Simply Good and Beautiful MATH 1

COURSE BOOK

Created by the Simply Good and Beautiful Math Team

Reviewed by Deanna Dreher, PhD in mathematics; Tamara Stark, MA in mathematics education; Alia Criddle, MS in mathematics; and Bailee Neering, BS in mathematics education

The Good and the Beautiful CURRICULUM

goodandbeautiful.com

Table of Contents

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Hundreds Chart

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91	92	93	94	95	96	97	98	99	100

ABOUT THE COURSE

Supplies Needed

- *Simply Good and Beautiful Math 1 Course Book*
- *Simply Good and Beautiful Math 1 Box*
- Pencil
- Crayons or colored pencils
- Whiteboard and dry-erase marker

The course book will not list when you need the math box or a whiteboard and dry-erase marker, but you will use them in most lessons, so always have them on hand. Because the math box is organized into easy-to-access compartments, individual math box items needed are not listed at the beginning of the lessons.
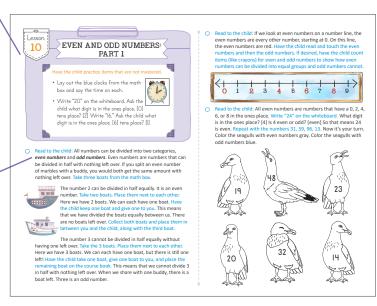
Course Organization
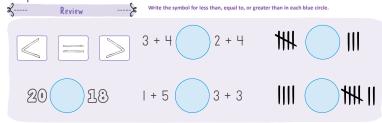
- The course book serves as the teacher's guide and the student book.
- The course has 120 lessons divided into three units. Each unit has an assessment at the end of the unit.
- If you complete four lessons a week, you will finish in a normal school year and have about four weeks left over that can account for normal breaks, sickness, and vacations.

Daily Lessons

- **Review Box**—You can choose to review these concepts at the beginning of the lessons, or you can skip them if the child has mastered the concepts.

- **Lesson**—Blue text is instructions to the parent or teacher. Black text is read to the child. Each lesson contains instruction and practice on a new concept.

- **Review**—Each lesson includes one or more pages of review. The review pages can usually be done independently by the child after the instructions are explained to him or her. The concepts reviewed are from previous lessons. This means the child can complete the review page before the lesson or while you work with another child, if needed.

Frequently Asked Questions

How do I get started?

Gather the supplies needed. You are then ready to open to the first lesson and follow the instructions. You do not need to read the lessons before teaching them.

How long are lessons?

For children right on level with the lessons, most lessons take 15–20 minutes.

➤• If your child takes longer than 15–20 minutes per lesson but is understanding and retaining the information, don't worry; complete as much of a lesson as your child's attention span allows each day. It is OK if this course takes longer than a school year to complete.

➤• If your child takes less than 15–20 minutes per lesson and is learning new things, we suggest not moving to Math 2 so that your child doesn't have holes in his or her math foundations. Rather, consider having the child do multiple lessons a day and move through the course quickly and then start Math 2.

➤• If your child takes less than 15–20 minutes per lesson and seems to already know all the information, consider having the child take the assessments in the course (see the Table of Contents) to see if the child can skip any units or the whole course.

Our thorough piloting program proved that most children in Math 1 thrive with having math for 15–20 minutes a day as this curriculum is carefully designed to maximize time and effectiveness. If you or the child feels more time is needed, consider doing two lessons a day.

Is Math 1 a spiral or mastery program?

Math 1 is mainly a spiral curriculum, constantly reviewing concepts your child has learned to ensure he or she understands and retains the information.

Do you include any specific doctrine?

No, the goal of our curriculum is not to teach doctrines specific to any particular Christian denomination but to teach general principles such as honesty, hard work, and kindness. All Bible references in our curriculum use the King James Version.

Is there an answer key?

Yes, you can find the answer key by clicking on the "FAQs and Extras" button from the Math 1 page on goodandbeautiful.com. The answer key is a free download. Physical copies of the answer key are not provided for Math 1.

UNIT 1 OVERVIEW

❧ LESSONS 1–40 ❧

New Concepts Taught
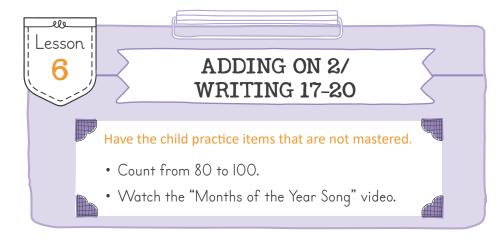
- Addition strategies
- Calendar
  - Days of the week
  - Months of the year
  - Writing the date
  - Yesterday, tomorrow, last week, next week
- Collect and sort data
- Colors
- Comparisons
- Counting forward and backward
- Counting by 5s and 10s
- Dividing in half
- Even/odd
- Greater than, less than, equal to
- Left/right

- Money
  - Counting and writing amounts
  - Pennies, nickels, dimes
  - Representing different amounts
- Number lines: 1–39
- Number word form: 1–3
- One more, one less
- Order of events
- Ordinal numbers
- Pairs and matching
- Patterns
- Place value
- Shapes
- Subitizing
- Subtraction strategies
- Time to half hour
- Writing numbers: 0–39

Parent/Teacher Tips
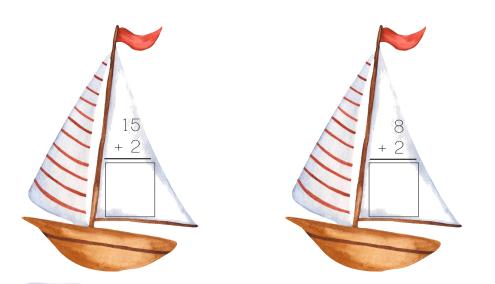
- If the child cannot read the instructions for the review sections at the end of each lesson, go over each activity with the child and make sure he or she understands the instructions before he or she begins the review. Most review activities can be completed independently by the child. Consider training the child to complete all the activities he or she can, skipping those that he or she needs help with. This will allow you time with another child before coming back and helping with any items that were skipped.

- If days of the week are not memorized, have the child watch the "Days of the Week Song" video on The Good and the Beautiful Kids YouTube channel daily until mastered.

- This course refers often to optional videos on The Good and the Beautiful Kids YouTube channel. Consider getting the free YouTube app on your phone and liking the videos. Then you can quickly access your liked videos from the library button at the bottom of your app.
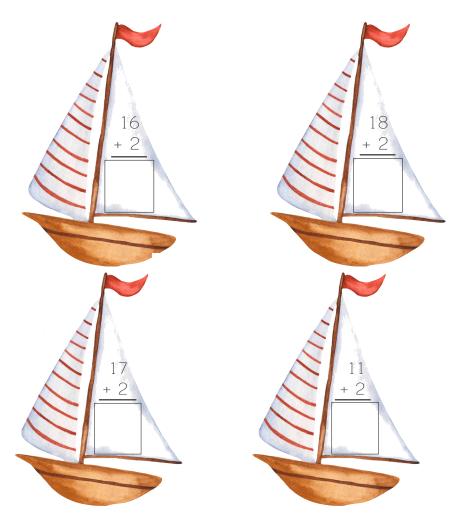
ADDING ON 2/ WRITING 17-20

Have the child practice items that are not mastered.

- Count from 80 to 100.
- Watch the "Months of the Year Song" video.

○ **Read to the child:** Let's practice adding 2 to a number. Place your finger on number 8 on the number line. Figure out what 8 + 2 is by counting up 2 numbers from 8. [10] Repeat for 12 + 2, 15 + 2, 18 + 2. Have the child complete the problems on the boats. Use the number line if needed. Make sure the child forms the numbers correctly.

8 9 10 11 12 13 14 15 16 17 18 19 20

15
+ 2

8
+ 2

16
+ 2

18
+ 2

17
+ 2

11
+ 2

○ **That's My Island Game:** Have the child choose any boat from the math box. Read to the child: We are going to play a game called "That's My Island!"

1. On a piece of paper, write down a number between 12 and 20 and don't let me see it. Place your boat on "Start" on the next page.

2. I will say an addition problem aloud. You sail your boat to the island that has the answer to the problem. Use the number line if needed. Once you land on the island that has the number you wrote down, say, "That's my island!" and the game is over. Play as many times as desired.

Say the following aloud in any order: 10 + 2, 11 + 2, 12 + 2, 13 + 2, 14 + 2, 15 + 2, 16 + 2, 17 + 2, 18 + 2.

That's My Island!

Start

20

12

19

15

18

13

17

16

14
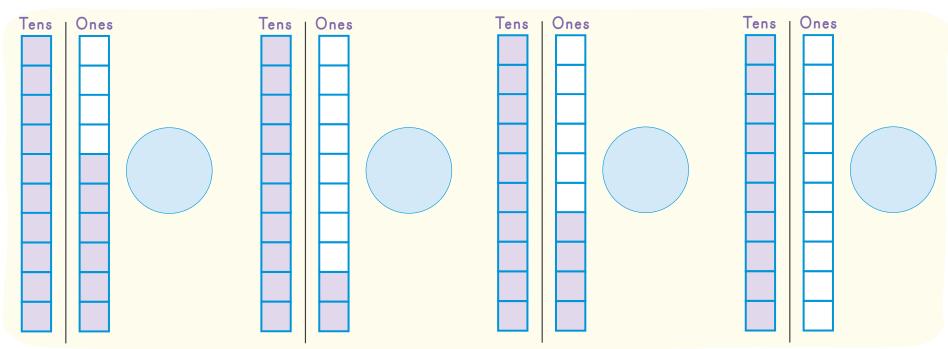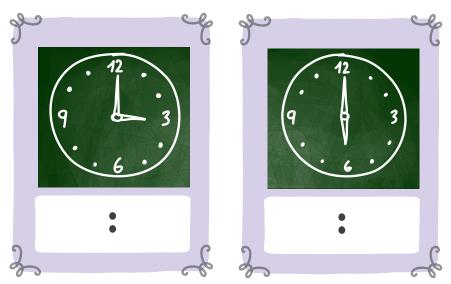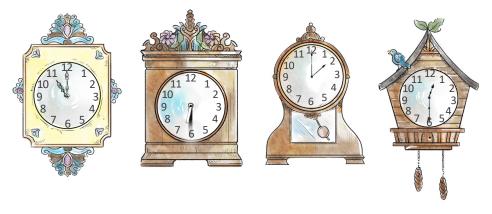
In each blue circle, write the number represented by each set of ten sticks.

Tens	Ones		Tens	Ones		Tens	Ones		Tens	Ones
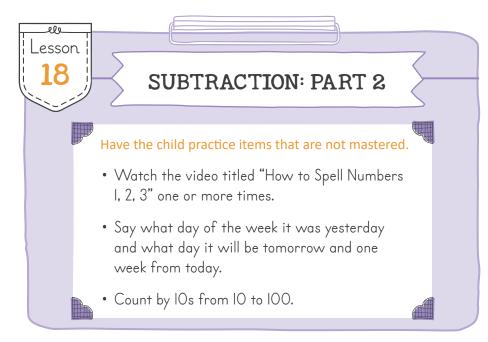
Write the time shown by each clock.

Draw a line from the clock to the matching time.

2:00   12:30   6:30   11:00

SUBTRACTION: PART 2

Have the child practice items that are not mastered.

- Watch the video titled "How to Spell Numbers 1, 2, 3" one or more times.

- Say what day of the week it was yesterday and what day it will be tomorrow and one week from today.

- Count by 10s from 10 to 100.
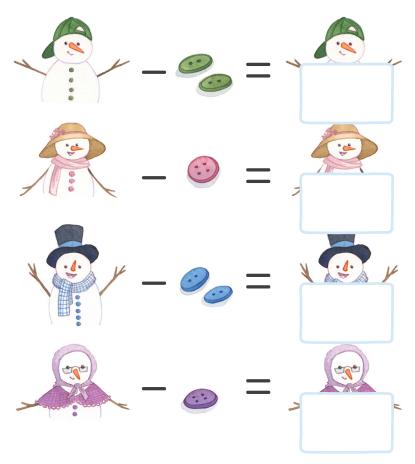
○ **Read to the child:** Crossing out was the subtraction strategy we used last time. We will use the subtraction strategy of counting backward today. Let's practice taking away 1 from a number. When we do this, we go to the number just before, which means we move backward on a number line by 1. **Have the child place his or her pencil on number 9. If we start at number 9 and take away 1, which number do we land on?** [8] **Have the child place his or her pencil on number 5. If we start at number 5 and take away 1, which number do we land on?** [4]
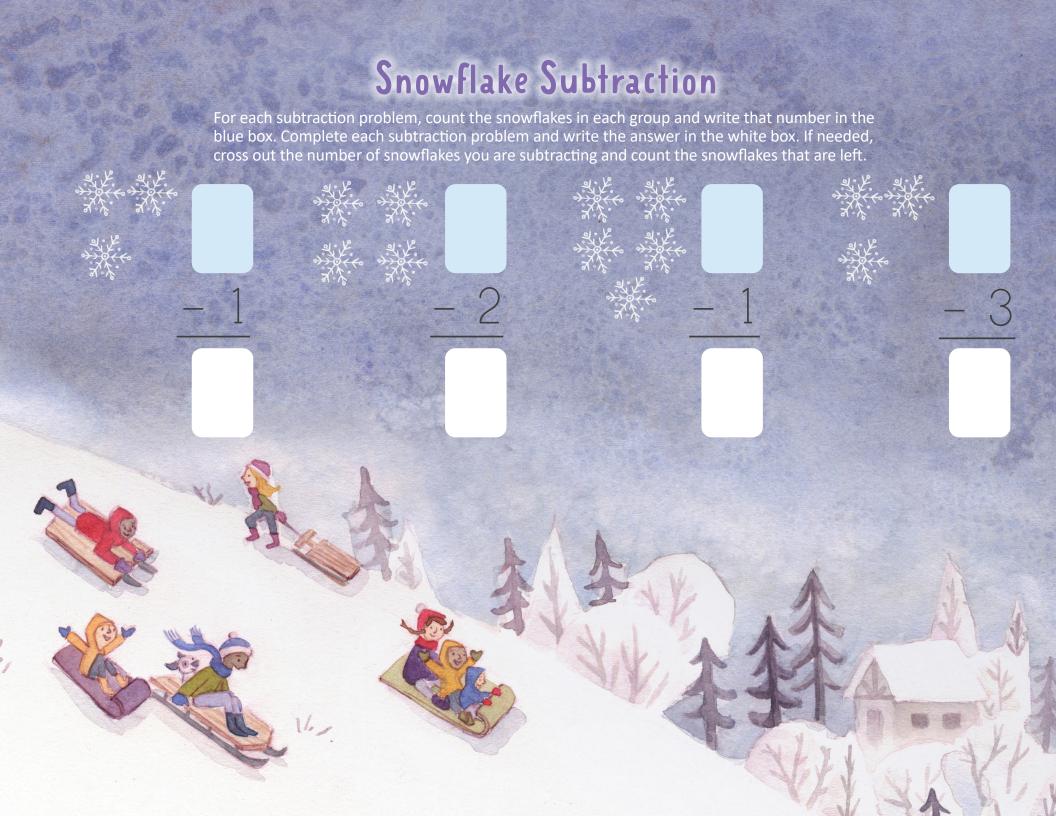
○ **Read to the child:** It works the same way when we take away 2. We go backward on the number line, but this time it is by 2 numbers! **Have the child place his or her pencil on number 8. If we start at 8 and take away 2, which number do we land on?** [6] **Have the child place his or her pencil on number 3. If we start at 3 and take away 2, which number do we land on?** [1] **Write these problems on the whiteboard and have the child solve them: 5 – 2 =, 7 – 1 =, 4 – 2 =, 8 – 2 =.**

○ **Read to the child:** These snowmen have lost some of their buttons. Count how many buttons are on each snowman. Then decide how many buttons are left after some fall off and write that number in the box. You can cross out the buttons that fell off and count the ones that are left if it is helpful.

○ **Read the following story problems aloud. On a whiteboard have the child write a problem and answer for each story. If needed, complete the first one for the child as an example.**

1. Three birds are in a nest, and 1 flies away. How many birds are left?

2. Ten birds are sitting on a fence, and 2 fly away. How many are left?

3. Five birds are drinking in a birdbath, and 1 flies away. How many are left?

Snowflake Subtraction

For each subtraction problem, count the snowflakes in each group and write that number in the blue box. Complete each subtraction problem and write the answer in the white box. If needed, cross out the number of snowflakes you are subtracting and count the snowflakes that are left.

$-\ 1$

$-\ 2$

$-\ 1$

$-\ 3$

REVIEW

Write the correct symbol: less than, equal to, or greater than.

$<$ $=$ $>$

$5 + 2 \bigcirc 3 + 3$

$6 + 3 \bigcirc 5 + 2$

Dot Grid
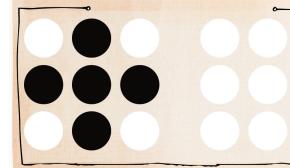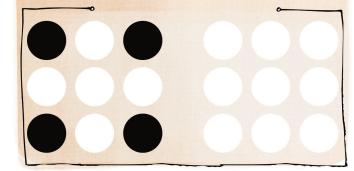
Color the dots on the right to match the dots on the left.

Complete each problem.

$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ + 0 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$

Complete each problem.

$3 - 2 = \boxed{}$

$4 - 2 = \boxed{}$
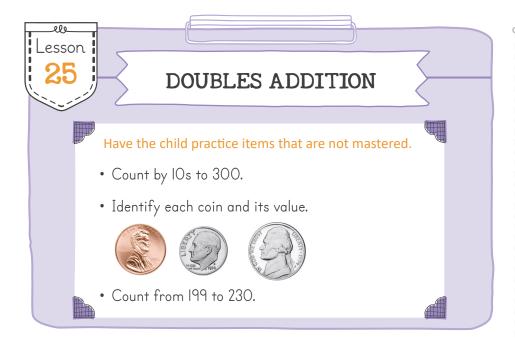
Fill in the missing odd numbers on the number line.

1 ___ 3 ___ 7 ___ ___ 13 15 ___ 19

DOUBLES ADDITION

Have the child practice items that are not mastered.

- Count by 10s to 300.

- Identify each coin and its value.

- Count from 199 to 230.

○ Read to the child: Mr. Watson lived by the ocean. The seagulls made nests in the cliffs by his home. Every day Mr. Watson was grateful for the smell of the salty sea breeze and the distant sound of crashing waves. He built a little store where he sold anchors. The first month he sold 5 anchors.

The next month he sold double the number of anchors. **Double** means twice as many. If Mr. Watson sold double the number of anchors this month, it would mean he sold 5 + 5 anchors, which equals 10.

Mr. Watson decided to start selling life preservers as well. The first week he sold 2 life preservers. The next week he sold double the number he sold in the first week. How many life preservers did he sell the second week? [4] What does double mean? [twice as many]

If Mr. Watson sold 3 life preservers on Monday and double that number on Tuesday, how many did he sell on Tuesday? [6]

If Mr. Watson made $5 one day and he made double that amount the next day, how much did he make the second day? [$10]
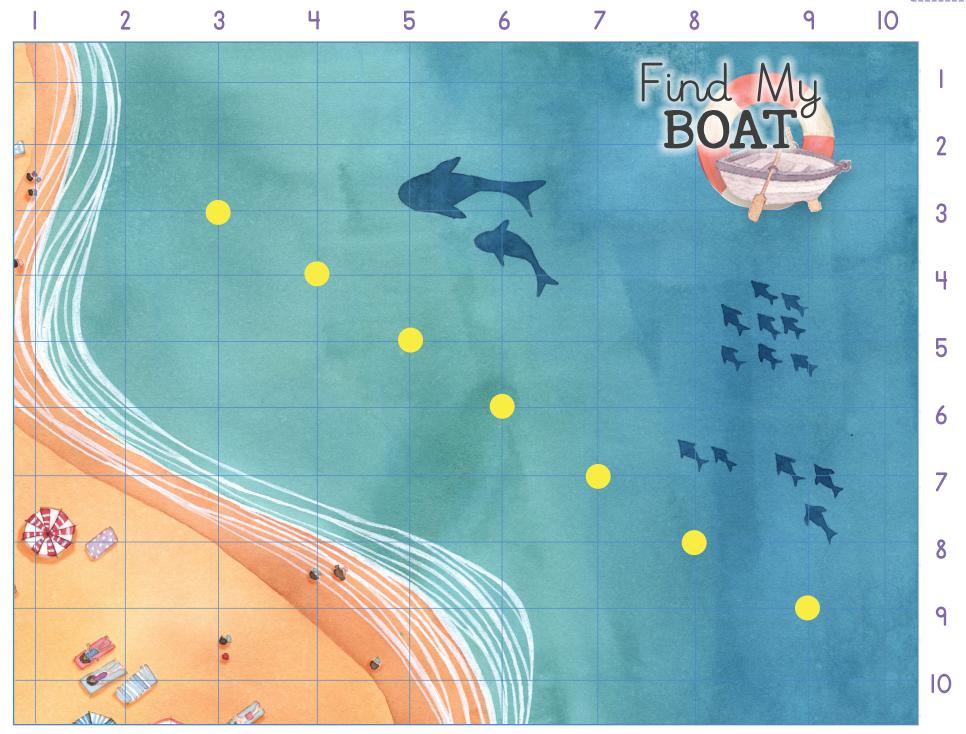
Listen to this story problem, and then finish and solve the problem. Mr. Watson sold 4 anchors in June. In July he sold 4 more anchors. How many anchors did he sell in June and July?

$$4 + \boxed{} = \boxed{}$$

Listen to this story problem, and then finish and solve the problem. Mr. Watson sold 6 life preservers in April. In May he sold 6 more. How many life preservers did he sell in April and May?

$$6 + \boxed{} = \boxed{}$$
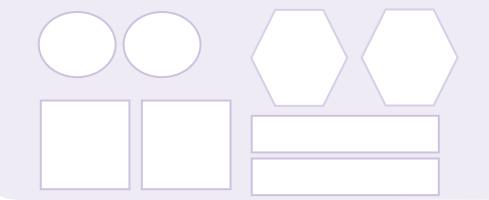
○ Take all the boats from the math box. Read to the child: The problems you just created and solved are doubles addition problems. In this course you will memorize doubles addition facts. Let's play a fun game. First, let's practice some doubles facts. Quiz the child aloud on these problems:

3	4	5	6	7	8	9
+ 3	+ 4	+ 5	+ 6	+ 7	+ 8	+ 9
6	8	10	12	14	16	18

Find My Boat Game: Read to the child: On the next page is an ocean with a graph. Without letting me see, place three boats on the correct circles by using the numbers on the top and the side. For example, boat #6 goes on 3 across and 3 down because 3 + 3 equals 6. Boat #8 goes on 4 across and 4 down because 4 + 4 equals 8. I will say a problem from the blue box above. When I say a problem that has a boat on its answer, you say, "You found my boat; 3 + 3 equals 6 (or whatever the problem is)." The game is over when all the boats are found. Play the game as many times as desired.

Find My BOAT

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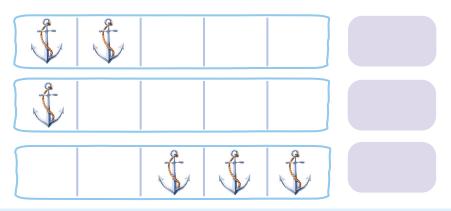
Draw a line through the middle of the first shape in each pair. You can draw the line any way you want, as long as it splits the shape in half equally. In the second shape of the pair, split the shape in half a different way.

In each purple box, write how many more anchors are needed to make 5.

Draw a line from the sailboat to the dock with the correct answer to the problem.

10 + 9 =

9 + 8 =

4 + 7 =

3 + 2 =

11 + 6 =

11

5

17

19

17

Complete each problem.

$$\begin{array}{r} 10 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ + 20 \\ \hline \end{array}$$

$$\begin{array}{r} 22 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ + 24 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ + 20 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ + 18 \\ \hline \end{array}$$

PENNIES, NICKELS, AND DIMES: PART 2

Have the child practice items that are not mastered.
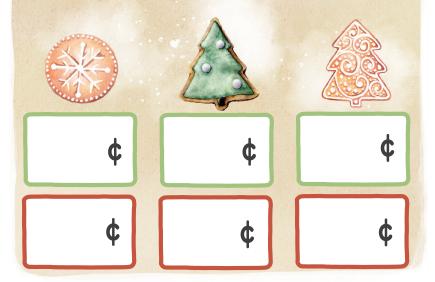
- Spell ONE, TWO, and THREE aloud.

- Watch the "How to Spell Numbers 1, 2, 3" video one or more times if you cannot spell the words.

- Count backward from 20 to 0.

○ Take 5 pennies, 5 nickels, and 5 dimes from the math box and give them to the child. Read to the child: Show me a nickel. How much is it worth? [5 cents] Show me a penny. How much is it worth? [1 cent] Show me a dime. How much is it worth? [10 cents]

Hot Chocolate

On each cup put a pile of coins that equals the amount shown. Use the fewest coins you can. Start by choosing the coins with the greatest values.

42¢ 32¢ 17¢

46¢ 22¢ 28¢

Christmas Cookies

○ Read to the child: Let's suppose that you made Christmas cookies, and you are going to sell them. In the green boxes, write an amount between 15 and 40 cents that you would sell each cookie for.

Sell your favorite cookie for more than the other cookies. Then, in the red boxes, stack the fewest coins possible to equal that price.

¢ ¢ ¢

¢ ¢ ¢
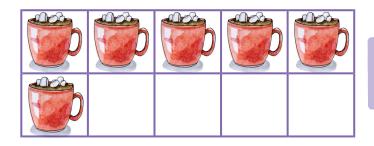
○ Read to the child:

- Show me a nickel. Show me the number of pennies that equals the value of a nickel. [5]

- Show me a dime. Show me the number of nickels that equals the value of a dime. [2]

- Show me two dimes. Show me the number of nickels that equals the value of two dimes. [4]

Without counting each mug individually, write the number of mugs in each ten frame.

Fill in the missing ordinal positions for the gifts: 2nd, 3rd, and 4th.
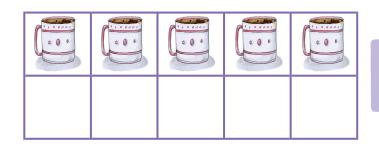
1st
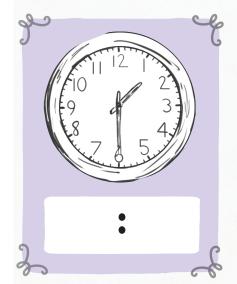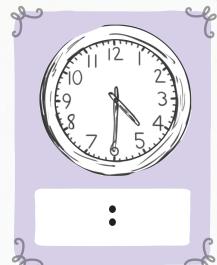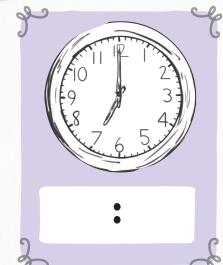
For each problem write the correct number in the first blank box to create a doubles addition problem. Write the answer in the second box.

2 + ☐ = ☐   4 + ☐ = ☐

5 + ☐ = ☐   7 + ☐ = ☐

6 + ☐ = ☐   1 + ☐ = ☐

3 + ☐ = ☐   8 + ☐ = ☐

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CLOCK
Practice
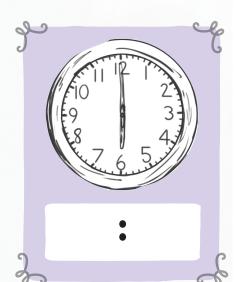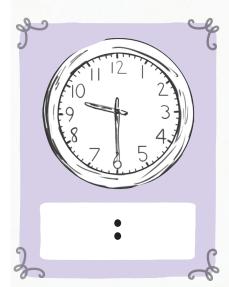
Write the time shown on each clock.

| : | : | : | : |
| : | : | : | : |
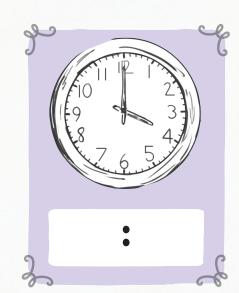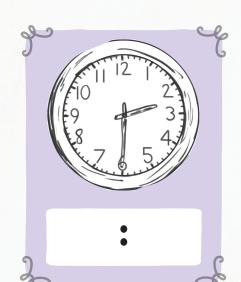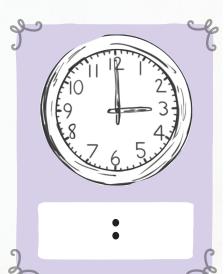
DOUBLES ADDITION AND WOODEN SHAPES

Have the child practice items that are not mastered.

- Write the number words for 1 to 3 on the whiteboard.

- Count backward from 20 to 0. Count from 200 to 220.

- Say the name of each coin and its value:

Doubles Addition
Designs

○ Take the wooden shapes shown on this page from the math box. Read to the child: Each red box tells you one item to make and gives you doubles addition problems to solve. The answers match which pieces you will use to make that box's item. Figure out how to make the item with the answer pieces.

4

6

8

10

12

14

16

18

Make a square.

6	7
+ 6	+ 7

Make a circle.

2	3
+ 2	+ 3

Make a house.

5	7	6	8
+ 5	+ 7	+ 6	+ 8

Make a tree.

5	7	6
+ 5	+ 7	+ 6

Make a rectangle.

6	8	7
+ 6	+ 8	+ 7

Make a building.

7	8
+ 7	+ 8

Make an arrow.

5	7	6	8
+ 5	+ 7	+ 6	+ 8

Make a boat.

2	8	7
+ 2	+ 8	+ 7

REVIEW
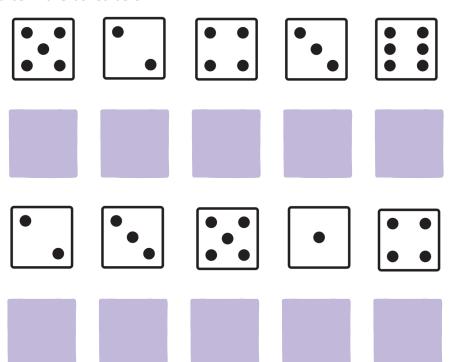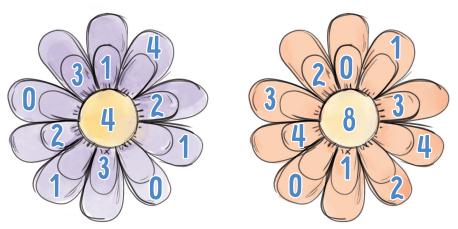
Without counting each dot individually, write the number on each dice in the boxes below.

The numbers in each set of overlapping petals need to add up to equal the number in the center. Fill in the missing numbers.

Fill in the missing numbers on the calendar and write the circled dates in the matching colored boxes.

March 2027

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3			6
	8	9	10	11	12	13
14	15	16		18		20
21			24	25	26	
	29	30	31			

In each purple box, write how many more cookies are needed to make 5.

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WRITING CENTS TO 25¢

Have the child practice items that are not mastered.

- List all the odd numbers from 0 to 10. [1, 3, 5, 7, 9]

- Count by 5s from 5 to 30.

- Recite a parent's phone number.

- Spell ONE, TWO, and THREE aloud.

○ **Give the child 2 dimes, 2 nickels, and 6 pennies from the math box. Read to the child:** This is Jade. She loves to collect old, valuable stamps. For her birthday, her parents gave her more stamps for her collection. Each stamp shows how many cents it was worth when it was first made.

This is the cent sign; try drawing it twice. It's like a C with a line through it.

¢

In this column and the next, write the answer to the addition or subtraction problem. Don't forget the cent sign. Then put coins on each stamp to equal the value of the stamp.

Stamp Addition & Subtraction

REVIEW

Write the <u>word</u> for the number of stamps in each set.

_____

_____
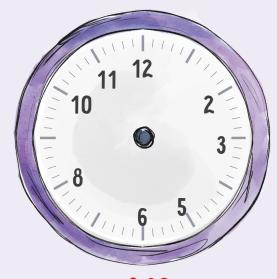
Complete each addition problem.

$$\begin{array}{r} 16 \\ + 23 \\ \hline \end{array} \quad \begin{array}{r} 18 \\ + 21 \\ \hline \end{array} \quad \begin{array}{r} 35 \\ + 23 \\ \hline \end{array} \quad \begin{array}{r} 45 \\ + 21 \\ \hline \end{array}$$

Complete each subtraction problem.

$$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ - 1 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ - 2 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$$

On each clock fill in the missing numbers and draw the clock hands to show the time given.

4:00

8:30

Fill in the missing numbers, counting backward from 20 to 11 and 10 to 1.

20	10
	7
16	
	4

ADDITION STORIES: PART 1

Have the child practice items that are not mastered.
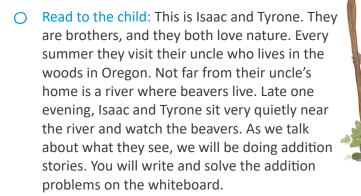
- Say the days of the week and the months of the year.

- Spell ONE, TWO, and THREE aloud.

- Lay out the blue clocks from the math box and say the time on each. Then put the clocks in order from the earliest time to the latest time, assuming all the times are in the morning.

○ Read to the child: This is Isaac and Tyrone. They are brothers, and they both love nature. Every summer they visit their uncle who lives in the woods in Oregon. Not far from their uncle's home is a river where beavers live. Late one evening, Isaac and Tyrone sit very quietly near the river and watch the beavers. As we talk about what they see, we will be doing addition stories. You will write and solve the addition problems on the whiteboard.

When Isaac and Tyrone first reached the river, there was 1 beaver. They decided to sit and watch and were able to see 2 more beavers. How many beavers did they see? On the whiteboard, have the child write and solve the problem.

The boys ate 2 sandwiches. A half an hour later, they ate 2 more. How many sandwiches did they eat total? On the whiteboard, have the child write and solve the problem.

Isaac noticed that beavers have very unique tails. Each beaver has 1 tail. How many tails do 2 beavers have altogether? On the whiteboard, have the child write and solve the problem.

When the boys began watching, the beaver on shore had already cut down 3 trees. As the boys watched, he cut down 2 more. How many did the beaver cut down total? On the whiteboard, have the child write and solve the problem.
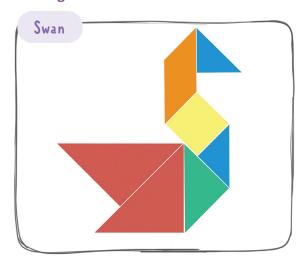
Beavers use their 4 front teeth to chew through small trees in minutes. How many front teeth do 2 beavers have altogether? On the whiteboard, have the child write and solve the problem.

Use the shapes from the math box to re-create the image.

Swan

Complete the subtraction problems. Use your fingers or the numbers in the blue circles to count up or down if needed.

$4 - 2 = \boxed{}$ ⓪①②③④⑤⑥

$6 - 3 = \boxed{}$ ⓪①②③④⑤⑥

$5 - 2 = \boxed{}$ ⓪①②③④⑤⑥

$3 - 1 = \boxed{}$ ⓪①②③④⑤⑥

$4 - 3 = \boxed{}$ ⓪①②③④⑤⑥

Write the less than, greater than, or equal to symbol (<, >, =) in each blue circle to compare the two sides.

Complete each problem.

15	16	32	43	13	12	41	44
+ 21	+ 23	+ 22	+ 21	+ 11	+ 3	+ 5	+ 4

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COUNTING ON

Have the child practice items that are not mastered.

- Count by 5s from 5 to 30.
- Count from 189 to 220.

- Answer the doubles addition facts.

$$6 + 6 \qquad 4 + 4 \qquad 5 + 5 \qquad 3 + 3 \qquad 7 + 7 \qquad 9 + 9 \qquad 8 + 8$$

○ **Read to the child:** Every basket of strawberries has 29 strawberries in it. Write the number of strawberries that are in and around each basket. Since you know there are 29 strawberries in the basket, you can start with number 29 and continue counting the strawberries outside the basket.

Strawberry BASKETS
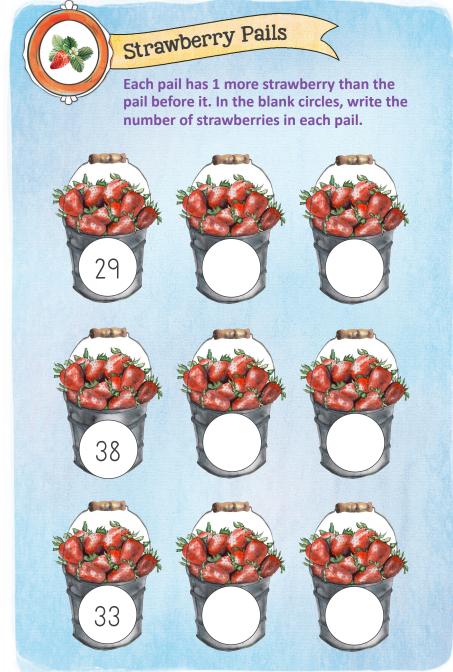
○ **Read to the child:** Every strawberry pie has 32 strawberries in the filling. Count how many strawberries each pie contains, including the strawberries on top of the whipped cream. You know that the filling has 32 strawberries, so you can start with the number 32, and then continue counting the strawberries on the whipped cream.

Strawberry PIES
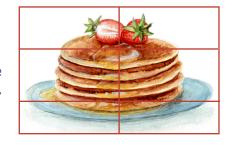
○ **Read to the child:** Count on from the first two numbers in each row and fill in the rest of the boxes.

35	36				
29	30				

REVIEW

Strawberry Pails

Each pail has 1 more strawberry than the pail before it. In the blank circles, write the number of strawberries in each pail.

29

38

33
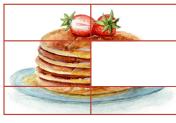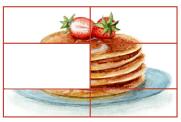
Draw a line from the image on the left to the piece of the image on the right that matches the missing area.

Complete the problems.

$$6 - 3 = \boxed{} \qquad 8 - 5 = \boxed{} \qquad 7 - 4 = \boxed{}$$
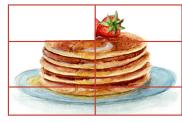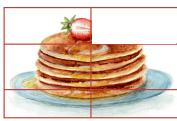
UNIT ASSESSMENT

Parent/Teacher

✎ **Read to the child:** Unit assessments give you practice with the math concepts learned in this unit without over practicing. This formal assessment covers only concepts that are expected to be mastered at this point. It also gives practice with concepts that still need work.

✎ For Lesson 39 have the child complete the exercises with purple headers only. If the child does not have the concept mastered, check the orange "Additional Practice" checkbox for that section and review the concept with the child.

✎ For Lesson 40 have the child complete all the orange sections **that are checked**. All the principles will be reviewed again, so if the child is still struggling with a concept, you may either 1) continue to work on that concept before moving on, or 2) move on and work more on the concept when it is reviewed. If the child has only a few or no orange sections to practice, feel free to move on to the next lesson.

Note: All concepts in Unit 1 will be reviewed throughout the rest of the course, but less frequently.

Student
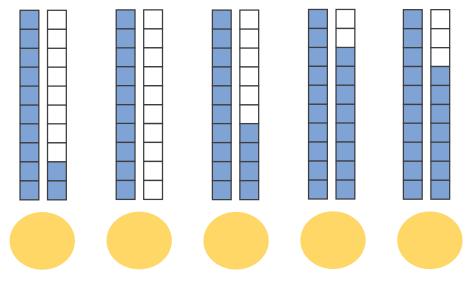
WRITING NUMBERS 11 TO 19 & PLACE VALUE
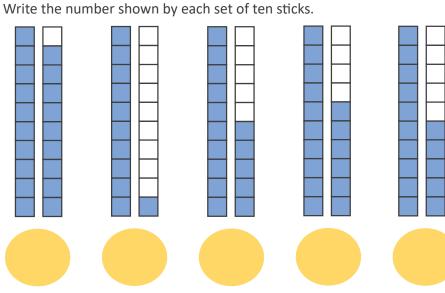
Write the number shown by each set of ten sticks.

Additional Practice

Write the number shown by each set of ten sticks.

SKIP COUNTING

Fill in the blank boxes to skip count by 5s.

5		15		
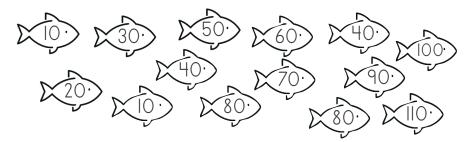
Draw a line from fish to fish that shows skip counting by 10s.

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

Fill in the blank boxes to skip count by 5s.

	10			

Draw a line from fish to fish that shows skip counting by 10s.

10 · 20 · 40 · 50 · 90 · 100 ·
15 · 30 · 60 · 80 ·
25 · 80 · 70 · 110 ·
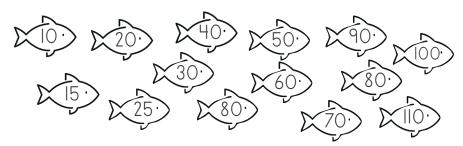
ADDING ON 2 AND 3 & GREATER THAN, LESS THAN, EQUAL
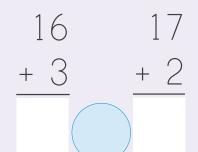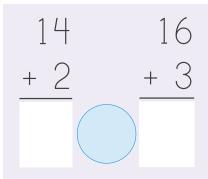
Solve the addition problems, and then write the correct greater than, less than, or equal to sign between each set of problems. $<$ $=$ $>$

$$16 + 3 \qquad 17 + 2$$

$$14 + 2 \qquad 16 + 3$$
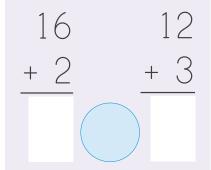
Solve the addition problems, and then write a greater than, less than, or equal to sign between each set of problems.

$$13 + 3 \qquad 15 + 2$$

$$16 + 2 \qquad 12 + 3$$

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UNIT 2 OVERVIEW

~ LESSONS 41-80 ~

New Concepts Taught

- Addition word problems
- Bar graphs
- Calendar
  - Holidays
  - Identifying dates
  - Month before, month after
- Count to 400
- Counting by 2s, 4s, and 25s
- Data collection and sorting
- Dozens
- Estimation
- Fact families
- Fractions
- Hundreds chart
- Measurement
  - Drawing line segments
  - Inches and centimeters

- Money
  - Fewest coins to pay
  - Quarters and half-dollars
- Morning, afternoon, evening
- Number bonds
- Number lines: 40–70
- Number patterns
- Number word form: 4–6
- Pictograph
- Position
- Seasons
- Subtraction word problems
- Ten more, ten less
- Time to quarter hour
- Weight comparisons
- Writing numbers: 40–70

Parent/Teacher Tips

- If the child really enjoys a math game and wants to play it again, it is suggested that you do so, even if it results in not completing the entire lesson that day. Consistency with a schedule is good, but it is also good for learning to be about exploring and enjoying, not just checking a lesson off the list.

- Go at the pace of the child. If the child is progressing slowly and is overwhelmed by the length of the lessons, consider not completing a full lesson each day. You can catch up by doing five days of school a week instead of four or by doing some lessons during summer break. If the child finishes a lesson quickly and is ready to do more, consider doing more than one lesson in a day.

SUBTRACTION STORIES: PART 1

- List all the odd numbers from 0 to 10.

- Count by 5s from 5 to 30.

- Recite a parent's phone number.

- Spell ONE, TWO, and THREE aloud.

○ **Read to the child:** This is Simon, a knight from the Middle Ages. One of his jobs is to visit different castles, climb the castle towers, and take down flags so they can be repaired. Let's follow Simon and do some subtraction problems.

On Monday he visited a castle with the number of flags shown below. He took down 3 flags. Create a subtraction problem and answer that explains this story.

☐ − ☐ = ☐

On Tuesday he visited a castle with the number of flags shown above. He took down 5 flags. Create a subtraction problem and answer that explains this story.

☐ − ☐ = ☐
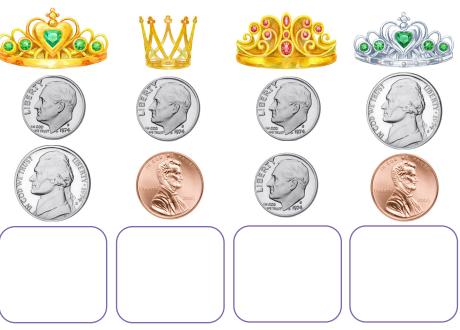
○ **Read to the child:** Now I will tell you some story problems. You will write and solve each problem on the whiteboard.

- Simon had 7 loaves of bread. He gave 3 to a family in need. How many loaves of bread does he have left?

- Simon had 8 horses, and then he sold 2 of them. How many horses does he have left?

- Simon's cat had 4 kittens, and he gave 2 of the kittens away. How many kittens does he have left?

- Simon sees 5 deer in the forest, but 3 of them are sleeping. How many deer are awake?

Review
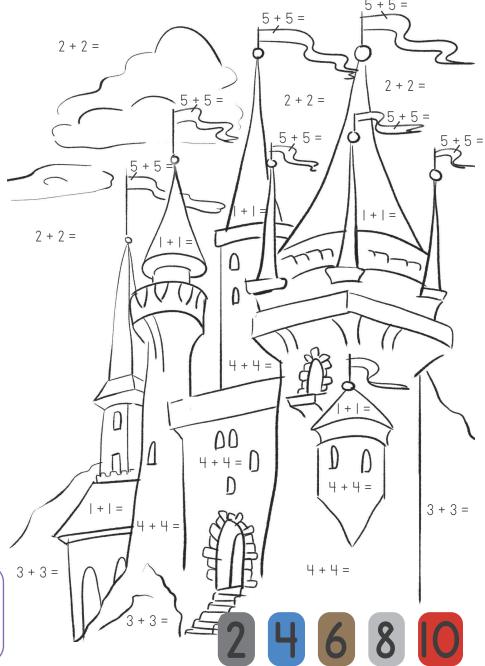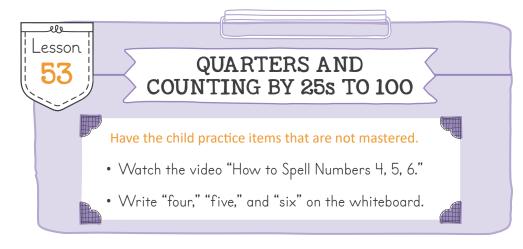
Write the number word that shows how many flags are on each castle.

_____

_____

_____

In each box write the amount shown that is needed to buy the crown sticker. Then circle your favorite crown. Don't forget the cent sign.

Color the picture by solving the doubles addition facts. Use the color with the correct answer.

5 + 5 =

5 + 5 =

2 + 2 =

2 + 2 =

2 + 2 =

5 + 5 =

5 + 5 =

5 + 5 =

5 + 5 =

5 + 5 =

2 + 2 =

1 + 1 =

1 + 1 =

1 + 1 =

4 + 4 =

1 + 1 =

1 + 1 =

4 + 4 =

4 + 4 =

3 + 3 =

1 + 1 =

4 + 4 =

4 + 4 =

3 + 3 =

3 + 3 =

2 4 6 8 10

QUARTERS AND COUNTING BY 25s TO 100

Have the child practice items that are not mastered.

- Watch the video "How to Spell Numbers 4, 5, 6."

- Write "four," "five," and "six" on the whiteboard.

○ **Read to the child:** Jack went to the doctor's office with his mom. There was a long wait, and Jack had nothing to do.

His mom was always creative. "I have an idea," she said. She handed him a pile of 24 quarters. "Let's play with these. Did you know that four quarters equal a dollar?" she asked. "Each quarter is worth 25 cents. Here is how we skip count by 25s: 25, 50, 75, 100. See! 100 cents is a dollar." She laid the quarters out on the table in the waiting room. "Let's count the quarters and find out how many dollars there are," she said.

Let's count the quarters too. Circle the coins in groups of 4. Then point to each quarter as we skip count by 25s saying, "25, 50, 75, 100."

○ **Read to the child:** Jack's mom took a string from her purse and made a large circle on the floor. "Drop the coins," she said. "Let's see how many land in the circle and don't touch the string."

Let's count the quarters that landed in the circle. Circle the coins inside the circle in groups of 4. Then point to each quarter as we skip count by 25s saying, "25, 50, 75, 100."
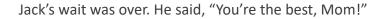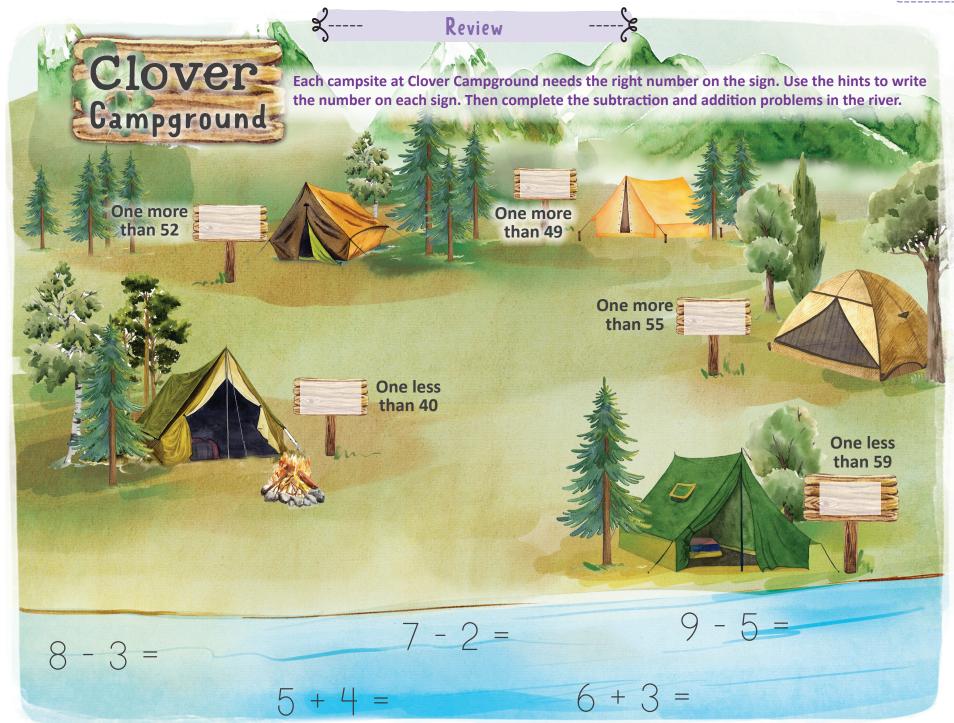
○ **Read to the child:** Jack's mom then put some items from her purse on the table. "Use the coins to act like you are purchasing these items," she told Jack. By each item Jack put the amount of coins he thought the item was worth.

For each item count the coins using skip counting by 25s. Write "$1" each time you reach a dollar.

Jack's wait was over. He said, "You're the best, Mom!"

Clover Campground

Each campsite at Clover Campground needs the right number on the sign. Use the hints to write the number on each sign. Then complete the subtraction and addition problems in the river.

One more than 52

One more than 49

One more than 55

One less than 40

One less than 59

$7 - 2 =$

$9 - 5 =$

$8 - 3 =$

$5 + 4 =$

$6 + 3 =$

CLOCK
Practice
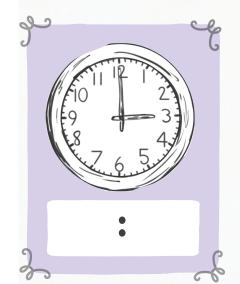
Write the time shown on each clock.

:	:	:	:
:	:	:	:

ONE-HALF AND ONE-FOURTH

Have the child practice the activity if not mastered.

Say how many months are in a year and give their names.

○ Note: Fractions are introduced in one lesson of Math 1 for exposure. Read to the child: The girl on this page is Erica. This week she is helping her mom wrap gifts for children who are in the hospital over the holidays. When she puts a bow on a package, it divides (or splits) the package into two parts. If the bow is right in the middle, the two parts are halves because they are equal sizes, which means the same size. Point to the one package with a bow that divides the box into two halves. Help the child determine if the parts are equal on each side of the bow.
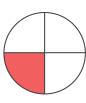
○ Read to the child: Think of a whole circle. If you cut it across the middle, the circle is divided into two halves, and each half is a fraction of the whole. A **fraction** is part of a whole.

Point to the circle at the right. Look at the circle. It is divided equally into two parts. Each of these parts is half of the circle. One-half of the circle is shaded. Point to the fraction $\frac{1}{2}$. This is how we write the fraction one-half. 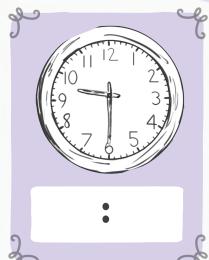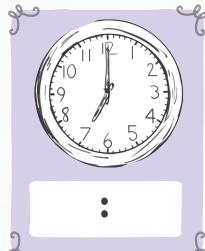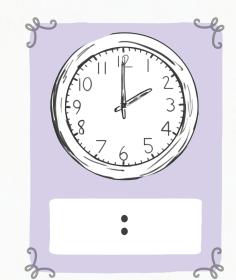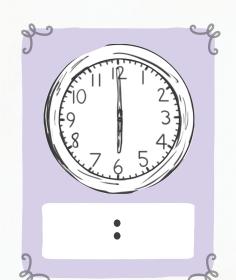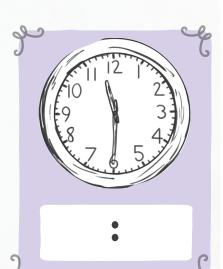Fractions have two numbers with a line between them. The bottom number tells us how many equal parts make one whole. That's why the bottom number is 2, because the circle is divided into two parts. The top number tells us how many parts are shaded or being set apart. Only one part is shaded, so the top number is 1.

$$\frac{1}{2}$$

Point to the circle at the left. Look at this circle. It is divided into four equal parts, and one of the four parts is shaded. Point to the fraction $\frac{1}{4}$. This is how we write the fraction one-fourth. As we just learned, fractions have two numbers with a line between the numbers. The bottom number tells how many equal parts make one whole. Can you see that the circle is divided equally into four parts, so the bottom number is 4? The top number tells how many parts are shaded or set apart. Do you see that only one part is shaded? So the top number is 1.
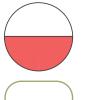
$$\frac{1}{4}$$

○ Read to the child: Fill in the numbers for each fraction. Remember that the number on the bottom tells how many equal parts the shape is divided into. The number on the top shows how many parts are shaded.

$$\underline{} \qquad \underline{} \qquad \underline{} \qquad \underline{}$$
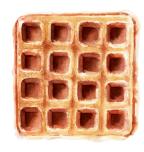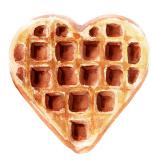
○ Read to the child: Erica and her mom took a break for lunch. Erica's mom made waffles. Look at the shapes she made. They decided to cut each waffle in half and share them.

With your pencil, draw a line on each waffle that cuts it in half.
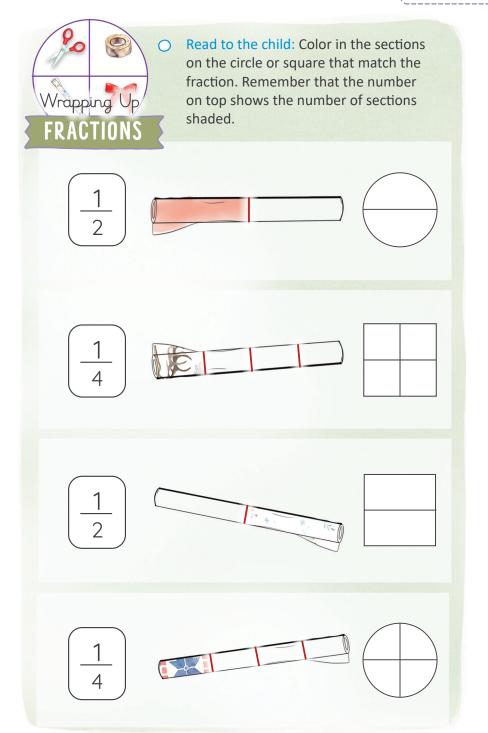
○ Read to the child: Look at all the presents Erica and her mom are taking to the hospital. Circle the presents that have ribbons dividing the present into four equal parts.

Wrapping Up

FRACTIONS

○ Read to the child: Color in the sections on the circle or square that match the fraction. Remember that the number on top shows the number of sections shaded.

$\frac{1}{2}$

$\frac{1}{4}$

$\frac{1}{2}$

$\frac{1}{4}$

Hexagon Highway

Color in all the hexagons to find a road from the top to the bottom. The road can go diagonally.

Start

Finish

Write the number word that shows the number of gifts in each pile.

_____
_____

_____
_____

_____
_____

_____
_____

Complete each problem.

53	23	53	23	14	44	32	93
+ 42	+ 14	+ 30	+ 33	+ 34	+ 2	+ 6	+ 6

CALENDARS: PART 4

- Say how many months are in a year [12] and their names.

- Count backward from 25 to 10. Count from 200 to 220.

- Identify the name of each coin and its value:

○ **Take a boat from the math box. Read to the child:** Do you see the captain on this page? His name is Mr. Harris, and he sails a cargo boat. In December the skies are overcast, and there is often snow. Mr. Harris thinks that can be beautiful too. Is December the first or last month of the year? [last] What is the first month of the year? [January]

In December Mr. Harris sailed to four different ports to deliver packages.

- Put your boat on the port labeled "1st" on the next page. This is the port that Mr. Harris arrived at first. He arrived on December 8th, and the packages were taken out of the boat. Draw a small package like this on the calendar on December 8th. If today is December 8th, what was yesterday? [December 7th] December 8th is a Tuesday. What day of the week was yesterday? [Monday]

- Put your boat on the port labeled "2nd." This is the port that Mr. Harris arrived at second. He arrived on December 12th, and the packages were taken out of the boat. Draw a small package like this on the calendar on December 12th. If today is December 12th, what will be the date tomorrow? [December 13th] What is the date one month from December 13th? [January 13th]

- Put your boat on the port labeled "3rd." This is the port that Mr. Harris arrived at on December 17th. The packages on his boat were mainly Christmas gifts. Draw a small package like this on the calendar on December 17th.
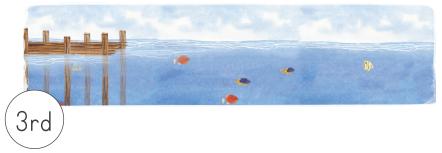
If today is December 17th, what will the date be one week from now? [December 24th] What was the date one week ago? [December 10th] If today is December 17th, what will the date be one month from now? [January 17th]
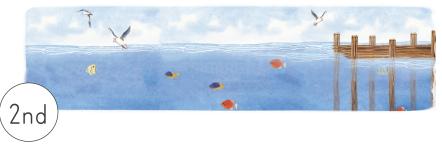
- Put your boat on the port labeled "4th." This is the port that Mr. Harris arrived at fourth—his last delivery of the month. He arrived on December 24th, the day before Christmas Day. Draw a Christmas tree on Christmas Day. If today is Christmas Day, what is tomorrow's date? [December 26th]

What is the last date in December? [December 31st] What is the first date in January? [January 1st] If your birthday were one month after Christmas Day, what would be the date of your birthday? [January 25th]

December

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

4th

3rd

2nd

1st
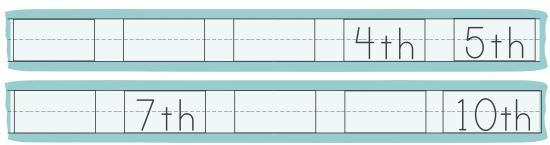
Each jar of jam shows how many raspberries it took to make the jar of jam. Write one less and one more than each number.
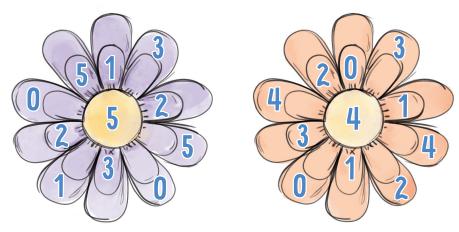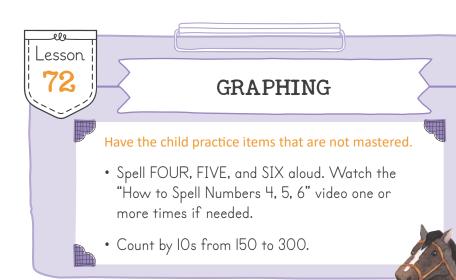
[ ] **65** [ ]

[ ] **30** [ ]

[ ] **59** [ ]

Fill in the missing ordinal numbers.

				4th	5th

	7th				10th

Complete each problem.

$$\begin{array}{r} 25 \\ + 21 \\ \hline \end{array}$$ $$\begin{array}{r} 36 \\ + 23 \\ \hline \end{array}$$ $$\begin{array}{r} 46 \\ + 22 \\ \hline \end{array}$$ $$\begin{array}{r} 33 \\ + 23 \\ \hline \end{array}$$ $$\begin{array}{r} 14 \\ + 14 \\ \hline \end{array}$$

The numbers in each set of overlapping petals need to add up to equal the number in the center. Fill in the missing numbers.

Flower 1 (center 5): 3, 1, 5, 0, 2, 2, 5, 3, 0, 1

Flower 2 (center 4): 3, 0, 2, 4, 1, 3, 4, 1, 2, 0

GRAPHING

Have the child practice items that are not mastered.

- Spell FOUR, FIVE, and SIX aloud. Watch the "How to Spell Numbers 4, 5, 6" video one or more times if needed.

- Count by 10s from 150 to 300.
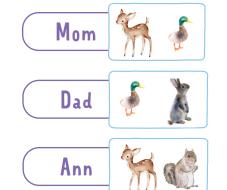
○ **Read to the child:** This is Dave with his horse, Einstein. They love to ride up and down the hills of the farm where Dave lives, and Dave loves to watch the wild animals.

Dave's mom just taught him a math lesson about graphing. Dave thought it would be fun to find out which wild animal his family thought was the cutest. They could choose between a squirrel, duck, deer, or rabbit. He asked each family member to choose the two animals he or she thought were the cutest. It was a hard decision because all the animals were cute, but these were the animals they chose:

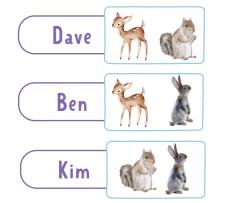| Dave | | Mom | |
| Ben | | Dad | |
| Kim | | Ann | |

○ **Read to the child:** Graphing allows us to easily see and compare amounts. On the bar graph below, fill in one box above each animal for each person who chose the animal as one of the cutest.

6				
5				
4				
3				
2				
1				

○ **Read to the child:** Using the graph, we can see how many times each animal was chosen as the cutest. Circle the animal by Dave's farm that his family thinks is cutest overall. Which animal received the fewest votes? Which animals received the same number of votes? Did the duck get more votes or fewer votes than the deer?

Read to the child: Another kind of graph is called a pictograph. This kind of graph shows information by using images or pictures. Owls have been coming around Dave's farm recently. The pictograph below shows how many times Mom, Dad, and Dave saw an owl in the last month. The key below the pictograph shows what each picture represents. According to the pictograph, write the answers to the questions using number words (e.g., "one" not "1").

Person	Number of Owls Seen
Mom	
Dad	
Dave	

 = 1 owl
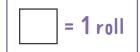
How many owls did Dad see?
_____

How many owls did Mom see?
_____

How many owls did Dave see?
_____

Take the left/right dice from the math box. Read to the child: You get to make your own pictograph. Roll the left/right dice 7 times. Each time you roll, draw a box on the graph under "Number of Times Rolled" in either the "Right" or "Left" rows. Then answer the questions aloud.

Sides on Dice	Number of Times Rolled
Right	
Left	

☐ = 1 roll

1. How many times did you roll "left"?

2. How many times did you roll "right"?

3. Did you roll "left" or "right" more times?

Read to the child: Point to the bar graph below. Point to the pictograph below.

Person	Number of Bugs Seen
Jack	
Jess	

 = 1 bug

Fill in the missing ordinal numbers.

			4th	5th

		8th	9th	

Circle one dozen eggs below. The price of the eggs is shown with coins. Write the price in the purple box and include the cent sign.

Circle the clocks that show a quarter after the hour.

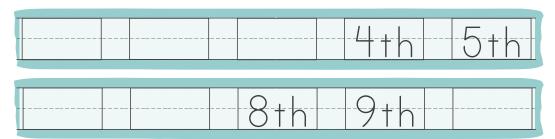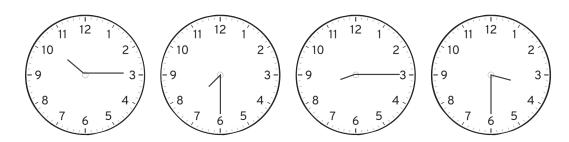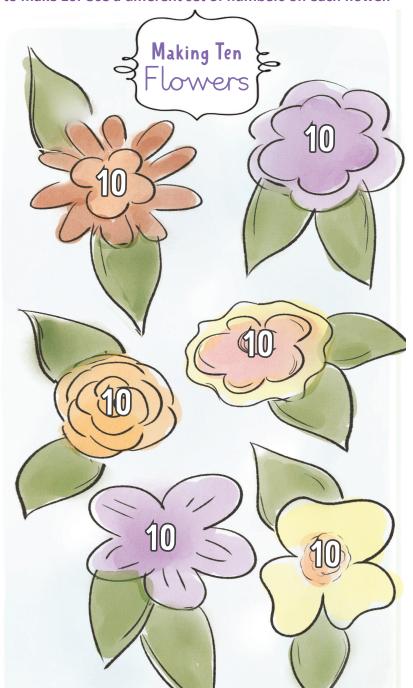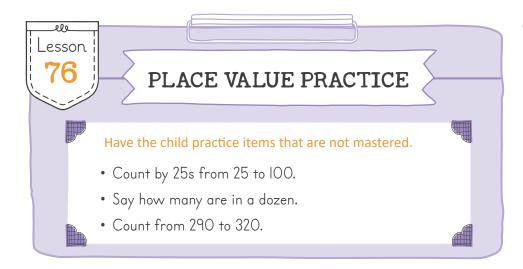**On the leaves of each flower, write two numbers that add to make 10. Use a different set of numbers on each flower.**

Making Ten
Flowers

10

10

10

10

10

10

10

194

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PLACE VALUE PRACTICE

Have the child practice items that are not mastered.

- Count by 25s from 25 to 100.
- Say how many are in a dozen.
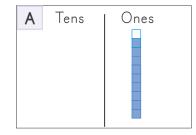- Count from 290 to 320.
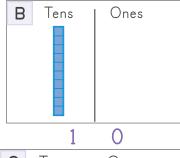
○ **Read to the child:** Let's talk about place value today. How many blocks are in a full ten stick? [10] In Box A, how many blocks are filled on the ten stick in blue? [9] What number is shown in Box A? [9]
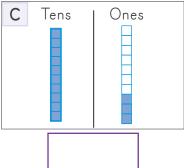
Only full ten sticks belong in the tens column. Once we fill up a ten stick, we can move it to the tens column.

Look at Box B. In this box one full ten stick is in the tens column, so we write 1 below the tens column. The digit 1 shows there is 1 ten stick in the tens column. The digit 0 shows there are 0 blocks in the ones column.
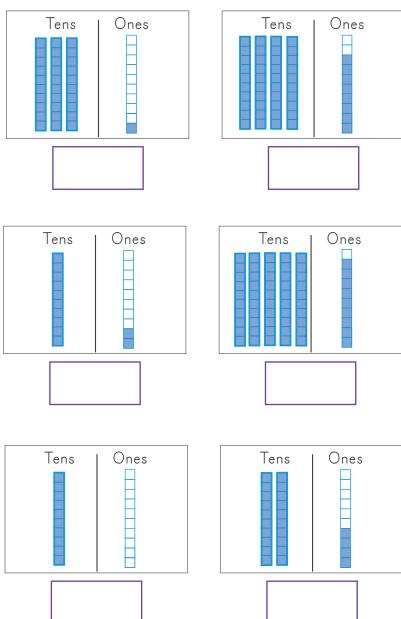
Look at Box C. For this box write 1 under the tens column for 1 ten stick and 3 under the ones column for 3 blocks. What number did you write? [13] What digit is in the tens place? [1] What digit is in the ones place? [3]

A | Tens | Ones

B | Tens | Ones

1   0

C | Tens | Ones

○ **Read to the child:** For each of the following boxes, write the number of ten sticks under the tens column and the number of one blocks shaded under the ones column. Then tell me which digit is in the tens place and in the ones place and what number they create.

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Review
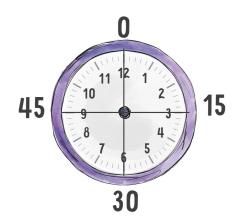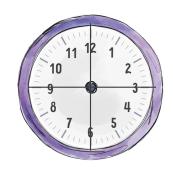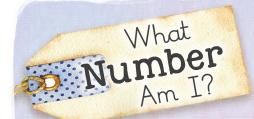
Write the quarters of the clock, as shown in the example.

0

45   15

30

Subtract the cents. Include the cent sign with your answer.

7¢   9¢   5¢
- 2¢   - 3¢   - 2¢

Complete each problem.

2 + 2 = ☐

3 + 3 = ☐

4 + 4 = ☐

5 + 5 = ☐

6 + 6 = ☐

7 + 7 = ☐

8 + 8 = ☐

What Number Am I?
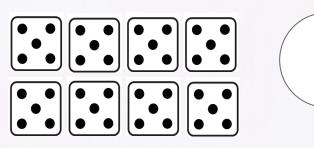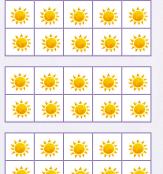
Use the clues in each box to figure out what number to write in each circle.

Hint: Count by 5s.

67 ◯ 69 ◯

Hint: A ten frame has ten squares. You can count the full ten frames by 10s, and then count by 1s.

UNIT 3 OVERVIEW

⇜ LESSONS 81-120 ⇝

Topics introduced in Unit 2 are reviewed and expounded upon in Unit 3.

New Concepts Taught

- Addition up to 3 numbers
- Counting by 100s
- Greatest and least
- Interpreting data and making conclusions
- Measurement
    - Centimeter
    - Foot
    - Inch
    - Meter
- Money: making a dollar with coins
- Number line: up to 100
- Number word form: 7–12
- Ordinal position
- Plotting data on bar graphs
- and pictographs
- Rounding to the nearest ten
- Symmetry
- Three-dimensional shapes
- Time
    - Time conversions
    - Time to 5-minute intervals
- Two-dimensional shapes
- Volume
    - Comparisons
    - Cups
    - Finding and estimating capacity
- Word problems
- Writing numbers: 80–100

Parent/Teacher Tips

- If the child asks why he or she has to practice something he or she already knows (like addition problems), explain that practice helps us to not forget things and also helps us get faster at them.

- Math 1 provides a basic introduction to measurement. The child does not need to memorize how many inches are in a foot or anything that deals with measurement. Measurement will be covered in greater detail in later courses.

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EVEN AND ODD NUMBERS: PART 2

Have the child practice items that are not mastered.

- Count by 5s from 50 to 80.
- Count by 10s from 150 to 170. Then answer these questions: what comes after 149, 159, 169?
- Spell FOUR, FIVE, and SIX aloud.

○ **Read to the child:** Isaac and Tyrone are excited to visit their uncle again. They love exploring the woods by his house. Last summer, they found beavers and watched as the beavers made a home. Today, they found a patch of wild berries. They picked a few and showed them to their uncle. How many berries did they pick?

Their uncle says the berries are huckleberries and are good to eat. The boys want to split the ones they picked. Can they evenly divide these berries? No, they picked an odd number of berries. An odd number is a number that can't be split in half evenly. How many berries could each boy have? [2] How many are left over? [1] In the boxes below, write the number of berries in each group, and then circle the odd numbers.

○ **Read to the child:** Uncle Ben tells the boys that if they pick enough berries, he will make a delicious syrup to put on pancakes for breakfast in the morning. Circle the groups of berries with even numbers to add to the jar.

Into the
Huckleberry
Jar

○ **Read to the child:** Write the number word for each odd-numbered group of berries below.

_____
- -
_____
- -
_____
- -
_____

Read to the child: Each berry is worth 5, so we can skip count by 5s to find the total number of berries picked by each person. Then use the pictograph to answer the questions below.

Person	Number of Berries Picked	Total
Uncle Ben	🫐 🫐 🫐 🫐	
Aunt Ann	🫐 🫐 🫐	
Isaac	🫐 🫐 🫐 🫐 🫐	
Tyrone	🫐 🫐 🫐 🫐 🫐 🫐	

🫐 = 5

How many berries did Uncle Ben pick? ☐

How many berries did Isaac pick? ☐

How many berries did Tyrone pick? ☐

How many berries did Aunt Ann pick? ☐

Complete each problem.

$4 + 4 =$ ☐

$2 + 2 =$ ☐

$1 + 1 =$ ☐

$7 + 7 =$ ☐

$6 + 6 =$ ☐

$5 + 5 =$ ☐

$8 + 8 =$ ☐

On each clock fill in the missing numbers and draw the clock hands to show the time given.

11:15

9:30

230

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Help each bee get over the honeycomb to reach the flower. Add two numbers that are side by side and write the answer in the hexagon above them. Continue until you reach the flower. The first one is done for you.

8
5 **3**
3 **2** **1**

4
1 **3** **2**

6
2 **4** **1**

Subtract the cents. Include the cent sign with your answer.

$$\begin{array}{r} 6¢ \\ - 1¢ \\ \hline \end{array}$$

$$\begin{array}{r} 7¢ \\ - 4¢ \\ \hline \end{array}$$

$$\begin{array}{r} 8¢ \\ - 3¢ \\ \hline \end{array}$$

Write in the missing numbers, counting by 2s.

54		58			66
68	70		74	78	

ROUNDING TO THE NEAREST TEN

Have the child practice items that are not mastered.

- Show the quarters of the clock (0, 15, 30, and 45) with the math box clock.

- Show the following times with the math box clock: 4:05, 4:45, 3:25, 3:15, 3:30, quarter after 2, 6:45, 6:50.

- Count backward from 20 to 1.

○ Read to the child: When we round a number to the nearest ten, we decide which ten it is closer to. We use rounding in real life all the time. Rounding helps us find numbers that are close to actual values but are easier to add and subtract.
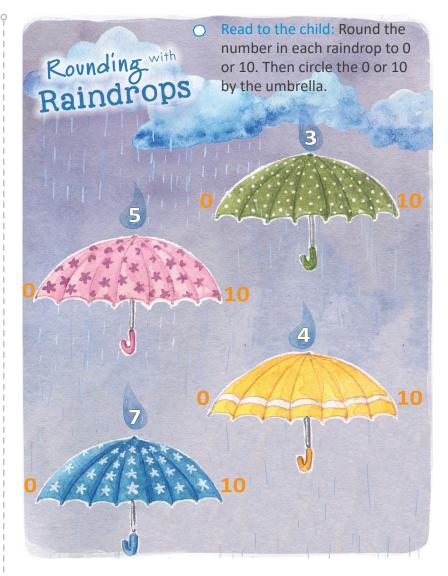
London, England, is known for its rainy weather. Many people carry umbrellas just in case it rains. When it does rain, the water falls down one side of the umbrella or the other, but not on your head!

The umbrella to the left shows raindrops sliding one way or the other to 0 or 10. Point to the number 4. Numbers 1 through 4 round down to 0. Slide your finger from 4 to 0. Point to 5. Numbers 5 through 9 round up to 10. Slide your finger from 5 to 10. Do the same thing for the numbers below.

3   9   6   2

Rounding with Raindrops

○ Read to the child: Round the number in each raindrop to 0 or 10. Then circle the 0 or 10 by the umbrella.
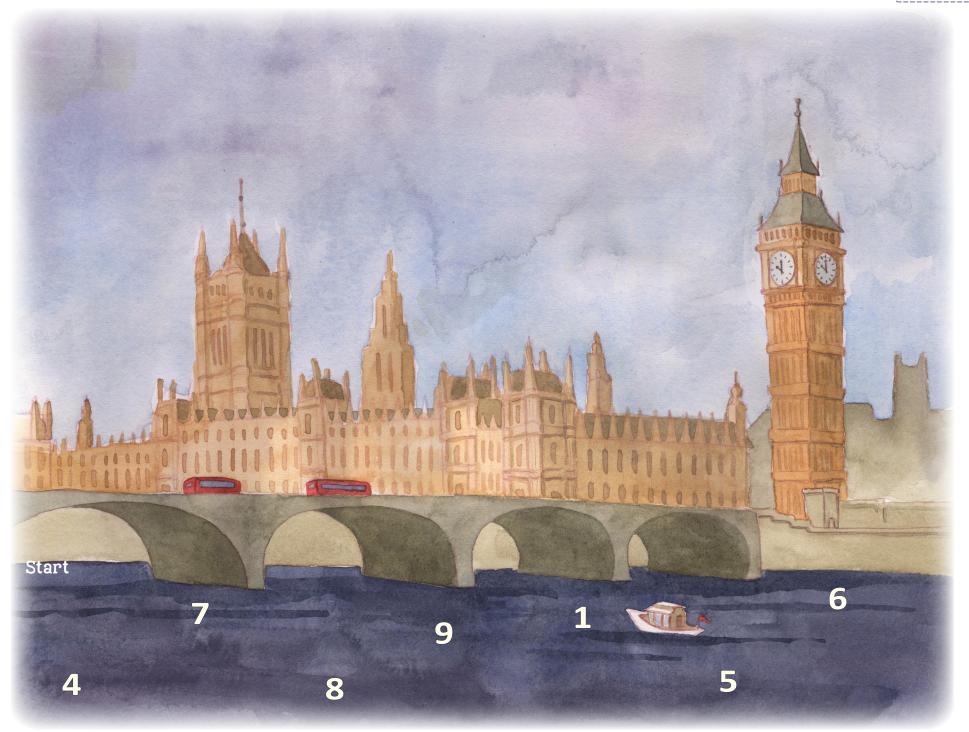
○ Take a boat, the 1–6 dice, and the math box clock. Read to the child: This is the River Thames in London. The large clock tower is known as Big Ben. Place your boat on "Start" and move it along the river, rounding the numbers in your path to 0 or 10 until you reach Big Ben. When you reach Big Ben, roll the dice and move the hands on the math box clock to show that hour on the clock.

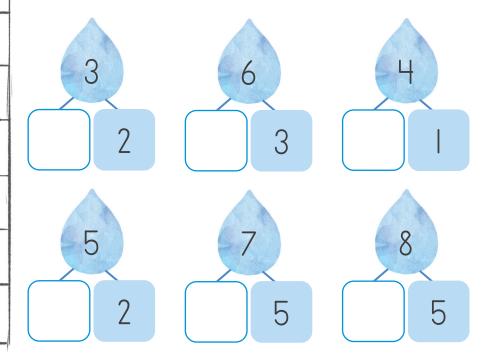© Jenny Phillips

Start

7

6

1

9

4

8

5

Write the missing numbers on the hundreds chart. Color 10 even numbers green and 10 odd numbers red.

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11					16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37			
41	42	43	44	45	46	47	48	49	50
51			55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	
		73	74	75	76				
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Fill in the blanks to write addition problems.

$\square + \square = 5$ $\square + \square = 8$

$\square + \square = 6$ $\square + \square = 4$

$\square + \square = 3$ $\square + \square = 1$

Write the missing numbers in the number bonds.

3: □, 2   6: □, 3   4: □, 1

5: □, 2   7: □, 5   8: □, 5

Lesson 94

COUNTING BY 100s

Have the child practice items that are not mastered.

- On the whiteboard write all the odd numbers from 59 to 69.

- Take the boats out of the math box and, looking at the numbers on the boats, order the boats in a line from the least number to the greatest number.

○ **Read to the child:** Counting by 100s is very similar to counting by 10s. Point to the numbers below as you count by 10s to 100.

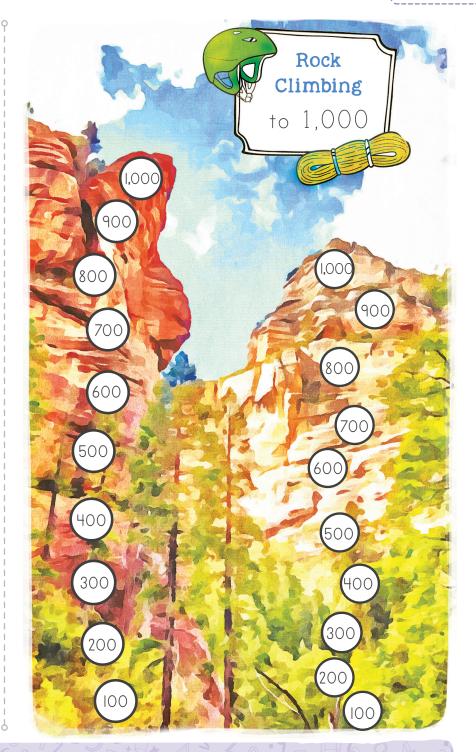## 10 20 30 40 50 60 70 80 90 100

When we count by 10s, we count every tenth number. When we count by 100s, we count every hundredth number. Point to each number below and count with me by 100s from 100 to 1,000. 1,000 is the number that is 100 more than 900.
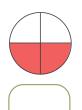
| 100 | 200 | 300 | 400 | 500 |
| 600 | 700 | 800 | 900 | 1,000 |

○ **Take the 1–6 dice from the math box. Read to the child:** We are going to see who can climb to the top of the mountain first. You choose a mountain to climb. I'll climb the other one. You roll the 1–6 dice first. Start on 100 and move as many spaces as you rolled on the dice, counting the hundreds aloud as you move. Make a mark with your pencil on the number you land on. Then it's my turn, and I'll do the same. The first person to reach 1,000 wins.
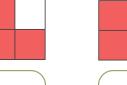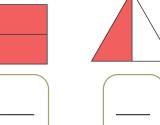

Rock Climbing to 1,000

Fill in the numbers for each fraction. Remember that the number on the bottom tells how many equal parts the shape is divided into. The number on the top shows how many parts are shaded.

Write the answer to each addition problem with a number word from the box.

five   eight   seven

5 + 0 = _____

6 + 2 = _____

4 + 3 = _____
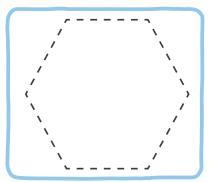
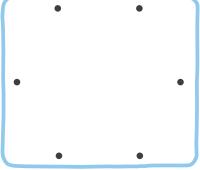Circle the digit in the tens place in the first number. Think of the number that is one greater than the digit you circled. Then write the final answer in the box.
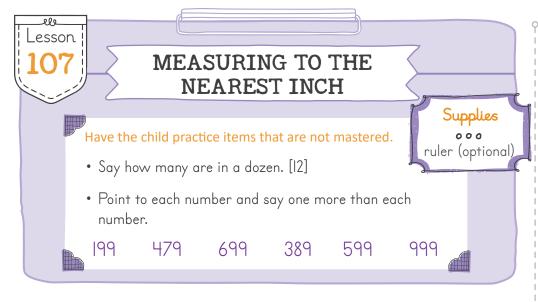
64 + 10 =

52 + 10 =

81 + 10 =

Trace the hexagon, and then connect the dots with straight line segments to create a hexagon in the second box.

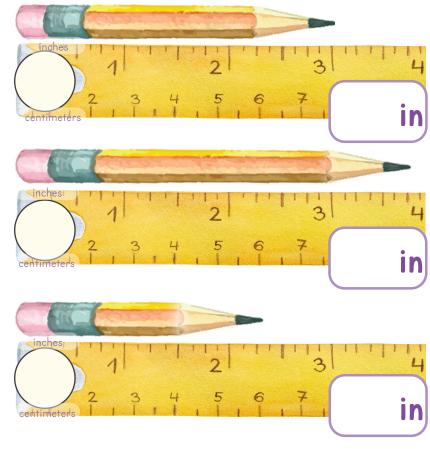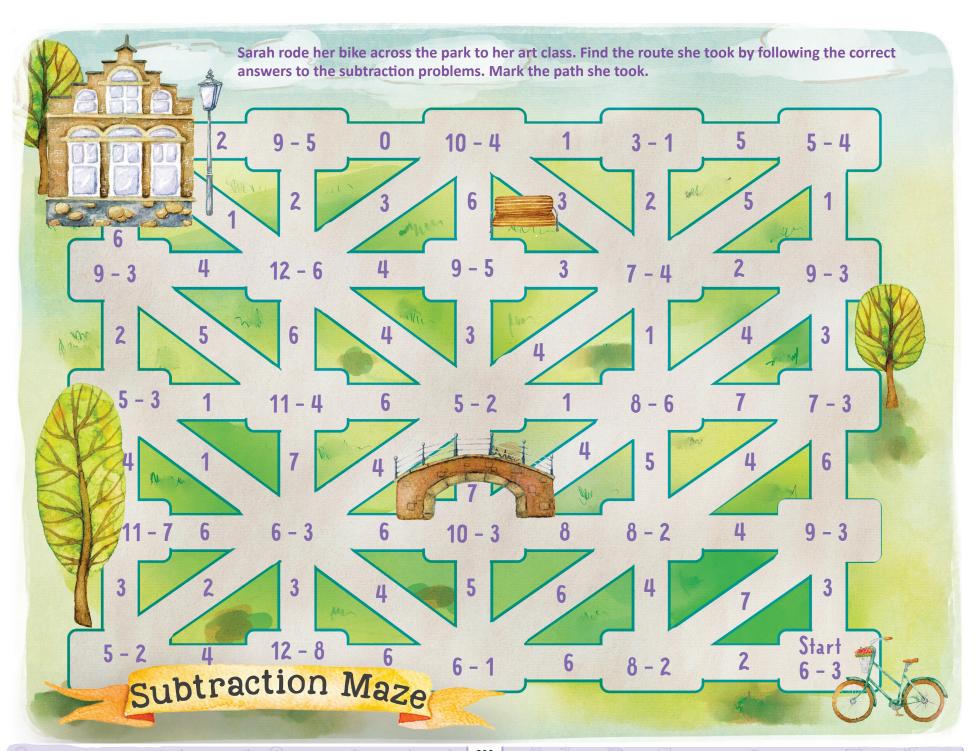A half-dollar is worth 50 cents. Circle the coins needed to equal the value of the half-dollar.

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Lesson 107

MEASURING TO THE NEAREST INCH

Supplies
ruler (optional)

Have the child practice items that are not mastered.

- Say how many are in a dozen. [12]

- Point to each number and say one more than each number.

199   479   699   389   599   999

○ For this lesson you can either use the ruler on the page or place an actual ruler on top of the images of rulers. **Read to the child:** Look at the ruler below. Remember, one side of the ruler shows inches, and the other side shows centimeters. The pencil below belongs to Sarah, who loves to draw. Look at the purple line. This pencil does not measure exactly 4 inches or 5 inches; it is between 4 and 5 inches. When finding length, we can measure to the **nearest** inch. The abbreviation for inches is "in." Is the purple line closer to 4 or 5? Because it is closer to 5, we would say this pencil is about 5 in long.

5 in

○ **Read to the child:** Sarah has been using her pencil quite a bit, and every time she measures it, it is a little shorter. Measure each of the pencils to the nearest inch. First, draw a line at the tip of the pencil. Next, determine which number the line is closer to and write that number in the box. Then put the pencils in order by writing 1st (longest) to 5th (shortest) in the circles.

in

in

in

in

Sarah rode her bike across the park to her art class. Find the route she took by following the correct answers to the subtraction problems. Mark the path she took.

| 2 | 9 – 5 | 0 | 10 – 4 | 1 | 3 – 1 | 5 | 5 – 4 |

| 1 | 2 | | 3 | 6 | | 3 | 2 | | 5 | 1 |

| 6 | | | | | | | | | | |

| 9 – 3 | 4 | 12 – 6 | 4 | 9 – 5 | 3 | 7 – 4 | 2 | 9 – 3 |

| 2 | 5 | 6 | 4 | 3 | | 1 | 4 | 3 |
| | | | | | 4 | | | |

| 5 – 3 | 1 | 11 – 4 | 6 | 5 – 2 | 1 | 8 – 6 | 7 | 7 – 3 |

| 4 | 1 | 7 | 4 | | 4 | 5 | 4 | 6 |
| | | | | 7 | | | | |

| 11 – 7 | 6 | 6 – 3 | 6 | 10 – 3 | 8 | 8 – 2 | 4 | 9 – 3 |

| 3 | 2 | 3 | 4 | 5 | 6 | 4 | 7 | 3 |

| 5 – 2 | 4 | 12 – 8 | 6 | 6 – 1 | 6 | 8 – 2 | 2 | **Start** 6 – 3 |

Subtraction Maze

Circle the pencils in groups of ten. Then count by 10s to find the total number of pencils and write that number in the box.

Draw a line from the ten stick and one blocks to the matching subtraction problem. Then write the answer to each subtraction problem.

1

2

3

19 - 10 =

12 - 10 =

15 - 10 =

Complete each problem.

27	14	33	45	23
+ 12	+ 24	+ 15	+ 22	+ 13

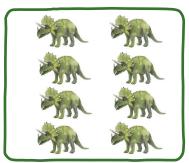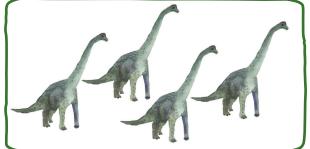| 47	56	73	35	44
+ 20	+ 13	+ 23	+ 21	+ 35

DIVIDING ITEMS INTO TWO EQUAL GROUPS

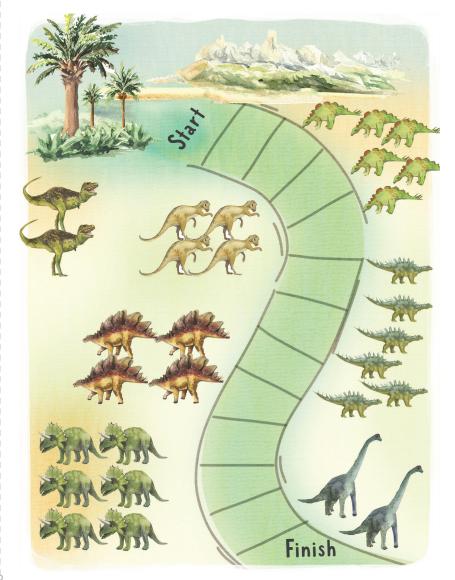Have the child practice items that are not mastered.

- List all the even numbers from 0 to 10.

- Count by 5s from 50 to 80.

- Add 10 to each number: 7, 5, 40, 55, 65.

- Spell ONE, TWO, and THREE aloud.

○ Take four small blue triangles from the math box. Read to the child: I'll pick up four triangles. Now I will give each of us a triangle until they are gone. Pass out the triangles. We each have two triangles, or an equal number of items. Let's try doing the same thing with three triangles. Pass out the triangles. As you can see, we can't divide three into two equal groups with nothing left over. We have two equal groups and one left over.

○ Read to the child: Look at the groups of dinosaurs below. In each box draw a line to divide the dinosaurs into two equal groups.
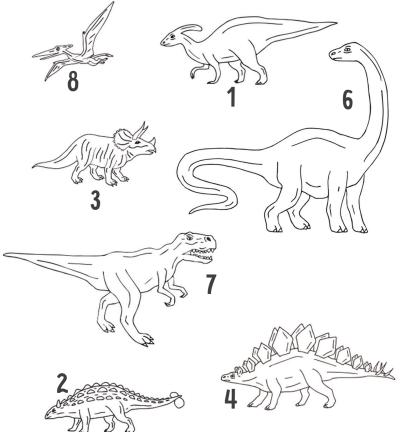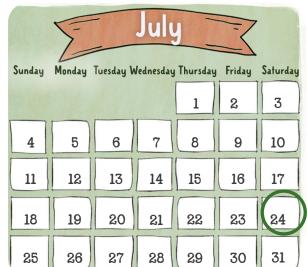

○ Take the small black circle and the 1–6 dice from the math box. Read to the child: Place your circle on "Start." Roll the dice. If the number is odd, move that many spaces. If the number is even, find a group of dinosaurs with that number. Draw a line to divide the dinosaurs into two equal groups. Then roll the dice again. Continue until you reach "Finish." Play more than once if desired.

Review

Color the even-numbered dinosaurs green and odd-numbered dinosaurs brown.

8

1

6

3

7

2

4

July

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

The first box contains the circled date. In the other boxes, write the dates that are one day before and after the date below.

July 23

Yesterday

Tomorrow

Complete each problem.

$$22 + 16$$

$$15 + 63$$

$$63 + 24$$

$$75 + 4$$

$$43 + 16$$

$$81 + 11$$

Using the boats from your math box, measure the length of the leaves in boat lengths. Write the length in each box.