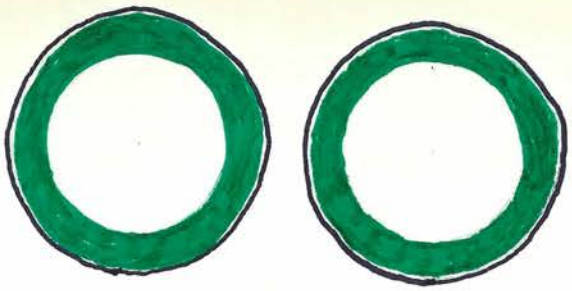
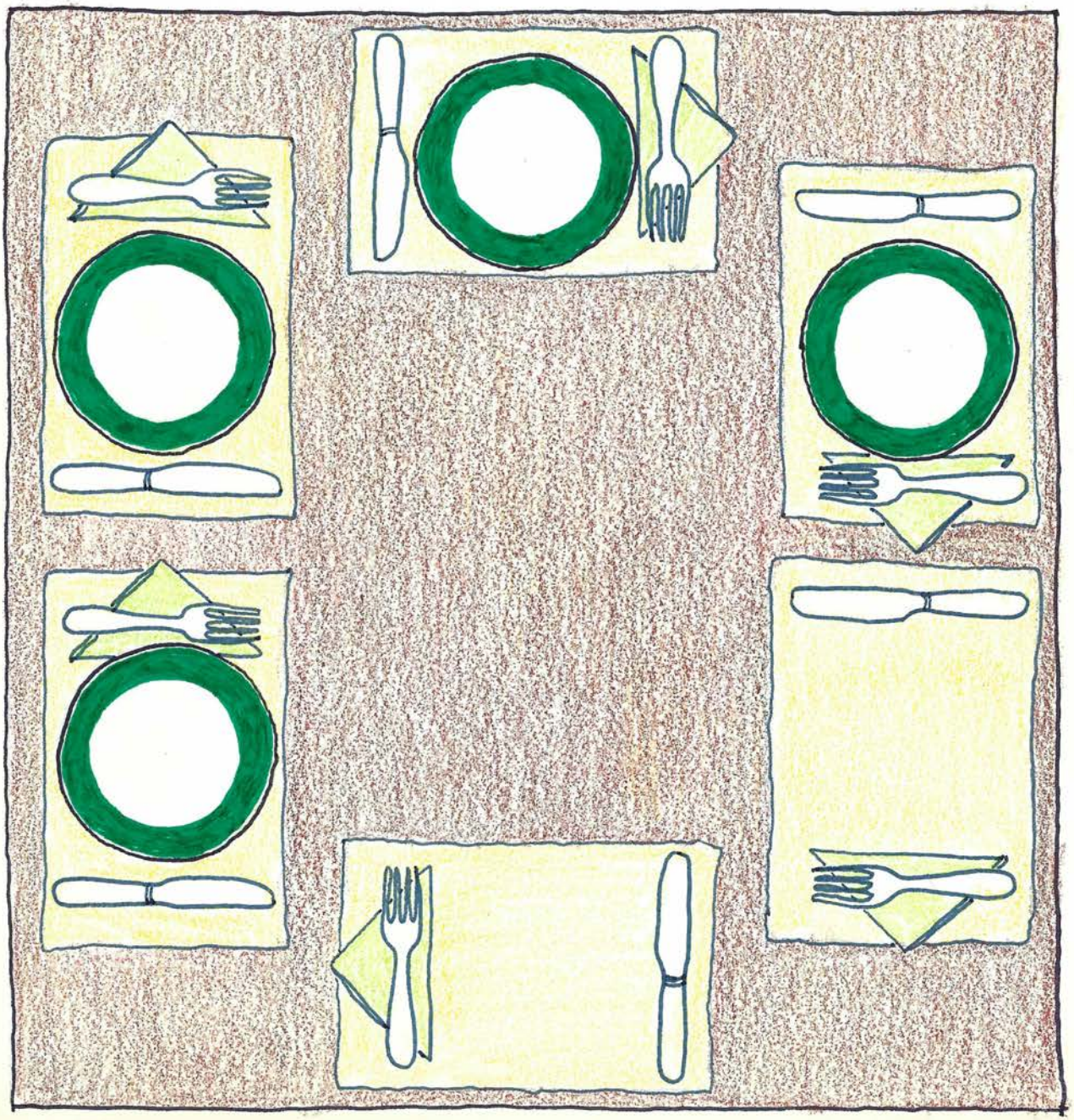
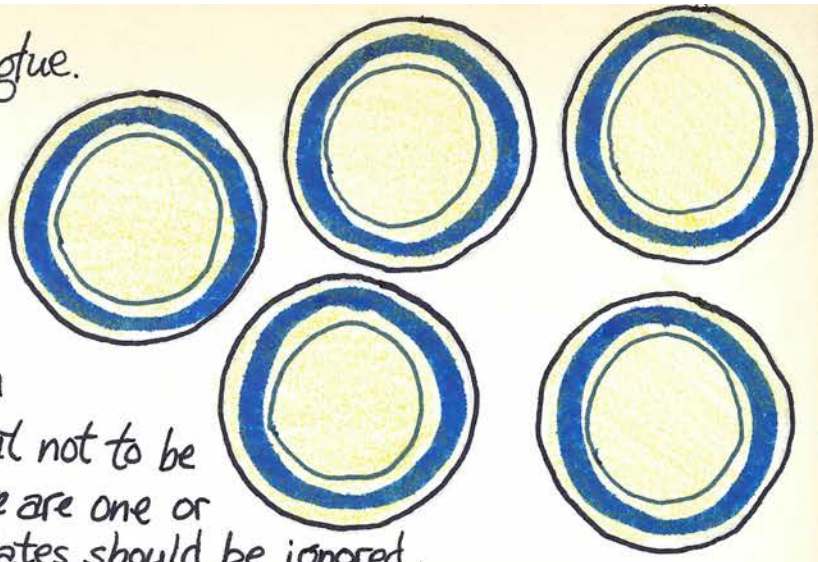
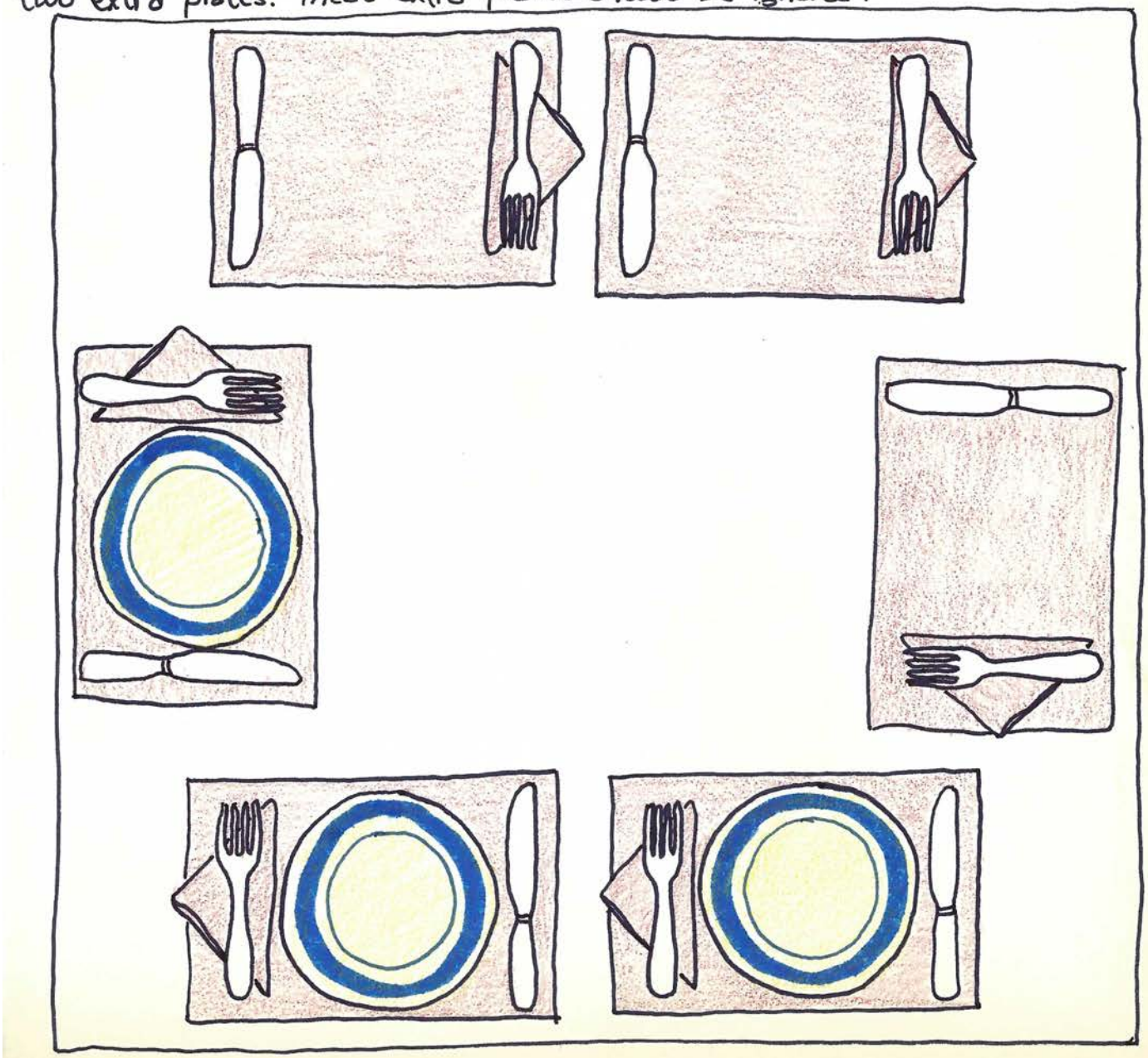
Student will need scissors and glue. Have student cut out the 2 plates at right. Have student use the plates to finish setting the table below. If student's response is satisfactory, the plates may then be glued into position.



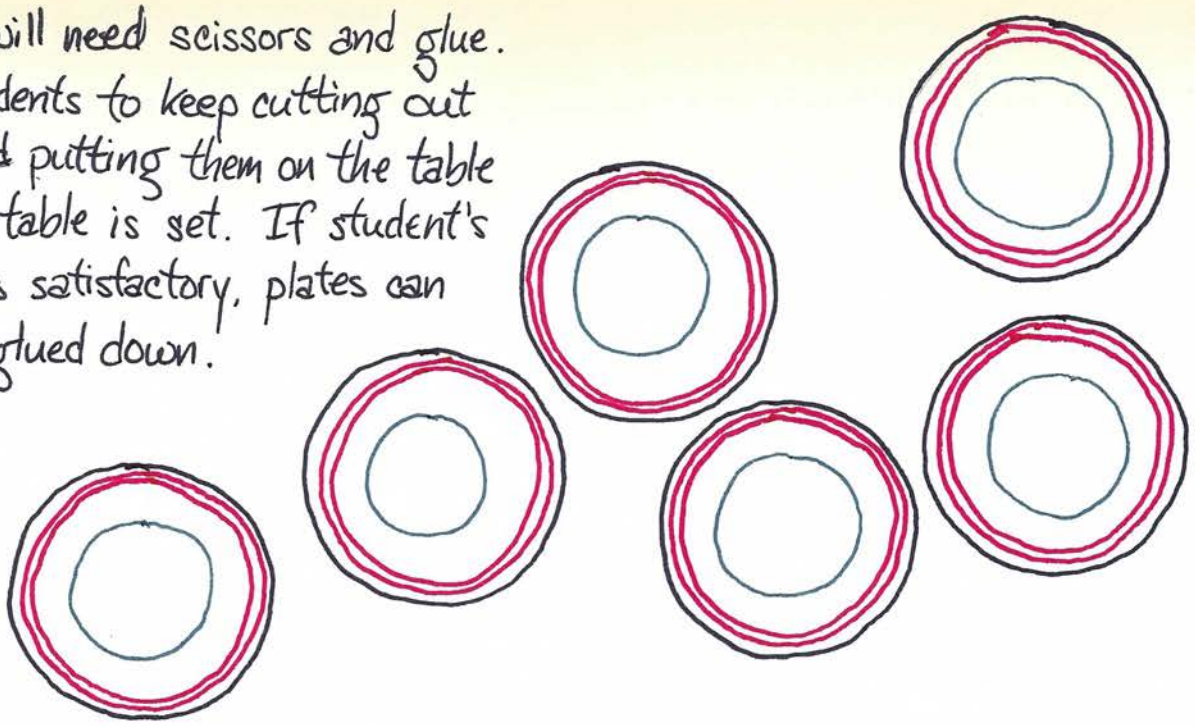


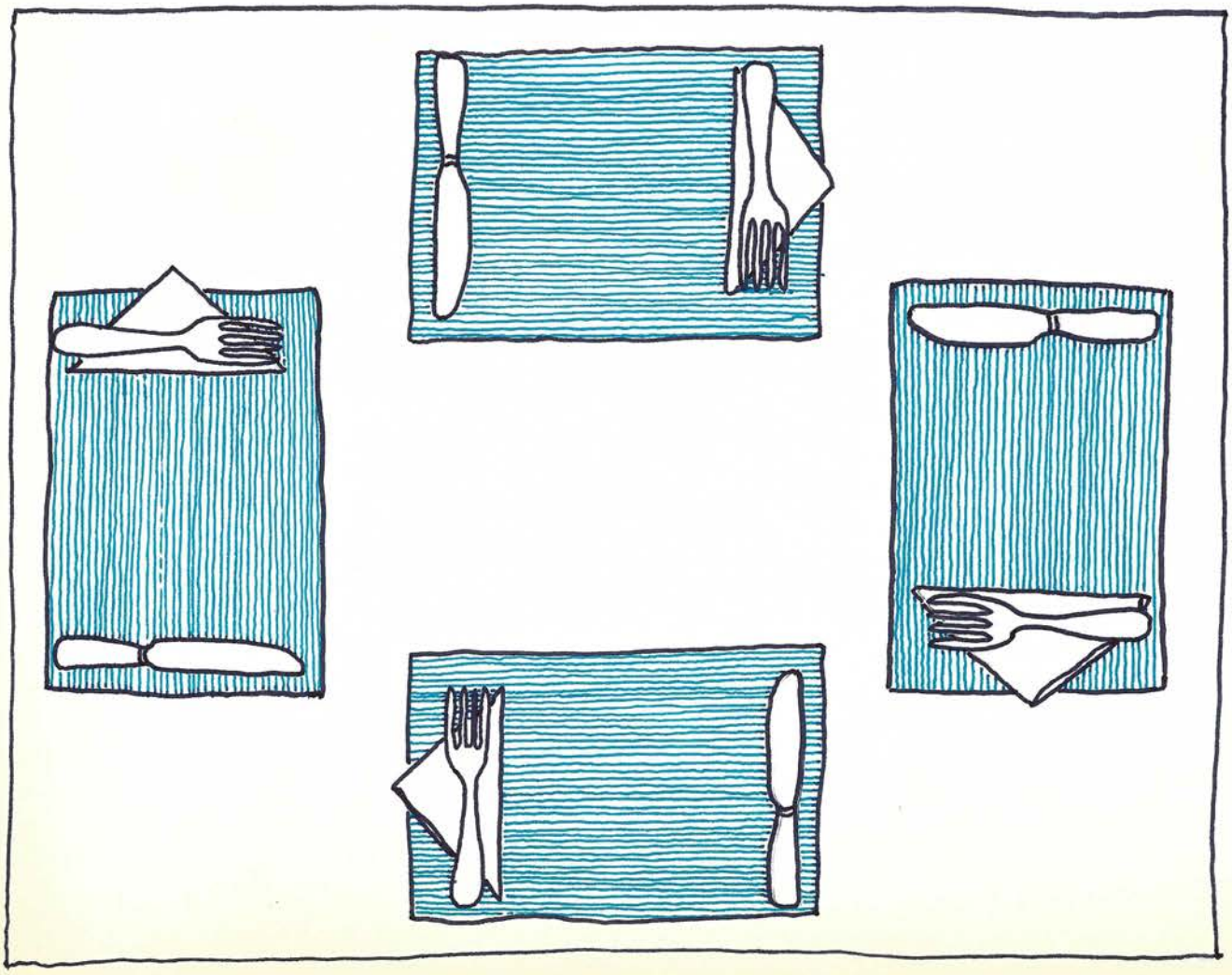
Student will need scissors and glue. Direct student to keep cutting out plates and putting them on the table until the table is set. If student's response is satisfactory, plates may then be glued down. Inform student not to be disturbed if it turns out that there are one or two extra plates. These extra plates should be ignored.



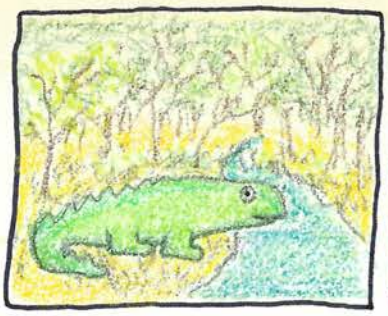


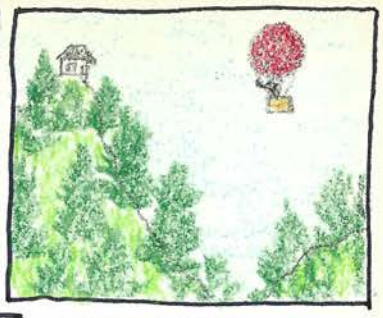
Student will need scissors and glue. Direct students to keep cutting out plates and putting them on the table until the table is set. If student's response is satisfactory, plates can then be glued down.

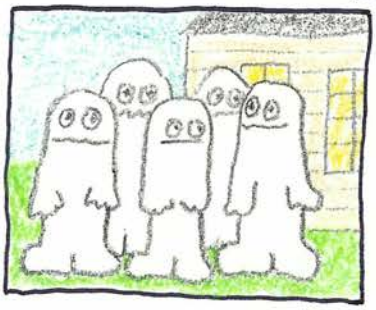


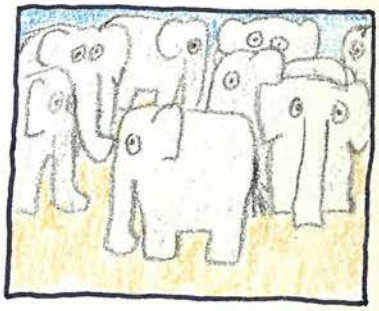


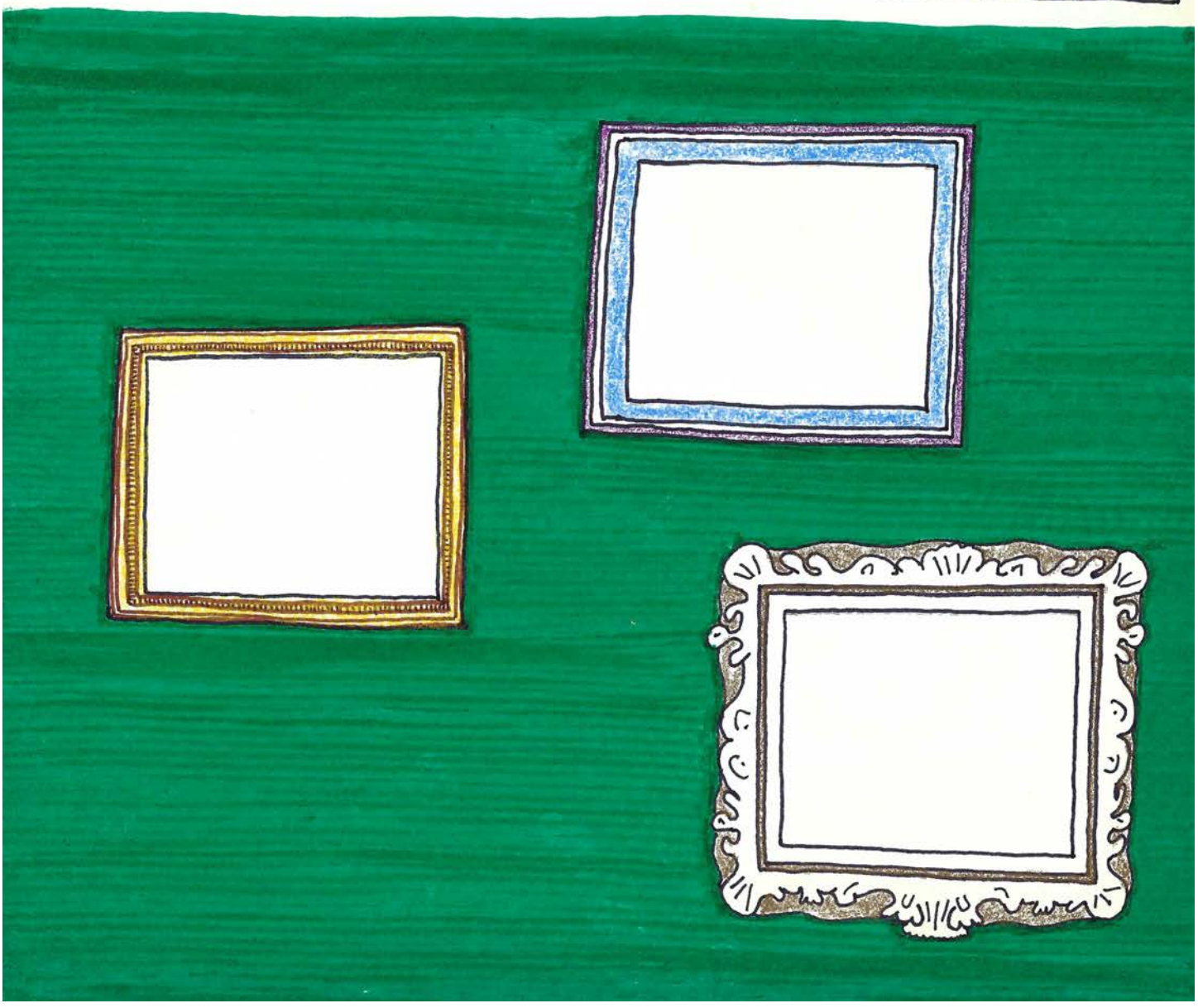
Student will need scissors and glue. Have student cut out paintings and put them into frames below. Tell student that the idea is to fill all the frames and ignore any extra paintings. If student's response is satisfactory, paintings can then be glued down.









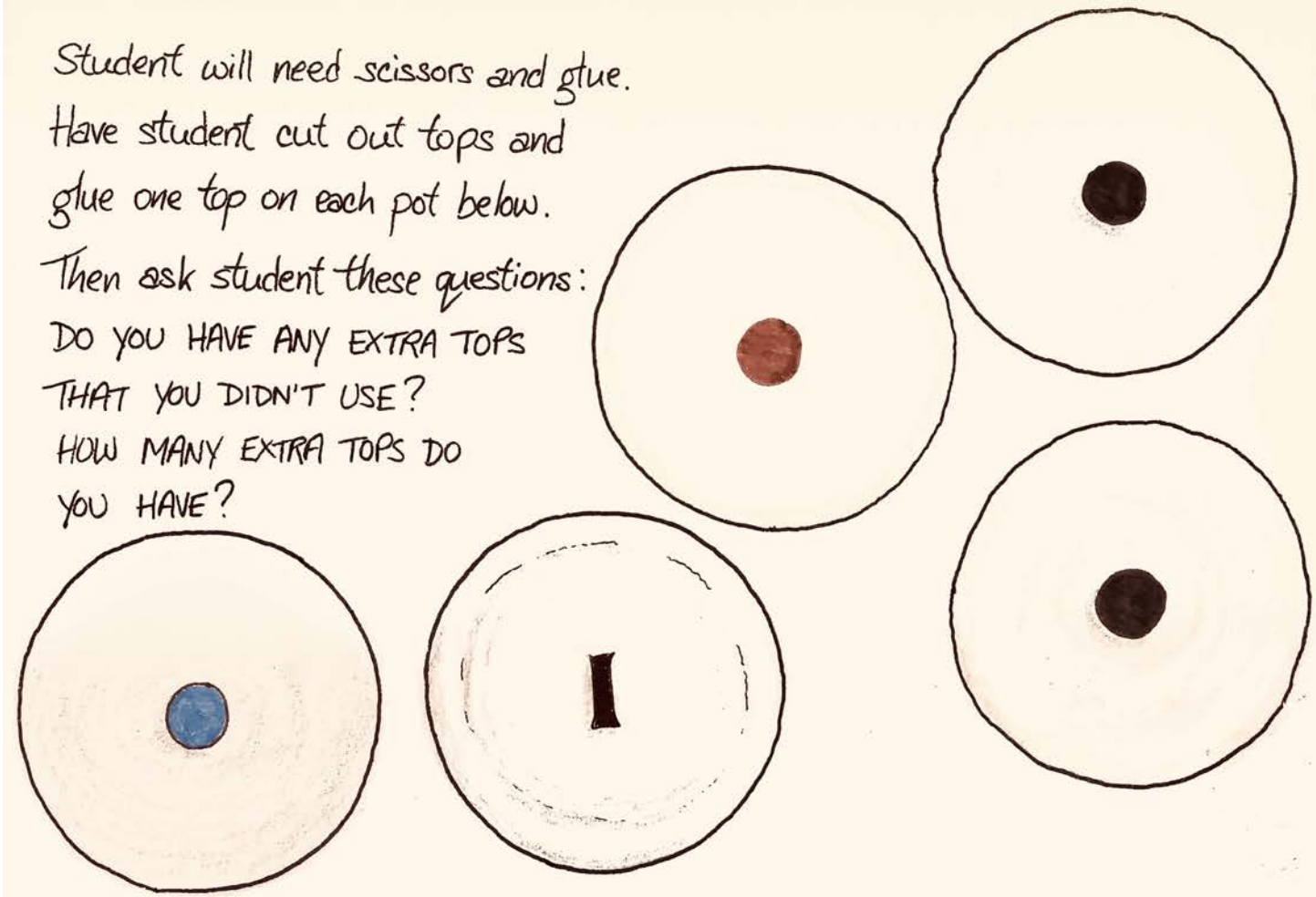


Student will need scissors and glue. Have student cut out stamps and glue one stamp on each envelope. Then ask student this question: DO YOU HAVE ANY EXTRA STAMPS LEFT OVER THAT YOU DIDN'T USE? Have student show you the extra stamps.

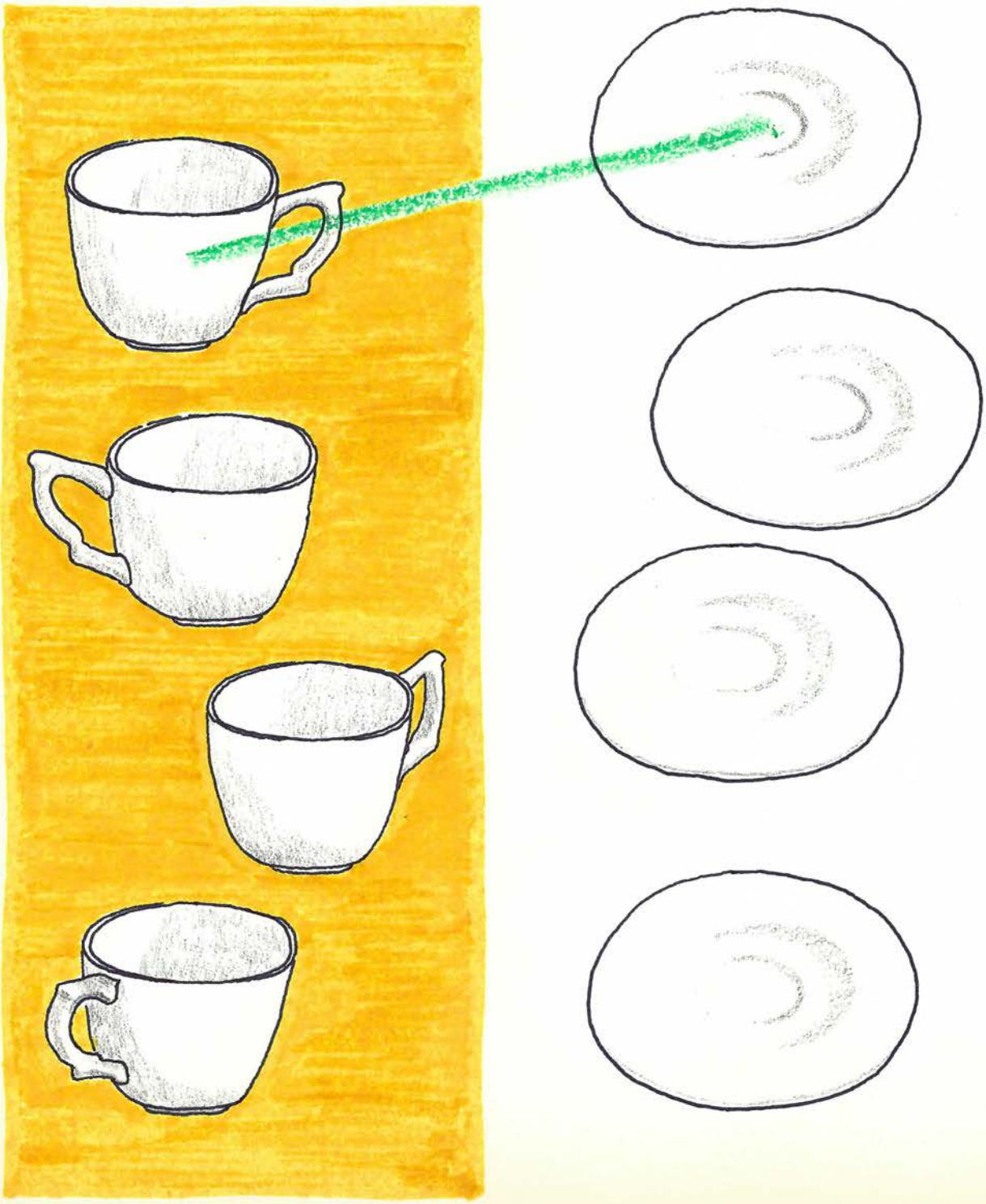
Internal Revenue Service Center
North-Atlantic Region
Holtsville, New York 11799

Con Edison
P.O. Box 138, Cooper Station
New York, N.Y. 10003

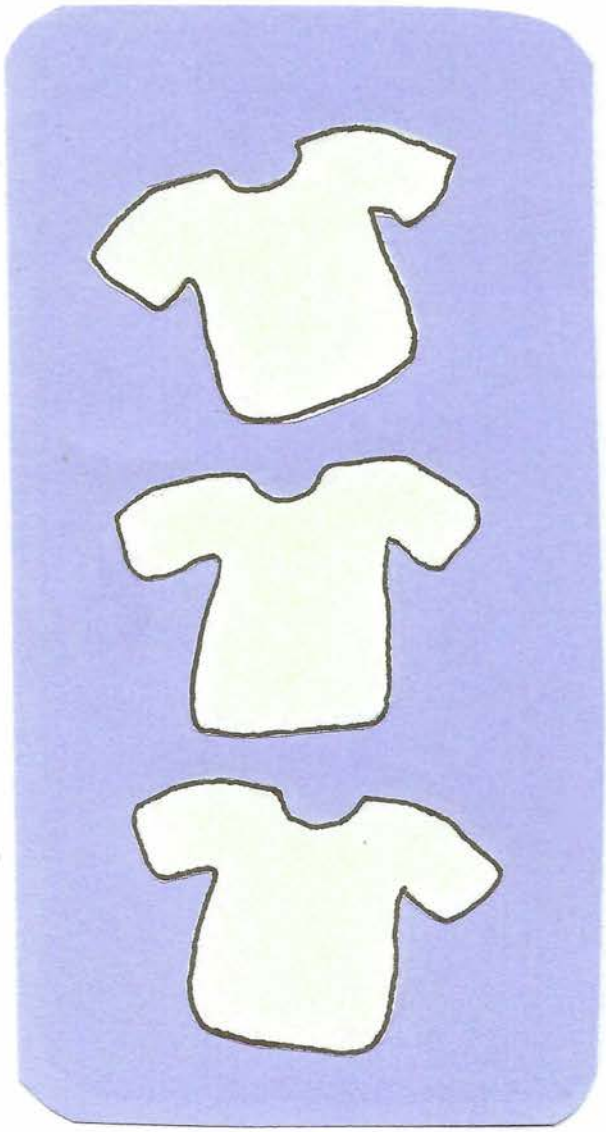
Student will need scissors and glue.
Have student cut out tops and
glue one top on each pot below.
Then ask student these questions:
DO YOU HAVE ANY EXTRA TOPS
THAT YOU DIDN'T USE?
HOW MANY EXTRA TOPS DO
YOU HAVE?

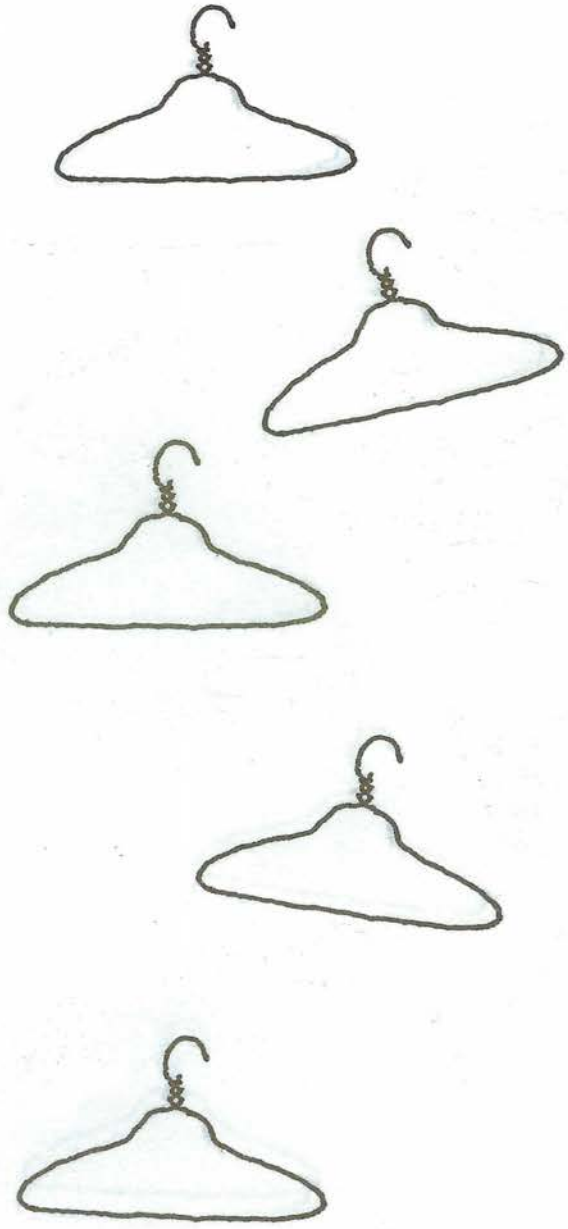


Student will need a crayon.
Have student draw lines so that each cup is connected to a saucer.

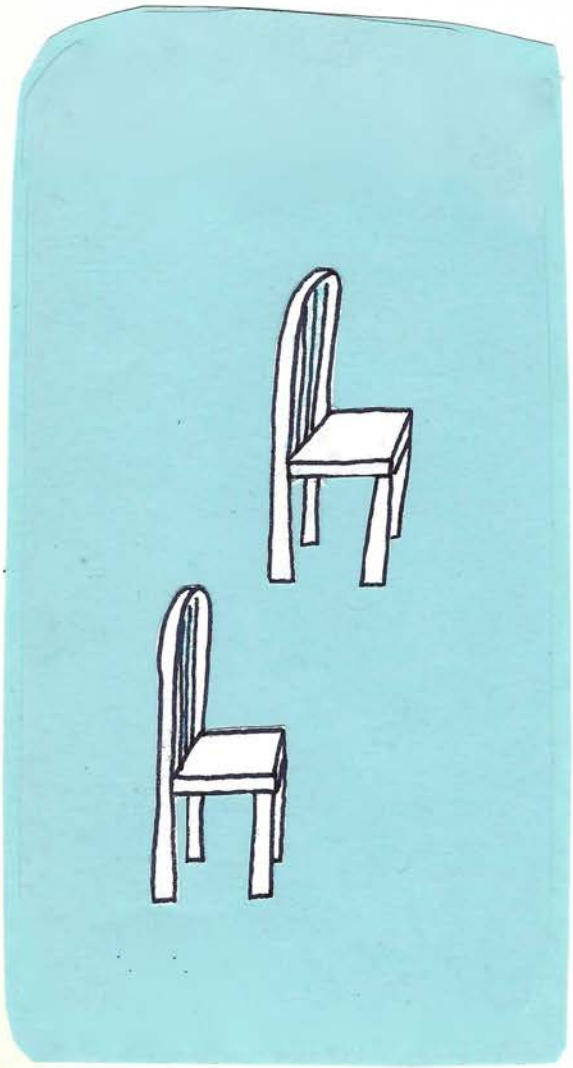


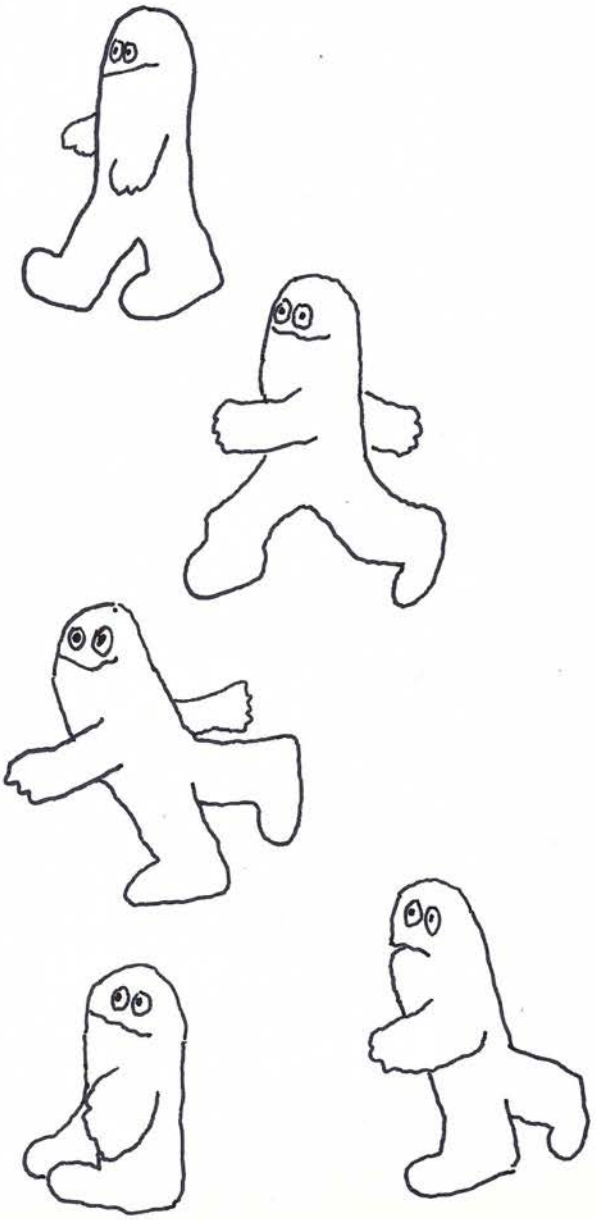
Student will need a crayon.
Have student draw lines so that each shirt is connected to a hanger.
Tell student not to be disturbed if it turns out that there are one or two extra hangers. These extra hangers should be ignored.



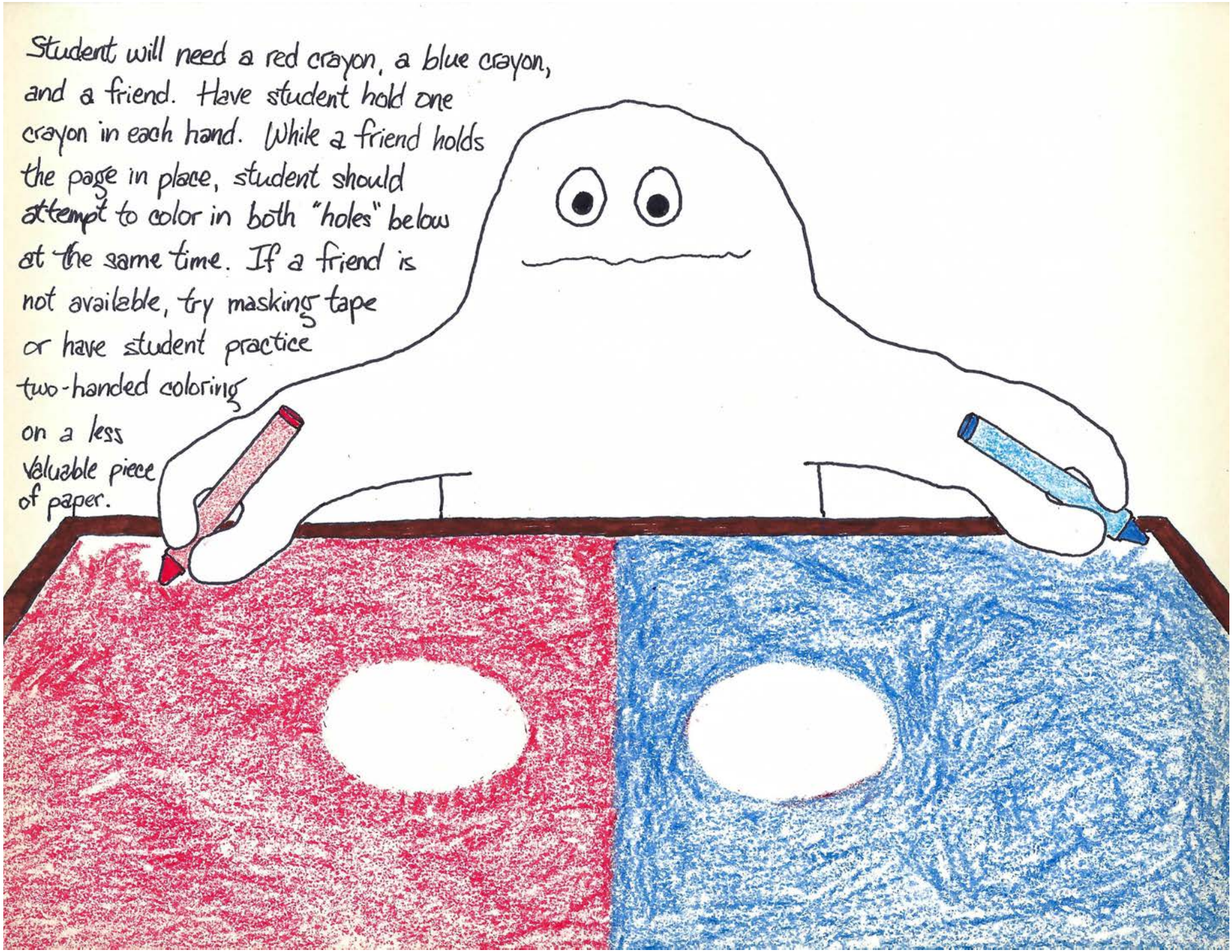


Student will need a crayon.
Have student draw lines to connect each chair to a person.
Then have student show you the extra left-over people who didn't get connected to chairs. Ask student how many extra people there are.

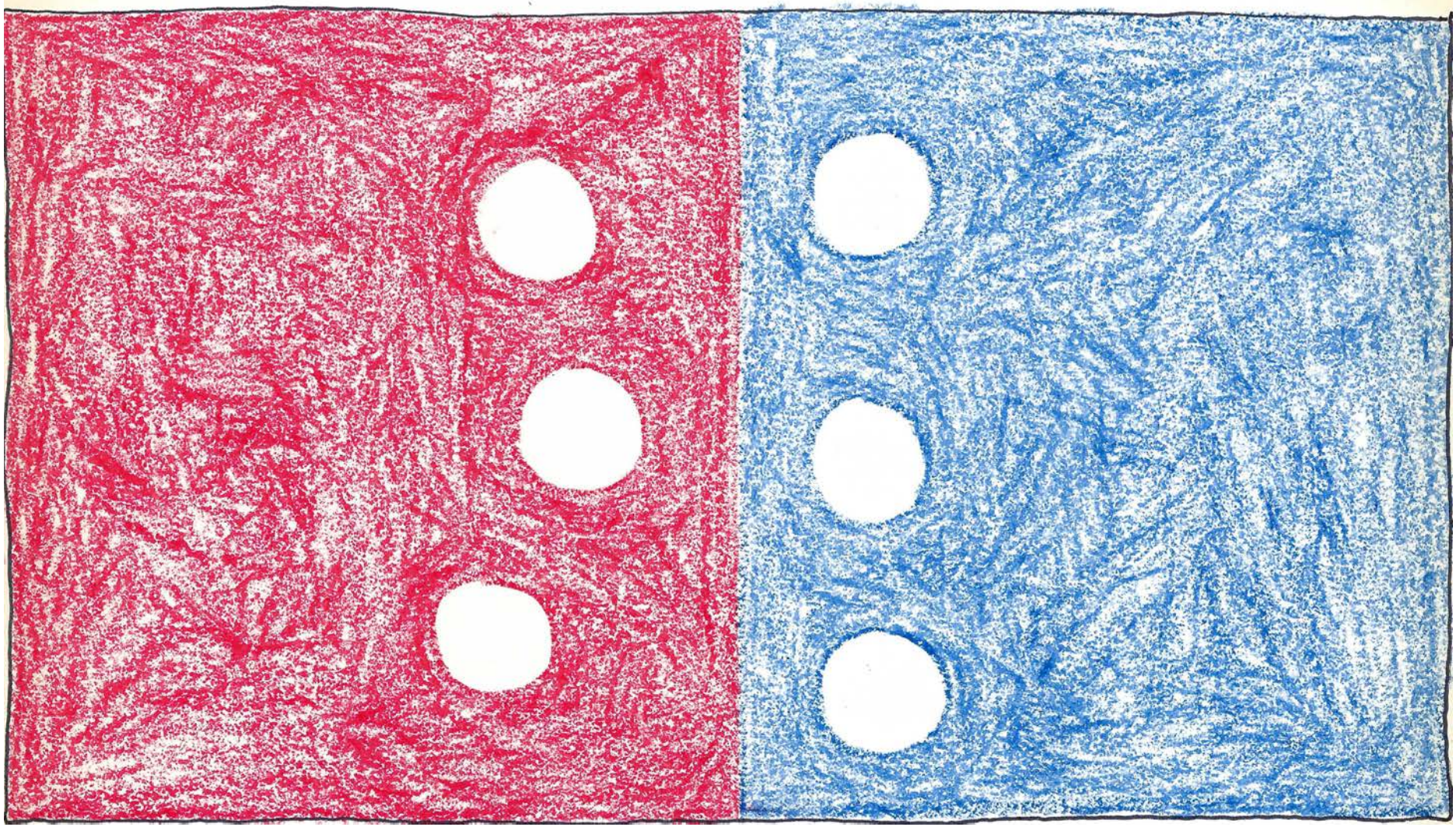




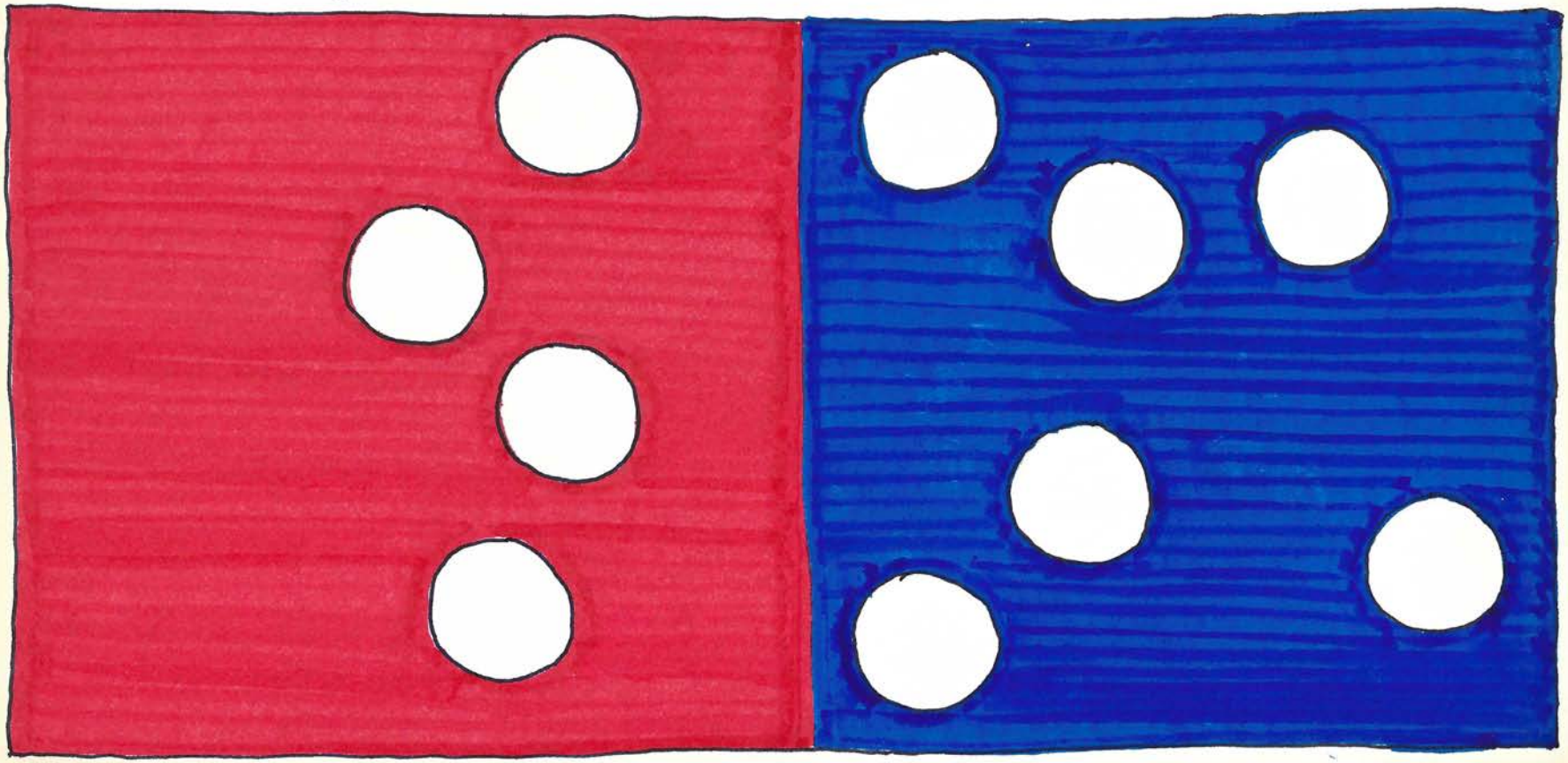
Student will need a red crayon, a blue crayon, and a friend. Have student hold one crayon in each hand. While a friend holds the page in place, student should attempt to color in both "holes" below at the same time. If a friend is not available, try masking tape or have student practice two-handed coloring on a less valuable piece of paper.



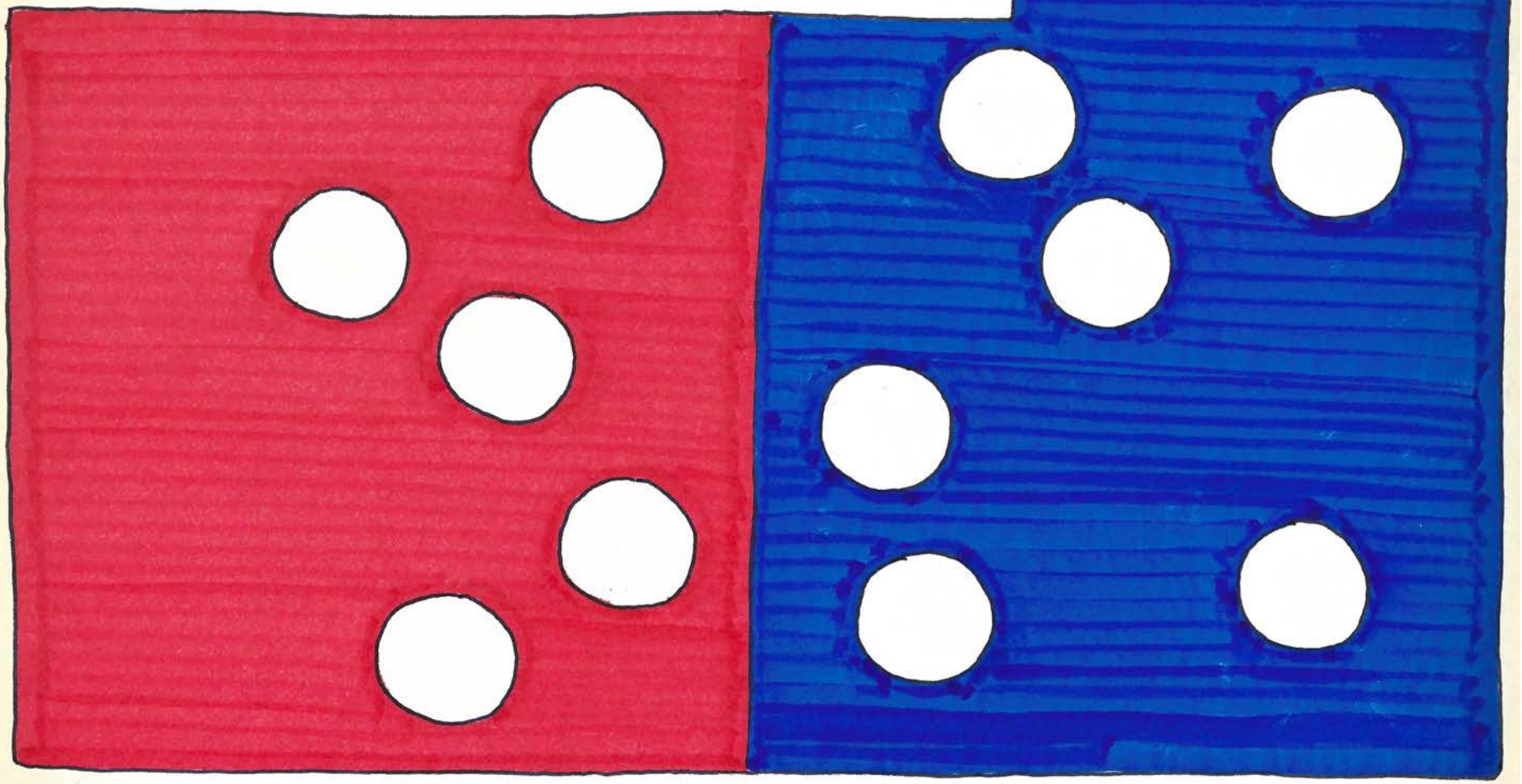
Student will need two crayons and a friend. Have student hold one crayon in each hand. While the friend holds the paper in place, have student try to fill in one red hole and one blue hole at the same time. Then have student try to fill in a second red hole and a second blue hole at the same time. Finally have student fill in the third red hole and the third blue hole at the same time.



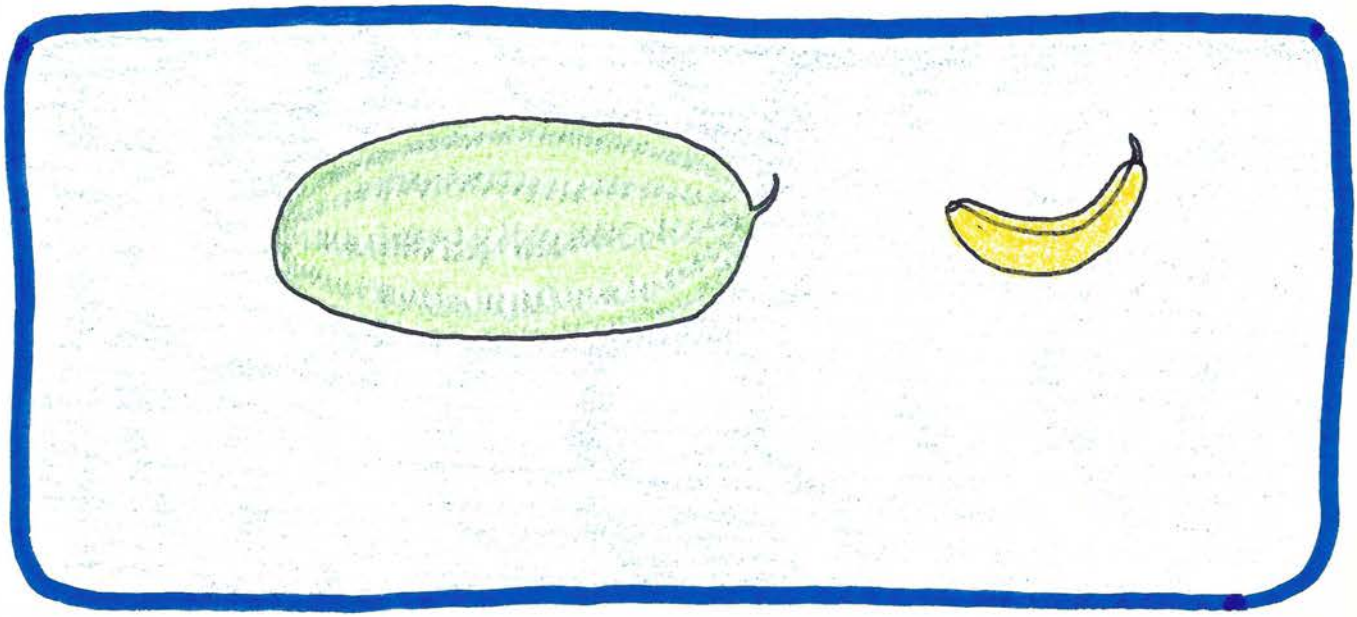
Student will need two crayons and a friend. Have student hold one crayon in each hand. While the friend holds down the paper, have student start to color in the holes — whenever student fills in a red hole, a blue hole should be filled in at the same time with the other hand. Have student stop coloring as soon as the last red hole is gone. Inform student not to be disturbed if there turn out to be one or two extra blue holes that never get filled in. Have student show you these extra holes.

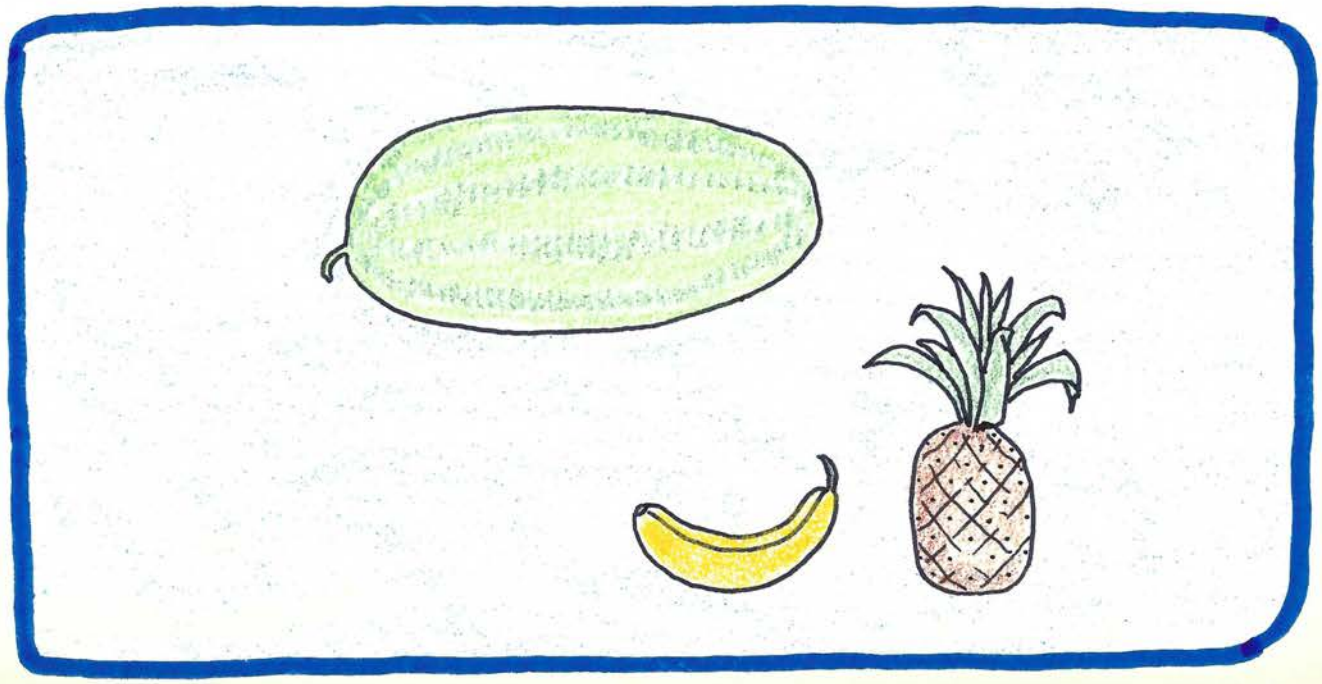


Student will need two crayons and a friend. Have student hold one crayon in each hand. While friend holds down the paper, have student start to color in the holes — whenever student fills in a red hole, a blue hole should be filled in at the same time with the other hand. Have student stop coloring as soon as all the red holes are gone. Then ask student: HOW MANY BLUE HOLES DIDN'T GET FILLED IN?

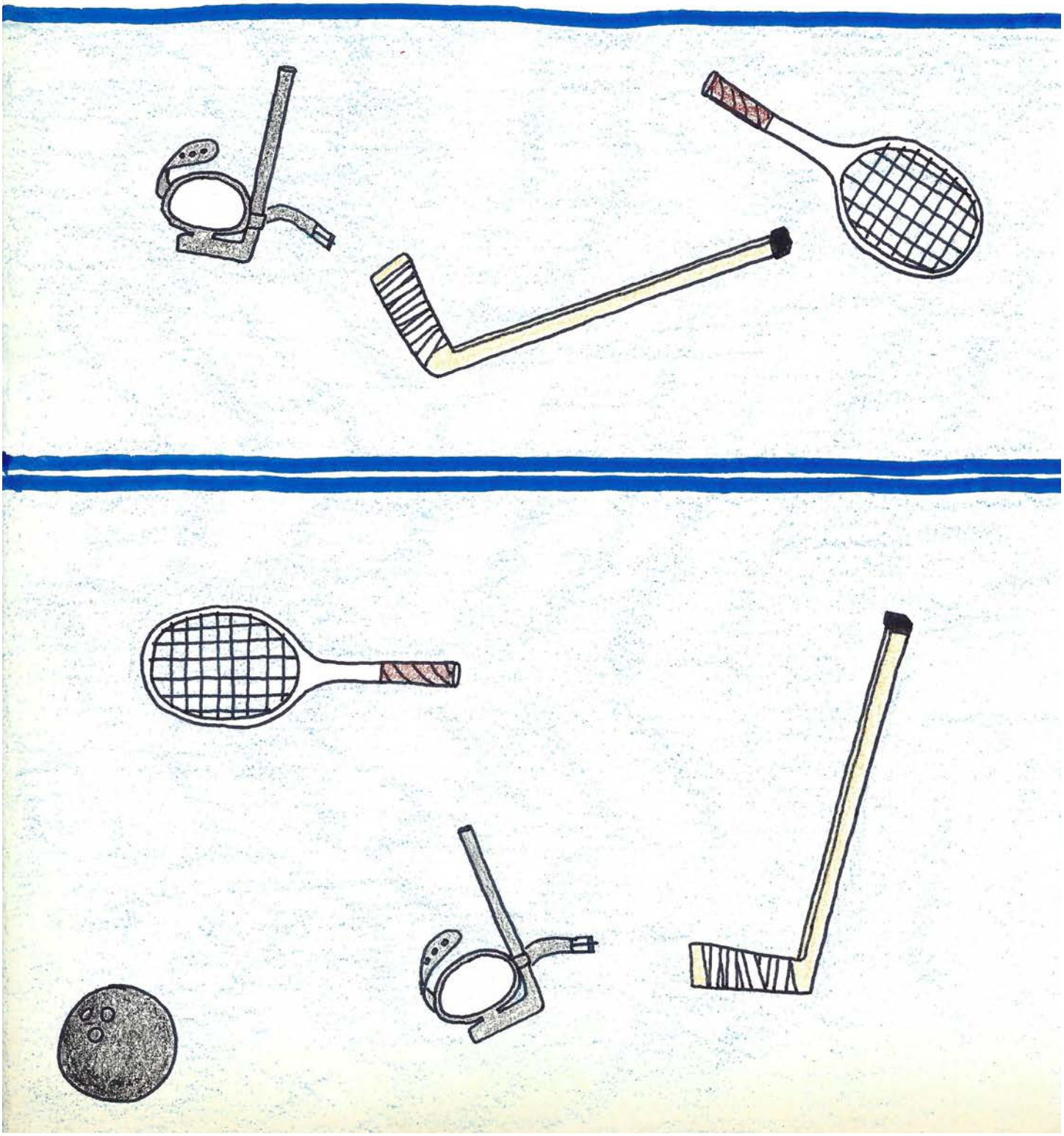


Ask student to examine the two pictures on this page. Have student find an object that appears in both pictures — have student show you the object. Ask student to show you another object that appears in both pictures. Then have student show you the object that appears only in the bottom picture.

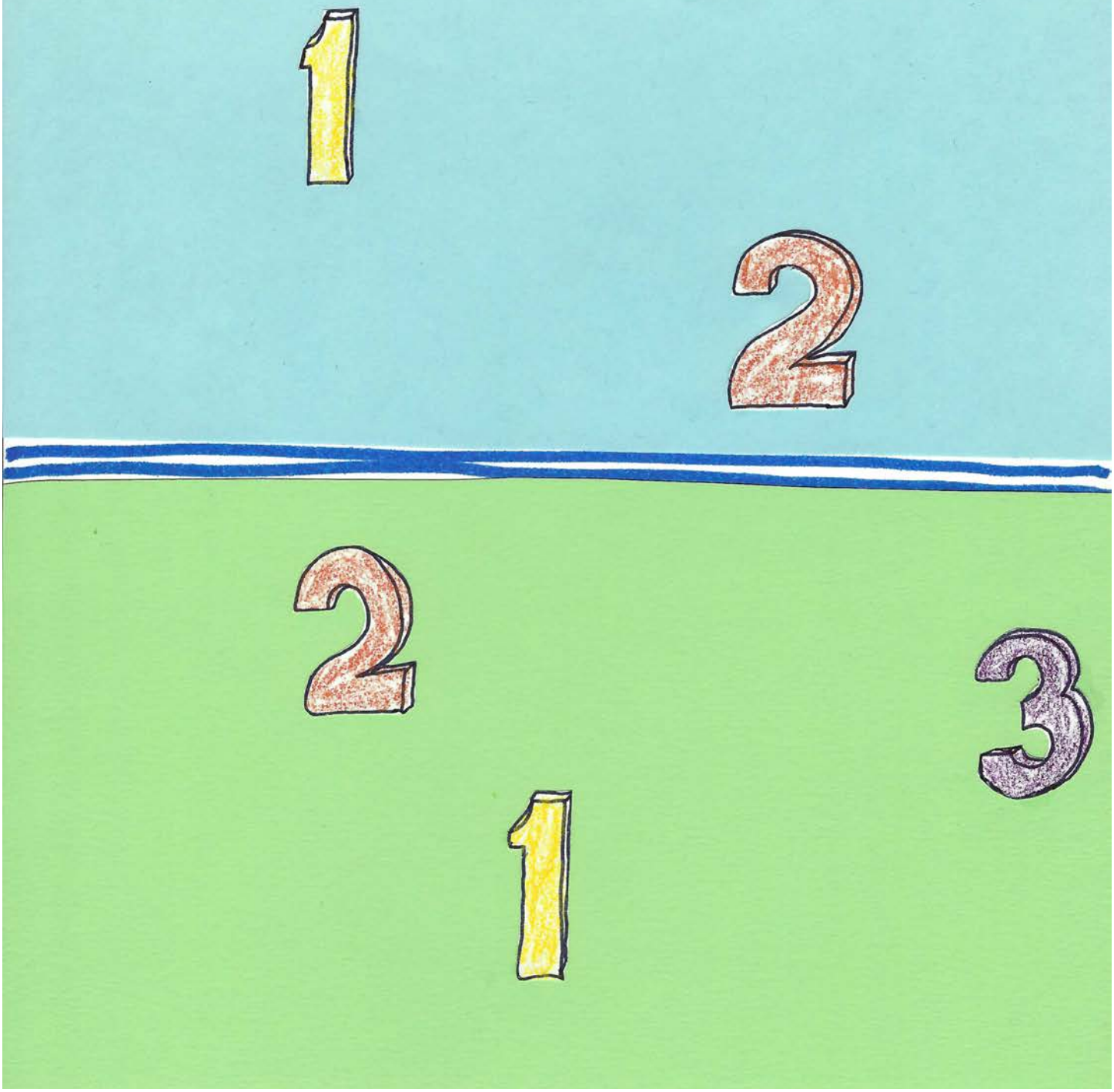




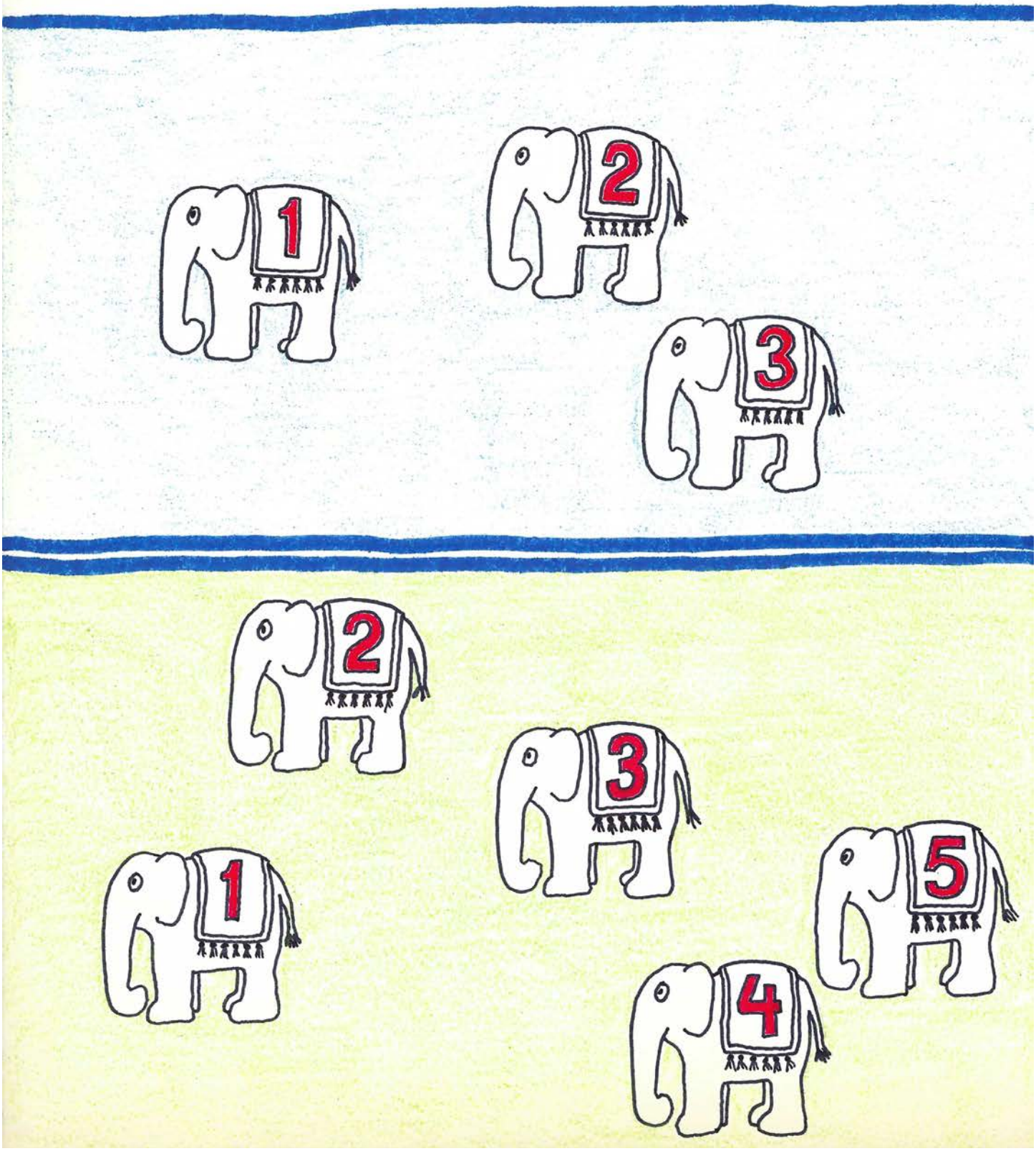
Student will need scissors. Have student show you the object that appears only in the bottom picture. Then have student remove this object from the bottom picture with scissors. Have student throw the removed object away.



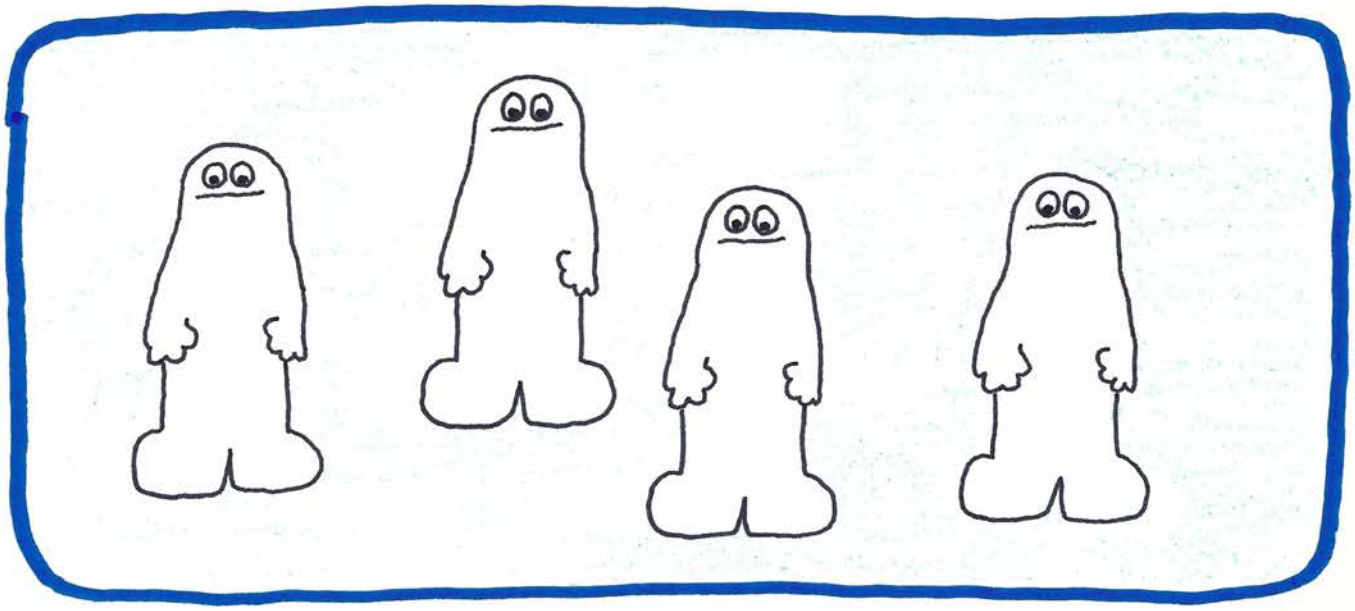
Student will need scissors. Have student find a number that appears in the bottom picture but not in the top picture. Have student remove this number from the bottom picture with scissors. Ask student to throw the removed number away.

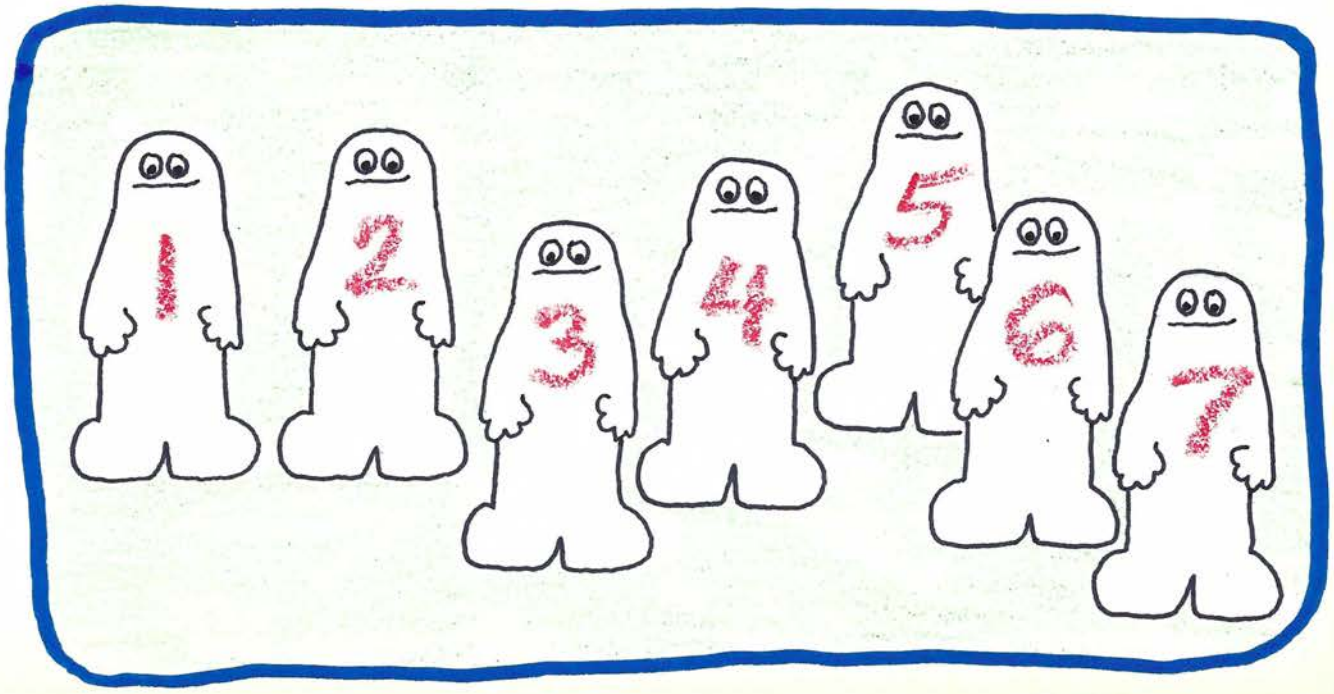


Student will need scissors. Have student find two elephants that appear in the bottom picture but not in the top picture. Have student remove these two extra elephants from the bottom picture with scissors.

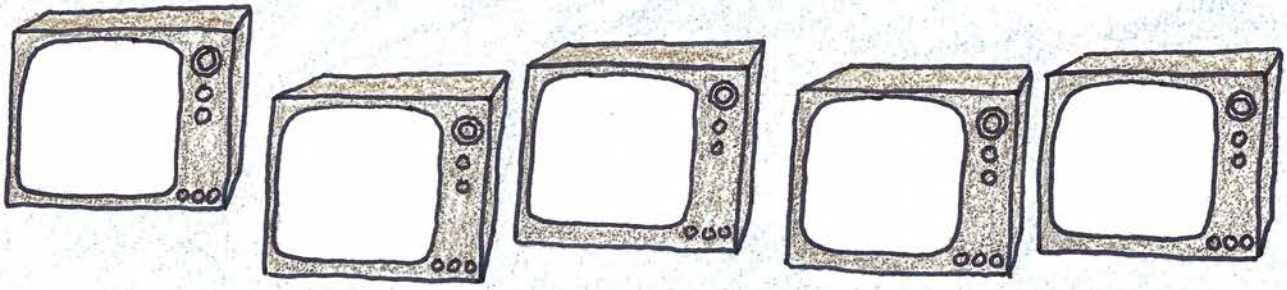


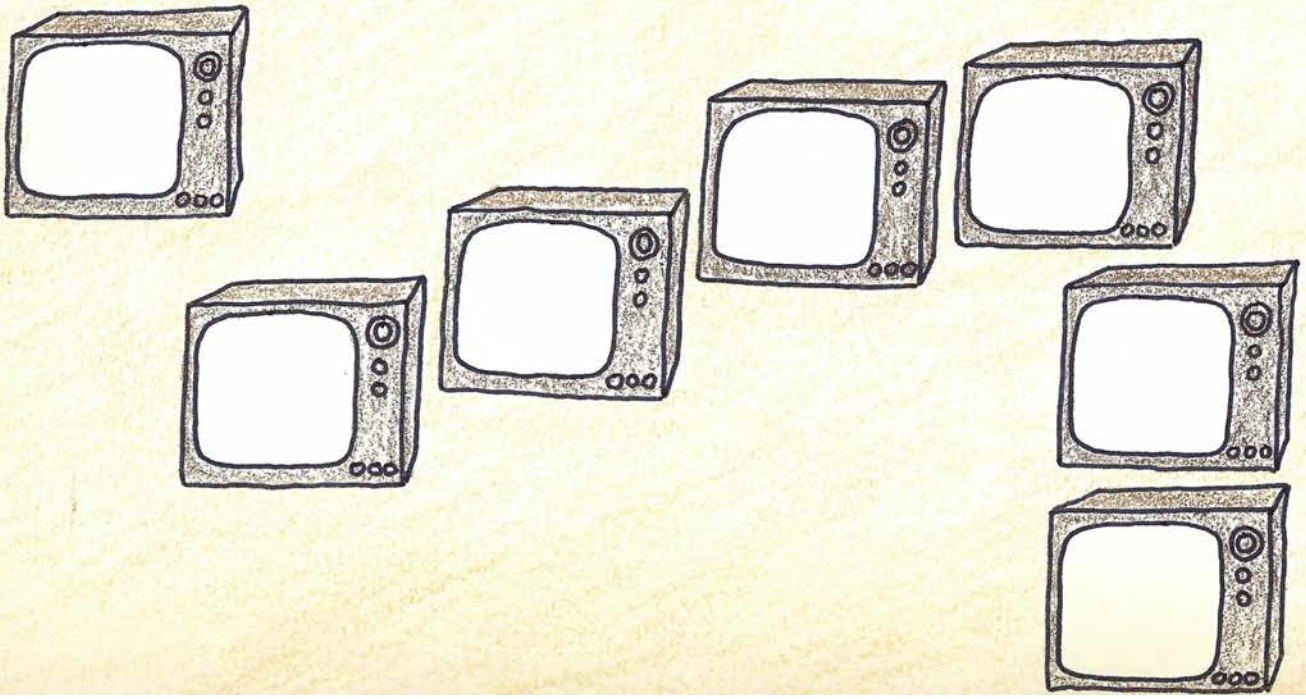
Student will need a red crayon. Ask student: HOW MANY PEOPLE ARE IN THE TOP PICTURE? Have student write the numbers 1 through 4 on the people—one number goes on each person. Then ask student to look at the bottom picture. Have student show you all the people in the bottom picture who don't match people in the top picture.



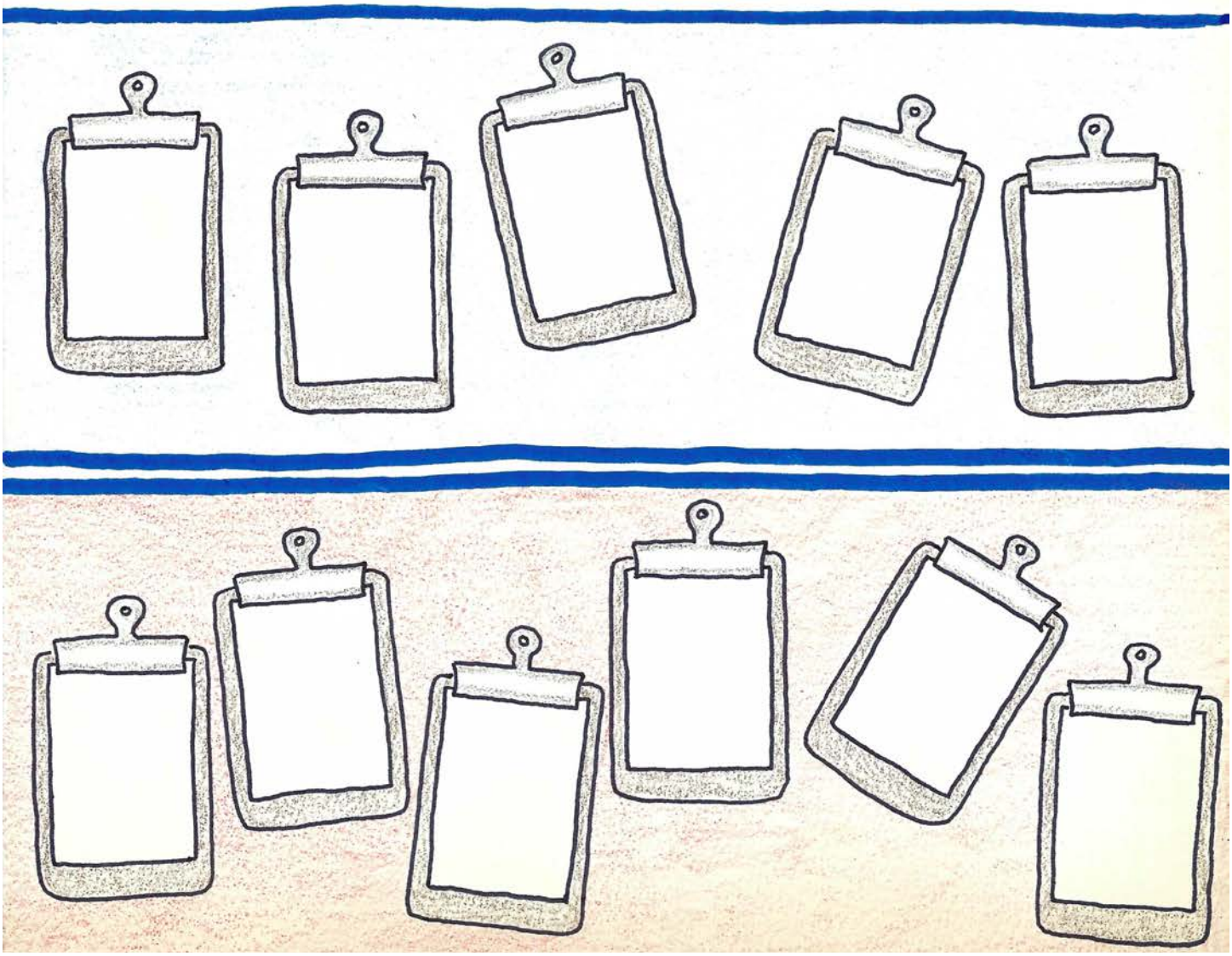


Student will need a crayon and scissors. Have student write the numbers 1 through 5 on the television sets in the top picture — one number goes on each television. Then have student write the numbers 1 through 7 on the televisions in the bottom picture. Finally ask student to find and remove the television sets in the bottom picture that don't match sets in the top picture.

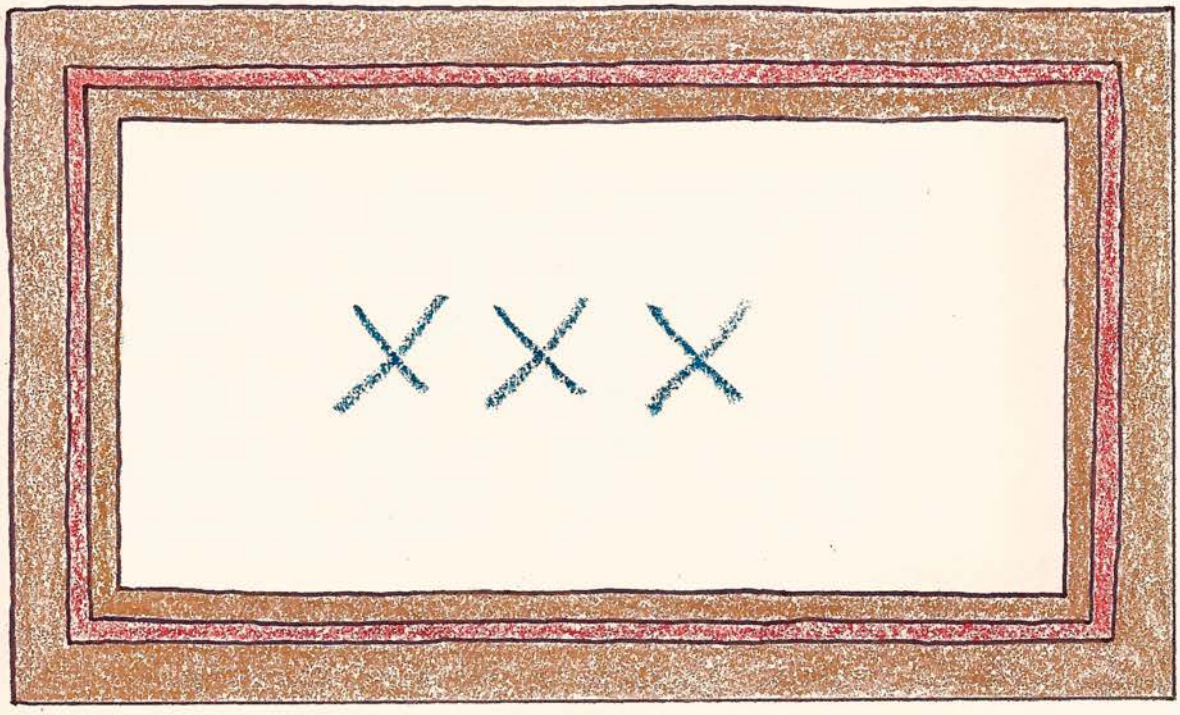


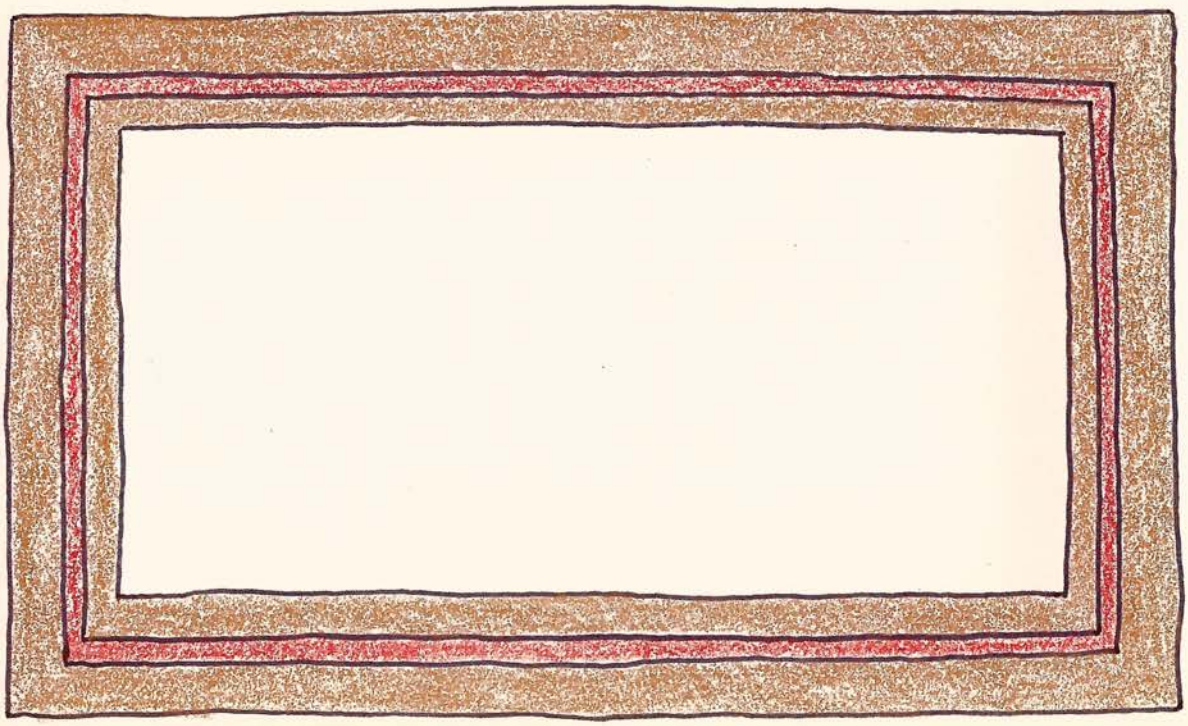


Student will need a crayon and scissors. Ask student: HOW MANY CLIPBOARDS ARE IN THE TOP PICTURE? Have student write a number on each clipboard in the top picture — student should write 1 on the first clipboard, 2 on the second clipboard, 3 on the third, and so forth. Then ask student: HOW MANY CLIPBOARDS ARE IN THE BOTTOM PICTURE? Have student write a number on each clipboard in the bottom picture - starting with 1 again. Next have student use scissors to remove the clipboards in the bottom picture that don't match clipboards in the top picture. Finally ask student: HOW MANY CLIPBOARDS DID YOU CUT OFF?

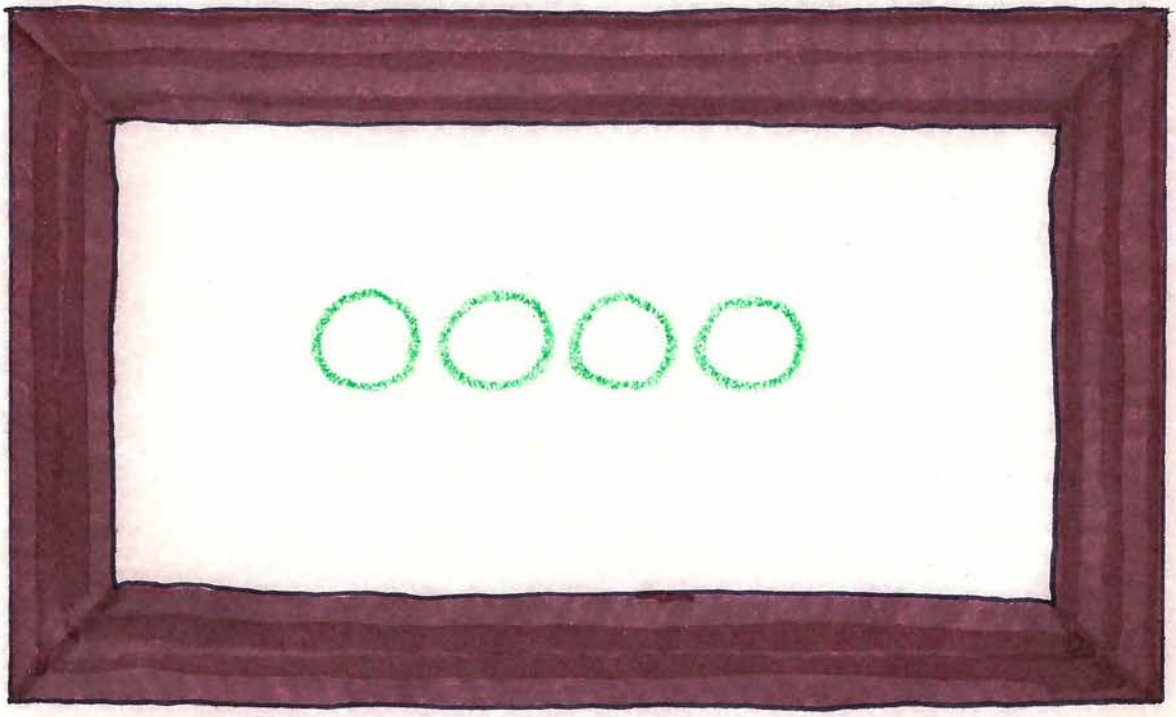


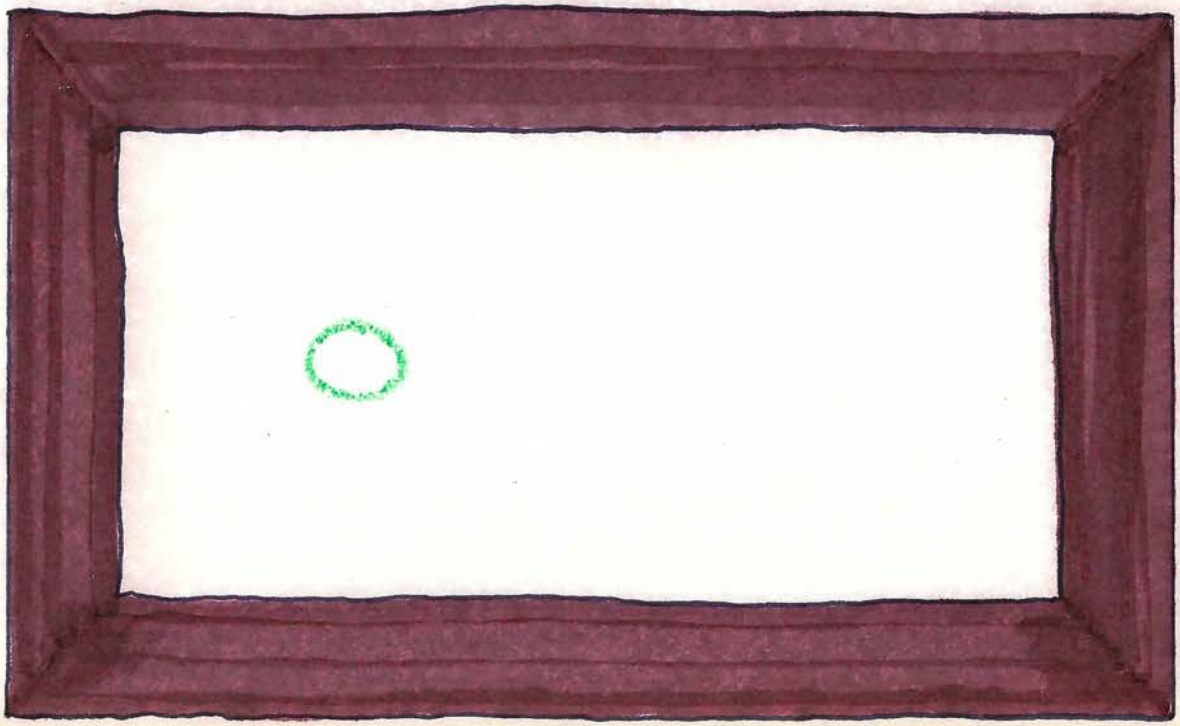
Student will need a crayon. Ask student: HOW MANY X'S ARE IN THE TOP PICTURE? Have student draw some X's in the bottom picture so that the bottom picture will have exactly the same number of X's as the top picture.



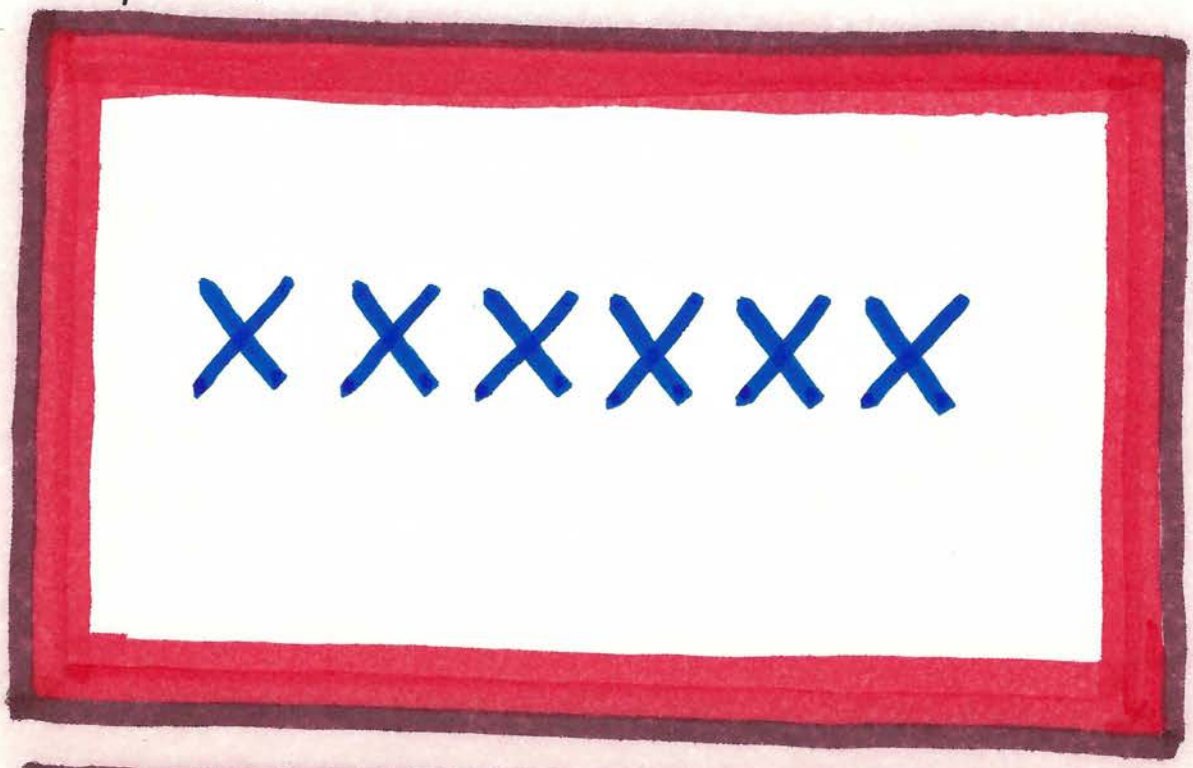


Student will need a crayon. Ask student: HOW MANY CIRCLES ARE IN THE TOP PICTURE? Have student draw some circles in the bottom picture so that the bottom picture will have exactly the same number of circles as the top picture.

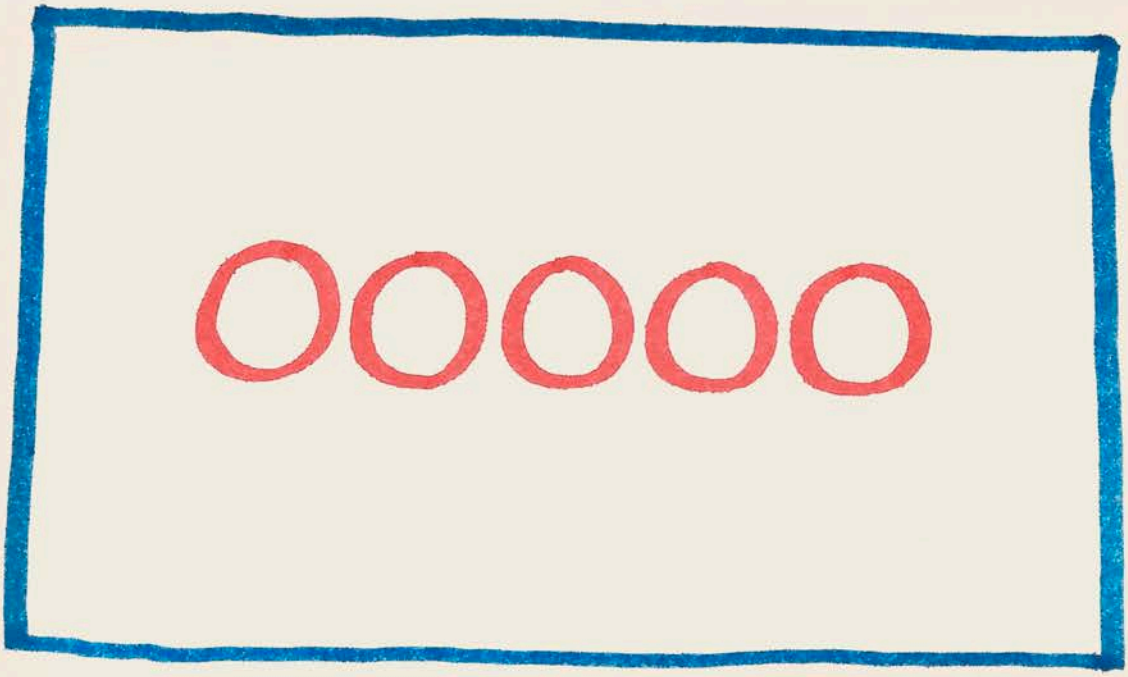


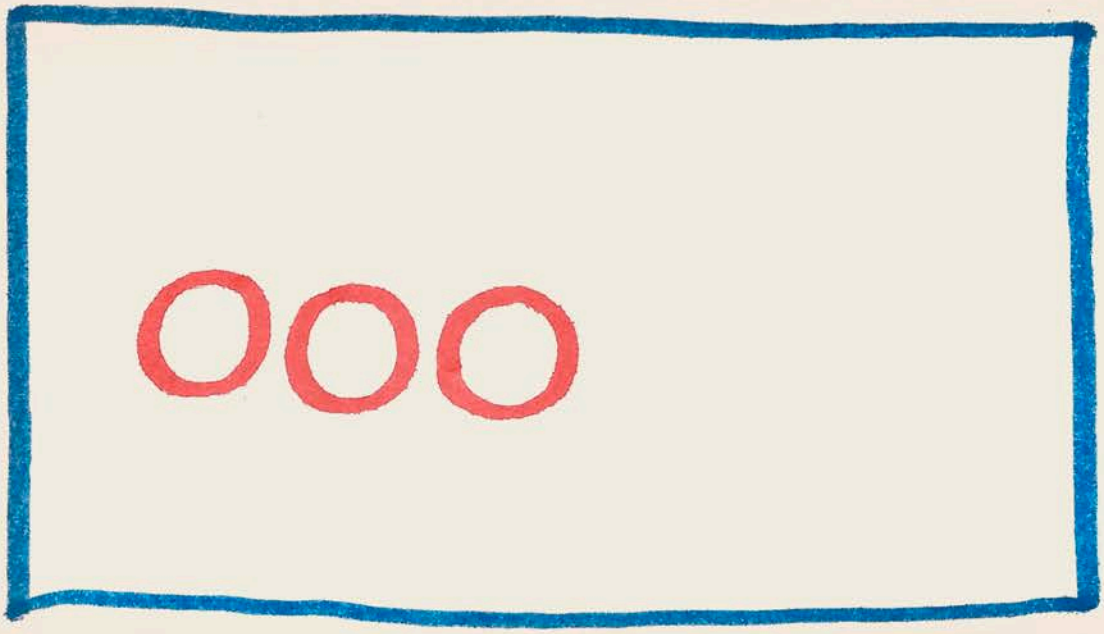


Student will need a crayon. Ask student: HOW MANY X'S ARE IN THE TOP PICTURE? Have student draw some X's in the bottom picture so that the bottom picture will have exactly the same number of X's as the top picture. Then ask student: HOW MANY X's DID YOU HAVE TO DRAW?

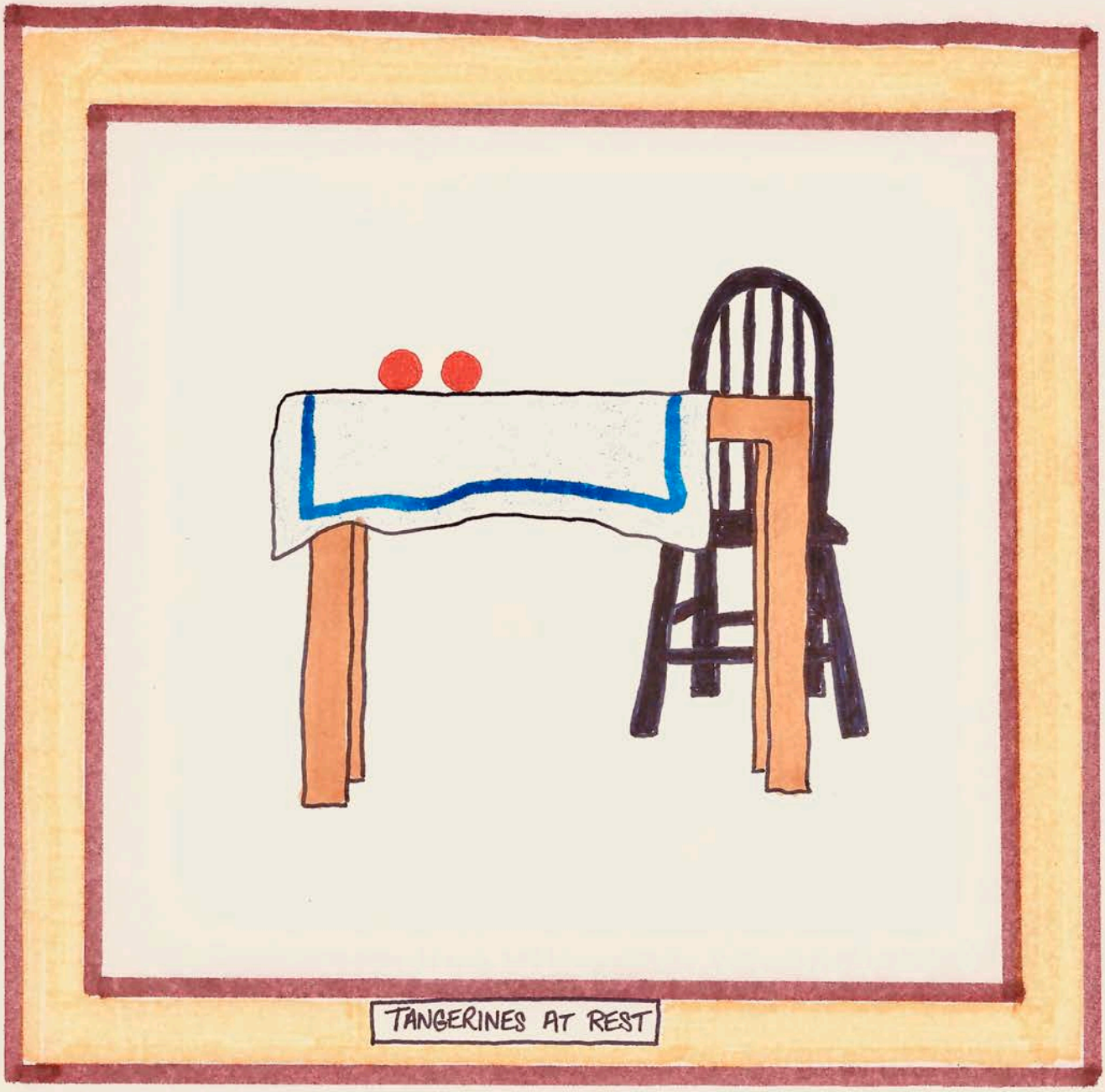


Student will need a crayon. Have student draw some circles in the bottom picture so that the bottom picture will have exactly the same number of circles as the top picture. Then ask student: HOW MANY CIRCLES DID YOU HAVE TO DRAW?

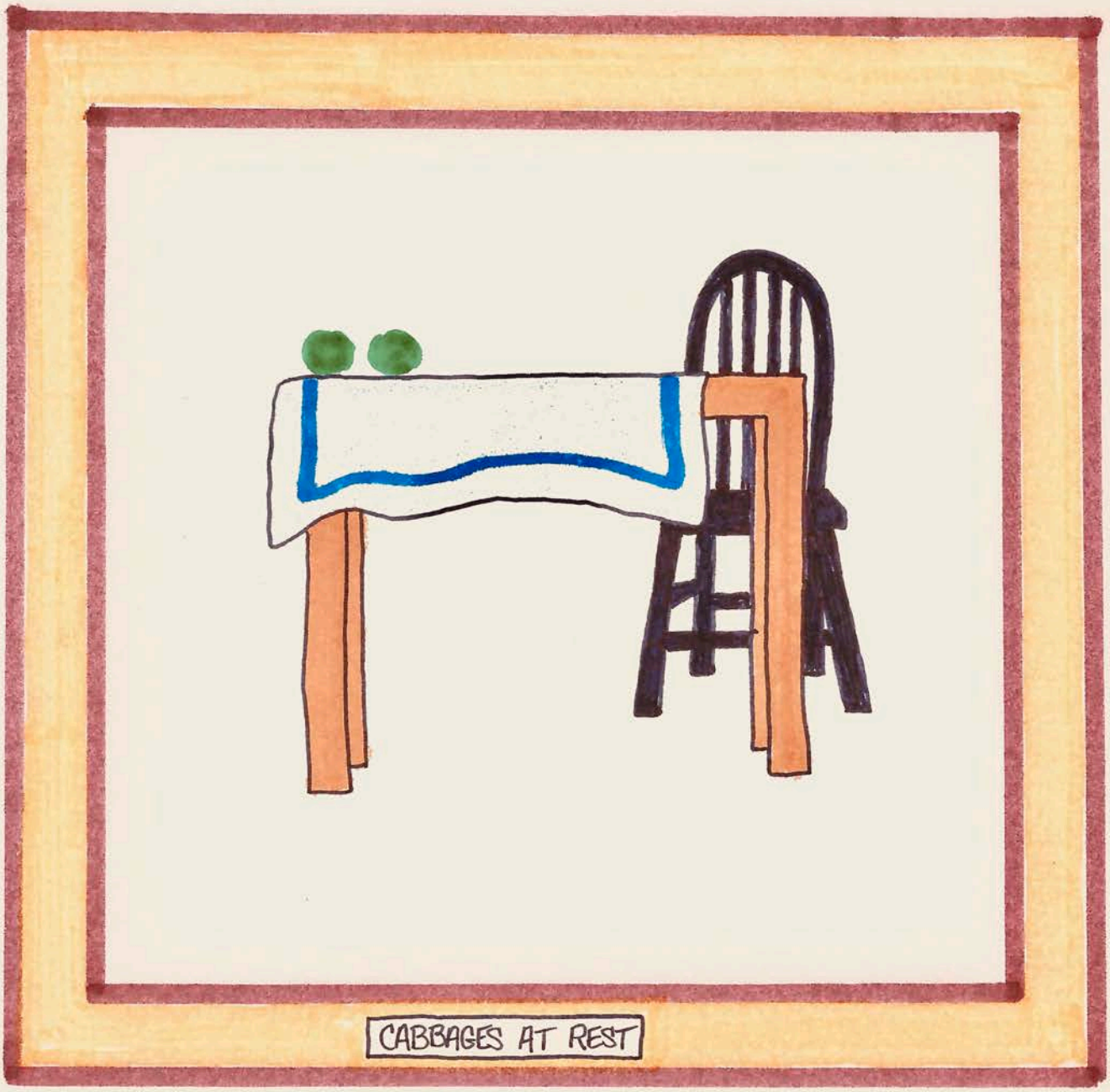




Student will need an orange crayon. Ask student: HOW MANY TANGERINES DO YOU SEE IN THIS PICTURE? Inform student that actually there are supposed to be 3 tangerines in the picture – tell student to change the picture so that there will be 3 tangerines.

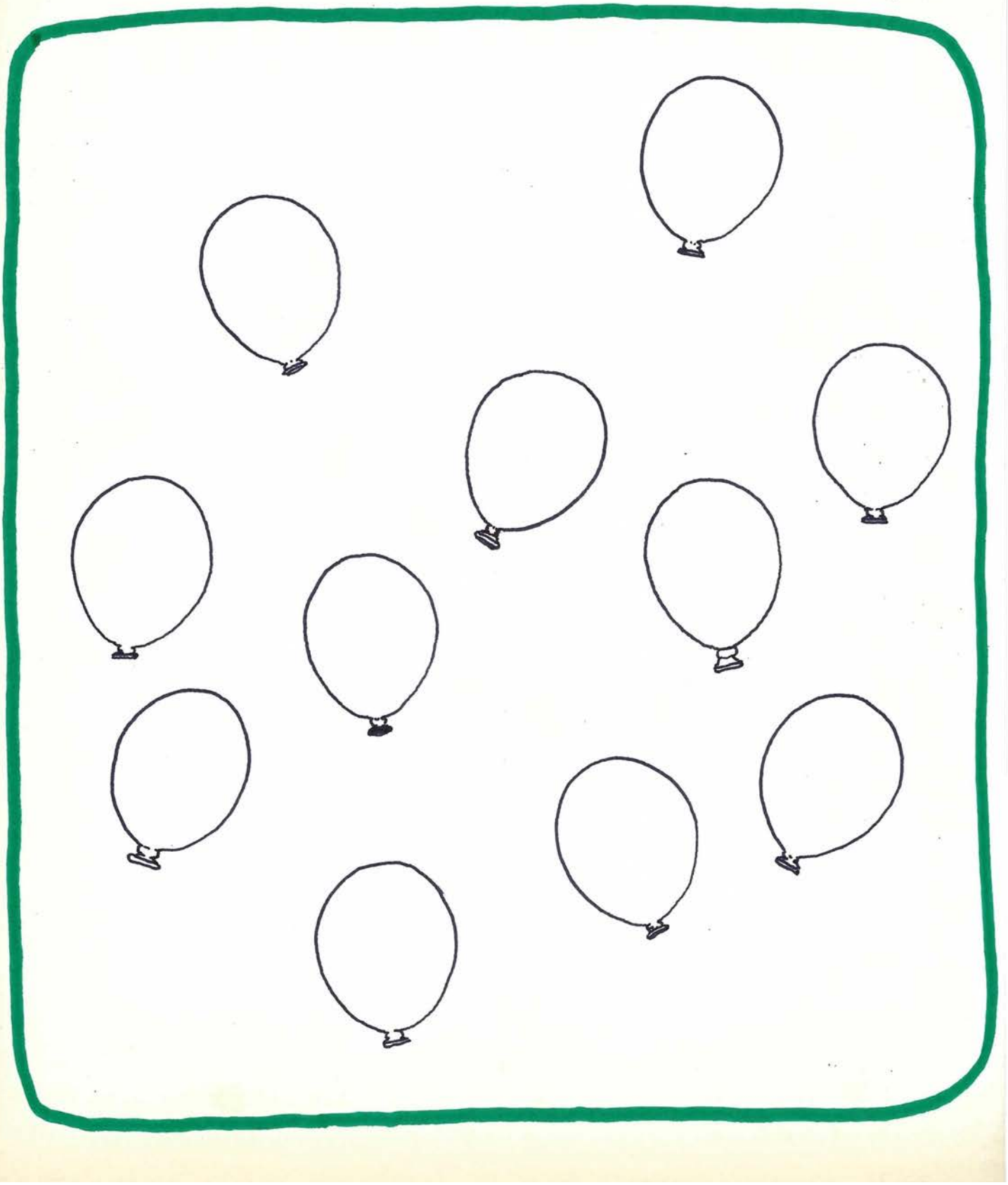


Student will need a green crayon. Inform student that there are really supposed to be 5 cabbages in the picture – tell student to change the picture so that there will be 5 cabbages. Then ask student: HOW MANY CABBAGES DID YOU HAVE TO DRAW?

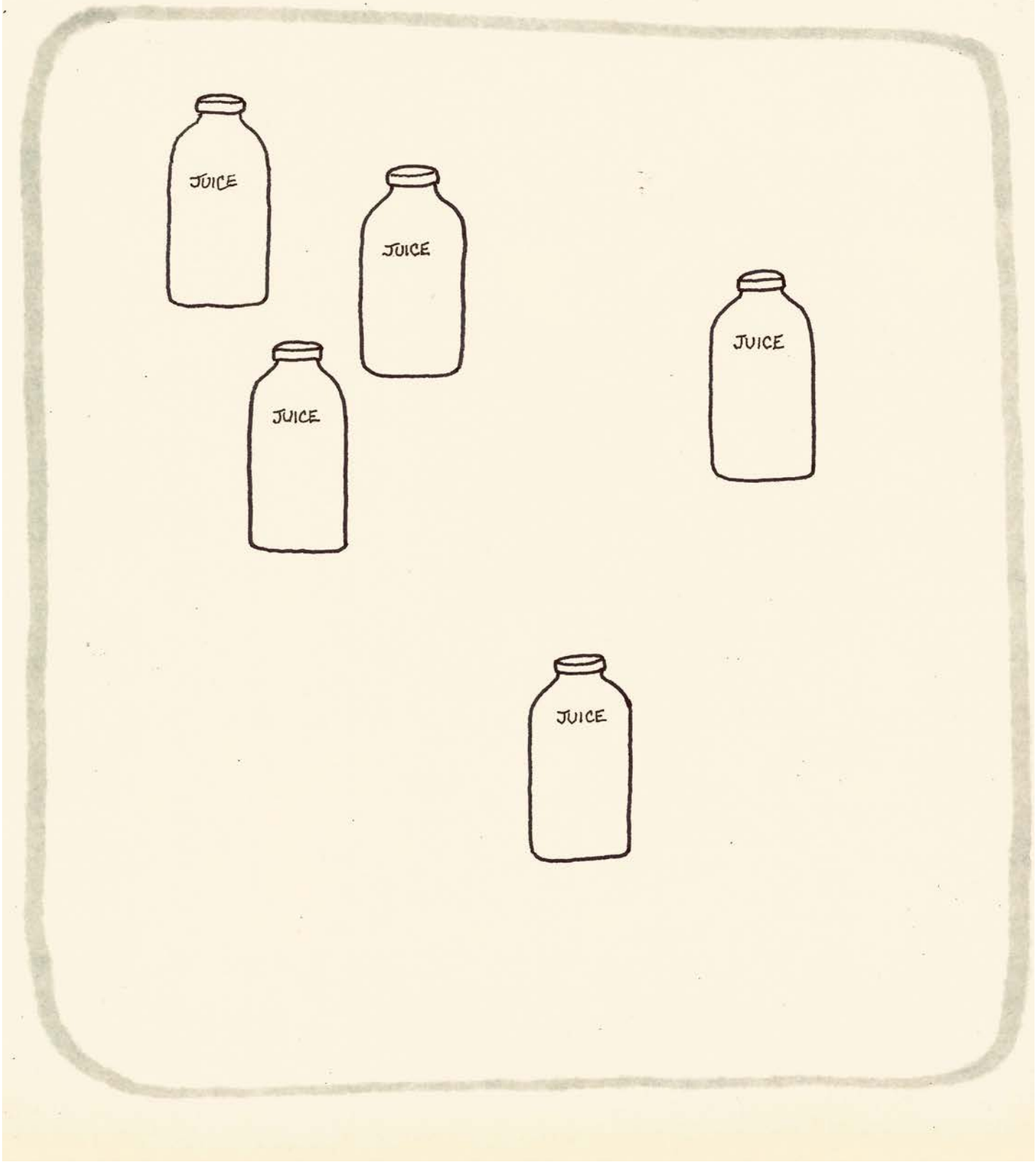


CABBAGES AT REST

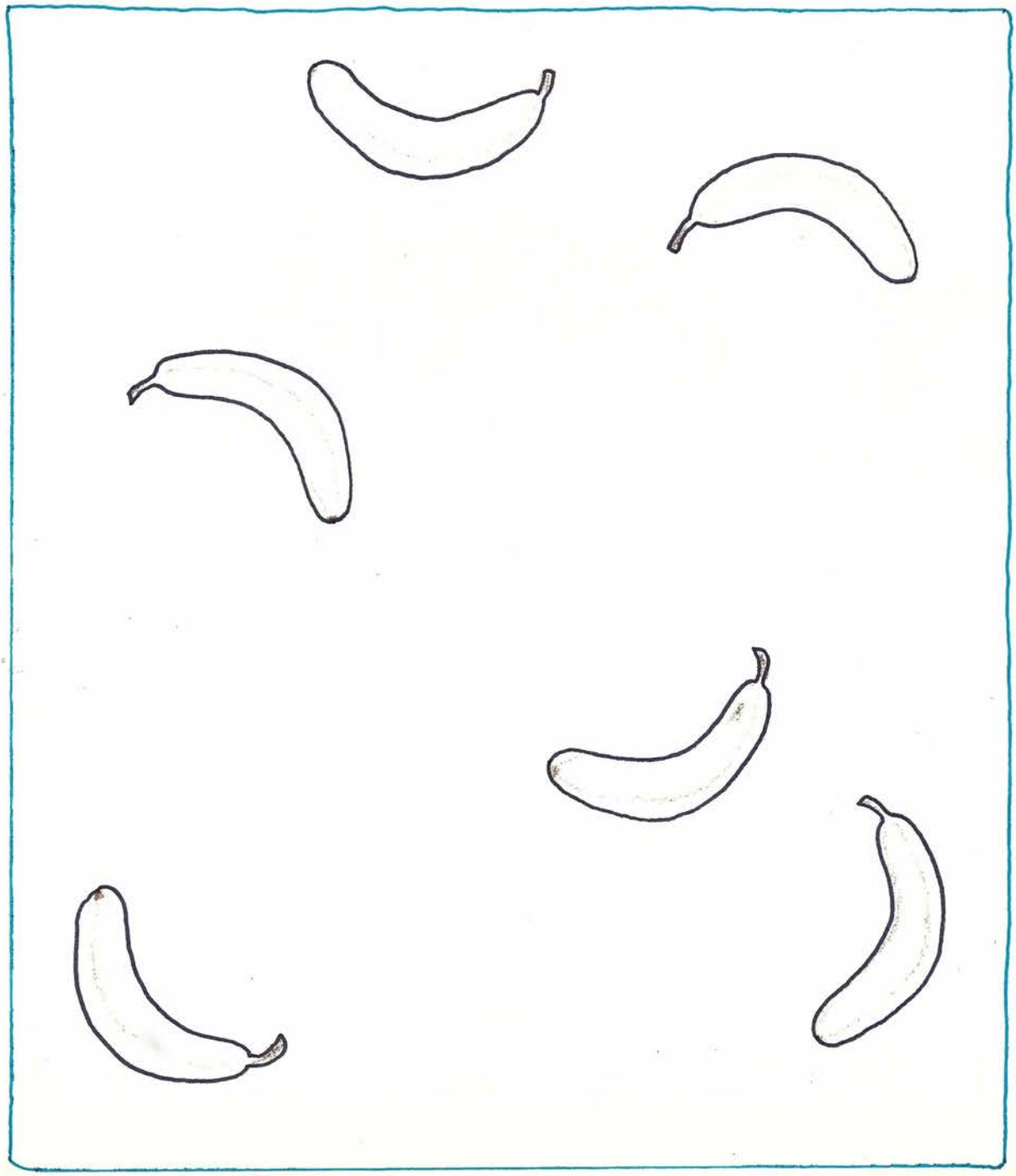
Student will need two crayons — blue and red. Have student color one balloon blue. Then tell student to color all the rest of the balloons red.



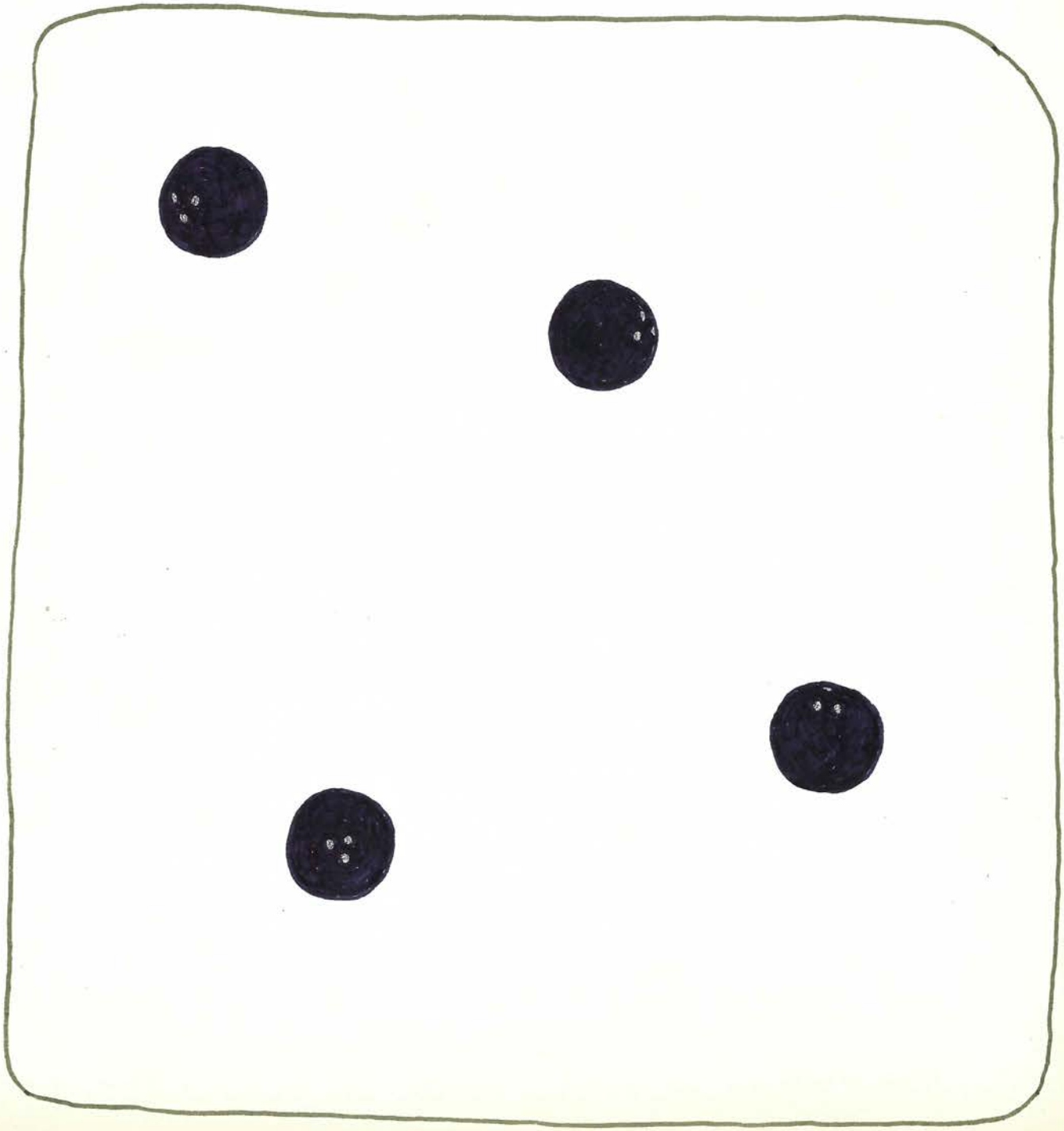
Student will need two crayons – purple and orange. Have student color 3 bottles purple. Then tell student to color all the rest of the bottles orange. Ask student: HOW MANY BOTTLES ARE FILLED WITH ORANGE JUICE?



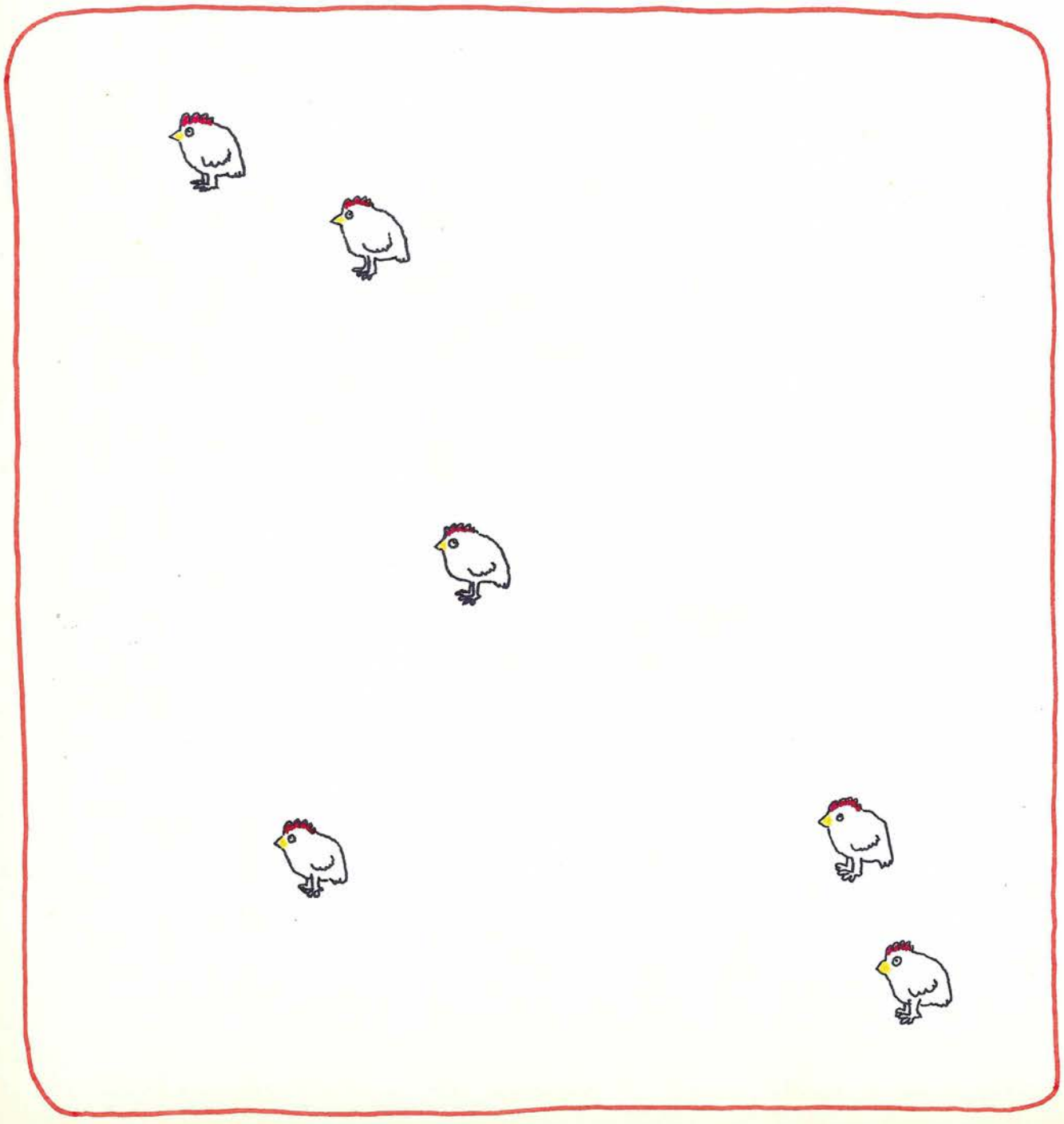
Student will need two crayons – green and yellow. Ask student: HOW MANY BANANAS ARE IN THIS PICTURE? Have student color 2 bananas green. Tell student to color all the rest of the bananas yellow. Then ask student: HOW MANY BANANAS ARE YELLOW?



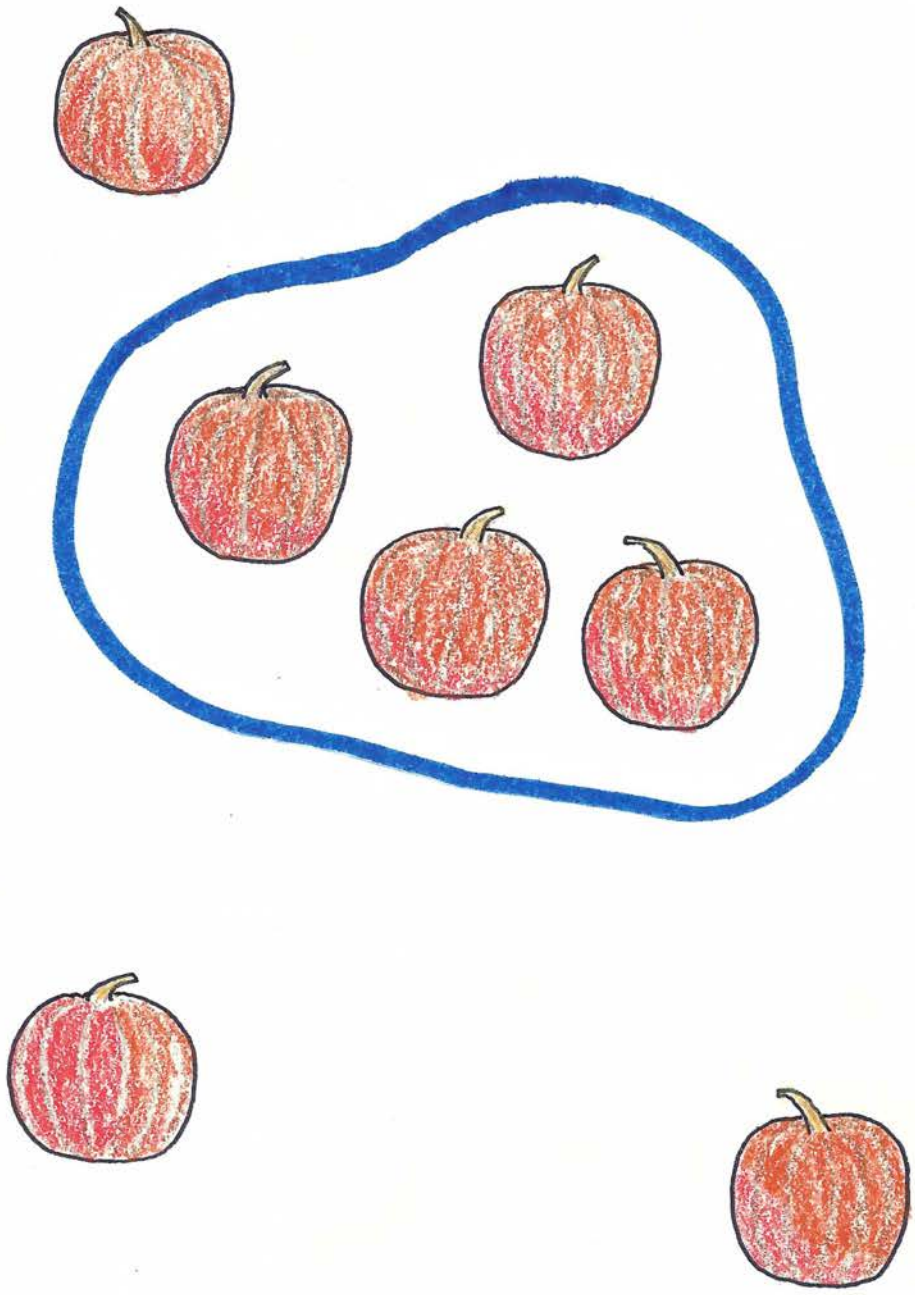
Ask student: HOW MANY BOWLING BALLS CAN YOU SEE IN THIS PICTURE? Then have student use one hand to cover up one bowling ball. Ask student: HOW MANY BOWLING BALLS CAN YOU SEE NOW?



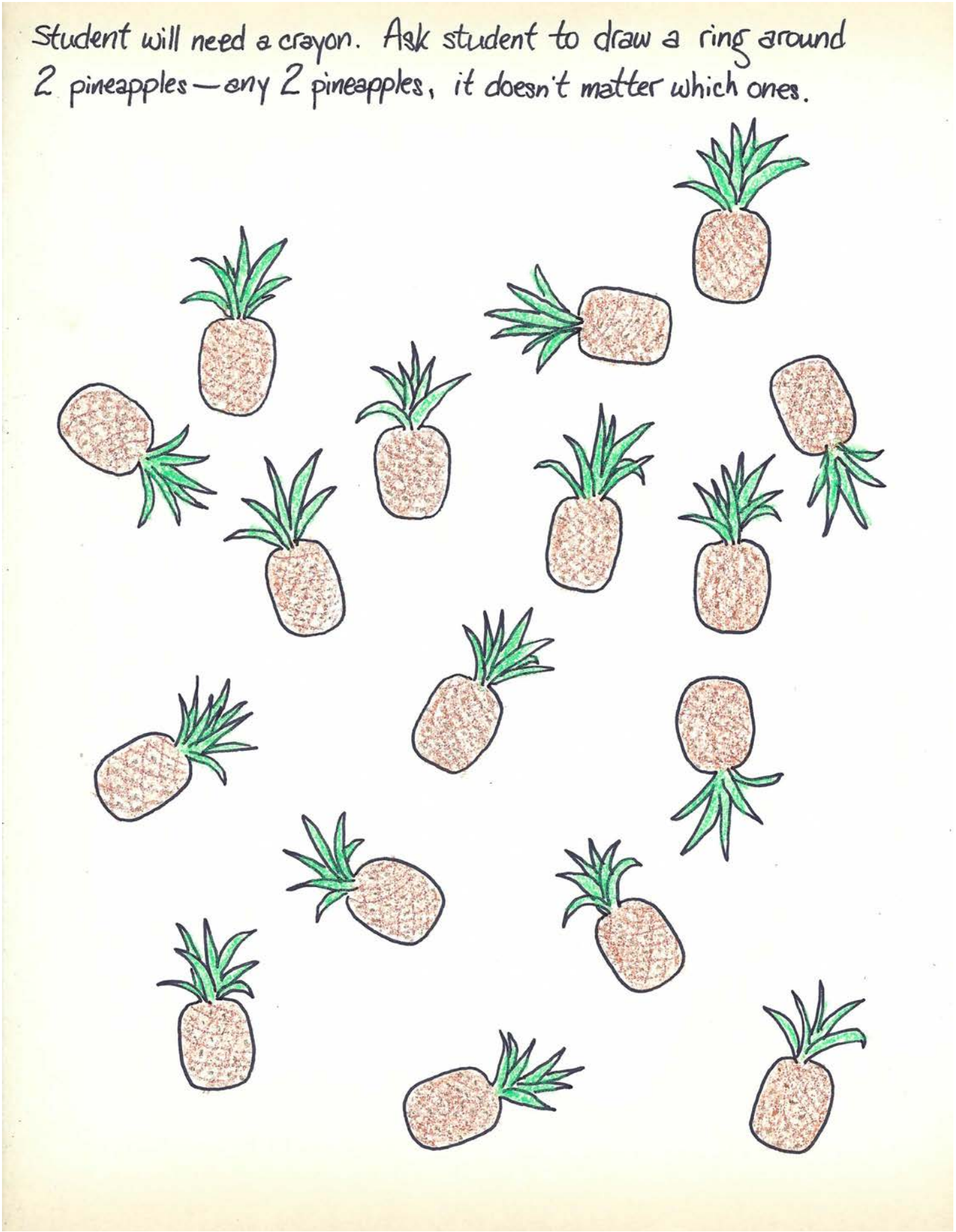
Ask student: HOW MANY CHICKENS CAN YOU SEE IN THIS PICTURE? Then have student use one or both hands and try to cover up 2 chickens. Ask student: HOW MANY CHICKENS CAN YOU SEE NOW?



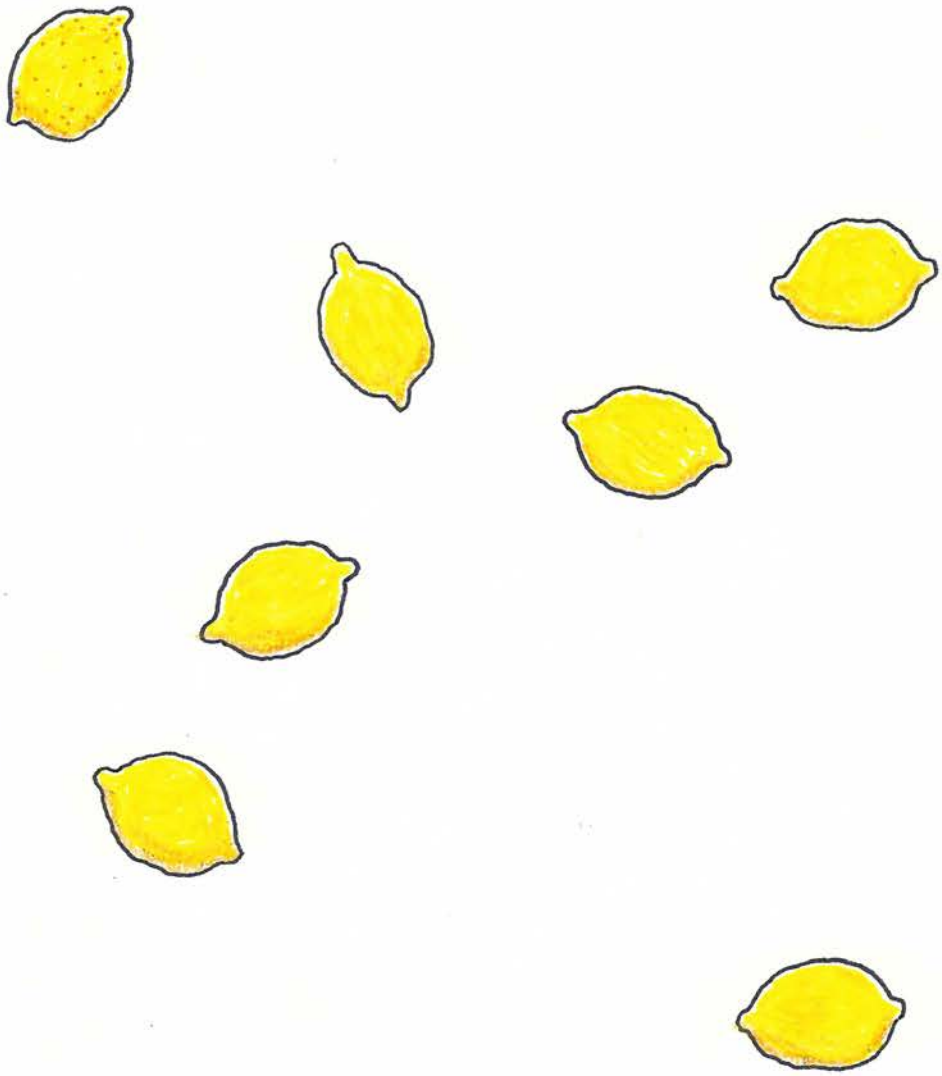
Ask student: HOW MANY PUMPKINS ARE INSIDE THE BLUE RING?
Then ask student: HOW MANY PUMPKINS ARE OUTSIDE THE RING?



Student will need a crayon. Ask student to draw a ring around 2 pineapples — any 2 pineapples, it doesn't matter which ones.

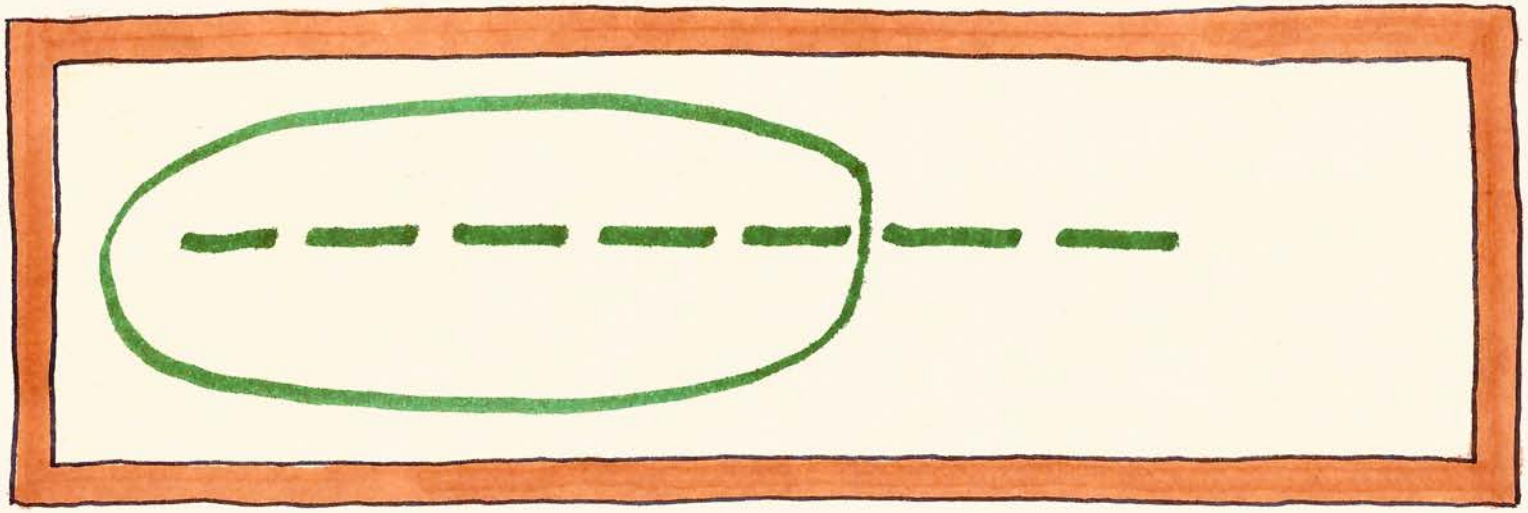


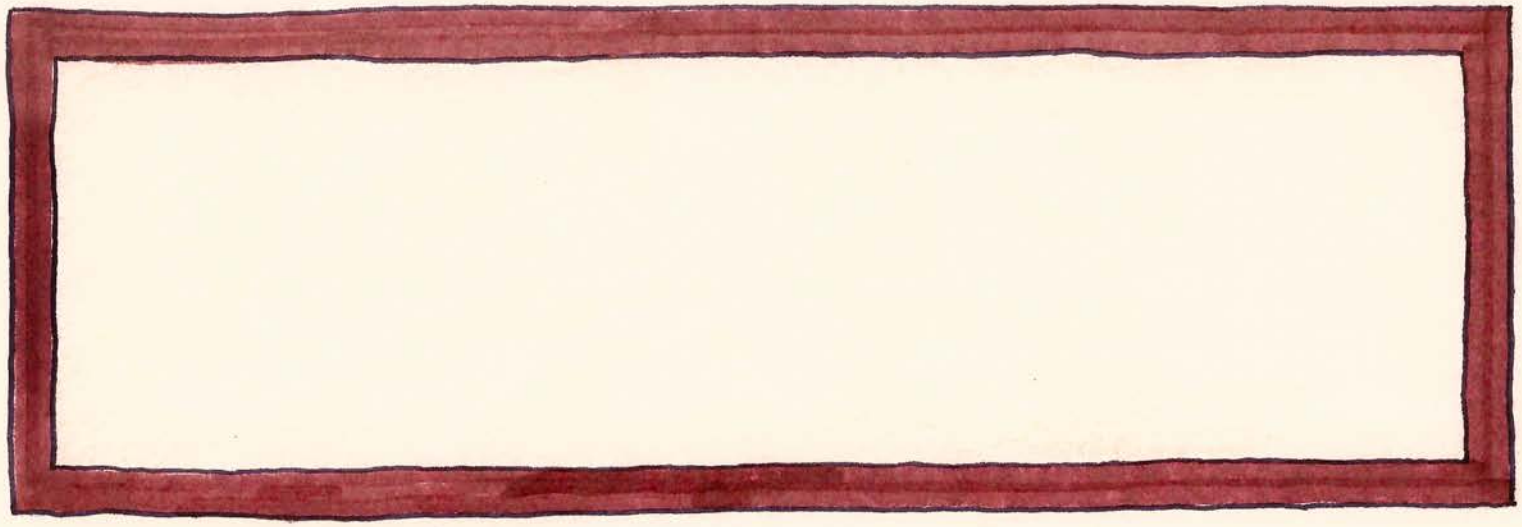
Student will need a crayon. Have student draw a ring around 3 lemons. Then ask student: HOW MANY LEMONS ARE OUTSIDE THE RING?



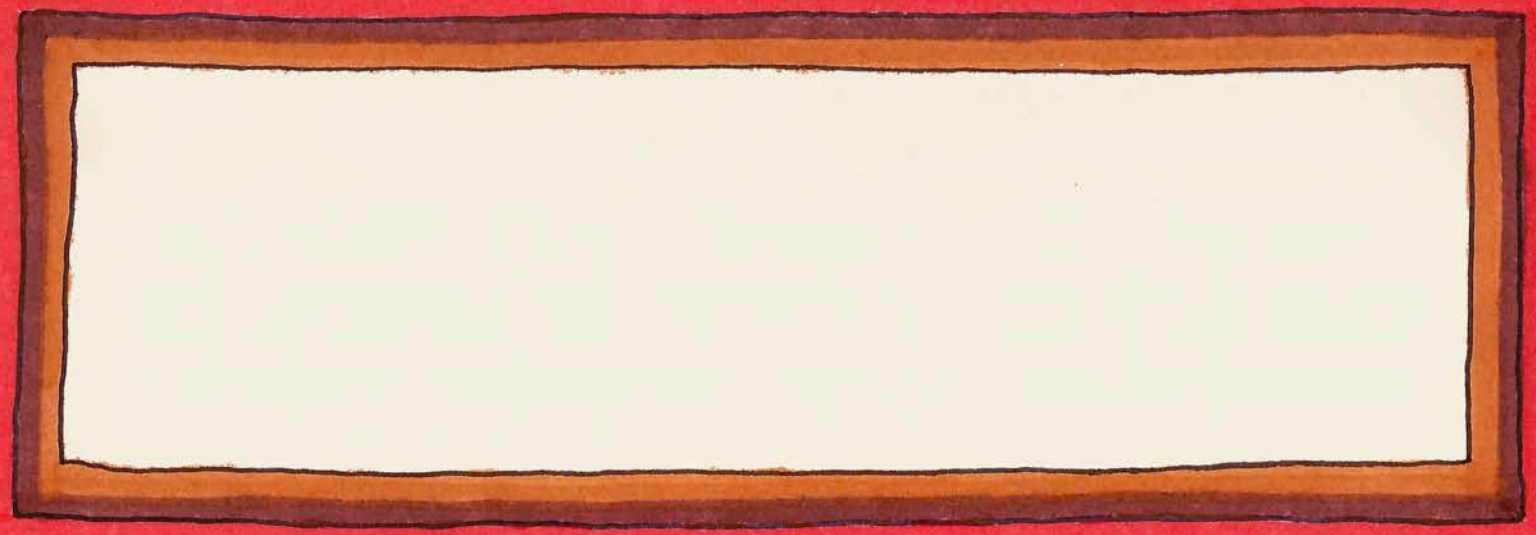
Student will need a blue crayon. Tell student to draw 5 blue X's anywhere on this page. Have student draw a ring around 2 of the X's. Then ask student: HOW MANY X'S ARE OUTSIDE THE RING?

Student will need a green crayon. Ask student: IN THE TOP PICTURE, HOW MANY GREEN CATERPILLARS ARE INSIDE THE RING? Next ask student: HOW MANY CATERPILLARS ARE OUTSIDE THE RING? Then have student draw a copy of the top picture inside the bottom frame.





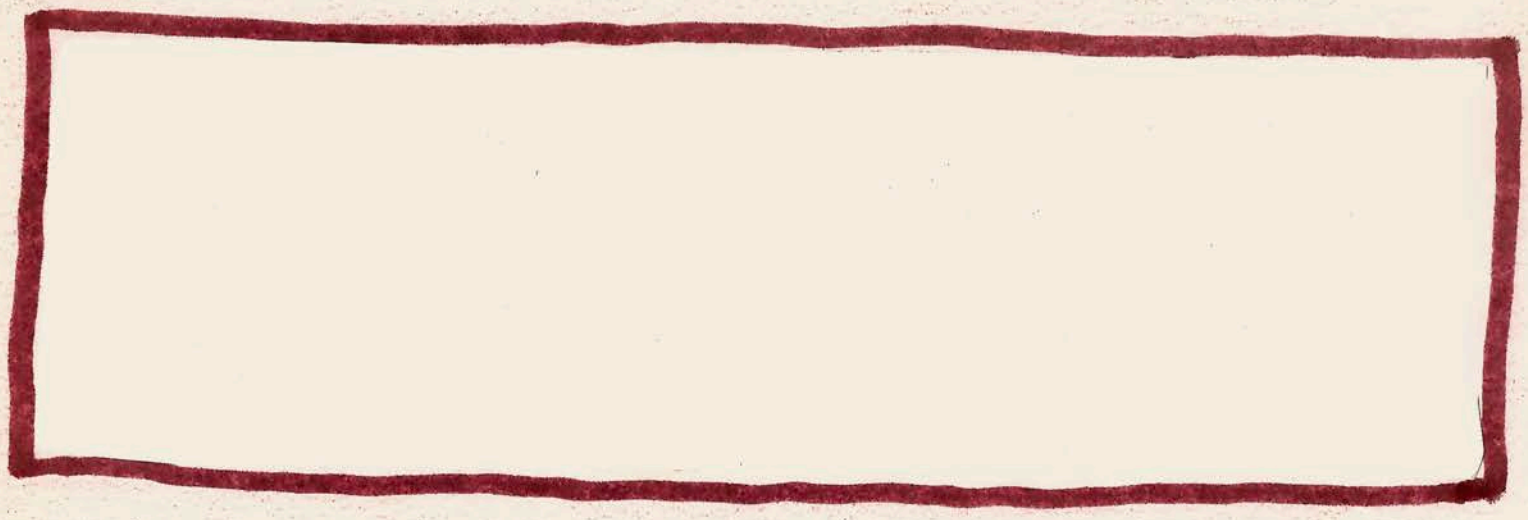
Student will need a blue crayon. Have student draw a picture of 4 blue caterpillars walking in a line. Tell student to draw a ring around three of them. Then ask student: HOW MANY CATERPILLARS ARE OUTSIDE THE RING?



Student will need a crayon. Tell student that there are 2 codes on this page. Inform student that the first code says: draw 6 caterpillars and then draw a ring around 2 of them. Inform student that the second code says: draw 7 caterpillars and then draw a ring around 3 of them. Explain that student should pick one of these codes and then draw the picture it asks for in the frame below. Repeat to student over and over again what the codes mean. When student has completed the picture, ask: HOW MANY CATERPILLARS ARE OUTSIDE THE RING?

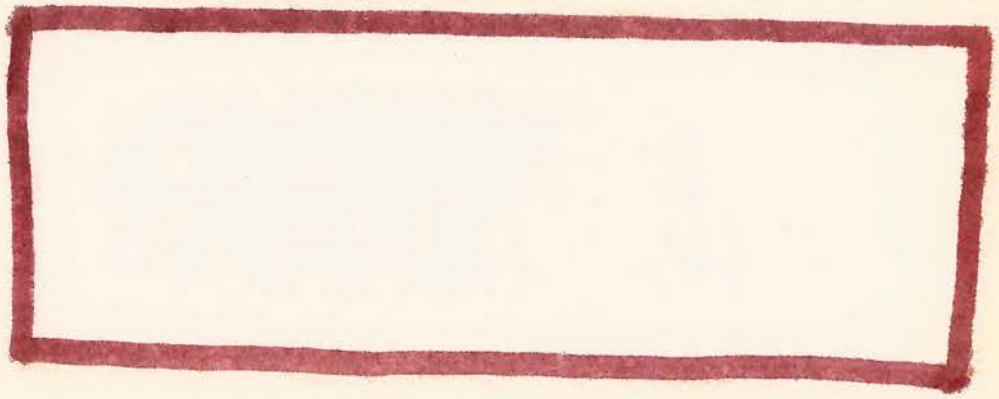
1. $6 - 2$

2. $7 - 3$



Student will need a crayon. Tell student that there are 4 codes on this page. Inform student that the top number in each code tells how many caterpillars to draw – for instance, in the first code the 3 means, "Draw 3 caterpillars." Ask student to point to the top number in the second code. Inform student that the 6 means, "Draw 6 caterpillars." Have student point to the top number in the third code. Ask student to guess how many caterpillars this code says to draw. Have student point to the 8 in the last code. Ask student to guess what the 8 means. Then inform student that the bottom number in each code tells how many caterpillars should be inside the ring – for instance, in the first code the 2 means, "Draw a ring around 2 caterpillars." Have student point to the bottom number in the second code. Ask student to guess how many caterpillars this code says to put inside the ring. Have student guess what the bottom numbers in the last two codes mean. Go back to the first code. Inform student that altogether this code means, "Draw 3 caterpillars and then draw a ring around 2 of them. Help student guess what the other codes mean in their entirety. Then have student pick a code and draw the picture it asks for. When student has completed the picture, ask:
HOW MANY CATERPILLARS ARE OUTSIDE THE RING?

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

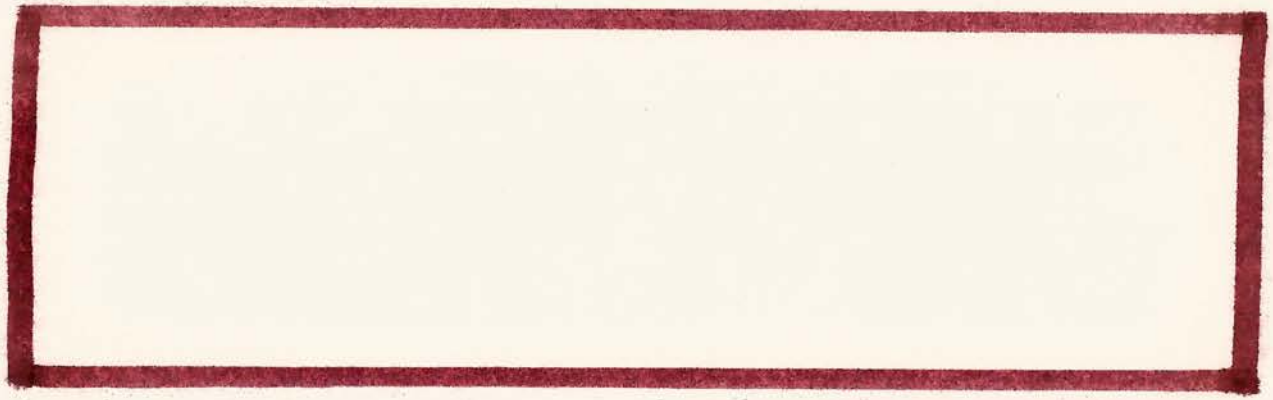


Student will need a crayon. Tell student that there are 3 codes on this page. Inform student that the first code means, "Draw 6 caterpillars and then draw a ring around 5 of them." Help student guess what the other codes mean. Ask student to pick one of the codes and draw the picture that it says to draw. When student has completed the picture, ask: HOW MANY CATERPILLARS ARE OUTSIDE THE RING?—Tell student to write the answer anywhere inside the frame, right next to the picture.

1. $6 - 5$

2. $4 - 1$

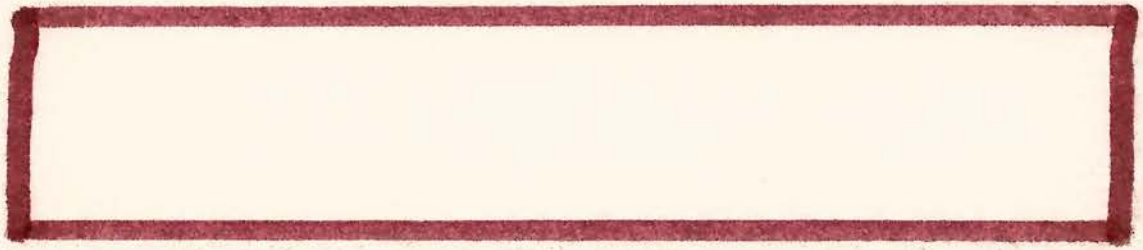
3. $5 - 2$



Student will need a crayon. Inform student that the first code means, "Draw 5 caterpillars and then draw a ring around 4 of them." Help student guess what the other codes mean. Have student draw a picture for each code using the three frames. For each picture, ask student: HOW MANY CATERPILLARS ARE OUTSIDE THE RING? — Tell student to write the answer somewhere inside each frame.

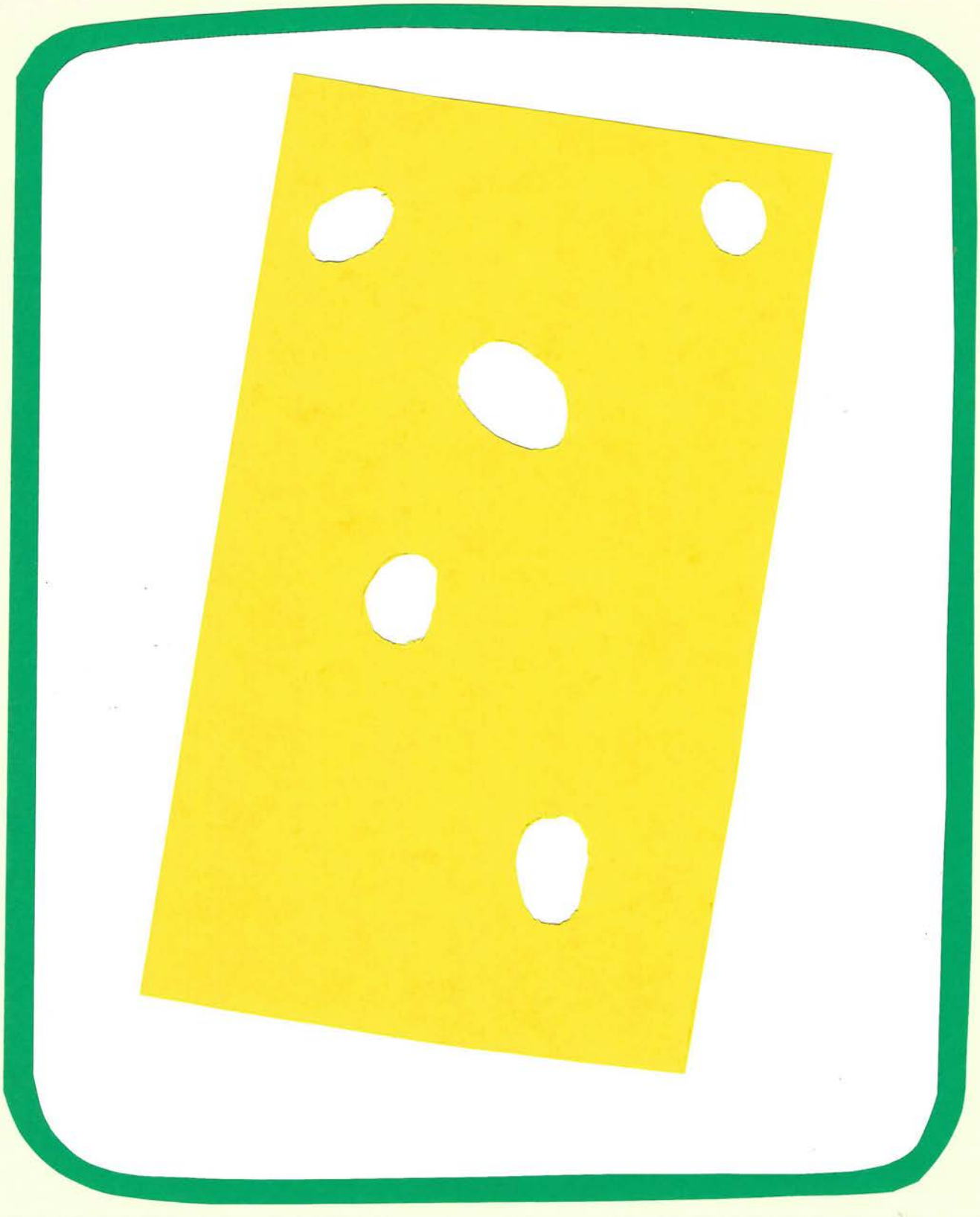
1. $5 - 4 =$

2. $7 - 2 =$

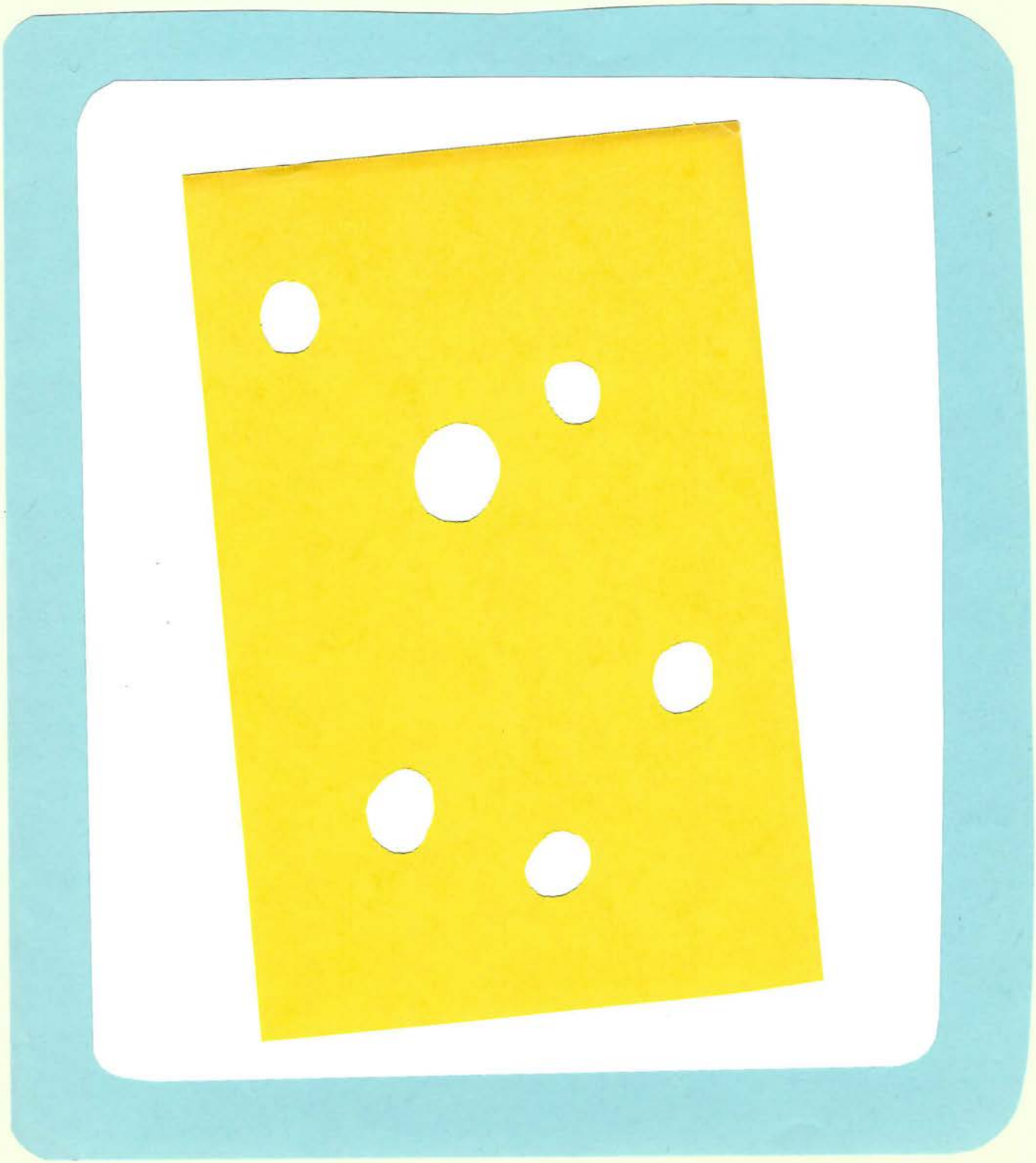


3. $6 - 1 =$

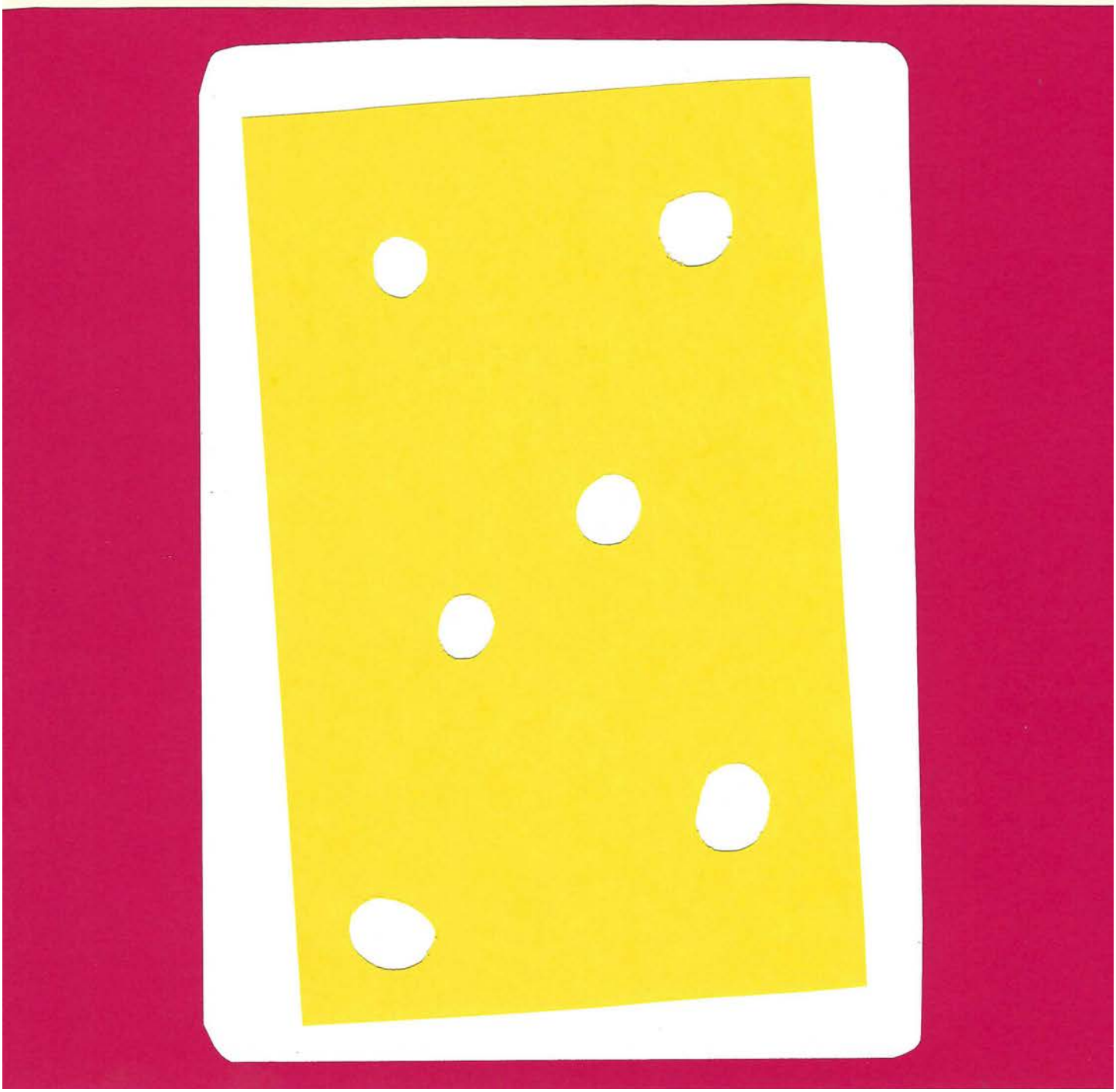
Student will need a yellow crayon. Inform student that the picture on this page shows a slice of Swiss cheese. Have student fill in 2 of the holes. Afterwards, ask student: HOW MANY HOLES ARE LEFT?



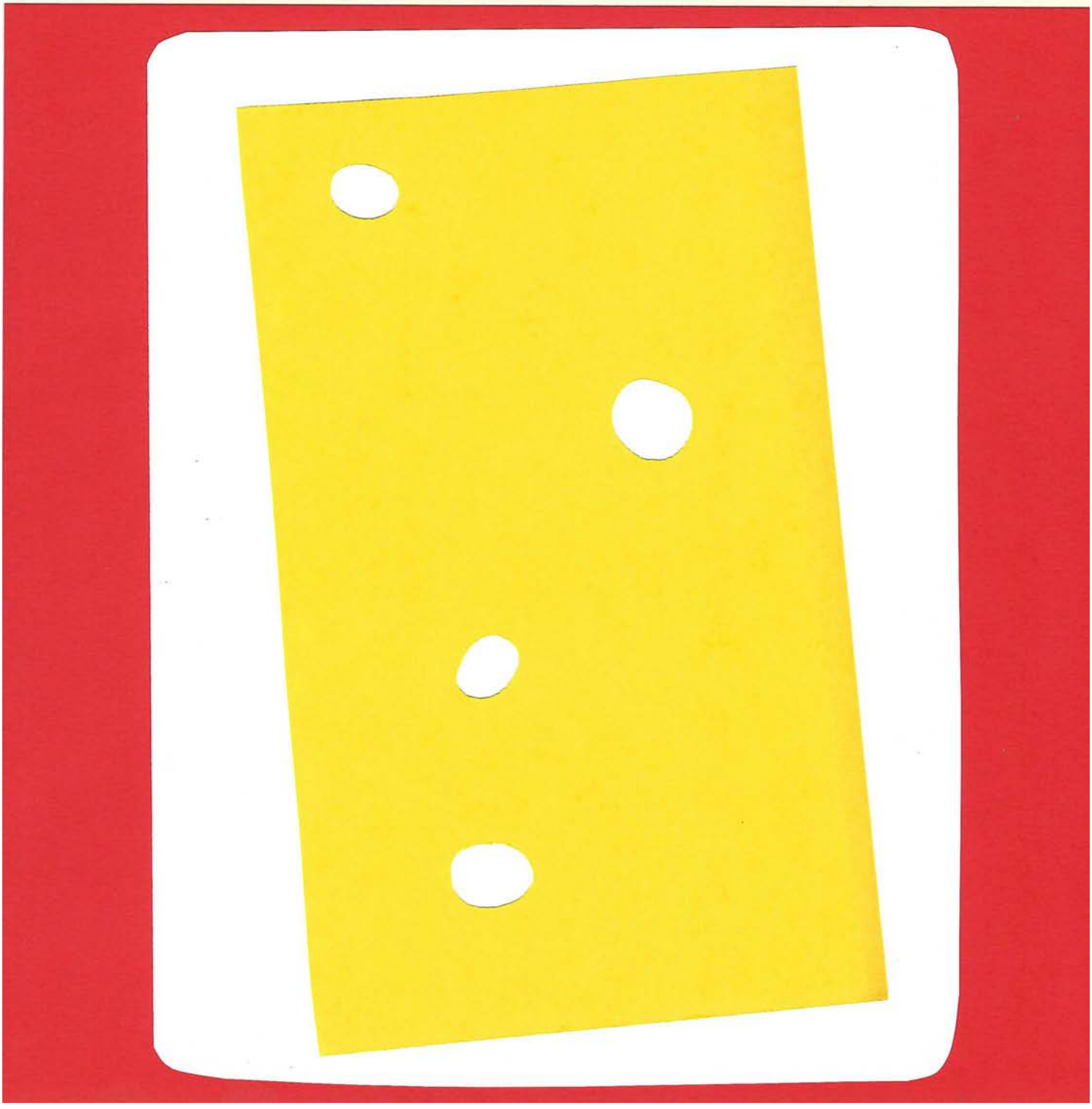
Student will need a yellow crayon. Tell student to fill in all of the holes in this slice of cheese EXCEPT for 2 holes.
Afterwards, ask student: HOW MANY HOLES DID YOU FILL IN?



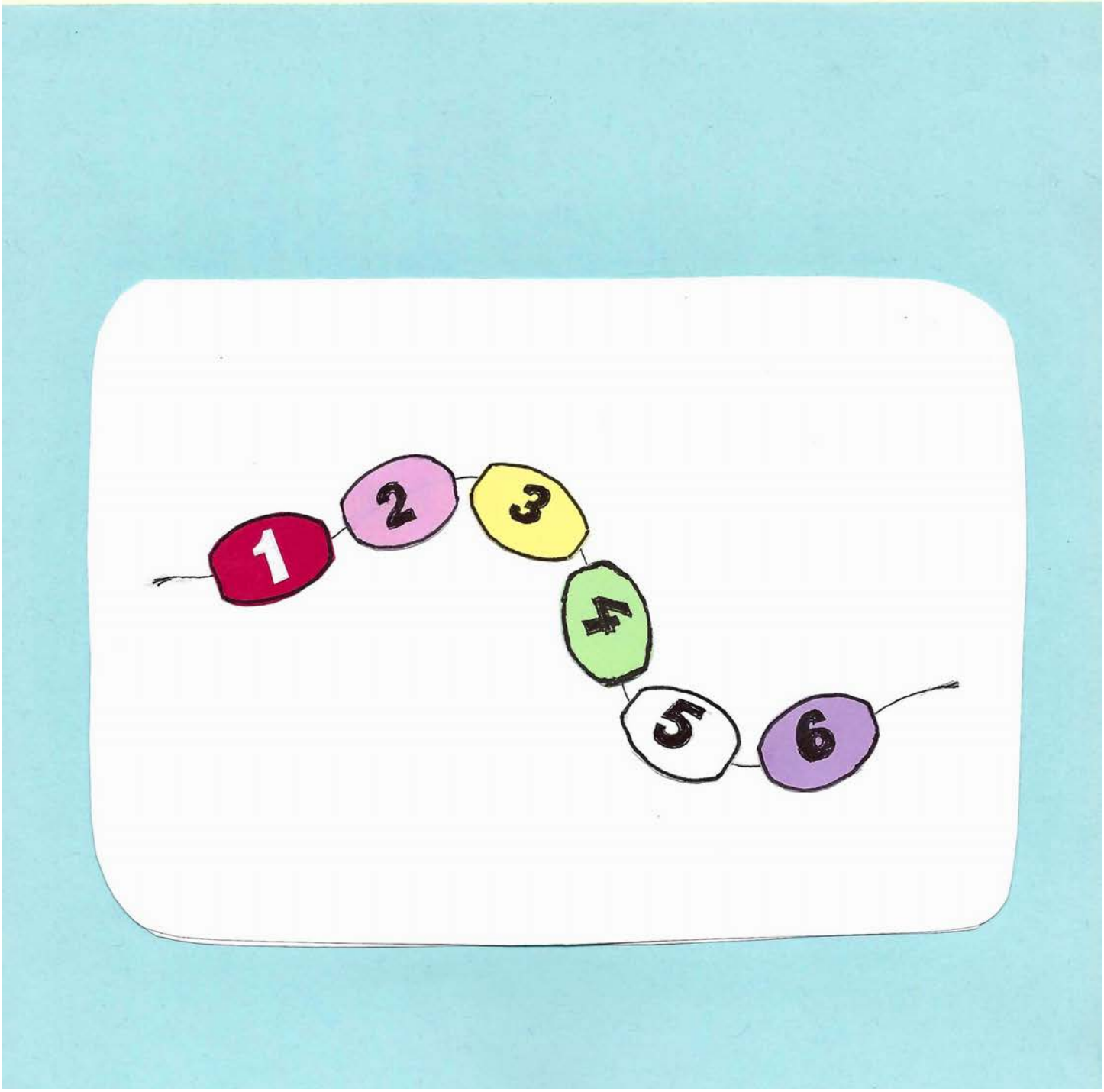
Student will need a yellow crayon. Have student hold the crayon, but do not have student fill in any of the holes. Just ask student: IF YOU FILLED IN 2 HOLES, HOW MANY HOLES DO YOU THINK WOULD BE LEFT? (If student's response is satisfactory, then student may put down the crayon.)



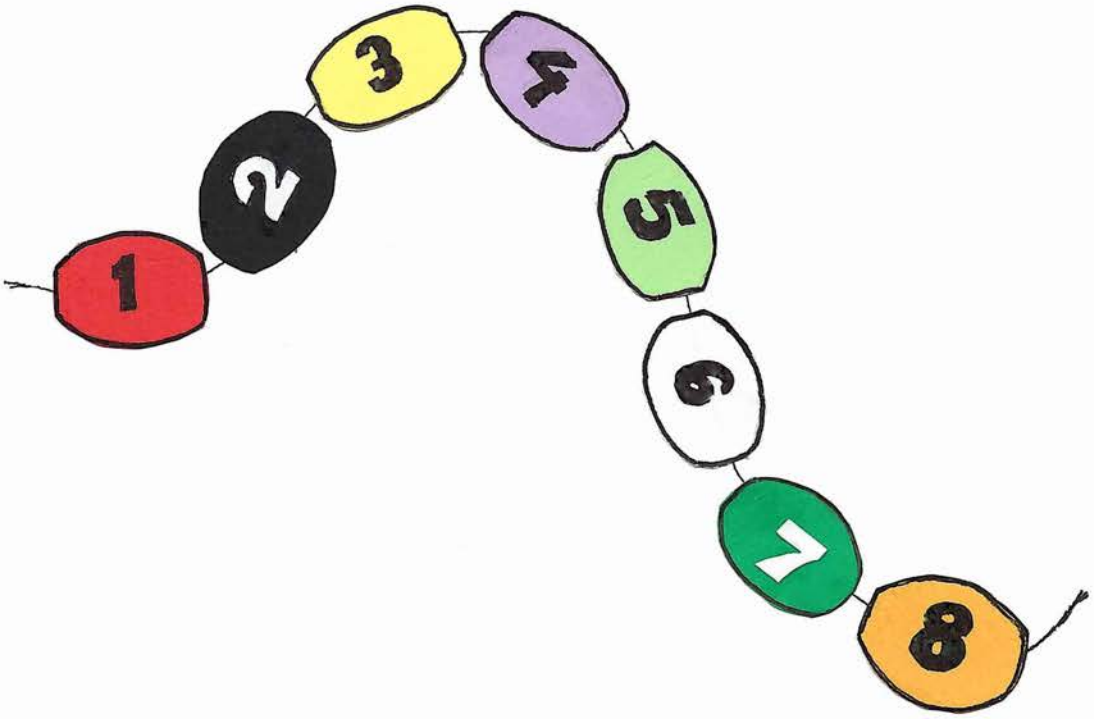
Student will need a yellow crayon. Have student hold the crayon, but do not have student fill in any of the holes. Just ask student: IF YOU WANTED TO FILL IN ALL OF THE HOLES EXCEPT FOR 1, HOW MANY HOLES WOULD YOU NEED TO FILL IN? (If student's response is satisfactory, then student may put down the crayon.)



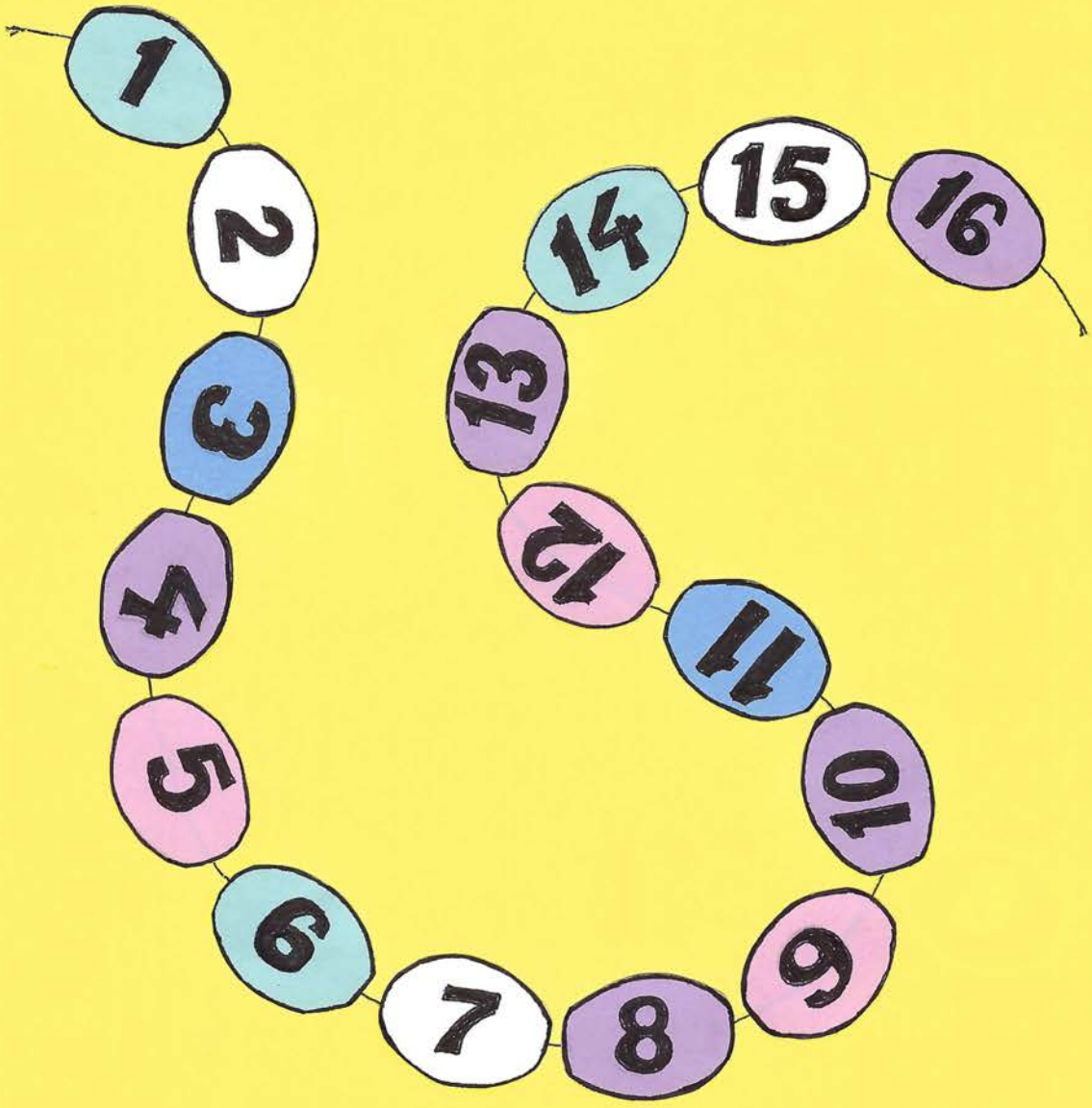
Direct student to count the beads in the picture on this page. Then ask student: WHEN YOU COUNTED THE BEADS, WHICH BEAD DID YOU COUNT LAST? Tell student: COVER UP THE BEAD THAT YOU COUNTED LAST. Ask student: HOW MANY BEADS CAN YOU SEE NOW?



Direct student to count the beads in the picture on this page.
Next tell student: COVER UP THE BEAD YOU COUNTED LAST.
Then ask student: HOW MANY BEADS CAN YOU SEE NOW?

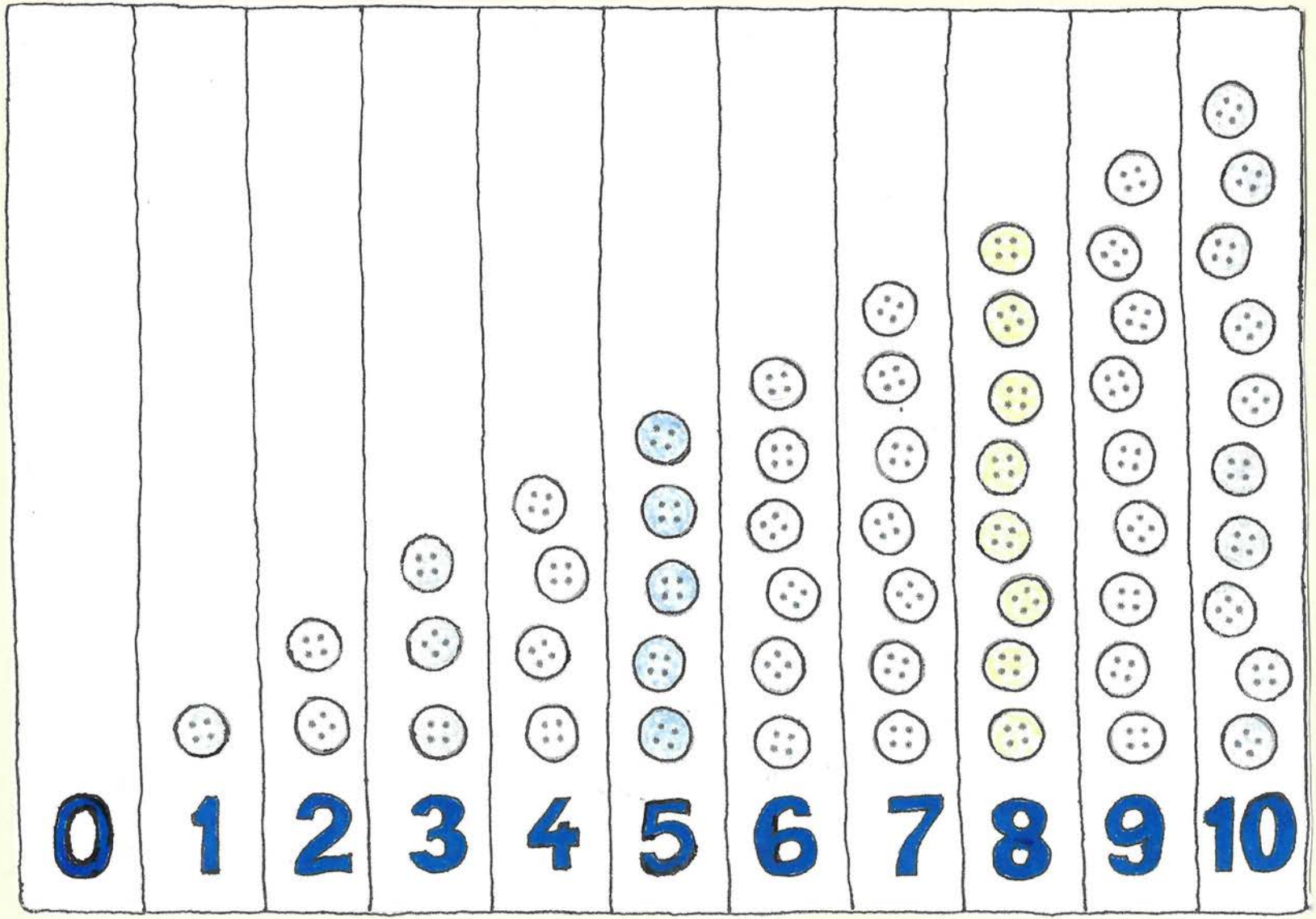


Direct student to count the beads in the picture on this page.
Next tell student: COVER UP THE BEAD YOU COUNTED LAST.
Then ask student: HOW MANY BEADS CAN YOU SEE NOW?

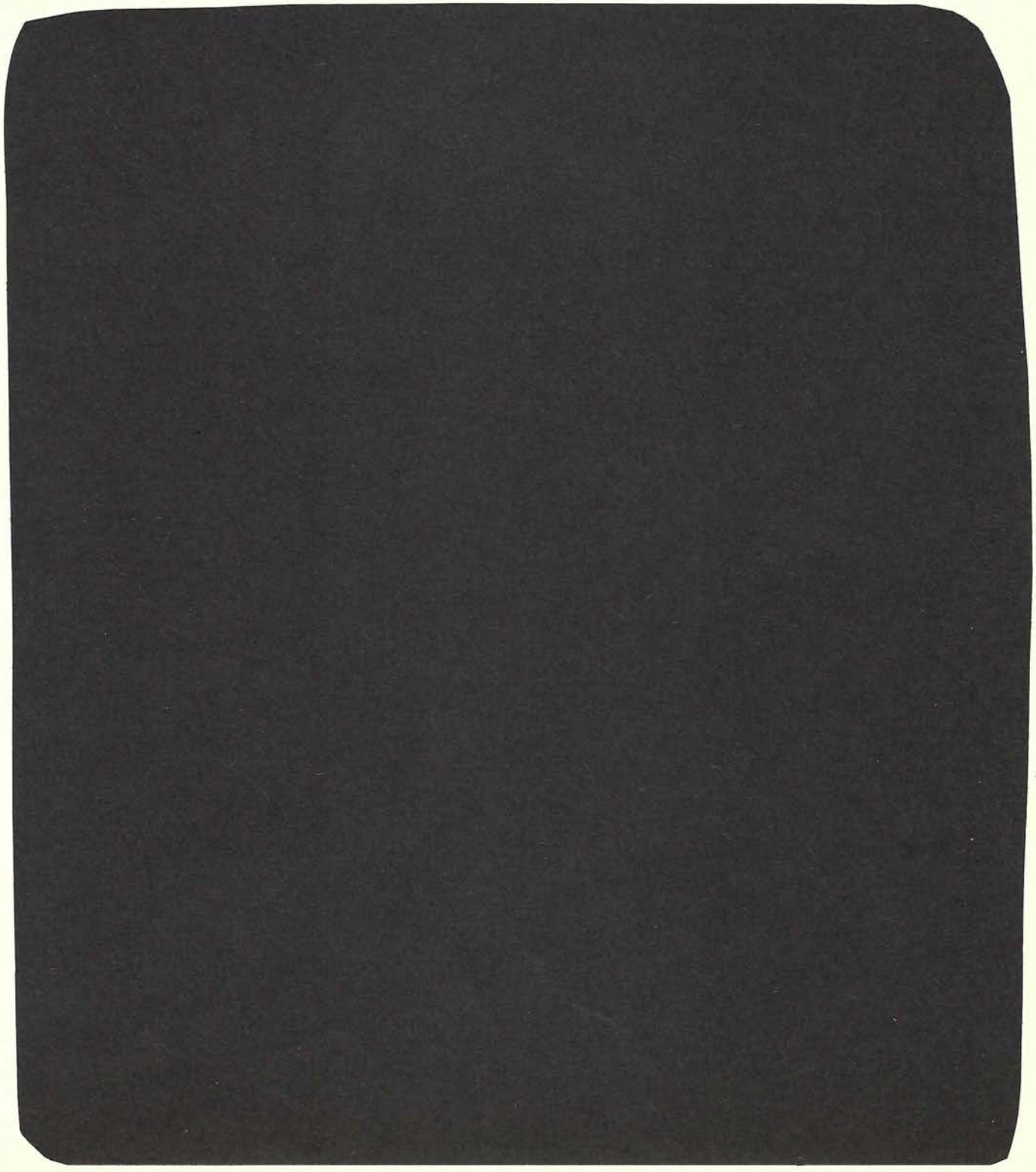


Ask student: WHICH DOG HAS THE MOST SPOTS? Then ask: WHICH DOG HAS THE FEWEST SPOTS?

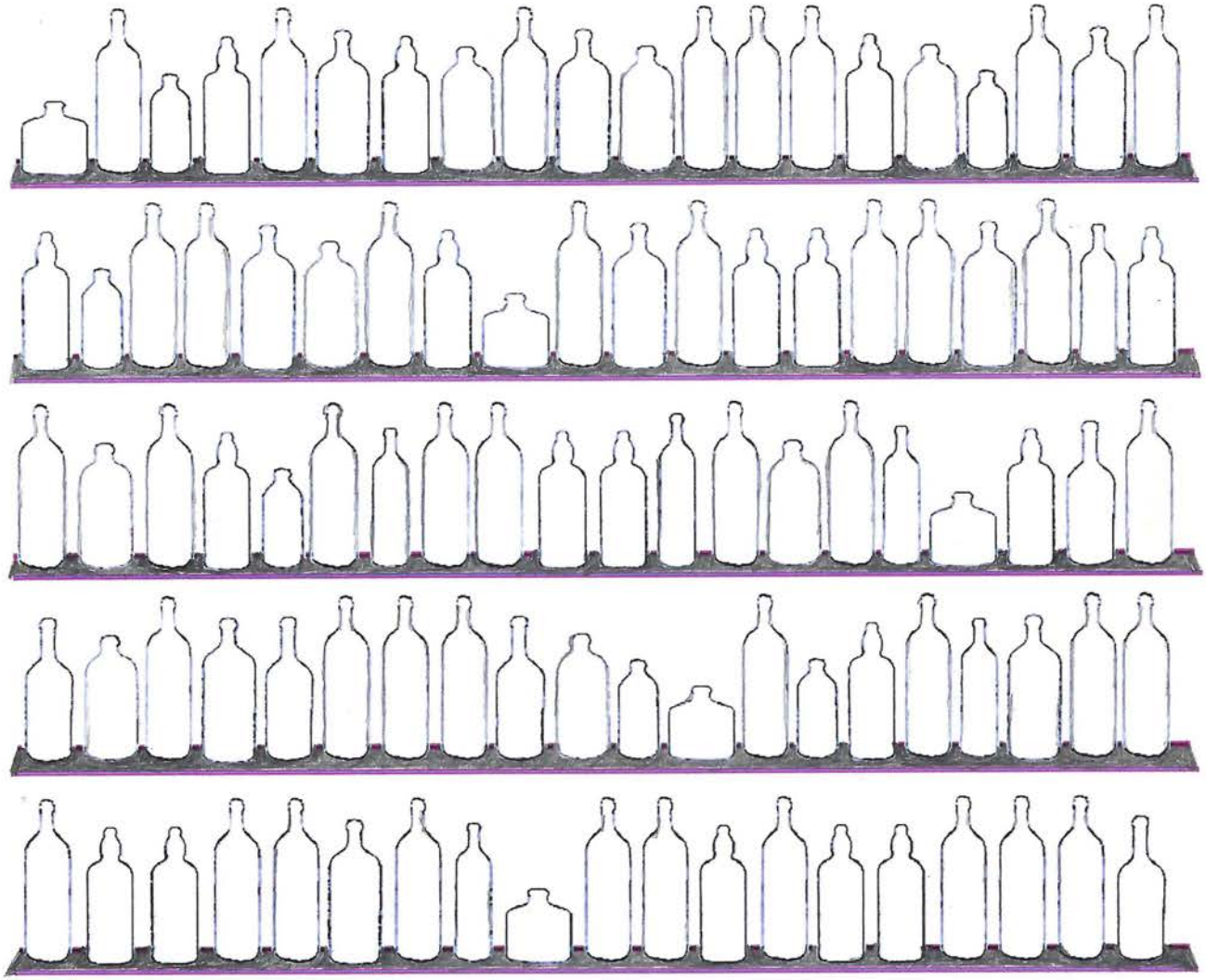
Have student point to the picture that has **5** buttons in it. Then have student point to the picture that has ONE MORE than **5** buttons in it. Next have student find and point to the picture that has ONE FEWER than **5** buttons in it.



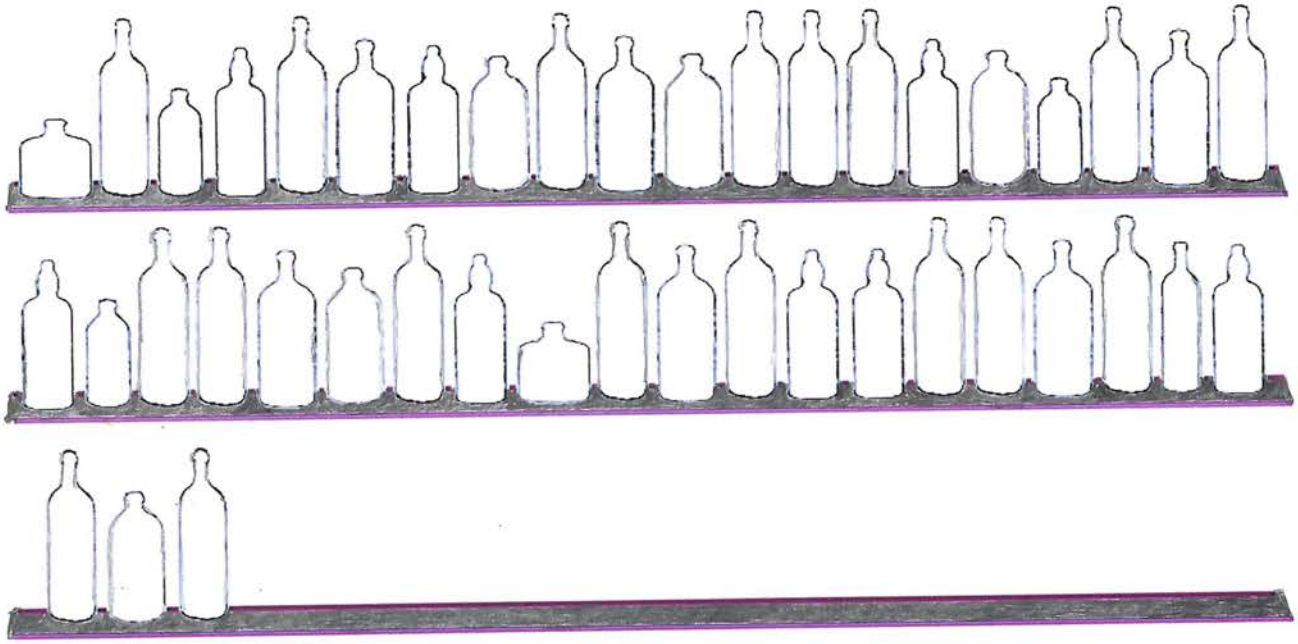
Tell student: CLOSE YOUR EYES AND COUNT OUT LOUD FROM 1 TO 20. Then ask student: WHAT NUMBER DID YOU SAY JUST BEFORE YOU SAID "20"?



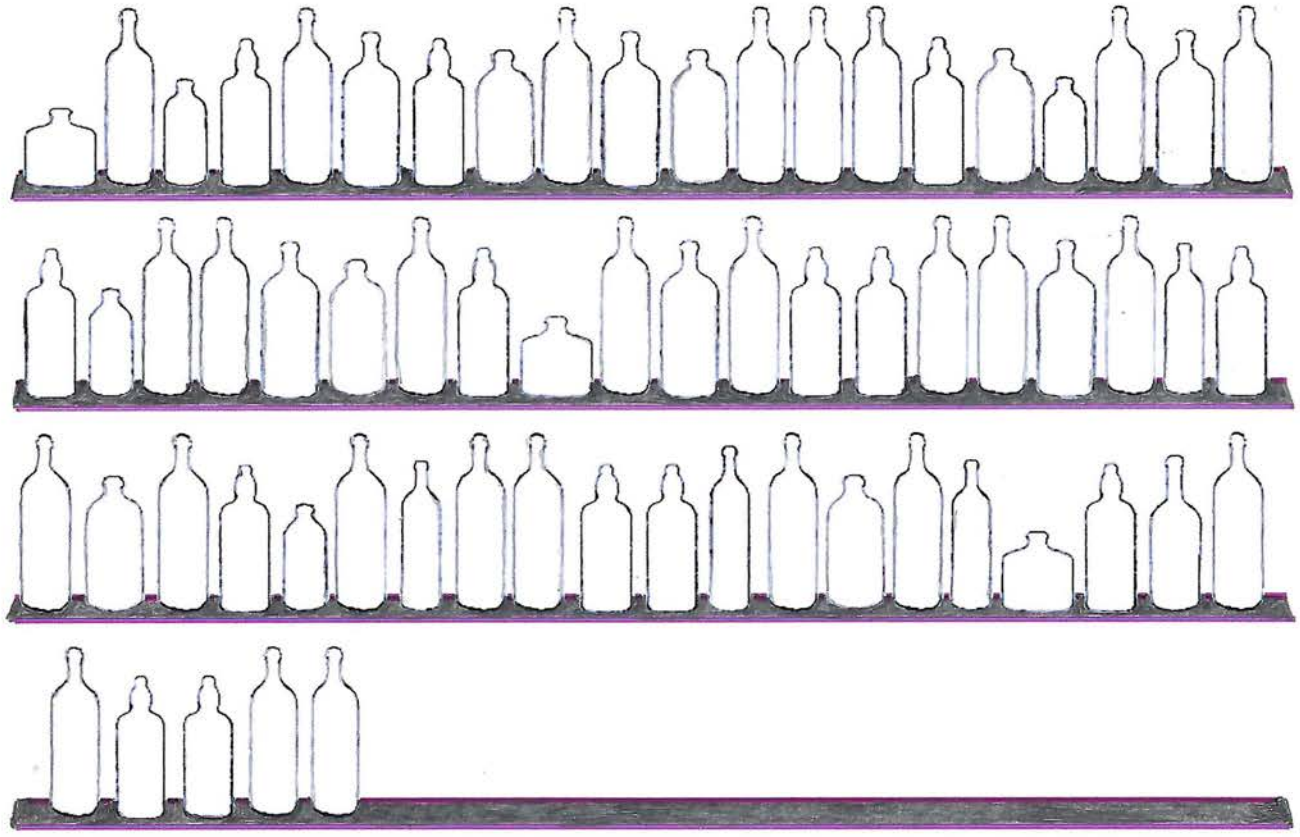
Ask student to imagine that there are 99 bottles on a wall. Then ask student: IF ONE OF THOSE 99 BOTTLES SHOULD HAPPEN TO FALL AND BREAK, HOW MANY BOTTLES WOULD BE LEFT ON THE WALL?



Inform student that there are 43 bottles in the picture on this page. Ask student: IF ONE OF THOSE 43 BOTTLES SHOULD HAPPEN TO FALL, HOW MANY BOTTLES WOULD BE LEFT? After student has answered, ask: AND IF ONE OF THOSE BOTTLES SHOULD HAPPEN TO FALL, HOW MANY BOTTLES WOULD BE LEFT ON THE WALL?



Inform student that there are 65 bottles in the picture on this page. Then ask student: IF 2 OF THOSE BOTTLES SHOULD HAPPEN TO FALL (ONE RIGHT AFTER THE OTHER), HOW MANY BOTTLES DO YOU THINK WOULD BE LEFT ON THE WALL?



Student will need a pencil. Tell student that there are 2 codes on this page. Inform student that the first code says: "Imagine there are 4 bottles on a wall, but 1 of them happens to fall." Inform student that the second code says: "Imagine there are 6 bottles on a wall, but 2 of them happen to fall." Explain that student should choose one of these codes and try to imagine the bottles it says to imagine. Then ask student: FOR THE CODE YOU CHOSE, HOW MANY BOTTLES WOULD BE LEFT ON THE WALL? Have student write the answer in the blue box.

1. $4 - 1 = \square$

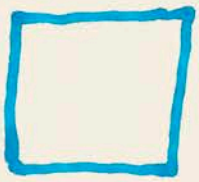
2. $6 - 2 = \square$

Student will need a pencil. Tell student that there are 3 codes on this page. Inform student that the first code means: "Imagine there are 5 bottles on a wall, but 2 of them happen to fall." Help student guess what the other codes mean. Ask student to pick one of the codes and imagine the bottles it says to imagine. Then ask student: FOR THE CODE YOU CHOSE, HOW MANY BOTTLES WOULD BE LEFT ON THE WALL? – Tell student to write the answer inside the blue box.

1. $5 - 2 = \square$

2. $3 - 1 = \square$

3. $7 - 2 = \square$



Student will need a pencil. Inform student that the first code means: "Imagine there are 8 bottles on a wall, but 2 of them happen to fall." Help student guess what the other codes mean. Have student imagine the bottles that each code says to imagine. For each code, ask student: HOW MANY BOTTLES WOULD BE LEFT ON THE WALL? — Tell student to write the answer inside the blue box that is next to the code.

1. $8 - 2 = \square$

2. $10 - 1 = \square$

3. $4 - 2 = \square$