



Simply  
Good and Beautiful  
**MATH**

**K**

COURSE BOOK



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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
- Ten pennies, ten nickels, and ten 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 65

### COUNTING BACKWARD: 10 TO 1

Practice items the child has not mastered.

- Count from 90 to 100.
- On the whiteboard write 7 tally marks and 10 tally marks.
- Write the numbers "13," "14," and "15" on the whiteboard.

- **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.

Lesson 13

### PLUS AND EQUAL SIGNS

Practice the following item if not mastered.

Identify the numbers: 11 10 8 9 7

Read to the child: The boy on this page is named Carlos. He has a big pond by his house, and dragonflies love living by ponds. Carlos decides to count the dragonflies he sees. We can use the plus sign to help him count. Point to the plus sign. This is the plus sign. Point to the equal sign. This is the equal sign.

We use the plus sign when we add or combine numbers. For example, Carlos saw 1 dragonfly sitting on a rock and 2 dragonflies sitting on a branch. We can know the total number of dragonflies by adding 1 and 2. I will point to each part of this addition problem as I say it. Point to the parts of the addition problem as you say, "One plus two equals three." Then have the child count the dragonflies to see that there are 3.

Read to the child: Read the following addition problems. Point to each number and sign as you say it.

2 + 1 = 3

2 + 2 = 4

3 + 1 = 4

Read to the child: In the purple box, draw a plus sign. In the green box, draw an equal sign.



# 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.
- If the child takes less than 10–12 minutes and is learning new 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 suggest using *Anteater Addition* and *Snowy Owl Subtraction*, which are available at [goodandbeautiful.com](http://goodandbeautiful.com). The game cards can also function as addition and subtraction flashcards.



# UNIT 1 OVERVIEW

## ✂ LESSONS 1-40 ✂

### Extra Supplies Needed

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

### New Concepts Taught

- |                                     |                      |
|-------------------------------------|----------------------|
| ○ Addition plus 1, 2                | ○ Number bonds       |
| ○ Addition up to 4                  | ○ One more, one less |
| ○ Color recognition                 | ○ Order of events    |
| ○ Count to 80                       | ○ Ordinal numbers    |
| ○ Count up starting at numbers 0-80 | ○ Position words     |
| ○ Days of the week                  | ○ Shape recognition  |
| ○ Identify numbers 0-20             | ○ Spatial reasoning  |
| ○ Longer and shorter                | ○ Tally marks        |
| ○ Matching                          | ○ Ten frames         |
| ○ Memorize a phone number           | ○ Ten sticks         |
|                                     | ○ Write numbers 0-20 |

### Parent/Teacher Tips

- Gather ten of each of the following coins now and put them in the math box: ten pennies, ten dimes, ten nickels. Then you will have them in plenty of time when you need them for the math course.
- Watch the video “Pencil Grip | How and Why to Teach It” on The Good and the Beautiful YouTube channel. 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.



Lesson  
**1**

# NUMBERS 1 TO 3

Practice items the child has not mastered.

- Identify the colors below.
- Count to 15.



## Parent Tip

If needed, have the child point to the numbers on the hundreds chart on page iii whenever counting.

- Read to the child: Did you know that you need math to design a fork or a pillow? Math is needed to design almost everything you use every day. There are also math patterns all around us in nature, and they can bring us joy and a feeling of wonder when we discover them. I'm excited to learn about math with you!

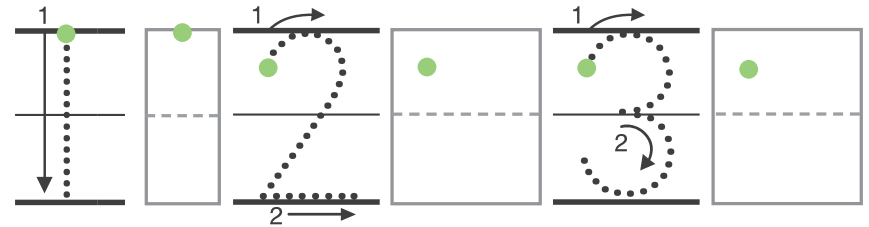
Here are the numbers 1, 2, and 3. Say a number and have the child point to it. Repeat until mastered.

1 2 3

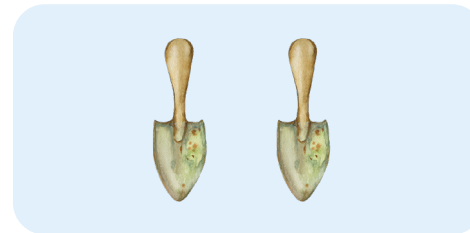
- In each pot have the child draw the number of flowers shown on the pot.



- Have the child trace the number and then write the number by starting on each dot. The child should first say the name of each number aloud.



- Have the child count the items in each box and circle the matching number.



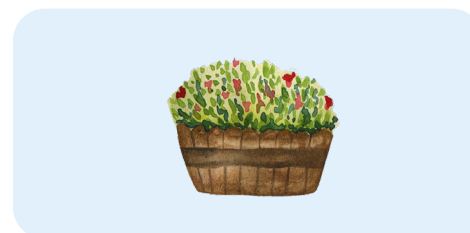
1 2 3



1 2 3



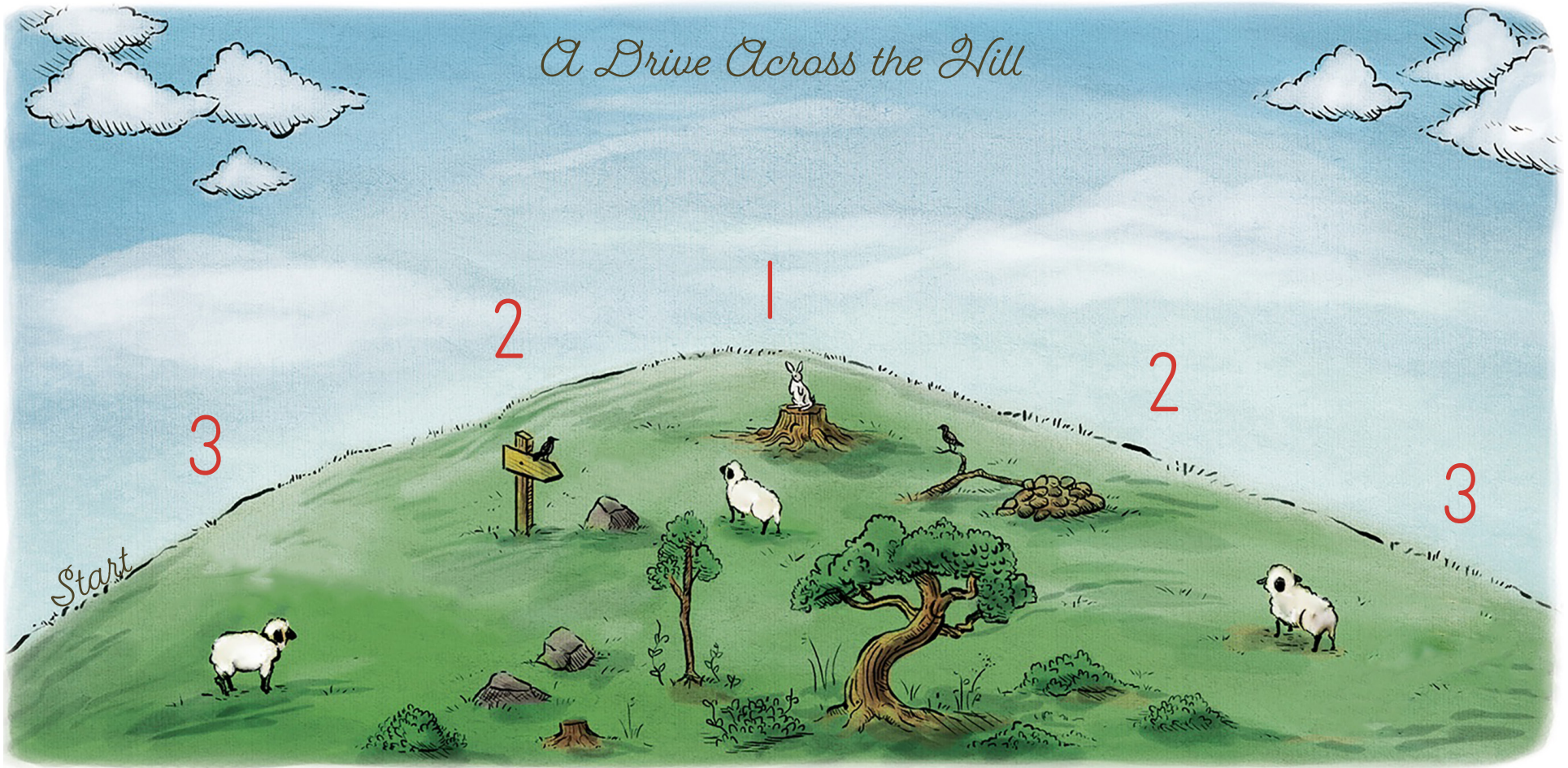
1 2 3



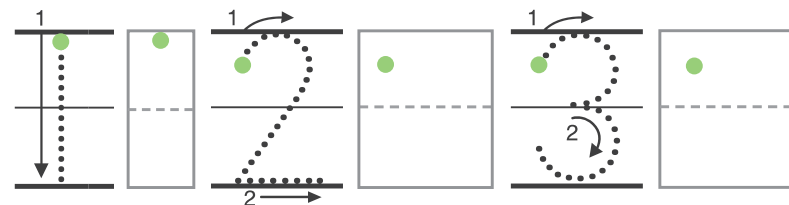
1 2 3



- ◆ Take the three wooden cars from the math box. Read to the child: Point to the car with a number 1, the car with a number 2, and then the car with a number 3. Choose any car and place it on “Start.” Drive the car over the hill, saying each number aloud as you pass it. Then have the child turn the car around and drive back over the hill.



- ◆ Read to the child: How many sheep are on the hill? [3] How many birds are on the hill? [2] How many bunnies are on the hill? [1]
- ◆ Have the child line up the cars in order: 1, 2, 3.
- ◆ Have the child pick up two cars, then one car, and then three cars.
- ◆ Have the child complete the handwriting practice by starting on the dots.





# Lesson 9

## NUMBERS 8 TO 9

Practice items the child has not mastered.

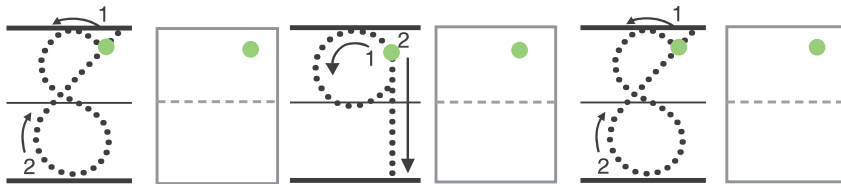
- Count to 20.
- Identify the colors below.
- Memorize a parent's phone number.



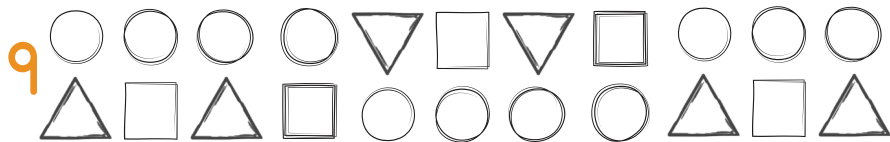
- Take a counting stick from the math box and give it to the child. Read to the child: Here are numbers 8 and 9. With the counting stick, point to number 9. Point to number 8. With the counting stick, tap the number 8 eight times. Tap the number 9 nine times.

Repeat until mastered. Then give the child all the counting sticks from the math box and have him or her count 8 and then 9 sticks.

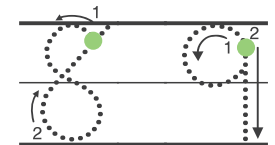
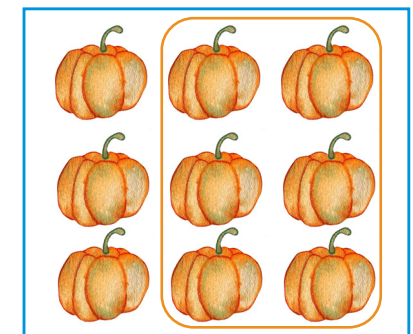
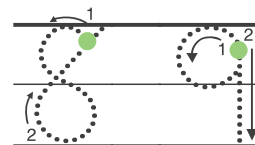
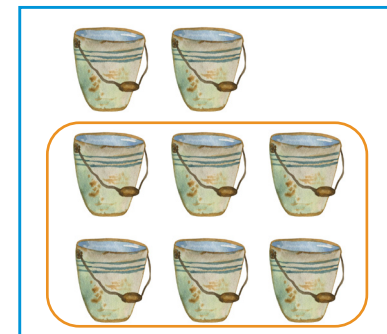
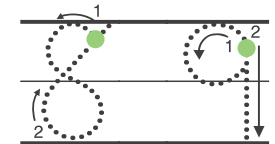
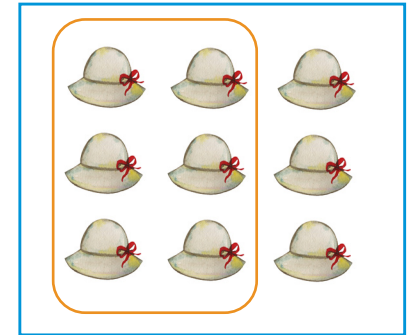
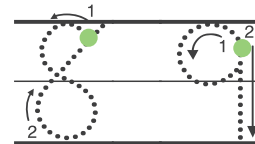
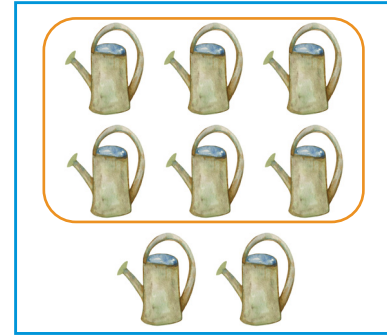
- Have the child complete the handwriting practice, starting on the dots.



- Have the child color the number of circles indicated.

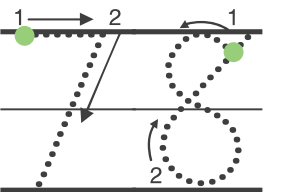
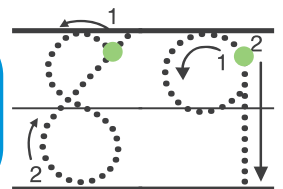
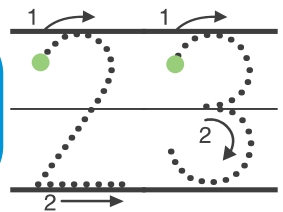
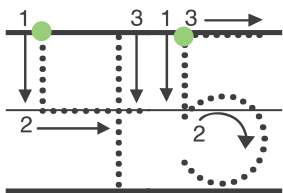
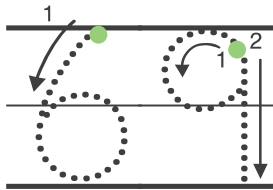


- Read to the child: In each group below, six items are circled. Count the number of items in each box by pointing to the circled items and saying "six," and then counting the rest of the items going up from six. Trace the number that shows how many items are in each box.



- Read to the child: Let's look at the picture on the next page. Does it look like a peaceful place to live? Can you find the tire swing? Can you see a horse peeking out of the barn? For each item, count how many are in the picture, and then trace the number.







Lesson  
**18**

# ZERO AND NUMBER 12

Practice items the child has not mastered.

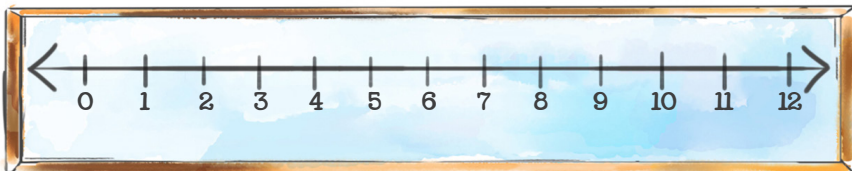
- Count to 40.
- Identify the colors below.
- Memorize a parent's phone number.



- ♦ Take a counting stick from the math box and give it to the child. Read to the child and point to the numbers: Here are numbers 0 and 12.

**0 12**

Point to the 0 with a counting stick. This is zero. It means none. Hold out an empty hand. How many counting sticks do I have in my hand? [0] How many feathers grow on your nose? [0] Point to 0 on the number line. It comes right before 1.

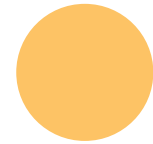


In the yellow box above, tap the number 12 with the counting stick 12 times. Point to the number 12 on the number line. Give the child all the counting sticks in the math box and have him or her count out 12 sticks.

Cross out the boxes below that have zero clocks.



- ♦ Read to the child: Write the number of blocks that are filled in each ten stick. Remember that each stick has 10 blocks.



- ♦ Have the child complete the following: Count the number of orange blocks and write the number in the orange circle. Then color the remaining blocks blue, count the blue blocks, and write the number of blue blocks in the blue circle.



$$9 + \text{ } = 10$$

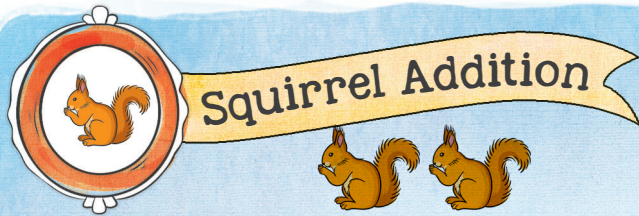


$$8 + \text{ } = 10$$



$$10 + \text{ } = 10$$

✦ Have the child write the missing answers. Have the child count the animals, if needed, to help figure out the answers.



$$0 + 2 = \bigcirc$$



$$1 + 3 = \bigcirc$$



$$2 + 2 = \bigcirc$$



$$1 + 2 = \bigcirc$$

$$0 + 0 = \bigcirc$$



$$2 + 3 = \bigcirc$$



$$3 + 3 = \bigcirc$$



$$1 + 1 = \bigcirc$$



$$2 + 1 = \bigcirc$$



$$0 + 3 = \bigcirc$$



Lesson  
**23**

# NUMBER PRACTICE

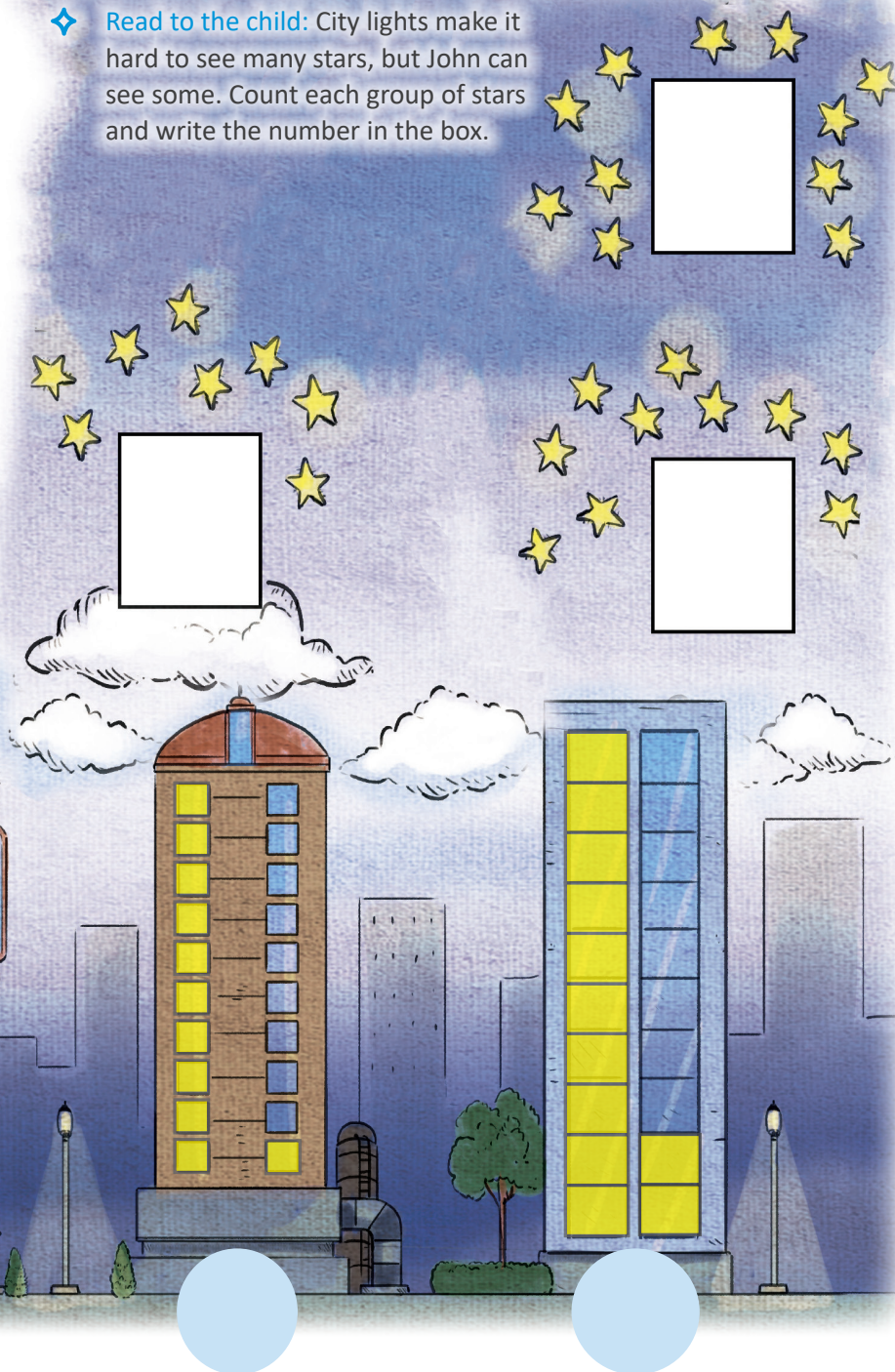
Practice the following item if not mastered.

Count to 50.

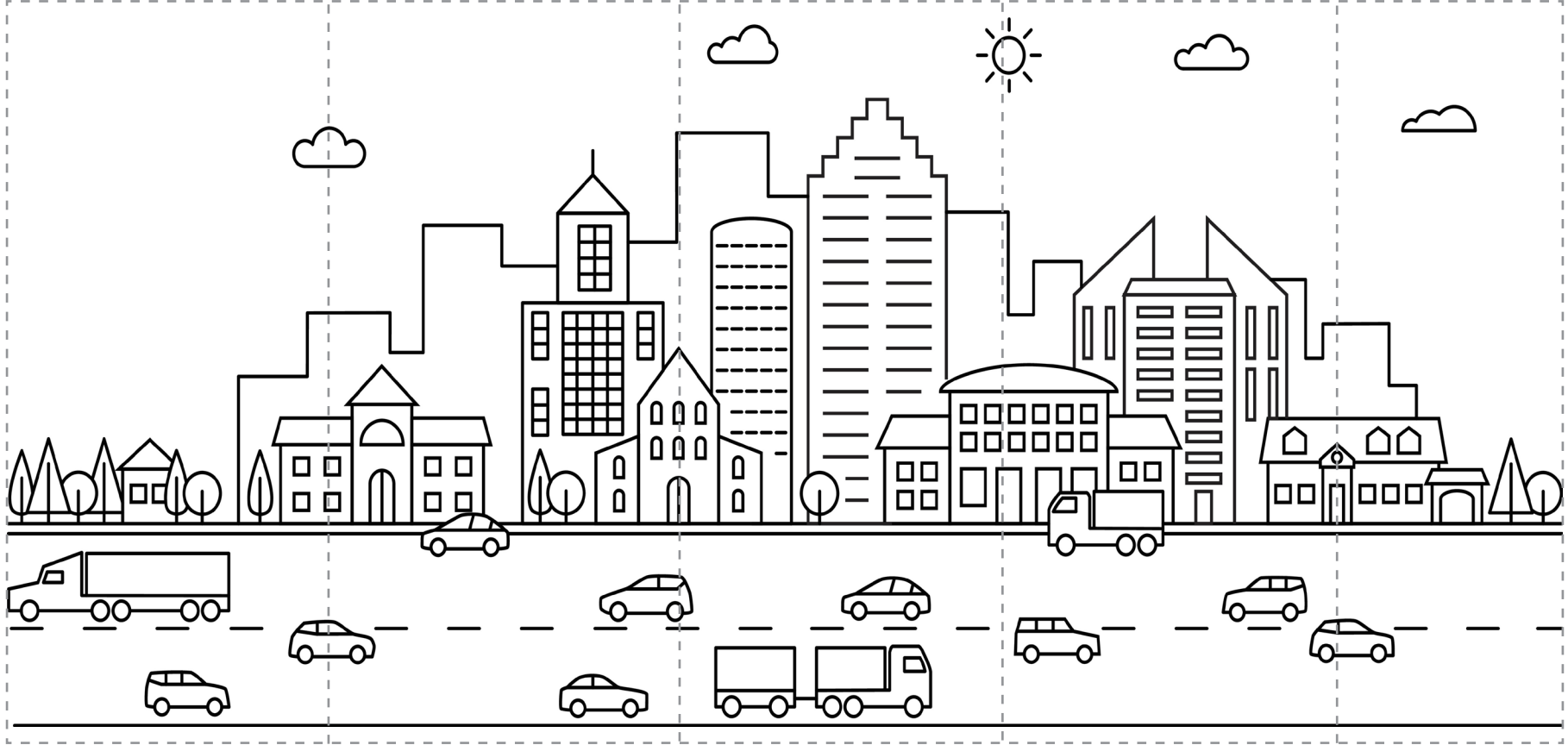
◆ **Read to the child:** This is John. He lives in the city. The buildings by his home have windows that are in sets of 10 like a ten stick. One night as John and his family went for a walk, John counted how many lights were on in each apartment building. You also count the lights and write the total number of windows that have lights on in the circle below each building. Remember that a full ten stick has 10 squares filled in, so you do not need to count them individually.






◆ **Read to the child:** City lights make it hard to see many stars, but John can see some. Count each group of stars and write the number in the box.



- ✦ **Spatial Activity:** If desired, have the child color the city scene. Cut out the city scene on the dashed lines below. (You, not the child, should cut it, as the lines need to be cut straight.) Mix up the pieces and lay them on the table. Have the child put the scene together.



- ✦ Cut out the boxes below, and then lay them out on the table. Have the child create an addition problem with the correct answer and copy it onto the whiteboard. Repeat until the child has created and written all possible addition problems with the boxes.

	+		=		+		=		=	
1		3		4		2		3		5



# 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. This allows you to assess the most important concepts that should be understood at this point before moving on and to practice the concepts that still need work.
- For Lesson 39** have the child complete the assessment 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 continue to be reviewed, 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 1 TO 11

Copy each number.

1

2

3

4

5

6

7

8

9

10

11



### Additional Practice

Copy each number.

1

2

3

4

5

6

7

8

9

10

11



# ADDITION



Complete the problems.

$$3 + 2 = \bigcirc$$

$$4 + 1 = \bigcirc$$

$$1 + 3 = \bigcirc$$



## Additional Practice

Complete the problems.



$$2 + 2 = \bigcirc$$



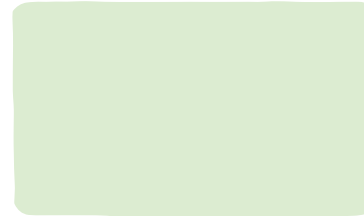
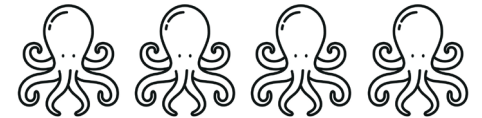
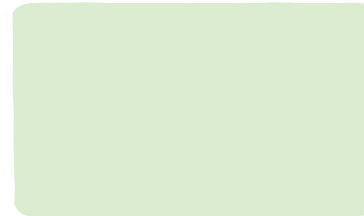
$$3 + 3 = \bigcirc$$



# TALLY MARKS TO 5



Count the items below, and then draw tally marks in the green box for each group of items.



## Additional Practice

Complete the problems. Write the answers in tally marks.

$$\text{II} + \text{II} = \bigcirc$$

$$\text{IIII} + \text{I} = \bigcirc$$

$$\text{III} + \text{I} = \bigcirc$$

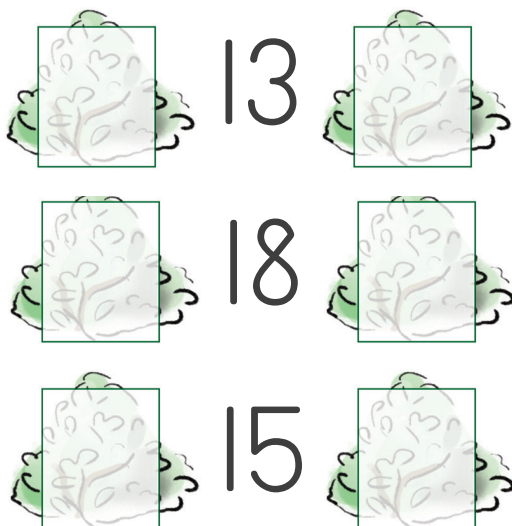




## WRITING NUMBERS 12-20 & ONE LESS AND ONE MORE

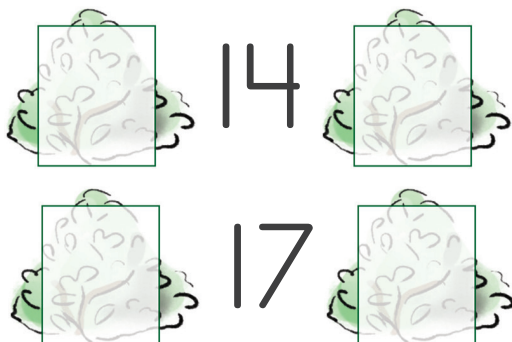


Write one less and one more than each number.



### Additional Practice

Write one less and one more than each number.



## COUNTING & DAYS OF THE WEEK



Count from 1 to 80. Point to each number with a counting stick as you count.

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	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

Say the days of the week in order. [Have the child watch "Days of the Week Song" on The Good and the Beautiful Kids YouTube channel](#) if the child has not memorized the days of the week.



### Additional Practice

Repeat the items in the section above.

# UNIT 2 OVERVIEW

## LESSONS 41-80

### Extra Supplies Needed

- glue

### New Concepts Taught

- Addition up to 5
- Count by 10s
- Count to 110
- Equal and not equal
- Identify numbers 0-100
- Months
- Pattern blocks
- Place value
- Right and left
- Story problems
- Telling time

### Parent/Teacher Tips

- 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.



Lesson  
**45**

## COUNTING BY 10s

Practice items the child has not mastered.

- Have the child write 10 tally marks on the whiteboard.
- Have the child write "16," "17," and "18" on the whiteboard.

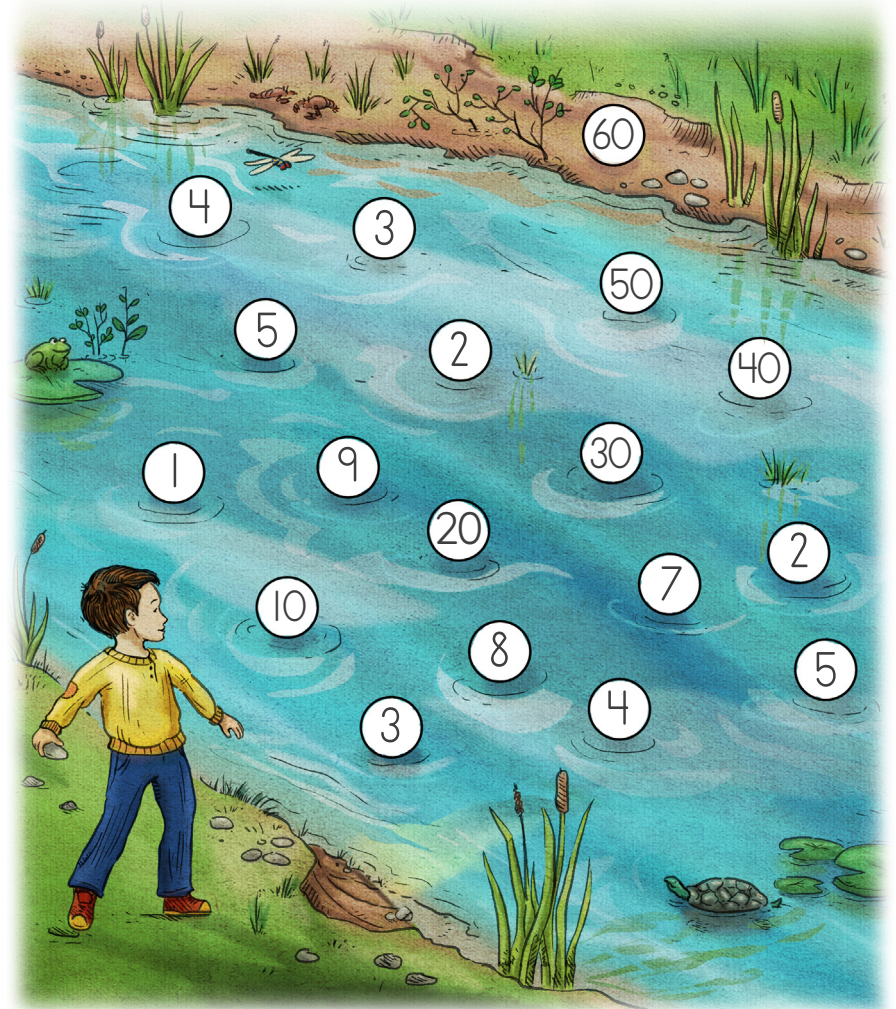
- ♦ **Read to the child:** Skip counting means we count by a number other than one. In the last lesson, we practiced skip counting by 10s. On the hundreds chart, color in every 10 space with a yellow crayon or colored pencil. (Hint: They are all in the last column!) Then point to all the colored squares and skip count by 10s from 10 to 100 two times.

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	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

# Skipping Stones

- ♦ **Read to the child:** Jacob loves to skip stones on the wide river by his house. If he throws a flat stone the right way, he can get it to skip across the water. The most skips he has ever done is 6.

Skip count by 10s to find the path that Jacob's rock follows as it skips across the pond. Point to each spot where the stone skipped across the water and say the number. You will start on 10 and end on 60. Do this three times.

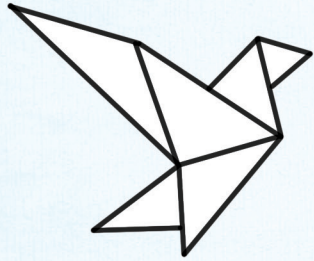


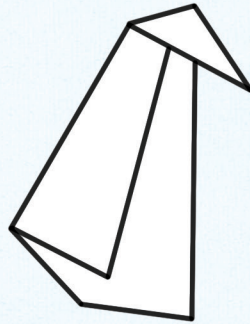


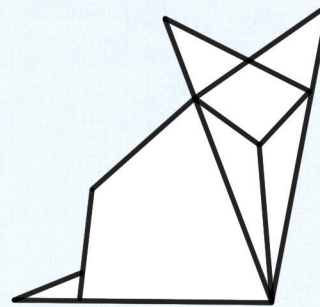
# Triangle

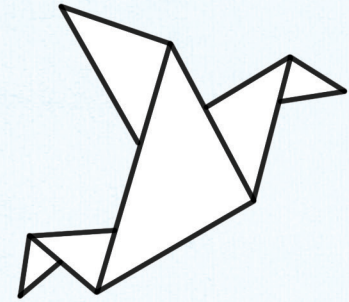
## HUNT

◆ Have the child color the triangles in each image a different color. Then have the child count the number of triangles on each image and write the total in the blue box.










# Number Chart

## PUZZLE

◆ **Read to the child:** These groups of numbers are taken from a hundreds chart, and they are out of order! Order them correctly by numbering them 1, 2, and 3 in the blank box by each section.

							7	8	9	10
11	12	13	14	15	16	17	18			

	1	2	3	4	5	6
--	---	---	---	---	---	---

									19	20
21	22	23	24	25	26	27	28	29	30	



Lesson  
50

# SORTING BY COLOR AND SHAPE

Practice items the child has not mastered.

- Memorize a parent's phone number.
- Point to each number while counting by 10s. Then identify each color.

30
40
50
60
70
80
90

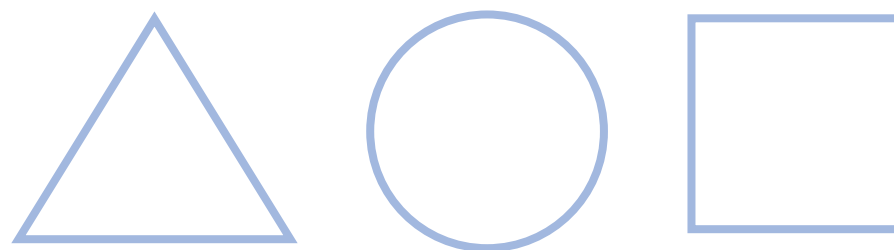
Supplies

cut-out shapes from previous page

- ✦ **Cut the shapes out on the previous page. Read to the child:** Sorting is a way to organize and match similar objects. You are going to practice sorting by color and shape. Place the cut-out shapes on the box with a matching color to sort them by color.



Now place the cut-out shapes on the matching shapes to sort by shape.

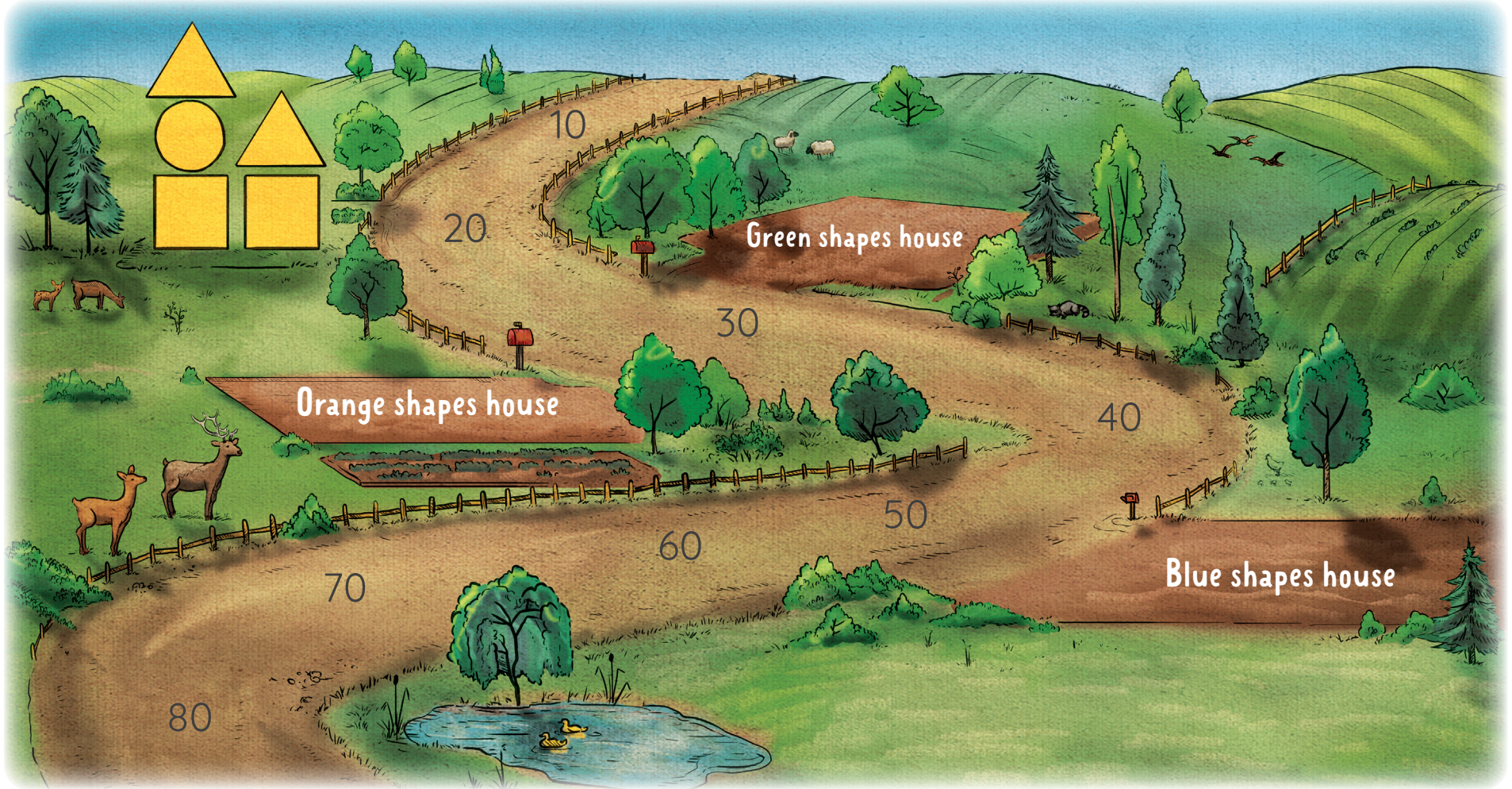


- ✦ **Read to the child:** Place two shapes that are matching (in either shape or color) in the boxes below, and then add the numbers on the shapes together. Then write the answer in the circle. For example, place the two orange squares in the first two boxes and add 3 + 4.

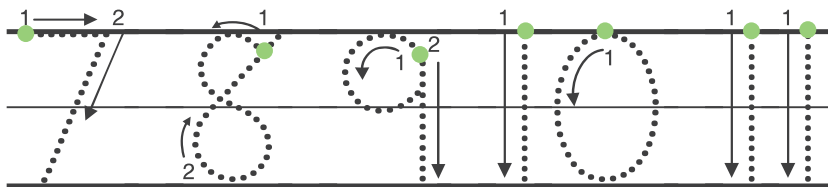
<div></div>	+	<div></div>	=	<div></div>
<div></div>	+	<div></div>	=	<div></div>
<div></div>	+	<div></div>	=	<div></div>

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- ◆ Take a car from the math box. Give the child the shapes you cut out for this lesson. Read to the child: The road below has spaces to build houses of your own design using the specified colors, like the example house built with yellow shapes. After building all the houses along the road, drive your car along the path, counting by 10s in each space. Drive the car down the road again.



- ◆ Have the child say each number aloud and then trace it.



- ◆ Have the child write the answer to the addition problem.

$$2 + 1 = \bigcirc$$



15 16 17 18 19

Color by Number

$17 + 1$

$17 + 1$

$18 + 1$

$15 + 1$

$14 + 1$

$16 + 1$

$18 + 1$

$15 + 1$

$14 + 1$

$16 + 1$

$17 + 1$

$18 + 1$

$16 + 1$

$15 + 1$

$17 + 1$

$18 + 1$

$16 + 1$

$18 + 1$

$15 + 1$

$16 + 1$

$18 + 1$

$15 + 1$

$18 + 1$

$14 + 1$

$14 + 1$

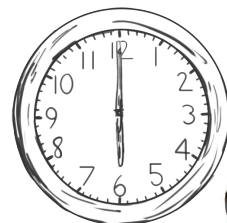
$14 + 1$

Lesson  
**67**

# NUMBERS 40 TO 60: PART 1

Practice items the child has not mastered.

- For each clock have the child point to the minute hand (long hand). Then have the child point to the hour hand (short hand).
- Have the child tell you the time shown on each clock.



- ♦ **Take any car from the math box and give it to the child. Read to the child:** This is Melia. She lives in Hawaii, which is a group of islands in the Pacific Ocean. Her mother is a scientist who tracks the number of endangered animals on the island.

Over the next three days, they are going to count animals on their list that live along the coastline. They are looking for nene geese, monk seals, and green sea turtles. On the next page is a map with the numbers 40 to 60, which mark spots where Melia's family finds animals. Place your car on number 40, drive around the island, and say the numbers aloud as you go. **Have the child repeat the activity as many times as desired.**

- ♦ **Read to the child:** For each box below, start your car on 40 on the map on the next page, and then drive to the number in the box, counting all the numbers as you go. Circle the animal that you spot by that number.

48



52



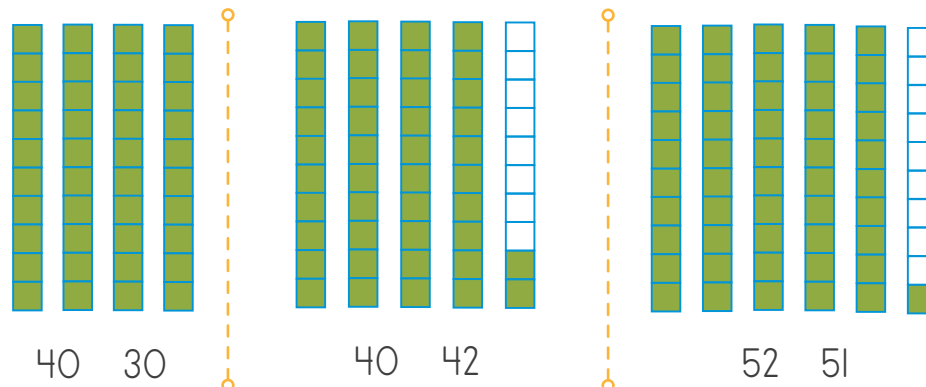
57



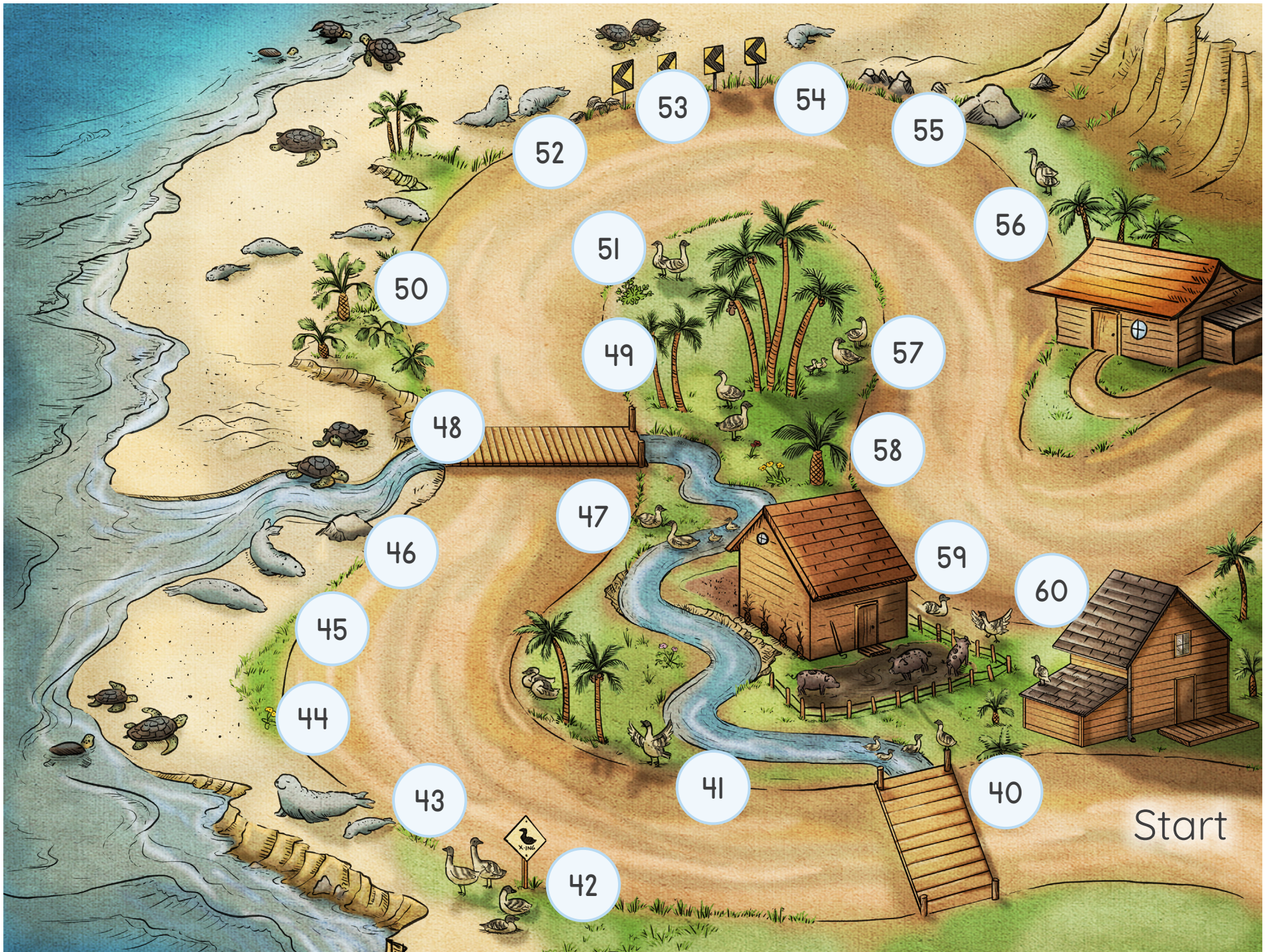
43



- ♦ **Have the child circle the number shown by each set of ten sticks. A full ten stick has 10 blocks. Count by tens for each ten stick, and then count on by ones.**









# Lesson 78

## NUMBER PATTERNS

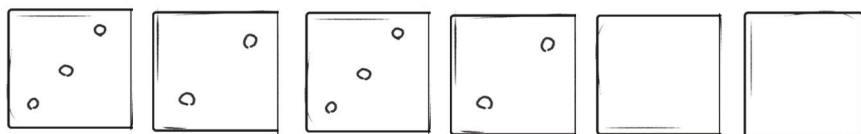
Practice items the child has not mastered.

- Count from 90 to 100.
- Count backward from 10 to 1.
- Write the numbers "16," "17," and "18" on the whiteboard.
- Say what day of the week it is today and what it was yesterday.

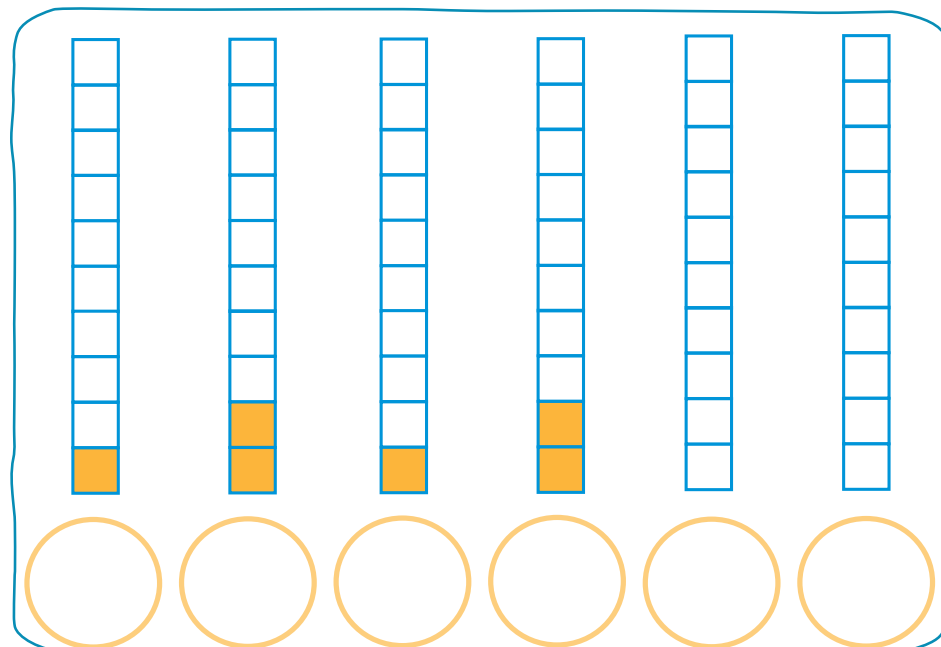
✦ **Read to the child:** Numbers can repeat in patterns just like colors, as we learned earlier. Look at the dots on these dice. How many dots does the first dice have? [1] The second? [2] The third? [1] If we continue this pattern, how many should the fourth dice have? [2] Draw the missing dots on the dice to continue the pattern.



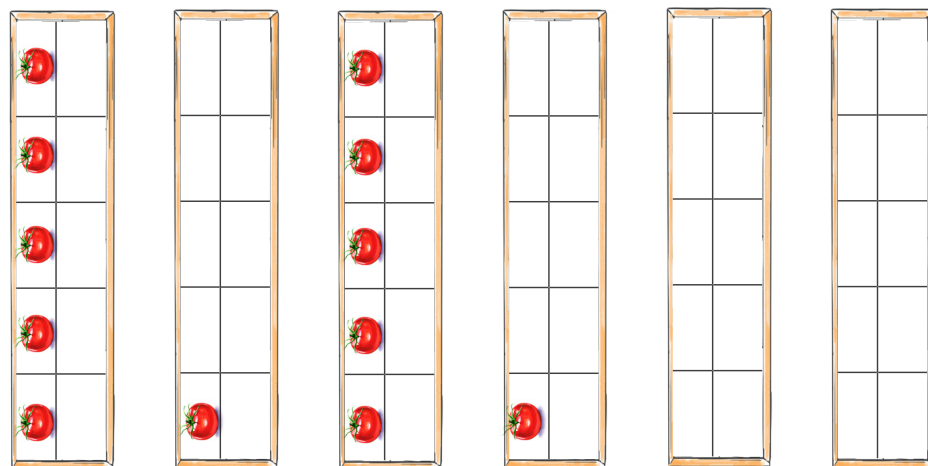
Can you find the pattern on the dice below? The pattern is 3 dots and then 2 dots. Continue the pattern by drawing dots on the blank dice.



✦ **Read to the child:** The ten sticks below are grouped in a pattern. Write the numbers represented by each ten stick, and then complete the pattern by coloring in the correct number of boxes on the blank ten sticks.

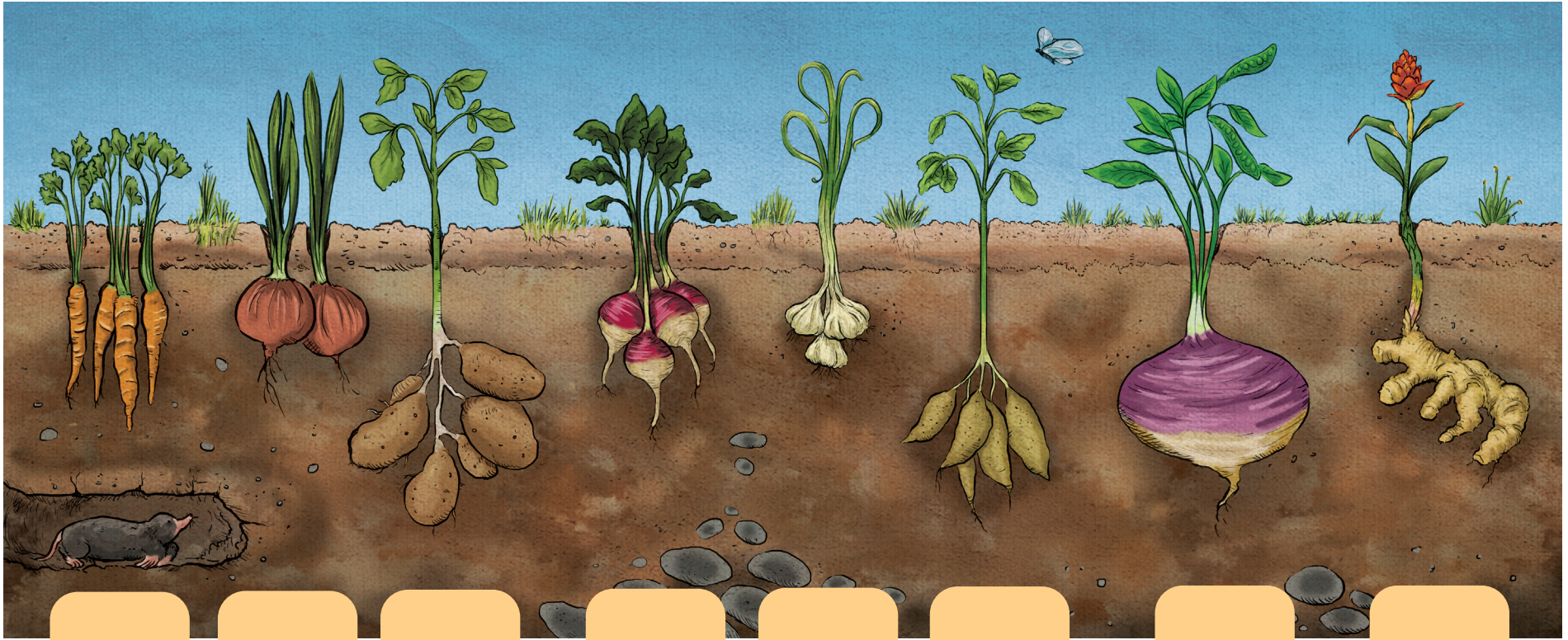


✦ **Read to the child:** What is the number pattern on the ten frames? [5 and then 1] Complete the pattern in the blank ten frames by drawing the correct number of red circles (tomatoes) on the blank frames.





✦ Have the child count the total number of each kind of vegetable growing underground and write the number in each box.



✦ Have the child write the answer to each addition problem with tally marks.

$\text{II}$	+	$\text{IIII}$	=		$\text{IIII}$	+	$\text{I}$	=	
$\text{IIII}$	+	$\text{IIII}$	=		$\text{IIII}$	+	$\text{IIII}$	=	

# UNIT 3 OVERVIEW

## ✂ LESSONS 81-120 ✂

### Extra Supplies Needed

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

### New Concepts Taught

- |                          |                               |
|--------------------------|-------------------------------|
| ○ 2D and 3D shapes       | ○ Heavier or lighter          |
| ○ Addition up to 15      | ○ Making 10                   |
| ○ Comparing numbers      | ○ Measure in centimeters      |
| ○ Comparing volume       | ○ Measure in inches           |
| ○ Count backward from 20 | ○ More than, less than        |
| ○ Count by 2s            | ○ Ordering numbers            |
| ○ Count by 5s            | ○ Pennies, nickels, and dimes |
| ○ Divide in half         | ○ Seasons                     |
| ○ Doubles addition       | ○ Subtraction up to 10        |
| ○ Even and odd           | ○ Symmetry                    |
| ○ Graphs                 |                               |

### 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 Review 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.



Lesson  
**86**

## EVEN AND ODD GAMES

Practice items the child has not mastered.

- Count from 10 to 30.
- Count by 10s from 10 to 100.

❖ Take a car and a numbered dice from the math box. Read to the child:  
Let's play a few cactus games to practice evens and odds.

**Cactus Coloring:** Each person chooses a cactus. We take turns rolling the dice. If you roll an even number, you get to color in a flower on the cactus you chose. The first person with all flowers colored wins. **Play again if desired.**

**Lizard and Elf Owl Coloring:** Each person chooses either lizards or elf owls. We take turns rolling the dice. If you roll an odd number, you get to color an animal. The first person with all of his or her animals (either lizards or elf owls) colored wins.

**Cactus Road:** Start at the bottom of the page and drive along the path with a car, stop at each problem, say the answer aloud, and then say whether the answer is even or odd.

$$3 + 2$$

$$4 + 1$$

$$2 + 2$$

$$5 + 1$$

$$1 + 2$$

$$1 + 0$$

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- ✦ Cut out the boxes of bugs below and give them to the child. Read to the child: Elf owls are the world's smallest owls. They like to find abandoned woodpecker homes in saguaro cacti, like the one on this page. They love to eat insects. Place each set of bugs in the squares by each owl by matching even and odd.





# Lesson 91

## NUMBERS 60 TO 80: PART 2

Practice items the child has not mastered.

- For each clock have the child point to the minute hand (long hand). Have the child point to the hour hand (short hand).
- Have the child tell you the time shown on each clock.



- Read to the child:** The cars below are waiting to board a ferry that can hold 80 cars. There are 59 cars on the ferry already. Count the cars by starting with 60 and stopping when you get to 80. Circle the 80th car. No more of the cars can get on the ferry, and you will be left with the number of cars that can't fit on the ferry. Cross them out.

60



- Read to the child:** Look at the groups of fish on the next page. Point to the groups that have an even number. Remember that even numbers always end with 0, 2, 4, 6, or 8. Point to the groups that have an odd number.
- Read to the child:** Draw a line from each group of fish to the group of fish that has the same number of fish. For example, if the group has two fish, you would draw a line to the other group with two fish. Add these two groups together. Say the answer aloud. Write the answers to the doubles addition problems below.

$$3 + 3 = \square \quad 1 + 1 = \square \quad 2 + 2 = \square \quad 4 + 4 = \square$$

- Take ten counting sticks and the three cars from the math box. Read to the child:** I am going to say a number, and if you can point to it correctly on the number line below, I will give you a counting stick. We will continue until you have all ten counting sticks. **Say a number between 60 and 80 until the child has pointed to ten numbers correctly.**
- Tell the child to look at the picture of the ferry on the next page. Read to the child:** When a lake is too large for a bridge, ferryboats will take people and even cars across. Large ferries can carry about 200 cars! Place the blue car on "Start" and say the names of the blue numbers leading onto the ferry. Park the car on the ferry, and then drive the yellow and the green cars onto the ferry by saying the names of the numbers as you go.









Lesson  
**94**

## SUBTRACTION: PART 2

Practice items the child has not mastered.

- Count by 5s from 5 to 50.
- Count from 50 to 70.

✦ **Read to the child:** Today you will learn more about subtraction, which means taking away numbers. Let's do this subtraction problem using our fingers. Hold up 5 fingers. Now take away 1. How many fingers are left? [4]

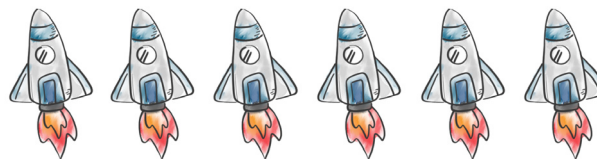
✦ **Have the child complete these subtraction problems using his or her fingers.**

5	-	2	=	
5	-	3	=	
5	-	4	=	
5	-	1	=	

✦ **Have the child cross out the number of objects to be subtracted and fill in the answers.**

Example:


 $4 - 2 = 2$


 $6 - 3 = \square$


 $6 - 4 = \square$


 $5 - 1 = \square$

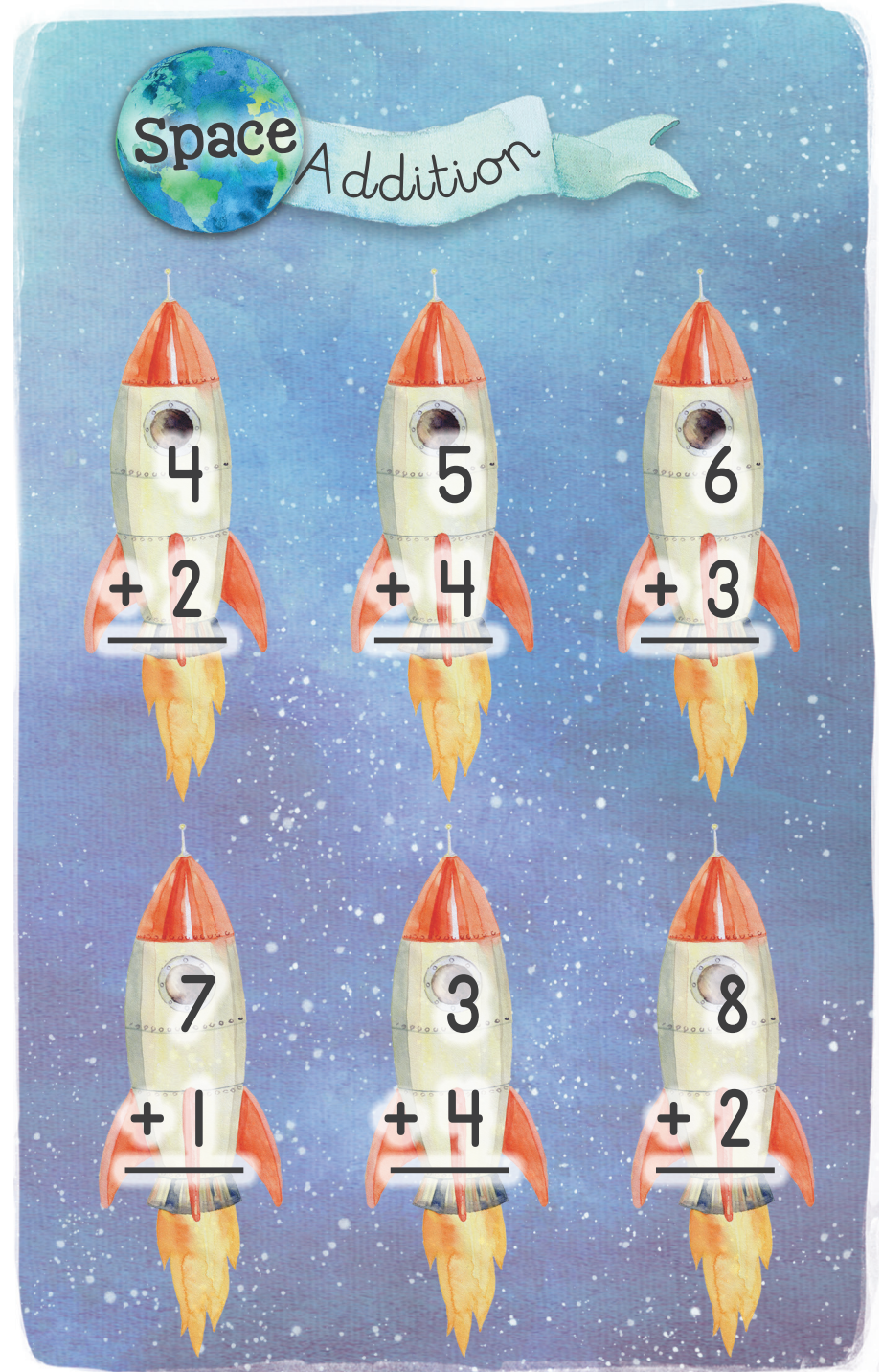
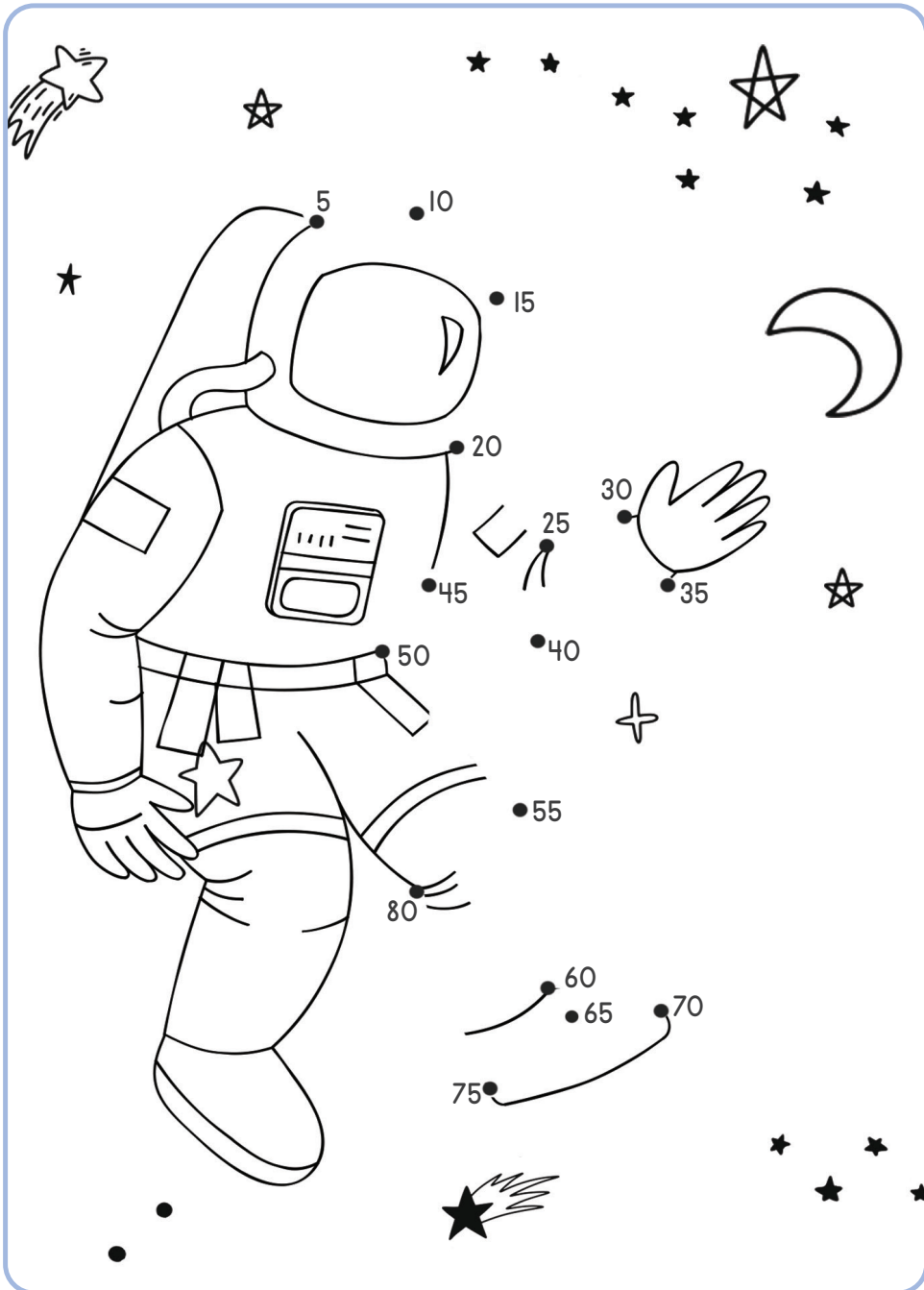

 $6 - 0 = \square$

✦ **Read to the child:** Think of three items from your room in your mind. Now, in your mind, cross out the number you are subtracting in the problems below. Write the answers.

$3 - 1 = \square$ 
 $3 - 3 = \square$

$3 - 0 = \square$ 
 $3 - 2 = \square$

- ◆ Have the child complete the dot-to-dot by starting on 5 and counting by 5s to the number 80.





Lesson  
**103**

## MAKING 10: PART 1

**Practice the following item if not mastered.**

On the whiteboard have the child draw a circle and an oval and then write the number "20."

- ◆ **Read to the child:** Look at the houses below. How many windows does each house have? [10] What time of day do you think it is? It is nighttime. When a light is on inside a house, it makes the window yellow from outside. On each house, color some of the windows yellow to show a light on inside. Color the other windows black to show the lights off inside. Write the number of yellow windows in the first green circle and the number of black windows in the second green circle. Together they make 10.

- ◆ Cut out the owls on the next page while the child completes page 209. Have the whiteboard ready. On the tree branch, have the child place two groups of owls that together make ten owls total. Have the child write the number of owls in each group on the whiteboard in an equation, like this example. Have the child move the owls on and off the tree until he or she has found five different ways to make ten. Have the child write each equation on the whiteboard.

$$1 + 9 = 10$$



$$\text{○} + \text{○} = 10$$

$$\text{○} + \text{○} = 10$$

$$\text{○} + \text{○} = 10$$



# Making 10 OWLS

