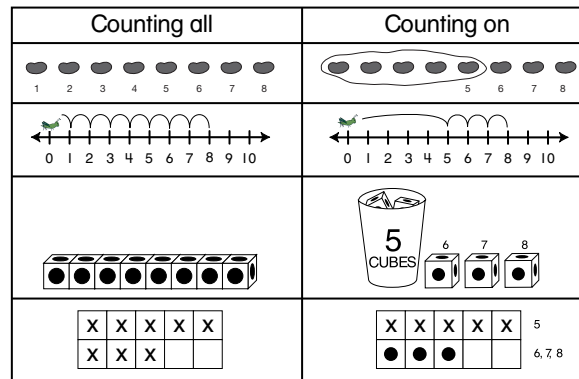


# LETTER HOME

## Adding to Solve Problems

Dear Family Member:

Your child will use knowledge of parts and wholes to make the connection between real-world situations and addition. This unit emphasizes writing addition number sentences (e.g.,  $4 + 2 = 6$ ) and developing everyday mathematical language associated with addition. Children use several strategies for solving addition problems. We emphasize one particular strategy called counting on. For example, if a child has thirteen beans and is given three more, one strategy for finding the total number of beans is to count all sixteen beans, starting from one. Counting on is a more mature strategy whereby a child begins with thirteen and then counts on the three new beans (“13, 14, 15, 16”).



**Figure 1:** The difference between counting all and counting on to solve  $5 + 3 = 8$  as shown by several models

Your child will be introduced to using a calculator. The calculator will not be used to replace children’s command of the basic facts or other ways of doing computation. It will be used as a tool to enhance and promote learning. If your child solves a problem at home using a calculator, ask him or her to explain which keys were pressed and if the answer makes sense. Is it reasonable?

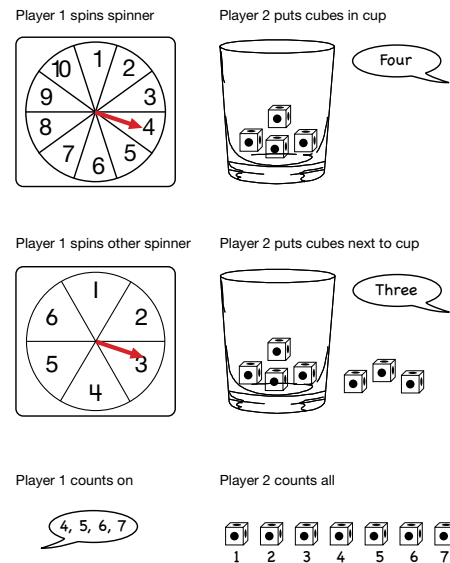
You can help your child at home using the following ideas:

**Counting and Adding Every Day.** Use everyday situations to write and solve addition problems. For example, “There are 3 clean shirts in the drawer. If we add 4 more clean shirts, how many are there in all?  $3 + 4 = 7$ .”

**Play the Counting-On Game.** Two players take turns spinning and counting on. Directions are shown in Figure 2.

Thank you.

Sincerely,

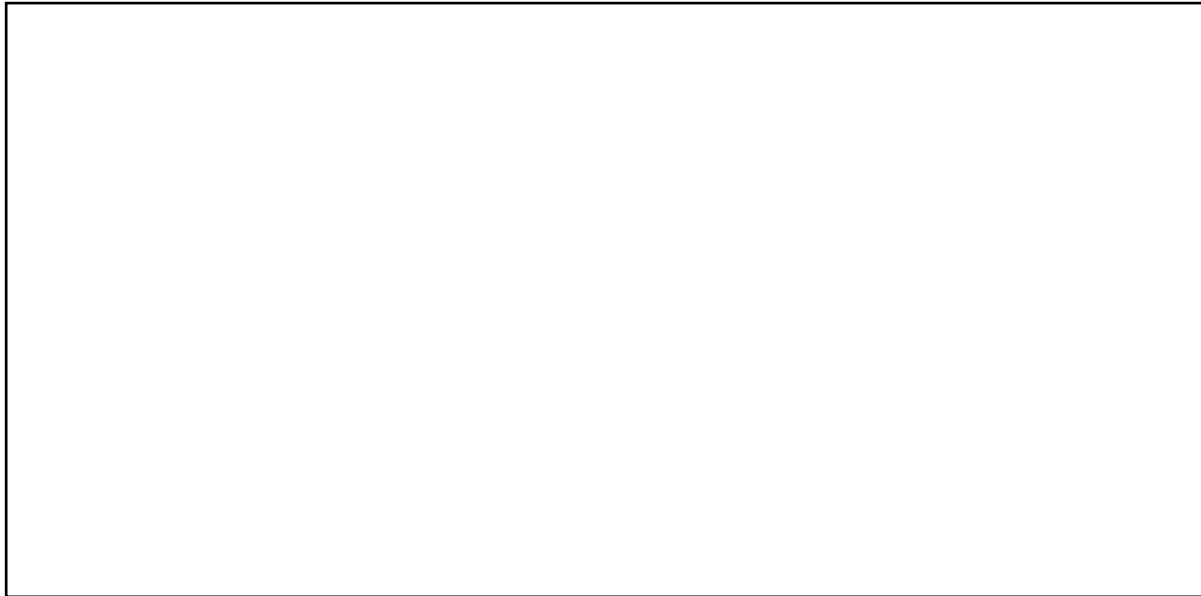


**Figure 2:** The Counting-On Game

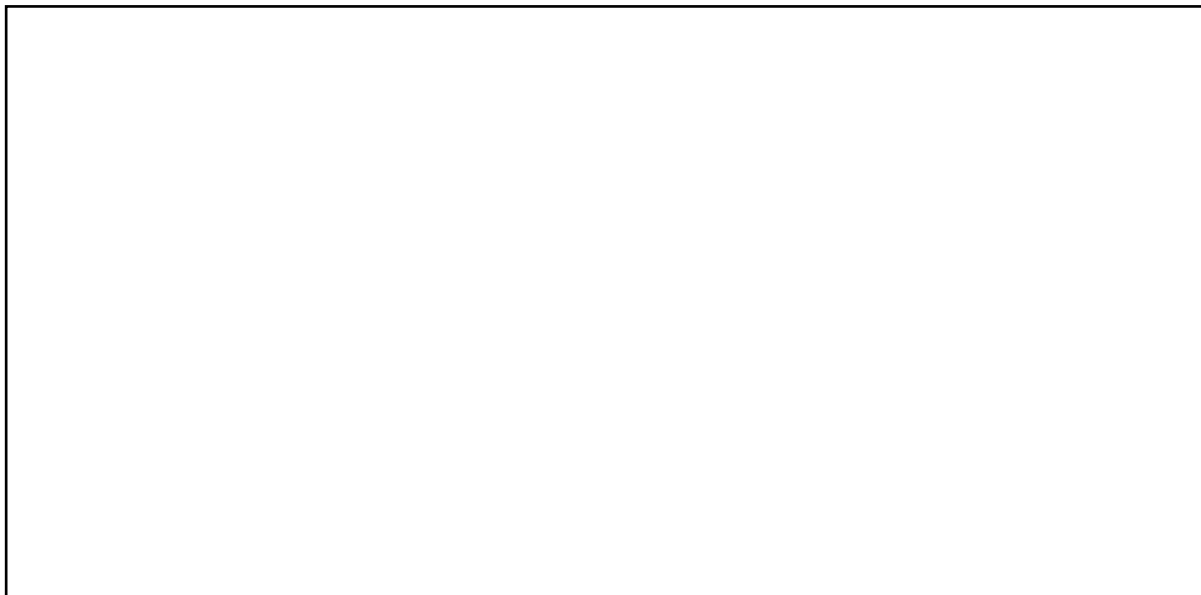
# Unit 4: Home Practice

## Part 1 Odd or Even

Draw a picture that represents an even number. Show or tell someone at home why your picture represents an even number.



Show or tell someone at home how to change your picture so it represents an odd number. Draw your new picture below.

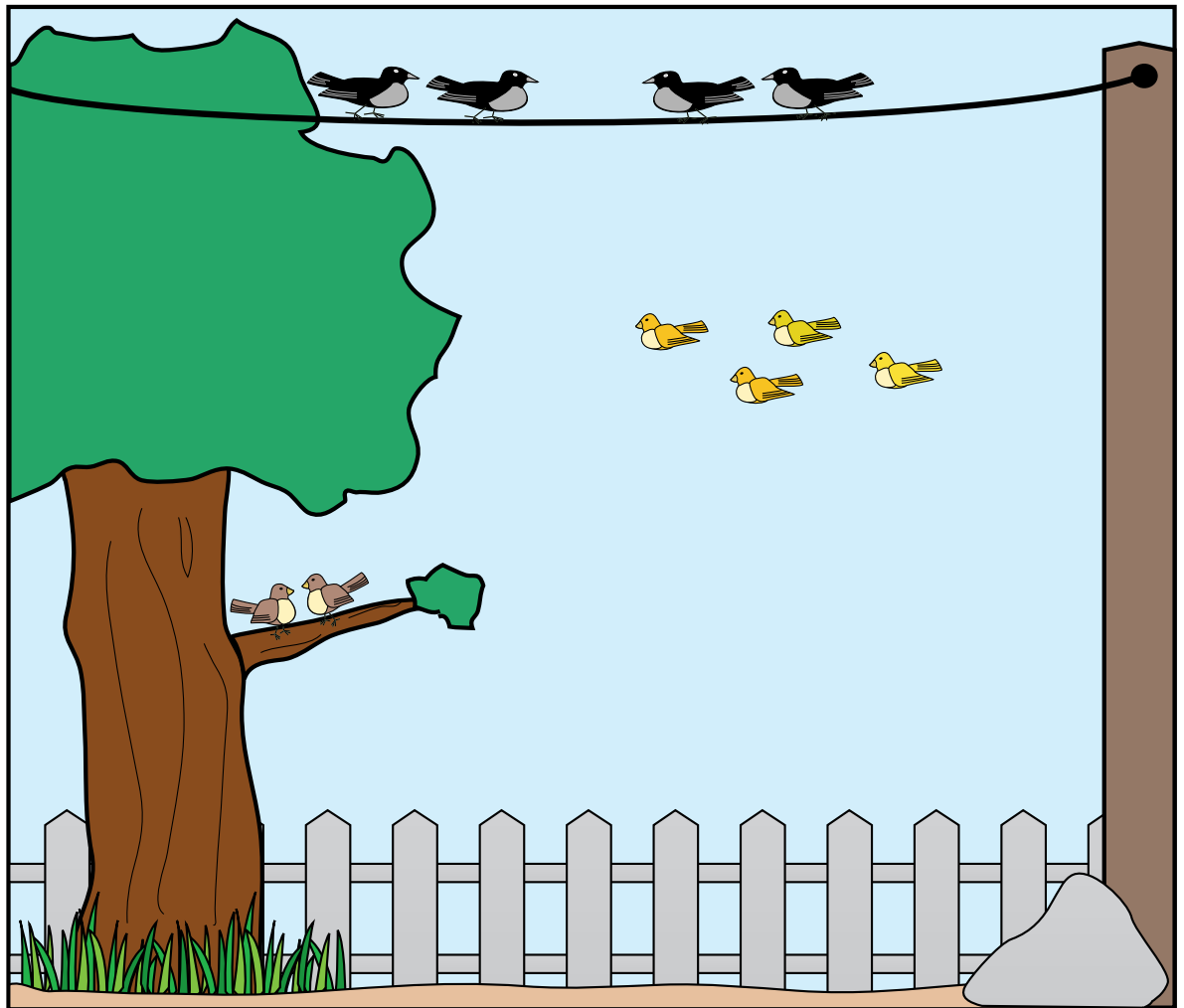


**Part 2** Addition Story

Write an addition story about the picture. Write a number sentence to go with your story. Use labels in the number sentence to show what numbers mean.



bird



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Number Sentence:

**Part 3** Ten Frames

For each ten frame, write a number sentence that shows adding the top row and the bottom row.

Example:

X	X	X	X	X
●	●			

$$\underline{5 + 2 = 7}$$

1.

X	X	X	X	X
●	●	●	●	

\_\_\_\_\_

2.

X	X	X	X	X
●	●	●		

\_\_\_\_\_

3.

X	X	X	X	X
●	●	●	●	●

\_\_\_\_\_

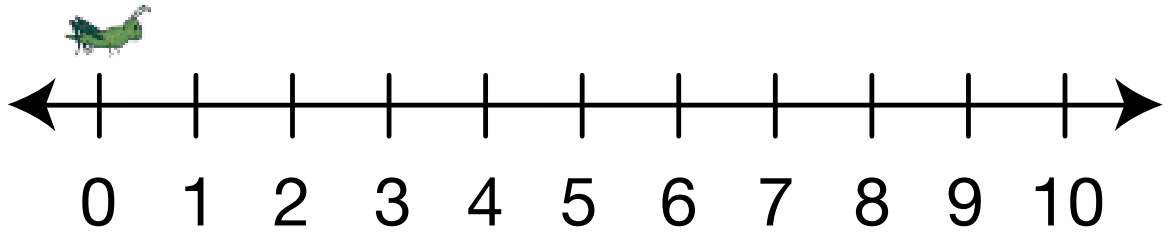
4.

X	X	X	X	X

\_\_\_\_\_

**Part 4 Use Tools to Add**

**Complete each sentence. Use the number line, ten frame, or counters such as beans or pennies. Show someone how to solve each problem two ways.**



1. 4 plus 3 equals \_\_\_\_\_.
2. 5 and 2 more is \_\_\_\_\_.
3. \_\_\_\_\_ is 7 plus 3.
4. 4 more than 5 is \_\_\_\_\_.
5. \_\_\_\_\_ is 3 added to 3.

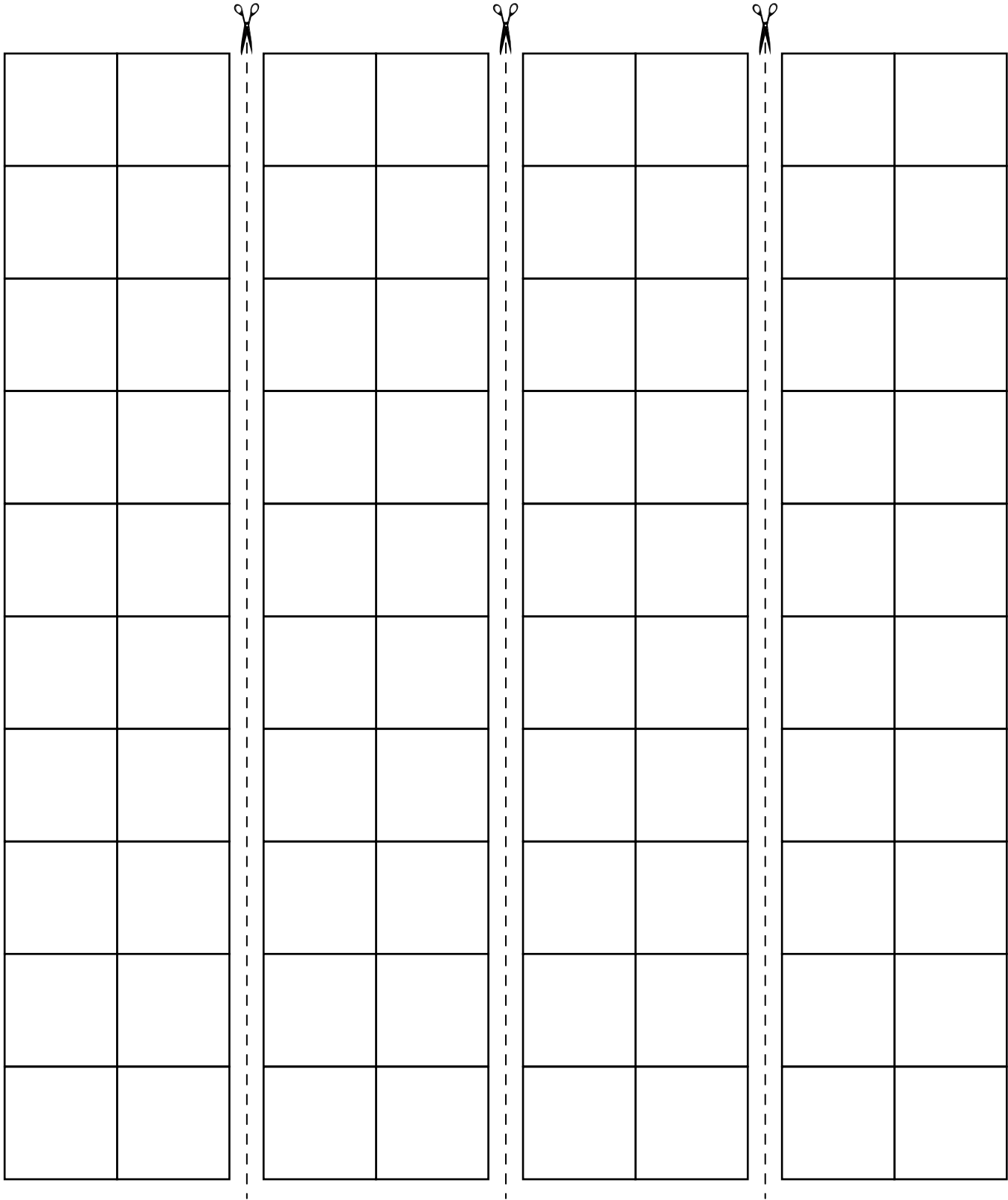

# Ten Frames






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# Strips

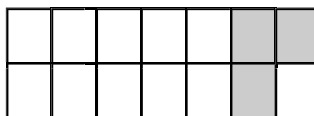
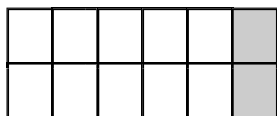
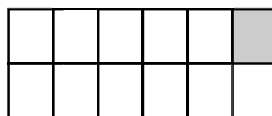
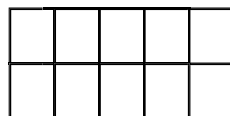
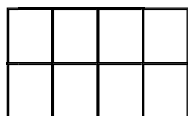


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# Even or Odd Cards

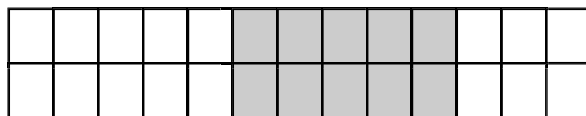
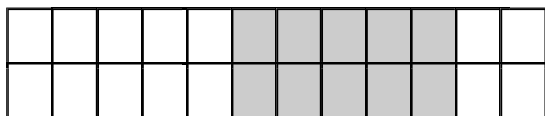
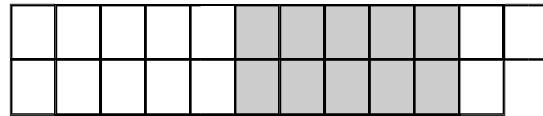
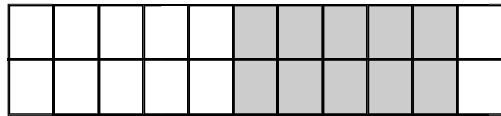
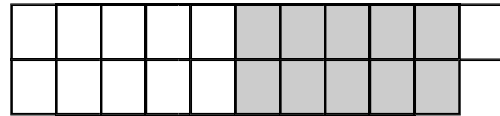
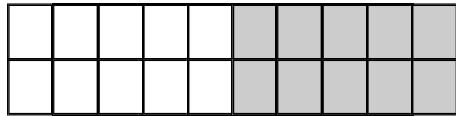




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# Is My Home Even or Odd?



Dear Family Member:

Your child is learning how to tell if a number of objects is even or odd. Help your child count the objects listed below. Choose one room in which to count each object. For example, count chairs in the dining room or kitchen. Record the numbers in the table below. Encourage your child to show the number of each object with pennies or other counters. Your child should pair up the counters. If there is one left over, the number is odd.

Thank you.

Example:

*The number seven is odd because there is one left over.*

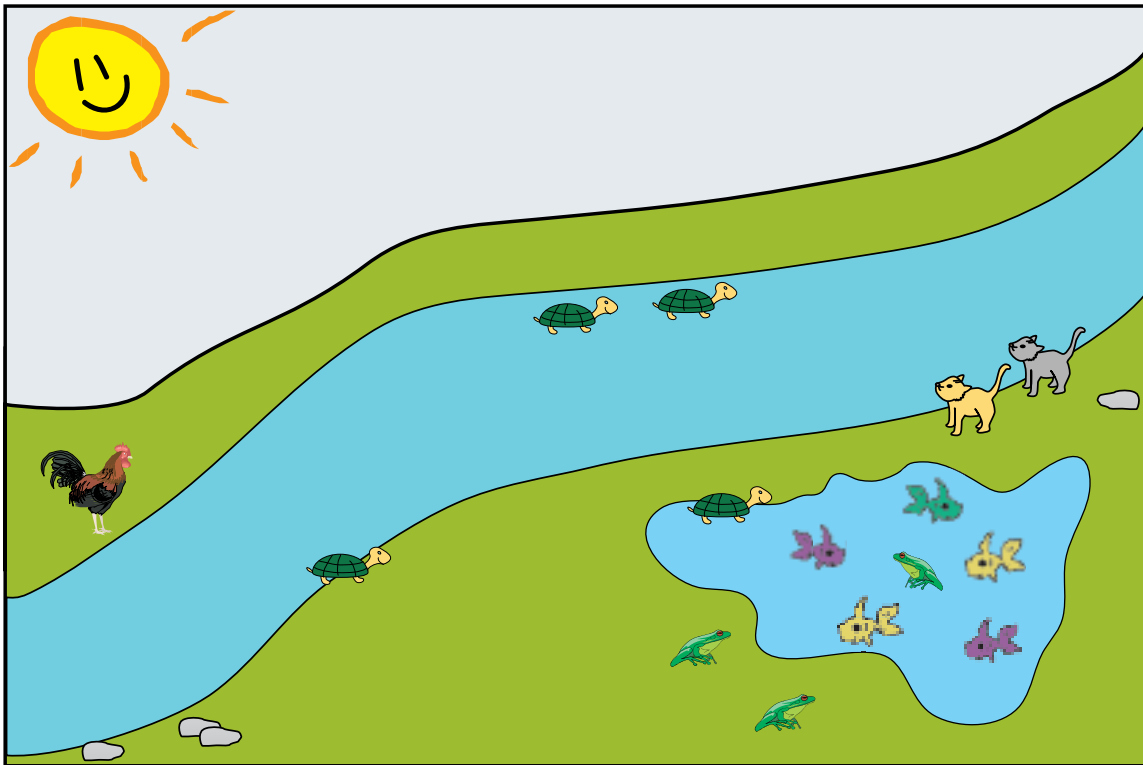
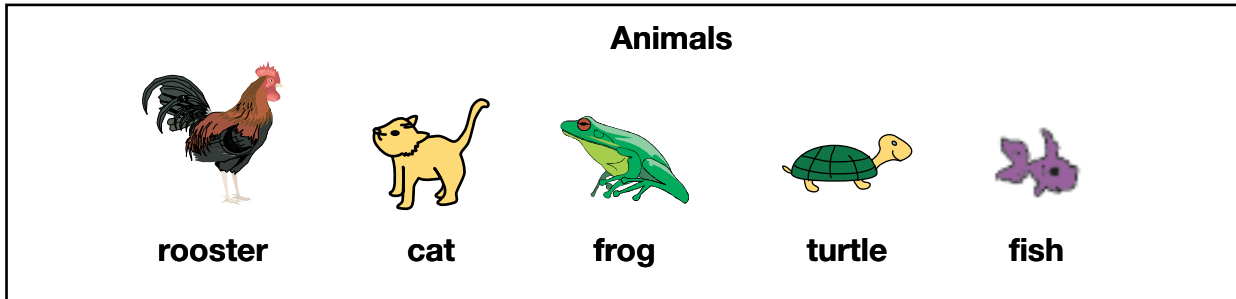


*A number such as six is even because there are no leftovers.*

Object	Number of Object	Even or Odd
Chairs		Even or Odd
Rugs		Even or Odd
Lamps		Even or Odd
Tables		Even or Odd
Shoes		Even or Odd
Spoons		Even or Odd

# Rooster's Addition Story

Write an addition story about the picture. Write a number sentence to go with your story. Remember to add labels to your number sentence to show what the numbers mean. The labels can be words or pictures.



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<b>Rooster's Addition Story Feedback Box</b>	<b>Expectation</b>	<b>Check In</b>	<b>Comments</b>
Compose and decompose numbers using drawings and number sentences.	E1		
Solve addition word problems involving two or three whole numbers using tools.	E6		
Represent addition situations with stories and number sentences.	E7		

	<b>Yes ...</b>	<b>Yes, but ...</b>	<b>No, but ...</b>	<b>No...</b>
<b>MPE6. Use labels.</b> I use labels to show what numbers mean.				

# Animal Addition Stories

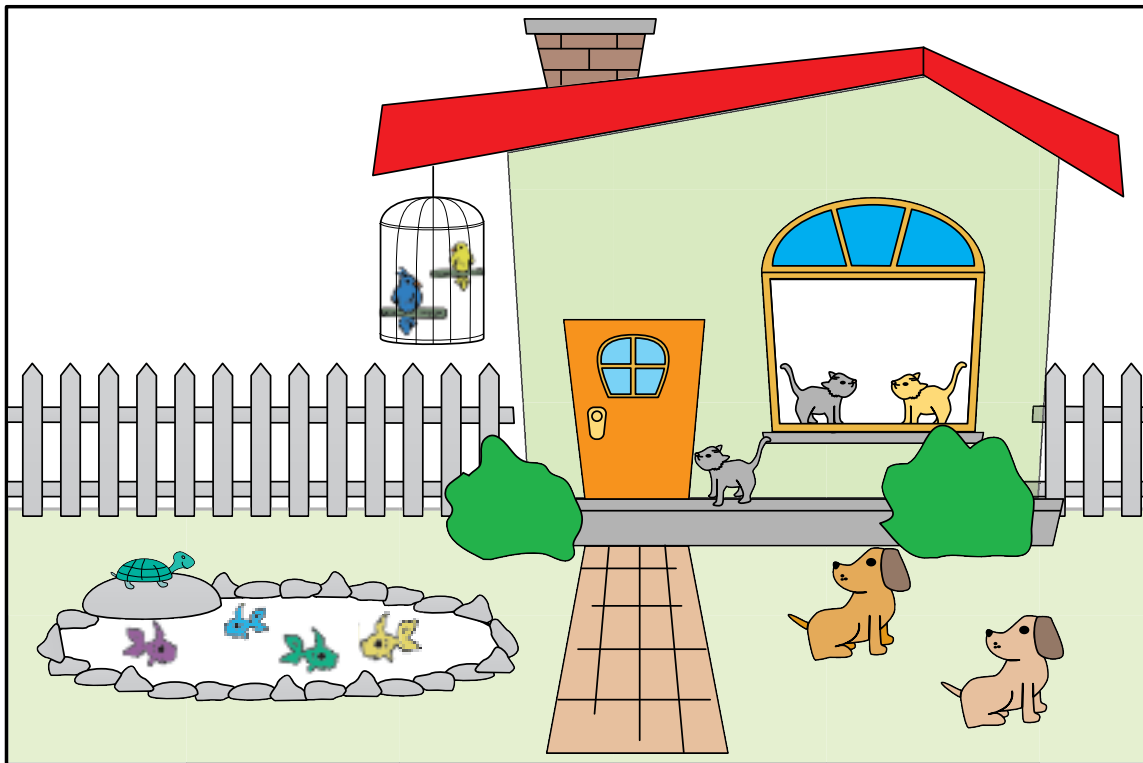


Dear Family Member:

Your child is writing *addition stories* in class. Help him or her with these stories. The stories can be about the picture below. Your child can write the number sentence. If necessary, you can write the story as your child tells it to you.

Thank you.

**Write two addition stories about animals in the picture. Write number sentences for your stories. Use labels in your number sentences to show what the numbers mean. You can use words or pictures as labels.**

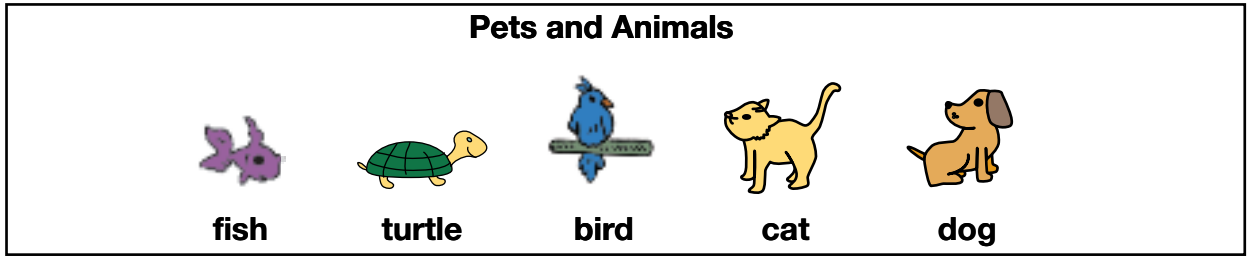


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Example:

Grace has two dogs and three cats. She has five pets in all.

Number sentence: 2 dogs + 3 cats = 5 pets



Addition Story 1:

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Number Sentence: \_\_\_\_\_

Addition Story 2:

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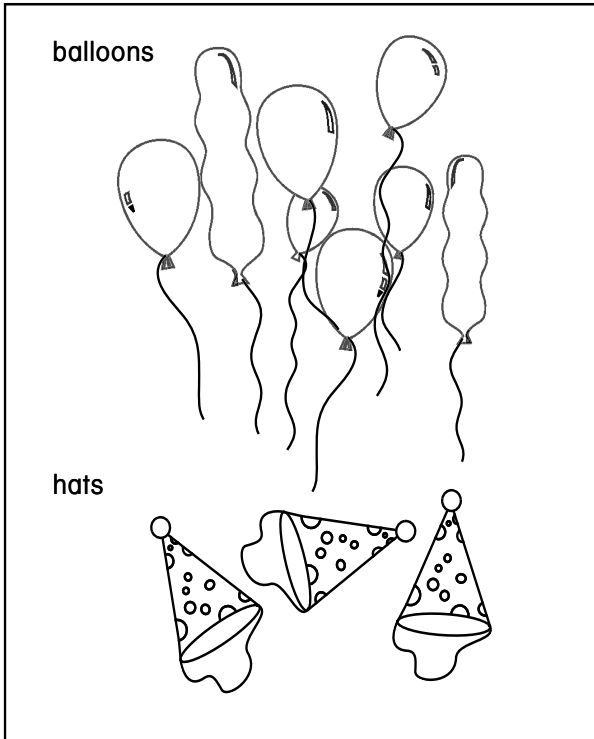
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Number Sentence: \_\_\_\_\_

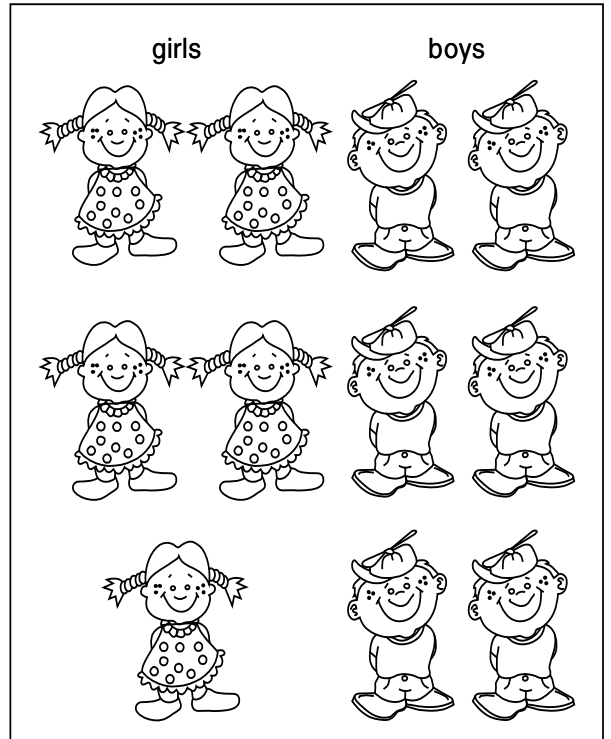


# Two Partitions

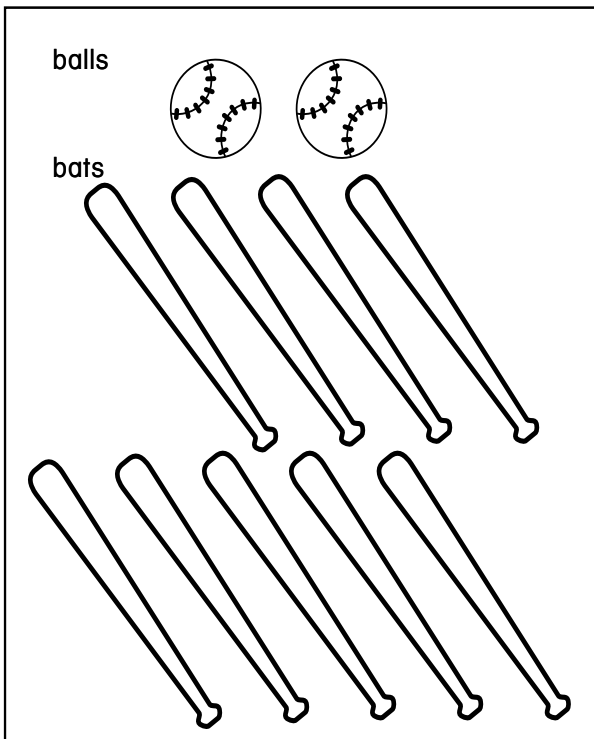
Party things



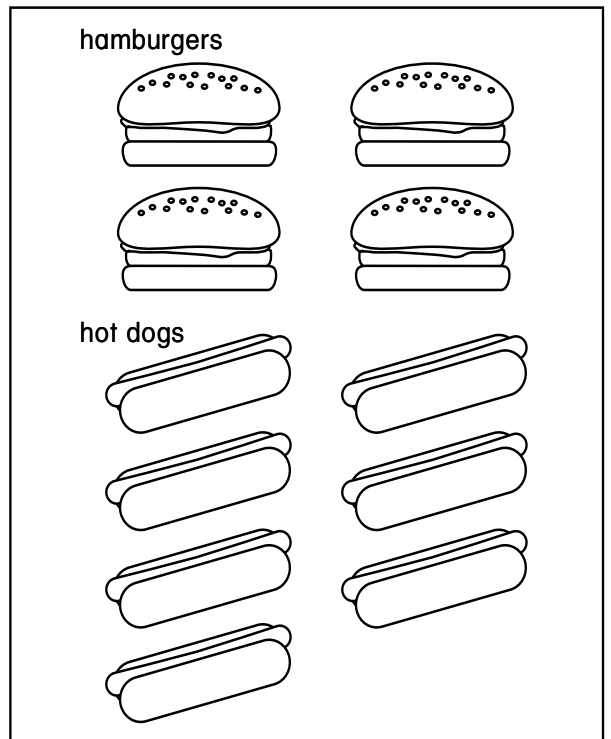
Children



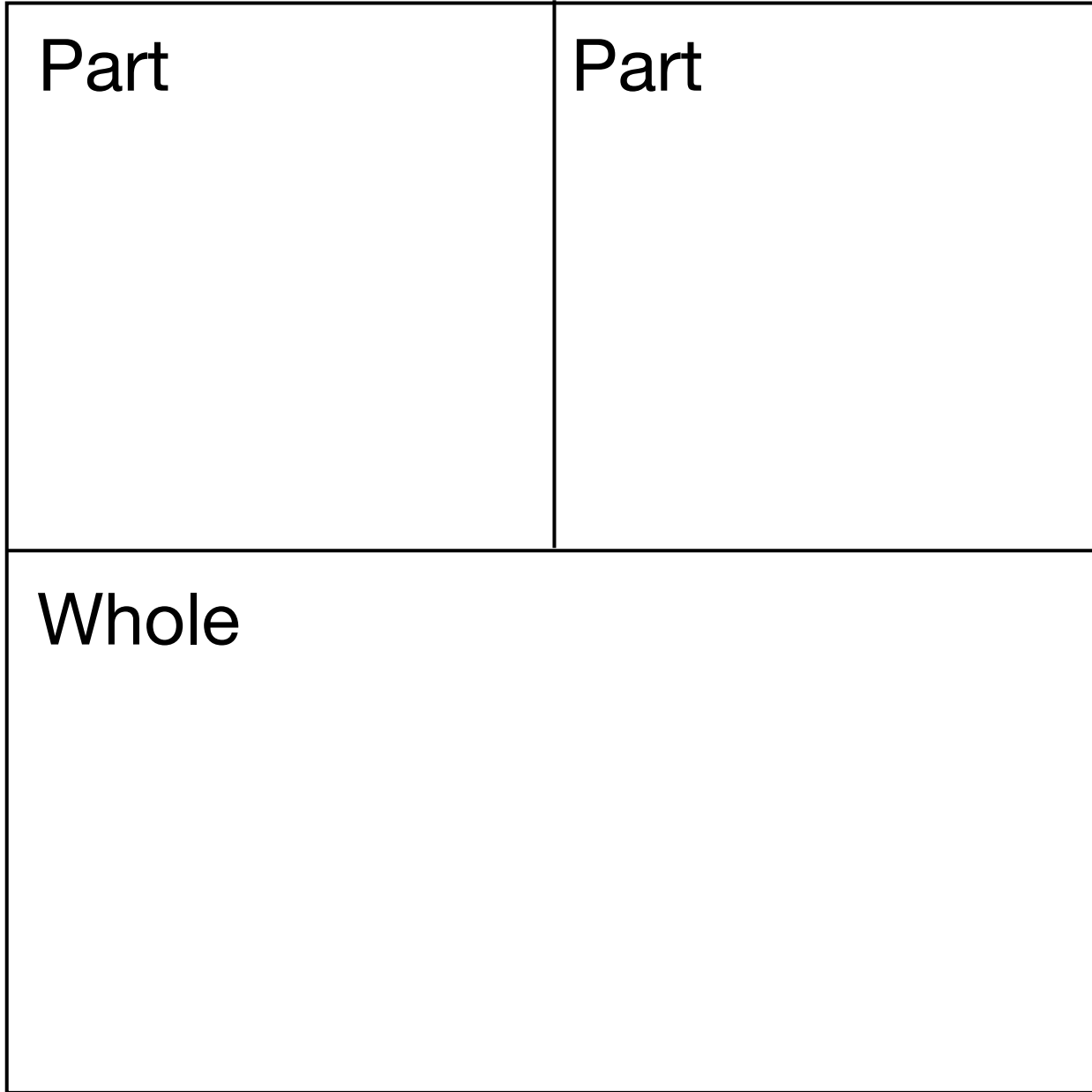
Baseball equipment



Sandwiches



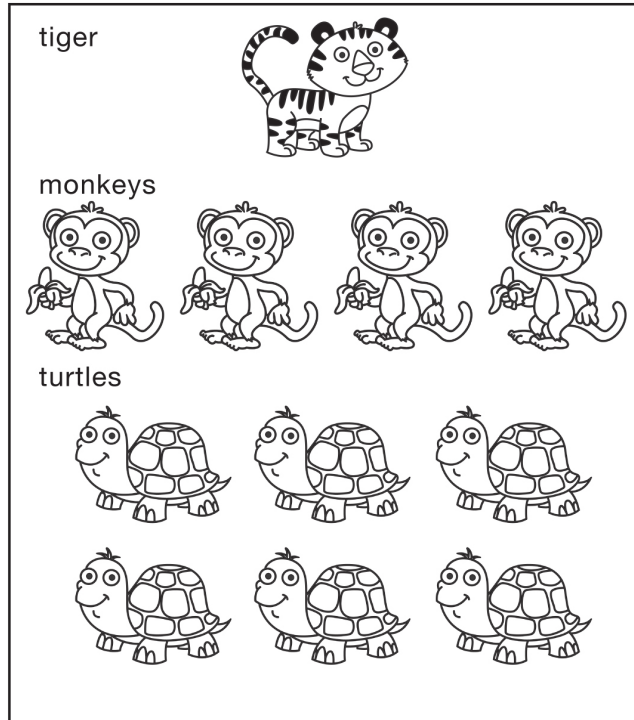
# Two Parts and the Whole



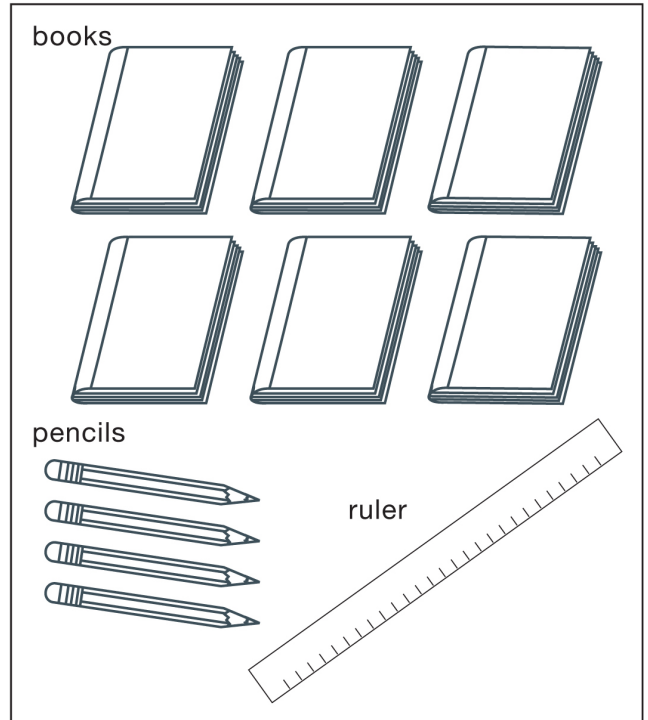
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# Three Partitions

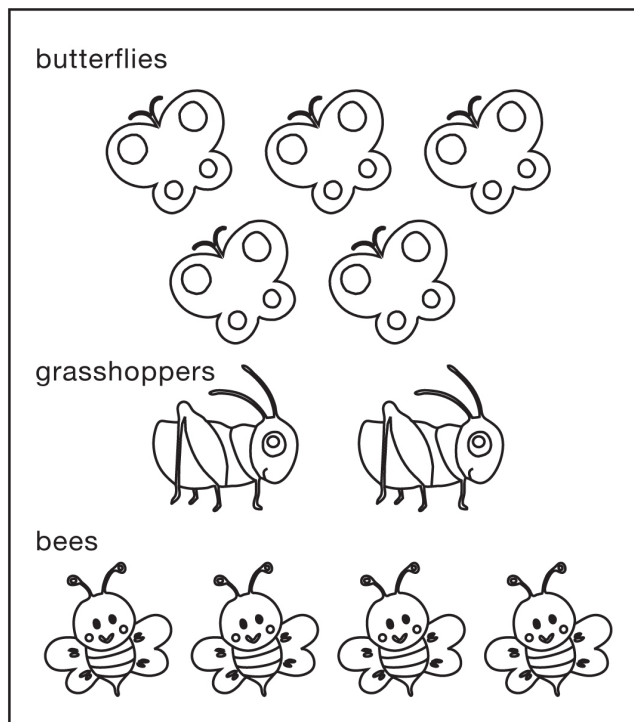
## Animals



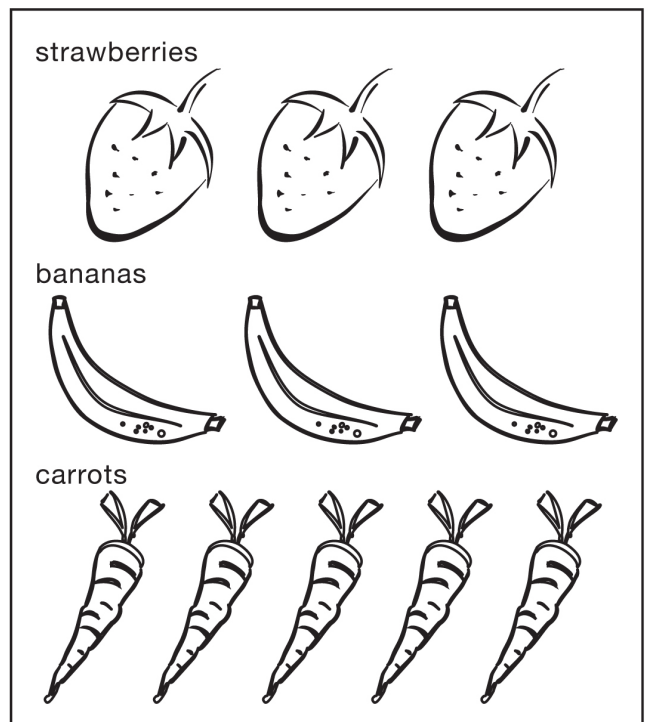
## School supplies



## Insects



## Favorite foods

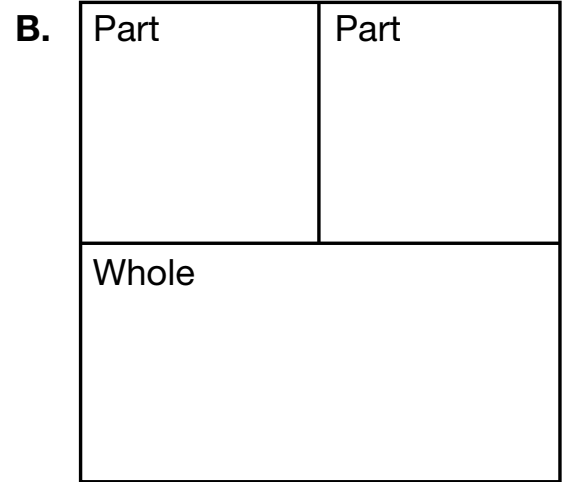
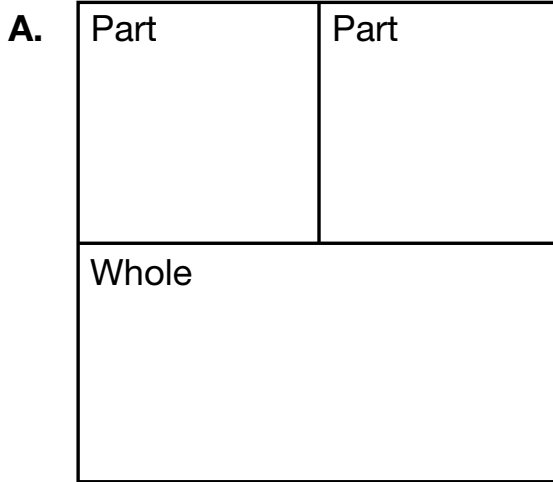


# Three Parts and the Whole

Part	Part	Part
Whole		

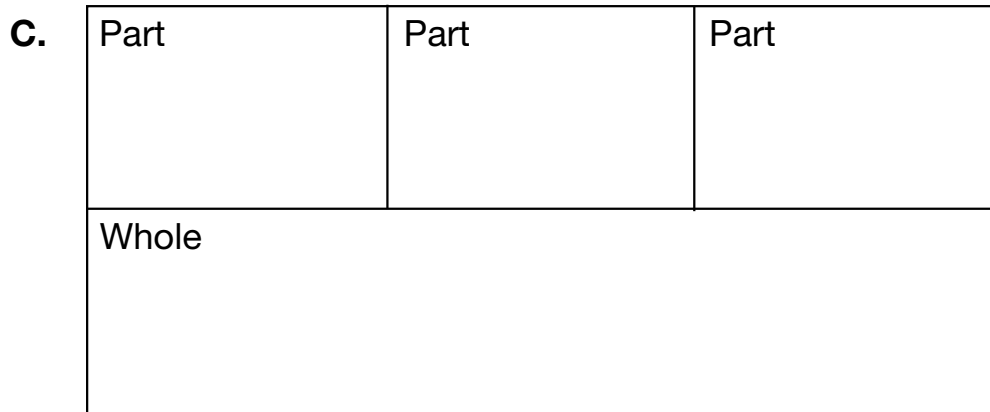
# More Parts and Wholes

1. Show different ways to make \_\_\_\_\_



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2. Choose one of the problems above to solve using a different strategy or tool. Show or tell how you solved it.

Name \_\_\_\_\_ Date \_\_\_\_\_

**More Parts and Wholes  
Feedback Box**

	<b>Expectation</b>	<b>Check In</b>	<b>Comments</b>
Compose and decompose numbers from 1–20 using counters, drawings, ten frames, number lines, diagrams, and number sentences. [Q# 1]	E1		
Represent addition situations with stories, drawings, diagrams, counters, number lines, and number sentences. [Q# 1]	E7		

**Yes ...**

**Yes, but ...**

**No, but ...**

**No ...**

	<b>Yes ...</b>	<b>Yes, but ...</b>	<b>No, but ...</b>	<b>No ...</b>
<b>MPE2. Find a strategy.</b> I choose good tools and an efficient strategy for solving the problem. [Q# 2]				
<b>MPE5. Show my work.</b> I show or tell how I arrived at my answer so someone else can understand my thinking. [Q# 2]				

# What is Missing?

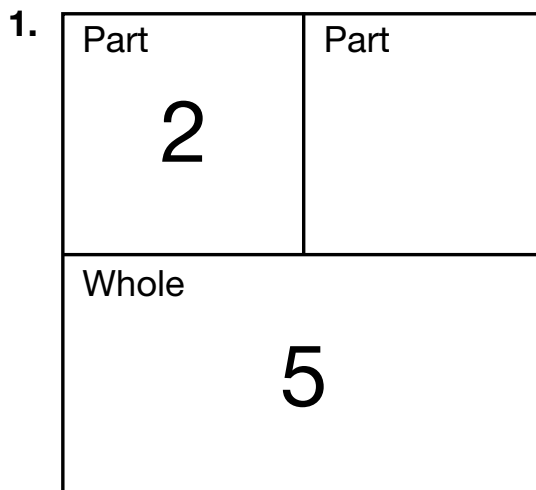


Dear Family Member:

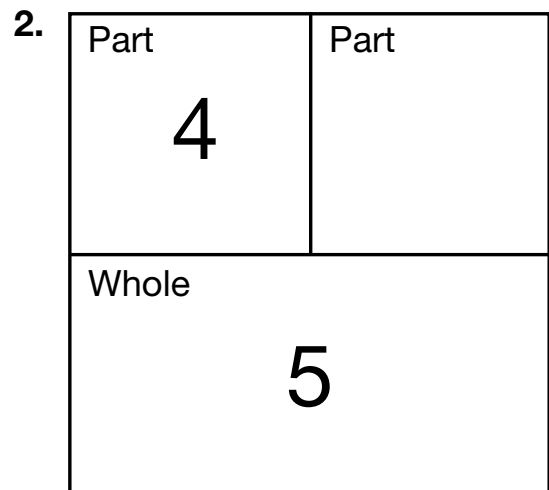
In class, we have been learning about addition. Your child has been using connecting cubes and part-whole diagrams to solve problems such as  $2 + \square = 5$ . Students can think, "Two and how many more make five?" To help your child solve the problems on this page, give him or her about 10 counters to work with, such as 10 buttons, pennies, beans, blocks, or whatever you have available.

Thank you.

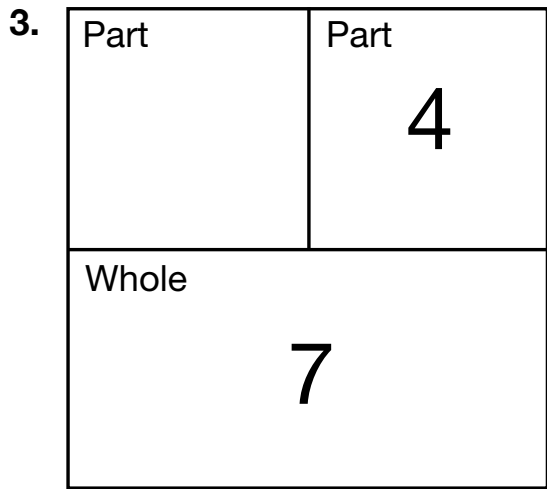
**Write the correct number in the empty box. Write a number sentence for each one.**



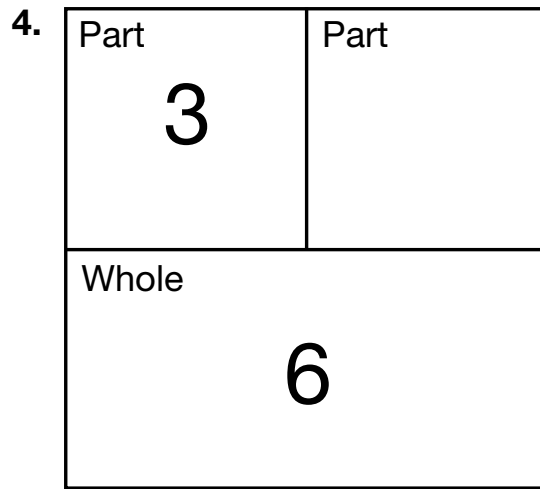
$$2 + \square = 5$$



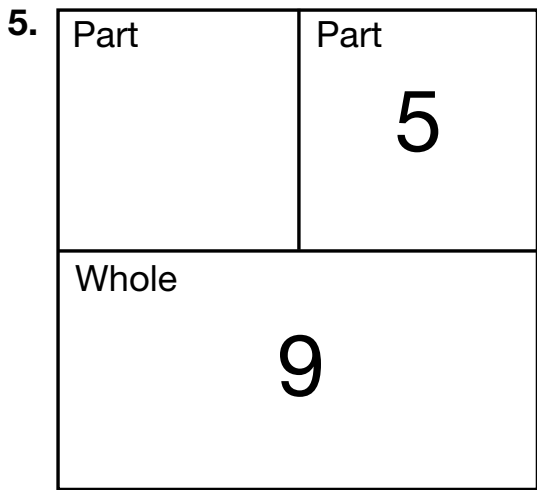
$$4 + \square = 5$$



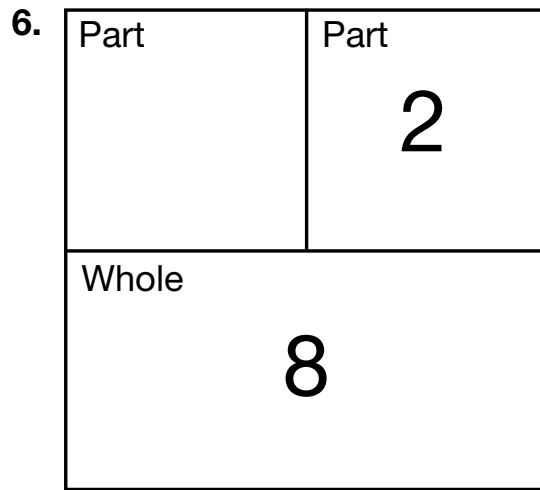
$$\square + 4 = 7$$



$$3 + \square = 6$$



$$\square + 5 = 9$$



$$\square + 2 = 8$$



# Add On Pennies

## Homework

Dear Family Member:

In class, your child uses a counting-on strategy to solve problems. For example, to add  $11 + 3$ , start by saying “11” and then count on, “12, 13, 14.” Encourage your child to use counting on to solve the problems below.

Thank you.

**How much money will each student have after receiving more pennies? Write a number sentence for each problem.**

1.



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

2.



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

3.



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

4.



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

5.



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

6.



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

7.



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

8.



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

9.



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

10.



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_