

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

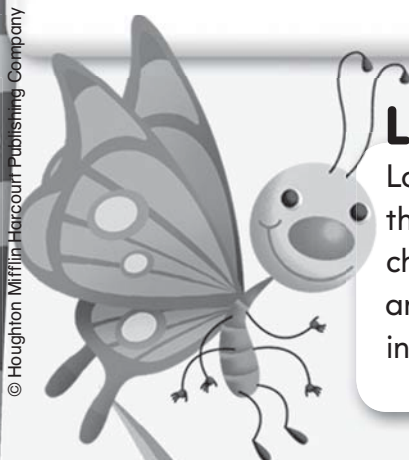
Look for these books at the library. You and your child will enjoy counting and adding objects in these interactive books.

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.



$$4 + 2 = 6$$

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

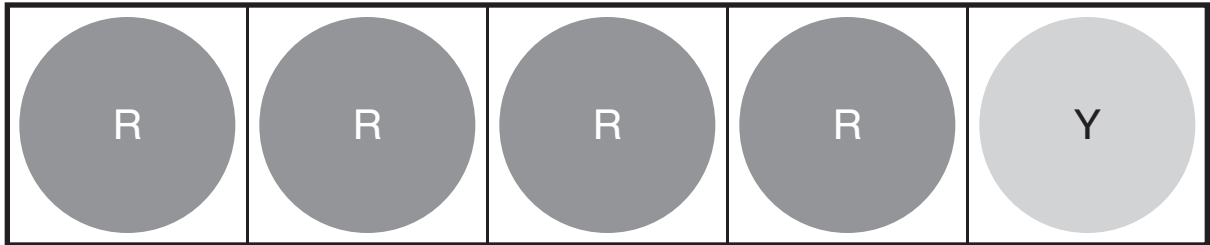
by Mitsumasa Anno.
HarperCollins,
1986.

Name _____

Addition: Add To



COMMON CORE STANDARD—K.OA.1
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

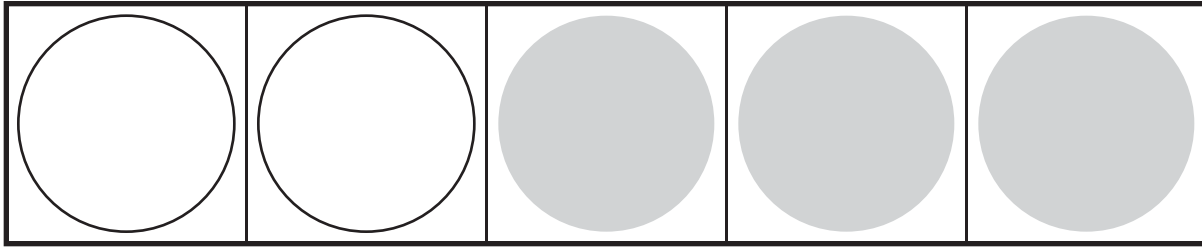


and



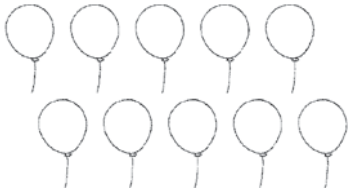
DIRECTIONS 1. There are four red counters in the five frame. One yellow counter is added. R is for red, and Y is for yellow. How many are there of each color counter? Write the numbers. 2. Write the number that shows how many counters are in the five frame now.

Lesson Check (K.OA.1)



and

Spiral Review (K.CC.3, K.CC.6)







DIRECTIONS 1. How many of each color counter? Write the numbers.
2. Count and tell how many balloons. Write the number. 3. Count and tell how many in each set. Write the numbers. Compare the numbers. Circle the number that is less.

Name _____

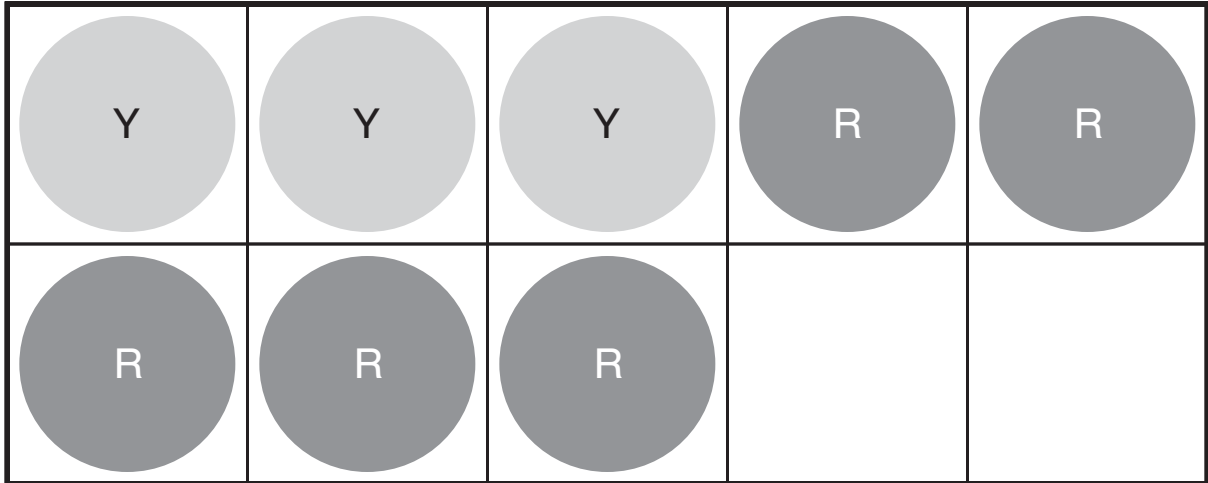
HANDS ON

Lesson 5.2

Addition: Put Together



COMMON CORE STANDARD—K.OA.1
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



3

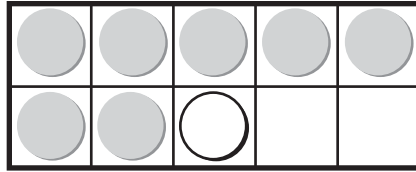
and

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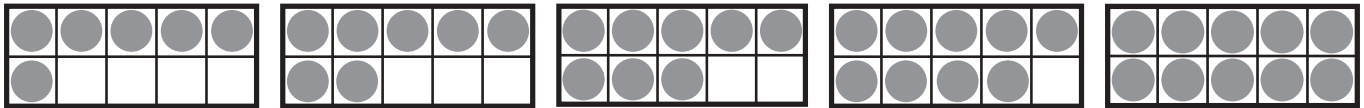
DIRECTIONS Roy has three yellow counters and five red counters. How many counters does he have in all? I. Place counters in the ten frame to model the sets that are put together. Y is for yellow, and R is for red. Write the numbers and trace the symbol. Write the number to show how many in all.

Lesson Check (K.OA.1)



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_____		_____

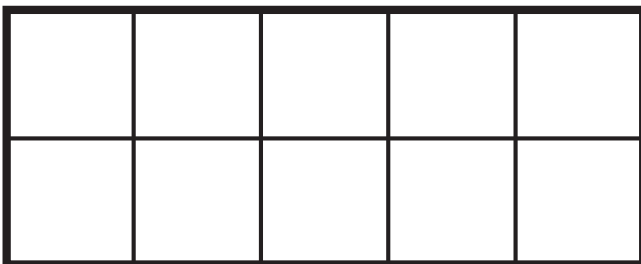
Spiral Review (K.CC.2, K.CC.6)



6

8

10



DIRECTIONS 1. What numbers show the sets that are put together? Write the numbers and trace the symbol. 2. Count the dots in the ten frames. Begin with 6. Write the numbers in order as you count forward. 3. Paul has a number of counters two less than seven. Draw the counters in the ten frame. Write the number.

Name _____

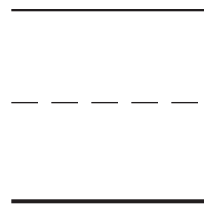
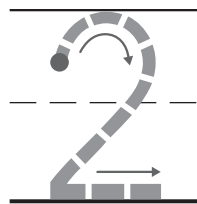
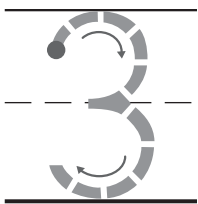
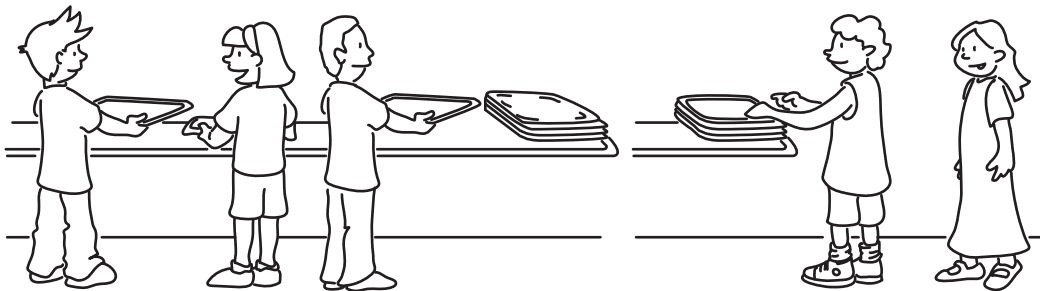
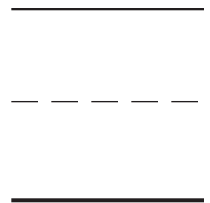
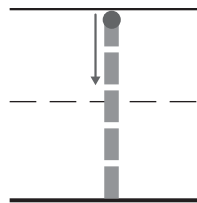
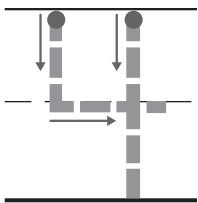
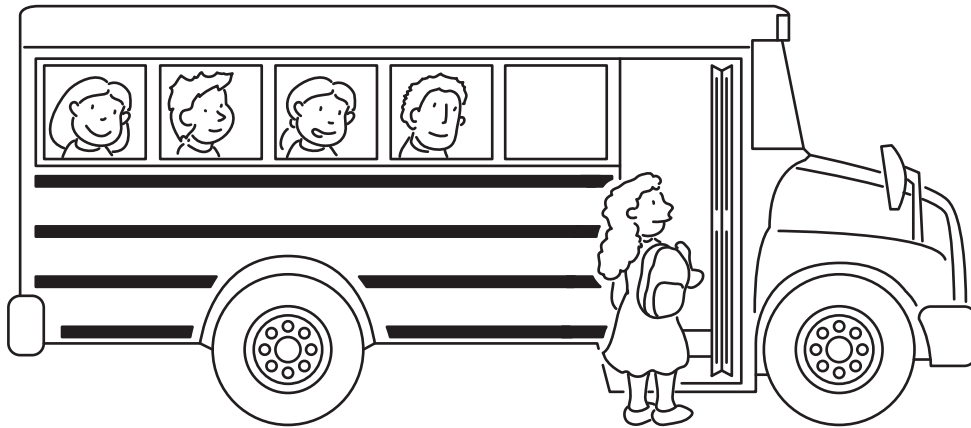
PROBLEM SOLVING

Lesson 5.3

Problem Solving • Act Out Addition Problems

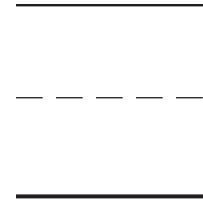
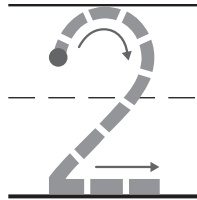
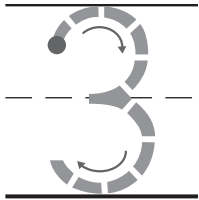


COMMON CORE STANDARD—K.OA.1
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

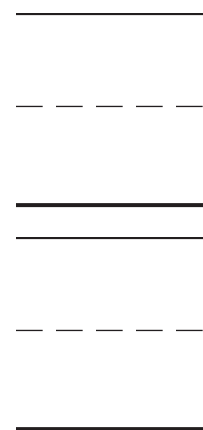
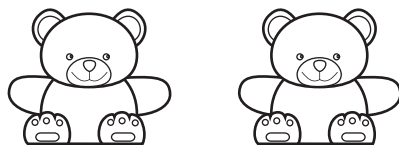
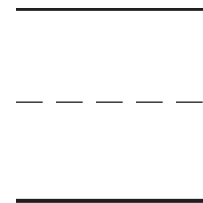
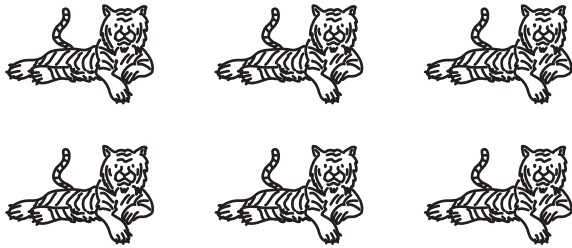


DIRECTIONS 1–2. Tell an addition word problem about the children. Trace the numbers and the symbols. Write the number that shows how many children in all.

Lesson Check (K.OA.1)



Spiral Review (K.CC.3, K.CC.6)



DIRECTIONS 1. Tell an addition word problem. Trace the numbers and the symbols. Write the number that shows how many cats in all. 2. Count and tell how many tigers. Write the number. 3. Count how many bears. Write the number. Draw to show a set of counters that has the same number as the set of bears. Write the number.

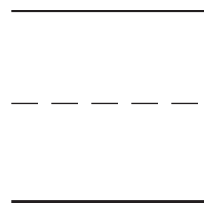
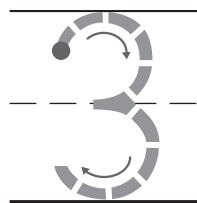
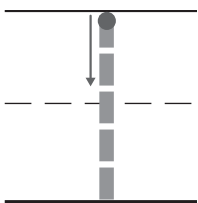
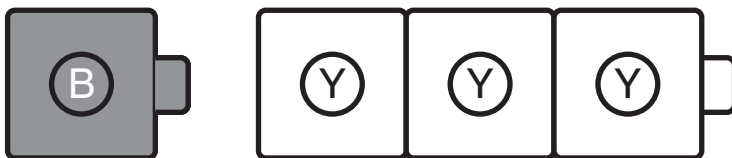
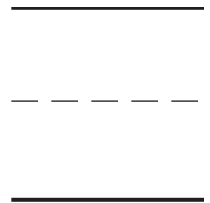
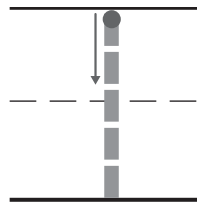
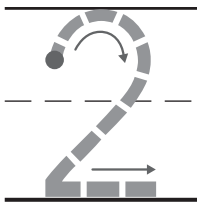
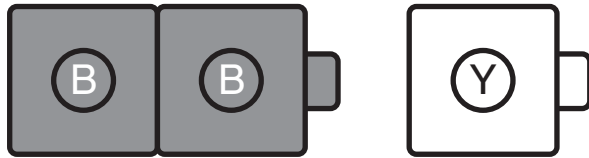
Name _____

HANDS ON Lesson 5.4

Algebra • Model and Draw Addition Problems

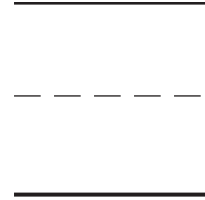
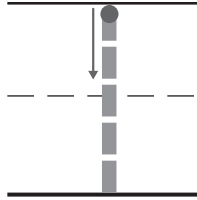
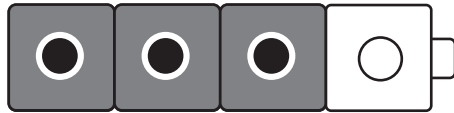


COMMON CORE STANDARD—K.OA.5
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



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 the sum to complete the addition sentence.

Lesson Check (K.OA.5)



Spiral Review (K.CC.3, K.CC.5)





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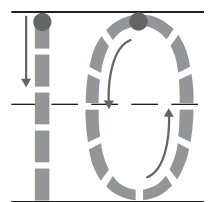
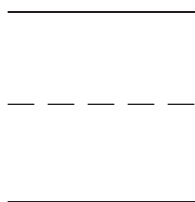
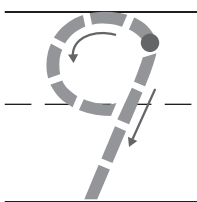
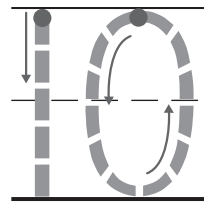
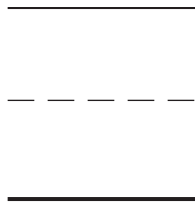
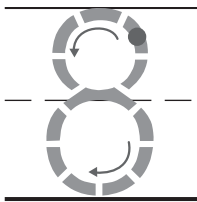
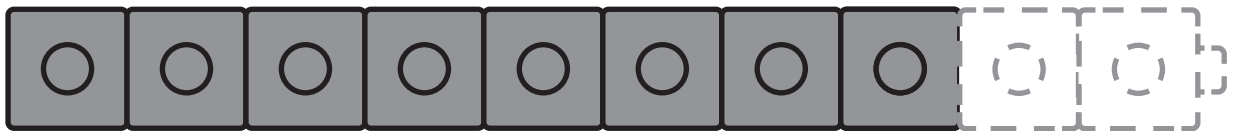
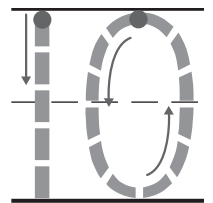
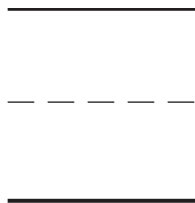
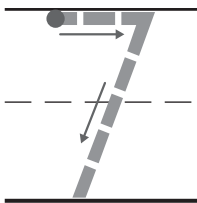
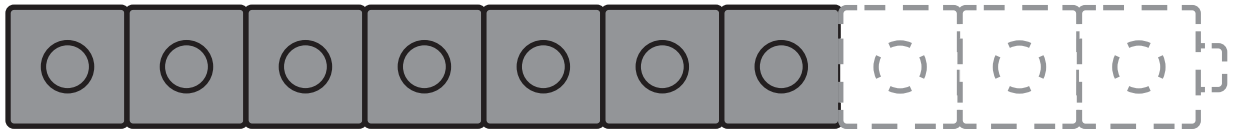
DIRECTIONS 1. Look at the cube train. Tell an addition word problem. Trace and write to complete the addition sentence. 2. How many more counters would you place to model a way to make 7? Draw the counters. 3. Draw counters to make a set that shows the number.

Name _____

Algebra • Write Addition Sentences for 10

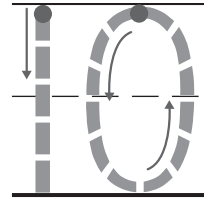
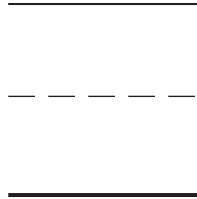
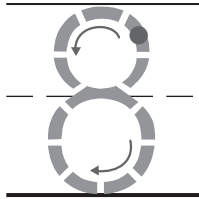
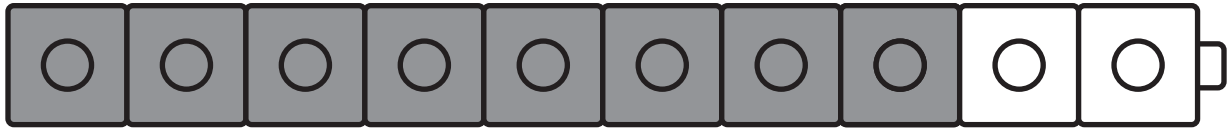


COMMON CORE STANDARD—K.OA.5
 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



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 (K.OA.4)



Spiral Review (K.CC.6, K.CC.7)



5

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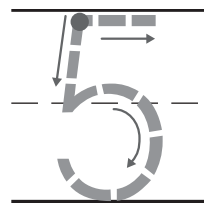
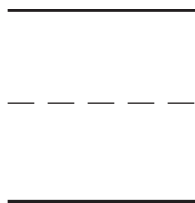
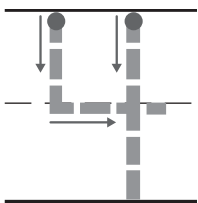
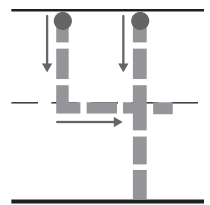
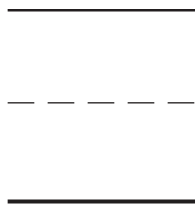
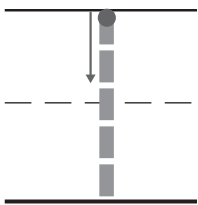
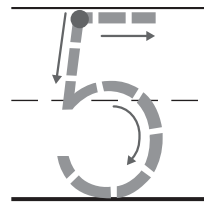
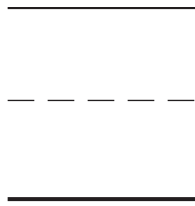
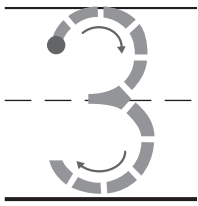
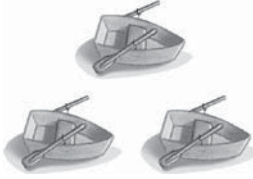
DIRECTIONS 1. Look at the cube train. How many white cubes are added to the gray cubes to make 10? Write and trace to show this as an addition sentence. 2. Which number is less? Circle the number. 3. How many cubes are there? Write the number. Model a cube train that has the same number of cubes. Draw the cube train. Write how many.

Name _____

Algebra • Write Addition Sentences

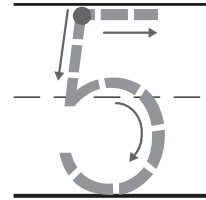
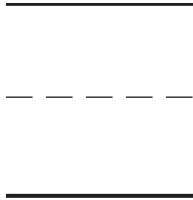
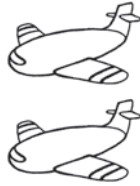
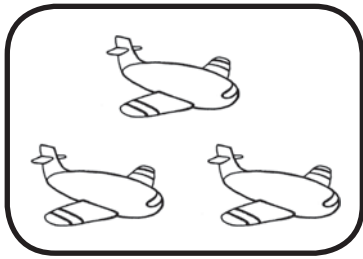


COMMON CORE STANDARD—K.OA.5
 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



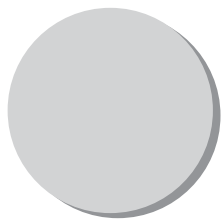
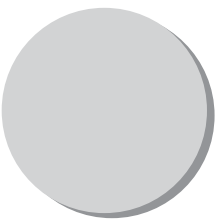
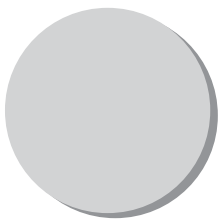
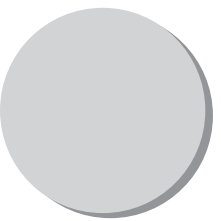
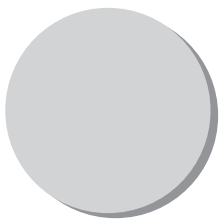
DIRECTIONS 1–3. Tell an addition word problem about the sets. Circle the set you start with. How many are being added to the set? How many are there now? Write and trace to complete the addition sentence.

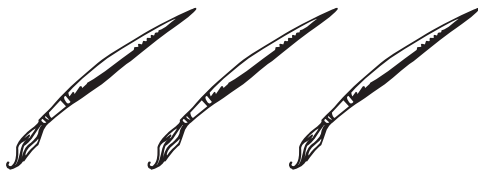
Lesson Check (K.OA.5)



Spiral Review (K.CC.3, K.CC.5)





DIRECTIONS 1. Tell an addition word problem about the sets. Write and trace to complete the addition sentence. 2. How many more counters would you place to model a way to make 8? Draw the counters. 3. How many paintbrushes are there? Write the number.

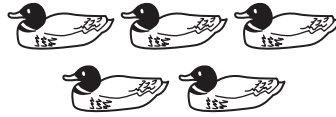
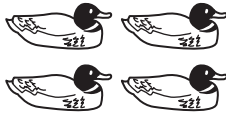
Name _____

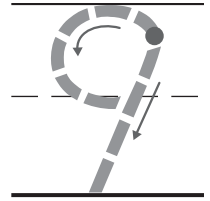
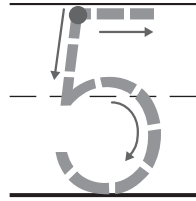
Lesson 5.7

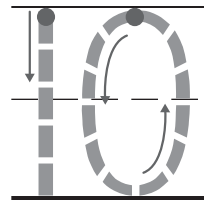
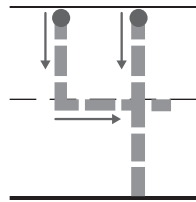
Algebra • Write More Addition Sentences

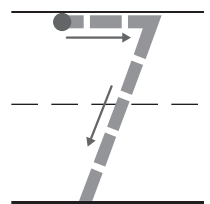
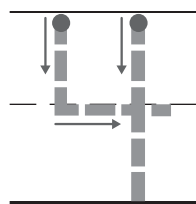


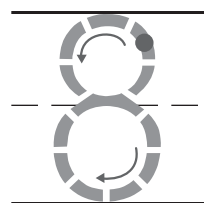
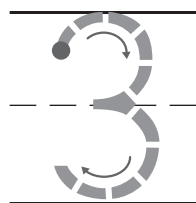
COMMON CORE STANDARD—K.OA.2
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.





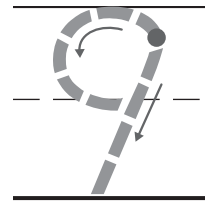
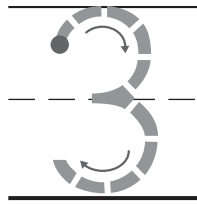
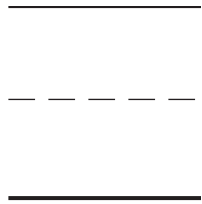
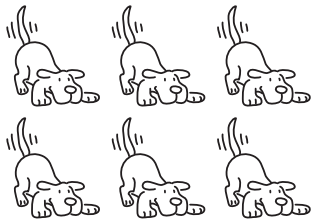




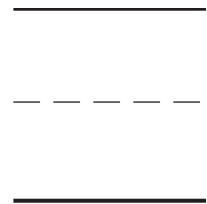
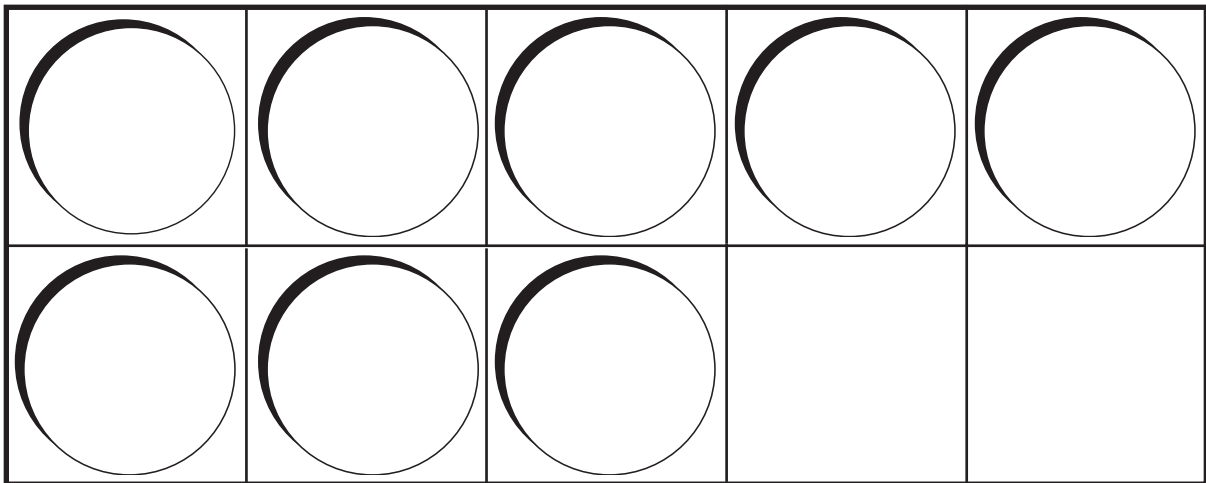


DIRECTIONS 1–4. Tell an addition word problem. Circle the set being added. How many are in the set to start with? Write and trace to complete the addition sentence.

Lesson Check (K.OA.2)



Spiral Review (K.CC.4b, K.CC.5)



DIRECTIONS 1. Tell an addition word problem about the sets. Write and trace to complete the addition sentence. 2. How many more counters would you place to model a way to make 9? Draw the counters. 3. Count and tell how many trumpets. Write the number.

Name _____

HANDS ON

Lesson 5.8

Algebra • Number Pairs to 5



COMMON CORE STANDARD—K.OA.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.

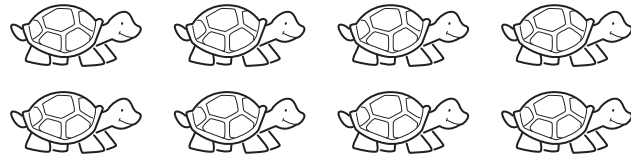
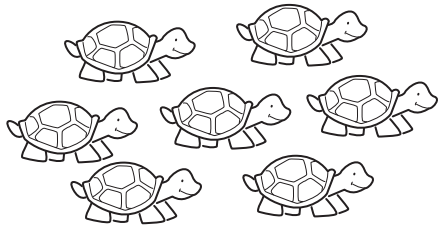
Lesson Check (K.OA.3)



5



Spiral Review (K.CC.5, K.CC.6)



DIRECTIONS 1. Complete the addition sentence to show the numbers that match the cube train. 2. Count the number of turtles in each set. Circle the set that has the greater number of turtles. 3. How many more counters would you place to model a way to make 6? Draw the counters.

Name _____

HANDS ON

Lesson 5.9

Algebra • Number Pairs for 6 and 7



COMMON CORE STANDARD—K.OA.3
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



6

=

+



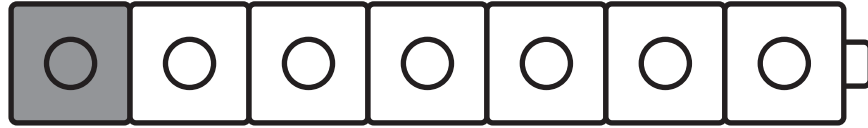
7

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+

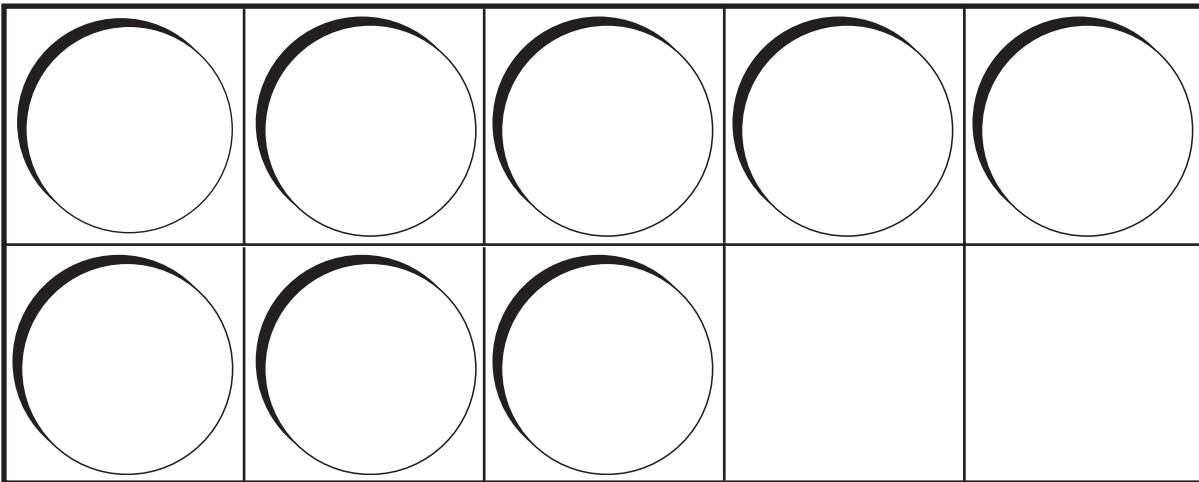
DIRECTIONS 1–2. Look at the number at the beginning of the addition sentence. Place two colors of cubes on the cube train to show a number pair for that number. Complete the addition sentence to show a number pair. Color the cube train to match the addition sentence.

Lesson Check (K.OA.3)



7

Spiral Review (K.CC.5, K.CC.3)



DIRECTIONS 1. Complete the addition sentence to show the numbers that match the cube train. 2. How many more counters would you place to model a way to make 10? Draw the counters. 3. Count and tell how many hats. Write the number.

Name _____

HANDS ON

Lesson 5.10

Algebra • Number Pairs for 8



COMMON CORE STANDARD—K.OA.3
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



8

==

+



8

==

+



8

==

+



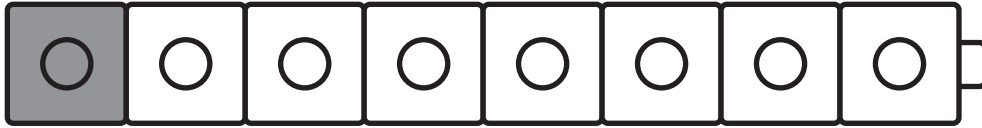
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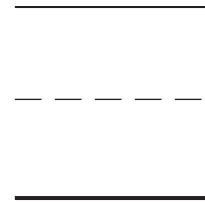
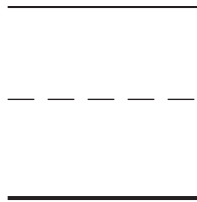
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DIRECTIONS Use two colors of cubes to make a cube train to show the number pairs that make 8. 1–4. Complete the addition sentence to show a number pair for 8. Color the cube train to match the addition sentence in Exercise 4.

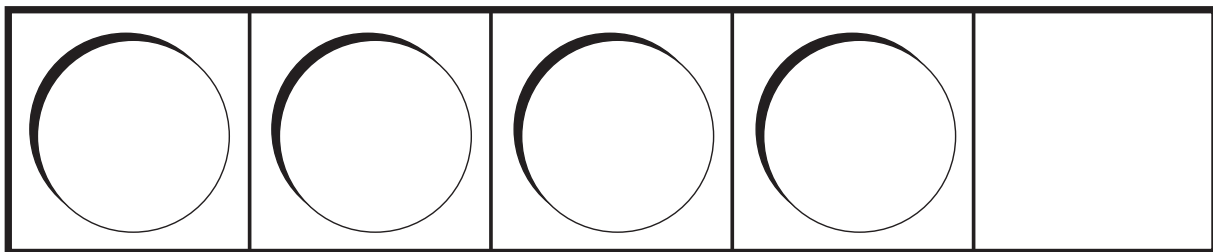
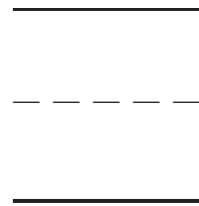
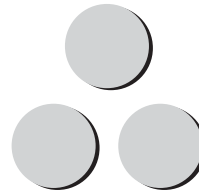
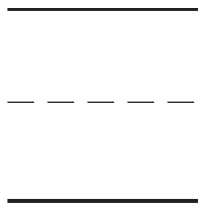
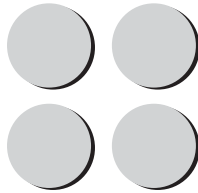
Lesson Check (K.OA.3)



8



Spiral Review (K.CC.6, K.OA.3)



DIRECTIONS 1. Complete the addition sentence to show the numbers that match the cube train. 2. Count and tell how many in each set. Write the numbers. Compare the numbers. Circle the number that is greater. 3. How many more counters would you place in the five frame to show a way to make 5? Draw the counters.

Name _____

HANDS ON

Lesson 5.11

Algebra • Number Pairs for 9



COMMON CORE STANDARD—K.OA.3
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



9 = _____ + _____



9 = _____ + _____



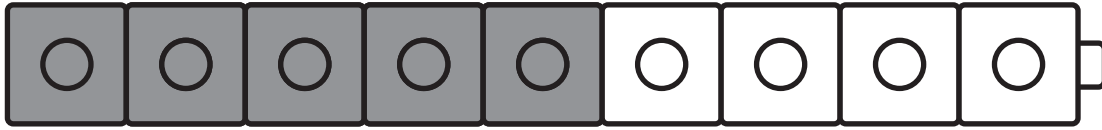
9 = _____ + _____



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 (K.OA.3)



9

Spiral Review (K.CC.3, K.CC.6)







DIRECTIONS 1. Complete the addition sentence to show the numbers that match the cube train. 2. Count how many birds. Write the number. 3. Count and tell how many in each set. Write the numbers. Compare the numbers. Circle the number that is less.

Name _____

HANDS ON

Lesson 5.12

Algebra • Number Pairs for 10

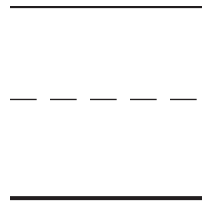
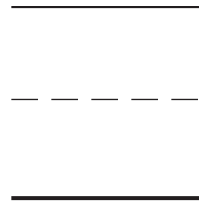


COMMON CORE STANDARD—K.OA.3
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



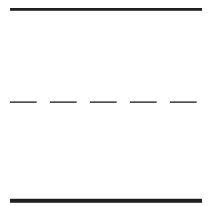
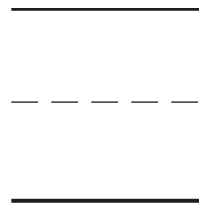
10

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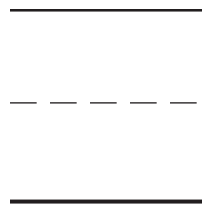
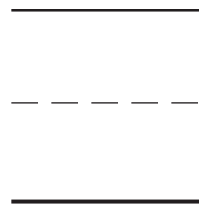
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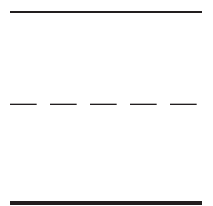
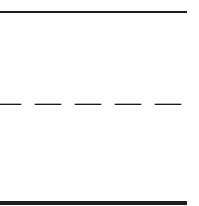
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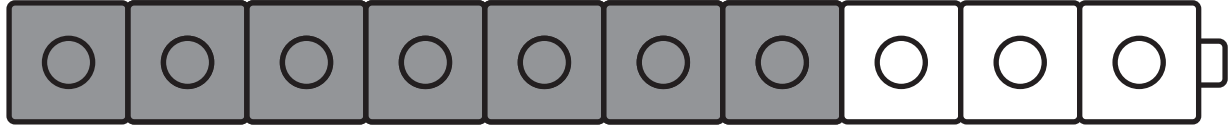
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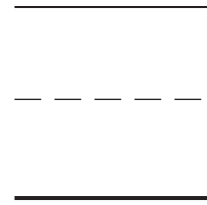
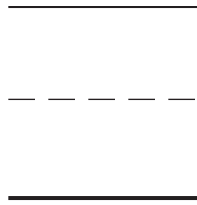


DIRECTIONS Use two colors of cubes to build a cube train to show the number pairs that make 10. 1–4. Complete the addition sentence to show a number pair for 10. Color the cube train to match the addition sentence in Exercise 4.

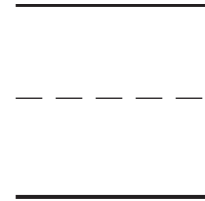
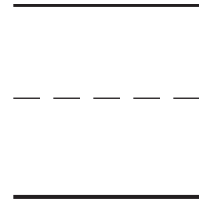
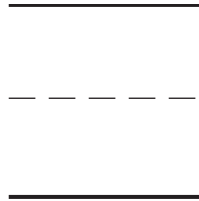
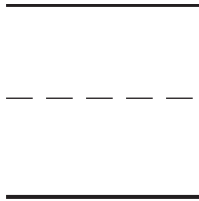
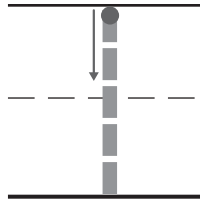
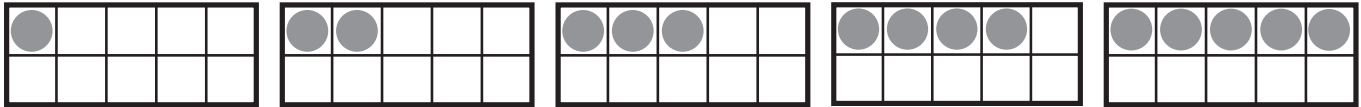
Lesson Check (K.OA.3)



10



Spiral Review (K.CC.4c, K.OA.4)



DIRECTIONS 1. Complete the addition sentence to show the numbers that match the cube train. 2. Count the dots in the ten frames. Trace the number. Write the numbers in order as you count forward from the dashed number. 3. Use blue and red to color the cubes to show a way to make 10.