

# MATH

LESSONS  
FOR A  
LIVING  
EDUCATION

**level 1**



**Angela O'Dell**

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## Dedication

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



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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:** Students are instructed to read the pages in their book and then complete the corresponding section provided by the teacher. Assessments that may include worksheets, activities, quizzes, and tests are given at regular intervals with space to record each grade. Space is provided on the weekly schedule for assignment dates, and flexibility in scheduling is encouraged. Teachers may adapt the scheduled days per each unique student situation. As the student completes each assignment, this can be marked with an “X” in the box.



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



**Answer keys for worksheets are available online:  
[www.masterbooks.com/classroom-aids](http://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.

“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.

## 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 the above 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.

## 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 • 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 • 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 • 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 • 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			
	Day 24	Complete Lesson 5 Exercise 4 • Page 67			
	Day 25	Complete Lesson 5 Exercise 5 • 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 79-83			
	Day 29	Complete Lesson 6 Exercise 4 • Pages 81-83			
	Day 30	Complete Lesson 6 Exercise 5 • 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			
	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			
	Day 40	Complete Lesson 8 Exercise 5 • Pages 101-102			
Week 9	Day 41	Read Lesson 9 • Page 103 Complete Lesson 9 Exercise 1 • Page 104			
	Day 42	Complete Lesson 9 Exercise 2 • Pages 105-106			
	Day 43	Complete Lesson 9 Exercise 3 • Page 107			
	Day 44	Complete Lesson 9 Exercise 4 • Page 108			
	Day 45	Complete Lesson 9 Exercise 5 • 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 • 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 • 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			
	Day 60	Complete Lesson 12 Exercise 5 • 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 • Pages 143-144			
Week 5	Day 66	Read Lesson 14 • Page 145 Complete Lesson 14 Exercise 1 • Pages 146-147			
	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 • Pages 151-152			
Week 6	Day 71	Read Lesson 15 • Pages 153-154 Complete Lesson 15 Exercise 1 • Page 155			
	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 • 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 • 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 • 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 • Pages 185-186			
		Mid-Term 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 see them soon. 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 there were signs on the stall doors in the barn; the signs have symbols on them. They also noticed these same signs and symbols on the ends of the rows of vegetables in the garden. They asked Grandpa what those were. Grandpa chuckled and said, “I organize my animals in the barn and my vegetables in the kitchen garden by using these signs. Look, Charlie and Charlotte, each sign has a number on it. This is the number or numeral 0 and these are the numbers 1, 2, 3, 4, 5, 6, 7, 8, and 9.”



The twins looked at each other, puzzled. “But, Grandpa, what do they mean?” Charlie asked. Grandpa took their hands and walked with them down to the row with the sign that said 0, and said, “The number 0 means nothing. I put this sign here because there is nothing planted in this row yet. I saved it for you two to plant something in.”

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.

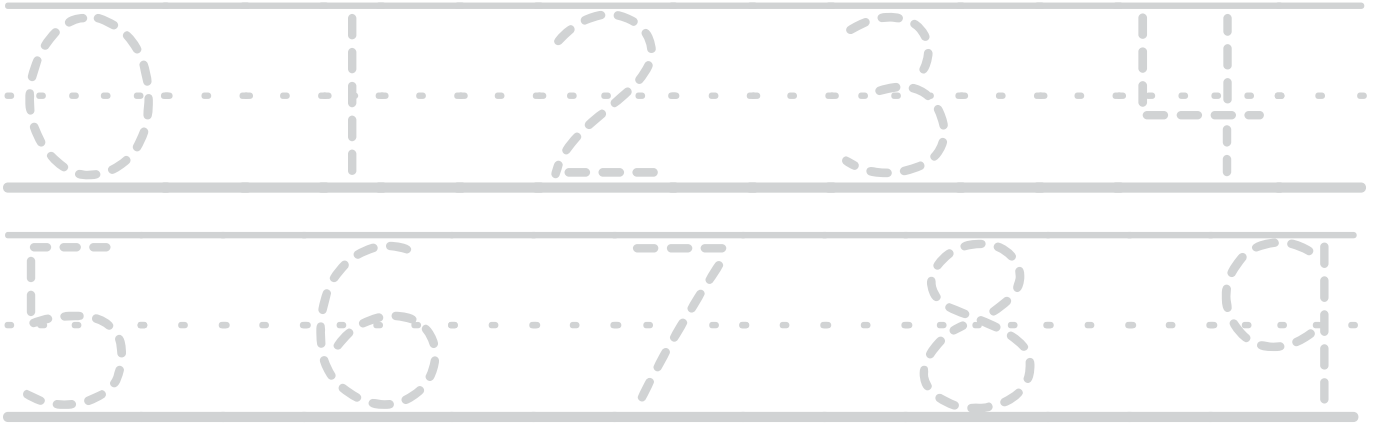
Later that evening, Charlie and Charlotte knelt by the coffee table while Grandma read a bedtime story. They wanted to practice writing the numbers or numerals Grandpa had shown them earlier. Why don't you practice too?

Name \_\_\_\_\_

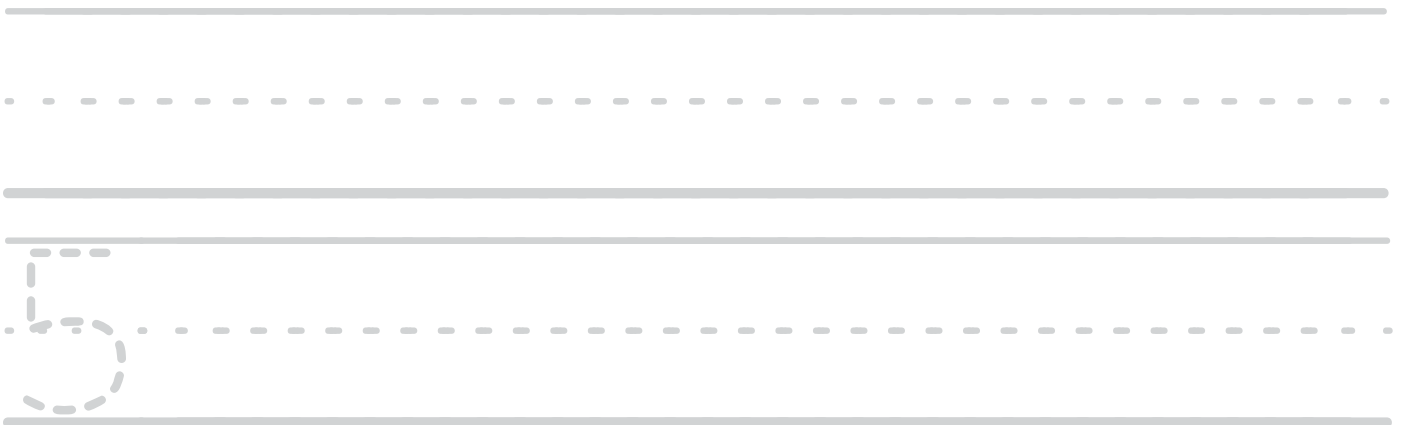
# Exercise 1

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.

0

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 does Pokey 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. Be careful — they are not in order this time!



2

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

0

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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).



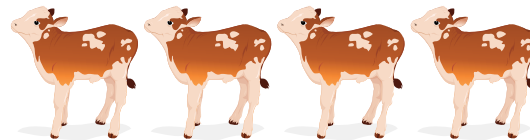
There are \_\_\_\_\_ baby bunnies (rabbits).



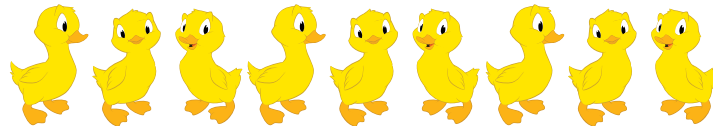
There is \_\_\_\_\_ baby horse (colt).



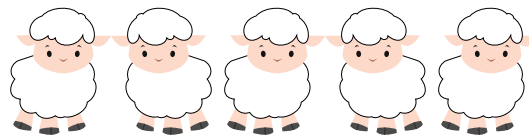
There are \_\_\_\_\_ baby cows (calves).



There are \_\_\_\_\_ baby ducks (ducklings).



There are \_\_\_\_\_ baby sheep (lambs).





Name \_\_\_\_\_

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 taught 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



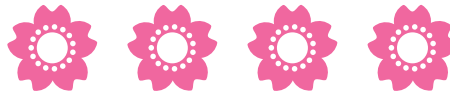
3



4



5



6

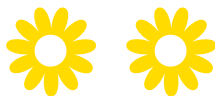


7



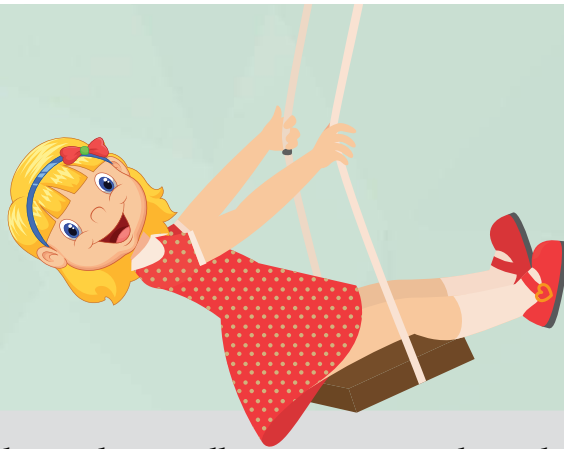
8

9



We love you,

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



## Teacher

*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.



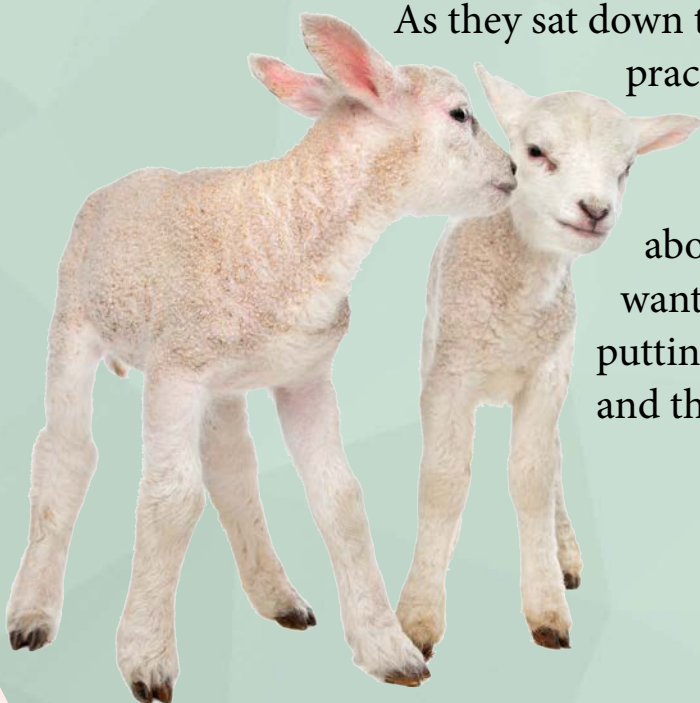
“They must have been born last night, Charlotte. It must have been during that storm we had, because I would have heard otherwise. You two take these babies and sit over there. I need to make sure everything is okay with Betsy.”

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.”

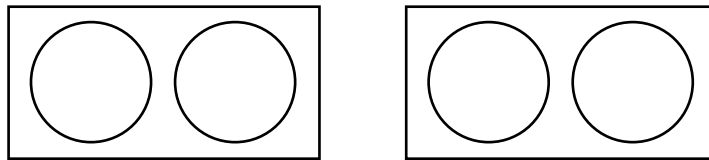


Name \_\_\_\_\_

# 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:

$$2 + 2 = 4$$

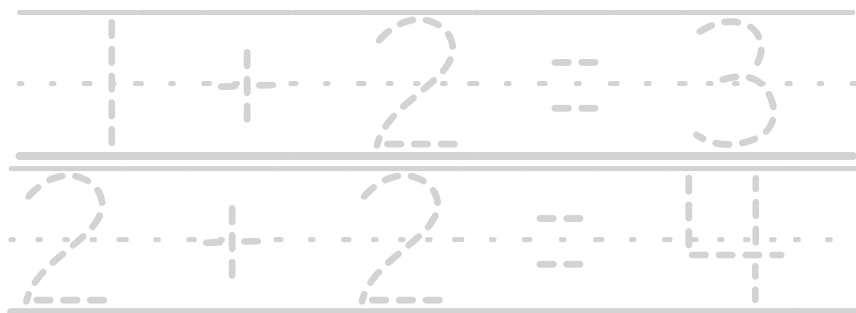
Trace the symbols below:



**+** 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.



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



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



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

Name \_\_\_\_\_

Exercise **2**

Day  
57

Numbers for copywork:

30 31 32 33 34

---

---

35 36 37 38 39

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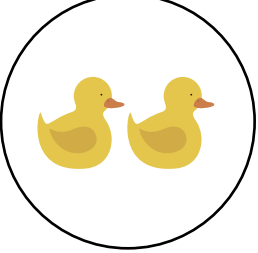
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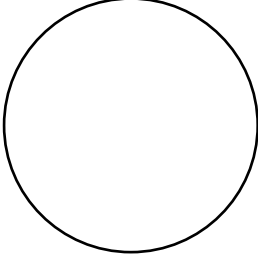
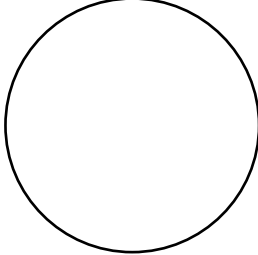
Name \_\_\_\_\_

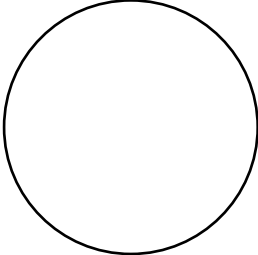
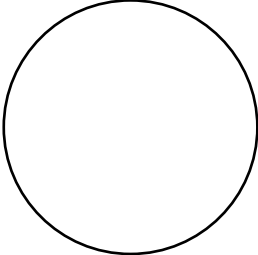
# Exercise 2

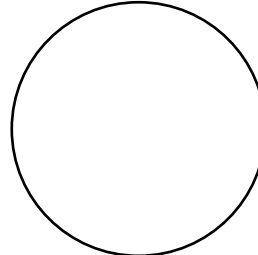
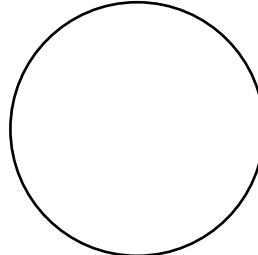
Day  
57

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 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

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45 46 47 48 49


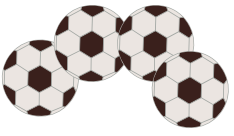
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Name \_\_\_\_\_

Take out the “My Addition Mat” from 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 on the next page.

 My addition mat:


 

1 + 4 = \_\_\_\_\_

+  = \_\_\_\_\_

+  = \_\_\_\_\_

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

 My pattern:

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.)

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Name \_\_\_\_\_

Exercise **5**

Day  
57

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,

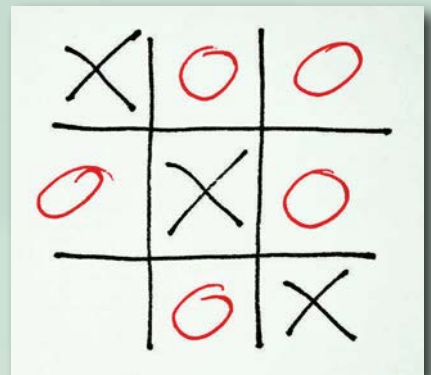
Charlie, Charlotte, and our friend, \_\_\_\_\_



“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.

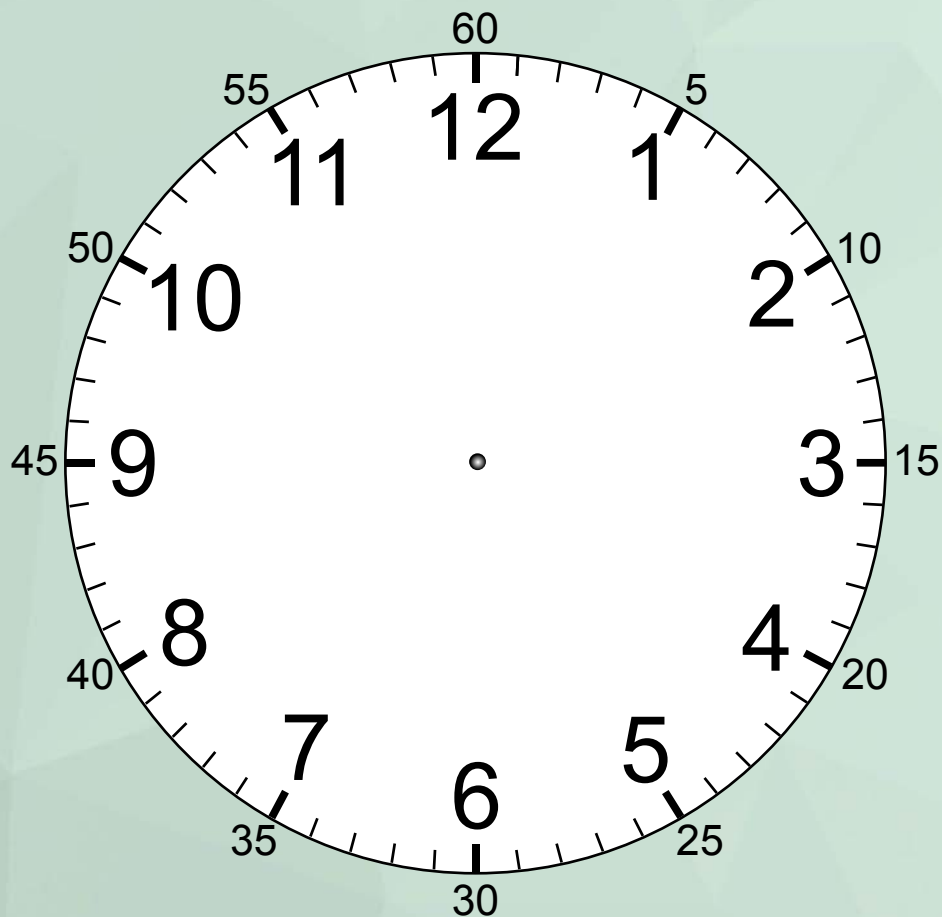
“Dinner will be ready in about 50 minutes, children. Meanwhile, why don’t you two go wash up your hands and faces. You have just enough time to color a picture or play some tic-tac-toe before setting the table. We don’t want the plates on the table too early, you know! Those filthy flies. . . .” The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



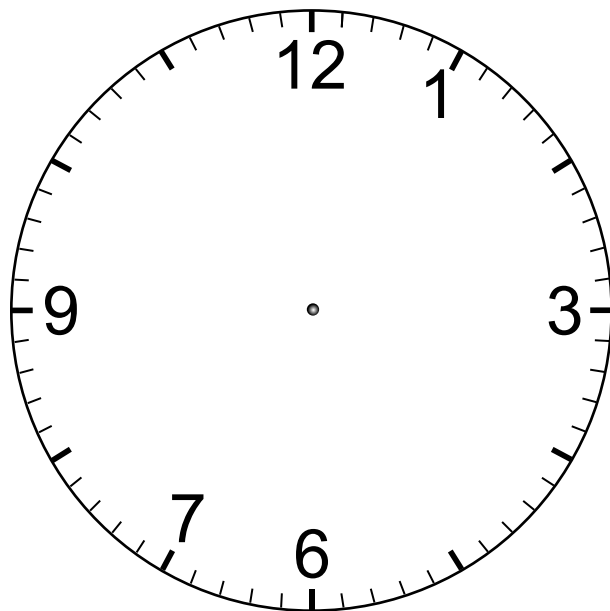
“By counting by 5s, we can see that there are 60 minutes in an hour.”

Name \_\_\_\_\_

# Exercise 1

Day  
116

Now you try it! We have learned how to count to 50 by 5s. Fill in the numbers on the clock. Some of them are done for you.



This is the first step in learning how to tell time! Remember, when counting minutes, always start at the top and move to the right.

Numbers to write. Write the numbers you say when you count by 5s from 0–50. Find them on the 100’s chart.

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Addition practice. Using your Addition Mat (on the “Vertical” side), number cards 0–10, and small counting items, make up 5 addition equations. Narrate to your teacher what you are doing.

Make 2 new flashcards with these 2 addition facts:

$$3 + 4 = 7 \quad \text{and} \quad 4 + 5 = 9$$

Name \_\_\_\_\_

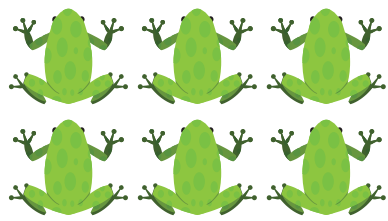
# Exercise 2

Day  
117

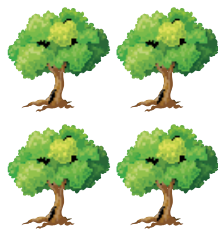
Today you are going to start assembling your own clock. You will find it in the back of this book. Follow the directions carefully! You will finish the assembly next week.

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

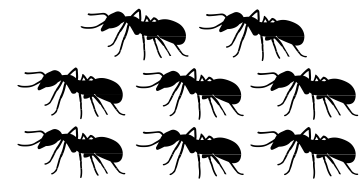
Make tally marks for each set of pictures.



\_\_\_\_\_



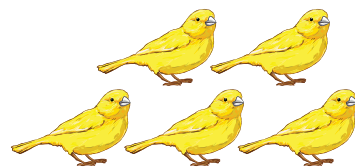
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\_\_\_\_\_

Using your flashcards, practice your math facts.

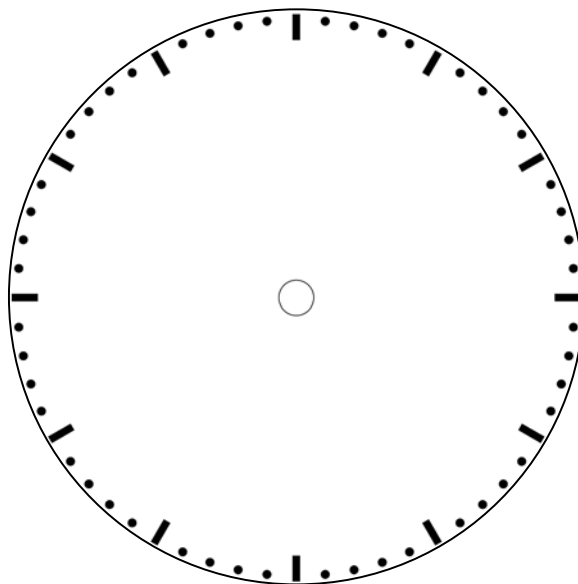


Name \_\_\_\_\_

# Exercise 3

Day  
118

Practice counting by 5s using your clock. Fill in 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

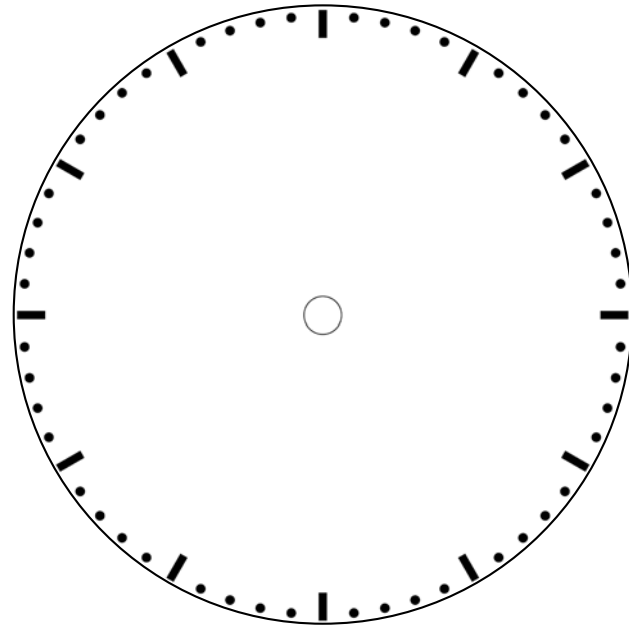
Using your flashcards, practice your math facts.

Name \_\_\_\_\_

# Exercise 4

Day  
119

Practice counting the minutes on your clock. Narrate to your teacher what you are doing. Fill in the minutes and numbers on this clock. 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.

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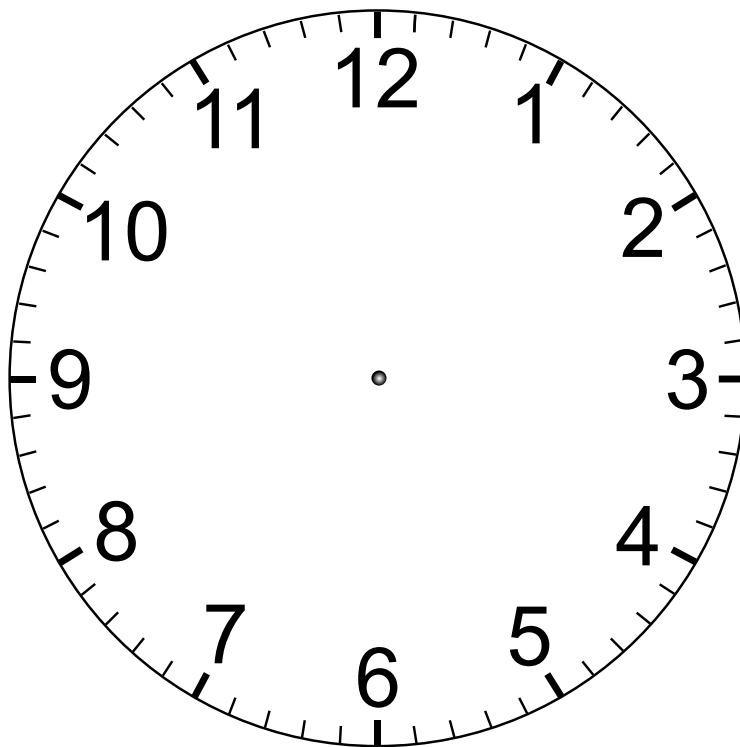
Practice your math facts, using your flashcards. Get ready for a show and tell!

Name \_\_\_\_\_

# Exercise 5

Day  
120

Show and tell time! Use this page to show your family or class what you have learned! Fill in the clock face with the minutes.



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

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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 \_\_\_\_\_

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. 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?

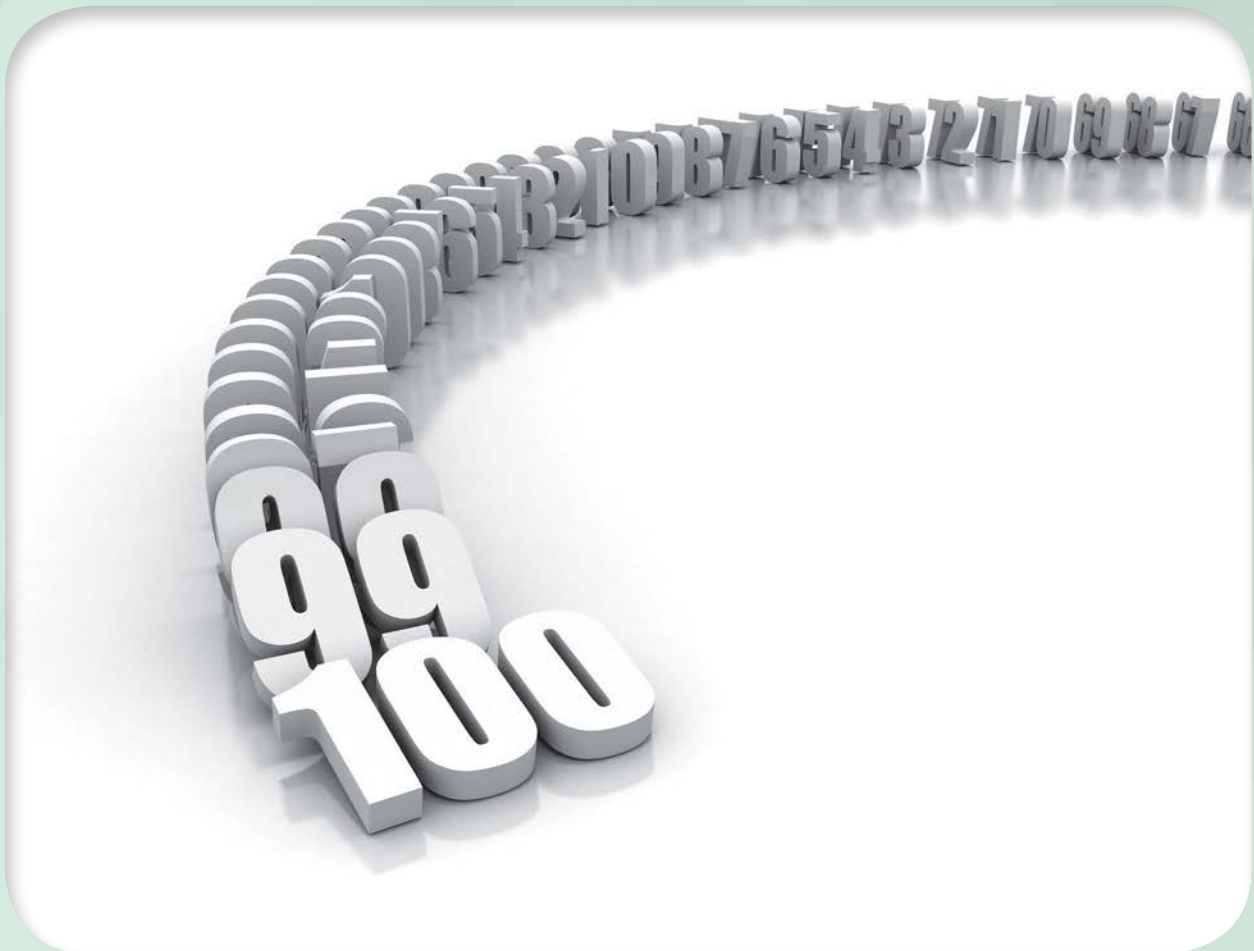
Challenge your family or class to a math fact quiz! Use your flashcards and read the equation out loud but do not tell them the answer! The one who gets the answers the fastest is the winner. Choose a prize for them!

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.

Handwriting practice lines consisting of five sets of three horizontal lines each: a solid top line, a dashed middle line, and a solid bottom line.

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.

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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.

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 41–60.

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.

Handwriting practice lines consisting of five sets of three horizontal lines (top solid, middle dashed, bottom solid).

Say the numbers out loud.

The End  
Congratulations!  
You did it!