

Core Focus

- Addition: Adding two groups, writing equations, relating concepts, and developing fact fluency


Addition

- Students are introduced to addition stories that involve action (e.g. three birds on a fence, two more birds fly in, so there are five birds in all). Students enjoy acting out these stories, which build on their counting experiences.
- Students also see that addition stories can involve two groups that together make up a single larger group, with no action involved (e.g. a bag containing two red apples and five green apples contains a total of seven apples).
- As students progress, they use objects (such as blocks and toy animals) along with numbers to make sense of addition. They also use words such as *add* and *makes*.

Addition: Adding two groups (put together)

Use two colors to show two groups. Then write the number in each part and the total.

a.



_____ and _____ makes _____

6.1


In this lesson, students make a single large group using objects and numbers.

- Students learn the addition symbol (+, known previously as the plus sign) and use it in addition equations, along with the equal symbol they learned earlier. Now, students associate word sentences and equations (for example, students know that $4 + 2 = 6$ is another way to show *4 add 2 makes 6*).


Addition: Writing equations (put together)

Color the mice. Then write a matching equation.

a. Color 3 mice brown.



b. Color 5 mice brown.



_____ + _____ = _____

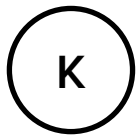
_____ + _____ = _____

6.2

In this lesson, students write addition equations using the addition symbol.

Ideas for Home

- Use small toys or cubes to act out simple addition stories. A piece of green paper and toy blocks can represent animals in a field. Take turns to tell stories such as, “Four cows are eating in the field. Five more cows join them. Now there are nine cows in the field.”
- When doing chores, use two numbers that together make no more than about 10 or 12. For example: “I put six plates in the dishwasher. You put two more plates in. How many plates is that in all?”
- Ask your child to add the amounts from two groups. For instance, once your child sorts their toys into two groups (toys with wheels and toys without wheels), ask them to find the total number of toys.



Module 6

- Students act out putting pennies into a bank. These actions begin to build connections with the operation of addition.
- Students connect the actions of addition to the symbols they see or write (e.g. 4 add 5 is 9 matches the story, “There were 4 pennies in the wallet. I put 5 more pennies in. Now I have 9 pennies.”).

Addition: Adding two groups (add to)

Write the amount in the purse.
Write the amount being added. Then write the total.

a.

add makes

In this lesson, students work with money to consolidate the idea that addition involves adding to a quantity.

- Students relate and connect addition concepts to real situations.

Addition: Relating concepts

Write an equation to match each picture.

a.

b.

+

=

In this lesson, students act out stories to model addition.

- Students develop **fact fluency** without pictures.

Addition: Developing fact fluency

Write the answers on the race track.

Start $2 + 2 =$ $3 + 1 =$ $2 + 0 =$

Ideas for Home

- Talking about everyday examples of addition helps your child develop number sense. E.g. if you put 5 grapes on a plate and your child puts 2 more on the plate, you can ask, “How many are there now?” and respond, “Yes, 5 add 2 is 7.”
- Have your child count out a small group of favorite objects. Tell them to add 2 more, then ask, “How many are there now?” Ask your child how they know.