Macmillan McGraw-Hill

Activity Flip Chart Mathematics

Games • Songs • Poems
Problem Solving • Story Setting

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All Sorts of Animals

Things can be sorted in all kinds of ways.
Can you help this zoo keeper who has been sorting for days?

Sort the animals with stripes and the animals with spots.
Sort the ones with black polka dots.

Sort the short and sort the tall.
Sort those that walk and those that crawl.

Sort the ones with four legs and the ones with two.
What other animal sorts can you do?

Poem

Directions: Discuss the various animals and animal characteristics on the page. Read the poem. Have the students identify the group of animal(s) being described in the poem. Have students think of additional animals that could also be included in the group described.

Directions: Have students use the Act It Out strategy to solve the problem of how the books can be sorted. Have students identify what is the same about some of the books. Guide them in noticing the color of the books and the picture on the binding of the books. These are icons that tell if each book is about sports (soccer ball), the United States (map), space (rocket), or food (apple). Have students use color tiles to represent the books and to sort them onto the same color shelf when sorting by color and the same icon shelf when sorting by book topic.

Sort the Veggies!

Sort the veggies, sort them now.
Sort each one you see.
Sort by color, shape, and size.
Sort them all with me.

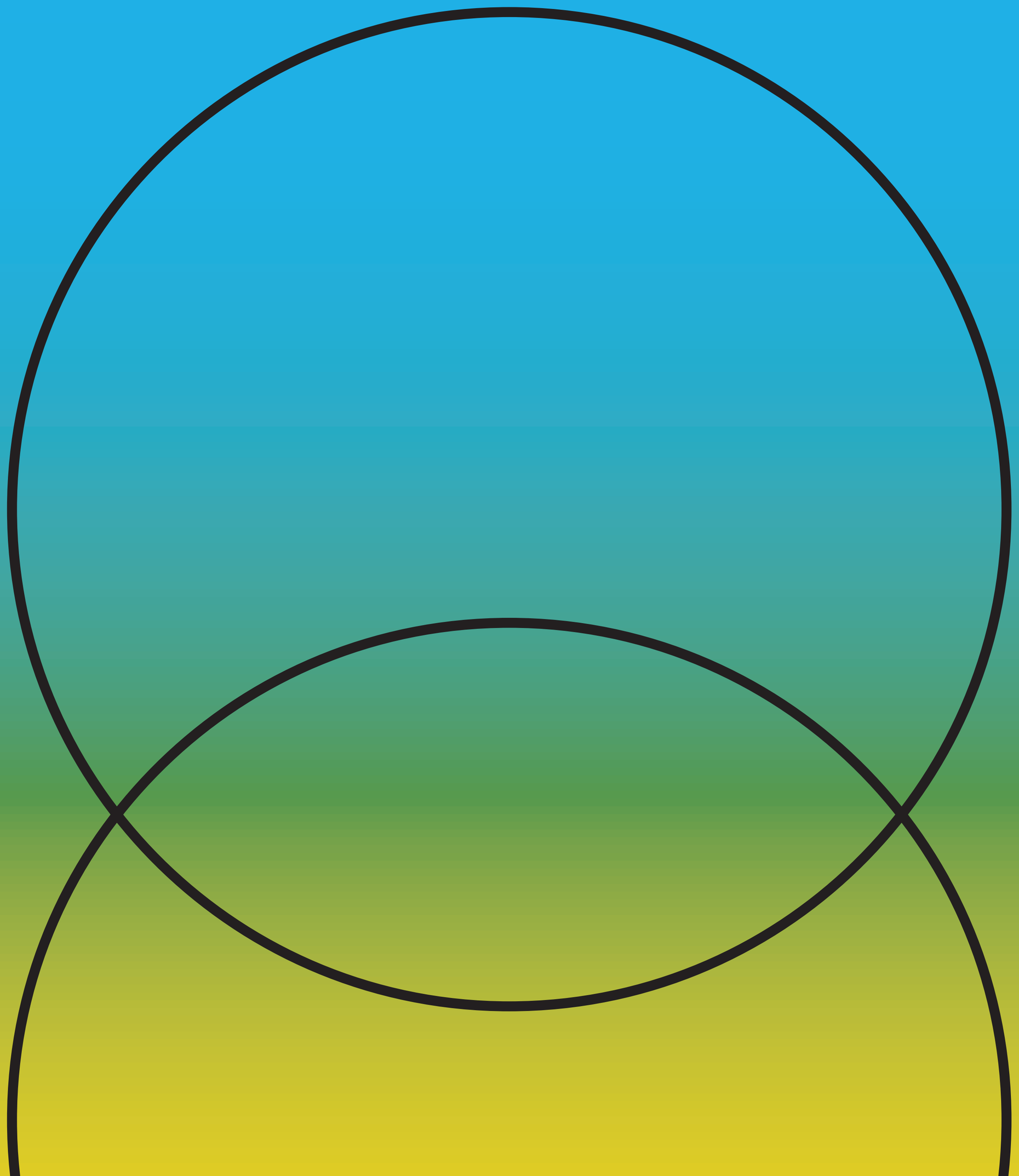
Red or green, large or small,
long or round, let's sort them all.
Sort the veggies that you see
Sort them all with me.

Sort by color, here we go!
Sort the veggies now!

Directions: Use this page with the song "Sort the Veggies" found on track 2 of the *Math Songs* CD. Have students draw a picture of their favorite vegetable on construction paper. Have students sort the drawings in groups to see which vegetable is the class' favorite. Repeat this idea for favorite fruits or drinks.

Additional Verses: Sort by size, sort them now.
Spoken: Veggies that are small!
Person 1: Black eyed pea!
Person 2: Lima bean! Person 3: Radish!

Final Verse: Sort the veggies, sort them all!



Directions: The Venn diagram can be used when sorting or comparing attributes of objects.

Hidden Numbers in the Night

One is an amount that is easy to spot.
It doesn't show many because it isn't a lot.

Two is one more; it shows another.
Like a friend and a friend
or a sister and a brother.

Three comes next. It is one more than two.
"Hoot, hoot, hoot!" will give you a clue.

Four follows closely. It is one more than three.
Can you find this number of animals hanging
from a tree?

Five gets a turn. It is one more than four.
I can count it on one hand
or on the forest ground floor.

Directions: Read the poem one stanza at a time. Have students repeat the number they hear in each stanza and point to which object(s) are being described. Have students count the object(s). Discuss the groupings of fireflies. Count each grouping and tell the number.

Directions: Tell how many ducks can go in each boat, swing on the swingset, ride the sea-saw, and row with a paddle. Use cubes to show that number.

Here is the Beehive

Here is the beehive.
Where are the bees?
Hidden away
where nobody sees.
Soon they'll come creeping
out of the hive:
one, two, three, four, five.

There's just one Queen
and she wears a crown.
2 small bees follow,
3 buzz around,
4 flowers open as
5 bees arrive.
Soon they'll bring their honey
back to the hive.

I see the beehive.
I count the bees
playing in flowers, flying through trees.
Soon they'll return to hide in their hive:
one, two, three, four, five.

Directions: Use this page with the song "Here is the Beehive" found on track 4 of the *Math Songs* CD. After the song is sung, have students act out the song. Have students find objects in the room to represent each bee in the song. Have them count each object and write the number that shows how many.

Directions: Use this numbers multiuse page to show "one more" with bird footprints, to count clouds, sail boats, leaves and lines on a tree(s), and to count sand molds. Refer back to this page with Chapter 3 to see patterns in clouds, boat sails and life lines on tree trunks. Refer back to this page with Chapter 7 to show height in trees and to model these heights using cubes.

What Could Come Next?

Children on the playground
seeing patterns everywhere!
Look at what they're doing,
here and there!

Heel, toe, heel, toe, heel, toe,
dancing to the beat.
What could come next?
Look at their feet.

Critters on the playground
showing patterns everywhere!
Look at their bodies,
here and there!

Colors, sizes, and shapes,
are the patterns that they show.
What could come next?
Do you know?

Directions: Read the poem. Discuss the patterns referred to in each stanza of the poem. Have students act out and extend the movement pattern in the second stanza or make up one of their own. Have students look at the art on the page and identify patterns shown such as butterfly sizes, hat colors, shapes, colors and lines on the caterpillar, and patterns on the children's clothing.

Poem

Directions: Act out each pattern to find out which movement could come next. To extend this activity, have students show the pattern another way, such as using pattern blocks.

Stars and Stripes

Stars and stripes,
stars and stripes,
are patterns in our flag!

Those groups of
stars and stripes all stand
for freedom in our land!

I saw an American flag
With bars from top to bottom
From left to right in red and white
American flags have got ‘em

Then way up in the top corner
I saw a big blue square
With bright white stars beside the bars
there were patterns everywhere!

repeat chorus

Many patterns of stars and bars
upon that flag that flew
The red and white went left to right
with white stars on the blue

repeat chorus

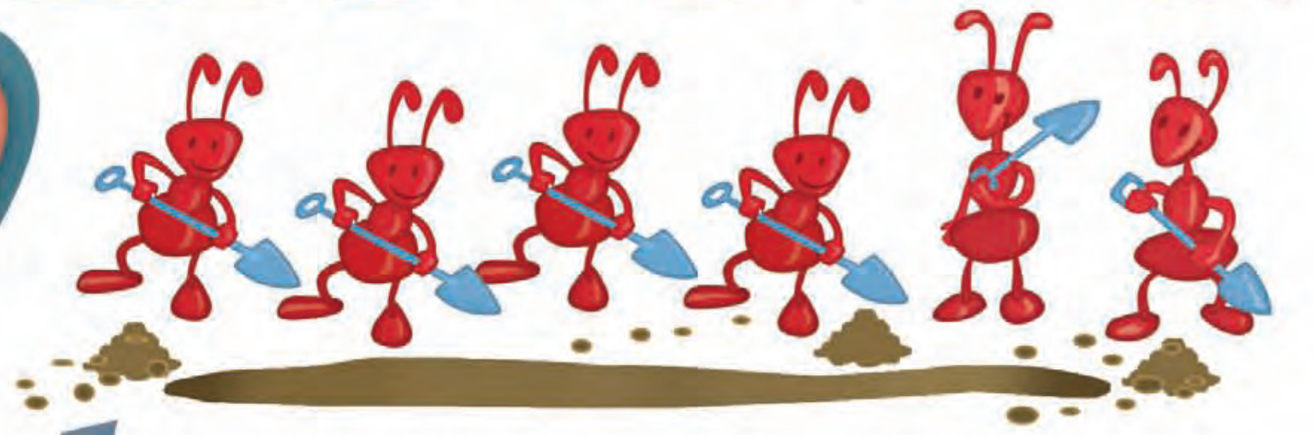
Directions: Use this page with the song “Stars and Stripes” found on track 1 of the *Math Songs* CD. Discuss the color pattern on the flag. Have students identify another way to show the pattern using two different colors. Have students name three colors that could be used in stripes on a flag. Have students make a flag showing that pattern.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.

Directions: Use this calendar to show patterns within a week or month. Refer back to this calendar when teaching days, weeks, months, and general calendar use.

Elephant and Friends

1 elephant tries to nap,
While 2 grasshoppers start to clap,
While 3 caterpillars sip lemonade,
While 4 worms dance in the shade,
While 5 beetles rock n' roll,
While 6 ants dig a hole,
While 7 bees buzz a tune,
While 8 butterflies play bassoon,
While 9 crickets lie in the sun,
While 10 ladybugs have some fun.
All the bugs just want to play,
Will poor elephant nap today?



Directions: Read the poem. Have students identify each group of animals being described in the poem. Have students count and say the number in each group. Compare groupings.

Directions: Have students guess and check to tell if there are: more hot air balloons or kites, more birds or clouds, more kites with red or kites with orange, and more kites with purple or kites with orange. Use the picture to create more questions about the objects shown.

Directions: Use this story mat when working with numbers. Allow students to draw objects or use manipulatives to show a number of objects in the setting. Refer back to this story setting when using larger numbers or for creating addition and subtraction stories.

Hungry Puppies

Materials: 3 game piece markers, 12 index cards with numbers 0 to 10 written on each (one number per card) and a card with "Go ahead 2 spaces."

Directions: Organize 3 teams. Take turns drawing a card. If a number is drawn, the team draws that many circles (paw prints) on the sidewalk square. Move up the sidewalk with each turn. The first team to reach their bone wins.

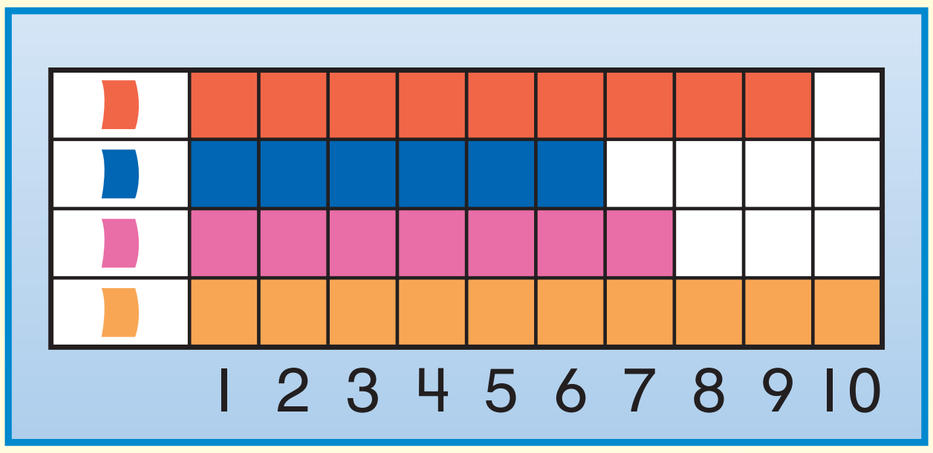
Game

Can we Graph It?

A graph shows lots of data
with pictures and real objects, too.
We can use it when showing a survey.
Can I graph some data with you?

Let's check out some things in
the classroom.
Go ahead and take a look.
There are centers, blocks,
shapes, and toys,
or even our favorite book.
The graph will show our data,
whatever we choose to do.
Or maybe we'll take a survey.
I want to make a graph with you.

Directions: Read the poem. Have students use the page to tell what data could be used in a graph. Have students decide on the data and create a group graph using that data.



Directions: Have students Draw a Picture to determine how many more pieces of confetti need to be drawn. Have students count how many of each color are shown in the graph. Then have students count how many pieces of confetti of each color are shown in the picture, and then draw more confetti to match the graph.

Sand and Surf Seek

shovel						
star fish						
sea shell						
turtle						
dolphin						

Materials: 20 counters
Directions: Divide students into two teams. Take turns finding one of the objects from the graph. When an object is found the player circles it in the picture, crosses it off in the graph, and takes a counter. When all objects in the graph have been crossed off, teams use one-to-one correspondence to determine who has more counters. The team that found the most objects is the winner.

Game

The Number Track

The number track, track, track
All covered in black, black, black
With maple trees, trees, trees
Out in the back, back, back.

It held the runners, runners, runners
On racing day, day, day
When zero to twenty, twenty, twenty
Came out to play, play, play.

They got in line, line, line
Everything was fine, fine, fine
The race was on, on, on
Where was number nine, nine, nine?

Directions: Read the poem to the tune of "Miss Mary Mack" using this clapping pattern:
1. Clap own hands together.
2. Cross arms in front of chest.
3. Clap own hands together.
4. Clap hands with partner three times.

Have students identify numbers 0 – 20. Have students make number badges to reenact the race. Have students order themselves by number based on their number badge.

Poem

Problem Solving

Directions: Direct students to count the number of toys on each shelf in the group. Have students find the pattern to determine how many toys should be in the empty row of each group.

Things We Like to Do!

These are things we like to do!

So we make a list of things to do!

'Cause these are things we like….to do!

One, two, it's time to wake.

Three, four, we'll cook and bake.

Five, six, we'll ride our bike.

Seven, eight, we'll take a hike.

Nine, ten, we'll fly our kite.

repeat chorus

Eleven, twelve, we'll read and write.

Thirteen, fourteen, we'll feed our fish.

Fifteen, sixteen, we'll make a wish.

Seventeen, eighteen, we'll brush our hair.

Nineteen, twenty, we'll hug our bear.

repeat chorus

song

Directions: Use this page with the song "Things We Like to Do" found on track 3 on the *Math Songs* CD. After each counting line, have students echo the words. Have students make number cards of numbers from 1 to 20. Distribute the cards. Play the song again. Have students hold up their number card as they hear it sung. Have students pair off by the number pairs in the song. Have them draw a picture of an activity they like to do for their number pair. Sing the song using the students' numbers and activities.

Building Up

Finish

1

2

3

Go ahead 2 spaces

3

lunch break

1

2

Go back 2 spaces

3

2

1

morning break

3

2

1

Start

Materials: red, green and purple connecting cubes, 4 game piece markers, number cube 0 – 5

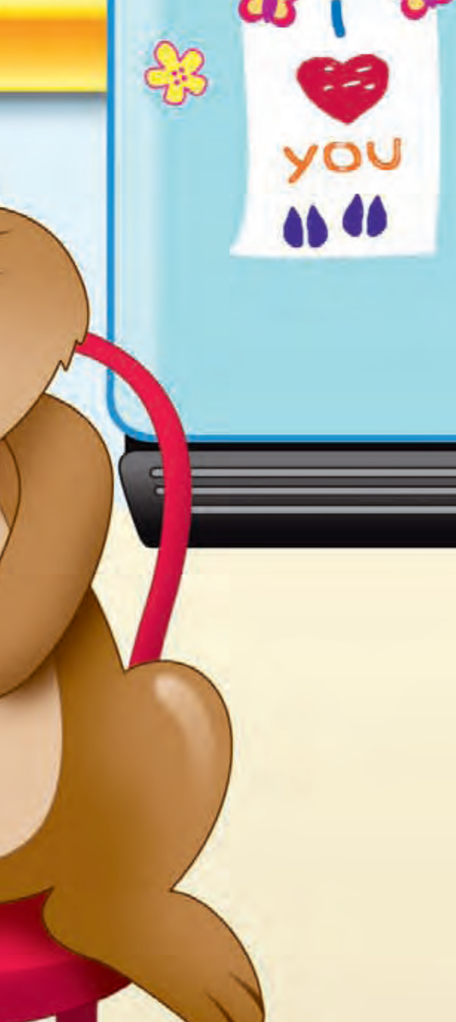
Directions: Organize 4 teams. Teams take turns rolling the cube. Teams collect the amount and color of cubes shown and/or follow directions on the board. When one team finishes, all teams count cubes. The team with most cubes wins.

Game

Time for Tea

Find the shiny tea cups. There are two.
One is for me and one is for you.
See the red and yellow. See the blue.
Which is the larger of the two?

Would you like some tea now from the store?
Would you like some crackers? There are four.
I will serve the tea now. Watch me pour.
Which holds less and which
holds more?



Directions: Sing the poem to the tune of "I'm a Little Teapot." Have students answer the questions posed in the poem. Have students identify other measurement concepts on the page such as lengths of spoons (long, longer, longest), height of flowers (tall, short), capacity of canisters and colanders (holds more, holds less), and time on the clock.

Poem

Directions: Guide students to choose a strategy to solve the problem of determining how tall the buildings are.
Suggestion: Guess and Check: Have students use cubes to measure the gate. Have students guess how tall the next building is using the gate as a reference.

Find a pattern: Use cubes to measure the gate and the next three buildings on either side of it. Use these measurements to see a pattern and to tell how tall the tallest building is.

The Long and Short of It

I've got a little dog,
he's just 8 inches high,
but he's as long as 2 hot dogs.
I call him my hot dog guy.

When my hot dog guy and I
play beneath a tree,
the tree is tall, the dog is short
and in between is me!

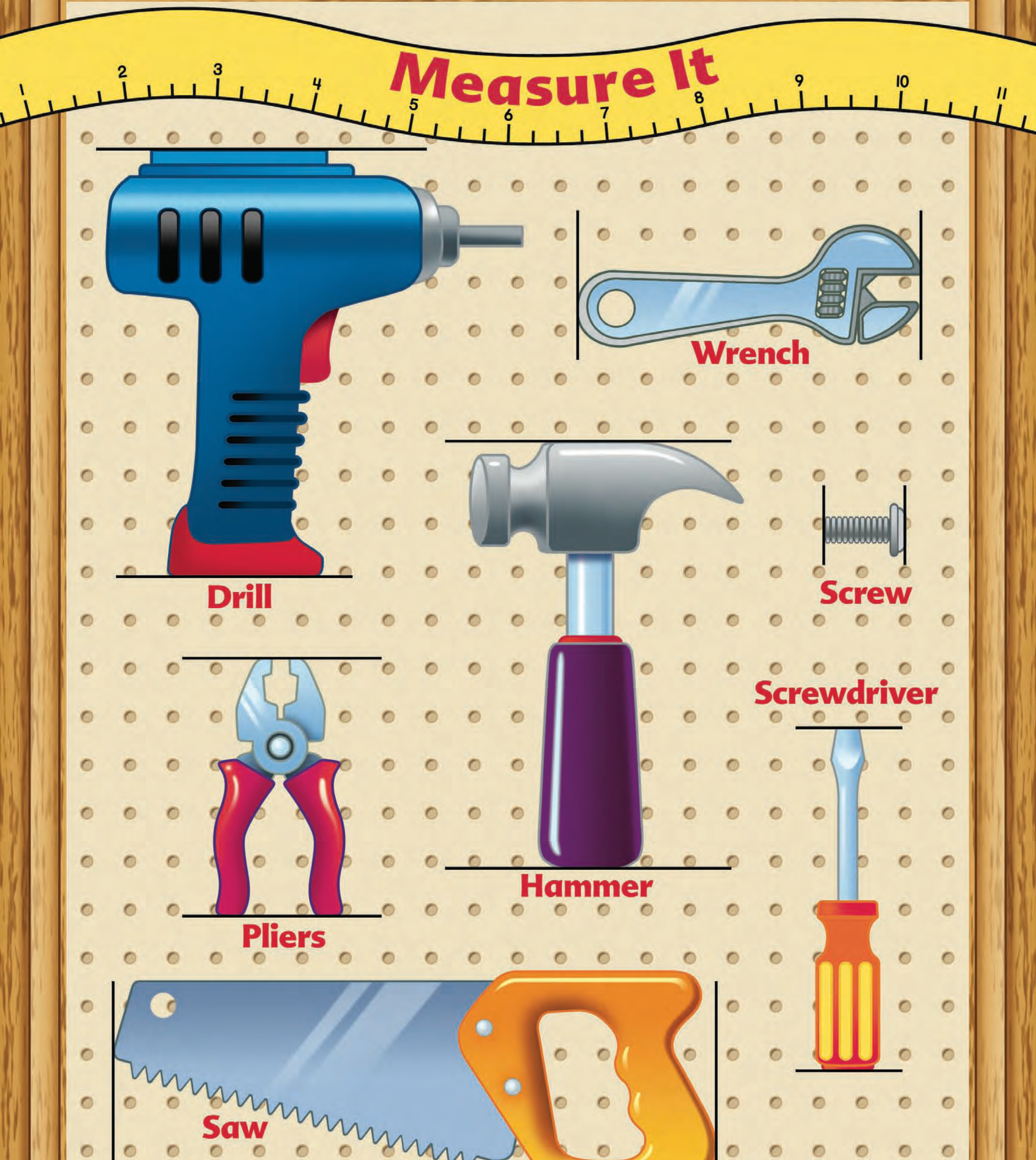
And that's the long and short of it.
There's different lengths for all.
Yeah, that's the long and short of it.
Lengths are either big or small.

I climbed a great high hill
to see the sea appear,
but Mom said it's a long way off—
you can't see there from here.

song

Directions: Use this page with the song "The Long and Short of It" found on track 6 of the *Math Songs* CD. Have students form small groups and make paper chain snakes of varying lengths. Have groups compare lengths discussing short and long. Have students hold snakes upright and compare short and tall. Have the students discuss the snake's length when it is lying down compared to when it is held up.

Measure It



Materials: connecting cubes, 2 different-colored write on/wipe off markers
Directions: Divide students into two teams. The first team chooses a tool and guesses how many cubes long the tool is. The team then creates a cube train using the number of cubes they guessed. One student from the team uses the train to measure the tool. If their guess is correct, students draw an X across the object using their color. If their guess is incorrect, it is the other team's turn. Alternate teams until all tools have been measured correctly. The team that correctly guessed the most tool lengths is the winner.

Game

10! 20! 30!

I have ten fingers. Count them with me.
If you show me yours too, how many will there be?
Let's not stop there. Please let me see,
ten more fingers to make thirty!

Now, use the farm to play a number game.
Count all the objects that look the same.
Say each number to tell how much.
Don't forget to count and touch.

Directions: Read the first line of the poem. Hold up ten fingers as students count your fingers. Ask another student to show 10 fingers as the second line is read. Count all fingers. Ask another child to show 10 fingers. Count all fingers. Continue reading the poem. Discuss the picture. Have students find 21 pumpkins, 27 pears, 24 birds, 26 flowers, and 30 corn cobs.

poem

Directions: Guide students to choose a strategy to solve the problem of how many objects are hidden.
Suggestions: Act it Out: Tell the students that there are 23 stars in the sky. Have students use counters to act out the number of stars that are hidden.

Follow the same procedure for 24 bike spokes, 28 stones and 25 apples.
Draw a Picture: Using the information above, have students draw circles to show the number of objects that are hidden.

Problem Solving

Directions: Use this story mat when working with numbers. Allow students to draw objects or use manipulatives to show a number of objects in the setting. Refer back to this story setting when using larger numbers or for creating addition and subtraction stories.

Rain, Rain, Go Away!

Directions: Divide students into two teams. Assign each team a color on the color counters. The first team rolls the number cube and covers that many raindrops with their color counters. Alternate teams until all raindrops have been covered. The team that covers the most raindrops is the winner.

Materials: 50 two-color counters

The Very Best Time of Day

It's 8:00 and time to rise.
I lift my head and rub my eyes.
By 9:00 I'm out the door
to meet my best friend, Eleanor.
From 10:00 to 11:00 we climb and run.
Eleanor is so much fun.
It's 12:00, that means it's noon.
We'll be eating lunch real soon.
It's 1:00, its 2:00, and then it's 3.
Eleanor's having a party and she invited me.
It will last until 4 or even 5 o'clock.
Then I have my dog to walk.
It's 6:00, it's 7:00 and then it's 8.
I get ready for bed; it's getting late.
Daddy reads to me and then I say,
This is the very best time of day!

Directions: Read the poem. Have students identify the pictures that show each time of day. As the poem is read again, have students show the times on a moveable clock. Have students tell what is the same or different in their day as in the poem.

March

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Directions: Guide students to choose a strategy to decide the date of the next computer and music class.
Suggestions: Find a Pattern: Have students look at each calendar to identify the pattern for music and library class. Determine what could come next and draw that icon on the calendar. Repeat for computer and gym class.

Act It Out: Have students use blue color tiles to place on library days and green tiles on music days. Determine what tile would be placed on the next Monday. Repeat strategy for computer and gym class.
Note: Have a student draw their own pattern of classes and have other students predict what will happen on a given date.

Tick Tock, Tick Tock

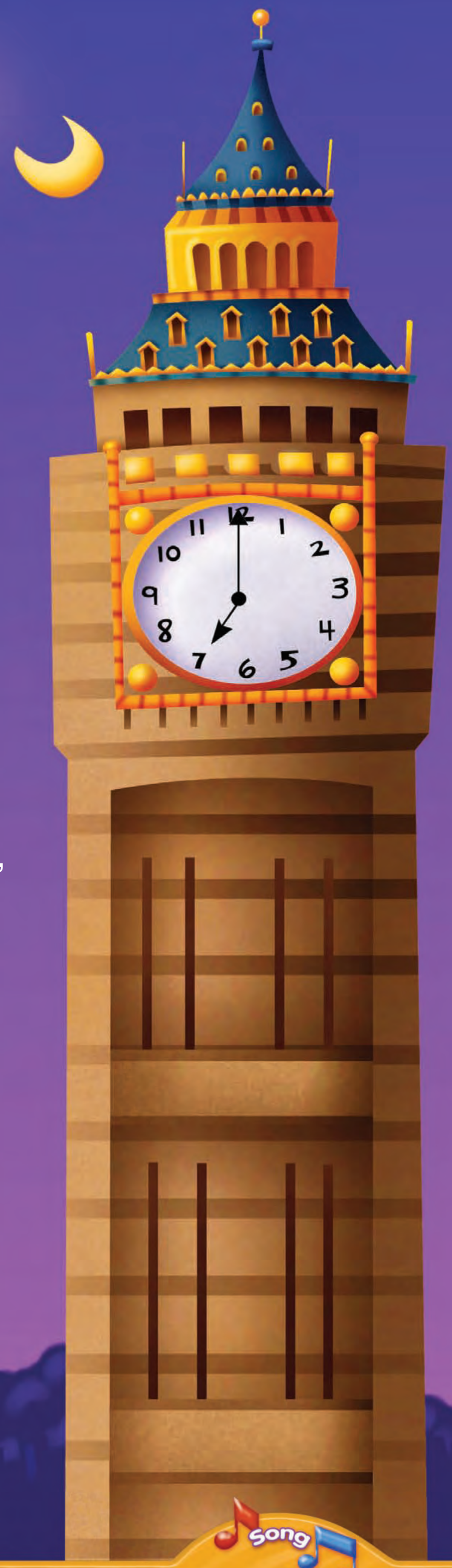
Tick tock, tick tock
hear the chiming of the clock.
Tick tock, tick tock
every hour we hear it talk.

When it strikes 1 – we'll start the fun.
When it strikes 2 – play a kazoo.
When it strikes 3 – dance with me.
When it strikes 4 – tap the floor.
When it strikes 5 – buzz into a hive.
When it strikes 6 – stir and mix.

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

When it strikes 7 – yell, "My name's Kevin!"
When it strikes 8 – stand and wait.
When it strikes 9 – hold up a sign.
When it strikes 10 – let's dance again.
When it strikes 11 – let's start wavin'.
When it strikes 12 – clap for yourselves.

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



Directions: Use this page with the song "Tick Tock, Tick Tock!" found on track 5 of the *Math Songs* CD. Repeat the chorus after each set of chimes. Have students act out the actions in the song as each time is sung. Use an instrument such as a triangle to copy the chimes in the song.

Suggestion: Place number cards one to 12 in a circle on the floor to represent the numbers on the clock. Have students move from number to number as that time is sung.

Bug Match Up

Materials: 18 index cards
Directions: Cover each scene with an index card. Divide students into two teams. Teams take turns flipping over two cards at a time trying to match two morning, two afternoon, or two evening events. The team with the most matches wins. As an extension to this activity, students could match the time shown on the digital clock to the same time shown on the analog clock in the corner of each picture.

Game

Coming Soon

Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	

Directions: Use this weekly calendar to list class schedules, weekly events, coming attractions in math, etc.

At the Fair

Triangle, oval, and a square,
you can find shapes at the fair.

See the balloons? What a sight!

Look, a Ferris wheel with lights!

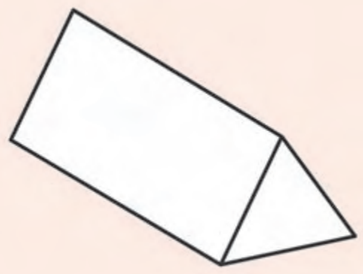
Check the funhouse and the sky.

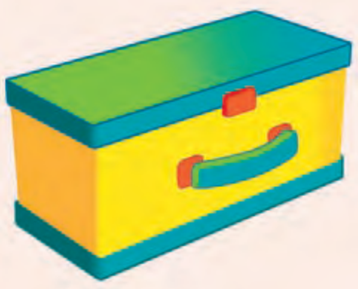
See the bird that's passing by?

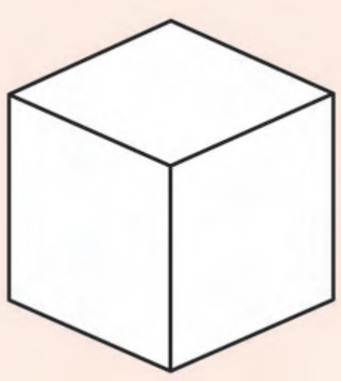
Rectangle, circle, and a square

you can find shapes at the fair.

Directions: Sing the poem to the tune of "Twinkle, Twinkle, Little Star". Have students use the page to identify drawings of circles, triangles, squares, and rectangles as well as objects that are shaped like a circle, triangle, square and/or rectangle.



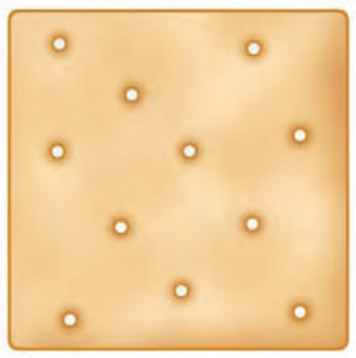


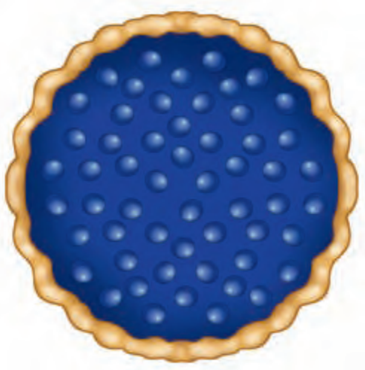


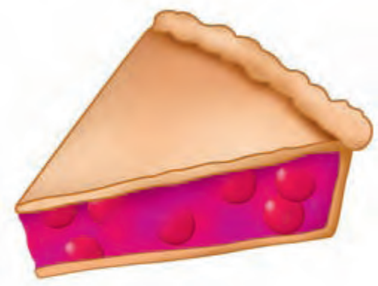
Directions: Have students, one at a time, name an object and the shape or figure that makes up one of its sides.

Suggestions: Students can Draw A Picture by tracing one of the sides, Act It Out by using pattern blocks, or Guess and Check to determine the shape that makes up the faces of the object.

Find the Shape







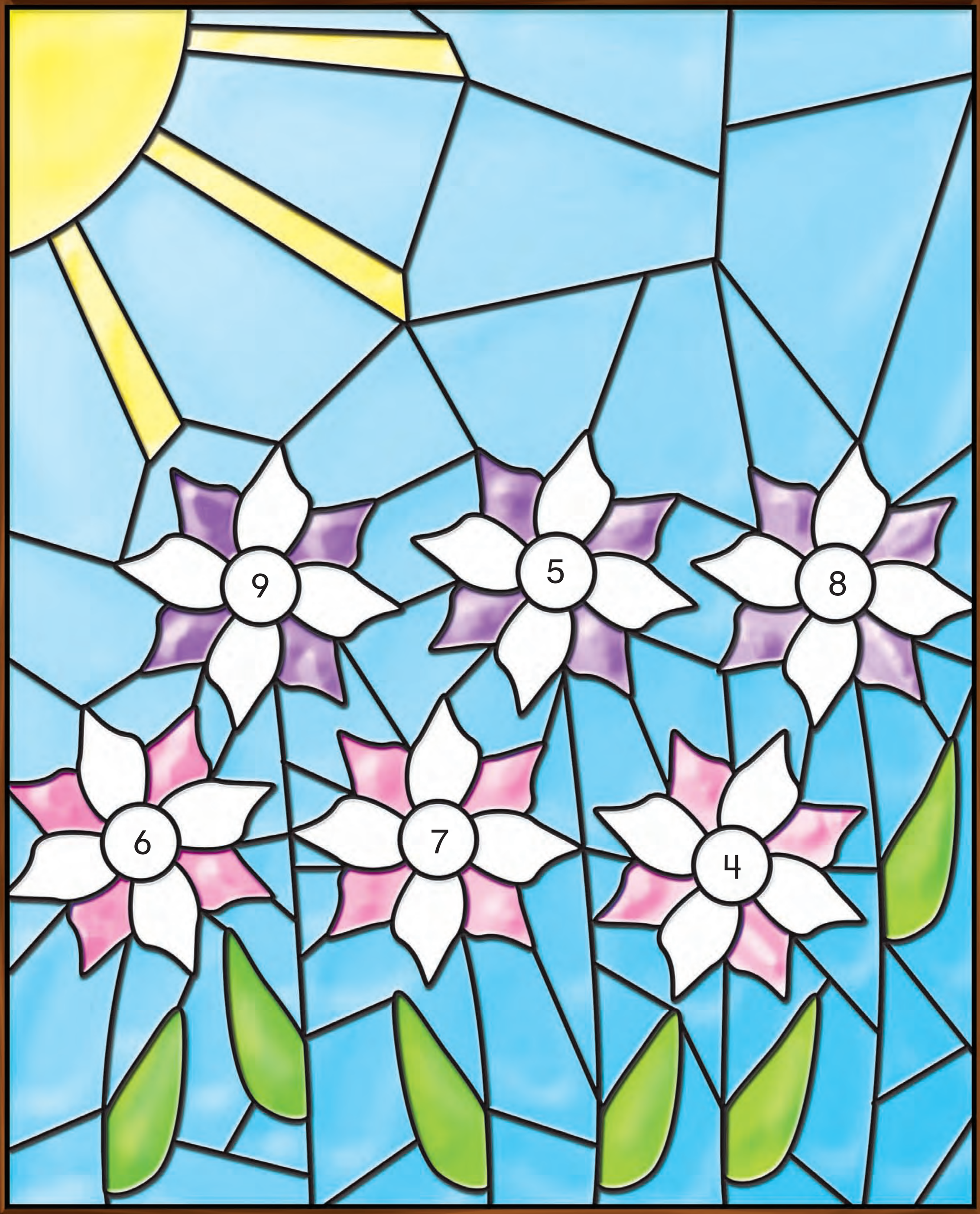
Materials: Bag of pattern blocks and attribute buttons including squares, rectangles, triangles and circles.
Directions: Divide students into two teams. First player draws a shape from the bag and finds a picture that matches that shape on the game board. The student marks the picture by drawing an X on it. The first player from the other team follows the same procedure and marks the game board with a circle. Alternate teams until one team fills an entire column or row.

Game

1+1 Adds Up 2 Fun

It's so much fun to learn adding!
Soon numbers we'll be joining,
using two numbers big or small.
It really doesn't matter
if it takes a while to remember.
We're only learning after all!

Directions: Sing this song, to the tune of "Little Ducky Duddle", when working with addition. Sing the song and use the page to create addition stories about the ducks and umbrellas.



Directions: Have students show "ways to make" the number in each flower on three of the petals. Have students color ways to make: 9-red, 8-blue, 6-purple, 7-orange, 5-yellow, and 4-pink. Have students tell what color the last petal on each flower will be by Finding a Pattern in the flower. Have students write another way to make the number and color the petal to extend the pattern.

Have students Act Out each way to make a number using connecting cubes. Have students color the petals with the color code mentioned above.

Problem Solving

Directions: Use this story mat when working with addition. Allow students to draw objects or use manipulatives to model or create addition stories.

Addition Train

and

+

0 1 2 3 4 5 6 7 8 9 10

0 1 2 3 4 5 6 7 8 9 10

0 1 2 3 4 5 6 7 8 9 10

0 1 2 3 4 5 6 7 8 9 10

0 1 2 3 4 5 6 7 8 9 10

RAIL ROAD CROSSING

RAIL ROAD CROSSING

Materials: 55 red, 55 green, 55 orange and 55 purple connecting cubes, two number cubes 0 – 5

Directions: Organize 4 teams. Assign each team a color. Teams take turns rolling the number cubes. Based on the roll, an addition story is modeled by placing connecting cubes in each circle on the page. Teams join the connecting cubes and place that amount of cubes below that number on their train. The winner is the first to show 10 cube trains representing 1 to 10.

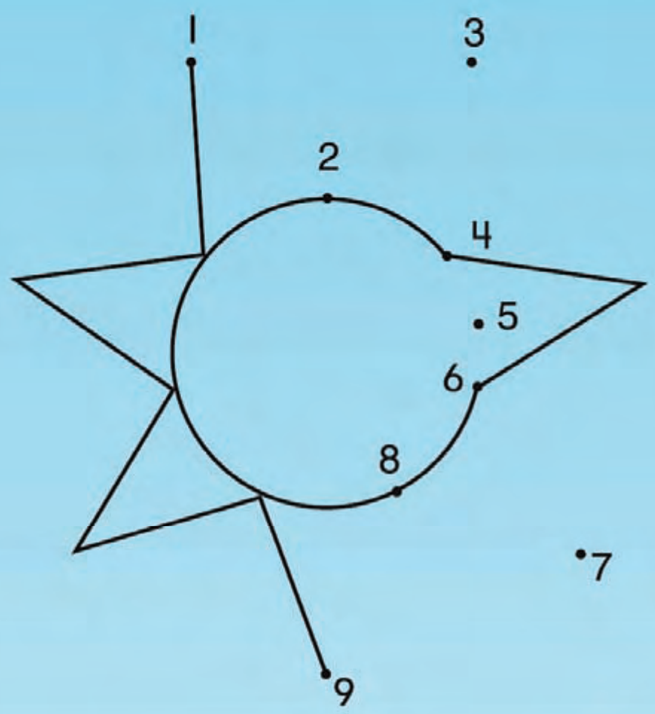
Game

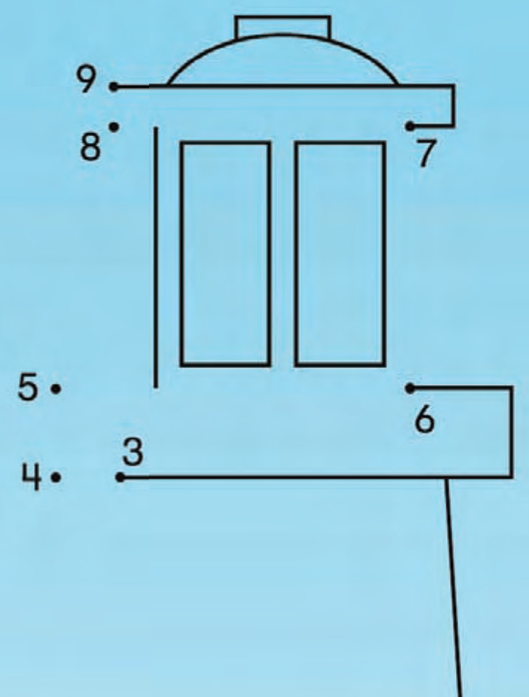
Subtraction in *Action*

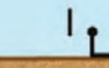
Teach me about subtraction.
Teach me to take away.
Show me that 6 minus 2 is 4.
I'm taking away and I'm not adding more.
Help me check and re-check my answers.
If I'm not right it's okay,
'cause I'll try, try, try it again
until I've learned the way!

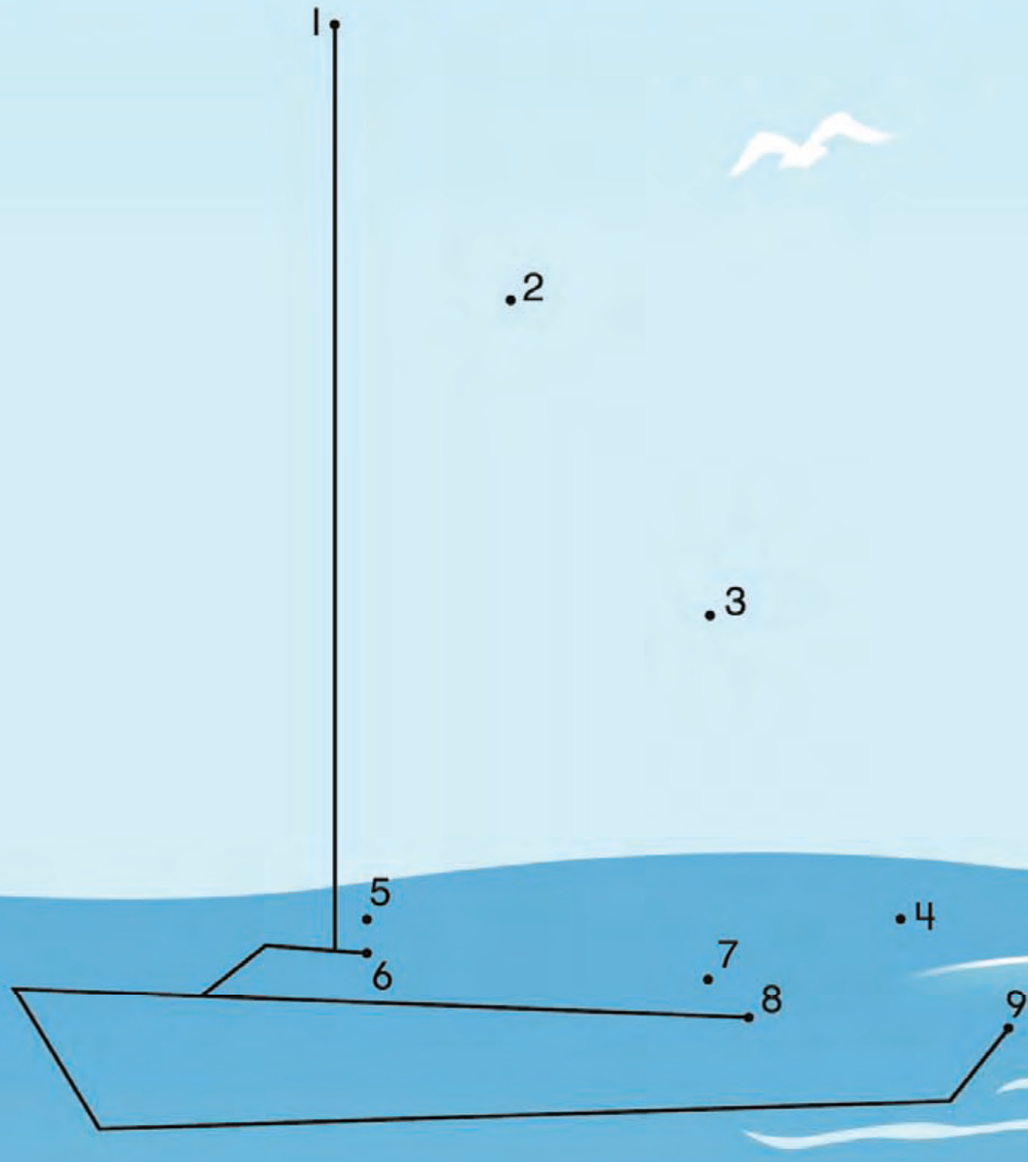
Directions: Sing this song to the tune of "Take Me Out to the Ballgame", when working with subtraction. Have students sing the song and then use the images on the page to create subtraction problems about baseball.

poem









Directions: In order to connect the dots to find each image, have students tell a subtraction story that equals the next number needed to connect the dots. Students can Act Out the story with manipulatives or Guess and Check to find the answer. If students have difficulty telling a subtraction story, provide sets of number for them to choose from in order to find the correct answer.

Ten In The Bed

There were ten in the bed
and the little one said,
"Roll over, roll over."
So they all rolled over
and one fell out.

There were nine in the bed
and the little one said,
"Roll over, roll over."
So they all rolled over
and one fell out.

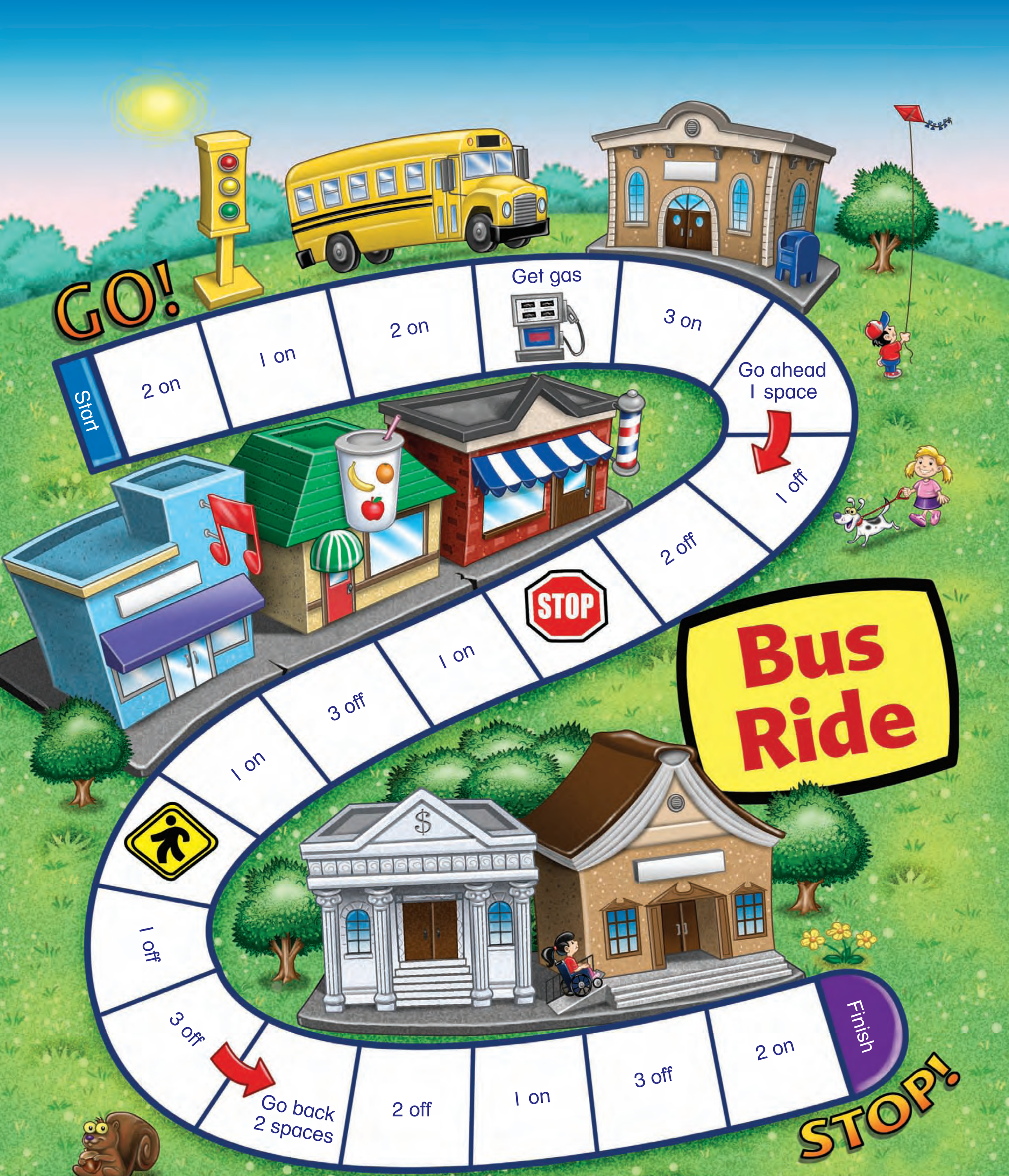
Repeat verse inserting numbers eight, seven, six, five, four, three, two.

There was one in the bed
and the little one said,
"Good night."

song

Directions: Use this page with the song "Ten In the Bed" found on track 7 of the *Math Songs* CD. Use 10 classroom puppets and a large blanket. Using the theme of the song, have the puppets lying on the blanket as if in bed. Have students act out the poem using puppets and blanket. Have students tell subtraction stories using different amounts of puppets falling out of bed. Have students model the stories with the puppets and then tell how many puppets are left.

Bus Ride



Materials: number cube, 2 different colored connecting cubes
Directions: Divide students into two teams. Have 5 players from each team stand in 2 separate straight lines. These players are already on their own bus. Have one team roll the number cube and move their connecting cube that many spaces. Have students follow the direction on the space they landed on. Alternate teams until both teams have reached "Finish". The team with more passengers left on the bus is the winner.

Directions: Use this story mat when working with subtraction. Allow students to draw objects or use manipulatives to model or create subtraction stories.

Math Lesson Number	Lesson Title	Math Vocabulary	National Math Standard	National Math Standard	EL Lesson, Page Number	National EL Standar	Modality	Level	EL Strategy Title	EL Strategy Objective	Core EL Vocabulary	Common Use EL Verb	EL Language/Objective
1.1	**Alike and Different**	alike, different	GK-FP1		1-1, p. 17B	**G1S3c**	Visual, Auditor	Beginning	**Hear Math**	This strategy teaches descriptive	it, same, different	is	1.Opposites: same/different. 2.Associating sounds with words. 3.Hearing common new vocabulary.
1.2	**Sort by One Attribute**	sort	GK-FP1		1-2, p. 19B	**G1S3k**	Visual	Beginning	**See Math**	This strategy teaches vocabulary.	color, red, blue	color	1.Learning names of colors. 2.Following oral directions. 3.Reinforcing previous vocabulary.
1.3	**PSS: Act It Out**		GK-FP1		1.-3, p. 21B	**G3S2b**	Social, Auditor	Beginning	**Hear Math**	This strategy introduces negative verb	what, belongs, thumbs up/down	does/doesn't	1.Negative verb forms. 2.Answering simple oral questions with actions. 3.Exposure to new nouns.
1.4	**Sort by More than One Attribute**		GK-FP1		1-4, p. 23B	**G2S1d**	Visual/Spatial,	Beginning	**See Math**	This strategy introduces color	sort, yellow, not	is/isn't	1.Simple yes/no questions. 2.Negative verb forms. 3.Adding another color word to students'
1.5	**Same Number**	same number	GK-FP1		1-5, p. 27B	**G1S2c**	Visual/Spatial	Beginning	**Do Math**	This strategy teaching sorting	these, is the same as, those	are	1.Listening to yes/no questions with plural nouns. 2.Recognizing and using previous vocabulary.
1.6	**More than**	more than	GK-FP1		1-6, p. 29B	**G2S2a**	Linguistic,	Intermediate	**Talk Math**	This strategy uses color to show "more".	more, I, he/she	have/has	1.Subject/verb agreement. 2.Following oral directions. 3.Saying simple, scaffolded phrases.
1.7	**Less than**	less than	GK-FP1		1-7, p. 31B	**G1S3c**	Social, Auditor	Intermediate	**Do Math**	This strategy uses "Simon Says" to show	if, does not have more, wearing	stand up	1.Learning a new game through a verbal explanation. 2.Conditionals. 3.Answering information questions.
2.1	**Numbers 1, 2, and 3**	count, one two, three	GK-FP1		2-1, p. 43B	**G1S3e**	Auditory	Beginning	**Hear Math**	This strategy teaches numbers 1, 2	one, two, three	show	1.Hearing *one, two, three.* 2.Reading 1, 2 and 3. 3.Hearing words for familiar nouns.
2.2	**Read and Write 1, 2, and 3**	number	GK-FP1		2-2, p. 45B	**G2S2e**	Auditory,	Intermediate	**Write Math**	This strategy vocalizes writing 1, 2,	straight down, around, back	make	1.Hearing rhymes that teach writing numbers. 2.Learning prepositions. 3.Kinesthetically learning new
2.3	**Numbers 4 and 5**	four, five	GK-FP1		2-3, p. 47 B	**G1S3g**	Kinesthetic,	Intermediate	**Do Math**	This strategy uses group learning to	walk heel to toe, four, five	find	1.Verbalizing guesses. 2.Saying numbers. 3.Reading written numbers.
2.4	**Read and Write 4 and 5**		GK-FP1		2-4, p. 49B	**G1S3b**	Intrapersonal,	Beginning	**Hear Math**	This strategy vocalizes writing	down, one more, a flag	stop	1.Reinforcing familiar prepositions. 2.Introducing new prepositions. 3.Using rhyming in explanations.
2.5	**PSS: Draw a Picture**		GK-FP1		2-5, p. 53B	**G2S2i**	Intrapersonal	Intermediate	**Write Math**	This strategy teaches using pictures to	picture, finger, underneath	draw	1.Practicing counting 1 - 5. 2.Writing numbers independently. 3.Following oral directions.
2.6	**Read and Write 0**	zero	GK-FP1		2-6, p. 55B	**G2S3k**	Visual, Social	Intermediate	**Write Math**	This strategy helps students visualize the	none, zero, make a fist	see	1.Saying short answers to oral questions. 2.Learning new vocabulary using visual and auditory
2.7	**Compare Numbers 0 to 5**		GK-FP1		2-7, p. 57B	**G1S3d**	Visual, Social	Intermediate	**Do Math**	This strategy teaches comparing	next to, flip, get to keep	take	1.Counting. 2.Reading numbers. 3.Playing games.

2.8	**Order Numbers to 5**	order	GK-FP1		2-8, p.59B	**G2S1e**	Visual	Intermediate	**See Math**	This strategy uses cooperative	side, move to, stand below	look	1.Understanding oral directions. 2.Reinforcing previous vocabulary. 3.Participation in class activities.
3.1	**Over and Under**	over, under, above, below	GK-FP6C		3-1, p. 71 B	**G1S3b**	Visual/Spatial,	Beginning	**See Math**	This strategy teaches over and under	letters, shapes, over/under	look like	1.Recognizing letters. 2.Connecting letter shape with action. 3.Listening to and recognizing target vocabulary.
3.2	**Top, Middle and Bottom**	top, middle, bottom	GK-FP6C		3-2, p. 73 B	**G2S1c**	Kinesthetic,	Intermediate	**Do Math**	This strategy teaches top, middle and	on (top), in (the middle), at (the	are	1.Teaching vocabularly. 2. Introducig prepositions. 3.Scaffolded vocabularly understanding
3.3	**Before and After**	before, after	GK-FP6C		3-3, p. 75 B	**G1S3i**	Linguistic,	Intermediate	**Talk Math**	This strategy increases vocabulary and	day, little word, inside the whole	comes after	1.Recognizing common words 2.Connecting letter combining to make words. 3.Acting out target verb
3.4	**Identify Patterns**	pattern	GK-FP6C		3-4, p. 77B	**G2S1h**	Auditory,	Intermediate	**Do Math**	This strategy helps students recognize	clap, stomp, watch me	repeat	1.Scaffold vocabularly understanding kinesthetically. 2.Integrate understanding with vocabulary.
3.5	**Object Patterns**		GK-FP6C		3-5, p. 81B	**G1S3c**	Spatial, Kinesth	Intermediate	**Hear Math**	This strategy integrates object patterns	step, hop, do what I do	follow	1.Discover auditory patterns. 2.Connect vocabulary and action to objects. 3.Following oral directions.
3.6	**PSS Look for a Pattern**		GK-FP6C		3-6, p. 83 B	**G1S3d**	Kinesthetic	Advanced	**Do Math**	This strategy heips students internalize	pattern, arms folded, standing	act out	1.Identify patterns. 2. Introduce vocabulary. 3.Create patterns.
3.7	**Sound Patterns**		GK-FP6C		3.7, p 85 B	**G2S2e**	Auditory,	Intermediate	**Hear Math**	This strategy connects listening and	close your eyes, no peeking,carefu	listen	1.Identify auditory patterns. 2. Introduce vocabulary. 3.Copy patterns.
3.8	**Movement Patterns**		GK-FP6C		3-8, p 87 B	**G1S3b**	Visual/Spatial,	Intermediate	**Talk Math**	This strategy vocalizes physical	jump, one foot, two feet	hop	1.Identify movement patterns. 2. Practice vocalizing patterns. 3. Copy patterns.
3.9	**Predicting Patterns**	predict	GK-FP6C		3-9, p 89 B	**G2S2j**	Logical	Beginning	**See Math**	This strategy teaches predicting	under, dog, car	will start	1.Discover pattern. 2.Connect future tense to patterns. 3. Orally respond to predictions.
4.1	**Numbers 6 and 7**	six, seven	GK-FP1		4-1. p. 101 B	**G1S1a**	Auditory, Kinesthetic	Intermediate	**Talk Math**	This strategy teaches numbers six	play, May I? You may.,	may line up	1.Phrasal verb, *line up.* 2.Chanting with rhymes. 3.Asking for permission.
4.2	**Number 8**	eight	GK-FP1		4-2, p 103 B	**G1S2d**	Auditory, Visual	Beginning	**Hear Math**	This strategy teaches numbers eight.	eight, legs, spider	has/have	1.Changing verb forms. 2.Using a rhyming song to teach numbers. 3.Learning new vocabulary through a
4.3	**Read / Write 6, 7, and 8**		GK-FP1		4-3, p. 105B	**G1S3k**	Linguistic, Visual/Spatial	Beginning	**Write Math**	This strategy uses poems to teach how to	loop, across, circle	make/makes	1.Using rhymes to teach writing. 2.Prepositions. 3.Writing numbers.
4.4	**Numbers 9 and 10**	nine, ten	GK-FP1		4-4, p. 109 B	**G1S3i**	Auditory, Kinesthetic	Beginning	**Talk Math**	This strategy uses music to explore nine	in all, some, join the fun	comes	1.Learning numbers through song and action. 2.Participating in a kinesthetic activity. 3.Hearing simple, complete
4.5	**Read and Write 9 and 10**		GK-FP1		4-5, p. 111 B	**G1S2d**	Kinesthetic, Visual	Beginning	**Write Math**	This strategy uses motion and music to	in, out, hand	circle	1.Opposites: in/out, left/right. 2.Right/correct versus right/left. 3.Prepositions.

4.6	**PSI: Draw a Picture**		GK-FP1		4-6, p. 113 B	**G2S2e**	Kinesthetic	Intermediate	**Hear Math**	This strategy teaches drawing	where, should, counters	draw/drew	1.Simple present/past tense. 2. Irregular past tense. 3.Modal: should.
4.7	**Compare Numbers to 10**		GK-FP1		4-7, p. 115B	**G1S3l**	Kinesthetic	Intermediate	**See Math**	This strategy helps students compares	no, has more, now we know	know/do not know	1.*No* versus *know*. 2.Answering yes/no questions. 3.Explaining a strategy.
4.8	**Order Numbers to 10**	before, after	GK-FP1		4-8, p. 117 B	**G2S2f**	Social, Visual	Intermediate	**Do Math**	This strategy builds ordering experience	sit by, name, is by	read	1.Using prepositions. 2.Hearing names of classmates. 3.Listening to positions and moving accordingly.
4.9	**Ordinal Numbers**	ordinal numbers	GK-FP1		4-9, p. 119 B	**G2S1f**	Kinesthetic, Logical	Intermediate	**See Math**	This strategy helpd students integrate	first, second, third	march	1. Teach sequencing 2. Hear and vocalize ordinal numbers 3. Integrate and respond to vocabluary
5.1	**Collecting and recording data**	data, graph	GK-FP4C		5-1, p. 131 B	**G1S2d**	Visual/Auditory	Beginning	**Hear Math**	This strategy uses music to activate	across, row, along	move	1.Learning new vocabulary using music. 2.Singing prepositions. 3.Using repetition to internalize new
5.2	**Real graph**	real graph	GK-FP4C		5-2, p.133 B	**G1S2d**	Visual/Auditory	Beginning	**See Math**	This strategy shows vocabularly	column, up, down	go	1.Simple present/negative present tense. 2.Opposites: up/down. 3.Ryhming.
5.3	**PSS-Look for a Pattern**		GK-FP4C		5-3, p. 135 B	**G2S1c**	Logical	Advanced	**Write Math**	This strategy helps students identify a	comes next, what, pattern	cross off	1.Seeing patterns on graphs. 2.Predicting patterns. 3.Participating in class discussion.
5.4	**Picture graph**	picture graph	GK-FP4C		5-4, p. 139 B	**G2S1h**	Visual, Social	Intermediate	**See Math**	This strategy practices sorting picture	pictures, these are, my/your family	put	1.Possessive pronouns. 2.Following oral directions. 3.Sorting by various classifications.
5.5	**Make a graph**	survey	GK-FP4C		5-5, p. 141 B	**G2S3h**	Auditory, Kinesthetic	Intermediate	**Do Math**	This strategy uses background	brother/sister, father/mother, uncle/aunt	label	1.Introducing words for relatives. 2.Writing new words. 3.Creating a visual.
6.1	**Numbers 11 & 12**	eleven, twelve	GK-FP1		6-1, p. 153 B	**G2S1g**	logical	intermediate	**Talk Math**	This strategy teaches recognizing	group, tell, find	count out	1.Listening for understanding. 2.Collaborating with peers. 3.Counting aloud.
6.2	**Numbers 13, 14, 15**	thirteen, fourteen, fifteen	GK-FP1		6-2, p. 155 B	**G1S3g**	kinesthetic	intermediate	**Do Math**	This strategy allows students to visualize 13-	of a, of another, on a string	put	1.Hearing prepositions. 2.Introducing new phrases 3. Use available language.
6.3	**Numbers 16, 17**	sixteen, seventeen	GK-FP1		6-3, p. 157B	**G2S2a**	kinesthetic	intermediate	**Do Math**	This strategy helps students visualize	tall, taller, side by side	stack	1.Using regular and irregular comparatives. 2.Following oral directions. 3.Practicing counting
6.4	**Problem Solving Strategy: Look for a Pattern**		GK-FP1		6-4, p. 161B	**G2S3c**	intrapersonal	Beginning	**Hear Math**	This strategy shows words can have two	table, set a table, group of things	set	1.Distinguish between table/kitchen, table/chart and set. 2.Using visuals to learn new vocabulary. 3.Copying
6.5	**Numbers 18, 19, 20**	eighteen, nineteen, twenty	GK-FP1		6-5, p. 163 B	**G1S3g**	logical	Beginning	**Do Math**	This strategy helps students recognize	in, how many, bag	find out	1.Recognizing quantities. 2.Reading numbers. 3.Reinforcing counting skills.
6.6	**Compare numbers to 20**		GK-FP1		6-6, p. 165 B	**G2S2f**	logical	Beginning	**Do Math**	This strategy models comparing	what number, before, after	comes	1. Answering questions. 2.Following oral directions. 3.Practicing previous and target vocabulary.

6.7	**Order numbers to 20**		GK-FP1		6-7, p. 167B	**G2S1f**	logical	advanced	**Talk Math**	This strategy teaches ordering	out of order, in order, revising	place	1.Hearing numbers read in order. 2.Listening for missing numbers. 3.Listening to and following
7.1	**Compare length**	length, longer, shorter, same	GK-FP1		7-1, p. 179 B	**G2S2a**	Logical	Intermediate	**See Math**	This strategy the protocol for comparing	side by side, short, long	lay down	1.Internalizing new vocabulary through activities. 2.Opposites: long, short. 3.Using new vocabulary
7.2	**Order length**	longest, shortest	GK-FP1		7-2, p. 181 B	**G2S2f**	Logical	Intermediate	**Do Math**	This strategy teaches the vocabulary for	mine, shorter, longer	look	1.Using superlatives. 2.Reinforcing compatives. 3.Saying complete sentences.
7.3	**Compare Weight**	weight, heavier, lighter, equal	GK-FP1		7-3, p.183 B	**G1S3f**	Visual	Beginning	**Do Math**	This strategy allows students to compare	lighter, heavier, (goes)	goes	1.Practicing superlatives. 2.Practicing comparatives. 3.Emphasizing suffixes.
7.4	**Problem Solving Strategy:Guess and Check**		GK-FP1		7-4, p. 185B	**G2S2j**	Logical, Spatial	Intermediate	**Write Math**	This strategy allows students to guess and	guess, correct, chose	measure	1.Understanding and answering oral questions. 2.Writing numbers. 3.Seeing information recorded.
7.5	**Compare Capacity**	holds more, holds less, holds the	GK-FP1		7-5, p. 189 B	**G2S2g**	Kinesthetic	Intermediate	**Do Math**	This strategy teaches students one	cup your hands, fill, hold	pour	1.Using available language to describe experience. 2.Learn new vocabulary using manipulatives.
7.6	**Compare Area**	area, covers more, covers less, covers	GK-FP1		7-6, p. 191 B	**G2S1h**	Visual/Spatial, Kinesthetic	Advanced	**Do Math**	This strategy helps students understand	space inside, fingeers, a person	fit/doesn't fit	1.Hearing verb phrases. 2.Practicing using vocabulary. 3.Verbalizing comparisons.
7.7	**Compare Temperature**	hot, cold, temperature	GK-FP1		7-7 p 193 B	**G3S2a**	Linguistic	Beginning	**Hear Math**	This strategy uses a chant to teach	hot, cold spell	pretend	1.Internalizing new vocabulary through activities. 2.Hear and understand vocabulary. 3.Using new
8.1	**Numbers 21-25**	twenty, more	GK-FP1		8-1, p. 205 B	**G1S3b**	Auditory	Intermediate	**Hear Math**	This strategy teaches combining	twenty, together, when	means	1.Understanding verbal explanations. 2.Introducing two-digit numbers. 3.Learning new verbs.
8.2	**Numbers 26-30**		GK-FP1		8-2, p. 207 B	**G1S3f**	Spatial	Beginning	**See Math**	This strategy helps students understand	pull, a piece, of	put together	1.Hearing conditional phrases. 2.Colaborating with peers. 3.Using counting skills.
8.3	**Problem Solving Strategy: Make a Model**		GK-FP1		8-3, p. 209 B	**G2S1g**	Intrapersonal	Advanced	**See Math**	This strategy helps students visualize and	which animal is missing, model sets,	remember	1.Understanding new vocabulary to participate in activity. 2.Learn animal names. 3.Say animal names and
8.4	**Compare Numbers to 30**		GK-FP1		8-4, p. 213 B	**G2S1a**	Spatial	Intermediate	**Do Math**	This strategy helps students compare	chair, each animal	pretend	1 Hearing and imagining hypothetical situations. 2. Interpreting results through counting and comparing
8.5	**Order numbers to 30**		GK-FP1		8-5, p. 215 B	**G1S3e**	Linguistic	Intermediate	**Hear Math**	This strategy helps students order numbers.	find your place, come up, count off	stand on	1.Counting aloud. 2.Practicing ordering skills. 3. Listening to and following directions.
8.6	**Estimate**	about, estimate	GK-FP1		8-6, p. 217B	**G3S3b**	Auditory	intermediate	**Write Math**	This strategy helps students estimate	closet, team, point	guess	1.Using familiar comparatives in a game. 2.Colaborating with a team. 3. Using available language to explain
9.1	**Morning, afternoon, and evening**	morning, afternoon, evening	GK-FP3		9-1, p. 229 B	**G1S2c**	Visual, Intrapersonal	Intermediate	**See Math**	This strategy helps students determine the	when, what do you do, sun	show	1.Creating a visual to learn vocabulary. 2.Using time propositions accurately.

9.2	**Days of the week**	week	GK-FP3		9-2, p. 231 B	**G1S3d**	Auditory, Linguistic	Intermediate	**Hear Math**	This strategy helps students hear ending	day, week, when you hear	clap	1.Hone listening skills. 2.Recognize the same word within different words. 3.Chant and clap to reinforce
9.3	**Calendar**	month, year	GK-FP3		9-3, p. 233 B	**G1S1a**	Logical	Intermediate	**Talk Math**	This strategy helps students use a calendar.	when is, "X" years old, my birthday is	will be	1.Reading dates. 2.Saying dates. 3.Saying scaffolded future tense sentences.
9.4	**Today, Yesterday, and Tomorrow**	today, yesterday, tomorrow	GK-FP3		9-4, p. 235 B	**G1S3b**	Auditory, Spatial	Intermediate	**Hear Math**	This strategy reinforces past and future verb	hold old, candles, cake	was/were	1.Hearing past tense. 2.Matching numbers and ages. 3.Talking in past and future tense.
9.5	**Using an analog clock**	hour, o'clock	GK-FP3		9-5, p. 239 B	**G1S3k**	Auditory	Beginning	**Hear Math**	This strategy introduces new vocabulary.	face, clock, round	go around	1.Learn two meanings for *face.* 2.Reinforce too, as opposed to two or to. 3.Associate new vocabulary with
9.6	**Using a Digital Clock**		GK-FP3		9-6, p. 241 B	**G2S1c**	Kinesthetic, Visual	Intermediate	**Do Math**	This strategy kinesthetic demonstrates	hopping, slow, fast	jump	1.Volcalize and internalize length of time repesented in digital clocks. 2.Kinesthetically demonstrate
9.7	**Problem Solving Strategy: Make a Table**		GK-FP3		9-7, p. 243 B	**G2S2e**	Spatial	Advanced	**Do Math**	This strategy uses background	arms, minutes, hours	show	1.Respond to oral directions. 2.Acting out time data. 3.Understanding a simple table.
10.1	**Three-Dimensional Figures**	three-dimensional figure, cube,	GK-FP2		10-1, p. 255B	**G2S1h**	Kinesthetic, Logical	Intermediate	**See Math**	This strategy introduces vocabulary to	nose, flat, feel	stick out	1.Learning new vocabulary using familiar objects. 2.Reinforcing previous vocabulary. 3. Internalizing
10.2	**Compare Three-Dimensional Figures**	roll, stack, slide	GK-FP2		10-2, p. 257B	**G2S1a**	Kinesthetic/Auditory	Intermediate	**Do Math**	This strategy introduces solid shapes.	clay, ball, box	roll/pinch	1.Learning names for 3-D objects. 2.Carry out actions given orally while demonstrated. 3.Learning vocabulary
10.3	**Two-Dimensional and Three-Dimensional Figures**	two-dimensional figure,	GK-FP2		10-3, p. 259B	**G2S2f**	Linguistic	Intermediate	**Talk Math**	This strataegy compares two- and three-	flat, looks like, feels like	feel	1.Reinforce previously learned names of figures 2. Vocalize figure properties. 3. Use available language
10.4	**Squares and Rectangles**	corner, side	GK-FP2		10-4, p. 261B	**G2S1f**	Kinesthetic, Social	Advanced	**Do Math**	This strategy allows students to	corner, hold hands, arms out	meet	1.Hear and see definitions for new vocabulary. 2.Kinesthetically form figures. 3. Conncect the vocabulary
10.5	**Circles and Triangles**	round	GK-FP2		10-5, p. 263B	**G2S2h**	Kinesthetic, Visual/Interpersonal	Intermediate	**Do Math**	This strategy introduces circles and	round, bigger, joined hands	must curve	1.Learn and use new and review vocabulary. 2. Internalize shapes. 3.Understand concepts through
10.6	**Problem Solving Strategy: Draw a Picture**		GK-FP2		10-6, p. 267B	**G2S3k**	Intrapersonal	Intermediate	**See Math**	This strategy helps students identify shapes.	circle, square, triangle	outline	1.Learing names of shapes. 2. Seeing figures in the environment. 3. Creating a visual to reinforce
10.7	**Equal Parts**	equal parts, half	GK-FP2		10-7, p. 269B	**G1S3f**	Visual/Spatial, Logical	Intermediate	**Do Math**	This strategy helps students understand	equal parts, find, half of a letter	match	1.Recognize and say letters. 2.Follow oral directions. 3.Using language to solve a problem.
10.8	**Two-Dimensional Figures in Position**		GK-FP2		10-8, p. 271B	**G1S3k**	Intrapersonal, Interpersonal	Intermediate	**See Math**	this strategy explores postion and	will it be,imagine, change the position	press	1. Interpret events orally. 2.Understand new words in directions. 3.Learn new phrases.
11.1	**Addition Stories**	in all, add	GK-FP1		11-1, p. 283B	**G1S3b**	Auditory	Beginning	**Hear Math**	This strategy introduces newvocabulary	some, sum, adding up	share	1.Homonyms some/sum. 2.Learn addition concept through a song. 3. Integrate vocabulary and concept.

11.2	**Use objects to add**	join	GK-FP1		11-2, p. 287B	**G1S1a**	Auditory	Intermediate	**Hear Math**	This strategy teaches irregualr past	say/said, see/saw, what happened?	give/gave	1.Simple present/irregular past tenses. 2.Verbalizing familiar activities. 3.Connecting live activities
11.3	**Addition Symbol**	plus sign	GK-FP1		11-3, p. 291	**G1S3c**	Visual/Spatial, Intrapersonal	Intermediate	**See Math**	This strategy connects words, symbols	other ways, plus (+), say the same thing	changing	1. Interpret events, symbols and words. 2. Understand common properties. 3. Connect new phrases to
11.4	**Ways to make 4 and 5**		GK-FP1		11-4, p. 293 B	**G1S3j**	Kinesthetic	Beginning	**Do Math**	This strategy shows combinations	in the square, combination, have you tried	try/tried	1.Simple present/present perfect/past tense. 2.Using new vocabulary in activity. 3.Following oral directions.
11.5	**Ways to Make 6**		GK-FP1		11-5, p. 297B	**G2S1a**	Visual	Advanced	**See Math**	This strategy improves number	our ladybugs, dots, on either side	should have	1.Conditional modal verb. 2.Visualize concept. 3.Connect realia and vocabulary to math concept.
11.6	**Ways to Make 7**		GK-FP1		11-6, p. 299	**G1S2b**	Auditory/Visual	Beginning	**Talk Math**	This strategy vocalizes combinations	they do, for sure, see	make	1.Using visuals to introduce the concept of addition. 2.Practicing counting. 3.Saying number
11.7	**Ways to Make 8**		GK-FP1		11-7, p. 301	**G1S3b**	Visual	Intermediate	**Hear Math**	This strategy helps students understand	boat, fish, sea	see	1.Homonyms: see/sea. 2.Answer questions containing new vocabulary. 3.Practice combinations.
11.8	**Ways to Make 9**		GK-FP1		11-8, p. 303	**G1S3g**	Auditory, Visual	Beginning	**Talk Math**	This strategy uses music to model nimber	really fun, too, also new	can split	1.Modal verb: can. 2. Improve memory and listening for numbers. 3.Connect vocabulary to math
11.9	**PSS- Act it out**		GK-FP1		11-9, p. 305	**G2S2f**	Social, Linguistic	Advanced	**See Math**	This strategyhelps students act out	arms, legs, eyes	figure out	1.Phrasal verb: figure out. 2. Recognize body parts. 3.Label body parts.
12.1	**Subtraction stories**	take away, are left, subtract	GK-FP1		12-1, p. 317B	**G1S2d**	Auditory	Beginning	**Hear Math**	This strategy uses music to introduce	take away, I'm hungry, meals	eat/ate	1.Learning new vocabulary through songs. 2.Rhyming. 3.Reciting a cause/effect situation.
12.2	**Use Objects to Subtract**		GK-FP1		12-2, p. 321B	**G2S3k**	Kinesthetic	Intermediate	**Do Math**	This strategy uses kinesthetic	drop out, snap your fingers, no sound	take away	1.Hearing patterns. 2.Acting out patterns. 3.Hearing empty spaces.
12.3	**Subtraction Sign**	minus sign	GK-FP1		12-3, p. 323B	**G1S3f**	Visual/Spatial, Logical	Intermediate	**See Math**	This strategy helps teach the minus symbol.	how many, minus, star	take	1. Interpret events, symbols and words. 2. Understand common properties. 3. Connect new phrases to
12.4	**Take Away from 4 and 5**		GK-FP1		12-4, p. 325B	**G2S3c**	Visual	Intermediate	**See Math**	This strategy teaches subtraction	purple, counters alltogether,	must go	1.Listen to subtraction vocabulary. 2. Counting to find differences. 3.Learn the word forms of subtraction
12.5	**Take Away from 6**		GK-FP1		12-5, p. 331B	**G2S2a**	Auditory	Beginning	**Hear Math**	This strategy helps student subtract from	inside, who has left?, house	leave/left	1.Using familiar nouns in story problems. 2.Answering oral questions. 3.Seeing an oral story
12.6	**Take Away from 7**		GK-FP1		12-6, p. 333B	**G1S3f**	Logical	Intermediate	**See Math**	This strategy heops students subtract 7.	7 days in a week, today, let's	take off	1. Learn calendar vocabulary and patterns. 2. Act out patterns. 3. See and interpret empty spaces.
12.7	**Take Away from 8**		GK-FP1		12-7, p. 335B	**G2S1f**	Logical	Intermediate	**Do Math**	This strategy helps students internalize	the fence, zoo, how many are left?	jumped over	1. Hear spoken subtraction. 2. Act out subtraction sentence. 3.Understand verb phrase with