ADD UP BUTTON GAME

Each child will need:

- a medium size plastic lid (at least 6 inch diameter if circular, the shape is not that important)
- 10 buttons
- a copy of page 2

Drop and Count

- Place the plastic lid on the floor. If it has a ridge around it, place the lid so that the side with the ridge is faceup.
- Hold ten buttons in one hand. Standing close to the lid, hold your hand with the buttons over the lid. Drop the buttons all at once. (You are trying to drop all the buttons onto the lid.)
- Count the buttons that fell and remained on the lid and count the buttons that fell or bounced out of the lid.
- How many buttons are on the lid? How many are on the floor? Record your findings in the first equation on the recording sheet.
- Now add your two numbers and record the answer. Do the two numbers add up to 10? Of course they do! Do you know why?
- Repeat this procedure ten times until you complete the equations on the recording sheet.
- Compare your recording sheet with a friend's. How many different ways did you add up to 10?

TRY THIS!

As a variation of the activity, kneel down beside the lid. Again, put ten buttons in your hand, hold your hand over the lid, and drop the buttons all at once. Do more buttons stay ON THE LID when you drop them from a lower height? How can you explain why this is or is not so?

Albert Adds Up

Printable Activity Page 2
www.kanepress.com

For use with ADD UP BUTTON GAME

ON THE LID	+	OUT OF THE LID	=	ALTOGETHER
________	+	________	=	________
ON THE LID	+	OUT OF THE LID	=	ALTOGETHER
________	+	________	=	________
ON THE LID	+	OUT OF THE LID	=	ALTOGETHER
________	+	________	=	________
ON THE LID	+	OUT OF THE LID	=	ALTOGETHER
________	+	________	=	________
ON THE LID	+	OUT OF THE LID	=	ALTOGETHER
________	+	________	=	________
ON THE LID	+	OUT OF THE LID	=	ALTOGETHER
________	+	________	=	________
ON THE LID	+	OUT OF THE LID	=	ALTOGETHER
________	+	________	=	________
ON THE LID	+	OUT OF THE LID	=	ALTOGETHER
________	+	________	=	________
ON THE LID	+	OUT OF THE LID	=	ALTOGETHER
________	+	________	=	________
ON THE LID	+	OUT OF THE LID	=	ALTOGETHER
________	+	________	=	________

COUNT UP, COUNT DOWN

First Count Up

- Have children hold up both hands with one fist clenched and one finger of the other hand extended to show the number 1.
- Say: *I'm going to read a poem to you.* When you hear the line that says one muffin has been added, extend another finger.
- Read the first stanza of the poem. Check that children understand to extend another finger when you read the fourth line.

Add Up Muffins

One little muffin in a bakery shop,
Covered with yummy berries on top.
Along comes (child's name) up to the tray.
He/She adds one muffin
And runs away.

Two little muffins in a bakery shop,
Covered with yummy berries on top.
Along comes (a child's name) up to the tray.
He/She adds one muffin
And runs away.

Three little muffins in a bakery shop,
Covered with yummy berries on top.
Along comes (a child's name) up to the tray.
He/She adds one muffin
And runs away.

(Repeat the rhyme until children have raised all ten fingers.)

- As you finish reading each stanza, ask children how many muffins are in the bakery shop. Continue until children have extended all ten fingers.
- Ask: *How many muffins are in the bakery shop? That's right. Ten.*

Now Count Down

- Copy page 4. Have children hold up both hands with all ten fingers extended. Read page 4, repeating the procedure you used for the counting up activity.
- As you read each stanza, have children bend one finger down to show that a muffin has been taken away.

For use with COUNT UP, COUNT DOWN

TAKE AWAY MUFFINS

Ten little muffins in a bakery shop,
Covered with yummy berries on top.
Here comes (child's name) with a penny to pay,
She/He takes a yummy muffin,
And runs away!

Nine little muffins in a bakery shop,
Covered with yummy berries on top.
Along comes (child's name) with a penny to pay,
She/He takes a yummy muffin,
And runs away!

Eight little muffins in a bakery shop,
Covered with yummy berries on top.
Along comes (child's name) with a penny to pay,
She/He takes a yummy muffin,
And runs away!

Seven little muffins in a bakery shop,
Covered with yummy berries on top.
Along comes (child's name) with a penny to pay,
She/He takes a yummy muffin,
And runs away!

Six little muffins in a bakery shop,
Covered with yummy berries on top.
Along comes (child's name) with a penny to pay,
She/He takes a yummy muffin,
And runs away!

Five little muffins in a bakery shop,
Covered with yummy berries on tope.
Along comes (a child's name) with a penny to pay,
She/He takes a yummy muffin,
And runs away!

Four little muffins in a bakery shop,
Covered with yummy berries on top.
Along comes (child's name) with a penny to pay,
She/He takes a yummy muffin,
And runs away!

Three little muffins in a bakery shop,
Covered with yummy berries on top.
Along comes (child's name) with a penny to pay,
She/He takes a yummy muffin,
And runs away!

Two little muffins in a bakery shop,
Covered with yummy berries on top.
Along comes (child's name) with a penny to pay,
She/He takes a yummy muffin,
And runs away!

One little muffin in a bakery shop,
Covered with yummy berries on top.
Along comes (child's name) with a penny to pay,
She/He takes the yummy muffin,
And runs away!

MYSTERY TAKE AWAY

Each child will need:

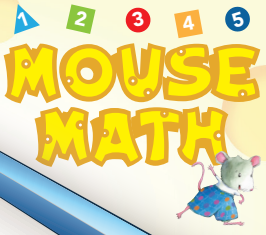
- 10 small items, such as toy cars, toy animals, action figures
- A copy of page 6 and a pencil or crayon
- A drawing on a separate sheet of paper of the number line shown below.

How Many Are Left?

- Place the 10 items children collect on the floor. Point out that the game is starting with 10 items.
- Tell children to close their eyes. Take away 1 or 2 of the items. (You can hide them behind your back or cover them with a towel.)
- Tell children to open their eyes. Ask: *How many toys are still here?* Then have children record this number on the last blank of the first equation on their copy of page 6.
- Then ask: *How many toys have disappeared?* If children need help, have them use the number line to visualize counting down from 10 to the number of toys left.
- Record the number of missing toys on the first blank of the first equation. An example might look like this: 10 – 2 = 8.
- Have children read aloud the equation.
- Return the missing toys to the pile. Point out to children that again they are starting with 10 items. Then have them close their eyes again. Take away a different number of toys. Repeat the activity until children fill out all the equations. (Take away a different number of toys each time.)
- When children have completed page 6, have them look at the different numbers that can be "taken away" from 10 and the results.

CHALLENGE

Ask: How would you fill out the equation if none of the toys disappeared? (10 – 0 = 10)



Albert Adds Up

Printable Activity Page 6

www.kanepress.com

For use with MYSTERY TAKE AWAY

10	–	_____	=	_____
10	–	_____	=	_____
10	–	_____	=	_____
10	–	_____	=	_____
10	–	_____	=	_____
10	–	_____	=	_____
10	–	_____	=	_____
10	–	_____	=	_____
10	–	_____	=	_____
10	–	_____	=	_____