

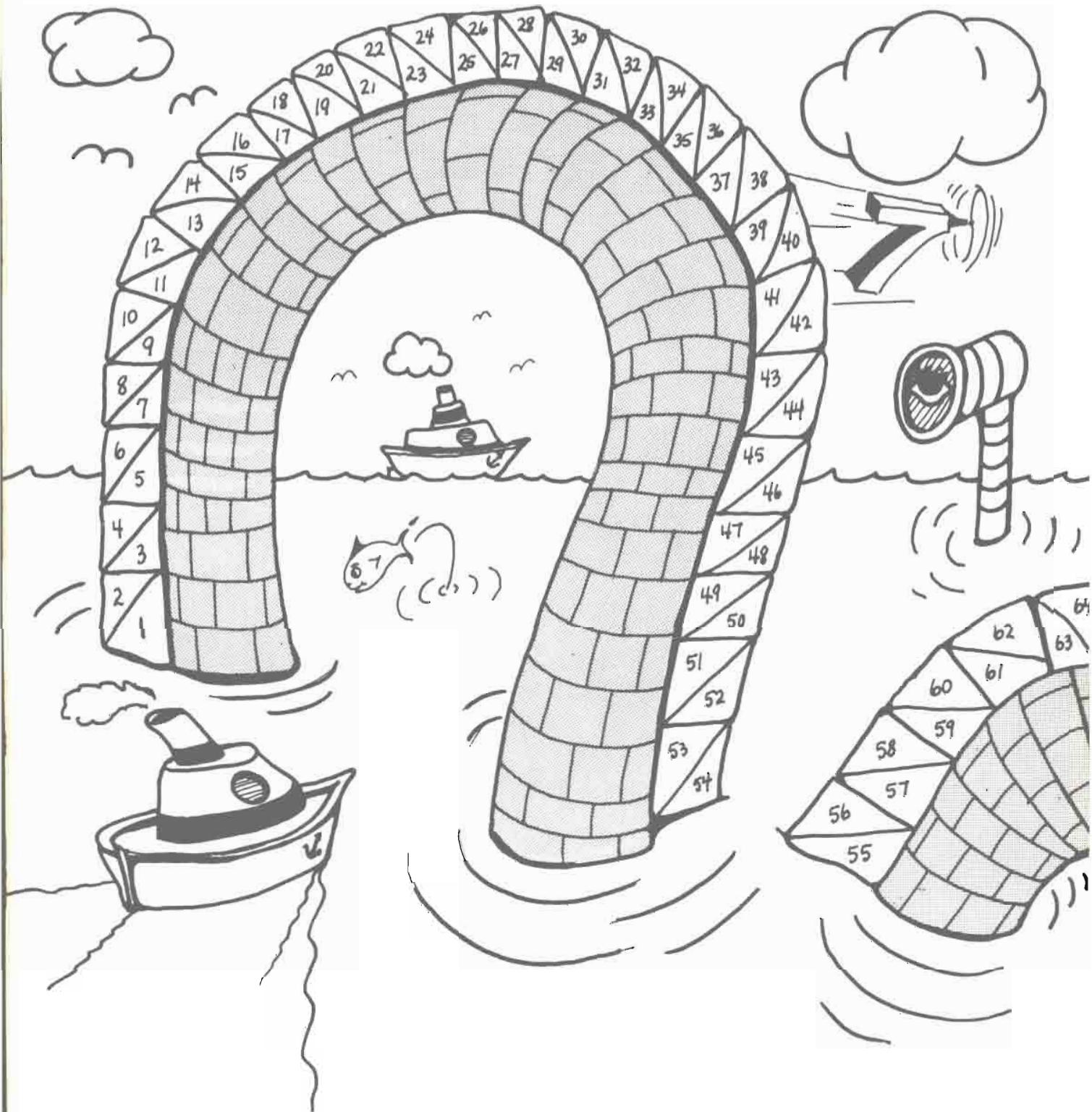
CDmath
A ROBERT W. WIRTZ

*answers &
annotations*

patterns & problems

(Jumping around in mathematics)

a



Cover Art

The Kindergarten class of Pat Spencer at La Mesa
School

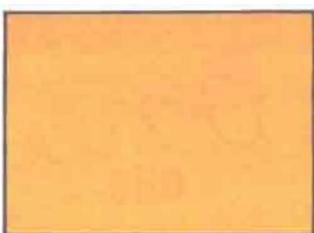
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Art and Production Manager
LIESELOTTE ESSER

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Suite 414 • 1211 Connecticut Ave., N.W.
Washington, D.C. 20036



ZERO zero CERO

z^{ER}O
cerO

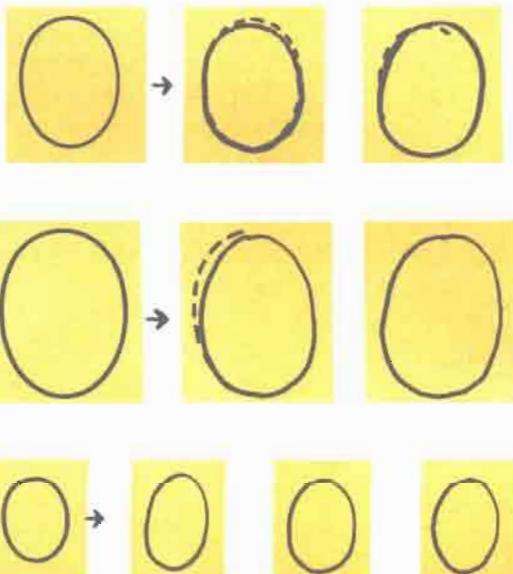
zero
zero

Please fill in this space with zeros.

Favor de llenar este espacio con ceros.



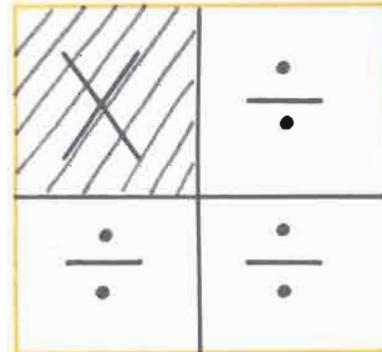
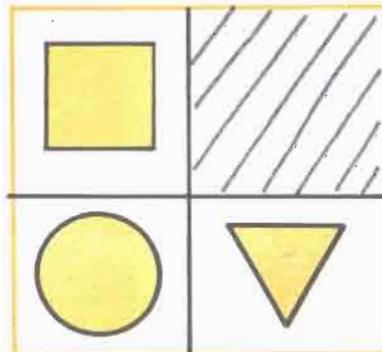
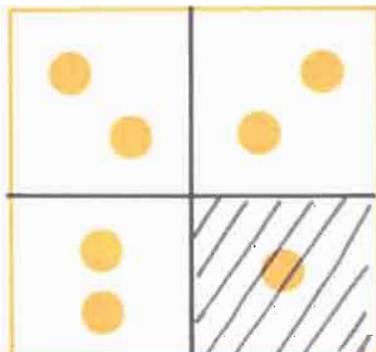
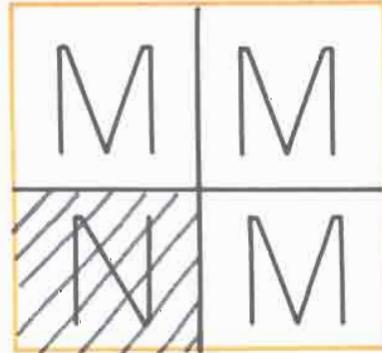
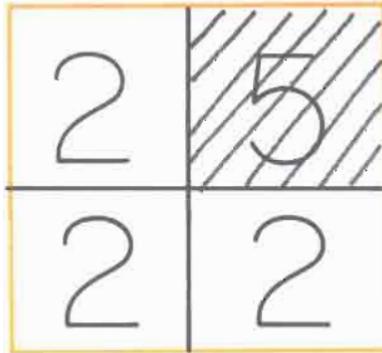
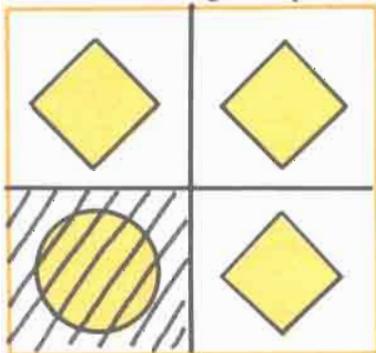
The child is to fill in the space with as many zeros as he wants.

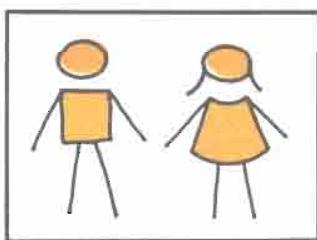


The child is to mark the figure that is different.

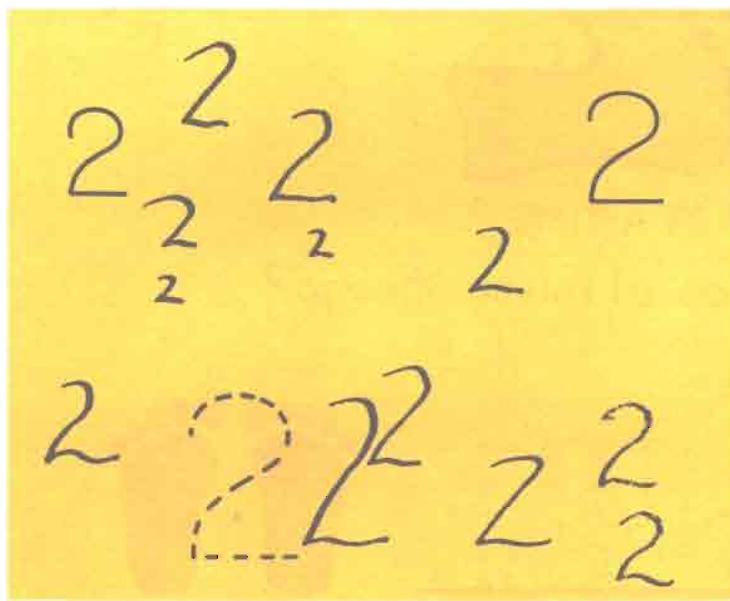
Which one isn't like the others?

¿Cuál no es igual que los otros?





TWO dos 2 II dos
TWO two



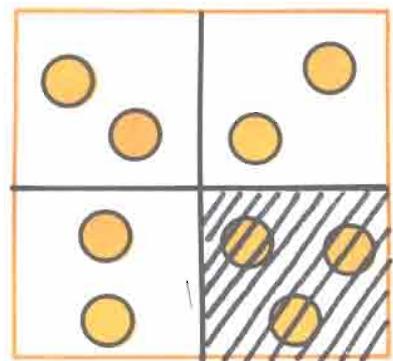
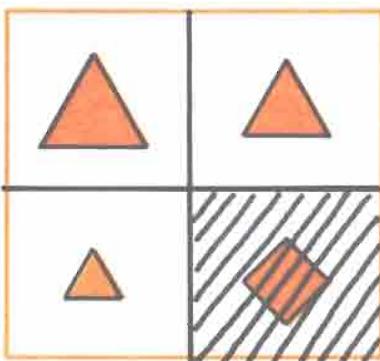
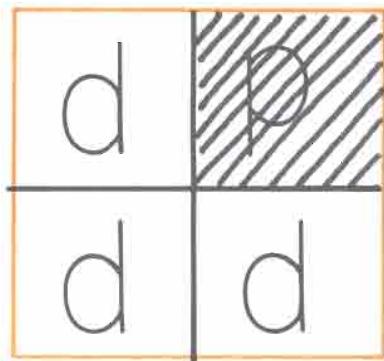
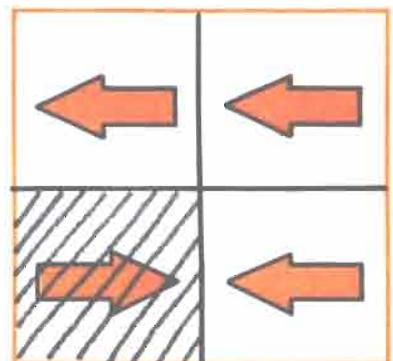
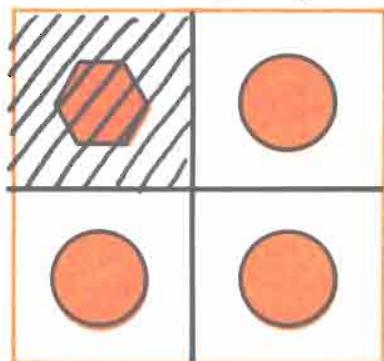
1 → 1 1

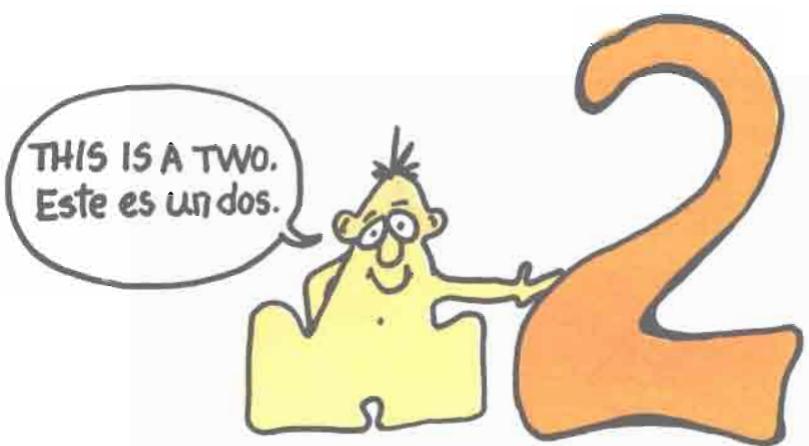
2 → 2 2 2

3 → 3 3

Which one isn't like the others?

¿Cuál no es igual que los otros?





WHAT COMES TWO AT A TIME ?

¿Qué vienen dos al mismo tiempo?

2 feet



2 eyes

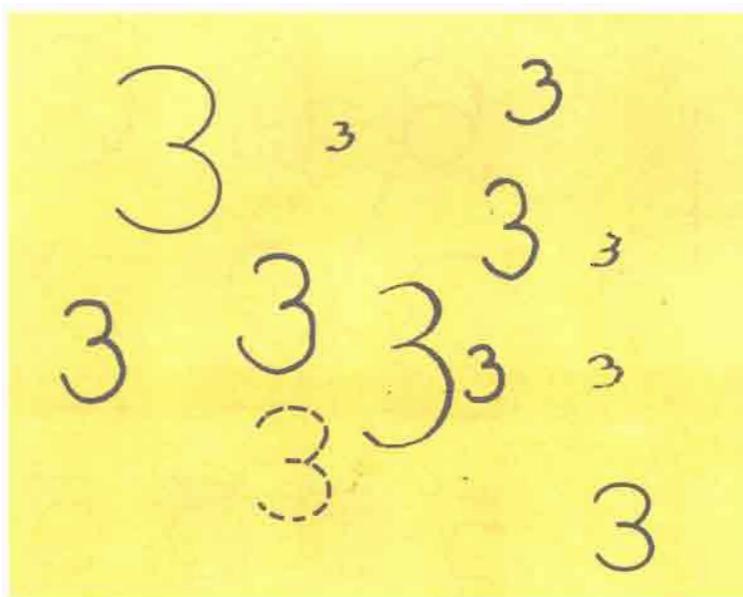
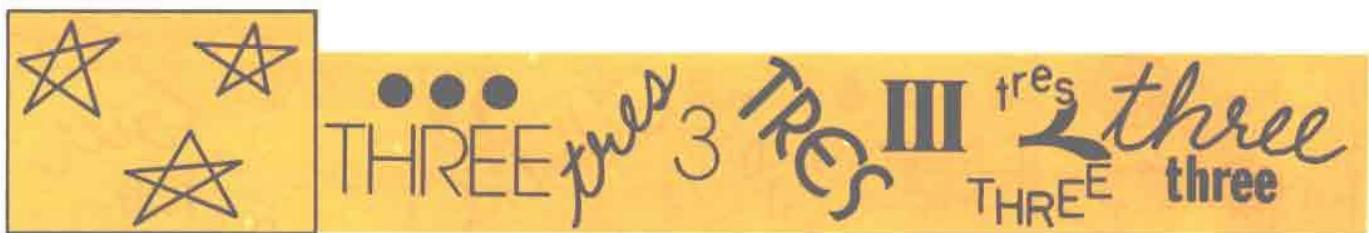


2 _____

2 _____

The child is to draw pictures of things that come in pairs. You may need to write the words on the board or on word cards for him.
For another simple number exercise see p.65.

2 _____



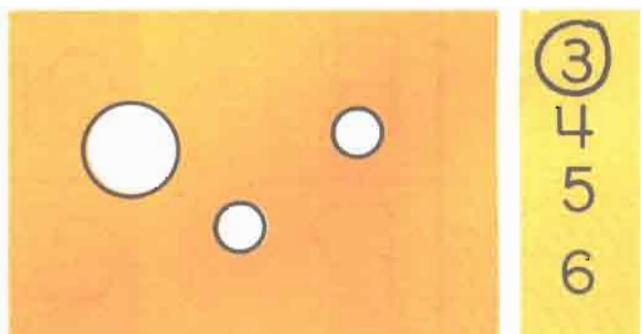
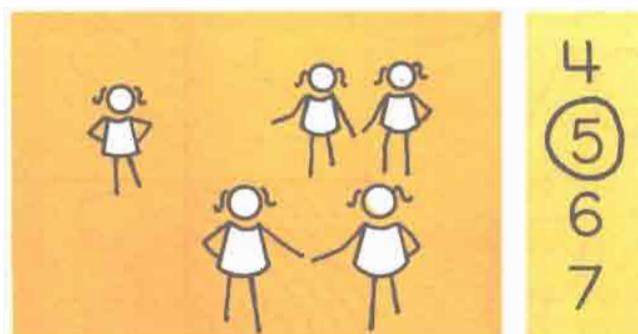
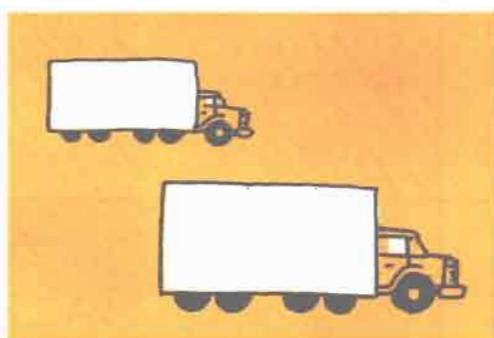
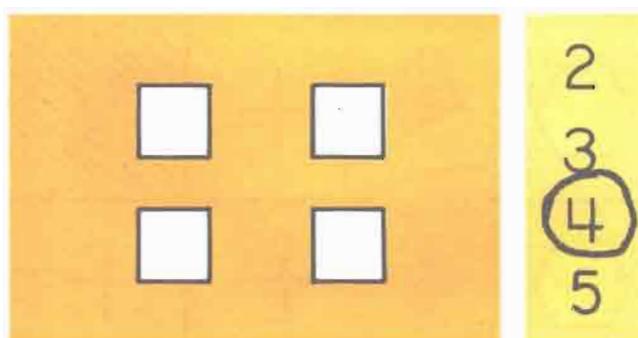
2 → 2 2

0 → 0 0 0

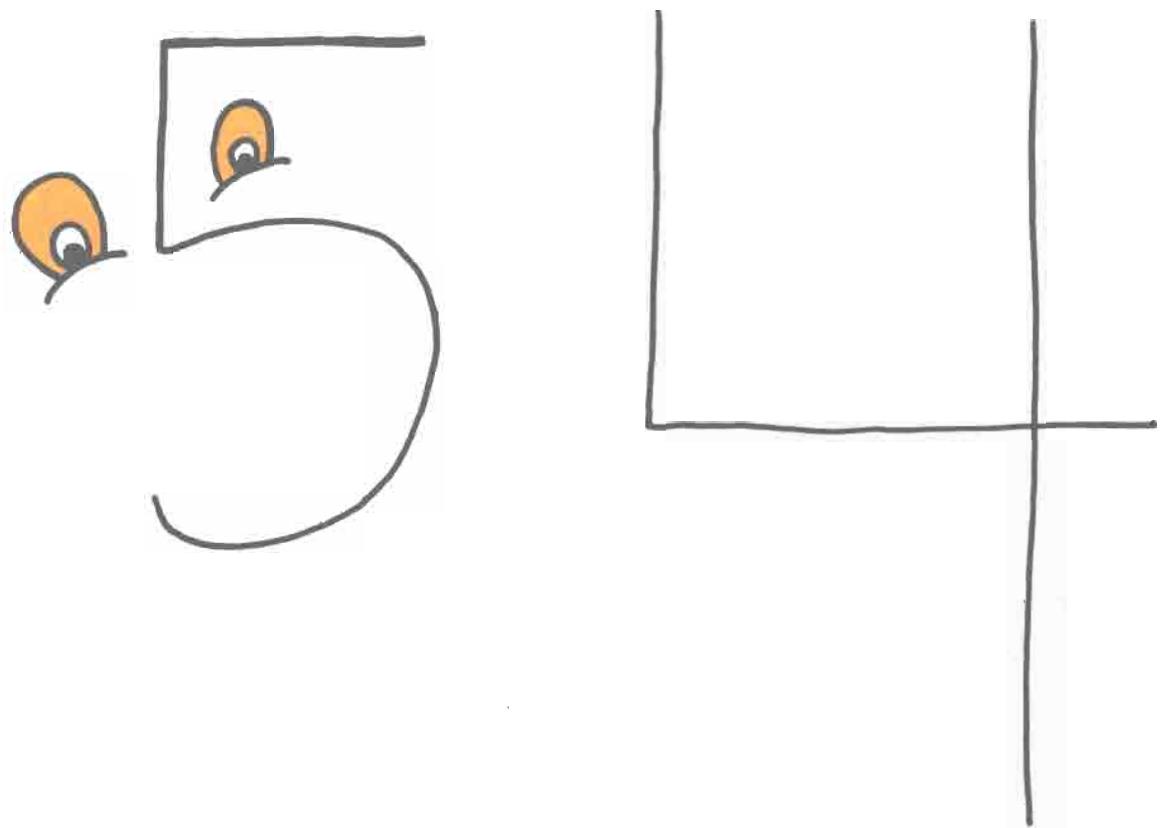
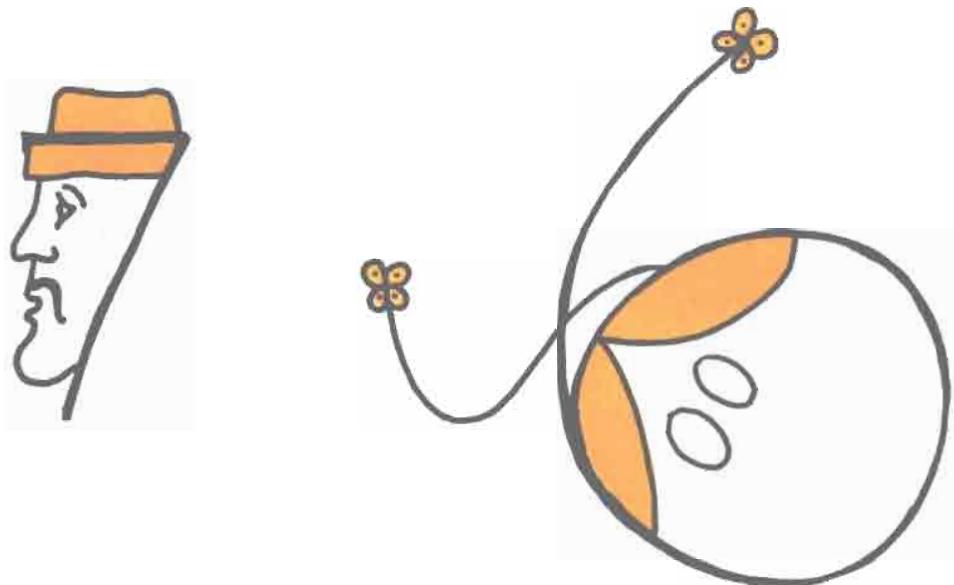
4 → 4 4

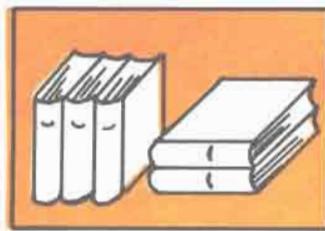
Please circle the number of things in each picture.

Favor de poner un círculo en el número de cosas en cada dibujo.



MAKE SOMETHING FROM A NUMBER
Haga algo de un número





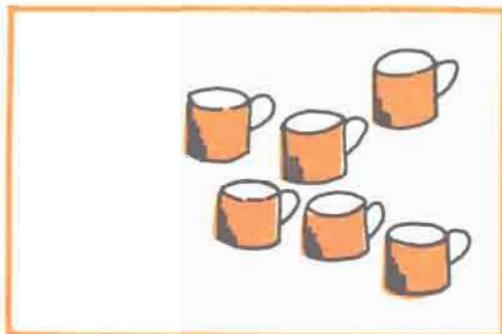
FIVE cinco 5 CINCO V FIVE
cinco five five

5 5 5 5 5

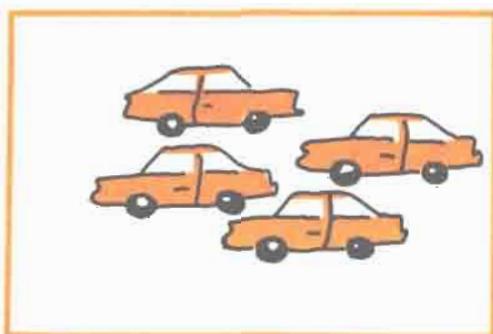
4 → 4 4
6 → 6 6 6
5 → 5 5

Please circle the number of things in each picture.

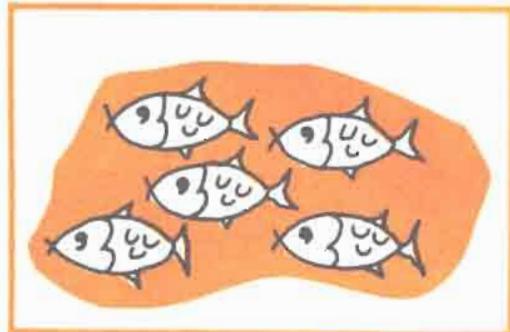
Favor de poner un círculo en el número de cosas en cada dibujo.



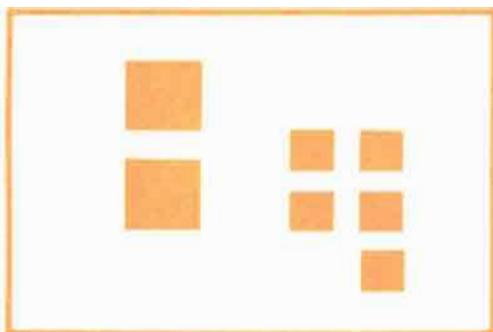
3
4
5
6



4
5
6
7

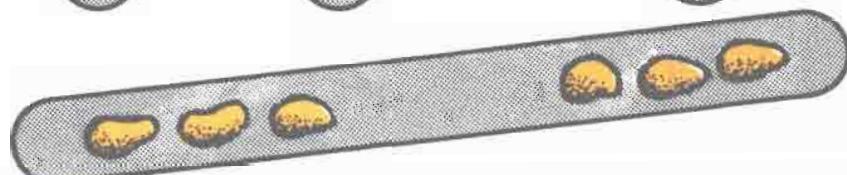
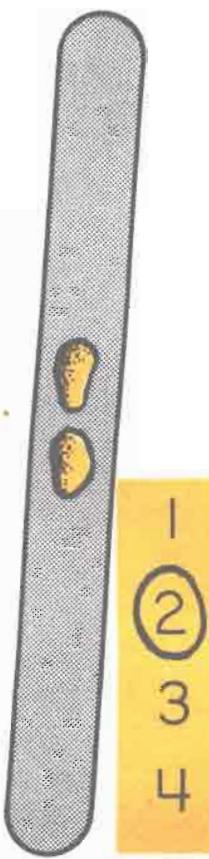
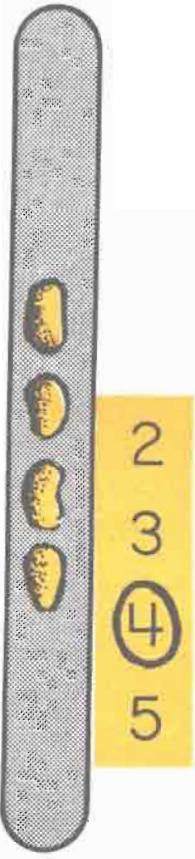
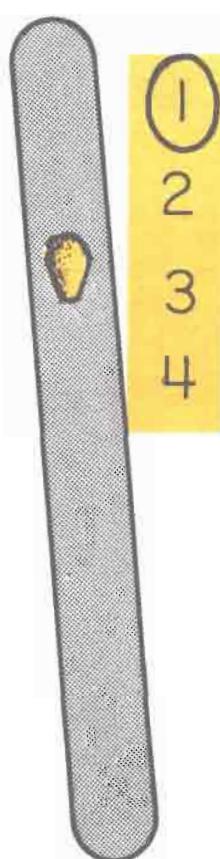


5
6
7
8



6
7
8
9

How many beans on each stick?

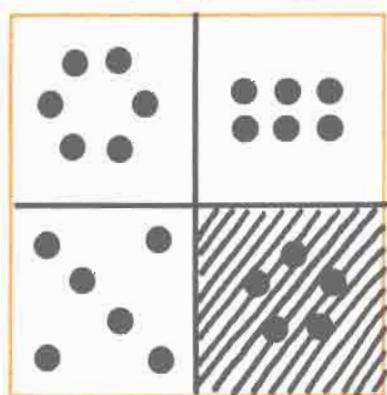


5 **6** 7 8



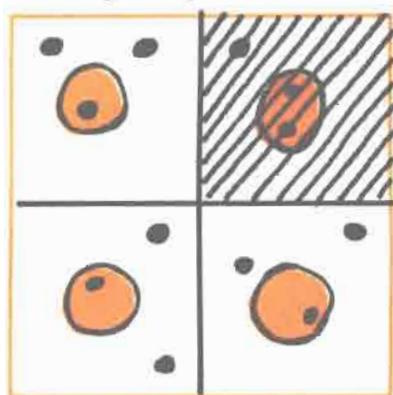
5 6 **7** 8

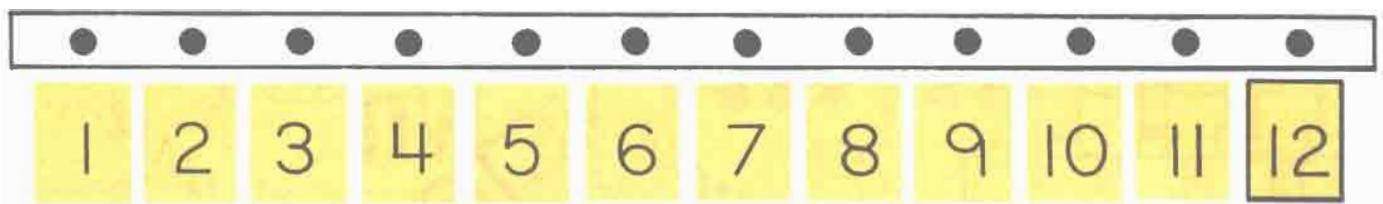
Which one isn't like the others?



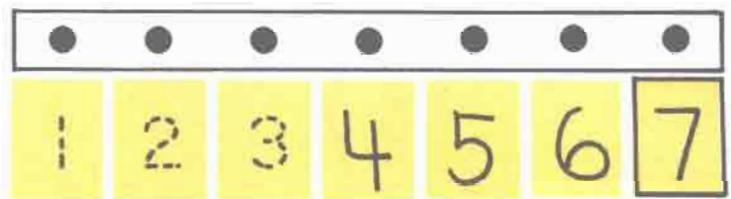
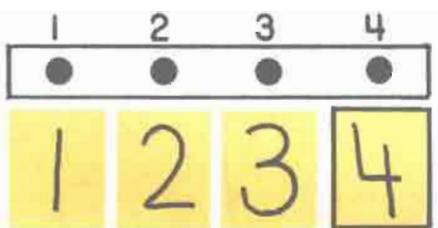
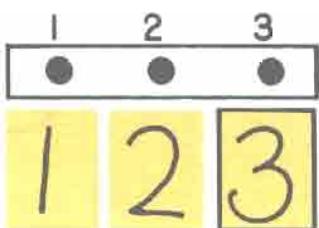
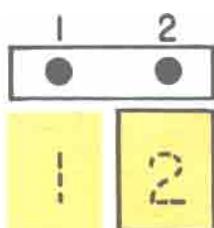
nut	cut
tan	but

Cuál no es igual que los otros?

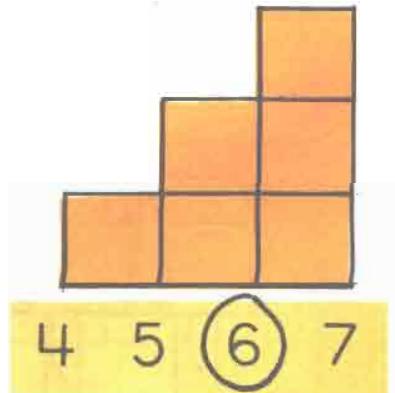
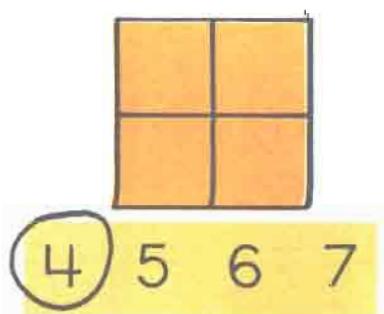
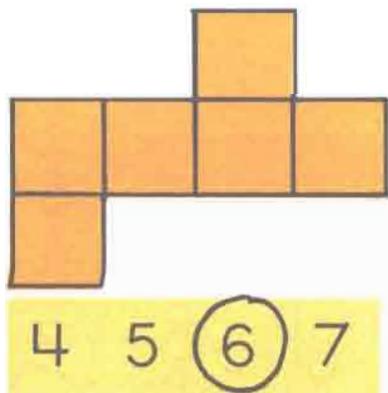
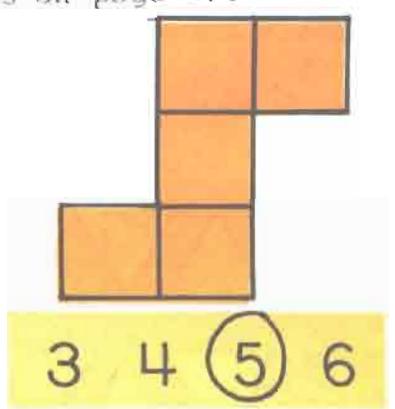
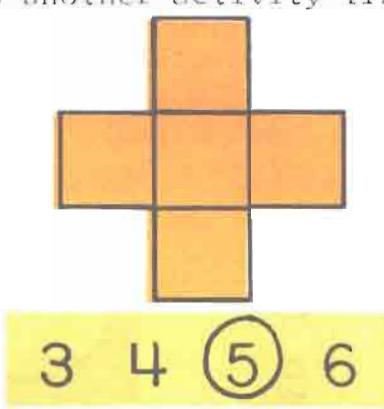
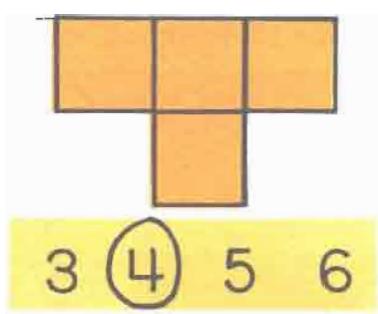


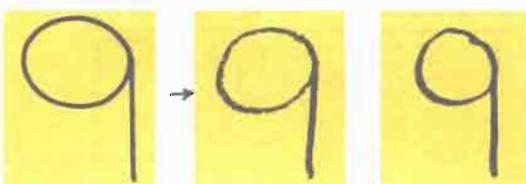
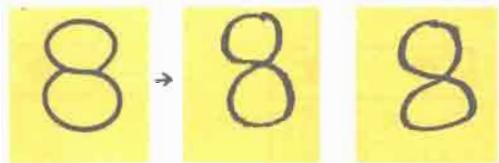
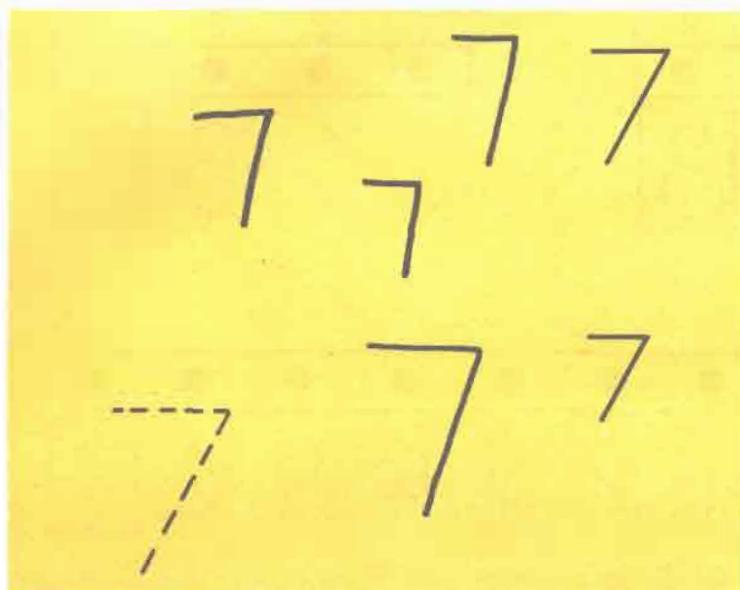


The child is to write the number indicated below each dot.



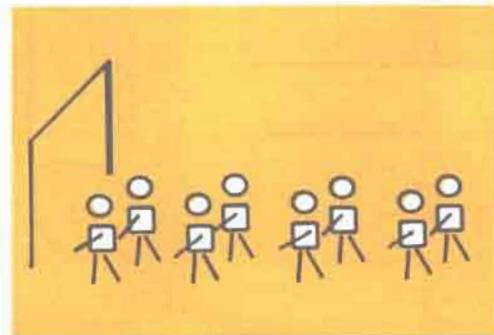
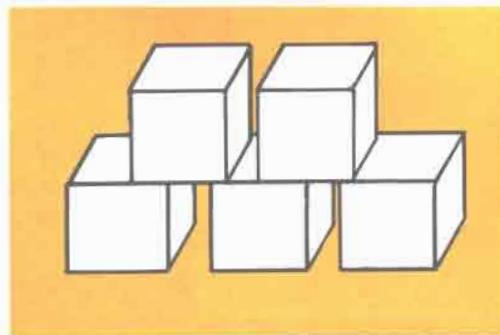
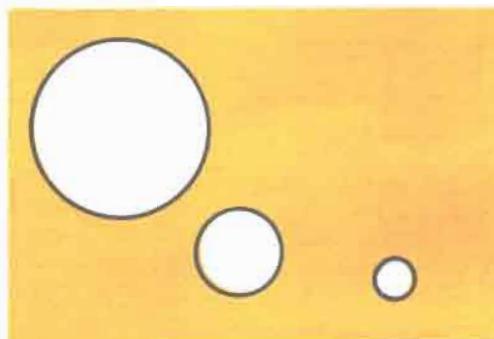
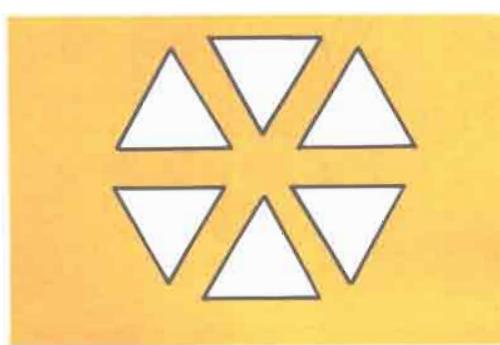
Here the child is to circle the number of boxes shown.
Please refer the child to another activity like this on page 67.





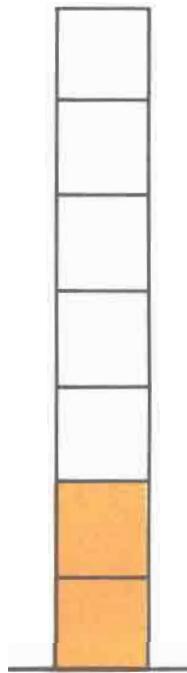
Please circle the number of things in each picture.

Favor de poner un círculo en el número de cosas en cada dibujo.

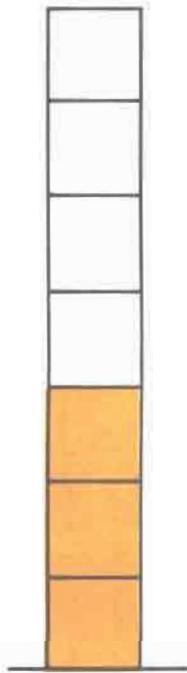


How many blocks are colored?

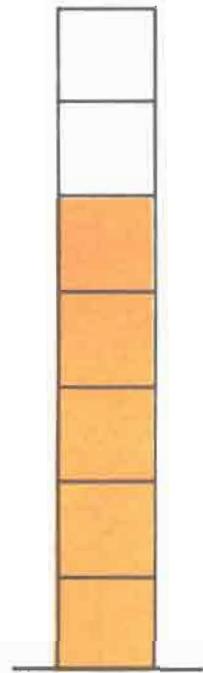
Cuántos bloques están pintados de color?



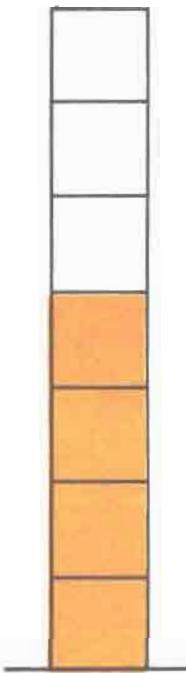
1 2 3



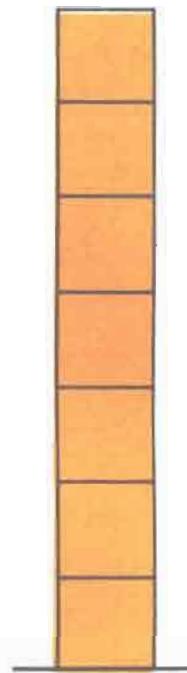
2 3 4



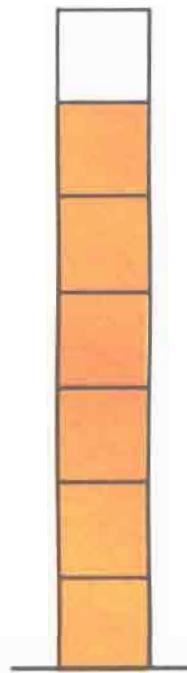
3 4 5



4 5 6



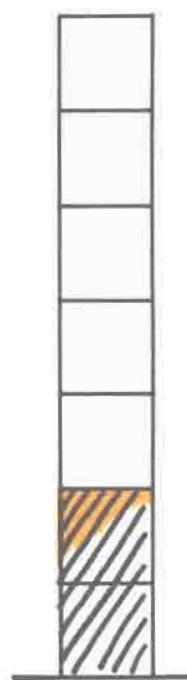
5 6 7



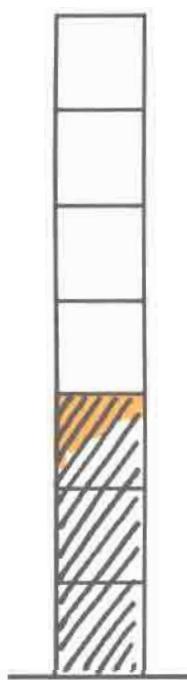
6 7 8

Please color the number of blocks given.

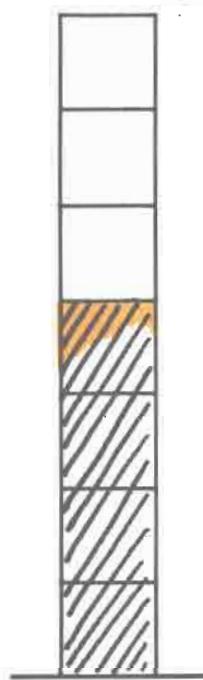
Favor de pintar de color el número de bloques dados.



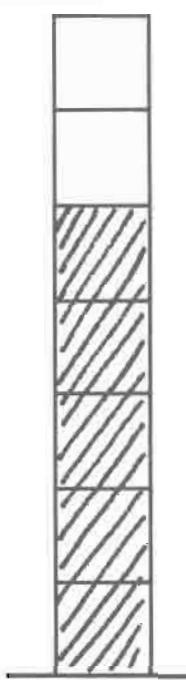
2



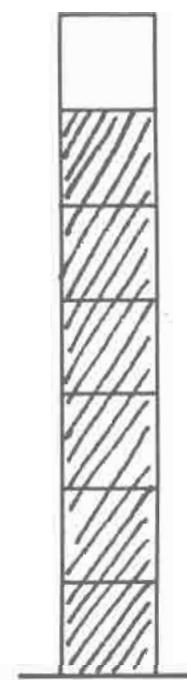
3



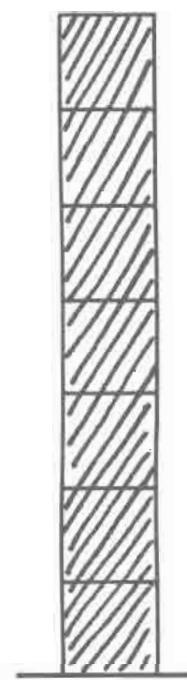
4



5



6



7

1 2 3 4 5 6 7 8 9 10 11 12

1
1

1 2
1 2

1 2 3
1 2 3

1
2
3
4

1
2
1
2

1 2
1 2
3 4
3 4

1 2 3
1 2 3
4 5 6
4 5 6

1
2
3
4
5
6
7

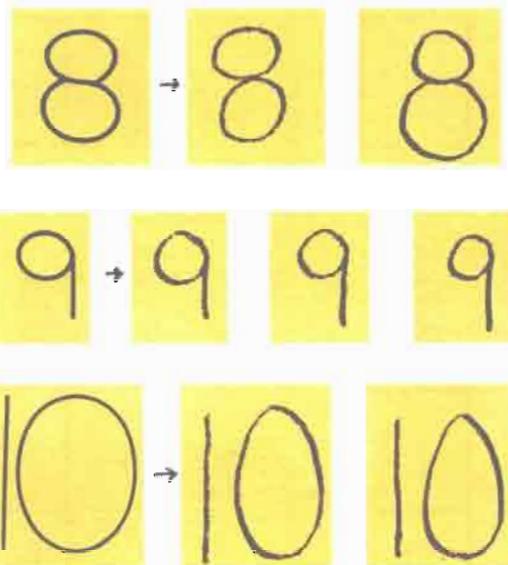
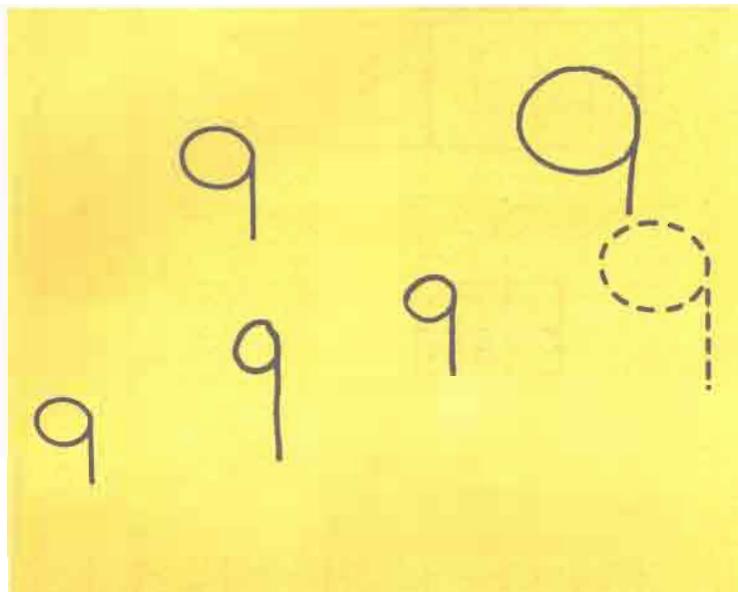
1
2
3
1
2
3

1 2
1 2
3 4
3 4
5 6
5 6

1 2 3
1 2 3
4 5 6
4 5 6
7 8 9
7 8 9

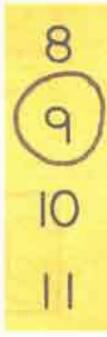
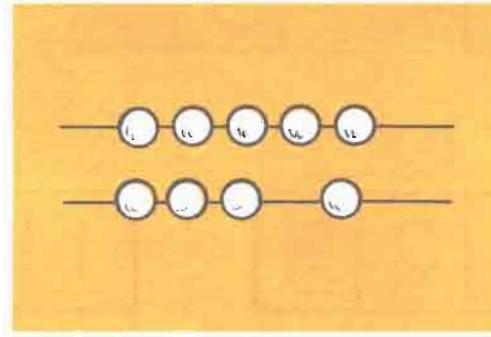
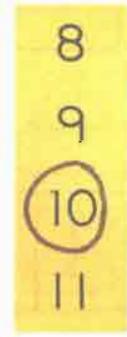
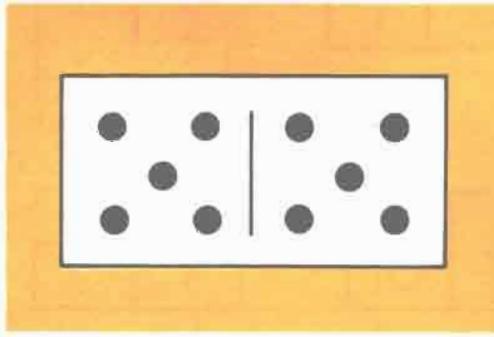
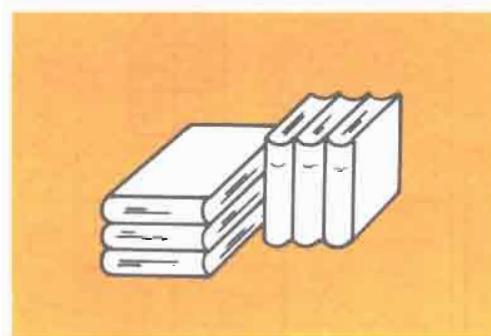
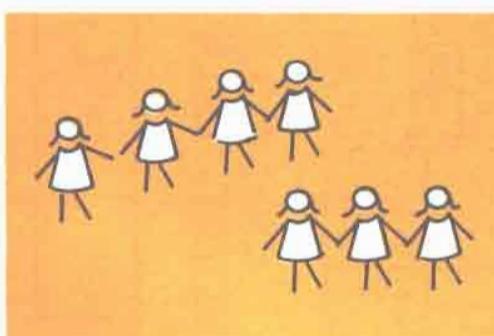
1 2 3

1 2 3 4 5 6 7 8



Please circle the number of things in each picture.

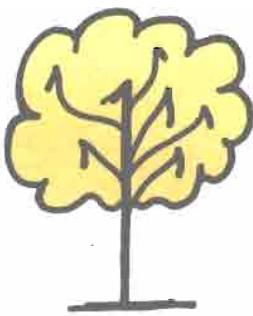
Favor de poner un círculo en el número de cosas en cada dibujo.



FIND THE NUMBER IN EACH PICTURE

Encuentre el número en cada retrato

For another "fun" number picture, refer to page 69.

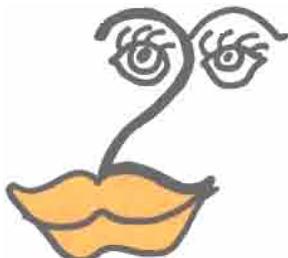
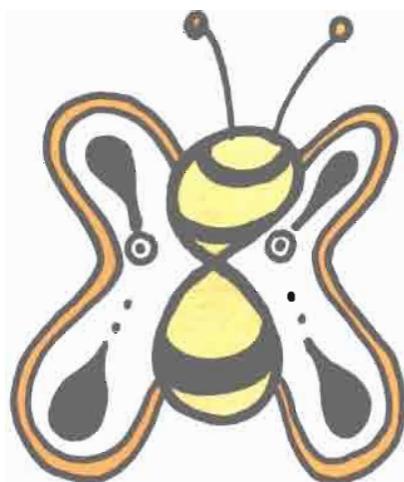


5

9

3

1



2

6

8

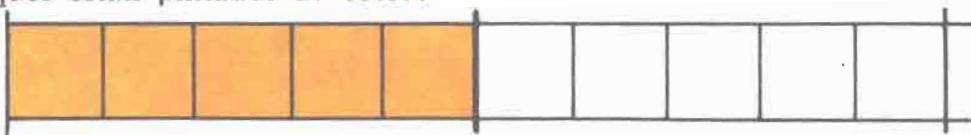
2

1 2 3 4 5 6 7 8 9 10 11 12

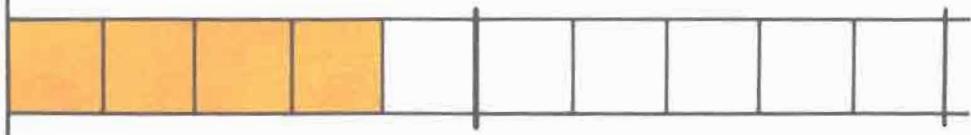
How many blocks are colored?

¿Cuántos bloques están pintados de color?

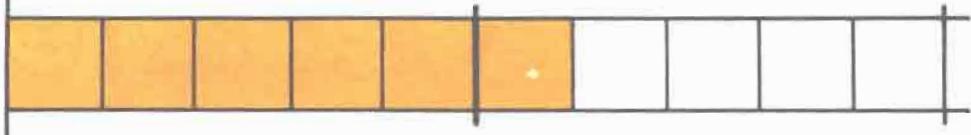
5



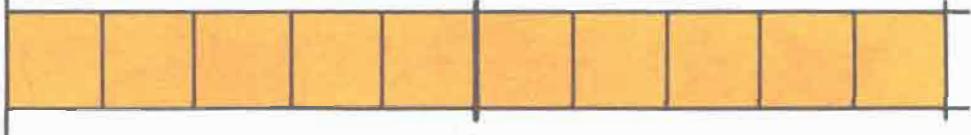
4



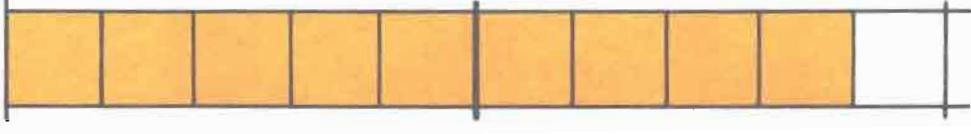
6



10



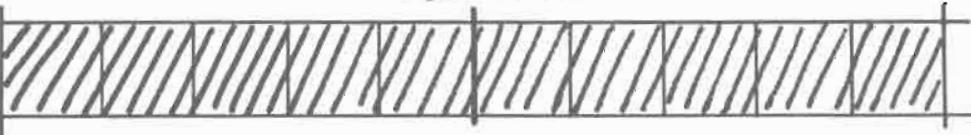
9



Please color the number of blocks given.

Favor de pintar de color el número de bloques dados.

10



9



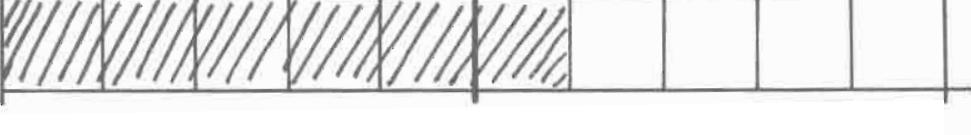
8



7



6

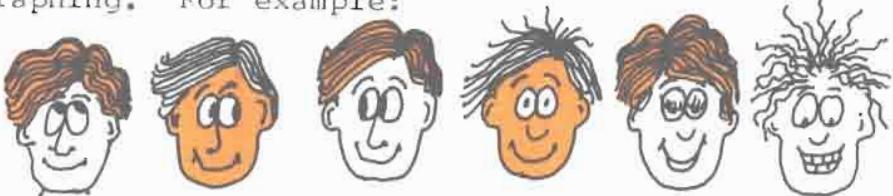


I HAVE yo tengo

CIRCLE HOW MANY ponga un círculo en los que usted tenga

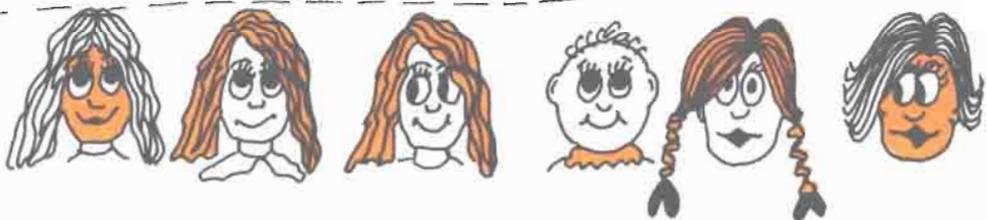
The information gathered on this page would be a source of information for graphing. For example:

BROTHERS hermanos



a bulletin board may be arranged as follows:

SISTERS hermanas



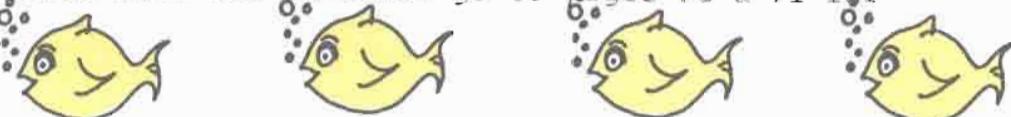
The children put their names in the appropriate

CATS gatos



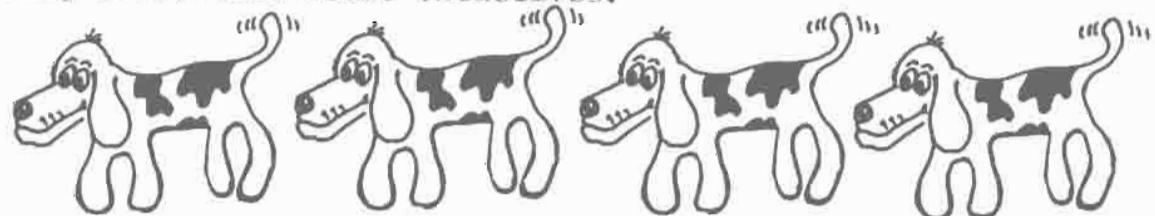
place. Please have the children go to pages 70 & 71 for

FISH pescados



more counting activities about themselves!

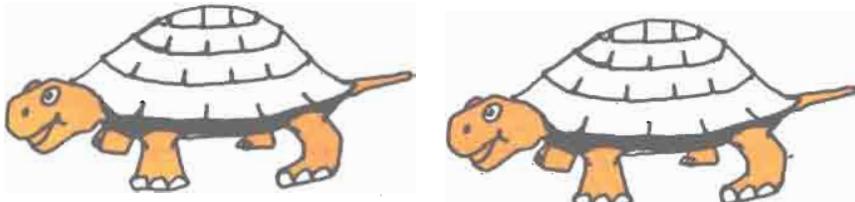
DOGS perros



RABBITS conejos



TURTLES tortugas

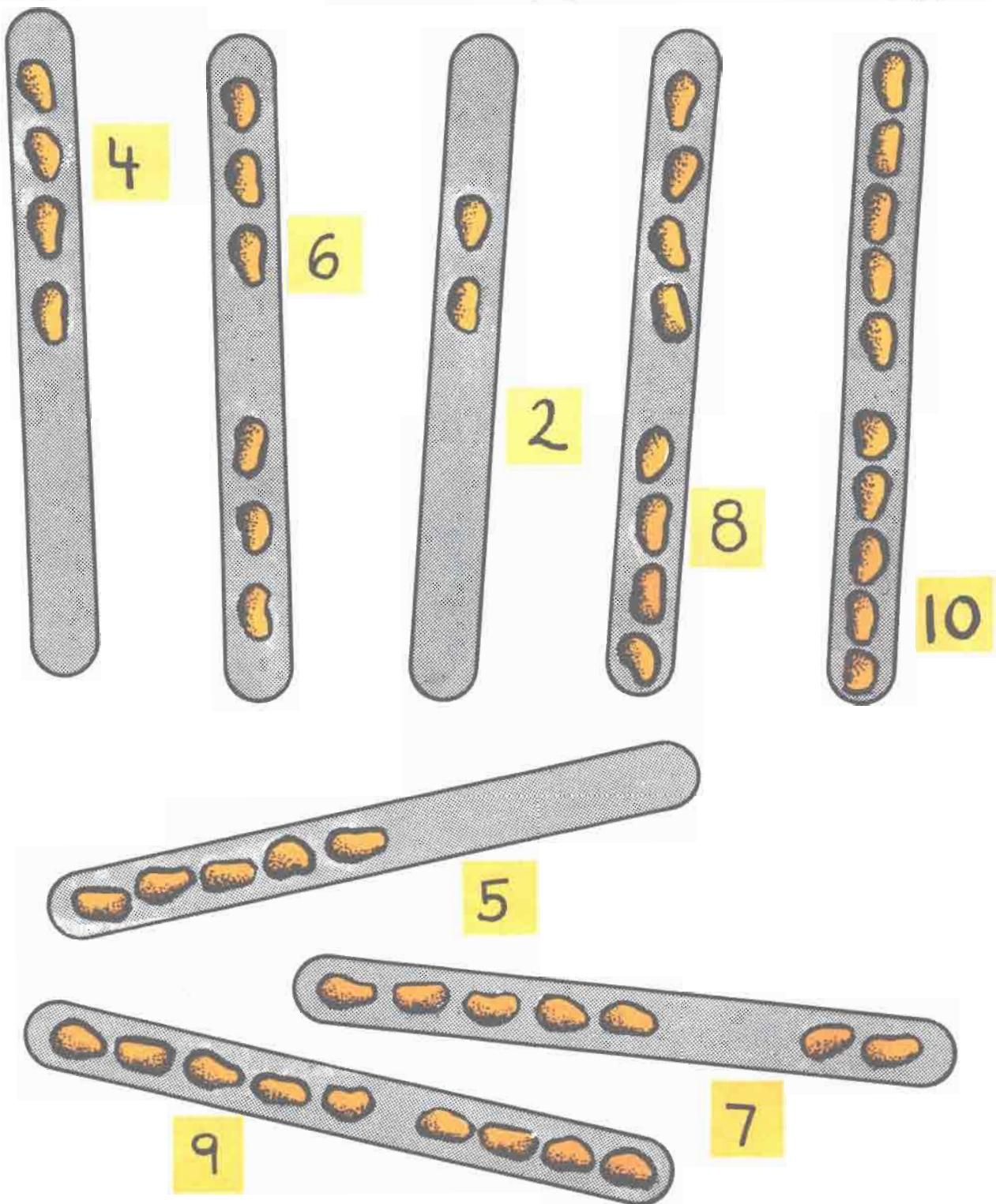


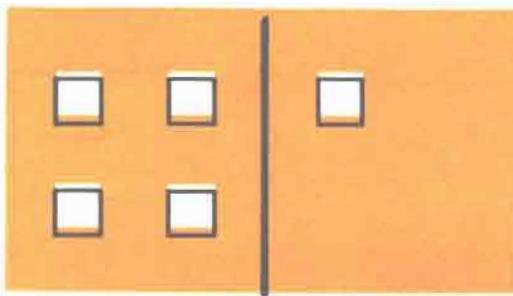
1 2 3 4 5 6 7 8 9 10 11 12 13 14

How many beans on each stick?

¿Cuántos frijoles hay en cada palo?

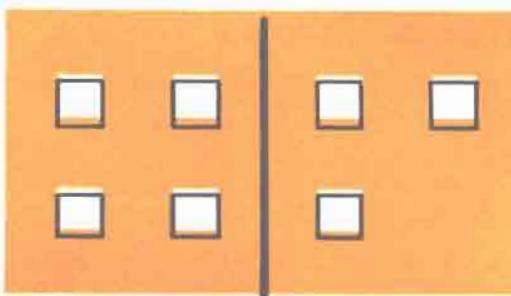
Please refer to page 66 for another page of beanstick labelling.





$$4 + 1 = 5$$

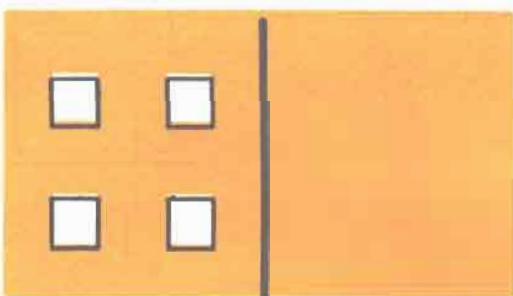
plus equals



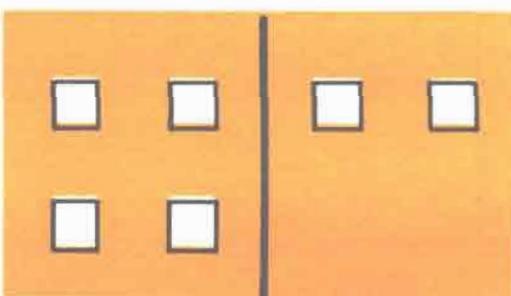
$$4 + 3 = 7$$

más son

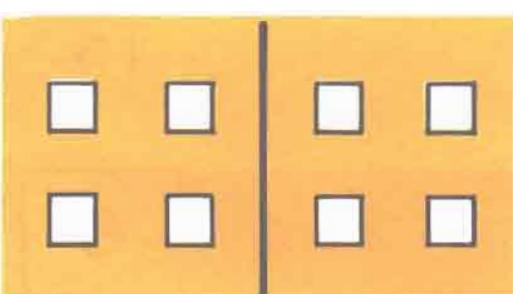
See also D & P p. 1-5
D.I. p. 9-13



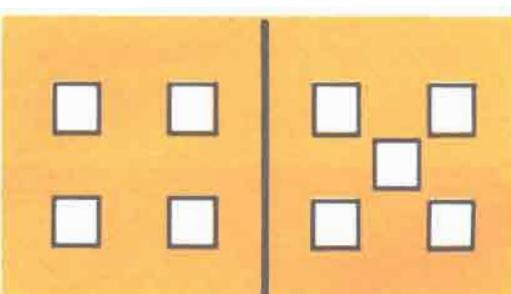
$$4 + 0 = 4$$



$$4 + 2 = 6$$

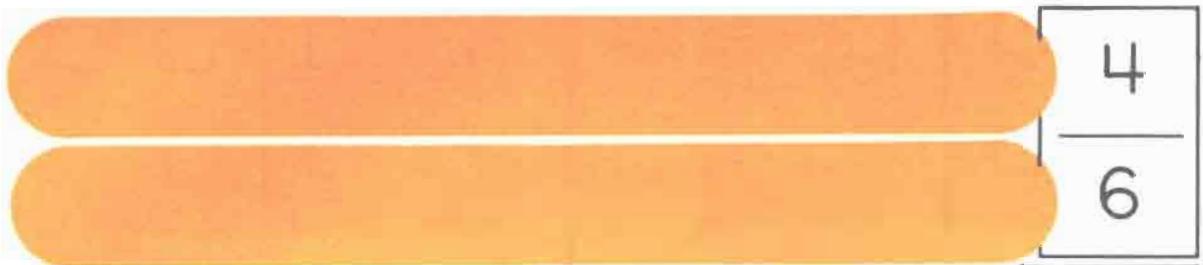


$$4 + 4 = 8$$



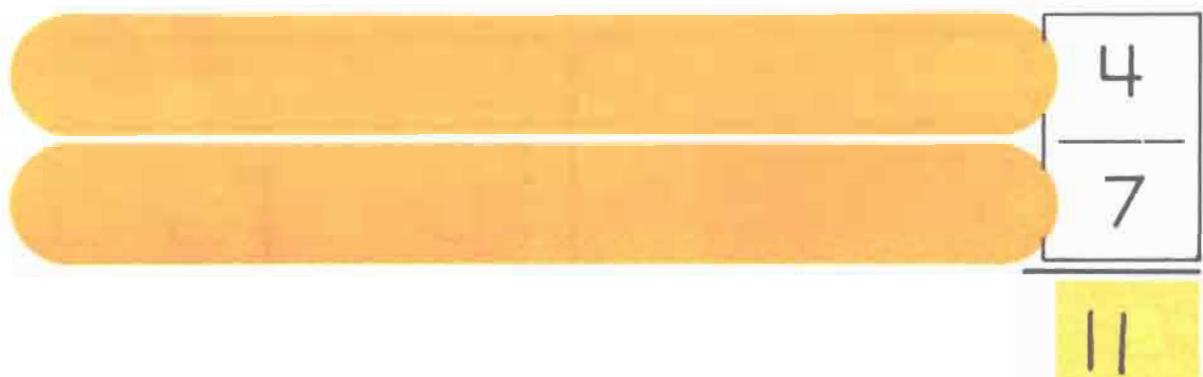
$$4 + 5 = 9$$

Here the child uses real beansticks to show the numbers indicated.
Find the 2 sticks indicated.
Halle los dos palitos indicados.

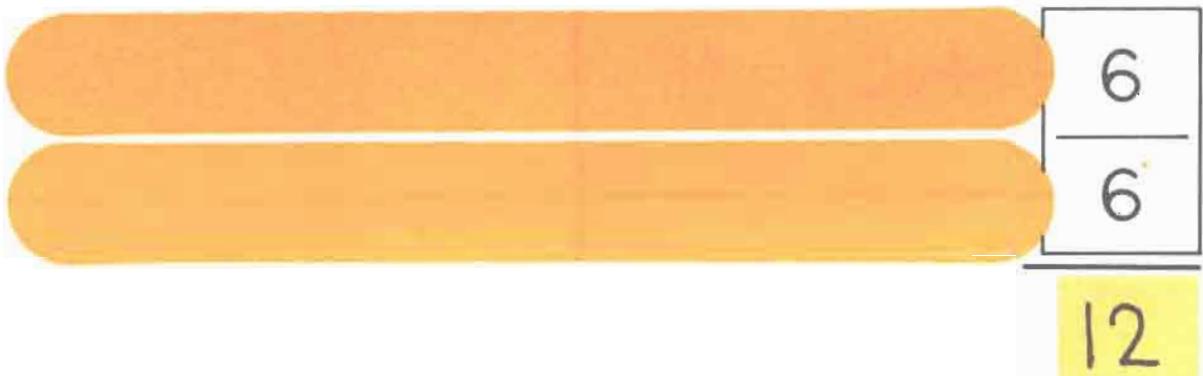


Show the total number of beans.
Enseñe el número total de frijoles.

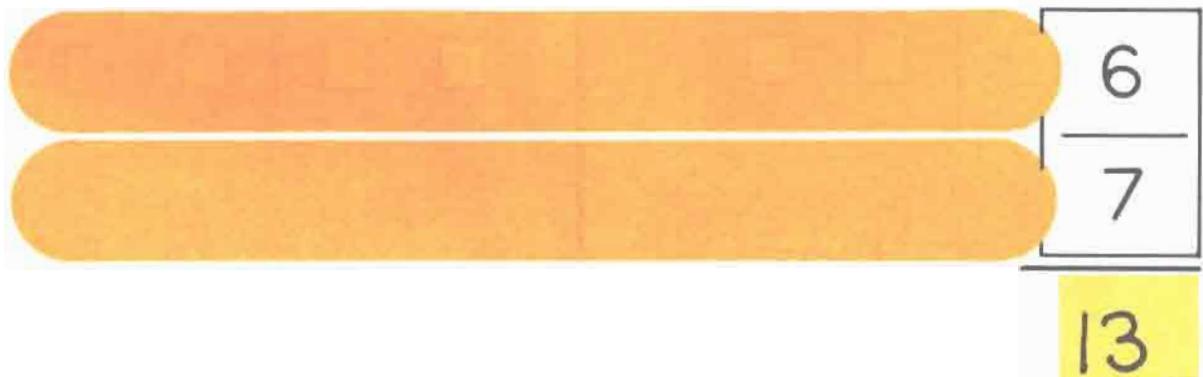
→ 10



11



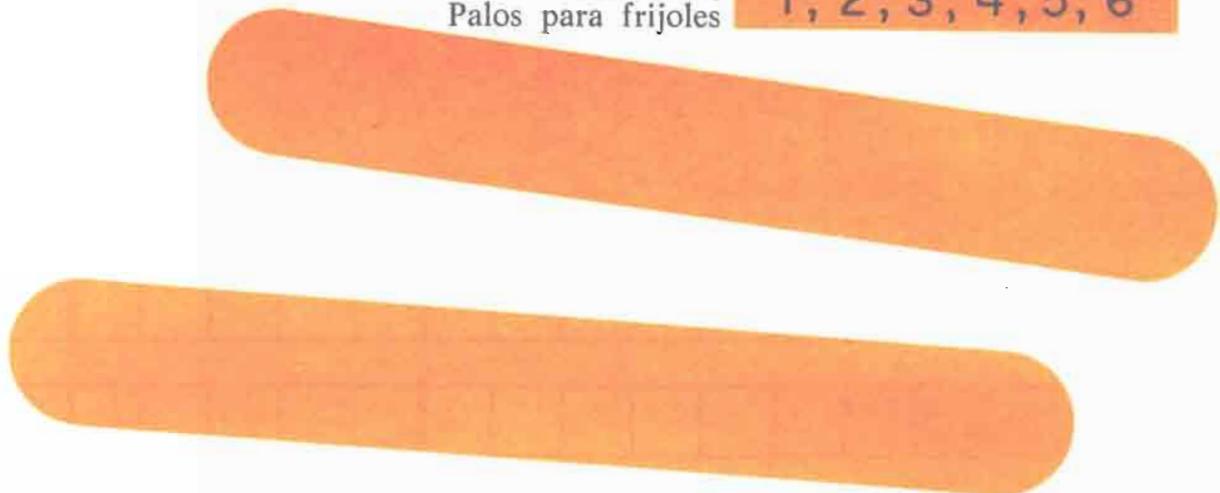
12



13

Bean sticks
Palos para frijoles

1, 2, 3, 4, 5, 6



The numbers at the top indicate the beansticks the child will use.
For a similar page, refer to p. 72.

Total

$$\begin{array}{r} 2 \\ \hline + 5 \\ \hline 7 \end{array}$$

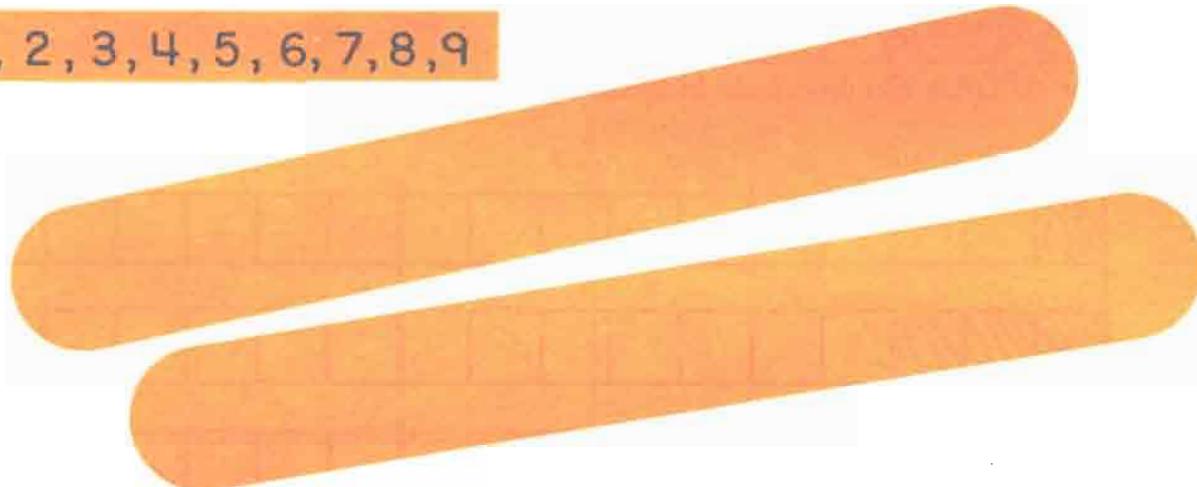
$$\begin{array}{r} 6 \\ \hline + 1 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 3 \\ \hline + 4 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 5 \\ \hline + 2 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 1 \\ \hline + 6 \\ \hline 7 \end{array}$$

1, 2, 3, 4, 5, 6, 7, 8, 9



Total

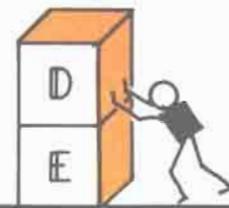
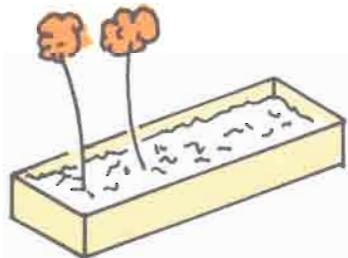
$$\begin{array}{r} 1 \\ \hline + 9 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 2 \\ \hline + 8 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 3 \\ \hline + 7 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 4 \\ \hline + 6 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 5 \\ \hline + 5 \\ \hline 10 \end{array}$$



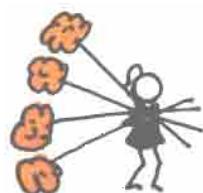
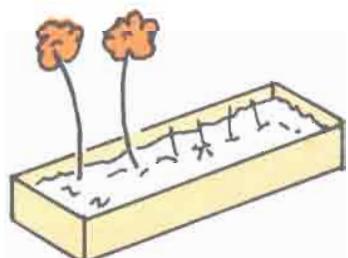
$$2 + 4 = 6$$

plus equals

$$3 + 2 = 5$$

más son

Encourage children to verbalize "what's happening". For another page of this, refer to p. 73



$$6 - 4 = 2$$

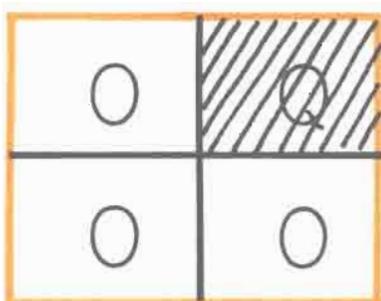
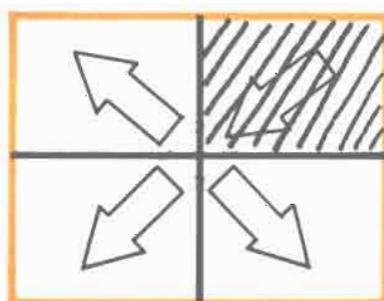
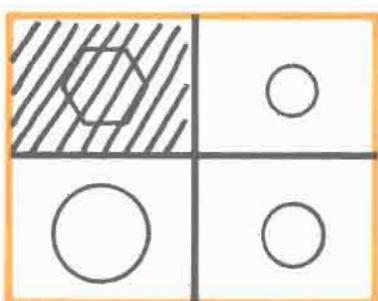
minus equals

$$5 - 2 = 3$$

menos son

Which one isn't like the others?

¿Cuál no es igual a los otros?



Please use counters.

Favor de usar objetos para contar.

The child uses counters to solve the problems. Some children may not need to do this.

See also D.& P. p. 6-10
D. I. p. 14-17

The circle is used to show "how many are taken away."

$5 - 1 = 4$

$5 - 0 = 5$

$5 - 3 = 2$

$5 - 5 = 0$

Please make up two examples of your own.

Favor de hacer ejemplos tuyos.

$5 - \quad =$

$5 - \quad =$

$6 - 1 = 5$

$6 - 3 = 3$

$6 - 2 = 4$

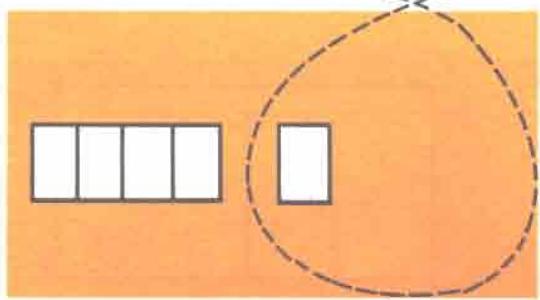
$6 - 4 = 2$

Please make up two examples of your own.

Favor de hacer ejemplos tuyos.

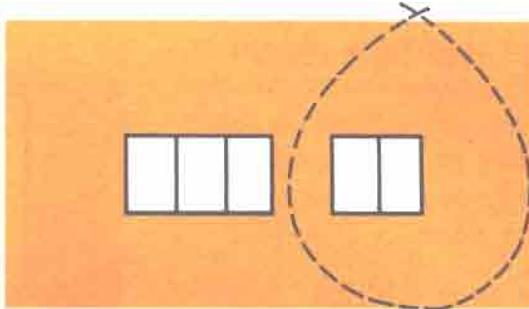
$6 - \quad =$

$6 - \quad =$



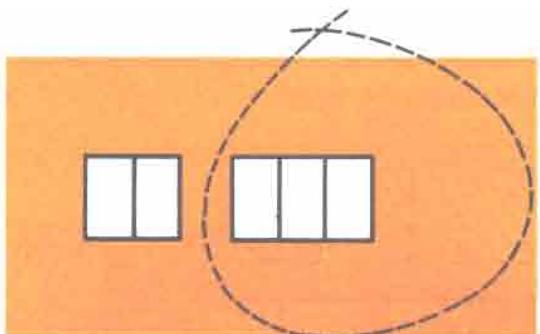
$$5 - 1 = 4$$

minus equals

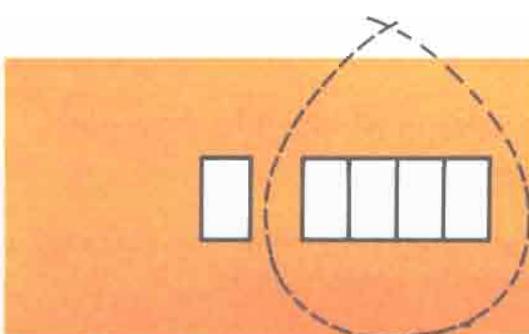


$$5 - 2 = 3$$

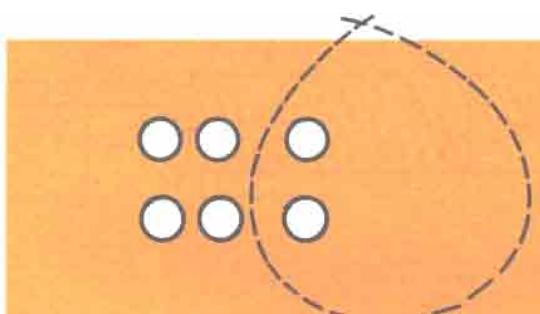
menos son



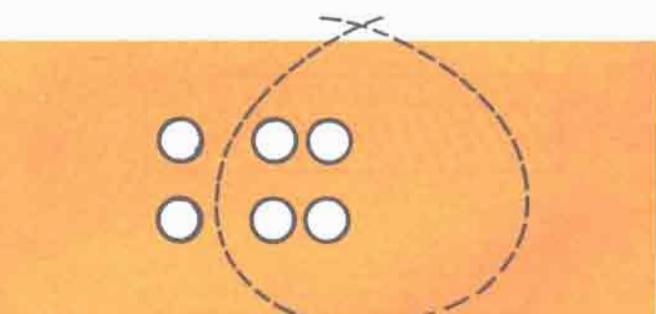
$$5 - 3 = 2$$



$$5 - 4 = 1$$



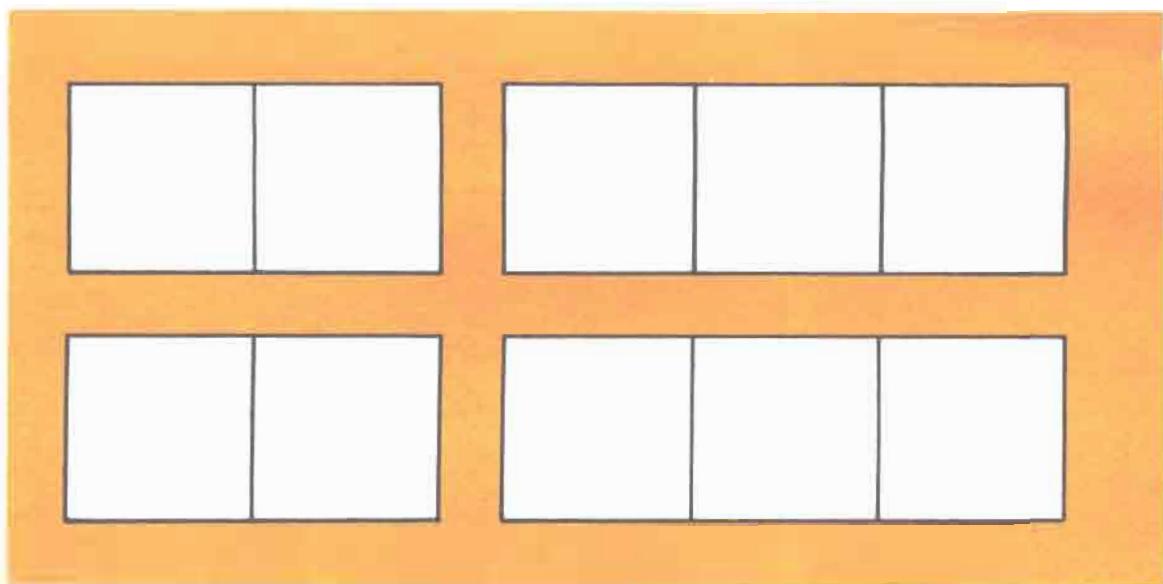
$$6 - 2 = 4$$



$$6 - 4 = 2$$

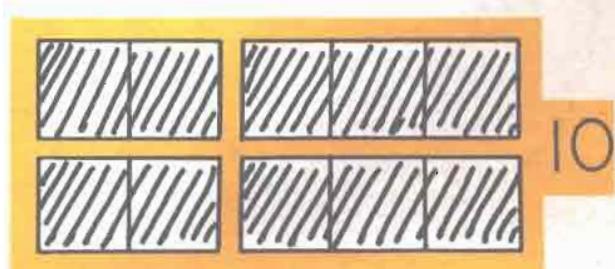
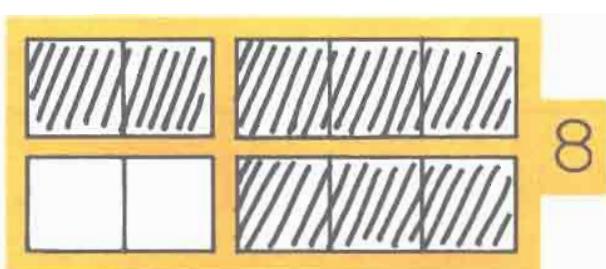
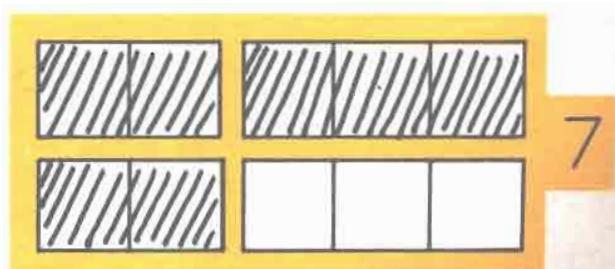
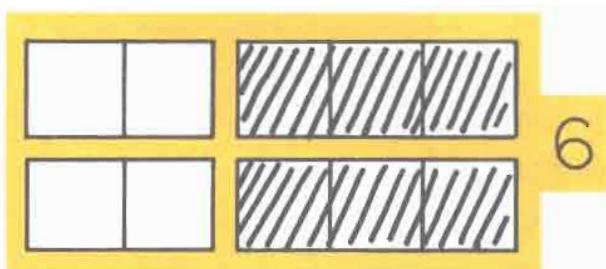
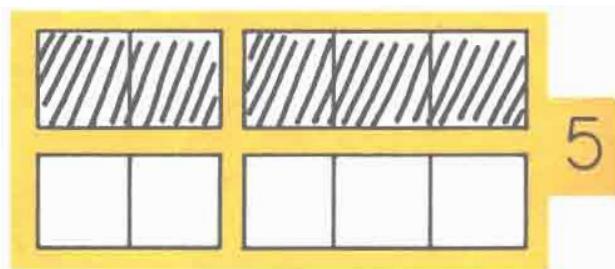
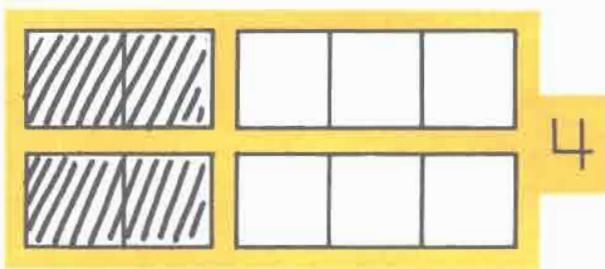
Windows and Panes

Ventanas y Vidrios



Please color in windows to show each combination.

Favor de pintar de color las ventanas para demostrar la combinación.



On this and similar pages there are several possible answers for some problems.

You may use counters to act out the examples.

$$\begin{array}{r} | \\ + 6 \\ \hline 7 \end{array}$$

Puede usar objetos para contar, como en los ejemplos.

$$\begin{array}{r} | \\ + \\ \hline 7 \end{array}$$

Please make up examples of your own.

Favor de hacer ejemplos tuyos.

$$\begin{array}{r} | \\ + \\ \hline \square \end{array}$$

See also: pgs. 74, 75 in this book.

D & P p. 1-10

D.I. p. 9-19

$$\begin{array}{r} 7 \\ - 6 \\ \hline | \end{array}$$

Please make up examples of your own.

Favor de hacer ejemplos tuyos.

$$\begin{array}{r} | \\ - \\ \hline \square \end{array}$$

How many?

¿Cuántos?



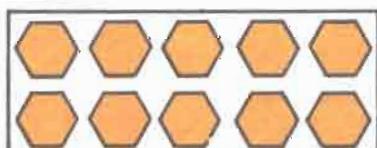
10



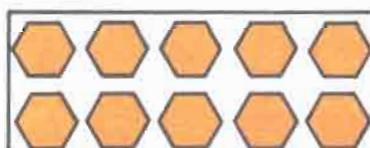
13



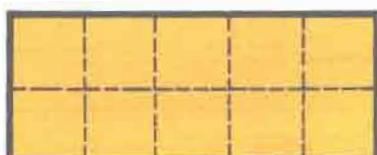
12



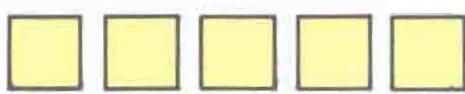
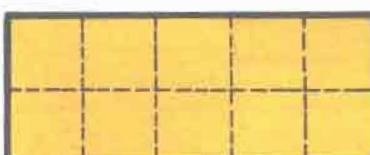
10



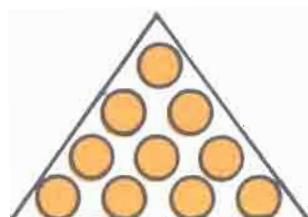
14



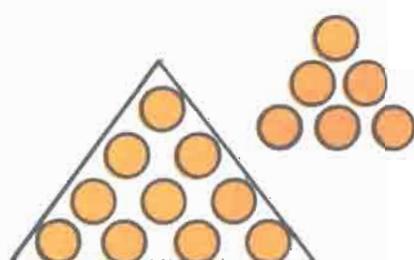
10



15



10



16

$$\begin{array}{r}
 6 \\
 + 5 \\
 \hline
 11
 \end{array}$$

$$\begin{array}{r}
 6 \\
 + 7 \\
 \hline
 13
 \end{array}$$

$$\begin{array}{r}
 7 \\
 + 7 \\
 \hline
 14
 \end{array}$$

$$\begin{array}{r}
 5 \\
 + 6 \\
 \hline
 11
 \end{array}$$

$$\begin{array}{r}
 7 \\
 + 6 \\
 \hline
 13
 \end{array}$$

The grouping of beans on these sticks is particularly helpful for children learning to count on from 5 and 10. See also D & P p.85 for additional discussion.

$$\begin{array}{r}
 7 \\
 + 8 \\
 \hline
 15
 \end{array}$$

$$\begin{array}{r}
 8 \\
 + 6 \\
 \hline
 14
 \end{array}$$

$$\begin{array}{r}
 8 \\
 + 8 \\
 \hline
 16
 \end{array}$$

$$\begin{array}{r}
 9 \\
 + 9 \\
 \hline
 18
 \end{array}$$

$$\begin{array}{r}
 8 \\
 + 9 \\
 \hline
 17
 \end{array}$$

Please add the missing beans.

$$\begin{array}{r} 7 \\ - 5 \\ \hline 2 \end{array}$$

Total 12

$$\begin{array}{r} 6 \\ + 6 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 5 \\ + 7 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 7 \\ + 6 \\ \hline 13 \end{array}$$

$$\begin{array}{r} 7 \\ + 7 \\ \hline 14 \end{array}$$

Favor de agregar los frijoles que faltan.

$$\begin{array}{r} 8 \\ + 8 \\ \hline 16 \end{array}$$

Total 16

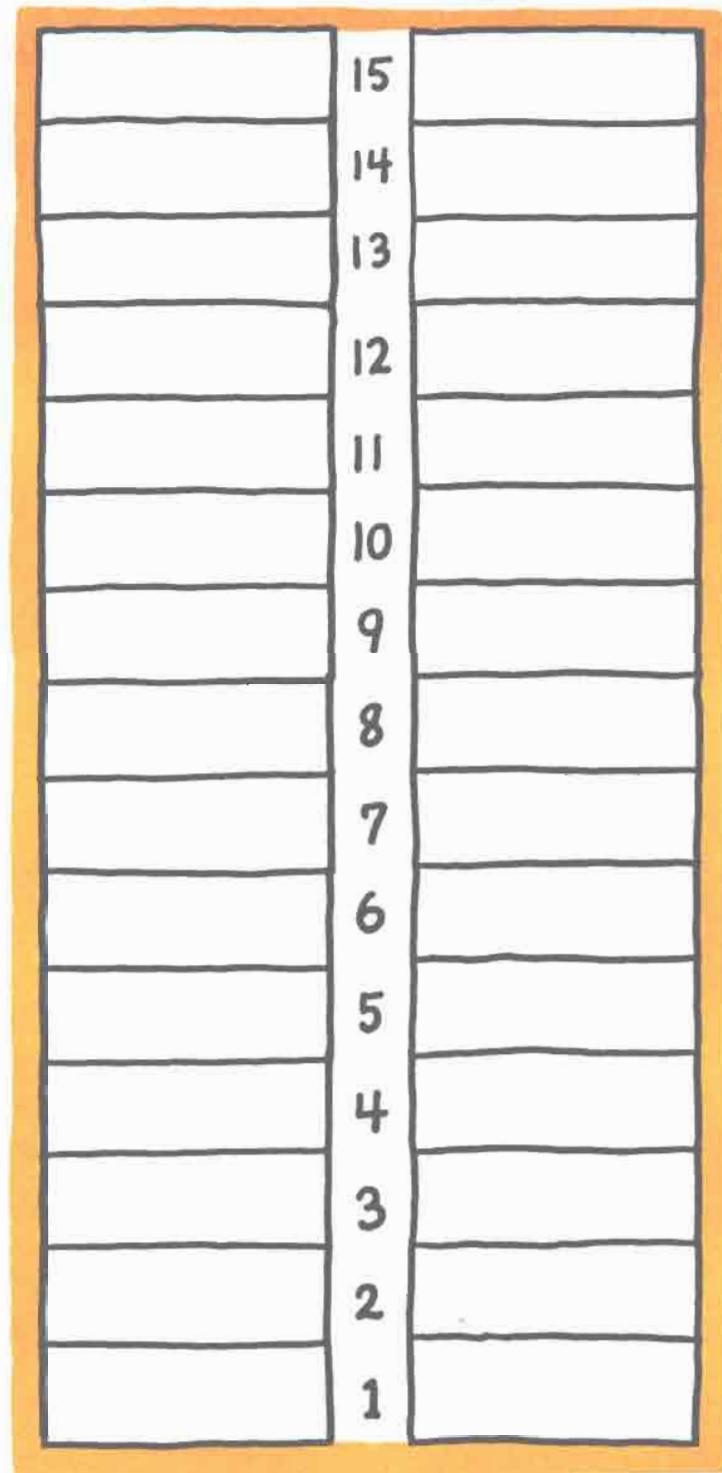
$$\begin{array}{r} 7 \\ + 9 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 7 \\ + 8 \\ \hline 15 \end{array}$$

$$\begin{array}{r} 9 \\ + 7 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 9 \\ + 9 \\ \hline 18 \end{array}$$

EN NUESTRA CLASE HAY ... In our class there are ...



You should make a large class tally sheet or perhaps a large sample graph on which each child could color in a square in his/her appropriate column. Once the children see how they can collect data and put it down on a simple graph, they should be encouraged to make more of their own. For another graph see page 80.

Other ideas: eye colors, pets, color of socks, etc.



NIÑOS
boys

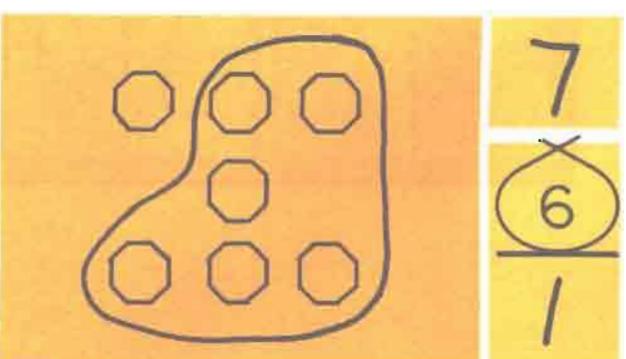
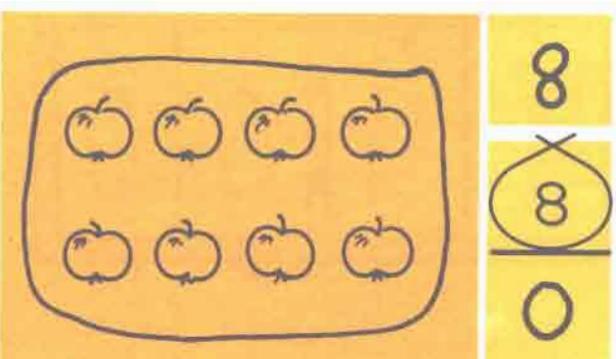
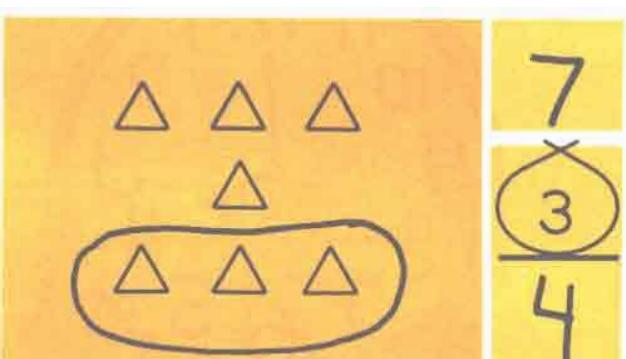
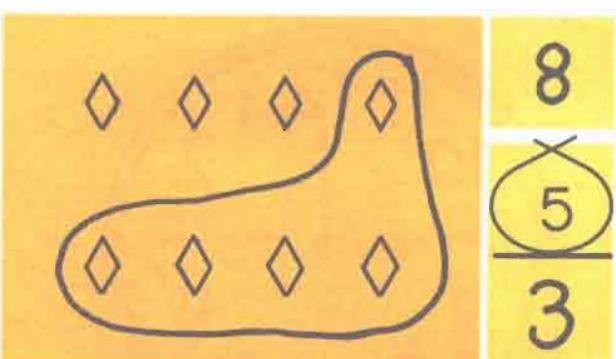
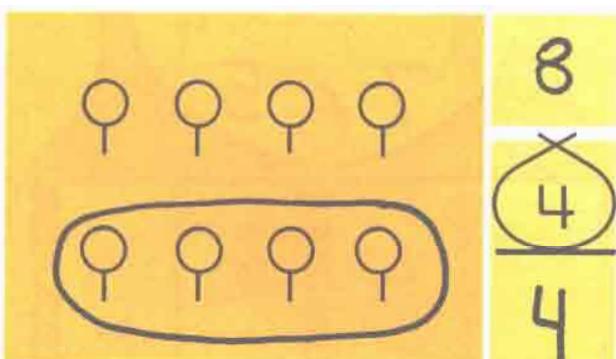
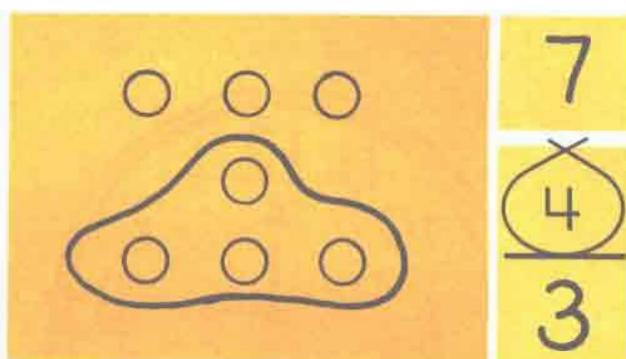
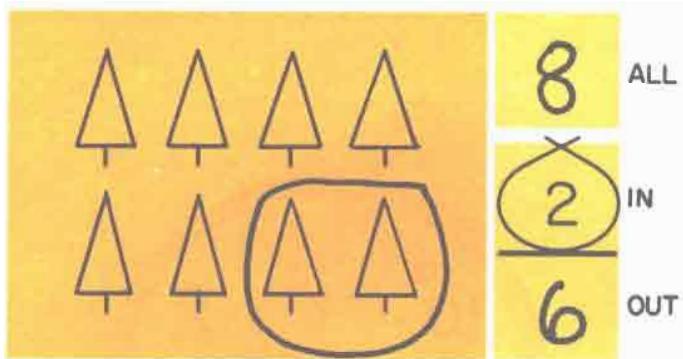
NIÑAS
girls

¿ HAY MAS NIÑAS O MAS NIÑOS ?

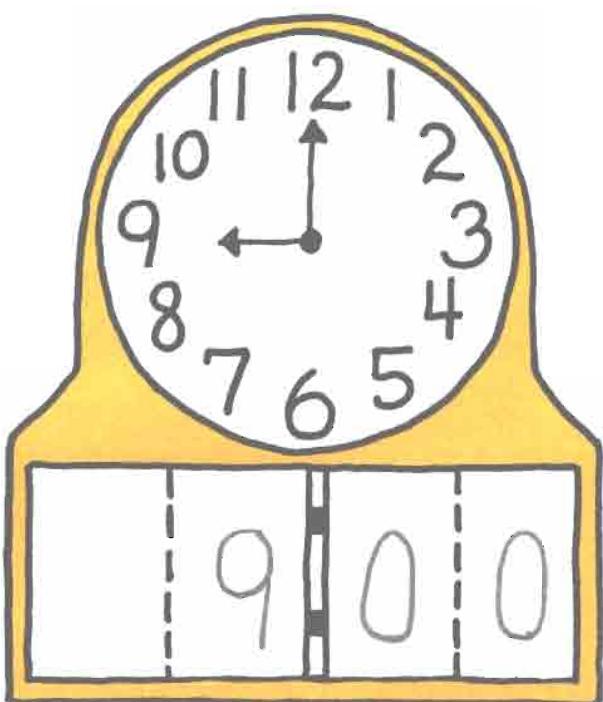
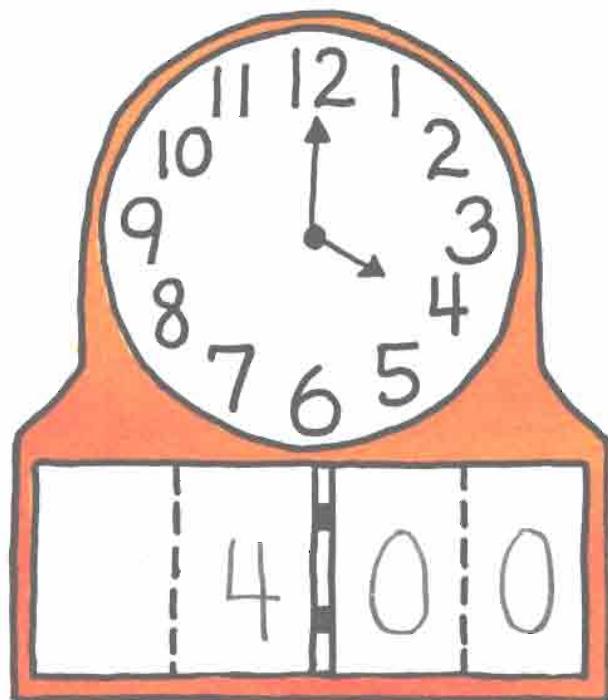
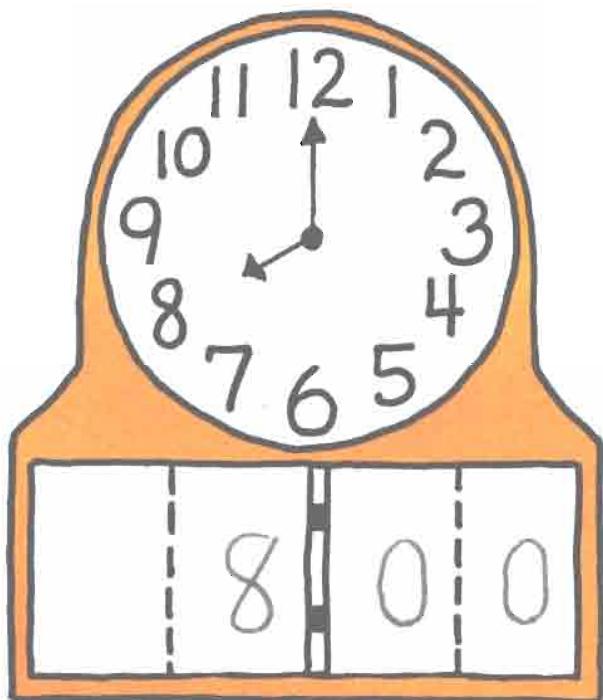
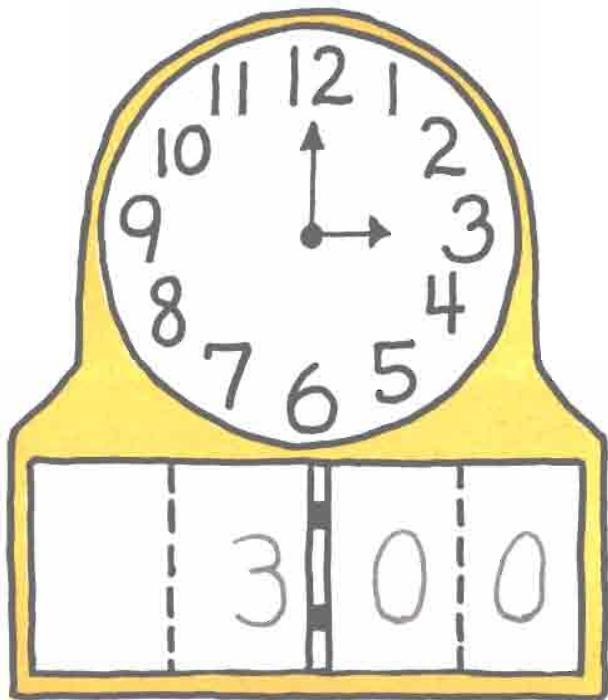
Are there more girls or more boys?

All together and "IN and OUT"

Todos juntos y "DENTRO y AFUERA"



WHAT TIME IS IT?
¿Qué hora es?



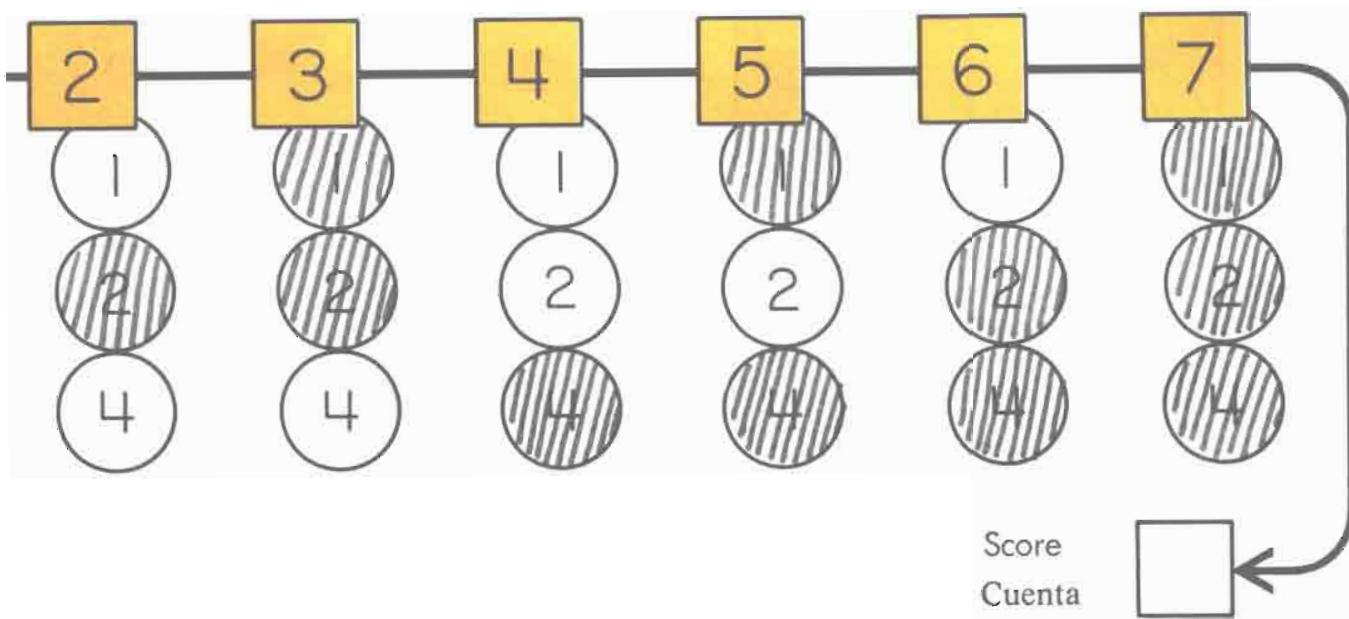
See p. 30, 85, and 86, and balloon games which are played in the same way on pgs. 76, 77, 78.

Here the child places real beansticks in the positions indicated. Then he colors in the circles below each number to show which sticks he used to make that number.

In the "score" box, he records how many of the numbers he could make.

See also: D & P p. 22-24

p. 19-21 are the same activity in different form.





1 ¢



10 ¢



5 ¢



25 ¢



6 ¢



13 ¢



8 ¢



10 ¢



5 ¢



15 ¢



9 ¢



8 ¢

Time: Date:

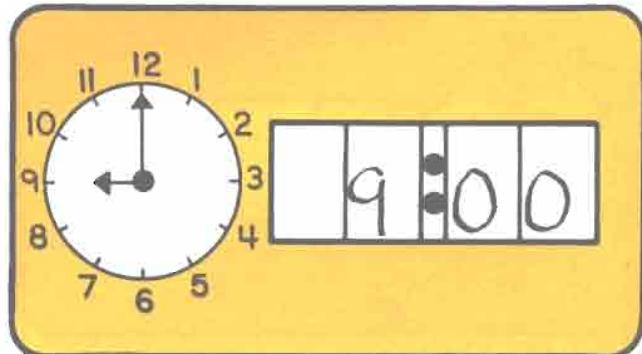
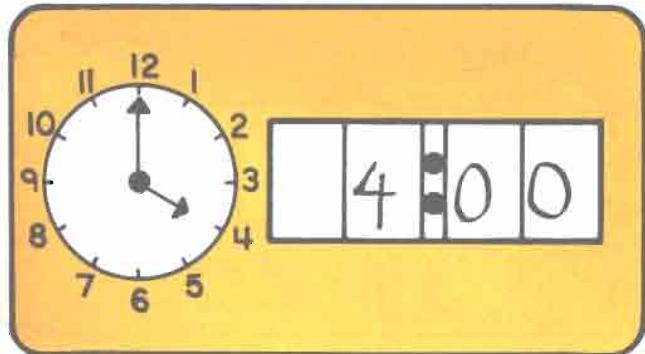
Time: Date:

$$\begin{array}{r}
 5 \\
 + 4 \\
 \hline
 9
 \end{array}$$

$$\begin{array}{r}
 3 \\
 + 5 \\
 \hline
 8
 \end{array}$$

$$\begin{array}{r}
 10 \\
 - 7 \\
 \hline
 3
 \end{array}$$

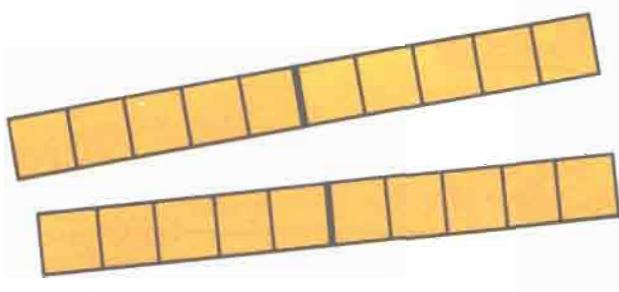
$$\begin{array}{r}
 10 \\
 - 4 \\
 \hline
 6
 \end{array}$$



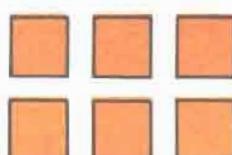
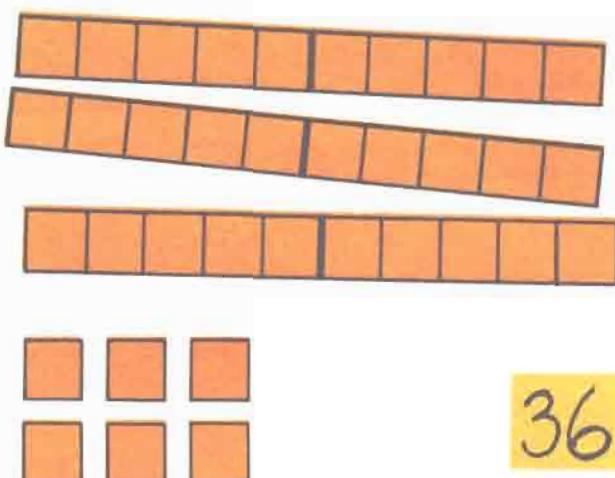
How many ?

¿Cuántos?

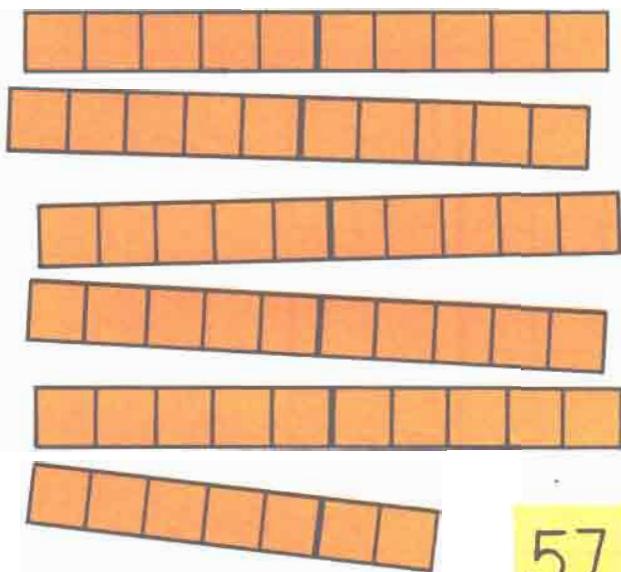
Shortcuts for one-to-one counting can be pointed out to the children. However some will need to count one-to-one. See also p. 84.



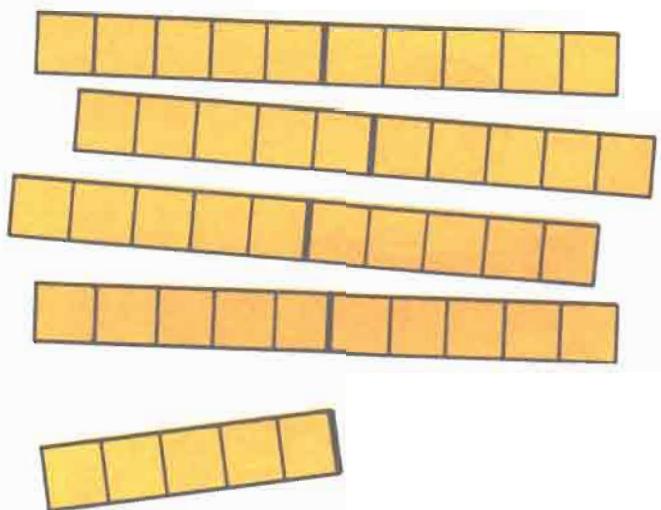
23



36



57



45



16¢



34¢



	$\underline{\underline{6}}$	$\underline{\underline{5}}$	$\underline{\underline{6}}$	$\underline{\underline{7}}$
	$+ \underline{\underline{5}}$	$+ \underline{\underline{6}}$	$+ \underline{\underline{6}}$	$+ \underline{\underline{6}}$
	$\underline{\underline{11}}$	$\underline{\underline{11}}$	$\underline{\underline{12}}$	$\underline{\underline{13}}$

The child may wish to draw the beans needed to complete the example.
See also: p. 87 and 93, this book, D & P p. 85 - 93

	$\underline{\underline{5}}$	$\underline{\underline{6}}$	$\underline{\underline{7}}$	$\underline{\underline{8}}$
	$+ \underline{\underline{7}}$	$+ \underline{\underline{7}}$	$+ \underline{\underline{7}}$	$+ \underline{\underline{7}}$
	$\underline{\underline{12}}$	$\underline{\underline{13}}$	$\underline{\underline{14}}$	$\underline{\underline{15}}$

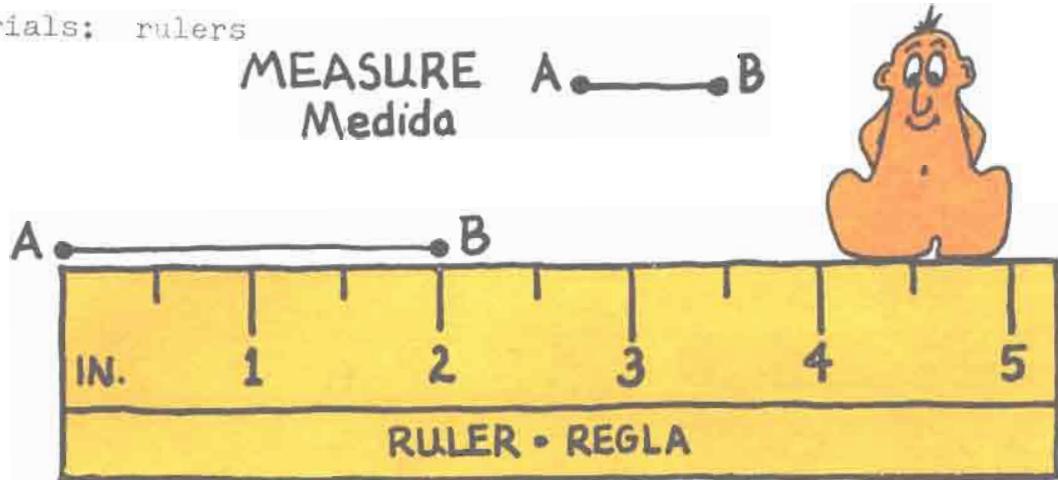
	$\underline{\underline{6}}$	$\underline{\underline{7}}$	$\underline{\underline{8}}$	$\underline{\underline{6}}$
	$+ \underline{\underline{6}}$	$+ \underline{\underline{6}}$	$+ \underline{\underline{6}}$	$+ \underline{\underline{8}}$
	$\underline{\underline{12}}$	$\underline{\underline{13}}$	$\underline{\underline{14}}$	$\underline{\underline{14}}$

	$\underline{\underline{7}}$	$\underline{\underline{7}}$	$\underline{\underline{8}}$	$\underline{\underline{9}}$
	$+ \underline{\underline{7}}$	$+ \underline{\underline{8}}$	$+ \underline{\underline{7}}$	$+ \underline{\underline{7}}$
	$\underline{\underline{14}}$	$\underline{\underline{15}}$	$\underline{\underline{15}}$	$\underline{\underline{16}}$

	$\underline{\underline{5}}$	$\underline{\underline{5}}$	$\underline{\underline{6}}$	$\underline{\underline{9}}$
	$+ \underline{\underline{8}}$	$+ \underline{\underline{9}}$	$+ \underline{\underline{9}}$	$+ \underline{\underline{6}}$
	$\underline{\underline{13}}$	$\underline{\underline{14}}$	$\underline{\underline{15}}$	$\underline{\underline{15}}$

Materials: rulers

MEASURE Medida



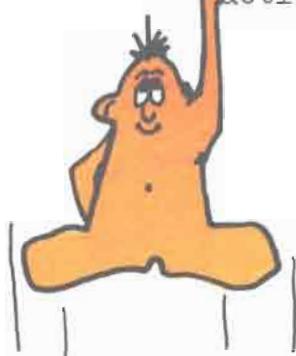
This activity must follow numerous school experiences with measuring, both with standard and non-standard measures. Children may wish to make their own measuring instruments using as a standard the length of their own hand, foot, or smile.

A — B — 2 — INCHES
pulgadas

MEDIDA measure

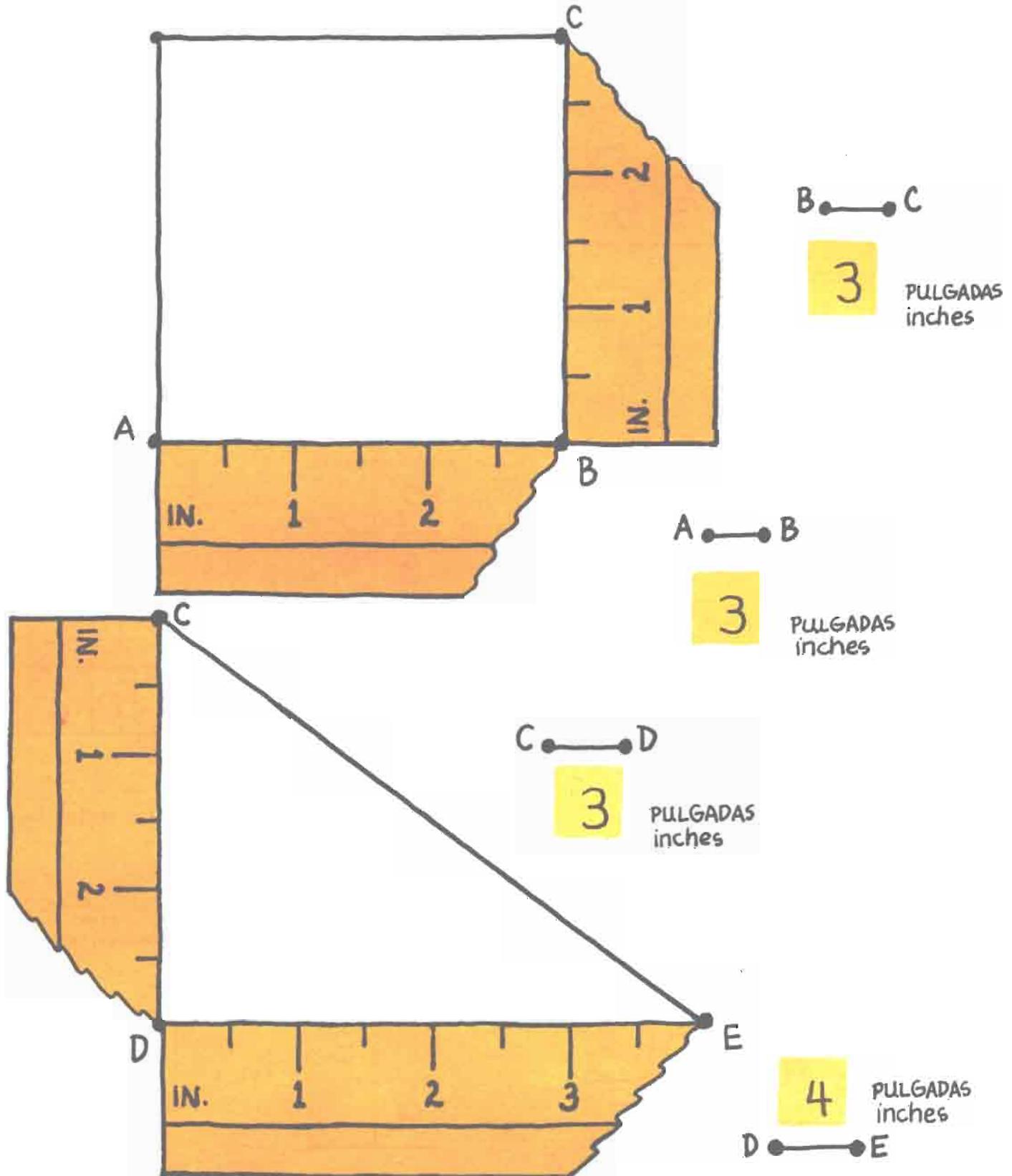
The measurement of a distance between two points will need some development, as will the labeling of points with letters. This page is to introduce the correlation between the long line A — B, which is measured and labeled as the small line A — B. You will probably need to help with the placement of the ruler, though the ruler is pictured to show where to lay it.

PLEASE refer to pages 88, 82, and go for some "fun" measuring activities in the "real" world. Encourage lots more!

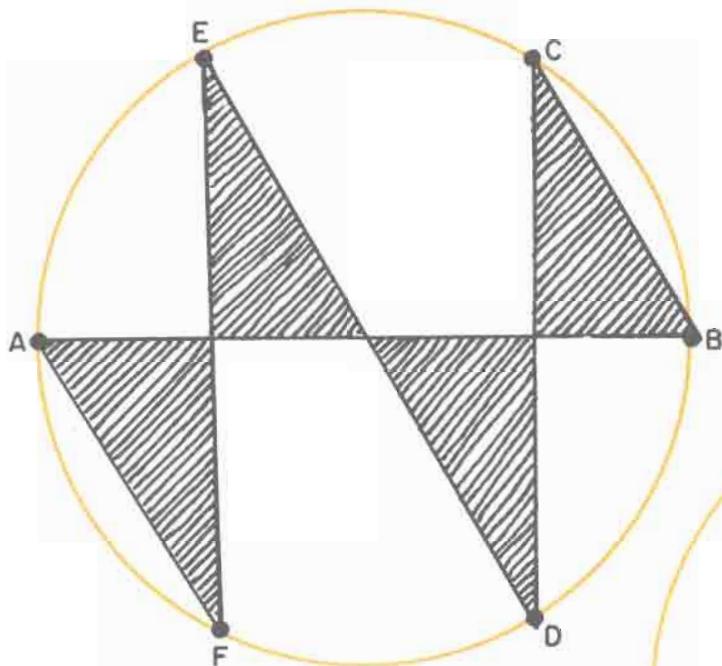


P — S — 4 — PULGADAS
inches

I MIDIENDO MAS !
More measuring !

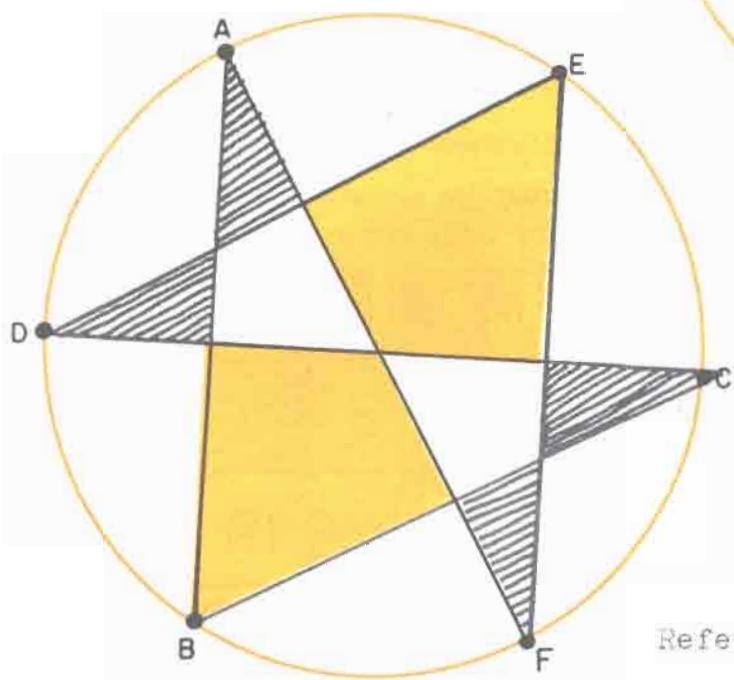
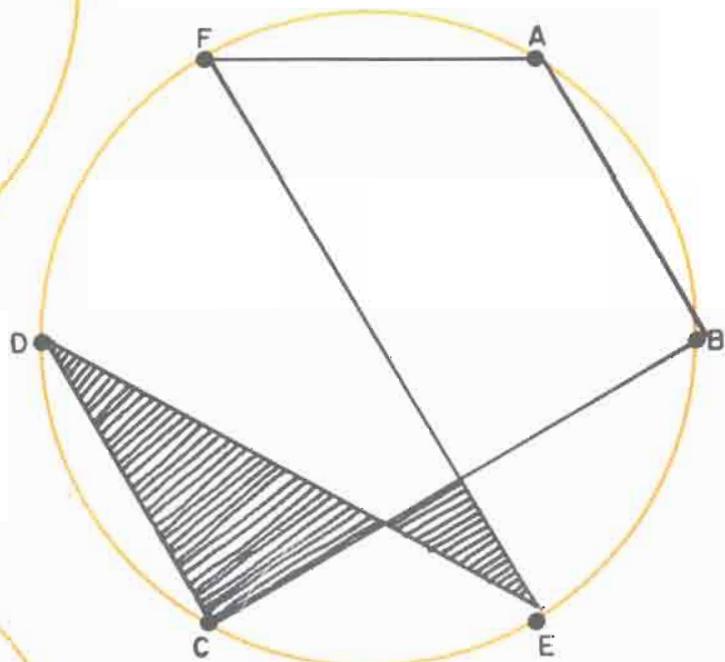


In each circle, please draw these lines: En cada círculo, favor de hacer estas líneas:



Please color in all triangles you make.

Favor de pintar de color los triángulos que haga.



The child may wish to use a ruler or straight edge to draw the lines. He is to follow the instructions given at the top for each of the circles.

Refer to pg. 89 for a similar activity.

In the diagram below, please color these boxes:

As a follow up activity, you may wish to duplicate p. 45 of D.I. so
En el diagrama de abajo, favor de pintar de color
estos cuadros.

that children can make their own patterns. They can use this to

make puzzles and trade with a friend. Refer to p. 91 for a similar
activity.

2 4 6 8 10 12 14 16 18

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18

In the diagram below, please color these boxes:

En el diagrama de abajo, favor de pintar de color
estos cuadros.

3 6 9 12 15 18 21 24 27 30

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

Please fill in the missing numbers. Then color these boxes:

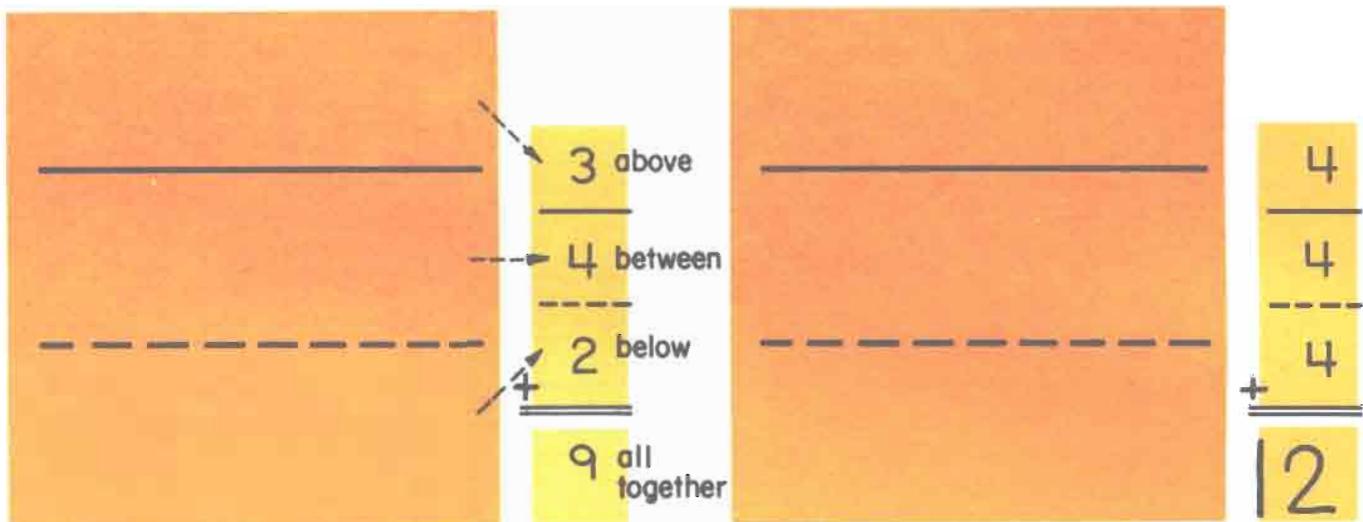
Favor de llenar los numeros que faltan. Despu s
pinte de color estos cuadros.

5 15 25 10 20 30 9 18 27 11 22

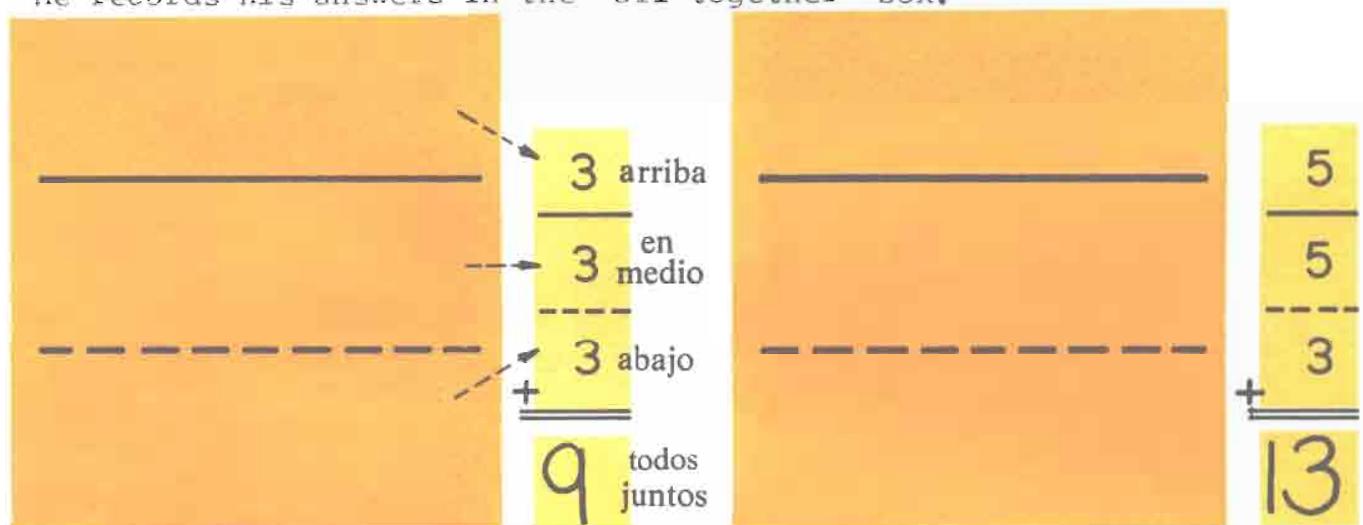
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

ABOVE.... BELOW.... and BETWEEN

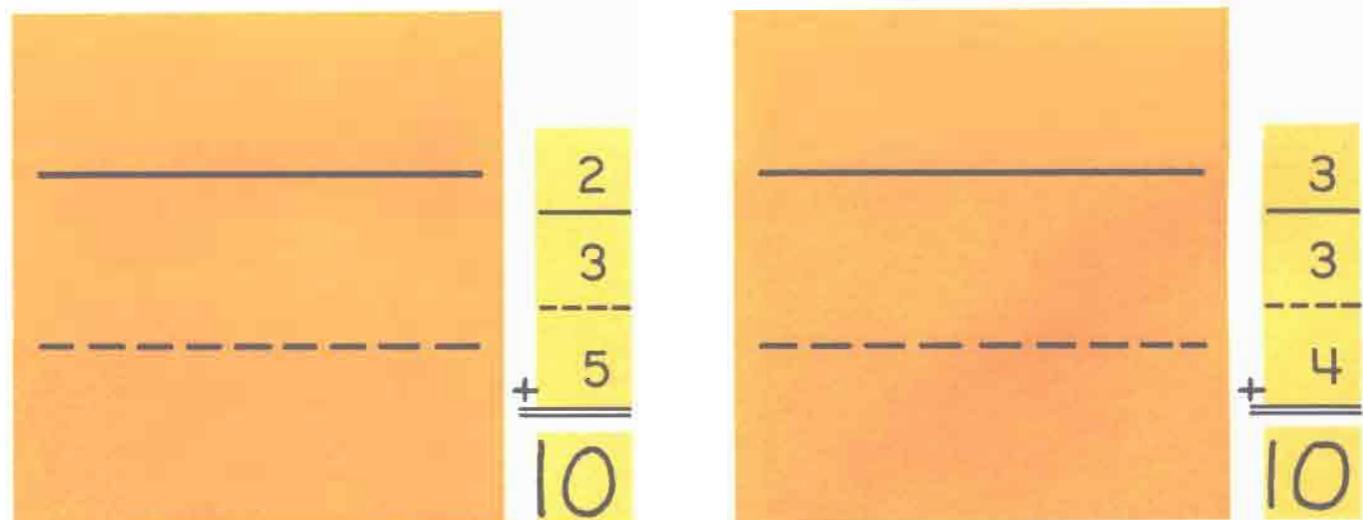
ARRIBA.... ABAJO.... y.... EN MEDIO



Here the child is to put counters in each box to show column addition. He records his answers in the "all together" box.



Refer to p. 92 for another like this.



How many?



23



45



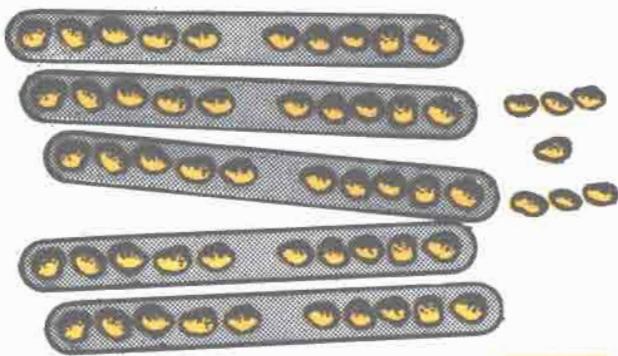
64



31



36



57



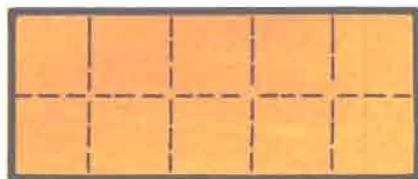
25¢



43¢



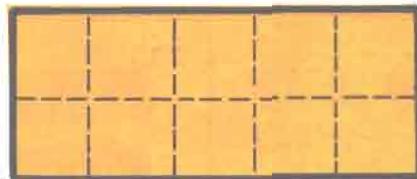
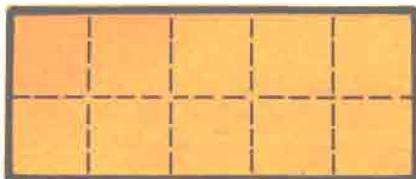
Related examples
Ejemplo relacionados



above

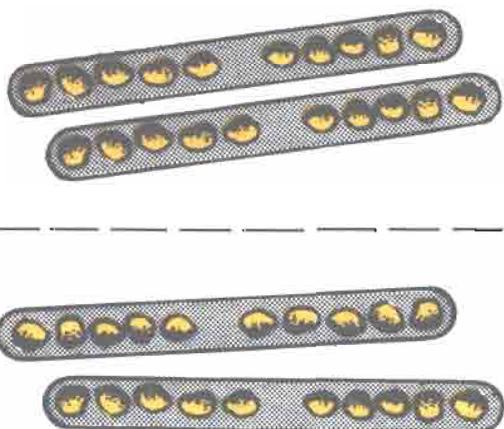
$$\begin{array}{r} 10 \\ + 20 \\ \hline 30 \end{array}$$

below



Total

$$\begin{array}{r} 20 \\ + 10 \\ \hline 30 \end{array}$$



arriba

$$\begin{array}{r} 20 \\ + 20 \\ \hline 40 \end{array}$$

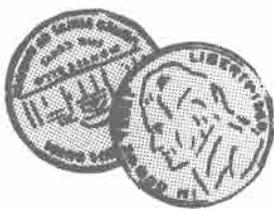
abajo

$$\begin{array}{r} 10 \\ + 30 \\ \hline 40 \end{array}$$

Total



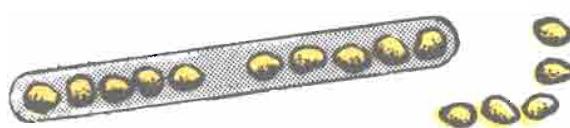
$$\begin{array}{r} 20\text{¢} \\ + 30\text{¢} \\ \hline 50\text{¢} \end{array}$$



$$\begin{array}{r} 25\text{¢} \\ + 25\text{¢} \\ \hline 50\text{¢} \end{array}$$

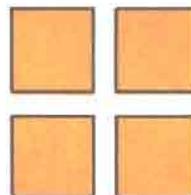
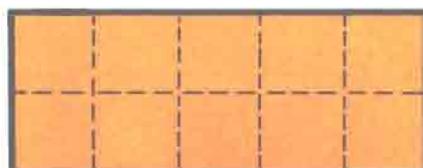
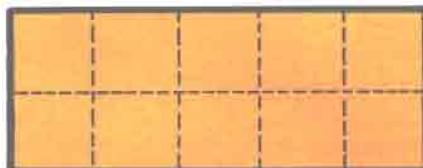
Related examples

Ejemplo relacionados



$$\begin{array}{r} \text{above} \\ 10 \\ \hline \text{below} \\ + 15 \\ \hline 25 \\ \text{Total} \end{array}$$

$$\begin{array}{r} 11 \\ + 15 \\ \hline 26 \end{array}$$



$$\begin{array}{r} \text{arriba} \\ 11 \\ \hline \text{abajo} \\ + 14 \\ \hline 25 \\ \text{Total} \end{array}$$

$$\begin{array}{r} 11 \\ + 16 \\ \hline 27 \end{array}$$



$$\begin{array}{r} 24\text{¢} \\ + 13\text{¢} \\ \hline 37\text{¢} \end{array}$$

$$\begin{array}{r} 25\text{¢} \\ + 12\text{¢} \\ \hline 37\text{¢} \end{array}$$





stools banquillos	1	2	3	4	5	6	7	8
legs patas	3	6	9	12	15	18	21	24

2-letter words:
palabras de dos letras:

"If it is to be on, it is OK."

Refer to p. 94 for similar activity.

words palabras	1	2	3	4	5	6	7	8	9
letters letras	2	4	6	8	10	12	14	16	18

(2-letter words refers to the words in the sentence above)



wagons carros	1	2	3	4	5	6	7	8
wheels ruedas	4	8	12	16	20	24	28	32



nickels cincos	1	2	3	4	5	6	7	8
cents centavos	5¢	10¢	15¢	20¢	25¢	30¢	35¢	40¢



dimes dieces	1	2	3	4	5	6	7	8
cents centavos	10¢	20¢	30¢	40¢	50¢	60¢	70¢	80¢

Venta !!

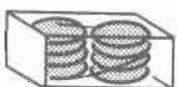
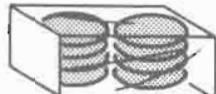
Tabletas de papel 9¢ cada una.

Sale!!

Pads of paper 9¢ each.

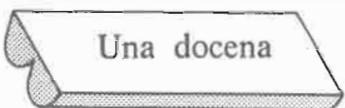
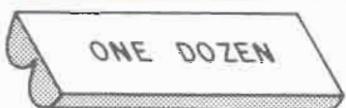
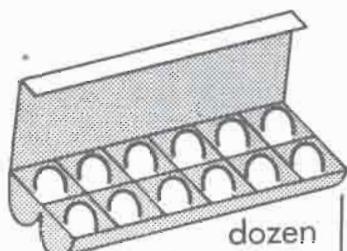
pads tabletas	1	2	3	4	5	6	7	8	9
cost costo	9¢	18¢	27¢	36¢	45¢	54¢	63¢	72¢	81¢

There are 8 cookies in each of these packages.
Hay 8 galletas en cada uno de estos paquetes.



packages paquetes	1	2	3	4	5	6	7	8
cookies galletas	8	16	24	32	40	48	56	64

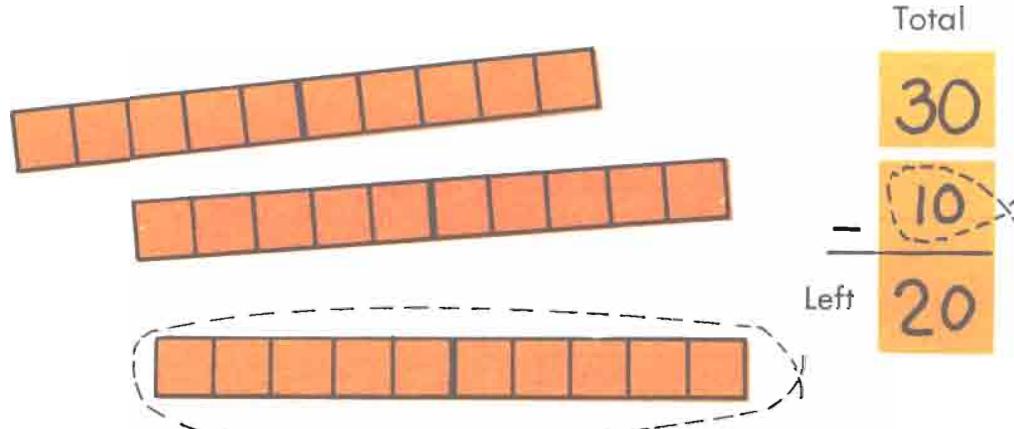
There are 12 eggs in 1 dozen.
Hay 12 huevos en una docena.



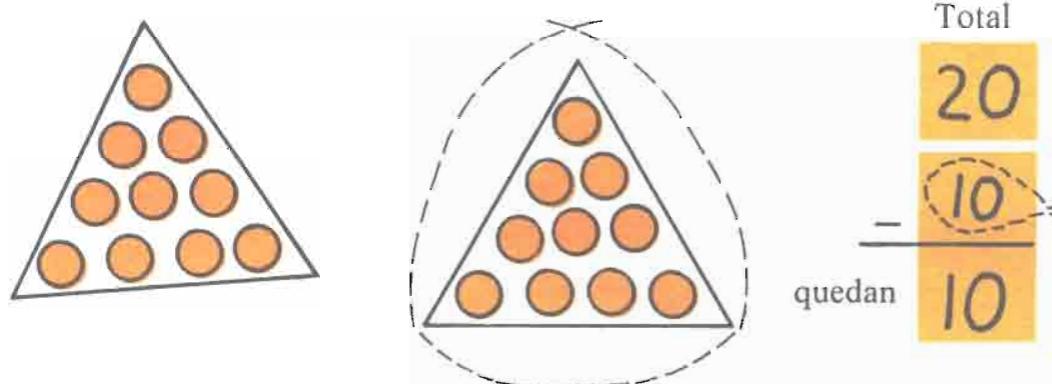
dozen docena	1	2	3	4	5	6	7	8
eggs huevos	12	24	36	48	60	72	84	96

Related examples

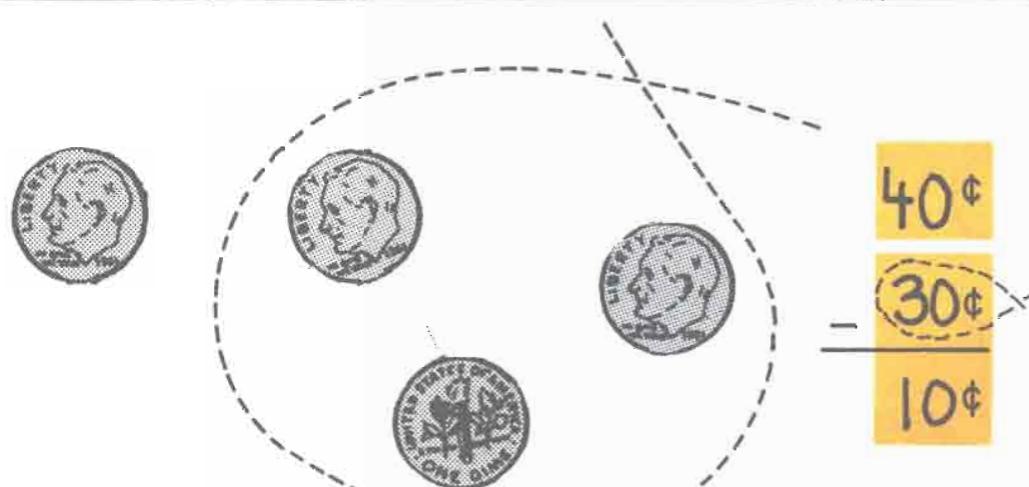
Ejemplo relacionados



$$\begin{array}{r} 30 \\ - 20 \\ \hline 10 \end{array}$$



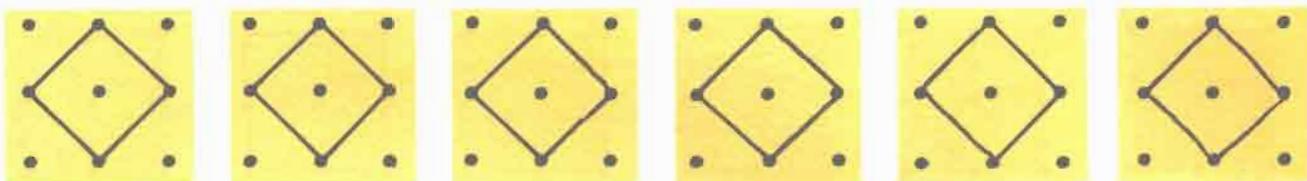
$$\begin{array}{r} 10 \\ - 10 \\ \hline 0 \end{array}$$



$$\begin{array}{r} 40¢ \\ - 10¢ \\ \hline 30¢ \end{array}$$

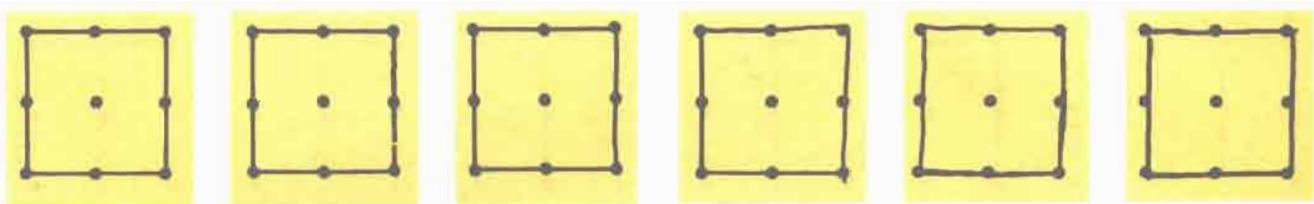
Please follow the patterns.

Favor de seguir la muestra.



Refer to pages 95 and 96 for more of these pattern activities.

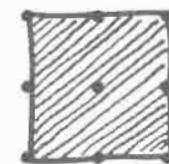
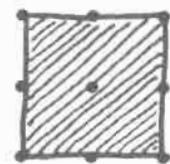
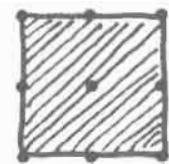
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20



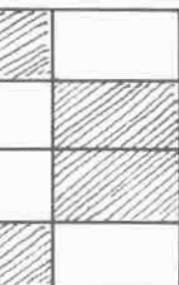
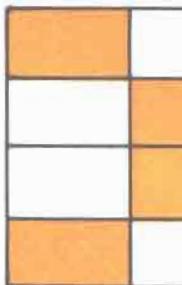
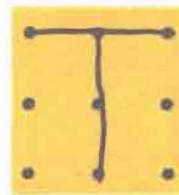
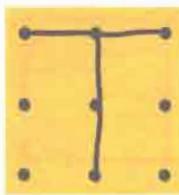
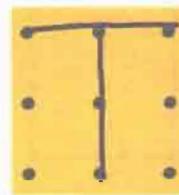
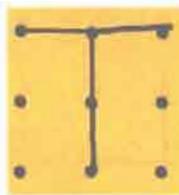
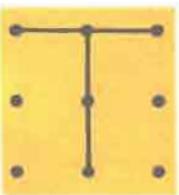
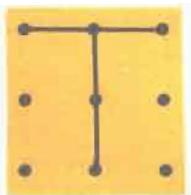
Yellow		Yellow		Hatched		Hatched		
Yellow		Yellow			Hatched		Hatched	
				Hatched			Hatched	

Please follow the patterns.

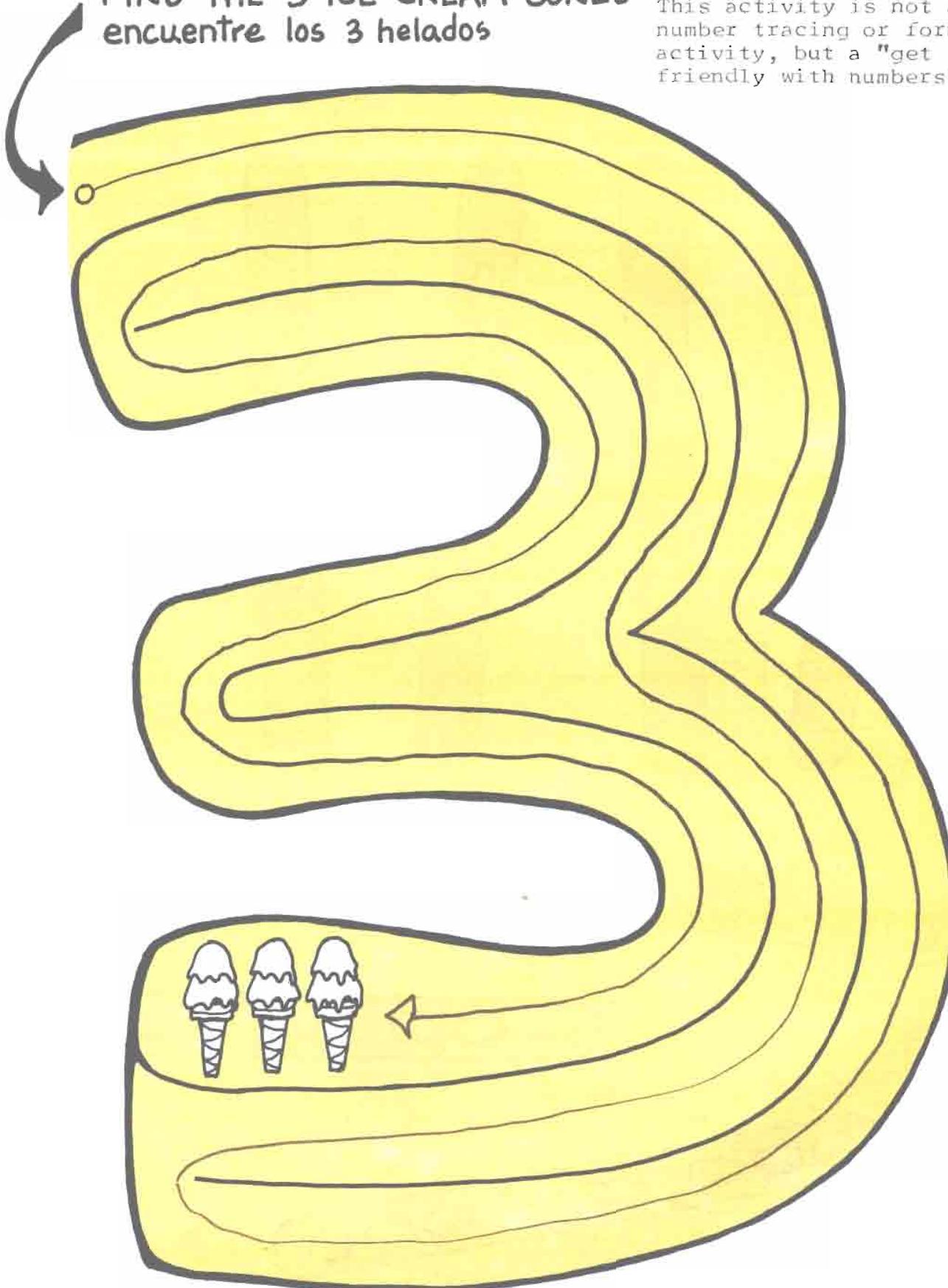
Favor de seguir la muestra.



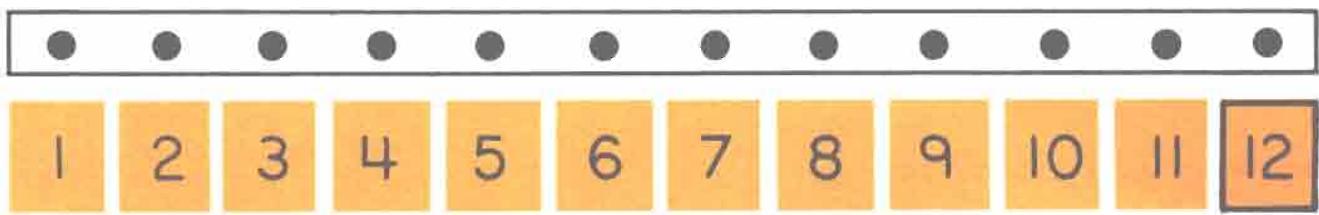
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20



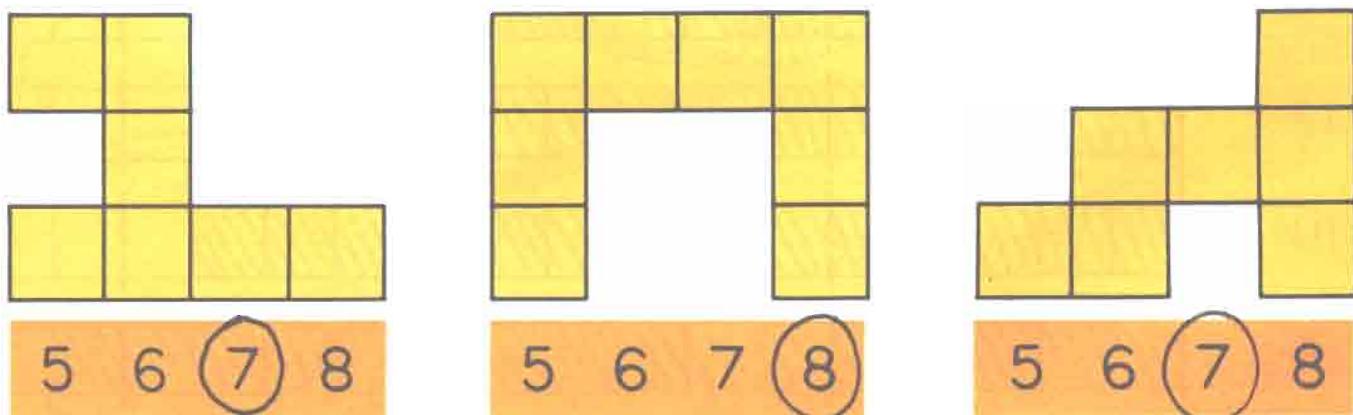
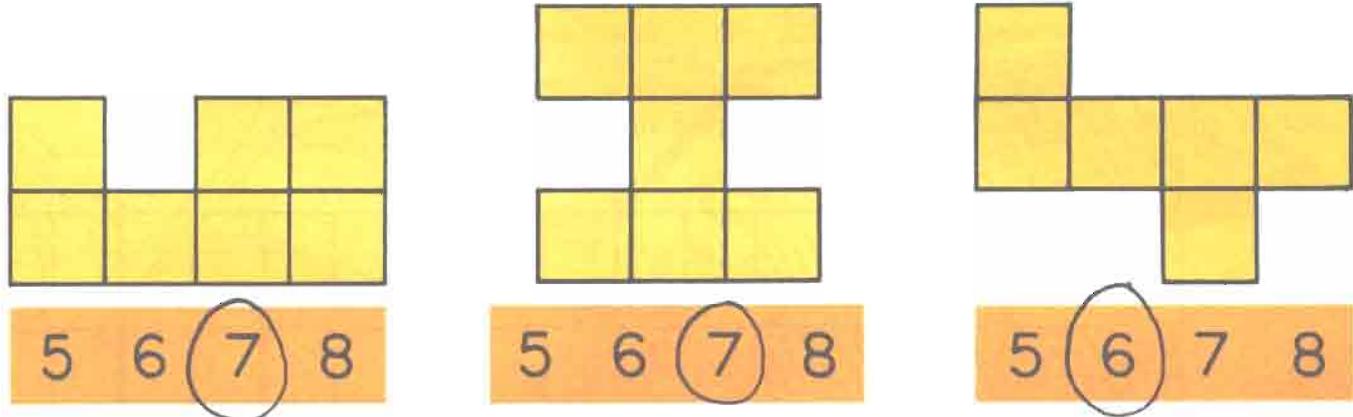
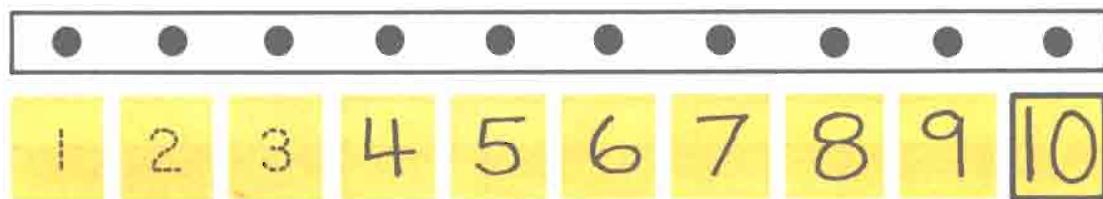
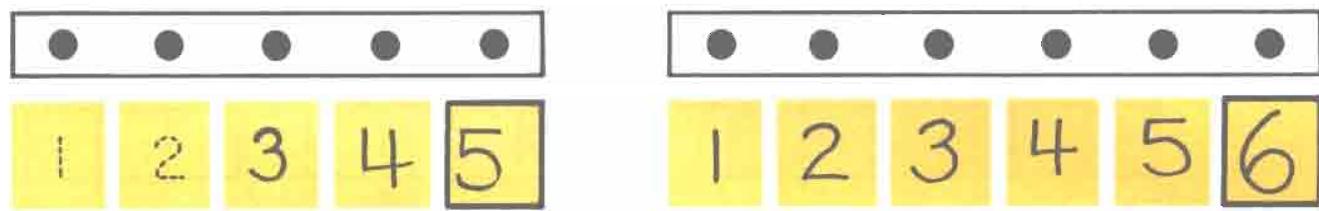
FIND THE 3 ICE CREAM CONES
encuentre los 3 helados



This activity is not a number tracing or forming activity, but a "get friendly with numbers" one



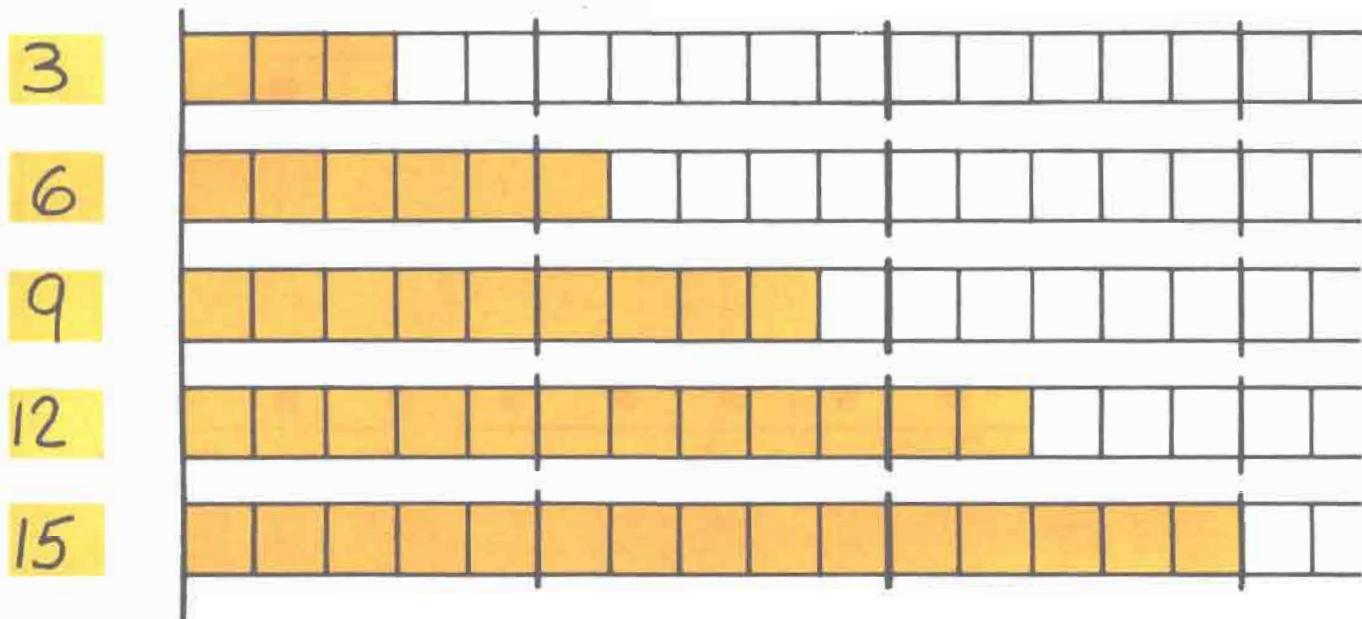
See p. 11 for instructions



3 4 5 6 7 8 9 10 11 12 13 14 15 16

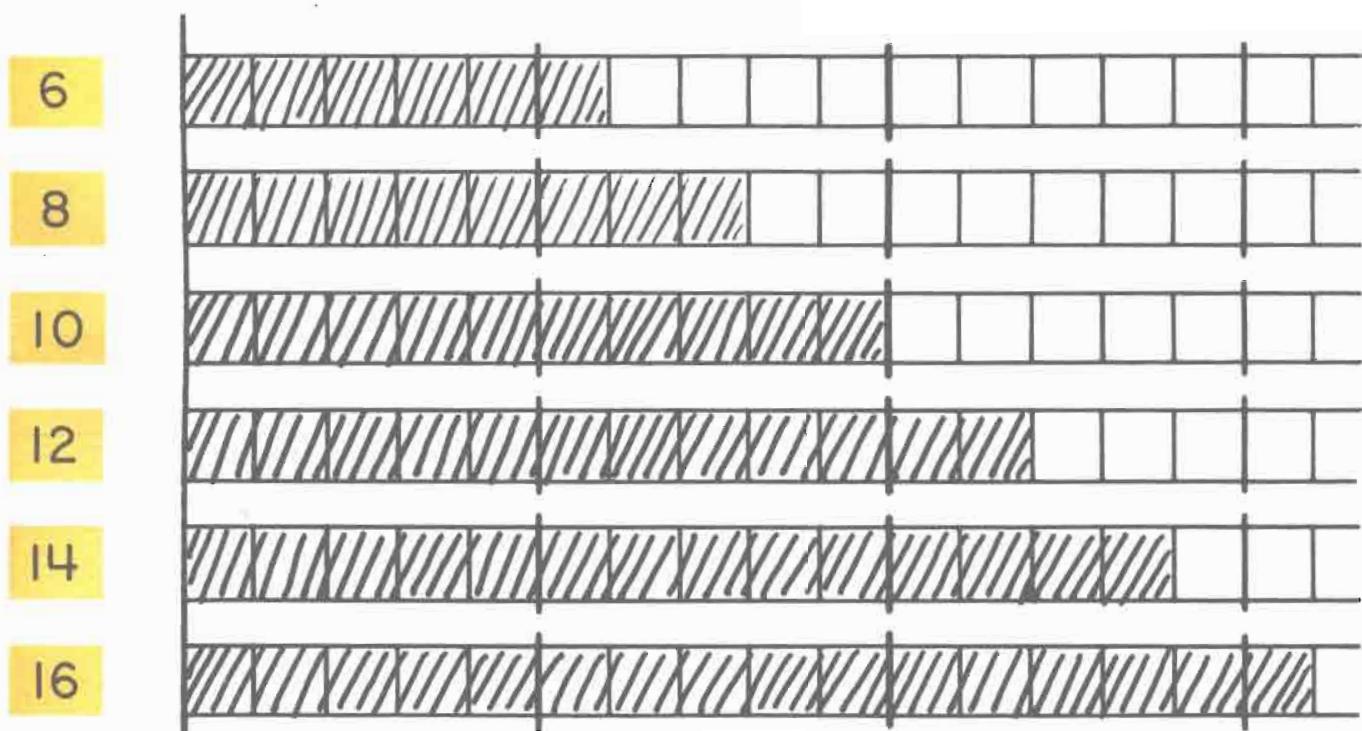
How many blocks are colored?

¿Cuántos bloques están pintados de color?



Please color the number of blocks given.

Favor de pintar de color el número de bloques dados.



Find the Numbers



The child looks for all the numbers he can find and identifies them however he likes. Following that children might color the picture and then make their own number pictures with people and animals as per p.7.

A fun page that will probably be most fun done with a partner to aid in the counting of such things as freckles!

ABOUT ME

Acerca de mí

¿ CUÁNTOS DEDOS TENGO ?

How many fingers do I have ? _____



HOW MANY TOES ?

¿ Cuántos dedos del pie ? _____



¿ CUÁNTOS DIENTES ?

How many teeth ? _____



HOW MANY FRECKLES ?

¿ Cuántas pecas ? _____

¿ CUÁNTOS NOMBRES ?

How many names ? _____

DRAW HOW BIG YOUR SMILE IS !

¡ Dibuje que tan grande es su sonrisa !



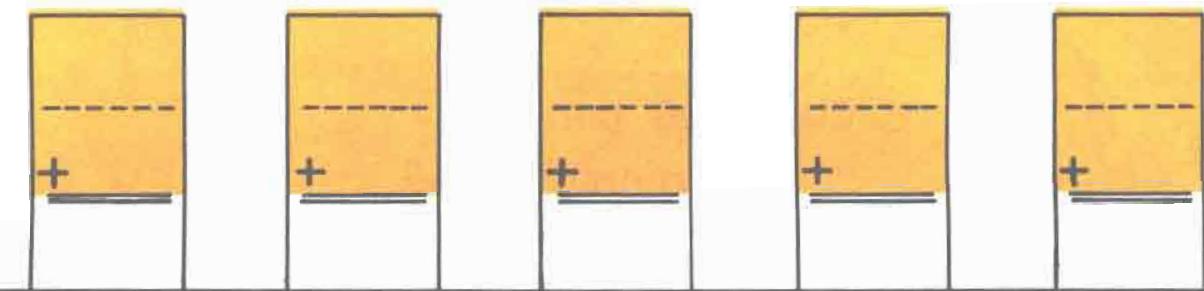
5,7,8

See page 25 for instructions

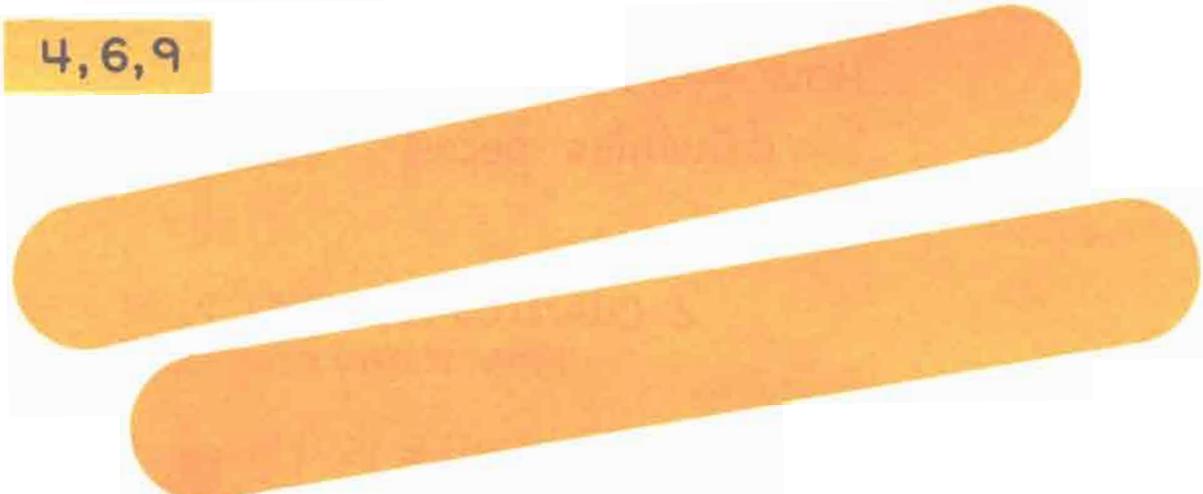
Please make up your own combination.

Favor de hacer sus propias combinaciones.

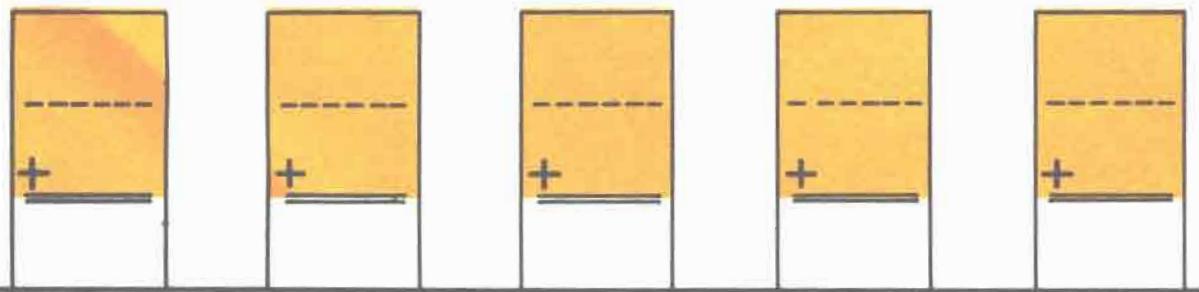
Total

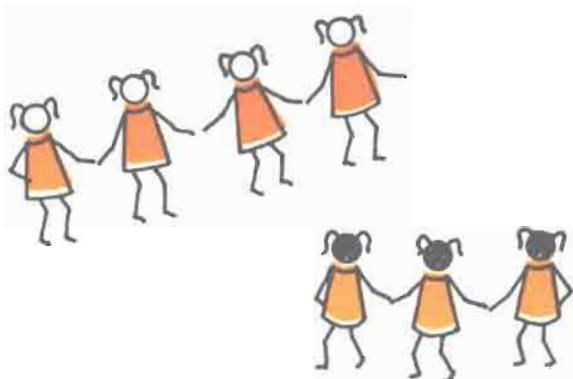


4,6,9



Total

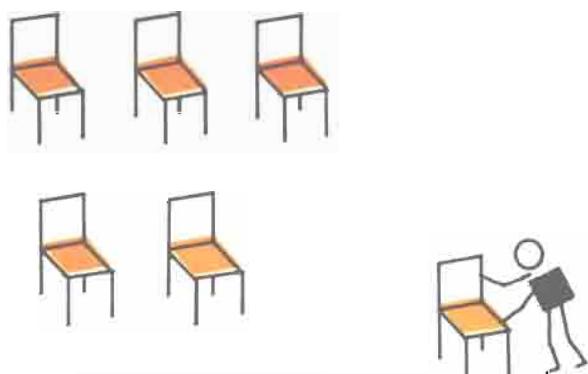




$$4 + 3 = 7$$

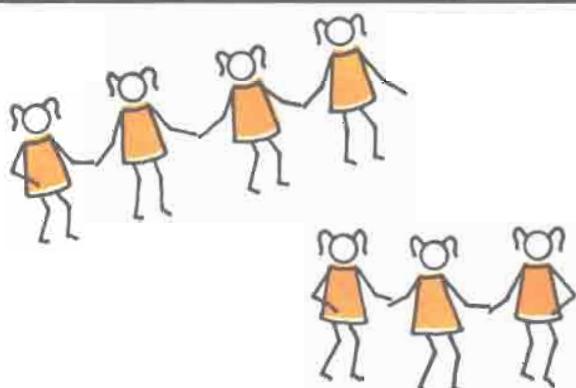
plus equals

See page 27 for instructions



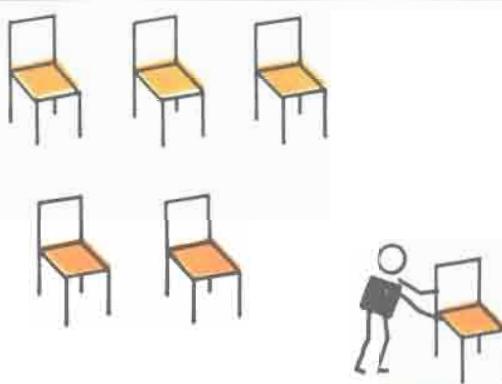
$$5 + 1 = 6$$

más son



$$7 - 3 = 4$$

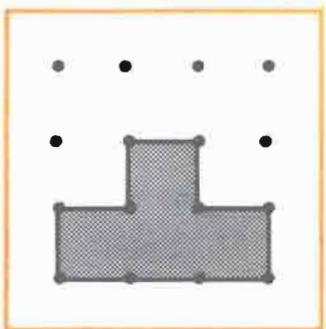
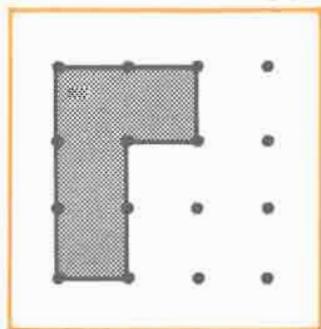
minus equals



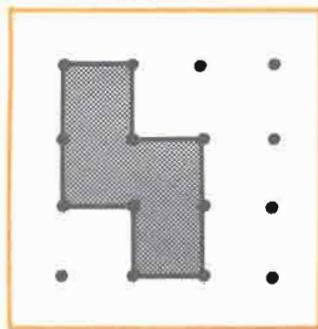
$$6 - 1 = 5$$

menos son

Which one is bigger than the others?



¿Cuál es más grande que los otros?



You may use counters
to act out the examples.

Puede usar objetos para contar,
como en los ejemplos.

$$\begin{array}{r} 3 \\ + 3 \\ \hline 6 \end{array} \quad \begin{array}{r} 3 \\ + 4 \\ \hline 7 \end{array} \quad \begin{array}{r} 5 \\ + 5 \\ \hline 10 \end{array} \quad \begin{array}{r} 5 \\ + 6 \\ \hline 11 \end{array}$$

Please make up examples of your own.

Favor de hacer ejemplos tuyos.

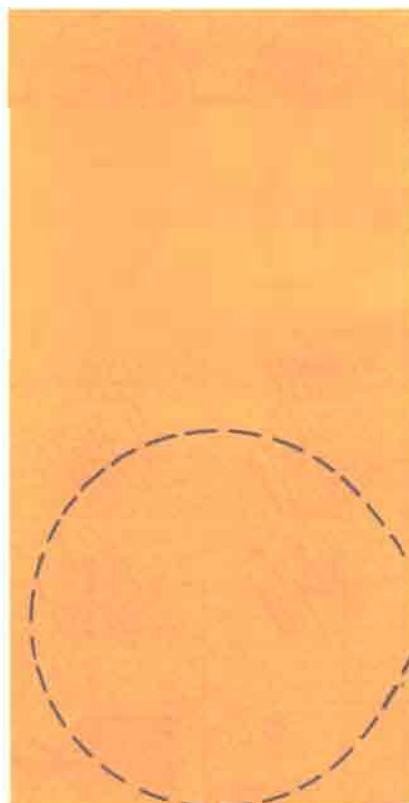
$$\begin{array}{r} \text{---} \\ + \text{---} \\ \hline \text{---} \end{array} \quad \begin{array}{r} \text{---} \\ + \text{---} \\ \hline \text{---} \end{array} \quad \begin{array}{r} \text{---} \\ + \text{---} \\ \hline \text{---} \end{array} \quad \begin{array}{r} \text{---} \\ + \text{---} \\ \hline \text{---} \end{array}$$

$$\begin{array}{r} 9 \\ - 1 \\ \hline 8 \end{array} \quad \begin{array}{r} 9 \\ - 3 \\ \hline 6 \end{array} \quad \begin{array}{r} 9 \\ - 5 \\ \hline 4 \end{array} \quad \begin{array}{r} 9 \\ - 7 \\ \hline 2 \end{array}$$

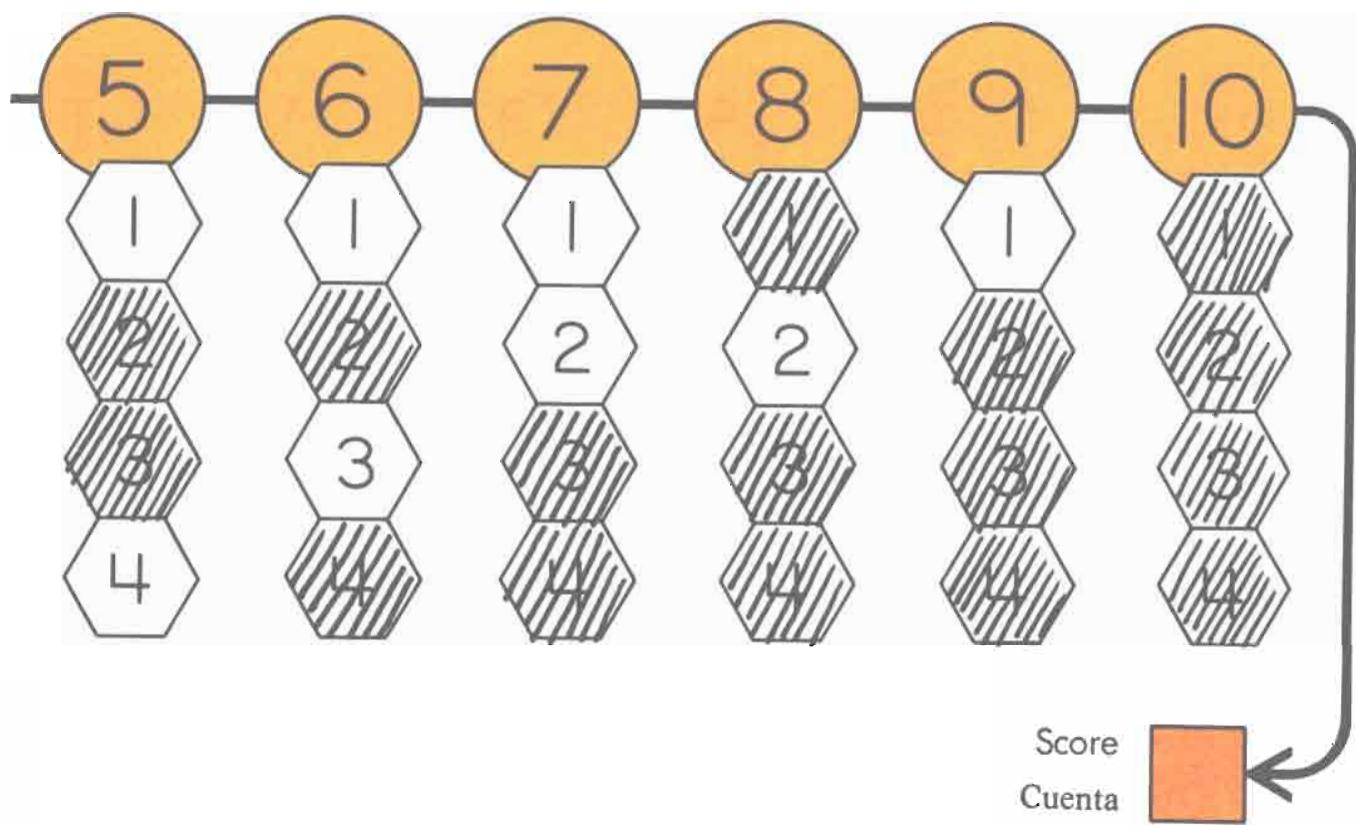
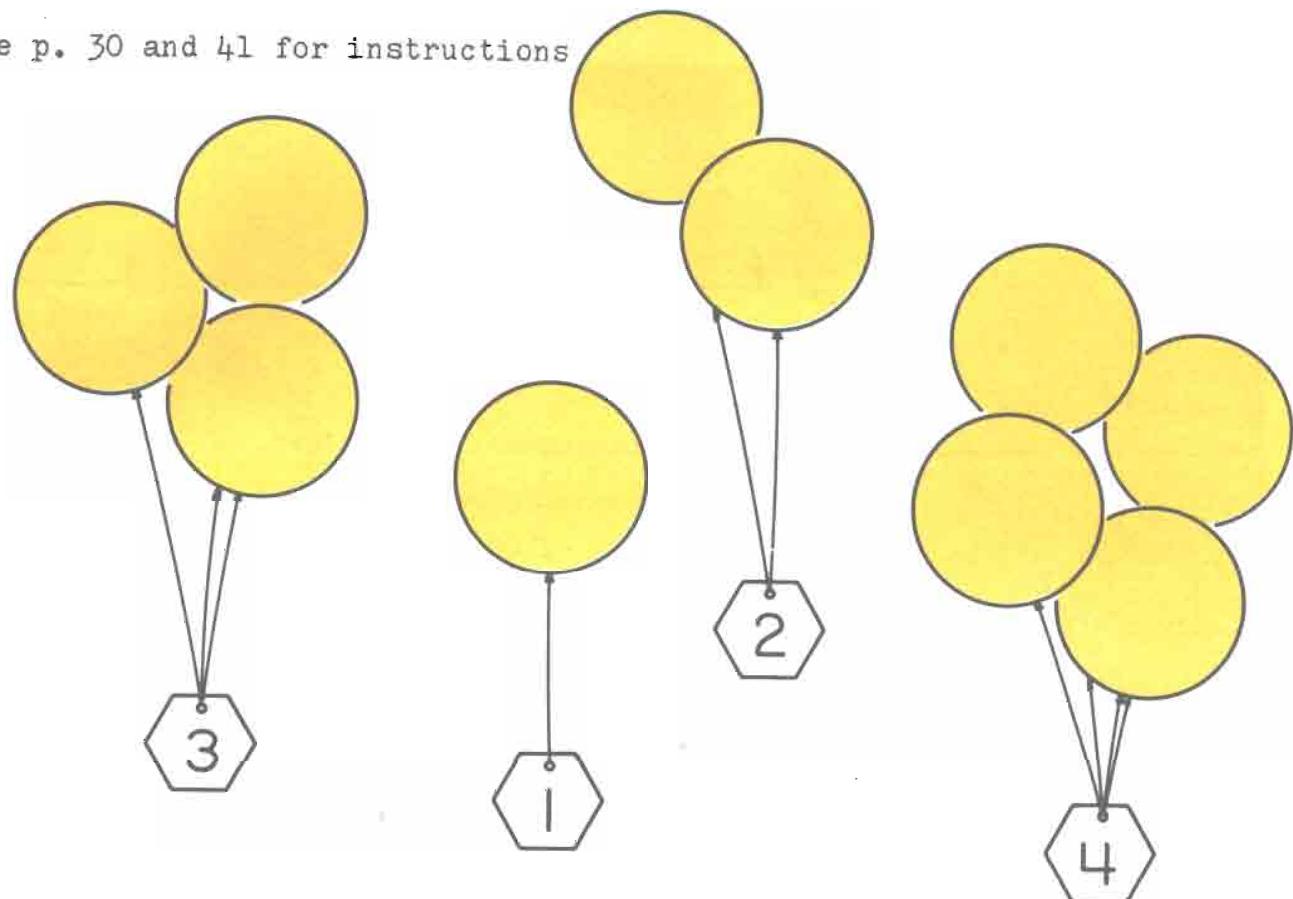
Please make up examples of your own.

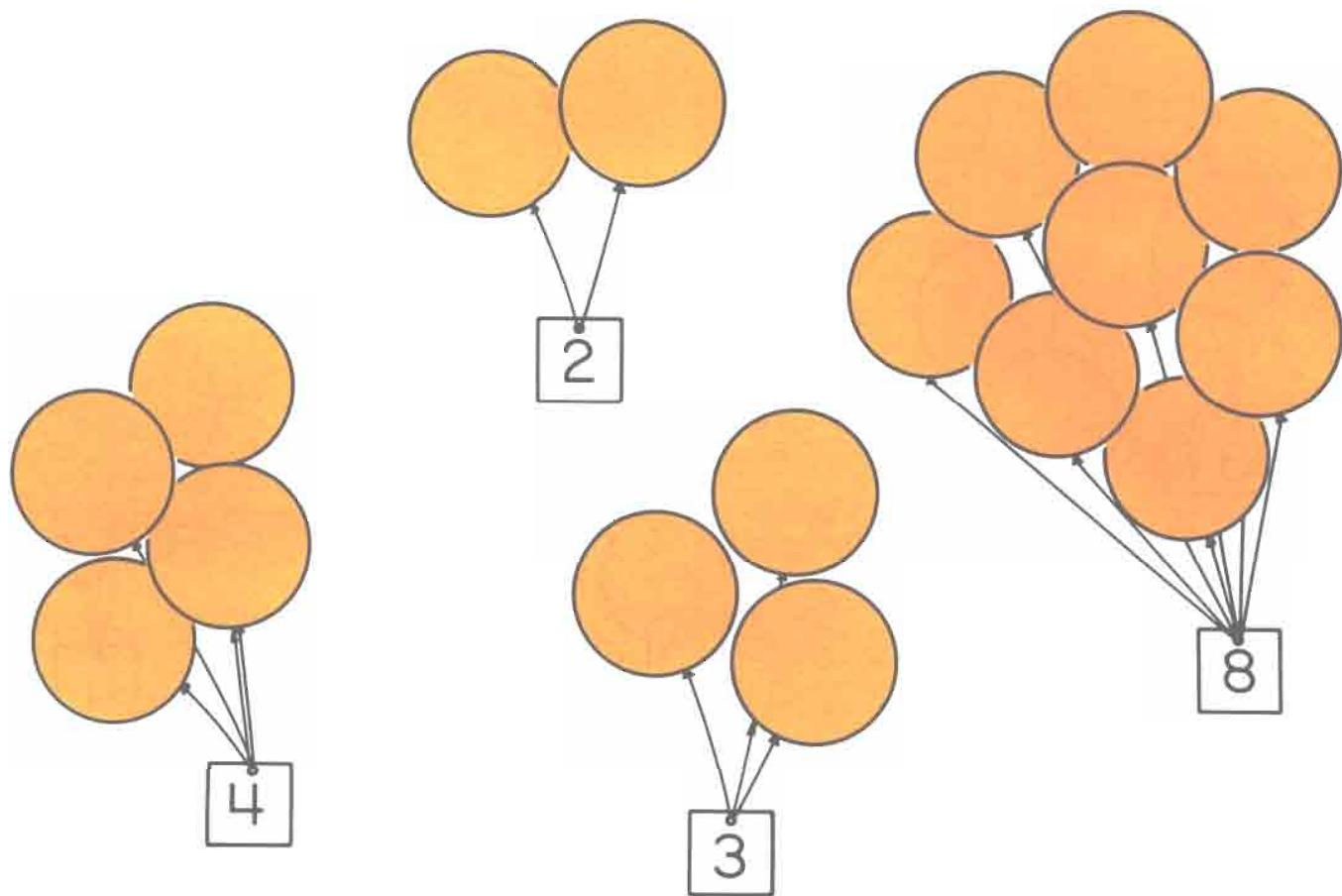
Favor de hacer ejemplos tuyos.

$$\begin{array}{r} \text{---} \\ = \text{---} \\ \hline \text{---} \end{array} \quad \begin{array}{r} \text{---} \\ = \text{---} \\ \hline \text{---} \end{array} \quad \begin{array}{r} \text{---} \\ = \text{---} \\ \hline \text{---} \end{array} \quad \begin{array}{r} \text{---} \\ = \text{---} \\ \hline \text{---} \end{array}$$

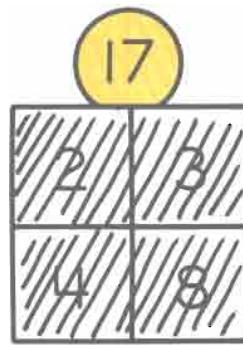
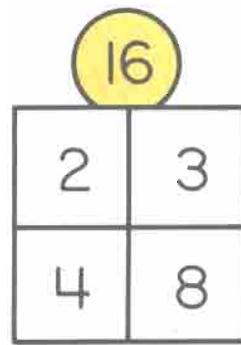
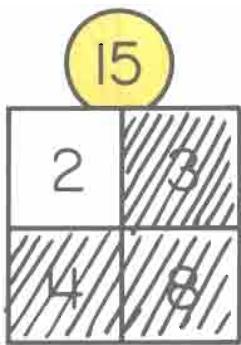
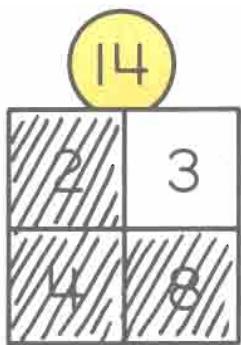
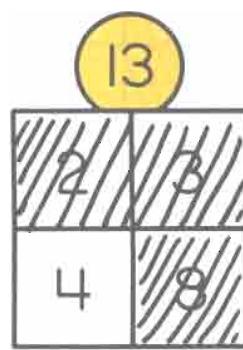
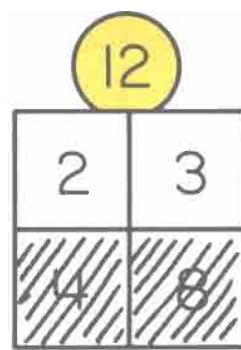
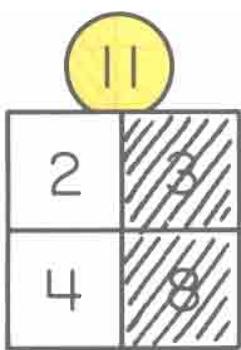
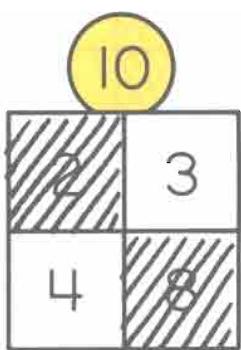


See p. 30 and 41 for instructions





One of the boxes below doesn't work.
See if the child can find it.



Please add the missing beans.

$$6$$
$$+7$$
$$\underline{\quad}$$

Total 13

Favor de agregar los frijoles que faltan.

$$8$$
$$+8$$
$$\underline{\quad}$$

Total 16

See pages 35 and 47 for instructions

$$7$$
$$+9$$
$$\underline{\quad}$$

16

$$7$$
$$+7$$
$$\underline{\quad}$$

14

$$8$$
$$+5$$
$$\underline{\quad}$$

13

$$9$$
$$+8$$
$$\underline{\quad}$$

17

$$9$$
$$+9$$
$$\underline{\quad}$$

18

$$6$$
$$+8$$
$$\underline{\quad}$$

14

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

15

$$8$$
$$+7$$
$$\underline{\quad}$$

15

COLORES DE CABELLOS EN MI CLASE

Hair colors in my class

See page 37 for instructions

12			
11			
10			
9			
8			
7			
6			
5			
4			
3			
2			
1			

BLONDE
rubio



BROWN
moreno



RED
rojo

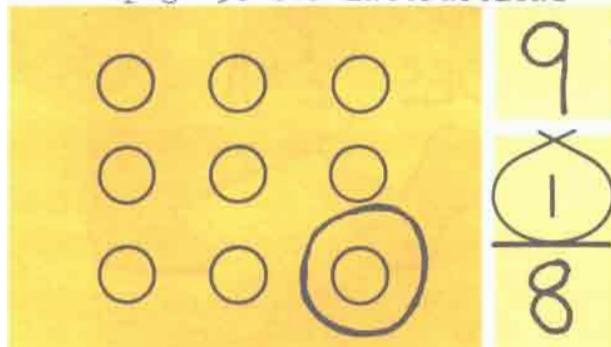


BLACK
negro

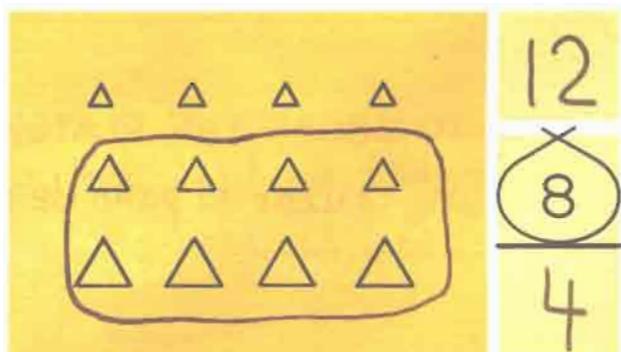
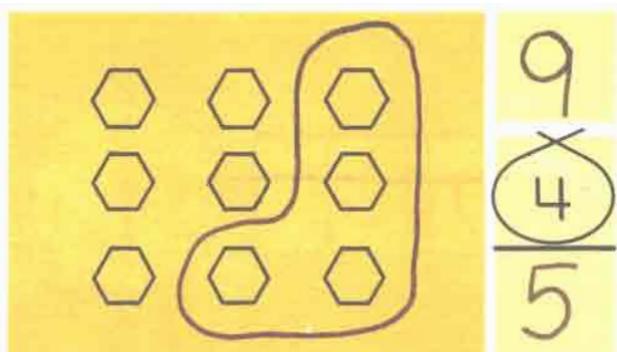
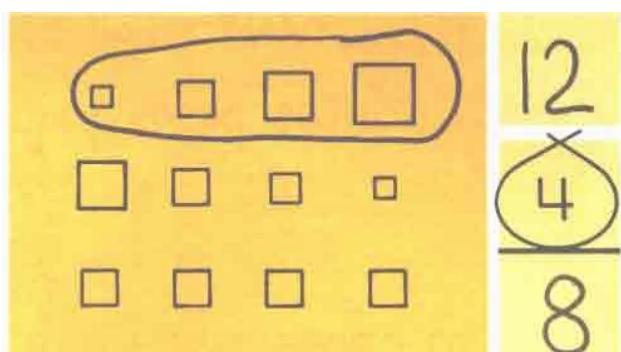
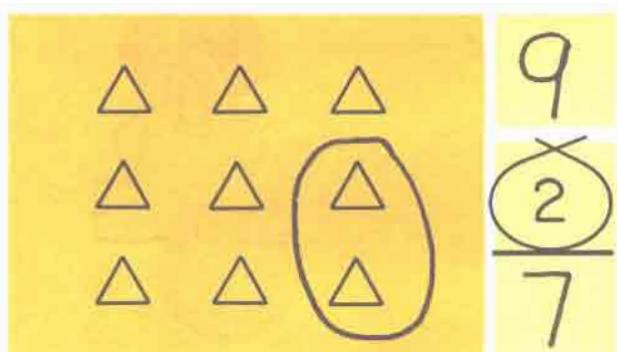
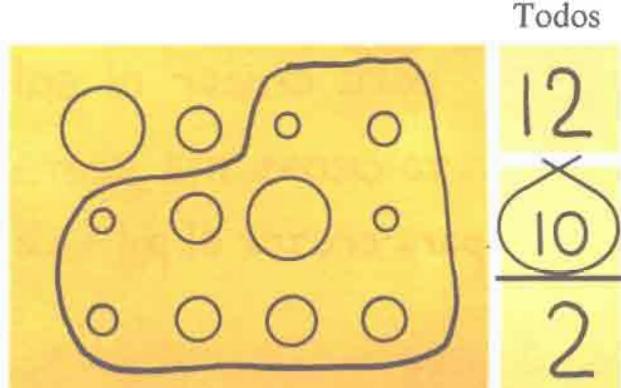
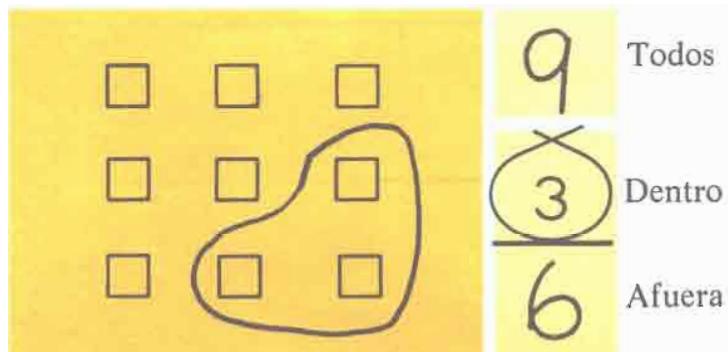
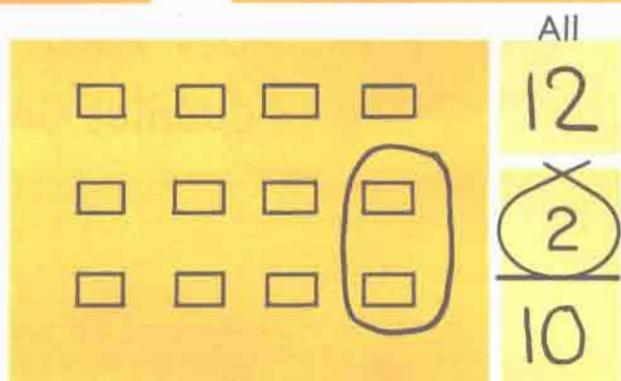


All together and "IN and OUT."

See page 38 for instructions



Todos juntos y "DENTRO y AFUERA"





1 ¢



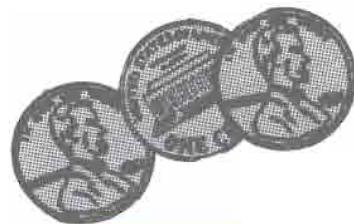
10 ¢



5 ¢



25 ¢



3 ¢

See page 40 for instructions



4 ¢



11 ¢



6 ¢



9 ¢



8 ¢



12 ¢



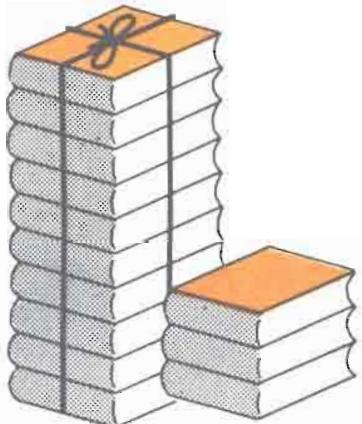
10 ¢

12	6:00
11	
10	
9	
8	
7	
6	
5	
4	
3	
2	
1	
12	

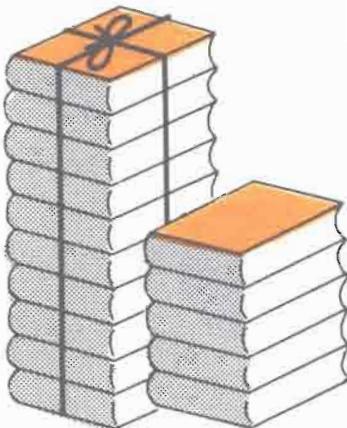
12	10:00
11	
10	
9	
8	
7	
6	
5	
4	
3	
2	
1	
12	

How many books?

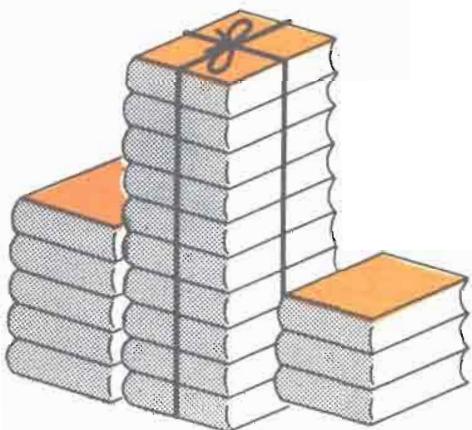
¿Cuántos libros hay?



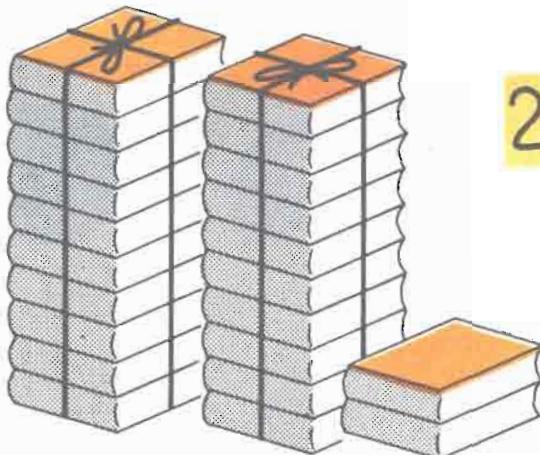
13



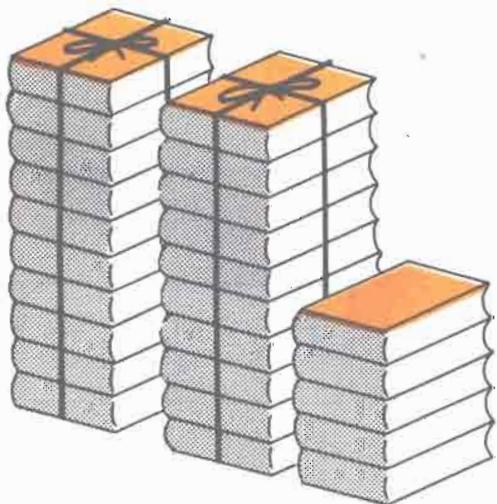
15



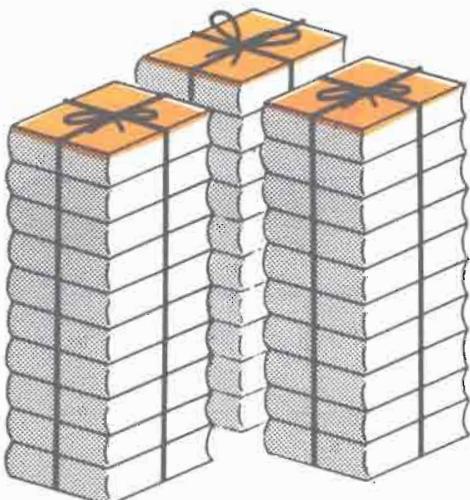
18



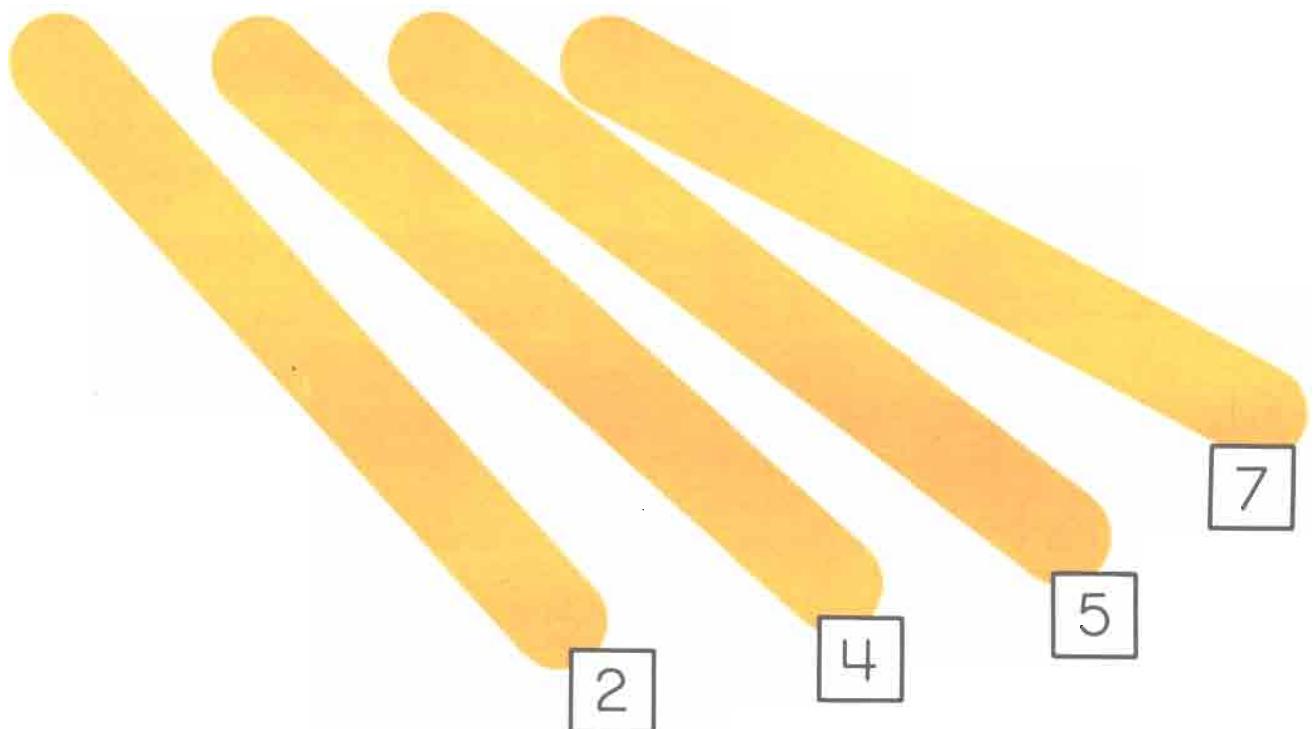
22



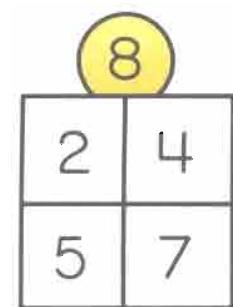
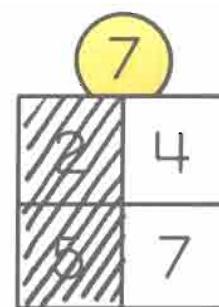
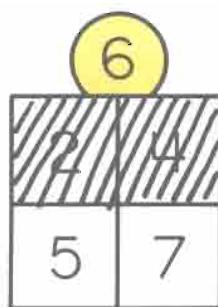
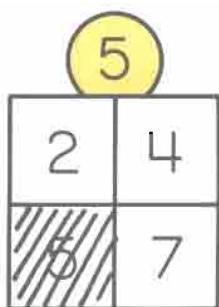
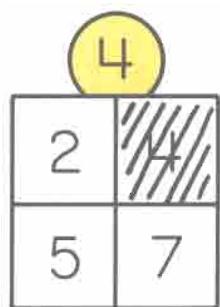
25



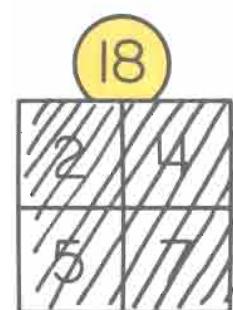
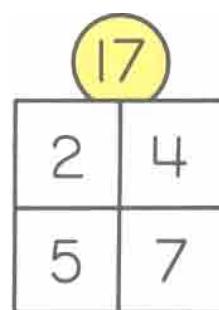
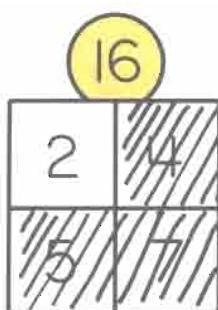
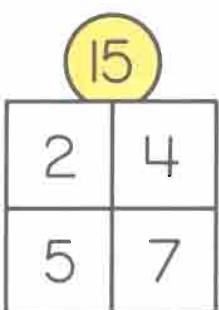
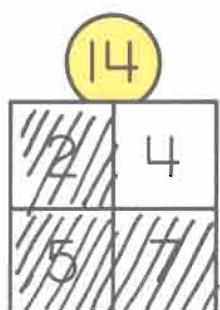
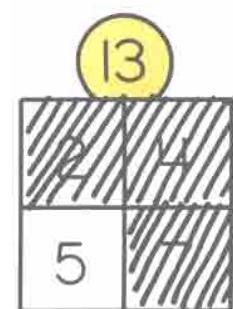
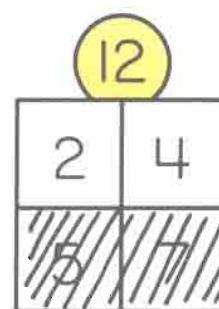
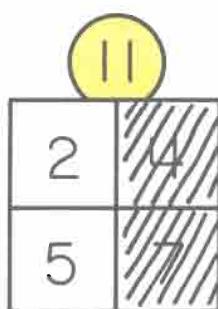
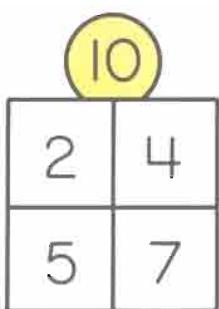
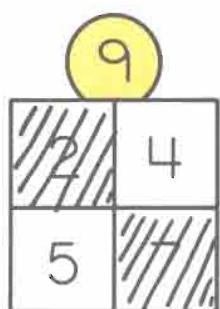
30



see page 41 for instructions



Four boxes can't be done





$$\begin{array}{r} -5 \\ + 6 \\ \hline 11 \end{array}$$

$$\begin{array}{r} -6 \\ + 6 \\ \hline 12 \end{array}$$

$$\begin{array}{r} -6 \\ + 5 \\ \hline 11 \end{array}$$

$$\begin{array}{r} -7 \\ + 5 \\ \hline 12 \end{array}$$

See page 35 and 47 for instructions



$$\begin{array}{r} 7 \\ 6 \\ \hline 13 \end{array}$$

$$\begin{array}{r} -7 \\ + 7 \\ \hline 14 \end{array}$$

$$\begin{array}{r} -8 \\ + 7 \\ \hline 15 \end{array}$$

$$\begin{array}{r} -8 \\ + 8 \\ \hline 16 \end{array}$$



$$\begin{array}{r} 7 \\ + 8 \\ \hline 15 \end{array}$$

$$\begin{array}{r} -6 \\ + 8 \\ \hline 14 \end{array}$$

$$\begin{array}{r} -6 \\ + 7 \\ \hline 13 \end{array}$$

$$\begin{array}{r} -7 \\ + 7 \\ \hline 14 \end{array}$$



$$\begin{array}{r} 9 \\ + 7 \\ \hline 16 \end{array}$$

$$\begin{array}{r} -9 \\ + 8 \\ \hline 17 \end{array}$$

$$\begin{array}{r} -9 \\ + 9 \\ \hline 18 \end{array}$$

$$\begin{array}{r} -8 \\ + 9 \\ \hline 17 \end{array}$$



$$\begin{array}{r} 9 \\ + 9 \\ \hline 18 \end{array}$$

$$\begin{array}{r} -9 \\ + 8 \\ \hline 17 \end{array}$$

$$\begin{array}{r} -8 \\ + 8 \\ \hline 16 \end{array}$$

$$\begin{array}{r} -7 \\ + 8 \\ \hline 15 \end{array}$$

MIDA SU MANO
Measure your hand

TRACE SU MANO AQUI Trace your hand here

Materials: rulers

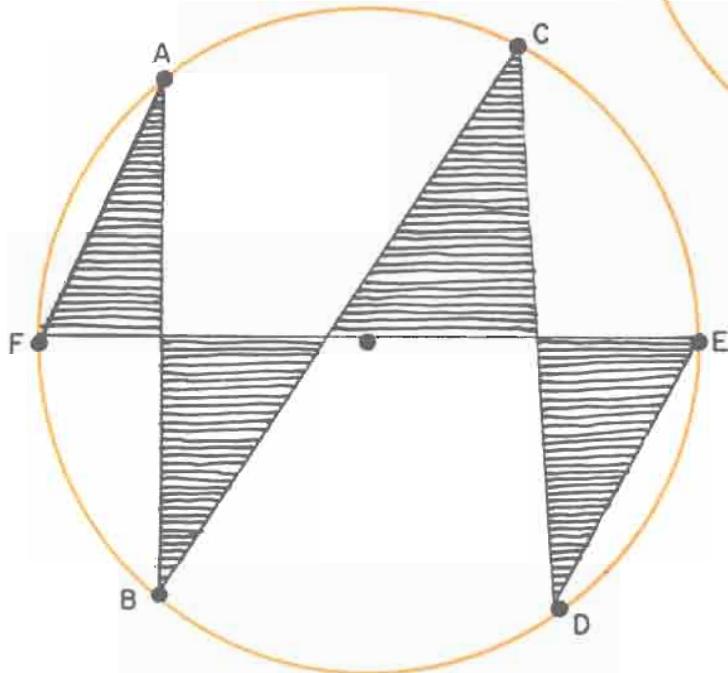
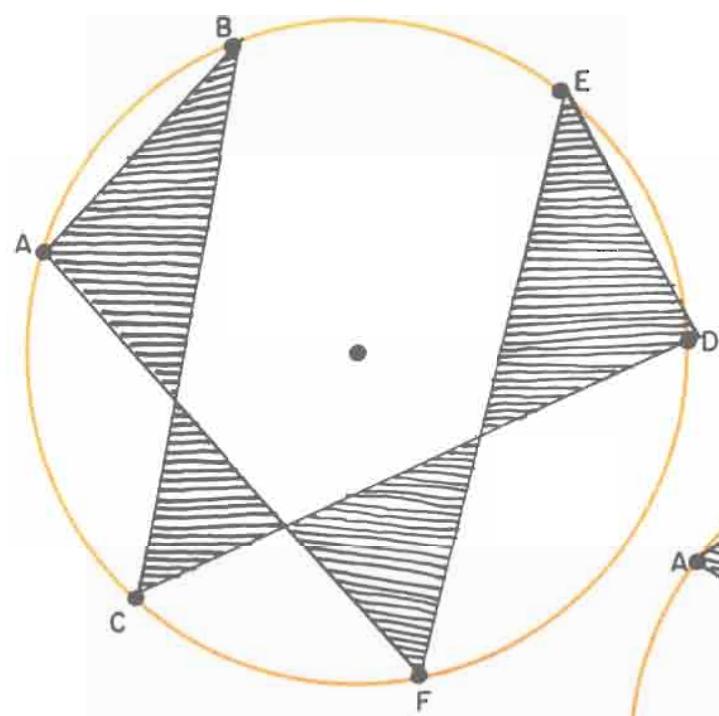
After he traces his hand, allow each child to measure whichever distance or however many different ones he cares to- across his hand or down fingers. Encourage more such activities!



¿ PUEDE USTED TRAZAR SU PIE ?
Can you trace your foot ?

In each circle, please draw these lines:

En cada círculo, favor de hacer estas líneas:



See page 51 for instructions

Please color in
all triangles you make.

Favor de pintar de color
los triángulos que haga.

In the diagram below, please color these boxes.

En el diagrama de abajo, favor de pintar de color estos cuadros.

See p. 52 for instructions.

2	4	6	8	10	12	14	16	18	20	22	24	26	28	30
---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

Please fill in the missing numbers. Then color these boxes:

Favor de llenar los números que faltan. Después pinte de color estos cuadros.

1	3	5	7	9	11	13	15	17
---	---	---	---	---	----	----	----	----

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18

Please fill in the missing numbers. Then color these boxes:

Favor de llenar los números que faltan. Después pinte de color estos cuadros.

5	10	15	20	25	30
---	----	----	----	----	----

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

ABOVE..... BELOW..... and BETWEEN
Arriba..... Abajo..... y ... En medio

See p. 53 for instructions

$$\begin{array}{r}
 \text{oo} \\
 \hline
 \text{oo} \\
 \hline
 \text{---} \\
 \text{oo} \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 2 \\
 \hline
 2 \\
 \hline
 \text{---} \\
 + 2 \\
 \hline
 6
 \end{array}$$

$$\begin{array}{r}
 \text{ooo} \\
 \hline
 \text{ooo} \\
 \hline
 \text{---} \\
 \text{ooo} \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 3 \\
 \hline
 3 \\
 \hline
 \text{---} \\
 + 3 \\
 \hline
 9
 \end{array}$$

$$\begin{array}{r}
 \text{oo} \\
 \hline
 \text{oo} \\
 \hline
 \text{---} \\
 \text{oo} \\
 \hline
 \text{oo} \\
 \hline
 \text{---} \\
 \text{oo} \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 4 \\
 \hline
 4 \\
 \hline
 \text{---} \\
 + 4 \\
 \hline
 12
 \end{array}$$

$$\begin{array}{r}
 \text{oo} \\
 \hline
 \text{oo} \\
 \hline
 \text{---} \\
 \text{oo} \\
 \hline
 \text{oo} \\
 \hline
 \text{---} \\
 \text{oo} \\
 \hline
 \text{oo} \\
 \hline
 \text{---} \\
 \text{oo} \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 5 \\
 \hline
 5 \\
 \hline
 \text{---} \\
 + 5 \\
 \hline
 15
 \end{array}$$

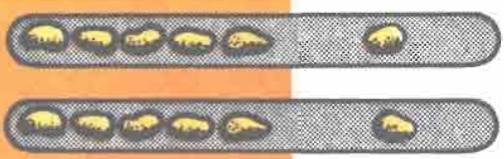
$$\begin{array}{r}
 \text{ooo} \\
 \hline
 \text{ooo} \\
 \hline
 \text{---} \\
 \text{ooo} \\
 \hline
 \text{ooo} \\
 \hline
 \text{---} \\
 \text{ooo} \\
 \hline
 \text{ooo} \\
 \hline
 \text{---} \\
 \text{ooo} \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 6 \\
 \hline
 6 \\
 \hline
 \text{---} \\
 + 6 \\
 \hline
 18
 \end{array}$$

$$\begin{array}{r}
 \text{oo} \\
 \hline
 \text{oo} \\
 \hline
 \text{---} \\
 \text{oo} \\
 \hline
 \text{oo} \\
 \hline
 \text{---} \\
 \text{oo} \\
 \hline
 \text{oo} \\
 \hline
 \text{---} \\
 \text{oo} \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 5 \\
 \hline
 5 \\
 \hline
 \text{---} \\
 + 3 \\
 \hline
 13
 \end{array}$$

$$\begin{array}{r}
 \text{ooo} \\
 \hline
 \text{oo} \\
 \hline
 \text{---} \\
 \text{oo} \\
 \hline
 \text{oo} \\
 \hline
 \text{---} \\
 \text{oo} \\
 \hline
 \text{oo} \\
 \hline
 \text{---} \\
 \text{oo} \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 6 \\
 \hline
 4 \\
 \hline
 \text{---} \\
 + 6 \\
 \hline
 16
 \end{array}$$

$$\begin{array}{r}
 \text{ooo} \\
 \hline
 \text{oo} \\
 \hline
 \text{---} \\
 \text{oo} \\
 \hline
 \text{oo} \\
 \hline
 \text{---} \\
 \text{oo} \\
 \hline
 \text{oo} \\
 \hline
 \text{---} \\
 \text{oo} \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 7 \\
 \hline
 3 \\
 \hline
 \text{---} \\
 + 5 \\
 \hline
 15
 \end{array}$$

$$\begin{array}{r}
 \text{ooo} \\
 \hline
 \text{oo} \\
 \hline
 \text{---} \\
 \text{oo} \\
 \hline
 \text{oo} \\
 \hline
 \text{---} \\
 \text{oo} \\
 \hline
 \text{oo} \\
 \hline
 \text{---} \\
 \text{oo} \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 7 \\
 \hline
 1 \\
 \hline
 \text{---} \\
 + 9 \\
 \hline
 17
 \end{array}$$



$$\begin{array}{r} 6 \\ + 6 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 7 \\ + 7 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 8 \\ + 8 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 9 \\ + 9 \\ \hline 18 \end{array}$$

See p. 35 & 47 for instructions



$$\begin{array}{r} 5 \\ + 9 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 6 \\ + 9 \\ \hline 15 \end{array}$$

$$\begin{array}{r} 7 \\ + 9 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 9 \\ + 7 \\ \hline 16 \end{array}$$



$$\begin{array}{r} 7 \\ + 6 \\ \hline 13 \end{array}$$

$$\begin{array}{r} 8 \\ + 5 \\ \hline 13 \end{array}$$

$$\begin{array}{r} 9 \\ + 4 \\ \hline 13 \end{array}$$

$$\begin{array}{r} 10 \\ + 3 \\ \hline 13 \end{array}$$



$$\begin{array}{r} 8 \\ + 8 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 9 \\ + 7 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 10 \\ + 6 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 11 \\ + 5 \\ \hline 16 \end{array}$$



$$\begin{array}{r} 6 \\ + 7 \\ \hline 13 \end{array}$$

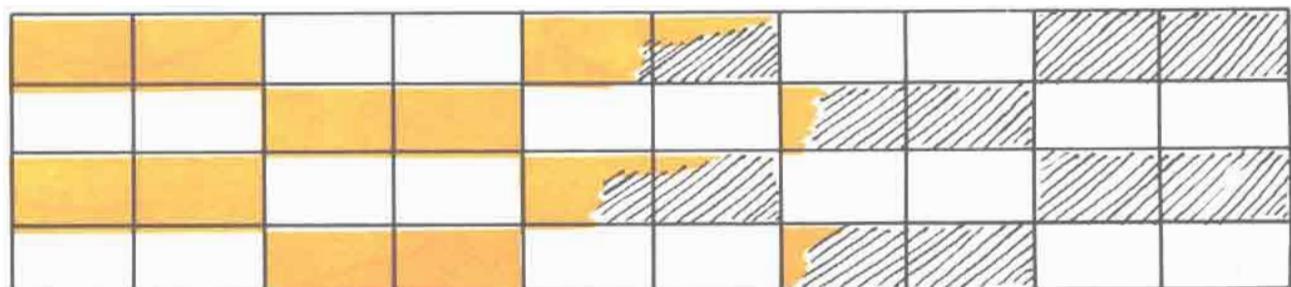
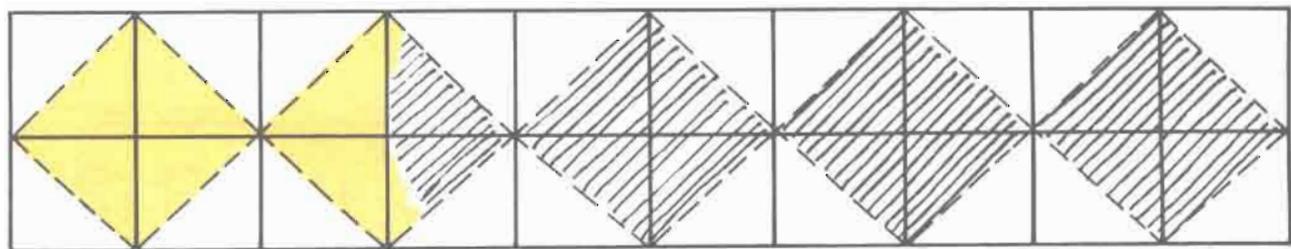
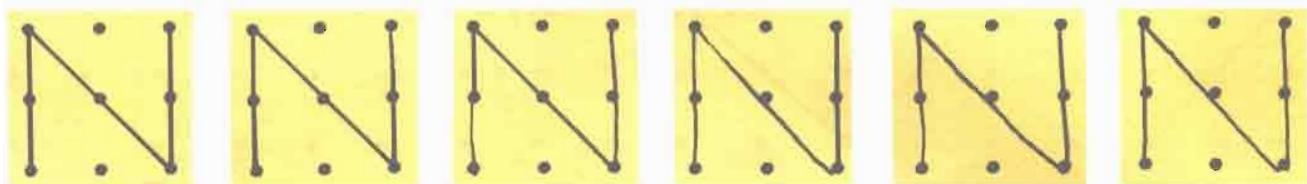
$$\begin{array}{r} 7 \\ + 8 \\ \hline 15 \end{array}$$

$$\begin{array}{r} 8 \\ + 7 \\ \hline 15 \end{array}$$

$$\begin{array}{r} 9 \\ + 8 \\ \hline 17 \end{array}$$

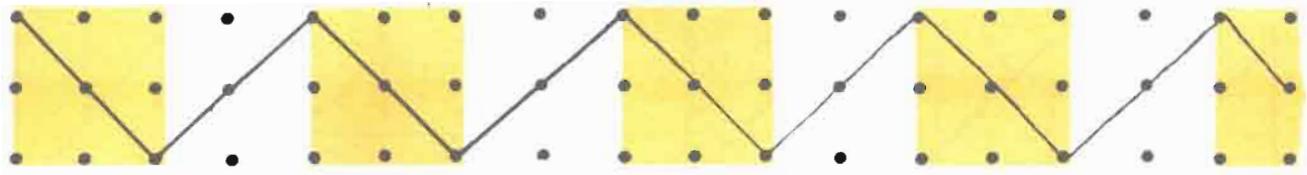
Please follow the patterns.

Favor de seguir las muestras.

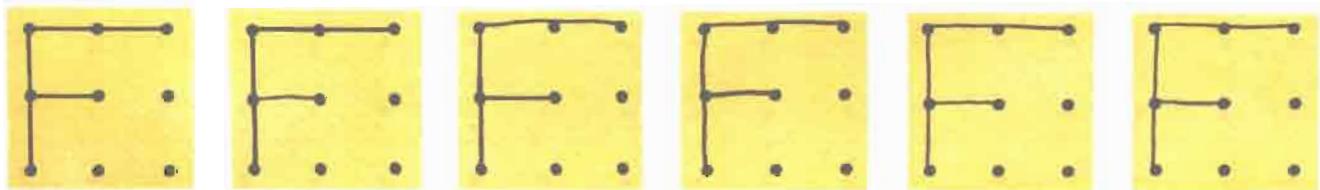


Please follow the patterns.

Favor de seguir las muestras.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20



orange	orange	white	orange	orange	white	orange	orange	white	orange
orange	white								
white	orange	orange	white	white	orange	white	white	orange	white

