

Mathematics in a Charlotte Mason Education

ARITHMETIC

YEAR 1 BUNDLE



Beauty & Truth Math

- Mathematics in a Charlotte Mason Education -

ARITHMETIC. YEARTBUNDLE

Complemented by THE ABC OF ARITHMETIC by Adolf Sonnenschein and Henry Arthur Nesbitt

TEACHING THE ESSENTIALS OF ARITHMETIC by Philip Boswood Ballard

THE GROUNDWORK OF ARITHMETIC by Margaret Punnett

AN ELEMENTARY ARITHMETIC by George Albert Wentworth

ARITHMETIC • YEAR 1 BUNDLE

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"Never are the operations of Reason more perfect and more delightful than in mathematics. Here, men do not begin to reason with a notion that causes them to lean to this side or to that. By degrees, absolute truth unfolds itself. We are so made that truth, absolute and certain truth, is a perfect joy to us; and that is the joy that mathematics affords." (Charlotte Mason, <u>Vol. 4</u>, pp. 62-63)

"How sad that this subject, ethereal as faery and powerful beyond telling should find no other adjective than 'useful' to justify us in inparting it i our children. Number to the philosophers for as a chstone of learning; it was worthy of their utest pect an leep thought. Let us take this gift the ot bey here given; this hught of Noner as word our to sthe statisfying on becommunated as increased gly and products ahead." (Stephens, <u>Nimber</u>. <u>gure and a Step Onward</u>, p. 4)

"And if our boys and girls can be brought to feel that arithmetic is a game—a noble game—one of the noblest though not one of the most spectacular that the human race has played—and that it is an honour and a privilege to play at it; and if we can keep that feeling alive by the right exercise and the apt stimulus, cunningly applied with a smile and a jest, as becomes so noble a game, the arithmetic lesson will cease to be a dismal grind and become a grand pursuit full of glamour and excitement." (Ballard, <u>Teaching the Essentials of Arithmetic</u>, p. 34)



WELCOME

Thank you for purchasing this full-year guide! We are humbled and honored by your support. Please read through this introduction carefully. Understanding our approach is vital to maximizing the benefits of each guide.

THE VISION

Beauty & Truth Math exists to assist students AND teachers in the realm of mathematics in a Charlotte Mason education. It is possible to simply read the scripted lessons and check your students' answers. However, this keeps the teacher from being an engaged and involved partner in the learning process.

These lessons are written with the idea that the teacher will be *working with* the students, asking questions, having discussions, and monitoring progress. Each lesson is an opportunity for building relationships between you, you students, and the Lord. Please make the most of this time together, walking beside your students in exploring and understanding mathematical ideas.

We thoroughly be that man done on poly in plation misses prortunities to nake op connotion. Just like for a lan age ds to be communicated and spoken to make connect ns. This is its on the age with its own big ideas that are best learned through coustion.

You are working with *living* born persons; our aim is to provide a *living* education. *Living* involves changes and adaptations. These lessons are guides and servants, not masters you must follow. Please use the Spirit's wisdom when discerning what you should modify, skip altogether, push forward on, or slow down on as you and your students are on this journey.

READY, SET, GO!

"Putting in the work up front to make the school days run easy."

We have created three folders to easily access the entire year of teacher help documents and printables included in this guide. Their unique QR codes and links are included in multiple places in this introduction and are shown here for easy identification.

We will walk you through how to use these linked folders in the following few pages, so please don't worry about viewing them now. This page is simply an introduction to them.

Important Teacher Helps – This folder contains helpful resources to assist and support you as you implement math in a Charlotte Mason education. It includes the following documents:

- A CHARLOTTE MASON MATH EDUCATION lays out a vision for what a Charlotte Mason math education could look like.
- THE ARITHMETIC PROGRESSION provides an overview of arithmetic in the Beauty & Truth Math Guides using Charlotte Mason's philosophy Sources include PR articles & books recommended in the PUS Programmes.
- ALL ABCUT THE GUIDES is even thing you need to know about the guide's setup.
- FORMS 182 REVIEW ACTIVITIES is a treasure trove of various review activities organized by topic. Use these to keep review time lively and engaging. FAOs is a list of questions that we answer frequently from our customers. This
 - document is a living document and will be updated occasionally.
 - SUPPORT VIDEOS LIST is a compiled, linked list of support videos in this guide.
- ADDITIONAL SUPPLEMENTAL RESOURCES provide extra teacher support.

<u>Cardstock Printables</u> – This folder contains all resources that need to be printed on cardstock, as these will be used with your students multiple times throughout the lessons. You could even laminate these if possible.

Printables – This folder contains all of the consumable printables for your students. Sometimes, you will need several copies.









GET READY!

- **SEE** the **Materials Needed** section in this guide to determine what materials you already have and what you still need to purchase.
- CHECK OUT Our Favorites on our website. This is a list of recommendations we have compiled to help you prepare and organize your materials.
- PRINT the FORMS 1&2 REVIEW ACTIVITIES document in the Important Teacher Helps folder.
 - We recommend printing it on colored paper to make it easy to find. You only need to print this document once for all your Form 18 students.
- PRINT ALL OF THE DOCUMENTS in the Canatocic Puntables folder. You will use these documents multiple times, so we recommend using cardstock and /or laminating them. Some may need to be cut apart as well.
- PRINT AT LEAST THE FIRST TWO WEEKS of materials in the Printables folder. In the Materials Needed we list how many copies you need for the entire year. Feel free to print all of them ahead of time or print them only a week or two in advance. You can find these documents listed under the Special Materials Needed section of the Weekly Resources Pages for Weeks 1 and 2.

DECIDE if you will print the guide or use it on a screen.







GET SET!

- READ THROUGH THE FOLLOWING <u>IMPORTANT TEACHER HELPS</u>:
 - A CHARLOTTE MASON MATH EDUCATION
 - THE ARITHMETIC PROGRESSION
 - ALL ABOUT THE GUIDES
- Learn how to implement the guides in daily life. Read through the <u>Putting It</u> <u>Altogether</u> section of this guide.
- **Prepare your materials.** There is no one right way to do this! The following list is simply a compilation of ideas Beauty & Truth Math users have found helpful.
 - Create a student math notebook for each student.
 - Fill it with grid paper. In general, we recommend ¹/₂" squares. Some students may need larger squares based on their writing ability.
 - Create sections in the notebook for daily assignments, a math vocabulary page, and a reference section. It is up to you and your student how to order these. If applicable, create different sections for the different streams of math.
 - Decide if you will have your state e he ngs for each assignment. Inform such such and genumber a great things to ide. V is the oblect imber dishowing the answer, converted by the oblect ing the around it, and gly courage V is minimal to ing this in Year 2 or 3.
 - Put ogether a teacher math net book for yourself.
 - Create sections for your personal calendar, the lessons from the guides, printable & supplementary resources, exams, notes, etc.
 - Fin I a place for the Cardstock Printables.
 - These could be stored in a folder in your teacher notebook or an accordion file folder. The goal is to keep them accessible and in good condition since you will use them often.
 - Use tabs to label and easily find what you need!
 - Tab each topic in the FORMS 1&2 REVIEW ACTIVITIES document (from the Important Teacher Helps folder).
 - In the Strayer-Upton books, tab the following:
 - Where you are at for the current lesson, and the corresponding answer key section in the back
 - Review & mental math pages
 - Have individual containers for each of your students' supplies.
 - Decide how to store card sets.
 - We recommend placing them in plastic bags and storing them in an index card holder or binder pouch.



GO!

Any author of math textbooks or guides will tell you that we write in order to accommodate as many students as possible, and we provide more than is needed. You have complete freedom not only to modify the lessons, but also to adjust the number of problems assigned to meet the needs of your students.

Each week, you will need to do the following:

- Look over the new lessons to be covered with your student. Understand the big ideas and objectives.
- Choose review assignments to use with your students. These assignments build depth in highlighting and understanding different number relationships. When choosing what to review, consider three things:
 - 1) What areas do my students require more practice to solidify concepts?
 - 2) What topics have we not reviewed in a while?
 - 3) What assignments would give my students a reprieve and easier lesson to build their confidence and enjoyment of math?
- Choose mental math problems to use throughout the week, if needed.
- Take the Beauty & Truth Math Guide Vow I do sole only promise that I will remember and implement the following statements:
 - I have remission on Charlon Max and the authors are ressons to adding the part of the persons to the persons.
 - I have permission iro n Charlotte Mason and the authors of these lessons to assign fewer problems than written in the lessons to provide a living education to my unique, born persons.
 - I have permission from Charlotte Mason and the authors of these lessons to assign more problems than written in the lessons to provide a living education to my unique, born persons.

"...the educator has to deal with a self-acting, self-developing being, and his business is to guide, and assist in, the production of the latent good in that being, the dissipation of the latent evil, the preparation of the child to take his place in the world at his best, with every capacity for good that is in him developed into a power." (Mason, <u>Vol. 1</u>, p. 9)

• Pray for joy and wisdom as you set out each day exploring mathematical truths with your students. Now dive right into using the lessons, confident that the Lord is with you and for you!

PUTTING IT ALL TOGETHER

Imagine this - you are working on a lesson with your student. You glance at the clock and see that the lesson time is halfway over. Your student is not even close to completing the lesson. What do you do?

- A) PANIC! Because clearly, you have failed as a teacher, and your student is doomed for life. Yes, we've succumbed to this lie multiple times.
- B) HURRY! Because it doesn't matter how frustrated all of you end up being, you must get through the material. Does *anybody else ruin the atmosphere by doing this*?
- C) STAY CALM & MODIFY! Because you can use the general guidelines in the diagram on the following page to help you determine what to do next. We created this diagram to serve you because it's a tool that we need, even as math teachers.

AN IMPORTANT NOTE

The Beauty and Truth Math curriculum is a marriage of spicel and mostery. The veedy review allows the students to continue working on challenging ideas without plate sing. We also teach the reasonableness of each math concept and then recept it each year to help build conceptual understanding.

keep moving for rd ever if menerization has not occurred. Your student's relationship rd, you and manager ore important than memorizing a formula!

We pray that these clarifying features equip you to better come alongside your students while you enjoy exploring mathematical ideas together.

ALL ABOUT THE YEAR

SEEING THE BIG PICTURE

There is NOT a one size fits all way to teach math using the Charlotte Mason method. Our guides are one option for teachers to use. We have created them to be adaptable to each unique student, both in the big picture and in the guides' details.

We have designed our curriculum to imitate the math streams used in Charlotte Mason's schools. Students have several options for the tracks and combinations of these streams. For more information, see our **Scope & Sequence** page on our website.

Additionally, <u>The Guides' Big Ideas</u> page on our website shows the main ideas throughout the years.

YEAR OVERVIEW

Year 1 is spent explicitly of ways to some more relation in the second s

The **maximum** lesson time for students in Year 1 is 20 minutes.

EVERY DAY & SPECIAL MATERIALS

We assume students will always have their pencil, math notebook with grid paper, grid dry erase board, and dry erase marker handy for lesson time. Any additional materials beyond these items are listed in the Special Materials Needed sections.

CARDSTOCK PRINTABLES VS. PRINTABLES

The teacher must prepare all cardstock printables before the term begins. The cardstock printables are listed as special materials, but links are not provided. Links for the Printables Folder are always provided in the special materials.





THINGS TO LOOK FORWARD TO THIS YEAR

This list highlights the special features and noteworthy things throughout the year. These items are expounded on in each term introduction.

- Math Jeopardy
- Bundles
- Reprieve Activities
- Formatting of Math Problems
- Special Writing Section
- The Quarter
- Pacing of Lessons
- The Addition Tables
- Mental Math

MATERIALS NEEDED FOR THE ENTIRE YEAR

- 100 Beads & Bundles
- 100 Blank Flash Cards
 - Cardstock 3x5 inch note cards are recommended.
- 100 Popsicle Sticks & Bundles
- 25 3" x 5" Cards (Cut into 3" x 3")
- 2 Colored Markers (1 Black)
- 2 Highlighters
- 30 Two-Color Counters
- 3 Blank Pieces of Paper
- 3 Dark or Bright Colored Pencils
- 4 Cookies
- 52 Sticky Notes (3 by 3 Inch)
- 57 Nerf Bullets/Small Items
- 5 Bowls
- 5 School Items
- 62 Legos with a 20 by 20 Base
 - Or 62 Buttons & Clue
- 65 Beans
 - 67 Stickers
- 6 Books
- 8 Cardstock Sheets (8¹/₂" by 11")
- 8 Toys
- 93 Pieces of Candy
- Calendar
- Dot or Normal Marker
- Money 20 Pennies, 20 Nickels, 10 Dimes, 8 Quarters, \$1 Bill
- Notebook with ½" Grid Paper
- One 50 Cent-Piece (optional)
- Painter or Masking Tape
- Pencils
- Straight Edge (Ruler, Yardstick, etc.)

<u>Our Favorites</u>

Check out our recommendations to see if any of them would be helpful to you in preparing and organizing your materials.

Cardstock Printables

- Dot Cards
- Dot Chart
- Number & Operation
 Cards
- Number Chart
- Ten Frames

Prin ables

- 0-12 Practice
- 0-15 Practice
- 0-20 Review
- 5 Number Charts
- Addition & Subtraction Practice
- Addition Tables Capstone
- Count, Name, Solve
- Naming Worksheet
- Set 1 Number Puzzles: Puzzles 1-9
- Set 2 Number Puzzles: Puzzle 1-12
- Subtraction Drill











Mathematics in a Charlotte Mason Education

ARITHMETIC

YEAR 1 • TERM 1

TABLE OF CONTENTS

2	<u>All About the Term</u>		50	<u>Week 6</u> Mid-Term Review
4	<u>Term at a Glance</u>		55	<u>Week 7</u> All About Ten
5	<u>Materials Needed</u>		64	<u>Week 8</u> Numbers 13-1.
6	<u>Week 1</u> Numbers 1-3		79	<u>Week 9</u> Numbers 16-19
76	Week 2 Numbers 4-6		80	<u>Week 10</u> All About Twenty
27	<u>Week 3</u> Seven & Operations	I	87	<u>Week 11</u> Term Review
37	<u>Week 4</u> Eight, Nine, & Zero	I	90	<u>Week 12</u> Exam
45	<u>Week 5</u> Numbers 10-12	I		

• WEEK 4 RESOURCES • YEAR 1. TERM 1. WEEK 4

OVERVIEW

This week students will practice writing and working with numbers 0-9.

Make sure you have read <u>All About Adding & Subtracting</u> before you begin this week.



BIG IDEAS NEEDED BEFORE BEGINNING

- Numbers 1-7
- Addition & Subtraction

SUGGESTED PACE

Day 1: The Number Eight Day 2: The Number Vine Day 3: Zero Day 4: 0-9 Extra Practice / Catch-Up Day 5: Review/Catch-Up

SPECIAL MATERIALS NEEDED

- Number & Operation Cards
- 9 Two-Color Counters
- 9 Popsicle Sticks
- 20 Beads
- Money Pennies, Nickels

SUGGESTED REVIEW

- Number Reasonships • Eye Training
- Money
 - Money Madness
- Analysis
 - Pattern Detective

• The Number Eight •

Y1. T1. W4. L1

SUBJECT

Arithmetic



OBJECTIVES

Students will be able to write and solve addition and subtraction equations using numbers 1-8.

RESOURCES USED

None

SPECIAL MATERIALS NEEDED 1-8 Number & Operation Cards, 8 Two-Color Counters

THE PLAN

- 1. Hand the student the 1-7 numbers cards, in random order. To start off today 1 vant you to take these cards and lay them down in order from smallest to greatest. Make sure the student does this neatly. Great job.
- 2. Today we are going to learn about the next number after seven. Do you know what that number is? (8)
- 3. Lay the "E" card down in fromt of the student. Describe what the number eight looks like to you.
- 4. I want you to watch me draw it in the air and then you do it. Some kids may find it helpful to be used that is a rawn like an S at the beginning, depending on where they are in their handwriting lessons.
- 5. Now write an eight next to mine on your special writing page in your math notebook. Write the eight under the seven from last week's lesson and have the student write no more than three eights. Nicely done.
- Now count backward from eight to one. Try to do it without looking at the cards. (8, 7, 6, etc.) Excellent!
- Grab the two-color counters and lay down two on the left and three on the right. Using the number and operation cards, show me what equation can be made from these counters. (2 + 3 = 5) Read it to me. (Two plus three equals five.) Well done.
- 8. Now you get to do the opposite. Lay down 8 2. What does this say? (Eight minus two) Show me this with your counters then finish the equation with the cards. (= 6)
- 9. Great job! So eight minus two equals six. Go ahead and write this equation in your math notebook.

10. Before you practice some more problems, let's take a quick break. Point to any object nearby that is at least eight inches long. Looking around the room I want you to find an object that is smaller than this. Find an object bigger than this.

11. Let's do some more math problems using your counters.

4 + 4 = 8

There are 4 boys and 4 girls pulling a rope. How many kids are pulling the rope altogether? (8 kids)

8 - 6 = 2

There were 8 ravens on the fence, and then 6 flew away. How many ravens were left? (2 ravens)

2 + 1 = 3

Two brothers were playing in heir front yard. The ext-door eight or care over to hay them ow how many kids were here? (. ds)

3 + 4 =

You are 3 cherries and 4 kiwi at lunch. What is the total number of pieces of fruit you've eaten? (7 pieces of fruit) \Box

3 + 1 + 4 = 8

Natalie has 3 Twizzlers, 1 lollipop, and 4 skittles. Altogether how many pieces of candy does she have? (8 pieces of candy)

8 - 4 = 4

Carmen had 8¢ and she spent 4¢ on a piece of gum. How many cents does she still have? (4¢)

1 + 7 = 8

We have 1 apple and then we bay more. How many apples do we now have? (Sapples)

5 + 3 = 8

Yesterday 5 flowers bloomed in the garden, and then to day 5 more bloomed. How many bloomed in the last two days? (8 flowers)

8 - 1 = 7

There are 8 toy soldiers marching on the table, and then 1 falls off the edge. How many toy soldiers are left on the table? (7 soldiers)

6 - 5 = 1

There are 6 frogs by the pond. Suddenly 5 frogs jump into the water. How many frogs are still left sitting by the pond? (1 frog)

• The Number Nine •

Y1. T1. W4. L2

SUBJECT

Arithmetic



OBJECTIVES

Students will be able to write and solve addition and subtraction equations using numbers 1-9.

RESOURCES USED

None

SPECIAL MATERIALS NEEDED

1-9 Number & Operation Cards, 9 Popsicle Sticks

THE PLAN

- 1. Hand the student nine popsicle sticks. Let's start today off with some counting practice. I want you to lay these popsicle sticks nearly in from of you, counting up as you go. (1, 2, 3, etc.) If the student does it know the number nine, introduce it when he gets to it.
- 2. Today we will be learning out the runber of Nines are soleting written with a straight hand other in the lines cured. We will write them using a raight line to determine which ook ke. He lup the "9" number card. Study it for a minimated on try opic or it in your mind. Describe it to me.
- 3 Now split the popsicle sticks into groups of three for me. Make sure you make each pile evenly spaced. How many piles did you make? (3 piles) Now let's add the three groups up, one at a time. (3, 6, 9) Great job! What you just did is called counting by 3s! You will get to practice counting by 3s all school year.
- 4. Now let's practice drawing nine in the air. Have your student copy what you do. Then write a 9 in the special writing section of the student's math notebook, under the eight from yesterday. Go ahead and write a nine neatly next to mine. Do not have the student write more than three nines. Nicely done.
- 5. Now you get to use your popsicle sticks to solve some more math problems. For the first one, you are going to solve it and then write the equation in your math notebook. Use the included break activity in the next step when a reprieve is needed from the problems.
- 6. See if you can find one triangle, two squares, and three rectangles around the room. If you can't, draw what each of these shapes looks like in the air for me.

2 + 3 + 2 = 7

Jackie found 2 buttercups, 3 lilies, and 2 roses in the garden. How many flowers did she find? (7 flowers)

9 - 1 = 8

Jenny had 9 pennies in her purse and then 1 penny fell out. How many pennies does Jenny still have? (8 pennies)

7 - 5 = 2

Michael held up 7 fingers and then he hid one hand (5 fingers) behind his back. How many fingers was he still holding up? (2 fingers)

9 - 5 = 4

Danny was plot g with 9 to dinosaurs and the put 5 of the n away How may all he still be of to play with? to chaurs a still be a sti

6 + 2 =

Gabrief ate 6 grapes and 2 strawberries. How many pieces of fruit did he eat altogether? (8 pieces of fruit)

3 - 2 = 1

Nathan was served 3 hard-boiled eggs. He ate 2 of them. How many hard-boiled eggs did he still have to eat? (1 hard-boiled egg)

7 - 3 = 4

There were 7 cookies on the plate and 3 were eaten. How many were still on the plate? (4 cookies)

4 + 2 = 6

Lydia has done 4 brush drawing paintings and 2 charcoal drawings. How many total drawings has she done? (6 brush drawings)

6 + 3 = 9

Jake had a pile with 6 fruit snacks and another pile with 3 fruit snacks and many fruit snacks did he have altogether? (9 fruit snacks)

5 - 3 = 2

Heid drew 5 stars on be paper and then she erased 3 of them. How many stars vere still on Heidi's paper? (2 stars)

1 + 1 = 2

Alex had 1 cup of coffee at breakfast and another cup of coffee in the afternoon. How many cups of coffee did he have? (2 cups of coffee)

4 - 1 = 3

Arabella had 4 crackers on her plate and she ate 1 of them. How many crackers were still left on her plate? (3 crackers)

• Zero • Yl. Tl. W4. L3

SUBJECT

Arithmetic



OBJECTIVES

Students will be able to write the number zero and demonstrate an understanding of numbers 0-9.

RESOURCES USED The Origin of the Word Zero

SPECIAL MATERIALS NEEDED

Number & Operation Cards, 20 Beads

THE PLAN

- 1. To start our lesson I want you to close your eyes and tell me how many times I clap. Clap seven times, four times, and then two times.
 - a. Which time did I clap the most? (The first time)
 - b. Which time did I clap the least? (The third or last time) Good!
 - c. Now I want you to listen one more time and tell me how many times I ciap. Don't clap. How many times did I clap? (None) Correct!
- 2. day we egget to table esgool to means we have nothing. Hold up the "0" n ber This mbe called a zero. If I have zero toys and you have toy, has motoy. (The student does) Good, so zero is less than one.
- Let's practice drawing it in the air. Draw it in the air and have the student copy it.
 Now you are going to write numbers 0-9 in your special writing section on a new page. You get to do this because you have just reached a big milestone. You now have the ability to write any number that exists! Isn't that exciting?! Write 0-9 in a column on the far left, skipping a row between each number. Go ahead and write each number next to the one I wrote, saying what each number is as you go.
- 5. Before you practice using zero let's look at what was used to represent the idea of nothing before zero became accepted and used. Read the following from <u>The Origin</u> <u>of the Word Zero</u> to the student and show him the pictures.

NOTHINGNESS BEFORE ZERO



The Hindus

The dot was a precursor to the zero we know today. Some theories suggest that, according to Hindu ideals, zero was round because it <u>signified the circle of life.</u>

Credit: Wikimedia Commons



The Babylonians

Zero as a placeholder was indicated by two angled wedges.

Credit: Wikimedia Commons



Credit: Wikimedia Commons

The Mayans

The Mayans <u>independently developed</u> a method of connoting nothingness from scratch in the first few centuries A.D., and they <u>used</u> <u>the symbol of a seashell.</u>

- 6. Now we are going to use e numerated on ation of ds to lite different equations of practice server's big size you three fferen quations. I want you we me the quations beat Then you will put down the correct ord for that an increased of the time quation to me. Lay down the following cards:
 - 2 + 0 = (2, Two plus zero equals two.)
 - b. $(\epsilon 0) = (6)$, Six minus zero equals six.)
 - c. $9 + 0 = (9, \text{Nine plus zero equals nine.}) \implies$
- 7. Great job! Let's do three more. Feel free to use the beads to help you solve them. Using the cards, lay down the following:
 - a. 4 0 = (4, Four minus zero equals four.)
 - b. 7 + 0 = (7, Seven plus zero equals seven.)
 - c. 1 0 = (1, One minus zero equals one.)
- 8. Well done! What happens when we add zero? (The number stays the same.) What happens when we subtract zero? (The number stays the same.) Perfect!
- 9. Let's end with a fun challenge question. Get out nine beads. I want you to find the answer to each of my questions, using the beads whenever you need them.
 - a. What is four plus two? (6)
 - b. Plus three? (9)
 - c. Minus five? (4)
 - d. Minus four? (0) Excellent work today!

• 0-9 Extra Practice •

Y1. T1. W4. Review

Special Materials Needed: 9 Two-Color Counters

Instructions: When needed, use the following for a reprieve:

Today you are going to count by 2s and do a big hop forward each time you answer me correctly. Let's get started. What's 0 + 2? (2) *One hop forward*. What's 2 more? (4) *Another hop*. What do 4 and 2 make? (6) *Another hop*. And last one, what is 6 + 2? (8) *One final hop*. Great job! Now count up as you hop back to your seat.

9 - 0 = 9

There were 9 seals on the beach. Throughout the day all of them refused to leave. How many seals were still on the beach? (9 seals)

2 + 2 = 4

How many total dolphins are there if there are 2 male and 2 fema dolphins? (4 dolphins)

3 - 1 = 2

There were 3 sea turtles swimming together, and then 1 swam away to go exploring by himself. How many were still together? (2 sea turtles)

0 + 5 = 5

The tide pool had no crabs, and then 5 crabs appeared. Now, how many crabs were there? (5 crabs)

1 + 0 = 1

How many seagulls are there, if there is 1 seagull and no other seagulls join him? (1 seagull)

7 - 4 = 3

There were 7 pieces of seaweed on the beach, and then 4 got washed away by the tide. How n any pieces of seaweed were left? (3 pieces)

There were 5 sea snakes in the bay, and then 2 swam away. How many sea snakes were left? (3 sea snakes)

6 + 1 = 7

5 - 2

There were 6 dolphins swimming together and then 1 more joined them. Now, how many dolphins were there? (7 dolphins)

9 - 3 = 6

There were 9 manatees, and then 3 manatees swam away. How many manatees were left? (6 manatees)

2 - 2 = 0

There were 2 whales swimming below a cliff. Then they both swam away. How many were left? (0 whales)