



## Understanding Addition and Subtraction

*Dear Family,*

Your child is learning about the meaning of addition and subtraction in this chapter. This chapter begins with the lesson that addition means the joining of two groups. Your child will explore addition stories and use manipulatives to join two groups. Then the chapter introduces vocabulary such as plus and equals, as well as the symbols that are used in an addition sentence (+ and =).

Similarly, your child will be learning that subtraction is used to separate or compare groups. She or he will begin by reading and solving stories that separate. Next he or she will use counters to take away, and then begin to use the word minus as well as the subtraction symbol (-). Your child will also compare objects to determine if there are more or fewer of a kind.

Your child will also learn some new problem-solving skills and strategies to write number sentences and choose whether they should solve the problem using addition or subtraction.

Here is an activity you can do with your child.

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### Tell Me a Story

**Materials** 12 counters (beans, pennies, blocks, or other small objects)

Give your child two groups of counters. (You do not need to use all 12.) Ask your child to tell you an addition story. Tell your child that the counters can represent anything the child wants to tell the story about. If your child has difficulty coming up with a story, tell one as an example: "These counters are pigs. There are 3 pigs in the shed. 2 more pigs are in the yard. How many pigs are there in all?" Together, model the addition with the counters and find the answer. You can also do this activity with subtraction stories. As your child becomes more familiar with addition and subtraction, encourage him or her to record the computations using numbers.



## Comprensión de la suma y la resta

### *Estimada familia:*

En este capítulo, su hijo/a aprenderá el significado de la suma y de la resta. El capítulo comienza explicando que sumar significa juntar dos grupos. Su hijo/a estudiará historias de suma y utilizará objetos para juntar dos grupos. Luego se agregarán palabras como “más” y “es igual a”, además de los símbolos que se utilizan en una oración de suma ( $+$  y  $=$ ).

Del mismo modo, su hijo/a aprenderá que la resta se utiliza para separar o comparar grupos. Comenzará por leer y resolver historias en las que se separan cosas. Luego usará contadores para quitar, y más tarde comenzará a utilizar la palabra “menos” y el símbolo de la resta ( $-$ ). Además, su hijo/a comparará objetos para determinar si hay más o menos de una cosa.

Aprenderá también algunas técnicas y estrategias nuevas de resolución de problemas para escribir oraciones numéricas y decidir si para resolver el problema hay que usar la suma o la resta.

A continuación se incluye una actividad que usted puede hacer con su hijo/a.

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### **Cuéntame una historia**

**Materiales** 12 contadores (frijoles, monedas, cubos u otros objetos pequeños)

Entregue a su hijo/a dos grupos de contadores. (No es necesario utilizar los 12) Pídale que le cuente una historia de suma. Explíquele que los contadores pueden representar cualquier objeto sobre el cual se va a tratar la historia. Si a su hijo/a le resulta difícil inventar una historia, cuénteles una usted a modo de ejemplo: “Estos contadores son cerditos. Hay 3 cerditos en el establo. Hay 2 cerditos más en el jardín. ¿Cuántos cerditos hay en total?” Ayude a su hijo/a a representar la suma con los contadores y hallar la respuesta. También puede realizar esta actividad con historias de resta. A medida que su hijo/a se familiariza con la suma y la resta, propóngale que escriba los cálculos utilizando números.

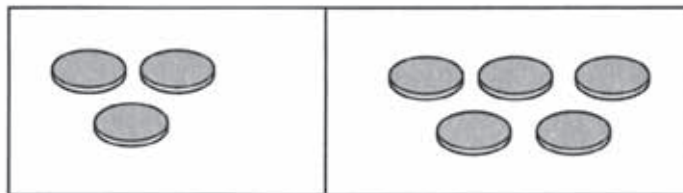
Name \_\_\_\_\_



## Using Counters to Add

### Problem

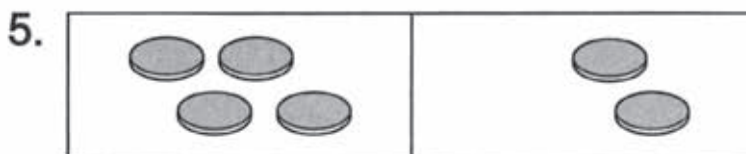
Add to find the sum.



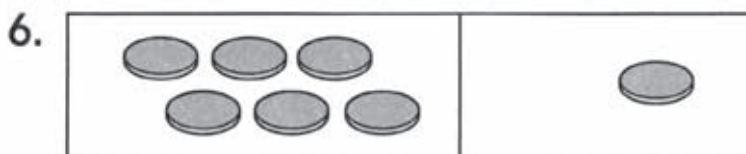
1. Use counters to show the problem.
2. How many counters are on the left? \_\_\_\_\_  
How many counters are on the right? \_\_\_\_\_
3. How many counters are there in all? \_\_\_\_\_
4. \_\_\_\_\_ and \_\_\_\_\_ is \_\_\_\_\_ in all.

Now do these.

Use counters to find the sum.



4 and 2 is \_\_\_\_\_ in all.



6 and 1 is \_\_\_\_\_ in all.

Name \_\_\_\_\_



## STUDY BUDDIES 3 COACH'S NOTES

# Using Counters to Add

**Your goal:** To help your buddy practice joining groups of counters to model addition.

1. Watch to make sure your buddy puts the right number of counters in each group. (If you don't have counters, any small object will work.)
2. Ask your buddy to count the counters out loud before writing the numbers. (3 and 5)
3. Help your buddy keep track to make sure no counter is counted more than once. One way to do this is to take all the counters and put them in a line, removing each counter as it is counted. Make sure your buddy writes the correct total. (8)
4. After your buddy fills in the numbers, ask him or her to read the number sentence aloud.
5. Remind your buddy of the steps you just followed. Watch to be sure she or he correctly models  $4 + 2$ . 4 and 2 is 6 in all.
6. 6 and 1 is 7 in all.

**Try this:** Write the numbers 1 through 6 on slips of paper. Have your buddy pick two slips at random and model the addition of those numbers using counters.