

MM 1-1

“I’ll start counting and you keep going when I stop.”

1, 2, 3, ... (4, 5, 6)

5, 6, 7, ... (8, 9, 10)

7, 8, 9, ... (10, 11, 12)

10, 11, 12, ... (13, 14, 15)

Continue with numbers the children know.

MM 1-2

“When you count what number comes after 7?” (8)

4? (5), 9? (10), 6? (7), 10? (11), 2? (3),
14? (15), 8? (9), 17? (18), 13? (14).

Continue with numbers the children know.

MM 1-3

Hold up a number card. “What is this number?”

Show a 4.

Show a 7.

Show a 9.

Show a 5.

Continue with all the number cards.

MM 1-4

Give the child number cards.

“Hold up the number 8; 6; 5.”

Continue with all the number cards.

MM 1-5

Hold up a number card. “If I were counting, what number would come after this number?”

6 (7)

4 (5)

9 (10)

7 (8)

14 (15)

18 (19)

Continue with all the number cards.

MM 1-6

Give the child the number cards. “Hold up the number which comes after the ones I say.”

8 (9)

4 (5)

9 (10)

7 (8)

14 (15)

18 (19)

Continue with all the number cards.

MM 1-7

What number am I thinking of? It is more than 3 and less than 5. (4)

Practice with different numbers.

MM 1-8

Close your eyes. Estimate how many tables, windows, or book cases, etc. are in the room.

MM 1-9

Teacher holds crayons in hand. Show students hand of crayons. Students estimate how many crayons are in teacher's hand.

Repeat with other objects in your hand.

MM 1-10

Every student takes out 1 pencil. Ask students to estimate how many of a certain color are in their row or group.

Check to make sure.

MM 1-11

Show students 1 piece of chalk. Show them an empty box of chalk. They are to estimate how many pieces of chalk would fit in the box.

Show them other objects and containers.

MM 1-12

Show two sets of objects for a very short period of time (counters, unifix cubes, bundles of sticks, coins, etc.). Tell how many are in one set. Show the sets again briefly. Ask the children to determine the number in the other set. Give the children hints to help them in determining the number.

MM 1-13

“Count on 2 starting with 7 (8, 9), 9 (10, 11), 12 (13, 14), 8 (9, 10).”

Continue with other numbers the child knows. Have the child count on 3 more, but no higher. If the child has difficulty, have him/her say the starting number softly and the other numbers louder.

MM 1-14

“Start counting from 4 and count to 6.
How many did you count?” (2)

Have the child say the first number softly
and the next ones louder - raising a finger
for each one he counts after 4.

“Start with 8 and count to 11. How many
did you count?” (3)

Repeat, starting with other numbers, but
do not have the child count on more than
3.

MM 1-15

Hold up two number cards and have the
child count from the smaller to the larger
and tell you how many she/he counted.
The numbers should be no more than 3
apart.

MM 1-16

“What is 2 more than 5?” (7)

“What is 1 more than 8?” (9)

“What is 3 more than 7?” (10)

“What is 0 more than 6?” (6)

Repeat for numbers less than 10. Only use
0, 1, 2, 3 more than.

MM 1-17

“What is 7 plus 1?” (8)

“What is 5 plus 2?” (7)

“What is 8 plus 0?” (8)

“What is 4 plus 3?” (7)

Repeat for numbers less than 10. Only add
0, 1, 2, or 3.

MM 1-18

Hold up two number cards. Both should be
less than 10. One of the cards should be 0,
1, 2, or 3.

Hold up 6 and 2. “If I added these
numbers, what would I have?” (8)

Repeat for any other numbers.

MM 1-19

Present story problems to the children which involve addition.

“Peter had 4 blue shirts and 3 brown shirts. How many did he have in all?” (7)

“Jane lost 2 marbles. She only had 2 left. How many did she have before?” (4)

“Frances owned 3 dogs. His mother gave him 2 more. How many dogs does he have now?” (5)

Continue. One of the numbers should be 0, 1, 2, or 3. Use the words all together, in all, find the total and find the sum.

MM 1-20

Do you know an object shaped like a circle?

triangle?

rectangle?

Continue with other shapes.

MM 1-21

Draw a shape on the board. Ask the students to name an object shaped like this.

Repeat with other shapes.

MM 1-22

How many sides does a square have? (4)

How many corners does a triangle have? (3)

Draw a square.

Draw a triangle.

MM 1-23

Bill has a rectangular shaped toy and Darin has a triangular shaped toy. Which toy has the most sides? (rectangular) How many more sides? (1)

Draw a toy which has a rectangular shape.

MM 1-24

I'll start counting backwards and you keep going when I stop.

6, 5, 4, ... (3, 2, 1)

10, 9, 8, ... (7, 6, 5)

Continue.

MM 1-25

When you count, what number comes before 7? (6)

8? (7)

9? (8)

5? (4)

11? (10)

Continue.

MM 1-26

Hold up a number card. If I were counting, what number would come before this number?

6? (5)

4? (3)

7? (6)

8? (7)

Continue.

MM 1-27

“Count back 2, starting with 7.” (6, 5)

10 (9, 8)

13 (12, 11)

8 (7, 6)

Continue with numbers the children know. Have the child count back 3 from various numbers.

MM 1-28

“What is 2 less than 5?” (3)

“What is 1 less than 7?” (6)

“What is 3 less than 6?” (3)

“What is 0 less than 9?” (9)

Repeat for numbers less than 10. Use only 0, 1, 2, or 3 less than.

Repeat for many days during the time the students are learning the subtraction facts involving 0, 1, 2, and 3.

MM 1-29

“What is 7 minus 1?” (6)

“What is 8 minus 3?” (5)

“What is 9 minus 2?” (7)

“What is 10 minus 0?” (10)

Repeat for numbers 10 or less. Only minus numbers 0, 1, 2 or 3.

Repeat for many days during the time the students are learning the subtraction facts involving 0, 1, 2 and 3.

MM 1-30

“Kim had 7 cookies. She gave 2 cookies to her friend. How many cookies does Kim have left?” (5)

“There are 8 girls in the swings. 3 went away to play. How many are left?” (5)

“Mark had 9 flowers in his garden. Someone took away 1. How many did Mark have left?” (8)

Continue. One of the numbers in each problem should be 0, 1, 2 or 3.

Repeat for many days during the time the students are learning the subtraction facts involving 0, 1, 2 and 3.

MM 1-31

Hold up two number cards and have the children count back from the larger to the smaller and tell you how many she/he counted. The numbers should be no further than 3 apart.

MM 1-32

“Start counting from 7 and count back to 4. How many did you count?” (3)

“Start with 8 and count back to 6. How many did you count?” (2)

Continue with other numbers, never having the child count back more than 3.

MM 1-33

“How much larger is 6 than 4? (2) How much larger is 7 than 6? (1) How much larger is 9 than 6? (3)”

Repeat for numbers less than 10. Only use numbers which are 0, 1, 2 or 3 apart.

Repeat for many days during the time the students are learning the subtraction facts with answers of 0, 1, 2 or 3.

MM 1-34

“What is 6 minus 4?” (2)

“What is 8 minus 7?” (1)

“What is 7 minus 4?” (3)

“What is 9 minus 8?” (1)

Repeat for numbers 10 or less. Only present numbers 0, 1, 2, or 3 apart.

Repeat for many days during the time the students are learning the subtraction facts with answers of 0, 1, 2, or 3.

MM 1-35

“Blaine had 5 tractors. He lost 4 of them. How many did he have left?” (1)

“Alicia raised 8 hamsters. One day 6 ran away. How many did she have left?” (2)

“Ronald had a pack of gum with 8 pieces in it. He chewed 5 pieces. How many did he have left?” (3)

Continue. In each problem the answer should be 0, 1, 2 or 3.

MM 1-36

When the students are ready mix subtraction problems where one number is 0, 1, 2 or 3 and when the answer is 0, 1, 2 or 3.

MM 1-37

“Ruth found 8 shiny rocks in the stream. Nancy found 2 less than Ruth. How many rocks did Nancy find?” (6)

“Paul has 4 black dogs. Mary has 4 white dogs. How many more dogs did Paul have than Mary?” (0)

Continue with how many more or less problems.

MM 1-38

“John has 6 tops. He bought some more and now he has 9. How many did he buy?” (3)

“Jeannie has 10 pennies. 6 are in her bank and the rest are in her purse. How many are in her purse?” (4)

Continue with problems of this type - where you ask how many were added to get a total.

MM 1-39

Make up a story to go with the numbers 6 minus 2 equals 4.

Make up a story to go with the numbers 7 minus 7 equals 0.

Continue to present subtraction facts and have the children make up appropriate stories.

MM 1-40

Ask subtraction questions which have additional information in them. Pick numbers less than 10. Examples:

Diane had 9 stamps. Ronnie has 7 stamps. Sue has 12 stamps. How many more stamps does Diane have than Ronnie? (2)

Marty had 5 kids on his baseball team. 2 were girls and 3 were boys. How many more kids did he need to make a team of 9? (4)

A car going to an airport can hold 8 people. 3 seats were empty. Two people were carrying bags in their laps. How many seats are full?

MM 1-41

1. What is $7 + 2$? (9)
2. $8 + 3$? (11)
3. $8 - 3$? (5)
4. $7 - 2$? (5)
5. $6 + 3 - 2$? (7)

MM 1-42

1. What is $6 + 3$? (9)
2. $5 - 1$? (4)
3. $9 + 2$? (11)
4. $8 - 2$? (6)
5. $5 + 5 - 3$? (7)

MM 1-43

1. What is $4 + 4$? (8)
2. $2 + 7$? (9)
3. $10 - 2$? (8)
4. $9 - 3$? (6)
5. $7 - 2 + 3$? (8)

MM 1-44

“Count by tens to 100.

Now start at 40 and count on by tens.

Start at 70 and count back by tens.”

Have the child start at different numbers of tens and count forward and back by tens.

MM 1-45

“How much is 4 tens? (40)

6 tens? (60)

7 tens? (70)”

“How many tens in 50? (5)

30? (3)

80? (8)”

Continue with questions of this type.

MM 1-46

Start with 40 and count on 3 more. (43)

Start with 80 and count on 2 more. (82)

Start with 10 and count on 7 more. (17)

Have the child start at a given number of tens and count on by ones. The child could write the numbers as well.

MM 1-47

Say the number that is 5 tens and 2 ones.
(52)

Say the number that is 7 tens and 4 ones.
(74)

Say the number that is 9 tens and 1 one.
(91)

Say the number that is 6 ones and 5 tens.
(56)

Say the number that is 3 ones and 8 tens.
(83)

Continue with numbers which contain tens and ones and ones and tens.

MM 1-48

Count by 2's to 100. Start from 0.

Count by 2's to 100. Start with 1.

Count by 2's starting from 48, 36, 64, 75, 17.

Continue.

MM 1-49

Count by 5's to 100.

Count by 5's starting with 20, 35, 70, 85.

Continue. Start counting from a number with 0 or 5 in the one's digit.

MM 1-50

Count by 10's starting with 15, 23, 41, 17.
Continue.

What number is 10 more than 26, 38, 61.
Continue.

The child could write the answer as well.

MM 1-51

What number comes after 32, 60, 85?
Continue.

What number comes before 17, 43, 70?
Continue.

The child could write the number as well.

MM 1-52

What number is between 36 and 38? (37)

Between 79 and 81? (80)

Between 27 and 29? (28)

The child could write the number as well.

MM 1-53

Say any number that is greater than 47, 68, 17, etc.

Say any number that is less than 81, 43, 92, etc.

Say any number that is between 41 and 46.

Between 63 and 67.

Between 78 and 81.

Continue. The child could write the number as well.

MM 1-54

"I'm thinking of a number between 20 and 40. This number has a 5 in it. What could it be?" (25 or 35)

"I'm thinking of a number between 40 and 70. The one's digit is 3. What could it be?" (43, 53 or 63)

Continue with questions of this type. The child could write the answers as well. Let the child ask you questions of this type.

MM 1-55

“I’m thinking of a number between 1 and 100 (58). What is my number? You may ask only questions which can be answered yes or no.” Encourage the student to ask intelligent questions like, “Is it bigger than 50?” “Does it have a 6 in it?”, etc. Let him/her pick a number and you ask the questions.

MM 1-56

What is $20 + 7$? (27)

What is $30 + 4$? (34)

What is $50 + 6$? (56)

What is $80 + 9$? (89)

Repeat for any number between 10 and 100. Emphasize the sounds involved. ($50 + 6 = 56$)

MM 1-57

What is $6 + 10$? (16)

What is $7 + 10$? (17)

$8 + 10$? (18)

$4 + 10$? (14)

$9 + 10$? (19)

MM 1-58

What is $10 + 5$? (15)

$10 + 6$? (16)

$10 + 8$? (18)

$10 + 2$? (12)

Repeat for all numbers between 11 and 19.

MM 1-59

What is $1 + 10$? (11)

$3 + 10$? (13)

$5 + 10$? (15)

$2 + 10$? (12)

Repeat. For these sums the sounds are not as apparent.

MM 1-60

What is $5 + 40$? (45)

What is $6 + 70$? (76)

What is $8 + 30$? (38)

What is 1 plus 90? (91)

Repeat for any number between 10 and 100.

MM 1-61

What number is 10 more than 50? (60)

What number is 30 more than 40? (70)

What number is 30 less than 50? (20)

What number is 10 less than 60? (50)

Continue with 10, 20, 30 more or less than a multiple of 10. The child could write the numbers as well.

MM 1-62

What number is 20 more than 37? (57)

What number is 40 less than 63? (23)

Continue with numbers that are some multiple of ten more or less than any number between 11 and 99. The child could write the number as well.

MM 1-63

If you were fifth in line, how many would be in front of you? (4)

If you were third tallest in your class, how many are taller than you? (2)

Continue with problems of this type. Always ask for the number before the place in line.

MM 1-64

Open a book to a page. State the page number. Ask the students to estimate how many pages are in the entire book.

MM 1-65

Estimate how many 2-digit numbers are between 0 and 100. (timed) Don't give students enough time to count.

MM 1-66

Have the children guess how many toes there are in the row.

Then have them guess the number of teeth there are in every row.

MM 1-67

Which would be more: one fourth of a pie or one third of a pie? ($\frac{1}{3}$)

If David's mother cuts a mushroom pizza into 3 equal parts, what part of the whole pizza is each part? (one third)

Which would be less: a glass that is half empty or one that is half full? (neither, both have the same amount)

Tom has 1 candy bar. If he eats one half of the candy, how much does he have left to give to Sandra? ($\frac{1}{2}$)

MM 1-68

How many years in a decade? (10) In a century? (100) How many hours in a day? (24) How many minutes in an hour? (60) How many seconds in a minute? (60) How many days in most months? (31) What is the shortest month? (February) How many days in it? (28)

Repeat these questions periodically.

MM 1-69

The big hand is on 12. The small hand is on 3. What time is it? (3:00)

The big hand is on 6. The small hand is between 6 and 7. What time is it? (6:30)

The big hand is on 12. The small hand is on 6. What time is it? (6:00)

The big hand is on 6. The small hand is between 4 and 5. What time is it? (4:30)

Continue with problems of this type.

MM 1-70

It is now 9:30. What time will it be in 2 hours? (11:30)

It takes Jim's family 4 hours to travel to Grandmother's house. If they leave home at 1:00, what time will they get to Grandmother's house? (5:00)

Continue with stories involving adding time.

MM 1-71

The movies start at 8:00 and end at 10:00. How long do they last? (2 hours)

You begin class at 9:30 and get out at 10:30. How long was the class? (1 hour)

At 1:30 you begin a test. You finish at 3:00. How long was the test? (1 hr. 30 min.)

MM 1-72

If you leave for school at 7:30 and arrive at 8:00, how long did it take you to get there? (30 minutes)

The trip started at 9:00 and was finished at 1:00. How long did it take? (4 hours)

Continue. Present problems containing two times and ask how long from one to another.

MM 1-73

At 1:30 you begin a test. The test takes 2 hours. When is the test over? (3:30)

You begin waiting for a bus at 2:00, you wait 30 minutes. What time did the bus come? (2:30)

The show is 1 hour long. It starts at 3:00. What time does it end? (4:00)

It is 8:30. School is 6 hours long. What time do you get out? (2:30)

You start reading a book at 10:00 and it takes you 3 hours to read the book. What time will you finish? (1:00)

Continue.

MM 1-74

Let's make 12. I'll say a number. You tell me a number to add to mine to make 12.

4 (8)

6 (6)

7 (5)

9 (3)

Continue. Try to make other numbers as well.

MM 1-75

Susan has a box with 7 crayons in it. She takes out 3 crayons. How many are in the box now? (4)

Chuck has 12 carrots in a bag. He takes 4 out. How many are left in the bag? (8)

MM 1-76

Start with 4 and follow me. Add two. Add three. Subtract 1. Add 2. What is the number? (10)

Start with 6 and follow me. Subtract 2. Add 3. Add 1. Subtract 3. Add 4. What is the number? (9)

Continue with problems of this type. Make sure the child can add or subtract the numbers involved.

MM 1-77

What is $4 + 4$? (8)

What is $4 + 5$? (9)

What is $6 + 6$? (12)

What is $6 + 7$? (13)

What is $8 + 8$? (16)

What is $8 + 9$? (17)

Continue presenting doubles to the child and then adding one to the second number and presenting the fact.

Repeat for several days in a row.

MM 1-78

What is $32 + 2$? (34)

$41 + 3$? (44)

$53 + 1$? (54)

$47 + 2$? (49)

$64 + 3$? (67)

$73 + 2$? (75)

Continue with problems of this type. The ones should add to 9 or less in each case.

MM 1-79

What addition fact uses the same numbers as $7 - 4 = 3$? ($4 + 3 = 7$ or $3 + 4 = 7$)

What addition fact uses the same number as $8 - 3 = 5$? ($5 + 3 = 8$ or $3 + 5 = 8$)

Tell the child a subtraction fact - then ask them for the addition fact which uses the same numbers. Make sure that one of the numbers is 0, 1, 2, or 3.

Continue for several days.

MM 1-80

What addition fact can you think of that would help you with the subtraction fact $9 - 3$? ($3 + 6 = 9$ or $6 + 3 = 9$)

What is the answer to $9 - 3$? (6)

What addition fact can you think of that would help you with the subtraction fact $7 - 2$? ($2 + 5 = 7$ or $5 + 2 = 7$)

What is the answer to $7 - 2$? (5)

Continue in the same way - giving a subtraction fact and first asking for an addition fact to help, then asking for the answer.

Continue for several days.

MM 1-81

What is $12 - 3$? (9)

$11 - 8$? (3)

$8 - 2$? (6)

$7 - 4$? (3)

$9 - 1$? (8)

$7 - 2$? (5)

$10 - 8$? (2)

$8 - 0$? (8)

$6 - 0$? (6)

Continue with subtraction facts where the answer is 0, 1, 2, 3 or 1, 2, or 3 is taken away.

MM 1-82

Jack has 4 white dogs, 3 black dogs, and 2 cats. How many dogs does Jack have? (7)

Millie's dog buried four old bones, two newspapers, and three new bones and two rubber animals. How many bones did he bury? (7)

Mr. Brown gave Jack 3 pieces of candy and 2 pieces of gum. Mrs. Jans gave Jack 2 pieces of candy and 5 pieces of gum. How many pieces of gum does Jack have? (7)

Repeat stories involving subtraction.

MM 1-83

What is $6 + 3 + 2$? (11)

What is $7 + 2 + 1$? (10)

What is $5 + 4 + 3$? (12)

Continue adding three numbers. Make sure the last two numbers are either 3, 2, 1 or 0.

MM 1-84

Martha had 6 pencils. She got 3 more from Nancy and 2 more from John. How many does Martha have now? (11)

Paul has 8 marbles. He wins 7 from Sean and 2 more from Kent. How many does he have now? (17)

Continue.

MM 1-85

Rosa walked 6 blocks to the library. Then she walked right back home. How many blocks did she walk in all? (12)

There are five cows and six pigs on a farm. Four chickens also live there. How many four-legged animals are on the farm? (11)

Repeat with addition problems involving doubles.

MM 1-86

At the party, Vicki blew up 11 balloons. Seven balloons popped. How many balloons are left? (4)

Twelve children went to the movies. Five children sat in the front row. How many children sat in the second row? (7)

Wendell made 11 pizzas altogether. He made 5 of them without meat. How many pizzas did he make with meat? (6)

Repeat problems of this type.

MM 1-87

How much is a nickel worth? (5 cents)

How much is a dime worth? (10 cents)

How much are 2 nickels worth? (10 cents)

How much are two dimes worth? (20 cents)

Continue with questions using either nickels or dimes.

MM 1-88

How much is 1 nickel and 2 pennies worth? (7 cents)

How much is 1 nickel and 4 pennies worth? (9 cents)

How much is 3 nickels & 2 pennies worth? (17 cents)

How much is 5 nickels and 4 pennies worth? (29 cents)

Continue with questions using up to 10 nickels & 0 through 5 pennies.

MM 1-89

How much is 1 dime and 2 pennies worth? (12 cents)

How much is 1 dime and 4 pennies worth? (14 cents)

How much is 3 dimes and 2 pennies worth? (32 cents)

How much is 7 dimes and 4 pennies worth? (74 cents)

Continue with questions using up to 10 dimes and 0 through 10 pennies.

MM 1-90

How much is 2 dimes and 1 nickel worth? (25 cents)

How much is 4 dimes and 2 nickels worth? (50 cents)

How much is 6 dimes and 3 nickels worth? (75 cents)

Continue with questions using up to 9 dimes and 9 nickels.

MM 1-91

How much is 3 dimes, 1 nickel and 2 pennies worth? (37 cents)

How much is 4 dimes, 2 nickels and 8 pennies worth? (58 cents)

How much is 1 dime, 3 nickels and 4 pennies worth? (29 cents)

Continue with questions using up to 9 dimes, up to 7 nickels and 0 to 9 pennies.

MM 1-92

How much is 2 quarters, 1 dime and 1 nickel worth? (65 cents)

How much is 3 quarters, 2 dimes and 3 pennies worth? (98 cents)

How much is 2 dimes, 3 nickels, 1 quarter and 7 pennies worth? (67 cents)

Continue with questions using amounts of coins less than one dollar.

MM 1-93

How many pennies make a half dollar?
(50)

How many dimes make a dollar? (10)

How many nickels make a quarter? (5)

How many quarters make half a dollar?
(2)

How many dimes would equal 2 quarters?
(5)

How many nickels would equal 7 dimes?
(14)

MM 1-94

Mary had 2 nickels. Her mother gave her 3 pennies. How much money does she have? (13 cents)

Bill has 2 dimes. He wants to buy a card for his mother that costs 17 cents. How much change will he receive? (3 cents)

Portia saves 3 pennies every day. How long will it take her to save 12 cents? (4 days)

Paula wants to buy 2 pencils. Each pencil costs 6 cents. How much money does she need? (12 cents)

Rex has 35 cents. His mother gave him a nickel and a dime. How much money does he have now? (50 cents)

Continue with story problems involving coins.

MM 1-95

Molly needs 55 cents. She has 4 dimes. How many nickels does she need? (3)

Nancy put 18 coins in her bank. All but 3 of them were dimes. How many coins were dimes? (15)

Ricky has 2 dimes, 3 nickels and 1 penny. How much money does Ricky have? (36 cents)

Tom bought a pencil for 8 cents, an eraser for 4 cents and a piece of bubble gum for 2 cents. How much did he spend? (14 cents)
What coins could be used to buy these things? (1 dime and 4 pennies)

MM 1-96

Mark has 17 cents. Jeanette gave him 3 dimes. How much money does Mark have now? (47 cents)

Ned had 47 cents. He spent 21 cents for candy. How much money did he have left, about 70 cents or about 30 cents? (about 30 cents)

If 1 candy bar costs 10 cents, estimate the number of candy bars you could buy with 95 cents. (about 10)

MM 1-97

Ben has 40 shells. John has 60 shells.
How many more shells does John have
than Ben? (20 shells)

Sheila grows 60 tomatoes. She sells 50
tomatoes. How many tomatoes does she
have left? (10 tomatoes)

Simon has 50 straws. He uses 20 straws.
Then he gives away 10 straws. How many
straws does Simon have left? (20 straws)

Repeat for other multiples of ten.

MM 1-98

The school lunchroom has 80 seats. 60
children ate lunch today. How many seats
were empty? (20)

There are 30 people on the airplane. 20
more get on in Waterloo. How many
people are on the plane now? (50)

46 children were out sledding after a big
snow. 3 children got cold and went inside.
How many stayed outside? (43)

30 cows were in the barn. Only 10 cows
had been milked. How many cows still
need to be milked? (20)

Repeat for other stories like this.

MM 1-99

I'll say an addition fact, you tell me what
double you'd use to help you.

$$4 + 5 \text{ (} 4 + 4 \text{ or } 5 + 5 \text{)}$$

$$6 + 7 \text{ (} 6 + 6 \text{ or } 7 + 7 \text{)}$$

$$8 + 9 \text{ (} 8 + 8 \text{ or } 9 + 9 \text{)}$$

$$3 + 4 \text{ (} 3 + 3 \text{ or } 4 + 4 \text{)}$$

$$7 + 8 \text{ (} 7 + 7 \text{ or } 8 + 8 \text{)}$$

Continue with addition problems with
numbers which are different from each
other.

MM 1-100

What is $4 + 5$? (9)

$$6 + 7? \text{ (13)}$$

$$8 + 9? \text{ (17)}$$

$$7 + 8? \text{ (15)}$$

$$5 + 6? \text{ (11)}$$

Present these numbers with the smaller one
first. If the child cannot quickly answer,
ask them for the related double fact.

MM 1-101

What is $5 + 4$? (9) $7 + 6$? (13) $9 + 8$? (17) $8 + 7$? (15)

Present these numbers with the larger ones first.

MM 1-102

What is $4 + 3$? (7) $5 + 6$? (11) $8 + 9$? (17) $8 + 7$? (15)

Present these numbers with the larger ones either in first or second position.

MM 1-103

Ronnie bought some candy. He ate 5 pieces and still had 6 pieces left. How many pieces of candy did he buy? (11)

Billie had 7 cars. His mother gave him 6 more. How many cars does Billie have now? (13)

Repeat other double story problems.

MM 1-104

Start with 6 and follow me. Add 7. Add 2. Add 4. Add 2. (21)

Start with 7 and follow me. Add 2. Add 3. Add 4. Add 1. (17)

Start with 4 and follow me. Add 5. Add 3. Add 4. Add 2. (18)

Continue with problems of this type.

MM 1-105

What addition fact uses the same numbers as $12 - 5 = 7$? ($5 + 7 = 12$ or $7 + 5 = 12$)

What addition facts uses the same numbers as $16 - 8 = 8$? ($8 + 8 = 16$)

What addition fact uses the same numbers as $14 - 9 = 5$? ($9 + 5 = 14$ or $5 + 9 = 14$)

Continue. Tell the child the subtraction fact then ask for the related addition fact.

MM 1-106

What addition fact can you think of that would help you with the subtraction fact $11 - 5$? ($5 + 6 = 11$ or $6 + 5 = 11$) So what is the answer to $11 - 5$? (6)

What addition fact would help with $13 - 6$? ($6 + 7 = 13$ or $7 + 6 = 13$) So what is the answer to $13 - 6$? (7)

MM 1-107

A cage in the pet store had 9 birds in it. 6 were sold. How many are still left? (3)

One board is 9 feet long. Another is 7 feet long. How much longer is the first board? (2 feet)

Bill has 4 cents. He needs 10 cents to buy a candy bar. How much more does Bill need? (6 cents)

Continue with subtraction story problems similar to these.

MM 1-108

How many feet in a yard? (3)

How many inches in a foot? (12)

How many eggs in a dozen? (12)

How many shoes in a pair? (2)