Math K–3
An Incremental Development
Home Study Sampler

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with

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The contents of this sampler were chosen to illustrate what you will find in Saxon's Home Study Math K–3 program.

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This sampler shows only a very small portion of what you would receive in the primary Saxon Home Study Kit. It is designed to give you a flavor of the program. The sampler includes an overview of the program, a table of contents for each level, samples of lesson pages taken from the teacher’s manual, and samples of pages from the student workbook (grades 1 through 3).

The samples of lessons from the teacher’s manual and the accompanying student pages were chosen for their variety. These lessons show various concepts taught and many of the manipulatives used in the program. Some are lessons taught early in the year, while others are later lessons. Sample lessons which use lesson masters are included at each level, and grades 1 through 3 each show an example of a lesson with a written assessment. Notes about the sample lessons are included before the lessons at each level.

Saxon \textit{Math} develops a solid foundation in the language and basic concepts in all areas of mathematics. It carefully builds concepts in small increments and provides practice in order to create success for your child.

Saxon’s primary Home Study Kits for kindergarten through third grade provide materials appropriate for teaching children in a home setting. Each kit contains:

- a Teacher’s Manual (a spiral-bound book containing from 112 lessons in kindergarten up to 140 lessons in third grade)
- a Meeting Book (a consumable book which you, and your child will use during The Meeting at the beginning of the day)

Each first through third grade kit also contains:

- a Student Workbook (two books which include written practice pages, lesson masters, assessments, and fact sheets) and Fact Cards

Each lesson in the teacher’s manual provides a list of materials and preparation instructions. The lesson which follows is scripted, making teaching easy and providing appropriate language and questions. This lesson includes The Meeting, a new objective to be taught, fact practice and written practice instructions (in grades 1 through 3), and assessment instructions on appropriate days.
There are five components to Saxon's primary math program.

1. The Meeting
During The Meeting you and your child will use a Meeting Book to orally practice skills related to the calendar, counting, patterning, time, temperature, graphs, money, and problem solving. The difficulty of skills practiced will vary according to grade level.

2. The Lesson
The Lesson or new objective can be taught later in the day. New concepts, which build on skills previously introduced and practiced, are presented through carefully selected, hands-on activities. Some manipulatives used in the lessons will be found in the home or can be made, while others can be purchased from an educational supply house.

3. Written Practice
The written practice (grades 1 through 3 only) includes practice of the new objective and previous skills. The first side (A) is completed with your assistance, while the other side (B), with problems similar to those on the first side, is done later in the day.

4. Fact Practice
The number facts (grades 1 through 3 only) are practiced daily using fact cards and fact sheets. Number facts with similar patterns are introduced in groups, and your child will learn to recognize these patterns to find the answers to the facts.

5. Assessments
Oral and written assessments question your child on skills practiced for at least five lessons. In grades 1 through 3, a written assessment occurs every five lessons and an oral assessment occurs every ten lessons. In kindergarten, an oral assessment occurs every six lessons.
Monthly calendars are included in each Meeting Book. The kindergarten calendar is used to practice counting, patterning, identifying colors, and writing numbers.

First and second graders graph the weather each day using the Meeting Book. In the first grade, the weather graph is used to practice counting and comparing. Number patterning is practiced using a hundred number chart and counting strips.
Math 2 Meeting Book

Math 2 and Math 3 Meeting Books include graphs created in Math 2 and Math 3 lessons. Graph reading is practiced during The Meeting.

Math 3 Meeting Book

The Meeting Books also include pages for recording information learned in lessons.
Math K
Home Study
Table of Contents

The table of contents indicates the order of topics covered in Math K.

Examples of the development of topics can be seen in the Sample Lessons.

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**September's Lessons**

**Lesson 1** Exploring Pattern Blocks
**Lesson 2** Exploring Pattern Blocks
**Lesson 3** Exploring Teddy Bear Counters
**Lesson 4** Exploring Teddy Bear Counters
**Lesson 5** Making a Pictograph
**Lesson 6** Reading a Graph; Exploring Teddy Bear Counters and Pattern Blocks
**Lesson 7** Counting to 5 with One-to-One Correspondence
**Lesson 8** Exploring Linking Cubes; Counting to 5 with One-to-One Correspondence
**Lesson 9** Creating an AB Color Pattern; Counting with One-to-One Correspondence
**Lesson 10** Making a Real Graph; Identifying the Most and the Fewest on a Graph
**Lesson 11** Counting to 10 with One-to-One Correspondence
**Lesson 12** Creating Pattern Block Designs; Identifying Properties of Pattern Blocks

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**October's Lessons**

**Lesson 13** Creating and Reading an AB Color Pattern
**Lesson 14** Covering Designs Using Pattern Blocks
**Lesson 15** Sorting by Color
**Lesson 16** Sorting by Color; Creating a Real Graph
**Lesson 17** Act ing Out Story Problems
**Lesson 18** Identifying Circles and Rectangles
**Lesson 19** Placing an Object on a Real Graph; Identifying the Most and the Fewest on a Graph
**Lesson 20** Naming a Shape Piece Using Three Attributes (Shape, Color, and Size)
**Lesson 21** Creating and Reading an AB Color Pattern
**Lesson 22** Creating and Reading an AB Color Pattern
**Lesson 23** Act ing Out Story Problems
**Lesson 24** Placing a Tag on a Pictograph; Identifying the Most and the Fewest on a Graph

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**November's Lessons**

**Lesson 25** Creating and Reading an ABB Color Pattern
**Lesson 26** Creating a Bar Graph
**Lesson 27** Assessment #1: Counting Objects; Matching Sets of Objects Using One-to-One Correspondence
**Lesson 28** Identifying Ordinal Position to Fourth
**Lesson 29** Covering Designs Using Pattern Blocks
**Lesson 30** Identifying Triangles and Squares
**Lesson 31** Naming a Shape Piece Using Three Attributes (Shape, Color, and Size)
**Lesson 32** Ordering the Numbers 1–10, Identifying a Missing Number
| Lesson 33 | Ordering the Numbers 0–10; Counting Backward from 10 |
| Lesson 34 | Assessment #2: Identifying and Naming Shapes |
| Lesson 35 | Identifying Ordinal Position to Fourth (SAMPLE LESSON) |
| Lesson 36 | Ordering the Numbers 0–10; Identifying a Missing Number |

**December’s Lessons**

| Lesson 37 | Creating and Reading an ABB Color Pattern |
| Lesson 38 | Identifying Pennies; Counting Pennies |
| Lesson 39 | Matching a Number Card to a Set of Objects |
| Lesson 40 | Naming a Shape Piece Using Three Attributes (Shape, Color, and Size); Identifying a Missing Piece in a Matrix |
| Lesson 41 | Making a Pictograph |
| Lesson 42 | Assessment #3: Matching Sets and Numbers |
| Lesson 43 | Acting Out Story Problems Using Pennies |
| Lesson 44 | Identifying Time to the Hour |
| Lesson 45 | Identifying Ordinal Position to Fourth |
| Lesson 46 | Showing Time to the Hour on a Clock |
| Lesson 47 | Writing Money Amounts to 10¢; Ordering Money Amounts to 10¢ |
| Lesson 48 | Paying for Items to 10¢ Using Pennies |

**January’s Lessons**

| Lesson 49 | Creating and Reading an AABB Color Pattern |
| Lesson 50 | Assessment #4: Sorting and Identifying the Sorting Rule |
| Lesson 51 | Making a Pictograph |
| Lesson 52 | Copying Patterns; Identifying an AB Pattern |
| Lesson 53 | Naming a Shape Piece Using Two Attributes (Color and Shape); Identifying a Missing Piece in a Matrix |
| Lesson 54 | Copying Patterns; Identifying AB and ABB Patterns |
| Lesson 55 | Exploring a Geoboard |
| Lesson 56 | Making Shapes on a Geoboard |
| Lesson 57 | Assessment #5: Identifying the Numbers 0–10; Sequencing the Numbers 0–10 |
| Lesson 58 | Placing an Object on a Real Graph |
| Lesson 59 | Identifying Ordinal Position; Paying for Items Using Pennies |
| Lesson 60 | Identifying Dimes; Counting by 10’s |

**February’s Lessons**

| Lesson 61 | Copying Lines, Shapes, and Designs on a Geoboard |
| Lesson 62 | Counting Dimes to 50¢ |
| Lesson 63 | Paying for Items to 50¢ Using Dimes |
| Lesson 64 | Assessment #6: Copying and Extending Patterns |

**March’s Lessons**

| Lesson 65 | Identifying the Numbers 0–20; Ordering the Numbers 0–20 |
| Lesson 66 | Identifying the Numbers 0–20; Ordering the Numbers 0–20 |
| Lesson 67 | Identifying a One-Cup Measuring Cup; Following a Recipe |
| Lesson 68 | Identifying Full, Half-Full, and Empty Containers; Identifying a Quart Container |
| Lesson 69 | Covering a Design in More Than One Way |
| Lesson 70 | Paying for Items to $1.00 Using Dimes |
| Lesson 71 | Assessment #7: Identifying Ordinal Position |
| Lesson 72 | Graphing a Picture on a Pictograph |

**April’s Lessons**

| Lesson 73 | Comparing Length; Identifying Shorter and Longer |
| Lesson 74 | Ordering Four Objects by Length |
| Lesson 75 | Naming a Shape Piece Using Three Attributes (Size, Color, and Shape) |
| Lesson 76 | Copying Lines and Shapes on a Geoboard |
| Lesson 77 | Copying Designs on a Geoboard |
| Lesson 78 | Assessment #8: Creating a Real Graph |
| Lesson 79 | Ordering Objects by Length; Measuring Length Using Nonstandard Units (SAMPLE LESSON) |
| Lesson 80 | Making an ABC Pattern Using Pattern Blocks |
| Lesson 81 | Acting Out Some, Some More, and Some; Some Went Away Stories |
| Lesson 82 | Comparing Numbers to Ten |
| Lesson 83 | Comparing Numbers to Ten |
| Lesson 84 | Making an ABBC Pattern Using Pattern Blocks |

| Lesson 85 | Assessment #9: Counting by 1’s |
| Lesson 86 | Dividing by Sharing; Comparing Numbers to Ten |
| Lesson 87 | Exploring Tangram Pieces |
| Lesson 88 | Creating a Tangram Design; Sorting and Identifying Tangram Pieces |
| Lesson 89 | Measuring Length Using Nonstandard Units |
| Lesson 90 | Identifying Nickels; Counting by 5’s |
| Lesson 91 | Counting Nickels |
| Lesson 92 | Assessment #10: Acting Out Addition and Subtraction Stories |
| Lesson 93 | Identifying Largest and Smallest Shapes; Identifying and Covering Half of a Shape |
| Lesson 94 | Covering Designs Using Tangrams |
| Lesson 95 | Paying for Items to 25¢ Using Nickels |
| Lesson 96 | Covering Designs Using Tangrams |
### Math K Table of Contents (continued)

#### May's Lessons
- **Lesson 97** Paying for Items to 50¢ Using Nickels
- **Lesson 98** Assessment #11: Comparing and Measuring Length
- **Lesson 99** Paying for Items Using Pennies, Nickels, or Dimes
- **Lesson 100** Identifying and Matching Equivalent Sets; Identifying Doubles
- **Lesson 101** Identifying and Matching Equivalent Sets, Identifying Doubles
- **Lesson 102** Covering Designs with Tangrams
- **Lesson 103** Assessment #12: Copying Geoboard Designs
- **Lesson 104** Ordering Objects by Size
- **Lesson 105** Acting Out Some, Some More Stories
- **Lesson 106** Dividing a Shape in Half; Ordering Shapes by Size
- **Lesson 107** Comparing Objects by Weight (Mass)
- **Lesson 108** Assessment #13: Covering Designs Using Tangrams

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#### June's Lessons
- **Lesson 109** Acting Out Some, Some Went Away Stories
  
  **(SAMPLE LESSON)**
- **Lesson 110** Placing a Tag on a Pictograph
- **Lesson 111** Identifying and Matching Equivalent Sets
- **Lesson 112** Assessment #14: Naming the Days of the Week; Counting by 10's to 100; Identifying the Penny, the Nickel, and the Dime

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#### Appendix
- Oral Assessment Recording Forms (4 pages)
- Student Masters (37 pages)
- Optional Handwriting Masters (27 pages)
On the following pages you will find three *Math K* lessons. These are lessons taken from the *Math K Home Study Teacher’s Manual*. The teacher’s manual also includes oral assessment recording forms, lesson masters, and optional handwriting masters. An example of a lesson master and a page of the oral assessment recording forms are included with these lessons.

The charts below identify the components found in each lesson and describe how each component is used.

**Lesson 35**

<table>
<thead>
<tr>
<th>Meeting</th>
<th>The calendar in the Meeting Book is used to practice patterning, counting, and identifying colors, numbers, months, and days of the week.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson</td>
<td>Construction paper shapes are used to teach ordinal position to fourth.</td>
</tr>
<tr>
<td>Master K-35</td>
<td>This master provides shape patterns to use in the lesson.</td>
</tr>
</tbody>
</table>

**Lesson 79**

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Estimation and clock activities have been added, as well as naming weekend days.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson</td>
<td>Linking cubes are used to measure length.</td>
</tr>
</tbody>
</table>

**Lesson 109**

<table>
<thead>
<tr>
<th>Meeting</th>
<th>A new month is introduced, along with a new color pattern for the month.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson</td>
<td>Teddy bear counters are used to act out story problems.</td>
</tr>
</tbody>
</table>
Lesson 35 – Eleventh Lesson in November

Identifying ordinal position to fourth

Lesson Preparation

Materials
Master K-35
2 pieces of construction paper
2 small envelopes
work mats

The Night Before
• Use Master K-35 to make two sets of construction paper shapes. Put each set of pieces in a small envelope.

In the Morning
• Fill in the missing dates up to today’s date on the calendar. Use the brown, red, red pattern to color these squares. Today’s date will be written and the square colored during The Meeting.

The Meeting

• Open the Meeting Book to November’s calendar.
• Point to the month at the top of the calendar.
“What month is it?”
“What letter does November begin with?”
“Where else do you see November on this page?”
• Point to the list of months to the left of the calendar.
“Let’s spell the word ‘November’ together.”
• Ask your child to point to each letter as you spell the word together.
“What months have we used the Meeting Book?”
• Point to the year at the top of the calendar.
“What year is it?”
• Put a piece of paper under yesterday’s day of the week in the list to the right of the calendar. The paper should cover the remaining days of the week.
“Yesterday was ________.”
"What day of the week is it today?"

- Move the paper down to show today’s day of the week.
  “Were you right?”
  “What letter does (day of the week) begin with?”
  “Where else do you see (day of the week) on this page?”

- Point to today’s day of the week on the calendar.
  “Let’s spell (day of the week) together.”

- Ask your child to point to each letter as you spell the word together.

- Say the following once or twice a week:
  “Let’s say the days of the week together.”

- Point to the days across the top of the calendar.
  “Yesterday’s date was November _____th.”
  “What is today’s date?”
  “What number will I write in today’s date square?”
  “Let’s count to see if you are right.”

- Point to each square as your child counts.

- Write the date in the date square.
  “Today is (day of the week), November (date), (year).”
  “Let’s say that together.”

- Point to each part as you say this together.
  “What colors are we using for our November calendar squares?” brown and red
  “What pattern are we using this month?” brown, red, red
  “What color do you think we will use to color today’s square?”
  “Let’s read our pattern together to check.”

- Point to the squares as your child reads the colors.

- Ask your child to color the square.
  “Let’s read our pattern another way.”

- Point to the squares as your child reads “ABBABB . . . .”

- Point to the last arrow with a number in it.
  "This arrow tells us that this was the 34th day we used the Meeting Book.”

- Point to the next arrow.
  “What number should I write in this arrow?”
Write the number 35 in the arrow.

"Let's count the number of days we have used the Meeting Book."

Point to the arrows as your child counts with you.

THE LESSON

Identifying Ordinal Position to Fourth

"Today we are going to act out stories using shape pieces."

"You will learn the special words we use to tell us each shape's place in line."

Give your child a work mat and an envelope of shape pieces. Put an envelope of shape pieces and a work mat on the table in front of you.

"Take the shape pieces out of the envelope."

"What shape pieces do you have?" square, triangle, rectangle, circle

"How many shapes do you have?" 4

"We're going to pretend that our shape pieces are lining up to jump in a pool."

"Which shape do you think should be first in line?"

Ask your child to name a shape.

"Hold up your (shape)."

"Put the (shape) at the top of your mat."

Demonstrate, using your pieces.

"This will be the first shape."

"Which shape do you think should be second in line?"

Ask your child to name a shape.

"Put the (shape) next in line."

Demonstrate, using your pieces.

"Which shape will be next in line?"

Ask your child to name a shape.

"Put the (shape) next in line."

"Which shape will be last?"

"Put the (shape) in line."

"Which shape is first?"

"Which shape is second?"

"Which shape is third?"
“Which shape is last?”
“We can also say that the (shape) is fourth."
“The shapes are in the pool and they are making a design.”
“Make a design with your shapes.”
“Now they are ready to line up to climb the ladder out of the pool.”
“Which shape will be first now?”
• Ask your child to name a shape.
  “Put the (shape) at the top of your mat.”
  “Which shape will be second?”
• Ask your child to name a shape.
  “Put the (shape) in line.”
  “Which shape will be third?”
• Ask your child to name a shape.
  “Put the (shape) in line.”
  “Which shape will be fourth?”
  “Put the (shape) in line.”
  “Point to the shape that is first.”
  “Point to the shape that is second.”
  “Point to the shape that is third.”
  “Point to the shape that is fourth.”
  “We’re going to put our shape pieces away now.”
  “Put your shape pieces in your envelope.”
• Save the envelopes of shape pieces.
Lesson 79 – Seventh Lesson in March

ordering objects by length
measuring length using nonstandard units

lesson preparation

materials
basket of linking cubes
construction paper (yellow, blue, red, and green)
work mat

the night before

• Cut out the following construction paper strips:
  blue – 1” x 9”, yellow – 1” x 6”, red – 1” x 9”, and green 1” x 12”.

in the morning

• Fill in the missing weekday dates up to today’s date on the calendar. Use the green, white, orange pattern to color these squares. Today’s date will be written and the square colored during The Meeting.

THE MEETING

• Open the Meeting Book to March’s calendar.
  “What month is it?”
  “Let’s spell the word ‘March’ together.”
• Ask your child to point to each letter as you spell the word together.
  “Where else do you see March on this page?”
• Point to the list of months to the left of the calendar.
  “What letter does March begin with?”
  “What sound do we make for M?”
  “What months have we used the Meeting Book?”
  “How many months are in a year?”
  “Let’s count to check.”
• Count the month boxes together.
  “What is the first month we used the Meeting Book?”
  “What is the first month of the year?”

• Point to the year at the top of the calendar.
  "What year is it?"

NOTE: If today is Monday, insert the new dialogue listed at the end of The Meeting.

• Put a piece of paper under yesterday's day of the week.
  "What day of the week is it today?"

• Move the paper down to show today's day of the week.
  "Were you right?"
  "Let's spell (day of the week) together."

• Ask your child to point to each letter as you spell the word together.
  "Where else do you see (day of the week) on this page?"

• Point to today's day of the week on the calendar.
  "What letter does (day of the week) begin with?"
  "What sound do we make for (first letter of the day of the week)?"
  "How many days are in a week?"
  "Let's count to check."

• Count the days of the week boxes together.

• Say the following once or twice a week:
  "Let's say the days of the week together."

• Point to the days across the top of the calendar.
  "Yesterday's date was March ____th."
  "What is today's date?"
  "What number will you write in today's date square?"
  "Let's count to see if you are right."

• Point to each square as your child counts.

• Ask your child to write the number in the square.
  "How do we say that when we are saying the date?"
  "Today is (day of the week), March (date), (year)."
  "Let's say that together."

• Point to each part as you say this together.
  "What colors are we using for our March calendar squares?" green, white, and orange
  "What pattern are we using this month?" green, white, orange
  "What color do you think you will use to color today's square?"
  "Let's read our pattern to check."
• Point to the squares as your child reads the colors.
• Ask your child to color the square.

“Let’s read our pattern another way.”
• Point to the squares as your child reads “ABCABCABC . . . .”

NOTE: If today is Friday, insert the new dialogue listed at the end of The Meeting.
• Point to the last arrow with a number in it.

“This arrow tells us that this was the 78th day we used the Meeting Book.”
• Point to the next arrow.

“What number should I write in this arrow?”
• Write the number 79 in the arrow.
• Do the following twice a week:

“Let’s count the number of days we have used the Meeting Book.”
• Point to the arrows as your child counts with you.

NOTE: Do the following estimating and counting activity once a week.
• Use a collection of less than 100 items in a clear container. Items to be counted may be jelly beans, cereal, peanuts, baseball cards, paper clips, crayons, puzzle pieces, pennies, etc. Occasionally use more than 100 items.

“Let’s try to estimate how many ________ are in this container.”
“How many ________ do you think are in this container?”

“Let’s count the ________ together.”

“Every time we have ten ________, we will put them in a small cup (pile).”
• Remove the items one at a time. Put each group of 10 items in a small cup (or pile) as you count the items together.

“How many ________ did we have?”

“Let’s count by 10’s to see if we will have the same amount.”
• Count by 10’s with your child as you point to each cup (or pile). Count the extras by 1’s.

“Today we will ________ at about (time to the hour).”
“Show that time on the clock.”

Friday
“Do you know what tomorrow is?” Saturday
“Let’s use our days of the week list to check.”
"Where else do you see Saturday on this page?"
"Saturday is the last day of the calendar week."
• Point to Saturday on the calendar.
"What letter does Saturday begin with?"
"What sound do we make for S?"
"What number will you write in Saturday’s square?"
• Ask your child to write the number in the square.
"What color will you use to color Saturday’s square?"
• Ask your child to color the square.

Monday
"What day of the week was it yesterday?"  Sunday
"Let’s use our days of the week list to check."
"Where else do you see Sunday on this page?"
"Sunday is the first day of the calendar week."
• Point to Sunday on the calendar.
"What letter does Sunday begin with?"
"What sound do we make for S?"
"What number will you write in Sunday’s square?"
• Ask your child to write the number in the square.
"What color will you use to color Sunday’s square?"
• Ask your child to color the square.

THE LESSON

Ordering Objects by Length
Measuring Length Using Nonstandard Units

"Today you will learn how to put strips of paper in order from shortest to longest."

"After you do that, you will learn how to measure the strips using the linking cubes."
• Give your child the construction paper strips and a work mat.
"Are your strips of paper all the same?"
"How are they different?"  color and length
"Now you will put these strips in order from shortest to longest."
“Which color strip is the shortest?”
• Point to the left side of the work mat.
  “Put the shortest strip here.”
• Position the strip vertically.
  “Which color strip will you put next?”  yellow
  “Where will you put it?”  next to the blue
• Repeat with the last two strips.
  “Each strip is a little longer than the one before it.”
• Point to the differences in the lengths of the strips.
  “Which color strip is the shortest?”
  “Which color strip is the longest?”
  “Now I will use linking cubes to measure one of the paper strips.”
  “I will try to make a train the same length as the yellow strip.”
• Snap together 5 linking cubes.  [Use assorted colors.]
• Align one end of the linking cube train with one end of the strip.
  “Is my train the same length as the strip?”  no
  “How do you know?”  it’s too short
  “What should I do?”  snap on more cubes
• Add 5 more linking cubes.
• Align one end of the linking cube train with one end of the strip.
  “Is my train the same length as the strip?”  no
  “How do you know?”  it’s too long
  “What should I do?”  take off some cubes
• Take off 2 linking cubes.
• Align one end of the linking cube train with one end of the strip.
  “Is my train the same length as the strip?”  yes
  “How do you know?”  both ends match
  “Which strip will need the most linking cubes?”  green
  “Which strip will need the fewest linking cubes?”  blue
  “Make a train the same length as the blue strip.”
• Allow time for your child to do this.
  “How many cubes did you use?”
  “Point to each cube as we count them together.”
• Repeat, using the red strip and the green strip.
Lesson 109 – First Lesson in June
acting out some, some went away stories

Lesson Preparation

Materials
- basket of teddy bear counters
- work mat

In the morning
* If the month does not begin today, write the dates up to today's date on the calendar.
  The June color pattern on the date squares will be yellow, light green, light green, pink.
  Color the squares with dates up to today's date. Today's date will be written and the
  square colored during the Meeting.

The Meeting

- Open the Meeting Book to June's calendar.
  “This is a new month.”
  “What month is it?”
  “What letter does June begin with?”
  “Is this an uppercase or a lowercase letter?”
  “Let's spell the word ‘June’ together.”
- Ask your child to point to each letter as you spell the word together.
  “Where else do you see June on this page?”
- Point to the list of months to the left of the calendar.
  “June is the sixth month of the year.”
  “How many months are in a year?”
  “Let's count to check.”
- Count the month boxes together.
- Point to the year at the top of the calendar.
  “What year is it?”
  “What digits did I use to write (year)?”
  “What day of the week is it today?”
  “Let's spell (day of the week) together.”
  “Where else do you see (day of the week) on this page?”
• Point to today's day of the week on the calendar.
  “What letter does (day of the week) begin with?”
  “What sound do we make for (first letter of the day of the week)?”
  “Today you will write the date in the square under (day of the week).”
  “Where do you think you will write the date?”

• Ask your child to point to the appropriate square.
  “Today is June _____.”
  “What number should you write in the square?”

• Ask your child to write the number in the square.
  “How do we say that when we are saying the date?”
  “Today is (day of the week), June (date), (year).”

• Point to each part as you read the date.
  “Let's say that together.”
  “What colors did we use for our May calendar squares?” blue, yellow, and green
  “What was our pattern?” blue, yellow, yellow, green
  “What did we call this pattern?” ABBC pattern
  “In June, we will color our squares yellow, green, and pink.”
  “We will make a yellow, green, green, pink pattern.”
  “What do you think we will call this pattern?” ABBC
  “What color do you think I will use to color today’s square?”

• Color the square.

• Point to the last arrow on the page with May's calendar.
  “This arrow tells us that this was the 106th day we used the Meeting Book.”

• Point to the first arrow in the bottom left-hand corner on the page with June's calendar.
  “What number should I write in this arrow?”

• Write the number 109 in the arrow.
  “Let's count the number of days we have used the Meeting Book.”

• Point to the arrows, beginning with 1, as your child counts with you.

THE LESSON

Acting Out Some, Some Went Away Stories

“A few days ago we acted out stories using the teddy bear counters.”
“What happened in our stories?”

“Today you will learn how to act out different stories.”

“Today we are going to pretend that the teddy bears are going to a carnival (amusement park).”

“What types of rides do they have at a carnival?”

“We will pretend that the work mat is a ride at a carnival.”

• Give your child a work mat and the basket of teddy bear counters.

“Put ten teddy bears in a line next to your mat.”

• Allow time for your child to do this.

“We will pretend that the teddy bears are waiting in line to get on the ferris wheel (or a ride named by your child).”

“Eight teddy bears got on the ferris wheel.”

“Show what happened.”

“When the ferris wheel stopped, some of the teddy bears got off.”

“How many teddy bears got off?”

“Show this using the teddy bear counters.”

“How many teddy bears are on the ferris wheel now?”

“When the ferris wheel stopped the next time, some more teddy bears got off.”

“How many teddy bears got off?”

“Show this using the teddy bear counters.”

“How many teddy bears are on the ferris wheel now?”

“At the next stop, all the rest of the teddy bears got off.”

“How many teddy bears got off?”

“Show this using the teddy bear counters.”

“How many teddy bears are on the ferris wheel now?”

“What happened in this story?”

“There were some teddy bears on the ferris wheel and then some went away.”

“We call this a some, some went away story.”

• Repeat several times using different numbers of bears and different carnival rides.

“Make up a some, some went away story about the teddy bears at the carnival.”

• Allow time for your child to make up several stories.
LESSON 27 – Oral Assessment #1

Counting Objects; Matching Sets of Objects
Using One-to-One Correspondence

Materials:
linking cubes
(8 blue and
10 yellow)

A. • Arrange 8 unconnected blue
linking cubes in a row.
“Count the cubes in this row.”

B. • Give your child 10 yellow cubes.
“Make another row that is the
same as my row of cubes.”
“How do you know they are the
same?”

Date ____________

LESSON 34 – Oral Assessment #2

Identifying and Naming Shapes

Materials:
construction paper
shape pieces

A. • Point to each shape.
“What shape is this?”

B. “Point to the...
square triangle circle rectangle square” triangle” circle” rectangle”

Date ____________

LESSON 42 – Oral Assessment #3

Matching Sets and Numbers

Materials:
number cards
0–10
10 linking cubes
(one color)
work mat

A. • Provide 10 linking cubes of one color.
• Show your child the number cards
(7, 9, 0, 5) one at a time.
“Show me this number of cubes.”

B. • Put 4 cubes on the work mat.
• Give your child the number cards
arranged in random order.
“Show me the number card that tells the
number of cubes on the mat.”
• Repeat with 6 and 8 cubes.

Date ____________

LESSON 50 – Oral Assessment #4

Sorting and Identifying the Sorting Rule

Materials:
red, yellow, and
blue shape pieces
from Lessons
20 and 30

A. • Give your child a mixed pile of
shape pieces.
“Sort these pieces in some
way.”
“How did you sort them?”

B. • Mix the shape pieces.
“Sort the pieces in a different
way.”
“How did you sort them?”

Date ____________
# Math 1

**Home Study**

**Table of Contents**

The table of contents indicates the order of topics covered in Math 1.

Examples of the development of topics can be seen in the Sample Lessons.

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On the following pages you will find three *Math 1* lessons. These are lessons taken from the *Math 1 Home Study Teacher's Manual*. The miniature pages pictured at the end of each lesson show the student materials which accompany each lesson and include answers for your convenience. These materials are found in the Student Workbook.

The charts below identify the components found in each lesson and describe how each component is used.

### Lesson 46

<table>
<thead>
<tr>
<th>Meeting</th>
<th>The Meeting Book is used to practice patterning, shapes, counting, time, money, and left/right.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson</td>
<td>Each lesson begins with number writing. This lesson also uses containers to practice ordering by volume and identifying a 1-cup measure.</td>
</tr>
<tr>
<td>Fact Sheet</td>
<td>Subtraction is practiced.</td>
</tr>
<tr>
<td>Worksheet</td>
<td>Side A is completed with your assistance immediately following the lesson, while Side B is completed later in the day.</td>
</tr>
</tbody>
</table>

### Lesson 75

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Counting increments have been added, and the pennies in the coin cup are tallied.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>A written assessment occurs every five lessons.</td>
</tr>
<tr>
<td>Lesson</td>
<td>Number writing includes finding the 10's and 1's in the number. Dimes, pennies, and grocery items are used to practice adding two-digit numbers.</td>
</tr>
<tr>
<td>Master 1.75</td>
<td>This master provides practice adding two-digit numbers.</td>
</tr>
<tr>
<td>Fact Sheet</td>
<td>Addition is practiced.</td>
</tr>
<tr>
<td>Worksheet</td>
<td>Number writing and story problems, along with other skills, are practiced every day.</td>
</tr>
</tbody>
</table>

### Lesson 107

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Pennies are used for counting numbers over 100, and nickels and pennies are counted.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson</td>
<td>Pattern blocks are used to show one half, one third, and one sixth.</td>
</tr>
<tr>
<td>Fact Sheet</td>
<td>Subtracting a number from 10 is practiced.</td>
</tr>
<tr>
<td>Worksheet</td>
<td>The lesson topic is practiced, along with concepts taught in earlier lessons.</td>
</tr>
</tbody>
</table>
Lesson 46

writing the number 42
ordering containers by volume
identifying one-cup liquid measure

Lesson Preparation

Materials
1-cup liquid measuring cup (preferably plastic)
5 empty containers
basin, funnel, and newspaper
water (approximately 3 gallons)
food coloring (optional)
masking tape
marker
linking cubes (10 each of red, green, blue, yellow, and black)
large fact cards (subtracting one facts)
Fact Sheet S 2.0

The Night Before
• Use five empty plastic containers. The containers should be of clearly different sizes.
  If possible, include liter, quart, half gallon, and pint or half pint containers. Soft drink,
milk, shampoo, ketchup, syrup, or salad dressing bottles can be used. Prior to the
lesson, use a piece of tape and a marker to label the five containers A, B, C, D, and E.
• Highlight the 1-cup line on the measuring cup with tape or a marker.

In the Morning
• Food coloring in the water makes the water level in the containers easier to see. Use
  a basin or place old newspapers on the floor or table to catch spills. A funnel can also
  be used to make pouring easier.
• Write the following number pattern on the matching strip:

16, 17, 18, __, __, __
Answer: 16, 17, 18, 19, 20, 21

• Put 5 dimes in the coin cup
THE MEETING

calendar
• Ask your child to identify the following:
  year
  month
  shapes on the calendar
  today’s shape
  shape pattern for the month
• Ask your child to write the date on the calendar.
• Ask your child to do the following:
  identify today’s day of the week
  identify the days of the week
  read the days of the week
“**How many days of the week are there?**”
“**Let’s count them.**”
“**What are the weekdays?**”
• Ask your child to write the full date on the meeting strip.

weather graph
• Ask your child to report and graph the weather.
  • Ask questions about the graph.

counting
• Count from 1 to 100 using the hundred number chart.
• Count backward from 20 to 1.
  “**Let’s use our counting strip to help us count by 10’s to 100.**”
• Point to each number on the counting strip as your child counts.
• Add another number to the number line.
• Count to check.

number pattern
• Ask your child to identify and fill in the missing numbers.
• Read the number pattern together.

clock
• Ask your child to set the morning/afternoon/evening/night clock.
coin cup

"What coin do we have in the coin cup today?"
"What do we count by when we count dimes?"
• Ask your child to slide and count the dimes in the coin cup.
• Ask your child to write the money amount on the meeting strip.
	right/left
• Continue to practice left and right once a week. Practice more often, if necessary.

THE LESSON

Writing the Number 42

"The last number we practiced writing was the number 41."
"What number do you think we will learn how to write today?"
• Write the number 42 on the chalkboard.
"What digits do you see in the number 42?"
"How would you tell someone how to write the number 42?"
"Which digit is on the left?"
"Which digit is on the right?"

Ordering Containers by Volume
Identifying One-Cup Liquid Measure

• Display the five containers so that your child can see them easily.
"Today you will learn how to order containers by volume."
"I have five containers."
"Look at them carefully."
"We are going to fill each container with water."
"The smallest container is the one that will hold the least amount of water."
"Which container do you think is the smallest?"
"Why?"
• Encourage your child to discuss why he/she thinks a certain container will hold the least.
• Put that container on the far left.
"Which container do you think is the smallest now?"
• Put that container next to the one judged to have the least volume.
• Repeat with the other containers.
• Hold up a one-cup measuring cup.
  “We will use a measuring cup to find how many cups of water each container will hold.”
  “Each time we fill this cup, we have one cup of water.”
• Point to the highlighted one-cup line on the measuring cup.
  “We will fill the cup to this line for exactly one cup of water.”
• Hold up the one-cup measuring cup and the container judged by your child to be the smallest.
  “Let’s estimate how many cups of water this container will hold.”
  “How many cups of water do you think it will take to fill this container?”
• Record on the chalkboard:

<table>
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<tr>
<th>Container</th>
<th>Estimate</th>
<th>Actual</th>
</tr>
</thead>
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<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
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<tr>
<td>C</td>
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<tr>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

• Record your child’s estimate on the chalkboard chart.
  “Let’s try it to see.”
  “You will keep track of how many cups of water we use.”
• Give your child 10 red, 10 blue, 10 green, 10 yellow, and 10 black linking cubes.
  “Every time I pour a cup of water into this container, you will take one (color) linking cube.”
  “The tower of (color) linking cubes will show how many cups of water we used to fill this container.”
  “Count with me as I pour each cup of water into this container.”
• Pour the water into the measuring cup and from the measuring cup into the first container. Estimate to the nearest cup. For example, if a little more than four cups of water was used, write “4 cups + a little.” If four and a half cups were used, write “4 cups + a half cup.” If a little less than five cups was used, write “5 cups – a little.”
  “How many cups of water did we use to fill this container?”
• Record the amount on the chalkboard chart. Stand the tower of linking cubes next to the container.
• Point to the next container in the row.
"Do you think this container will hold more or less water?"
"How many cups of water do you think this container will hold?"

- Record the estimate on the chalkboard.

"Every time I pour a cup of water into the container, you will take one (color) linking cube."

"The tower of (color) linking cubes will show how many cups of water we used to fill this container."

"Count with me as I pour each cup of water into this container."

"How many cups of water did we use to fill this container?"

- Record the amount on the chalkboard chart. Stand the tower of linking cubes next to the container.

- Repeat with the remaining containers, using a different color linking cube for each.

"Which container has the smallest volume?"

"How do you know?"

"Which container has the greatest volume?"

"How do you know?"

"Did we put the containers in order from smallest to largest?"

- Adjust the order of the containers, if necessary.

"Let's look at our towers."

- Stand the towers next to each other.

"What do you notice?" the towers go up like steps

- Optional: Put the containers, the plastic measuring cup, and the basin in an area near a sink. Additional plastic containers can be added for your child to fill and compare. Allow time for your child to estimate, fill, and count the number of cups of water needed to fill each container.

CLASS PRACTICE

"Let's review the subtracting one facts."

- Hold up one subtracting one fact card at a time as your child says the problem and the answer.

- Repeat several times.

- Give your child Fact Sheet S 2.0.

- Allow time for your child to complete the fact sheet.

- Correct the fact sheet with your child.
Written Practice

- Complete Worksheet 46A with your child.
- Complete Worksheet 46B with your child later in the day.
Lesson 75

writing the number 68
adding two-digit numbers using dimes and pennies (without regrouping)

Lesson preparation

materials
Written Assessment #14
sorted store items
Master 1-75
cup of 10 dimes and cup of 10 pennies
large fact cards [addition facts]
Fact Sheet A-4.2

In the morning
• Write the following number pattern on the meeting strip:

25, 30, 35, __, __, __

Answer: 25, 30, 35, 40, 45, 50

• Put 88 pennies in the coin cup

The Meeting

calendar
• Ask your child to identify the following:
  year
  month
  shapes on the calendar
  today’s shape
  shape pattern for the month
• Ask your child to write the date on the calendar.
• Ask your child to do the following:
  identify today’s day of the week
  identify the days of the week
“What day of the week was it yesterday?”
“What day of the week will it be tomorrow?”

• Ask your child to identify the following:
  number of days in a week
  weekdays
• Ask your child to write the full date on the meeting strip.

**weather graph**

• Ask your child to report and graph the weather.
• Ask questions about the graph.

**counting**

“Let’s count by 5’s to 50.”

• Count from 25 to 65 using the hundred number chart.
• Count by 10’s to 100.
• Count backward from 100 by 10’s.
• Count by 2’s to 20.
• Say the odd numbers to 19.
• Add another number to the number line.
  “We will count the numbers on the number line by 10’s as far as we can and then count by 1’s.”
• Point to the multiples of 10 as you count together.
  “How many 10’s did we count?”
• Point to the digit in the tens’ place.
  “And how many more did we count?”
• Point to the digit in the ones’ place.
  “What number is _____ tens and _____ more?”

**number pattern**

• Ask your child to identify and fill in the missing numbers.
• Read the number pattern together.

**clock**

• Ask your child to set the morning/afternoon/evening/night clock.
• Throughout the day, your child announces the time on the hour, sets the demonstration clock, and writes the digital time for each new hour on the chalkboard.
**coin cup**

"Stack the pennies from the coin cup in groups of five and make tally marks to show the number of pennies."

- Allow time for your child to do this.
- Point to each group of tally marks as you count by 5's and 1's with your child.
- Ask your child to record the amount of money on the meeting strip.

**right/left**

- Continue to practice left and right once a week. Practice more often, if necessary.

---

**Assessment**

**Written Assessment**

- Give your child Written Assessment #14.
- Read the directions for each problem. Allow time for your child to complete each problem before continuing.
- Correct the paper, noting your child's mistakes on the Individual Recording Form. Review the errors with your child.

---

**The Lesson**

**Writing the Number 68**

"The last number we practiced writing was the number 67."

"What number do you think we will learn how to write today?"

- Write the number 68 on the chalkboard.
  "What digits do you see in the number 68?"
  "How many dimes and pennies will we use to make 68¢?"

- Use dimes and pennies to demonstrate.
  "How many groups of 10 are in 68?"
  "How many extra 1's do we have?"
  "Let's count by 10's and 1's to check."

**Adding Two-Digit Numbers Using Dimes and Pennies (Without Regrouping)**

"Today you will continue to learn how to add two-digit numbers using dimes and pennies."
"We will buy items at our store."
"We will take turns being the cashier and the customer."
"The customer will choose two items in the store to buy and bring them to the cashier."
"The cashier will write the name of the store, the names of the items, and the prices on the receipt."
"The customer will use dimes and pennies to pay for the items."
"They will work together to count the money the customer spent altogether."
"The cashier will write the total amount of money on the receipt next to the word \textquote{total}."
"Let's try that."
"You will be the cashier."

\begin{itemize}
  \item Draw a receipt on the chalkboard.
  \item Choose 2 items from the classroom store.
  \begin{itemize}
    \item \textquote{I will buy these two items.}
    \item \textquote{What will you write on the receipt?} name of the store, names of the items, prices
  \end{itemize}
  \item Allow time for your child to do this.
  \begin{itemize}
    \item \textquote{Let's predict how many dimes and pennies I will need to buy these items.}
    \item \textquote{How many pennies do you think I will give you altogether?}
    \item \textquote{How do you know?}
    \item \textquote{How many dimes do you think I will give you altogether?}
    \item \textquote{How do you know?}
    \item \textquote{Now I will use dimes and pennies to show the cost of each item.}
  \end{itemize}
  \item Put the money for each item in front of the item.
  \begin{itemize}
    \item \textquote{Now I will put all the pennies together and all the dimes together.}
    \item Put the pennies together and the dimes together.
    \item \textquote{Now we will count to see how many pennies I used altogether.}
  \end{itemize}
  \item Count the pennies with your child.
  \begin{itemize}
    \item \textquote{Was your prediction correct?}
    \item \textquote{Now we will count to see how many dimes I used altogether.}
  \end{itemize}
  \item Count the dimes with your child.
  \begin{itemize}
    \item \textquote{Was your prediction correct?}
    \item \textquote{We have ______ dimes and ______ pennies.}
    \item \textquote{How much money is this altogether?}
  \end{itemize}
\end{itemize}
• Record the total amount on the chalkboard receipt.

  "Now we will trade jobs."

  "I will be the cashier and you will be the customer."

  "I will return my two items while you select the two items you want to buy."

  "I will fill in the receipt."

  "How will I do that?"

• Ask your child to describe what to write on the chalkboard receipt.

• Fill in the name of the store, the names of the items, and the prices on the receipt.

  "Let's try to predict how many pennies and dimes you will give me."

  "How many pennies do you think you will give me altogether?"

  "How do you know?"

  "How many dimes do you think you will give me altogether?"

  "How do you know?"

  "Now you will show each of these amounts using dimes and pennies."

• Ask your child to put the money for each item in front of the item.

  "Now you will put all the dimes together and all the pennies together."

  "How many pennies did you use?"

  "Let's count them together."

  "Was your prediction correct?"

  "How many dimes did you use?"

  "Let's count them together."

  "Was your prediction correct?"

  "We have ____ dimes and ____ pennies."

  "How much money is this altogether?"

  "How will I write this on the receipt?"

• Record the total amount on the chalkboard receipt.

  "Now we will put the items neatly back on the shelves."

  "Let's practice buying some more items from our store."

  "We will take turns being the cashier and the customer."

• Use Master 1-75.

• Make additional copies of Master 1-75, if desired.
CLASS PRACTICE

- Use the large fact cards to practice the addition facts.
- Give your child Fact Sheet A 4.2.
  “What number facts do you see?”
  “What strategies will you use to find the answers?”
- Correct the fact sheet with your child.

WRITTEN PRACTICE

- Complete Worksheet 75A with your child.
- Complete Worksheet 75B with your child later in the day.
Math 1 - Lesson 75

Date: ____________

LESSON 75

1. Name: ____________________________

ASSessment 1B

LESSON 75

Math 1

1. Use a number line and a 10-rod to solve the problem. Then use a counting frame to solve the problem. Write a number sentence to show the number of tiles that are correct.

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2. What day of the week is today?

3. Write a number that has 2 digits.

Write a number that has 3 digits.

4. Write the numbers.

<table>
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<tr>
<th>5</th>
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</table>

5. Find the square:

64, 49, 36, 25, 16, 9, 4, 1

6. Number the clock face. Show two different ways to make 2.

2:00

7. Draw the clock face. Show two different ways to make 2.

2:00

Name: ____________________________

LESSON 76A

Math 1

1. Write the number 68, 63, 69, 65, 67, 62, 70, 71, 72, 79, 80, 78, 77, 74, 73, 72, 71.

2. Draw a grid and 5 green pattern blocks and 3 green pattern blocks. Make a design. Write a number sentence to show how many pattern blocks are in the design.

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3. Draw what you see when another 3 green pattern blocks are added to the design.

4. Draw what you see when another 2 green pattern blocks are added to the design.

5. How many more do you see?

6. Write an equation.

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7. Write an equation.

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LESSON 75B

Math 1

1. Fill in the missing numbers.

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2. There are 5 green pattern blocks and 3 green pattern blocks. Make a design. Write a number sentence to show how many pattern blocks are in the design.

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Lesson 107
writing the number 97
identifying one half, one third, and one sixth

Lesson Preparation

materials
pattern blocks
large fact cards (subtracting a number from ten facts)
Fact Sheet 5 6 0

In the morning
• Write the following number pattern on the meeting strip:

   __, __, __, 42, 43, 44

   Answer: 39, 40, 41, 42, 43, 44

• Put 3 dimes and 2 pennies in the coin cup.

The Meeting

Calendar
• Ask your child to identify the following:
  year
  month
  shapes on the calendar
  today's shape
  shape pattern for the month
• Ask your child to write the date on the calendar.
• Ask your child to do the following:
  identify today's day of the week, yesterday's day of the week, and tomorrow's day of the week
  read the days of the week
  identify the weekdays
  identify the number of days in a week
• Ask your child to write the full date on the meeting strip.
weather graph
- Ask your child to report and graph the weather.
- Ask questions about the graph.

counting
- Say the “Counting by 10’s Rap” on Master 1-91 together. Point to the numbers on the hundred number chart as your child counts.
- Count by 100’s to 1,000.
- Count by 5’s to 50.
- Count by 10’s to 100.
- Count backward from 100 by 10’s.
- Say the odd numbers to 19.
- Say the odd numbers backward from 19.
- Ask your child to identify the digits to use to write the next number on the number line.
- Ask your child to identify the total number of pennies needed to show this number.
  “We have 100 pennies in this covered container.”
  “How many more pennies do we need?”
  “Put the extra pennies in this cup.”
- Count on from 100 to count the total number of pennies with your child.

number pattern
- Ask your child to identify and fill in the missing numbers.
- Read the number pattern together.

clock
- Ask your child to set the morning/afternoon/evening/night clock.
- Throughout the day, your child announces the time on the hour and the half hour, sets the demonstration clock to show the time, and writes the digital time on the chalkboard.

coin cup
  “Today there are only nickels and pennies in the coin cup.”
  “How many nickels are there?”
  “How many pennies are there?”
  “When we count money, we begin with the coin that is worth the most.”
  “Which coin will you count first?” nickel
• Ask your child to count the nickels and pennies and record the amount of money on the meeting strip.

**right/left**

• Continue to practice left and right once a week. Practice more often, if necessary.

---

**THE LESSON**

**Writing the Number 97**

“The last number we practiced writing was the number 96.”

“What number do you think we will learn how to write today?”

• Write the number 97 on the chalkboard.

“What digits do you see in the number 97?”

“How many dimes and pennies will we use to make 97¢?”

• Use dimes and pennies to demonstrate.

“How many groups of 10 are in 97?”

“How many extra 1’s do we have?”

“Let’s count by 10’s and 1’s to check.”

**Identifying One Half, One Third, and One Sixth**

“Today you will learn how to identify one half, one third, and one sixth.”

• Hold up the yellow pattern block.

“We will pretend that this is a cake.”

“The other color pattern blocks are the frosting.”

“What color pattern blocks do you think we can use to completely cover the top of the cake with frosting without having any frosting drip over the sides?”

“Let’s try it to see.”

“Take three yellow cakes.”

“Try to cover each cake with frosting of only one color.”

“Remember, you can not have empty spaces or frosting dripping over the edges.”

• Give your child a basket of pattern blocks.

“What color frosting did you use on your cakes?”

“Do you see the lines on your cakes?”

“Trace the lines on one of your cakes with your finger.”
"We’ll pretend that the lines show where you cut your cake."

"Do you have a cake with exactly two pieces?"

"What color frosting does the cake have?"  red

"We call each piece one half."

"Do you have a cake with exactly three pieces?"

"What color frosting does the cake have?"  blue

"We call each piece one third because the cake has been cut into three equal pieces."

"Do you have a cake with exactly six pieces?"

"What color frosting does the cake have?"  green

"We call each piece one sixth because the cake has been cut into six equal pieces."

"Wipe the frosting off your cakes."

• Hold up a yellow pattern block covered by one red pattern block.

  "How much of my cake did I frost?"  one half

  "Frost one half of your cake."

• Allow time for your child to cover the yellow pattern block with a red pattern block.

  "Now frost the other half of your cake."

  "How much of the cake is frosted?"  one whole or two halves

  "Wipe the frosting off your cake."

• Hold up a yellow pattern block covered by one blue pattern block.

  "I frosted one third of my cake."

  "Frost one third of your cake."

• Allow time for your child to cover the yellow pattern block with a blue pattern block.

  "Frost another third of your cake."

  "How many thirds of your cake are frosted now?"  two thirds

  "Frost another third of your cake."

  "How many thirds of your cake are frosted now?"  three thirds

  "Now the whole cake is frosted."

  "Wipe the frosting off your cake."

• Hold up a yellow pattern block covered by one green pattern block.

  "I frosted one sixth of my cake."

  "Frost one sixth of your cake."

• Allow time for your child to cover the yellow pattern block with a green pattern block.
“Frost another sixth of your cake.”
“How many sixths of your cake are frosted now?” two sixths

• Repeat, adding one sixth at a time.

“If a cake has two equal pieces, what will we call each piece?” one half
“If a cake has three equal pieces, what will we call each piece?” one third
“If a cake has six equal pieces, what will we call each piece?” one sixth
“Put the pattern blocks in the basket.”

CLASS PRACTICE

“Let’s practice the subtracting a number from ten facts together.”

• Use the large subtraction fact cards. Include 10 − 0, 10 − 1, 10 − 2, and 10 − 5 fact cards also.

• Give your child Fact Sheet S 6.0.

• Correct the fact sheet with your child.

WRITTEN PRACTICE

• Complete Worksheet 107A with your child.

• Complete Worksheet 107B with your child later in the day.
Math 2
Home Study
Table of Contents

The table of contents indicates the order of topics covered in Math 2.

Examples of the development of topics can be seen in the Sample Lessons.

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Lesson 2  Graphing Data on a Graph; Identifying One More and One Less Than a Number
Lesson 3  Telling Time to the Hour
Lesson 4  Addition Facts — Doubles to 20
Lesson 5  Counting by 10's to 100; Writing Numbers to 100
Lesson 6  Identifying the Attributes of Pattern Blocks
Lesson 7  Creating and Reading a Repeating Pattern; Identifying Ordinal Position to Fifth
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Lesson 27  Addition Facts — Doubles Plus One
Lesson 28  Counting Dimes and Pennies
Lesson 29  Creating and Reading a Bar Graph; Identifying Missing Addends
Lesson 30  Identifying Geometric Shape Pieces that Differ in One Way
Lesson 31  Tallying; Counting by Fives
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Lesson 34  Dividing a Whole into Halves, Fourths, and Eighths
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Lesson 36  Identifying Pairs
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Lesson 40  Identifying Geometric Shape Pieces that are Alike in Only One Way

Lesson 41  Naming Fractional Parts of a Whole (SAMPLE LESSON)

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Lesson 43  Trading Pennies for Dimes
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Lesson 71  Adding Two-Digit Numbers with Trading Using Dimes and Pennies (Part 1)
Lesson 72  Adding Two-Digit Numbers with Trading Using Dimes and Pennies (Part 2)
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Lesson 77  Representing and Writing Mixed Numbers
Lesson 78  Ordering Three-Digit Numbers
Lesson 79  Representing Three-Digit Numbers Pictorially
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| Lesson 126 | Writing Number Sentences for Arrays |
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Notes on Math 2
Sample Lessons

On the following pages you will find three Math 2 lessons. These are lessons taken from the Math 2 Home Study Teacher's Manual. The miniature pages pictured at the end of each lesson show the student materials which accompany each lesson and include answers for your convenience. These materials are found in the Student Workbook.

The charts below identify the components found in each lesson and describe how each component is used.

### Lesson 41

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting</td>
<td>The Meeting Book is used to practice patterning, graphing, counting, time, temperature, money, and problem solving.</td>
</tr>
<tr>
<td>Lesson</td>
<td>Construction paper fraction pieces are used to practice naming fractional parts of a whole.</td>
</tr>
<tr>
<td>Fact Sheet</td>
<td>Addition is practiced.</td>
</tr>
<tr>
<td>Worksheet</td>
<td>Side A is completed with your assistance immediately following the lesson, while Side B is completed later in the day.</td>
</tr>
</tbody>
</table>

### Lesson 88

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting</td>
<td>Temperature is plotted on a line graph, and counting and money practice are becoming more complex. Fact family practice has been added.</td>
</tr>
<tr>
<td>Lesson</td>
<td>Pennies are used to create a bar graph.</td>
</tr>
<tr>
<td>Master 2-88</td>
<td>This master is used to tally and graph the pennies.</td>
</tr>
<tr>
<td>Fact Sheet</td>
<td>Subtracting a number from 10 is practiced.</td>
</tr>
<tr>
<td>Worksheet</td>
<td>Tallying and graphing (the lesson topic) is practiced, along with concepts taught in earlier lessons.</td>
</tr>
</tbody>
</table>

### Lesson 125

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting</td>
<td>Counting increments have been added, and patterning and money counting are more complex.</td>
</tr>
<tr>
<td>Assessment</td>
<td>A written assessment occurs every five lessons.</td>
</tr>
<tr>
<td>Lesson</td>
<td>A geoboard is used to make intersecting and perpendicular lines.</td>
</tr>
<tr>
<td>Master 2-125</td>
<td>Geoboard lines are copied on this master.</td>
</tr>
<tr>
<td>Fact Sheet</td>
<td>Multiplying by 3 is practiced.</td>
</tr>
<tr>
<td>Worksheet</td>
<td>Story problems are practiced every day. Other problems practice old and new concepts.</td>
</tr>
</tbody>
</table>
Lesson 41

naming fractional parts of a whole

lesson preparation

materials

fraction pieces from Lesson 34
Fact Sheet A B C

in the morning

• Write the following in the pattern box on the meeting strip:

[Blank boxes filled with fraction pieces]

Answer: ¼  ½  ¾

• Write 47¢ on the meeting strip. Provide a cup of 10 dimes and a cup of 10 pennies.

THE MEETING

calendar

• Ask your child to write the date on the calendar and meeting strip.
• Ask your child the following:
  date _____ days ago, date _____ days from now
  day of the week _____ days ago, day of the week _____ days from now
  months of the year, _____th month, month before, month after

• Record on the meeting strip a special event and the number of days until it occurs.

weather graph

• Ask your child to color the graph and write the temperature to the nearest ten degrees in the box he/she colored.
• Ask questions about the graph.

counting

• Count by 10's to 200 and backward from 200 by 10's.
• Count by 5's to 100 and backward from 50 by 5's.
• Say the even numbers to 30 and backward from 30.
• Say the odd numbers to 29 and backward from 29.

**graph questions**
• You and your child each ask a question about any of the graphs.

**patterning**
• Ask your child to do the following:
  - identify the pattern (repeating, continuing, or both)
  - identify the shapes to complete the pattern
  - read the pattern

**money**
• Ask your child to put the dimes and pennies in the coin cup.
• Count the money in the coin cup together.

**clock**
• Ask your child to set the clock on the half hour or hour.
• Ask the following:
  - time shown on the clock
  - time one hour ago and time one hour from now
• Ask your child to write the digital time on the meeting strip.
• Record on the meeting strip the time an activity will occur.

**number of the day**
• Write three number sentences for the number of the day on the meeting strip.

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**THE LESSON**

**Naming Fractional Parts of a Whole**

"Today you will learn how to name fractional parts of a whole."

"A few days ago we cut and tasted apples."

"When we cut our apples, how did we cut them?"

"Today we will pretend that our circle fraction pieces are apples."

• Give your child the circle fraction pieces from Lesson 34.

"Let's pretend that the yellow circle is the whole apple."

"Which color piece can we use to show one half of the apple?" blue
"We call each blue piece one half."
"Which color piece can we use to show one fourth of the apple?" red
"We call each red piece one fourth."
"What are two red pieces called?" two fourths
"What are three red pieces called?" three fourths
"What are four red pieces called?" four fourths
"How many green pieces will we need to cover the apple?" 8
"Use the green pieces to cover the apple."
"What is one green piece called?" one eighth
"What are two green pieces called?" two eighths
"What are three green pieces called?" three eighths

• Continue to eight pieces.
"Cover the yellow apple with two red pieces."
"How much of the whole apple is covered?" two fourths
"What other piece is the same size?" one half (blue)
"Cover the two fourths with the one half."
"One half of an apple is the same amount as two fourths of an apple."
"Cover the yellow apple with two green pieces."
"How much of the whole apple is covered?" two eighths
"What other piece is the same size?" one red piece
"Cover the two eighths with the one fourth."
"One fourth of an apple is the same amount as two eighths of an apple."
"Cover the yellow apple with four green pieces."
"How much of the whole apple is covered?" four eighths
"What other piece is the same size?" one blue piece
"Cover the four eighths with the one half."
"One half of an apple is the same amount as four eighths of an apple."
"We will use the fraction pieces again."
"Put them back in the bag."

• Draw the following on the chalkboard:
Math 2 • Lesson 41

"How many pieces are in my first circle?" 2
"What will we call each piece?" one half

• Shade one half of the circle.

"How much of my circle is shaded?" one half
• Write "one half" below the first circle.

"How many pieces are in my second circle?" 4
"What will we call each piece?" one fourth

• Shade two fourths of the circle.

"How much of my circle is shaded?" two fourths
• Write "two fourths" below the second circle.

"How many pieces are in my third circle?" 8

• Shade four eighths of the circle.

"What will we call each piece?" one eighth
"How much of my circle is shaded?" four eighths

• Write "four eighths" below the third circle.

• Repeat with different amounts shaded, if desired.

• Save the circle fraction pieces for use in Lesson 65.

Class Practice

Number fact practice

• Use the fact cards to practice the addition facts with your child.

• Give your child Fact Sheet A 6.2.

• Time your child for one minute.

• Correct the fact sheet with your child.

• Record the score.

• Allow time for your child to complete the unfinished facts.

"On the back of the fact sheet, write the numbers from 95 to 120."

Written Practice

• Complete Worksheet 41A with your child.

• Complete Worksheet 41B with your child later in the day.
LESSON 41A
Math 2
Date ____________________________

Have a picture and write a sentence on the next page to the right. Write the answer with a mixed.

1. How many children are playing outside? How many children are playing inside?

   Answer: children

   Answer: children

2. What is the sum of the even and odd numbers? 7, 6, 8, 9

3. What is the sum of the even and odd numbers? 7, 6, 8, 9

   Answer: 20, 21

4. What is the sum of the even and odd numbers? 7, 6, 8, 9

   Answer: 20, 21

5. What is the sum of the even and odd numbers? 7, 6, 8, 9

   Answer: 20, 21

6. What is the sum of the even and odd numbers? 7, 6, 8, 9

   Answer: 20, 21

7. What is the sum of the even and odd numbers? 7, 6, 8, 9

   Answer: 20, 21

8. What is the sum of the even and odd numbers? 7, 6, 8, 9

   Answer: 20, 21

9. What is the sum of the even and odd numbers? 7, 6, 8, 9

   Answer: 20, 21

10. What is the sum of the even and odd numbers? 7, 6, 8, 9

    Answer: 20, 21

Lesson 88
creating a bar graph with a scale of two

lesson preparation

materials
2 cups of 20 pennies
Master 2-88
crayons
Fact Sheet 3.0.0

in the morning
• Write the following in the pattern box on the meeting strip:

   __, __, __, __, __, 22, 24, 26, 28

   Answer: 10, 12, 14, 16, 18, 20, 22, 24, 26, 28

• Write $0.43 on the meeting strip. Provide a cup of 10 dimes, a cup of 10 nickels, and a cup of 20 pennies.

THE MEETING

calendar
• Ask your child to write the date on the calendar and meeting strip.
• Ask your child the following two or three times a week:
   date ____ days ago, date ____ days from now
   day of the week ____ days ago, day of the week ____ days from now
   ____th month, month before, month after
• Record on the meeting strip a special event and the number of days until it occurs.

weather graph
• Ask your child to read and graph today's temperature to the nearest two degrees.
• Count by 10's and 2's to check the temperature on the graph.
• Ask your child to connect the dot for yesterday's temperature to the dot for today's temperature and compare the temperatures.
counting
- Ask your child to choose a number on the hundred number chart. Ask your child to add or subtract ten or one. Repeat 6–10 times. Ask your child to give directions for returning to the starting number.

"Let's use our patting and clapping pattern to help us count by 3's to 30."
- Repeat this several times.
- Do the following once or twice a week:
  - count by 10's to 400 and backward from 400 by 10's
  - count by 5's to 100 and backward from 50 by 5's
  - say the even numbers to 100 and backward from 50
  - say the odd numbers to 49 and backward from 49

graph questions
- You and your child each ask a question about any of the graphs.

patterning
- Ask your child to do the following:
  - identify the pattern (repeating, continuing, or both)
  - identify the numbers to complete the pattern
  - read the pattern

money
- Ask your child to put the coins in the coin cup. Count the money in the coin cup together.
- Ask your child for another way to show that amount of money. Count these coins together to check the amount.

clock
- Set the clock to a five-minute interval.
- Ask the following:
  "It's [morning/afternoon/evening]. What time is it?"
  - time one hour ago
  - time one hour from now
- Ask your child to write the digital time on the meeting strip.
- Record on the meeting strip the time an activity will occur.

number of the day
- Write three number sentences for the number of the day on the meeting strip.
fact practice

• Write three fact family numbers (e.g., 2, 7, 9) on the chalkboard.
• Allow time for your child to write the four fact family number sentences on the chalkboard.

THE LESSON

Creating a Bar Graph with a Scale of Two

“Today you will learn how to draw a bar graph with a scale of two.”
“We will use pennies to make a graph.”
“When we looked at pennies before, we noticed that there was a date on each coin.”
“Do you know what that date means?” the year the penny was minted
“The mint date of a penny is just like a birth date of the penny.”
“It tells us the year the penny was made.”
• Hold up a cup of 20 pennies.
  “There are 20 pennies in this cup.”
  “Do you think that more of these pennies were made before or after you were born?”
  “Let’s check to see.”
  “Let’s tally and make a graph to show the mint dates of the pennies.”
• Give your child the cup of pennies.
• Draw the following on the chalkboard:

|--------|-------------|-----------|-----------|-----------|-----------|-----------|---------|

“Take a penny out of the cup.”
“What is the mint date of the penny?”
“Where will I draw a tally mark to show that?”
• Ask your child to identify where to draw the tally mark.
• Repeat for all the pennies.
  “Let’s show this information on a graph.”
• Draw Master 2-88 on the chalkboard.
  “How many pennies were minted before 1965?”
"How will we show that on our graph?"

- Shade the graph to show this information.
- Repeat with each column on the graph.

"How many pennies were minted between 1985 and 1989?"
"How many pennies were minted between 1975 and 1979?"
"Between what years were most of the pennies minted?"
"Between what years were the fewest of the pennies minted?"
"How many more pennies were minted between _____ and _____ than between _____ and _____?"

- Repeat with several columns.

"Let's circle the column that has the pennies that are just about the same age as you are."

- Circle the dates at the bottom of the appropriate column.

"Where are the older pennies on the graph?" on the left
"Where are the younger pennies on the graph?" on the right
"Are more pennies older or younger than you?"

"Now you will make your own graph to show the mint dates of 20 different pennies."
"Do you think your graph will look the same as the one we made together?"

- Ask your child to explain why he/she thinks the graphs will or will not look the same.

- Give your child Master 2-88 and a cup of 20 pennies.

"Tally and draw a graph to show the mint dates of the pennies in your cup."
"Do this just like we did when we worked together."
"Use your crayons to color your graph."
"When you finish, answer the questions about your graph."

**CLASS PRACTICE**

**number fact practice**

- Use the blue fact cards to practice the subtracting a number from ten facts with your child.
- Give your child Fact Sheet S 6.0.
- Time your child for one minute.
- Correct the fact sheet with your child and record the score.
- Allow time for your child to complete the unfinished facts.
**Math 2 • Lesson 68**

**Written Practice**

- Complete Worksheet 88A with your child.
- Complete Worksheet 88B with your child later in the day.

### Worksheet 88A
**Name: ___________________________**

<table>
<thead>
<tr>
<th>Date: ___________________________</th>
<th>MASTER 2-88</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>14</td>
<td>13</td>
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<tr>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
</tr>
</tbody>
</table>

*How many primes were listed in the years 1800 through 1890? ___________*
*How many primes were listed in the years 1890 through 1895? ___________*
*Which year had the most prime numbers? ___________*

**Problem:**

1. There is a bag of candies that has 12 pieces in total. Emily ate 10 pieces. How many pieces were left?

   
   Emily ate: 10 pieces
   Remaining: 2 pieces

2. Copy the chart below and draw a chart of your own.

   - There are 4 children in the class. How many children are there?
   - How many children are there?
   - How many children are there?
   - How many children are there?
   - How many children are there?

   **Chart:**
   - Children: 4
   - Child 1: [Diagram]
   - Child 2: [Diagram]
   - Child 3: [Diagram]
   - Child 4: [Diagram]

3. There are 2 pieces of chocolate on the child's tray. How many pieces of chocolate are there?

   - 2 pieces

4. In the morning, what time is it? The time is 8:00 a.m.
   - In the afternoon, what time is it? The time is 12:00 p.m.

   **Clocks:**
   - Morning: [Clock Image]
   - Afternoon: [Clock Image]

5. **Problem:**
   - Fish: 45
   - Cat: 7
   - Dog: 2
   - Rabbit: 6

   *Find the answers:
   - 45 + 7 = 52
   - 2 + 6 = 8
   - 52 - 2 = 50
   - 2 + 6 = 8

   **Answers:**
   - 52
   - 8
Lesson 125

identifying intersecting lines
identifying perpendicular lines

lesson preparation

materials
Written Assessment #24
1 geoboard
2 geobands
Master 2-125
Fact Sheet M 17.0

in the morning
• Write the following in the pattern box on the meeting strip:

450, 460, 470, __, __, __, __, __,

Answer: 450, 460, 470, 480, 490, 500, 510, 520, 530

• Write $2.76 on the meeting strip. Provide a cup of 10 quarters, a cup of 10 dimes, a cup of 10 nickels, and a cup of 20 pennies.

THE MEETING

calendar
• Ask your child to write the date on the calendar and meeting strip.
• Ask your child to identify the number of days in 1 week, 2 weeks, and 3 weeks.
• Ask your child the following two or three times a week:
  date ___ days ago, date ___ days from now
  day of the week ___ days ago, day of the week ___ days from now
  ___th month, month before, month after
• Record on the meeting strip a special event and the number of days until it occurs.
weather graph

- Ask your child to read and graph today's temperature to the nearest two degrees.
- Count by 10's and 2's to check the temperature on the graph.
- Ask your child to connect the dot for yesterday's temperature to the dot for today's temperature and compare the temperatures.

counting

- Count by 4's to 40 and backward from 40 by 4's.
- Count by 25's to 300 and backward from 300 by 25's.
- Count by 3's to 30 and backward from 30 by 3's.
- Do the following once a week:
  - count by 10's to 400 and backward from 400 by 10's
  - count by 5's to 100 and backward from 50 by 5's
  - say the even numbers to 100 and backward from 50
  - say the odd numbers to 49 and backward from 49

graph questions

- You and your child each ask a question about any of the graphs.

patternning

- Ask your child to do the following:
  - identify the pattern (repeating, continuing, or both)
  - identify the numbers to complete the pattern
  - read the pattern

money

- Ask your child to put the coins in the coin cup. Count the money in the coin cup together.
- Ask your child for another way to show that amount of money. Count these coins together to check the amount.

clock

- Set the clock to a five-minute interval.
- Ask the following:
  - “It's [morning/afternoon/evening]. What time is it?”
  - time one hour ago
  - time one hour from now
- Ask your child to write the digital time on the meeting strip.
- Record on the meeting strip the time an activity will occur.
number of the day

- Write three number sentences for the number of the day on the meeting strip.

fact practice

- Write three fact family numbers (e.g., 2, 7, 9) on the chalkboard.
- Allow time for your child to write the four fact family number sentences on the chalkboard.

Assessment

Written Assessment

“Today I would like to see what you remember from what we have been practicing.”

- Give your child Written Assessment #24.
- Read the directions for each problem. Allow time for your child to complete each problem before continuing.
- Correct the paper, noting your child’s mistakes on the Individual Recording Form. Review the errors with your child.

The Lesson

Identifying Intersecting Lines
Identifying Perpendicular Lines

“We have been talking about parallel lines and line segments.”

“Where do you see parallel lines or line segments in this room?”

- Give your child a geoboard and two geobands.

“Make parallel line segments on your geoboard.”

- Allow time for your child to do this.

“What do we know about parallel lines?” they never meet; they are an equal distance apart

“Take the geobands off the geoboard.”

“Today you will learn about line segments that do meet.”

“You also will learn about lines and line segments that meet in a special way.”

“Make two line segments that meet on your geoboard.”

- Allow time for your child to do this.
"Put your finger on the point where the line segments meet."
"Mathematicians call this the intersection of the line segments."
"These are intersecting line segments."
"This is why we say that when two streets meet, we have an intersection."
"There are special types of intersecting line segments."

- Draw the following on the chalkboard:

```
+---
|   |
|   |
|   |
|   |
```

"When two line segments intersect like these line segments do, we call them perpendicular line segments."

"What do you notice about perpendicular line segments?"

- Allow time for your child to offer observations.

"Perpendicular lines and line segments have at least one right angle."

"We can use the corner of a piece of paper to check for perpendicular lines and line segments."

- Demonstrate on the chalkboard examples.

"Where do you see an example of perpendicular lines or line segments in this room?"

- Allow time for your child to locate as many right angles as possible.

"Make perpendicular line segments on your geoboard."

- Allow time for your child to do this.

"Let's check to see if the line segments are perpendicular."

"How can we do this?" use the corner of a piece of paper

- Give your child Master 2-125.

"Use the corner of this paper to make sure that you have at least one right angle."

"Copy your perpendicular line segments on the first small geoboard picture."

"Draw a small square in the corner of the right angle."

- Allow time for your child to do this.

"Make a different pair of perpendicular line segments on your geoboard."

- Allow time for your child to do this.

"Check to see if they are perpendicular."

"Copy your perpendicular line segments on the second small geoboard picture."
"Draw a small square in the corner of the right angle."
• Allow time for your child to do this.

"Make two more different examples of perpendicular line segments."
"Copy your perpendicular line segments on the third and fourth small geoboard pictures."
• Allow time for your child to do this.

**CLASS PRACTICE**

**number fact practice**
• Use the pink fact cards to practice the multiplying by three facts with your child.
• Give your child Fact Sheet M 17.0.
• Time your child for one minute.
• Correct the fact sheet with your child and record the score.
• Allow time for your child to complete the unfinished facts.

**WRITTEN PRACTICE**
• Complete **Worksheet 125A** with your child.
• Complete **Worksheet 125B** with your child later in the day.
Lesson 1  Telling Time to the Hour  
Lesson 2  Graphing Data on a Bar Graph  
Lesson 3  Reading a Graph; Addition Facts — Doubles to 18  
Lesson 4  Telling Time to the Half Hour; Addition Facts — Adding One, Adding Zero  
Lesson 5  Using a Ruler to Measure to the Nearest Inch  
Lesson 6  Identifying and Measuring the Length and Width of a Rectangle  
Lesson 7  Ordering Numbers to 100  
Lesson 8  Addition Facts — Adding Two  
Lesson 9  Identifying Even and Odd Numbers; Identifying and Acting Out Some, Some More Stories  
Lesson 10  Identifying the Relative Worth of Pattern Blocks  

Lesson 11  Dividing Squares into Two and Four Equal Parts  
Lesson 12  Counting Dimes and Nickels to $1.00  
Lesson 13  Addition Facts — Doubles Plus One  
Lesson 14  Identifying and Acting Out Some, Some Went Away Stories  
Lesson 15  Adding Ten to a Two-Digit Number  
Lesson 16  Drawing Pictures and Writing Number Sentences for Some, Some More and Some, Some Went Away Stories  
Lesson 17  Dividing Squares into Two, Four, and Eight Equal Parts; Shading Halves, Fourths, and Eighths  
Lesson 18  Addition Facts — Sums of Ten  
Lesson 19  Reading a Thermometer to the Nearest Ten Degrees; Rounding Numbers to the Nearest Ten; Drawing Congruent Line Segments  
Lesson 20  Making a Pattern Block Design with a Given Value  

Lesson 21  Rounding Numbers to the Nearest Ten; Subtraction Facts — Subtracting One  
Lesson 22  Dividing a Square into Three Equal Parts; Identifying and Shading Thirds; Identifying Common Geometric Shapes  
Lesson 23  Rewriting Numbers by Regrouping Tens and Ones; Trading Dimes and Pennies  
Lesson 24  Identifying the Meaning of the Multiplication Sign; Counting by 7's  
Lesson 25  Subtracting Ten from a Two-Digit Number  
Lesson 26  Identifying a Dozen and a Half Dozen; Writing Fractions Using the Fraction Bar  
Lesson 27  Counting Dimes, Nickels, and Pennies; Addition Facts — Adding Nine  
Lesson 28  Writing Money Amounts Using the $ and ¢ Symbols  
Lesson 29  Reading and Shading a Thermometer to the Nearest Two Degrees  
Lesson 30  Identifying Addition Fact Patterns
Lesson 31 Addition Facts — The Last Eight Facts; Multiplying by Ten
Lesson 32 Constructing a Number Line
Lesson 33 Writing Fraction Number Sentences that Equal One
Lesson 34 Using a Ruler to Measure to the Nearest Centimeter; Adding Multiples of Ten
Lesson 35 Drawing Congruent Line Segments Using Centimeters (SAMPLE LESSONS)
Lesson 36 Adding Multiples of Ten to a Number
Lesson 37 Writing Number Sentences for Some, Some More and Some, Some Went Away Stories
Lesson 38 Finding Half of a Set of Objects; Subtracting Half of a Double
Lesson 39 Counting Quarters; Subtraction Facts — Subtracting Zero and Differences of Zero
Lesson 40 Tallying; Collecting Data
Lesson 41 Identifying a.m. and p.m.; Identifying Missing Digits
Lesson 42 Reading a Thermometer to the Nearest Degree; Identifying the Freezing and Boiling Points of Water on the Fahrenheit Scale; Identifying Normal Body Temperature on the Fahrenheit Scale; Subtraction Facts — Differences of One
Lesson 43 Identifying Horizontal, Vertical, and Oblique Line Segments
Lesson 44 Adding Multiples of 100
Lesson 45 Adding Three or More Single-Digit Numbers
Lesson 46 Multiplying by Seven; Naming and Drawing Line Segments
Lesson 47 Identifying and Solving Equal Groups Stories
Lesson 48 Multiplying by One; Writing Division Problems Three Ways; Dividing by One and Ten
Lesson 49 Finding Perimeter
Lesson 50 Making Shapes with a Given Area
Lesson 51 Graphing Using a Scale of Ten
Lesson 52 Estimating the Volume of Containers; Ordering Containers by Volume; Identifying One-Cup Liquid Measure
Lesson 53 Identifying Cup, Pint, Quart, Half Gallon, Gallon, and Liter Containers
Lesson 54 Telling and Showing Time to Five-Minute Intervals
Lesson 55 Measuring and Drawing Line Segments to the Nearest Half Inch
Lesson 56 Reading Numbers to 999
Lesson 57 Creating a Pictograph
Lesson 58 Using the Comparison Symbols >, <, and =
Lesson 59 Multiplying by Two
Lesson 60 Locating Information on a Map
Lesson 61 Writing a Date Using Digits
Lesson 62 Identifying Hundreds, Tens, and Ones
Lesson 63 Measuring With Cups, Tablespoons, and Teaspoons; Reading a Recipe
Lesson 64 Subtracting Multiples of 10 and 100; Comparing and Ordering Three-Digit Numbers
Lesson 65 Identifying the Missing Addend in a Some, Some More Story
Lesson 66 Following a Recipe and Measuring
Lesson 67 Squaring Numbers; Identifying Perfect Squares
Lesson 68 Showing Fractional Amounts Greater Than One; Writing the Sizes of the Pattern Block Pieces Using Fractions
Lesson 69 Adding Two-Digit Numbers Using Mental Computation
Lesson 70 Reading a Chart; Rounding Numbers to the Nearest Ten; Creating a Bar Graph
Lesson 71 Writing Three-Digit Numbers Using Digits
Lesson 72 Identifying Ordinal Position to Twentieth; Multiplying by Five
Lesson 73 Writing Numbers to 100 Using Words
Lesson 74 Measuring to the Nearest Millimeter
Lesson 75 Multiplying by Four
Lesson 76 Drawing a Line Graph
Lesson 77 Reading and Writing Money Amounts to $100.00; Writing Checks
Lesson 78 Writing the Date Using Digits; Subtracting Nine From a Number
Lesson 79 Finding Square Roots of Perfect Squares
Lesson 80 Making Reasonable Predictions by Collecting and Analyzing Data
Lesson 81 Adding Two- and Three-Digit Numbers
Lesson 82 Writing Numbers to 999 Using Words; Subtraction Facts — Differences of Nine
Lesson 83 Identifying the Number of Days in Each Month; Identifying the Number of Days in a Year
Lesson 84 Selecting Coins for a Given Amount
Lesson 85 Multiplying by Eight
Lesson 86 Adding Money Amounts (Decimals)
Lesson 87 Subtraction Facts — The Last Sixteen Facts
Lesson 88 Reading the Temperature on a Celsius Scale
Lesson 89 Finding a Fractional Part of a Set; Determining Age
Lesson 90 Identifying Compass Directions on a Map
Lesson 91  Addition with Three Addends
Lesson 92  Measuring and Drawing Line Segments to the Nearest Quarter Inch
Lesson 93  Telling Time to the Minute
Lesson 94  Subtracting Two-Digit Numbers
Lesson 95  Multiplying by Three and Six
Lesson 96  Estimating and Measuring Distance Using Feet; Estimating and Measuring Distance Using Yards
Lesson 97  Subtracting Two- and Three-Digit Numbers
Lesson 98  Subtracting Two- and Three-Digit Numbers
Lesson 99  Writing Three-Digit Numbers in Expanded Form
Lesson 100  Recording Growth on a Line Graph

Lesson 101  Reading and Writing Numbers to 99,999; Multiplying Numbers by 1,000
Lesson 102  Adding Money Amounts to $99,999.99; Writing Checks for Money Amounts to $99,999.99
Lesson 103  Telling Time to the Quarter Hour
Lesson 104  Subtracting Across Zeros
Lesson 105  Multiplying by Nine
Lesson 106  Finding the Missing Addend for Sums of 100
Lesson 107  Making Change from $1.00
Lesson 108  Finding the Area of a Rectangle
Lesson 109  Identifying and Solving Larger, Smaller, Difference Problems
Lesson 110  Identifying Multiplication Fact Patterns on the Hundred Number Chart

Lesson 111  Multiplying a Multiple of 10, 100, or 1,000 by a Single-Digit Number
Lesson 112  Locating Negative Numbers on a Number Line
Lesson 113  Multiplying a Single-Digit Number Times a Multi-Digit Number Using the Expanded Form of a Number

Lesson 114  Finding a Missing Dimension of a Rectangle

Lesson 115  Acting Out Division Stories
Lesson 116  Dividing by Two, Five, and Seven
Lesson 117  Showing Addition, Subtraction, and Multiplication on a Number Line
Lesson 118  Identifying Parallel Lines and Line Segments
Lesson 119  Identifying a Function Rule
Lesson 120  Identifying the Factors of a Number; Identifying Prime Numbers Less Than 20

Lesson 121  Multiplying Using the Multiplication Algorithm
Lesson 122  Dividing by Four and Eight
Lesson 123  Identifying Perpendicular Lines and Line Segments
Lesson 124  Determining the Appropriate Unit of Weight (Ounces, Pounds, or Tons); Estimating Weight
Lesson 125  Dividing by Three, Six, and Nine
Lesson 126  Division with Remainders
Lesson 127  Identifying Right, Acute, and Obtuse Angles
Lesson 128  Adding and Subtracting Fractions with Common Denominators
Lesson 129  Dividing a Two-Digit Number by a One-Digit Number with a Quotient Greater Than 10
Lesson 130  Using a Scale to Find Distance on a Map

Lesson 131  Reading the Time as Minutes Before the Hour
Lesson 132  Simplifying Expressions with Exponents; Multiplying Three or More Factors
Lesson 133  Identifying Lines of Symmetry
Lesson 134  Dividing a Three-Digit Number by a One-Digit Number
Lesson 135  Simplifying Expressions with Addition, Subtraction, Multiplication, and Division
Lesson 136  Adding Positive and Negative Numbers
Lesson 137  Ordering Unit Fractions
Lesson 138  Simplifying an Expression Containing Parentheses
Lesson 139  Creating a Coordinate Plane; Identifying the Location of a Point on a Coordinate Plane
Lesson 140  Graphing Points on a Coordinate Plane
Notes on Math 3 Sample Lessons

On the following pages you will find three Math 3 lessons. These are lessons taken from the Math 3 Home Study Teacher's Manual. The miniature pages pictured at the end of each lesson show the student materials which accompany each lesson and include answers for your convenience. These materials are found in the Student Workbook.

The charts below identify the components found in each lesson and describe how each component is used.

| Lesson 35 | Meeting: The Meeting Book is used to practice patternning, problem solving, counting, time, temperature, and money. |
| Assessment: A written assessment occurs every five lessons. |
| Lesson: A ruler is used to draw congruent line segments using centimeters. |
| Master 3-35: This master is used to practice drawing congruent line segments. |
| Fact Sheet: Multiplication is practiced. |
| Worksheet: Side A is completed with your assistance immediately following the lesson, while Side B is completed later in the day. |

| Lesson 61 | Meeting: Counting increments have been added, and the pattern rule and various Fahrenheit temperatures must be identified. |
| Lesson: Two-color chips are used to practice writing a part of a set as a fraction. |
| Master 3-61: This master is used to record the fractional parts of the sets of chips. |
| Fact Sheet: Subtraction is practiced. |
| Worksheet: The lesson topic is practiced, along with concepts taught in earlier lessons. |

| Lesson 114 | Meeting: Towers are used to solve larger, smaller, difference problems, and your child practices making change for a dollar. |
| Lesson: One-inch color tiles are used to find the missing dimension of a rectangle. |
| Master 3-114: This master is used to practice finding the missing dimension of a rectangle. |
| Fact Sheet: One hundred multiplication facts are practiced. |
| Worksheet: Story problems are practiced every day. Other problems practice old and new facts. |
Lesson 35
drawing congruent line segments using centimeters

Lesson preparation

materials
Written Assessment #6
piece of paper
ruler
Master 3-35
Fact Sheet M 10.0

in the morning

• Draw a 25-cm line segment on a piece of paper.
• Write the following in the pattern box on the meeting strip:

  __, __, __, 22, 24, 26, __, __ Rule: __

  Answer: 16, 18, 20, 22, 24, 26, 28, 30, 32 Rule: + 2

• Write 2:30 on the meeting strip.
• Write the following 'Problem of the Day' on a 3" x 5" card:

  Helen had 80¢. She spent 3 dimes on a pencil. How much money does she have now?

  Answer: 80¢ − 30¢ = 50¢

• Put 9 dimes and 24 pennies in the coin cup

The Meeting

calendar

• Ask your child to write the date on the calendar and the meeting strip.
  “What day of the week is it today?”
  “What are the days of the weekend?”
  “What day of the week will it be a week from today?”
  “How many days are there in a week?”

• Repeat to ten weeks. Your child can use the 7's counting strip for help.
  “What will be the date ______ days from today?”
  “What was the date a week ago?”
  “What are the months of the year?”
  “How many months are there in a year?”
  “How many months are there in two years?”
  “What month of the year is _______?”

number of the day
• Write today’s number on the meeting strip.
• Ask your child to write three number sentences for 35.

temperature
• Ask your child to read and record today’s temperature.
  “Is it warmer or colder today than it was yesterday?”
  “How many degrees warmer or colder is it?”

today’s count
• Ask your child to choose a number between 1 and 9 and count by 10’s to 200. For example: 2, 12, 22, 32, 42, 52, . . . , 182, 192.
• Ask your child to do the following:
  count by 7’s to 70 and backward from 70 by 7’s
  count by 5’s to 100 and backward from 50 by 5’s
  say the odd numbers to 19 and backward from 19

today’s pattern
  “How can we find the missing numbers in the number pattern?”
• Ask your child to fill in the missing numbers.
  “Let’s read the pattern together.”
  “What is the rule for this pattern?”

clock
• Ask your child to read the time on the meeting strip.
• Ask your child to set the demonstration clock.
  “What time was it an hour ago?”
  “What time was it two hours ago?”
  “What time will it be an hour from now?”
  “What time will it be two hours from now?”
problem of the day

"Read today's problem."

"What type of story is this?" some, some went away

"What is a number sentence for this story?"

- Ask your child to write the number sentence and the answer on the meeting strip.

coin cup

- Ask your child to do the following:
  identify the coins in the coin cup
  record the number of each coin on the meeting strip
  write the amount on the meeting strip

Assessment

Written Assessment

"Today I would like to see what you remember from what we have been practicing."

- Give your child Written Assessment #6.
- Ask your child to read the directions for each problem.
- Allow time for your child to complete the problems.
- Correct the paper, noting your child's mistakes on the Individual Recording Form. Review the errors with your child.

The Lesson

Drawing Congruent Line Segments Using Centimeters

"Today you will learn how to draw congruent line segments using centimeters."

- Give your child the paper with the 25-cm line segment and a ruler.
  "Measure my line segment using centimeters."
  "What is the length of my line segment?"
- Write "25 cm" on the line segment.
  "Now I will draw another line segment that looks the same as the first line segment."
- Demonstrate on the same piece of paper as you say the following:
"I will begin by putting an endpoint on the paper."
"I will put the beginning of the ruler at the endpoint."
"Now I will hold the ruler with the fingers of the hand I don’t write with."
"I will spread my fingers like this and press down to keep the ruler steady."
"I will not move my ruler until I finish drawing my line segment."
"Now I will draw a line along the ruler until I reach the same number on the ruler as the length of the first line segment."
"I will lift up my ruler and put an endpoint at the end of the line segment."
"When I am finished, I will remeasure my line segment to make sure it is the same length as the other line segment."
"We can say that these are congruent line segments."
"Congruent line segments are the same length."

- Note: Congruent line segments need not be parallel.

- Give your child Master 3-35 and a ruler.

  "Now you will have a chance to draw congruent line segments."
  "Point to the line segment in the first box."
  "Why did I call this a line segment? Because it has endpoints"
  "Use your ruler to measure the line segment."
  "How many centimeters long is it?" 7 cm
  "Write the length on the line segment."
  "Now you will draw a line segment beneath it that looks just like that line segment."
  "There is an endpoint on the paper."
  "Put the left end (0) of your ruler on the endpoint."
  "Hold the ruler with the fingers of the hand you don’t write with."
  "Spread your fingers and press down to keep the ruler steady."

- Allow your child to stand up, if necessary.

  "Do not move your ruler until you finish drawing your line segment."
  "Now draw a line along the ruler until you reach the same number on the ruler as the length of the line segment you measured."
  "Lift up your ruler and put an endpoint at the end of the new line segment."
  "Measure your new line segment to make sure it is the same length as the other line segment."
“What is the special name for two line segments that are the same length?” congruent

“These are congruent line segments.”

• Repeat for the line segment in box 2.

“Draw congruent line segments in boxes three and four.”

• Assist your child if necessary.

**CLASS PRACTICE**

“Use the back of Master 3-35 to do these problems.”

• Write the following on the chalkboard:
  1. Round today’s temperature to the nearest 10 degrees.
  2. Draw 3 dimes and 3 nickels. How much money is this?
  3. Draw a square and shade three fourths.
  4. Round these numbers to the nearest 10.

    52, 19

• Review the answers with your child.

• Give your child Fact Sheet M 100.

• Time your child for 45 seconds.

• Correct the fact sheet together and record the score.

• Allow time for your child to complete the unfinished facts.

**WRITTEN PRACTICE**

• Complete Worksheet 35A with your child.

• Your child completes Worksheet 35B later in the day.
Math 3 • Lesson 35

Name ____________________________ ASSESSMENT 8

LEsson 35

Math 3

Date ____________________________

1. Find each answer and write the answer between the parentheses. 

   42 - 10 = ______
   26 + 18 = ______
   53 - 12 = ______

2. Mark the thermometer to the closest degree. 

   8:30

3. Mark the thermometer to the closest degree. 

   -20°

4. Count the money. Write the amount of money. 

   $0.09
   $0.33

5. Write the number that is ten less than the number. 

   43
   25

6. Write the number that is 10 more than the number. 

   43
   25

**LESSON 365**

**Math 3**

**Name:**

Show a 30° angle with an arc segment.

Date:

(Show an angle and arc segment.)

b. Copy and label. Write the measure of each angle.

c. Measure angles.  

- **Answer:** 30°

<table>
<thead>
<tr>
<th>Angle</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30°</td>
</tr>
<tr>
<td>2</td>
<td>60°</td>
</tr>
</tbody>
</table>

2. Find each answer:

- \(10 \times 3 = 30\)
- \(36 \div 9 = 4\)
- \(36 \times 10 = 360\)
- \(10 \times 10 = 100\)

3. Write each letter in the correct place.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>30°</td>
</tr>
<tr>
<td>B</td>
<td>60°</td>
</tr>
<tr>
<td>C</td>
<td>90°</td>
</tr>
</tbody>
</table>

4. Round the number 203 to the nearest 10.

<table>
<thead>
<tr>
<th>Number</th>
<th>Nearest 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>203</td>
<td>200</td>
</tr>
</tbody>
</table>

5. Write the number that is 10 less than 100.

- **Answer:** 90

6. Write the letter that is 10 more than C.

- **Answer:** D

**LESSON 366**

**Math 3**

**Name:**

June 100-150 for a week. Draw a picture and write a number sentence to show how much money she has left.

- **Answer:** 50

**Bank Balance**

- **Answer:** $50

<table>
<thead>
<tr>
<th>Bank Balance</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>$100</td>
</tr>
<tr>
<td>150</td>
<td>$150</td>
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</tbody>
</table>

<table>
<thead>
<tr>
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<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>$100</td>
</tr>
<tr>
<td>150</td>
<td>$150</td>
</tr>
</tbody>
</table>

2. Find each answer:

- \(6 \times 10 = 60\)
- \(10 \times 10 = 100\)
- \(20 \times 10 = 200\)
- \(20 \times 20 = 400\)
- \(20 \times 30 = 600\)

3. Write the number 100 on the number line.

- **Answer:** 100

**Number Line**

- **Answer:** 100

4. Round each number to the nearest 10.

- \(45 \div 10 = 40\)
- \(50 \div 10 = 50\)
- \(50 \div 10 = 50\)
- \(50 \div 10 = 50\)

5. Write the number that is 10 less than 100.

- **Answer:** 90

6. Write the number that is 10 more than 200.

- **Answer:** 210

**Number Line**

- **Answer:** 100

<table>
<thead>
<tr>
<th>Number Line</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>$100</td>
</tr>
<tr>
<td>200</td>
<td>$200</td>
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<table>
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<th>Number Line</th>
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<tr>
<td>100</td>
<td>$100</td>
</tr>
<tr>
<td>200</td>
<td>$200</td>
</tr>
</tbody>
</table>

Lesson 61
writing a part of a set as a fraction

Lesson Preparation

Materials
10 two-color chips
Master 3-61
Fact Sheet S-5.0

In the morning
• Write the following in the pattern box on the meeting strip:
  __, __, __, 49, 42, 35, __, __, __ Rule: ___

  Answer: 70, 63, 56, 49, 42, 35, 28, 21, 14 Rule: 7

• Set the demonstration clock at 4:10.

• Write the following "Problem of the Day" on a 3" x 5" card:
  Scott has soccer practice on Mondays, Wednesdays, and Fridays. Soccer practice lasts for 10 weeks. How many practice sessions are there?

  Answer: 10 x 3 practice sessions = 30 practice sessions

• Put 1 quarter, 9 dimes, 1 nickel, and 2 pennies in the coin cup.

The Meeting

Calendar
• Ask your child to write the date on the calendar and the meeting strip.
• Ask your child to identify the following two or three times a week:
  number of days in 1 to 10, 100, and 1000 weeks (ask in random order)
  date ____ days ago, ____ days from now, week ago, week from now
  number of months in 1-10 years, 100 years, 1000 years
  month before, month after, ____th month of the year

  "How many weeks is 35 days?" . . . 49 days?" . . . ______ days?"

Number of the Day
• Write today's number on the meeting strip.
• Ask your child to write three number sentences for 61.
temperature

• Ask your child to do the following:
  read and record today's temperature
  compare today's temperature with yesterday's temperature
  identify the Fahrenheit temperature at which water freezes, water
  boils, and for normal body temperature

today's count

• Count by 4's to 40 and backward from 40 by 4's.
  "Today we will count by 8's to 80."
  "We can use the 4's counting strip to help us count by 8's."
  "How do you think we will do that?" read every other number

• Point to every other number on the counting strip for 4's as your child
  counts by 8's.
  "Let's count by 8's to 80."
  "I will write the numbers we say on a counting strip."

• Ask your child to do the following:
  count by 12's to 120 and backward from 120 by 12's
  say the odd numbers to 49 and backward from 49
  count by 7's to 70 and backward from 70 by 7's

today's pattern

• Ask your child to do the following:
  identify the numbers to complete the pattern
  read the pattern
  identify the rule of the pattern

clock

  "What time is shown on the clock?"
  "It's morning."
  "Write the digital time on the meeting strip."
  "What time was it two hours ago?"
  "What time will it be three hours from now?"

problem of the day

• Ask your child to read today's problem.
  "What type of story is this?"
Math 3 • Lesson 61

- Ask your child to do the following:
  - write the number sentence on the meeting strip
  - write the answer on the meeting strip

coin cup
- Ask your child to count the coins and record their value on the meeting strip.

THE LESSON

Writing a Part of a Set as a Fraction

"Today you will learn how to write a part of a set as a fraction."

- Show your child 6 two-color chips.
  - "Let's pretend that these chips are beads on a necklace."
  - "Shake the chips in your hands and gently put them on the table."
  - "Now arrange them like beads on a necklace."
- Allow time for your child to do this.
- Draw a chalkboard picture to match the colors of the chips. Record the colors on the chalkboard in the following way:

\[
\begin{array}{ccccccc}
R & R & Y & Y & R & R & R \\
1 & 6 & 1 & 6 & 1 & 6 & 1 & 6
\end{array}
\]

"We can write what part of the whole necklace each bead is by using a fraction."

"How many beads do we have?" 6
"What fractional part is each bead?" \(\frac{1}{6}\)
- Record fractions below each bead on the chalkboard:

\[
\begin{array}{ccccccc}
R & R & Y & Y & R & R & R \\
\frac{1}{6} & \frac{1}{6} & \frac{1}{6} & \frac{1}{6} & \frac{1}{6} & \frac{1}{6} & \frac{1}{6}
\end{array}
\]

"What fractional part is red?" \(\frac{4}{6}\)
"What fractional part is yellow?" \(\frac{2}{6}\)
"Together we have six sixths or one whole."
- Write the following on the chalkboard:

<table>
<thead>
<tr>
<th>red</th>
<th>yellow</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>(\frac{4}{6})</td>
<td>(\frac{2}{6})</td>
<td>(\frac{6}{6})</td>
</tr>
</tbody>
</table>
"Let's try this again."
"Shake the chips carefully in your hands."
"Gently put them on the table."
"Arrange them like beads on a necklace."

- Draw the "necklace" on the chalkboard.
  "What fractional part is red?"
  "What fractional part is yellow?"
  "Together you have six sixths or one whole."
- Write the results on the chalkboard chart.
- Repeat several times.
- Give your child Master 3-61 and 10 two-color chips.
  "Now you will have a chance to make a ten-head necklace."
  "Shake the chips in your hands."
  "Gently put them on the table."
  "What fractional part is red?"
  "Write that answer under 'fractional part that is red.'"
  "What fractional part is yellow?"
  "Write that answer under 'fractional part that is yellow.'"
  "What is your total sum of the fractional parts?" \( \frac{10}{10} \)
  "Write that answer under 'total fractional parts.'"
  "Now gently shake the chips and record the fractional parts nine more times."
- When your child finishes, continue.
  "What did you notice?"
- Repeat with different numbers of two-color chips, if desired.

**CLASS PRACTICE**

"Use the pink fact cards to practice the subtraction facts."

- Give your child Fact Sheet S 5.0.
- Time your child for 45 seconds.
- Correct the fact sheet together and record the score.
- Allow time for your child to complete the unfinished facts.
**Written Practice**

- Complete Worksheet 61A with your child.
- Your child completes Worksheet 61B later in the day.

### Math 3 - Lesson 61

**Written Practice**

- Complete Worksheet 61A with your child.
- Your child completes Worksheet 61B later in the day.

<table>
<thead>
<tr>
<th>Fractional Part</th>
<th>Fractional Part</th>
<th>Total Fractional Part</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>Yellow</td>
<td></td>
</tr>
<tr>
<td>1/4</td>
<td>3/4</td>
<td>1</td>
</tr>
<tr>
<td>1/2</td>
<td>1/2</td>
<td>1</td>
</tr>
<tr>
<td>1/3</td>
<td>2/3</td>
<td>1</td>
</tr>
<tr>
<td>1/5</td>
<td>4/5</td>
<td>1</td>
</tr>
</tbody>
</table>

Note: Use the column on the right to shade the fractions.

### LESSON 61A

**Mathematical Practice**

1. Solve the following: 8 + 5 = 13

2. Write the fraction for the shaded part: 3/4

3. Write the fraction for the shaded part: 2/3

4. Write the fraction for the shaded part: 1/2

### LESSON 61B

**Mathematical Practice**

1. Solve the following: 8 + 5 = 13

2. Write the fraction for the shaded part: 3/4

3. Write the fraction for the shaded part: 2/3

4. Write the fraction for the shaded part: 1/2
Lesson 114
finding a missing dimension of a rectangle

Lesson preparation

materials
bag of 25 color tiles
Master 3-114
Fact Sheet M-100

in the morning
• Write the following in the pattern box on the meeting strip:

| 30, 36, 42, 48, 54, 60, 66, 72, 78 | Rule: + 6 |

• Write 7:58 p.m. on the meeting strip.
• Write the following “Problem of the Day” on a 3” x 5” card.

At 9:00 a.m. on March 12th the temperature in Denver was 25°F. It was 37°F warmer in Baltimore. What was the temperature in Baltimore?

Answer: 25°F + 37°F = 62°F

• Write 69¢ on the chalkboard.

The Meeting

calendar
• Ask your child to write the date on the calendar and the meeting strip.
• Ask your child to identify the following:
  month before ______, month after ______, ______th month of the year
  number of days in [month]
  number of days in a year, number of days in a leap year

number of the day
- Write today's number on the meeting strip.
- Ask your child to write three number sentences for 114.

temperature
- Ask your child to do the following:
  read and record today's temperature in Fahrenheit and Celsius
  compare today's temperature with yesterday's temperature
  identify the Celsius and Fahrenheit temperatures at which water freezes and water boils

today's count
- Ask your child to do the following:
  count by $\frac{3}{2}$'s to 6 and backward from 6 by $\frac{3}{2}$'s
  count by 9's to 90 and backward from 90 by 9's
  say the odd numbers from 101 to 149 and backward from 149 to 101
  count by 7's to 70 and backward from 70 by 7's
  count by 4's to 40 and backward from 40 by 4's

today's pattern
- Ask your child to do the following:
  identify the numbers to complete the pattern
  read the pattern
  identify the rule of the pattern

clock
- Ask your child to show the time on the clock.
  “Is it morning or afternoon?”
- Ask your child the following:
  number of minutes until the next hour
  time two hours from now
  time three hours ago
  time one half hour ago

problem of the day
- Ask your child to do the following:
  read today's problem
draw the towers and write the number sentence on the meeting strip
write the answer on the meeting strip

**coin cup**

- Point to the money amount on the chalkboard.
  
  "*Let's pretend that I spent this amount of money.*"

  "Write my change from $1.00 on the meeting strip under 'Coin Cup.'"

  "Show the change using the fewest number of coins."

  "Record the coins you use on the meeting strip."

- Allow time for your child to do this.
  
  "Count back my change."

  "Begin with the smallest coin."

---

**THE LESSON**

**Finding a Missing Dimension of a Rectangle**

- Draw the following on the chalkboard:

  ![Diagram](image)

  "What is the length and width of this rectangle?" the length is 7" and the width is 2"

  "The length and width are called the dimensions of a rectangle."

  "Today you will learn how to find a missing dimension of a rectangle."

  "How many one-inch square tiles will we need to make this rectangle?" 14

  "How do you know?"

- Record "14 square inches" inside the rectangle.

- Give your child a bag of 25 tiles.
  
  "Use your color tiles to make a two-inch by seven-inch rectangle that looks like my chalkboard rectangle."

- Allow time for your child to make the rectangle.

  "Mathematicians have a special way of describing the tiles in this rectangle."

  "They say that there are two rows of tiles with seven tiles in each row."

  "This is the same as 'groups of,' except now the tiles are arranged in neat rows like the seats in a movie theater."
"Pretend the tiles in your rectangle are seats in a movie theater for insects and your face is the screen."

"Point to the first row of seats in your theater."

"How many insects can sit in the first row?" 7

"How many rows of seats are in the theater?" 2

"How many seats are in the theater altogether?" 14

• Draw the following on the chalkboard:

```
4''
/
6''
```

"What are the dimensions of this rectangle?" 6'' × 4''

"Make a six-inch by four-inch rectangle that looks like my chalkboard rectangle."

• Allow time for your child to make the rectangle.

"How many one-inch tiles did you use to make this rectangle?" 24

• Write "24 square inches" inside the rectangle.

"How many rows are in the theater this time?" 6

"How many seats are in each row?" 4

• Draw the following on the chalkboard:

```
9''
/
1''
```

"What are the dimensions of this rectangle?" 1'' × 9''

"How many one-inch tiles will you need to make this rectangle?" 9

• Write "9 square inches" inside the rectangle.

"How many rows of seats will there be in this rectangle?" 1

"How many seats will there be in each row?" 9

"Make a one-inch by nine-inch rectangle that looks like my chalkboard rectangle."

• Allow time for your child to make the rectangle.

"Now make a theater with four rows."

"Put three seats in each row."

• Allow time for your child to make the rectangle.

"How many seats do you have?" 12

"What are the dimensions of this rectangle?" 4'' × 3''

• Draw and label a chalkboard picture.
"Now make a theater with five rows."
"Put two seats in each row."

- Allow time for your child to make the rectangle.

"How many tiles did you use?" 10
"What are the dimensions of this rectangle?" 5" \times 2"

- Draw and label a chalkboard picture.

"Take fifteen tiles."
"Make a theater that has three rows."

- Allow time for your child to make the rectangle.

"How many seats are in each row?" 5
"What are the dimensions of this rectangle?" 3" \times 5"

- Draw and label a chalkboard picture.

"Take 21 tiles."
"Make a theater that has three rows."

- Allow time for your child to make the rectangle.

"How many tiles are in each row?" 7
"What are the dimensions of this rectangle?" 3" \times 7"

- Draw the following on the chalkboard:

\[
\begin{array}{c}
4" \\
\hline
20 \\
\text{square inches}
\end{array}
\]

"How many tiles will you use to make this rectangle?" 20
"How many rows does the picture tell you to make?" 4
"Make a rectangle to match this picture."
"How many tiles are in each row?" 5

- Fill in the missing dimension on the chalkboard rectangle.

"This is the missing dimension of the rectangle."

- Record "4" \times 5" = 20 square inches" below the chalkboard rectangle.

- Draw the following on the chalkboard:

\[
\begin{array}{c}
3" \\
\hline
18 \\
\text{square inches}
\end{array}
\]

"How many tiles will you use to make this rectangle?" 18
"How many rows does the picture tell you to make?" 3
"Make a rectangle to match this picture."
"How many tiles are in each row?" 6
• Fill in the missing dimension on the chalkboard rectangle.
  “This is the missing dimension of the rectangle.”
• Record “3” \( \times \) 6” = 18 square inches” below the chalkboard rectangle.
• Draw the following on the chalkboard:

```
\[\begin{array}{c}
  2'' \\
  \text{8 square inches}
\end{array}\]
```

“How many tiles will you use to make this rectangle?” 8
“How many rows does the picture tell you to make?” we don’t know
“How many tiles are in each row?” 2
“Make a rectangle to match this picture.”
“How many rows did you make?” 4
• Fill in the missing dimension on the chalkboard rectangle.
  “This is the missing dimension of the rectangle.”
“What are the dimensions of this rectangle?” 4” \( \times \) 2”
• Record “4” \( \times \) 2” = 8 square inches” below the chalkboard rectangle.
• Draw the following on the chalkboard:

```
\[\begin{array}{c}
  4'' \\
  \text{16 square inches}
\end{array}\]
```

“How many tiles will you use to make this rectangle?” 16
“How many rows does the picture tell you to make?” we don’t know
“How many tiles are in each row?” 4
“Make a rectangle to match this picture.”
“How many rows did you make?” 4
“This is the missing dimension of the rectangle.”
• Fill in the missing dimension on the chalkboard rectangle.
  “What are the dimensions of this rectangle?” 4” \( \times \) 4”
• Record “4” \( \times \) 4” = 16 square inches” below the chalkboard rectangle.
  “What do you notice about our rectangle this time?” it’s a square
  “A square is a special type of rectangle.”
• Give your child Master 3-114.
“Use your tiles to find the missing dimension or the area of each of these rectangles.”
“Make each rectangle using your tiles.”
“When you finish, write a multiplication number sentence to match each picture.”

**Class Practice**
- Use the fact cards to practice the multiplication facts with your child.
- Give your child Fact Sheet M-100.
- Time your child for 4 minutes.
- Correct the fact sheet together and record the score.
- Allow time for your child to complete the unfinished facts.

**Written Practice**
- Complete Worksheet 114A with your child.
- Your child completes Worksheet 114B later in the day.