

AchieveMath

# Student Book

Volume 2

Name:

Catapult Learning™

Unit 4:

# Addition within 10

# Catapult Learning™

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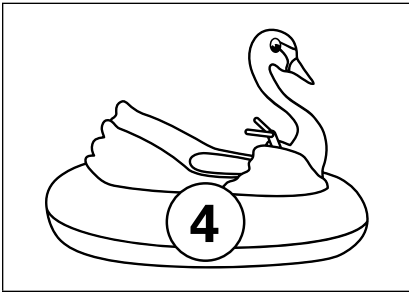
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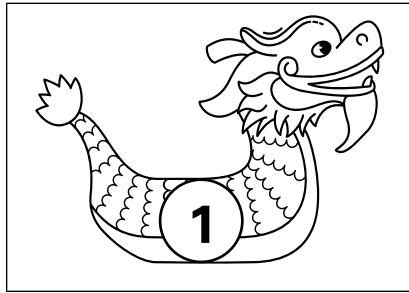
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# Swan Boats and Dragon Boats



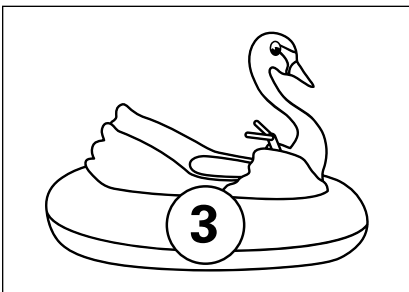
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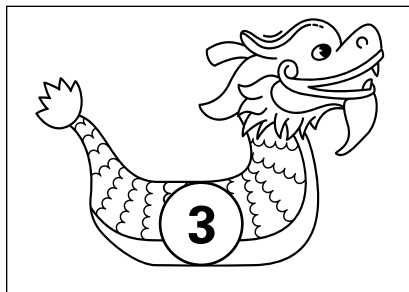
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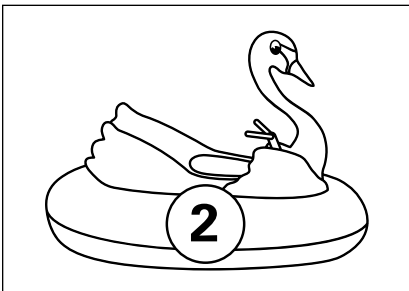
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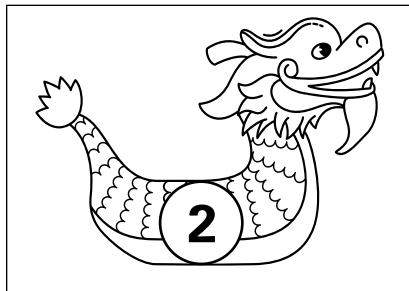
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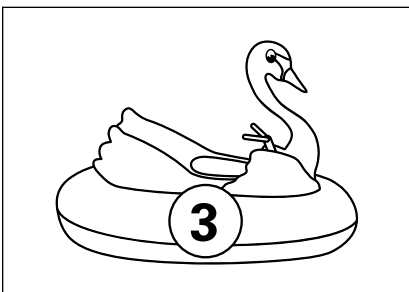
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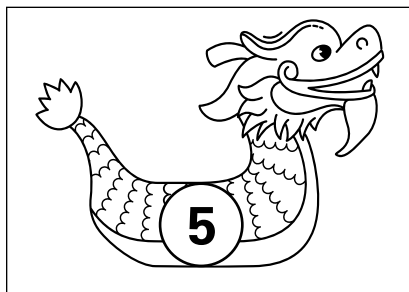
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and



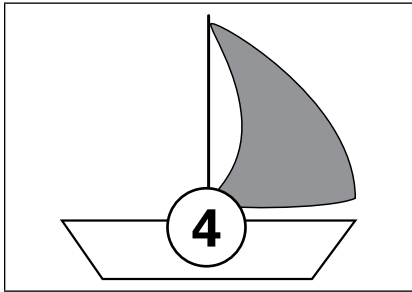
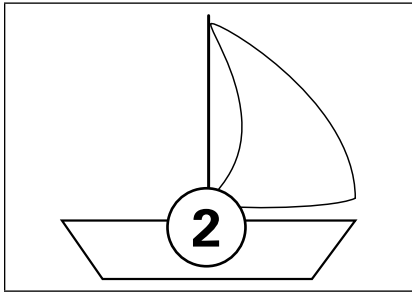
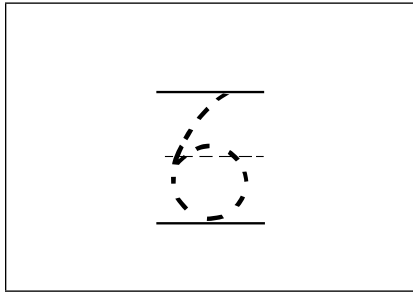
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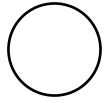
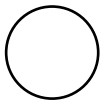
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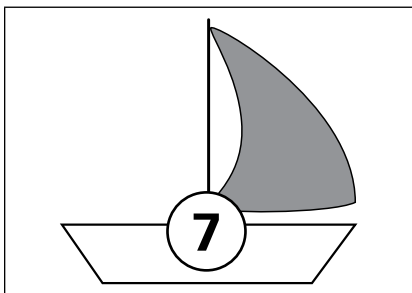
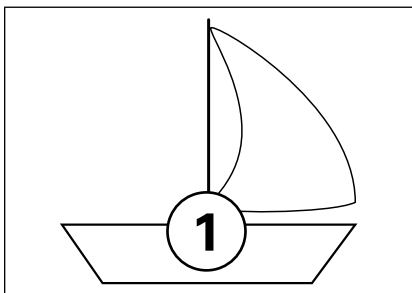
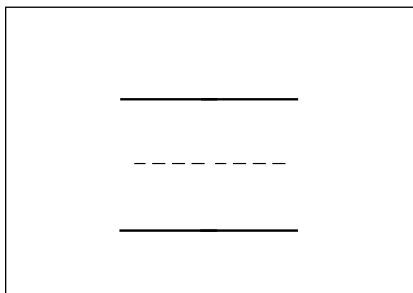
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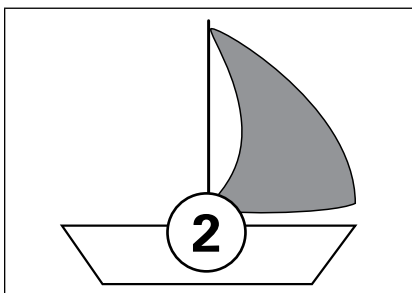
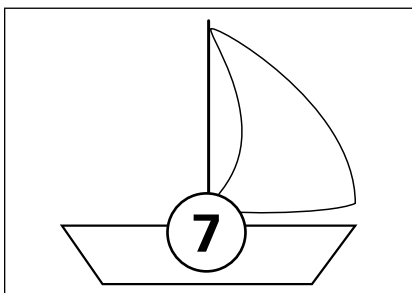
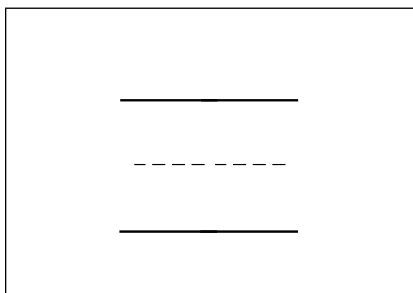
**Directions:** Have students model the numbers with counters and put the counters together on a 10-frame to add. Then have students count the total number of counters and write the whole.

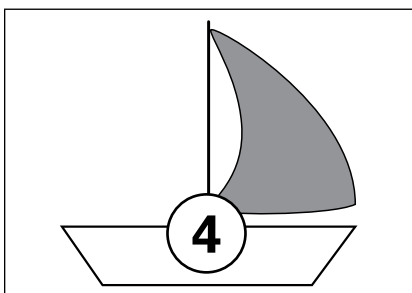
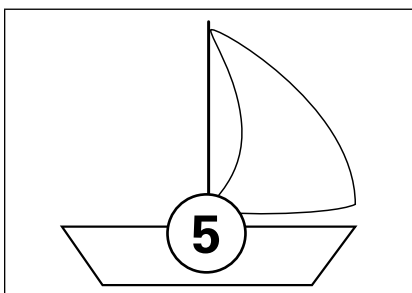
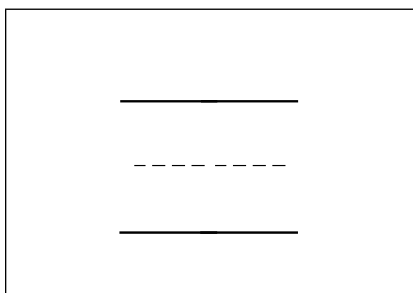
# Sailing on the Lake

 +  = 

 +  = 

 +  = 

 +  = 

**Directions:** Have students model the numbers with counters and put the counters together on a 10-frame. Then have students count the total number of counters and write the whole.

# Lesson 24 Exit Ticket

1.

$$\boxed{4} + \boxed{6} = \boxed{\begin{array}{c} \text{-----} \\ \text{-----} \\ \text{-----} \end{array}}$$

2.

$$\boxed{2} + \boxed{1} = \boxed{\begin{array}{c} \text{-----} \\ \text{-----} \\ \text{-----} \end{array}}$$

3.

$$\boxed{5} + \boxed{5} = \boxed{\begin{array}{c} \text{-----} \\ \text{-----} \\ \text{-----} \end{array}}$$

**Directions:** Have students model the numbers with counters and put the groups of counters together on a 10-frame. Then have students count the total number of counters and write the whole.

# Extra Practice: Addition Practice

1

+

9

8

2

+

3

10

4

+

4

6

6

+

3

5

1

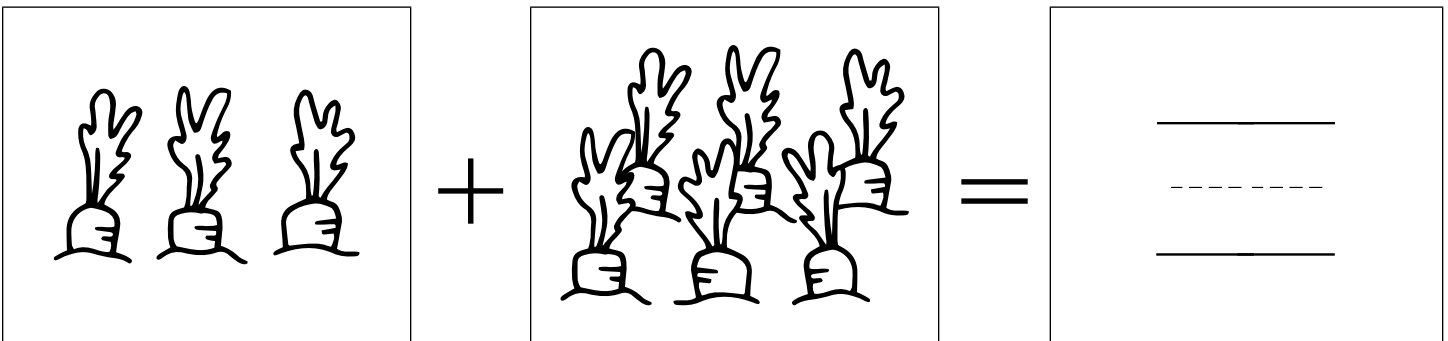
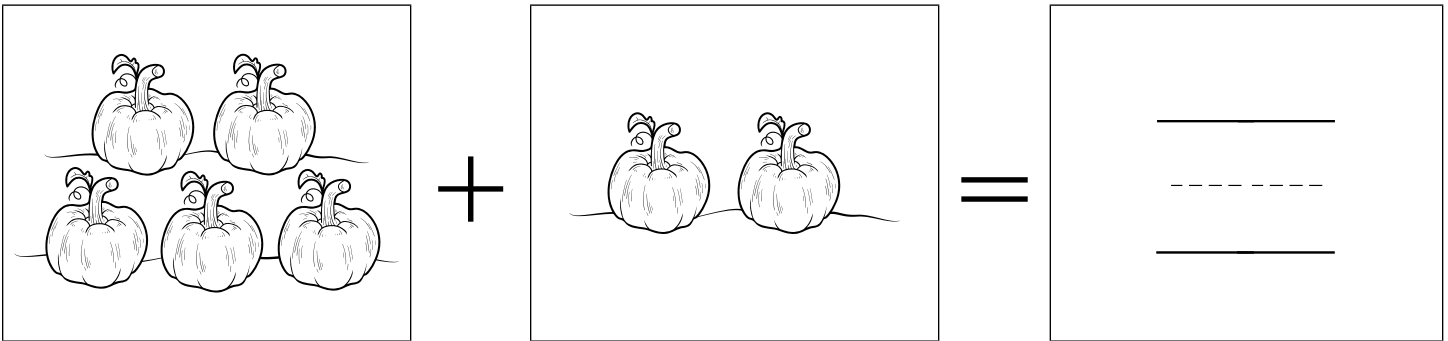
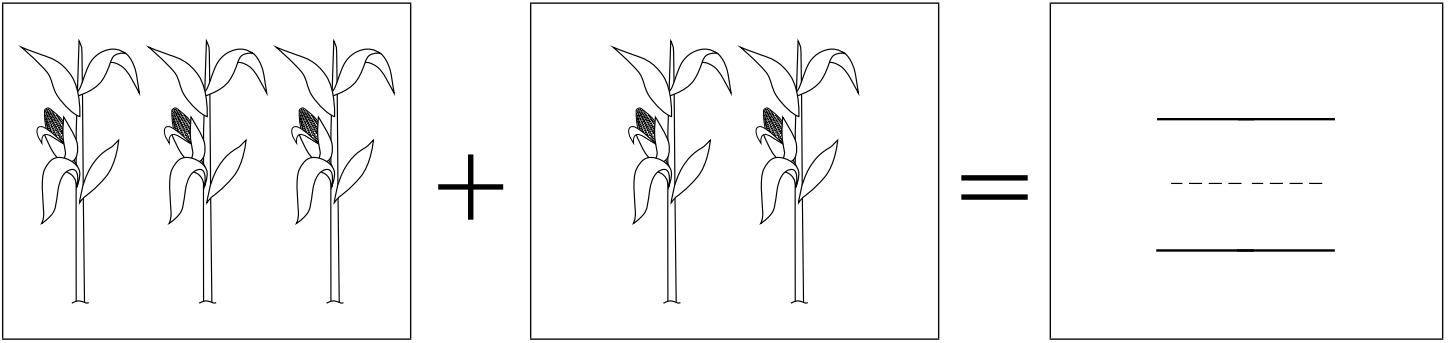
+

5

9

**Directions:** Have students model the numbers with counters and then put the counters together on a 10-frame and count to find the whole. Then have students draw a line to the correct whole.

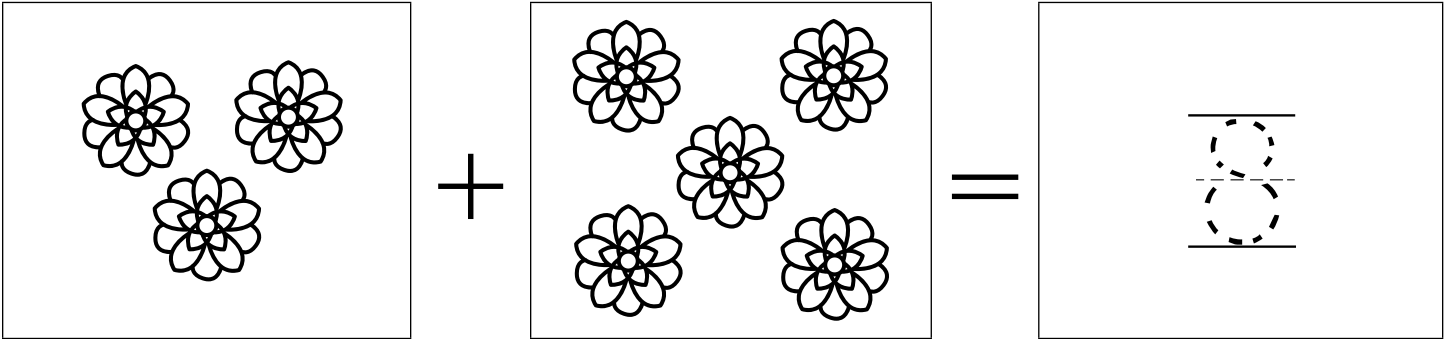
# Community Garden



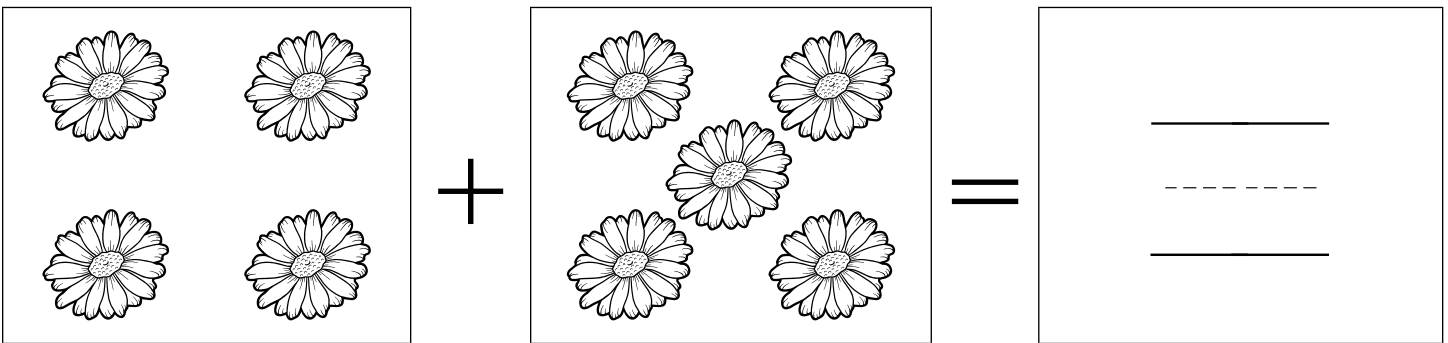
**Directions:** Have students add the pictures in the two groups and write the whole.



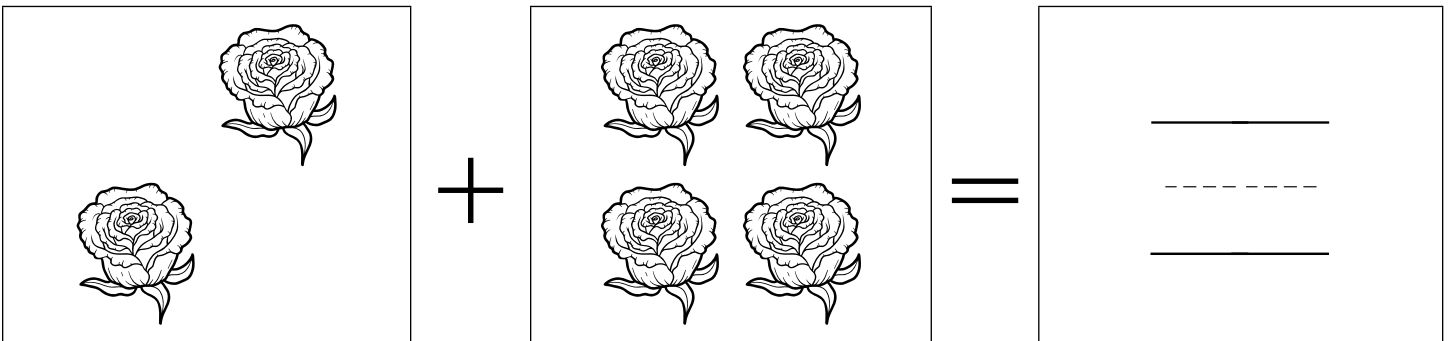
# Flowers Everywhere



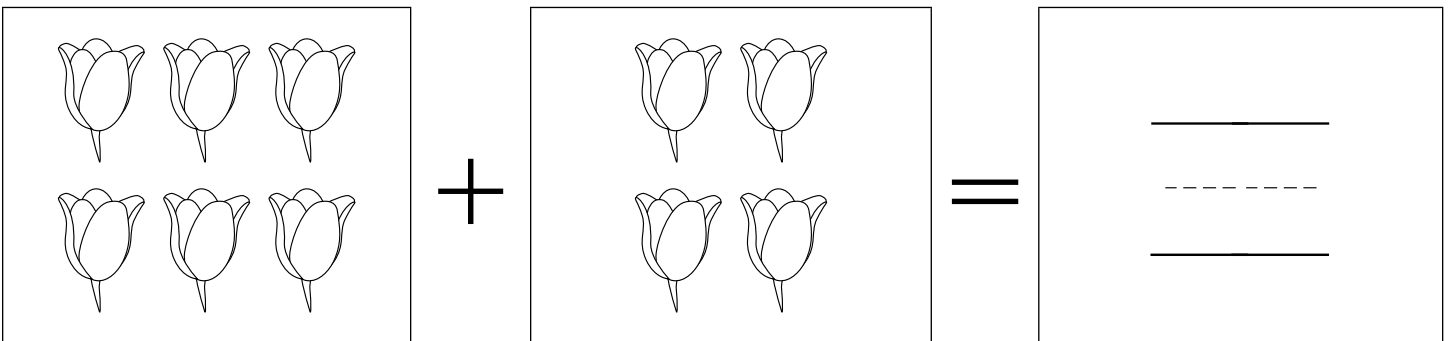
3 flowers + 5 flowers = 8



4 daisies + 3 daisies = 7



2 roses + 4 roses = 6

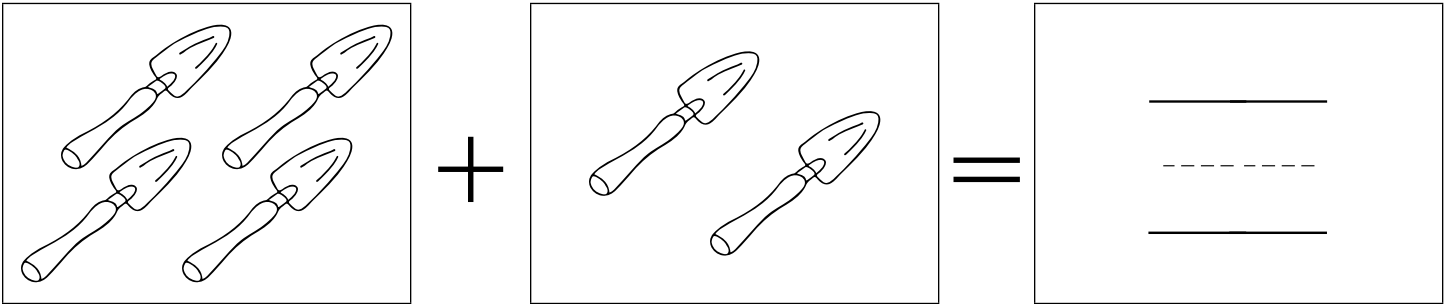


6 tulips + 2 tulips = 5

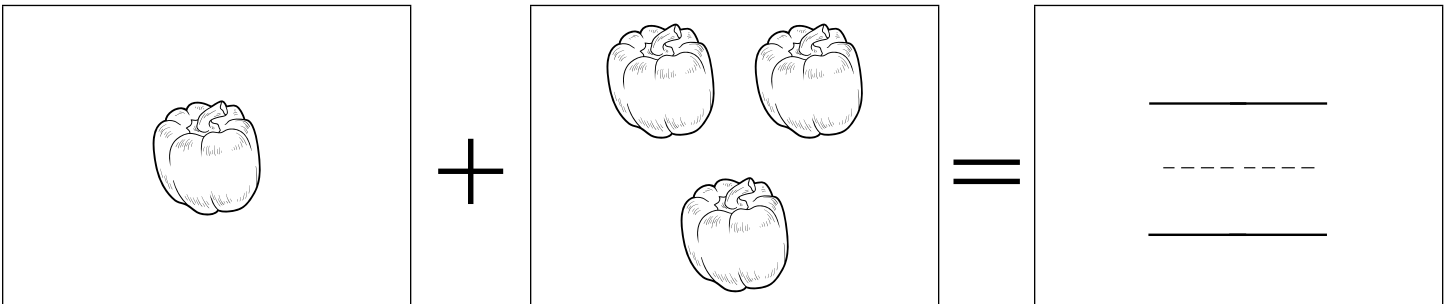
**Directions:** Have students add the pictures in the two groups and write the whole.

# Lesson 25 Exit Ticket

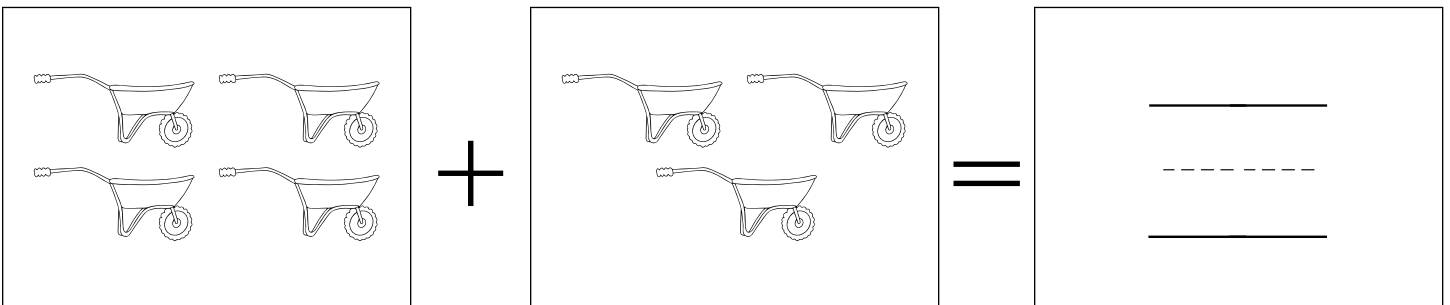
1.



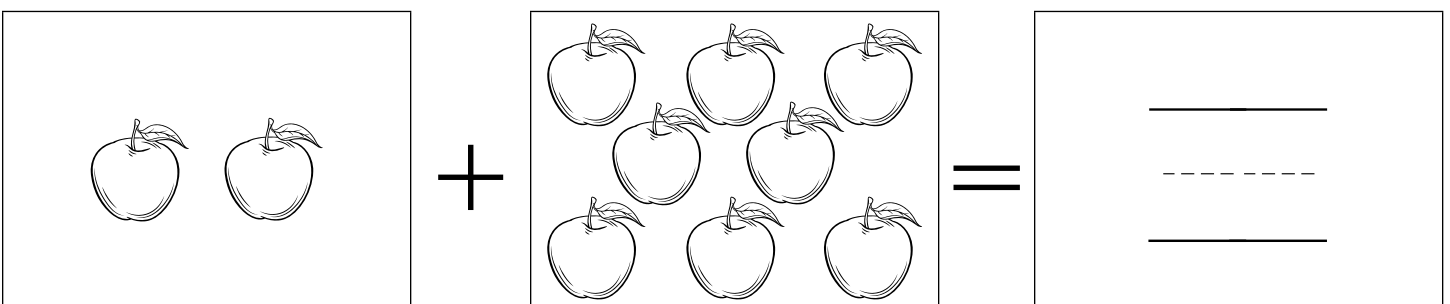
2.



3.

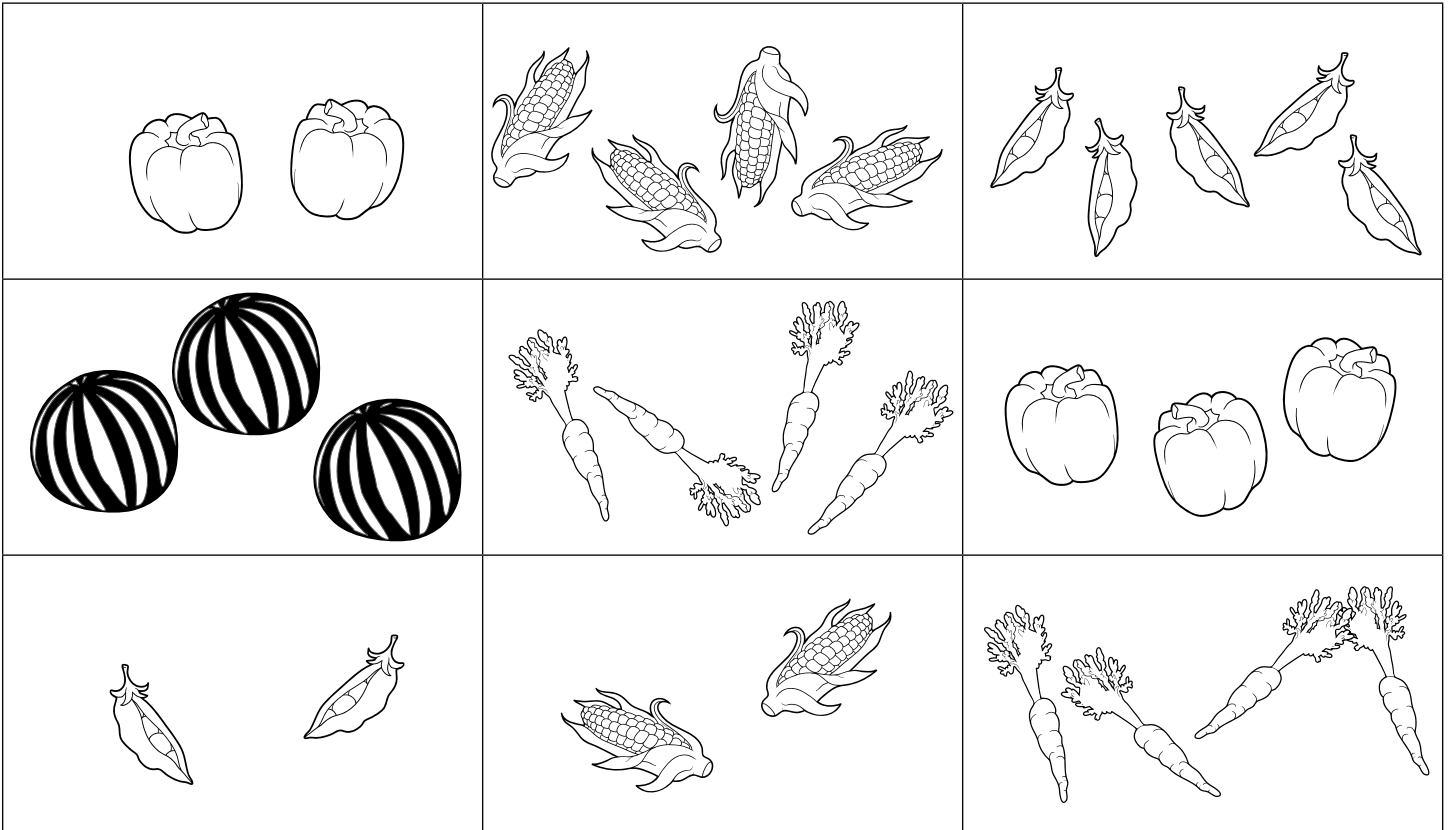





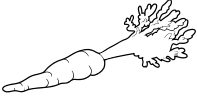
4.



**Directions:** Have students add the pictures in the two groups and write the whole.

# Extra Practice: Farmers Market

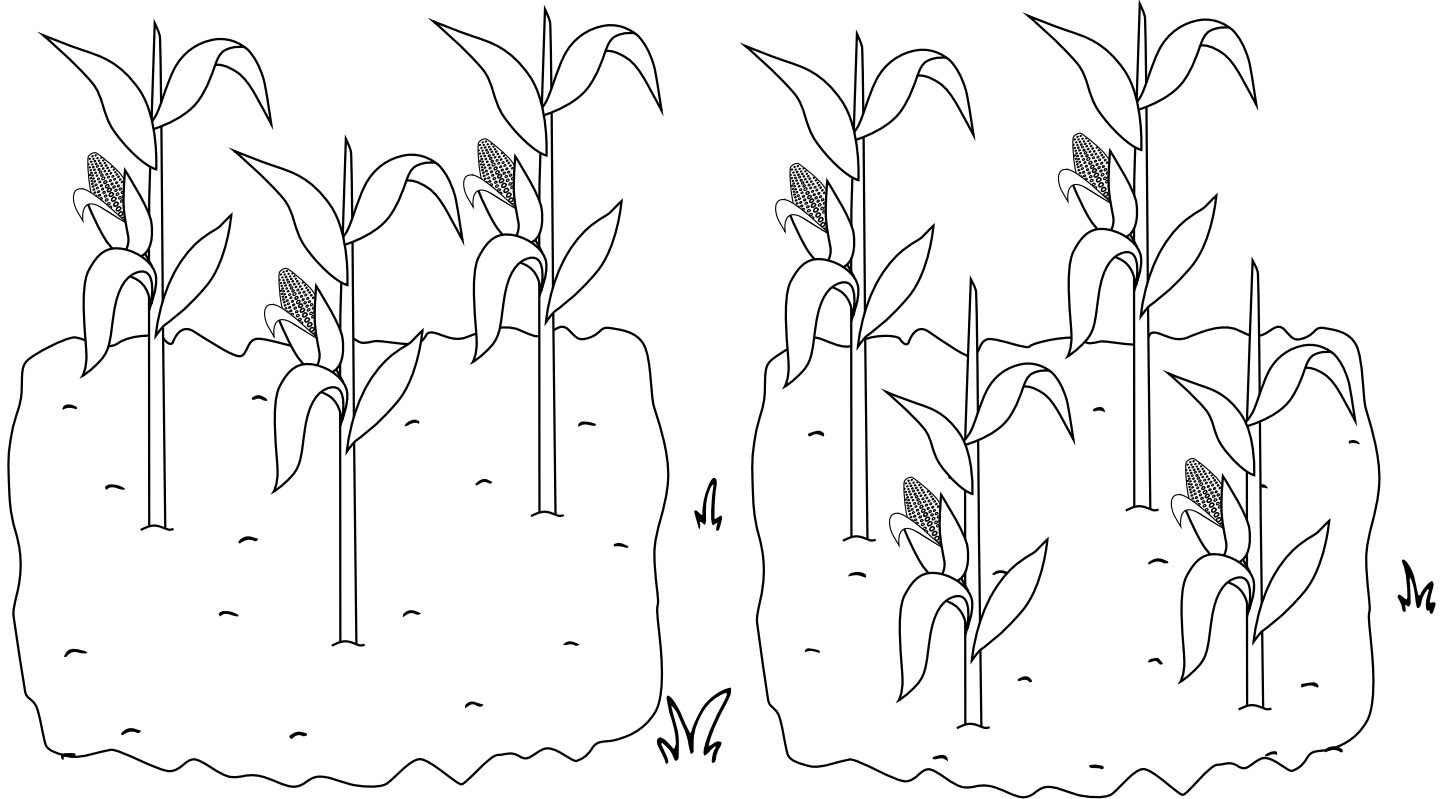
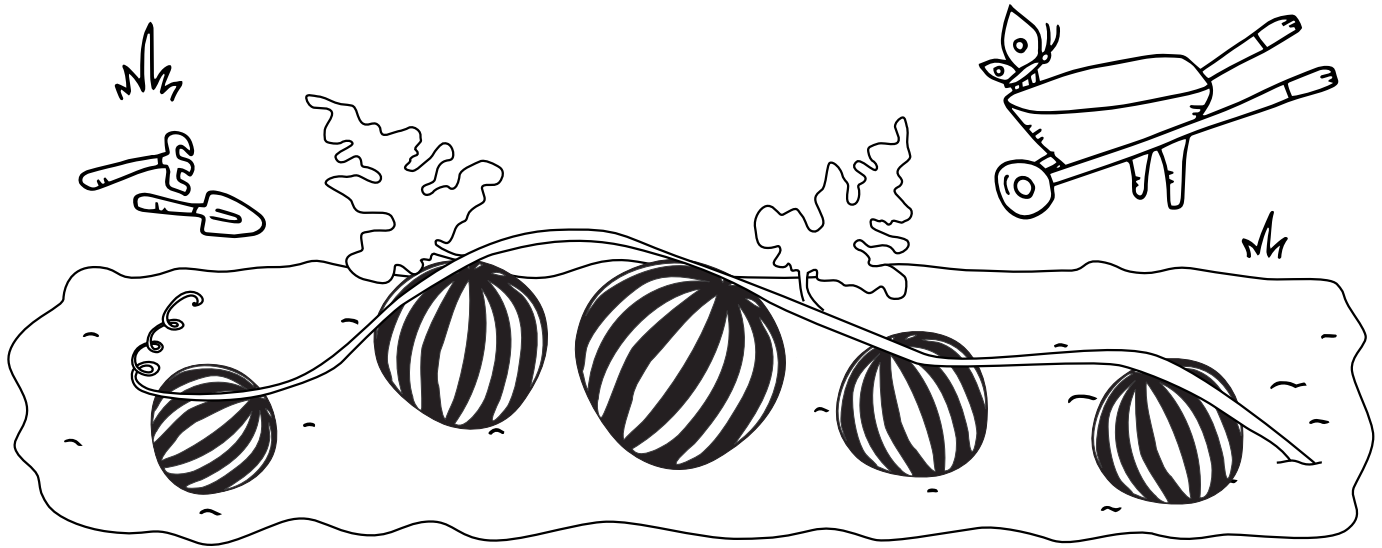


	_____	_____	_____
	-----	+	-----
	_____		_____
	_____	_____	_____
	-----	+	-----
	_____		_____
	_____	_____	_____
	-----	+	-----
	_____		_____
	_____	_____	_____
	-----	+	-----
	_____		_____

Whole	Color
5	red
6	yellow
7	blue
8	green

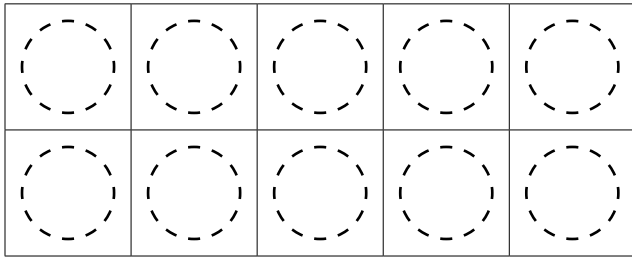
**Directions:** Have students find two groups of the same vegetable. Then have them count the objects to find the total and complete the equation. Then students follow the key to color the vegetables.

# Watermelon and Corn

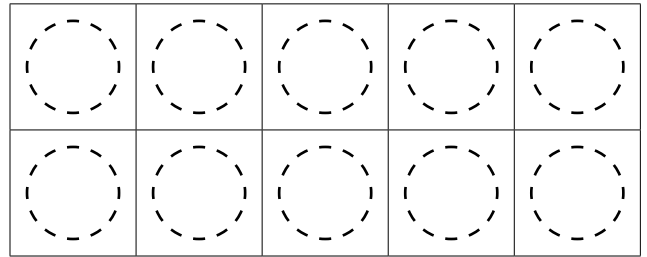


# Marty the Mouse

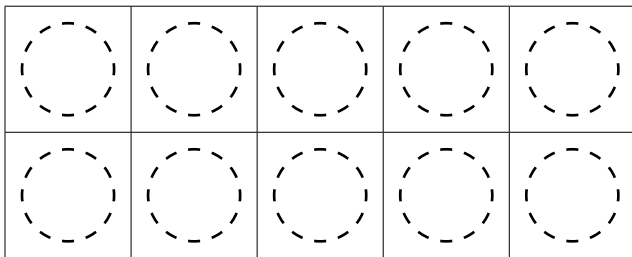
$$\begin{array}{r} \underline{\hspace{2cm}} \\ - - - - - \\ 5 + 2 = \underline{\hspace{2cm}} \end{array}$$



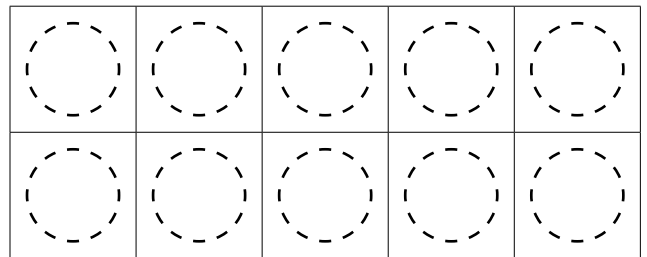
$$\begin{array}{r} \underline{\hspace{2cm}} \\ - - - - - \\ 3 + 5 = \underline{\hspace{2cm}} \end{array}$$



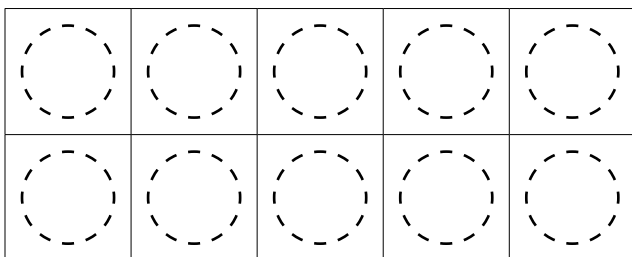
$$\begin{array}{r} \underline{\hspace{2cm}} \\ - - - - - \\ 5 + 4 = \underline{\hspace{2cm}} \end{array}$$



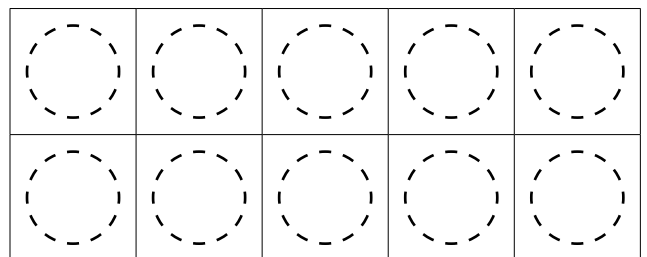
$$\begin{array}{r} \underline{\hspace{2cm}} \\ - - - - - \\ 7 + 3 = \underline{\hspace{2cm}} \end{array}$$



$$\begin{array}{r} \underline{\hspace{2cm}} \\ - - - - - \\ 1 + 6 = \underline{\hspace{2cm}} \end{array}$$

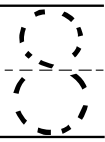


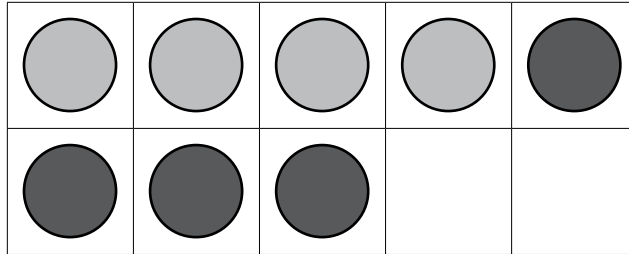
$$\begin{array}{r} \underline{\hspace{2cm}} \\ - - - - - \\ 4 + 3 = \underline{\hspace{2cm}} \end{array}$$

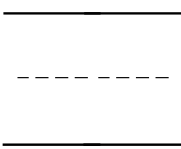


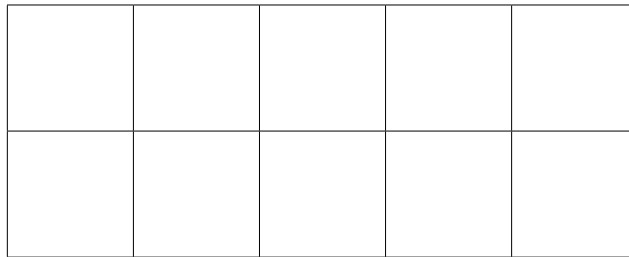
**Directions:** Have students use one color to color circles on the 10-frame to represent the first addend and another color to represent the second addend. Then have them add all the colored circles and write the whole.

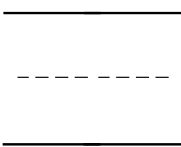
# Feeding Molly

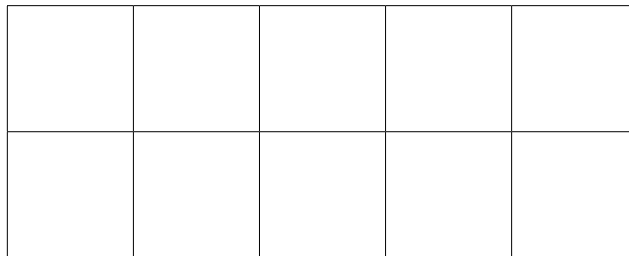
$$4 + 4 = \underline{\quad}$$





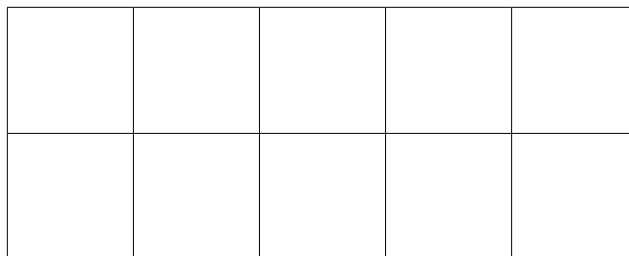
$$4 + 2 = \underline{\quad}$$




$$7 + 3 = \underline{\quad}$$




$$1 + 9 = \underline{\quad}$$




**Directions:** Have students use one color to draw and color circles on the 10-frame to represent the first addend and another color to represent the second addend. Then have them add all the colored circles and write the whole.

# Lesson 26 Exit Ticket

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1.  $5 + 2 =$  \_\_\_\_\_


\_\_\_\_\_

-----

2.  $3 + 5 =$  \_\_\_\_\_


\_\_\_\_\_

-----

3.  $2 + 8 =$  \_\_\_\_\_

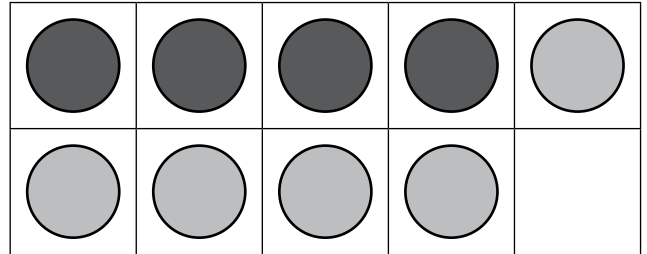

**Directions:** Have students use one color to draw and color circles on the 10-frame to represent the first addend and another color to represent the second addend. Then have them add all the colored circles and write the whole.

# Extra Practice: Cats and Dogs

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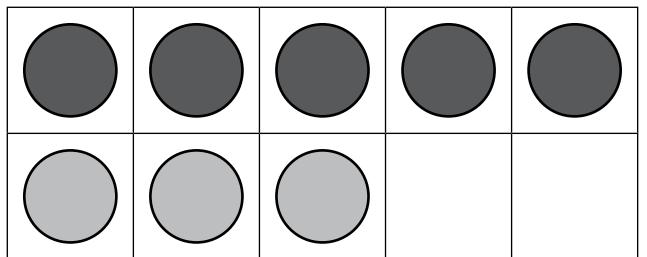
5 + 5 = \_\_\_\_\_



\_\_\_\_\_

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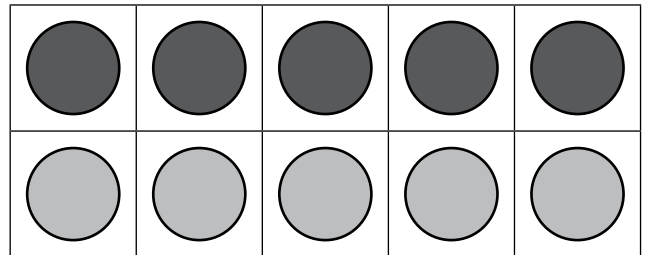
6 + 3 = \_\_\_\_\_



\_\_\_\_\_

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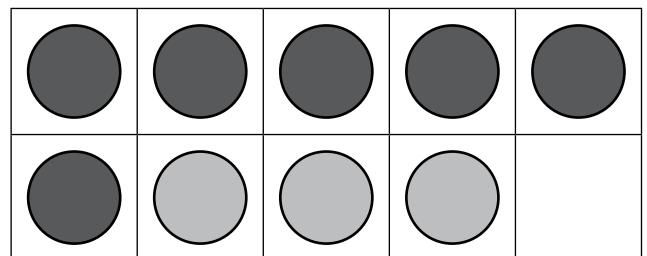
2 + 6 = \_\_\_\_\_



\_\_\_\_\_

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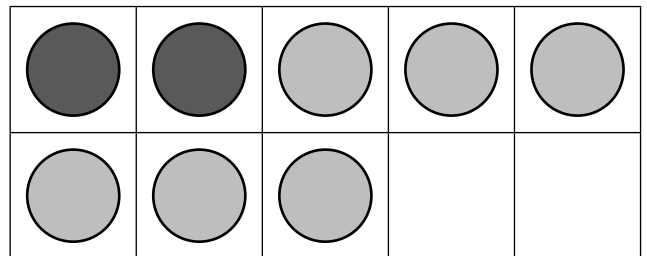
4 + 5 = \_\_\_\_\_



\_\_\_\_\_

-----

5 + 3 = \_\_\_\_\_



**Directions:** Have students draw a line to match the equation to the 10-frame that represents it. Then have students write the whole to complete the equation.



# 10-Frames



# 10-Frames



# Play Ball!

1. Start with 5.

Count on 2.

$$\begin{array}{r} \underline{\hspace{2cm}} \\ \text{-----} \\ 5 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \end{array}$$

2. Start with 6.

Count on 1.

$$\begin{array}{r} \underline{\hspace{2cm}} \\ \text{-----} \\ 6 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \end{array}$$

3. Start with 4.

Count on 4.

$$\begin{array}{r} \underline{\hspace{2cm}} \\ \text{-----} \\ 4 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \end{array}$$

4. Start with 2.

Count on 4.

$$\begin{array}{r} \underline{\hspace{2cm}} \\ \text{-----} \\ 2 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \end{array}$$

5. Start with 3.

Count on 4.

$$\begin{array}{r} \underline{\hspace{2cm}} \\ \text{-----} \\ 3 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \end{array}$$

6. Start with 7.

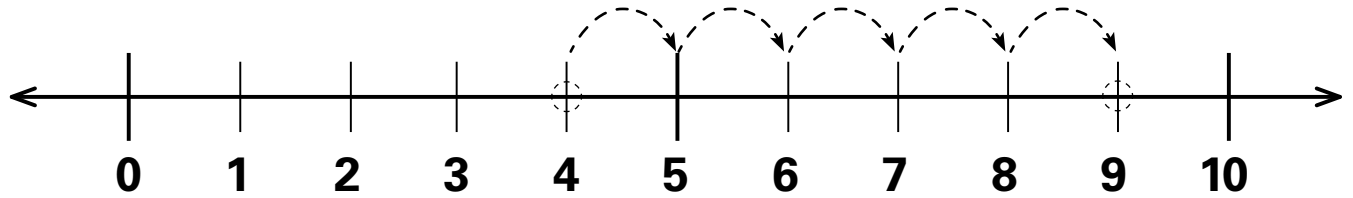
Count on 2.

$$\begin{array}{r} \underline{\hspace{2cm}} \\ \text{-----} \\ 7 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \end{array}$$

**Directions:** Have students model the numbers with linking cubes. Then have them write the second addend and the whole to complete the equation.

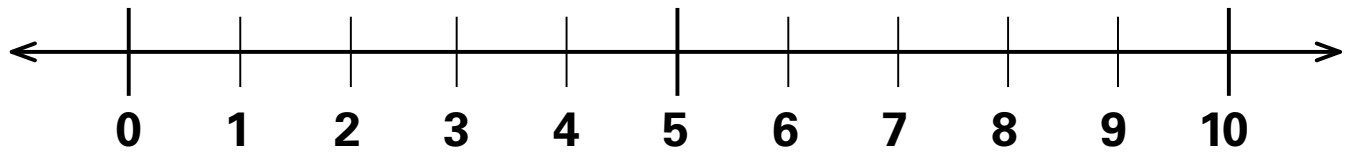
# Homerun Derby

1. Start with 4. Count on 5.



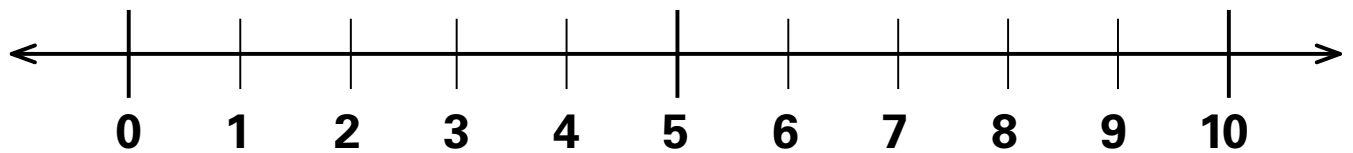
$$4 + \overbrace{\overbrace{5}^{\text{---}}}_{\text{---}} = \overbrace{\overbrace{9}^{\text{---}}}_{\text{---}}$$

2. Start with 6. Count on 3.



$$6 + \overbrace{\overbrace{\quad}^{\text{---}}}_{\text{---}} = \overbrace{\overbrace{\quad}^{\text{---}}}_{\text{---}}$$

3. Start with 5. Count on 3.



$$5 + \overbrace{\overbrace{\quad}^{\text{---}}}_{\text{---}} = \overbrace{\overbrace{\quad}^{\text{---}}}_{\text{---}}$$

**Directions:** Have students model the addition on the number line. Then have students write the second addend and the whole to complete the equation.

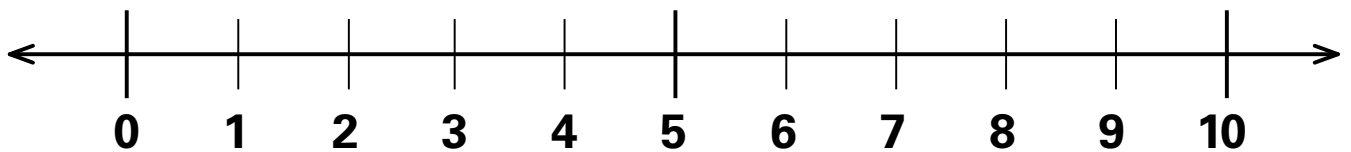
# Lesson 27 Exit Ticket

1. Start with 2.

Count on 7.

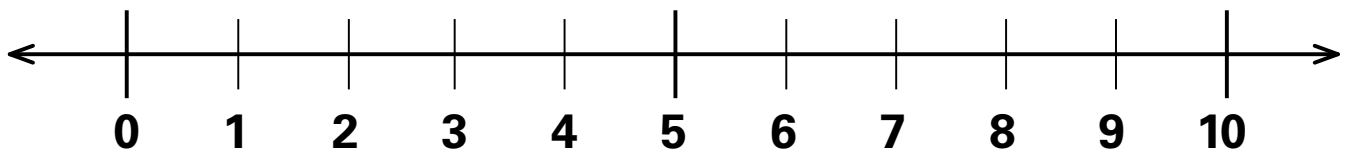
$$\begin{array}{r} \underline{\hspace{2cm}} \quad \underline{\hspace{2cm}} \\ \text{-----} \quad \text{-----} \\ 2 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \end{array}$$

2. Start with 8. Count on 2.



$$\begin{array}{r} \underline{\hspace{2cm}} \quad \underline{\hspace{2cm}} \\ \text{-----} \quad \text{-----} \\ 8 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \end{array}$$

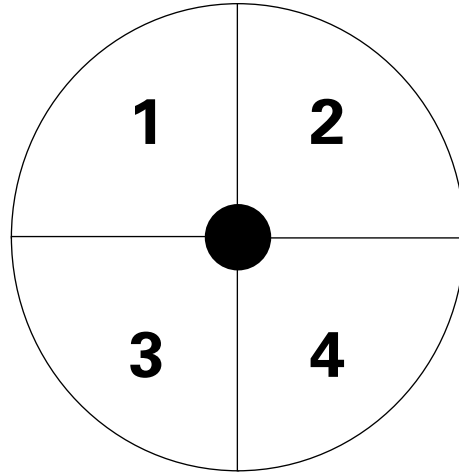
3. Start with 5. Count on 4.




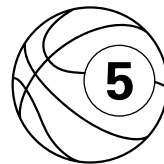
$$\begin{array}{r} \underline{\hspace{2cm}} \quad \underline{\hspace{2cm}} \\ \text{-----} \quad \text{-----} \\ 5 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \end{array}$$


**Directions:** 1) Have students model the numbers with linking cubes. Then have them write the second addend and the whole to complete the equation. 2–3) Have students model the addition on the number line. Then have students write the second addend and the whole to complete the equation.

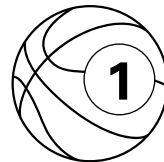
# Extra Practice: Spin and Add




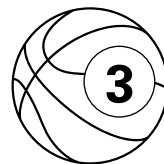
 + \_\_\_\_\_ = \_\_\_\_\_  
+ \_\_\_\_\_ = \_\_\_\_\_  
\_\_\_\_\_

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

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

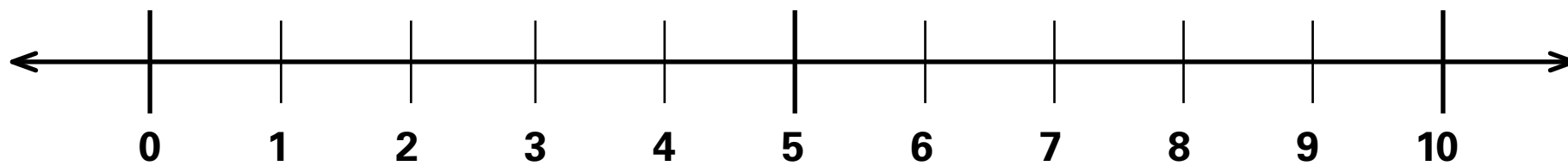
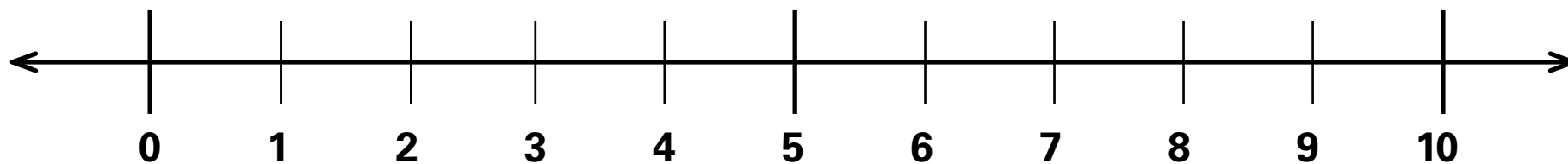
 + \_\_\_\_\_ = \_\_\_\_\_  
+ \_\_\_\_\_ = \_\_\_\_\_  
\_\_\_\_\_

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

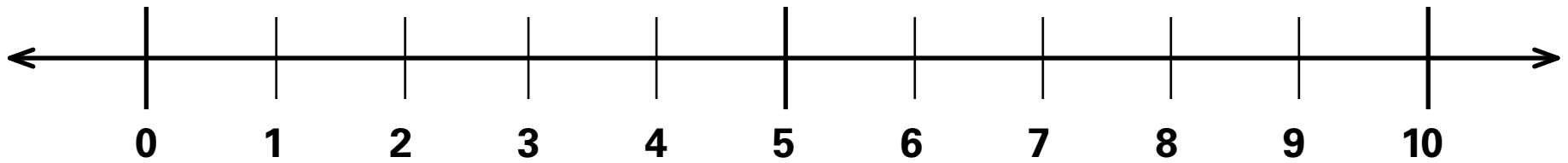
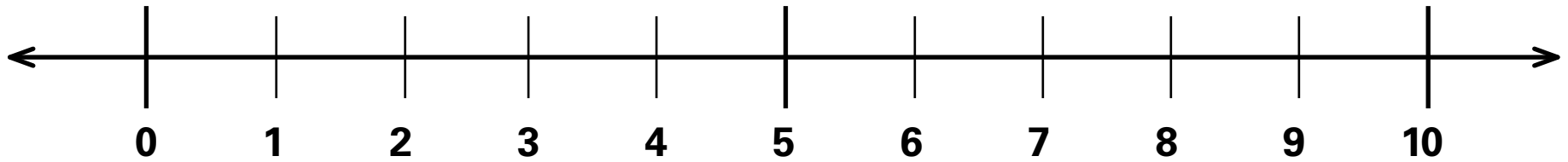
 + \_\_\_\_\_ = \_\_\_\_\_  
+ \_\_\_\_\_ = \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Have students model the number on the basketball with linking cubes. Then have students use a paper clip and pencil on the circle to create a spinner, spin the spinner to determine the number to add on, and complete the equation.

# Number Lines (0-10)

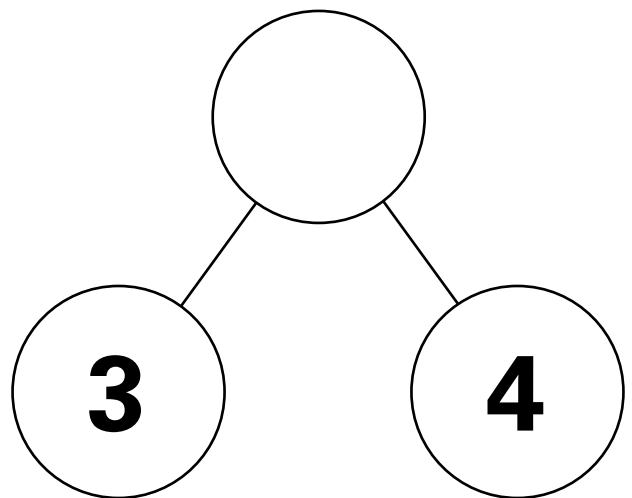
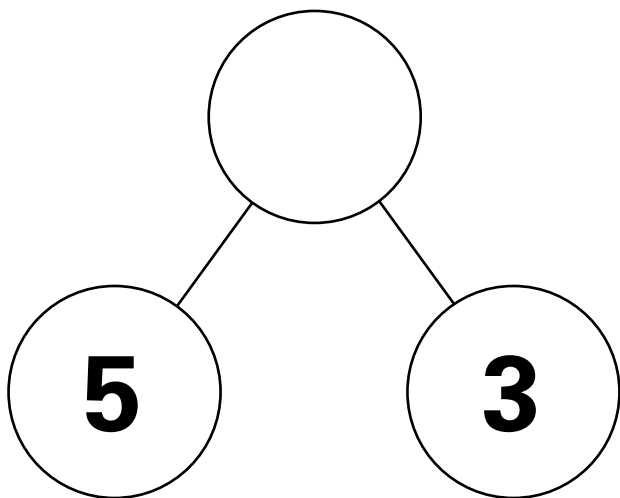
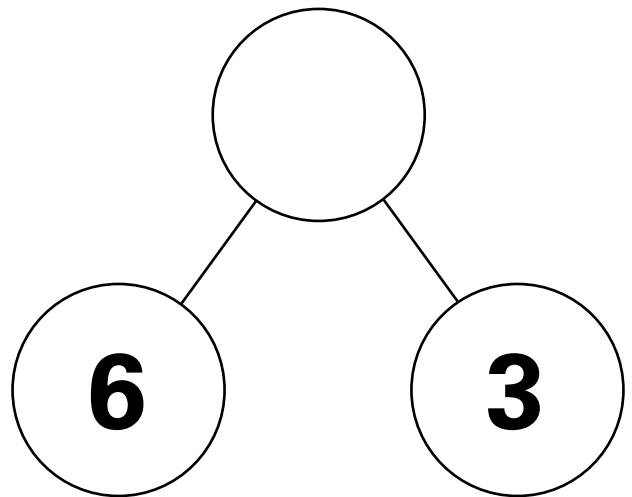
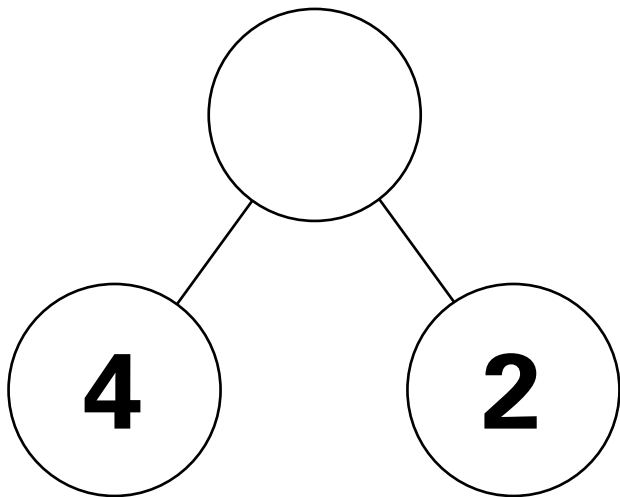
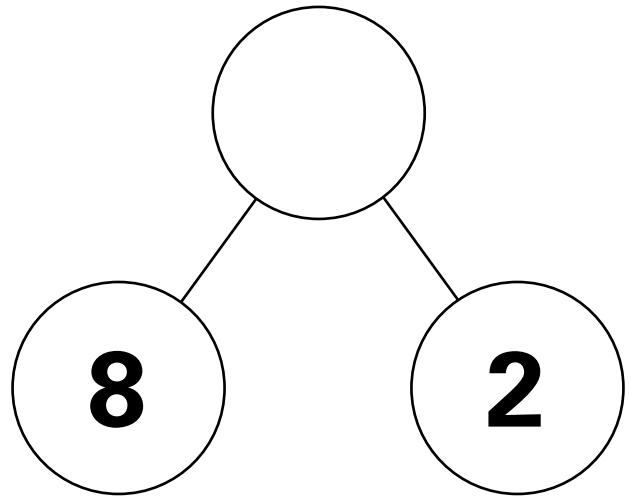
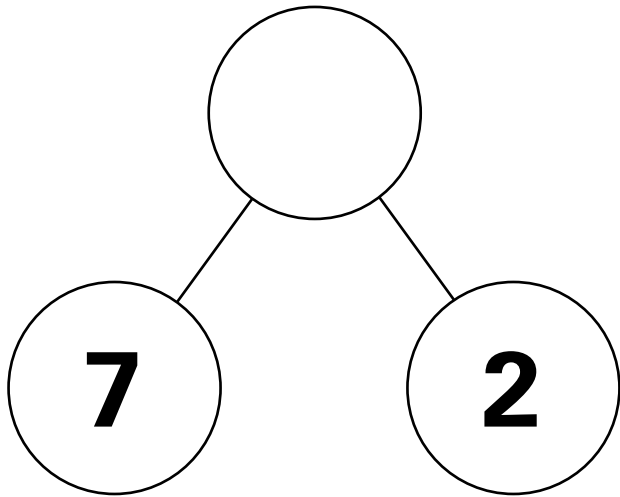


# Number Lines (0-10)





# Number Bonds



# Science Fair

1. 5 plants.

2 more plants.

How many now?

$$\begin{array}{r} \underline{\quad\quad} \quad \underline{\quad\quad} \quad \underline{\quad\quad} \\ \text{-----} \quad \text{-----} \quad \text{-----} \\ \underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad} \end{array}$$

2. 4 white rocks.

6 black rocks.

How many rocks?

$$\begin{array}{r} \underline{\quad\quad} \quad \underline{\quad\quad} \quad \underline{\quad\quad} \\ \text{-----} \quad \text{-----} \quad \text{-----} \\ \underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad} \end{array}$$

3. 8 seeds.

1 more seed.

How many seeds?

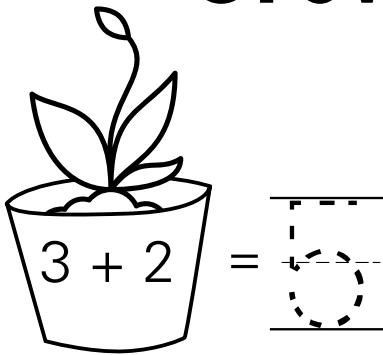
$$\begin{array}{r} \underline{\quad\quad} \quad \underline{\quad\quad} \quad \underline{\quad\quad} \\ \text{-----} \quad \text{-----} \quad \text{-----} \\ \underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad} \end{array}$$

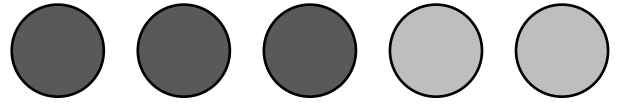
4.  $5 + 3 = \underline{\quad\quad}$

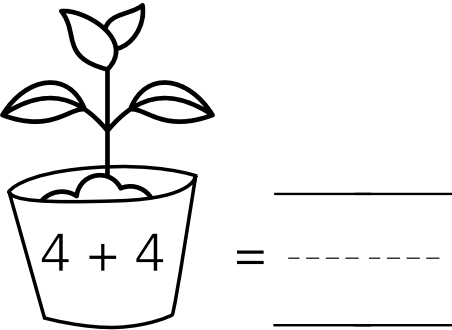
5.  $2 + 4 = \underline{\quad\quad}$

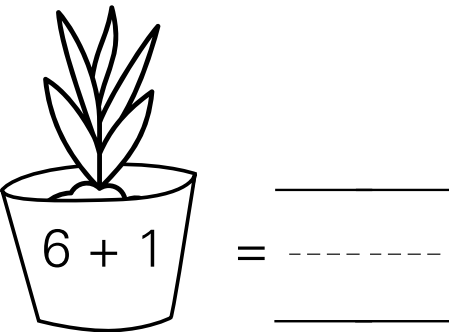
**Directions:** Have students choose any strategy or tool to solve the problems and complete the equations.

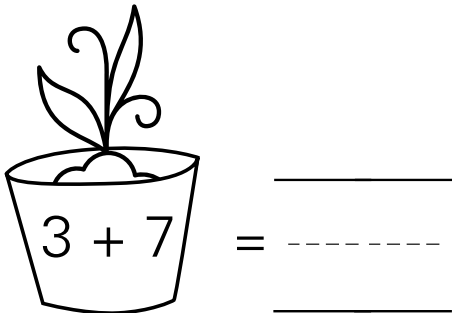
# Growing Pea Plants

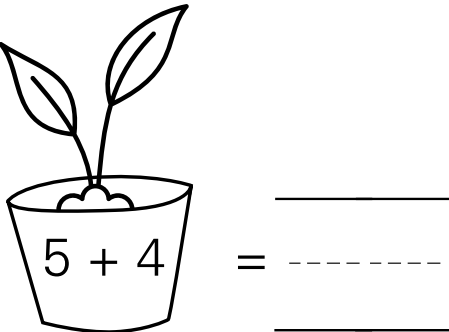
1.   $3 + 2 = 5$

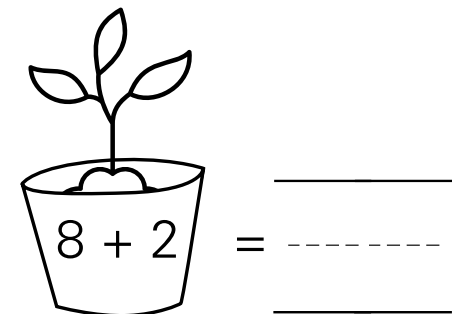


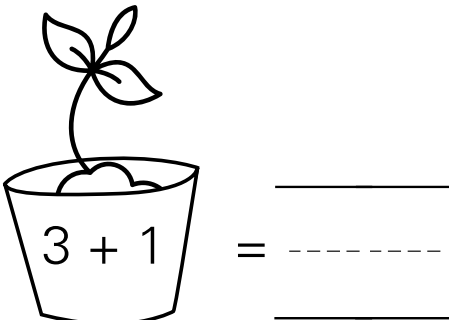
2.   $4 + 4 = \underline{\hspace{2cm}}$

3.   $6 + 1 = \underline{\hspace{2cm}}$

4.   $3 + 7 = \underline{\hspace{2cm}}$

5.   $5 + 4 = \underline{\hspace{2cm}}$

6.   $8 + 2 = \underline{\hspace{2cm}}$

7.   $3 + 1 = \underline{\hspace{2cm}}$

**Directions:** Have students choose any strategy or tool to solve the problems and complete the equations.

# Lesson 28 Exit Ticket

1.  $4 + 5 =$  \_\_\_\_\_

2.  $5 + 1 =$  \_\_\_\_\_

3. 4 tadpoles.  
3 more tadpoles.  
How many tadpoles?

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

4. 3 pink shells.  
3 white shells.  
How many shells?

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

**Directions:** Have students choose any strategy or tool to solve the problems and complete the equations.

# Extra Practice: Mixing Colors

1. 3 drops yellow.

3 more drops yellow.

How many drops?

$$\square + \square = \square$$



2. 6 drops red.

4 drops blue.

How many drops?

$$\square + \square = \square$$



3. 2 drops blue.

6 drops yellow.

How many drops?

$$\square + \square = \square$$



4. 5 drops yellow.

2 drops red.

How many drops?

$$\square + \square = \square$$



## Color Key

6 = yellow

7 = orange

8 = green

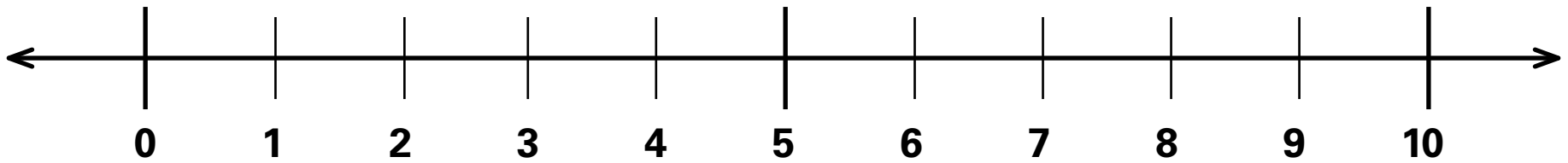
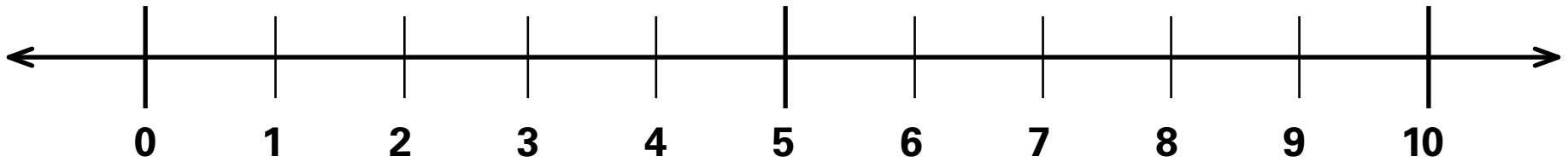
10 = purple

**Directions:** Have students choose any strategy or tool to solve the problems and write the equations. Then have them use the key to color the cupcakes.

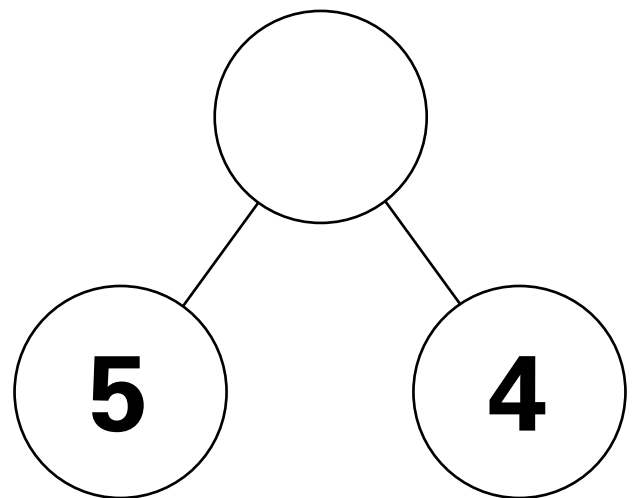
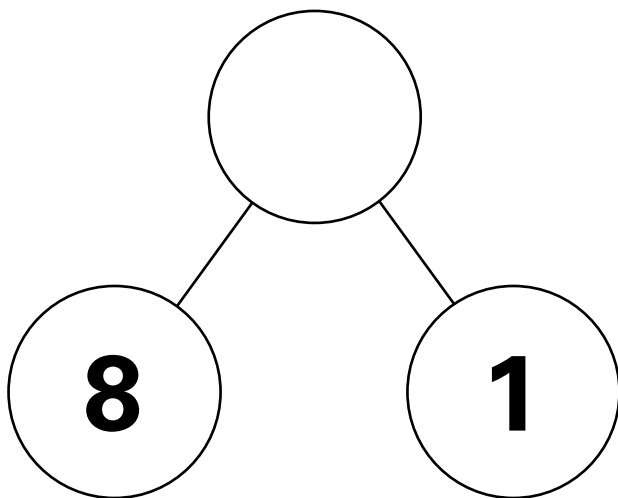
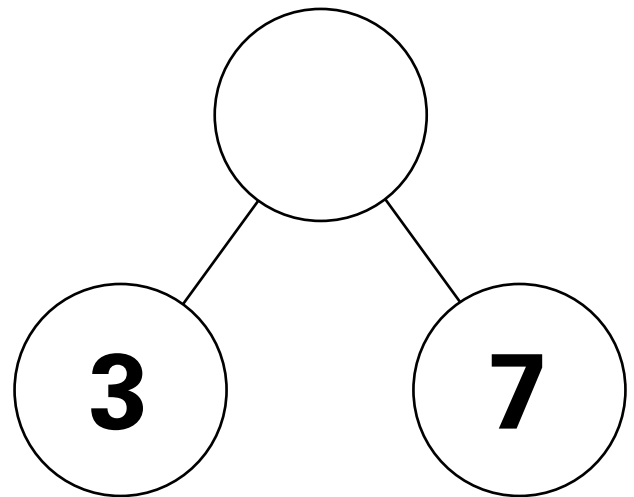
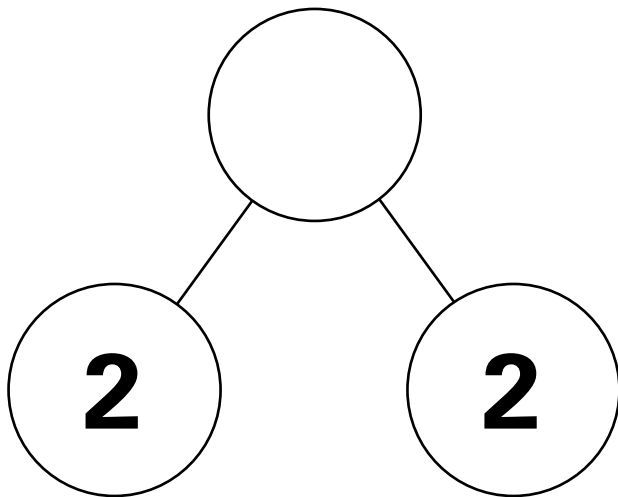
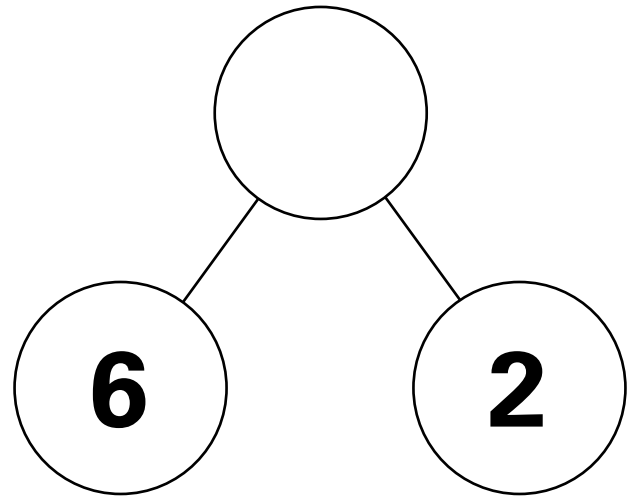
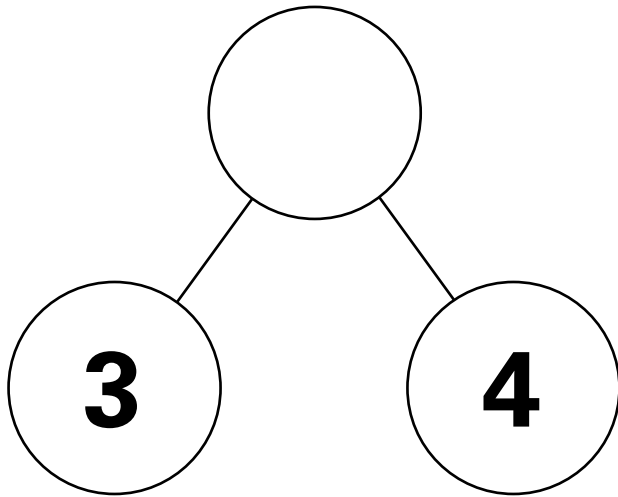
# 10-Frames



# Number Lines (0-10)



# Number Bonds





# Assessment

# Unit 4 Assessment

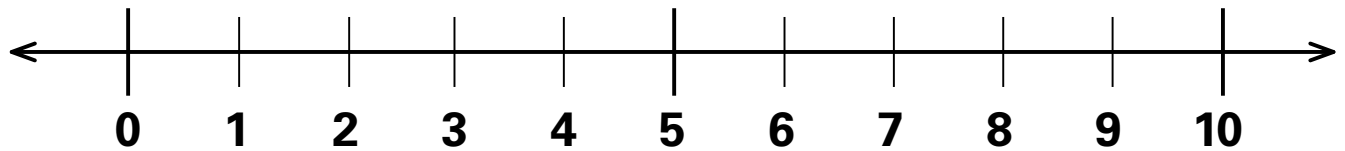
1.

$4 + 5 = \underline{\hspace{2cm}}$   
 $\hspace{2cm} \text{---}$   
 $\hspace{2cm} \text{---}$

2.  $3 + 4 = \underline{\hspace{2cm}}$


3. Start with 5.

Count on 3.



$$\begin{array}{r} \underline{\hspace{2cm}} \\ \text{5 + } \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \end{array}$$

4. 6 frogs.

4 more frogs.

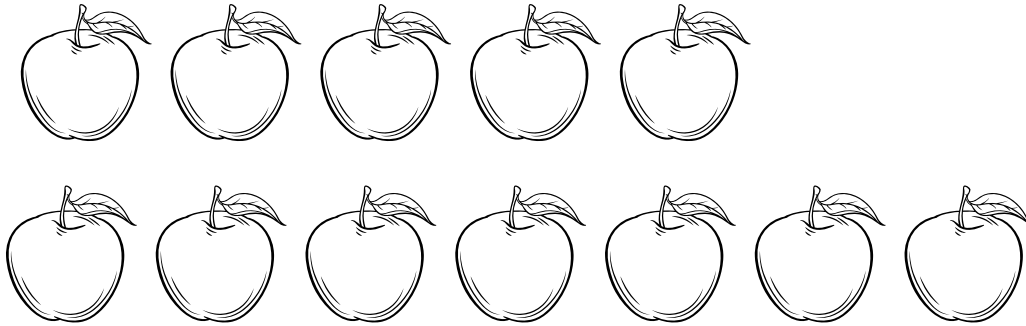
How many frogs?

$$\begin{array}{r} \underline{\hspace{2cm}} \\ \text{---} + \text{---} = \text{---} \\ \underline{\hspace{2cm}} \end{array}$$



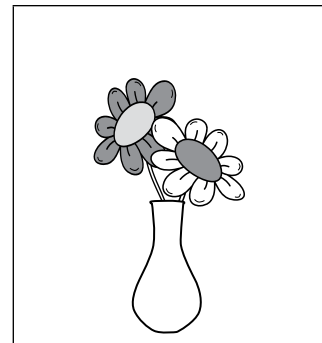
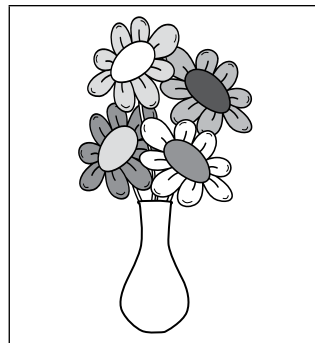
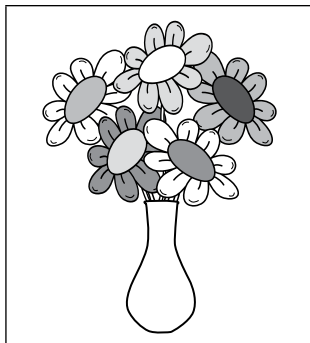
# Unit 4 Cumulative Review

1.



2.  $5 + 2 =$  \_\_\_\_\_


3.

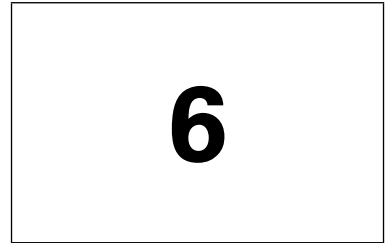
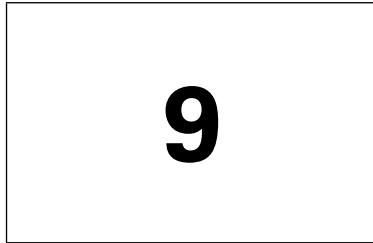
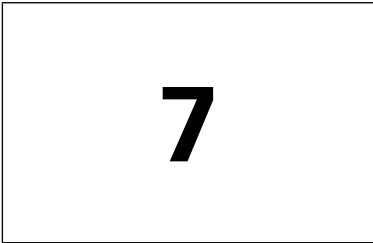
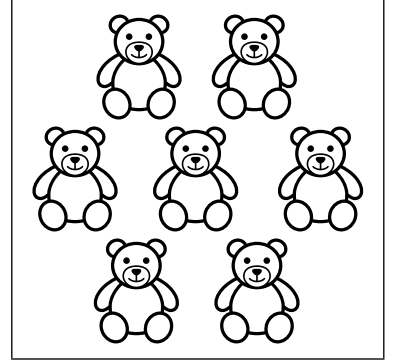
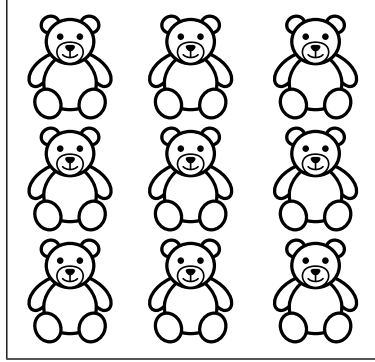
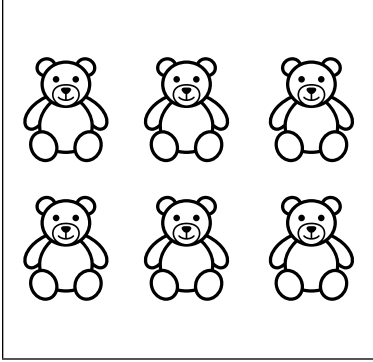


**2**

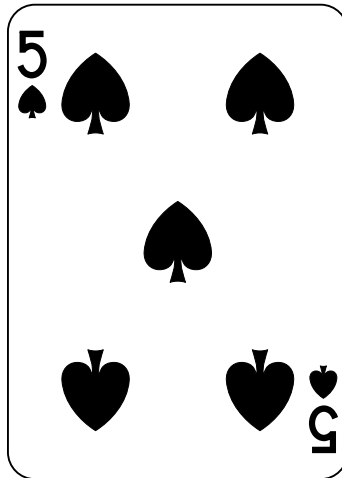
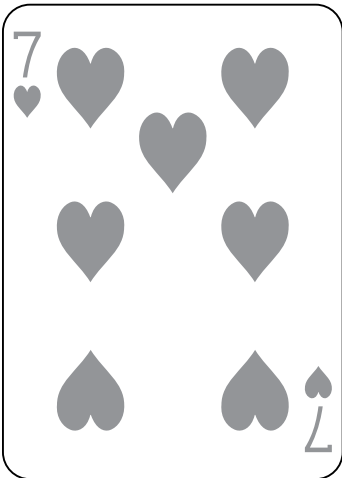
**5**

**4**

4.



5.



Unit 5:

# Subtraction within 10

# Upcycle

$4 - 1 = \square$

$7 - 4 = \square$

$5 - 3 = \square$

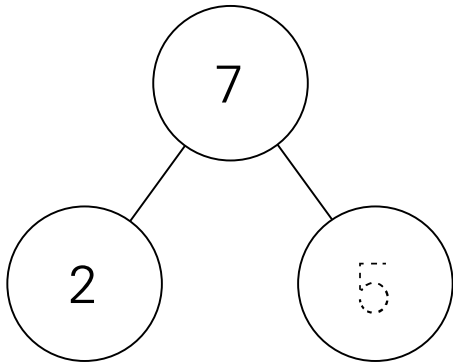
$6 - 5 = \square$

$7 - 6 = \square$

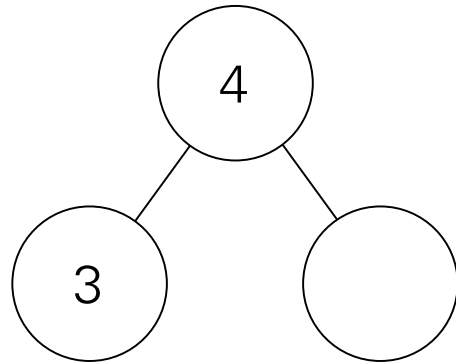
$5 - 1 = \square$


**Directions:** Have students model the whole with counters on a 10-frame. Then have them take away the part and write how many are left.

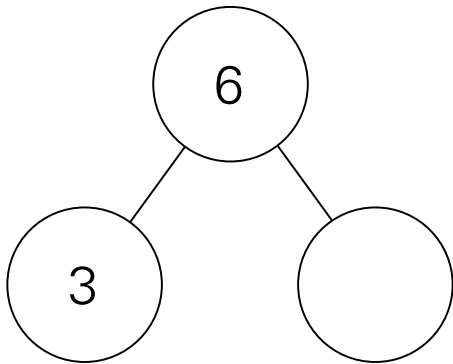
# Water Bottle Caps



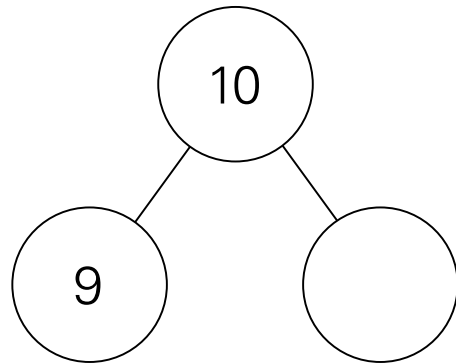
$$7 - 2 = \boxed{5}$$



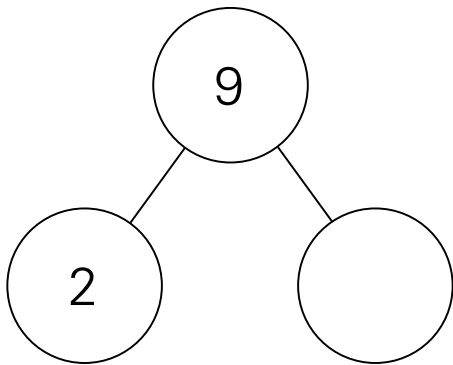
$$4 - 3 = \boxed{\phantom{0}}$$



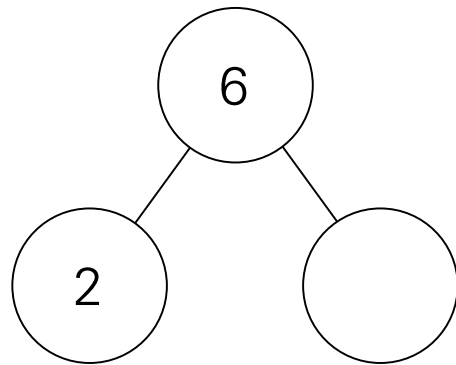
$$\boxed{\phantom{0}} - \boxed{\phantom{0}} = \boxed{\phantom{0}}$$



$$\boxed{\phantom{0}} - \boxed{\phantom{0}} = \boxed{\phantom{0}}$$



$$\boxed{\phantom{0}} - \boxed{\phantom{0}} = \boxed{\phantom{0}}$$



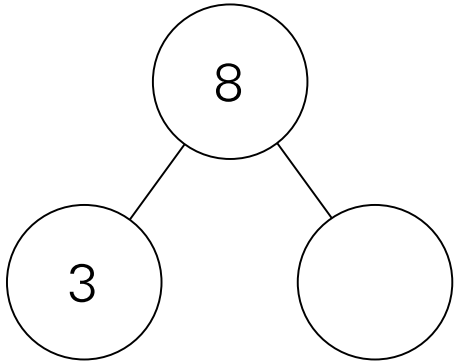
$$\boxed{\phantom{0}} - \boxed{\phantom{0}} = \boxed{\phantom{0}}$$

**Directions:** Have students model the whole with counters on a 10-frame. Then have them take away the part, complete the number bond, and complete the equation to show how many are left.



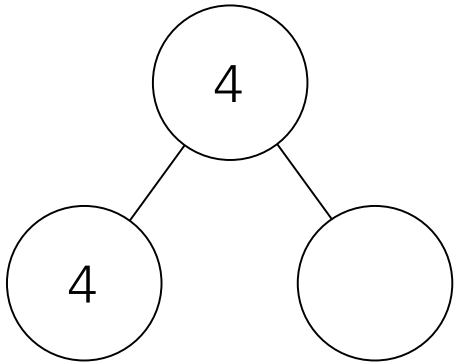
# Lesson 30 Exit Ticket

1.



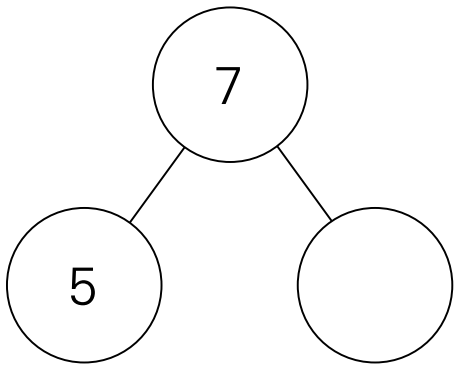
$$8 - 3 = \square$$

2.



$$4 - 4 = \square$$

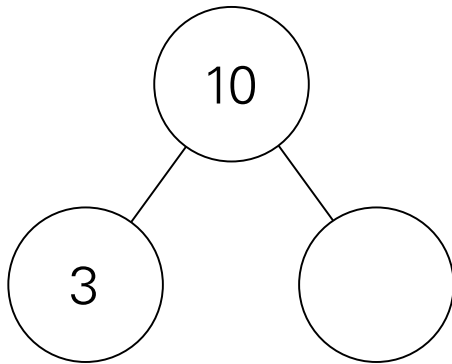
3.



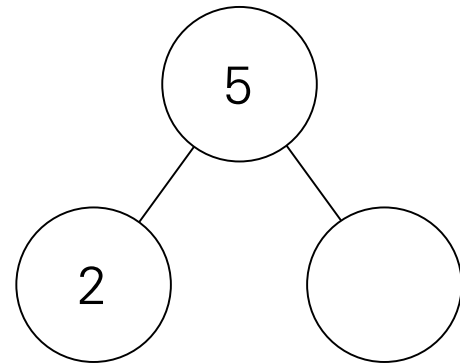
$$7 - 5 = \square$$

**Directions:** Have students model the whole with counters on a 10-frame. Then have them take away the part, complete the number bond, and complete the equation to show how many are left.

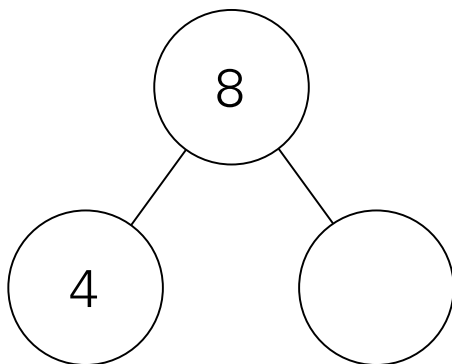
# Extra Practice: Tic-Tac-Toe



$$10 - 3 = \square$$



$$5 - 2 = \square$$

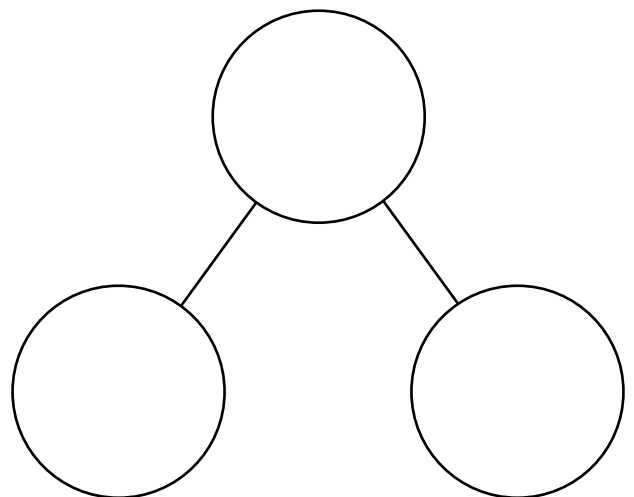
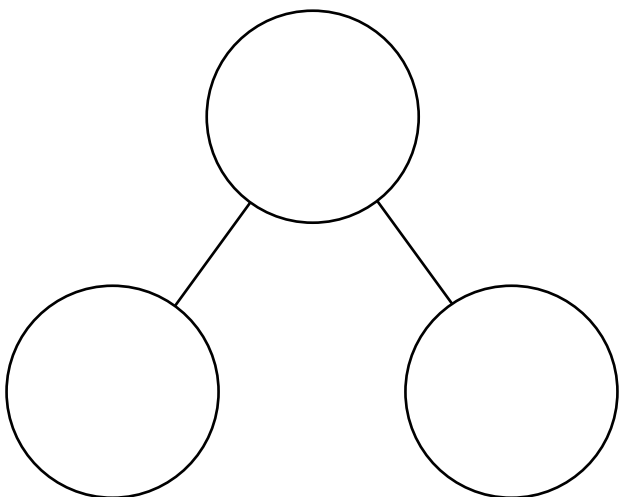
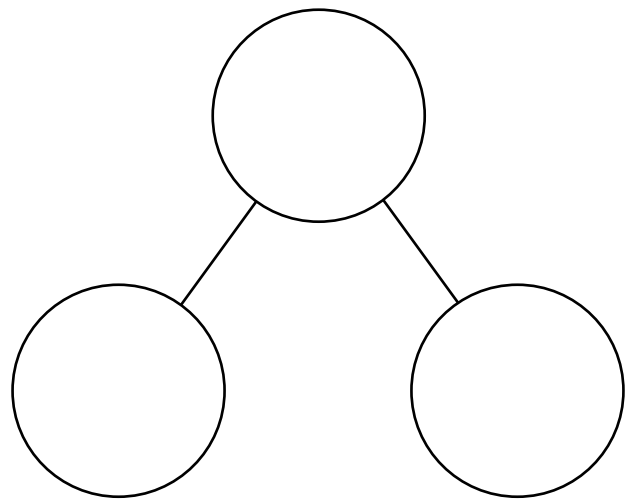
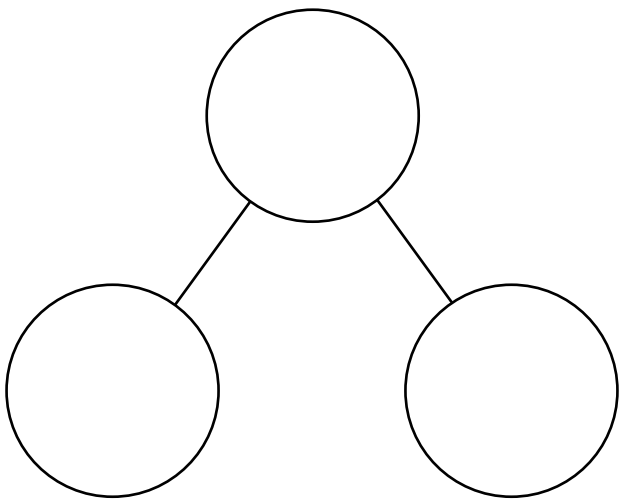
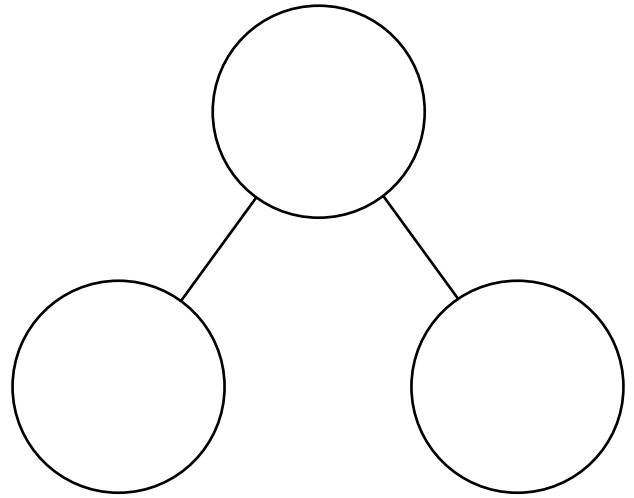
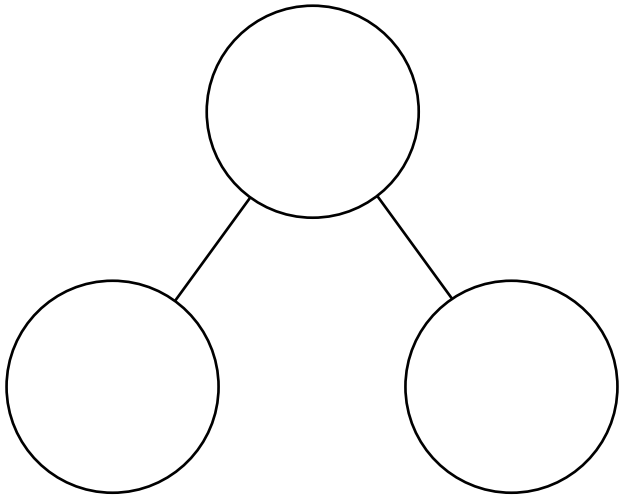


$$8 - 4 = \square$$

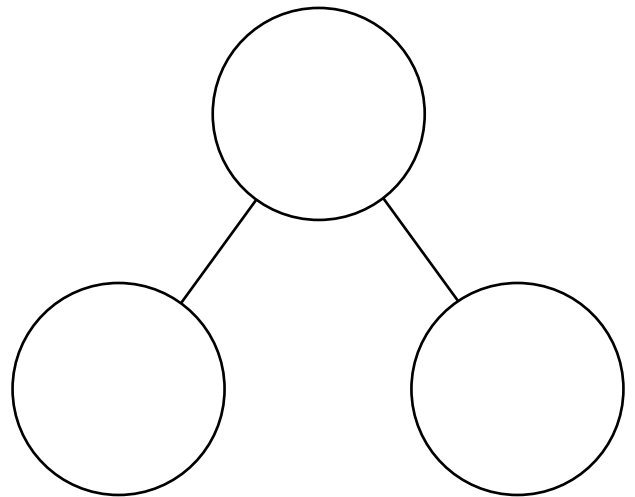
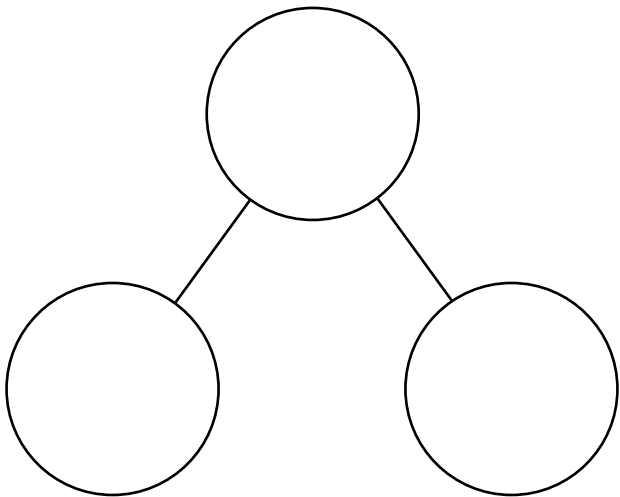
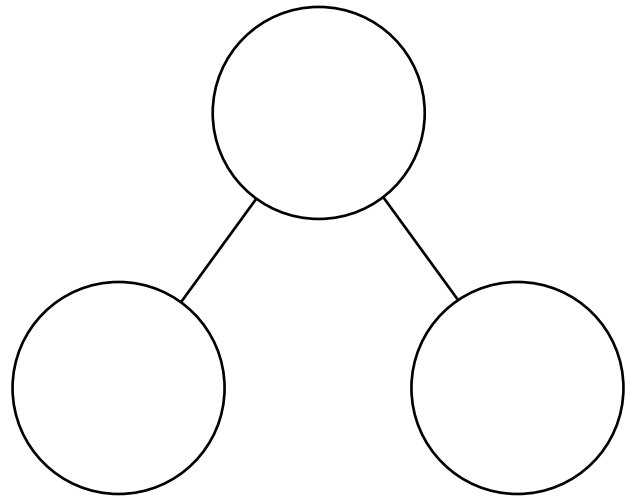
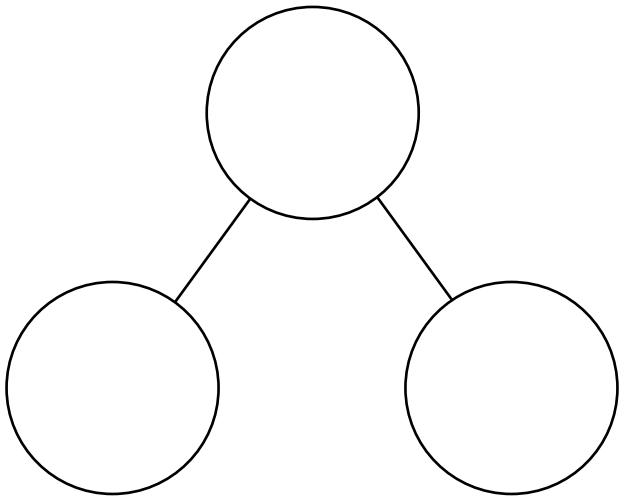
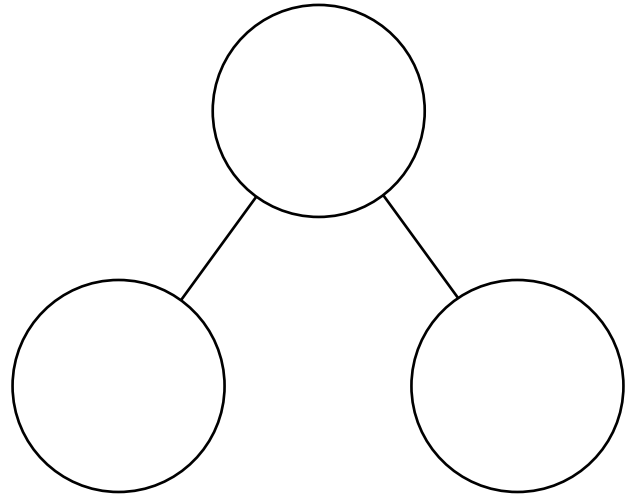
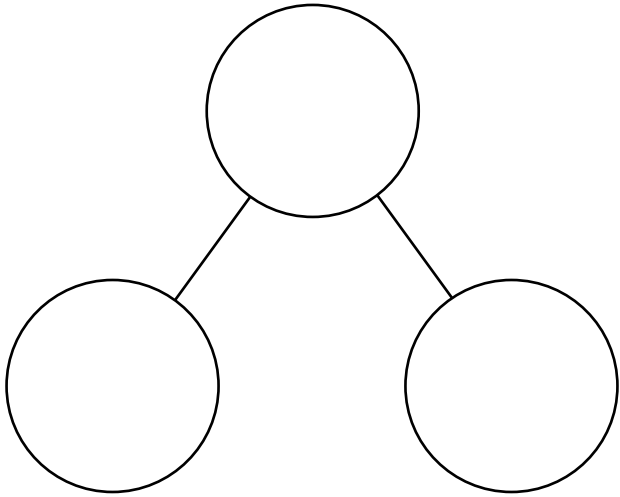
3	9	5
0	7	6
8	2	4

**Directions:** Have students model the whole with counters on a 10-frame. Then have them take away the part and complete the number bond and equation. Then have students color their three answers on the tic-tac-toe board.

# Number Bonds

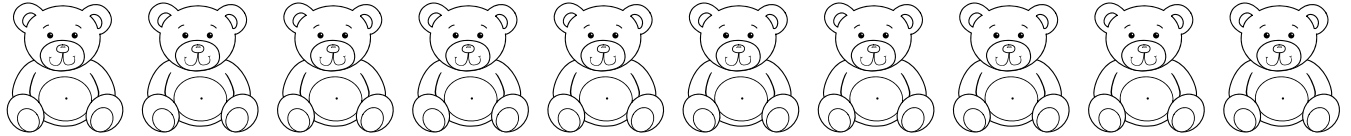


# Number Bonds

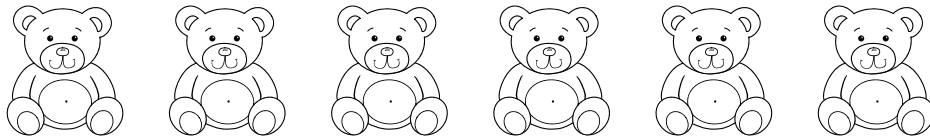


# Toy Donations

1.  $10 - 3 = \square$



2.  $6 - 4 = \square$



3.  $9 - 8 = \square$



4.  $7 - 1 = \square$

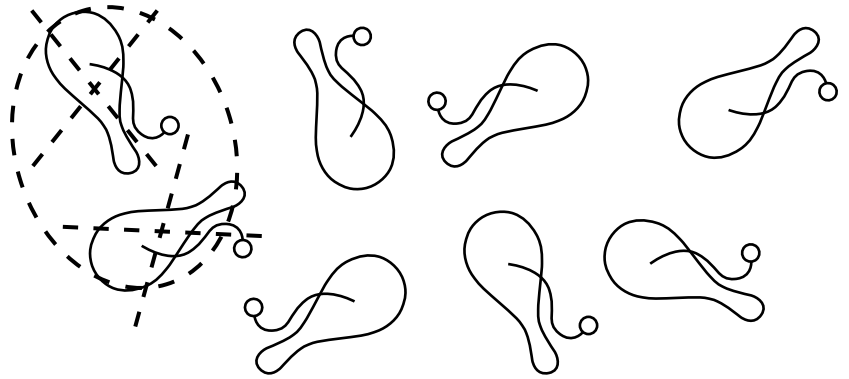


**Directions:** Have students circle and cross out the number of bears that represent the part. Then have them count the remaining bears and complete the equation.

# More Toys

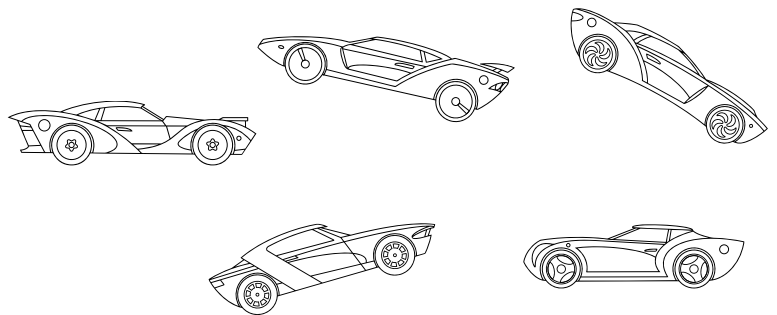
1. Take away 2 toys.

$$\boxed{8} - \boxed{2} = \boxed{6}$$



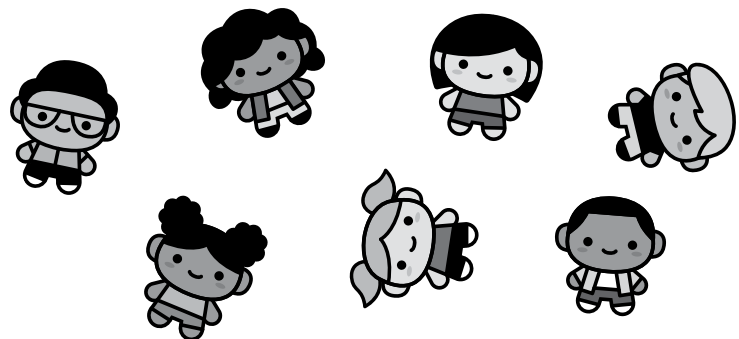
2. Take away 5 cars.

$$\boxed{\phantom{0}} - \boxed{\phantom{0}} = \boxed{\phantom{0}}$$



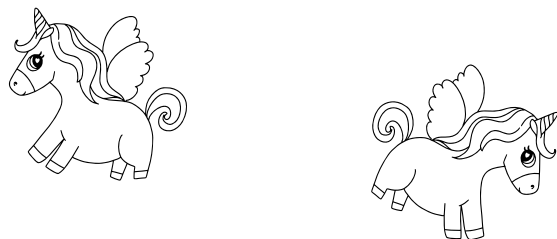
3. Take away 3 dolls.

$$\boxed{\phantom{0}} - \boxed{\phantom{0}} = \boxed{\phantom{0}}$$



4. Take away 1 unicorn.

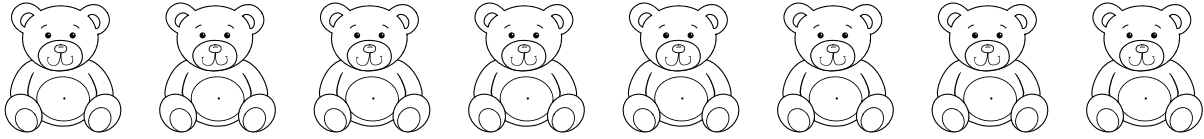
$$\boxed{\phantom{0}} - \boxed{\phantom{0}} = \boxed{\phantom{0}}$$



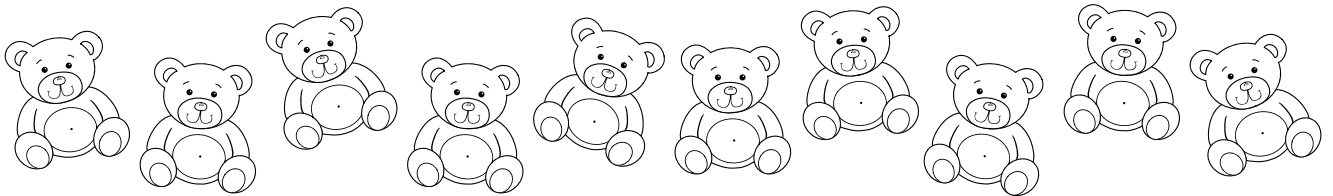
**Directions:** Have students count the whole number of toys, then have them circle and cross out the number of toys that represent the part. Then have students count the remaining toys and complete the equation.

# Lesson 31 Exit Ticket

1.  $8 - 4 = \square$

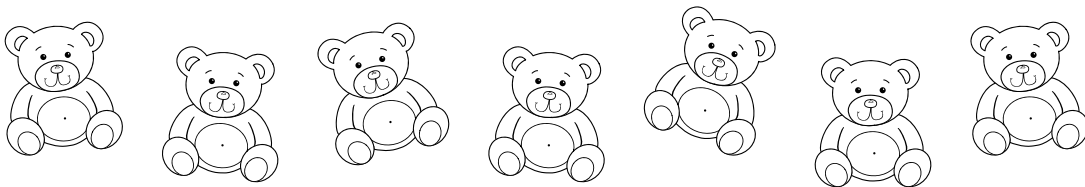


2. Take away 4.



$10 - \square = \square$

3. Take away 5.

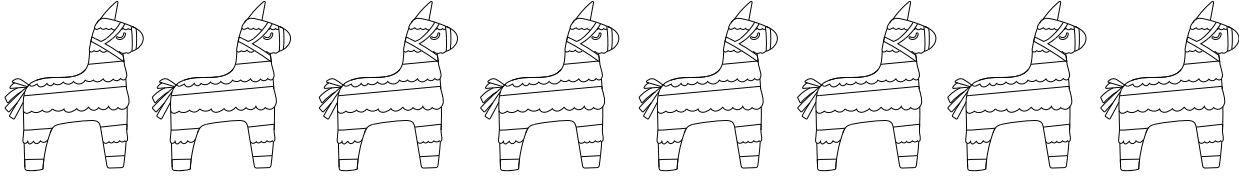


$\square - \square = \square$

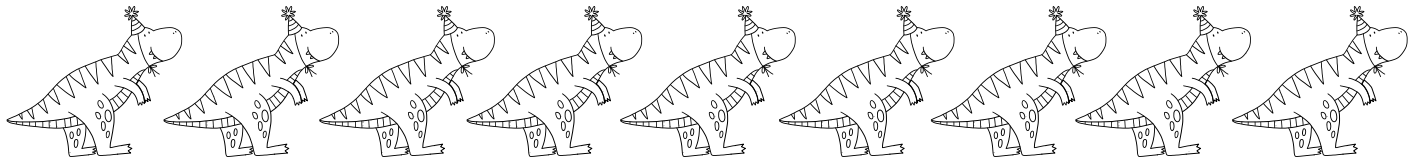
**Directions:** Have students count the whole number of bears, then have them circle and cross out the number of bears that represent the part. Then have them count the remaining bears and complete the equation.

# Extra Practice: Piñata Popping

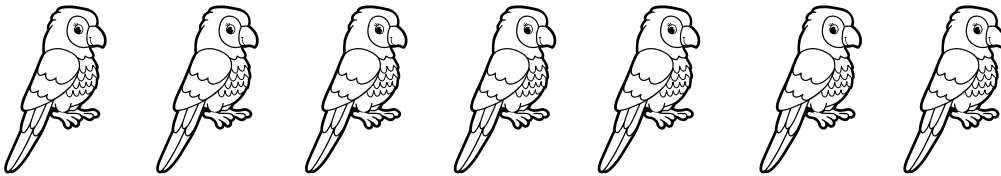
$$8 - \square = \square$$



$$9 - \square = \square$$



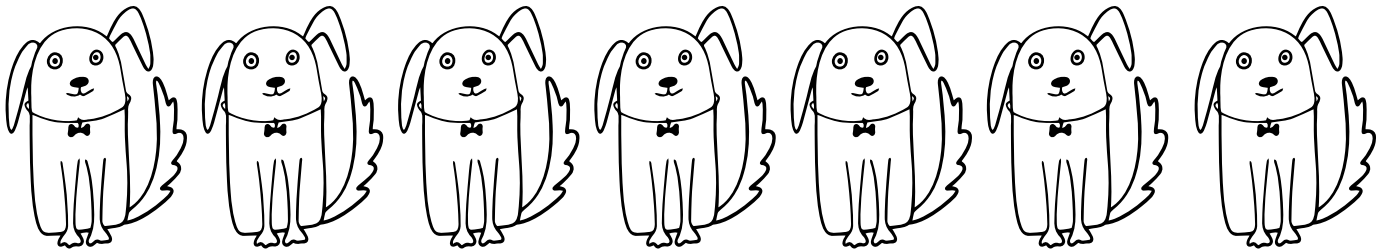
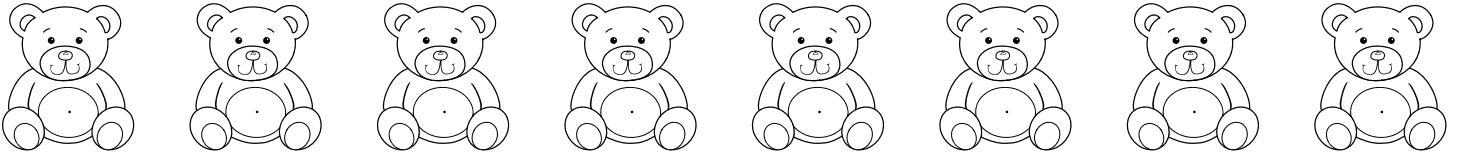
$$7 - \square = \square$$



**Directions:** Have students roll a die to find out how many to subtract. Then have them cross out the number being taken away, subtract, and complete the equation.

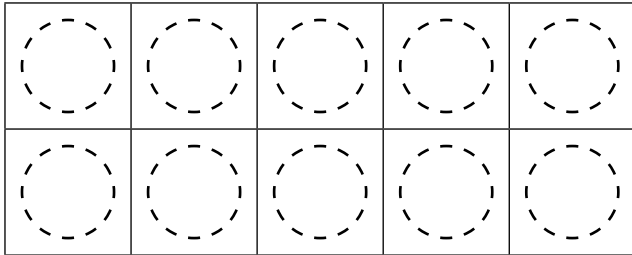


# Teddy Bear Collections

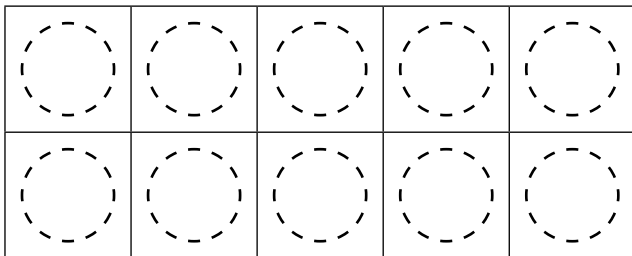


# Puppy Season

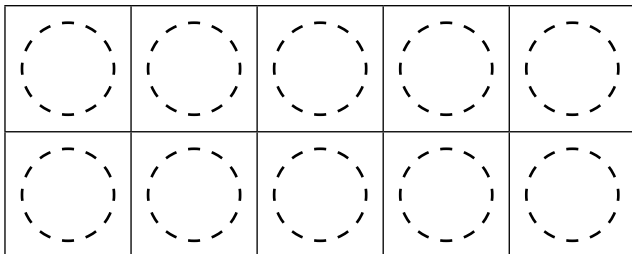
1.  $9 - 2 = \square$



2.  $10 - 1 = \square$




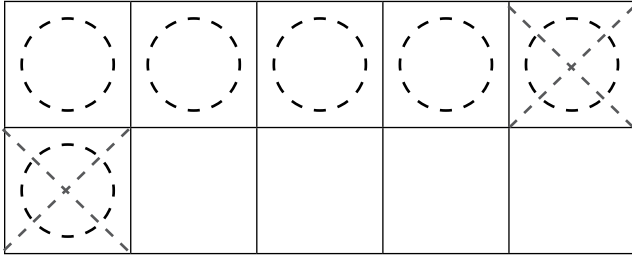
3.  $8 - 4 = \square$



**Directions:** Have students color circles on the 10-frame to represent the whole and cross out circles to represent the part that is taken away. Then have them count the remaining colored circles and complete the equation.

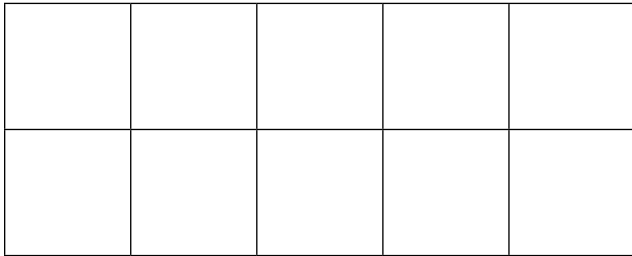
# More Collars

1. 6 . Take away 2.



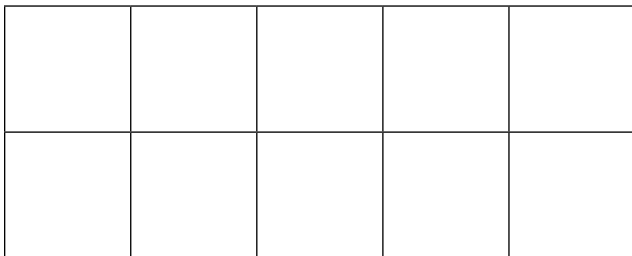
$$6 - \boxed{2} = \boxed{4}$$

2. 10 . Take away 4.



$$10 - \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

3. 7 . Take away 4.



$$\boxed{\phantom{00}} - \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

**Directions:** Have students draw circles on the 10-frame to represent the whole and cross out circles to represent the part that is taken away. Then have them count the remaining circles and complete the equation.

# Lesson 32 Exit Ticket

1. 10 . Take away 5.


$$10 - 5 = \square$$

2. 9 . Take away 4.


$$9 - \square = \square$$

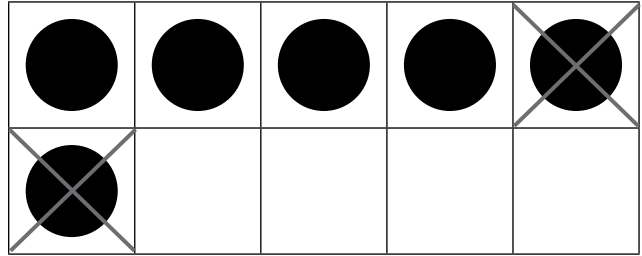
3. 8 . Take away 6.


$$\square - \square = \square$$

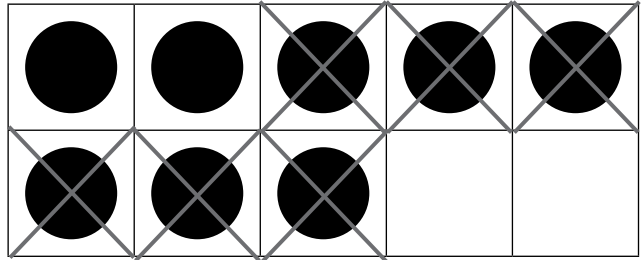
**Directions:** Have students draw circles on the 10-frame to represent the whole and cross out circles to represent the part that is taken away. Then have them count the remaining circles and complete the equation.

# Extra Practice: Equation Match

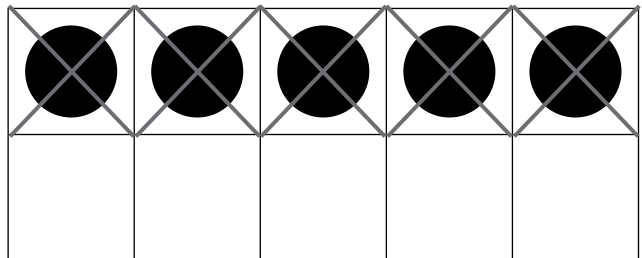
$5 - 5 = \square$



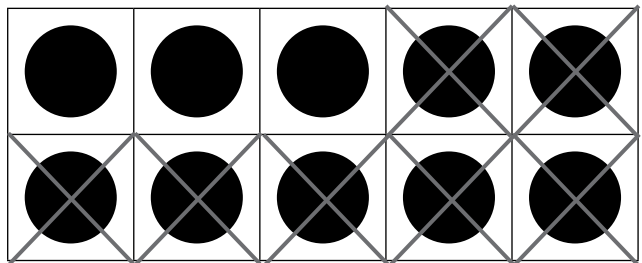
$6 - 2 = \square$



$10 - 7 = \square$



$8 - 6 = \square$



**Directions:** Have students draw a line to match the equation to the 10-frame that represents it. Then have students complete the equation.

# 10-Frames



# 10-Frames



# Game Night

1. Start on 9. Go back 2.

$$9 - 2 = \square$$

2. Start on 7. Go back 4.





$$7 - 4 = \square$$

3. Start on 5. Go back 1.

$$5 - 1 = \square$$

4. Start on 10. Go back 3.

$$10 - 3 = \square$$

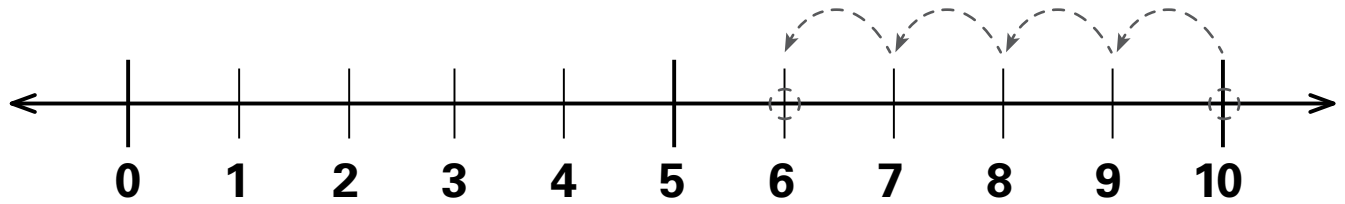
Start
1
2
3
4

6

8



**Directions:** Have students model the numbers with linking cubes. Then have them count back and complete the equation.

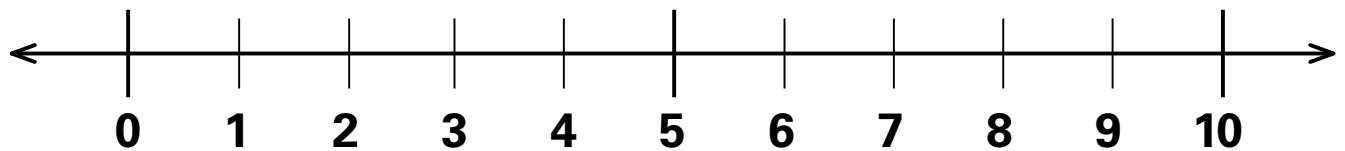


# Steps and Slides

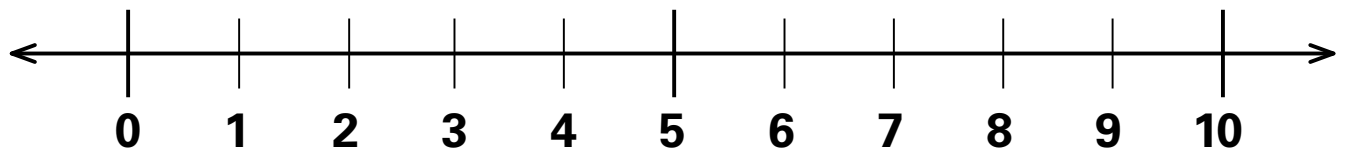
1.  $10 - 4 =$



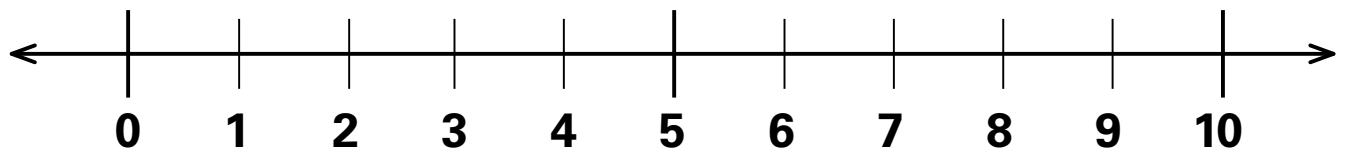
2.  $8 - 3 =$



3.  $5 - 2 =$



4.  $6 - 4 =$



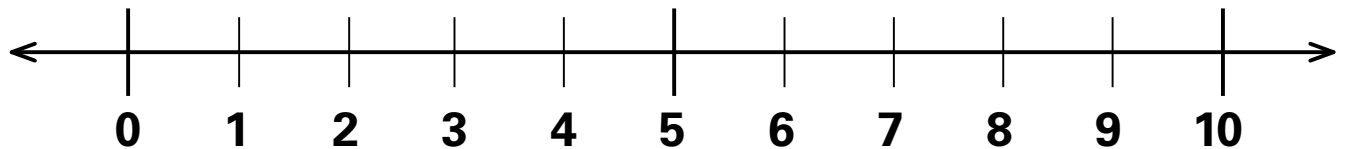
**Directions:** Have students model the subtraction on the number line and complete the equation.

# Lesson 33 Exit Ticket

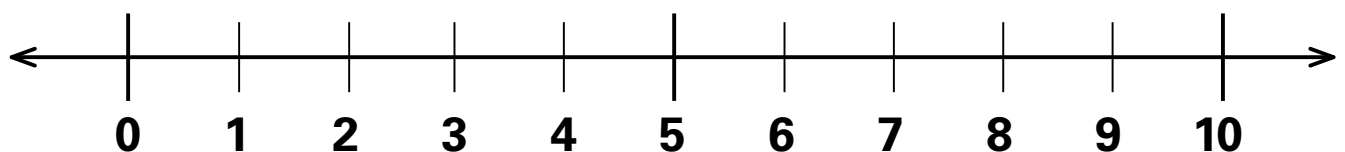
1. Start on 9. Go back 7.

$$9 - 7 = \square$$

2.  $8 - 4 = \square$



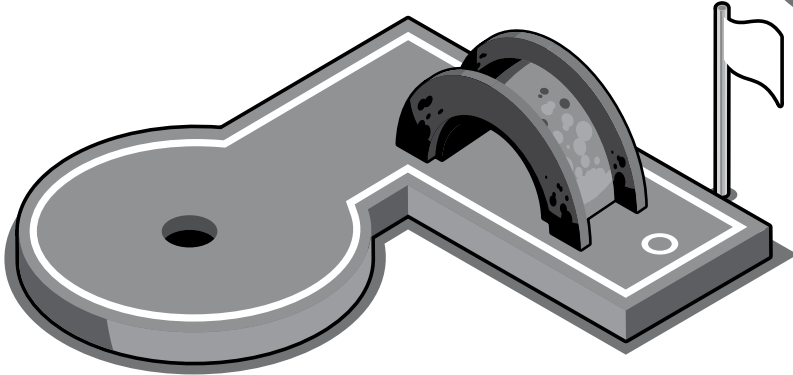
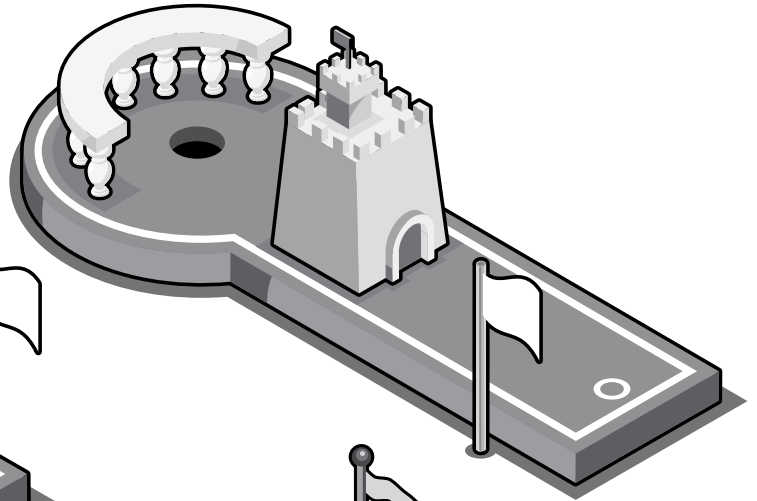
3.  $6 - 3 = \square$



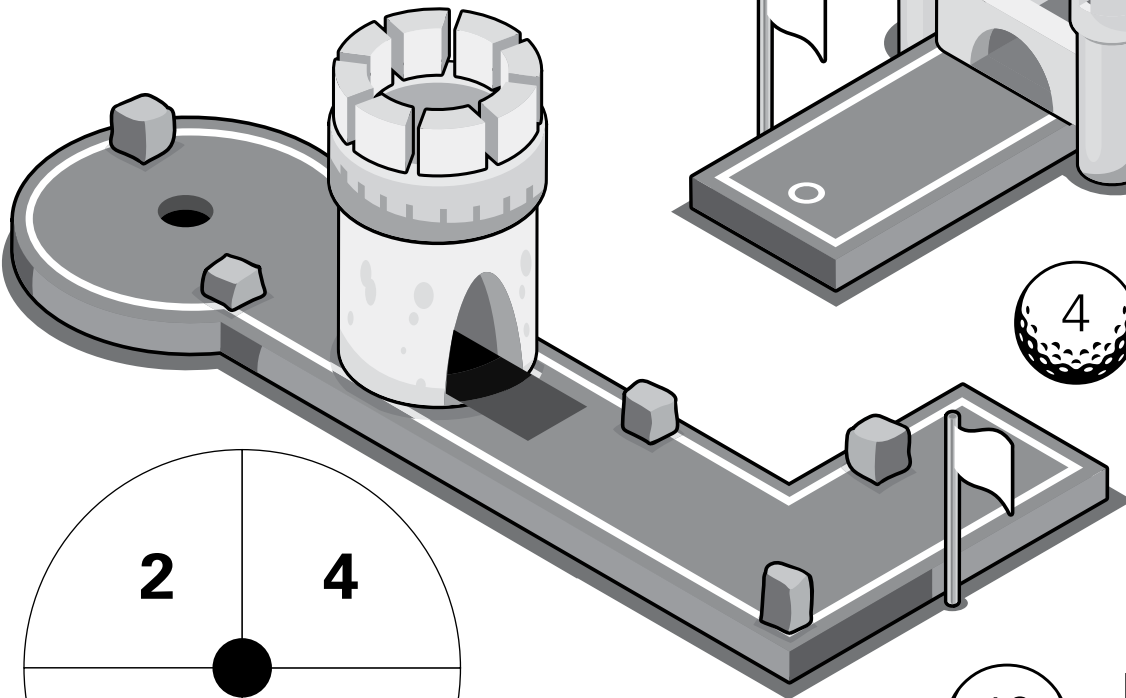
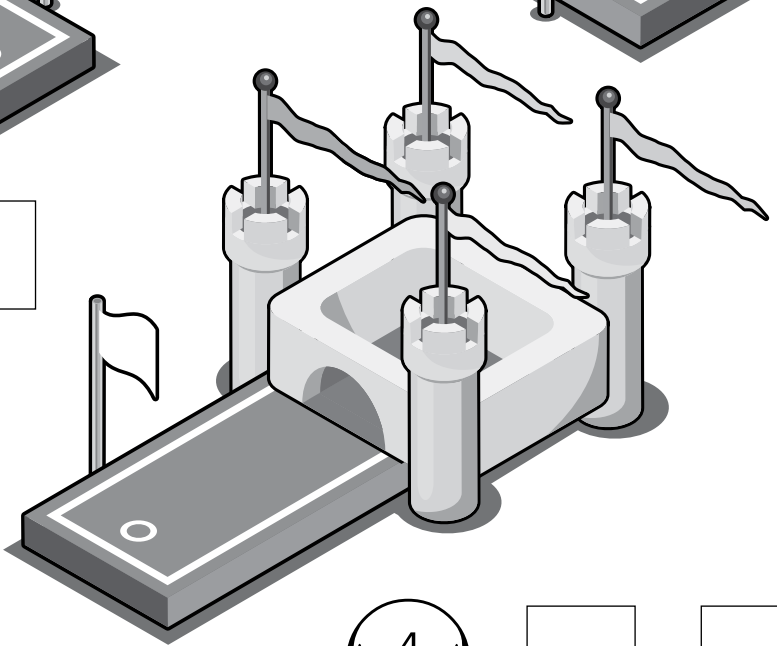
**Directions:** 1) Have students model the subtraction with linking cubes and complete the equation.  
2-3) Have students model the subtraction on the number line and complete the equation.

# Extra Practice: Mini Golf

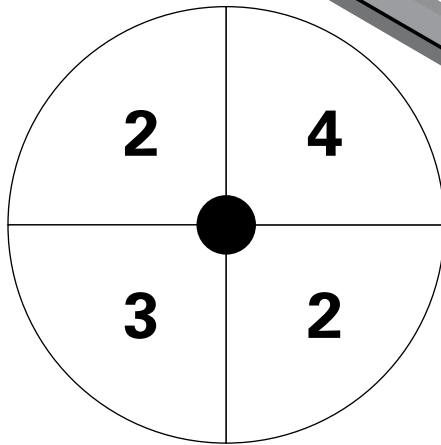
8 -  =



9 -  =



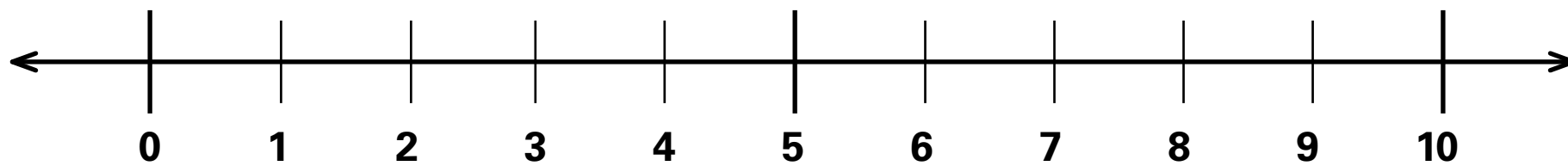
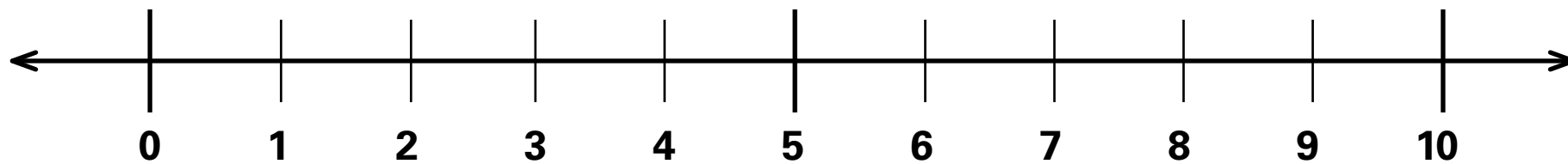
4 -  =



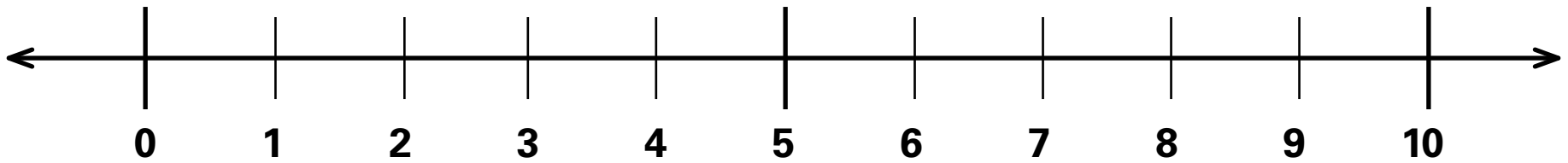
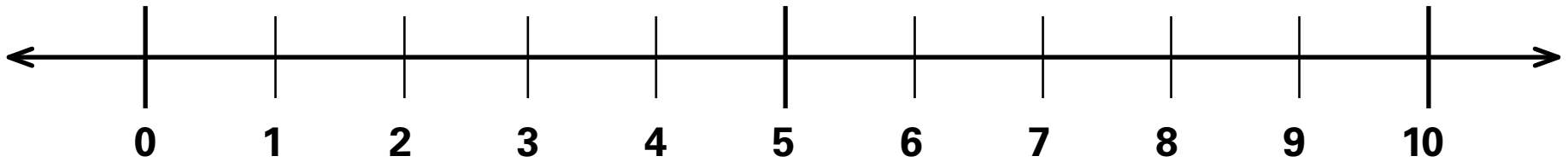
10 -  =

**Directions:** Have students model the number on the golf ball with linking cubes or a number line. Have students use a paper clip and pencil on the center of the circle to create a spinner. Students spin the spinner to determine the number to count back and complete the equation.

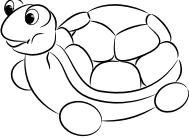
# Number Lines (0-10)



# Number Lines (0-10)



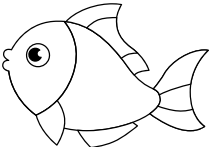
# At the Pond

1. 8  . 5 walk away.

$$\square - \square = \square$$

2. Start on  7. Go back 5.

$$\square - \square = \square$$

3. 10  . 7 swim away.

$$\square - \square = \square$$

4. Start on  6. Go back 6.

$$\square - \square = \square$$

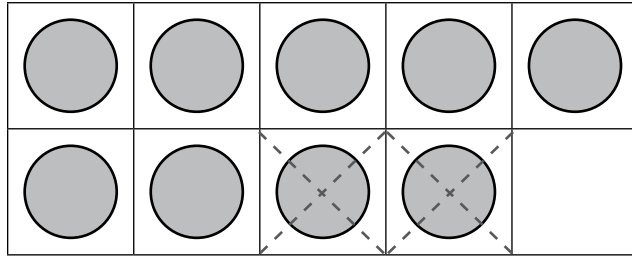
**Directions:** Have students choose any strategy or tool to solve the problems and complete the equations.

# Pond Watchers

1. 9  .

2 hop away.

$$\boxed{9} - \boxed{2} = \boxed{7}$$



2. A  starts on  7.


The  jumps back 2.

$$\boxed{\phantom{0}} - \boxed{\phantom{0}} = \boxed{\phantom{0}}$$

3. 6  .

4 crawl away.

$$\boxed{\phantom{0}} - \boxed{\phantom{0}} = \boxed{\phantom{0}}$$

4. 5  .

4 hop away.

$$\boxed{\phantom{0}} - \boxed{\phantom{0}} = \boxed{\phantom{0}}$$

**Directions:** Have students choose any strategy or tool to solve the problems and write the equations.

# Lesson 34 Exit Ticket

1. Start at 9. Count back 5.

$$\square - \square = \square$$

2. Start with 8. Take away 2.

$$\square - \square = \square$$



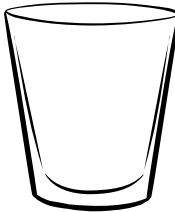
3. Start with 10. Take away 6.



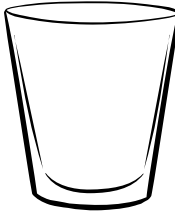
$$\square - \square = \square$$



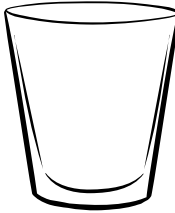
**Directions:** Have students choose any strategy or tool to solve the problems and write the equations.



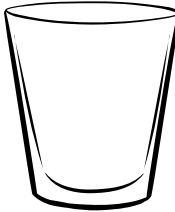




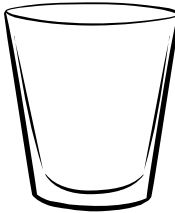
# Extra Practice: Lemonade Stand

1.  -  = 

2.  -  = 

3.  -  = 

4.  -  = 

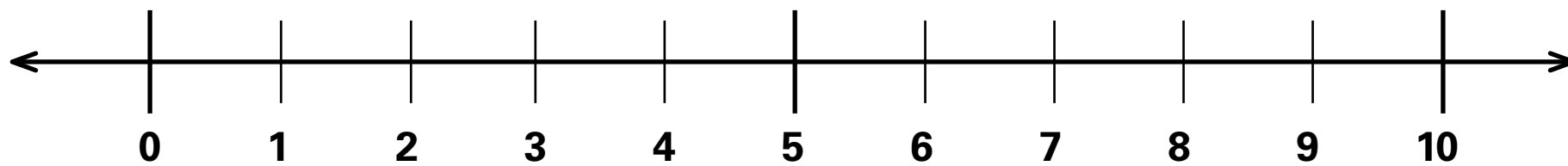
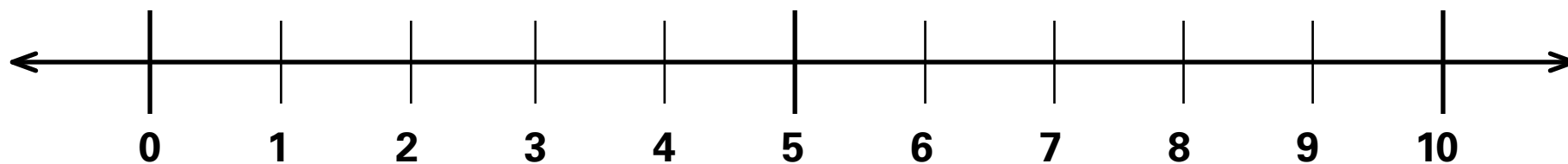
5.  -  = 

## Color Key

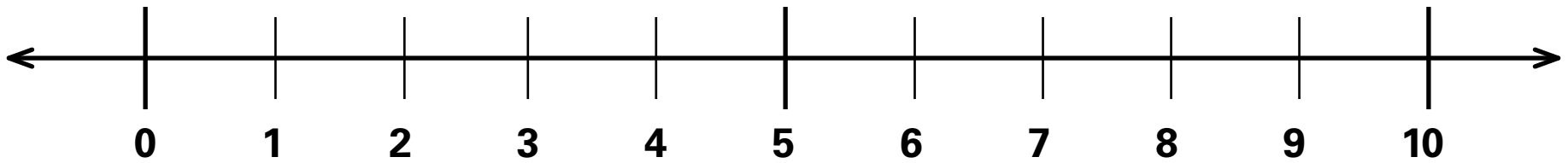
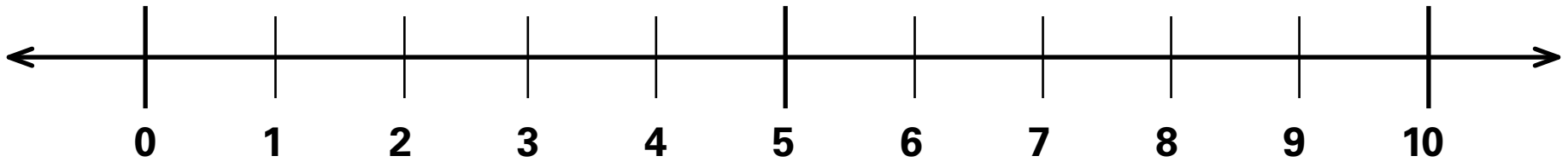
2 yellow	3 pink	7 orange	8 purple
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**Directions:** Students choose any strategy or tool to solve the problems and complete the equations. Then they use the key to color the cups.

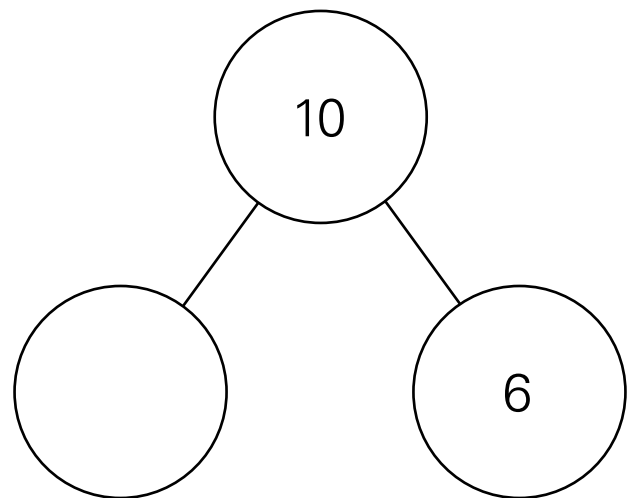
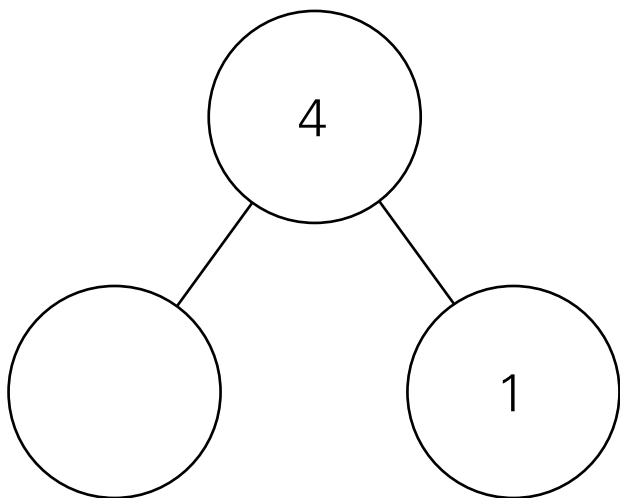
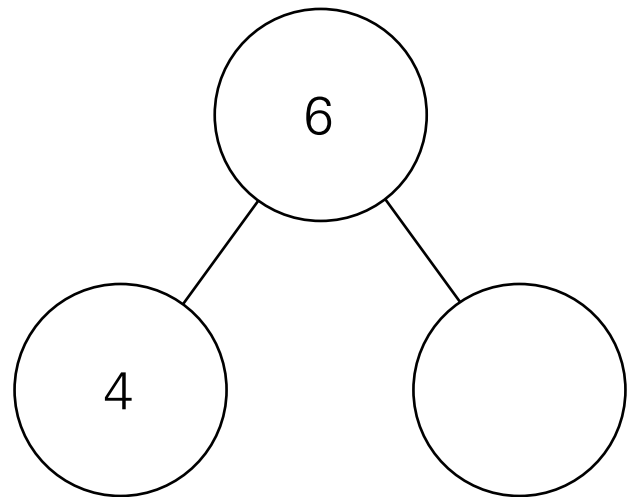
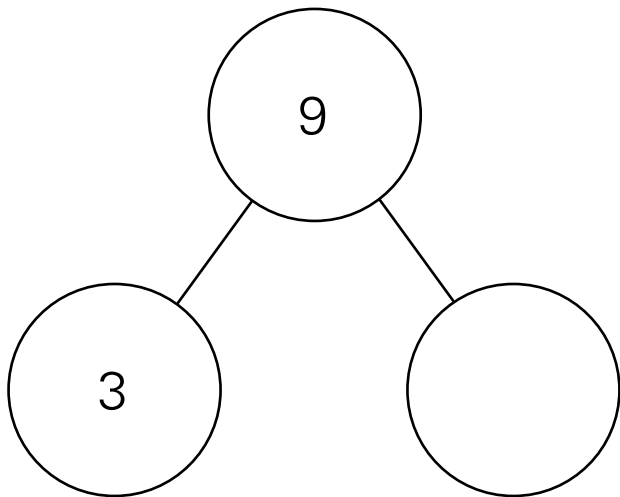
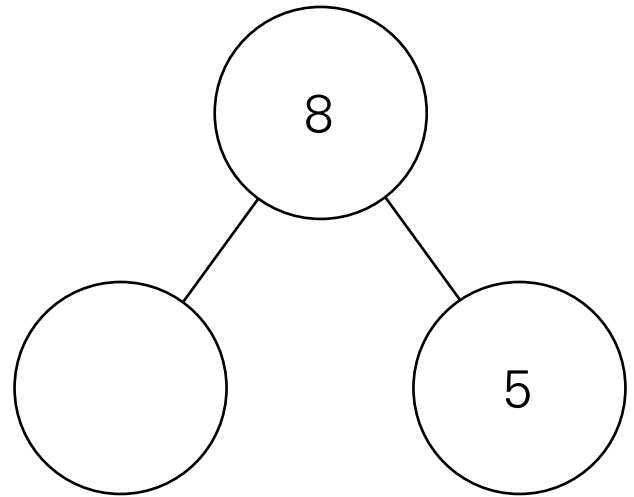
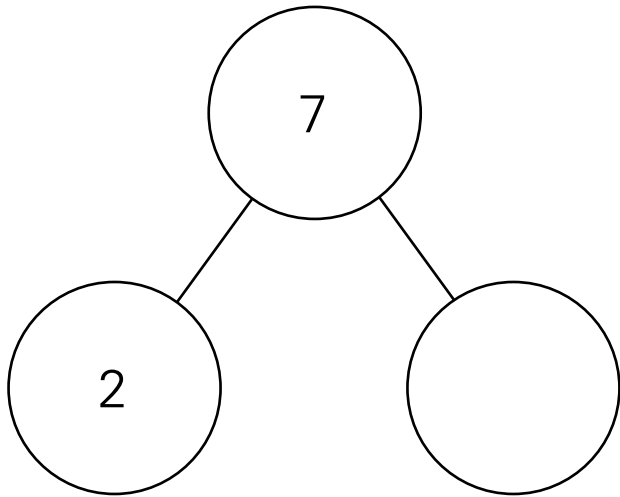
# Number Lines (0-10)



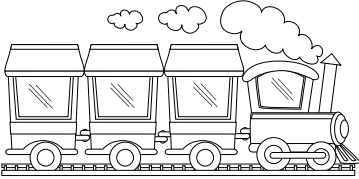
# Number Lines (0-10)





# Number Bonds




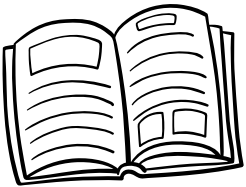
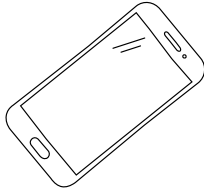
# Grand Central Station

1. 9  . 3 leave.  $\square - \square = \square$

2. 5  . 5 more get on.  $\square + \square = \square$

3. 6  on the train. 4 in the station.  $\square + \square = \square$

4. 10  on the train. 7 are empty.  $\square - \square = \square$

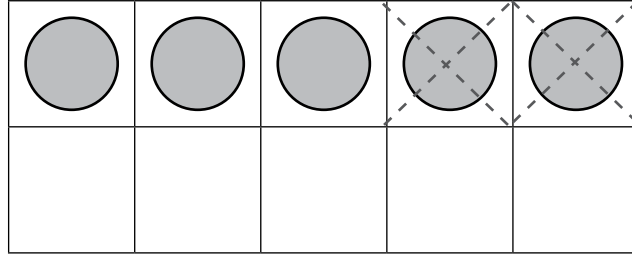
5. 2 read a  . 1 reads a  .

$$\square + \square = \square$$

**Directions:** Have students choose any strategy or tool to solve the problems and complete the equations.

# Add and Subtract

1.  $5 - 2 =$



2.  $5 + 2 =$

3.  $10 - 8 =$

4.  $4 + 5 =$

5.  $4 + 2 =$

6.  $6 - 5 =$

7.  $7 - 5 =$

8.  $8 - 3 =$

9.  $7 + 1 =$

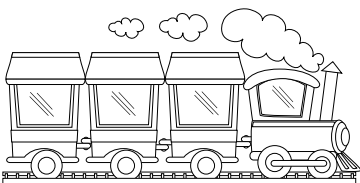
**Directions:** Have students choose any strategy or tool to solve the problems and then complete the equations.

# Lesson 35 Exit Ticket

1.  $2 + 8 = \square$

2.  $7 - 6 = \square$

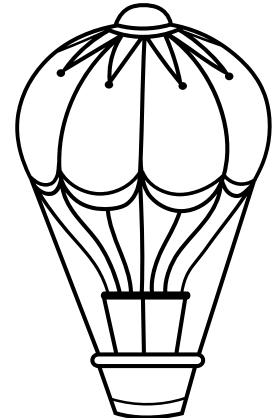
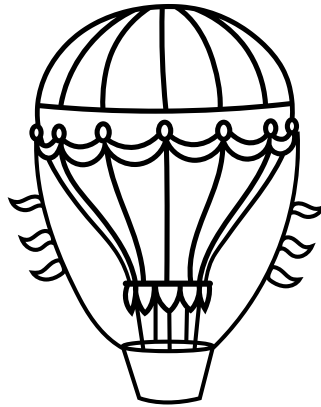
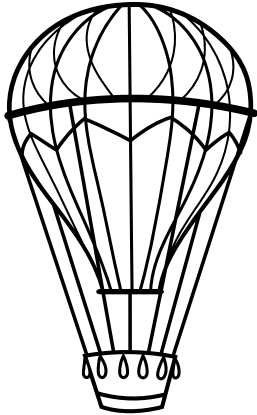
3.  $5 + 3 = \square$

4. 6  . 2 leave.

$$\square - \square = \square$$

**Directions:** Have students choose any strategy or tool to solve the problems and then complete the equations.

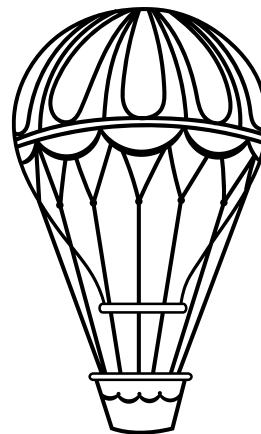
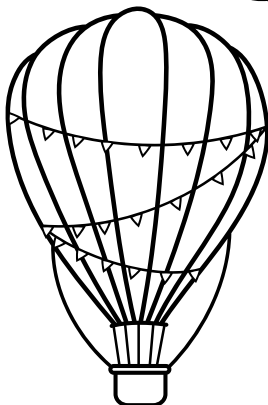
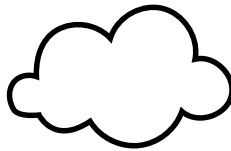
# Extra Practice: Hot Air Balloons



$$9 - 2 = \square$$

$$9 + 1 = \square$$

$$10 - 1 = \square$$



$$3 + 5 = \square$$

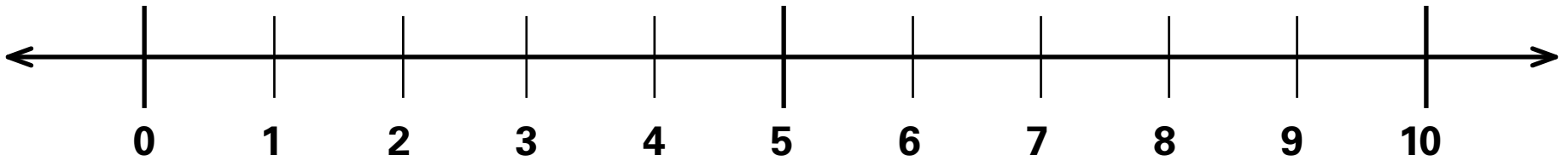
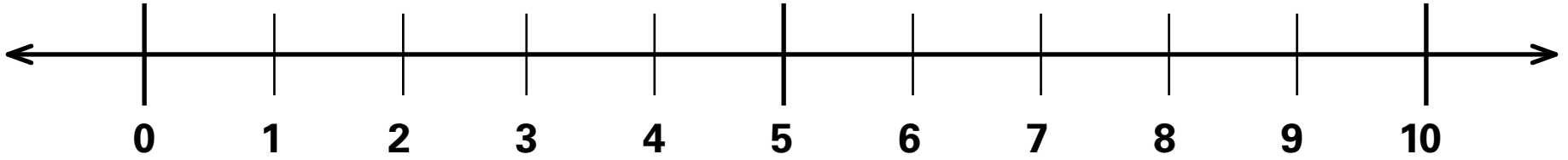
$$4 + 2 = \square$$

Color Key				
6 red	7 blue	8 green	9 yellow	10 orange

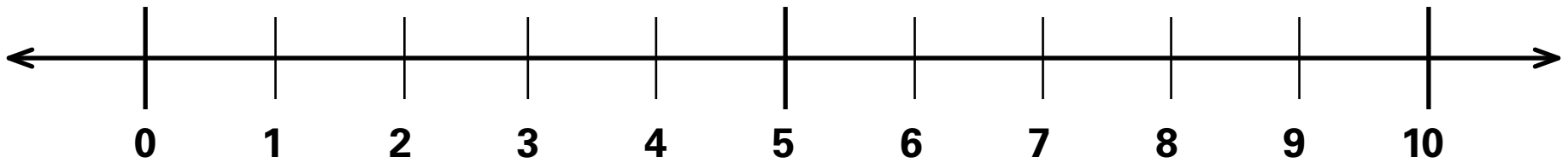
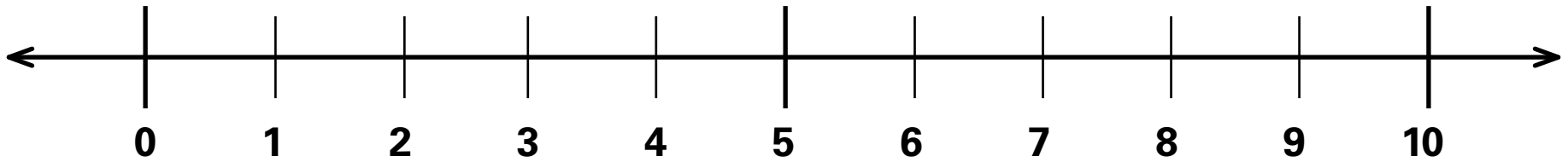
**Directions:** Have students choose any strategy or tool to use to complete the equations. Then have them find each answer in the key to determine how to color the hot air balloons.



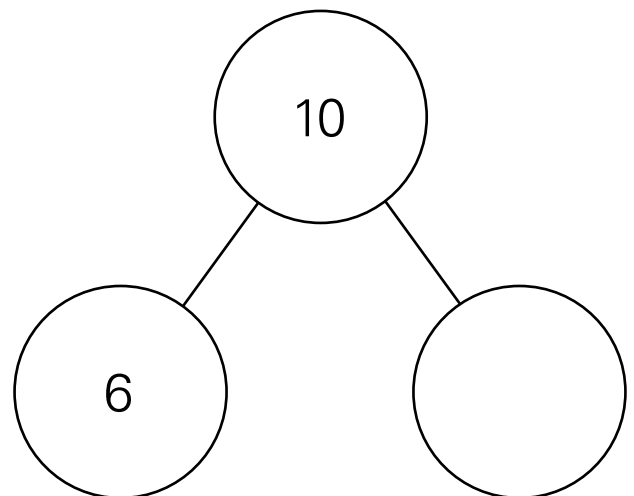
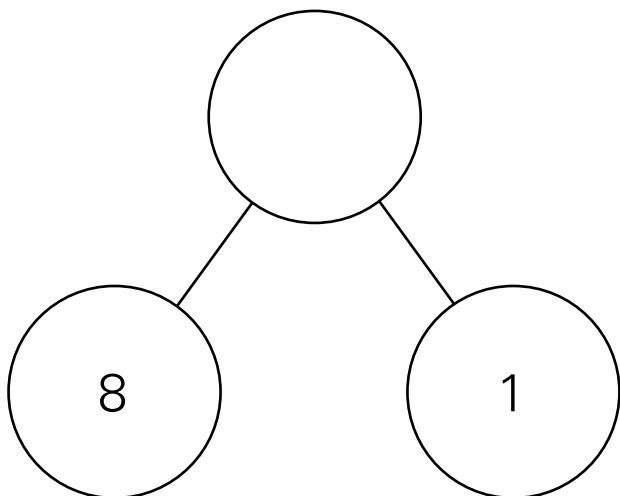
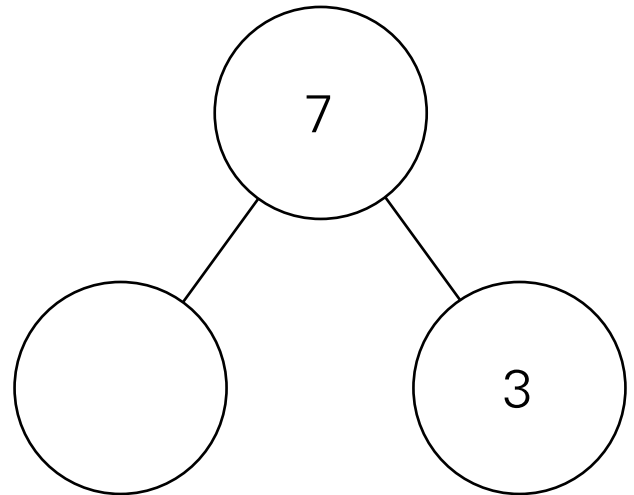
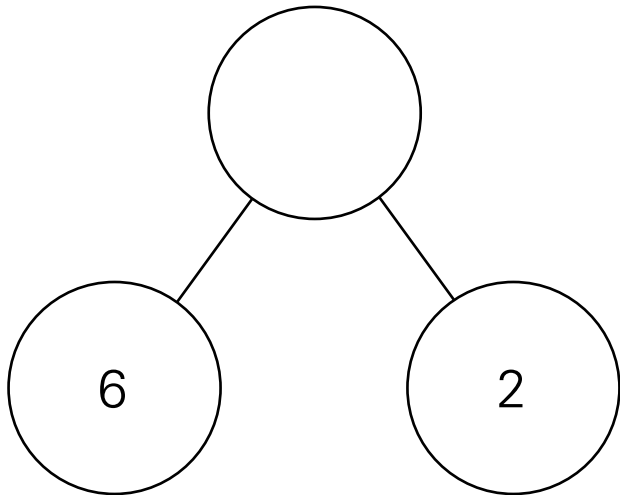
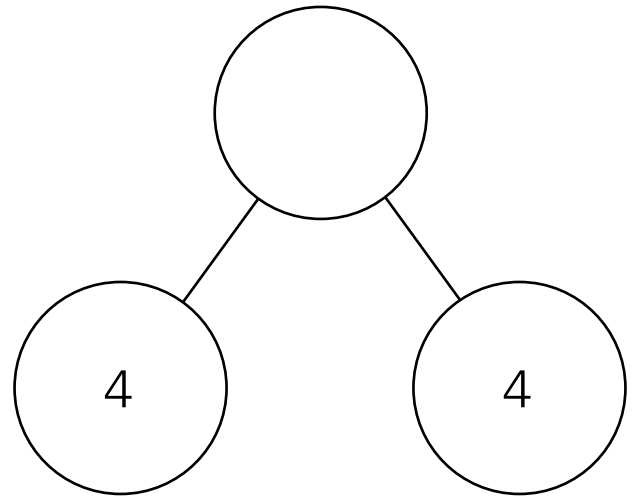
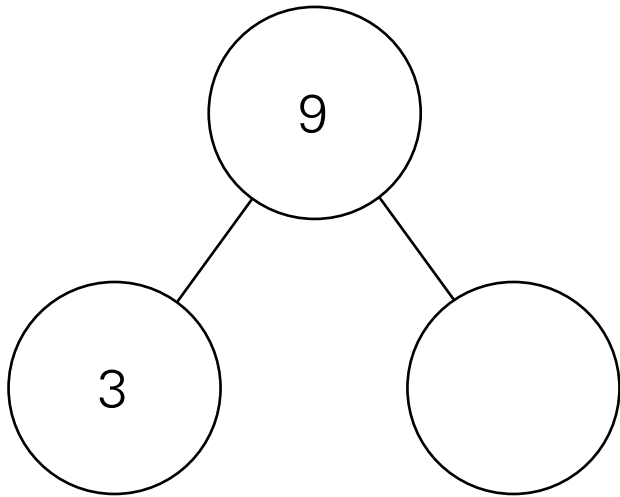
# Number Lines (0-10)



# Number Lines (0-10)



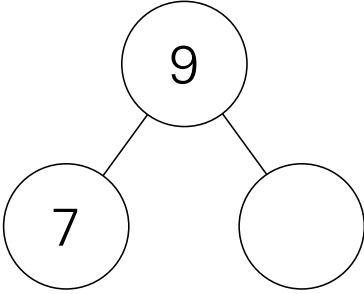
# Number Bonds



# Assessment

# Unit 5 Assessment

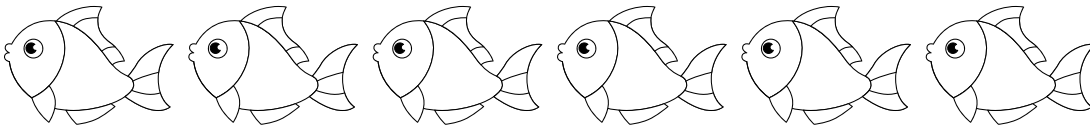
1.



$9 - 7 = \square$

2. Subtract.

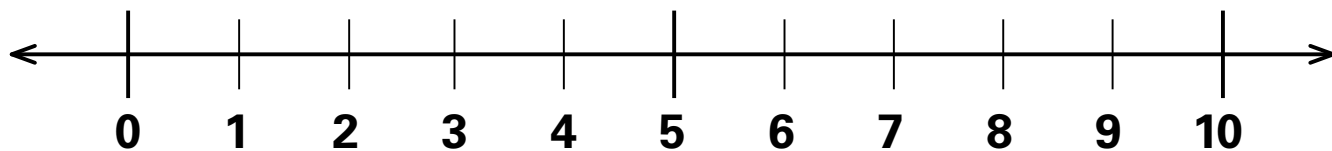
$6 - 2 = \square$



3. Subtract.

$10 - 7 = \square$


4. Start at 9. Count back 5.



$$9 - \square = \square$$

5. 8  . 3 jump away.

$$\square - \square = \square$$

6. Add or subtract.

$$4 + 4 = \square$$

$$4 - 4 = \square$$

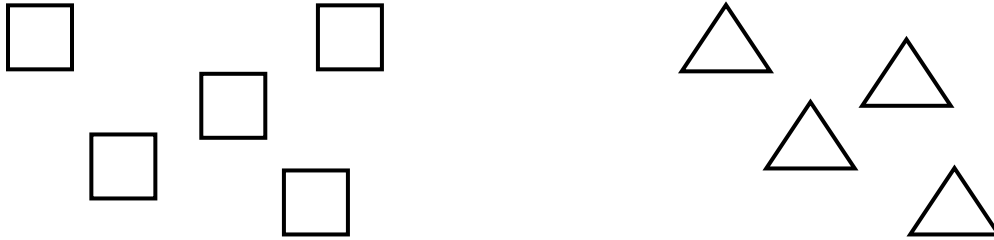
$$5 - 4 = \square$$

$$5 + 4 = \square$$



# Unit 5 Cumulative Review

1. Which is greater?



2. Start with 5.



Add on 5.

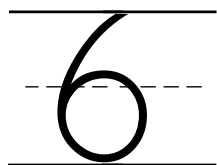


$$5 + \square = \square$$

3. Subtract.

$$7 - 3 = \square$$


4. Show how many.




5. Compare.

5	> < =	8
---	-------------	---



Unit 6:

# Number Sense

# Ten Wand

and

=

**10**

and

=

**10**

and

=

**10**

and

=

**10**

and

=

**10**

**Directions:** Have students break apart a ten wand into two parts and record the parts.

# Playing Ten Wand

$$\begin{array}{|c|} \hline 2 \\ \hline \end{array} + \begin{array}{|c|} \hline 8 \\ \hline \end{array} = \begin{array}{|c|} \hline 10 \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline 4 \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline 6 \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline 9 \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline 10 \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

**Directions:** Have students break apart a ten wand into the given part and another part. Then have them record the other part. Finally, have them count the total number and record the whole.

# Lesson 37 Exit Ticket

1.  $\boxed{7} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$

2.  $\boxed{1} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$

3.  $\boxed{5} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$

4.  $\boxed{8} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$

**Directions:** Have students break apart a ten wand into the given part and another part. Then have them record the other part. Finally, have them count the total number and record the whole.

# Extra Practice: Cover-Up

$$\square + \square = 10$$

$$\square + \square = 10$$

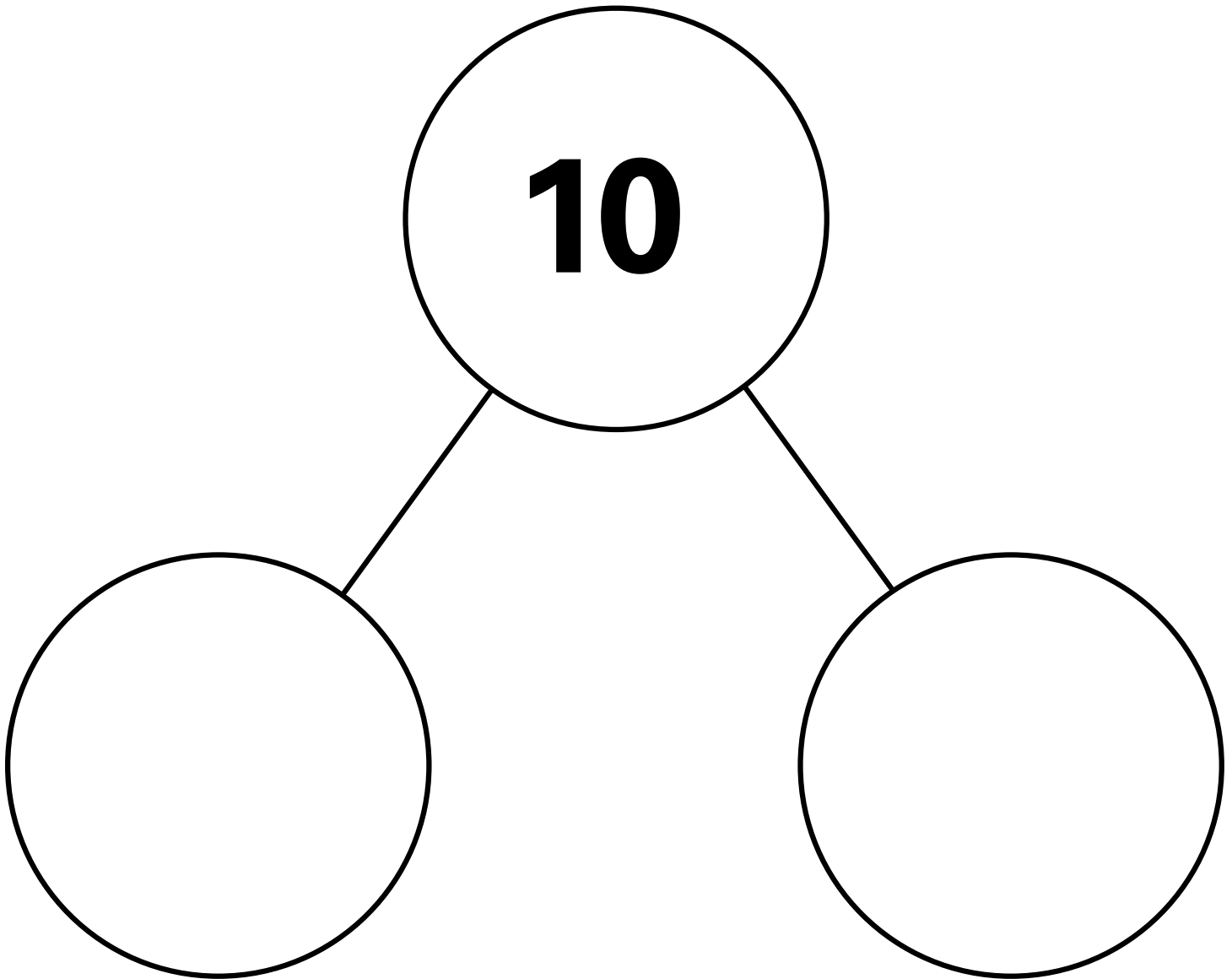
$$\square + \square = 10$$

$$\square + \square = 10$$

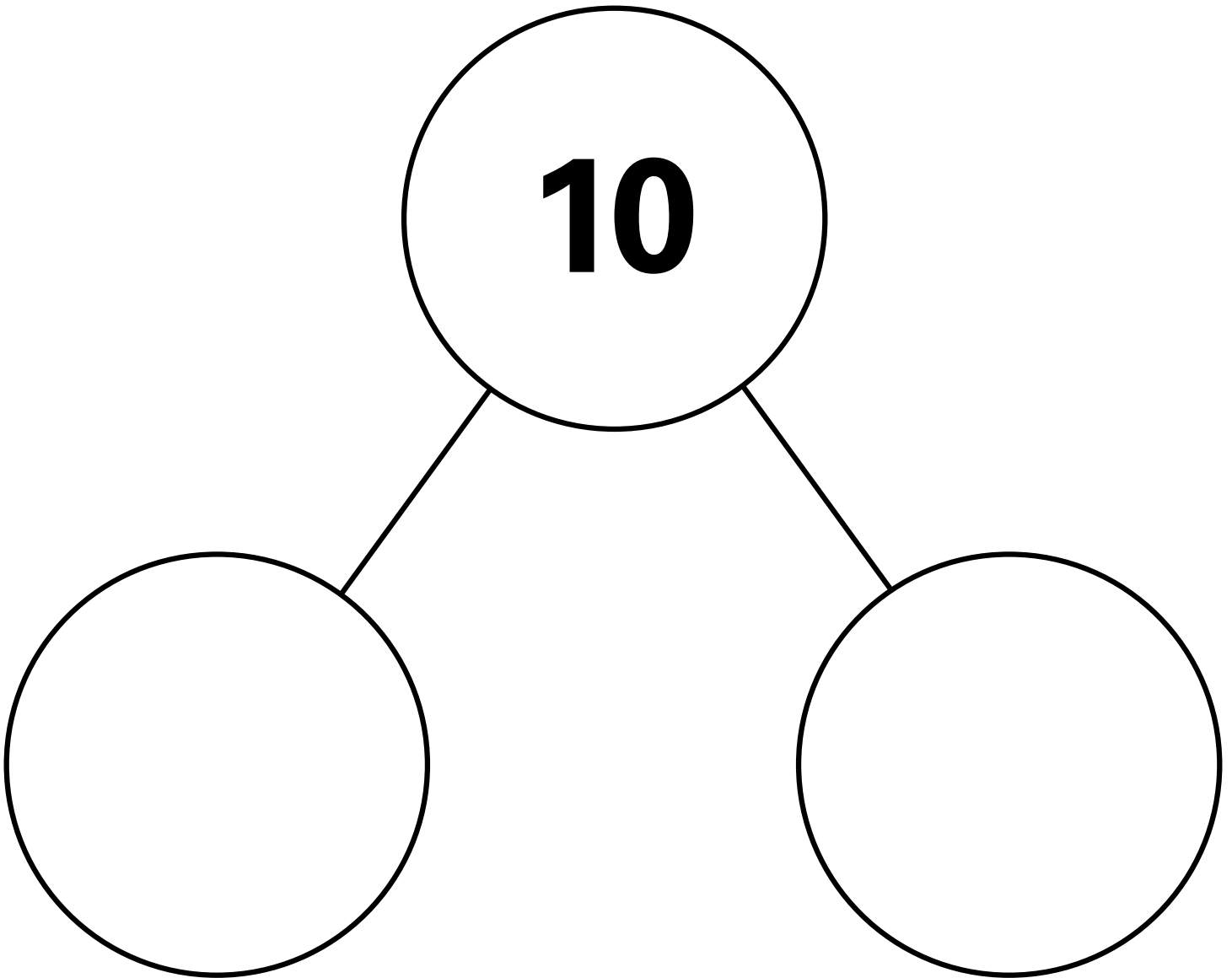
$$\square + \square = 10$$

**Directions:** Have one student hide some of the counters. Then have the partner determine the missing number of counters needed to make 10. Have students record the two parts to complete the equation.

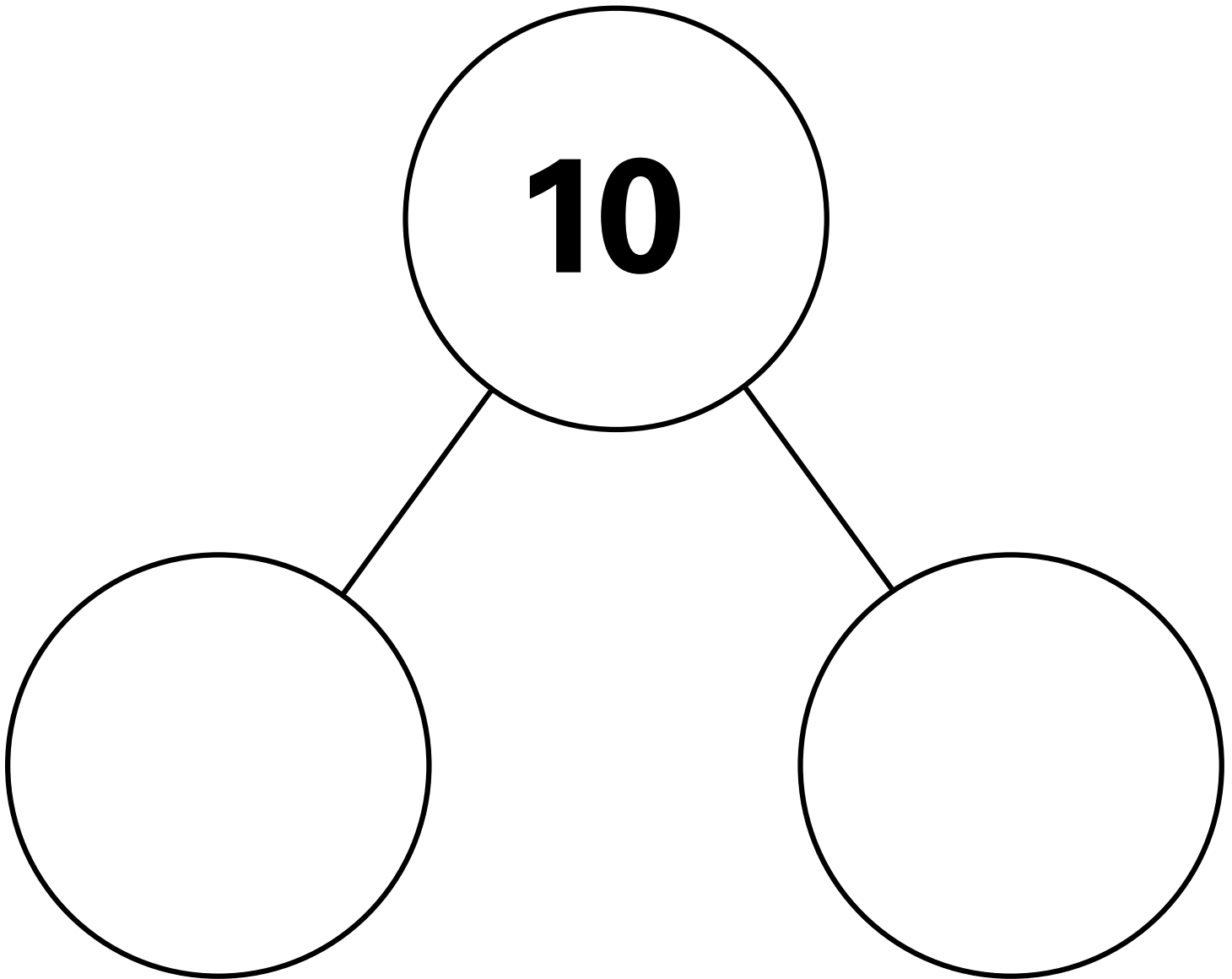
# Make 10 Number Bond



# Make 10 Number Bond



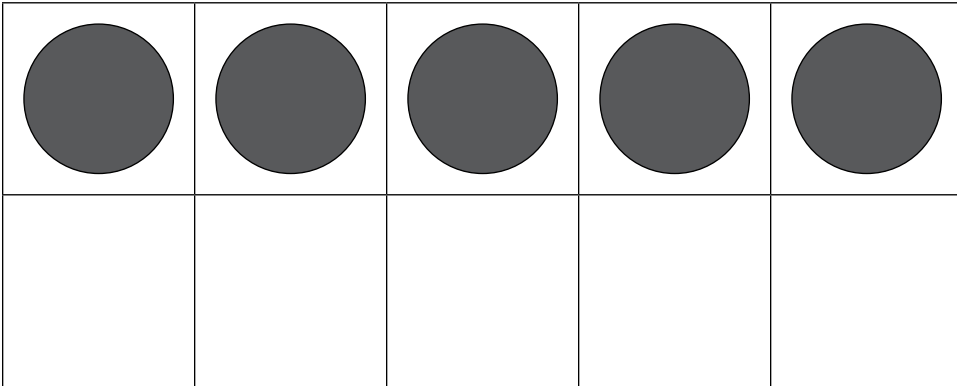
# Make 10 Number Bond



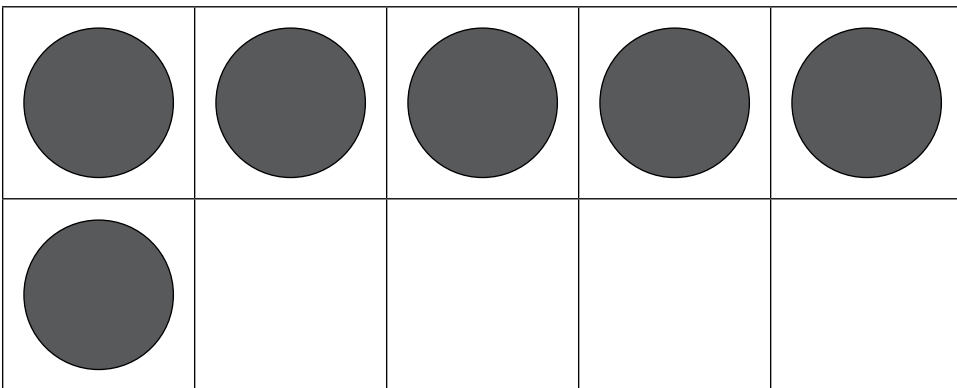


# Birthday Countdown

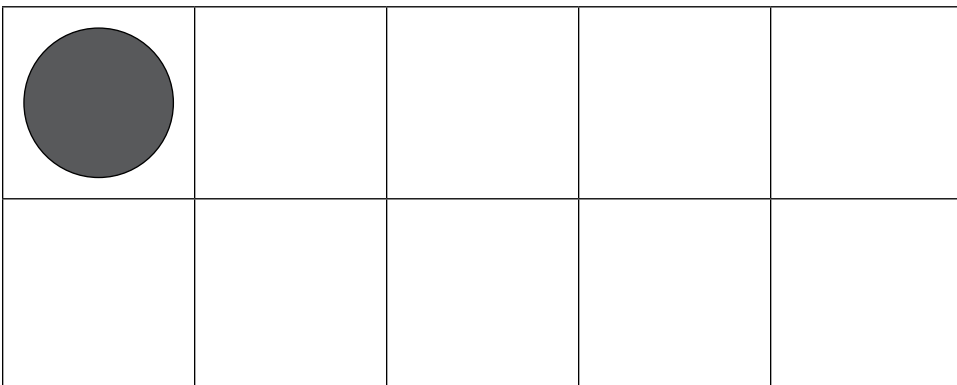
**Liv:**  $5 + \square = 10$



**Sam:**  $6 + \square = 10$



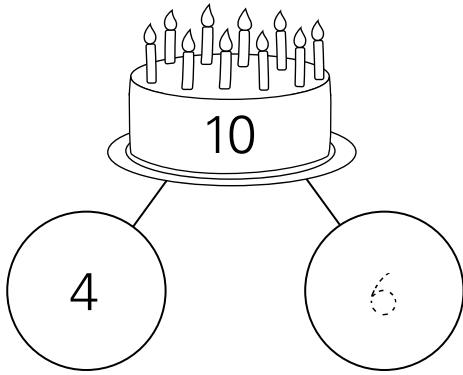
**Jan:**  $1 + \square = 10$



**Directions:** Have students draw circles in the 10-frame to represent the second addend. Then have students count the circles they drew and complete the equation.

# Ten Candles

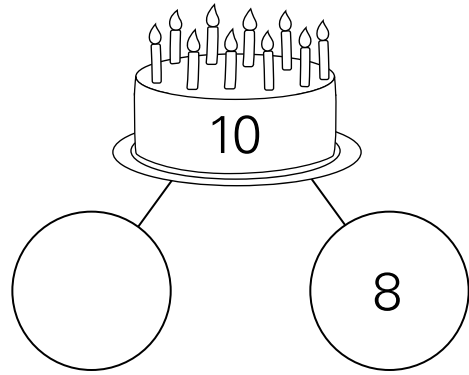
1.



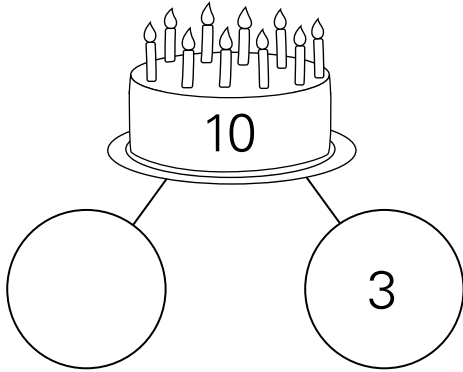
---

$$4 + 6 = 10$$

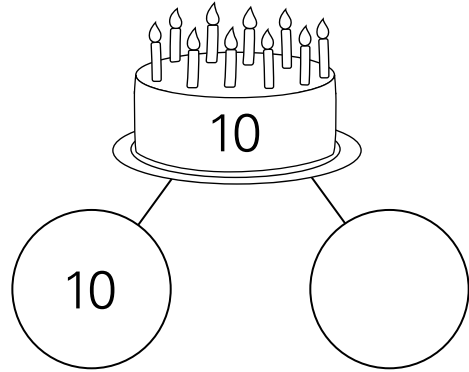
2.



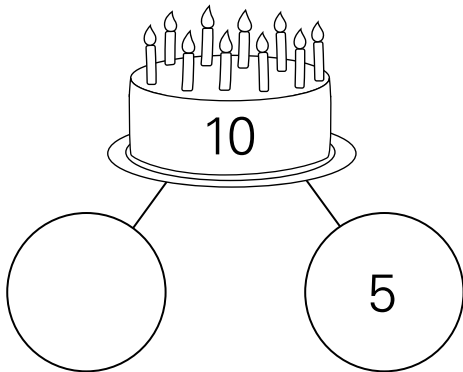
3.



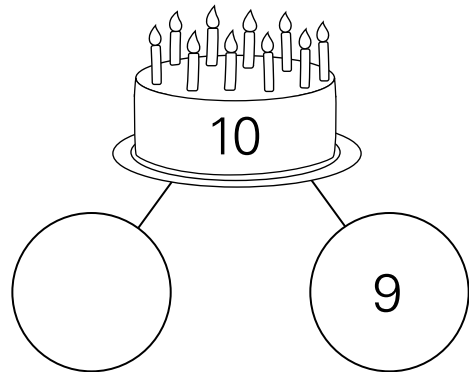
4.



5.



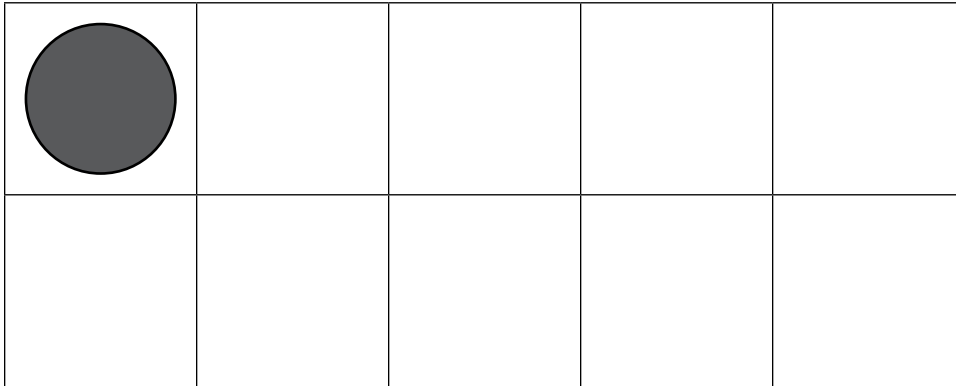
6.



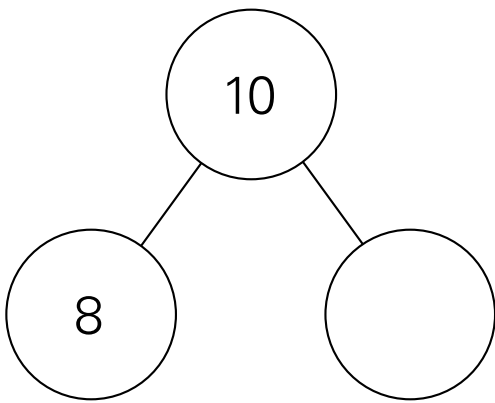
**Directions:** Have students complete the number bond and write an addition equation to show how to make 10 with the given addend.

# Lesson 38 Exit Ticket

1.  $1 + \underline{\quad} = 10$

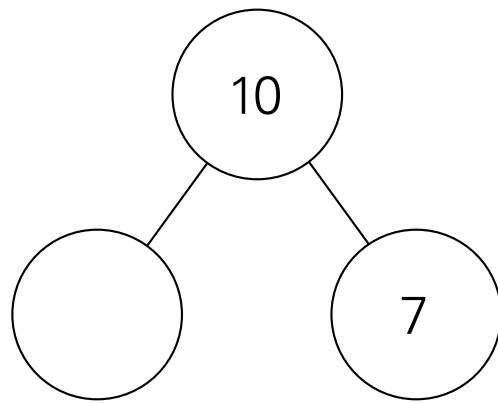


2.



---

3.

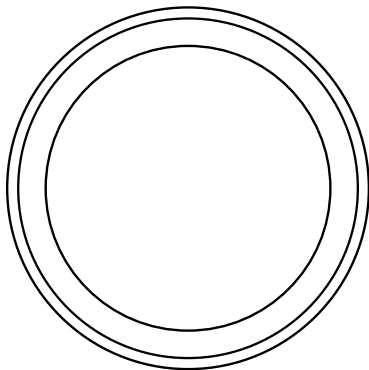


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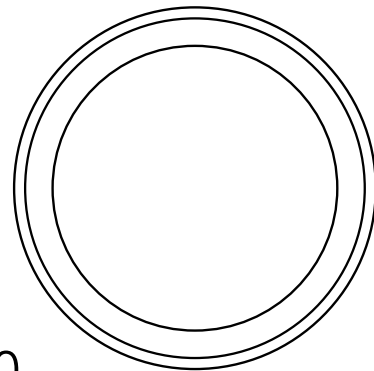
**Directions:** 1) Have students draw circles to complete the 10-frame and write the missing addend in the equation. 2–3) Have students complete the number bonds and equations to show how to make 10.

# Extra Practice: Grandma's Cookies

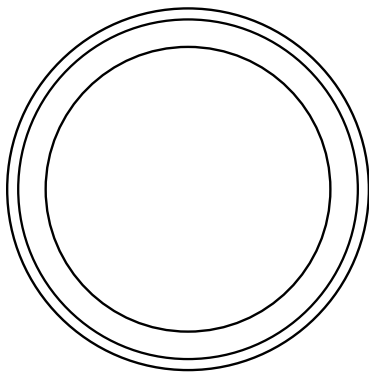
1.



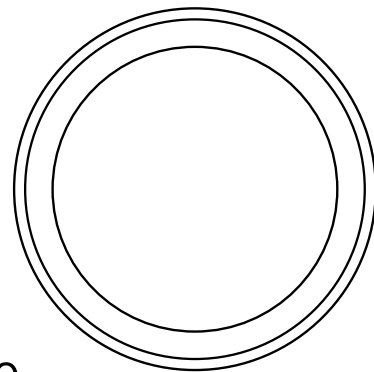
$$\square + \square = 10$$



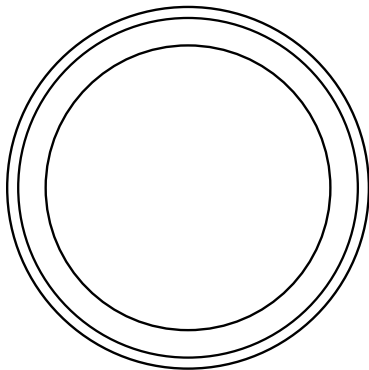
2.



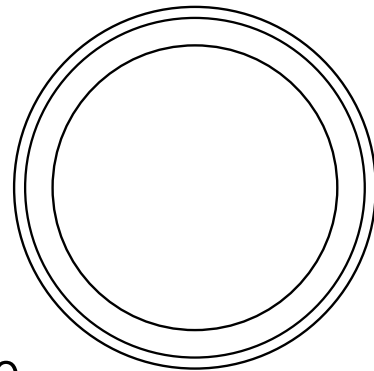
$$\square + \square = 10$$



3.



$$\square + \square = 10$$



**Directions:** Have students draw circles on the two plates to make 10 cookies. Then have students write an addition equation to show the way to make 10.

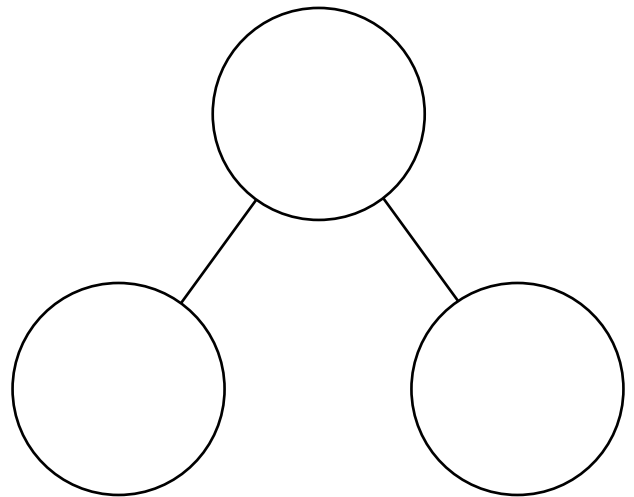
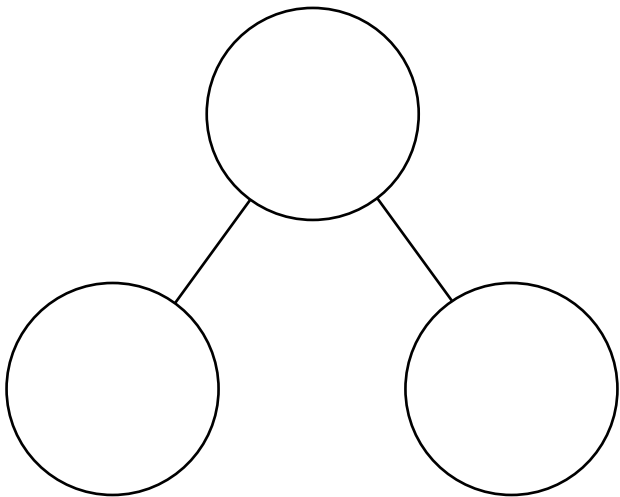
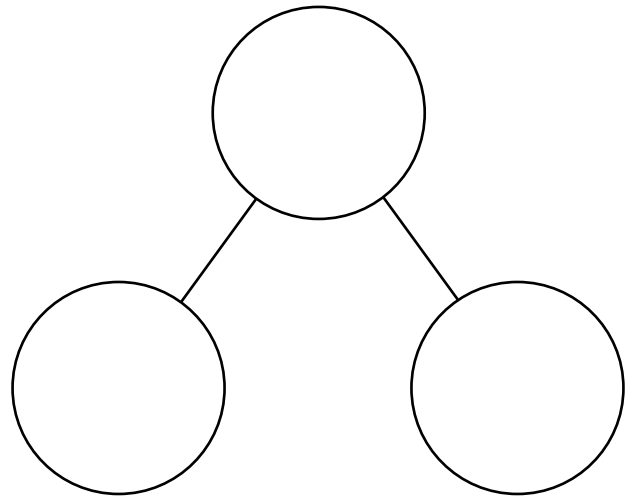
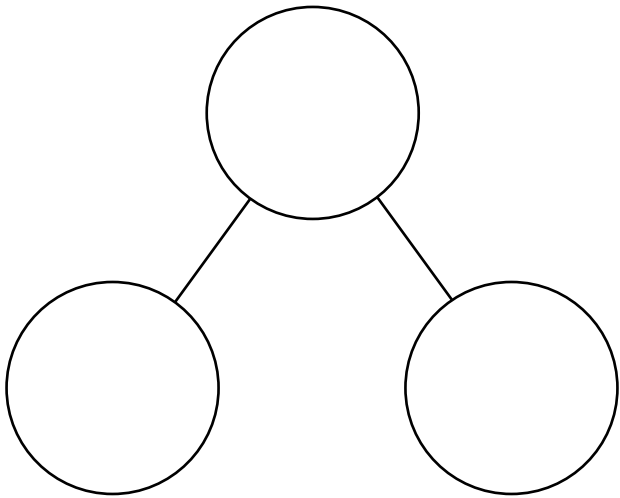
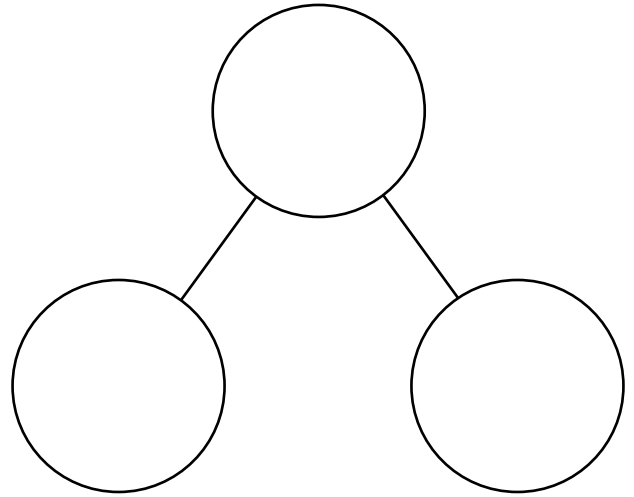
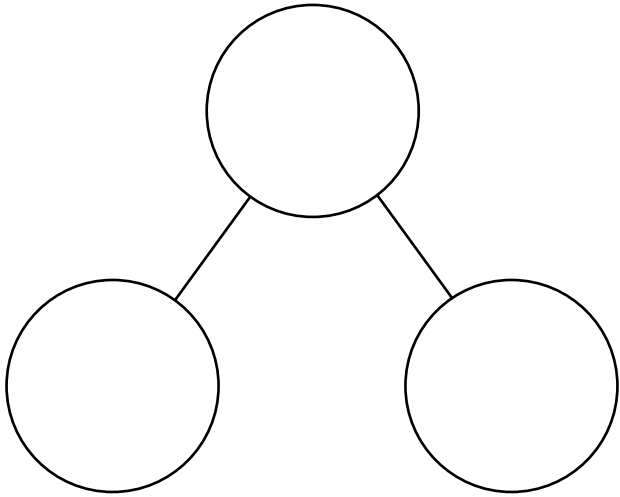
# 10-Frames



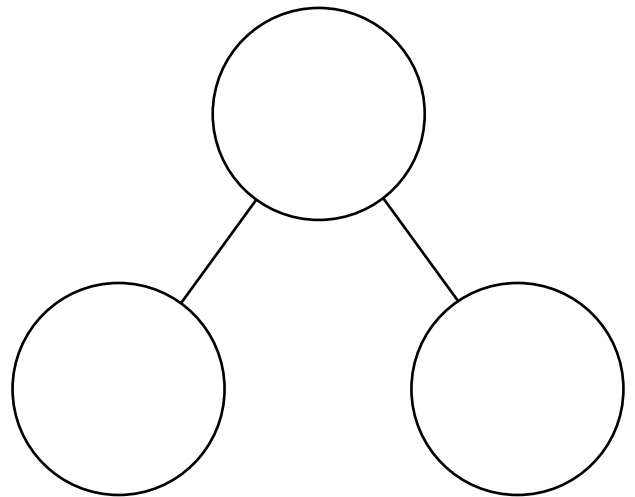
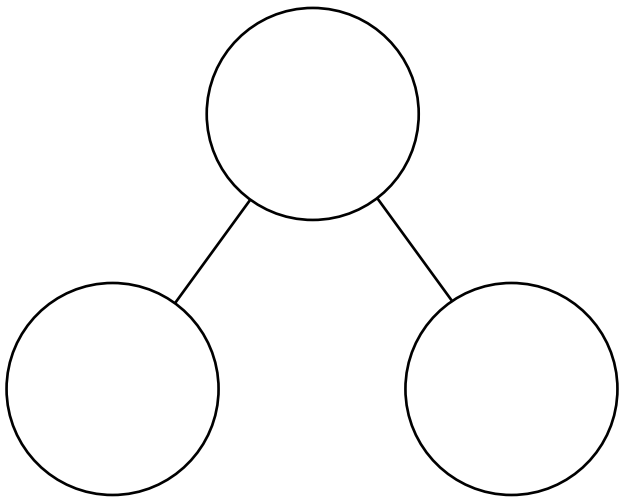
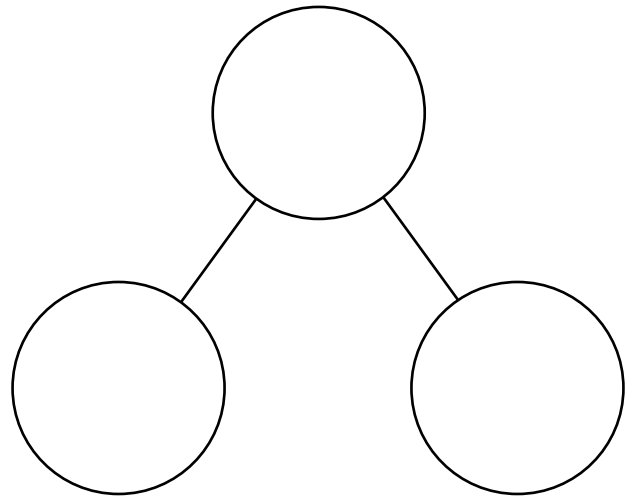
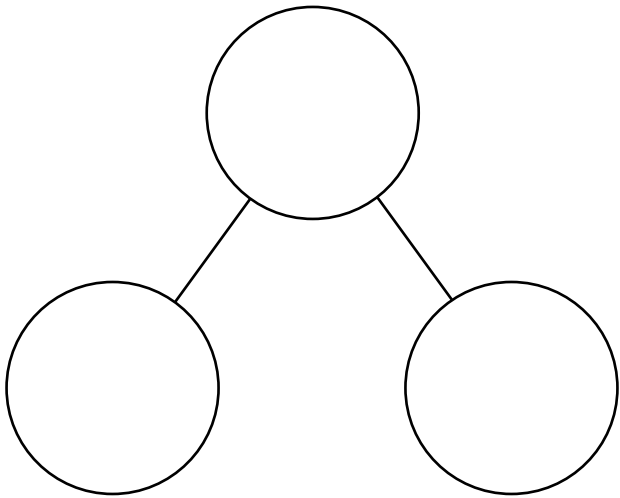
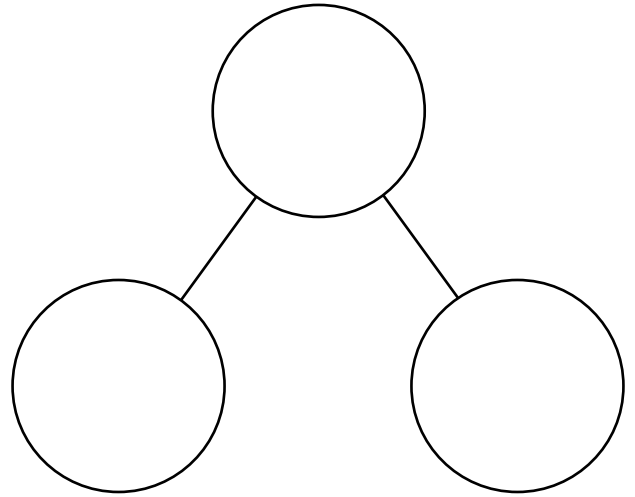
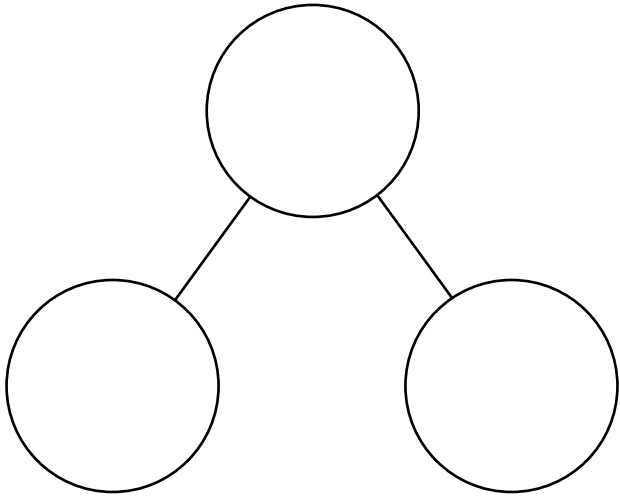
# 10-Frames



# Number Bonds



# Number Bonds





# Just One More

1.  $5 + 1 = \square$

2.  $1 + 1 = \square$

3.  $6 + 1 = \square$

4.  $3 + 1 = \square$

5.  $2 + 1 = \square$

6.  $4 + 1 = \square$

7.  $8 + 1 = \square$

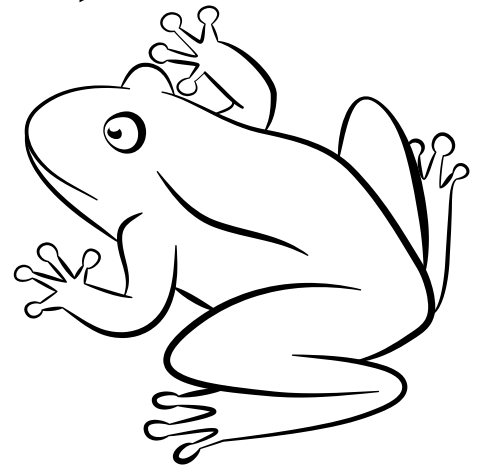
8.  $7 + 1 = \square$

9.  $0 + 1 = \square$

10.  $9 + 1 = \square$

**Directions:** Have students count on to add 1 and complete the equation.

# One More Hop



1. Start with 4. Add on 1.

$$4 + 1 = 5$$

---

2. Start with 9. Add on 1.
- 

3. Start with 7. Add on 1.
- 

4. Start with 0. Add on 1.
- 

5. Start with 3. Add on 1.
- 

6. Start with 2. Add on 1.
- 

7. Start with 8. Add on 1.
- 

8. Start with 5. Add on 1.
- 

9. Start with 1. Add on 1.
- 

10. Start with 6. Add on 1.
- 

**Directions:** Have students count on to add and then write an equation that represents the situation.

# Lesson 39 Exit Ticket

1.  $7 + 1 = \square$

2.  $1 + 1 = \square$

3.  $7 + 1 = \square$

4. Start with 2. Add on 1.

---

5. Start with 6. Add on 1.

---

**Directions: 1–3)** Have students count on to add 1 and complete the equation. **4–5)** Have students count on to add and then write an equation that represents the situation.

# Extra Practice: Pick and Add

I picked \_\_\_\_\_.

$$\square + 1 = \square$$

I picked \_\_\_\_\_.

$$\square + 1 = \square$$

I picked \_\_\_\_\_.

$$\square + 1 = \square$$

I picked \_\_\_\_\_.

$$\square + 1 = \square$$

I picked \_\_\_\_\_.

$$\square + 1 = \square$$

I picked \_\_\_\_\_.

$$\square + 1 = \square$$

I picked \_\_\_\_\_.

$$\square + 1 = \square$$

I picked \_\_\_\_\_.

$$\square + 1 = \square$$

I picked \_\_\_\_\_.

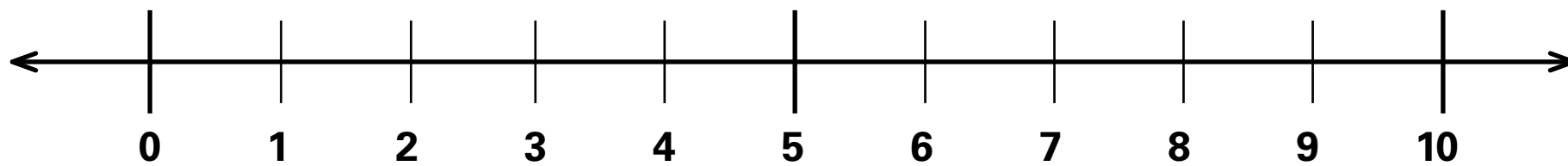
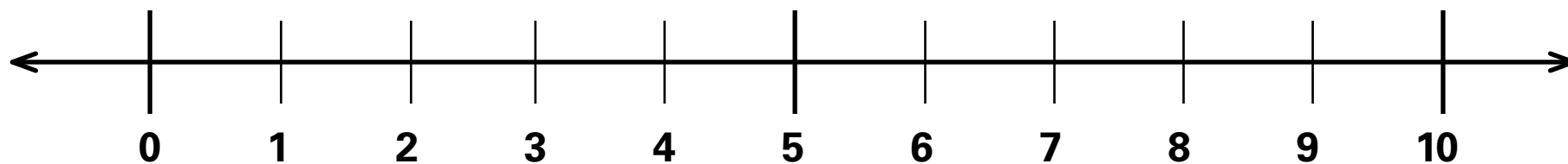
$$\square + 1 = \square$$

I picked \_\_\_\_\_.

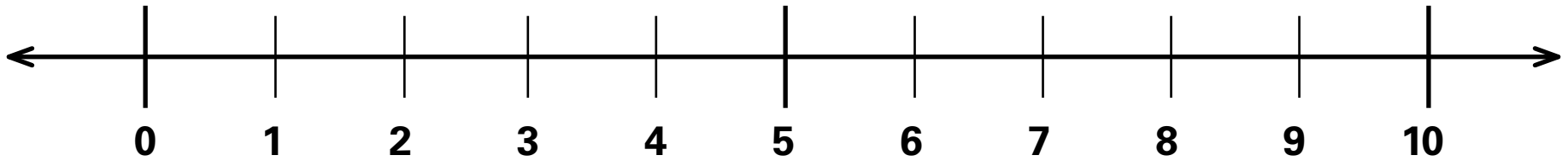
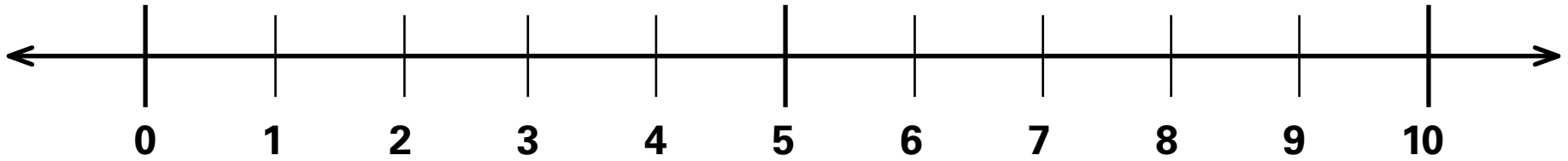
$$\square + 1 = \square$$

**Directions:** Have students draw a random digit card and write the number. Then have them add 1 by counting on and then complete the addition equation.

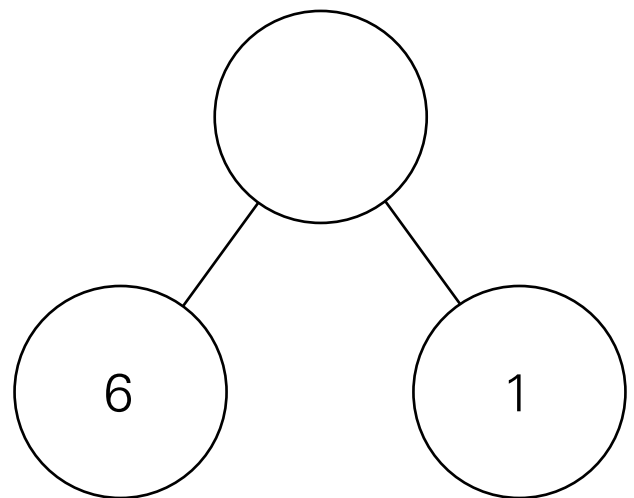
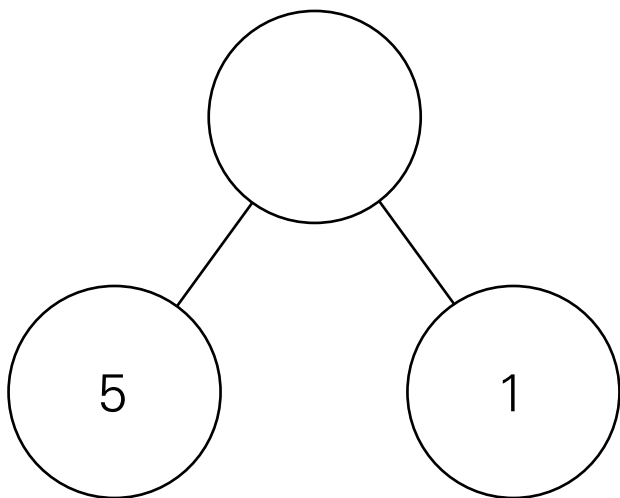
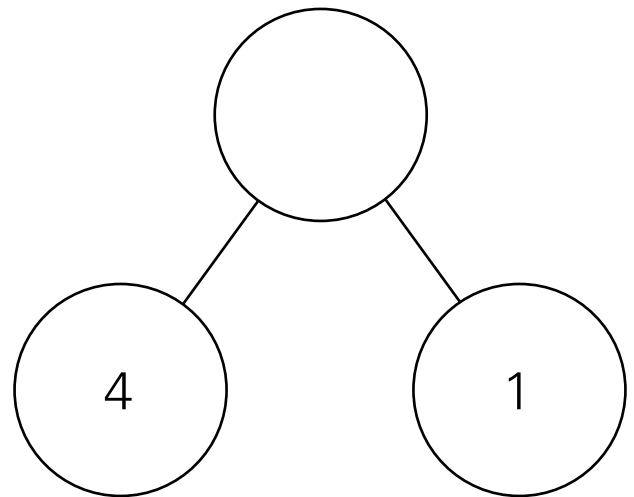
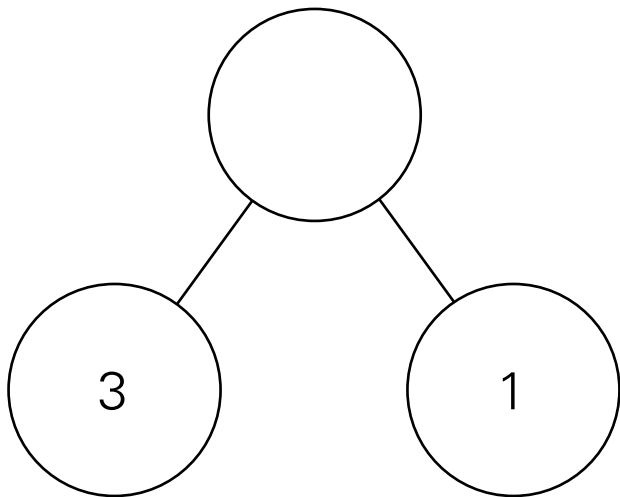
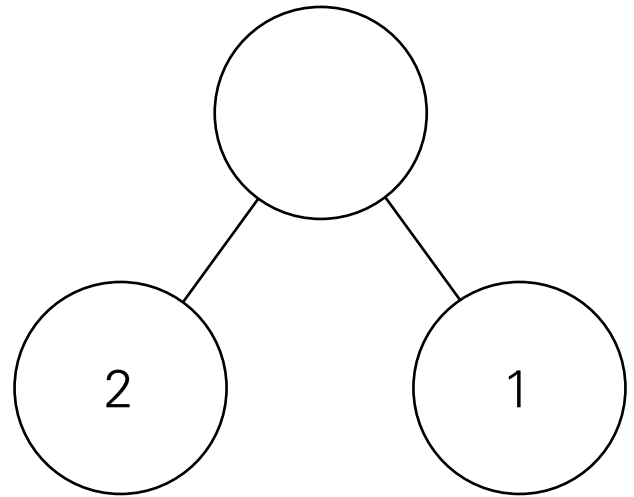
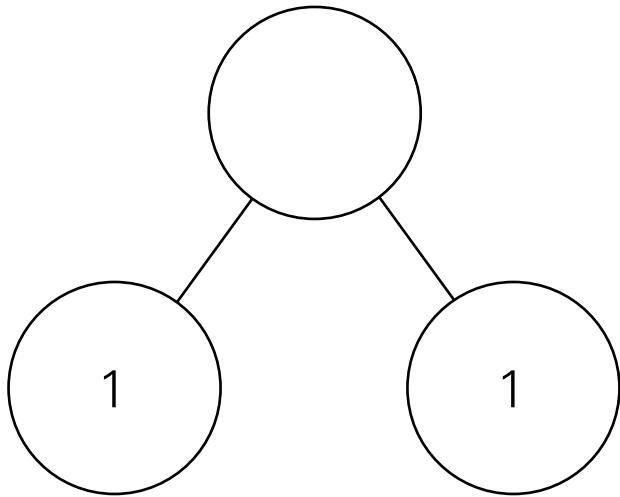
# Number Lines (0-10)



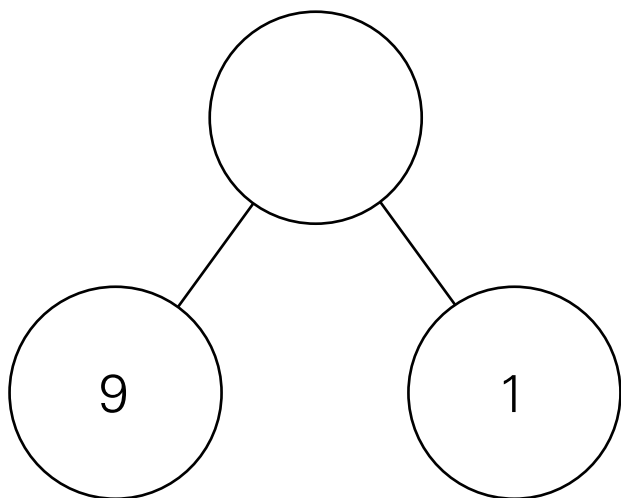
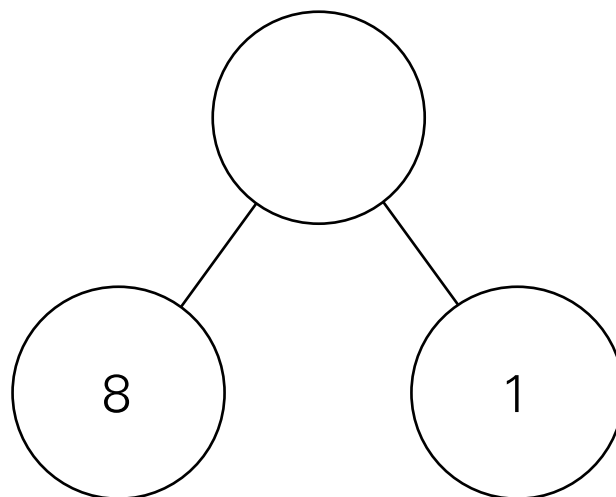
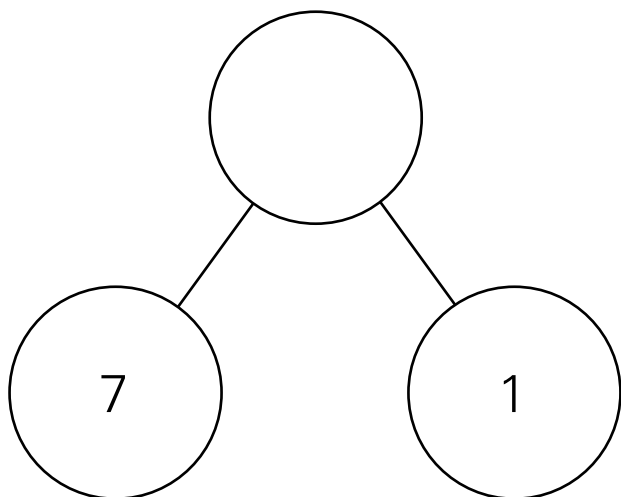
# Number Lines (0-10)



# Add 1 Number Bonds



# Add 1 Number Bonds





# Woof and Waggle

1.  $2 + 5 = \square$

2.  $6 + 2 = \square$

3.  $3 + 3 = \square$

4.  $9 + 1 = \square$

5.  $4 + 3 = \square$

6.  $3 + 7 = \square$

7.  $2 + 7 = \square$

8.  $2 + 3 = \square$

9.  $8 + 2 = \square$

10.  $1 + 5 = \square$

**Directions:** Have students count on to add and complete the equation.

# Surprise Packages

1. Start with 5. Add on 3.

$$5 + 3 = 8$$

---

2. Start with 4. Add on 6.

---

3. Start with 4. Add on 5.

---

4. Start with 3. Add on 6.

---

5. Start with 2. Add on 6.

---

6. Start with 1. Add on 7.

---

7. Start with 6. Add on 4.

---

8. Start with 7. Add on 2.

---

9. Start with 3. Add on 4.

---

10. Start with 3. Add on 2.

---

11. Start with 0. Add on 2.

---

12. Start with 2. Add on 5.

---

**Directions:** Have students count on to add and write an equation to represent the situation.

# Lesson 40 Exit Ticket

1.  $5 + 4 = \square$

2. Start with 2. Add on 7.

---

3. Start with 3. Add on 5.

---

**Directions:** 1) Have students count on to add and complete the equation. 2–3) Have students count on to add and write an equation to represent the situation.

# Extra Practice: Pick Parts

1. I picked \_\_\_\_\_ and \_\_\_\_\_.

$$\square + \square = \square$$

2. I picked \_\_\_\_\_ and \_\_\_\_\_.

$$\square + \square = \square$$

3. I picked \_\_\_\_\_ and \_\_\_\_\_.

$$\square + \square = \square$$

4. I picked \_\_\_\_\_ and \_\_\_\_\_.

$$\square + \square = \square$$

5. I picked \_\_\_\_\_ and \_\_\_\_\_.

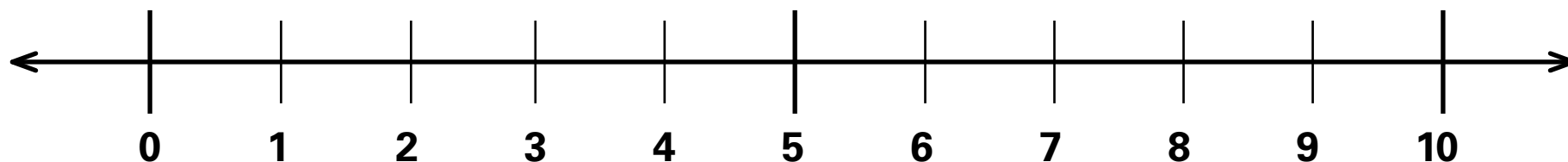
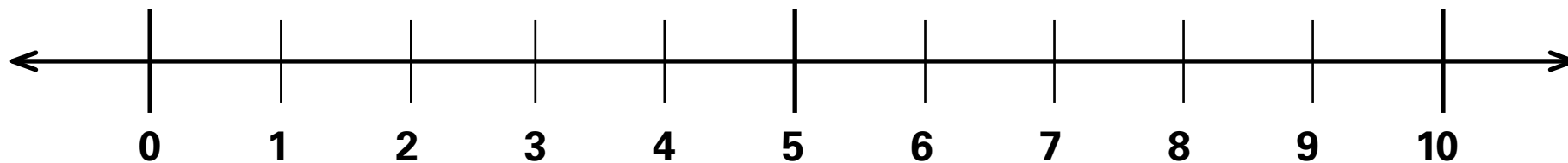
$$\square + \square = \square$$

6. I picked \_\_\_\_\_ and \_\_\_\_\_.

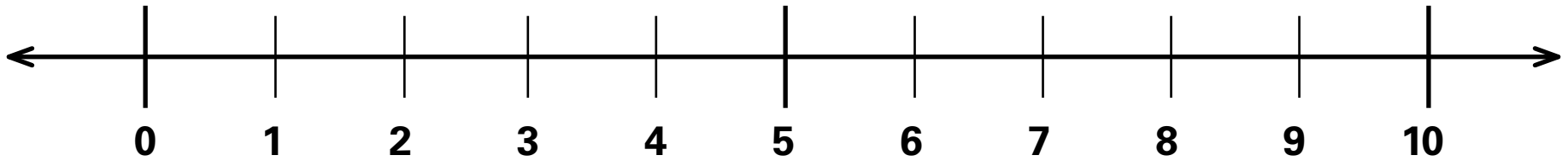
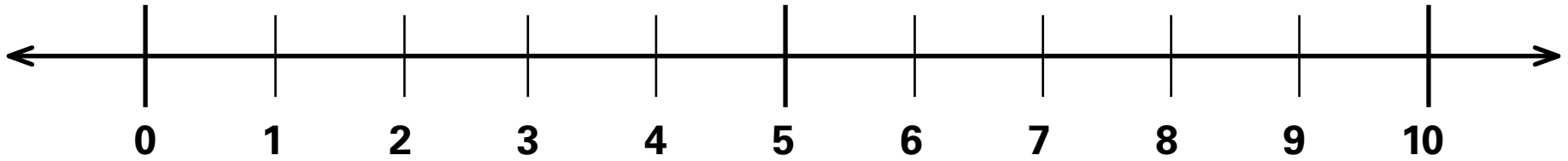
$$\square + \square = \square$$

**Directions:** Have students draw two random digit cards (0–5) and complete the sentences to show the numbers they drew. Then have students count on to add and write an equation to show the sum.

# Number Lines (0-10)



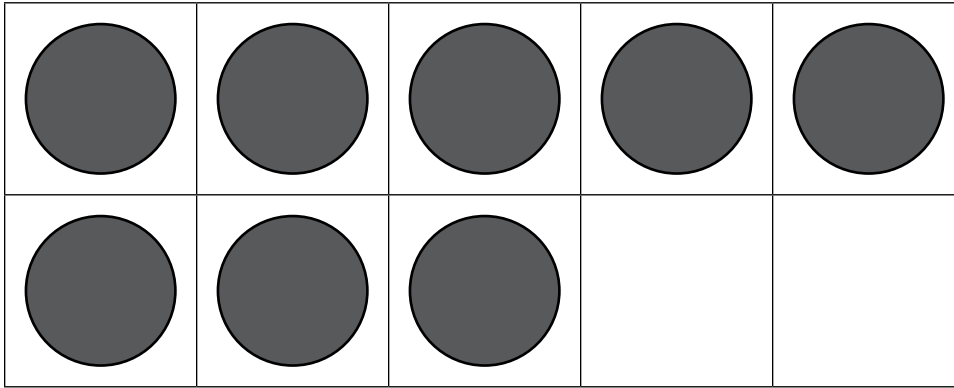
# Number Lines (0-10)



# Assessment

# Unit 6 Assessment

1. Make 10.



$$\square + \square = \square$$

2. Start with 4. Add on 1.

$$\square + \square = \square$$

3. Start with 7. Add on 3.

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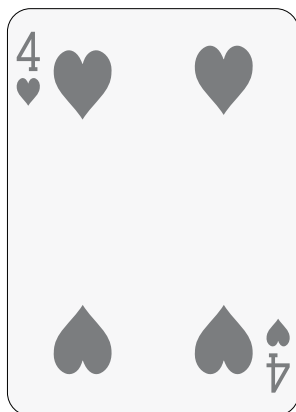
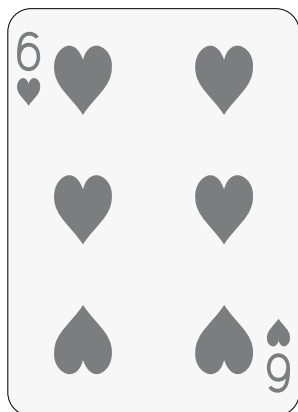
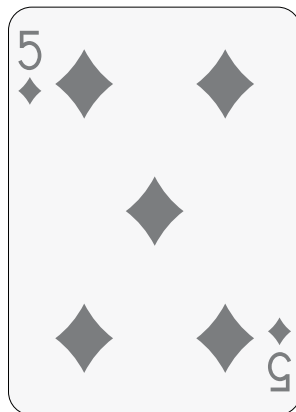
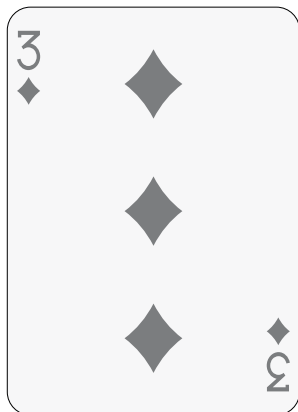


# Unit 6 Cumulative Review

1. Make 10.

$$\boxed{6} + \boxed{\phantom{00}} = \boxed{10}$$

2. Compare.

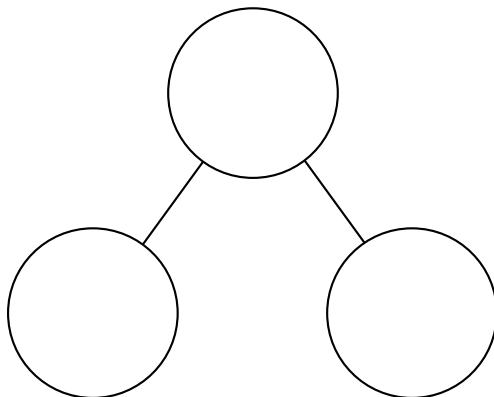


**3.** Add.

$$5 + 4 = \square$$

**4.** Add.

$$7 + 1 = \square$$



**5.** Subtract.

$$5 - 3 = \square$$

