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0	1	2	3	4
5	6	7	8	9
10	+	−	=	=

Addition and Subtraction Fact Families Pocket Chart™ - English/Spanish

This Really Good Stuff® product includes:

- Addition and Subtraction Fact Families Pocket Chart™ - English/Spanish, with magnetic strip
- 24 Divider Cards, laminated
- 3 Two-sided Header Cards, laminated
- 105 Number Cards, laminated
- 12 Symbol Cards, laminated
- 20 Blank Cards, laminated
- Storage Tub
- This Really Good Stuff® Instructional Guide

Congratulations on your purchase of this Really Good Stuff® **Addition and Subtraction Fact Families Pocket Chart™ - English/Spanish**—an interactive way to reinforce addition and subtraction fact families.

Meeting the Standards

The Really Good Stuff® **Addition and Subtraction Fact Families Pocket Chart™ - English/Spanish** aligns with the Common Core State Standards for Mathematics below. For alignment with other state standards, please refer to our website’s Standards Match.

Operations and Algebraic Thinking

- K.OA.A.1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- K.OA.A.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- K.OA.A.3** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
- K.OA.A.4** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
- K.OA.A.5** Fluently add and subtract within 5.
- 1.OA.B.3** Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)
- 1.OA.B.4** Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.
- 1.OA.C.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- 1.OA.D.7** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.
- 1.OA.D.8** Determine the unknown whole number in an addition or

subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.

- 2.OA.A.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- 2.OA.B.2** Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Cleaning and Storing the **Addition and Subtraction Fact Families Pocket Chart™ - English/Spanish**

Keep your *Pocket Chart* in good condition by wiping it occasionally with a damp sponge. Fold the *Pocket Chart* along the stitching lines for easy storage.

Assembling and Displaying the **Addition and Subtraction Fact Families Pocket Chart™ - English/Spanish**

Before displaying the **Addition and Subtraction Fact Families Pocket Chart™ - English/Spanish**, make copies of this Really Good Stuff® Instructional Guide, and file the pages for future use. Or, download another copy of it from our website at www.reallygoodstuff.com. Place the *Divider Cards* in the *Storage Tub* in numerical order with the *Symbols Divider Card* either in the front or the back. Separate the *Number Cards*, sort them according to the *Divider Cards*, and place them behind the corresponding *Divider Cards*. Separate the *Symbol Cards*, and place them behind the *Symbols Divider Card*. Cut apart the *Blank Cards*, and place them behind the *Symbols Divider Card*.

All *Header Cards* have text in both English and Spanish, so choose the language that is appropriate for your class. Place either the *Fact Families*, *Addition and Subtraction*, or *Relating Addition and Subtraction Header Card* in the top pocket. Select a fact family of three yellow *Number Cards*, and place them in the three pockets on the “roof” of the house, with the greatest of the three numbers in the top pocket. For younger students: Place + and = *Symbol Cards* in the next two pockets, and − and = *Symbol Cards* in the two lower pockets, spacing the *Cards* far enough apart to leave room for the correct *Number Cards*. Place four of each of the appropriate white *Number Cards* on a table nearby. For older, more-advanced students: Place four of each of the white *Number Cards* on the nearby table along

Addition and Subtraction Fact Families Pocket Chart™ - English/Spanish

with two +, two -, and four = *Symbol Cards*. Hang the **Addition and Subtraction Fact Families Pocket Chart™ - English/Spanish** where students will be able to see and interact with it easily.

Introducing the Addition and Subtraction Fact Families Pocket Chart™ - English/Spanish

Point to the *Header Card*, and ask a student to read it. Point to the *Number Cards* you have placed at the top of the *Pocket Chart*, and explain how they are related, or ask the student to explain how the *Number Cards* are related. After discussing, remind students that the group of numbers is what is known as a *fact family* and that a “fact family is a group of three numbers that relate to each other through addition and subtraction.” Review with students that they can use the numbers in a fact family to create addition and subtraction facts. Ask a student to come forward and take the *Number Cards* and *Symbol Cards* to create one addition or subtraction problem. Read the problem to students, and review the vocabulary of *sum* and *difference* using the problem. Have more students come forward and create the remainder of the problems for that fact family. Remind students that in the addition problems they create, the sum of the two smaller numbers is the larger number, and also review that in the subtraction problems, the fact starts with the larger number and the difference is one of the smaller numbers.

Making Fact Families

Copy and distribute the *Fact Families Reproducible* for students to record the fact families that they create with the *Pocket Chart* as a group activity or during independent work. Alternatively, use the reproducible in a math center along with the *Pocket Chart*. Copy the reproducible, and cut into four fact family “houses.” Hang the *Pocket Chart* near a desk or table, and stage the *Number Cards* and *Symbol Cards* nearby. Challenge students to create fact families, and tell students to record them on the reproducible.

Quantities and Counting

Help students relate quantities and counting to addition, subtraction, and fact families using both the *Star Counters Reproducible* and *Number Cards Reproducible*. Copy the reproducibles, laminate them, and cut apart the individual counters. Create as many sets as you need (**Note:** You need 20 if you use only the *Number Cards* in the set), placing each set in an envelope for storage.

Give a set of counters to each student. As you place fact families in the *Pocket Chart*, have students count out sets of counters that correspond to the numbers in the fact families to build their understanding of the correspondence between numbers and objects.

Making Number Sentences

Encourage students to build and manipulate fact families using the *Number Cards Reproducible*. Make two copies of the reproducible for each student, place them in a zippered plastic bag, and distribute to students. Urge students to use these cards to create and manipulate number sentences when they are working with the *Pocket Chart* in a large group.

What's the Missing Number?

Create missing number problems using the *Pocket Chart*. Choose two of the three numbers in a fact family, and place the *Number Cards* in the top portion of the *Pocket Chart*. If you wish, place the partial number sentences for those numbers in the bottom of the *Pocket Chart*. Have student volunteers select the correct *Number Cards* to place in the fact family and in the partial number sentences.

Commutative Property

Review the commutative property of addition using the *Pocket Chart*. Choose a fact family, and place its three *Number Cards* in the top portion of the *Pocket Chart*. Have a student come forward and use the *Number Cards* and *Symbol Cards* to create the first addition number sentence in that fact family. Ask students to explain what they can do to the numbers to create the second addition number sentence that equals the same sum, if necessary guiding them to switch the position of the two addends in the number sentence. Remind students that this is known as the *commutative property of addition*, and it means that no matter what order the two numbers in an addition sentence are in, they always add up to the same sum.

Name: _____

Fact Family

[illegible]

Name: _____

Fact Family

Fact Family

+ _____ = _____
- _____ = _____

+ =

- =

Name: _____

Fact Family

Fact Family

+

=

+

=

-

=

-

=

Name: _____

Fact Family

Fact Family

+

=

+

=

-

=

-

=