LEVELS A–F · ALIGNED TO US COMMON CORE

ANGL MATHEMATICS

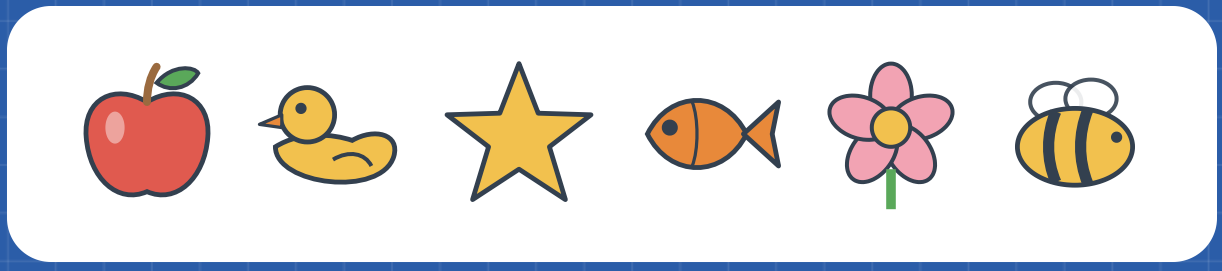
Level B

Addition, Subtraction & Place Value to 120

Recommended ages 6–7

Lesson Book

Write-In Edition



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ANGL Mathematics, Level B: Addition, Subtraction & Place Value to 120

Lesson Book, Write-In Edition

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Hello, Grown-Ups!

This book teaches adding, subtracting and place value to 120. Your child writes right in it. You read the directions aloud and work beside them.

Every lesson has four pages

Learn	Builds On (what this lesson grows from), Goals, Key Ideas with pictures, and a Worked Example to do together.
Investigate	Hands-on work with counters, frames and objects: break things apart and put them back together.
Practice: Write	Writing practice: numbers, signs and short answers. Start at the green dot.
Practice	Problems to try, ending with a Think problem.

What you need

30 counters in two colors, 12 tens rods and 20 ones cubes (or the paper ones on the workmats), crayons, a pencil, scissors, paper clips and a few household objects.

Tips

- Keep sessions short: about 20 minutes, four days a week. Use real objects first, then pictures, then numbers.
- Read the **Grown-up note** at the bottom of each page before you start it.
- Ask "How do you know?" often. Explaining is part of learning math.
- **Writing is not the same as knowing.** Trouble writing a number is not trouble understanding it. Your child may point or say the answer while you write it.

Every ANGL book, from Level A to Calculus, uses these same parts in the same order. The Teaching Guide has a short script for every lesson, Quick Checks, Chapter Tests and all the answers.

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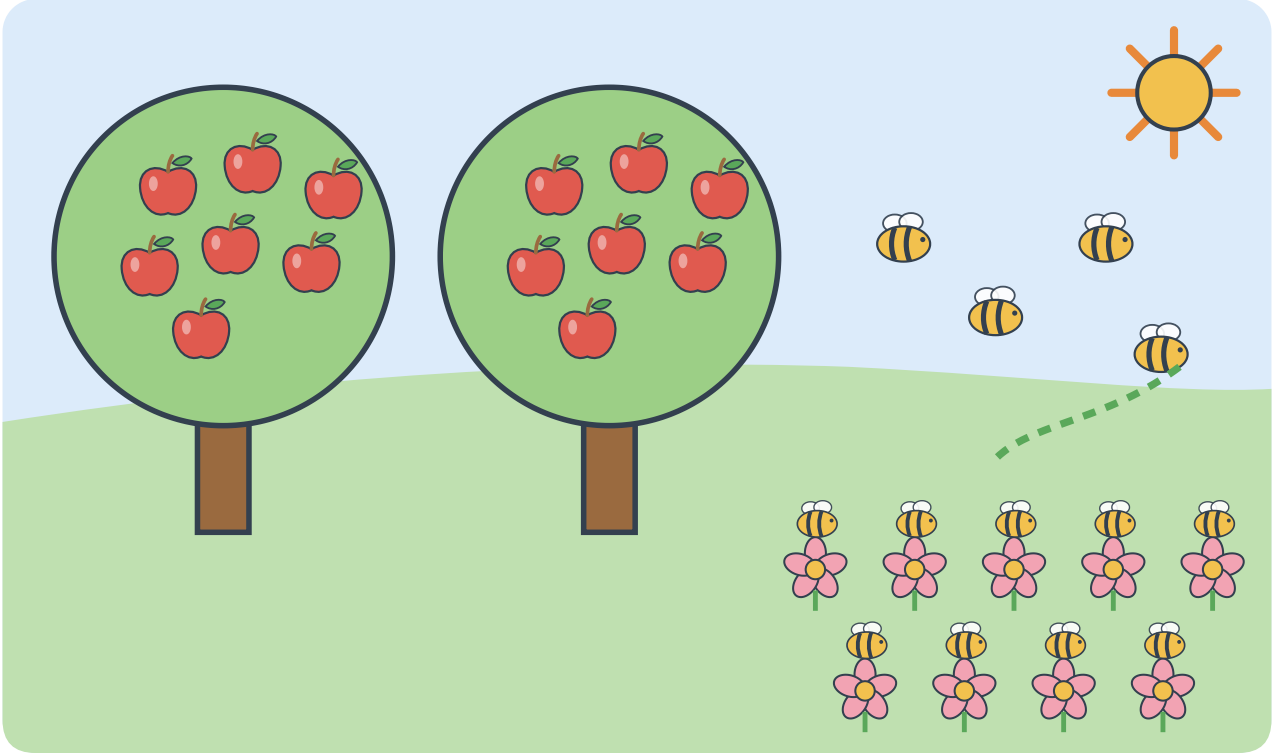
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Chapter 1 Strategies within 20



HOW MANY IN ALL? WRITE.

Apples on the two trees

$7 + 7 = ___$

Bees on flowers, bees flying in

$9 + 4 = ___$

YOU ALREADY KNOW

How to count on, add and subtract within 10, and find partners of 10.

YOU WILL LEARN

Smart ways to add and subtract to 20: doubles, making 10 and fact families.

Grown-up note. Talk about the picture first. Ask "How many apples on each tree? How could you find how many in all without counting every one?" Both trees have 7: a double. 9 bees and 4 more: 1 more bee makes 10. These are the strategies of this chapter.

Chapter 1 Am I Ready?

Readiness

1 · COUNT ON. WRITE.

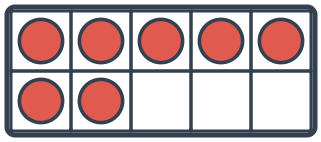


6 + 3 = ___

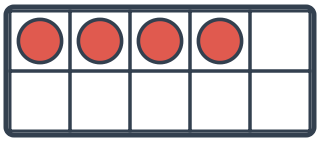
2 · ADD OR SUBTRACT.

3 + 2 = ___ 4 – 1 = ___ 2 + 2 = ___

3 · HOW MANY TO MAKE 10?



___



___

4 · TAKE AWAY. WRITE.



6 – 2 = ___

Digital Tools for Chapter 1

Scan the code, or go to anglmath.com/lb

Number line, double ten-frame and counters

Grown-up note. Card 1 checks counting on (Level A, Lesson 5.1), card 2 facts to 5 (A 3.8), card 3 partners of 10 (A 3.7) and card 4 take away (A 3.5). If a card is hard, replay that Level A lesson with counters before Lesson 1.1.

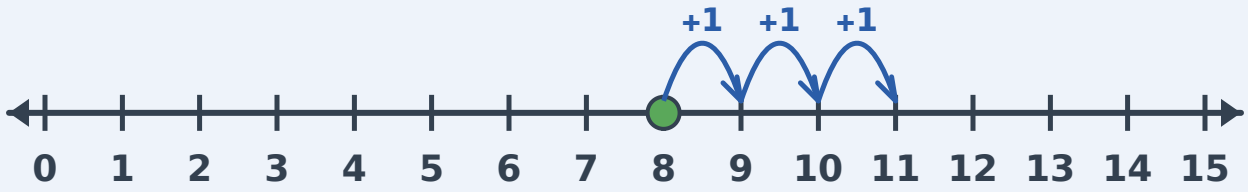
Lesson 1.1 Count On to Add

Learn

BUILDS ON Count On (Level A, Lesson 5.1). New picture: the number line

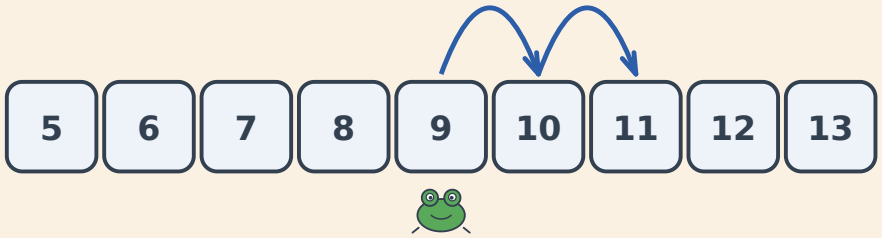
GOALS ★ **I can add by counting on from the bigger number.**

KEY IDEAS



To add **8 + 3**, start at **8**. Count on **3**: 9, 10, 11.
The last number you say is the answer. **8 + 3 = 11**.

WORKED EXAMPLE · START WITH THE BIGGER NUMBER



2 + 9 = 11

2 + 9. 9 is bigger, so the frog starts at **9**.
Hop 2: 10, 11. **2 + 9 = 11**. Two hops, not nine!

Grown-up note. Counting on means starting from a number instead of counting from 1. Starting at the bigger number keeps the count short. Watch Out: many children say the start number as their first count ("8, 9, 10" for 8 + 3). The first hop lands on 9; say "8 in my head… 9, 10, 11."

INVESTIGATE · FROG HOPS



Put a counter on **7**. Hop **4** more.

7 + 4 = ___

INVESTIGATE · BIGGER NUMBER FIRST

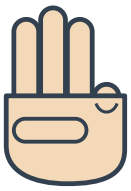
Which number is **bigger**? Circle it.

3 **9**

Count on from it.

3 + 9 = ___

INVESTIGATE · COUNT ON WITH FINGERS



Say **6** in your head. Put up 3 fingers: 7, 8, 9.

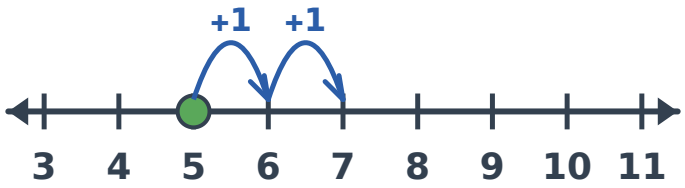
6 + 3 = ___

Grown-up note. Use a counter as the frog and the number line on the workmat page. Put the counter on the start number, then slide it one hop per count. In Count On with Fingers, the child keeps 6 "in their head" and raises one finger for each number said; the fingers show when to stop.

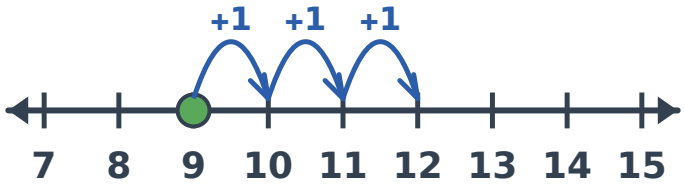
Count On to Add

Practice: Write

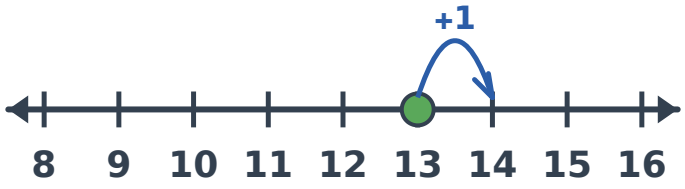
WRITE THE NUMBER SENTENCE.



___ + ___ = ___



___ + ___ = ___



___ + ___ = ___

1 **Count on to add.**

$10 + 2 = __$

2 **Count on to add.**

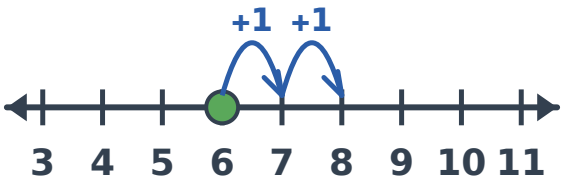
$4 + 8 = __$

Grown-up note. Read each line together: "Start at 5. Hop, hop. 5 + 2 = 7." The child writes every number. In problem 2, ask "Which number will you start at?" before the child counts.

Lesson 1.1 Count On to Add

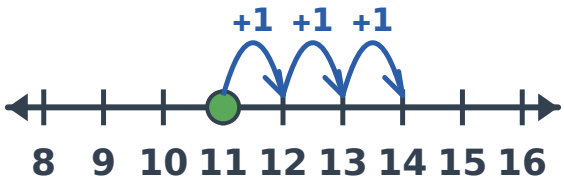
Practice

1 Count on to add.



$6 + 2 = ___$

2 Count on to add.



$11 + 3 = ___$

3 Draw the hops to add.



$9 + 2 = ___$

4 Count on to add.

$2 + 7 = ___$

$3 + 10 = ___$

5 Draw the hops to add.



$12 + 3 = ___$

Think Is Ben right?

> **Ben** says: For 2 + 8, I start at 8.

$2 + 8$

Yes No

Grown-up note. In problems 3 and 5 the child draws one hop for each number counted on. For the Think problem, ask "How do you know?" A child who says "8 is bigger, so it is only 2 hops" is explaining the strategy.