California Mathematics K

Chapter 11 Resource Masters

Includes:

Chapter Resources
- Graphic Organizer
- Student Glossary
- Anticipation Guide
- Game

Leveled Lesson Resources
- Reteach
- Skills Practice
- Homework Practice
- Enrich

Assessment Resources
- Individual Progress Checklist
- Chapter Diagnostic Test
- Mid-Chapter Test
- Oral Assessment
- Listening Assessment
- 4 Chapter Tests
- Cumulative Standardized Test Practice
- Answer Pages

All Answers Included
Teacher’s Guide to Using the
Chapter 11 Resource Masters

The Chapter 11 Resource Masters includes the core materials needed for Chapter 11. These materials include worksheets, extensions, and assessment options. The answers for these pages appear at the back of this booklet.

All of the materials found in this booklet are included for viewing and printing on the TeacherWorks Plus™ CD-ROM.

Chapter Resources

Graphic Organizer (page 2) This master is a tool designed to assist students with comprehension of grade-level concepts. You can use this graphic organizer in coordination with the appropriate lesson. While the content and layout of these tools vary, their goal is to assist students by providing a visual representation from which they can learn new concepts.

Student Glossary (page 3) This master is a study tool that presents the key vocabulary terms from the chapter. You may suggest that students highlight or star the terms they do not understand. Give this list to students before beginning Lesson 11-1.

Anticipation Guide (page 4) This master is a survey designed for use before beginning the chapter. You can use this survey to highlight what students may or may not know about the concepts in the chapter. If feasible, interview students in small groups, asking them the interview questions in the guide. There is space for recording how well students answer the questions before they complete the chapter. You may find it helpful to interview students a second time, after completing the chapter, to determine their progress.

Game (page 5) A game is provided to reinforce chapter concepts and may be used at appropriate times throughout the chapter.

Resources for Lessons

Reteach Each lesson has an associated Reteach worksheet. In general, the Reteach worksheet focuses on the same lesson content but uses a different approach, learning style, or modality than that used in the Student Edition.

Skills Practice The Skills Practice worksheet may be helpful in providing additional practice of the skill taught in the lesson. Spaces for students’ answers are provided on the worksheet.

Homework Practice The Homework Practice worksheet provides an opportunity for additional practice. Spaces for students’ answers are provided on the worksheet.

Enrich The Enrich worksheet presents activities that extend the concepts of the lesson or offer a historical or multicultural look at the lesson’s concepts. Some enrichment materials are designed to widen students’ perspectives on the mathematics they are learning. These worksheets are written for use with all levels of students.

Resources for Problem Solving Strategy Lessons In recognition of the importance of problem-solving strategies, worksheets for problem-solving lessons follow a slightly different format. For problem-solving lessons, a two-page Reteach worksheet offers a complete model for choosing a problem-solving strategy. For each Problem Solving Strategy lesson, Reteach and Practice worksheets offer reinforcement of the strategy taught in the Student Edition lesson.
Assessment Options

The assessment masters in the *Chapter 11 Resource Masters* offer a wide variety of assessment tools for monitoring progress as well as final assessment.

**Individual Progress Checklist** This checklist explains the chapter’s goals or objectives. Teachers can record whether a student’s mastery of each objective is beginning (B), developing (D), or mastered (M). The checklist includes space to record notes to parents as well as other pertinent observations.

**Chapter Diagnostic Test** This one-page test assesses students’ grasp of skills that are needed for success in the chapter.

**Mid-Chapter Test** This one-page chapter test provides an option to assess the first half of the chapter. It includes both multiple-choice and free-response questions.

**Oral Assessment** This two-page test consists of one page for teacher directions and questions and a second page for recording responses. Although this assessment is designed to be used with all students, the interview format focuses on assessing chapter content assimilated by ELL students. The variety of approaches includes solving problems using manipulatives as well as pencil and paper.

**Listening Assessment** This two-page assessment contains one page for teacher directions and one page for responses/recordings. This assessment, too, is suitable for all students but is designed primarily for use with students who may have difficulty reading test materials. The assessment directions progress in difficulty from simple at the beginning of the year to more extensive at the end of the year.

Leveled Chapter Tests

- **Form 1** assesses basic chapter concepts through multiple-choice questions and is designed for use with below-level students.
- **Form 2A** is designed for on-level students and is primarily for those who may have missed the Form 1 test. It may be used as a retest for students who received additional instruction following the Form 1 test.
- **Form 2C** is a free-response test designed for on-level students.
- **Form 2D** is written for students with a below-level command of the English language.

**Cumulative Test** This two-page test, aimed at on-level students, offers a page of multiple-choice questions and a page of free-response questions.

Answers

The answers for the Anticipation Guide and Lesson Resources are provided as reduced pages with answers appearing in black. Full size line-up answer keys are provided for the Assessment Masters.
**Graphic Organizer**

*Two-Column Chart*

A suggestion for how to use this organizer can be found in the answer pages at the back of this book.

<p>| | |</p>
<table>
<thead>
<tr>
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</table>

Tell a friend what you learned.
| **add** | to find the total in all |
### Anticipation Guide

Before you begin Chapter 11, ask students the following questions. You may want to ask the same questions after students complete the chapter.

Pass out the Anticipation Guide. Have students look at the art as you read the statements aloud. If students agree with the statement, have them color the smiley face. If they disagree, have them color the frown face. Use color tiles to model the stories in questions 1 and 2.

**Preparation:** Color tiles are needed for this activity.

<table>
<thead>
<tr>
<th>Before Chapter</th>
<th>Statement</th>
<th>After Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Smiley" /> <img src="image2" alt="Frown" /></td>
<td>3 students are drawing. 4 students are reading. There are 6 students in all.</td>
<td><img src="image3" alt="Smiley" /> <img src="image4" alt="Frown" /></td>
</tr>
<tr>
<td><img src="image5" alt="Smiley" /> <img src="image6" alt="Frown" /></td>
<td>4 ladybugs are on a leaf. 2 more ladybugs come. I can show 6 tiles to show how many ladybugs in all.</td>
<td><img src="image7" alt="Smiley" /> <img src="image8" alt="Frown" /></td>
</tr>
<tr>
<td><img src="image9" alt="Smiley" /> <img src="image10" alt="Frown" /></td>
<td>3 cubes and one more make 4.</td>
<td><img src="image11" alt="Smiley" /> <img src="image12" alt="Frown" /></td>
</tr>
<tr>
<td><img src="image13" alt="Smiley" /> <img src="image14" alt="Frown" /></td>
<td>3 apples and 1 more make 5.</td>
<td><img src="image15" alt="Smiley" /> <img src="image16" alt="Frown" /></td>
</tr>
<tr>
<td><img src="image17" alt="Smiley" /> <img src="image18" alt="Frown" /></td>
<td>5 mugs and 3 more make 8.</td>
<td><img src="image19" alt="Smiley" /> <img src="image20" alt="Frown" /></td>
</tr>
<tr>
<td><img src="image21" alt="Smiley" /> <img src="image22" alt="Frown" /></td>
<td>There are 5 cars in all.</td>
<td><img src="image23" alt="Smiley" /> <img src="image24" alt="Frown" /></td>
</tr>
</tbody>
</table>
Chapter 11 Game

Hop On

Ready

You will need:
10 sheets of paper
broad-line marker
tape
10 index cards

Set

Label the sheets of paper with the numbers 1 through 10, and line them up on the floor. Keep the sheets in place with tape. Write an addition sentence on each index card with sums of 10 or less.

GO!

1. Have player 1 draw a card and read the addition sentence silently:
   \[ 5 + 3 = 8. \]

2. Have player 1 stand next to the number line and hop out the addition sentence, starting on 5 and taking 3 hops to 8.

3. Have player 2 guess the addition sentence. If it matches the card, player 2 takes the next turn. If not, player 1 goes again.

4. Continue playing until all the cards are drawn.
Preparation: Connecting cubes or counters are needed for this activity.

Answer the following questions to help her finish.

1. Mrs. Smith has 2 eggs. She gets 4 more eggs. How many eggs does she have in all? Write the number. Draw the total number of eggs in the basket.

2. Mrs. Smith made 4 pancakes. 4 more pancakes are cooking. How many total pancakes will she have? Write the number. Draw the total number of pancakes on the plate.

3. There are 2 napkins on the table. Mrs. Smith needs to set 3 more. Draw 3 napkins on the table. How many napkins are there altogether? Write the number.
Name

Skills Practice
Addition Stories

Preparation: Counters are needed for this activity.

Listen to the story. Put counters on the pictures as you count. Then add the counters to find out how many there are in all.

1. Tell how many pieces of playground equipment are there altogether.

2. On Monday, 3 children play on the merry-go-round and 2 children go down the slide. Tell how many children are there altogether.

3. On Friday, 4 children play on the merry-go-round and 3 children play on the swings. Tell how many children are at the playground together.
**Preparation:** Buttons or coins are needed for this activity.

Listen to the story. Put a coin on the picture to count. Add the coins to find out how many there are in all.

1. Jacob picks up 1 toy and puts it on a desk. Maggie picks up 2 toys and puts them on a different desk. Tell how many toys are there on the desks altogether.

2. 2 students are standing by the board. 2 students are listening at their desks. Tell how many students are there in all.

3. Jacob has 3 books. Maggie has 3 books. They put their books on the bookshelf. Tell how many books are on the bookshelf altogether.
**Enrich**

**Count Your Hands**

**Preparation:** Counters are needed for this activity.

Tommy has 2 brothers and 1 sister. Use the picture to answer the questions. Put a counter on the picture to count. Add the counters to find out how many there are in all.

1. How many hands do the four children have in all?
2. How many hands do the boys have in all?
3. How many hands does the girl have?
4. How many hands do Tommy and his sister have altogether?

**Extension:** Do Tommy and his brothers and sisters have more hands altogether or more feet altogether?
**Reteach**

*Use Objects to Add*

**Preparation:** Color tiles are needed for this activity.

Listen to the story. Follow the directions. Write the number that tells how many.

1. Hanna bought 2 oranges. Then she bought two more. Draw what she bought in the bag. Count how many Hanna bought in all. Write the number.

2. Jack picks up 3 baseballs. Draw them in the toy chest. Then Jack picks up 1 more baseball. Draw that in the toy chest. How many balls does Jack pick up in all? Write the number.

3. Elisa drew 4 stars. Then Elisa drew 2 more stars. Draw them on your poster. How many stars did Elisa draw? Write the number.
Preparation: Connecting cubes are needed for this activity.

Listen to the story. Use cubes to add. Write the numbers.

1. Two planes land at the airport. Then 3 more planes land at the airport. Count the cubes to add. How many planes have landed in all? Write the number.

2. One frog sits on a log. 3 more frogs join him on the log. Count the cubes to add. How many frogs in all? Write the number.

3. Three birds sit on a branch. 4 more birds sit on the branch. Count the cubes to add. How many birds are there altogether? Write the number.
Preparation: Coins or buttons are needed for this activity.

Listen to the story. Use coins or buttons to add. Write the number that tells how many.

1 Craig only has 1 clean shirt left hanging. Craig hangs up 5 more clean shirts. Count the coins or buttons to add. How many shirts does he have hanging in all? Write the number.

2 Four ants are on a picnic table. 1 more ant joins them. Count the coins or buttons to add. How many ants are on the picnic table altogether? Write the number.

3 Four buses park in a lot. 3 more buses park. Count the coins or buttons to add. How many total buses are in the parking lot? Write the number.
Adapt 'Em Up

Listen to the story. Use the pictures to add. Write the numbers.

1 Johnna and her mom buy a bunch of bananas. Look at the picture. How many bananas are in the first bunch? Then Johnna tells her mom she wants to make banana bread. Her mom buys one more bunch of bananas. How many bananas are in the second bunch? How many bananas do they buy in all?

2 Chris takes 6 cookies to school. He takes some more. How many more cookies did Chris take to have 12 cookies altogether? Write the number.

3 Lupe sees 2 flowers growing. She counts the petals. Look at the picture. How many petals are on each flower? How many petals does Lupe count in all?
Preparation: Scissors and glue are needed for this activity.

1. Cut out the squares at the bottom of the page. Match the number of squares to the numbers in each box. Glue the squares above each number. Color the 2 groups of squares using 2 different colors.
Skills Practice

Ways to Make 4 and 5

Preparation: Connecting cubes are needed for this activity.

1. Use cubes to make 4 and 5. Color the 2 groups using 2 different colors. Write the numbers.

2. Draw squares to show a way to make 5. Write the numbers.
Homework Practice

Ways to Make 4 and 5

1. Coins or buttons are needed for this activity.

Use coins or buttons to make 4 and 5. Color the 2 groups using 2 different colors. Write the numbers.

Draw circles to show a way to make 4. Write the numbers.

Preparation: Coins or buttons are needed for this activity.

1. Use coins or buttons to make 4 and 5. Color the 2 groups using 2 different colors. Write the numbers.

2. Draw circles to show a way to make 4. Write the numbers.
Color the cubes red. Draw more cubes to make 5 in all. Write the numbers.
Reteach

Ways to Make 6 and 7

Preparation: Counters are needed for this activity.

1. Read the numbers in the box. Count that many counters. Draw that many circles. Color the 2 groups of circles using 2 different colors.

2. Read the numbers in the box. Count that many counters. Draw that many circles. Color the 2 groups of circles using 2 different colors.

3. Read the numbers in the box. Count that many counters. Draw that many circles. Color the 2 groups of circles using 2 different colors.
Skills Practice
Ways to Make 6 and 7

1. Use color tiles to make 6 and 7. Put tiles on the objects. Then color the groups using 2 different colors. Write the numbers.

2. Draw balls to show a different way to make 7. Write the numbers.

Preparation: Color tiles in two different colors are needed for this activity.

1. Use color tiles to make 6 and 7. Put tiles on the objects. Then color the groups using 2 different colors. Write the numbers.

2. Draw balls to show a different way to make 7. Write the numbers.
Homework Practice

Ways to Make 6 and 7

1. Use crayons to model ways to make 6 and 7. Put crayons on the objects. Color the groups using 2 different colors. Write the numbers.

2. Draw squares to show a different way to make 6. Write the numbers.
Add It

1. 5 and 2
2. 3 and 4
3. 2 and 4
4. 3 and 3

Draw lines from the numbers to the picture that matches. Then use the pictures to add. How many in all? Write the number.
Preparation: Connecting cubes are needed for this activity.

1 2 3 Use connecting cubes to show the numbers in the box. Draw the same number of triangles as the numbers in the box. Color the groups of triangles using 2 different colors.
Skills Practice

Ways to Make 8 and 9

1. Use color tiles to make 8 and 9. Put tiles on the objects. Then color the groups using 2 different colors. Write the numbers.

2. Draw flowers to show a different way to make 9. Write the numbers.

Preparation: Color tiles in two different colors are needed for this activity.

- Use color tiles to make 8 and 9. Put tiles on the objects. Then color the groups using 2 different colors. Write the numbers.

- Draw flowers to show a different way to make 9. Write the numbers.

Grade K   23
**Preparation:** Crayons in two different colors are needed for this activity.

1. Use crayons to make 8 and 9. Put crayons on the objects. Color the groups using 2 different colors. Write the numbers.

2. Draw hats to show a different way to make 8. Write the numbers.
Look at the circled numbers in the puzzle. 3 and 6 make 9. Can you find more ways to make 9? Circle the two numbers that show a way to make 9. Circle across, down, or diagonal.
Problem-Solving Strategy: Act It Out

**Preparation:** Counters are needed for this activity.

1. Use counters to act out each addition story. Find how many in all. Write the numbers.

   **Problem 1:**
   - Counters: 3 rabbits
   - Counters: 4 rabbits
   - Total: 3 + 4 = 7

   **Problem 2:**
   - Counters: 5 squirrels
   - Counters: 2 squirrels
   - Total: 5 + 2 = 7

   **Problem 3:**
   - Counters: 4 birds
   - Counters: 1 bird
   - Total: 4 + 1 = 5

**Preparation:** Counters are needed for this activity.

1. Use counters to act out each addition story. Find how many in all. Write the numbers.
Problem-Solving Strategy: Act It Out

Preparation: Counters are needed for this activity.

4 Use counters to act out each addition story. Find how many in all. Write the numbers.

5

6
Skills Practice

Problem-Solving Strategy: Act It Out

**Preparation:** Connecting cubes are needed for this activity.

1. Use connecting cubes to act out each addition story. Find how many in all. Write the numbers.

2. and

3. and

Preparation: Connecting cubes are needed for this activity.

1 2 3 Use connecting cubes to act out each addition story. Find how many in all. Write the numbers.
Homework Practice

Problem-Solving Strategy: Act It Out

1. Use dry macaroni to act out each addition story. Find how many in all. Write the numbers.

   _____ and _____ is _____ in all

2. Use dry macaroni to act out each addition story. Find how many in all. Write the numbers.

   _____ and _____ is _____ in all

3. Use dry macaroni to act out each addition story. Find how many in all. Write the numbers.

   _____ and _____ is _____ in all

Preparation: Cereal pieces or dry macaroni are needed for this activity.

1 2 3 Use dry macaroni to act out each addition story. Find how many in all. Write the numbers.
Listen to each story. Draw a picture to solve. Write the numbers.

1. There are 5 apples on one tree. Draw the apples. There are 3 apples on the other tree. Draw them. How many apples are there in all?

2. There are 2 petals on one flower. There are some petals on the other flower. There are 4 petals in all. How many petals are on the other flower?

3. The ladybug has 7 dots altogether. One wing has 4 dots. How many dots does the other wing have?
### Individual Progress Checklist

<table>
<thead>
<tr>
<th>Mastery Level</th>
<th>Lesson</th>
<th>Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>11-1</td>
<td>Model addition as combining sets and adding to sets.</td>
</tr>
<tr>
<td>D</td>
<td>11-2</td>
<td>Use concrete objects to solve addition problems.</td>
</tr>
<tr>
<td>M</td>
<td>11-3</td>
<td>Use concrete objects and pictures to show ways to make 4 and 5.</td>
</tr>
<tr>
<td></td>
<td>11-4</td>
<td>Use concrete objects and pictures to show ways to make 6 and 7.</td>
</tr>
<tr>
<td></td>
<td>11-5</td>
<td>Use concrete objects and pictures to show ways to make 8 and 9.</td>
</tr>
<tr>
<td></td>
<td>11-6</td>
<td>Act it out to solve addition problems.</td>
</tr>
</tbody>
</table>

**Note to Parents**

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**B** = Beginning; **D** = Developing; **M** = Mastered

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Name ____________________________

Diagnostic Test

Are you ready for chapter 11?

1

Draw a group that shows 1 more.

2

3

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Mid-Chapter Test

Preparation: Counters are needed for this activity.

Use counters to show how many in all. Count the counters to add. Write the numbers.

1. 3 birds are in the birdbath. 2 more come. How many birds in all? [Lessons 11.1, 11.2]

2. 2 children are on the swings. 1 more child gets on a swing. How many children are on the swings in all? [Lessons 11.1, 11.2]

3. 4 ants are on the picnic table. 5 more ants climb up. How many ants in all? [Lessons 11.1, 11.2]
Oral Assessment

Directions: This test targets those students who may have developing verbal skills—both oral and written. Ask the questions below and have students record their answers, or record the answers they supply.

Preparation: Board access and connecting cubes are needed for this assessment.

1. Say, There are 3 horses in the barn. 2 more horses come into the barn. How many horses in all?
2. Write the numbers 2 and 4 followed by a blank line on the board or a piece of paper. Say, There are 2 oranges in the basket. I buy 4 more. How many oranges in all?
3. Draw and shade 3 squares on the board or a piece of paper. Leave space and draw 2 more squares. Say, 3 squares and 2 squares is a way to make how many squares?
4. Draw and shade 2 squares on the board or a piece of paper. Leave space and draw 2 more squares. Say, 2 squares and 2 squares is a way to make how many squares?
5. Draw and shade 5 hats on the board or a piece of paper. Leave space and draw 1 more hat. Say, 5 squares and 1 square is a way to make how many squares?
6. Draw and shade 3 umbrellas on the board or a piece of paper. Leave space and draw 4 more umbrellas. Say, 3 squares and 4 squares is a way to make how many squares?
7. Draw and shade 4 toy tops on the board or a piece of paper. Leave space and draw 5 more tops. Say, 4 squares and 5 squares is a way to make how many squares?
8. Draw and shade 6 socks on the board or a piece of paper. Leave space and draw 2 more socks. Say, There are 6 socks. There are 2 more socks. How many socks in all?
9. Show 4 cubes and then 2 more cubes. Say, There are 4 snails. There are 2 more snails. How many snails in all?
10. Show 3 cubes and then 5 more cubes. Say, There are 3 bears. There are 5 more bears. How many bears in all?

Notes and comments

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Oral Assessment Response Sheet

1

2

3

4

5

6

7

8

9

10
1. Draw 3 counters and write the number. Draw 4 more counters. Write the number. Count the counters. How many in all?

2. Color the first 4 cubes. Color the next 2 cubes a different color. Count to find how many in all. Write the numbers.

3. Color 7 houses and write the number. Color the last house a different color. Write the number. Count to find how many in all and write the number.

4. Color 3 cubes. Color the 5 cubes a different color. Count to find how many in all. Write the number.
Name

Listening Assessment Response Sheet

1

[Diagram of three circles and two houses]

____ and ____ is ____ in all

2

[Diagram of five circles]

____ and ____ is ____ in all

3

[Diagram of five houses]

____ and ____ is ____ in all

4

[Diagram of seven circles]

____
Chapter Test, Form 1

1. There is 1 dog in the doghouse. Put 1 cube on the doghouse. There are 2 dogs outside the doghouse. Put 2 cubes outside. Count the cubes. How many dogs in all? [Lesson 11.1]

2. There are 3 ladybugs on a leaf. Put a cube on each of the 3 ladybugs. 4 more ladybugs come. Put 4 more cubes down. Count the cubes to add. How many ladybugs in all? [Lesson 11.2]

3. Use cubes to make 4. Circle the numbers. [Lesson 11.3]

Preparation: Connecting cubes are needed for this assessment.
Listen to the story. Find how many in all. Circle the correct number.

GO on
4 Use cubes to count the objects in each group. Circle the numbers. [Lessons 11.4, 11.5]

5 Use cubes to act out the addition story. Seth had 3 bats. Jaden had 2 bats. Find how many in all. Circle the number. [Lesson 11.6]
Chapter Test, Form 2A

Preparation: Counters are needed for this assessment.

Listen to the story. Find how many in all. Circle the correct number.

1. There are 3 dinner rolls in the basket. Put 3 counters on the basket. There are 2 rolls on the plate. Put 2 counters on the plate. Count the counters. How many rolls in all? [Lesson 11.1]
2. There are 5 muffins on the table. 3 more muffins come out of the oven. Put a counter on the muffins. Count the counters to add. How many muffins in all? [Lesson 11.2]
3. Use counters to make 5. Circle the numbers. [Lesson 11.3]
Use counters to count the objects in each group. Circle the numbers.  
[Lessons 11.4, 11.5]

Use counters to act out the addition story. Lily had 4 scissors. Sophie had 2 scissors. Find how many in all. Circle the number.  
[Lesson 11.6]
Preparation: Counters are needed for this assessment.

Listen to the story. Find how many in all. Write the numbers.

1. Sally is in the pool. Put 1 counter on the pool. Jose and Christine are outside the pool. Put 2 counters outside the pool. Count the counters. How many children in all? [Lesson 11.1]

2. The team scores 3 goals. Put a counter on each of the 3 balls. Then the team scores 1 more goal. Put 1 more counter down. Count the counters to add. How many goals in all? [Lesson 11.2]

3. Use counters to make 4. Write the numbers. [Lesson 11.3]
4. Use counters to count the objects. Write the numbers. [Lessons 11.4, 11.5]

5. Use counters to act out the addition story. Ben had 4 apples. He bought 2 more apples. Find how many in all. Write the numbers. [Lesson 11.6]
Name

Chapter Test, Form 2D

Preparation: Counters are needed for this assessment.

Listen to the story. Use counters to find how many in all. Write the number.

1. There are 4 corn cobs in the feeding box. Put 4 counters on the box. 2 corn cobs are outside the feeding box. Put 2 counters outside the box. Count the counters. How many corn cobs in all? [Lesson 11.1]

2. The farmer stacks 2 haystacks. Then the farmer stacks 2 more. Put counters on the haystacks. How many haystacks in all? [Lesson 11.2]

3. Use counters to make 5. Write the numbers. [Lesson 11.3]
Name

Chapter Test, Form 2D (continued)

4 Use counters to count the objects. Write the numbers. [Lessons 11.4, 11.5]

5 Use counters to act out the addition story. Adam has 3 counters. He finds 1 more counter. How many counters does he have in all? Write the numbers. [Lesson 11.6]
Cumulative Test Chapters 1–11

1. Look at the first picture. Put an X on the picture that is different. [Lesson 1.1]

2. Circle the number that shows how many mushrooms. [Lesson 2.4]

3. Read the number. Circle the row that has that many mittens. [Lesson 4.3]

4. Circle the shape that could come next in the pattern. [Lesson 3.3]
Cumulative Test (continued)

5. Count the objects in each group. Write the numbers. Circle the group that has more. [Lesson 6.6]

6. Circle the flower that is tall? [Lesson 7.3]

7. Write the time that shows on the clock. [Lesson 9.6]

8. Draw the plane figure that matches this solid figure’s side. [Lesson 10.3]
Grade K

**Graphic Organizer**

Two-Column Chart

A suggestion for how to use this organizer can be found in the answer pages at the back of this book.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

**Possible answers:**

- [ ] [ ] [ ] [ ]
- [ ] [ ] [ ] [ ]

Tell a friend what you learned.

**Note to Teacher:** This organizer can help students learn different ways to combine objects to make two numbers. Write 4 and 5 at the top of the chart. Have students draw and color four and five objects in two different ways. Repeat the activity with other numbers.

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**Anticipation Guide**

Before you begin Chapter 11, ask students the following questions. You may want to ask the same questions after students complete the chapter.

Pass out the Anticipation Guide. Have students look at the art as you read the statements aloud. If students agree with the statement, have them color the smiley face. If they disagree, have them color the frown face. Use color tiles to model the stories in questions 1 and 2.

**Preparation:** Color tiles are needed for this activity.

<table>
<thead>
<tr>
<th>Before Chapter</th>
<th>Statement</th>
<th>After Chapter</th>
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<tbody>
<tr>
<td>3 students are drawing. 4 students are reading. There are 6 students in all.</td>
<td>![Smiley Face] ![Frown Face]</td>
<td>![Smiley Face] ![Frown Face]</td>
</tr>
<tr>
<td>4 ladybugs are on a leaf. 2 more ladybugs come. I can show 6 tiles to show how many ladybugs in all.</td>
<td>![Smiley Face] ![Frown Face]</td>
<td>![Smiley Face] ![Frown Face]</td>
</tr>
<tr>
<td>3 cubes and one more make 4.</td>
<td>![Smiley Face] ![Frown Face]</td>
<td>![Smiley Face] ![Frown Face]</td>
</tr>
<tr>
<td>3 apples and 1 more make 5.</td>
<td>![Smiley Face] ![Frown Face]</td>
<td>![Smiley Face] ![Frown Face]</td>
</tr>
<tr>
<td>5 mugs and 3 more make 8.</td>
<td>![Smiley Face] ![Frown Face]</td>
<td>![Smiley Face] ![Frown Face]</td>
</tr>
<tr>
<td>There are 5 cars in all.</td>
<td>![Smiley Face] ![Frown Face]</td>
<td>![Smiley Face] ![Frown Face]</td>
</tr>
</tbody>
</table>
**Answers (Lesson 11-1)**

**Preparation:** Counters are needed for this activity.

**Addition Stories**

- **Mrs. Smith has 2 eggs. She gets 4 more eggs. How many eggs does she have in all?**
  - Write the number. Draw the total number of eggs in the basket.

- **Mrs. Smith made 4 pancakes. 4 more pancakes are cooking. How many total pancakes will she have?**
  - Write the number. Draw the total number of pancakes on the plate.

- **There are 2 napkins on the table. Mrs. Smith needs to set 3 more. Draw 3 napkins on the table. How many napkins are there altogether?**
  - Write the number.

- **Tell how many pieces of playground equipment are there altogether.**
  - Answer the following questions to help her find out how many there are in all.

  - **On Monday, 3 children play on the merry-go-round and 2 children go down the slide.**
    - How many children are there altogether? Write the number.

  - **On Friday, 4 children play on the merry-go-round and 3 children play on the swings.**
    - How many children are at the playground together? Write the number.
Answers (Lesson 11-1)

Addition Stories

Preparation: Buttons or coins are needed for this activity. Use the picture to answer the questions. Put a button on the picture to count. Add the buttons to find out how many there are in all.

1. Jacob picks up 1 toy and puts it on a desk. Maggie picks up 2 toys and puts them on a different desk. Tell how many toys are there on the desks altogether.

2. 2 students are standing by the board. 2 students are listening at their desks. Tell how many students are there in all.

3. Jacob has 3 books. Maggie has 3 books. They put their books on the bookshelf. Tell how many books are on the bookshelf altogether.

Enrich

Count Your Hands

Preparation: Counters are needed for this activity. Use the picture to count. Add the counters to find out how many there are in all.

1. Tommy has 2 brothers and 1 sister. Use the picture to answer the questions. Put a counter on the picture to count. Add the counters to find out how many there are in all.

2. How many hands do the four children have in all?
3. How many hands do the boys have in all?
4. How many hands do the girl have?
5. How many hands do Tommy and his sister have altogether?

Extension: Do Tommy and his brothers and sisters have more hands altogether or more feet altogether?
Skills Practice

Use Objects to Add

Answers (Lesson 11-2)

Use Objects to Add

Preparation: Color tiles are needed for this activity.

Listen to the story. Use tiles to add. Write the numbers.

Two planes land at the airport. Three more planes land at the airport. Count the planes to add. How many planes have landed in all? Write the number.

One frog sits on a log. Three more frogs join him on the log. Count the frogs in all. Write the number.

Three birds sit on a branch. Four more birds sit on the branch. Count the birds to add. How many birds are there altogether? Write the number.

Recheck

Use Objects to Add

Preparation: Connecting cubes are needed for this activity.

Listen to the story. Use cubes to add. Write the numbers.

Two planes land at the airport. Three more planes land at the airport. Count the cubes to add. How many planes have landed in all? Write the number.

One frog sits on a log. Three more frogs join him on the log. Count the cubes to add. How many frogs in all? Write the number.

Three birds sit on a branch. Four more birds sit on the branch. Count the cubes to add. How many birds are there altogether? Write the number.
Preparation: Coins or buttons are needed for this activity.

Listen to the story. Use coins or buttons to add. Write the number.

1. Johnna and her mom buy a bunch of bananas. Look at the picture. How many bananas are in the first bunch? Then Johnna tells her mom she wants to make banana bread. Her mom buys another bunch of bananas. How many bananas do they buy in all?

2. Chris takes 6 cookies to school. He takes some more. How many more cookies did Chris take to have 12 cookies altogether? Write the number.

3. Lupe sees 2 flowers growing. She counts the petals. Look at the picture. How many petals are on each flower? How many petals does Lupe count in all?

Use Objects to Add

11-2

KNS2.1

Name

Homework Practice

Use Objects to Add

Enrich

Add 'Em Up

Chapter 11

Answers (Lesson 11-2)

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Answers (Lesson 11-3)

**Skills Practice**

Ways to Make 4 and 5

**Preparation:** Scissors and glue are needed for this activity.

Cut out the squares at the bottom of the page. Match the number of squares to the numbers in each box. Glue the squares above each number. Color the 2 groups of squares using 2 different colors.

**Answers will vary.**

**KNS2.1**

- **Name**
- **Grade K**
- **Chapter 11**

---

**Reteach**

Ways to Make 4 and 5

**Preparation:** Connecting cubes are needed for this activity.

Use cubes to make 4 and 5. Color the 2 groups using 2 different colors. Write the numbers.

Draw squares to show a way to make 5. Write the numbers.

**Answers will vary.**

**KNS2.1**

- **Name**
- **Grade K**
- **Chapter 11**

---

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Answers (Lesson 11-3)

Preparation: Coins or buttons are needed for this activity.

Homework Practice
Ways to Make 4 and 5

Answers will vary.

Enrich
Fun with Five

Color the cubes red. Draw more cubes to make 5 in all. Write the numbers.

Answers will vary.
**Reteach**

*Ways to Make 6 and 7*

1. **6**
   - 4 and 2

2. **7**
   - 2 and 5

3. **7**
   - 4 and 3

**Preparation:** Counters are needed for this activity.

1. Read the numbers in the box. Count that many counters. Draw that many circles. Color the 2 groups of circles using 2 different colors.

**Skills Practice**

*Ways to Make 6 and 7*

1. **3**
   - **3**

2. **6**
   - **1**

3. **Possible answer:**
   - **4**
   - **3**

**Preparation:** Color tiles in two different colors are needed for this activity.

1. Use color tiles to make 6 and 7. Put tiles on the objects. Then color the groups using 2 different colors. Write the numbers.
2. Draw balls to show a different way to make 7. Write the numbers.

---

Copyright © Macmillan/McGraw-Hill, a division of The McGraw-Hill Companies, Inc.
Use crayons to model ways to make 6 and 7. Put crayons on the objects. Color the groups using 2 different colors. Write the numbers.

Possible answer:

Draw squares to show a different way to make 6. Write the numbers.

Draw lines from the numbers to the picture that matches. Then use the pictures to add. How many in all? Write the number.
**Skills Practice**

*Ways to Make 8 and 9*

**Preparation:** Connecting cubes are needed for this activity.

1. Use connecting cubes to show the numbers in the box. Draw the same number of triangles as the numbers in the box. Color the groups of triangles using 2 different colors.

   - 2 and 7
   - 4 and 4

2. Possible answer:

   - 5 and 3

3. Possible answer:

   - 4 and 4

4. Possible answer:

   - 5 and 4

---

**Reaching**

*Ways to Make 8 and 9*

**Preparation:** Color tiles in two different colors are needed for this activity.

1. Use color tiles to make 8 and 9. Put tiles on the objects. Then color the groups using 2 different colors. Write the numbers.

2. Draw flowers to show a different way to make 9. Write the numbers.

---

**Answers (Lesson 11-5)**
Answers (Lesson 11-5)

**Homework Practice**

**Ways to Make 8 and 9**

1. **Two gloves are shaded.**
   - Two pairs
   - Total: 2

2. **Four boots are shaded.**
   - Total: 4

3. **Possible answer:**
   - One hat is drawn.
   - Seven hats are drawn.
   - Total: 8

**Enrich**

**Puzzle Me 9**

Look at the circled numbers in the puzzle. 3 and 6 make 9. Can you find more ways to make 9?

Circle the two numbers that show a way to make 9. Circle across, down, or diagonal.

- Possible answer:
  - One hat is drawn.
  - Seven hats are drawn.

**Preparation:**
- Two gloves
  - Total: 2
- Four boots
  - Total: 4
- One hat
  - Total: 1
- Seven hats
  - Total: 7

- Use crayons in two different colors.
- Put crayons on the objects.
- Color the groups using 2 different colors.

- Draw hats to show a different way to make 9.
- Write the numbers.

**Possible answer:**

- One hat is drawn.
- Seven hats are drawn.
- Total: 8
Answers (Lesson 11-6)

Problem-Solving Strategy: Act It Out

Preparation: Counters are needed for this activity.

1. Use counters to act out each addition story. Find how many in all. Write the numbers.

Example:

- 4 and 2 is 6 in all
- 3 and 1 is 4 in all
- 5 and 6 is 11 in all

KMR2.2, KNS2.1

Grade K

Chapter 11
Preparation: Connecting cubes or dry macaroni are needed for this activity.

Use connecting cubes to act out each addition story. Find how many in all. Write the numbers.

1. 2 and 5 = 7 in all
2. 4 and 3 = 7 in all
3. 6 and 2 = 8 in all

Preparation: Cereal pieces or dry macaroni are needed for this activity.

Use dry macaroni to act out each addition story. Find how many in all. Write the numbers.

1. 2 and 5 = 7 in all
2. 4 and 3 = 7 in all
3. 6 and 2 = 8 in all
Answers (Lesson 11-6)

1. Listen to each story. Draw a picture to solve. Write the numbers.
   - There are 5 apples on one tree. Draw the apples. There are 3 apples on the other tree. Draw them. How many apples are there in all?
   - There are 2 petals on one flower. There are some petals on the other flower. There are 4 petals in all. How many petals are on the other flower?
   - The ladybug has 7 dots altogether. One wing has 4 dots. How many dots does the other wing have?

2. Add to the Story

   
   5 apples 3 apples

   2 petals

   4 dots 3 dots
Draw a group that shows 1 more.

1. **Diagnostic Test**
   - Name: [Blank]
   - Are you ready for chapter 11?

2. **Mid-Chapter Test**
   - Name: [Blank]
   - Counters are needed for this activity.
   - Use counters to show how many in all. Count the counters to add. Write the numbers.

3. **Preparation:**
   - 3 birds are in the birdbath. 2 more come. How many birds in all? [Lessons 11.1, 11.2]
   - 2 children are on the swings. 1 more child gets on a swing. How many children are on the swings in all? [Lessons 11.1, 11.2]
   - 4 ants are on the picnic table. 5 more ants climb up. How many ants in all? [Lessons 11.1, 11.2]
### Oral Assessment Response Sheet

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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### Listening Assessment Response Sheet

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</table>

Name ____________________________
Chapter Test, Form 1 (continued)

1. There is 1 dog in the doghouse. Put 1 cube on the doghouse. There are 2 dogs outside the doghouse. Put 2 cubes outside. Count the cubes. How many dogs in all? [Lesson 11.1]

2. There are 3 ladybugs on a leaf. Put a cube on each of the 3 ladybugs. 4 more ladybugs come. Put 4 more cubes down. Count the cubes to add. How many ladybugs in all? [Lesson 11.2]

3. Use cubes to make 4. Circle the numbers. [Lesson 11.3]
   - 3 and 1
   - 3 and 2
   - 4 and 1
   - 5 and 4
   - 5 and 5
   - 4 and 4

4. Use cubes to count the objects in each group. Circle the correct number.
   - 2 and 6
   - 3 and 5
   - 2 and 5
   - 4 and 5
   - 5 and 4
   - 5 and 5

5. Use cubes to act out the addition story. Seth had 3 bats. Jaden had 2 bats. Find how many in all. Circle the number. [Lesson 11.6]
   - 3 and 5
   - 2 and 5
   - 2 and 6
   - 5 and 4
   - 5 and 5
   - 4 and 4

6. Use cubes to count the objects in each group. Circle the correct number.
   - Lessons 11.4, 11.5

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**Answers (Chapter Test Form 2A)**

**Chapter Test, Form 2A (continued)**

**Preparation:** Counters are needed for this assessment.

1. Use counters to count the objects in each group. Circle the numbers.
   - [Lessons 11.4, 11.5]

2. Use counters to act out the addition story. Lily had 4 scissors. Sophie had 2 scissors. Find how many in all. Circle the number. [Lesson 11.6]

3. Use counters to make 5. Circle the numbers. [Lesson 11.3]

4. There are 3 dinner rolls in the basket. Put 3 counters on the basket. There are 2 rolls on the plate. Put 2 counters on the plate. Count the counters. How many rolls in all? [Lesson 11.1]

5. There are 5 muffins on the table. 3 more muffins come out of the oven. Put a counter on the muffins. Count the counters to add. How many muffins in all? [Lesson 11.2]

6. Go on!
Preparation: Counters are needed for this assessment.

1. Use counters to count the objects. Write the numbers. [Lessons 11.4, 11.5]
2. Use counters to act out the addition story. Ben had 4 apples. He bought 2 more apples. Find how many in all. Write the numbers. [Lesson 11.6]
3. The team scores 3 goals. Put a counter on each of the 3 balls. Then the team scores 1 more goal. Put 1 more counter down. Count the counters to add. How many goals in all? [Lessons 11.2]
4. Sally is in the pool. Put 1 counter on the pool. Jose and Christine are outside the pool. Put 2 counters outside the pool. Count the counters. How many children in all? [Lesson 11.1]
### Preparation:
Counters are needed for this assessment.

### Assessment:
- **Question 1:** Use counters to count the objects. Write the numbers. (Lessons 11.1, 11.3)
- **Question 2:** Use counters to act out the addition story. Adam has 3 counters. He finds 1 more counter. How many counters does he have in all? Write the numbers. (Lesson 11.6)
- **Question 3:** Use counters to count the objects. Write the numbers. (Lessons 11.4, 11.5)
- **Question 4:** Use counters to act out the addition story. The farmer stacks 2 haystacks. Then the farmer stacks 2 more. Put counters on the haystacks. How many haystacks in all? Write the numbers. (Lesson 11.2)
- **Question 5:** Use counters to make 5. Write the numbers. (Lesson 11.3)
- **Question 6:** Use counters to count the objects. Write the numbers. (Lessons 11.1, 11.3)
- **Question 7:** Use counters to act out the addition story. The farmer stocks 2 haybales. Then the farmer stocks 2 more. Put counters on the haybales. How many haybales in all? Write the numbers. (Lesson 11.2)
- **Question 8:** Use counters to count the objects. Write the numbers. (Lessons 11.1, 11.3)
Cumulative Test (continued)

1. Look at the first picture. Put an X on the picture that is different. [Lesson 1.1]
2. Circle the number that shows how many mushrooms. [Lesson 2.4]
3. Read the number. Circle the row that has that many mittens. [Lesson 4.3]
4. Circle the shape that could come next in the pattern. [Lesson 3.3]
5. Count the objects in each group. Write the numbers. Circle the group that has more. [Lesson 6.6]
6. Circle the flower that is tall? [Lesson 7.3]
7. Write the time that shows on the clock. [Lesson 9.6]
8. Draw the plane figure that matches this solid figure's side. [Lesson 10.3]