

Created by the Simply Good and Beautiful Math Team

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ABOUT THE COURSE

Supplies Needed

- Simply Good and Beautiful Math K Course Book
- Simply Good and Beautiful Math K Box
- Pencil
- Crayons or colored pencils
- Whiteboard and dry-erase marker
- 10 pennies, 10 nickels, and 10 dimes (It is suggested that you put these coins in the math box and keep them there. You will not use them until partway through the course.)

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.

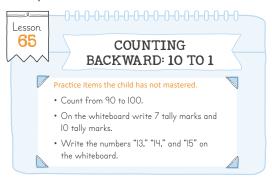
Course Organization

- > 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.

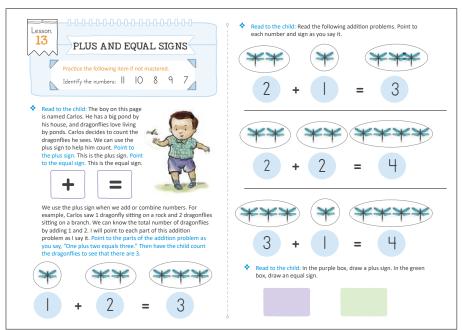


Daily Lessons

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. Black text is read to the child. Each lesson contains new instruction and review of previous material. You may use the bullet point stars as checkboxes, if desired.



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 10–12 minutes.

- If the child takes longer than 10–12 minutes per lesson but is understanding and retaining the information, don't worry; complete as much of a lesson as the child's attention span allows each day. It is OK if this course takes longer than a school year to complete.
- things, we suggest not moving to Math 1 so that the 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 before starting Math 1.
- → If the child takes less than 10–12 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 shows that most children in kindergarten thrive with having math for 10–12 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 K a spiral or mastery program?

Math K is mainly a spiral curriculum, constantly reviewing concepts your student 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?

Every level of *Simply Good and Beautiful Math* has an answer key except for Math K since this level is so basic.

How do I use the hundreds chart on the first page of the course book?

Whenever the course has the child count, feel free to have the child use the hundreds chart, pointing to each number while counting.

How can I provide extra addition and subtraction practice?

For more addition and subtraction practice, we sugggest using *Anteater Addition* and *Snowy Owl Subtraction*, which are available at goodandbeautiful.com. The game cards can also function as addition and subtraction game cards.

UNIT 1 OVERVIEW

Extra Supplies Needed

- o a fruit snack or small food item
- o three small objects in nature

New Concepts Taught

- o Identify numbers 0-20
- o Write numbers 0-20
- o Count to 100
- Count up starting at numbers 0-80
- o Ten frames
- o Color recognition
- Order of events
- o Ordinal numbers
- Position words
- Shape recognition
- o Matching

- Spatial reasoning
- Ten sticks
- o Memorize a phone number
- o Addition up to 4
- o Addition plus 1, 2
- o Tally marks
- o Days of the week
- o One more, one less
- o Number bonds
- o Longer and shorter

Parent/Teacher Tips

- Gather 10 of each of the following coins now and put them in the math box: 10 pennies, 10 dimes, 10 nickels. Then you will have them in plenty of time when you need them for the math course.
- Watch the video "How to Teach Correct Pencil Grip | The Good and the Beautiful." Even though children may not like working on correct pencil grip, it is much easier to establish the correct pencil grip in the beginning than to fix incorrect pencil grip later.
- If desired, use the hundreds chart on page iii when the Review Box tells you to practice counting. Have the child use his or her finger, a pencil, a straw, a colored popsicle stick, etc. to point to each number as he or she counts.

UNIT 2 OVERVIEW

New Concepts Taught

- o Addition up to 5
- o Count by 10s
- o Count to 110
- Equal and not equal
- o Identify numbers 0–110

- o Months
- o Pattern blocks
- Place value
- o Right and left
- Story problems
- o Telling time

Parent/Teacher Tips

- o Watch for cues that your child is overwhelmed or frustrated and don't push the child too far, especially at this age. For example, if the lesson says to count from 80 to 100 and that is overwhelming, consider counting to the child a few times while he or she lies on the couch and just listens, or have him or her just count from 80 to 90.
- Kinesthetic kids like to move. While doing counting practice, consider having them hop, clap, or take a step forward with each number.
- Don't feel like you need to rush through exploring and having fun with your child just to mark off a lesson each day. If your child wants to repeat playing a game or explore or discuss a concept, this is wonderful, especially at this age.

UNIT 3 OVERVIEW



∠ LESSONS 81–120



Extra Supplies Needed

- 1-cup measuring cup
- $\frac{1}{2}$ -cup measuring cup
- ball
- two matching cups

New Concepts Taught

- 2D and 3D shapes
- Addition up to 15
- Comparing numbers
- Comparing volume
- Count backward from 20
- Count by 2s
- Count by 5s
- Divide in half
- Doubles addition
- Even and odd
- Graphs

- Heavier or lighter
- Making 10
- Measure in centimeters
- Measure in inches
- More than, less than
- Ordering numbers
- Pennies, nickels, and dimes
- Seasons
- Subtraction up to 10
- Symmetry

Parent/Teacher Tips

- If the child is struggling with transitions over the tens (like 29 to 30), which is common at this age, consider doing this activity: on index cards, write three sets of transitions. (For example, on six separate cards write 29, 30, 39, 40, 49, 50.) Then, put them in sets (separate from each other) for the child and have him or her read them. Then mix the cards up and have the child put them back in sets.
- Does the child want more math each day? Rather than supplementing, we suggest doing one and a half to two lessons a day. If the child is finishing a lesson each day and wants to do more, that is a sign that he or she is likely ready to move more quickly through concepts, not that he or she needs to spend more time on concepts.
- Remember, you can use the hundreds chart on page iii when the Opening Box tells you to practice counting. Have the child use his or her finger, a pencil, a straw, a colored wooden craft stick, or other pointer to point to each number as he or she counts.