

School-Home Letter

Dear Family,

My class started Chapter 5 this week. In this chapter, I will learn how to show addition.

Love, _____

Vocabulary

add to put together one set with another set



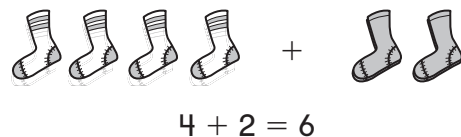
plus (+) a symbol that shows addition

plus

$$3 + 2 = 5$$

Home Activity

Invite your child to act out addition word problems. For example, your child can show you four socks, add two more socks, and then tell you the addition sentence.



$$4 + 2 = 6$$

Literature

Look for these books at the library. You and your child will enjoy counting and adding objects in these interactive books.

Rooster's Off to See the World

by Eric Carle.
Simon & Schuster, 1991.

Anno's Counting Book

by Mitsumasa Anno.
HarperCollins, 1986.

Carta para la casa

Querida familia:

Mi clase comenzó el Capítulo 5 esta semana. En este capítulo aprenderé todo sobre la suma.

Con cariño, _____

Vocabulario

sumar agregar un conjunto a otro

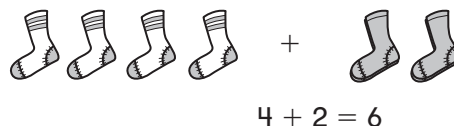


más (+) signo que indica suma

más
↓
 $3 + 2 = 5$

Actividad para la casa

Anime a su hijo a representar problemas de suma. Por ejemplo, puede mostrar cuatro calcetines, agregar dos calcetines más y luego decir el enunciado de la suma.



Busquen otros objetos que puedan usarse para representar cuentos de resta.

Literatura

Busquen estos libros en la biblioteca. Usted y su hijo disfrutarán estos libros interactivos que sirven para reforzar las destrezas de suma.

Rooster's Off to See the World

por Eric Carle.
Simon & Schuster,
1991.

Anno's Counting Book

by Mitsumasa Anno.
HarperCollins,
1986.

Name _____

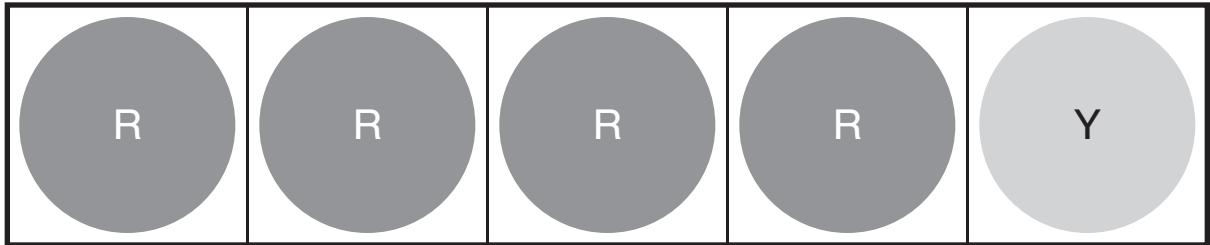
Lesson 5.1

Addition: Add To



COMMON CORE STANDARD MACC.K.OA.1.1

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

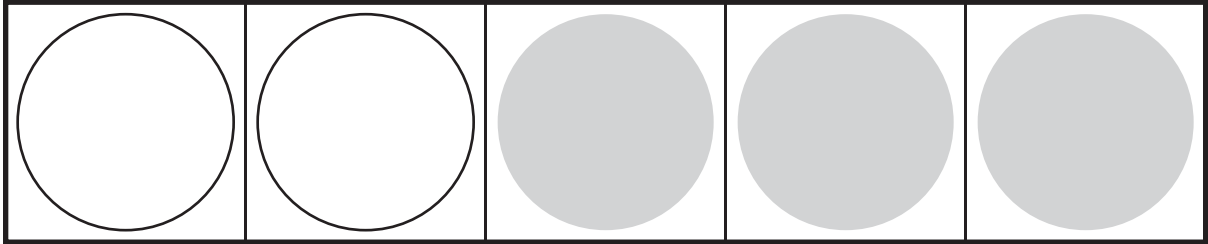


and



DIRECTIONS 1. There are four red counters in the five frame. One yellow counter is added. R is for red, and Y is for yellow. How many of each color counter? Write the numbers. 2. Write the number that shows how many counters are in the five frame now.

Lesson Check (MACC.K.OA.1.1)



2 and 0



2 and 1



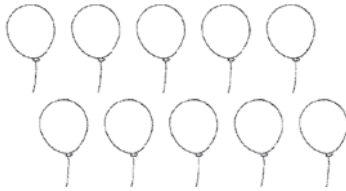
2 and 2



2 and 3



Spiral Review (MACC.K.CC.1.3, MACC.K.CC.3.6)



7



8



9



10



2



3



4



5



DIRECTIONS 1. Which shows the gray counters being added to the five frame? Mark under your answer. (Lesson 5.1) 2. Count and tell how many balloons. Mark under your answer. (Lesson 4.2) 3. Mark under the number that is less than the number of shells. (Lesson 2.5)

Name _____

HANDS ON

Lesson 5.2

Addition: Put Together



COMMON CORE STANDARD MACC.K.OA.1.1

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



Y	Y	Y	R	R
R	R	R		

3

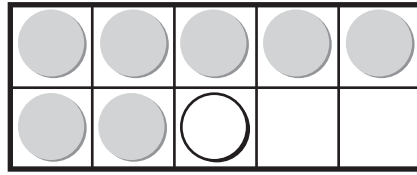
and

5



DIRECTIONS Roy has three yellow counters and five red counters. How many counters does he have in all? I. Place counters in the ten frame to model the sets that are put together. Y is for yellow, and R is for red. Write the numbers and trace the symbol. Write the number to show how many in all.

Lesson Check (MACC.K.OA.1.1)



$5 + 2$

$5 + 3$

$7 + 1$

$7 + 2$

Spiral Review (MACC.K.CC.1.2, MACC.K.CC.3.6)



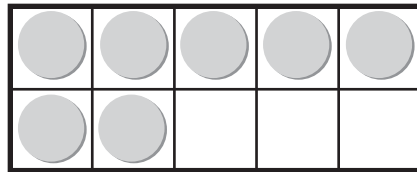
5 6 7 8 _____ 10

6

7

8

9



5

6

7

9

DIRECTIONS 1. Which numbers show the sets that are put together? Mark under your answer. (Lesson 5.2) 2. Count forward. Mark under the number that fills the space. (Lesson 4.4) 3. Meg has seven counters. Paul has a number of counters two less than seven. Mark under the number that shows how many counters Paul has. (Lesson 3.9)

Name _____

PROBLEM SOLVING

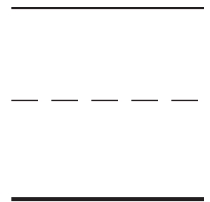
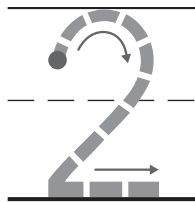
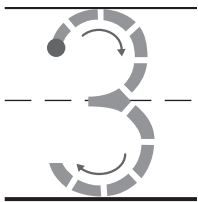
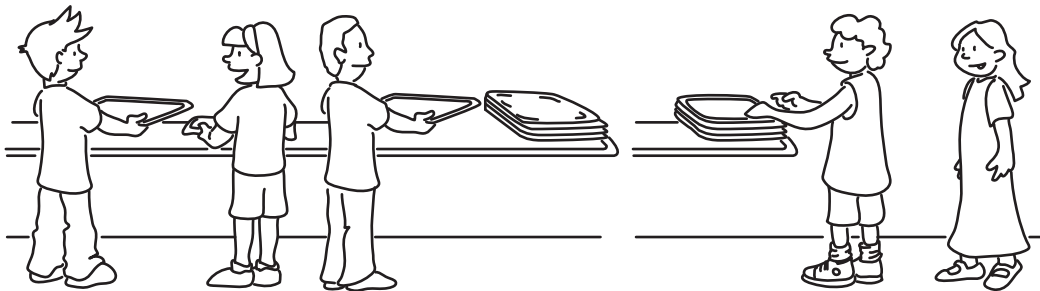
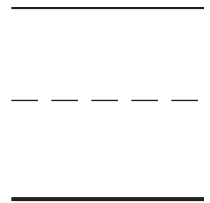
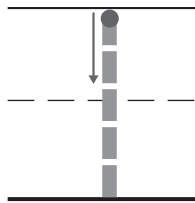
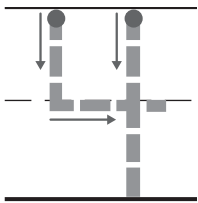
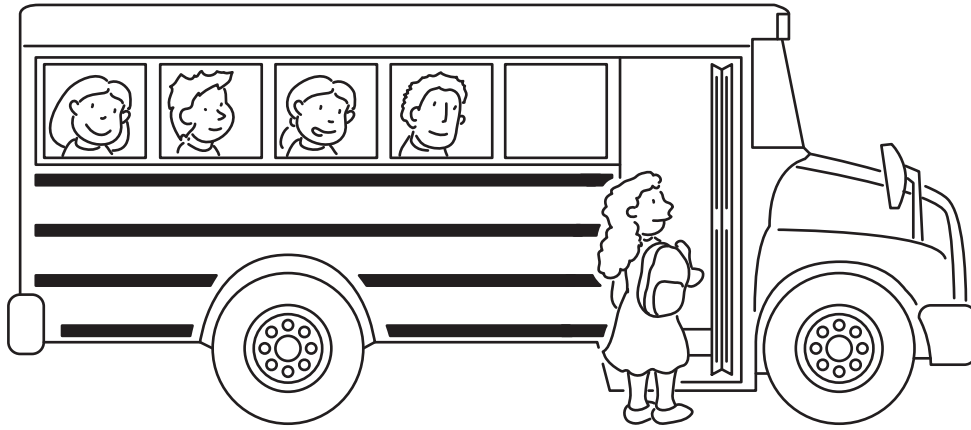
Lesson 5.3

Problem Solving • Act Out

Addition Problems



COMMON CORE STANDARD MACC.K.OA.1.1
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



DIRECTIONS 1–2. Tell an addition word problem about the children. Trace the numbers and the symbols. Write the number that shows how many children in all.

Lesson Check (MACC.K.OA.1.1)



$$3 + 2 = \underline{\quad}$$

5



4



3



2



Spiral Review (MACC.K.CC.1.3, MACC.K.CC.3.6)



three



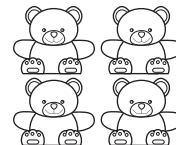
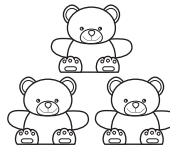
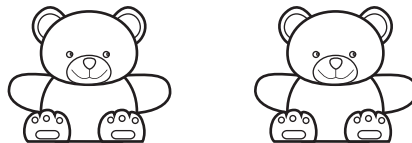
four



five



six



DIRECTIONS 1. How many cats are there in all? Mark under your answer. (Lesson 5.3)
2. Count and tell how many tigers. Mark under your answer. (Lesson 3.2) 3. Mark under the set that has the same number of objects. (Lesson 2.1)

Name _____

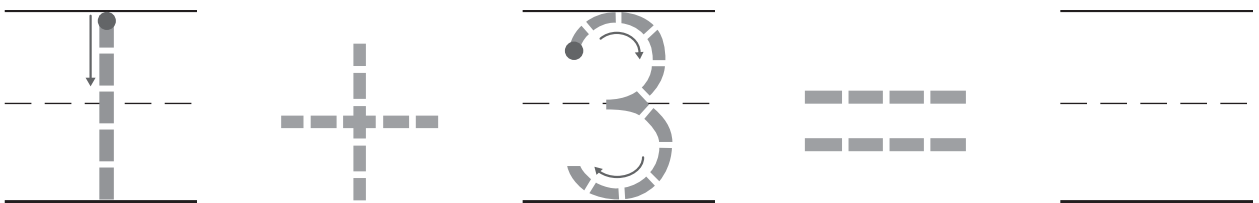
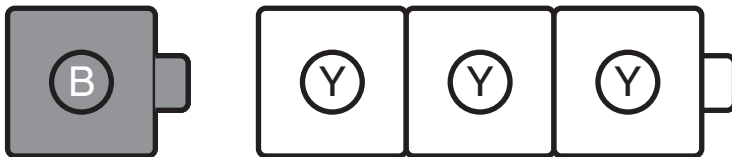
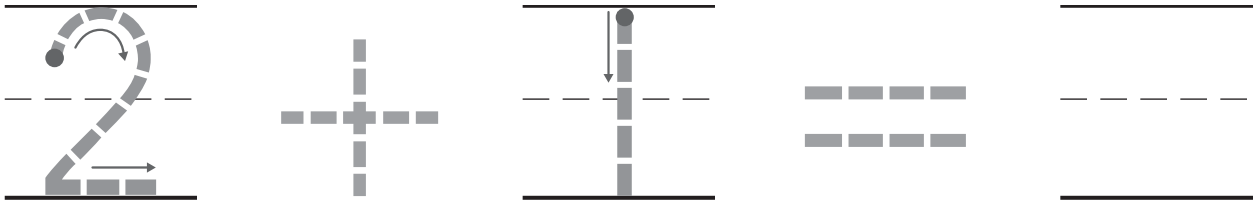
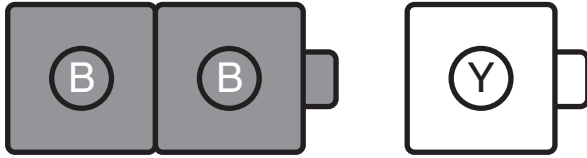
HANDS ON Lesson 5.4

Algebra • Model and Draw Addition Problems



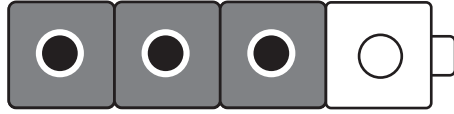
COMMON CORE STANDARD MACC.K.OA.1.5

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



DIRECTIONS 1–2. Place cubes as shown. B is for blue, and Y is for yellow. Tell an addition word problem. Model to show the cubes put together. Draw the cube train. Trace and write to complete the addition sentence.

Lesson Check (MACC.K.OA.1.5)



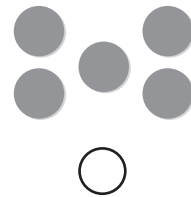
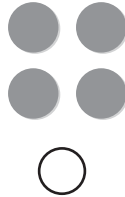
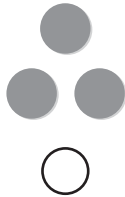
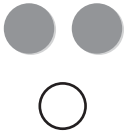
$2 + 1 = 3$

$3 + 1 = 4$

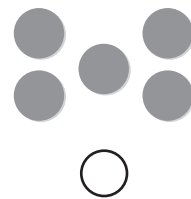
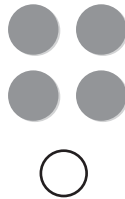
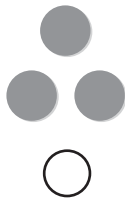
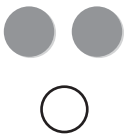
$2 + 3 = 5$

$3 + 2 = 5$

Spiral Review (MACC.K.CC.1.3, MACC.K.CC.2.5)



4



DIRECTIONS 1. Which addition sentence shows the cubes being put together? Mark beside your answer. (Lesson 5.4) 2. How many more counters would you place to model a way to make 7? Mark under your answer. (Lesson 3.3) 3. Mark under the set that shows the number. (Lesson 1.4)

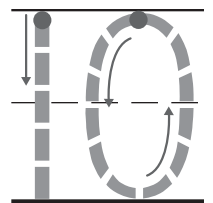
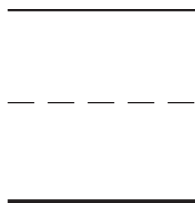
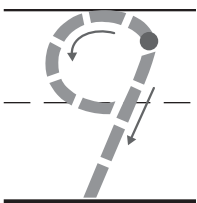
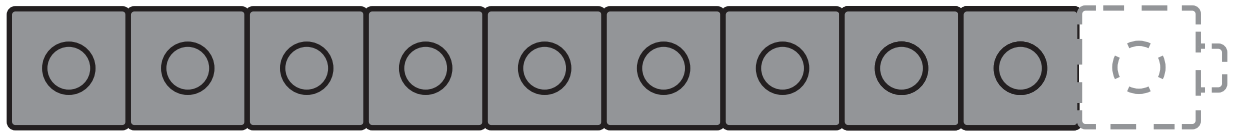
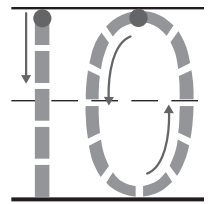
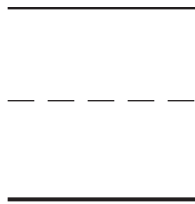
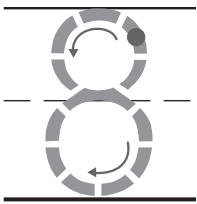
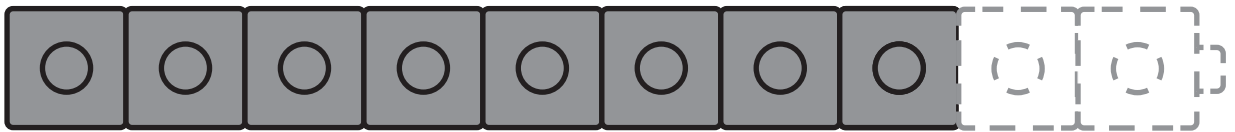
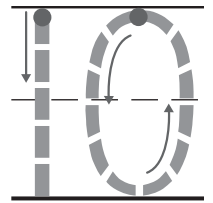
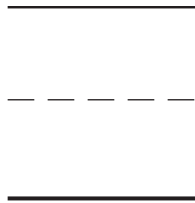
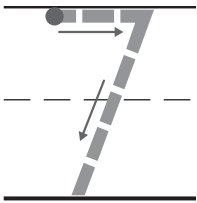
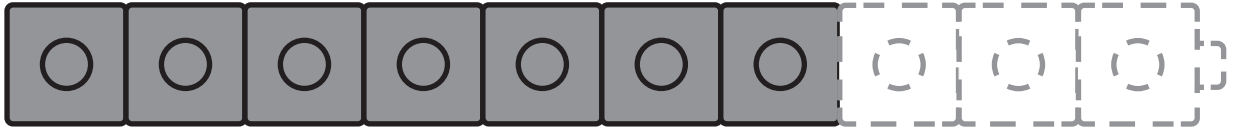
Name _____

Algebra • Write Addition Sentences for 10



COMMON CORE STANDARD MACC.K.OA.1.4

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



DIRECTIONS 1–3. Look at the cube train. How many gray cubes do you see? How many blue cubes do you need to add to make 10? Use blue to color those cubes. Write and trace to show this as an addition sentence.

Lesson Check (MACC.K.OA.1.4)



$$8 + \underline{\quad} = 10$$

- 2 3 4 5





Spiral Review (MACC.K.CC.3.6, MACC.K.CC.3.7)



5

- 4 6 8 9



- 
 
 
 

DIRECTIONS 1. Mark under the number that makes 10 when put together with the given number. (Lesson 5.5) 2. Which number is less than 5? Mark under your answer. (Lesson 4.7) 3. Which cube train has the same number of cubes? Mark under your answer. (Lesson 2.4)

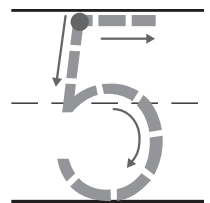
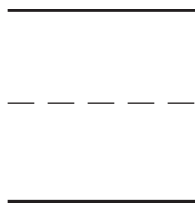
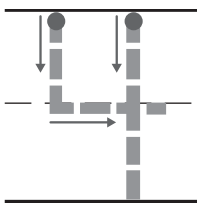
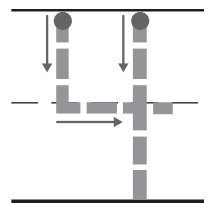
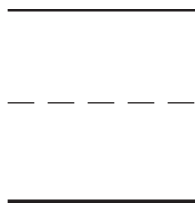
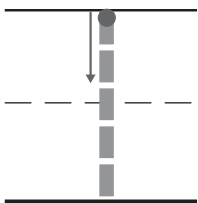
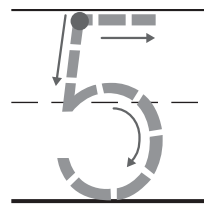
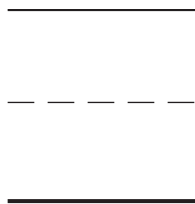
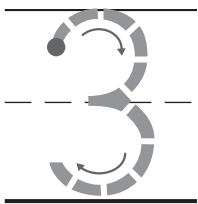
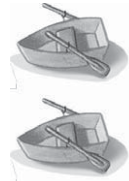
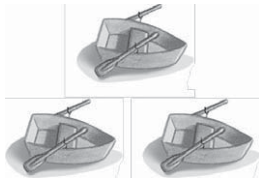
Name _____

Algebra • Write Addition Sentences



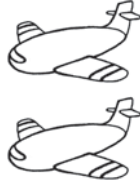
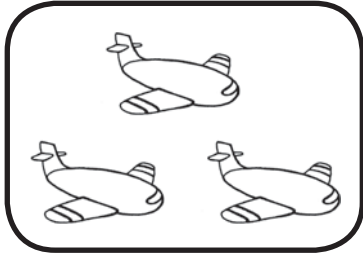
COMMON CORE STANDARD MACC.K.OA.1.5

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



DIRECTIONS 1–3. Tell an addition word problem about the sets. Circle the set you start with. How many are being added to the set? How many are there now? Write and trace to complete the addition sentence.

Lesson Check (MACC.K.OA.1.5)



$$3 + \underline{\quad} = 5$$

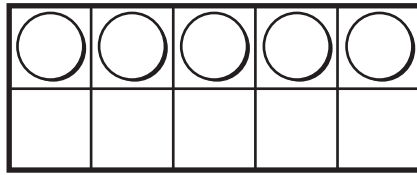
1

2

3

4

Spiral Review (MACC.K.CC.1.3, MACC.K.CC.2.5)

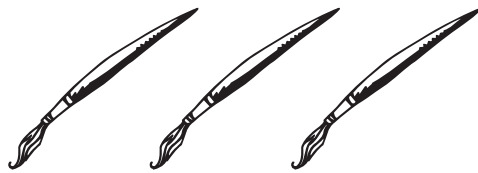


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1

2

3

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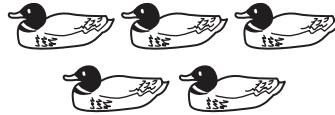
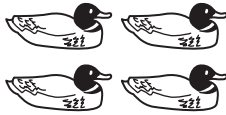
DIRECTIONS 1. Which number completes the addition sentence about the sets of airplanes? Mark under your answer. (Lesson 5.6) 2. How many more counters would you place to model a way to make 8? Mark under your answer. (Lesson 3.5) 3. How many paintbrushes are there? Mark under your answer. (Lesson 1.4)

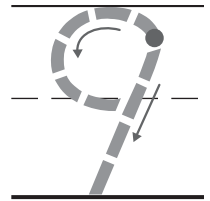
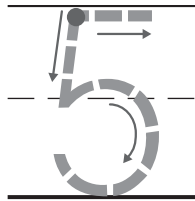
Name _____

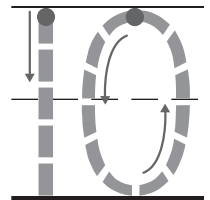
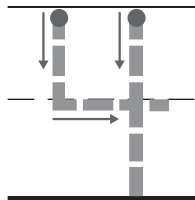
Algebra • Write More Addition Sentences

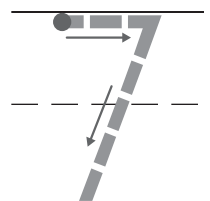
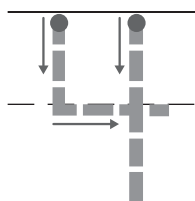


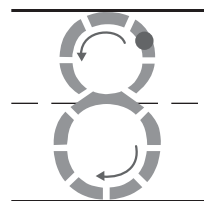
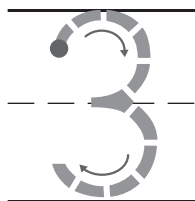
COMMON CORE STANDARD MACC.K.OA.1.2
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.





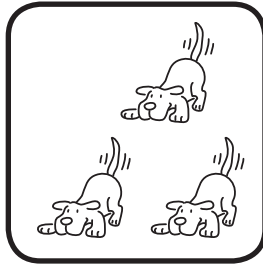
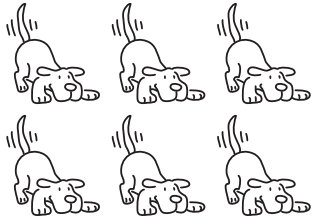






DIRECTIONS 1–4. Tell an addition word problem. Circle the set being added. How many are in the set to start with? Write and trace to complete the addition sentence.

Lesson Check (MACC.K.OA.1.2)



$$\underline{\quad\quad} + 3 = 9$$

3



4



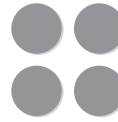
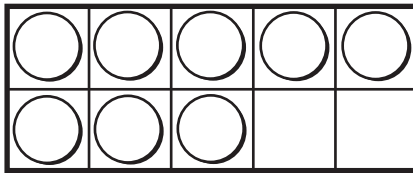
5



6



Spiral Review (MACC.K.CC.2.4b, MACC.K.CC.2.5)



2



3



4



5



DIRECTIONS 1. Which number completes the addition sentence about the sets of dogs? Mark under your answer. (Lesson 5.7) 2. How many more counters would you place to model a way to make 9? Mark under your answer. (Lesson 3.7) 3. Count and tell how many trumpets. Mark under your answer. (Lesson 1.6)

Name _____

HANDS ON Lesson 5.8

Algebra • Number Pairs to 5



COMMON CORE STANDARD MACC.K.OA.1.3

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



3

==

+



4

==

+



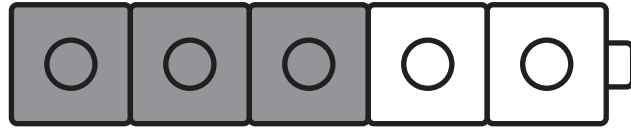
5

==

+

DIRECTIONS 1–3. Look at the number at the beginning of the addition sentence. Place two colors of cubes on the cube train to show a number pair for that number. Complete the addition sentence to show a number pair. Color the cube train to match the addition sentence.

Lesson Check (MACC.K.OA.1.3)



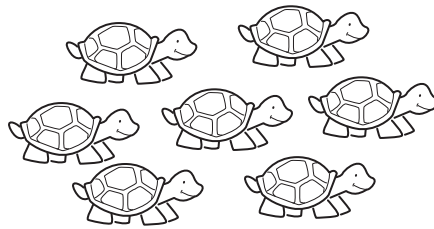
$5 = 1 + 4$

$6 = 1 + 5$

$5 = 3 + 2$

$6 = 2 + 4$

Spiral Review (MACC.K.CC.2.5, MACC.K.CC.3.6)

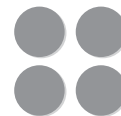


5

6

7

8



DIRECTIONS 1. Which addition sentence shows a pair of numbers that matches the cube train? Mark beside your answer. (Lesson 5.8) 2. Mark under the number that is greater than the number of turtles. (Lesson 4.6) 3. How many more counters would you place to model a way to make 6? Mark under your answer (Lesson 3.1)

Name _____

HANDS ON Lesson 5.9

Algebra • Number Pairs for 6 and 7



COMMON CORE STANDARD MACC.K.OA.1.3

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



6

=

+



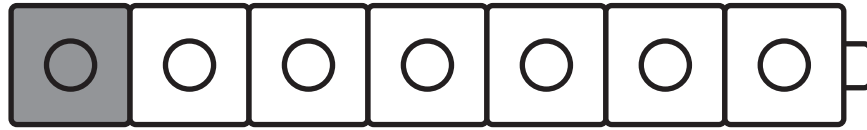
7

=

+

DIRECTIONS 1–2. Look at the number at the beginning of the addition sentence. Place two colors of cubes on the cube train to show a number pair for that number. Complete the addition sentence to show a number pair. Color the cube train to match the addition sentence.

Lesson Check (MACC.K.OA.1.3)



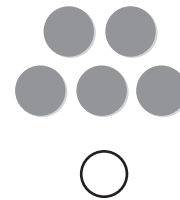
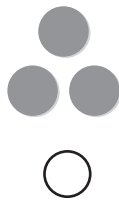
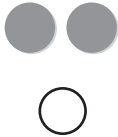
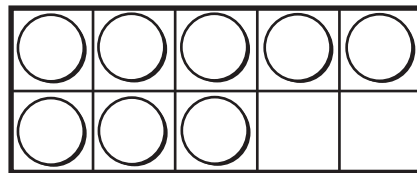
$6 = 1 + 5$

$7 = 1 + 6$

$6 = 2 + 4$

$7 = 3 + 4$

Spiral Review (MACC.K.CC.2.5, MACC.K.CC.1.3)



four

five

six

seven

DIRECTIONS 1. Which addition sentence shows a pair of numbers that matches the cube train? Mark beside your answer. (Lesson 5.9) 2. How many more counters would you place to model a way to make 10? Mark under your answer. (Lesson 4.1) 3. Count and tell how many hats. Mark under your answer. (Lesson 3.4)

Name _____

HANDS ON

Lesson 5.10

Algebra • Number Pairs for 8

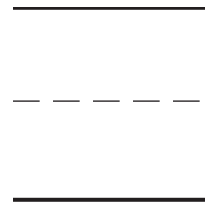
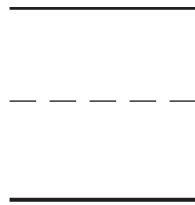


COMMON CORE STANDARD MACC.K.OA.1.3

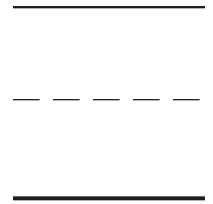
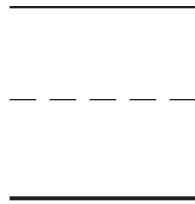
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



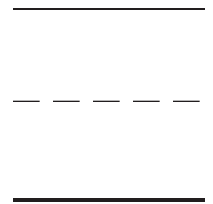
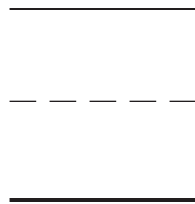
8



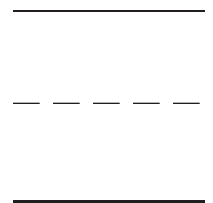
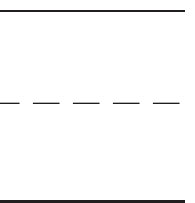
8



8

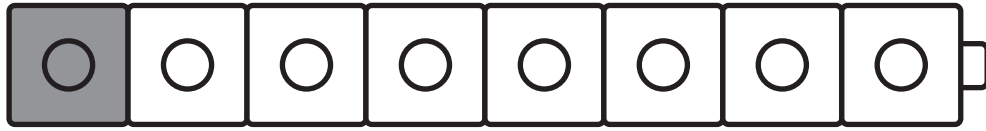


8



DIRECTIONS Use two colors of cubes to make a cube train to show the number pairs that make 8. 1–4. Complete the addition sentence to show a number pair for 8. Color the cube train to match the addition sentence in Exercise 4.

Lesson Check (MACC.K.OA.1.3)



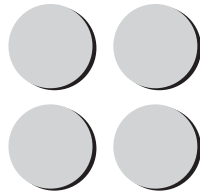
$8 = 1 + 7$

$9 = 1 + 8$

$8 = 6 + 2$

$9 = 7 + 2$

Spiral Review (MACC.K.CC.3.6, MACC.K.OA.1.3)



2

3

4

5



DIRECTIONS 1. Which addition sentence shows a pair of numbers that matches the cube train? Mark beside your answer. (Lesson 5.10) 2. Mark under the number that is greater than the number of counters. (Lesson 2.2) 3. How many more counters would you place in the five frame to show a way to make 5? Mark under your answer. (Lesson 1.7)

Name _____

HANDS ON

Lesson 5.11

Algebra • Number Pairs for 9



COMMON CORE STANDARD MACC.K.OA.1.3

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



9

=

+



9

=

+



9

=

+



9

=

+

DIRECTIONS Use two colors of cubes to make a cube train to show the number pairs that make 9. 1–4. Complete the addition sentence to show a number pair for 9. Color the cube train to match the addition sentence in Exercise 4.

Lesson Check (MACC.K.OA.1.3)



$5 = 4 + 1$

$8 = 5 + 3$

$7 = 4 + 3$

$9 = 5 + 4$

Spiral Review (MACC.K.CC.1.3, MACC.K.CC.3.6)



8

7

6

5



2

3

4

5



DIRECTIONS 1. Which addition sentence shows a pair of numbers that matches the cube train? Mark beside your answer. (Lesson 5.11) 2. Count how many birds. Mark under your answer. (Lesson 3.6) 3. Mark under the number that is less than the number of counters. (Lesson 2.3)

Name _____

HANDS ON

Lesson 5.12

Algebra • Number Pairs for 10



COMMON CORE STANDARD MACC.K.OA.1.3

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



10

=

+



10

=

+



10

=

+



10

=

+

DIRECTIONS Use two colors of cubes to build a cube train to show the number pairs that make 10. 1–4. Complete the addition sentence to show a number pair for 10. Color the cube train to match the addition sentence in Exercise 4.

Lesson Check (MACC.K.OA.1.3)



$7 = 3 + 4$

$9 = 6 + 3$

$7 = 5 + 2$

$10 = 7 + 3$

Spiral Review (MACC.K.CC.2.4c, MACC.K.OA.1.4)



5, 3, 4, 1, 2

1, 2, 4, 5, 3

1, 2, 3, 4, 5

3, 5, 1, 2, 4



DIRECTIONS 1. Which addition sentence shows a pair of numbers that matches the cube train? Mark beside your answer. (Lesson 5.12) 2. Which set of numbers is in order? Mark beside your answer. (Lesson 1.8) 3. Which cube train shows a way to make 10? Mark beside your answer. (Lesson 4.3)

Name _____

COMMON CORE STANDARDS MACC.K.OA.1.1,
MACC.K.OA.1.2, MACC.K.OA.1.3, MACC.K.OA.1.4,
MACC.K.OA.1.5

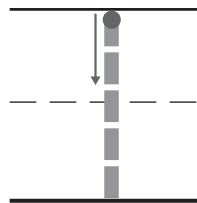
Chapter 5 Extra Practice

Lessons 5.1 - 5.3 (pp. 169-180)



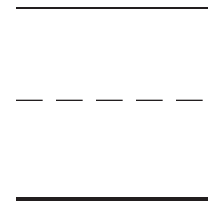
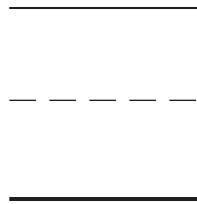
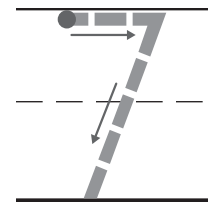
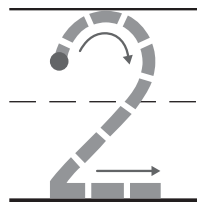
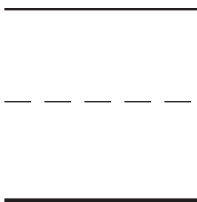
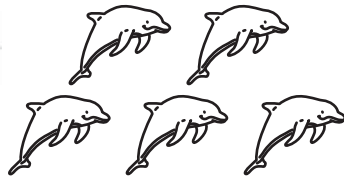
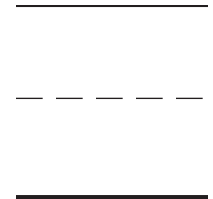
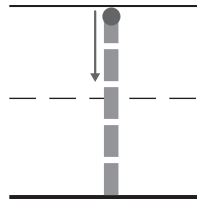
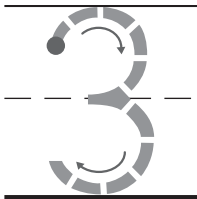
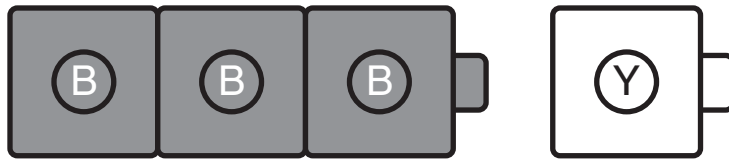
R	R	R	R	Y
Y	Y	Y	Y	Y

and



DIRECTIONS 1. Place counters in the ten frame as shown. R is for red, and Y is for yellow. How many of each color counter? Write the numbers. 2. Tell an addition word problem about the puppies. Trace the numbers and the symbols. Write the number that shows how many puppies there are now.

Lesson 5.4 - 5.12 (pp. 181-216)



DIRECTIONS 1. Place cubes as shown. B is for blue, and Y is for yellow. Tell an addition word problem. Model to show the cubes put together. Draw the cube train. Trace and write to complete the addition sentence. 2. Tell an addition word problem. Circle the set being added. Write and trace to complete the addition sentence. 3. Use two colors of cubes to build a cube train to show a number pair that makes 10. Complete the addition sentence to show a number pair for 10. Color the cube train to match the addition sentence.