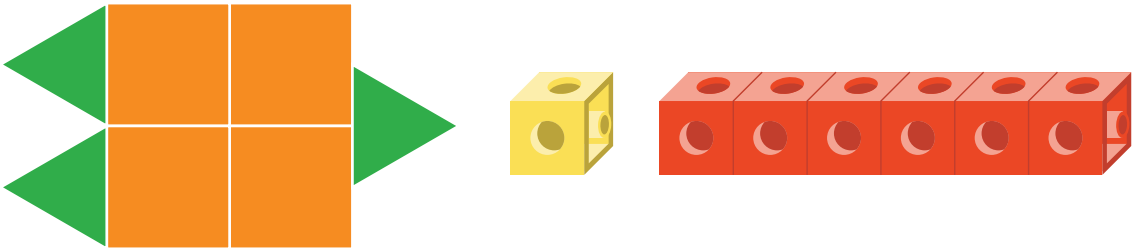
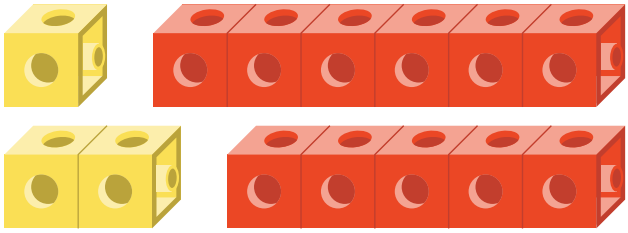
**In this sub-unit . . .**

- We put numbers together and broke numbers into parts.



- We noticed that a number can be broken into parts in more than 1 way.



*Math tip:* We can look for and use patterns when breaking a number into parts.

- We saw that **number sentences** can show parts and the total number.

$6 = 4 + 2$

**In this sub-unit . . .**

- We solved story problems in which we knew the total but did not know the parts.

  Harry the Hamster knocked over a bin of 7 pencils. Some pencils were sharp and some pencils were dull. How many were sharp and how many were dull?

  s s s s s s d

  6 1

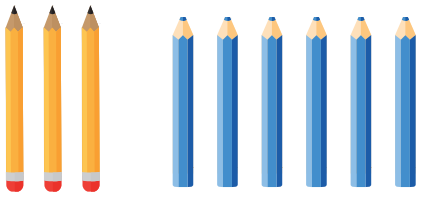
  7 = 6 + 1

  *Math tip:* Labels can help you show the parts and total in a story problem.

- We solved story problems in which we knew the parts but did not know the total.

  Harry the Hamster knocked over some pencils. 3 pencils were sharp and 6 pencils were dull. How many pencils did Harry knock over?

  9 = 3 + 6

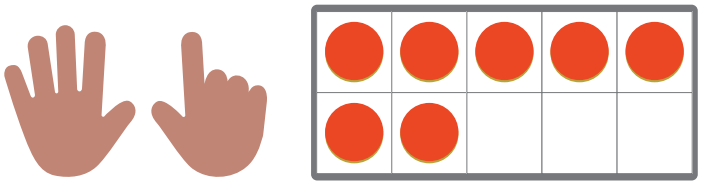
  

- We compared all the types of story problems we know.

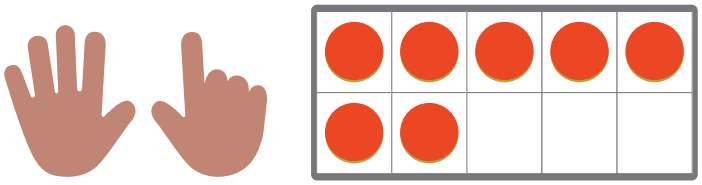
  ***In some story problems you start with something and add more, and in some story problems you put 2 parts together. An addition number sentence can show both of these types of story problems.***

**In this sub-unit . . .**

- We saw how tools, such as fingers and 10-frames, can help us compare a number to 5 or 10.



- We started with a number and figured out how many more we needed to make 10.

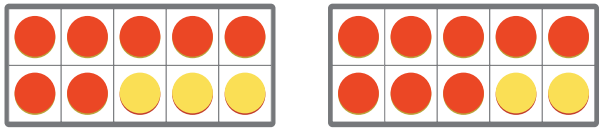


10 = 7 + 3

***We need 3 more to make 10.***

***Math tip:*** Fingers and 10-frames can help us see how many more we need to make 10.

- We found many ways to make 10.



***I found that 7 and 3 make 10. Then I found that 8 and 2 make 10.***