can add to 10.

4 + 3 = 7
6 + 4 = 10

<table>
<thead>
<tr>
<th>Add.</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>7</td>
<td>+2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>3</td>
<td>+3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>5</td>
<td>+1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>8</td>
<td>+2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>6</td>
<td>+3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>2</td>
<td>+6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>1</td>
<td>+9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>0</td>
<td>+3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>4</td>
<td>+2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>6</td>
<td></td>
<td></td>
<td>+1</td>
</tr>
<tr>
<td>11.</td>
<td>8</td>
<td></td>
<td>+1</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>4</td>
<td>+4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>6</td>
<td>+0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>5</td>
<td>+4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>3</td>
<td></td>
<td>+4</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>7 + 1 = ___</td>
<td>17.</td>
<td>9 + 0 = ___</td>
<td>18.</td>
</tr>
<tr>
<td>19.</td>
<td>3 + 5 = ___</td>
<td>20.</td>
<td>2 + 8 = ___</td>
<td>21.</td>
</tr>
<tr>
<td>22.</td>
<td>1 + 8 = ___</td>
<td>23.</td>
<td>3 + 7 = ___</td>
<td>24.</td>
</tr>
<tr>
<td>25.</td>
<td>9 + 1 = ___</td>
<td>26.</td>
<td>7 + 0 = ___</td>
<td>27.</td>
</tr>
</tbody>
</table>
can subtract facts to 10.

\[
\begin{array}{c}
\text{10} \\
-4 \\
\hline
\text{6}
\end{array}
\quad \begin{array}{c}
\text{8} \\
-1 \\
\hline
\text{7}
\end{array}
\]

\[
10 - 4 = 6 \\
8 - 1 = 7
\]

### Subtract.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>4.</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>5.</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

| 6. | 8 | 4 | 7 | 8 | 10 |
|    |   | - |   |   | 10 |
| 7. | 10 |   |   |   |   |
|    | - |   |   |   |   |
| 8. | 7 |   |   |   |   |
|    | - |   |   |   |   |
| 9. | 8 |   |   |   |   |
|    | - |   |   |   |   |
| 10. | 10 |   |   |   |   |
|    | - |   |   |   |   |

| 11. | 9 |   |   |   |   |
|     |   | - |   |   |   |
| 12. | 4 |   |   |   |   |
|     |   | - |   |   |   |
| 13. | 7 |   |   |   |   |
|     |   | - |   |   |   |
| 14. | 10 |   |   |   |   |
|     |   | - |   |   |   |
| 15. | 6 |   |   |   |   |
|     |   | - |   |   |   |

| 16. | 7 |   |   |   |   |
| 7 - 7 = |   |   |   |   |
| 17. | 3 |   |   |   |   |
| 3 - 2 = |   |   |   |   |
| 18. | 10 |   |   |   |   |
| 10 - 6 = |   |   |   |   |
| 19. | 6 |   |   |   |   |
| 6 - 5 = |   |   |   |   |
| 20. | 10 |   |   |   |   |
| 10 - 2 = |   |   |   |   |
| 21. | 9 |   |   |   |   |
| 9 - 5 = |   |   |   |   |
| 22. | 9 |   |   |   |   |
| 9 - 1 = |   |   |   |   |
| 23. | 6 |   |   |   |   |
| 6 - 3 = |   |   |   |   |
| 24. | 7 |   |   |   |   |
| 7 - 2 = |   |   |   |   |
| 25. | 6 |   |   |   |   |
| 6 - 6 = |   |   |   |   |
| 26. | 8 |   |   |   |   |
| 8 - 7 = |   |   |   |   |
| 27. | 10 |   |   |   |   |
| 10 - 5 = |   |   |   |   |
knows number words to twenty.

Color and count the counters. Circle the number word.

1. fourteen  
   fifteen

2. sixteen  
   seventeen

3. eighteen  
   nineteen

4. nineteen  
   seventeen

5. Two groups of 10 are twenty. Show how to model twenty.
can compare numbers.

Compare 19 to 16. Show each number with □□□□ and counters.

19 is greater than 16.

16 is less than 19.

Use a □□□□. Circle the number that is greater.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
<td>20</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>19</td>
<td>7</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>7</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>8</td>
<td>20</td>
<td>10</td>
<td>9</td>
<td>6</td>
</tr>
</tbody>
</table>

Use a □□□□. Circle the number that is less.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>2</td>
<td>11</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>18</td>
<td>13</td>
<td>4</td>
</tr>
</tbody>
</table>

17. Write two numbers greater than 10.

____  ____

18. Write two numbers less than 10.

____  ____

19. Write two numbers greater than 15.

____  ____
This tally chart shows how many bags of leaves the Clean Team filled each day.

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>III</td>
<td>HHH</td>
<td>HHH HHH</td>
<td>HHH HHH HHH</td>
<td>HHH HHH</td>
<td>HHH</td>
<td>HHH HHH</td>
</tr>
</tbody>
</table>

1. How many bags were filled on Tuesday? _____ bags

2. How many bags were filled on Wednesday? _____ bags

3. On which day were the most bags filled? __________

4. On which day were the least number of bags filled? __________

5. On Monday and Tuesday, how many bags in all were filled? _____ bags

6. On Saturday the team plans to fill 13 bags. Show the tally for 13 bags. __________

7. How many more bags will be filled on Saturday than on Monday? _____ more
can identify plane figures.

circles

squares

triangles

rectangles

1. Mark each figure: C T S R.

Complete each figure. Mark each T, S, or R.

2.

3.

4.

5.

6.

7. Use plane figures to make a picture on a separate sheet of paper. Tally the number of each figure in your picture.
Let's Learn!

The second grade takes a trip to the zoo. Forty-three children ride in Bus 1. Twenty-two children ride in Bus 2. How many children ride in all?

First add the ones.

<table>
<thead>
<tr>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>+</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

Then add the tens.

<table>
<thead>
<tr>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>+</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

65 children ride in all.

Add. You may use models to check.

1. 

<table>
<thead>
<tr>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>+</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

2.

<table>
<thead>
<tr>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>+</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

3.

<table>
<thead>
<tr>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>+</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

4.

<table>
<thead>
<tr>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>+</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

5.

22
+ 62
---
84

6.

48
+ 30
---
78

7.

60
+ 17
---
77

8.

36
+ 52
---
98

9.

42
+ 57
---
99

10.

35
+ 31
---
66

11.

15
+ 52
---
67

12.

76
+ 13
---
89

13.

45
+ 44
---
89

14.

70
+ 29
---
99

Talk It Over

15. How does knowing addition facts help you add?
Cathy has 56 craft sticks. She uses 24 of them on her project. How many craft sticks does Cathy have then?

```
Let's Learn!
Model 56.
Then take away 24.
```

Cathy has 32 craft sticks left.

Subtract. You may use models to check.

1. 
   \[
   \begin{array}{c|c}
   \text{tens} & \text{ones} \\ \hline
   3 & 8 \\ \hline
   \hline
   3 & 5 \\
   \end{array}
   \]
   \[
   \begin{array}{c|c}
   \hline
   \end{array}
   \]

2. 
   \[
   \begin{array}{c|c}
   \text{tens} & \text{ones} \\ \hline
   6 & 2 \\ \hline
   \hline
   5 & 1 \\
   \end{array}
   \]
   \[
   \begin{array}{c|c}
   \hline
   \end{array}
   \]

3. 
   \[
   \begin{array}{c|c}
   \text{tens} & \text{ones} \\ \hline
   5 & 9 \\ \hline
   \hline
   1 & 4 \\
   \end{array}
   \]
   \[
   \begin{array}{c|c}
   \hline
   \end{array}
   \]

4. 
   \[
   \begin{array}{c|c}
   \text{tens} & \text{ones} \\ \hline
   7 & 7 \\ \hline
   \hline
   3 & 6 \\
   \end{array}
   \]
   \[
   \begin{array}{c|c}
   \hline
   \end{array}
   \]

5. 
   \[
   \begin{array}{c|c}
   \text{tens} & \text{ones} \\ \hline
   9 & 1 \\ \hline
   \hline
   5 & 1 \\
   \end{array}
   \]
   \[
   \begin{array}{c|c}
   \hline
   \end{array}
   \]

6. 
   \[
   \begin{array}{c|c}
   \text{tens} & \text{ones} \\ \hline
   7 & 5 \\ \hline
   \hline
   5 & 3 \\
   \end{array}
   \]
   \[
   \begin{array}{c|c}
   \hline
   \end{array}
   \]

7. 
   \[
   \begin{array}{c|c}
   \text{tens} & \text{ones} \\ \hline
   9 & 9 \\ \hline
   \hline
   2 & 8 \\
   \end{array}
   \]
   \[
   \begin{array}{c|c}
   \hline
   \end{array}
   \]

8. 
   \[
   \begin{array}{c|c}
   \text{tens} & \text{ones} \\ \hline
   4 & 8 \\ \hline
   \hline
   4 & 7 \\
   \end{array}
   \]
   \[
   \begin{array}{c|c}
   \hline
   \end{array}
   \]

9. 
   \[
   \begin{array}{c|c}
   \text{tens} & \text{ones} \\ \hline
   8 & 5 \\ \hline
   \hline
   3 & 5 \\
   \end{array}
   \]
   \[
   \begin{array}{c|c}
   \hline
   \end{array}
   \]

10. 
   \[
   \begin{array}{c|c}
   \text{tens} & \text{ones} \\ \hline
   4 & 9 \\ \hline
   \hline
   3 & 1 \\
   \end{array}
   \]
   \[
   \begin{array}{c|c}
   \hline
   \end{array}
   \]

11. 
   \[
   \begin{array}{c|c}
   \text{tens} & \text{ones} \\ \hline
   9 & 7 \\ \hline
   \hline
   9 & 2 \\
   \end{array}
   \]
   \[
   \begin{array}{c|c}
   \hline
   \end{array}
   \]

12. 
   \[
   \begin{array}{c|c}
   \text{tens} & \text{ones} \\ \hline
   4 & 4 \\ \hline
   \hline
   2 & 0 \\
   \end{array}
   \]
   \[
   \begin{array}{c|c}
   \hline
   \end{array}
   \]

13. 
   \[
   \begin{array}{c|c}
   \text{tens} & \text{ones} \\ \hline
   9 & 9 \\ \hline
   \hline
   6 & 7 \\
   \end{array}
   \]
   \[
   \begin{array}{c|c}
   \hline
   \end{array}
   \]

14. 
   \[
   \begin{array}{c|c}
   \text{tens} & \text{ones} \\ \hline
   8 & 6 \\ \hline
   \hline
   1 & 3 \\
   \end{array}
   \]
   \[
   \begin{array}{c|c}
   \hline
   \end{array}
   \]

Write About It:
15. How does knowing subtraction facts help in solving subtraction problems?