

Core Focus

- Introducing addition and addition stories
- Writing addition sentences and using a number track to add
- Comparing weights (heavy and light)


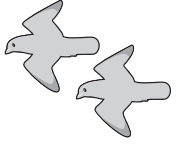


Addition

- Students are introduced to addition stories that involve action (e.g. three birds on a fence, two more birds fly in, so there are five birds in all). Students enjoy acting out these stories, which build on their counting experiences.

6.1 Introducing the Addition Concept (Active Stories)

Write the number in each group. Then write how many in total.

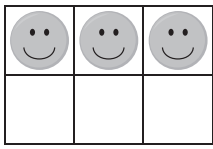
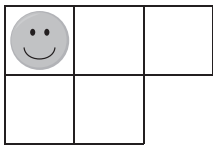


<input type="text"/>	birds		<input type="text"/>	more birds	
<input type="text"/>	birds in total				

In this lesson, students act out stories to model addition.

- Students also see that addition stories can involve two groups that together make up a single larger group, with no action involved (e.g. a bag containing two red apples and five green apples contains a total of seven apples).
- As students work with addition, they use objects, such as cubes and toy animals, along with numbers to make sense of addition. They also use words such as “add” and “makes” rather than the addition symbol and equal sign.

6.3 Writing Addition Sentences

Draw more faces to fill the frame. Then complete the addition sentence.

a.		b.	
	add <input type="text"/> makes <input type="text"/>		add <input type="text"/> makes <input type="text"/>

In this lesson, students write the two addends and then the total for addition sentences.

- As students gain experience with numbers, they learn to “count on” instead of “counting all”. To find the total of 3 add 2, a student might start at 3 and count on “3, 4, 5”.

Ideas for Home

- Use small toys or cubes to act out simple addition stories with your child. A piece of green paper and plastic cubes can represent animals in a field. Take turns to tell stories such as, “Four cows are eating in the field. Five more cows join them. Now there are nine cows in the field.”
- Use two addends that together make no more than about 10 or 12. E.g. say, “I put six plates in the dishwasher. You put two more plates in. How many plates is that in total?”
- Earlier in the school year, your child worked on sorting and counting groups of objects. Now ask your child to add the amounts in two groups. E.g. once your child sorts their toys into two groups — toys with wheels and toys without wheels, for example — ask them to find the total number of toys.

- Through experience, students learn it is more efficient to count on from the larger number.

6.4 → **Using a Number Track to Add**

Draw a jump to add one or two. Then write the total.

a. 3 add 2 is

add 2

In this lesson, students use a number track to add by jumping one or two from a given number to represent addition

Comparing Weight

- Students compare the weight of objects by lifting them and identifying which are heavy and which are light.
- Students confirm their observations by using a pan balance to compare the objects.

6.6 → **Introducing the Pan Balance**

Loop the toy that is **lighter**.

In this lesson, students identify which item is lighter.

Ideas for Home

- Notice everyday experiences with weight to expand your child's language. E.g. talk about moving heavy objects such as chairs or lighter objects such as pillows.
- Have your child compare items from around the house to see which one is heavier or lighter than the other. Ask how they know.
- Show your child one item, such as a backpack or soccer ball, and ask them to find items that are either lighter or heavier. Have them confirm their thinking by holding each item to feel the difference in weight.

Glossary

- A **pan balance** makes it easier for a child to quickly see what is heavier, what is lighter, and what weigh the same when comparing objects.

