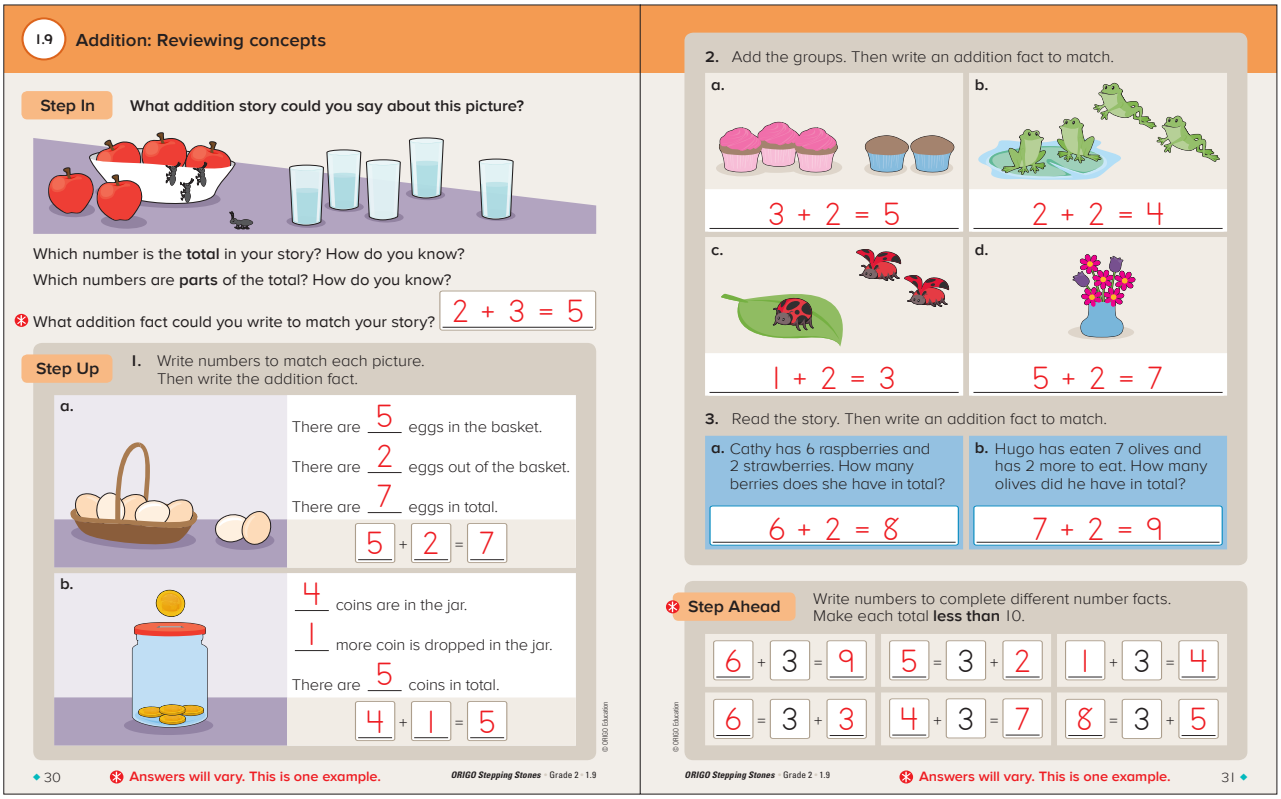
Student Journal 1.9, pp. 30–31



1.9 Addition: Reviewing concepts

Step In What addition story could you say about this picture?

Which number is the **total** in your story? How do you know?

Which numbers are **parts** of the total? How do you know?

What addition fact could you write to match your story? 2 + 3 = 5

Step Up 1. Write numbers to match each picture. Then write the addition fact.

a. There are 5 eggs in the basket. There are 2 eggs out of the basket. There are 7 eggs in total. 5 + 2 = 7

b. 4 coins are in the jar. 1 more coin is dropped in the jar. There are 5 coins in total. 4 + 1 = 5

30 Answers will vary. This is one example. ORIGO Stepping Stones · Grade 2 · 1.9

2. Add the groups. Then write an addition fact to match.

a. 3 + 2 = 5

b. 2 + 2 = 4

c. 1 + 2 = 3

d. 5 + 2 = 7

3. Read the story. Then write an addition fact to match.

a. Cathy has 6 raspberries and 2 strawberries. How many berries does she have in total? 6 + 2 = 8

b. Hugo has eaten 7 olives and has 2 more to eat. How many olives did he have in total? 7 + 2 = 9

Step Ahead Write numbers to complete different number facts. Make each total **less than** 10.

6 + 3 = 9 | 5 = 3 + 2 | 1 + 3 = 4

6 = 3 + 3 | 4 + 3 = 7 | 8 = 3 + 5

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Reinforce that each equation shows that two parts balance or are equal to a total. Use this idea of balance to clarify that the total can be recorded on either side of the equal symbol. Repeat the discussion for the remaining equations.

Work though the problems of the Step In discussion (Student Journal 1.9) with the whole class. Read the Step Up and Step Ahead instructions with the students. Make sure they know what to do, then have them work independently to complete the tasks.

Step 4 Reflecting on the work

Discuss the students' answers to Student Journal 1.9. Invite individuals to identify the parts and the total in each part of Questions 2 and 3. Discuss what the students notice about the number facts in Step Ahead. Reinforce that the equals symbol means is the same as and so can be placed anywhere in a number fact as long as the whole equation makes sense. Invite the students to try rewriting their addition facts from Question 2 so that the equals symbol appears early in the equation (**SMP7**).

Write 10 = 6 + 4 and 6 + 4 = 10 on the board. Ask, *Do you think these addition facts are the same? Why?*