Let's Do MATHEMATICS

Kindergarten A

for learners **3 - 5 years old**

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Let’s Do Mathematics

Let’s Do Mathematics is a series covering levels K-6 and is fully aligned to the United States Common Core State Standards (USCCSS). Each level consists of two books (Book A and Book B) and combines textbook-style presentation of concepts as well as workbook practice.

Central to the USCCSS is the promotion of problem-solving skills and reasoning. Let’s Do Mathematics achieves this by teaching and presenting concepts through a problem-solving based pedagogy and using the concrete-pictorial-abstract (CPA) approach. Learners acquire knowledge and understanding of concepts through a guided progression beginning with concrete examples and experiences which then flow into pictorial representations and finally mastery at the abstract and symbolic level. This approach ensures that learners develop a fundamental understanding of concepts rather than answering questions by learned procedures and algorithms.

Key features of the series include:

Anchor Task

Open-ended activities serve as the starting point for understanding new concepts. Learners engage in activities and discussions to form concrete experiences before the concept is formalized.

6 Word Problems

Addition and Subtraction Stories

Anchor Task

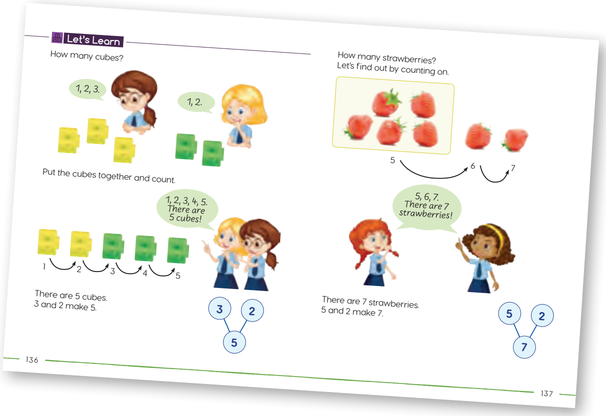
Make addition and subtraction stories.

3 birds are sleeping.
2 birds join them.
There are 5 birds in all.

224 225

Let’s Learn

Concepts are presented in a clear and colorful manner. Worked problems provide learners with guided step-by-step progression through examples. Series mascots provide guidance through helpful comments and observations when new concepts are introduced.



Let’s Learn

How many cubes?

Put the cubes together and count.

There are 5 cubes.
3 and 2 make 5.

How many strawberries?
Let’s find out by counting on.

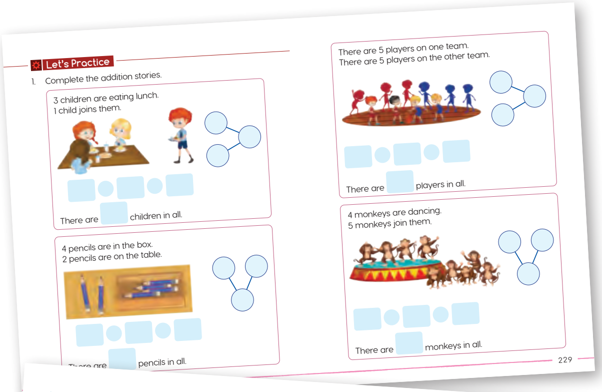
There are 7 strawberries.
5 and 2 make 7.

136 137

1, 2, 3.
1, 2.
1, 2, 3, 4, 5. There are 5 cubes!
1 2 3 4 5
3 2 5
5 6 7
5, 6, 7. There are 7 strawberries!
5 2 7

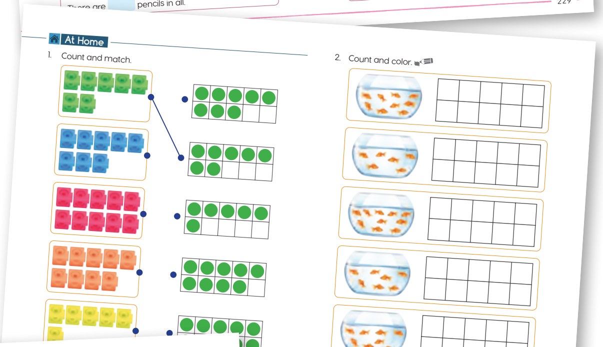
Let's Practice

Learners demonstrate their understanding of concepts through a range of exercises and problems to be completed in a classroom environment. Questions provide a varying degree of guidance and scaffolding as learners progress to mastery of the concepts.


Let's Practice
1. Complete the addition stories.
3 children are eating lunch.
1 child joins them.
There are children in all.
4 pencils are in the box.
2 pencils are on the table.
There are pencils in all.
There are 5 players on one team.
There are 5 players on the other team.
There are players in all.
4 monkeys are dancing.
5 monkeys join them.
There are monkeys in all.
229

At Home

Further practice designed to be completed without the guidance of a teacher. Exercises and problems in this section follow on from those completed under Let's Practice.


At Home
1. Count and match.
2. Count and color.
61

Hands On

Learners are encouraged to 'learn by doing' through the use of group activities and the use of mathematical manipulatives.

Hands On
Play this game in groups of 3 or 4!
1. Spread some shapes on your table.
2. Your teacher will say a shape.
3. Find all of the shapes and make 2 groups.
Find the rectangles!
4. The first group to finish is the winner!
174

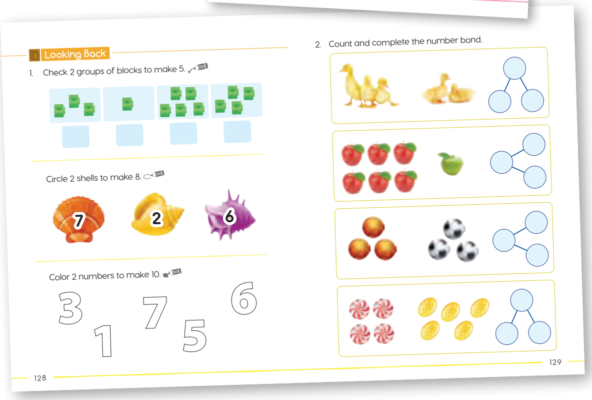
Solve It!

Activities that require learners to apply logical reasoning and problem-solving. Problems are often posed which do not have a routine strategy for solving them. Learners are encouraged to think creatively and apply a range of problem-solving heuristics.

Solve it!
Trace the squares, rectangles, triangles, and circles.
182

Looking Back

Consolidated practice where learners demonstrate their understanding on a range of concepts taught within a unit.


Looking Back
1. Check 2 groups of blocks to make 5.
Circle 2 shells to make 8.
7
2
6
Color 2 numbers to make 10.
3
1
7
5
6
2. Count and complete the number bond.
128
129

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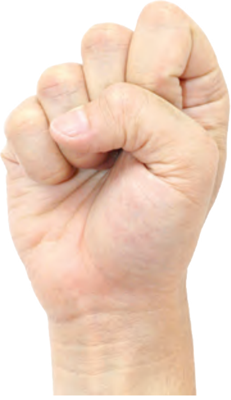
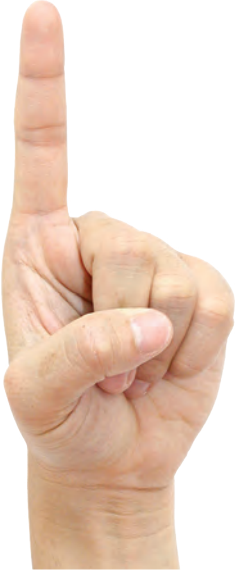
1 Numbers to 5

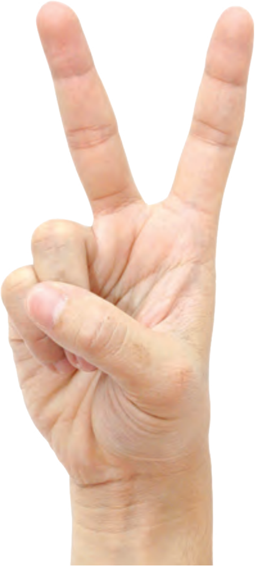
Counting to 5

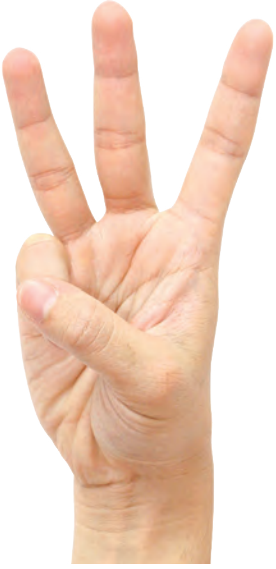
Anchor Task

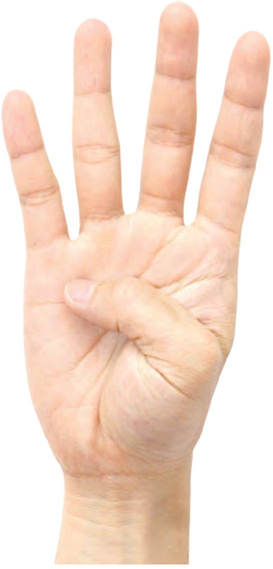
Count on your fingers.

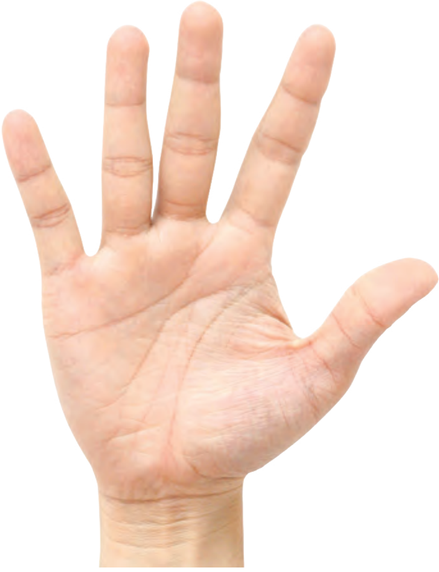




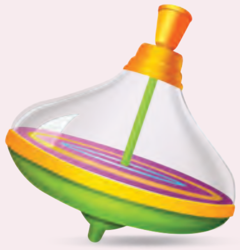








Let's Learn



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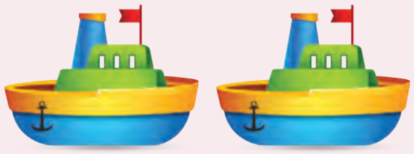
1

one



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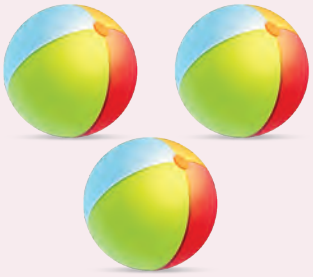
2

two



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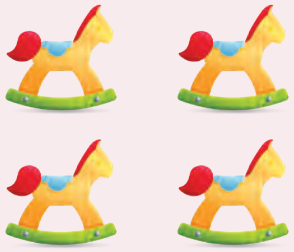
three



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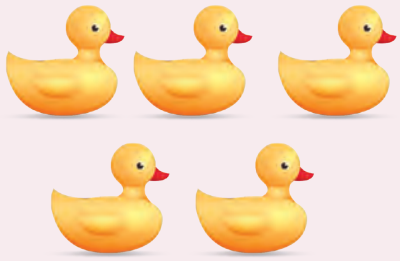
4

four



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5

five

Let's Practice

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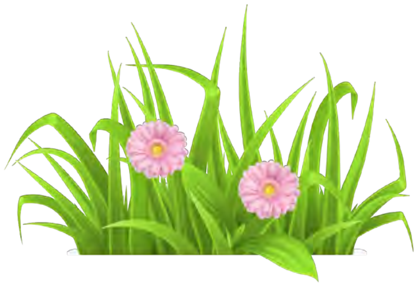
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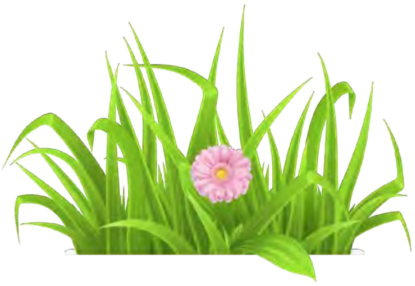

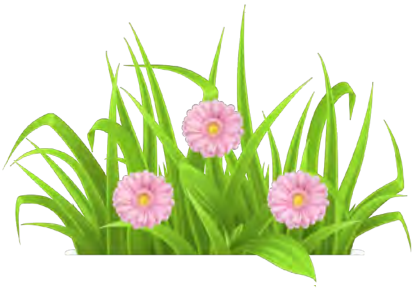
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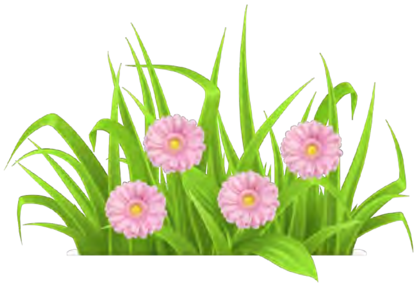

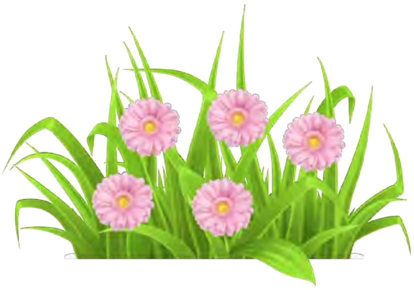
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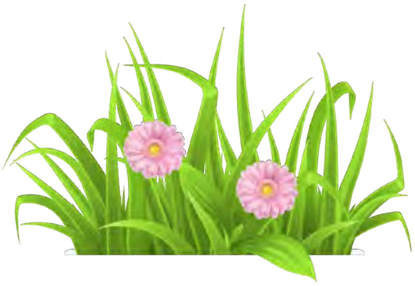

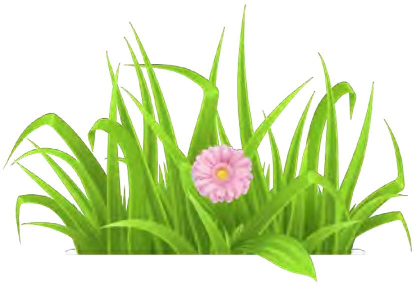
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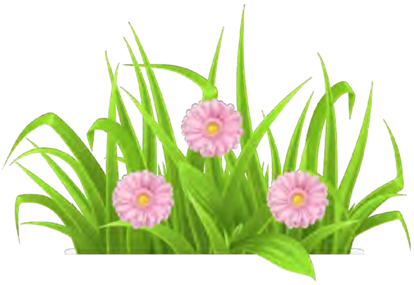

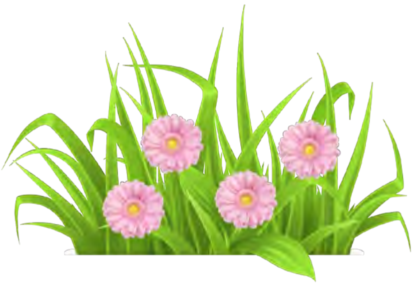
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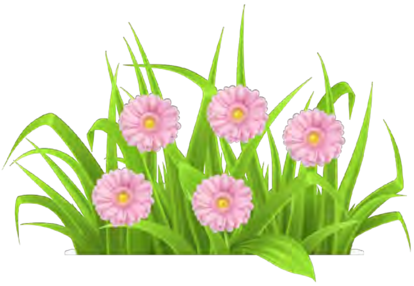

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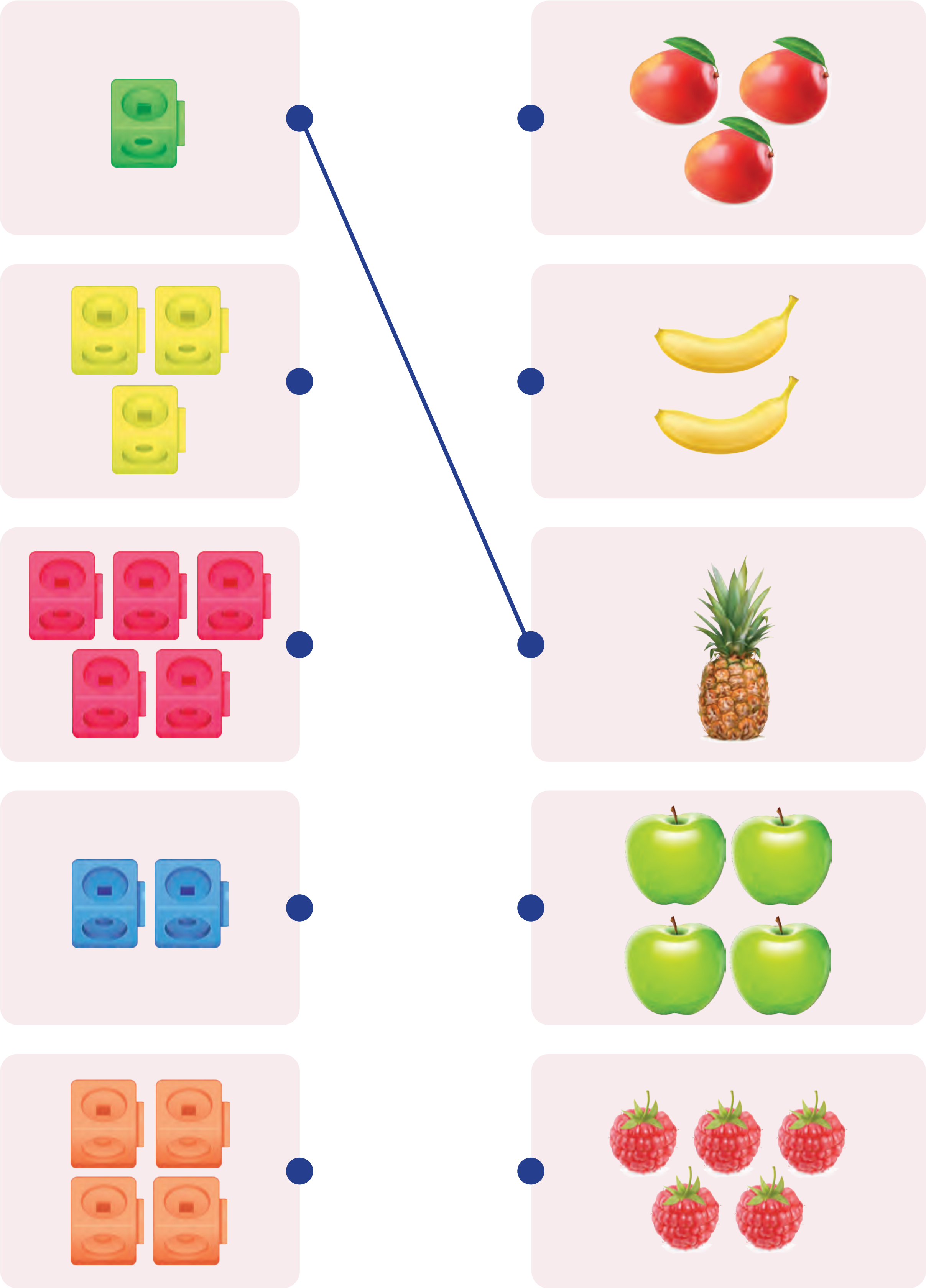

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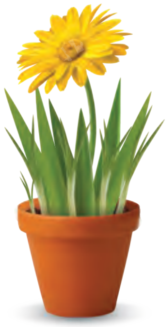

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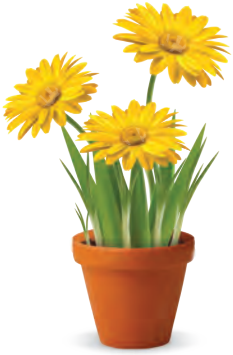

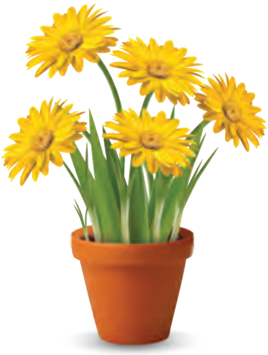

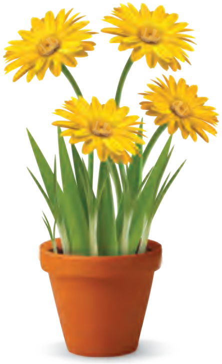

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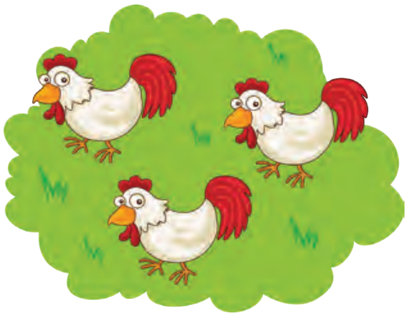
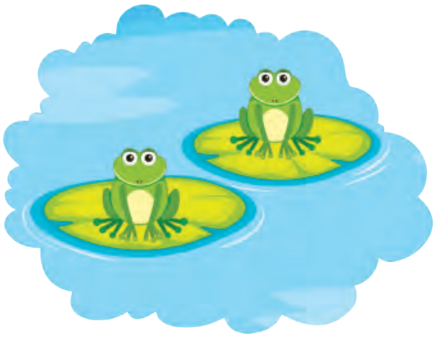
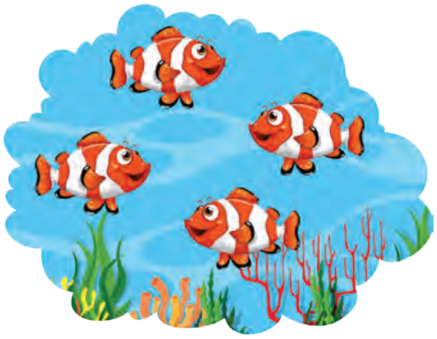
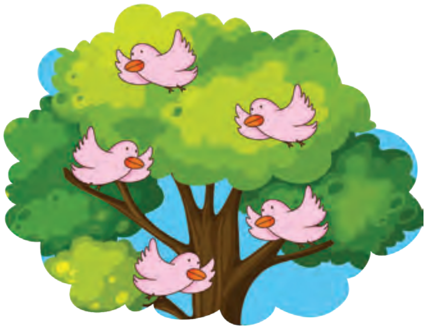


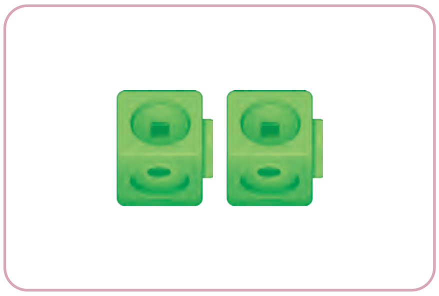


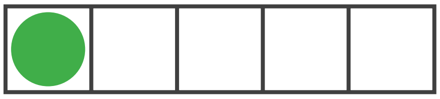


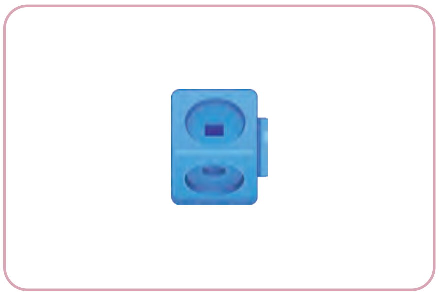


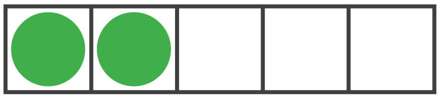
At Home

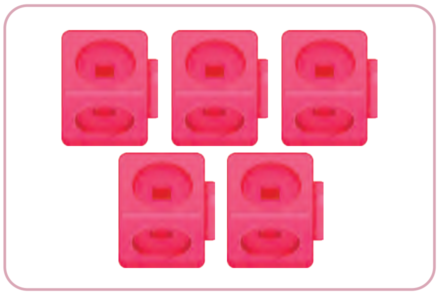
1. Count and match.

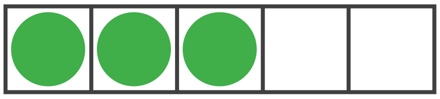


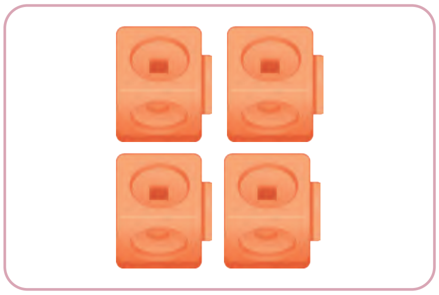


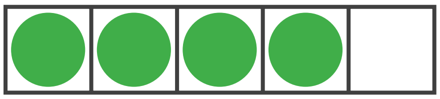


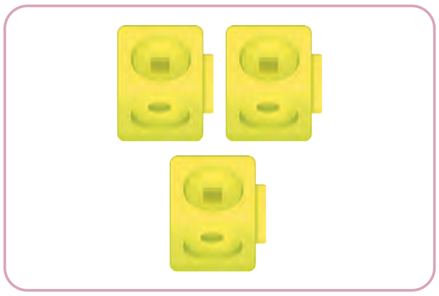


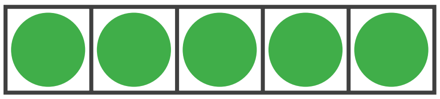












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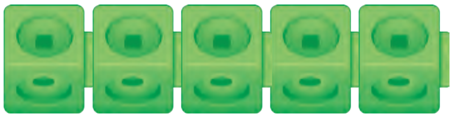
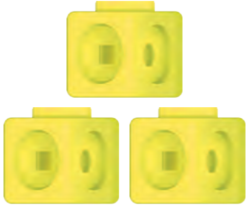
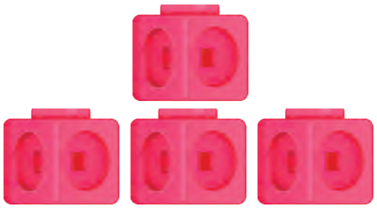
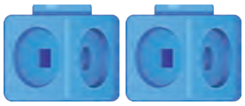
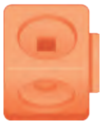








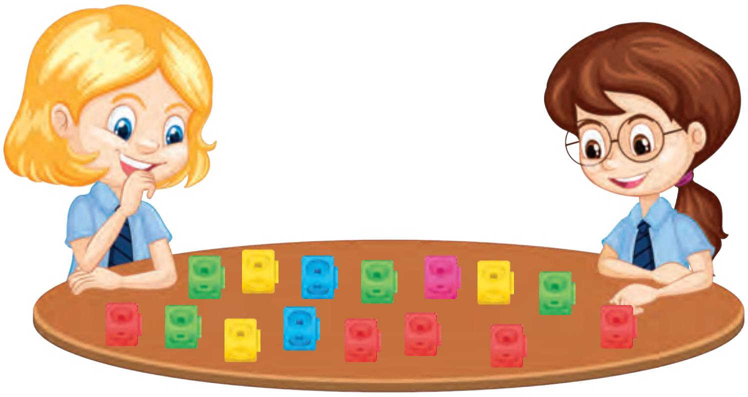


Numbers to 5

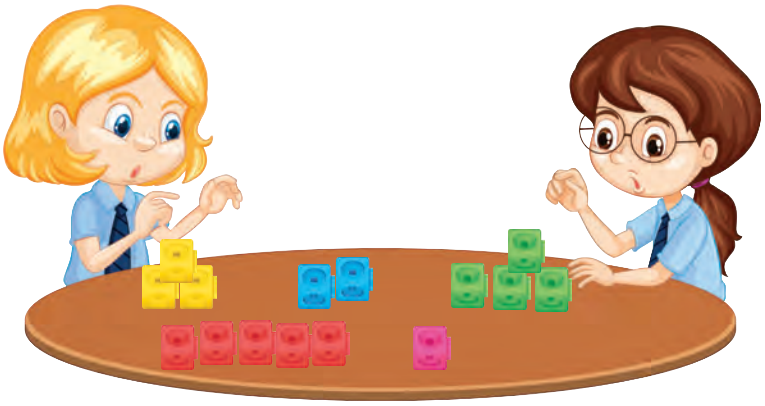
Anchor Task

Work in pairs.

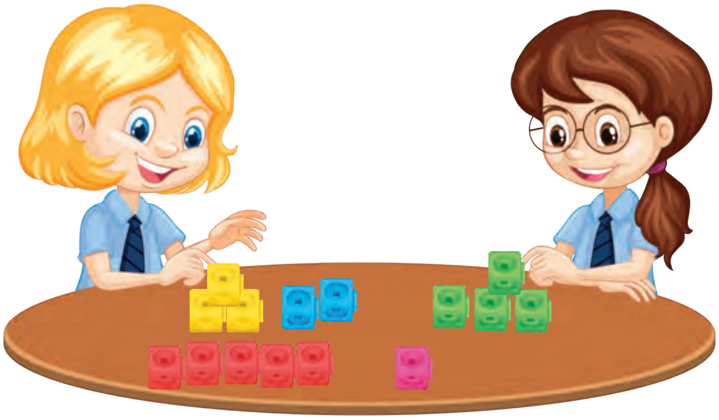
1. Place some cubes on your table.



2. Group the cubes by color.



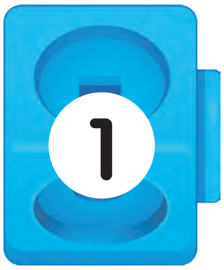
3. Count the cubes in each group.

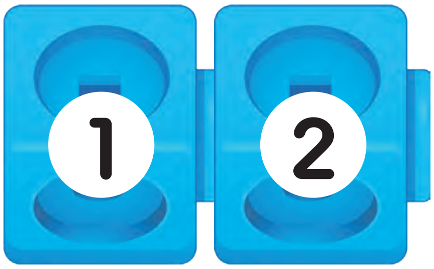


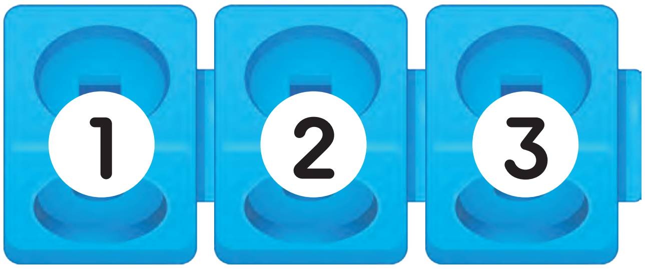
Let's Learn

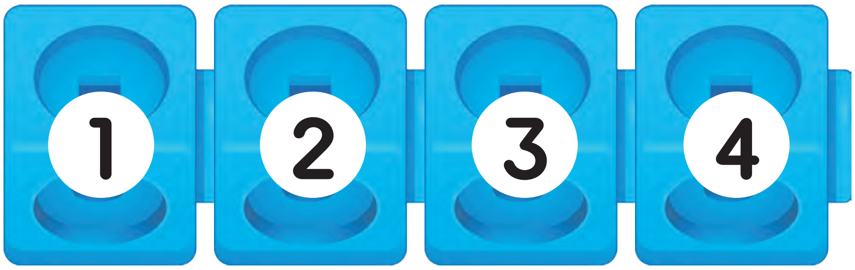
Count to 5.

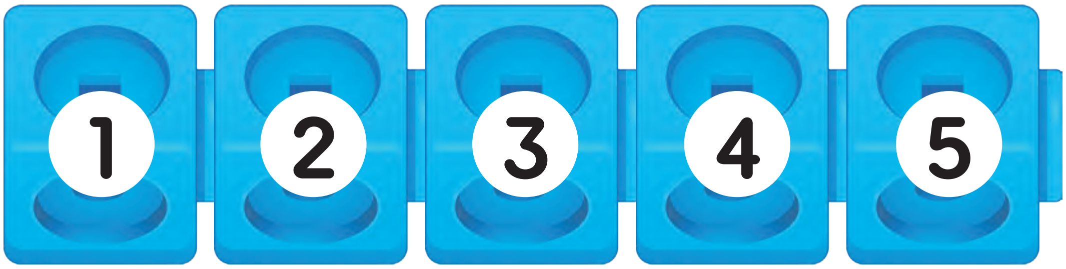
Point and count
with your finger.







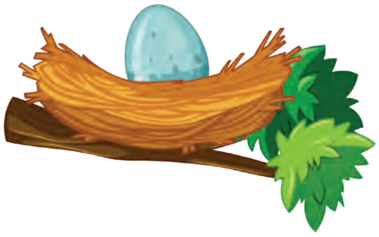


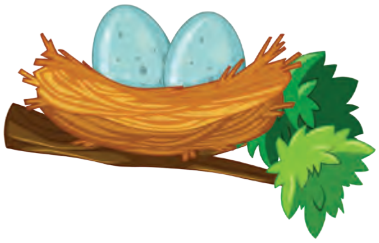


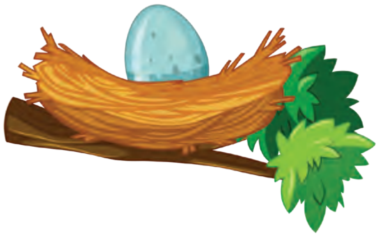
Let's Practice

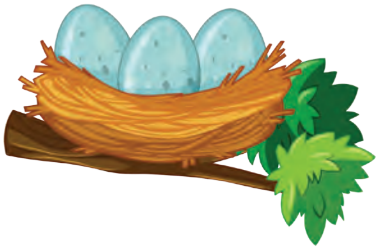
1. **The number 1.**

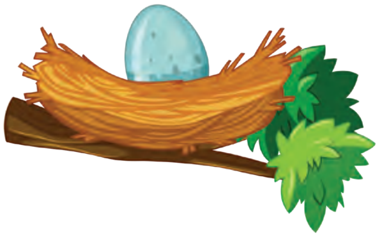
Circle the nests with 1 egg.

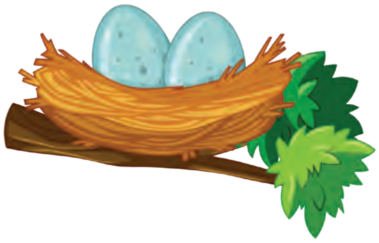








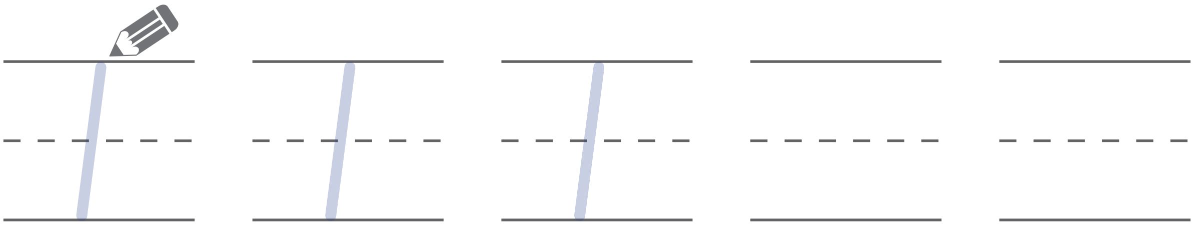




Color 1 circle.

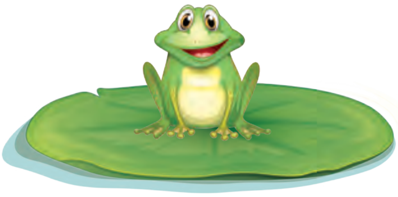
○	○	○	○	○
○	○	○	○	○

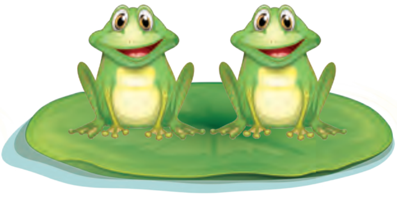
Trace and write the number.

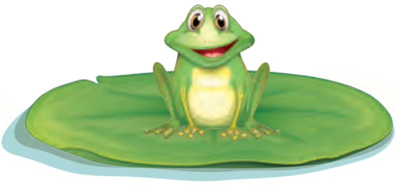


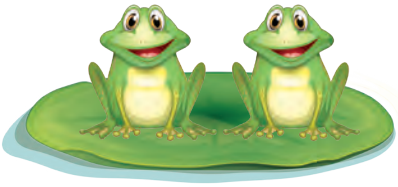
2. **The number 2.**

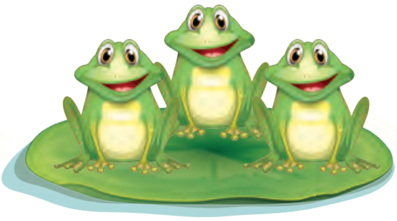
Circle the lily pads with 2 frogs.

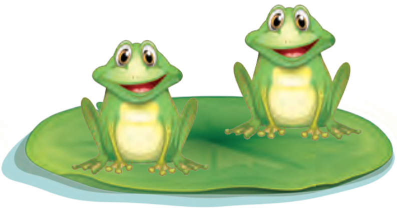




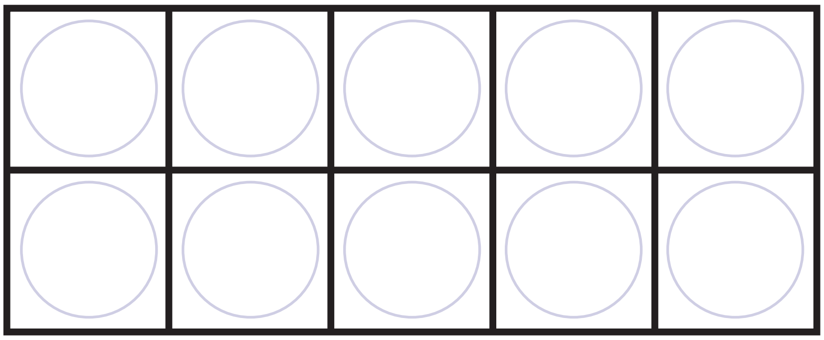




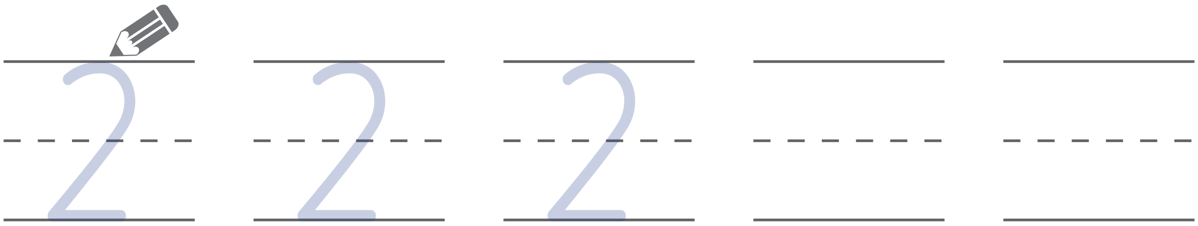




Color 2 circles.

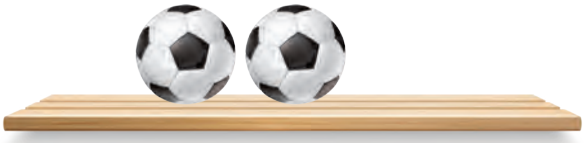


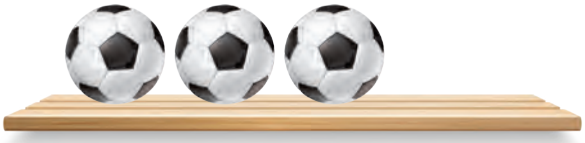
Trace and write the number.

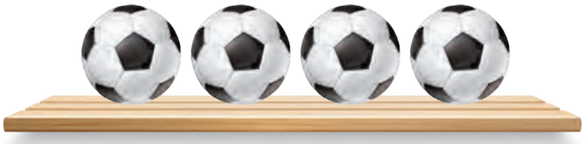


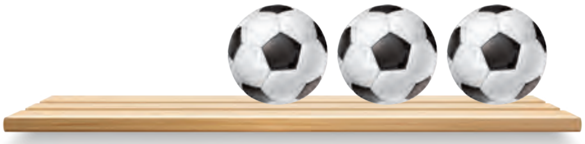
3. **The number 3.**

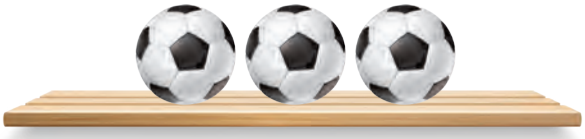
Circle the shelves with 3 balls.

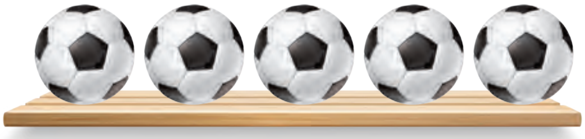












Color 3 circles.

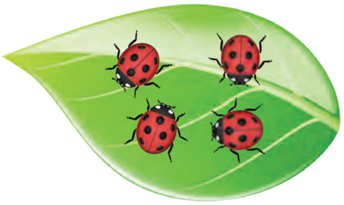
○	○	○	○	○
○	○	○	○	○

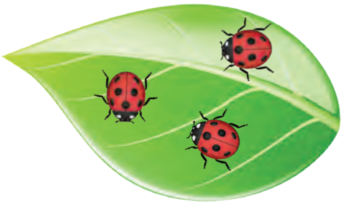
Trace and write the number.

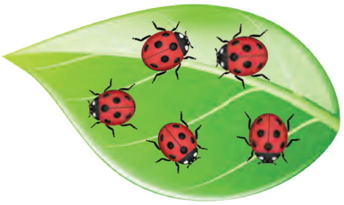
3 3 3

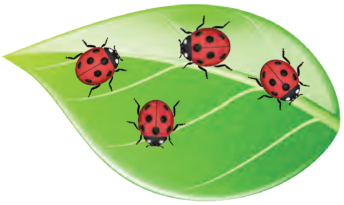
4. **The number 4.**

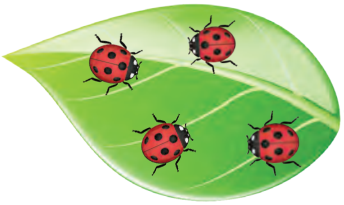
Circle the leaves with 4 ladybugs.

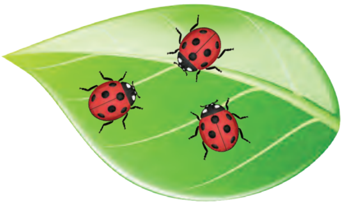




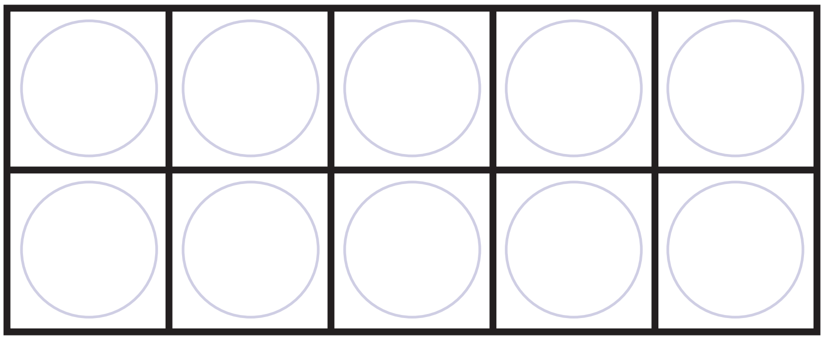




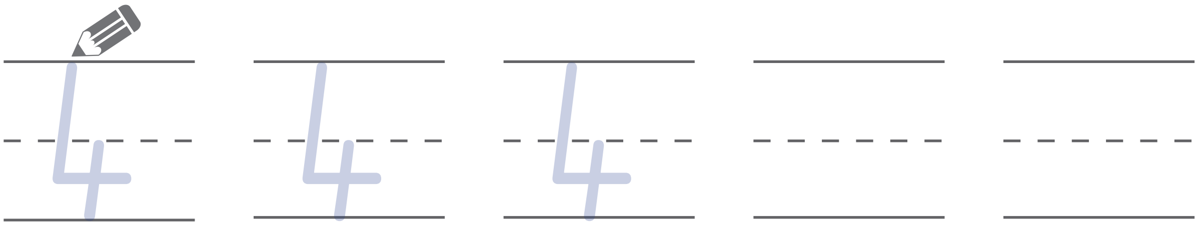




Color 4 circles.

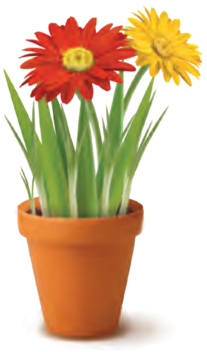
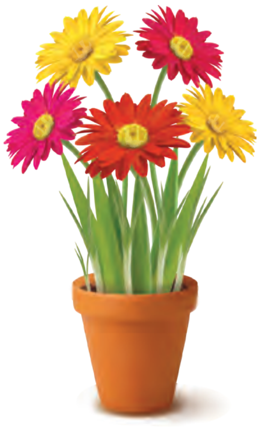
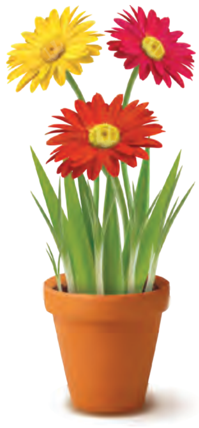
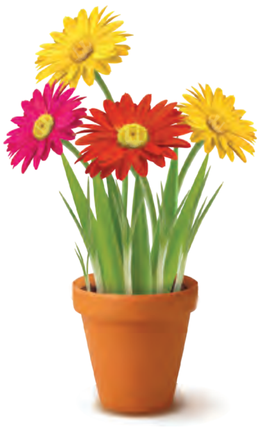
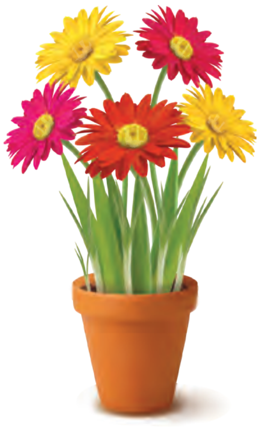


Trace and write the number.

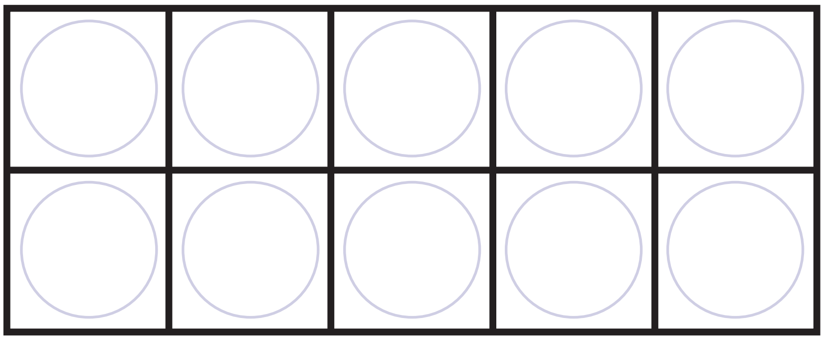


5. **The number 5.**

Circle the plants with 5 flowers.

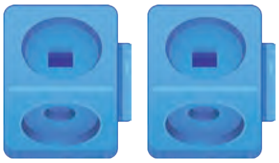
Color 5 circles.

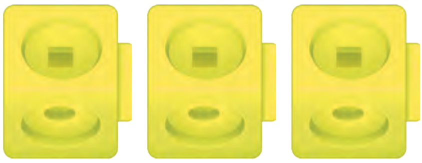


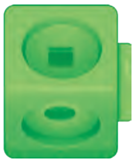
Trace and write the number.

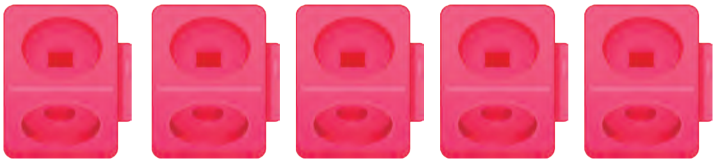
5 5 5

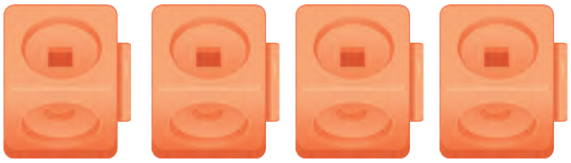
6. Count and match.











1

2

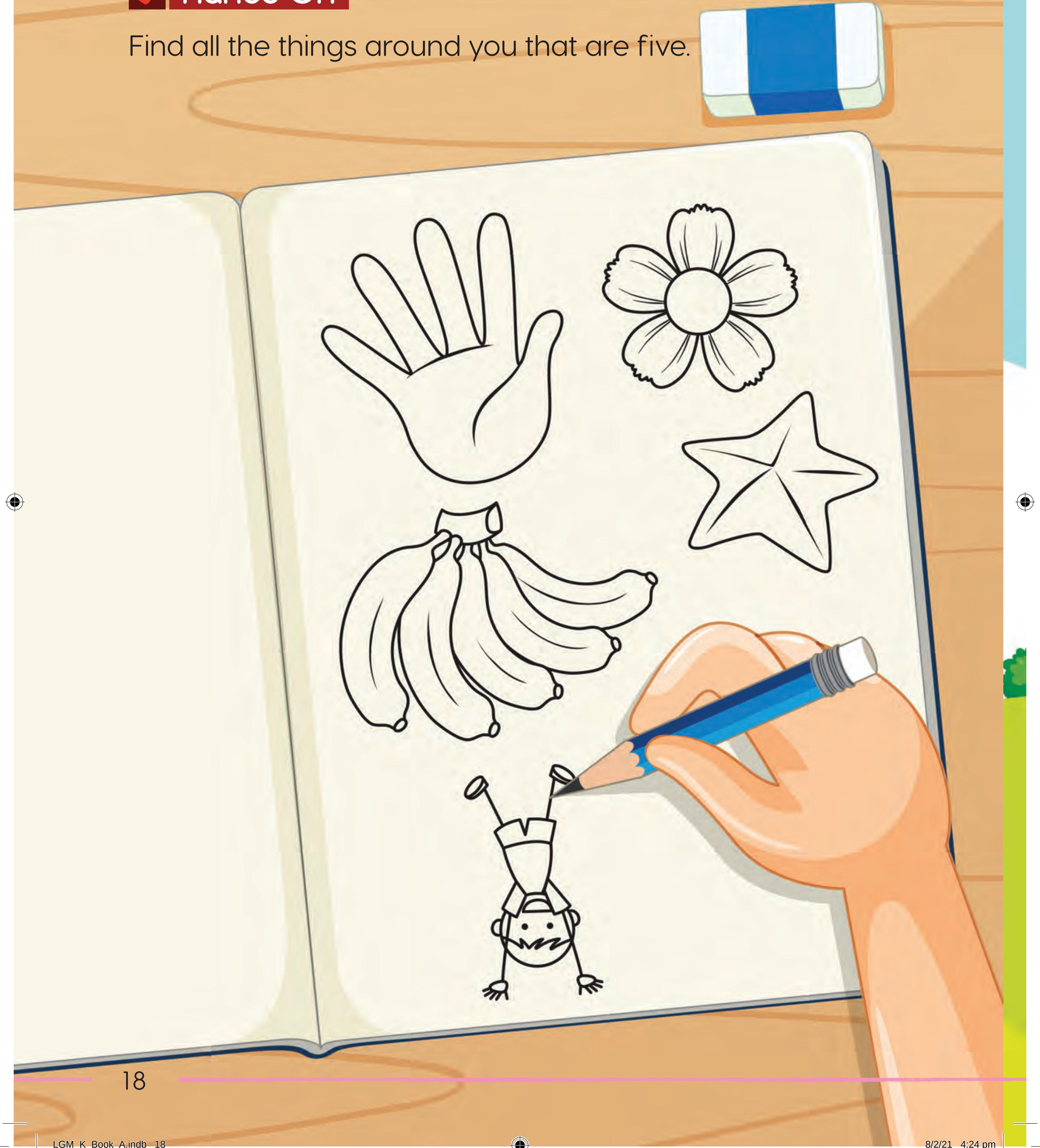
3

4

5

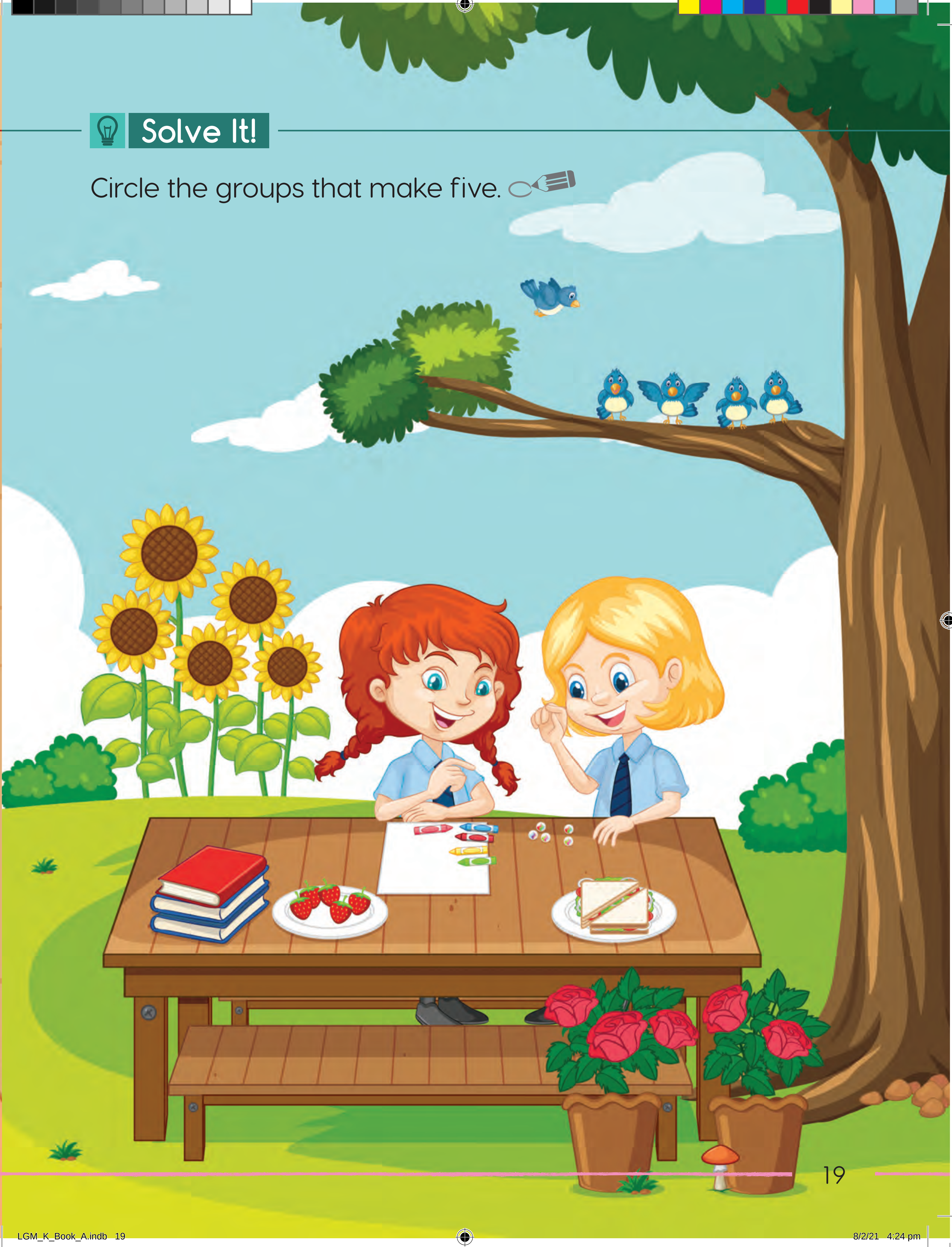
Hands On

Find all the things around you that are five.



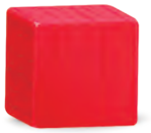
Solve It!

Circle the groups that make five.

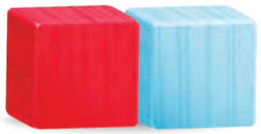


At Home

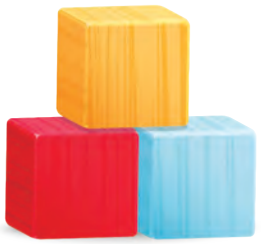
1. Count and write the number.

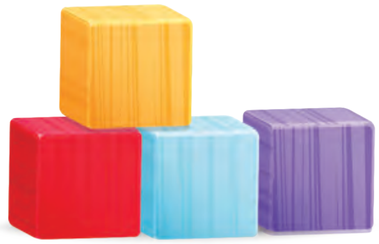


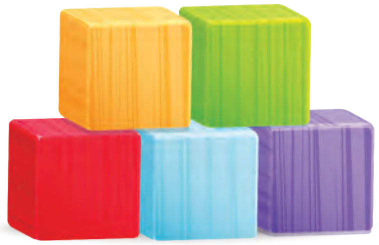
1 1



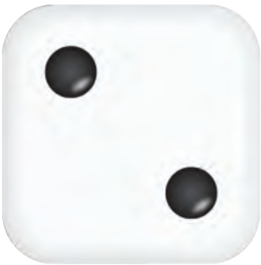
2 2

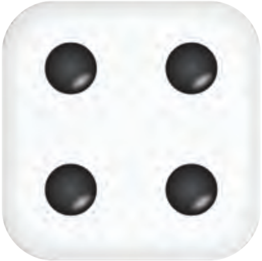


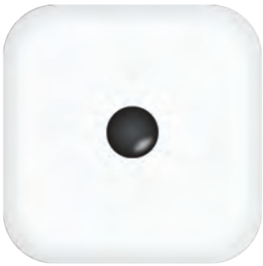


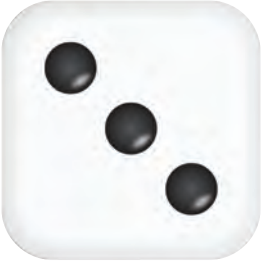


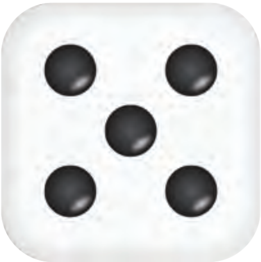
2. Count and write the number.



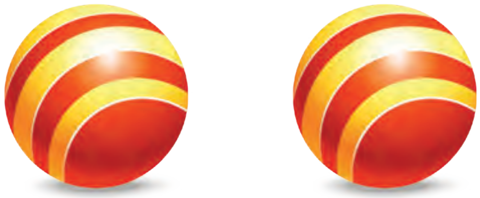


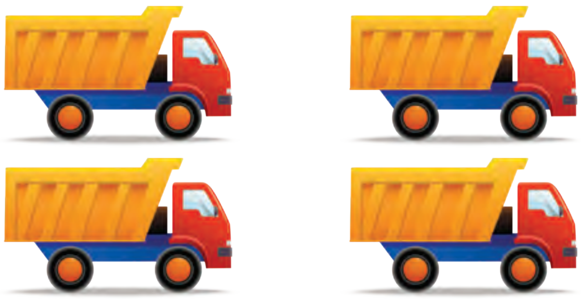


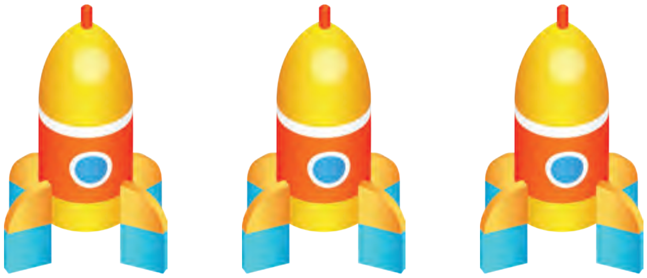


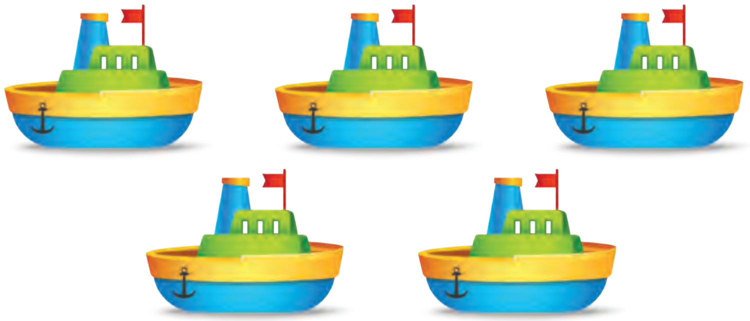


3. Count and write the number.

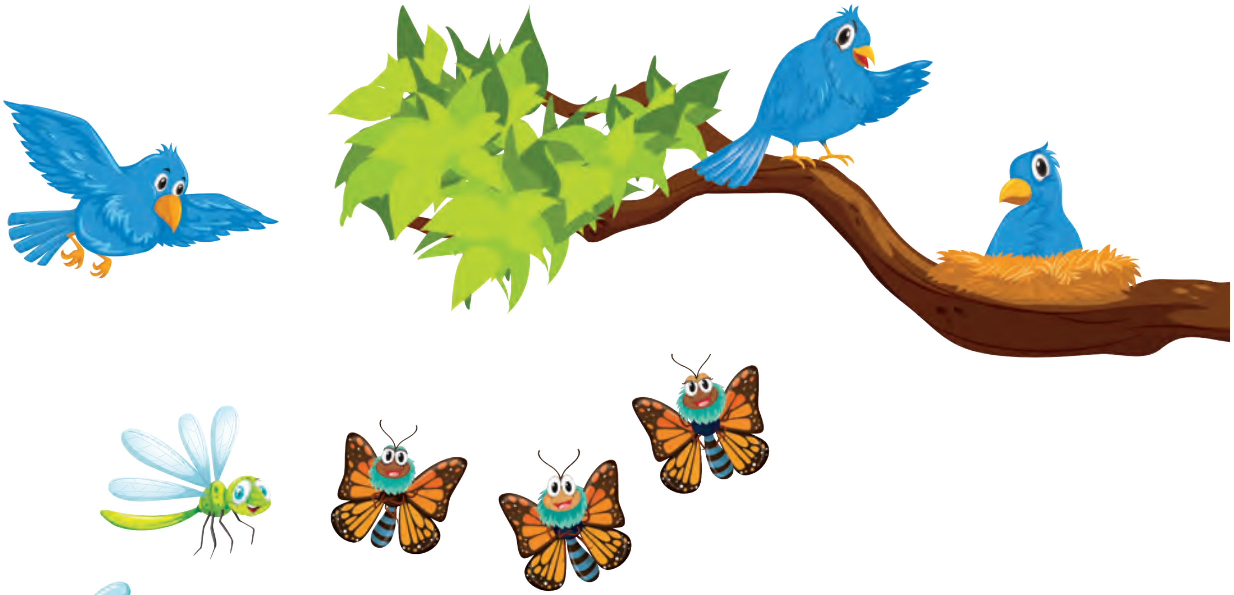


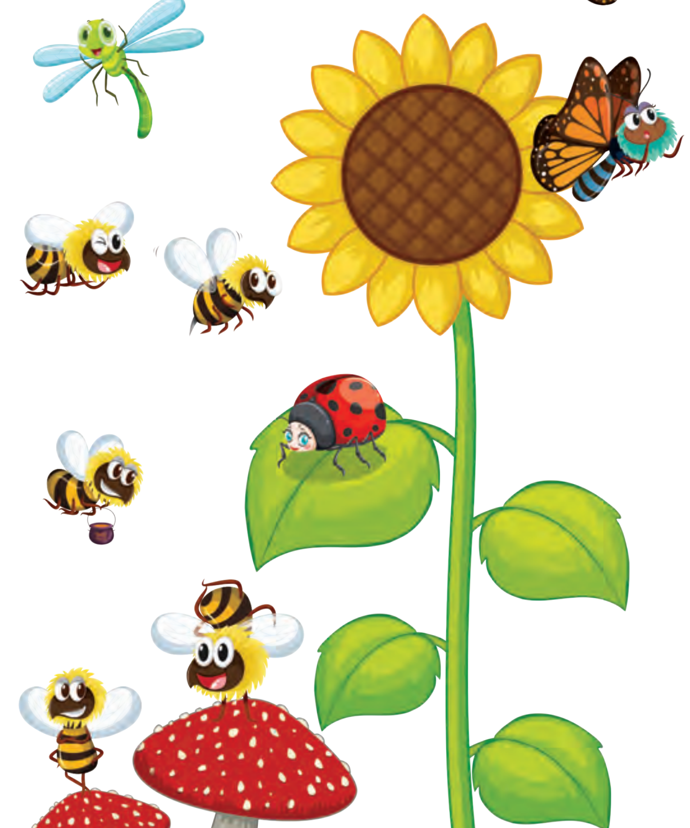


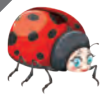


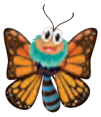


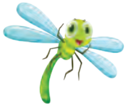
4. Count.

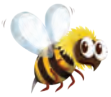


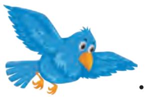


There is 1  .

There are  .

There are  .

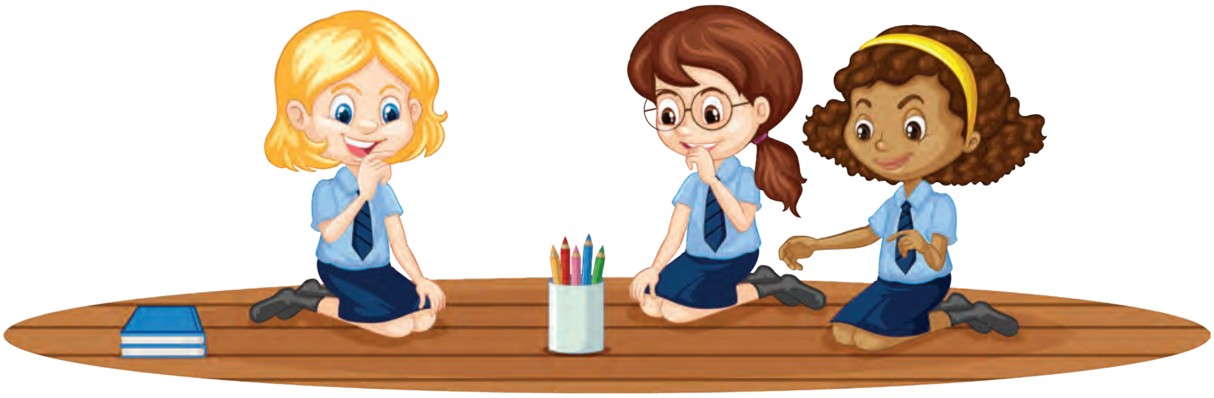
There are  .

There are  .

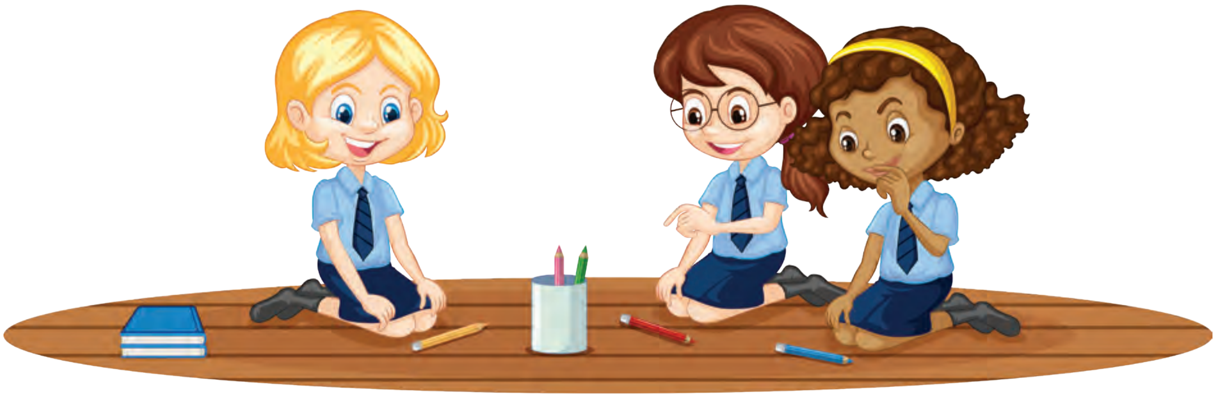
Zero

Anchor Task

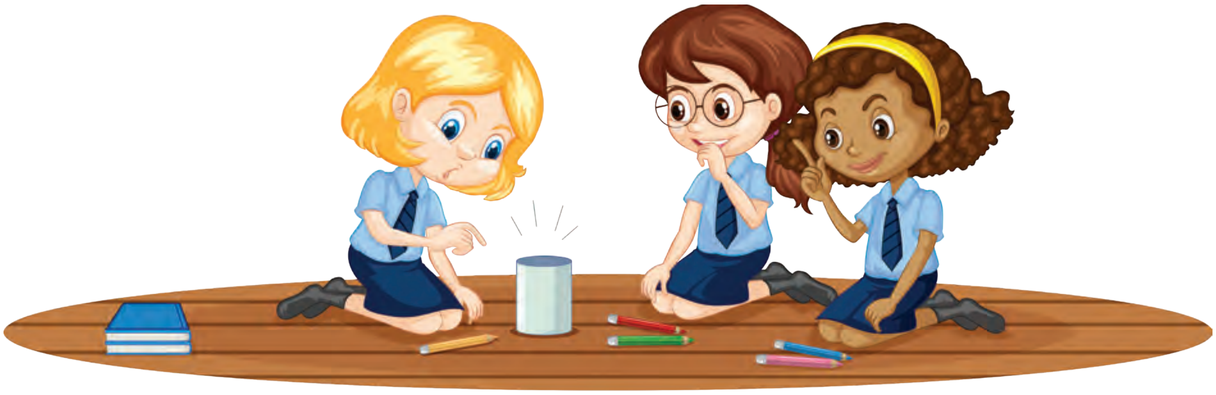
1. Form small groups.



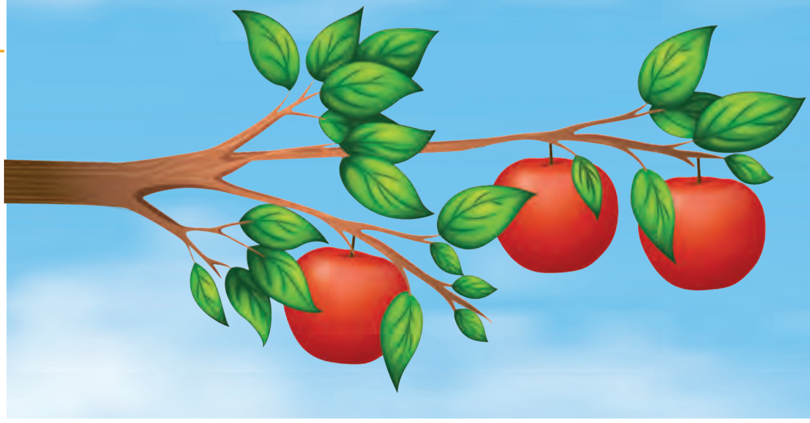
2. Take turns to say the number of pencils.
   Then take 1 pencil.



3. Take turns until there are no pencils left.

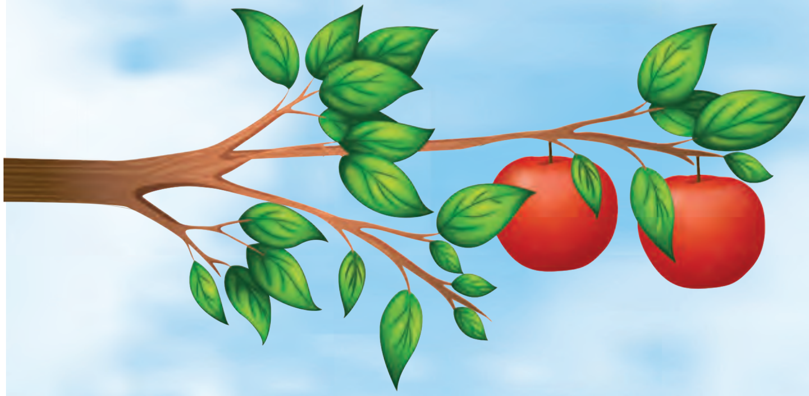


Let's Learn



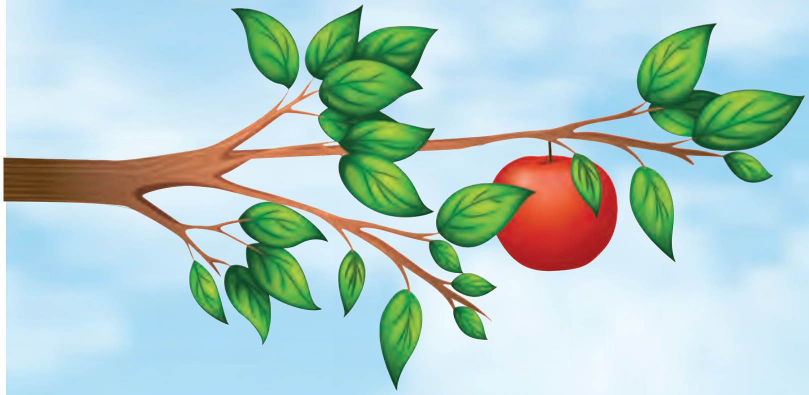
3

three



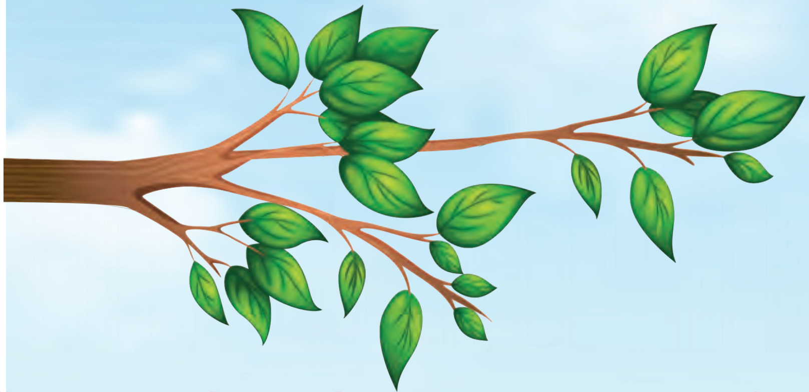
2

two



1

one

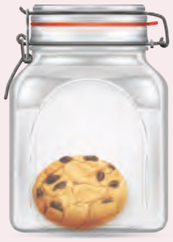


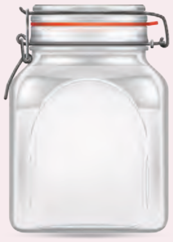
0

zero

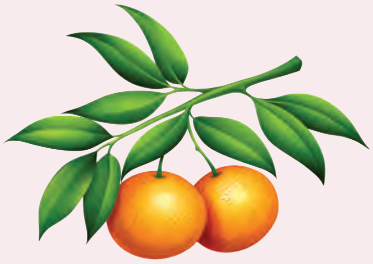
Let's Practice

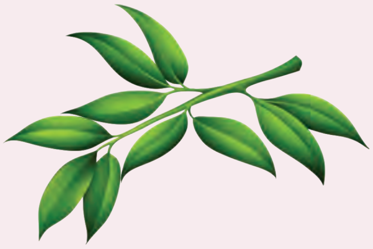
1. How many cookies?



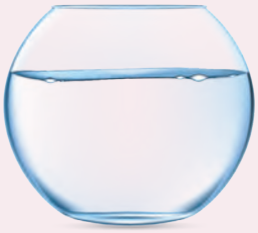


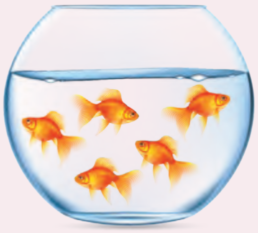
2. How many oranges?



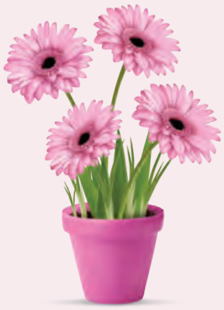


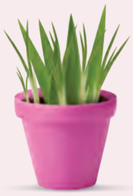
3. How many fish?





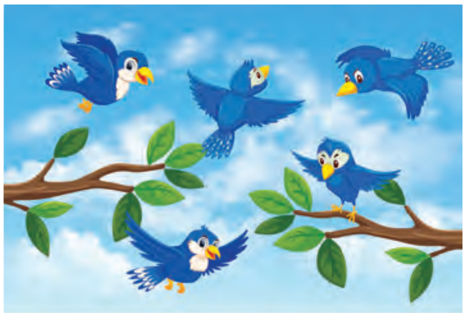
4. How many flowers?



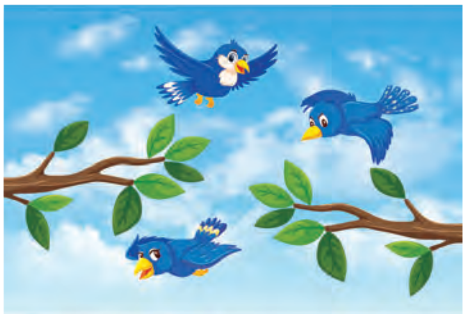


At Home

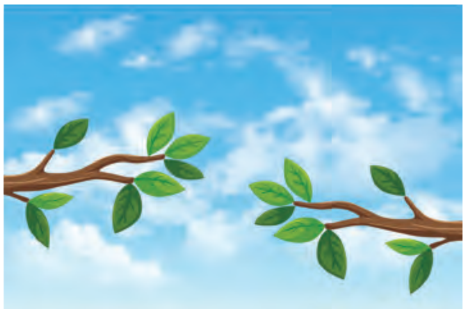
How many birds?
Circle the number.



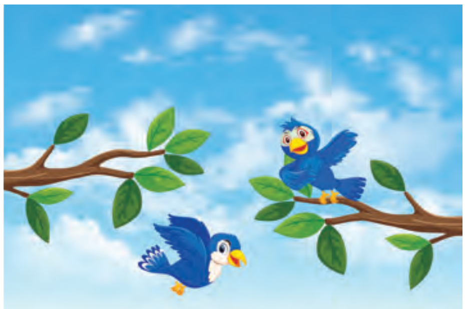
[✓ 5] 4



3 4



1 0

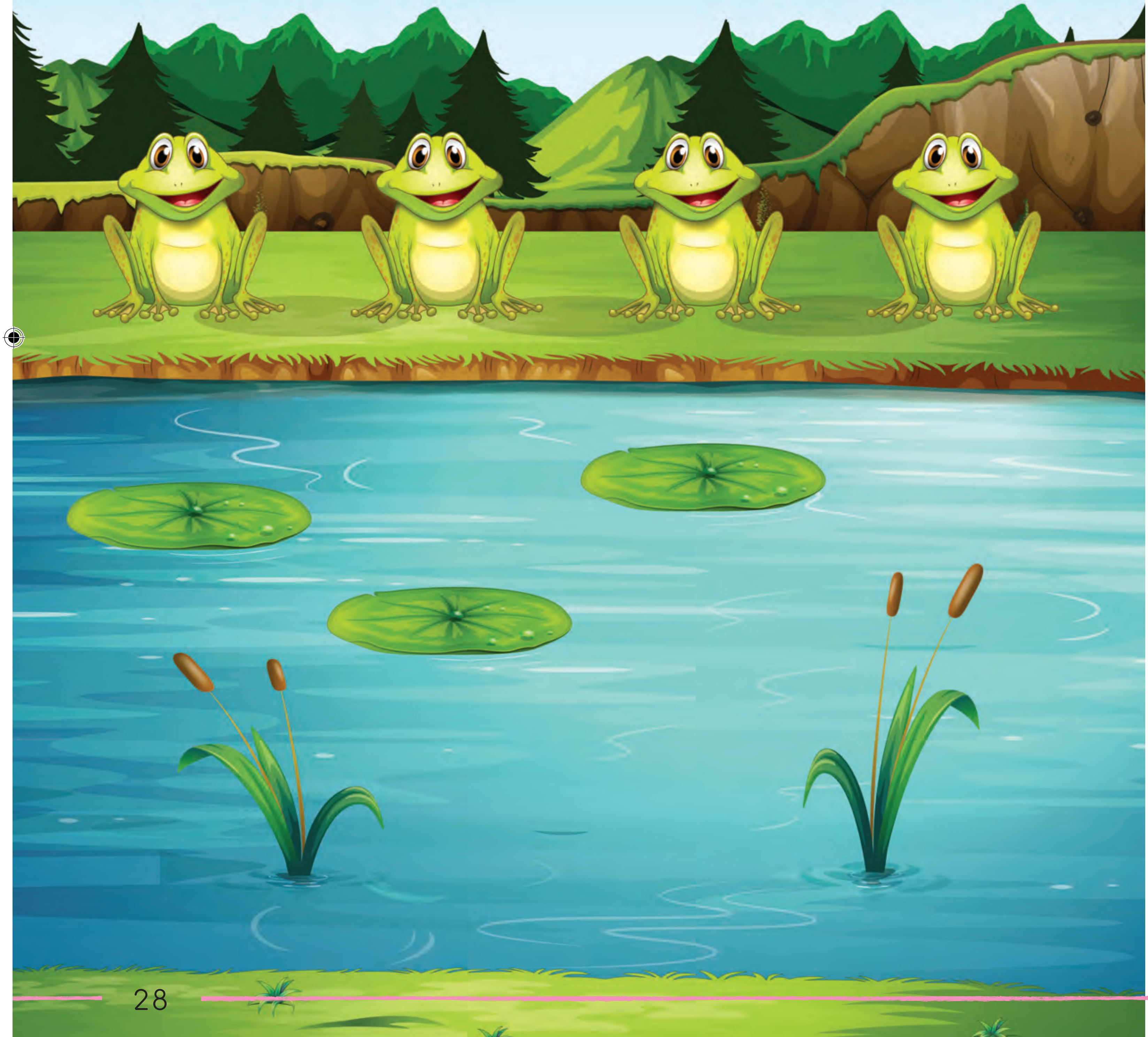


3 2

Comparing Numbers

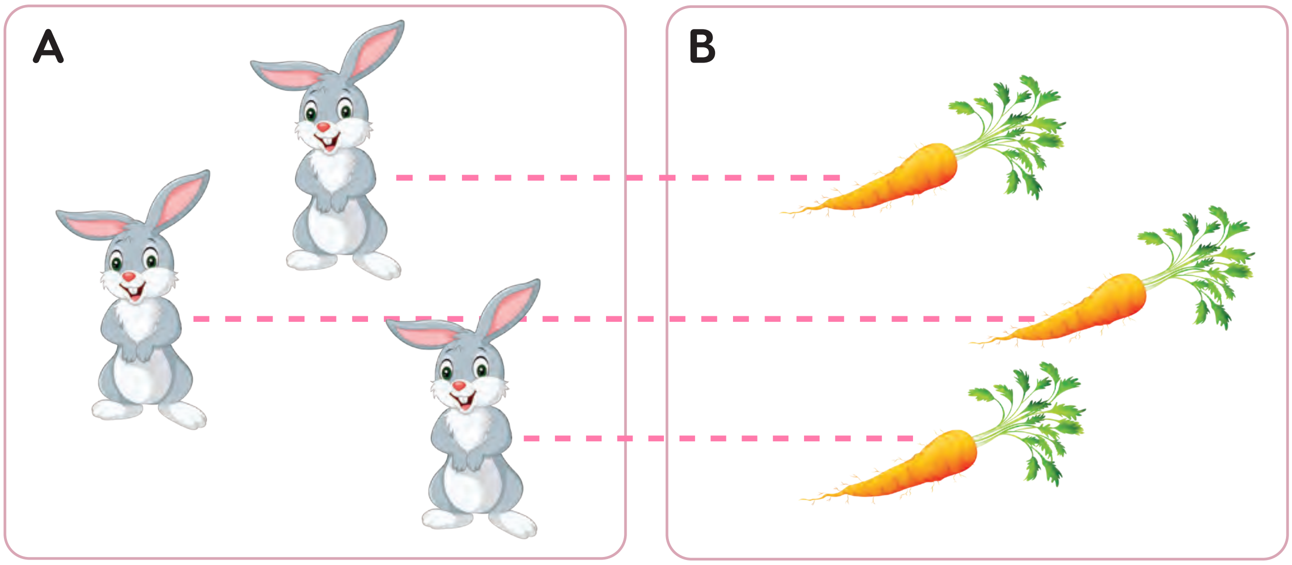
Anchor Task

Use your finger to match frogs to lily pads.



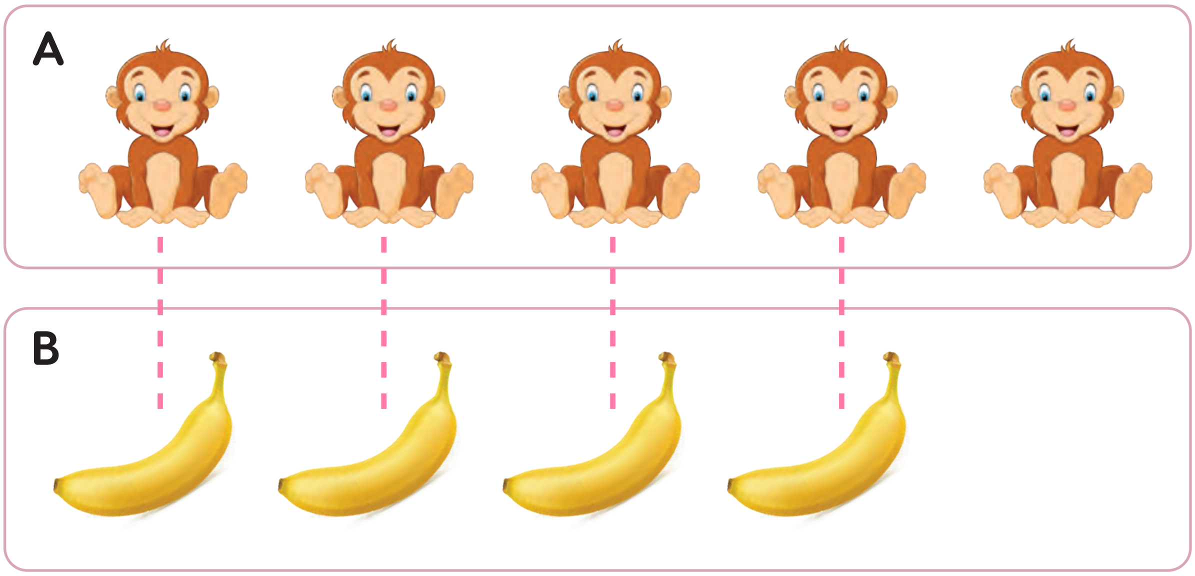
Let's Learn

Compare the sets.



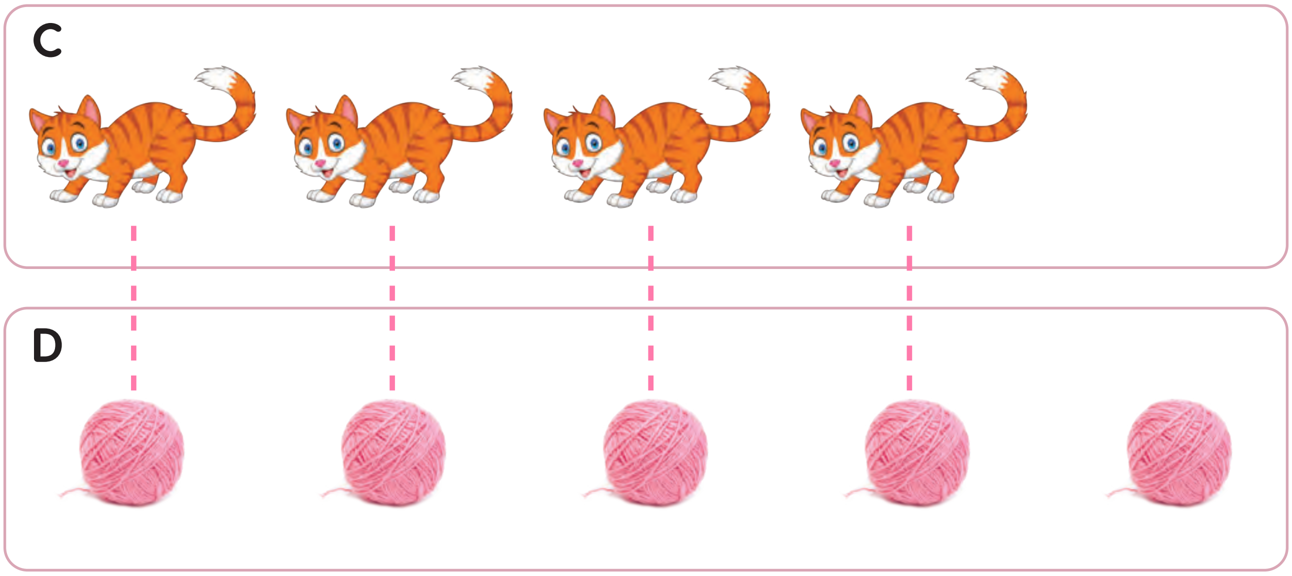
Set A and Set B have the **same** number.

Compare the sets.



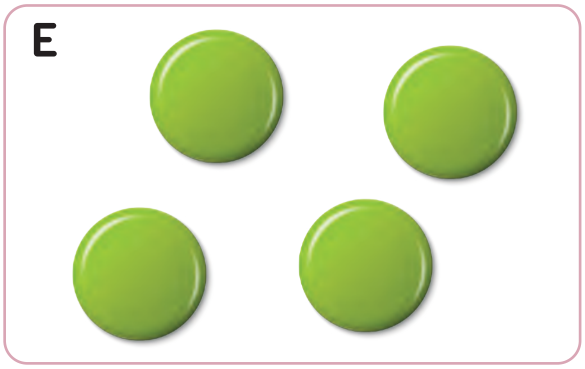
Set A has **more**.

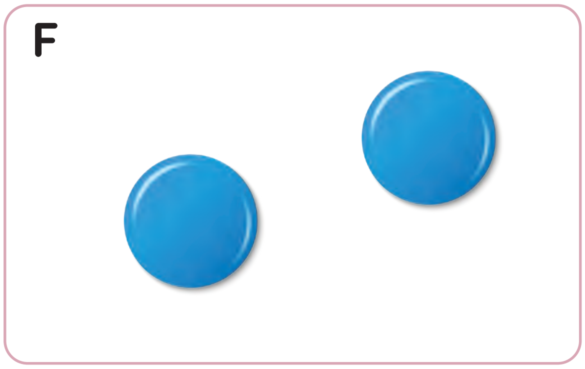
Compare the sets.



Set C has **fewer**.

Count the dots and compare.

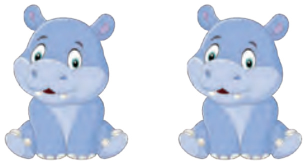
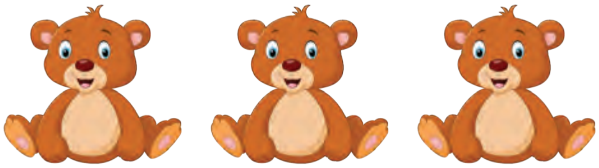
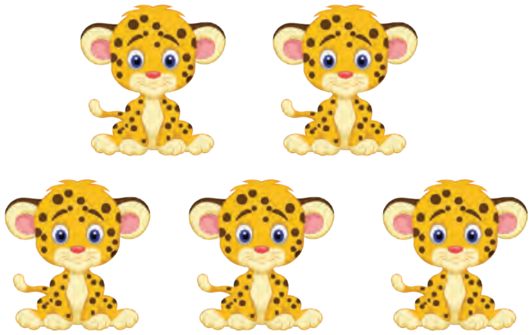
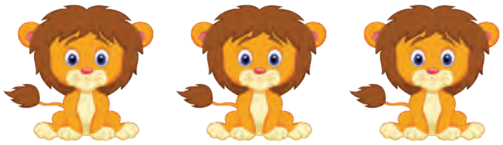
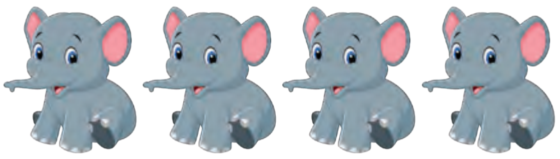
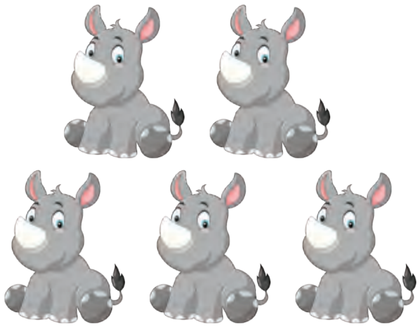




Set E has 4 counters.
Set F has 2 counters.

Set E has **more**.
Set F has **fewer**.

Let's Practice

1. Count and write the number.
Circle the set with **more**.