LEVELS A–F · ALIGNED TO US COMMON CORE

ANGL MATHEMATICS

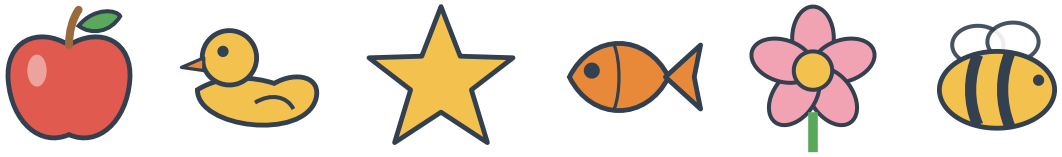
Level C

Place Value & Regrouping to 1,000

Recommended ages 7–8

Lesson Book

Write-In Edition



ANGL EDUCATION

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ANGL Mathematics, Level C: Place Value & Regrouping to 1,000

Lesson Book, Write-In Edition

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Hello, Grown-Ups!

This book teaches adding and subtracting with regrouping and place value to 1,000. 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

Base-ten pieces (or the paper ones on the workmats), 30 counters, a ruler with inches and centimeters (one is on a workmat), a few real coins, crayons, a pencil and scissors.

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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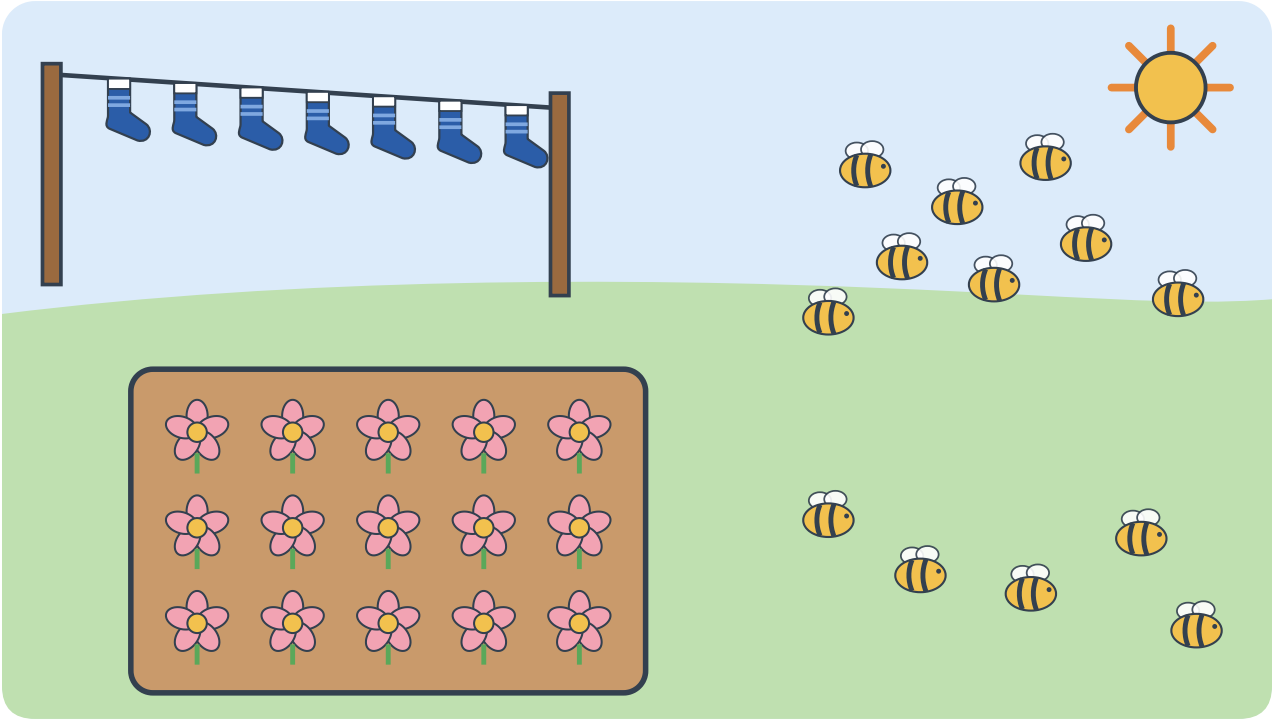
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Chapter 1

Fact Fluency, Odd and Even, Arrays



IN THE GARDEN. WRITE.

Flowers in the bed

5 + 5 + 5 = ___

Bees up high, then bees flying in

8 + 5 = ___

Socks on the line

odd **even**

YOU ALREADY KNOW

Doubles, making a ten, subtracting through 10 and fact families within 20.

YOU WILL LEARN

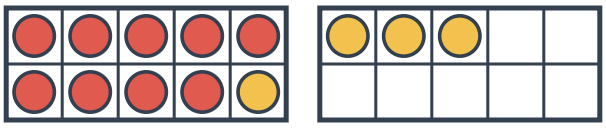
Facts to 20 from memory, odd and even numbers, and arrays of equal rows.

Grown-up note. Talk about the picture first. Ask "How many flowers in each row? How could you find all of them without counting every one?" The flowers are an array (3 rows of 5), the bees make a ten (8 + 2 + 3), and 7 socks cannot all be paired: one is left over, so 7 is odd.

Chapter 1 Am I Ready?

Readiness

1 · MAKE A TEN TO ADD.

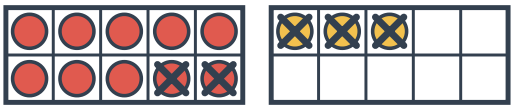


$9 + 4 = ___$

2 · USE A DOUBLE.

$6 + 6 = ___$ $6 + 7 = ___$ $9 + 9 = ___$

3 · SUBTRACT.



$13 - 5 = ___$ $10 - 4 = ___$

4 · ADD THREE NUMBERS.

$4 + 6 + 3 = ___$ $5 + 5 + 5 = ___$

Digital Tools for Chapter 1

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

Double ten-frame, counters in pairs and an array maker

Grown-up note. Card 1 checks making 10 (Level B, Lesson 1.5), card 2 doubles and doubles plus one (B 1.3 and 1.4), card 3 subtracting through 10 and facts to 10 (B 1.7 and 1.6), and card 4 adding three numbers (B 2.6). If a card is hard, replay that Level B lesson with counters before Lesson 1.2.

Lesson 1.1

Add and Subtract Within 20 Fluently

Learn

BUILDS ON Facts to 10 (Level B, Lesson 1.6), Make 10 to Add (Level B, Lesson 1.5) and Fact Families (Level B, Lesson 1.9). Picture: the double ten-frame and counters

GOALS ★ **I can add and subtract within 20 from memory, and tell how I know.**

KEY IDEAS

Add	Turn it around	Subtract
8 + 5 = 13	**5 + 8 = 13**	**13 – 5 = 8**

One **fact family** uses the same three numbers. Know one fact and you know up to four.

WORKED EXAMPLE · THE FACT FAMILY FOR 5, 8 AND 13

8 + 5 = 13 **13 – 5 = 8**

5 + 8 = 13 **13 – 8 = 5**

The family 5, 8 and 13 gives **5 + 8 = 13**, **8 + 5 = 13**, **13 – 5 = 8** and **13 – 8 = 5**.

Adding in either order gives the same sum, and each subtraction undoes one addition.

Grown-up note. This lesson gathers the strategies of Lessons 1.2 to 1.6 into one goal: know each fact from memory. For a child who is still counting, the strategy is still the right answer. Watch Out: a child may say 13 – 8 = 4 by counting back from 13 to 8 incorrectly. Ask "What plus 8 makes 13?" to check.

Lesson 1.1

Add and Subtract Within 20 Fluently

Investigate

INVESTIGATE · BUILD THE FAMILY

Build the family for **6, 7 and 13** with counters.

6 + 7 = ___

7 + 6 = ___

13 – 6 = ___

13 – 7 = ___

INVESTIGATE · KNOW OR CHECK

Circle **true** or **false**. For each fact you know, say it from memory first.

9 + 9 = 18 **true** **false**

8 + 9 = 16 **true** **false**

14 – 6 = 8 **true** **false**

INVESTIGATE · MY WAY

Solve each fact, then tell your grown-up how you knew it.

12 – 5 = ___ **4 + 9 = ___** **15 – 9 = ___**

Grown-up note. Use the double ten-frame and counters. In Build the Family, the child should find all four facts from one set of counters. In Know or Check, a child who hesitates should check the fact and say how; "I just know it" is still a good answer when it is true.

Lesson 1.1

Add and Subtract Within 20 Fluently

Practice: Write

WRITE THE MISSING NUMBER IN EACH FACT FAMILY.

7 + 8 = 15	7 + 8 = ___ 8 + 7 = ___
13 – 5 = 8	13 – 5 = ___ 13 – 8 = ___

1 **Write the missing numbers.**

9 + 5 = ___

14 – 5 = ___

2 **Write the missing numbers.**

6 + 8 = ___

14 – 6 = ___

Grown-up note. Read the first line together: "7 + 8 and 8 + 7 are both 15, so 15 – 7 is 8 and 15 – 8 is 7." In problem 1 the child writes the missing addend 5 and the difference 9, using the same numbers.

Lesson 1.1

Add and Subtract Within 20 Fluently

Practice

1 Add.

$8 + 7 = ___$

$6 + 9 = ___$

2 Subtract.

$14 - 6 = ___$

$16 - 7 = ___$

3 Circle true or false.

$9 + 9 = 18$ true false

$7 + 8 = 16$ true false

4 Write the missing numbers.

$13 - ___ = 7$

$4 + ___ = 13$

5 Add.

$5 + 9 = ___$

$12 + 4 = ___$

6 Subtract.

$15 - 8 = ___$

$11 - 9 = ___$

Think Is Ana right?

> Ana says: 14 – 6 = 8 because 6 + 8 = 14.

Yes No

Grown-up note. Problem 4 is a missing number in a fact family: the child can find 13 – 6 = 7 by thinking 6 + 7 = 13. For the Think problem, ask "How do you know?" A full answer uses the fact family: 6 and 8 make 14, so 14 minus 6 is 8.