

# WEEK-BY-WEEK DAILY SCHEDULE

Below is a suggested weekly schedule to help you stay on track. It uses a four-day week to leave room for a co-op day or a review day. Please feel free to adjust it to the needs of your child and your family's calendar. Since the suggested schedule covers 28 weeks, there is plenty of room for personal modifications.

WEEK	DAY 1	DAY 2	DAY 3	DAY 4
<b>1</b>	<b>UNIT 1</b> <input type="checkbox"/> <b>Introductions</b> <b>CHAPTER 1</b> <b>Lesson 1</b> Skills practice: write the numbers 1–10	<b>CHAPTER 1</b> <input type="checkbox"/> <b>Lesson 2</b> Skills practice: write the numbers 1–10	<b>CHAPTER 1</b> <input type="checkbox"/> <b>Lesson 3</b> Skills practice: write the numbers 1–10	<b>CHAPTER 1</b> <input type="checkbox"/> <b>Lesson 4</b> <b>Number Collage Project</b> Skills practice: write the numbers 1–10
<b>2</b>	<b>CHAPTER 1</b> <input type="checkbox"/> <b>Lesson 4</b> <b>Number Collage Project Day 2</b> Skills practice: order the numbers 1–10	<b>CHAPTER 2</b> <input type="checkbox"/> <b>Lesson 5</b> Skills practice: order the numbers 1–10	<b>CHAPTER 2</b> <input type="checkbox"/> <b>Lesson 6</b> Skills practice: order the numbers 1–10	<b>CHAPTER 2</b> <input type="checkbox"/> <b>Lesson 7</b> Skills practice: order the numbers 1–10
<b>3</b>	<b>CHAPTER 3</b> <input type="checkbox"/> <b>Lesson 8</b> Skills practice: order the numbers 0–20	<b>CHAPTER 3</b> <input type="checkbox"/> <b>Lesson 9</b> Skills practice: order the numbers 0–20	<b>CHAPTER 3</b> <input type="checkbox"/> <b>Lesson 10</b> Skills practice: order the numbers 0–20	<b>CHAPTER 3</b> <input type="checkbox"/> <b>Lesson 11</b> Skills practice: order the numbers 0–20



## TEACHER'S NOTES

# UNIT 1: INTRODUCTION TO ADDITION

### SUPPLY LIST

#### Skills Practice:

- LEGO® bricks
- Foam cups
- Marker
- Copywork pages printed from the Book Extras website

#### Chapter 1:

- Eleven pipe cleaners
- Fifty-five beads
- Ten mini cups
- Beans/Goldfish® crackers/small objects for counting
- Scissors
- One poster board
- Magazines OR phone and printer access
- Ruler or straightedge
- Glue or tape
- Crayons

#### Chapter 2:

- Linking cubes or LEGO bricks in at least two different colors
- A rubber ink stamp or stickers
- A dry erase or permanent marker
- Crayons

#### Chapter 3:

- Beans/Goldfish crackers/small objects for counting
- A pair of dice
- A set of dominoes
- Linking cubes
- Crayons

#### Chapter 4

- Blue and red linking cubes
- Thirty buttons or small candies
- Base ten blocks (unit cubes only)
- Uno® cards
- Crayons

Unit 1 reviews many concepts that are traditionally covered in kindergarten. This was intentional. Most kids benefit from some review after the summer break. It also gives students and parents some time to acclimate to the program before we jump into new material. Additionally, there is a focus on the relationship between numbers and math facts that isn't developed in every kindergarten program. You will find that your child's knowledge of the numbers 0–20 and basic addition is deepened in this unit.

The text was written assuming you will be sitting alongside of your child to help them. A first grader is not expected to be able to read and complete the student book on his or her own.

## SKILLS PRACTICE FOR UNIT 1:

Writing and ordering the numbers 0–20

### Skill One: Write the Numbers 1-10

By the end of this unit, students should be able to write the numbers clearly enough that it doesn't interfere with their learning. That said, writing some numbers backward is quite normal at this level. There is some copywork in the all-in-one student text but additional pages are also provided on the Book Extras website. Students should practice writing numbers on plain notebook paper in addition to the extra copywork pages provided on the Book Extras website.

### Skill Two: Order the Numbers 0–20

By the end of this unit, students should be able to complete the sequence from zero to twenty, as well as parts of the sequence. A simple stacking game is one of the best ways to practice.

**LEGO bricks option:** stack the LEGO bricks on top of each other and number them using a dry erase or permanent marker (if you want it to last). It is easier to write the numbers if you stack the bricks first.

**Foam cup option:** choose any cup that has a visible rim that you can write on. Have your child stack them in order with the numbers lined up.

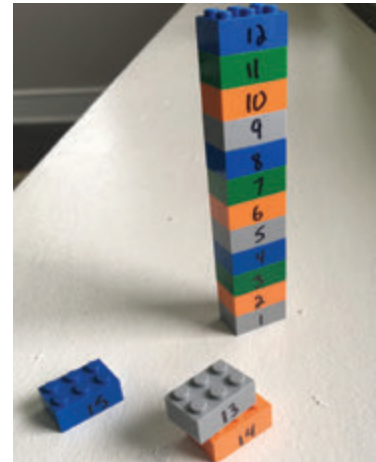
---

**Level one:** have your student stack the numbers 1-10.

**Level two:** have your student stack the numbers 0-20.

**Level three:** start with any number other than one or zero and see if your student can find the next 5 numbers. Many kids struggle to count if they don't start at the beginning, so this is an important skill.

**Challenge:** if your child has mastered levels 1–3, see if he or she can learn how to order the numbers backward.



Stacking LEGO bricks is a great way to practice ordering the numbers 0–20.



Foam cups work well too because there is space on the rims to write the numbers.

# CHAPTER 1: THE NUMBERS 1-10



## Lesson 1

Students are not expected to be able to complete the opening activity on their own. They will have lots more practice with counting and numbers throughout this unit. Enjoy introducing the numbers to your child with the opening activity found in the student workbook.

### Take it Further:

Students can use the pipe cleaner numbers from the opening activity in lesson one to create a mobile if they like.

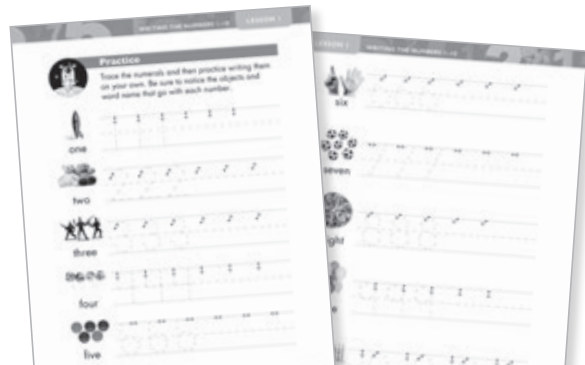
#### You Will Need:

- A hanger
- Ribbon or yarn
- Pipe cleaner numbers from lesson 1 activity
- Tape

#### You Will Do:

1. Cut different lengths of yarn or ribbon.
2. Tie one end to a pipe cleaner number and the other to the hanger. Use tape to hold the numbers in place.
3. Hang your mobile somewhere where you can enjoy it.

Word names for numbers are introduced in this lesson. We want students to recognize them, but they are not expected to be able to write them at this level. What is most important is for them to start seeing the connection between numerals and the corresponding amount. Their skill with word names will grow as they also become stronger readers.



### Note:

Student copywork should reflect the student's writing skills. Please encourage your child to be neat, but be patient if he or she is struggling. First graders will be at different places with their fine motor skills and their ability to write clearly.



## Lesson 2

Students are not expected to know how many objects are in a group automatically. They should be counting up the bugs. Spend some time with your child reviewing the numerals and names for each number. Answers to the questions on page 17 will vary.

Page 18 Answers

LESSON 2 IDENTIFYING AND USING THE NUMBERS 1-10

**Practice**  
Write the correct numeral below each group of bugs.

18

Page 19 Answers

IDENTIFYING AND USING THE NUMBERS 1-10 LESSON 2

**Number Matching Game**  
Tear out the Lesson 2 Number Matching Game from the back of the answer key. Cut out each card. Mix them up. Practice matching the numeral, the word name, and the ten frames. Time yourself and see how fast you can do it.

19

### Number Matching Game Solutions

The Number Matching Game can be played as a quick review in the future too. You might even want to laminate the cards. Keep the cards in an envelope or a small plastic bag. You will use them again in lesson 8.

1	one		6	six	
2	two		7	seven	
3	three		8	eight	
4	four		9	nine	
5	five		10	ten	





### Lesson 3

Students will continue to practice putting numbers in order throughout this unit as their skills practice. This lesson's opening activity is just an introduction using the numbers one through ten. Students are not expected to master the skill through this one activity. Continue working on it throughout the unit as explained in the unit 1 skills practice on p. 14 of this answer key, and they will retain it.

**Take It Further:** Line up the cups 1–10 in order. When your child isn't looking, remove one of the cups. Be sure to reposition the cups so there is no gap showing. See if your child can figure out which cup you removed. This can also be a fun game for kids to play with friends. Once your student masters each task, have him or her practice putting the cups in reverse order from 10 down to 1.

Page 20 Answers

Page 21 Answers



### Lesson 4

The number collage should take 2 days. Use the first day to find all your numerals and examples. The second day can be dedicated to assembling the collage. Ignore place value when looking for the numerals. If your child finds the number 95, he or she can cut it apart and use it as a 9 and a 5. Also, naturally occurring examples are better than ones that are contrived. For instance, 4 chairs at a table or 7 seats in a car is better than putting 5 beans on the table and taking a picture. The coloring page of 10 Rules to Live By is optional.

## CHAPTER 2: THE NUMBERS 0-20



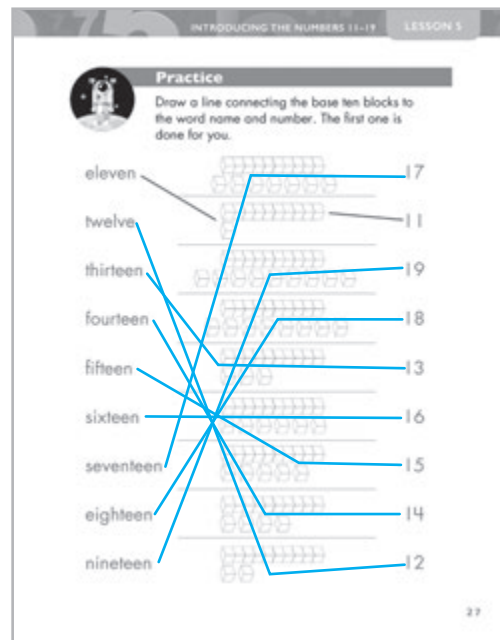
### Lesson 5

The opening activity is designed to help students notice the connection between the number 10 and the 1 at the beginning of the teen numbers. Your child might describe that pattern in different ways but as long as they notice a pattern they will be prepared for the lesson. Reuse this activity if your child needs help remembering the teen names. Your child can bend over the flap and say the name to get more practice.

Teen number word names can be very tricky for kids. It's not their fault. The teen numbers in English are confusing! The poems in the lesson can help them remember the names. Try chanting or singing the poems regularly.

You may need to sit with your student and help them with the number names on this practice sheet. Encourage them to at least guess at the names before you help them. Place value will be introduced in unit three. For now, students are only expected to count up to 20 and to use counting to match the numerals to the correct number of objects. They are not expected to understand tens and ones yet. Take a few minutes before the practice to point out to your student that a rod is always 10 so that they don't have to count each square each time.

### Page 27 Answers



### Lesson 6

Students are asked to build towers in the opening activity because this tactile approach really helps them see the relationship between 10 and the teen numbers. However, you will need 145 linking cubes or LEGO bricks to build all the numbers. If you don't have those, here are two alternatives:

- Buy a bag of white grapes and a bag of red grapes. Have your child make grape kebabs. First, he or she should skewer 10 white grapes and then add the appropriate



number of red grapes. Choose smaller grapes for the numbers over 15 so that they will all fit on the skewer.



- Use toilet paper. Have students tear off 10 squares first. Then have them tear off one more to show 11 and so on. The advantage of this method is that the toilet paper is cheap and reusable.

In the counting beans activity, you'll need to choose an appropriate amount of beans for them. Start with 12 and then another amount between 11 and 15. As they grow more comfortable using the ten frame, practice all the numbers up to 19.

Page 30 Answers

LESSON 6 COUNTING GROUPS UP TO 19

**Practice**  
Write the correct numeral for each group of objects.

13		17	
14		12	
15		18	
19		16	

30



**Lesson 7**

Check your student's answers to the activity. Encourage them to use groups of ten and counting on as they move forward in their studies.

The number zero is introduced in this lesson. You can also have some fun with this by asking them questions throughout the day where the answer is zero (How many kids are sleeping right now? How many sandwiches are left? etc.).

Page 31 Answers

ORDERING THE NUMBERS 8-20 LESSON 7

**SHOW HOW MANY**

You will need:  
 A ruler (6 cm longer for students), a marker, sticky or Sellotape amount

You Will Do:

1. Look at the teen number beside the ten frame.
2. You are going to match that number with your stamps. Start by filling in the ten frame.
3. Add enough stamps outside the ten frame to make the teen number. You can start at 10 and count on as you go to make sure you make the right amount.

17

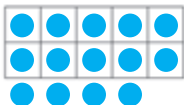
11

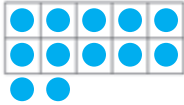
31

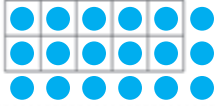


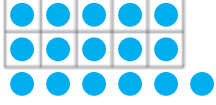
Page 32 Answers

LESSON 7 ORDERING THE NUMBERS 9-20

14 

12 

18 

16 

32

Page 33 Answers

LESSON 7 ORDERING THE NUMBERS 9-20

### The Number Zero

In math, there are numerals to represent all amounts. There is even a numeral that represents no amount, or nothing. This number is zero.

It looks like a big empty circle with nothing inside of it. That can help you remember that zero means having nothing. Practice writing the numeral zero.

0  
ZERO



This domino has zero (0) dots on the left and 5 dots on the right.



**Practice**

Draw 3 carrots on the plate. Draw zero (0) carrots on the plate.




Images will vary.

33

Page 34 Answers

LESSON 7 ORDERING THE NUMBERS 9-20


Draw 3 stick figure kids on the playground. Draw zero (0) stick figure kids on the playground.



Images will vary.

### The Number 20

The number 20 is the last number you will learn in this unit.

Numerals	Word Name	Group of Objects
20	twenty	

There are 2 groups of 10 in the number 20.

34

Page 35 Answers

LESSON 7 ORDERING THE NUMBERS 9-20

**Practice**

Fill in the missing numbers on the charts below.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

### Teen Number Matching Game

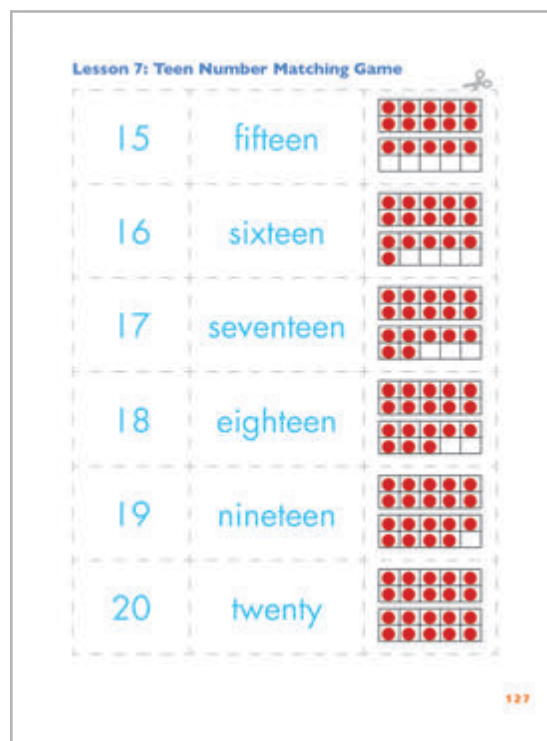
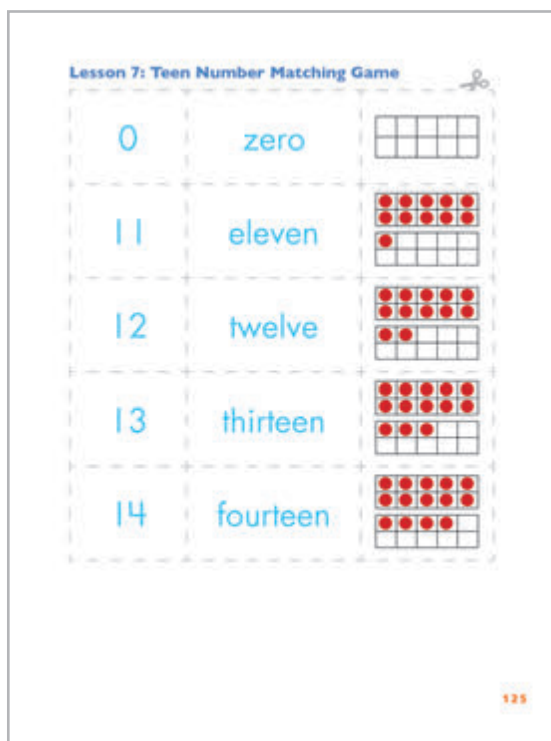
Tear out the Lesson 7 Teen Number Matching Game from the back of the answer key. Cut the cards and mix them up. Practice matching the numerals, the word name, and the ten frames. Time yourself and see how fast you can do it.

35

## Teen Number Matching Game Solutions

When you are done with the Teen Number Matching Game at the end of this lesson, put it in an envelope and place it in a safe place, maybe inside the back cover of this answer key. You will use it again in lesson 8 and in chapter 9.

**Take It Further:** Line up the teen number cards from the matching game in order and hide one. See if your student can figure out which one is missing.



**Take It Further:** Use the number cards and names to play Memory with your student. Mix the cards up and place them in a logical pattern face down. Each player takes a turn flipping over 2 cards. If the number and the name match, the player takes those 2 cards. If they do not match, the cards are flipped over again. The game ends when all the cards have been matched and the player with the most cards wins.



## Lesson 8

If you have misplaced the number matching cards from lessons 2 and 7 (it happens to all of us) you can print a new set from the Book Extras website.

**Take It Further:** There are many other fun ways to practice ordering numbers.

1. Popsicle® picture. You have to spend some time making the puzzle for your children but imagine their joy at seeing their own picture used as a puzzle. Glue sections of a photo to Popsicle sticks. Label the ends of the Popsicle sticks with numbers. Scramble the sticks and have your children practice putting them in order, using the numbers as their guide. When they do it correctly, they will see the completed picture.
2. Number puzzle. You can also create a number puzzle for them where each number is paired with a letter. When they put the numbers in the correct order, they solve the puzzle.
3. Solving riddles. If your child likes to solve riddles, create the answers to these questions using the method for #2.

Why do math books like students?  
They solve problems

Why couldn't the bicycle stand up?  
It was two-tired

Where do fish keep their money?  
In the river bank

Why is six afraid of seven?  
Seven ate nine

What did the hands tell the student?  
You can count on us



### Page 36 Answers

LESSON 8 ORDERING NUMBERS ADDITIONAL PRACTICE

#### NUMBER MATCHING GAME (PART TWO)

You Will Need:

- Lesson 2: Number Matching Game cards
- Lesson 7: Teen Number Matching Game

You Will Do:

1. Practice putting them in order.
2. Scramble the word names, ten frames, and numerals for the teen numbers. Practice putting the cards in order.
3. Add in the cards from lesson 2. Practice putting all the numbers from 0-20 in order. It may help to first do all the numerals, then the word names, then the ten frames. But choose the strategy that works best for you.

---

Starting with one, connect the dots in order. Then color your picture.

36