

Table of Contents

How to Use This Book	3	Practice Subtracting to 10 with Craft Sticks	27
NCTM Standards	4	Practice Using the Subtraction Fact Family	28
Unit 1			
How to Count	5	Unit 7	
Practice Counting to 10	6	How to Subtract to 18	29
Practice Counting Sides and Corners	7	Practice Using a Number Line	30
Practice Counting More and Counting Less	8	Practice Counting Backwards	31
Unit 2			
How to Add to 6	9	Practice Solving Word Problems	32
Practice Adding to 6 and Writing the Problem	10	Unit 8	
Practice Writing the Answer	11	How to Add and Subtract to 18	33
Practice Completing Graphs	12	Practice Adding and Subtracting	34
Unit 3			
How to Add to 10	13	Practice Adding and Subtracting on a Number Line	35
Practice Adding to 10	14	Practice the Fact Families	36
Practice Adding to 10 and Using the Commutative Property	15	Unit 9	
Practice Addition Using Pictures and Sentences	16	How to Use Place Value	37
Unit 4			
How to Add to 18	17	Practice Using Tens and Ones	38
Practice Using a Number Line	18	Practice Two-Digit Addition and Subtraction	39
Practice Counting on a Number Line	19	Practice Guessing the Operation	40
Practice Addition Word Problems	20	Unit 10 (Brain Teasers)	
Unit 5			
How to Subtract to 6	21	The Ice Cream Shop	41
Practice Subtracting to 6	22	Penny Toss	42
Practice Writing the Math Problem	23	Unit 11 (Problem Solving)	
Practice Writing the Answer	24	Spill the Beans!	43
Unit 6			
How to Subtract to 10	25	How Many Outfits Can You Make?	44
Practice Subtracting to 10	26	Unit 12 (Technology)	
Drag and Add 45			
Answer Key 47			

Learning Notes

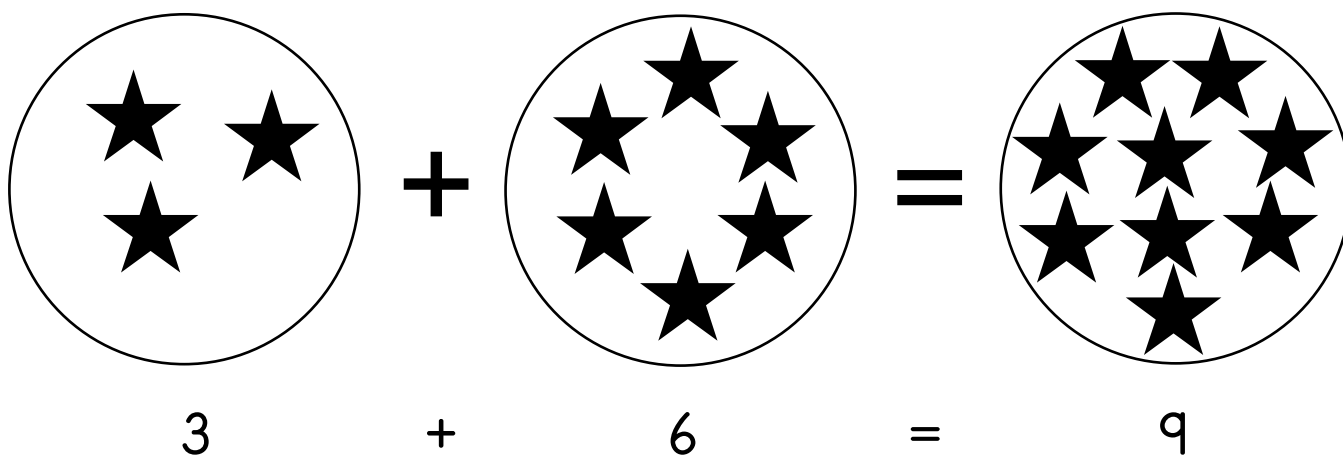
In this unit the children use manipulatives to practice adding to 10. They also use their adding skills to solve word problems.

Materials

- counters (beans, teddy bear counters, craft sticks, game pieces, etc.)
- paper cups
- circles (either drawn on a piece of paper or use two jar lids or butter tub lids)

Teaching the Lesson

Adding to 10 (page 14): Model for the children how to put counters representing the first number in the math problem in the first circle and how to put counters representing the second number in the second circle. Ask the children to move the counters to a third circle and count all of the counters with you. Reread the math problem with the answer. Write the answer on the line. For example, in the sentence $3 + 6 = \underline{\quad}$, count aloud “1, 2, 3, 4, 5, 6, 7, 8, 9. $3 + 6 = 9.$ ” Write the answer on the line.



Adding to 10 and Using the Commutative Property (page 15): Use craft sticks and a cup to introduce this property. Introduce the Commutative Property, which demonstrates that the order of the addends does not change the sum. The same addends (the numbers being added) are used in 2 different math problems. The answer is the same in both cases, only the addends have changed places.

Addition Using Pictures and Sentences (page 16): The children will solve word problems with strawberries and baskets. The children need to draw pictures in order to solve the word problems.

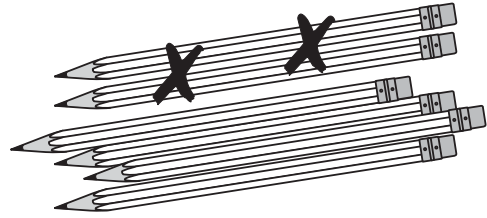
Extension Idea

Cut eleven 3" x 5" (8 cm x 13 cm) index cards in half. Make two sets of cards numbered 0–10. On each card, make the same number of dots, stamps, stars, etc. Mix the cards together and place in one stack. Take the top two cards and add the numbers together.

To extend this activity further, have the child write the math problems down on a piece of paper or in a math journal.

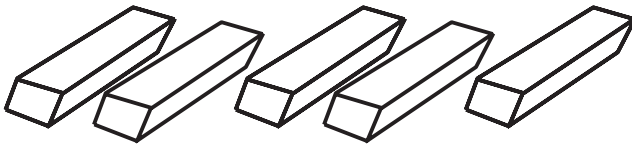
Subtraction means to *take away* a certain amount from another number.

For example, in the number sentence, $6 - 2 = \underline{\quad}$, start with 6 objects. Cross off (take away) 2. The remaining number of items is the answer.



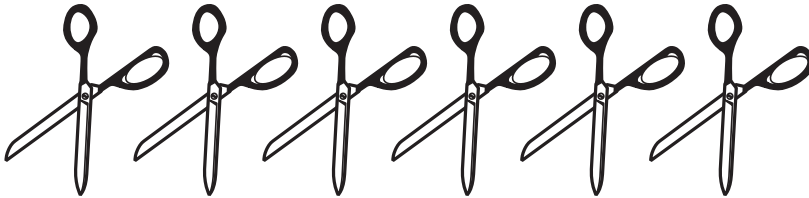
Read each problem. Subtract (cross off) the correct number of pictures. Write the answer on the line.

1.



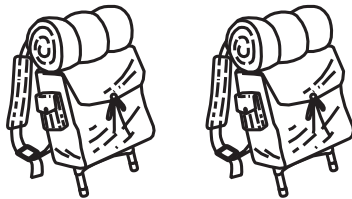
$$5 - 2 = \underline{\quad}$$

2.



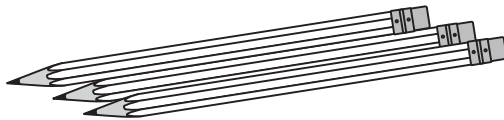
$$6 - 4 = \underline{\quad}$$

3.



$$2 - 2 = \underline{\quad}$$

4.



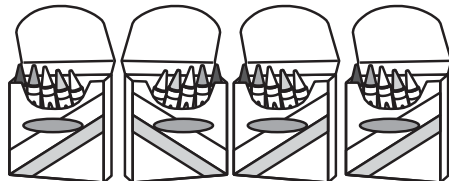
$$3 - 0 = \underline{\quad}$$

5.



$$6 - 5 = \underline{\quad}$$

6.



$$4 - 3 = \underline{\quad}$$