Concept Guide | Add Within 20

Materials and Preparation

Teacher Materials	Student Materials	Suggested Preparation
Progress Check Teacher Guide	• Progress Check Tool • Pause and Monitor Tool (found in the Implementation Guide)	• Print copies of the Progress Check Tool and the Pause and Monitor Tool. • Ready place value cards or make 1–10 and + symbol cards.
• **Concept Mini Lessons** Teacher Guide • Personal whiteboard • Number Path to 20	• Personal whiteboard or Student Pages • Number Path to 20 (optional)	• Print copies of Student Pages as needed. • Place copies of Number Path to 20 into whiteboards for objectives 3 and 4.
• **Practice** Teacher Guide	• Practice Pages • Practice Helpers	• Print copies of Practice Pages and the corresponding Practice Helpers.
• **Application** Teacher Guide	• Personal whiteboard • Application Word Problem Cards • Solve a Problem Recording Page (optional) • Game Instruction Card • *Eureka Math*^{2} cards or a deck of playing cards • Solve a Task Student Page • Manipulative tools such as linking cubes and Number Path to 20 (optional)	• Ready the following: - Application Word Problem Cards - Game Instruction Card - *Eureka Math*^{2} cards or a standard deck of playing cards - Number Path to 20 in personal whiteboards • Gather tools such as linking cubes. • Print copies of the following: - Solve a Problem Recording Page (optional) - Solve a Task Student Page

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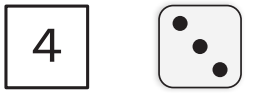
Addressing Student Misconceptions

Student Misconception	How to Address Misconception
Students start counting from 1 each time, relying on counting all.	Consider using 5-group cards and a die to support counting on.  Show a 5-group card and roll a die. Demonstrate counting on by saying the number on the 5-group card and then point to the dots on the die to count on. Then have students count on. For example, "Fooouuur, 5, 6, 7" Have students write an addition equation to represent how they counted on to find the total. $4 + 3 = 7$

Language Support

To support emergent bilingual students in making cross-linguistic connections through oral discourse, consider using strategic, flexible grouping.

- Pair students who have different levels of mathematical proficiency.
- Pair students who have different levels of English language proficiency.
- Join pairs to form small groups of four.

As applicable, complement any of these groupings by pairing students who speak the same home language. Encourage students to use their home language alongside English to make sense of the directions and the mathematics.

To support emergent bilingual students in making cross-linguistic connections through written discourse, consider creating cross-linguistic connections anchor charts. The chart should include

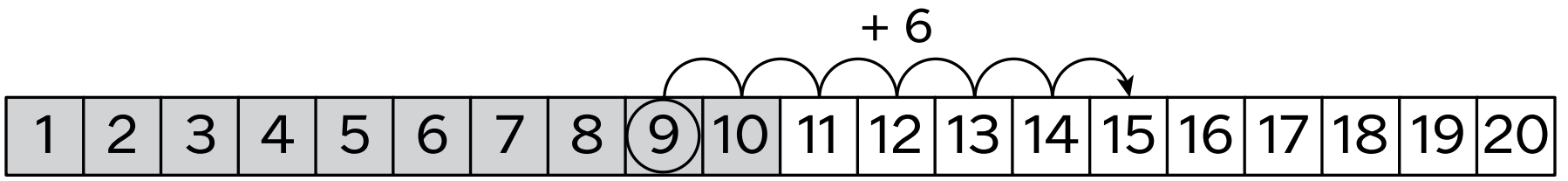
- key terminology in the student's home language that is related to the current concept,
- the same key terminology in English, and
- images to support understanding.

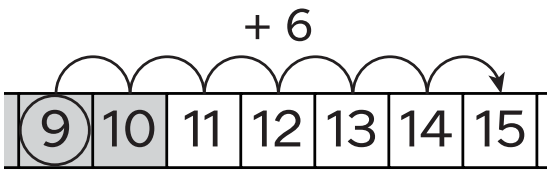
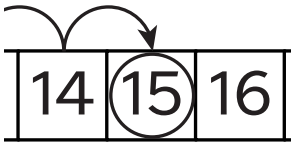
Family Math | Add Within 20

Dear Family,

Your student is working on adding within 20. They use a number path to count on either from the larger part or to make ten. They draw number bonds to break apart the second number to make ten. Your student then records the parts of the addition sentence as a three-part number sentence to find the sum. You can support your student's progress by asking the questions in the table below as your student adds within 20.

$9 + 6 = \underline{15}$



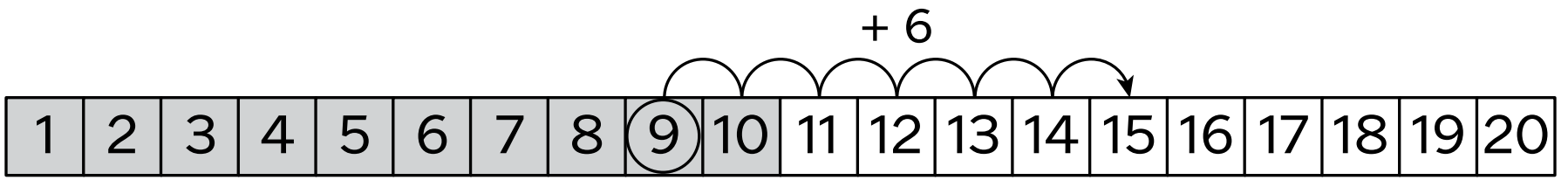
Which part is larger?	How many do I need to count on?	What number will I land on?
⑨ + 6		

Matemáticas en familia | Sumar hasta el 20

Estimada familia:

Su estudiante está trabajando en sumar hasta 20. Usa un camino de números para contar a partir de un número, ya sea desde la parte mayor o para formar una decena. Dibuja vínculos numéricos para separar el segundo número y formar una decena. Luego, su estudiante registra las partes de la oración de suma como una oración numérica de tres partes para encontrar la suma. Usted puede apoyar el progreso de su estudiante haciéndole las preguntas de la tabla que sigue mientras su estudiante suma hasta el 20.

$$9 + 6 = \underline{\quad 15 \quad}$$



¿Cuál parte es más grande?	¿Cuántos necesito contar a partir de ese número?	¿En qué número voy a terminar?
⑨+ 6