

Material can be found at "newmero academy": www.newmero.net

Age: 4-6 years

Purpose of the exercise:

- Teach children to add small numbers that give less than 10.
- Teach children to add small numbers that give 10 or more.
- NOTE: the exercise "Count to 20" could be done prior to this exercise.

What should the children discover themselves:

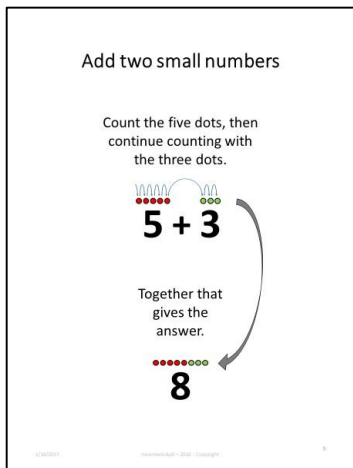
- The children should find out themselves how you add two small numbers by counting sequentially.
- The children should find out themselves how you add two small numbers that give 10 or more. They should see that 10 is special in the decimal system without talking about a "carry".

How should the teach be helpful without giving the answers directly:

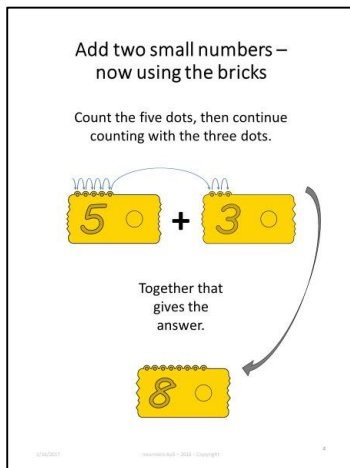
- The teacher can explain how the brick can help counting sequentially using the counting knobs, when you add to small numbers.
- The teacher can explain that ten 1s becomes/can be exchanged into one 10 – the 10 brick only has one counting knob because you count 10s.

Which material should be used for the lecture:

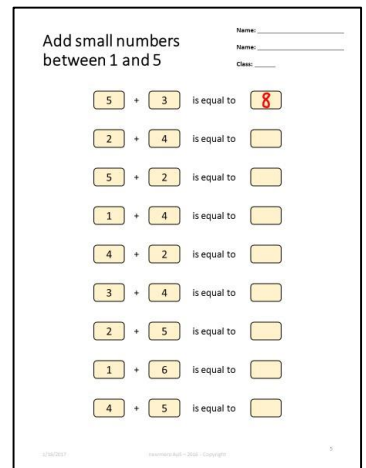
- At least two sets of yellow bricks should be used (1s) + a 10 brick (green).
- Some printouts for distribution – The "Pupil material" pages.
- A smartboard/large screen could be used to show the following pages so the children know how to use the bricks to complete the "Pupil material" pages.



Start by explaining addition by counting



.. then show how the bricks' design have counting knobs



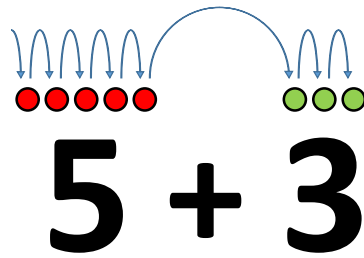
.. show examples of how the answers are noted down

Add two small numbers

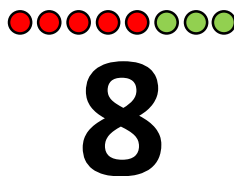
$$5 + 3$$

Add two small numbers

Count the five dots, then
continue counting with
the three dots.

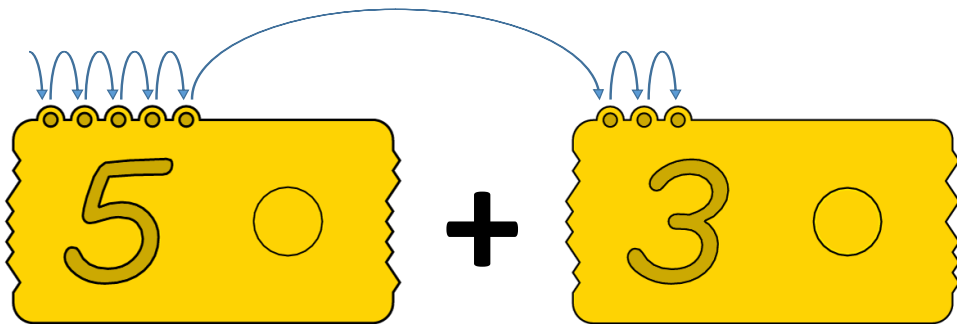


Together that
gives the
answer.

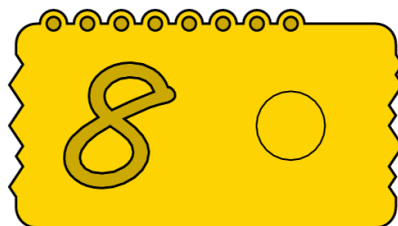


Add two small numbers – now using the bricks

Count the five dots, then continue
counting with the three dots.



Together that
gives the
answer.



Add small numbers between 1 and 5

Name: _____

Name: _____

Class: _____

5 + 3 is equal to 8

2 + 4 is equal to

5 + 2 is equal to

1 + 4 is equal to

4 + 2 is equal to

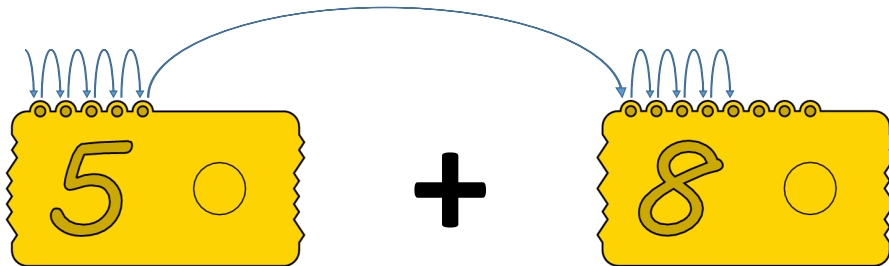
3 + 4 is equal to

2 + 5 is equal to

1 + 6 is equal to

4 + 5 is equal to

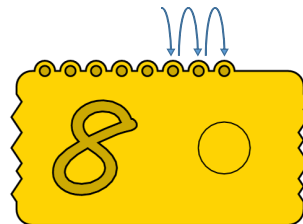
Add two numbers that give 10 or more – using the bricks



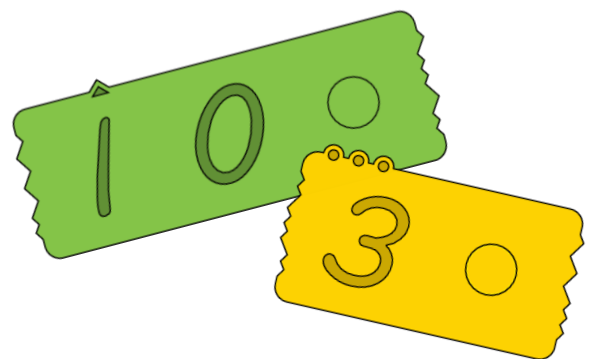
Count the **counting knobs** on the 5-brick, then continue counting the knobs on the 8-brick.

When you reach **“ten”**, pause to remember that, then continue counting the remaining knobs on the 8-brick, **starting again from “one”**.

“one, two, three”

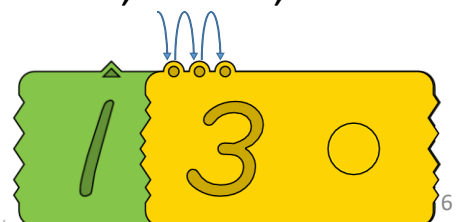


Now pick the **10-brick** (recall you reached “ten”) and pick the **3-brick** (which was the remaining count from the 8-brick). Notice the 10-brick has **one triangle counting knob** as it counts “10s”, not “1s”. Stack the bricks.



Now count the three steps from the 10-brick (from “ten” – the green brick) – this will give the answer.

“eleven, twelve, thirteen”



Add small numbers

Name: _____

Name: _____

Class: _____

$5 + 8$ is equal to 13

$9 + 3$ is equal to

$8 + 2$ is equal to

$7 + 6$ is equal to

$8 + 5$ is equal to

$9 + 4$ is equal to

$4 + 9$ is equal to

$5 + 7$ is equal to

$3 + 9$ is equal to