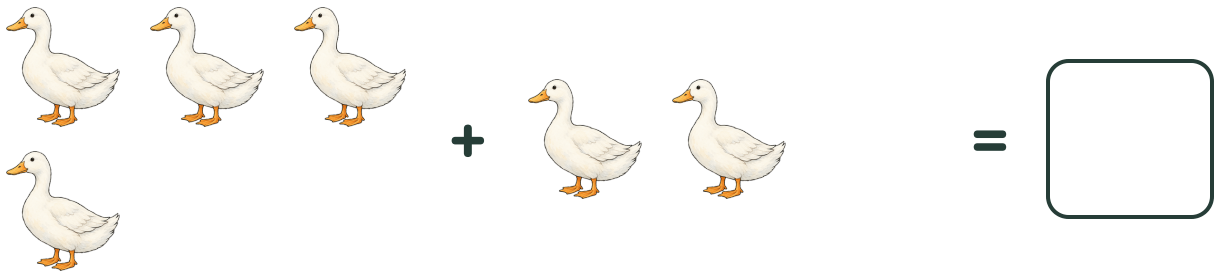
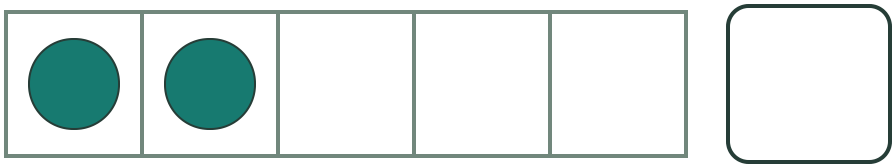
Put numbers together

Name _____ Date _____

1 **How many ducks are there altogether? Write the total.**



2 **Draw dots to fill the frame. Write how many you added.**

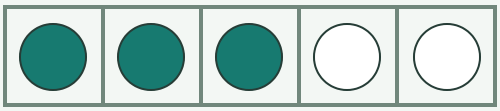


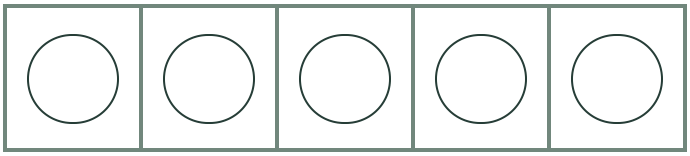
Put numbers together

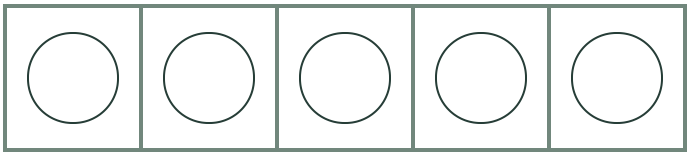
Name _____ Date _____

3 **Make 5 in two different ways. Colour counters or leave them white.**

Example 3 coloured and 2 white make 5.



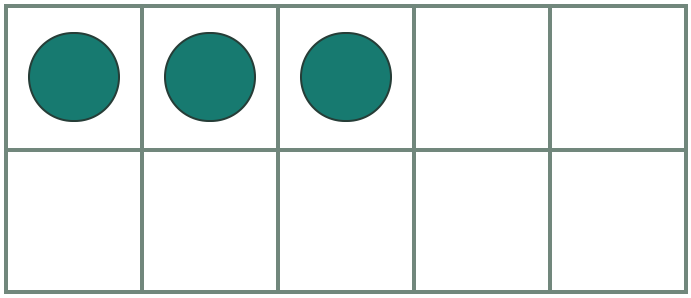


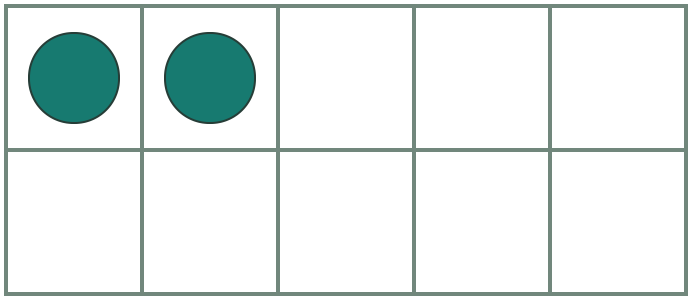


Put numbers together

Name _____ Date _____

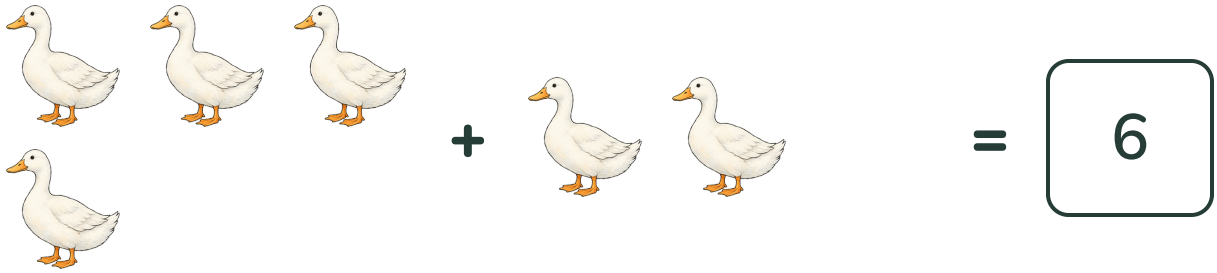
4 **Make 10 in two ways. Fill each frame with dots. Write how many you added.**





Put numbers together

1 **How many ducks are there altogether? Write the total.**

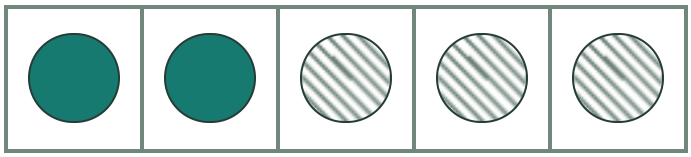


3 + 2 = 6

Accept: 4 and 2 make 6.

Put numbers together

2 **Draw dots to fill the frame. Write how many you added.**

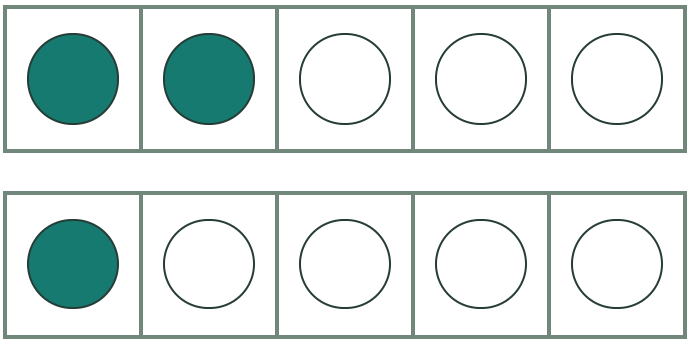


3

Accept: Add 3 dots, one in each empty cell; write 3.

Put numbers together

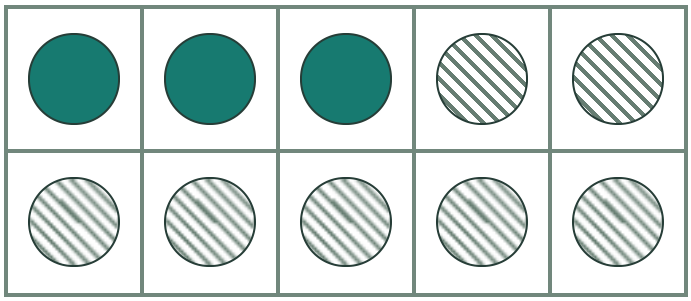
3 **Make 5 in two different ways. Colour counters or leave them white.**



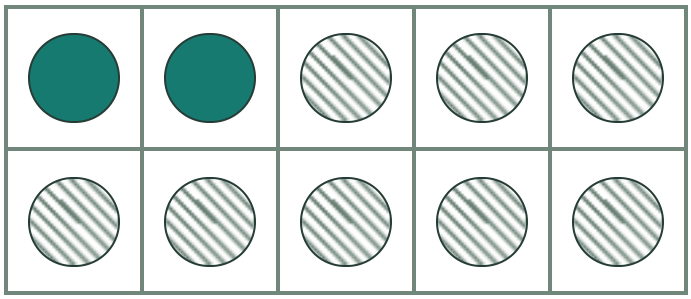
Accept: Examples: 2 coloured and 3 uncoloured; 1 coloured and 4 uncoloured. Accept any two distinct unordered partitions of 5, including 0 and 5. Reversing a pair is the same way. Do not require every partition.

Put numbers together

4 **Make 10 in two ways. Fill each frame with dots. Write how many you added.**



7



8

Accept: First frame: 3 and 7 make 10; add and write 7. Second frame: 2 and 8 make 10; add and write 8. These are two guided compositions, not evidence of independently inventing ways.

Put numbers together

Alberta Kindergarten · Version 1

Before you begin

Give the child only the student pages. Read each instruction aloud once; repeat it if needed. Use an ordinary pencil or crayon. Model the printed example without completing the child's questions.

These pages are for practice. Use the observation prompts below to check the child's thinking. Mark the mathematical response, not colouring neatness or handwriting.

What to look for

Activity	Marking and acceptable responses
1	4 and 2 make 6.
2	Add 3 dots, one in each empty cell; write 3.
3	Examples: 2 coloured and 3 uncoloured; 1 coloured and 4 uncoloured. Accept any two distinct unordered partitions of 5, including 0 and 5. Reversing a pair is the same way. Do not require every partition.
4	First frame: 3 and 7 make 10; add and write 7. Second frame: 2 and 8 make 10; add and write 8. These are two guided compositions, not evidence of independently inventing ways.

Observe separately

Give 5 counters, then 10. Ask the child to split them into two groups and describe the groups. Ask for another way. Accept 0 as a part; do not require every possible split or formal equations. Handwriting and colouring neatness are not the mathematical target.

Existing skills and curriculum links

S22.OPS.010: Join two groups to find the total · S22.OPS.AB115: Show different ways to make 5 and 10

AXIS:AB.MAT.K.NUM.2

Combine smaller groups to make quantities up to 10. · Find different ways to make 5 and 10 with two groups.