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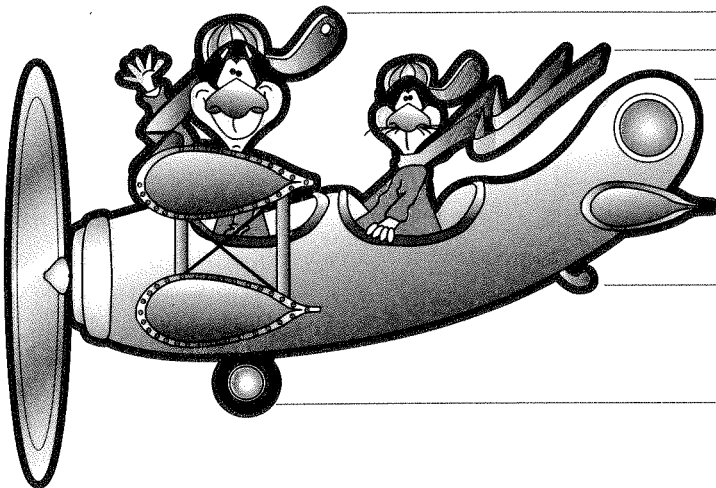
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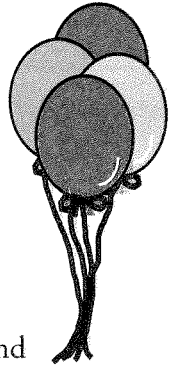
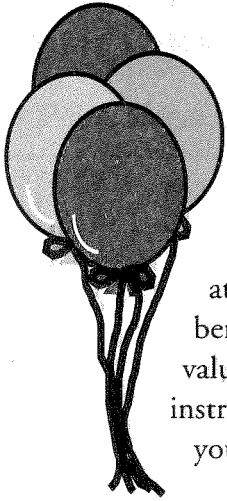
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—Introduction—



The primary goal of math instruction is to help your student comprehend how to utilize mathematics in his every day life to the glory of God. It is important to teach your student that God is the Author of mathematics and that creation itself testifies of the Lord's genius. In the Bible we learn that all facts and numbers were created by God. It was the Lord alone who gave meaning, purpose, and value to numbers in the beginning when God created our world. May you, as the instructor, approach the teaching of math precepts with genuine enthusiasm and cause your student to become excited about his studies as well.

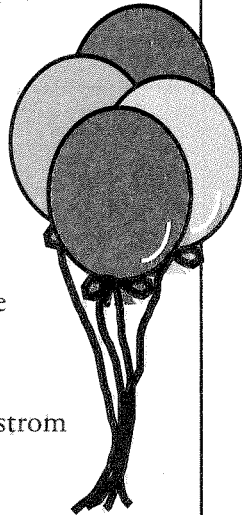
Although it takes time, it is important to read the materials written for you in the teacher's manual as well as in the opening of each workbook lesson. They will prepare you to be equipped and feel more confident about your task. It is also important to provide extra supplemental drills for each lesson, going beyond what is on each workbook page. What may seem simple to you, is brand new to your student. For this reason, we encourage the use of enrichment activities at the blackboard or on the computer and familiar tools such as flashcards or hands-on math games.

This book is possible only because of the Lord's constant guidance and blessing. Great appreciation is also expressed to Wendy Kramer and Callie Lindstrom whose assistance and directions were so helpful.

This book is dedicated to my precious children's children who continue to be such a joy and blessing from the Lord.

May each student who completes these lessons seek to glorify God in their preparation to be our country's future leaders. May each teacher pray and labor diligently so that the Lord would bless their teaching efforts.

—Florence M. Lindstrom



Trust in the Lord with all your heart, and do not lean on your own understanding. In all your ways acknowledge Him, and He shall direct your paths.

—Proverbs 3:5-6—


Learning About Number 1

The world is full of things to count. Perhaps your student already counts birds, jets, trees, signs, or other objects as you go for a walk or ride. How wonderful it is that God gave us a good mind for learning. Point out **one** desk, table, book, etc. As the student holds his or her **one** pencil, encourage neatness as these lessons begin.

 Point to each number as you say it with your student. Do this three times.


1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----





















 Carefully color this picture of **one** boy, spinning **one** top.












To print the number 1, start at the top and draw a line straight down.

 Begin at the top and follow the arrow down as you trace the number 1.

Learning About Number 1

Continue to teach the meaning and value of the number **one**. We have **one** God. He created **one** world. God made **one** sun and **one** moon. We have only **one** life to honor Him.

Introduce **bigger** and **smaller** sizes by comparing objects such as books, etc.

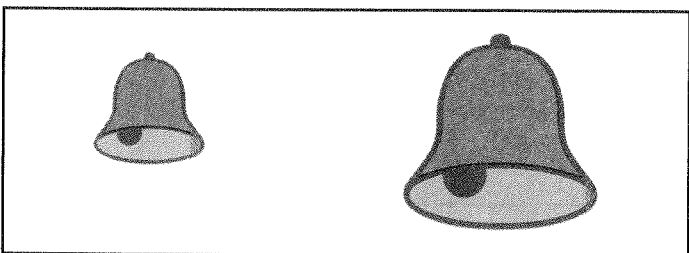
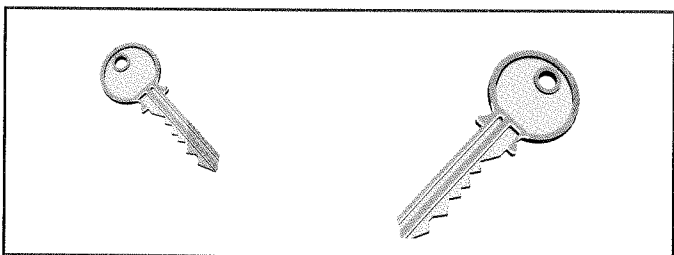
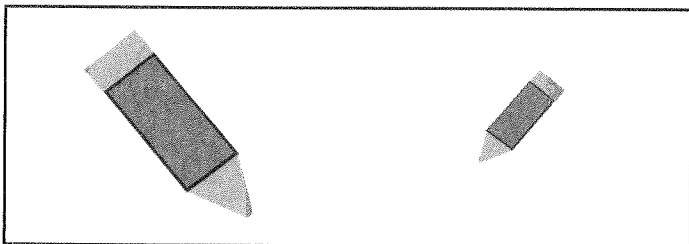
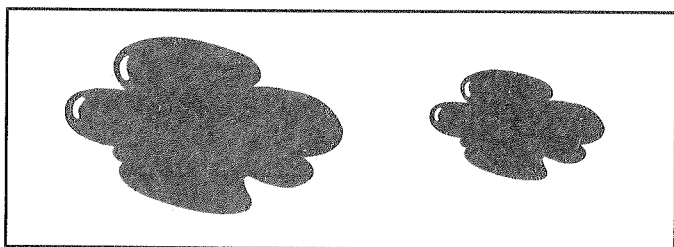
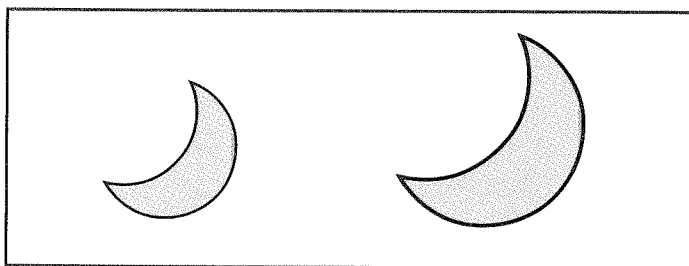
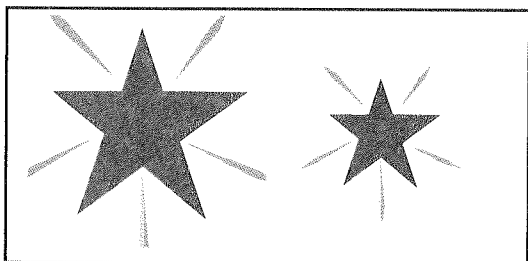


Point to each number as you say it with your student. Do this three times.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Circle the **one** object that is **bigger**.


1




Begin at the top and follow the arrow down as you trace the number 1. Print 1's in the blanks.

Learning About Number 1

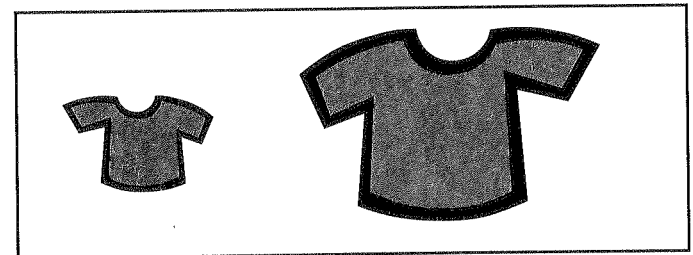
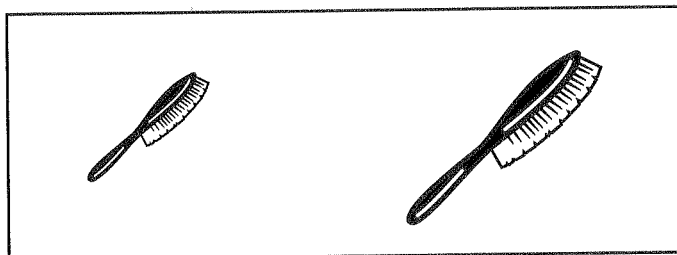
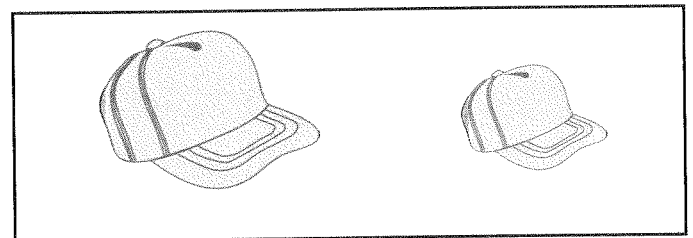
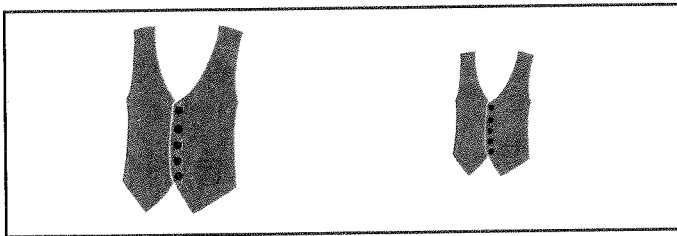
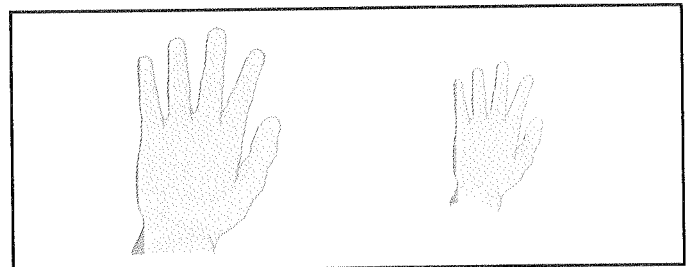
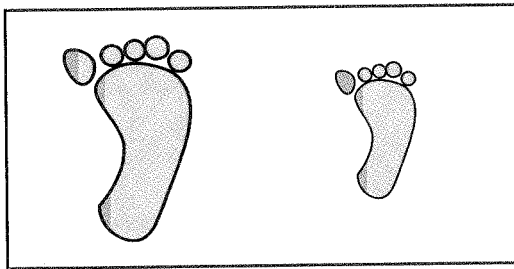
This lesson also gives attention to **smaller** and **larger** sizes. As you discuss the value of **one**, also talk about the size. This book is smaller than that book. Your jacket is smaller than your father's jacket. Your hand is smaller than your grandfather's hand, etc. Talk about the value of **one**: **one** car, **one** truck, **one** marble, etc. Encourage neatness.


 Point to each number as you say it with your student. Do this three times.










1	2	3	4	5	6	7	8	9	10
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 Circle the **one** object that is **smaller**.

1



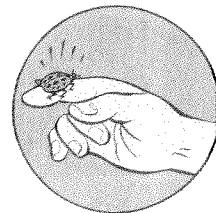
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Learning About Number 1

Continue to teach the meaning and value of the number **one**, as well as the differences in sizes. Compare different sizes of books, papers, lamps, pencils, and other objects. Ask your student to pick up **one** pencil, **one** penny, etc. Remind your student to do the lesson carefully.

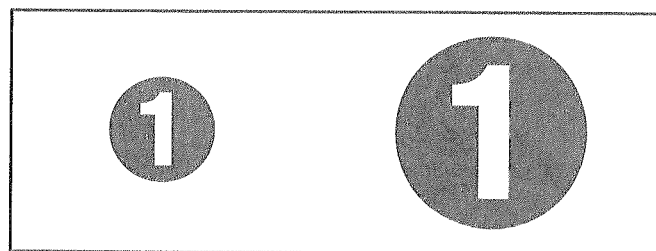
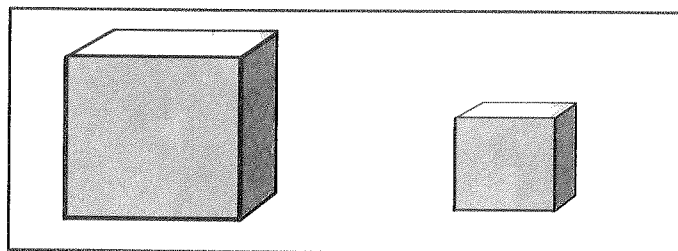
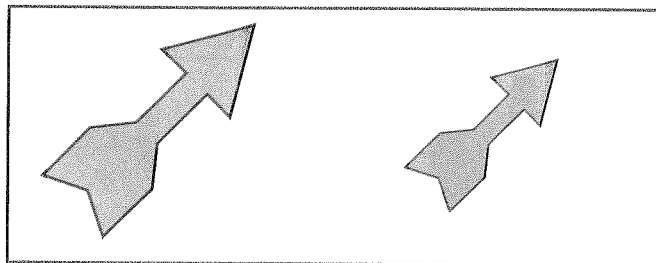
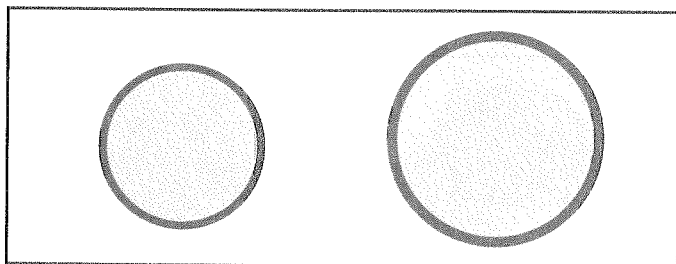
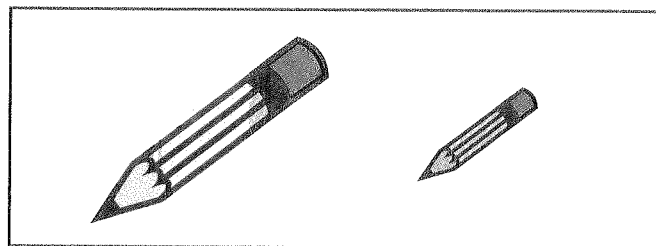
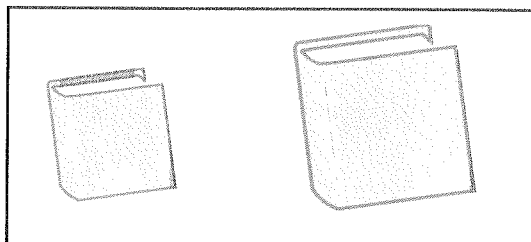



 Point to each number as you say it with your student. Do this three times.

1	2	3	4	5	6	7	8	9	10
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 Circle the **one** object that is **bigger**.

1



 Begin at the top and follow the arrow down as you trace the number 1. Print 1's in the blanks.

