

The Goal

The goal of this curriculum is to provide the parent and teacher with a tool that will help them effectively develop math skills by raising the level of student performance. Research of the content and methods of other existing curriculums, the concepts evaluated by achievement tests, and adopted curriculum standards resulted in selection of the Scope and Sequence. This curriculum was not planned around any particular group of students. Rather, it was determined that the material in this curriculum constituted a reasonable level of performance for kindergarten students of average maturity. The curriculum is designed so that the teacher can adapt its use to student(s) of widely varying ability. In other words, the curriculum is a tool that is capable of performing well over a broad range of student ability to help students achieve a higher minimum level of proficiency

The Design

Bright, colorful lessons and varied activities are designed to bring success and enjoyment to the student. Take a moment to look at the chart entitled *Development of Concepts*. Take note of how the curriculum concepts are developed. The first presentation is usually a brief familiarization. Then the basic teaching is accomplished as part of three to five lessons. The thoroughness of a presentation depends on how new and how important the concept is to the student's academic development. The two major components of the curriculum are the student text (in two volumes) and the Teacher's Guide. These are the absolute minimum components for accomplishing the objective of teaching the concepts in the Scope and Sequence. Since this Teacher's Guide was designed as an integral part of the curriculum, its use is absolutely required. The Teacher's Guide contains activities not found in the student texts that are essential to accomplishment of the curriculum objectives. As you will see in the following sections, this guide contains a significant number of suggestions and helps for the teacher.

The Development

Students are not expected to master a concept at its introduction. Each concept will be reviewed for one week after the complete presentation. For the next two months the concept will be presented every two weeks as a part of two or three consecutive lessons. After a break in presentation of several weeks, the concept will be thoroughly reviewed as part of the lesson for three to five days. This will be followed by a period of two months where the concept will be reviewed every two weeks as part of two or three lessons. This progression continues until the student(s) have had the opportunity to thoroughly master the concept.

A Balance of the Best Methods

Since not every child learns as easily with one given method of presentation, *Horizons* incorporates a balance of the best methods. Some curriculums drill the students into boredom. Others challenge students through reasoning to the point of frustration when they cannot comprehend what is being covered. Still others major on learning by doing, abandoning all academics. The blend of the best of each of these learning styles is found in *Horizons Mathematics* without the disadvantages associated with overemphasis on any one presentation. Analytical reasoning skills are used in making daily decisions. These thinking skills are taught in order to help students gain

a complete understanding of mathematics. Students are taught to reason from the principles taught in *Horizons Mathematics* and to apply them to real-life situations. Memorization is stressed in the learning of basic math facts and computational skills. Students will progress rapidly when they can instantly recall basic math facts. A built-in repetition and review cycle makes the process simple to follow. Drill reinforces the concepts being introduced.

An Example

Some mathematics curriculums might teach time for three weeks and then not go back to it again. In this curriculum it will be introduced and practiced for about two weeks. For the next two months, time will be presented every two weeks as a part of two or three lessons to give the student(s) continual practice to develop mastery of the concept. The third month will be considered a break from presenting the concept, and time will not be taught. In the fourth month, time will first be thoroughly reviewed and again practiced every two weeks as a part of two or three lessons. By having a series of practices every two weeks, the student(s) will retain what they have learned to a greater degree. Short periods of exposure done many times are much more effective than long periods with fewer exposures. Since time has three aspects at this level (hour, half-hour, and quarter-hour), each aspect is introduced at its own interval. The hour is taught at the introduction, half-hour comes later (following the same progression), and quarter-hour a little later on. After each aspect has a break from its presentation, the three aspects are presented together for the remainder of the year. Review the Scope and Sequence to see how the concepts are developed.

General Information

Although a guide is provided for writing the numerals in the lessons, please feel free to use the same writing style that you are teaching for handwriting and using in your other subjects. Also, there is some room on the teacher lessons for you to write your own notes. The more you personalize your Teacher's Guide in this way, the more useful it will be to you.

You will notice that there are 160 student lessons in the curriculum. This allows for the inevitable interruptions to the school year like holidays, test days, inclement weather days, and those unexpected interruptions. It also allows the teacher the opportunity to spend more time teaching any concept that the student(s) may have difficulty with. Or, you might wish to spend a day doing some of the fun activities mentioned in the *Activities* section of each teacher's lesson. If you find that the student(s) need extra drill, use the worksheets as extra lessons.

Organization of Student Lessons

Student lessons are designed to be completed in twenty-five to thirty minutes a day. If extra manipulatives or worksheets are utilized, you will need to allow more time for teaching. Each lesson consists of a major concept and practice of previously taught concepts. If the student(s) find the presence of four or five different activities in one lesson a little overwhelming at the beginning, start guiding the student(s) through each activity. By the end of two weeks, they should be able to work more independently as they adjust to the format. Mastery of a new concept is not

necessary the first time it is presented. Complete understanding of a new concept will come as the concept is approached from different views using different methods at different intervals. Because of the way the curriculum is designed, the student(s) should do all the problems in every lesson every day. Directions to the student(s) are given before each activity and examples or explanations are sometimes presented. If you expect to have very many students, you will find it extremely helpful to remove all pages from the individual student books and file them (all of Lesson 1 in one file, all of Lesson 2 in another file, etc.) before school starts. This will keep the lessons from being damaged or lost in the students' desks.

Organization of Teacher Lessons

Each lesson is organized into the following sections: *Overview*, *Materials and Supplies*, *Teaching Tips*, *Activities*. To be a master teacher you will need to prepare each lesson well in advance.

Overview

Concepts are listed at the beginning of each lesson in the order that they are presented. This same information is available in the *Daily Lesson Planner* and can be cross-referenced with the *Appearance of Concepts* chart.

Materials and Supplies

Materials and Supplies lists the things you'll need to find before you teach each lesson. Most of the items listed are things that can be easily constructed as they are needed. Sometimes you will also find instructions in the *Activities* section on how to make your own materials and supplies. When "Number Chart" is listed, it is understood to refer to the chart for 0–100.

Teaching Tips

Each tip is related to one of the activities in the lesson. The tip will identify whether a concept is being taught, reviewed or drilled. The tips are a brief lesson plan of what needs to be accomplished during the lesson. Teaching strategies for most of the tips are given in the *Activities* section. Items listed for drill are left to the teacher's or parent's discretion whether or not they will be incorporated into the daily lesson.

Activities

The *Activities* section is where the teacher or parent will concentrate most of their time. Here the teacher or parent will find step-by-step directions for teaching each lesson. All of the activities are designed to be teacher directed both in the student lesson and in the Teacher's Guide. You will need to use your own judgement concerning how much time is necessary to carry out the activities. Be sure, however, that if at all possible the student(s) do every problem of every lesson. Each activity is important to the overall scope of the lesson and must be completed. Do not omit any portion of the activities unless the student(s) have thoroughly mastered the concept being presented. Please do not put off looking at the activities in the lesson until you are actually teaching. Taking time to preview what you will be teaching is essential. Choose the manipulatives that fit your program best.

Answer Keys

The answer keys are provided on the same pages as the teacher's lesson. Answers are provided for most of the student exercises. Penmanship activities and coloring activities have been left as the student(s) see them. You should correct every paper, but you may not grade every paper. This means that each lesson should be marked for correct and incorrect answers, but it is not necessary to record a letter or percentage grade on every lesson. The lessons should then be returned to the student(s) and sent home so that they have the opportunity to learn from their mistakes.

Worksheets

There are 40 worksheets provided for duplication masters. The first time a worksheet is suggested for use, you will find it listed in the *Materials and Supplies* section. Each worksheet has a worksheet number. Look at the *Where to Use Mathematics Worksheets* chart to identify the lesson where the worksheet concept is first taught. The worksheet can be used during that lesson and with any future lesson for additional drill and practice. NOTE: Many worksheets will be used over and over as resources, so you'll need to keep a master copy.

Customize or adapt the worksheets for your particular student(s). For example, you can make one copy of the "clocks" worksheet. Add clock hands for the hour, half-hour, or quarter-hour and make copies of the revised worksheet for the student(s).

The worksheets will be handy for many purposes. You might use them for extra work for student(s) who demonstrate extra aptitude or ability or as remedial work for the student(s) who demonstrate a lack of aptitude or ability. You may also make your own worksheets and note where you would use them in the teacher's lesson.

1, 2, 3,
4, 5, 6,
7, 8, 9,

1. COUNTING 1–100

Counting by 1's, 5's, 10's, 2's, 3's,
4's to 100

11, 12, 23,
34, 45, 56,
67, 78, 89,

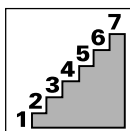
2. NUMBER RECOGNITION

Recognition of all families to 100



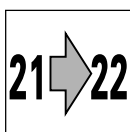
3. NUMBER WRITING

Writing of all families to 100



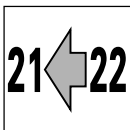
4. NUMBER VALUE

Value of all single digit numbers



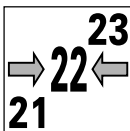
5. NUMBER AFTER

Naming the number that comes
after for all families to 100



6. NUMBER BEFORE

Naming the number that comes
before for all families to 100



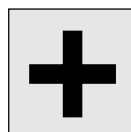
7. NUMBER BETWEEN

Naming the number that comes
between for all families to 100



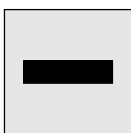
8. PLACE VALUE

(Digit Value)
Ones, tens



9. ADDITION

Adding a single digit to all
families without regrouping



10. SUBTRACTION

Subtracting a single digit from all
families without regrouping



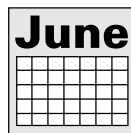
11. MONEY

Recognition, value, and use of the
penny, nickel, dime, quarter, half
dollar, dollar bill and dollar coin



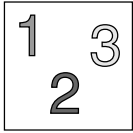
12. TIME

Naming time on the hour, half-hour,
quarter-hour, and 5 minutes



13. CALENDAR

Naming the days of the week, the
months of the year and the seasons



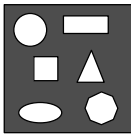
14. NUMBER THEORY

Recognition of ordinal numbers, even and odd numbers



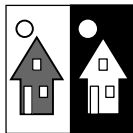
15. COLORS

Recognition of black, yellow, green, red, blue, brown, orange, and purple



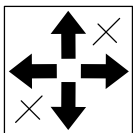
16. SHAPES

Recognition of circle, square, triangle, rectangle, diamond, star, hexagon, octagon, cone, sphere and cylinder



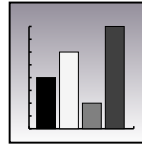
17. COMPARISONS

Comparisons of items and quantities that are different, pairs, twins, belong together, tall, short, long, larger number and smaller number



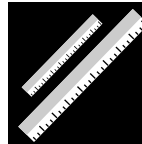
18. DIRECTION & POSITION

Recognition of the direction and position of right, left, up, down, top, bottom, middle, inside, outside, first, next, last, front and back



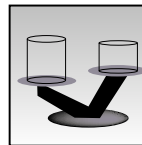
19. GRAPHS

Read and complete bar graphs and pictographs



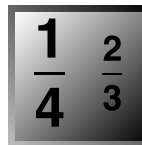
20. MEASUREMENT

Reading lengths in inches and centimeters, perimeter in inches



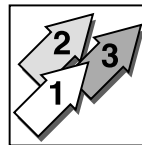
21. UNITS OF MEASURE

Identify and count cup, quart, gallon and liter



22. FRACTIONS

Recognize whole, $1/2$, $1/3$ and $1/4$



23. SEQUENCE

Determine what comes next

Where To Use Mathematics Worksheets

In this Teacher's Guide you will find forty worksheets to be used as **duplication masters**. This chart shows where worksheets are used **for the first time**. The worksheet may be used during that lesson **and with any future lesson** for additional drill and practice. You will need to duplicate any worksheet used more than once.

No.	Master Worksheet Name	Lessons Where Worksheet Concepts First Appear
1	Number chart 0–100	1-160
2	Penmanship practice 1	1
3	Penmanship practice 2	4
4	Penmanship practice 3	7
5	Penmanship practice 4	9
6	Penmanship practice 5	11
7	Penmanship practice 6	13
8	Penmanship practice 7	15
9	Penmanship practice 8	17
10	Penmanship practice 9	19
11	Penmanship practice 0	21
12	Penmanship practice 1's family	23
13	Penmanship practice 10's family	28
14	Penmanship practice 20's family	31
15	Penmanship practice 30's family	40
16	Penmanship practice 40's family	46
17	Penmanship practice 50's family	58
18	Penmanship practice 60's family	70
19	Penmanship practice 70's family	80
20	Penmanship practice 80's family	90
21	Penmanship practice 90's family	100
22	Number recognition 1's family	23
23	Number recognition 10's family	28
24	Number recognition 20's family	31
25	Number recognition 30's family	40
26	Number recognition 40's family	46
27	Number recognition 50's family	58
28	Number recognition 60's family	70
29	Number recognition 70's family	80
30	Number recognition 80's family	90
31	Number recognition 90's family	100
32	Count by 2's (even numbers)	84
33	Count by 2's (odd numbers)	86
34	Count by 3's	109
35	Count by 4's	124
36	Count by 5's	55
37	Count by 10's	26
38	Ordinal numbers	18
39	Clocks (analog & digital)	19
40	Number strips	25

Appearance of Concepts Kindergarten Math

1. COUNTING	Appears in Lesson
Counting by 1's to 10 Counting by 1's to 20 Counting by 1's to 30 Counting by 1's to 40 Counting by 1's to 50 Counting by 1's to 60 Counting by 1's to 70 Counting by 1's to 80 Counting by 1's to 90 Counting by 1's to 100 Counting by 10's to 100 Counting by 5's to 100 Counting by 2's to 100 Counting by 3's to 99 Counting by 4's to 100 Tally marks	1–5 6–10 11–15 16–22 23–36 37–43 44–53 54–64 65–74 75–160 26, 27, 32–35, 38, 39, 43–46, 48, 69, 77, 78, 98, 99, 103, 104, 106, 117, 129, 136, 156 55–59, 62, 66, 69, 98, 99, 103, 104, 106, 127, 129, 135, 148, 157 76, 84–89, 92, 96, 102–104, 113, 117, 127, 137, 158 109–111, 113, 117, 127, 139, 141, 159 124–127, 129, 138, 142, 160 10, 11, 15, 27, 39, 41, 151, 158
2. NUMBER RECOGNITION, VALUE AND WRITING	
One Two Three Four Five Six Seven Eight Nine Zero Ones family Tens family Twenties family Thirties family Forties family Fifties family Sixties family Seventies family Eighties family Nineties family	1–3 2–6 7–8 9–10 11–12 13–14 15–16 17–18 19–20 21–22 21–27 28–30 31, 34–38 40–42 46, 47 57, 58 70 80, 84 90 100

5. NUMBER AFTER	
Ones family	33–37, 39–40, 48, 76, 78, 79
Tens family	48, 49, 76, 78, 79
Twenties family	56, 57, 60, 76, 78, 79
Thirties family	67–70, 76, 78, 79
Forties family	76–79
Fifties family	82, 83
Sixties family	88–90
Seventies family	93–95
Eighties family	97–99
Nineties family	108, 109, 131
6. NUMBER BEFORE	
Ones family	72–74
Tens family	81–83
Twenties family	87–90
Thirties family	110–112, 119
Forties family	117–119, 124
Fifties family	122–124
Sixties family	126
Seventies family	128
Eighties family	130
Nineties family	132
7. NUMBER BETWEEN	
Ones family	27, 28, 31
Tens family	39, 40
Twenties family	42, 43
Thirties family	45, 46
Forties family	49, 50
Fifties family	61, 62
Sixties family	74, 75
Seventies family	85, 86
Eighties family	94, 95
Nineties family	107–109
All families	153, 154, 159
8. NUMBER BEFORE & AFTER	
Ones family	134, 136, 151
Tens family	134, 136, 151
Twenties family	136, 155
Thirties family	136
9. PLACE VALUE	
Ones family	47–49, 150
Tens family	59, 60, 63–65
Twenties family	71, 72, 77, 156
Thirties family	95–97, 108, 125, 156
Forties family	115, 116, 125, 150
Fifties family	120, 121, 125, 156
Sixties family	123–125, 150
Seventies family	133
Eighties family	135
Nineties family	138, 150

10. NUMBER ORDER	
Ones family Tens family	139–141, 154, 159 151–154, 159
11. ADDITION	
Ones family Tens family Twenties family Thirties family Forties family Fifties family Sixties family Seventies family Eighties family Nineties family Word problems	24–32, 35–39, 41–47, 61, 62, 70, 78, 101, 126, 154 51–58, 60, 62, 67, 154 62–66, 76, 88, 155 69–73, 82, 91, 140, 142, 155 78–82, 92, 141, 142, 156 84–87, 143, 144, 156 91–94, 96, 130, 131, 145, 146, 148, 157 96–99, 111, 130, 131, 147, 148, 157 100–102, 108, 110, 143, 144, 149, 150, 158 111–114, 145, 147, 152, 153, 158 101, 102, 112, 131, 133–135, 138, 140, 142, 157
12. SUBTRACTION	
Ones family Tens family Twenties family Thirties family Forties family Fifties family Sixties family Seventies family Eighties family Nineties family Word problems	106–109, 111, 114, 126, 136, 154 109–113, 129, 130, 136, 154 113–116, 137, 155 116–120, 138, 140, 142, 155 121–124, 140–142, 156 125, 126, 143, 144, 156 127, 128, 145, 146, 148, 157 129, 130, 147, 148, 157 131, 132, 149, 150, 158 133, 134, 144, 145, 152, 153, 158 127, 136, 144, 159
13. MONEY	
Penny Nickel Dime Quarter Half dollar One dollar bill One dollar coin Five dollar bill Ten dollar bill	14–16, 19, 21, 29, 32, 36, 43–46, 52, 69, 80, 84, 87, 93, 95, 100, 103–106, 115–117, 122, 135, 136, 155 58, 59, 62, 69, 80, 84, 87, 93, 98–100, 103–106, 115–117, 122, 135, 155 26, 32–36, 38, 43–46, 52, 69, 84, 87, 93, 98–100, 103–106, 116, 117, 122, 136, 155 51, 114–117, 122, 149, 155 98–100, 103–106, 117, 122, 149 36, 51, 52, 54–56, 103, 104, 106, 133, 136, 149, 155 103, 106, 122, 133, 149, 155 135 27, 136, 155
14. TIME	
Hour Half-hour Quarter-hour Five minutes Digital time hour Digital time half-hour Digital time quarter-hour Digital time 10 minutes Digital time 5 minutes Elapsed time hours	19, 23, 27, 43–44, 58, 59, 61, 89, 90, 100–103, 109 105–107, 148, 153 119–121, 125, 149, 153 142, 145–147, 150 19, 28, 43, 44, 58, 59, 61, 100 107 122, 123, 125 77, 78 147, 150 102, 103

15. CALENDAR	
Days of the week Months of the year Seasons	18–20, 22, 24, 29, 33, 37, 41, 51, 54, 76, 79, 83, 110, 147 25, 37, 41, 51, 54, 79, 83–85, 91, 105, 128 99, 115, 128, 132, 152
16. NUMBER THEORY	
Ordinal numbers Even numbers Odd numbers	18–20, 22, 24, 29–33, 37, 47, 49, 50, 54, 67, 68, 84, 98, 105, 108, 141, 147, 151, 157 84–86, 89, 92, 102, 113, 127, 137 86–88, 96, 103, 104, 127
17. COLORS	
Black Yellow Green Red Blue Brown Orange Purple	22 8, 13, 35, 41 5, 7, 8, 12, 16, 32, 36, 41 12, 16, 17, 32, 35 6, 8, 12, 16, 17, 32, 36, 41 20 16 28
18. SHAPES	
Circle Square Triangle Rectangle Octagon Diamond Star Hexagon Sphere Cone Cylinder	6, 7, 12–14, 16, 18, 20, 22, 26, 28, 32, 39, 41, 6, 7, 12, 13, 16, 18, 20, 22, 26, 28, 32, 39, 41, 8, 13, 14, 16–18, 20, 22, 25, 26, 28, 32, 39, 41, 16–18, 20, 22, 26, 28, 39, 22, 50 28 12, 14, 16, 20, 22, 25, 26, 20, 22, 26, 28 73, 118–120, 135, 146, 156 73, 118, 120, 132, 135, 146, 156 118–120, 132, 146, 156
19. COMPARISONS	
Tall Short & long Alike & same Different Pairs Twins Belong together More Less Larger & smaller number	36, 38 37, 38, 5, 6 4 64, 65, 68 66, 67, 68 75–77 34, 35, 52 36, 53 17, 79–82, 137, 139, 149, 150, 155
20. DIRECTION and POSITION	
Right & Left Top Bottom Middle Inside and outside First, next, and last Before, after Front, back	3–5, 11, 12, 16, 75 3, 7, 10, 13 3, 13 2, 4, 5, 7, 10, 16, 68, 69 2, 8, 11, 12, 30, 98 89, 90, 106 14, 32, 58, 98, 103, 114

21. GRAPHS	
Bar graphs Pictographs	23, 40, 52, 54, 55, 64, 73, 97, 120, 137, 148, 154 31, 32, 39, 63
22. UNITS OF MEASURE	
Cup, quart, gallon, liter	92–95, 103, 104, 118, 134, 158
23. MEASUREMENT	
Inches Centimeters Perimeter in inches	50–52, 59, 65, 66, 91 139, 143, 160 60, 61, 73–75, 87, 88, 105, 116, 143, 160
24. FRACTIONS	
Whole One-half One-third One-fourth	104–107 104–107, 114, 115, 129, 146, 152 112–115, 129, 146, 152 112–115, 129, 146, 152
25. SEQUENCE	
Next in a pattern	18, 25, 41, 51

Daily Lesson Planner

<p>Lesson 1</p> <ul style="list-style-type: none"> • Count to 10 by counting the children • Identify <i>top</i> & <i>bottom</i> • Count to 5 by counting objects • Trace and write 1 	<p>Lesson 2</p> <ul style="list-style-type: none"> • Circle the correct number 1–3 • Identify <i>first</i>, <i>middle</i> & <i>last</i> • Count 1–10 by counting objects • Trace and write 2 	<p>Lesson 3</p> <ul style="list-style-type: none"> • Identify <i>left</i> & <i>right</i> • Circle the correct number 1–3 • Count the steps to 10 • Identify <i>top</i> & <i>bottom</i> • Trace and write 1
<p>Lesson 4</p> <ul style="list-style-type: none"> • Identify <i>same</i> & <i>different</i> • Identify <i>left</i>, <i>right</i> & <i>middle</i> • Circle the correct number 1–3 • Count to 10 • Trace and write 2 	<p>Lesson 5</p> <ul style="list-style-type: none"> • Identify green color & square shapes • Identify <i>same</i> & <i>different</i> • Identify <i>left</i>, <i>right</i> & <i>middle</i> • Circle the correct number of objects 2–4 • Trace 2 • Trace and count 1–2 	<p>Lesson 6</p> <ul style="list-style-type: none"> • Identify blue color & circle shapes • Identify circle, square & green • Identify <i>first</i>, <i>same</i> & <i>different</i> • Circle the correct number 1–3 • Trace and write 1 & 2
<p>Lesson 7</p> <ul style="list-style-type: none"> • Teach 3 • Identify circle, square, blue, green & X • Trace and write 3 • Circle the correct number of objects 3–6 • Identify <i>top</i>, <i>middle</i> & <i>bottom</i> • Count to 10 	<p>Lesson 8</p> <ul style="list-style-type: none"> • Identify yellow color & triangle shape • Trace 1–3 • Identify <i>first</i> & <i>last</i> • Identify green & blue • Circle the correct number of objects 3–5 	<p>Lesson 9</p> <ul style="list-style-type: none"> • Teach 4 • Circle the correct number 4–6 • Count to 10 • Trace and write 4
<p>Lesson 10</p> <ul style="list-style-type: none"> • Tally marks • Trace 1–4 • Identify <i>top</i>, <i>bottom</i> & <i>middle</i> • Circle the correct number 1–6 	<p>Lesson 11</p> <ul style="list-style-type: none"> • Teach 5 • Match tally marks to the number • Identify <i>right</i>, <i>left</i>, <i>first</i> & <i>last</i> • Trace 5 	<p>Lesson 12</p> <ul style="list-style-type: none"> • Identify red color & star shape • Read a bar graph, identify colors & square • Choose <i>right</i>, <i>left</i>, <i>first</i> & <i>last</i> • Trace 1–5

Daily Lesson Planner

<p>Lesson 13</p> <ul style="list-style-type: none"> • Teach 6 • Count objects 1–15 • Determine <i>top, bottom, circle, square, star, yellow & blue</i> • Trace & write 1–6 	<p>Lesson 14</p> <ul style="list-style-type: none"> • Recognize pennies, <i>front & back</i> • Circle correct number 1–6 • Count to 15 • Determine <i>same, circle & triangle</i> • Trace 1–6 	<p>Lesson 15</p> <ul style="list-style-type: none"> • Teach 7 • Count pennies • Count to 15 • Match tally marks to number • Trace & write 1–7
<p>Lesson 16</p> <ul style="list-style-type: none"> • Identify orange color & rectangle shape • Determine <i>left, right & middle</i> • Count pennies • Trace and write 5–7 	<p>Lesson 17</p> <ul style="list-style-type: none"> • Teach 8 • Choose larger & smaller • Identify rectangle, triangle, red & blue • Trace and write 1–8 	<p>Lesson 18</p> <ul style="list-style-type: none"> • Days of the week • Ordinals first–seventh • Complete patterns & sequence • Count to 15 • Trace and write 6–8
<p>Lesson 19</p> <ul style="list-style-type: none"> • Teach 9 • Tell time 1:00 o'clock • Days of the week • Ordinal numbers • Count pennies • Trace & write 1–9 	<p>Lesson 20</p> <ul style="list-style-type: none"> • Identify brown color & hexagon shape • Count to 20 • Missing number 1–9 • Ordinal numbers & days of week • Trace and write 7–9 	<p>Lesson 21</p> <ul style="list-style-type: none"> • Teach 0 • Count to 20 • Missing number 1–9 • Count pennies • Trace and write 0–9
<p>Lesson 22</p> <ul style="list-style-type: none"> • Identify black color & octagon shape • Ordinal numbers & days of the week • Missing number 1–9 • Connect the dots 1–9 • Trace and write 0, 7–9 	<p>Lesson 23</p> <ul style="list-style-type: none"> • Teach 10 • Time – hour • Bar graph & colors • Trace and write 10 	<p>Lesson 24</p> <ul style="list-style-type: none"> • Addition 0 & 1 • Days of the week & ordinal numbers • Count 0–9 • Trace and write 0–10

Daily Lesson Planner

<p>Lesson 25</p> <ul style="list-style-type: none"> • Missing number 0–10 • Number line • Addition 0–5 • Patterns, sequence • Count to 20 • Calendar 	<p>Lesson 26</p> <ul style="list-style-type: none"> • Count by 10s • Trace & write 10's • Dimes • Addition 0–3 • Match the shapes, line 	<p>Lesson 27</p> <ul style="list-style-type: none"> • Number between 1's family • Vertical addition 0–4 • Use tally marks • Count by 10's • Time – hour
<p>Lesson 28</p> <ul style="list-style-type: none"> • Identify purple color & diamond shape • Write 11–20 • Number between 1's family • Vertical addition 0–4 • Time – hour 	<p>Lesson 29</p> <ul style="list-style-type: none"> • Ordinals first–tenth • Addition 0–7 • Count pennies • Days of the week 	<p>Lesson 30</p> <ul style="list-style-type: none"> • Count 1–30, calendar • Ordinals first–tenth & <i>before</i> • Addition 0–8 • Missing number 0–20
<p>Lesson 31</p> <ul style="list-style-type: none"> • Use pictograph • Ordinals first–tenth • Addition 0–9 • Number between 1's family • Trace & write 21–30 	<p>Lesson 32</p> <ul style="list-style-type: none"> • Dimes, <i>front & back</i> • Count by 10's • Pictograph • Ordinals first–tenth, colors • Addition 0–9 	<p>Lesson 33</p> <ul style="list-style-type: none"> • Number after 1–5 • Dimes • Days of week & colors • Ordinals first–tenth
<p>Lesson 34</p> <ul style="list-style-type: none"> • More & less • Number after 1–5 • Count to 30 & trace 21–30 • Count by 10's to 40 	<p>Lesson 35</p> <ul style="list-style-type: none"> • Addition 1's family • More & less • Number after 1–9 • Dimes • Write 1–30 	<p>Lesson 36</p> <ul style="list-style-type: none"> • Identify tall & short • Addition 1's family • More & less • Number after 0–9 • Count to 30

Daily Lesson Planner

<p>Lesson 37</p> <ul style="list-style-type: none"> • Identify tall & short • Addition 1's family • Ordinals, days of week, calendar • Number after 1's 	<p>Lesson 38</p> <ul style="list-style-type: none"> • Identify long, short & tall • Write 20–29 • Count dimes • Addition 1's family 	<p>Lesson 39</p> <ul style="list-style-type: none"> • Number between 10's • Pictograph, shapes • Number after 0–9 • Addition 1's family • Groups of 10
<p>Lesson 40</p> <ul style="list-style-type: none"> • Count 1–40 • Number between 10's • Bar graph • Number after 0–9 • Trace & write 30–39 	<p>Lesson 41</p> <ul style="list-style-type: none"> • Addition on number line 1's • Shapes and colors • Patterns, sequence • Calendar 	<p>Lesson 42</p> <ul style="list-style-type: none"> • Number between 20's • Addition 1's family • Trace & write 20–39
<p>Lesson 43</p> <ul style="list-style-type: none"> • Dimes & pennies • Number between 20's • Addition 1's family • Time – hour 	<p>Lesson 44</p> <ul style="list-style-type: none"> • Count by 10's to 100 • Trace 10's • Dimes & pennies • Addition 1's family • Time – hour 	<p>Lesson 45</p> <ul style="list-style-type: none"> • Number between 30's • Dimes & pennies • Addition 1's family • Count by 10's to 100
<p>Lesson 46</p> <ul style="list-style-type: none"> • Count 1–50 • Number between 30's • Dimes & pennies • Trace and write 40–49 • Addition 1's family 	<p>Lesson 47</p> <ul style="list-style-type: none"> • Place value 1's • Count 1–50 • Trace 41–50 • Ordinals first–tenth • Addition 1's family 	<p>Lesson 48</p> <ul style="list-style-type: none"> • Number after 10's • Place value 1's • Ordinals first–tenth • Count & write by 10's

Daily Lesson Planner

<p>Lesson 49</p> <ul style="list-style-type: none"> • Number between 40's • Number after 10's • Place value 1's • Ordinals first–tenth 	<p>Lesson 50</p> <ul style="list-style-type: none"> • Ruler 1" • Number between 40's • Ordinals first–tenth • Place value 1's 	<p>Lesson 51</p> <ul style="list-style-type: none"> • Addition 10's • Ruler 1" • Patterns, sequence • Calendar
<p>Lesson 52</p> <ul style="list-style-type: none"> • Dollar bill • Addition 10–19 • More & less • Dimes & pennies 	<p>Lesson 53</p> <ul style="list-style-type: none"> • Bar graph • Ruler 1" • Addition 10's • More & less 	<p>Lesson 54</p> <ul style="list-style-type: none"> • Days of the week • Bar graph • Dollar bill • Addition 10's
<p>Lesson 55</p> <ul style="list-style-type: none"> • Count by 5's • Dollar bill • Addition 10's • Bar graph 	<p>Lesson 56</p> <ul style="list-style-type: none"> • Number after 20's • Count by 5's • Addition 10's • Dollar 	<p>Lesson 57</p> <ul style="list-style-type: none"> • Count to 60 • Number after 20's • Count by 5's • Horizontal addition 10's
<p>Lesson 58</p> <ul style="list-style-type: none"> • Nickels • Trace & write 50–59 • Time – hour • vertical addition 10's 	<p>Lesson 59</p> <ul style="list-style-type: none"> • Place value 10's • Nickels • Ruler • Time – hour 	<p>Lesson 60</p> <ul style="list-style-type: none"> • Find perimeter • Place value 10's • Number after 20's • Addition 10's

Daily Lesson Planner

Lesson 61 <ul style="list-style-type: none">• Number between 50's• Find perimeter• Addition 1's• Time – hour	Lesson 62 <ul style="list-style-type: none">• Addition 20's• Number between 50's• Pennies, dimes, nickels• Addition 10's	Lesson 63 <ul style="list-style-type: none">• Place value 1's & 10's to 19• Addition 20's• Place value 10's• Pictograph
Lesson 64 <ul style="list-style-type: none">• Identify pairs• Place value 1's & 10's to 19• Bar graph• Addition 20's	Lesson 65 <ul style="list-style-type: none">• Place value 1's & 10's to 19• Identify pairs• Inch• Addition 20's	Lesson 66 <ul style="list-style-type: none">• Identify twins• Inch• Count by 5's• Vertical addition 20's
Lesson 67 <ul style="list-style-type: none">• Number after 30's• Identify twins• Ordinals first–tenth• Addition 10's	Lesson 68 <ul style="list-style-type: none">• Identify inside & outside• Number after 30's• Identify twins & pairs• Ordinals first–tenth	Lesson 69 <ul style="list-style-type: none">• Addition 30's• Identify inside & outside• Number after 30's• Pennies, dimes, nickels
Lesson 70 <ul style="list-style-type: none">• Count to 70• Addition 30's• Addition 1's• Number after 30's	Lesson 71 <ul style="list-style-type: none">• Place value 20's• Vertical addition 30's	Lesson 72 <ul style="list-style-type: none">• Number before 1's• Place value 20's• Vertical addition 30's• Perimeter

Daily Lesson Planner

<p>Lesson 73</p> <ul style="list-style-type: none"> • Find perimeter in inches • Number before 1's • Bar graph • Addition 30's 	<p>Lesson 74</p> <ul style="list-style-type: none"> • Number between 60's • Find perimeter in inches • Number before 1's • Pennies, nickels 	<p>Lesson 75</p> <ul style="list-style-type: none"> • Identify things that belong together • Number between 60's • Perimeter
<p>Lesson 76</p> <ul style="list-style-type: none"> • Number after 40's • Identify things that belong together • Days of the week • Addition 20's 	<p>Lesson 77</p> <ul style="list-style-type: none"> • Digital clock, minutes • Number after 40's • Identify things that belong together • Place value 20's 	<p>Lesson 78</p> <ul style="list-style-type: none"> • Addition 40's • Number after 40's • Digital clock, minutes • Addition 1's
<p>Lesson 79</p> <ul style="list-style-type: none"> • Determine the greater or smaller number 0–9 • Addition 40's • Days of the week • Number after 40's 	<p>Lesson 80</p> <ul style="list-style-type: none"> • Count to 80 • Pennies, dimes, nickels • Addition 40's • Determine the greater or smaller number 0–9 	<p>Lesson 81</p> <ul style="list-style-type: none"> • Number before 10's • Determine the greater or smaller number 0–20 • Determine the smaller number 0–20 • Addition 40's
<p>Lesson 82</p> <ul style="list-style-type: none"> • Number after 50's • Number before 10's • Addition 30's & 40's • Smaller number 0–20 	<p>Lesson 83</p> <ul style="list-style-type: none"> • Months of the year • Number after 50's • Number before 10's 	<p>Lesson 84</p> <ul style="list-style-type: none"> • Count by 2's, evens • Addition 50's • Months of the year, ordinal numbers • Pennies, dimes, nickels

Daily Lesson Planner

<p>Lesson 85</p> <ul style="list-style-type: none"> • Number between 70's • Count by 2's, evens • Months of the year • Addition 50's 	<p>Lesson 86</p> <ul style="list-style-type: none"> • Count by 2's, odds • Addition 50's • Count by 2's • Number between 70's 	<p>Lesson 87</p> <ul style="list-style-type: none"> • Number before 20's • Count by 2's, odds • Perimeter, inches • Pennies, dimes, nickels • Addition 50's
<p>Lesson 88</p> <ul style="list-style-type: none"> • Number after 60's • Number before 20's • Count by 2's, odds • Perimeter, inches • Addition 20's 	<p>Lesson 89</p> <ul style="list-style-type: none"> • Time – hour, <i>before, after</i> • Number after 60's • Number before 20's • Count by 2's, evens 	<p>Lesson 90</p> <ul style="list-style-type: none"> • Count to 90 • Time – hour, <i>before, after</i> • Number after 60's • Number before 20's
<p>Lesson 91</p> <ul style="list-style-type: none"> • Addition 60's • Months of the year • Addition 30's • Inches 	<p>Lesson 92</p> <ul style="list-style-type: none"> • Identify quart, gallon, liter & cup • Addition 60's • Count by 2's, evens • Addition 40's 	<p>Lesson 93</p> <ul style="list-style-type: none"> • Number after 70's • Identify quart, gallon, liter & cup • Pennies, dimes nickels • Addition 60's
<p>Lesson 94</p> <ul style="list-style-type: none"> • Number between 80's • Identify quart, gallon, liter & cup • Number after 70's • Addition 60's 	<p>Lesson 95</p> <ul style="list-style-type: none"> • Place value 30's • Number between 80's • Identify quart, gallon, liter & cup • Number after 70's 	<p>Lesson 96</p> <ul style="list-style-type: none"> • Addition 70's • Place value 30's • Odd numbers • Addition 60's

Daily Lesson Planner

<p>Lesson 97</p> <ul style="list-style-type: none"> • Number after 80's • Addition 70's • Bar graph • Place value 30's 	<p>Lesson 98</p> <ul style="list-style-type: none"> • 50 cents, 1\$ • Number after 80's • Addition 70's • Match first-tenths 	<p>Lesson 99</p> <ul style="list-style-type: none"> • Seasons • 50 cents, 1\$ • Number after 80's • Addition 70's
<p>Lesson 100</p> <ul style="list-style-type: none"> • Addition 80's • Count to 100 • 50 cents, 1\$ • Time – hour, <i>before, after</i> 	<p>Lesson 101</p> <ul style="list-style-type: none"> • Word problems • Addition 80's • Time – hour • Addition 1's 	<p>Lesson 102</p> <ul style="list-style-type: none"> • Elapsed Time • Word problems • Count by 2's, evens • Addition 80's
<p>Lesson 103</p> <ul style="list-style-type: none"> • \$1 • Elapsed Time • Count quart, gallon, cup & liter • Count by 2's, odds 	<p>Lesson 104</p> <ul style="list-style-type: none"> • Identify whole, 1/2 & equal parts • \$1 • Odd numbers • Count quart, gallon, cup & liter 	<p>Lesson 105</p> <ul style="list-style-type: none"> • 1/2 hour • Identify whole, 1/2 & equal parts • \$1 • Perimeter, inches • Months
<p>Lesson 106</p> <ul style="list-style-type: none"> • Subtract 1's • 1/2 hour • Identify whole, 1/2 & equal parts • \$1 	<p>Lesson 107</p> <ul style="list-style-type: none"> • Number between 90's • Subtract 1's • 1/2 hour • Identify whole, 1/2 & equal parts 	<p>Lesson 108</p> <ul style="list-style-type: none"> • Number after 90's • Number between 90's • Subtract 1's • Addition 80's • Place Value 30's • Ordinals, first-tenth

Daily Lesson Planner

<p>Lesson 109</p> <ul style="list-style-type: none"> • Subtract 10's • Count by 3's • Number after 90's • Number between 90's • Word problems 	<p>Lesson 110</p> <ul style="list-style-type: none"> • Number before 30's • Count by 3's • Subtract 10's • Days of the week • Addition 80's 	<p>Lesson 111</p> <ul style="list-style-type: none"> • Addition 90's • Count by 3's • Subtract 1's • Addition 70's • Subtract 10's • Number before 30's
<p>Lesson 112</p> <ul style="list-style-type: none"> • $\frac{1}{3}$ & $\frac{1}{4}$ • Addition 90's • Word problems • Number before 30's • Subtract 10's 	<p>Lesson 113</p> <ul style="list-style-type: none"> • Subtract 20's • $\frac{1}{3}$ & $\frac{1}{4}$ • Addition 90's • Count by 2's & 3's • Subtract 10's 	<p>Lesson 114</p> <ul style="list-style-type: none"> • 25 cents • Subtract 20's • Identify whole, $\frac{1}{2}$, $\frac{1}{3}$ & $\frac{1}{4}$ • Addition 90's • Subtract 1's
<p>Lesson 115</p> <ul style="list-style-type: none"> • Place value 40's • 25 cents • Match seasons • Identify whole, $\frac{1}{2}$, $\frac{1}{3}$ & $\frac{1}{4}$ • Subtract 20's 	<p>Lesson 116</p> <ul style="list-style-type: none"> • Subtract 30's • Place value 40's • 25 cents • Perimeter, inches • Subtract 20's 	<p>Lesson 117</p> <ul style="list-style-type: none"> • Number before 40's • Subtract 30's • Count by 2's, 3's & 10's • 25 cents
<p>Lesson 118</p> <ul style="list-style-type: none"> • Sphere, cone & cylinder • Number before 40's • Subtract 30's • Count quart, gallon, liter & cup 	<p>Lesson 119</p> <ul style="list-style-type: none"> • $\frac{1}{4}$ hour • Identify sphere, cone & cylinder • Number before 40's • Subtract 30's 	<p>Lesson 120</p> <ul style="list-style-type: none"> • Place value 50's • Identify sphere, cone & cylinder • Bar graph • $\frac{1}{4}$ hour • Subtract 30's

Daily Lesson Planner

<p>Lesson 121</p> <ul style="list-style-type: none"> • Subtract 40's • Place value 50's • 1/4 hour • Addition 1's 	<p>Lesson 122</p> <ul style="list-style-type: none"> • Number before 50's • Subtract 40's • \$1, 50 cents, 25 cents, 10 cents, 1 cent • 1/4 hour 	<p>Lesson 123</p> <ul style="list-style-type: none"> • Place value 60's • Number before 50's • Subtract 40's • 1/4 hour
<p>Lesson 124</p> <ul style="list-style-type: none"> • Count by 4's • Place value 60's • Number before 50's • Subtract 40's 	<p>Lesson 125</p> <ul style="list-style-type: none"> • Subtract 50's • Count by 4's • Place value 60's • 1/4 hour 	<p>Lesson 126</p> <ul style="list-style-type: none"> • Number before 60's • Subtract 50's • Count by 4's • Add and subtract 1's
<p>Lesson 127</p> <ul style="list-style-type: none"> • Subtract 60's • Word problems • Count by 1's, 2's, 3's, 4's, 5's 	<p>Lesson 128</p> <ul style="list-style-type: none"> • Number before 70's • Subtract 60's • 1/2, 1/4 hour • Months & seasons 	<p>Lesson 129</p> <ul style="list-style-type: none"> • Subtract 70's • Count by 10's & 4's • Subtract 10's • Identify whole, 1/2, 1/3, 1/4
<p>Lesson 130</p> <ul style="list-style-type: none"> • Number before 80's • Subtract 70's • Addition 60's & 70's • Subtract 10's 	<p>Lesson 131</p> <ul style="list-style-type: none"> • Subtract 80's • Money, word problems • Addition 60's & 70's • Number after 90's 	<p>Lesson 132</p> <ul style="list-style-type: none"> • Number before 90's • Subtract 80's • Identify geometric solids • Seasons

Daily Lesson Planner

<p>Lesson 133</p> <ul style="list-style-type: none"> • Subtract 90's • Word problems, \$ • Place value 70's • Money 	<p>Lesson 134</p> <ul style="list-style-type: none"> • Next door neighbors • Subtract 90's • Word problems • Count quart, gallon, cup & liter 	<p>Lesson 135</p> <ul style="list-style-type: none"> • Place value 80's • Word problems (+) • Identify geometric solids • Count by 5's
<p>Lesson 136</p> <ul style="list-style-type: none"> • Subtract all • Word problems (-) • Count by 10's • Next door neighbors 	<p>Lesson 137</p> <ul style="list-style-type: none"> • Add & subtract 20's • Bar graph • Count by 2's • Find the largest number of 3 	<p>Lesson 138</p> <ul style="list-style-type: none"> • Place value 90's • Count by 4's • Subtract 30's • Word problems (+)
<p>Lesson 139</p> <ul style="list-style-type: none"> • Measure with centimeters • Put numbers in order 1's • Count by 3's • Smallest of 3 numbers 	<p>Lesson 140</p> <ul style="list-style-type: none"> • Subtract & add 30's • Put numbers in order 1's • Money, word problems • Subtract 40's 	<p>Lesson 141</p> <ul style="list-style-type: none"> • Subtract and add 40's • Put numbers in order 1's • Ordinals, first-tenth • Count by 3's
<p>Lesson 142</p> <ul style="list-style-type: none"> • Time minutes • Count by 4's • Subtract and add 40's • Word problems 	<p>Lesson 143</p> <ul style="list-style-type: none"> • Subtract and add 50's • Measure with centimeters • Addition 80's • Perimeter, inches 	<p>Lesson 144</p> <ul style="list-style-type: none"> • Subtract 90's • Subtract and add 50's • Money, word problems, subtract • Addition 80's

Daily Lesson Planner

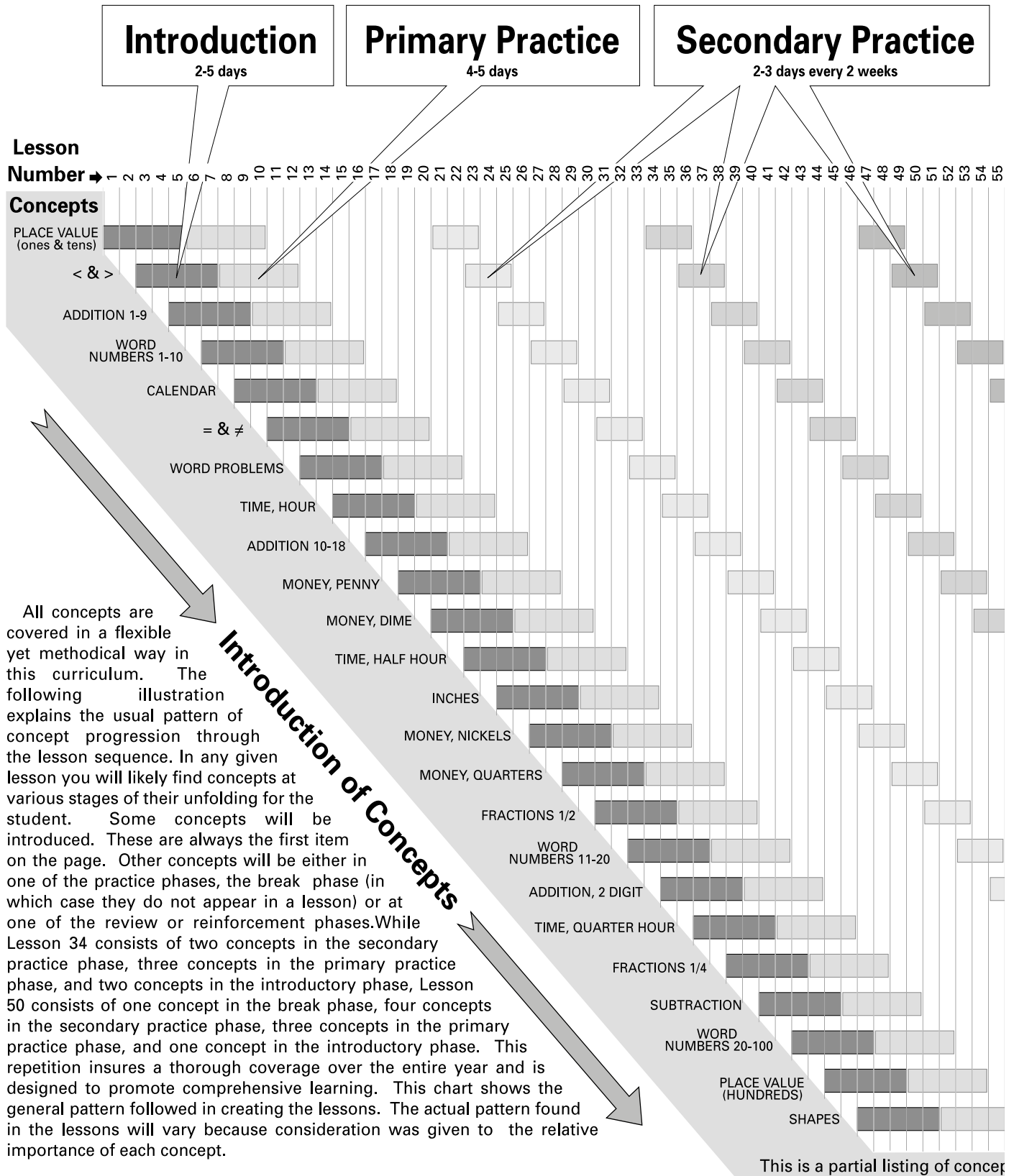
<p>Lesson 145</p> <ul style="list-style-type: none"> • Subtract & add 60's • Time – minutes • Subtract 90's • Addition 90's 	<p>Lesson 146</p> <ul style="list-style-type: none"> • Time minutes • Subtract & add 60's • Identify geometric solids • $1/2$, $1/3$, $1/4$ 	<p>Lesson 147</p> <ul style="list-style-type: none"> • Subtract & add 70's • Time – minutes • Days of the week • Addition 90's
<p>Lesson 148</p> <ul style="list-style-type: none"> • Bar graphs • Subtract & add 70's • $1/4$ & $1/2$ hour • Count by 5's 	<p>Lesson 149</p> <ul style="list-style-type: none"> • Subtract & add 80's • Largest of 3 numbers • $1/4$ hour • \$1, 25 cents 	<p>Lesson 150</p> <ul style="list-style-type: none"> • Place value all • Subtract & add 80's • Smallest of 3 numbers • Time – minutes
<p>Lesson 151</p> <ul style="list-style-type: none"> • Put numbers in order 10's • Ordinals, first–tenth • Number before and after 1's • Tally marks 	<p>Lesson 152</p> <ul style="list-style-type: none"> • Subtract & add 90's • Put numbers in order 10's • Identify whole, $1/2$, $1/3$ & $1/4$ • Months of year, seasons 	<p>Lesson 153</p> <ul style="list-style-type: none"> • Number between 1–100 • Subtract & add 90's • $1/4$, $1/2$ hour • Put numbers in order 10's
<p>Lesson 154</p> <ul style="list-style-type: none"> • Review 1's & 10's, addition & subtraction • Number between 1–100 • Bar graph • Put numbers in order 1's & 10's 	<p>Lesson 155</p> <ul style="list-style-type: none"> • Review 20's & 30's, addition & subtraction • Number before and after 20's • Money • Lesser number • Greater number 	<p>Lesson 156</p> <ul style="list-style-type: none"> • Review 40's & 50's, addition & subtraction • Count by 10's • Geometric solids • Place value 10's & 1's

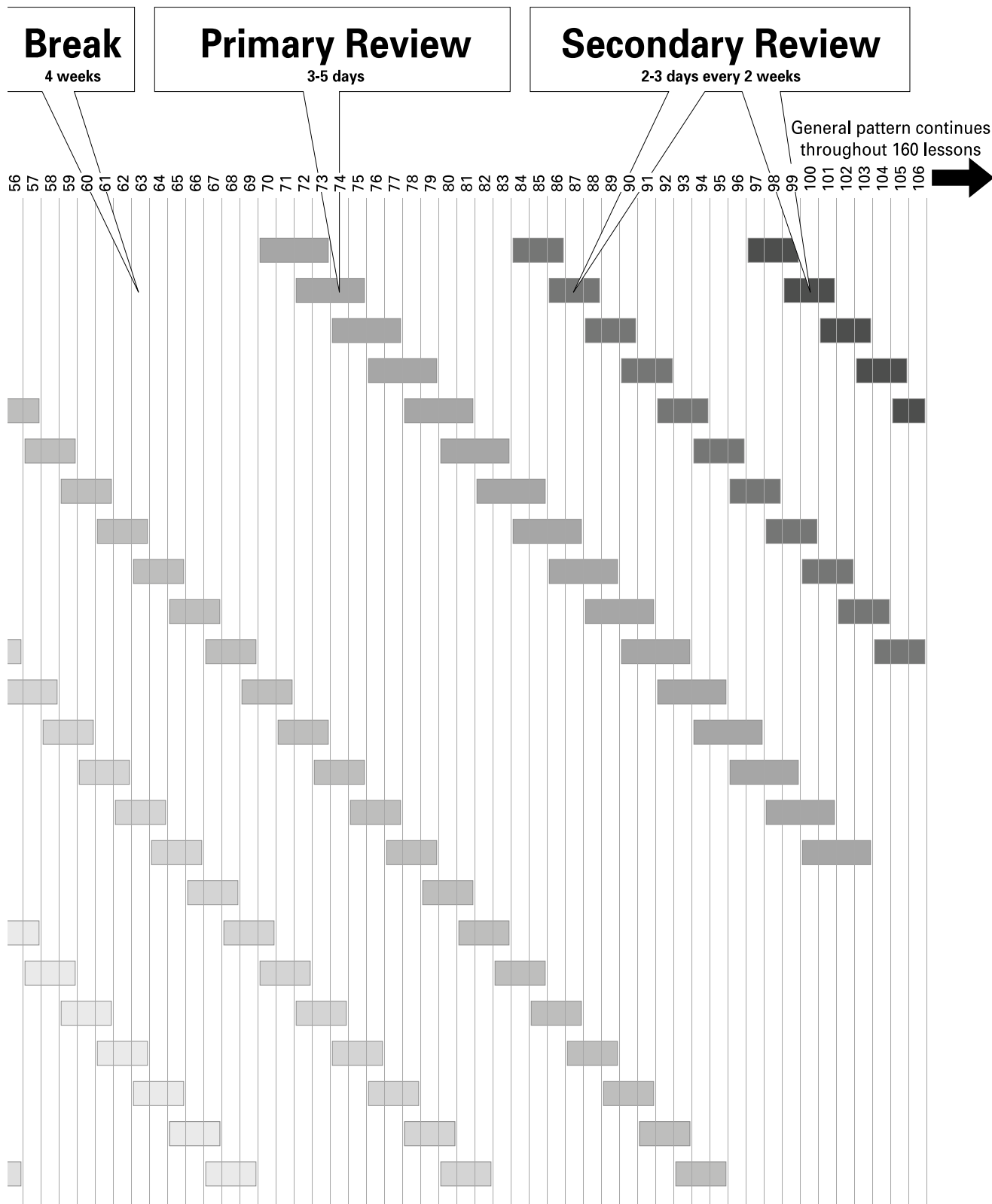
Daily Lesson Planner

Lesson 157 <ul style="list-style-type: none">• Review 60's & 70's, addition & subtraction• Ordinal numbers• Count by 5's• Word problems	Lesson 158 <ul style="list-style-type: none">• Review 80's & 90's, addition & subtraction• Tally marks• Count quart, gallon, cup & liter• Count by 2's	Lesson 159 <ul style="list-style-type: none">• Put numbers in order 1's & 10's• Number between 1–100• Word problems• Count by 3's
Lesson 160 <ul style="list-style-type: none">• Ordinal numbers• Count by 4's• Measure with centimeter• Measure with inches		

Development of Concepts Chart

GENERAL PATTERN:



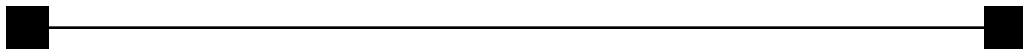


ts. A list of all concepts may be found in the Scope and Sequence.

Manipulatives

Manipulative	Description	Used In Lesson
Base 10 blocks		60, 133, 156
Calendar		18, 22, 24-25, 29-30, 33, 41, 51, 54, 79, 83-85, 99
Clock/clock model		11, 19, 23, 27-28, 43-44, 49, 51, 58-59, 77-78, 89, 100-109, 119-125, 128, 142, 145-150, 153-154
Crayons	red, yellow, green, blue	2-8, 12-17, 22-23, 28, 32-33, 35, 39, 41, 54-55, 66, 68, 72-73, 104, 106, 148, 152
Dimes		38, 43-46, 52, 62, 69, 80, 84, 87, 93, 98-100, 103-106, 108, 116-117, 136
Dominos		1-4, 6-9, 11, 13-14, 19, 23-28, 31, 41, 54
Five dollar bill		135
Flashcards	numbers 1-10	1-10
Flashcards	colors: red, yellow, green, blue	2-5, 7-8, 12-17, 22, 28, 33, 41, 68, 73
Flashcards	shapes: different shaped cards and rectangle cards with shapes drawn on them	4-8, 12-13, 16-18, 22, 26, 28, 31-32, 39, 45, 53, 72, 104-107, 152
Flashcards	domino	13, 14, 44, 54
Flashcards	tally mark	10, 41, 50
Flashcards	hours for digital clock	19, 53
Flashcards	ordinal numbers	18-25, 27-33, 37, 47, 49-50, 54, 67-68, 84, 91, 98, 105, 108, 141, 147, 151-152, 157, 160
Flashcards	days of the week	19-21, 29-30, 37, 41, 51, 54, 76, 79, 83, 110, 147
Flashcards	addition 1's & 10's	51-58, 60-61, 67, 69-70, 78, 82, 84-160
Flashcards	addition 20's	62-66
Flashcards	subtraction	110-160
Flashcards	count by 3's	109-111, 139, 141, 159
Flashcards	count by 4's	124-125, 138, 160
Flashcards	seasons	115, 126, 128, 132
Flashcards	count by 2's	92, 102-104, 137,
Flashcards	months of the year	41, 51, 79, 83, 91, 105, 128
Flashcards	count by 10's	26-27, 32-39, 44-46, 48, 59-60, 63-65, 71-72, 95-100, 156
Flashcards	count by 5's	56-57, 62, 66, 70, 74-75, 80-81, 98-100, 145-148
Half dollar coin		98-100, 103-106, 117, 122, 149
Next door neighbor chart	to teach before and after	134, 136, 151, 153-155, 159
Nickels		11-12, 14-16, 55, 58-59, 62, 66, 69, 74, 80-81, 84, 87, 93, 98-100, 103-106, 115-117, 120, 122, 135
Number chart		31-115
Number line strips		25, 27-28, 39-40, 42, 44, 46-49, 51-53, 56-58, 60-72, 76-94, 96-160
Objects for counters		1-48, 50-160
One dollar bills		27, 52, 54-56, 103, 104, 106
One dollar coin		103-104, 106, 122, 133, 149, 155
Pennies		6-7, 11-12, 14-16, 19, 21, 26, 29, 32-36, 43-46, 52, 55, 58, 62, 69, 74, 75, 80-82, 84, 87, 93, 98-100, 103-106, 108, 115-117, 120, 122, 135, 136
Place value blocks		77-78
Place value chart		47-50, 59-60, 63-65, 71-72, 77-78, 95-97, 108, 121-125, 133-136, 138, 150, 156
Quarters		114-117, 120, 122
Ruler	inches	50-51, 53, 59, 65-66, 73-75, 87-88, 91, 105, 116, 143, 160
Ruler	centimeters	139, 143, 160
Sphere, cone, cylinder		118-120, 126, 132, 135, 156
Ten dollar bill		136
Volume containers	quart, gallon, cup, liter	118, 132, 134, 158
Whiteboard		1-160

Teacher Lessons



Lesson 1 - Counting

Overview:

- Count to 10 by counting the children
- Identify *top* & *bottom*
- Count to 5 by counting objects
- Trace and write 1

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Objects for counters
- Number flashcards 1–10
- Dominos
- Worksheet 2

Teaching Tips:

During this school year it is important that you begin to count everything that you see and do with your class. Count the number of steps that are walked going from one place to another. Point out objects such as utility poles, trees, plants, birds, cats, dogs, etc., and have the class count them. Count items in the classroom. If you count 13 items, ask them how many there would be if there were 1 or 2 more or 1 or 2 less if they have started doing subtraction. Make math an important part of their everyday lives. Help them start to understand how many times numbers are used.

Introduce directions to the children by playing a game with them. Explain *right* and *left*. Ask them to hold up their *right* hands, put out their *left* legs, touch their *right* ears. Ask them to put their *right* hands on top of their heads. Ask them to put their *left* hands behind their backs. Continue this game using *right*, *left*, *up*, *down*, *high*, *low*, *top*, *bottom*, *middle*, *inside*, *outside*, *first*, *last*.

Teach counting orally to 10.



Activities:

If they are able to, have the student(s) write their name on the top of the paper. Make this the first thing they always do when they start their lesson. If they are unable to write their own names you need to write the student's names on the top of the paper before passing it out. Draw the student's attention to the name you have written. If you wish, you can have them trace over the letters. Make this an important activity and encourage the student(s) to be proud of their work.


- ① Point out the number 1 in the circle before the first instruction. Every new activity will have a number before the instruction. Count the children on this page out loud with the class to 10. Learning to count quickly and accurately is one of the most important objectives your student(s) can accomplish in this program. Demonstrate how you would count the children by moving from left

to right and top to bottom on the page. Associate the baseball boy with (1). The jogging boy with (2). The measuring boy with (3) and etc. Show them how easy it is to get confused if they start counting randomly on the page.


- ② Point out the number 2 in the circle before the second instruction. Talk about *top* and *bottom*. Demonstrate the concept by pointing to a table, desk or chair. Demonstrate making a circle on the white board. Read the first instruction to the class. Check to see that they are doing the activity correctly. Read the second instruction and pick a student to show the class their work.
- ③ Point out the number 3 in the circle before the third instruction. Read the instruction to the class. Have them point to the number and then count the number of objects after the number. Have several student(s) do this individually for the class.
- ④ Point out the number 4 in the circle before the fourth instruction. Read the instruction to the class. Demonstrate writing the number (1) on the white board. Have them trace the first (1) with their pencil. Then have them trace the next two dotted 1's. Discuss the spacing between the numbers. Instruct them to write (1) five more times. Point out the objects on the bottom of the page. Ask the class for other examples of where they can find the number 1.


Lesson 1


② Circle the top of the ladder. Circle the bottom of the cup.





③ Count to 5.

1 


2 

3 

4 

5 

④ Trace and write 1.



Horizons Math-K Book One

Lesson 2 - Counting

Overview:

- Circle the correct number 1–3
- Identify *first*, *middle* & *last*
- Count 1–10 by counting objects
- Trace and write 1

Materials and Supplies:

- Teacher’s Guide & Student Workbook
- White board
- Objects for counters
- Red, yellow, green and blue crayons
- Color flashcards
- Number flashcards 1–10
- Dominos

Teaching Tips:

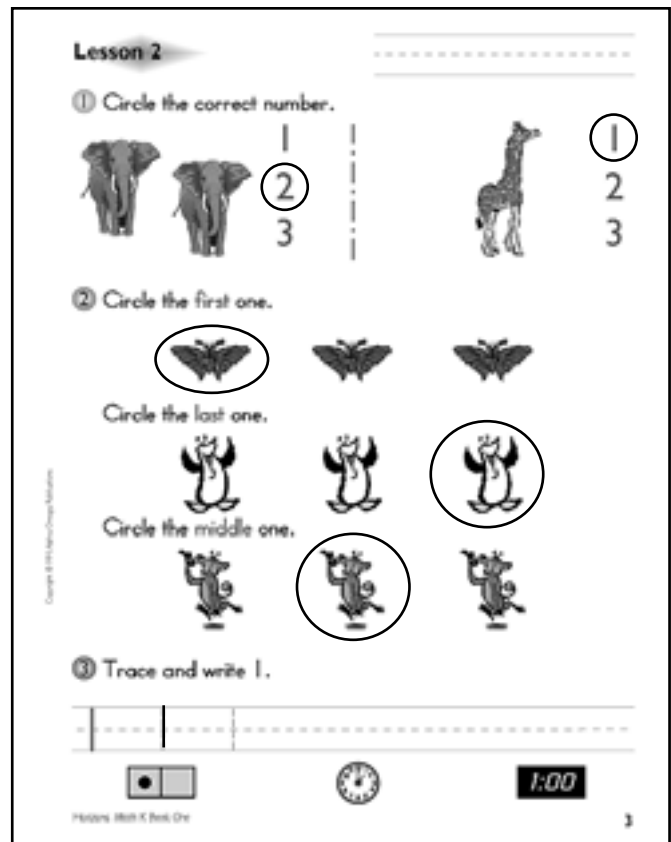
Place a card with the number showing (any number 1 through 10) in front of the children and ask them to pull the same number of objects from a group of 10 objects. Do this in random order until you have used all nine cards.

Introduce the red, yellow, green, and blue crayons to the children. Construct or purchase flashcards for the colors. Use them for drill and review as the colors are introduced and practiced.

Review counting orally to 10.

Activities:

If they are able to, have the student (s) write their name on the top of the paper. Make this the first thing they always do when they start their lesson. If they are unable to write their own names you need to write each student’s name on the top of the paper before passing it out. Draw the student’s attention to the name you have written. If you wish, you can have them trace over the letters. Make this an important activity and encourage the student(s) to be proud of their work.




- ① Point out the number 1 in the circle before the first instruction. Every new activity will have a number before the instruction. Read the instruction. Point out the dotted divider line. These lines and boxes are used to separate the problems. Count the elephants. Point out the numbers 1, 2 and 3. Demonstrate on the white board how the student(s) should circle the number that they choose. Point to the giraffe. Point out the numbers 1, 2 and 3. Have them circle the number that they choose.
- ② Point out the number 2 in the circle before the second instruction. Talk about *first*, *middle* and *last*. Demonstrate the concept by pointing to objects in the room or have 3 students line up at the front of the room. Demonstrate making a circle on the white board. Read the first instruction to the class. Tell them to circle the *first* butterfly. Check to see that they are doing the activity correctly. Read the


second instruction and tell them to circle the *last* penguin. Read the third instruction and have them circle the monkey in the *middle*.


- ③ Point out the number 3 in the circle before the third instruction. Read the instruction to the class. Demonstrate writing the number (1) on the white board. Have them trace the first (1) with their pencil. Then have them trace the next two dotted 1's. Discuss the spacing between the numbers. Instruct them to write (1) five more times. Point out the objects on the bottom of the page. Ask the class for other examples of where they can find the number 1.
- ④ Point out the number 4 in the circle before the fourth instruction. Read the instruction to the class. Have them point to the number and then count the number of objects after the number. Have several student(s) do this individually for the class or have a different student do each row.


Lesson 2


④ Count to 10.


1 


2 


3 


4 


5 

6 

7 

8 

9 

10 

© Horizons Math K Book One

Lesson 3 - Right, Left

Overview:

- Identify *left* & *right*
- Circle the correct number 1–3
- Count the steps to 10
- Identify *top* & *bottom*
- Trace and write 1

Materials and Supplies:

- Teacher’s Guide & Student Workbook
- White board
- Objects for counters
- Red, yellow, green and blue crayons
- Color flashcards
- Number flashcards 1–10
- Dominos

Teaching Tips:

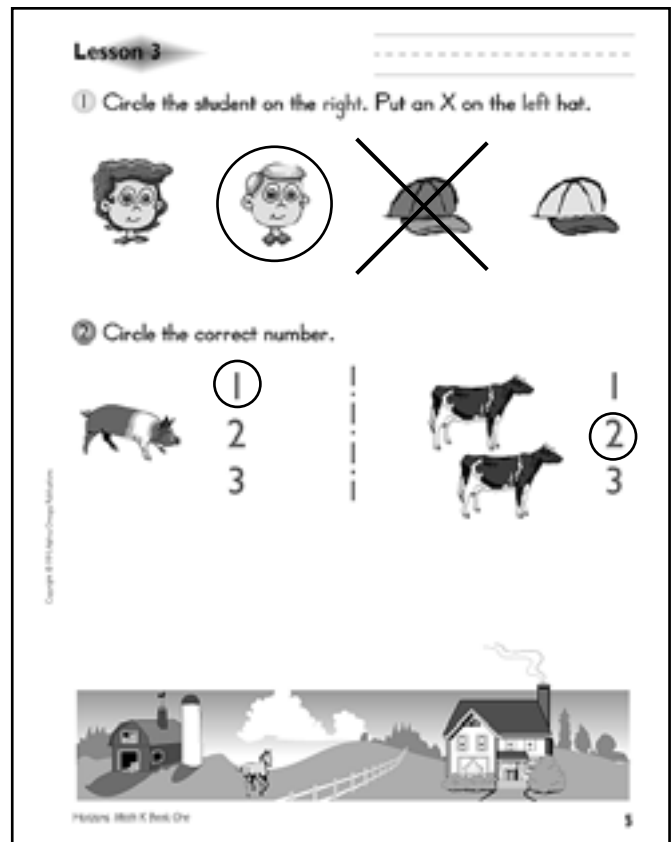
Review drawing circles. Demonstrate how to make an X. Have the student(s) practice making an X.

Review directions with the children by playing a game with them. Explain *right* and *left*. Ask them to hold up their *right* hands, put out their *left* legs, touch their *right* ears. Ask them to put their *right* hands on top of their heads. Ask them to put their *left* hands behind their backs. Continue this game using *right, left, up, down, high, low, top, bottom, middle, inside, outside*.

Review counting orally to 10.

Activities:

If they are able to, have the student(s) write their name on the top of the paper. Make this the first thing they always do when they start their lesson. If they are unable to write their own names you need to write each student’s name on the top of the paper before passing it out. Draw the student’s attention to the name you have written. If you wish, you can have them trace over the letters. Make this an impor-



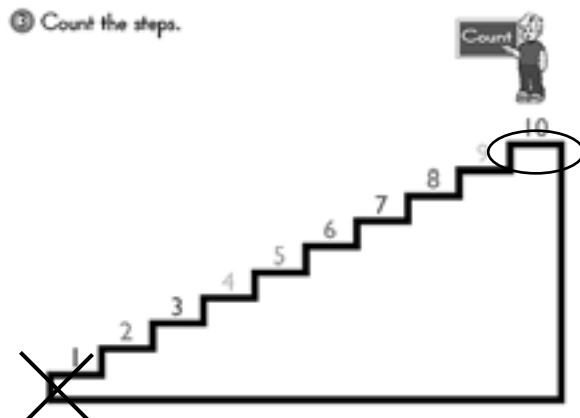
tant activity and encourage the student(s) to be proud of their work.

- 1 Point out the number 1 in the circle before the first instruction. Every new activity will have a number before the instruction. Read the instruction. Point to the boy and the girl. Ask the class which student is on the *right*. Have them circle the boy. Point to the hats. Refer to the colors. Show them other objects that are blue and yellow. Have the class put an X over the cap on the left (blue).
- 2 Point out the number 2 in the circle before the second instruction. Read the instruction. Point out the dotted divider line. These lines and boxes are used to separate the problems. Count the pig. Point out the numbers 1, 2 and 3. Demonstrate on the white board how the student(s) should circle the number that they choose. Point to the cows. Point out the numbers 1, 2 and 3. Have them circle the number that they choose.

- ③ Point out the number 3 in the circle before the third instruction. Read the instruction to the class. Start on the bottom step and have the class count to 10.
- ④ Point out the number 4 in the circle before the instruction. Read the instruction. Talk about *top* and *bottom*. Demonstrate the concept by pointing to a table, desk or chair. Demonstrate making a circle on the white board. Read the first instruction to the class. Check to see that they are doing the activity correctly. Read the second instruction and have the class make the X.
- ⑤ Point out the number 5 in the circle before the instruction. Read the instruction to the class. Demonstrate writing the number (1) on the white board. Have them trace the first (1) with their pencil. Then have them trace the next two dotted 1's. Discuss the spacing between the numbers. Instruct them to write (1) five more times. Point out the objects on the bottom of the page. Ask the class for other examples of where they can find the number 1.


Lesson 3




③ Count the steps.



④ Circle the top step. Put an X on the bottom step.

⑤ Trace and write 1.



Horizons Math K Book One

Lesson 4 - Shapes

Overview:

- Identify *same* & *different*
- Identify *left*, *right* & *middle*
- Circle the correct number 1–3
- Count to 10
- Trace and write 2

Materials and Supplies:

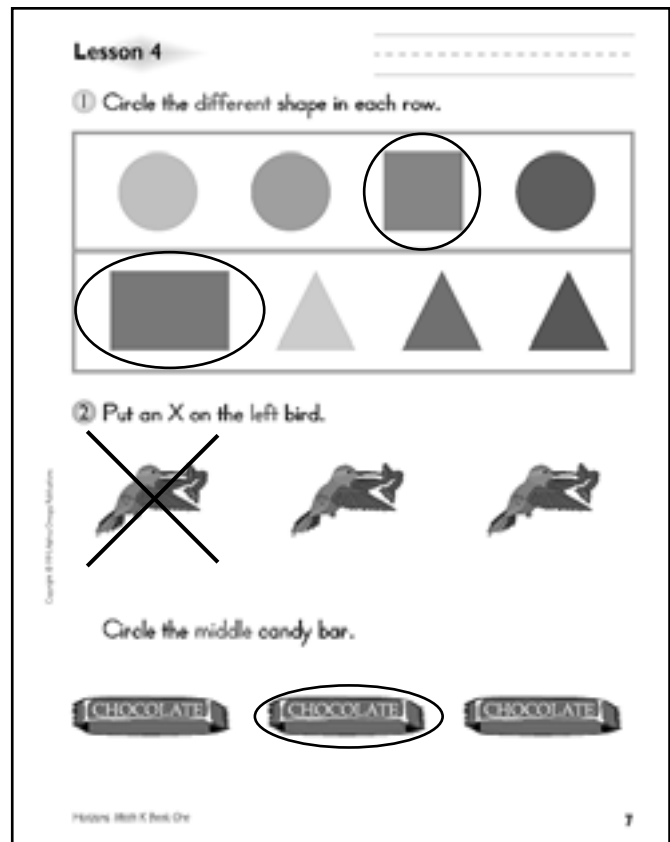
- Teacher's Guide & Student Workbook
- White board
- Objects for counters
- Red, yellow, green and blue crayons
- Color flashcards
- Shape flashcards
- Number flashcards 1–10
- Dominos
- Worksheet 3

Teaching Tips:

Talk to the students about shapes. Point out different shapes in the classroom. Tell them that shapes have names and that they will learn some of these names today. Make or purchase shape flashcards. Make both flashcards that are the different shapes and rectangle cards that have the shapes drawn on them. Make a variety of sizes, positions, colors, etc.

Talk about *same* and *different*. Group objects that are the same. Look for characteristics that help identify things that are the same or different.

Review directions with the children by playing a game with them. Explain *right* and *left*. Ask them to hold up their *right* hands, put out their *left* legs, touch their *right* ears. Ask them to put their *right* hands on top of their heads. Ask them to put their *left* hands behind their backs. Continue this game using *right*, *left*, *up*, *down*, *high*, *low*, *top*, *bottom*, *middle*, *inside*, *outside*.



Review counting orally to 10.

Activities:

- ① Point out the number 1 in the circle before the first instruction. Read the instruction. Point out the shapes in the first row. Refer to the colors. Have the class circle their answer. Point out the shapes in the second row. Refer to the colors. Have the class circle their answer.
- ② Point out the number 2 in the circle before the second instruction. Read the instruction. Point to the birds. Ask the class which bird is on the left. Have them circle the bird. Read the second instruction. Point to the candy bars. Have the class circle their answer.

- ③ Point out the number 3 in the circle before the third instruction. Read the instruction to the class. Point out the dotted divider line. These lines and boxes are used to separate the problems. Count the hammers. Point out the numbers 1, 2 and 3. Demonstrate on the white board how the student(s) should circle the number that they choose. Point to the saws. Point out the numbers 1, 2 and 3. Have them circle the number that they choose.
- ④ Point out the number 4 in the circle before the instruction. Read the instruction. Start on the left of the hop-scotch figure and have the class count to 10. Do this activity outside on the sidewalk.
- ⑤ Point out the number 5 in the circle before the instruction. Read the instruction to the class. Demonstrate writing the number (2) on the white board. Have them trace the first (2) with their pencil. Then have them trace the next two dotted 2's. Discuss the spacing between the numbers. Instruct them to write (2) four more times. Point out the objects on the bottom of the page. Ask the class for other examples of where they can find the number 2.

③ Circle the correct number.

④ Count to 10.

⑤ Trace and write 2.

Horizons Math K Book One

Lesson 5 - Green & Square

Overview:

- Identify green color & square shapes
- Identify *same* & *different*
- Identify *left*, *right* & *middle*
- Circle the correct number of objects 2–4
- Trace 2
- Trace and count 1–2

Materials and Supplies:

- Teacher’s Guide & Student Workbook
- White board
- Objects for counters
- Red, yellow, green and blue crayons
- Color flashcards
- Shape flashcards
- Number flashcards 1–10

Teaching Tips:

Review the red, yellow, green, and blue crayons with the children.

Review *same* and *different*.

Teach squares by pointing out objects that are squares.

Review counting orally to 10.

Activities:

- ① Point out the number 1 in the circle before the first instruction. Read the instruction. Have the student(s) mark their answers.
- ② Point out the number 2 in the circle before the second instruction. Read the instruction. Point out the dotted divider lines. Refer to the colors. Have the class circle their answers.

Lesson 5

① Put an X on the green squares.

② Circle the same shapes in each row.


③ Put an X over the balloon on the right. Circle the middle car.

Horizons Math K Book One


- ③ Point out the number 3 in the circle before the third instruction. Read the instruction to the class. Point to the balloons and their colors. Ask the class which balloon is on the right. Have them put an X over the *right* balloon. Point to the cars. Refer to the colors. Have the class circle the *middle* car.

- ④ Point out the number 4 in the circle before the instruction. Read the instruction. Point out the dotted divider lines. These lines are used to separate the problems. Count the bees. Point out the numbers 2, 3 and 4. Demonstrate on the white board how the student(s) should circle the number that they choose. Do the same for the balloons.
- ⑤ Point out the number 5 in the circle before the instruction. Read the instruction to the class. Demonstrate writing the number (2) on the white board. Have them trace the first (2) with their pencil. Then have them trace the next two dotted 2's. Discuss the spacing between the numbers. Instruct them to write (2) four more times. Point out the objects below the lines. Ask the class for other examples of where they can find the number 2.
- ⑥ Point out the number 6 in the circle before the instruction. Read the instruction to the class. Demonstrate writing the numbers 1 & 2 on the white board. Have them trace the first 1 & 2 with their pencil. Then have them trace the next two dotted 1's and 2's. Discuss the spacing between the numbers. Instruct them to write the 1 & 2 two more times.

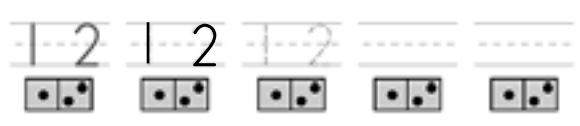
④ Circle the correct number.



⑤ Trace and write 2.



⑥ What comes next?



18 Horizons Math K Book One

Lesson 6 - Blue & Circle

Overview:

- Identify blue color & circle shapes
- Identify circle, square & green
- Identify *first, same & different*
- Circle the correct number 1–3
- Trace and write 1 & 2

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Objects for counters
- Number flashcards 1–10
- Shape flashcards
- Dominos
- Pennies

Teaching Tips:

Review the red, yellow, green, and blue crayons to the children.

Count 1–10 using flashcards and counters.

Review circles by pointing out objects that are circles.

Teach counting orally to 20.

Activities:

- ① Point out the number 1 in the circle before the first instruction. Read the instruction. Have the student(s) mark their answers.
- ② Point out the number 2 in the circle before the second instruction. Read the instruction. Refer to the colors. Have the class circle their answers.

Lesson 6

① Put an X on the blue circles.

② Circle the squares with green in them.

③ Circle the shapes that are the same as the first.

Horizons Math K Book One 11

- ③ Point out the number 3 in the circle before the third instruction. Read the instruction to the class. Point out the dotted divider lines. These lines and boxes are used to separate the problems. Look at the first circle shape. Tell the students that not all circles are the same size. Do the same for the first square. Have the student(s) circle their answers.

- ④ Point out the number 4 in the circle before the instruction. Read the instruction. Point out the dotted divider lines. These lines are used to separate the problems. Count the planes. Point out the number 2. Demonstrate on the white board how the student(s) should circle the number of planes that they choose. Do the same for the other objects.
- ⑤ Point out the number 5 in the circle before the instruction. Read the instruction to the class. Demonstrate writing the numbers 1 & 2 on the white board. Have them trace the first (1) with their pencil. Then have them trace the next two dotted 1's. Discuss the spacing between the numbers. Have them trace the first (2) with their pencil. Then have them trace the next two dotted 2's. Instruct them to write (2) four more times. Ask the class for other examples of where they can find the numbers 1 & 2.

④ Circle the correct number.

⑤ Trace and write 1 and 2.

12 Horizons Math K Book One

Lesson 7 - Number 3

Overview:

- Teach 3
- Identify circle, square, blue, green & X
- Trace and write 3
- Circle the correct number of objects 3–6
- Identify *top*, *middle* & *bottom*
- Count to 10

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Objects for counters
- Number flashcards 1–10
- Shape flashcards
- Crayons
- Color flashcards
- Dominos or domino flashcards
- Pennies
- Worksheet 4

Teaching Tips:

Teach counting to three by counting objects, counters, etc.

Review the red, yellow, green and blue crayons with the student(s).

Review circles by pointing out objects that are circles.

Count 1–10 using flashcards and counters.

Review *top*, *bottom* and *middle*.

Review counting orally to 20.

Activities:

- ① Point out the number 1 in the circle before the first instruction. Read the instruction. Talk about the clock and the calculator to review uses for the number 3. Point out the dotted lines that divide parts of the activity. Have them count the objects in both rows starting on the left and moving to the right.

Lesson 7

① Circle 3 things in each row.

② Circle the squares with a blue crayon. Put a green X on the circles.

③ Trace and write 3.


13

- ② Point out the number 2 in the circle before the second instruction. Read the first instruction. Have the student(s) circle the squares with a blue crayon. Read the second instruction. Have the student(s) put a green X on the circles.
- ③ Point out the number 3 in the circle before the third instruction. Read the instruction to the class. Demonstrate writing the number (3) on the white board. Have them trace the first (3) with their pencil. Then have them trace the next two dotted 3's. Discuss the spacing between the numbers. Instruct them to write (3) four more times. Point out the objects on the bottom of the page. Ask the class for other examples of where they can find the number 3.

- ④ Point out the number 4 in the circle before the instruction. Read the instruction. Point out the dotted divider lines. These lines are used to separate the problems. Count the bananas. Point out the numbers. Demonstrate on the white board how the student(s) should circle the number that they choose. Do the same for the other objects.
- ⑤ Point out the number 5 in the circle before the instruction. Read the first instruction to the class. Have them circle their choice. Read the second instruction and have them write an X over their answer.
- ⑥ Point out the number 6 in the circle before the instruction. Read the instruction to the class. Count the dots in each domino.

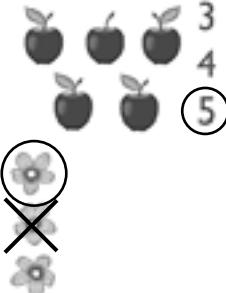
Lesson 7

④ Circle the correct number.

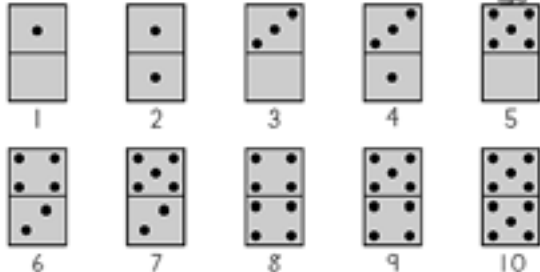


3
4
5

⑤ Circle the top flower.
Put an X on the middle flower.



⑥ Count to 10.



Count 10

© Horizons Math K Book One

Lesson 8 - Yellow & Triangle

Overview:

- Identify yellow color & triangle shape
- Trace 1–3
- Identify *first* & *last*
- Identify green & blue
- Circle the correct number of objects 3–5

Materials and Supplies:

- Teacher’s Guide & Student Workbook
- White board
- Objects for counters
- Crayons
- Color flashcards
- Shape flashcards
- Dominos
- flashcards 1–10

Teaching Tips:

Use the number flashcards for review. Have the student(s) select certain numbers from a stack, say the number, and then print it on the white board. Continue the review by picking out other students to do the same.

Review triangle and square.

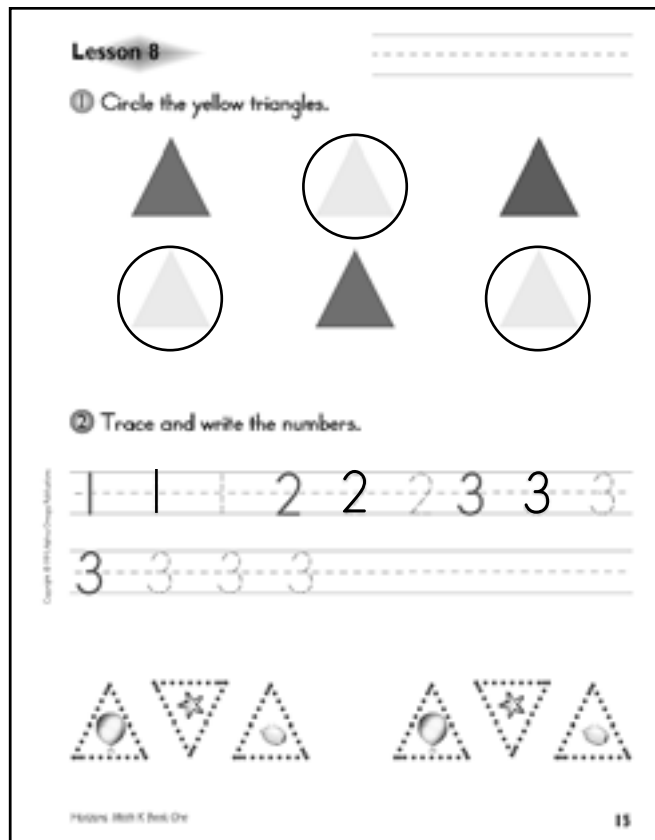
Review colors.

Review position words.

Review counting orally to 20.

Activities:


- ① Point out the number 1 in the circle before the first instruction. Read the instruction. Count the number of sides that a triangle has. Show the student(s) examples of several shapes of triangles. Have the students circle their choices.




- ② Point out the number 2 in the circle before the second instruction. Read the instruction. Trace each red number. Write over each dotted number. Write four more 3's on the second line.

- ③ Point out the number 3 in the circle before the third instruction. Read the first instruction to the class. Count the number of sides in a square. Point out that the sides must be the same length. Draw a rectangle so they see how a square and a rectangle are different. Encourage them to do neat work. Read the second instruction and allow them to color their choice.
- ④ Point out the number 4 in the circle before the instruction. Read the instruction. Point out the dotted divider lines. These lines are used to separate the problems. Count the mice. Point out the numbers. Demonstrate on the white board how the student(s) should circle the number that they choose. Do the same for the cats.

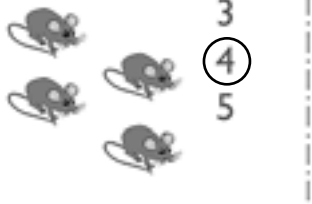
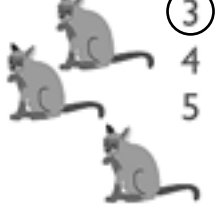
③ Color the first square green.



Color the last circle blue.



④ Circle the correct number.

16 Horizons Math K Book One

Lesson 9 - Number 4

Overview:

- Teach 4
- Circle the correct number 4–6
- Count to 10
- Trace and write 4

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Objects for counters
- Number flashcards
- Dominos
- Counters
- Worksheet 5

Teaching Tips:

Teach 4 with counters or other objects.
Demonstrate writing the number 4.
Review counting orally to 20.

Activities:

- ① Point out the number 1 in the circle before the first instruction. Read the instruction. Talk about the game spinner and the die to review uses for the number 4. Point out the dotted lines that divide parts of the activity. Have them count the objects in both rows starting on the left and moving to the right. Have them circle the correct number of objects.

Lesson 9

① Circle 4 things in each row.

② Circle the correct number.

4
5
6

4
5
6


17

- ② Point out the number 2 in the circle before the second instruction. Read the instruction. Point out the dotted divider lines. These lines are used to separate the problems. Count the snowflakes. Point out the numbers. Demonstrate on the white board how the student(s) should circle the number that they choose. Do the same for the sleds.

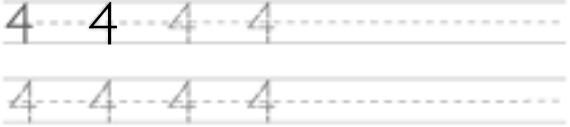


- ③ Point out the number 3 in the circle before the third instruction. Read the instruction to the class. Do this activity as a class and then as individuals.
- ④ Point out the number 4 in the circle before the instruction. Demonstrate writing the number (4) on the white board. Have them trace the first (4) with their pencil. Then have them trace the next three dotted 4's. Discuss the spacing between the numbers. Instruct them to write (4) four more times. Point out the objects on the bottom of the page. Ask the class for other examples of where they can find the number 4.

NOTE: We have chosen to use a closed 4 because most of the 4's the student(s) will see are closed. The numbers and letters that the students write are in the same form as those they see in the activities.

③ Count to 10.



④ Trace and write 4.

Horizons Math K Book One

Lesson 10 - Tally Marks

Overview:

- Tally marks
- Trace 1–4
- Identify *top*, *bottom* & *middle*
- Circle the correct number 1–6

Materials and Supplies:

- Teacher’s Guide & Student Workbook
- White board
- Objects for counters
- Number flashcards
- Tally mark flashcards

Teaching Tips:

Review 4 with counters or other objects.
Demonstrate writing the number 4.

Teach tally marks by writing them on the white board and counting the marks with the student(s).

Review position words: *right*, *left*, *top*, *bottom*, *middle*, *first* & *last*.







Review counting orally to 20.

Activities:

- ① Point out the number 1 in the circle before the first instruction. Read the instruction. Point out the dotted divider lines. These lines are used to separate the problems. Have the student(s) circle the number that they choose.

Lesson 10

① Match the tally marks with the correct number.

 1 (2) 3	 (1) 2 3	 1 2 (3)
 (4) 5 6	 4 5 (6)	 (4) 5 6

② Trace and write the numbers.

Tracing lines for numbers 2, 3, and 4. Each row shows a solid number followed by four dotted numbers on a three-line grid.

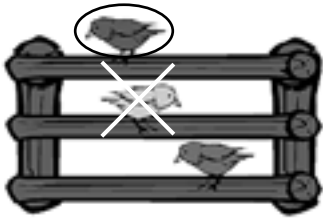
Number 4 drawing activity: A row of eight hats, each with a number 4 written on it.

Horizons Math K Book One 19





- ② Point out the number 2 in the circle before the second instruction. Read the instruction. Trace each red number. Write over each dotted number. Write four more of the same number on the line.

- ③ Point out the number 3 in the circle before the third instruction. Read the first instruction to the class. Have them mark their answer. Read the second instruction and have them mark their answer.
- ④ Point out the number 4 in the circle before the instruction. Read the instruction. Point out the dotted divider lines. These lines are used to separate the problems. Count the birds in the first group. Point out the numbers. Point out that these are not counting numbers. If they see two birds they cannot just circle the second number. They will need to know what symbol represents 2 birds, etc. Demonstrate on the white board how the student(s) should circle the number that they choose. Do the same for the other groups.

③ Circle the bird on top of the fence. Put an X on the bird in the middle.



④ Circle the correct number.

 ② 4 6	 1 ③ 5
 2 4 ⑥	 ① 3 5

20 Horizons Math K Book One