Name <u>**Answer Key**</u>

I

What are some ways to make 8?

Use numbers to show your answer.

Read the Warm-Up activity page to your students.
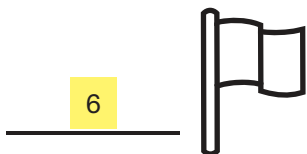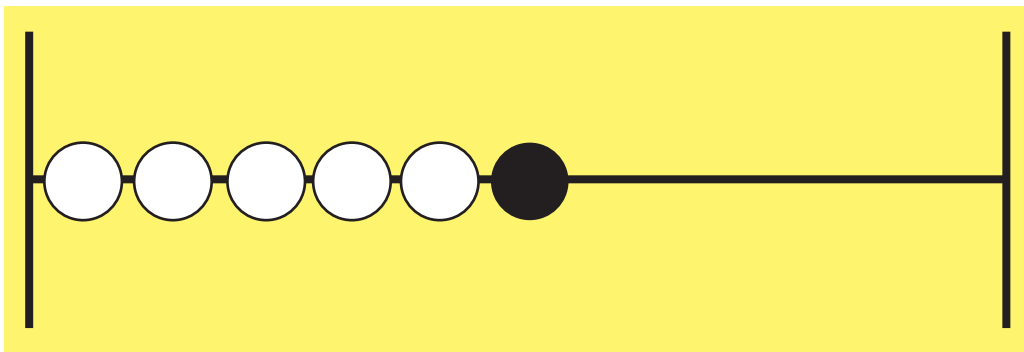
SAY: *What are some ways to make 8?*

Use numbers to show your answer.

ANSWER: Sample: 4 and 4, 3 and 5, 5 and 3, 2 and 6, 6 and 2, 1 and 7, 7 and 1, 0 and 8, 8 and 0.
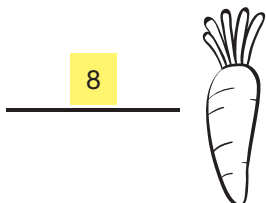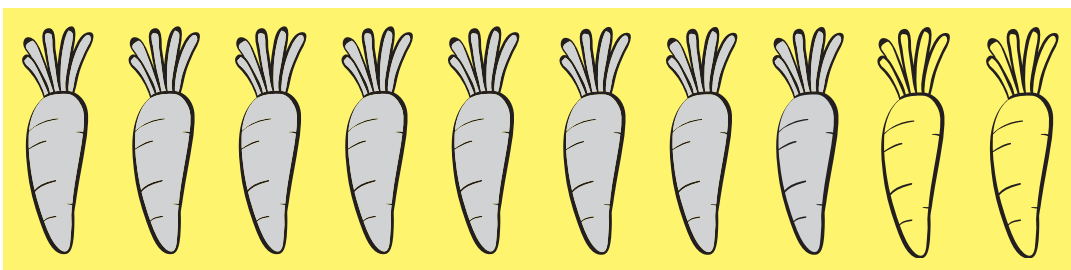
COMMENTS & EXTENSIONS: Have children draw pictures to show each number combination. They may use two different colors to show the two groups. If children attempt to make three groups, have them show all three number sets that make 8.
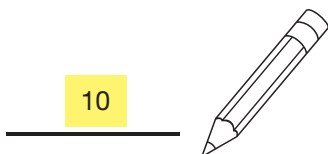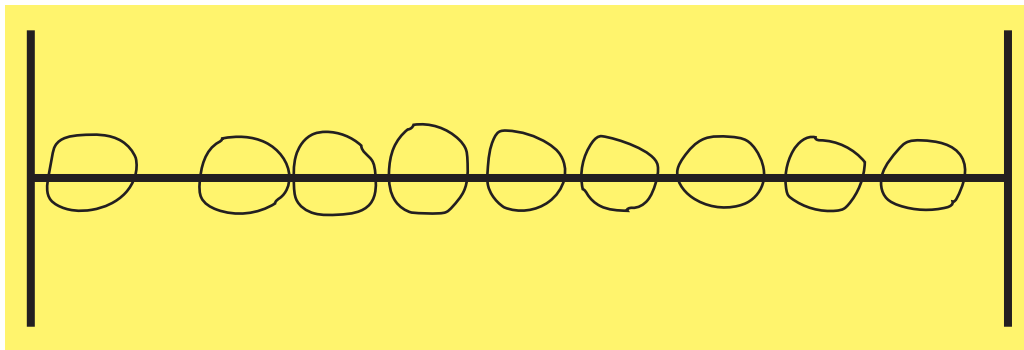
Lesson 1 **One More**

Name ___ *Answer Key* ___

1.

_____ 6 [flag]

2. [10 carrots]

_____ 8 [carrot]

3. _____ 10 [pencil]

Directions

1. Say: Ian has 5 flags. Jen has one more flag than Ian. How many flags does Jen have? Model your work using the Rekenrek. Draw your model and write your answer in the blank.   **2. Say:** Chester eats 7 carrots. Juanita eats one more than Chester. How many carrots does Juanita eat? Draw carrots to solve the problem.   **3. Say:** You place 9 pencils on the desk. The teacher asks you to place one more. How many pencils are now on the desk?
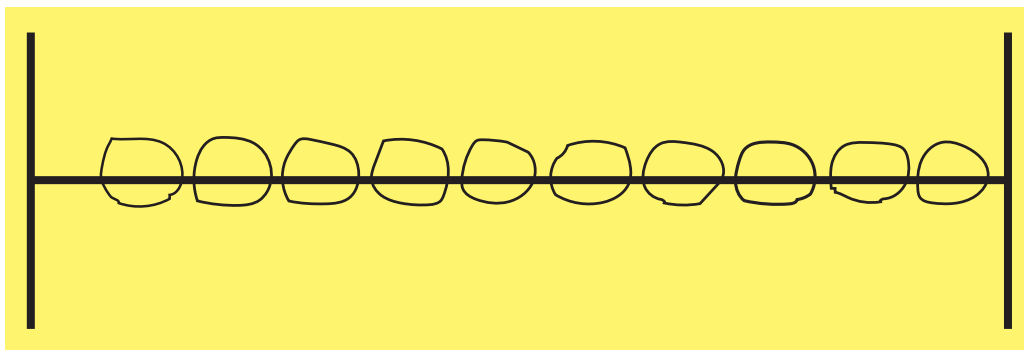
Name _____ *Answer Key* _____

1.

_____ 9 _____ 🥣

2.

_____ 10 _____ 🌼

Directions

I will read you some problems. Use the Rekenrek to model the problem and draw the model. Then write numbers to match.

1. Say: Vivian places 8 bowls on her table. Then, she places one more. How many bowls are on her table?   **2. Say:** Maria has 9 flowers. She picks one more. How many flowers does she have now?

Name _____ *Answer Key*

3. Draw a set of pennies to show one more.

How many pennies does Latasha have?

___7___ 🪙

Directions

3. Say: Sal has 6 pennies. Latasha has one more penny than Sal does. How many pennies does Latasha have? Draw a set of pennies to show Latasha's pennies.

Name __*Answer Key*__

Have a partner say a number from 1 to 15.

Then, you say the number that is one more.

Write each number.

Read the Warm-Up activity page to your students.

SAY: *Have a partner say a number from 1 to 15.*
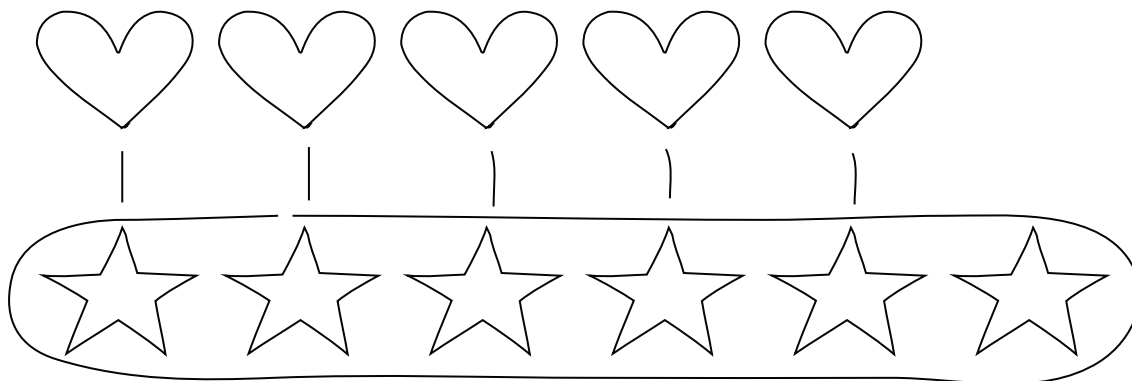
Then, you say the number that is one more.

Write each number.

ANSWER: Answers will vary.

COMMENTS & EXTENSIONS: Have children switch roles with their partner and say the number that is one less.
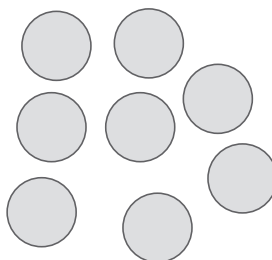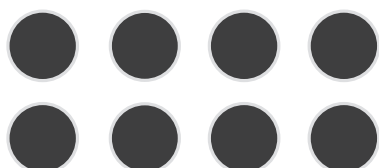
Name _____ *Answer Key*

1.

2.

Sample drawing, 5, 4, 3, 2, and 1 are possible answers.
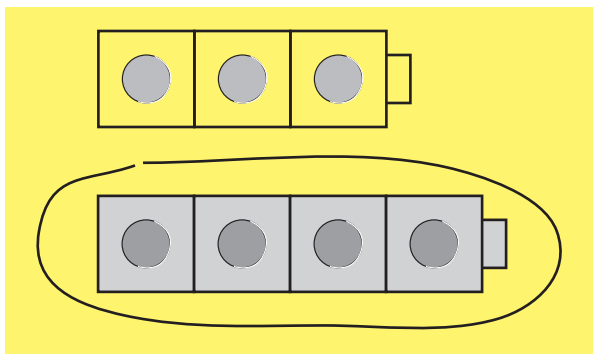
3.

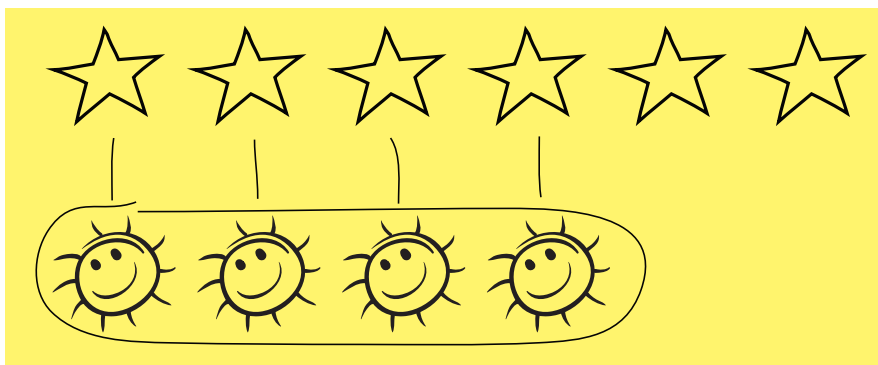

Yes   No

Directions

Children use Snap Cubes® to model and solve.

1. Say: Anastasia has some paper hearts and some paper stars. Circle the set that has more.   **2. Say:** Uma found 6 seashells at the beach. Gary found fewer shells than Uma found. Make a drawing that shows how many seashells Gary could have found.   **3. Say:** Karen makes one set of black stickers and one set of gray stickers. She says they both have the same number. Circle the face to show if she is correct. Tell how you solved the problem.

Name _____ *Answer Key*

1.

2.

3.

Answer key: Check student drawings.

Directions

1. Say: Sandra has two sets of snap cubes. Model the problem with Snap Cubes. Then, circle the set with more cubes. **2. Say:** Karina makes a group of stars on her paper. She also makes a group of suns on her paper. Circle the group that has fewer. Model your answer by drawing lines to match. **3. Say:** Philip has eight slices of bread. Tina has 10 slices of bread. Who has a greater number of slices? Draw a picture to solve the problem.

Name ___**Answer Key**___

3

Draw 10 balloons.

Draw a group of balls that has fewer balls than balloons.

Read the Warm-Up activity page to your students.

SAY: *Draw 10 balloons.*

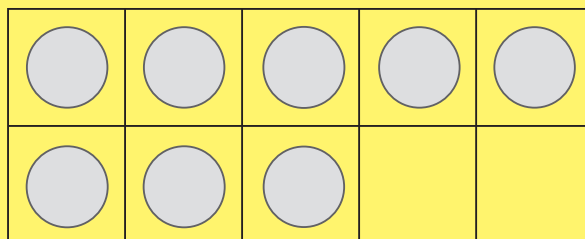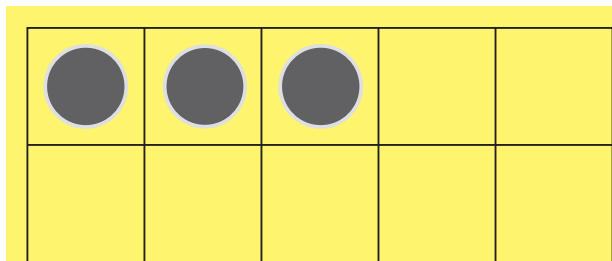*Draw a group of balls that has fewer balls than balloons.*

ANSWER: Children should draw 10 balloons and 9 or fewer balls.

COMMENTS & EXTENSIONS: Have children draw a group of blocks that matches the number of balloons.
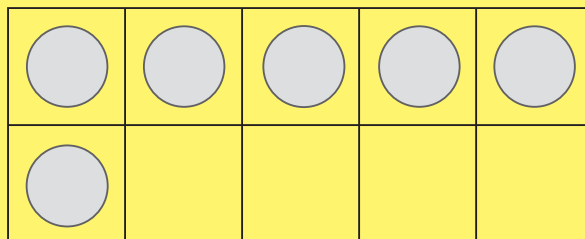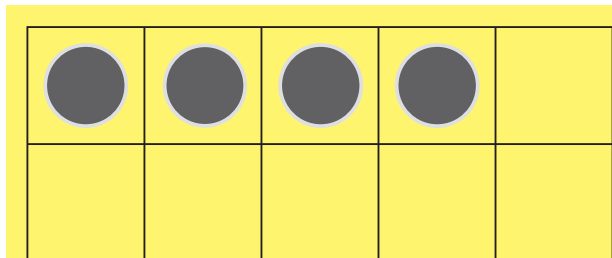
Name _____ *Answer Key* _____

1.

Bonnie

3

Catherine

(8)

Joey

4

Alex

(6)

Directions

Provide students with BLM 5 (Double Ten–Frame), Two-Color Counters, and BLM 9 (Number Line 0 to 10).

1–3. Say: Circle the greater number. Use counters, a Double Ten Frame, and a Number Line 0–10 to show how you know.
1. Say: Bonnie has 3 books and Catherine has 8. Who has the greater number? **2. Say:** Joey has 4 brothers. Alex has 6 brothers. Who has the greater number?
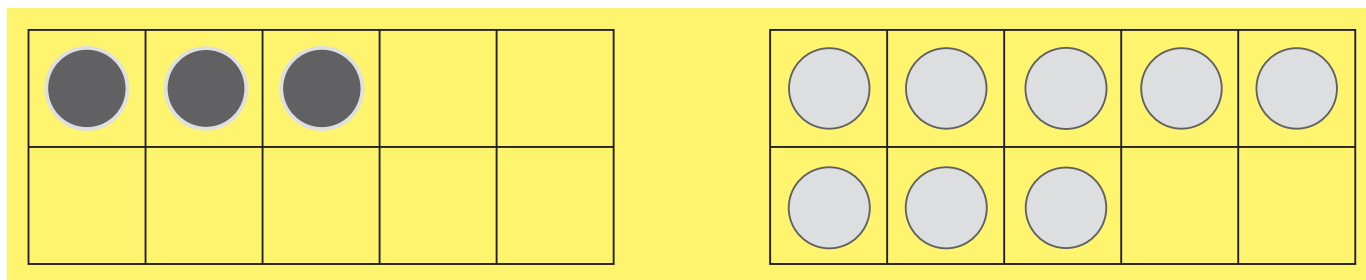
Name _____ *Answer Key*

3.   carrots
                  4

          celery sticks
                  3

4.   (4)   (7)   (6)   9   10   8   (2)

_____

Directions

3. Say: Kayla has 4 carrots and 3 celery sticks. Circle the greater number. Draw a number line or a picture to compare.   **4. Say:** Larry is playing a game. He turns over a card that shows the number 8. To win he has to circle all the numbers less than 8. Which numbers should Larry circle? Circle all the numbers less than 8.
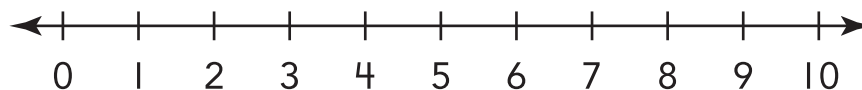
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Name _**Answer Key**_

1. 4 ⑨

2. Cheese   Crackers
2   ③

Answer key: Check children's drawings.

3. Stephanie   Darius
7   �X̶6̶

```
←—+——+——+——+——+——+——+——+——+——+——→
  0   1   2   3   4   5   6   7   8   9   10
```

Directions

Provide students with Two-Color Counters and BLM 5 (Double Ten–Frame).

1. Say: Darrel wants to figure out which number is greater: 4 or 9. Make a model and draw counters in the ten-frame to match. Circle the greater number.   **2. Say:** Margaret has 2 pieces of cheese and 3 crackers. Does she have more cheese or more crackers? Make a drawing that models the problem. Circle the greater number.   **3. Say:** Stephanie has 7 red apples. Darius has 6 red apples. Who has fewer apples? Use the number line to show how you know. Place an X over the number that is less.