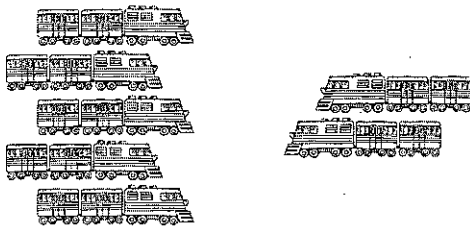
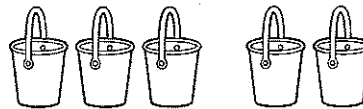


**1**



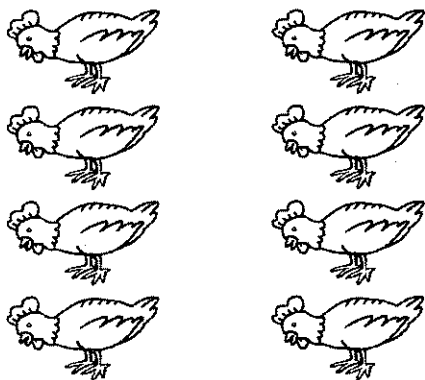
- (A) 4 in all;  $2 + 2 = 4$
- (B) 6 in all;  $5 + 1 = 6$
- (C) 7 in all;  $5 + 2 = 7$
- (D) 9 in all;  $5 + 4 = 9$

**2**



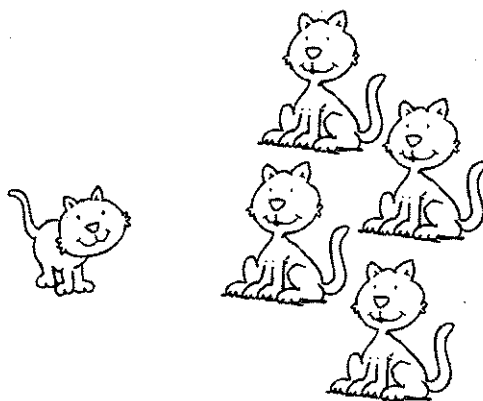
- (A) 3 and 2 is 5.  
 $3 + 2 = 5$
- (B) 2 and 5 is 7.  
 $2 + 5 = 7$
- (C) 3 and 1 is 4.  
 $3 + 1 = 4$
- (D) 2 and 6 is 8.  
 $2 + 6 = 8$

**3**



- (A) 8 and 1 is 9
- (B) 4 and 4 is 8
- (C) 4 and 5 is 9
- (D) 2 and 2 is 4

**4**



- (A)  $2 + 1$
- (B)  $1 + 4$
- (C)  $4 + 0$
- (D)  $1 + 5$

**Directions** Have students mark the best answer. **1** Luke has 5 trains. His mom gives him 2 more trains. Which tells how many trains Luke has in all? **2** Jack has 3 pails. Jill brought 2 more. Which number sentence tells how many pails they have in all? **3** Which number sentence tells about adding the groups of chickens? **4** Which addition expression tells about the picture?



3 and 2 is \_\_\_\_\_ in all.



\_\_\_\_\_ and \_\_\_\_\_ is \_\_\_\_\_.



\_\_\_\_\_ and 3 is 7.

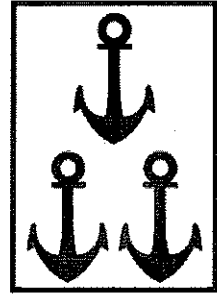
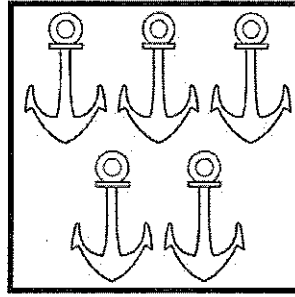
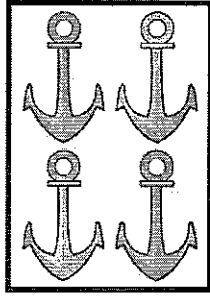


\_\_\_\_\_ ○ \_\_\_\_\_ ○ \_\_\_\_\_

**Directions** Have students: listen to the story, and then do all of the following to show each part to find how many in all: clap and knock, hold up fingers, and give an explanation of a mental image. Ask them to color the number of each part, and then write the number to tell how many in all. *Meg buys 3 red apples. She buys 2 yellow apples. How many apples does she buy in all?* draw two groups of flowers to show 8 in all, and then write a number sentence to match the drawing; draw the number of cubes needed to make 7 cubes in all, and then complete the number sentence; listen to the story, use counters to model putting together the groups, draw the counters to show what is happening, and then write an equation for the story. Say: *There are 3 black kittens in a yard and 6 tiger kittens in a yard. How many kittens are there in all?*

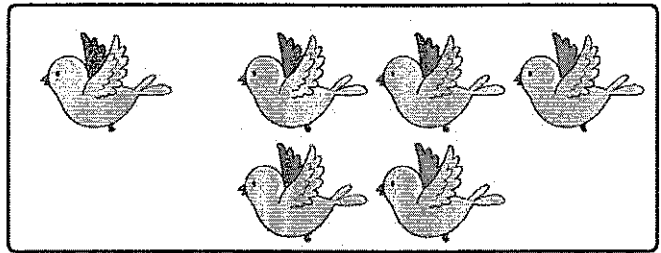
9

9

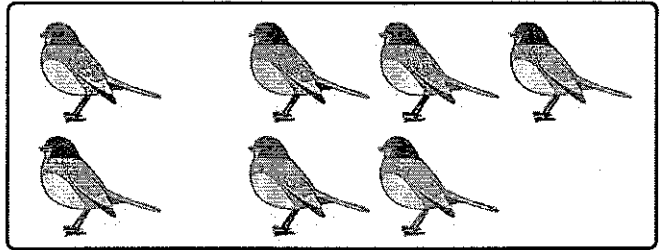


10

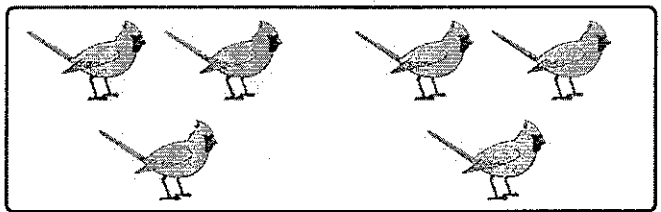
$$2 + 5 = 7$$



$$3 + 3 = 6$$



$$1 + 5 = 6$$



**Directions** Have students: draw a circle around two groups to put them together to show the number on the card; match each picture with the equation that shows the correct parts and how many in all.



□	□	□	□	□
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□	□	□	□	□
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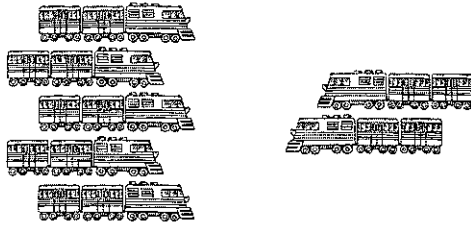
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**Directions**  Have students color the boxes to complete the pattern of ways to make 5, and then write an equation to match the boxes.



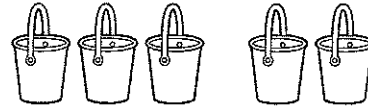
1 point



- (A) 4 in all;  $2 + 2 = 4$
- (B) 6 in all;  $5 + 1 = 6$
- (C) 7 in all;  $5 + 2 = 7$
- (D) 9 in all;  $5 + 4 = 9$



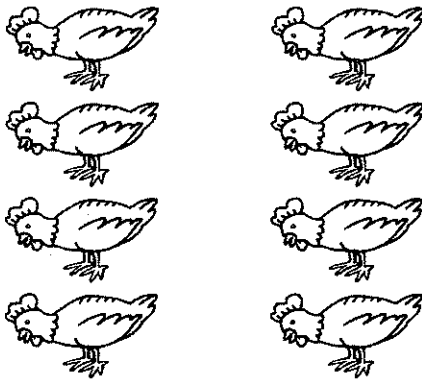
1 point



- (A) 3 and 2 is 5.  
 $3 + 2 = 5$
- (B) 2 and 5 is 7.  
 $2 + 5 = 7$
- (C) 3 and 1 is 4.  
 $3 + 1 = 4$
- (D) 2 and 6 is 8.  
 $2 + 6 = 8$



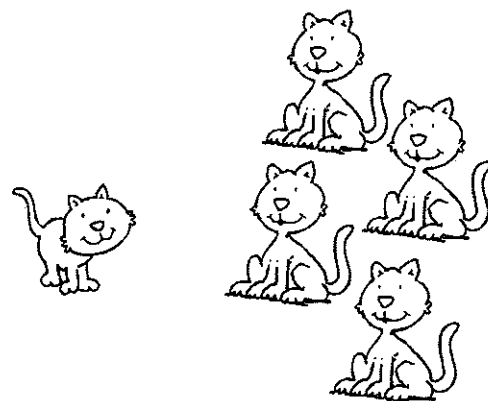
1 point



- (A) 8 and 1 is 9
- (B) 4 and 4 is 8
- (C) 4 and 5 is 9
- (D) 2 and 2 is 4



1 point



- (A)  $2 + 1$
- (B)  $1 + 4$
- (C)  $4 + 0$
- (D)  $1 + 5$

**Directions** Have students mark the best answer. ★ Luke has 5 trains. His mom gives him 2 more trains. Which tells how many trains Luke has in all? ② Jack has 3 pails. Jill brought 2 more. Which number sentence tells how many pails they have in all? ③ Which number sentence tells about adding the groups of chickens? ④ Which addition expression tells about the picture?



2 points



3 and 2 is 5 in all.




Check students' work.

2 points

     and      is 8.







2 points

4 cubes   
4 and 3 is 7.



2 points

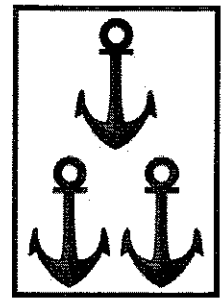
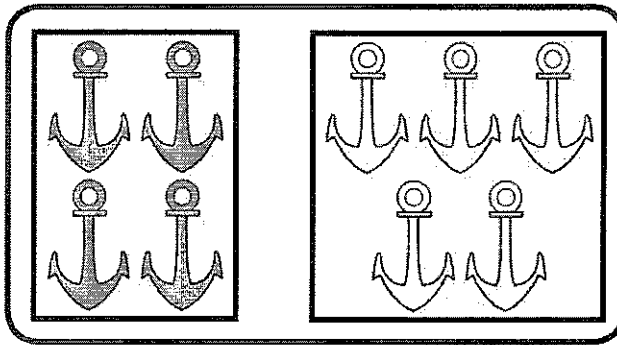
3 + 6 = 9      3 counters  
6 counters

**Directions** Have students:  listen to the story, and then do all of the following to show each part to find how many in all: clap and knock, hold up fingers, and give an explanation of a mental image. Ask them to color the number of each part, and then write the number to tell how many in all. *Meg buys 3 red apples. She buys 2 yellow apples. How many apples does she buy in all?*  draw two groups of flowers to show 8 in all, and then write a number sentence to match the drawing;  draw the number of cubes needed to make 7 cubes in all, and then complete the number sentence;  listen to the story, use counters to model putting together the groups, draw the counters to show what is happening, and then write an equation for the story. Say: *There are 3 black kittens in a yard and 6 tiger kittens in a yard. How many kittens are there in all?*



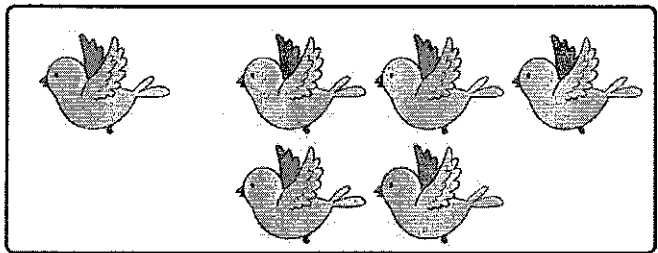
1 point

9

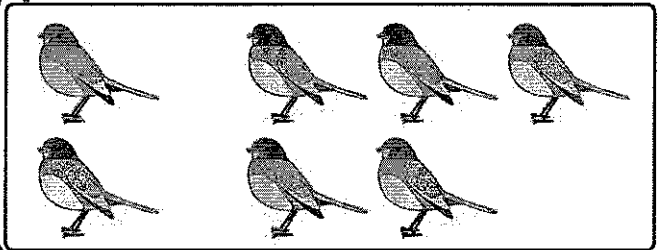


1 point

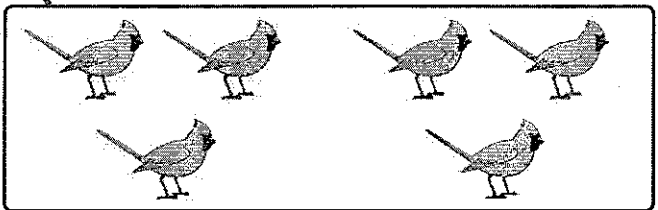
$2 + 5 = 7$



$3 + 3 = 6$



$1 + 5 = 6$

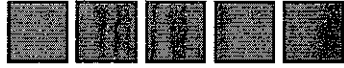


**Directions** Have students: draw a circle around two groups to put them together to show the number on the card; match each picture with the equation that shows the correct parts and how many in all.



Sample answers are given.

2 points



5

+

0

=

5



4

+

1

=

5



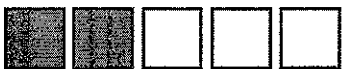
3

+

2

=

5



2

+

3

=

5

Directions  Have students color the boxes to complete the pattern of ways to make 5, and then write an equation to match the boxes.