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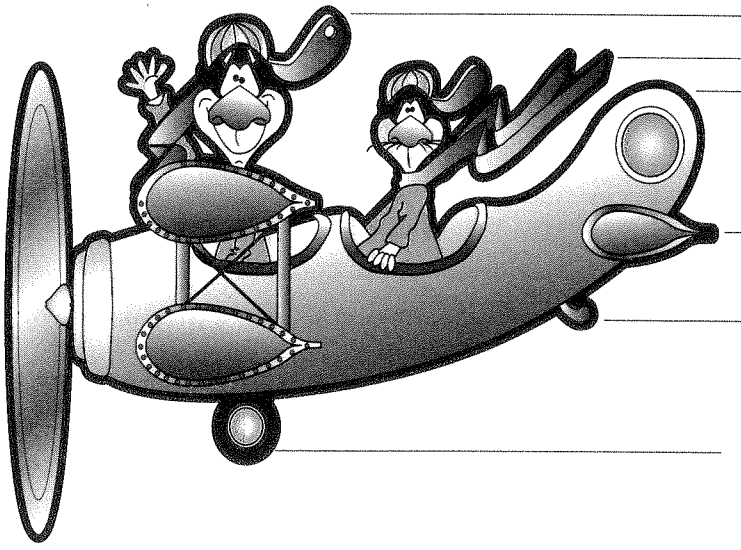

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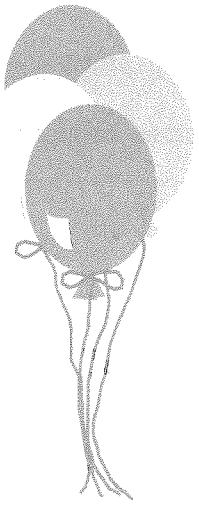
—Introduction—

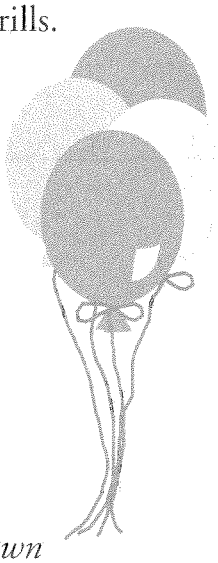


The primary goal of math instruction is to help your student comprehend how to utilize mathematics in his everyday life to the glory of God. It is important to teach your student that God is the Author of mathematics and that creation itself testifies of the Lord's genius. In the Bible we learn that 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 workbook has been divided into various sections, as the table of contents shows. Thus, it should be noted that the first section of the workbook is essentially a review of the ideas and facts introduced in *Liberty Mathematics Level K.* If some areas are unfamiliar to your student, review them with extra drills.

This book is possible only because of the Lord's constant guidance and blessing. Great appreciation is also expressed to all those, whose assistance and directions were so helpful.



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

—Wendy Kramer

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 0

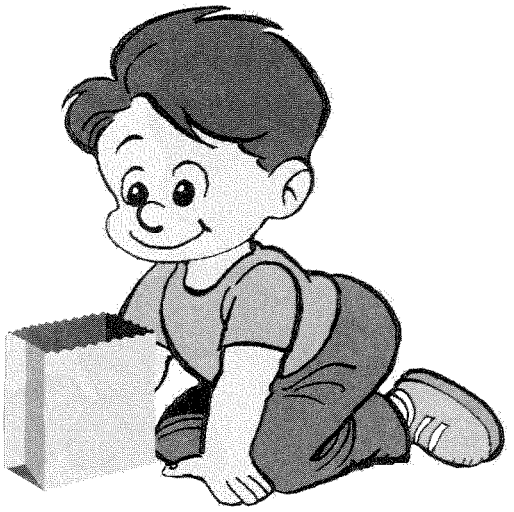
How wonderful it is that God gave us good minds to understand the things He created in the world! With our minds we can count and work with numbers. Explain that **zero** means having nothing. Using small objects, hold several in one hand and none in your other hand. **Zero** does not change the amount of a number, such as $2 + 0 = 2$, $5 + 0 = 5$, and so forth.

✎ Point to each number as you say it. Do this two times.

0	1	2	3	4	5	6	7	8	9

0

Jed is looking into a sack. It is empty, so he can see zero or nothing in the sack.



✎ Copy this twice on the lines below.

zero 0

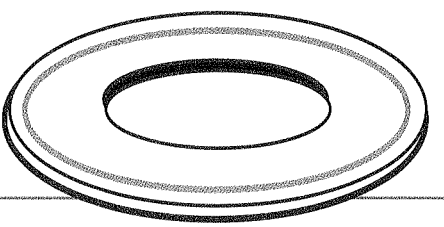
✎ Begin at the top and follow the arrow down as you trace the number 0.

0 0 0 0 0 0 0 0

✎ Zero looks similar to a circle. A wheel and plate have the shape of a **circle**.

How many forks are by the plate?

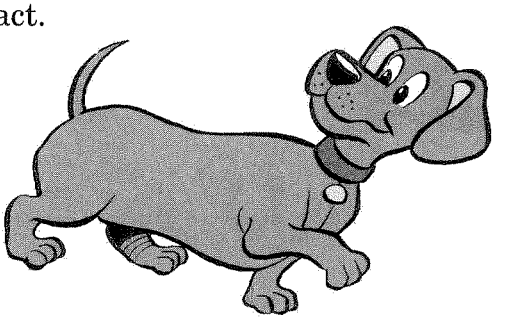
Print your answer here. ⟹ ☐



0

✎ Answer these addition problems. This is the 0 math fact.

0	0	0	0
+0	+0	+0	+0
0			



Learning About Number 1

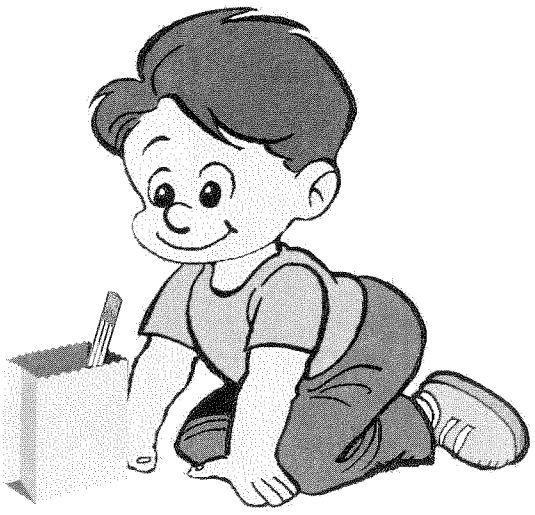
Discuss the meaning and value of the number **one**. Tell your student, "There is **one** God. He created **one** world. And God gave each of us **one** head, **one** nose, and **one** mouth. He also gave each of us **one** life to honor and obey Him."
Begin to use flashcards as the facts are introduced. Drill each day.

✎ As you point from one number to another, explain that **one** more is being added.

0	1	2	3	4	5	6	7	8	9

1

Jed has put one pencil in the sack.
He can see one thing in the sack.

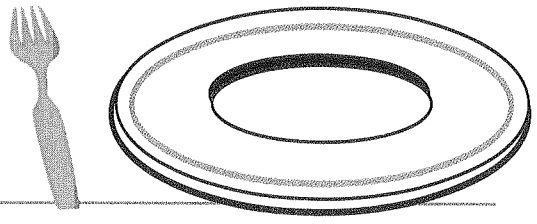


✎ Copy this twice on the lines below.

one 1

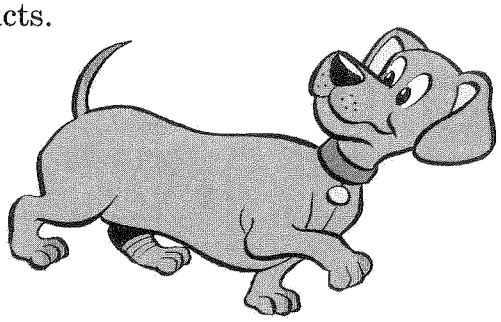
✎ Begin at the top and follow the arrow down as you trace the number 1.

You have 0 forks, so your mother gives you 1 fork.
How many do you have in all? ☐
Why? 0 + 1 = ☐



✎ Answer these addition problems. These are the 1s math facts.

0	1	0	1
+1	+0	+1	+0



Learning About Number 2

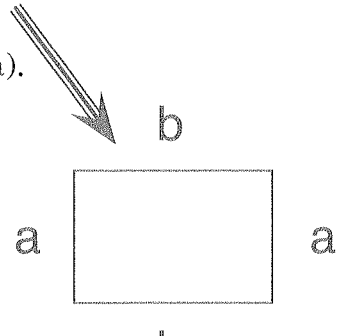
As you explain the meaning of number **two**, discuss that we have **two** eyes, **two** ears, etc. The number 2 is an even number. That means two objects can be equally divided into two groups. Other even numbers are 4, 6, and 8. Encourage neat work. Introduce the *rectangle*. Remember: Zero does not change the amount of a number, such as $1 + 0 = 1$, $2 + 0 = 2$, etc.

✎ Listen to your student count these numbers.

0	1	2	3	4	5	6	7	8	9

2

This shape is a **rectangle**. Two sides are long (b), and two sides are short (a).



✎ Copy this twice on the lines below.

two 2

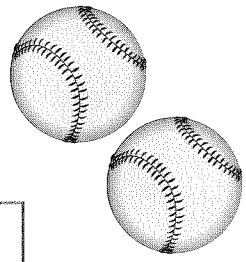
✎ Learn the 2s math facts.

$$\begin{array}{r} 2 \\ +\,0 \\ \hline 2 \end{array} \qquad \begin{array}{r} 0 \\ +\,2 \\ \hline 2 \end{array} \qquad \begin{array}{r} 1 \\ +\,1 \\ \hline 2 \end{array}$$

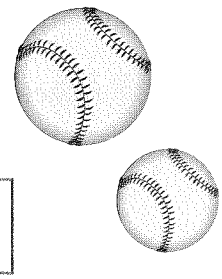
✎ Follow the arrows as you trace the number 2, going over, down, and to the right.

2 2 2 2 2 2 2 2 2

You have 2 balls and find 0 balls, or no more balls. How many do you have? ☐



Andy has 1 big ball and 1 little ball. How many balls does he have in all? ☐



✎ Answer these addition problems.

$$\begin{array}{r} 0 \\ +\,2 \\ \hline 2 \end{array} \qquad \begin{array}{r} 2 \\ +\,0 \\ \hline 2 \end{array} \qquad \begin{array}{r} 0 \\ +\,2 \\ \hline \end{array} \qquad \begin{array}{r} 2 \\ +\,0 \\ \hline \end{array} \qquad \begin{array}{r} 1 \\ +\,1 \\ \hline \end{array} \qquad \begin{array}{r} 0 \\ +\,1 \\ \hline \end{array} \qquad \begin{array}{r} 1 \\ +\,0 \\ \hline \end{array}$$