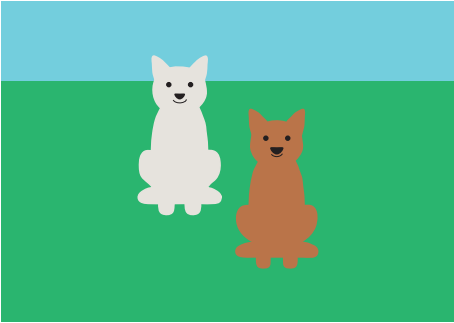


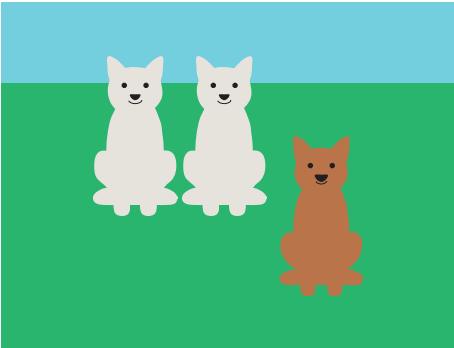


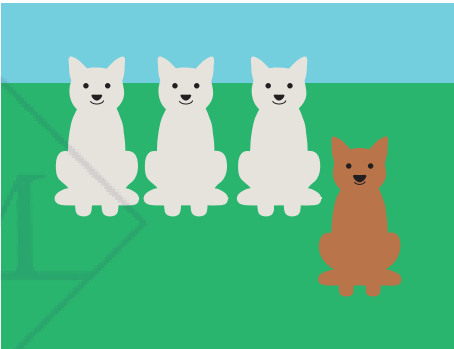




Chapter 8 Number Bonds

Exercise 1

How many in all?
Write the numbers.

			<input type="text"/>	and	<input type="text"/>	make	<input type="text"/>	.
			<input type="text"/>	and	<input type="text"/>	make	<input type="text"/>	.
			<input type="text"/>	and	<input type="text"/>	make	<input type="text"/>	.

Before using this page: Distribute red and green linking cubes to students, 3 of each color.

Using this page: Have students match their linking cubes to the page and write the numerals for each part. Then have them put the linking cubes together and count all to find the whole and fill in the last box.

Concept: Putting together to find how many altogether.

How many in all?
Write the numbers.

	 <input type="text"/> and <input type="text"/> make <input type="text"/> .
	 <input type="text"/> and <input type="text"/> make <input type="text"/> .
	 <input type="text"/> and <input type="text"/> make <input type="text"/> .

Before using this page: Distribute red and green linking cubes to students, 4 of each color.

Using this page: Have students match their linking cubes to the page and write the numerals for each part. Then have them put the linking cubes together and count all to find the whole and fill in the last box.

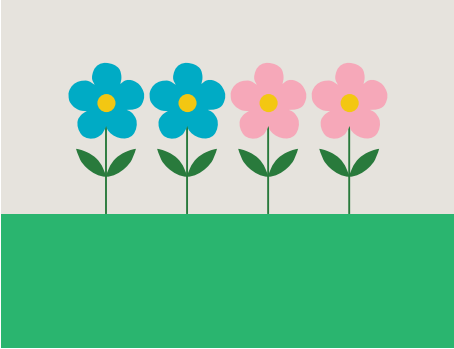
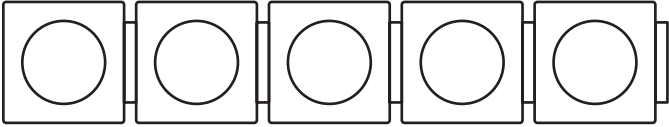

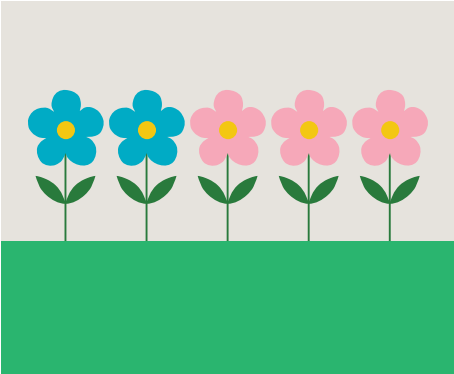
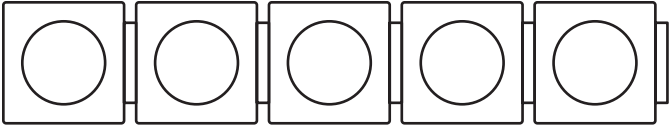

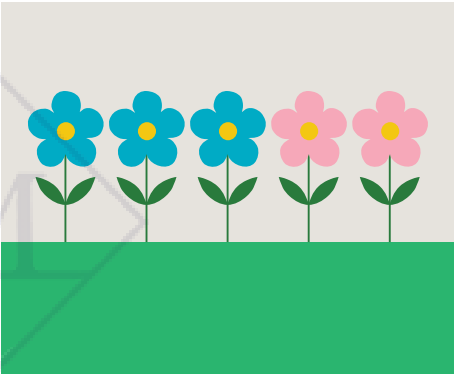
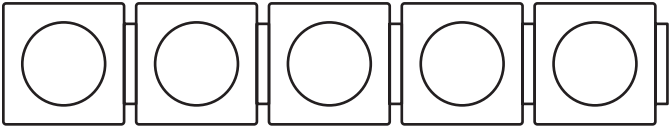

Concept: Putting together to find how many altogether.

Exercise 2

Count the flowers.

Color the cubes the same colors as the flowers.

Write the numbers.

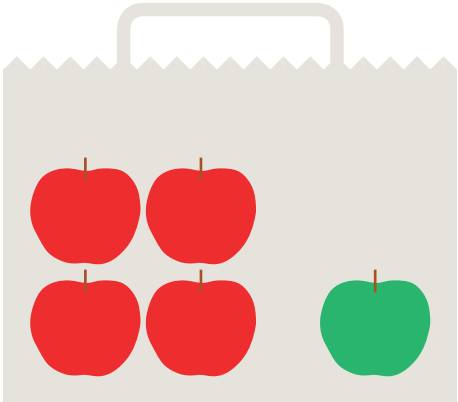
Using this page: Have students color the linking cubes in blue and pink to match the number of blue and pink flowers, then have them fill in the numerals for the corresponding boxes.

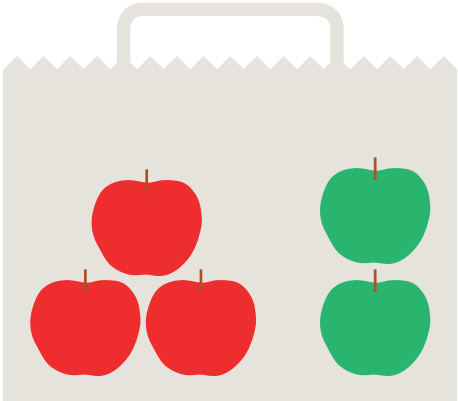
Concept: Counting and modeling sets to find how many altogether.

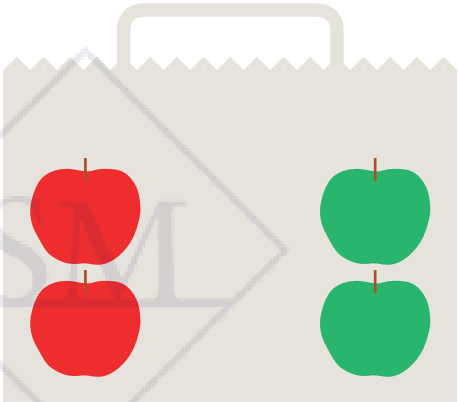
Count the apples.

Color the five-frame the same color as the apples.

Write the numbers.

	<table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr></table>						
	<table border="1"><tr><td></td><td>and</td><td></td><td>make</td><td></td><td>.</td></tr></table>		and		make		.
	and		make		.		

	<table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr></table>						
	<table border="1"><tr><td></td><td>and</td><td></td><td>make</td><td></td><td>.</td></tr></table>		and		make		.
	and		make		.		

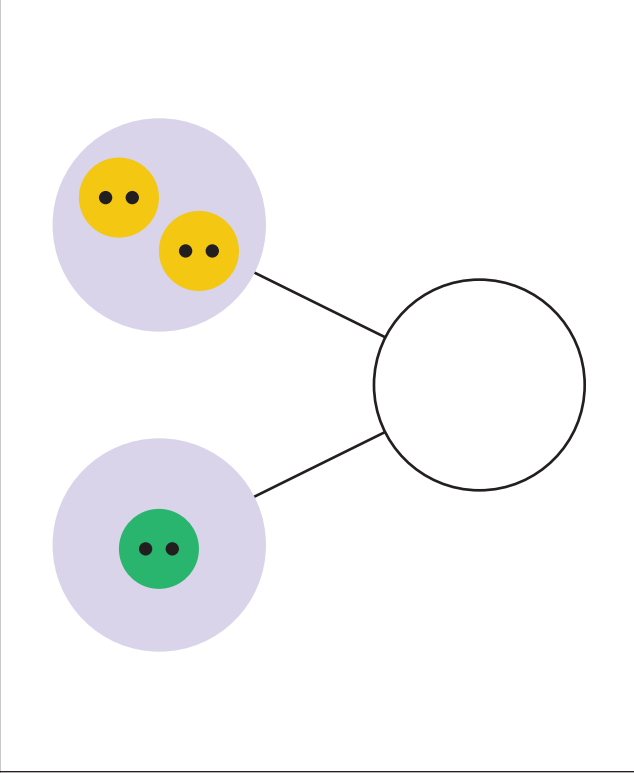
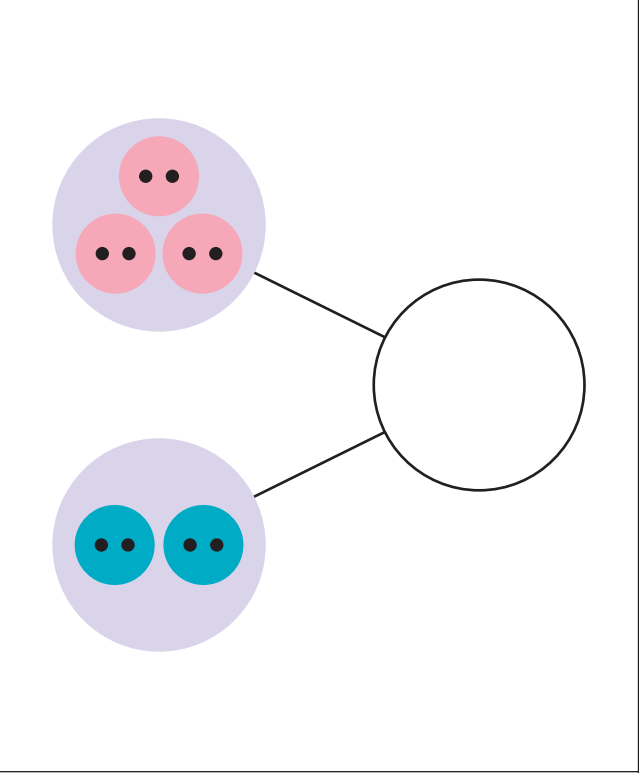
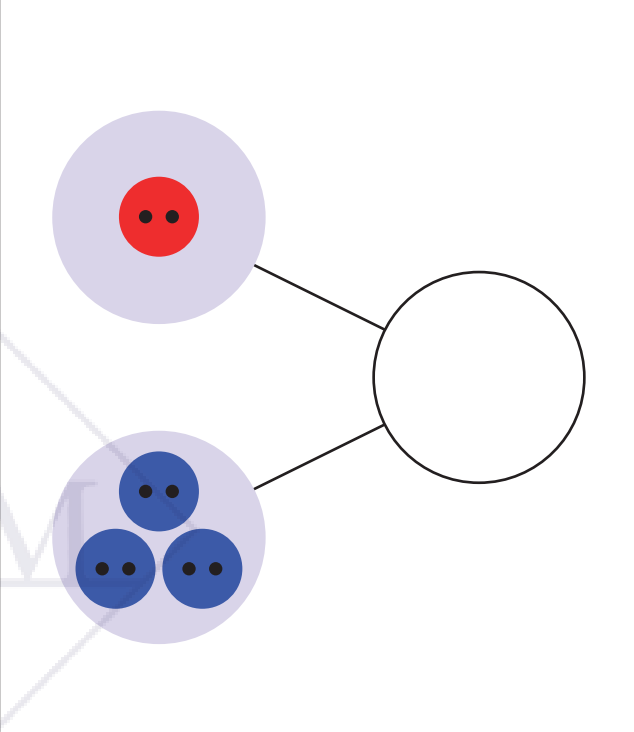
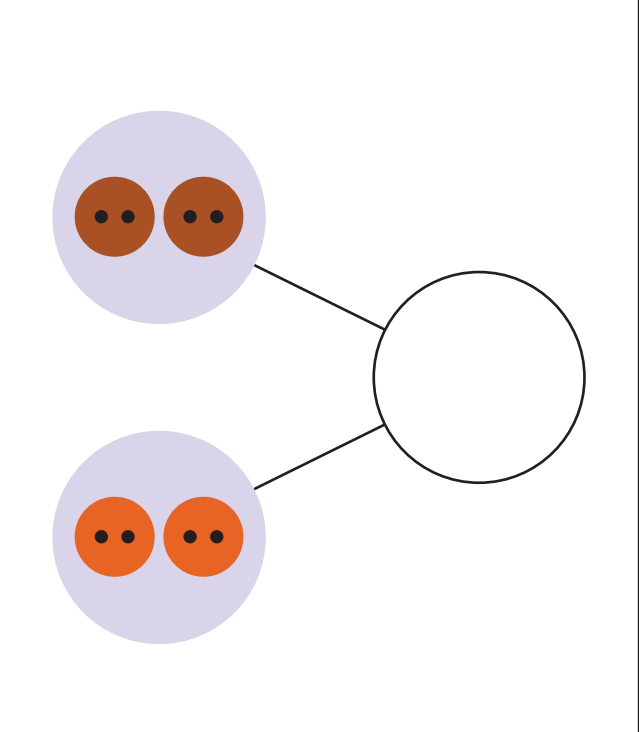
	<table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr></table>						
	<table border="1"><tr><td></td><td>and</td><td></td><td>make</td><td></td><td>.</td></tr></table>		and		make		.
	and		make		.		

Using this page: Have students color the five-frames in red and green to match the number of red and green apples, then have them fill in the numeral for the corresponding boxes.

Concept: Counting and modeling sets to find how many altogether.

Exercise 3

Complete the number bonds.

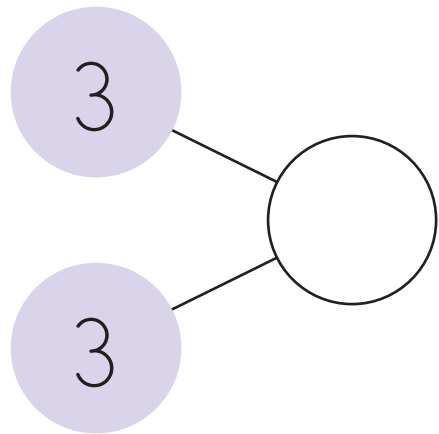
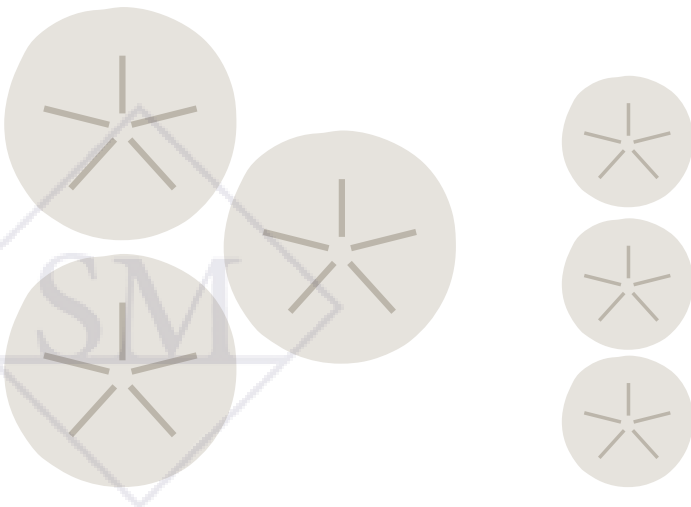
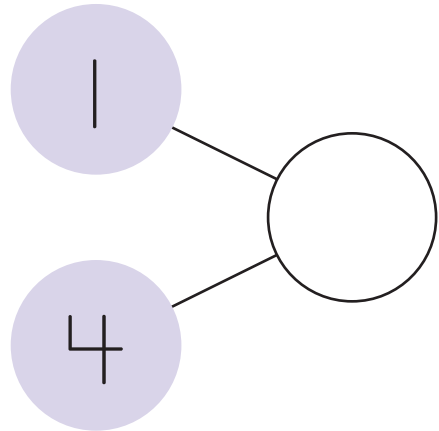
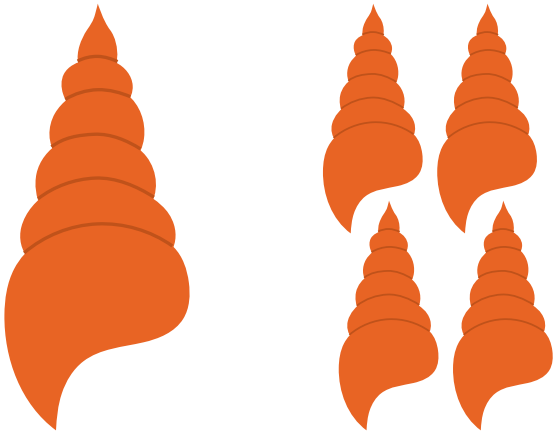
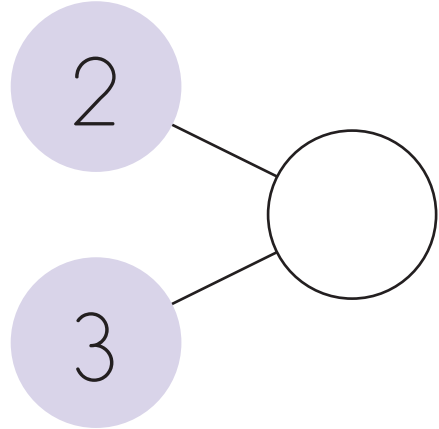
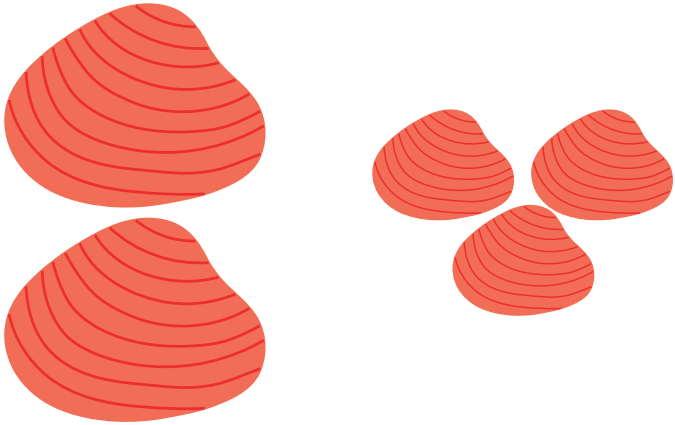
	
	

Using this page: Have students put the two parts of buttons together to find the whole, then write the numeral to complete the number bond.

Concept: Joining two parts to make a whole.

Count the shells.

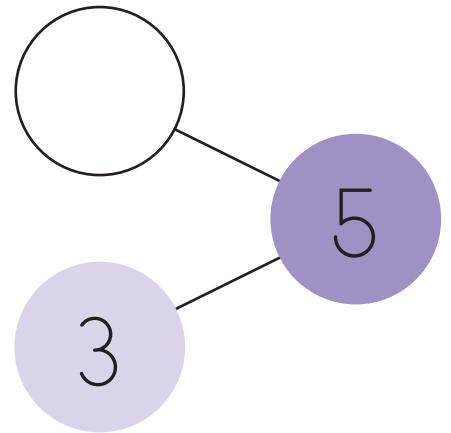
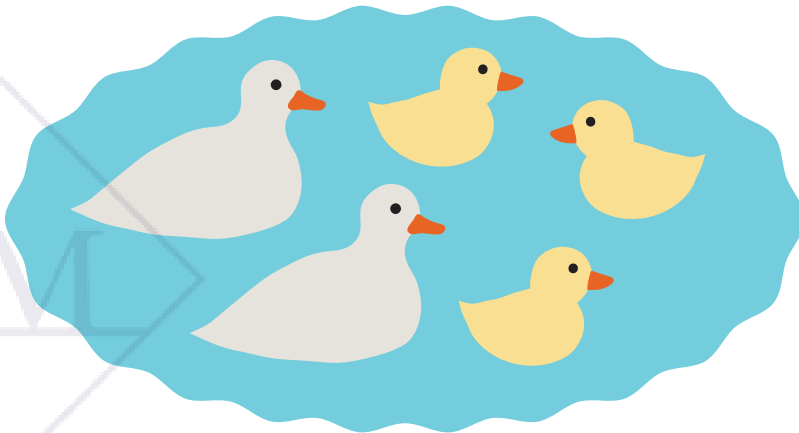
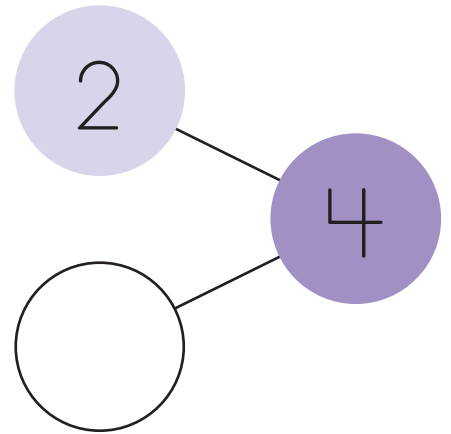
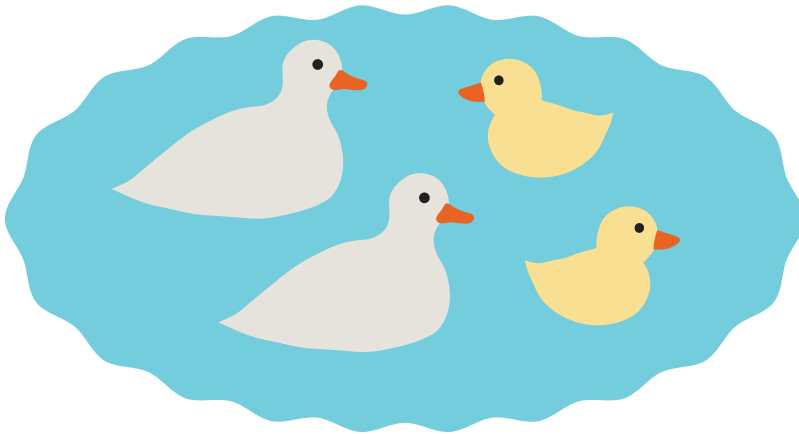
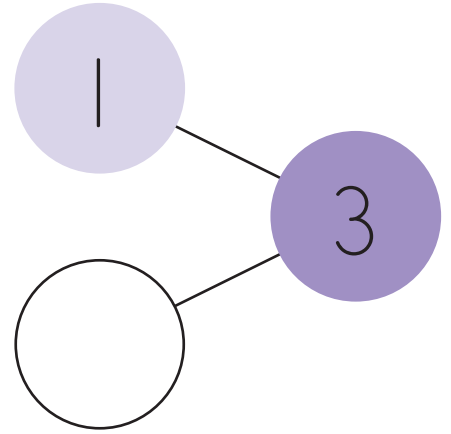
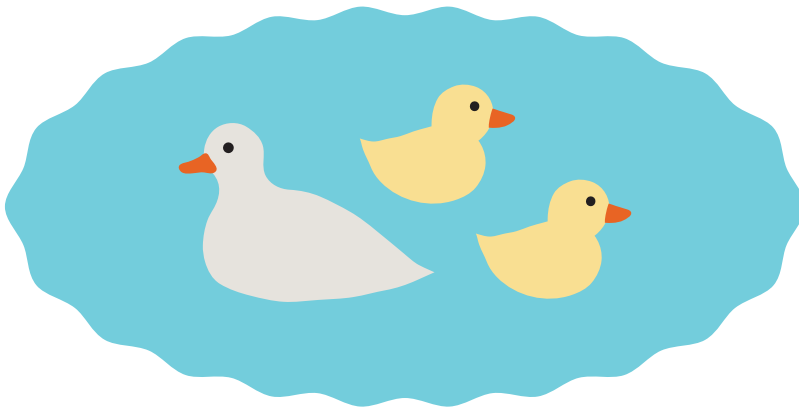
Complete the number bonds.



Using this page: Have students count the parts and determine the whole, then write the numeral to complete the number bond.
Concept: Joining two parts to make a whole.

Exercise 4

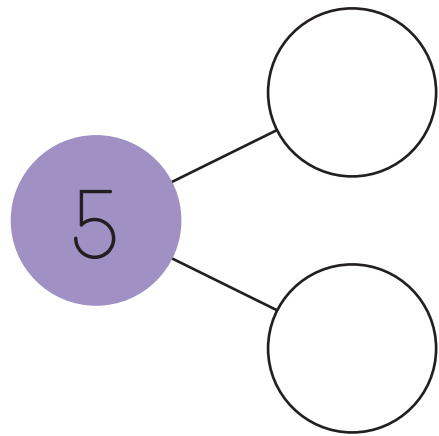
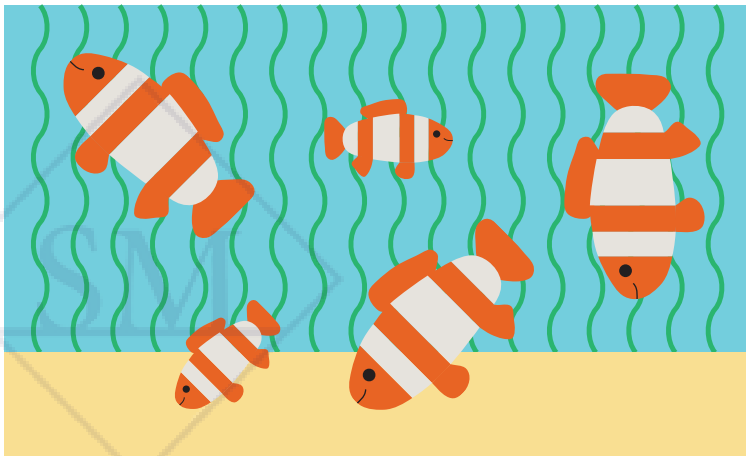
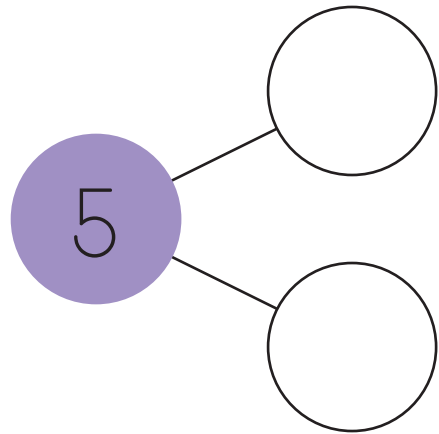
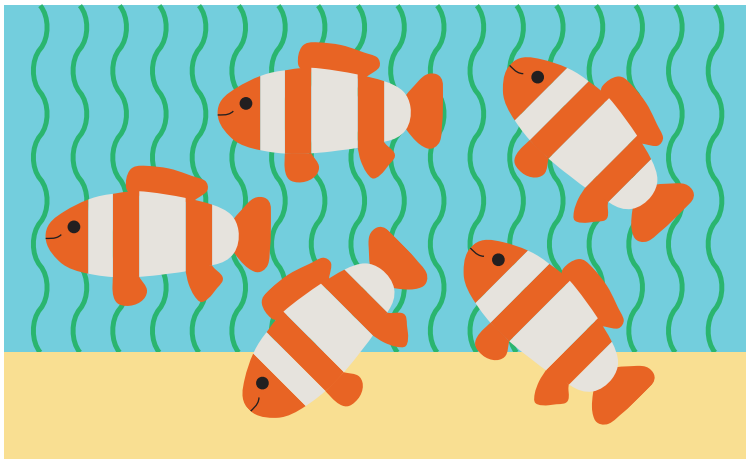
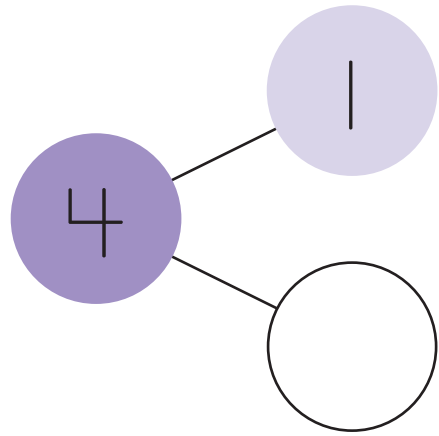
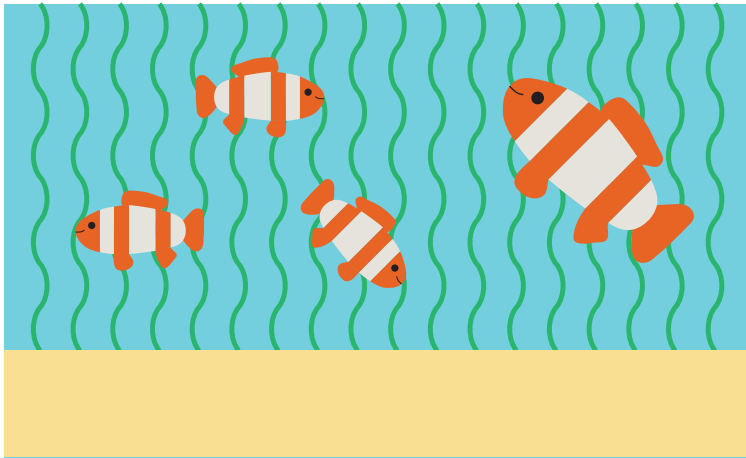
Fill in the missing part of each number bond.



Using this page: Have students look at each illustration and determine the part that is missing, then write the numeral to complete the number bond.

Concept: Finding the missing part.

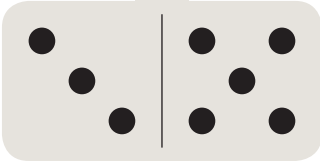
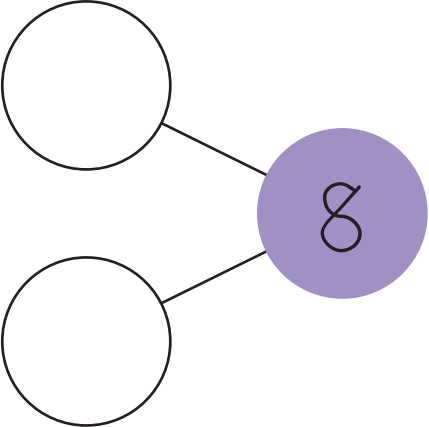
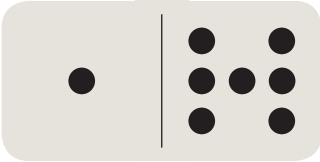
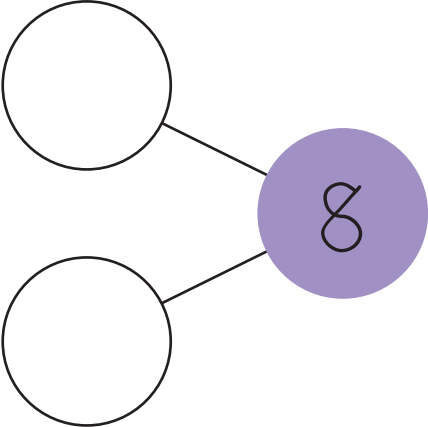
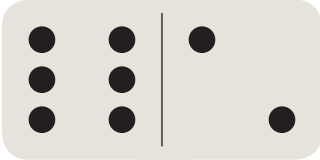
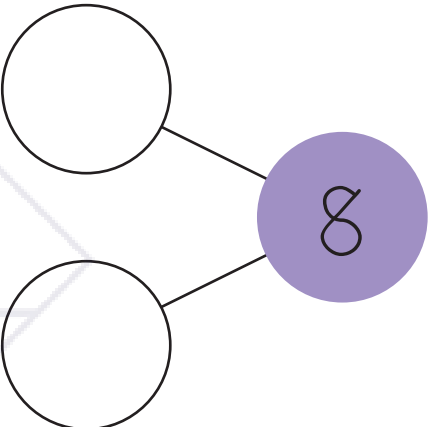
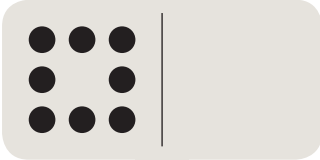
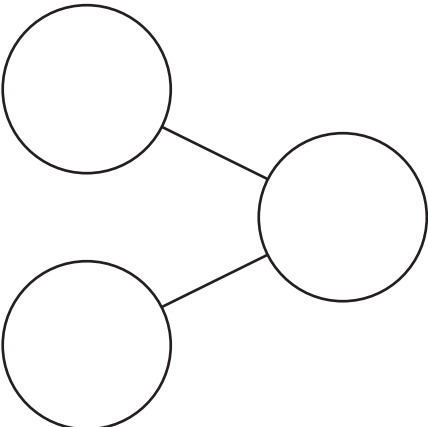
Fill in the parts of each number bond.



Using this page: Have students identify the parts and fill in the parts with the number of big fish and small fish respectively.
Concept: Decomposing sets.

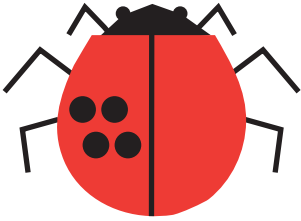
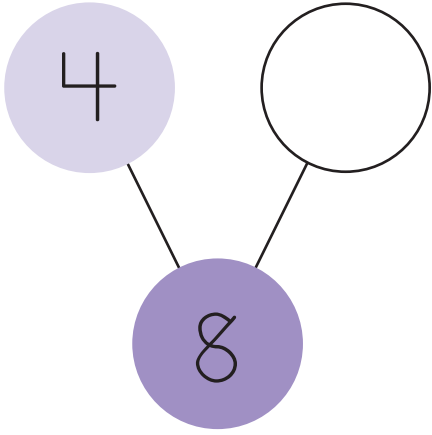

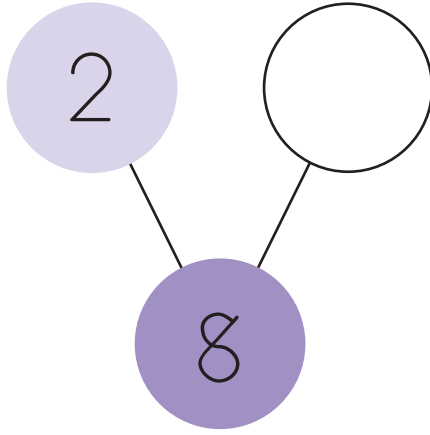
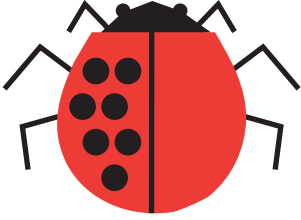
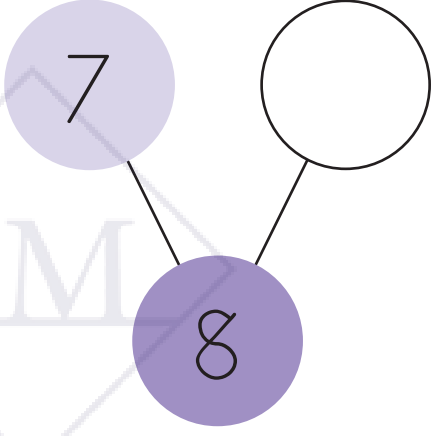
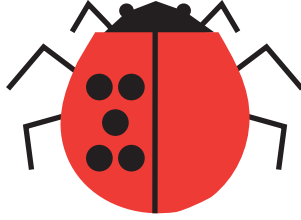
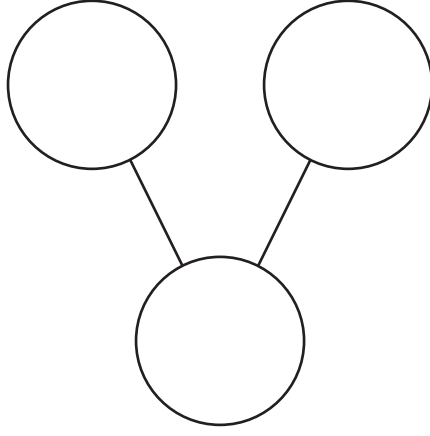
Exercise 9

Complete the number bonds.

Using this page: Have students identify the number of pips on each side of a domino and complete the number bond.
Concept: Finding pairs of numbers that make 8.

Draw more spots to make 8.
Complete the number bonds.


 	 
 	 

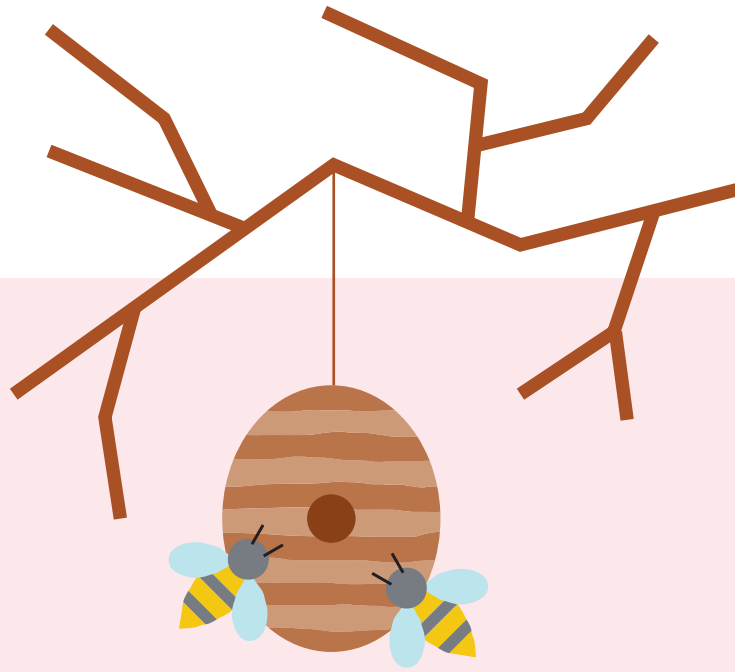
Using this page: Have students count the number of spots on the ladybug and draw more spots on the right wing to make 8, then complete the number bond.


Concept: Finding pairs of numbers that make 8.

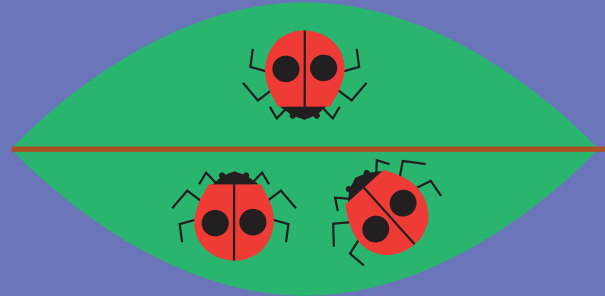
Exercise 4

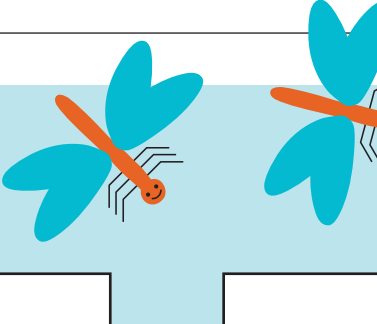
Complete the number sentences.

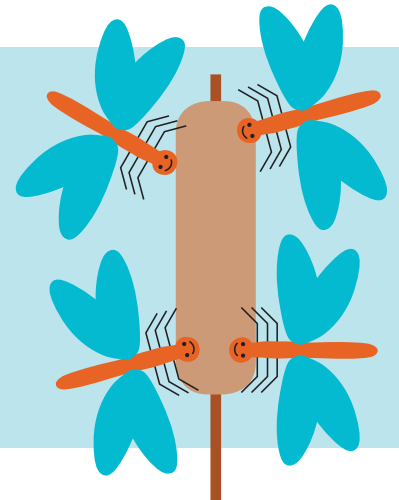

$$2 + \square = \square$$




$$3 + \square = \square$$




$$4 + \square = \square$$




Before using this page: Distribute 10 linking cubes to students.

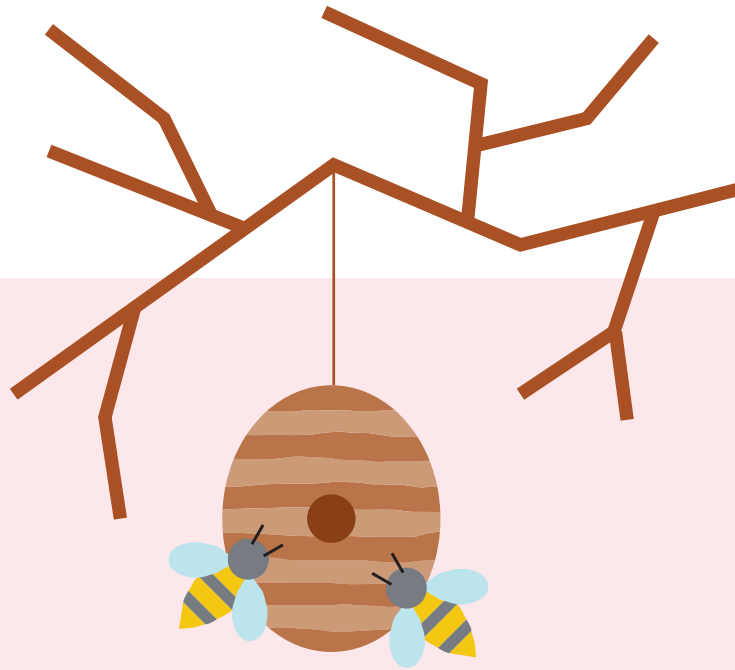
Using this page: Have students place a cube on each insect. Next, have them count and write the missing part. Then count all the cubes and write the total.


Concept: Putting together to add.

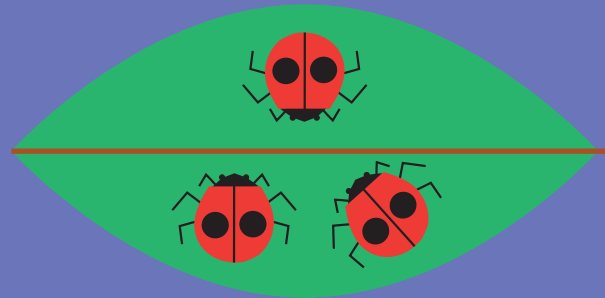
Exercise 4

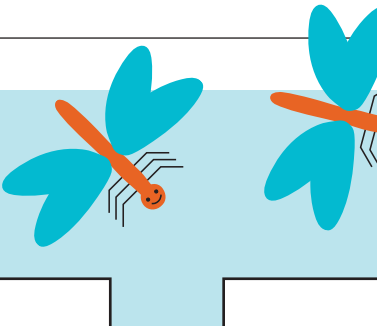
Complete the number sentences.

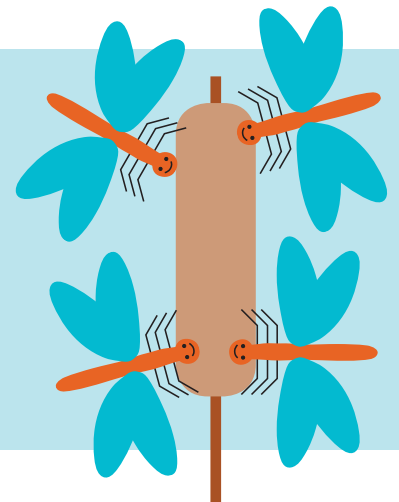

$$2 + \square = \square$$




$$3 + \square = \square$$




$$4 + \square = \square$$



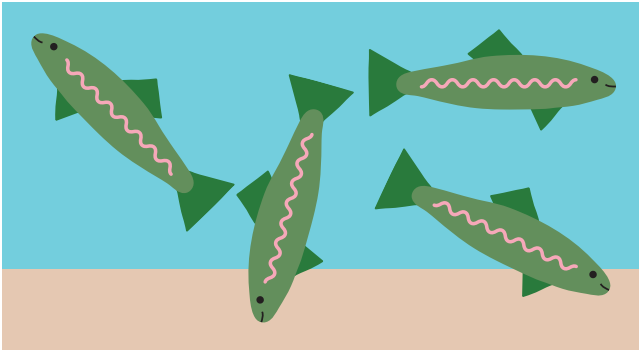
Before using this page: Distribute 10 linking cubes to students.

Using this page: Have students place a cube on each insect. Next, have them count and write the missing part. Then count all the cubes and write the total.


Concept: Putting together to add.

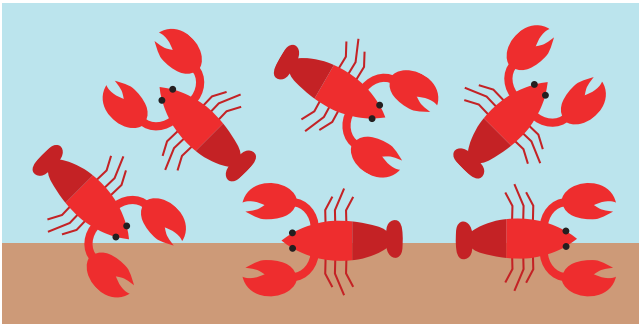
Cross off the water creatures that swim away.
Write the number that remain.

2  swim away.



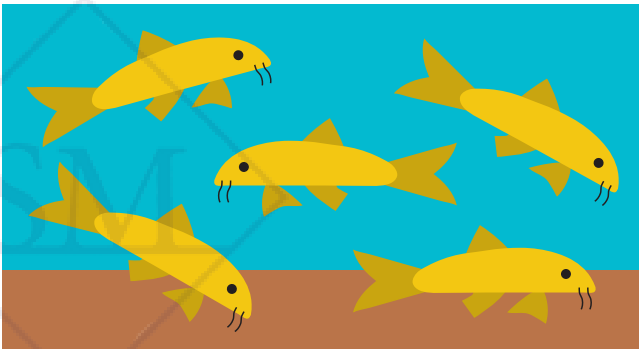
 remain.

3  swim away.



 remain.

2  swim away.

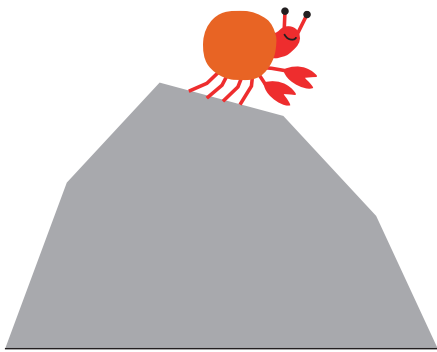


 remain.

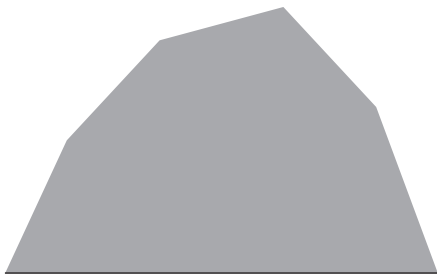
Using this page: Have students cross off the number of water creatures that swim away and write the number that remain.
Concept: Crossing out strategy for subtraction.

Exercise 2

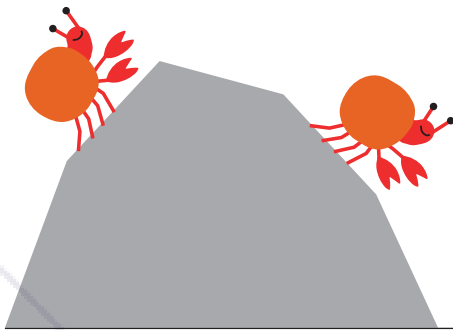
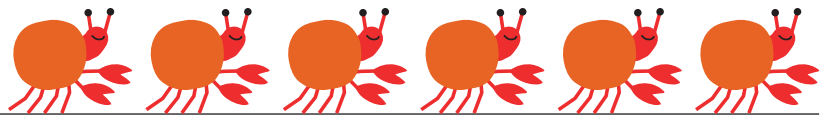
Complete the number sentences.



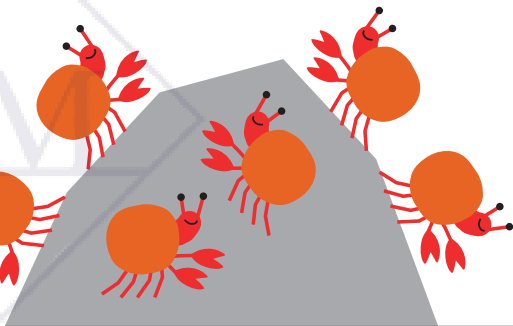
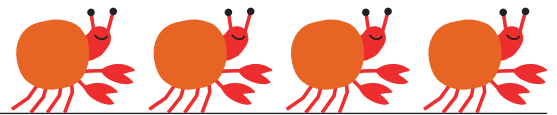
$$6 - 5 = \square$$



$$6 - 6 = \square$$



$$6 - 4 = \square$$



$$6 - 0 = \square$$

Using this page: Have students determine the number of crabs that remain on the rock and write that number.
Concept: Crossing out strategy for subtraction.