LESSON 1

Hands On • Add One

LESSON AT A GLANCE

Lesson Objective
Use objects to add one and find the sum.

Essential Question
How can you use objects to add one?

Materials
MathBoard, connecting cubes

GO DIGITAL
iTools: Counters
Animated Math Models

1 TEACH and TALK

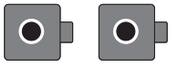
GO DIGITAL • Animated Math Models

Materials connecting cubes

Display one cube.

- **How many cubes are there?** 1 **How can you add one more?** Add one more cube to it.
- **Using objects can help you see how many in all. Add one more cube. How many cubes in all?** 2

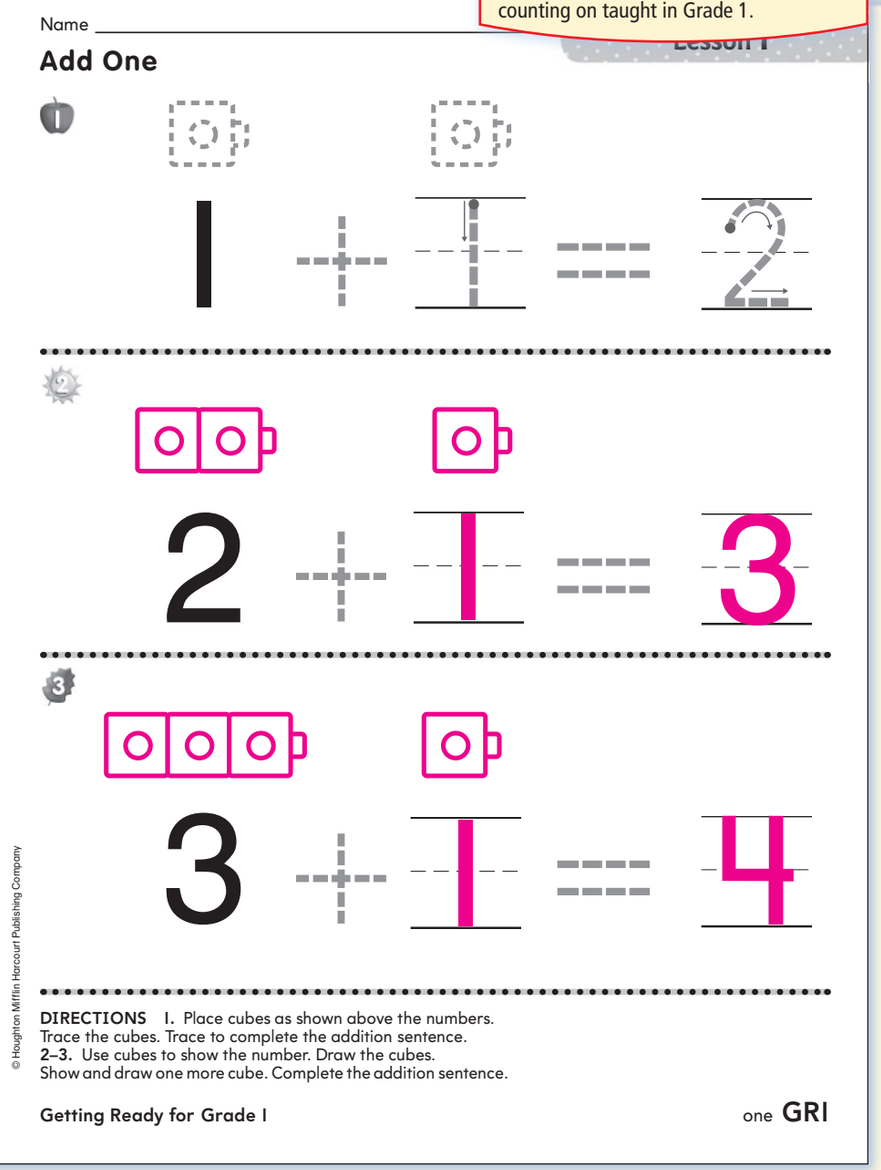
Write this as an addition sentence.



1 + 1 = 2

Write the addition sentence and read it together.

This lesson builds on the concept of addition presented in Chapter 5 and prepares children for the concept of counting on taught in Grade 1.


Name _____

Lesson 1

Add One

1 1 + 1 = 2

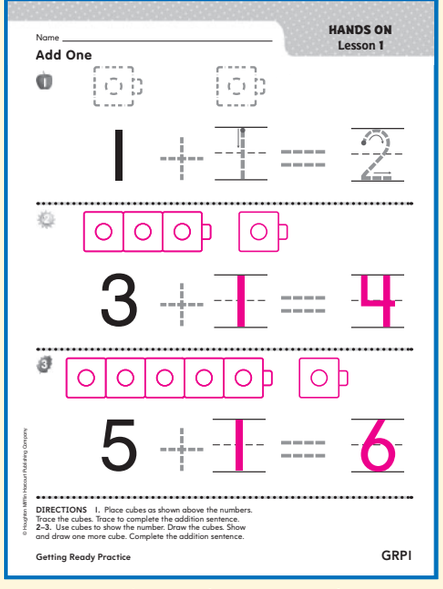
2 2 + 1 = 3

3 3 + 1 = 4

DIRECTIONS 1. Place cubes as shown above the numbers. Trace the cubes. Trace to complete the addition sentence.
2–3. Use cubes to show the number. Draw the cubes. Show and draw one more cube. Complete the addition sentence.

Getting Ready for Grade 1 one GR1

GR: Practice, p. GRP1


Name _____

HANDS ON Lesson 1

Add One

1 1 + 1 = 2

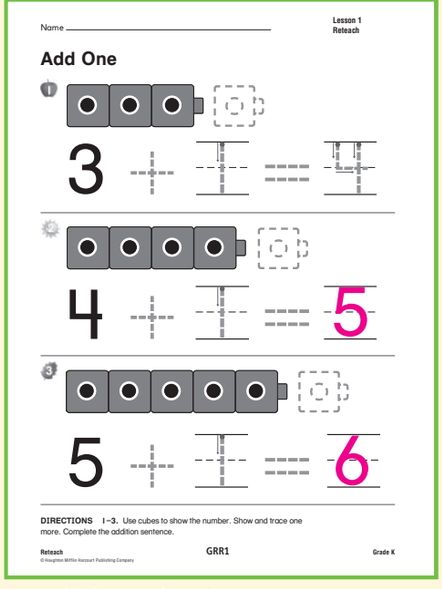
2 3 + 1 = 4

3 5 + 1 = 6

DIRECTIONS 1. Place cubes as shown above the numbers. Trace the cubes. Trace to complete the addition sentence.
2–3. Use cubes to show the number. Draw the cubes. Show and draw one more cube. Complete the addition sentence.

Getting Ready Practice GRP1

GR: Reteach, p. GRR1


Name _____

Lesson 1 Reteach

Add One

1 3 + 1 = 4

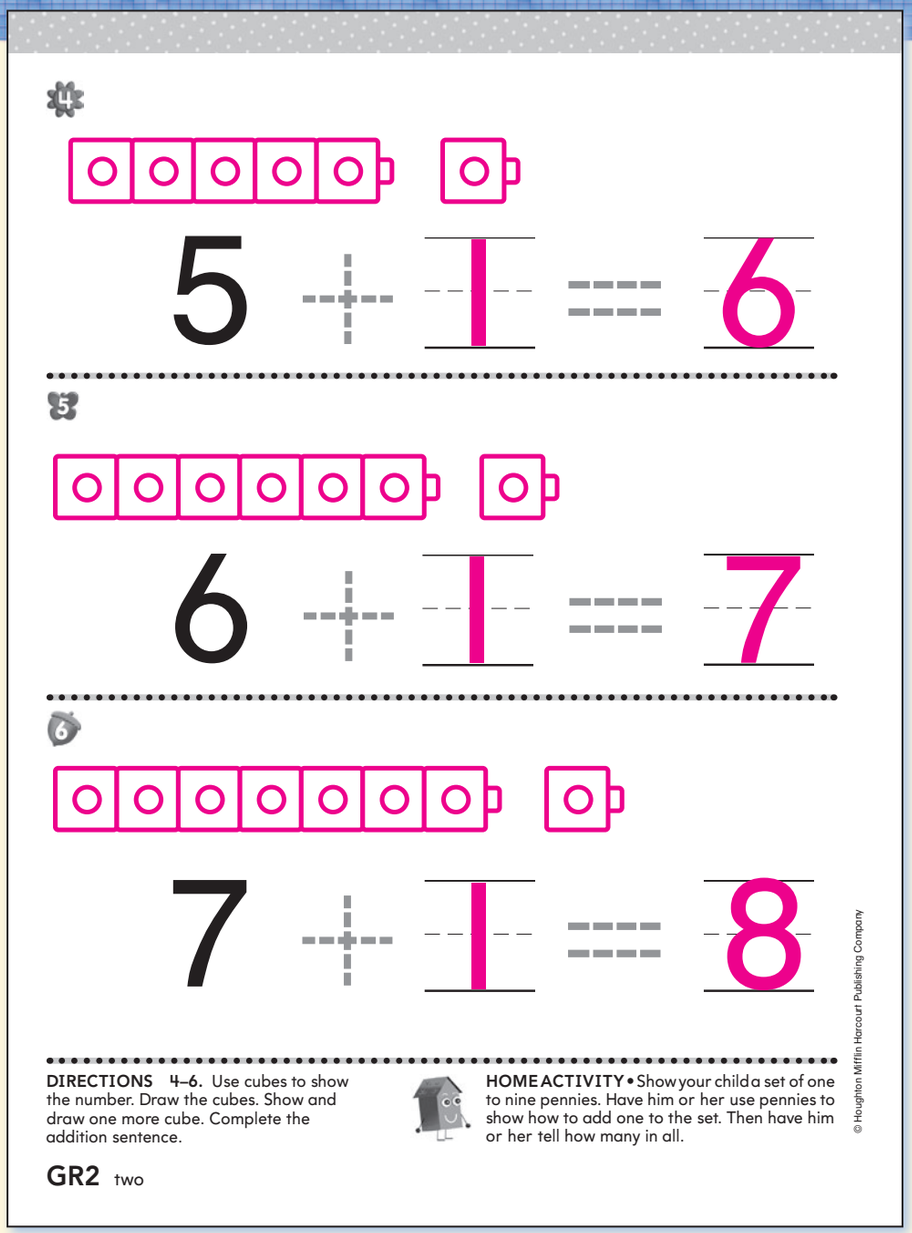
2 4 + 1 = 5

3 5 + 1 = 6

DIRECTIONS 1–3. Use cubes to show the number. Show and trace one more. Complete the addition sentence.

Reteach GRR1 Grade K

***GR** – Getting Ready Lessons and Resources (*www.thinkcentral.com*)



- **Explain how using objects helps you add one more.** Possible answer: By adding one more object, I can count on one more to find how many in all.

Some children will be able to add one without recounting the initial group. This will prepare children for the strategy *count on* in Grade 1.

2 PRACTICE

MATH BOARD

Materials connecting cubes

Explain that in this lesson children first model the number with cubes. They draw the cubes, add one cube, and draw that cube. They will then complete the addition sentence to show what they modeled.

- **In Exercise 1 trace the cube above the number 1. Now trace the other cube and the number 1. What is 1 + 1 equal to?** 2 **Trace the number 2.** Read the completed addition sentence together.

Have children locate Exercise 2.

- **Use cubes to show the number. Draw the cubes. Show and draw one more cube. What is 2 + 1 equal to?** 3 **Write the number 3.**

Read the completed addition sentence together. Repeat the process for the remaining exercises. Remind children to trace the *plus* and *is equal to* symbols. Read the completed addition sentences together.

3 SUMMARIZE

Math Processes and Practices

Essential Question

How can you use objects to add one? I show one more cube. I can count on one more to find how many in all.

Math Journal

WRITE Math

Draw 2 cubes. Draw to show 1 more cube. Write how many in all.

LESSON 2

Add Two

LESSON AT A GLANCE

Lesson Objective
Use pictures to add two and find the sum.

Essential Question
How can you add two?

Materials
MathBoard

GO DIGITAL
Animated Math Models
*i*Tools: Counters

1 TEACH and TALK GO DIGITAL • Animated Math Models

Draw a set of three objects and a set of two objects on the board.

- **How many objects are in the first set?** 3

Write the number **3** on the board followed by a *plus* symbol.

- **How many objects are in the next set?** 2

Write the number **2** and the *is equal to* symbol.

- **How many objects are there in all?** 5

Write the number **5** to complete the addition sentence.

Some children may recognize how many are in the first set without counting. They may also be able to use mental math to find how many in all.

This lesson builds on the concept of addition presented in Chapter 5 and prepares children for the concept of counting on taught in Grade 1.

Name _____

Add Two

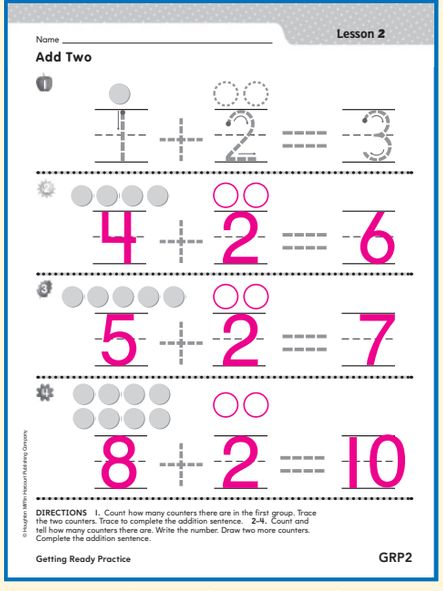
1 2 3

2 + 2 = 4

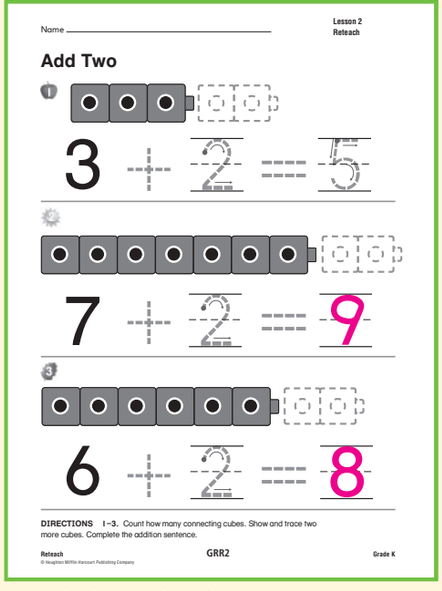
5 + 2 = 7

DIRECTIONS 1. Count how many shells in the first group. Trace the two shells. Trace to complete the addition sentence. 2–3. Count how many shells. Write the number. Draw two more shells. Complete the addition sentence.

GR: Practice, p. GRP2



GR: Reteach, p. GRR2



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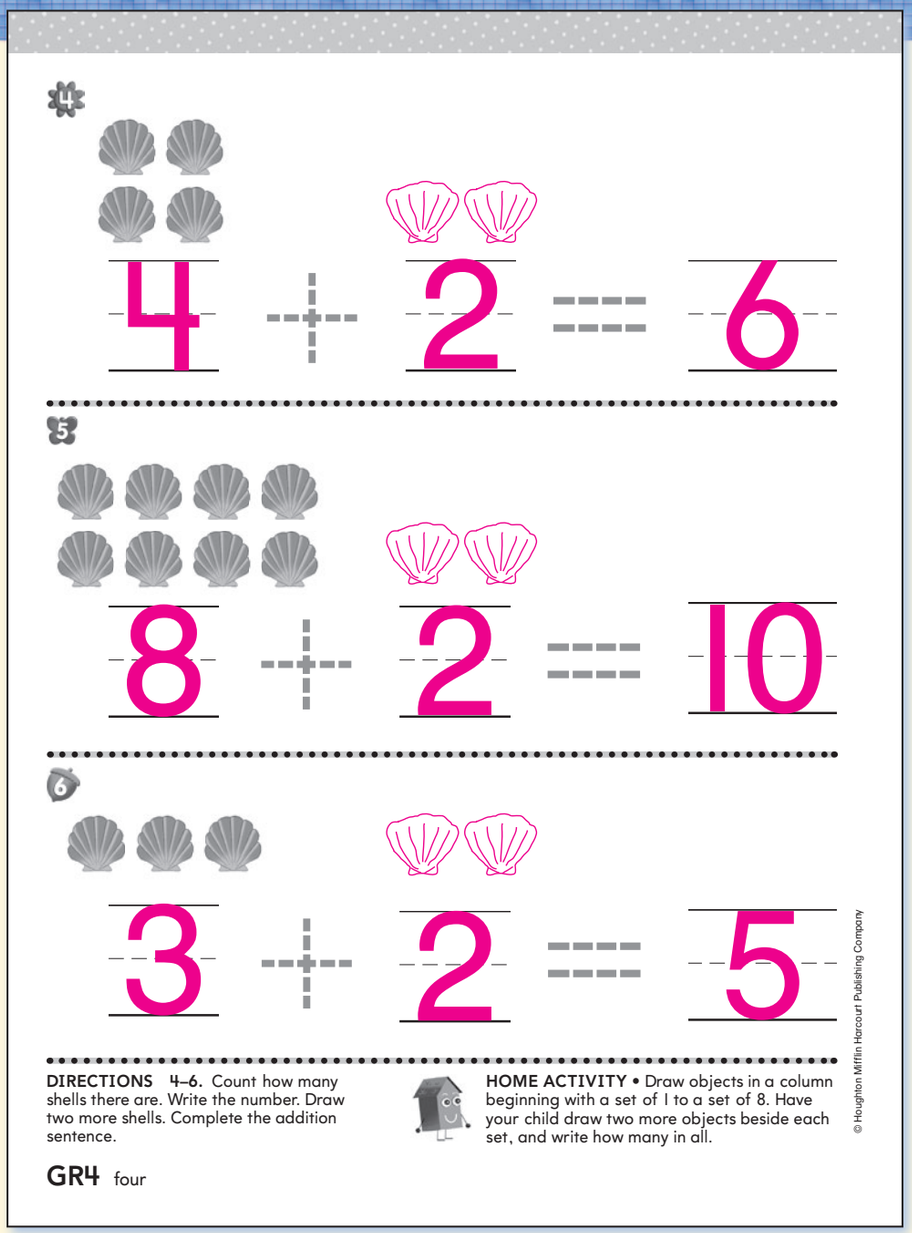


2 PRACTICE

Have children locate Exercise 1.

- **How many shells are in the first set?** 1
- **Trace the shells in the next set. How many did you trace?** 2
- **Trace the addition sentence. How many shells in all?** 3

Have children locate Exercise 2.

- **How many shells do you see?** 2
- **How many more shells are you going to draw?** 2
- **Write the addition sentence. Write how many in all.** 4

Repeat with similar questions for the remaining exercises. Read the completed addition sentences together.

3 SUMMARIZE

Math Processes and Practices

Essential Question

How can you add two? I can look at the pictures to see how many and know that I need to add two more to find how many in all.

Math Journal

Draw 3 circles. Draw 2 more circles. Write how many in all.

LESSON 3

Hands On • Add on a Ten Frame

LESSON AT A GLANCE

Lesson Objective
Add facts to 10 on a ten frame.

Essential Question
How can you use a ten frame to add?

Materials
MathBoard, two-color counters

GO DIGITAL
*i*Tools: Counters
HMH Mega Math

1 TEACH and TALK

GO DIGITAL • Animated Math Models

Materials Workmat 3 (ten frames) (see *eTeacher Resources*), two-color counters

Have children place six red counters in the ten frame. Now have them place four yellow counters to fill the ten frame. Make sure they start at the top left of the ten frame and fill that row first.

- **How many red counters are there?** 6
- **How many yellow counters are there?** 4
- **What addition sentence can you write to show how many counters in all?** 6 + 4 = 10

This lesson builds on the concept of addition presented in Chapter 5 and prepares children for addition skills and strategies taught in Grade 1.

Name _____ Lesson 3

Add on a Ten Frame

1

red	red	red	red	red
yellow	yellow	yellow	yellow	yellow

5 + 5 = 10

2

_____ + _____ = _____

Check children's work.

DIRECTIONS 1. Place counters on the ten frame as shown. Trace the addition sentence. 2. Place some counters red side up on the ten frame. Add more counters yellow side up to fill the ten frame. Complete the addition sentence.

GR: Practice, p. GRP3

Name _____ HANDS ON Lesson 3

Add on a Ten Frame

1

red	red	red	red	red
yellow	yellow	yellow	yellow	yellow

5 + 5 = 10

2

_____ + _____ = _____

Check children's work.

DIRECTIONS 1. Place counters on the ten frame as shown. Trace the addition sentence. 2. Place some counters red side up on the ten frame. Add more counters yellow side up to fill the ten frame. Complete the addition sentence.

GR: Reteach, p. GRR3

Name _____ Lesson 3 Reteach

Add on a Ten Frame

1

red	red	red	red	yellow
yellow	yellow	yellow	yellow	yellow

4 + 6 = 10

2

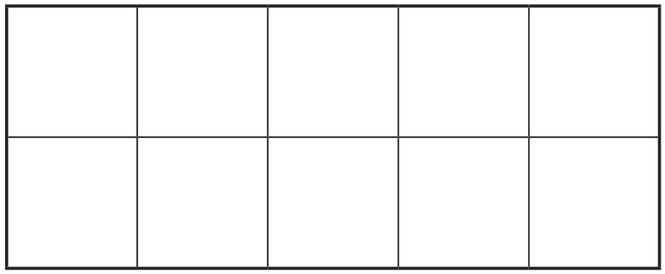
red	red	red	red	red
red	red	yellow	yellow	yellow

7 + 3 = 10

DIRECTIONS 1. Place counters on the ten frame as shown. Trace and complete the addition sentence. 2. Place counters on the ten frame as shown. Write how many of each color. Complete the addition sentence.

*GR – Getting Ready Lessons and Resources (*www.thinkcentral.com*)

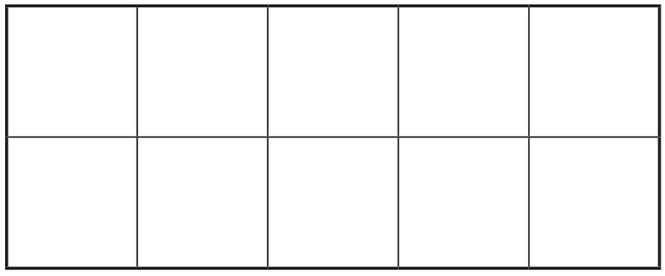
3



_____ + _____ = _____

Check children's work.

4



_____ + _____ = _____

Check children's work.

DIRECTIONS **3–4.** Place a different number of counters red side up on the ten frame. Add more counters yellow side up to fill the ten frame. Complete the addition sentence.

HOME ACTIVITY • Give your child some household objects, such as two different kinds of buttons. Have your child arrange the buttons to show different ways to make 10, such as 6 red buttons and 4 blue buttons. Write the addition sentence.

2 PRACTICE

Materials two-color counters

Have children look at Exercise 1.

- **How many red counters will you place in the ten frame?** 5
- **How many yellow counters will you place in the ten frame?** 5

Trace the addition sentence to show how many counters in all.

Have children complete Exercises 2–4 using different sets of red and yellow counters to fill the ten frame. Then have them complete the addition sentence to match the counters. Discuss the different addition facts for ten that children modeled on the ten frame.

3 SUMMARIZE

Math Processes and Practices

Essential Question

How can you use a ten frame to add? I can place two colors of counters to fill the ten frame and know that the two groups of counters show 10.

Math Journal

Draw a row of 5 red counters and a row of 5 yellow counters. Write how many counters in all.

LESSON 4

Part-Part-Whole

LESSON AT A GLANCE

Lesson Objective
Find the parts that make the whole.

Essential Question
How can you find the parts that make the whole?

Materials
MathBoard, connecting cubes

GO DIGITAL
- Animated Math Models
- iTools: Counters
- HMH Mega Math

1 TEACH and TALK • Animated Math Models

Materials connecting cubes

Show children a six-cube train.

- **How many cubes are there?** 6

Break the cube train so you have a four-cube train and a two-cube train. Show children the two parts that make the whole.

- **How many cubes are in this cube train?** 4
- **How many cubes are in this cube train?** 2
- **What can you tell me about the two parts of 6?** 6 is made up of two parts of 4 and 2.

This lesson builds on the concept of addition presented in Chapter 5 and prepares children for the concept of composing numbers taught in Grade 1.

Name _____

Part-Part-Whole

1

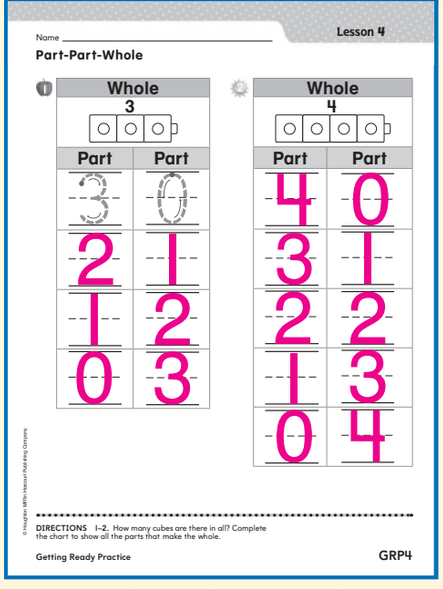
Whole 2	
Part	Part
2	0
1	1
0	2

2

Whole 3	
Part	Part
3	0
2	1
1	2
0	3

DIRECTIONS 1–2. How many cubes are there in all? Place that many cubes in the workspace. Show the parts that make the whole. Complete the chart to show all the parts that make the whole.

GR: Practice, p. GRP4



Name _____ Lesson 4

Part-Part-Whole

1

Whole 3	
Part	Part
3	0
2	1
1	2
0	3

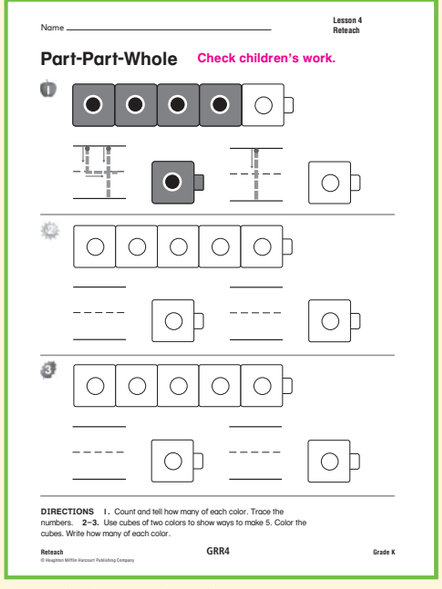
2

Whole 4	
Part	Part
4	0
3	1
2	2
1	3
0	4

DIRECTIONS 1–2. How many cubes are there in all? Complete the chart to show all the parts that make the whole.

Getting Ready Practice GRP4

GR: Reteach, p. GRR4



Name _____ Lesson 4 Reteach

Part-Part-Whole Check children's work.

DIRECTIONS 1. Count and tell how many of each color. Trace the numbers. 2–3. Use cubes of two colors to show ways to make 5. Color the cubes. Write how many of each color.

Reteach GRR4 Grade K

*GR – Getting Ready Lessons and Resources (*www.thinkcentral.com*)

3

Whole 4	
Part	Part
4	0
3	1
2	2
1	3
0	4

4

Whole 5	
Part	Part
5	0
4	1
3	2
2	3
1	4
0	5

DIRECTIONS **3–4.** How many cubes are there in all? Complete the chart to show all the parts that make the whole.

HOME ACTIVITY • Have your child use buttons or macaroni pieces to show the different parts that make the whole set of 8 (e.g. 7 and 1, 6 and 2, 5 and 3, 4 and 4.)

2 PRACTICE

MATH BOARD

Materials connecting cubes

Have children look at Exercise 1. They may need to use the workspace at the top of the page to model the parts that make the whole.

- **How many cubes are there in all?** 2
- **If you have 2 cubes in one part of 2, how many cubes would be in the other part?** 0

Trace the numbers to show the parts.

- **If 1 is one part of 2, what would the other part be?** 1

Write those numbers on your chart. Continue to write the other parts that make 2.

Have children complete Exercise 2 using all the different parts that make 3.

Have children complete Exercises 3 and 4 in a similar way. Discuss all the different parts that make 4 and 5.

3 SUMMARIZE

Math Processes and Practices

Essential Question

How can you find the parts that make the whole? I can look at the whole and break it apart to find two parts that make the whole.

Math Journal

WRITE Math

Draw cube trains to show all the parts that make the whole set of 3.

LESSON 5

Hands On • Equal Sets

LESSON AT A GLANCE

Lesson Objective
Model and write doubles facts.

Essential Question
How can you add two equal amounts?

Materials
MathBoard, connecting cubes

GO DIGITAL
Animated Math Models
*i*Tools: Counters

1 TEACH and TALK

GO DIGITAL • Animated Math Models

Materials connecting cubes

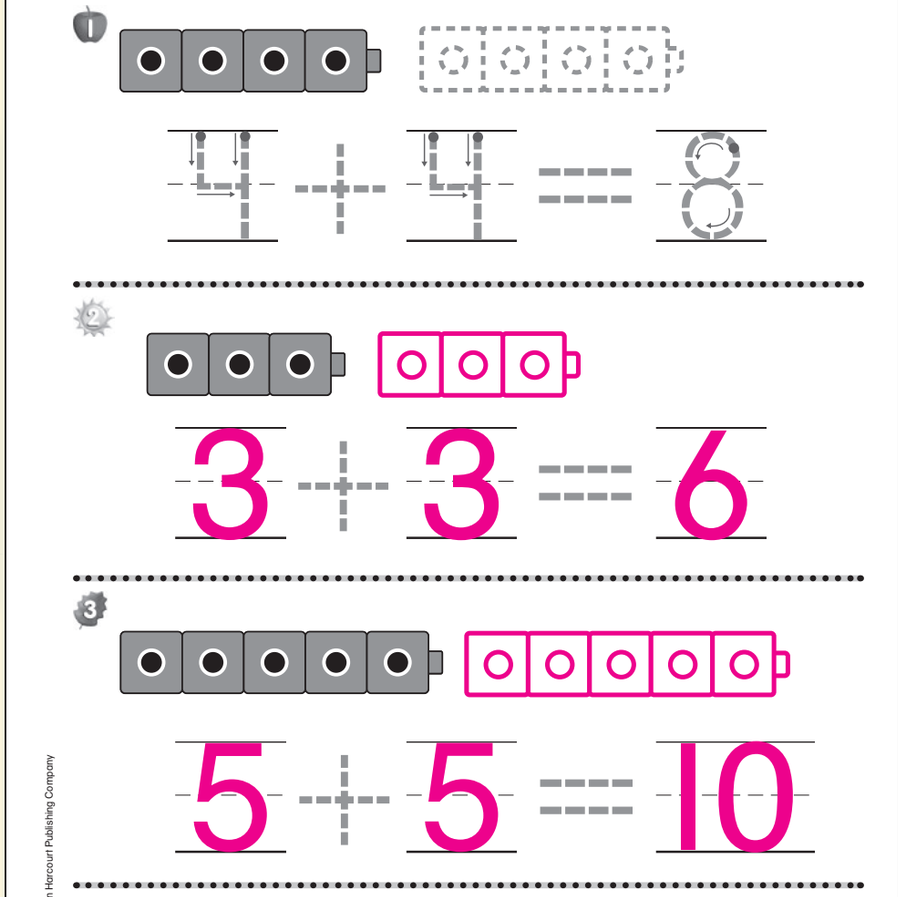
Show children two 2-cube trains, one red and one blue. Hold one above the other so that children can see that the number of cubes matches.

- **How many cubes are in this red cube train?** 2
- **How many cubes are in this blue cube train?** 2
- **Do the numbers match?** yes

Join the 2-cube trains to make a 4-cube train.

- **How many cubes are there in all?** 4
- **What addition sentence can you write to show how many 2 and 2 are?** 2 + 2 = 4

This lesson builds on basic addition concepts presented in Chapter 5 and prepares children for addition within 20 taught in Grade 1.


Name _____

Lesson 5

Equal Sets

1 4 + 4 = 8

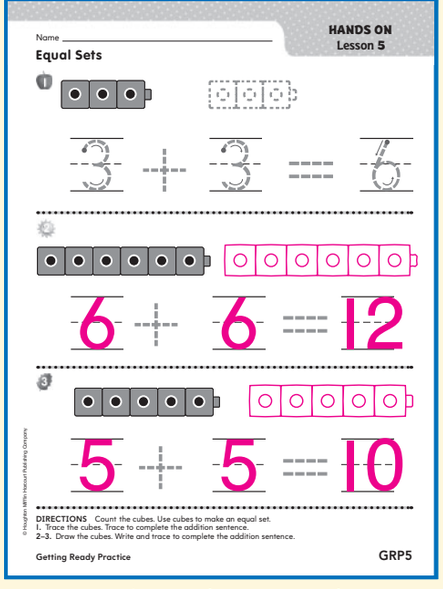
2 3 + 3 = 6

3 5 + 5 = 10

DIRECTIONS Count the cubes. Use cubes to make an equal set. 1. Trace the cubes. Trace the addition sentence. 2–3. Draw the cubes. Write and trace to complete the addition sentence.

Getting Ready for Grade 1 nine GR9

GR: Practice, p. GRP5


Name _____ HANDS ON Lesson 5

Equal Sets

1 3 + 3 = 6

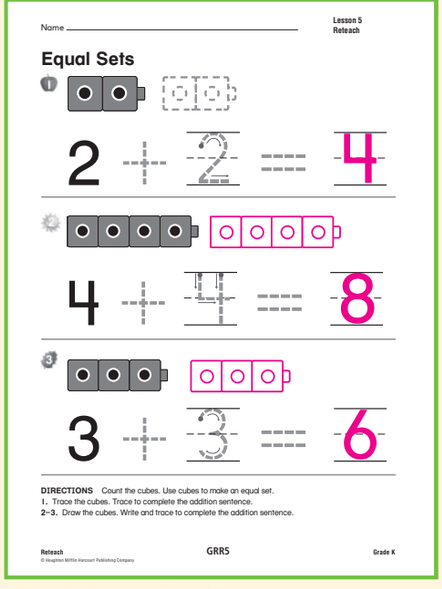
2 6 + 6 = 12

3 5 + 5 = 10

DIRECTIONS Count the cubes. Use cubes to make an equal set. 1. Trace the cubes. Trace to complete the addition sentence. 2–3. Draw the cubes. Write and trace to complete the addition sentence.

Getting Ready Practice GRP5

GR: Reteach, p. GRR5


Name _____ Lesson 5 Reteach

Equal Sets

1 2 + 2 = 4

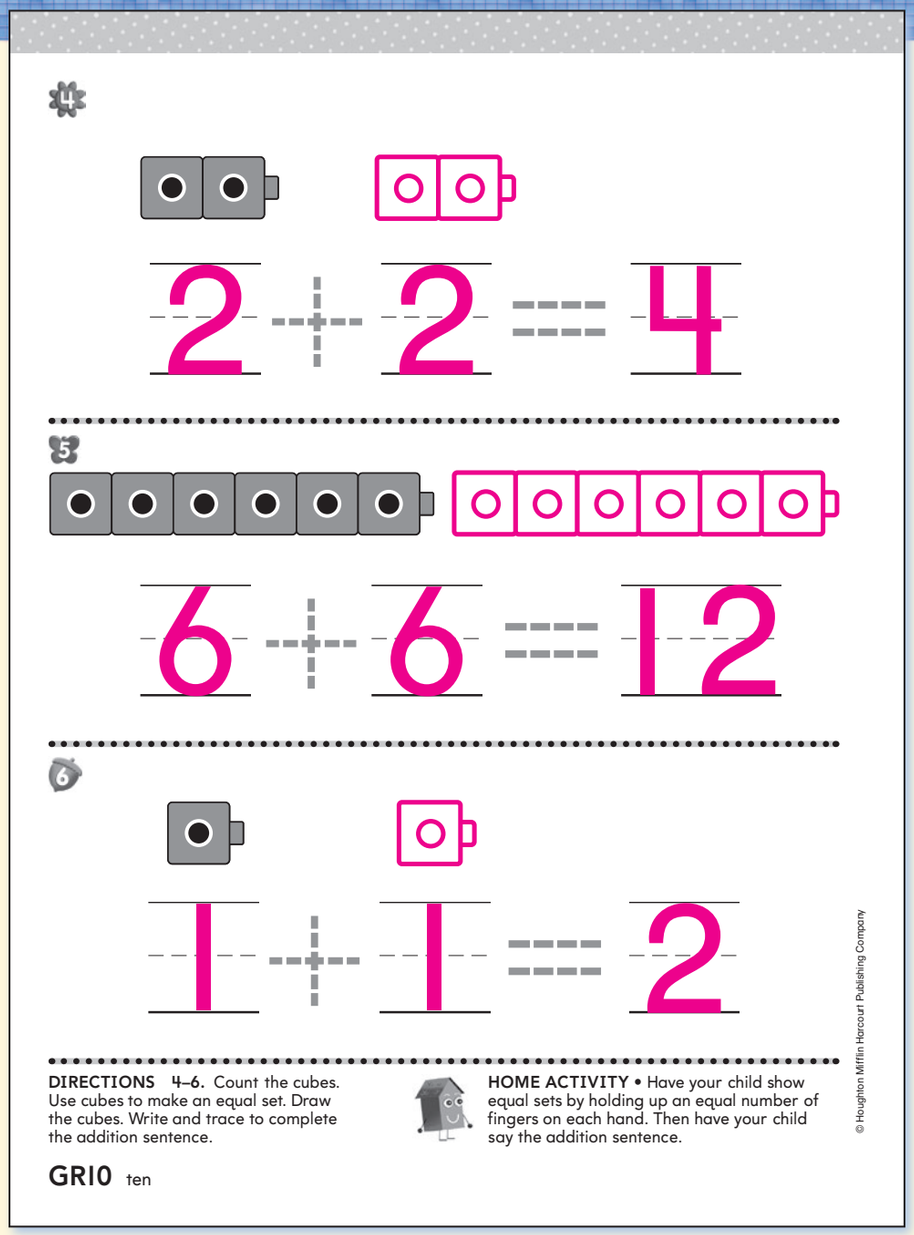
2 4 + 4 = 8

3 3 + 3 = 6

DIRECTIONS Count the cubes. Use cubes to make an equal set. 1. Trace the cubes. Trace to complete the addition sentence. 2–3. Draw the cubes. Write and trace to complete the addition sentence.

Reteach GRR5 Grade K

*GR – Getting Ready Lessons and Resources (*www.thinkcentral.com*)


4

2 + 2 = 4

5

6 + 6 = 12

6

1 + 1 = 2

DIRECTIONS 4–6. Count the cubes. Use cubes to make an equal set. Draw the cubes. Write and trace to complete the addition sentence.

HOME ACTIVITY • Have your child show equal sets by holding up an equal number of fingers on each hand. Then have your child say the addition sentence.

GR10 ten

2 PRACTICE

MATH BOARD

Materials connecting cubes

Have children look at Exercise 1.

- **How many cubes are in the cube train?** 4
- **How do you make a cube train that matches?** You use 4 cubes.

Instruct children to make a 4-cube train and then trace the cubes.

- **What is the sum of 4 and 4?** 8
- **What is the addition sentence?** 4 + 4 = 8

Have children trace the addition sentence.

Have children locate Exercise 2.

- **How many cubes are in the cube train?** 3
- **How many cubes will your matching cube train have?** 3 cubes **Where will you draw your cube train?** next to the 3 that are already there
- **What addition sentence will you write?** 3 + 3 = 6

Continue with similar questions for Exercises 3–6. Then read the completed doubles facts together as a class.

3 SUMMARIZE

Math Processes and Practices

Essential Question

How can you add two equal amounts? I can make 2 matching cube trains and write the addition sentence.

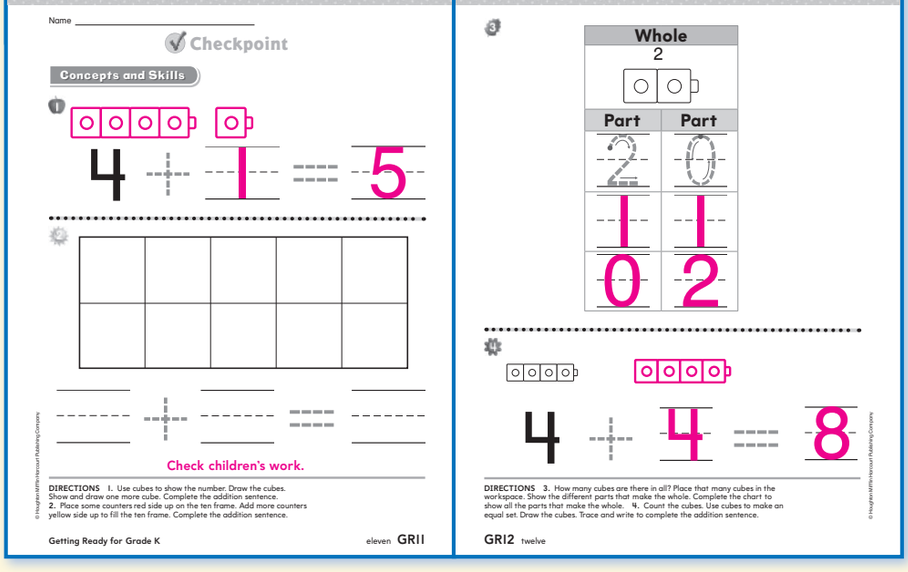
Math Journal

WRITE Math

Draw a cube train with 3 cubes. Then use cubes to make an equal set. Draw the cubes.

Getting Ready Lessons and Resources, pp. GR11–GR12

Checkpoint


Name _____

Checkpoint

Concepts and Skills

1

4 + 1 = 5

Check children's work.

DIRECTIONS 1. Use cubes to show the number. Draw the cubes. Show and draw one more cube. Complete the addition sentence. 2. Place some counters red side up on the ten frame. Add more counters yellow side up to fill the ten frame. Complete the addition sentence.

Getting Ready for Grade K eleven GR11

3

Whole 2	
Part	Part
2	0
1	1
0	2

4

4 + 4 = 8

DIRECTIONS 3. How many cubes are there in all? Place that many cubes in the workspace. Show the different parts that make the whole. Complete the chart to show all the parts that make the whole. 4. Count the cubes. Use cubes to make an equal set. Draw the cubes. Trace and write to complete the addition sentence.

GR12 twelve

LESSON 6

Related Addition Equations

LESSON AT A GLANCE

Lesson Objective
Identify equivalent addition expressions.

Essential Question
How do you know if two different addition facts are equal?

Materials
MathBoard

GO DIGITAL *i*Tools: Counters

1 TEACH and TALK GO DIGITAL • Animated Math Models

Materials connecting cubes

Show children a cube train with 4 red cubes and 4 blue cubes.

- **I used 8 cubes. How many cubes are red?** 4 **How many cubes are blue?** 4

Write **4 + 4** on the board. Then show children a cube train with 1 red cube and 7 blue cubes.

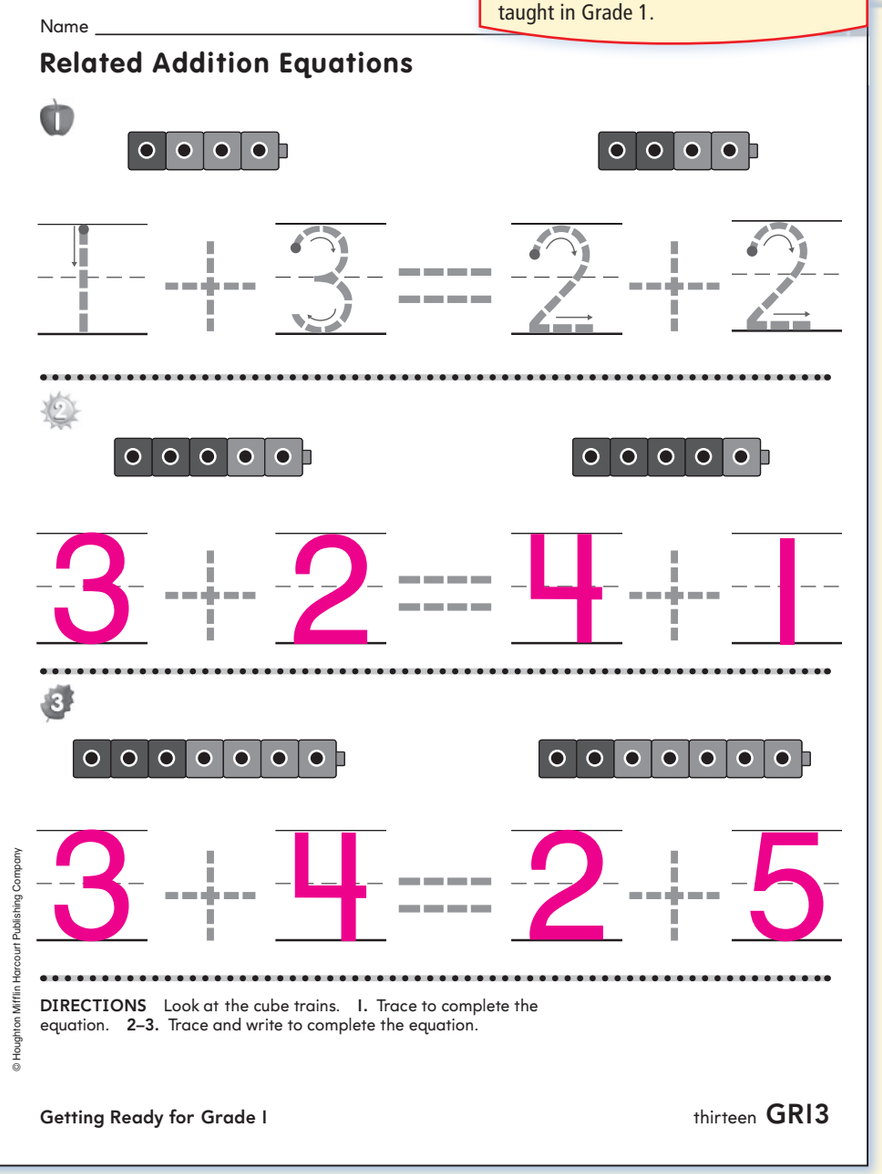
- **I made 8 in a different way. How many cubes are red?** 1 **How many cubes are blue?** 7

Write **1 + 7** on the board. Then hold up both cube trains.

- **Is 4 + 4 equal to 1 + 7?** Yes, they are both 8.

On the board, add an *is equal to* symbol to show that 4 + 4 = 1 + 7. Read the equation.

This lesson builds on basic addition concepts presented in Chapter 5 and prepares children for addition within 20 taught in Grade 1.


Name _____

Related Addition Equations

1 ___ + 3 = 2 + 2

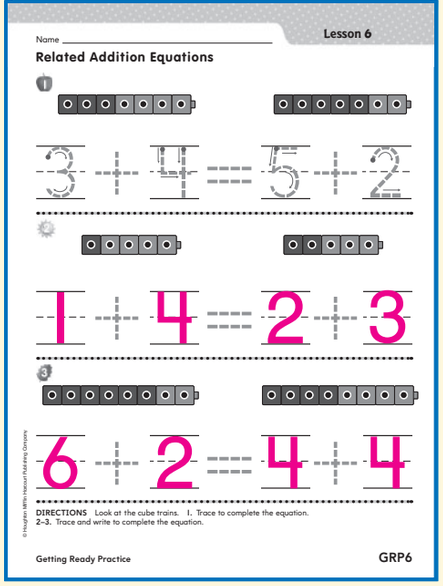
2 3 + 2 = 4 + 1

3 3 + 4 = 2 + 5

DIRECTIONS Look at the cube trains. 1. Trace to complete the equation. 2–3. Trace and write to complete the equation.

Getting Ready for Grade 1 thirteen GRI3

GR: Practice, p. GRP6


Name _____ Lesson 6

Related Addition Equations

1 3 + 4 = 5 + 2

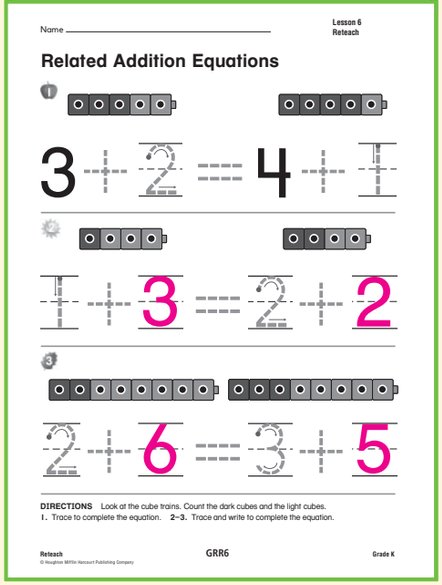
2 1 + 4 = 2 + 3

3 6 + 2 = 4 + 4

DIRECTIONS Look at the cube trains. 1. Trace to complete the equation. 2–3. Trace and write to complete the equation.

Getting Ready Practice GRP6

GR: Reteach, p. GRR6


Name _____ Lesson 6 Reteach

Related Addition Equations

1 3 + 2 = 4 + 1

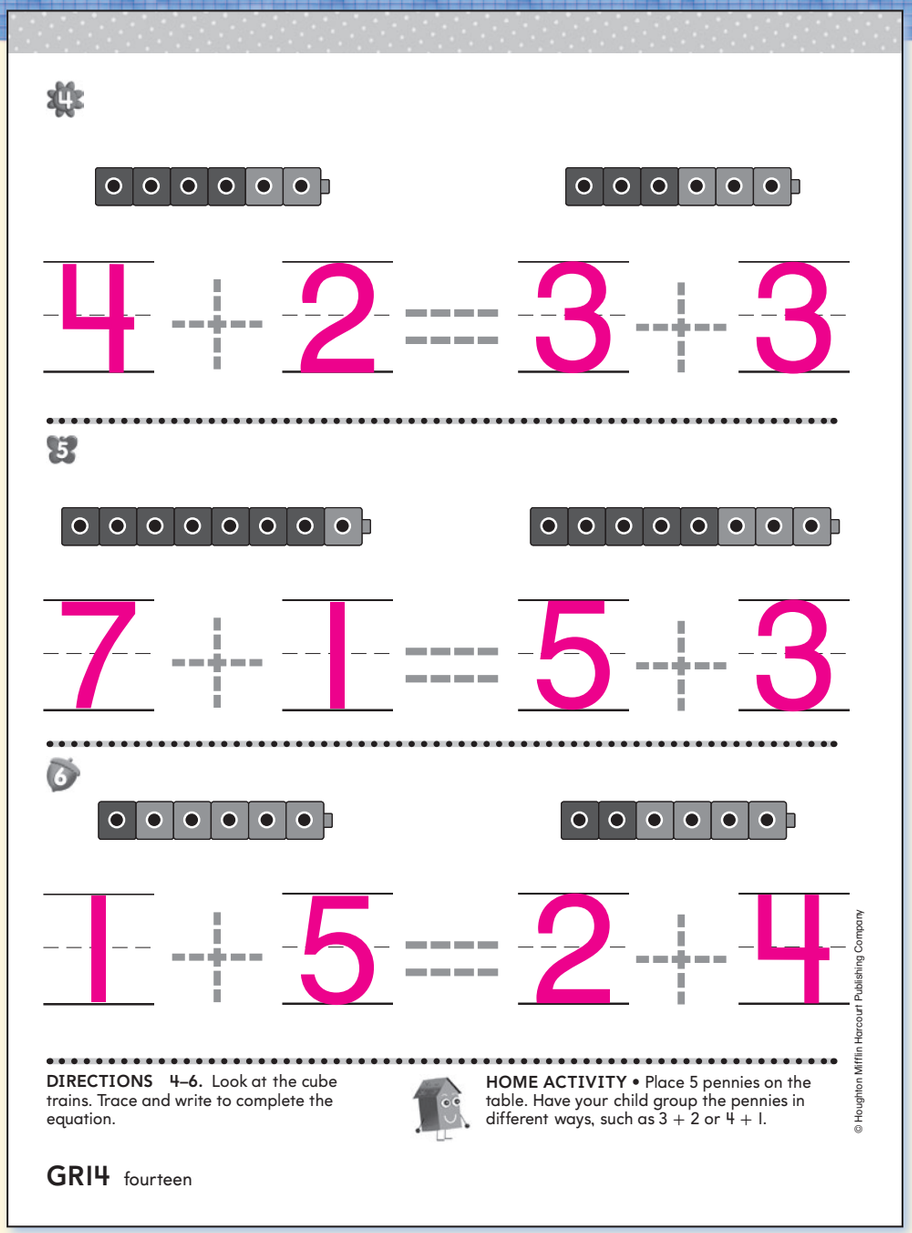
2 1 + 3 = 2 + 2

3 2 + 6 = 3 + 5

DIRECTIONS Look at the cube trains. Count the dark cubes and the light cubes. 1. Trace to complete the equation. 2–3. Trace and write to complete the equation.

Reteach GRR6 Grade K

*GR – Getting Ready Lessons and Resources (*www.thinkcentral.com*)



2 PRACTICE

MATH BOARD

Materials connecting cubes

Have children look at Exercise 1.

- **How many cubes are in each of the cube trains?** 4
- **In the first cube train, what numbers make 4?** 1 and 3 **In the second cube train, what numbers make 4?** 2 and 2
- **What equation shows these two different ways to make 4?** 1 + 3 = 2 + 2

Have children trace the equation.

Have children locate Exercise 2.

- **How many cubes are in each of the cube trains?** 5
- **In the first cube train, what numbers make 5?** 3 and 2 **What will you write below the cube train?** 3 + 2
- **In the second cube train, what numbers make 5?** 4 and 1 **What will you write below the cube train?** 4 + 1
- **Is 3 + 2 equal to 4 + 1?** yes

Have children trace the *is equal to* symbol.

Continue with similar questions for Exercises 3–6. Then read the completed equations together as a class.

3 SUMMARIZE

Math Processes and Practices

Essential Question

How do you know if two different addition facts are equal? I can look at cube trains that show the addition facts. If the cube trains have the same number of cubes, the facts are equal.

Math Journal

WRITE Math

Show a cube train with 5 red cubes and 1 blue cube. Show another cube train with 3 red cubes and 3 blue cubes. Draw the cube trains. Tell the equation.

LESSON 7

Hands On • Subtract One

LESSON AT A GLANCE

Lesson Objective
Use objects to subtract one and find the difference.

Essential Question
How can you use objects to subtract one?

Materials
MathBoard, connecting cubes

GO DIGITAL
Animated Math Models
*i*Tools: Counters

1 TEACH and TALK

GO DIGITAL • Animated Math Models

Materials connecting cubes

Show children a ten-cube train and draw the cube train on the board. Explain that you are going to remove one cube. Remove the cube. Circle and mark an X on the cube on the right to show the cube you removed. Write the subtraction sentence $10 - 1 = 9$.

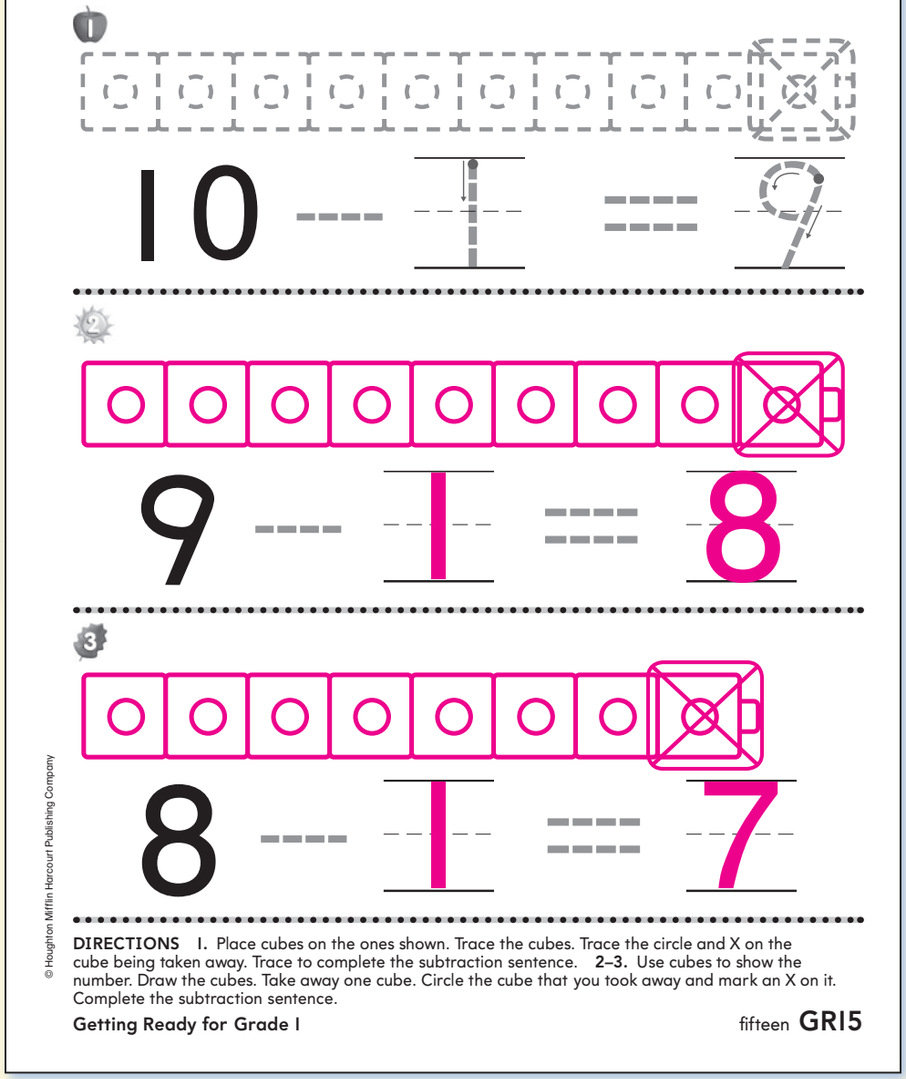
2 PRACTICE

MATH BOARD

Materials connecting cubes

Explain that in this lesson children must trace the *minus* symbol and the *is equal to* symbol in each exercise.

This lesson builds on the concept of subtraction presented in Chapter 6 and prepares children for the concept of counting back taught in Grade 1.



Name _____ Lesson 7

Subtract One

1 — 10 — 1 = 9

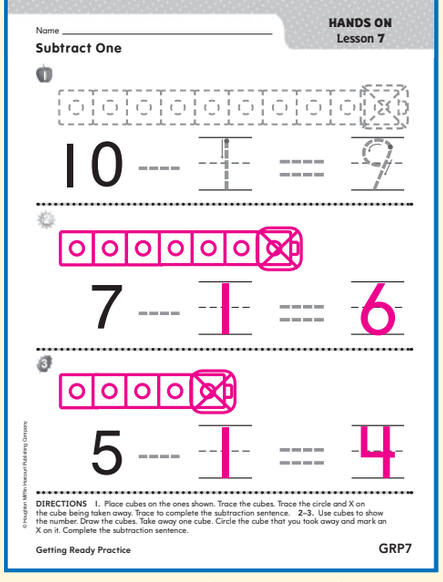
2 — 9 — 1 = 8

3 — 8 — 1 = 7

DIRECTIONS 1. Place cubes on the ones shown. Trace the cubes. Trace the circle and X on the cube being taken away. Trace to complete the subtraction sentence. 2–3. Use cubes to show the number. Draw the cubes. Take away one cube. Circle the cube that you took away and mark an X on it. Complete the subtraction sentence.

Getting Ready for Grade 1 fifteen GRI5

GR: Practice, p. GRP7



Name _____ HANDS ON Lesson 7

Subtract One

1 — 10 — 1 = 9

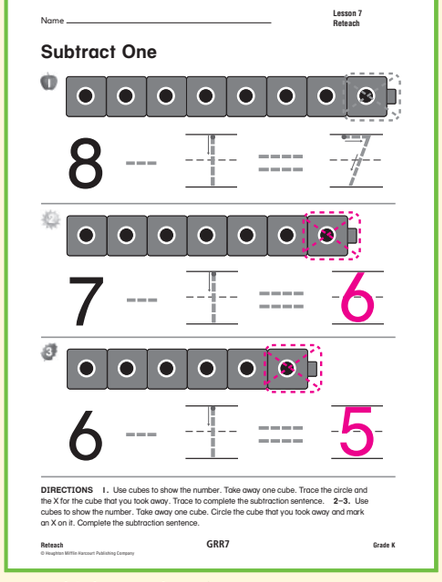
2 — 7 — 1 = 6

3 — 5 — 1 = 4

DIRECTIONS 1. Place cubes on the ones shown. Trace the cubes. Trace the circle and X on the cube being taken away. Trace to complete the subtraction sentence. 2–3. Use cubes to show the number. Draw the cubes. Take away one cube. Circle the cube that you took away and mark an X on it. Complete the subtraction sentence.

Getting Ready Practice GRP7

GR: Reteach, p. GRR7



Name _____ Lesson 7 Reteach

Subtract One

1 — 8 — 1 = 7

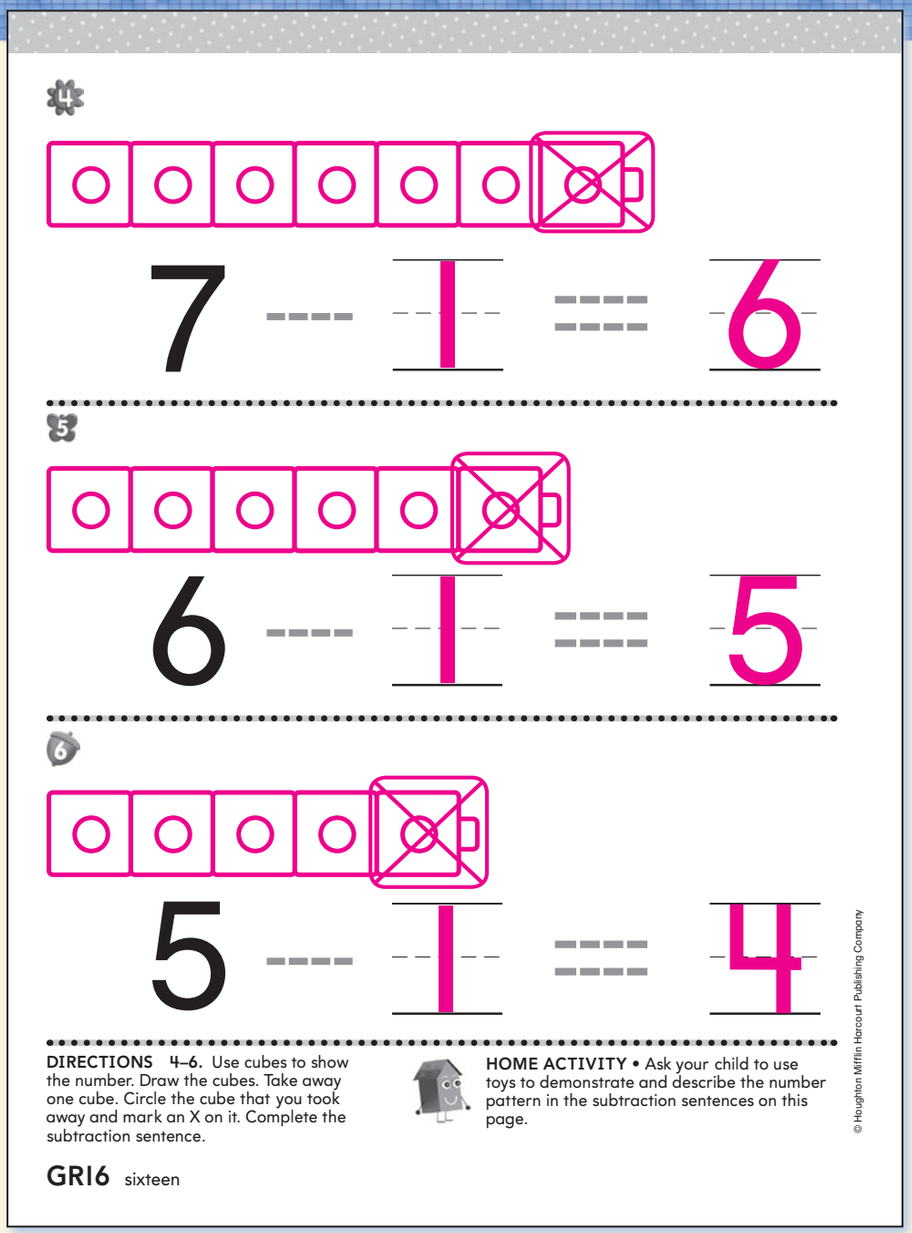
2 — 7 — 1 = 6

3 — 6 — 1 = 5

DIRECTIONS 1. Use cubes to show the number. Take away one cube. Trace the circle and the X for the cube that you took away. Trace to complete the subtraction sentence. 2–3. Use cubes to show the number. Take away one cube. Circle the cube that you took away and mark an X on it. Complete the subtraction sentence.

Reteach GRR7 Grade K

***GR** – Getting Ready Lessons and Resources (*www.thinkcentral.com*)



DIRECTIONS 4–6. Use cubes to show the number. Draw the cubes. Take away one cube. Circle the cube that you took away and mark an X on it. Complete the subtraction sentence.

HOME ACTIVITY • Ask your child to use toys to demonstrate and describe the number pattern in the subtraction sentences on this page.

Have children locate Exercise 1.

- **How many cubes are there in all?** 10
- **Place cubes on the ones shown. How many cubes are taken away?** 1
- **Take away one cube. Trace the circle and the X over the cube on the page to show you took it away. How many cubes are left?** 9
- **Trace the numbers to complete the subtraction sentence.**

Read the subtraction sentence with children.

Have children locate Exercise 2.

- **How many cubes are there in all?** 9
- **Place and draw the cubes. How many cubes are taken away?** 1
- **Draw a circle around the last cube and mark an X on it. How many cubes are left?** 8
- **Trace and write to complete the subtraction sentence.**

Repeat the process with Exercises 3–6.

3 SUMMARIZE

Math Processes and Practices

Essential Question

How can you use objects to subtract one?

I can use objects to show how many in all. Then I can remove the cube being taken away and count how many are left.

Math Journal

WRITE Math

Draw 4 cubes. Circle one cube to show it is taken away. Mark an X on it. Write how many cubes are left.

LESSON 8

Subtract Two

LESSON AT A GLANCE

Lesson Objective
Use pictures to subtract two and find the difference.

Essential Question
How can you subtract two?

Materials
MathBoard

GO DIGITAL
Animated Math Models
*i*Tools: Counters

1 TEACH and TALK

GO DIGITAL • Animated Math Models

Draw 5 apples on the board.

Write the following subtraction sentence on the board:

5 − 2 = ___

- **Look at the subtraction sentence. How many apples do you take away?** 2

Circle two of the apples on the board and mark them with an X.

- **How many apples are left?** 3

Write the number 3 to complete the subtraction sentence.

This lesson builds on the concept of subtraction presented in Chapter 6 and prepares children for the concept of counting back taught in Grade 1.

Name _____

Subtract Two

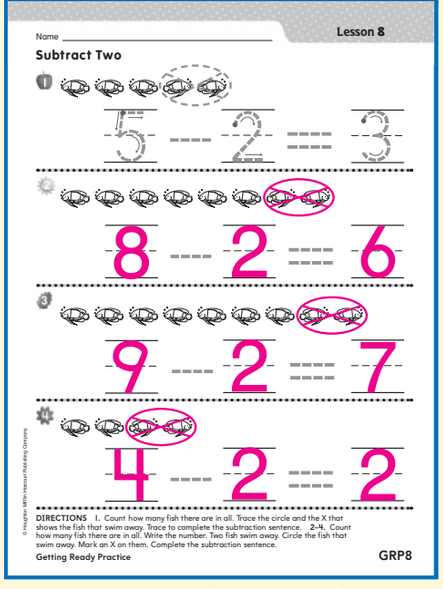
1 — 3 − 2 = 1

2 — 4 − 2 = 2

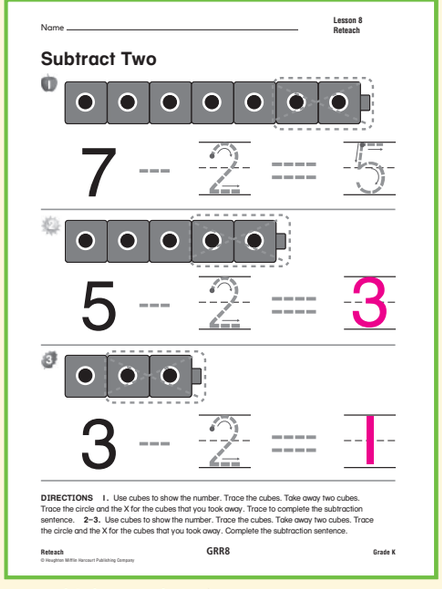
3 — 6 − 2 = 4

DIRECTIONS 1. Count how many boats there are in all. Trace the circle and the X that shows the boats that sail away. Trace to complete the subtraction sentence. 2–3. Count how many boats there are in all. Write the number. Two boats sail away. Circle the boats that sail away. Mark an X on them. Complete the subtraction sentence.

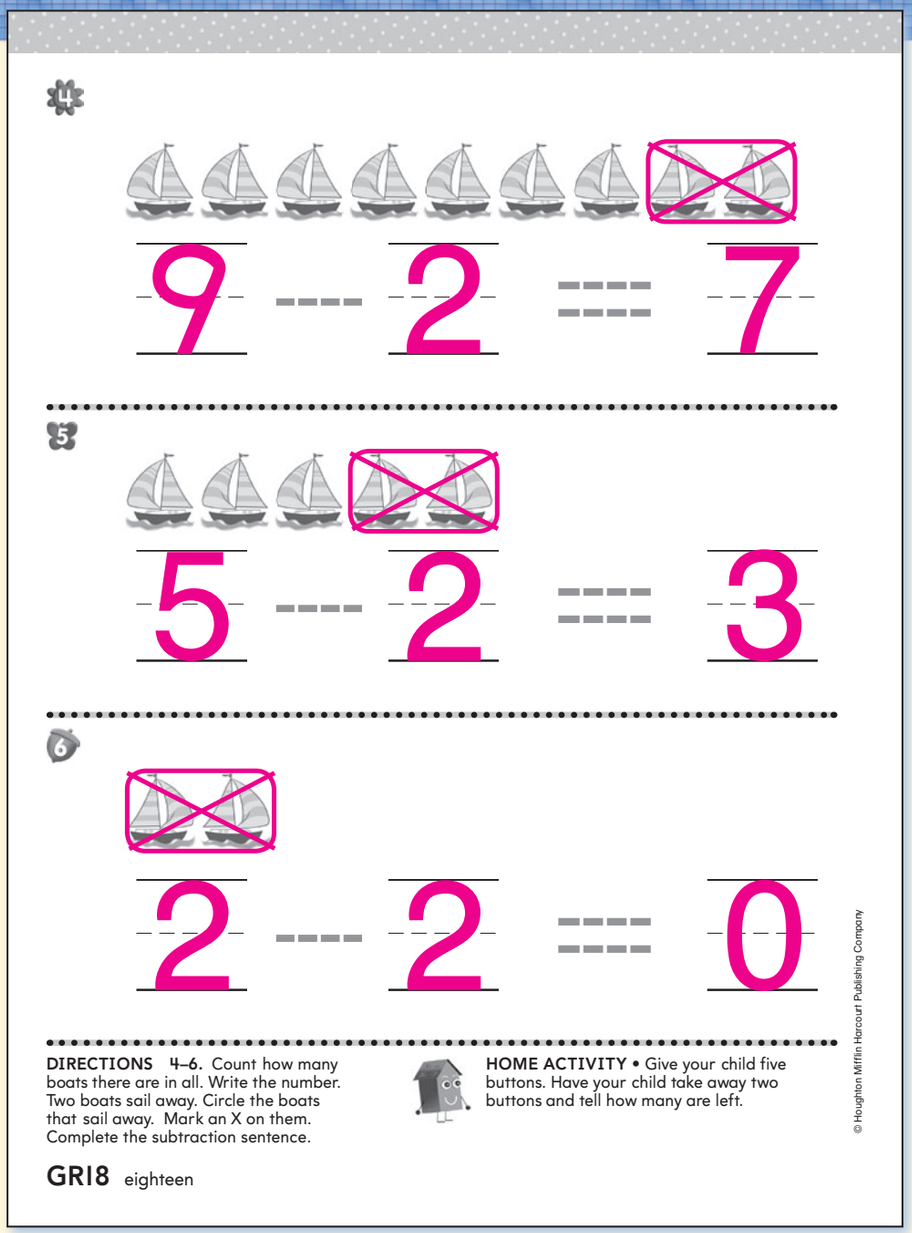
GR: Practice, p. GRP8


Name _____ Lesson 8
Subtract Two
1 — 5 − 2 = 3
2 — 8 − 2 = 6
3 — 9 − 2 = 7
4 — 4 − 2 = 2
DIRECTIONS 1. Count how many fish there are in all. Trace the circle and the X that shows the fish that swim away. Trace to complete the subtraction sentence. 2–4. Count how many fish there are in all. Write the number. Two fish swim away. Circle the fish that swim away. Mark an X on them. Complete the subtraction sentence.
Getting Ready Practice GRP8

GR: Reteach, p. GRR8


Name _____ Lesson 8 Reteach
Subtract Two
1 — 7 − 2 = 5
2 — 5 − 2 = 3
3 — 3 − 2 = 1
DIRECTIONS 1. Use cubes to show the number. Trace the cubes. Take away two cubes. Trace the circle and the X for the cubes that you took away. Trace to complete the subtraction sentence. 2–3. Use cubes to show the number. Trace the cubes. Take away two cubes. Trace the circle and the X for the cubes that you took away. Complete the subtraction sentence.
Reteach GRR8 Grade K

*GR – Getting Ready Lessons and Resources (*www.thinkcentral.com*)



4

9 — 2 = 7

5

5 — 2 = 3

6

2 — 2 = 0

DIRECTIONS 4–6. Count how many boats there are in all. Write the number. Two boats sail away. Circle the boats that sail away. Mark an X on them. Complete the subtraction sentence.

HOME ACTIVITY • Give your child five buttons. Have your child take away two buttons and tell how many are left.

2 PRACTICE

MATH BOARD

Have children locate Exercise 1.

- **Look at the first number. This number shows how many boats in all. Trace the number. How many boats are being taken away?** 2
- **Trace the circle and the X on the boats being taken away. How many boats are left?** 1
- **Trace to complete the subtraction sentence.**

Have children locate Exercise 2.

- **How many boats are there in all? Write the number.** 4
- **How many boats sail away? Write the number.** 2
- **Circle those boats and mark an X on them. Write and trace to complete the subtraction sentence.**

Repeat the process with Exercises 3–6.

3 SUMMARIZE

Math Processes and Practices

Essential Question

How can you subtract two? I can look at the picture to know how many in all. Then I can circle the two being taken away and find how many are left.

Math Journal

WRITE Math

Draw 4 bugs. Circle 2 bugs that crawl away and mark an X on them. Write how many are left.

LESSON 9

Hands On • Subtract on a Ten Frame

LESSON AT A GLANCE

Lesson Objective
Subtract from 10 on a ten frame.

Essential Question
How can you use a ten frame to subtract?

Materials
MathBoard, two-color counters

GO DIGITAL
*i*Tools: Counters
HMH Mega Math

1 TEACH and TALK GO DIGITAL • Animated Math Models

Materials Workmat 3 (ten frame) (see *eTeacher Resources*), two-color counters

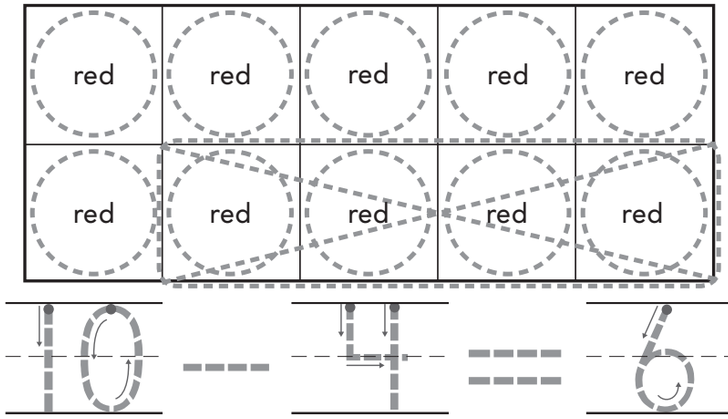
Have children place 10 red counters in the ten frame.

- **How many red counters are there?** 10
- **Take three counters off the ten frame. How many counters are left in the ten frame?** 7
- **What subtraction sentence can you write to show this?** 10 − 3 = 7

This lesson builds on the concept of subtraction presented in Chapter 6 and prepares children for the concept of subtraction skills and strategies taught in Grade 1.

Name _____ Lesson 9

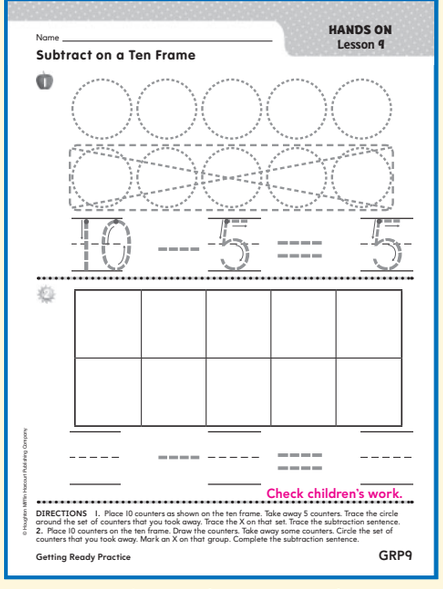
Subtract on a Ten Frame



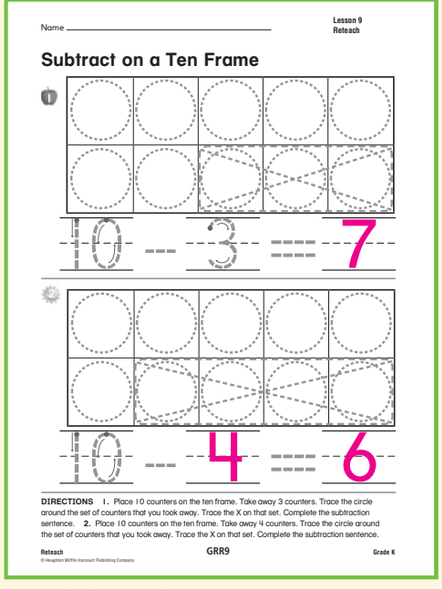
Check children's work.

DIRECTIONS **1.** Place 10 counters as shown on the ten frame. Take away 4 counters. Trace the circle around the set of counters that you took away. Trace the X on that set. Trace the subtraction sentence. **2.** Place 10 counters on the ten frame. Draw the counters. Take away some counters. Circle the set of counters that you took away. Mark an X on that set. Complete the subtraction sentence.

GR: Practice, p. GRP9



GR: Reteach, p. GRR9



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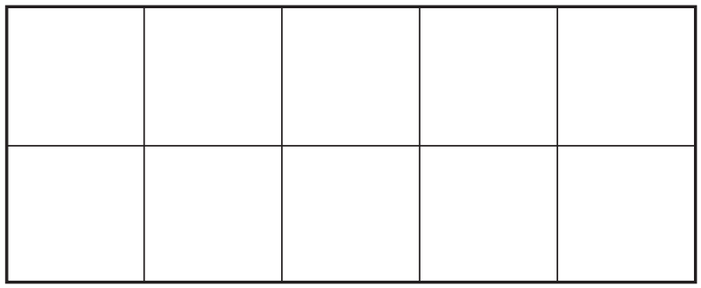
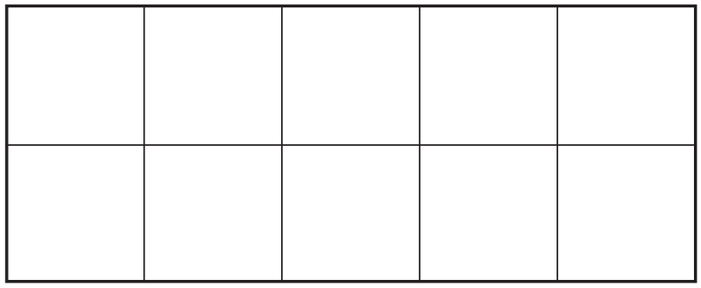
3



Check children's work.

4



Check children's work.

DIRECTIONS **3–4.** Place 10 counters on the ten frame. Draw the counters. Take away some counters. Circle the set of counters that you took away. Mark an X on that set. Complete the subtraction sentence.

HOME ACTIVITY • Give your child ten household objects, such as buttons. Have your child take some of the objects away. Then have him or her tell the subtraction sentence.

2 PRACTICE

Materials two-color counters

Have children look at Exercise 1.

- **Place 10 red counters in the ten frame as shown.**
- **How many counters are circled and marked with an X?** 4
- **Take away that many counters.**
- **How many counters are left in the ten frame?** 6
  Trace the subtraction sentence.

Have children complete Exercises 2–4, taking away a different set of counters for each exercise. Then have children complete the subtraction sentence to match the counters. Discuss the different subtraction facts for ten they modeled on the ten frame.

3 SUMMARIZE

Math Processes and Practices

Essential Question

How can you use a ten frame to subtract? I can place counters to fill the ten frame and then remove some. I know that the counters that remain in the ten frame show the amount left.

Math Journal

Draw 10 counters. Circle 3 counters to show counters that are taken away. Mark an X on that set. Write how many counters are left.

LESSON 10

Algebra • Missing Part

LESSON AT A GLANCE

Lesson Objective
Find the missing part that makes the whole in subtraction.

Essential Question
How can you find the missing part that makes the whole?

Materials
MathBoard

GO DIGITAL
*i*Tools: Counters
HMH Mega Math

This lesson builds on the concept of subtraction presented in Chapter 6 and prepares children for the concept of decomposing numbers taught in Grade 1.

1 TEACH and TALK GO DIGITAL • Animated Math Models

Materials connecting cubes

Show children an eight-cube train.

- **How many cubes are there?** 8
- **If I break apart two cubes, how many are left?** 6

Hold up the six-cube train.

- **How many cubes are in this cube train?** 6

Hold up the two-cube train.

- **How many cubes are in this cube train?** 2
- **What can you tell me about the number 8 and these two parts?** 8 is made up of two parts, 6 and 2.

Name _____

Algebra: Missing Part

1

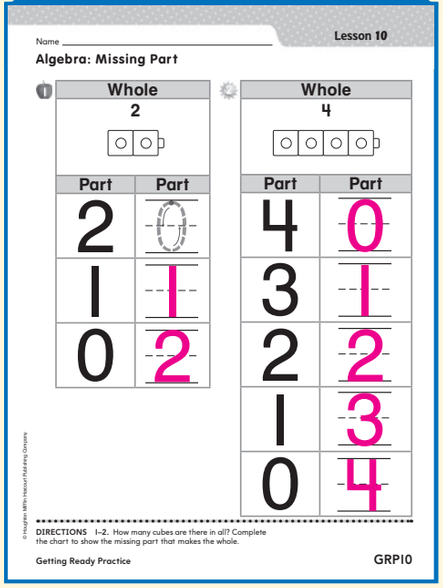
Whole 2	
Part	Part
2	0
1	1
0	2

2

Whole 3	
Part	Part
3	0
2	1
1	2
0	3

DIRECTIONS 1–2. How many cubes are there in all? Complete the chart to show the missing part that makes the whole.

GR: Practice, p. GRP10



Name _____ Lesson 10

Algebra: Missing Part

1

Whole 2	
Part	Part
2	0
1	1
0	2

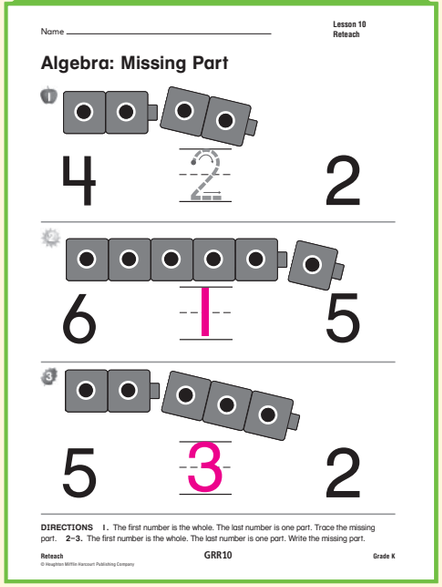
2

Whole 4	
Part	Part
4	0
3	1
2	2
1	3
0	4

DIRECTIONS 1–2. How many cubes are there in all? Complete the chart to show the missing part that makes the whole.

Getting Ready Practice GRP10

GR: Reteach, p. GRR10



Name _____ Lesson 10 Reteach

Algebra: Missing Part

1 4 2 2

2 6 1 5

3 5 3 2

DIRECTIONS 1. The first number is the whole. The last number is one part. Trace the missing part. 2–3. The first number is the whole. The last number is one part. Write the missing part.

Reteach GRR10 Grade K

*GR – Getting Ready Lessons and Resources (*www.thinkcentral.com*)

3

Whole 4	
Part	Part
4	0
3	1
2	2
1	3
0	4

4

Whole 5	
Part	Part
5	0
4	1
3	2
2	3
1	4
0	5

DIRECTIONS **3–4.** How many cubes are there in all? Complete the chart to show the missing part that makes the whole.

HOME ACTIVITY • Place 8 spoons on the table. Cover 3 of the spoons. Tell your child that you started with 8 spoons. Ask him or her to tell you how many spoons are covered.

2 PRACTICE

Have children look at Exercise 1. You may need to work with cubes to model the missing part.

- **How many cubes are there in all?** 2
- **If you have 2 cubes in one part of 2, how many cubes would be in the other part?** 0

Trace the number to show the missing part.

- **If you have 1 as one part of 2, what would the other part be?** 1

Write that number on your chart. Continue to write the other missing part that makes 2.

Have children complete Exercise 2 writing the missing part that makes 3.

Have children complete Exercises 3 and 4 in a similar way. Discuss the missing parts that make 4 and 5.

3 SUMMARIZE

Math Processes and Practices

Essential Question

How can you find the missing part that makes the whole? I can look at the whole and break it apart to find the two parts that make the whole.

Math Journal

Draw a 2-cube train and a 3-cube train. Write the numbers that show these two parts of 5.

LESSON 11

Related Subtraction Equations

LESSON AT A GLANCE

Lesson Objective
Identify equivalent subtraction expressions.

Essential Question
How do you know if two different subtraction facts are equal?

Materials
MathBoard

GO DIGITAL

*i*Tools: Counters

1 TEACH and TALK

GO DIGITAL • Animated Math Models

Materials connecting cubes

Show children a cube train with 3 red cubes and 1 blue cube.

- **I have 4 cubes, but I want 3. How many cubes do I need to break off?** 1 cube

Break off the blue cube and write 4 − 1 on the board. Then show children a cube train with 3 red cubes and 2 blue cubes.

- **I have 5 cubes, but I want 3. How many cubes do I need to break off?** 2 cubes

Break off the 2 blue cubes and write 5 − 2 on the board. Then hold up the two 3-cube trains that remain.

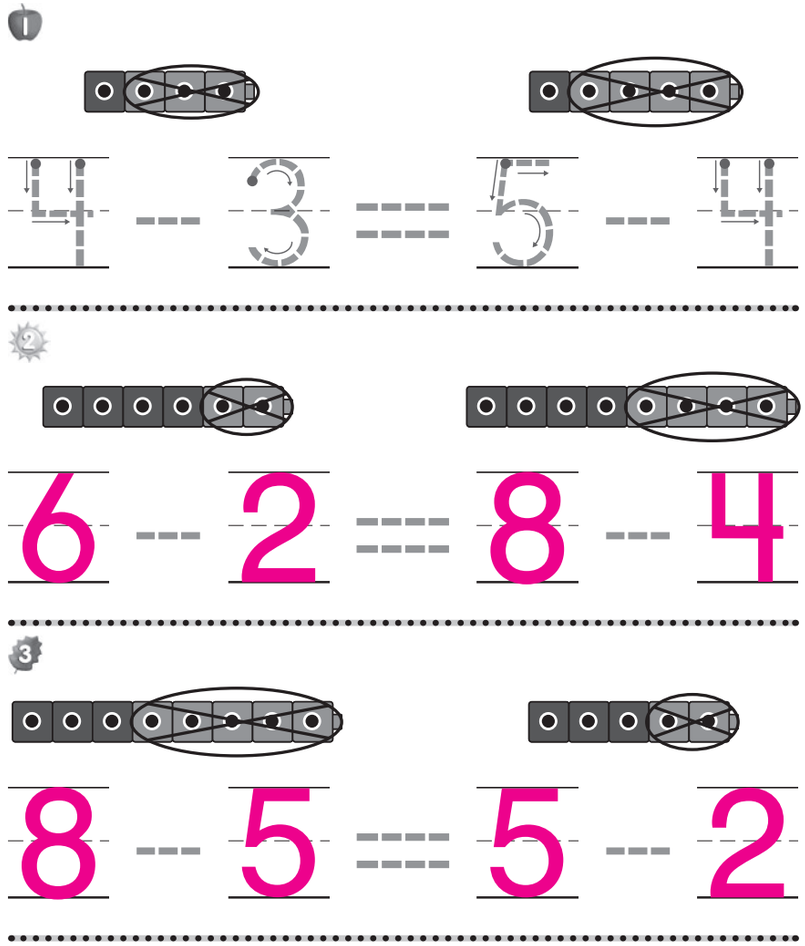
- **Is 4 − 1 equal to 5 − 2?** Yes, they are both 3.

On the board, add an *is equal to* symbol to show that 4 − 1 = 5 − 2. Read the equation.

This lesson builds on basic subtraction concepts presented in Chapter 6 and prepares children for subtraction within 20 taught in Grade 1.

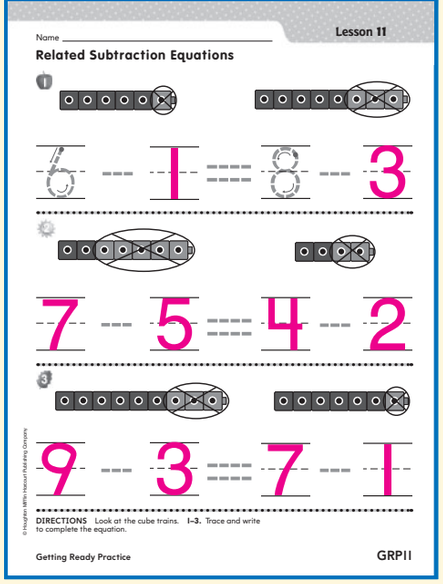
Name _____

Related Subtraction Equations

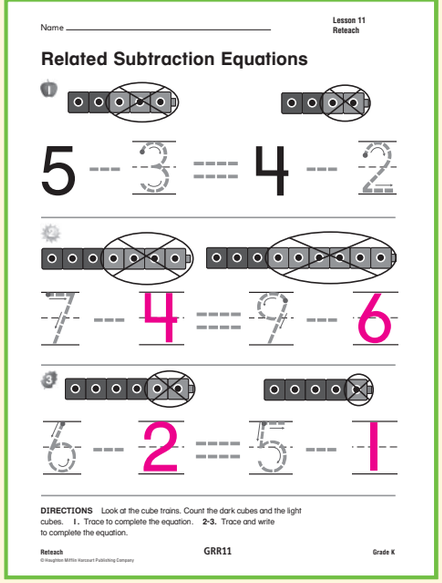


DIRECTIONS Look at the cube trains. 1. Trace to complete the equation. 2–3. Trace and write to complete the equation.

GR: Practice, p. GRP11



GR: Reteach, p. GRR11



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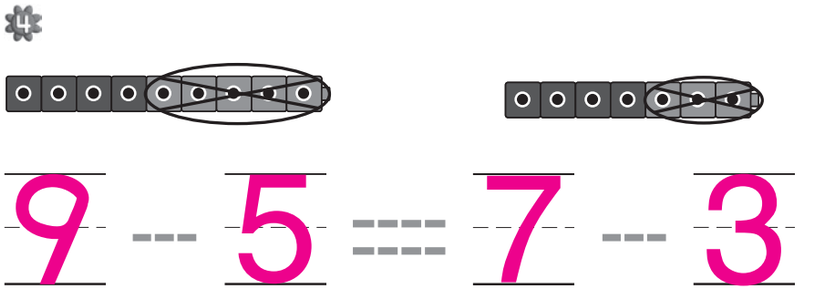


9 − 5 = 7 − 3

6 − 3 = 4 − 1

8 − 1 = 9 − 2

DIRECTIONS 4–6. Look at the cube trains. Trace and write to complete the equation.

HOME ACTIVITY • Say a subtraction fact with a difference of 2. Have your child say another subtraction fact with a difference of 2.

2 PRACTICE

MATH BOARD

Materials connecting cubes

Have children look at Exercise 1.

- **What subtraction fact does the first cube train show?** 4 − 3 = 1 **What subtraction fact does the second cube train show?** 5 − 4 = 1
- **Is 4 − 3 equal to 5 − 4?** Yes, they are both 1. **What equation shows they are equal?** 4 − 3 = 5 − 4

Have children trace the equation.

Have children locate Exercise 2.

- **What subtraction facts do the cube trains show?** 6 − 2 = 4 and 8 − 4 = 4
- **Is 6 − 2 equal to 8 − 4?** Yes, they are both 4. **What equation will you write to show they are equal?** 6 − 2 = 8 − 4

Continue with similar questions for Exercises 3–6. Then read the completed equations together as a class.

3 SUMMARIZE

Math Processes and Practices

Essential Question

How do you know if two different subtraction facts are equal? I can look at cube trains that show the subtraction facts. If the cube trains have the same number of cubes after the subtraction is done, the facts are equal.

Math Journal

WRITE Math

You may want children to place these pages in a Math Journal.

LESSON 12

Related Addition and Subtraction Equations

LESSON AT A GLANCE

Lesson Objective
Identify equivalent addition and subtraction expressions.

Essential Question
How do you know if an addition fact and a subtraction fact are equal?

Materials
MathBoard

1 TEACH and TALK

Materials connecting cubes

Show children a cube train with 2 red cubes and 1 blue cube.

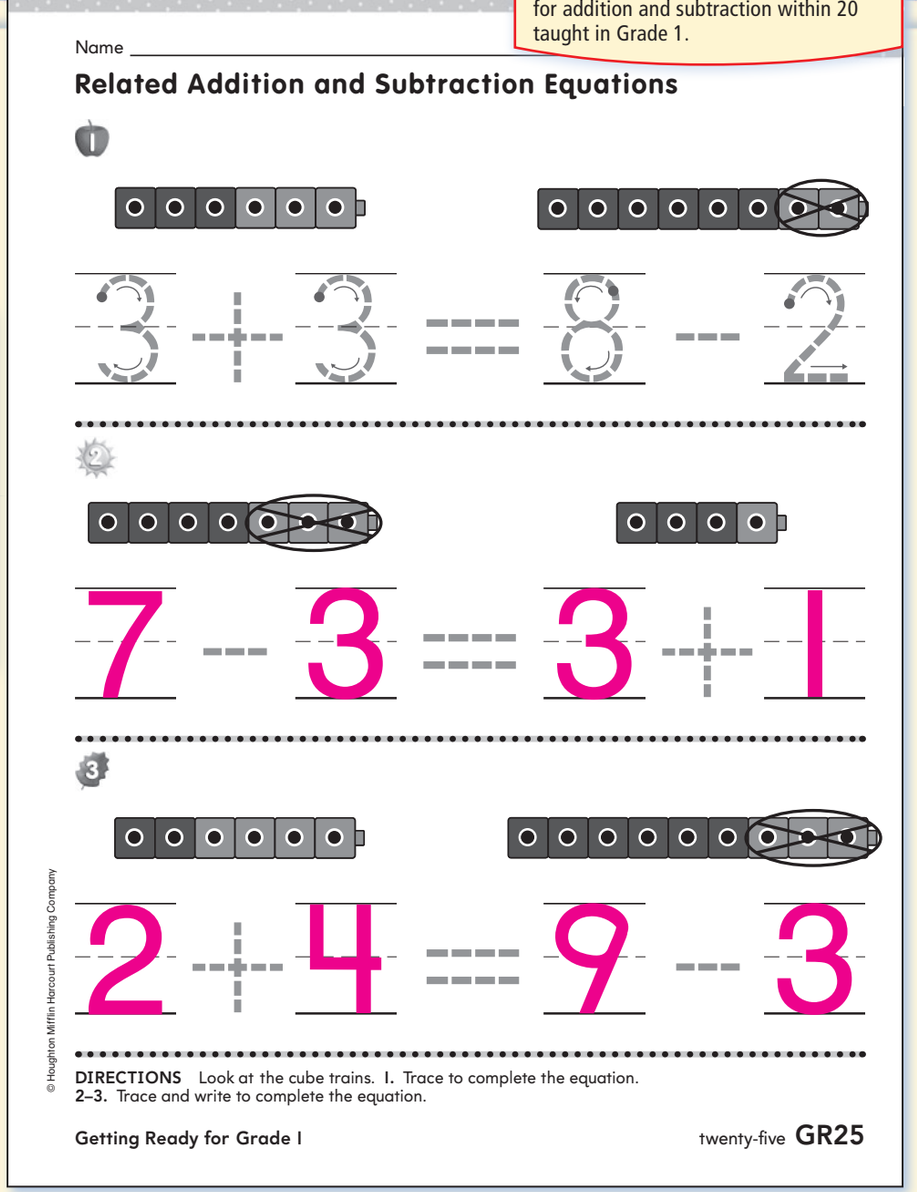
- **My cube train shows 3. What did I add to make 3?** 2 and 1

Write 2 + 1 on the board. Then show children a cube train with 3 red cubes and 2 white cubes.

- **I want to make 3 again. How many cubes do I need to break off?** 2 cubes
- Break off the 2 white cubes and write 5 − 2 on the board. Then hold up the two 3-cube trains.
- **Is 2 + 1 equal to 5 − 2?** Yes, they are both 3.

On the board, add an *is equal to* symbol to show that 2 + 1 = 5 − 2. Read the equation.

This lesson builds on basic addition and subtraction concepts presented in Chapters 5–6 and prepares children for addition and subtraction within 20 taught in Grade 1.


Name _____

Related Addition and Subtraction Equations

1 3 + 3 = 8 − 2

2 7 − 3 = 3 + 1

3 2 + 4 = 9 − 3

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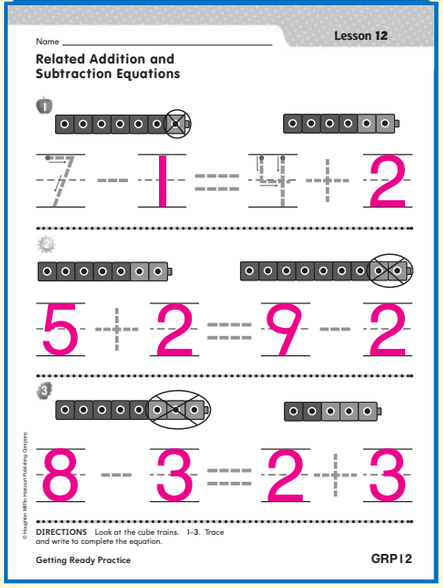
DIRECTIONS Look at the cube trains. 1. Trace to complete the equation. 2–3. Trace and write to complete the equation.

Getting Ready for Grade 1 twenty-five GR25

GR: Practice, p. GRP12


Name _____ Lesson 12

Related Addition and Subtraction Equations

1 7 − 1 = 4 + 2

2 5 + 2 = 9 − 2

3 8 − 3 = 2 + 3

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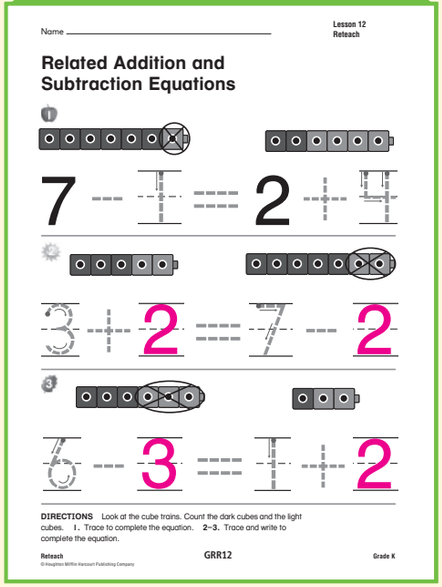
DIRECTIONS Look at the cube trains. 1–3. Trace and write to complete the equation.

Getting Ready Practice GRP12

GR: Reteach, p. GRR12


Name _____ Lesson 12 Reteach

Related Addition and Subtraction Equations

1 7 − 1 = 2 + 4

2 3 + 2 = 7 − 2

3 6 − 3 = 1 + 2

DIRECTIONS Look at the cube trains. Count the dark cubes and the light cubes. 1. Trace to complete the equation. 2–3. Trace and write to complete the equation.

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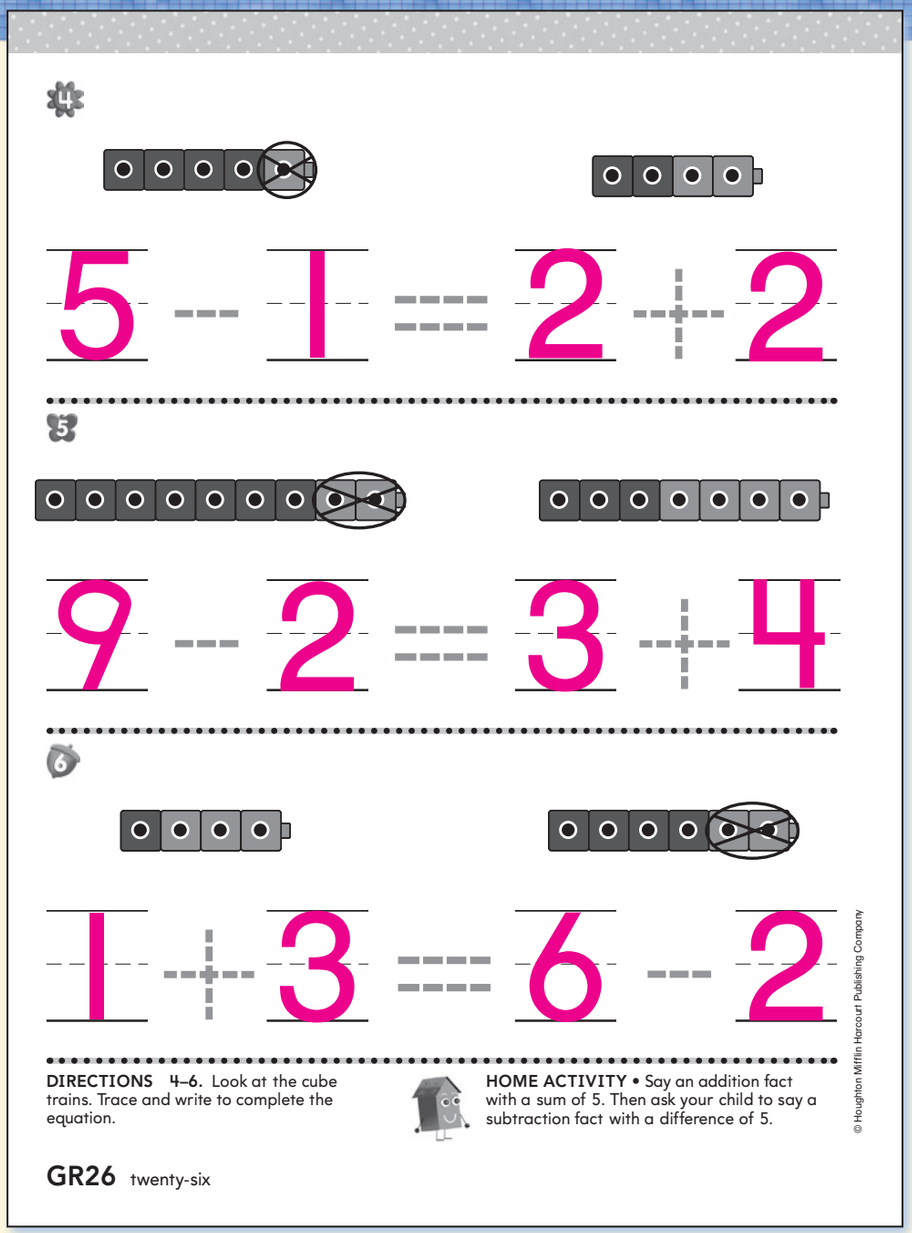
*GR – Getting Ready Lessons and Resources (*www.thinkcentral.com*)



DIRECTIONS 4–6. Look at the cube trains. Trace and write to complete the equation.

HOME ACTIVITY • Say an addition fact with a sum of 5. Then ask your child to say a subtraction fact with a difference of 5.

2 PRACTICE

MATH BOARD

Materials connecting cubes

Have children look at Exercise 1.

- **What addition fact does the first cube train show?** 3 + 3 = 6 **What subtraction fact does the second cube train show?** 8 − 2 = 6
- **Is 3 + 3 equal to 8 − 2?** Yes, they are both 6. **What equation shows they are equal?** 3 + 3 = 8 − 2

Have children trace the equation.

Have children locate Exercise 2.

- **What facts do the cube trains show?** 7 − 3 = 4 and 3 + 1 = 4
- **Is 7 − 3 equal to 3 + 1?** Yes, they are both 4. **What equation will you write to show they are equal?** 7 − 3 = 3 + 1

Continue with similar questions for Exercises 3–6. Then read the completed equations together as a class.

3 SUMMARIZE

Math Processes and Practices

Essential Question

How do you know if an addition fact and a subtraction fact are equal? I can look at cube trains that show the facts. If the cube trains have the same number of cubes after the addition and subtraction is done, the facts are equal.

Math Journal

WRITE Math

You may want children to place these pages in a Math Journal.

LESSON 13

Subtract to Compare

LESSON AT A GLANCE

Lesson Objective
Match objects in sets to compare quantities.

Essential Question
How can you compare sets of objects?

Materials
MathBoard

GO DIGITAL
- Animated Math Models
- iTools: Counters
- HMH Mega Math: Numberopolis

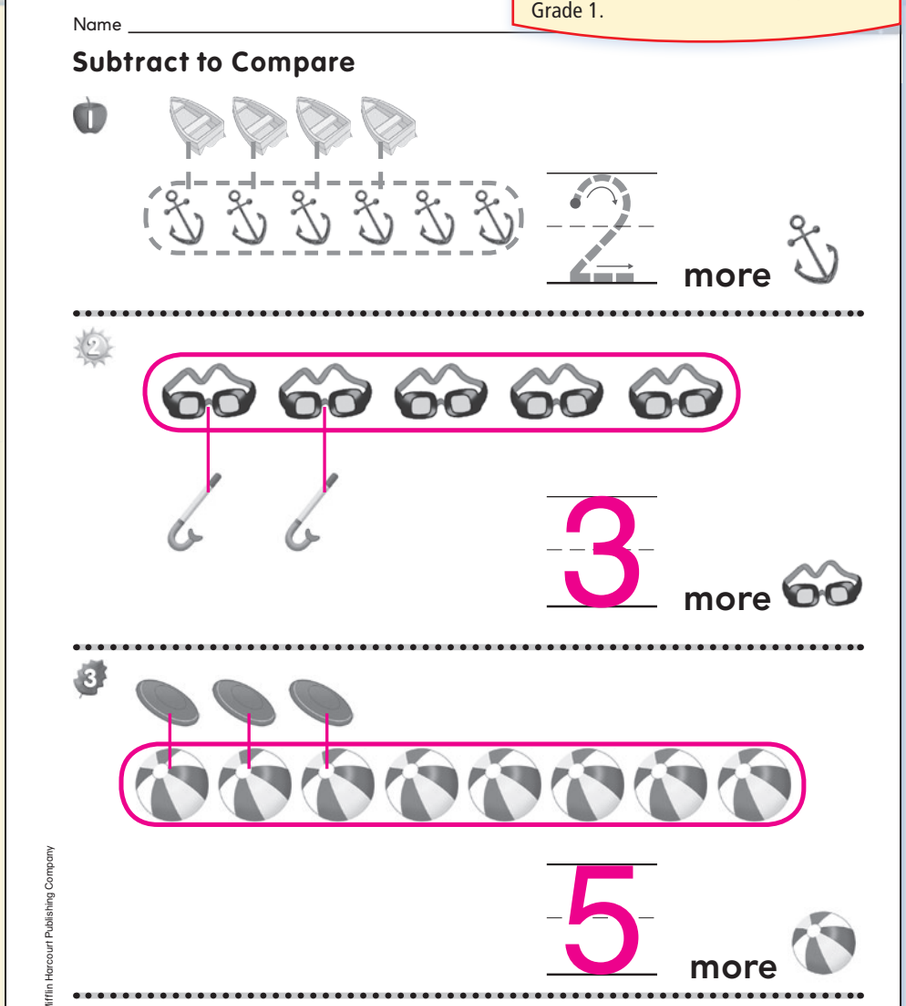
1 TEACH and TALK GO DIGITAL • Animated Math Models

Have 5 girls stand in the front of the room. Then have 3 boys stand in the front of the room. Have each boy stand in front of one of the girls.

- **We have a group of girls and a group of boys. Are there more boys or girls?** girls
- **How do you know?** The boys and girls are lined up and I can see that there are some girls that do not have a partner.
- **How many more girls are there than boys?** 2

Explain that by matching groups of objects it is easy to see which group has more.

This lesson builds on the concept of subtraction presented in Chapter 6 and prepares children for the concept of comparative subtraction taught in Grade 1.


Name _____

Subtract to Compare

1 2 more

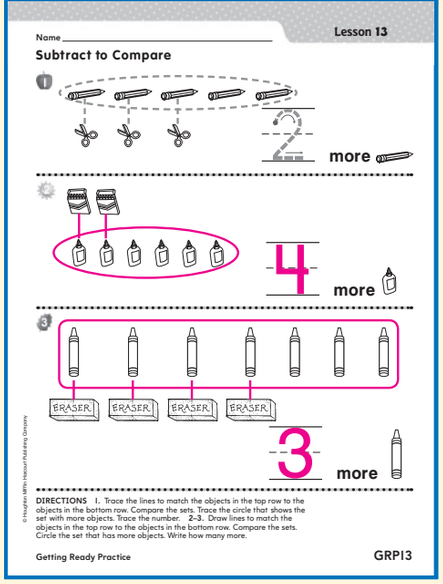
2 3 more

3 5 more

DIRECTIONS 1. Trace the lines to match the objects in the top row to the objects in the bottom row. Compare the sets. Trace the circle that shows the set with more objects. Trace the number. 2–3. Draw lines to match the objects in the top row to the objects in the bottom row. Compare the sets. Circle the set that has more objects. Write how many more.

Getting Ready for Grade 1 twenty-seven GR27

GR: Practice, p. GRP13


Name _____ Lesson 13

Subtract to Compare

1 2 more

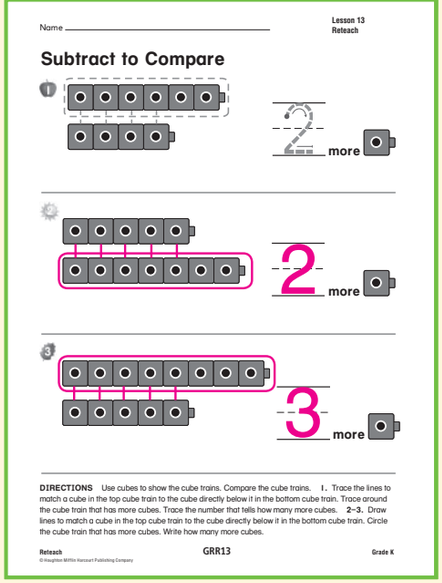
2 4 more

3 3 more

DIRECTIONS 1. Trace the lines to match the objects in the top row to the objects in the bottom row. Compare the sets. Trace the circle that shows the set with more objects. Trace the number. 2–3. Draw lines to match the objects in the top row to the objects in the bottom row. Compare the sets. Circle the set that has more objects. Write how many more.

Getting Ready Practice GRPI3

GR: Reteach, p. GRR13


Name _____ Lesson 13 Reteach

Subtract to Compare

1 2 more

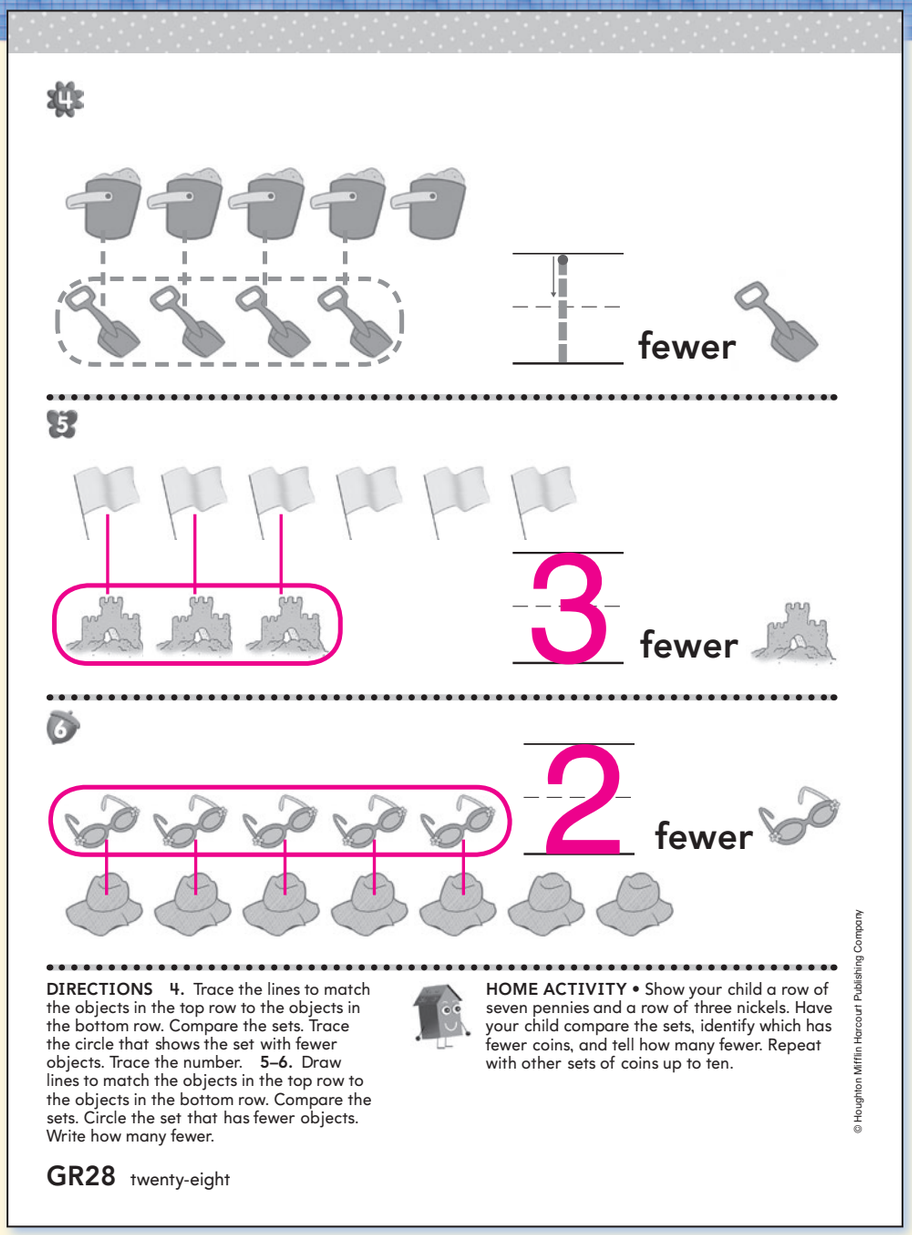
2 2 more

3 3 more

DIRECTIONS Use cubes to show the cube trains. Compare the cube trains. 1. Trace the lines to match a cube in the top cube train to the cube directly below it in the bottom cube train. Trace around the cube train that has more cubes. Trace the number that tells how many more cubes. 2–3. Draw lines to match a cube in the top cube train to the cube directly below it in the bottom cube train. Circle the cube train that has more cubes. Write how many more cubes.

Reteach GRR13 Grade K

*GR – Getting Ready Lessons and Resources (*www.thinkcentral.com*)



2 PRACTICE

Have children locate Exercise 1.

- **Trace the lines to match the objects in the top row to the objects in the bottom row.**
- **Trace the circle around the set that has more objects. Trace the number that shows how many more.**

In Exercises 2 and 3 have children draw lines to match the objects in the top row to the objects in the bottom row. Have children compare the sets and circle the set that has more objects. Then have them write the number that shows how many more.

Have children locate Exercise 4.

- **Trace the lines to match the objects in the top row to the objects in the bottom row.**
- **Trace the circle around the set that has fewer objects. Trace the number that shows how many fewer.**

Have children complete Exercises 5 and 6 by drawing lines to match the objects in the top row to the objects in the bottom row. Have them compare the sets and circle the set that has fewer objects. Then have them write the number that shows how many fewer.

3 SUMMARIZE

Math Processes and Practices

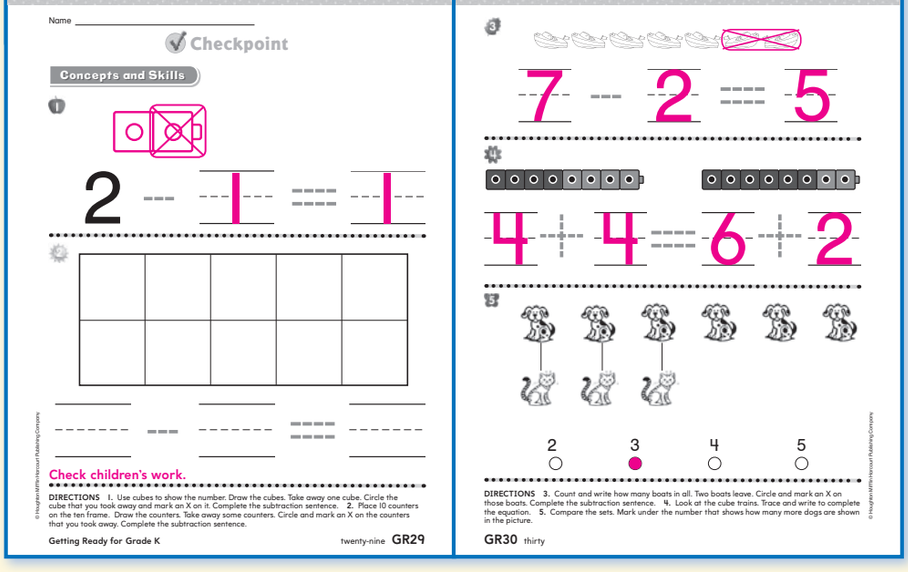
Essential Question

How can you compare sets of objects? I can compare sets of objects by drawing lines to see which set has more or fewer.

Math Journal

Draw 4 shoes and 2 socks. Circle the set with more objects. Write how many more.

Getting Ready Lessons and Resources, pp. GR29–GR30 Checkpoint



Getting Ready for Grade 1 Test

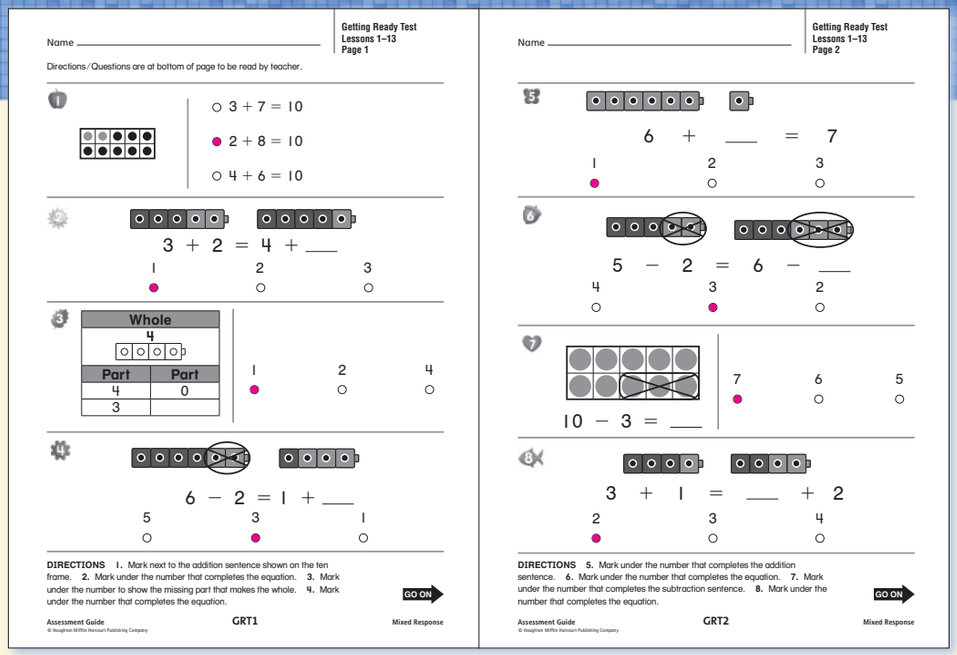
LESSONS 1 TO 13

Summative Assessment

Use the **Getting Ready Test** to assess children's progress in Getting Ready for Grade 1 Lessons 1–13.

Getting Ready Tests are provided in multiple-choice and mixed-response format in the *Getting Ready Lessons and Resources*.

GO DIGITAL Getting Ready Test is available online.



Name _____ Getting Ready Test Lessons 1–13 Page 1

Directions/Questions are at bottom of page to be read by teacher.

1. ○ 3 + 7 = 10 ● 2 + 8 = 10 ○ 4 + 6 = 10

2. 3 + 2 = 4 + ___ (1, 2, 3)

3. Whole 4; Part 4, Part 0; Part 3, ___ (1, 2, 4)

4. 6 − 2 = 1 + ___ (5, 3, 1)

DIRECTIONS 1. Mark next to the addition sentence shown on the ten frame. 2. Mark under the number that completes the equation. 3. Mark under the number to show the missing part that makes the whole. 4. Mark under the number that completes the equation.

GO ON

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Name _____ Getting Ready Test Lessons 1–13 Page 2

5. 6 + ___ = 7 (1, 2, 3)

6. 5 − 2 = 6 − ___ (4, 3, 2)

7. 10 − 3 = ___ (7, 6, 5)

8. 3 + 1 = ___ + 2 (2, 3, 4)

DIRECTIONS 5. Mark under the number that completes the addition sentence. 6. Mark under the number that completes the equation. 7. Mark under the number that completes the subtraction sentence. 8. Mark under the number that completes the equation.

GO ON

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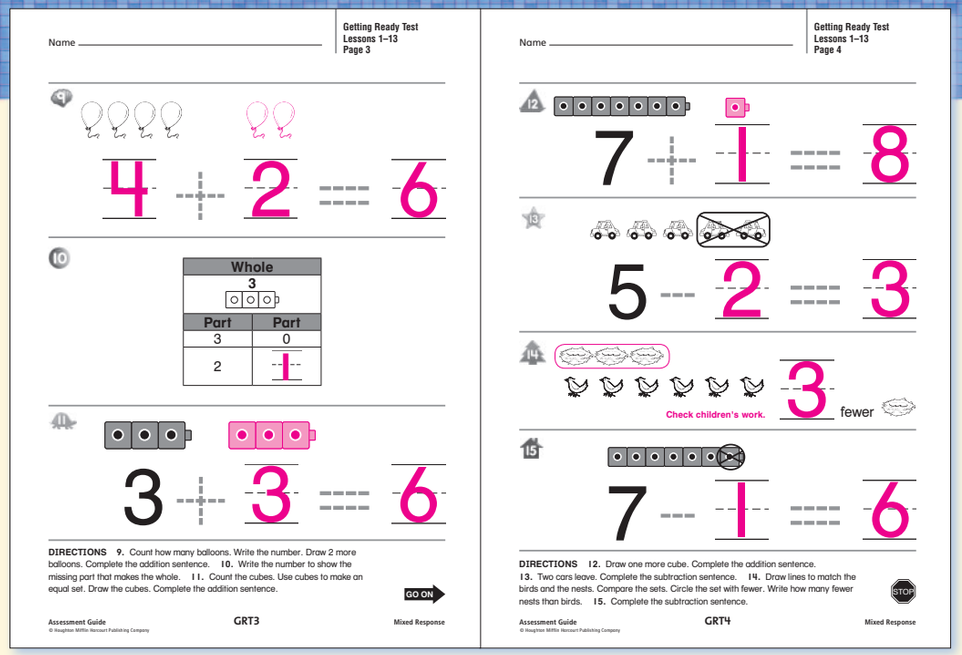
Data-Driven Decision Making RtI

Item	Lesson	Common Error	Intervene With
1	3	May not understand how to add to 10 on a ten frame	**R**—p. GRR3
2, 8	6	May not understand how addition sentences are related	**R**—p. GRR6
3	4	May not understand how number pairs make a number	**R**—p. GRR4
4	12	May not understand how addition and subtraction equations are related	**R**—p. GRR12
5, 12	1	May not understand how to count forward 1	**R**—p. GRR1
6	11	May not understand how subtraction equations are related	**R**—p. GRR11

Key: R—Getting Ready Lessons and Resources: Reteach



Name _____ Getting Ready Test Lessons 1–13 Page 3

9 4 + 2 = 6

10

Whole 3	
Part	Part
3	0
2	1

11 3 + 3 = 6

DIRECTIONS 9. Count how many balloons. Write the number. Draw 2 more balloons. Complete the addition sentence. 10. Write the number to show the missing part that makes the whole. 11. Count the cubes. Use cubes to make an equal set. Draw the cubes. Complete the addition sentence.

GO ON

Assessment Guide GRT3 Mixed Response

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Name _____ Getting Ready Test Lessons 1–13 Page 4

12 7 + 1 = 8

13 5 − 2 = 3

14 Check children's work. 3 fewer

15 7 − 1 = 6

DIRECTIONS 12. Draw one more cube. Complete the addition sentence. 13. Two cars leave. Complete the subtraction sentence. 14. Draw lines to match the birds and the nests. Compare the sets. Circle the set with fewer. Write how many fewer nests than birds. 15. Complete the subtraction sentence.

STOP

Assessment Guide GRT4 Mixed Response

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Portfolio Suggestions The portfolio represents the growth, talents, achievements, and reflections of the mathematics learner. Children might spend a short time selecting work samples for their portfolios.

You may want to have children respond to the following questions:

- Which question was difficult?
- What would you like to learn more about?

For information about how to organize, share, and evaluate portfolios, see the *Chapter Resources*.

Data-Driven Decision Making RtI

Item	Lesson	Common Error	Intervene With
7	9	May not understand how to use a ten frame to subtract	**R**—p. GRR9
9	2	May not understand how to count forward 2	**R**—p. GRR2
10	10	May not understand how number pairs make a number	**R**—p. GRR10
11	5	May not recognize equal sets	**R**—p. GRR5
13	8	May not understand how to subtract 2	**R**—p. GRR8
14	13	May not understand how to compare sets	**R**—p. GRR13
15	7	May not understand how to subtract 1	**R**—p. GRR7

Key: R—Getting Ready Lessons and Resources: Reteach

LESSON 14

Hands On • How Many Ones?

LESSON AT A GLANCE

Lesson Objective
Understand that numbers less than 10 are called ones.

Essential Question
How can you count numbers less than 10 by ones?

Materials
MathBoard, two-color counters

GO DIGITAL *i*Tools: Counters

1 TEACH and TALK

GO DIGITAL • Animated Math Models

Materials two-color counters, Workmat 3 (ten frame) (see *eTeacher Resources*)

Have children place 4 counters in the ten frame.

- **How many counters are in the ten frame?** 4
- **How many ones are there?** 4
- **How many more counters do you need to make 10?** 6

2 PRACTICE

MATH BOARD

Materials two-color counters

Have children locate Exercise 1.

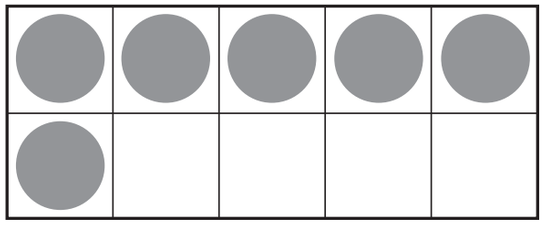
- **How many counters will you place in the ten frame?** 6
- **How many ones is that?** 6
- **Write the number that shows how many ones.**

This lesson builds on the concept of the composition of numbers presented in Chapter 7 and prepares children for the concept of tens and ones taught in Grade 1.

Name _____

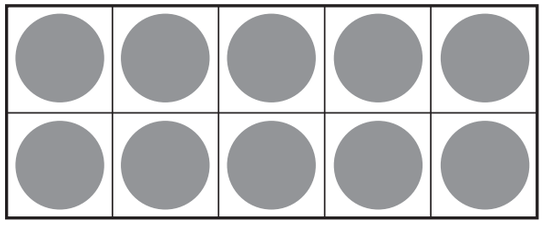
Hands On: How Many Ones?

1



6 ones

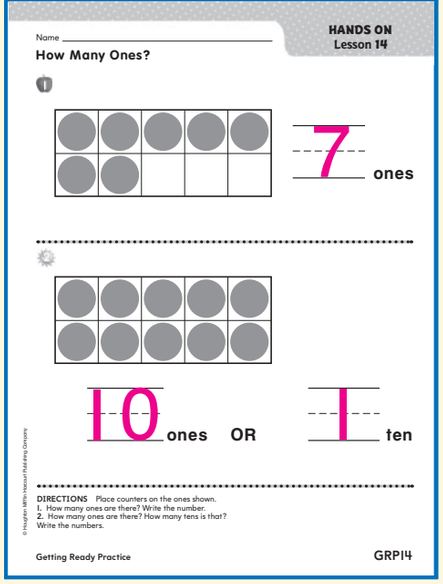
2



10 ones or 1 ten

DIRECTIONS Place counters on the ones shown. 1. How many ones are there? Write the number. 2. How many ones are there? Write the number. How many tens is that? Write the number.

GR: Practice, p. GRP14



Name _____ HANDS ON Lesson 14

How Many Ones?

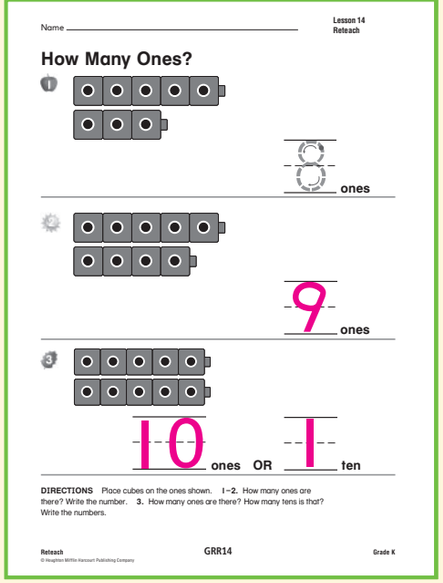
1 7 ones

2 10 ones OR 1 ten

DIRECTIONS Place counters on the ones shown. 1. How many ones are there? Write the number. 2. How many ones are there? How many tens is that? Write the numbers.

Getting Ready Practice GRP14

GR: Reteach, p. GRR14



Name _____ Lesson 14 Reteach

How Many Ones?

1 0 ones

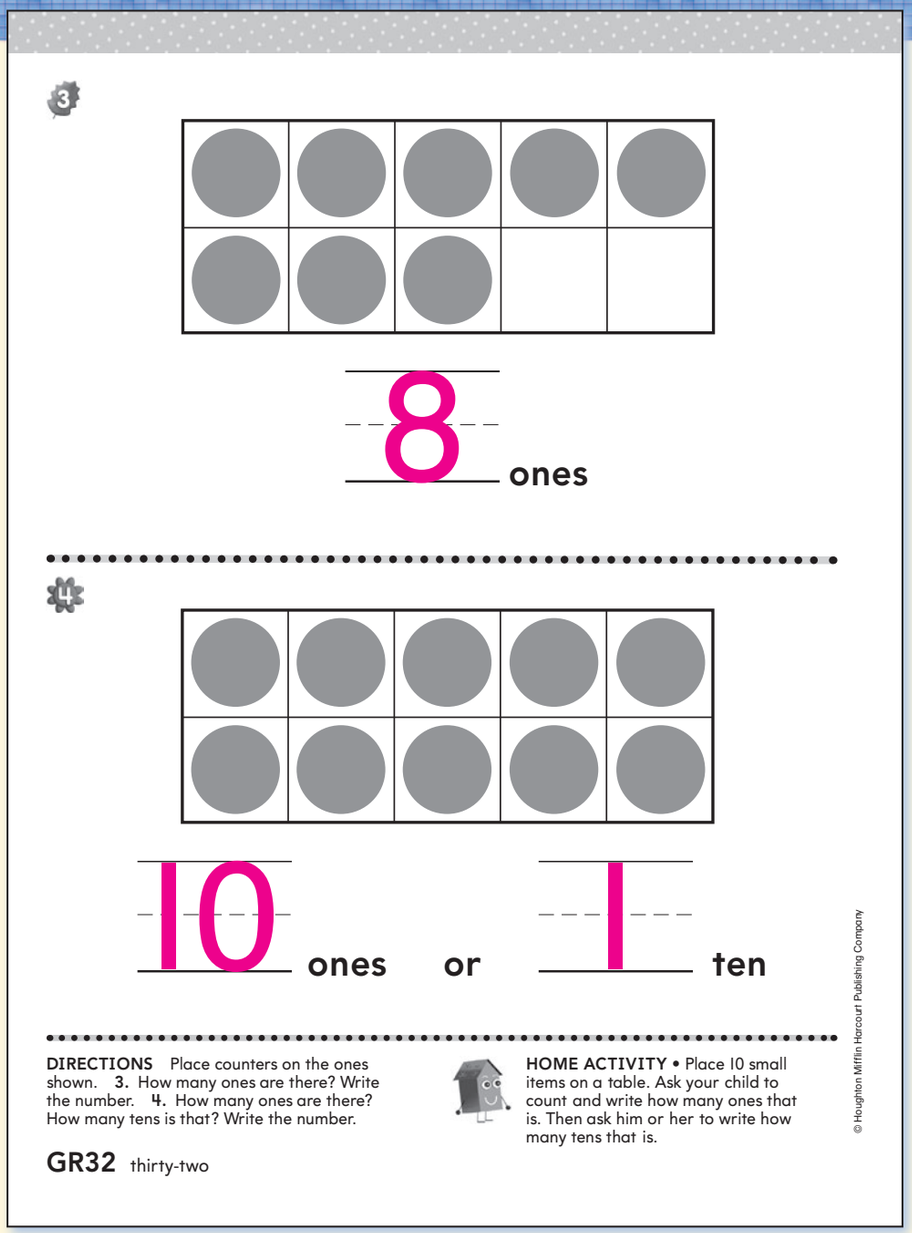
2 9 ones

3 10 ones OR 1 ten

DIRECTIONS Place cubes on the ones shown. 1–2. How many ones are there? Write the number. 3. How many ones are there? How many tens is that? Write the numbers.

Reteach GRR14 Grade K

*GR – Getting Ready Lessons and Resources (*www.thinkcentral.com*)



When children get to Exercise 2 make sure they are aware that 10 can be thought of as a group of ones—a unit called a "ten." Remind children that 10 ones is also 1 ten. Have children complete Exercise 2 by placing counters on the ones shown in the ten frame. Ask similar questions as in Exercise 1.

Have children complete Exercises 3 and 4 in a similar way. Have children say how many ones. When they get to Exercise 4, ask how many ones, and how many tens.

3 SUMMARIZE

Math Processes and Practices

Essential Question

How can you count numbers less than 10 by ones? I say one number for each object counted. I know that numbers less than 10 are counted as ones.

Math Journal

WRITE Math

Draw a group of 10 counters. Write how many ones and how many tens.

LESSON 15

Read and Write Numbers 20 to 30

LESSON AT A GLANCE

Lesson Objective
Use written and spoken numbers 20 to 30 to describe counters pictured in ten frames.

Essential Question
How can you read and write numbers 20 to 30?

Materials
MathBoard

GO DIGITAL
*i*Tools: Counters
HMH Mega Math

1 TEACH and TALK GO DIGITAL • Animated Math Models

Materials counters or *i*Tools: Counters

Place counters on a surface, one at a time, as children count aloud with you. Stop after 10 counters.

- **How many are there so far?** 10

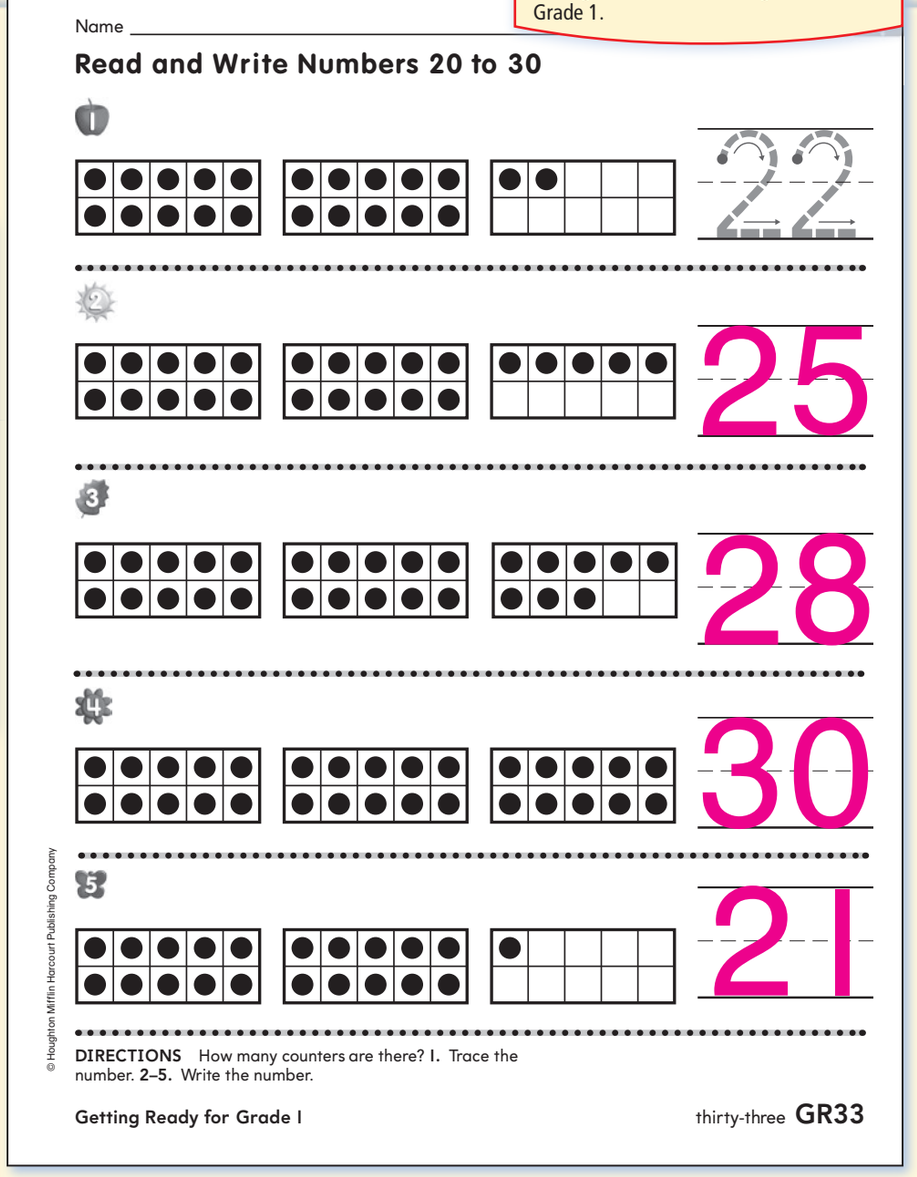
Place another group of 10 counters on the surface as children continue counting aloud, 11 to 20.

- **How many are there now?** 20

Place another group of 10 counters on the surface as children continue counting aloud, 21 to 30.

- **How many counters are there in all?** 30

This lesson builds on reading and writing numbers to 20 presented in Chapters 7–8 and prepares children for reading and writing numbers to 120 taught in Grade 1.


Name _____

Read and Write Numbers 20 to 30

1 — 22

2 — 25

3 — 28

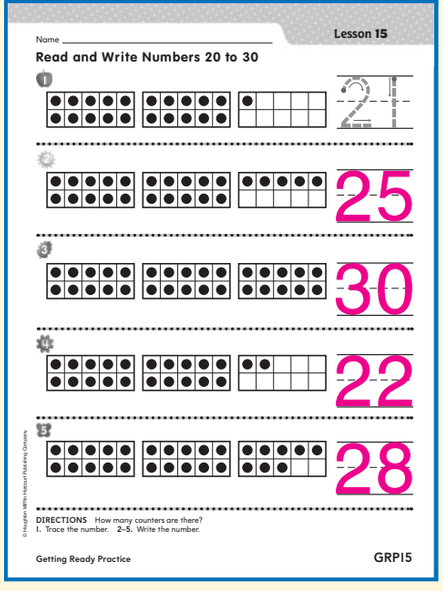
4 — 30

5 — 21

DIRECTIONS How many counters are there? 1. Trace the number. 2–5. Write the number.

Getting Ready for Grade 1 thirty-three GR33

GR: Practice, p. GRP15


Name _____ Lesson 15

Read and Write Numbers 20 to 30

1 — 21

2 — 25

3 — 30

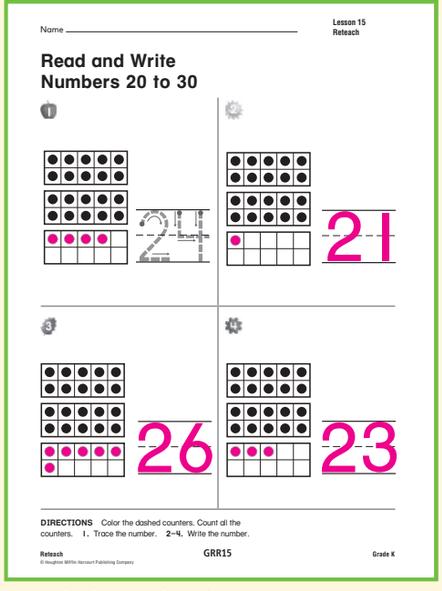
4 — 22

5 — 28

DIRECTIONS How many counters are there? 1. Trace the number. 2–5. Write the number.

Getting Ready Practice GRP15

GR: Reteach, p. GRR15


Name _____ Lesson 15 Reteach

Read and Write Numbers 20 to 30

1 — 21

2 — 24

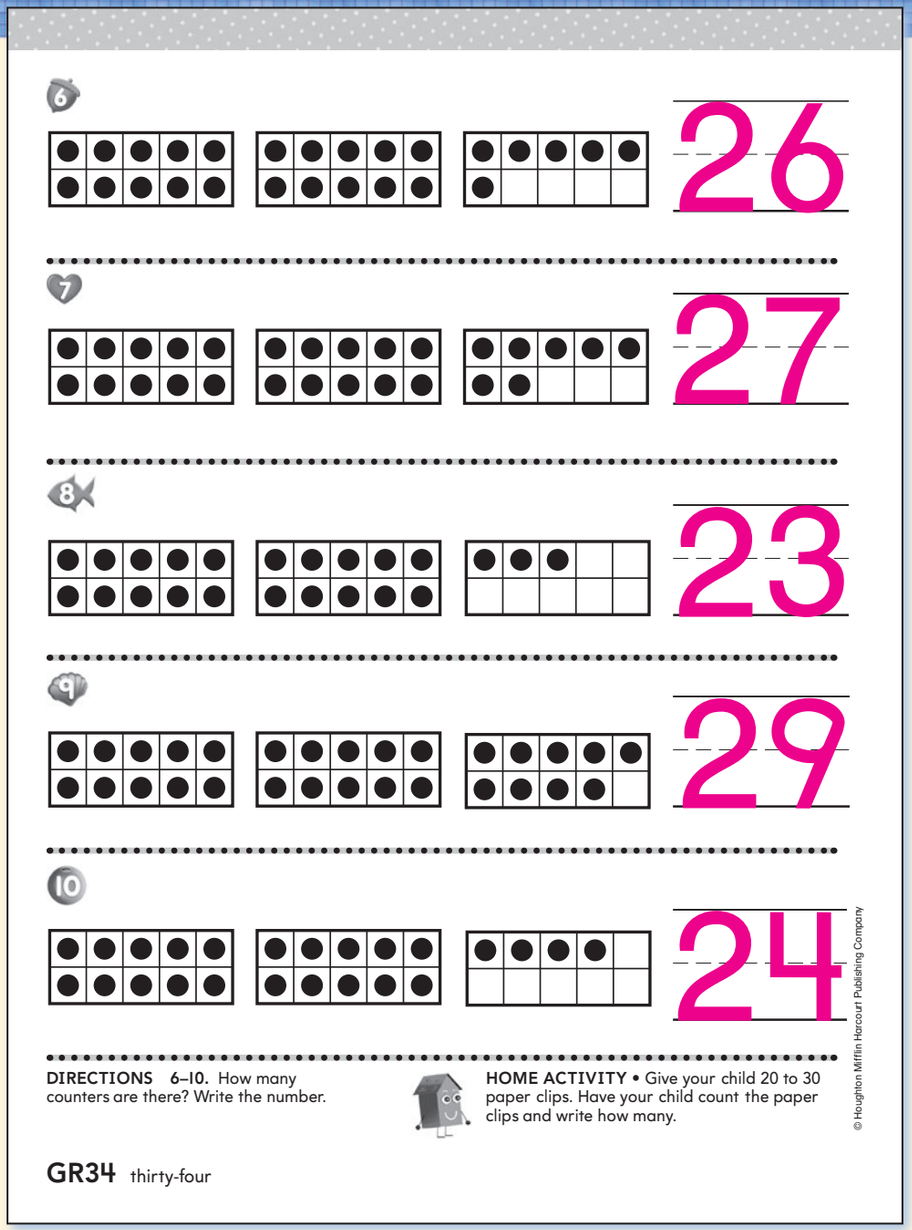
3 — 26

4 — 23

DIRECTIONS Color the dashed counters. Count all the counters. 1. Trace the number. 2–4. Write the number.

Reteach GRR15 Grade K

*GR – Getting Ready Lessons and Resources (*www.thinkcentral.com*)



DIRECTIONS **6–10.** How many counters are there? Write the number.

HOME ACTIVITY • Give your child 20 to 30 paper clips. Have your child count the paper clips and write how many.

2 PRACTICE

MATH BOARD

Have children locate Exercise 1. Explain that they need to write the number of counters. They can count one by one, but it is faster to use the ten frames to help.

- **How many counters are in the first ten frame?** 10 **How many counters are in the next ten frame?** 10
- **How many counters are there so far?** 20
- **How many counters are in the last ten frame?** 2
- **How many counters are there in all?** 22

Have children trace the number.

Have children locate Exercise 2.

- **How many counters are in the first two ten frames?** 20
- **How many counters are in the last ten frame?** 5
- **How many counters are there in all?** 25 **How do you write 25?** 2 followed by 5

Continue with similar questions for Exercises 3–10. Then have children read aloud the numbers they wrote.

3 SUMMARIZE

Math Processes and Practices

Essential Question

How can you read and write numbers 20 to 30? Except for thirty, the numbers start with 2 and end with another number 0 to 9. To read the number, I say twenty and then the other number.

Math Journal

WRITE Math

Draw 10 counters. Draw another 10 counters. Then draw 3 more counters. Write the number.

LESSON 16

Read and Write Numbers 30 to 40

LESSON AT A GLANCE

Lesson Objective
Use written and spoken numbers 30 to 40 to describe counters pictured in ten frames.

Essential Question
How can you read and write numbers 30 to 40?

Materials
MathBoard

1 TEACH and TALK

GO DIGITAL • Animated Math Models

Materials counters or *i*Tools: Counters

Place counters on a surface, one at a time, as children count aloud with you. Stop after 10 counters.

- **How many are there so far?** 10

Place another group of 10 counters on the surface as children continue counting aloud, 11 to 20.

- **How many are there so far?** 20

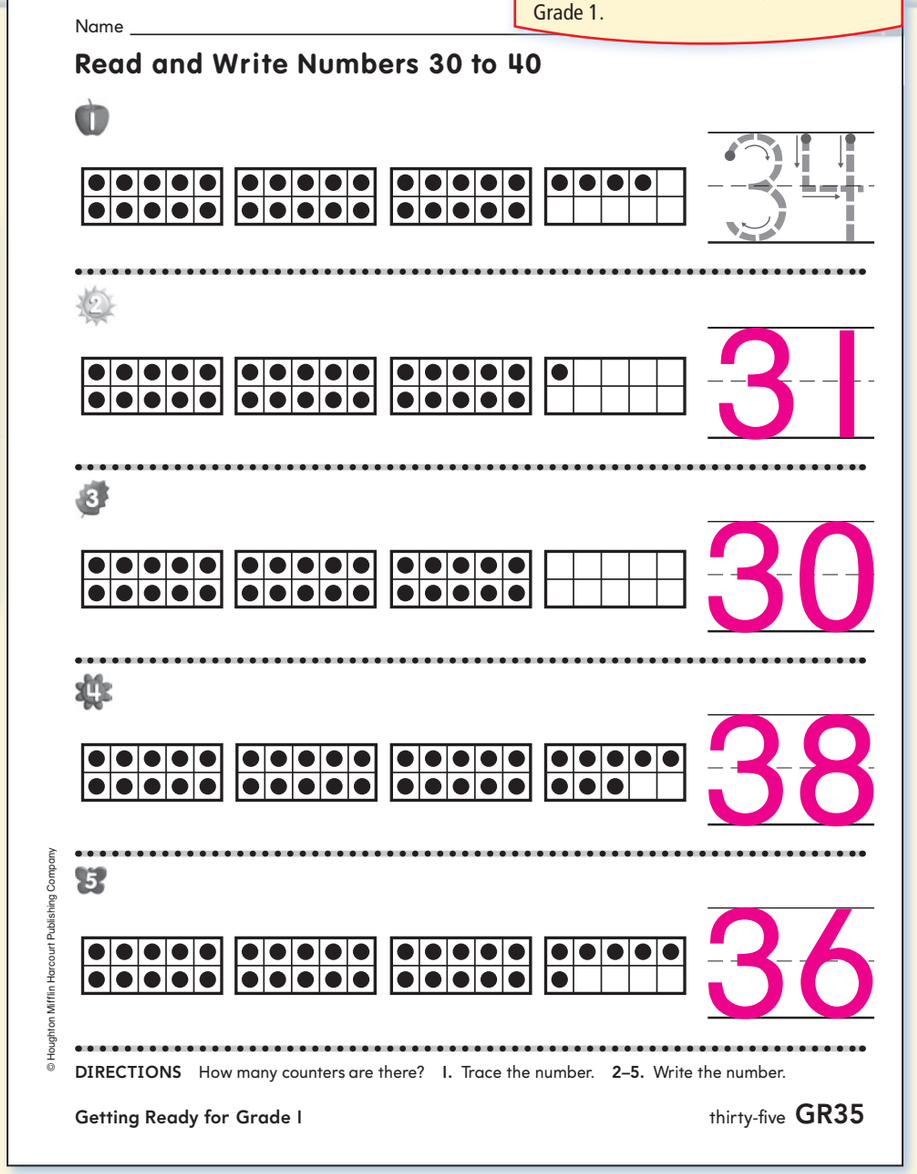
Place another group of 10 counters on the surface as children continue counting aloud, 21 to 30.

- **How many are there now?** 30

Place another group of 10 counters on the surface as children continue counting aloud, 31 to 40.

- **How many counters are there in all?** 40

This lesson builds on reading and writing numbers to 20 presented in Chapters 7–8 and prepares children for reading and writing numbers to 120 taught in Grade 1.


Name _____

Read and Write Numbers 30 to 40

1 — 34

2 — 31

3 — 30

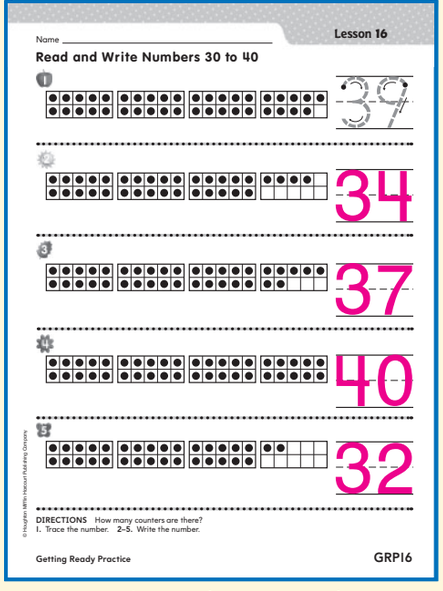
4 — 38

5 — 36

DIRECTIONS How many counters are there? 1. Trace the number. 2–5. Write the number.

Getting Ready for Grade 1 thirty-five GR35

GR: Practice, p. GRP16


Name _____ Lesson 16

Read and Write Numbers 30 to 40

1 — 39

2 — 34

3 — 37

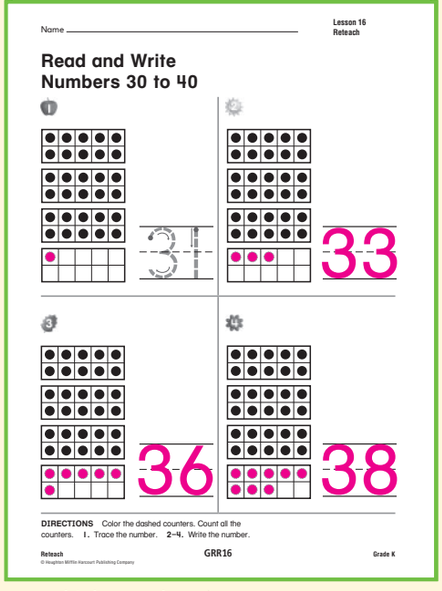
4 — 40

5 — 32

DIRECTIONS How many counters are there? 1. Trace the number. 2–5. Write the number.

Getting Ready Practice GRP16

GR: Reteach, p. GRR16


Name _____ Lesson 16 Reteach

Read and Write Numbers 30 to 40

1 — 31

2 — 33

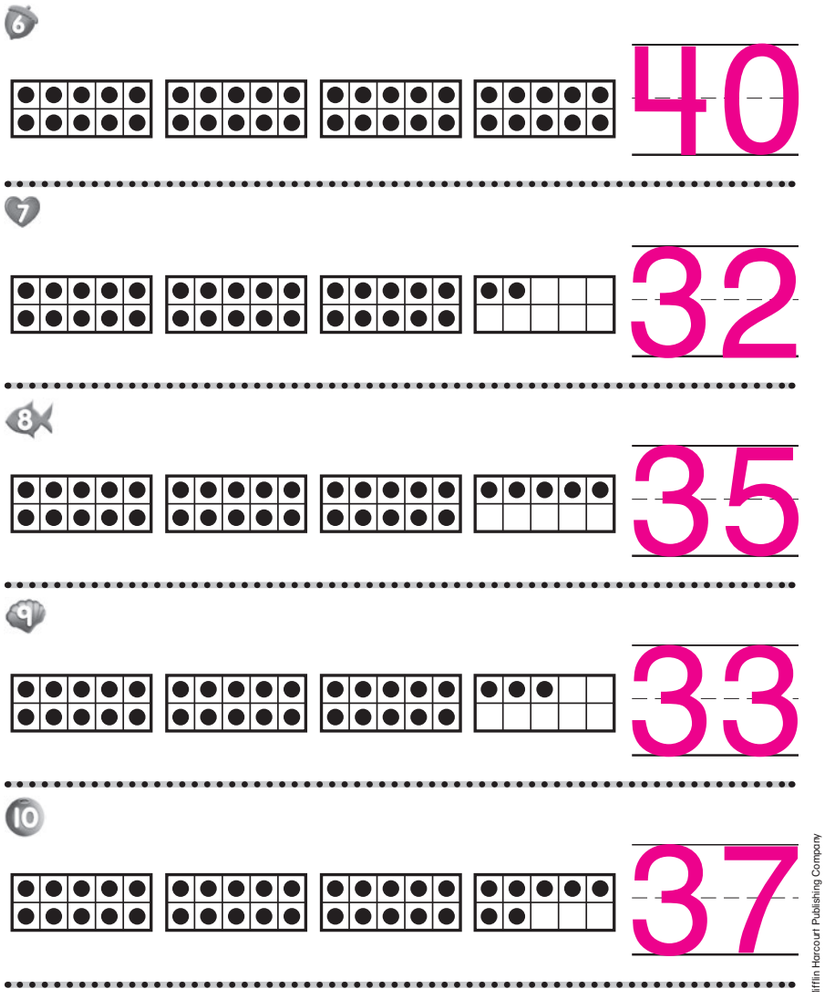
3 — 36

4 — 38

DIRECTIONS Color the dashed counters. Count all the counters. 1. Trace the number. 2–4. Write the number.

Reteach GRR16 Grade K

*GR – Getting Ready Lessons and Resources (*www.thinkcentral.com*)



DIRECTIONS **6–10.** How many counters are there? Write the number.

HOME ACTIVITY • Have your child count out cereal pieces for different numbers from 30 to 40.

2 PRACTICE

MATH BOARD

Have children locate Exercise 1. Explain that children need to write the number of counters. They can count one by one, but it is faster to use the ten frames to help.

- **How many counters are in the first ten frame?** 10 **How many counters are in the next ten frame?** 10 **How many counters are in the next ten frame?** 10
- **How many counters are there so far?** 30
- **How many counters are in the last ten frame?** 4
- **How many counters are there in all?** 34

Have children trace the number.

Have children locate Exercise 2.

- **How many counters are in the first three ten frames?** 30
- **How many counters are in the last ten frame?** 1
- **How many counters are there in all?** 31 **How do you write 31?** 3 followed by 1

Continue with similar questions for Exercises 3–10. Then have children read aloud the numbers they wrote.

3 SUMMARIZE

Math Processes and Practices

Essential Question

How can you read and write numbers 30 to 40? Except for forty, the numbers start with 3 and end with another number 0 to 9. To read the number, I say thirty and then the other number.

Math Journal

WRITE Math

Draw 10 counters. Draw another 10 counters. Draw 10 more counters. Then draw 2 more counters. Write the number.

LESSON 17

Read and Write Numbers 40 to 50

LESSON AT A GLANCE

Lesson Objective
Use written and spoken numbers 40 to 50 to describe counters pictured in ten frames.

Essential Question
How can you read and write numbers 40 to 50?

Materials
MathBoard

This lesson builds on reading and writing numbers to 20 presented in Chapters 7–8 and prepares children for reading and writing numbers to 120 taught in Grade 1.

1 TEACH and TALK

Materials counters

Place counters on a surface, one at a time, as children count aloud with you. Stop after 10 counters.

- **How many are there so far?** 10

Place another group of 10 counters on the surface as children continue counting, 11 to 20.

- **How many are there now?** 20

Place another group of 10 counters on the surface as children continue counting, 21 to 30.

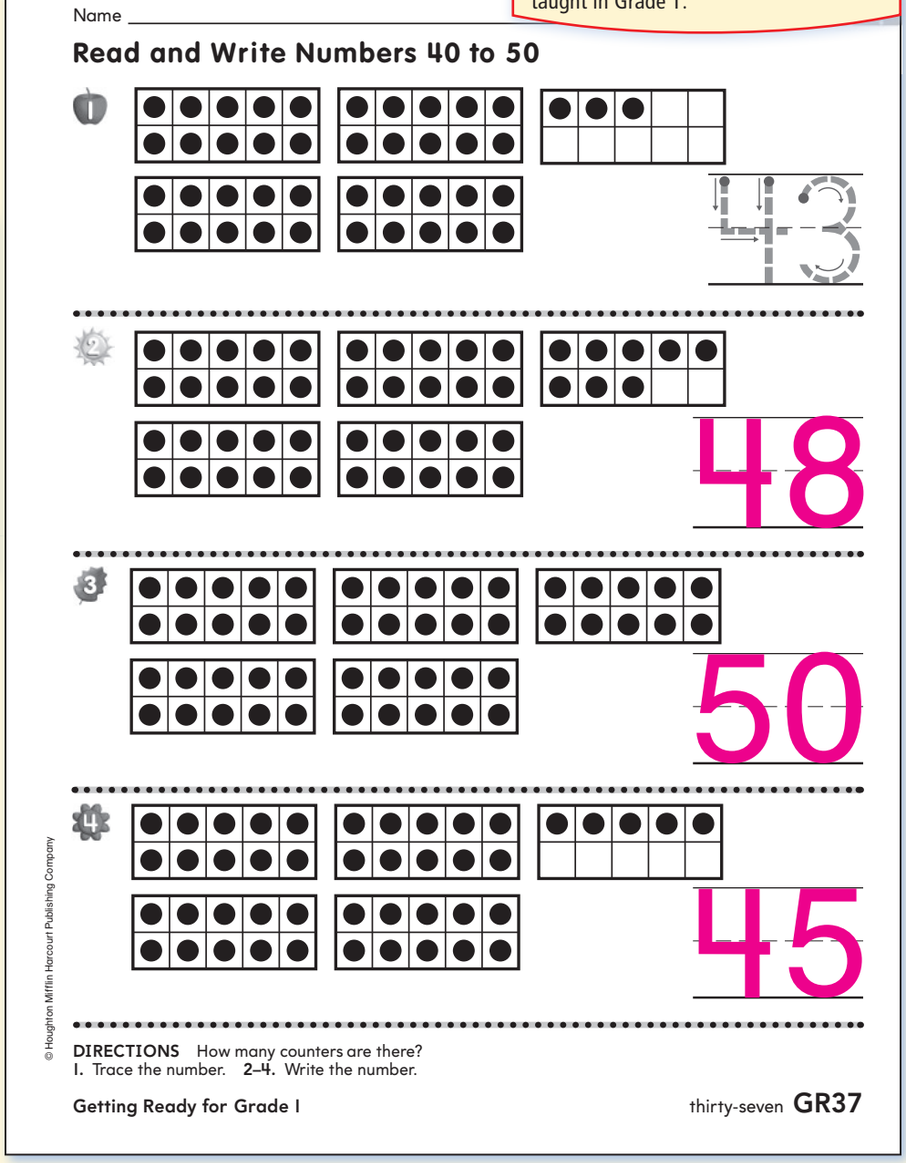
- **How many are there now?** 30

Place another group of 10 counters on the surface as children continue counting, 31 to 40.

- **How many are there now?** 40

Place another group of 10 counters on the surface as children continue counting, 41 to 50.

- **How many counters are there in all?** 50


Name _____

Read and Write Numbers 40 to 50

1 43

2 48

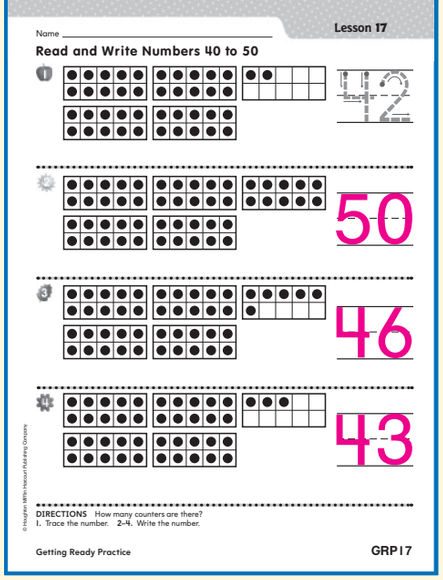
3 50

4 45

DIRECTIONS How many counters are there? 1. Trace the number. 2–4. Write the number.

Getting Ready for Grade 1 thirty-seven GR37

GR: Practice, p. GRP17


Name _____ Lesson 17

Read and Write Numbers 40 to 50

1 42

2 50

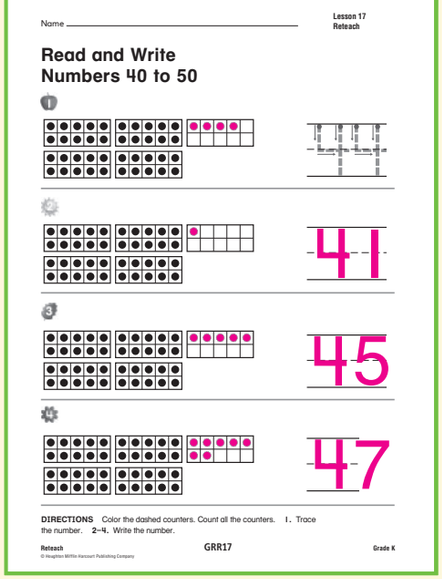
3 46

4 43

DIRECTIONS How many counters are there? 1. Trace the number. 2–4. Write the number.

Getting Ready Practice GRP17

GR: Reteach, p. GRR17


Name _____ Lesson 17 Reteach

Read and Write Numbers 40 to 50

1 44

2 41

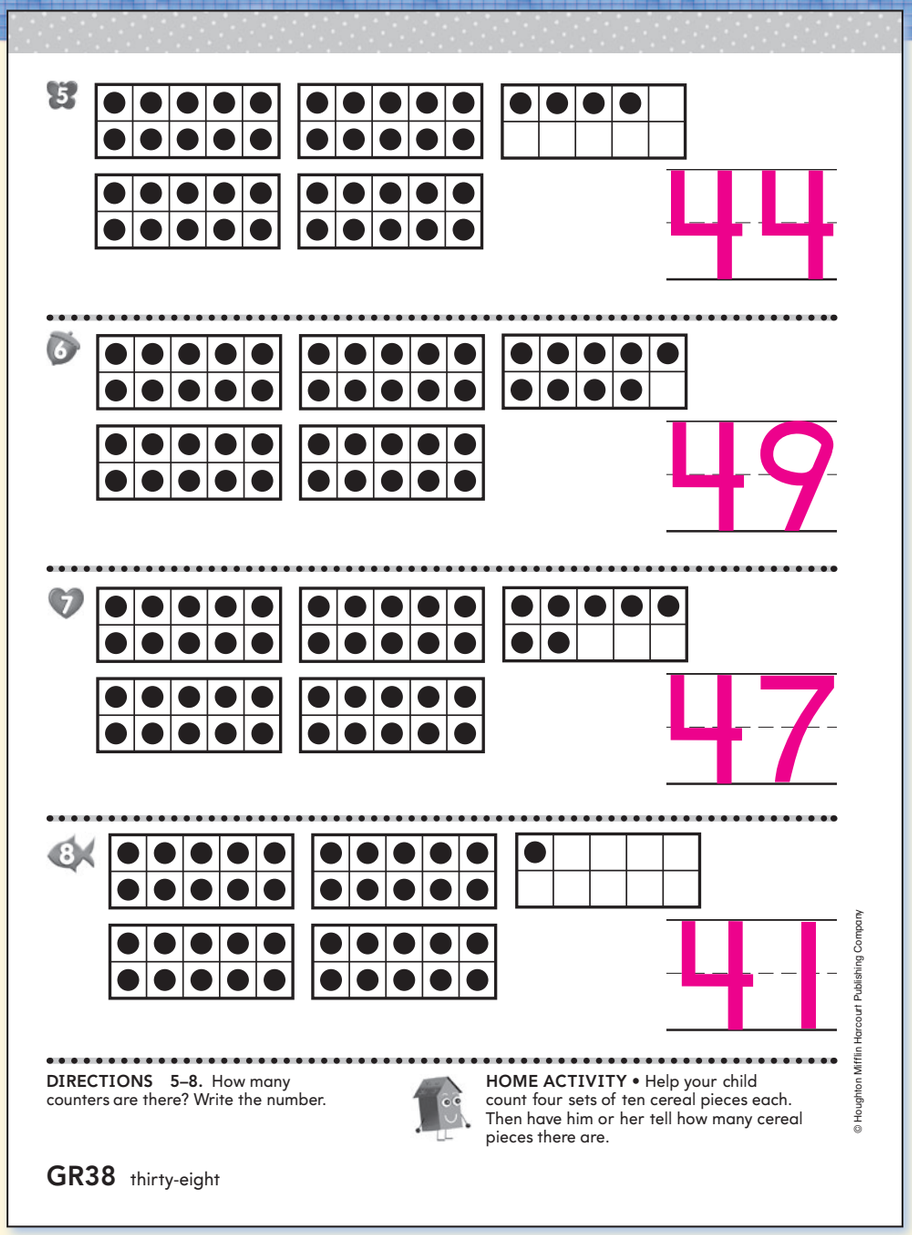
3 45

4 47

DIRECTIONS Color the dashed counters. Count all the counters. 1. Trace the number. 2–4. Write the number.

Reteach GRR17 Grade K

*GR – Getting Ready Lessons and Resources (*www.thinkcentral.com*)



2 PRACTICE

Have children locate Exercise 1. Explain that children need to write the number of counters. They can count one by one, but it is faster to use the ten frames to help.

- **How many counters are in each ten frame?** 10 **How many counters are in the first 4 ten frames?** 40
- **How many counters are in the last ten frame?** 3
- **How many counters are there in all?** 43

Have children trace the number.

Have children locate Exercise 2.

- **How many counters are in the first four ten frames?** 40
- **How many counters are in the last ten frame?** 8
- **How many counters are there in all?** 48 **How do you write 48?** 4 followed by 8

Continue with similar questions for Exercises 3–8. Then have children read aloud the numbers they wrote.

3 SUMMARIZE

Math Processes and Practices

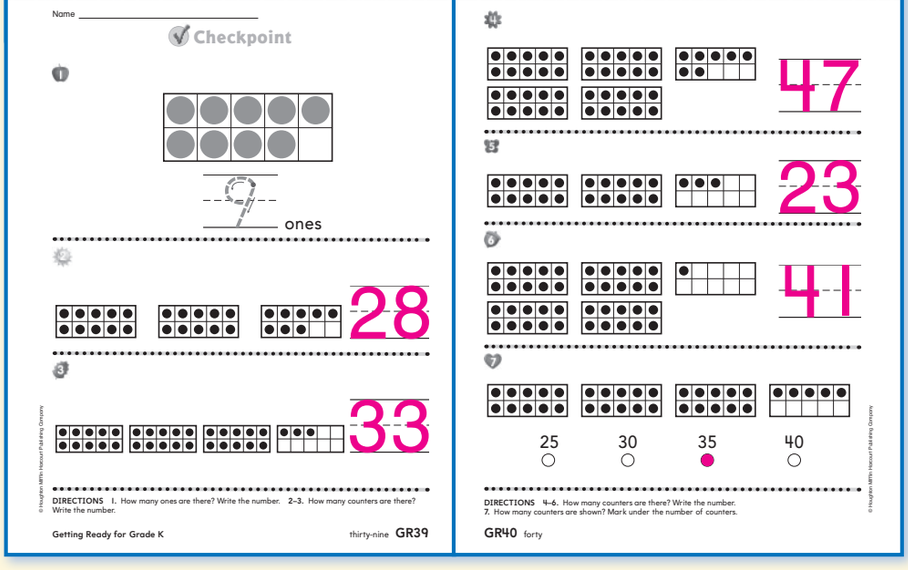
Essential Question

How can you read and write numbers 40 to 50? Except for fifty, the numbers start with 4 and end with another number 0 to 9. To read the number, I say forty and then the other number.

Math Journal

You may want children to place these pages in a Math Journal.

Getting Ready Lessons and Resources, pp. GR39–GR40 Checkpoint



LESSON 18

Numbers on a Clock

LESSON AT A GLANCE

Lesson Objective
Write numbers in the correct positions on a diagram of an analog clock.

Essential Question
How can you write the numbers on a clock?

Materials
MathBoard

1 TEACH and TALK

Materials *i*Tools: Measurement (or use a teaching clock)

Position the hour hand of the analog clock at 1.

- **Where is the short hand pointing?** to the 1

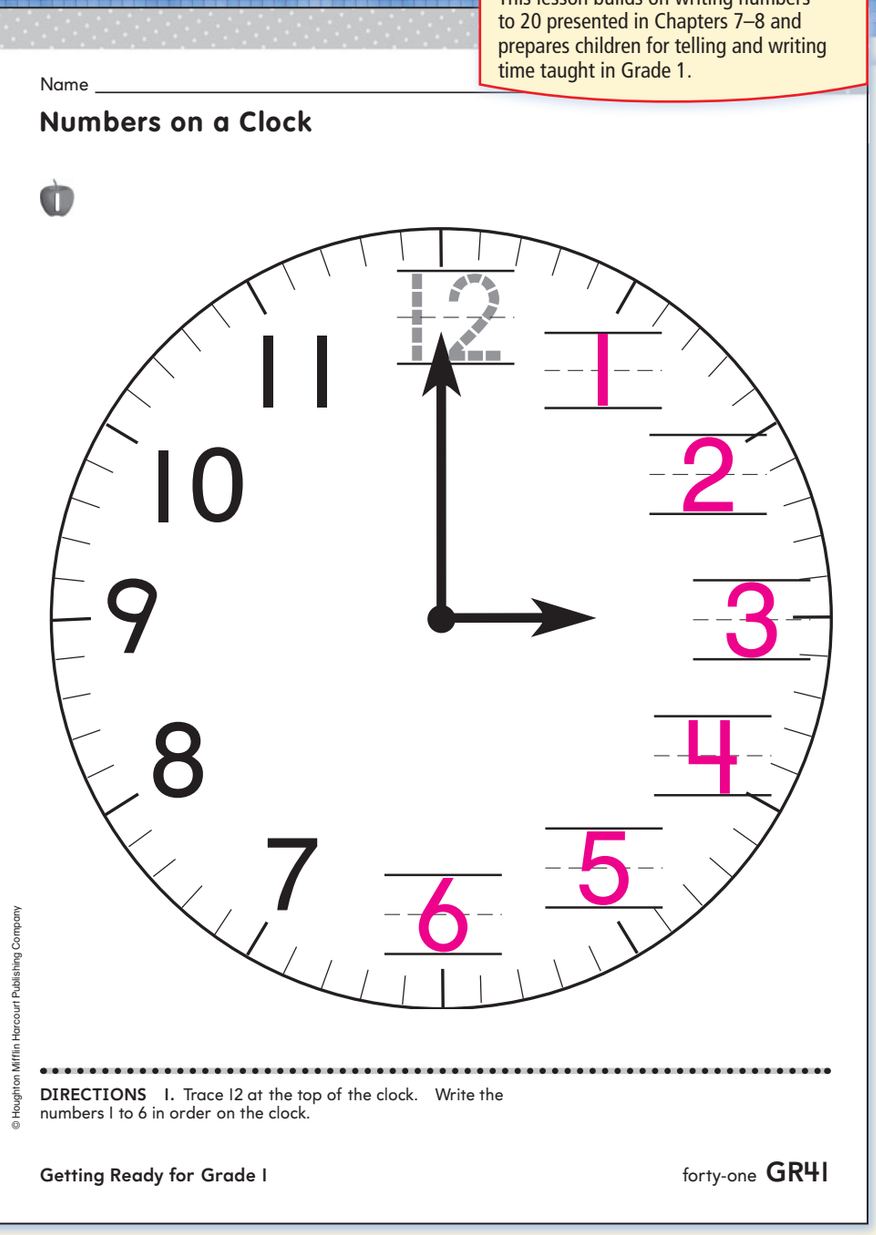
Have children count aloud with you from 1 to 6 as you move the hour hand from number to number.

- **Where is the short hand pointing now?** to the 6 **Where is 6 on a clock?** at the bottom

Have children continue counting aloud with you to 12 as you move the hour hand from number to number.

- **Where is the short hand pointing now?** to the 12 **Where is 12 on a clock?** at the top
- **What happens next?** The hand goes around from 1 to 12 again and again.

This lesson builds on writing numbers to 20 presented in Chapters 7–8 and prepares children for telling and writing time taught in Grade 1.

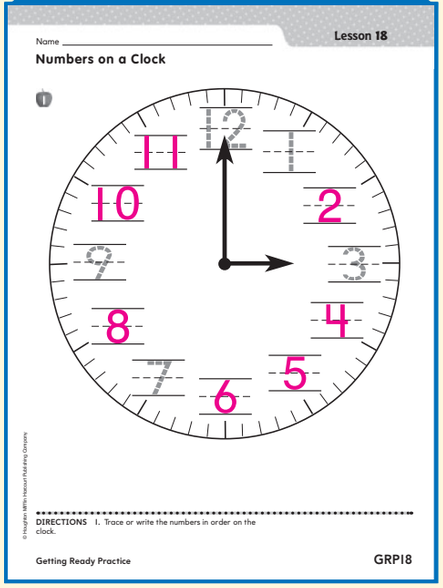

Name _____

Numbers on a Clock

DIRECTIONS 1. Trace 12 at the top of the clock. Write the numbers 1 to 6 in order on the clock.

Getting Ready for Grade 1 forty-one GR41

GR: Practice, p. GRP18

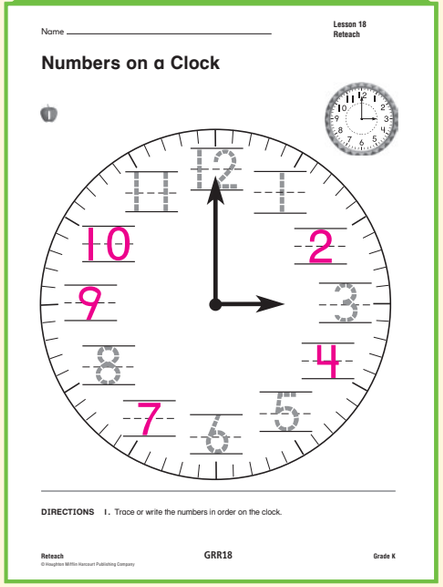

Name _____ Lesson 18

Numbers on a Clock

DIRECTIONS 1. Trace or write the numbers in order on the clock.

Getting Ready Practice GRP18

GR: Reteach, p. GRR18

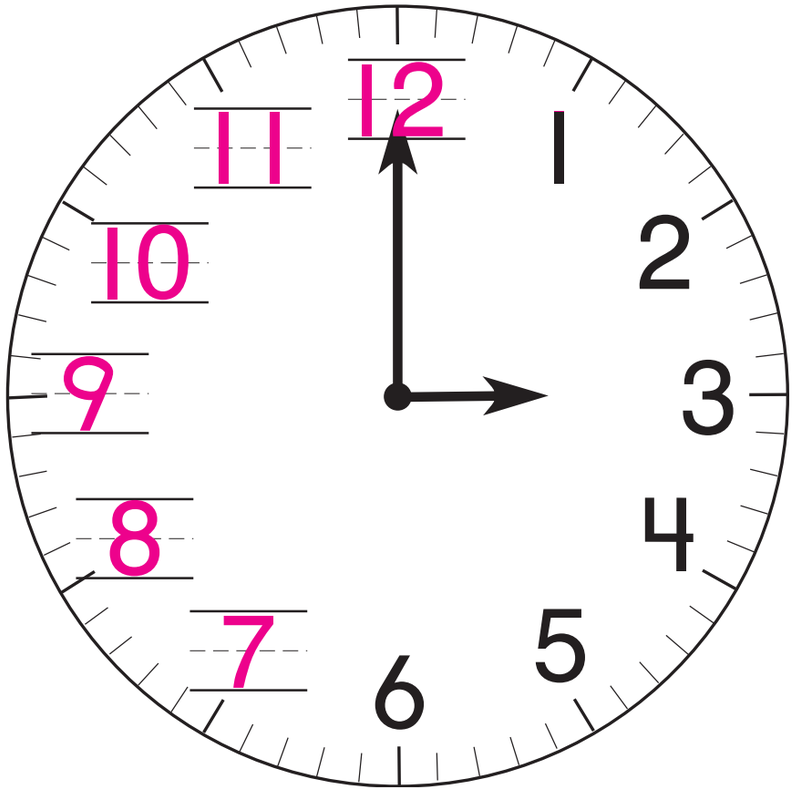

Name _____ Lesson 18 Reteach

Numbers on a Clock

DIRECTIONS 1. Trace or write the numbers in order on the clock.

Reteach GRR18 Grade K

***GR** – Getting Ready Lessons and Resources (*www.thinkcentral.com*)



DIRECTIONS **2.** Find 6 on the the clock. Write the numbers 7 to 12 in order on the clock.

HOME ACTIVITY • Have your child point to and name the numbers on an analog clock.

2 PRACTICE

Have children locate the clock face on the first lesson page.

- **Where is 12 on a clock?** at the top

Have children trace number 12.

- **What number comes next after 12 on a clock?** 1 **Where will you write 1?** in the blank next to 12

Have children write 1. Continue with similar questions until children have written all the missing numbers.

Have children look at the clock face on the second lesson page.

- **Find 6. Where is 6 on a clock?** at the bottom
- **What number comes after 6?** 7 **Where will you write 7?** in the blank next to 6

Continue with similar questions until children have written all the missing numbers. Then have children point to the numbers and read them aloud from 1 to 12.

3 SUMMARIZE

Math Processes and Practices

Essential Question

How can you write the numbers on a clock?
I write 12 at the top. Then I start with 1 and number in order around the clock until I get to the 12.

Math Journal

You may want children to place these pages in a Math Journal.

LESSON 19

Use an Analog Clock

LESSON AT A GLANCE

Lesson Objective
Use a clock to tell time.

Essential Question
How can you use a clock to tell time?

Materials
MathBoard

GO DIGITAL
- Animated Math Models
- iTools: Measurement
- HMH Mega Math

1 TEACH and TALK • Animated Math Models

Materials classroom clock

Display a clock. Explain that a clock is a tool that measures time. Point to the numbers in order and ask children to count with you. Tell children that the shorter hand is the hour hand, and the longer hand is the minute hand.

Move the hour hand to each number of the clock, modeling the time as *about (1) o'clock*. Ask children to repeat each time.

- **How do the numbers help you know the time?** When the hour hand points to a number, you know what hour it is.
- **If it is about 7 o'clock, where will the hour hand be pointing?** to the number 7
- **Where will the hour hand point if it is before 7 o'clock?** before the number 7
- **Where will the hour hand point if it is after 7 o'clock?** after the number 7

This lesson builds on writing numbers to 20 presented in Chapters 7 and 8 and prepares children for the concept of telling and writing time taught in Grade 1.

Name _____

Use an Analog Clock

1.  2 o'clock

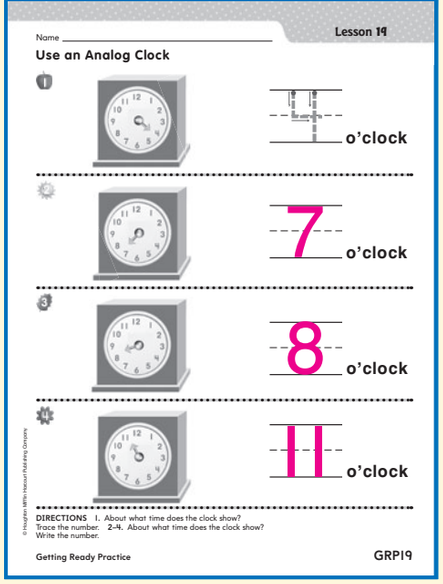
2.  5 o'clock

3.  9 o'clock

4.  12 o'clock

DIRECTIONS 1. About what time does the clock show? Trace the number. 2–4. About what time does the clock show? Write the number.

GR: Practice, p. GRP19



Name _____ Lesson 19

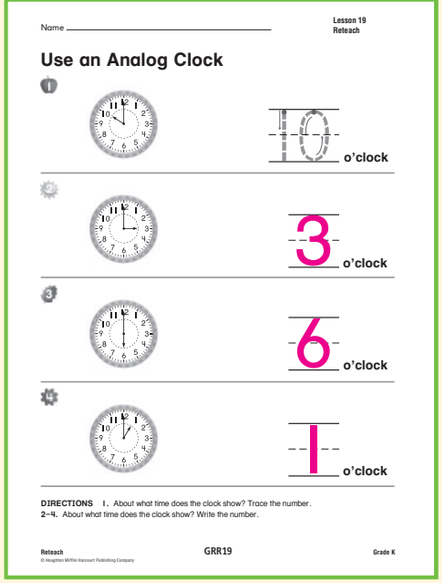
Use an Analog Clock

1. _____ o'clock
2. 7 o'clock
3. 8 o'clock
4. 11 o'clock

DIRECTIONS 1. About what time does the clock show? Trace the number. 2–4. About what time does the clock show? Write the number.

Getting Ready Practice GRP19

GR: Reteach, p. GRR19



Name _____ Lesson 19 Reteach

Use an Analog Clock

1. 10 o'clock
2. 3 o'clock
3. 6 o'clock
4. 1 o'clock

DIRECTIONS 1. About what time does the clock show? Trace the number. 2–4. About what time does the clock show? Write the number.

Reteach GRR19 Grade K

*GR – Getting Ready Lessons and Resources (*www.thinkcentral.com*)

before 6 o'clock about 6 o'clock after 6 o'clock

5

before 2 o'clock

about 2 o'clock

after 2 o'clock

6

before 7 o'clock

about 7 o'clock

after 7 o'clock

7

before 11 o'clock

about 11 o'clock

after 11 o'clock

DIRECTIONS **5–7.** Circle the time shown on the clock.

HOME ACTIVITY • Look at or draw a simple clock. Ask your child questions such as: *Where does the hour hand go to show about 8 o'clock? About 1 o'clock? About 4 o'clock?*

2 PRACTICE

Have children locate Exercise 1.

- **Where is the hour hand pointing?** toward the number 2
- **What does it mean when the hour hand is pointing toward the number 2?** It is about 2 o'clock. **Trace the number.**

Have children locate Exercise 2.

- **Which number is the hour hand pointing to?** 5
- **What does that mean?** It is about 5 o'clock. **Write the number.**
- **How are the clocks in Exercises 1 and 2 different?** They show different times.

Continue to ask questions about the hour hand on the clock for Exercises 3 and 4.

Have children look at the model watches above Exercise 5. Explain that the watch on the left shows the time as before 6 o'clock because the hour hand is pointing before the 6. The watch in the middle shows the time as about 6 o'clock because the hour hand is pointing toward the 6. The watch on the right shows the time as after 6 o'clock because the hour hand is pointing after the 6.

- **How do you know whether the time is before the hour, about the hour, or after the hour?** I look to see whether the hour hand is before, on, or after the number that shows the hour.

Read the phrases with the children for Exercises 5–7. Have children circle the time that each watch shows.

3 SUMMARIZE

Math Processes and Practices

Essential Question

How can you use a clock to tell time? I look at the hour hand to see which number it is pointing toward.

Math Journal

What do you do at about 12 o'clock at school? Draw a picture. Write the number 12.

LESSON 20

Use a Digital Clock

LESSON AT A GLANCE

Lesson Objective
Write the hour, using a digital clock.

Essential Question
How can you write numbers to show hours, using a digital clock?

Materials
MathBoard

1 TEACH and TALK

Materials *i*Tools: Measurement

Show children the *i*Tools digital clock (or draw a digital clock on the board). Explain that a digital clock does not have hands, but it does have numbers. The numbers change as the time changes. Show the time at 12:00.

- **What number do you see to the left of the dots?** 12 **What time is shown on the clock?** 12 o'clock

Forward the clock to 1:00.

- **What number do you see to the left of the dots now?** 1 **What is the time?** 1 o'clock

Forward the clock to 2:00.

- **What number do you see to the left of the dots now?** 2 **What is the time?** 2 o'clock

Continue forwarding the clock 1 hour at a time. Have children read the numbers to the left of the dots and say the times.

This lesson builds on writing numbers to 20 presented in Chapters 7–8 and prepares children for telling and writing time taught in Grade 1.

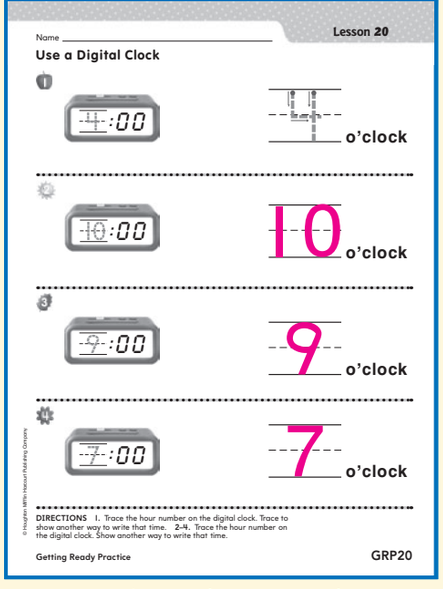
Name _____

Use a Digital Clock

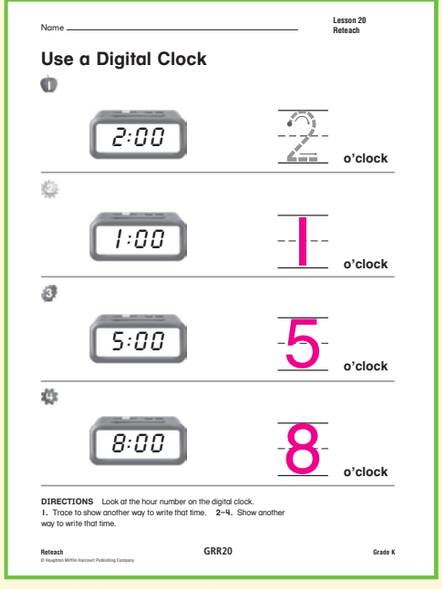
1. 10:00 — 10 o'clock
2. 3:00 — 3 o'clock
3. 5:00 — 5 o'clock
4. 12:00 — 12 o'clock

DIRECTIONS 1. Trace the hour number on the digital clock. Trace to show another way to write that time. 2–4. Trace the hour number on the digital clock. Show another way to write that time.

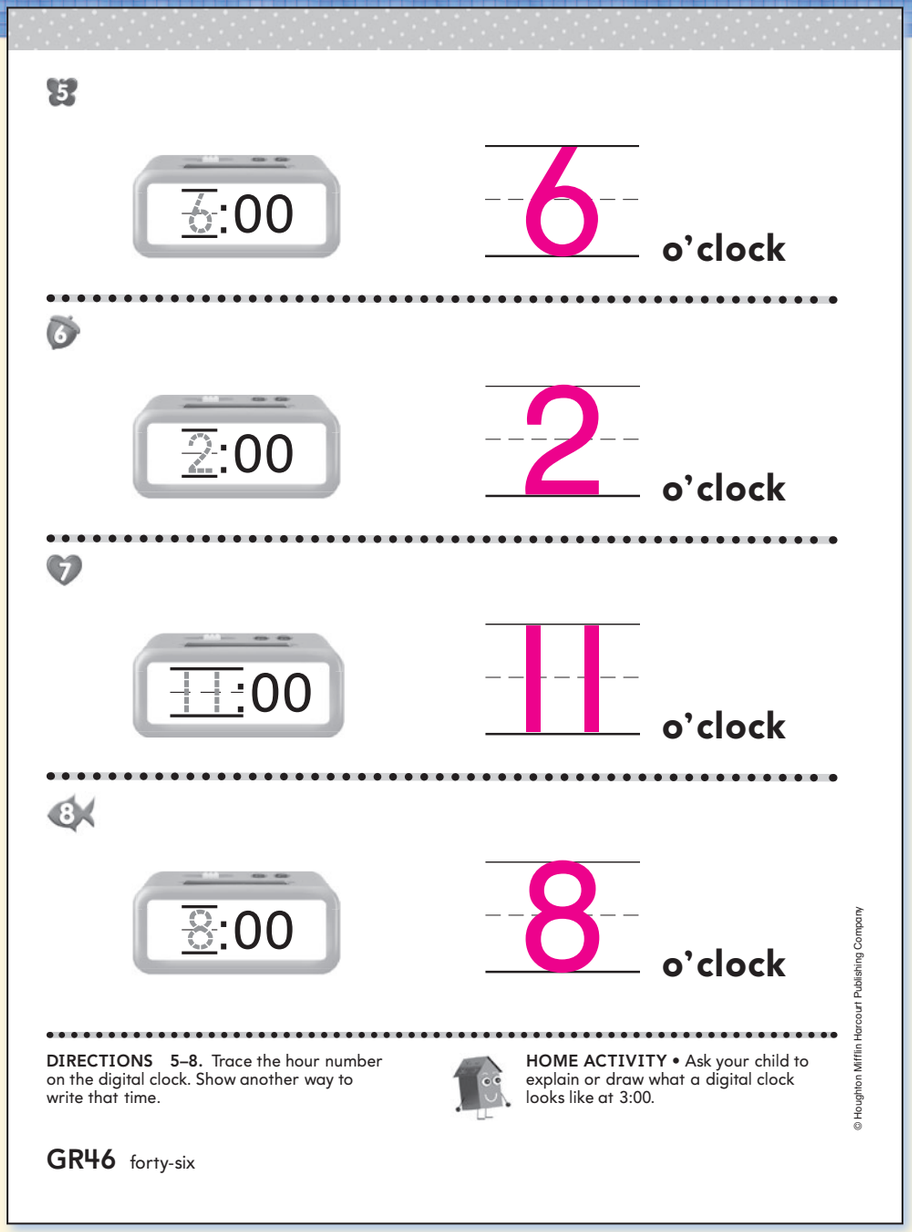
GR: Practice, p. GRP20



GR: Reteach, p. GRR20



***GR** – Getting Ready Lessons and Resources (*www.thinkcentral.com*)



2 PRACTICE

MATH BOARD

Have children locate Exercise 1.

- **What is the number to the left of the dots on the digital clock?** 10

Have children trace 10 on the clock.

- **What is the time?** 10 o'clock

Have children trace the 10 next to "o'clock."

Have children locate the digital clock in Exercise 2.

- **What is the number to the left of the dots on the clock?** 3
- **What is the time?** 3 o'clock
- **What number will you write next to "o'clock"?** 3

Have children trace the 3 on the clock and write 3 to show the time. Continue similarly for Exercises 3–8.

3 SUMMARIZE

Math Processes and Practices

Essential Question

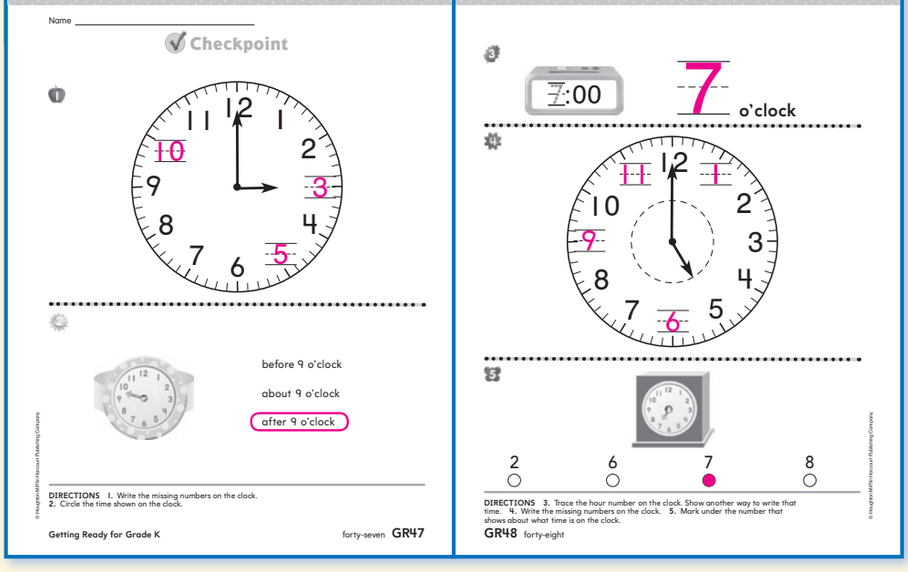
How can you write numbers to show hours using a digital clock? To show the hour on the clock, I write a number 1 to 10 to the left of the dots. If the number is 5, the time is 5 o'clock.

Math Journal

WRITE Math

You may want children to place these pages in a Math Journal.

Getting Ready Lessons and Resources, pp. GR47–GR48 Checkpoint



Getting Ready for Grade 1 Test

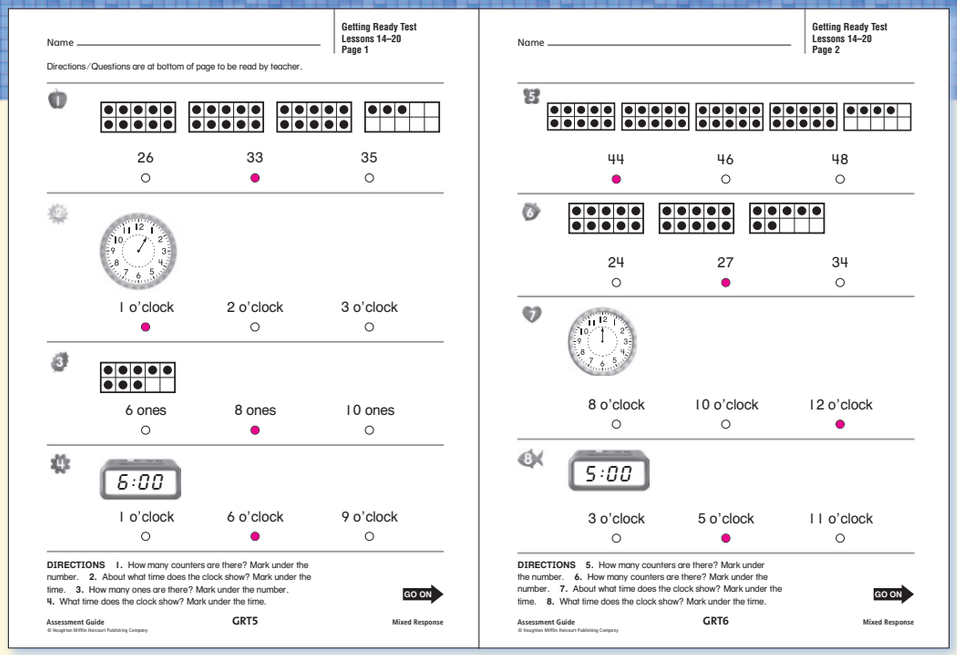
LESSONS 14 TO 20

Summative Assessment

Use the **Getting Ready Test** to assess children's progress in Getting Ready for Grade 1 Lessons 14–20.

Getting Ready Tests are provided in multiple-choice and mixed-response format in the *Getting Ready Lessons and Resources*.

GO DIGITAL Getting Ready Test is available online.


Name _____ Getting Ready Test Lessons 14–20 Page 1

Directions/Questions are at bottom of page to be read by teacher.

1 — 26 ○ 33 ● 35 ○

2 — 1 o'clock ● 2 o'clock ○ 3 o'clock ○

3 — 6 ones ○ 8 ones ● 10 ones ○

4 — 6:00 — 1 o'clock ○ 6 o'clock ● 9 o'clock ○

DIRECTIONS 1. How many counters are there? Mark under the number. 2. About what time does the clock show? Mark under the time. 3. How many ones are there? Mark under the number. 4. What time does the clock show? Mark under the time.

GO ON

Assessment Guide GRT5 Mixed Response

Name _____ Getting Ready Test Lessons 14–20 Page 2

5 — 44 ● 46 ○ 48 ○

6 — 24 ○ 27 ● 34 ○

7 — 8 o'clock ○ 10 o'clock ○ 12 o'clock ●

8 — 5:00 — 3 o'clock ○ 5 o'clock ● 11 o'clock ○

DIRECTIONS 5. How many counters are there? Mark under the number. 6. How many counters are there? Mark under the number. 7. About what time does the clock show? Mark under the time. 8. What time does the clock show? Mark under the time.

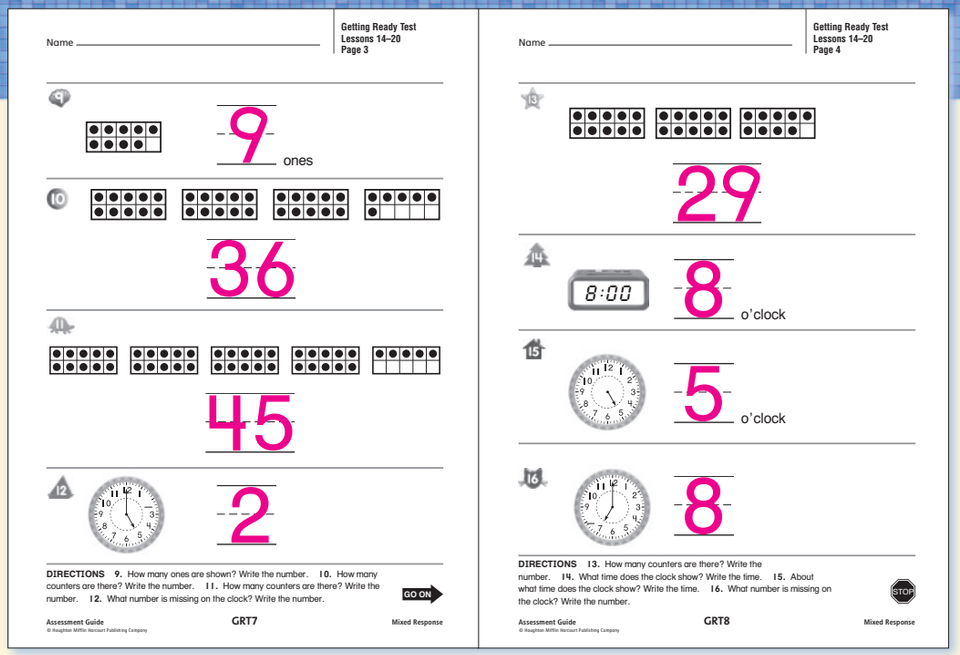
GO ON

Assessment Guide GRT6 Mixed Response

Data-Driven Decision Making RtI

Item	Lesson	Common Error	Intervene With
1, 10	16	May not understand how to count from 30 to 40	**R**—p. GRR16
2, 7, 15	19	May not understand what the hour hand means	**R**—p. GRR19
3, 9	14	May not understand how to count ones	**R**—p. GRR14
4, 8, 14	20	May not understand how to read hours on a digital clock	**R**—p. GRR20

Key: R—Getting Ready Lessons and Resources: Reteach



Name _____ Getting Ready Test Lessons 14–20 Page 3

9 — 9 ones

10 — 36

11 — 45

12 — 2

DIRECTIONS 9. How many ones are shown? Write the number. 10. How many counters are there? Write the number. 11. How many counters are there? Write the number. 12. What number is missing on the clock? Write the number.

GO ON

Assessment Guide GRT7 Mixed Response

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Name _____ Getting Ready Test Lessons 14–20 Page 4

13 — 29

14 — 8 o'clock

15 — 5 o'clock

16 — 8

DIRECTIONS 13. How many counters are there? Write the number. 14. What time does the clock show? Write the time. 15. About what time does the clock show? Write the time. 16. What number is missing on the clock? Write the number.

STOP

Assessment Guide GRT8 Mixed Response

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Portfolio Suggestions The portfolio represents the growth, talents, achievements, and reflections of the mathematics learner. Children might spend a short time selecting work samples for their portfolios.

You may want to have children respond to the following questions:

- Which question was difficult?
- What would you like to learn more about?

For information about how to organize, share, and evaluate portfolios, see the *Chapter Resources*.

Data-Driven Decision Making RtI

Item	Lesson	Common Error	Intervene With
5, 11	17	May not understand how to count from 40 to 50	**R**—p. GRR17
6, 13	15	May not understand how to count from 20 to 30	**R**—p. GRR15
12, 16	18	May confuse the order of numbers on an analog clock face	**R**—p. GRR18

Key: R—Getting Ready Lessons and Resources: Reteach