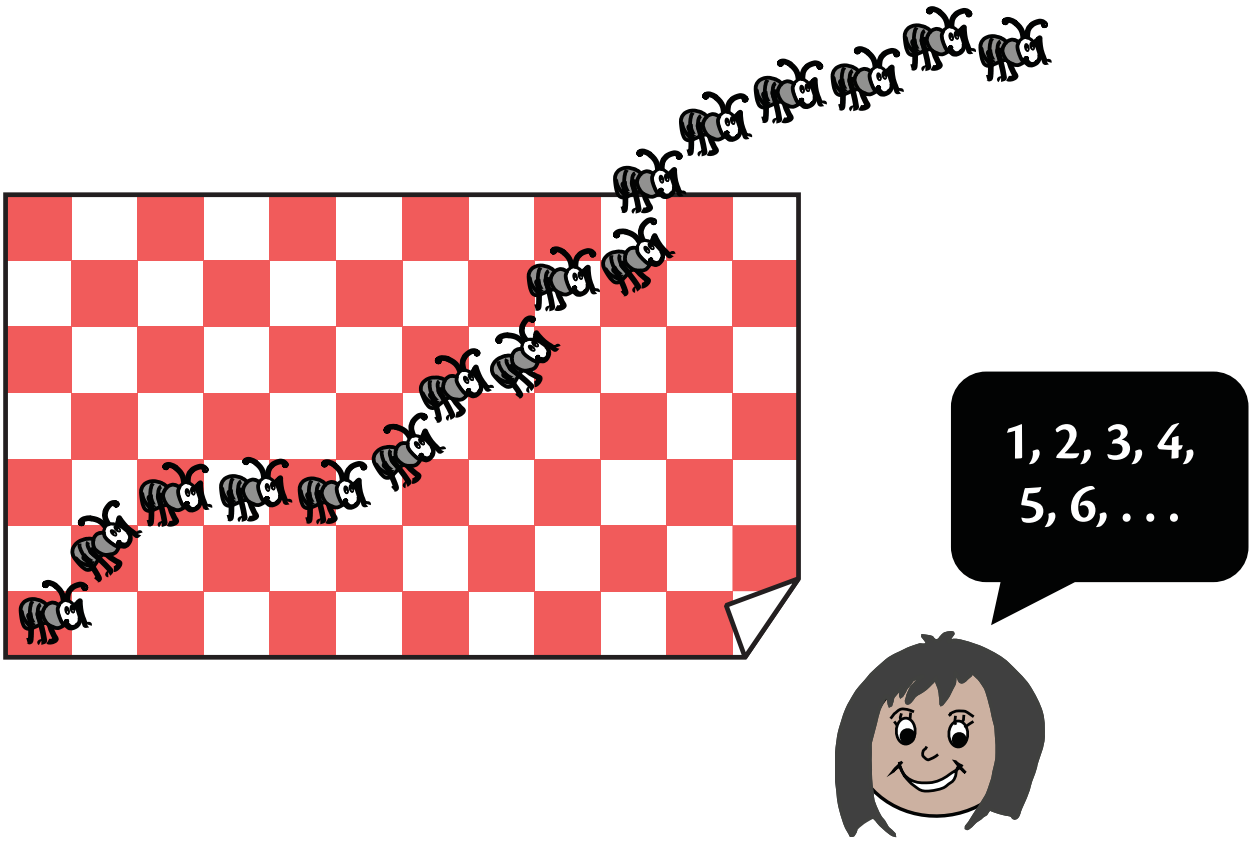
Eyes on Math

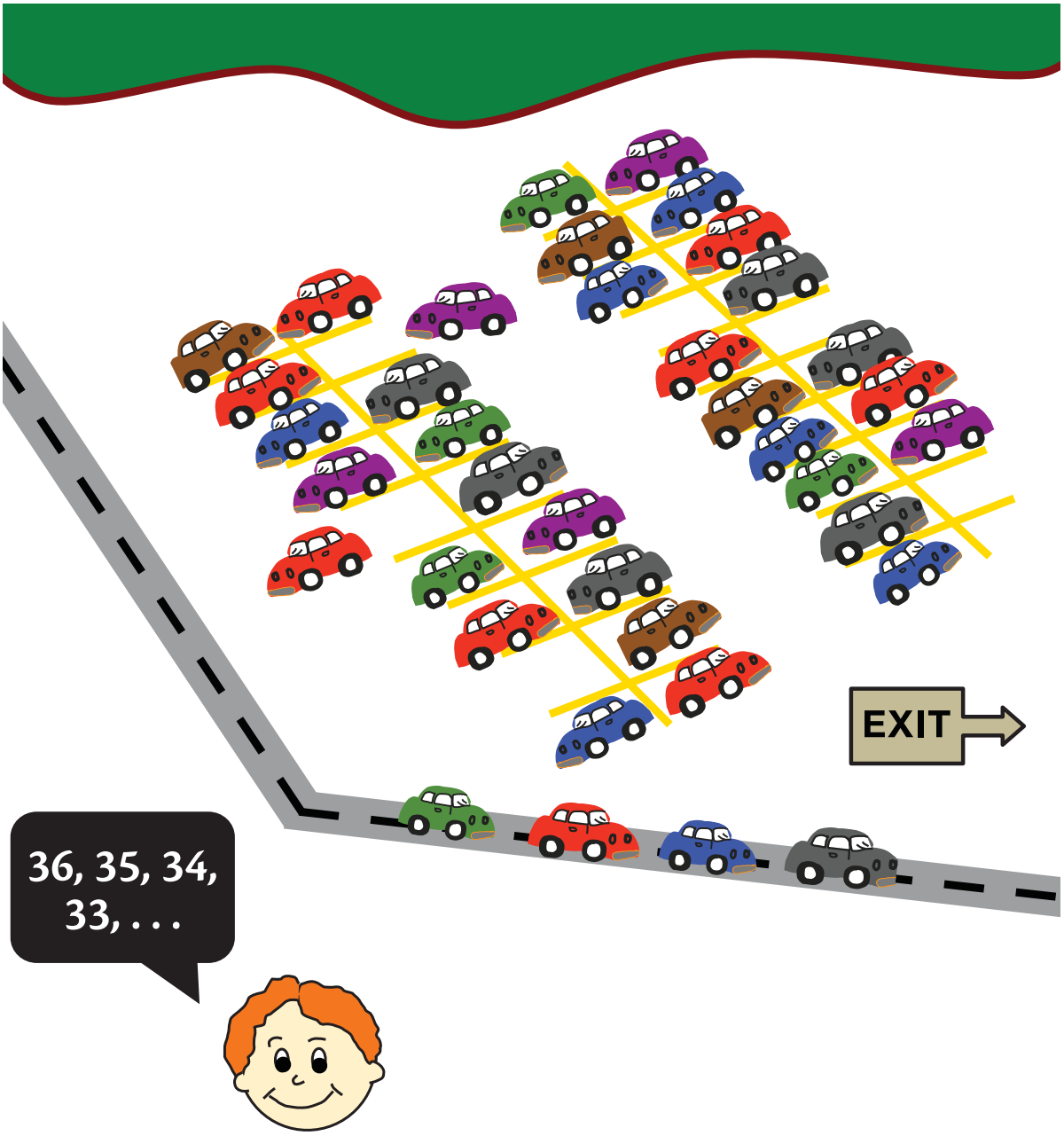
Pictures for
Grades K–2

From *Eyes on Math: A Visual Approach to Teaching Math Concepts* by Marian Small; illustrations by Amy Lin.

Which ants did Meghan already count? How high will she go to count all of the ants?

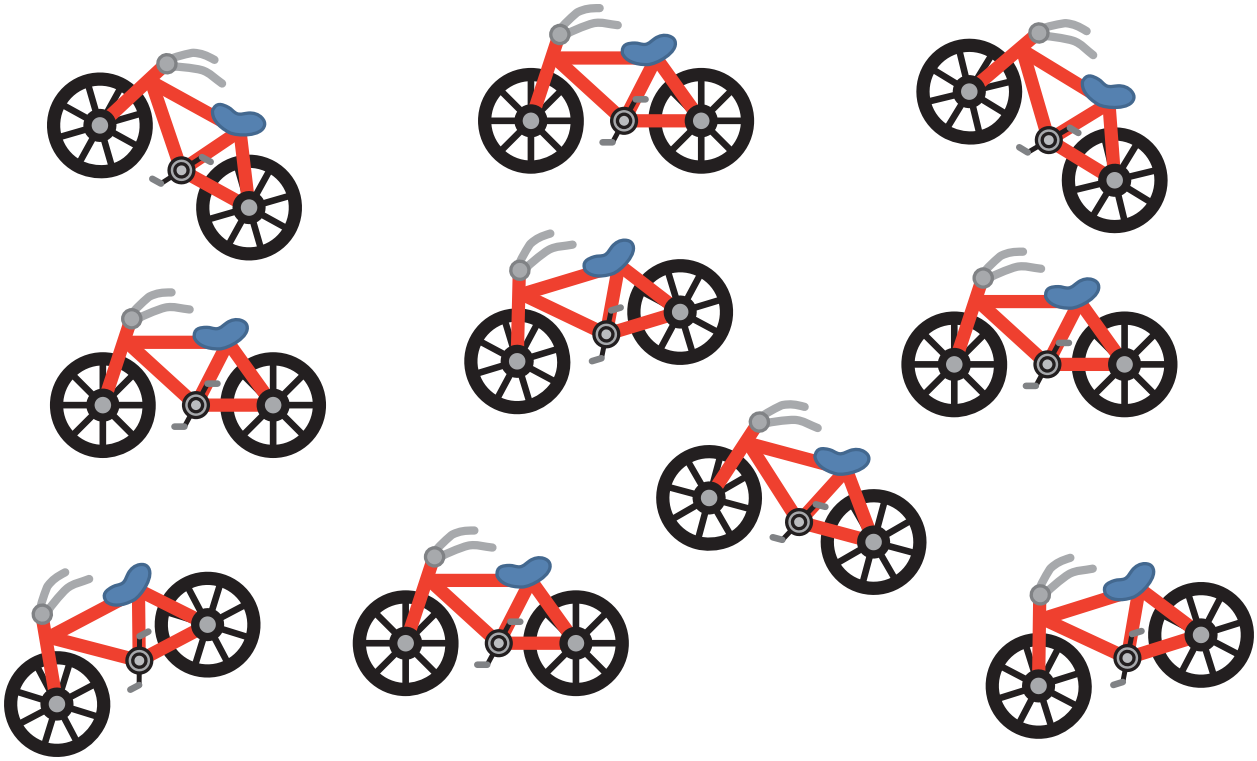


What numbers will be said next?
What does each of the numbers tell?

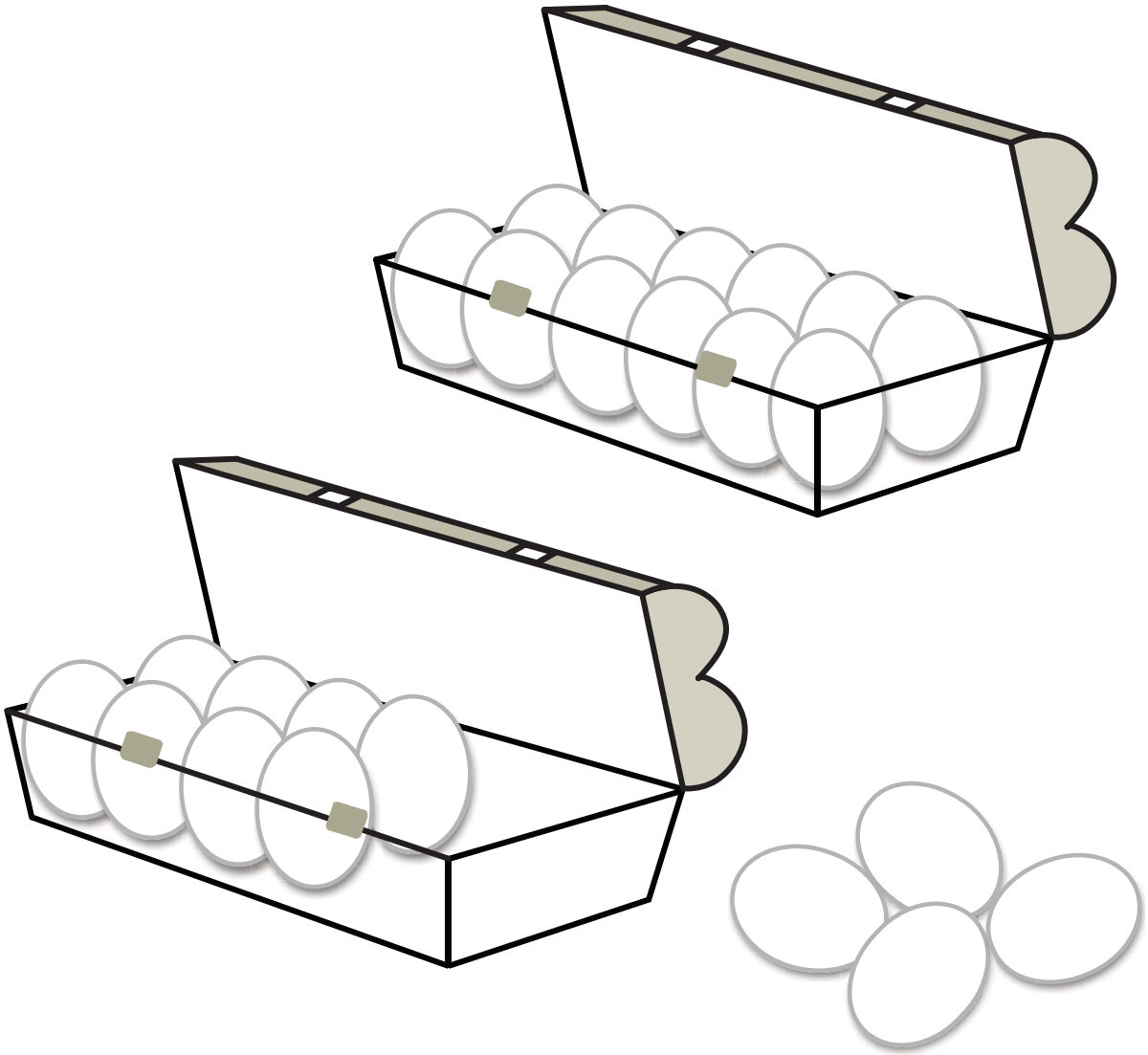


COUNTING BACK BY 1s • Grades K–2 • CCSS 1.OA

What is the best way to count the bicycle wheels?

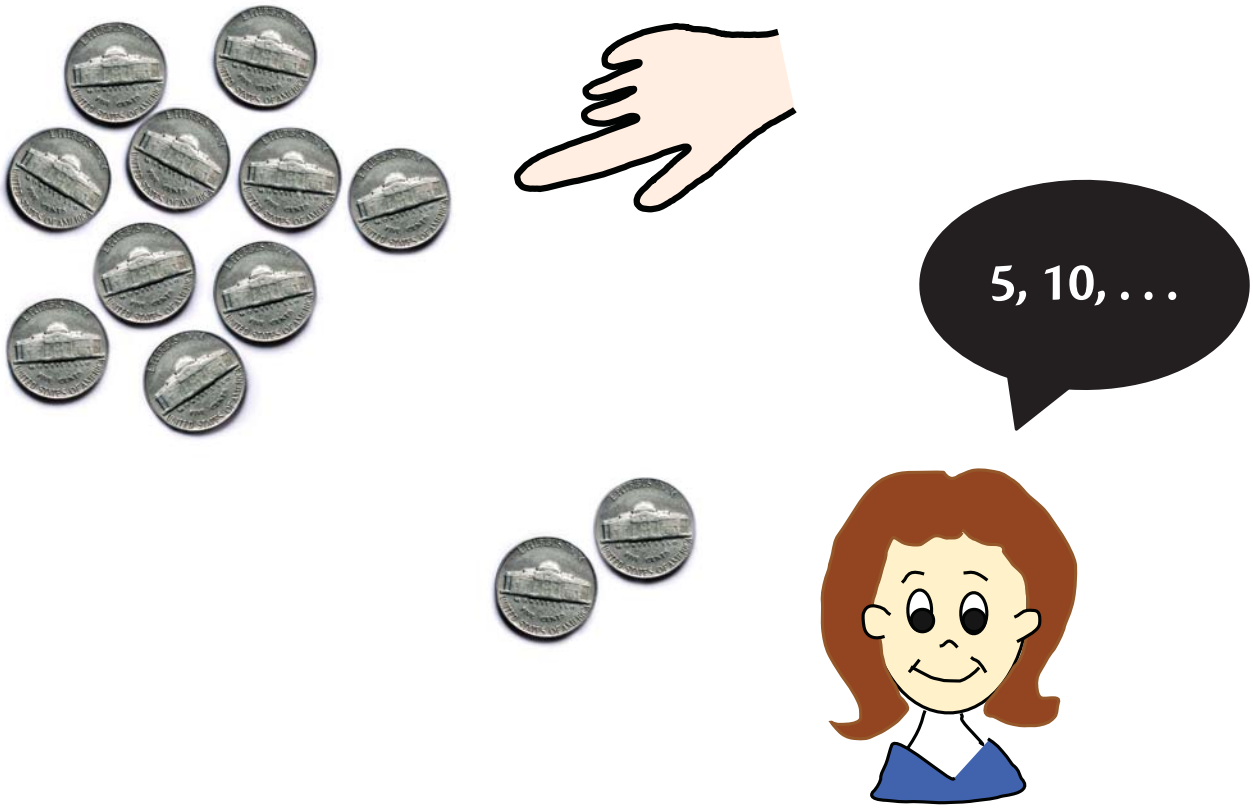


Mom is counting how many eggs are left each time she takes some out. What numbers will she say if she takes out 2 eggs at a time?

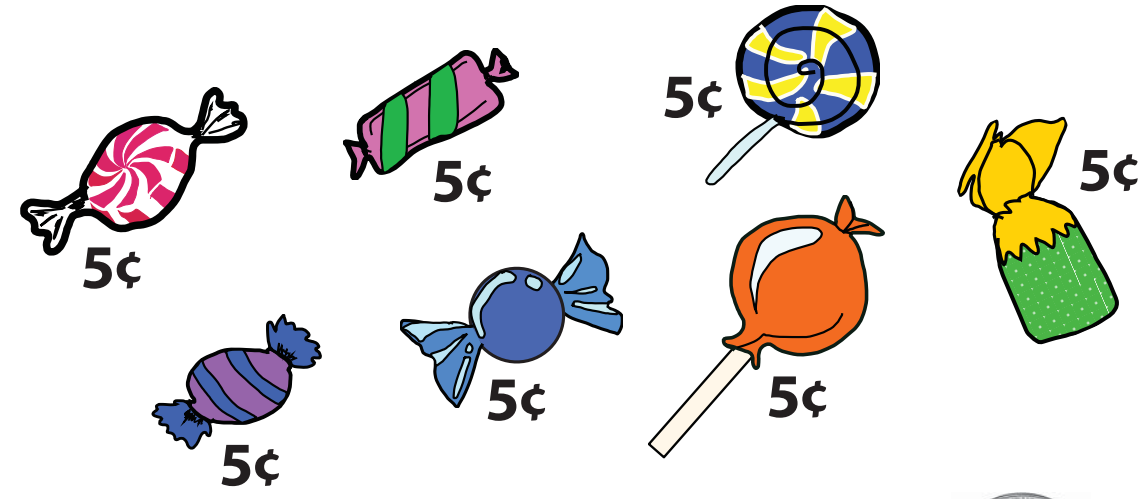


COUNTING BACK BY 2s • Grades K–2 • CCSS 1.OA

Count to know how much money Keesha has.

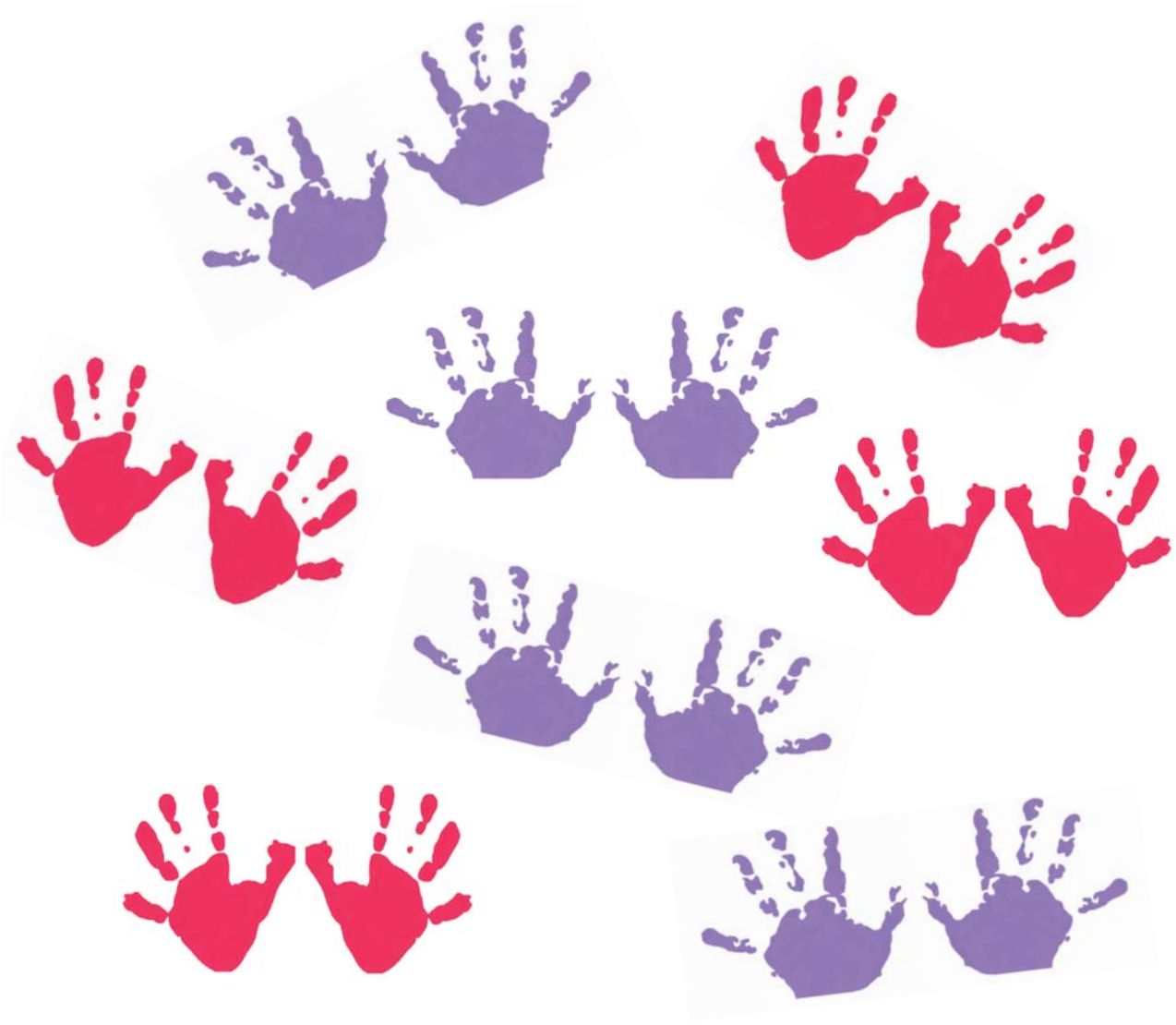


Andrew is buying candies. How much money will he have left after he buys each candy?

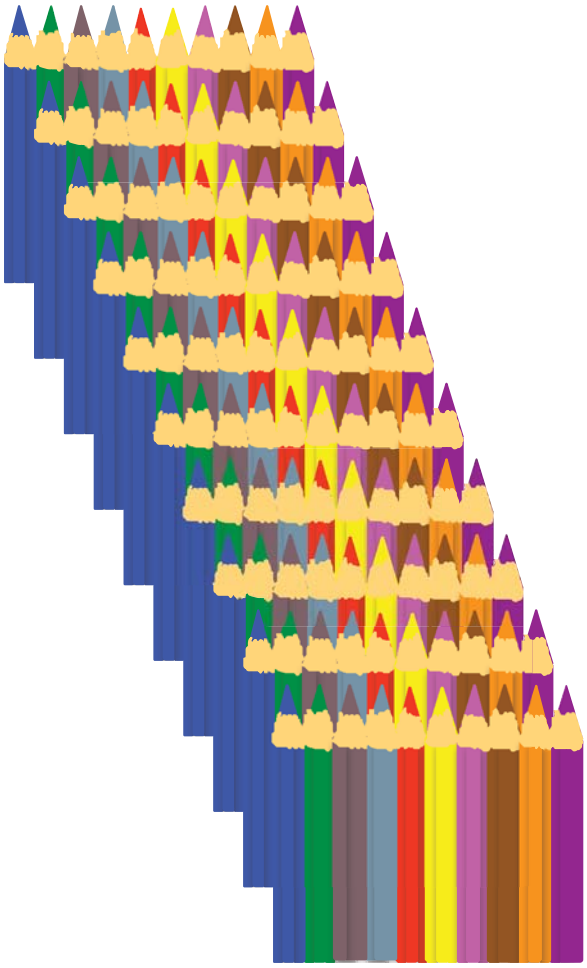


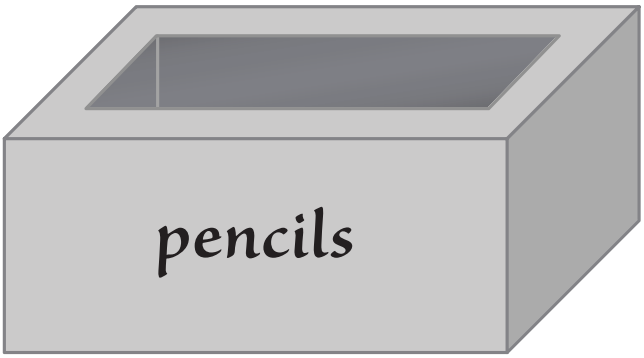
COUNTING BACK BY 5s • Grades K–2 • CCSS 2.NBT

Count the number of fingers, one set of handprints at a time.

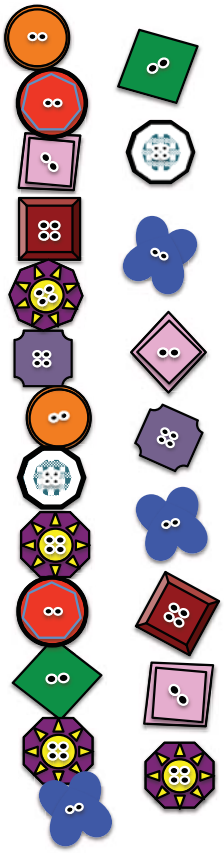


There are 100 pencils. You put the pencils from one row at a time into the box. Count to tell how many pencils are left outside of the box each time that one row of pencils is removed.



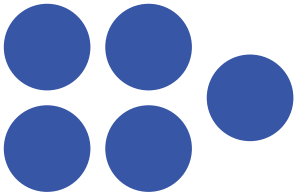


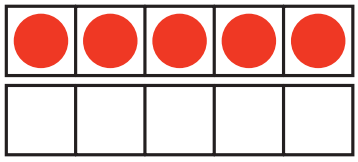
The buttons at the top are arranged into two lines in two different ways. Which way makes it easier to tell which line has more buttons?

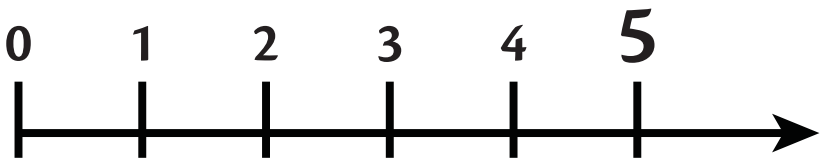


What does each picture tell you about 5?

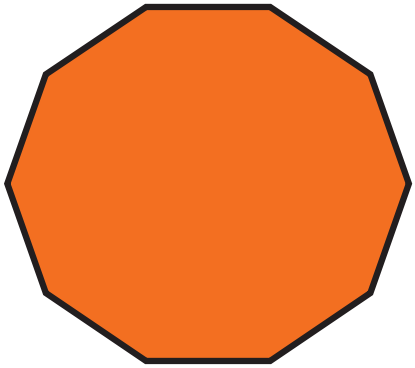
FIVE

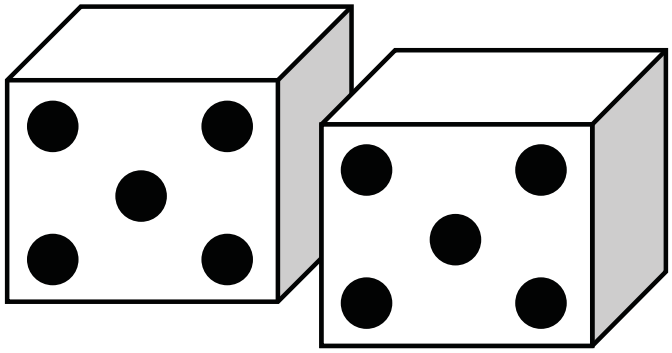


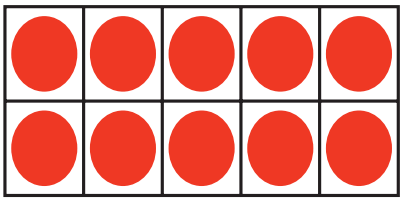




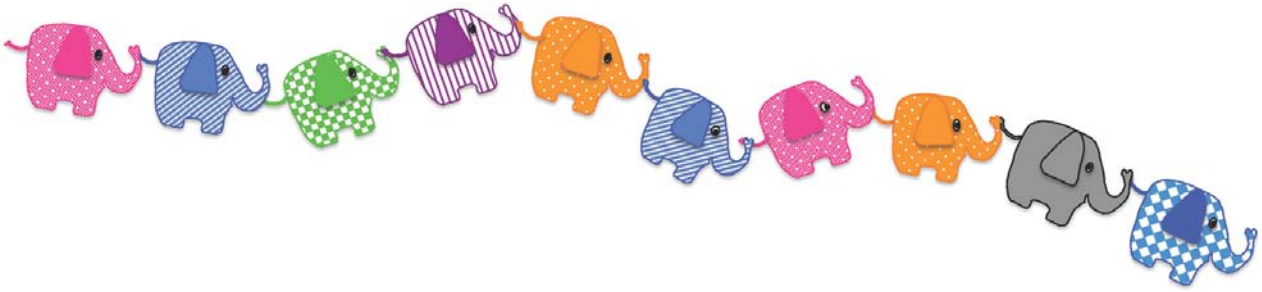
What do all of the pictures have in common?



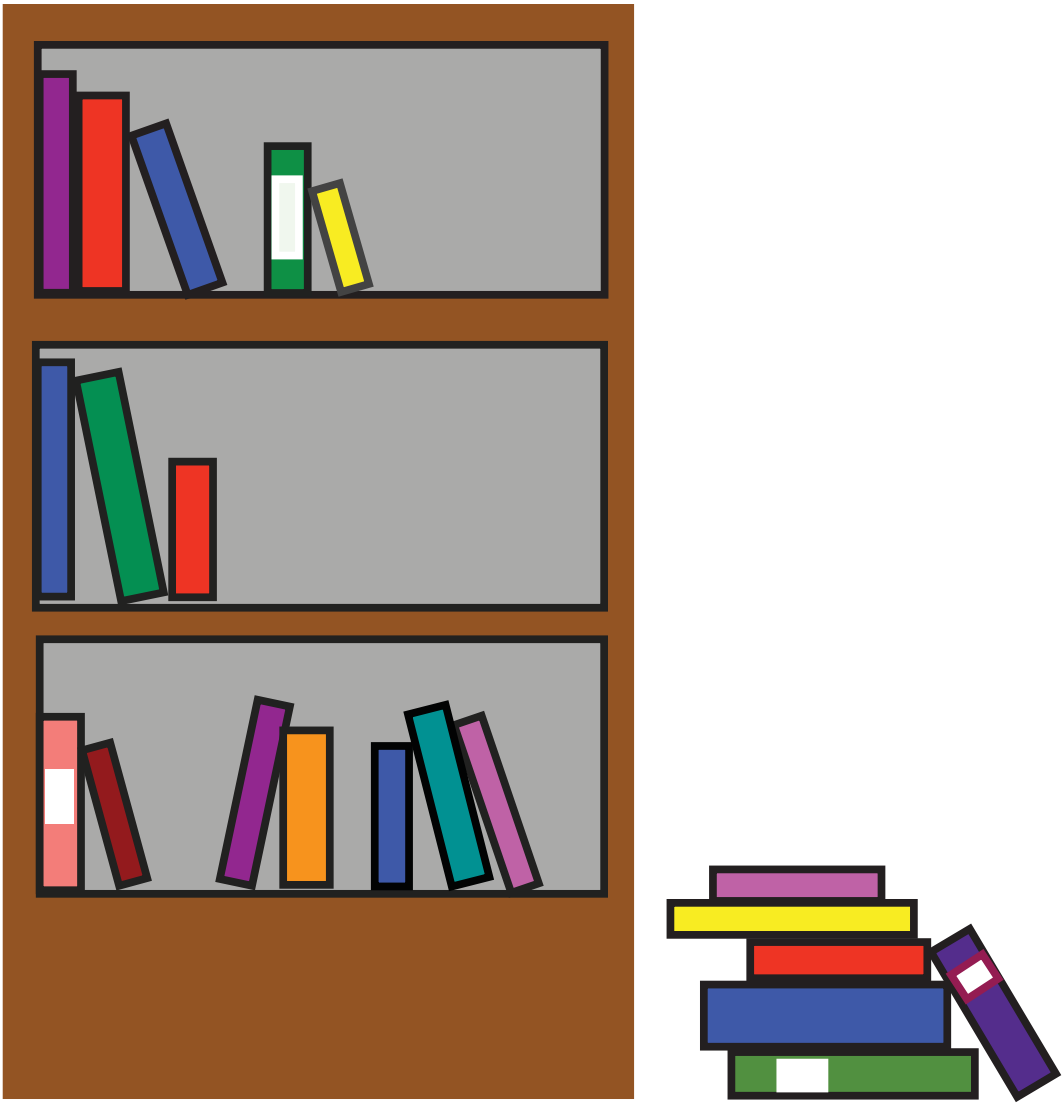




Which elephant is fourth?



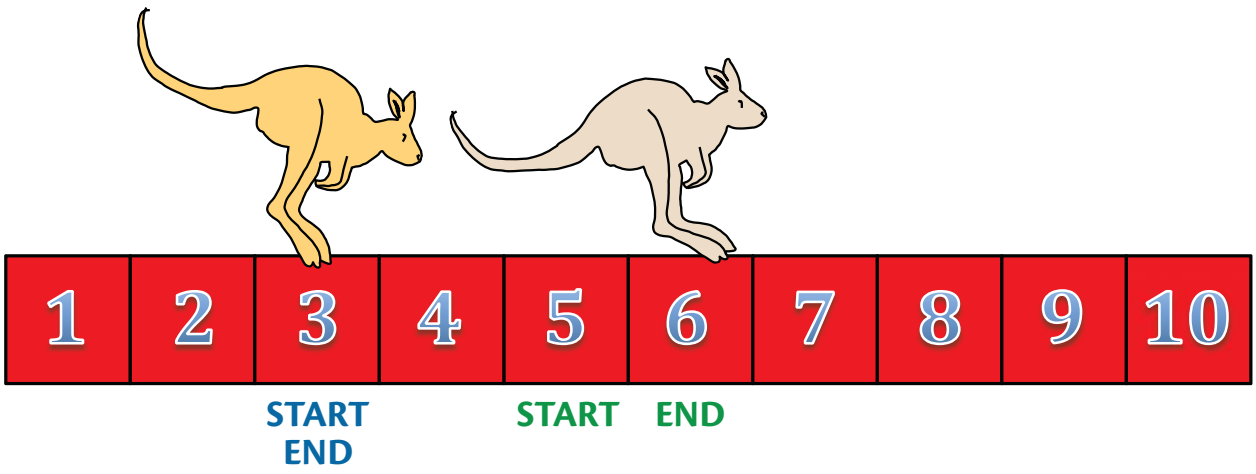
What different addition sentences might tell how many books will be on each shelf after putting away the books on the floor?



ADDITION AS COMBINING • Grades K–2 • CCSS K.OA

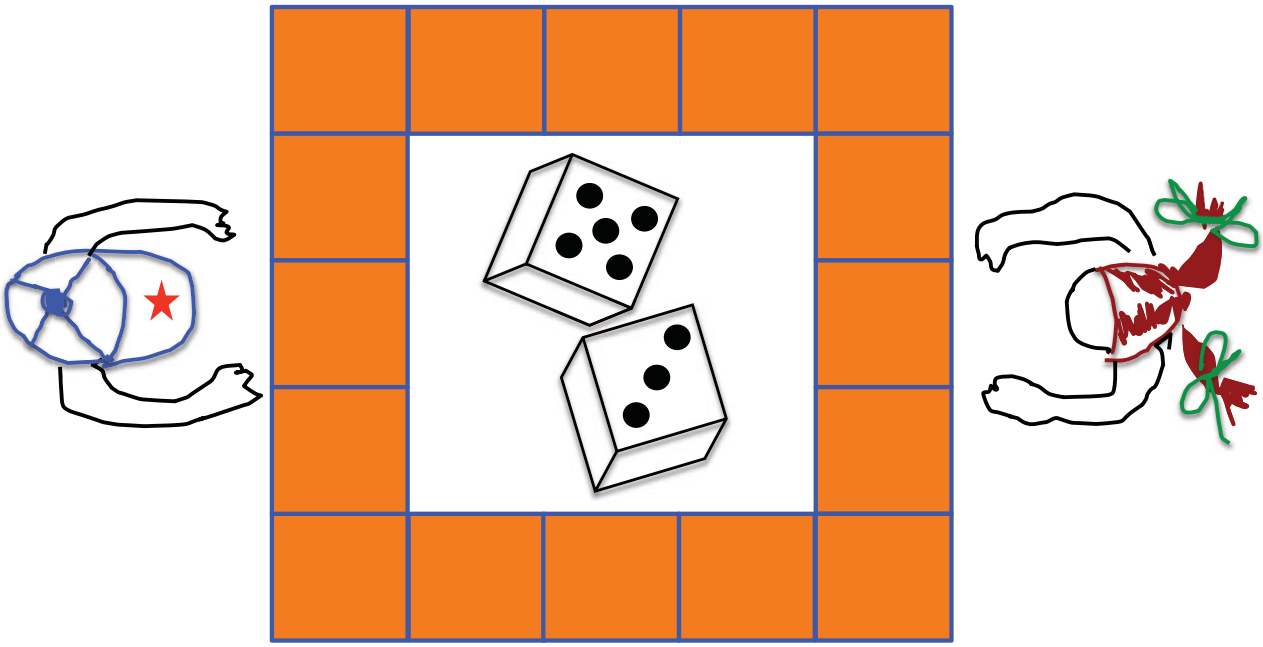
What does each picture show about addition?

The kangaroos started at 3 and 5.
The picture shows where they landed after one jump.
What number sentences tell about each kangaroo's jump?

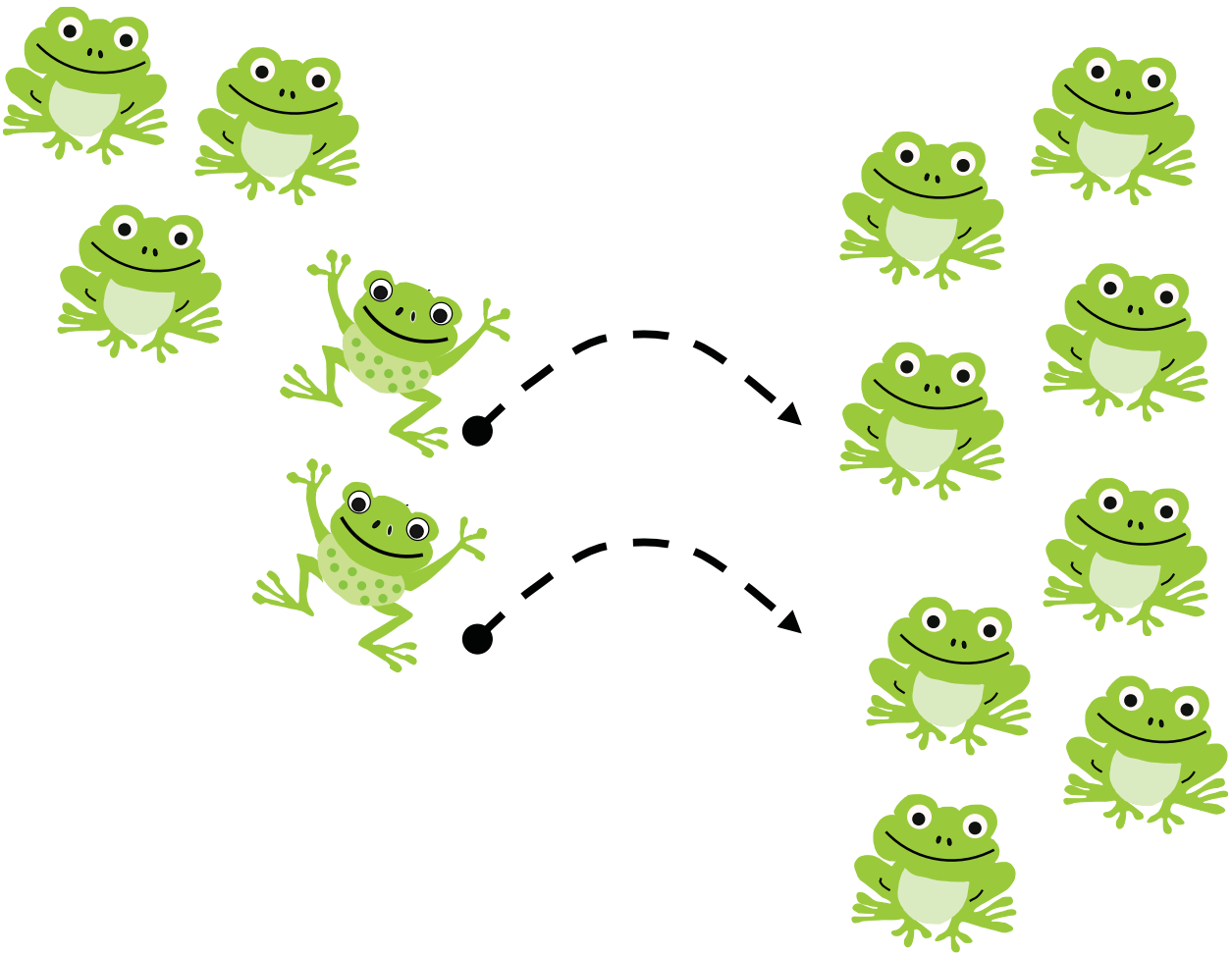


From *Eyes on Math: A Visual Approach to Teaching Math Concepts* by Marian Small; illustrations by Amy Lin.

Why might Amy and Aaron write different number sentences to tell what the dice roll is?



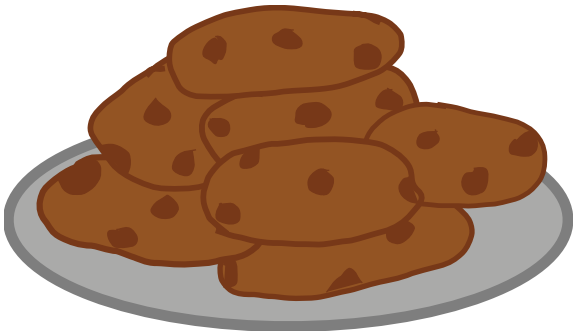
How are the number sentences you write to tell about all of the frogs the same and different after the two frogs move over?

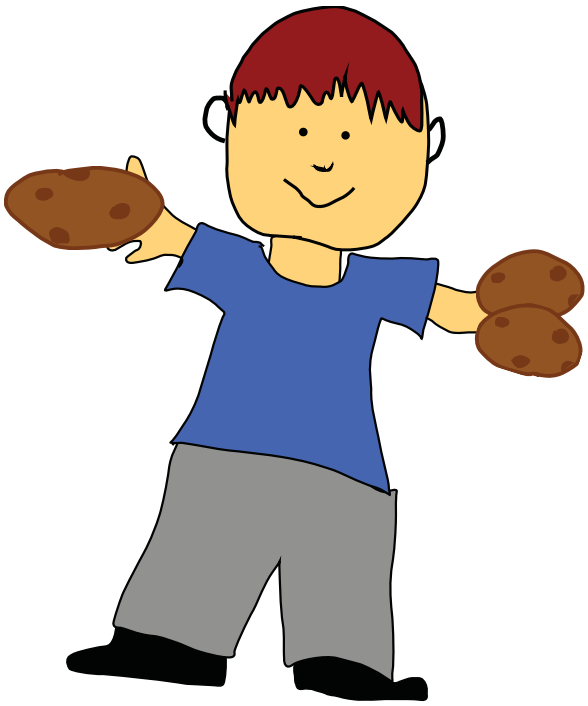


When you include or take away an extra 10 fingers, what about the total number of fingers does not change? Why?

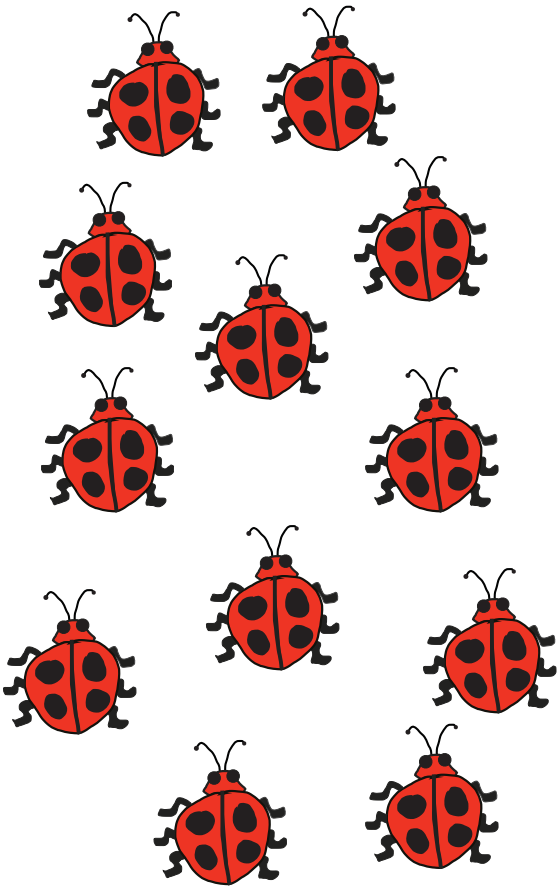
ADDING OR SUBTRACTING 10 • Grades K–2 • CCSS 1.NBT

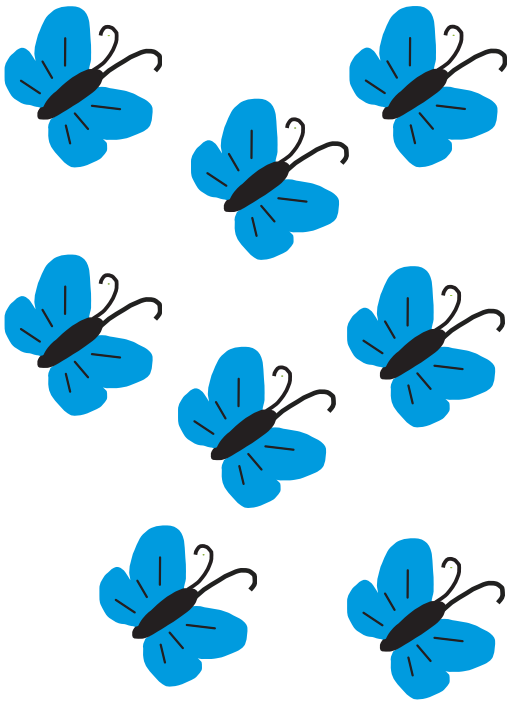
Decide how many cookies are probably on the plate. What number sentence would you use to describe what happened when Caelan took his cookies?



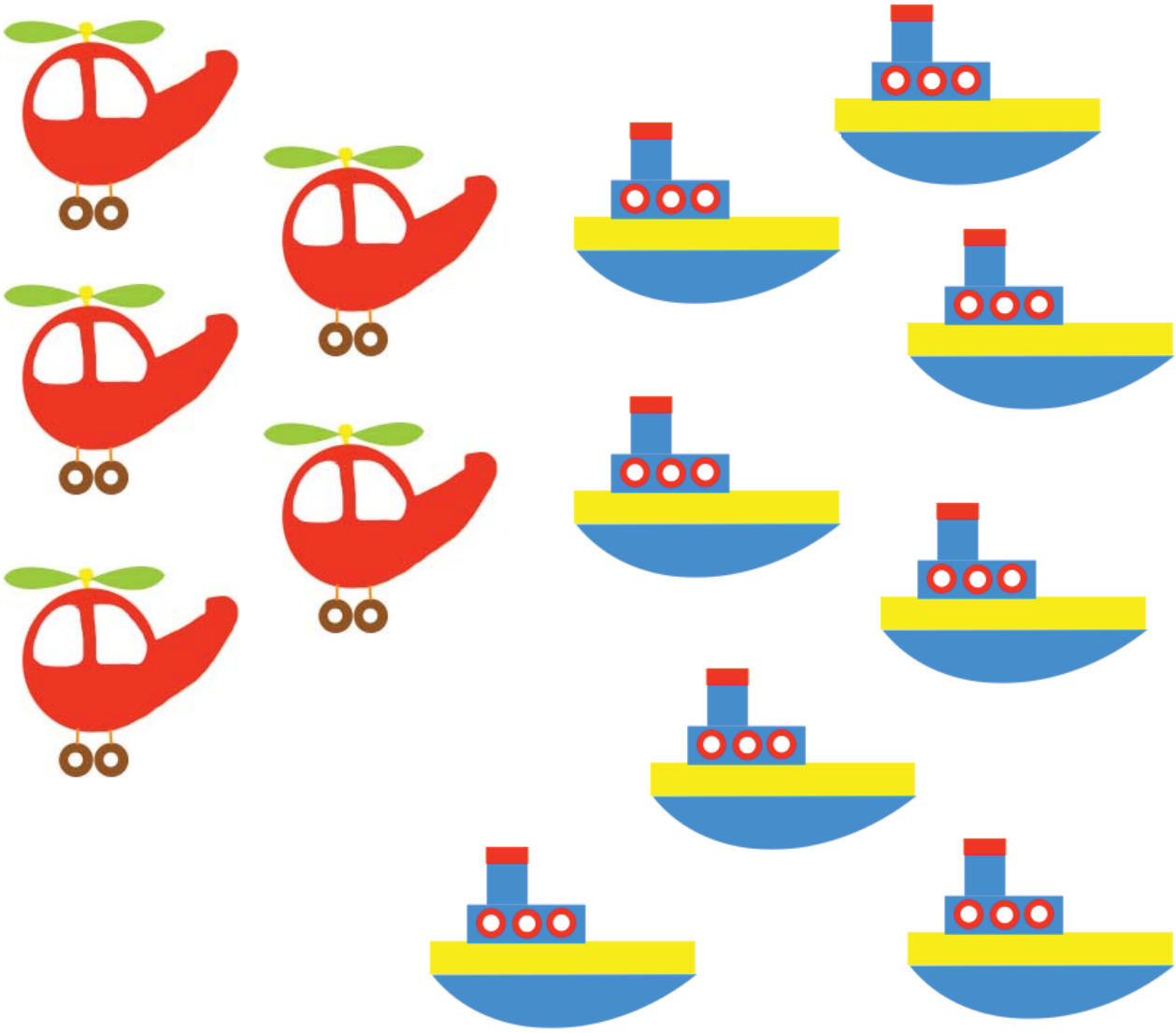


What does 12 – 8 tell you about the insects?

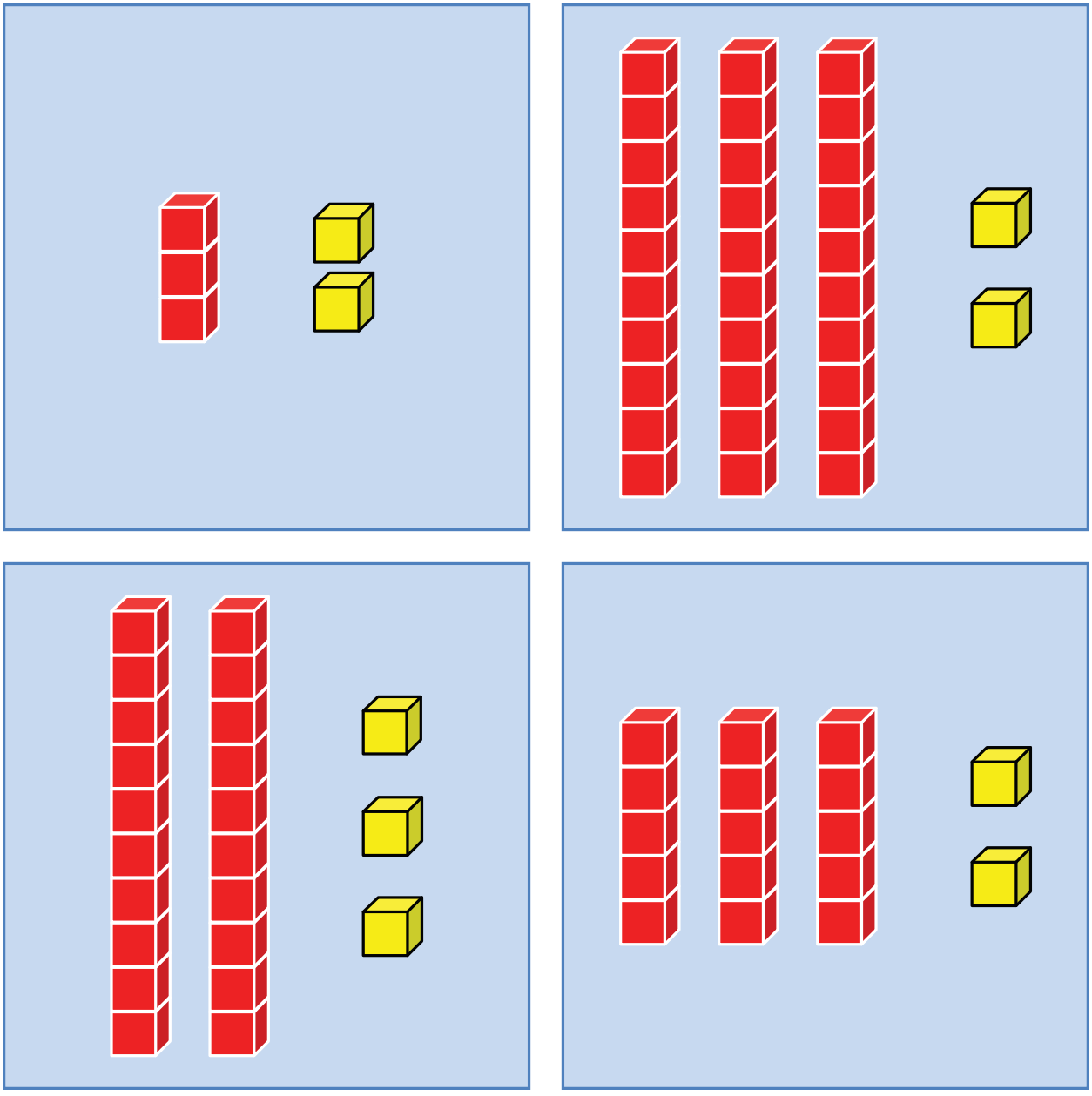




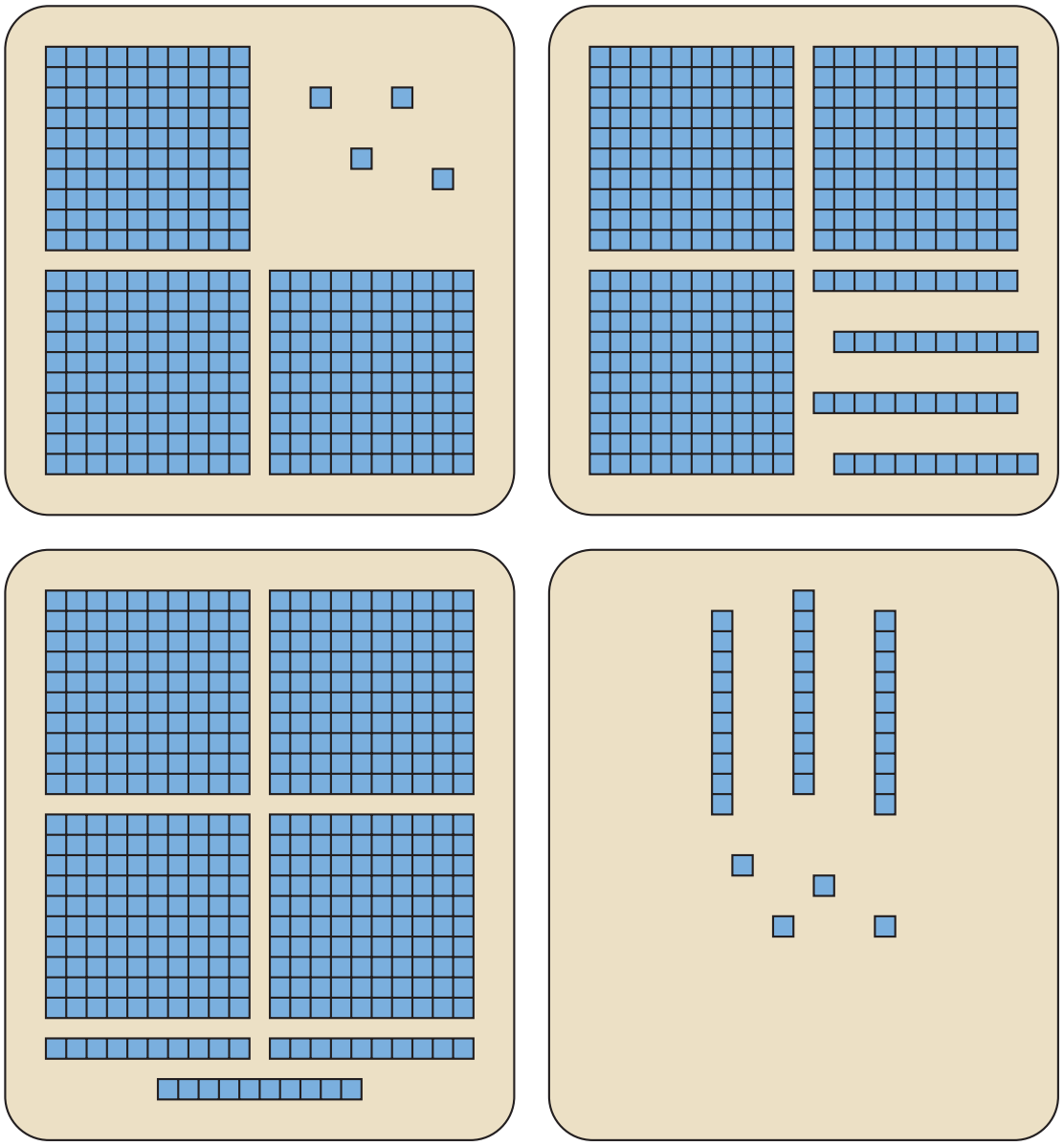
Does this picture show addition or subtraction or both?



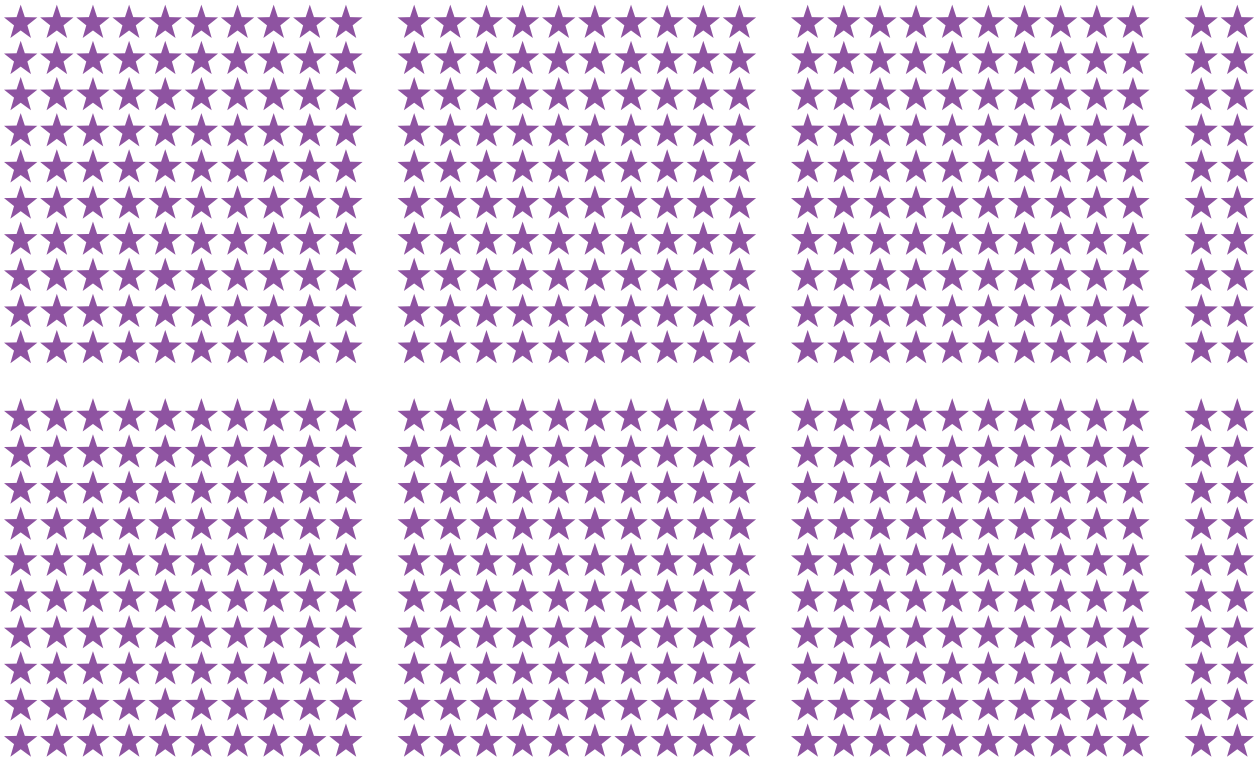
Which section has 32 cubes?
How do you know?



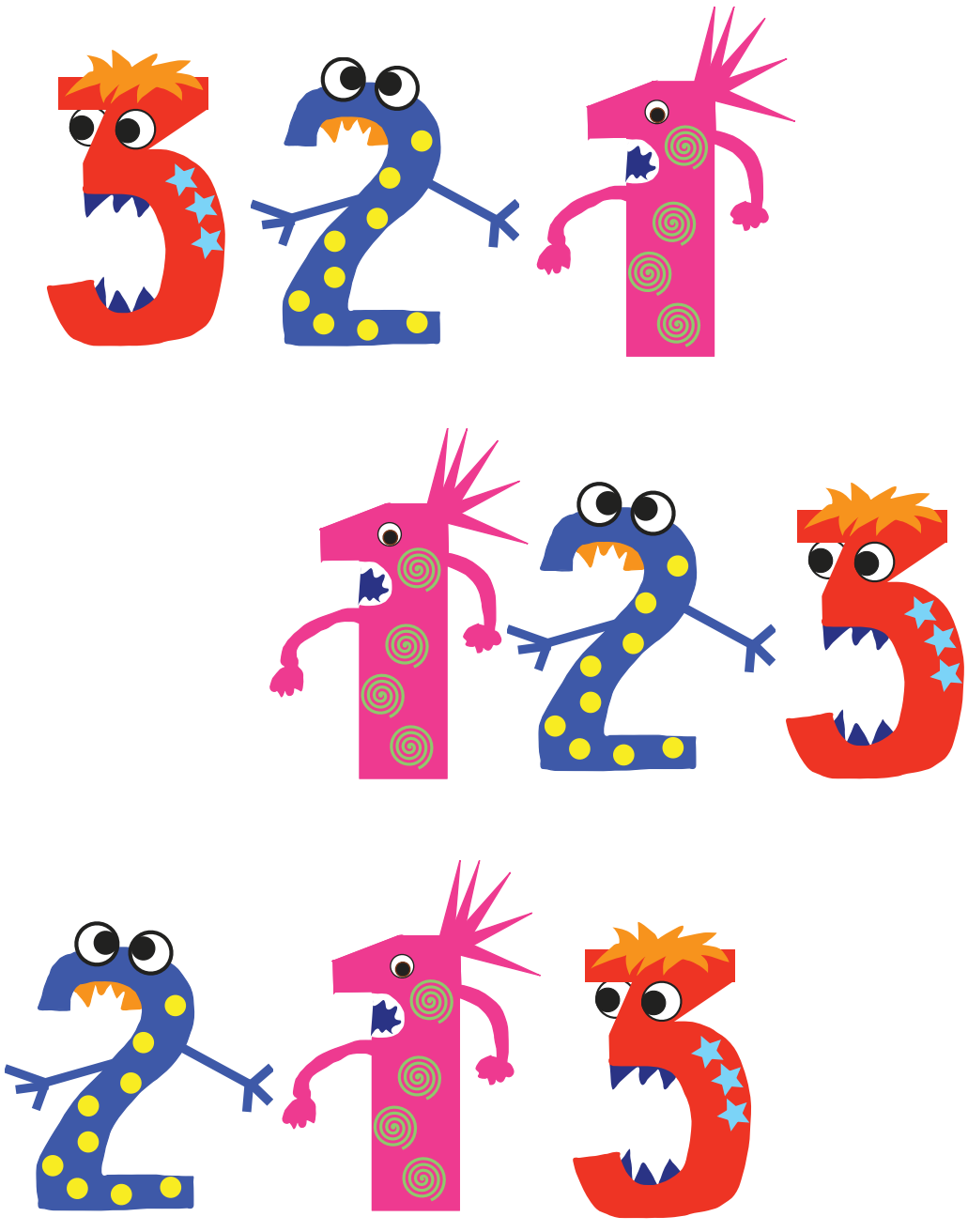
When you write the numbers for each section, how are the numbers alike and how are they different?



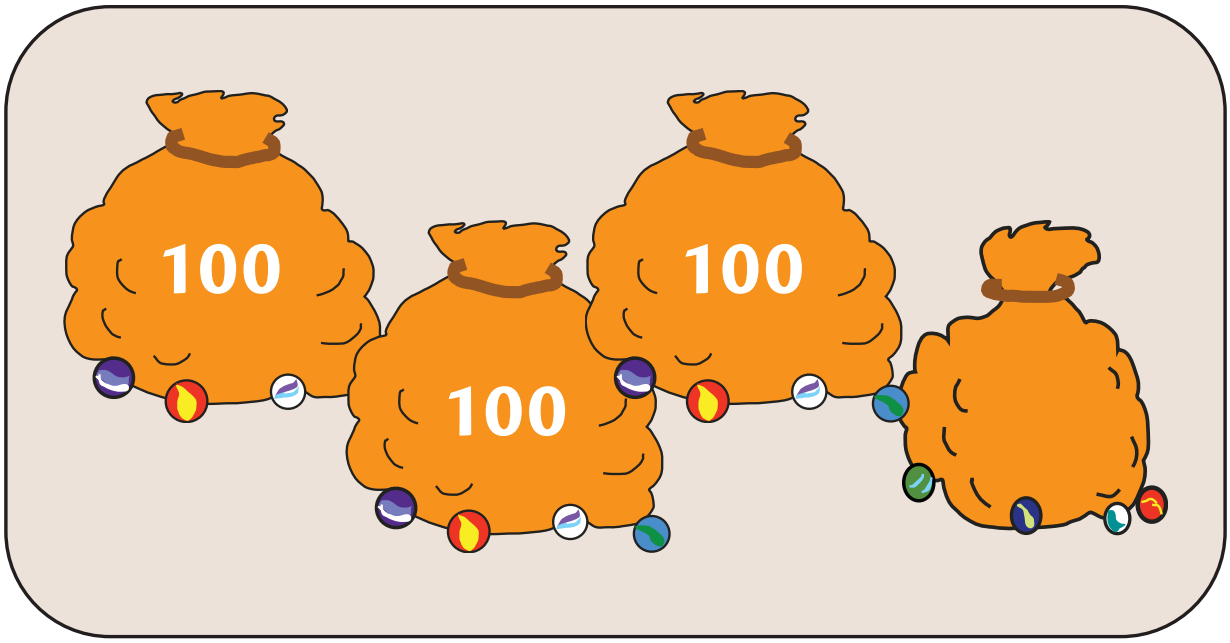
How does the arrangement of stars help make it easier to count them?

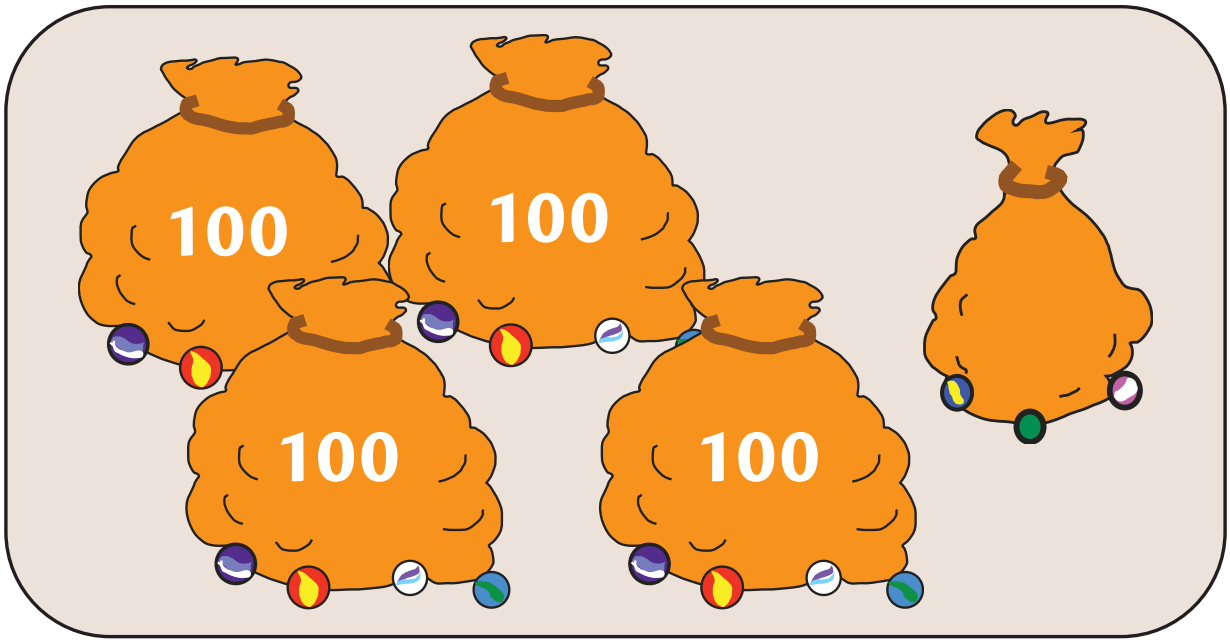


Why aren't these numbers the same? They all include 1, 2, and 3.

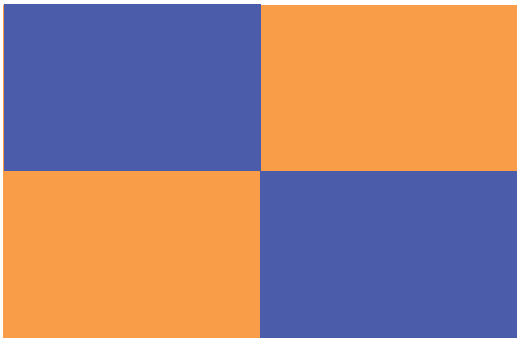


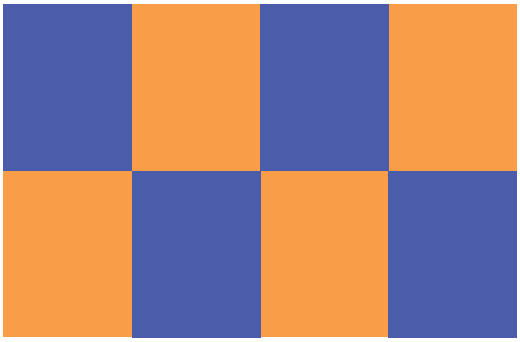
Which section has more marbles? How can you be sure?



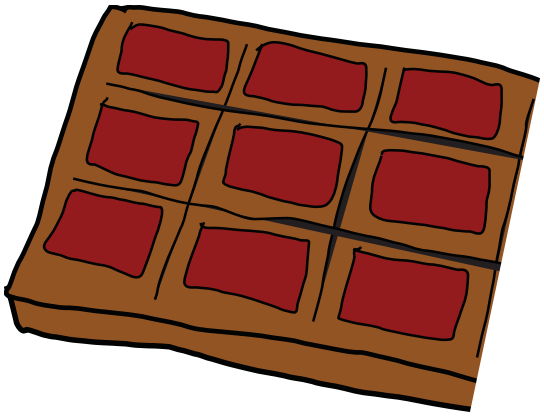


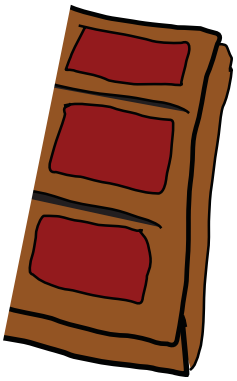
Why can halves look so different?



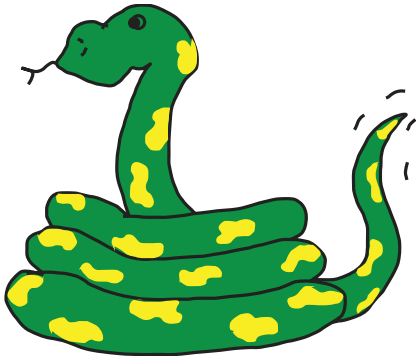


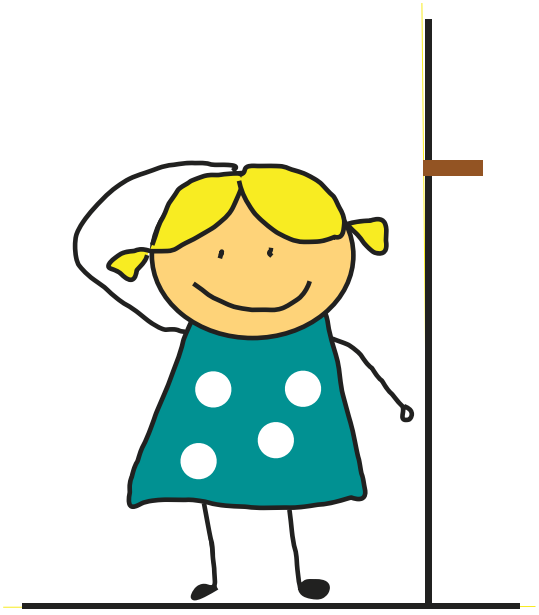
Which things in the picture would be called quarters? Why do they have that name?

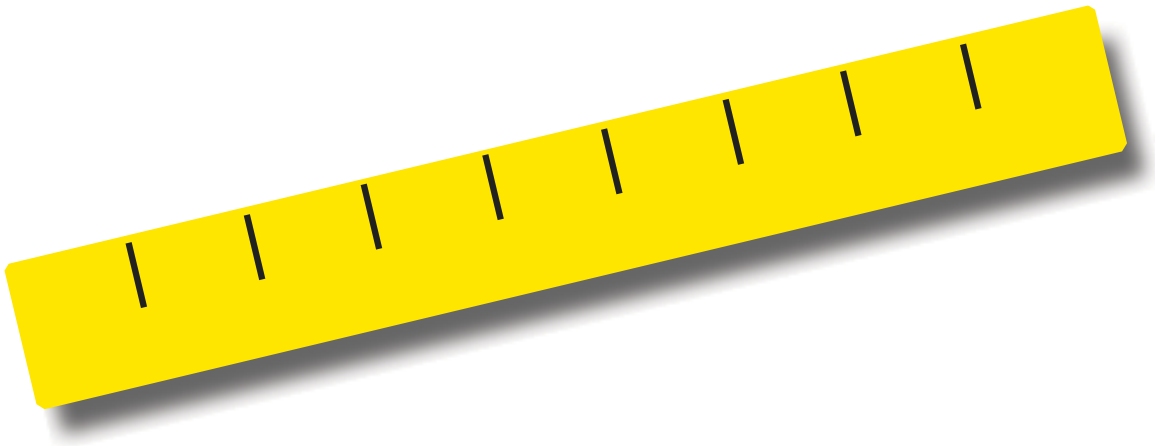




Which picture shows something long?





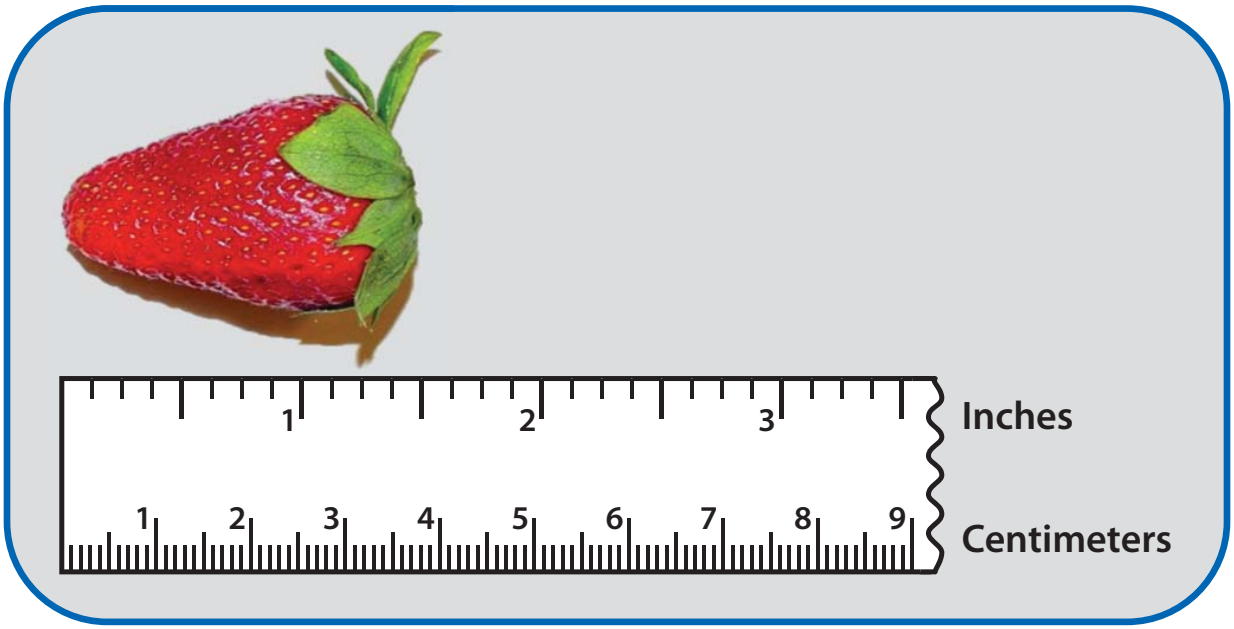


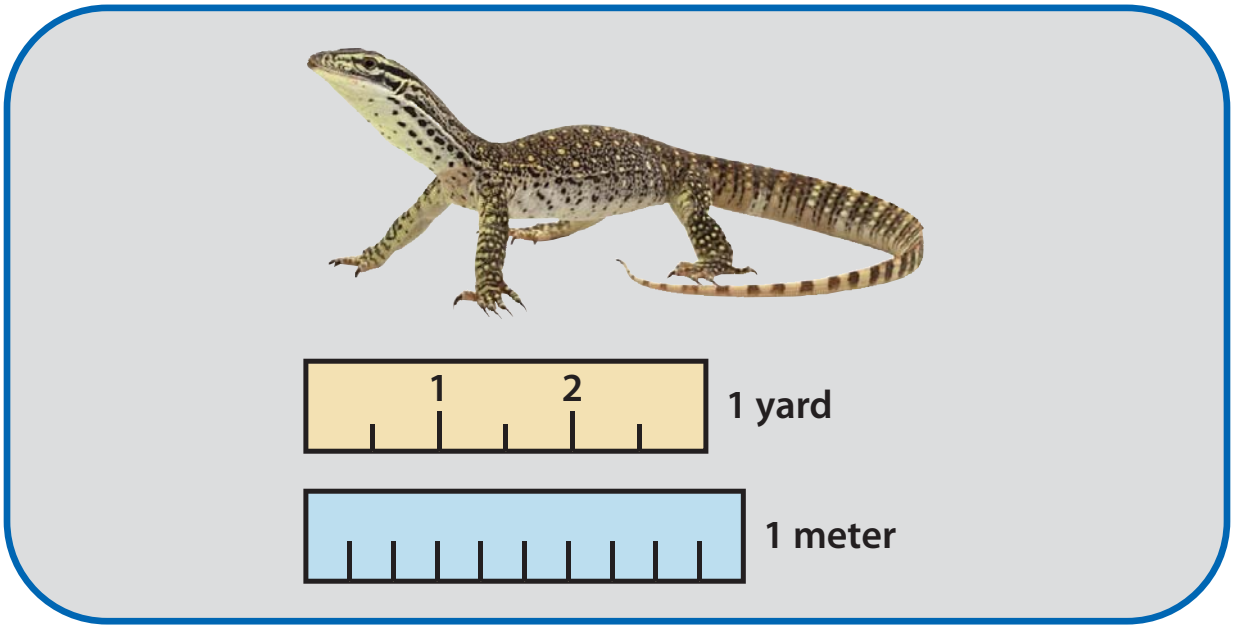
Who is right?

This puddle is 10 steps wide.

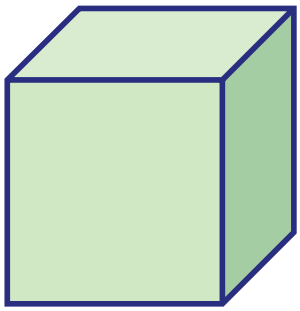
This puddle is 12 steps wide.

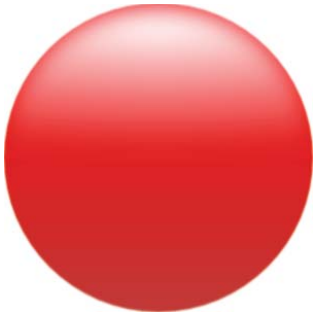
Why might you use different tools to measure different objects?

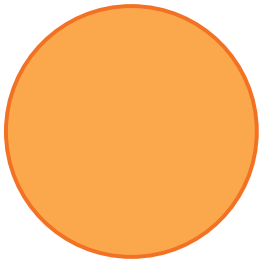


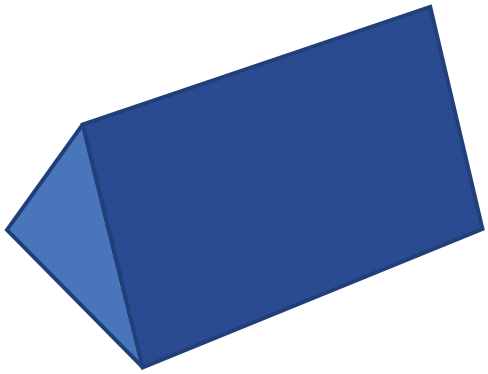


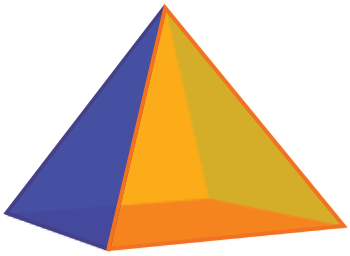
How is each shape like the others? How is it different?

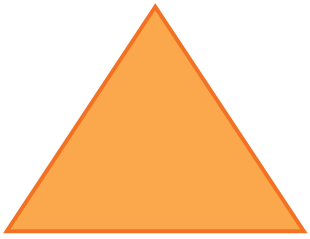




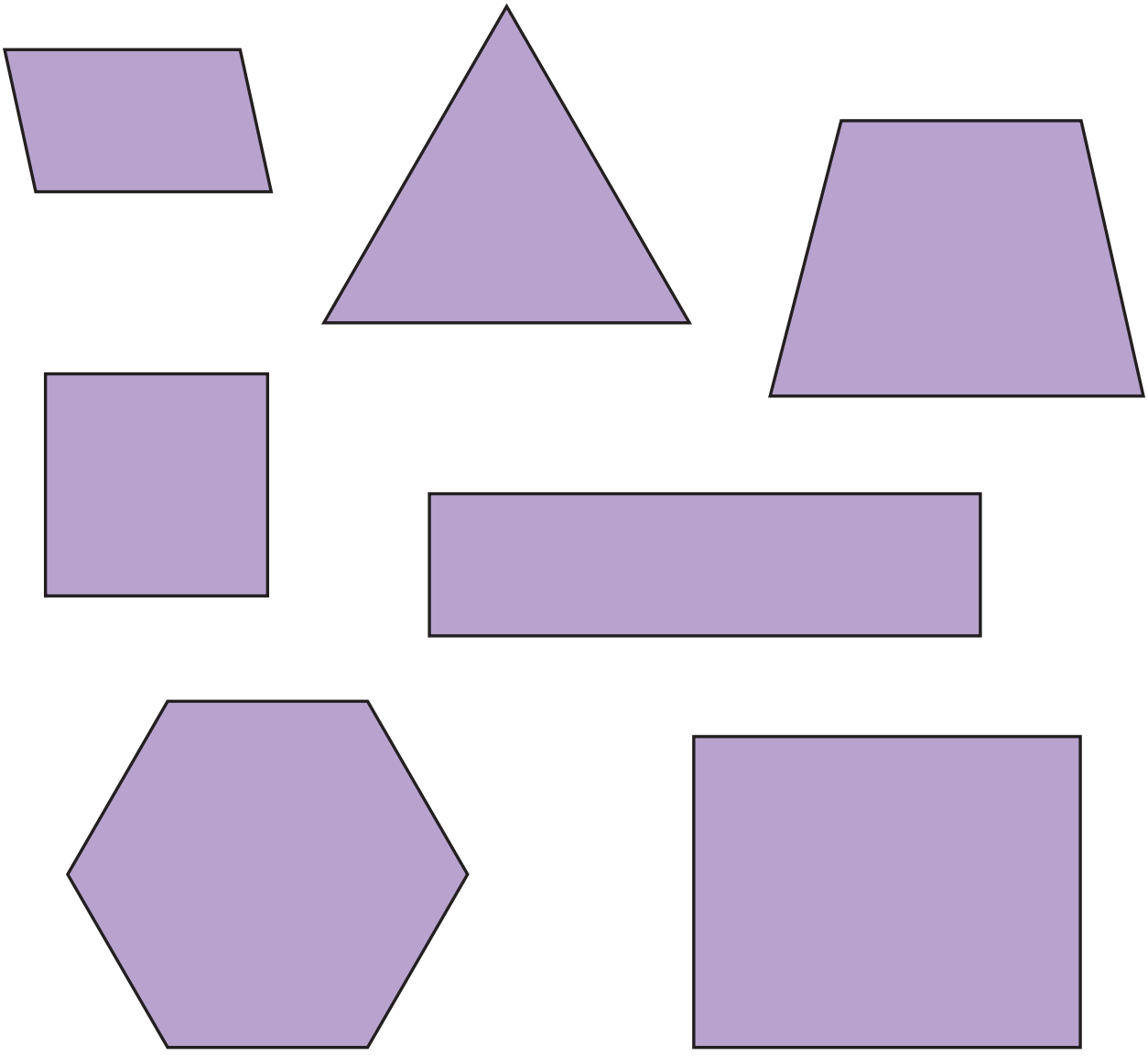




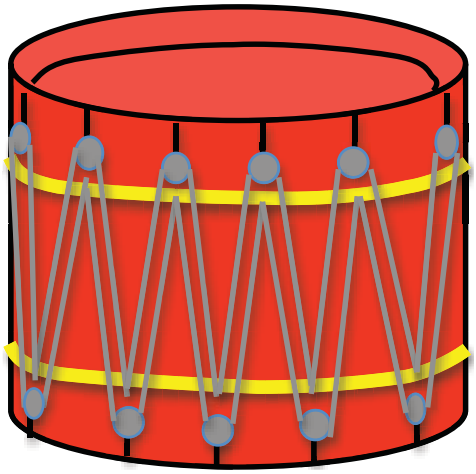


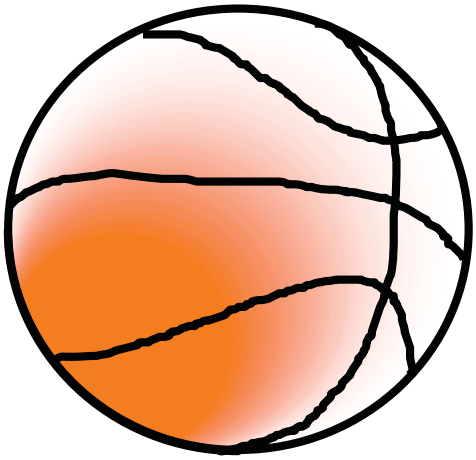


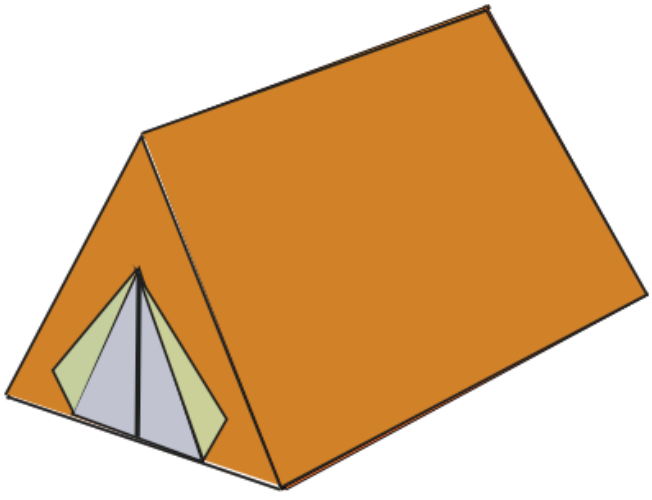
Which frames do you think are most alike?



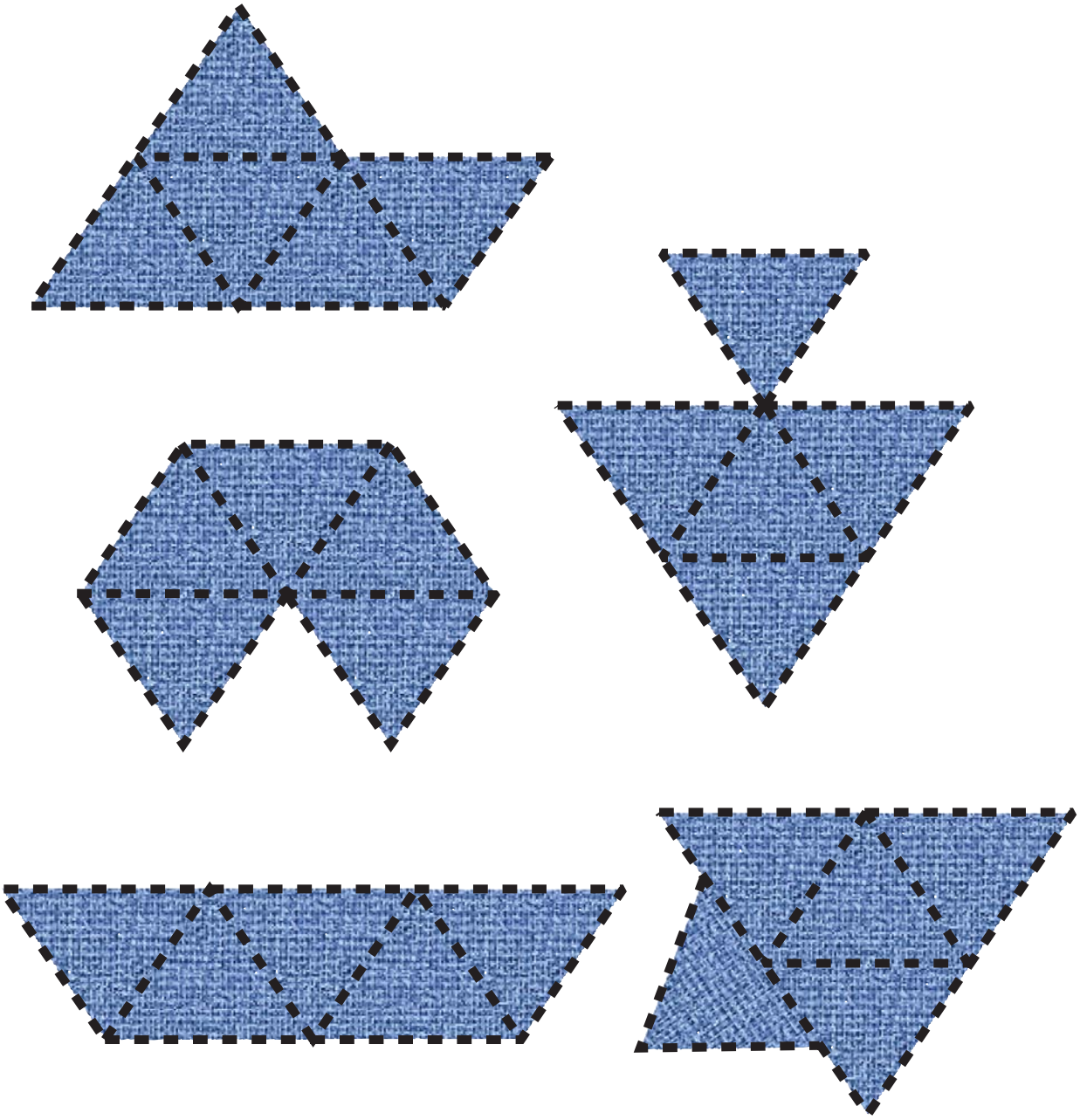
Which two objects do you think are most alike? Why?







How would the shapes change if you used 6 triangles instead of 5?



Why can you get different shapes when you put together the same pieces?