

Core Focus

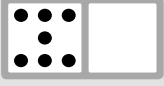
- Addition: Identifying two parts that total 10 and decomposing numbers (up to 10) and exploring the commutative property and “think big, count small” strategy
- 2D shapes: Identifying and analyzing shapes

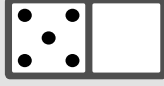
Addition

- Because our number system is based on tens, it is especially important for students to learn to recognize all the ways a set of ten objects can be broken into two smaller sets (1 + 9, 2 + 8, 3 + 7, through to 9 + 1).

Addition: Identifying two parts that total 10

Draw more dots to make 10.
Then complete the matching equation.


a.  $\square + \square = 10$


b.  $\square + \square = 10$

- The **commutative** (or **turnaround**) property of addition says that it makes no difference in which order two numbers are added (for example, $3 + 5 = 8$ and $5 + 3 = 8$ are both true).

Addition: Exploring the commutative property

Write two equations to match each domino.

a. $2 + 5 = \square$

 $5 + 2 = \square$

b. $\square + \square = \square$

 $\square + \square = \square$

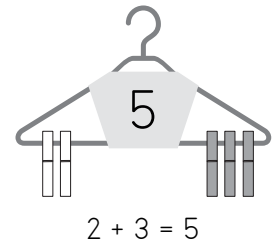
In this lesson, students read and write turnaround number facts to match domino pictures.

Ideas for Home

- Have your child count 10 pennies and put them in a cup. Then tip out the coins and have your child count the number of pennies that landed heads up, and the number that landed tails up. Keep playing to find different combinations of 10.

Glossary

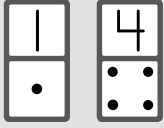
- Clothes pins on a hanger can show the **commutative property** of addition. Turning this hanger around shows the **turnaround** fact $3 + 2 = 5$.

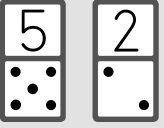


- Students use the *turnaround* idea to practice the addition strategy **think big, count small**. Although it is more efficient to start with the bigger number and count on the smaller number (for example, for $2 + 5$, think 5, 6, 7 rather than 2, 3, 4, 5, 6, 7), students learn that they can change the order of the numbers before adding without changing the final result.

Addition: Introducing the think big, count small strategy

Complete the equation. Write the **greater** number first. 10.4

a.  $\square + \square = \square$

b.  $\square + \square = \square$

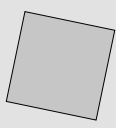
In this lesson, students practice starting with the greater number and then counting on the smaller number, regardless of order.


2D shapes

- Students work with two-dimensional shapes. They identify the number of sides and the number of corners (angles) of shapes.
- Students investigate, describe, and then sort 2D shapes by name. They work with circles, triangles, hexagons, squares and rectangles. They learn that squares are a type of rectangle.
- A rectangle is a 2D shape with four equal corners and two pairs of parallel sides. The most familiar example of a rectangle has two long sides and two short sides (like a dollar bill or a door). What we typically call a square has all these same features, but all four sides are the same length. You will hear your child talk about non-square rectangles and square rectangles to describe these two shapes.

2D shapes: Analyzing attributes of shapes

Write the number of sides and corners for each shape. 10.6

a.  \square sides \square corners

b.  \square sides \square corners

In this lesson, students describe 2D shapes by the number of corners and sides.

Ideas for Home

- Play a guessing game with your child to practice the names of common 2D shapes. Hints to describe a triangle might be, "I'm thinking of a shape with straight sides; it looks like a tortilla chip; it looks like the roof of a house; it has three corners and three sides. What shape is it?" Take turns with your child to give hints and to name the shape.

Glossary

- Dominoes are used to practice the **think big, count small** strategy.

