

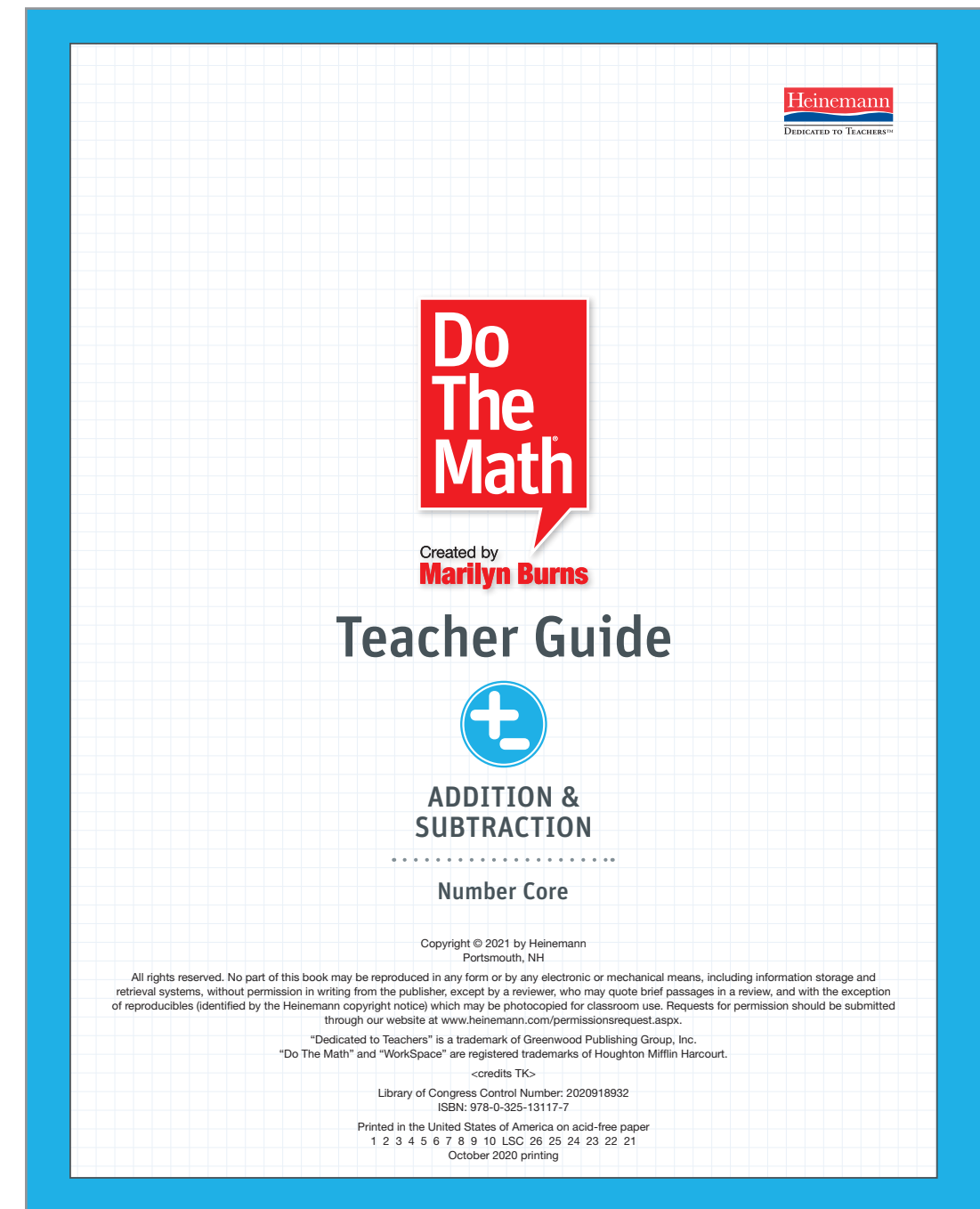
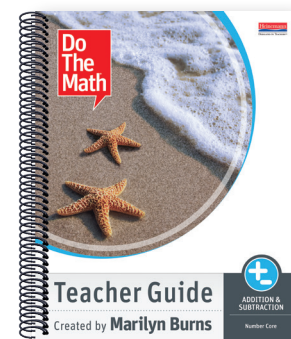


# DO THE MATH TEACHER GUIDE SAMPLER

## ADDITION & SUBTRACTION, NUMBER CORE

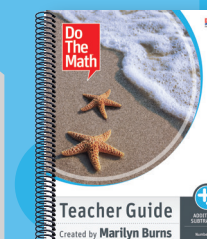
This Sampler includes select pages from the Addition & Subtraction, Number Core Teacher Guide. You'll see a sample of the:

- ⊕ Instructional Principals
- ⊕ Letter from Marilyn Burns
- ⊕ Planner
- ⊕ Lessons
- ⊕ Annotated *WorkSpace*



To see additional *Do The Math* samplers for Multiplication, Division, and Fractions, please visit <http://hein.pub/DoTheMathSamplers>

To access the eSampler, please visit [Heinemann.com/DoTheMath](http://Heinemann.com/DoTheMath).



## Instructional Principles



# Help At-Risk and Struggling Students Succeed in Math

Research shows that students with diverse needs succeed in learning mathematics through explicit, intentional teaching based on proven instructional strategies.

### TEACHING FOR UNDERSTANDING

#### Students benefit from instruction based on teaching for understanding.

Step-by-step lessons help students develop understanding, learn mathematical skills, see relationships, and make connections.

- Learning experiences link concepts and skills to their mathematical representations and language.
- Students use concrete and pictorial models to build a strong foundation in key mathematical concepts, operations, and strategies.

### SCAFFOLDED CONTENT

#### Scaffolding of the content makes the mathematics more accessible to students.

*Do The Math* focuses on key content in mathematics so that students are not overwhelmed with extraneous material.

- The content is organized into manageable chunks.
- The lessons are explicit about the relationships among these chunks.
- The instruction is carefully sequenced to help students build a solid foundation of understanding.

### MULTIPLE STRATEGIES

#### Exploring different strategies for developing concepts and skills builds students' reasoning.

The lessons engage students with each concept and skill in several ways, deepening their mathematics knowledge.

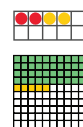
- Hands-on **manipulatives** give students concrete experiences with abstract ideas.
- The **digital mTools** give students the opportunity to translate concrete manipulatives to pictorial representations.
- **Classroom** and **digital partner games** offer engaging experiences that reinforce mathematical understandings and skills.
- **Children's literature** provides a springboard for instruction.
- Contexts make abstract mathematical ideas accessible.

### MATHEMATICAL THINKING

#### These standards help develop mathematical expertise and habits of mind in all students.

- Students **persevere and solve problems** and look for entry points to solutions.
- Students **reason abstractly** to make sense of quantities and their relationships in problem situations.
- Students use stated assumptions, definitions, and previously established results to **construct viable arguments**.
- Students **model with mathematics** to solve real-world and mathematical problems.
- Students apply **mathematical** and **practical tools** strategically when solving problems.
- Students **attend to precision**, using mathematical language to communicate clearly and accurately.
- Students look closely to **discern patterns** or **structure** when solving problems.
- Students **use repeated reasoning** to identify general methods and shortcuts.

### ADDITION & SUBTRACTION MODELS



**Ten-frames** and **hundred-frames** build students' understanding of place value.



**Counters** and **tiles** make sums of 10 and represent the addition and subtraction of quantities.



**Spinners** and **number cubes** identify random digits in subtraction games.

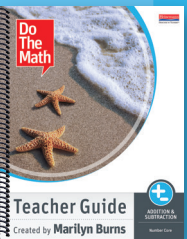


**Connecting cubes** represent joining problems.

$$\begin{array}{ccc} & +3 & +10 \\ & \curvearrowright & \curvearrowright \\ 27 & 30 & 40 \end{array}$$

**Open number lines** help students flexibly add and subtract using benchmark numbers.





Instructional Principles (continued)



# Help Students Build Their Mathematical Reasoning

## CLASSROOM ROUTINES

Routines such as “think, pair, share” promote engagement and deepen student understanding.

**THINK**

Students collect their thoughts individually.

**PAIR**

Students discuss with a partner.

**SHARE**

Students report ideas to the whole group. Expressing ideas and hearing other perspectives help students clarify their thinking.

- The listening and speaking that occur during “think, pair, share” are especially valuable for English language learners.
- Teachers can pair English language learners with other students who speak the same first language to allow them to discuss concepts.
- Teachers can also pair a student with early English skills and a student with strong English skills to encourage language development.

## INDEPENDENT STUDENT WORK

Assignments provide students with opportunities to practice, strengthen, and extend their learning.

- **WorkSpace®** assignments are carefully constructed to motivate students and maximize their success through games, assignments for reinforcement, and problem-solving situations.
- The **digital experience** gives students the flexibility to explore mathematical tools and games within and outside the classroom.

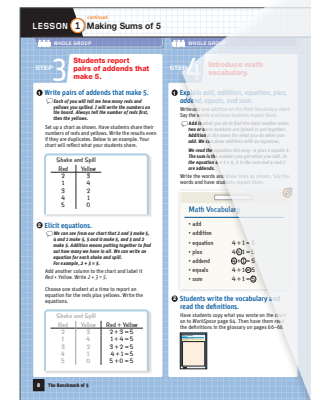


## VOCABULARY AND LANGUAGE

Explicit vocabulary instruction helps students communicate effectively about the math they are learning.

Vocabulary is introduced after students experience concepts. Vocabulary lessons follow a consistent routine—the teacher writes the vocabulary on the *Math Vocabulary* chart and provides an example; students see, hear, say, and write it; and the vocabulary is then incorporated throughout the lessons to support students’ learning.

- Key **mathematical** and **academic vocabulary** is highlighted at the start of each lesson, and **Spanish translations** are provided.
- A **glossary** in the *WorkSpace®* provides students with a reference for definitions.



## ASSESSMENT AND DIFFERENTIATION

Ongoing assessment is built into the program to help teachers meet individual student needs.

During lessons, teachers observe students working in the whole group, with partners, and independently.

- Specific guidance for how to promote understanding and **address student misconceptions** is integrated into all lessons.
- Suggestions for **differentiating instruction** are included after every “Assessing Student Understanding” lesson, both for students who need additional help and those who are ready for a challenge.

**STEP 4 Introduce math vocabulary.**

1 Explain **add, addition, equation, plus, addend, equals, and sum**. Write **add** and **addition** on the *Math Vocabulary* chart. Say the words and have students repeat them.

☞ Add is what you do to find the total number when two or more numbers are joined or put together. **Addition** is the name for what you do when you add. We can show addition with an equation.

We read the equation this way—4 plus 1 equals 5. The sum is the number you get when you add. In the equation  $4 + 1 = 5$ , 5 is the sum and 4 and 1 are addends.

Write the words and draw lines as shown. Say the words and have students repeat them.

Math Vocabulary	
• add	
• addition	
• equation	$4 + 1 = 5$
• plus	$4 \oplus 1 = 5$
• addend	$4 \oplus 1 = 5$
• equals	$4 + 1 \ominus 5$
• sum	$4 + 1 \ominus 5$

2 Students write the vocabulary and read the definitions. Have students copy what you wrote on the chart on to *WorkSpace* page 64. Then have them read the definitions in the glossary on pages 66–68.



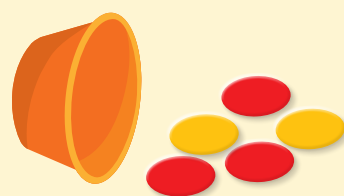


## FROM MARILYN BURNS

### Dear Colleague,

This module has been specifically designed for students who lack a foundation in the very basics. The number 5 is an important benchmark in our base-ten number system, and the first two lessons ease students into the module with a focus on pairs of addends that make 5.

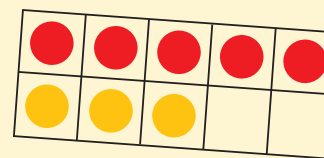
Students use two-color counters as a visual tool. They engage in two activities—*Shake and Spill* and *Race to the Top*. A variety of games and activities like these are woven throughout the module to motivate students' interest and support their learning. In these first two activities, students spill five counters to generate pairs of addends that make 5 and then record the different combinations.



#### In Lessons 1–5, students...

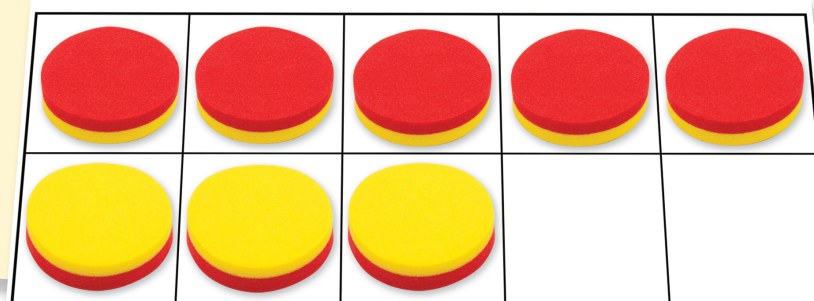
- Use the benchmark of 5 to represent sums of 6 to 9.
- Identify pairs of addends with sums to 9.
- Communicate ideas with key math vocabulary: *add*, *addend*, *addition*, *equals*, *equation*, *plus*, and *sum*.

Students are then introduced to another visual tool—the ten-frame. The ten-frame is ideal for providing a structure that helps students use the benchmark number of 5 to build numbers and find sums to 10. The strategy of making a 5 is useful for building students' number sense and skill with sums to 10.



Students use the ten-frames along with the two-color counters for a new activity—*Roll and Add*—which gives them practice figuring sums to 10. Students also revisit *Shake and Spill* and *Race to the Top*, now applying these activities to numbers greater than 5. They also investigate patterns in pairs of addends for sums to 10.

*Marilyn Burns*

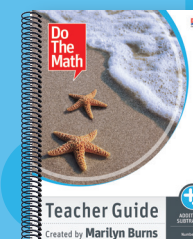


“The number 5 is an important benchmark in our base-ten number system.”

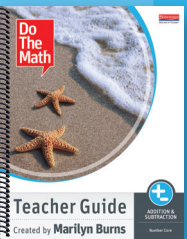
Lessons  
1–5



The Benchmark of 5



Teacher Guide  
Created by Marilyn Burns



## PLANNER

### The Benchmark of 5

See pages 14-17 for the full lesson

See pages 22-24 for the full lesson

**mTools**  
In these lessons, you will use:

- Two-color counters
- Number cubes
- Plastic cup
- Ten-frames

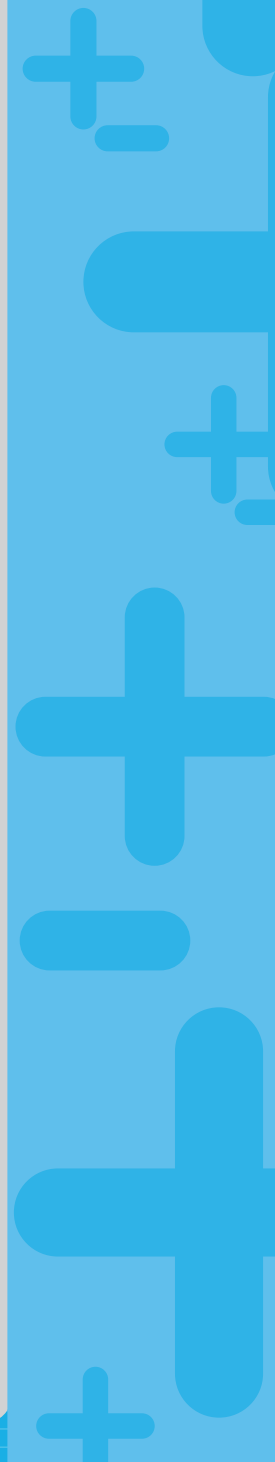
**Professional Learning Online**  
To support teaching these lessons:

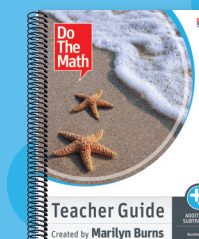
- View "Teaching Math Vocabulary."
- Read "Language of Math."

Created by Marilyn Burns

**Professional Learning Guide**  
Read the Introduction to Addition & Subtraction.

	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
<b>Game</b>	<b>Making Sums of 5</b> Students use two-color counters to generate pairs of addends that make 5 and then write them as equations with addition.	<b>Finding Addend Pairs That Make 5</b> Students find and list all pairs of addends that make 5 and then play a game to practice making 5.	<b>Using 5 as a Benchmark</b> Students use a ten-frame and the benchmark of 5 to build numbers and find sums to 10.	<b>Using the Benchmark of 5 for Sums of 6 to 10</b> Students use the benchmark of 5 to represent sums of 6 to 10.	<b>Assessing Student Understanding</b> Students demonstrate understanding of the objectives of Lessons 1–4 by completing a <i>WorkSpace</i> page independently.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Identify pairs of addends that make 5.</li> </ul>	<ul style="list-style-type: none"> <li>Identify all possible pairs of addends that make 5.</li> <li>Given a number, figure how many more to make 5.</li> </ul>	<ul style="list-style-type: none"> <li>Identify numbers to 10 using the benchmark of 5.</li> </ul>	<ul style="list-style-type: none"> <li>Use the benchmark of 5 to represent sums of 6 to 10.</li> </ul>	<ul style="list-style-type: none"> <li>Use the benchmark of 5 to represent sums of 6 to 10.</li> <li>Identify pairs of addends with sums to 9.</li> </ul>
<b>PURPOSE</b>	Using <b>hands-on manipulatives</b> to represent various pairs of addends with the same sum helps students connect concrete experiences with the more abstract experience of writing equations.	Playing a game in pairs to identify pairs of addends that make 5 promotes <b>communication</b> and <b>mathematical language skills</b> among students.	The <b>visual representation</b> of counters on a ten-frame focuses students on the benchmarks of 5 and 10, thus enabling them to compose, decompose, and add numbers flexibly.	Using <b>manipulatives</b> , such as ten-frames, helps students use the benchmark of 5 to name numbers without counting by ones.	Assessing with familiar <b>visual models</b> and <b>symbolic representations</b> allows students to show their understanding without having to approach the material in an unfamiliar format.
<b>KEY MATH VOCABULARY</b>	<ul style="list-style-type: none"> <li>add <b>NEW</b></li> <li>addend <b>NEW</b></li> <li>addition <b>NEW</b></li> <li>equals <b>NEW</b></li> <li>equation <b>NEW</b></li> <li>plus <b>NEW</b></li> <li>sum <b>NEW</b></li> </ul>	<ul style="list-style-type: none"> <li>add</li> <li>addend</li> <li>addition</li> <li>equals</li> <li>equation</li> <li>plus</li> <li>sum</li> </ul>	<ul style="list-style-type: none"> <li>add</li> <li>addend</li> <li>addition</li> <li>equals</li> <li>equation</li> <li>plus</li> <li>sum</li> </ul>	<ul style="list-style-type: none"> <li>add</li> <li>addend</li> <li>addition</li> <li>equals</li> <li>equation</li> <li>plus</li> <li>sum</li> </ul>	<ul style="list-style-type: none"> <li>add</li> <li>addend</li> <li>addition</li> <li>equals</li> <li>equation</li> <li>plus</li> <li>sum</li> </ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li><i>WorkSpace</i> pages 2, 64, and 66–68</li> <li>Two-color counters</li> <li>Plastic cup</li> <li>Chart paper</li> </ul>	<ul style="list-style-type: none"> <li><i>WorkSpace</i> pages 2–5</li> <li>Two-color counters</li> <li>Plastic cup</li> <li><i>Race to the Top</i></li> </ul>	<ul style="list-style-type: none"> <li><i>WorkSpace</i> pages 6–7</li> <li>Ten-frame</li> <li>Two-color counters</li> <li>Yellow crayon</li> <li><i>Race to the Top With 6 Counters</i></li> </ul>	<ul style="list-style-type: none"> <li><i>WorkSpace</i> page 8</li> <li>Ten-frame</li> <li>Two-color counters</li> <li>Red number cube</li> <li>Yellow number cube</li> <li><i>Community News</i></li> </ul>	<ul style="list-style-type: none"> <li><i>WorkSpace</i> pages 9–10</li> <li>Ten-frame</li> <li>Two-color counters</li> </ul>





## LESSON 3 Using 5 as a Benchmark

### Summary

Students use a ten-frame and the benchmark of 5 to build numbers and find sums to 10.

### Objectives

- Identify numbers to 10 using the benchmark of 5.

### Materials

- Workspace pages 6–7
- Ten-frame
- Two-color counters
- Yellow crayon
- Race to the Top With 6 Counters

### Language Development

#### Key Math Vocabulary

ENGLISH	SPANISH
add	sumar
addend	sumando
addition	adición
equals	es igual a
equation	ecuación
plus	más
sum	suma

#### Academic Vocabulary

ENGLISH	SPANISH
row	fila

Cognates are shown in italics.

WHOLE GROUP

### STEP 1 Introduce the ten-frame.

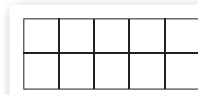
#### 1 Introduce the lesson.

*We have added numbers to make 5. Today we will build numbers to 10.*

#### 2 Introduce the ten-frame.

Show students a ten-frame.

*This is called a ten-frame.*



Slide your finger across each row as you ask the following questions.

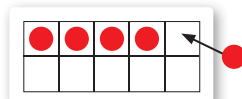
*How many rows are there in this frame? (2)*

*How many boxes are in each row? (5)*

*How many boxes are there in all? (10)*

*I will show you how we place counters on the ten-frame.*

Place 5 two-color counters, one at a time, red side up, on the ten-frame. Start at the top row with the box on the far left. Have students count with you as you place each counter in the top row—1, 2, 3, 4, 5.



*When the top row of the ten-frame is full, you know that there are 5 counters, so you don't have to count them one-by-one.*

**Previous Lesson** Students play a game finding pairs of addends that make 5.

**Lesson 3** Students use a ten-frame and the benchmark of 5 to build numbers and find sums to 10.

**Next Lesson** Students use the benchmark of 5 to represent sums of 6 to 10.

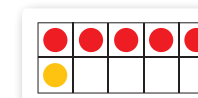
WHOLE GROUP

### STEP 2 Guide students to build on from 5.

#### 1 Use the benchmark of 5 to build numbers on the ten-frame.

*I will place one more counter on the ten-frame.*

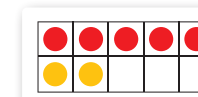
Place one counter yellow side up on the ten-frame.



Sweep your hand across the top row as you say *five* and then point to the one yellow as you say *six*.

*Start with 5 and count on one to get 6. I don't have to count the 5 because I know there are 5 counters in the top row.*

Place another counter yellow side up on the ten-frame.



*How many counters are on the ten-frame now? (7) Yes, there are 7 counters. I start with 5 and count on two more to get 7. 5, 6, 7.*

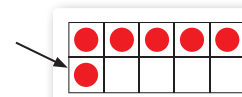
Continue this process for 8 and 9 counters. Be sure to count with students, sweeping your hand across the top row and then pointing as you count on: 5, 6, 7, 8 and 5, 6, 7, 8, 9.

Place the tenth counter on the ten-frame.

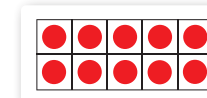
*How many counters are on the ten-frame now? (10) Remember we don't need to count one-by-one when the ten-frame is full.*

#### 3 Continue to place counters on the ten-frame.

*I start the next row by placing a red counter at the left.*

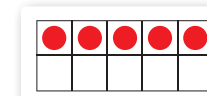


Continue placing the counters red side up one at a time from left to right until the ten-frame is filled. Have students count with you as you place each counter—6, 7, 8, 9, 10.



*How many counters are on the ten-frame when it's full? (10)*

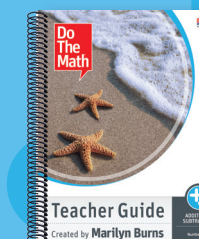
Remove the counters from the bottom row.



*How many counters are there now? (5)*

*Remember, if one row is full, we know there are 5 counters. If both rows are full, we know there are 10. We don't have to count them one-by-one.*

CONTINUE



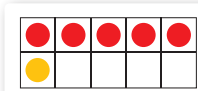
LESSON 3 continued Using 5 as a Benchmark

WHOLE GROUP

STEP 3 Demonstrate writing equations.

1 Model writing an equation using the benchmark of 5.

Remove the counters from the bottom row of the ten-frame. Place 1 counter yellow side up on the bottom row of the ten-frame.

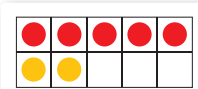


*I can write an addition equation for the 6 counters. I can see that 5 plus 1 equals 6.*

Write the equation on the board.

$$5 + 1 = 6$$

Place another counter yellow side up on the ten-frame.



*What equation can I write for the total number of counters? ( $5 + 2 = 7$ )*

Continue adding counters one at a time and yellow side up to model the equations  $5 + 3 = 8$  and  $5 + 4 = 9$ . Write the equations on the board as shown.

$$\begin{aligned} 5 + 1 &= 6 \\ 5 + 2 &= 7 \\ 5 + 3 &= 8 \\ 5 + 4 &= 9 \end{aligned}$$

WHOLE GROUP

STEP 4 Demonstrate using the benchmark of 5 for sums of 6.

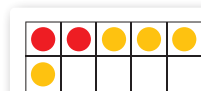
1 Model how to use the benchmark of 5 to find sums.

*Now we are going to look at how 5 can help us solve addition problems. For example, 2 plus 4.*

Place 2 counters red side up and 4 counters yellow side up on a ten-frame.

*First, I put two reds on the ten-frame. Then, I put on four yellows. This shows the addition problem  $2 + 4$ .*

*What equation can we write? ( $2 + 4 = 6$ )*



Erase the board and write the equation.

$$2 + 4 = 6$$

*We can also look at the total 6 in a different way. We know that there are 5 in the first row and 1 in the second row.*

*I can write  $5 + 1 = 6$ .*

Write the second equation on the board.

$$\begin{aligned} 2 + 4 &= 6 \\ 5 + 1 &= 6 \end{aligned}$$

*We can see two ways to make 6. If we look at the colors we see  $2 + 4$ , and if we look at the rows we see  $5 + 1$ .*

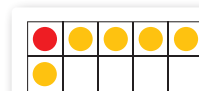
WHOLE GROUP

STEP 5 Students write equations.

1 Guide students through a second example.

*Now let's do this for  $1 + 5$ . Place 1 red counter on the ten-frame. Now place 5 yellows on the ten-frame.*

Check to be sure students do this correctly.



*What equation can we write if we look at the colors? ( $1 + 5 = 6$ ) What equation can we write if we look at the rows? ( $5 + 1 = 6$ )*

Write the equations on the board.

$$\begin{aligned} 2 + 4 &= 6 \\ 5 + 1 &= 6 \\ 1 + 5 &= 6 \\ 5 + 1 &= 6 \end{aligned}$$

2 Partners state two equations.

*Now empty the ten-frame and place 3 reds and 3 yellows on it. What equations can you write?*

Have students think, pair, share. Model  $3 + 3$  with counters on a ten-frame. Choose students to state the equations. Write the equations on the board.

$$\begin{aligned} 2 + 4 &= 6 \\ 5 + 1 &= 6 \\ 1 + 5 &= 6 \\ 5 + 1 &= 6 \\ 3 + 3 &= 6 \\ 5 + 1 &= 6 \end{aligned}$$

INDIVIDUALS

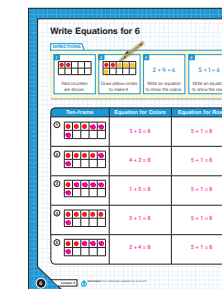
STEP 6 Students write two equations for sums of 6.

1 Explain the directions for *WorkSpace* page 6.

Have students turn to *WorkSpace* page 6. Explain the directions. Each student will need a yellow crayon to draw counters in the ten-frames to make 6.

*To make a total of 6, you will use a yellow crayon to draw counters in the boxes on the ten-frames. Then you will write two equations for each ten-frame.*

2 Students complete *WorkSpace* page 6.

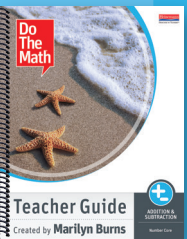


*When you finish page 6, you may play Race to the Top With 6 counters on page 7.*

SUPPORTING INSTRUCTION

Think, pair, share is a routine that will be used throughout this module. Explain the routine to students. They should think first and then talk with their partners, taking turns listening and speaking, and finally discuss what they will say when they are called on to share with the whole group. Having students talk in pairs provides them with a "safe" way to share ideas that they may not be quite sure of, think of words to articulate their ideas, brainstorm, and practice what they will say when they share with the larger group.

STOP



## LESSON 5 Assessing Student Understanding

### Summary

Students demonstrate understanding of the objectives of Lessons 1–4 by completing a *WorkSpace* page independently.

### Objectives

- Use the benchmark of 5 to represent sums of 6 to 10.
- Identify pairs of addends with sums to 9.

### Materials

- *WorkSpace* pages 9–10
- Ten-frame
- Two-color counters

### Language Development

#### Key Math Vocabulary

ENGLISH	SPANISH
add	sumar
addend	sumando
addition	adición
equals	es igual a
equation	ecuación
plus	más
sum	suma

#### Academic Vocabulary

ENGLISH	SPANISH
row	fila

Cognates are shown in italics.

### WHOLE GROUP

## STEP 1 Students use the benchmark of 5 to add.

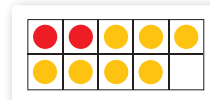
### 1 Introduce the lesson.

*Today, we'll write two equations for sums of 7, 8, and 9. Then you will show me how much you know about using 5 to help you add numbers with sums to 9. When you have finished, if you have time, you can play Shake and Spill for 7, 8, and 9 counters.*

### 2 Write two equations for a sum of 9.

*First let's add 2 and 7. On your ten-frame, place 2 reds and then 7 yellows.*

Check to be sure students do this correctly.



*If we look at the colors, we see the addition problem 2 + 7. If we look at the rows, we see the addition problem 5 + 4. Use the five counters in the first row to help you find the sum of 2 + 7. (9)*

*We can write two equations. Looking at the colors, we write 2 + 7 = 9. Looking at the rows, we write 5 + 4 = 9.*

Write the equations on the board.

$$2 + 7 = 9$$

$$5 + 4 = 9$$

Point to each equation as you say:

*Both 2 + 7 and 5 + 4 are equal to 9.*

**Previous Lesson** Students use the benchmark of 5 to represent sums of 6 to 10.

**Lesson 5** Students demonstrate understanding of the objectives of Lessons 1–4.

**Next Lesson** Students write equations for problems with a sum of 10 and then identify the missing addends.

### WHOLE GROUP

## STEP 2 Students use the benchmark of 5 to add.

### 1 Write two equations for a sum of 8.

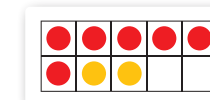
Write 6 + 2 on the board.

$$2 + 7 = 9$$

$$5 + 4 = 9$$

$$6 + 2$$

*Place counters on your ten-frame to show this addition problem.*



*Use the first row of 5 to help you figure out the answer. What did you get? (8) What equations can you write? (6 + 2 = 8 and 5 + 3 = 8)*

Write the equations on the board.

$$2 + 7 = 9$$

$$5 + 4 = 9$$

$$6 + 2 = 8$$

$$5 + 3 = 8$$

### SUPPORTING INSTRUCTION

Since this is the first written assessment, explain to students that the purpose of the assessment is to let you know what they have learned and what more they need to learn. Explain that, although we usually encourage them to work together, for the assessments they will work by themselves without conferring with a partner.

### INDIVIDUALS

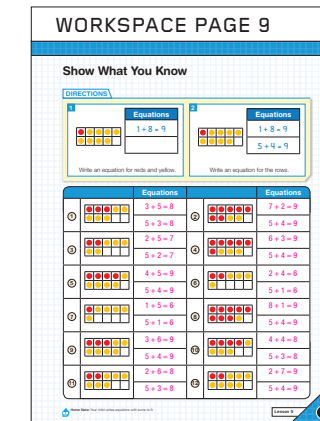
## STEP 3 Students complete an assessment.

### 1 Explain the directions for *WorkSpace* page 9.

Have students turn to *WorkSpace* page 9. Explain the directions.

*Usually you work with a partner, but for this page you'll work by yourself so that I know what you've learned and what you still need to learn.*

### 2 Students complete *WorkSpace* page 9.



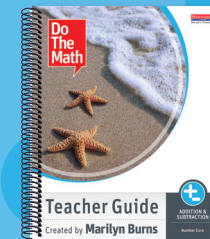
*When you finish page 9, you may complete Shake and Spill with 7, 8, or 9 counters. Use *WorkSpace* page 10 to write your equations.*

### SUPPORTING INSTRUCTION

Give students as much time as they need to complete the assessment page. Some students may want to rush through the assessment so that they can play the game, especially if they see others playing. Assure students that they will get some time in the following week to play the game if they don't get to do it today.

### AFTER THE LESSON





LESSON 5 continued Assessing Student Understanding

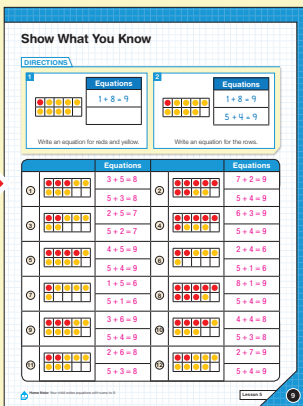
ASSESSMENT  Progress Monitoring

**Objectives**

- Use the benchmark of 5 to represent sums of 6 to 9.
- Identify pairs of addends with sums to 9.
- Communicate ideas with key math vocabulary: *add, addend, addition, equals, equation, plus, and sum.*

**Assess**

Use the annotated page to correct *WorkSpace* page 9.



See page 9 to view the full version

Note the progress of each student in the appropriate rows of the tracking chart on page 145.

**Evaluating Your Students After the First Assessment**

You may find that a student is not successful after these five lessons are assessed. Use the Interview Assessment questions found on page 143 to evaluate whether the student will need additional guidance before moving on to Lesson 6.

**Differentiating Instruction**

Although the lessons are carefully scaffolded and paced at a rate to give students a chance for optimal learning, there will be instances when students are still struggling and need extra support. Also, there will be instances when students would benefit from additional challenges or practice. Try the teaching ideas below.

**For Students Who Need More Support**

- If students count all the counters on a ten-frame, one by one, to get the answer, then model how to count on from 5.
  - Sweep your finger above the top row of 5 counters in the ten-frame.
  - Count on the remaining counters, one by one, to get the sum.
  - Have students repeat with other numbers of counters on the ten-frame.
- Complete the *Shake and Spill* activity with students.
  - Place counters correctly on the ten-frame.
  - Determine the sum of the benchmark of 5.
  - Write addition equations.

**For Students Ready for a Challenge**

- Have students play *Shake and Spill* using 10 counters. This will prepare them for the next section of lessons—finding pairs of addends that make 10.

**Show What You Know**

**DIRECTIONS**

1

Equations	
$1 + 8 = 9$	

Write an equation for reds and yellows.

2

Equations	
$1 + 8 = 9$	
$5 + 4 = 9$	

Write an equation for the rows.

	Equations		Equations
1	$3 + 5 = 8$ $5 + 3 = 8$	2	$7 + 2 = 9$ $5 + 4 = 9$
3	$2 + 5 = 7$ $5 + 2 = 7$	4	$6 + 3 = 9$ $5 + 4 = 9$
5	$4 + 5 = 9$ $5 + 4 = 9$	6	$2 + 4 = 6$ $5 + 1 = 6$
7	$1 + 5 = 6$ $5 + 1 = 6$	8	$8 + 1 = 9$ $5 + 4 = 9$
9	$3 + 6 = 9$ $5 + 4 = 9$	10	$4 + 4 = 8$ $5 + 3 = 8$
11	$2 + 6 = 8$ $5 + 3 = 8$	12	$2 + 7 = 9$ $5 + 4 = 9$

Home Note: Your child writes equations with sums to 9.



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