

FAMILY MATH

Represent Addition

Dear Family,

Students solve a variety of addition problems and use number sentences to represent their thinking. They make an important transition in how they write and say number sentences. Before, they used common language to describe part-total relationships, “7 and 2 make 9” or “9 is 7 and 2.” Now they will learn to read number sentences using mathematical language, “7 plus 2 equals 9” and “9 equals 7 plus 2.” Students also explore many different ways to represent addition by using concrete objects and drawings.

Words We Are Learning

Addition

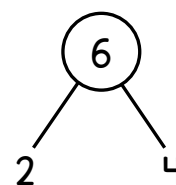
Plus

Equals

7 and 2 make 9.

7 + 2 = 9

Mathematicians use special symbols to write a number sentence.



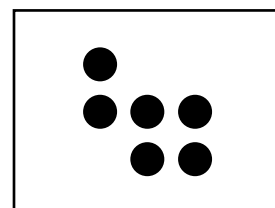
6 is 2 and 4.

$$6 = 2 + 4$$

At-Home Activities

Activity Idea 1 Dot Cards

Cut out and show your child a dot card for 3–5 seconds. Ask your child to say how many dots they see. Discuss the different ways to group or see the dots to determine the total. Your child might point to explain, such as, “I saw 2 on that side.” (*Points to 2 dots.*) “I saw 4 on that side.” (*Points to 4 dots.*) “2 and 4 is 6.” Invite your child to draw a number bond or number sentence to match the way they see the dots.



Activity Idea 2 Imagination Stories

Invite your child to gather a group of 10 or fewer small objects. Model telling an addition story and ask your child to show the story using the objects. For example, “There are 5 bunnies playing in the grass.” Pause to let your child show you the 5 objects that represent the bunnies. “2 more bunnies come to play.” Pause to let your child model 2 more objects joining the group. “How many bunnies are there now?” Give your child time to count to find the total.

Repeat the story with new numbers or let your child create their own story. Prompt them to write a number bond or number sentence to match their story.

Writing Number Sentences

Students learn that when we add, we put the parts or groups together. The number bond helps organize information into parts and a total. The formal introduction to addition begins with stories. The context of a story helps a young student understand what the numbers mean and how to solve the problem. For example, “There were 5 children riding a rollercoaster. 3 children get on. How many children are on the rollercoaster now?”



Students know how to draw a picture and number bond to match a story. Now they can take it a step further to write a matching number sentence. A number sentence is another way to tell the story. They learn that mathematicians would tell the story or read the number sentence as, “5 plus 3 equals 8.” A storyteller might read it as, “There are 5 children riding a rollercoaster. 3 more children get on. There are 8 children on the rollercoaster now.”

As story contexts change, students learn that number sentences can adapt. In some cases, it makes sense to write the total first. Consider sharing the following story: “There are 5 teddy bears in the picture. I see that some have bow ties and others do not. What number sentences can we write to match the picture?” Students can begin with the total number of objects and then sort to create the parts. They discover that each total can be written as multiple combinations of parts.



5

is



and



5

=



+



