Mighty Math

for 4-6 year olds
Beginner Mathematician
BOOK 2

Introducing ARITHMETIC

Kim Freeman

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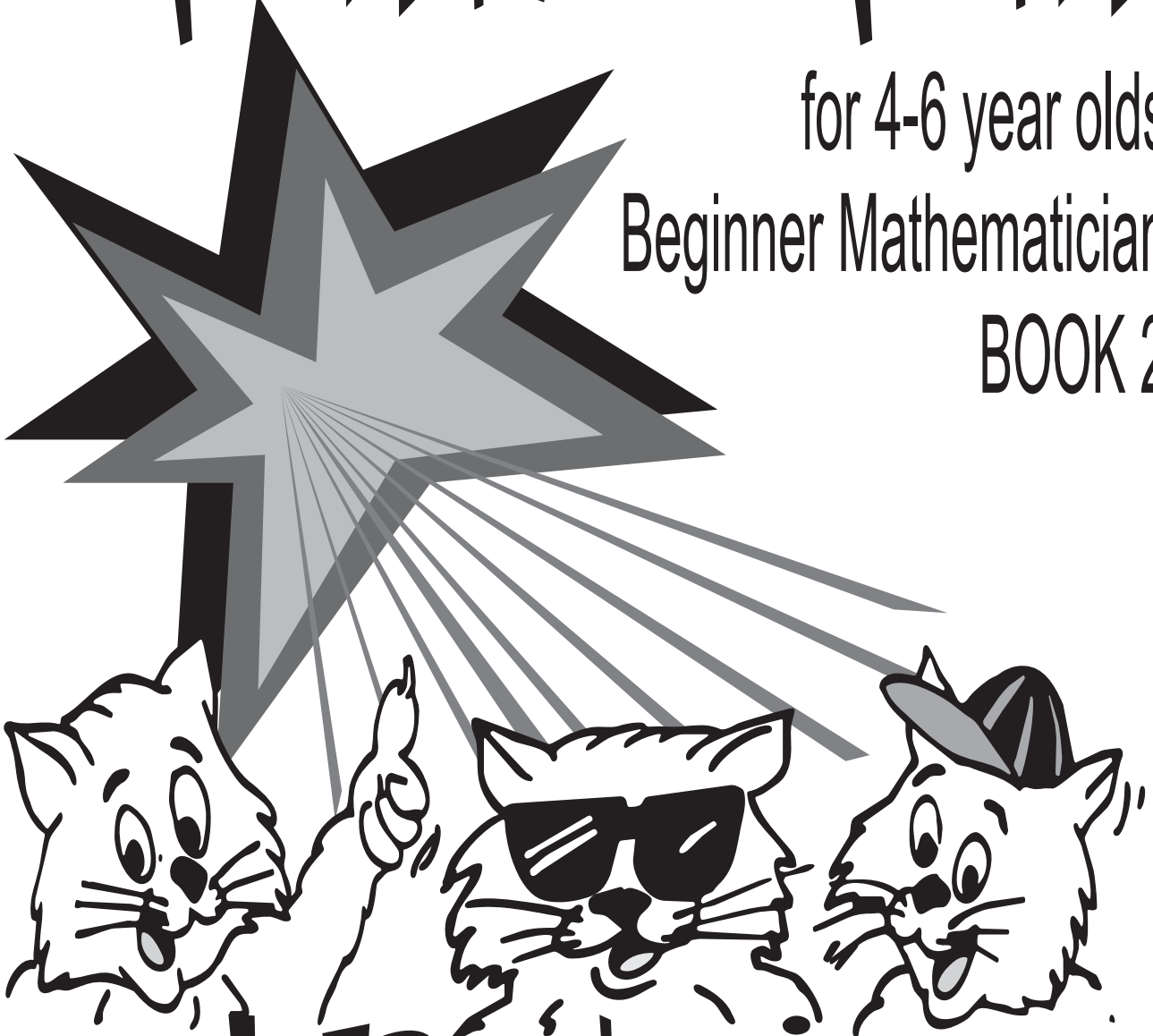

Introducing ARITHMETIC

Kim Freeman

HOW CAN YOU HELP YOUR CHILD IN MATHEMATICS?

When children start school they are in a large class of students who have a wide range of abilities. Some can already count, write their name and recognise numbers and simple words. Others have not developed these skills.

HOW CAN I MOTIVATE MY CHILD?

It is important to get involved and to help your child understand the material. Note that this does not mean you do all the work for them. When an enthusiastic parent becomes involved with the learning it sends the child an important message that the parent values the learning experience.

HOW CAN I MAKE THE BEST USE OF THIS BOOK?

Book 2 at this level is an introduction to the arithmetic operations of addition, subtraction and multiplication.

- Choose a time when your child is alert and eager to learn.
- Sit down and explain each of the concepts.
- Reinforce concepts in the book by discussing the signs (+, - and $\times$), and what each means. Adding means more objects, subtraction means less objects or taking objects away, and multiplication is a quick way of adding by putting things together in groups.
- As your child is progressing through the book, you will get an idea of the areas that may need extra attention.

WHAT HAPPENS IF MY CHILD DOES NOT GET THE ANSWERS CORRECT?

Mistakes provide wonderful learning opportunities. Don't worry! This series of books is their first introduction to numbers, arithmetic and mathematics. Go over the pages, praise what has been done right and talk about what has gone wrong. Rub out their answers then let them try that page again or simply draw up some more questions on your own paper. With some children this process will take time, however practice and repetition will lead to increased confidence in mathematics.

HOW LONG SHOULD MY CHILD SPEND ON MATHEMATICS?

Young children lack the attention span necessary for long periods of study. Most will need to be encouraged to start an activity but don't force them. Young children benefit more from short, frequent 10 - 15 minutes bursts on any activity. After this, let them move onto something completely different.

We hope that you and your child have fun as they learn with the Mighty Math series. At Mahobe, we certainly had fun putting it all together for you.

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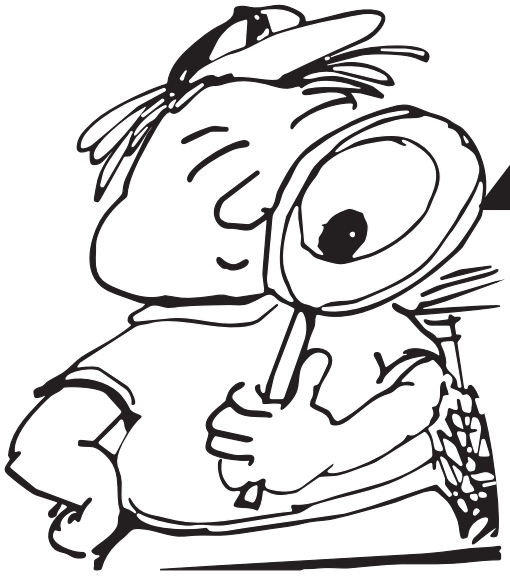
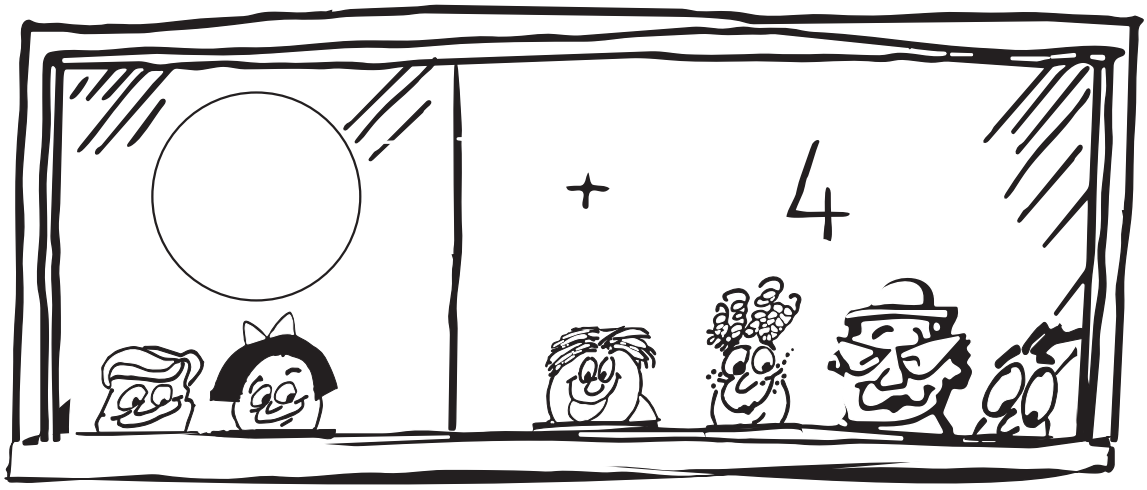
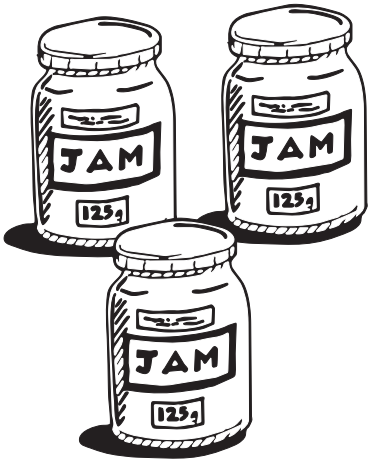


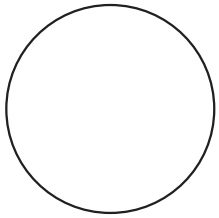
Let's look at ADDITION

How many people are looking through the window?



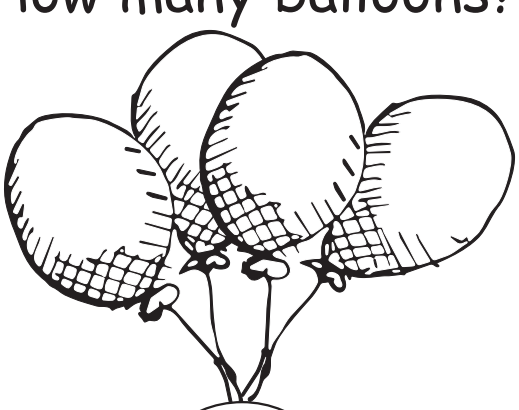


How many jars of jam are there?



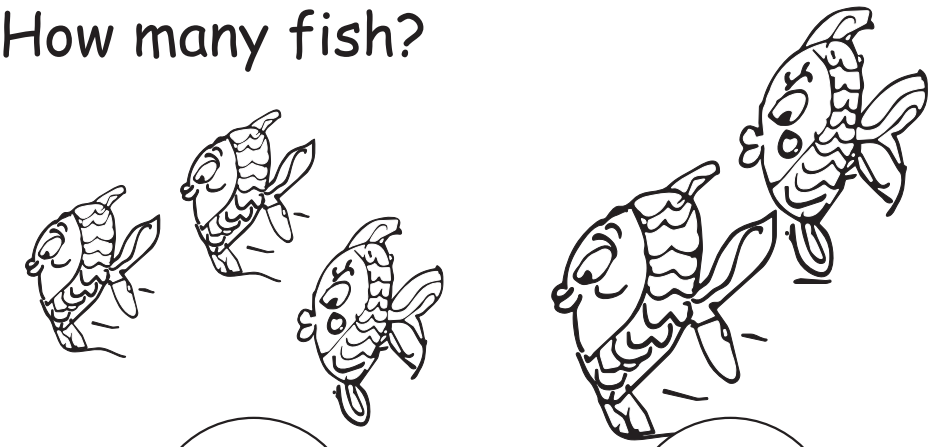
+ 2 = 5

How many balloons?



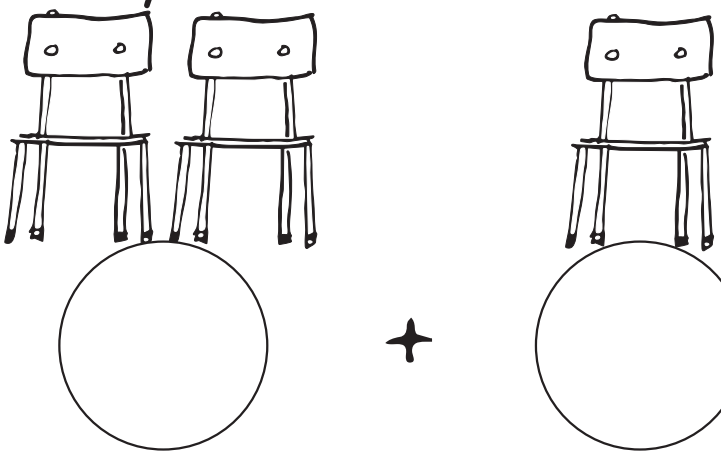
4 + ◯ = ☐

How many fish?



◯ + 2 = ☐

How many chairs?



◯ + ◯ = ☐

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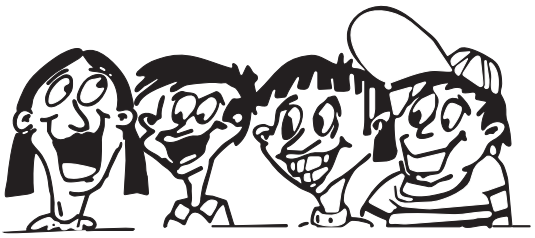
How many cartons of milk?

○ + ○ = □

How many apples?

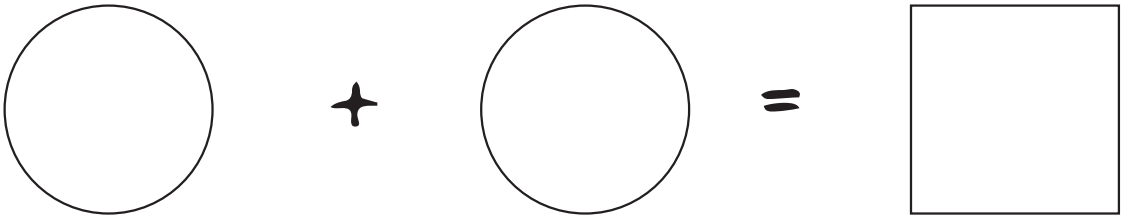
○ + ○ = □

How many children?

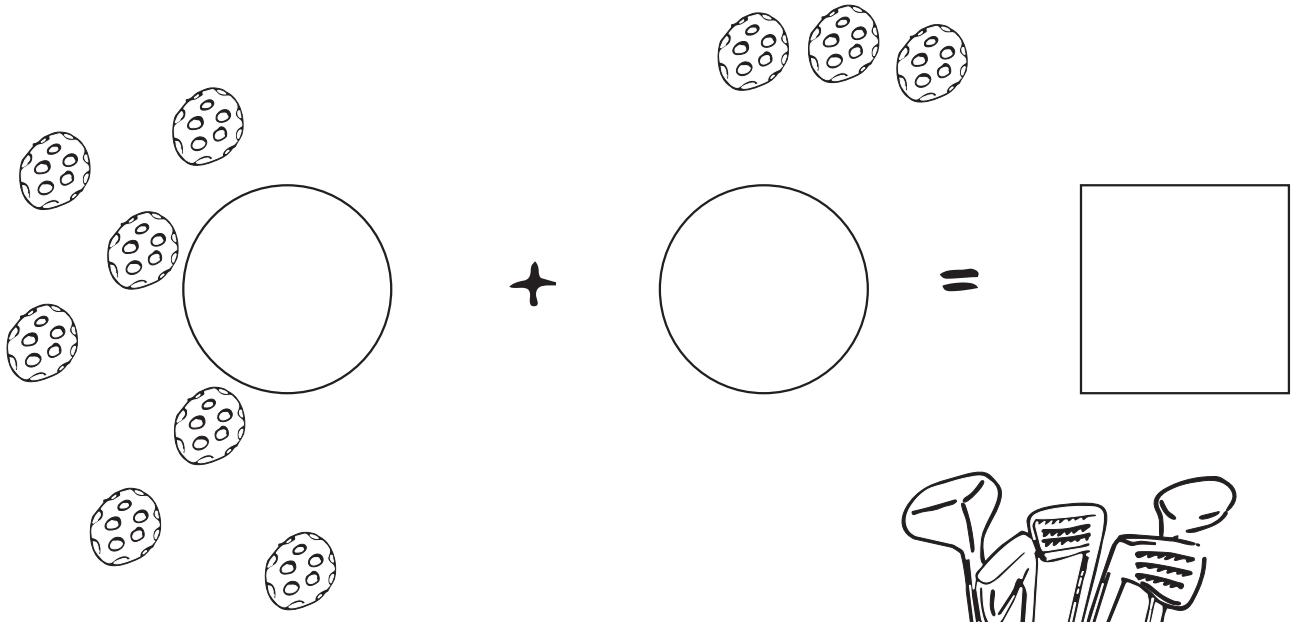


○ + ○ = □

How many cool cats?



How many golf balls?



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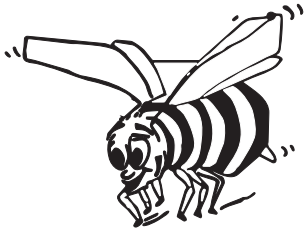
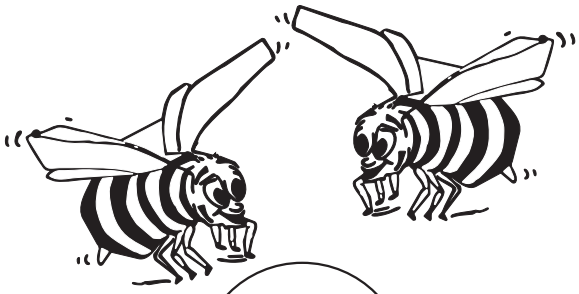
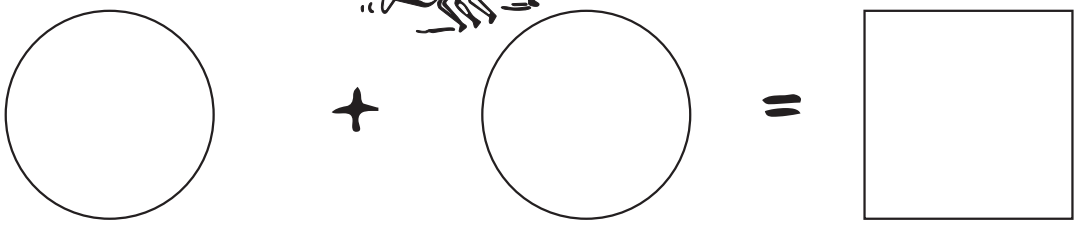
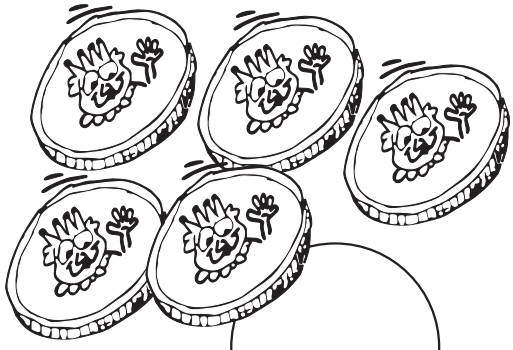
How many bees?

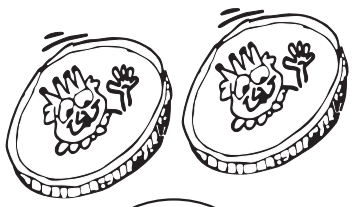


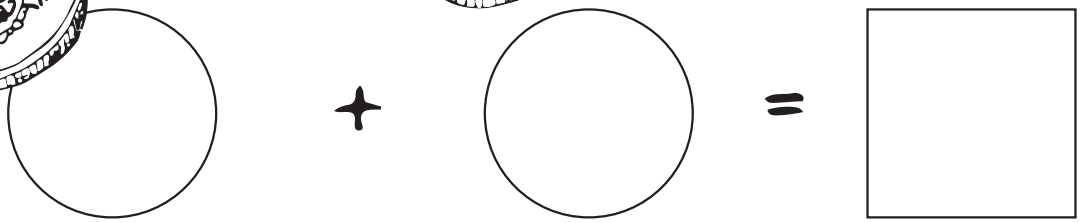




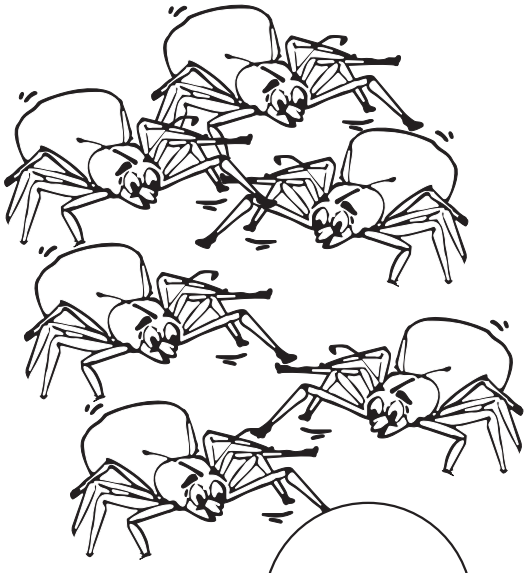
How many coins?

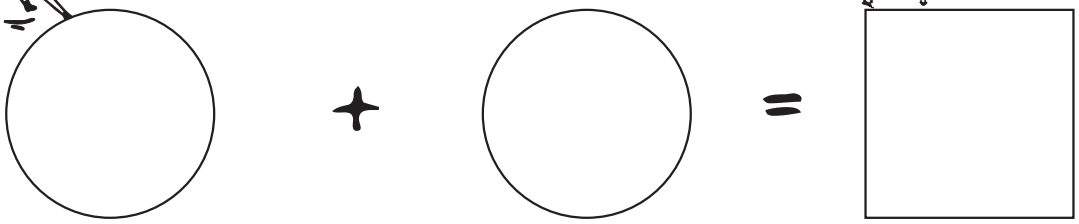




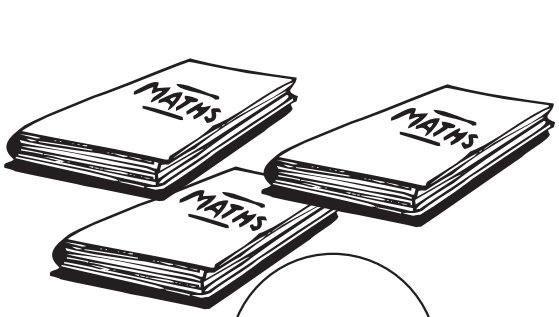


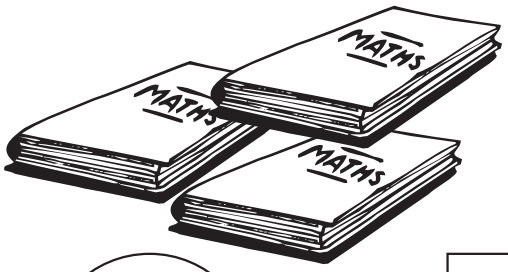
How many spiders?

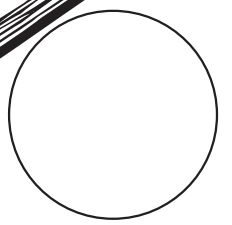




How many books?







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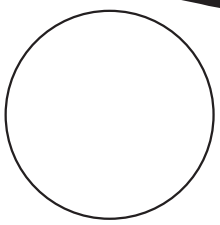

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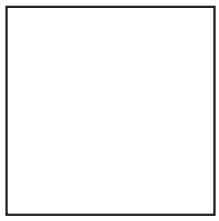
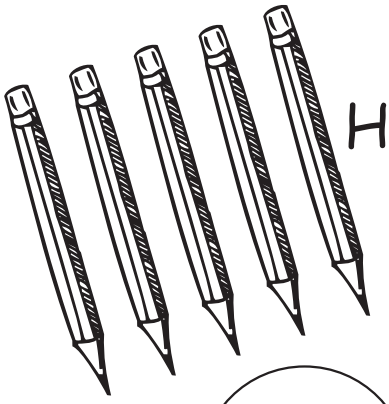
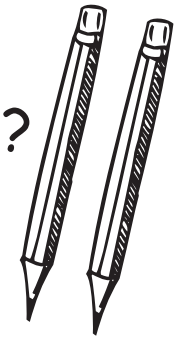
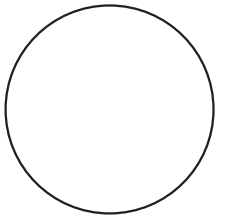


How many pencils?







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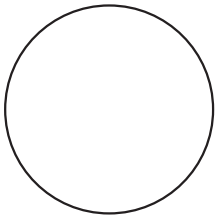

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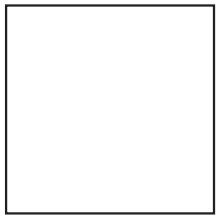
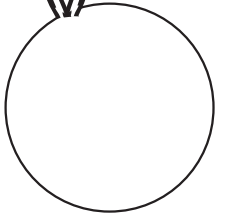


How many sun flowers?



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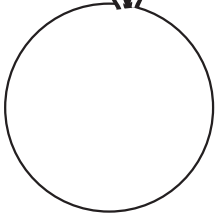

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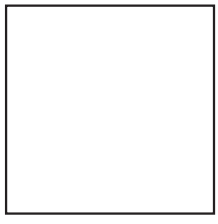

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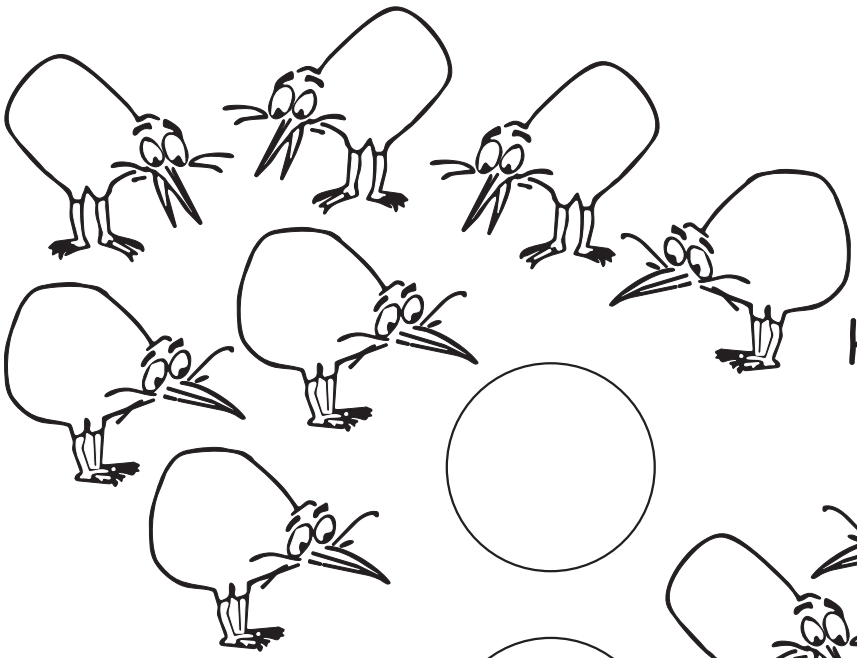
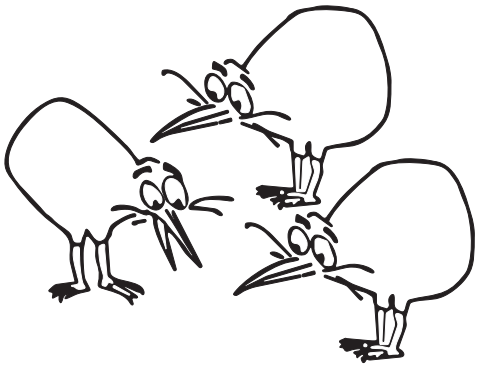
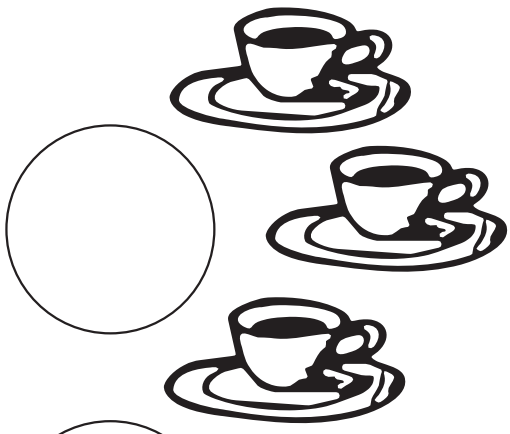


How many kiwis?



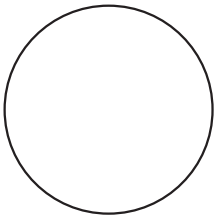
+ ◯ + ◯ = □

How many cups?



+ ◯ = □

How many packets of tea?



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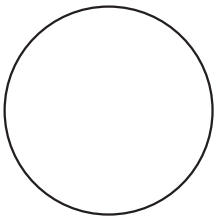

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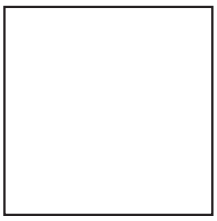
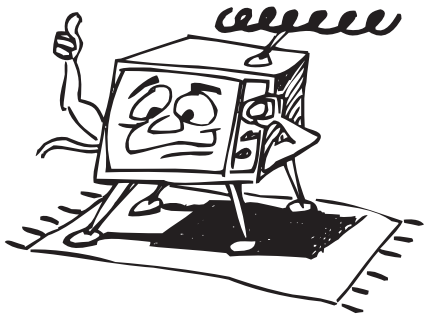
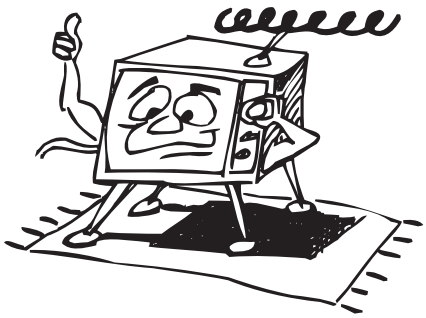
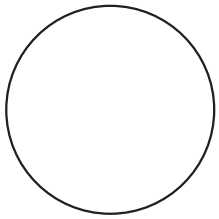
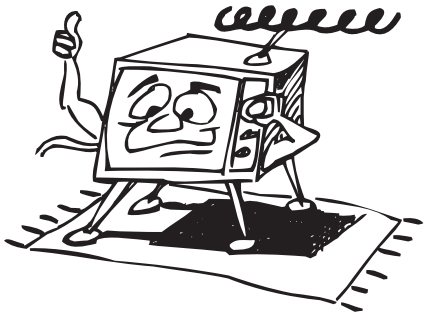


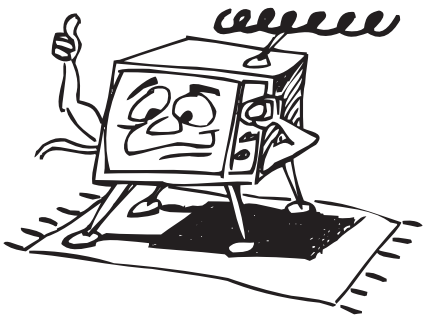
How many televisions?











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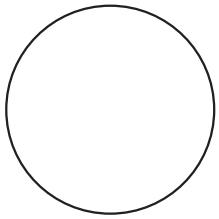

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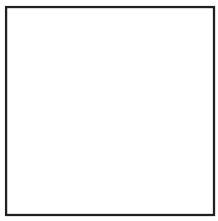

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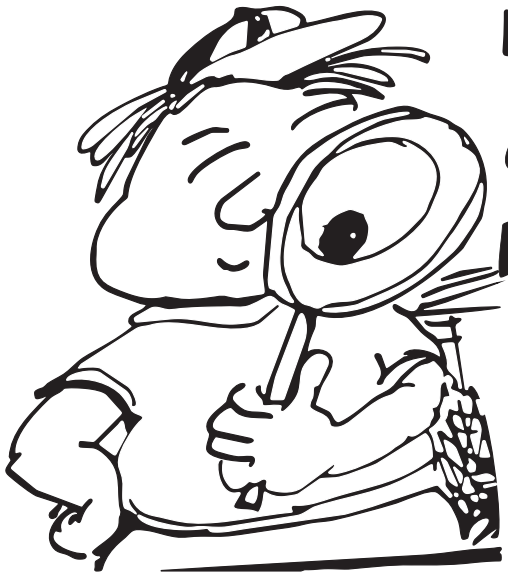


Let's look at

SUBTRACTION

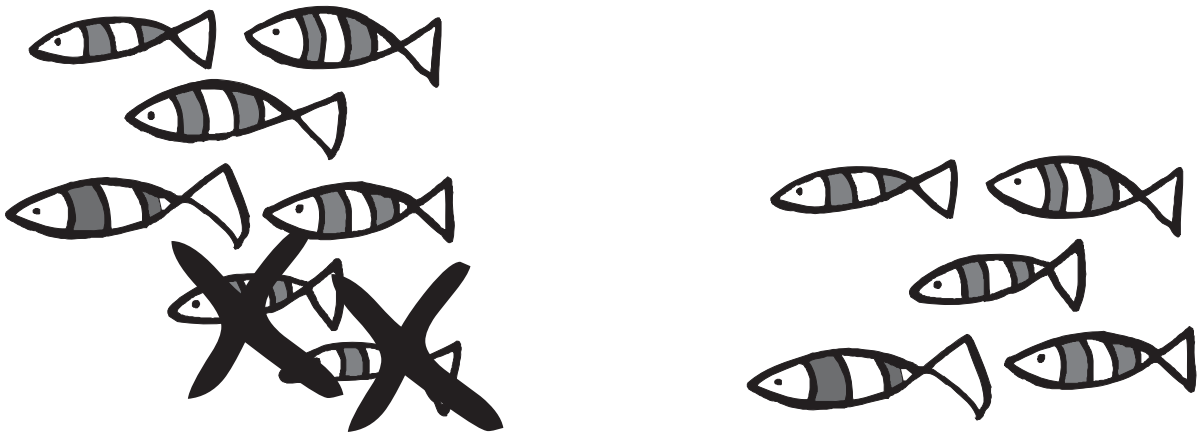
3 ice-creams.
Take away 2 ice-creams.
How many are left?

3 - 2 = ☐

4 umbrellas.
Take away 1 umbrella.
How many are left?

4 - 1 = ☐

7 fish, 2 swim away.
How many are left?



7 - 2 = ☐

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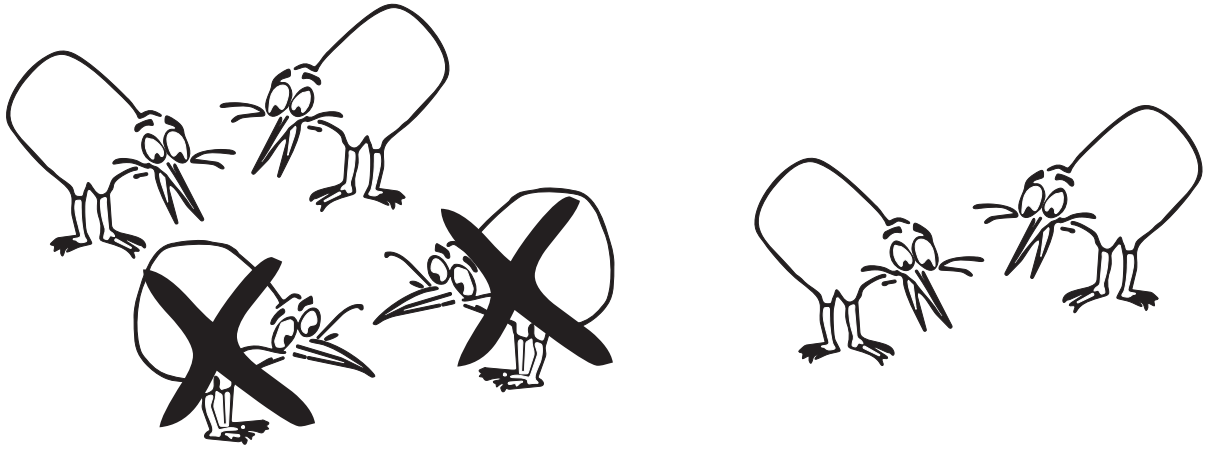
3 candles.
Take away 1 candle.
How many are left?

3 - 1 = ☐

5 muffins.
Take away 3 muffins.
How many are left?

5 - 3 = ☐

4 kiwis.
Take away 2 kiwis.
How many are left?



4 - 2 = ☐

6 coins.
Take away 4 coins.
How many are left?

6 - 4 = ☐

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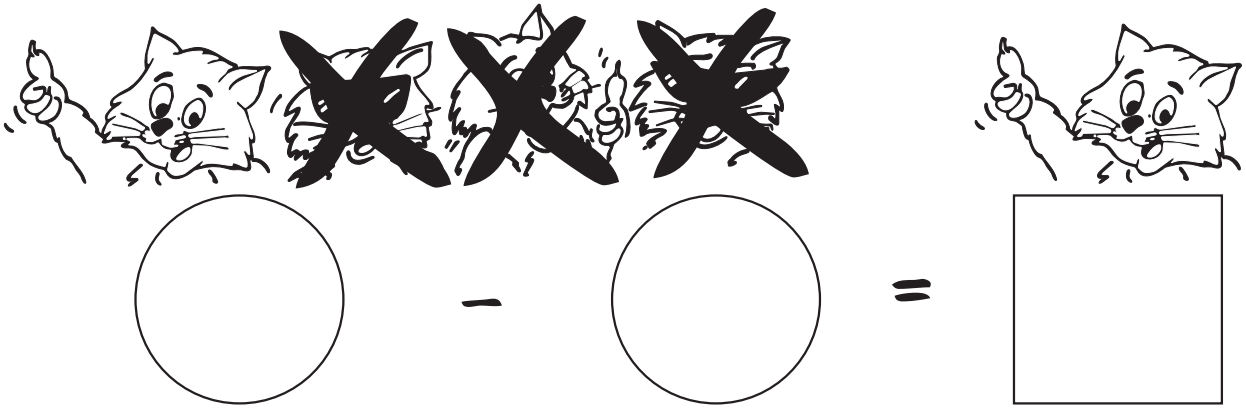
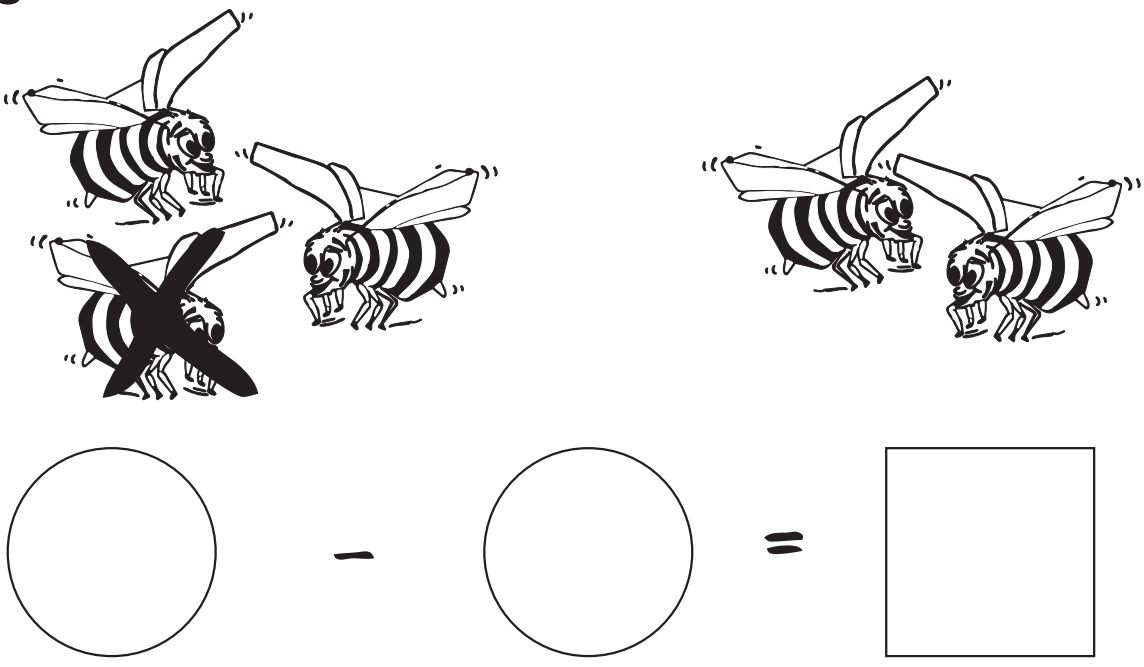
You fill in the missing spaces.

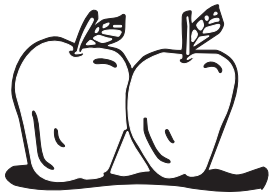
Cats

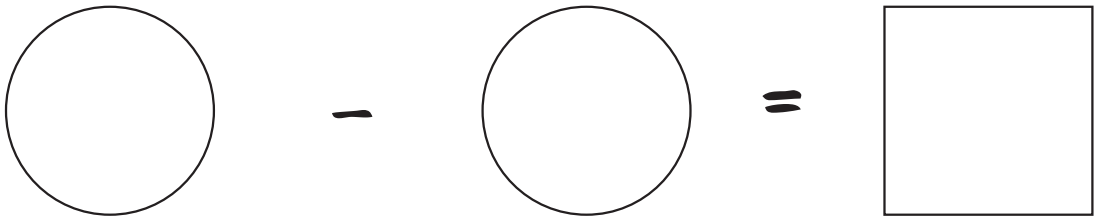


Bees

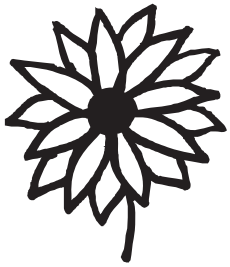


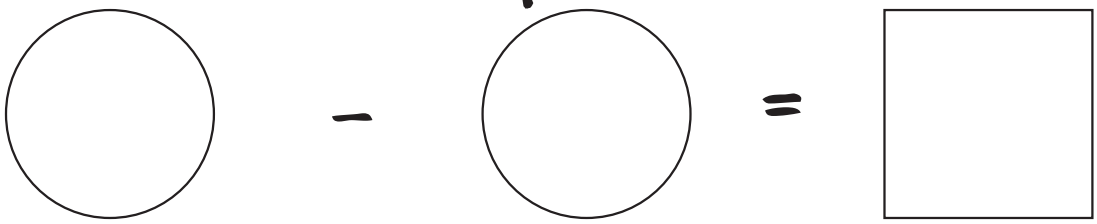
Apples



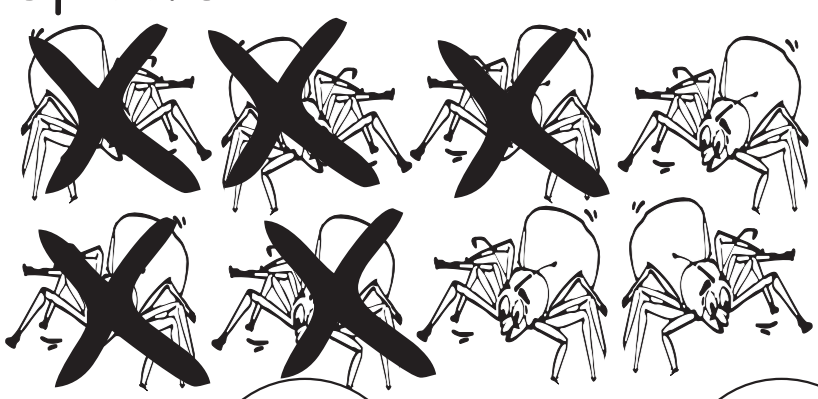


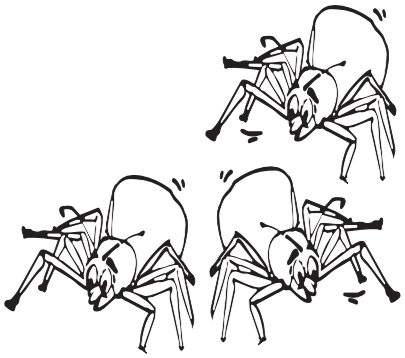
Flowers

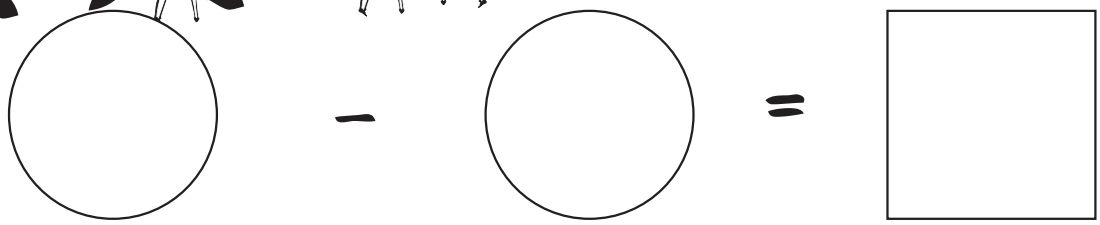




Spiders







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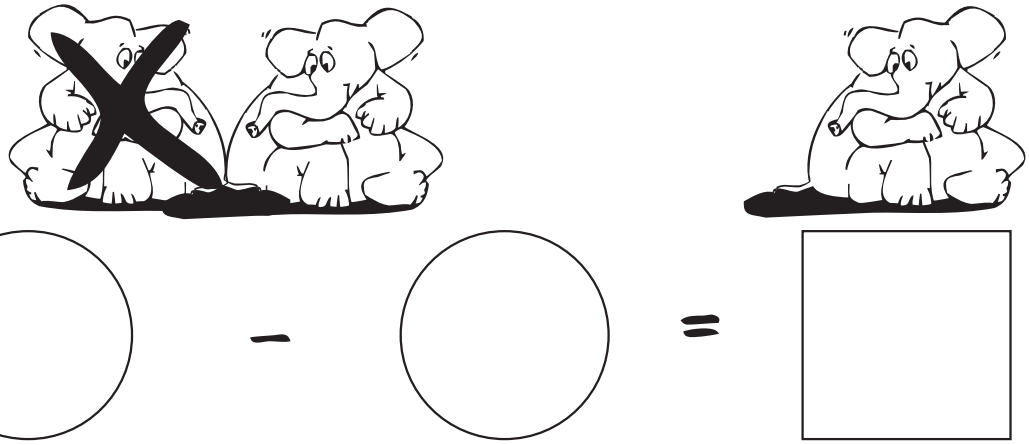
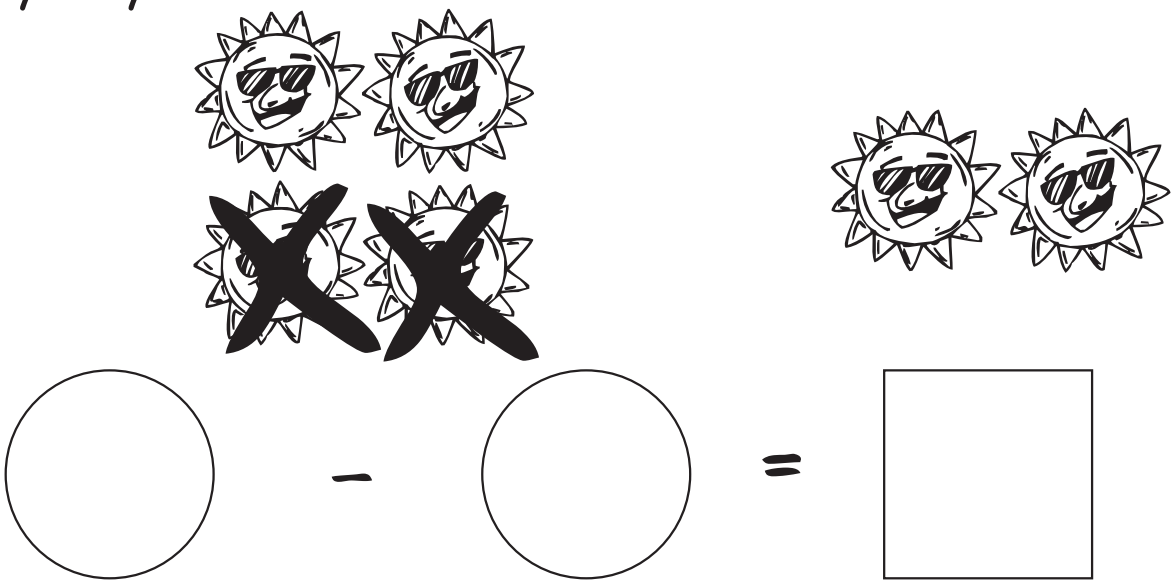
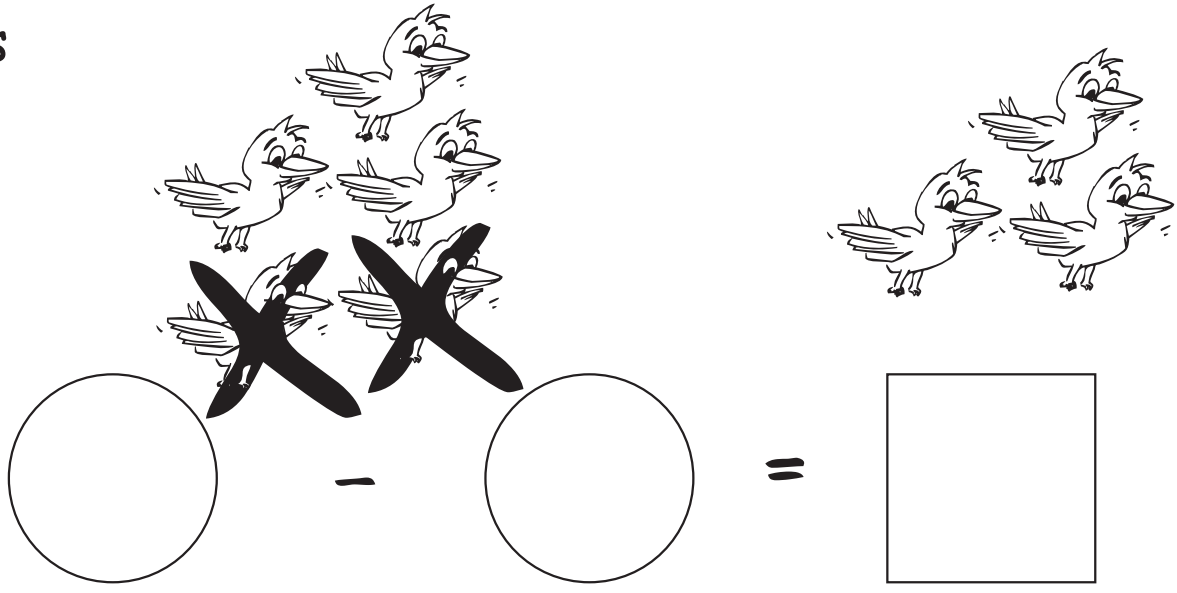
Elephants



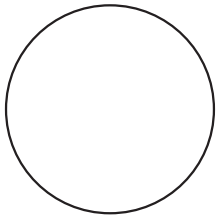
Sunny Days

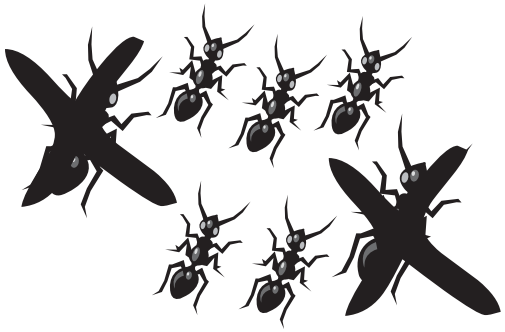


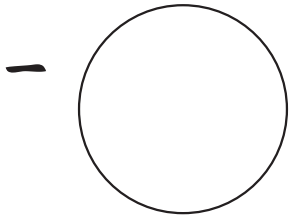
Birds

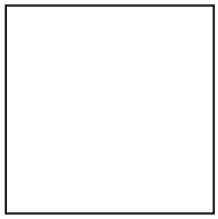


Ants

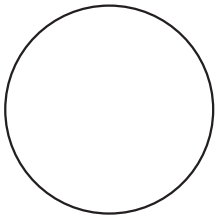


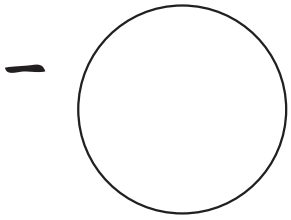


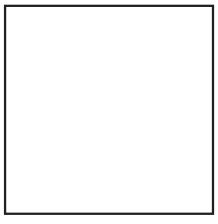




More Ice Creams







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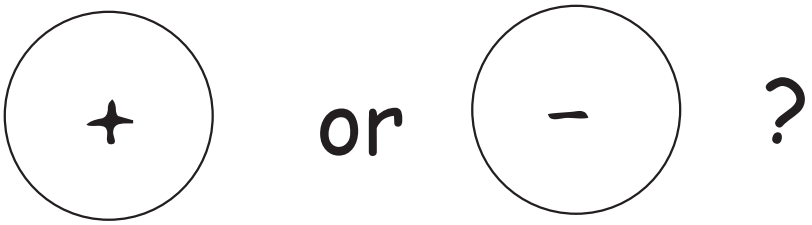
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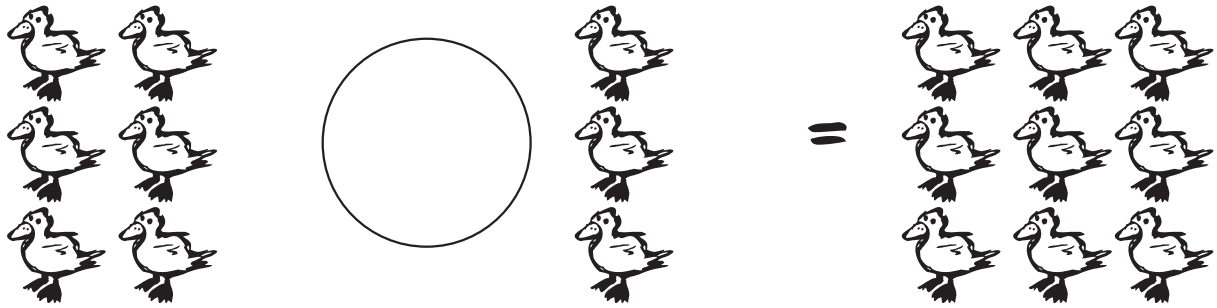
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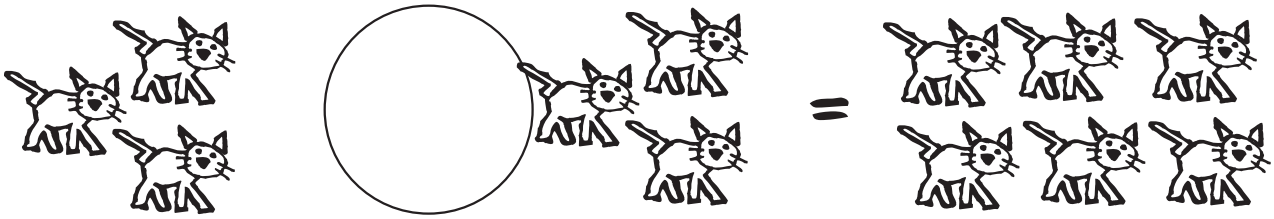
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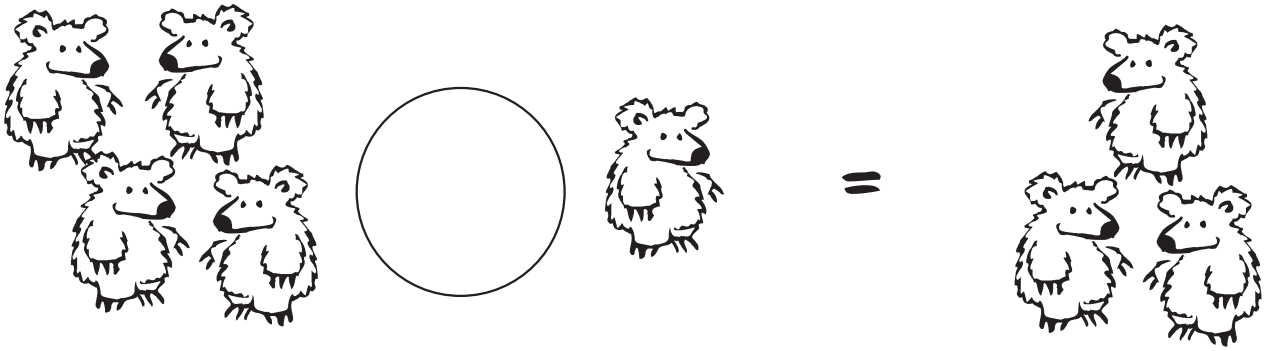
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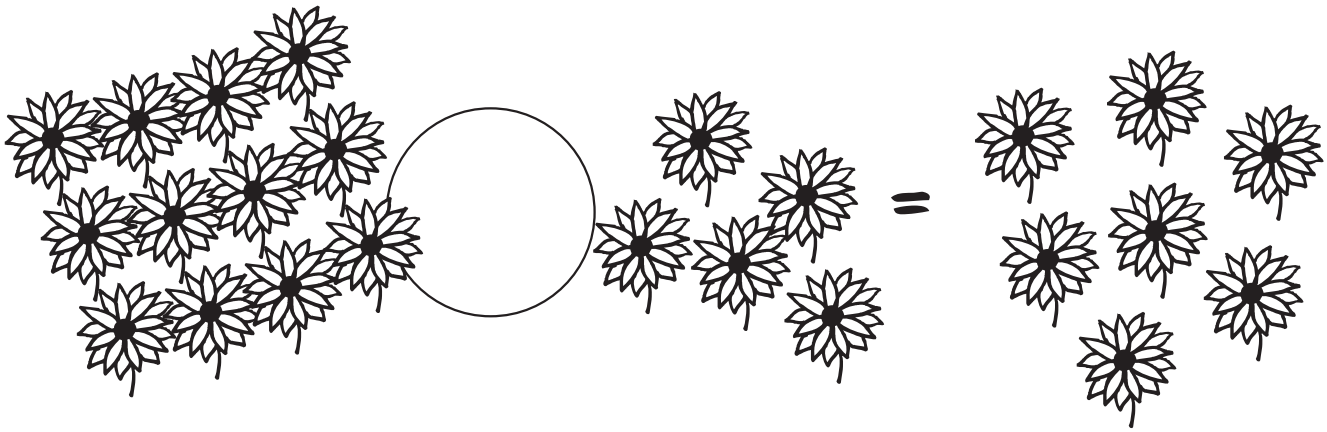
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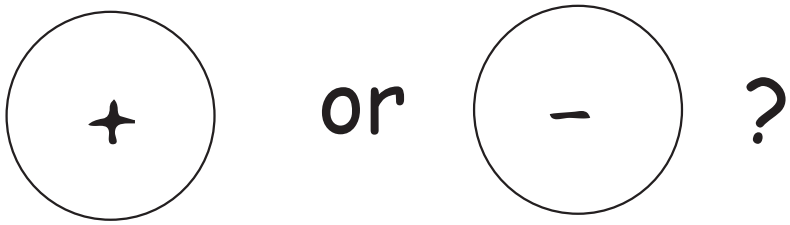

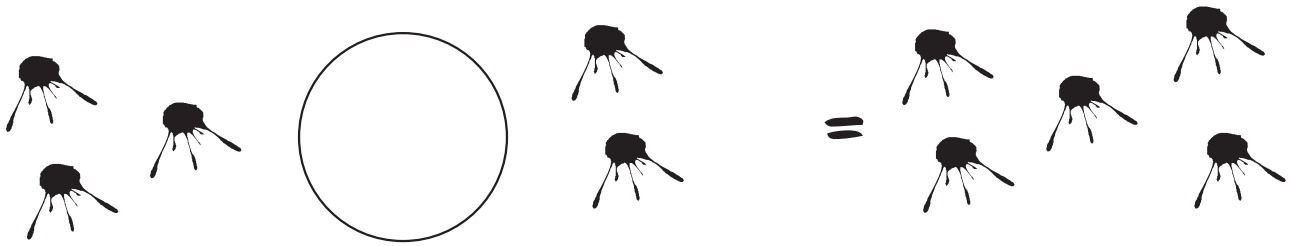

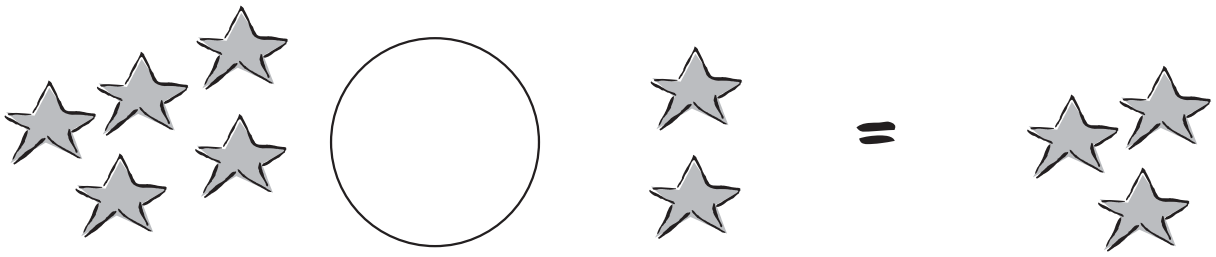

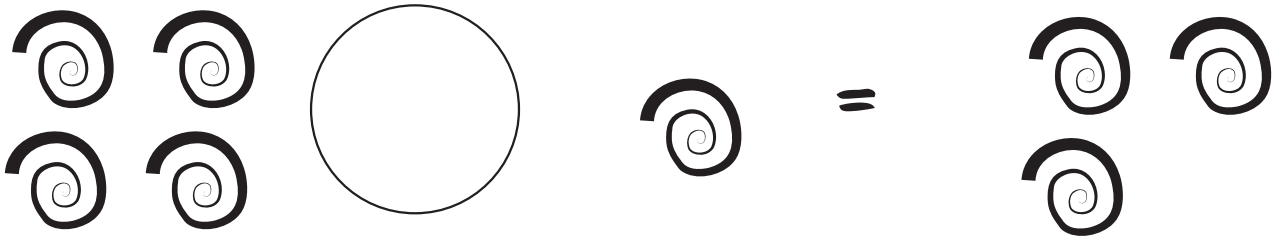

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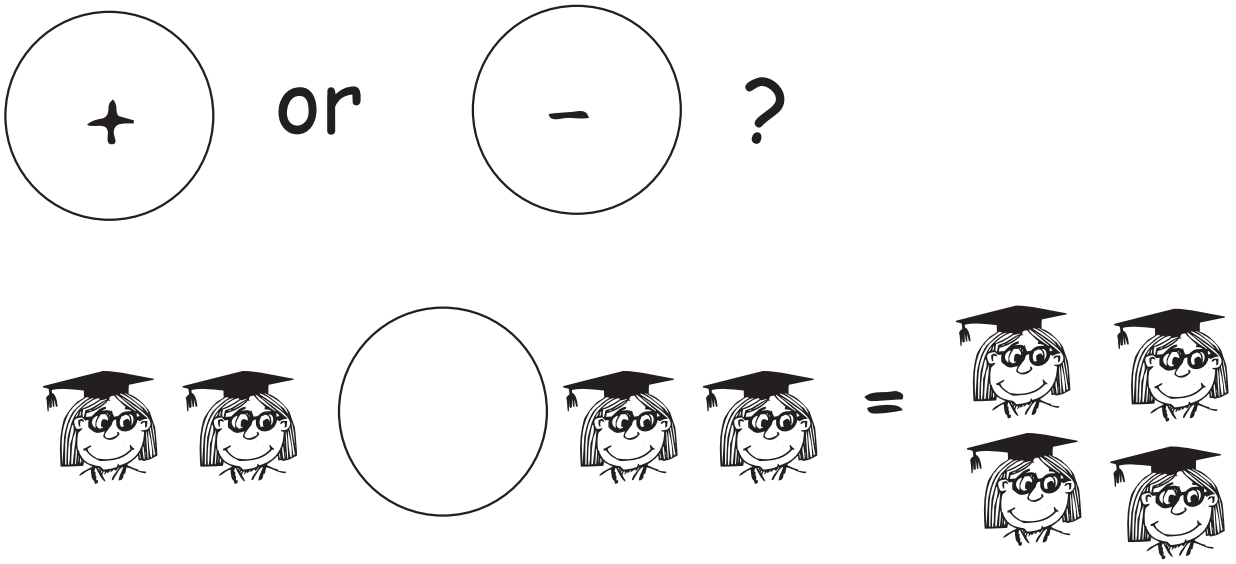
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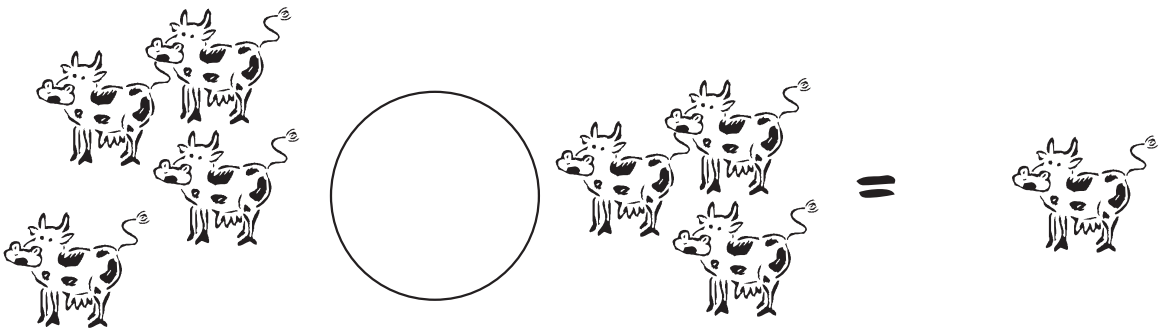

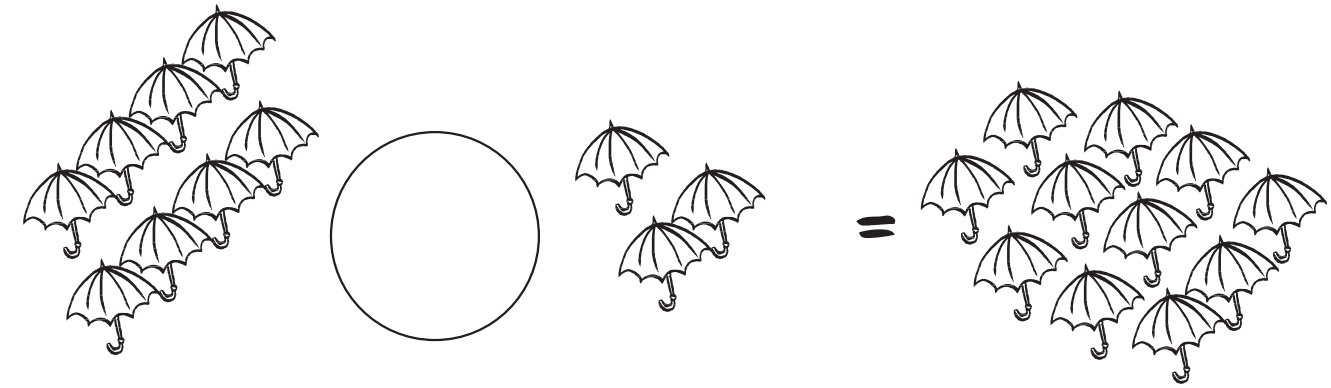

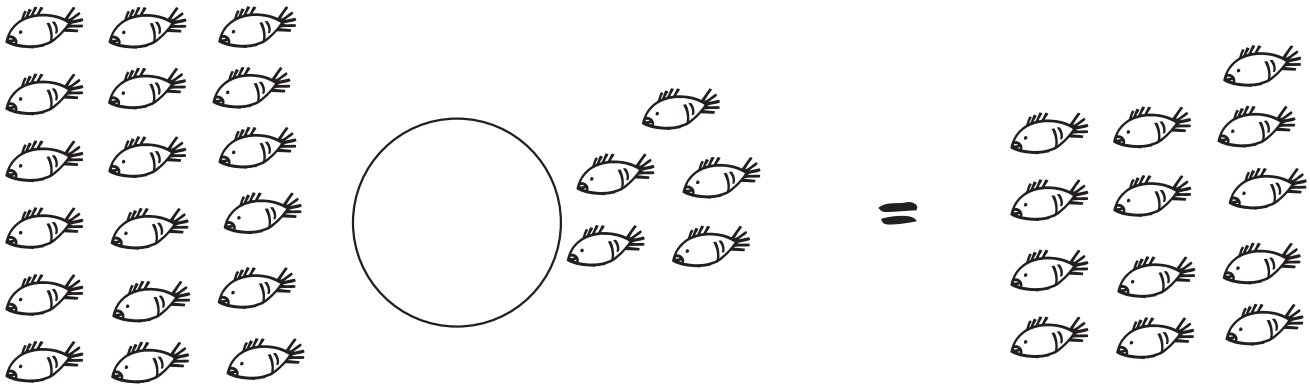

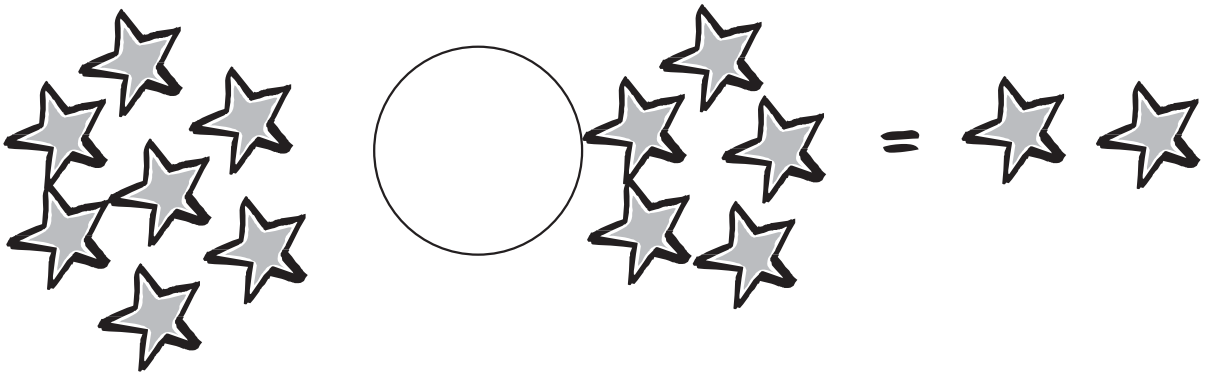

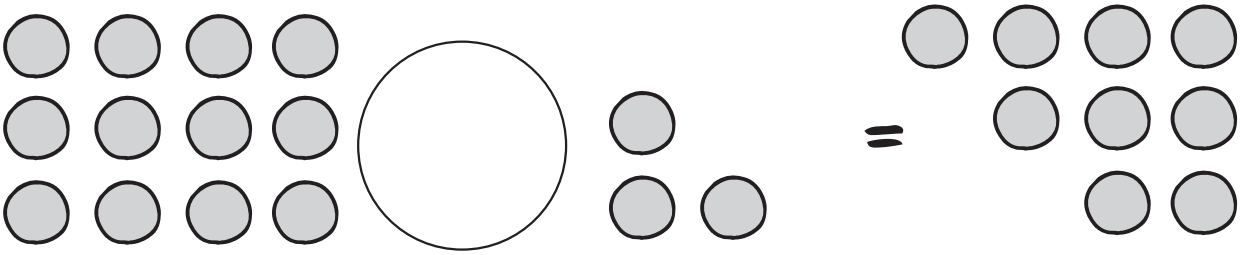

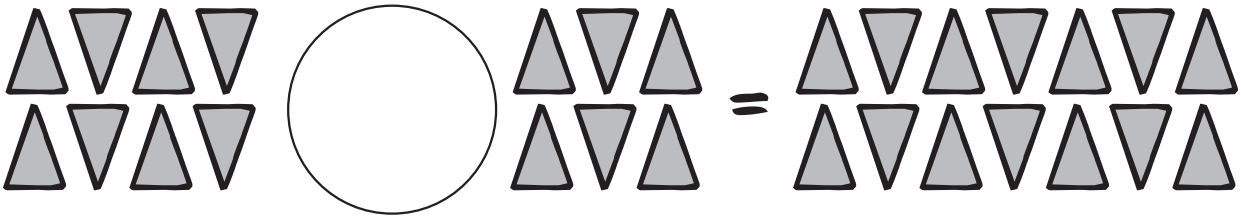

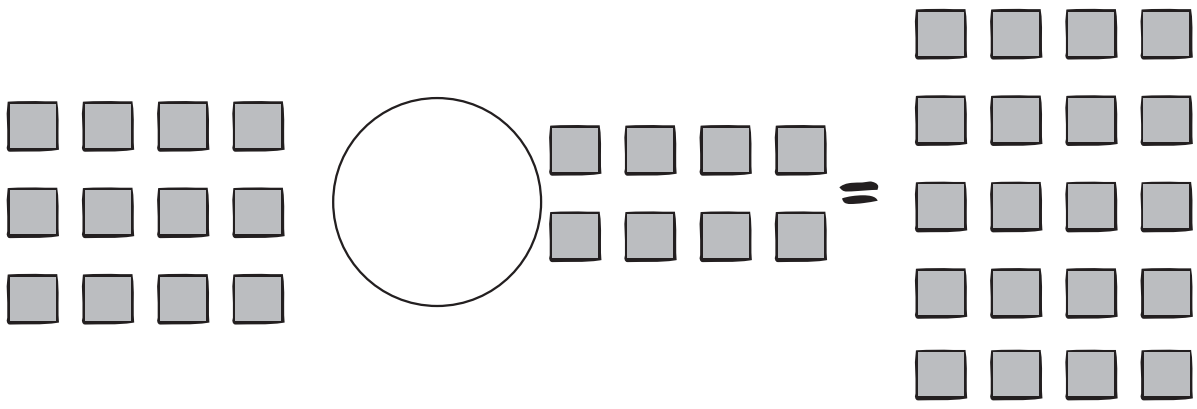

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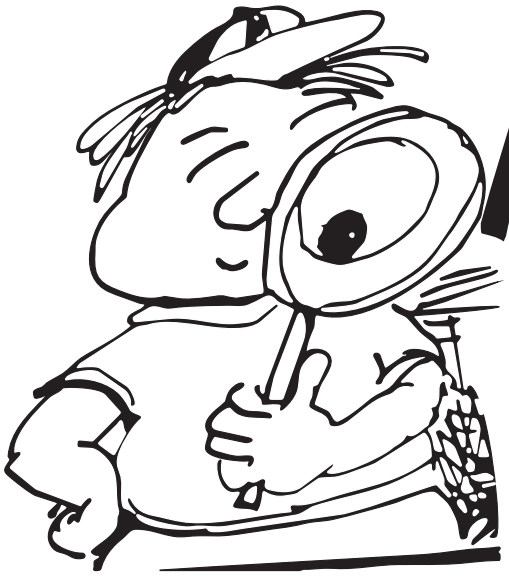
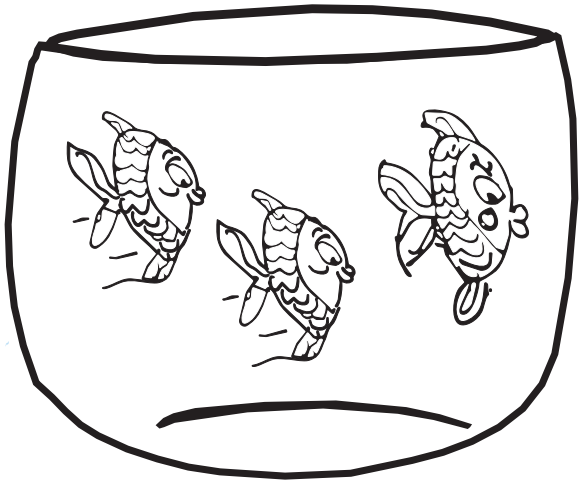
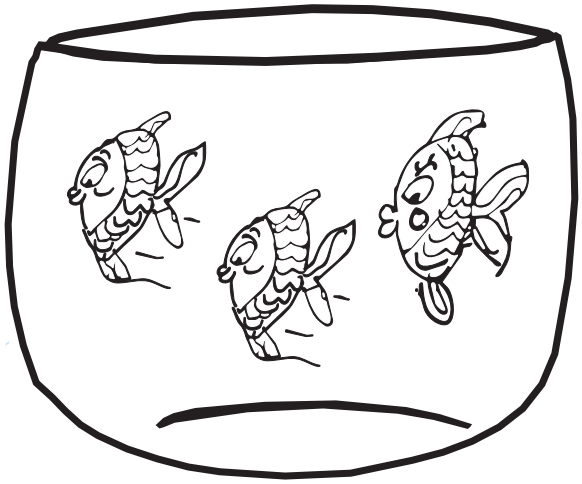


Let's look at MULTIPLICATION

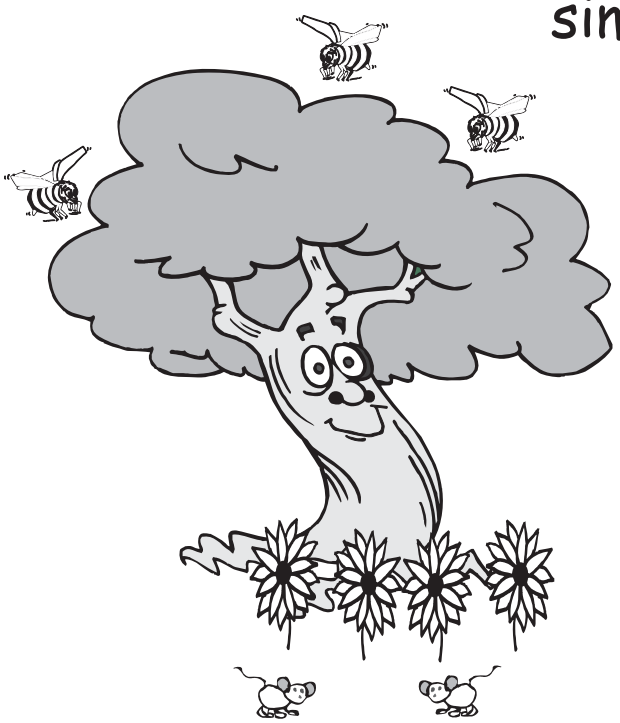
2 fish bowls each with 3 fish.
How many fish?

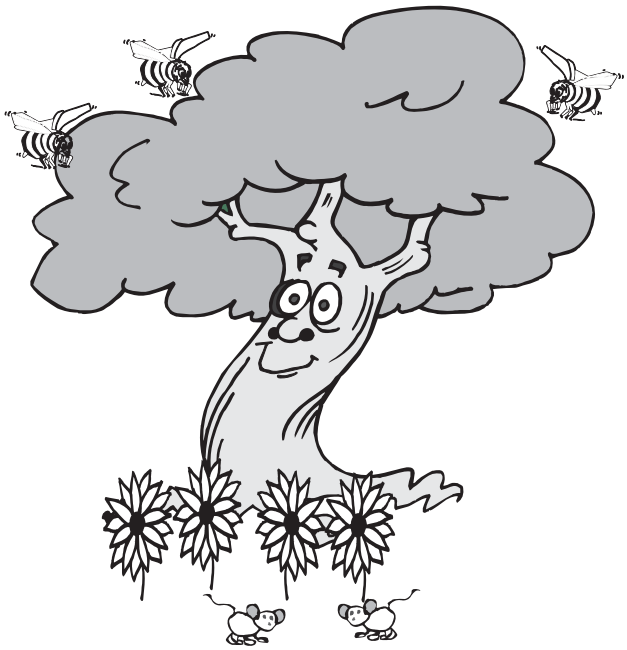




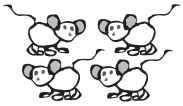
$2 \times 3 = \square$

When we multiply, we group similar things together.

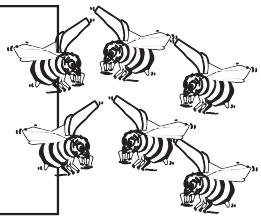




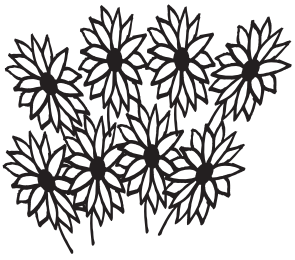
$2 \times$ ◯ $=$ □



$2 \times$ ◯ $=$ □

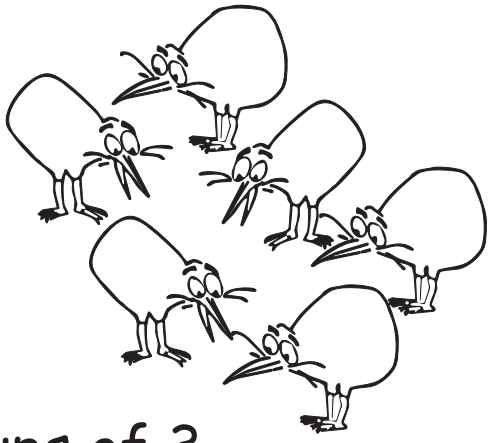


$2 \times$ ◯ $=$ □

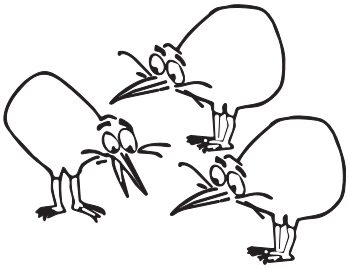


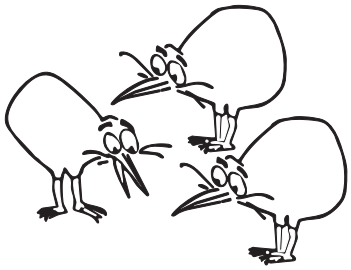
Mighty Math © Mahobe Resources (NZ) Ltd

When we multiply, we group similar things together.
Here are 6 kiwis.



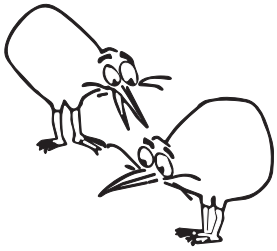
They can be grouped in 2 groups of 3.





$2 \times \bigcirc = \square$

They can also be grouped in 3 groups of 2.

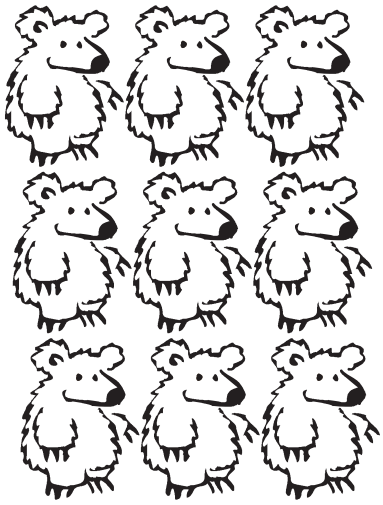


$3 \times \bigcirc = \square$

Count the sheep. ☐

There are (5) rows of (4) sheep.

Altogether there are (5) x (4) = 20 sheep.



Count the bears. ☐

There are ◯ rows of ◯ bears.

Altogether there are ◯ x ◯ = ☐ bears.

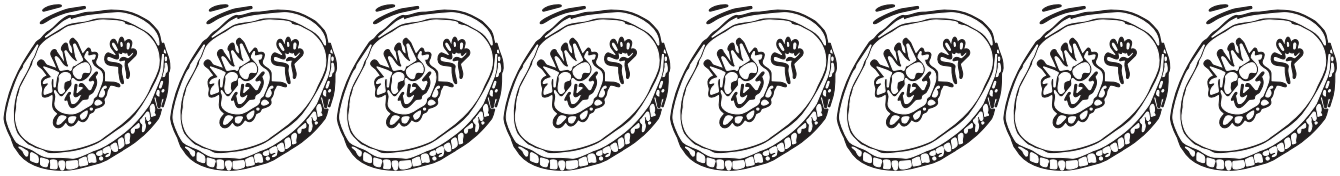
Mighty Math © Mahobe Resources (NZ) Ltd

Count the ice creams. ☐

There are ◯ rows of ◯ ice creams.

Altogether there are:

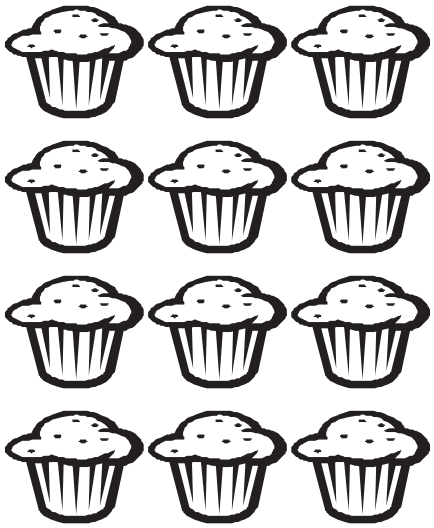
◯ x ◯ = ☐ ice creams.



Count the coins. ☐

There is ◯ row of ◯ coins.

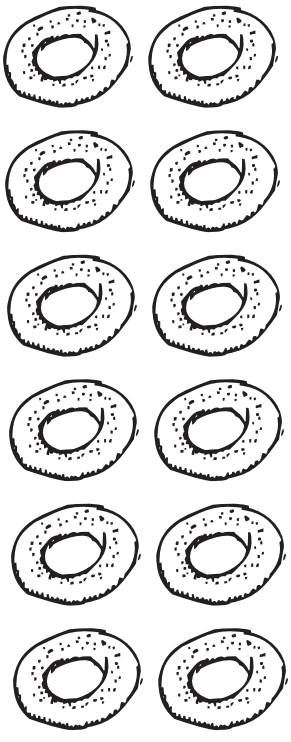
Altogether there are ◯ x ◯ = ☐ coins.



Count the muffins. ☐

There are ◯ rows of ◯ muffins.

Altogether there are ◯ x ◯ = ☐ muffins.



Count the donuts. ☐

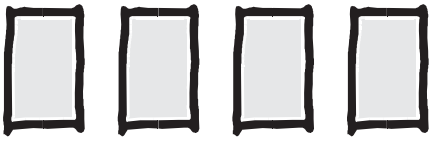
There are ◯ rows of ◯ donuts.

Altogether there are ◯ x ◯ = ☐ donuts.

Mighty Math © Mahobe Resources (NZ) Ltd

Draw 5 more triangles.
How many triangles do you have now?

Draw 4 more rectangles.
How many rectangles do you have now?



Draw 9 more stars.
How many stars do you have now?

Draw 7 more squiggles.
How many squiggles do you have now?

Cross out 3 spirals.
How many spirals do you have now?

Cross out 5 splotches.
How many splotches do you have now?

Cross out 10 stars.
How many stars do you have now?

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Match the numbers
and the shapes.

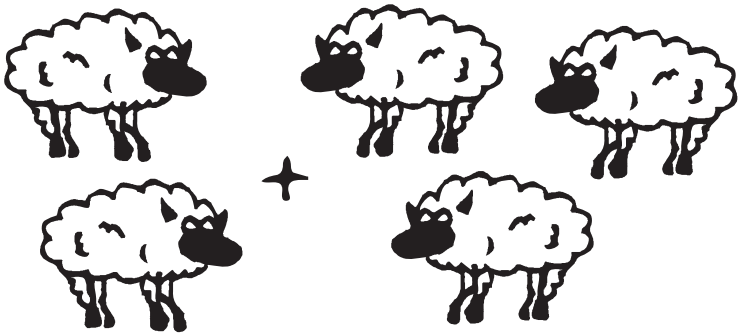
1.

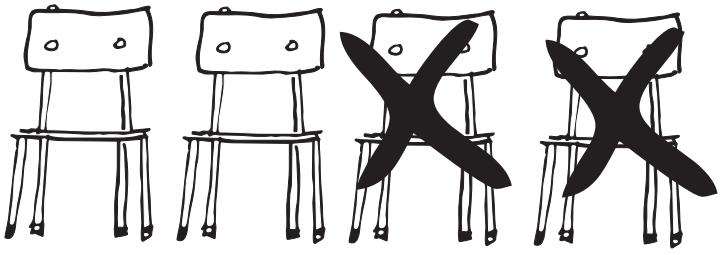
2.

3.

4.

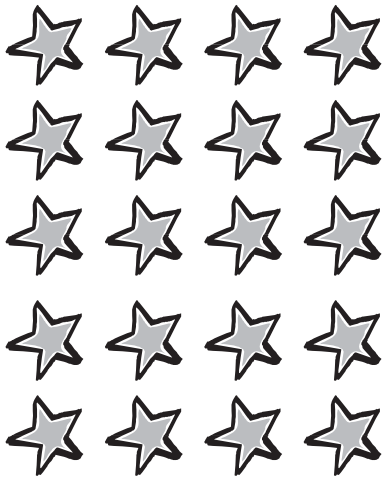
5.





Match the numbers and the shapes.

6 •



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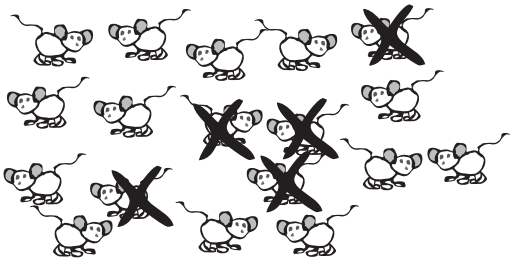

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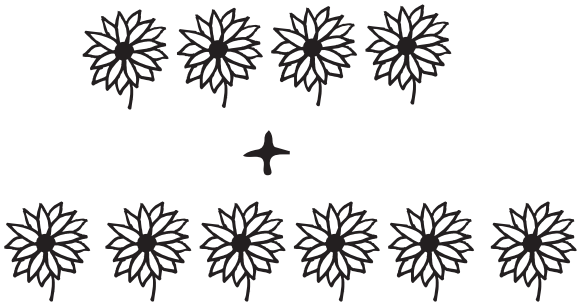

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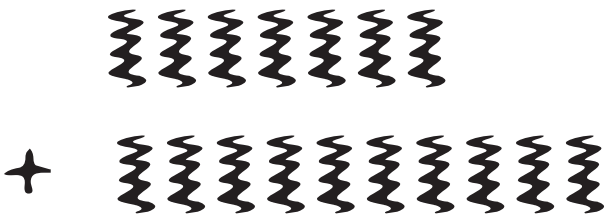

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