

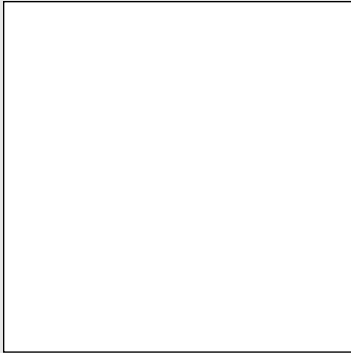
Overview of the Concept: Consolidating Addition and Subtraction Strategies

Book Summaries

| Title | Level | Summary |
|---------------------|-------|---|
| Paper Chains to Ten | C | In this photographed informational text, several children make ten-link paper chains, demonstrating the commutative property of addition. |
| The Bubble Booth | F | In this illustrated realistic narrative, Paul and Eddie play a game at the Bubble Booth at the Country Fair. The girl who runs the game helps the boys add up their score using the “doubles plus one” strategy. |
| Bouncy Balls | H | This illustrated realistic narrative follows Jessica, Mark, and Billy, who ask their neighbours for bouncy balls for their Games Day. In order to add up their total, the children make a group of ten, and then add the remaining balls. |

Target Outcomes

| WNCP | Ontario | APEF |
|--|--|---|
| <p>Number (Number Operations)</p> <ul style="list-style-type: none"> Use manipulatives and diagrams to demonstrate and describe the processes of addition and subtraction of numbers to 18. | <ul style="list-style-type: none"> Represent addition and subtraction sentences (e.g., $5 + 6 = 11$) using concrete materials (e.g., counters). Demonstrate addition and subtraction facts to 20, using concrete materials. | <p>Number Concepts/Number and Relationship Operations:</p> <ul style="list-style-type: none"> Demonstrate an understanding of the connection between relevant, concrete experiences and the mathematical language and symbolism of the four basic operations. Apply computational facts and strategies with respect to the four basic operations and model addition and subtraction in situations involving whole numbers. <p>BI Recognize that addition is used to represent the joining of two groups</p> |



Level C

Text Type

informational text

Word Count

118 (not including title of chart), 122 (including title of chart)

High Frequency Words

a, all, and, are, can, do, fun, I, is, it, make, my, so, there, to, up, you

Content Words

paper, chain, ten, red, blue, five, altogether, green, orange, six, four, grey, brown, seven, three, pink, black, eight, two, purple, yellow, nine, one, white

Text Features

- 16-page book
- 3–5 lines per page
- photographs
- strong picture clues
- number sentences
- coloured text

Cross-Curricular Links

Mathematics

Mathematics/Art

Paper Chains to Ten

Before Reading

Make a ten-link paper chain out of two colours of construction paper (see book for an example). Show the paper chain to the students, holding it horizontally, and ask questions such as the following: *What is this called? What colours is it made of? How many [first colour] links are in the chain? How many [second colour] links are in the chain? How many links are in the chain?* Write a number sentence to represent the paper chain (e.g., $6 + 4 = 10$). Flip the chain around, so that each hand is holding the other end of the chain. Ask, *What do you notice about the chain now? How many [first colour] links are in the chain? How many [second colour] links are in the chain? How many links are in the chain?* Write another number sentence to represent the paper chain, and discuss the similarity between the two number sentences.

Previewing the Text

- Show the cover of the book and read the title.
- Say, *In this book, children make different-coloured paper chains. They show all the ways to make ten.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

Pages 2–3: Ask, *What is the boy making? How many chain links do you think he will make? How do you know?* (text) Ask the students to locate the word “ten” on the page.

Pages 4–5: Ask, *How many red strips did the boy use? How many blue strips did the boy use? How many are there altogether?* Point out the word “altogether” on the page, and ask, *What little words do you know inside the word “altogether”?* (to, get, her) Discuss or explain the meaning of the word. Ask, *Look at the words that are in colour on this page. Why do you think that word is coloured red? What does it say? What does the word in blue say?*

Pages 6–7: Ask, *What colours are the strips in this girl’s chain? How many orange strips are there? How many green strips are there? How many are there altogether?* Point to the number sentences and ask, *How are the number sentences different? How are they the same?* Point out the

correspondence between the number sentences and the orientation of the paper chain in the photos.

Pages 8–9: Ask, *What colours are the strips are in this boy’s chain? How many grey strips are there? How many brown strips are there? How many are there altogether?* Point out the number sentences and ask, *How are these number sentences different?* Ask the students to locate the words “grey” and “brown” on the page.

Pages 10–11: Ask, *What colours are the strips in this girl’s chain? How many pink strips are there? How many black strips are there? How many are there altogether?* Ask the students to locate the words “pink” and “black” on the page.

Pages 12–13: Ask, *What colours are the strips in this boy’s chain? How many purple strips are there? How many yellow strips are there? How many are there altogether?* Have the students look at the picture to count the number of purple and yellow strips. Ask the students to locate the words “purple” and “yellow” on the page.

Pages 14–15: Ask, *How many white strips are in this girl’s chain? What did the girl do to her chain?* (elicit crossed her arms and turned it around) Ask the students to locate the word “white.”

Page 16: Read the title of the chart. Ask the students to read the number sentences on the left side of the page, along with the corresponding pictures. Then have the students turn their books around (upside down) and read the number sentences on the left side of the page. Ask the students to check to make sure the picture is correct for those number sentences, too. Discuss the students’ findings.

Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

Revisiting the Text

You may choose to do only some of these activities, over several days.

- Invite individual students to share what they noticed about the paper chains and the number sentences in the book. Record their observations on chart paper.
- Ask the students to go through the book, and write down all the different ways to make ten. Students may use the number words, write number sentences, or both.

- Have students locate the words “five,” “red,” and “blue” on page 4. Together, read the second sentence on the page, “There are five red and five blue.” Go through the rest of the book together, asking the students to locate the number and colour words on each page, and reading the middle sentences together. Have the students complete **BLM 12-1: Counting Stories** to reinforce number and colour word identification.
- Encourage students to reread the book together as a group, independently, or with a partner.

Extending Activities

Make Number Sentences

On a set of individual index cards print the following words and symbols: ten (on 13 cards); + (on 11 cards); = (on 11 cards); and five, six, four, seven, three, eight, two, nine, one (on 2 cards each). Divide the students into small groups, and have them recreate the number sentences in the book using the word cards. The students can display their sentences in a pocket chart, if available.

Creating Paper Chains

Provide individual students with many strips of paper in two different colours. Invite each student to create a paper chain for a given number. Ask the students to write the number sentence that corresponds with their paper chain on a piece of construction paper, then turn the chain around and write the new number sentence. Have the students attach their finished chains to the construction paper. The students can present their number story chains, using the same wording as in the book, and the chains can be displayed in the classroom.

Make an Addition Train

Prepare a chart with number sentences for 10. Ask the students to work in pairs to create a fact family for each number sentence (e.g., $0 + 10 = 10$, $10 + 0 = 10$; $1 + 9 = 10$, $9 + 1 = 10$). Using **BLM 12-2: The Ten Train** as a reference, show one addition train on chart paper or the blackboard. Model the activity (colour four cars red and six cars blue). Record the corresponding number sentences below the train. Ask the students to choose four fact families to represent, in order to complete **BLM 12-2: The Ten Train**.

Cross-Curricular Links

Mathematics

Have the students practise making number stories for 10 using themselves. For example, have two boys stand up. Then ask, *How many girls need to stand up to make 10?* Try out the students’ answers, asking various numbers of girls to stand up, and determine on the correct answer together, saying, *Yes, 2 and 8 make 10.* One by one, invite the students to create all the other facts for 10 by asking different combinations of girls and boys to stand up.

Mathematics/Art

Provide a variety of different-coloured paper strips to the students. Ask the students to make a patterned paper chain (e.g., blue, blue, red; or orange, green, yellow). When complete, the students present their chains and describe the patterns they created.

The Bubble Booth

Before Reading

Invite students to share their experiences at a fair or amusement park. Ask, *Did you play any games at the fair or park? What game(s) did you play? How did you play the game, or what were the rules? Did you win any prizes, or did you see someone else win a prize?*

Previewing the Text

- Show the cover of the book and read the title. Discuss the art, pointing out the name of the game booth.
- Tell the students that this is a book about Paul and Eddie, who play a game at the country fair at the Bubble Booth.
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

Pages 2–3: Ask, *What are the prizes for the game? How do you think you play the game?* (elicit or read the text on the signs at the side of the booth together) Say, *Paul and Eddie are going to blow bubbles together to try to win a prize.* Ask the students to predict what letter the word “bubbles” starts with, and have them locate the word on the page. Ask, *What other words on this page begin with the letter “b”?* Read the other words (“blow,” “booth,” and “bubbles”) and point out that the students will have to check the word endings when reading.

Pages 4–5: Introduce the characters (Paul is on the left, Eddie is on the right), and point out their names on the page. Ask, *How many bubbles did Paul blow? How many bubbles did Eddie blow?* Say, *Yes, Paul blew five bubbles, and Eddie blew six bubbles.* Point out the word “blew” on the page, and explain the slight difference in spelling from the word “blow.” *What does Paul want to know?* Have the students locate Paul’s question on the page.

Pages 6–7: Ask, *How many bubbles are in each group? What do we call these two groups together?* (elicit “doubles”) Point out the word “doubles” on the page, and explain the similarity in pronunciation to “bubbles.” Say, *Let’s count the doubles: 5 and 5 is 10.* Point out the single bubble outside of the two groups. Ask, *How many bubbles will*

Level F

Text Type

narrative (realistic)

Word Count

147 (not including thought bubbles and print within illustrations), 208 (including thought bubbles and print within illustrations)

High Frequency Words

a, all, and, can, did, do, get, go, have, how, if, it, of, said, see, the, to, we, you

Content Words

bubble, booth, blow, win, prize, many, doubles, count, add, score, biggest

Text Features

- 16-page book
- 2–5 lines per page
- illustrations
- moderate picture clues
- repeated refrain
- thought bubbles
- dialogue
- print and number sentences within illustrations
- italics

Cross-Curricular Links

Art
Science

there be if we add one more? What kind of prize would Paul and Eddie win with 11 bubbles? Have the students refer to the signs on page 3 to find out. Point out the italicized text on the page, and read it to the students. Tell the students that this text will repeat throughout the book. Practise reading it all together.

Pages 8–9: Say, *Eddie and Paul want to try to win a bigger prize. Ask, How many bubbles did Eddie blow? How many bubbles did Paul blow? How do you know?* (picture, print within illustrations, and text)

Pages 10–11: Ask, *How many bubbles are in each group? What is the total score? How does the girl add up the score?* Point out the girl’s thought bubble and discuss her doubling strategy. *What kind of prize would Paul and Eddie win with 15 bubbles?* Have the students refer to the signs on page 3 to find out.

Pages 12–13: Say, *Eddie and Paul want to try to win the biggest prize. Ask, How many bubbles did Eddie blow? How many bubbles did Paul blow? How many more bubbles than Paul did Eddie blow?*

Pages 14–15: Say, *Let’s count the doubles. 10 and 10 is 20. Ask, How many bubbles will there be if we count one more? Do you think Paul and Eddie will win the biggest prize?*

Page 16: Have the students confirm their predictions.

Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

Revisiting the Text

You may choose to do only some of these activities, over several days.

- Invite individual students to retell the story. Focus the students’ attention on the sequence of the story (the beginning, middle, and end).
- Have the students respond to questions such as the following:
 - What were the prizes for the game?*
 - How many bubbles did Paul and Eddie blow together on their first try?*
 - How many bubbles did Paul and Eddie blow together on their second try?*
 - How many bubbles did Paul and Eddie blow together on their third try?*
 - What did Paul and Eddie win?*
 - How did the girl count the bubbles?*
- Ask the students to choose two of the three pages with the girl’s thought bubbles, and draw the bubble configurations on **BLM 12-3: Double Bubbles**. Then have the students write the corresponding sentence from the thought bubble below their picture.

- Divide the students into groups of three, and have each student choose a character from the story (Paul, Eddie, the narrator). The students should read their character’s part (the text in quotation marks for Paul and Eddie, and the text outside the quotation marks for the narrator). The students can read the text in italics all together. Encourage the students to use punctuation to read with expression. Provide the students with time to practise their lines, and then have them present to the class.
- Encourage students to reread the book together as a group, independently, or with a partner.

Extending Activities

Continue the Story

Brainstorm what Paul and Eddie may have done at the fair after playing the game at the Bubble Booth (e.g., play a different game, go on a ride, visit the animals). As a class, write a continuation of the story interactively. The students may write the high frequency words, while you write the more difficult vocabulary.

Show Doubles Stories

On chart paper, write a variety of number stories where the two numbers have a difference of one. Start with those used in the story, and add others: $5 + 6$; $7 + 8$; $10 + 11$; $6 + 7$; $8 + 9$. Provide concrete materials (e.g., buttons, coins, beads, blocks) and have students show how to use the “doubles-plus-one” strategy to determine the total of each. Ask them to record any number sentences related to their work.

Show the Thought Bubbles

Focus the students’ attention on the thought bubble on page 7. Point to the text in the thought bubble and explain that thought bubbles are another way to gather information about the story, as they tell us about what the characters in the story are thinking. Ask the students to write two number sentences for each of the girl’s thoughts to show how she got her answer (e.g., $5 + 5 = 10$, $10 + 1 = 11$).

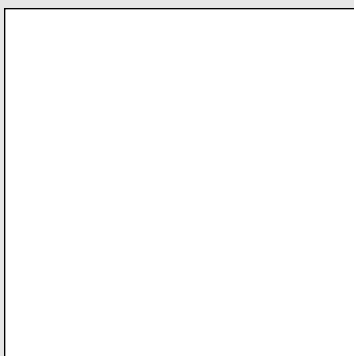
Cross-Curricular Links

Art

Ask the students to create “Bubble Art” using a straw and a mixture of paint, water, and dish soap. Have each student place a small, shallow bowl of the paint mixture in the centre of a large piece of paper. Then they blow a straw into the mixture until it overflows onto the paper, creating a bubble design. The students can repeat this process using different-coloured mixtures until they have covered their paper with bubble designs.

Science

Set up a bubble centre in the classroom, and provide different tools for bubble making (e.g., wand, string, bent hanger, funnel, tin can with both ends cut out, straw). Ask the students to experiment with the different tools, and determine which tool makes the biggest bubble, which makes the smallest bubble, which makes the longest bubble, and so on. Ask the students to give reasons for their conclusions. You may want to graph the class results, for example, to show how many students think which tools make the biggest bubbles.



Level H

Text Type

narrative (realistic)

Word Count

391 (not including speech balloons),
400 (including speech balloons)

High Frequency Words

a, an, and, are, as, asked, can, come, do, for, go, got, have, her, here, home, how, I, in, it, little, look, make, no, now, of, out, said, see, she, so, some, that, the, their, them, they, to, too, use, we, went, when, would, yes, you

Content Words

bounce, ball, bouncy, Games Day, neighbours, next, collecting, explained, many, add, know, group, ten, collect, more, wagon

Text Features

- 16-page book
- 3–6 lines per page
- illustrations
- moderate picture clues
- dialogue
- speech balloons
- bold
- coloured text

Working with Words

Contractions

Cross-Curricular Links

Mathematics/Music

Physical Education/Mathematics

Bouncy Balls

Before Reading

Display a collection of up to 18 items, where 9 of them are the same colour (or shape). These could be magnetic letters, blocks, buttons, counters, and so on. Show two groups, for example, a group of nine red counters and a group of six yellow counters. Say, *I know I have nine red counters and six yellow counters, but I don't know how many I have altogether. I'm not sure how much 9 and 6 is, and counting takes too long. So I'm going to take a shortcut.* Then move one of the yellow counters to the red group and say, *I wasn't sure what 9 and 6 is, but I do know that 10 and 5 is 15. What was my shortcut for finding out how many 9 and 6 is altogether?* If necessary, show more examples of your “shortcut” (making a ten for easier adding), until the students can explain what you are doing. Then have volunteers find the totals of groups you display, by using the “make-a-ten shortcut.”

Previewing the Text

- Show the cover of the book. Ask, What is happening in the picture? (elicit “balls,” “bouncing”) Read the title.
- Say, *This story is about Jessica and her two brothers, Mark and Billy, who ask to borrow some bouncy balls for Games Day.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

Page 2: Ask, *What is wrong with Jessica's balls?* (elicit “none of them would bounce”) Draw the students' attention to the bolded words in upper-case in the text and explain that these words represent the sounds the balls are making. Read the bolded words together with expression. Point out the name “Jessica” on the page. Ask, *What letter do you think the word “bounce” starts with?* Show the students the word on the page, and point out the soft “c” sound.

Page 3: Ask, *Why do the children need the bouncy balls? What do you think the children are going to do?* Ask the students to locate the word “bouncy” on the page, and discuss how it differs from the word “bounce.” Point out the difficult spelling of the word “neighbours,” drawing the students' attention to the silent letters within. Point out the names of the two boys on the page.

Page 4: Ask, *Where did the children go?* Elicit the phrase “next door,” and discuss its meaning. Show the students where the name “Ann” appears on the page. Ask, *How many green balls did Ann give the children? How do you know?* (picture and text) Draw the students’ attention to the speech balloons and discuss or review their purpose.

Page 5: Ask, *Who did they go to see next? How many red bouncy balls did Lan give them? What word could describe what they’re doing with the bouncy balls?* (elicit “collecting”) Show the students where the word “collecting” appears on the page, and have them practise reading the word, making note of the hard “c” sound.

Page 6: Ask, *What are the children doing?* (elicit “counting the balls”) *What numbers do they have to add together to find out how many bouncy balls they have?*

Page 7: Ask, *What did Mark do to the balls? How many balls are on the left side of the wagon now? Say, Yes, Mark made a group of ten.* Ask, *What two numbers do they have to add together now? How many balls do they have in total? Say, Mark says this is an easy way to add the balls.* Ask the students to predict what letter the word “easy” starts with, and find the word on the page.

Page 8: Ask, *What has happened to the red bouncy balls? How many balls have bounced out of the wagon? Point to the word “wagon” on the page, and ask, What little word do you know inside the word “wagon”?* Point out the coloured text on the page, and explain that the words represent the noise the balls are making. Read the coloured text together with expression.

Page 9: Ask, *How many yellow bouncy balls did Mr. May give the children? What does Jessica realize when she looks in the wagon?*

Page 10: Ask, *What question does Billy ask about the bouncy balls? What numbers do the children have to add to find out how many balls they have?*

Page 11: Ask, *How did they arrange the balls differently so that they are easier to count? Say, Yes, they made a group of ten.* Ask the students what letter the word “group” starts with, and have them locate it on the page. Point out the “oo” sound made by the letters “o” and “u.” You may want to compare the word with the word “bouncy” on page 10, which also contains the “ou” combination, but with a different sound. Ask, *What do 10 and 5 make?*

Page 12: Ask, *What happened to the six yellow bouncy balls?* Read the second sentence together with expression.

Page 13: Ask, *What does Jessica realize when she looks in the wagon? How many more balls does Mom give them?*

Page 14: Ask, *What numbers do the children have to add now? How do you think they might change the groups to make it easier to count the balls?*

Page 15: Confirm the students' predictions. Ask, *What does Billy shout?* Show the students where the word "shouted" appears on the page, making note of the "ou" combination and its similarity in pronunciation to the word "bouncy." Ask, *How many bouncy balls do they have in total?*

Page 16: Ask, *What happened to the balls that bounced out of the wagon?* *What does Billy wonder?*

Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

Revisiting the Text

You may choose to do only some of these activities, over several days.

- Have individual students retell the story, focusing on the sequence (beginning, middle, and end).
- Ask the students to choose a character from the story and reread their parts (the text written in quotation marks). You may act as the narrator and read all the text outside of the quotation marks. Provide the students with time to practise their lines, reminding them to use the punctuation to read with expression.
- Have students recall each number story demonstrated by the balls in the story. You may want to include both addition and subtraction number stories ($9 + 5$; $10 + 4$; $14 - 5$; $9 + 6$; $10 + 5$; $15 - 6$; etc.).
- Ask the students to complete **BLM 12-4: Match the Number Stories** by first colouring the balls green (G) or red (R). Then they cut out the number stories at the bottom and match them to the number stories above. Have them fill in the numbers for each number story, and the totals in the right-hand column.
- Encourage students to reread the book together as a group, independently, or with a partner.

Working with Words: contractions

Review contractions with the students, pointing out the word "we'll" on page 3. Ask, *What two words make this contraction?* Write "we'll" on one index card and "we will" on another index card. Ask the students to look through the story to find all the contractions. (we'll, let's, I'll, we're) Brainstorm other contractions in the "will" and "are" families (e.g., you'll, I'm, you're). Write all the contractions on index cards, and write their long forms on separate index cards. Have the students play concentration by matching each contraction with its long form.

Extending Activities

Make a Ten

Provide students with concrete materials of two different colours, shapes, or sizes (e.g., red and yellow buttons). Provide nine of one type, and between three and nine of the other. Ask the students to sort the materials by their differing attribute, and then make a ten in order to add the total. Have the students draw their groupings to show how they solved the problem, and write a corresponding number sentence beneath. As an extension, provide eight (instead of nine) items as a base number, and have the students manipulate the groups to make a group of ten.

Write About Games Day

Ask, *What do you think the children did with all of the bouncy balls at Games Day?* Brainstorm the different games they might have played, who played with them (e.g., their neighbours, the dog), and so on. Write key words on chart paper for the students' reference. Ask the students to write a continuation of the story, explaining what happened at Games Day. The students may also illustrate their stories.

Draw the Sounds

Brainstorm what images come to mind when the students hear the sound words in capital letters (SPLAT, SQUISH, SMOOSH, BOUNCE) from the book. Ask the students to choose two of the sound words and draw a corresponding image to convey the words' meanings. When complete, sort the students' works into groups, according to the sound drawn, and create a classroom display.

Cross-Curricular Links

Mathematics/Music

Review the sound words from the text (SPLAT, SQUISH, SMOOSH, BOUNCE). Divide the class into four groups, and assign a sound word to each group. Act like a conductor, and create two- and three-element sound patterns by motioning each group to say their word in a pattern sequence. After repeating each pattern at least three times, ask the students to identify the pattern. You may want to invite the students to think of other words that sound like their meanings (e.g., hiss, buzz, pop, crunch), and use those in other sound patterns.

Physical Education/Mathematics

In the gymnasium, place a large number of three different types of balls (e.g., tennis balls, basketballs, wiffle balls) at one end of the gym. Place three large bins at the other end of the gym. Label each bin with one of the ball types. Divide the students into three or four groups, and time each team as it races to get all of the balls sorted into the correct bins. The fastest team is the winner.

Name: _____

Date: _____

Counting Stories

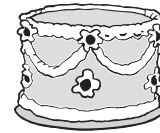
Use the number and colour words to describe the pictures.

| | |
|-------|-------|
| one | six |
| two | seven |
| three | eight |
| four | nine |
| five | ten |

| | |
|--------|--------|
| red | blue |
| green | orange |
| grey | brown |
| pink | white |
| purple | yellow |

one

pink



Name: _____

Date: _____

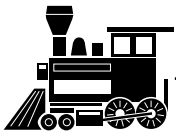
The Ten Train



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$$\underline{\quad\quad} + \underline{\quad\quad} = 10$$



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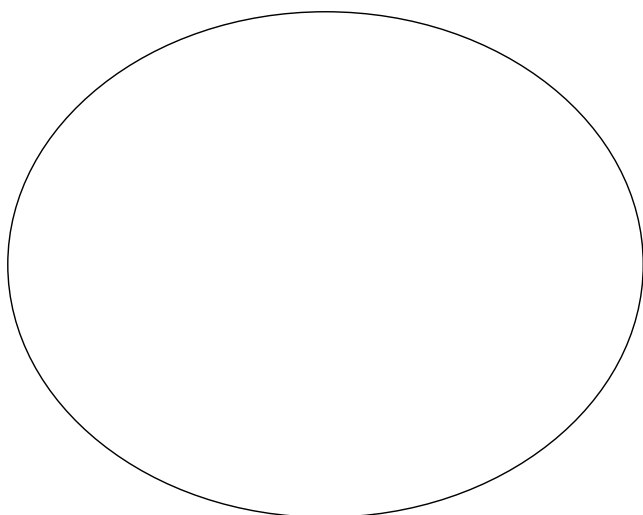
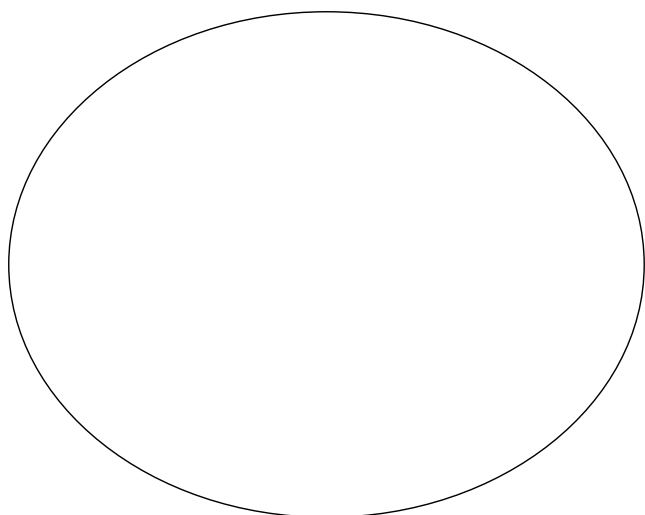
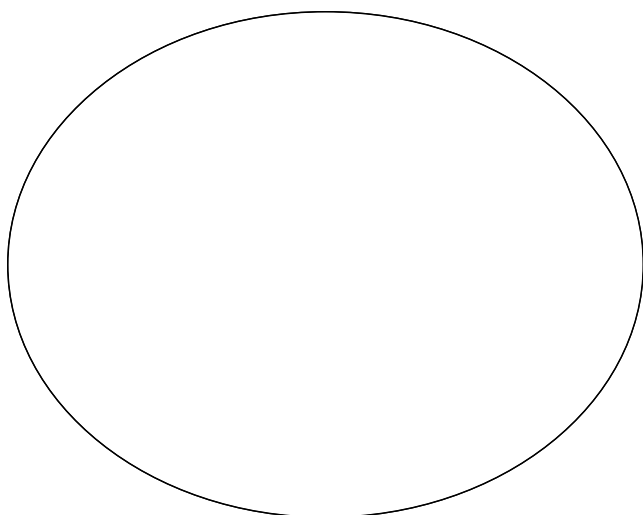
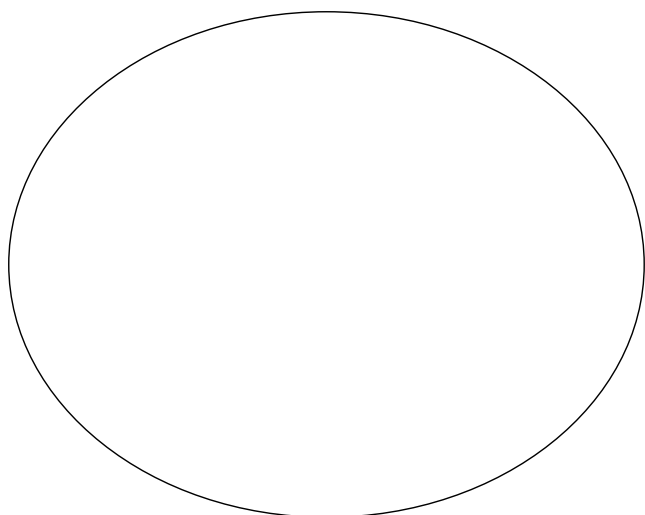
$$\underline{\quad\quad} + \underline{\quad\quad} =$$

Name: _____

Date: _____

Double Bubbles

Draw two of the “doubles and 1 more” addition stories.

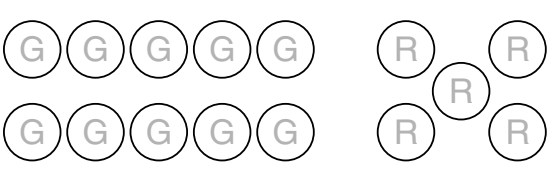
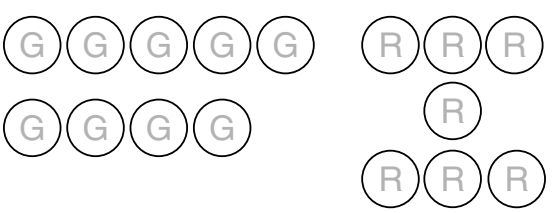


Name: _____

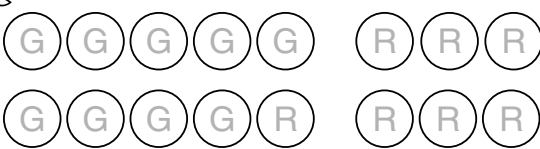
Date: _____

Match the Number Stories

Colour the balls green (G) and red (R). Match the number stories at the bottom to the number stories below. Write the number and the totals.

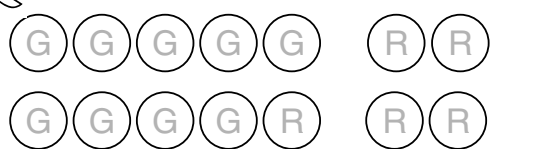
| | | Total |
|---|--|---------|
|  <p>_____ + _____ =</p> | | = _____ |
|  <p>_____ + _____ =</p> | | = _____ |





 _____ + _____





 _____ + _____