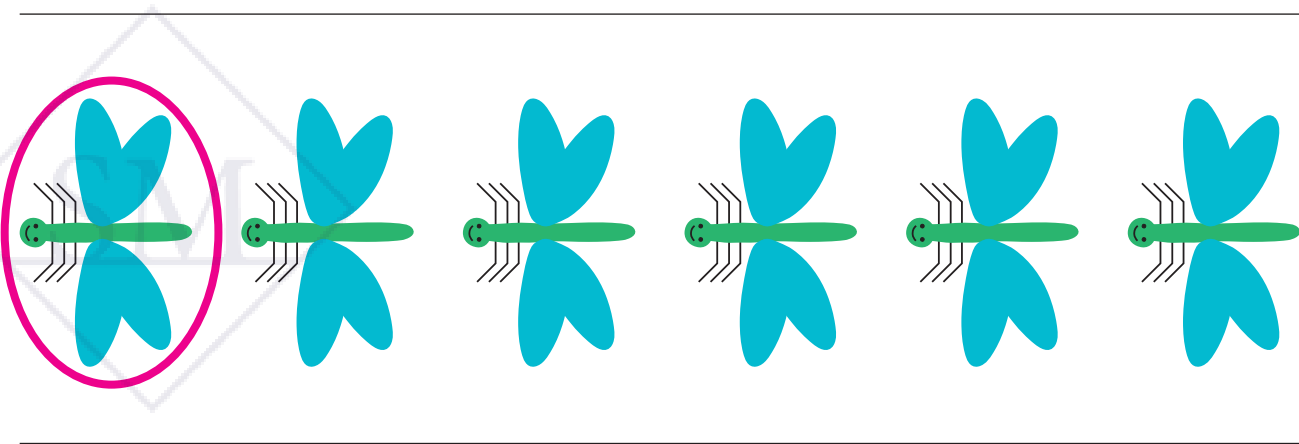
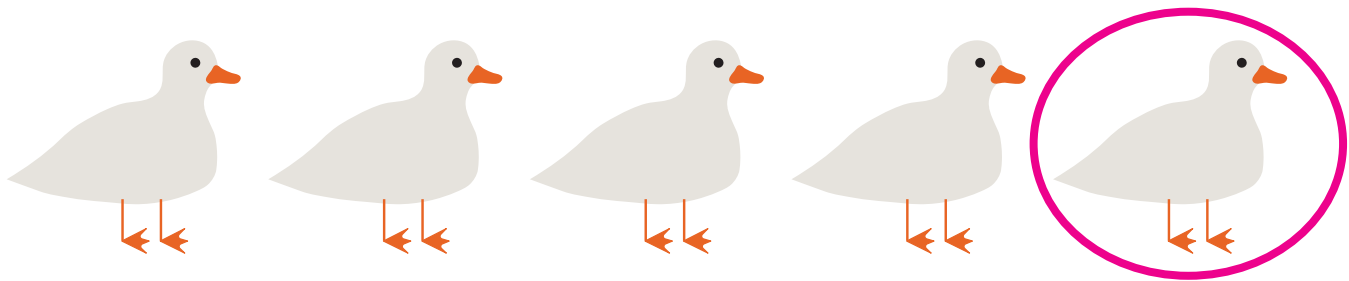
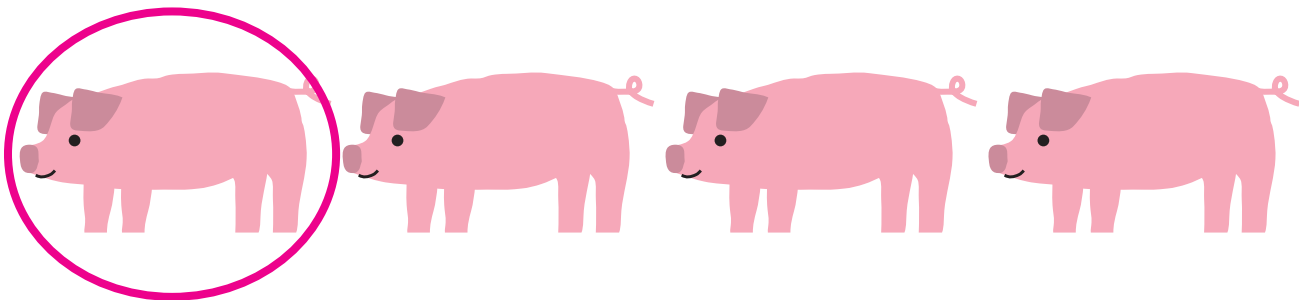
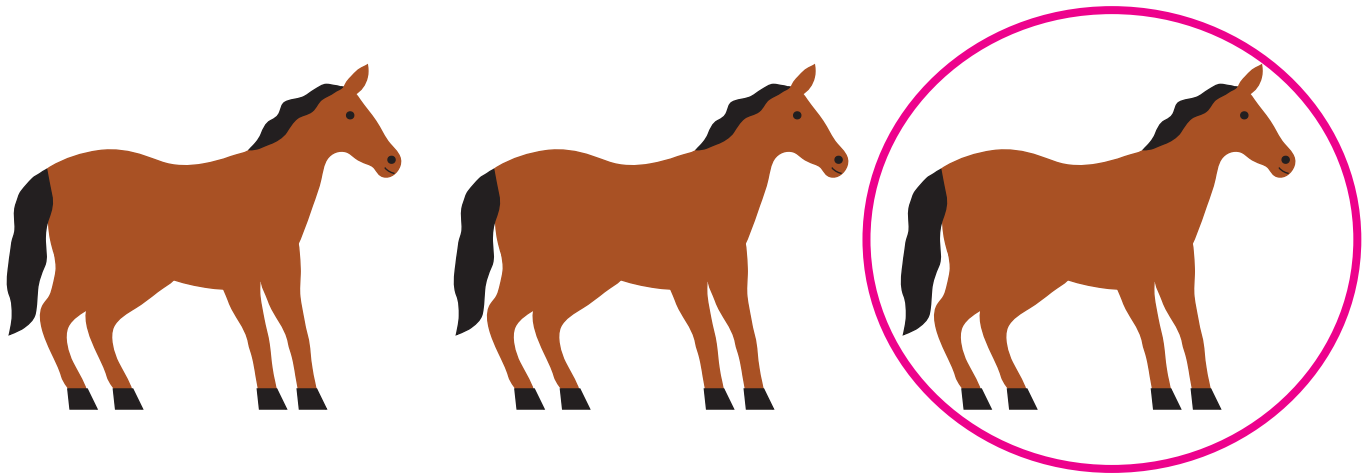


The first animal is circled.
Cross out the third one.

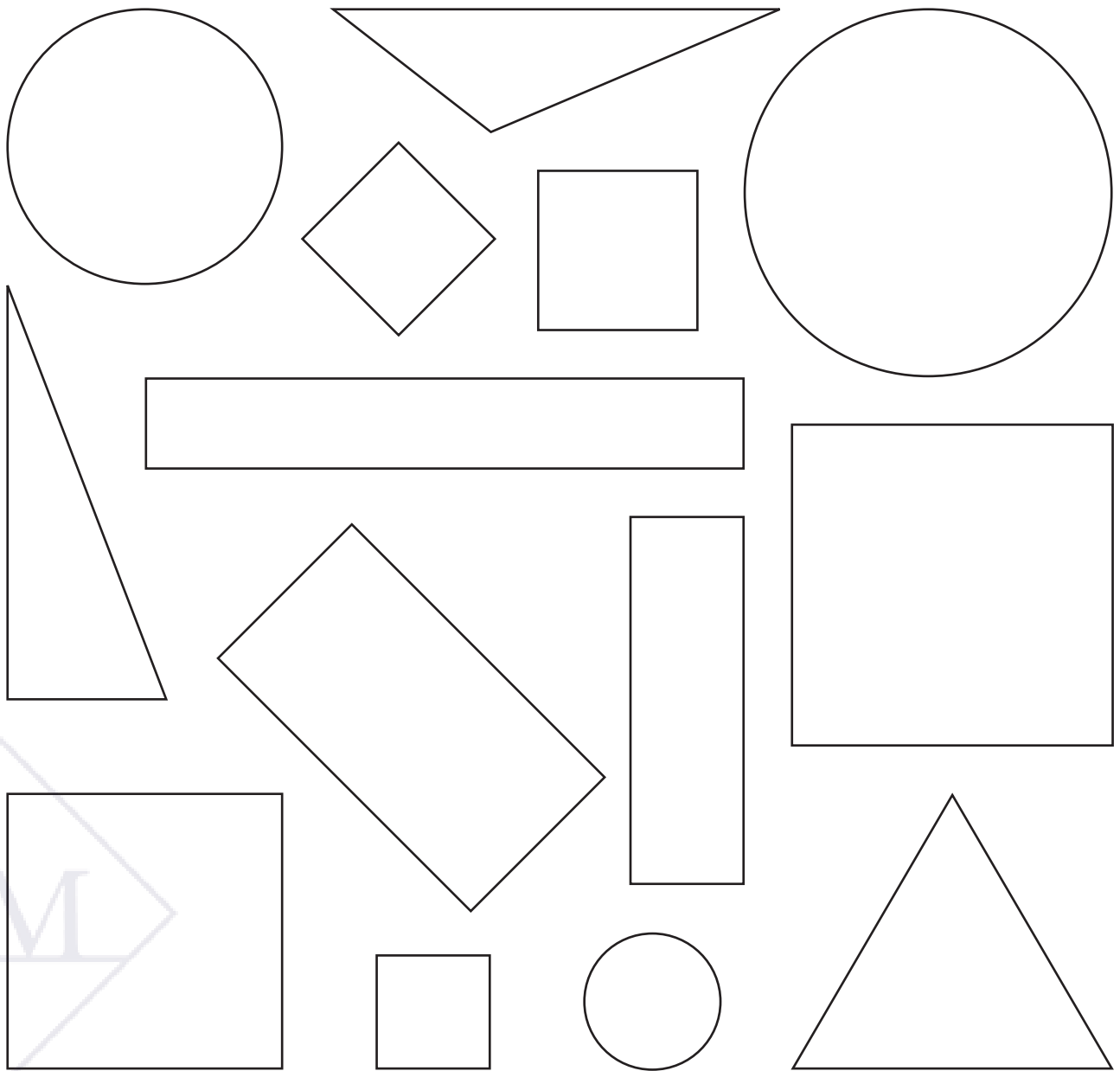
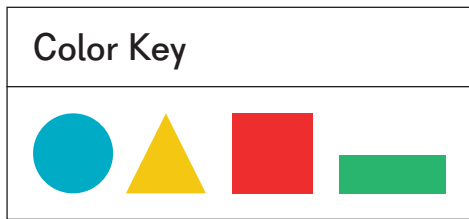


Using this page: Have students identify the circled animal as the first in line, then count and cross out the third one.
Concept: Identifying the third position.

Exercise 7

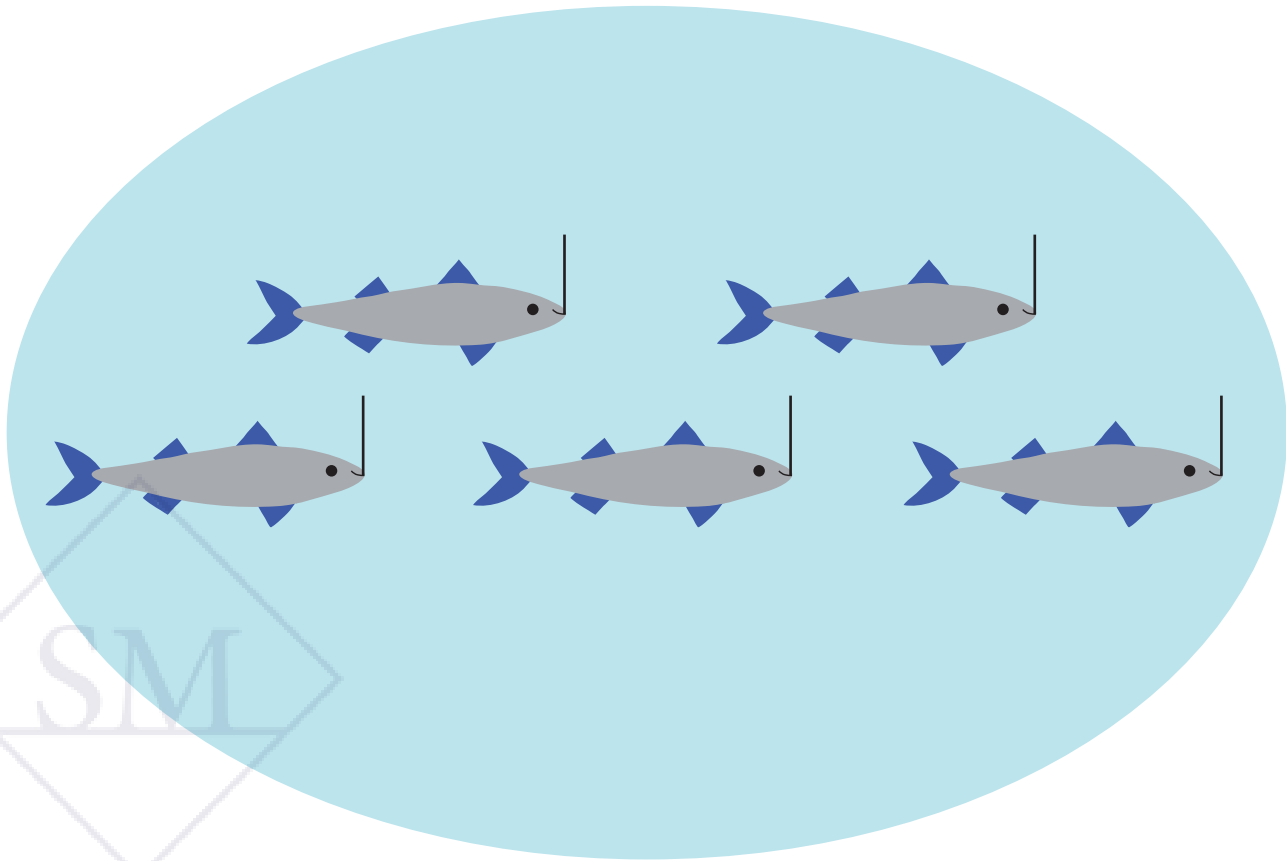
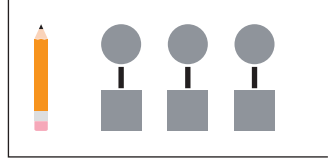


Color the shapes according to the Color Key.

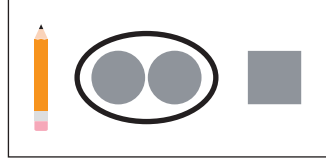


Using this page: Have students follow the color key and color the shapes.
Concept: Identifying shapes of different sizes and in different orientations.

Is there a fish for each child?
Match.

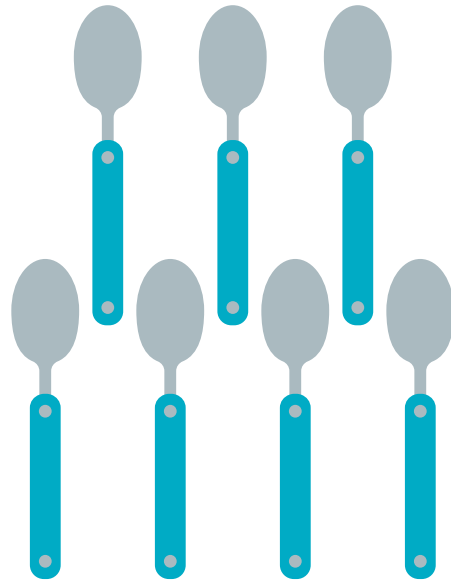
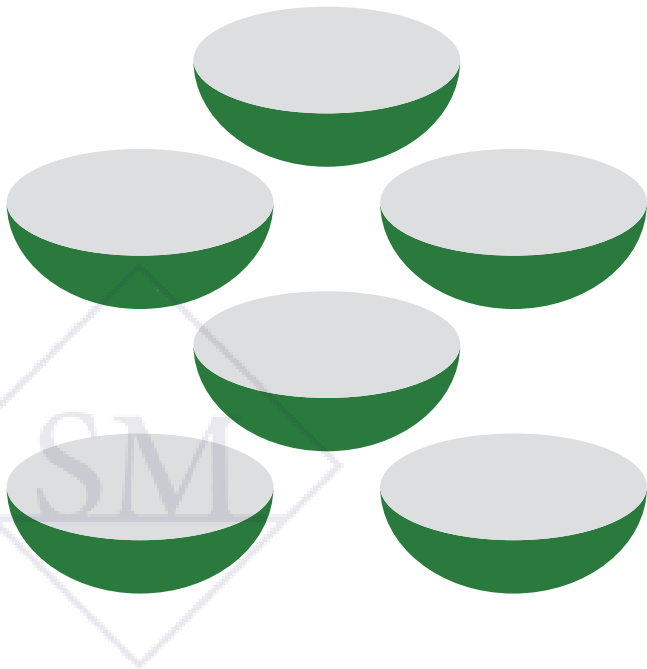
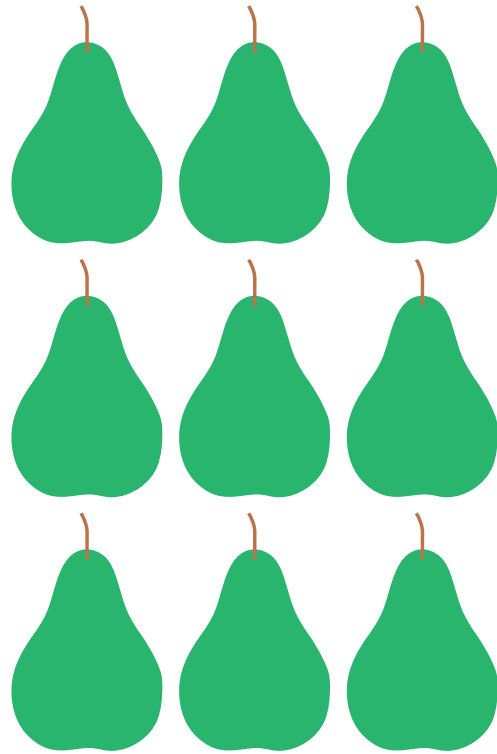
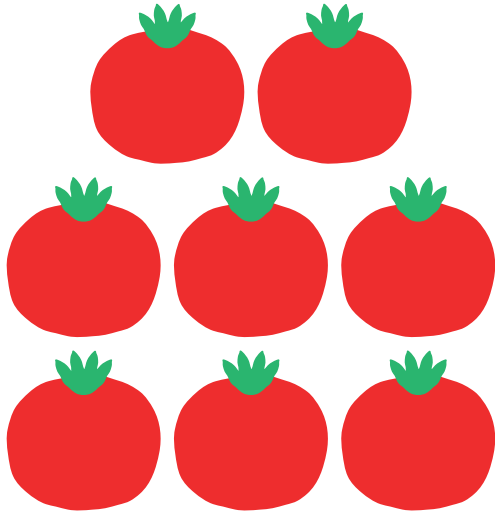


Using this page: Have students extend each fishing line to a hook to see if there is a fish for each child.
Concept: Comparing equal sets.



Which group has more?

Circle it.



Using this page: Have students compare the number of objects in the two sets, then circle the set that has more.
Concept: Identifying the set that has more.

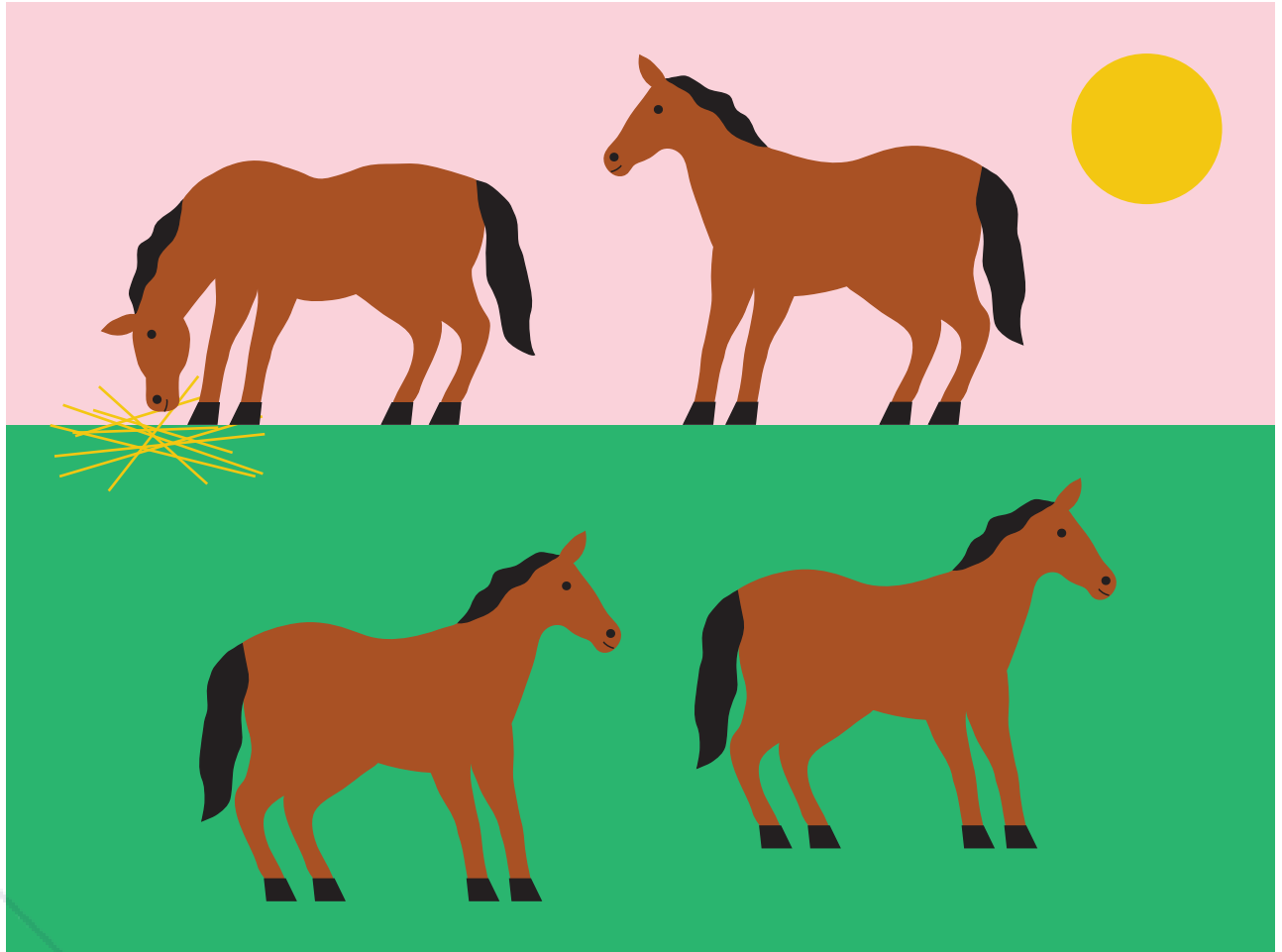
Chapter 11 Compose and Decompose

Exercise 1

1 horse is eating hay.

3 horses are not eating hay.

How many horses are there altogether?



SM				
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Before using this page: Pre-cut the pictures of horses from cut-outs at back of the book.

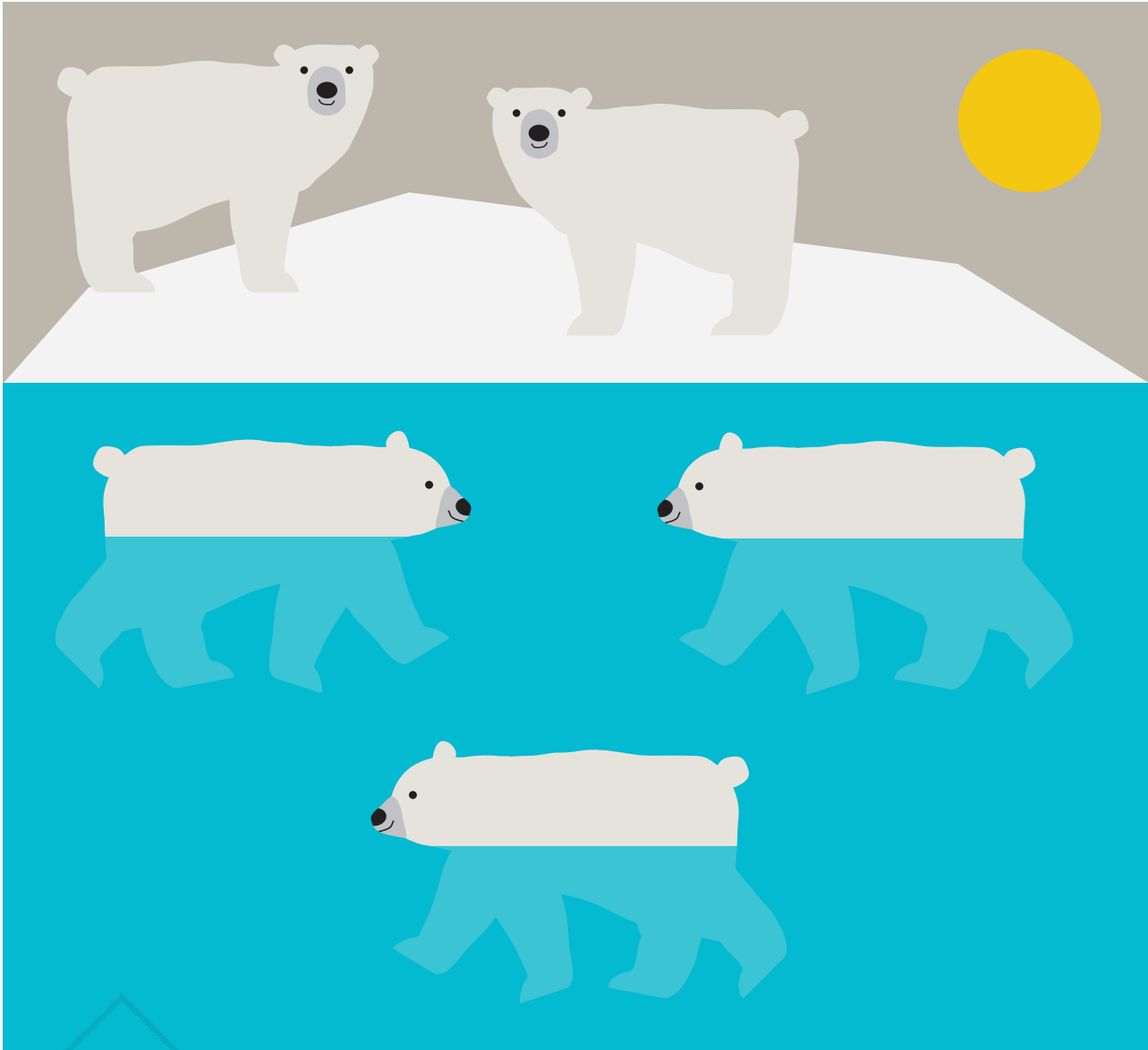
Using this page: As you read the number story to students, have them place the same number of horse pictures on the five-frame, then paste the cut-out pictures of horses to show the total.

Concept: Composing four with pictures.

3 polar bears are swimming.

2 polar bears are standing.

How many polar bears are there altogether?

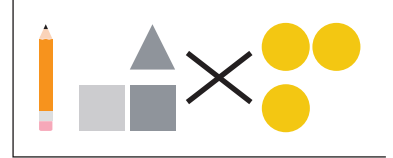


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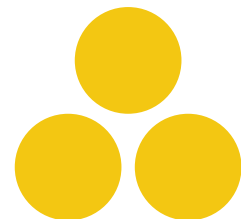
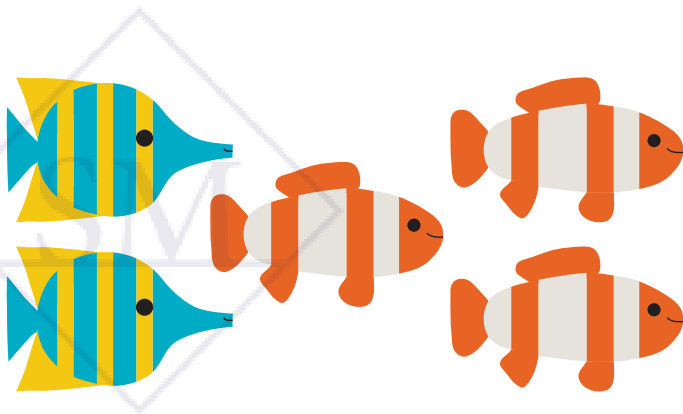
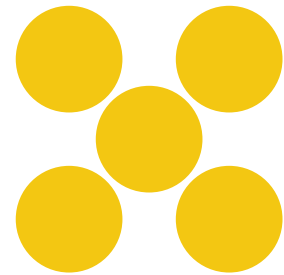
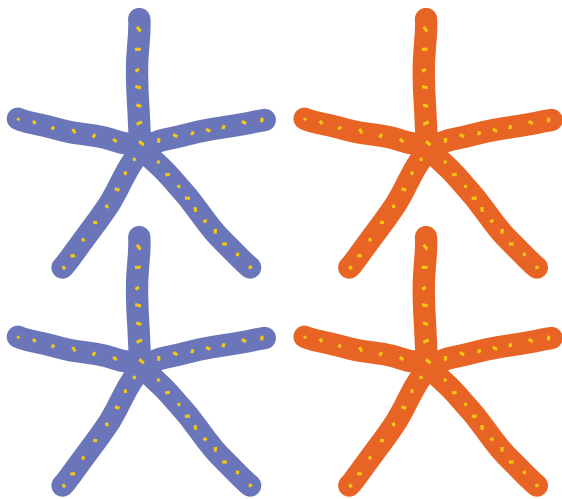
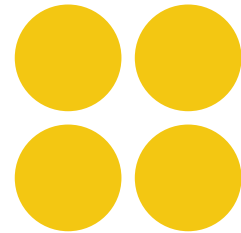
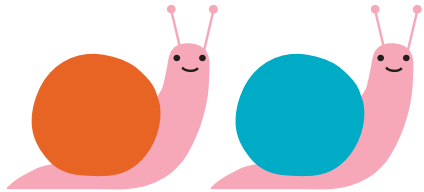
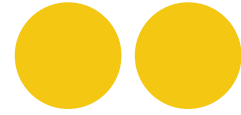
Before using this page: Pre-cut the pictures of polar bears from cut-outs at back of the book.

Using this page: As you read the number story to students, have them place the same number of polar bear pictures on the five-frame, then paste the cut-out polar bears to show the total.

Concept: Composing five with pictures.



How many are there altogether?
Match.

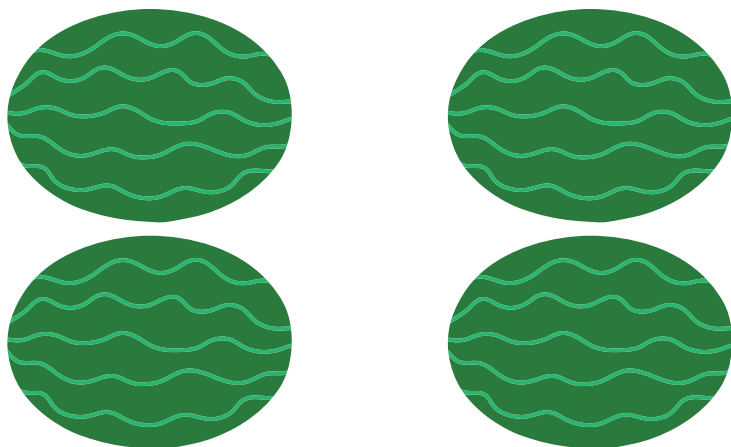


Using this page: Have students add the two parts, then match to that number of counters to show the total.
Concept: Adding to five with counters.

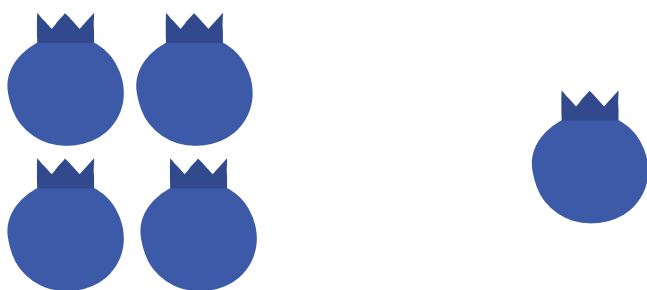
Exercise 3



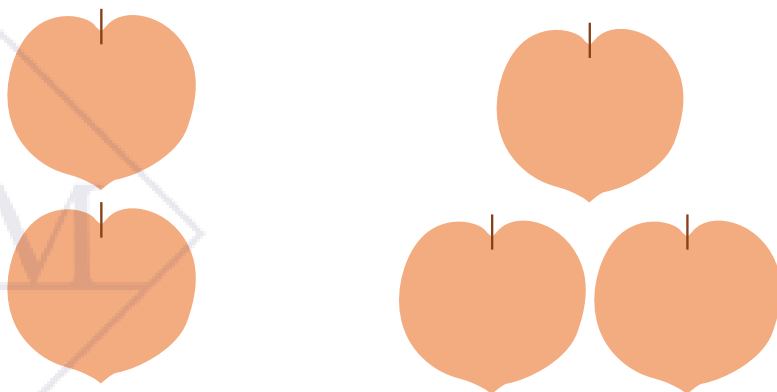
How many are there altogether?



3 4 2

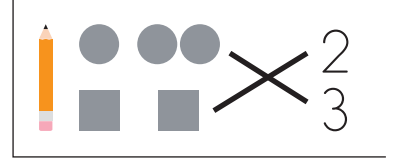


5 4 1



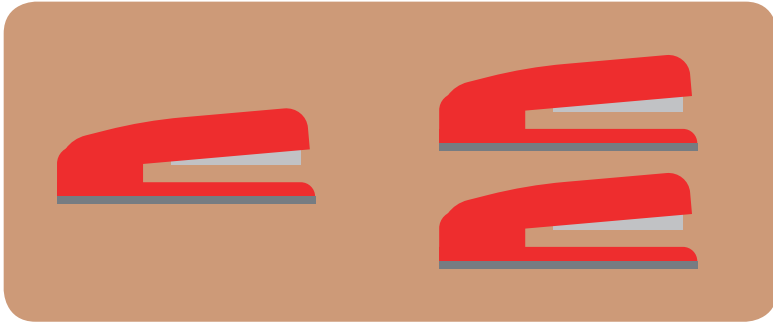
2 3 5

Using this page: Have students add the two parts, then circle the numeral that shows the whole.
Concept: Adding two parts to make a whole.



How many are there altogether?

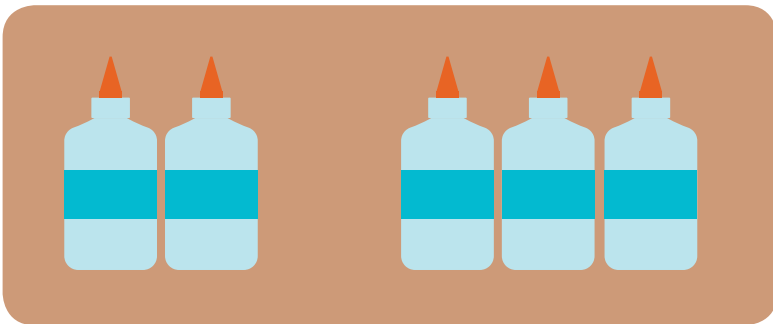
Match.



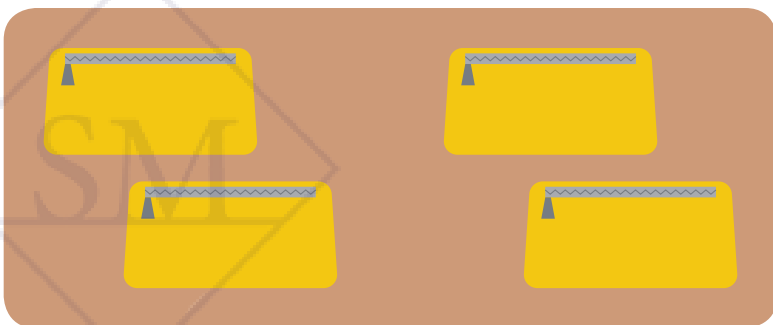
4



2



3



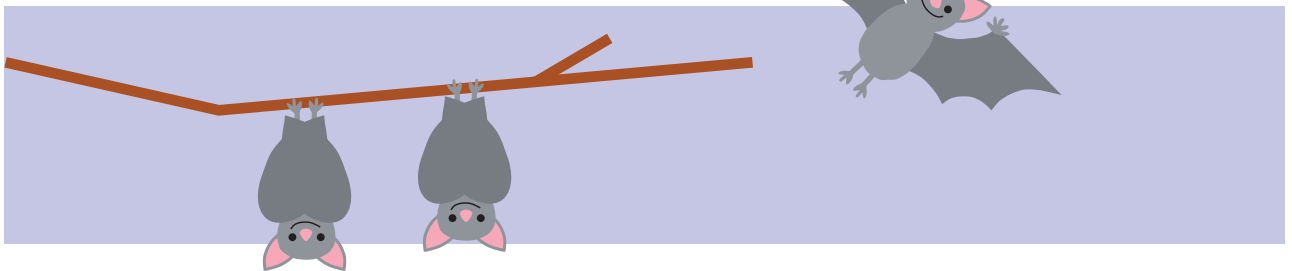
5


Using this page: Have students add the two parts, then match that numeral.
Concept: Adding two parts to make a whole.

Exercise 5

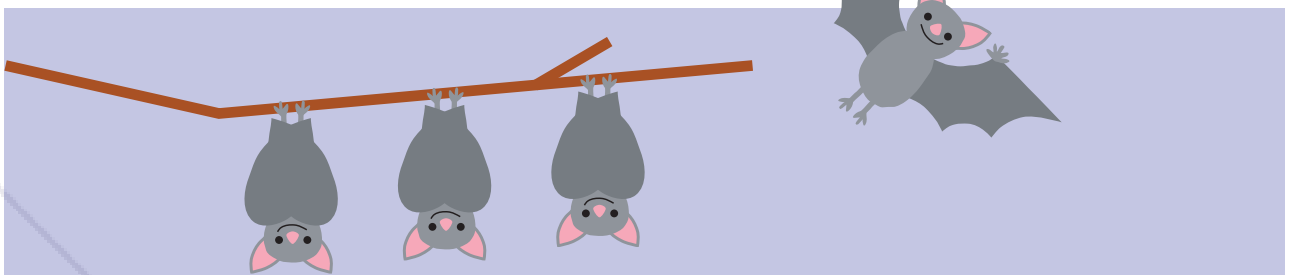



There were 3 bats resting in a tree.
1 bat flew away.
How many bats were left in the tree?



	2 1 3
---	-------------------

There were 5 bats resting in a tree.
2 bats flew away.
How many bats were left in the tree?



	2 1 3
---	-------------------

Using this page: As you read each number story, have students cross out the corresponding number of bats in the box for each bat that flew away to find how many were left, then circle that numeral.
Concept: Subtracting numbers within five with number stories.

Exercise 6



4 crabs are on the sand.

2 crabs go to the water.

How many crabs are left on the sand?

A visual representation of the subtraction problem. On the left, a yellow background represents sand with 4 red crabs. On the right, a blue background represents water with 2 red crabs. Below the water scene is a white box containing 4 red circles, representing the total number of crabs initially on the sand.

5 snails are on a rock.

1 snail leaves.

How many snails are left on the rock?

A visual representation of the subtraction problem. On the left, a grey rock has 5 pink snails with orange shells. On the right, a green grassy area has 1 pink snail with an orange shell. Below the grass scene is a white box containing 5 red circles, representing the total number of snails initially on the rock.

Using this page: As you read each number story, have students cross out the corresponding number of circles in the box for each crab/snail that leaves to find how many are left.

Concept: Subtracting numbers within five with number stories.



5 eagles are on a branch.

2 eagles fly away.

How many eagles are left on the branch?

5 3 2

3 eagles are on a branch.

1 eagle flies away.

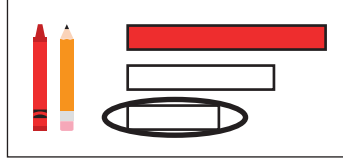
How many eagles are left on the branch?

3 1 2

Using this page: As you read each number story, have students cross out the corresponding number of eagles that fly away to find how many are left, then circle that numeral.

Concept: Subtracting numbers within five with number stories.

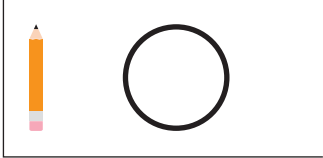
Exercise 9



Color the longest and circle the shortest.



Using this page: Have students compare the objects, then color the longest and circle the shortest.



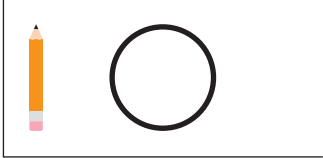
Circle the ruler that is longer than the blue one.

A large rectangular box containing four rulers for comparison. The top ruler is blue and has a white dot on its left end. Below it are three red rulers, each with a white dot on its left end. The second ruler from the top is the shortest, the third is the longest, and the fourth is of medium length.

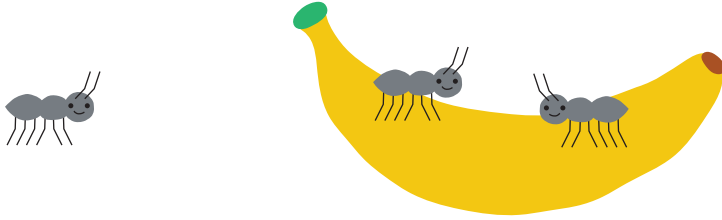
Circle the pencil that is shorter than the purple one.

A large rectangular box containing four pencils for comparison. The top pencil is purple and has a white dot on its left end. Below it are three orange pencils, each with a white dot on its left end. The second pencil from the top is the longest, the third is the shortest, and the fourth is of medium length.

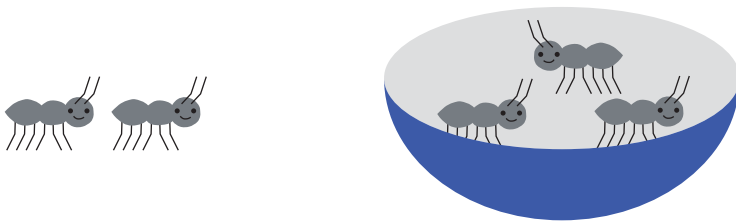
Using this page: Have students compare the objects to the one at the top and circle as specified.



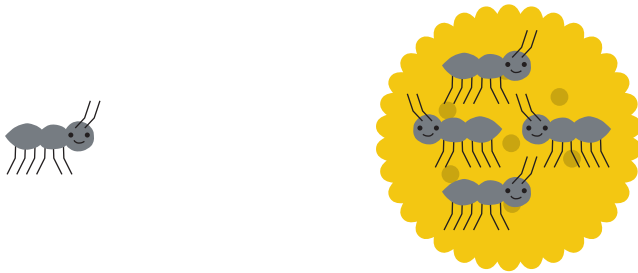
Circle the number of ants in all.



1 2 3



3 5 2



1 4 5



4 3 1

Using this page: Have students add the number of ants in the parts and circle the numeral to show the whole.