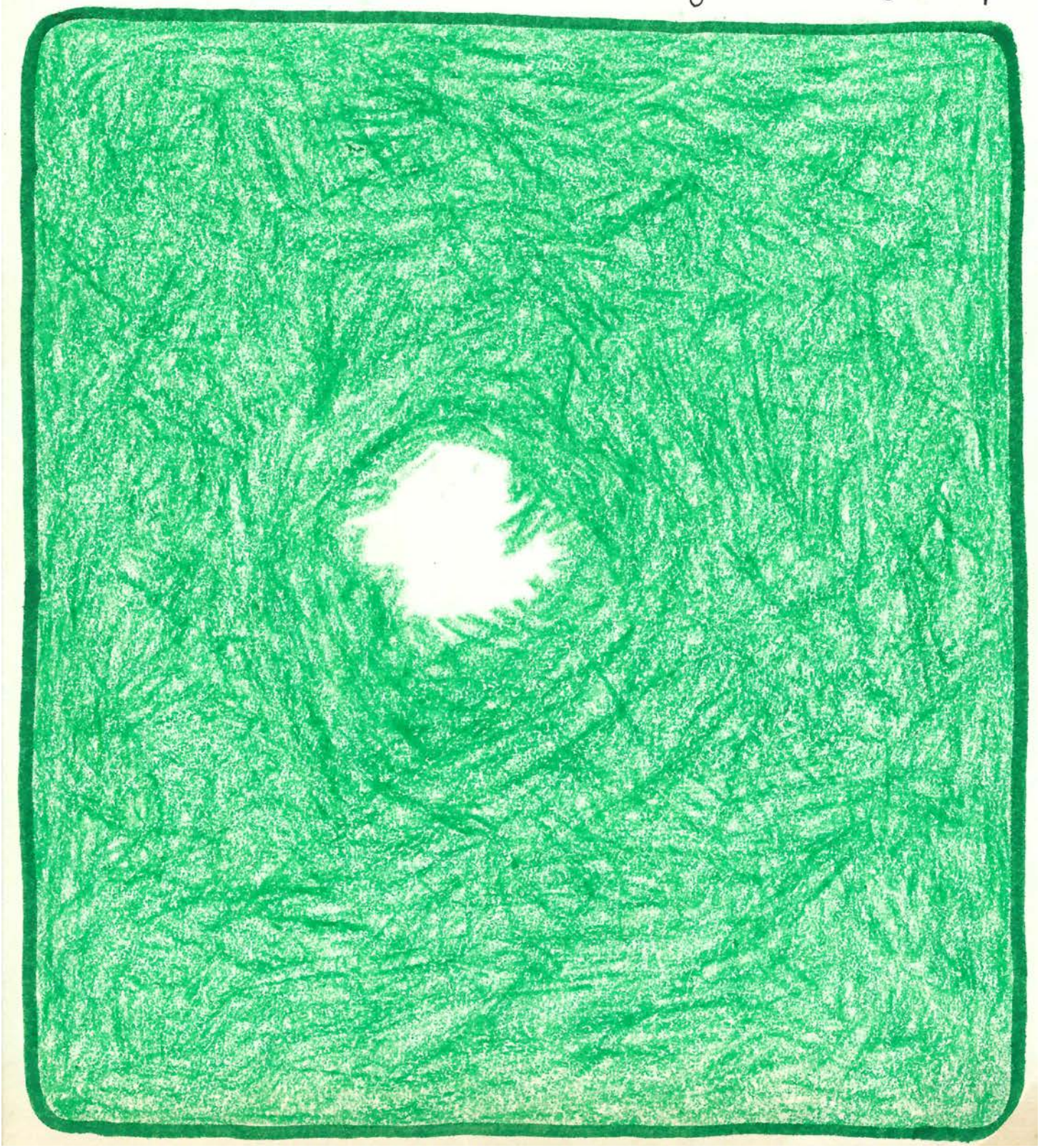
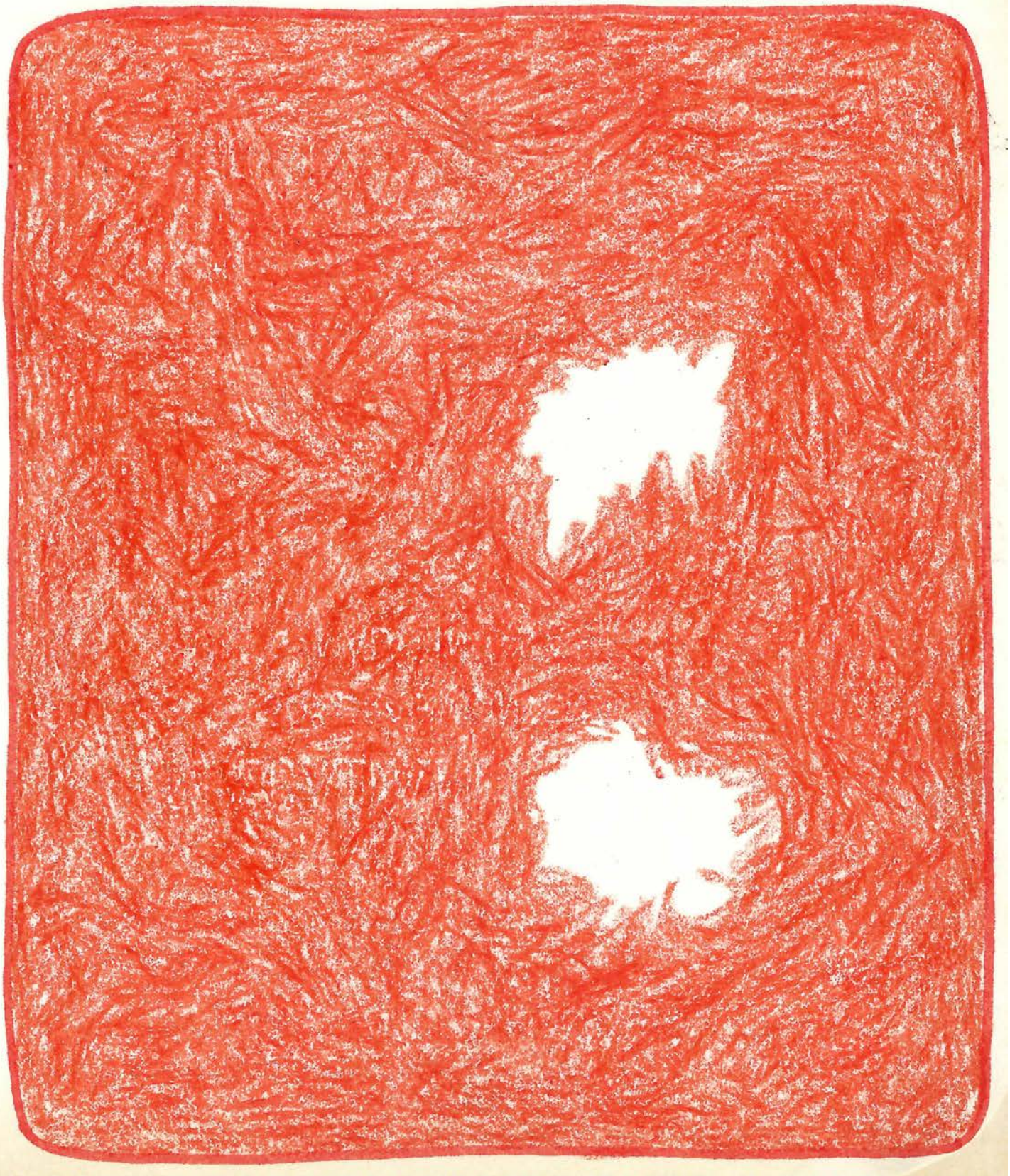
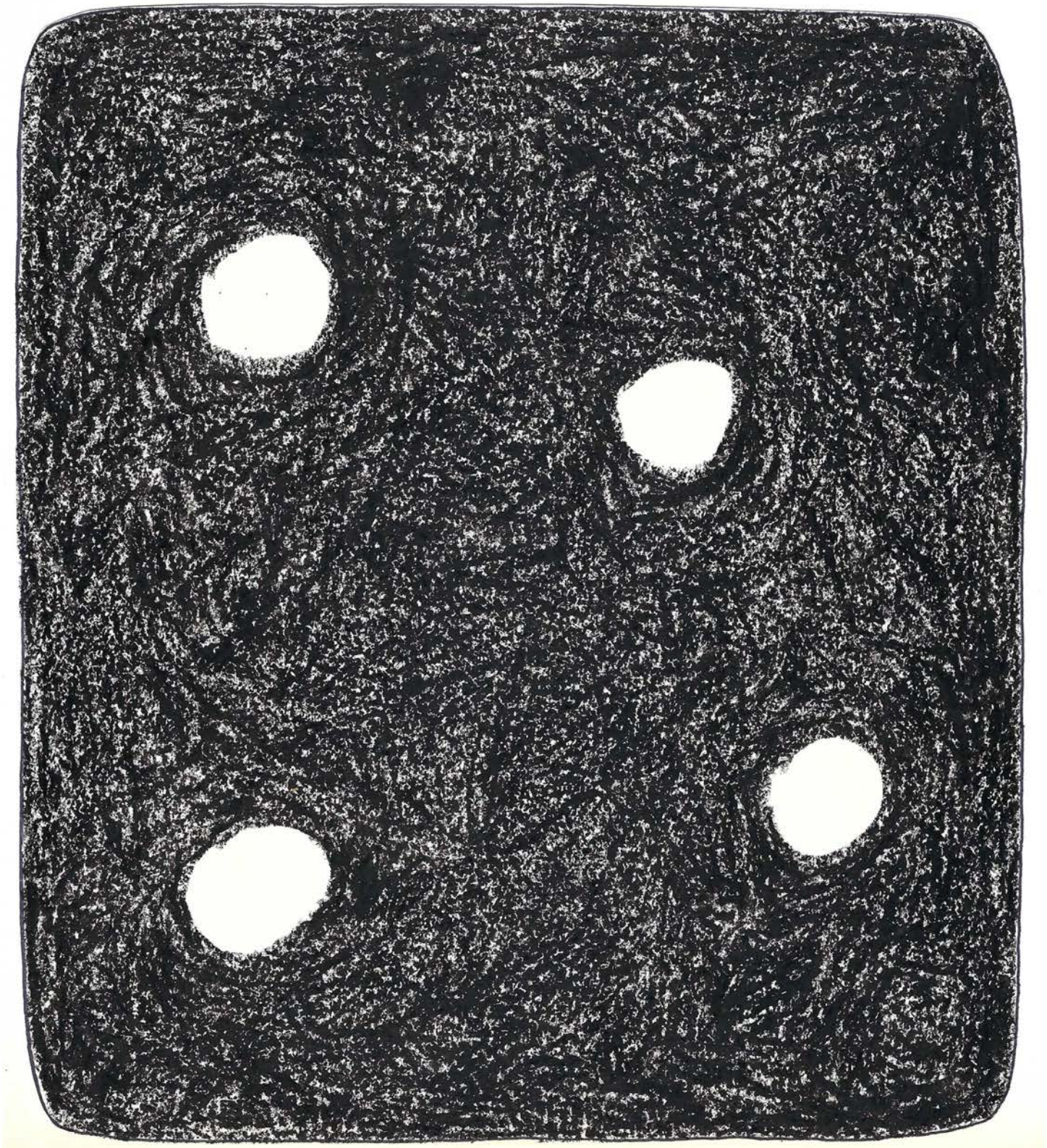
Student will need a green crayon. Direct student's attention to the white spot in the middle of the picture below. Tell student to color in the spot with a green crayon—tell student to keep coloring until the spot goes away.



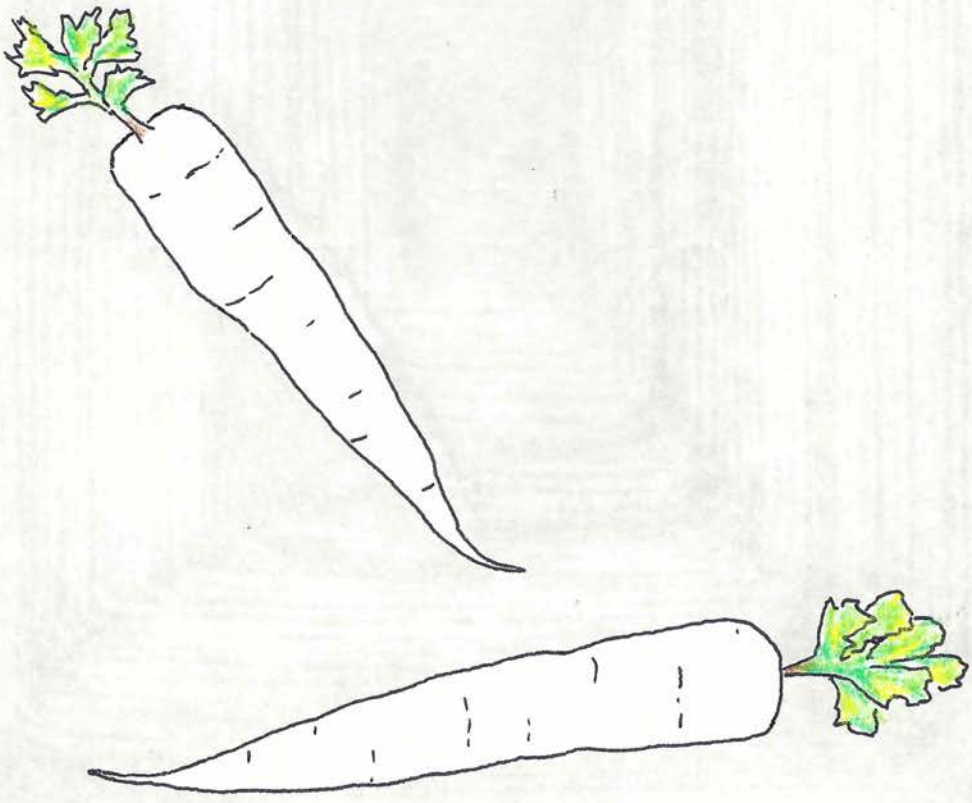
Student will need an orange crayon. Direct student's attention to the two white spots in the picture below. Tell student to color in both spots.



Student will need a black crayon. Ask student: HOW MANY WHITE SPOTS DO YOU SEE IN THIS PICTURE? Then tell student to color in all the spots.

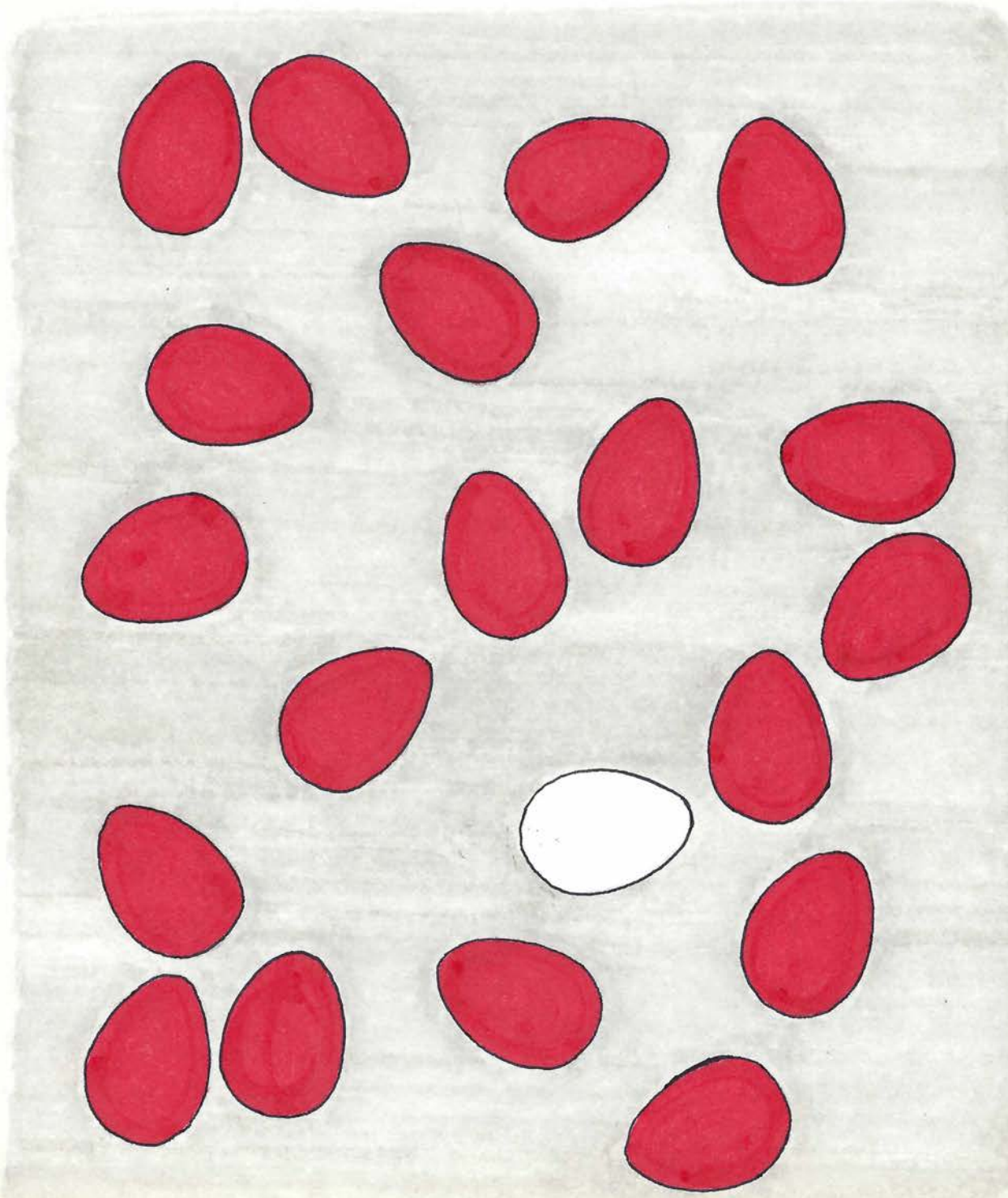


Student will need an orange crayon. Tell student to color both carrots orange.

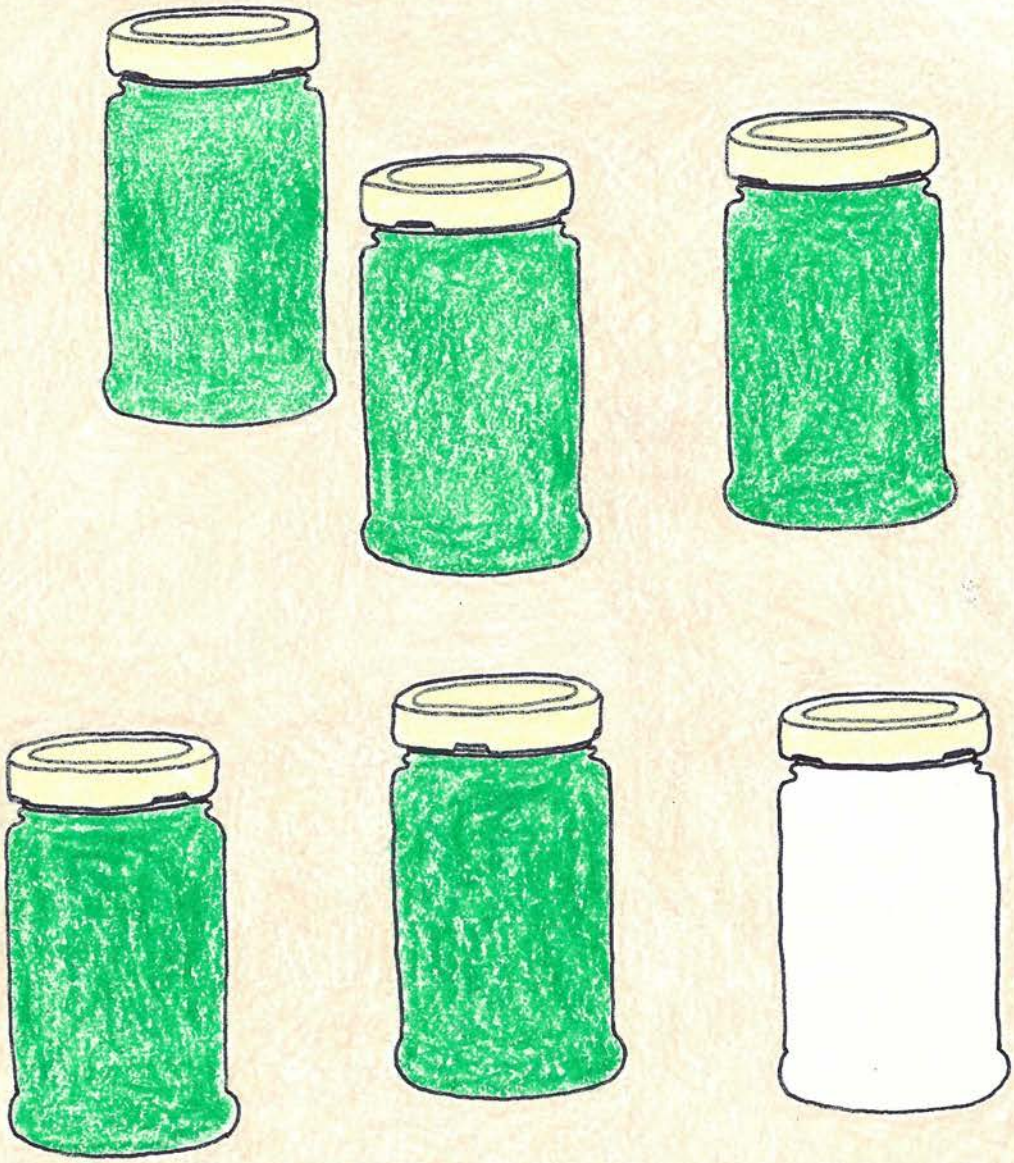


Student will need an orange crayon. Tell student to color all the flowers orange.

Student will need a red crayon. Ask student to look at the picture and find the white egg. Tell student to color this egg red.

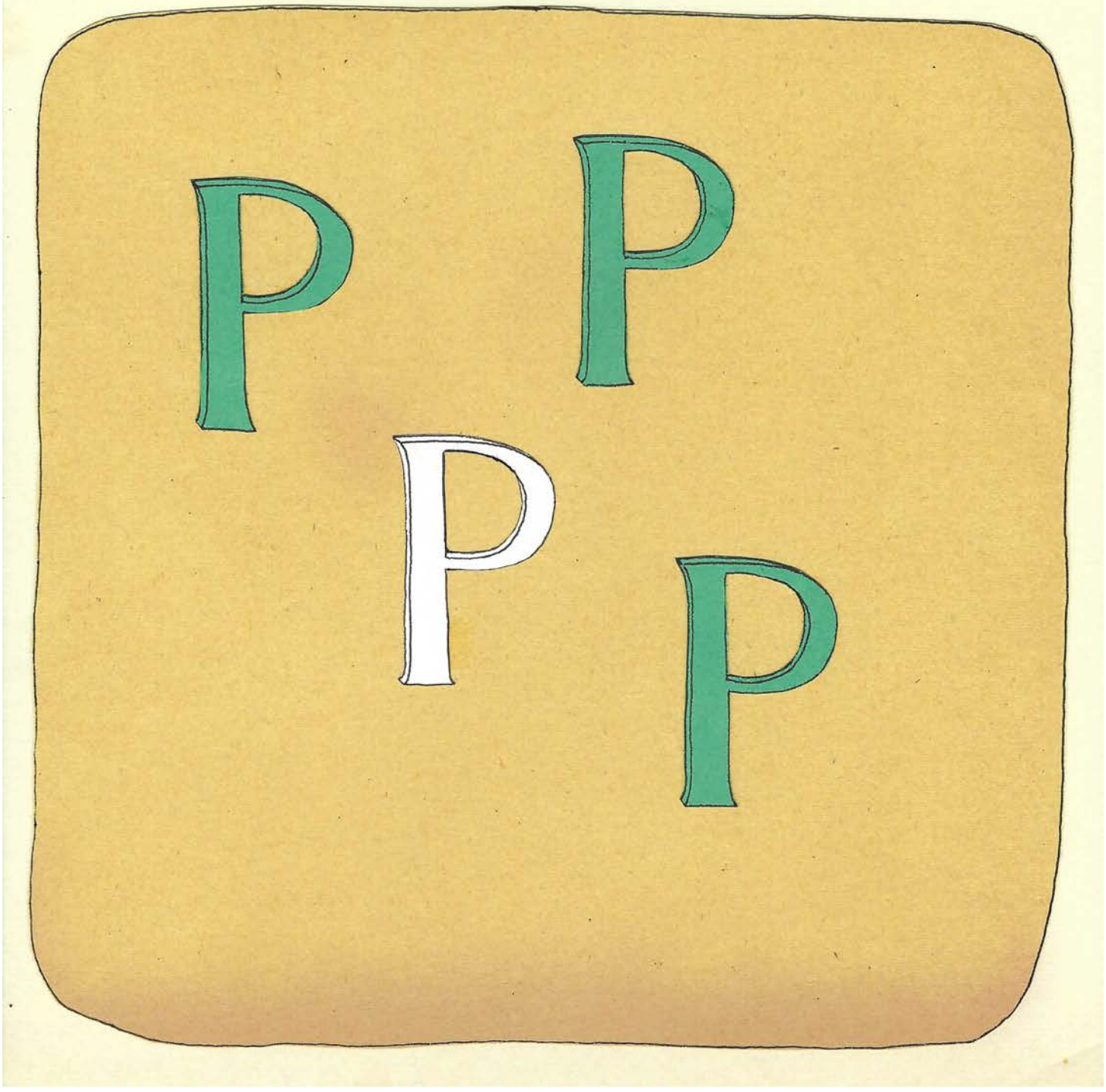


Student will need a green crayon. Ask student: HOW MANY OF THE JARS ARE GREEN? Tell student to find the jar that is not green—have student color it green. Afterwards, ask student: HOW MANY JARS ARE GREEN NOW?

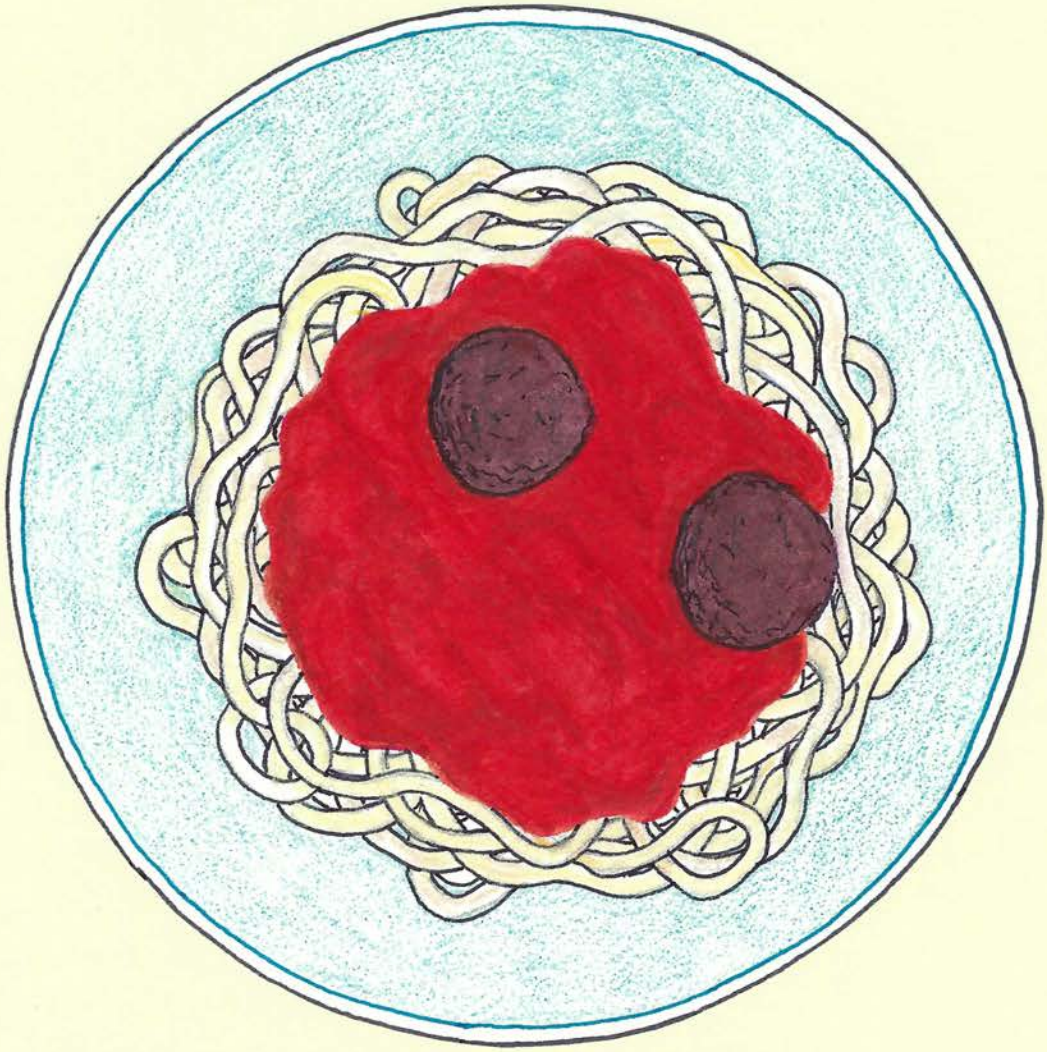


Student will need a red crayon. Ask student: HOW MANY BOTTLES ARE RED? Tell student to find the white bottles and to color them red. Afterwards, ask student: HOW MANY RED BOTTLES ARE THERE NOW?

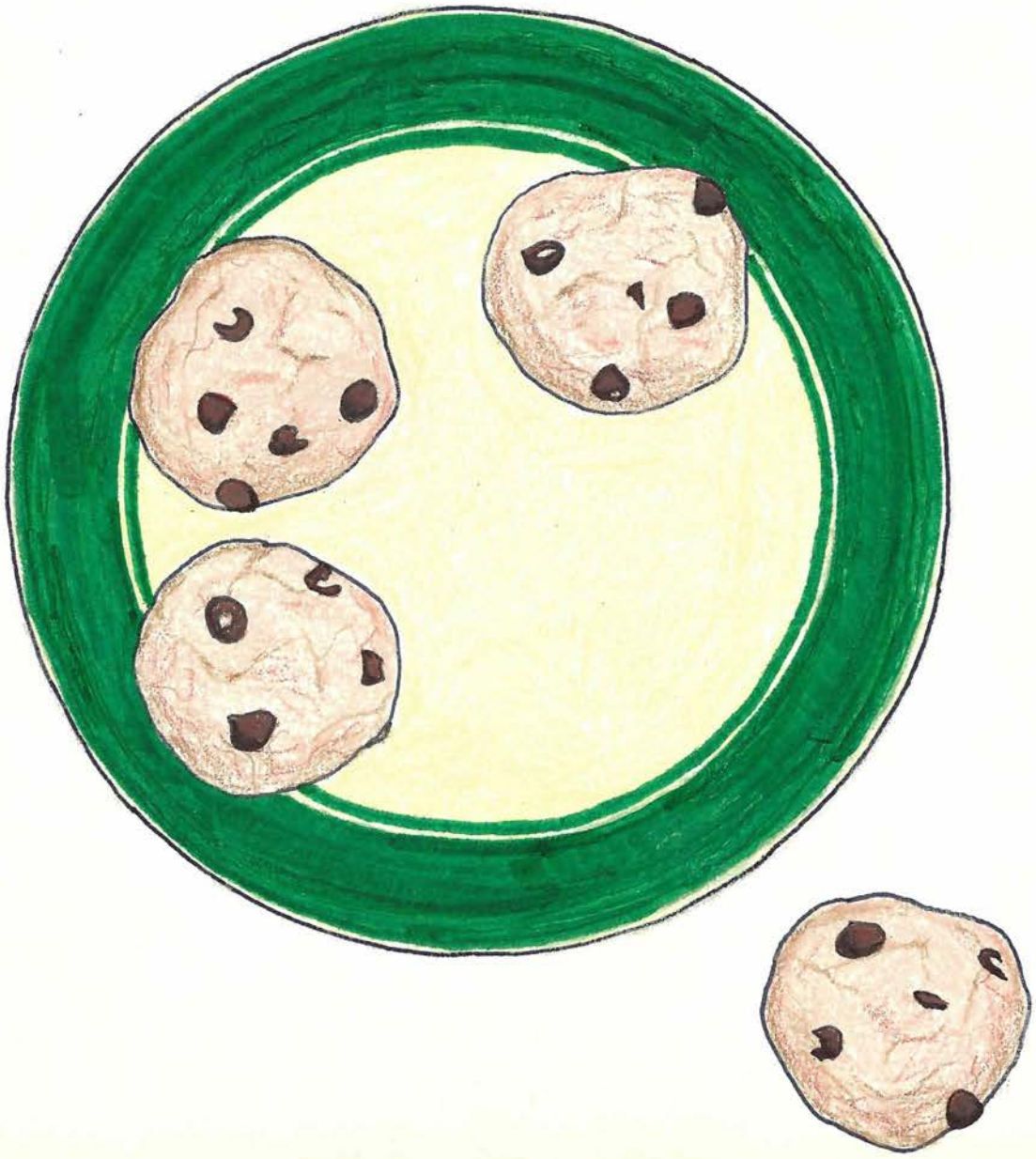
Student will need a green crayon. Ask student: HOW MANY P's ARE GREEN? Have student hold a green crayon, but do not have student color the white P green. Just ask student: IF YOU CHANGED THE WHITE P INTO A GREEN P, HOW MANY GREEN P's DO YOU THINK WOULD BE ON THIS PAGE? (If student's answer is satisfactory, student may put down the green crayon.)



Student will need scissors and glue. Ask student to find the meatball that fell off the plate. Direct student to cut out this meatball and to put it back on the plate. If student's response is satisfactory, the meatball may be glued down.

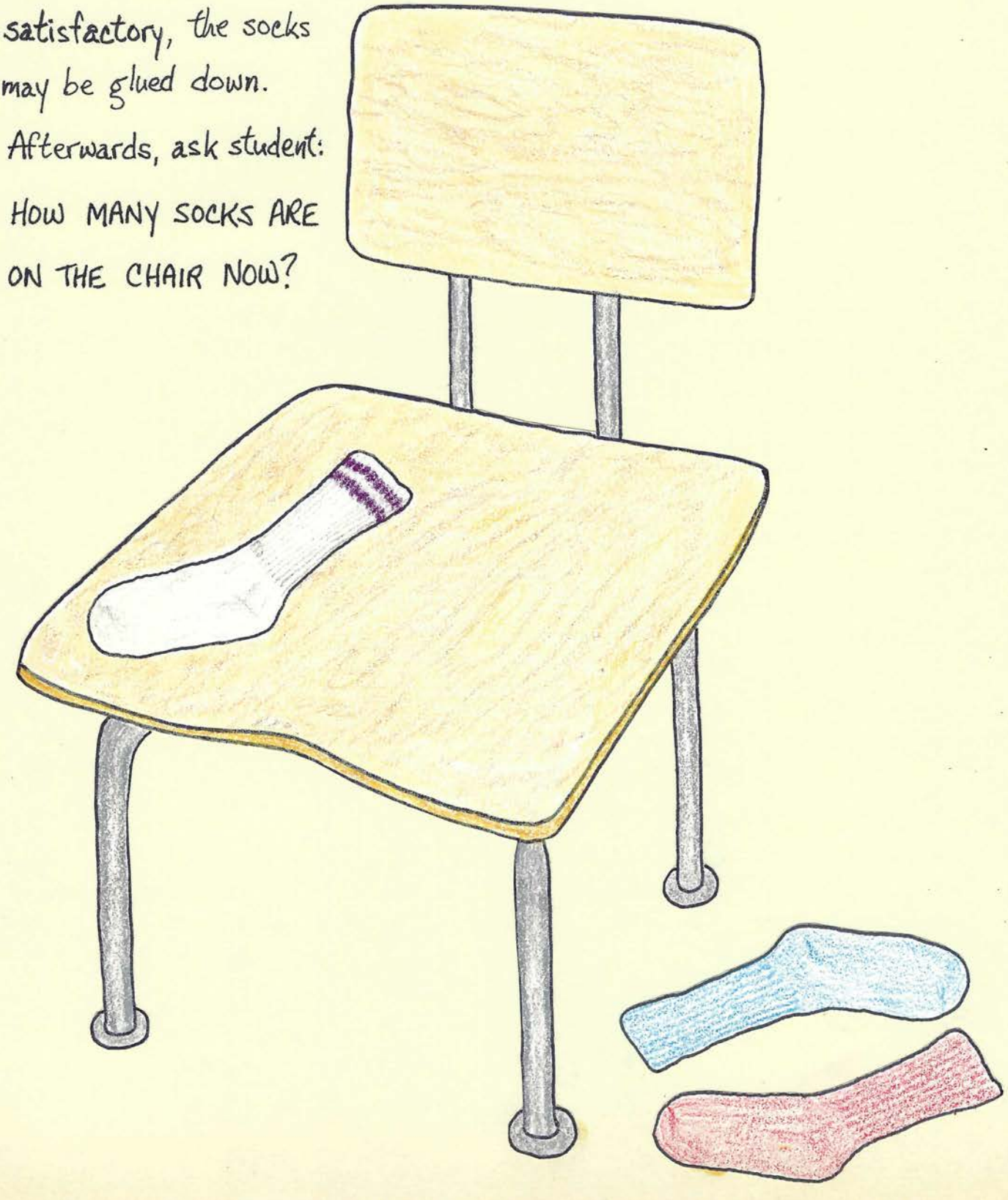


Student will need scissors and glue. Ask student to find the cookie that is not on the plate. Direct student to cut out this cookie and to put it on the plate. If student's response is satisfactory, the cookie may be glued down. Afterwards, ask student: HOW MANY COOKIES ARE ON THE PLATE NOW?

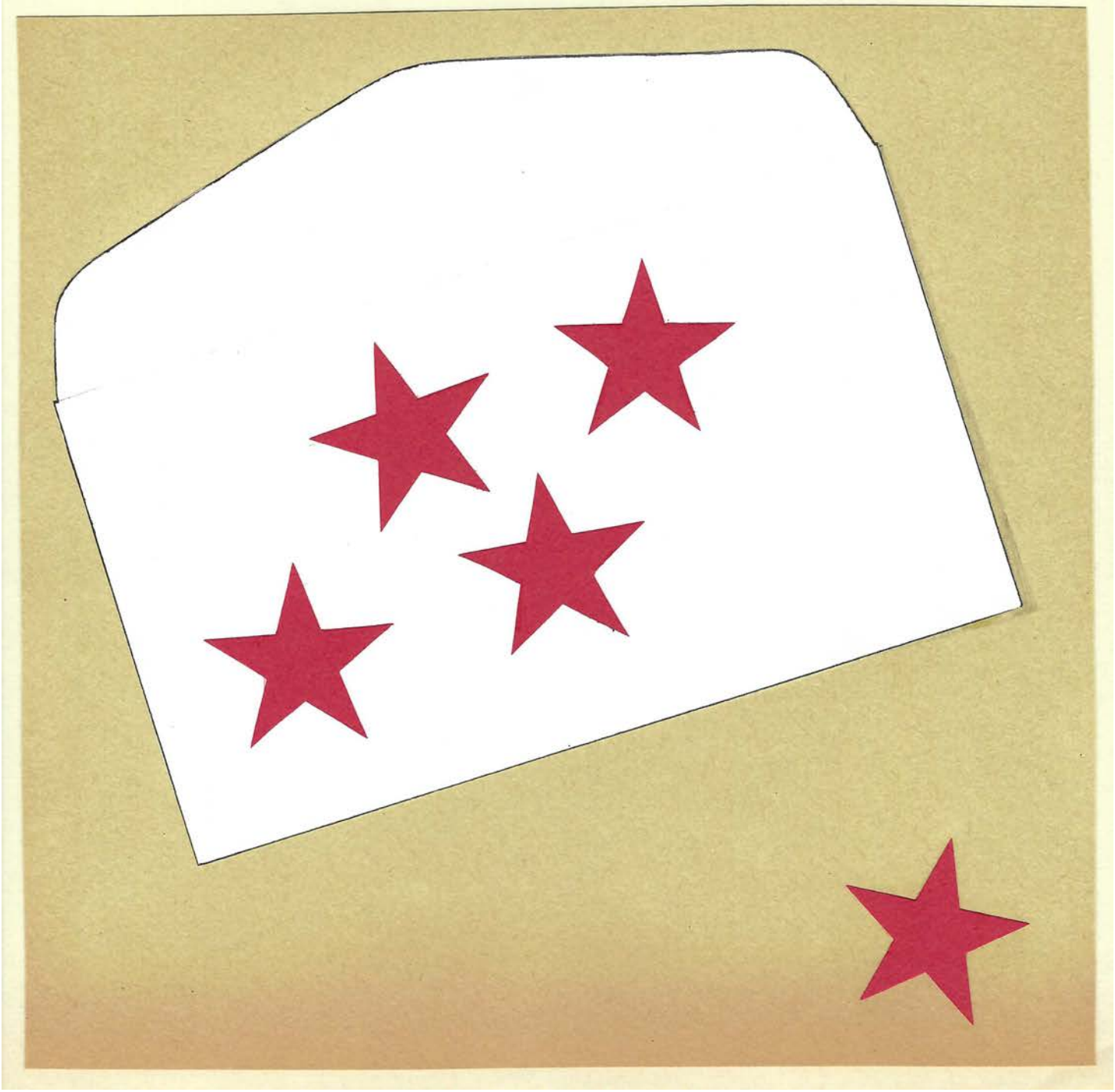


Student will need scissors and glue. Ask student: HOW MANY SOCKS ARE ON THE CHAIR? Then have student cut out the red sock and the blue sock and put both socks on the chair. If student's response is satisfactory, the socks may be glued down.

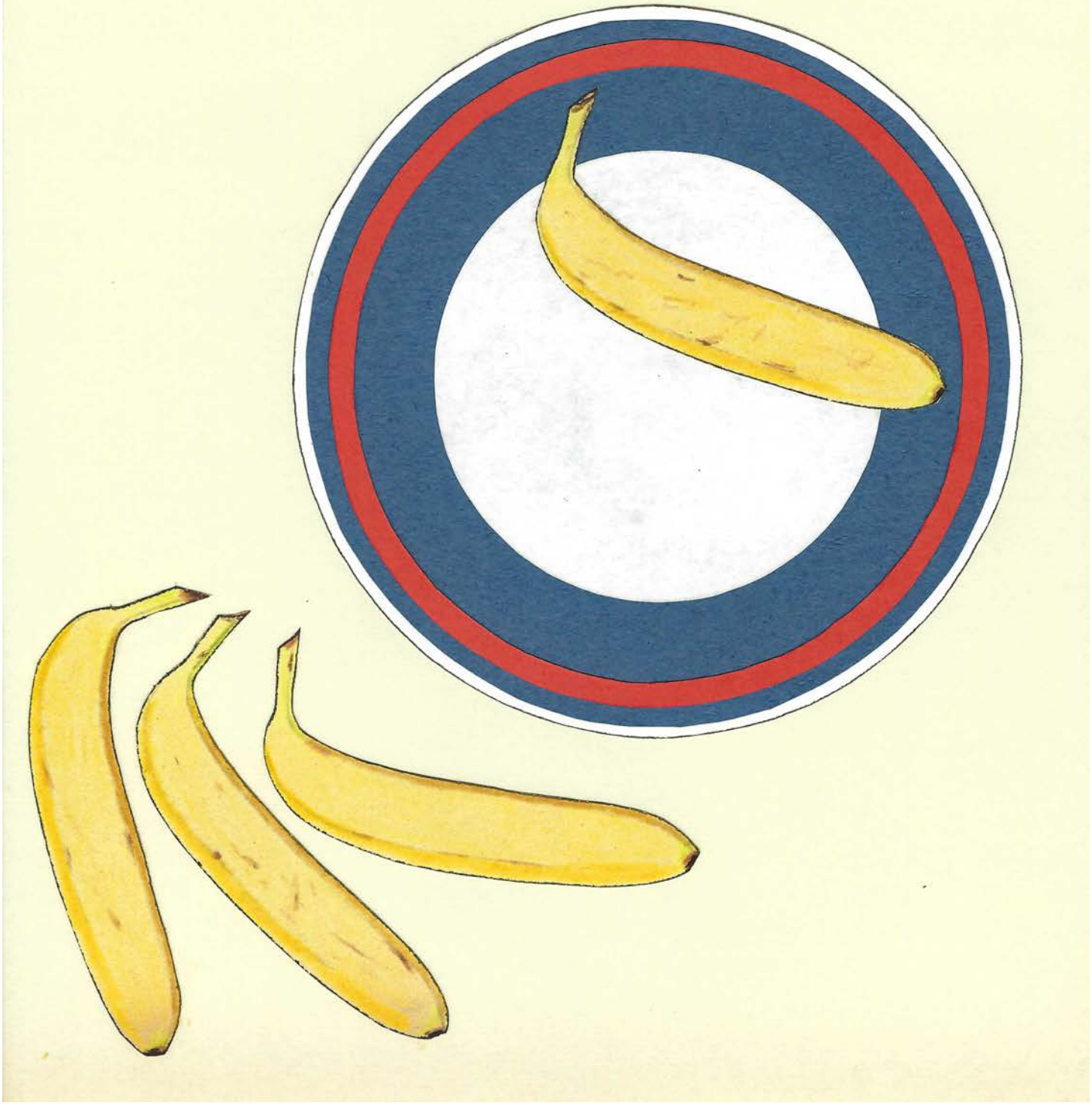
Afterwards, ask student: HOW MANY SOCKS ARE ON THE CHAIR NOW?



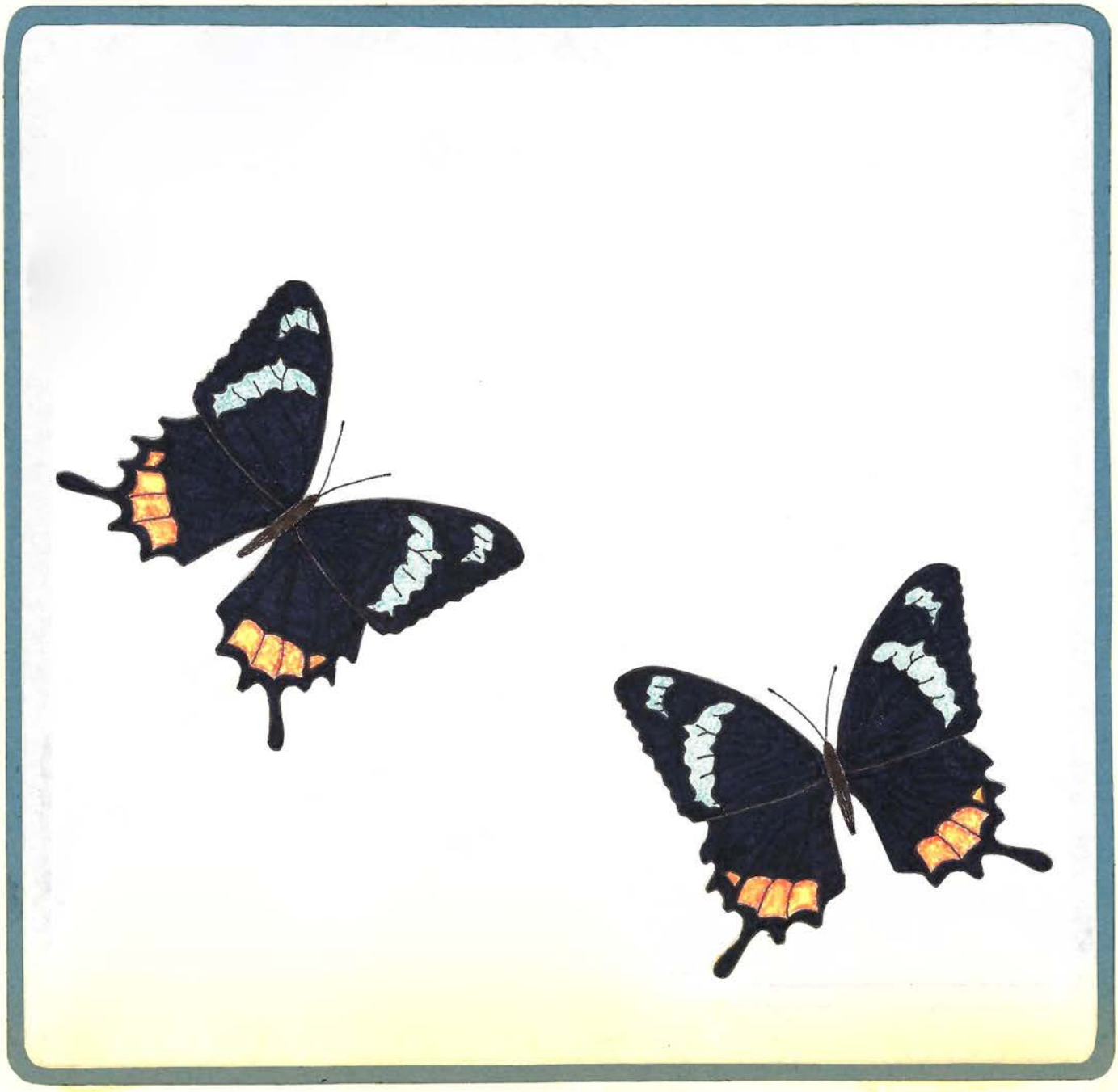
Student will need scissors. Direct student to find the red star that is not on the envelope. Have student hold the scissors, but do not have student cut out the star. Just ask student: IF YOU MOVED THE STAR ONTO THE ENVELOPE, HOW MANY STARS DO YOU THINK WOULD BE ON THE ENVELOPE? (If student's answer is satisfactory, student may put down the scissors.)



Student will need scissors. Have student hold the scissors. Direct student's attention to the three bananas that are not on the plate. Ask student: IF YOU MOVED THESE THREE BANANAS ONTO THE PLATE, HOW MANY BANANAS DO YOU THINK WOULD BE ON THE PLATE? (If student's answer is satisfactory, student may put down the scissors.)

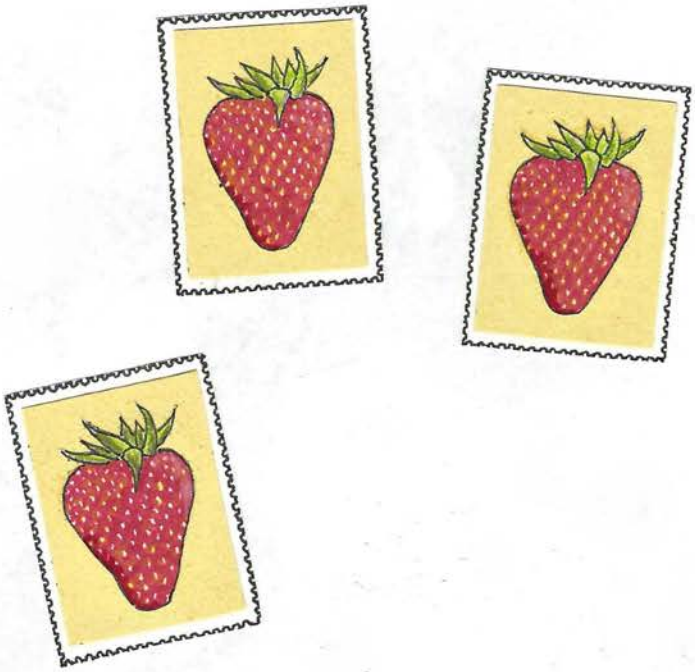


Student will need sunlight or a bright indoor light. Tell student that there is another butterfly on the next page of this book — have student turn the page and look. Then inform student that it is possible to see all the butterflies at once. Help student to hold this page away from the rest of the book and to let a bright light shine right through the paper the page is printed on. Ask student: CAN YOU SEE THREE BUTTERFLIES?

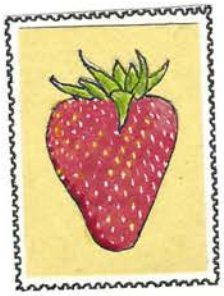


(See previous page for instructions.)

Student will need sunlight or a bright interior light. Inform student that there are two strawberry stamps on the next page of this book — have student turn the page and look. Then have student let a bright light shine through the paper this page is printed on, and ask student: ALTOGETHER, HOW MANY STRAWBERRY STAMPS CAN YOU SEE NOW?



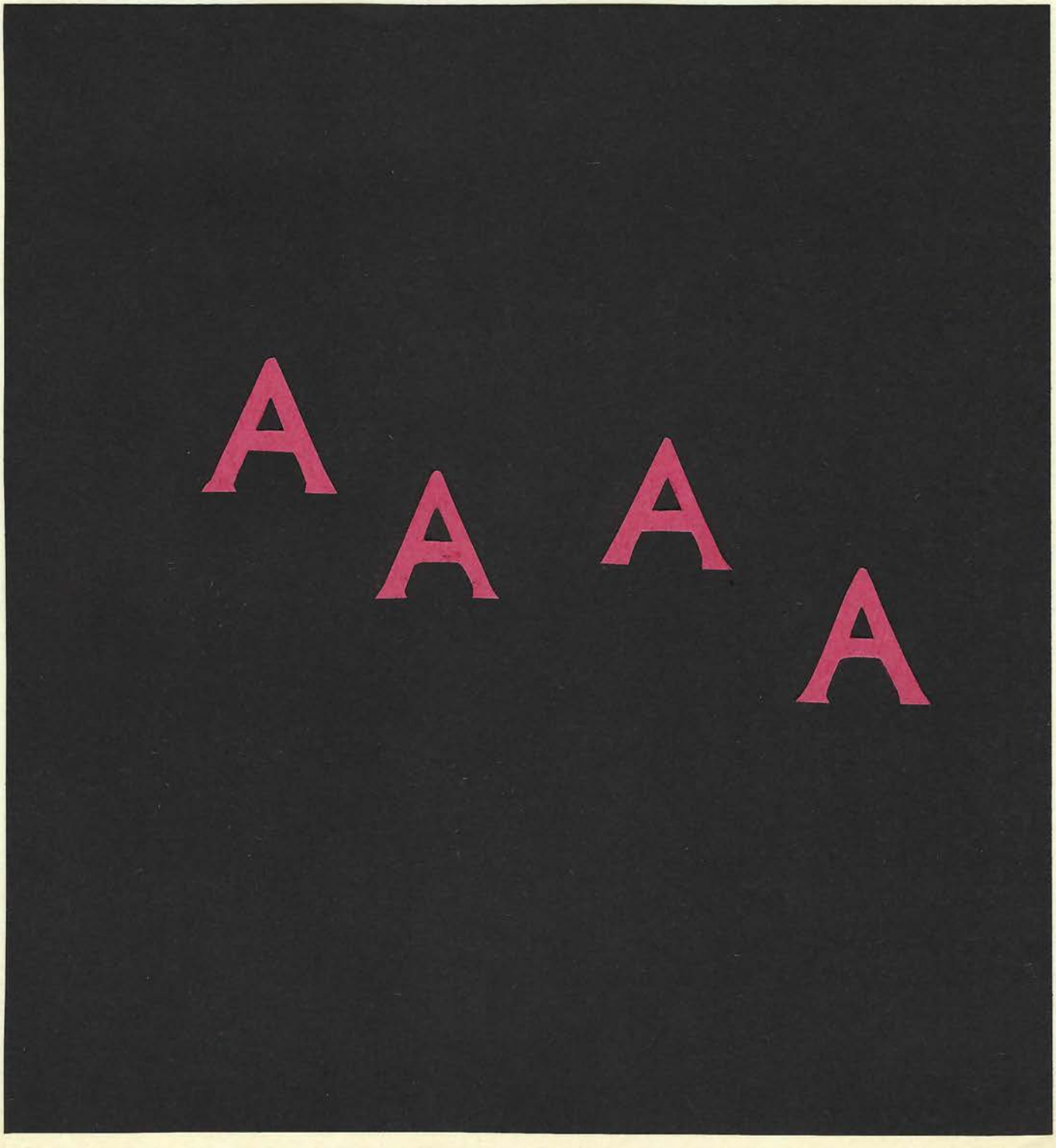
(See previous page for instructions.)



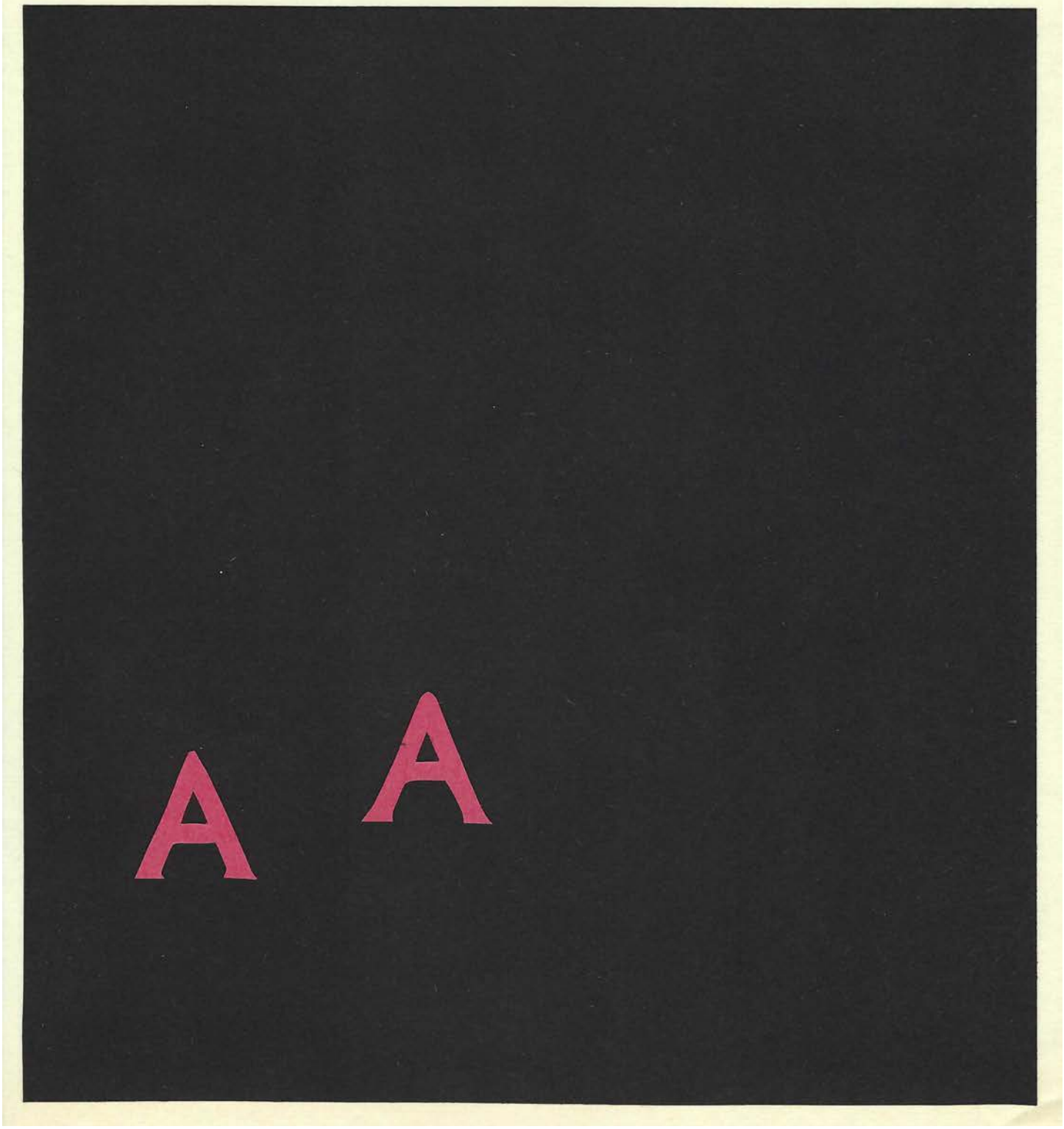
Student will need sunlight or a bright interior light. Inform student that there is another star on the next page of this book — have student turn the page and look. Do <u>not</u> have student shine a bright light through the paper this page is printed on. Just ask student: IF YOU LET LIGHT SHINE THROUGH THIS PAGE, HOW MANY STARS DO YOU THINK YOU WOULD SEE? After student has answered the question, have student hold up this page in front of a bright light.

(See previous page for instructions.)

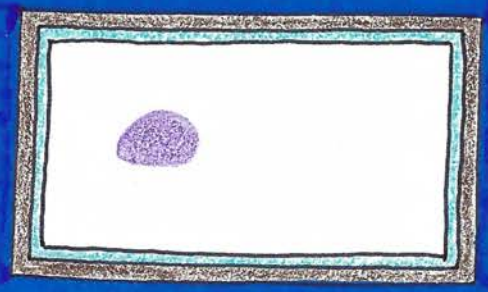
Student won't need anything. Inform student that there are some more red A's on the next page of this book— have student turn the page and look. Do <u>not</u> have student shine a bright light through the paper this page is printed on. Just have student look at both pages, and ask student: ALTOGETHER, HOW MANY RED A's DO YOU THINK THERE ARE?



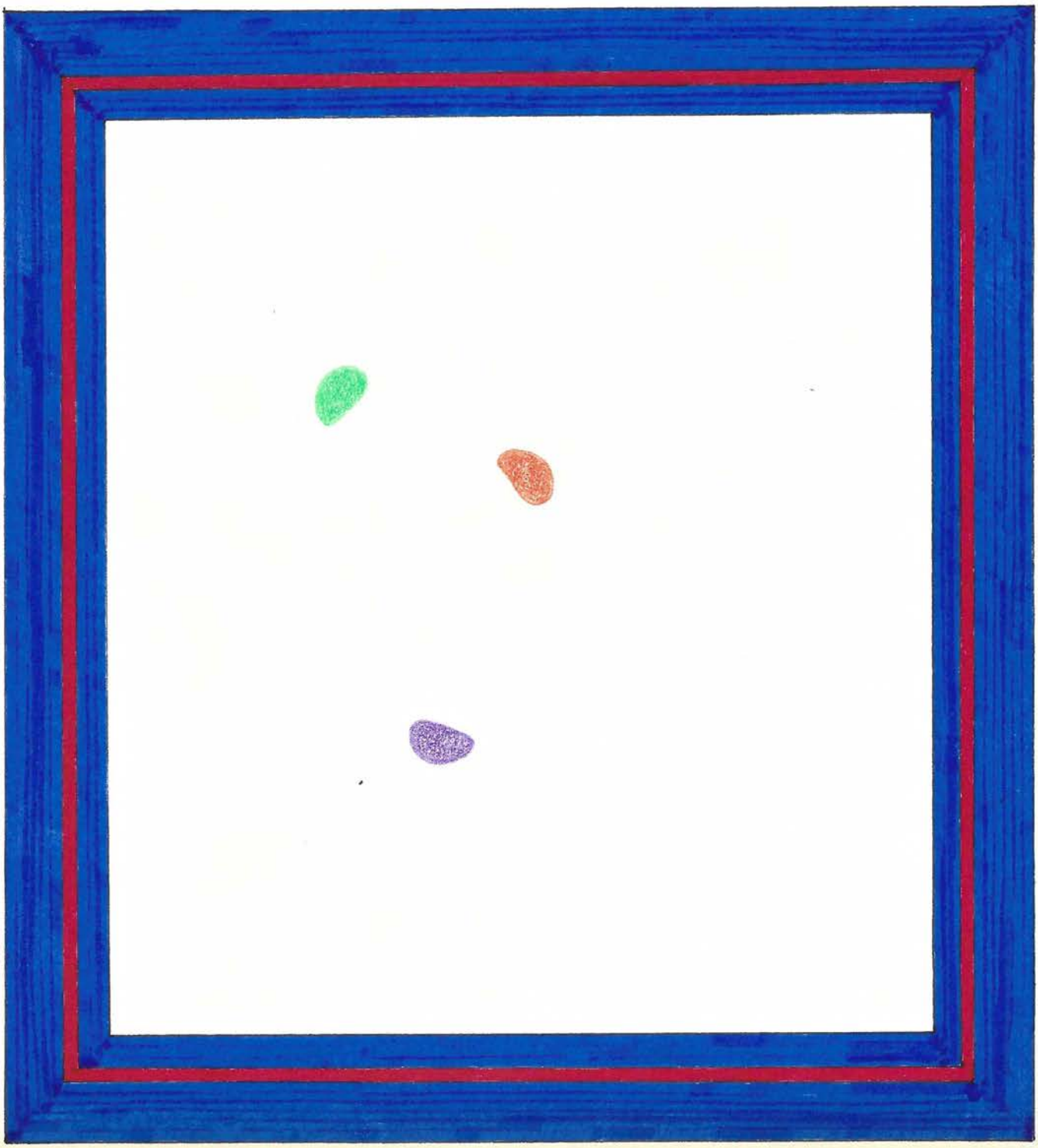
(See previous page for instructions.)



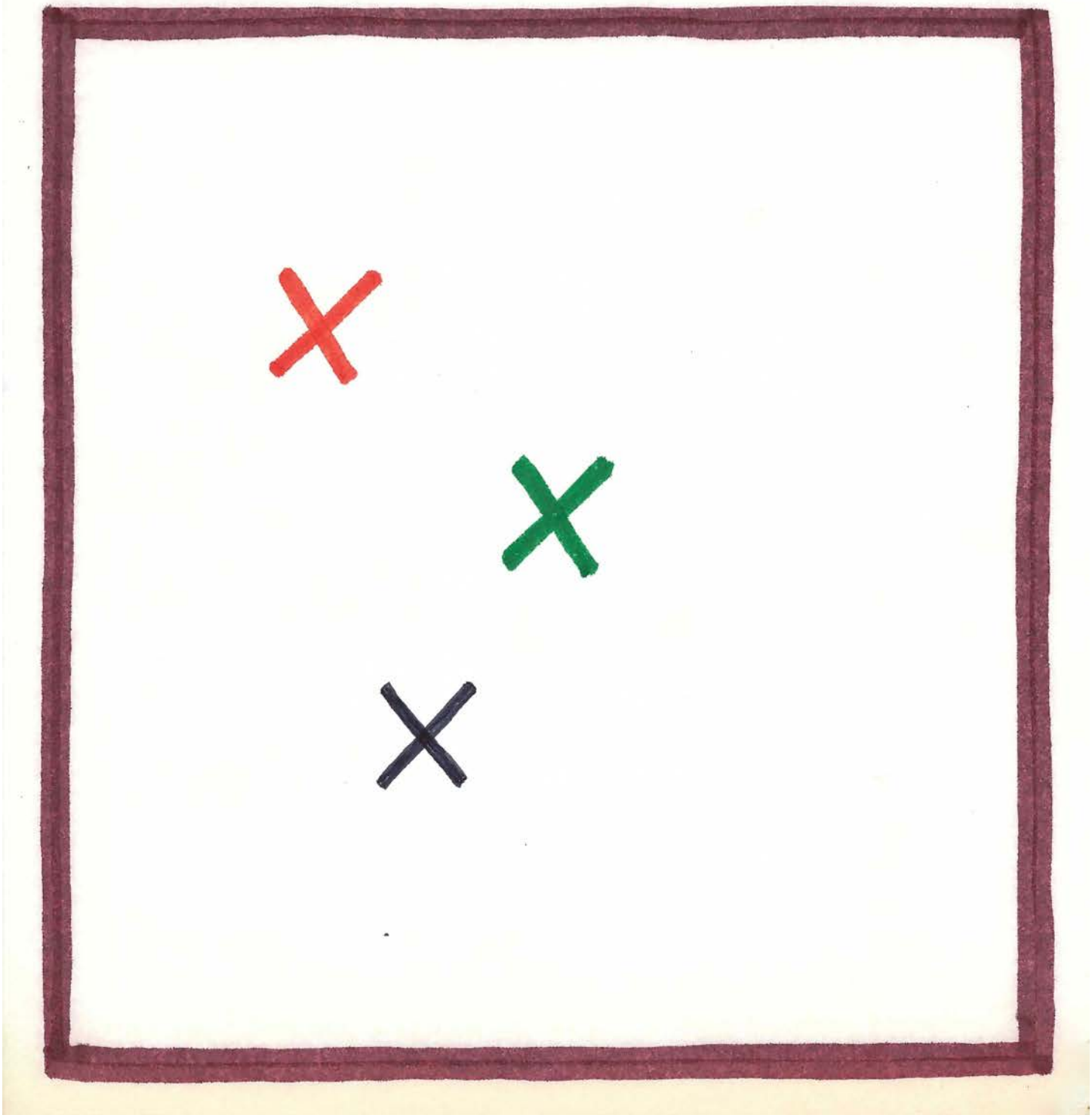
Student will need an orange crayon. Direct student's attention to the purple jellybean in the picture below. Tell student to draw an orange jellybean right next to the purple jellybean. Afterwards, ask student:
HOW MANY JELLYBEANS ARE IN THE PICTURE NOW?



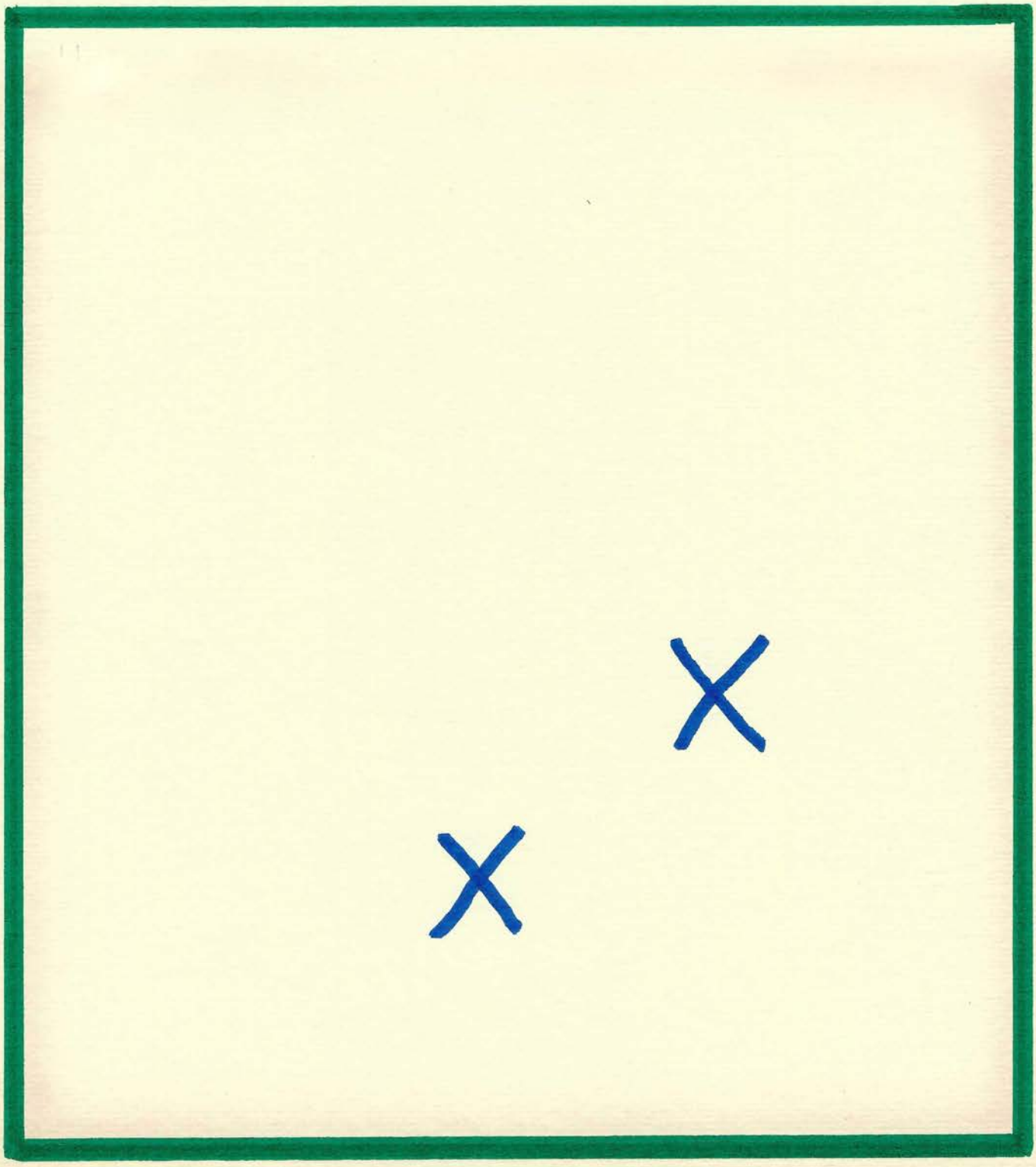
Student will need a red crayon. Ask student: HOW MANY JELLYBEANS ARE IN THIS PICTURE? Tell student to draw a red jellybean somewhere – anywhere – in the picture. Afterwards, ask student: HOW MANY JELLYBEANS ARE IN THE PICTURE NOW?



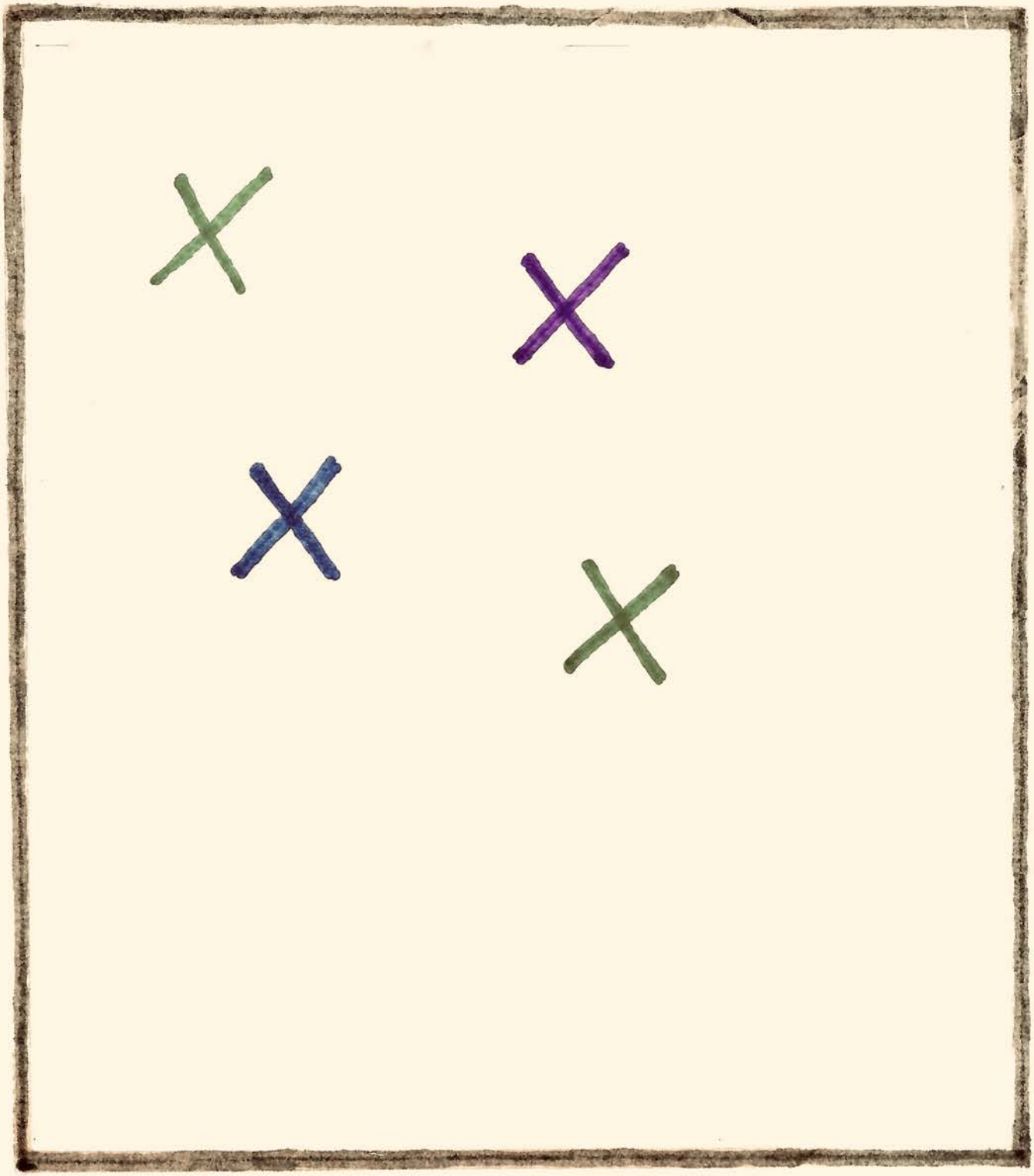
Student will need a red crayon and a blue crayon. Tell student to make a red X somewhere in this picture. Then have student make a blue X somewhere in the picture. Afterwards, ask student: HOW MANY X's ARE IN THE PICTURE NOW?



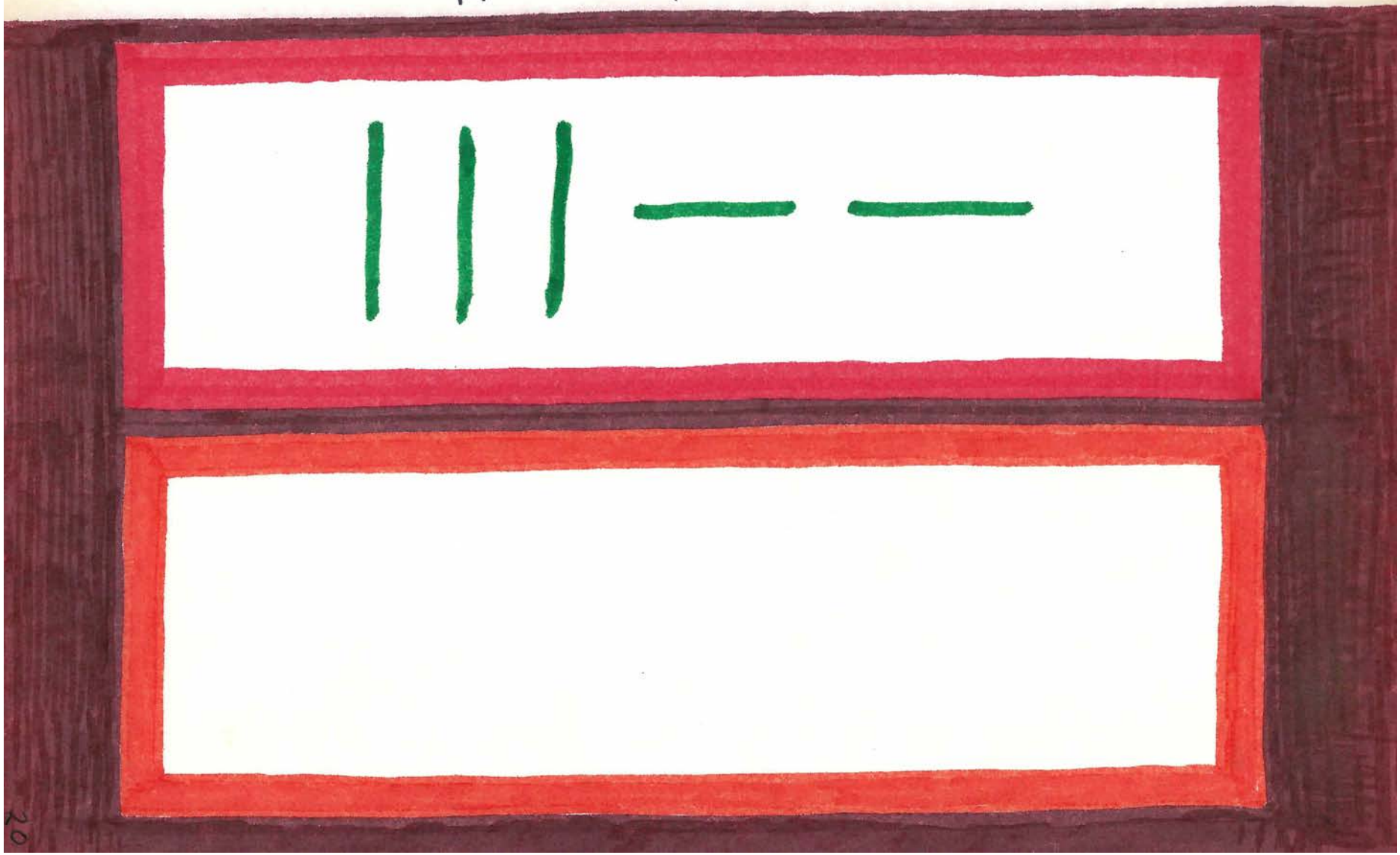
Student will need a red crayon. Tell student to draw 2 red X's somewhere in this picture. Afterwards, ask student: HOW MANY X's ARE IN THE PICTURE NOW?



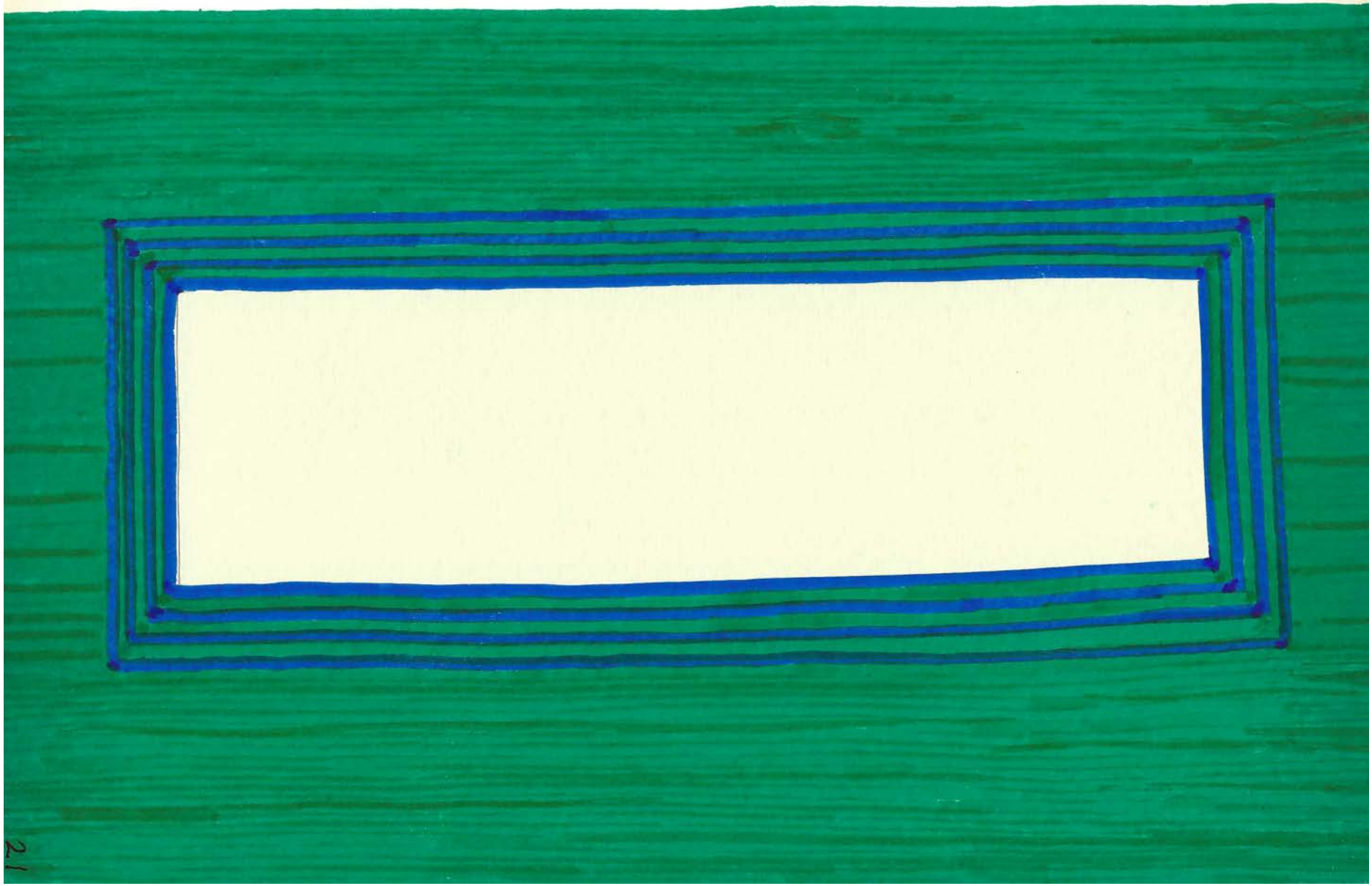
Student will need an orange crayon. Tell student to draw three orange X's in this picture. Afterwards, ask student: HOW MANY X's ARE IN THE PICTURE NOW?



Student will need a green crayon. Tell student to look at the top picture. Inform student that the top picture shows 3 string beans standing up and 2 string beans lying down. Ask student: ALTOGETHER, HOW MANY STRING BEANS ARE IN THE TOP PICTURE? Then have student draw a copy of the top picture inside the bottom frame.

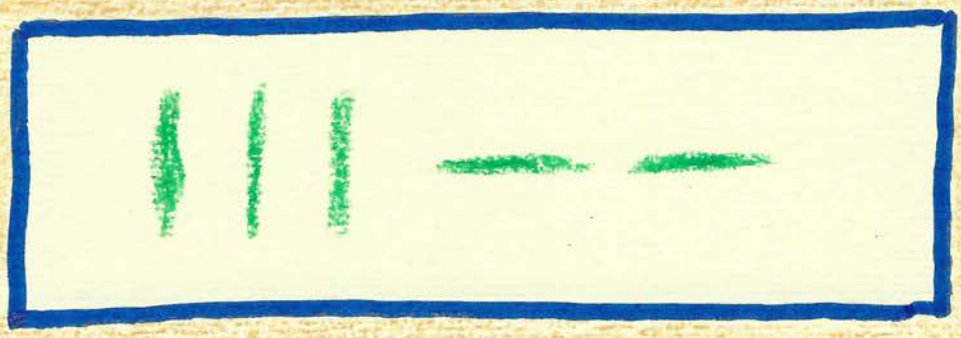


Student will need a green crayon. Have student draw a picture of two string beans standing up. In the same picture, tell student to draw one string bean lying down. Afterwards, ask student: ALTOGETHER, HOW MANY STRING BEANS ARE IN THE PICTURE?



Student will need a green crayon. Inform student that the codes on this page are ADDITION PROBLEMS. Call student's attention to the famous "plus" signs that are the trademark of this type of problem. Tell student that the "answer" to each problem is a number and that an excellent way to get the right answer is to draw stringbeans. Have student draw a number of standing-up stringbeans to correspond to the first number in the code. Next have student draw lying-down stringbeans for the second number in the code. Then have student count all the stringbeans in the picture and write this number under the line in the code. (Note that somebody seems to have done the first problem already.)

$$\begin{array}{r} 3 \\ +\,2 \\ \hline 5 \end{array}$$

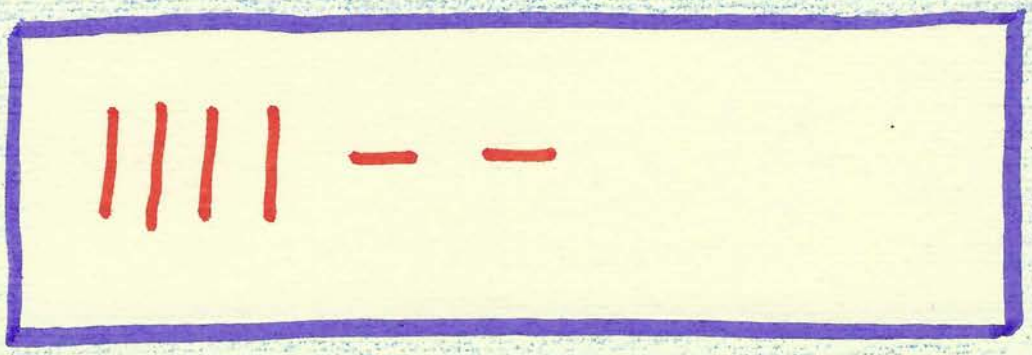


$$\begin{array}{r} 2 \\ +\,4 \\ \hline \end{array}$$

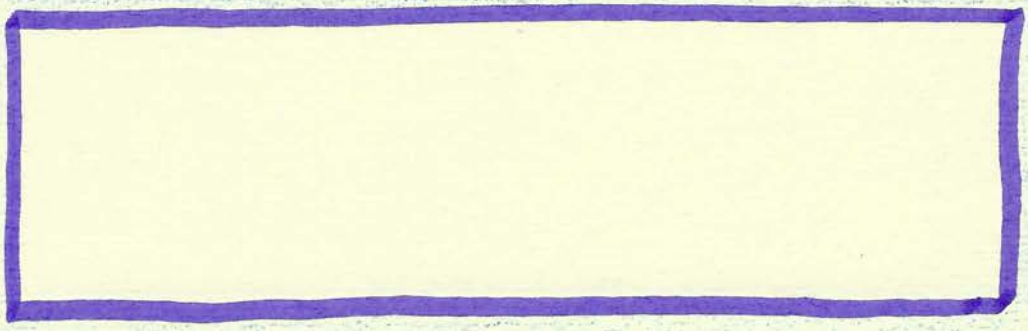
$$\begin{array}{r} 4 \\ +\,3 \\ \hline \end{array}$$

Student will need an orange crayon. Remind student that one way to solve addition problems is to draw stringbeans. Inform student that it is also possible to solve addition problems by drawing carrots. Have student draw standing-up carrots for the first number in each code and lying-down carrots for the second. Then have student count all the carrots in the picture and write this number under the line. (Somebody seems to have done the first problem already.)

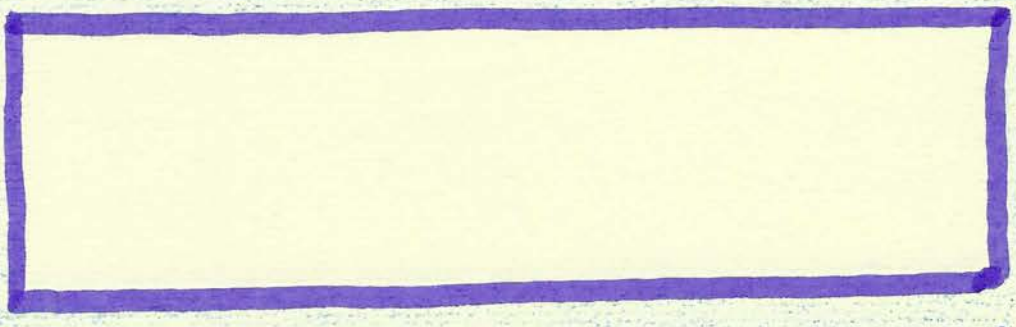
$$\begin{array}{r} 4 \\ +2 \\ \hline 6 \end{array}$$



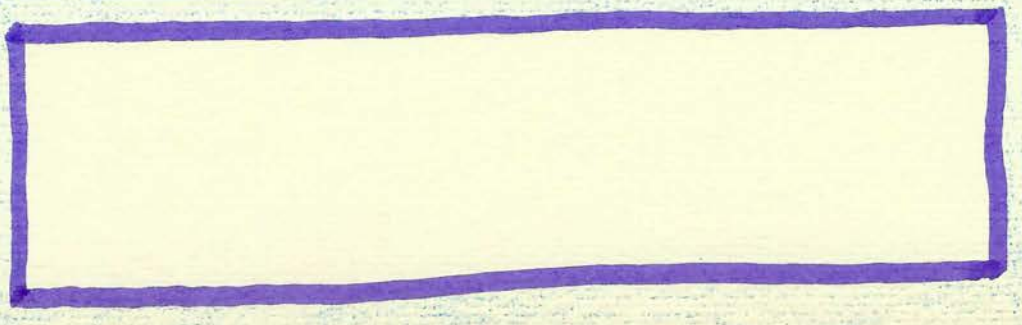
$$\begin{array}{r} 2 \\ +3 \\ \hline \end{array}$$



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



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



Inform student that it has been discovered that pictures of jellybeans can be used to solve addition problems. Have student use a crayon to draw jellybeans for the first number in each code. Next have student use a different color crayon to draw jellybeans for the second number. Then have student count all the jellybeans in the picture and write this number under the line in the code. (Somebody seems to have done the first problem already.)

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

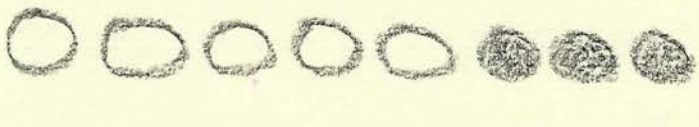
$$\begin{array}{r} 3 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +1 \\ \hline \end{array}$$

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

Student will need a pencil. Inform student that it is possible to solve addition problems by drawing pictures of vanilla and chocolate cookies. Direct student to draw vanilla and chocolate cookies and to write an answer for each problem. Note that somebody seems to have done the first problem already.

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

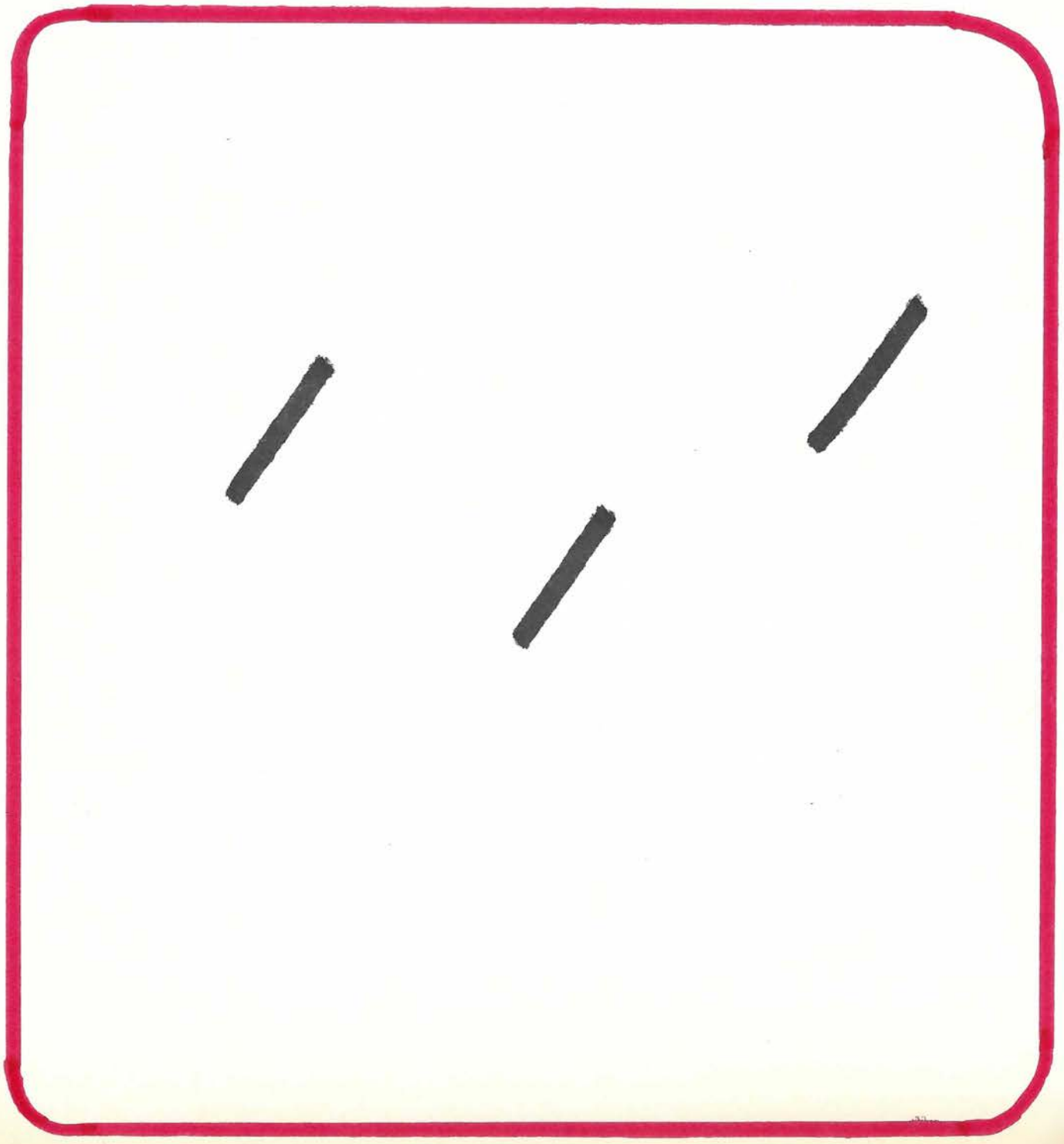


$$\begin{array}{r} 3 \\ +\,1 \\ \hline \end{array}$$

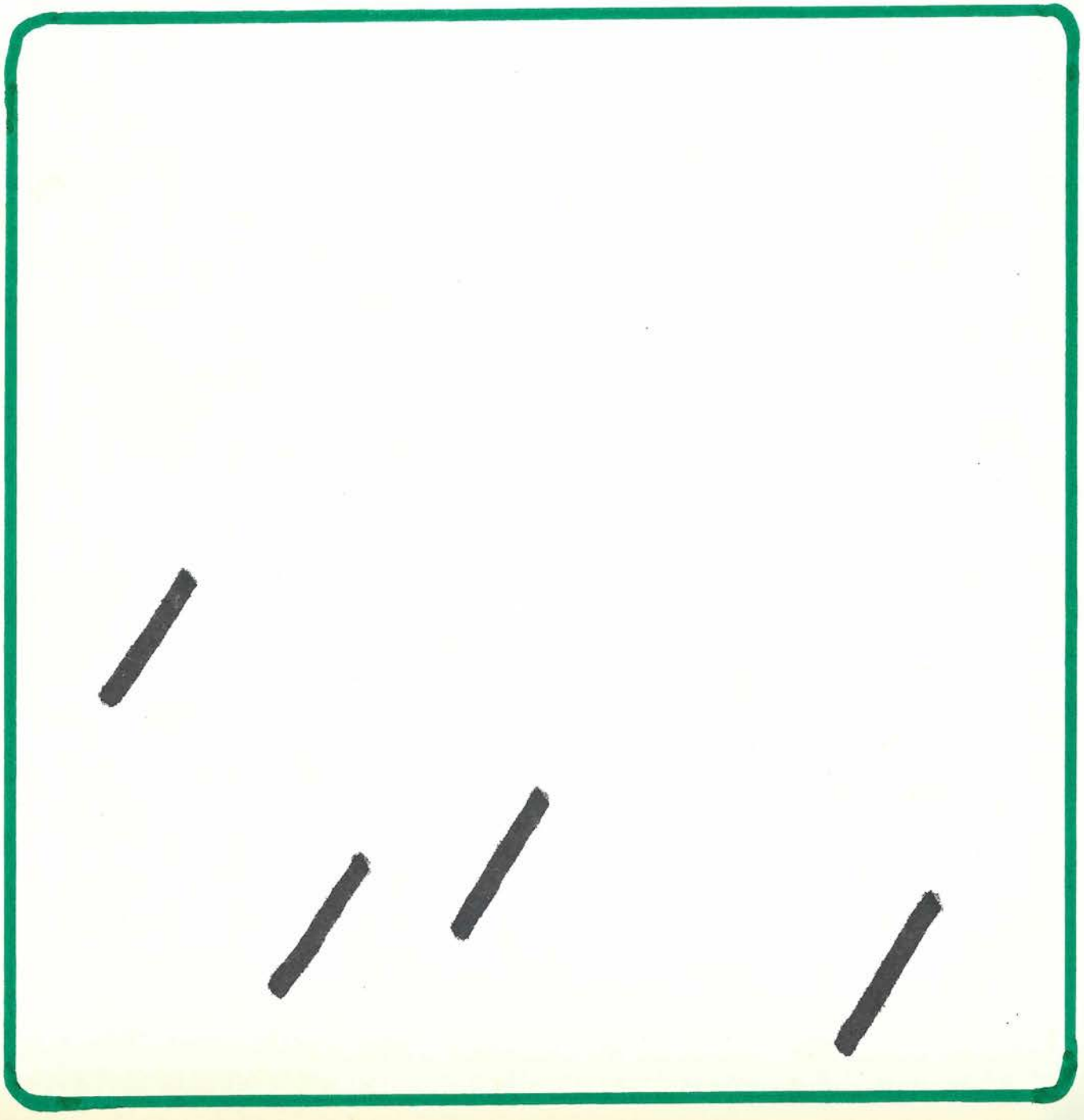
$$\begin{array}{r} 6 \\ +\,2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +\,1 \\ \hline \end{array}$$

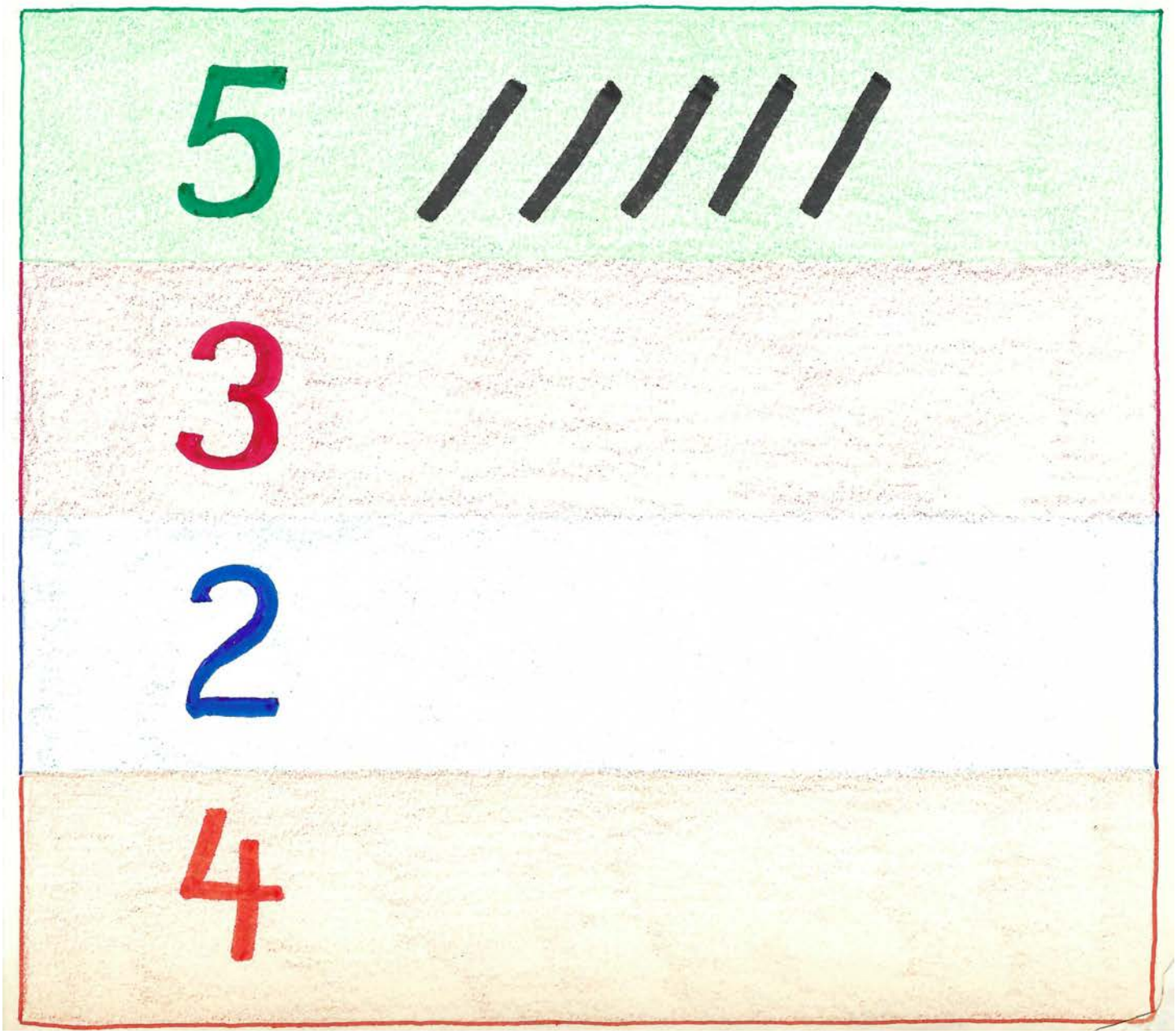
Student will need a pencil. Inform student that there are already 3 pictures of the Leaning Tower of Pisa inside the frame below. Direct student to draw another picture of the tower anywhere inside the frame. Then ask student: HOW MANY PICTURES OF THE LEANING TOWER OF PISA DO YOU SEE NOW?



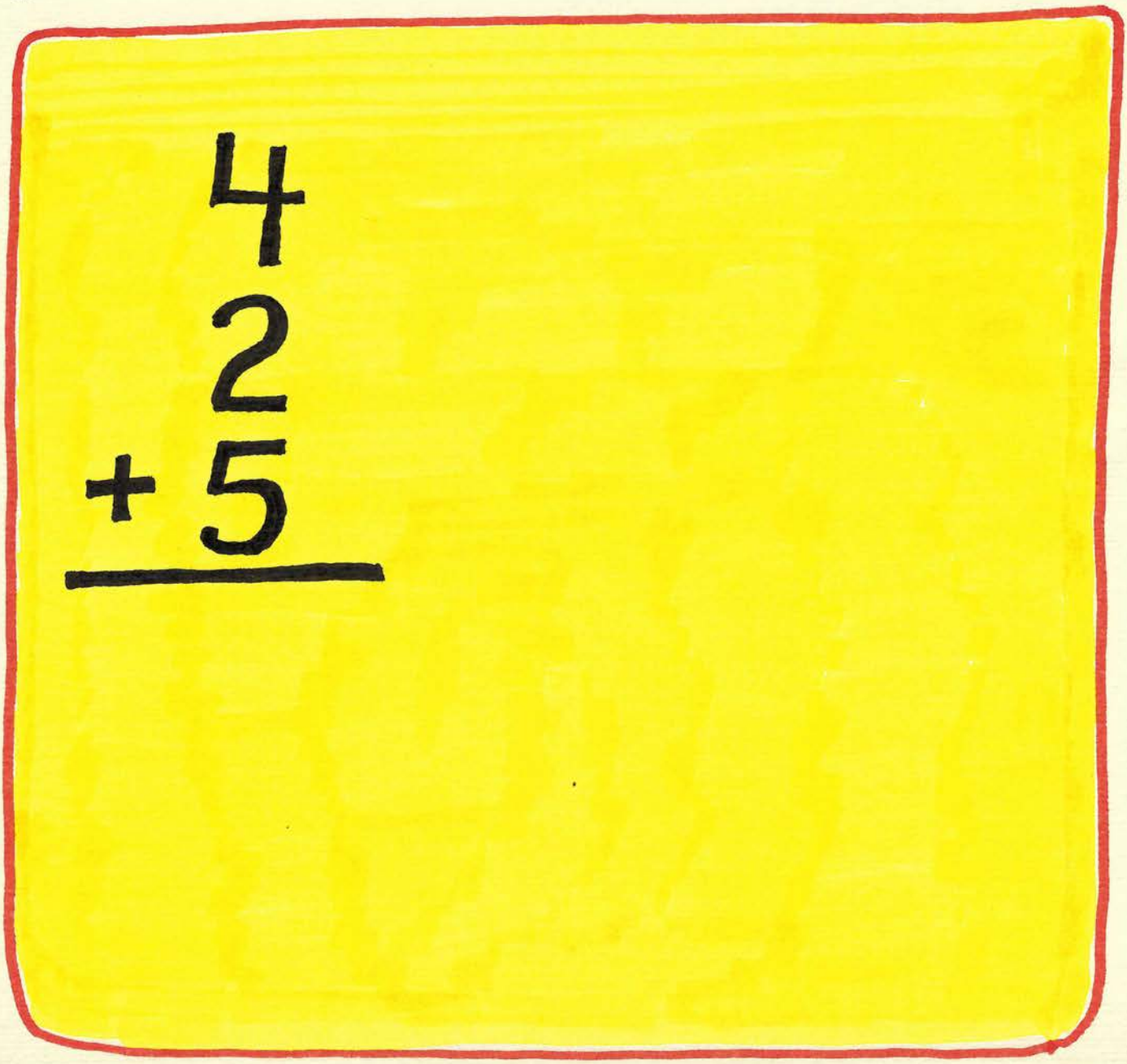
Student will need a pencil. Inform student that there are already 4 pictures of the Leaning Tower inside the frame below. Direct student to draw 2 pictures of the tower anywhere inside the frame. Next ask student: HOW MANY PICTURES OF THE TOWER ARE THERE NOW? Then have student draw one more picture of the tower anywhere inside the frame. Finally ask: ALTOGETHER, HOW MANY PICTURES ARE THERE NOW?



Student will need a pencil. Direct student's attention to the green "5" below. Ask student: HOW MANY PICTURES OF THE LEANING TOWER OF PISA ARE STANDING IN A ROW NEXT TO THE 5? Then direct student's attention to the red "3." Have student draw 3 pictures of the tower in a row next to the red "3." Next direct student to draw 2 pictures of the tower next to the blue "2," and 4 pictures next to the orange "4." Finally ask student: ALTOGETHER, HOW MANY PICTURES OF THE TOWER ARE ON THIS PAGE?



Student will need a pencil. Direct student's attention to the plus sign ("+") in the problem below. Inform student that this symbol means that the problem is an ADDITION problem like the earlier problems student solved with pictures of stringbeans, carrots, and cookies. Have student draw 4 pictures of the Leaning Tower of Pisa next to the "4," then 2 pictures next to the "2" and 5 pictures next to the "5." Then have student count all the towers and write this number under the line.



Student will need a pencil. Inform student that there are four different problems on this page. Tell student to draw leaning towers next to the numbers in each problem – note that the towers will have to be small because there isn't much room on this page. For each problem, student should count the total number of towers and then write the answer under the black line that is below the problem. Since all of this is quite complicated, student may need help.

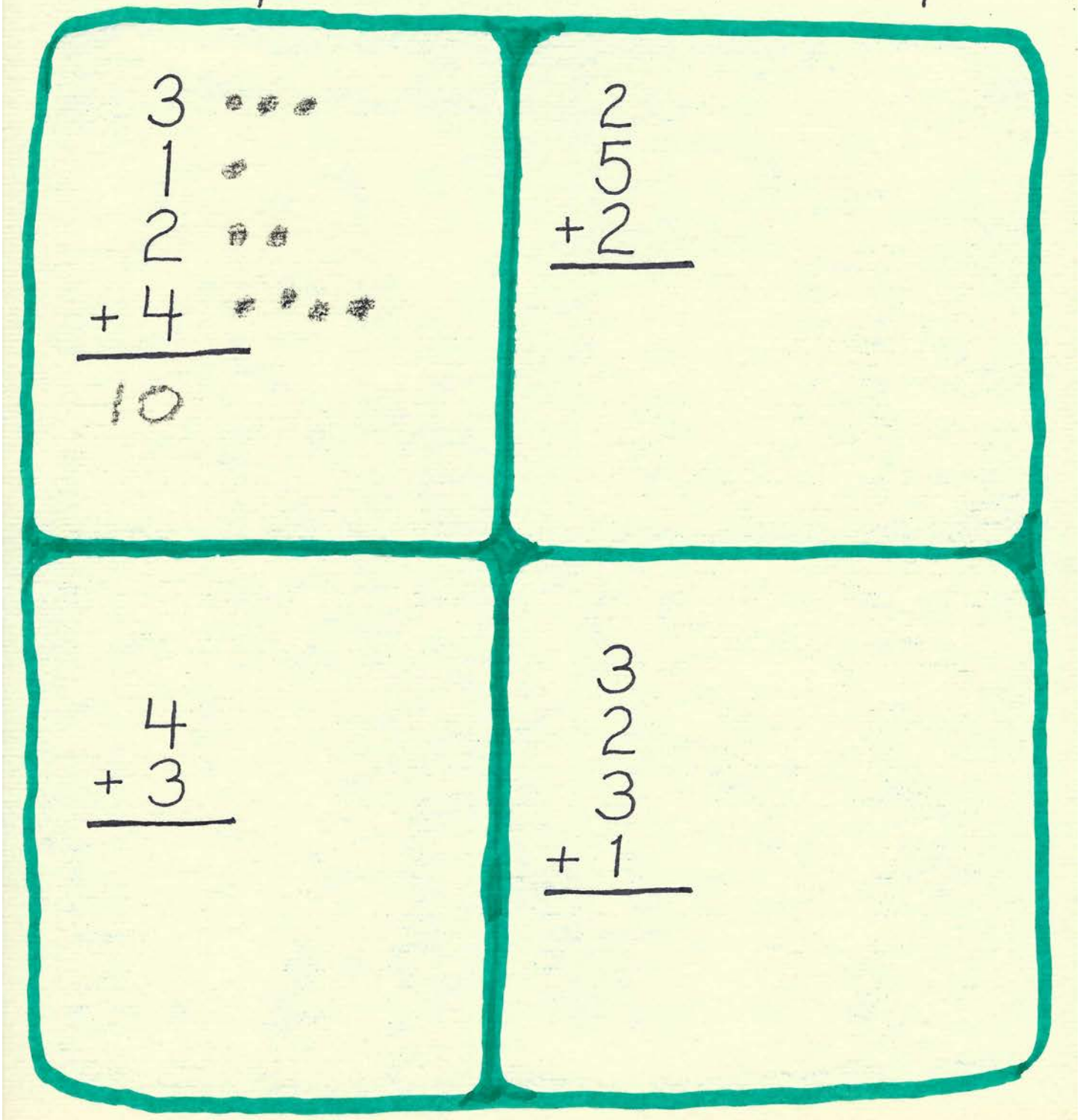
$$\begin{array}{r} 4 \\ 5 \\ +\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ 5 \\ +\ 3 \\ \hline \end{array}$$

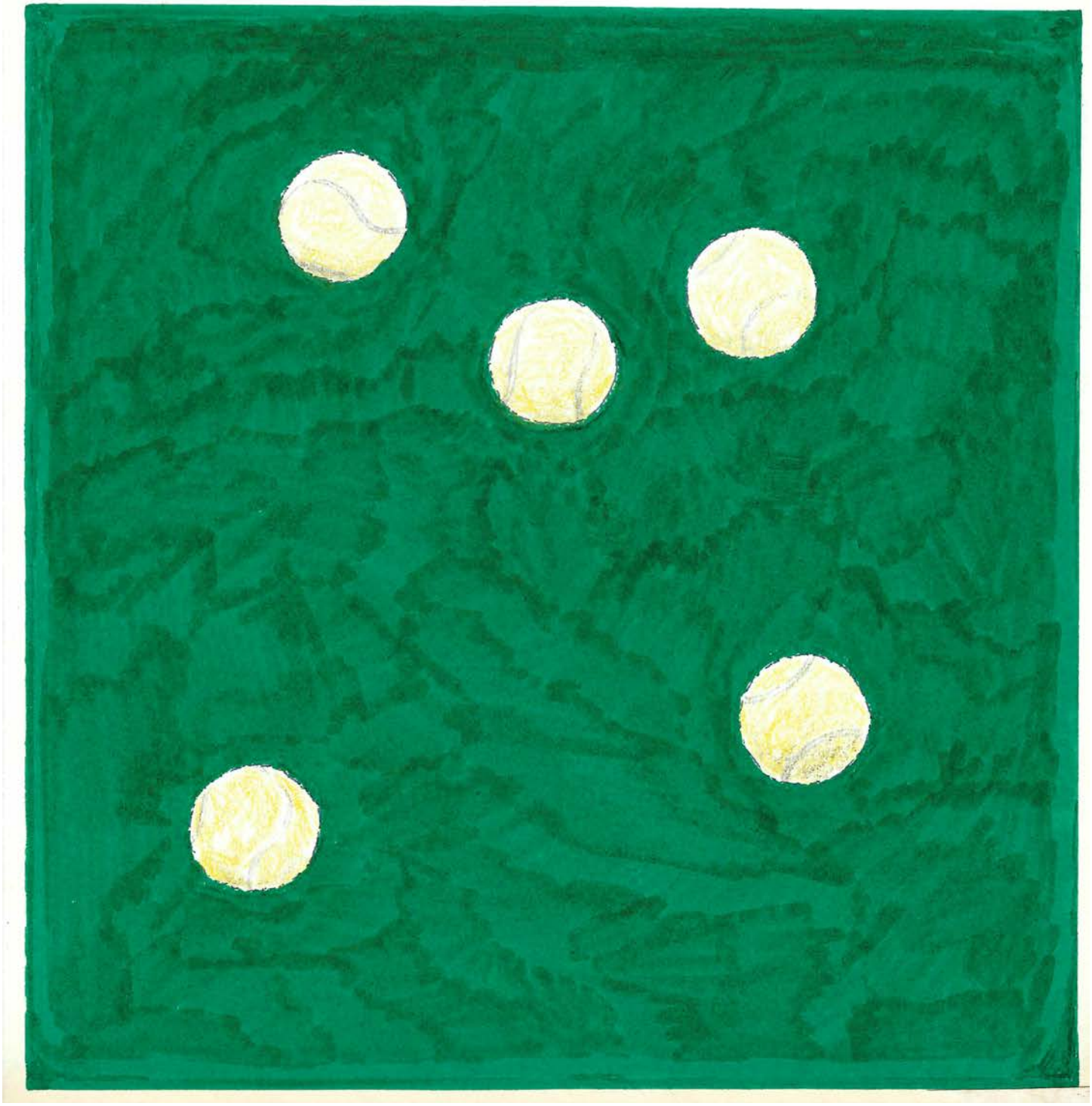
$$\begin{array}{r} 6 \\ 2 \\ +\ 5 \\ \hline \end{array}$$

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

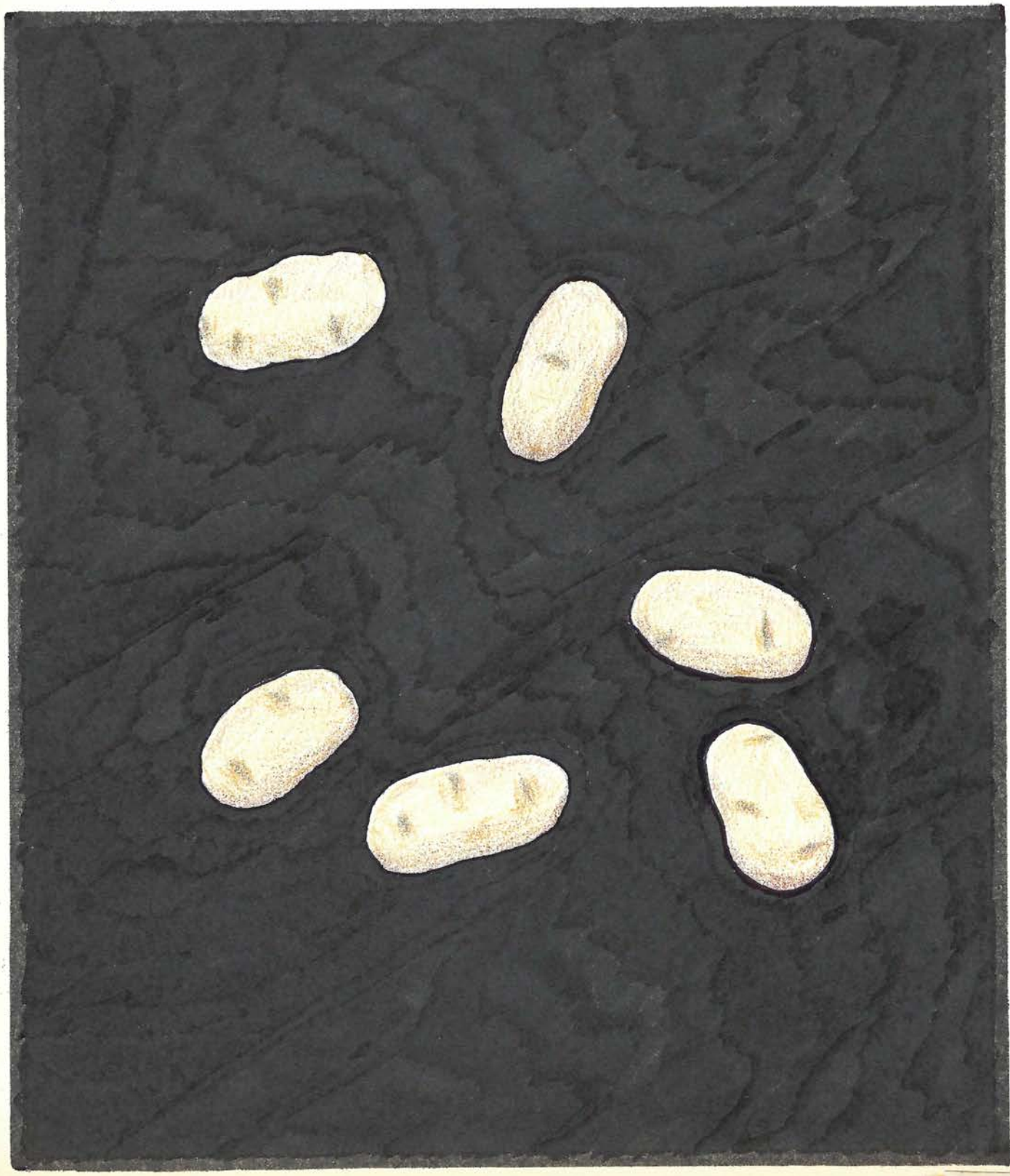
Student will need a pencil. Tell student not to draw pictures of the Leaning Tower on this page. Inform student that it is possible to solve addition problems by drawing pictures of watermelon seeds. Somebody seems to have done the first problem already.



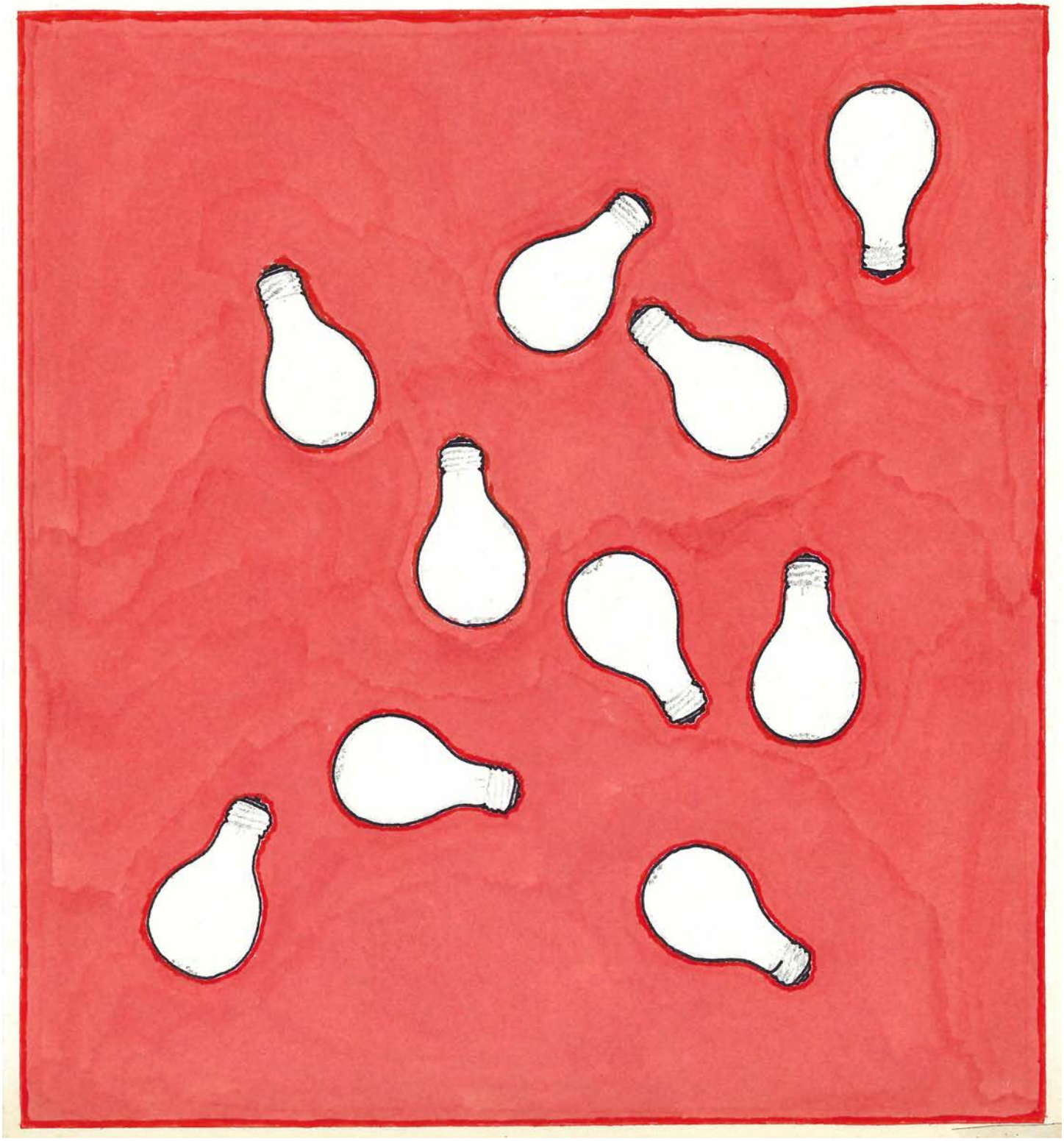
Student will need a red crayon. Ask student: HOW MANY TENNIS BALLS ARE ON THIS PAGE? Tell student to pick any one of the tennis balls and write the number 1 on it with a red crayon. Then have student pick another tennis ball and write the number 2 on it. Finally have student write 3, 4, and 5 on the other three tennis balls.



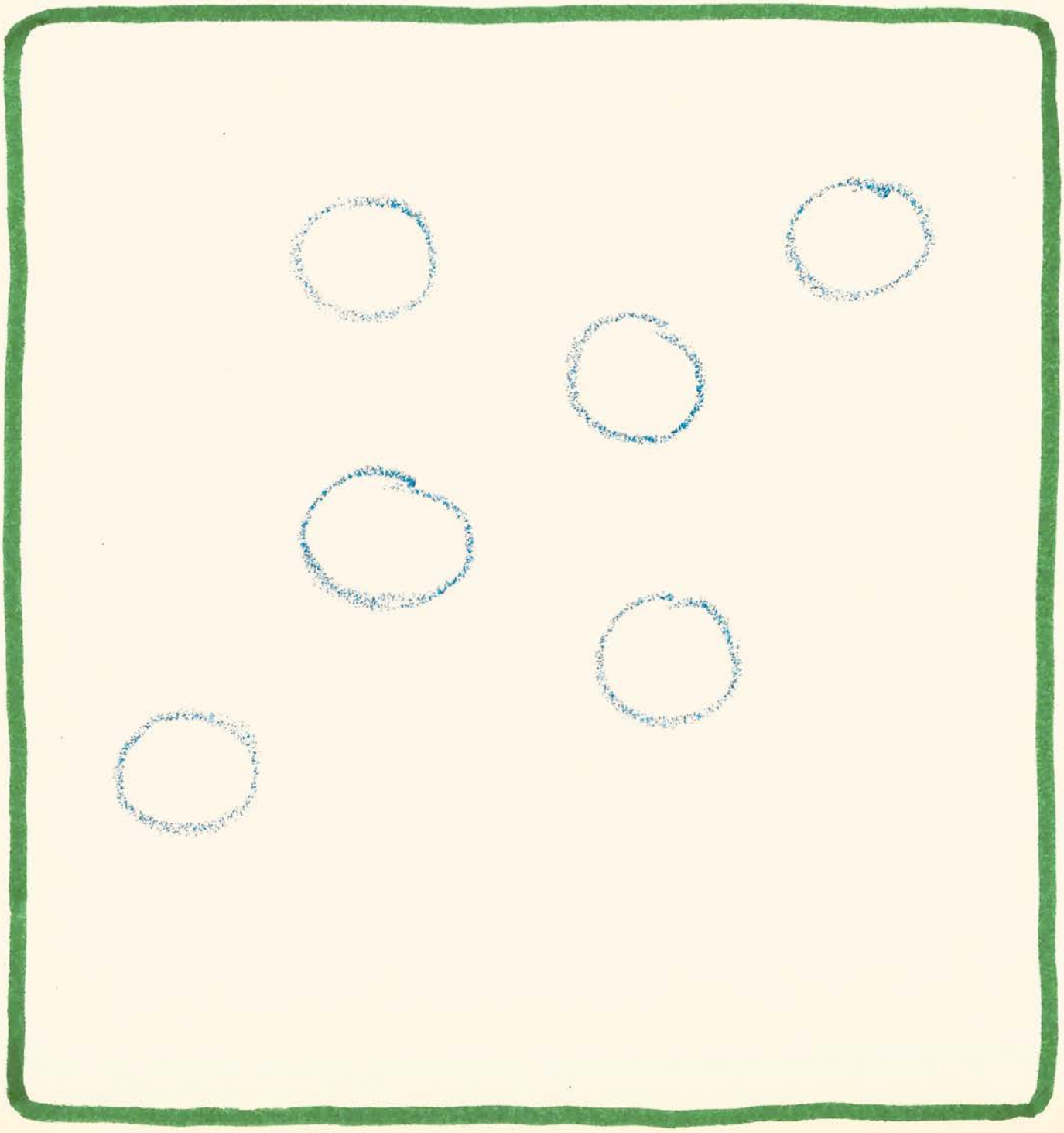
Student will need a red crayon. Direct student to count the potatoes and while counting to write the numbers 1 through 6 on the potatoes with a red crayon. Afterwards, ask: HOW MANY POTATOES DID YOU COUNT?



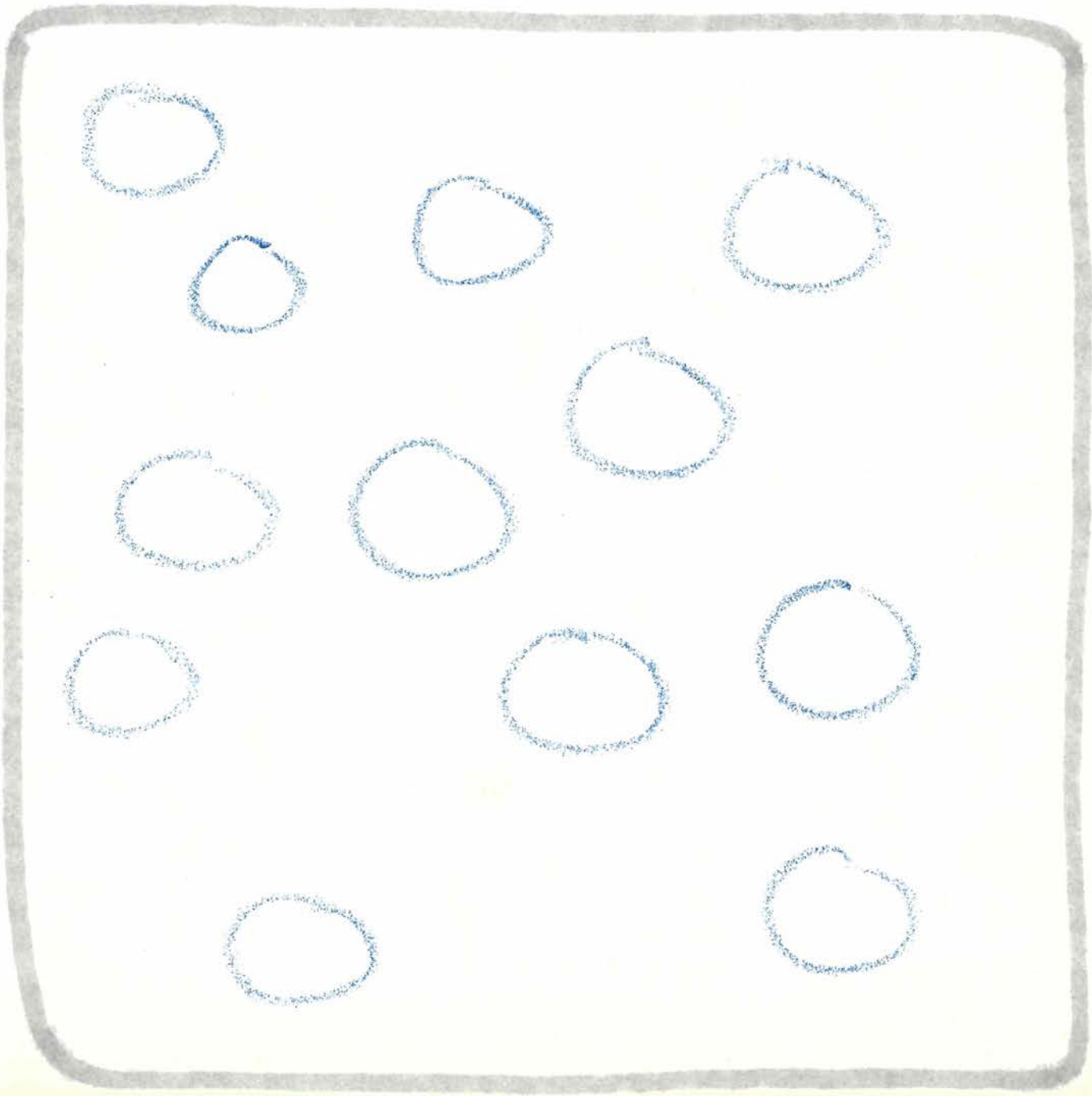
Student will need a red crayon. Tell student to write counting numbers on the light bulbs in this picture: 1, 2, 3, 4, and so forth. When student has finished with all the light bulbs, ask: HOW MANY LIGHT BULBS DID YOU COUNT?



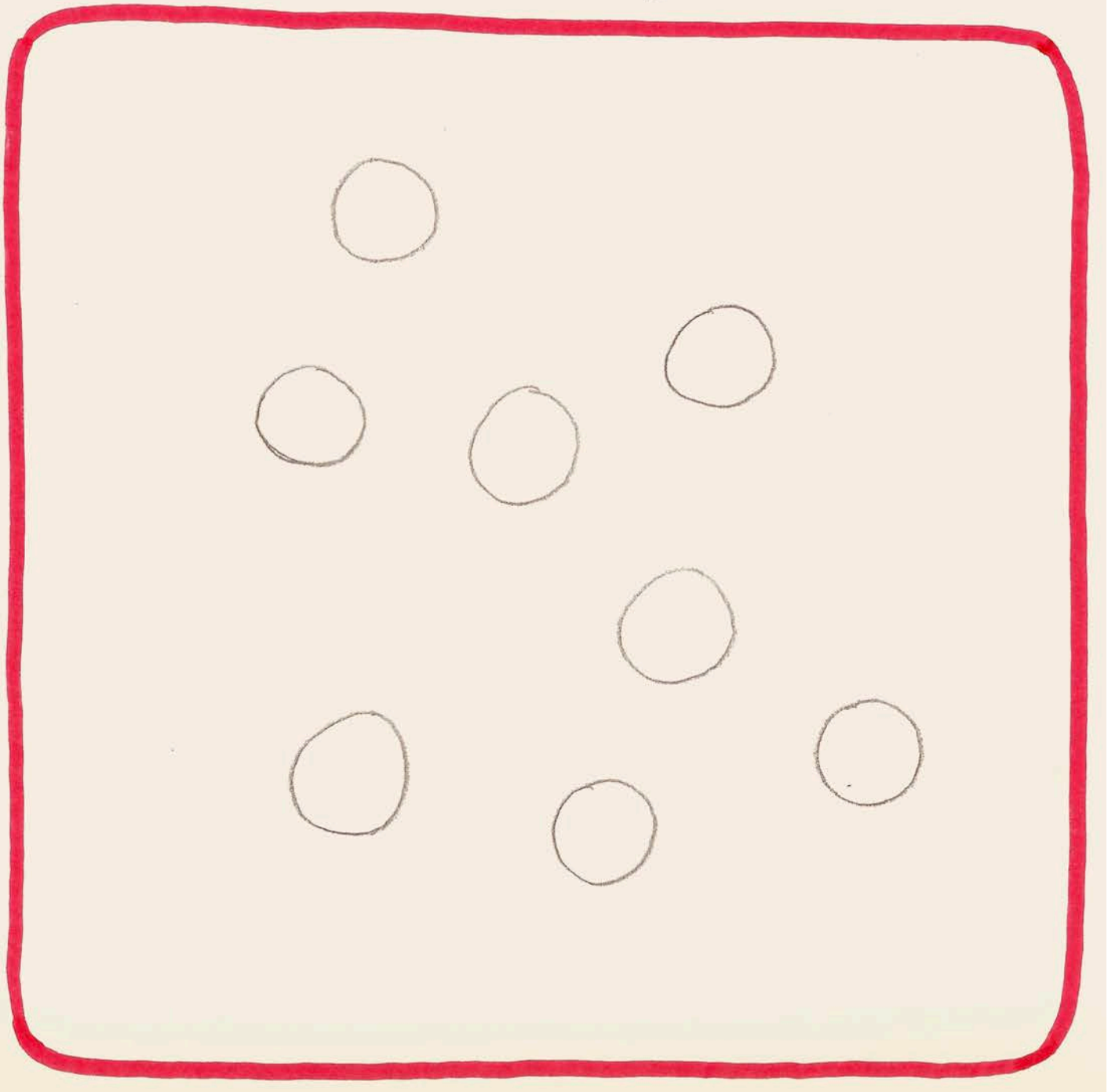
Student will need two crayons — red and blue. Tell student to use the red crayon to write counting numbers inside the blue rings on this page — 1, 2, 3, 4, and so forth. Afterwards, ask student: HOW MANY RINGS DID YOU COUNT? Then have student draw a new blue ring anywhere on the page. Finally, have student use the red crayon again to write "7" inside the new ring.



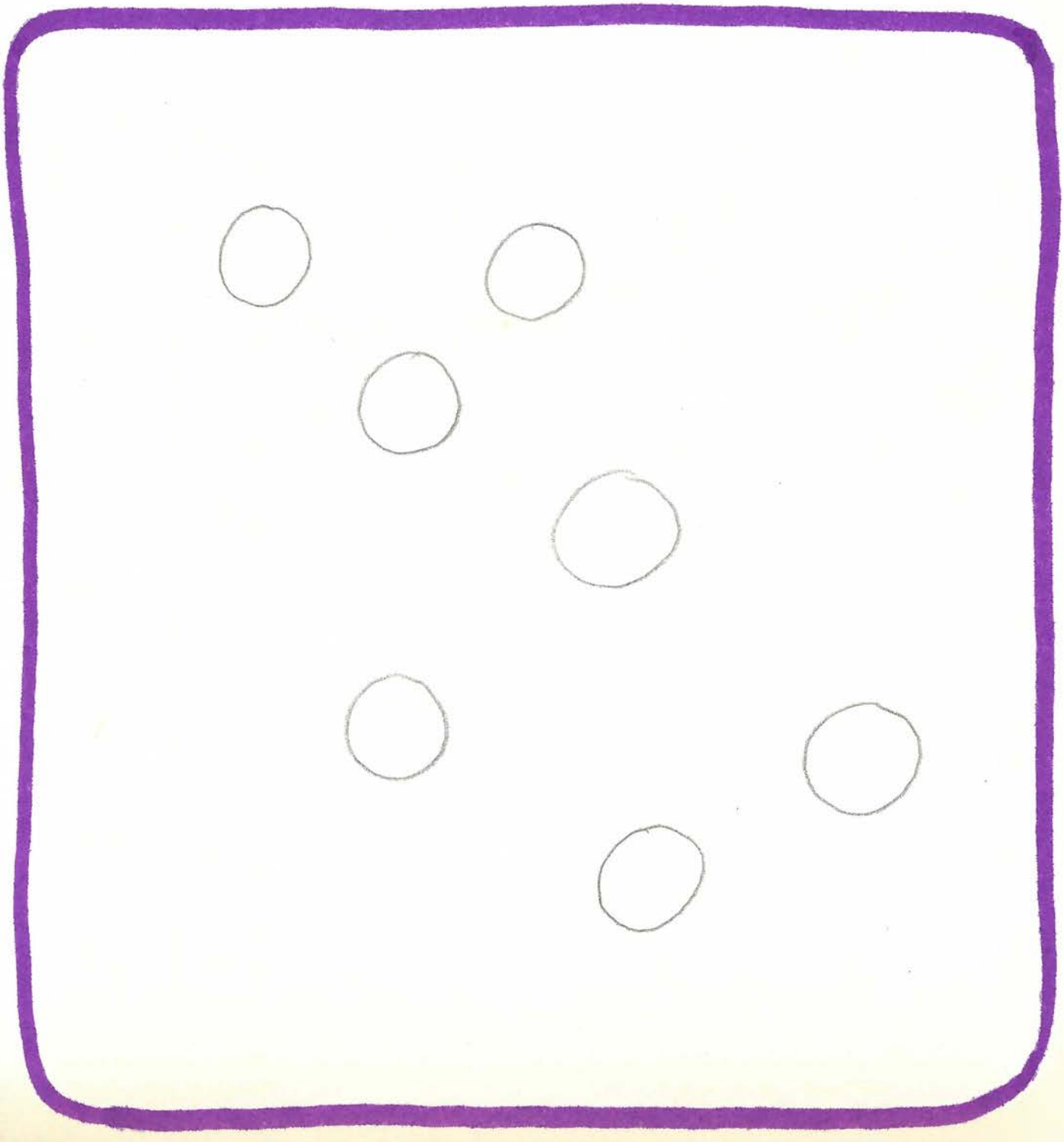
Student will need two crayons — red and blue. Tell student to use the red crayon to write counting numbers inside all the blue rings. Ask student: HOW MANY RINGS ARE THERE? Then have student draw a new blue ring anywhere on the page. Next ask student: WHAT NUMBER BELONGS INSIDE THE NEW RING? Have student write the answer inside the new ring with the red crayon.



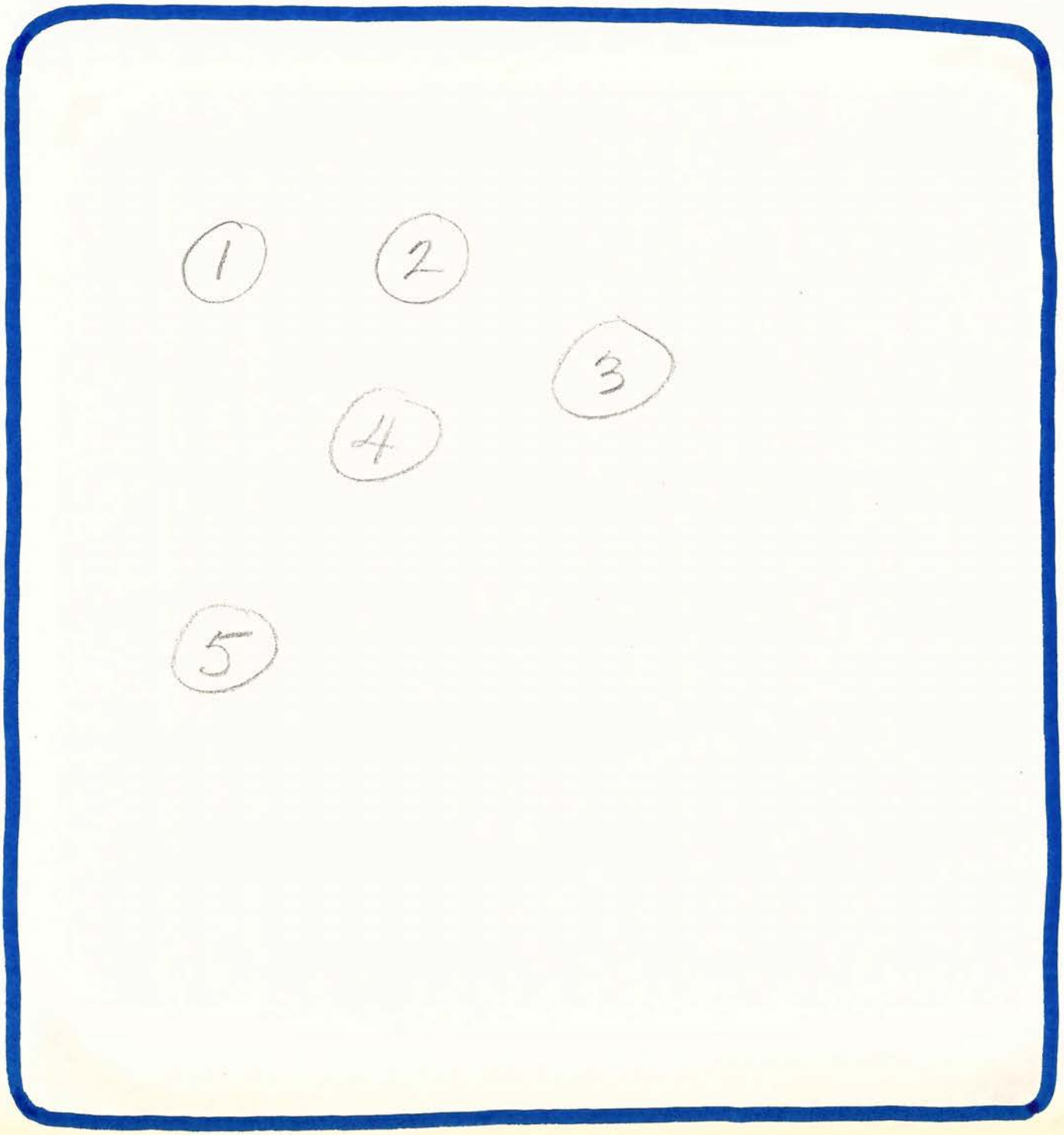
Student will need a pencil. Inform student that the things on this page that look like rings are actually marshmallows. Tell student to write counting numbers on all the marshmallows. Ask: HOW MANY MARSHMALLOWS ARE THERE? Then have student draw a new marshmallow somewhere on the page. Tell student to write a new number inside the new marshmallow. Afterwards, ask: HOW MANY MARSHMALLOWS ARE THERE NOW?



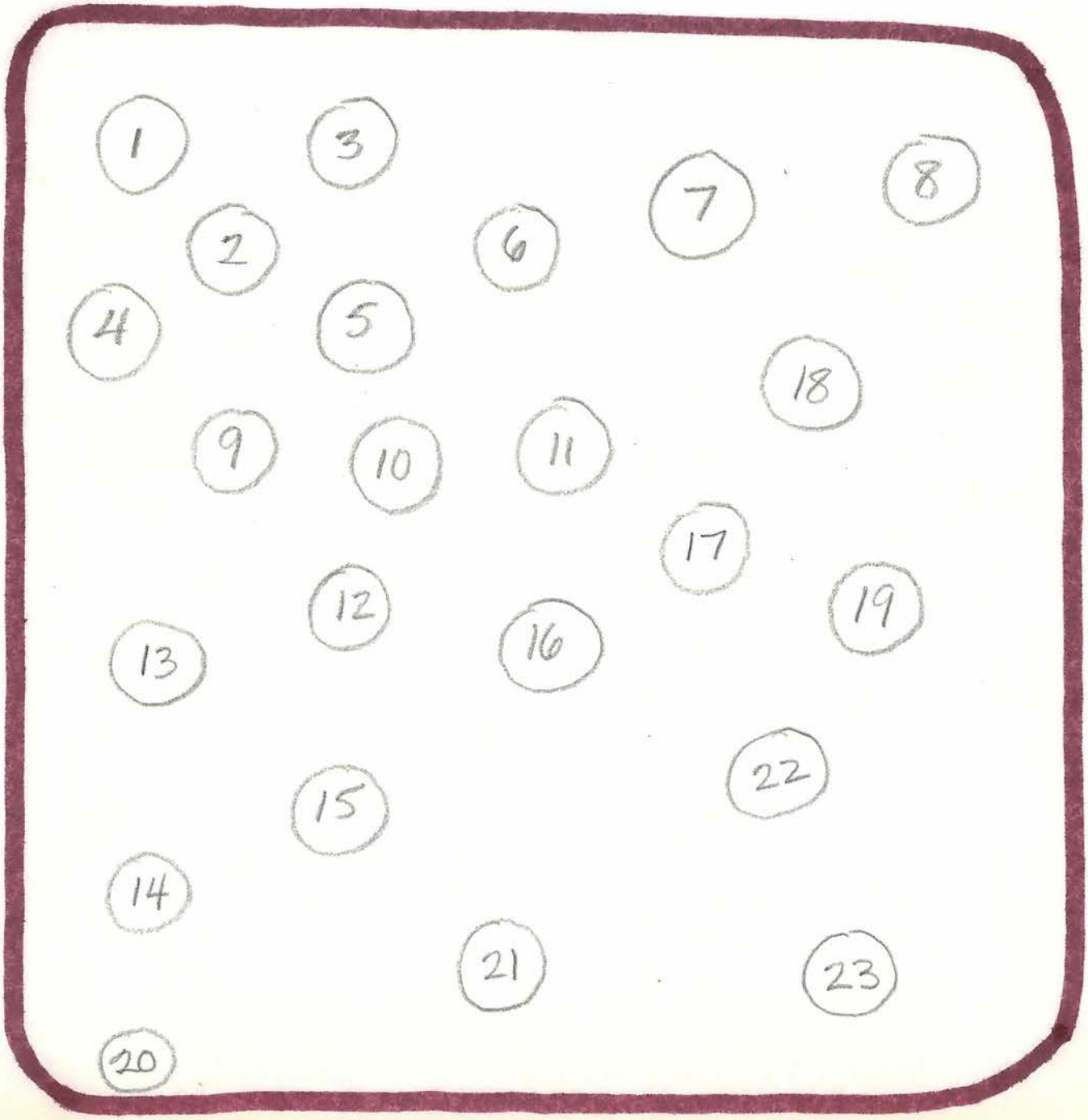
Student will need a pencil. Tell student to write counting numbers on all the marshmallows. Ask: HOW MANY MARSHMALLOWS DID YOU COUNT? Next have student draw 3 new marshmallows. Tell student to write new numbers on all the new marshmallows. Then ask: ALTOGETHER, HOW MANY MARSHMALLOWS DID YOU COUNT?



Student will need a pencil. Inform student that there are five marshmallows on this page and that they have already been numbered from 1 to 5. Direct student to draw one new marshmallow somewhere on the page. Then ask: WHAT NUMBER BELONGS ON THE NEW MARSHMALLOW? — Have student write the answer on the new marshmallow.



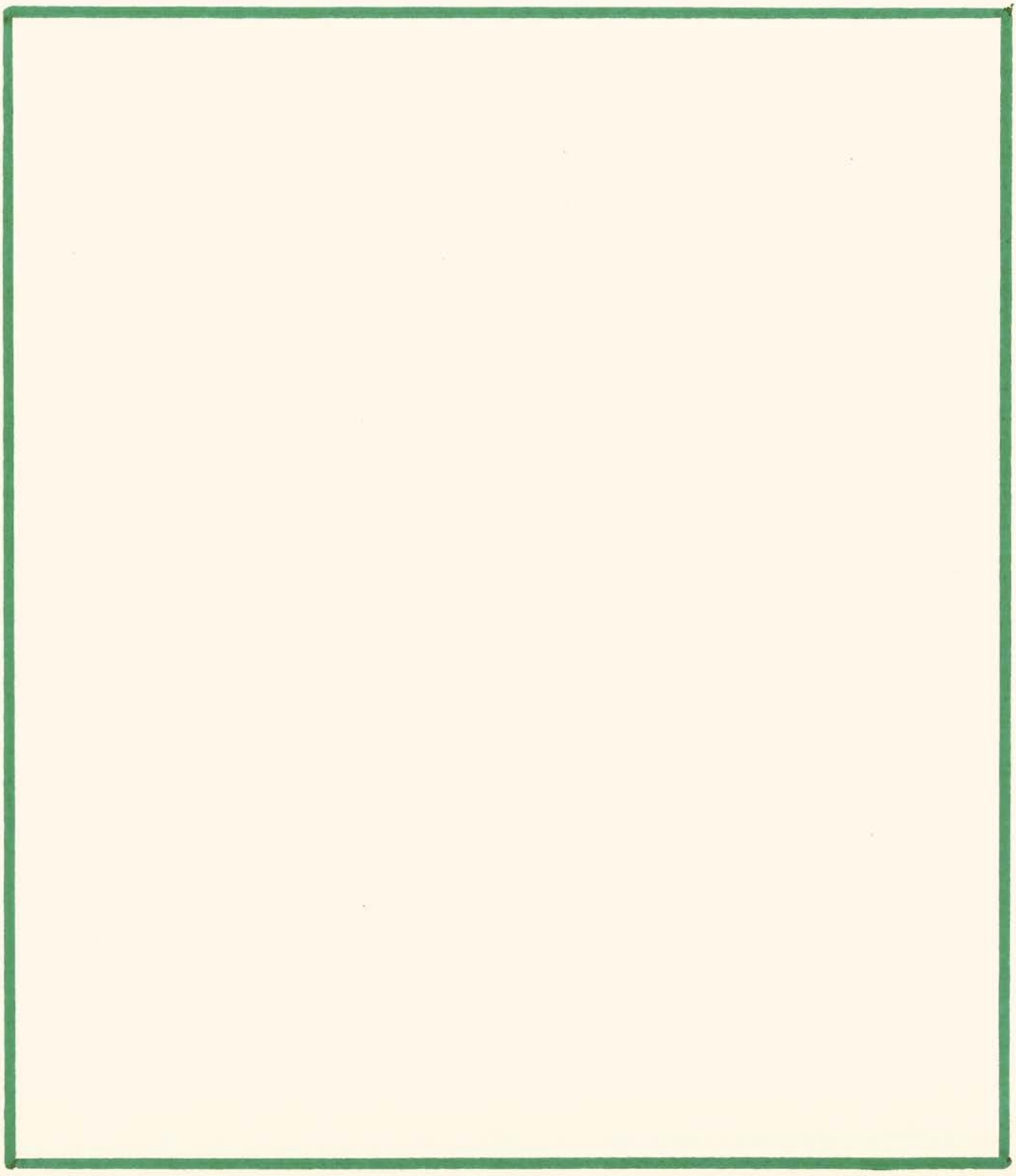
Student will need a pencil. Inform student that there are 23 marshmallows on this page and that they have already been numbered from 1 to 23. Tell student to try to find marshmallow #23 which is down near the lower right-hand corner of the page. Then direct student to draw two new marshmallows. Have student put new numbers on the new marshmallows, and then ask: HOW MANY MARSHMALLOWS ARE ON THE PAGE NOW?



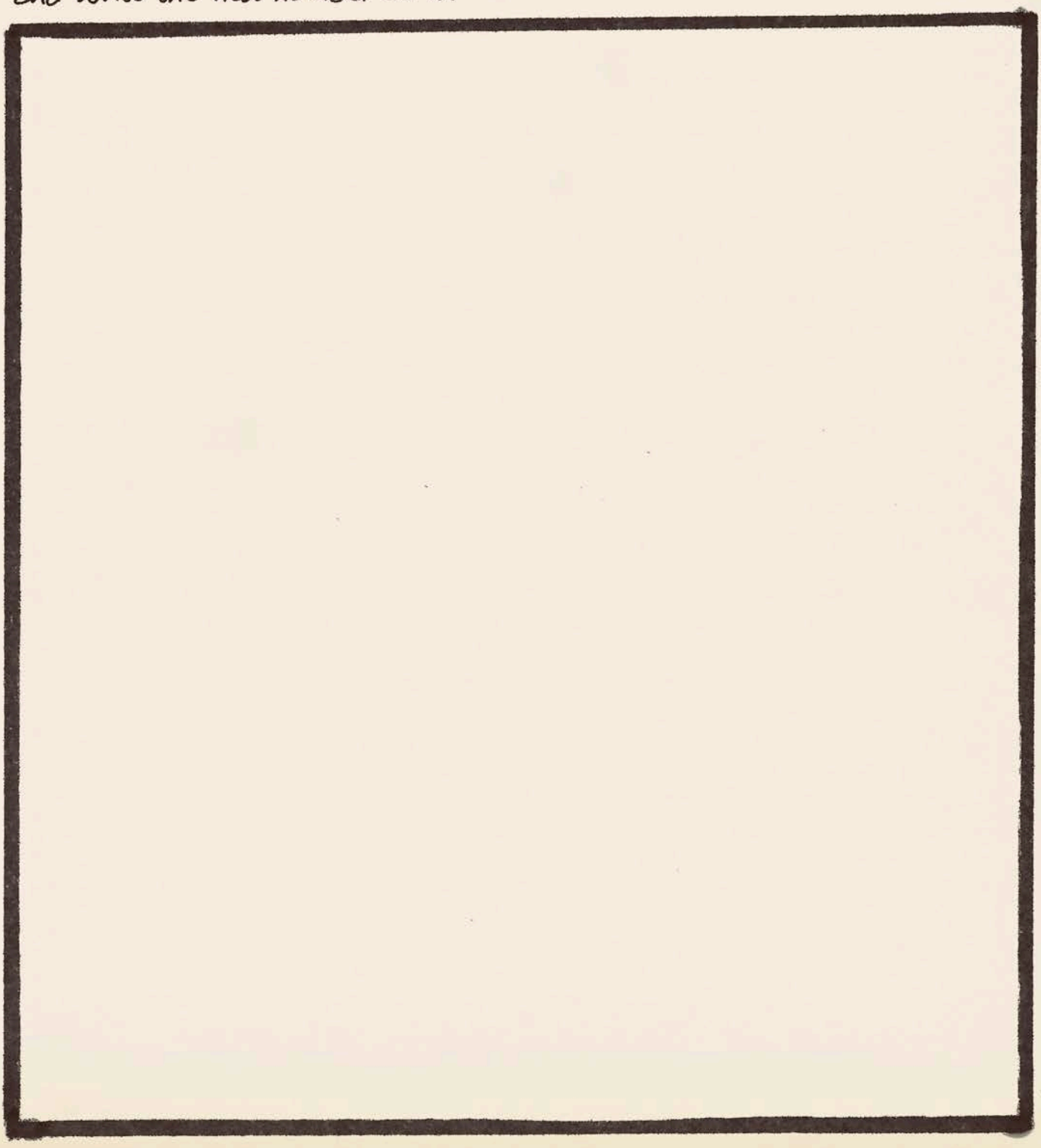
Student won't need anything. Inform student that the author is sorry but the picture that was supposed to be on this page didn't come out. Tell student that there were supposed to be 4 marshmallows on this page and they were supposed to have been already numbered from 1 to 4. Student was then supposed to have drawn one more marshmallow. Ask student: WHAT NUMBER WOULD HAVE BELONGED ON THE NEW MARSHMALLOW?

Student will need a pencil. Tell student to think about 5 marshmallows. Ask student to imagine that the 5 marshmallows have been numbered 1, 2, 3, 4, and 5. Now ask student to think about a new marshmallow. Tell student to take a pencil and draw a picture of just the new marshmallow anywhere on this page. Ask student to guess what number goes on the new marshmallow — remind student that the numbers from 1 to 5 have already been used. Have student write the new number on the marshmallow.

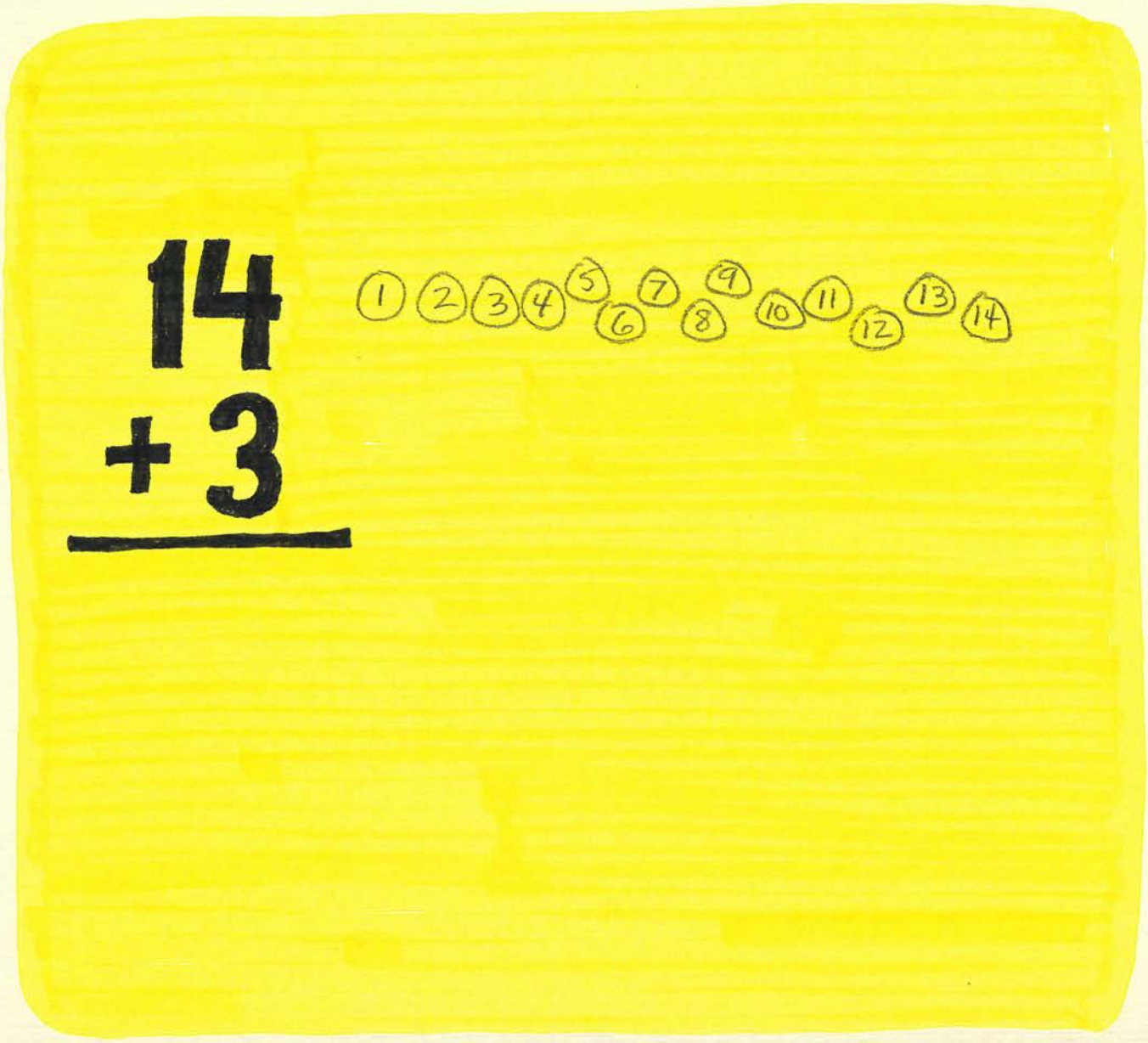
Student will need a pencil. Tell student to think about 8 marshmallows already numbered from 1 to 8. Then have student draw 2 new marshmallows somewhere on this page. Ask student: WHAT NUMBERS BELONG ON THE NEW MARSHMALLOWS? — Have student write the numbers on the marshmallows.



Student will need a pencil. Tell student to imagine that exactly 10 marshmallows have already been counted and that the last number that was used in counting them was the number 10. Ask student: WHAT NUMBER SHOULD BE USED NEXT AFTER 10?—Direct student to draw the next marshmallow and write the new number on it.



Student will need a pencil. Direct student's attention to the addition problem on this page. Inform student that it is possible to solve addition problems by drawing pictures of marshmallows. Note that somebody has already drawn 14 marshmallows for the "14" in the problem below. Have student draw marshmallows next to the "3" and number them starting with the number "15." Then ask student: "ALTOGETHER, HOW MANY MARSHMALLOWS ARE ON THIS PAGE?" Have student write this number under the line in the code.



Student will need a pencil. Tell student to imagine that there are 23 invisible marshmallows next to the "23" in the problem below. Tell student to imagine that these invisible marshmallows have numbers on them from 1 to 23. Tell student to draw 5 marshmallows next to the "5," and have student write numbers on the 5 marshmallows starting with the number 24. Remind student that some of the marshmallows on this page are invisible, then ask student: "ALTOGETHER, INCLUDING THE INVISIBLE MARSHMALLOWS, HOW MANY MARSHMALLOWS ARE ON THIS PAGE?" Have student write the answer under the line in the code.

$$\begin{array}{r} 23 \\ +\ 5 \\ \hline \end{array}$$

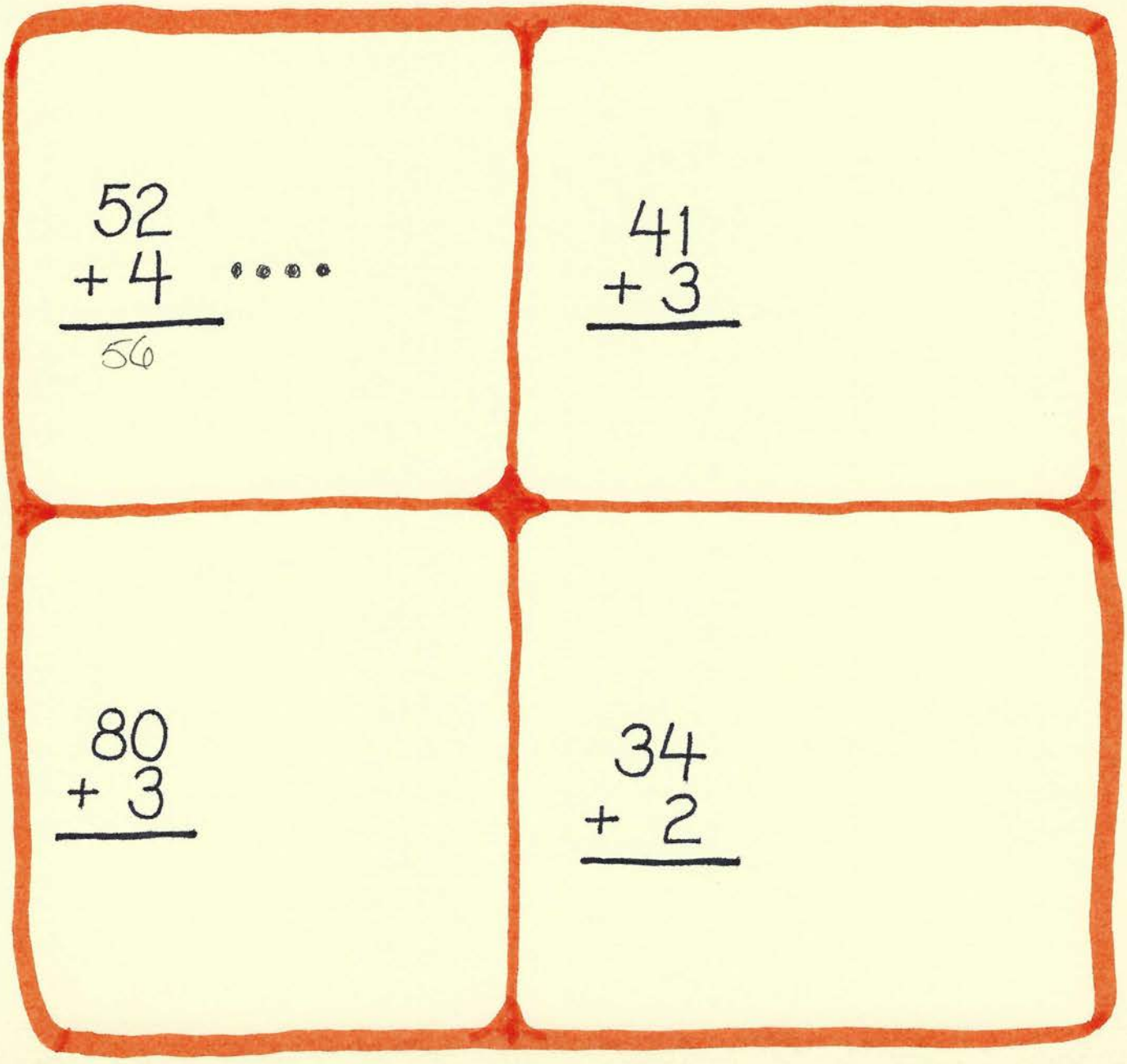
Student will need a pencil. Tell student to imagine that invisible marshmallows have already been drawn for the first number in each code. Have student draw marshmallows for the second number in the code. Inform student that the invisible marshmallows have invisible numbers on them, and help student decide what numbers belong on student's marshmallows. Finally, help student decide what number belongs under the line in each code.

$$\begin{array}{r} 16 \\ +\ 2 \\ \hline \end{array}$$

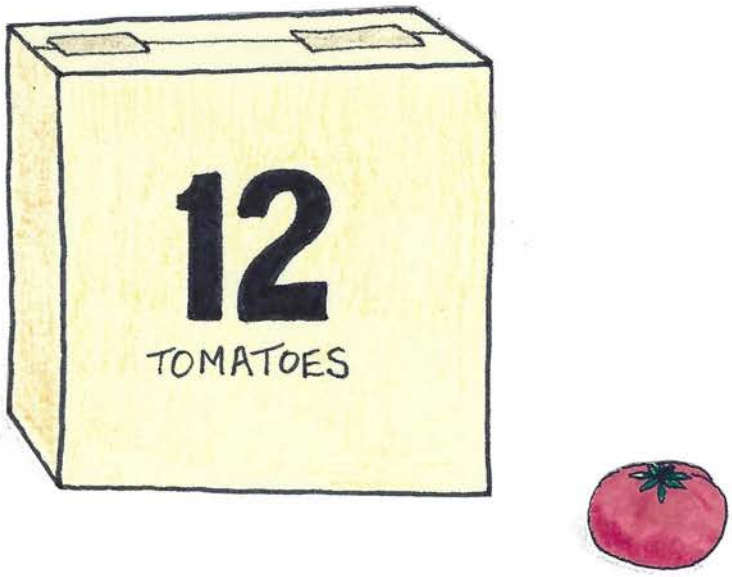
$$\begin{array}{r} 20 \\ +\ 4 \\ \hline \end{array}$$

$$\begin{array}{r} 93 \\ +\ 2 \\ \hline \end{array}$$

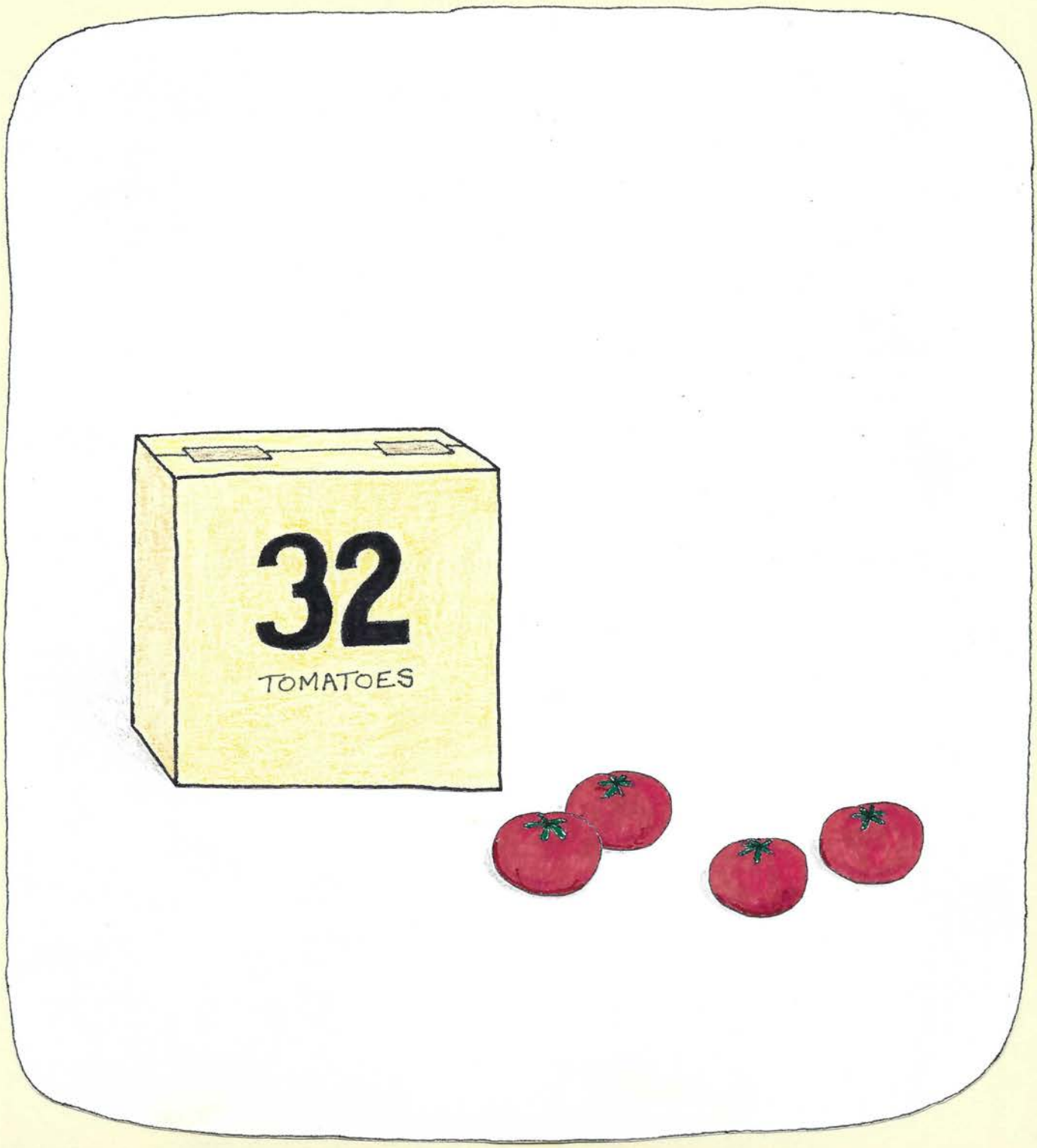
Student will need a pencil. Inform student that it is possible to solve addition problems by drawing pictures of peach pits. Tell student to imagine peach pits for the first number in each code and to draw peach pits for the second number. Tell student not to write numbers on the peach pits, but have student figure out what number would belong on the last pit. Have student write this number under the line. (Somebody has done the first problem already.)



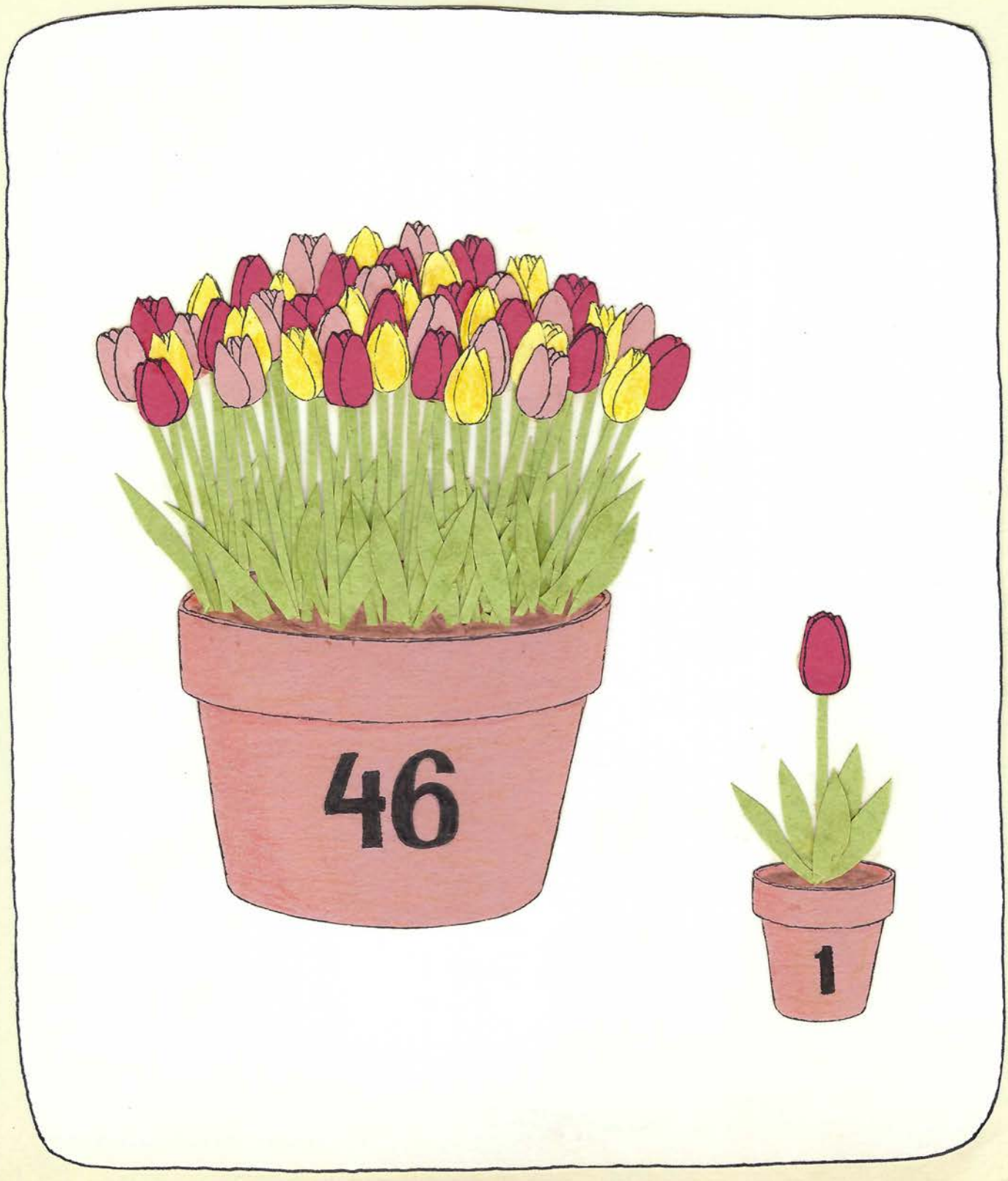
Student won't need anything. Direct student's attention to the red tomato in the picture below. Inform student that there are twelve more tomatoes just like this one inside the box. Ask student: ALTOGETHER, INCLUDING THE TWELVE TOMATOES INSIDE THE BOX, HOW MANY TOMATOES DO YOU THINK ARE ON THIS PAGE?



Student won't need anything. Inform student that there are thirty-two tomatoes inside the box. Ask student: ALTOGETHER, INCLUDING THE TOMATOES INSIDE THE BOX, HOW MANY TOMATOES DO YOU THINK ARE ON THIS PAGE?

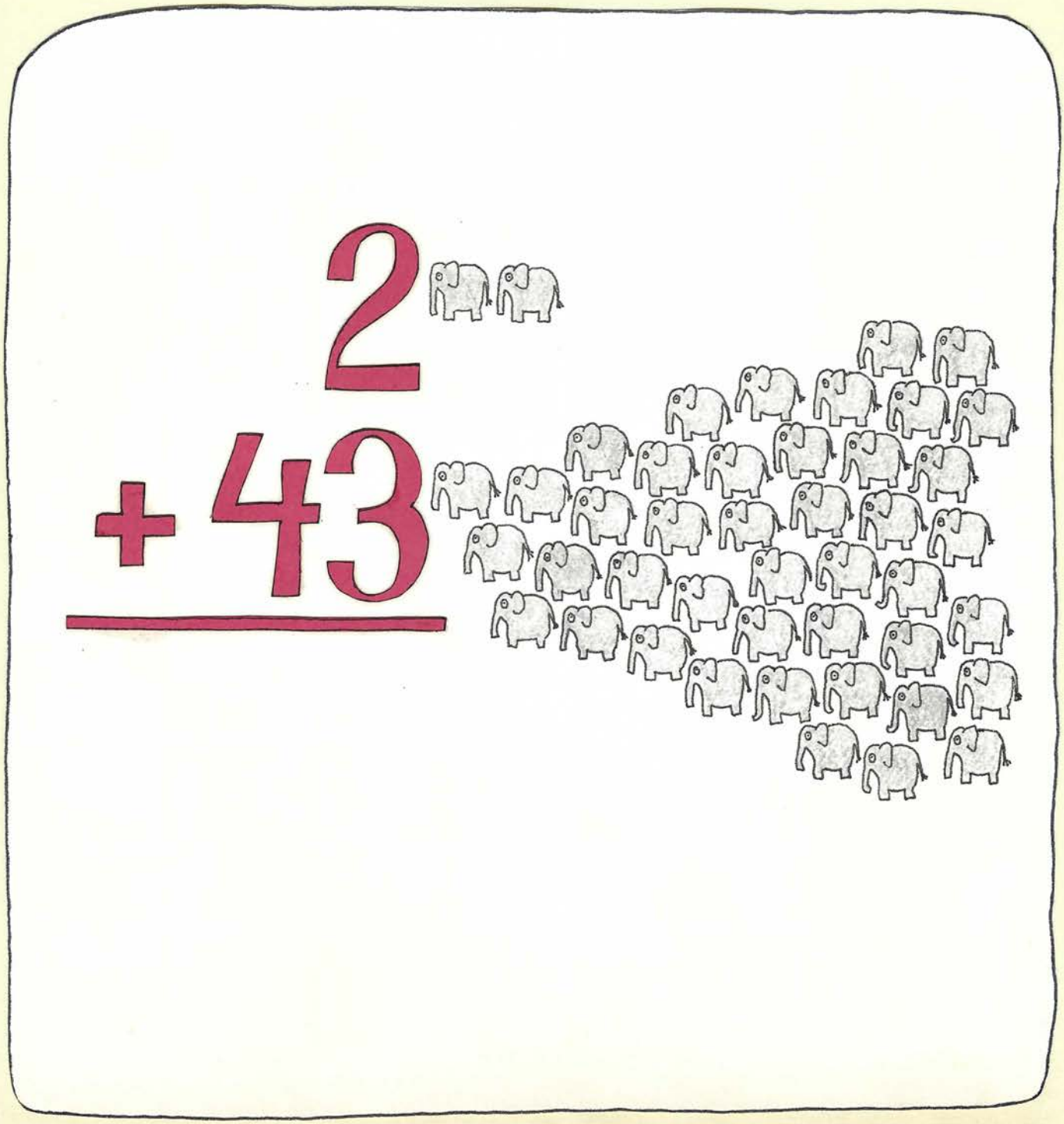


Student won't need anything. Inform student that there is one tulip in the small pot and that there are forty-six tulips in the large pot. Ask student: ALTOGETHER, HOW MANY TULIPS DO YOU THINK ARE ON THIS PAGE?

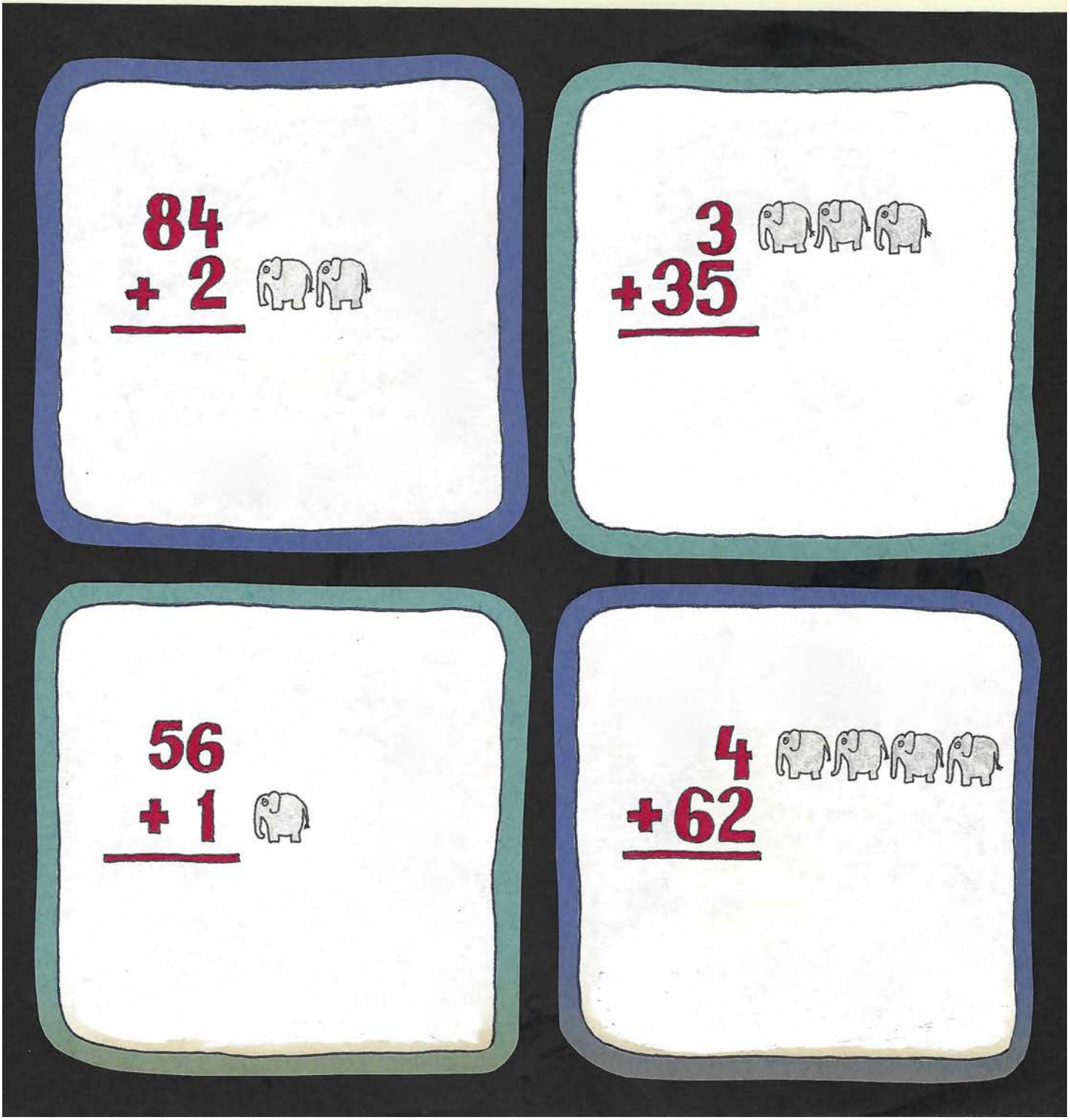


Student won't need anything. Inform student that there are two daisies in the small vase and that there are twenty-four daisies in the large vase. Ask student: ALTOGETHER, HOW MANY DAISIES DO YOU THINK ARE ON THIS PAGE?

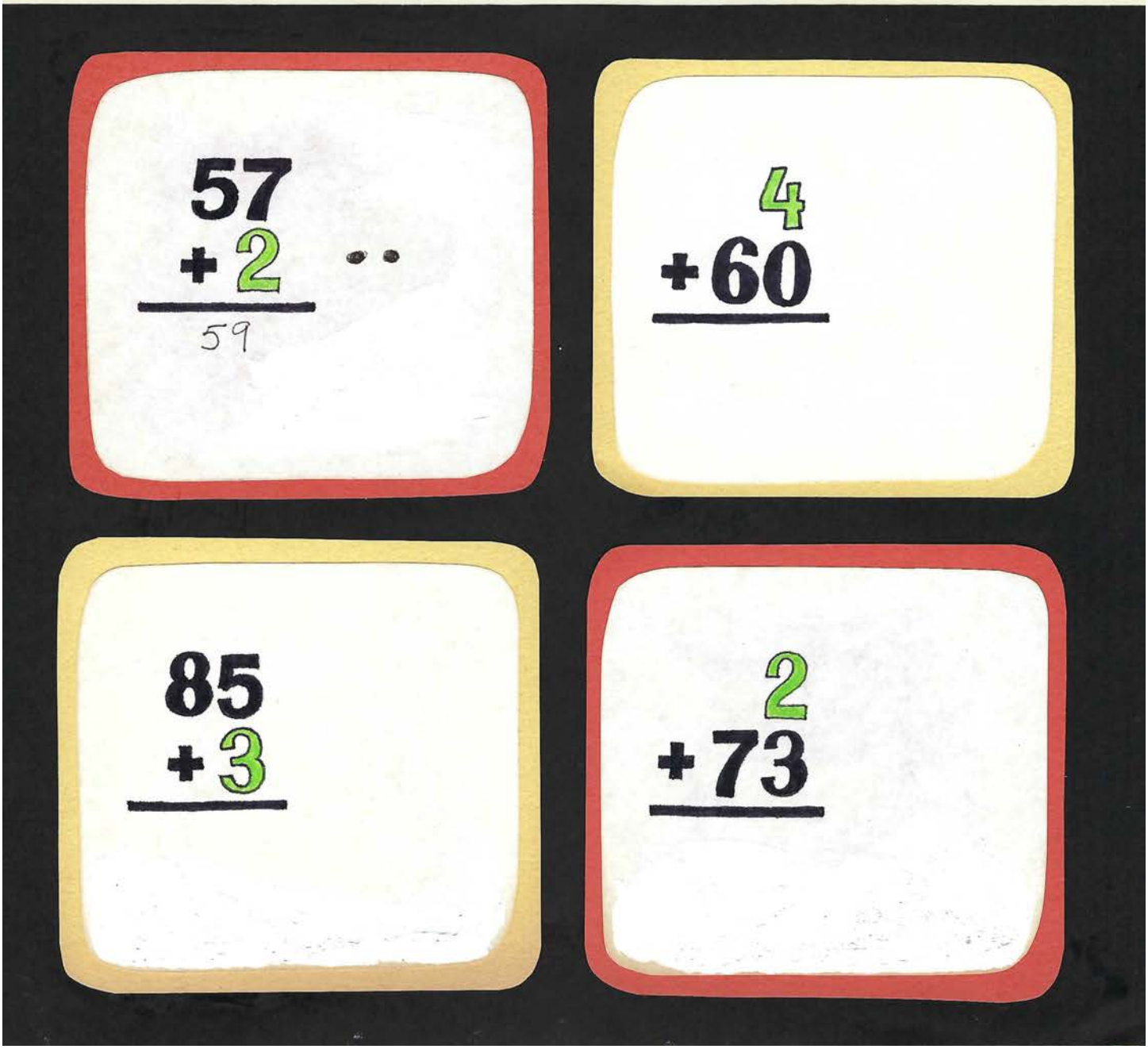
Student will need a pencil. Inform student that it is possible to solve addition problems by drawing pictures of elephants. Tell student that there are forty-three elephants next to the red "43" and that there are two elephants next to the "2" in the problem below. Ask student: ALTOGETHER, HOW MANY ELEPHANTS DO YOU THINK ARE ON THIS PAGE? Direct student to write the answer under the line.



Student won't need anything. Inform student that the person who was supposed to draw elephants for the problems on this page was expecting an important telephone call and only had time to draw elephants for one of the numbers in each problem. Ask student: ALTOGETHER, HOW MANY ELEPHANTS DO YOU THINK WOULD HAVE BEEN IN EACH PICTURE IF THE ARTIST HAD DRAWN ELEPHANTS FOR BOTH NUMBERS?



Student will need a pencil. Inform student that it is possible to solve addition problems by drawing pictures of raisins. Direct student to draw raisins only for the green number in each problem below (do not have student draw anything next to the black number). Then for each problem ask student: ALTOGETHER, HOW MANY RAISINS DO YOU THINK WOULD BE IN THE PICTURE IF YOU HAD DRAWN RAISINS FOR BOTH NUMBERS? Have student write the answer under the line in each problem. Note that somebody seems to have done the first problem already.



Student will need a pencil. Direct student to choose one of the numbers in each problem and to draw raisins only for that number (for instance, in the first problem student could choose to draw two raisins next to the "2" or student could decide instead to draw seventy raisins next to the "70"). Then ask student: ALTOGETHER, HOW MANY RAISINS DO YOU THINK WOULD BE IN THE PICTURE IF YOU HAD DRAWN RAISINS FOR BOTH NUMBERS? Have student write the answer under the line in each problem.