

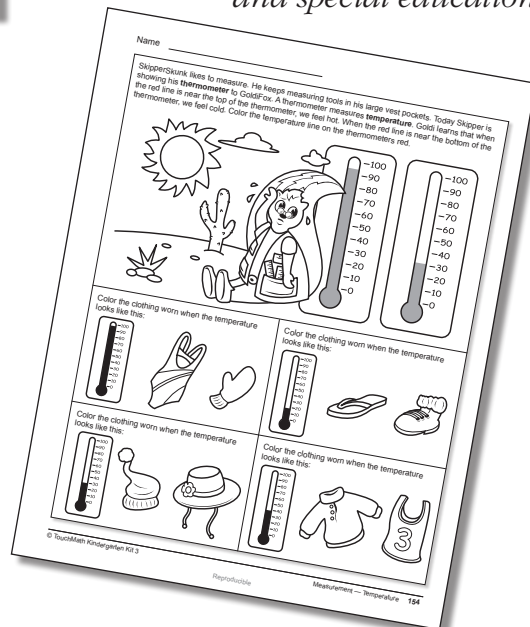
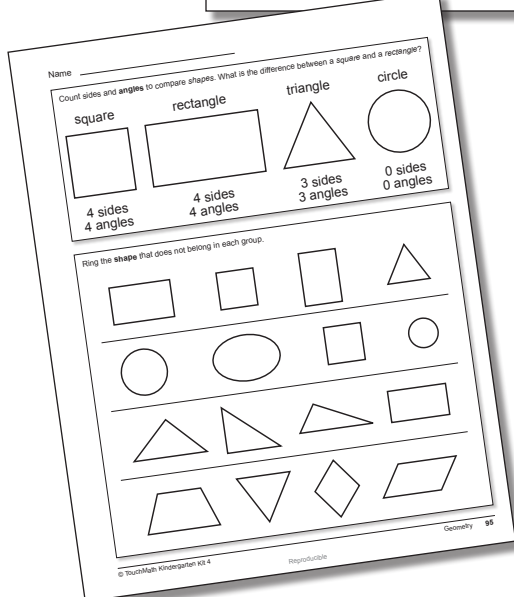
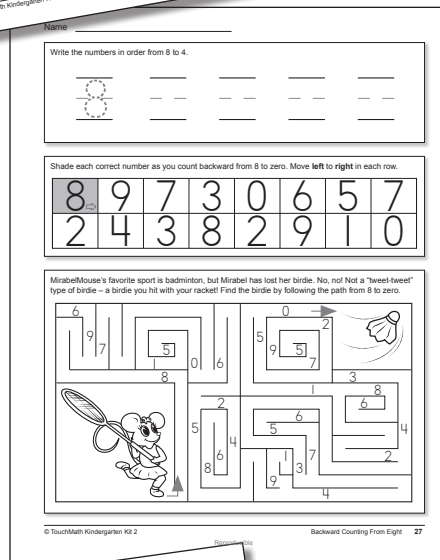
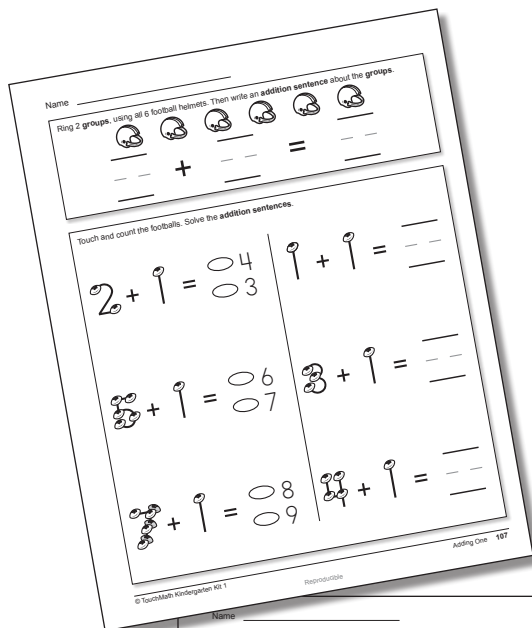
The exciting all-new *TouchMath Kindergarten Kits* are designed to catapult your students to a fun, enthusiastic start in math.

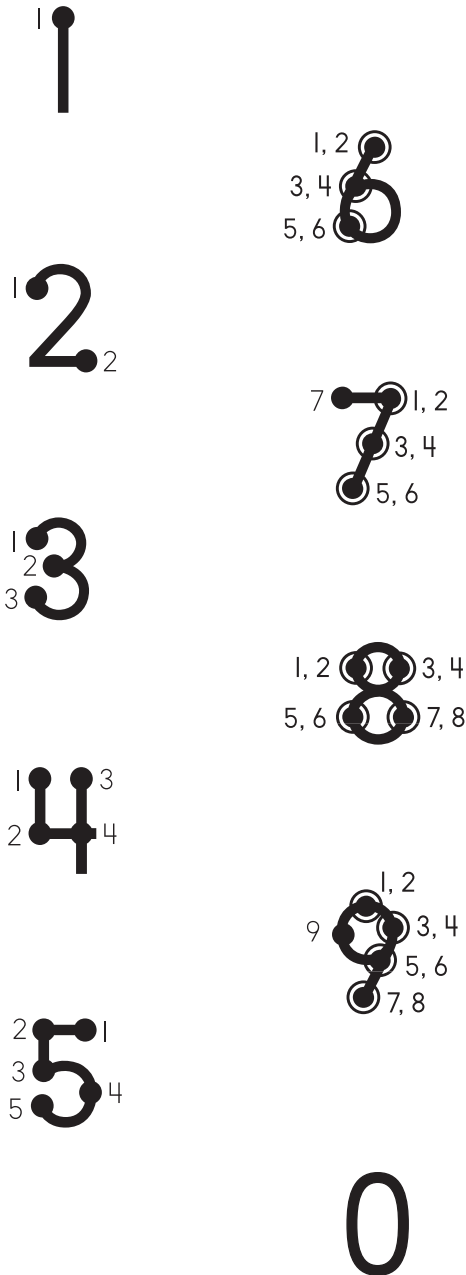
The 4-kit collection meets NCTM standards and offers you over 740 imaginative reproducible masters that provide your students with multisensory experiences in:

- **Readiness**
- **Counting**
- **Addition**
- **Backward Counting**
- **Subtraction**
- **General Math (Geometry • Pre-Algebra • Time • Money • Fractions • Measurement • Graphing/Data)**
- **Advanced (Addition • Subtraction • Geometry • Pre-Algebra • Time • Money • Fractions • Measurement • Graphing/Data)**

The sample activities on the following pages are taken from this dynamic 4-kit TouchMath Kindergarten resource.

*Recommended for kindergarten,  
and special education classrooms.*





Each digit, from 1 through 9, has TouchPoints corresponding to the digit's quantity. Numerals 1 through 5 use single TouchPoints, or dots. Numerals 6 through 9 use double TouchPoints symbolized by a dot inside of a circle. The numeral 0 has no TouchPoints, so you never touch and count a zero.

In TouchMath computation, single TouchPoints are touched and counted once, and double TouchPoints are touched and counted twice. Students always touch with their pencils in the Touching/Counting Pattern specified for a particular numeral (see patterns on this page).

In TouchMath addition, students count forward, and in subtraction they count backward. In multiplication and division, they count in sequences. In each process, students touch, count, and repeat the problem and the answer. This multisensory approach helps to ensure success for every student.

The TouchMath method simplifies and clarifies all areas of computation, develops left/right directionality, reduces number reversals, reinforces number values, eliminates guesswork, and helps to develop positive student self-images.

TouchMath is used in conjunction with existing math programs. It easily supplements any textbook series and complements the manipulative approach.

1. Teach the Beginning Addition Statement: "I touch and count all the TouchPoints on the numerals." Touch the TouchPoints on the numerals with a pencil point and count aloud in the correct order.
2. In Example A, begin counting with the top numeral in the column, 5: "1, 2, 3, 4, 5."
3. Continue counting on the 4: "6, 7, 8, 9."
4. Record the answer: 9.
5. Reinforce the facts by repeating the problem and the answer aloud.\*
6. For a longer column of numerals, Example B, repeat the first four steps and continue counting on all of the numerals. Then write the answer.

*Example A*

$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$

*Example B*

$$\begin{array}{r} 8 \\ 2 \\ 4 \\ + 6 \\ \hline \end{array}$$








**\*This step engages the auditory learning channel and is key in helping students memorize number facts. It is also especially effective for auditory learners.**

# KINDERGARTEN KIT 1 — TEACHING STRATEGIES PAGES 101-115











## OBJECTIVE:

Students will “add one” by drawing pictures, adding pictures of objects and adding TouchPoints. After studying a picture story, students will identify and write addition sentences using plus and equal signs. Students will graph pictures to show “one more.”





## MATERIALS NEEDED:

- |   |  |
|---|--|
|  Stickers        |  Plastic animals  |
|  Apples          |  Small blocks     |
|  Macaroni        |  Dried lima beans |
|  Bow-tie pasta   |  Counters         |
|  O-shaped cereal |  |




## MATH CONCEPTS:

- |   |   |
|---|---|
|  Add               |  Groups      |
|  Altogether        |  Graph       |
|  In all/Total/Sum  |  More than   |
|  One more          |  First/Third |
|  Addition sentence |  Last        |




## TEACHING TIPS:

-  Determine how these first addition pages should be used according to each child’s capabilities. Pick and choose appropriate pages for students with learning differences. Many of the worksheets have students bubble or trace the correct answers and thus are accessible to students with limited fine motor control. Students with moderate to severe learning differences and limited fine motor control may need to work with problems from the Addition Fact Practice section of this kit. Students may begin this Adding One section after they have mastered one-to-one correspondence and the identification of numbers 1–10.
-  Assessments are presented at the end of each 15-page section. Students must score 80% or above in order to proceed to the next section. If performance is lower than 80%, practice with the worksheets previously presented or use worksheets in the Addition Fact Practice section for basic addition practice.
-  It is important that once students find the correct answer, they read the entire addition sentence aloud: “One plus one equals two.” Read both horizontal and vertical number sentences. When initially introducing a number sentence, oral reading can be a group activity for the entire class.
-  Each of the four Addition sections has a seasonal theme and is rich with vocabulary expansion opportunities. The Adding One section (pages 101–115) begins with the autumn season.

## HANDS-ON ACTIVITIES:

-  Tell students that today they will learn to “**add one**.” Use counters such as acorn tops (for the fall theme) to construct number sentences such as  $3 + 1$ . Show the students that an addition sentence can be constructed both horizontally and vertically and let them discover that the answers are the same.
-  Students who need more hands-on experience with addition should be given stickers to place as TouchPoints on large problems provided in the Addition Fact Practice section of this kit.
-  Tell stories about the **addition sentences** using the names of students in your classroom. For example, “Westin has three apples in his backpack and two on his desk. How many apples does he have in all?” Have Westin act out the word problem by placing apples in his backpack and on the desk. Have students use their friends to construct addition sentences. These enactments will be an important precursor to understanding simple addition word problems.

## LITERATURE CONNECTION:

-  *One More Bunny* by Rick Walton.
-  *Moon to Sun: An Adding Book* by Sheila W. Samton.
-  *Apples Add Up* by Megan E. Bryant and Monique Stephens.

Name \_\_\_\_\_

Fall is a busy time of year for the CritterCrew! UnoBear made delicious apple cider to sell to his woodland neighbors.

Draw **1 more** apple in Uno's paw. How many apples is Uno holding **in all**? \_\_\_\_\_

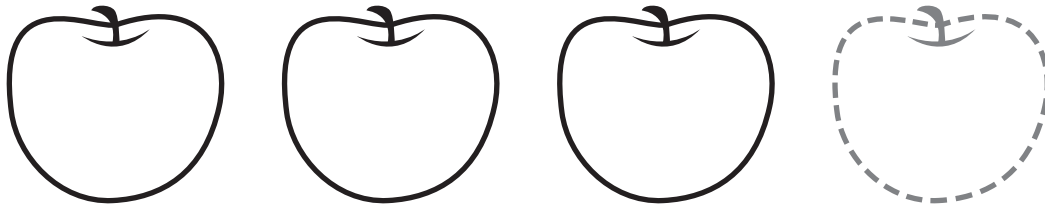
**Add 1 more** apple to the tree. Now what is the **total** number of apples in the tree? \_\_\_\_\_

Then **add 1 more** apple on Uno's table. What is the **sum** of the apples on the table? \_\_\_\_\_



Name \_\_\_\_\_

How many apples do you see? Draw **1 more** apple. Write the number of apples there are **altogether**.



\_\_\_\_\_

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How many apple seeds do you see? Draw **1 more** apple seed. Then write the **total** number of seeds.

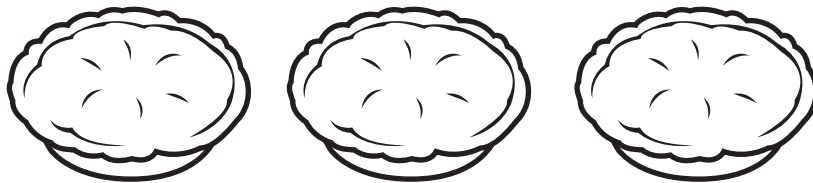


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How many apple pies do you see? Draw **1 more** apple pie. Write the number of pies **in all**.

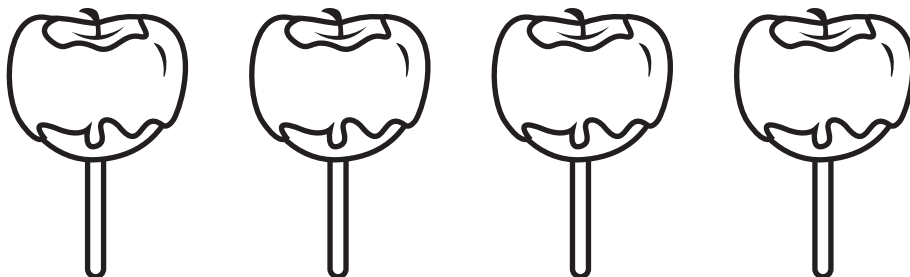


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How many caramel apples do you see? Draw **1 more** caramel apple. Write the **sum** of the apples.



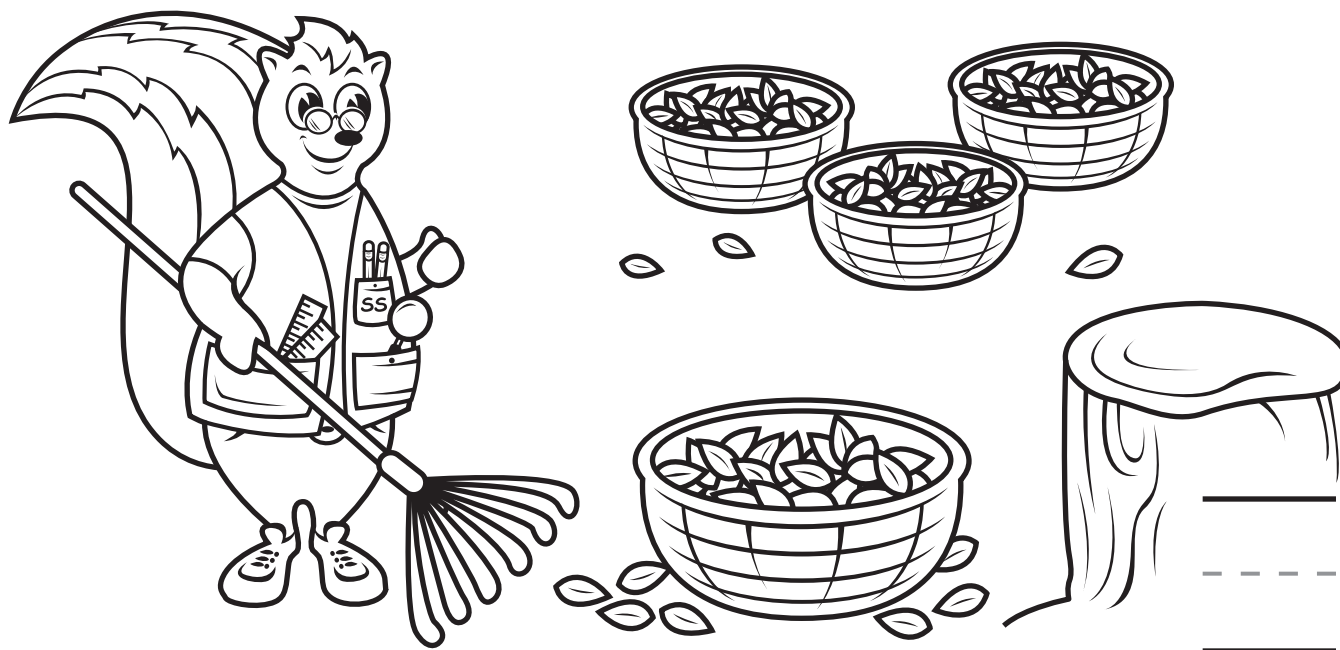
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Name \_\_\_\_\_

SkipperSkunk raked 3 baskets of leaves in the morning. He raked **1 more** basket in the afternoon. On the tree stump, write the **total** number of baskets Skipper raked.



Before school, MirabelMouse filled 6 baskets with leaves. She filled **1 more** after school. How many baskets did Mirabel fill **in all**? Write the **sum** on the tree stump.



Name \_\_\_\_\_

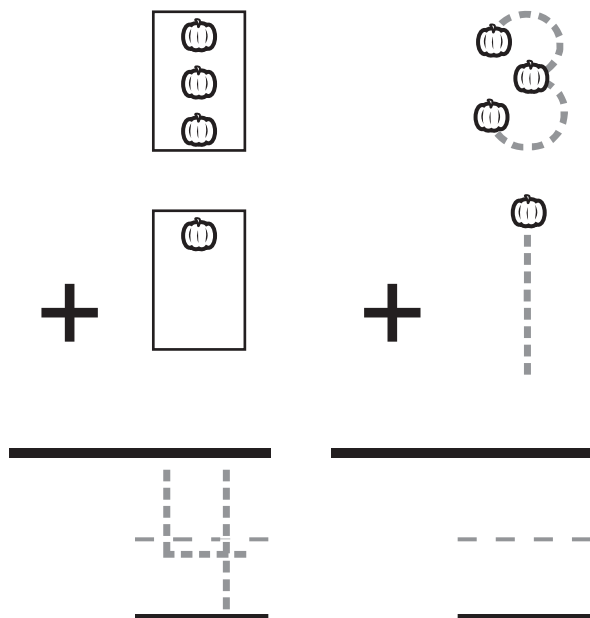
Touch and count to **add** the pumpkins. Trace and say the answer. Now practice reading the **addition sentence** to a friend.



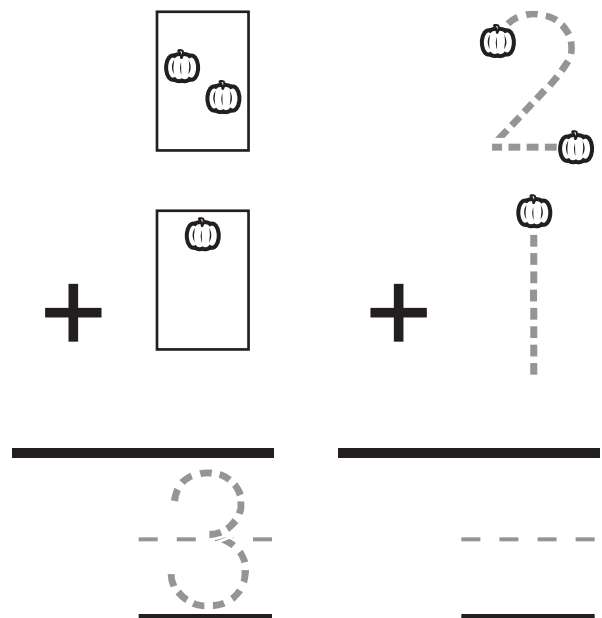
Touch and count to **add** the pumpkins. Write the **sum**.



Touch and count to **add**. Trace, then solve.



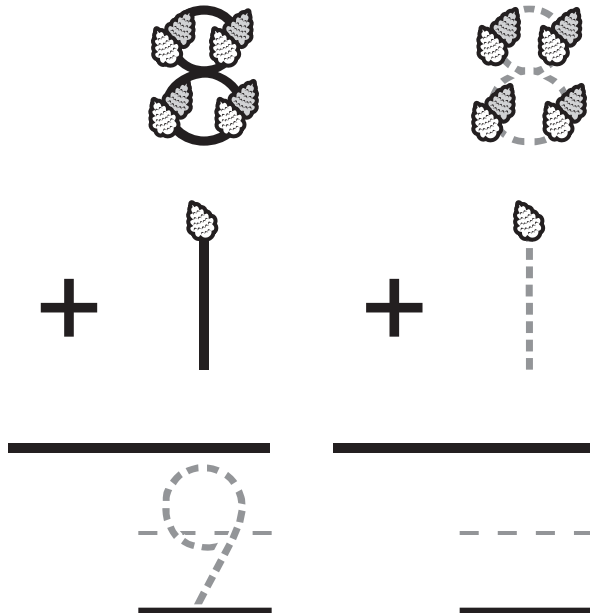
Touch and count to **add**. Trace, then solve.



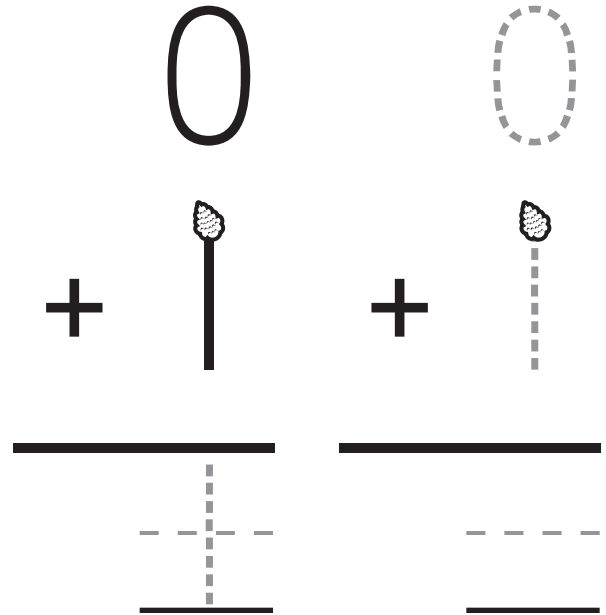


Name \_\_\_\_\_

Touch and count to **add**. Trace, then solve.



Touch and count to **add**. Trace, then solve.



Touch and count to **add** the acorns. Trace and say the answer. Now practice reading the **addition sentence** to a friend.



Trace and say the **addition sentence**. Touch and count to **add** the acorns. Write the **sum**.



Name \_\_\_\_\_

Touch and count the maple leaves to **add**. Solve and show your answer.

$$\begin{array}{r} 3 \\ + 1 \\ \hline \bigcirc 4 \\ \bigcirc 5 \end{array}$$

$$\begin{array}{r} 5 \\ + 1 \\ \hline \bigcirc 6 \\ \bigcirc 5 \end{array}$$

$$\begin{array}{r} 7 \\ + 1 \\ \hline \bigcirc 9 \\ \bigcirc 8 \end{array}$$

$$\begin{array}{r} 2 \\ + 1 \\ \hline \text{---} \\ \text{---} \end{array}$$

$$\begin{array}{r} 1 \\ + 0 \\ \hline \text{---} \\ \text{---} \end{array}$$

$$\begin{array}{r} 8 \\ + 1 \\ \hline \text{---} \\ \text{---} \end{array}$$

Write an **addition sentence** about the **groups** of oak leaves.



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+

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=

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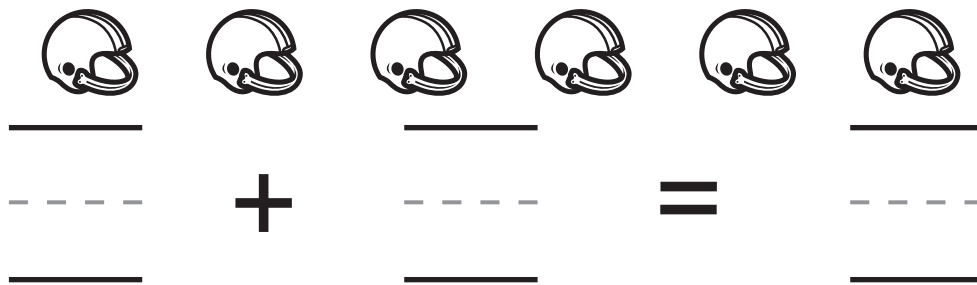
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Name \_\_\_\_\_

Ring 2 **groups**, using all 6 football helmets. Then write an **addition sentence** about the **groups**.



Touch and count the footballs. Solve the **addition sentences**.

$$\begin{array}{c} \text{2 footballs} \\ 2 \end{array} + \begin{array}{c} \text{1 football} \\ 1 \end{array} = \begin{array}{c} \text{○} \\ \text{○} \end{array} \begin{array}{c} 4 \\ 3 \end{array}$$

$$\begin{array}{c} \text{1 football} \\ 1 \end{array} + \begin{array}{c} \text{1 football} \\ 1 \end{array} = \begin{array}{c} \text{ } \\ \text{ } \\ \text{ } \end{array}$$

$$\begin{array}{c} \text{3 footballs} \\ 3 \end{array} + \begin{array}{c} \text{1 football} \\ 1 \end{array} = \begin{array}{c} \text{○} \\ \text{○} \end{array} \begin{array}{c} 6 \\ 7 \end{array}$$

$$\begin{array}{c} \text{3 footballs} \\ 3 \end{array} + \begin{array}{c} \text{1 football} \\ 1 \end{array} = \begin{array}{c} \text{ } \\ \text{ } \\ \text{ } \end{array}$$

$$\begin{array}{c} \text{7 footballs} \\ 7 \end{array} + \begin{array}{c} \text{1 football} \\ 1 \end{array} = \begin{array}{c} \text{○} \\ \text{○} \end{array} \begin{array}{c} 8 \\ 9 \end{array}$$

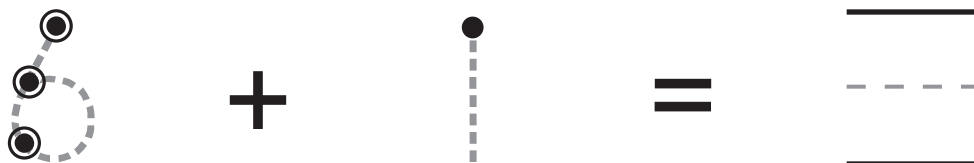
$$\begin{array}{c} \text{4 footballs} \\ 4 \end{array} + \begin{array}{c} \text{1 football} \\ 1 \end{array} = \begin{array}{c} \text{ } \\ \text{ } \\ \text{ } \end{array}$$

Name \_\_\_\_\_

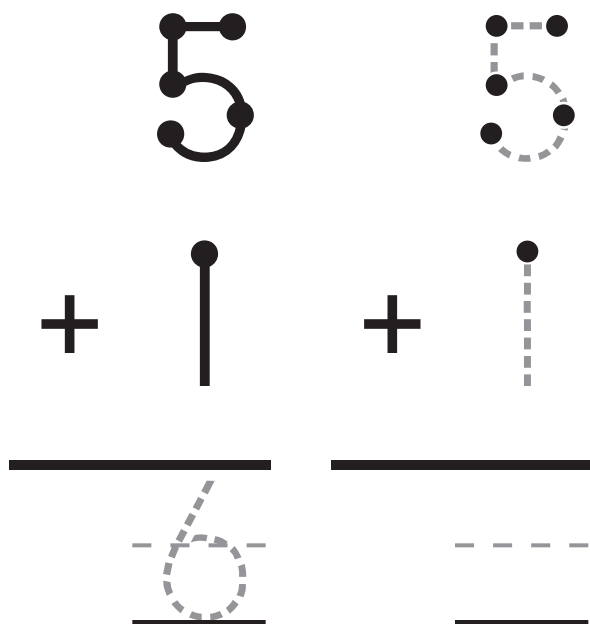
Touch and count to **add** the TouchPoints. Trace and say the **total**. Now practice reading the **addition sentence** to a friend.



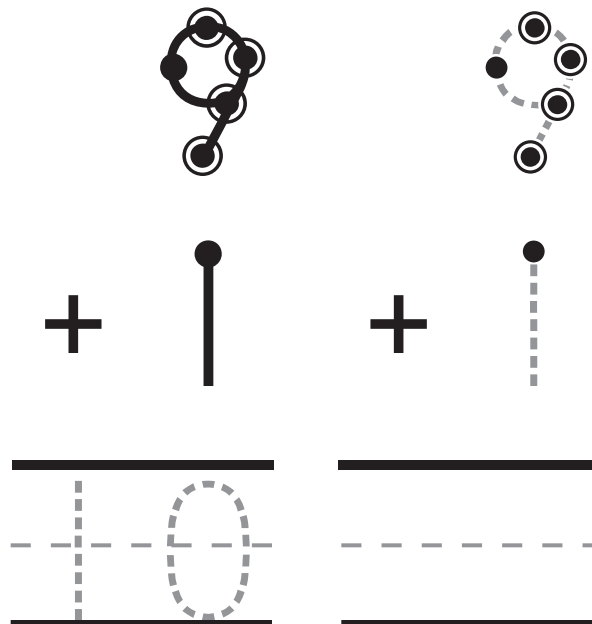
Trace and say the **addition sentence**. Touch and count the TouchPoints to **add**. Write the **sum**.



Touch and count to **add**. Trace, then solve.



Touch and count to **add**. Trace, then solve.



Name \_\_\_\_\_

Touch and count the TouchPoints. Fill in the bubble beside the correct **total**.

$$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$$

☐ 4  
☐ 3

$$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$$

☐ 8  
☐ 9

$$\begin{array}{r} 3 \\ + 1 \\ \hline \end{array}$$

☐ 4  
☐ 5

$$\begin{array}{r} 1 \\ + 0 \\ \hline \end{array}$$

☐ 1  
☐ 0

$$\begin{array}{r} 1 \\ + 6 \\ \hline \end{array}$$

☐ 8  
☐ 7

$$\begin{array}{r} 1 \\ + 5 \\ \hline \end{array}$$

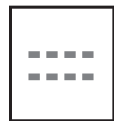
☐ 7  
☐ 6

Color the **first** poplar leaf **red**. Color the **third** poplar leaf **yellow**. Color the **last** leaf **green** and the **second** leaf **brown**. Which leaf is not colored?



Name \_\_\_\_\_

Trace the plus and equal signs. Touch and count the TouchPoints to **add**. Then write the **sum**.



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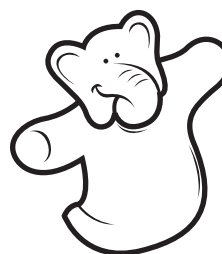
Write the plus and equal signs. Touch and count the TouchPoints to **add**. Then write the **sum**.



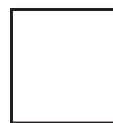
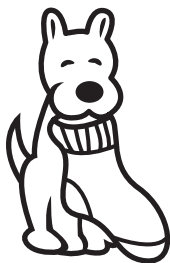
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Write the plus and equal signs. Touch and count the TouchPoints to **add**. Then write the **sum**.



\_\_\_\_\_

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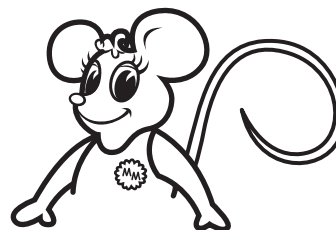
Write the plus and equal signs. Touch and count the TouchPoints to **add**. Then write the **sum**.



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Name \_\_\_\_\_

Look carefully at the autumn scene. What **addition sentences** can you think of by studying the picture?



Use the autumn scene above to discover the correct **addition sentences**. Match a picture on the left with a **number sentence** on the right.



$$3 + 1 = 4$$

$$5 + 1 = 6$$

$$9 + 1 = 10$$

$$1 + 4 = 5$$

Name \_\_\_\_\_

Write an **addition sentence** about the **groups** of apples.



$$\begin{array}{r} \underline{\quad} \\ - - - \\ \underline{\quad} \end{array} + \begin{array}{r} \underline{\quad} \\ - - - \\ \underline{\quad} \end{array} = \begin{array}{r} \underline{\quad} \\ - - - \\ \underline{\quad} \end{array}$$

Touch and count to **add**. Fill in the bubble beside the correct answer.

$$\begin{array}{r} 1 \\ + 6 \\ \hline \end{array}$$

☐ 7  
☐ 8

$$\begin{array}{r} 1 \\ + 5 \\ \hline \end{array}$$

☐ 7  
☐ 6

$$\begin{array}{r} 1 \\ + 3 \\ \hline \end{array}$$

☐ 4  
☐ 5

$$\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$$

☐ 9  
☐ 10

$$\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$$

☐ 8  
☐ 9

$$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$$

☐ 3  
☐ 4



Name \_\_\_\_\_

Touch and count the TouchPoints to **add**. Write the **sum**.

$$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$$

\_\_\_\_\_

$$\begin{array}{r} 5 \\ + 1 \\ \hline \end{array}$$

\_\_\_\_\_

$$\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$$

\_\_\_\_\_

$$\begin{array}{r} 3 \\ + 1 \\ \hline \end{array}$$

\_\_\_\_\_






$$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$$

\_\_\_\_\_

$$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$$





\_\_\_\_\_

Look at the **graph**. Draw apples to show 1 **more** apple **than** there are pies.

Name \_\_\_\_\_

Draw footballs to show 1 **more** football **than** there are goal posts.

Touch and count the TouchPoints to **add**. Write the **sum**.

$$\begin{array}{c} \bullet \\ \bullet \\ \bullet \end{array} 5 + 1 = \begin{array}{c} \rule{1cm}{0.4pt} \\ \rule{1cm}{0.4pt} \\ \rule{1cm}{0.4pt} \end{array}$$

$$2 + 1 = \begin{array}{c} \rule{1cm}{0.4pt} \\ \rule{1cm}{0.4pt} \\ \rule{1cm}{0.4pt} \end{array}$$

$$1 + \begin{array}{c} \bullet \\ \bullet \\ \bullet \end{array} 3 = \begin{array}{c} \rule{1cm}{0.4pt} \\ \rule{1cm}{0.4pt} \\ \rule{1cm}{0.4pt} \end{array}$$

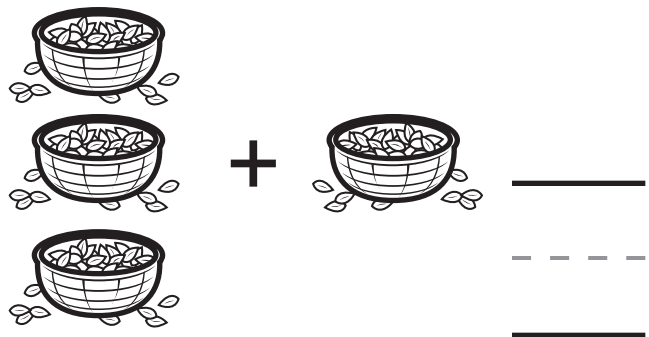
$$1 + 0 = \begin{array}{c} \rule{1cm}{0.4pt} \\ \rule{1cm}{0.4pt} \\ \rule{1cm}{0.4pt} \end{array}$$

$$\begin{array}{c} \bullet \\ \bullet \\ \bullet \end{array} 5 + 1 = \begin{array}{c} \rule{1cm}{0.4pt} \\ \rule{1cm}{0.4pt} \\ \rule{1cm}{0.4pt} \end{array}$$

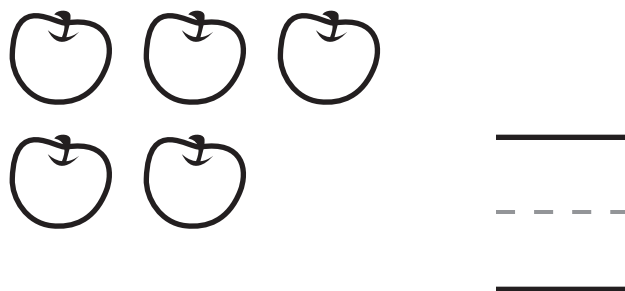
$$\begin{array}{c} \bullet \\ \bullet \\ \bullet \end{array} 3 + 1 = \begin{array}{c} \rule{1cm}{0.4pt} \\ \rule{1cm}{0.4pt} \\ \rule{1cm}{0.4pt} \end{array}$$

Name \_\_\_\_\_

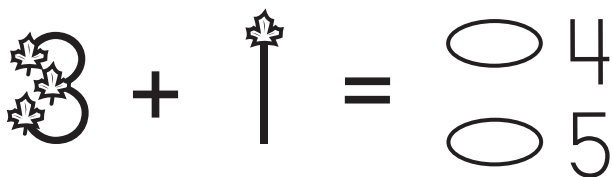
1. Add the baskets and write how many in all.



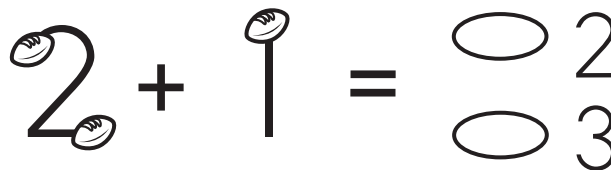
2-3. Draw 1 more apple. Write the total.



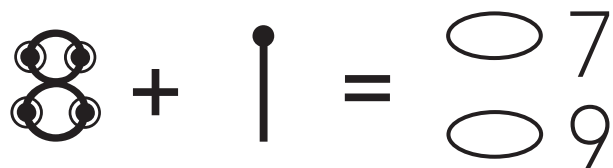
4. Fill in the bubble beside the correct sum.



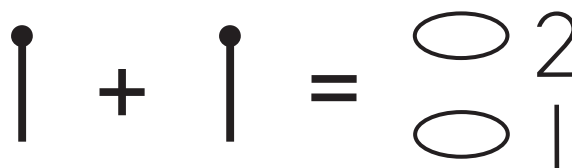
5. Fill in the bubble next to the correct total.



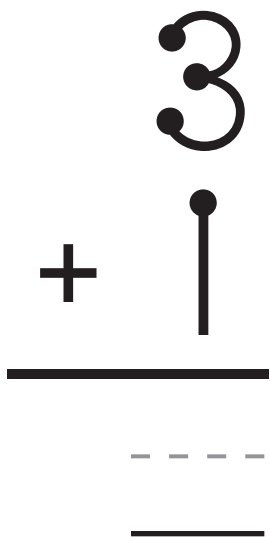
6. Fill in the bubble beside the correct sum.



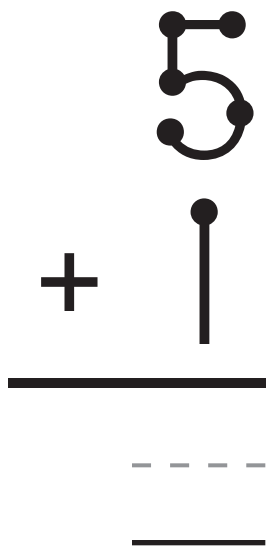
7. Fill in the bubble next to the correct total.



8. Write the sum.



9. Write the total.



10. Write the sum.

