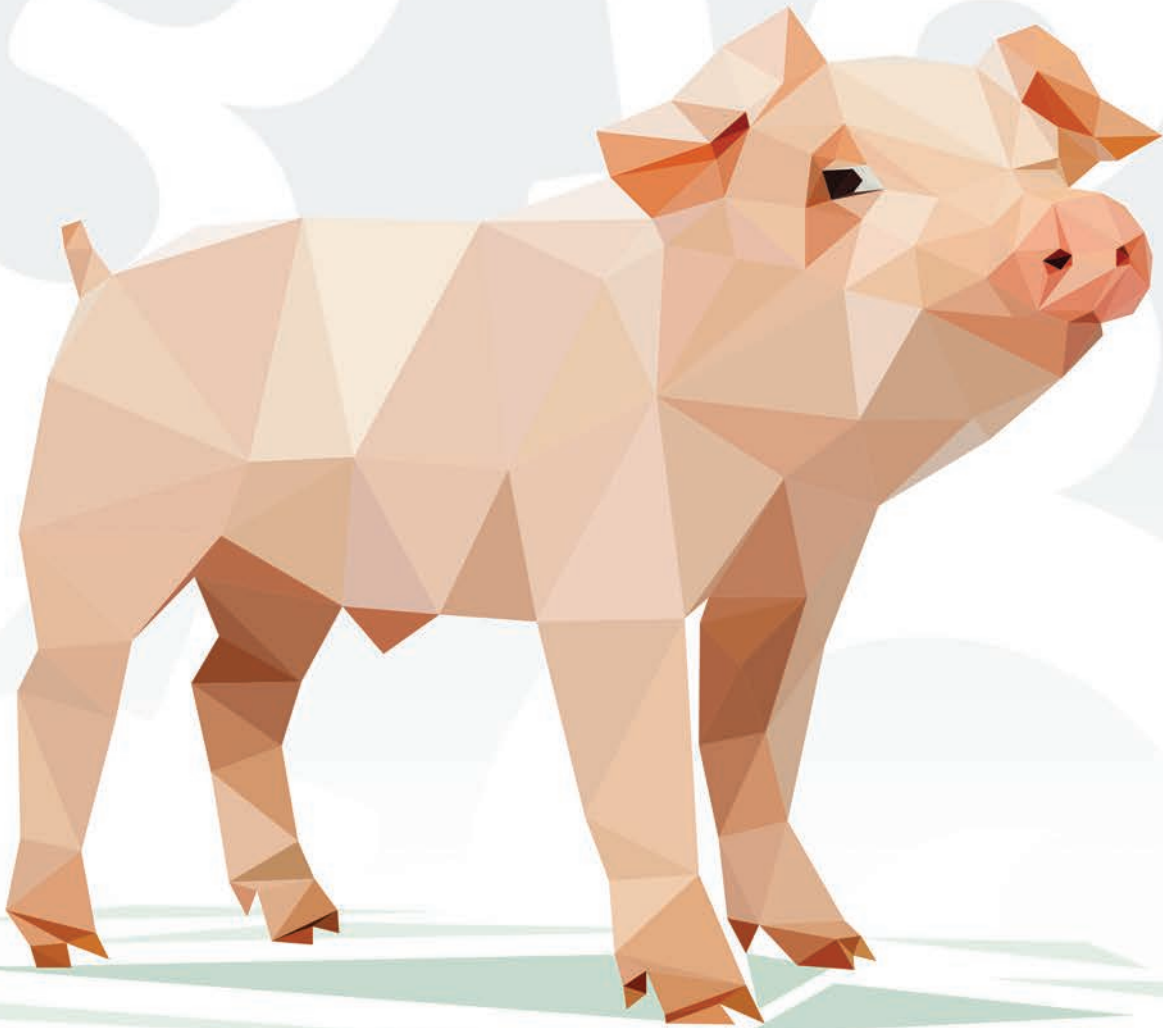


MATH

LESSONS
FOR A
LIVING
EDUCATION

level 1

REVISED
EDITION



MASTERBOOKS®
— CURRICULUM —



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Dedication

For all of the precious children, the ability to learn is a gift from God.



Author Bio:

As a homeschooling mom and author, **Angela O'Dell** embraces many aspects of the Charlotte Mason method yet knows that modern children need an education that fits the needs of this generation. Based upon her foundational belief in a living God for a living education, she has worked to bring a curriculum that will reach deep into the heart of home-educated children and their families. She has written over 20 books, including her history series and her math series. Angela's goal is to bring materials that teach and train hearts and minds to find the answers for our generation in the never-changing truth of God and His Word.

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Using This Course

Features: The suggested weekly schedule enclosed has easy-to-manage lessons that guide the reading, worksheets, and all assessments. The pages of this course are perforated and three-hole punched so materials are easy to tear out, hand out, grade, and store. Teachers are encouraged to adjust the schedule and materials needed in order to best work within their unique educational program.

Lesson Scheduling: “Quizzes” or reviews (whichever you want to use them as) are in the form of “letters to Mom and Dad.” The twins want to show their parents what they have been learning on Grandpa and Grandma’s farm, and they need your students to help them! Your students show what they have learned by writing the letters for the twins. The last 6 lessons are focused reviews, covering topics learned throughout the first 30 lessons.



Approximately 30 minutes per lesson, five days a week, for 36 weeks



Answer keys for worksheets are available online: www.masterbooks.com/classroom-aids



Worksheets are included for each section



Designed for grade 1 in a one-year course

Course Description

This book was written to be used by you and your young student together. It is the story of a twin brother and sister who are visiting their grandparents’ farm. They soon learn that the farm is full of learning opportunities! As you read their story, your student will be drawn into the adventure along with the twins. They will learn about numbers, shapes, place value, adding, and subtracting. They will also learn about gardening, baby animals on the farm, nature, and the love of family. They will hear exciting stories from Grandpa and Grandma, and they will be invited to join the twins on their living math adventures. I hope you have a grand time on this adventure. Below is an explanation of how this book is laid out. It is meant to be easy to use and something students will want to do every day. Have a wonderful time exploring and learning!

The first 30 lessons each have a story about the twins, followed by a lesson taught by Grandpa or Grandma through hands-on learning around the farm. Sometimes this lesson is learned by the twins’ explorations in nature. After the story, there is a section for your students to practice the lesson they learned, and to review what they have learned earlier.

Note: You can supplement the worksheets in the *Math for a Living Education* series with additional worksheets, activities, and quizzes in *Practice Makes Perfect*, also available from Master Books.

Course Objectives

Students completing this course will

- ✓ Learn their numbers from 0 to 100
- ✓ Review circles and patterns, counting and addition, days of the week, and telling time
- ✓ Explore simple concepts and symbols used in mathematics, and simple fractions
- ✓ Identify place values, number families, and solving for an unknown.

How can mathematics be taught as a living subject?

Have you ever noticed that we tend to compartmentalize when teaching our children? In real life, there aren't artificial barriers between "subjects." For example, when you are cooking or baking, you have to use the skills of reading, logical thinking, and measuring, just to name a few. In driving a car, you see and read road signs, read maps, and count miles. So why do we say to our students, "This is math, this is language, this is science/nature, this is history. . . ?"

I have learned that it is most natural and most effective to teach children, not subjects. For example, one conversation, which was originally about telling time, turned into a story about when I was a child and completely burned a batch of cookies because I didn't set a timer. Out came the timer, which was scrutinized closely by all within hearing. Out came the cookbook, which was carefully perused by two sisters, who decide they would like to make cookies and remember to set the timer. Little sister asked if she could help by measuring, and Mom said, "You know, guys, while you are making the cookies, I will play the audio book CD that we started last night!"

In this story, what if I had said, "NO, we are sticking to telling time, and we are going to drill about how to learn to tell time!" A wonderful chance to bring math to life would have slipped by. Even more sadly, the children would not have the chance to actually use the skill. They would have missed the opportunity to see how telling time is only part of the picture — they would have missed out on why telling time is important for them to learn, and how it can help them in everyday life.

I am not saying that there aren't times to stick to the topic on hand, and I most certainly am not saying that there isn't a time and place for drill. But drill cannot take the place of math in real life. One without the other is like love without discipline or discipline without love. We have to have balance! It has become quite clear to me that there is an abundance of math curriculums available that are nothing but monotonous drill sheets dressed up in pretty colors. Pretty colors do not make a living book. Content, story, and the ability to show math in real life make a living math book.



Supply list for manipulatives

In the back of the book, you will find a manipulatives section. Before starting the book, gather these resources.

- contact paper and construction paper
- large index cards
- brass fasteners
- crayons, markers, and colored pencils
- glue or paste
- hole punch and hole reinforcers
- rings to keep flashcards together
- a plastic shoebox with lid in which to store manipulatives
- (optional but helpful) stickers to use for flashcards
- pictures from old magazines
- poster board (several large pieces)
- at least 100 “counting items” (dried beans, buttons, and craft sticks all work well)
- 3 containers for your Place Value Village (1 larger, 1 medium, 1 smaller)
- snack-size baggies, and one durable gallon-or quart-size freezer bag



How to use everyday items as manipulatives

Contrary to popular opinion, you don't need fancy, expensive, special manipulatives to teach math concepts. What? As shocking as that is, I can personally attest that it is 100 percent true; I've been doing it for years. So how do you turn all those small items that hang around your house and fill your "junk drawer" into useful math manipulatives?

Well, let's start with my favorite, the trusty dried bean*! When you are teaching your students place value, dried beans just might become your new best friends. How? Follow these steps:

1. When your student is counting 0–9, simply place single beans into the ONE'S house, and have your student write on their Place Value Village Mat, the numbers 0–9.
 2. As we all know, only 9 ones can live in the ONE'S house, so all those 9 beans jump out of their house and join up with their new friend, Mr. Tenth bean! They all then jump into a snack size baggie (usable over and over) and go next door to live in the TEN'S house.
 3. Repeat this process until you have ten baggies
- of beans trying to live in the TEN'S house. Of course only nine can live there, so all the baggies of ten jump into a bigger bag (you will only need one of these this year) and make the move to their new house, the HUNDRED'S house. You can also use buttons, paper clips, or basically any small item. They don't even have to be all the same kind of item.
4. Place Value Village tutorial video: <https://www.youtube.com/watch?v=fuZ7Y3fDe7c>

*Dried kidney beans are the best for this, as they are very sturdy.

Grading subjective assignments

Most often with math the grading is very objective. For example, $2 + 2 = 4$, and no amount of individual expression changes this answer. However, there are times in this course when the answer may depend on a student's reflections of what he or she has learned on a particular day or in a week of assignments. In these subjective cases, the teacher can base a grade for these responses on several more objective measures. Does the student seem to understand the question and answer it as clearly as possible? Does the answer seem complete or does it fail to answer all aspects of the question? So a student may receive full credit if they seemed to meet all the assignment requirements, may get a passing grade if they meet some of the requirements, or may need to repeat the assignment if they didn't meet any of the requirements.

A – Student showed complete mastery of concepts with no errors.

B – Student showed mastery of concepts with minimal errors.

C – Student showed partial mastery of concepts. Review of some concepts is needed.

D – Student showed minimal understanding of concepts. Review is needed.

F – Student did not show understanding of concepts. Review is needed.

First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester-First Quarter					
Week 1	Day 1	Read Lesson 1 • Pages 15-16 Complete Lesson 1 Exercise 1 • Page 17			
	Day 2	Complete Lesson 1 Exercise 2 • Pages 18-19			
	Day 3	Complete Lesson 1 Exercise 3 • Page 20			
	Day 4	Complete Lesson 1 Exercise 4 • Pages 21-22			
	Day 5	Complete Lesson 1 Exercise 5 Review Time • Pages 23-24			
Week 2	Day 6	Read Lesson 2 • Pages 25-26 Complete Lesson 2 Exercise 1 • Pages 27-28			
	Day 7	Complete Lesson 2 Exercise 2 • Pages 29-30			
	Day 8	Complete Lesson 2 Exercise 3 • Pages 31-32			
	Day 9	Complete Lesson 2 Exercise 4 • Pages 33-34			
	Day 10	Complete Lesson 2 Exercise 5 Review Time • Pages 35-36			
Week 3	Day 11	Read Lesson 3 • Pages 37-38 Complete Lesson 3 Exercise 1 • Pages 39-40			
	Day 12	Complete Lesson 3 Exercise 2 • Pages 41-42			
	Day 13	Complete Lesson 3 Exercise 3 • Pages 43-44			
	Day 14	Complete Lesson 3 Exercise 4 • Pages 45-46			
	Day 15	Complete Lesson 3 Exercise 5 Review Time • Pages 47-48			
Week 4	Day 16	Read Lesson 4 • Pages 49-50 Complete Lesson 4 Exercise 1 • Pages 51-52			
	Day 17	Complete Lesson 4 Exercise 2 • Pages 53-54			
	Day 18	Complete Lesson 4 Exercise 3 • Pages 55-56			
	Day 19	Complete Lesson 4 Exercise 4 • Pages 57-58			
	Day 20	Complete Lesson 4 Exercise 5 Review Time • Pages 59-60			
Week 5	Day 21	Read Lesson 5 • Pages 61-62 Complete Lesson 5 Exercise 1 • Page 63			
	Day 22	Complete Lesson 5 Exercise 2 • Pages 64-65			
	Day 23	Complete Lesson 5 Exercise 3 • Page 66 • Manipulatives • Page 335			
	Day 24	Complete Lesson 5 Exercise 4 • Page 67			
	Day 25	Complete Lesson 5 Exercise 5 Review Time • Pages 68-72			
Week 6	Day 26	Read Lesson 6 • Pages 73-74 Complete Lesson 6 Exercise 1 • Pages 75-76			
	Day 27	Complete Lesson 6 Exercise 2 • Pages 77-78			
	Day 28	Complete Lesson 6 Exercise 3 • Pages 79-80			
	Day 29	Complete Lesson 6 Exercise 4 • Pages 81-83			
	Day 30	Complete Lesson 6 Exercise 5 Review Time • Page 84			

Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 31	Read Lesson 7 • Page 85 Complete Lesson 7 Exercise 1 • Pages 86-88 Manipulatives • Pages 327-331			
	Day 32	Complete Lesson 7 Exercise 2 • Pages 89-90			
	Day 33	Complete Lesson 7 Exercise 3 • Pages 91-92			
	Day 34	Complete Lesson 7 Exercise 4-5 • Pages 93-94			
	Day 35	Math In Action Day: Point out math in cooking, doing laundry, watching television, and other relevant activities. Connect it with what your student has learned so far.			
Week 8	Day 36	Read Lesson 8 • Pages 95-96 Complete Lesson 8 Exercise 1 • Page 97			
	Day 37	Complete Lesson 8 Exercise 2 • Page 98			
	Day 38	Complete Lesson 8 Exercise 3 • Page 99			
	Day 39	Complete Lesson 8 Exercise 4 • Page 100 Manipulatives • Page 337			
	Day 40	Complete Lesson 8 Exercise 5 Show and Tell Review Pages 101-102			
Week 9	Day 41	Read Lesson 9 • Page 103 Complete Lesson 9 Exercise 1 Review Week • Page 104			
	Day 42	Complete Lesson 9 Exercise 2 Review Week • Pages 105-106			
	Day 43	Complete Lesson 9 Exercise 3 Review Week • Page 107			
	Day 44	Complete Lesson 9 Exercise 4 Review Week • Page 108			
	Day 45	Complete Lesson 9 Exercise 5 Review Week • Pages 109-110			
First Semester-Second Quarter					
Week 1	Day 46	Read Lesson 10 • Pages 111-112 Complete Lesson 10 Exercise 1 • Pages 113-114			
	Day 47	Complete Lesson 10 Exercise 2 • Page 115			
	Day 48	Complete Lesson 10 Exercise 3 • Page 116			
	Day 49	Complete Lesson 10 Exercise 4 • Page 117			
	Day 50	Complete Lesson 10 Exercise 5 Review Time • Page 118			
Week 2	Day 51	Read Lesson 11 • Page 119 Complete Lesson 11 Exercise 1 • Page 120			
	Day 52	Complete Lesson 11 Exercise 2 • Page 121			
	Day 53	Complete Lesson 11 Exercise 3 • Page 122			
	Day 54	Complete Lesson 11 Exercise 4 • Page 123			
	Day 55	Complete Lesson 11 Exercise 5 Review Time • Page 124			
Week 3	Day 56	Read Lesson 12 • Pages 125-126 Complete Lesson 12 Exercise 1 • Pages 127-128			
	Day 57	Complete Lesson 12 Exercise 2 • Pages 129-130			
	Day 58	Complete Lesson 12 Exercise 3 • Page 131			
	Day 59	Complete Lesson 12 Exercise 4 • Page 132 Manipulatives • Page 333			
	Day 60	Complete Lesson 12 Exercise 5 Review Time • Pages 133-134			

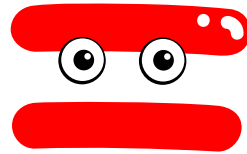
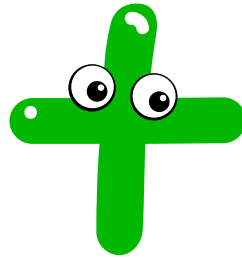
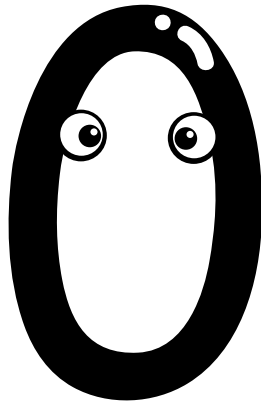
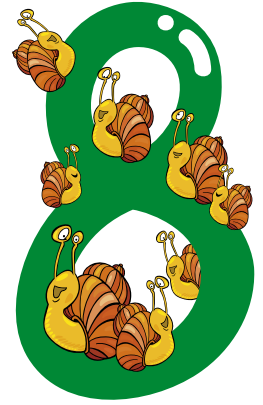
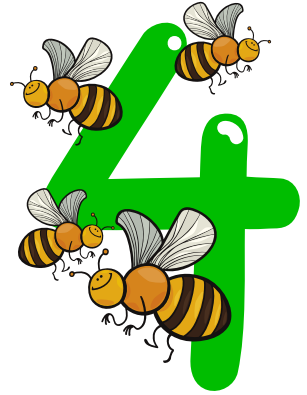
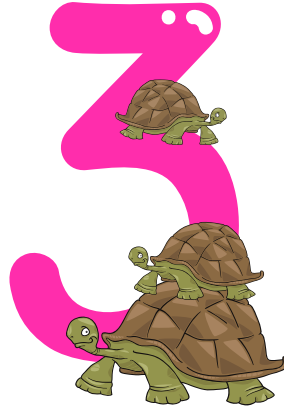
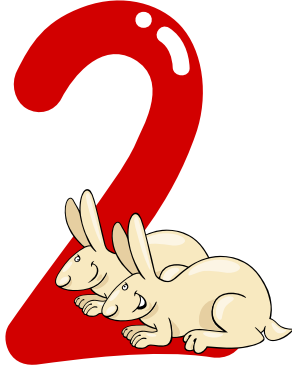
Date	Day	Assignment	Due Date	✓	Grade
Week 4	Day 61	Read Lesson 13 • Pages 135-136 Complete Lesson 13 Exercise 1 • Pages 137-138			
	Day 62	Complete Lesson 13 Exercise 2 • Page 139			
	Day 63	Complete Lesson 13 Exercise 3 • Pages 140-141			
	Day 64	Complete Lesson 13 Exercise 4 • Page 142			
	Day 65	Complete Lesson 13 Exercise 5 Review Time • Pages 143-144			
Week 5	Day 66	Read Lesson 14 • Page 145 Complete Lesson 14 Exercise 1 • Pages 146-147 Manipulatives • Page 339			
	Day 67	Complete Lesson 14 Exercise 2 • Page 148			
	Day 68	Complete Lesson 14 Exercise 3 • Page 149			
	Day 69	Complete Lesson 14 Exercise 4 • Page 150			
	Day 70	Complete Lesson 14 Exercise 5 Review Time • Pages 151-152			
Week 6	Day 71	Read Lesson 15 • Pages 153-154 Complete Lesson 15 Exercise 1 • Page 155 Manipulatives • Page 344			
	Day 72	Complete Lesson 15 Exercise 2 • Page 156			
	Day 73	Complete Lesson 15 Exercise 3 • Page 157			
	Day 74	Complete Lesson 15 Exercise 4 • Page 158			
	Day 75	Complete Lesson 15 Exercise 5 Review Time • Page 159-160			
Week 7	Day 76	Read Lesson 16 • Pages 161-162 Complete Lesson 16 Exercise 1 • Page 163-164			
	Day 77	Complete Lesson 16 Exercise 2 • Page 165			
	Day 78	Complete Lesson 16 Exercise 3 • Page 166			
	Day 79	Complete Lesson 16 Exercise 4 • Page 167			
	Day 80	Complete Lesson 16 Exercise 5 Review Time • Page 168			
Week 8	Day 81	Read Lesson 17 • Pages 169-172 Complete Lesson 17 Exercise 1 • Page 173			
	Day 82	Complete Lesson 17 Exercise • Page 174			
	Day 83	Complete Lesson 17 Exercise 3 • Pages 175-176			
	Day 84	Complete Lesson 17 Exercise 4 • Page 177			
	Day 85	Complete Lesson 17 Exercise 5 Review Time • Page 178			
Week 9	Day 86	Read Lesson 18 • Pages 179-180 Complete Lesson 18 Exercise 1 • Page 181			
	Day 87	Complete Lesson 18 Exercise 2 • Page 182			
	Day 88	Complete Lesson 18 Exercise 3 • Page 183			
	Day 89	Complete Lesson 18 Exercise 4 • Page 184			
	Day 90	Complete Lesson 18 Exercise 5 Review Time • Pages 185-186 Appendix • Page 343			
		Mid-Term Grade			

Second Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
Second Semester-Third Quarter					
Week 1	Day 91	Read Lesson 19 • Pages 187-188 Complete Lesson 19 Exercise 1 • Page 189			
	Day 92	Complete Lesson 19 Exercise 2 • Page 190			
	Day 93	Complete Lesson 19 Exercise 3 • Page 191			
	Day 94	Complete Lesson 19 Exercise 4 • Page 192			
	Day 95	Complete Lesson 19 Exercise 5 Review Time • Pages 193-194			
Week 2	Day 96	Read Lesson 20 • Page 195 Complete Lesson 20 Exercise 1 • Page 196			
	Day 97	Complete Lesson 20 Exercise 2 • Page 197			
	Day 98	Complete Lesson 20 Exercise 3 • Page 198			
	Day 99	Complete Lesson 20 Exercise 4 • Page 199			
	Day 100	Complete Lesson 20 Exercise 5 Review Time • Page 200			
Week 3	Day 101	Read Lesson 21 • Page 201 Complete Lesson 21 Exercise 1 • Page 202			
	Day 102	Complete Lesson 21 Exercise 2 • Page 203			
	Day 103	Complete Lesson 21 Exercise 3 • Page 204			
	Day 104	Complete Lesson 21 Exercise 4 • Page 205			
	Day 105	Complete Lesson 21 Exercise 5 Review Time • Page 206			
Week 4	Day 106	Read Lesson 22 • Pages 207-208 Complete Lesson 22 Exercise 1 • Page 209			
	Day 107	Complete Lesson 22 Exercise 2 • Page 210			
	Day 108	Complete Lesson 22 Exercise 3 • Page 211			
	Day 109	Complete Lesson 22 Exercise 4 • Page 212			
	Day 110	Complete Lesson 22 Exercise 5 Review Time • Pages 213-214			
Week 5	Day 111	Read Lesson 23 • Pages 215-216 Complete Lesson 23 Exercise 1 • Page 217			
	Day 112	Complete Lesson 23 Exercise 2 • Page 218			
	Day 113	Complete Lesson 23 Exercise 3 • Page 219			
	Day 114	Complete Lesson 23 Exercise 4 • Page 220			
	Day 115	Complete Lesson 23 Exercise 5 Review Time • Pages 221-222			
Week 6	Day 116	Read Lesson 24 • Pages 223-224 Complete Lesson 24 Exercise 1 • Page 225 Appendix • Page 341			
	Day 117	Complete Lesson 24 Exercise 2 • Page 226			
	Day 118	Complete Lesson 24 Exercise 3 • Page 227			
	Day 119	Complete Lesson 24 Exercise 4 • Page 228			
	Day 120	Complete Lesson 24 Exercise 5 Review Time • Pages 229-230			

Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 121	Read Lesson 25 • Pages 231-232 Complete Lesson 25 Exercise 1 • Pages 233-234			
	Day 122	Complete Lesson 25 Exercise 2 • Page 235			
	Day 123	Complete Lesson 25 Exercise 3 • Pages 236-237			
	Day 124	Complete Lesson 25 Exercise 4 • Page 238			
	Day 125	Complete Lesson 25 Exercise 5 Review Time • Pages 239-240			
Week 8	Day 126	Read Lesson 26 • Pages 241-242 Complete Lesson 26 Exercise 1 • Page 243			
	Day 127	Complete Lesson 26 Exercise 2 • Page 244			
	Day 128	Complete Lesson 26 Exercise 3 • Pages 245-246			
	Day 129	Complete Lesson 26 Exercise 4 • Pages 247-248			
	Day 130	Complete Lesson 26 Exercise 5 Review Time • Pages 249-250			
Week 9	Day 131	Read Lesson 27 • Page 251 Complete Lesson 27 Exercise 1 • Pages 252-253			
	Day 132	Complete Lesson 27 Exercise 2 • Page 254			
	Day 133	Complete Lesson 27 Exercise 3 • Page 255			
	Day 134	Complete Lesson 27 Exercise 4 • Page 256			
	Day 135	Complete Lesson 27 Exercise 5 Review Time • Pages 257-258			
Second Semester-Fourth Quarter					
Week 1	Day 136	Read Lesson 28 • Page 259 Complete Lesson 28 Exercise 1 • Pages 260-261			
	Day 137	Complete Lesson 28 Exercise 2 • Page 262			
	Day 138	Complete Lesson 28 Exercise 3 • Pages 263-264			
	Day 139	Complete Lesson 28 Exercise 4 • Page 265			
	Day 140	Complete Lesson 28 Exercise 5 Review Time • Page 266			
Week 2	Day 141	Read Lesson 29 • Pages 267-268 Complete Lesson 29 Exercise 1 • Page 269			
	Day 142	Complete Lesson 29 Exercise 2 • Page 270			
	Day 143	Complete Lesson 29 Exercise 3 • Pages 271-272			
	Day 144	Complete Lesson 29 Exercise 4 • Page 273			
	Day 145	Complete Lesson 29 Exercise 5 Review Time • Page 274			
Week 3	Day 146	Read Lesson 30 • Pages 275-276 Complete Lesson 30 Exercise 1 • Page 277			
	Day 147	Complete Lesson 30 Exercise 2 • Page 278			
	Day 148	Complete Lesson 30 Exercise 3 • Page 279			
	Day 149	Complete Lesson 30 Exercise 4 • Page 280			
	Day 150	Complete Lesson 30 Exercise 5 Review Time • Pages 281-282			
Week 4	Day 151	Read Lesson 31 • Page 283 Complete Lesson 31 Exercise 1 • Pages 284-285			
	Day 152	Complete Lesson 31 Exercise 2 • Pages 286-287			
	Day 153	Complete Lesson 31 Exercise 3 • Pages 288-289			
	Day 154	Complete Lesson 31 Exercise 4 • Pages 290-291			
	Day 155	Complete Lesson 31 Exercise 5 Review Time • Page 292			

Date	Day	Assignment	Due Date	✓	Grade
Week 5	Day 156	Read Lesson 32 • Page 293 Complete Lesson 32 Exercise 1 • Page 294			
	Day 157	Complete Lesson 32 Exercise 2 • Page 295			
	Day 158	Complete Lesson 32 Exercise 3 • Page 296			
	Day 159	Complete Lesson 32 Exercise 4 • Page 297			
	Day 160	Complete Lesson 32 Exercise 5 Review Time • Page 298			
Week 6	Day 161	Read Lesson 33 • Page 299 Complete Lesson 33 Exercise 1 • Page 300			
	Day 162	Complete Lesson 33 Exercise 2 • Page 301			
	Day 163	Complete Lesson 33 Exercise 3 • Page 302			
	Day 164	Complete Lesson 33 Exercise 4 • Page 303			
	Day 165	Complete Lesson 33 Exercise 5 Review Time • Page 304			
Week 7	Day 166	Read Lesson 34 • Page 305 Complete Lesson 34 Exercise 1 • Page 306			
	Day 167	Complete Lesson 34 Exercise 2 • Page 307			
	Day 168	Complete Lesson 34 Exercise 3 • Page 308			
	Day 169	Complete Lesson 34 Exercise 4 – 5 • Pages 309-310			
	Day 170	Number Hunt! Have the student find examples of items that number from 1 to 20 in your classroom or home.			
Week 8	Day 171	Read Lesson 35 • Page 311 Complete Lesson 35 Exercise 1 • Page 312			
	Day 172	Complete Lesson 35 Exercise 2 • Pages 313-314			
	Day 173	Complete Lesson 35 Exercise 3 • Page 315			
	Day 174	Complete Lesson 35 Exercise 4 • Page 316			
	Day 175	Complete Lesson 35 Exercise 5 Review Time • Pages 317-318			
Week 9	Day 176	Read Lesson 36 • Page 319 Complete Lesson 36 Exercise 1 • Page 320			
	Day 177	Complete Lesson 36 Exercise 2 • Page 321			
	Day 178	Complete Lesson 36 Exercise 3 • Page 322			
	Day 179	Complete Lesson 36 Exercise 4 • Page 323			
	Day 180	Complete Lesson 36 Exercise 5 • Page 324			
		Final Grade			



The Adventure Begins!

We Learn Numbers 0–9

Lesson 1



Welcome to a wonderful adventure! We are going to have so much fun learning together this year. Do you know that there are numbers, patterns, and shapes all around us? This is the story of Charlie and Charlotte. They are brother and sister twins, who have come to spend the summer at their grandparents' farm. This is Charlie and Charlotte and their pet turtle, Pokey.



When they arrived at the farm this morning, the twins were a little sad to see their Mom and Dad leave, but they knew they would talk with them soon via videocall. Grandpa and Grandma were so excited to have them here on their farm! They told them about all of the new baby animals that were born this spring. The children can't wait to visit the barn and see all of them. Grandpa said they can go right after lunch, and then they are going to help him in the smaller of the two gardens.

The farm was beautiful! With the big red barn and white farmhouse, it looked like a picture in a storybook. Grandma's flowers nodded their heads at them as if they were saying, "Hello!" Pokey seemed to feel right at home, because he started eating grass and exploring Grandma's rock garden.



Grandpa and Grandma are very organized, and their farm is very orderly. The twins noticed that Grandpa used numbers to organize almost everything on his farm. From the stalls in the barn to the rows of vegetables in the garden, everything had numbers. The twins thought this was interesting, so they asked Grandpa why he did this. Grandpa chuckled and said, “I organize my animals in the barn and my vegetables in the kitchen garden by using numbers because it helps me to be more productive. I often use the numbers that I’m sure you two already have seen...look, here are the numbers or numerals, 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9.”



The twins looked at each other and nodded, “ Yes, Grandpa, Mom taught us those numbers already. We know that the number 0 means nothing. Is that why you have it on this row - because nothing is planted here?” Grandpa nodded and smiled.

“Yes, I left that row empty - with 0 plants - because I thought you two would like to plant something there.” The twins nodded and smiled. They would indeed like to plant something in Grandpa’s garden!

Grandpa walked to the next row and said, “There are nine more rows of vegetables in my garden. Row 1 has only 1 plant in it! Look, this is a giant pumpkin, and it will take all the room up all by itself! Next, we have row 2. Row 2 has 2 plants in it.” Grandpa held up two fingers to show what two looks like. “These two plants are zucchini plants. They also need a lot of room, because they grow really long vines. Row 3 has three sweet potato plants in it, and row 4 has 4 tomato plants inside these funny, round cages. Row 5 has 5 green bean plants, row 6 has 6 sugar snap plants growing on a fence, row 7 has 7 beets, row 8 has 8 corn plants, and row 9 has 9 carrot plants. Do you understand now?” They both nodded.

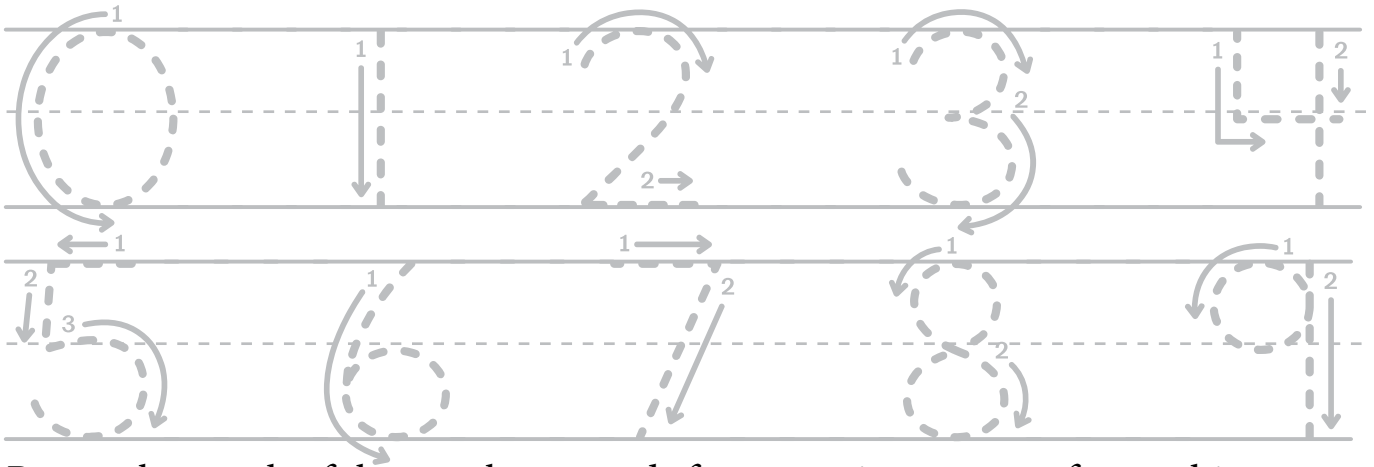
Later that evening, Charlie and Charlotte knelt by the coffee table while Grandma read a bedtime story. They wanted to practice writing the numbers or numerals Grandpa had shown them earlier. Why don’t you practice too?

Name _____

Exercise 1

Day 1

Trace the numbers below.



Remember, each of the numbers stands for a certain amount of something. Trace the numbers again, copy them on the lines below, then draw that many dots next to each number. Number 5 is done for you.



Name _____

Exercise 2

Day
2

Let's try something new! Charlie and Charlotte discovered numbers in their Grandpa's garden and barn. See if you can discover numbers around your house. Draw pictures of what you find next to the correct number below. Count the objects you drew to make sure you have the right amount.

1

2

3

4

5

6

7

8

9





On the next page, trace the numbers and match them to the group of turtles showing the correct amount. Number 1 is done for you.

Name _____

Exercise 2

Day
2

(Remember! "0" means "nothing.")

1	
2	
3	
4	
5	
6	
7	
8	
9	
0	

How old are you? Write the number that shows your age. _____

How many fingers do you have on each hand? _____

How many eyes do you have? _____

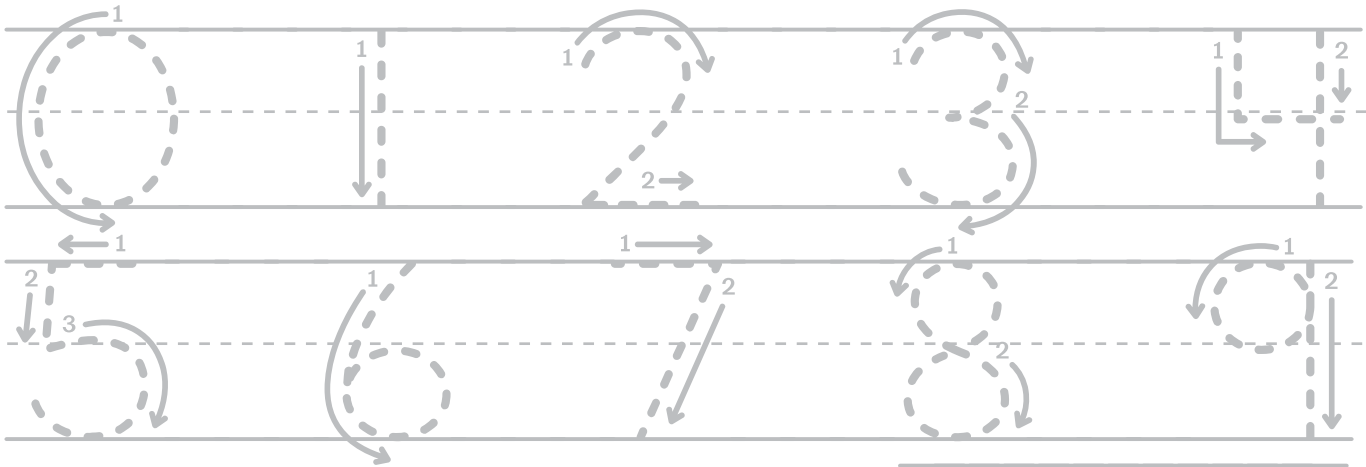
How many legs do you have? _____

Name _____

Exercise 3

Day
3

Here are the numbers you have learned so far. Trace them with your finger as you say them out loud. Then practice writing the numbers you have learned. Say them as you write them.



0

2

4

6

8

1

3

5

7

9

Name _____

Exercise 4

Day
4

The next morning, after breakfast, Charlie and Charlotte ran to the barn to visit the baby animals. It was a beautiful sunny day, with a sky the color of a robin egg.

“Charlie, let’s practice counting the baby animals!” Charlotte said excitedly.

“Okay, Charlotte, let’s start with the baby pigs! Grandpa said that baby pigs are called piglets. Aren’t they cute?” Charlie answered. The twins knelt to look through the gate.

How many piglets does this mommy pig have? _____



Next they counted the puppies.

How many puppies did the farm dog have this spring? _____



Name _____

Exercise 4

Day
4

Now it's your turn! Write the number showing how many babies of each kind of animal was born on the farm. The first one is done for you.

There are 6 baby chickens
(chicks).



There are _____ baby cats
(kittens).



There are _____ baby goats
(kids).



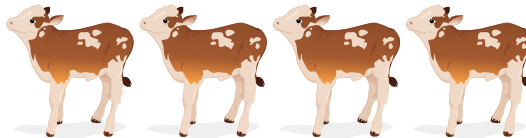
There are _____ baby rabbits
(bunnies).



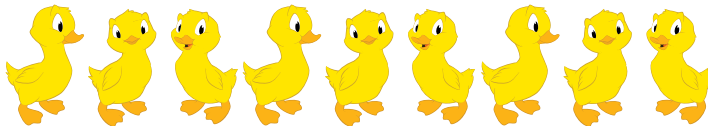
There is _____ baby horse
(foal).



There are _____ baby cows
(calves).



There are _____ baby ducks
(ducklings).



There are _____ baby sheep
(lambs).



Name _____

Review Time!

Help the twins write their letter.

After an exciting morning of playing with the baby farm animals and helping Grandpa in the barn, the twins ate a picnic lunch of peanut butter and strawberry jam sandwiches made with Grandma’s fresh homemade bread. Delicious! “Why don’t you two go in and sit down at the kitchen table and write your parents a letter?” Grandma said, “I’m sure they would love to hear all about your visit so far.”

“Yes, that sounds like fun!” the children said excitedly.

Dear Mom and Dad,



We are having so much fun with Grandpa and Grandma! Grandpa showed us these numbers! (You can look back in your lesson if you need to!)

_____ , _____ , _____ , _____ , _____ ,

_____ , _____ , _____ , _____ , _____

Name _____

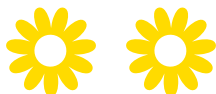
Exercise **5** Day 5

And this is what they mean! (Match them.)

0



1



2



3

4



5



6



7



8

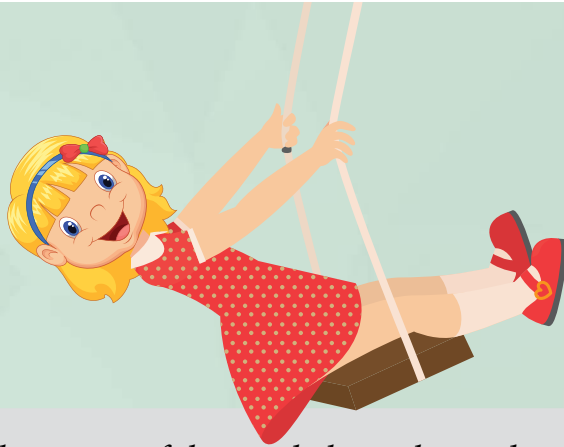


9



We love you!

P.S. Did you know there are numbers all around us?



Teacher

Over the course of this week, have the student orally narrate everything they have learned this week. Let them use their pictures of the patterns in nature as they show what they have learned.

Supply them with multiple small items, their Place Value Village, and their 100's chart. Have the student show others in the class or their family what they have learned about counting items using the terms "10s" and "1s."

Have the student show others in the class or their family the pattern of 10s on the 100's chart.

One lazy morning, the children were playing on the rope swing, which hung from the barn rafters. As Charlie gave his sister a push, Grandpa called from the stall at the other end of the barn, "Children, quick! Come and see! Betsy has had her babies!" With a squeal, the twins abandoned the swing and ran to where Grandpa was kneeling in the straw.

"Grandpa! Can we see? Can we see?" the twins chimed together. Betsy was the mama sheep whom the twins had been caring for since their arrival. She had gotten bigger and bigger as the lambs inside of her had grown. Grandpa had told them that Betsy had had two babies the year before also . . . twins! He had promised Charlie and Charlotte that they could have these two babies.

As the twins bent down, they saw the most darling lambs! They were so tiny! "When were they born, Grandpa?" Charlotte asked as she stroked the babies' heads. Grandpa sat back on his heels as he patted Betsy on the head.



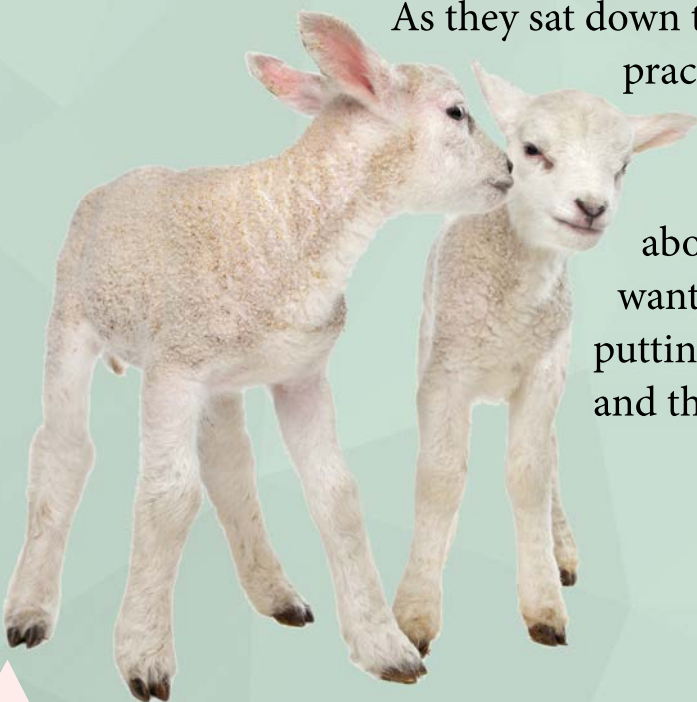
“They must have been born last night, Charlotte. It must have been during that storm we had, because I would have heard otherwise. You two take these babies and sit over there. I need to make sure everything is okay with Betsy.”

The twins carefully picked up the babies and moved a few feet away, so Grandpa could check Betsy over. “She looks fine! Thank goodness! I like to be with the sheep when they have their young ones. She just looks tired. Bring her babies back over now, so they can nurse and sleep.” Grandpa took the babies from the children and carefully placed them back by Betsy. “This one is a girl . . . and let’s see what this one is . . . a boy! We have a boy and a girl just like you two!” Grandpa smiled at the children’s happy expressions. “Betsy is a good mama! These two babies plus the other babies she had last year. . . .” Grandpa counted on his fingers, “that makes four babies in all. Children, let’s go tell Grandma about this. A little later, I will show you how I figured out how many babies Betsy has had.”

Grandma was happy to hear about Betsy’s babies. She smiled at the children’s excitement as she placed the plates on the table for lunch. “You know, children, Betsy had two babies last year too!” The children nodded. “Why don’t you two go wash your hands and get ready for lunch now,” Grandma told the children.

As they sat down to their lunch, the children were practically bouncing in excitement. It’s not every day that you get to hold a lamb!

Grandpa smiled as they chattered about the babies in the barn, “Children, I want to show you how to add. That means putting more than one set of items together and then counting all of the items together.”

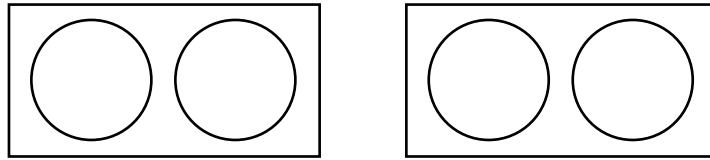


Name _____

Exercise 1

Day
56

Like this:



There are two circles in each set. If we count them together, we have 4 circles all together. We use these symbols when we are writing this on paper:

+ and =

So we would write 2 and 2 is 4 like this:

$$2 + 2 = 4$$

Trace the symbols below:



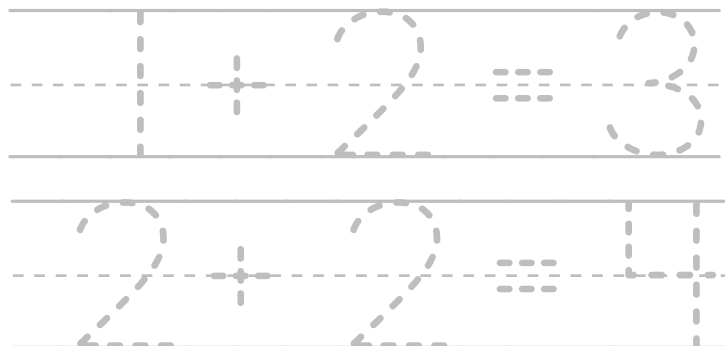
+

means “and.” When you see this symbol, you know you are going to be adding sets of items together.

=

means “the same as” or “equal.” When you see this symbol, you know that the number or sets on both sides are exactly the same.

Trace these addition “problems.”



Name _____

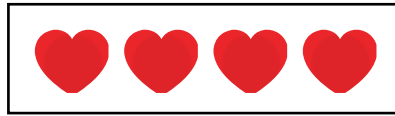
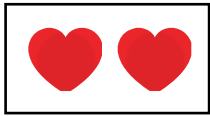
Exercise 1

Day
56

Practice adding these sets. Write the number of items in each set, then write the answer.



$$\underline{\quad\quad\quad} + \underline{\quad\quad\quad} = \underline{\quad\quad\quad}$$



$$\underline{\quad\quad\quad} + \underline{\quad\quad\quad} = \underline{\quad\quad\quad}$$



$$\underline{\quad\quad\quad} + \underline{\quad\quad\quad} = \underline{\quad\quad\quad}$$

Name _____

Exercise **2**

Day
57

Numbers for copywork:


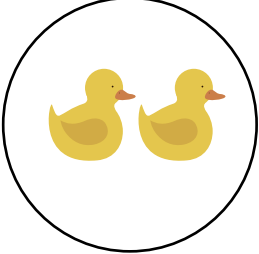
30 31 32 33 34

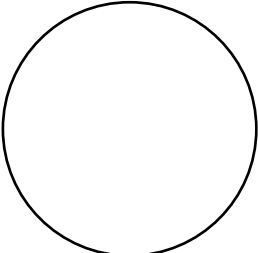
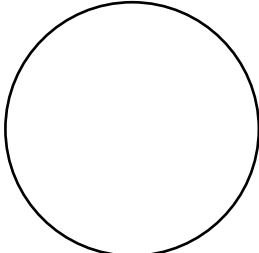
35 36 37 38 39

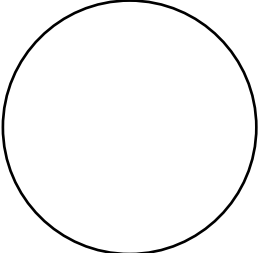
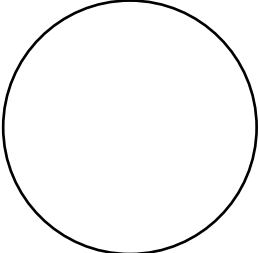
Name _____

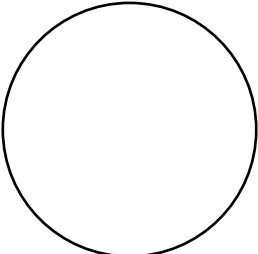
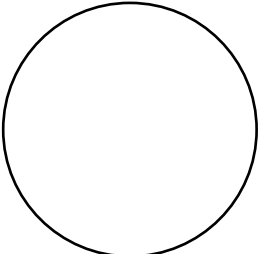
Exercise **2** Day 57

Draw pictures to solve these addition problems.

3  + 2  = $\overset{\text{Example}}{\underline{5}}$

2  + 5  = _____

2  + 1  = _____

4  + 2  = _____

Name _____

Exercise 3

Day
58

Teacher

Have your student use the Place Value Village and Place Value Village Counting Mat to practice counting items up to 50. Have them narrate to you what they are doing.

Numbers for copywork:

40 41 42 43 44


45 46 47 48 49


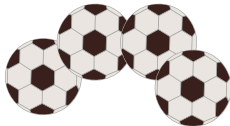
Name _____

Exercise 4

Day
59

Take out the “My Addition Mat” in the manipulative section of this book and the 0–20 number cards. From the 0–8 cards, choose 2 number cards at a time to make your own addition problems. Use beans, buttons, or some other small objects to solve your problems. As you work, tell your teacher what you are doing and why. Study the example.


 My addition mat:

 +  = _____

+ = _____

+ = _____

Using all the shapes you have learned, draw and color a pattern.

 My pattern:

Review Time!

Help the twins show their parents what they have learned.

Dear Mom and Dad,

Guess what? Betsy had her lambs! Grandpa gave them to us as pets. May we please bring them home with us? Please! Please! Grandpa also taught us about addition. Look what we can do. (Use your Addition Mat)

$2 + 3 = \underline{\quad}$

$5 + 2 = \underline{\quad}$

$4 + 2 = \underline{\quad}$

$1 + 7 = \underline{\quad}$

We can also write these numbers now. (Write the number you say when you count the 10s. You may look at your 100's chart if you need to.)



Name _____

Exercise **5**

Day
60

Last week, Grandpa taught us more about patterns in nature! This is our favorite! (Choose your favorite and draw it for the twins' parents.)



My pattern:

Love,

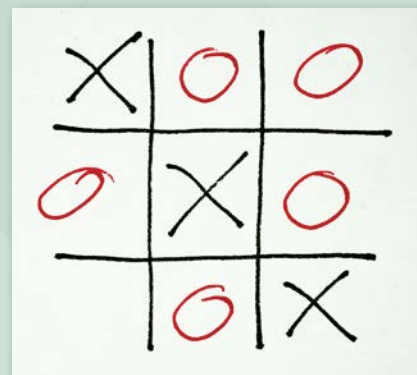
Charlie, Charlotte, and our friend, _____



“Ding!” The kitchen timer was notifying Grandma that her biscuits were finished. Grabbing a hot pad, she deftly removed the pan from the oven, and slid the biscuits onto the cooling rack. The children watched as she flicked open a clean, white dishcloth and covered the biscuits with it. “Why do you do that, Grandma?” Charlotte inquired. “Why do the biscuits need to be covered?” “I want to make sure there are no nasty flies walking all over them, that’s why,” Grandma replied. She despised the flies at this time of year. It seemed like they came in through the walls. “Oh, what pests!” she would exclaim while stalking around brandishing the fly swatter like a deadly weapon.

The children looked at each other and smiled. Grandma always got the funniest look on her face when she talked about the flies. “I’m starving! What time is supper, anyway?” Charlie asked.

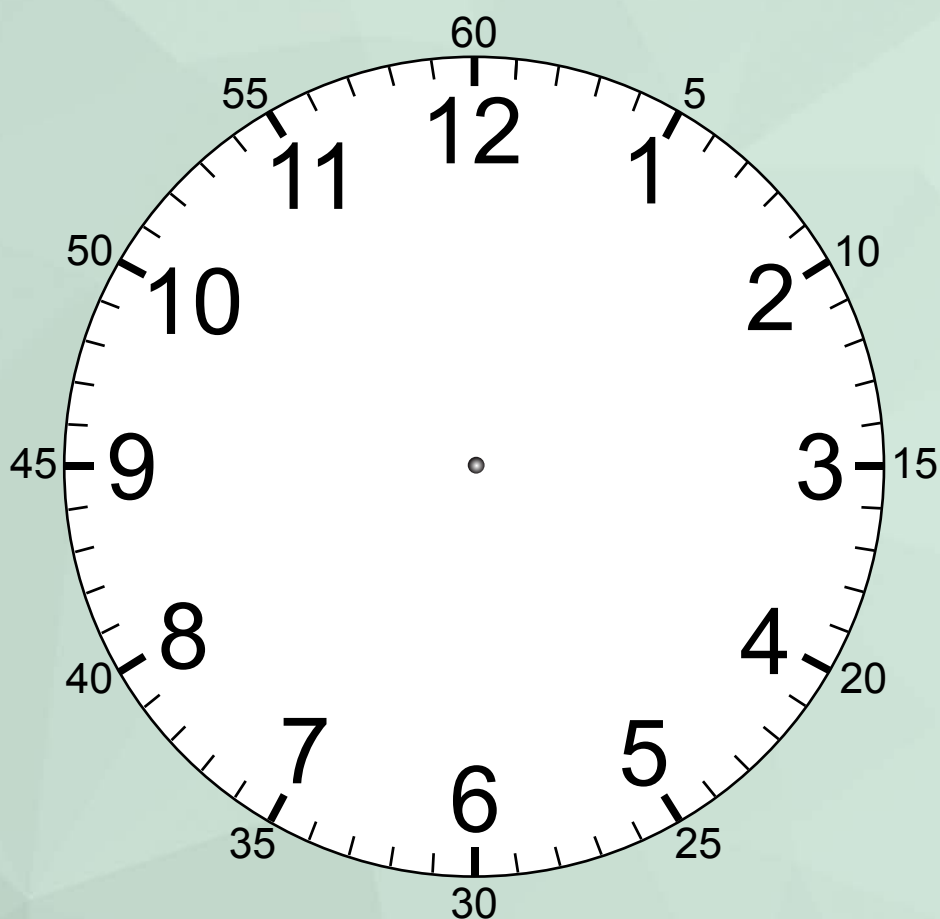
“Dinner will be ready in about 50 minutes, children. Meanwhile, why don’t you two go wash up your hands and faces. You have just enough time to color a picture or play some tic-tac-toe before setting the table. We don’t want the plates on the table too early, you know! Those filthy flies. . .” The children glanced at each other; the flies again. They ran to wash their hands.



“Grandma, how long is 50 minutes? Is it an hour? Is it more than an hour?” Charlotte stared at the big kitchen clock hanging above the stove. It was always a mystery to her how her grandparents could glance at it for just a second and say what time it was! “Can you show Charlie and me how to tell time like that?” Charlotte had begged Grandma on more than one occasion.

Grandma wiped her hands on her apron and sat down next to her grandchildren. “Do you two know how many minutes are in one hour?” she asked them. When they shook their heads, she took a piece of their paper and an orange crayon. “There are 60 minutes in one hour. Here, children, take a look at this. It is very important to learn to tell time in stages.” Grandma drew a circle with the orange crayon. “Let’s pretend that this circle is the face of the kitchen clock, okay?” The children nodded their heads together.

“As you can see, the clock has numbers on it. The number 12 is at the very top; then the other numbers go like this.” Grandma quickly wrote the numbers 1–11 around the rest of the clock. “Do you see how there are little marks between the numbers? Look closely.” The twins squinted as they looked at the clock. Yes! They did see the little marks. “Those little marks are minutes. So, there are 5 minutes between each of the big numbers. Remember how Grandpa has been teaching you to count by 5s? Well, that’s how you count the minutes on a clock. So let’s count the minutes together. Starting at the top, we go to the right. Every number stands for 5 minutes. Like this:



“By counting by 5s, we can see that there are 60 minutes in an hour.”

Name _____

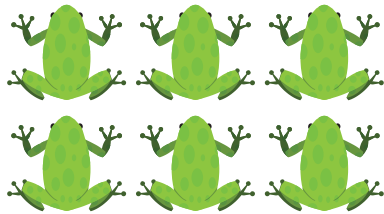
Exercise 2

Day
117

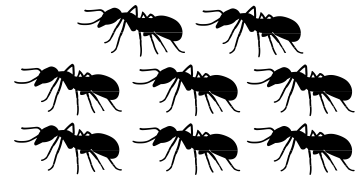
Today you will assemble your own clock. You will find it in the back of this book on page 341. Follow the directions carefully!

Now use your clock to practice counting minutes by 5s.

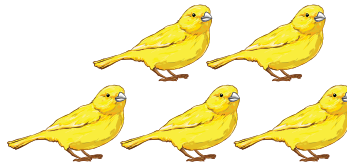
Make tally marks for each set of pictures.













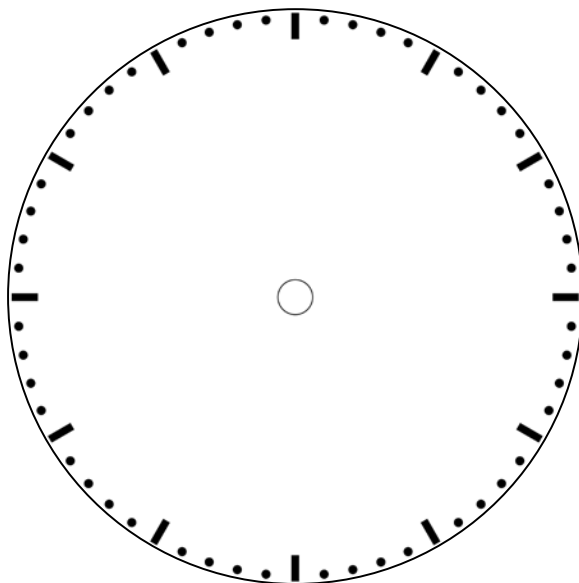
Using your flashcards, practice your math facts.

Name _____

Exercise 3

Day
118

Practice counting by 5s using your clock. Fill in the hours on this clock face.



Practice counting the minutes on the clock you assembled yesterday.

Numbers for copywork. Say the numbers as you write them. Find them on your 100's Chart.

70 71 72 73 74

75 76 77 78 79

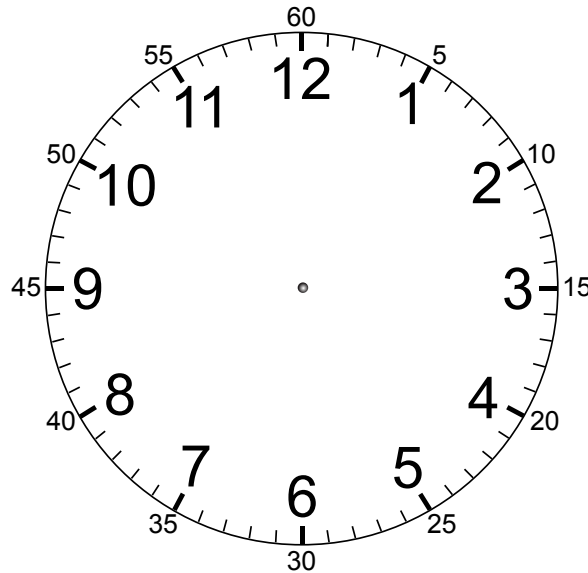
Using your flashcards, practice your math facts.

Name _____

Exercise 4

Day
119

Practice counting the minutes on your clock. Narrate to your teacher what you are doing. Remember there are 60 minutes in an hour.



Using your Place Value Village, count out 60 items. Narrate to your teacher what you are doing.

How many 10s? _____

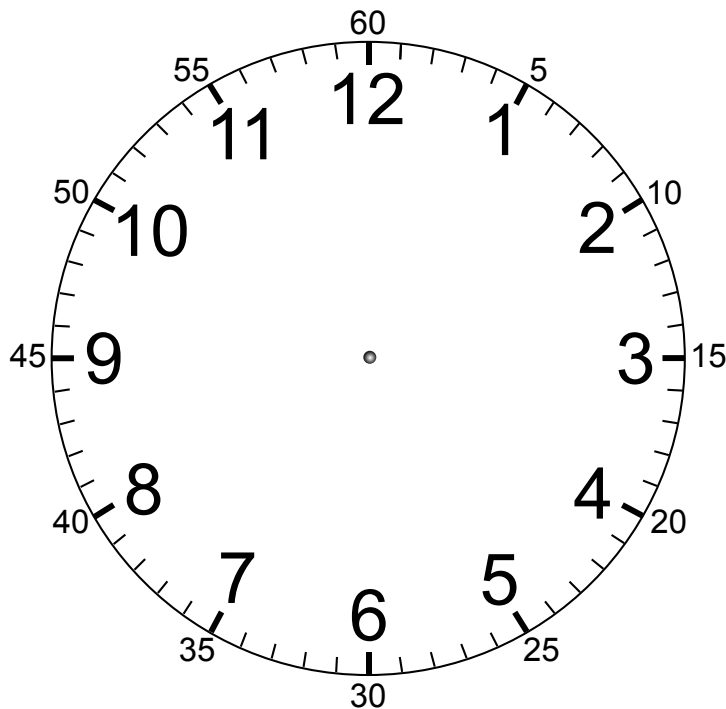
How many 1s? _____

Numbers to write. Write the numbers from 50–59 from memory. Find them on your 100's chart.

Practice your math facts, using your flashcards. Get ready for a show and tell!

Review Time!

Show and tell time! Use this page to show your family or class what you have learned! Count the minutes out loud.



Count by 5s from 0–50. Write the numbers here.

Using 4 colors of construction paper (1 for each shape) cut out 2 circles, 2 squares, 2 rectangles, and 2 triangles. Make a pattern. Narrate what kind of pattern you made. Have fun!

Name _____

Exercise 5

Day
120

Challenge your family or class to a tally mark scavenger hunt. Help your teacher write tally marks 1–10 on 10 separate index cards. Lay the cards face-up on the table in order. Put out sets of items of your choice (1–10) and set a timer for 3 minutes. See if they can find items to match each card. You be the judge! Did they get the right amount of items for each set of tally marks?

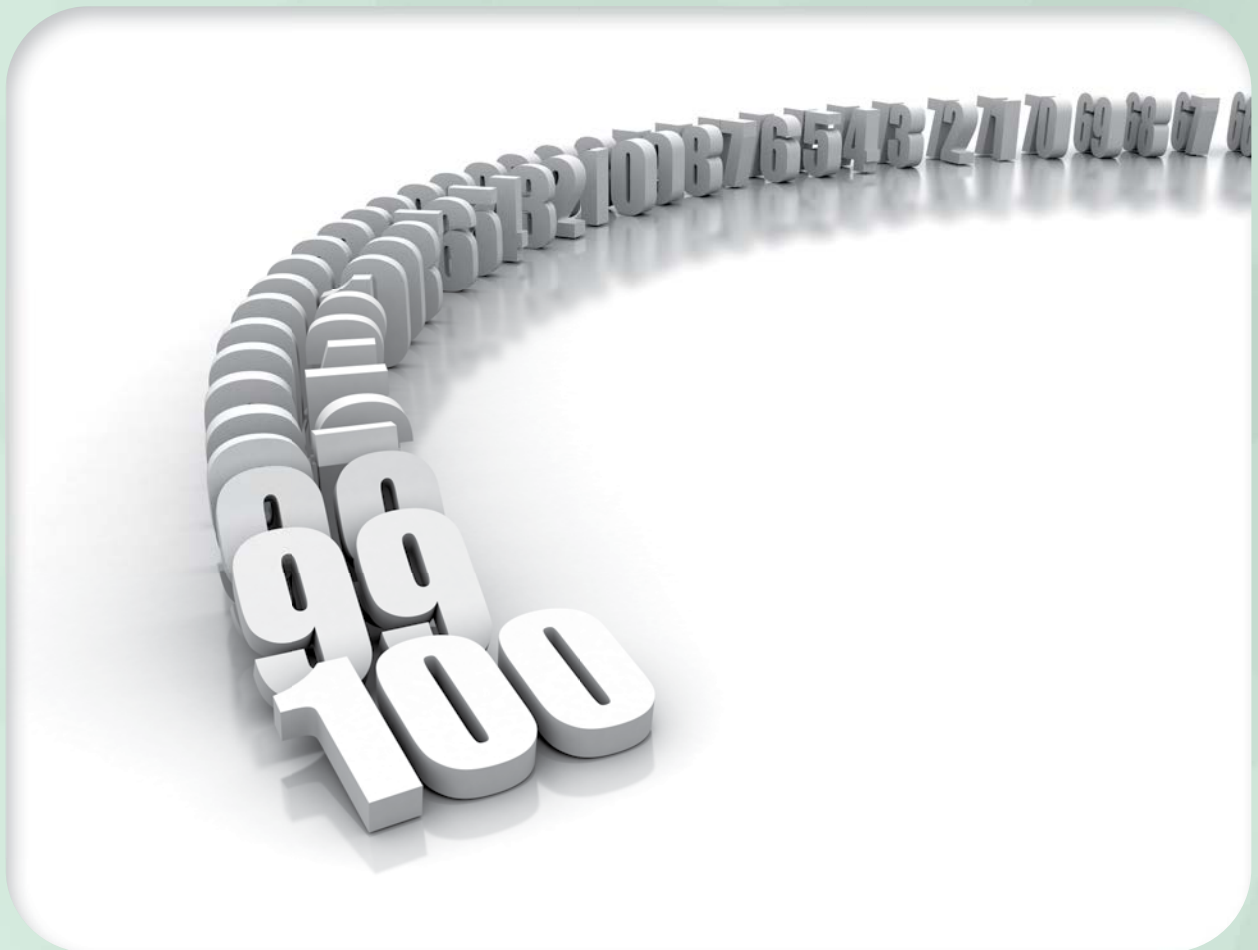
Challenge your family or class to a math fact quiz! Use your flashcards and read the equation out loud but do not tell them the answer! The one who gets the answers the fastest is the winner. Choose a prize for them!

Good job!

Review of Numbers to 100

Lesson 36

We have reached the last lesson of our book! I hope you have had a wonderful time learning about mathematics this year. In our final lesson we are going to review numbers from 0–100. You are going to be writing sections of numbers every day, and by the end of the week, you will have written all of the numbers 0–100!



Name _____

Exercise 1

Day
176

Write the numbers 0–20 from memory. When you are finished, check your numbers with your 100's Chart.

Say the numbers out loud.

Name _____

Exercise **2**

Day
177

Write the numbers 21–40 from memory. When you are finished, check your numbers with your 100's Chart.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines provided for writing the numbers 21–40.

Say the numbers out loud.

Name _____

Exercise **3**

Day
178

Write the numbers 41–60 from memory. When you are finished, check your numbers with your 100's Chart.

Say the numbers out loud.

Name _____

Exercise **4**

Day
179

Write the numbers 61–80 from memory. When you are finished, check your numbers with your 100's Chart.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines provided for writing the numbers 61–80.

Say the numbers out loud.

Name _____

Exercise **5**

Day
180

Write the numbers 81–100 from memory. When you are finished, check your numbers with your 100's Chart.

Say the numbers out loud.

The End

Congratulations!

You did it!