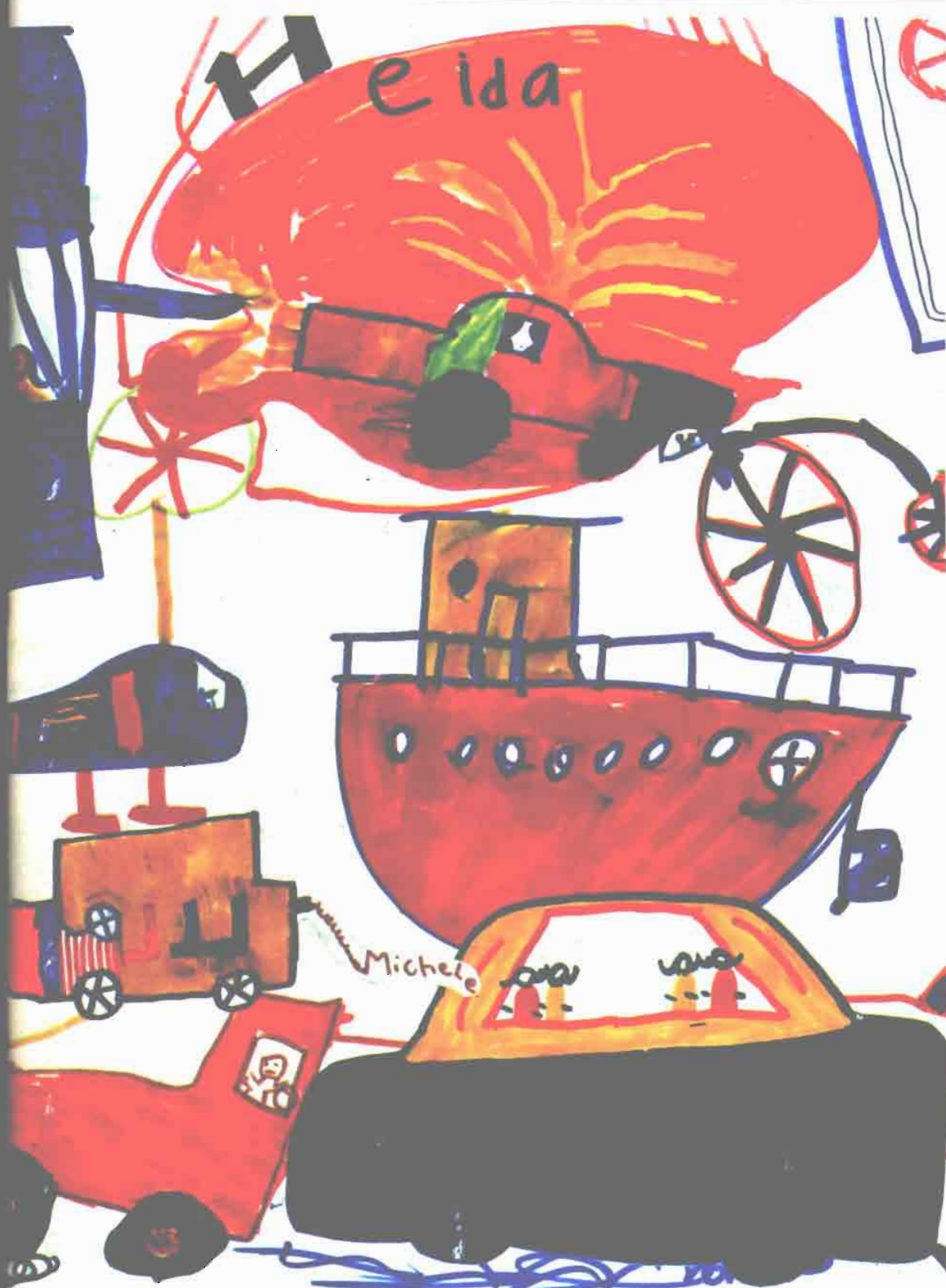




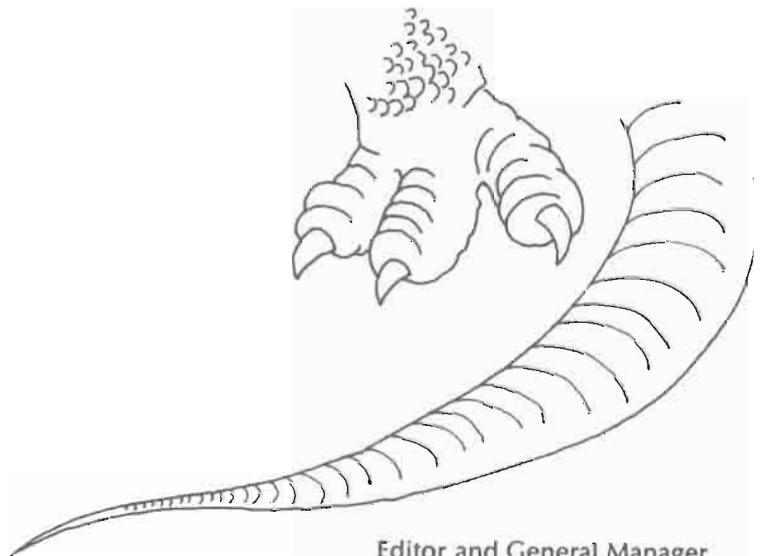
CD math
A ROBERT W. WIRTZ

answers &
annotations

patterns & problems

(Jumping around in mathematics)

b



Cover Art

The First/Second grade class of Elaine Greene at
River School

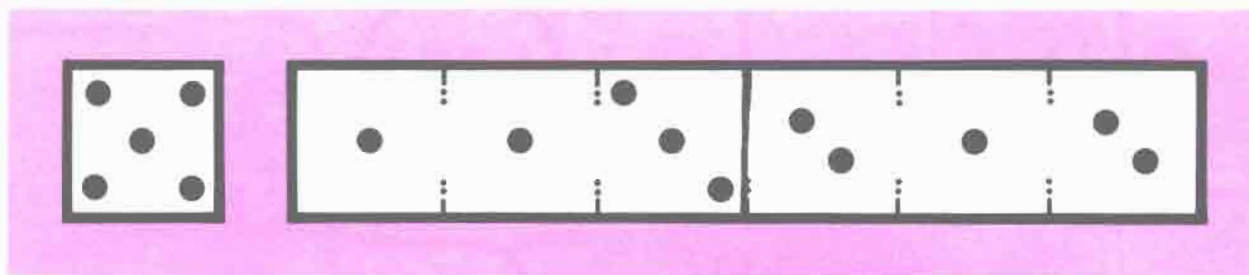
Art Staff

LORENZO ANDRE
TOM GUNDELFINGER

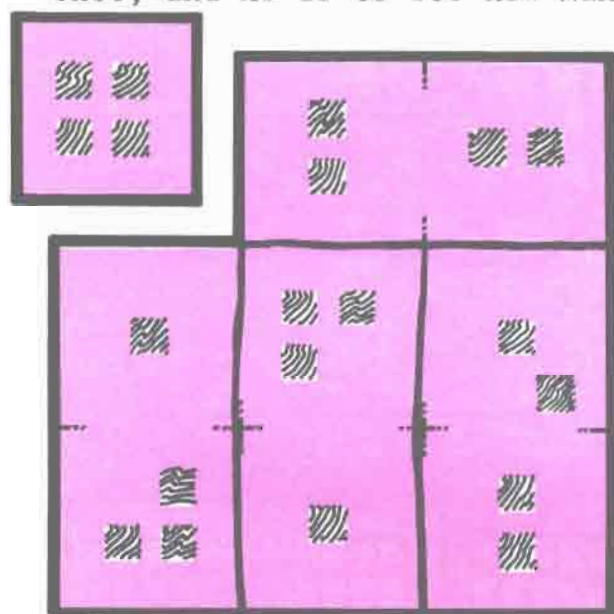
Editor and General Manager
ROBERT BECK

Art and Production Manager
LIESELOTTE ESSER

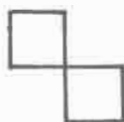
©1974, CURRICULUM DEVELOPMENT ASSOCIATES, INC.
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Washington, D.C. 20036



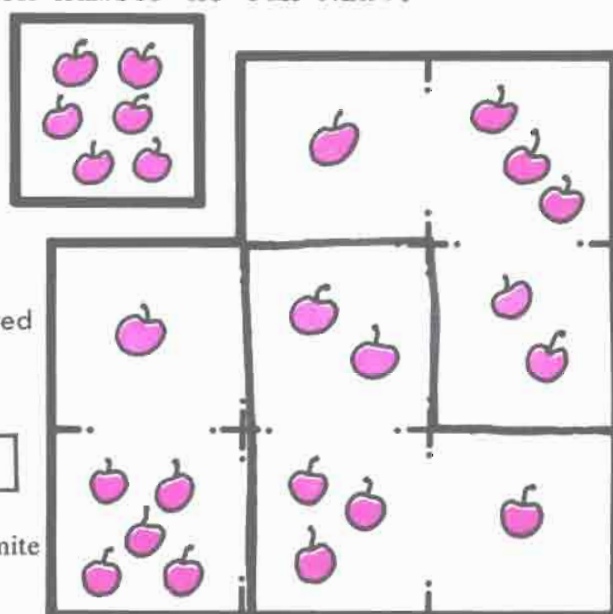
Here the child is to fence as many combinations as possible to make the same number as in the example. He may not use any box more than once, and he is to see how many of each number he can make.



not allowed

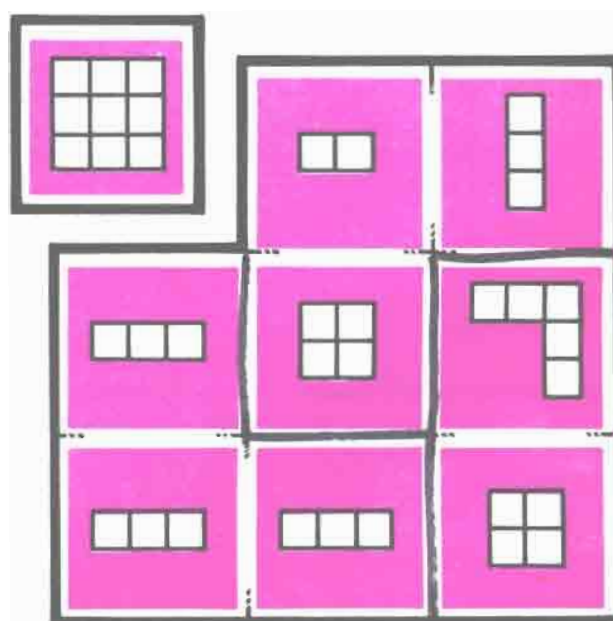
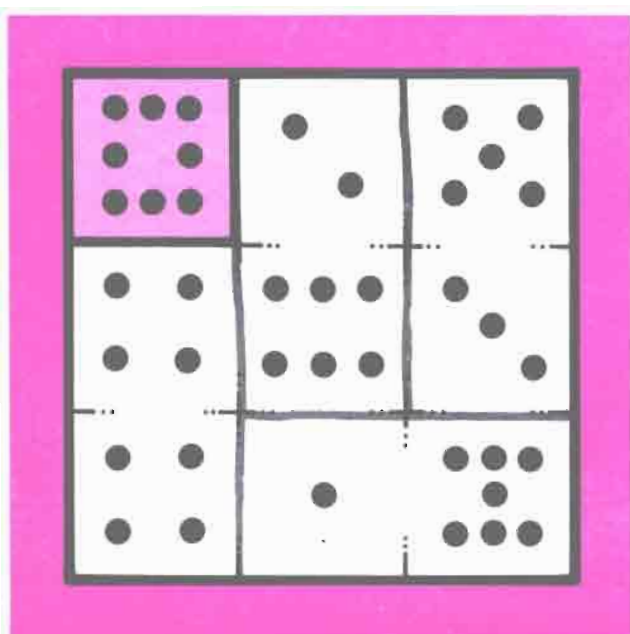


no se permite



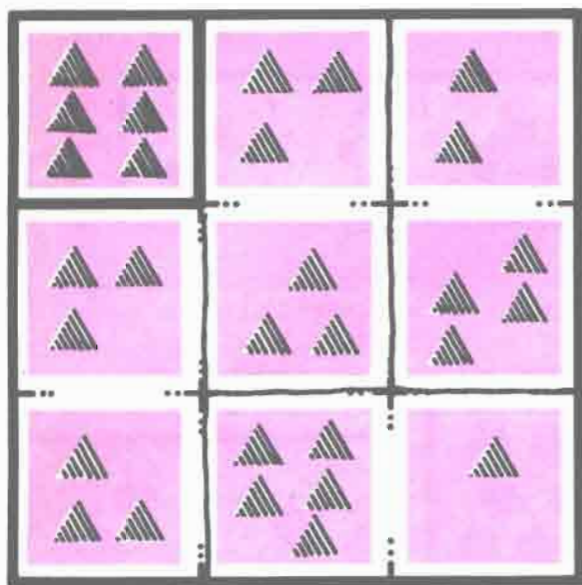
If a child needs or wants more like this, see pp. 65 & 66.

Related pages in Drill and Practice (D&P) pp. 94-101, p. 125.

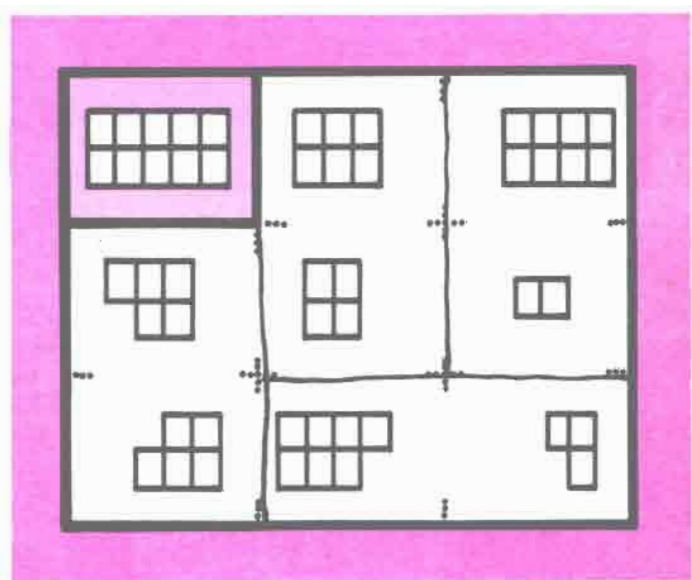
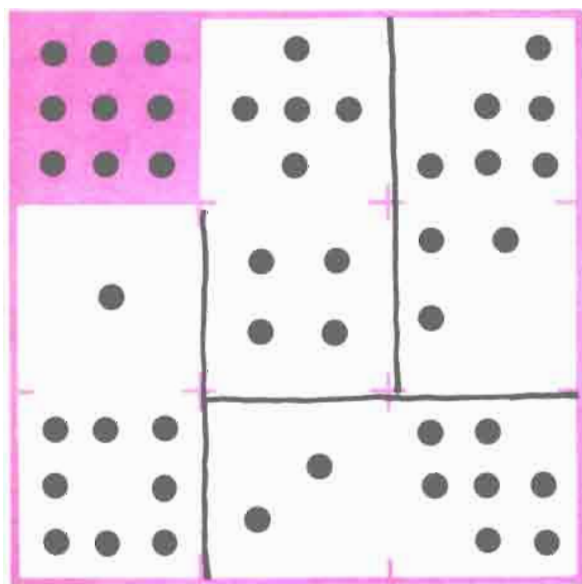
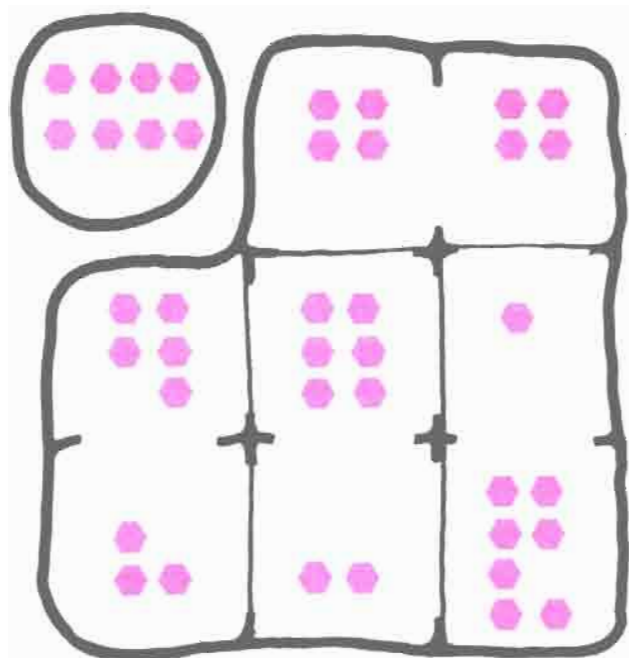


Many of these puzzles have more than one solution.

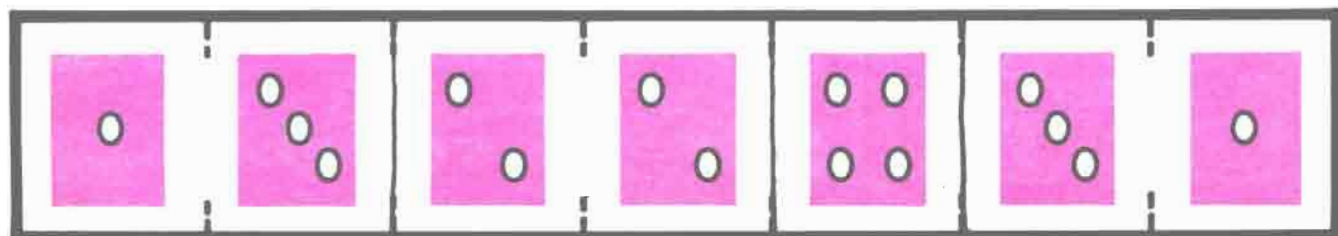
Fencing



Cercando



For this puzzle, the child is to decide which number is called for to fence all the squares in the box. The number here is 4, or 8.



The children may wish to use real beansticks to find the answers at first.

See also: D&P
p. 29, 30 85-87

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

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

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

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

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

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

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

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

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

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

Please draw the missing beans.

See p. 3 for suggestions.

Favor de dibujar los frijoles que faltan.

More like this on p. 69.

$$\begin{array}{r}
 \text{5 beans} + 1 \text{ bean} = 6 \\
 \text{5 beans} + 1 \text{ bean} = 6 \\
 \hline
 12
 \end{array}$$

$$\begin{array}{r}
 \text{5 beans} \\
 \text{7 beans} + 2 \text{ beans} = 7 \\
 \hline
 12
 \end{array}$$

$$\begin{array}{r}
 \text{5 beans} + 1 \text{ bean} = 6 \\
 \text{8 beans} + 6 \text{ beans} = 8 \\
 \hline
 14
 \end{array}$$

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

$$\begin{array}{r}
 \text{8 beans} \\
 \text{7 beans} + 2 \text{ beans} = 7 \\
 \hline
 15
 \end{array}$$

$$\begin{array}{r}
 \text{9 beans} \\
 \text{5 beans} + 1 \text{ bean} = 6 \\
 \hline
 15
 \end{array}$$

$$\begin{array}{r}
 \text{7 beans} + 2 \text{ beans} = 7 \\
 \text{5 beans} = 5 \\
 \hline
 12
 \end{array}$$

$$\begin{array}{r}
 \text{7 beans} + 2 \text{ beans} = 7 \\
 \text{9 beans} + 7 \text{ beans} = 9 \\
 \hline
 16
 \end{array}$$

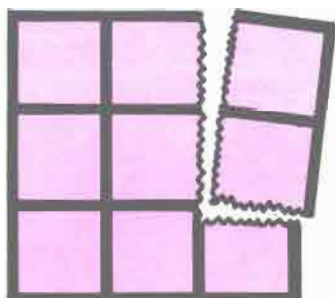
$$\begin{array}{r}
 \text{10 beans} \\
 \text{5 beans} + 5 \text{ beans} = 5 \\
 \hline
 15
 \end{array}$$

$$\begin{array}{r}
 \text{9 beans} \\
 \text{10 beans} + 9 \text{ beans} = 10 \\
 \hline
 19
 \end{array}$$

What can you see?

Here the child is to write as many combinations as he can for each picture.

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

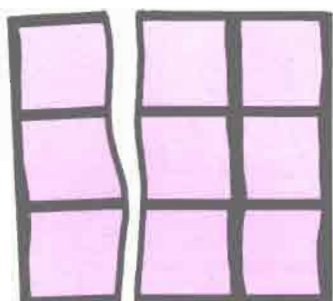


$$\begin{array}{r} 9 \\ -2 \\ \hline 7 \end{array} \quad \begin{array}{r} 9 \\ -7 \\ \hline 2 \end{array} \quad \begin{array}{r} 7 \\ +2 \\ \hline 9 \end{array} \quad \begin{array}{r} 2 \\ +7 \\ \hline 9 \end{array}$$

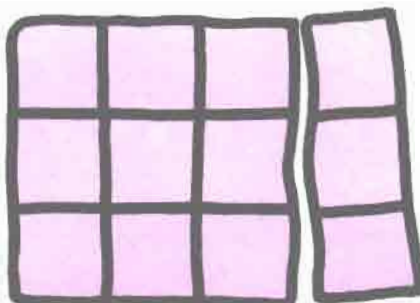
¿Qué puede ver usted?



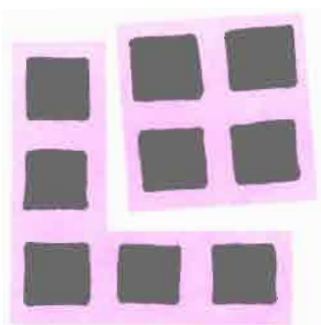
$$\begin{array}{r} 12 \\ -4 \\ \hline 8 \end{array} \quad \begin{array}{r} 12 \\ -8 \\ \hline 4 \end{array} \quad \begin{array}{r} 8 \\ +4 \\ \hline 12 \end{array} \quad \begin{array}{r} 4 \\ +8 \\ \hline 12 \end{array}$$



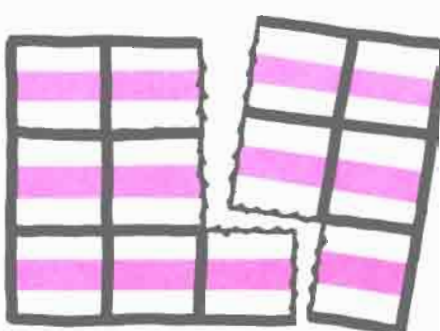
$$\begin{array}{r} 9 \\ -3 \\ \hline 6 \end{array} \quad \begin{array}{r} 9 \\ -6 \\ \hline 3 \end{array} \quad \begin{array}{r} 6 \\ +3 \\ \hline 9 \end{array} \quad \begin{array}{r} 3 \\ +6 \\ \hline 9 \end{array}$$



$$\begin{array}{r} 12 \\ -3 \\ \hline 9 \end{array} \quad \begin{array}{r} 12 \\ -9 \\ \hline 3 \end{array} \quad \begin{array}{r} 3 \\ +9 \\ \hline 12 \end{array} \quad \begin{array}{r} 9 \\ +3 \\ \hline 12 \end{array}$$



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



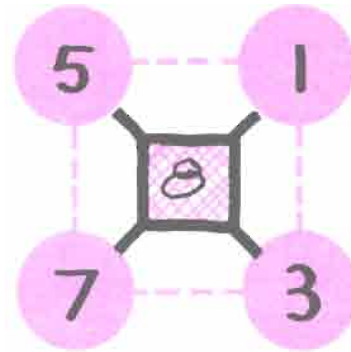
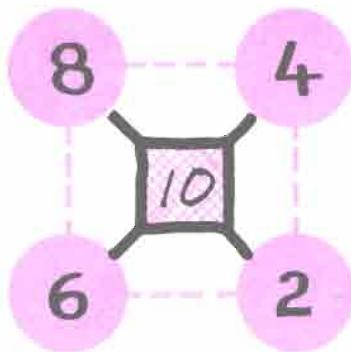
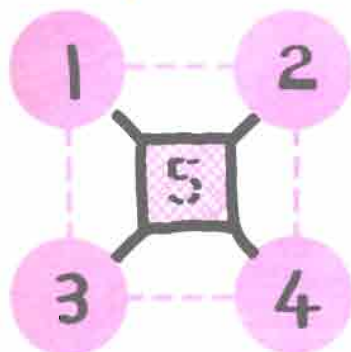
$$\begin{array}{r} 12 \\ -7 \\ \hline 5 \end{array} \quad \begin{array}{r} 12 \\ -5 \\ \hline 7 \end{array} \quad \begin{array}{r} 7 \\ +5 \\ \hline 12 \end{array} \quad \begin{array}{r} 5 \\ +7 \\ \hline 12 \end{array}$$

Number Wheels

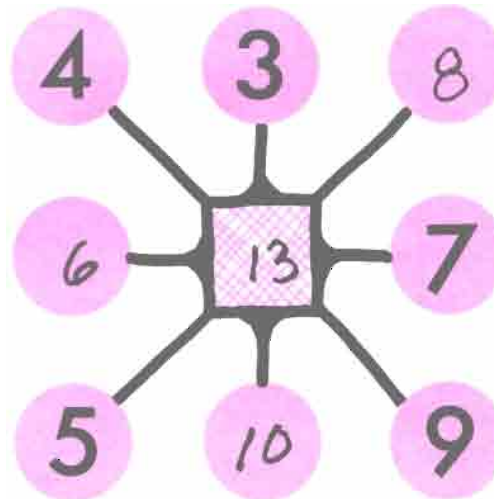
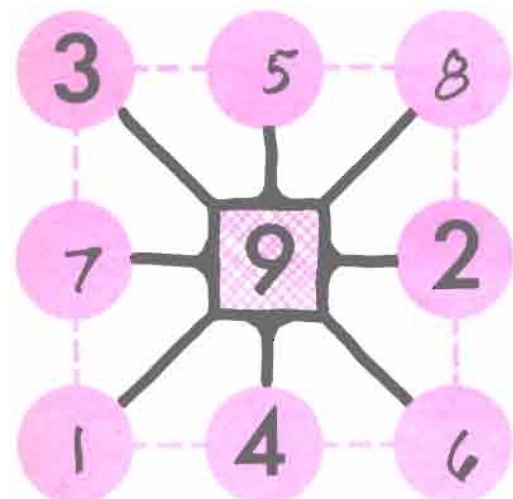
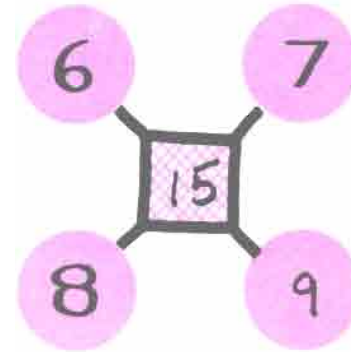
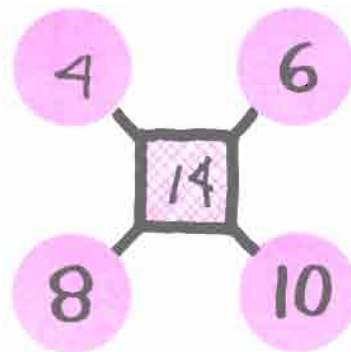
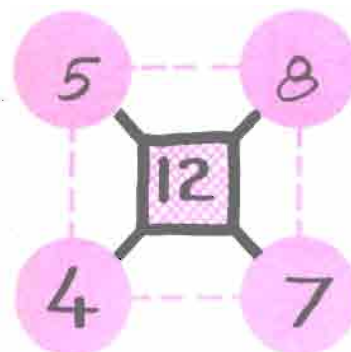
For some of these, there may be several correct answers for the outer circles, but there is only one correct answer in the center.

The sum is in the center.

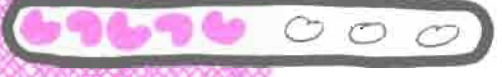
La suma está en el centro.



For those who want more refer to pp. 67, 68.



Here the child may wish to draw in the beans he needs to finish the row of sums.



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

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

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

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

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

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

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

$$\begin{array}{r} 10 \\ + 5 \\ \hline 15 \end{array}$$

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

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

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

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

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

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

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

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

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

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

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

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

Please draw in the missing beans.

Favor de dibujar los frijoles que faltan.

For more of the same refer to pp. 69 and 70.



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

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

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

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



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

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

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

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



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

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

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

$$\begin{array}{r} 11 \\ + 11 \\ \hline 22 \end{array}$$



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

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

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

$$\begin{array}{r} 10 \\ + 9 \\ \hline 19 \end{array}$$



$$\begin{array}{r} 10 \\ + 9 \\ \hline 19 \end{array}$$

$$\begin{array}{r} 10 \\ + 8 \\ \hline 18 \end{array}$$

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

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

Please draw in the missing beans.

Favor de dibujar los frijoles que faltan.

For more of the same refer to pp. 69 and 70.



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

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

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

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



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

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

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

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



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

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

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

$$\begin{array}{r} 11 \\ \text{---} \\ + 11 \\ \hline 22 \end{array}$$



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

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

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

$$\begin{array}{r} 10 \\ \text{---} \\ + 9 \\ \hline 19 \end{array}$$



$$\begin{array}{r} 10 \\ \text{---} \\ + 9 \\ \hline 19 \end{array}$$

$$\begin{array}{r} 10 \\ \text{---} \\ + 8 \\ \hline 18 \end{array}$$

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

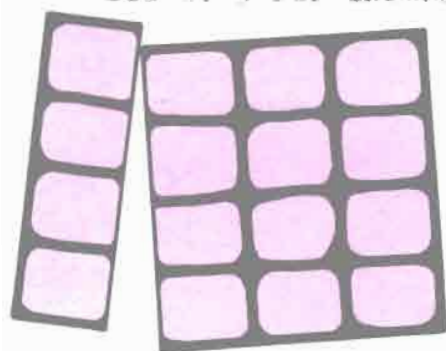
$$\begin{array}{r} 8 \\ \text{---} \\ + 8 \\ \hline 16 \end{array}$$

What can you see?

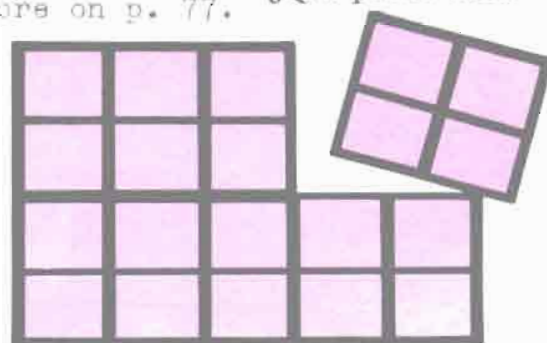
See p. 5 for instructions.

More on p. 77.

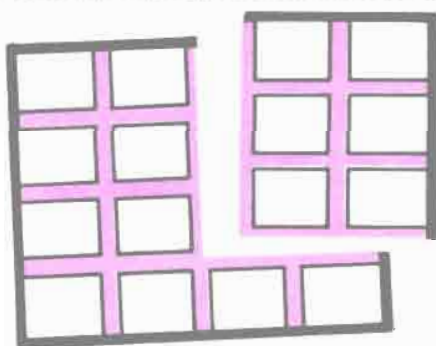
¿Qué puede usted ver?



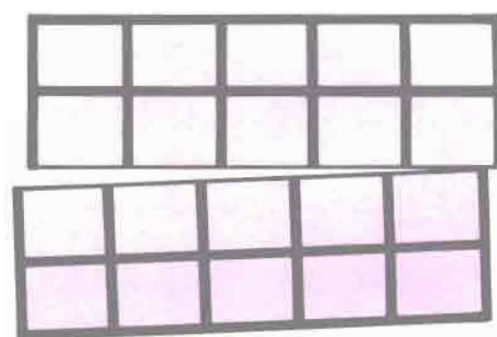
$$\begin{array}{r} 16 \\ - 4 \\ \hline 12 \end{array} \quad \begin{array}{r} 16 \\ - 12 \\ \hline 4 \end{array} \quad \begin{array}{r} 4 \\ + 12 \\ \hline 16 \end{array} \quad \begin{array}{r} 12 \\ + 4 \\ \hline 16 \end{array}$$



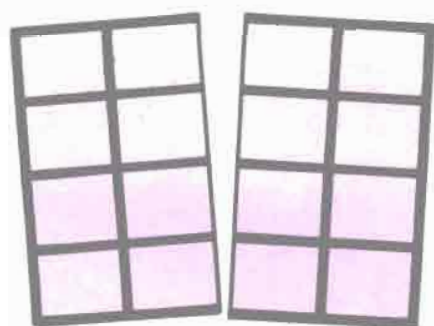
$$\begin{array}{r} 20 \\ - 4 \\ \hline 16 \end{array} \quad \begin{array}{r} 20 \\ - 16 \\ \hline 4 \end{array} \quad \begin{array}{r} 4 \\ + 16 \\ \hline 20 \end{array} \quad \begin{array}{r} 16 \\ + 4 \\ \hline 20 \end{array}$$



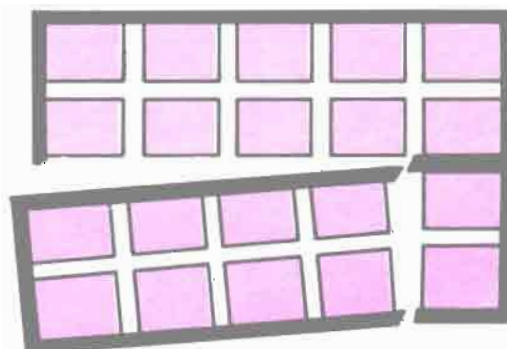
$$\begin{array}{r} 16 \\ - 6 \\ \hline 10 \end{array} \quad \begin{array}{r} 16 \\ - 10 \\ \hline 6 \end{array} \quad \begin{array}{r} 6 \\ + 10 \\ \hline 16 \end{array} \quad \begin{array}{r} 10 \\ + 6 \\ \hline 16 \end{array}$$



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



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



$$\begin{array}{r} 20 \\ - 8 \\ \hline 12 \end{array} \quad \begin{array}{r} 20 \\ - 12 \\ \hline 8 \end{array} \quad \begin{array}{r} 12 \\ + 8 \\ \hline 20 \end{array} \quad \begin{array}{r} 8 \\ + 12 \\ \hline 20 \end{array}$$



MIRANDO ALREDEDOR DE SU CLASE Looking around in your class



No materials needed, except possibly a tape measure.
The children can expand this exercise to any superlative
they wish. For similar "fun" pages requiring counting
refer to pages 71 and 74.



HAS THE MOST FRECKLES
tiene más pecas



TIENE LAS UÑAS MÁS LARGAS
has the longest fingernails



IS SHORTEST
es el más bajo

ES EL MÁS ALTO
is tallest



HAS THE BIGGEST SMILE
tiene la sonrisa más grande



TIENE LOS BRAZOS MÁS LARGOS
has the longest arms



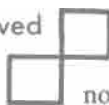
HAS THE CURLIEST HAIR
tiene el pelo más rizado



TIENE LA MAYOR CANTIDAD
DE BOTONES
has the most buttons

Please fence and color.

not allowed

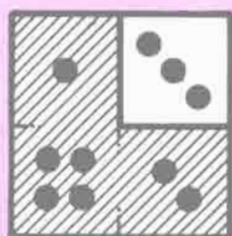


Favor de cercar y pintar de color.

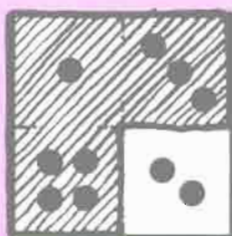
See also: D&P pp. 94-101.

See p. 1 for suggestions.

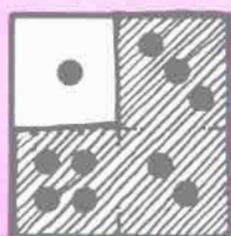
no se permite



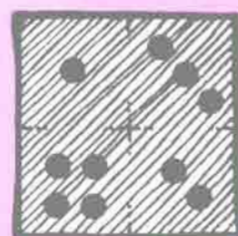
7



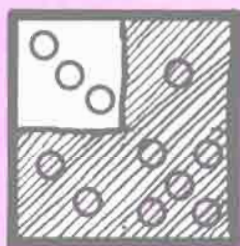
8



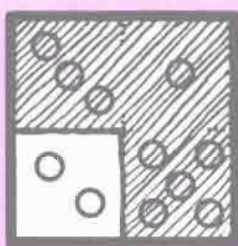
9



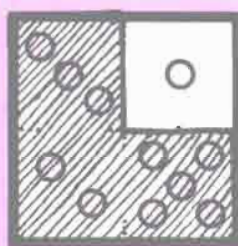
10



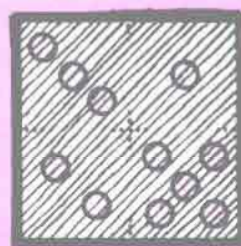
8



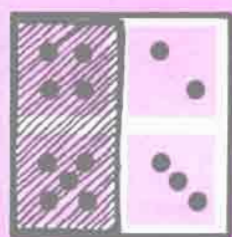
9



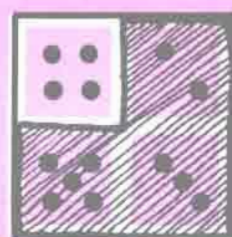
10



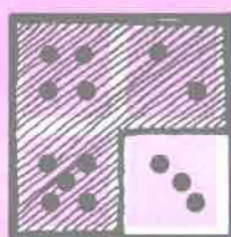
11



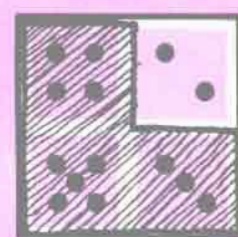
9



10



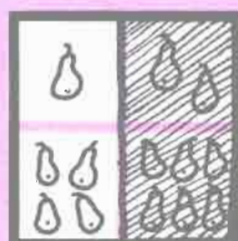
11



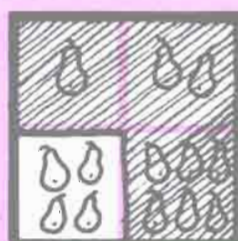
12



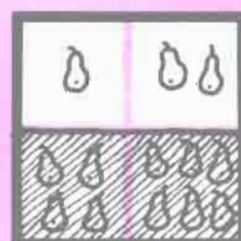
7



8



9



10

Please fence and color.

Favor de cercar y pintar de color.

For those who want more refer to pp. 72 and 73.

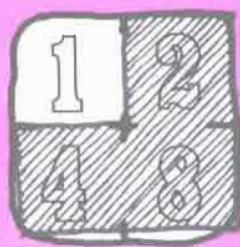
See D&P p. 125 for transition from symbols to numerals.



12



13



14



15



9



11



13



14



7



8



10



11



12



13



14



15



1¢



5¢



10¢



25¢

The child may wish to use real or play coins to find the sums at first.

15¢

10¢

5¢

20¢

5¢

5¢

5¢

5¢

For more of the same refer to p. 75.

15¢

5¢

5¢

5¢

25¢

10¢

5¢

5¢

5¢

25¢

10¢

10¢

5¢

28¢

25¢

1¢

1¢

1¢

30¢

25¢

5¢

35¢

25¢

10¢

25¢

5¢

5¢

5¢

5¢

5¢

33¢

10¢

10¢

10¢

1¢

1¢

1¢

34¢

25¢

5¢

1¢

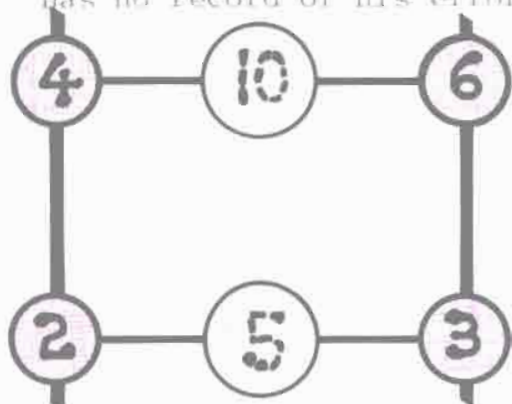
1¢

1¢

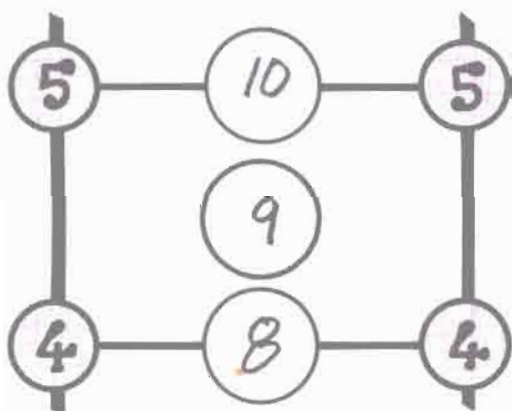
1¢

Number Ladders

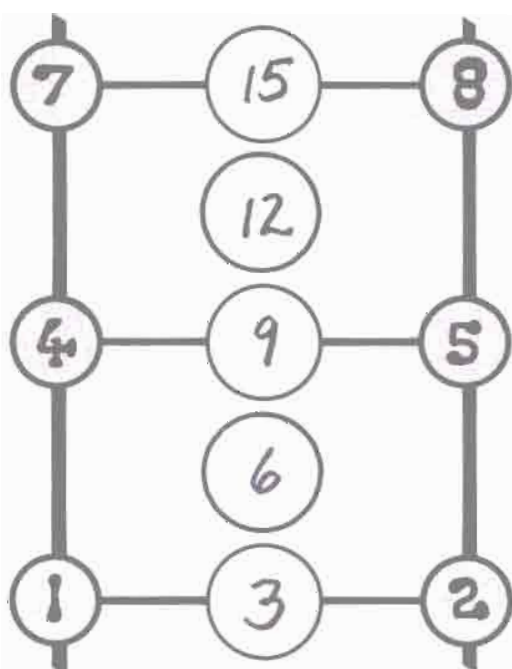
The child may want to try this with beans or rice first, so that he has no record of his errors.



For those who want to do more refer to pp. 76 and 84.

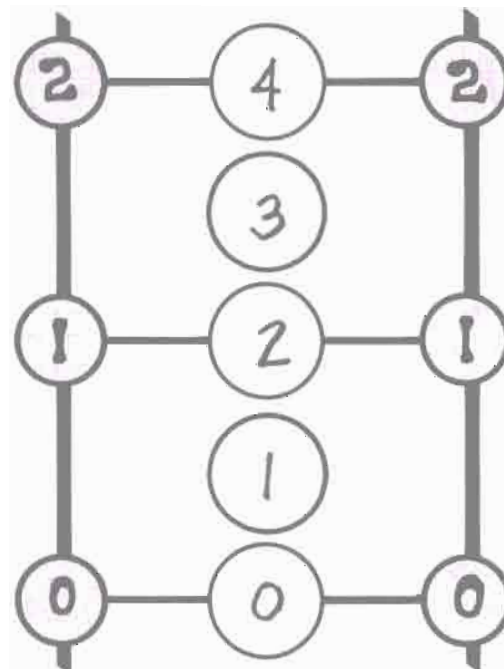
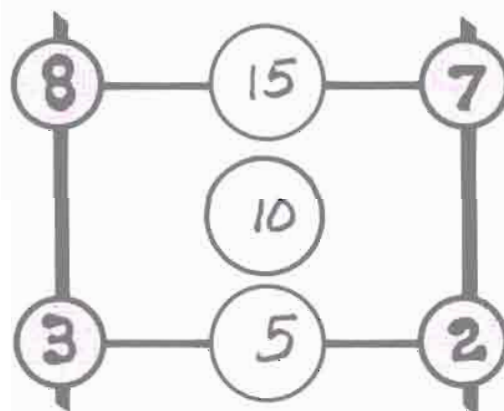
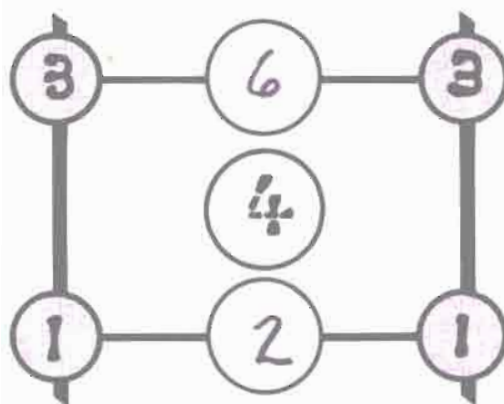


See also: D&P p. 61-66



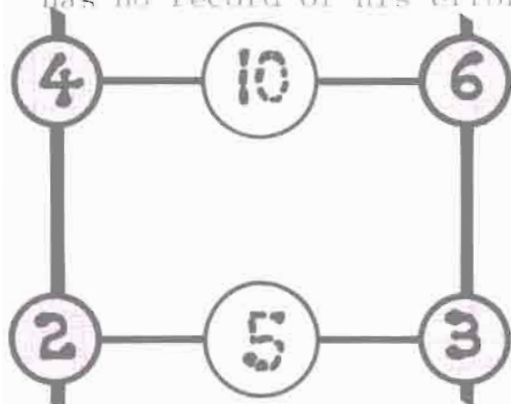
Escalera de Números

or rice first, so that he

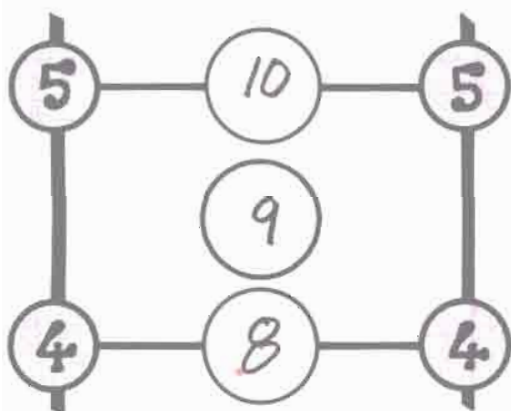


Number Ladders

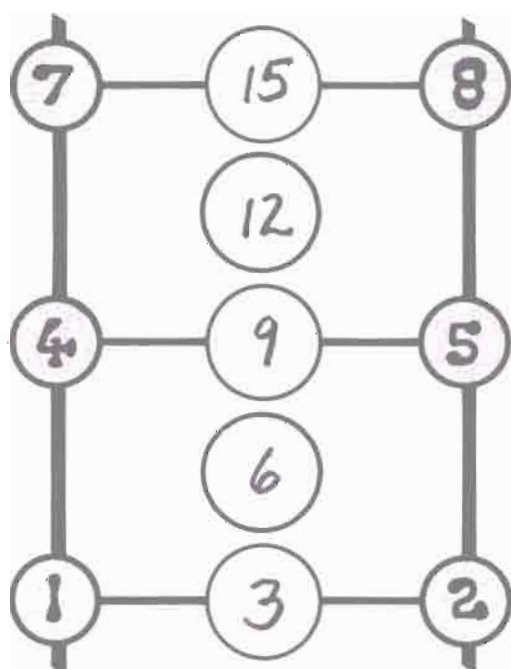
The child may want to try this with beans or rice first, so that he has no record of his errors.



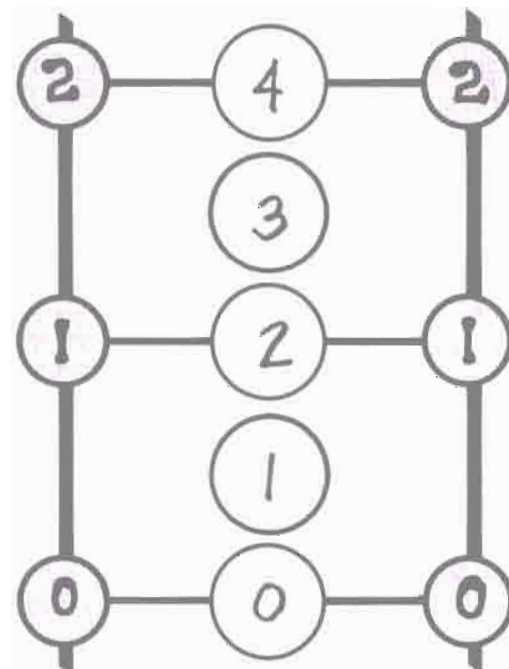
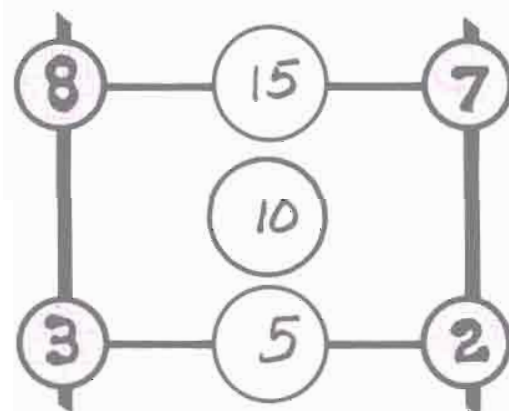
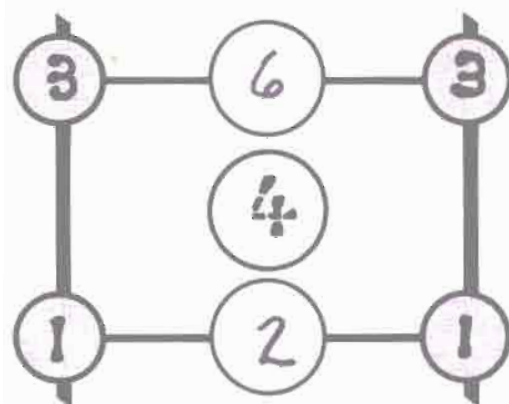
For those who want to do more refer to pp. 76 and 84.



See also: D&P p. 61-66



Escalera de Números



Please draw the missing beans
More like this on p. 79.

☺☺☺☺☺ ☺☺☺

☺☺☺☺☺ ☺

☺☺☺☺☺

☺☺☺☺☺ ○○○

☺☺☺☺☺ ○○○○

☺☺☺☺☺ ○○○

☺☺☺☺☺

☺☺☺☺☺ ○

☺☺☺☺☺ ○○○○○

☺☺☺☺☺ ○○○

Favor de dibujar los frijoles que faltan.
See p. 3 for suggestions.

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

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

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

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

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

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

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

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

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

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

$$\begin{array}{r} 10 \\ \hline + 9 \\ \hline 19 \end{array}$$

$$\begin{array}{r} 11 \\ \hline + 9 \\ \hline 20 \end{array}$$

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

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

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

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

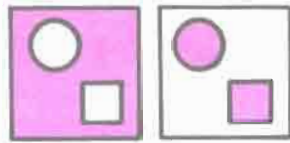
$$\begin{array}{r} 10 \\ \hline + 8 \\ \hline 18 \end{array}$$

$$\begin{array}{r} 10 \\ \hline + 7 \\ \hline 17 \end{array}$$

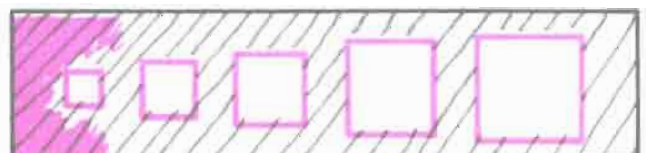
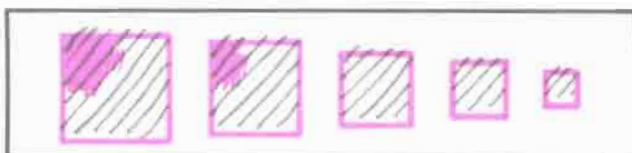
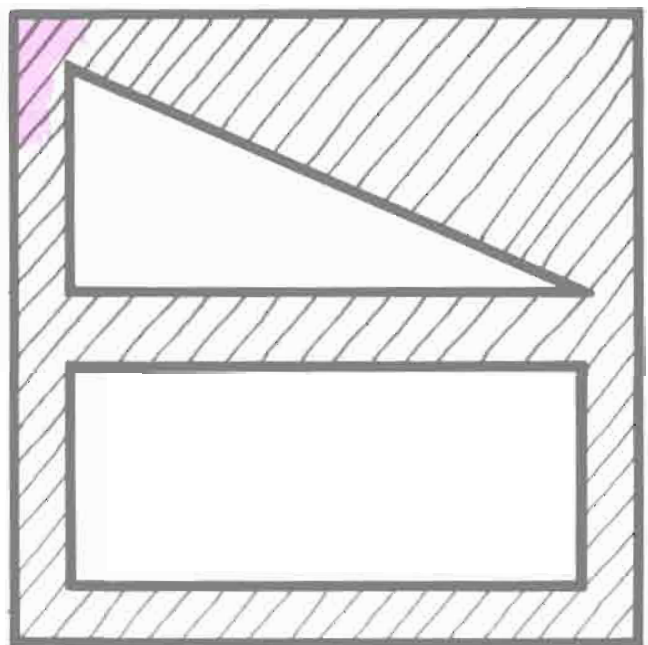
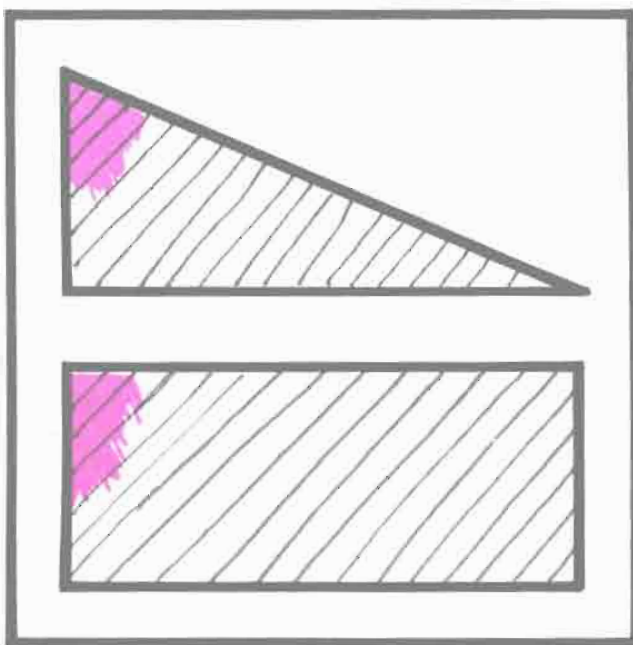
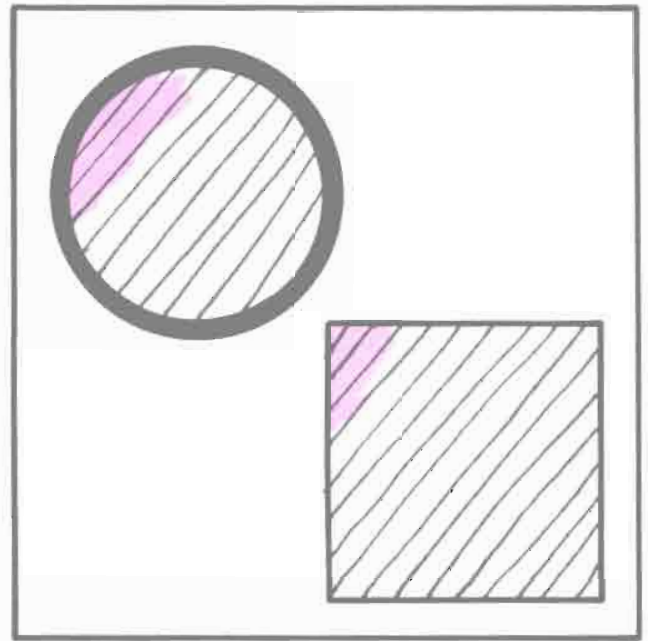
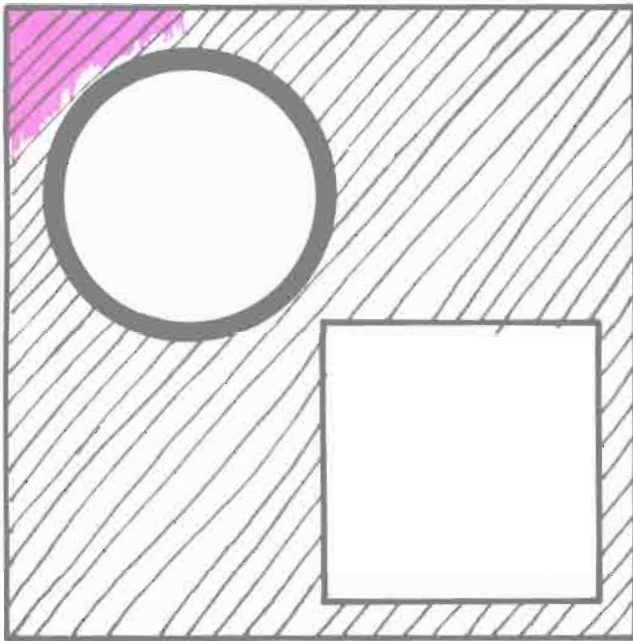
$$\begin{array}{r} 10 \\ \hline + 6 \\ \hline 16 \end{array}$$

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

Coloring Shapes



Here the child is to color in the drawing so that no colored areas are adjacent. The samples are colored to show two ways to color each diagram.



+

The child may want to use beans to solve the problems.

—

"put in"
"poner"

"sacar"
"take out"

You might say: "Start with 7, put in 3, take out 1".

7 +3 10 -1 9

start

5 -3 2 +6 8

"empesar"

5 +5 10 +4 14

"empesar"

10 -3 7 -7 0

start

9 +7 16 -6 10

10 -8 2 +1 3

4 +5 9 +5 14

12 -5 7 -5 2

7 +6 13 -6 7

11 -8 3 +8 11

8 +4 12 +6 18

12 -7 5 -3 2

4 +7 11 -6 5

5 +9 14 -4 10

3 +5 8 -5 3

6 -4 2 +4 6



"put and take"

"poner y sacar"

See p. 17 for suggestions.

$$\underline{5 \quad (+2) \quad (+3) \quad 10}$$

$$\underline{9 \quad (-2) \quad (-3) \quad 4}$$

$$\underline{7 \quad (+5) \quad (-5) \quad 7}$$

$$\underline{12 \quad (-4) \quad (+4) \quad 12}$$

$$\underline{6 \quad (+4) \quad (-3) \quad 7}$$

$$\underline{6 \quad (-3) \quad (+4) \quad 7}$$

$$\underline{8 \quad (+3) \quad (+7) \quad 18}$$

$$\underline{9 \quad (-3) \quad (+5) \quad 11 \quad (+3) \quad (-5) \quad 9}$$

$$\underline{6 \quad (-2) \quad (-4) \quad 0}$$

$$\underline{7 \quad (+4) \quad (-4) \quad 7 \quad (-3) \quad (+3) \quad 7}$$

$$\underline{4 \quad (+4) \quad (+4) \quad 12}$$

$$\underline{13 \quad (-2) \quad (-2) \quad 9 \quad (-2) \quad (-2) \quad 5}$$

$$\underline{7 \quad (+9) \quad (+1) \quad 17}$$

$$\underline{12 \quad (-3) \quad (-7) \quad 2 \quad (+9) \quad (-9) \quad 2}$$

$$\underline{0 \quad (+7) \quad (-6) \quad 1}$$

$$\underline{0 \quad (+3) \quad (+5) \quad 8 \quad (+8) \quad (+2) \quad 18}$$

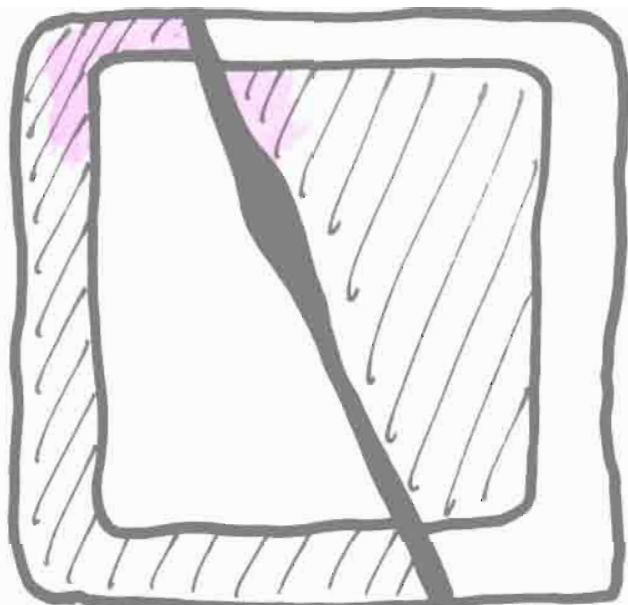
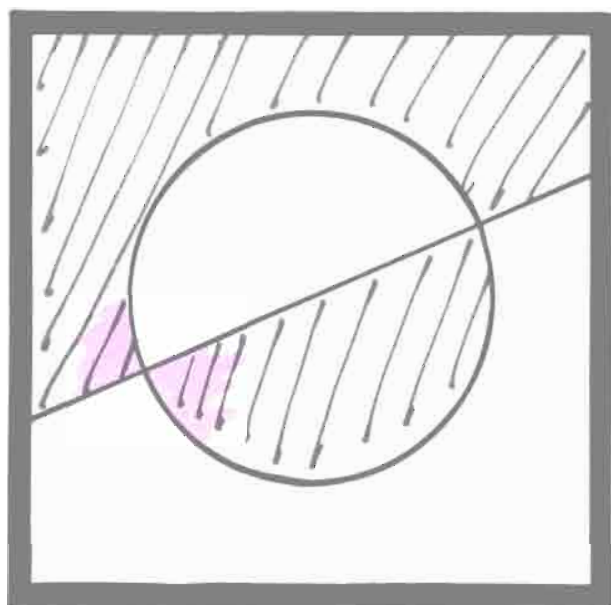
$$\underline{10 \quad (-3) \quad (-2) \quad 5}$$

$$\underline{10 \quad (-7) \quad (+7) \quad 10 \quad (-2) \quad (-8) \quad 0}$$

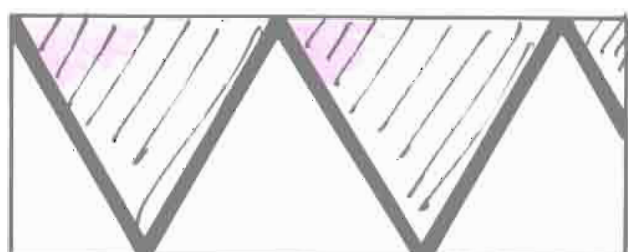
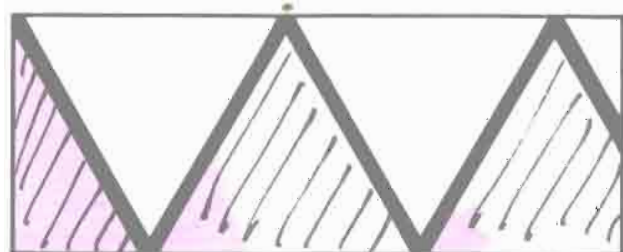
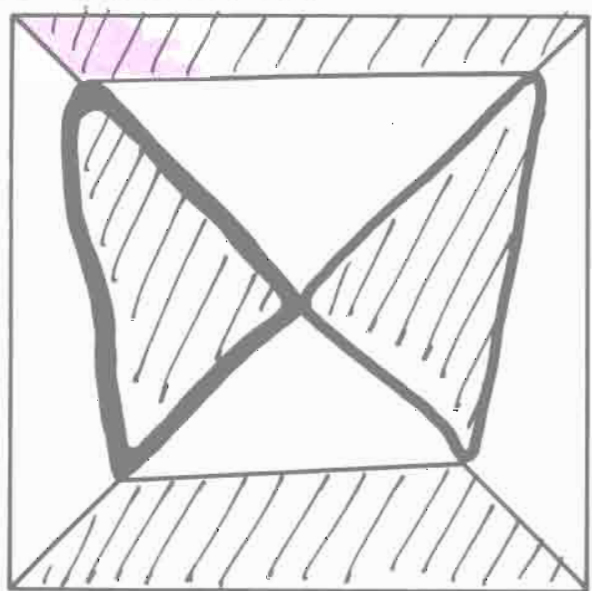
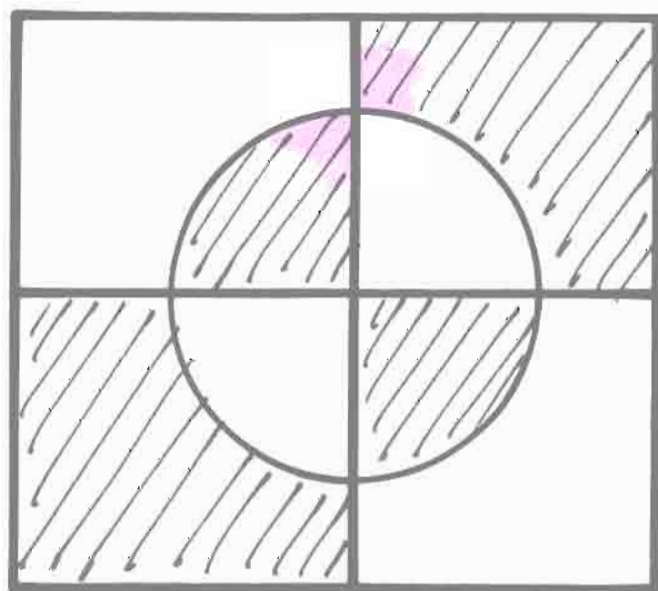
Coloring Shapes

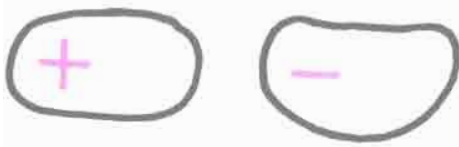


See p. 16 for suggestions. Colors may touch at the corners.

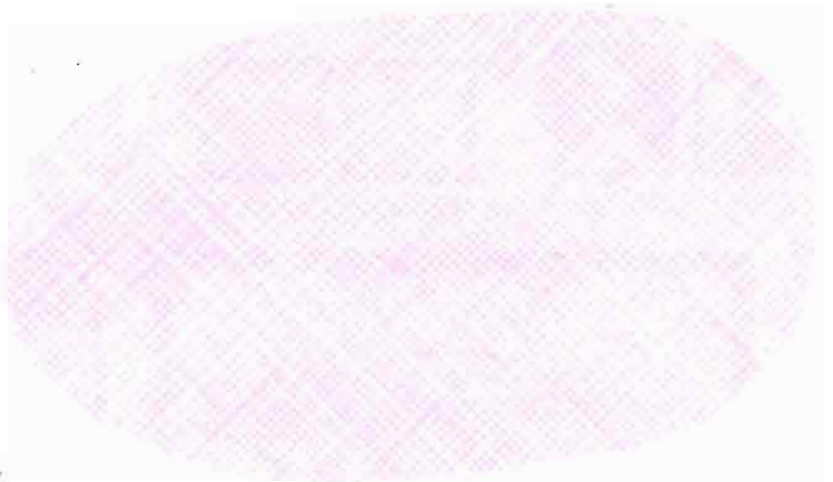


For those who want more, refer to pp. 81, 82.





"put and take"
"poner y sacar"



See p. 17 for suggestions.

$$5 \quad (+1) \quad (+1) \quad (+1) \quad 8$$

$$1 \quad (+2) \quad (+3) \quad (+4) \quad 10$$

$$1 \quad (+4) \quad (+2) \quad (+3) \quad 10$$

$$3 \quad (+5) \quad (-3) \quad (-2) \quad 3$$

$$9 \quad (-3) \quad (-3) \quad (-3) \quad 0$$

$$0 \quad (+3) \quad (+3) \quad (+3) \quad 9$$

$$8 \quad (-1) \quad (+4) \quad (-3) \quad 8$$

$$8 \quad (-8) \quad (+3) \quad (+5) \quad 8$$

$$8 \quad (+4) \quad (+5) \quad (-9) \quad 8$$

$$7 \quad (-2) \quad (-2) \quad (-2) \quad 1$$

$$10 \quad (-2) \quad (-3) \quad (-4) \quad 1$$

$$10 \quad (-3) \quad (-4) \quad (-2) \quad 1$$

$$9 \quad (-7) \quad (+4) \quad (+3) \quad 9$$

$$0 \quad (+1) \quad (+2) \quad (+3) \quad (+4) \quad 10$$

$$10 \quad (-1) \quad (-2) \quad (-3) \quad (-4) \quad 0$$

$$0 \quad (+2) \quad (+2) \quad (+2) \quad (+2) \quad 8$$

$$7 \quad (-1) \quad (-1) \quad (-1) \quad (-1) \quad 3$$

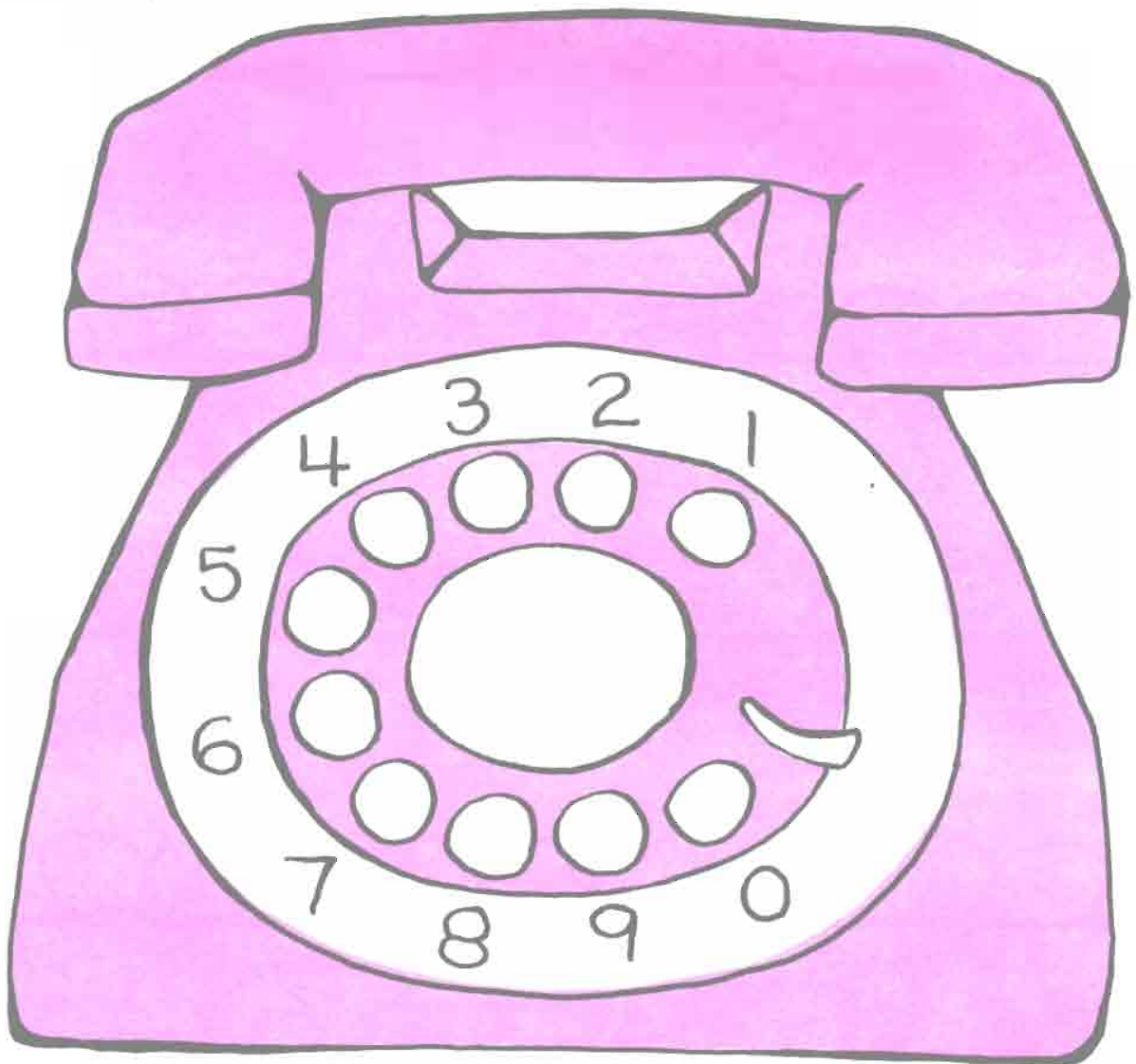
$$3 \quad (+4) \quad (+6) \quad (-5) \quad (-5) \quad 3$$

MY PHONE NUMBER IS _____
mi teléfono es _____

LA SUMA DE LOS NÚMEROS ES • the sum of the digits is :

The child fills in his own phone number on the picture and completes the addition of all the digits in his number. The bottom is a small

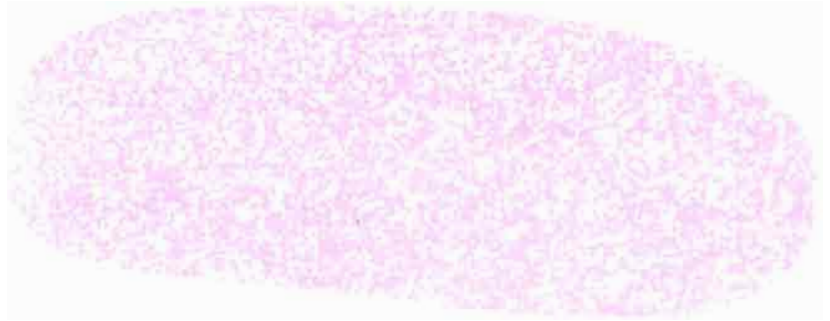
+ + + + + + =
personal "phone file".



MY FRIENDS' PHONE NUMBERS ARE _____
los números de los teléfonos _____
de mis amigos _____
son _____



"put and take"
"poner y sacar"



Here the child may get an intermediate answer for the steps in the problem.

$$0 \quad (+9) \quad (+1) \quad 10$$

+10

$$12 \quad (-7) \quad (-3) \quad 2$$

-10

$$8 \quad (+6) \quad (-6) \quad 8$$

0

$$14 \quad (-5) \quad (+5) \quad 14$$

0

$$5 \quad (+8) \quad (-6) \quad 7$$

+2

$$11 \quad (-6) \quad (+8) \quad 13$$

+2

$$20 \quad (-10) \quad (-7) \quad 3$$

-17

$$7 \quad (+9) \quad (-7) \quad 9 \quad (-8) \quad (+4) \quad 5$$

-2

$$4 \quad (+8) \quad (+10) \quad 22$$

+18

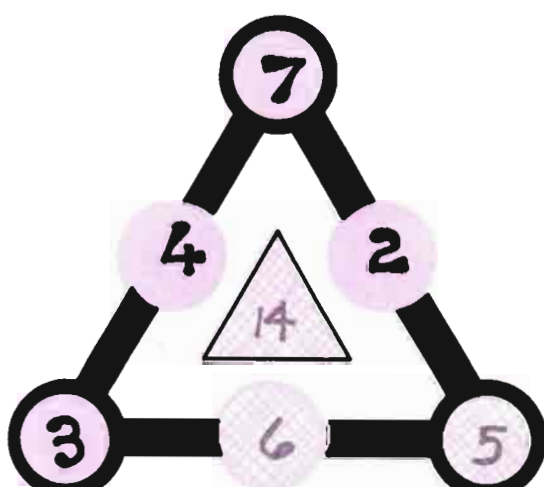
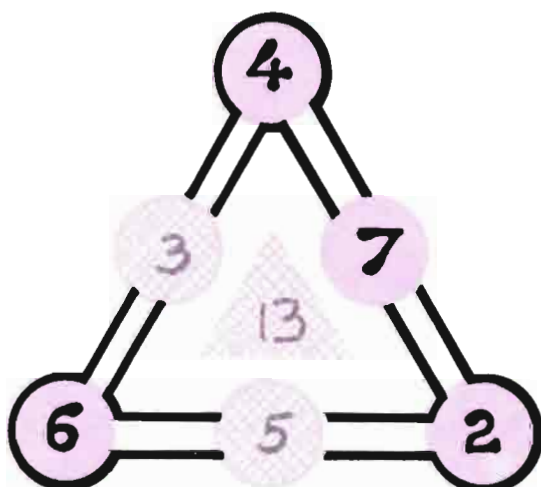
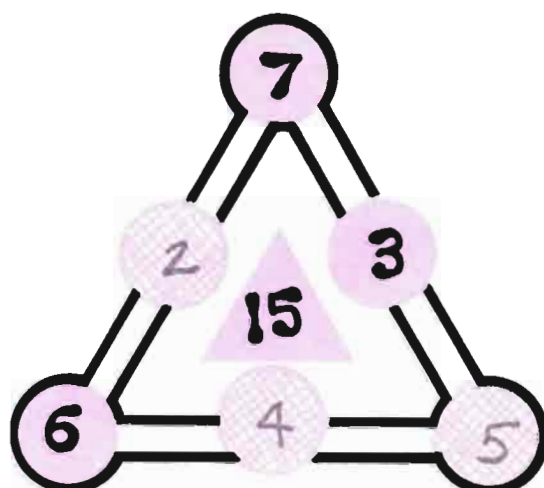
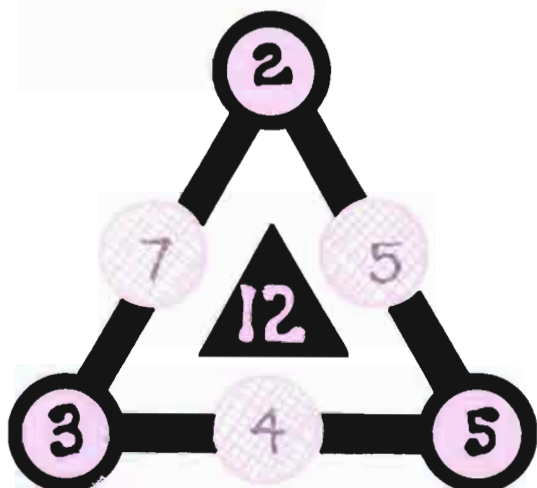
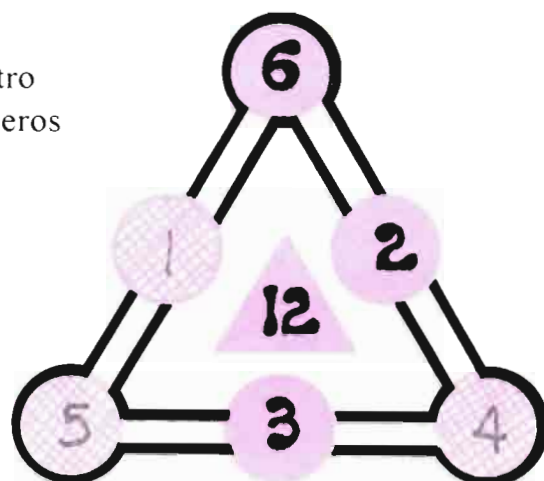
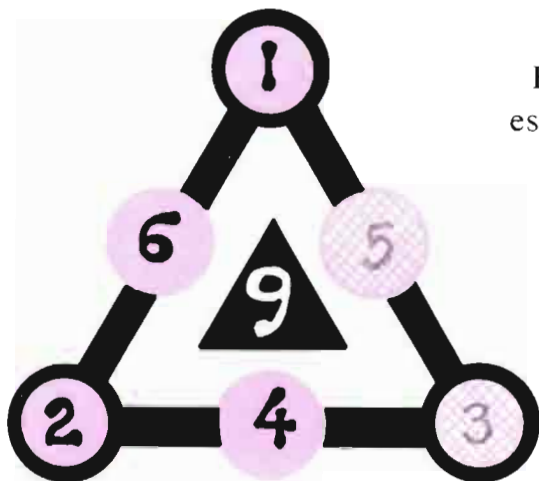
$$7 \quad (-3) \quad (-4) \quad 0 \quad (+11) \quad (-6) \quad 5$$

-2

Number Triangles

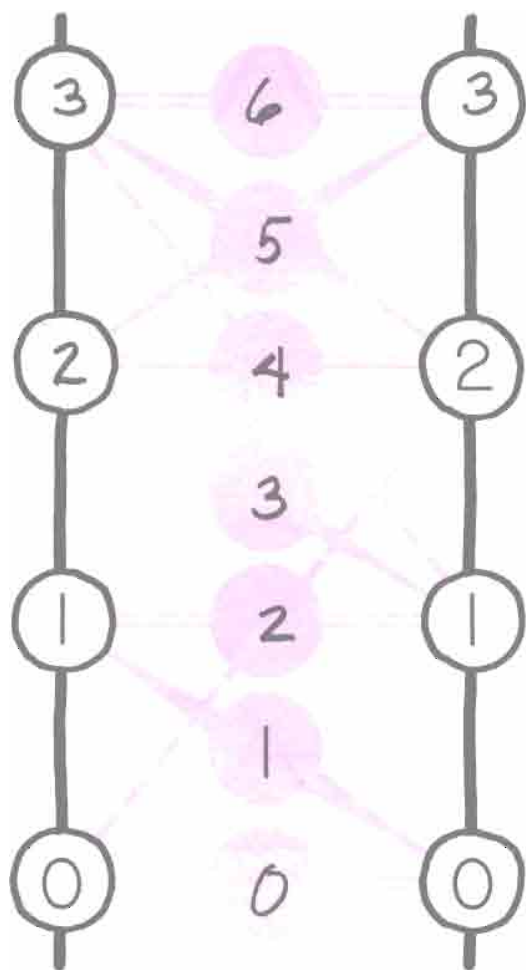
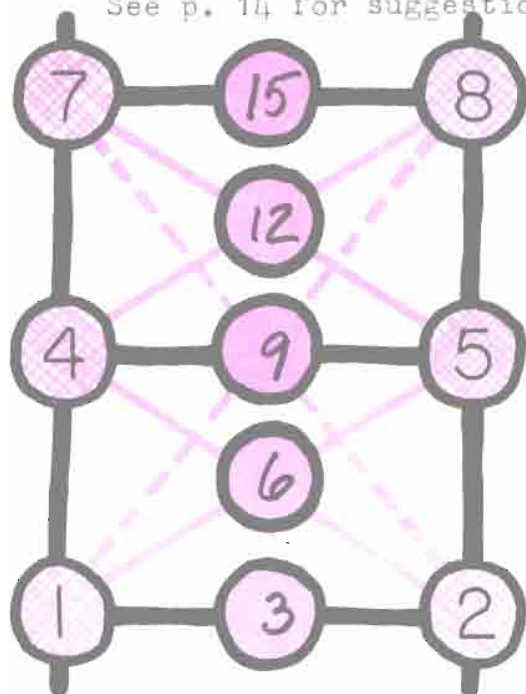
The number in the center
is the sum of the numbers
on each side.

El número en el centro
es la suma de los números
en cada lado.

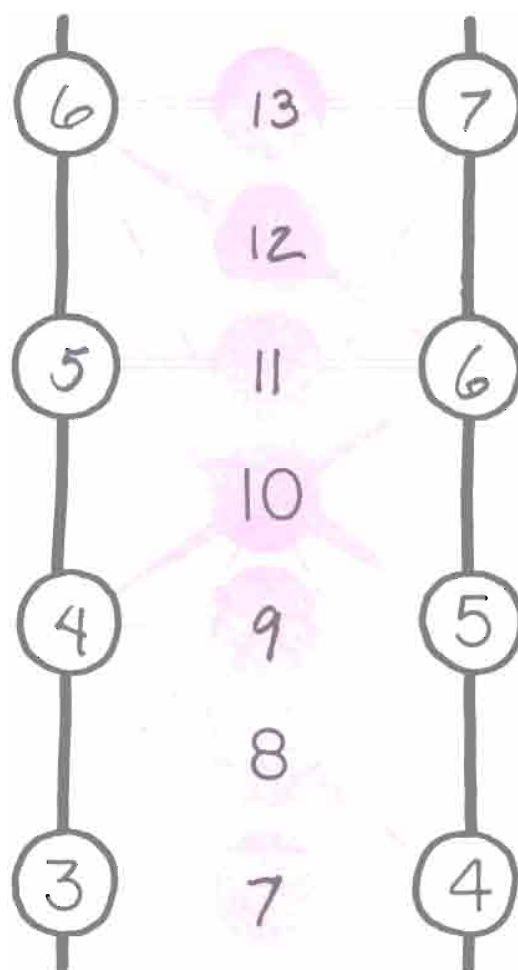
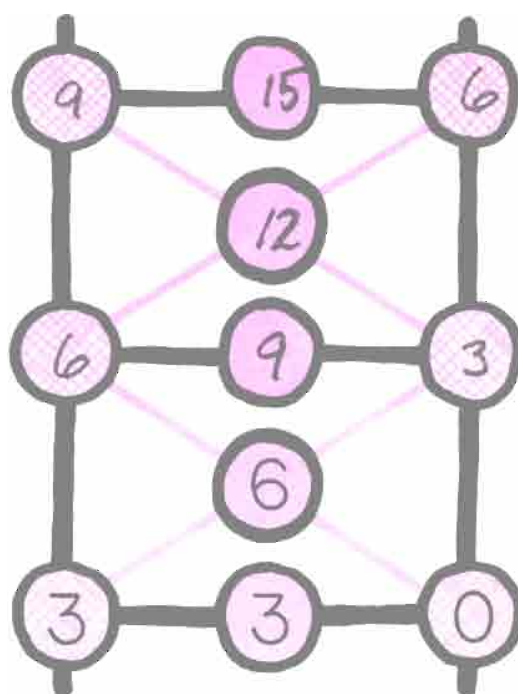


Number Ladders

See p. 14 for suggestions.



Escalera de Números



$\oplus$ and $\ominus$

"put and take"

"poner y sacar"

$$\begin{array}{r} 20 \\ \oplus -4 \\ \oplus -10 \\ \hline 6 \end{array} \quad -14$$

$$\begin{array}{r} 20 \\ \oplus -10 \\ \oplus -4 \\ \hline 6 \end{array} \quad -14$$

$$\begin{array}{r} 18 \\ \oplus -9 \\ \oplus -9 \\ \hline 0 \end{array} \quad -18$$

$$\begin{array}{r} 14 \\ \oplus +10 \\ \oplus -1 \\ \hline 23 \end{array} \quad +9$$

$$\begin{array}{r} 21 \\ \oplus -10 \\ \oplus +1 \\ \hline 12 \end{array} \quad -9$$

$$\begin{array}{r} 17 \\ \oplus +15 \\ \oplus +5 \\ \hline 37 \end{array} \quad +20$$

$$\begin{array}{r} 31 \\ \oplus -15 \\ \oplus -15 \\ \hline 1 \end{array} \quad -30$$

$$\begin{array}{r} 25 \\ \oplus -10 \\ \oplus +2 \\ \hline 17 \end{array} \quad -8$$

$$\begin{array}{r} 27 \\ \oplus +2 \\ \oplus -10 \\ \hline 19 \end{array} \quad -8$$

$$\begin{array}{r} 30 \\ \oplus -3 \\ \oplus -17 \\ \hline 10 \end{array} \quad -20$$

$$\begin{array}{r} 18 \\ \oplus +20 \\ \oplus -3 \\ \hline 35 \end{array} \quad +17$$

$$\begin{array}{r} 18 \\ \oplus -3 \\ \oplus +20 \\ \hline 35 \end{array} \quad +17$$



1¢



5¢



10¢



25¢

Please use all coins indicated.

Favor de usar todas las monedas indicadas.

The child may wish to use real or play money to find the sums.

7¢

5¢

1¢

1¢

12¢

5¢

5¢

1¢

1¢

Another like this on p. 85.

11¢

5¢

5¢

1¢

13¢

10¢

1¢

1¢

1¢

15¢

5¢

5¢

5¢

20¢

10¢

5¢

5¢

21¢

10¢

10¢

1¢

17¢

10¢

5¢

1¢

1¢

18¢

5¢

5¢

5¢

1¢

1¢

1¢

15¢

10¢

1¢

1¢

1¢

1¢

1¢

30¢

5¢

5¢

5¢

5¢

5¢

5¢

Also

25¢

1¢

1¢

1¢

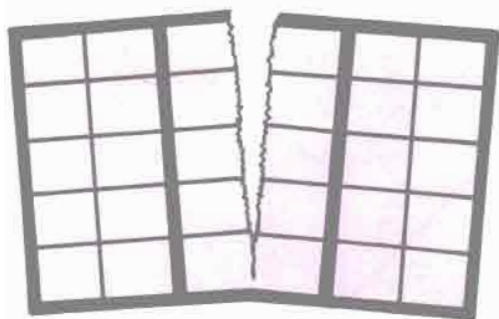
1¢

1¢

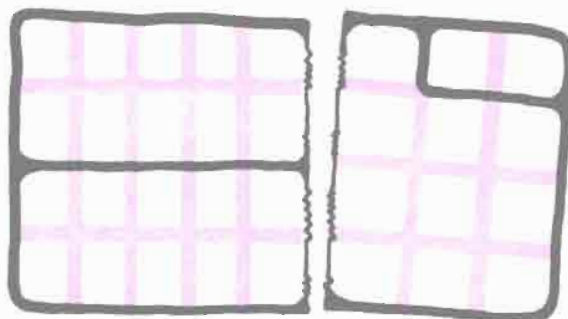
¿Qué puede usted ver?

See p. 5 for suggestions.

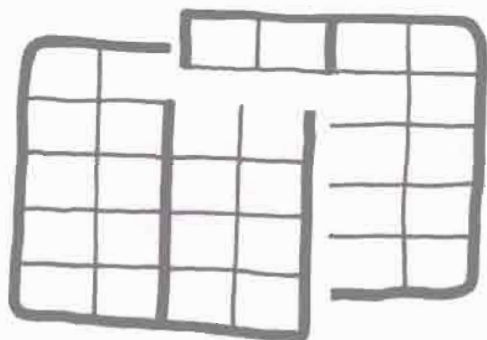
What can you see?



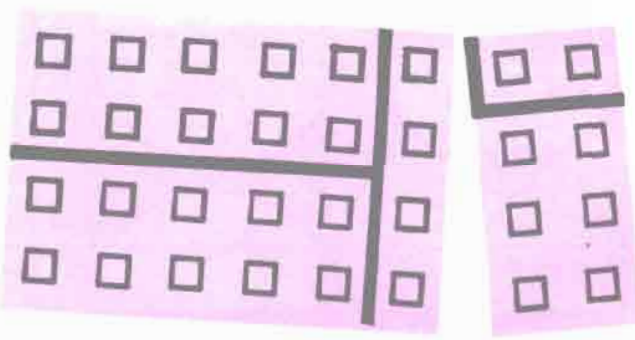
$$\begin{array}{r} 30 \\ - 15 \\ \hline 15 \end{array} \quad \begin{array}{r} 15 \\ + 15 \\ \hline 30 \end{array}$$



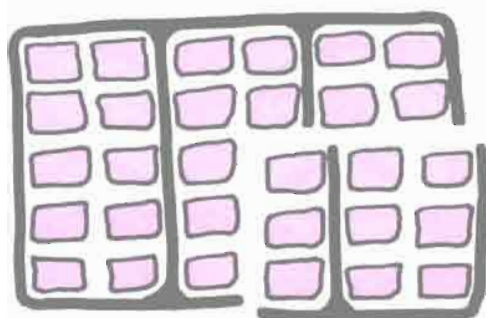
$$\begin{array}{r} 32 \\ - 12 \\ \hline 20 \end{array} \quad \begin{array}{r} 32 \\ - 20 \\ \hline 12 \end{array} \quad \begin{array}{r} 12 \\ + 20 \\ \hline 32 \end{array} \quad \begin{array}{r} 20 \\ + 12 \\ \hline 32 \end{array}$$



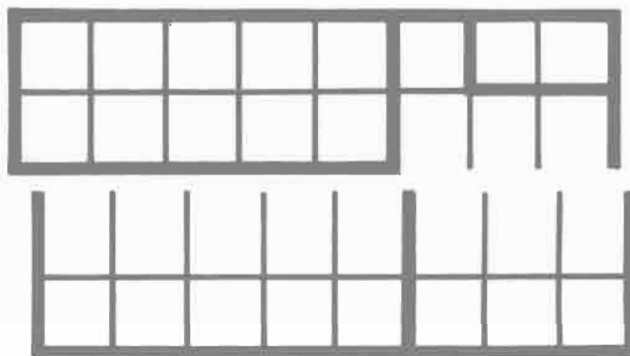
$$\begin{array}{r} 30 \\ - 12 \\ \hline 18 \end{array} \quad \begin{array}{r} 30 \\ - 18 \\ \hline 12 \end{array} \quad \begin{array}{r} 12 \\ + 18 \\ \hline 30 \end{array} \quad \begin{array}{r} 18 \\ + 12 \\ \hline 30 \end{array}$$



$$\begin{array}{r} 32 \\ - 8 \\ \hline 24 \end{array} \quad \begin{array}{r} 32 \\ - 24 \\ \hline 8 \end{array} \quad \begin{array}{r} 24 \\ + 8 \\ \hline 32 \end{array} \quad \begin{array}{r} 8 \\ + 24 \\ \hline 32 \end{array}$$



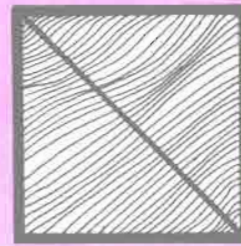
$$\begin{array}{r} 30 \\ - 21 \\ \hline 9 \end{array} \quad \begin{array}{r} 30 \\ - 9 \\ \hline 21 \end{array} \quad \begin{array}{r} 21 \\ + 9 \\ \hline 30 \end{array} \quad \begin{array}{r} 9 \\ + 21 \\ \hline 30 \end{array}$$



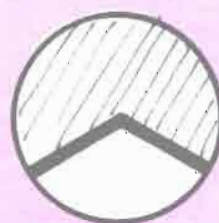
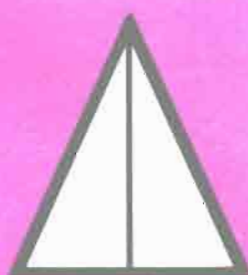
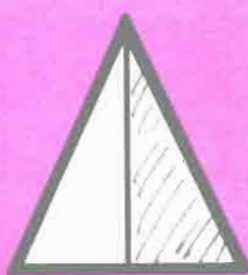
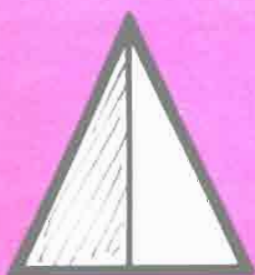
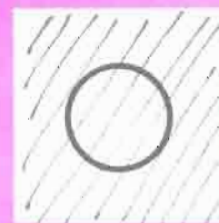
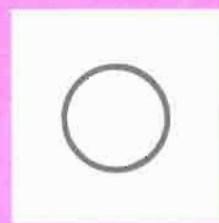
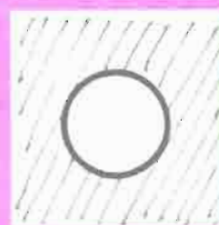
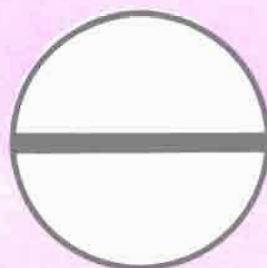
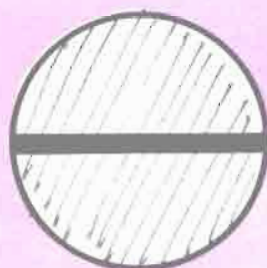
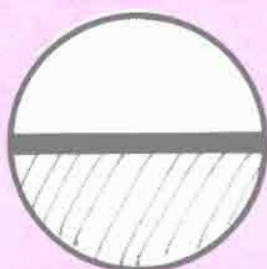
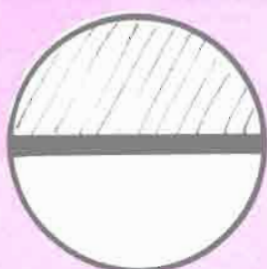
$$\begin{array}{r} 32 \\ - 16 \\ \hline 16 \end{array} \quad \begin{array}{r} 16 \\ + 16 \\ \hline 32 \end{array}$$

Please color each design
in different ways.

Favor de pintar de color cada dibujo
en maneras diferentes.



For those who want another like this, see p. 88.





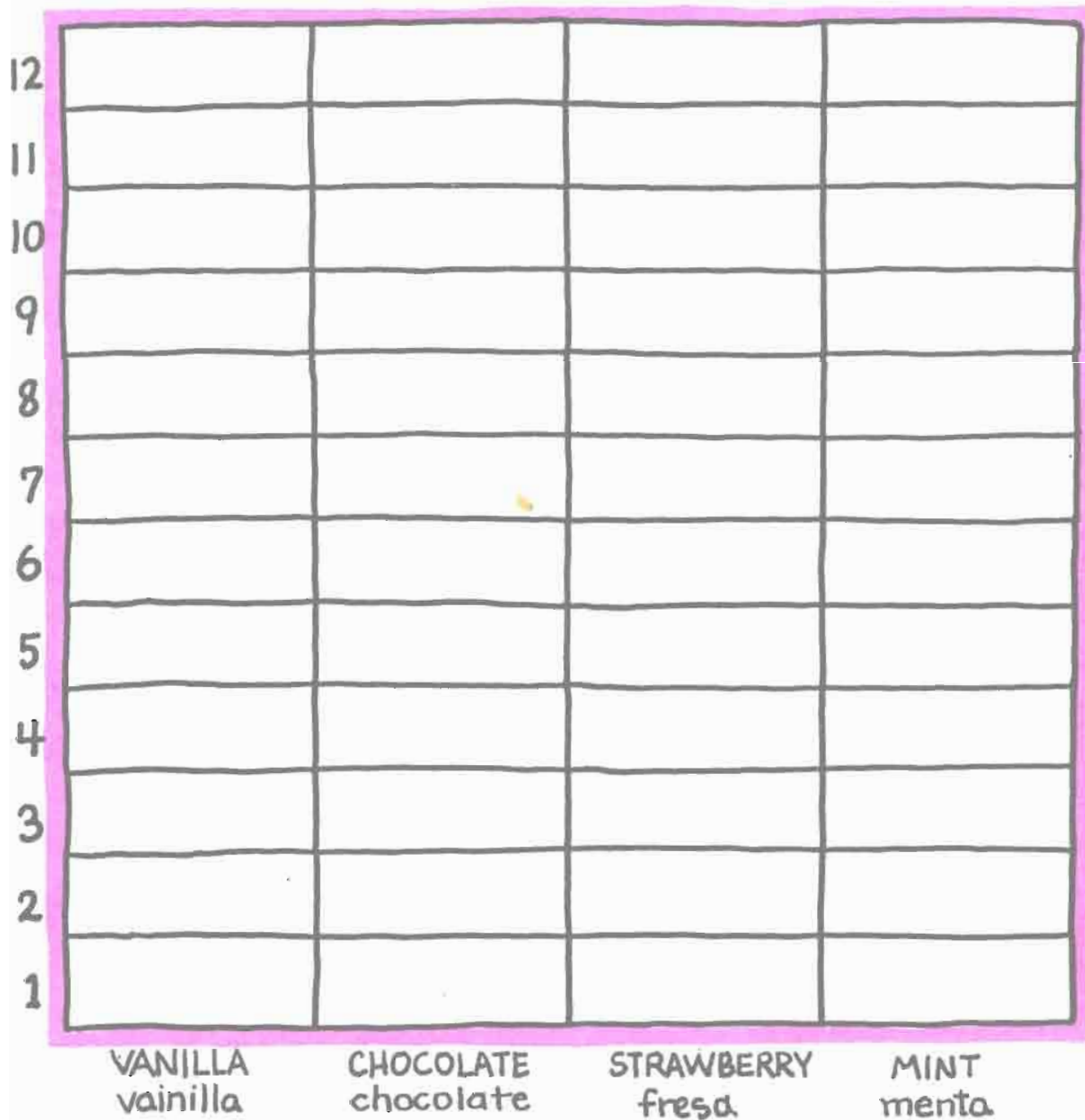
ICE CREAM Helado

WHICH ONE OF THESE FLAVORS
DOES YOUR CLASS LIKE BEST ?

¿CUÁL DE ESTOS SABORES LE
GUSTA MAS A TU CLASE ?

The teacher can
make a class
tally chart and
large sample graph.
Then the children
can color in the
appropriate boxes

on their page. A discussion of how and what the graph
reads will be important. There are more graph activi-
ties on pages 78 and 80.



CAN YOU MAKE A CHART ABOUT YOUR CLASS'S FAVORITE SANDWICH ?

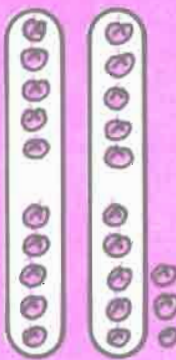
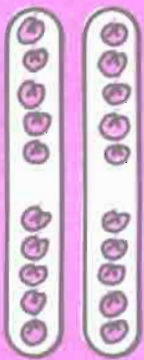
¿Puede Ud. hacer un diagrama de los sanwiches favoritos de su clase ?

What can you see?

¿Qué puede usted ver?

	$\begin{array}{r} 12 \\ + 10 \\ \hline 22 \end{array}$		$\begin{array}{r} 12 \\ + 12 \\ \hline 24 \end{array}$		$\begin{array}{r} 15 \\ + 16 \\ \hline 31 \end{array}$
	$\begin{array}{r} 10 \\ - 10 \\ \hline 20 \end{array}$		$\begin{array}{r} 12 \\ - 11 \\ \hline 23 \end{array}$		$\begin{array}{r} 15 \\ - 15 \\ \hline 30 \end{array}$
	$\begin{array}{r} 20 \\ - 1 \\ \hline 19 \end{array}$		$\begin{array}{r} 23 \\ - 3 \\ \hline 20 \end{array}$		$\begin{array}{r} 30 \\ - 5 \\ \hline 25 \end{array}$

The child may wish to add beans to the drawing to find the sums.

	$\begin{array}{r} 16 \\ + 10 \\ \hline 26 \end{array}$		$\begin{array}{r} 13 \\ + 16 \\ \hline 29 \end{array}$		$\begin{array}{r} 20 \\ + 10 \\ \hline 30 \end{array}$
	$\begin{array}{r} 16 \\ - 15 \\ \hline 31 \end{array}$		$\begin{array}{r} 23 \\ - 6 \\ \hline 29 \end{array}$		$\begin{array}{r} 20 \\ - 18 \\ \hline 38 \end{array}$
	$\begin{array}{r} 31 \\ - 10 \\ \hline 21 \end{array}$		$\begin{array}{r} 23 \\ - 4 \\ \hline 19 \end{array}$		$\begin{array}{r} 18 \\ - 8 \\ \hline 10 \end{array}$

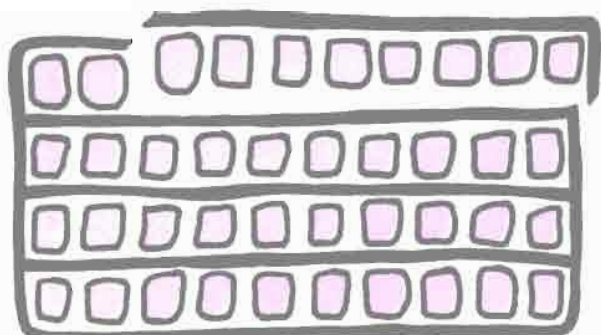
What can you see?

¿Qué puede usted ver?

	$\begin{array}{r} 18 \\ + 4 \\ \hline 22 \end{array}$		$\begin{array}{r} 21 \\ + 19 \\ \hline 40 \end{array}$		$\begin{array}{r} 15 \\ + 5 \\ \hline 20 \end{array}$
	$\begin{array}{r} 18 \\ + 14 \\ \hline 32 \end{array}$		$\begin{array}{r} 20 \\ + 19 \\ \hline 39 \end{array}$		$\begin{array}{r} 15 \\ + 25 \\ \hline 40 \end{array}$
	$\begin{array}{r} 24 \\ - 5 \\ \hline 19 \end{array}$		$\begin{array}{r} 19 \\ - 9 \\ \hline 10 \end{array}$		$\begin{array}{r} 25 \\ - 6 \\ \hline 19 \end{array}$

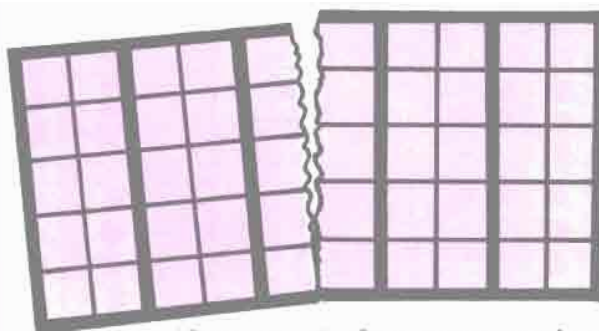
	$\begin{array}{r} 15 \\ + 25 \\ \hline 40 \end{array}$		$\begin{array}{r} 23 \\ + 7 \\ \hline 30 \end{array}$		$\begin{array}{r} 20 \\ + 5 \\ \hline 25 \end{array}$
	$\begin{array}{r} 16 \\ + 26 \\ \hline 42 \end{array}$		$\begin{array}{r} 23 \\ + 17 \\ \hline 40 \end{array}$		$\begin{array}{r} 20 \\ + 20 \\ \hline 40 \end{array}$
	$\begin{array}{r} 26 \\ - 20 \\ \hline 6 \end{array}$		$\begin{array}{r} 17 \\ - 9 \\ \hline 8 \end{array}$		$\begin{array}{r} 20 \\ - 5 \\ \hline 15 \end{array}$

What can you see?



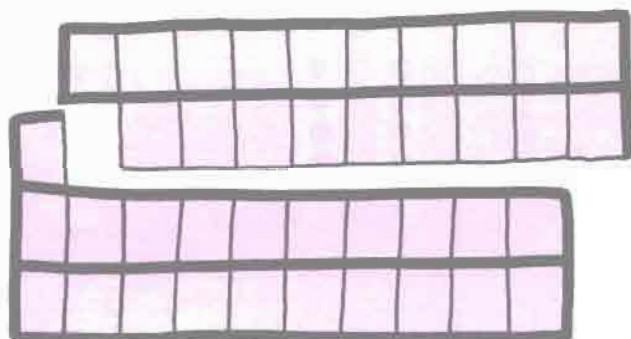
$$\begin{array}{r} 40 \\ - 8 \\ \hline 32 \end{array} \quad \begin{array}{r} 40 \\ - 32 \\ \hline 8 \end{array} \quad \begin{array}{r} 32 \\ + 8 \\ \hline 40 \end{array} \quad \begin{array}{r} 8 \\ + 32 \\ \hline 40 \end{array}$$

¿Qué puede usted ver?

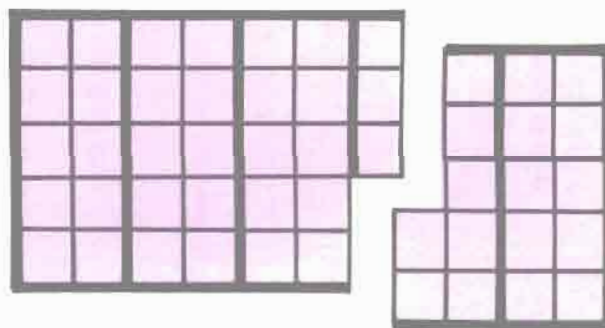


See p. 5 for suggestions.

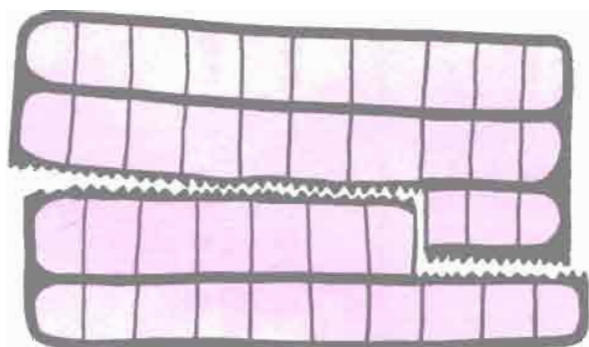
$$\begin{array}{r} 50 \\ - 25 \\ \hline 25 \end{array} \quad \begin{array}{r} 25 \\ + 25 \\ \hline 50 \end{array} \quad \begin{array}{r} \\ + \\ \hline \end{array}$$



$$\begin{array}{r} 40 \\ - 19 \\ \hline 21 \end{array} \quad \begin{array}{r} 40 \\ - 21 \\ \hline 19 \end{array} \quad \begin{array}{r} 21 \\ + 19 \\ \hline 40 \end{array} \quad \begin{array}{r} 19 \\ + 21 \\ \hline 40 \end{array}$$



$$\begin{array}{r} 50 \\ - 17 \\ \hline 33 \end{array} \quad \begin{array}{r} 50 \\ - 33 \\ \hline 17 \end{array} \quad \begin{array}{r} 33 \\ + 17 \\ \hline 50 \end{array} \quad \begin{array}{r} 17 \\ + 33 \\ \hline 50 \end{array}$$



$$\begin{array}{r} 40 \\ - 17 \\ \hline 23 \end{array} \quad \begin{array}{r} 40 \\ - 23 \\ \hline 17 \end{array} \quad \begin{array}{r} 23 \\ + 17 \\ \hline 40 \end{array} \quad \begin{array}{r} 17 \\ + 23 \\ \hline 40 \end{array}$$



$$\begin{array}{r} 50 \\ - 19 \\ \hline 31 \end{array} \quad \begin{array}{r} 50 \\ - 31 \\ \hline 19 \end{array} \quad \begin{array}{r} 31 \\ + 19 \\ \hline 50 \end{array} \quad \begin{array}{r} 19 \\ + 31 \\ \hline 50 \end{array}$$

Fencing These examples have only one solution.

Cercando

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

6	9	3	5
6	4	3	7
4	4	5	4

For those who want another like this, see p. 93.

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

See p. 1 for suggestions.

2	4	5	7
4	9	2	4
4	3	10	1

See p. 2 for suggestions for the puzzle.

3	9	6	6
8	4	4	4
4	7	5	12

2	1	4	3
3	1	2	2
4	1	1	1



1¢



5¢



10¢



25¢

Please use all coins indicated.

Favor de usar todas las monedas indicadas.

27¢

25¢

1¢

1¢

30¢

10¢

10¢

5¢

5¢

25¢

10¢

10¢

5¢

28¢

25¢

1¢

1¢

1¢

20¢

10¢

5¢

5¢

31¢

10¢

10¢

10¢

1¢

31¢

25¢

5¢

1¢

25¢

10¢

5¢

5¢

5¢

33¢

10¢

10¢

10¢

1¢

1¢

1¢

30¢

5¢

5¢

5¢

5¢

5¢

5¢

30¢

25¢

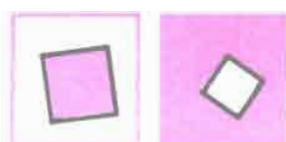
1¢

1¢

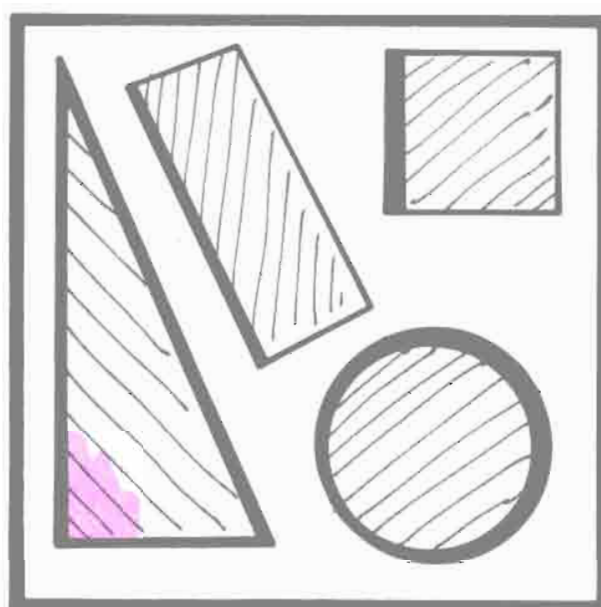
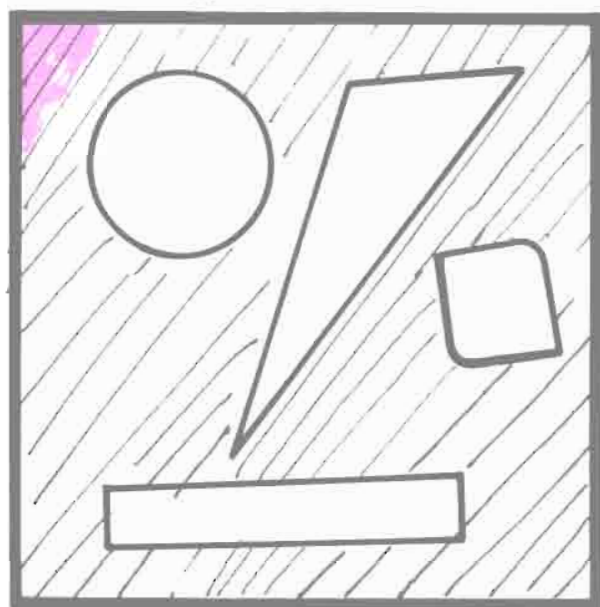
1¢

1¢

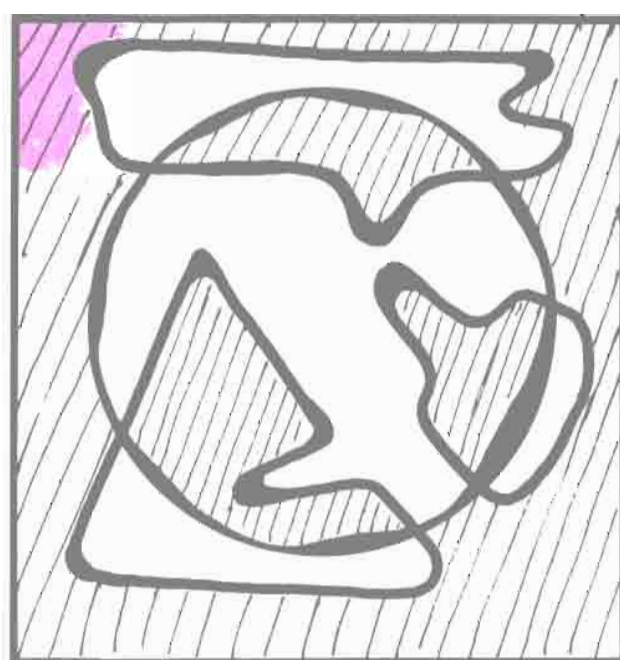
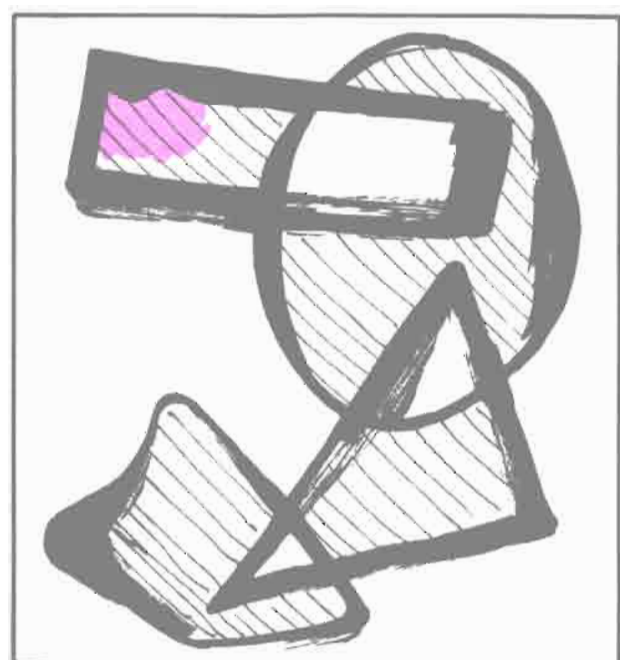
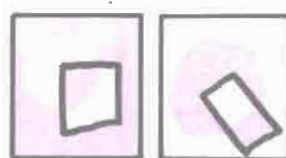
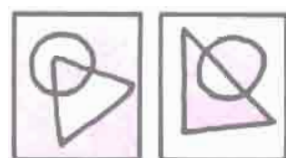
1¢



Coloring Shapes



See p. 16 for suggestions.



MEASURING IN CENTIMETERS

midiendo en centímetros

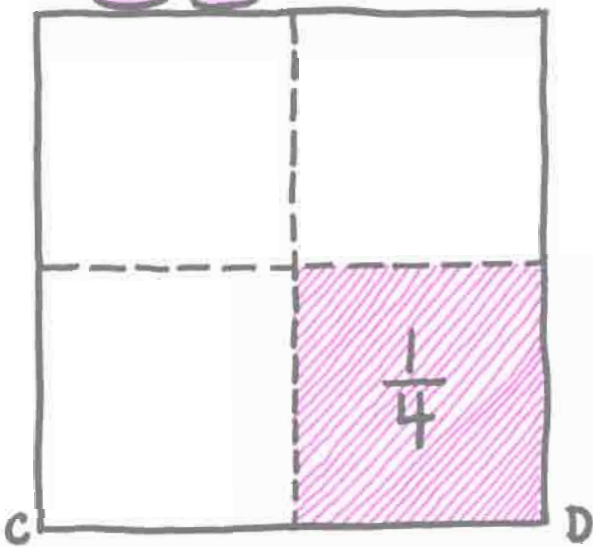


A — B



7

This page introduces the child to the symbols that will be used on following pages. The child needs to understand that the short symbol A — B is representative of the longer line A — B to be measured and recorded in the colored box below its appropriate symbol. Help with placement of the ruler may be necessary at first. The fractions are purely for exposure; there is no specific activity related to them on this page.



C — D

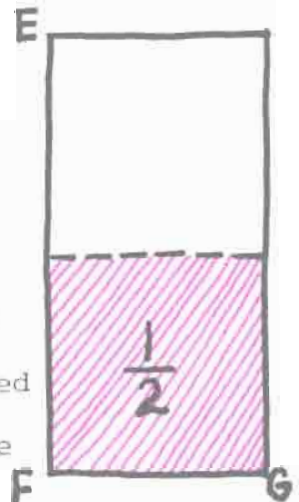
7

cm

E — F

6

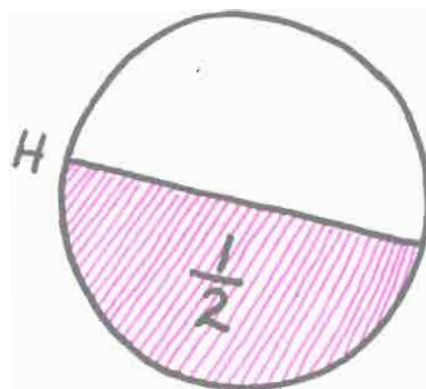
cm



F — G

3

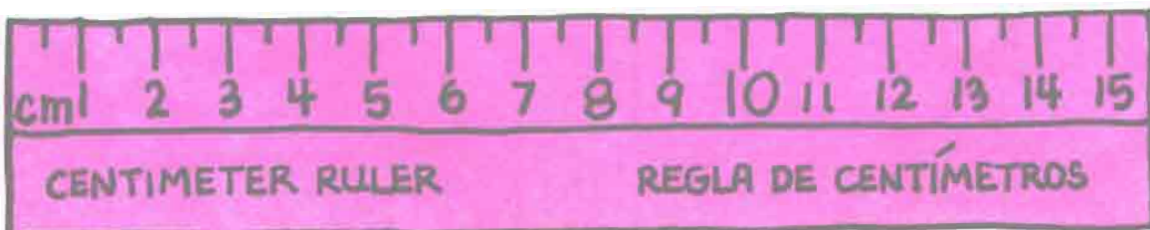
cm

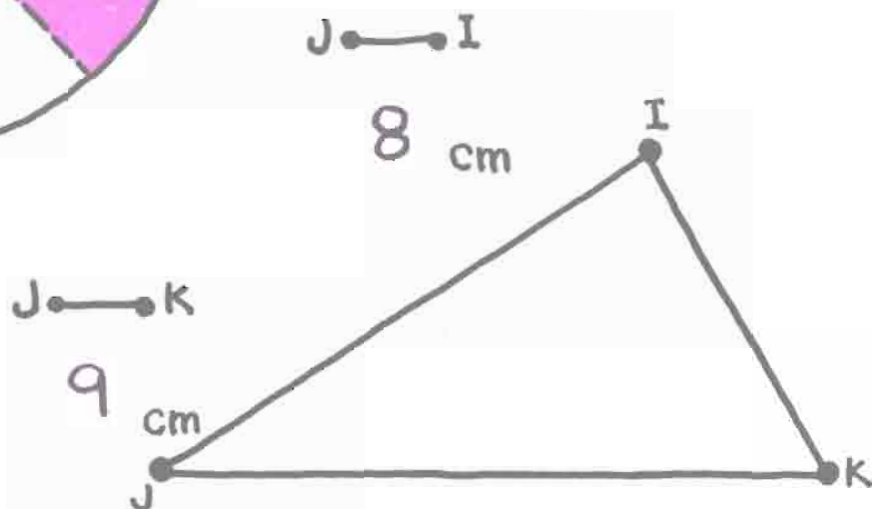
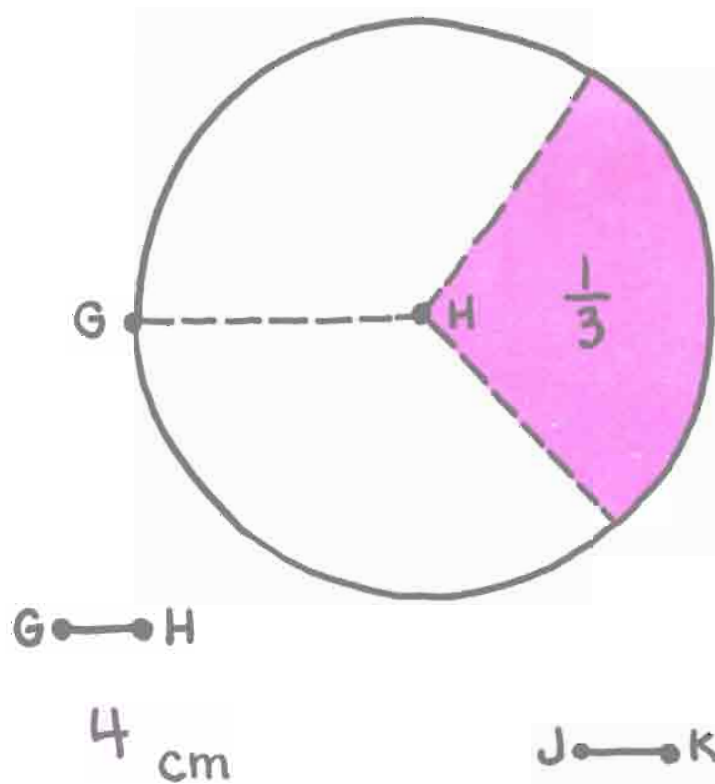
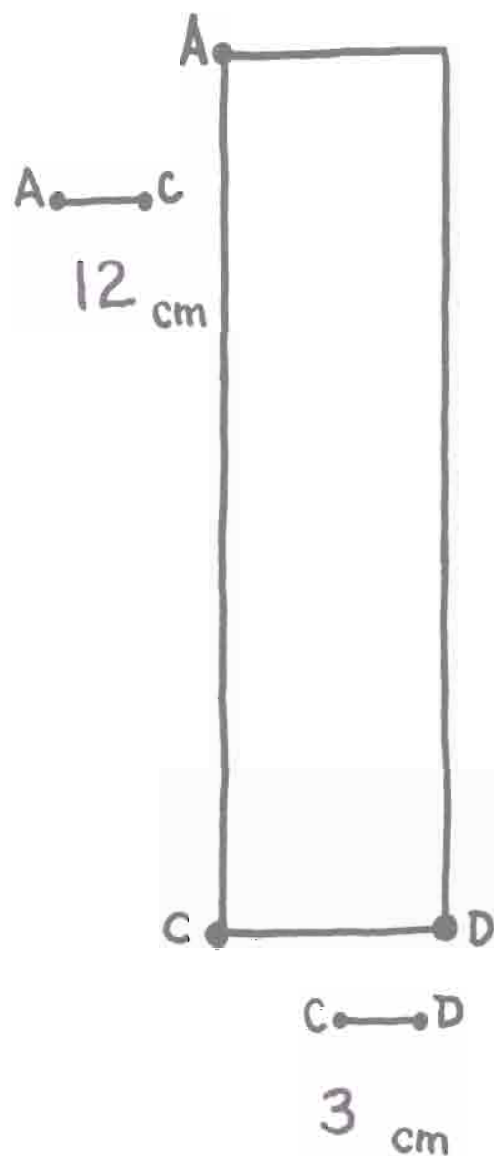
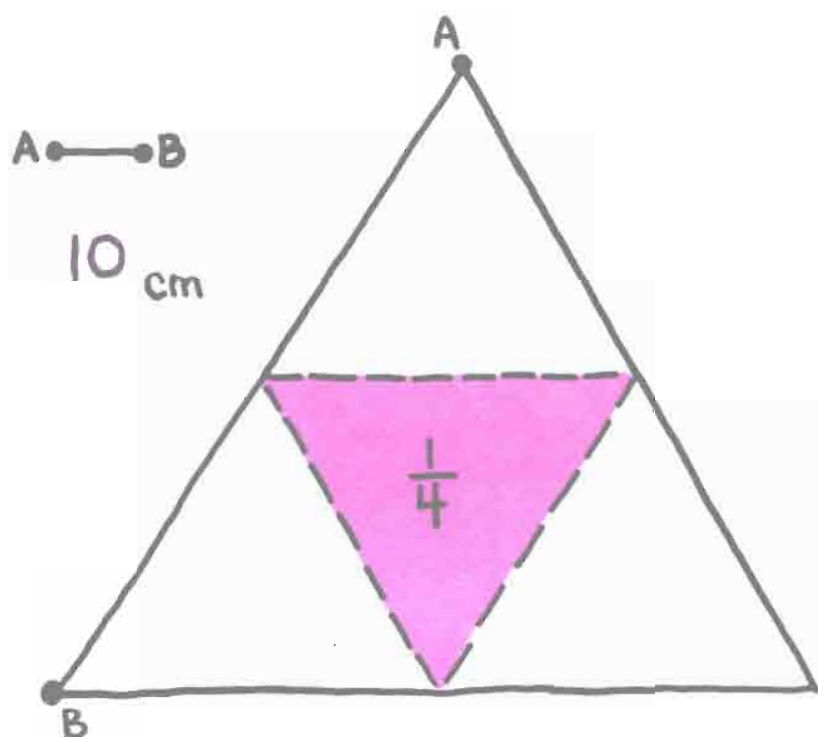


H — I

5

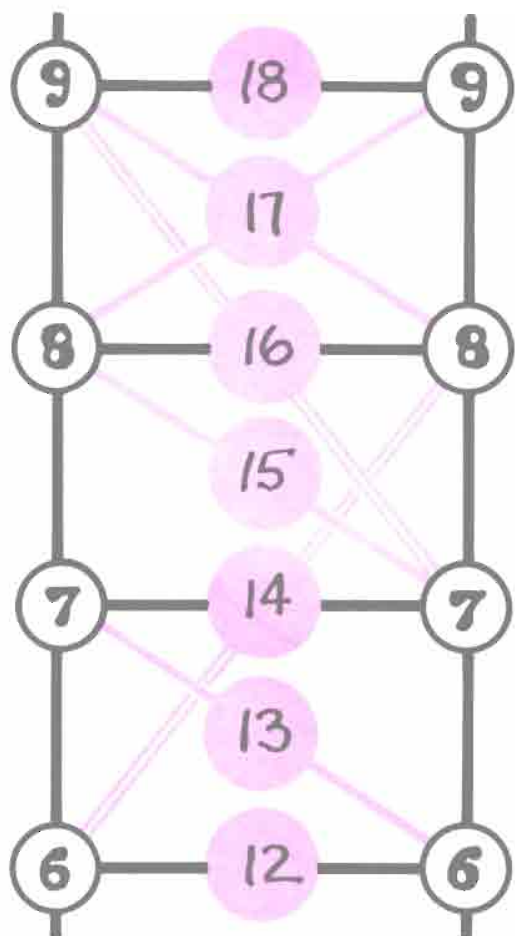
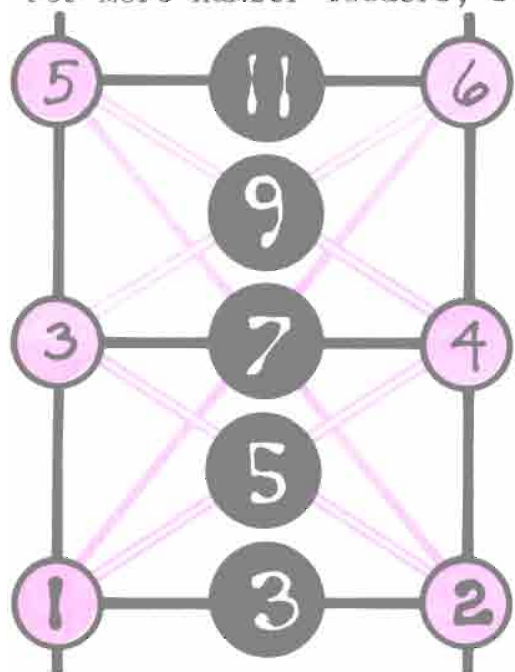
cm





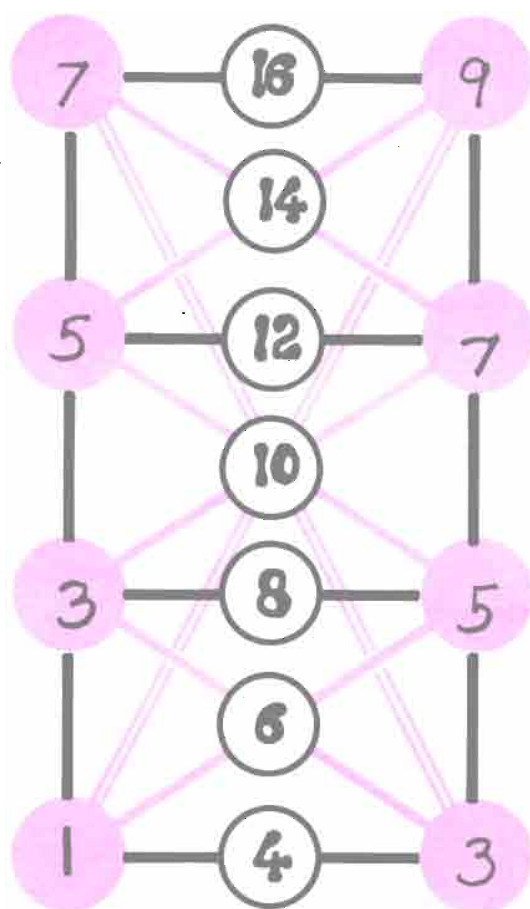
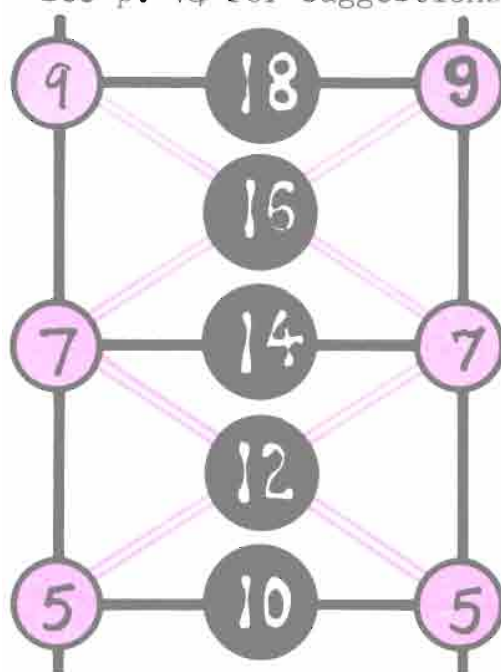
Number Ladders

For more number ladders, see pp. 91, 92.



Escaleras de Números

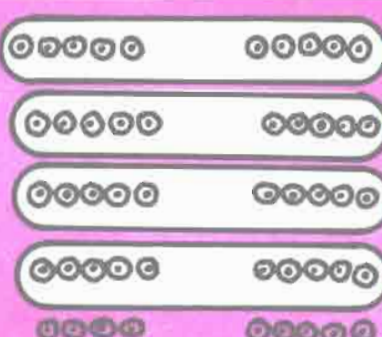
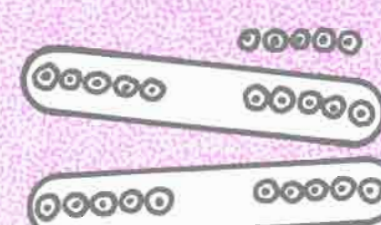
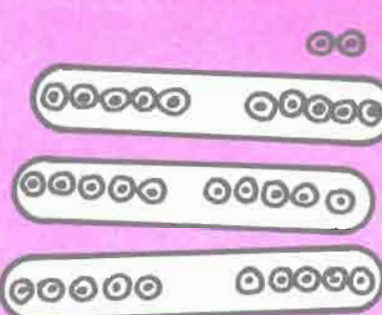
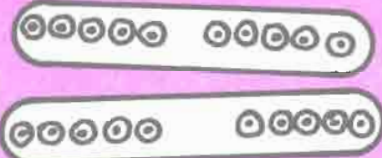
See p. 14 for suggestions.

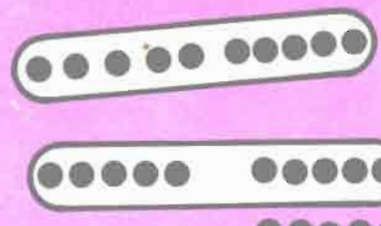
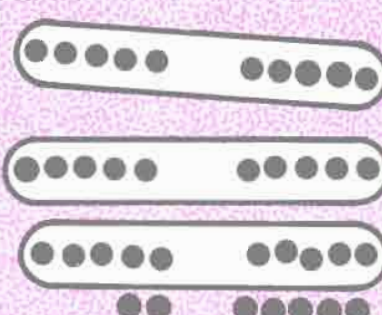
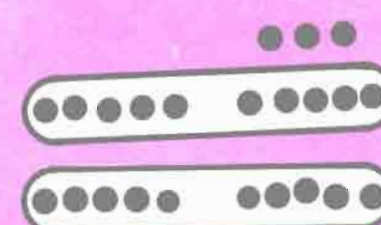
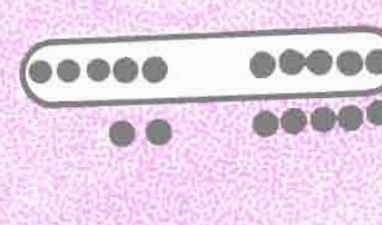
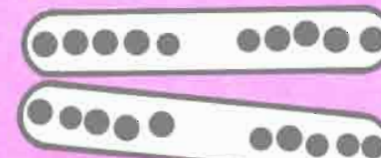


What can you see?

See p. 30 for suggestions.

¿Qué puede usted ver?

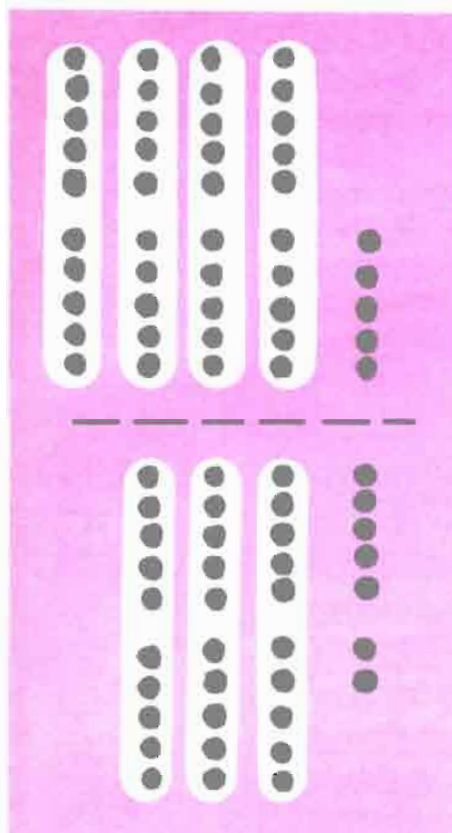
	$\begin{array}{r} 25 \\ + 6 \\ \hline 31 \end{array}$		$\begin{array}{r} 49 \\ + 1 \\ \hline 50 \end{array}$
	$\begin{array}{r} 25 \\ + 25 \\ \hline 50 \end{array}$		$\begin{array}{r} 49 \\ + 32 \\ \hline 81 \end{array}$
	$\begin{array}{r} 50 \\ - 25 \\ \hline 25 \end{array}$		$\begin{array}{r} 32 \\ - 7 \\ \hline 25 \end{array}$

	$\begin{array}{r} 25 \\ - 10 \\ \hline 15 \end{array}$		$\begin{array}{r} 37 \\ + 12 \\ \hline 49 \end{array}$
	$\begin{array}{r} 25 \\ + 33 \\ \hline 58 \end{array}$		$\begin{array}{r} 37 \\ + 17 \\ \hline 54 \end{array}$
	$\begin{array}{r} 33 \\ - 17 \\ \hline 16 \end{array}$		$\begin{array}{r} 54 \\ - 17 \\ \hline 37 \end{array}$

What can you see?

See p. 30 for suggestions.
More like this on p. 90.

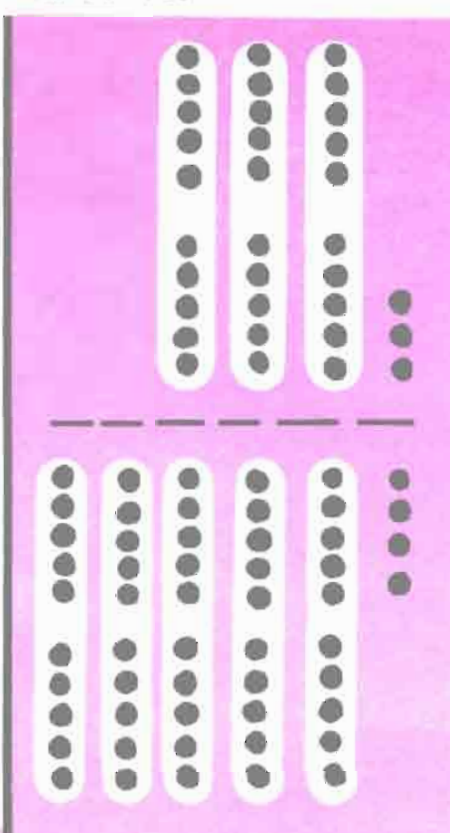
¿Qué puede usted ver?



$$\begin{array}{r} 45 \\ -16 \\ \hline 29 \end{array}$$

$$\begin{array}{r} 45 \\ +37 \\ \hline 82 \end{array}$$

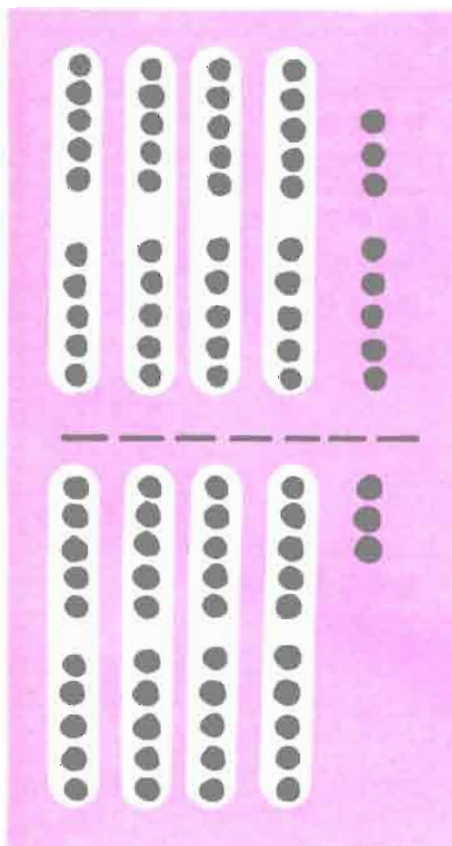
$$\begin{array}{r} 82 \\ -45 \\ \hline 37 \end{array}$$



$$\begin{array}{r} 33 \\ -8 \\ \hline 25 \end{array}$$

$$\begin{array}{r} 33 \\ +54 \\ \hline 87 \end{array}$$

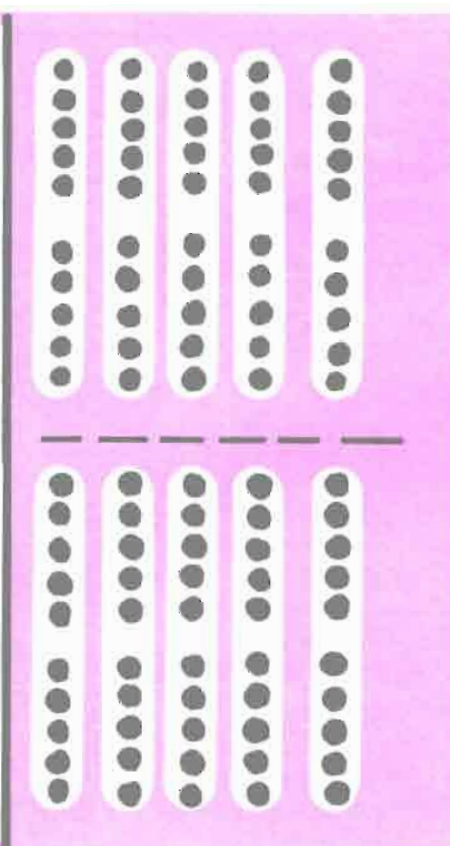
$$\begin{array}{r} 54 \\ -14 \\ \hline 40 \end{array}$$



$$\begin{array}{r} 48 \\ -12 \\ \hline 36 \end{array}$$

$$\begin{array}{r} 48 \\ +43 \\ \hline 91 \end{array}$$

$$\begin{array}{r} 43 \\ +43 \\ \hline 86 \end{array}$$

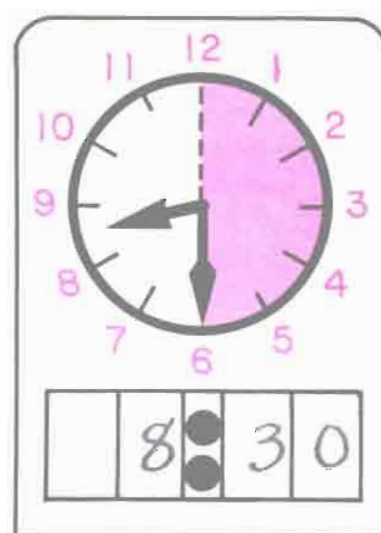
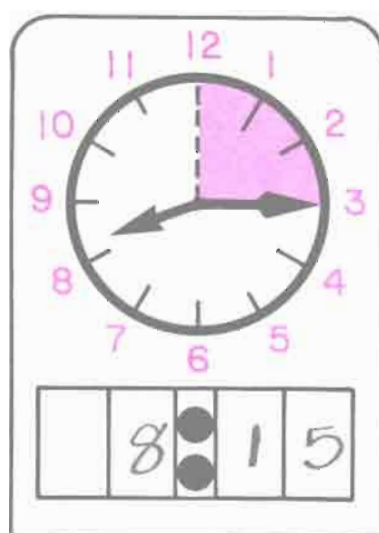
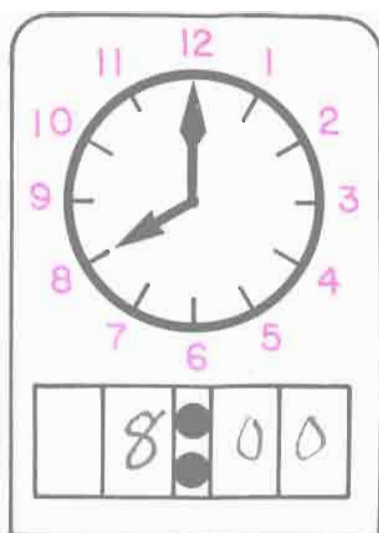


$$\begin{array}{r} 10 \\ +40 \\ \hline 50 \end{array}$$

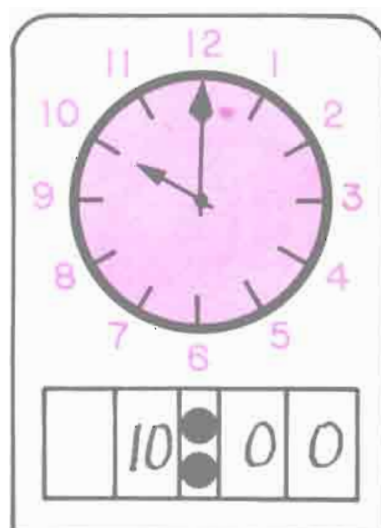
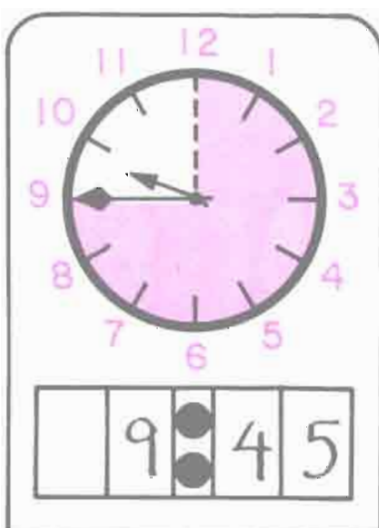
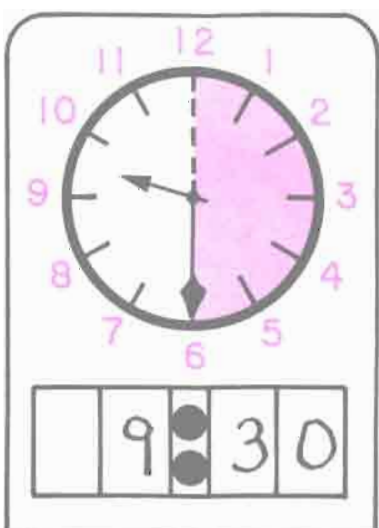
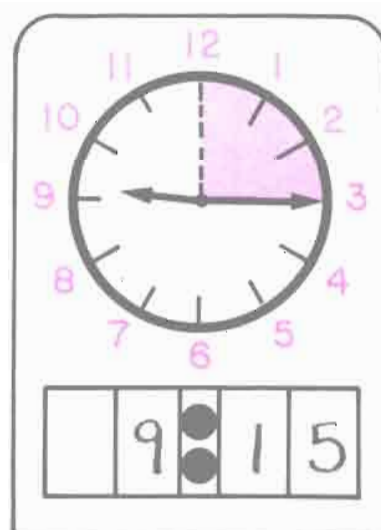
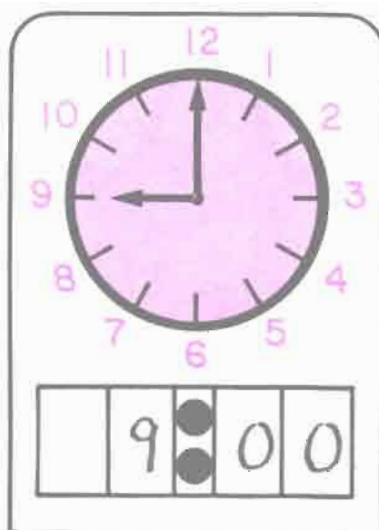
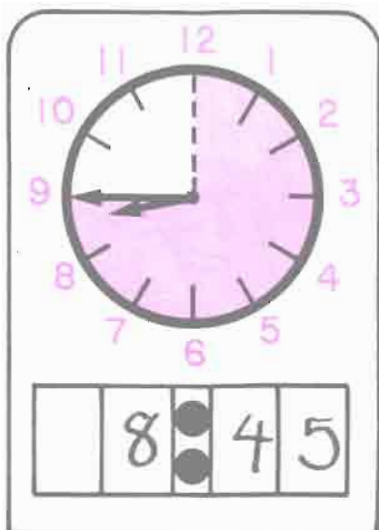
$$\begin{array}{r} 50 \\ +50 \\ \hline 100 \end{array}$$

$$\begin{array}{r} 100 \\ -60 \\ \hline 40 \end{array}$$





The child fills in the digits to show the time.



Please color in different ways.

Favor de pintar de color en diferentes maneras.

Another like this on p. 89.



0



1



2



3



4



5



6



7



8



9



10



11



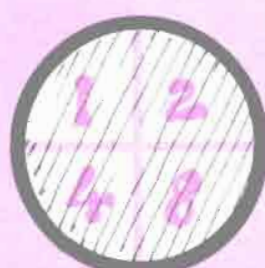
12



13



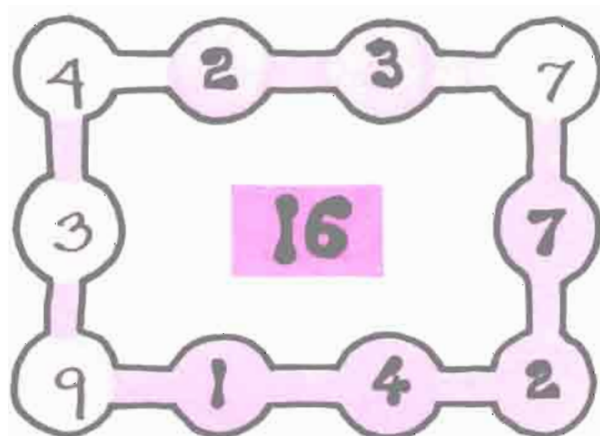
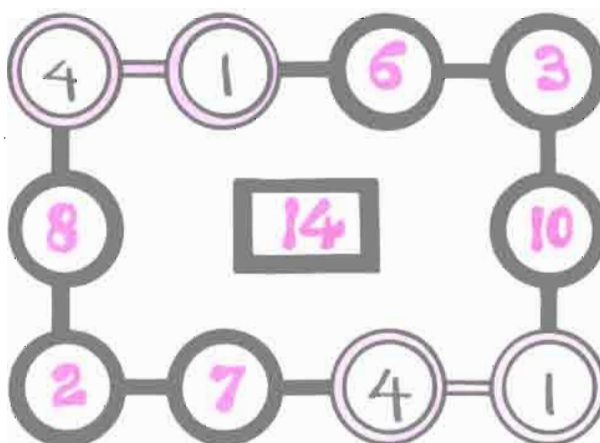
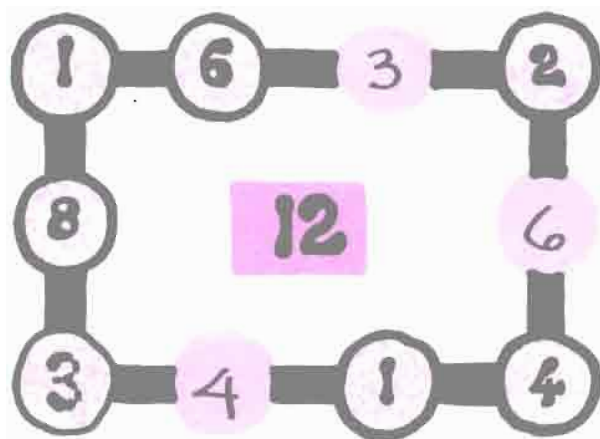
14



15

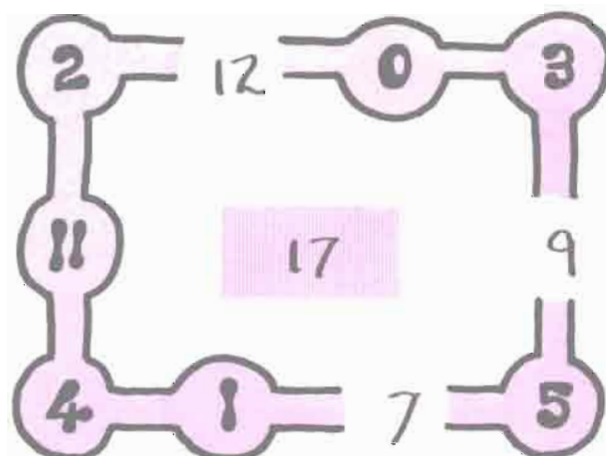
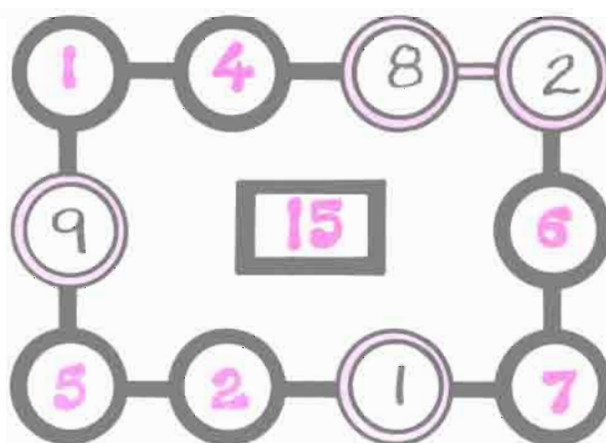
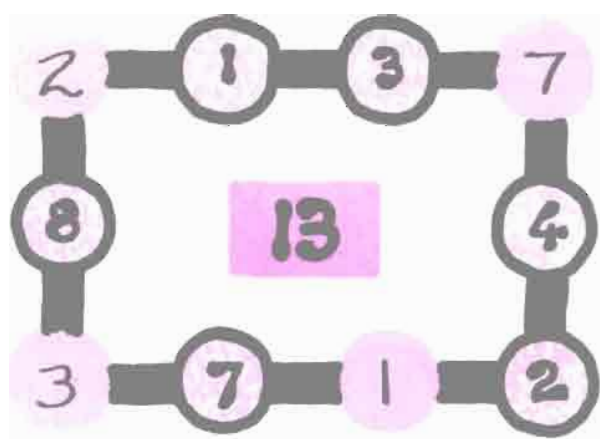
Number Rectangles

The number in the center is the sum of the numbers on each side.



Rectángulos de Números

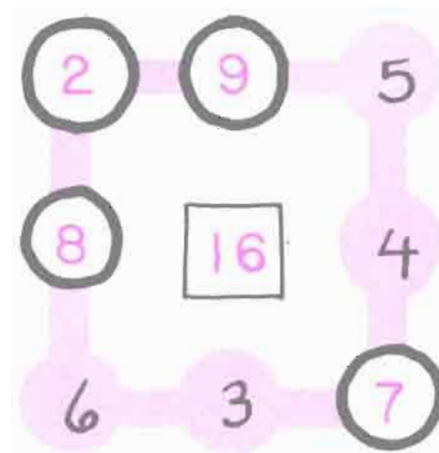
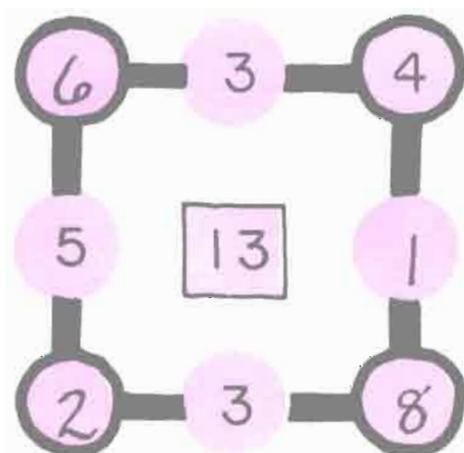
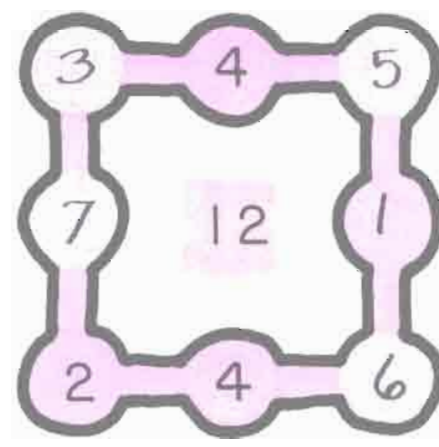
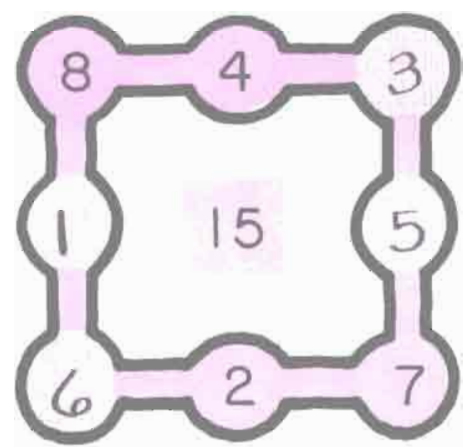
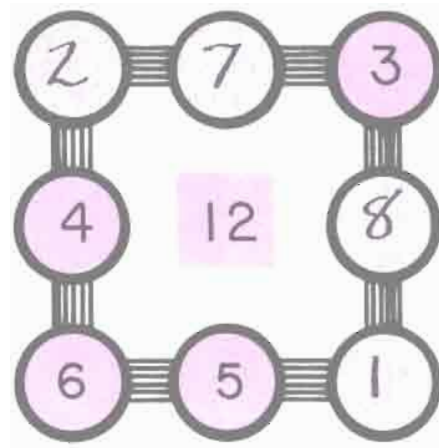
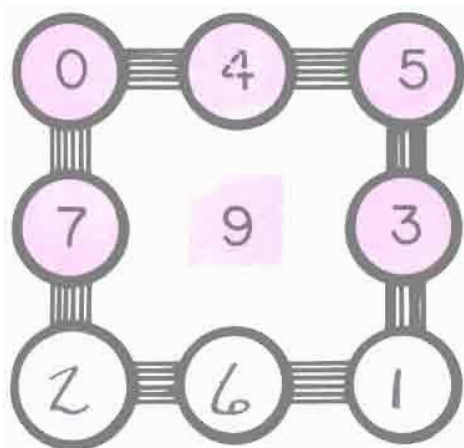
El número en el centro es la suma de los números en cada lado.



Number Squares

The number in the center is the sum of the numbers on each side.

El número en el centro es la suma de números en cada lado.



MEASURE AROUND ME
Medidas alrededor de mi

Materials: tape measures

Since most available ones are with inches, that is the measurement asked for here. A discussion of the 2 measurement systems they will be using might be useful here.

MI CABEZA TIENE _____
my head is

PULGADAS
ALREDEDOR
inches
around

For the child who enjoys this kind of activity there are 3 more pages involving more measure-

MY NECK IS _____
mi cuello tiene

"

ment of things in the "real" world. They can

MI PECHO TIENE _____
my chest is

"

be done in any sequence: pages 83, 86, 87.

MY WAIST IS _____
mi cintura tiene

"

MI PIERNA TIENE _____
my leg is

"

MY ANKLE IS _____
mi tobillo tiene

"

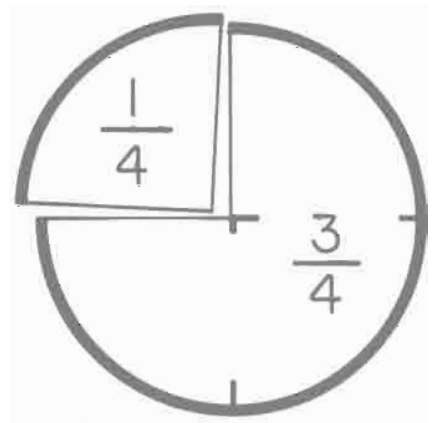
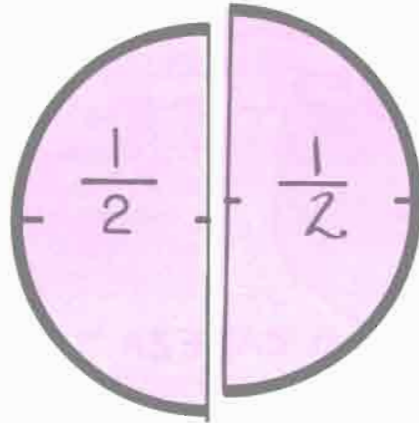
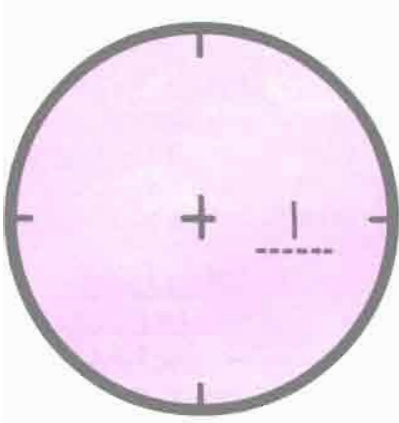
EL TOTAL DE TODAS MIS MEDIDAS ES
the total of all my arounds is

PULGADAS
inches

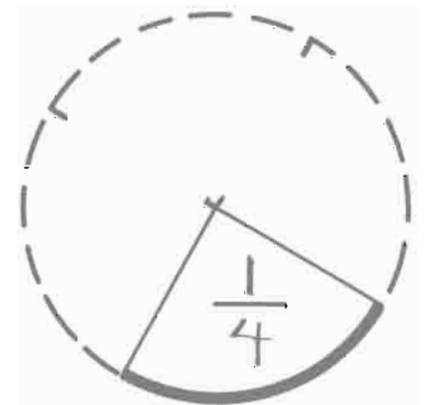
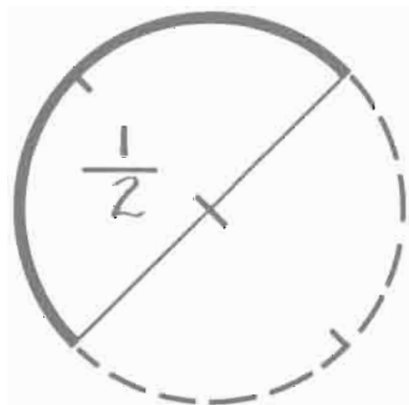
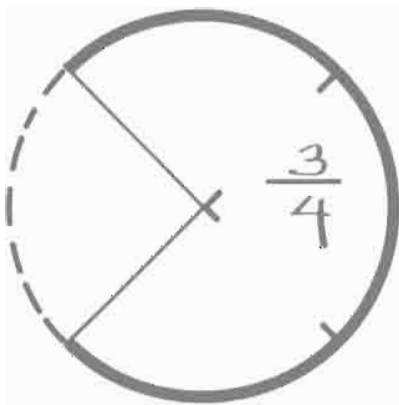
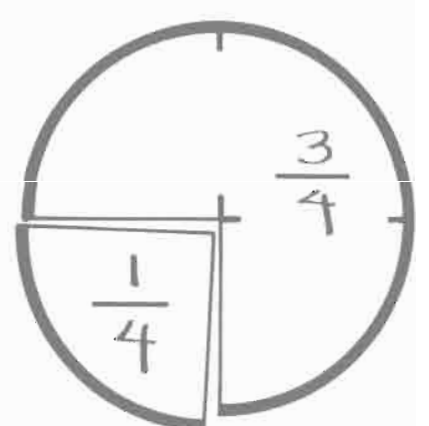
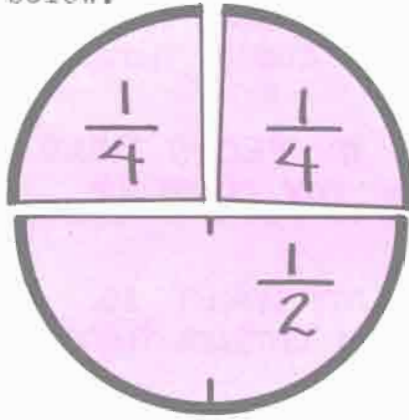
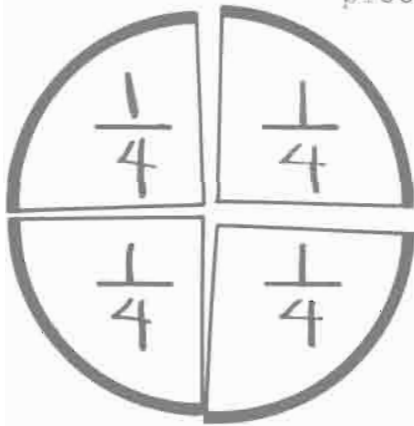


If pieces are the same size
please label them in the same way.

Si los pedazos son del mismo tamaño
favor de marcarlos en la misma manera.



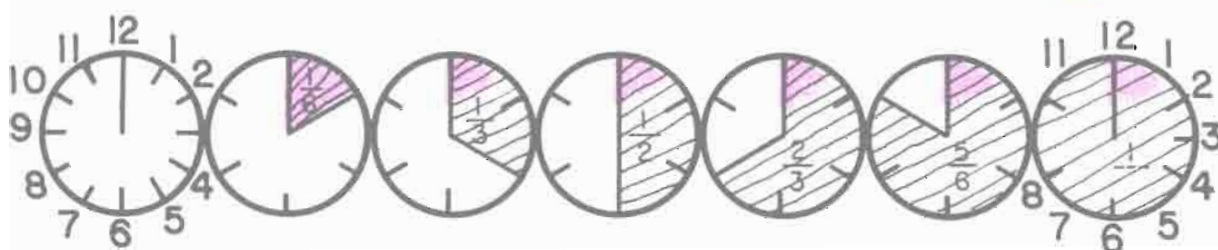
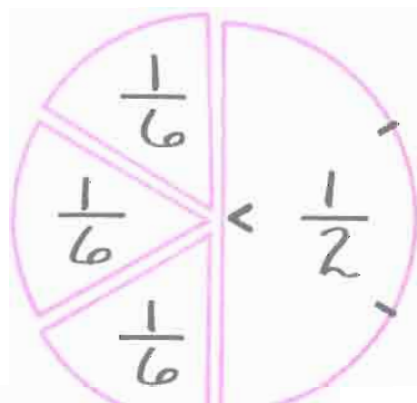
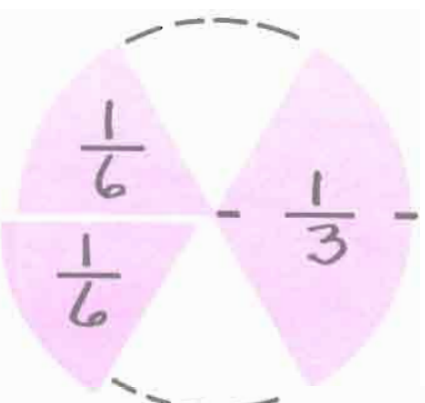
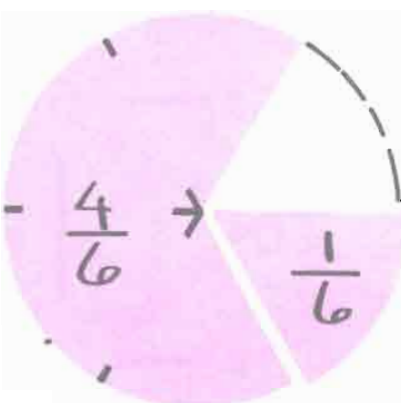
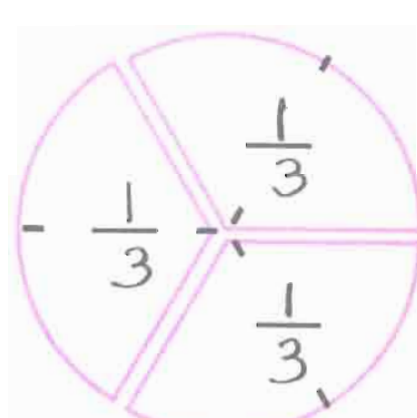
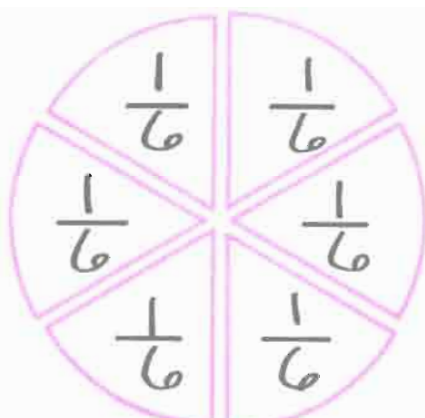
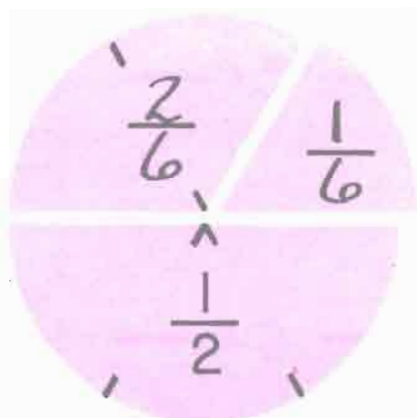
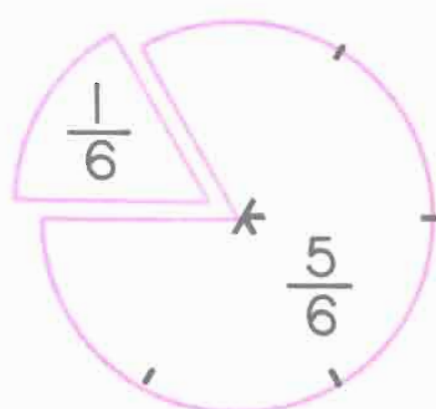
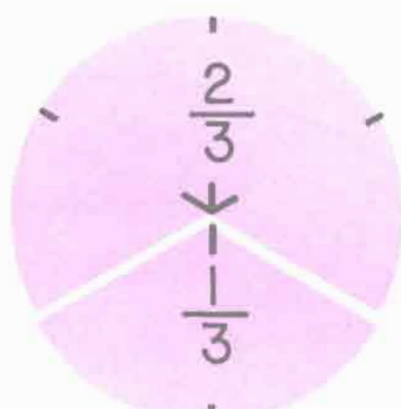
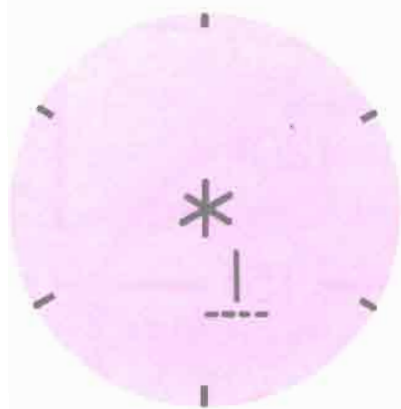
The child may use the diagrams at the top to find the size of the pieces below.



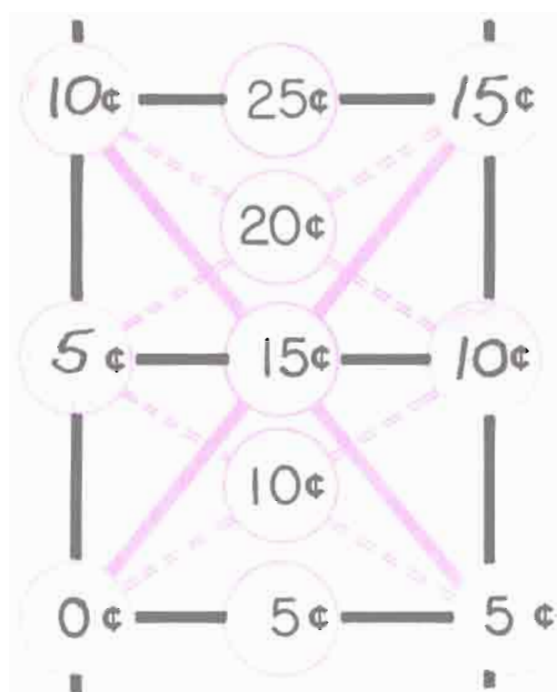
If pieces are the same size
please label them in the same way.

Si los pedazos son del mismo tamaño
favor de marcarlos en la misma manera.

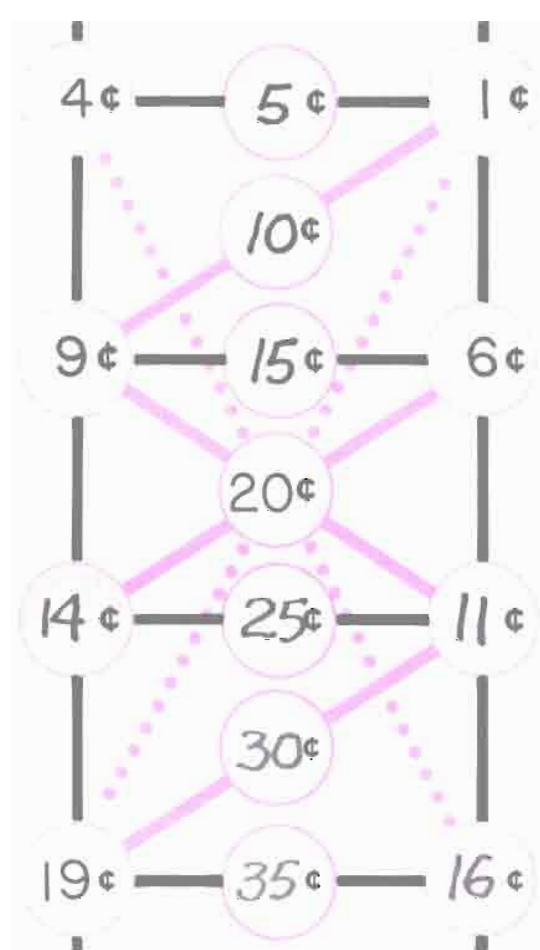
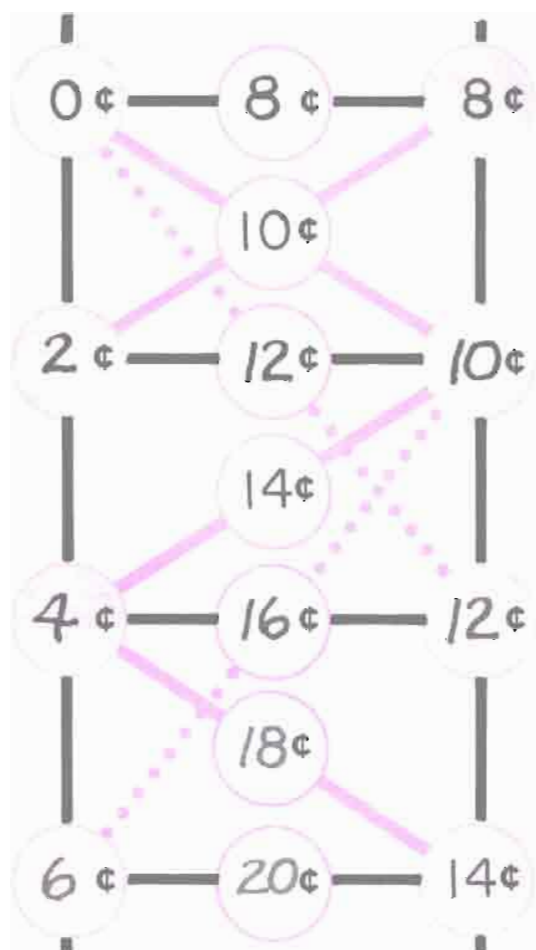
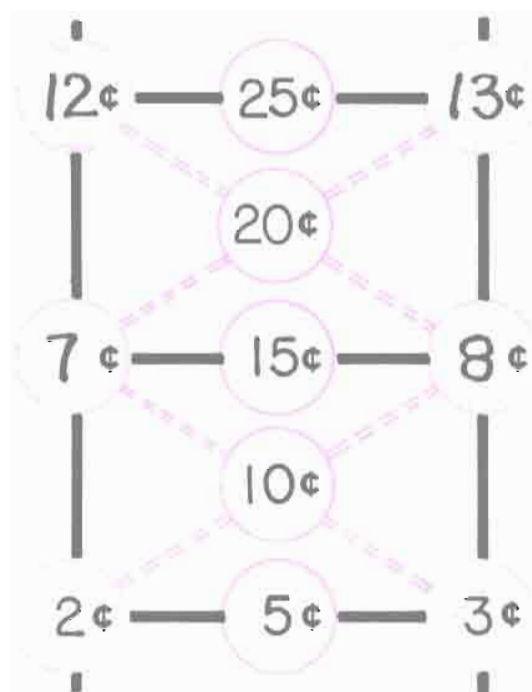
See p. 46 for suggestions.



Number Ladders

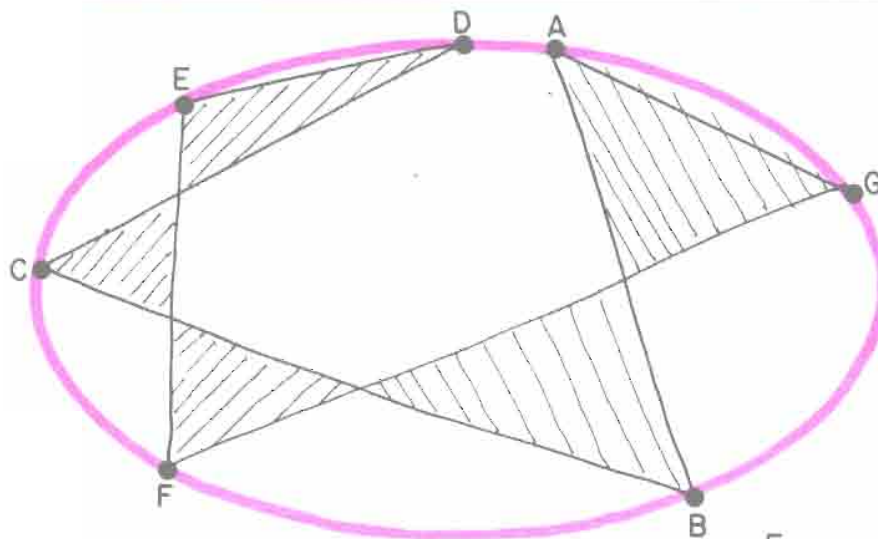
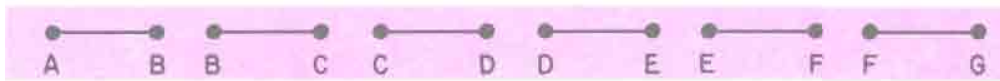


Escala de Números



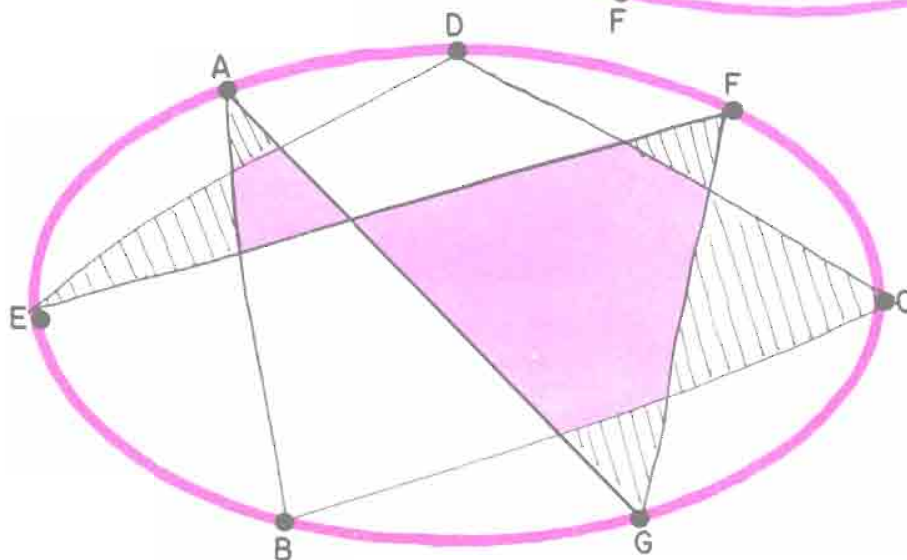
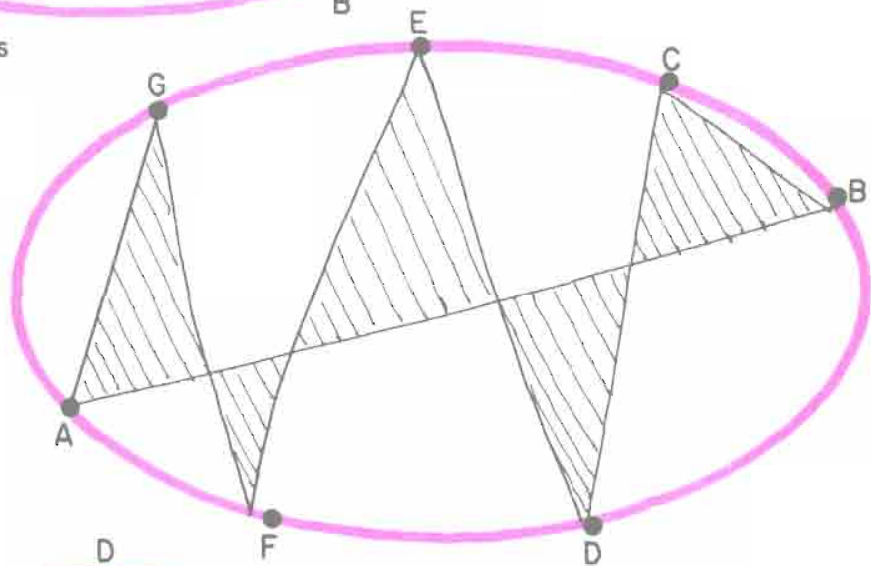
In each oval please draw these lines.

Favor de dibujar estas líneas en cada óvalo.

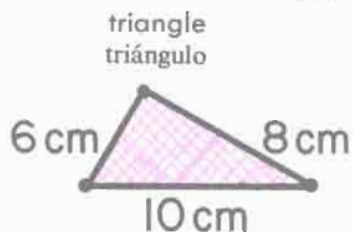
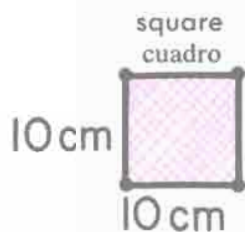


Please color in all triangles you make.

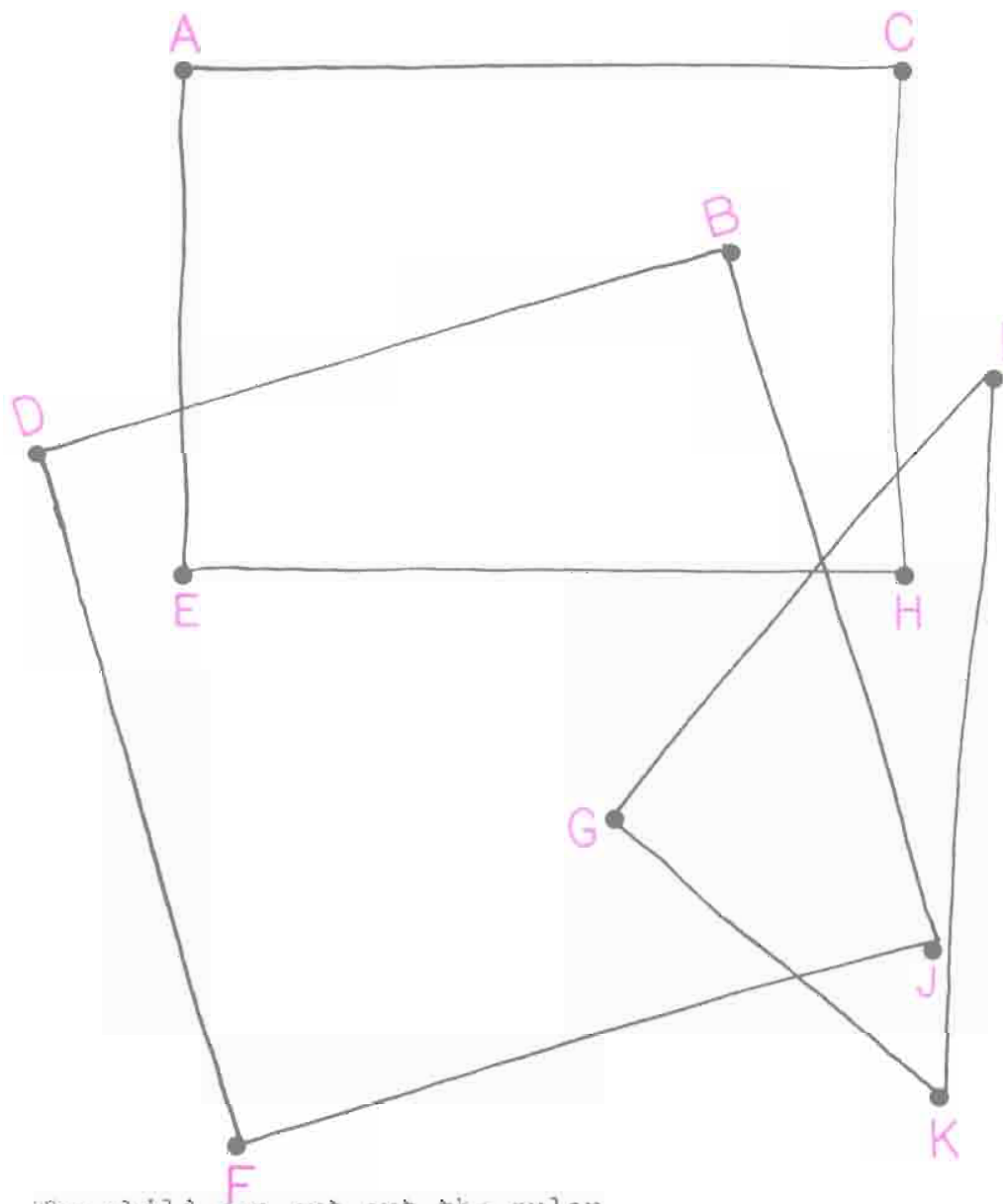
Favor de pintar de color todos los triángulos que usted haga.



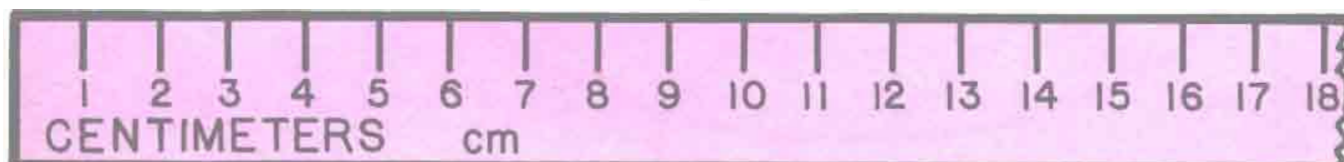
Please connect dots
to find these shapes:



Favor de conectar los puntos
para descubrir estas figuras

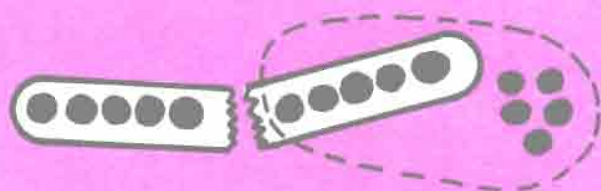


The child can cut out the ruler.

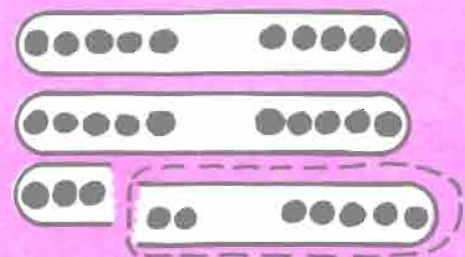


What can you see?

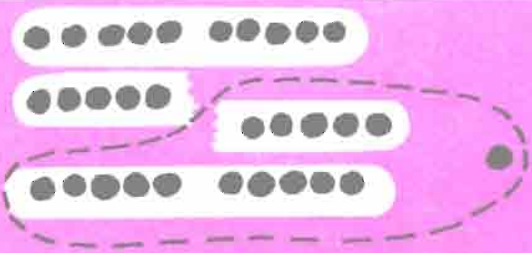
¿Qué puede usted ver?



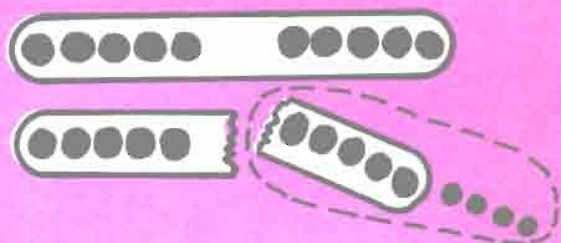
$$\begin{array}{r} 15 \\ - 10 \\ \hline 5 \end{array} \quad \begin{array}{r} 15 \\ - 5 \\ \hline 10 \end{array} \quad \begin{array}{r} 10 \\ + 5 \\ \hline 15 \end{array}$$



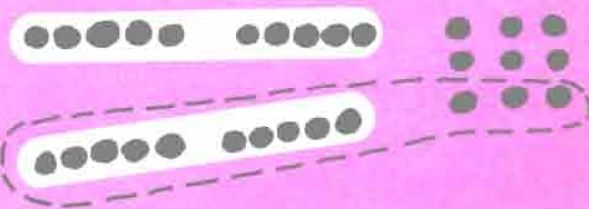
$$\begin{array}{r} 30 \\ - 23 \\ \hline 7 \end{array} \quad \begin{array}{r} 30 \\ - 7 \\ \hline 23 \end{array} \quad \begin{array}{r} 23 \\ + 7 \\ \hline 30 \end{array}$$



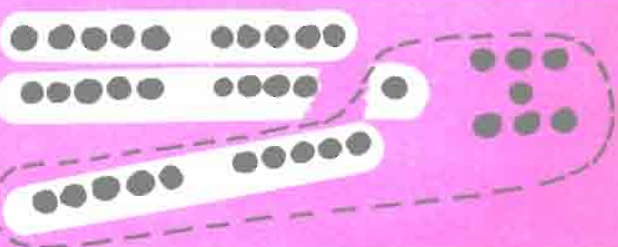
$$\begin{array}{r} 31 \\ - 16 \\ \hline 15 \end{array} \quad \begin{array}{r} 31 \\ - 15 \\ \hline 16 \end{array} \quad \begin{array}{r} 15 \\ + 16 \\ \hline 31 \end{array}$$



$$\begin{array}{r} 24 \\ - 9 \\ \hline 15 \end{array} \quad \begin{array}{r} 24 \\ - 15 \\ \hline 9 \end{array} \quad \begin{array}{r} 9 \\ + 15 \\ \hline 24 \end{array}$$



$$\begin{array}{r} 29 \\ - 13 \\ \hline 16 \end{array} \quad \begin{array}{r} 29 \\ - 16 \\ \hline 13 \end{array} \quad \begin{array}{r} 16 \\ + 13 \\ \hline 29 \end{array}$$



$$\begin{array}{r} 37 \\ - 18 \\ \hline 19 \end{array} \quad \begin{array}{r} 37 \\ - 19 \\ \hline 18 \end{array} \quad \begin{array}{r} 19 \\ + 18 \\ \hline 37 \end{array}$$

Materials:

a simple balance,
2 identical size
jars or plastic
containers with lids, paper
clips, paper cups, salt,
beans, pebbles, and tacks.
A discussion prior to the
actual comparison would be
valuable to hear predictions,

WHICH WEIGHS MORE?
¿cuál pesa más?



A JAR OF WATER OR A JAR OF BEANS
un frasco de agua o un frasco de frijoles

as well as after-
wards, for reactions
and follow-up compa-
risons.



A JAR OF WATER OR A JAR OF SALT
un frasco de agua o un frasco de sal

A JAR OF WATER OR A JAR OF PEBBLES
un frasco de agua o un frasco de piedritas

A PAPER CUP OF PAPER CLIPS OR A PAPER-
CUP OF TACKS....

una taza de papel con clips o una taza
de papel con tachuelas....

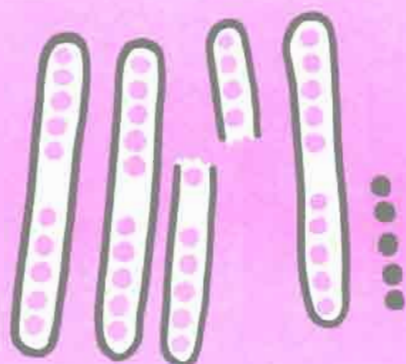
YOUR SANDWICH OR YOUR APPLE
su sandwich o su manzana



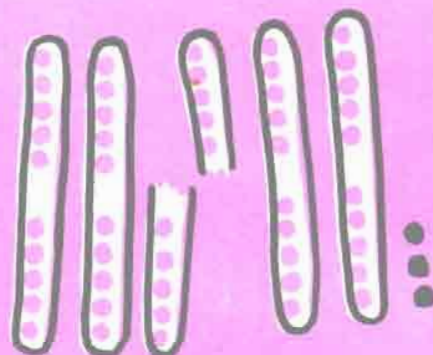
WHAT OTHER THINGS AROUND YOUR ROOM CAN YOU COMPARE ?
¿Qué otras cosas alrededor de su cuarto puede usted comparar ?

What can you see?

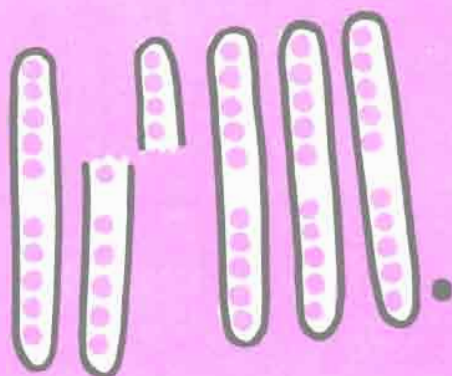
¿Qué puede usted ver?



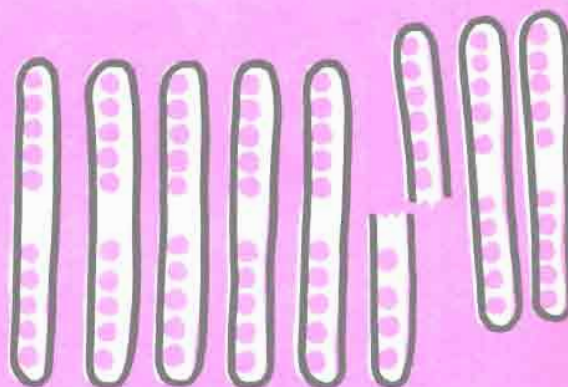
$$\begin{array}{r} 45 \\ - 19 \\ \hline 26 \end{array} \quad \begin{array}{r} 26 \\ + 26 \\ \hline 52 \end{array} \quad \begin{array}{r} 45 \\ - 26 \\ \hline 19 \end{array}$$



$$\begin{array}{r} 53 \\ - 28 \\ \hline 25 \end{array} \quad \begin{array}{r} 28 \\ - 9 \\ \hline 19 \end{array} \quad \begin{array}{r} 25 \\ + 28 \\ \hline 53 \end{array}$$

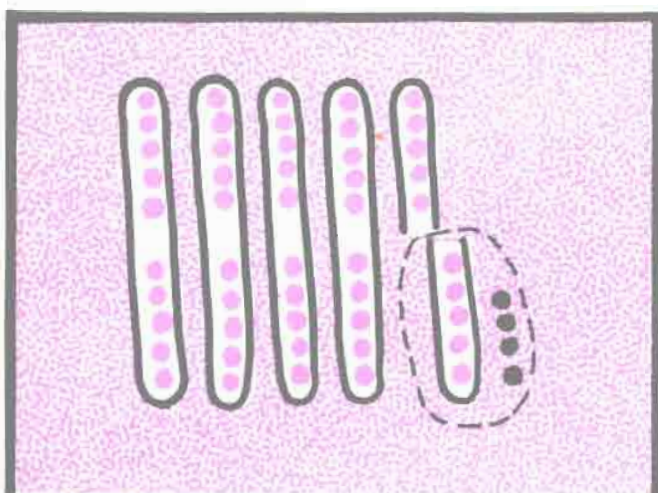


$$\begin{array}{r} 51 \\ - 35 \\ \hline 16 \end{array} \quad \begin{array}{r} 35 \\ - 16 \\ \hline 19 \end{array} \quad \begin{array}{r} 51 \\ + 16 \\ \hline 35 \end{array}$$



$$\begin{array}{r} 80 \\ - 26 \\ \hline 54 \end{array} \quad \begin{array}{r} 54 \\ - 25 \\ \hline 29 \end{array} \quad \begin{array}{r} 54 \\ + 26 \\ \hline 80 \end{array}$$

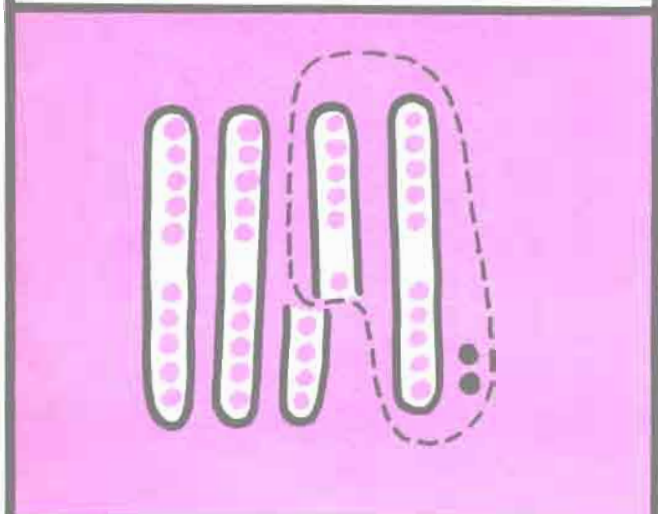
What can you see?



$$\begin{array}{r} 54 \\ - 9 \\ \hline 45 \end{array}$$

$$\begin{array}{r} 54 \\ + 6 \\ \hline 60 \end{array}$$

$$\begin{array}{r} 45 \\ + 5 \\ \hline 50 \end{array}$$

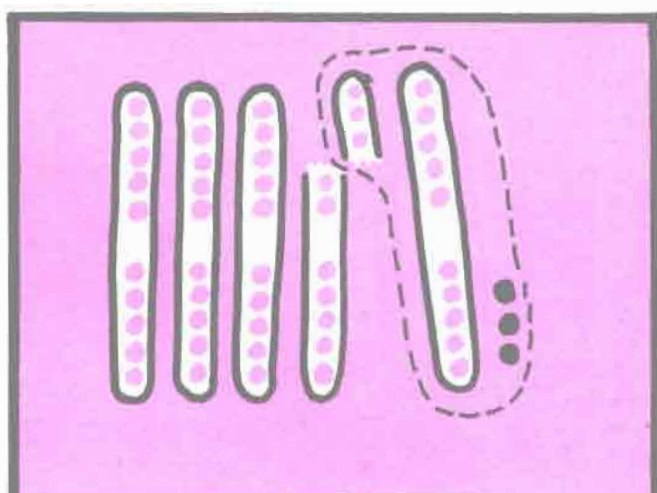


$$\begin{array}{r} 42 \\ - 18 \\ \hline 24 \end{array}$$

$$\begin{array}{r} 24 \\ + 18 \\ \hline 42 \end{array}$$

$$\begin{array}{r} 42 \\ - 24 \\ \hline 18 \end{array}$$

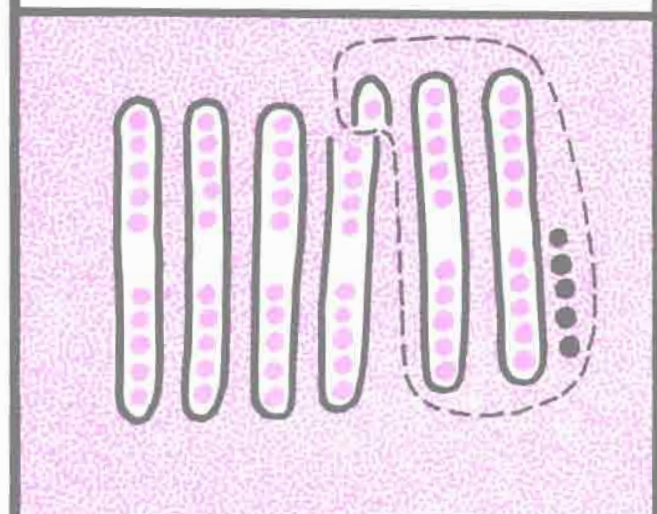
¿Qué puede usted ver?



$$\begin{array}{r} 53 \\ - 16 \\ \hline 37 \end{array}$$

$$\begin{array}{r} 16 \\ + 37 \\ \hline 53 \end{array}$$

$$\begin{array}{r} 37 \\ - 18 \\ \hline 19 \end{array}$$



$$\begin{array}{r} 65 \\ - 26 \\ \hline 39 \end{array}$$

$$\begin{array}{r} 49 \\ + 11 \\ \hline 60 \end{array}$$

$$\begin{array}{r} 66 \\ - 38 \\ \hline 28 \end{array}$$

Fencing Puzzles

4	2	7
6	1	5
8	2	5

also 20's

4	3	6
4	3	3
4	5	4

also 18's

8
3
5
6
2
4
5

Cercando Rompecabezas

5	3	5
8	4	9
5	6	7

also 26's

5	5	5
9	6	10
8	7	5

also 20's

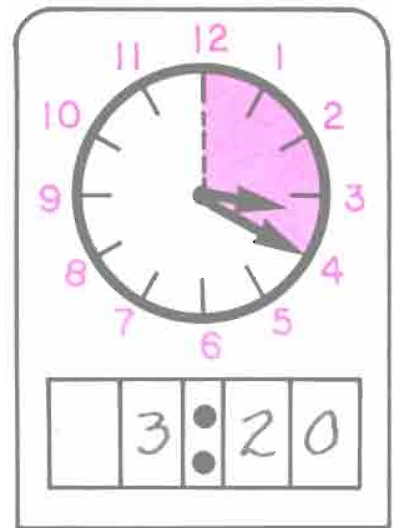
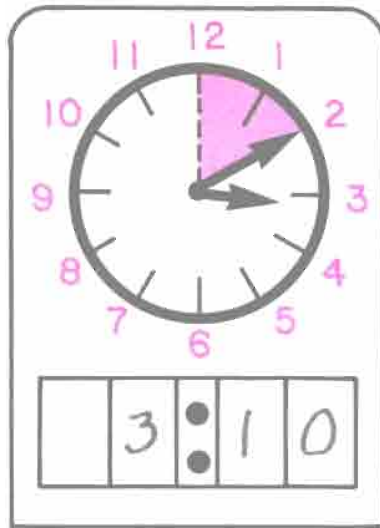
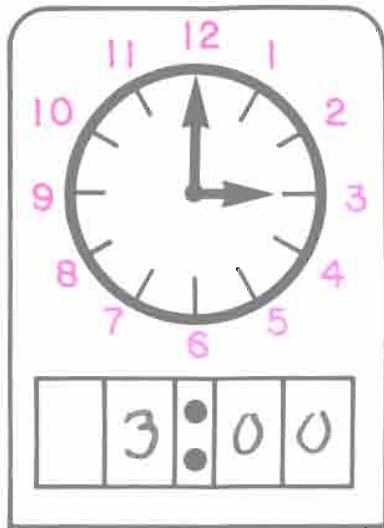
Here the children fence the numbers into any combinations that work out evenly.

Another like this on p.63.

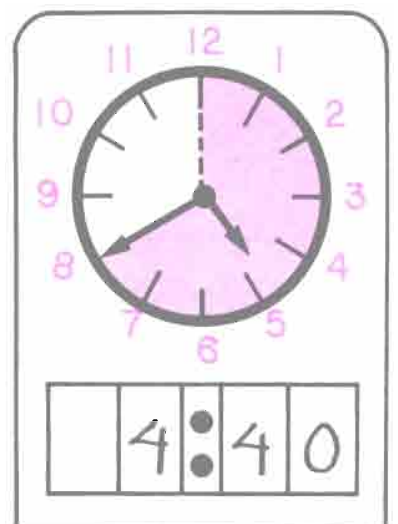
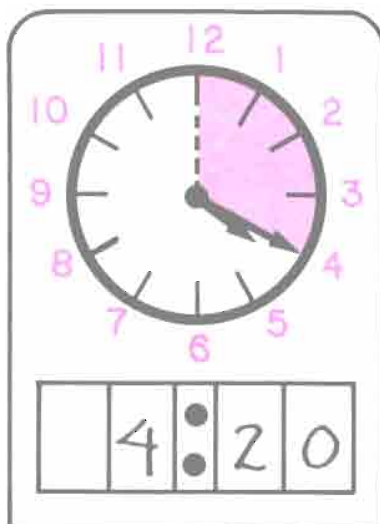
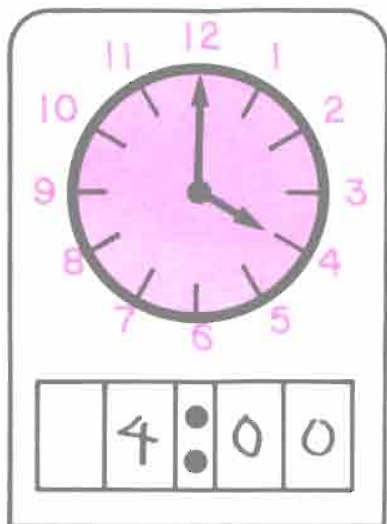
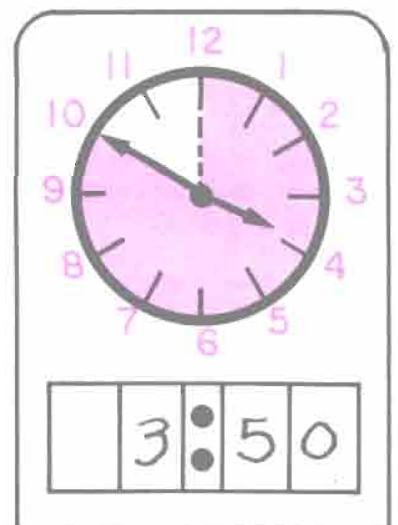
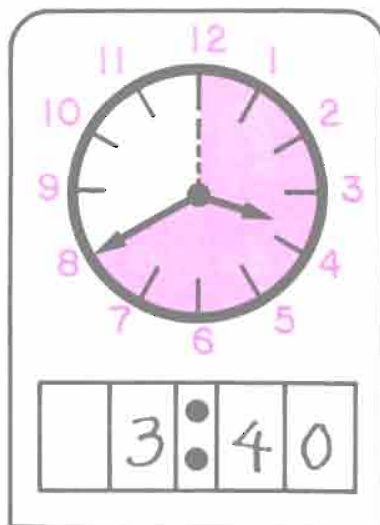
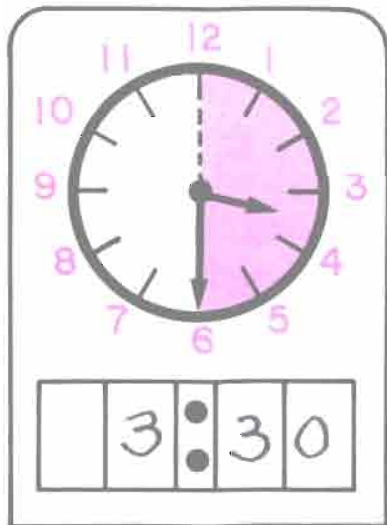
3	1	5	5
9	3	8	1
2	7	7	5

also 28's

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

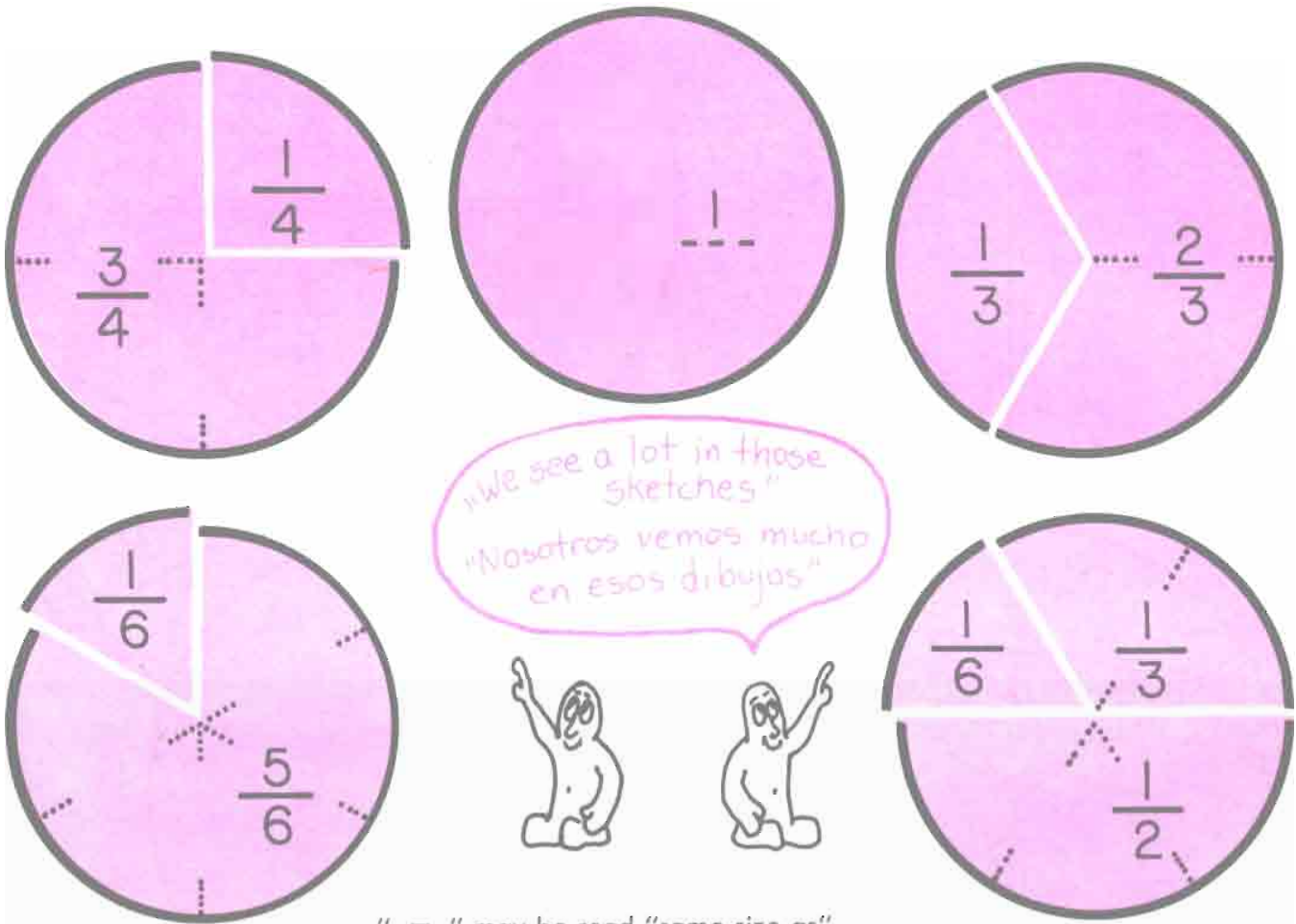


The child fills in the digits to show the time.



"What do you see?"

"¿qué ve usted?"



" = " may be read "same size as"

" = " se puede leer "el mismo tamaño que"

$$\frac{3}{4} + \frac{1}{4} = 1$$

$$\frac{1}{3} + \frac{2}{3} = 1$$

$$\frac{1}{6} + \frac{1}{3} + \frac{1}{2} = 1$$

$$\frac{1}{6} + \frac{5}{6} = 1$$

$$\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$$

$$\frac{1}{6} + \frac{1}{3} = \frac{1}{2}$$

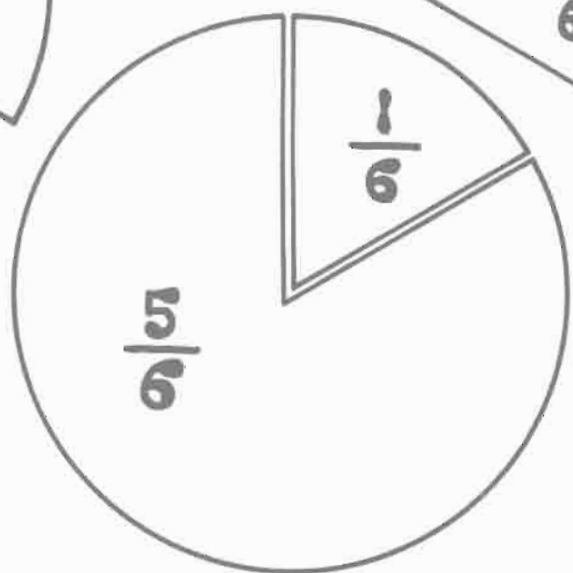
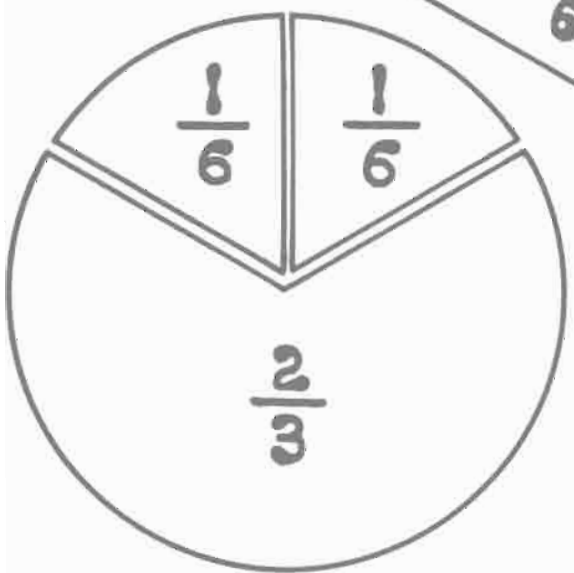
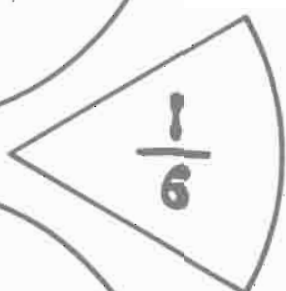
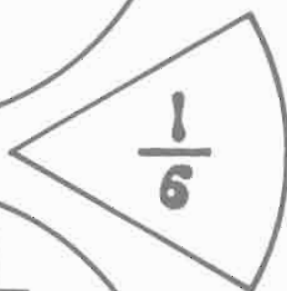
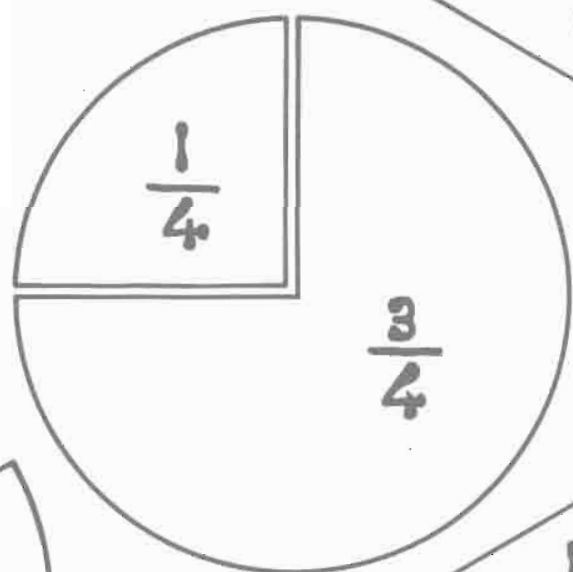
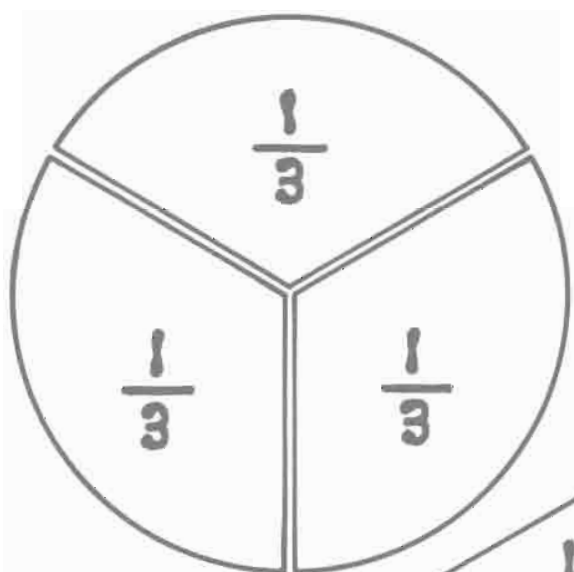
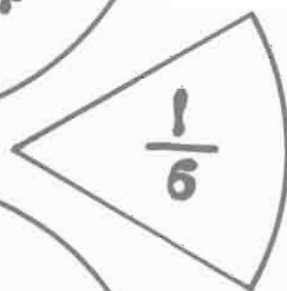
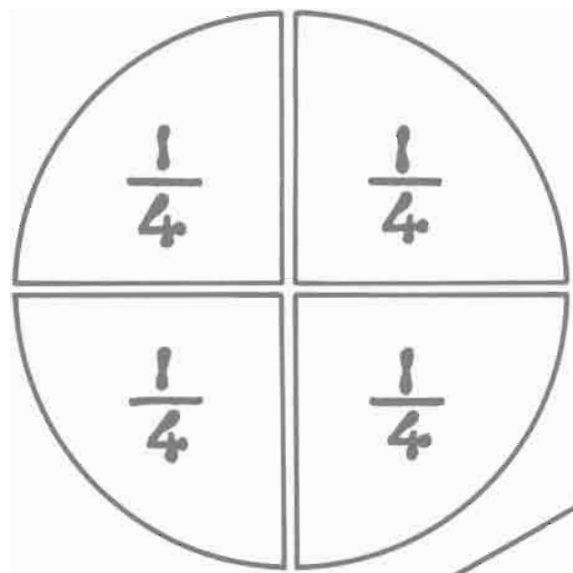
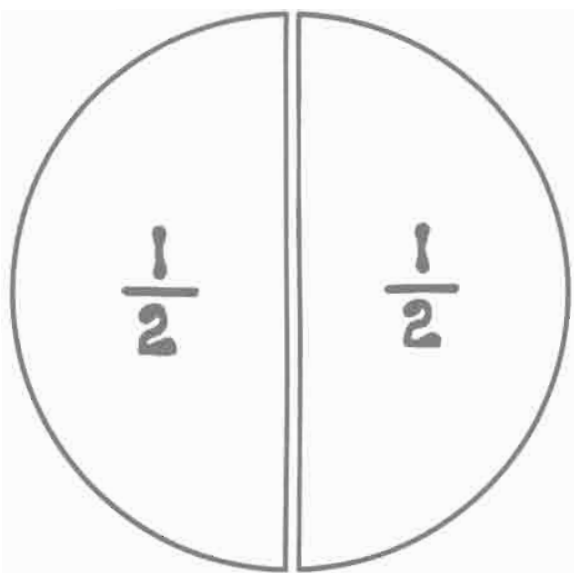
$$1 - \frac{1}{6} = \frac{5}{6}$$

$$\frac{1}{3} - \frac{1}{6} = \frac{1}{6}$$

$$\frac{3}{4} - \frac{1}{4} = \frac{1}{2}$$

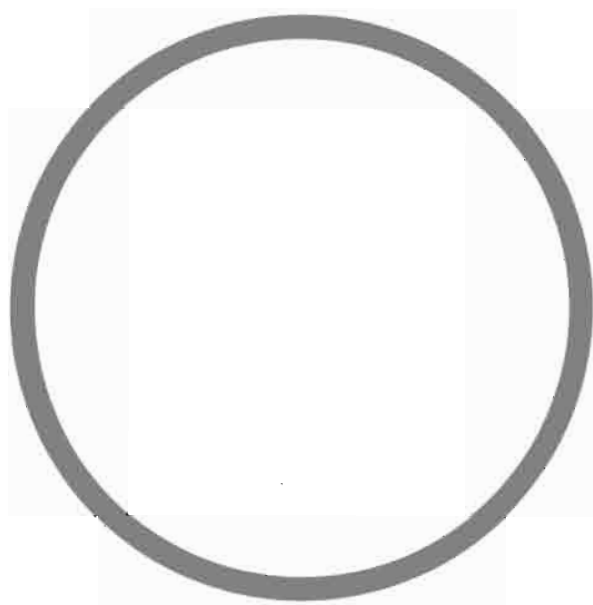
Please cut out the shapes on the other side of this page for use on the following page.

Favor de cortar las figuras en el otro lado de esta página para usarlas en la página que sigue.



Please arrange cutouts in the circle
and write down what you see.

Favor de arreglar en el círculo las figuras
que cortó y escriba lo que ve.



What do you see?

¿Qué ve usted?

More fraction activities on pp. 95-96.

You may first wish to develop the concept that
a whole circle is equal to 1.

Can you arrange pieces to find
an answer to these questions?

¿Puede usted arreglar los pedazos para
encontrar la respuesta a estas preguntas?

$$1 - \frac{1}{4} = \frac{3}{4} \quad \frac{1}{4} + \frac{1}{4} = \frac{1}{2}$$

$$\frac{3}{4} - \frac{1}{2} = \frac{1}{4}$$

$$\frac{1}{4} + \frac{3}{4} = 1$$

$$\frac{1}{6} + \frac{1}{6} = \frac{1}{3} \quad 1 - \frac{1}{3} = \frac{2}{3}$$

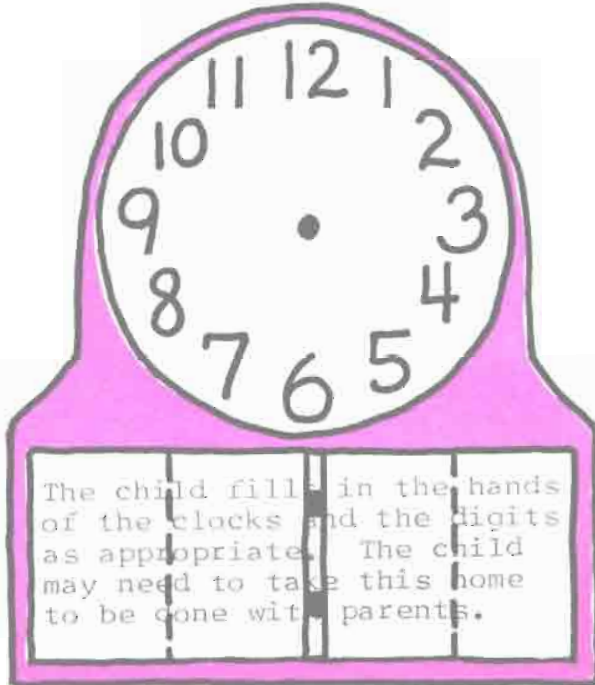
$$\frac{1}{3} + \frac{1}{6} = \frac{1}{2}$$

$$\frac{2}{3} - \frac{1}{6} = \frac{1}{2}$$

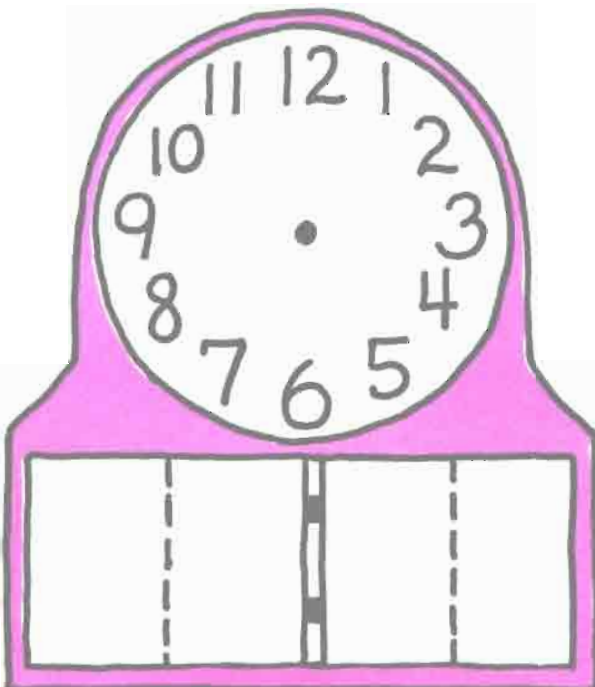
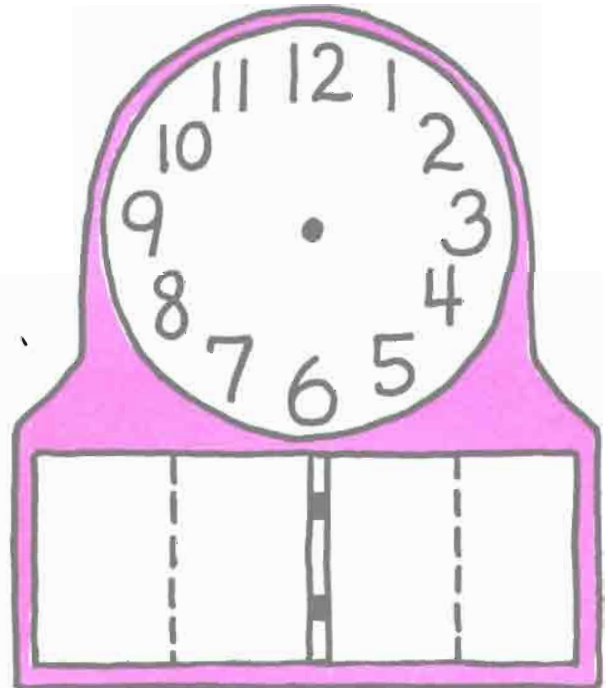
$$\frac{1}{2} + \frac{1}{3} + \frac{1}{6} = 1 \quad 1 - \frac{5}{6} = \frac{1}{6} \quad \frac{1}{6} + \frac{1}{6} + \frac{1}{6} = \frac{1}{2} \quad \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4}$$

¿A QUÉ HORA ...
WHAT TIME DO YOU ...

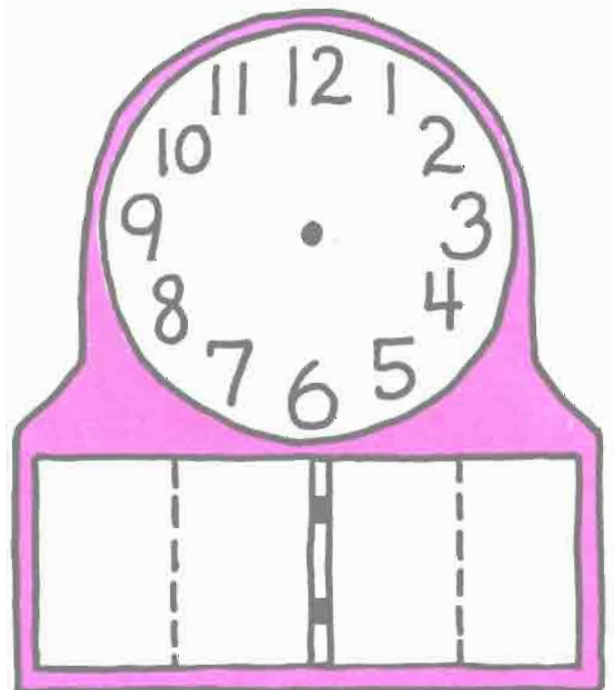
SE LEVANTA?
Get up?



VA A LA ESCUELA?
Go to school?



COME SU COMIDA?
eat lunch?



DEJA LA ESCUELA?
leave school?



báscula



POUNDS OF PEOPLE

Libras de gente



PLEASE WEIGH YOURSELF AND TWO OTHER PEOPLE SEPARATELY !
¡ Favor de pesarse usted y dos otras personas separadamente !

MY WEIGHT IS _____ POUNDS
mi peso es _____ libras

MY FRIEND'S WEIGHT _____ POUNDS
el peso de mi amigo es _____ libras

MY OTHER FRIEND'S WEIGHT _____ POUNDS
el peso de mi otro amigo es _____ libras

_____ TOTAL



báscula

NOW TRY ALL 3 OF YOU ON THE
SCALE AT THE SAME TIME AND
SEE IF IT READS THE SAME TOTAL .

Ahora pésense ustedes 3
al mismo tiempo y vean si
da el mismo total.

WEIGH YOURSELF IN PIECES Pésese usted mismo en pedazos



You need a
bathroom scale.

MY GUESS
yo adivino

MY WEIGHT
mi peso

RIGHT ARM
brazo derecho

LEFT ARM
brazo izquierdo

HEAD
cabeza

RIGHT LEG
pierna derecha

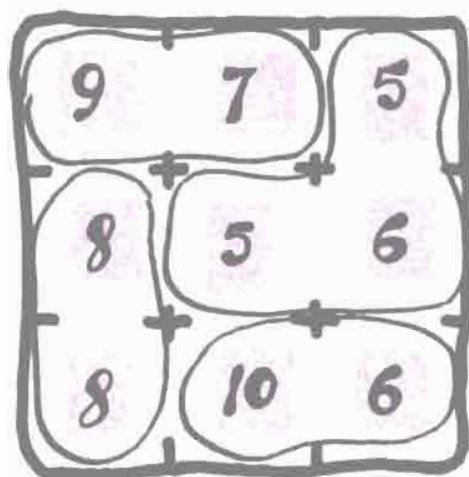
LEFT LEG
pierna izquierda

TOTAL

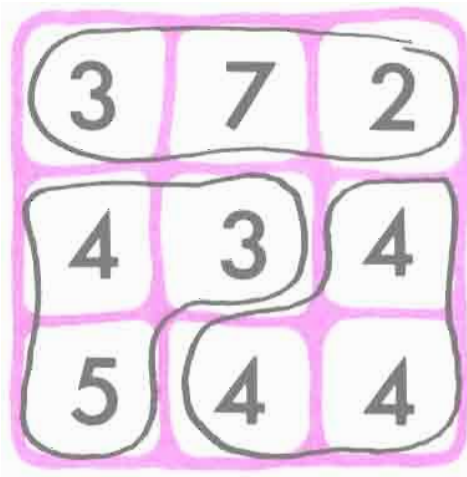
MY WHOLE BODY
mi cuerpo entero

Fencing Puzzles

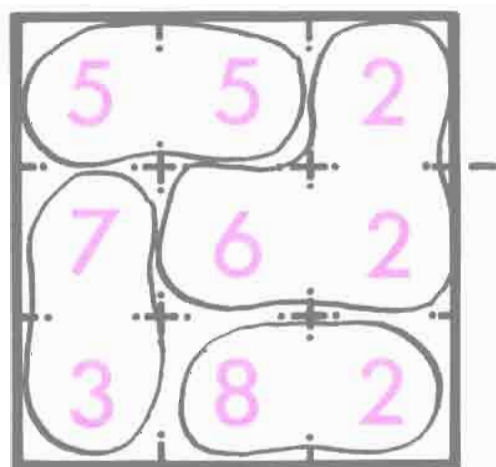
Poniendo cerca al rompecabeza



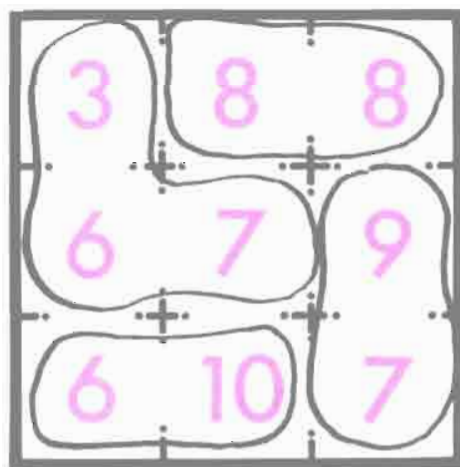
also 32's



See p. 55 for suggestions.

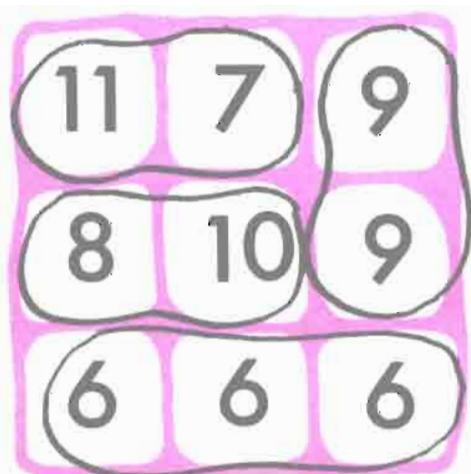


also 20's

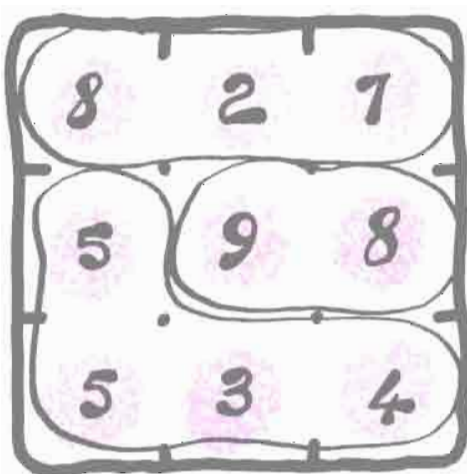


also 32's

Another like this on p.93.



also 36's

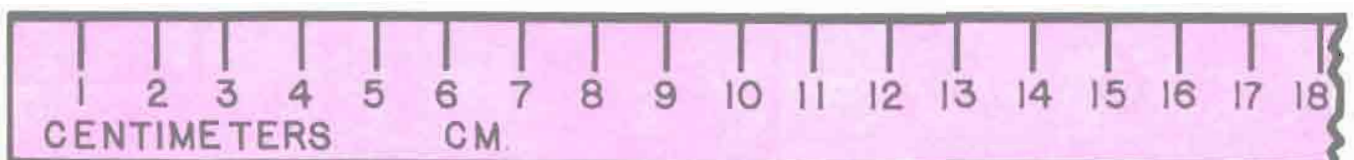
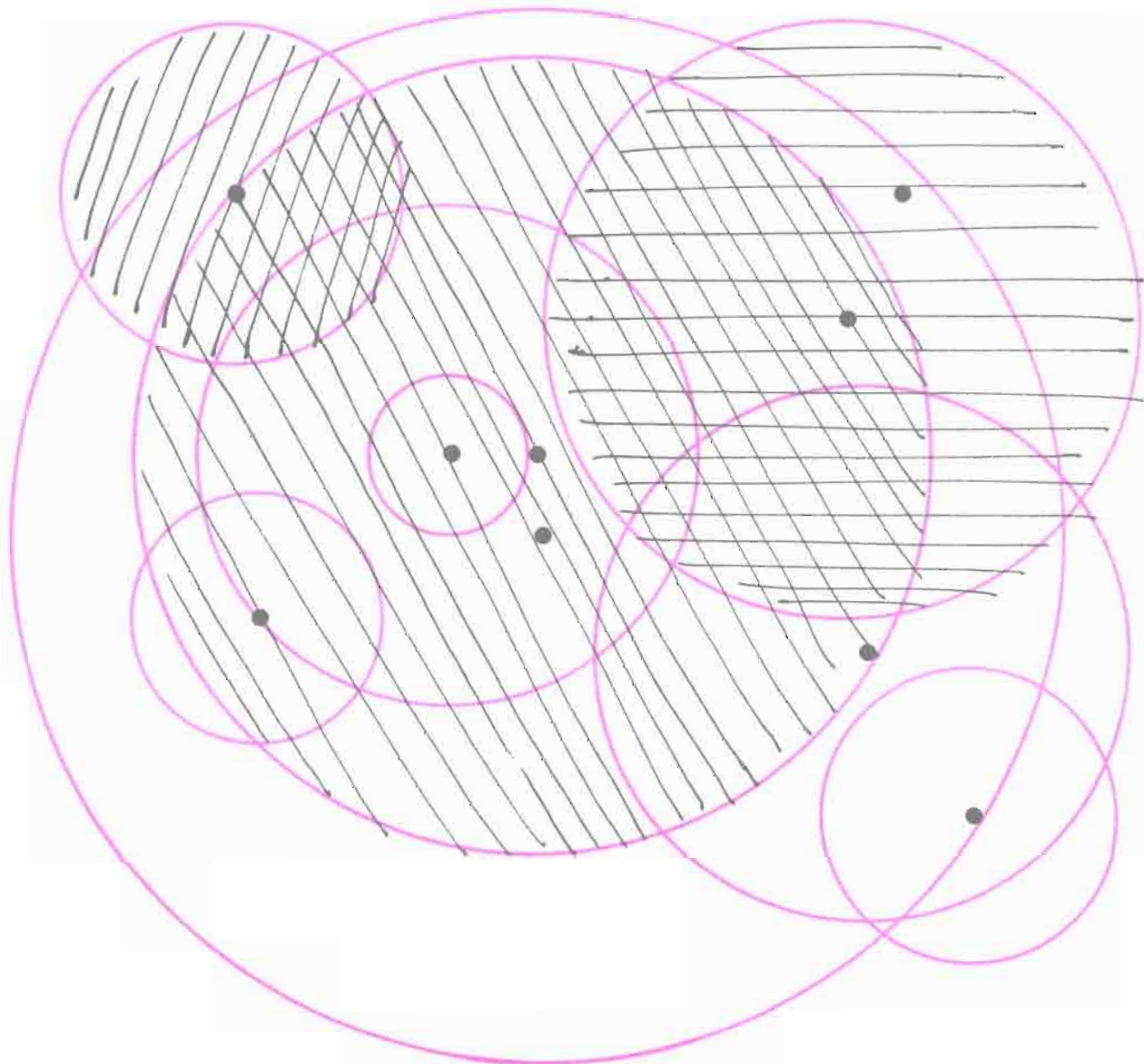


Please find these 3 circles
and color them in.

Favor de encontrar estos 3 círculos
y pintarlos de color.



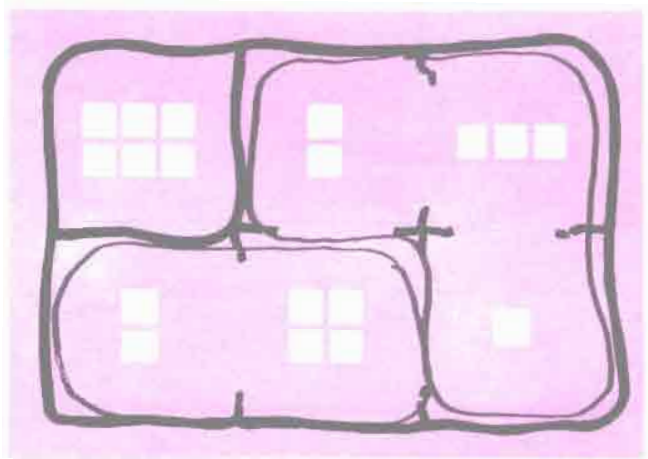
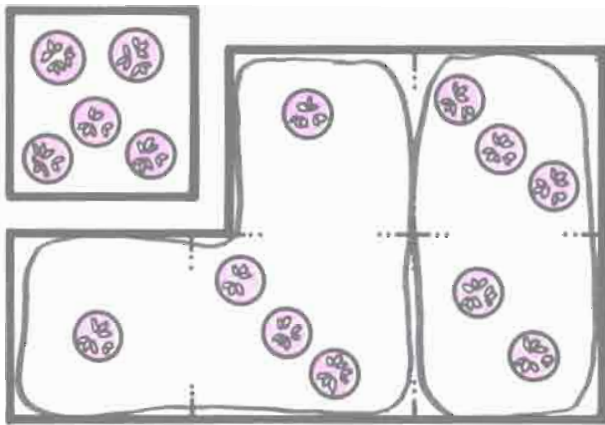
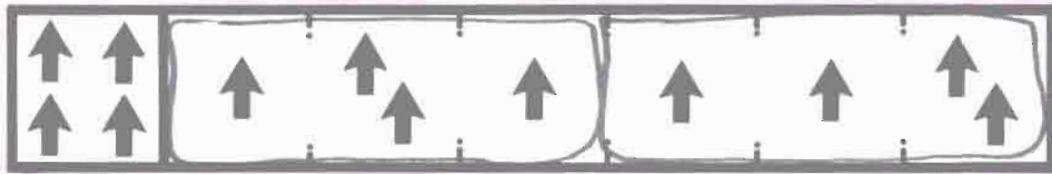
The child may cut out the ruler and use it to find the diameters.



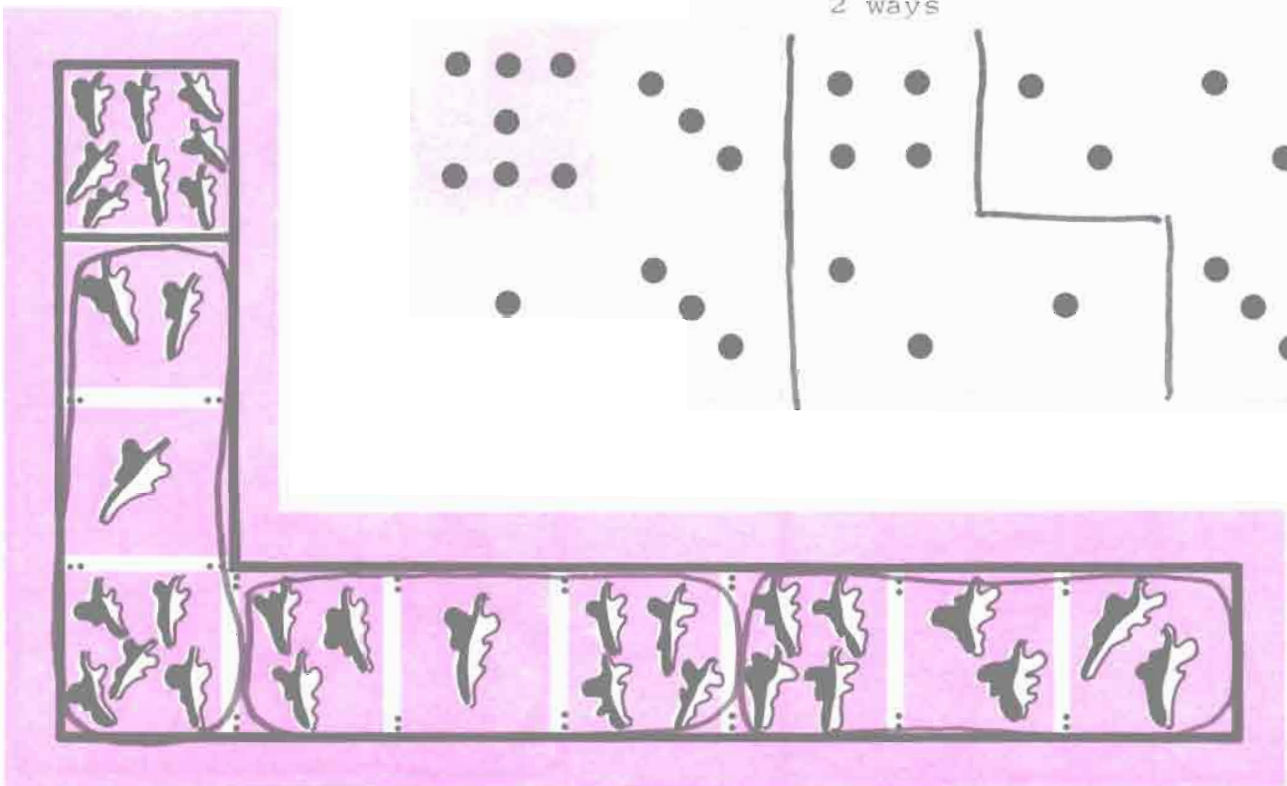
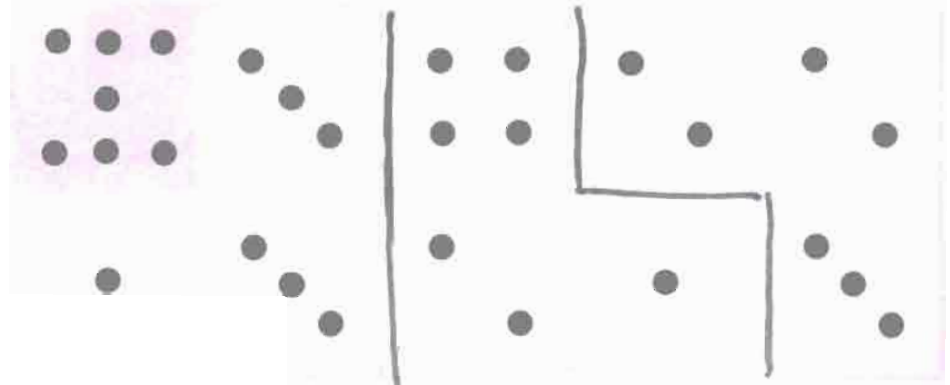
Fencing

See p. 1 for suggestions.

Cercando



2 ways



Fencing

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

See p. 1 for suggestions.

Cercando

7	4	1
3	3	6
3	5	2
1	3	4

See also: D&P pp. 124-135.

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

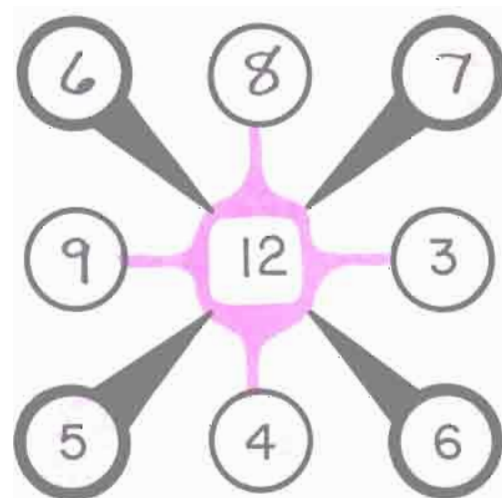
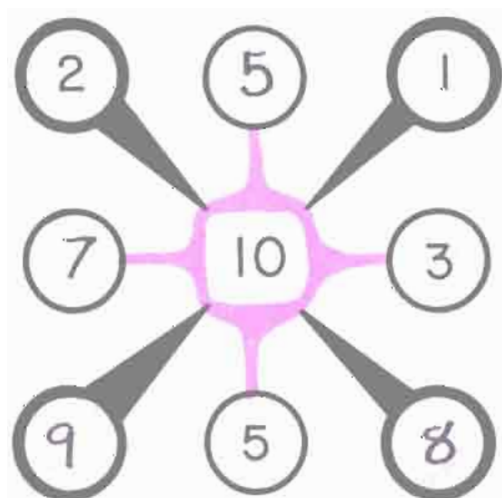
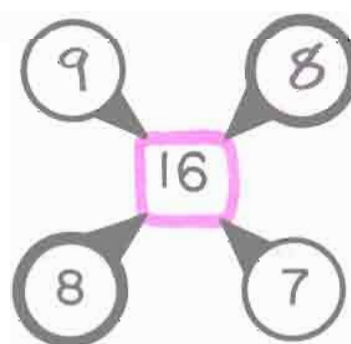
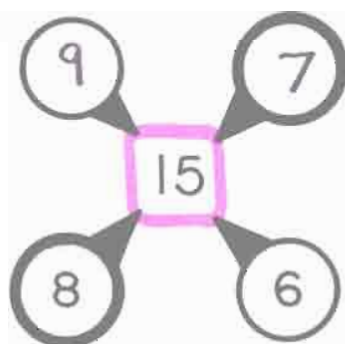
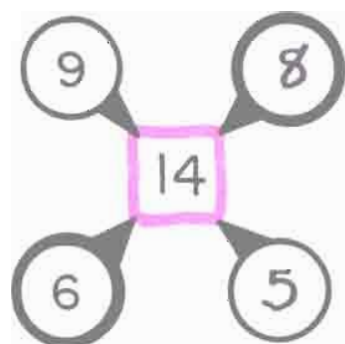
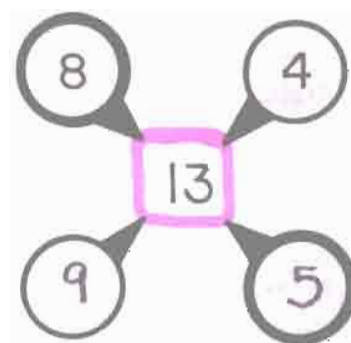
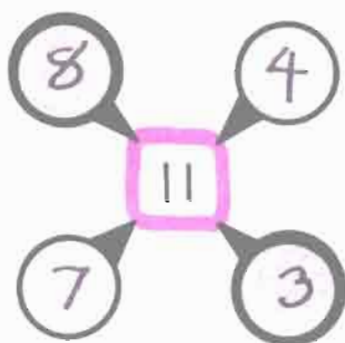
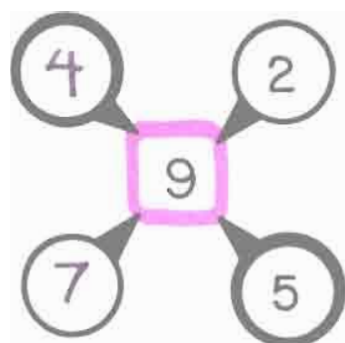
9	6	3
3	4	5
3	2	1
3	7	8

Number Wheels

The sum is in the center.

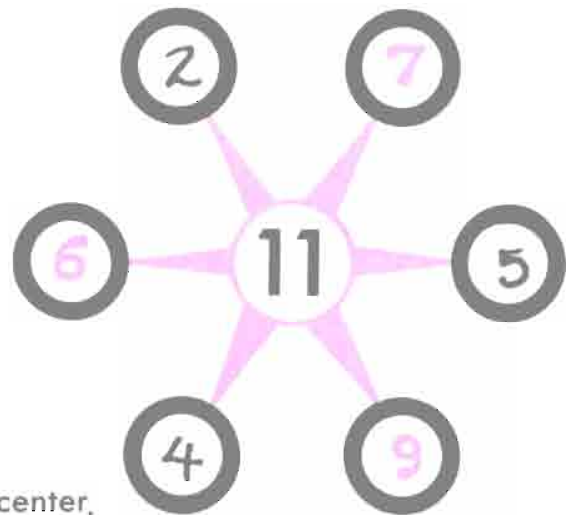
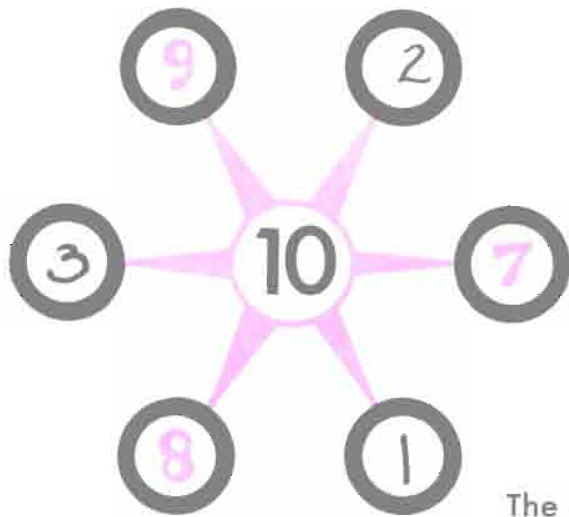
La suma está en el centro.

Ruedas de Números



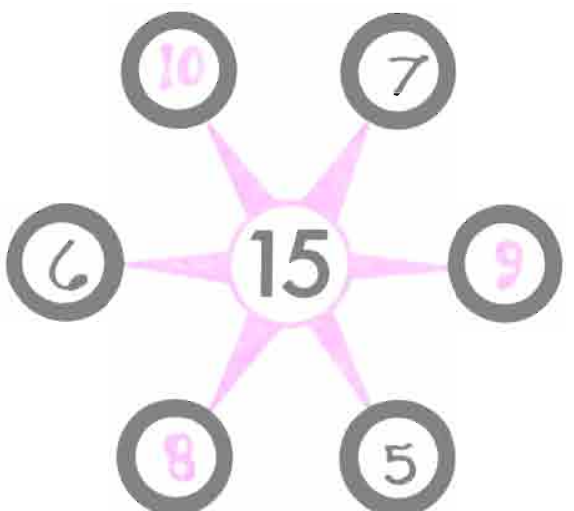
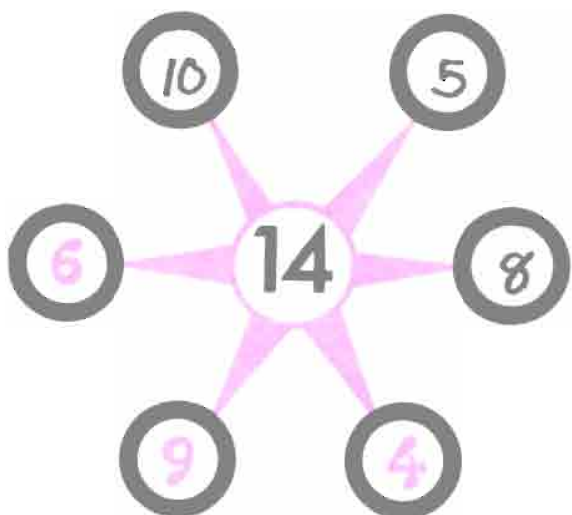
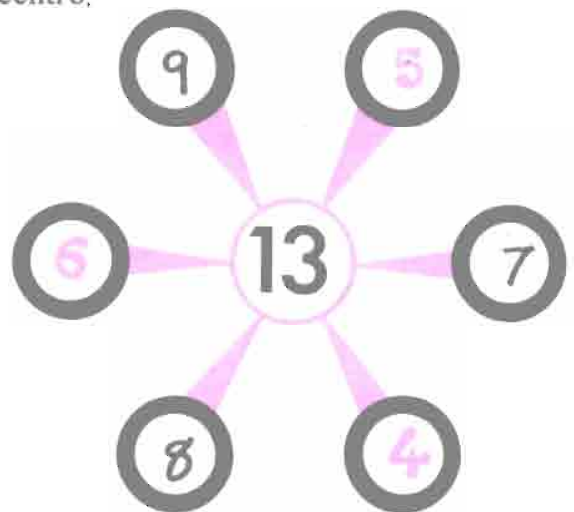
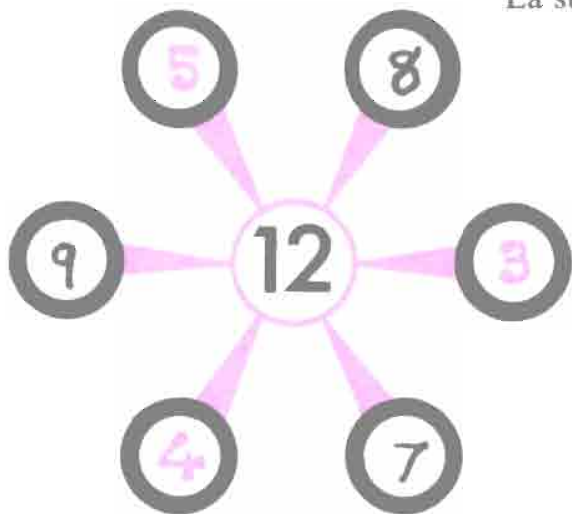
Number Wheels

Ruedas de Números



The sum is in the center.

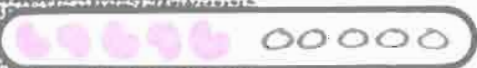
La suma está en el centro.



Please draw the missing beans.

Favor de dibujar los frijoles que faltan.

	<u>6</u>
	+ <u>9</u>
	<u>15</u>
	<u>8</u>
	+ <u>5</u>
	<u>13</u>
	<u>10</u>
	+ <u>7</u>
	<u>17</u>
	<u>8</u>
	+ <u>9</u>
	<u>17</u>
	<u>6</u>
	+ <u>10</u>
	<u>16</u>

	<u>9</u>
	+ <u>8</u>
	<u>17</u>
	<u>7</u>
	+ <u>8</u>
	<u>15</u>
	<u>9</u>
	+ <u>9</u>
	<u>18</u>
	<u>10</u>
	+ <u>10</u>
	<u>20</u>
	<u>9</u>
	+ <u>7</u>
	<u>16</u>

Please draw the missing beans.

Favor de dibujar los frijoles que faltan.

	<u>7</u>
	<u>+ 7</u>
	<u>14</u>

	<u>5</u>
	<u>+ 8</u>
	<u>13</u>

	<u>6</u>
	<u>+ 8</u>
	<u>14</u>

	<u>8</u>
	<u>+ 8</u>
	<u>16</u>

	<u>9</u>
	<u>+ 7</u>
	<u>16</u>

	<u>7</u>
	<u>+ 9</u>
	<u>16</u>

	<u>7</u>
	<u>+ 6</u>
	<u>13</u>

	<u>10</u>
	<u>+ 6</u>
	<u>16</u>

	<u>8</u>
	<u>+ 7</u>
	<u>15</u>

	<u>8</u>
	<u>+ 9</u>
	<u>17</u>

MI ANIMAL FAVORITO ES UN _____
my favorite animal is a _____



IT HAS _____ FEET
tiene _____ pies

GUESS HOW MANY FEET THESE ANIMALS BELOW HAVE.
Adivine cuantos pies estos animales de abajo tienen.

JIRAFÁ
giraffe _____

DUCK
pato _____

RATÓN
mouse _____

RABBIT
conejo _____

FLAMENCO
flamingo _____

SPIDER
araña _____

PENGUIN
pingüino _____

KANGAROO
canguro _____

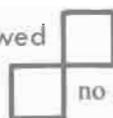
OSO
bear _____

ANT
hormiga _____



Please fence and color.

not allowed



no se permite

Favor de cercar y pintar de color.



⑦



⑧



⑨



⑩

See also: D&E pp. 94-101.



9



11



13



15



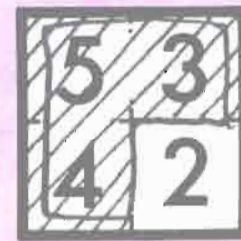
⑨



⑩



⑪



⑫



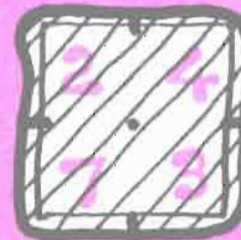
9



10



14



16



1¢



5¢



10¢

7¢

1¢

1¢

5¢

12¢

5¢

5¢

1¢

1¢

10¢

5¢

5¢

13¢

10¢

1¢

1¢

1¢

11¢

5¢

1¢

5¢

16¢

10¢

5¢

1¢

15¢

5¢

5¢

5¢

20¢

10¢

5¢

5¢

10¢

5¢

1¢

1¢

1¢

1¢

1¢

23¢

10¢

5¢

5¢

1¢

1¢

1¢

22¢

5¢

5¢

5¢

5¢

1¢

1¢

COUNTING AROUND MY HOUSE

Contando en mi casa

The child will need to take this home to complete.

MY HOUSE HAS
mi casa tiene _____

WINDOWS
ventanas



MI CASA TIENE
my house has _____

CAMAS
beds

THERE ARE
hay _____

STEPS INSIDE
escalones adentro

THERE ARE
hay _____

STEPS OUTSIDE
escalones afuera



MY HOUSE HAS
mi casa tiene _____

MIRRORS
espejos

HAY
there are _____

GRIFOS ADENTRO
faucets inside



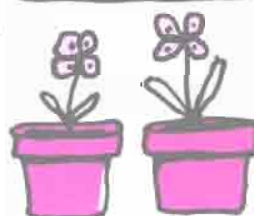
FAUCETS OUTSIDE
grifos afuera

THERE ARE
hay _____

STEPS FROM MY ROOM TO THE KITCHEN
pasos de mi cuarto
a la cocina

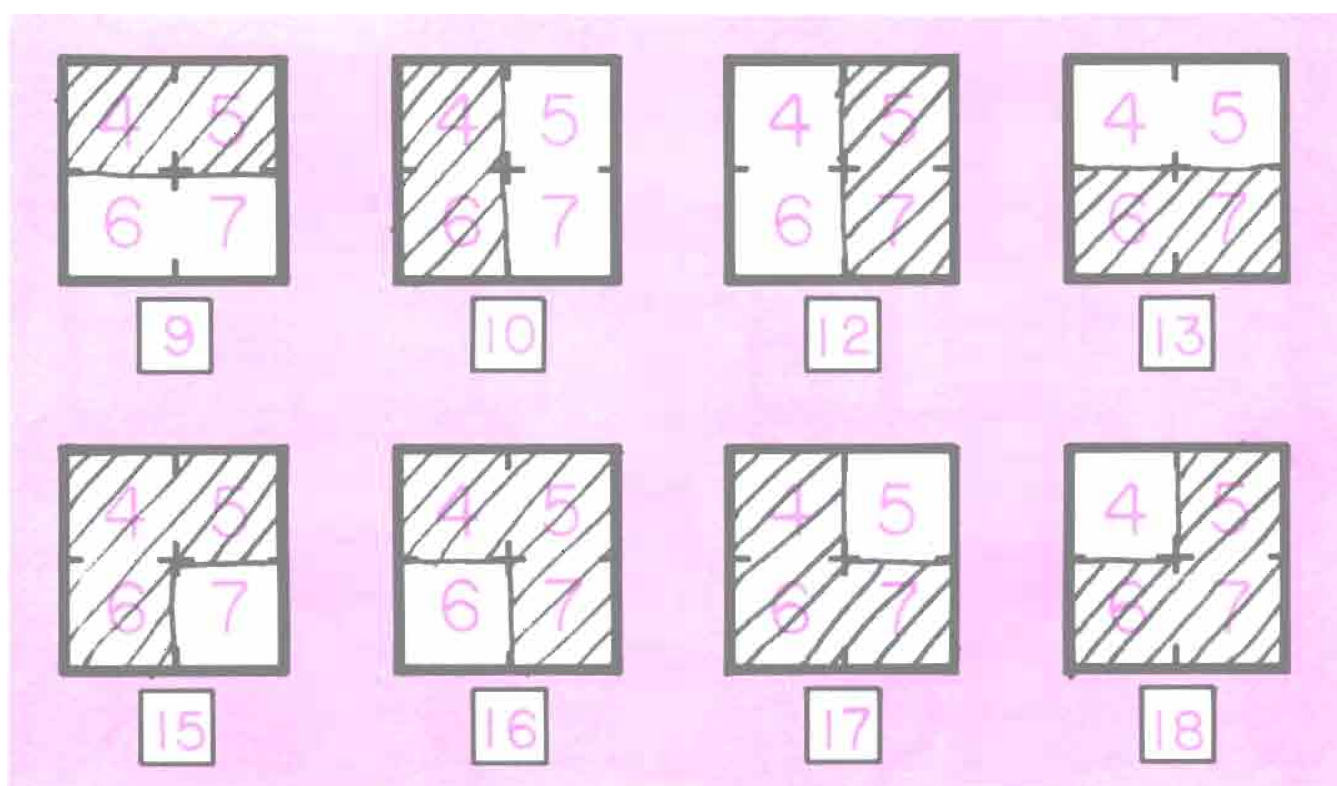
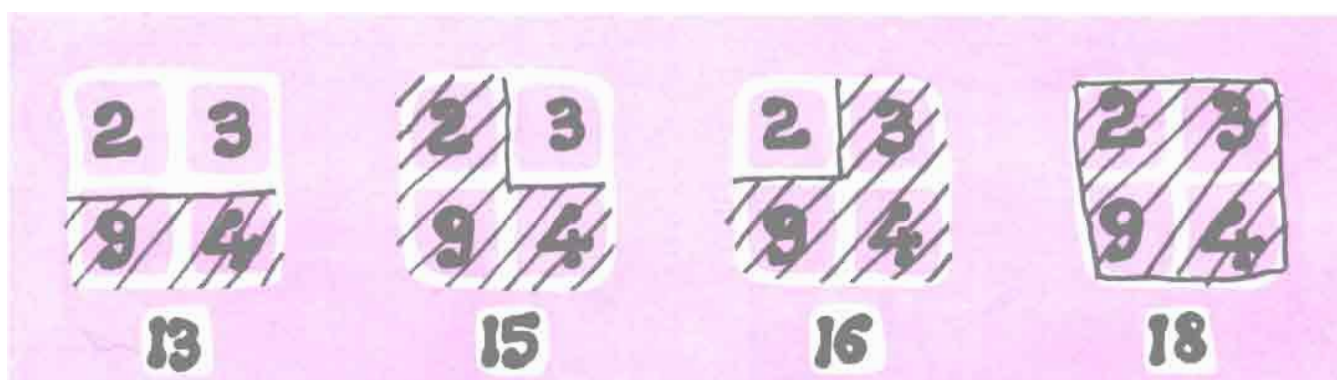
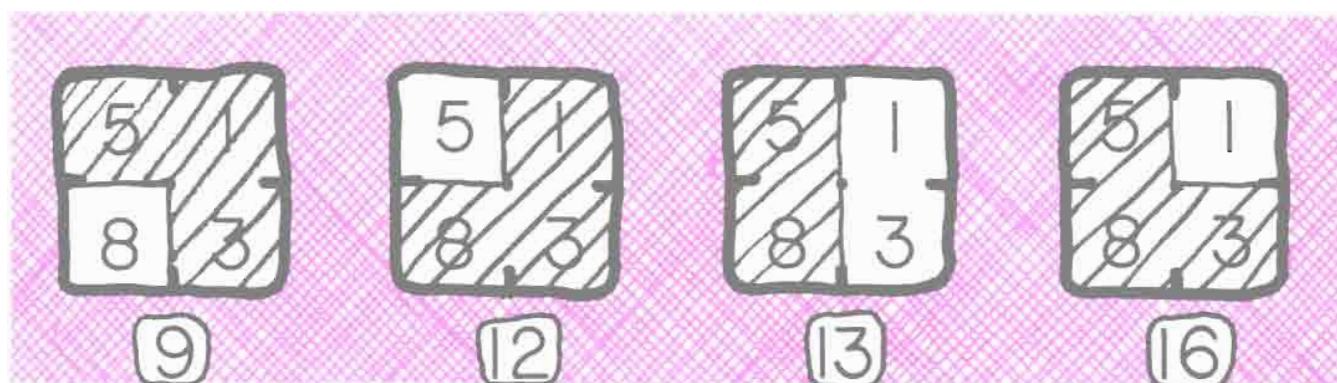
HAY
there are _____

PLANTAS ADENTRO
plants inside



Please fence and color.

Favor de cercar y pintar de color.



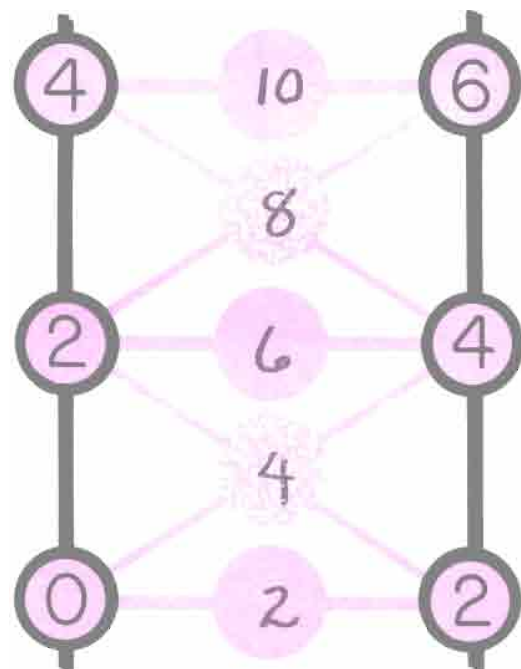
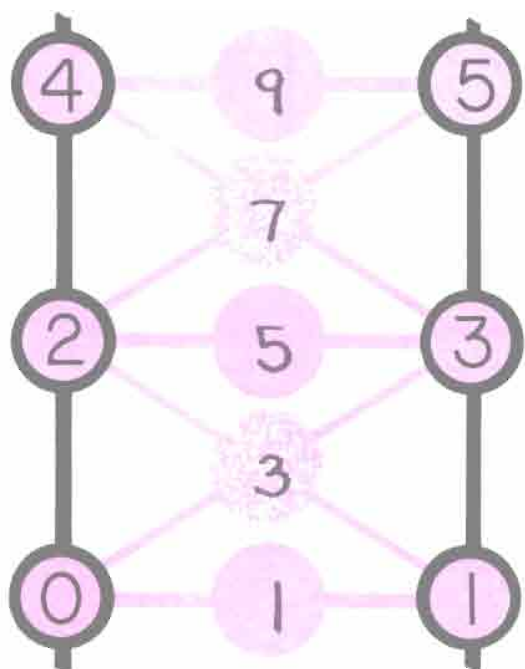
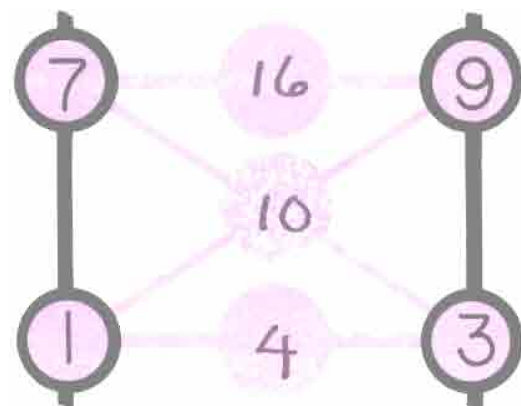
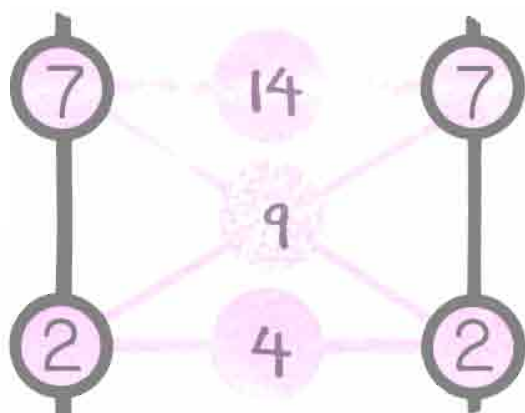
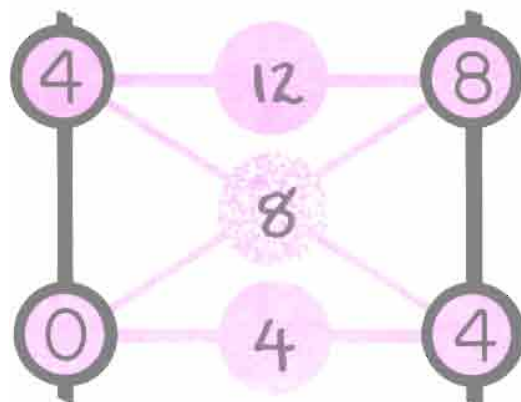
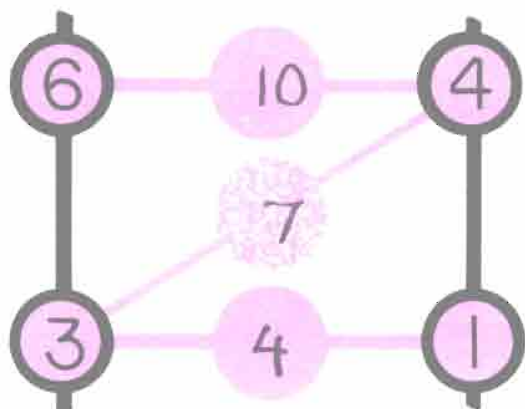
Number Ladders

sums

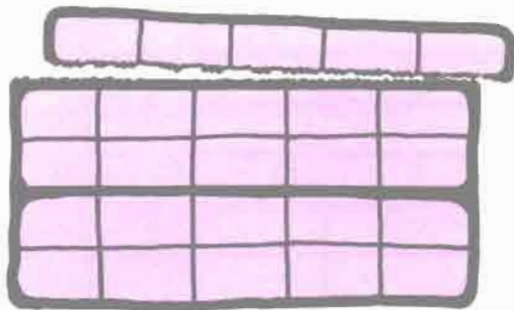
See p. 14 for suggestions.

Escala de Números

sumas

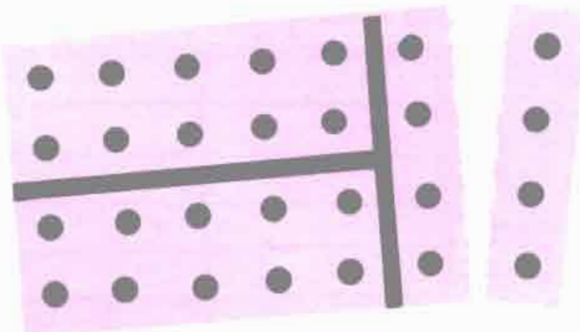


What can you see?

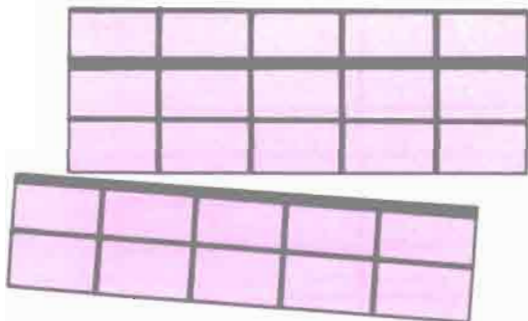


$$\begin{array}{r} 25 \\ - 5 \\ \hline 20 \end{array} \quad \begin{array}{r} 25 \\ - 20 \\ \hline 5 \end{array} \quad \begin{array}{r} 5 \\ + 20 \\ \hline 25 \end{array} \quad \begin{array}{r} 20 \\ + 5 \\ \hline 25 \end{array}$$

¿Qué puede usted ver?

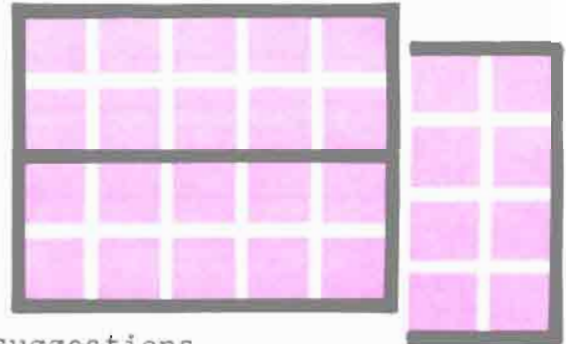


$$\begin{array}{r} 28 \\ - 4 \\ \hline 24 \end{array} \quad \begin{array}{r} 28 \\ - 24 \\ \hline 4 \end{array} \quad \begin{array}{r} 24 \\ + 4 \\ \hline 28 \end{array} \quad \begin{array}{r} 4 \\ + 24 \\ \hline 28 \end{array}$$

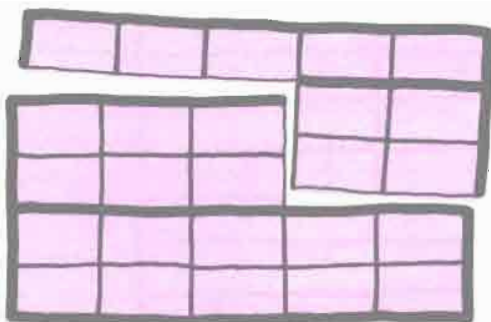


See p. 5 for suggestions.

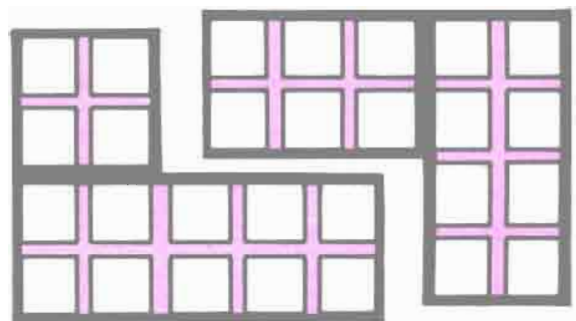
$$\begin{array}{r} 25 \\ - 10 \\ \hline 15 \end{array} \quad \begin{array}{r} 25 \\ - 15 \\ \hline 10 \end{array} \quad \begin{array}{r} 10 \\ + 15 \\ \hline 25 \end{array} \quad \begin{array}{r} 15 \\ + 10 \\ \hline 25 \end{array}$$



$$\begin{array}{r} 28 \\ - 8 \\ \hline 20 \end{array} \quad \begin{array}{r} 28 \\ - 20 \\ \hline 8 \end{array} \quad \begin{array}{r} 8 \\ + 20 \\ \hline 28 \end{array} \quad \begin{array}{r} 20 \\ + 8 \\ \hline 28 \end{array}$$



$$\begin{array}{r} 25 \\ - 9 \\ \hline 16 \end{array} \quad \begin{array}{r} 25 \\ - 16 \\ \hline 9 \end{array} \quad \begin{array}{r} 16 \\ + 9 \\ \hline 25 \end{array} \quad \begin{array}{r} 9 \\ + 16 \\ \hline 25 \end{array}$$



$$\begin{array}{r} 28 \\ - 14 \\ \hline 14 \end{array} \quad \begin{array}{r} 14 \\ + 14 \\ \hline 28 \end{array}$$

¿CUÁNTOS ANIMALITOS TIENEN LOS NIÑOS EN SU CLASE?
How many pets do the children in your class have?

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

Please
refer to
page 29

DOG
perro



FISH
pescado



BIRD
pájaro

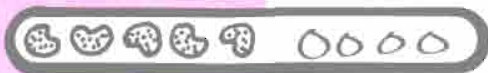


CAT
gato



Please draw the missing beans.

Favor de dibujar los frijoles que faltan.



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

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

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

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

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

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

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

$$\begin{array}{r} 9 \\ \text{---} \\ + 10 \\ \hline 19 \end{array}$$

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

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

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

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

$$\begin{array}{r} 10 \\ \text{---} \\ + 5 \\ \hline 15 \end{array}$$

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

$$\begin{array}{r} 10 \\ \text{---} \\ + 8 \\ \hline 18 \end{array}$$

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

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

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

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

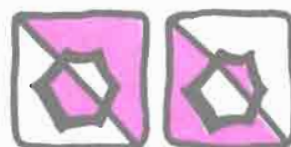
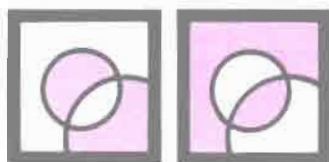
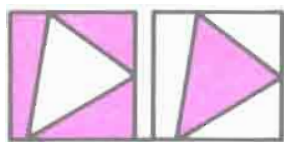
$$\begin{array}{r} 8 \\ \text{---} \\ + 9 \\ \hline 17 \end{array}$$

Favor de buscar cuándo es que todos en su clase tienen un cumpleaños

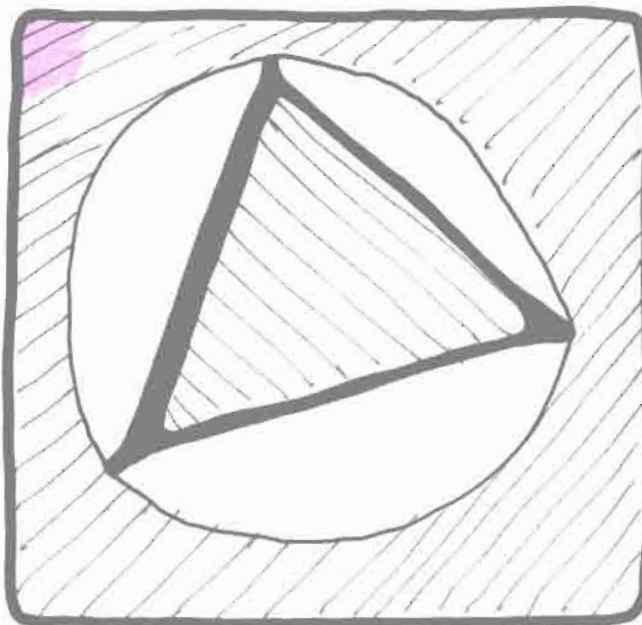
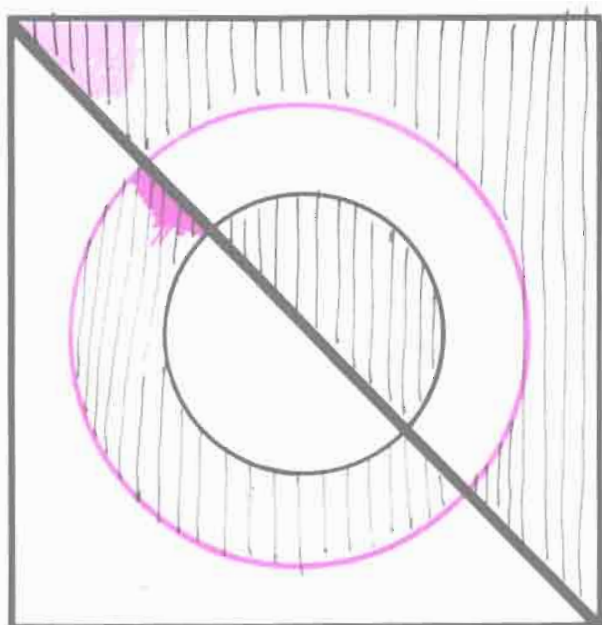
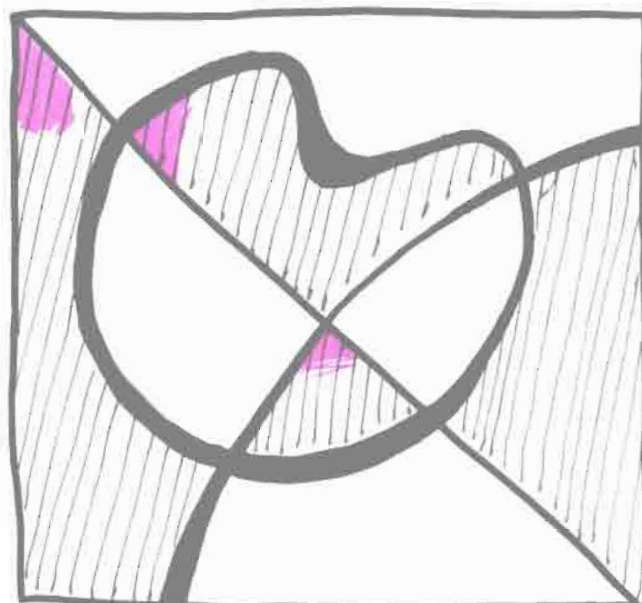
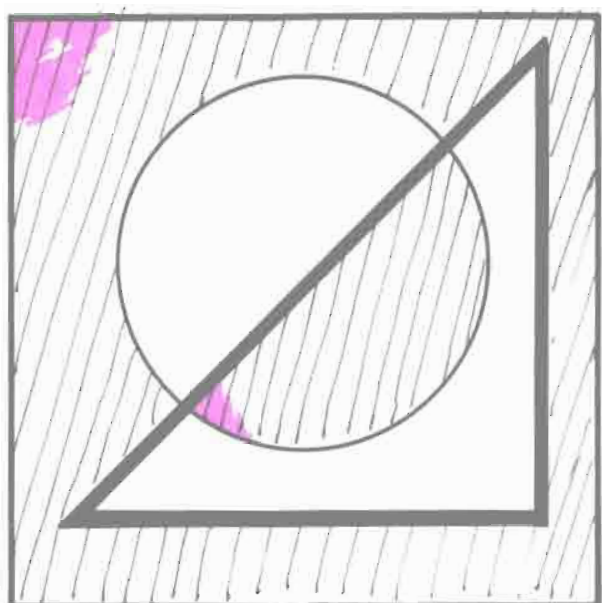
A cartoon illustration of a round birthday cake with pink frosting and white icing on top. There are seven lit candles on the cake. To the right of the cake is a simple cartoon character with a large head, small body, and a wide smile.

THERE ARE _____ BIRTHDAYS IN APRIL.
Hay _____ cumpleaños en abril.

80

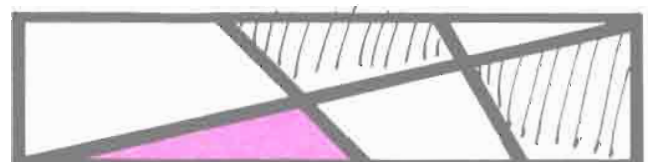
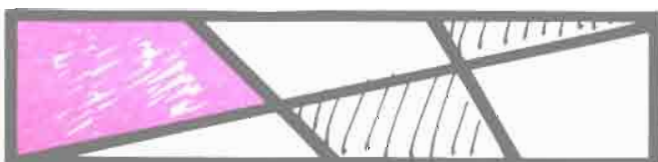
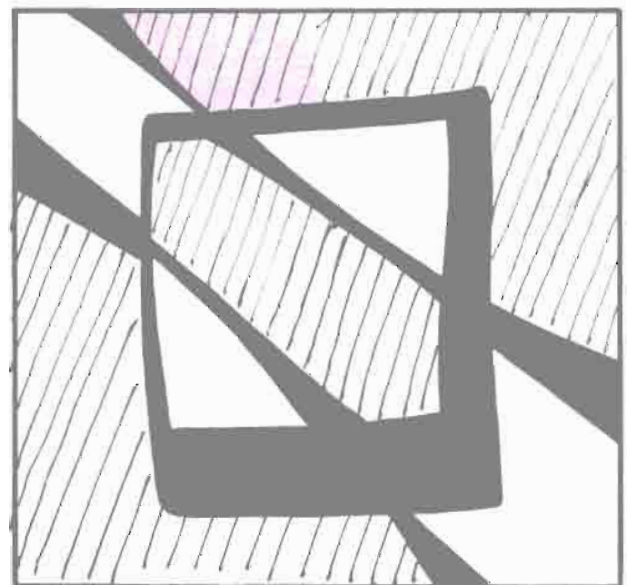
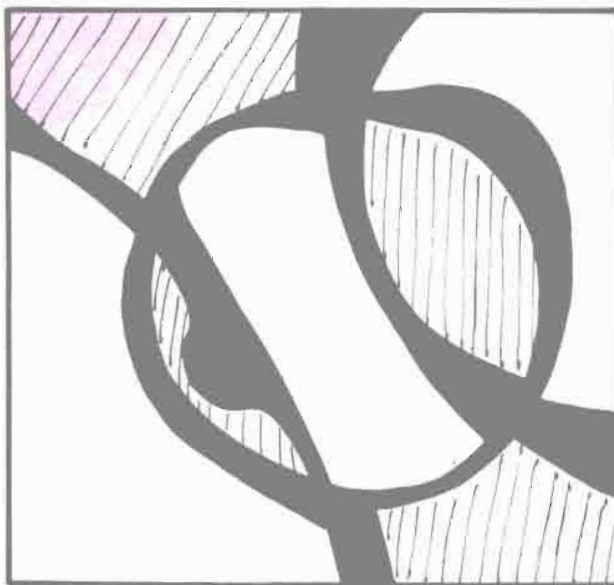
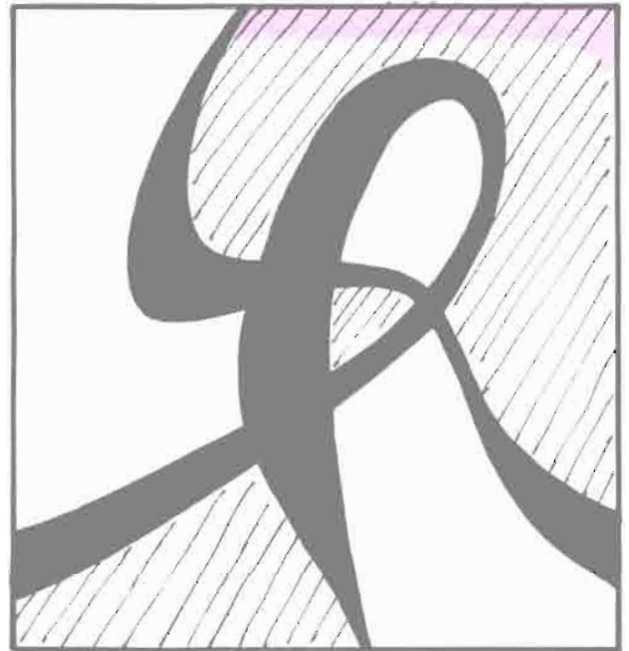


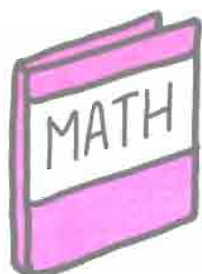
See p. 16 for suggestions.





See p. 16 for suggestions.





MEDIDAS • MEASUREMENT

Materials: rulers and tape measures

MI LIBRO DE MATEMATICA ES
my math book is

_____ PULGADAS
DE LARGO
inches long



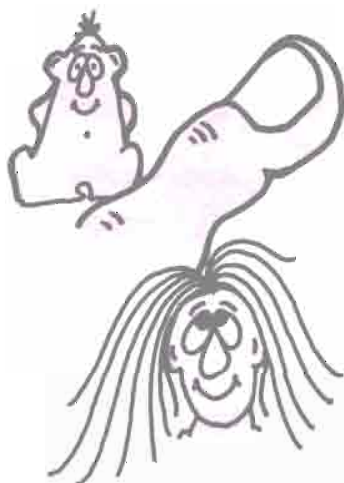
MY FOOT IS
mi pie es

_____ INCHES LONG
pulgadas de
largo



MI LÁPIZ ES
my pencil is

_____ PULGADAS
DE LARGO
inches long



MY THUMB IS
mi pulgar es

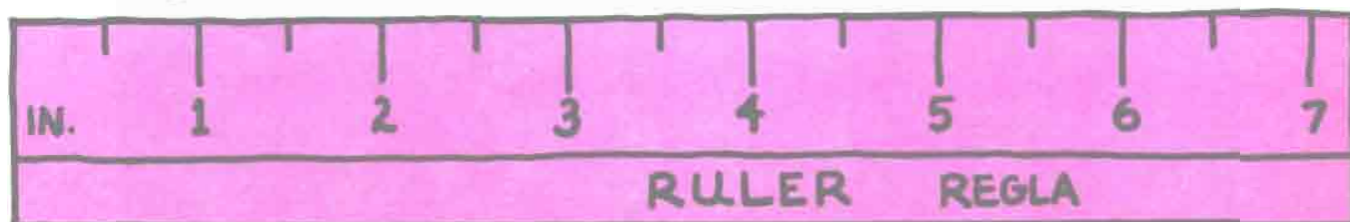
_____ INCHES LONG
pulgadas de
largo



MI CABELLO ES
my hair is

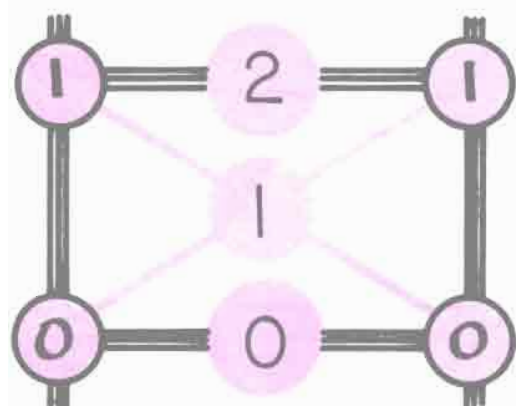
_____ PULGADAS
DE LARGO
inches long

CAN YOU MEASURE OTHER THINGS AROUND YOU ?
¿Puede usted medir otras cosas a su alrededor ?



Number Ladders

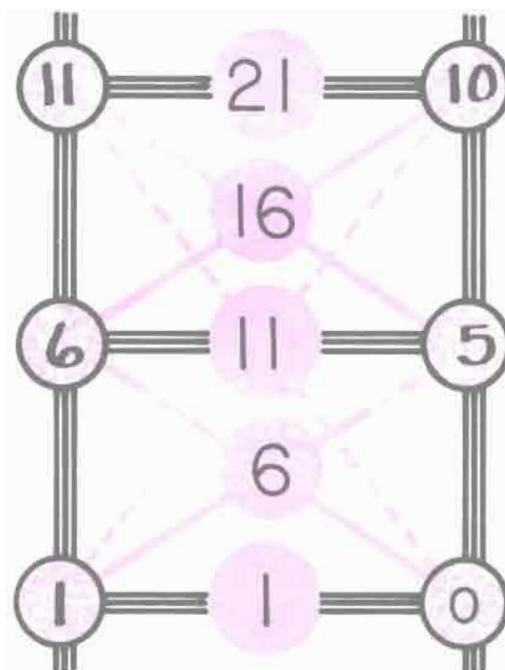
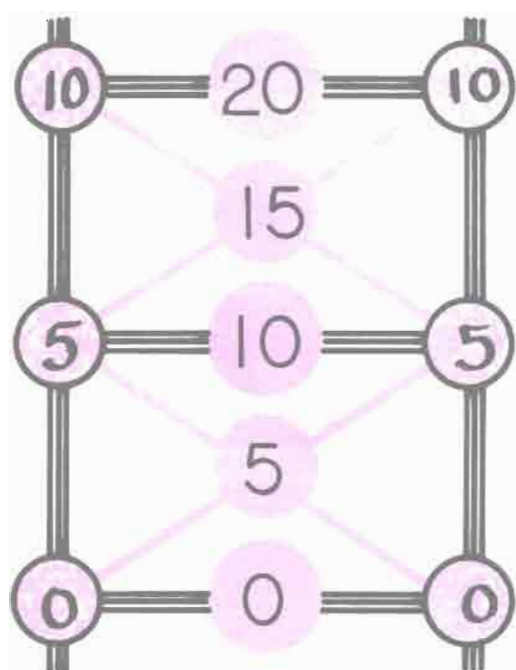
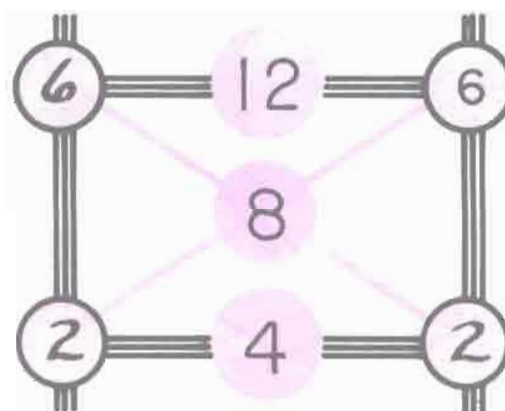
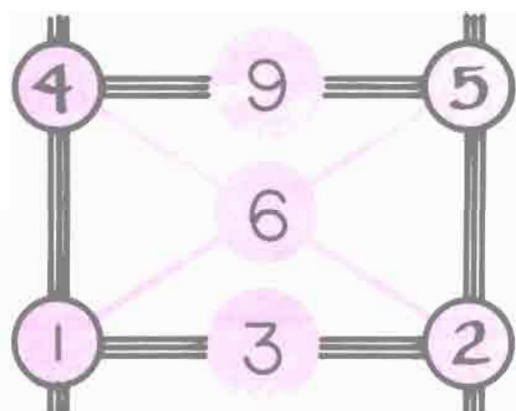
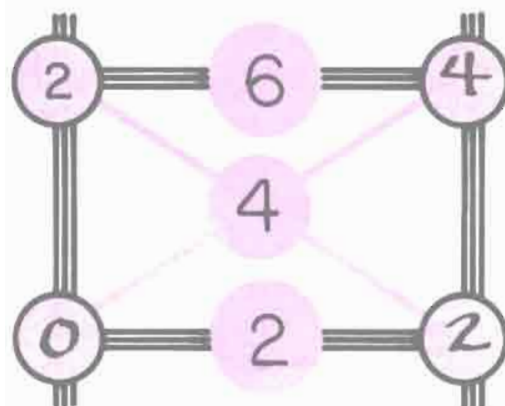
sums



See p. 14 for suggestions.

Escalera de Números

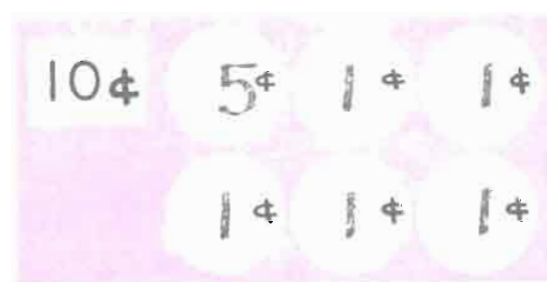
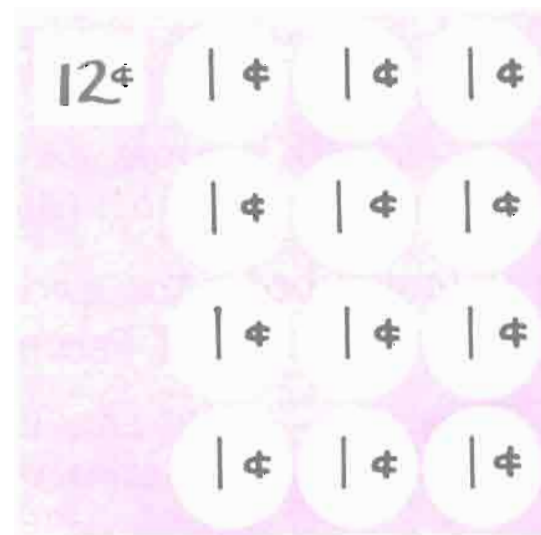
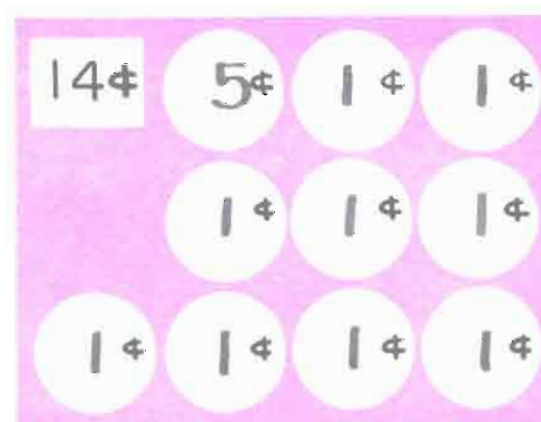
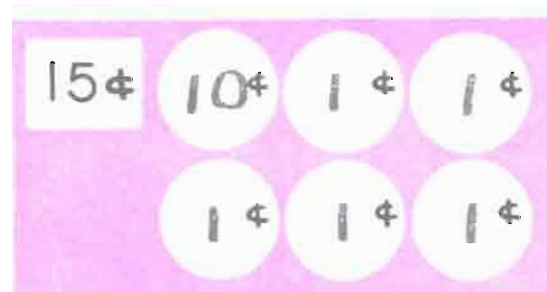
sumas





Please use all coins indicated.

Favor de usar todas las monedas indicadas.



The child will need to take this page home to complete.



MI CAMA ES _____ PULGADAS DE ALTO
my bed is _____ inches high

" " " _____ PULGADAS DE ANCHO
_____ inches wide

" " " _____ PULGADAS DE LARGO
_____ inches long

La cama más grande en el mundo era de $12\frac{1}{2}$ pies de ancho y 19 pies de largo. (Guinness Book of Records, pagina 258)

the largest bed in the world was $12\frac{1}{2}$ feet wide and 19 feet long. (Guinness Book of Records, page 258)

THE LARGEST BED IN THE WORLD IS:
La cama más grande en el mundo es:

_____ inches wider than my bed
_____ pulgadas de ancho más que mi cama

_____ inches longer than my bed
_____ pulgadas de largo más que mi cama

MEASURE
medida

JUMP!
¡BRINQUE!



Materials: yardsticks
and/or tape measures
A line with tape or
chalk could be marked
as a starting point.

MY FIRST TRY IS _____ FEET
mi primer intento es _____ pies

MY SECOND TRY IS _____ FEET
mi segundo intento es _____ pies

MY THIRD TRY IS _____ FEET
mi tercer intento es _____ pies

¡SALTE!
HOP!



MI PRIMER INTENTO ES _____ PIES
my first try is _____ feet

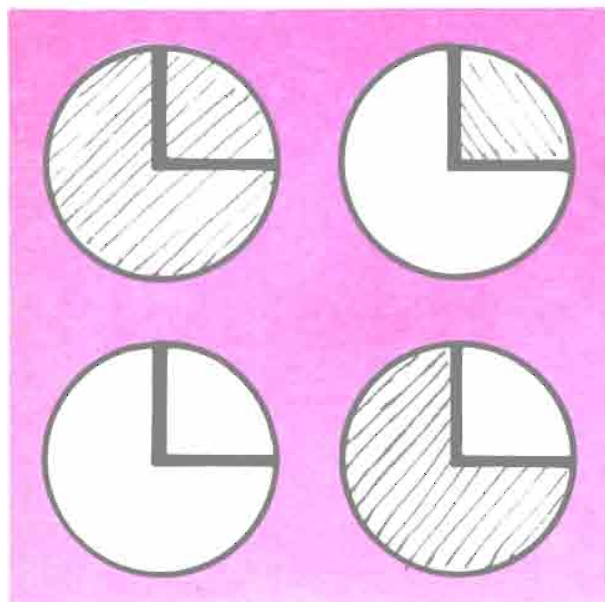
MI SEGUNDO INTENTO ES _____ PIES
my second try is _____ feet

MI TERCER INTENTO ES _____ PIES
my third try is _____ feet

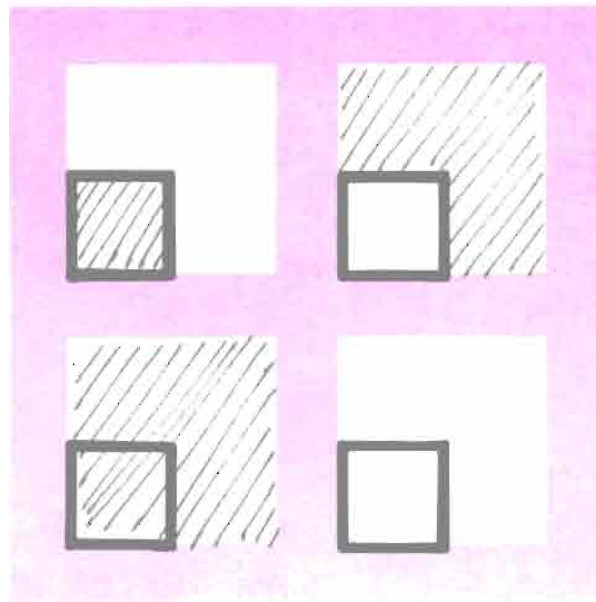
TAPE
MEASURE
medida



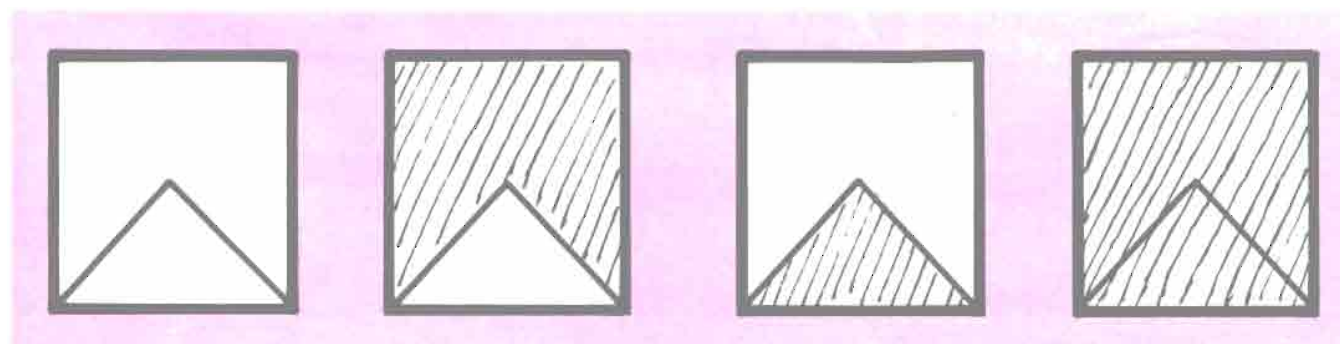
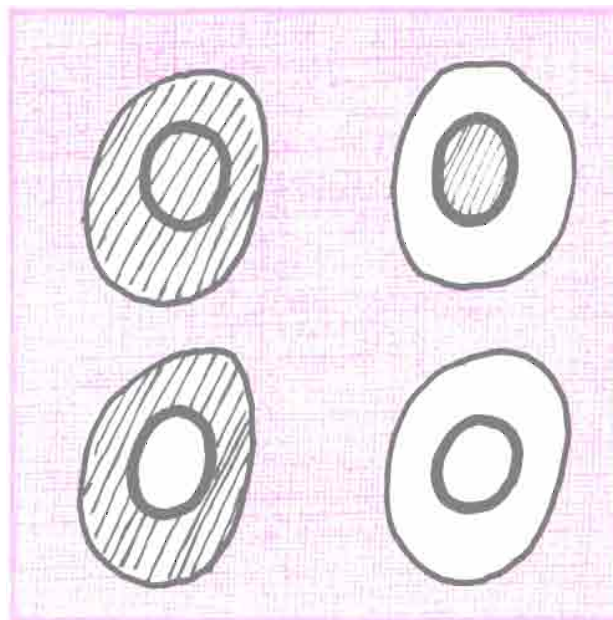
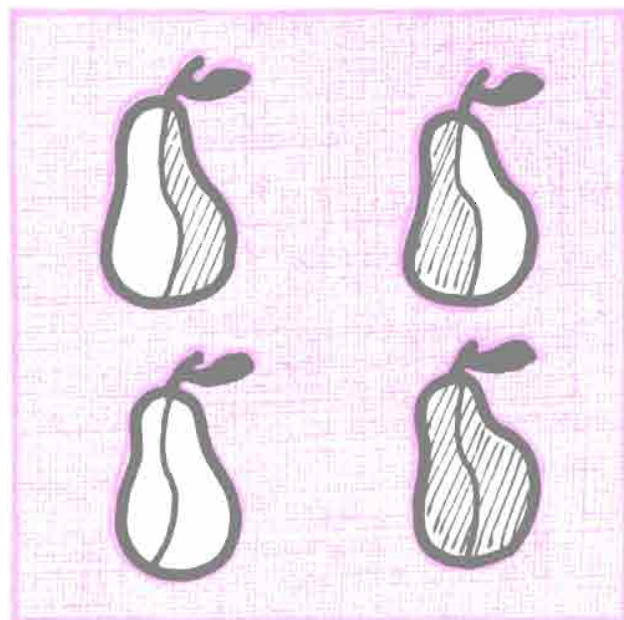
Please color each design
in different ways.



Favor de pintar de color cada diseño
en diferentes modos.



See p. 28.



Please color each design
in different ways.

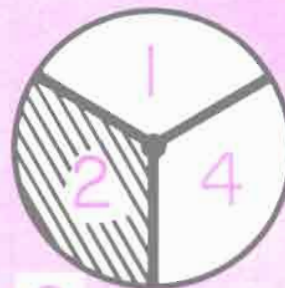
Favor de pintar de color cada diseño
en diferentes modos.



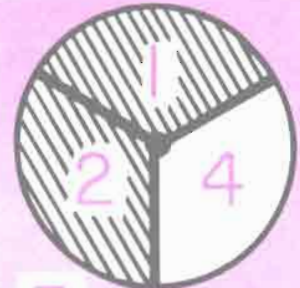
0



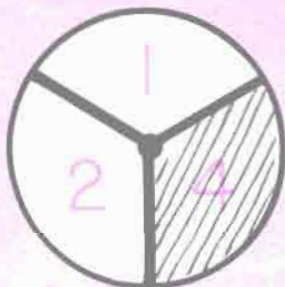
1



2



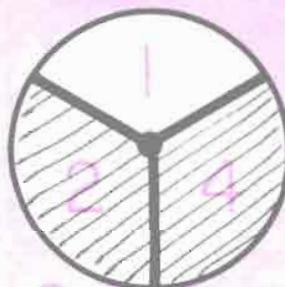
3



4



5



6

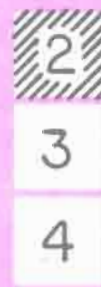


7

Here the child is to find combinations that equal the number in the hexagon.



0



2



3



4



5



6



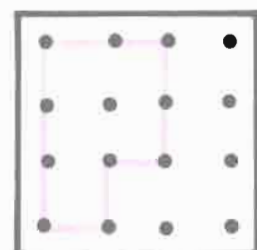
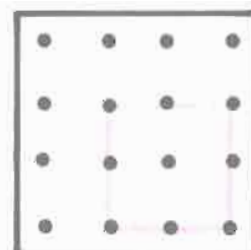
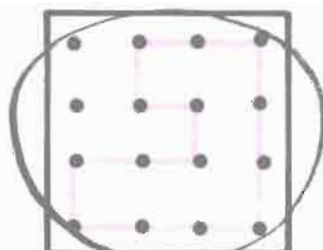
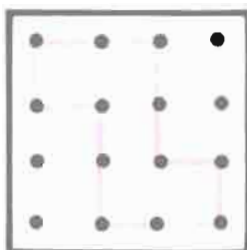
7



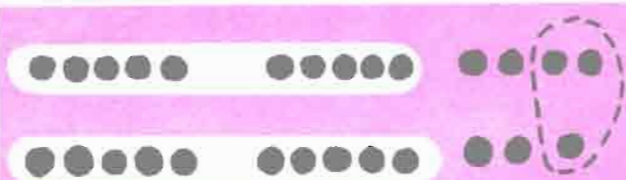
9

Which one is bigger than the others?

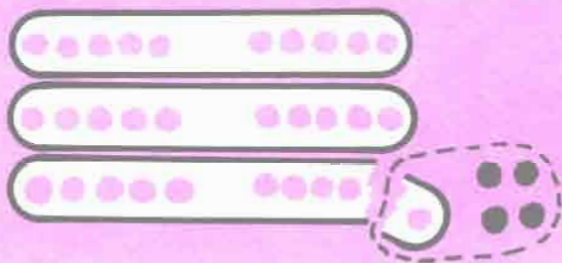
¿Cuál es más grande que los otros?



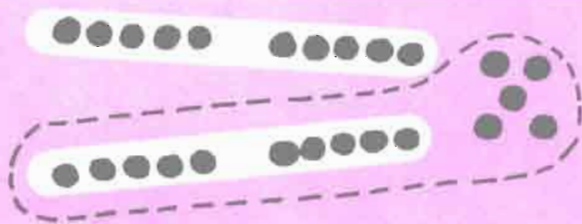
What can you see?



$$\begin{array}{r} 27 \\ - 3 \\ \hline 24 \end{array} \quad \begin{array}{r} 27 \\ - 10 \\ \hline 17 \end{array} \quad \begin{array}{r} 27 \\ + 3 \\ \hline 30 \end{array}$$

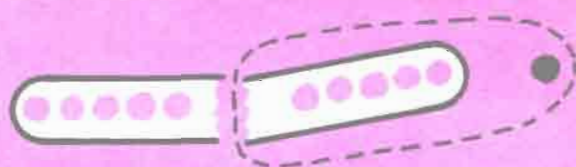


$$\begin{array}{r} 34 \\ - 5 \\ \hline 29 \end{array} \quad \begin{array}{r} 34 \\ - 20 \\ \hline 14 \end{array} \quad \begin{array}{r} 29 \\ + 5 \\ \hline 34 \end{array}$$

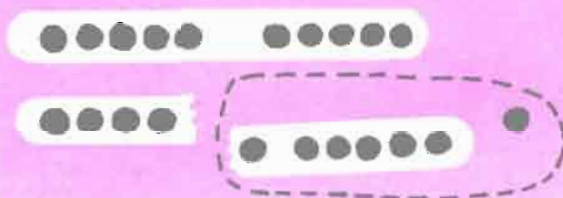


$$\begin{array}{r} 25 \\ - 15 \\ \hline 10 \end{array} \quad \begin{array}{r} 25 \\ + 25 \\ \hline 50 \end{array} \quad \begin{array}{r} 25 \\ - 16 \\ \hline 9 \end{array}$$

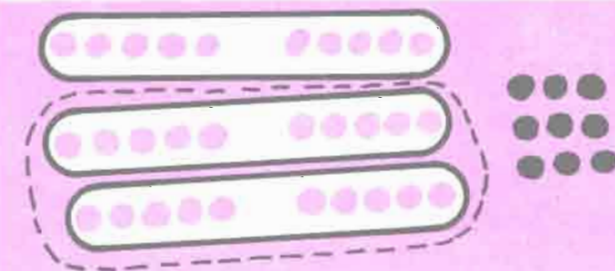
¿Qué puede usted ver?



$$\begin{array}{r} 11 \\ - 6 \\ \hline 5 \end{array} \quad \begin{array}{r} 11 \\ + 11 \\ \hline 22 \end{array} \quad \begin{array}{r} 35 \\ + 6 \\ \hline 41 \end{array}$$

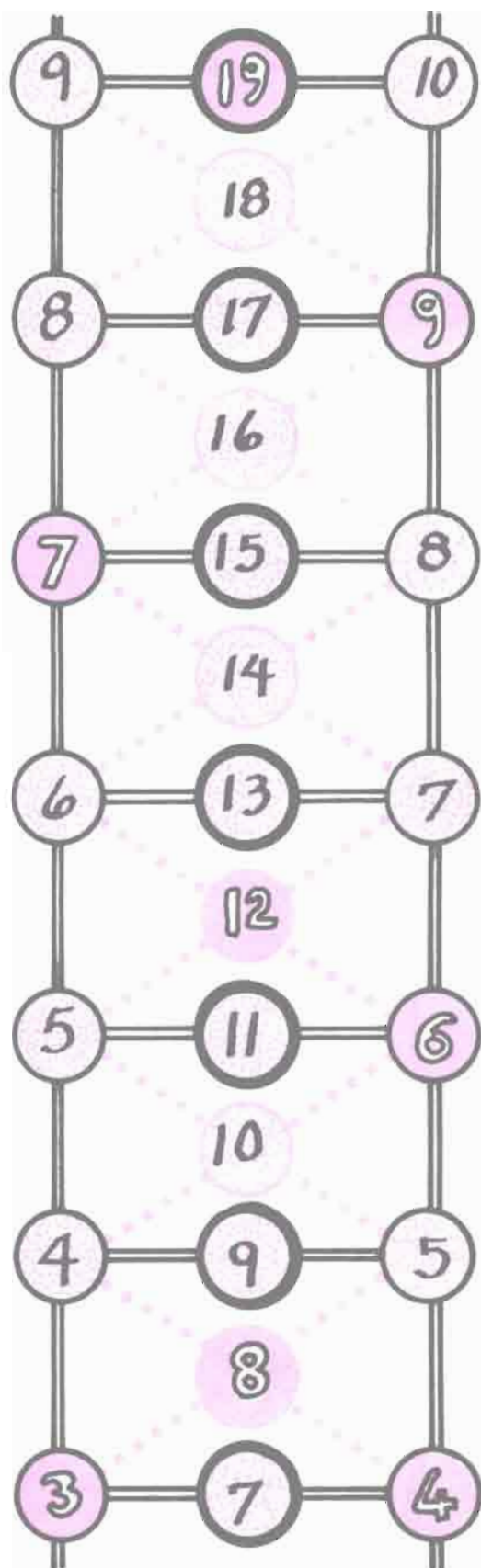


$$\begin{array}{r} 21 \\ - 7 \\ \hline 14 \end{array} \quad \begin{array}{r} 31 \\ - 7 \\ \hline 24 \end{array} \quad \begin{array}{r} 14 \\ + 17 \\ \hline 31 \end{array}$$



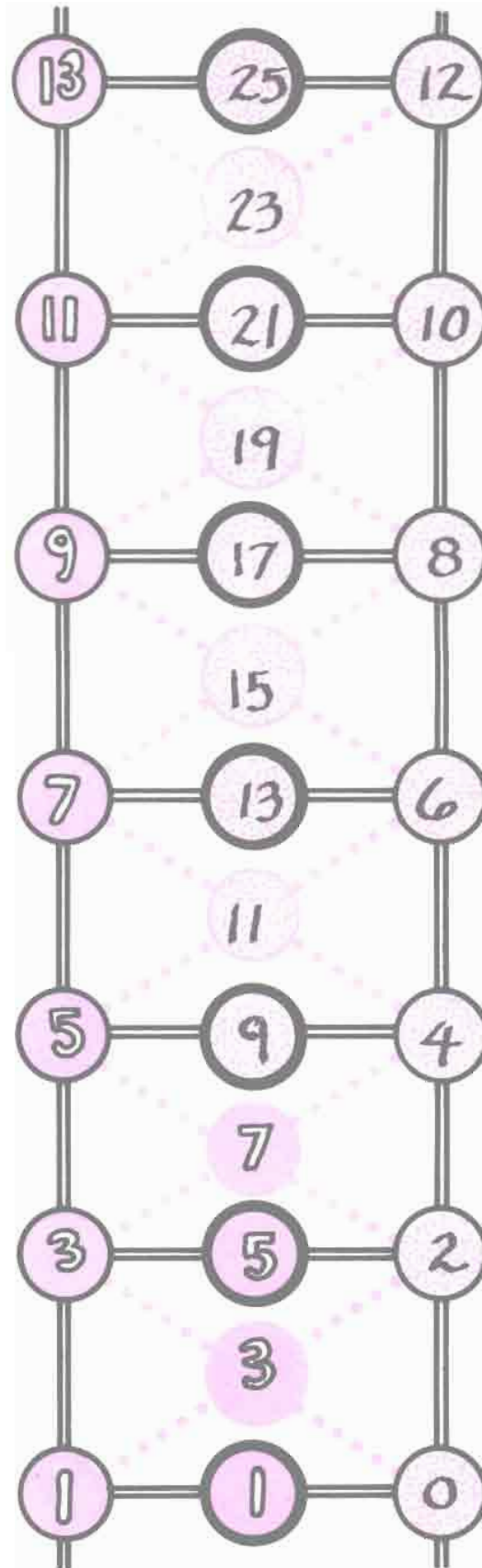
$$\begin{array}{r} 39 \\ - 20 \\ \hline 19 \end{array} \quad \begin{array}{r} 29 \\ + 11 \\ \hline 40 \end{array} \quad \begin{array}{r} 39 \\ - 19 \\ \hline 20 \end{array}$$

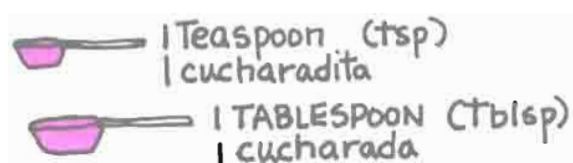
Number Ladders



See p. 14 for suggestions.

Escaleras de Números





PLAYDOUGH RECIPE

3 CUPS FLOUR
3 CUPS WATER
 $1\frac{1}{2}$ CUPS SALT
3 tsp cream of tartar
6 tblsp oil
food coloring

COOK ON TOP OF STOVE UNTIL
DRY AND STICKING. MAKE SURE
IT'S REALLY DRY. THEN KNEAD
UNTIL SMOOTH. KEEP IN A
PLASTIC BAG.



RECETA PARA MASA DE-JUGAR

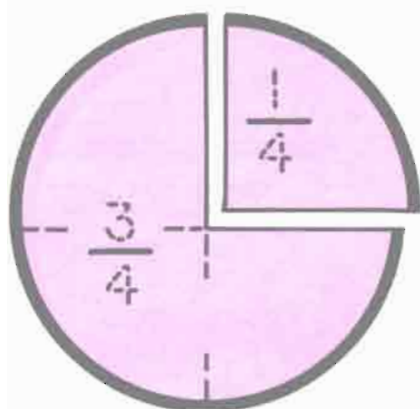
3 TAZAS DE HARINA
3 " DE AGUA
 $1\frac{1}{2}$ " DE SAL
3 CUCHARADITAS DE
CREMA TÁRTARA
6 CUCHARADA DE ACEITE
COLOR VEGETAL

CÓZALA EN LA ESTUFA HASTA
QUE ESTÉ SECA Y PEGAJOSA.
QUE SEA MUY SECA.

AMÁSALA HASTA QUE ESTÉ SUAVE
GUÁRDELA EN UNA BOLSA DE
PLÁSTICO.

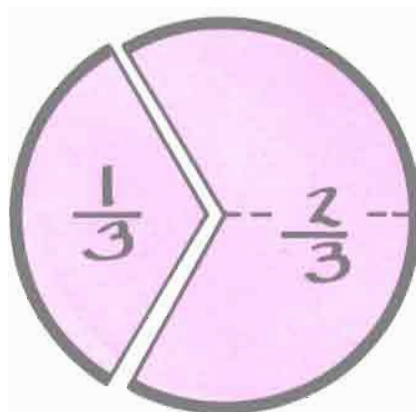


What do you see?

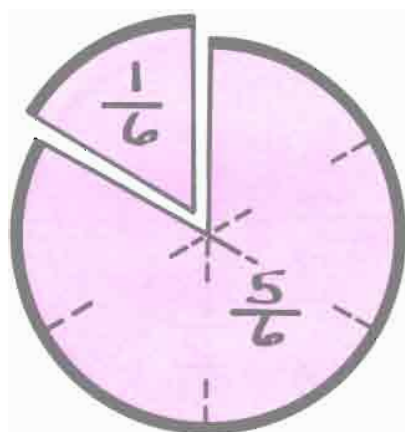


$$\frac{3}{4} + \frac{1}{4} = 1$$

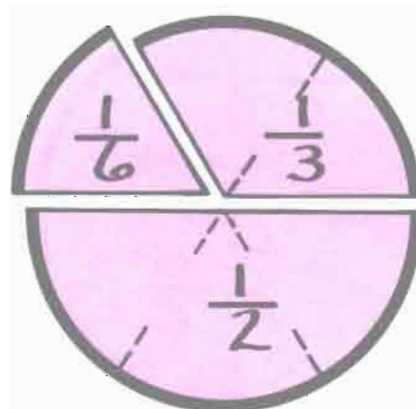
¿Qué ve usted?



$$\frac{1}{3} + \frac{2}{3} = 1$$



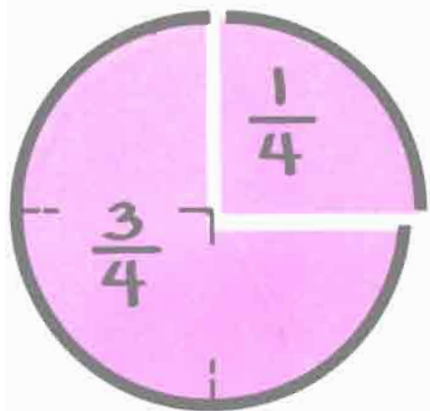
$$\frac{1}{6} + \frac{5}{6} = 1$$



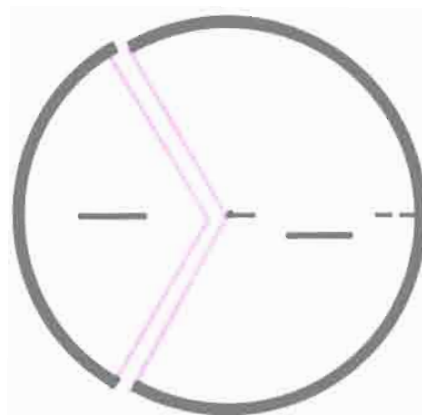
$$\frac{1}{6} + \frac{1}{3} + \frac{1}{2} = 1$$

Here the child is to write the fractions he sees. He may want to look at the shapes he cut out for p. 59. He may want to write some combinations, such as: $\frac{1}{4} + \frac{3}{4} = 1$, $1 - \frac{1}{4} = \frac{3}{4}$, and so on.

What do you see?



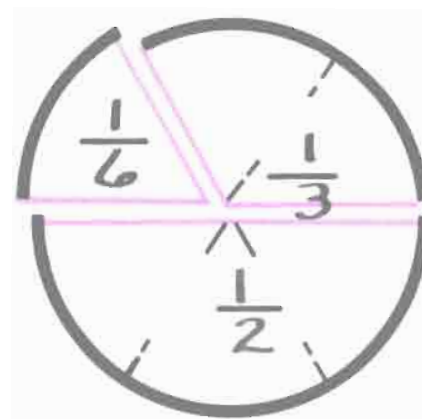
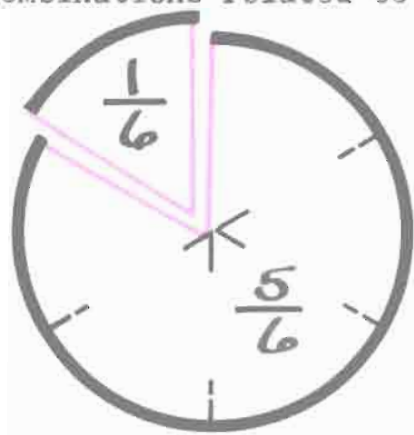
¿Qué ve usted?



$$\frac{3}{4} + \frac{1}{4} = | \quad \frac{1}{4} + \frac{3}{4} = | \quad \frac{1}{3} + \frac{2}{3} = | \quad \frac{2}{3} + \frac{1}{3} = |$$

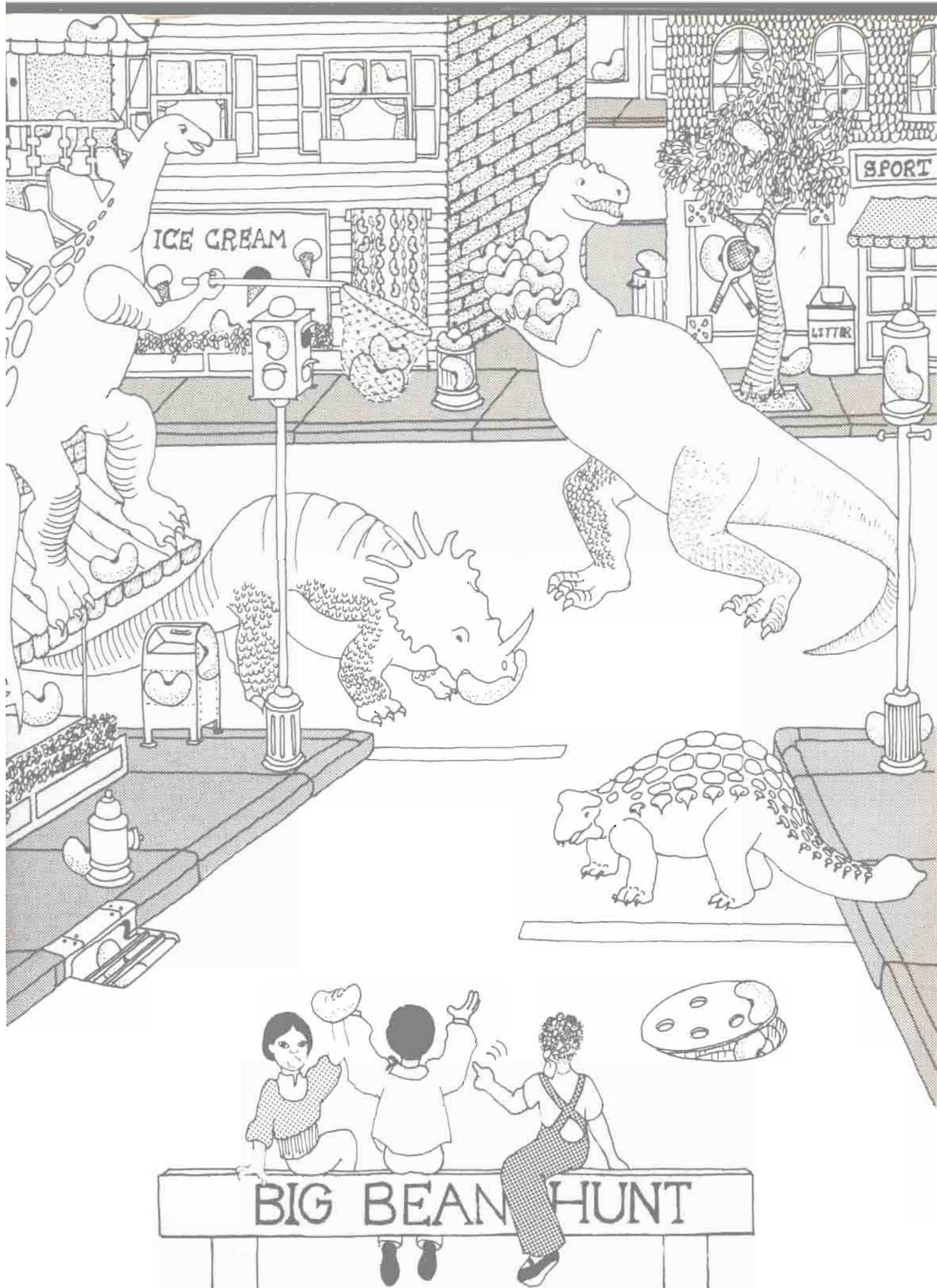
$$| -\frac{3}{4} = \frac{1}{4} \quad | -\frac{1}{4} = \frac{3}{4} \quad | -\frac{1}{3} = \frac{2}{3} \quad | -\frac{2}{3} = \frac{1}{3}$$

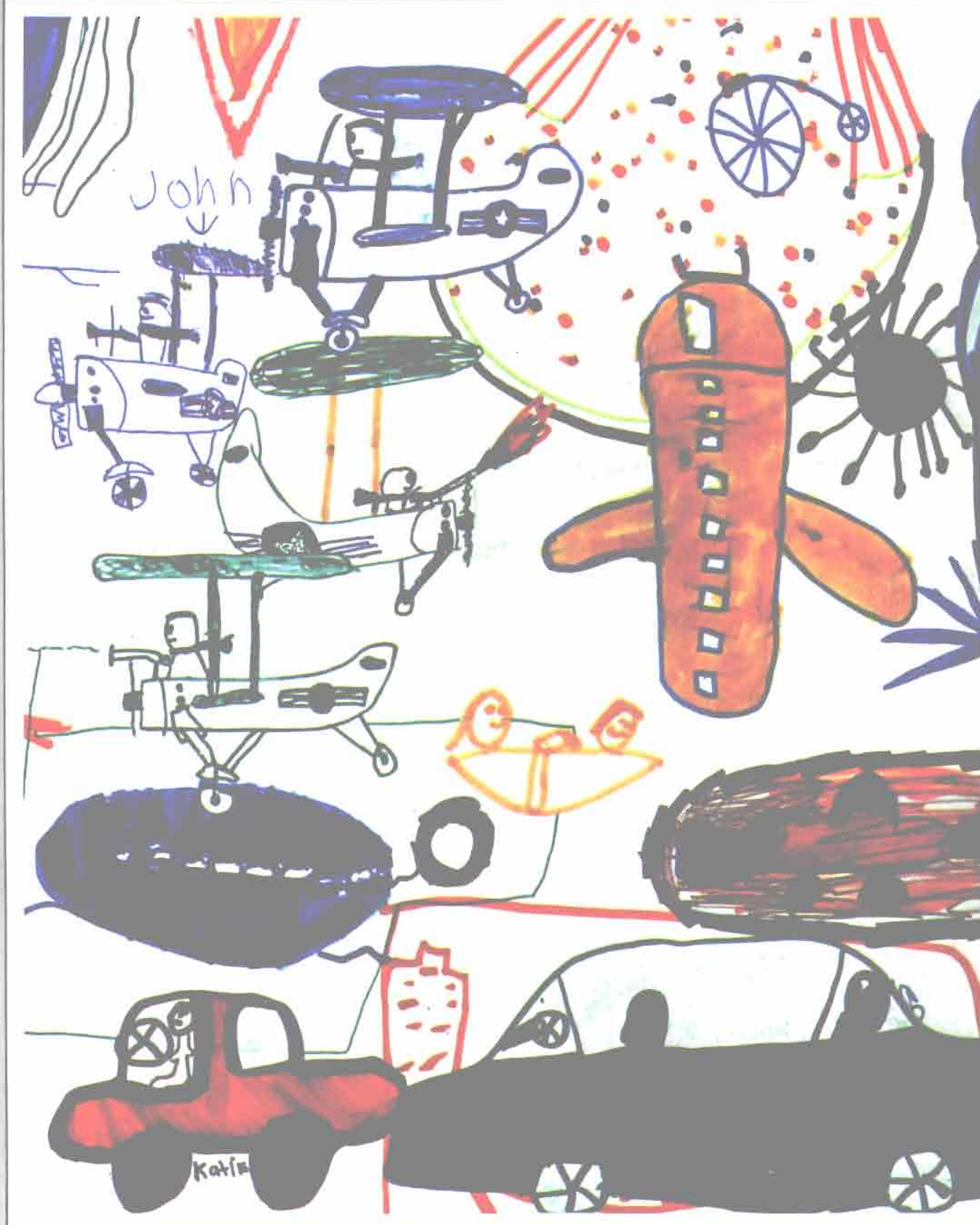
Here the child is to write the four addition and subtraction combinations related to the diagram.



$$\frac{1}{6} + \frac{5}{6} = | \quad \frac{5}{6} + \frac{1}{6} = | \quad \frac{1}{6} + \frac{1}{3} = \frac{1}{2} \quad \frac{1}{2} + \frac{1}{3} = \frac{5}{6}$$

$$| -\frac{5}{6} = \frac{1}{6} \quad | -\frac{1}{6} = \frac{5}{6} \quad \frac{1}{6} + \frac{1}{2} = \frac{2}{3} \quad \frac{1}{2} - \frac{1}{3} = \frac{1}{6}$$





this
book
belongs
to _____