# CHAPTER 2

# Outcomes of chapter two :

**At the end of chapter two , your child will be able to:**

### ▶ Lessons 1 & 2 :

- Participate in calendar math activities.
- Apply the mental math strategy of adding doubles.
- Apply the mental math strategy of counting on from the bigger number to add.
- Apply the mental math strategy of counting on from the smaller number to subtract.
- Solve addition and subtraction problems.

### ▶ Lessons 3 & 4 :

- Participate in calendar math activities.
- Solve addition and subtraction problems.
- Apply the mental math strategy of adding or subtracting 10.
- Apply the mental math strategy of making tens to add or subtract.

### ▶ Lessons 5 & 6 :

- Participate in calendar math activities.
- Apply mental math strategies to solve addition story problems.
- Apply mental math strategies to solve subtraction story problems.

### ▶ Lessons 7 to 10 :

- Participate in calendar math activities.
- Solve addition problems to find a missing addend.
- Apply mental math strategies to solve addition problems.
- Solve subtraction problems to find a missing subtrahend.
- Apply mental math strategies to solve subtraction problems.
- Solve problems to find a missing addend or subtrahend.
- Apply mental math strategies to add 1-digit number to 2-digit number.

Lessons 1 & 2

# • Adding doubles
# • Adding and subtracting by counting

## Learn 1 Adding doubles


1 eye + 1 eye = 2 eyes

6 crayons + 6 crayons = 12 crayons

2 legs + 2 legs = 4 legs

MAY

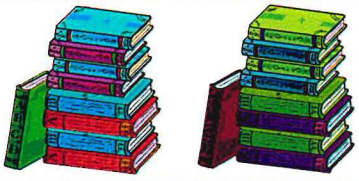
| Mo | Tu | We | Th | Fr | Sa | Su |
|---|---|---|---|---|---|---|
| ~~1~~ | ~~2~~ | ~~3~~ | ~~4~~ | ~~5~~ | ~~6~~ | ~~7~~ |
| ~~8~~ | ~~9~~ | ~~10~~ | ~~11~~ | ~~12~~ | ~~13~~ | ~~14~~ |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

7 days + 7 days = 14 days

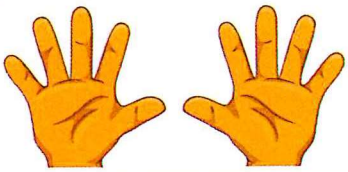
3 flowers + 3 flowers = 6 flowers

8 pieces + 8 pieces = 16 pieces

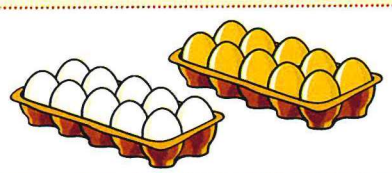
4 legs + 4 legs = 8 legs



9 books + 9 books = 18 books



5 fingers + 5 fingers = 10 fingers



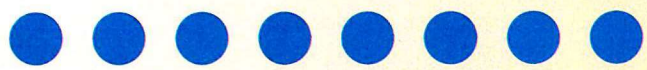
10 eggs + 10 eggs = 20 eggs



**Notes for parents**

• Say a number from 1 to 10, then ask your child to tell you its double.

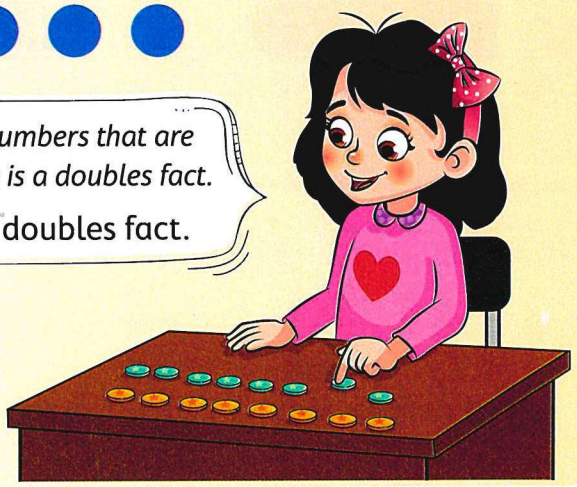
$$\begin{array}{r} 8 \\ +\ 8 \\ \hline 16 \end{array}$$



*16 is the double of 8*

*When you add two numbers that are the same, the sentence is a doubles fact.*

**8 + 8 = 16** is a doubles fact.



## Check

**Add. Write the sums.**

$$\begin{array}{r} 2 \\ +\ 2 \\ \hline \quad\quad \end{array}$$

$$\begin{array}{r} 10 \\ +\ 10 \\ \hline \quad\quad \end{array}$$

$$\begin{array}{r} 7 \\ +\ 7 \\ \hline \quad\quad \end{array}$$

$$\begin{array}{r} 4 \\ +\ 4 \\ \hline \quad\quad \end{array}$$

3 + 3 = _____

5 + 5 = _____

9 + 9 = _____

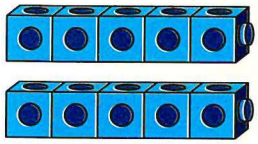
1 + 1 = _____

8 + 8 = _____

6 + 6 = _____

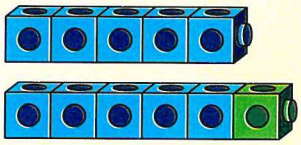
- Ask your child to give you one example of a doubles fact (3 + 3 = 6) and one example of an addition sentence that is not a doubles fact (3 + 5 = 8).

## Learn 2 Adding doubles plus one



$$\begin{array}{r} 5 \\ +\ 5 \\ \hline 10 \end{array}$$

*5 + 5 = 10 is a doubles fact.*



$$\begin{array}{r} 5 \\ +\ 6 \\ \hline 11 \end{array}$$

*5 + 6 = 11 is a doubles plus one fact.*

*5 + 5 = 10 is a doubles fact.*

*5 + 6 = 11 is a doubles plus one fact.*

## Check

**Write the sums.**

| | | |
|---|---|---|
| 6 + 6 = ____ | 6 + 7 = ____ | |
| 3 + 3 = ____ | 3 + 4 = ____ | |
| 8 + 8 = ____ | 8 + 9 = ____ | |
| 2 + 2 = ____ | 3 + 2 = ____ | |
| 9 + 9 = ____ | 10 + 9 = ____ | |
| 4 + 4 = ____ | 5 + 4 = ____ | |
| 5 + 5 = ____ | 6 + 5 = ____ | |
| 7 + 7 = ____ | 7 + 8 = ____ | |
| 0 + 0 = ____ | 0 + 1 = ____ | |

**Notes for parents**

- Have your child tell you the doubles facts and the doubles plus one facts for 3 as 3 + 3 = 6 , so 3 + 4 = 7
- Your child can think 3 + 4 as (3 + 3 = 6 plus 1 = 7) or (4 + 4 = 8 minus 1 = 7).

## Learn 3 Counting on to add

Count on to find the sum . Start with the greater number to make counting easier.

**What is 8 + 2 ?**

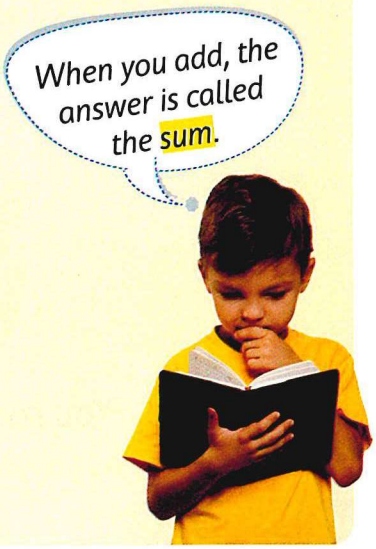
*Say 8*
*Count on 2 more.*
*9,10*
*The sum is 10*

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

**What is 4 + 12 ?**

*Say 12*
*Count on 4 more.*
*13,14,15,16*
*The sum is 16*

$$\begin{array}{r} 4 \\ +\ 12 \\ \hline 16 \end{array}$$




## Check

**Circle the greater number. Count on to find the sum.**

| | | | |
|---|---|---|---|
| 6 + 2 = 8 | 5 + 8 = ___ | 9 + 3 = ___ | 4 + 7 = ___ |
| 5 + 2 = ___ | 8 + 9 = ___ | 12 + 7 = ___ | 9 + 10 = ___ |
| 6 + 7 = ___ | 9 + 4 = ___ | 7 + 8 = ___ | 9 + 5 = ___ |

- When you count on to find the sum, your child can start with the smaller number, but it is easier to start with the greater one.

# Learn 4 Counting on to subtract

Count on to find the difference. Start with the smaller number.

What is 7 - 4 ?

Use your fingers to count on after 4 to reach 7.


You raised 3 fingers.

$$\begin{array}{r} 7 \\ -\ 4 \\ \hline 3 \end{array}$$

When you subtract, the answer is called the difference.

## Check

**Circle the smaller number. Count on to find the difference.**

| | | | |
|---|---|---|---|
| $\begin{array}{r} 9 \\ -\ 5 \\ \hline 4 \end{array}$ | $\begin{array}{r} 12 \\ -\ 7 \\ \hline \end{array}$ | $\begin{array}{r} 8 \\ -\ 2 \\ \hline \end{array}$ | $\begin{array}{r} 10 \\ -\ 5 \\ \hline \end{array}$ |
| $\begin{array}{r} 13 \\ -\ 4 \\ \hline \end{array}$ | $\begin{array}{r} 15 \\ -\ 9 \\ \hline \end{array}$ | $\begin{array}{r} 16 \\ -\ 8 \\ \hline \end{array}$ | $\begin{array}{r} 22 \\ -\ 12 \\ \hline \end{array}$ |
| $\begin{array}{r} 14 \\ -\ 6 \\ \hline \end{array}$ | $\begin{array}{r} 10 \\ -\ 3 \\ \hline \end{array}$ | $\begin{array}{r} 11 \\ -\ 8 \\ \hline \end{array}$ | $\begin{array}{r} 9 \\ -\ 2 \\ \hline \end{array}$ |



**Notes for parents**

- Your child also can count back to find the difference 7 – 4.
  Start with the greater number 7 and count 4 backwards (6 , 5 , 4 , 3), the answer is 3.

# Exercise 5

On Lessons 1 & 2

- Adding doubles
- Adding and subtracting by counting

From the school book

## 1 Use the doubles fact to find the answer.

a. 3 + 3 = ____

b. 7 + 7 = ____

c. 4 + 4 = ____

d. 5 + 5 = ____

e. 10 + 10 = ____

f. 1 + 1 = ____

g. 8 + 8 = ____

h. 2 + 2 = ____

i. 9 + 9 = ____

j. 6 + 6 = ____

## 2 Use doubles plus one strategy to find the answer.

a. 5 + 5 = ____ so,
5 + 6 = ____

b. 4 + 4 = ____ so,
4 + 5 = ____

c. 7 + 7 = ____ so,
8 + 7 = ____

d. 9 + 9 = ____ so,
9 + 10 = ____

e. 6 + 6 = ____ so,
7 + 6 = ____

f. 8 + 8 = ____ so,
9 + 8 = ____

g. 2 + 2 = ____ so,
2 + 3 = ____

h. 3 + 3 = ____ so,
3 + 4 = ____

i. 10 + 10 = ____ so,
11 + 10 = ____

## 3 Count on to add each of the following.

a. 7 + 2 = ____

b. 8 + 4 = ____

c. 3 + 12 = ____

d. 14 + 7 = ____

e. 12 + 5 = ____

f. 7 + 7 = ____

g. 5 + 8 = ____

h. 10 + 6 = ____

i. 4 + 7 = ____

j. 13 + 2 = ____

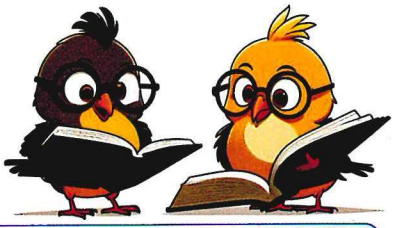
k. 15 + 4 = ____

l. 9 + 7 = ____

m. 7 + 3 = ____

n. 9 + 6 = ____

o. 8 + 3 = ____



## 4 Count on to subtract each of the following.

| | | |
|---|---|---|
| a. 9 − 3 = ____ | b. 8 − 6 = ____ | c. 14 − 7 = ____ |
| d. 10 − 2 = ____ | e. 13 − 5 = ____ | f. 16 − 9 = ____ |
| g. 15 − 10 = ____ | h. 16 − 7 = ____ | i. 18 − 2 = ____ |
| j. 11 − 7 = ____ | k. 17 − 9 = ____ | l. 15 − 1 = ____ |

## 5 Put (✓) to the correct statement or (✗) to the incorrect statement.

| | |
|---|---|
| a. 5 + 5 = 10 ( ) | b. 7 + 6 = 14 ( ) |
| c. 5 + 13 = 17 ( ) | d. 9 + 9 = 18 ( ) |
| e. 4 + 7 = 11 ( ) | f. 17 − 5 = 12 ( ) |
| g. 14 − 7 = 6 ( ) | h. 10 + 10 = 20 ( ) |

## 6 Choose the correct answer.

| | |
|---|---|
| a. 7 + 7 = ____ | (9 or 14 or 15) |
| b. 8 + 9 = ____ | (17 or 18 or 19) |
| c. 5 + 9 = ____ | (4 or 14 or 15) |
| d. 9 + ____ = 18 | (9 or 10 or 18) |
| e. 19 − 2 = ____ | (15 or 17 or 18) |
| f. 5 + ____ = 10 | (4 or 5 or 7) |
| g. 12 − 4 = ____ | (5 or 6 or 8) |

Place a smiley face

Lessons

# 3 & 4

- Adding or subtracting the number 10
- Adding and subtracting by making tens

## Learn 1 Adding the number 10

**Add 26 + 10**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |
| 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

To 31

Start at **26** and count **10** forward, you will reach **36**.

You moved up one row.

$$\begin{array}{r} 26 \\ +\ 10 \\ \hline 36 \end{array}$$

- From the previous, notice that when you add 10, the digit in ones place doesn't change, and the digit in tens place increases by 1.

**For example:**

$$\begin{array}{r} 38 \\ +\ 10 \\ \hline 48 \end{array} \qquad \begin{array}{r} 25 \\ +\ 10 \\ \hline 35 \end{array} \qquad \begin{array}{r} 20 \\ +\ 10 \\ \hline 30 \end{array}$$

## Check

**Add.**

$$\begin{array}{r} 27 \\ +\ 10 \\ \hline \quad \end{array} \qquad \begin{array}{r} 29 \\ +\ 10 \\ \hline \quad \end{array} \qquad \begin{array}{r} 10 \\ +\ 44 \\ \hline \quad \end{array} \qquad \begin{array}{r} 6 \\ +\ 10 \\ \hline \quad \end{array}$$

10 ⊕ 15 = ____

23 ⊕ 10 = ____

**Notes for parents**

- Help your child use the numbers chart to solve the addition problems in this page.

## Learn 2 Subtracting the number 10

### Subtract 26 - 10

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |
| 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

To 20

Start at **26** and count **10** backward, you will reach **16**.

You moved down one row.

$$\begin{array}{r} 26 \\ -\ 10 \\ \hline 16 \end{array}$$

- From the previous, notice that when you subtract 10, the digit in ones place doesn't change, and the digit in tens place decreases by 1.

**For example:**

$$\begin{array}{r} 25 \\ -\ 10 \\ \hline 15 \end{array} \qquad \begin{array}{r} 49 \\ -\ 10 \\ \hline 39 \end{array} \qquad \begin{array}{r} 16 \\ -\ 10 \\ \hline 6 \end{array}$$

## Check

**Subtract.**

$$\begin{array}{r} 23 \\ -\ 10 \\ \hline \quad\quad \end{array} \qquad \begin{array}{r} 77 \\ -\ 10 \\ \hline \quad\quad \end{array} \qquad \begin{array}{r} 58 \\ -\ 10 \\ \hline \quad\quad \end{array} \qquad \begin{array}{r} 82 \\ -\ 10 \\ \hline \quad\quad \end{array}$$

43 − 10 = ____

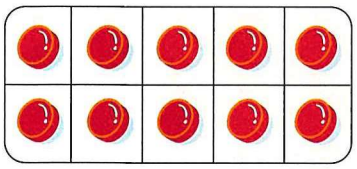
10 − 10 = ____



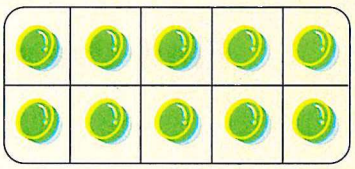
**Notes for parents**

- Help your child use the numbers chart to solve the subtraction problems in this page.

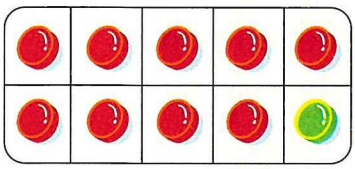
## Remember the components of 10



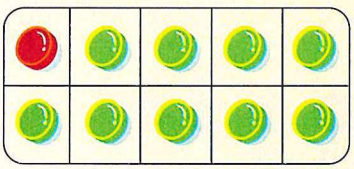
10 + 0 = 10



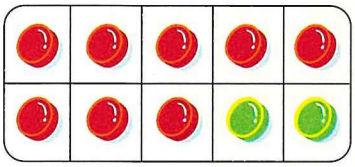
0 + 10 = 10



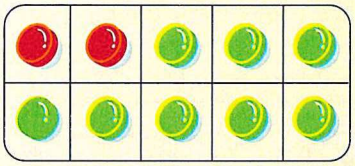
9 + 1 = 10



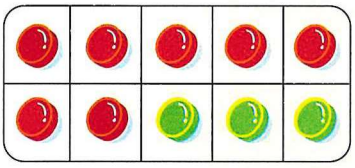
1 + 9 = 10



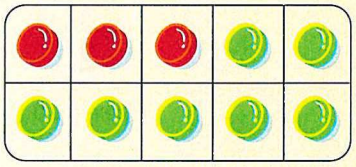
8 + 2 = 10



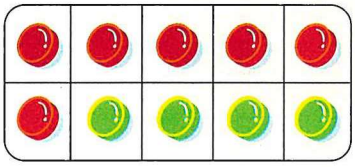
2 + 8 = 10



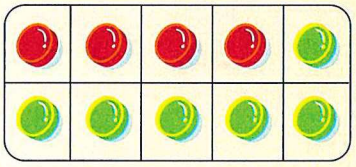
7 + 3 = 10



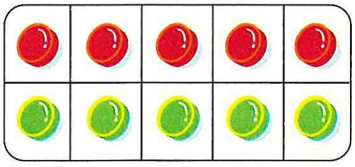
3 + 7 = 10



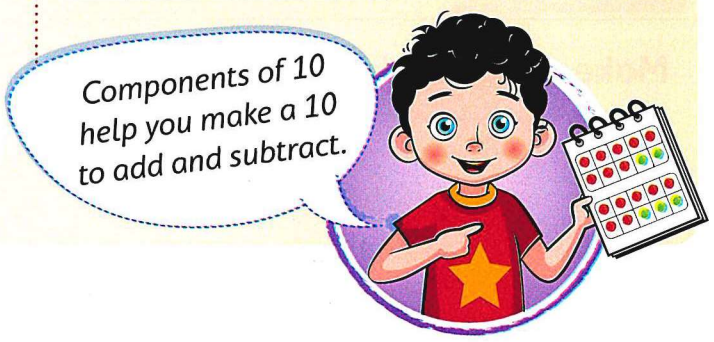
6 + 4 = 10



4 + 6 = 10



5 + 5 = 10




## Check

**Find all ways to make a 10.**

- 7 + ___ = 10
- ___ + 2 = 10
- ___ + 1 = 10

- 4 + ___ = 10
- ___ + 3 = 10
- 8 + ___ = 10

- 5 + ___ = 10
- ___ + 6 = 10
- 9 + ___ = 10

• Tell your child a number from 0 to 10 and ask him/her to tell another number to make a 10.

## Learn 3 Make a 10 to add

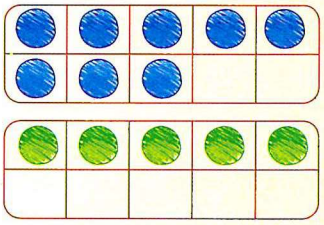

### Find the sum of 8 + 5

**First way**

Show 8.

Then show 5.

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

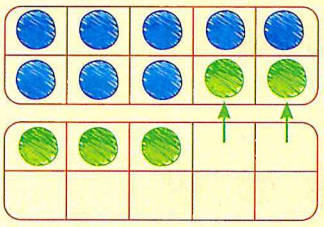


Make a ten.

8 is close to 10

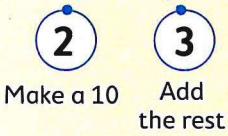
Move 2 counters into the ten frame.

$$\begin{array}{r} 10 \\ +\ 3 \\ \hline 13 \end{array}$$



**Second way**

$8 + 5$



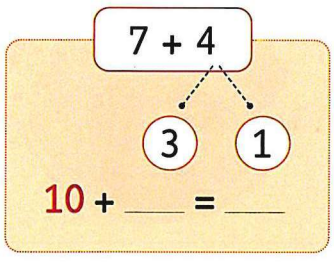


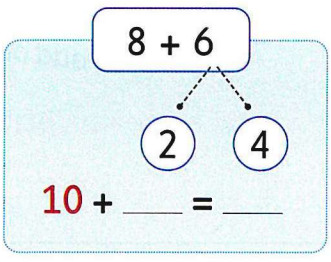
$8 + (2) = 10$ and $10 + (3) = 13$

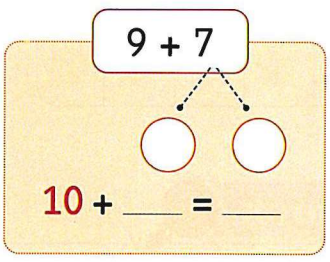
So, $8 + 5 = 13$

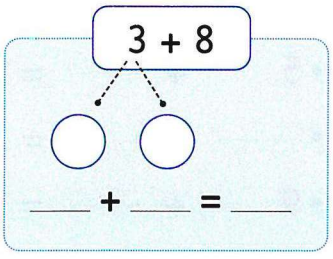
## Check

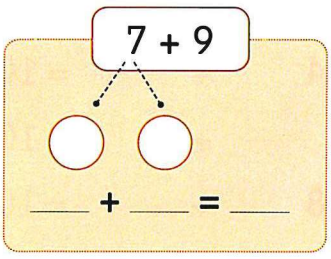
**Make a ten to add.**

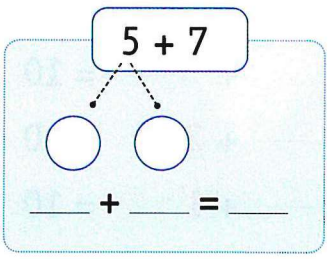


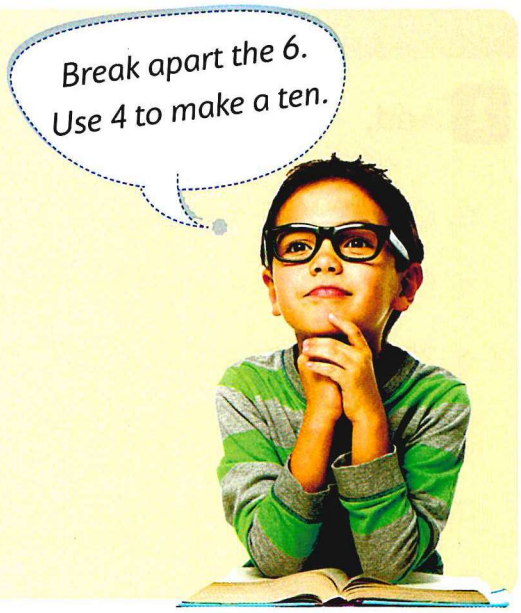



**Notes for parents**

- Ask your child how to make a ten when adding 7+4.

## Learn 4 Make a 10 to subtract

### Find the difference of 14 – 6




**14 – 6**

4 — Make a ten

2 — Subtract the rest

14 – (4) = 10 and 10 – (2) = 8

So, 14 – 6 = 8

## Check

**Make a ten to subtract.**

15 – 7 = ____

5 2

10 – ____ = ____

17 – 8 = ____

7 1

10 – ____ = ____

18 – 9 = ____

8 1

10 – ____ = ____

11 – 5 = ____

1 4

10 – ____ = ____

12 – 5 = ____

10 – ____ = ____

14 – 9 = ____

10 – ____ = ____

16 – 9 = ____

10 – ____ = ____

13 – 5 = ____

10 – ____ = ____

15 – 8 = ____

10 – ____ = ____

- Make a 10 to subtract, this way is used when the units digit of the first number is less than the units digit in the second one.

# Exercise 6

On Lessons 3 & 4

- Adding or subtracting the number 10
- Adding and subtracting by making tens

From the school book

## 1 Add.

| | | |
|---|---|---|
| a. 4 + 10 = ____ | b. 42 + 10 = ____ | c. 75 + 10 = ____ |
| d. 84 + 10 = ____ | e. 21 + 10 = ____ | f. 19 + 10 = ____ |
| g. 37 + 10 = ____ | h. 50 + 10 = ____ | i. 67 + 10 = ____ |
| j. 17 + 10 = ____ | k. 39 + 10 = ____ | l. 71 + 10 = ____ |
| m. 29 + 10 = ____ | n. 80 + 10 = ____ | o. 47 + 10 = ____ |
| p. 63 + 10 = ____ | q. 76 + 10 = ____ | r. 22 + 10 = ____ |

## 2 Subtract.

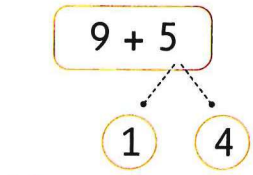
| | | |
|---|---|---|
| a. 78 − 10 = ____ | b. 24 − 10 = ____ | c. 38 − 10 = ____ |
| d. 99 − 10 = ____ | e. 71 − 10 = ____ | f. 87 − 10 = ____ |
| g. 16 − 10 = ____ | h. 49 − 10 = ____ | i. 51 − 10 = ____ |
| j. 19 − 10 = ____ | k. 37 − 10 = ____ | l. 45 − 10 = ____ |
| m. 91 − 10 = ____ | n. 62 − 10 = ____ | o. 23 − 10 = ____ |
| p. 20 − 10 = ____ | q. 54 − 10 = ____ | r. 81 − 10 = ____ |

## 3 Complete.

| | | |
|---|---|---|
| a. 4 + ____ = 10 | b. 7 + ____ = 10 | c. 1 + ____ = 10 |
| d. 5 + ____ = 10 | e. 2 + ____ = 10 | f. 6 + ____ = 10 |
| g. 8 + ____ = 10 | h. 9 + ____ = 10 | i. ____ + 3 = 10 |

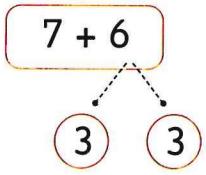
## 4 Make a ten to add.

a.



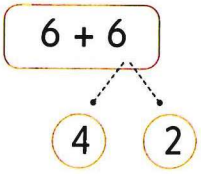

10 + ___ = ___

b.



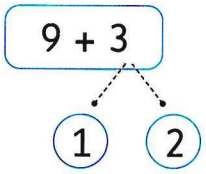

10 + ___ = ___

c.



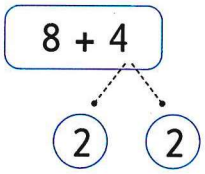

10 + ___ = ___

d.



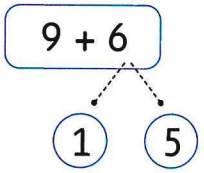

___ + ___ = ___

e.



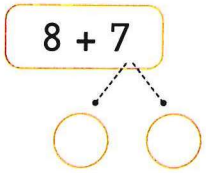

___ + ___ = ___

f.



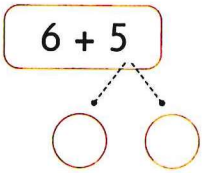

___ + ___ = ___

g.



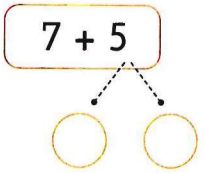

___ + ___ = ___

h.



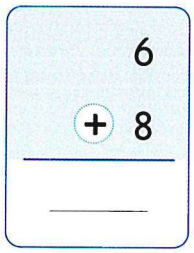

___ + ___ = ___

i.

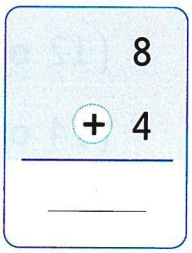



___ + ___ = ___

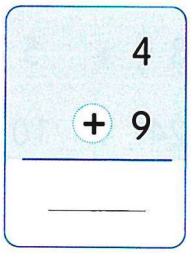
j.




k.




l.




## 5 Make a ten to subtract.

a. 12 − 5 = ___

d. 13 − 7 = ___

g. 17 − 9 = ___

j. 15 − 9 = ___

m. 13 − 8 = ___

b. 17 − 8 = ___

e. 14 − 5 = ___

h. 18 − 9 = ___

k. 16 − 8 = ___

n. 11 − 7 = ___

c. 15 − 7 = ___

f. 16 − 7 = ___

i. 12 − 7 = ___

l. 14 − 8 = ___

o. 13 − 4 = ___

p. 15 − 6 = ____

q. 17 − 8 = ____

r. 11 − 5 = ____

s. 12 − 8 = ____

t. 14 − 7 = ____

## 6 Use the Making Tens mental math strategy to solve these problems.

| | | | |
|---|---|---|---|
| a. | 5 + 6 | 5 + ____ = 10 | So, 5 + 6 = ____ |
| b. | 7 + 4 | 7 + ____ = 10 | So, 7 + 4 = ____ |
| c. | 8 + 5 | 8 + ____ = 10 | So, 8 + 5 = ____ |
| d. | 13 − 3 | 13 − ____ = 10 | So, 13 − 3 = ____ |
| e. | 12 − 5 | 12 − ____ = 10 | So, 12 − 5 = ____ |
| f. | 18 − 9 | 18 − ____ = 10 | So, 18 − 9 = ____ |

## 7 Choose the correct answer.

a. 8 + 5 = ____ (12 or 13 or 14)

b. 24 + 10 = ____ (14 or 24 or 34)

c. 35 − 10 = ____ (34 or 24 or 25)

d. 18 − 9 = ____ (7 or 8 or 9)

e. 93 − 10 = ____ (83 or 73 or 92)

f. 7 + 8 = ____ (10 or 15 or 20)

g. 22 + 10 = ____ (32 or 23 or 33)

h. 9 + 6 = ____ (10 or 15 or 16)

i. 77 − 10 = ____ (66 or 76 or 67)

j. 23 + 10 = ____ (33 or 24 or 34)

Place a smiley face

Lessons

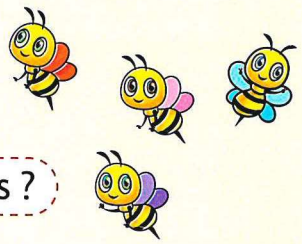
# 5 & 6

- Story problems on adding
- Story problems on subtracting

## Learn 1 Story problems on adding

Bassem saw 7 bees on Saturday.

He saw 6 bees on Sunday.



How many bees did he see in all the two days ?



- Understand
- Plan
- Solve
- Check your answer

### Understand

- **What do you want to find out ?**
  Circle the questions.

### Plan

- **What facts do you need ?**
  Underline them.

### Solve

- **You can use different ways to solve the problem** $7 + 6 = ?$

**Counting on**

Say 7

Count on 6 more

8 ,9 ,10 ,11 ,12 ,13

The sum is **13**

**Use doubles plus one**

$$\begin{array}{r} 6 \\ +\ 6 \\ \hline 12 \end{array} \qquad \begin{array}{r} 7 \\ +\ 6 \\ \hline 13 \end{array}$$

**Make a 10 to add**

$7 + 6$

(3) (3)

$7 + 3 = 10$

$10 + 3 = 13$

**Bassem saw 13 bees in all the two days.**

## Check

Ahmed has **8** blue pens and **9** black pens. **How many pens does Ahmed have ?**

_____

_____

**Notes for parents**

- In this lesson your child will use the strategies he/she has studied before to solve addition and subtraction word problems.
- Help your child understand, plan, solve and check the answer each time he/she answered the problem.

## Learn 2 Story problems on subtracting

There are 11 birds on a tree.

5 of them flew away.

How many birds are left on the tree ?

- Understand
- Plan
- Solve
- Check your answer

### Understand

- **What do you want to find out ?**

Circle the questions.

### Plan

- **What facts do you need ?**

Underline them.

### Solve

- **You can use different ways to solve the problem** $11 - 5 = ?$

**Counting on**

Use your fingers to count on after 5 to reach 11.

$11 - 5 = 6$

**Make a ten to subtract**

$11 - 5$

1 4

$11 - 1 = 10$ and $10 - 4 = 6$

**The number of birds left on the tree is 6 birds.**

## Check

Mostafa has **11** pounds, he bought a bottle of water by **3** pounds.

**How much money is left with Mostafa ?**



**Notes for parents**

- Make sure that your child understand the problem. Talk with him/her about the different ways of solving it.
- For each problem, ask your child to tell you how he/she decided whether to add or subtract.

# Exercise 7

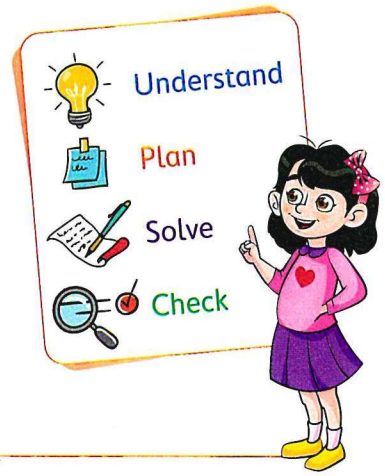
On Lessons 5 & 6

- **Story problems on adding**
- **Story problems on subtracting**

From the school book

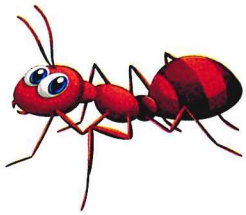
**1** Mariam has 8 books in Arabic and 5 books in English.

**How many books does Mariam have ?**




**2** Raja counted 7 ants crawling on the sidewalk. Then he found 3 more ants crawling.

**How many ants did Raja see in all ?**



**3** Ali has 7 marbles, his brother give him 6 marbles.

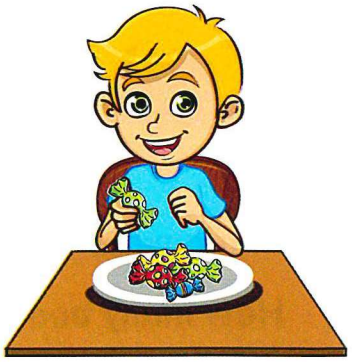
**How many marbles does Ali have ?**

**4** There are 2 crayon boxes, in each box there are 6 crayons.

**What is the number of crayons in the two boxes ?**

**5** Mukhtar has 6 jelly beans in a jar. He has another 8 jelly beans in his pocket.

**How many jelly beans does Mukhtar have in all ?**



**6** Ali caught 9 fish and Mina caught 8 fish.

**Find the number of fish with both.**

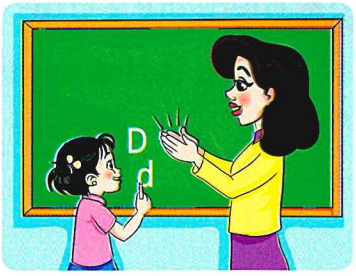
**7** Mohamed and Paula are in a volleyball team.

In the last match Mohamed scored 7 points and Paula scored 5 points.

**What is the number of points that Mohamed and Paula scored ?**

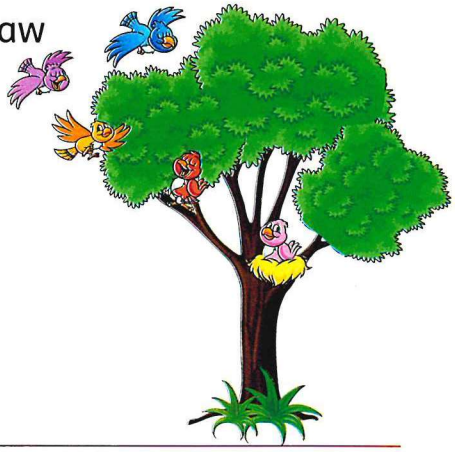
**8** Heba has 7 stickers. Her teacher gives her 9 more stickers.

**How many stickers does Heba have all together ?**



**9** 📖 Miryam saw 8 birds flying in the sky. She also saw 4 birds sitting in a tree.

**How many birds did Miryam see in all ?**



**10** There are 2 vases. In each vase there are 7 flowers.

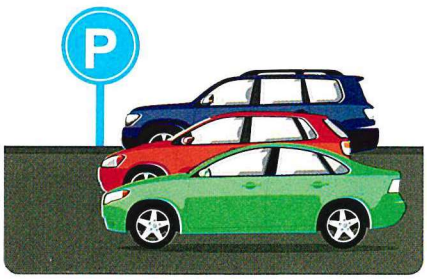
**What is the number of flowers in all ?**

**11** Tamer had 8 pens. He gave 6 pens to Jana.

**How many pens does Tamer have now ?**

**12** There are 12 cars in the park, if 9 cars go away.

**How many cars are there in the car park now ?**



**13** Khadega bought 15 candies, she gave 6 candies to her brother.

**How many candies does Khadega have now ?**

**14** Farida had 11 oranges, she ate 7 of them.

**How many oranges are remained with Farida ?**

**15** There are 12 people in a bus, if 7 of them get off the bus.

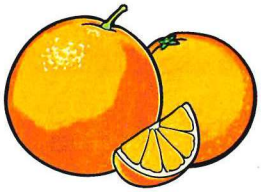
**How many people are remained in the bus ?**


**16** 📖 Ahmed gathers 15 rocks at the beach. He tosses 6 rocks into the water.

**How many rocks does Ahmed have left ?**

**17** 📖 Rashida bought 13 oranges. She gave 3 oranges to her father.

**How mony oranges does she have now ?**



**18** 📖 Salma has 18 figs. She eats 10 figs.

**How many figs does Salma have left ?**

**19** 📖 Mustafa has 16 candies. He ate 6 candies.

**How many candies does Mustafa have left ?**

**20** There are 15 birds on a tree, 7 of them flew away.

**How many birds are left on the tree ?**

Place a smiley face

# Lessons 7 to 10

- Mental applications on adding
- Mental applications on subtracting
- Mental applications on adding and subtracting
- Adding using the 120 chart

## Learn 1 Mental applications on adding "Finding a missing addend"

Sameh had 12 books.

His teacher gave him some extra books.

Sameh has now 19 books.

How many books did his teacher give him ?

### Addition problem solving using counting on strategy

✿ **Write a number sentence.**

12 + ? = 19

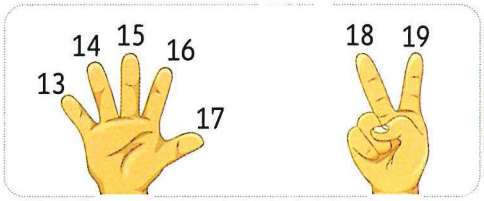
- 12 — What Sameh had
- ? — What his teacher gave him
- 19 — The sum

*Addends are the numbers you add together in addition problem.*

*9* + *3* = *12*

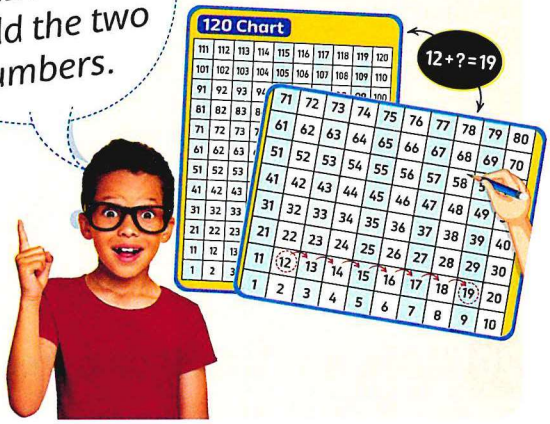
addend, addend, sum

✿ **Count on after 12 to reach 19.**




- You raised 7 fingers. **So,** 12 + 7 = 19
- His teacher gave him 7 books.

You can use the 120 chart to add the two numbers.




## Check

**Find the missing addend.**

| | | |
|---|---|---|
| 5 + ____ = 12 | 9 + ____ = 14 | ____ + 7 = 14 |
| 2 + ____ = 11 | ____ + 6 = 13 | ____ + 7 = 16 |



**Notes for parents**

- Help your child remember how to count on to solve addition problems.

## Learn 2 Mental applications on subtracting "Finding a missing subtrahend"

17 birds were flying.

Some landed on a tree.

11 are still in the air.

How many birds did land on the tree ?

### Subtraction problem solving using counting on strategy

✿ **Write a number sentence.**

17 − ? = 11

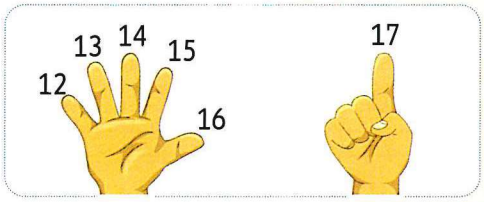
- 17: Number of birds were flying
- ?: Number of birds landed on the tree
- 11: Number of birds still in the air

*Subtrahend is a number to be subtracted from another number.*

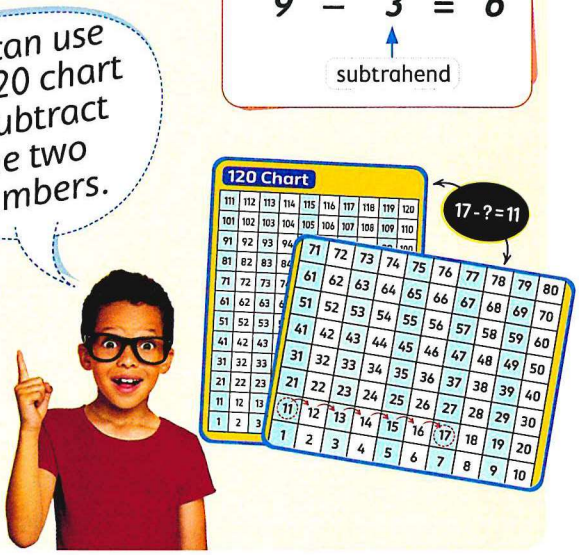
*9 − 3 = 6*

subtrahend

✿ **Count on after 11 to reach 17.**




- You raised 6 fingers. **So,** 17 − 6 = 11
- 6 birds landed on the tree.




### Check

**Find the missing subtrahend.**

| | | |
|---|---|---|
| 17 − ____ = 9 | 15 − ____ = 7 | 12 − ____ = 7 |
| 13 − ____ = 4 | 18 − ____ = 7 | 12 − ____ = 5 |

• Help your child how to count on to find a missing subtrahend in a subtraction problem.

# Exercise 8

On Lessons 7 to 10

- Mental applications on adding
- Mental applications on subtracting
- Mental applications on adding and subtracting
- Adding using the 120 chart

From the school book

## 1 Find the missing number.

a. ___ + 7 = 10

b. ___ + 5 = 9

c. 6 + ___ = 12

d. ___ + 4 = 11

e. 10 + ___ = 16

f. 8 + ___ = 17

g. ___ + 9 = 14

h. 15 − ___ = 8

i. 16 − ___ = 7

j. 11 − ___ = 7

k. 12 − ___ = 7

l. 18 − ___ = 12

m. 13 − ___ = 9

n. 10 + ___ = 19

o. 9 + ___ = 12

p. 15 − ___ = 6

q. 17 − ___ = 8

r. 19 − ___ = 8

s.
$$\begin{array}{r} 8 \\ +\ \_\_ \\ \hline 16 \end{array}$$

t.
$$\begin{array}{r} \_\_ \\ +\ 5 \\ \hline 14 \end{array}$$

u.
$$\begin{array}{r} 13 \\ -\ \_\_ \\ \hline 6 \end{array}$$

v.
$$\begin{array}{r} 17 \\ -\ \_\_ \\ \hline 9 \end{array}$$

w.
$$\begin{array}{r} 7 \\ +\ \_\_ \\ \hline 12 \end{array}$$

x.
$$\begin{array}{r} 14 \\ -\ \_\_ \\ \hline 7 \end{array}$$

y.
$$\begin{array}{r} 15 \\ +\ \_\_ \\ \hline 18 \end{array}$$

z.
$$\begin{array}{r} 17 \\ -\ \_\_ \\ \hline 10 \end{array}$$

## 2 Circle the correct number.

a. 10 + ___ = 15 (3 or 5 or 8)

b. 13 − ___ = 5 (7 or 8 or 9)

c. 13 + ___ = 15 (3 or 12 or 2)

d. 7 + ___ = 14 (10 or 7 or 9)

| | |
|---|---|
| e. 15 − ____ = 9 | (6 or 7 or 8) |
| f. 18 − ____ = 10 | (12 or 10 or 8) |
| g. ____ + 16 = 19 | (2 or 3 or 4) |
| h. 12 − ____ = 2 | (6 or 8 or 10) |
| i. ____ + 13 = 17 | (4 or 14 or 3) |
| j. 10 − ____ = 5 | (15 or 10 or 5) |
| k. ____ + 8 = 16 | (8 or 9 or 10) |
| l. 13 − ____ = 7 | (5 or 6 or 20) |
| m. 4 + ____ = 11 | (2 or 15 or 7) |
| n. 15 + ____ = 19 | (4 or 5 or 9) |
| o. 17 − ____ = 9 | (2 or 8 or 9) |

## 3 Match.

| | |
|---|---|
| a. ____ + 7 = 11 | 8 |
| b. 18 − ____ = 9 | 4 |
| c. ____ + 5 = 12 | 10 |
| d. 14 − ____ = 8 | 9 |
| e. 13 − ____ = 3 | 6 |
| f. 16 − ____ = 8 | 7 |

## 4 Answer the following.

a. At 8 p.m., Omar saw 3 stars in the sky.
At 9 p.m., he saw 13 stars in the sky.

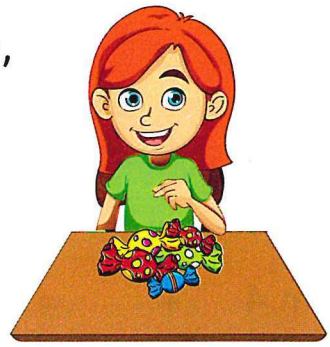
**How many stars were added to the sky between 8 p.m. and 9 p.m. ?**

_____ + _____ = _____

b. Before lunch, Aya had 20 candies. After lunch, Aya had 11 candies left.

**How many candies did Aya eat at lunch ?**

_____ − _____ = _____

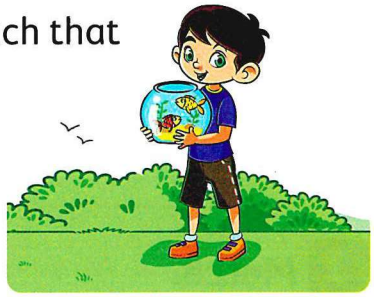


c. Adam has 9 yellow fish. He added some red fish such that the total number of fish became 13.

**Find the number of red fish.**

_____

_____



d. A team scored 13 goals in the first round and scored some goals in the second round. The total goals in the two rounds are 19 goals.

**How many goals did this team score in the second round ?**

_____

_____

e. There are 12 dogs in a pet shop, 3 dogs are white and the rest are brown.

**How many brown dogs are there ?**

_____

_____

f. Ali has 6 pens. He bought some extra pens.
The number of pens with Ali became 14.

**How many pens did Ali buy ?**

g. There were 20 boys on the field. Some of them were left. 14 boys were still on the field.

**How many boys were left ?**

h. Maged has 12 apples. He gave some of them to his sister and the left is 7 apples.

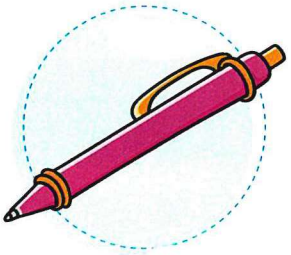
**How many apples did he give to his sister ?**

i. There are 14 carrots. Bunnies ate some of them and 7 carrots are left.

**How many carrots did the bunnies eat ?**

j. Bassem had 15 pounds and he bought a pen.
8 pounds is remained with him.

**What is price of the pen ?**



Place a smiley face