

# 1st Grade Vocabulary for Module 1: Sums and Differences to 10

- Addend (One of the numbers being added.)
- Addition, equal, and subtraction signs
- Count on (Students count up from one addend to the total.)
- Doubles (e.g.,  $3 + 3$  or  $4 + 4$ .)
- Doubles plus 1 (e.g.,  $3 + 4$  or  $4 + 5$ .)
- Equal sign (=)
- Equation and number sentence (Use interchangeably throughout the module.)
- Expression (e.g.,  $2 + 1$  or  $5 + 5$ .)
- 5-groups (as pictured in the dot cards above), 2 rows of 5
- Label (Students label math drawings using letters or words to indicate the referents from the story's context.)
- Number Bond (a way to graphically demonstrate how a number can be made up of two smaller numbers; also known as Part-Part-Whole or Part-Part-Total, and can be written in different ways, as shown above and to the right; e.g.,  $3 + 2 = 5$ ,  $2 + 3 = 5$ ,  $5 - 3 = 2$ ,  $5 - 2 = 3$ )
- Part (e.g., "What is the unknown part?  $3 + \underline{\quad} = 8$ ")
- Rekenrek (a rack of beads that is a great visual and physical model for developing a strong sense of 5 and 10s up to 100, and it supports a strategy-based approach for learning calculations)
- Ten frame (as shown to the right; a simple graphic tool to help students see and think about numbers and basic number facts, especially up to ten)
- Total and whole ("What is the total when we add 3 and 5?" Use interchangeably instead of sum.)
- Track (Students use different objects to track the count on from one addend to the total.)

