

Second Grade Nemeth Braille Code Curriculum Module 1: Addition to 100 and the Carried Number Indicator

Note: *It is recommended that this module be completed with hard copy braille and a braillewriter instead of a refreshable braille display.*

It's time to prepare for a ride in a car! Before we begin our journey, locate the title at the top of the page and read the title to me.

Yes, it says Second Grade Nemeth Code Curriculum Module 1: Addition to 100 and the Carried Number Indicator. Now that you are in second grade, the braille lines are single spaced. Do you know what that means?

Yes, it means that there is not a blank line after every line of braille. Now there will only be a blank line after special items such as titles and vertically aligned problems.

Move your hands down to the sixth line of braille on the page. Did you notice that there is just one symbol on the line and it is on the left side of the page?

⠠⠠

What is this symbol called and what is its purpose?

You got it! It is called an opening Nemeth Code indicator, and it tells us that we are going to read math or science.

Fun fact: A single car has about 30,000 parts, if we count every part down to the smallest screws.

For the first part of our adventure, let's review how to read addition problems that are vertically aligned. This format is very helpful when we calculate or compute the answer!

Directly below the opening Nemeth Code indicator, there is a problem for you to explore with your hands. One of the addends is greater than 20.

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⠠⠠
⠠⠠⠠⠠⠠⠠

The first addend is written directly above the second addend in the problem. Math problems are considered to be in spatial format when the numbers are

vertically aligned. When we read and write addition problems and equations in vertical alignment, we do not use numeric indicators.

The problem begins with what number in the first line?

That's right. It begins with the number 23. Now move your hands down to the next line. You will find a plus sign. Which dots make the plus sign?

You got it! Dots 3-4-6 make the plus sign. Notice that there is not a numeric indicator after the plus sign.

The plus sign is always spaced one cell to the left of the widest number in the spatially aligned addition problem. Since the addend on the first line contains two digits in this problem and the addend on the second line contains only one digit, there is a space between the plus sign and the second addend.

After the plus sign, there are the dots 2-5-6. What number is made with dots 2-5-6? Yes, the number 4 is made with dots 2-5-6.

So far our problem reads 23 plus 4. On the third line, there is a line of dots 2-5. Do you remember what this is called in Nemeth? That is correct. In Nemeth we call this a separation line. It begins one cell to the left of the plus sign and continues to the right one cell beyond the numbers.

So our problem reads twenty-three plus four equals.

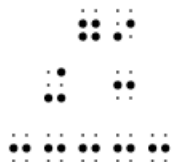
There are different strategies that we can use when adding if we do not know the answer immediately. An effective strategy for this problem would be to count on. With this strategy, you begin with one of the addends and count on from that number. So this time let's begin with 23 and count on four more.

24, 25, 26, 27

So what does $23+4$ equal? Yes, $23+4$ equals 27.

Note: If needed, Unifix blocks, Digi-Blocks, or base ten blocks may also be used.

Read the next two vertically aligned addition problems on the braille page and then use the count on strategy to determine the sum.



Yes, that's right. The first of these two problems is $65+2$. What is the line under the second addend called?

Outstanding work! It is called a separation line.

Use the count on strategy and then tell me what $65+2$ equals. Yes, sixty-five plus two equals sixty-seven!

Now it is time to read the next problem. Yes, this problem is $79+3$. Use the count on strategy to determine what $79+3$ equals. You got it! Seventy-nine plus three equals eighty-two.

Locate the braille page number at the bottom of the page. What page are we reading?

Yes, we are reading page 1.

Note: *If needed, point out that braille page numbers are placed at the right margin on the last line. Also point out that braille page numbers are transcribed in Unified English Braille, not the Nemeth braille code.*

Fun fact: Cars are sometimes called automobiles, and its history dates back to the 15th century when Leonardo da Vinci created designs and models for transport vehicles.

Activity time: Let's use flash cards to practice reading problems in vertical alignment and using the count on method to find the sum. Read each problem and then tell me the answer before moving to the next flash card.

Note: *Flash cards are available in braille within the curriculum. It may be helpful to place the flash cards on a nonslip surface such as a rubber shelf liner for this activity.*

Good work, as always, Nemeth superstar! Before we start the car, it is time to carefully buckle your seat beat! Click, click! Now we are ready to start the engine and reverse out of the parking spot!

For the second part of the adventure, let's use what we know about skip counting and the Counting to 120 Chart to add within 100. Before we begin, let's skip count by 10s to 120 together.

10 20 30 40 50 60 70 80 90 100 110 120

Now let's use our Counting to 120 Chart as we skip count by 10s.

Note: *Count by 10s, beginning with 10. Have the student keep their place on 10 with their left hand and move their right hand to the next row and count to 10 with you each time. Make sure they notice that their right hand ends up directly under where they started. Don't give this away, but try to help them discover the pattern.*

What pattern did you notice? Yes, all of the numbers for skip counting by 10s are in the same column. A column goes up and down.

What do you think will happen if I change the starting number to 3?

Will the patterns for skip counting by 10s remain the same or will it change?

Note: *Give the student time to discover this pattern on their own.*

Will all of the numbers be in the same column? How do you know?

Let's skip count by 10s beginning with 3, using our chart, and find out.

3 13 23 33 43 53 63 73 83 93 103 113

Note: *Count by 10s, beginning with 3. Have the student move their hands from left to right and count to 10 with you each time.*

Notice how all of the numbers for skip counting by 10s beginning with 3 are in the same column again. The last digit for all of the numbers is 3.

Let's try one more together. Skip count by 10s beginning with 26, using our chart.

26 36 46 56 66 76 86 96 106 116

Fun fact: There are 300 million cars in the United States. That is more than any other country in the world.

Now turn to page 2 in your braille document and locate the first addition problem. It is at the top of the page. Then read the problem to me.

⠠⠏⠗⠔⠨
⠠⠑⠗⠔⠨
⠠⠑⠗⠔⠨

Yes, the problem is $49+10$. We can determine the sum by locating 49 on the Counting to 120 Chart and then skip counting by 10s using our column pattern.

Note: *If needed, remind the student to keep their place on 49 with their left hand and move their right hand to the next row.*

That is correct! The sum is 59.

Read the next two vertically aligned addition problems on the braille page and then use what you know about skip counting and the Counting to 120 Chart to determine the sum.

$$\begin{array}{r} 51 \\ + 30 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ + 20 \\ \hline \end{array}$$

Yes, that's right. The first of these problems is $51+30$. What is the sum?

Outstanding! Fifty-one plus thirty equals eighty-one! Now it is time to read the next problem.

That is correct! This problem is $65+20$. Use your Counting to 120 Chart and tell me the sum.

You got it! Sixty-five plus twenty equals eighty-five.

We have three more problems at the bottom of the page. This time, the problems are side-by-side.

$$\begin{array}{r} 51 \\ + 30 \\ \hline \end{array} \quad \begin{array}{r} 65 \\ + 20 \\ \hline \end{array} \quad \begin{array}{r} 78 \\ + 12 \\ \hline \end{array}$$

We are going to read each problem, determine the sum, and write the answer before moving to the next problem. Please follow these specific instructions:

Begin by placing page 2 in the brailewriter, and then roll the paper into the brailewriter by using the knobs on either side of the brailewriter. The paper should stop automatically.

We will write the answer to each addition problem on the line that is below the separation line. So, use your line spacing key and find the row of problems toward the bottom of the page. Now press the line spacing key until the embossing head is on the line below the separation line.

Then we will use the space bar to line up the embossing head so that we can write the sum directly under the addends. You can see now how vertical aligned problems make it easier to calculate or compute the answer!

Note: *Provide assistance as needed. Also remind the student to move his/her fingers across the braille and check his/her work if needed. An answer key in braille is provided on page 1 of the document entitled "B3 Module 1_Answer Key for Writing Activities_2".*

Now read the first problem.

You got it! The problem is $23+10$. Use your chart and tell me the sum.

Yes, the sum of $23+10$ equals 33. Now write your answer!

Excellent work! Now read the second problem.

That's correct. The second problem is $67+30$. What is the sum?

You are on a roll! The sum is 97. Write your answer!

Just one more problem to complete before the activity! Begin by reading the third problem and then tell me the sum.

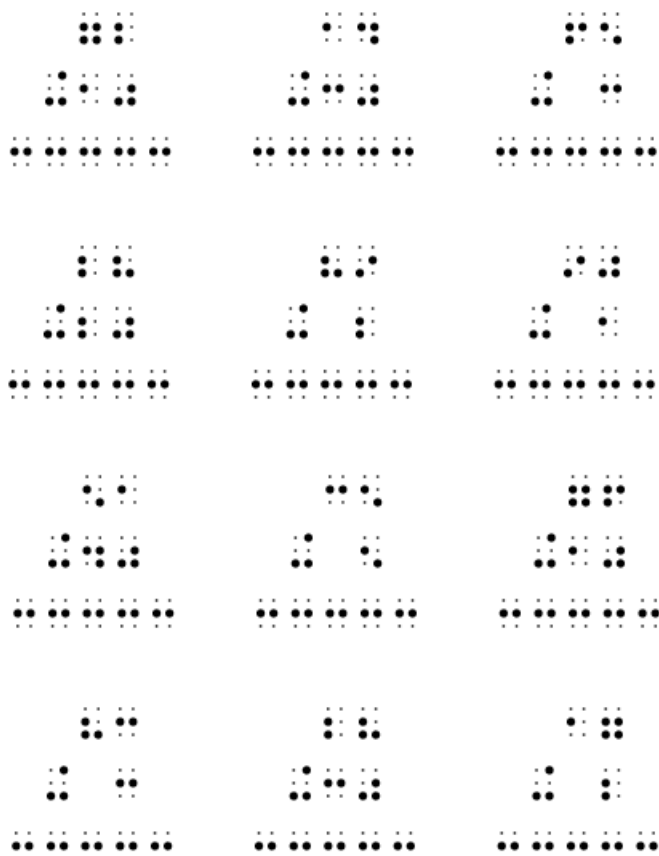
Yes, the problem would be read as $52+40$, and the sum is 92. Write your answer! You may now remove your paper from the braillewriter.

Fun fact: On average, cars are parked 95% of the time.

Activity time: You are going to place page 3 into your braillewriter, read each of the addition problems on the page, use one of the addition strategies we have learned to determine the sum, and write the answer before moving to the next problem using the previous technique.

Some problems can be more easily answered using the count on strategy, and others can be more easily completed by using the Counting to 120 Chart. You can do it, Nemeth superstar!

Note: *Provide assistance as needed. Also remind the student to move his/her fingers across the braille and check his/her work if needed. An answer key in braille is provided on pages 1-2 of the document entitled "B3 Module 1_Answer Key for Writing Activities_2".*



The car is on the road! Sometimes as a passenger in an automobile, you may be asked to help navigate. Do you know what that means?

Yes, it means that you may assist the driver of the car by using an online web mapping service on a smart phone or tablet. These apps can help you plan a route as well as know when to turn onto a different road or highway. These apps can also provide real-time information about traffic conditions! This means you can help the driver and you avoid sitting in a traffic jam!

For the third part of the journey, let's review how to write spatially aligned problems. We will begin by getting out a new piece of braille paper and writing:

$$\begin{array}{r} 37 \\ +21 \\ \hline \end{array}$$

Note: Repeat saying each problem as many times as needed. Also remind the student to move his/her fingers across the braille and check his/her work if needed. An answer key in braille is provided on page 2 in the document entitled "B3 Module 1_Answer Key for Writing Activities_2".

In this problem, the addend in the first line will begin in cell 3 because the plus sign on the second line will begin in cell 2 and the separation line will begin in cell 1 on the third line. Place your fingers on the correct keys on your braillewriter, and let's get started. In order to braille the number 37 beginning in cell 3, press the space bar twice.

Then write the number. We will not need a numeric indicator since the problem is vertically aligned.

Press the line spacing key only once and move to the next line. The number 21 will be brailled directly below the addend in the first line. The digits should be aligned according to their place value.

Where will we braille the plus sign? Yes, we will place the plus sign one cell to the left of the number 21 on the second line. Use the backspace key to line up the embossing head so that we can write the plus sign one cell to the left of the number 21. Then press the line spacing key once and move to the next line.

Now you are ready to braille the separation line below the plus sign and number 21. How do you braille a separation line? Yes, we press the dots 2-5 five times to make the separation line. It will begin in cell 1 and continue one cell to the right of the numbers.

Way to go, co-pilot! Let's write another problem together, but first press your line spacing key three times.

$$\begin{array}{r} 25 \\ +14 \\ \hline \end{array}$$

What should we braille first? Yes, begin by brailing the first addend on the first line. What cell will it begin in?

You got it! The number 25 will begin in the third cell in this problem. Place your fingers on the correct keys on your braillewriter and press the space bar twice so that we can write the number 25, beginning in the third cell.

We will not need a numeric indicator again since the problem is vertically aligned.

What should we do next?

That's correct. We need to press the line spacing key only once to go the next line and braille the plus sign and number 14. Just like in our last problem, the digits should be aligned according to their place value.

Also remember that the plus sign should be one cell to the left of the numbers.

Once you are finished, press the line spacing key only once and move to the next line. Now you are ready to braille the separation line below the plus sign and numbers. How do you braille a separation line? Yes, press the dots 2-5 to make the separation line. It will begin in cell 1 and continue one cell to the right of the numbers.

Fun fact: The first automobile used for transporting people was steam-powered. It was built by Nicolas-Joseph Cugnot in 1769.

Try writing an addition problem by yourself! Begin by pressing your line spacing key three times.

$$\begin{array}{r} 47 \\ +31 \\ \hline \end{array}$$

Now it is time for you to write more addition problems! After you write each problem, press your line spacing key three times.

Note: Repeat saying each problem as many times as needed. Also remind the student to move his/her fingers across the braille and check his/her work if needed. An answer key in braille is provided on page 3 of the document entitled "B3 Module 1_Answer Key for Writing Activities_2".

$$\begin{array}{r} 52 \\ +17 \\ \hline \end{array}$$

$$\begin{array}{r} 68 \\ +20 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ +64 \\ \hline \end{array}$$

$$\begin{array}{r} 87 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ +43 \\ \hline \end{array}$$

$$\begin{array}{r} 51 \\ +26 \\ \hline \end{array}$$

Fun fact: More than 50 million Toyota Corollas have been sold since 1966!

Vrrooooo!! For the fourth part of the adventure, let's learn how to read spatially aligned addition problems when there are three or four addends. Turn to page 4 in your braille document and find the first addition problem. It is at the top of the page.

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The problem begins with what number in the first line?

That's right. It begins with the number 31. Now move your hands down to the second line and read the second addend.

That is correct! The second number to add is 42. Now move your hands to the third line. What did you find?

You got it! It is a plus sign, followed by the number 15.

The plus sign is always spaced one cell to the left of the widest number in the spatially aligned addition problem. Since all of the addends contain two digits, there is not a space between the plus sign and the final addend.

On the following line, there is a separation line. So our problem reads thirty-one plus forty-two plus fifteen equals. Let's use manipulatives such as base ten blocks to figure out the answer to the problem.

Note: *If preferred, the Counting to 120 Chart could be used instead.*

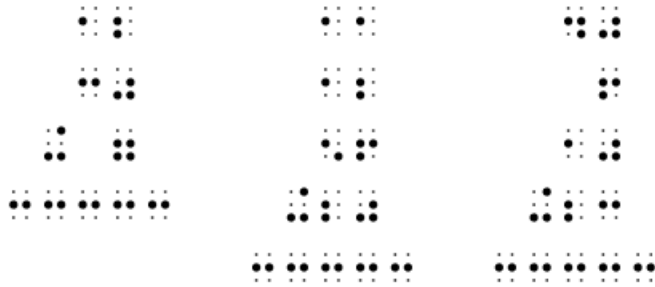
Begin by adding the ones. One plus two plus five equals what?

Good job! One plus two plus five equals eight. Now let's add the tens. Three ten blocks (rods) plus four ten blocks plus one ten block equals what?

Yes, it equals eight ten blocks or eighty. That means we have eight ten blocks and eight unit blocks. So the answer to the problem is what?

Good job! The answer is 88.

Let's complete three more problems together. They have been written side-by-side in braille. Some of the problems contain both one-digit and two-digit addends.



Begin by reading the first problem.

Yes, the problem reads twelve plus thirty plus seven equals what? Now add the numbers in the ones column. Two plus zero plus seven equals what? You are welcome to use your base ten blocks or Counting to 120 Chart if you would like.

Note: Have the student locate the numbers in the ones column and then read them simultaneously with you.

Yes, it equals nine. Now let's add the numbers in the tens column.

One ten block (rod) plus three ten blocks equals what?

That is correct! It equals four ten blocks or forty. That means we have four ten blocks and nine unit blocks. So the answer to the problem is what?

You got it! The answer is 49.

Now read the second problem.

Yes, the problem reads eleven plus twelve plus fifty-six plus twenty equals what?

What should we do next?

Excellent! We should add the numbers in the ones column. One plus two plus six plus zero equals what?

Perfect! It equals nine. Now let's add the numbers in the tens column.

One ten block (rod) plus one ten block plus five ten blocks plus two ten blocks equals what?

That is correct! It equals nine ten blocks or ninety. That means we have nine ten blocks and nine unit blocks. So the answer to the problem is what?

You got it! The answer is 99. Now read the third problem.

Yes, the problem is forty plus six plus ten plus twenty-three equals what number? Now add the numbers and then tell me the answer.

Note: Encourage the student to verbalize the process they use to determine the sum. Provide assistance as needed.

Fun fact: There are more cars than people in Los Angeles.

Activity time: Read each of the numbered addition problems on page 5. Use the addition strategies we have learned and tell me the answer before moving to the next problem.

Note: Continue to encourage the student to verbalize the process they use to determine the sum. Provide assistance as needed. Also remind the student to move his/her fingers across the braille and check his/her work if needed.

$\begin{array}{r} 12 \\ 34 \\ \hline 46 \end{array}$	$\begin{array}{r} 12 \\ 34 \\ \hline 46 \end{array}$	$\begin{array}{r} 12 \\ 34 \\ \hline 46 \end{array}$	$\begin{array}{r} 12 \\ 34 \\ \hline 46 \end{array}$
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$\begin{array}{r} 12 \\ 34 \\ \hline 46 \end{array}$	$\begin{array}{r} 12 \\ 34 \\ \hline 46 \end{array}$	$\begin{array}{r} 12 \\ 34 \\ \hline 46 \end{array}$	$\begin{array}{r} 12 \\ 34 \\ \hline 46 \end{array}$
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$\begin{array}{r} 12 \\ 34 \\ \hline 46 \end{array}$	$\begin{array}{r} 12 \\ 34 \\ \hline 46 \end{array}$	$\begin{array}{r} 12 \\ 34 \\ \hline 46 \end{array}$	$\begin{array}{r} 12 \\ 34 \\ \hline 46 \end{array}$
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$\begin{array}{r} 12 \\ 34 \\ \hline 46 \end{array}$	$\begin{array}{r} 12 \\ 34 \\ \hline 46 \end{array}$	$\begin{array}{r} 12 \\ 34 \\ \hline 46 \end{array}$	$\begin{array}{r} 12 \\ 34 \\ \hline 46 \end{array}$
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For the fifth part of the adventure, let's learn to write the vertically aligned addition problems with three or more addends as well as the answer to the problems. Begin by placing paper in the braillewriter, and then roll the paper into the braillewriter by using the knobs on either side of the braillewriter. The paper should stop automatically. Then push the line spacing key.

Note: Repeat saying each problem as many times as needed. Also remind the student to move his/her fingers across the braille and check his/her work if needed. An answer key in braille is provided on page 4 in the document entitled "B3 Module 1_Answer Key for Writing Activities_2".

Begin by writing the following problem:

$$\begin{array}{r} 25 \\ 12 \\ + 41 \\ \hline \end{array}$$

In this problem, the addend in the first line will begin in cell 3 because the plus sign on the third line will begin in cell 2 and the separation line will begin in cell 1 on the fourth line. Place your fingers on the correct keys on your braillewriter, and let's get started. In order to braille the number 25 beginning in cell 3, press the space bar twice.

Then write the number. We will not need a numeric indicator since the problem is vertically aligned.

Press the line spacing key only once and move to the next line. The number 12 will be brailled directly below the addend in the first line. The digits should be aligned according to their place value.

Note: Provide assistance in lining up the embossing head with the addends as needed.

Press the line spacing key only once and move to the next line. The number 41 will be brailled directly below the addend in the second line. Once again, the digits should be aligned according to their place value.

Where will we braille the plus sign? Yes, we will place the plus sign one cell to the left of the number 41 on the third line. Use the backspace key to line up the embossing head so that we can write the plus sign one cell to the left of the number 41. Then press the line spacing key once and move to the next line.

Now you are ready to braille the separation line below the plus sign and number 41. How do you braille a separation line? Yes, we press the dots 2-5

five times to make the separation line. It will begin in cell 1 and continue one cell to the right of the numbers.

We are almost finished! Now add the numbers and write the answer on the following line.

Note: *Encourage the student to verbalize the process they use to determine the sum. Provide assistance as needed. Base ten blocks or Digi-blocks may also be used.*

Way to go, navigator! Let's write another problem together.

$$\begin{array}{r} 85 \\ 3 \\ + 10 \\ \hline \end{array}$$

What should we braille first? Yes, begin by braille the first addend on the first line. What cell will it begin in?

You got it! The number 85 will begin in the third cell in this problem. Place your fingers on the correct keys on your braillewriter and press the space bar twice so that we can write the number 85, beginning in the third cell.

We will not need a numeric indicator again since the problem is vertically aligned. What should we do next?

Note: *Provide assistance in lining up the embossing head with the addends as needed.*

That's correct. We need to press the line spacing key only once to go the next line and braille the next addend. Just like in our last problem, the digits should be aligned according to their place value. That means the 3 should be in the ones column, directly beneath the 5.

What is the next step?

Yes, we need to press the line spacing key again to go to the next line and braille the last addend and plus sign. Don't forget that the plus sign should be one cell to the left of the numbers.

Once you are finished, press the line spacing key only once and move to the next line. Now you are ready to braille the separation line below the plus sign and numbers. How do you braille a separation line? Yes, press the dots 2-5 to make the separation line. It will begin in cell 1 and continue one cell to the right of the numbers.

What should you do next?

You got it! Add the numbers and write the answer on the following line.

Now remove the page from your braillewriter!

Fun fact: The most popular car colors today are white, black, and silver.

Activity time: You will need your braillewriter and braille paper for the next activity. Listen as I read the vertically aligned addition problems and then braille what you hear. Some of the problems will have two addends and some will have three addends. After you write each problem, write the sum below the separation line and then press your line spacing key twice.

Note: *Provide assistance as needed. Base ten blocks or Digi-blocks may also be used. An answer key in braille is provided on pages 4-5 of the document entitled "B3 Module 1_Answer Key for Writing Activities_2".*

$$\begin{array}{r} 62 \\ 30 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 28 \\ + 71 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ 40 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ 21 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 52 \\ 30 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ + 41 \\ \hline \end{array}$$

Begin by finding the third line of the addition problem at the top of page 6. Read the problem, ignoring the first two lines of the problem for now.

Now let's go back and explore the first two lines. Did you notice the line of dots 2-3-5-6 above the first addend? This is called a carried number indicator, and it is the same length as the separation line.

Carried numbers are more commonly called renamed numbers. They are placed above the carried number indicator in braille.

Now, let's figure out together why we need the carried number indicator and a renamed number in this problem. Begin by putting page 6 in the braillewriter.

The second step to solving this problem is adding the ones. What is 3 ones plus 9 ones?

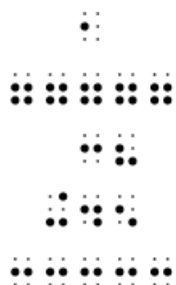
Yes, it is 12 ones, so we will need to regroup. When we regroup, we name a whole number in a different way.

12 ones equals 1 ten and 2 ones. We will write 2 in the ones column together. The 1 in the tens column above the carried number indicator represents the one ten in 12.

The third step is to add the tens. Don't forget that we have one ten above the carried number indicator.

One ten plus six tens plus two tens equals nine tens or ninety. Now write a 9 in the tens column. So 63 plus 29 equals 92.

Move to the second addition problem on the page and let's read it together.



Good job! The problem is $38 + 45$. What is the line of dots 2-3-5-6 above the first addend called?

You got it! It is called a carried number indicator. What is the one ten above the carried number indicator called?

Yes, it is called a renamed number. Let's determine the sum. The first step is to add the ones. What numbers should we add?

Way to go! Eight ones plus five ones equals what?

Yes, math superstar! That equals 13 ones. What is the next step?

Yes, we need to write 3 in the ones column. In addition, the one in the tens column above the carried number indicator represents the one ten in 13.

The second step is to add the tens. Don't forget that we have one ten above the carried number indicator.

One ten plus three tens plus four tens equals eight tens or eighty. Now write 8 in the tens column.

So 38 plus 45 equals 83.

Move to the third addition problem on the page and read it. Afterwards, talk through the process you use to figure out the sum.

$$\begin{array}{r}
 100 \\
 80 \\
 60 \\
 70 \\
 \hline
 230
 \end{array}$$

Note: Offer assistance as needed if the student has difficulty explaining the process or determining the sum.

Excellent! The problem is $86 + 7$, and the answer is 93.

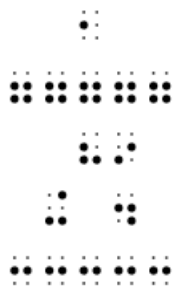
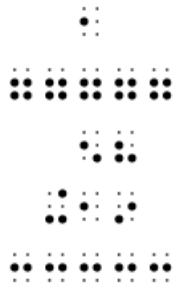
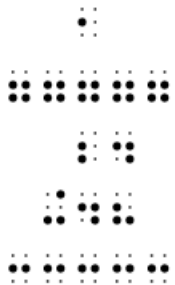
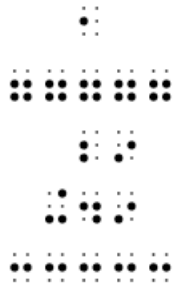
Fun fact: The inventor, Ralph Teetor, who developed cruise control for automobiles, was blind. He filed a patent for his newly created speed control device in 1945.

Activity time: Read each of the addition problems that include a carried number indicator on page 7. Write each answer on another piece of paper, using your braillewriter, before moving to the next problem. Leave one space between your answers.

Note: Offer assistance as needed. An answer key in braille is provided at the bottom of page 6 of the document entitled "B3 Module 1_Answer Key for Writing Activities_2".

$$\begin{array}{r}
 100 \\
 80 \\
 60 \\
 70 \\
 \hline
 230
 \end{array}$$

$$\begin{array}{r}
 100 \\
 80 \\
 60 \\
 70 \\
 \hline
 230
 \end{array}$$



Below the last problem, there is a Nemeth Code terminator.



This symbol tells us that we are almost finished with our math adventure. Sometimes this symbol comes at the end of a braille document, just like it is this time. This symbol can also be used in other places within a document to

tell us that we are finishing a math section and are moving to literary material.

Fun fact: Ford Motor Company builds between 8,000 and 10,000 cars each day. In contrast, Ferrari only produces a maximum of 14 cars per day.

Now that we have taken our exit off of the interstate, we are almost finished with our journey. Let's finish our adventure with a follow-up activity.

Follow-up activity: We are going to play a new game for two players called Tic-Tac-Toe. We will need a Tic-Tac-Toe game card and two different types of markers such as small pieces of Wikki Stix® or stickers.

Note: *Four different game cards are included in separate documents. If you use Wikki Stix® pieces, roll them into a ball with your hand so that they will stick to the paper more easily.*

Additional directions are included in the Teacher Reference document.

The first player to get 3 markers in a row wins the game! Each time you determine the sum for a problem, you will earn the right to place a marker on the problem. Once you have 3 markers horizontally in a row, vertically in a column, or going diagonally, call out Tic-Tac-Toe.

Let's get started by using your hands to explore the Tic-Tac-Toe game card. You will find the title centered on the first line. Afterwards there will be 3 rows with 3 problems on each row.

Begin by deciding who will go first. Then the first player will select one of the addition problems to solve. If the first player correctly determines the sum, then he or she can place one of his/her markers on top of the problem.

Then the second player will select one of the addition problems to solve. If the second player correctly determines the sum, then he or she can place one of his/her markers on top of the problem.

We will continue alternating turns until a winner gets 3 markers in a row and calls out Tic-Tac-Toe.