

(1) Add ones without renaming**Textbook**

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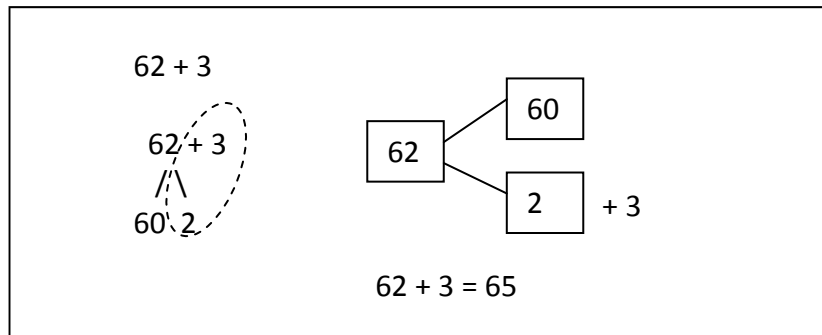
Task 1, p. 78

1. $65 + 2 = 67$ **Teaching Activities**

Write the addition expression $62 + 3$ and ask your student to solve it. Discuss two methods:

- ⇒ Count on by ones from 62: 63, 64, 65
- ⇒ Add the ones

Illustrate adding the ones with number bonds and with base-10 material if necessary. Show how 62 can be split into 60 and 2, and the 2 added to 3 to give 5 ones, so that the total is now 60 and 5, or 65. You can show the number bonds similar to how they are shown in the textbook (see p. 77) or sideways, showing 3 being added to the 2.



Write the expression: $74 + 5$. Ask your student to solve it. Point out that when adding ones greater than 3, it is harder to keep track of how many ones have been added (without fingers) and it takes longer than simply remembering $4 + 5 = 9$ and adding ones first.

$$\begin{array}{r} 74 + 5 = 79 \\ / \backslash \\ 70 \quad 9 \end{array}$$

Repeat with other examples as needed.

Discuss textbook p. 77 and task 1 on p. 78.

If your student needs additional review, refer back to the lessons under part 3 of unit 3. You can use the same teaching activities for addition, but use numbers past 40.

Workbook

Exercise 57

1. (a) 27
(b) 37
(c) 19
(d) 48
2. 37
7; 27 7; 37
8; 48 9; 59
6; 66 9; 79