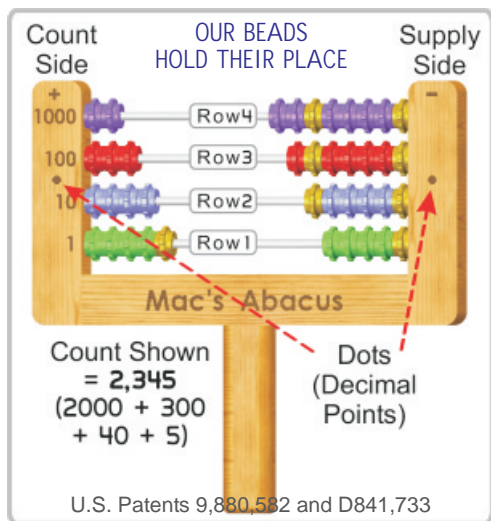
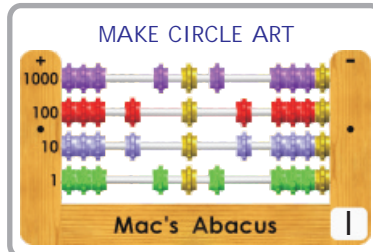
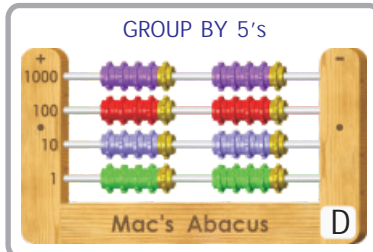
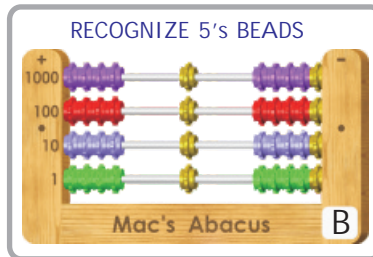
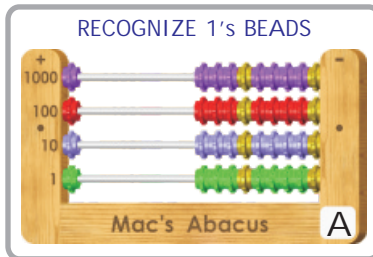


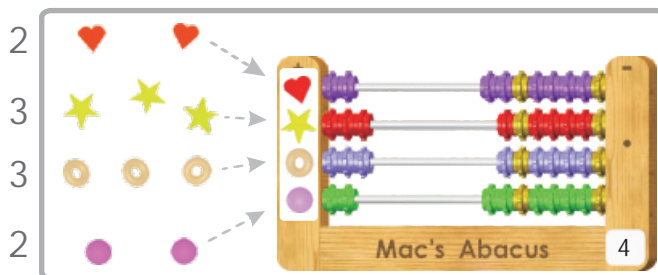
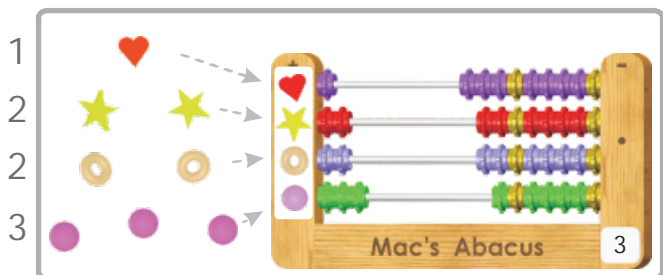
A BRIEF TOUR of Mac's Abacus Basic SUPPLEMENTARY MATH CURRICULUM



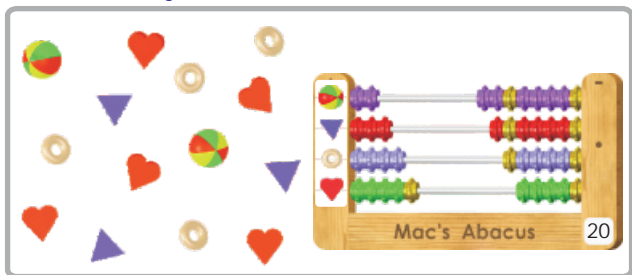
STRUCTURE of MAC'S ABACUS
Dots can Separate Dollars from Cents



FOUR of the 16 PRELIMINARY EXERCISES to GAIN FAMILIARITY with MAC'S ABACUS



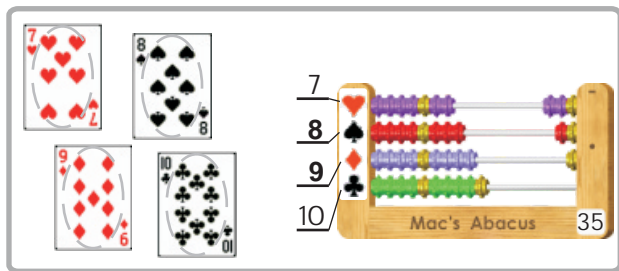
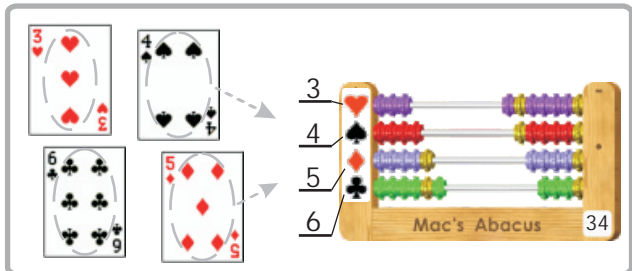
For the first half of the Workbook, EACH ROW is a SEPARATE PROBLEM, which allows for important mathematical comparisons. Here: We Start with 1. One more makes 2, Compare 2's. One more makes 3. We Make 2 again. Make 3, Compare 3's, Confirm 2. Besides Learning to Count, the ABOVE LESSON PROBLEMS demonstrate CONSISTENCY: [that 2 is always 2 and that 3 is always 3]



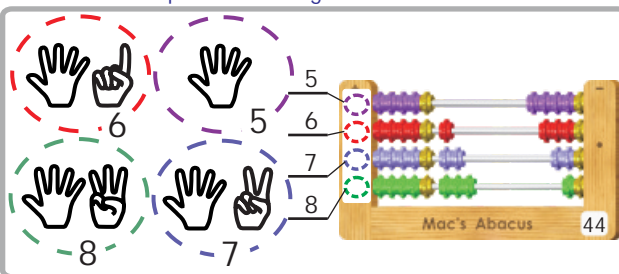
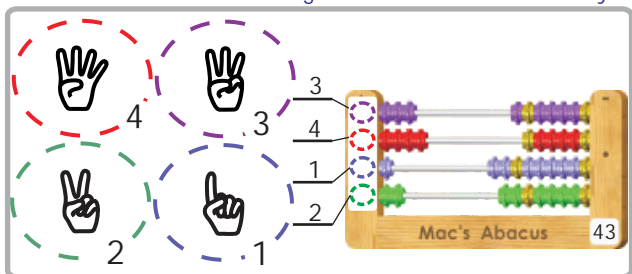
COUNTING SCATTERED OBJECTS
Develop a Strategy: Start in a Corner / A Surprise Sequence here!



COUNTING OBJECTS as GROUPS
Develop a Strategy: Select Counts by Groups as shown

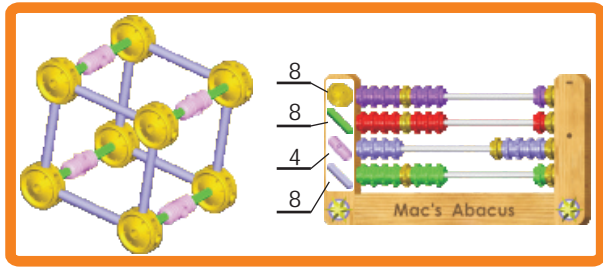


USING PLAYING CARDS to INTRODUCE the DIGITS that correspond with OBJECT COUNTS 1 thru 10
Bead Lengths in Successive Rows easily reveal these Numerical Sequences as Progressions

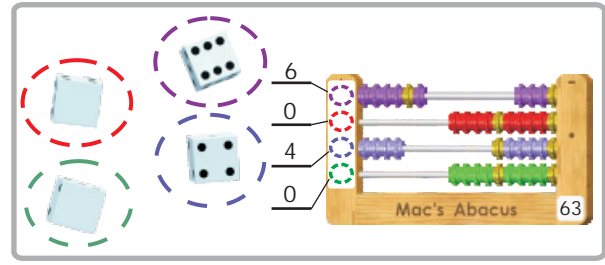


ASSOCIATING COUNTS with YOUR FINGERS - Everybody learns to do this!

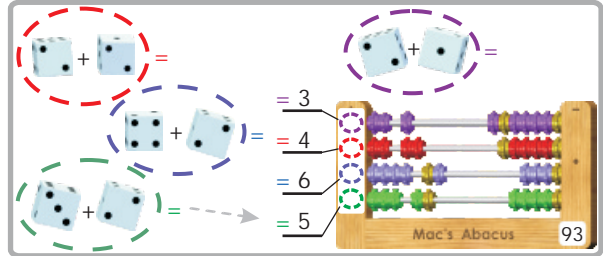
ZERO, BASIC ADDITION & SUBTRACTION, EQUATIONS, LENGTHS, HEIGHTS, TIME, TOKENS



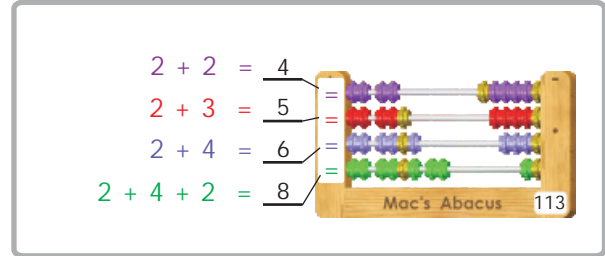
A PRACTICAL USE for COUNTS
COUNTING PARTS needed to BUILD a KIT



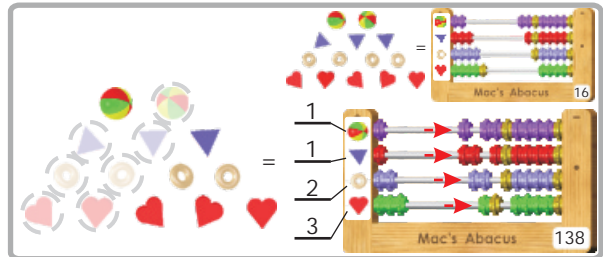
ZERO IS REPRESENTED BY AN ABSENT BEAD
Two Problems together demonstrate ZERO is ALSO CONSISTENT



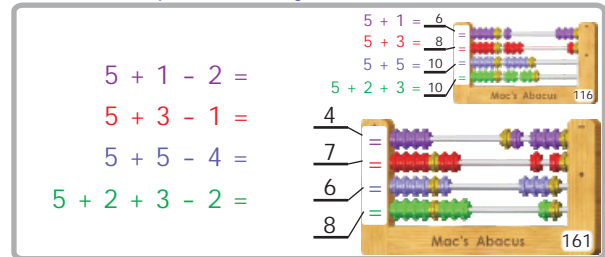
ADDITION: USING the "+" and "=" OPERATORS
to COMBINE GROUPS



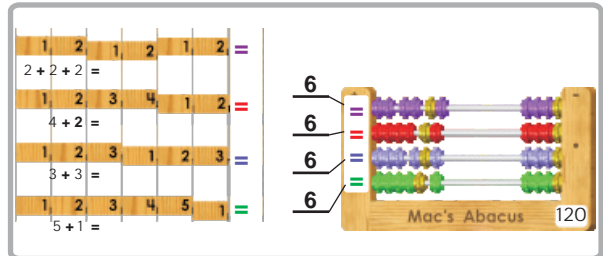
ABSTRACT ADDITION: Adding Quantities
represented by PURE NUMBERS



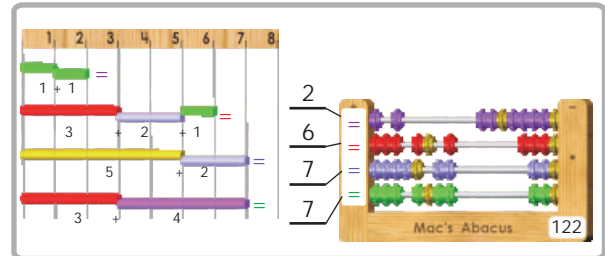
SUBTRACTION: PRESENTED as REMOVING OBJECTS
from a prior Addition Lesson



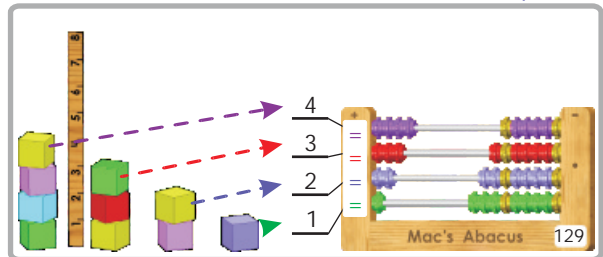
ABSTRACT SUBTRACTION: Subtracting
Quantities represented by PURE NUMBERS



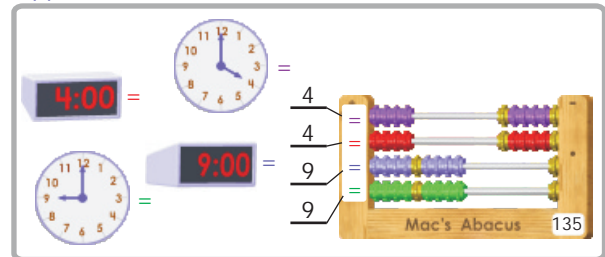
STACKING RULER PIECES TOGETHER
Various LENGTH Combinations that Stack up to 6



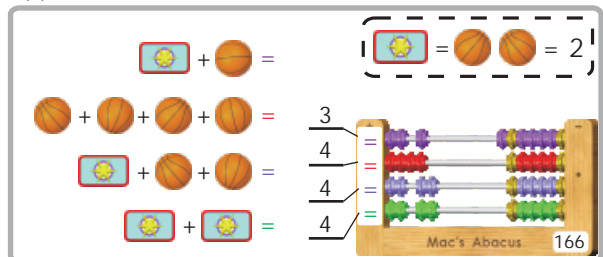
COUNTS AS LENGTHS of STICKS
The apparent LENGTHS are IN PROPORTION to their VALUE



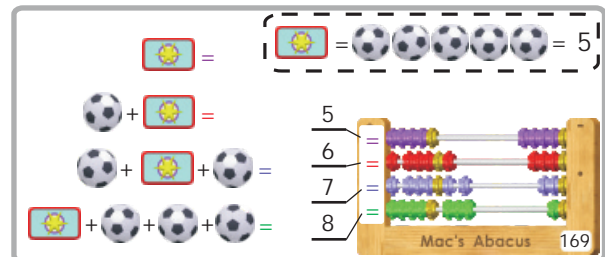
COUNTS AS HEIGHTS
The apparent HEIGHTS are IN PROPORTION to their VALUE.



COMPARING COUNTS OF TIME (Hours)
Proves the EQUIVALENCE of DIAL and DIGITAL Clocks



INTRODUCING TOKENS to represent SPECIFIC QUANTITIES
This TOKEN is worth 2 Basketballs



TOKENS can represent both VARIOUS OBJECTS
and VARIOUS QUANTITIES (it's the "Rule of the Game")

USING the TOKEN to DEVELOP the DECIMAL SYSTEM and MONEY

Even OTHER OBJECTS can be TOKENS
The NICKEL is a Token for 5 PENNIES

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Let EACH BEAD in Row 2 be a TOKEN for ALL 10 BEADS in Row1. Then we can COUNT PAST 10 on MAC'S ABACUS

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The DECIMAL SYSTEM assigns "PLACE VALUE" to Digits, so we can easily REPRESENT COUNTS PAST 10

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MAC'S ABACUS works the same as the DECIMAL SYSTEM
You can TRADE the 10 Beads for 1 Bead in Row 2 (a "Carry")

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TWO WAYS TO REPRESENT 10 in MAC'S ABACUS
10 + 10 = 20

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10 + 10 = 20

COMBINING 10 + 10 = 20 as in the DECIMAL SYSTEM

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COUNTING PAST 10 by using the CARRY in the DECIMAL SYSTEM

COUNTING PAST 10 by using the CARRY in the DECIMAL SYSTEM

COUNTING BY 5's here uses the CARRY TWICE

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SPLITTING MAC'S ABACUS into TWO ABACI, Each capable of COUNTING TO 100 (note the Row Assignments)
GAME: Two can Roll Dice until one gets to 100

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GAME: Two can Roll Dice until one gets to 100

EACH BEAD in Row 3 is a TOKEN for ALL 10 BEADS in Row 2, so we can COUNT PAST 100 on MAC'S ABACUS

EACH BEAD in Row 3 is a TOKEN for ALL 10 BEADS in Row 2, so we can COUNT PAST 100 on MAC'S ABACUS

EACH BEAD in Row 4 is a TOKEN for ALL 10 BEADS in Row 3, so we can COUNT PAST 1000 on MAC'S ABACUS

EACH BEAD in Row 4 is a TOKEN for ALL 10 BEADS in Row 3, so we can COUNT PAST 1000 on MAC'S ABACUS

DECIMAL ADDITION and SUBTRACTION, COUNTING and USING MONEY

$$\begin{array}{r} 1\text{f.}000 \\ + \text{f.}410 \\ + \text{f.}027 \\ = 1\text{f.}437 \end{array}$$

Mac's Abacus 236

COUNTING COINS on MAC'S ABACUS
The DOTS Separate DOLLARS from CENTS

$$\begin{array}{r} 1\text{f.}000 \\ + \text{f.}000 \\ + \text{f.}000 \\ = \text{f.}1\text{f.}000 \end{array}$$

Mac's Abacus 241

There are probably many COIN COMBINATIONS that ADD UP to \$1.00

\$1f.000
\$5f.000
\$10f.000
\$20f.000

Mac's Abacus EX 252A

INTRODUCING the \$1, \$5, \$10 and \$20 BILLS on MAC'S ABACUS

$$\begin{array}{r} 4\text{f.}000 \\ + \text{f.}300 \\ + \text{f.}037 \\ = \text{f.}4\text{f.}337 \end{array}$$

Mac's Abacus EX 252B

COUNTING BILLS and COINS TOGETHER on MAC'S ABACUS

$$\begin{array}{r} 4\text{f.}000 \\ + 2\text{f.}000 \\ + \text{f.}600 \\ + \text{f.}088 \\ = \text{f.}6\text{f.}688 \end{array}$$

Mac's Abacus 262

COUNTING PILES of BILLS and COINS on MAC'S ABACUS

$$\begin{array}{r} 45 \\ - 23 \\ = 22 \end{array}$$

$$\begin{array}{r} 45 \\ - 26 \\ = 19 \end{array}$$

Mac's Abacus

DECIMAL SUBTRACTION of TWO PROBLEMS on a SPLIT ABACUS (Bottom Problem has a "BORROW")

$$\begin{array}{r} 6219 \\ - 5319 \\ = 0900 \end{array}$$

Mac's Abacus 288

DECIMAL SUBTRACTION of THREE-DIGIT Numbers (cloud shows three alternate sequences)

$$\begin{array}{r} 40213 \\ - 10215 \\ = 2998 \end{array}$$

$$\begin{array}{r} 20000 \\ - 9000 \\ = 11000 \end{array}$$

Mac's Abacus 295

DECIMAL SUBTRACTION of FOUR-DIGIT Numbers (cloud shows this sequence, starting from the right)

$$\begin{array}{r} \$2\text{f.}000 \\ - \text{f.}1\text{f.}138 \\ = \text{f.}8\text{f.}662 \end{array}$$

Mac's Abacus 298

MONEY SUBTRACTION is Used to MAKE CHANGE in a Purchase

$$\begin{array}{r} \$5\text{f.}25 \\ - 1\text{f.}86 \\ - 3\text{f.}29 \\ = \text{f.}0\text{f.}110 \end{array}$$

Mac's Abacus 300

MULTIPLE PURCHASES can be made as long as you have the Money!

$$\begin{array}{r} 3026 \\ + 4524 \\ = 7550 \end{array}$$

$$\begin{array}{r} \$20.25 \\ + \$15.25 \\ = \$35.50 \end{array}$$

Mac's Abacus

DEMONSTRATING the EQUIVALENCE of MAC'S ABACUS and the DECIMAL SYSTEM