

FAMILY MATH

Count On to Add

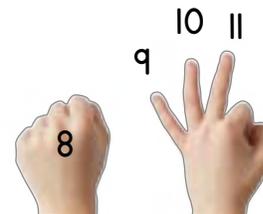
Dear Family,

Your student is learning to find the total of an addition expression, such as $8 + 3$. Your student counts on from a part to find the total just like they did when finding the total of a set of objects. They confirm that they can add in any order and come to recognize that counting on from the larger part is more efficient. When counting on, your student uses their fingers or a number path. They are also introduced to telling time on an analog clock. Your student will revisit telling time throughout the year.

Key Terms

expression
hour hand
minute hand
o'clock

$$3 + 8$$

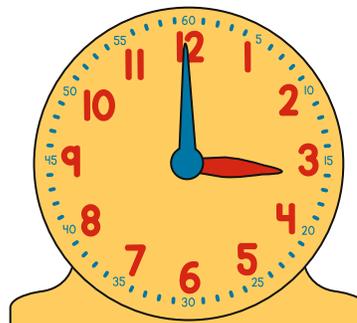


“Eiiiight, 9, 10, 11”

An expression is like a number sentence but there is no equal sign.



“I can start at 8 and hop 3 to find the total.”



When the longer minute hand is pointing to 12 and the shorter hour hand is pointing to 3, we say 3 o'clock.

At-Home Activities

More and Some More

Look for opportunities to practice counting on during everyday situations such as when folding laundry, during a trip to the grocery store, or on a walk in the neighborhood. Consider the following examples.

- “I have 5 socks in this pile. Count on from 5 as you put some more socks in the pile.”
- “I have 3 apples in the cart. Count on from 3 as you put more apples in the cart until we have 7 apples.”
- “I see 4 mailboxes. Count on until you see 10 mailboxes.”

What Do You See?

Take turns practicing adding numbers within 10 with your student. Use variations of animals to add different amounts together that make totals that are 10 or fewer. Consider the following examples.

- “I see 3 camels and 2 tigers. What 5 animals do you see?” (I see 4 lions and 1 tiger.)
- “I see 2 seals and 5 monkeys. What 7 animals do you see?” (I see 4 bears and 3 penguins.)
- “I see 6 elephants and 4 otters. What 10 animals do you see?” (I see 7 kangaroos and 3 rhinos.)

Consider taking turns going first so your student can determine the first combination of animals.