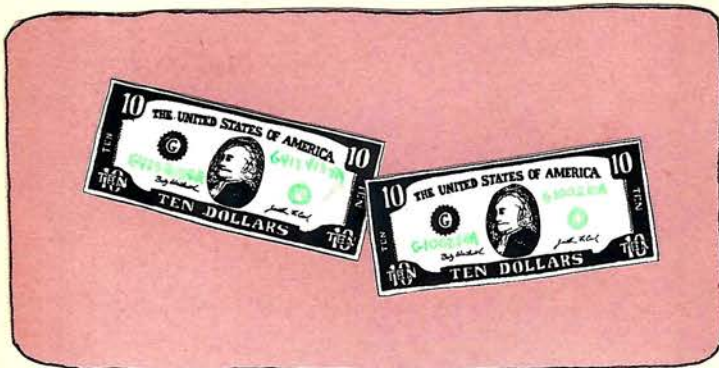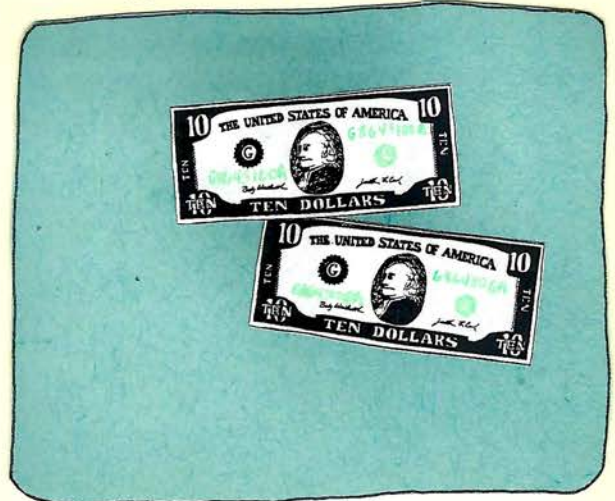Student will need a red crayon. Direct student's attention to the large picture with the yellow background. Inform student that there are two ten-dollar bills in this picture and that together they are worth twenty dollars. Tell student that all the pictures on this page show twenty dollars except for one picture — have student find this picture and cross it out with a big red "X."

Student will need a red crayon. Direct student's attention to the large picture with the orange background, and inform student that altogether the three ten-dollar bills in this picture are worth thirty dollars. Tell student that all the pictures on this page show thirty dollars except for one picture — have student find this picture and cross it out with a big red "X."

Student won't need anything. Have student read aloud the list of numbers below. Then have student cover up the list and try to recite the entire list from memory. Student may peek at the list, but after each peek student must try again — starting, as before, with the first number on the list.

10
20
30
40
50
60
70
80
90

Student won't need anything. Direct student to say "10, 20, 30" and so forth while touching successively each of the ten-dollar bills on this page. (student should say "10" while touching the first bill; student should say "20" while touching the second bill; student should say "30" while touching the third bill; and so forth). Afterwards, ask student: WHAT NUMBER DID YOU SAY AS YOU TOUCHED THE LAST TEN-DOLLAR BILL?

Student won't need anything. Ask student: ALTOGETHER, HOW MUCH MONEY DO YOU THINK IS ON THIS PAGE?

Student won't need anything. Inform student that there is only one ten-dollar bill on this page — the other bill is a one-dollar bill. Ask student: ALTOGETHER, HOW MUCH MONEY DO YOU THINK IS ON THIS PAGE?
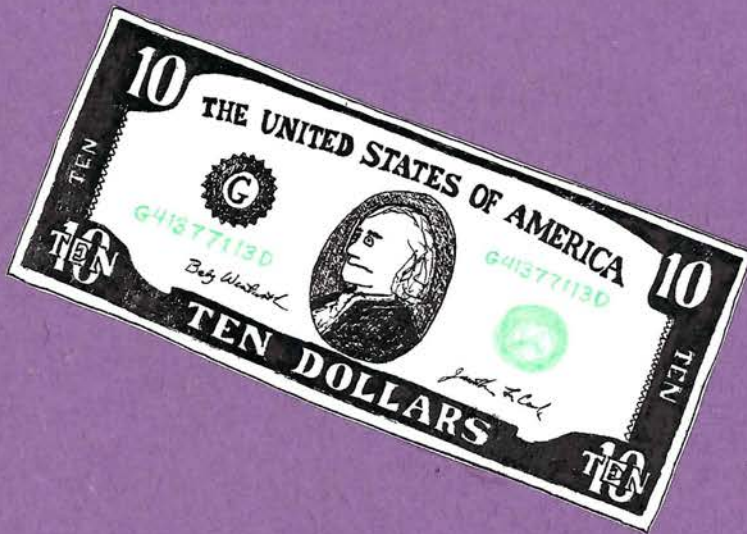
Student won't need anything. Have student look carefully at the picture below. Then ask student: ALTOGETHER, HOW MUCH MONEY DO YOU THINK IS ON THIS PAGE?

Student won't need anything. Inform student that the author is sorry that the ten-dollar bills and one-dollar bills on this page don't look much like real money. Have student pretend that all the money is real, and ask student: ALTOGETHER, HOW MUCH MONEY IS ON THIS PAGE?
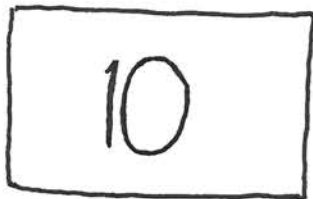
Student will need a pencil. Inform student that the strange-looking things in the picture below are supposed to be ten-dollar bills and one-dollar bills. Have student draw a new ten-dollar bill in the picture — just like the two ten-dollar bills already in the picture. When student has finished, ask student: ALTOGETHER, HOW MUCH MONEY IS IN THE PICTURE NOW?
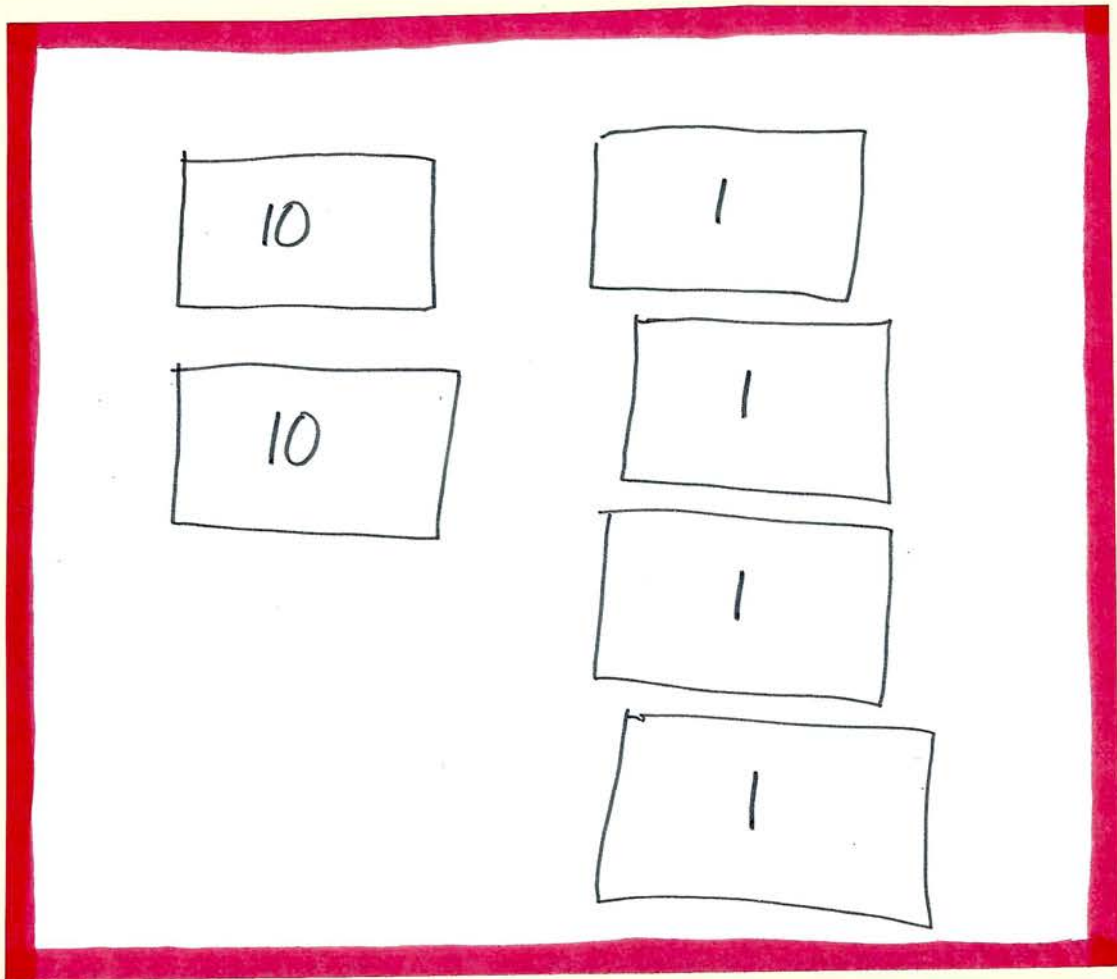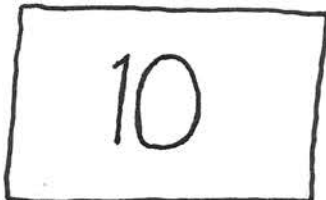
Student will need a pencil. Have student draw two new one-dollar bills in the picture below. When student has finished, ask student: ALTOGETHER, HOW MUCH MONEY IS IN THE PICTURE NOW?

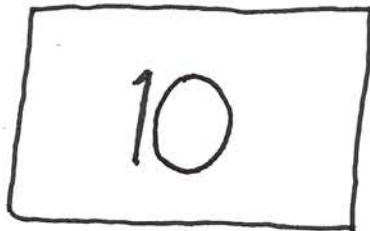| 10	1
10	1
10	1
10	
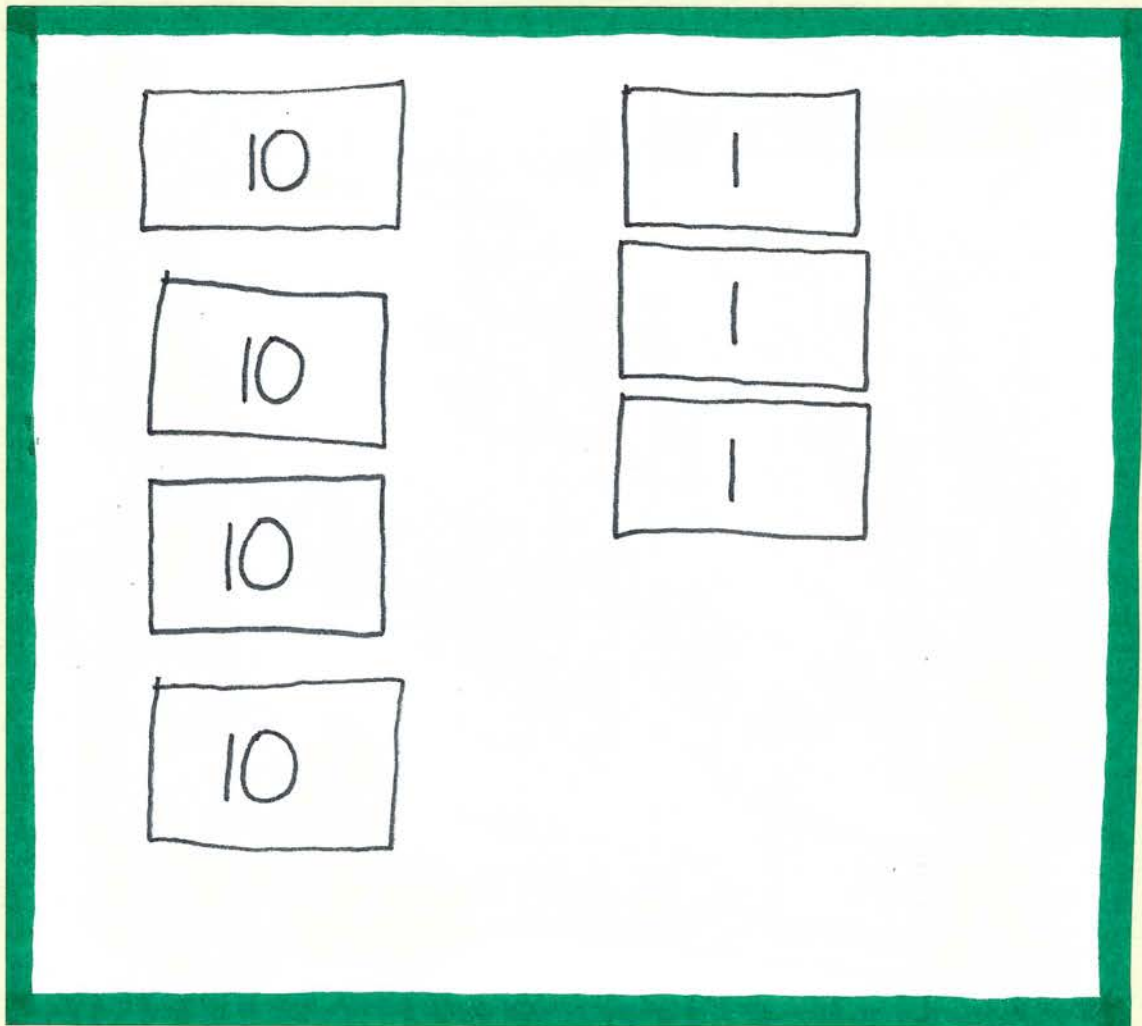
Student will need a pencil. Ask student: HOW MUCH MONEY IS ON THIS PAGE? Direct student's attention to the large empty space on the right side of the picture. In this space, have student draw some one-dollar bills (boxes with "1" written inside) — tell student to draw just enough one-dollar bills to make the whole picture show exactly forty-three dollars.
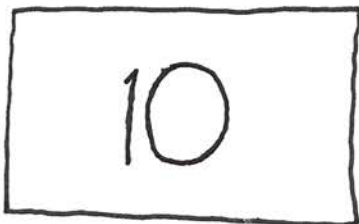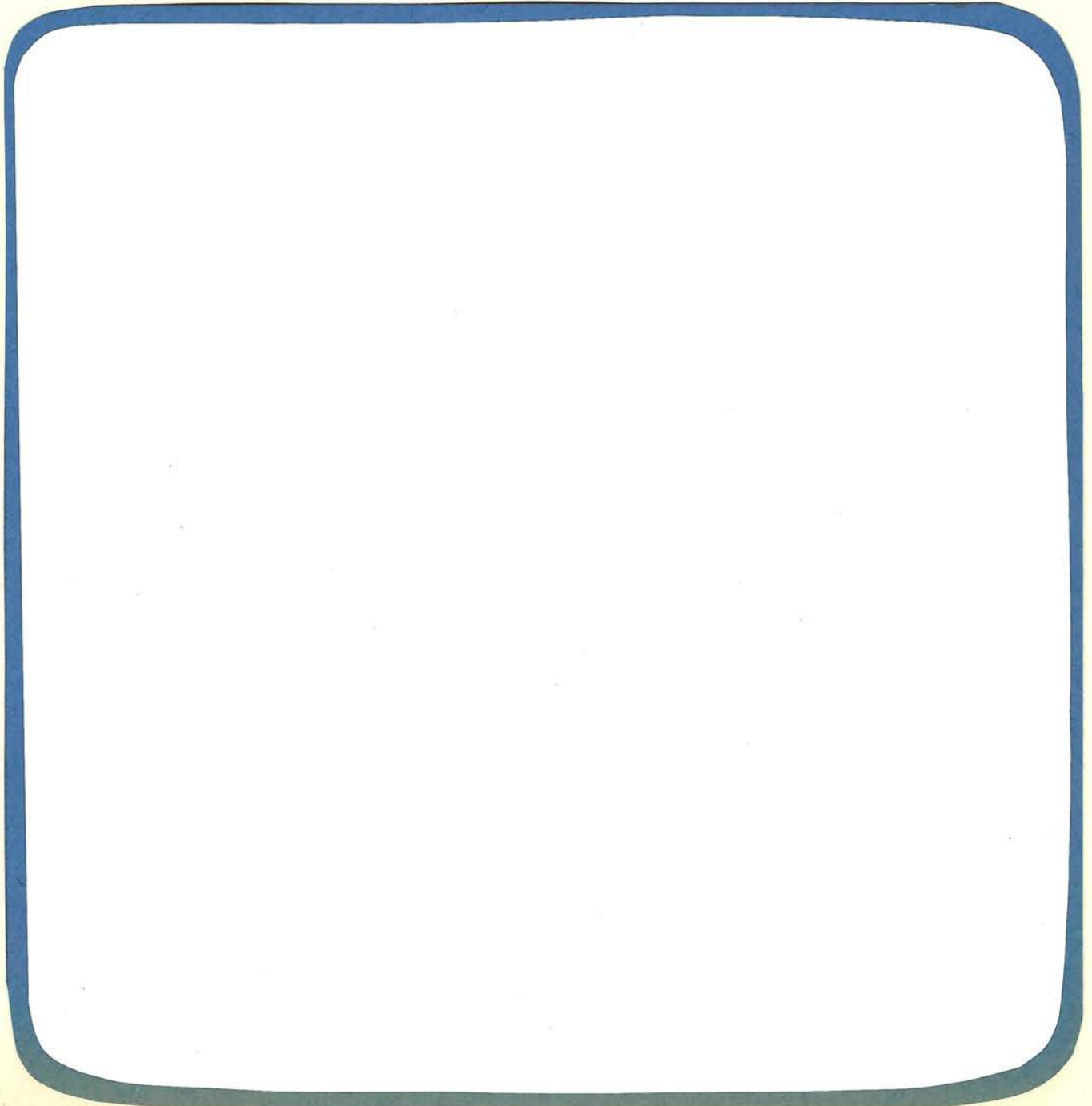
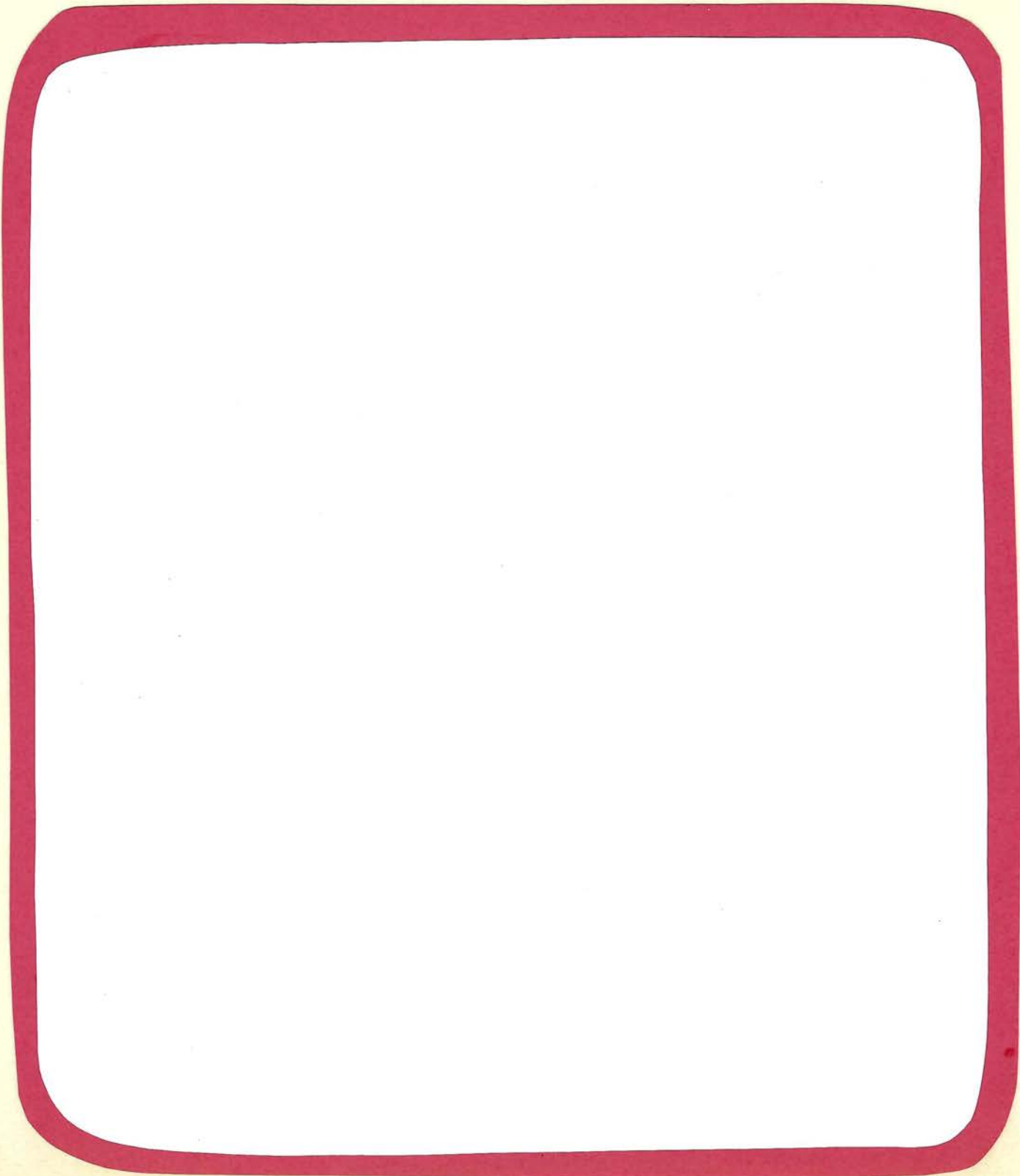Student will need a pencil. Have student draw some ten-dollar bills (boxes with "10" written inside) on this page — tell student to draw just enough ten-dollar bills to make exactly fifty dollars. Then have student draw some one-dollar bills (boxes with "1" written inside) somewhere in the picture — tell student to keep on drawing one-dollar bills until the whole picture shows exactly fifty-four dollars.

Student will need a pencil. Have student try to draw just enough ten-dollar bills (boxes with "10" written inside) and one-dollar bills (boxes with "1" written inside) to make exactly thirty-two dollars.

Student will need a pencil. Direct student to draw exactly fifty-two dollars using ten-dollar bills (boxes with "10" written inside) and one-dollar bills (boxes with "1" written inside). When student has finished, have student draw three more one-dollar bills somewhere in the picture. Afterwards, ask student: ALTOGETHER, HOW MUCH MONEY IS IN THE PICTURE?
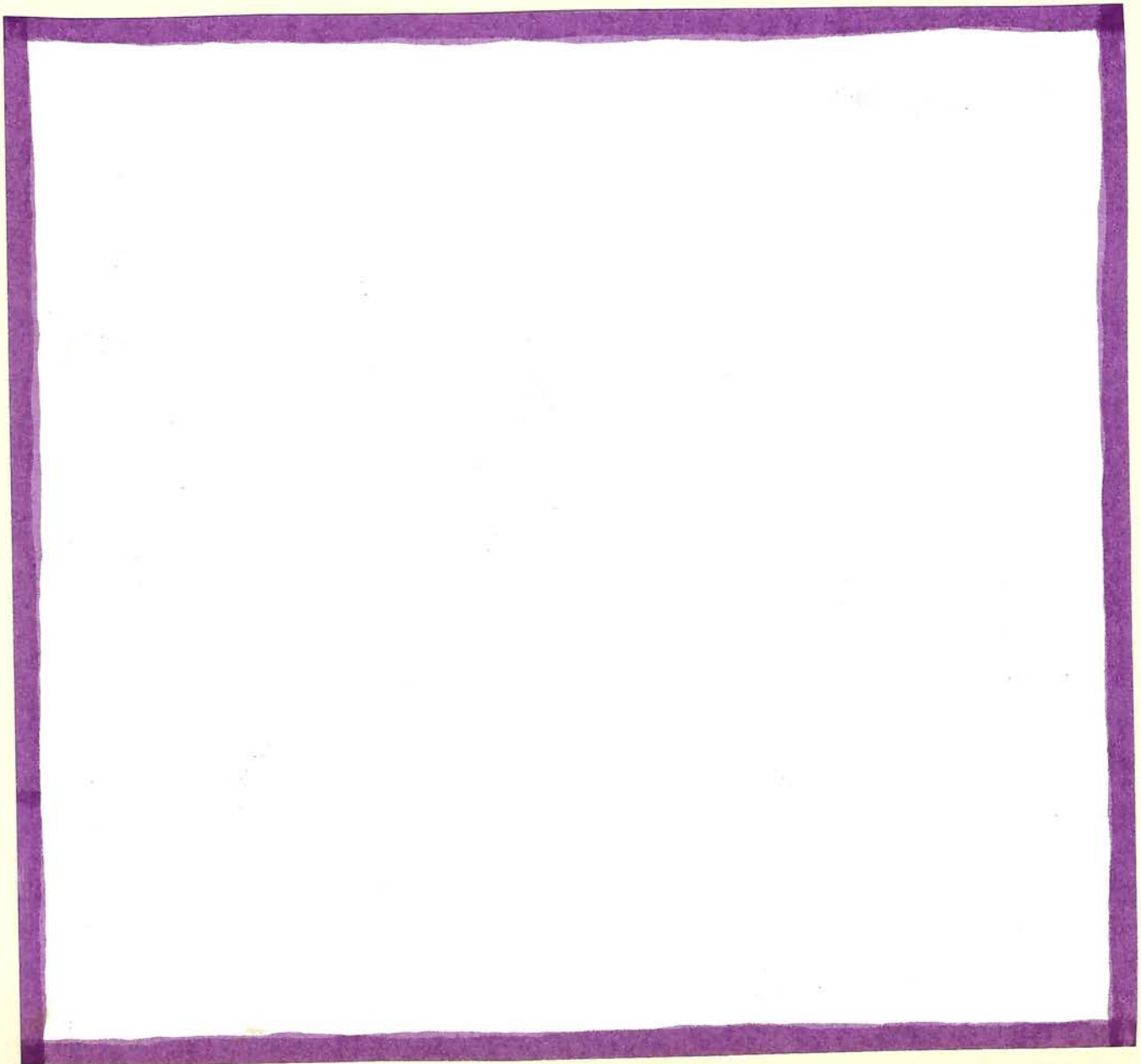
Student will need a pencil. Direct student to draw forty-two dollars using ten-dollar bills (boxes with "10" written inside) and one-dollar bills (boxes with "1" written inside). Then have student try to draw thirty-one more dollars somewhere in the picture. When student has finished, ask student: ALTOGETHER, HOW MUCH MONEY IS IN THE PICTURE NOW?
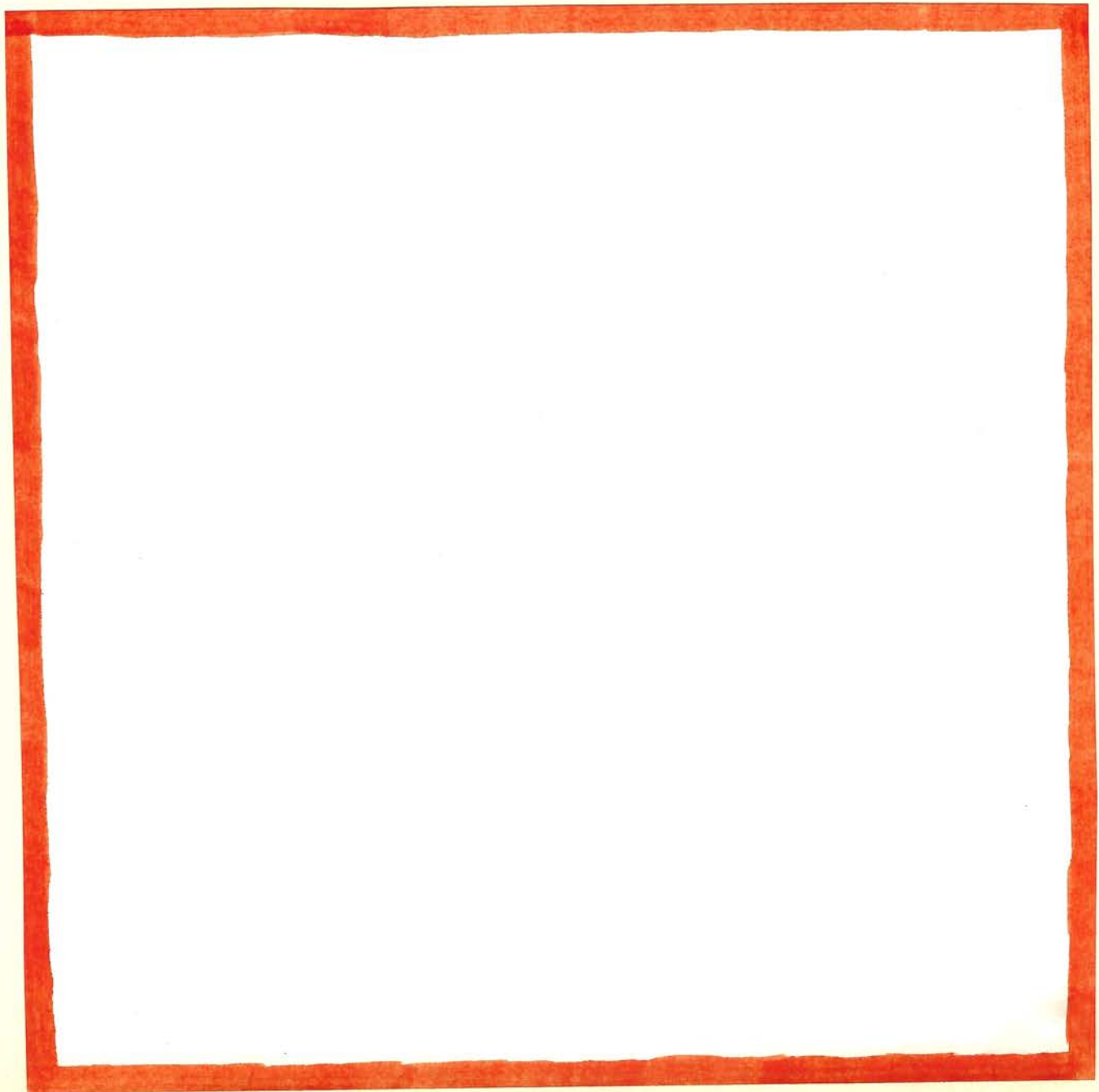
Student will need a pencil. Inform student that it is possible to solve addition problems by drawing pictures of money. Tell student to draw money next to the numbers in each problem — note that the pictures will have to be small because there isn't much room on this page. Direct student to count all the money in each picture and to write the answer below the black line in each problem. Somebody seems to have done the first problem already.
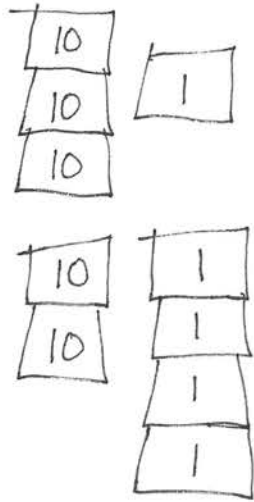
$$31 + 24 = 55$$

$$43 + 21$$

$$33 + 30$$

$$23 + 31$$

Student will not need to write or draw anything on this page.   Have student look at the picture below, and inform student that there are ten hamburgers inside each box. Then ask student: ALTOGETHER, HOW MANY HAMBURGERS DO YOU THINK ARE ON THIS PAGE?
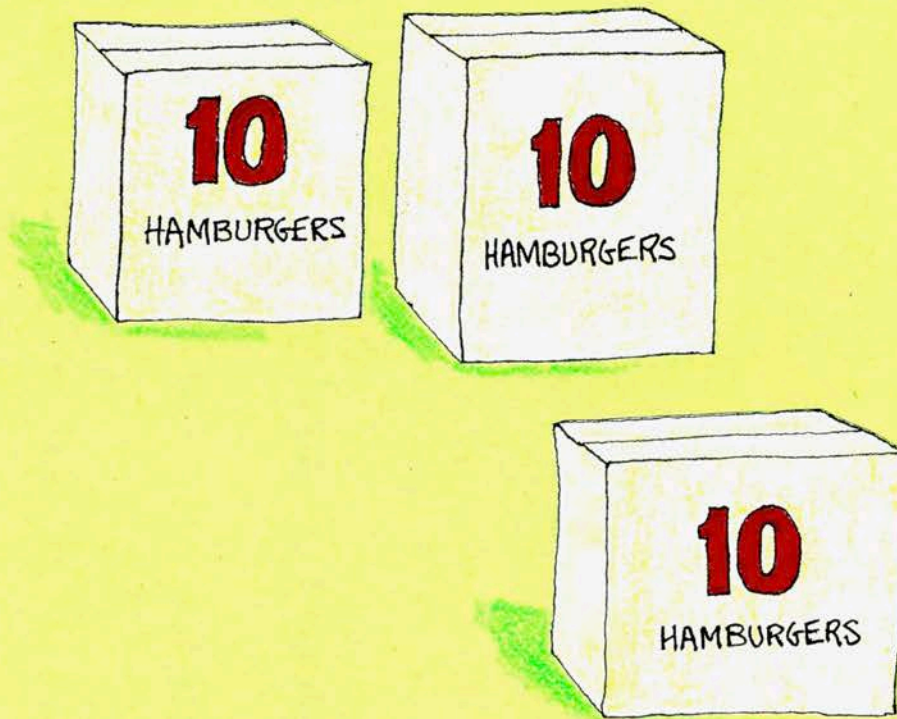
Have student look carefully at the picture below. Then ask student:
ALTOGETHER, HOW MANY HAMBURGERS DO YOU THINK ARE IN
THIS PICTURE?
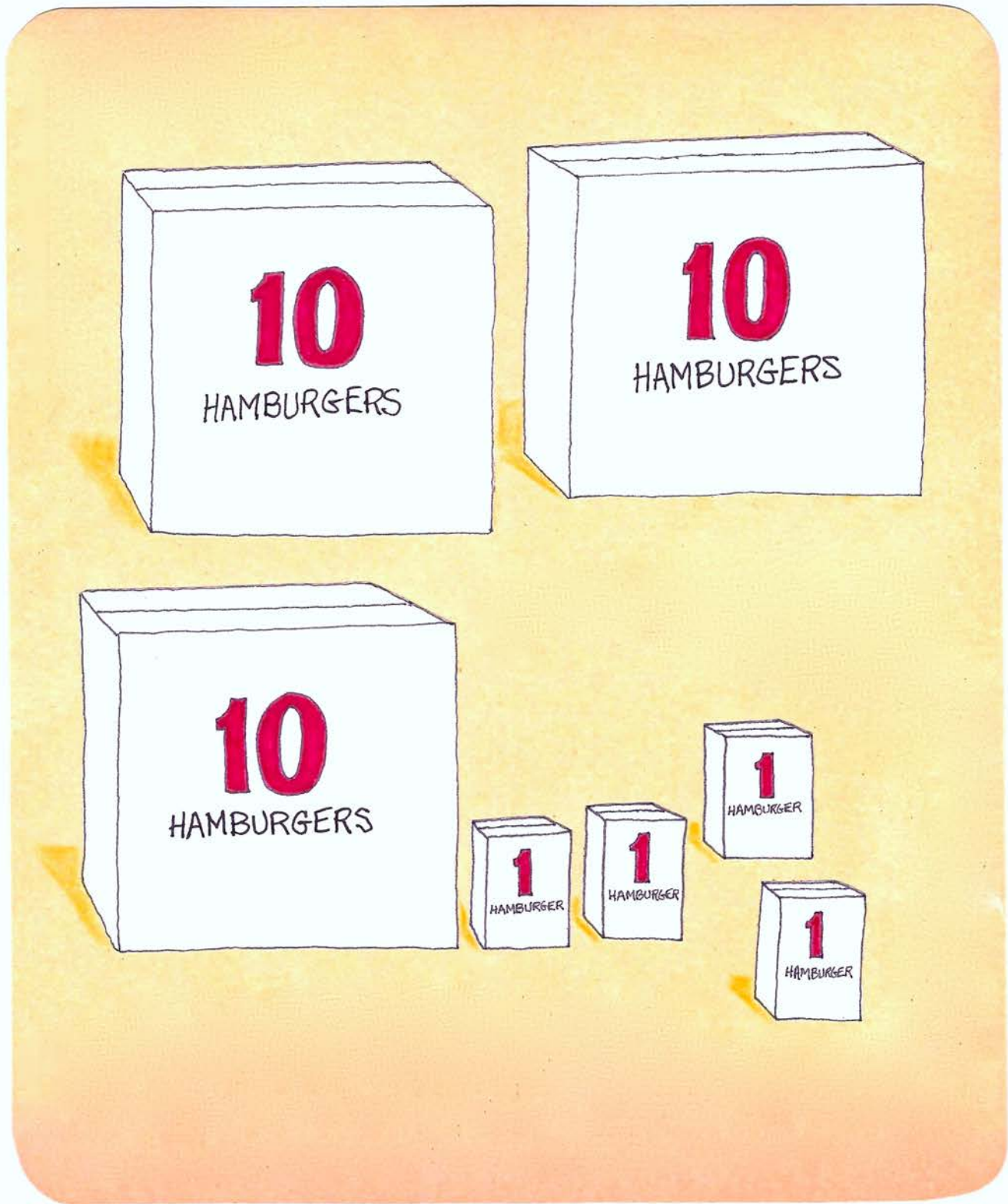
Student will need a pencil. Inform student that it is possible to solve addition problems by drawing boxes of hamburgers. Direct student to draw boxes of hamburgers (tens and ones) for both numbers in each problem. Then have student write the answer for each problem. Somebody seems to have done the first problem already.
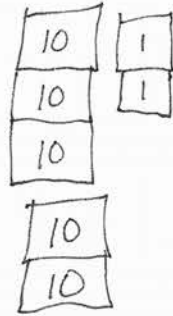
$$32$$
$$+20$$
$$\overline{}$$
$$52$$

$$30$$
$$+24$$
$$\overline{}$$

$$33$$
$$+31$$
$$\overline{}$$

$$41$$
$$+22$$
$$\overline{}$$

Student will need a pencil. Inform student that it is possible to solve addition problems by drawing boxes of pineapples. Somebody seems to have done the first problem already. Direct student to draw boxes of pineapples (tens and ones) and to write answers for the other problems.

$$24 + 32 = 56$$

$$42 + 21$$

$$30 + 35$$

$$52 + 23$$

Student will not need to write or draw anything on this page. Inform student that somebody has already drawn ten-dollar bills and one-dollar bills for the problems on this page but that, unfortunately, a wild goat seems to have eaten the picture for the last problem. Direct student's attention to the last problem, and ask student: ALTOGETHER, HOW MANY TEN-DOLLAR BILLS DO YOU THINK SHOULD BE IN THE PICTURE FOR THIS PROBLEM?
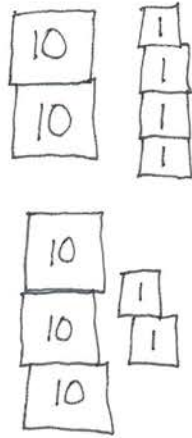
$$\begin{array}{r} 62 \\ + 23 \\ \hline 85 \end{array}$$

$$\begin{array}{r} 25 \\ + 21 \\ \hline 46 \end{array}$$

$$\begin{array}{r} 31 \\ + 24 \\ \hline 55 \end{array}$$

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

Student will not need to write or draw anything. Inform student that somebody has drawn ten-dollar bills and one-dollar bills for the problems on this page, but that a wild goat seems to have eaten the picture for the last problem. Have student look at the last problem, and ask student: ALTOGETHER, HOW MANY TEN-DOLLAR BILLS SHOULD BE IN THE PICTURE FOR THIS PROBLEM? AND HOW MANY ONE-DOLLAR BILLS SHOULD BE IN THE PICTURE?
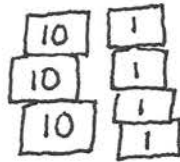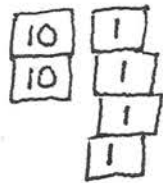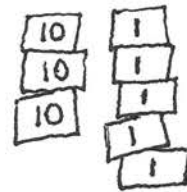
$$24 + 34 = 58$$

$$35 + 4 = 39$$

$$40 + 18 = 58$$
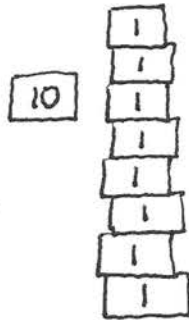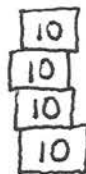
$$42 + 41$$
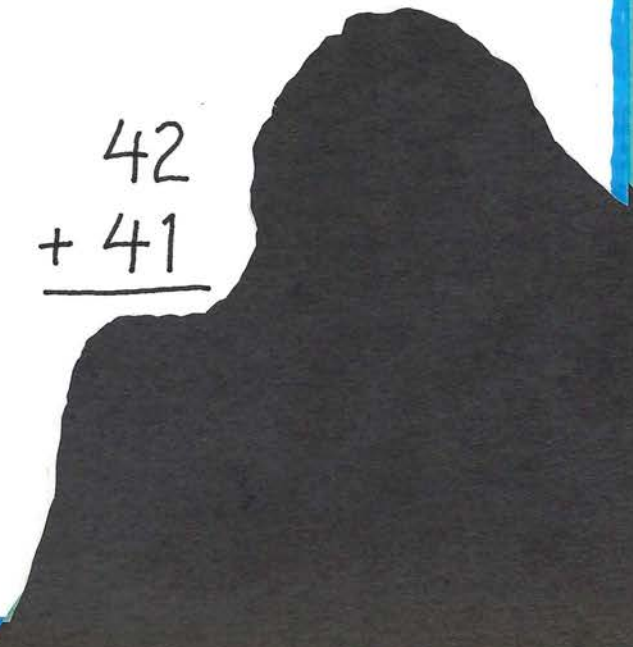
Student will need a pencil. Inform student that somebody has already drawn all the ten-dollar bills for the problem below. Ask student: ALTOGETHER, HOW MANY ONE-DOLLAR BILLS DO YOU THINK SHOULD BE IN THIS PICTURE? Have student draw the one-dollar bills. Then have student count all the money and write an answer under the problem.

$$\begin{array}{r} 32 \\ + 52 \\ \hline \end{array}$$

10
10
10
10
10
10
10
10

Student will need a pencil. Don't let student draw anything yet. Inform student that somebody has already drawn eight ten-dollar bills for the problem below. Ask student: ALTOGETHER, HOW MANY ONE-DOLLAR BILLS BELONG IN THE PICTURE? Tell student _not_ to draw twelve one-dollar bills. Instead have student draw twelve dollars the fast way — a ten and two ones (student may put the new money anywhere at all in the picture). Then have student count all the money and write an answer under the problem.

$$46 + 46$$

| 10 |
| 10 |
| 10 |
| 10 |
| 10 |
| 10 |
| 10 |
| 10 |

Student will need a pencil. Inform student that the pictures for the four problems below are not finished. Direct student to try to finish the pictures without drawing a lot of ones. For instance, for the first problem student should draw a ten and a one instead of drawing eleven ones, and student should try to do this same sort of thing for the other problems. When student has finished each picture, have student write an answer under the problem.

29
+ 32

36
+ 36

27
+ 37

26
+ 25

Student won't need to write or draw anything on this page. Have student imagine that somebody decided to finish the picture below the fast way—by putting in a new ten and two ones (instead of putting in twelve ones). Then ask student: IF SOMEBODY FINISHED THE PICTURE BY PUTTING IN A NEW TEN AND TWO ONES, ALTOGETHER HOW MANY TENS WOULD END UP IN THE PICTURE? HOW MANY ONES DO YOU THINK WOULD END UP IN THE PICTURE?
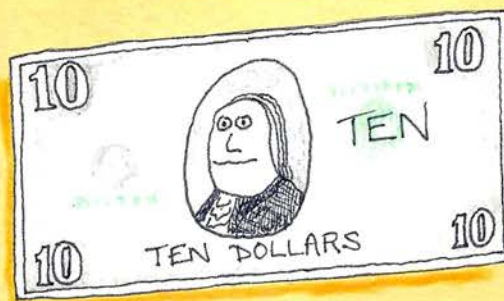
Student won't need to write or draw anything on this page. Have student look at the problem below. Inform student that if somebody wanted to make a fast picture for this problem, they probably wouldn't draw fourteen one-dollar bills. Tell student to try to think of a fast way to draw fourteen dollars; then ask student: HOW MANY ONES WOULD END UP IN THE PICTURE? ALTOGETHER, HOW MANY TENS DO YOU THINK WOULD END UP IN THE WHOLE PICTURE?

$$57$$
$$+\ 7$$

Student won't need to write or draw anything on this page. Have student look at the problem below. Inform student that if somebody wanted to make a fast picture for this problem, they probably wouldn't draw twelve ones. Ask student: HOW MANY ONES WOULD REALLY END UP IN THE PICTURE? ALTOGETHER, HOW MANY TENS DO YOU THINK WOULD END UP IN THE PICTURE?

$$\begin{array}{r} 26 \\ + 36 \\ \hline \end{array}$$

Student will need a pencil. Have student look at the problem below. Ask student: IF SOMEBODY WANTED TO DRAW A PICTURE FOR THIS PROBLEM, HOW MANY ONES DO YOU THINK WOULD END UP IN THE PICTURE? If student's answer is correct (4), have student write the number 4 directly below the two 2's. Then ask student: HOW MANY TENS DO YOU THINK WOULD END UP IN THE PICTURE FOR THIS PROBLEM? If student's answer is correct (8), have student write the number 8 directly below the 5.

$$\begin{array}{r} 32 \\ +52 \\ \hline \end{array}$$

Student will need a pencil. Have student look at the problem below. Ask student: IF SOMEBODY WANTED TO MAKE A FAST PICTURE FOR THIS PROBLEM, HOW MANY ONES DO YOU THINK WOULD REALLY END UP IN THE PICTURE? If student's answer is correct (4), have student write the number 4 directly below the two 7's. Then ask student: ALTOGETHER, HOW MANY TENS DO YOU THINK WOULD REALLY END UP IN THE PICTURE? If student's answer is correct (7), have student write the number 7 directly below the two 3's.

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

Student will need a pencil. Have student look at the first problem below. Inform student that if somebody drew a fast picture for this problem, there wouldn't really be any ones at all in the picture. Have student write a zero (0) directly below the 6. Next inform student that if somebody drew a fast picture for the first problem, altogether there would be five tens in the picture. Tell student to write the number 5 directly below the two 2's. Then have student try to imagine how many ones and how many tens would really end up in fast pictures for each of the other problems, and direct student to write the answers.

$$\begin{array}{r} 24 \\ + 26 \\ \hline \end{array}$$

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

$$\begin{array}{r} 35 \\ + 45 \\ \hline \end{array}$$

$$\begin{array}{r} 29 \\ + 32 \\ \hline \end{array}$$

Student will need a pencil. Tell student to try to imagine how many ones and how many tens would end up in fast pictures for each of the problems below. Have student try to write answers for the problems — somebody seems to have done the first problem already.

$$\begin{array}{r} 24 \\ + 24 \\ \hline 48 \end{array} \qquad\qquad \begin{array}{r} 36 \\ + 46 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ + 31 \\ \hline \end{array} \qquad\qquad \begin{array}{r} 32 \\ + 39 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ + 20 \\ \hline \end{array} \qquad\qquad \begin{array}{r} 34 \\ + 22 \\ \hline \end{array}$$

Student will need a pencil. Tell student to try to imagine how many ones and how many tens would end up in fast pictures for the problems below. Have student write the answers — somebody seems to have done the first problem already.

$$\begin{array}{r} 60 \\ + 20 \\ \hline 80 \end{array} \qquad\qquad \begin{array}{r} 35 \\ + 35 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ + 41 \\ \hline \end{array} \qquad\qquad \begin{array}{r} 50 \\ + 20 \\ \hline \end{array}$$

$$\begin{array}{r} 68 \\ + 12 \\ \hline \end{array} \qquad\qquad \begin{array}{r} 33 \\ + 42 \\ \hline \end{array}$$

Student won't need to write anything on this page. Have student imagine how many ones and how many tens would end up in fast pictures for the problems below. Inform student that somebody has already done the first problem and that the answer was sixty-six. Tell student that it is not necessary to write or even to say out loud the answers for the problems on this page. Just have student try to find and point to another problem somewhere on the page that has the same answer as the first problem — sixty-six.

$$\begin{array}{r} 28 \\ +38 \\ \hline 66 \end{array} \qquad \begin{array}{r} 41 \\ +\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 49 \\ +39 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ +\ 7 \\ \hline \end{array} \qquad \begin{array}{r} 40 \\ +30 \\ \hline \end{array} \qquad \begin{array}{r} 25 \\ +25 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ +35 \\ \hline \end{array} \qquad \begin{array}{r} 43 \\ +23 \\ \hline \end{array} \qquad \begin{array}{r} 84 \\ +\ 4 \\ \hline \end{array}$$

Student will <u>not</u> need a pencil. Tell student that it is possible to solve addition problems just by thinking about ones and tens. Inform student that the answer to the first problem on this page is thirty-six. Have student try to say the answers to the other problems without writing anything or drawing anything. Offer student help as needed, but each time student receives help, student must start over again at the beginning of the page.

$$\begin{array}{r} 34 \\ +\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 33 \\ +22 \\ \hline \end{array} \qquad \begin{array}{r} 38 \\ +\ 8 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ +\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 27 \\ +\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 41 \\ +42 \\ \hline \end{array}$$

Student won't need anything. Inform student that there are twenty-four bananas inside the box on the left, and that there are four bananas inside the box on the right. Ask student: ALTOGETHER, HOW MANY BANANAS DO YOU THINK ARE ON THIS PAGE?
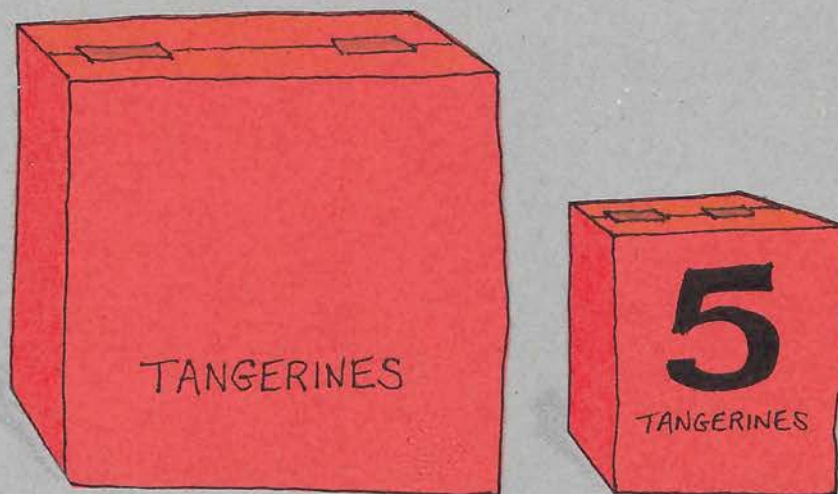
24
BANANAS

4
BANANAS

Student won't need anything. Inform student that there are twenty-eight bananas inside the box on the left, and that there are eight bananas inside the box on the right. Ask student: ALTOGETHER, HOW MANY BANANAS DO YOU THINK ARE ON THIS PAGE?
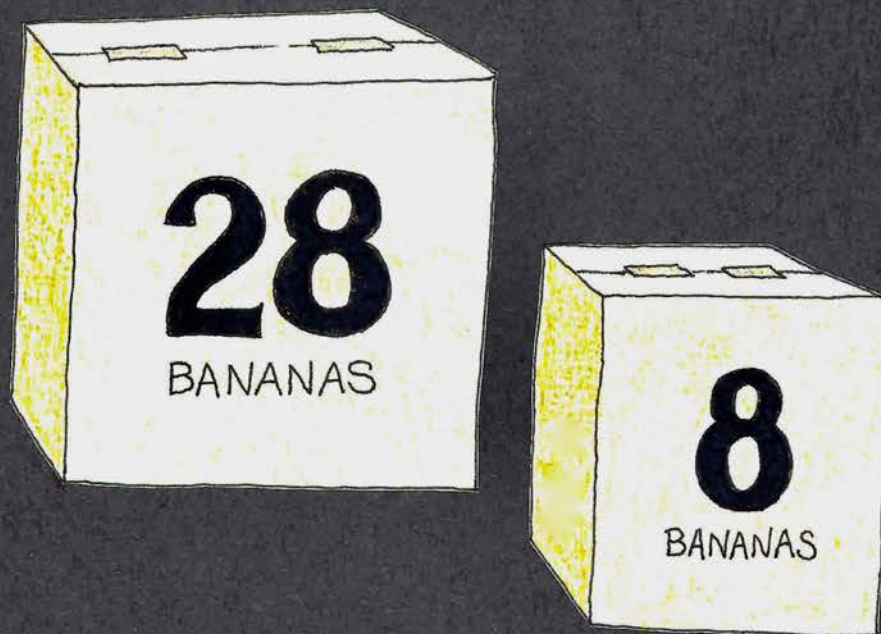
Student won't need anything. Inform student that there are forty-one tangerines inside the box on the left, and that there are five tangerines inside the box on the right. Ask student: ALTOGETHER, HOW MANY TANGERINES DO YOU THINK ARE ON THIS PAGE? (The person who writes numbers on large boxes of tangerines is on vacation.)

TANGERINES

5
TANGERINES

Student won't need anything. Inform student that there are thirty-six tangerines inside the box on the left, and that there are six tangerines inside the box on the right. Ask student: ALTOGETHER, HOW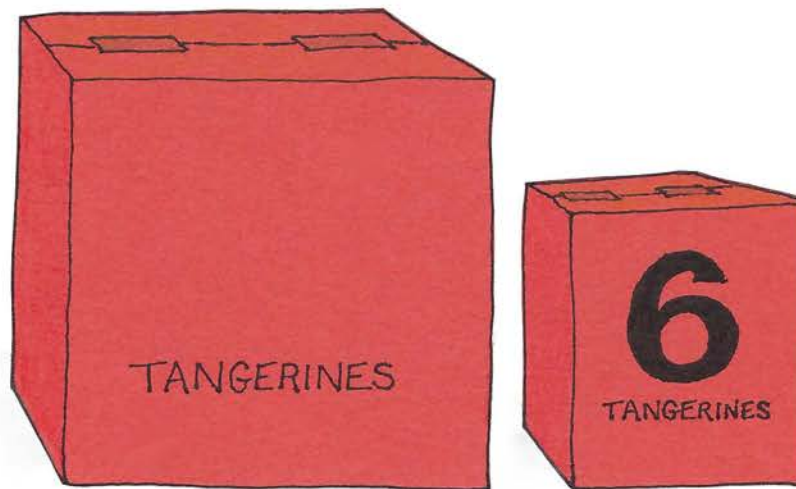 MANY TANGERINES DO YOU THINK ARE ON THIS PAGE? (The person who writes numbers on large boxes of tangerines is still on vacation.)
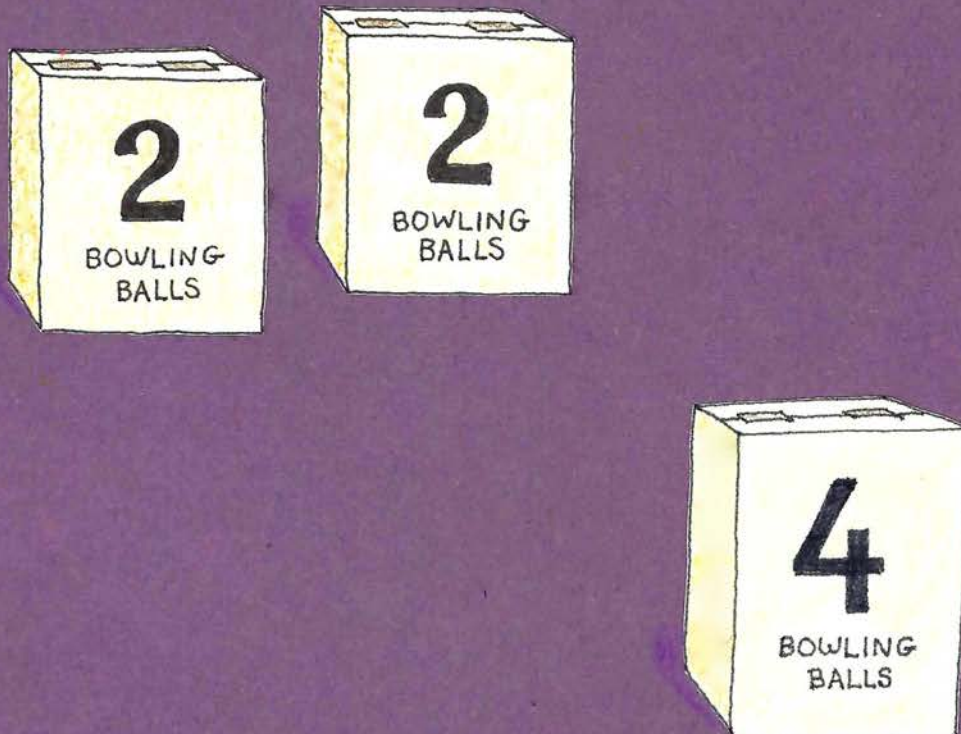
Student won't need anything. Inform student that there are six bowling balls inside the box on the left, and that there are six bowling balls inside the box on the right. Tell student that there are also some loose bowling balls in the picture. Ask student: ALTOGETHER, HOW MANY BOWLING BALLS DO YOU THINK ARE ON THIS PAGE?

Student won't need anything. Inform student that there are bowling balls inside every box on this page, and that the number written on each box tells how many bowling balls are inside. Ask student: ALTOGETHER, HOW MANY BOWLING BALLS DO YOU THINK ARE ON THIS PAGE?

2 BOWLING BALLS

2 BOWLING BALLS

4 BOWLING BALLS

Student won't need anything. Inform student that there are bowling balls inside every box on this page, and that the number written on each box tells how many bowling balls are inside. Ask student: ALTOGETHER, HOW MANY BOWLING BALLS DO YOU THINK ARE ON THIS PAGE?

Student will need a pencil. Tell student to try to imagine that the numbers in each problem are written on boxes of bowling balls. For each problem, ask student: ALTOGETHER, HOW MANY BOWLING BALLS DO YOU THINK THERE WOULD BE? If student's answer is satisfactory, have student write the answer under the black line. (Somebody seems to have done the first problem already.)

$$\begin{array}{r} 6 \\ 1 \\ +\,1 \\ \hline 8 \end{array} \qquad \begin{array}{r} 1 \\ 4 \\ +\,1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ 1 \\ +\,1 \\ \hline \end{array} \qquad \begin{array}{r} 3 \\ 3 \\ +\,1 \\ \hline \end{array}$$

Student will need a pencil. Tell student to imagine that the numbers in each problem are written on boxes of bowling balls. For each problem, ask student: ALTOGETHER, HOW MANY BOWLING BALLS DO YOU THINK THERE WOULD BE? If student's answer is satisfactory, have student write the answer under the black line.

$$
\begin{array}{r}
7 \\
1 \\
+\ 2 \\
\hline
\end{array}
\qquad
\begin{array}{r}
3 \\
1 \\
+\ 4 \\
\hline
\end{array}
$$

$$
\begin{array}{r}
3 \\
3 \\
+\ 2 \\
\hline
\end{array}
\qquad
\begin{array}{r}
6 \\
2 \\
+\ 2 \\
\hline
\end{array}
$$

Student will need a pencil. Tell student to think about boxes of bowling balls, and have student try to write answers for the problems below. (Somebody seems to have done the first problem already.)

$$
\begin{array}{r}
9 \\
1 \\
+\ 6 \\
\hline
16
\end{array}
\qquad\qquad
\begin{array}{r}
6 \\
6 \\
+\ 4 \\
\hline
\end{array}
$$

$$
\begin{array}{r}
8 \\
8 \\
+\ 6 \\
\hline
\end{array}
\qquad\qquad
\begin{array}{r}
5 \\
5 \\
5 \\
+\ 1 \\
\hline
\end{array}
$$

Student won't need to write anything on this page. Inform student that there are dinosaur eggs inside every box in the picture below. Ask student: ALTOGETHER, HOW MANY DINOSAUR EGGS DO YOU THINK ARE ON THIS PAGE?