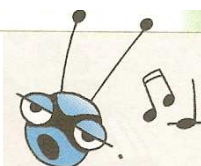


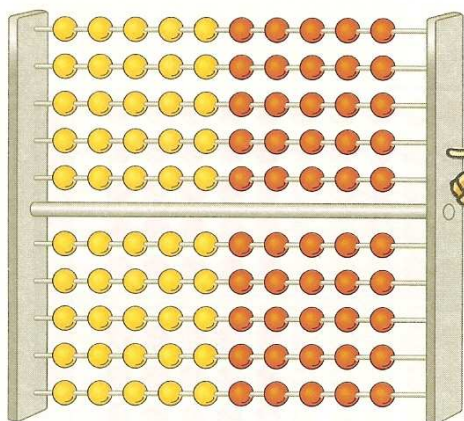
Pickmarble's rhyme
(continuation)




*It's not only a full box
To make a set of ten
Gladys's got an abacus
There're 10 on each row.*



A

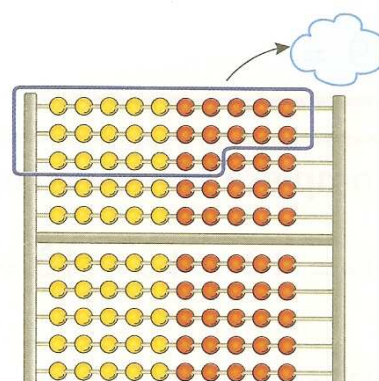
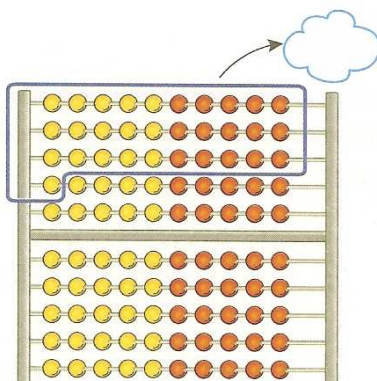
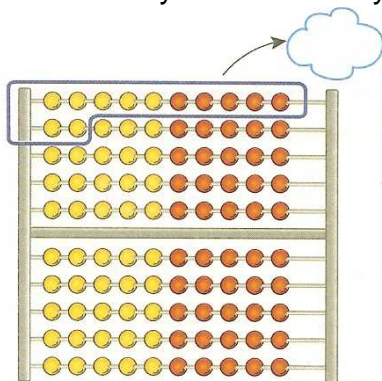
Observe and answer.



On each row,
there are  yellow balls
and  orange balls.
Altogether, on each row,
there are  balls.

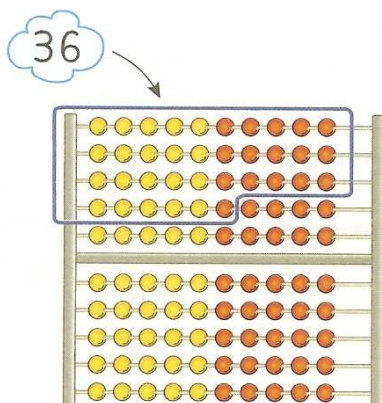
B

How many balls did Gladys circle? Answer in the small clouds.



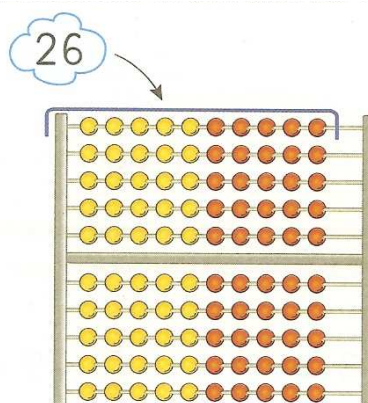
C

Observe.

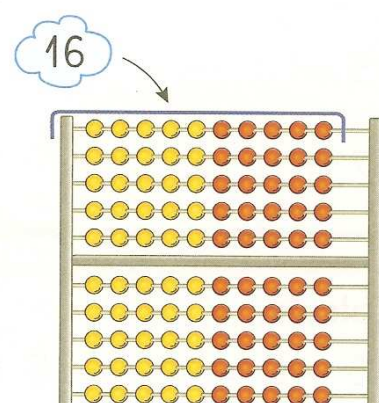


$$36 = 10 + 10 + 10 + 6$$

Circle the amount asked for and write with 10s.



$$26 = \dots\dots\dots$$



$$16 = \dots\dots\dots$$

D

A. Continuation of Pickmarble's rhyme: there are 10 balls on a row of an abacus. We can use the cardboard representing an abacus at the end of the book. The learners circle the rows and balls of the abacus corresponding to the given number.

B. Understanding the organization of Gladys's abacus.

C. Determining a circled number of balls.

D. Producing a given amount of balls and explaining the partition into tens and units. The cardboard with the abacus at the end of the book allows more exercises.