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# Math Book 6

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Joyful Discoveries  
Preschool Curriculum



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## Table of Contents

**Lesson 1:** Extend the pattern.....5

Review A.....25

Review B.....41

**Lesson 2:** Addition with sums 0-3.....53

Review A.....71

Review B.....87

**Lesson 3:** Addition with sums 3-6.....99

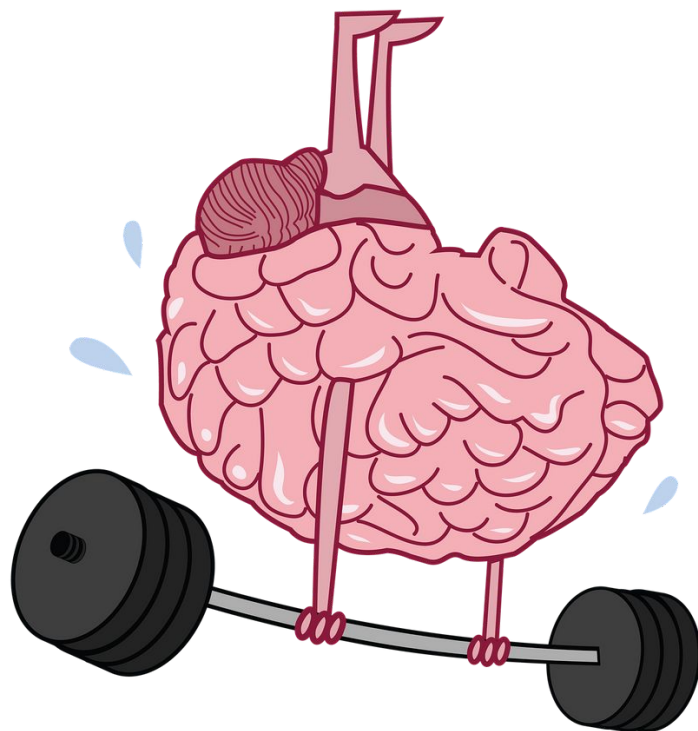
Review A.....117

Review B.....133

Practice and Play Lesson 1.....145

Practice and Play Lesson 2.....171

0 1 2 3 4 5 6 7 8 9 10



### Materials Needed:

- Most recently read math book
- Small, identical materials (For example: unifix cubes)
- Work mat for each student.

# Lesson 1

## Extend the Pattern

Overview: This lesson introduces students to extending a simple ABAB pattern.

### Warm Up

Explain:

***Let's warm up our brains to get ready to learn.*** Point to the number line. ***What number does this number line begin with?***

Point to your forehead in thinking gesture. ***Think about it. What number is this?*** Open hand to note choral response- ***zero.***

***What is the last number on the number line?*** Point to your forehead in thinking gesture. ***Think about it. What number is***

***this?*** Open hand to note choral response- ***ten.*** ***Count with me as I point to each number. As we count, put one finger up for***

***each number.*** Encourage students to count with you as you point to each number, starting with a fist for zero and lifting one

finger as you count together. Repeat once if necessary to get all students engaged. ***Thanks for helping me count. Now I'm***

***going to point to a number and everyone will say the number.*** Point to numbers randomly, encouraging all students to say

the number. To add an element of fun, occasionally point at the brain and encourage students to say, "I'm so smart."



# Lesson 1

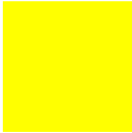
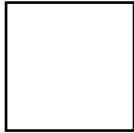
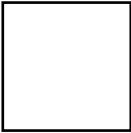
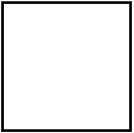
Extend the Pattern

## CONNECT TO MATH BOOK

- Show students the cover of the most recently read math book.
- Ask if students remember this book. ***We read this math book in circle time. Who remembers what this book is about?***
- Connect the book to background knowledge of unit theme.
- Spend 2 minutes reviewing parts of the book.
  - Count some items in the book.
  - Review the vocabulary of the book.



3-4 minutes  
TOTAL





# Lesson 1

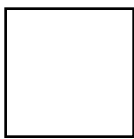
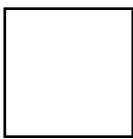
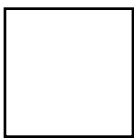
## Extend the Pattern

### Introduce New Concept

**Explain:** *We have already learned about patterns. Let's clap that word. Pat-terns. Now let's say it. Patterns. When things repeat over and over, we have a pattern. Today we are going to read patterns and tell what comes next.*

**Model:** Point to first red square in the pattern. Explain, *I'm going to read this pattern. Watch and listen.* Point to each square as you read the pattern. *Red, yellow, red, yellow, red, yellow. I'm going to use my blocks to extend the pattern. Watch.*

Read the pattern again quickly then point to the first empty square. *I'm going to make the pattern longer.* Name the colors as you place the blocks in the empty squares. *Red, yellow, red. I continued the pattern. I made it longer.* Remove the blocks and turn the page.



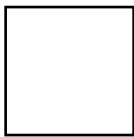
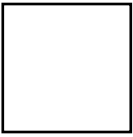
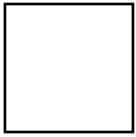
# Lesson 1

## Extend the Pattern

### Introduce New Concept

**Explain:** *This looks like a new pattern. Watch me continue the pattern.*

**Model:** Point to each square as you read the pattern. *Blue, orange, blue, orange, blue, orange. I'm going to use my blocks to extend the pattern. Watch.* Read the pattern again quickly then point to the first empty square. *What comes next?* Name the colors as you place the blocks in the empty squares. *Blue, orange, blue. I continued the pattern. I made it longer.* Remove the blocks and turn the page.



# Lesson 1

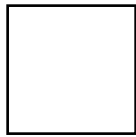
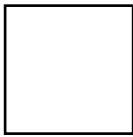
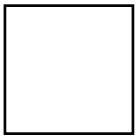
## Extend the Pattern

### Introduce New Concept

**Explain:** *Watch me continue this pattern.*

**Model:** Point to each square as you read the pattern. *Purple, green, purple, green, purple, green. I'm going to use my blocks to extend the pattern. Watch.* Read the pattern again quickly then point to the first empty square. *What comes next?* Name the colors as you place the blocks in the empty squares. *Purple, green, purple. I continued the pattern. I made it longer.*

Remove the blocks and turn the page.



# Lesson 1

## Extend the Pattern

### Group Practice

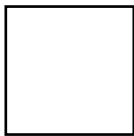
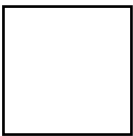
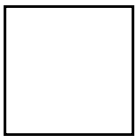
**Explain:** *Let's work together to continue this pattern. First, let's read the pattern together.*

**Group Practice:** Point to first square in the pattern. Ask, *What color?* (Finger to forehead in thinking gesture then open hand to signal choral response- yellow.) *Yellow, yes.* Continue to point to each square in the pattern as you encourage students to name the color. *Blue, yellow, blue, yellow, blue. What color comes next?* (Finger to forehead in thinking gesture then open hand to signal choral response- yellow.) *Yellow.* Put a yellow unifix cube in the first empty square. *What comes next in our pattern?* (Finger to forehead in thinking gesture then open hand to signal choral response- blue.) *Blue.* Place a blue unifix cube in the next empty square. Continue in this way with the last empty square. *We continued the pattern. Now, let's read it.* Point to each square as you guide students in reading the pattern.



### Error Correction Procedure

Read the pattern again. Provide the next color if students are unable to identify what comes next.





# Lesson 1

## Extend the Pattern

### Group Practice

**Explain:** *Let's work together to continue this new pattern.*

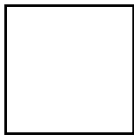
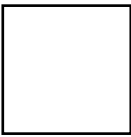
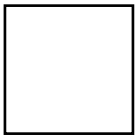
**Group Practice:** Point to first square in the pattern. Ask, *What color?* (Finger to forehead in thinking gesture then open hand to signal choral response- orange.) *Orange, yes.* Continue to point to each square in the pattern as you encourage students to name the color. *Green, orange, green, orange, green. What color comes next?* (Finger to forehead in thinking gesture then open hand to signal choral response- orange.) *Orange.* Put an orange unifix cube in the first empty square. *What comes next in our pattern?* (Finger to forehead in thinking gesture then open hand to signal choral response- green.) *Green.* Place a green unifix cube in the next empty square. Continue in this way with the last empty square. *We continued the pattern. Now, let's read it.*

Point to each square as you guide students in reading the pattern.



### Error Correction Procedure

Read the pattern again. Provide the next color if students are unable to identify what comes next.



# Lesson 1

## Extend the Pattern

### Group Practice

**Explain:** *Let's work together to continue one more pattern.*

**Group Practice:** Point to first square in the pattern. Ask, *What color?* (Finger to forehead in thinking gesture then open hand to signal choral response- purple.) *Purple, yes.* Continue to point to each square in the pattern as you encourage students to name the color. *Yellow, purple, yellow, purple, yellow. What color comes next?* (Finger to forehead in thinking gesture then open hand to signal choral response- purple.) *Purple.* Put a purple unifix cube in the first empty square. *What comes next in our pattern?* (Finger to forehead in thinking gesture then open hand to signal choral response- yellow.) *Yellow.* Place a yellow unifix cube in the next empty square. Continue in this way with the last empty square. *We continued the pattern. Now, let's read it.*

Point to each square as you guide students in reading the pattern.



### Error Correction Procedure

Read the pattern again. Provide the next color if students are unable to identify what comes next.



# Lesson 1

## Extend the Pattern

### Individual Practice:

Give each student a work mat. Use two colors of unifix cubes to make a simple ABAB pattern on each mat. Give each student the two unifix cubes they need to finish their pattern. Encourage students to independently read their patterns and extend them with the additional unifix cubes. Monitor student progress and correct errors. Each student should extend 1 pattern.

**Expand (optional):** For students ready for a challenge, create a simple pattern that is more complex than ABAB. For example ABBA or AABA.



1 2



7 8



3 4



9 10



5 6



# Lesson 1

## Extend the Pattern

### Wrap Up

Explain: ***Today we read patterns and continued them.***

Celebrate success:

***Let's celebrate our hard work with a silly number rhyme.***

Point to the numbers and pictures as you lead the rhyme. Encourage students to join you.

***One, two- tie my shoe*** (pretend to tie a shoe)


***Three, four- knock on the door*** (pretend to knock on door)

***Five, six- give it a mix*** (pretend to hold a spoon with one hand and a bowl with the other)

***Seven, eight- stop and wait*** (hold up hand as if saying "wait")

***Nine, ten- a big, red hen!*** (point at hen and pretend to laugh)

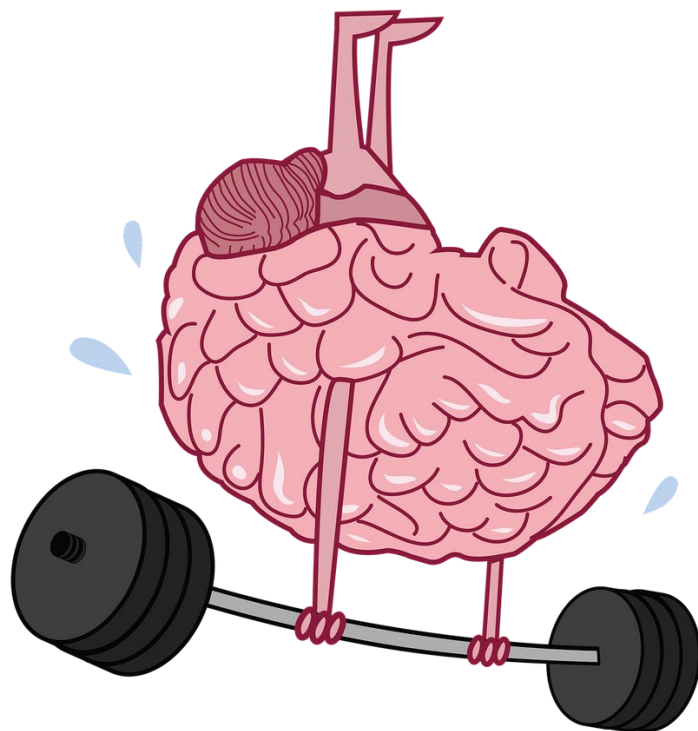
***Great work! We're all done.***



Point out and read patterns throughout the day. Ask, "what comes next?"



0 1 2 3 4 5 6 7 8 9 10





### Materials Needed:

- Most recently read math book
- Small, identical materials (For example: unifix cubes)
- Work mat for each student.

# Lesson 1A

## Extend the Pattern

Overview: This lesson reviews extending a simple ABAB pattern.

### Warm Up

Explain:

***Let's warm up our brains to get ready to learn.*** Point to the number line. ***What number does this number line begin with?***

Point to your forehead in thinking gesture. ***Think about it. What number is this?*** Open hand to note choral response- ***zero.***

***What is the last number on the number line?*** Point to your forehead in thinking gesture. ***Think about it. What number is***

***this?*** Open hand to note choral response- ***ten.*** ***Count with me as I point to each number. As we count, put one finger up for***

***each number.*** Encourage students to count with you as you point to each number, starting with a fist for zero and lifting one

finger as you count together. Repeat once if necessary to get all students engaged. ***Thanks for helping me count. Now I'm***

***going to point to a number and everyone will say the number.*** Point to numbers randomly, encouraging all students to say

the number. To add an element of fun, occasionally point at the brain and encourage students to say, "I'm so smart."



# Lesson 1A

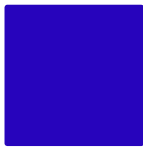
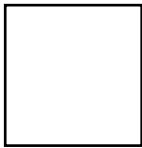
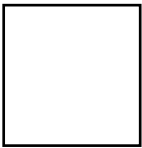
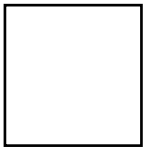
Extend the Pattern

## CONNECT TO MATH BOOK

- Show students the cover of the most recently read math book.
- Ask if students remember this book. ***We read this math book in circle time. Who remembers what this book is about?***
- Connect the book to background knowledge of unit theme.
- Spend 2 minutes reviewing parts of the book.
  - Count some items in the book.
  - Review the vocabulary of the book.



3-4 minutes  
TOTAL



# Lesson 1A

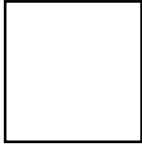
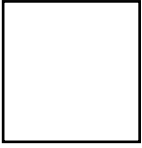
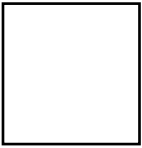
## Extend the Pattern

### Introduce New Concept

**Explain:** *We have already learned about patterns. Let's clap that word. Pat-terns. Now let's say it. Patterns. When things repeat over and over, we have a pattern. Today we are going to read patterns and tell what comes next.*

**Model:** Point to first green square in the pattern. Explain, *I'm going to read this pattern. Watch and listen.* Point to each square as you read the pattern. *Green, blue, green, blue, green, blue. I'm going to use my blocks to continue the pattern.*

**Watch.** Read the pattern again quickly then point to the first empty square. *What comes next?* Name the colors as you place the blocks in the empty squares. *Green, blue, green. I continued the pattern. I made it longer.* Remove the blocks and turn the page.



# Lesson 1A

## Extend the Pattern

### Introduce New Concept

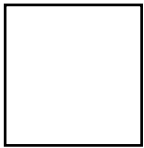
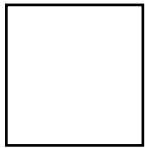
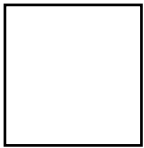
**Explain:** *This looks like a new pattern. Watch me continue the pattern.*

**Model:** Point to each square as you read the pattern. *Yellow, orange, yellow, orange, yellow, orange. I'm going to use my*

*blocks to continue the pattern. Watch.* Read the pattern again quickly then point to the first empty square. *What comes*

*next?* Name the colors as you place the blocks in the empty squares. *Yellow, orange, yellow. I continued the pattern. I made*

*it longer.* Remove the blocks and turn the page.





# Lesson 1A

## Extend the Pattern

### Group Practice

**Explain:** *Let's work together to continue this pattern. First, let's read the pattern together.*

**Group Practice:** Point to first square in the pattern. Ask, *What color?* (Finger to forehead in thinking gesture then open hand to signal choral response- purple.) *Purple, yes.* Continue to point to each square in the pattern as you encourage students to name the color. *Red, purple, red, purple, red. What color comes next?* (Finger to forehead in thinking gesture then open hand to signal choral response- purple.) *Purple.* Put a purple unifix cube in the first empty square. *What comes next in our pattern?* (Finger to forehead in thinking gesture then open hand to signal choral response- red.) *Red.* Place a red unifix cube in the next empty square. Continue in this way with the last empty square. *We continued the pattern. Now, let's read it.* Point to each square as you guide students in reading the pattern.



### Error Correction Procedure

Read the pattern again. Provide the next color if students are unable to identify what comes next.



# Lesson 1A

## Extend the Pattern

### Group Practice

**Explain:** *Let's work together to continue this pattern. First, let's read the pattern together.*

**Group Practice:** Point to first square in the pattern. Ask, *What color?* (Finger to forehead in thinking gesture then open hand to signal choral response- red.) *Red, yes.* Continue to point to each square in the pattern as you encourage students to name the color. *Blue, red, blue, red, blue. What color comes next?* (Finger to forehead in thinking gesture then open hand to signal choral response- red.) *Red.* Put a red unifix cube in the first empty square. *What comes next in our pattern?* (Finger to forehead in thinking gesture then open hand to signal choral response- blue.) *Blue.* Place a blue unifix cube in the next empty square. Continue in this way with the last empty square. *We continued the pattern. Now, let's read it.* Point to each square as you guide students in reading the pattern.



### Error Correction Procedure

Read the pattern again. Provide the next color if students are unable to identify what comes next.



# Lesson 1A

## Extend the Pattern

### Individual Practice:

Give each student a work mat. Use two colors of unifix cubes to make a simple ABAB pattern on each mat. Give each student the two unifix cubes they need to finish their pattern. Encourage students to independently read their patterns and extend them with the additional unifix cubes. Monitor student progress and correct errors. Continue in this way until each student has extended 2 patterns.

**Expand (optional):** For students ready for a challenge, create a simple pattern that is more complex than ABAB. For example ABBA or AABA.



1 2



7 8



3 4



9 10



5 6



# Lesson 1A

## Extend the Pattern

### Wrap Up

Explain: ***Today we read patterns and continued them.***

Celebrate success:

***Let's celebrate our hard work with a silly number rhyme.***

Point to the numbers and pictures as you lead the rhyme. Encourage students to join you.

***One, two- tie my shoe*** (pretend to tie a shoe)


***Three, four- knock on the door*** (pretend to knock on door)

***Five, six- give it a mix*** (pretend to hold a spoon with one hand and a bowl with the other)

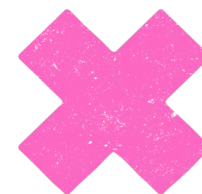
***Seven, eight- stop and wait*** (hold up hand as if saying "wait")

***Nine, ten- a big, red hen!*** (point at hen and pretend to laugh)

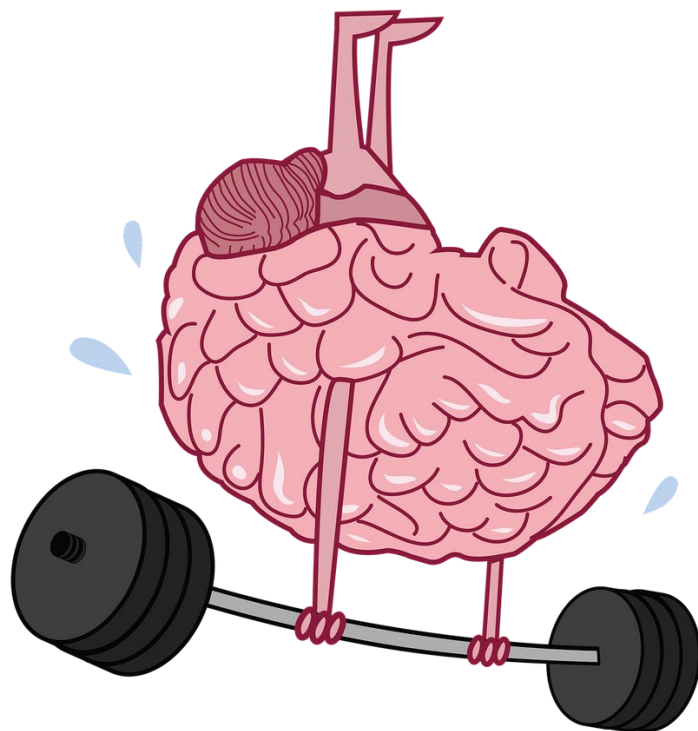
***Great work! We're all done.***



Point out and read patterns throughout the day. Ask, "what comes next?"



0 1 2 3 4 5 6 7 8 9 10





### Materials Needed:

- Most recently read math book
- Small, identical materials (For example: unifix cubes)
- Work mat for each student.

# Lesson 1B

## Extend the Pattern

Overview: This lesson reviews extending a simple ABAB pattern.

### Warm Up

Explain:

***Let's warm up our brains to get ready to learn.*** Point to the number line. ***What number does this number line begin with?***

Point to your forehead in thinking gesture. ***Think about it. What number is this?*** Open hand to note choral response- ***zero.***

***What is the last number on the number line?*** Point to your forehead in thinking gesture. ***Think about it. What number is***

***this?*** Open hand to note choral response- ***ten.*** ***Count with me as I point to each number. As we count, put one finger up for***

***each number.*** Encourage students to count with you as you point to each number, starting with a fist for zero and lifting one

finger as you count together. Repeat once if necessary to get all students engaged. ***Thanks for helping me count. Now I'm***

***going to point to a number and everyone will say the number.*** Point to numbers randomly, encouraging all students to say

the number. To add an element of fun, occasionally point at the brain and encourage students to say, "I'm so smart."



# Lesson 1B

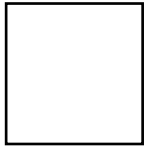
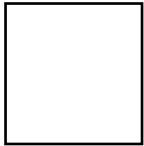
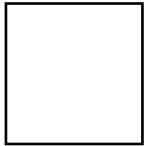
Extend the Pattern

## CONNECT TO MATH BOOK

- Show students the cover of the most recently read math book.
- Ask if students remember this book. ***We read this math book in circle time. Who remembers what this book is about?***
- Connect the book to background knowledge of unit theme.
- Spend 2 minutes reviewing parts of the book.
  - Count some items in the book.
  - Review the vocabulary of the book.



3-4 minutes  
TOTAL



# Lesson 1B

## Extend the Pattern

### Introduce New Concept

**Explain:** *We have been learning about patterns. Let's clap that word. Pat-terns. Now let's say it. Patterns. Patterns are made when something happens again and again. Today we are going to read patterns and tell what comes next.*

**Model:** Point to first square in the pattern. Explain, *I'm going to read this pattern. Watch and listen.* Point to each square as you read the pattern. *Green, orange, green, orange, green, orange. I'm going to continue this pattern. Watch.* Read the pattern again quickly then point to the first empty square. *What comes next?* Name the colors as you place the blocks in the empty squares. *Green, orange, green. I continued the pattern. I made it longer.* Remove the blocks and turn the page.



# Lesson 1B

## Extend the Pattern

### Group Practice

*Let's work together to continue this pattern. First, let's read the pattern together.*

**Group Practice:** Point to first square in the pattern. Ask, *What color?* (Finger to forehead in thinking gesture then open hand to signal choral response- green.) *Green, yes.* Continue to point to each square in the pattern as you encourage students to name the color. *Yellow, green, yellow, green, yellow. What color comes next?* (Finger to forehead in thinking gesture then open hand to signal choral response- green.) *Green.* Put a green unifix cube in the first empty square. *What comes next in our pattern?* (Finger to forehead in thinking gesture then open hand to signal choral response- yellow.) *Yellow.* Place a yellow unifix cube in the next empty square. Continue in this way with the last empty square. *We continued the pattern. Now, let's read it.* Point to each square as you guide students in reading the pattern.



### Error Correction Procedure

Read the pattern again. Provide the next color if students are unable to identify what comes next.





# Lesson 1B

## Extend the Pattern

### Individual Practice:

Give each student a work mat. Use two colors of unifix cubes to make a simple ABAB pattern on each mat. Give each student the two unifix cubes they need to finish their pattern. Encourage students to independently read their patterns and extend them with the additional unifix cubes. Monitor student progress and correct errors. Continue in this way until each student has extended 3 patterns.

**Expand (optional):** For students ready for a challenge, create a simple pattern that is more complex than ABAB. For example ABBA or AABA.



1 2



7 8



3 4



9 10



5 6

# Lesson 1B

## Extend the Pattern

### Wrap Up

Explain: *Today we read patterns and continued them.*

Celebrate success:

*Let's celebrate our hard work with a silly number rhyme.*

Point to the numbers and pictures as you lead the rhyme. Encourage students to join you.

*One, two- tie my shoe* (pretend to tie a shoe)

*Three, four- knock on the door* (pretend to knock on door)

*Five, six- give it a mix* (pretend to hold a spoon with one hand and a bowl with the other)

*Seven, eight- stop and wait* (hold up hand as if saying "wait")

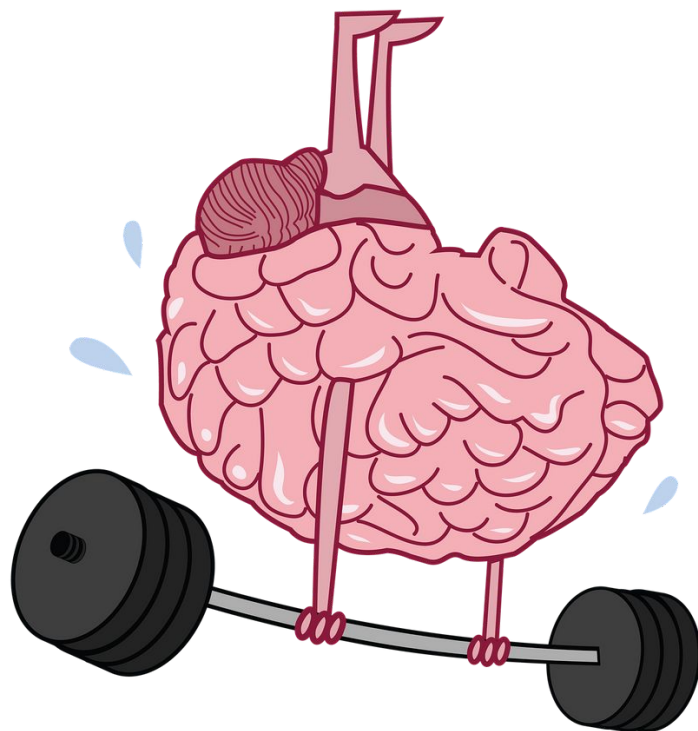
*Nine, ten- a big, red hen!* (point at hen and pretend to laugh)

*Great work! We're all done.*

Point out and read patterns throughout the day. Ask, "what comes next?"



0 1 2 3 4 5 6 7 8 9 10



### Materials Needed:

- Most recently read math book
- Small, identical materials for counting (For example: unifix cubes)
- Number tracing cards 0-3
- Prepared work mat for each student with + and = signs.

# Lesson 2

Addition with sums of 0-3

Overview: This lesson introduces students to addition with small sums of 0-3.

## Warm Up

Explain:

***Let's warm up our brains to get ready to learn.*** Point to the number line. ***What number does this number line begin with?***

Point to your forehead in thinking gesture. ***Think about it. What number is this?*** Open hand to note choral response- ***zero***.

***What is the last number on the number line?*** Point to your forehead in thinking gesture. ***Think about it. What number is***

***this?*** Open hand to note choral response- ***ten***. ***Count with me as I point to each number. As we count, put one finger up for***

***each number***. Encourage students to count with you as you point to each number, starting with a fist for zero and lifting one

finger as you count together. Repeat once if necessary to get all students engaged. ***I'm going to use the number line to count***

***and when I stop, you tell me what number comes next. Ready?*** Point to numbers on line as you count. At 3-4 random

spots, point to the next number but pause. Encourage children to say the number that comes next.





# Lesson 2

Addition with sums of 0-3

## CONNECT TO MATH BOOK

- Show students the cover of the most recently read math book.
- Ask if students remember this book. ***We read this math book in circle time. Who remembers what this book is about?***
- Connect the book to background knowledge of unit theme.
- Spend 2 minutes reviewing parts of the book.
  - Count some items in the book.
  - Review the vocabulary of the book.

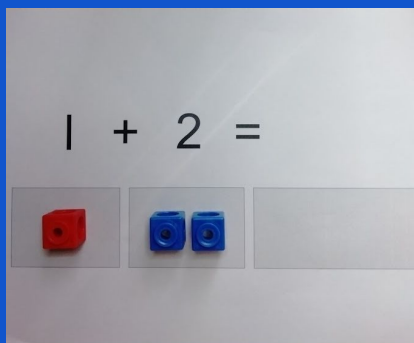


3-4 minutes  
TOTAL



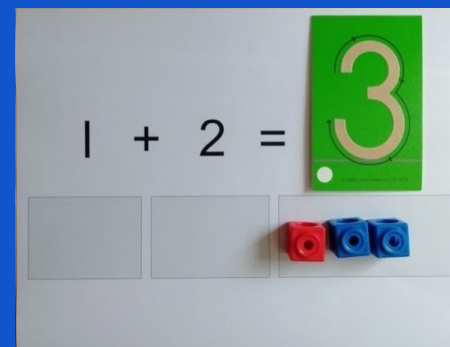
**= 2 + 1**





# Lesson 2

Addition with sums of 0-3



Introduce New Concept

**Explain:** *Today we are going to do addition. Let's clap that word. Ad-di-tion. We are going to add two groups together to make a bigger group. Watch me add.*

**Model:** Point to 1. Read the number sentence as you point to each number and symbol. *One plus two equals. I'm going to use my blocks to help me figure out the answer.* Point to 1 again. *This says one.* Place one red block in the gray rectangle under 1. Point to 2. *This says two.* Place two blue blocks in the gray rectangle under 2. Point to each group as you say, *One. Two. Now I'm going to add.* Push both groups of blocks together into the final, larger gray rectangle. *Now I will count to find out how many altogether.* Count the blocks. *1, 2, 3.* Place the number tracing card for 3 on the page to complete the number sentence.

Re-read the number sentence as you point to each number and symbol. *One plus two equals three.*



$$= 0 + 2$$

# Lesson 2

Addition with sums of 0-3

Introduce New Concept

**Explain:** *Watch me add again.*

**Model:** Point to 2. Read the number sentence as you point to each number and symbol. *Two plus zero equals. Let's use our blocks to help us figure out the answer.* Point to 2 again. *This says two.* Place two red blocks in the gray rectangle under 2.

Point to 0. *This says zero.* Point to gray rectangle and say, *Zero means none so I won't put any blocks here.* Point to each group as you say, *Two, zero. Watch me add.* Push both groups of blocks together into the final, larger gray rectangle. *Now I will count to find out how many altogether.* Count the blocks. *1, 2.* Place the number tracing card for 2 on the page to complete the number sentence. Re-read the number sentence as you point to each number and symbol. *Two plus zero equals two.*



$$= 3 + 0$$

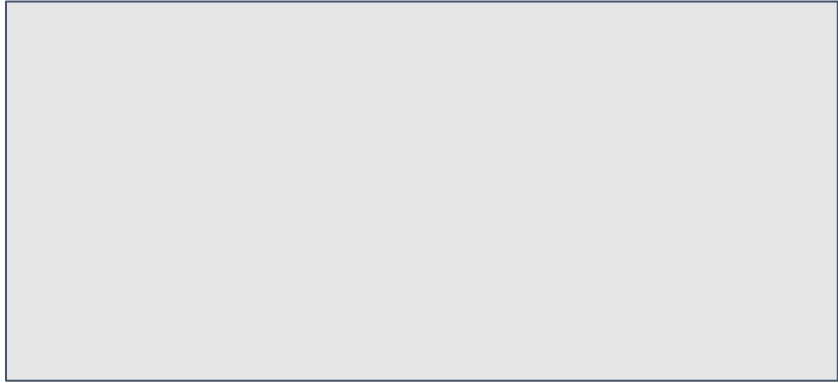
# Lesson 2

Addition with sums of 0-3

Introduce New Concept

**Explain:** *Watch me add one more time.*

**Model:** Point to 0. Read the number sentence as you point to each number and symbol. *Zero plus three equals. I'm going to use my blocks to help me figure out the answer.* Point to 0 again. *This says zero.* Point to grey rectangle below 0. *I'm going to put no blocks here because zero means none.* Point to 3. *This says three.* Place three blue blocks in the gray rectangle under 3. Point to each group as you say, *Zero, three. Watch me add.* Push both groups of blocks together into the final, larger gray rectangle. *Now I will count to find out how many altogether.* Count the blocks. *1, 2, 3.* Place the number tracing card for 3 on the page to complete the number sentence. Re-read the number sentence as you point to each number and symbol. *Zero plus three equals three.*



$$= 1 + 0$$

# Lesson 2

Addition with sums of 0-3

## Group Practice

**Explain:** *Let's work together to add now.*

**Model:** Circle the addition problem with your finger. *Let's read this together.* Point to your forehead in thinking gesture. *Think about it. What does this say?* Open hand to note choral response. Guide students in reading. *Zero plus one equals. Let's use our blocks to help us figure out the answer.* Point to 0 again. *What number is this?* (Finger to forehead in thinking gesture then open hand to signal choral response- zero.) *Zero, yes. I'm not going to put any blocks down because zero means none.* Point to 1. *What number is this?* (Finger to forehead in thinking gesture then open hand to signal choral response- one.) *One, yes. Count the blocks as I put them down.* Slowly place one blue block in the gray rectangle under 1 as children count. Point to each group as you say, *Zero, one. Let's add.* Push both groups of blocks together into the final, larger gray rectangle. *Let's count to find out how many altogether.* Point to the blocks as children count. **1.** Place the number tracing card for 1 on the page to complete the number sentence. *Read the whole thing with me.* Point to each number and symbol. *Zero plus one equals one.*



### Error Correction Procedure

Depending on the error- tell students the number or guide them in counting the blocks.



$$= 0 + 2$$



# Lesson 2

Addition with sums of 0-3

## Group Practice

**Explain:** *Let's work together to add one more time.*

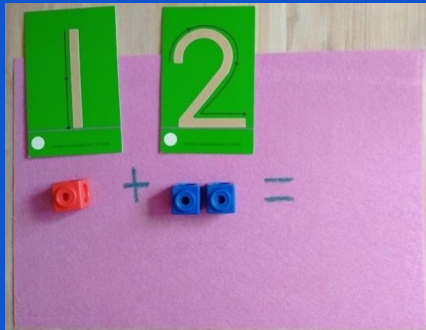
**Model:** Circle the addition problem with your finger. *Let's read this together.* Point to your forehead in thinking gesture. *Think about it. What does this say?* Open hand to note choral response. Guide students in reading. *Two plus zero equals. Let's use our blocks to help us figure out the answer.* Point to 2 again. *What number is this?* (Finger to forehead in thinking gesture then open hand to signal choral response- two.) *Two, yes. Count the blocks as I put them down.* Slowly place two red blocks in the gray rectangle under 2 as children count. Point to 0. *What number is this?* (Finger to forehead in thinking gesture then open hand to signal choral response- zero.) *Zero, yes. Count the blocks as I put them down. Zero means none so we won't put any blocks down.* Point to each group as you say, *Two, zero. Let's add.* Push both groups of blocks together into the final, larger gray rectangle. *Let's count to find out how many altogether.* Point to the blocks as children count. **1, 2.** Place the number tracing card for 2 on the page to complete the number sentence. *Read the whole thing with me.* Point to each number and symbol. *Two plus zero equals two.*



### Error Correction Procedure

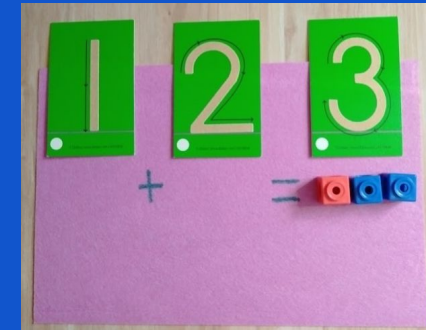
Depending on the error- tell students the number or guide them in counting the blocks.





# Lesson 2

Addition with sums of 0-3



## Individual Practice:

Prepare work mats by writing + and = with space in between for groups of blocks. Give each student a prepared work mat. Set one group of blocks (0-3) in red before the + and one group of blocks (0-3) in blue after the +. The sum of the two groups should be 0-3. Give each student all number tracing cards 0-3. Encourage students to count each group of blocks and place the corresponding number card above before putting the two groups of blocks together, counting how many altogether then placing the corresponding number card to complete the addition sentence. Encourage students to read the entire addition sentence to you. Each student should have **one opportunity to do an addition problem with a sum of 0-3.**

**Expand (optional):** For students ready for a challenge, place two number cards on the work mat and encourage them to count of groups of blocks for each number before adding the groups together and finding the corresponding number card for the sum.



1 2



7 8



3 4



9 10



5 6



# Lesson 2

Addition with sums of 0-3

Wrap Up

Explain: ***Today we did addition. We added small groups to make a bigger group.***

Celebrate success:

***Let's celebrate our hard work with a silly number rhyme.***

Point to the numbers and pictures as you lead the rhyme. Encourage students to join you.

***One, two- tie my shoe*** (pretend to tie a shoe)

***Three, four- knock on the door*** (pretend to knock on door)

***Five, six- give it a mix*** (pretend to hold a spoon with one hand and a bowl with the other)

***Seven, eight- stop and wait*** (hold up hand as if saying "wait")

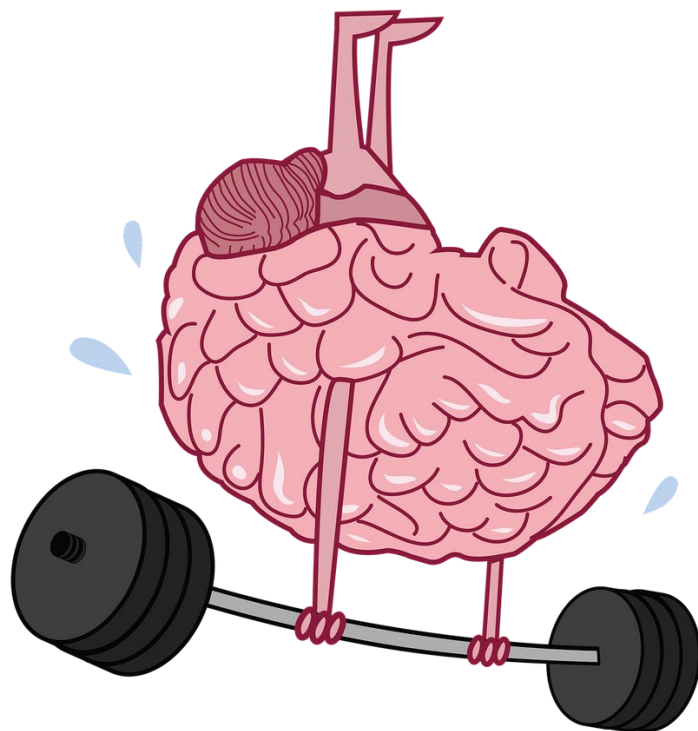
***Nine, ten- a big, red hen!*** (point at hen and pretend to laugh)

***Great work! We're all done.***

Find opportunities to do addition with students throughout the day. For example: You have 2 gloves and 1 hat. How many is that altogether?



0 1 2 3 4 5 6 7 8 9 10



### Materials Needed:

- Most recently read math book
- Small, identical materials for counting (For example: unifix cubes)
- Number tracing cards 0-3
- Prepared work mat for each student with + and = signs.

# Lesson 2A

Addition with sums of 0-3

Overview: This lesson reviews addition with small sums of 0-3.

## Warm Up

Explain:

***Let's warm up our brains to get ready to learn.*** Point to the number line. ***What number does this number line begin with?***

Point to your forehead in thinking gesture. ***Think about it. What number is this?*** Open hand to note choral response- ***zero***.

***What is the last number on the number line?*** Point to your forehead in thinking gesture. ***Think about it. What number is***

***this?*** Open hand to note choral response- ***ten***. ***Count with me as I point to each number. As we count, put one finger up for***

***each number***. Encourage students to count with you as you point to each number, starting with a fist for zero and lifting one

finger as you count together. Repeat once if necessary to get all students engaged. ***I'm going to use the number line to count***

***and when I stop, you tell me what number comes next. Ready?*** Point to numbers on line as you count. At 3-4 random

spots, point to the next number but pause. Encourage children to say the number that comes next.





# Lesson 2A

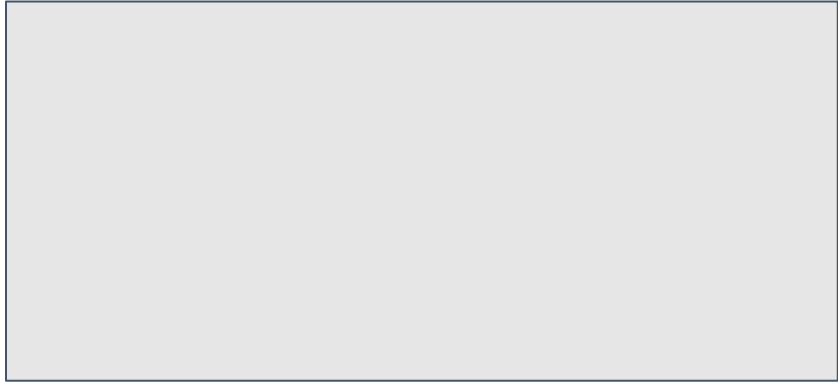
Addition with sums of 0-3

## CONNECT TO MATH BOOK

- Show students the cover of the most recently read math book.
- Ask if students remember this book. ***We read this math book in circle time. Who remembers what this book is about?***
- Connect the book to background knowledge of unit theme.
- Spend 2 minutes reviewing parts of the book.
  - Count some items in the book.
  - Review the vocabulary of the book.



3-4 minutes  
TOTAL



$$= | + |$$

# Lesson 2A

Addition with sums of 0-3

Introduce New Concept

**Explain:** *Today we are going to do more addition. Let's clap that word. Ad-di-tion. We're going to add two small groups to make a bigger group. Watch me add.*

**Model:** Point to 1. Read the number sentence as you point to each number and symbol. *One plus one equals. I'm going to use my blocks to help me figure out the answer.* Point to 1 again. *This says one.* Place one red block in the gray rectangle under 1.

Point to the next 1. *This says one.* Place one blue block in the gray rectangle under 1. Point to each group as you say, *One. One.*

*Now I'm going to add.* Push both groups of blocks together into the final, larger gray rectangle. *Now I will count to find out how many altogether.* Count the blocks. *1, 2.* Place the number tracing card for 2 on the page to complete the number sentence.

Re-read the number sentence as you point to each number and symbol. *One plus one equals two.*



$$= 0 + 3$$

# Lesson 2A

Addition with sums of 0-3

Introduce New Concept

**Explain:** *Watch me add again.*

**Model:** Point to 3. Read the number sentence as you point to each number and symbol. *Three plus zero equals. I'm going to use my blocks to help me figure out the answer.* Point to 3 again. *This says three.* Place three red blocks in the gray rectangle under 3. Point to 0. *This says zero.* Point to gray rectangle and say, *Zero means none so I won't put any blocks here.* Point to each group as you say, *Three, zero. Watch me add.* Push both groups of blocks together into the final, larger gray square. *Now I will count to find out how many altogether.* Count the blocks. *1, 2, 3.* Place the number tracing card for 3 on the page to complete the number sentence. Re-read the number sentence as you point to each number and symbol. *Three plus zero equals three.*



$$= 1 + 2$$

# Lesson 2A

Addition with sums of 0-3

## Group Practice

**Explain:** *Let's work together to add now.*

**Model:** Circle the addition problem with your finger. *Let's read this together.* Point to your forehead in thinking gesture. *Think about it. What does this say?* Open hand to note choral response. Guide students in reading. *Two plus one equals. Let's use our blocks to help us figure out the answer.* Point to 2 again. *What number is this?* (Finger to forehead in thinking gesture then open hand to signal choral response- two.) *Two, yes. Count the blocks as I put them down.* Slowly place two red blocks in the gray rectangle under 2 as children count. Point to 1. *What number is this?* (Finger to forehead in thinking gesture then open hand to signal choral response- one.) *One, yes. Count the blocks as I put them down.* Slowly place one blue block in the gray rectangle under 1 as children count. Point to each group as you say, *Two, one. Let's add.* Push both groups of blocks together into the final, larger gray rectangle. *Let's count to find out how many altogether.* Point to the blocks as children count. *1, 2, 3.* Place the number tracing card for 3 on the page to complete the number sentence. *Read the whole thing with me.* Point to each number and symbol. *Two plus one equals three.*



### Error Correction Procedure

Depending on the error- tell students the number or guide them in counting the blocks.



$$= 0 + 0$$



# Lesson 2A

Addition with sums of 0-3

## Group Practice

**Explain:** *Let's work together to add one more time.*

**Model:** Circle the addition problem with your finger. *Let's read this together.* Point to your forehead in thinking gesture. *Think about it. What does this say?* Open hand to note choral response. Guide students in reading. *Zero plus zero equals. Let's use our blocks to help us figure out the answer.* Point to first 0 again. *What number is this?* (Finger to forehead in thinking gesture then open hand to signal choral response- zero.) *Zero, yes. Count the blocks as I put them down.* Mime placing a block down. *Zero means none so I didn't put any blocks down.* Point to second 0. *What number is this?* (Finger to forehead in thinking gesture then open hand to signal choral response- zero.) *Zero, yes. Count the blocks as I put them down.* Mime placing a block down. *Zero means none.* Point to each group as you say, *Zero, zero. Let's add.* Mime pushing both groups of blocks together into the final, larger gray rectangle. *Let's count to find out how many altogether.* Point to the empty rectangle. *How many?* (Finger to forehead in thinking gesture then open hand to signal choral response- zero.) Place the number tracing card for 0 on the page to complete the number sentence. *Read the whole thing with me.* Point to each number and symbol. *Zero plus zero equals zero.*



### Error Correction Procedure

Depending on the error- tell students the number or guide them in counting the blocks.



# Lesson 2A

Addition with sums of 0-3

## Individual Practice:

Prepare work mats by writing  $+$  and  $=$  with space in between for groups of blocks. Give each student a prepared work mat. Set one group of blocks (0-3) in red before the  $+$  and one group of blocks (0-3) in blue after the  $+$ . The sum of the two groups should be 0-3. Give each student all number tracing cards 0-3. Encourage students to count each group of blocks and place the corresponding number card above before putting the two groups of blocks together, counting how many altogether then placing the corresponding number card to complete the addition sentence. Encourage students to read the entire addition sentence to you. Each student should have **two opportunities to do an addition problem with a sum of 0-3.**

**Expand (optional):** For students ready for a challenge, place two number cards on the work mat and encourage them to count of groups of blocks for each number before adding the groups together and finding the corresponding number card for the sum.



1 2



7 8



3 4



9 10



5 6



# Lesson 2A

Addition with sums of 0-3

Wrap Up

Explain: ***Today we did addition. We added small groups to make a bigger group.***

Celebrate success:

***Let's celebrate our hard work with a silly number rhyme.***

Point to the numbers and pictures as you lead the rhyme. Encourage students to join you.

***One, two- tie my shoe*** (pretend to tie a shoe)


***Three, four- knock on the door*** (pretend to knock on door)

***Five, six- give it a mix*** (pretend to hold a spoon with one hand and a bowl with the other)

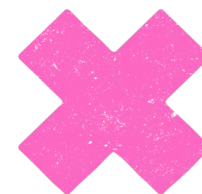
***Seven, eight- stop and wait*** (hold up hand as if saying "wait")

***Nine, ten- a big, red hen!*** (point at hen and pretend to laugh)

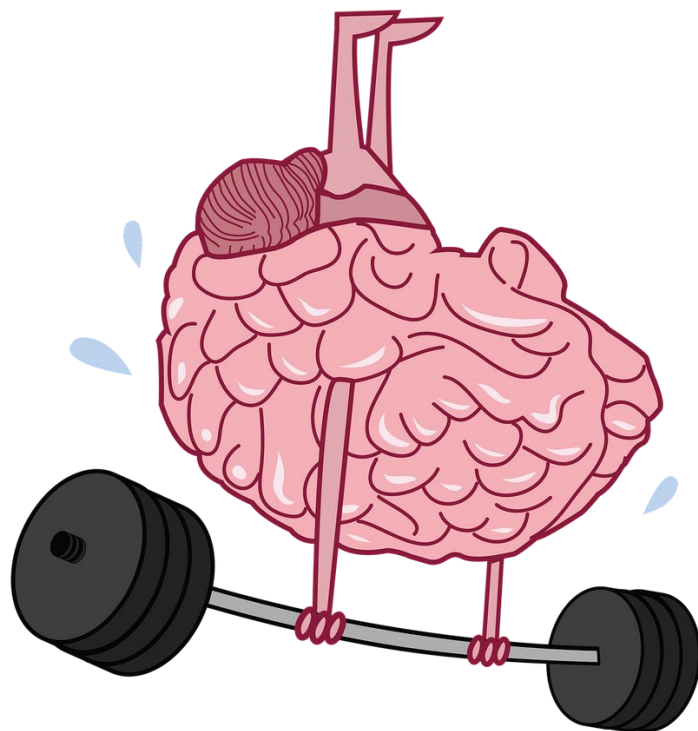
***Great work! We're all done.***



Find opportunities to do addition with students throughout the day. For example- You have 2 gloves and 1 hat. How many is that altogether?



0 1 2 3 4 5 6 7 8 9 10



### Materials Needed:

- Most recently read math book
- Small, identical materials for counting (For example: unifix cubes)
- Number tracing cards 0-3
- Prepared work mat for each student with + and = signs.

# Lesson 2B

Addition with sums of 0-3

Overview: This lesson reviews addition with small sums of 0-3.

## Warm Up

Explain:

***Let's warm up our brains to get ready to learn.*** Point to the number line. ***What number does this number line begin with?***

Point to your forehead in thinking gesture. ***Think about it. What number is this?*** Open hand to note choral response- ***zero***.

***What is the last number on the number line?*** Point to your forehead in thinking gesture. ***Think about it. What number is***

***this?*** Open hand to note choral response- ***ten***. ***Count with me as I point to each number. As we count, put one finger up for***

***each number***. Encourage students to count with you as you point to each number, starting with a fist for zero and lifting one

finger as you count together. Repeat once if necessary to get all students engaged. ***I'm going to use the number line to count***

***and when I stop, you tell me what number comes next. Ready?*** Point to numbers on line as you count. At 3-4 random

spots, point to the next number but pause. Encourage children to say the number that comes next.





# Lesson 2B

Addition with sums of 0-3

## CONNECT TO MATH BOOK

- Show students the cover of the most recently read math book.
- Ask if students remember this book. ***We read this math book in circle time. Who remembers what this book is about?***
- Connect the book to background knowledge of unit theme.
- Spend 2 minutes reviewing parts of the book.
  - Count some items in the book.
  - Review the vocabulary of the book.



3-4 minutes  
TOTAL



$= 2 + 0$

# Lesson 2B

Addition with sums of 0-3

Introduce New Concept

**Explain:** *Today we are going to do more addition. Let's clap that word. Ad-di-tion. We're going to add two small groups to make a bigger group. Watch me add.*

**Model:** Point to 0. Read the number sentence as you point to each number and symbol. *Zero plus two equals. I'm going to use my blocks to help me figure out the answer.* Point to 0 again. *This says zero. Zero means none so I won't put any blocks here.*

Point to the 2. *This says two.* Place two blue blocks in the gray rectangle under 2. Point to each group as you say, *Zero. Two. Now I'm going to add.* Push both groups of blocks together into the final, larger gray rectangle. *Now I will count to find out how many altogether.* Count the blocks. *1, 2.* Place the number tracing card for 2 on the page to complete the number sentence.

Re-read the number sentence as you point to each number and symbol. *Zero plus two equals two.*



$$= 0 + 1$$

# Lesson 2B

Addition with sums of 0-3

## Group Practice

**Explain:** *Let's work together to add now.*

**Model:** Circle the addition problem with your finger. *Let's read this together.* Point to your forehead in thinking gesture. *Think about it. What does this say?* Open hand to note choral response. Guide students in reading. *One plus zero equals. Let's use our blocks to help us figure out the answer.* Point to 1 again. *What number is this?* (Finger to forehead in thinking gesture then open hand to signal choral response- one.) *One, yes. Count the blocks as I put them down.* Slowly place one red blocks in the gray rectangle under 1 as children count. Point to 0. *What number is this?* (Finger to forehead in thinking gesture then open hand to signal choral response- zero.) *Zero, yes. Count the blocks as I put them down.* Mime placing a block down. *Zero means none.* Point to each group as you say, *One, zero. Let's add.* Push both groups of blocks together into the final, larger gray rectangle. *Let's count to find out how many altogether.* Point to the blocks as children count. **1.** Place the number tracing card for 1 on the page to complete the number sentence. *Read the whole thing with me.* Point to each number and symbol. *One plus zero equals one.*



### Error Correction Procedure

Depending on the error- tell students the number or guide them in counting the blocks.



# Lesson 2B

Addition with sums of 0-3

## Individual Practice:

Prepare work mats by writing + and = with space in between for groups of blocks. Give each student a prepared work mat. Set one group of blocks (0-3) in red before the + and one group of blocks (0-3) in blue after the +. The sum of the two groups should be 0-3. Give each student all number tracing cards 0-3. Encourage students to count each group of blocks and place the corresponding number card above before putting the two groups of blocks together, counting how many altogether then placing the corresponding number card to complete the addition sentence. Encourage students to read the entire addition sentence to you. Each student should have **three opportunities to do an addition problem with a sum of 0-3.**

**Expand (optional):** For students ready for a challenge, place two number cards on the work mat and encourage them to count of groups of blocks for each number before adding the groups together and finding the corresponding number card for the sum.





1 2



7 8



3 4



9 10



5 6



# Lesson 2B

Addition with sums of 0-3

Wrap Up

Explain: ***Today we did addition. We added small groups to make a bigger group.***

Celebrate success:

***Let's celebrate our hard work with a silly number rhyme.***

Point to the numbers and pictures as you lead the rhyme. Encourage students to join you.

***One, two- tie my shoe*** (pretend to tie a shoe)

***Three, four- knock on the door*** (pretend to knock on door)

***Five, six- give it a mix*** (pretend to hold a spoon with one hand and a bowl with the other)

***Seven, eight- stop and wait*** (hold up hand as if saying "wait")

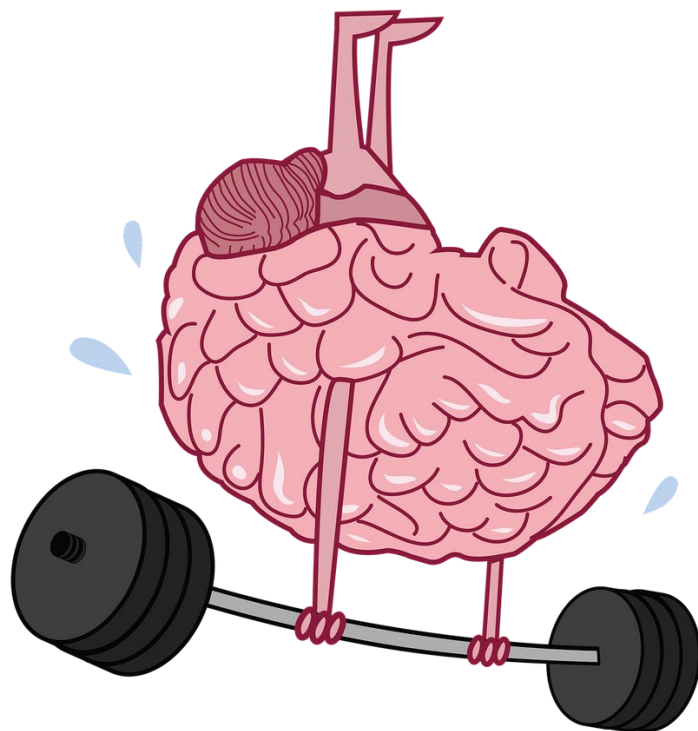
***Nine, ten- a big, red hen!*** (point at hen and pretend to laugh)

***Great work! We're all done.***

Find opportunities to do addition with students throughout the day. For example- You have 2 gloves and 1 hat. How many is that altogether?



0 1 2 3 4 5 6 7 8 9 10



### Materials Needed:

- Most recently read math book
- Small, identical materials for counting (For example: unifix cubes)
- Number tracing cards 0-3
- Prepared work mat for each student with + and = signs.

# Lesson 3

Addition with sums of 3-6

Overview: This lesson introduces students to addition with sums of 3-6.

## Warm Up

Explain:

***Let's warm up our brains to get ready to learn.*** Point to the number line. ***What number does this number line begin with?***

Point to your forehead in thinking gesture. ***Think about it. What number is this?*** Open hand to note choral response- ***zero.***

***What is the last number on the number line?*** Point to your forehead in thinking gesture. ***Think about it. What number is***

***this?*** Open hand to note choral response- ***ten.*** ***Count with me as I point to each number. As we count, put one finger up for***

***each number.*** Encourage students to count with you as you point to each number, starting with a fist for zero and lifting one

finger as you count together. Repeat once if necessary to get all students engaged. ***I'm going to point to a number and you will***

***tell me what number comes next. Ready?*** Point to 3-4 random numbers and ask ***What comes next?*** Encourage all students

to say the next number.



# Lesson 3

Addition with sums of 3-6

## CONNECT TO MATH BOOK

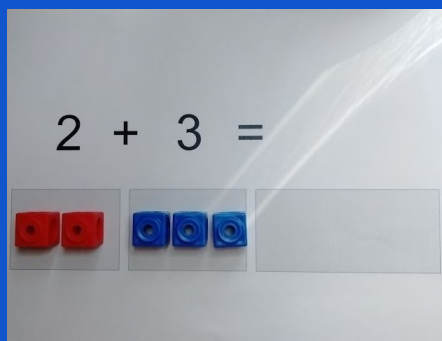
- Show students the cover of the most recently read math book.
- Ask if students remember this book. ***We read this math book in circle time. Who remembers what this book is about?***
- Connect the book to background knowledge of unit theme.
- Spend 2 minutes reviewing parts of the book.
  - Count some items in the book.
  - Review the vocabulary of the book.



3-4 minutes  
TOTAL

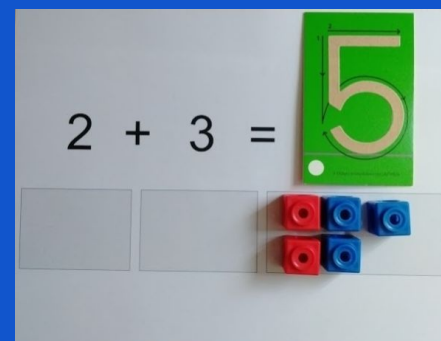


$$2 + 3 =$$



# Lesson 3

Addition with sums of 3-6



Introduce New Concept

**Explain:** *Today we are going to do addition with bigger groups. Let's clap that word. Ad-di-tion. We are going to add two groups together to make an even bigger group. Watch me add.*

**Model:** Point to 2. Read the number sentence as you point to each number and symbol. *Two plus three equals. I'm going to use my blocks to help me figure out the answer.* Point to 2 again. *This says two.* Place two red blocks in the gray rectangle under 2.

Point to 3. *This says three.* Place three blue blocks in the gray rectangle under 3. Point to each group as you say, *Two. Three.*

*Now I'm going to add.* Push both groups of blocks together into the final, larger gray rectangle. *Now I will count to find out how*

*many altogether.* Count the blocks. *1, 2, 3, 4, 5.* Place the number tracing card for 5 on the page to complete the number

sentence. Re-read the number sentence as you point to each number and symbol. *Two plus three equals five.*



= 2 + 4



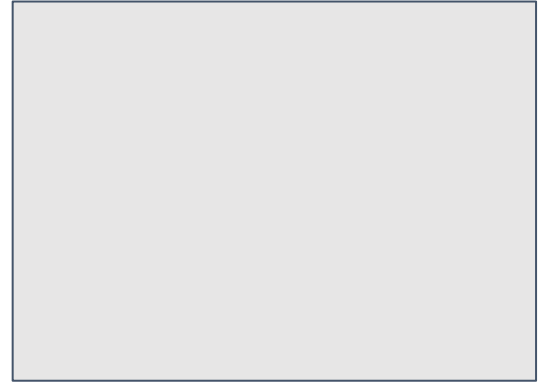
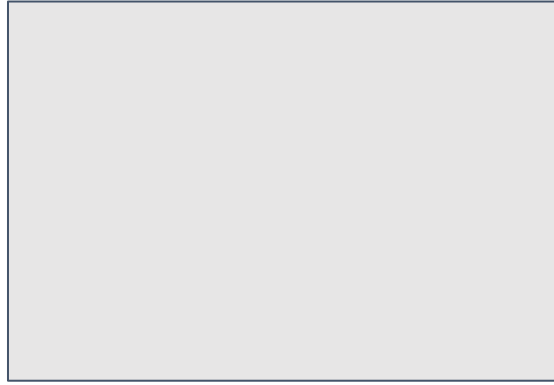
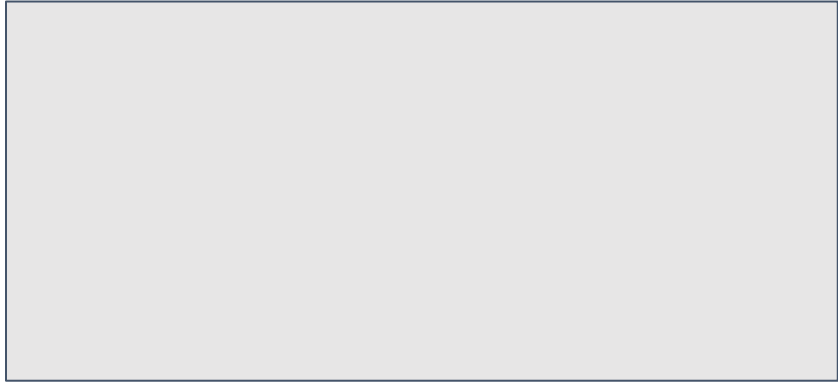
# Lesson 3

Addition with sums of 3-6

Introduce New Concept

**Explain:** *Watch me add again.*

**Model:** Point to 4. Read the number sentence as you point to each number and symbol. *Four plus two equals. I'm going to use my blocks to help me figure out the answer.* Point to 4 again. *This says four.* Place four red blocks in the gray rectangle under 4. Point to 2. *This says two.* Place two blue blocks in the gray rectangle under 2. Point to each group as you say, *Four, two. Watch me add.* Push both groups of blocks together into the final, larger gray rectangle. *Now I will count to find out how many altogether.* Count the blocks. *1, 2, 3, 4, 5, 6.* Place the number tracing card for 6 on the page to complete the number sentence. Re-read the number sentence as you point to each number and symbol. *Four plus two equals six.*



$$= 1 + 3$$

# Lesson 3

Addition with sums of 3-6

Introduce New Concept

**Explain:** *Watch me add one more time.*

**Model:** Point to 3. Read the number sentence as you point to each number and symbol. *Three plus one equals. I'm going to use my blocks to help me figure out the answer.* Point to 3 again. *This says three.* Place three red blocks in the gray rectangle under 3. Point to 1. *This says one.* Place one blue block in the gray rectangle under 1. Point to each group as you say, *Three, one.*

*Watch me add.* Push both groups of blocks together into the final, larger gray rectangle. *Now I will count to find out how many altogether.* Count the blocks. *1, 2, 3, 4.* Place the number tracing card for 4 on the page to complete the number sentence.

Re-read the number sentence as you point to each number and symbol. *Three plus one equals four.*



$$= 1 + 2$$

# Lesson 3

Addition with sums of 3-6

## Group Practice

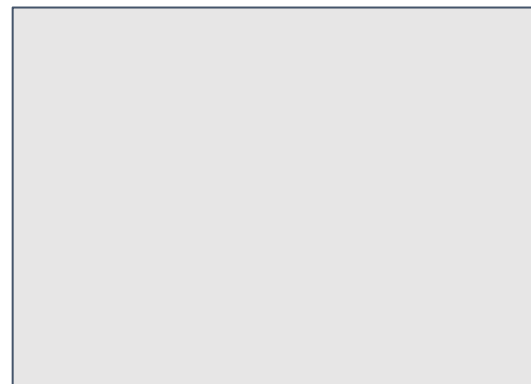
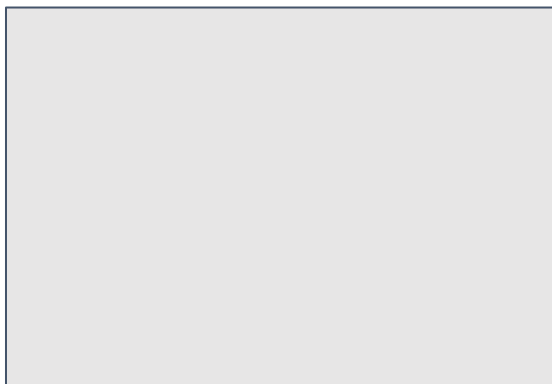
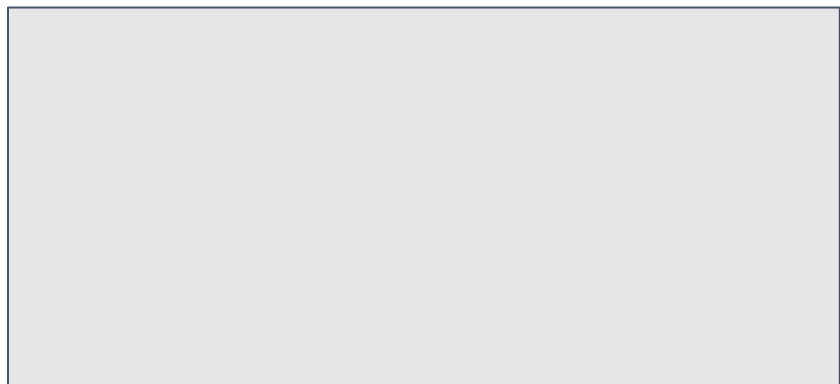
**Explain:** *Let's work together to add now.*

**Model:** Circle the addition problem with your finger. *Let's read this together.* Point to your forehead in thinking gesture. *Think about it. What does this say?* Open hand to note choral response. Guide students in reading. *Two plus one equals. Let's use our blocks to help us figure out the answer.* Point to 2 again. *What number is this?* (Finger to forehead in thinking gesture then open hand to signal choral response- two.) *Two, yes. Count the blocks as I put them down.* Slowly place two red blocks in the gray rectangle under 2. Point to 1. *What number is this?* (Finger to forehead in thinking gesture then open hand to signal choral response- one.) *One, yes. Count the blocks as I put them down.* Slowly place one blue block in the gray rectangle under 1 as children count. Point to each group as you say, *Two, one. Let's add.* Push both groups of blocks together into the final, larger gray rectangle. *Let's count to find out how many altogether.* Point to the blocks as children count. **1, 2, 3.** Place the number tracing card for 3 on the page to complete the number sentence. *Read the whole thing with me.* Point to each number and symbol. *Two plus one equals three.*



### Error Correction Procedure

Depending on the error- tell students the number or guide them in counting the blocks.



$$= h + 0$$

# Lesson 3

Addition with sums of 3-6

## Group Practice

**Explain:** *Let's work together to add one more time.*

**Model:** Circle the addition problem with your finger. *Let's read this together.* Point to your forehead in thinking gesture. *Think about it. What does this say?* Open hand to note choral response. Guide students in reading. *Zero plus four equals. Let's use our blocks to help us figure out the answer.* Point to 0 again. *What number is this?* (Finger to forehead in thinking gesture then open hand to signal choral response- zero.) *Zero, yes. Count the blocks as I put them down.* Mime placing a block in the gray rectangle under 0 as children count. *Zero means none so I didn't put any blocks here.* Point to 4. *What number is this?* (Finger to forehead in thinking gesture then open hand to signal choral response- four.) *Four, yes. Count the blocks as I put them down.* Slowly place four blue blocks as children count. Point to each group as you say, *Zero, four. Let's add.* Push both groups of blocks together into the final, larger gray rectangle. *Let's count to find out how many altogether.* Point to the blocks as children count. *1, 2, 3, 4.* Place the number tracing card for 4 on the page to complete the number sentence. *Read the whole thing with me.* Point to each number and symbol. *Zero plus four equals four.*

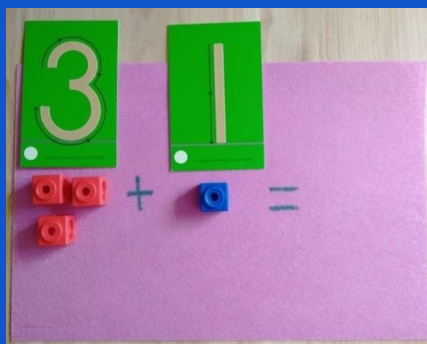


### Error Correction Procedure

Depending on the error- tell students the number or guide them in counting the blocks.

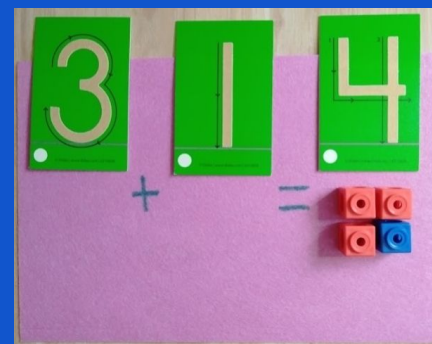






# Lesson 3

Addition with sums of 3-6



## Individual Practice:

Prepare work mats by writing + and = with space in between for groups of blocks. Give each student a prepared work mat. Set one group of blocks (0-6) in red before the + and one group of blocks (0-6) in blue after the +. The sum of the two groups should be 3-6. Give each student all number tracing cards 0-6. Encourage students to count each group of blocks and place the corresponding number card above before putting the two groups of blocks together, counting how many altogether then placing the corresponding number card to complete the addition sentence. Encourage students to read the entire addition sentence to you. Each student should have **one opportunity to do an addition problem with a sum of 3-6.**

**Expand (optional):** For students ready for a challenge, place two number cards on the work mat and encourage them to count of groups of blocks for each number before adding the groups together and finding the corresponding number card for the sum.



1 2



7 8



3 4



9 10



5 6

# Lesson 3

Addition with sums of 3-6

Wrap Up

Explain: ***Today we did addition. We added groups to make a bigger group.***

Celebrate success:

***Let's celebrate our hard work with a silly number rhyme.***

Point to the numbers and pictures as you lead the rhyme. Encourage students to join you.

***One, two- tie my shoe*** (pretend to tie a shoe)

***Three, four- knock on the door*** (pretend to knock on door)

***Five, six- give it a mix*** (pretend to hold a spoon with one hand and a bowl with the other)

***Seven, eight- stop and wait*** (hold up hand as if saying "wait")

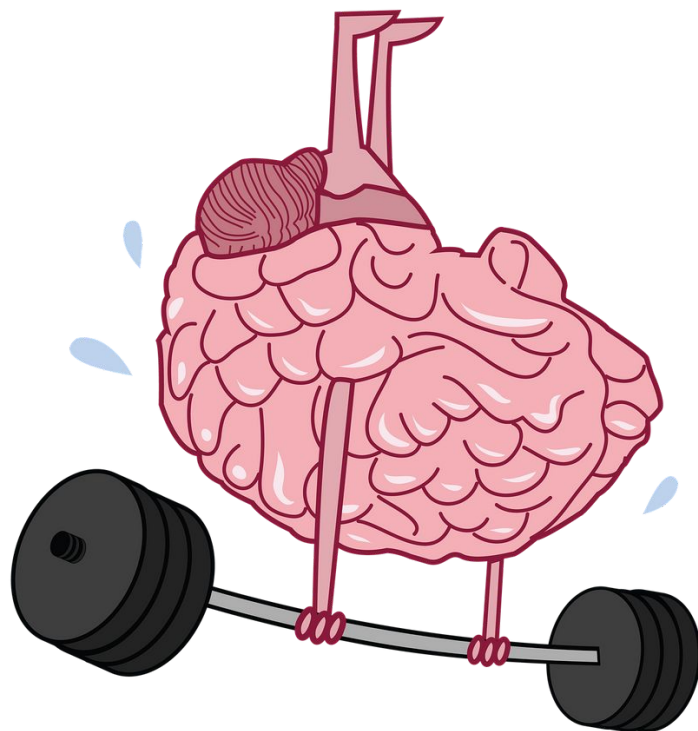
***Nine, ten- a big, red hen!*** (point at hen and pretend to laugh)

***Great work! We're all done.***

Find opportunities to do addition with students throughout the day. For example: You have 2 gloves and 2 shoes. How many is that altogether?



0 1 2 3 4 5 6 7 8 9 10





### Materials Needed:

- Most recently read math book
- Small, identical materials for counting (For example: unifix cubes)
- Number tracing cards 0-3
- Prepared work mat for each student with + and = signs.

# Lesson 3A

Addition with sums of 3-6

Overview: This lesson reviews addition with sums of 3-6.

## Warm Up

Explain:

***Let's warm up our brains to get ready to learn.*** Point to the number line. ***What number does this number line begin with?***

Point to your forehead in thinking gesture. ***Think about it. What number is this?*** Open hand to note choral response- ***zero***.

***What is the last number on the number line?*** Point to your forehead in thinking gesture. ***Think about it. What number is***

***this?*** Open hand to note choral response- ***ten***. ***Count with me as I point to each number. As we count, put one finger up for***

***each number***. Encourage students to count with you as you point to each number, starting with a fist for zero and lifting one

finger as you count together. Repeat once if necessary to get all students engaged. ***I'm going to point to a number and you will***

***tell me what number comes next. Ready?*** Point to 3-4 random numbers and ask ***What comes next?*** Encourage all students

to say the next number.



# Lesson 3A

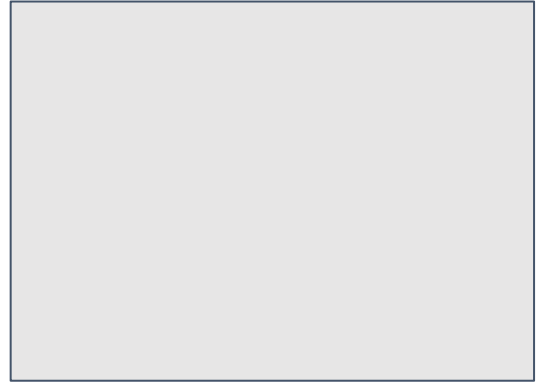
Addition with sums of 3-6

## CONNECT TO MATH BOOK

- Show students the cover of the most recently read math book.
- Ask if students remember this book. ***We read this math book in circle time. Who remembers what this book is about?***
- Connect the book to background knowledge of unit theme.
- Spend 2 minutes reviewing parts of the book.
  - Count some items in the book.
  - Review the vocabulary of the book.



3-4 minutes  
TOTAL



=

h

+

l



# Lesson 3A

Addition with sums of 3-6

Introduce New Concept

**Explain:** *Today we are going to do more addition. Let's clap that word. Ad-di-tion. We're going to add groups to make a bigger group. Watch me add.*

**Model:** Point to 1. Read the number sentence as you point to each number and symbol. *One plus four equals. I'm going to use my blocks to help me figure out the answer.* Point to 1 again. *This says one.* Place one red block in the gray rectangle under 1. Point to 4. *This says four.* Place four blue blocks in the gray rectangle under 4. Point to each group as you say, *One. Four. Now I'm going to add.* Push both groups of blocks together into the final, larger gray rectangle. *Now I will count to find out how many altogether.* Count the blocks. *1, 2, 3, 4, 5.* Place the number tracing card for 5 on the page to complete the number sentence. Re-read the number sentence as you point to each number and symbol. *One plus four equals five.*



$$= 0 + 9$$

# Lesson 3A

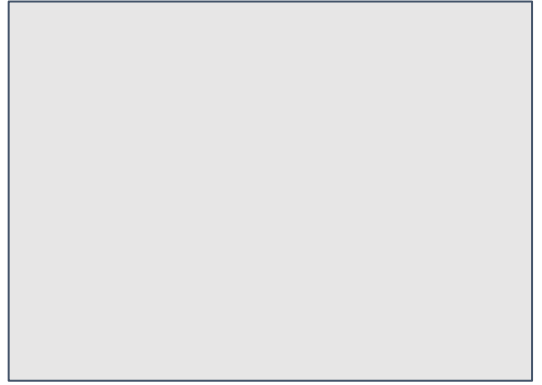
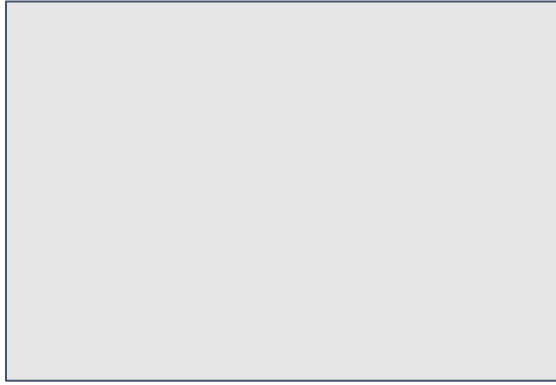
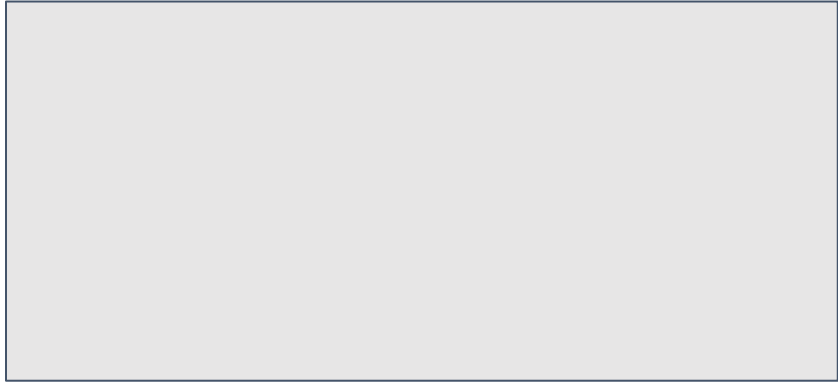
Addition with sums of 3-6

Introduce New Concept

**Explain:** *Watch me add again.*

**Model:** Point to 6. Read the number sentence as you point to each number and symbol. *Six plus zero equals. I'm going to use my blocks to help me figure out the answer.* Point to 6 again. *This says six.* Place six red blocks in the gray rectangle under 6.

Point to 0. *This says zero.* Point to gray rectangle and say, *Zero means none so I won't put any blocks here.* Point to each group as you say, *Six, zero. Watch me add.* Push both groups of blocks together into the final, larger gray square. *Now I will count to find out how many altogether.* Count the blocks. *1, 2, 3, 4, 5, 6.* Place the number tracing card for 6 on the page to complete the number sentence. Re-read the number sentence as you point to each number and symbol. *Six plus zero equals six.*



$$= 1 + 5$$

# Lesson 3A

Addition with sums of 3-6

## Group Practice

**Explain:** *Let's work together to add now.*

**Model:** Circle the addition problem with your finger. *Let's read this together.* Point to your forehead in thinking gesture. *Think about it. What does this say?* Open hand to note choral response. Guide students in reading. *Five plus one equals. Let's use our blocks to help us figure out the answer.* Point to 5 again. *What number is this?* (Finger to forehead in thinking gesture then open hand to signal choral response- five.) *Five, yes. Count the blocks as I put them down.* Slowly place five red blocks in the gray rectangle under 5 as children count. Point to 1. *What number is this?* (Finger to forehead in thinking gesture then open hand to signal choral response- one.) *One, yes. Count the blocks as I put them down.* Slowly place one blue block in the gray rectangle under 1 as children count. Point to each group as you say, *Five, one. Let's add.* Push both groups of blocks together into the final, larger gray rectangle. *Let's count to find out how many altogether.* Point to the blocks as children count. *1, 2, 3, 4, 5, 6.* Place the number tracing card for 6 on the page to complete the number sentence. *Read the whole thing with me.* Point to each number and symbol. *Five plus one equals six.*



### Error Correction Procedure

Depending on the error- tell students the number or guide them in counting the blocks.



$$2 + 2 =$$

# Lesson 3A

Addition with sums of 3-6

## Group Practice

**Explain:** *Let's work together to add one more time.*

**Model:** Circle the addition problem with your finger. *Let's read this together.* Point to your forehead in thinking gesture. *Think about it. What does this say?* Open hand to note choral response. Guide students in reading. *Two plus two equals. Let's use our blocks to help us figure out the answer.* Point to first 2 again. *What number is this?* (Finger to forehead in thinking gesture then open hand to signal choral response- two.) *Two, yes. Count the blocks as I put them down.* Slowly place two red blocks in the gray rectangle under 2 as children count. Point to second 2. *What number is this?* (Finger to forehead in thinking gesture then open hand to signal choral response- two.) *Two, yes. Count the blocks as I put them down.* Slowly place two blue blocks in the gray rectangle under 2 as children count. Point to each group as you say, *Two, two. Let's add.* Push both groups of blocks together into the final, larger gray rectangle. *Let's count to find out how many altogether.* Point to the blocks as children count. *1, 2, 3, 4.* Place the number tracing card for 4 on the page to complete the number sentence. *Read the whole thing with me.* Point to each number and symbol. *Two plus two equals four.*



### Error Correction Procedure

Depending on the error- tell students the number or guide them in counting the blocks.





# Lesson 3A

Addition with sums of 3-6

## Individual Practice:

Prepare work mats by writing + and = with space in between for groups of blocks. Give each student a prepared work mat. Set one group of blocks (0-6) in red before the + and one group of blocks (0-6) in blue after the +. The sum of the two groups should be 3-6. Give each student all number tracing cards 0-6. Encourage students to count each group of blocks and place the corresponding number card above before putting the two groups of blocks together, counting how many altogether then placing the corresponding number card to complete the addition sentence. Encourage students to read the entire addition sentence to you. Each student should have **two opportunities to do an addition problem with a sum of 3-6.**

**Expand (optional):** For students ready for a challenge, place two number cards on the work mat and encourage them to count of groups of blocks for each number before adding the groups together and finding the corresponding number card for the sum.



1 2



7 8



3 4



9 10



5 6

# Lesson 3A

Addition with sums of 3-6

Wrap Up

Explain: ***Today we did addition. We added groups to make a bigger group.***

Celebrate success:

***Let's celebrate our hard work with a silly number rhyme.***

Point to the numbers and pictures as you lead the rhyme. Encourage students to join you.

***One, two- tie my shoe*** (pretend to tie a shoe)

***Three, four- knock on the door*** (pretend to knock on door)

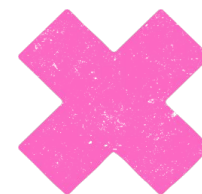
***Five, six- give it a mix*** (pretend to hold a spoon with one hand and a bowl with the other)

***Seven, eight- stop and wait*** (hold up hand as if saying "wait")

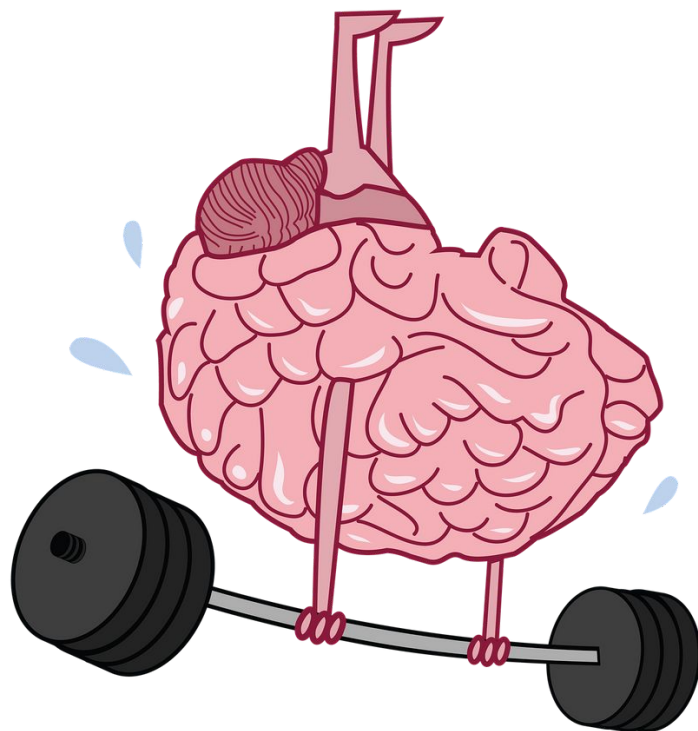
***Nine, ten- a big, red hen!*** (point at hen and pretend to laugh)

***Great work! We're all done.***

Find opportunities to do addition with students throughout the day. For example- You have 2 gloves and 2 shoes. How many is that altogether?



0 1 2 3 4 5 6 7 8 9 10



### Materials Needed:

- Most recently read math book
- Small, identical materials for counting (For example: unifix cubes)
- Number tracing cards 0-3
- Prepared work mat for each student with + and = signs.

# Lesson 3B

Addition with sums of 3-6

Overview: This lesson reviews addition with sums of 3-6.

## Warm Up

Explain:

***Let's warm up our brains to get ready to learn.*** Point to the number line. ***What number does this number line begin with?***

Point to your forehead in thinking gesture. ***Think about it. What number is this?*** Open hand to note choral response- ***zero***.

***What is the last number on the number line?*** Point to your forehead in thinking gesture. ***Think about it. What number is***

***this?*** Open hand to note choral response- ***ten***. ***Count with me as I point to each number. As we count, put one finger up for***

***each number***. Encourage students to count with you as you point to each number, starting with a fist for zero and lifting one

finger as you count together. Repeat once if necessary to get all students engaged. ***I'm going to point to a number and you will***

***tell me what number comes next. Ready?*** Point to 3-4 random numbers and ask ***What comes next?*** Encourage all students

to say the next number.





# Lesson 3B

Addition with sums of 3-6

## CONNECT TO MATH BOOK

- Show students the cover of the most recently read math book.
- Ask if students remember this book. ***We read this math book in circle time. Who remembers what this book is about?***
- Connect the book to background knowledge of unit theme.
- Spend 2 minutes reviewing parts of the book.
  - Count some items in the book.
  - Review the vocabulary of the book.



3-4 minutes  
TOTAL



$$= 3 + 0$$



# Lesson 3B

Addition with sums of 3-6

Introduce New Concept

**Explain:** *Today we are going to do more addition. Let's clap that word. Ad-di-tion. We're going to add small groups to make a bigger group. Watch me add.*

**Model:** Point to 0. Read the number sentence as you point to each number and symbol. *Zero plus three equals. I'm going to use my blocks to help me figure out the answer.* Point to 0 again. *This says zero. Zero means none so I won't put any blocks here.*

Point to the 3. *This says three.* Place three blue blocks in the gray rectangle under 3. Point to each group as you say, *Zero. Three.*

*Now I'm going to add.* Push both groups of blocks together into the final, larger gray rectangle. *Now I will count to find out how*

*many altogether.* Count the blocks. *1, 2, 3.* Place the number tracing card for 3 on the page to complete the number

sentence. Re-read the number sentence as you point to each number and symbol. *Zero plus three equals three.*



$$= h + 2$$

# Lesson 3B

Addition with sums of 3-6

## Group Practice

**Explain:** *Let's work together to add now.*

**Model:** Circle the addition problem with your finger. *Let's read this together.* Point to your forehead in thinking gesture. *Think about it. What does this say?* Open hand to note choral response. Guide students in reading. *Two plus four equals. Let's use our blocks to help us figure out the answer.* Point to 2 again. *What number is this?* (Finger to forehead in thinking gesture then open hand to signal choral response- two.) *Two, yes. Count the blocks as I put them down.* Slowly place two red blocks in the gray rectangle under 2 as children count. Point to 4. *What number is this?* (Finger to forehead in thinking gesture then open hand to signal choral response- four.) *Four, yes. Count the blocks as I put them down.* Slowly place four blue blocks in the gray rectangle under 4. Point to each group as you say, *Two, four. Let's add.* Push both groups of blocks together into the final, larger gray rectangle. *Let's count to find out how many altogether.* Point to the blocks as children count. *1, 2, 3, 4, 5, 6.* Place the number tracing card for 6 on the page to complete the number sentence. *Read the whole thing with me.* Point to each number and symbol. *Two plus four equals six.*



### Error Correction Procedure

Depending on the error- tell students the number or guide them in counting the blocks.



# Lesson 3B

Addition with sums of 3-6

## Individual Practice:

Prepare work mats by writing + and = with space in between for groups of blocks. Give each student a prepared work mat. Set one group of blocks (0-6) in red before the + and one group of blocks (0-6) in blue after the +. The sum of the two groups should be 3-6. Give each student all number tracing cards 0-6. Encourage students to count each group of blocks and place the corresponding number card above before putting the two groups of blocks together, counting how many altogether then placing the corresponding number card to complete the addition sentence. Encourage students to read the entire addition sentence to you. Each student should have **three opportunities to do an addition problem with a sum of 3-6.**

**Expand (optional):** For students ready for a challenge, place two number cards on the work mat and encourage them to count of groups of blocks for each number before adding the groups together and finding the corresponding number card for the sum.



1 2



7 8



3 4



9 10



5 6



# Lesson 3B

Addition with sums of 3-6

Wrap Up

Explain: ***Today we did addition. We added small groups to make a bigger group.***

Celebrate success:

***Let's celebrate our hard work with a silly number rhyme.***

Point to the numbers and pictures as you lead the rhyme. Encourage students to join you.

***One, two- tie my shoe*** (pretend to tie a shoe)

***Three, four- knock on the door*** (pretend to knock on door)

***Five, six- give it a mix*** (pretend to hold a spoon with one hand and a bowl with the other)

***Seven, eight- stop and wait*** (hold up hand as if saying "wait")

***Nine, ten- a big, red hen!*** (point at hen and pretend to laugh)

***Great work! We're all done.***

Find opportunities to do addition with students throughout the day. For example- You have 2 gloves and 2 shoes. How many is that altogether?







# Practice & Play #1

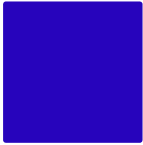
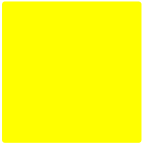
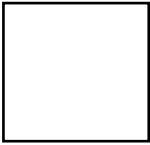
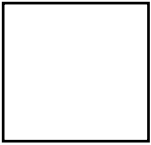
**Skills:** Extending a Pattern and Addition with sums of 0-6

**Materials:** Unifix blocks (blue, yellow, orange, green, purple, red)

## Review Game: Thumbs Up, Thumbs Down

### **Explain:**

*We have been continuing patterns. You know how to read a pattern and tell what comes next. We are going to continue patterns today. I'm going to ask a question. If the answer is yes, you will show me a thumbs up. First, you will hide your answer on your chest.* (Point to first photo of thumbs up on chest) *Then, when I say, "Show me" you will hold your answer up high.* (Point to second photo) *If the answer is no, you will show me a thumbs down. First, you will hide your answer on your chest.* (Point to first photo of thumbs down) *Then, when I say, "Show me" you will hold your answer up high.* (Point to second photo) **Let's practice.** (Practice putting a thumb up or down on their chest then raising their hand high when you say, "Show me.")



# Practice & Play #1

Group Practice: ***Let's read this pattern together.*** Point to each square as students say the color names. Pay careful attention to student 1 as they read the pattern. ***Now I'm going to use my blocks to continue the pattern. When I ask, "Am I right?" you will give me a thumbs up (yes) or a thumbs down (no.)*** Use unifix blocks to extend the pattern. Place a **blue block**. Pause and ask, ***"Is that right?"*** Note student 1's response (answer-yes). Place a **blue block**. Pause and ask, ***"Is that right?"*** Note student 1's response (answer-no). Correct the error with a **yellow block**. Place a **blue block**. Ask, ***"Is that right?"*** Note student 1's response (answer-yes).

**Note:** Pay careful attention to Student #1's responses as you progress through continuing this pattern. Note their mastery on Student Progress Sheet.



## Error Correction Procedure

Reread the pattern quickly. Name the correct color.



$$= h + 2$$

# Practice & Play #1

Group Practice: **Watch me do this addition problem. When I'm done, you will tell me if I did it right. Pay**

**attention.** Point to 2. Read the number sentence as you point to each number and symbol. **Two plus four equals. I'm going to use my blocks to help me figure out the answer.** Point to 2 again. **This says two.** Place two red blocks in the gray rectangle under 2. Point to 4. **This says four.** Place four blue blocks in the gray rectangle under 4. Point to each group as you say, **Two. Four. Now I'm going to add.** Push both groups of blocks together into the final, larger gray rectangle. **Now I will count to find out how many altogether.** Count the blocks. **1, 2, 3, 4, 5, 6.** Place the number tracing card for 6 on the page to complete the number sentence. Re-read the number sentence as you point to each number and symbol. **Two plus four equals six. Am I right? Yes or no? Show me.** Note student 1's response (answer-yes).

**Note:** Pay careful attention to Student #1's response. Note their mastery on Student Progress Sheet.



## Error Correction Procedure

Depending on the error- tell students the number or guide them in counting the blocks.



**1 + 2 =**

# Practice & Play #1

Group Practice: **Watch me do this addition problem. When I'm done, you will tell me if I did it right. Pay**

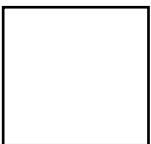
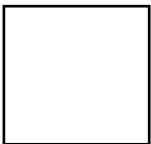
**attention.** Point to 1. Read the number sentence as you point to each number and symbol. **One plus two equals. I'm going to use my blocks to help me figure out the answer.** Point to 1 again. **This says one.** Place one red block in the gray rectangle under 1. Point to 2. **This says two.** Place two blue blocks in the gray rectangle under 2. Point to each group as you say, **One. Two. Now I'm going to add.** Push both groups of blocks together into the final, larger gray rectangle. **Now I will count to find out how many altogether.** Count the blocks incorrectly. **1, 2, 3, 4, 5.** Place the number tracing card for 5 on the page to complete the number sentence. Re-read the number sentence as you point to each number and symbol. **One plus two equals five. Am I right? Yes or no? Show me.** Note student 1's response (answer-no).

**Note:** Pay careful attention to Student #1's response. Note their mastery on Student Progress Sheet.



## Error Correction Procedure

Depending on the error- tell students the number or guide them in counting the blocks.





# Practice & Play #1

Group Practice: ***Let's read this pattern together.*** Point to each square as students say the color names. Pay careful attention to student 2 as they read the pattern. ***Now I'm going to use my blocks to continue the pattern. When I ask, "Am I right?" you will give me a thumbs up (yes) or a thumbs down (no.)*** Use unifix blocks to extend the pattern.

Place a **green block**. Pause and ask, ***"Is that right?"*** Note student 2's response (answer-no). Correct the error with an **orange block**. Place a **green block**. Pause and ask, ***"Is that right?"*** Note student 2's response (answer-yes). Place an **orange block**. Ask, ***"Is that right?"*** Note student 2's response (answer-yes).

**Note:** Pay careful attention to Student #2's responses as you progress through continuing this pattern. Note their mastery on Student Progress Sheet.



## Error Correction Procedure

Reread the pattern quickly. Name the correct color.



$$= 0 + 3$$

# Practice & Play #1

Group Practice: **Watch me do this addition problem. When I'm done, you will tell me if I did it right. Pay**

**attention.** Point to 3. Read the number sentence as you point to each number and symbol. **Three plus zero equals. I'm**

**going to use my blocks to help me figure out the answer.** Point to 3 again. **This says three.** Place three red blocks in the gray

rectangle under 3. Point to 0. **This says zero. I'm not going to put any blocks here.** Point to each group as you say, **Three.**

**Zero. Now I'm going to add.** Push both groups of blocks together into the final, larger gray rectangle. **Now I will count to find**

**out how many altogether.** Count the blocks incorrectly. **1, 2.** Place the number tracing card for 2 on the page to complete

the number sentence. Re-read the number sentence as you point to each number and symbol. **Three plus zero equals two.**

**Am I right? Yes or no? Show me.** Note student 2's response (answer-no).

**Note:** Pay careful attention to Student #2's response. Note their mastery on Student Progress Sheet.



## Error Correction Procedure

Depending on the error- tell students the number or guide them in counting the blocks.



$$2 + 3 =$$

# Practice & Play #1

Group Practice: **Watch me do this addition problem. When I'm done, you will tell me if I did it right. Pay**

**attention.** Point to 2. Read the number sentence as you point to each number and symbol. **Two plus three equals. I'm going**

**to use my blocks to help me figure out the answer.** Point to 2 again. **This says two.** Place two red blocks in the gray rectangle

under 2. Point to 3. **This says three.** Place three blue blocks in the gray rectangle under 3. Point to each group as you say, **Two.**

**Three. Now I'm going to add.** Push both groups of blocks together into the final, larger gray rectangle. **Now I will count to**

**find out how many altogether.** Count the blocks. **1, 2, 3, 4, 5.** Place the number tracing card for 5 on the page to complete

the number sentence. Re-read the number sentence as you point to each number and symbol. **Two plus three equals five.**

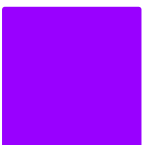
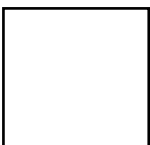
**Am I right? Yes or no? Show me.** Note student 2's response (answer-yes).

**Note:** Pay careful attention to Student #2's response. Note their mastery on Student Progress Sheet.



## Error Correction Procedure

Depending on the error- tell students the number or guide them in counting the blocks.



# Practice & Play #1

Group Practice: ***Let's read this pattern together.*** Point to each square as students say the color names. Pay careful attention to student 3 as they read the pattern. ***Now I'm going to use my blocks to continue the pattern. When I ask, "Am I right?" you will give me a thumbs up (yes) or a thumbs down (no.)*** Use unifix blocks to extend the pattern. Place a **red block**.

Pause and ask, ***"Is that right?"*** Note student 3's response (answer-yes). Place a **purple block**. Pause and ask, ***"Is that right?"***

Note student 3's response (answer-yes). Place a **purple block**. Ask, ***"Is that right?"*** Note student 3's response (answer-no).

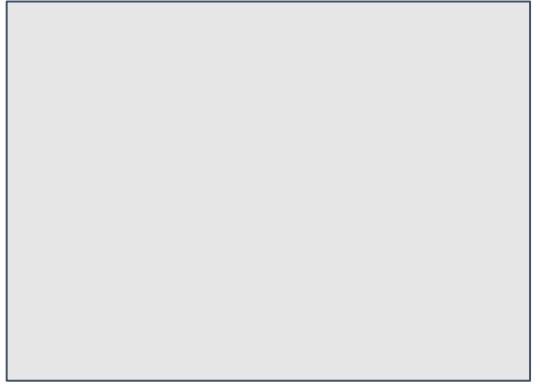
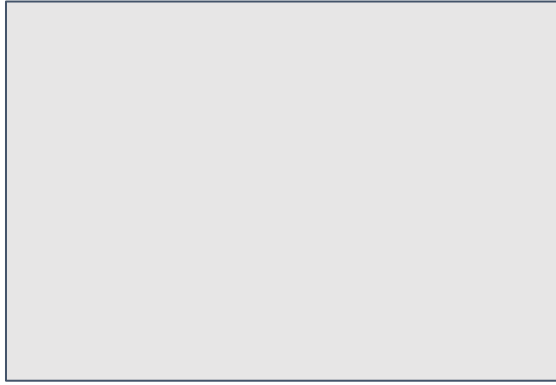
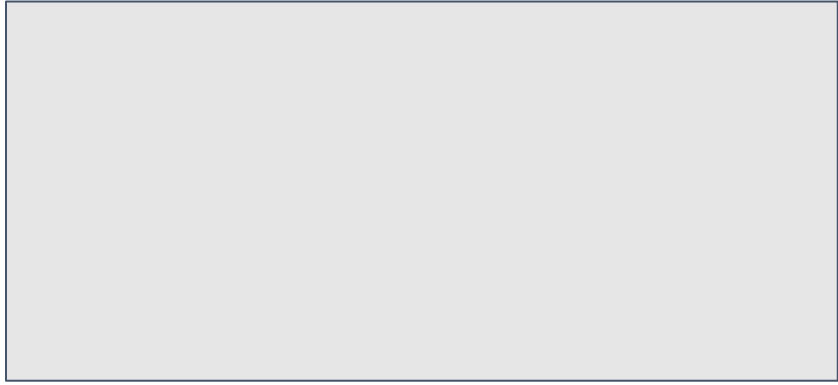
Correct the error with a **red block**.

**Note:** Pay careful attention to Student #3's responses as you progress through continuing this pattern. Note their mastery on Student Progress Sheet.



## Error Correction Procedure

Reread the pattern quickly. Name the correct color.



$$= 1 + 5$$



# Practice & Play #1

Group Practice: **Watch me do this addition problem. When I'm done, you will tell me if I did it right. Pay attention.** Point to 5. Read the number sentence as you point to each number and symbol. **Five plus one equals. I'm going to use my blocks to help me figure out the answer.** Point to 5 again. **This says five.** Place five red blocks in the gray rectangle under 5. Point to 1. **This says one.** Place one blue block in the gray rectangle under 1. Point to each group as you say, **Five. One. Now I'm going to add.** Push both groups of blocks together into the final, larger gray rectangle. **Now I will count to find out how many altogether.** Count the blocks. **1, 2, 3, 4, 5, 6.** Place the number tracing card for 6 on the page to complete the number sentence. Re-read the number sentence as you point to each number and symbol. **Five plus one equals six. Am I right? Yes or no? Show me.** Note student 3's response (answer-yes).

**Note:** Pay careful attention to Student #3's response. Note their mastery on Student Progress Sheet.



## Error Correction Procedure

Depending on the error- tell students the number or guide them in counting the blocks.



$$= 0 + 1$$

# Practice & Play #1

Group Practice: **Watch me do this addition problem. When I'm done, you will tell me if I did it right. Pay attention.** Point to 1. Read the number sentence as you point to each number and symbol. **One plus zero equals. I'm going to use my blocks to help me figure out the answer.** Point to 1 again. **This says one.** Place one red block in the gray rectangle under 1. Point to 0. **This says zero. I'm not going to put any blocks down here.** Point to each group as you say, **One. Zero. Now I'm going to add.** Push both groups of blocks together into the final, larger gray rectangle. **Now I will count to find out how many altogether.** Count the block incorrectly. **1, 2, 3.** Place the number tracing card for 3 on the page to complete the number sentence. Re-read the number sentence as you point to each number and symbol. **One plus zero equals three. Am I right? Yes or no? Show me.** Note student 3's response (answer-no).

**Note:** Pay careful attention to Student #3's response. Note their mastery on Student Progress Sheet.



## Error Correction Procedure

Depending on the error- tell students the number or guide them in counting the blocks.

2



1



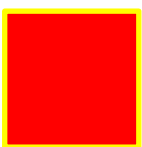
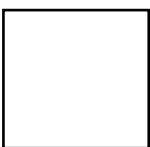
## Practice & Play #2

**Skills:** Extending a Pattern and  
Addition with sums of 0-6  
**Materials:** Eye Spy page

### Review Game: Eye Spy

**Place response sheets in front of each student so the side with colorful squares is facing up.**

Explain: ***We are going to play a game today. This is called Eye Spy. We are going to read patterns and then point to the color that comes next. First, you will find it with your eyes then you will point to it.*** (Practice finding with their eyes then pointing when you give the cue "Point to it.")



## Practice & Play #2

### Group Practice:

Point to the first blue block. *Let's read this pattern together.* Point to each square as students say the color names. Pause at the first blank square. *What comes next? Find it with your eyes. Now point to it.* Pay close attention to **all 3 students'** answers. Note their mastery on the Student Progress Sheet. Point to the next blank square. *What comes next? Find it with your eyes. Now point to it.* Pay close attention to **all 3 students'** answers. Note their mastery on the Student Progress Sheet. Point to the final blank square. *What comes next? Find it with your eyes. Now point to it.* Pay close attention to **all 3 students'** answers. Note their mastery on the Student Progress Sheet.





## Practice & Play #2

### Group Practice:

Point to the first yellow block. *Let's read this pattern together.* Point to each square as students say the color names. Pause at the first blank square. *What comes next? Find it with your eyes. Now point to it.* Pay close attention to **all 3 students'** answers. Note their mastery on the Student Progress Sheet. Point to the next blank square. *What comes next? Find it with your eyes. Now point to it.* Pay close attention to **all 3 students'** answers. Note their mastery on the Student Progress Sheet. Point to the final blank square. *What comes next? Find it with your eyes. Now point to it.* Pay close attention to **all 3 students'** answers. Note their mastery on the Student Progress Sheet.



## Practice & Play #2

**Help students to turn response sheets over so the side for addition is up.**

Group Practice:

*Now we are going to do addition. I'm going to give you everything you need to add. Ready?*

Give each student 6 red blocks, 6 blue blocks, and number tracing cards for 0-6. On each work mat, place two number tracing cards on the addition sentence to create problems as outlined below. Encourage the students to use red blocks for the first number and blue blocks for the second. Monitor students as they add the blocks together in the final rectangle and find the correct number tracing card to represent the answer. Pay attention to all 3 students. Note their mastery on the Student Progress Sheet.

	Student 1	Student 2	Student 3
First Problem	$5 + 1 =$	$2 + 3 =$	$1 + 2 =$
Second Problem	$2 + 3 =$	$1 + 2 =$	$5 + 1 =$
Third Problem	$1 + 2 =$	$5 + 1 =$	$2 + 3 =$





## Joyful Discoveries Preschool Curriculum

Revised, Warburg 2025