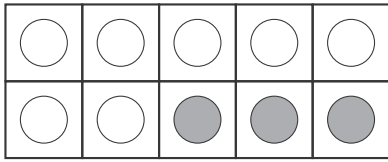


**1** ★

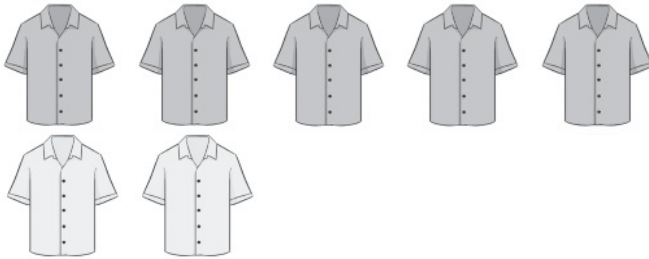
$$10 = \underline{\quad\quad} + \underline{\quad\quad}$$

**2** 🍏

\_\_\_\_\_

-----

\_\_\_\_\_ fruits

**3** 🐟

Ⓐ  $5 + 2 = 7$  and  $7 - 2 = 5$

Ⓑ  $5 + 3 = 8$  and  $8 - 5 = 3$

Ⓒ  $5 + 4 = 9$  and  $9 - 5 = 4$

Ⓓ  $5 + 5 = 10$  and  $10 - 5 = 5$

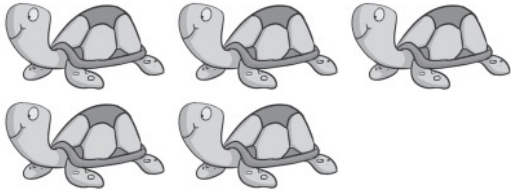
**4** ♥

$2 + 7 = 9$      $6 + 2 = 8$      $2 + 5 = 7$

$2 + 6 = 8$      $5 + 3 = 8$

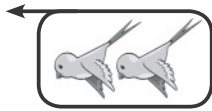
**Directions** Have students: ★ write an equation that shows how the unshaded and shaded counters are used to show the parts that make 10. Use the counters for help. 🍏 count the fruits, draw counters to show how many more fruits are needed to make 10, and write the number that tells how many. 🐟 look at the picture and mark the best answer. Say: *What pair of addition and subtraction equations can be used to model a story about the shirts?* ♥ Have students listen to the story, and then mark all the equations that show possible ways to break apart 8. Say: *Caleb buys 8 apples to make a pie. Some apples are red and some are green. How many apples of each color could Caleb use to make a pie that has exactly 8 apples?*

5

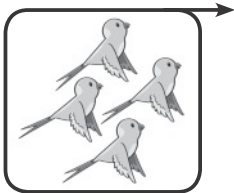


5 = \_\_\_\_\_ + \_\_\_\_\_  
----- + -----  
\_\_\_\_\_

6



\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_  
-----      -----      -----  
\_\_\_\_\_      ○      =      \_\_\_\_\_  
-----      -----      -----  
\_\_\_\_\_



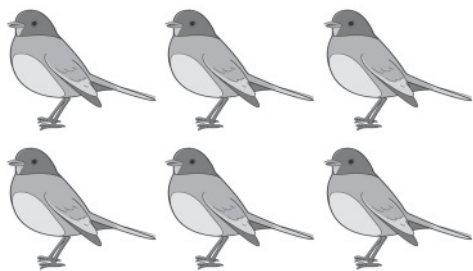
\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_  
-----      -----      -----  
\_\_\_\_\_      ○      =      \_\_\_\_\_  
-----      -----      -----  
\_\_\_\_\_

7

\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_  
-----      -----      -----  
\_\_\_\_\_      ○      =      \_\_\_\_\_  
-----      -----      -----  
\_\_\_\_\_

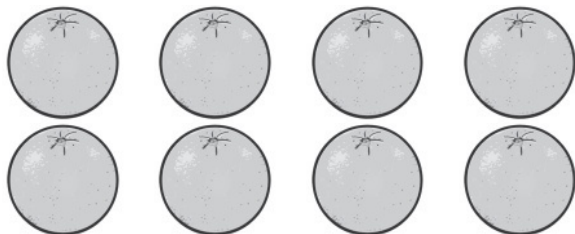
**Directions** Have students: use yellow and red counters to show a way the 5 turtles can be separated into 2 groups, draw circles around two groups of turtles to show a number pair that matches the counters, and then complete the equation to show the way to make 5; look at the pictures as they listen to each story, use connecting cubes to help act out each story and choose an operation, and then write the equations to show the related facts. Say: *3 birds are in a group. 2 join them. How many birds are there in all?* Then say: *5 birds are in a group. 4 leave. How many birds are left?* tell a story for  $4 - 1$ . Then have them draw a picture to illustrate their story and write the equation.

8



6 =          +         

9



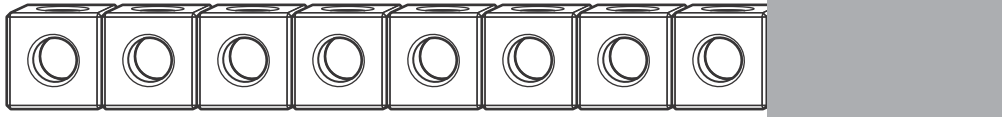
8 =          +         

10

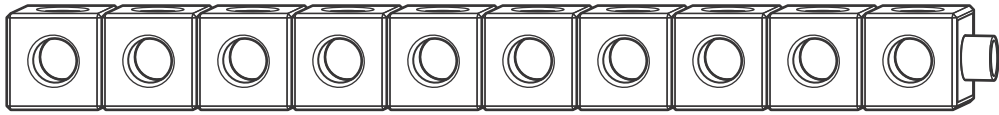


5 =          +         

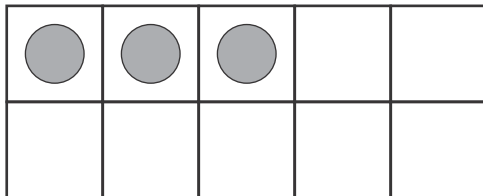
**Directions** Have students: **8** draw a circle around two groups of birds to show a number pair for 6, and then complete the equation to match the picture; **9** draw a circle around two groups of oranges to show a number pair for 8, and then complete the equation to match the picture; **10** look at the picture and listen to the story, draw circles to show how to break apart 5 shells, and then complete the equation to match the circled groups of shells in the picture. Say: *Carla has 5 shells. She gives some to her mom and some to her sister. How many shells does she give to her mom? How many does she give to her sister?*



$$\begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \\ \text{---} \end{array} = 10$$



$$10 = \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \\ \text{---} \end{array}$$



$$3 + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \\ \text{---} \end{array} = 10$$

**Directions** Have students: count the white cubes to find one part of 10, use blue cubes to find the number of cubes under the cover, and then complete the equation to show the parts of 10; use red and blue crayons to color the cube train to show a way 10 can be separated into parts. Then have them complete the equation to match their picture to show the parts of 10; draw red counters in the ten-frame to show the missing part of 10. Then have them complete the equation to match the picture.