

1-1 Addition Facts Through 10

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1 Getting Started

Objective

To review addition facts with sums through 10

Vocabulary

addend, sum

Materials

counters

Warm Up • Mental Math

Read the following numbers aloud. Tell students to put the numbers in order from least to greatest.

- 5, 2, 1 (1, 2, 5)
- 3, 10, 7 (3, 7, 10)
- 0, 9, 2 (0, 2, 9)
- 4, 5, 7 (4, 5, 7)
- 9, 3, 8 (3, 8, 9)

Warm Up • Number Sense

Say the numbers 1 through 10 in random order, pausing after each number to let students represent the number with counters.

Remind students that numbers can be cardinal or ordinal. Point out that when they make a group of two counters, they represent the cardinal number 2. When they describe a position in line as second, they use the ordinal number.

2 Teach

Introduce the Lesson Have students read the word problem at the top of the page and identify what they are looking for. (*number of blocks Patsy walks to school*) Tell students to use the information in the problem and the picture to fill in the first two blanks. (*5 on Oak and 3 on Maple*)

• Have a student read the plan for how to solve the problem aloud, and direct students to fill in the missing numbers. (*5 and 3*) Tell them that numbers that are added are called addends and that the answer is called a sum.

Name _____

Addition and Subtraction Facts

Lesson 1-1

Addition Facts Through 10

Patsy walks from home to school along Oak Street and Maple Street. How many blocks does she walk to school?

We are looking for the total number of blocks Patsy walks.

Patsy walks 5 blocks on Oak Street.

She then walks 3 blocks on Maple.

To get the total, we add 5 and 3.

$$\begin{array}{r} \underline{5} + \underline{3} = \underline{8} \text{ or } \begin{array}{|l} \boxed{5} \text{ addend} \\ \boxed{3} \text{ addend} \\ \boxed{8} \text{ sum} \end{array} \\ \text{addend} \quad \text{addend} \quad \text{sum} \end{array}$$

Patsy walks 8 blocks to school.



Getting Started

Complete each number sentence.

- $4 + 3 = \underline{7}$
- $1 + 7 = \underline{8}$
- $4 + 0 = \underline{4}$
- $9 + 1 = \underline{10}$
- $2 + 2 = \underline{4}$
- $4 + 4 = \underline{8}$
- $3 + 5 = \underline{8}$
- $6 + 4 = \underline{10}$

Find each sum.

- | | | | | | |
|--|---|--|---|--|--|
| 9. $\begin{array}{r} 3 \\ +2 \\ \hline 5 \end{array}$ | 10. $\begin{array}{r} 5 \\ +5 \\ \hline 10 \end{array}$ | 11. $\begin{array}{r} 4 \\ +0 \\ \hline 4 \end{array}$ | 12. $\begin{array}{r} 2 \\ +7 \\ \hline 9 \end{array}$ | 13. $\begin{array}{r} 1 \\ +5 \\ \hline 6 \end{array}$ | 14. $\begin{array}{r} 0 \\ +9 \\ \hline 9 \end{array}$ |
| 15. $\begin{array}{r} 6 \\ +2 \\ \hline 8 \end{array}$ | 16. $\begin{array}{r} 2 \\ +3 \\ \hline 5 \end{array}$ | 17. $\begin{array}{r} 8 \\ +1 \\ \hline 9 \end{array}$ | 18. $\begin{array}{r} 7 \\ +3 \\ \hline 10 \end{array}$ | 19. $\begin{array}{r} 4 \\ +5 \\ \hline 9 \end{array}$ | 20. $\begin{array}{r} 3 \\ +6 \\ \hline 9 \end{array}$ |

Lesson 1-1 • Addition Facts Through 10

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- Write the problem horizontally and vertically on the board showing students that either way will give them the same sum. Tell students to fill in the addends and the sums in the model and write the answer in the solution sentence. (8)

Develop Skills and Concepts Distribute ten counters to each student. Have the students use their counters to solve word problems involving basic addition facts with sums through 10, which you dictate. Have students arrange groups of counters horizontally on their desks. Point out that this is how we write sentences, and that it is one way to write math problems that use 1-digit numbers. Give students several more problems, directing them to arrange counters vertically on their desks. Ask a student to write each problem both horizontally and vertically on the board.

Practice

Complete each number sentence.

$1. 6 + 2 = \underline{8}$

$2. 0 + 2 = \underline{2}$

$3. 1 + 2 = \underline{3}$

$4. 8 + 2 = \underline{10}$

$5. 4 + 6 = \underline{10}$

$6. 3 + 1 = \underline{4}$

$7. 4 + 3 = \underline{7}$

$8. 3 + 6 = \underline{9}$

$9. 3 + 3 = \underline{6}$

$10. 0 + 0 = \underline{0}$

$11. 2 + 0 = \underline{2}$

$12. 7 + 2 = \underline{9}$

Find each sum.

$13. \begin{array}{r} 7 \\ + 0 \\ \hline \end{array}$

$14. \begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$

$15. \begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$

$16. \begin{array}{r} 0 \\ + 9 \\ \hline \end{array}$

$17. \begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$

$18. \begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$

$19. \begin{array}{r} 0 \\ + 3 \\ \hline \end{array}$

$20. \begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$

$21. \begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$

$22. \begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$

$23. \begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$

$24. \begin{array}{r} 0 \\ + 6 \\ \hline \end{array}$

$25. \begin{array}{r} 4 \\ + 0 \\ \hline \end{array}$

$26. \begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$

$27. \begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$

$28. \begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$

$29. \begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$

$30. \begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$

$31. \begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$

$32. \begin{array}{r} 0 \\ + 7 \\ \hline \end{array}$

$33. \begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$

$34. \begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$

$35. \begin{array}{r} 1 \\ + 6 \\ \hline \end{array}$

$36. \begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$

Now Try This!

This machine is programmed to add 5. Write the missing sums on the Out cards. Write the missing addends on the In cards.



3 Practice

Have students complete all the exercises. Make sure they know how to complete a number sentence. For Exercises 13–36, remind them to keep their digits in straight columns.

Now Try This! Explain to students that each number on an In card is put into the machine and 5 is added to it. The sum of these two numbers is written on the Out card. For the last five examples, ask students how to find the number that went into the machine. (Subtract 5 from the number on the In card.)

4 Assess

Ask students why $7 + 3$ and $3 + 7$ have the same sum. (The same numbers are being added.)

For Mixed Abilities

Common Errors • Intervention

If students have difficulty with sums to 10, have them practice with partners using the “count-on” strategy. For a fact such as $6 + 3$, start with 6 and count on 3 more: 6, 7, 8, 9. The sum is 9. When the first addend is the lesser number, have students transpose the addends. For example, if the fact is $3 + 5$, they turn it around to $5 + 3$ and count on.

Enrichment • Spatial Sense

Have the students calculate the number of blocks they walk to school or to their bus stop and make a map of the route that they take. Have them compare the maps they have made and see if each student is taking the shortest possible route from home to school or to the bus.

More to Explore • Number Sense

Have students fold a sheet of paper in half, open the folded paper, and place it on their desks. Give each student ten counters. Have students randomly put the counters on each side of the fold line. Tell students to write the number sentence that describes the grouping. If there are 4 counters on the left and 6 on the right, their sentence would be $4 + 6 = 10$. Turning the paper upside down they should write the commutative sentence, $6 + 4 = 10$. Direct the students to find all the combinations possible. ($0 + 10, 10 + 0, 1 + 9, 9 + 1, 2 + 8, 8 + 2, 3 + 7, \dots, 5 + 5; 11$ in all)