Second Grade Math with Confidence

Instructor Guide

KATE SNOW

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Welcome to *Second Grade Math with Confidence!*

Second Grade Math with Confidence is a complete math curriculum that will give your child a solid foundation in math. It's playful, hands-on, and fun with thorough coverage of second-grade math skills:

- reading, writing, and comparing numbers to 1000
- adding and subtracting 2- and 3-digit numbers
- solving addition and subtraction word problems
- telling time, counting money, and measuring length
- reading graphs, identifying 2-D and 3-D shapes, and understanding simple fractions

The carefully-sequenced and confidence-building lessons will help your child develop a strong understanding of math, step by step. Daily review ensures that she will fully master what she has learned in previous lessons. With this blend of **deep conceptual understanding** and **traditional skill practice**, you'll give your child a thorough second-grade math education.

Fun activities like Pretend Restaurant, Measurement Tag, and Fraction Bump will help your child develop a **positive attitude** toward math. You'll also find optional weekly enrichment lessons, with suggestions for delightful math picture books and real-world math activities that help your child appreciate the importance of math in real life.

Besides this Instructor Guide, *Second Grade Math with Confidence* also includes a **colorful, engaging Student Workbook** to reinforce what your child has learned. These short, straightforward workbook pages both reinforce new skills and review previous lessons so that your child remembers what he's learned.

If you're like most parents, you've probably never taught math before. You may even feel a little anxious. But don't worry: I promise to guide you every step of the way! *Second Grade Math with Confidence* is full of features that will help you teach math with confidence all year long:

- **Scripted, open-and-go lessons**
- **Clear goals** at the beginning of each lesson so you know exactly what you're trying to accomplish
- **Explanatory notes** help you understand more deeply how children learn math so you feel well-equipped to teach your child
- **Checkpoints** at the end of each unit give you specific guidance on whether to spend more time on the current unit or move on to the next one

In the next section, you'll learn how the curriculum is organized and how to get your materials ready. Invest a little time reading this section now (and getting your Math Kit ready), and you'll be ready to teach math like a pro all year long.

Wishing you a joyful year of second grade math!

Kate Snow

Introduction

The Goals of *Second Grade Math with Confidence*

Second Grade Math with Confidence aims to help children become confident and capable math students, with a deep understanding of math concepts, proficiency and fluency with fundamental skills, and a positive attitude toward math.

Deep conceptual understanding

You'll focus on one concept at a time for several weeks so your child can build deep, connected knowledge of each new topic. (Educators call this a *mastery approach* to new content.) Each new lesson builds on the previous one so your child gradually develops thorough understanding and makes connections between concepts.

Proficiency with fundamental skills

Children need lots of practice in order to master the basic skills necessary for proficiency in math. *Second Grade Math with Confidence* provides continual, ongoing review of these core skills so your child fully grasps them by the end of the year. (Educators call this a *spiral approach* to review, because children periodically revisit topics, just as the curve of a spiral returns to the same point on a circle.)

Positive attitude

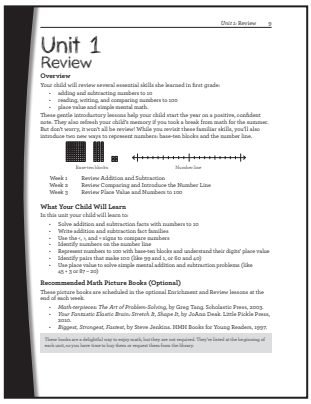
The lessons in *Second Grade Math with Confidence* include games, movement, pretend activities, and lots of hands-on learning so your child enjoys and even looks forward to math time. Optional enrichment lessons each week (with a picture book suggestion and math extension activity) provide a break from the usual routine and help your child appreciate how math is used in real life.

Overview

Second Grade Math with Confidence is organized into units, weeks, and lessons. Each section has clear goals so you know exactly what you're trying to accomplish.

Units

Second Grade Math with Confidence is divided into 14 units. Each unit focuses on developing thorough understanding of one core topic, such as graphs, mental addition, or numbers to 1000.



Unit 1: Review 3

Unit 1
Review

Overview

Your child will review several essential skills she learned in first grade:

- adding and subtracting numbers to 10
- reading, writing, and comparing numbers to 100
- place value and simple mental math.

These gentle introductory lessons help your child start the year on a positive, confident note. They also refresh your child's memory if you took a break from math for the summer. But don't worry, it won't all be review! While you revisit these familiar skills, you'll also introduce two new ways to represent numbers: base-ten blocks and the number line.

Base-ten blocks Number line

Week 1 Review Addition and Subtraction
Week 2 Review Comparing and Introduce the Number Line
Week 3 Review Place Value and Numbers to 100

What Your Child Will Learn

In this unit your child will learn to:

- Solve addition and subtraction facts with numbers to 10
- Write addition and subtraction fact families
- Use the <, >, and = signs to compare numbers
- Identify numbers on the number line
- Represent numbers to 100 with base-ten blocks and understand their digits' place value
- Identify pairs that make 100 (like 99 and 1, or 60 and 40)
- Use place value to solve simple mental addition and subtraction problems (like 45 + 3 or 87 – 20)

Recommended Math Picture Books (Optional)

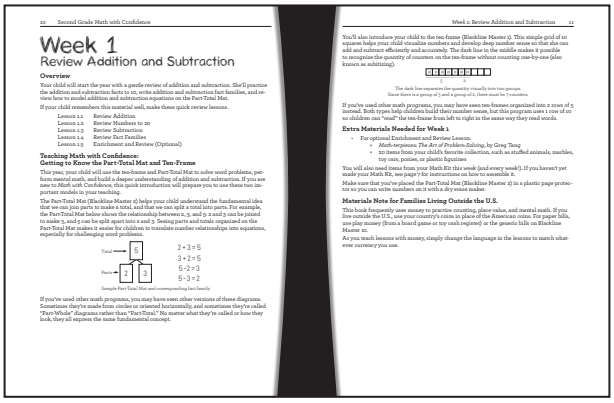
These picture books are scheduled in the optional Enrichment and Review lessons at the end of each week.

- *Math-terpieces: The Art of Problem-Solving*, by Greg Tang. Scholastic Press, 2003.
- *Your Fantastic Elastic Brain: Stretch It, Shape It*, by JoAnn Deak. Little Pickle Press, 2010.
- *Biggest, Strongest, Fastest*, by Steve Jenkins. HMH Books for Young Readers, 1997.

These books are a delightful way to enjoy math, but they are not required. They're listed at the beginning of each unit, so you have time to buy them or request them from the library.

Weeks

Each unit is divided into 2–3 weeks (with a total of 32 weeks of lessons). Each week focuses on a specific topic, such as telling time to the minute or developing fluency with written addition. These groups of lessons are called weeks, but you don't have to finish each one in a calendar week—it's fine to have your "week" begin on Wednesday and end on the following Friday.



Week 1
Review Addition and Subtraction

Overview

Your child will start the year with a gentle review of addition and subtraction. She'll practice the addition and subtraction facts to 20, write addition and subtraction fact families, and review how to model addition and subtraction equations on the Part-Total Mat.

If your child remembers this material well, make these quick review lessons.

Lesson 1.1 Review Addition
Lesson 1.2 Review Numbers to 20
Lesson 1.3 Review Subtraction
Lesson 1.4 Review Fact Families
Lesson 1.5 Enrichment and Review (Optional)

Teaching Math with Confidence:
Getting to Know the Part-Total Mat and Ten-Frame

This year, your child will use the ten-frame and Part-Total Mat to solve word problems, perform mental math, and build a deeper understanding of addition and subtraction. If you are new to Math with Confidence, this quick introduction will prepare you to use these two important models in your teaching.

The Part-Total Mat (Blackline Master 3) helps your child understand the fundamental idea that we can join parts to make a total, and that we can split a total into parts. For example, the Part-Total Mat below shows the relationship between 2, 3, and 5: 2 and 3 can be joined to make 5, and 5 can be split apart into 2 and 3. Seeing parts and totals organized on the Part-Total Mat makes it easier for children to translate number relationships into equations, especially for challenging word problems.

Total → 5
Parts → 2 3

2 + 3 = 5
3 + 2 = 5
5 − 2 = 3
5 − 3 = 2

Sample Part-Total Mat and corresponding fact family

If you've used other math programs, you may have seen other versions of these diagrams. Sometimes they're made from circles or oriented horizontally, and sometimes they're called "Part-Whole" diagrams rather than "Part-Total." No matter what they're called or how they look, they all express the same fundamental concept.

You'll also introduce your child to the ten-frame (Blackline Master 2). This simple grid of 10 squares helps your child visualize numbers and develop deep number sense so that she can add and subtract efficiently and accurately. The dark line in the middle makes it possible to recognize the quantity of counters on the ten-frame without counting one-by-one (also known as subitizing).

The dark line separates the quantity visually into two groups. Since there is a group of 5 and a group of 2, there must be 7 counters.

If you've used other math programs, you may have seen ten-frames organized into 2 rows of 5 instead. Both types help children build their number sense, but this program uses 1 row of 10 so children can "read" the ten-frame from left to right in the same way they read words.

Extra Materials Needed for Week 1

- For optional Enrichment and Review Lesson:
  - *Math-terpieces: The Art of Problem-Solving*, by Greg Tang
  - 20 items from your child's favorite collection, such as stuffed animals, marbles, toy cars, ponies, or plastic figurines

You will also need items from your Math Kit this week (and every week!). If you haven't yet made your Math Kit, see page 7 for instructions on how to assemble it.

Make sure that you've placed the Part-Total Mat (Blackline Master 3) in a plastic page protector so you can write numbers on it with a dry erase marker.

Materials Note for Families Living Outside the U.S.

This book frequently uses money to practice counting, place value, and mental math. If you live outside the U.S., use your country's coins in place of the American coins. For paper bills, use play money (from a board game or toy cash register) or the generic bills on Blackline Master 20.

As you teach lessons with money, simply change the language in the lessons to match whatever currency you use.

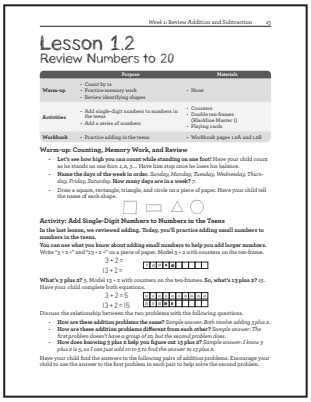
The preview for each week includes the following:

- **Overview.** A brief summary of what you'll teach that week, along with a list of the lessons.
- **Teaching Math with Confidence.** These notes will help you understand more deeply how children learn math so that you'll be well prepared to teach the new concepts.
- **Extra Materials.** You'll sometimes need to supplement your regular math materials with a few everyday household items, such as small toys, tape, or scissors. This section will give you a heads-up if you need any extra materials for the week. (See below for more information on materials.)

Two Types of Lessons

Each week includes five lessons: four required core lessons and one optional enrichment lesson. The core lessons teach and review essential second-grade concepts and skills, while the enrichment lessons provide extra fun and real-life math applications.

Both types of lessons follow a consistent three-part format, with the purpose and materials listed at the top for easy reference. Plan for your child to spend a total of 20-30 minutes on each lesson, with 15-20 minutes of parent-led instruction.



Lesson 1.2
Review Numbers to 20

	Purpose	Materials
Warm-up	• Count by 1s • Practice memory work • Review identifying shapes	• None
Activities	• Add single-digit numbers to numbers in the teens • Add 3 series of numbers	• Counters • Double ten-frames (Blackline Master 1) • Playing cards
Workbook	• Practice adding in the teens	• Workbook pages 1.2A and 1.2B

Warm-up: Counting, Memory Work, and Review

- **Let's see how high you can count while standing on one foot!** Have your child count as he stands on one foot: 1, 2, 3, . . . Have him stop once he loses his balance.
- **Name the days of the week in order.** *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.* **How many days are in a week?** 7.
- Draw a square, rectangle, triangle, and circle on a piece of paper. Have your child tell the name of each shape.

Activity: Add Single-Digit Numbers to Numbers in the Teens

In the last lesson, we reviewed adding. Today, you'll practice adding small numbers to numbers in the teens.

You can use what you know about adding small numbers to help you add larger numbers. Write "3 + 2 =" and "13 + 2 =" on a piece of paper. Model 3 + 2 with counters on the ten-frame.

3 + 2 =
13 + 2 =

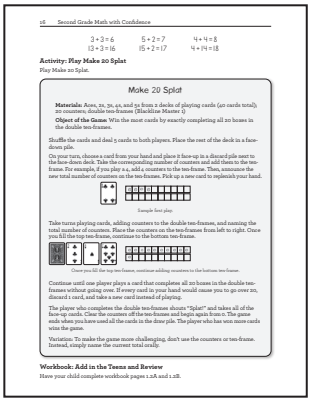
What's 3 plus 2? 5. Model 13 + 2 with counters on the ten-frames. **So, what's 13 plus 2?** 15. Have your child complete both equations.

3 + 2 = 5
13 + 2 = 15

Discuss the relationship between the two problems with the following questions.

- **How are these addition problems the same?** *Sample answer: Both involve adding 2 plus 3.*
- **How are these addition problems different from each other?** *Sample answer: The first problem doesn't have a group of 10, but the second problem does.*
- **How does knowing 3 plus 2 help you figure out 13 plus 2?** *Sample answer: I know 3 plus 2 is 5, so I can just add on 10 to find the answer to 13 plus 2.*

Have your child find the answers to the following pairs of addition problems. Encourage your child to use the answer to the first problem in each pair to help solve the second problem.



3 + 3 = 6 5 + 2 = 7 4 + 4 = 8
13 + 3 = 16 15 + 2 = 17 4 + 14 = 18

Activity: Play Make 20 Splat

Play Make 20 Splat.

Make 20 Splat

Materials: Aces, 2s, 3s, 4s, and 5s from 2 decks of playing cards (40 cards total), 20 counters, double ten-frames (Blackline Master 1)

Object of the Game: Win the most cards by exactly completing all 20 boxes in the double ten-frames.

Shuffle the cards and deal 5 cards to both players. Place the rest of the deck in a face-down pile.

On your turn, choose a card from your hand and place it face-up in a discard pile next to the face-down deck. Take the corresponding number of counters and add them to the ten-frame. For example, if you play a 4, add 4 counters to the ten-frame. Then, announce the new total number of counters on the ten-frames. Pick up a new card to replenish your hand.

Example: Sam's play.

Take turns playing cards, adding counters to the double ten-frames, and naming the total number of counters. Place the counters on the ten-frames from left to right. Once you fill the top ten-frame, continue to the bottom ten-frame.

Once you fill the top ten-frame, continue adding counters to the bottom ten-frame.

Continue until one player plays a card that completes all 20 boxes in the double ten-frames without going over. If every card in your hand would cause you to go over 20, discard 1 card, and take a new card instead of playing.

The player who completes the double ten-frames shouts "Splat!" and takes all of the face-up cards. Clear the counters off the ten-frames and begin again from 0. The game ends when you have used all the cards in the draw pile. The player who has won more cards wins the game.

Variation: To make the game more challenging, don't use the counters or ten-frame. Instead, simply name the current total orally.

Workbook: Add in the Tens and Review

Have your child complete workbook pages 1.2A and 1.2B.

Within the lessons:

- **Bold** text indicates what you are to say.
- *Italic* text provides sample answers.
- Gray-highlighted text indicates explanatory notes.

If possible, try to plan a consistent time for teaching math each day. Many families find it best to do math first thing in the morning when everyone's fresh. If you have younger children, you might find it works better to teach math in the afternoon while your younger children are napping.

Core Lessons (Required)

Each core lesson includes several short and varied activities to help keep your child engaged and attentive:

Warm-up: counting, memory work, and review (5 minutes)

The warm-up provides regular, brief practice with counting and memory work. It also includes a quick review activity so your child remembers and retains what he has learned. Try to keep this part of the lesson short and sweet so your child isn't worn out before the new learning later in the lesson.

Children vary in how much review they need. If your child already knows a particular fact or skill, you do not need to review it every time it is listed in the Instructor Guide. Or, if your child needs more practice than suggested, feel free to add more review.

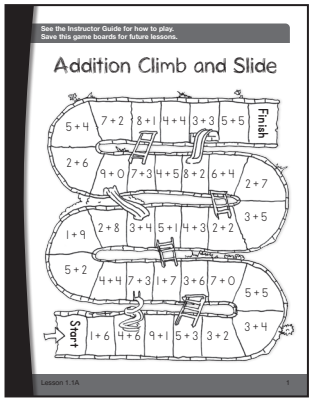
Hands-on activities (10-15 minutes)

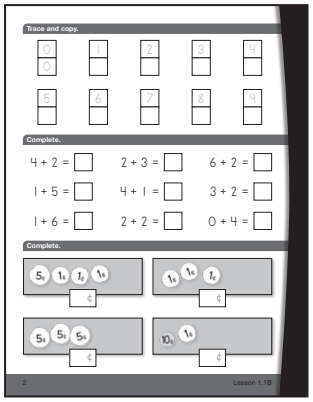
These parent-directed activities are the most important part of each lesson. You'll teach your child the new concepts and skills through conversation, hands-on materials, and games. The lessons are scripted so you can just open the book and start reading, but you're welcome to rephrase the words to fit your own teaching style better.

Feel free to inject your own personality into your teaching, and personalize the lessons for your child. You might use your child's favorite objects for counting, change the names in word problems to match your family members, or take your math lesson outside to enjoy a beautiful day.

Workbook (5-10 minutes)

Your child will complete a two-sided workbook page at the end of each core lesson. (These workbook pages are included in the separate Student Workbook.) Side A gives your child written practice with the lesson's new material. Side B reviews skills your child has already learned.





You'll occasionally use Side A during the lesson, but your child will usually complete the workbook pages at the end of the lesson on his own. Most second-graders will be able to complete the worksheets independently, but many will need their parent to help read and interpret the directions. If writing is difficult for your child, feel free to have your child complete

part or all of the worksheets orally rather than writing out the answers.

Have your child use a pencil for the workbook pages so it's easy to erase mistakes. You'll also occasionally need crayons or markers for coloring activities, so make sure you have them available. And, try to check the workbook pages as soon as your child finishes them. This immediate feedback shows your child that you value his work, and it helps prevent mistakes from becoming ingrained habits.

Enrichment Lessons (Optional)

Enrichment lessons are scheduled on the fifth day of each week. Many parents and children find that these enrichment lessons are their favorite part of the week. (Siblings often enjoy participating in them, too!) However, these enrichment lessons are completely optional. You are free to choose the ones that sound the most fun for your family, or skip them entirely if your schedule is too full.

Warm-up: counting, memory work, and review (5 minutes)

The enrichment lessons give your child a chance to show off her counting skills and recite all of the memory work she has learned so far. If you have time, you can also revisit one of her favorite or most challenging activities from the week.

Picture book (10 minutes)

Reading math picture books together is a fun, cozy, and delightful way to enjoy math. Most of the suggested books relate to the main concept studied that week, but some expose your child to other interesting math topics. **The picture books are not required.** You do not need to buy every book or track down every book in your library system. It's also perfectly fine to use a book on a similar topic as a substitute.

Enrichment activity (varies)

The enrichment activities help your child understand and appreciate how math is used in everyday life. You'll find suggestions for art projects, field trips, physical activities, and more to make math come alive for your child.

Pacing and Checkpoints

Just as children learn to crawl, walk, and talk at different times, they are developmentally ready to learn math at different times, too. *Second Grade Math with Confidence* provides lots of flexibility so your child can learn at his own pace. You know your child best, and you are always welcome to slow down or speed up the pace of the lessons based on your child's needs. Use the information below to help make decisions about pacing.

Is My Child Ready to Start *Second Grade Math with Confidence*?

Most children are ready to start *Second Grade Math with Confidence* when they are 7 years old. Your child is ready to begin this program if she can:

- Count to 100 by 1s, 2s, 5s, and 10s.
- Read, write, and compare 2-digit numbers.
- Understand the meaning of the tens-place and ones-place in 2-digit numbers.
- Write simple addition and subtraction equations, and solve simple word problems with single-digit numbers.
- Know most of the addition facts up to 9 + 9.
- Know most of the subtraction facts that involve subtracting from numbers up to 10 (for example, 7 – 4 or 10 – 6).
- Know the names and values of coins and identify combinations of a few coins.

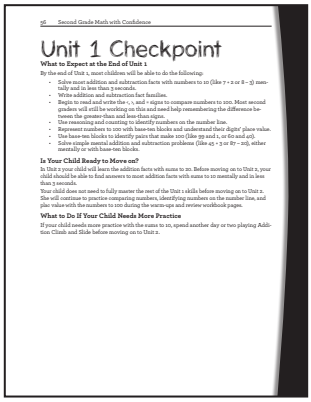
All of these skills are reviewed in the first few units, so don't worry if your child needs a refresher on a few of them.

If your child is not fluent with the addition facts up to 9 + 9 or the subtraction facts up to 10, you may need to spend a little extra time on them in Units 2 and 4. Notes throughout the lessons and Checkpoints at the end of each unit will help you decide whether to continue on to the next unit or spend more time solidifying these essential skills. (See the next question for more on Checkpoints.)

How Do I Know Whether to Stick with a Lesson or Move On?

Each lesson in *Second Grade Math with Confidence* gently builds on the previous one, but your child doesn't need to completely master every lesson before moving on to the next. The program includes many opportunities for review and practice before your child is expected to achieve full proficiency with any topic.

As a general principle, continue teaching new lessons until you reach the end of a unit. At the end of each unit, you'll find a Checkpoint that will help you assess how your child is doing. The Checkpoints will also give you guidance on whether to move on to the next unit or give your child more practice with the current unit.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Unit 1 Checkpoint

What to Expect at the End of Unit 1

By the end of Unit 1, most children will be able to do the following:

- Solve most addition and subtraction facts with numbers to 10 (like 7 + 2 or 8 – 3) mentally and in less than 3 seconds.
- Write addition and subtraction fact families.
- Begin to read and write the >, and < signs to compare numbers to 100. Most second graders will still be working on this and need help remembering the difference between the greater-than and less-than signs.
- Use reasoning and counting to identify numbers on the number line.
- Represent numbers to 100 with base-ten blocks and understand their digits' place value.
- Use base-ten blocks to identify pairs that make 100 (like 99 and 1, or 60 and 40).
- Solve simple mental addition and subtraction problems (like 45 + 3 or 87 – 20), either mentally or with base-ten blocks.

Is Your Child Ready to Move on?

In Unit 2 your child will learn the addition facts with sums to 20. Before moving on to Unit 2, your child should be able to find answers to most addition facts with sums to 10 mentally and in less than 3 seconds.

Your child does not need to fully master the rest of the Unit 1 skills before moving on to Unit 2. She will continue to practice comparing numbers, identifying numbers on the number line, and plac value with the numbers to 100 during the warm-ups and review workbook pages.

What to Do If Your Child Needs More Practice

If your child needs more practice with the sums to 10, spend another day or two playing Addition Climb and Slide before moving on to Unit 2.

Each Checkpoint is divided into three parts:

- **What to Expect at the End of the Unit** This list of skills tells you what second-graders typically are able to do at the end of each unit.
- **Is Your Child Ready to Move On?** This section tells you what your child needs to have mastered before moving on to the next unit.
- **What to Do if Your Child Needs More Practice** If your child isn't quite ready to move on, this section gives you options for reviewing and practicing the skills she needs to master before the next unit. (This section is omitted if no specific skills are necessary for the next unit.)

For many units, your child does not need to master all of the material from the current unit before moving on. For example, in Unit 6, your child will learn to add two-digit numbers. He'll continue to practice this skill as he learns to tell time in Unit 7, but he does not need to be completely fluent at adding two-digit numbers before starting the new unit.

What Should I Do If My Child is Crying or Frustrated?

Extra tiredness, oncoming illness, or just plain grumpiness can make for a less-than-cheerful day of math. Don't worry if your child occasionally gets frustrated or cries during lesson time. If emotions rise during math, it's usually best to cut the lesson short and resume later in the day or the next day.

However, if your child is continually frustrated, resisting math lessons, or crying during math time, it's a clear sign you should take a break from the current topic, do some gentle review, and then try the topic again in a few weeks. If your child shows these signs frequently, this book may be too challenging for his current maturity level, no matter how old he is. It may be wiser to use *First Grade Math with Confidence* instead. Every child's brain matures at a different rate, and you and your child will both find math time much more enjoyable when your child is developmentally ready for the concepts.

What Should I Do If the Lessons are Taking Too Long?

The lessons in this program are meant to take no more than 20-30 minutes and include a variety of activities so your child can stay engaged and attentive. If you find a particular lesson takes longer than 30 minutes or if your child gets restless, stop and resume the lesson the next day. Or, break the lesson into two parts: do the hands-on activities during one part of the day, and then have your child do the workbook page at a different time. The rest of the lesson will probably go much more smoothly once your child is fresh.

What Should I Do If My Child Flies Through the Lessons?

If you have a child who picks up math quickly, you can condense lessons or skip some of the warm-up activities and review workbook pages. If you go this route, occasionally double-check whether your child still remembers these skills. Just because she knew a skill at one point doesn't mean she still knows it, and periodic checks will help cement that information in her memory.

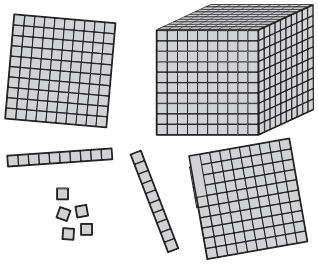
What You'll Need

You'll use simple household items to make math hands-on, concrete, and fun in *Second Grade Math with Confidence*. Most lessons only require materials from your Math Kit, but you'll also sometimes use everyday objects to enhance the lessons. No need for an expensive shopping trip, though! You likely already own nearly everything you need.

How to Create Your Math Kit

You'll use materials from your Math Kit in every core lesson. Stick the following materials in a box or basket so they're always ready to go, and keep them handy when you're teaching.

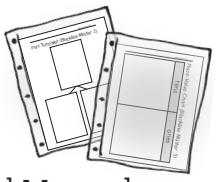
- **Base-ten blocks.** Base-ten blocks provide a concrete way for children to understand place value. Each block represents a different value in our number system (ones, tens, hundreds, or thousands). Look for a set with at least 100 units, 20 rods, 10 flats, and 1 large cube. They're generally available for about $25 online or at school supply stores. You can also photocopy and color Blackline Master 11 (page 557) instead, although children usually find real blocks easier to maneuver.



Base-ten blocks

- **50 small counters.** Any type of small object (such as plastic tiles, Legos, blocks, plastic bears, coins, or dried beans) is fine. These work best (and fit the Blackline Masters) if they are less than .75" (or 2 cm) across. You can also use the units from your set of base-ten blocks. You'll occasionally need 2 colors, so make sure at least 10 of the counters are a different color than the rest.
- **Coins (20 pennies, 20 nickels, 10 dimes, 8 quarters).** You can use toy coins, but children often enjoy using real coins more. (If you live outside the U.S., you can use your local currency's coins instead. See the materials note on page 11 for more details.)

- **Play money (10 each of one-dollar bills, five-dollar bills, ten-dollar bills, twenty-dollar bills, and hundred-dollar bills).** Play money from a toy cash register or board game works well, or you can copy and cut out the play money on Blackline Master 10.
- **Clock with hands.** Your clock should have clear, easy-to-read numbers, tick marks along the edge for each minute, and hands your child can easily move. If your family's clocks don't meet these criteria, you may want to buy an inexpensive plastic teaching clock (sometimes called a "Judy clock") to make these lessons easier to teach.
- **1-foot (or 30-centimeter) ruler.** You will teach your child to measure in both inches and centimeters this year, so make sure your ruler is labeled with both units.
- **Two packs of playing cards and two dice.** You'll use playing cards and dice for some of the games in this book. Any standard 52-card decks and regular, six-sided dice will work fine.
- **Blank paper.** Any kind of paper is fine, including plain copy paper.
- **Pencils.** Keep sharp pencils on hand for lessons and workbook pages.
- **3 page protectors.** You will need a page protector for the Part-Total Mat (Blackline Master 2) and both pages of the Place-Value Chart (Blackline Master 5) so you can write on them with a dry-erase marker.



- **Dry-erase marker.** You will use this to write numbers on the Part-Total Mat and Place-Value Chart.
- **Binder with about 25 plastic page protectors. (Recommended, but not required.)** Blackline Masters and game boards are an important part of the program and are often reused. Many pilot-test families found it easiest to keep track of these papers in plastic page protectors in a binder.

You will occasionally need to save items for future lessons. This symbol will alert you if you need to save anything.

Other Supplies Needed

You'll need only your Math Kit for most lessons, but occasionally you'll need a few other common household items. You'll find these items listed in three different places in the curriculum to make sure you always know what you need:

- The preview for each week lists all extra household items needed.
- The top of each lesson lists all supplies you'll need to teach that lesson. These lists include items from your Math Kit as well as extra household items. (Note that many lessons require paper, slips of paper, pencils, or a dry-erase marker. To save space, they are not listed unless you need more than 3 slips of paper.)
- You'll find the complete list of household items needed throughout the year on pages 528-529.

Don't feel you have to gather the extra household items now. Most are common things like tape, scissors, or small toys you can grab right before you begin the lesson.

Helpful Resources

You'll find an appendix of helpful resources at the back of this book:

- Scope and Sequence
- Complete Memory Work List
- Complete Picture Book List
- Materials List
- Game List
- Blackline Masters