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book back
to back.

Progression for Addition Facts to 10

4-group Math™ is a visual and kinesthetic method designed to develop number sense and fact fluency. It uses a unique set of number patterns to make math easy and fun.

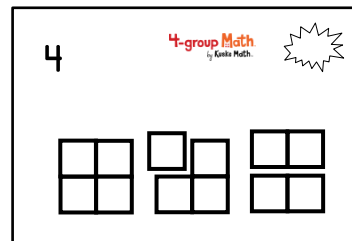
For more information visit our website at
4groupmath.com.

Lynn Kuske, M.Ed.

Activity 1 for 4

Building Partners

1. On the **Addition to 4 Block Board** on the following page, build the 4-group Number Pattern combinations to show the “partners” for four. Use two colors of blocks for each set of partners.
2. After building all the combinations tell your equations to a friend.
Use the method described here:
*Children may begin with the language, “ and make ,” eventually switching to, “ plus equals .”



(Figure 1)

- Point to the 4-block and say, “Four.”
- Point to the *partner zero* by pointing next to the 4-block and say, “And zero.”
- Circle the whole 4-pattern with your finger and say, “Make four.”
- Thus you will say, “Four and zero make four.”

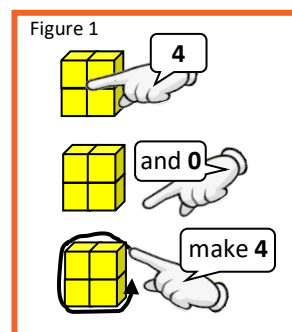
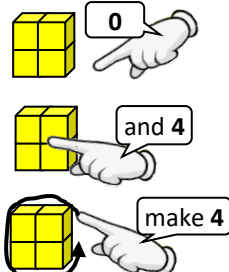


Figure 2



“Switch the partners” (Figure 2)

- Point to the *zero* by pointing next to the 4-block and say, “Zero.”
- Point to the *partner 4-block* and say, “And four.”
- Circle the whole 4-pattern with your finger and say, “Make four.”
- Thus you will say, “Zero and four make four.”

(Figure 3)

- Point to the 1-block and say, “One.”
- Point to the *partner 3-block* and say, “And three.”
- Circle the whole 4-pattern with your finger and say, “Make four.”
- Thus you will say, “One and three make four.”

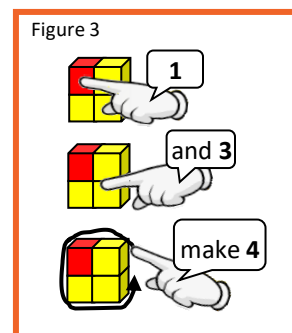
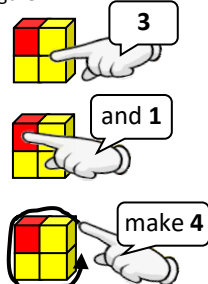


Figure 4



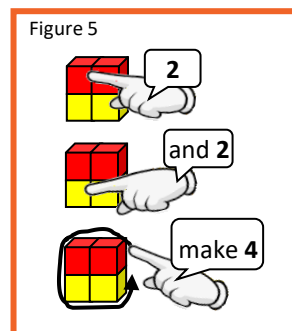
“Switch the partners” (Figure 4)

- Point to the 3-block and say, “Three.”
- Point to the *partner 1-block* and say, “and one.”
- Circle the whole 4-pattern with your finger and say, “Make four.”
- Thus you will say, “Three and one make four.”

(Figure 5)

- Point to a 2-block and say, “Two.”
- Point to the *partner 2-block* and say, “and two.”
- Circle the whole 4-pattern with your finger and say, “Make four.”
- Thus you will say, “Two and two make four.”

No need to “switch the partners.”

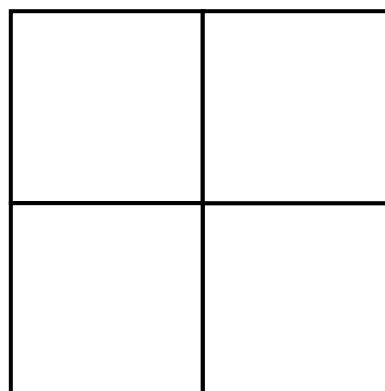
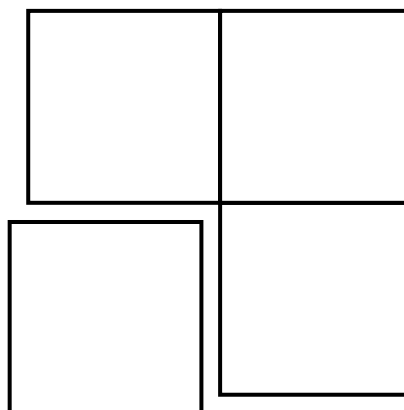
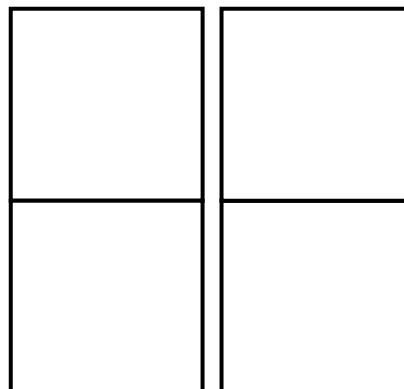
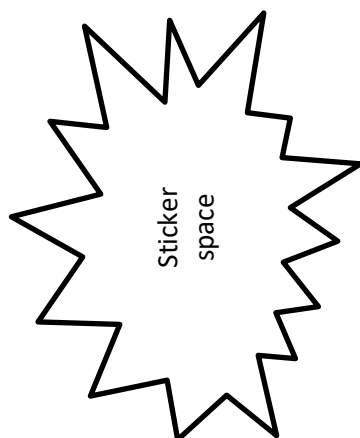


3. When you finish, pick a sticker to put in the Sticker space.

Activity 1 for 4

Building Partners

Follow the Activity 1 directions on page 1.



4-group Math
by Kuske Math



Addition to 4 Block Board

Activity 2 for 4

Coloring Partners

1. On the **Addition Recording Sheet for 4**, below, make the 4-group Number Pattern combinations to show the "partners" for four. Use two colors (crayons, stamps, dot art).

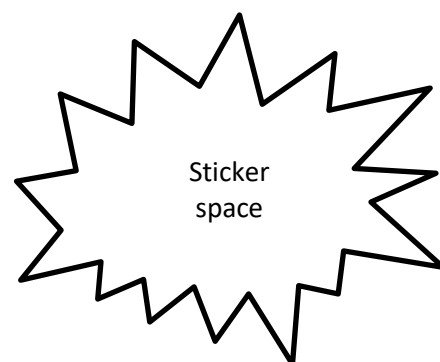
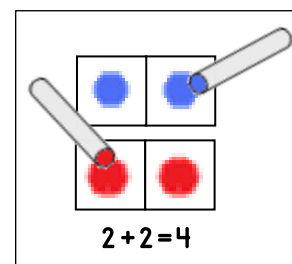
2. Write over each equation as you finish its picture.

3. Cover up the equations and looking just at the pictures, tell a friend all the equations, remembering to switch the *partners* for each equation. Use the method described in Activity 1 on page 1.

For example:

- Point to the 1-pattern and say, "One."
- Point to the *partner* 3-pattern and say, "And three."
- Circle the whole 4-pattern with your finger and say, "Make four."
- Thus you will say, "One and three make four."
- Switch the partners.

4. When you finish, pick a sticker to put in the Sticker space.



4-group Math
by Kuske Math™

$$4 + 0 = 4$$

$$0 + 4 = 4$$

$$3 + 1 = 4$$

$$1 + 3 = 4$$

Addition Recording Sheet for 4

$$2 + 2 = 4$$

Activity 3 for 4

Go Fish to 4

One deck of 4-group Playing Cards

2-3 players

Find a partner(s) and play **Go Fish to 4** with your 4-group Playing Cards.

- Sort all the cards into two piles:

- A pile of all the cards 0 (the blank cards) through 4.
- A pile of the cards larger than 4.

Children enjoy sorting as an activity, making a pile of cards that are “too big” and a pile of “we need these.”

- Set aside the pile of cards that are larger than 4, “too big.”

- Place the rest of the cards face-down on the table and spread them out in a “fishing pond.”

- Players take three cards to form a “hand”.

Young children don’t seem to mind if other players see their cards!

- Player One asks for a card that makes 4 when added to a card in her hand.

For example, if she has a 1, she would ask for a 3.

- “Does anyone have a three?”

For example, if she has a 4, she would ask for a 0.

- “Does anyone have a zero?”

- If someone has the requested card they give it to Player One. If more than one player has the requested card, it does not matter who gives their card to Player One.

- Player One then lays down the two cards face-up to form the number pattern for 4 and it is the next player’s turn. (Figure 1)

- If the other players do not have the requested card, they say, “No. Go fish!”

- Player One draws a card from the “fishing pond.” If Player One draws any card that makes 4 with a card in her hand, she may lay down the two cards face-up to form the number pattern for 4. It is then the next player’s turn.

- If a player ever runs out of cards in her hand she draws three more cards from the fishing pond.

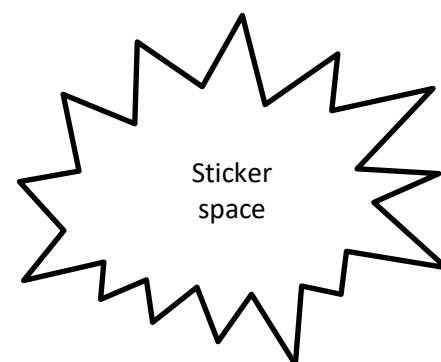
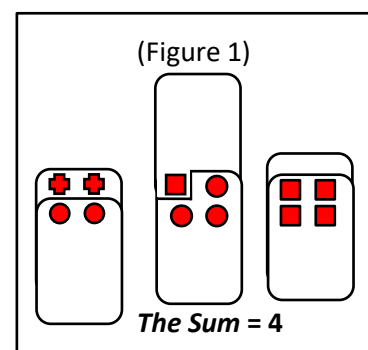
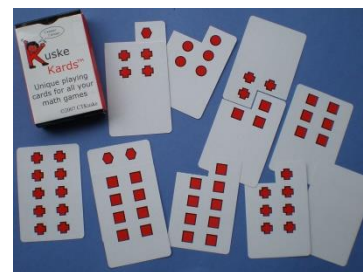
- Play until the “fishing pond” is empty.

- When finished playing, touch each card as you read your “equations” to your friends, remembering to switch the partners for each pair of cards. Use the method described in Activity 1 on page 1.

For example:

- Point to the 1-card and say, “One.”
- Point to the *partner* 3- card and say, “And three.”
- Circle the whole 4-pattern with your finger and say, “Make four.”
- Thus you will say, “One and three make four.”
- Switch the partners.

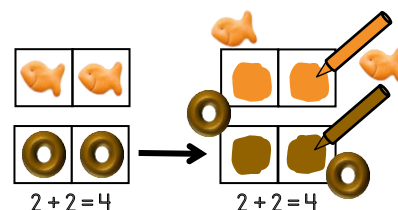
- When you finish playing, pick a sticker to put in the Sticker space.



Activity 4 for 4

Build & Color

1. On the **Addition Recording Sheet for 4**, below, make the 4-group Number Pattern combinations to show the "partners" for four. You need two colors of linking cubes, buttons, candy or other small manipulative and a crayon for each of the two colors.
2. Build the number combinations one at a time, then, push the items off the squares as you record your work with the same color crayon.
3. Write over each equation as you finish its picture.



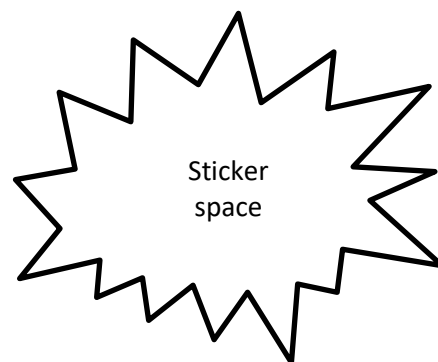
4. Cover up the equations and looking just at the pictures, tell a friend all the equations, remembering to switch the *partners* for each equation.

Use the method described in Activity 1 on page 1.

For example:

- Point to the 1-pattern and say, "One."
- Point to the *partner* 3-pattern and say, "And three."
- Circle the whole 4-pattern with your finger and say, "Make four."
- Thus you will say, "One and three make four."
- Switch the partners.

5. When you finish, pick a sticker to put in the Sticker space.



4-group Math
by Kuske Math™

$$4 + 0 = 4$$

$$0 + 4 = 4$$

$$3 + 1 = 4$$

$$1 + 3 = 4$$

Addition Recording Sheet for 4

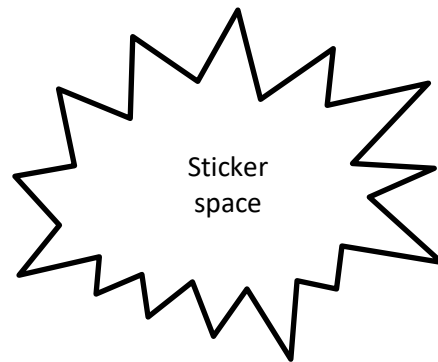
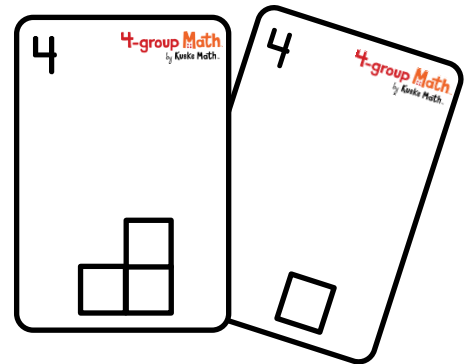
$$2 + 2 = 4$$

Activity 5 for 4

Flip Cards

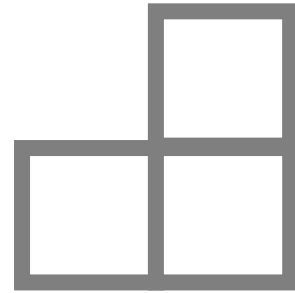
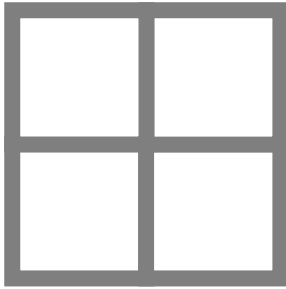
Cut out the three cards, cutting along the dotted lines. This makes the Flip Cards for 4.

1. Look at one side of a card.
2. Say the number that is missing to make 4.
3. Flip the card to check your answer.
4. Then, beginning with the other side of each card repeat the process.
5. Continue until you give the correct answers for each card.
6. When you finish, pick a sticker to put in the Sticker space.



4

4



4



4

4



4




Activity 6 for 4

Test

1. In the space below write from memory all the equations to make 4, including the *switched partners*.
(It is okay for an adult to record for you if you tell them what to write.)
2. Find an adult to “test” you.
 - a. The adult asks you to recite all of your equations (in any order).
 - b. Then, the adult says one addend and you complete the equation by supplying the missing addend.
 - i. For example; the adult says *three*, and you say, “*Three and one make four.*”
3. Continue until all equations are said, including the *switched partners*.

Write your equations and get tested.


$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} =$$

If you do not pass the test, repeat two activities from Activities 1-5.

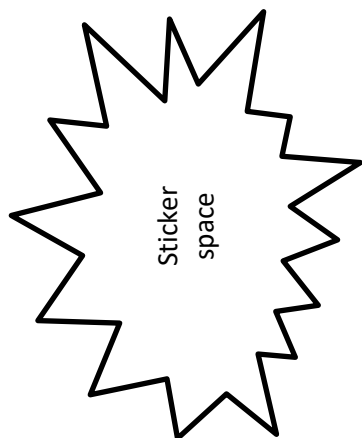
Pick a sticker to put here when you get all the answers correct.
Now you are ready to move on to add to 5!
Congratulations!



Activity 1 for 5

Building Partners

Follow the Activity 1 directions on page 1.



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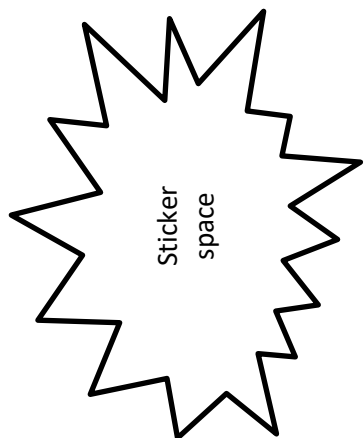
Addition to 5 Block Board

5

Activity 2 for 5

Coloring Partners

Follow the Activity 2 directions on page 3.



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

$$\begin{array}{r} 4 + 1 = 5 \\ 1 + 4 = 5 \end{array}$$

$$\begin{array}{r} 5 + 0 = 5 \\ 0 + 5 = 5 \end{array}$$

4-group Math™
by Kuske Math™

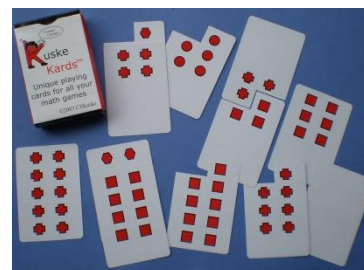
Addition Recording Sheet for 5

Activity 3 for 5

Go Fish to 5

2-3 players

Find a partner(s) and play **Go Fish to 5** with your 4-group Playing Cards.

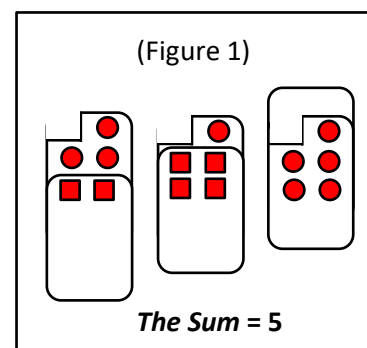


1. Sort all the cards into two piles:
 - a. A pile of all the cards 0 (the blank cards) through 5.
 - b. A pile of the cards larger than 5.Children enjoy sorting as an activity, making a pile of cards that are “too big” and a pile of “we need these.”
- c. Set aside the pile of cards that are larger than 5, “too big.”
2. Place the rest of the cards face-down on the table and spread them out in a “fishing pond.”
3. Players take three cards to form a “hand”.

Young children don't seem to mind if other players see their cards!

4. Player One asks for a card that makes 5 when added to a card in her hand.
For example, if she has a 1, she would ask for a 4.
 - a. “Does anyone have a four?”For example, if she has a 5, she would ask for a 0.
 - b. “Does anyone have a zero?”
5. If someone has the requested card they give it to Player One. If more than one player has the requested card, it does not matter who gives their card to Player One.

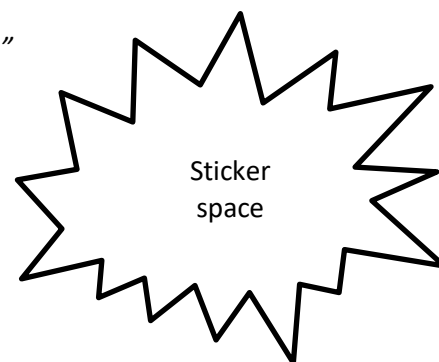
- a. Player One then lays down the two cards face-up to form the number pattern for 5 and it is the next player's turn. (Figure 1)



6. If the other players do not have the requested card, they say, “No. Go fish!”
 - a. Player One draws a card from the “fishing pond.” If Player One draws any card that makes 5 with a card in her hand, she may lay down the two cards face-up to form the number pattern for 5. It is then the next player's turn.
7. If a player ever runs out of cards in her hand she draws three more cards from the fishing pond.
8. Play until the “fishing pond” is empty.
9. When finished playing, touch each card as you read your “equations” to your friends, remembering to switch the partners for each pair of cards. Use the method described in Activity 1 on page 1.

For example:

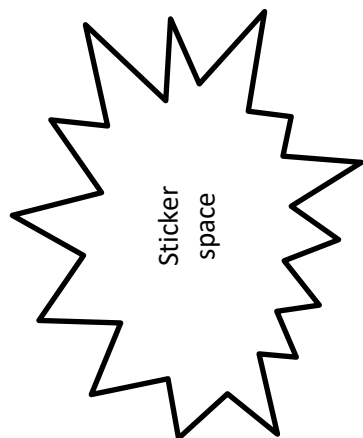
- Point to the 1-card and say, “One.”
 - Point to the *partner* 4- card and say, “And four.”
 - Circle the whole 5-pattern with your finger and say, “Make five.”
 - Thus you will say, “One and four make five.”
 - Switch the partners.
10. When you finish playing, pick a sticker to put in the Sticker space.



Activity 4 for 5

Build & Color

Follow the directions for Activity 4 on page 7.



$$3 + 2 = 5$$

$$2 + 3 = 5$$

$$4 + 1 = 5$$

$$1 + 4 = 5$$

$$5 + 0 = 5$$

$$0 + 5 = 5$$

4-group Math
by Kuske Math

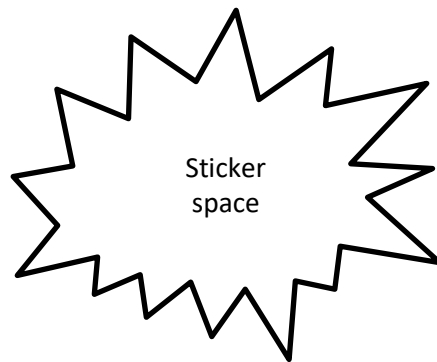
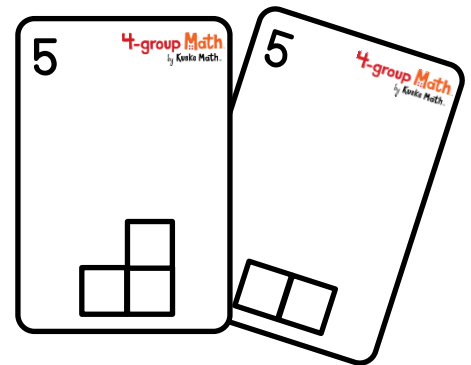
Addition Recording Sheet for 5

Activity 5 for 5

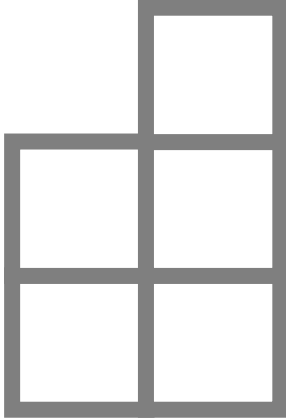
Flip Cards

Cut out the three cards, cutting along the dotted lines. This makes the Flip Cards for 5.

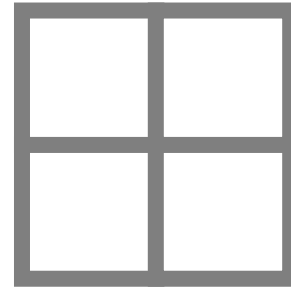
1. Look at one side of a card.
2. Say the number that is missing to make 5.
3. Flip the card to check your answer.
4. Then, beginning with the other side of each card repeat the process.
5. Continue until you give the correct answers for each card.
6. When you finish, pick a sticker to put in the Sticker space.



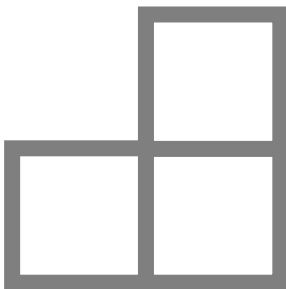
5



5

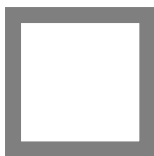


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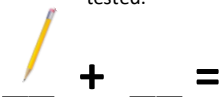


Activity 6 for 5

Test

1. In the space below write from memory all the equations to make 5, including the *switched partners*.
(It is okay for an adult to record for you if you tell them what to write.)
2. Find an adult to “test” you.
 - a. The adult asks you to recite all of your equations (in any order).
 - b. Then, the adult says one addend and you complete the equation by supplying the missing addend.
 - i. For example; the adult says *three*, and you say, “*Three and two make five.*”
3. Continue until all equations are said, including the *switched partners*.

Write your equations and get tested.



_____ + _____ =

If you do not pass the test, repeat two activities from Activities 1-5 for 5.

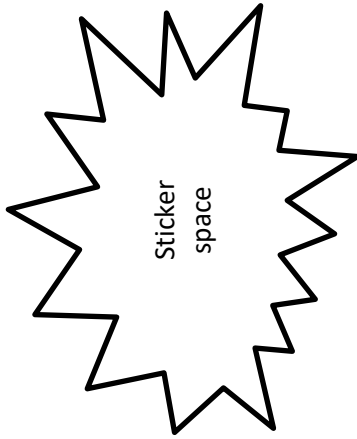
Pick a sticker to put here when you get all the answers correct.
Now you are ready to move on to add to 6!
Congratulations!



Activity 1 for 6

Building Partners

Follow the Activity 1 directions on page 1.



4-group Math™
by Kuske Math™

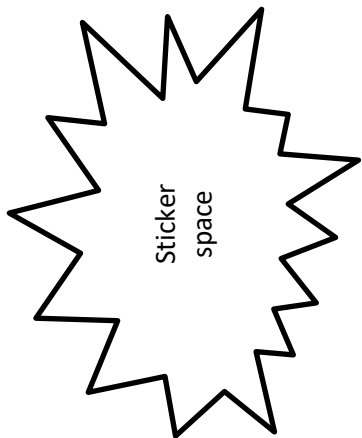
6

Addition to 6 Block Board

Activity 2 for 6

Coloring Partners

Follow the Activity 2 directions on page 3.



4-group Math
by Kuske Math...

$$3 + 3 = 6$$

$$4 + 2 = 6$$

$$2 + 4 = 6$$

$$5 + 1 = 6$$

$$1 + 5 = 6$$

$$6 + 0 = 6$$

$$0 + 6 = 6$$

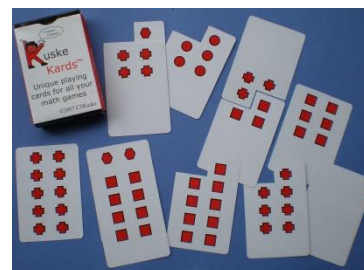
Addition Recording Sheet for 6

Activity 3 for 6

Go Fish to 6

2-3 players

Find a partner(s) and play **Go Fish to 6** with your 4-group Playing Cards.



1. Sort all the cards into two piles:
 - a. A pile of all the cards 0 (the blank cards) through 6.
 - b. A pile of the cards larger than 6.Children enjoy sorting as an activity, making a pile of cards that are “too big” and a pile of “we need these.”
- c. Set aside the pile of cards that are larger than 6, “too big.”
2. Place the rest of the cards face-down on the table and spread them out in a “fishing pond.”
3. Players take three cards to form a “hand”.
4. Player One asks for a card that makes 6 when added to a card in her hand.

Young children don't seem to mind if other players see their cards!

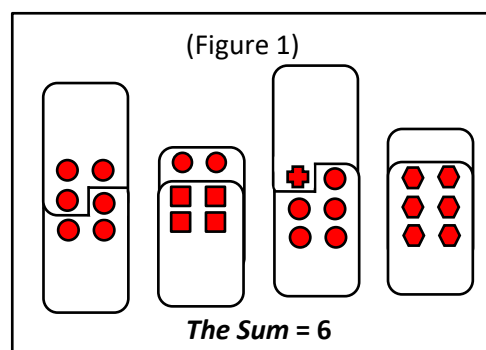
For example, if she has a 2, she would ask for a 4.

- a. “Does anyone have a four?”

For example, if she has a 3, she would ask for a 3.

- b. “Does anyone have a three?”

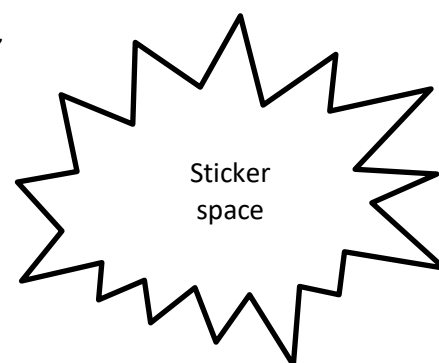
5. If someone has the requested card they give it to Player One. If more than one player has the requested card, it does not matter who gives their card to Player One.
 - a. Player One then lays down the two cards face-up to form the number pattern for 6 and it is the next player's turn.(Figure 1)



6. If the other players do not have the requested card, they say, “No. Go fish!”
 - a. Player One draws a card from the “fishing pond.” If Player One draws any card that makes 6 with a card in her hand, she may lay down the two cards face-up to form the number pattern for 6. It is then the next player's turn.
7. If a player ever runs out of cards in her hand she draws three more cards from the fishing pond.
8. Play until the “fishing pond” is empty.
9. When finished playing, touch each card as you read your “equations” to your friends, remembering to switch the partners for each pair of cards. Use the method described in Activity 1 on page 1.

For example:

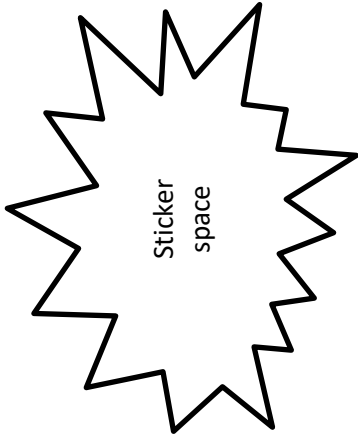
 - Point to the 2-card and say, “Two.”
 - Point to the *partner* 4- card and say, “And four.”
 - Circle the whole 6-pattern with your finger and say, “Make six.”
 - Thus you will say, “Two and four make six.”
 - Switch the partners.
10. When you finish playing, pick a sticker to put in the Sticker space.



Activity 4 for 6

Build & Color

Follow the directions for Activity 4 on page 7.



4-group Math
by Kuske Math™

$$3 + 3 = 6$$

$$4 + 2 = 6$$

$$2 + 4 = 6$$

$$5 + 1 = 6$$

$$1 + 5 = 6$$

$$6 + 0 = 6$$

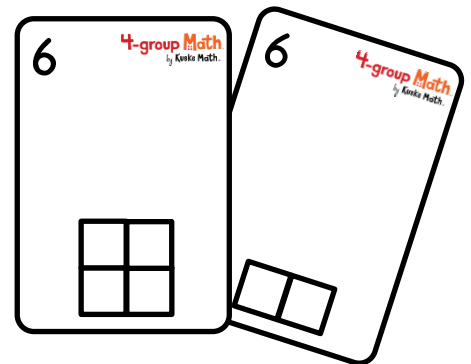
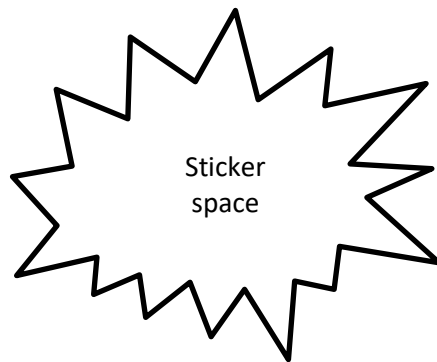
$$0 + 6 = 6$$

Activity 5 for 6

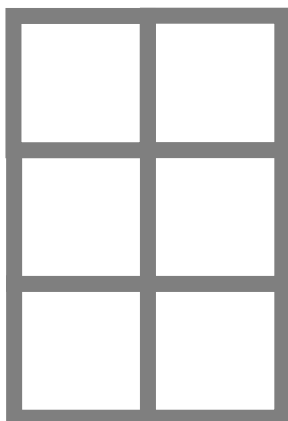
Flip Cards

Cut out the four cards, cutting along the dotted lines. This makes the Flip Cards for 6.

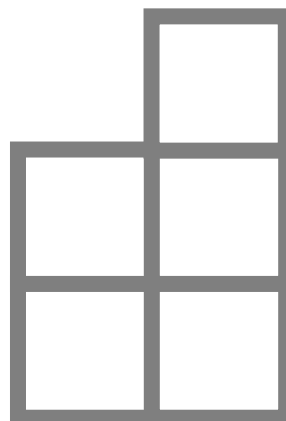
1. Look at one side of a card.
2. Say the number that is missing to make 6.
3. Flip the card to check your answer.
4. Then, beginning with the other side of each card repeat the process.
5. Continue until you give the correct answers for each card.
6. When you finish, pick a sticker to put in the Sticker space.



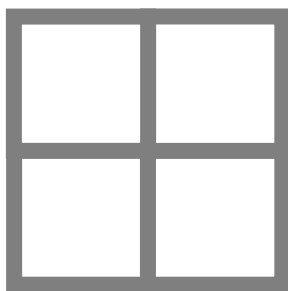
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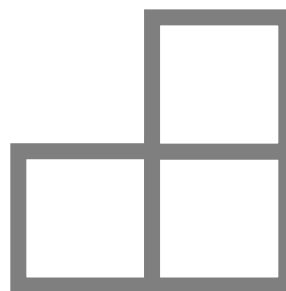
6



6



6



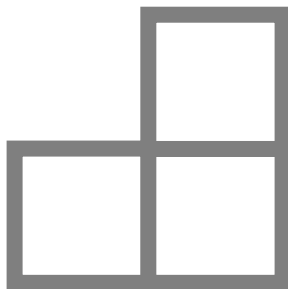
6

6



6

6




Activity 6 for 6

Test

1. In the space below write from memory all the equations to make 6, including the *switched partners*.
(It is okay for an adult to record for you if you tell them what to write.)
2. Find an adult to “test” you.
 - a. The adult asks you to recite all of your equations (in any order).
 - b. Then, the adult says one addend and you complete the equation by supplying the missing addend.
 - i. For example; the adult says *three*, and you say, “*Three and three make six.*”
3. Continue until all equations are said, including the *switched partners*.

Write your equations and get tested.


$$\underline{\quad} + \underline{\quad} =$$

If you do not pass the test, repeat two activities from Activities 1-5 for 6.

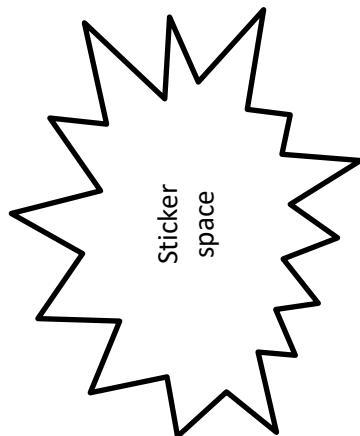
Pick a sticker to put here when you get all the answers correct.
Now you are ready to move on to add to 7!
Congratulations!



Activity 1 for 7

Building Partners

Follow the Activity 1 directions on page 1.



4-group Math™
by Kuske Math™

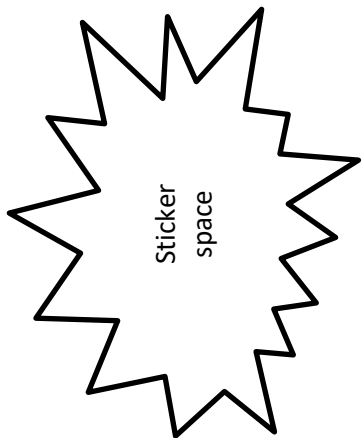
7

Addition to 7 Block Board

Activity 2 for 7

Coloring Partners

Follow the Activity 2 directions on page 3.



4-group Math
by Kuske Math...

$$4 + 3 = 7$$

$$3 + 4 = 7$$

$$5 + 2 = 7$$

$$2 + 5 = 7$$

$$6 + 1 = 7$$

$$1 + 6 = 7$$

$$7 + 0 = 7$$

$$0 + 7 = 7$$

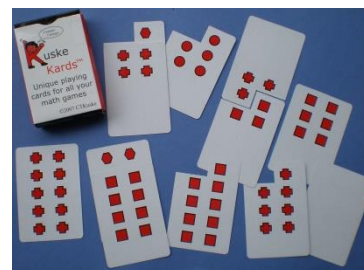
Addition Recording Sheet for 7

Activity 3 for 7

Go Fish to 7

2-3 players

Find a partner(s) and play **Go Fish to 7** with your 4-group Playing Cards.



1. Sort all the cards into two piles:
 - a. A pile of all the cards 0 (the blank cards) through 7.
 - b. A pile of the cards larger than 7.Children enjoy sorting as an activity, making a pile of cards that are “too big” and a pile of “we need these.”
- c. Set aside the pile of cards that are larger than 7, “too big.”
2. Place the rest of the cards face-down on the table and spread them out in a “fishing pond.”
3. Players take three cards to form a “hand”.
4. Player One asks for a card that makes 7 when added to a card in her hand.

Young children don't seem to mind if other players see their cards!

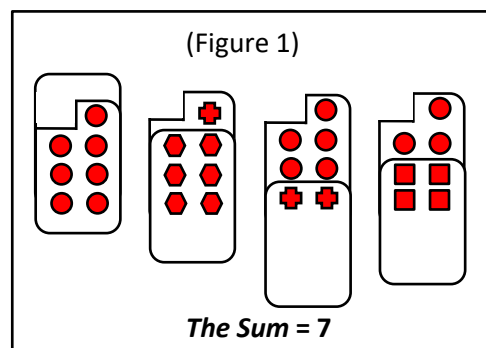
For example, if she has a 2, she would ask for a 5.

- a. “Does anyone have a five?”

For example, if she has a 3, she would ask for a 4.

- b. “Does anyone have a four?”

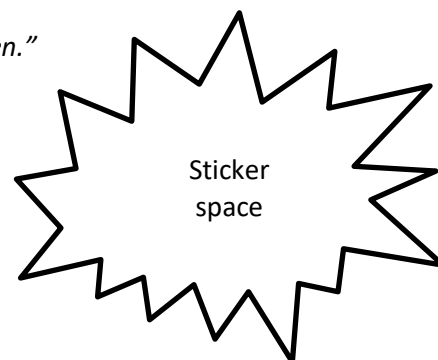
5. If someone has the requested card they give it to Player One. If more than one player has the requested card, it does not matter who gives their card to Player One.
 - a. Player One then lays down the two cards face-up to form the number pattern for 7 and it is the next player's turn.(Figure 1)



6. If the other players do not have the requested card, they say, “No. Go fish!”
 - a. Player One draws a card from the “fishing pond.” If Player One draws any card that makes 7 with a card in her hand, she may lay down the two cards face-up to form the number pattern for 7. It is then the next player's turn.
7. If a player ever runs out of cards in her hand she draws three more cards from the fishing pond.
8. Play until the “fishing pond” is empty.
9. When finished playing, touch each card as you read your “equations” to your friends, remembering to switch the partners for each pair of cards. Use the method described in Activity 1 on page 1.

For example:

 - Point to the 2-card and say, “Two.”
 - Point to the *partner* 5- card and say, “And five.”
 - Circle the whole 7-pattern with your finger and say, “Make seven.”
 - Thus you will say, “Two and five make seven.”
 - Switch the partners.
10. When you finish playing, pick a sticker to put in the Sticker space.



Activity 4 for 7

Build & Color

Follow the directions for Activity 4 on page 7.



4-group Math™
by Kuske Math™

$$4 + 3 = 7$$

$$3 + 4 = 7$$

$$5 + 2 = 7$$

$$2 + 5 = 7$$

$$6 + 1 = 7$$

$$1 + 6 = 7$$

$$7 + 0 = 7$$

$$0 + 7 = 7$$

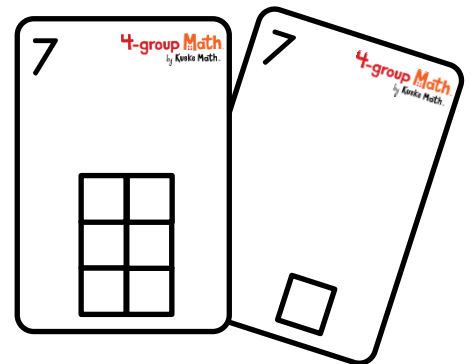
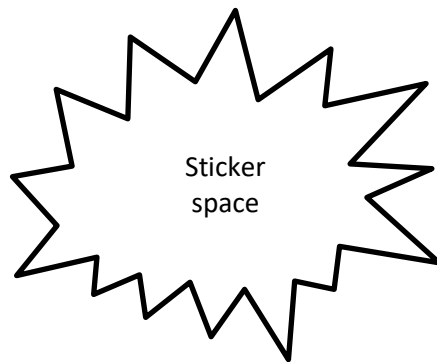
Addition Recording Sheet for 7

Activity 5 for 7

Flip Cards

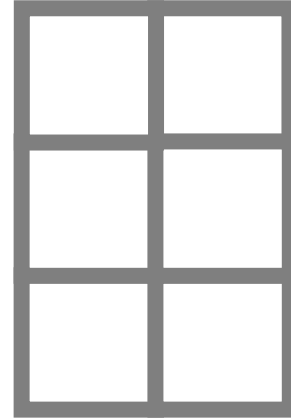
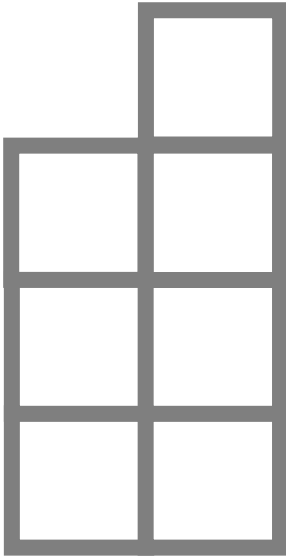
Cut out the four cards, cutting along the dotted lines. This makes the Flip Cards for 7.

1. Look at one side of a card.
2. Say the number that is missing to make 7.
3. Flip the card to check your answer.
4. Then, beginning with the other side of each card repeat the process.
5. Continue until you give the correct answers for each card.
6. When you finish, pick a sticker to put in the Sticker space.



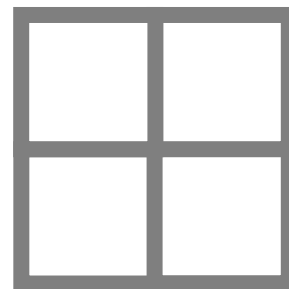
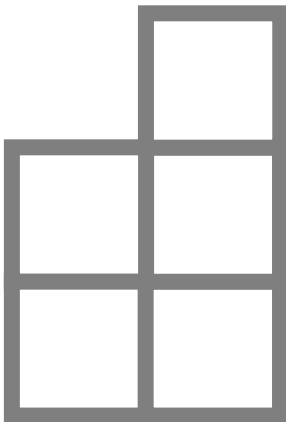
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7



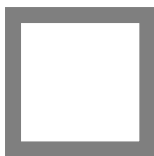
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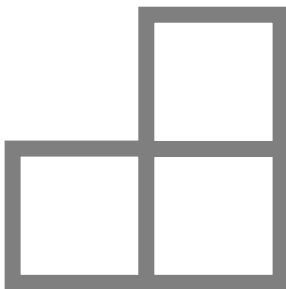
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7



7

7




Activity 6 for 7

Test

1. In the space below write from memory all the equations to make 7, including the *switched partners*.
(It is okay for an adult to record for you if you tell them what to write.)
2. Find an adult to “test” you.
 - a. The adult asks you to recite all of your equations (in any order).
 - b. Then, the adult says one addend and you complete the equation by supplying the missing addend.
 - i. For example; the adult says *three*, and you say, “*Three and four make seven.*”
3. Continue until all equations are said, including the *switched partners*.

Write your equations and get tested.


$$\underline{\quad} + \underline{\quad} =$$

If you do not pass the test, repeat two activities from Activities 1-5 for 7.

Pick a sticker to put here when you get all the answers correct.
Now you are ready to move on to add to 8!
Congratulations!



Activity 1 for 8

Building Partners

Follow the Activity 1 directions on page 1.



Addition to 8 Block Board

8

Activity 2 for 8

Follow the Activity 2 directions on page 3.

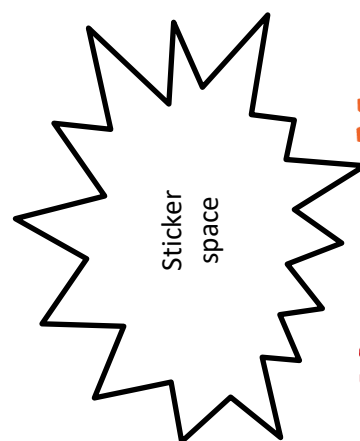
Coloring Partners

$$\begin{array}{l} 5 + 3 = 8 \\ 3 + 5 = 8 \end{array}$$

$$\begin{array}{l} 6 + 2 = 8 \\ 2 + 6 = 8 \end{array}$$

$$\begin{array}{l} 7 + 1 = 8 \\ 1 + 7 = 8 \end{array}$$

$$4 + 4 = 8$$



4-group Math™
by Kuske Math™

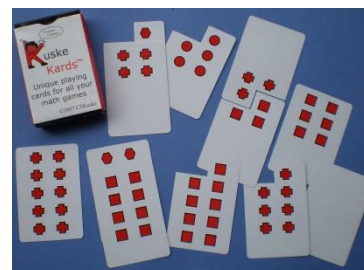
Addition Recording Sheet for 8

Activity 3 for 8

Go Fish to 8

2-3 players

Find a partner(s) and play **Go Fish to 8** with your 4-group Playing Cards.



- Sort all the cards into two piles:
 - A pile of all the cards 0 (the blank cards) through 8.
 - A pile of the cards larger than 8.Children enjoy sorting as an activity, making a pile of cards that are “too big” and a pile of “we need these.”
- Set aside the pile of cards that are larger than 8, “too big.”
- Place the rest of the cards face-down on the table and spread them out in a “fishing pond.”
- Players take three cards to form a “hand”.

Young children don't seem to mind if other players see their cards!

- Player One asks for a card that makes 8 when added to a card in her hand.

For example, if she has a 3, she would ask for a 5.

- “Does anyone have a five?”

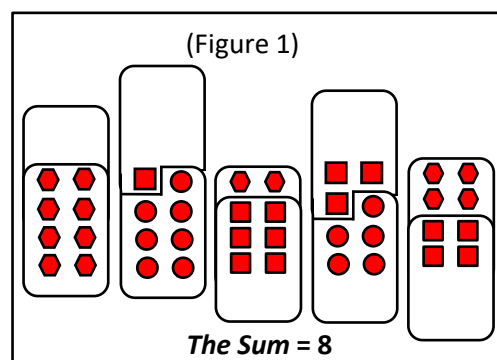
For example, if she has a 4, she would ask for a 4.

- “Does anyone have a four?”

- If someone has the requested card they give it to Player One. If more than one player has the requested card, it does not matter who gives their card to Player One.

- Player One then lays down the two cards face-up to form the number pattern for 8 and it is the next player's turn.

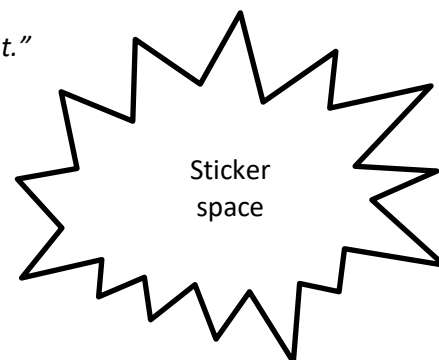
(Figure 1)



- If the other players do not have the requested card, they say, “No. Go fish!”
 - Player One draws a card from the “fishing pond.” If Player One draws any card that makes 8 with a card in her hand, she may lay down the two cards face-up to form the number pattern for 8. It is then the next player's turn.
- If a player ever runs out of cards in her hand she draws three more cards from the fishing pond.
- Play until the “fishing pond” is empty.
- When finished playing, touch each card as you read your “equations” to your friends, remembering to switch the partners for each pair of cards. Use the method described in Activity 1 on page 1.

For example:

- Point to the 3-card and say, “Three.”
 - Point to the *partner* 5- card and say, “And five.”
 - Circle the whole 8-pattern with your finger and say, “Make eight.”
 - Thus you will say, “Three and five make eight.”
 - Switch the partners.
- When you finish playing, pick a sticker to put in the Sticker space.



Activity 4 for 8

Build & Color

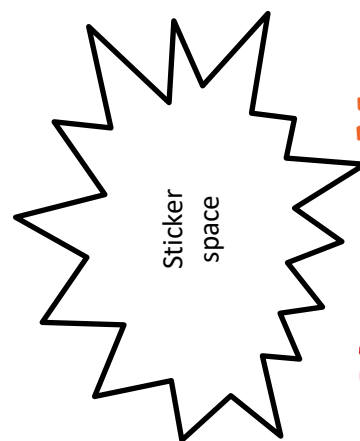
Follow the directions for Activity 4 on page 7.

$$\begin{array}{l} 5 + 3 = 8 \\ 3 + 5 = 8 \end{array}$$

$$\begin{array}{l} 6 + 2 = 8 \\ 2 + 6 = 8 \end{array}$$

$$4 + 4 = 8$$

$$\begin{array}{l} 7 + 1 = 8 \\ 1 + 7 = 8 \end{array}$$



4-group Math
by Kuske Math

Addition Recording Sheet for 8

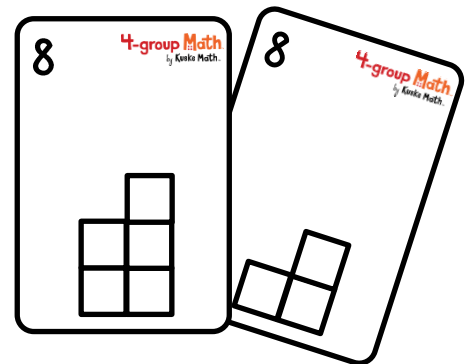
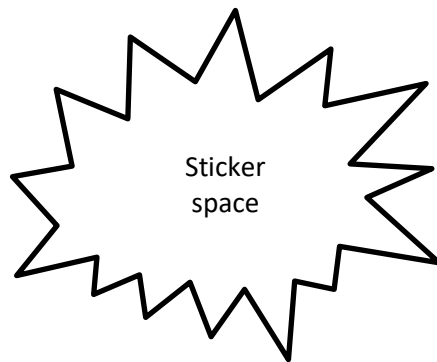
$$\begin{array}{l} 8 + 0 = 8 \\ 0 + 8 = 8 \end{array}$$

Activity 5 for 8

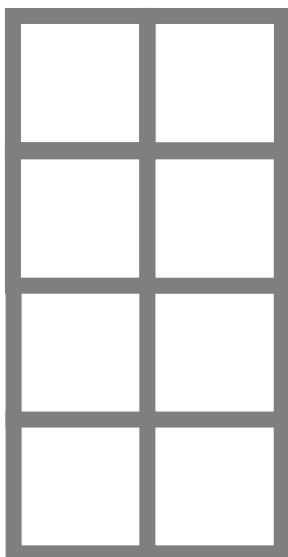
Flip Cards

Cut out the five cards, cutting along the dotted lines. This makes the Flip Cards for 8.

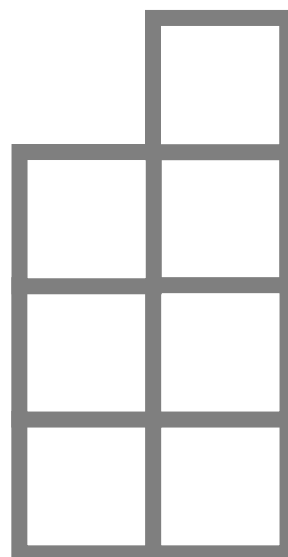
1. Look at one side of a card.
2. Say the number that is missing to make 8.
3. Flip the card to check your answer.
4. Then, beginning with the other side of each card repeat the process.
5. Continue until you give the correct answers for each card.
6. When you finish, pick a sticker to put in the Sticker space.



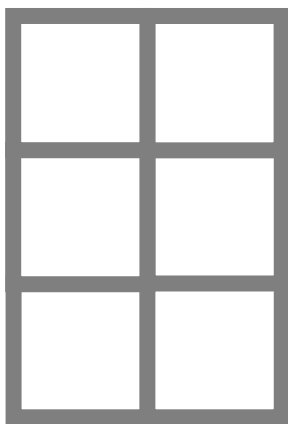
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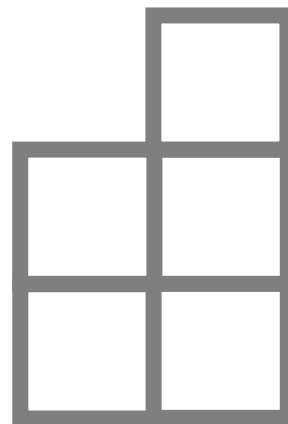
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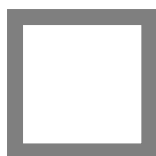


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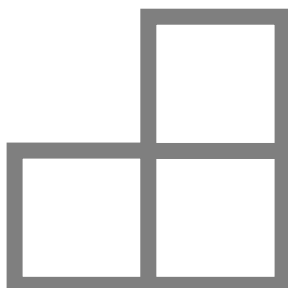
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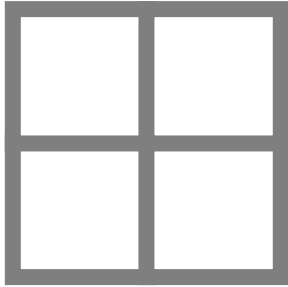
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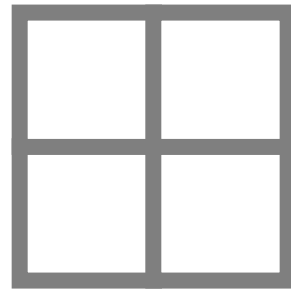


8

8








Activity 6 for 8

Test

1. In the space below write from memory all the equations to make 8, including the *switched partners*.
(It is okay for an adult to record for you if you tell them what to write.)
2. Find an adult to “test” you.
 - a. The adult asks you to recite all of your equations (in any order).
 - b. Then, the adult says one addend and you complete the equation by supplying the missing addend.
 - i. For example; the adult says *three*, and you say, “*Three and five make eight.*”
3. Continue until all equations are said, including the *switched partners*.

Write your equations and get tested.


$$\underline{\quad} + \underline{\quad} =$$

If you do not pass the test, repeat two activities from Activities 1-5 for 8.

Pick a sticker to put here when you get all the answers correct.
Now you are ready to move on to add to 9!
Congratulations!



Activity 1 for 9

Building Partners

Follow the Activity 1 directions on page 1.

9

Addition to 9 Block Board



Activity 2 for 9

Coloring Partners

Follow the Activity 2 directions on page 3.

$$6 + 3 = 9$$

$$3 + 6 = 9$$

$$7 + 2 = 9$$

$$2 + 7 = 9$$

$$8 + 1 = 9$$

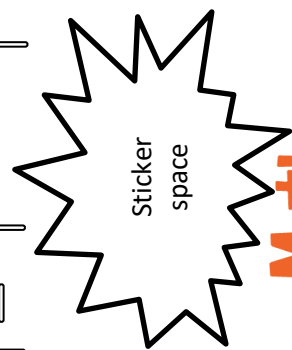
$$1 + 8 = 9$$

$$5 + 4 = 9$$

$$4 + 5 = 9$$

$$9 + 0 = 9$$

$$0 + 9 = 9$$



4-group Math™
by Kuske Math™

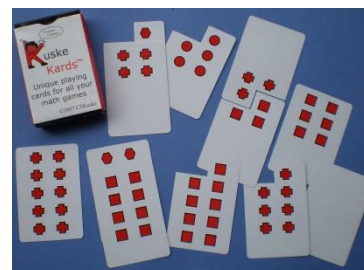
Addition Recording Sheet for 9

Activity 3 for 9

Go Fish to 9

2-3 players

Find a partner(s) and play **Go Fish to 9** with your 4-group Playing Cards.



- Sort all the cards into two piles:

- A pile of all the cards 0 (the blank cards) through 9.
- A pile of the cards larger than 9.

Children enjoy sorting as an activity, making a pile of cards that are “too big” and a pile of “we need these.”

- Set aside the pile of cards that are larger than 9, “too big.”

- Place the rest of the cards face-down on the table and spread them out in a “fishing pond.”

- Players take three cards to form a “hand”.

Young children don’t seem to mind if other players see their cards!

- Player One asks for a card that makes 9 when added to a card in her hand.

For example, if she has a 3, she would ask for a 6.

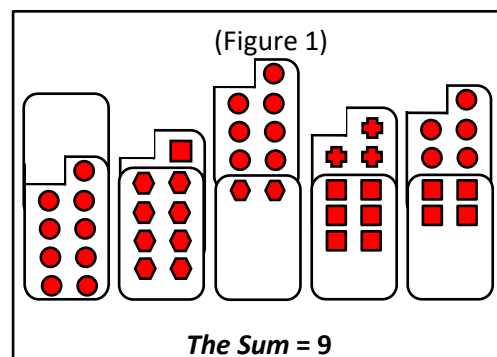
- “Does anyone have a six?”

For example, if she has a 4, she would ask for a 5.

- “Does anyone have a five?”

- If someone has the requested card they give it to Player One. If more than one player has the requested card, it does not matter who gives their card to Player One.

- Player One then lays down the two cards face-up to form the number pattern for 9 and it is the next player’s turn. (Figure 1)



- If the other players do not have the requested card, they say, “No. Go fish!”

- Player One draws a card from the “fishing pond.” If Player One draws any card that makes 9 with a card in her hand, she may lay down the two cards face-up to form the number pattern for 9. It is then the next player’s turn.

- If a player ever runs out of cards in her hand she draws three more cards from the fishing pond.

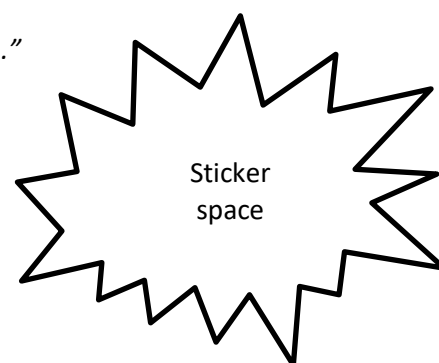
- Play until the “fishing pond” is empty.

- When finished playing, touch each card as you read your “equations” to your friends, remembering to switch the partners for each pair of cards. Use the method described in Activity 1 on page 1.

For example:

- Point to the 3-card and say, “Three.”
- Point to the *partner* 6- card and say, “And six.”
- Circle the whole 9-pattern with your finger and say, “Make nine.”
- Thus you will say, “Three and six make nine.”
- Switch the partners.

- When you finish playing, pick a sticker to put in the Sticker space.



Activity 4 for 9

Build & Color

Follow the directions for Activity 4 on page 7.

$$6 + 3 = 9$$

$$3 + 6 = 9$$

$$7 + 2 = 9$$

$$2 + 7 = 9$$

$$8 + 1 = 9$$

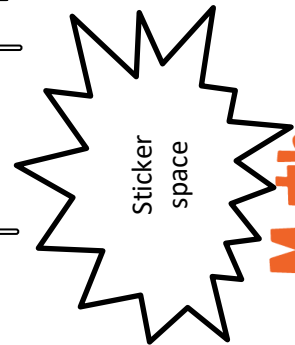
$$1 + 8 = 9$$

$$5 + 4 = 9$$

$$4 + 5 = 9$$

$$9 + 0 = 9$$

$$0 + 9 = 9$$

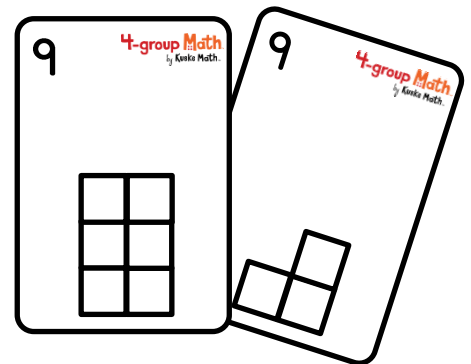
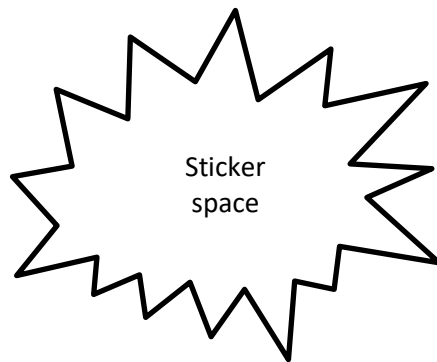


Activity 5 for 9

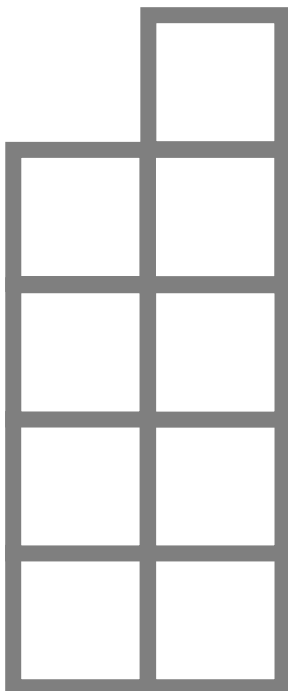
Flip Cards

Cut out the five cards, cutting along the dotted lines. This makes the Flip Cards for 9.

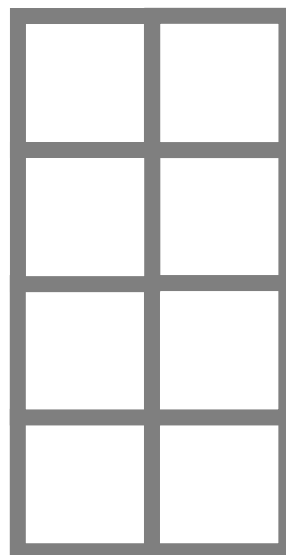
1. Look at one side of a card.
2. Say the number that is missing to make 9.
3. Flip the card to check your answer.
4. Then, beginning with the other side of each card repeat the process.
5. Continue until you give the correct answers for each card.
6. When you finish, pick a sticker to put in the Sticker space.



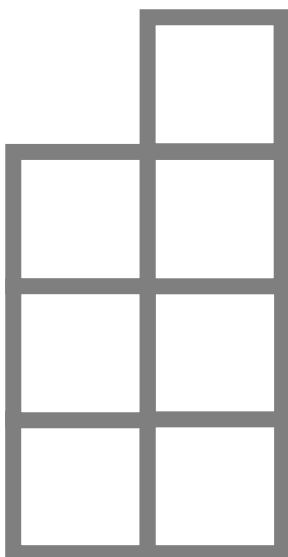
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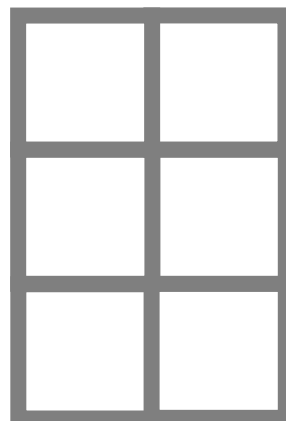
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9



9



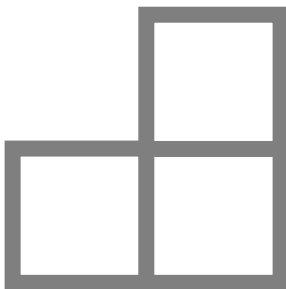
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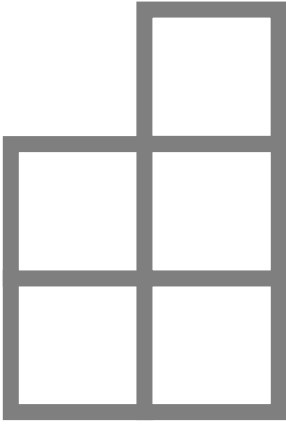
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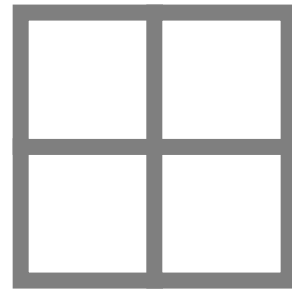


9

9








Activity 6 for 9

Test

1. In the space below write from memory all the equations to make 9, including the *switched partners*.
(It is okay for an adult to record for you if you tell them what to write.)
2. Find an adult to “test” you.
 - a. The adult asks you to recite all of your equations (in any order).
 - b. Then, the adult says one addend and you complete the equation by supplying the missing addend.
 - i. For example; the adult says *three*, and you say, “*Three and six make nine.*”
3. Continue until all equations are said, including the *switched partners*.

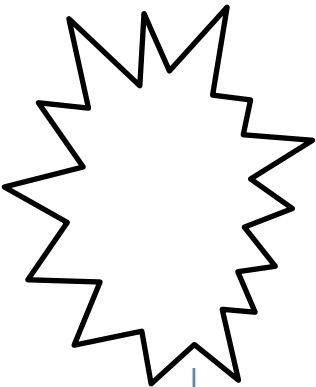
Write your equations and get tested.


$$\underline{\quad} + \underline{\quad} =$$

If you do not pass the test, repeat two activities from Activities 1-5 for 9.

Pick a sticker to put here when you get all the answers correct.
Now you are ready to move on to add to 10!
Congratulations!





Activity 1 for 10 Building Partners

Follow the Activity 1 directions on page 1.



Addition to 10 Block Board

$10 + 0 = 10$

$0 + 10 = 10$

$7 + 3 = 10$

$3 + 7 = 10$

$8 + 2 = 10$

$2 + 8 = 10$

$6 + 4 = 10$

$4 + 6 = 10$

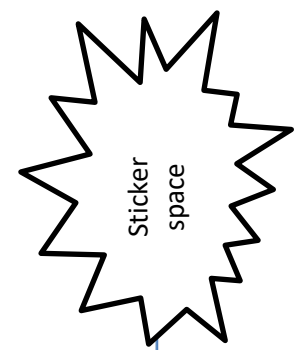
Activity 2 for 10

Coloring Partners

Follow the Activity 2 directions on page 3.



$5 + 5 = 10$



Sticker
space

Activity 3 for 10

Go Fish to 10

2-3 players

Find a partner(s) and play **Go Fish to 10** with your 4-group Playing Cards.



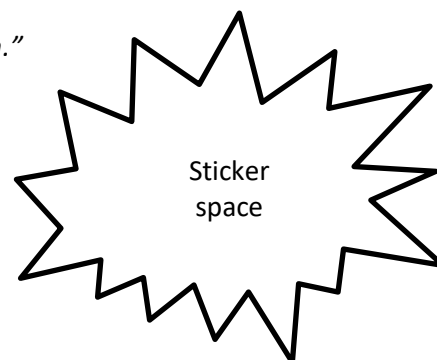
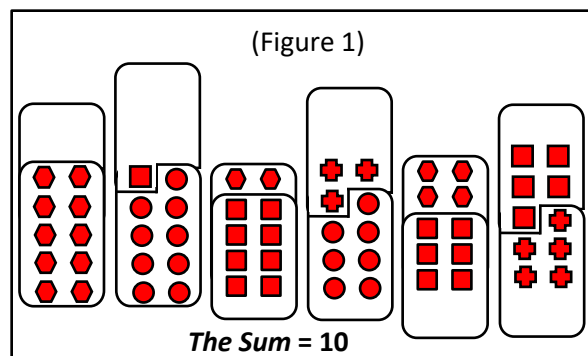
1. Use a complete deck of 4-group Playing Cards 0-10.
2. Place all the cards face-down on the table and spread them out in a “fishing pond.”
3. Players take three cards to form a “hand”.
Young children don’t seem to mind if other players see their cards!
4. Player One asks for a card that makes 10 when added to a card in her hand.
For example, if she has a 3, she would ask for a 7.

a. “Does anyone have a seven?”

For example, if she has a 4, she would ask for a 6.

b. “Does anyone have a six?”

5. If someone has the requested card they give it to Player One. If more than one player has the requested card, it does not matter who gives their card to Player One.
 - a. Player One then lays down the two cards face-up to form the number pattern for 10 and it is the next player’s turn. (Figure 1)
6. If the other players do not have the requested card, they say, “No. Go fish!”
 - a. Player One draws a card from the “fishing pond.” If Player One draws any card that makes 10 with a card in her hand, she may lay down the two cards face-up to form the number pattern for 10. It is then the next player’s turn.
7. If a player ever runs out of cards in her hand she draws three more cards from the fishing pond.
8. Play until the “fishing pond” is empty.
9. When finished playing, touch each card as you read your “equations” to your friends, remembering to switch the partners for each pair of cards. Use the method described in Activity 1 on page 1.
For example:
 - Point to the 3-card and say, “Three.”
 - Point to the *partner* 7- card and say, “And seven.”
 - Circle the whole 10-pattern with your finger and say, “Make ten.”
 - Thus you will say, “Three and seven make ten.”
 - Switch the partners.
10. When you finish playing, pick a sticker to put in the Sticker space.



$10 + 0 = 10$

$0 + 10 = 10$

$9 + 1 = 10$

$1 + 9 = 10$

$8 + 2 = 10$

$2 + 8 = 10$

$7 + 3 = 10$

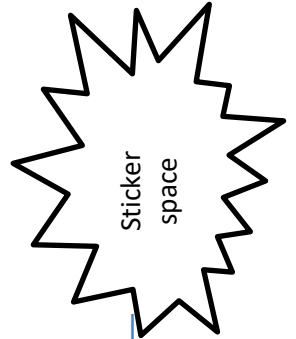
$3 + 7 = 10$

$6 + 4 = 10$

$4 + 6 = 10$

Activity 4 for 10 Build & Color

Follow the directions for Activity 4 on page 7.



4-group Math
by Kuske Math™

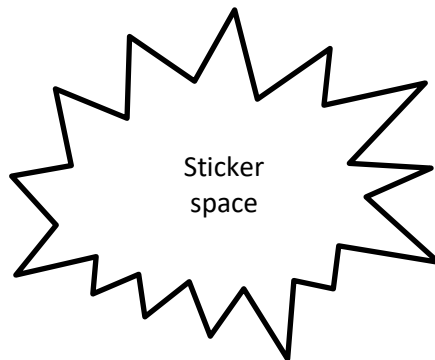
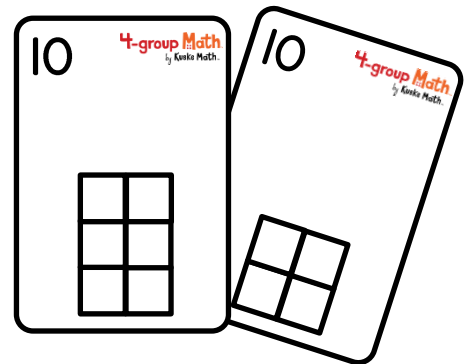
Addition Recording Sheet for 10

Activity 5 for 10

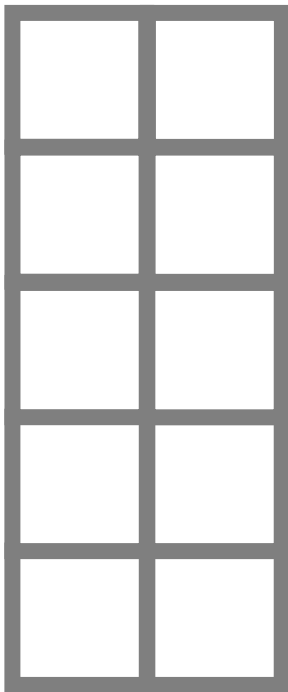
Flip Cards

Cut out the six cards, cutting along the dotted lines. This makes the Flip Cards for 10.

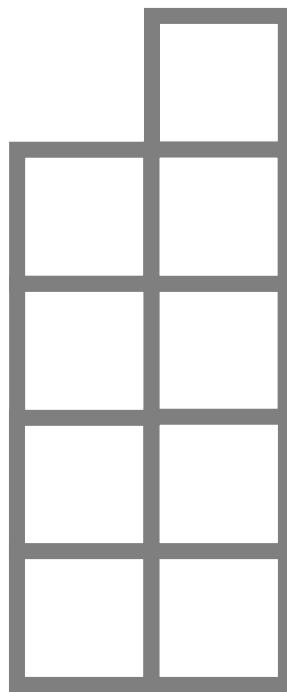
1. Look at one side of a card.
2. Say the number that is missing to make 10.
3. Flip the card to check your answer.
4. Then, beginning with the other side of each card repeat the process.
5. Continue until you give the correct answers for each card.
6. When you finish, pick a sticker to put in the Sticker space.



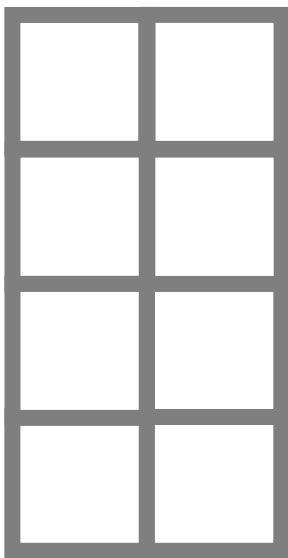
10



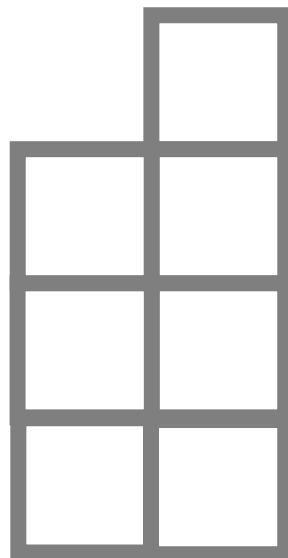
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10

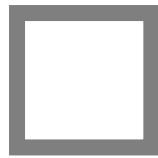


10



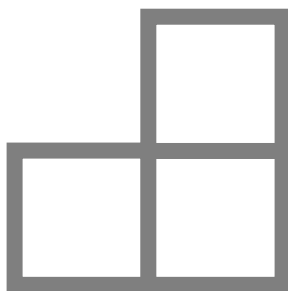
10

10

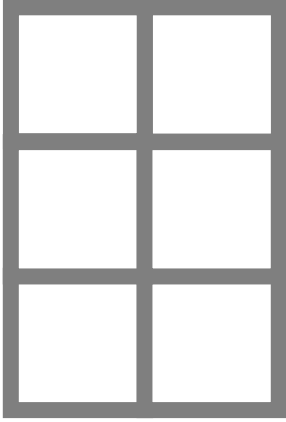


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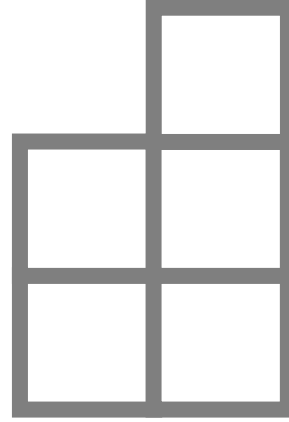
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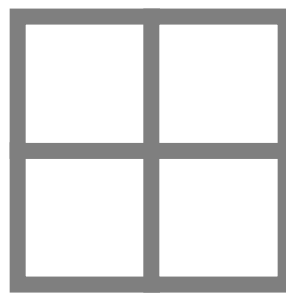
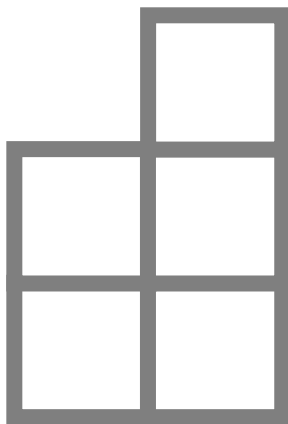


10



10






Activity 6 for 10

Test

1. In the space below write from memory all the equations to make 10, including the *switched partners*.
(It is okay for an adult to record for you if you tell them what to write.)
2. Find an adult to “test” you.
 - a. The adult asks you to recite all of your equations (in any order).
 - b. Then, the adult says one addend and you complete the equation by supplying the missing addend.
 - i. For example; the adult says *three*, and you say, “*Three and seven make ten.*”
3. Continue until all equations are said, including the *switched partners*.

Write your equations and get tested.


$$\underline{\quad} + \underline{\quad} =$$

If you do not pass the test, repeat two activities from Activities 1-5 for 10.
You may repeat *Candy & Color* as a third choice. 😊

Pick a sticker to put here when you get all the answers correct.
Now you are ready to move on to the next sum!
Congratulations!

