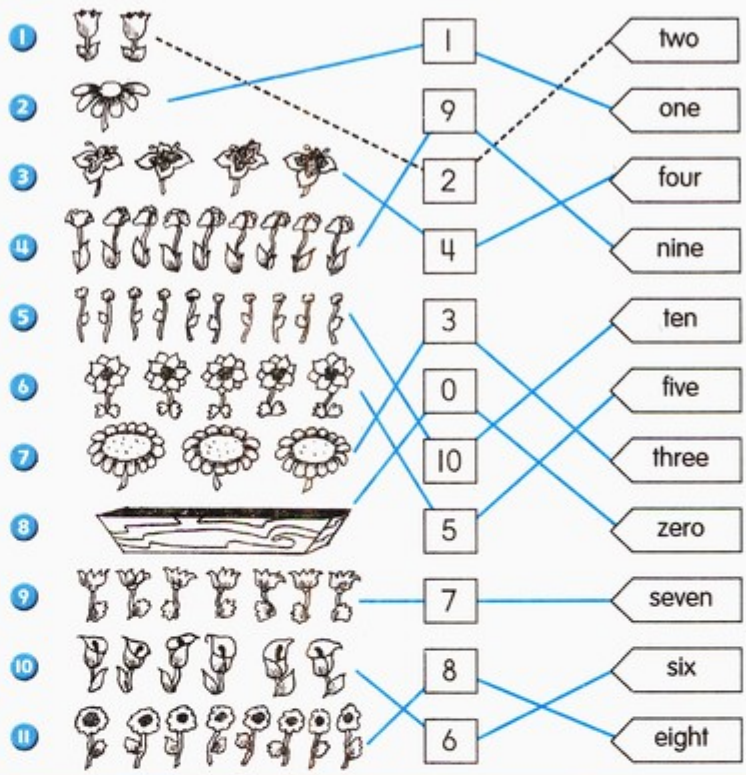
Name _____

Chapter 1

Basic Facts Through 10

Lesson 1-1

Match the set to the number.
Match the number to the number name.



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2 Teach

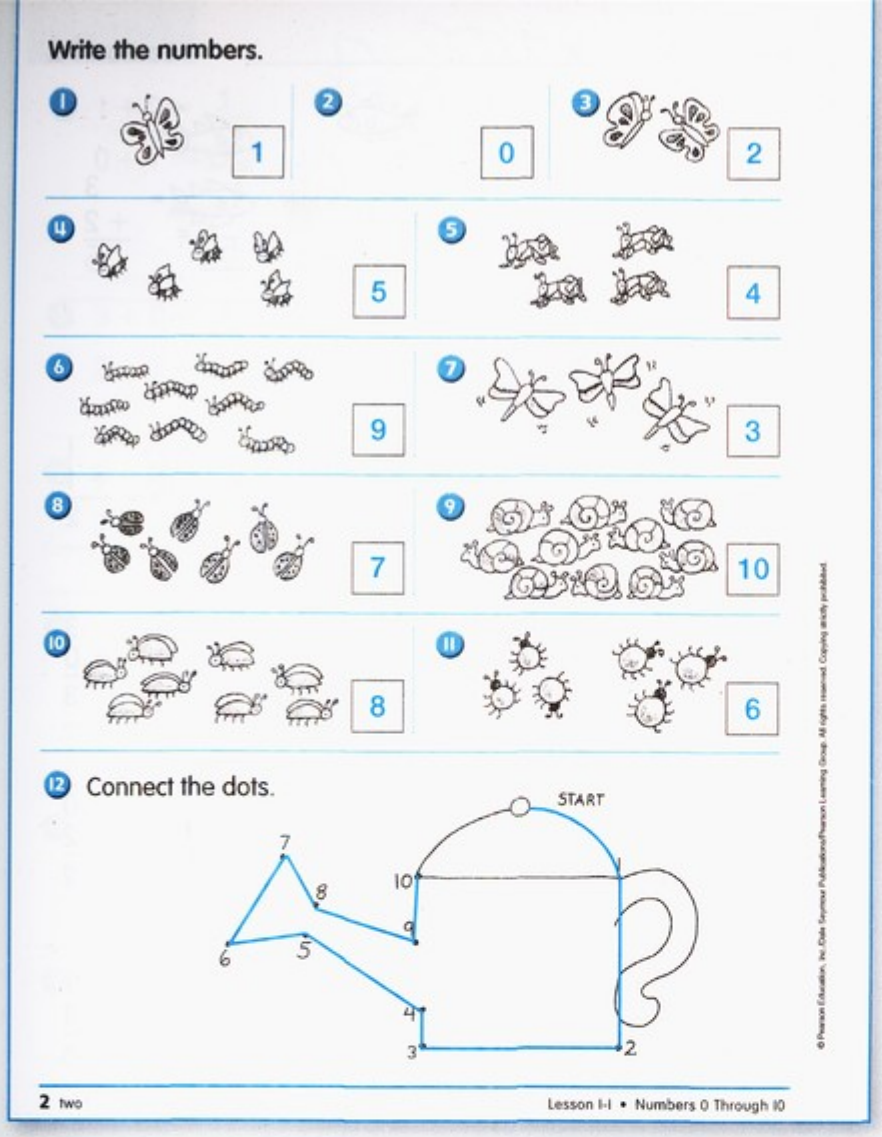
Develop Skills and Concepts Draw six circles on the board. Ask students to tell how many circles are drawn. Write **6** and **six** on the board and have students read the number and the number word. Write **four** on the board and have a student draw circles and write the number. (4)

- Continue for the other numbers from 0 to 10. When all numbers have been represented on the board, have students locate the numbers and number names on the board as you say them in random order.

3 Practice

Using page 1 Have students count the objects in the first group and trace the line to the 2. Tell students to trace the line from the number 2 to its number name. (two) Tell students that they are to draw a line from each group to the number that tells how many objects are in the group. Tell students they are then to draw a line from the number to its number name. Have students complete the exercises independently.

Using page 2 Tell students to write in each box the number that tells how many objects there are for Exercises 1–11. For Exercise 12, tell students to begin at start and connect the dots in order from 1 to 10. Have students complete the exercises independently.



4 Assess

Give each student a pair of number and number-name cards for 0 through 10. Draw three circles on the board and have students hold up the correct number card. Repeat this exercise with the numbers 7 and 10. Then, draw six squares on the board and have students hold up the correct number-name card. Repeat this exercise with the numbers 2 and 5.

For Mixed Abilities

Common Errors • Intervention

Watch for students who write numbers backward. Write the numbers on the board and have students dip their pointing fingers in a cup of water and trace over the numbers, one at a time, with slippery fingers.

Enrichment • Number Sense

1. Have students cut pictures of objects from catalogs or magazines to show each number from 0 to 10. They should then write the number beside each group.
2. Ask students to make a dot-to-dot picture for the numbers 0 through 10. Then, tell them to have a friend connect the dots.
3. Have students play a matching game with a friend. They should lay all number and number-name cards for 0 through 10 facedown. Students will take turns turning over the cards and matching the numbers to their names.

More to Explore • Application

Play Simon Says using directions that require counting movements a specified number of times. For example, say, *Simon says jump 10 times*, and have students count aloud. Then, say, *Simon says clap 8 times. Hold up 4 fingers.* Students holding up fingers would be out of the game because it was not prefaced with "Simon says." Continue playing and counting until only one person remains.

As a variation, do a movement such as touching shoulders many times in succession while children count silently. Have a student imitate the movement the same number of times while students count aloud. Continue having one student lead the movements a number of times and another student try to duplicate the movements.

1-2 Sums Through 5

pages 3–4

1 Getting Started

Objective
- To review addition facts for sums through 5

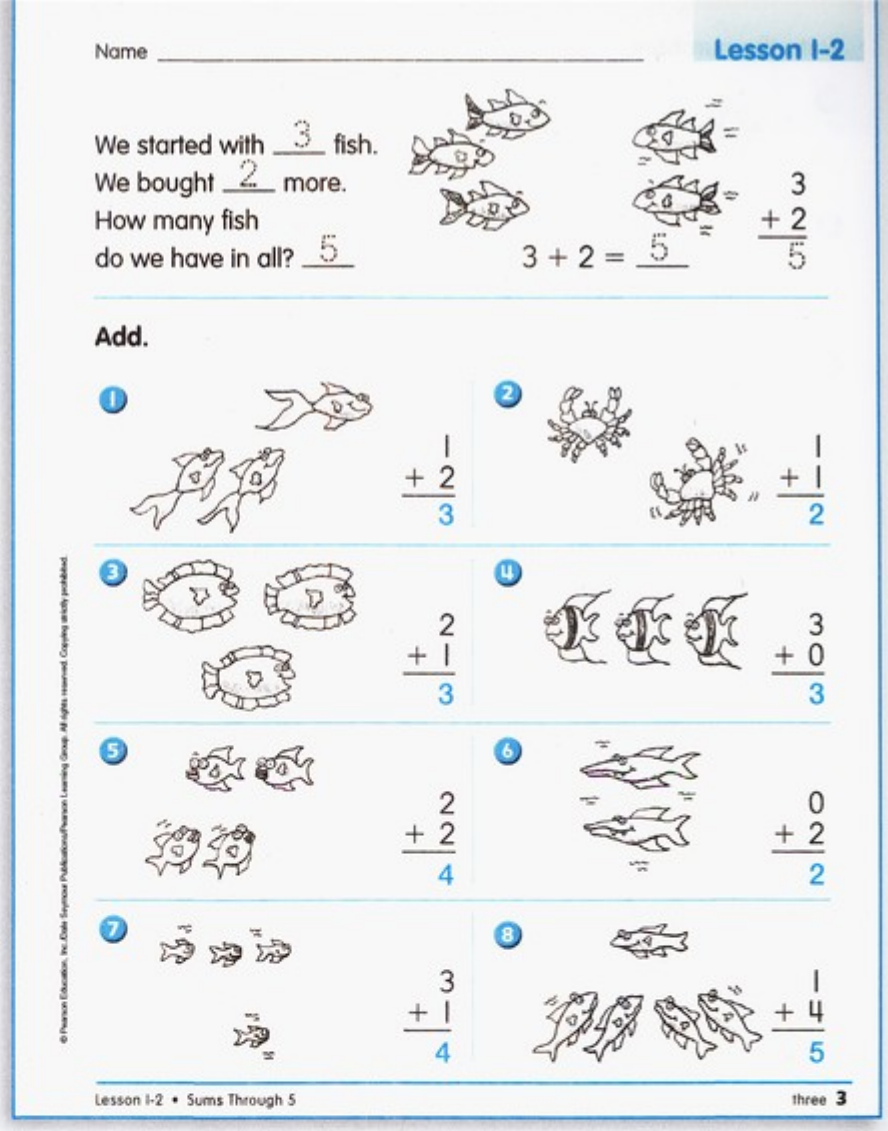
Vocabulary
sum, + (plus sign), = (equals sign), addition

Materials
*number and number-name cards for 0 through 10

Warm Up • Mental Math
Have students name the number that

1. comes before 6 (5)
2. follows 9 (10)
3. comes first in their phone number
4. comes last in their phone number
5. is 1 more than 8 (9)
6. comes before 1 (0)
7. rhymes with late (8)
8. is at the bottom of a clock face (6)

Warm Up • Number Sense
Combine number and number-name cards for 0 through 10. Have a student pick a card and illustrate the number on the board by drawing Xs, circles, or other objects. Continue until all students have participated.


Name _____ Lesson 1-2

We started with 3 fish.
We bought 2 more.
How many fish do we have in all? 5

3 + 2 = 5

$\begin{array}{r} 3 \\ +\ 2 \\ \hline 5 \end{array}$

Add.

1. $\begin{array}{r} 1 \\ +\ 2 \\ \hline 3 \end{array}$
2. $\begin{array}{r} 1 \\ +\ 1 \\ \hline 2 \end{array}$
3. $\begin{array}{r} 2 \\ +\ 1 \\ \hline 3 \end{array}$
4. $\begin{array}{r} 3 \\ +\ 0 \\ \hline 3 \end{array}$
5. $\begin{array}{r} 2 \\ +\ 2 \\ \hline 4 \end{array}$
6. $\begin{array}{r} 0 \\ +\ 2 \\ \hline 2 \end{array}$
7. $\begin{array}{r} 3 \\ +\ 1 \\ \hline 4 \end{array}$
8. $\begin{array}{r} 1 \\ +\ 4 \\ \hline 5 \end{array}$

Lesson 1-2 • Sums Through 5 three 3

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2 Teach

Develop Skills and Concepts Write **3 and 1 more is 4** on the board. Then, write **3 + 1 = 4** on the board. Make sure that when you write the number sentence, the addition sign is directly under the word *and* and the equals sign is directly under the word *is*.

- Tell students this is a number sentence and is a shorter way to write 3 and 1 more is 4. Point to each part of the number sentence as you read it to students, *3 plus 1 equals 4*. Tell students the equals sign tells us that 3 + 1 is the same as 4.
- Write **4 and 1 more is 5** on the board and ask a volunteer to write the number sentence. (4 + 1 = 5) Have students read this number sentence with you. (4 plus 1 equals 5.) Repeat this activity for "2 and 3 more is 5."

3 Practice

Using page 3 Have students tell about the picture at the top of the page. Read the first sentence telling how many fish we started with. Have students trace the 3. Continue reading with students as they trace the 2 and the 5. Help students read the number sentence and vertical problem. Then, have them trace the 5 in each. Tell students to write the sum for each problem on the page. Have students complete the exercises independently.

Using page 4 Have students complete the number sentences to find all the ways to show a sum of 1, 2, 3, 4, and 5. Tell students to find the sums for each problem in Exercises 6 and 7. Have students complete the exercises independently.

*indicates teacher demonstration materials

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