

## Chapter 1 Addition Facts

How can I use addition to care for others?

# Chapter 1

How can I use addition to care for others?

### Chapter Objectives

- Add by applying principles of addition.
- Add by using strategies.
- Write an addition equation.
- Solve an addition problem.
- Explain how addition helps people care for others.

**Lesson 1 Objectives**

- 1.1 Identify the addends and sum of an addition equation.
- 1.2 Use the *counting on* strategy to add 1 or 2.
- 1.3 Apply the Zero Principle of Addition to add.
- 1.4 Recall that people are made in the image of God. **BWS**

**Biblical Worldview Shaping**

- **Caring** (recall): All people are important because all people are made in the image of God (Gen. 1:26). (1.4)

**Printed Resources**

- Visuals: Puppets (Matt, Paddy)
- Visuals: Number Line
- Student Manipulatives: Puppets (Matt, Paddy)
- Student Manipulatives: Number Line

**Digital Resources**

- Video: “Packing for a Trip”
- Link: Math Fact Practice

**Biblical Worldview Shaping: The **BWS****

icon identifies the presence of a biblical worldview shaping objective and assessment in selected lessons. Each chapter opener introduces the essential question that relates to the biblical worldview shaping theme. Related discussions in the Teacher Edition and assessments in the Worktext are designed to be teacher directed. Supply any prompts or background as needed to guide the students to the answer.

**Visuals:** Visuals are available in 2 formats: printed as a packet and in a digital format in BJU Press Trove.

**Practice & Review:** The activities are important for a student’s retention of math skills. The activities may be included as part of the regular math lesson or integrated in 5- or 10-minute segments throughout the day—during the morning exercises, before/after recess, before/after lunch, or between other subjects.

**Counting On 1 or 2;  
Zero Principle**

Name \_\_\_\_\_

**Zero Principle of Addition**

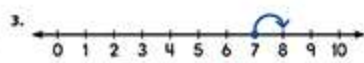
When 0 is an addend, the sum is the same as the other addend.

$$\begin{array}{rcc} 3 & + & 0 = 3 \\ \text{addend} & & \text{addend} \quad \text{sum} \end{array}$$

Add.

1.  $5 + 0 = \underline{5}$        $0 + 9 = \underline{9}$        $8 + 0 = \underline{8}$

2.  $7 + 0 = \underline{7}$        $0 + 6 = \underline{6}$        $4 + 0 = \underline{4}$



3.  $7 + 1 = \underline{8}$



4.  $4 + 2 = \underline{6}$

Use the number line to add.  
Draw to find the sum.

5.  $6 + 1 = \underline{7}$



6.  $8 + 2 = \underline{10}$



7.  $9 + 1 = \underline{10}$



8.  $3 + 2 = \underline{5}$

Chapter 1 • Lesson 1

three 3

**Practice & Review****Counting on a Number Line**Use a **number line** to help the students practice counting.

1. Display your Number Line and distribute the Number Lines and Paddy puppets. Point out that each mark on the Number Line represents 1 number. Explain that Paddy likes to hop on the Number Line. Direct the students to place Paddy on 0 and help him hop to 20 on their Number Lines as you draw Paddy’s hops above your Number Line and count together to 20: 0, 1, 2, 3, 4, . . . 20.



2. Erase the hops and then explain that Paddy sometimes hops backward. Direct the students to place Paddy on 20 and help him hop backward to the beginning of their Number Lines as you draw Paddy’s hops above your Number Line and count backward together: 20, 19, 18, 17, . . . 0.

**Engage****Essential Question**

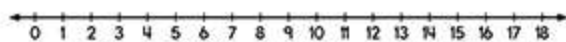
Display Worktext page 2 and show the video “Packing for a Trip” to introduce the chapter theme.

**Chapter Theme:** You may also introduce the chapter theme by reading aloud the following story.

Circle each addend. Draw a square around each sum.

1.  $7 + 2 = 9$   
 $3 + 4 = 7$   
 $6 + 5 = 11$

Add. Use the number line.



Add 0	
2.	$3 + 0 = 3$
	$8 + 0 = 8$
	$2 + 0 = 2$
	$6 + 0 = 6$
	$9 + 0 = 9$

Count On 1	
3.	$4 + 1 = 5$
	$6 + 1 = 7$
	$9 + 1 = 10$
	$5 + 1 = 6$
	$7 + 1 = 8$

Count On 2	
4.	$5 + 2 = 7$
	$6 + 2 = 8$
	$7 + 2 = 9$
	$9 + 2 = 11$
	$8 + 2 = 10$

Mark the correct answer.

5. People are made in \_\_\_\_\_ image.  
 Gods     man's



4 four

Math 2

Whoot-whoot!

"The 5 o'clock whistle—at last!" said Matt O'Malley. He closed the door of his office at O'Malley's Construction Company and locked it tightly.

Matt felt some coarse fur brush against his leg. He looked down at the little beaver sitting on the floor. "Take a good long look at the door, Paddy," he said. "We won't be seeing it again for a whole year."

Paddy whistled a sharp note through his front teeth.

"You know, Paddy," said Matt, "I've lived here in Ohio all my life. It will be fun to travel around the world and help people

build new houses. Helping people is a way of caring for them, you see." He patted the beaver on the head. "Let's go collect the tools we'll need."

After rummaging through the tools and wood scraps in his garage for an hour, Matt glanced at his watch. "Paddy, we've got to get going! We promised the guys we'd meet them at Ralph's house for dinner."

Matt had packed his tools in many small boxes. "I need to make sure my 14 boxes will fit in both trunks and the suitcase."

Paddy got up and waddled to the door.

"I'm coming, Paddy; I just need to write this down before I forget." Matt made a

list: 2 trunks and 1 suitcase; a trunk holds 6 boxes, and the suitcase holds 2 boxes.

Paddy nodded his approval.

As Matt pulled the car up to the curb at Ralph's house, Ralph came out and waved. "How's the packing going, Matt?"

"Well, I need just a minute," Matt said as he climbed out of the car. "I have to add these numbers to be sure all my boxes will fit."

"Sure! Then come into the house and help me eat some of this good food!" said Ralph.

Invite a student to read aloud the essential question from the displayed page. Explain that the content in this chapter will help the students answer the question.

## Instruct

### Addends & Sum

Guide a review of mathematical terms.

1. Write " $5 + 2 = 7$ " for display.

**What is the name for the numbers added together in addition?** addends

Circle the numbers 5 and 2 in the equation.

**What is the answer to an addition problem called?** sum

Draw a box around the number 7 in the equation.

**Which sign means that sets are joined or added together?** the plus sign

2. Point to the equals sign.

**What is this sign?** the equals sign

Explain that this sign means "is the same as" and is read "equals." Ask a volunteer to read the equation. **5 plus 2 equals 7**

### Adding 1

Use counting on to add 1.

1. Display your Number Line and distribute the Number Lines to the students. Write the following incomplete equations in 2 columns for display.

$4 + 1 = \underline{\quad}$        $4 + 2 = \underline{\quad}$

$6 + 1 = \underline{\quad}$        $6 + 2 = \underline{\quad}$

$9 + 1 = \underline{\quad}$        $9 + 2 = \underline{\quad}$

Direct attention to the first column of equations.

## 1

**What is similar about all the equations in the first column? the addend 1**

2. Explain that to find the answer to equations with an addend of 1 they may *count on* 1 more from the other addend. Point to the number 4 in the first equation.

**Which number is 1 more than 4? 5**

Point to number 4 on your Number Line. Say the number 4 and move your finger to number 5 as you *count on* 1: 4, 5. Explain that the sum of  $4 + 1$  is 5.

3. Continue the activity for the displayed equations  $6 + 1 = 7$  and  $9 + 1 = 10$ .  
4. Guide the students as they use their Number Lines and *counting on* 1 to find the answer for equations  $8 + 1 = 9$  and  $1 + 7 = 8$ .  
5. Say the fact  $2 + 1$ .

**What number is 1 more than 2? 3**

Use *think aloud* to guide the students in thinking "What number is 1 more than \_\_\_?"

$$\begin{array}{ll} 3 + 1 = 4 & 7 + 1 = 8 \\ 1 + 9 = 10 & 5 + 1 = 6 \\ 1 + 2 = 3 & 4 + 1 = 5 \end{array}$$

### Adding 2

Use *counting on* to add 2.

1. Direct attention to the second column of displayed equations.

**What is similar about all the equations in the second column? the addend 2**

**How many do you need to count on to solve these equations? 2**

2. Point to the number 4 in  $4 + 2 = \underline{\quad}$ . Point to the number 4 on your Number Line. Move your finger to each number on the Number Line as you *count on* 2: 4, 5, 6. Explain that the sum of  $4 + 2$  is 6.  
3. Continue the activity with the displayed equations  $6 + 2 = 8$  and  $9 + 2 = 11$ .  
4. Guide the students in using their Number Lines and *counting on* 2 to find the answer for equations  $5 + 2 = 7$  and  $8 + 2 = 10$ .  
5. Say the fact  $7 + 2$ .

**What number is 2 more than 7? 9**

Use *think aloud* to guide the students in thinking "What number is 2 more than \_\_\_?"

### Counting On 1 or 2; Zero Principle

Name \_\_\_\_\_

**Add.**

$$1. 2 + 0 = \underline{2} \quad 0 + 7 = \underline{7} \quad 4 + 0 = \underline{4}$$

$$2. 6 + 0 = \underline{6} \quad 0 + 3 = \underline{3} \quad 9 + 0 = \underline{9}$$

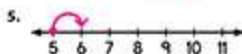
Use the number line to add. Draw  to find the sum.



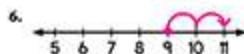
$$8 + 1 = \underline{9}$$



$$6 + 2 = \underline{8}$$

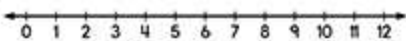


$$5 + 1 = \underline{6}$$



$$9 + 2 = \underline{11}$$

**Add. Use the number line.**



Count On 1

7.  $3 + 1 = \underline{4}$   
 $7 + 1 = \underline{8}$   
 $5 + 1 = \underline{6}$   
 $9 + 1 = \underline{10}$

Count On 2

8.  $8 + 2 = \underline{10}$   
 $4 + 2 = \underline{6}$   
 $6 + 2 = \underline{8}$   
 $3 + 2 = \underline{5}$

Chapter 1 • Lesson 1

one 1

$$3 + 2 = 5 \quad 2 + 7 = 9$$

$$2 + 9 = 11 \quad 9 + 2 = 11$$

$$2 + 2 = 4 \quad 4 + 2 = 6$$

### Zero Principle of Addition

**Model** the Zero Principle, using your Matt puppet and Number Line as you direct the students with their manipulatives.

Matt brought 6 boxes to fill a trunk. Paddy brought 0 boxes. How many boxes were brought?

**How many boxes did Matt bring? 6**

1. Place Matt on the number 6 on your Number Line. Write "6" below the Number Line.

**How many boxes did Paddy bring? 0**

**Do you need to move Matt forward any spaces? no**

Write "+ 0" after the 6.

**How many boxes were brought? 6**

Complete the equation:  $6 + 0 = 6$  boxes.

**What happened when the set of 0 boxes was added to the set of 6 boxes? The number of boxes was the same—6.**

2. Explain that this equation shows the Zero Principle of Addition: when an addend is 0, the sum is the same as the other addend.  
3. Continue the activity with  $8 + 0 = 8$  and  $0 + 3 = 3$ .

## Review: Positional Words

Follow the directions.

1. Color the boat on the left blue.
2. Color the boat on the right green.
3. Mark an X on the man inside the lighthouse.
4. Circle the man outside the lighthouse.

Answer each question.

5. How many birds are over the lighthouse? 3
6. How many birds are under the windows of the lighthouse? 4



2 two

Math 2 Reviews

## Assess

### Reviews pages 1–2

Review recognizing positional words on page 2.

**Reviews Book:** The Reviews book provides 2 pages of practice for each lesson. The first page reinforces the lesson and may be used to assess daily grades. This assessment should take place at least 1 day after the lesson to allow practice of new skills. The second page reviews concepts previously taught.

## God's Special Creation

Guide a **discussion** to help the students recall that people are made in God's image.

**What was God's final, special creation after He made all the plants and animals? He made people.**

Read Genesis 1:26. Point out that the Bible teaches that people are made in God's own image. Explain that being made in God's image means that people are made with the ability to love and care for others and to think about using math to meet others' needs.

## Apply

### Worktext pages 3–4

Use **guided practice** to help the students complete the pages.

Direct attention to the biblical worldview shaping statement on page 4 and guide the students as they complete the response.

**Worktext Pages:** The Worktext pages should be evaluated to determine the need for further instruction. These pages are not intended to be graded.

## 2

Worktext pages 5–6  
Reviews pages 3–4

### Lesson 2 Objectives

- 2.1 Add with 5.
- 2.2 Apply the Order Principle of Addition to add.
- 2.3 Write an equation for an addition word problem.

### Printed Resources

- Visuals: Number Cards (0–20)
- Student Manipulatives: Number Cards (0–9)
- Student Manipulatives: Lodge Workmat

### Digital Resource

- Link: Linking Cubes

### Materials

- Addition flashcards
- 18 linking cubes (9 of one color and 9 of another color; for each student)

**Links:** Links to online math resources are provided for optional use. Always screen any online resources.

## Practice & Review

### Sequencing Numbers 0–20

Use **number cards** to help the students sequence numbers.

Display Number Cards 0–20 in random order. Ask volunteers to arrange the cards in order from least to greatest. Ask the first student to arrange several cards before choosing the next student to arrange several more cards. Continue the activity until all the cards are arranged in order.

### Addition Facts

Use **guided instruction** to help the students memorize math facts.

Introduce the following facts.

0 + 0   0 + 1   0 + 2   0 + 3   0 + 4   0 + 5  
0 + 6   0 + 7   0 + 8   0 + 9  
1 + 0   2 + 0   3 + 0   4 + 0   5 + 0   6 + 0  
7 + 0   8 + 0   9 + 0

1. Display each flashcard slowly. Invite students to give the answers. Point out that each of the facts applies the Zero Principle.

## Adding with 5; Order Principle

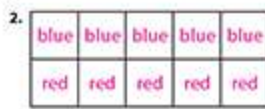
Name \_\_\_\_\_

### Ten Frame

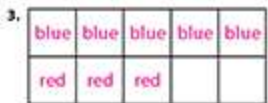

Color the spaces for the first addend blue and the spaces for the second addend red. Count on from 5. Write the sum.



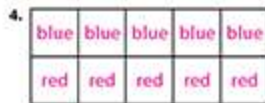
$$5 + 7 = 12$$



$$5 + 5 = 10$$



$$5 + 3 = 8$$



$$5 + 6 = 11$$

### Order Principle of Addition

The order of the addends can be changed without changing the sum.

$$1 + 5 = 6$$

$$5 + 1 = 6$$

Add.

$$\begin{array}{r} 5 \\ + 2 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 5 \\ + 4 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 4 \\ + 5 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 5 \\ + 8 \\ \hline 13 \end{array}$$

$$\begin{array}{r} 8 \\ + 5 \\ \hline 13 \end{array}$$

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five 5

### What does the Zero Principle state?

When an addend is 0, the sum is the same as the other addend.

2. Distribute Number Cards 0–9. Show each addition flashcard again. Direct the students to hold up the correct Number Card for each answer. Continue as time permits.

different countries as they are suggested.

2. Remind the students that Matt O'Malley is a construction worker from Ohio. He has a pet beaver, Patrick, whose nickname is Paddy. They will be sharing their adventures as they travel around the world building various types of homes and making new friends.

## Engage

### Theme

Guide a **discussion** to continue interest in the *MATH 2* theme.

### Where would you like to go if you could travel anywhere in the world?

1. Encourage students to share their ideas. Comment on the advantages of visiting

## Instruct

**Supporting Evidence:** Guide the students as they support their "yes/no" responses with evidence.

**Chapter 1 Concept Review**

- Practice concepts from Chapter 1 to prepare for the test.

**Printed Resources**

- Instructional Aid 3: *Favorite Colors Bar Graph*
- Instructional Aid 5: *Ten Bar*
- Visuals: Number Line
- Visuals: Shapes Kit (5 red circles, 9 blue circles)
- Student Manipulatives: Number Cards (0–20)
- Student Manipulatives: Ten Bar Mat

**Digital Resource**

- Link: Linking Cubes

**Materials**

- 18 linking cubes (for the teacher and for each student)
- Addition flashcards

**Chapter Review:** The Chapter Review lessons offer an opportunity for students to discuss the concepts they have learned in the chapter. Provide individual help as needed. Students who demonstrate proficiency with the discussion, the modeling, and the Worktext pages are ready for the chapter test. Students who encounter difficulties with these concepts will benefit from additional coaching and practice before taking the test and progressing to the next chapter.

**Practice & Review****Addition Facts**

Use flashcards to review number facts.

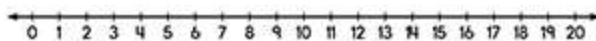
Distribute Number Cards 0–20. Show an addition flashcard. Direct the students to hold up the correct Number Card to indicate the answer. Continue with all the previously memorized facts.

**Instruct****Identifying Addends & Sum**

Review academic language.

**Chapter Review**

Name \_\_\_\_\_



Add.

Use the number line.

1.

Add 0	
$5 + 0 =$	<u>5</u>
$8 + 0 =$	<u>8</u>

2.

Count On 1	
$9 + 1 =$	<u>10</u>
$6 + 1 =$	<u>7</u>

3.

Count On 2	
$7 + 2 =$	<u>9</u>
$4 + 2 =$	<u>6</u>

4.

Add Doubles	
$4 + 4 =$	<u>8</u>
$7 + 7 =$	<u>14</u>

5.

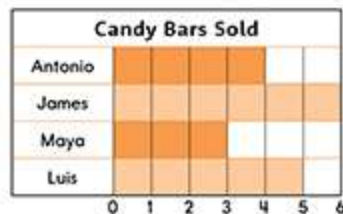
Add Near Doubles	
$6 + 7 =$	<u>13</u>
$8 + 9 =$	<u>17</u>

6.

Add with 5	
$5 + 4 =$	<u>9</u>
$5 + 8 =$	<u>13</u>

Read the bar graph.

Write an equation for the word problem. Solve.



7. The second-grade class is selling candy bars. How many candy bars did James and Luis sell in all?

$$6 + 5 = 11 \text{ candy bars}$$



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Write " $7 + 5 = 12$ " for display. Ask a volunteer to circle the appropriate numbers after each question.

Which numbers are the addends? 7, 5

Which number is the sum? 12

**Applying the Order Principle of Addition**

Use Think-Pair-Share to reinforce addend order.

- Direct the students to use the Order Principle of Addition to write the equation  $7 + 5 = 12$  in a different way.  
 $5 + 7 = 12$
- Continue the activity with  $8 + 3 = 11$ .  
 $3 + 8 = 11$

**Applying the Zero Principle of Addition**

Use visual analysis to identify addition principles.

Write " $8 + 0 =$ " for display.

Which principle of addition does this equation show? Zero Principle

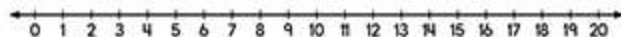
What does the Zero Principle state? When an addend is 0, the sum is the same as the other addend.

What is the sum of  $8 + 0$ ? 8

**Using the Counting On Strategy to Add 1 or 2**

Use a number line to practice counting on.

- Display the Number Line. Write " $8 + 1 =$ "



Circle each addend.  
Draw a square around each sum.

8.  $8 + 3 = 11$

9.  $9 + 5 = 14$

Add.  
Circle each double fact.

10. 
$$\begin{array}{r} 7 \\ + 5 \\ \hline 12 \end{array}$$
 
$$\begin{array}{r} 8 \\ + 8 \\ \hline 16 \end{array}$$
 
$$\begin{array}{r} 9 \\ + 9 \\ \hline 18 \end{array}$$
 
$$\begin{array}{r} 9 \\ + 4 \\ \hline 13 \end{array}$$
 
$$\begin{array}{r} 7 \\ + 8 \\ \hline 15 \end{array}$$
 
$$\begin{array}{r} 7 \\ + 7 \\ \hline 14 \end{array}$$


Use the Order Principle to rewrite each problem.  
Solve.

11. 
$$\begin{array}{r} 6 \\ + 9 \\ \hline 15 \end{array}$$
 
$$\begin{array}{r} 9 \\ + 6 \\ \hline 15 \end{array}$$

12. 
$$\begin{array}{r} 8 \\ + 2 \\ \hline 10 \end{array}$$
 
$$\begin{array}{r} 2 \\ + 8 \\ \hline 10 \end{array}$$

13. 
$$\begin{array}{r} 7 \\ + 5 \\ \hline 12 \end{array}$$
 
$$\begin{array}{r} 5 \\ + 7 \\ \hline 12 \end{array}$$

Color the spaces on the ten bar for the first addend.  
Count the remaining spaces to find the missing addend. Complete the equation.

14.   $4 + \underline{6} = 10$

Use the Grouping Principle and addition strategies to add.

15. 
$$\begin{array}{r} 6 \\ + 3 \\ \hline 11 \end{array}$$
 
$$\begin{array}{r} 4 \\ + 5 \\ \hline 13 \end{array}$$
 
$$\begin{array}{r} 7 \\ + 1 \\ + 6 \\ \hline 14 \end{array}$$

20 twenty

Math 2

**What counting strategy can you use to find the sum of this equation?** *count on 1*

Point to number 8 on the Number Line. Guide the students as they *count on* as you move your finger to 9: 8, 9.

2. Complete the equation. Remind the students that when 1 is added to a larger number, the answer can be found quickly by *counting on 1* from the larger addend.

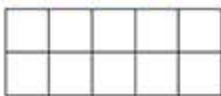
3. Write " $7 + 2 = \underline{\quad}$ " for display.

**What counting strategy can you use to find the answer to this equation?** *count on 2*

Point to number 7 on the Number Line. Guide the students as they *count on* as you move your finger to each number: 7, 8, 9.

4. Complete the equation. Remind the students that when 2 is added to a larger number, the answer can be found quickly by *counting on 2* from the larger addend.

### Adding with 5



Use a ten frame to practice adding.

- Draw a ten frame for display.
- Write " $5 + 3 = \underline{\quad}$ ." Invite a student to show the first addend by placing red circles on the ten frame. Instruct a second volunteer to show the second addend by placing blue circles on the ten frame.

**Instead of counting the circles one by one, what is a faster way to count them?** *count on from 5*

Point to the fifth red circle in the top row and guide the students as they *count on*: 5, 6, 7, 8.

3. Write " $5 + 7 = \underline{\quad}$ " for display. Ask a volunteer to show the first addend by placing red circles on the ten frame. Instruct a second volunteer to show the second addend by placing blue circles on and below the ten frame.

**What is a fast way to count the circles?** *count on from 10*

Point to the tenth circle and guide the students as they *count on*: 10, 11, 12.

### Adding Doubles & Near Doubles

Use discussion to help the students add.

1. Write " $7 + 7 = 14$ " for display.

**What do you notice about the addends?** *They are the same.*

**What do you call facts that have the same addends?** *doubles*

2. Write the equation " $7 + 8 = \underline{\quad}$ " for display.

**Is this equation a double?** *no, because the addends are different*

**What double fact is this equation near?**  *$7 + 7$*

**How does knowing the fact  $7 + 7$  help you solve  $7 + 8$ ?** *I just add 1 more to the double fact  $7 + 7$ .*

Ask a volunteer to complete the equation. 15

3. Continue the activity with  $9 + 9 = 18$  and  $9 + 10 = 19$ , asking the students to write the equations and solve them.

### Completing Missing-Addend Equations

Use manipulatives to solve equations.

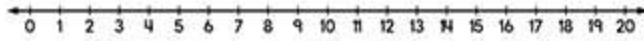
1. Distribute the Ten Bar Mats and linking cubes. Write " $7 + \underline{\quad} = 10$ " for display.

**What kind of an equation is this?** *missing-addend; I know the sum but not 1 of the addends*

Direct the students to place 7 cubes on the Ten Bar.

**How many cubes do you need to add to the 7 cubes to have 10 cubes?** *3*





Circle each addend. Draw a square around each sum.

8.  $7 + 4 = 11$

9.  $9 + 6 = 15$

Add. Mark each double fact.

10.  $\begin{array}{r} 6 \\ + 6 \\ \hline 12 \end{array}$     $\begin{array}{r} 8 \\ + 4 \\ \hline 12 \end{array}$     $\begin{array}{r} 7 \\ + 7 \\ \hline 14 \end{array}$     $\begin{array}{r} 9 \\ + 5 \\ \hline 14 \end{array}$     $\begin{array}{r} 8 \\ + 6 \\ \hline 14 \end{array}$     $\begin{array}{r} 8 \\ + 8 \\ \hline 16 \end{array}$

●   ○   ●   ○   ○   ●

Use the Order Principle to rewrite each problem.

Solve.

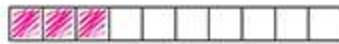
11.  $\begin{array}{r} 7 \\ + 5 \\ \hline 12 \end{array}$     $\begin{array}{r} 5 \\ + 7 \\ \hline 12 \end{array}$

12.  $\begin{array}{r} 9 \\ + 4 \\ \hline 13 \end{array}$     $\begin{array}{r} 4 \\ + 9 \\ \hline 13 \end{array}$

13.  $\begin{array}{r} 6 \\ + 3 \\ \hline 9 \end{array}$     $\begin{array}{r} 3 \\ + 6 \\ \hline 9 \end{array}$

Color the spaces on the ten bar for the first addend.  
Count the remaining spaces to find the missing addend.  
Complete the equation.

14.



$3 + \underline{7} = 10$

Use the Grouping Principle and  
addition strategies to add.

15.

$\begin{array}{r} 7 \\ 0 \\ + 4 \\ \hline 11 \end{array}$     $\begin{array}{r} 3 \\ 1 \\ + 5 \\ \hline 9 \end{array}$     $\begin{array}{r} 2 \\ 2 \\ + 8 \\ \hline 12 \end{array}$