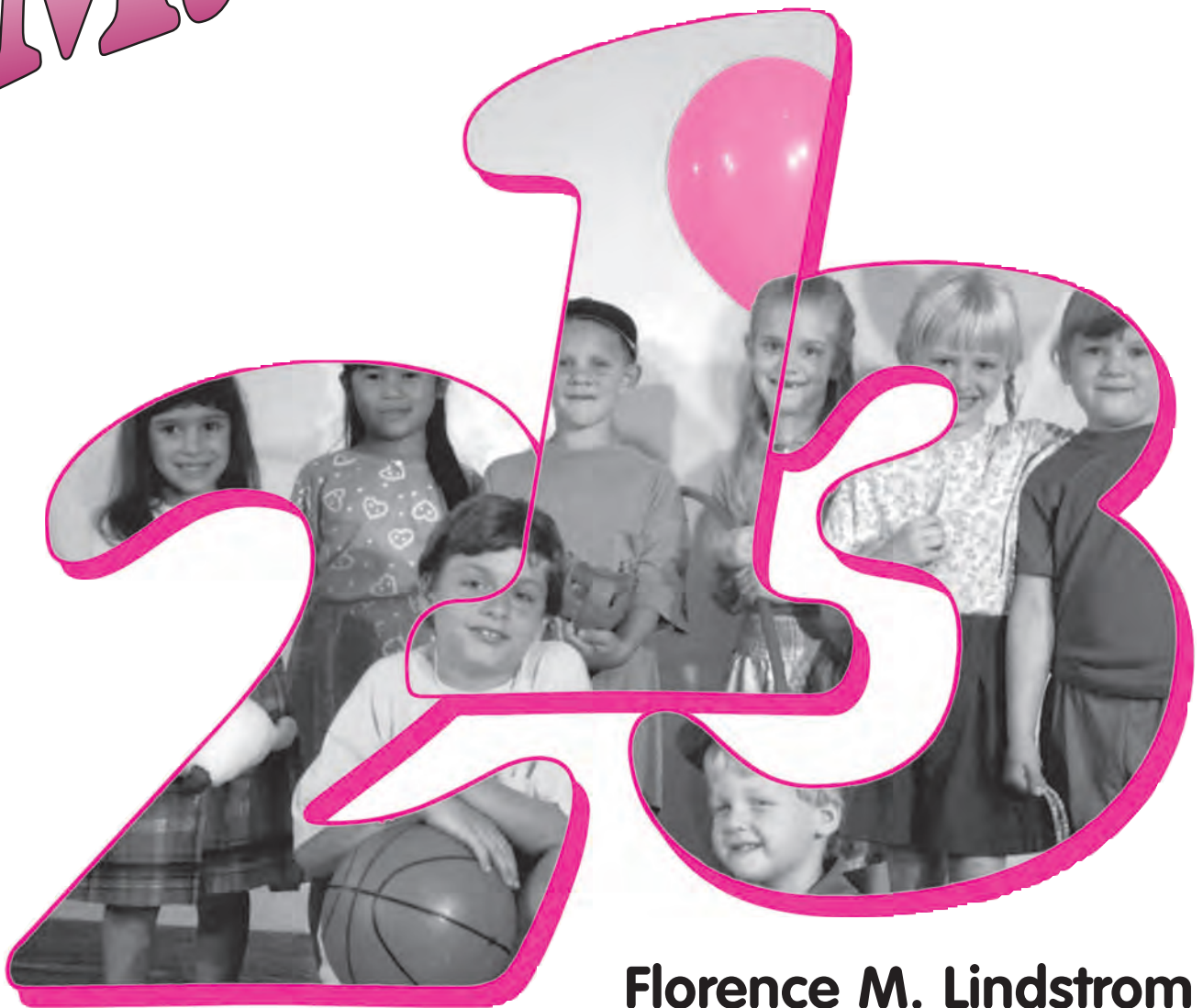


Liberty Mathematics

Level K



Florence M. Lindstrom

————— Christian Liberty Press —————

Copyright © 2001 by Christian Liberty Press

2010 Printing

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, without written permission from the publisher.

A publication of

Christian Liberty Press

502 West Euclid Avenue

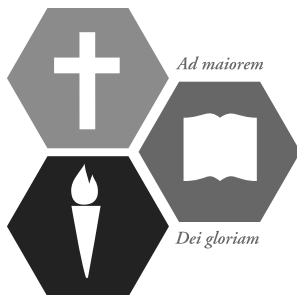
Arlington Heights, Illinois 60004

Written by Florence M. Lindstrom

Editors: Edward J. Shewan, Wendy Kramer, and Callie Lindstrom

Copy Editors: Diane Olson and Belit M. Shewan

Designer: Bob Fine



Christian Liberty Press

502 West Euclid Avenue

Arlington Heights, Illinois 60004

www.christianlibertypress.com

ISBN 978-1-930367-60-9

1-930367-60-0

Printed in the United States of America

—Table of Contents—

Introduction	v
---------------------	---

Learning About Numbers 0 - 10

Number 1	1-4
Number 2	5-8
Number 3	9-12
Number 4	13-16
Number 5	17-20
Number 6	21-24
Number 7	25-28
Number 8	29-32
Number 9	33-36
Number 0	37-40
Number 10 and Review	41-48

Learning to Add

Families of 0 to 2	49-55
Families of 3 and 4	56-66

Learning to Subtract

Families of 0 to 2	67-71
Families of 3 and 4	72-85

Counting Numbers and Place Value

Numbers to 20	86-87
Numbers to 30	88
Numbers to 40	89
Numbers to 50	90

Learning to Add and Subtract

Family of 5	91-101
Family of 6	102-115
Family of 7 and Review	116-134

Counting Numbers and Place Value

Numbers to 60	135-136
---------------	---------

Learning to Add

Family of 8	137-143
-------------	---------

Learning to Subtract

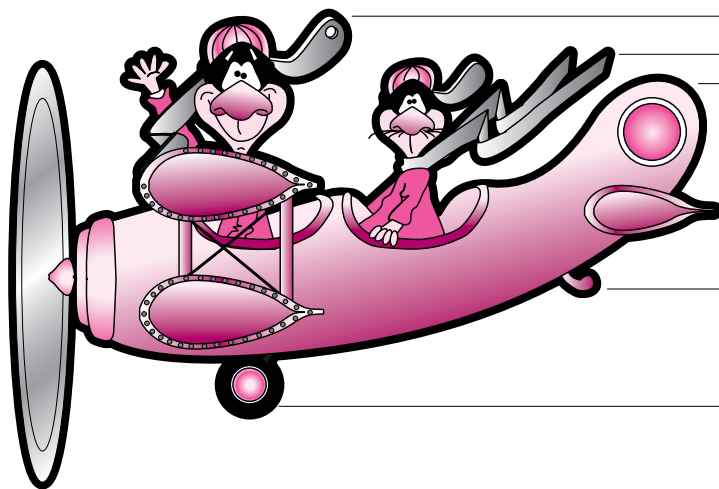
Family of 8	144-152
-------------	---------

Learning to Add

Family of 9	153-159
-------------	---------

Learning to Subtract

Family of 9	160-169
-------------	---------



Learning to Add

Family of 10	170-177
--------------	---------

Learning to Subtract

Family of 10	178-188
--------------	---------

Learning to Add and Subtract

	189-191
--	---------

Counting to 100

	192
--	-----

Counting by Twos, Fives and Tens

Counting by Twos	193-197
Counting by Fives and Nickels	198-199
Counting by Tens and Dimes	200
Counting with Money	201-205

Learning Place Value

Review	206-209
--------	---------

Telling Time

Hour	210-212
Half Hour	213-214
Review	215-216

Numbers of Order

	217-219
--	---------

Learning to Measure

	220-222
--	---------

Learning About Fractions

Learning About Half	223
Learning About Thirds	224

Review of Addition and

Subtraction

	225-227
--	---------

Working with Story Problems

	228-232
--	---------

Make Your Own Calendar

	233
--	-----

—Introduction—



The primary goal of math instruction is to help your student comprehend how to utilize mathematics in his everyday life to the glory of God. It is important to teach your student that God is the Author of mathematics and that creation itself testifies of the Lord's genius. In the Bible we learn that all facts and numbers were created by God. It was the Lord alone who gave meaning, purpose, and value to numbers in the beginning when God created our world. May you, as the instructor, approach the teaching of math precepts with genuine enthusiasm and cause your student to become excited about his studies as well.

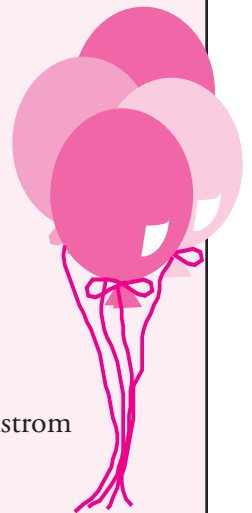
Although it takes time, it is important to read the materials written for you in the teacher's manual as well as in the opening of each workbook lesson. They will prepare you to be equipped and feel more confident about your task. It is also important to provide extra supplemental drills for each lesson, going beyond what is on each workbook page. What may seem simple to you, is brand new to your student. For this reason, we encourage the use of enrichment activities at the blackboard or on the computer and familiar tools such as flashcards or hands-on math games.

This book is possible only because of the Lord's constant guidance and blessing. Great appreciation is also expressed to Wendy Kramer and Callie Lindstrom whose assistance and directions were so helpful.

This book is dedicated to my precious children's children who continue to be such a joy and blessing from the Lord.

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

—Florence M. Lindstrom



Trust in the Lord with all your heart, and do not lean on your own understanding. In all your ways acknowledge Him, and He shall direct your paths.

—Proverbs 3:5-6—


Learning About Number 4

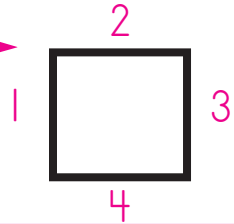
Continue to discuss the value of the number **four**. Ask your student to choose four things from a group of objects to count: buttons, pennies, etc. Show your student that 1, and 1 more, and 1 more, and 1 more is four. This lesson introduces the square, which has four sides that are the same size or length. Encourage your student to be careful while completing the work.

 Point to each number as you say it with your student. Do this three times.





1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----





4





This shape is a square.  Count the four sides that it has.











 Color the correct number of squares to match the numerals at the left.





4				
---	---	---	---	---


3				
---	--	---	---	---

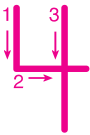
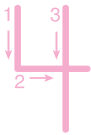
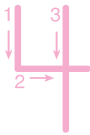
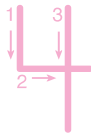
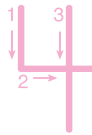
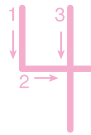
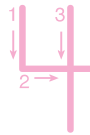
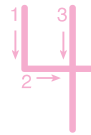
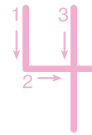
2				
---	---	---	---	---






4				
---	--	---	---	---

3				
---	---	---	---	---

2				
---	--	---	---	---


 Follow the arrows as you trace the number 4, going down and to the right, and down again.

								
<hr/>								

					<hr/>	<hr/>	<hr/>	<hr/>
<hr/>								

Learning About Number 4

As you continue to discuss the value of the number **four**, ask your student to count the number of objects you lay on the table. "How many pennies do you see?" "How many pencils do you have?" Continue to count things together during the day while the numbers one through ten are being taught.

 Point to each number as you say it with your student. Do this three times.

1 2 3 4 5 6 7 8 9 10

4

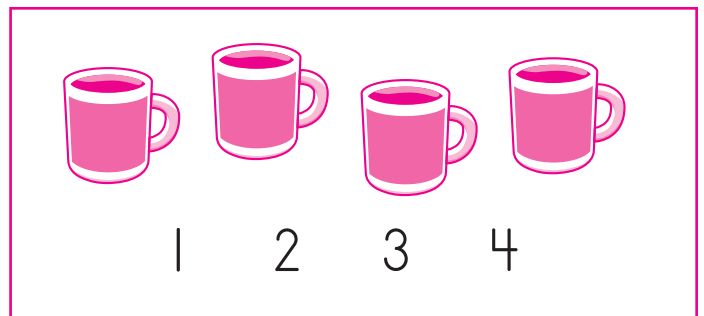
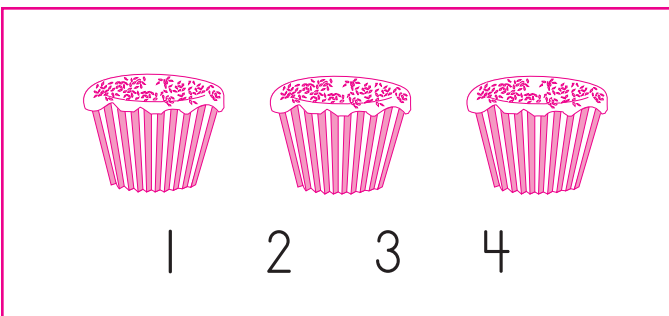
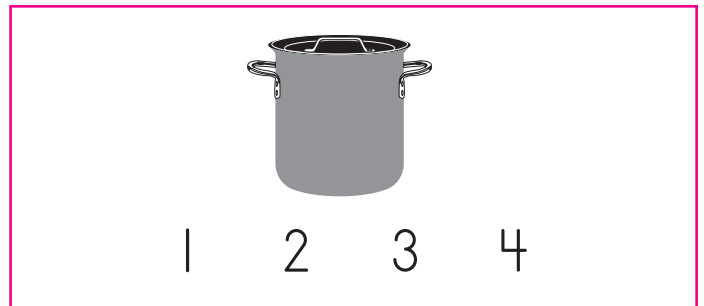
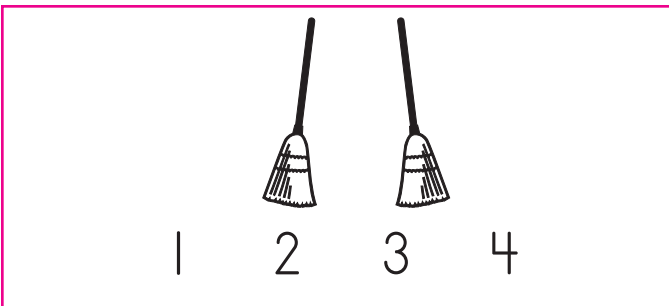
1


2

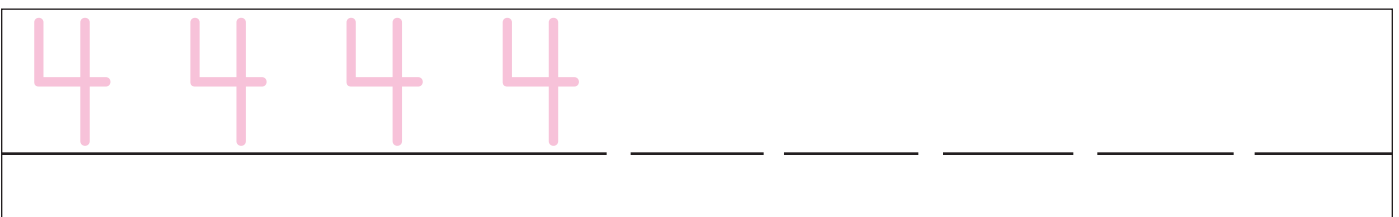
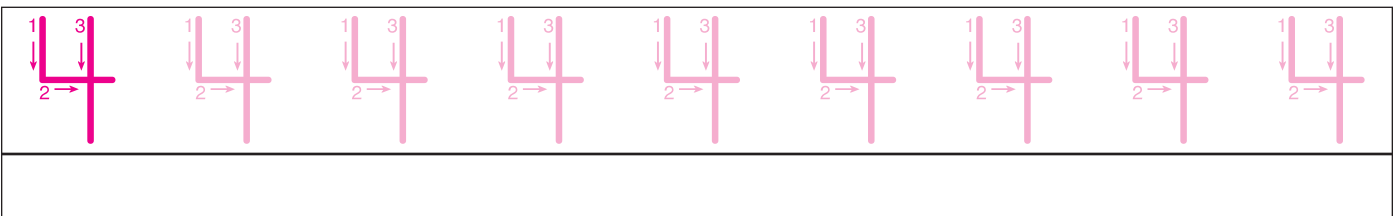
3

4

 Circle the numeral that tells the number of items in each box.



 Follow the arrows as you trace the number 4, going down and to the right, and down again.




Learning About Number 4





After reviewing the value of the numbers **one** through **four**, have your student print each number as you dictate it. Discuss the idea that as the number line or objects are counted it is the same as adding one. Give extra practice to numbers that are still difficult before doing this lesson. Looking back at previous lessons would be a good review. Encourage neatness.

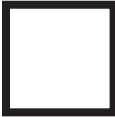

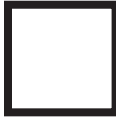
 Point to a number and ask your student to identify it. Can he recognize each number on his own?




1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----





4		1	2	3	4
---	--	---	---	---	---



 How many squares do you see? Print the correct number in each box at the left.





4				
---	---	---	---	---


			
--	--	---	---

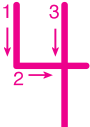
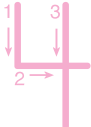
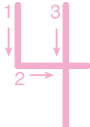
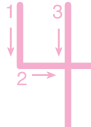
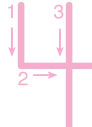
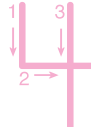
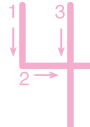
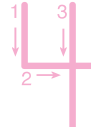
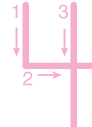
			
--	---	---	---

				
--	--	---	---	---

		
--	---	---

				
--	--	---	---	---

 Follow the arrows as you trace the number 4, going down and to the right, and down again.

4	4	4	4	4				

 Point to a number and ask your student to identify it. Can he recognize each number on his own?

0 1 2 3 4 5 6 7 8 9 10

 Write the correct numeral to show the number of pennies.

3¢



¢



¢



¢



¢



¢



¢



¢

¢



¢



¢



Learning to Add • 4 Family

Review these sets of numbers that equal 4: $4 + 0$, $0 + 4$, $2 + 2$, $3 + 1$, and $1 + 3$.

Use objects to illustrate these sets. Remember: adding one to a number makes that number one larger. Listen as the answers are said orally before being written.



When adding $4 + 0 = 4$, go to 4 and add no more. To add $3 + 1 = 4$, go to 3 and add 1 more. To add $2 + 2 = 4$, go to 2 and add 2 more.

Study these sets of numbers that have four as their answer.

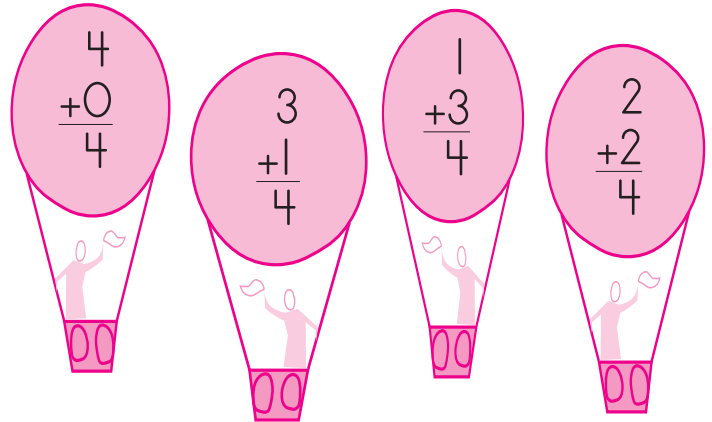
$$4 + 0 = 4$$

$$0 + 4 = 4$$

$$3 + 1 = 4$$

$$1 + 3 = 4$$

$$2 + 2 = 4$$



Add to solve these problems.

$$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 3 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 3 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 0 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 0 \\ + 4 \\ \hline \end{array}$$

Learning to Add • 4 Family

Review these sets of numbers that equal 4: $4 + 0$, $0 + 4$, $2 + 2$, $3 + 1$, and $1 + 3$.

Help your student to read addition problems written in this way: $3 + 1 = 4$.

You will know if your student understands if he gives the answers orally first.

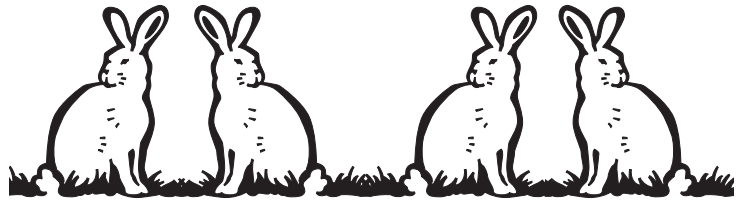


0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

When adding $4 + 0 = 4$, go to 4 and add no more. To add $0 + 4 = 4$, go to 0 and add 4 more.

To add $3 + 1 = 4$, go to 3 and add 1 more. To add $1 + 3 = 4$, go to 1 and add 3 more.

Study these five sets of numbers that have four as their answer.



$$4 + 0 = 4$$

$$3 + 1 = 4$$

$$0 + 4 = 4$$

$$1 + 3 = 4$$

$$2 + 2 = 4$$

Add to solve these problems. Say the answers orally two times before writing them.

$$2 + 2 = \underline{\quad}$$

$$0 + 2 = \underline{\quad}$$

$$3 + 1 = \underline{\quad}$$

$$1 + 1 = \underline{\quad}$$

$$4 + 0 = \underline{\quad}$$

$$1 + 3 = \underline{\quad}$$

$$0 + 1 = \underline{\quad}$$

$$1 + 1 = \underline{\quad}$$

$$3 + 0 = \underline{\quad}$$

$$0 + 2 = \underline{\quad}$$

$$2 + 2 = \underline{\quad}$$

$$0 + 3 = \underline{\quad}$$

$$3 + 1 = \underline{\quad}$$

$$0 + 4 = \underline{\quad}$$

$$2 + 1 = \underline{\quad}$$

$$1 + 3 = \underline{\quad}$$

$$4 + 0 = \underline{\quad}$$

$$1 + 2 = \underline{\quad}$$

Learning to Subtract • From 4

How quickly can the number line be read backward? Remind your student that going back from one number to another is subtracting. This lesson deals with $4 - 1 = 3$. Just for fun, ask for the answers to $4 - 1$, $3 - 1$, $2 - 1$, and $1 - 1$. Also ask: $10 - 1$, $9 - 1$, $8 - 1$, $7 - 1$, $6 - 1$, and $5 - 1$.



To subtract $4 - 1 = 3$, start at 4 and go back 1.

Here are those spiders again.
It looks like three will stay in
the web, but one is leaving.
How many are left on the web?



4
- 1
3

4 spiders - 1 spider = 3 spiders

Subtract to solve these problems. Say the answers orally two times before writing them.

$$\begin{array}{r} 2 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ -2 \\ \hline \end{array}$$

Learning to Subtract • From 4

Double numbers are easy to learn: $1 + 1 = 2$, and $2 + 2 = 4$. If the addition facts have been learned well, the subtraction facts will come easily.

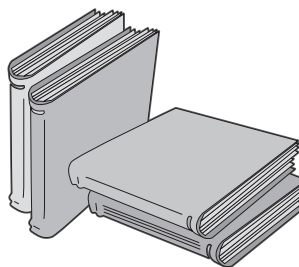


0 1 2 3 4 5 6 7 8 9 10

To subtract $4 - 2 = 2$, start at 4 and go back 2.

Pam and Tim got four new books from their father. They have read two of them. How many are left to read?

$$4 \text{ books} - 2 \text{ books} = 2 \text{ books}$$



$$\begin{array}{r} 4 \\ -2 \\ \hline 2 \end{array}$$

Subtract to solve these problems. Say the answers orally two times before writing them.

$$\begin{array}{r} 4 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ -1 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ -1 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ -1 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ -0 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -1 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ -3 \\ \hline \end{array}$$

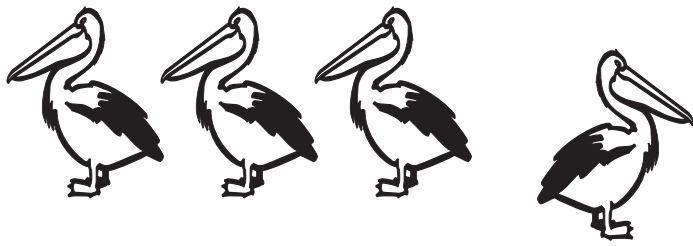
$$\begin{array}{r} 4 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ -1 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ -0 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ -0 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ -1 \\ \hline \end{array}$$

Learning to Subtract • From 4

Review these sets of numbers that equal 4: $4 + 0$, $0 + 4$, $2 + 2$, $3 + 1$, and $1 + 3$.
Work with objects as needed. This lesson teaches: $4 - 3 = 1$.



To subtract $4 - 3 = 1$, start at 4 and go back 3.



Four pelicans stood
on the sand.
Three walked away.
How many are left?

$\begin{array}{r} 4 \\ - 3 \\ \hline 1 \end{array}$	$\begin{array}{r} 4 \\ - 1 \\ \hline 3 \end{array}$
---	---

Study these sets of numbers. They can also be written this way.

$4 - 3 = 1$	$4 - 1 = 3$	$4 - 0 = 4$	$4 - 2 = 2$
-------------	-------------	-------------	-------------

Subtract to solve these problems. Say the answers orally two times before writing them.

$4 - 2 =$ _____	$4 - 3 =$ _____	$4 - 1 =$ _____
$4 - 1 =$ _____	$4 - 0 =$ _____	$4 - 3 =$ _____
$3 - 1 =$ _____	$3 - 0 =$ _____	$3 - 2 =$ _____
$3 - 2 =$ _____	$3 - 3 =$ _____	$3 - 3 =$ _____
$4 - 1 =$ _____	$4 - 3 =$ _____	$4 - 1 =$ _____
$4 - 3 =$ _____	$4 - 0 =$ _____	$4 - 2 =$ _____

Learning to Subtract • From 4

Discuss these problems: $4 + 0 = 4$, so $4 - 0 = 4$; $3 + 1 = 4$, so $4 - 1 = 3$ and $4 - 3 = 1$.
Use objects to illustrate these sets. This lesson teaches: $4 - 4 = 0$.



To subtract $4 - 4 = 0$, start at 4 and go back 4.

Study these problems.

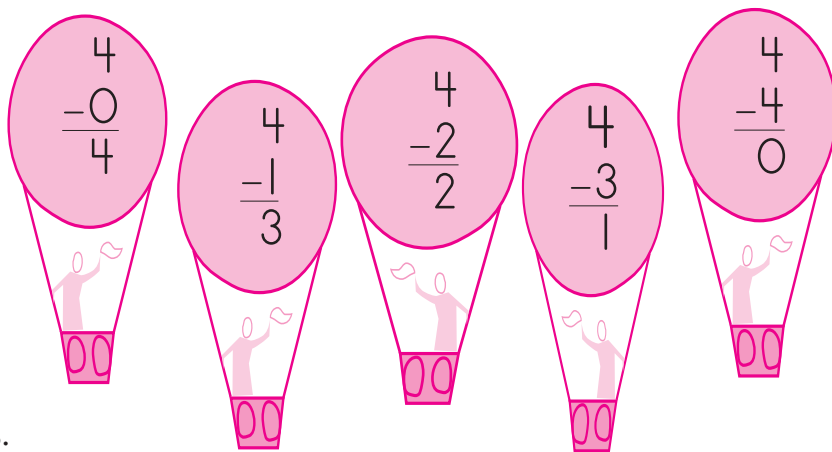
$$\begin{array}{r} 4 \\ - 0 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 4 \\ - 2 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 4 \\ - 1 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 4 \\ - 3 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 4 \\ - 4 \\ \hline 0 \end{array}$$



Subtract to solve these problems.

$$\begin{array}{r} 2 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ - 0 \\ \hline \end{array}$$

Learning to Subtract • From 4

Review these problems: $4 + 0 = 4$, so $4 - 0 = 4$; $3 + 1 = 4$, so $4 - 1 = 3$ and $4 - 3 = 1$; and $2 + 2 = 4$, so $4 - 2 = 2$.

Use four objects to help with any problems that may be a little difficult.

0 1 2 3 4 5 6 7 8 9 10

✏️ Think of the answers and color each box below according to the color code.

Color Chart

1 - yellow

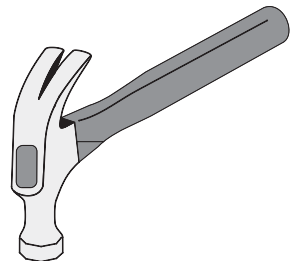
2 - orange

3 - red

4 - blue



4 - 3		4 - 2		3 - 1	
4 - 1		4 - 3			
4 - 0		4 - 1		4 - 3	
3 - 0		4 - 2		3 - 1	
4 - 3		4 - 1		4 - 2	
4 - 0		4 - 2		4 - 0	



Numbers to 40


This lesson teaches numbers 1 to 40. The letters **ty** form a suffix representing groups of ten.

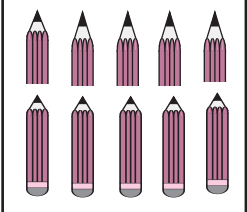
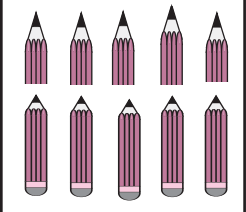
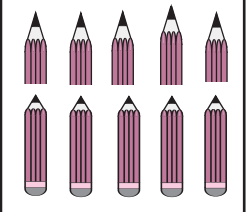
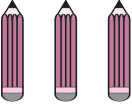
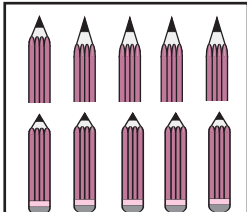
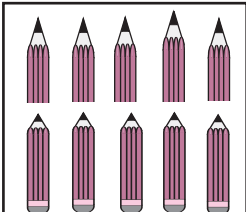
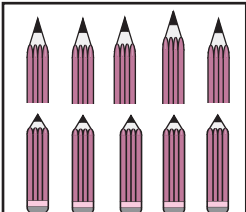
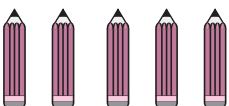
 Say each number with your student as you point to it. Do this two times.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

 Write the missing numbers from 1 to 40. Say the numbers as you write them.

1		3		5			8		
11			14			17			20
		23		25			28		
31			34		36			39	

 How many pencils do you see? What number tells us?

				<table border="1"> <tr><th>Tens</th><th>Ones</th></tr> <tr><td></td><td></td></tr> </table>	Tens	Ones		
Tens	Ones							
				<table border="1"> <tr><th>Tens</th><th>Ones</th></tr> <tr><td></td><td></td></tr> </table>	Tens	Ones		
Tens	Ones							

Learning to Add and Subtract

Work with nine objects to review the addition and subtraction facts of 9. Drill with flashcards. Cover the facts next to the picture as your student orally answers the problems in this lesson. Use objects or the number line if he needs help answering the problems. Do not use fingers.

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----



9 -0 9	9 -1 8	9 -2 7	9 -3 6	9 -4 5	9 -5 4	9 -6 3	9 -7 2	9 -8 1	9 -9 0
--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------

Solve these problems. Say the answers orally two times before writing them.

9	9	9	2	9	9	2	9
-8	-1	-3	+7	-7	-8	+7	-2

3	9	6	6	9	3	9	4
+6	-7	+2	+3	-6	+6	-5	+5









5	9	3	9	7	1	9	9
+4	-4	+6	-3	+2	+8	-8	-9

Counting Pennies by Twos









Here are some pennies to count by **twos**. Use the number line if you need help.





2	4	6	8	10	12	14	16	18	20
22	24	26	28	30	32	34	36	38	40









 Have the student count by **twos** as he points to the numbers. Count the pennies by **twos**.

			
2 ¢	4 ¢	_____ ¢	_____ ¢
			

			
_____ ¢	_____ ¢	14 ¢	_____ ¢
			

			
18 ¢	_____ ¢	_____ ¢	24 ¢
			


			
_____ ¢	_____ ¢	30 ¢	_____ ¢
			

			
_____ ¢	_____ ¢	_____ ¢	40 ¢
			

Counting by Twos

Remember, as we count the **even** numbers by **twos**, we begin with 0 and skip every **odd** number. Have your student look at the numbers on the number line as it is read three times.

2	4	6	8	10	12	14	16	18	20
22	24	26	28	30	32	34	36	38	40
42	44	46	48	50	52	54	56	58	60

 Count by **twos** as you fill in the missing numbers from 2 to 60.



2	4				12				
		26							
						54		58	

 Count by **twos** as you fill in the missing numbers on each line. Let the chart above help you.

2	4	6	8	52	54	56	58
16			22	50	52		
8		12		48		52	
28				26		30	
36			42	14	16		
44		48		12			

Counting by Twos

Remember, as we count the **even** numbers by **twos**, we begin with 0 and skip every **odd** number. See how the numbers look on the number line.

2

4

6

8

10



2	4	6	8	10	12	14	16	18	20
22	24	26	28	30	32	34	36	38	40
42	44	46	48	50	52	54	56	58	60
62	64	66	68	70	72	74	76	78	80
82	84	86	88	90	92	94	96	98	100

Study the numbers above. Fill in the spaces counting by **twos**. Let the chart above help you.

2		6		10		14
16		20		24		28
30		34		38		42
44		48		52		56
58		62		66		70
72		76		80		84
86		90		94		98

Study and print these odd numbers. Say them three times.

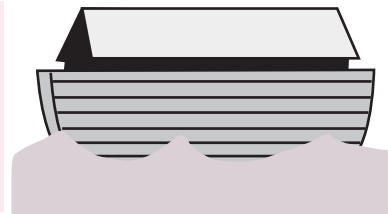
1 3 5 7 9 11 13 15 17

1 5 _____ _____ _____ _____ _____ 17

Counting by Twos

Study the chart below. Read the numbers two times. God made many animals to come by **twos** into the ark. He saved them along with Noah's family during the flood.

As we count the **even** numbers by **twos**, we begin with 0 and skip every **odd** number. See how the numbers look on the number line.



2 4 6 8 10 12 14



2	4	6	8	10	12	14	16	18	20
22	24	26	28	30	32	34	36	38	40
42	44	46	48	50	52	54	56	58	60
62	64	66	68	70	72	74	76	78	80
82	84	86	88	90	92	94	96	98	100

Print the numbers by **twos** from 2 to 100. You may peek at the chart if you need help.

2	4	6	8				16		
			28					38	
	44				52				60
62				70			76		
									100 yipee!

Review Time.

$$\begin{array}{r}
 3 \\
 +3 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 6 \\
 -3 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 4 \\
 +4 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 8 \\
 -4 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 5 \\
 +5 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 10 \\
 -5 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 2 \\
 +2 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 4 \\
 -2 \\
 \hline
 \end{array}$$

Counting by 2, 5, and 10

Review the past lessons about counting by **ones**, **fives**, and **tens**. Spend additional time teaching in any area where it is needed. Listen to the answers being given orally before the student writes them independently. Be patient if corrections need to be made.

 Count by **twos** to 100.

2	4	6	8	10	12	14	16	18	20
22	24	26	28	30	32	34	36	38	40
42	44	46	48	50	52	54	56	58	60
62	64	66	68	70	72	74	76	78	80
82	84	86	88	90	92	94	96	98	100

 Count by **fives** to 100. Here's how to begin: 5, 10, 15, 20, etc.

5 15 25 35 45

55 75 90 100

 Remember: a nickel is worth 5 pennies. Count these nickels by **fives**.



 Count by **tens** to 100

10

 Remember: a dime is worth 10 pennies. Count these dimes by **tens**.



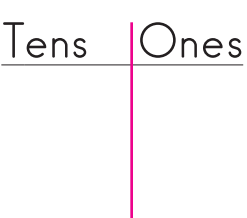
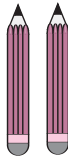
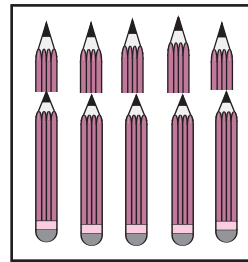
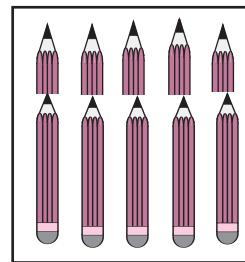
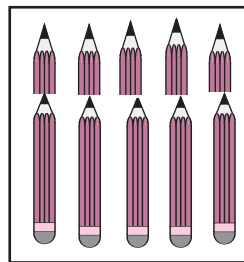
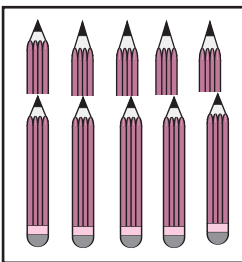
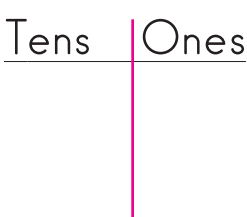
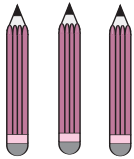
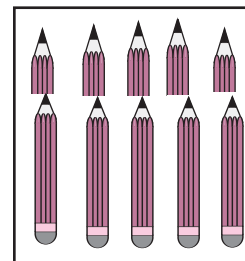
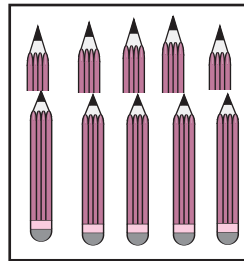
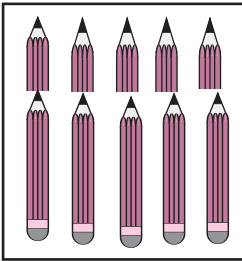
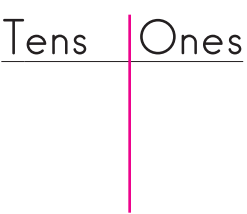
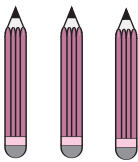
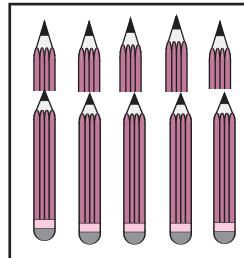
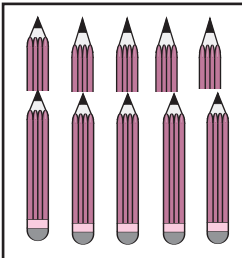
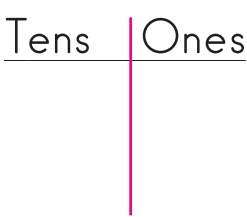
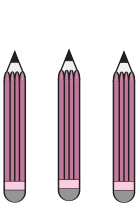
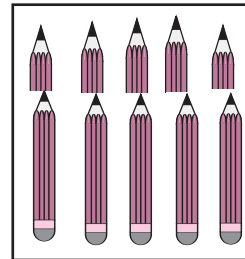
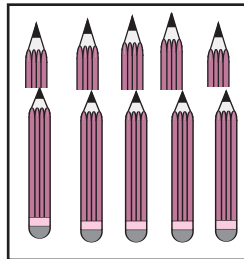
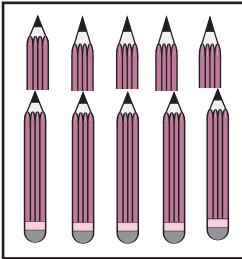
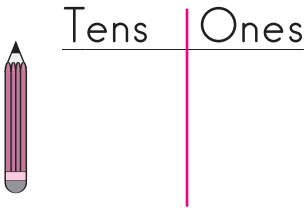
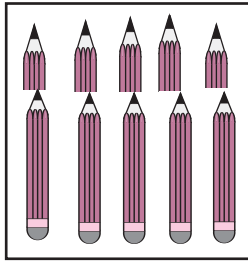
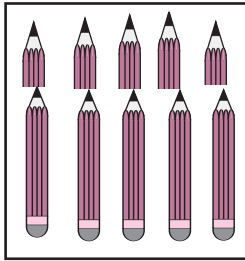
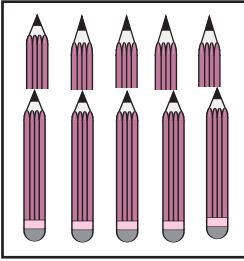
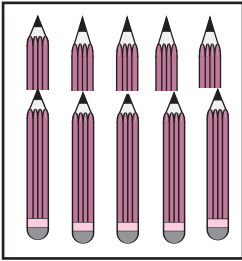
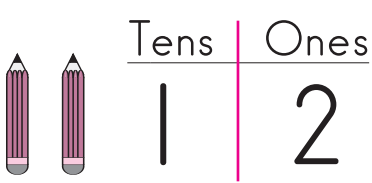
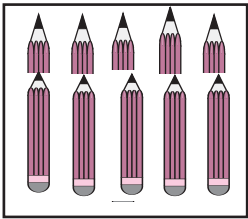
If you could save this many dimes, you would have one dollar.
The Lord wants us to use our money in a wise and careful way.




Place Value Review

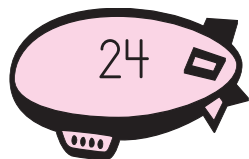
As the pencils are counted, amounts of ten are grouped together. Single pencils are counted by ones. Discuss the value and placement of the number of groups and singles.

How many pencils are there?

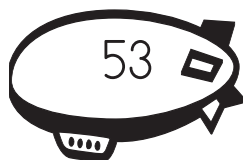
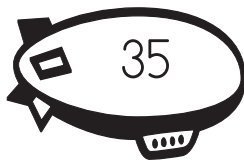


Working with Place Value

 In each box, color the blimp that has the correct number of tens and ones. The first box shows 2 tens and 4 ones, so the blimp with the numeral 24 has been colored **green**.



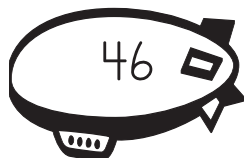
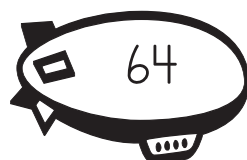
2 tens 4 ones
green



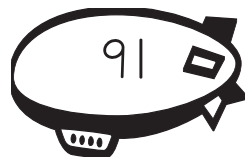
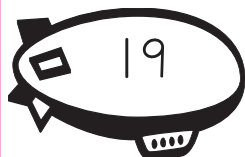
5 tens 3 ones
blue



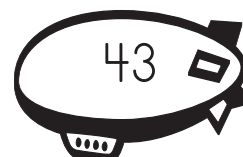
7 tens 2 ones
purple



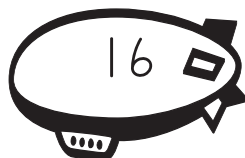
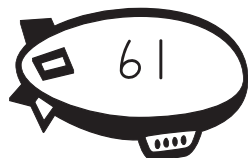
6 tens 4 ones
gray



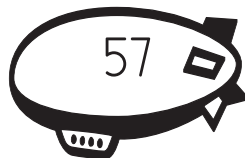
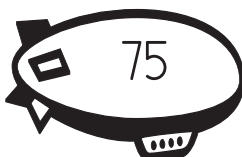
1 ten 9 ones
orange



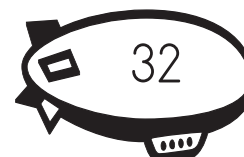
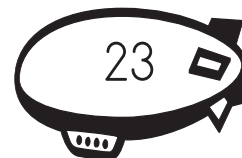
3 tens 4 ones
black



1 ten 6 ones
red



5 tens 7 ones
brown




2 tens 3 ones
yellow

Learning About Time – Hour



As clocks are studied, teach the purpose of the hands. The long hand shows the minutes and is called the **minute hand**. It moves a little each minute. It takes five minutes to move from one number to the next. When a new hour begins, the long hand—or minute hand—is always on the 12. The short hand shows the hours. It is called the **hour hand**. It takes an hour to move from one number to the next. On the clock at the left, the minute hand is on 12 and the hour hand is pointing to 3, so it is three o'clock.

 Draw a line from the time to the correct clock.

2:00

8:00

7:00

9:00

3:00

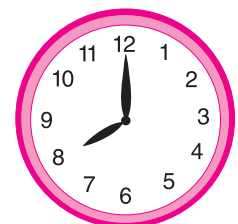
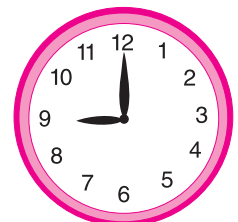
1:00

4:00

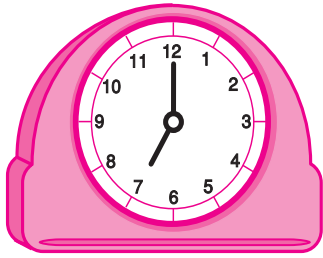
11:00

5:00

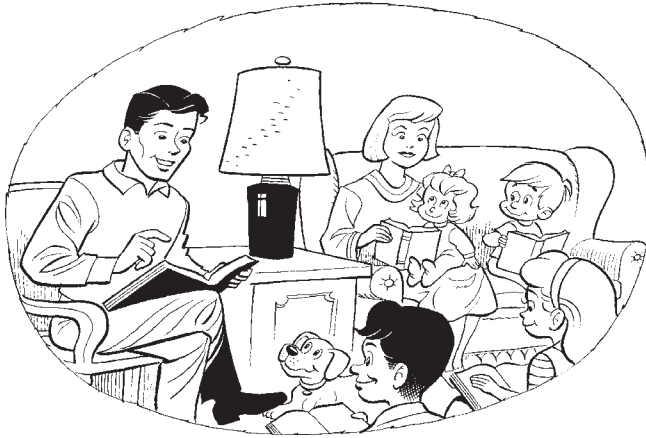
10:00



Learning About Time – Hour



Look at the clock at the left. The long hand shows the minutes. It is on the 12. It is called the minute hand. The short hand shows the hours. It is on the 7. It is called the hour hand. The time is 7 o'clock or 7:00.



At 7 o'clock Dad teaches us from the Bible.
At 8 o'clock we get ready for bed.

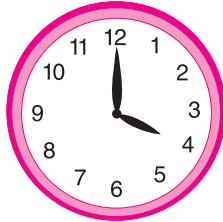


8 o'clock
8 : 00

Write the time that the clock shows.



 o'clock
 :



 o'clock
 :



 o'clock
 :



 o'clock
 :



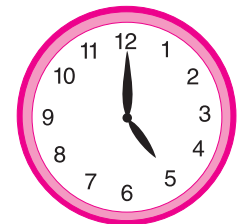
 o'clock
 :



 o'clock
 :



 o'clock
 :



 o'clock
 :

Learning About Time – Half Hour



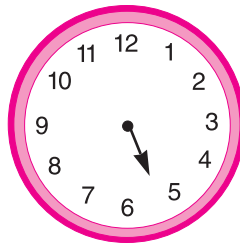
Is it time
for my
crackers?
Squawk!

Look at the clock at the left. At half past 9, the short hand, or hour hand, has moved half way from the 9 towards the 10. At half past the hour, the minute hand always points to the 6. It has moved 30 minutes, 5 minutes for each number. It is half past 9. It is 9:30.

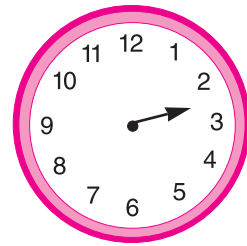
Draw the minute hand on each clock to show the half hour.



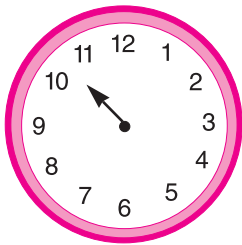
7:30



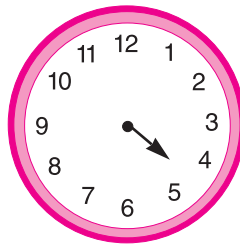
5:30



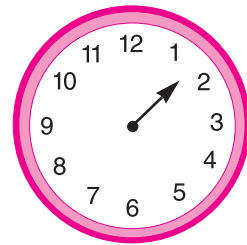
2:30



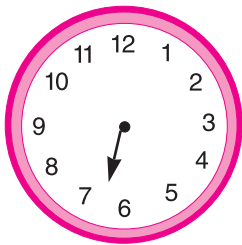
10:30



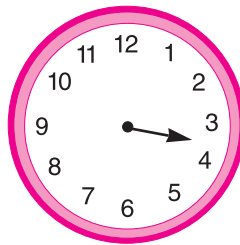
4:30



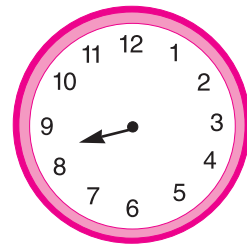
1:30



6:30



3:30



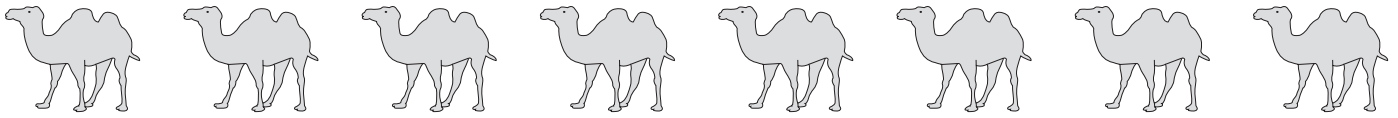
8:30

Fill in the missing word.

At half past the hour, the minute hand always points to_____.

Numbers of Order

The Lord wants us to have order in our lives. We have special names as things are placed in order. You may be 1st in line. Have you had your 5th birthday? You may be the 7th to sing.



1st

2nd

3rd

4th

5th

6th

7th

8th

first

second

third


fourth

fifth

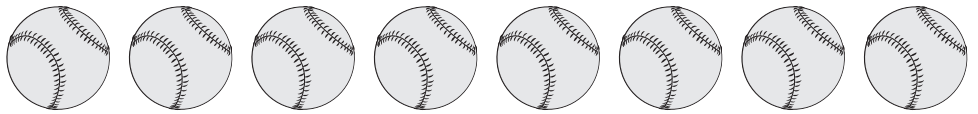
sixth

seventh

eighth

 Study the camels and the numbers of order above. Follow the directions below.

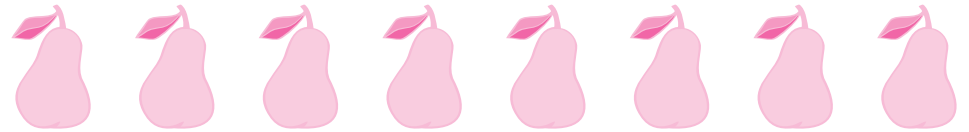
Circle the seventh baseball.



Color the sixth duck yellow.



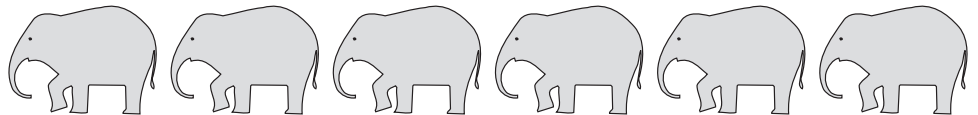
Circle the fourth pear.



Give the first dog black spots.



Circle the second elephant.



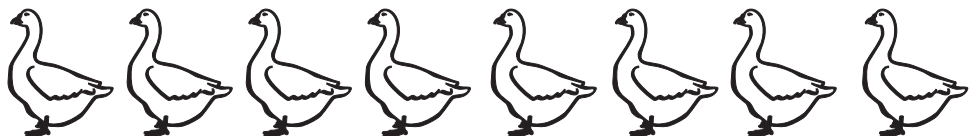
Color the fifth sheep tan.



Circle the third starfish.




Color the eighth goose gray.



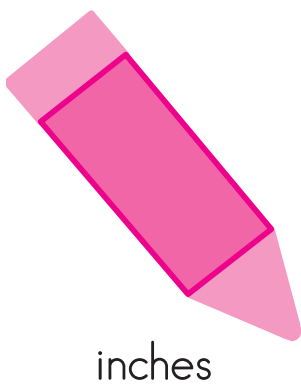
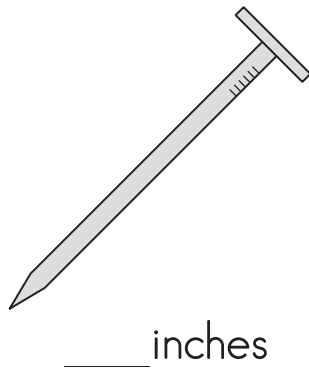
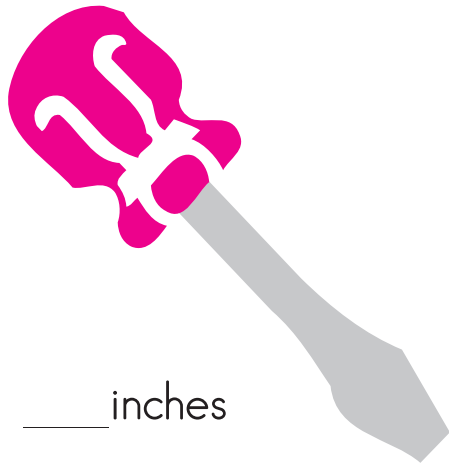
Learning to Measure

Study the measurement of the pencil at the top of the lesson. Discuss the placement of a ruler to get an accurate measurement. If the student does not have a ruler, the one on page 221 can be cut away for use. Measure short objects in the house to give additional practice. Remember to practice your flashcards every day.

 Carefully measure these objects and write the answers.



Copyright © 2001 Christian Liberty Press



_____ inches

_____ inches

_____ inches



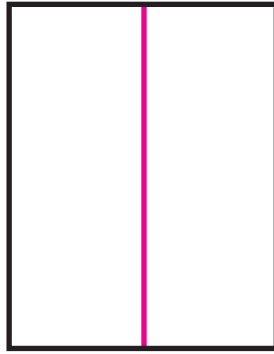
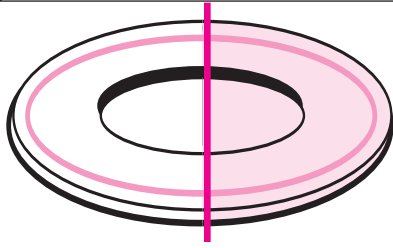
Learning About Half

Discuss sharing an apple or a cupcake. If one of them is available, cut it in half as evenly as possible. **Half** must be two **equal** parts. Give half of it to your student to eat after this lesson is completed. Dividing a whole object into **equal** pieces is making them only a part or fraction of the whole thing. The fraction $\frac{1}{2}$ means one of two equal parts.

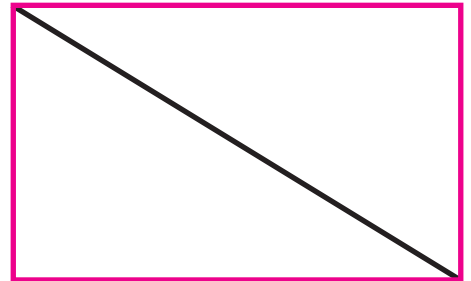
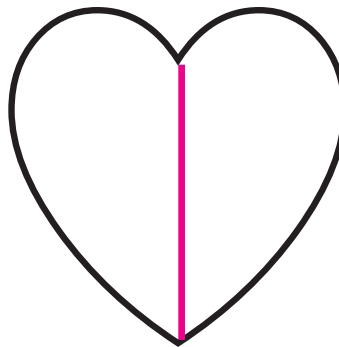
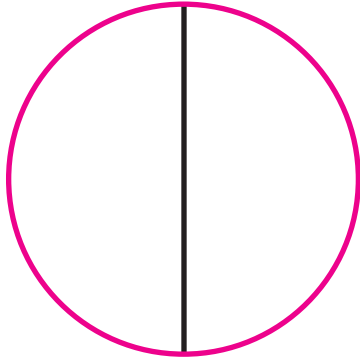
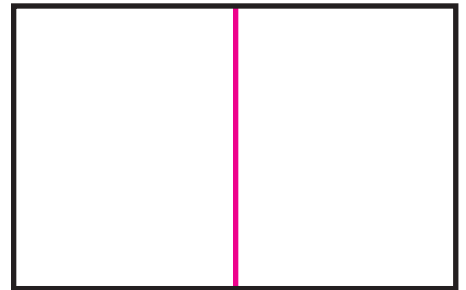
Which cupcake is divided in half or in equal pieces?




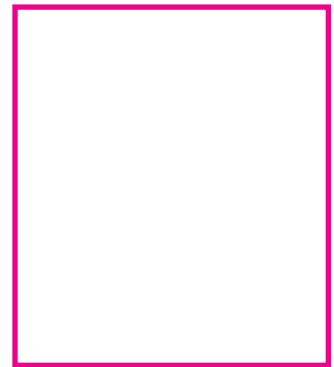
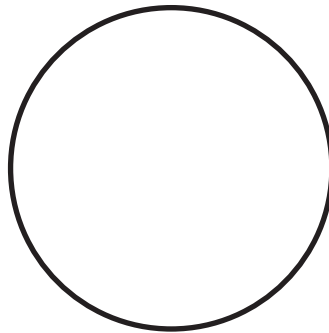
 Color $\frac{1}{2}$ of each shape.



Print it $\frac{1}{2}$ or $\frac{1}{2}$.



 Be careful as you draw a line to divide these in half.



 Do you remember how to add or subtract these problems? Did you drill with your flashcards?

1	3	2	5	4	5	10	8
+1	+3	+2	+5	+4	-5	-10	-8

Working with Story Problems

 How many pets do the children have? Write the numbers for the problems in the boxes.

Sue has 3 cats and 1 fish.



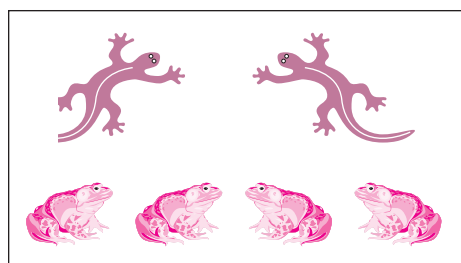
$$\begin{array}{r} 3 \\ + 1 \\ \hline 4 \end{array}$$

Sam has 1 snake and 3 puppies.



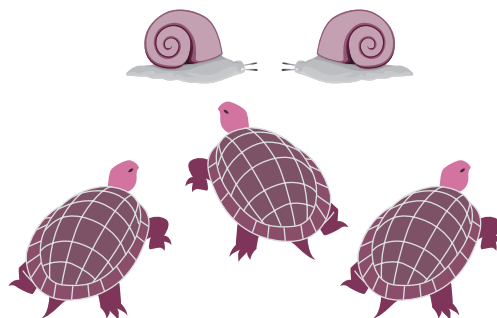
$$\begin{array}{r} \\ + \\ \hline \end{array}$$

James has 2 lizards and 4 toads.



$$\begin{array}{r} \\ + \\ \hline \end{array}$$

Kim has 2 snails and 3 turtles.



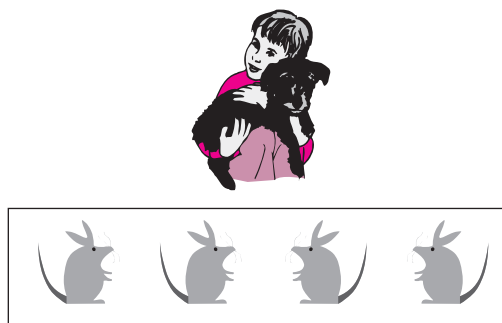
$$\begin{array}{r} \\ + \\ \hline \end{array}$$

Peg has 1 dog and 2 mice.



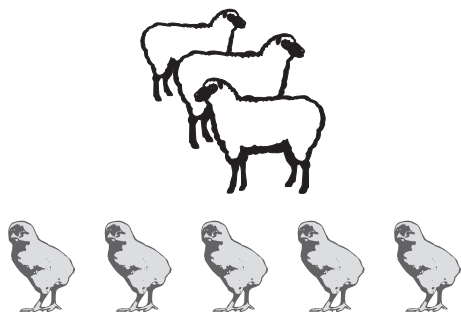
$$\begin{array}{r} \\ + \\ \hline \end{array}$$

Tom had 1 dog and 4 mice.



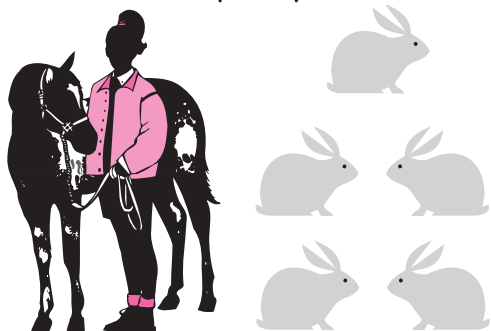
$$\begin{array}{r} \\ + \\ \hline \end{array}$$

Bill has 3 sheep and 5 chicks.



$$\begin{array}{r} \\ + \\ \hline \end{array}$$

Pat has 1 pony and 5 bunnies.



$$\begin{array}{r} \\ + \\ \hline \end{array}$$