

# Horizons Mathematics 1

## Teacher's Guide

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# NUMBER ORDER – AFTER BY 5'S



## Concepts:

The number that comes after by fives, hour,  $<$  and  $>$ , addition 1–18, and counting by sixes



## Objectives:

1. The student shall be able to write a number that comes after a given number when counting by fives.
2. The student shall be able to write the correct time displayed on the face of a clock for the hour in two ways.
3. The student shall be able to write the  $<$  and  $>$  symbols correctly between two given numbers.
4. The student shall be able to write the correct answer to the addition facts 1–18 using the number line.



## Teaching Tips:

1. You may reinforce “after” in activity 3 by asking the student(s) what time it is 5 minutes after 3:00, 6:00, 7:00, etc. Show them how to write it. This is good introductory work for telling time other than on the hour.
2. Another way of reading the  $<$  or  $>$  symbols in activity 5 is to read “less than” if the pointed end comes first and read “greater than” if the open end comes first.



## Materials, Supplies, & Equipment:

1. Number chart
2. Flashcards for addition facts with sums 1–18
3. Clock model
4. Flashcards for  $<$  and  $>$

**Activities:**

1. Count out loud by sixes to 96 using the number chart.
2. Drill the addition facts 1–18 with flashcards with the answers showing.
3. Count out loud by fives up to 100 in preparation for ***Student Activity One***. Point to several multiples of five on the number chart and have the student(s) tell what the next number is when counting by fives. The student(s) should count by fives to themselves as they work through ***Student Activity One***.
4. Using the clock model, set the hands for several different times on the hour and have the student(s) tell what time it is. When starting ***Student Activity Two***, have each student point to the short hand of the clock on their lesson page before writing down the number indicated.
5. Use the  $<$  and  $>$  flashcards to practice naming the symbols. Have the student(s) tell you how to name the symbols (the greater than arrow is at the end of the number line where the numbers are getting greater and the less than arrow is at the end where the numbers are getting less). Read each set after completing ***Student Activity Three***.
6. Allow the student(s) to work on ***Student Activity Four*** independently as you check to observe any difficulty the student(s) may be having. Do not allow the student(s) to count on their fingers to find the answer.

*Great works are performed, not by strength, but by perseverance.*

# WORD PROBLEMS



## Concepts:

Word problems, after by fives, tally marks, addition 1–18, and counting by sixes



## Objectives:

1. The student shall be able to write the correct answer to a word problem by writing the addition fact.
2. The student shall be able to write the correct number that comes after a given number when counting by fives.
3. The student shall be able to write the missing numbers when counting by sixes.
4. The student shall be able to draw a line to match the correct number to the corresponding tally marks.
5. The student shall be able to write the correct answer to the addition facts 1–18 using the number line.



## Teaching Tips:

1. When working with word problems in *Student Activity One*, explain to the student(s) that as two numbers are put together, the result will always be the same or a larger number.
2. When the student(s) do *Student Activity Three*, notice the progression of the sum of the digits in the first seven multiples of six 6, 3, 9, 6, 3, 9, 6. For example 12 would be  $1 + 2 = 3$ , eighteen would be  $1 + 8 = 9$ .
3. *Worksheet 11* has further practice in addition if needed.



## Materials, Supplies, & Equipment:

1. Number chart
2. Flashcards for addition facts with sums 1–18
3. Flashcards for tally marks

**Activities:**

1. Count out loud by sixes to 96 using the number chart.
2. Drill the addition facts 1–9 with flashcards without the answers showing from now on. Continue to drill addition facts 10–18 with the answers showing. Total drill time should be 5 minutes. If you feel the student(s) are not ready to drill the addition facts 1–9 without the answers showing, adjust the schedule to meet individual needs.
3. To begin ***Student Activity One***, read the word problem to the student(s) as they follow along. Have the student(s) make an “X” for each bunny Jane has in the first set and an “X” for each bunny Ann has in the second set, then count the X’s and write the number of bunnies that the girls have “altogether.” Write the addition fact that supports that answer. Read the second word problem aloud. Have the student(s) tell what two numbers are to be put together. Write the addition fact needed to find the answer. Follow the same procedure with the third word problem.
4. Before starting ***Student Activity Two***, count out loud by fives to 100. As you point to multiples of five on the number chart, have the student(s) tell what is the next number when counting by fives. They must follow this same procedure as they begin ***Student Activity Two***.
5. The student(s) may need the aid of the number chart to complete ***Student Activity Three***.
6. Review how to make the tally marks from 1–9. Mix up flashcards of the tally marks to drill them on the number that corresponds to each set of tally marks. Have the student(s) point to the number that matches the corresponding correct set of tally marks and draw a line to it for ***Student Activity Four***.
7. Allow the student(s) to do ***Student Activity Five*** independently.

**Worksheets:**

1. *Worksheet 11* – Addition facts 1–18



*Encouragement to do wrong is not an act of friendship.*

# WORD PROBLEMS



## Concepts:

Word problems,  $<$  and  $>$ , tally marks, addition 1–18, months of the year, “Thirty Days Hath September,” and counting by nines



## Objectives:

1. The student shall be able to count out loud by nines to 99 using the number chart.
2. The student shall be able to say the months of the year in the correct order from memory.
3. The student shall be able to write the addition fact to support the answer in a word problem.
4. The student shall be able to write the correct  $<$  or  $>$  symbol between two given numbers.
5. The student shall be able to circle the number that represents the corresponding tally marks.



## Teaching Tips:

1. The question “Why does February only have 28 days?” may come up in activity 3. If you would like to go into a little history, the answer may be a good springboard to some discussion on how various cultures use different calendars. The Julian calendar had July named for Julius Caesar and August for the emperor Augustus. Tradition says Augustus took a day from February (which had 29) and added it to August so that his month, August, had as many days as Julius Caesar’s July had.
2. The first word problem in *Student Activity One* may be demonstrated by the students using *money*.

## Materials, Supplies, & Equipment:

1. Number chart
2. Flashcards for addition facts with sums 1–18 and  $<$  and  $>$
3. Calendar
4. *Play or real money*



**Activities:**

1. Count out loud by nines to 99 using the number chart. Discuss with the student(s) that counting by nines means to count every ninth number by counting over nine places on the number chart or by adding nine to each number.
2. Drill the addition facts 1–9 with flashcards without the answers showing. Drill addition facts 10–18 with the answers showing.
3. Go over the months of the year in order with the student(s) using a calendar. Discuss how many days are in each month. Recite:

*Thirty days hath September,  
April, June, and November.  
All the rest have thirty-one  
Except February alone  
Which has twenty-eight  
Until leap year gives it twenty-nine.*

with the student(s). Have them repeat the first two lines several times. Then go through the verse again.

4. Have the student(s) read the first word problem in ***Student Activity One*** out loud. Pick out the key word, “altogether.” Ask what two numbers should be put together. Have the student(s) write the correct addition fact on the blanks. Follow this procedure with the next two word problems.
5. Quickly go over the names of the  $<$  and  $>$  symbols (you may use *flashcards*). As the student(s) do ***Student Activity Two***, check to see if help is needed. Ask them if they remember the ways you have shown to distinguish the symbols.
6. Put the tally marks for 1–10 on the board out of order. Have the student(s) tell the number to match each set. Read the directions with the student(s) as they start ***Student Activity Three***.
7. No help should be required with ***Student Activity Four*** except to check to see if the student(s) are making the same error consistently.

*You will never “find” time for anything.  
If you want time, you must make it.*

# NUMBER ORDER – AFTER BY 10'S



## Concepts:

The number that comes after by 10's, word numbers, tally marks, word problems, addition 1–18, months of the year, “Thirty Days Hath September,” and counting by nines



## Objectives:

1. The student shall be able to say the months of the year in the correct order from memory.
2. The student shall be able to write the number that comes after a given number when counting by 10's.
3. The student shall be able to draw a line to match a number, a word number, and tally marks correctly.
4. The student shall be able to write the addition fact to support the answer in a word problem.



## Teaching Tips:

1. Drilling the student(s) on the addition facts 10–18 without the answers showing will continue for one week. At that time they should have the answers memorized. In two weeks they will be given the facts in the student lessons without a number line. If a student is having difficulty, extra drill may be needed using flashcards or addition *Worksheets 8, 9, and 11*.
2. Suggest to the student(s) that they use tally marks to keep score in a game involving team competition.

## Materials, Supplies, & Equipment:

1. Number chart
2. Flashcards for addition facts with sums 1–18
3. Calendar
4. Flashcards for word numbers
5. Flashcards for tally marks



**Activities:**

1. Count out loud by nines to 99 using the number chart.
2. Drill the addition facts 1–9 with flashcards without the answers showing. Drill addition facts 10–18 with the answers showing.
3. Go over the months of the year in order with the student(s). See if the student(s) can name them without looking at the calendar or the bulletin board. Read “Thirty Days Hath September” to the student(s). Have them repeat the first two lines several times. Further work with the calendar may be found on *Worksheet 12*.
4. Count by tens to 100. The student(s) should be able to do this without the number chart. Discuss what number comes after a given number when counting by tens. Guide the student(s) through several sets in ***Student Activity One*** and then allow them to finish on their own.
5. Drill word numbers and tally marks using flashcards. After reading the directions with the student(s), they may proceed with ***Student Activity Two***.
6. In ***Student Activity Three***, have the student(s) read the first word problem out loud. Pick out the key word, “altogether.” Ask what two numbers are to be put together and have the student(s) write the addition fact on the blanks. Notice that the label for the answer has been added. Discuss its necessity with the student(s). Follow this procedure with the next two word problems.
7. Encourage the student(s) to answer as many of the addition facts as possible without looking at the number line when doing ***Student Activity Four***. They may use the number line to check their answers.

**Worksheets:**

1. *Worksheet 12* – Calendar



*Those things which we wish to be able to do with ease  
must first be practiced with diligence.*

# PLACE VALUE



## Concepts:

Place value, word numbers, tally marks, after by tens, word problems, addition 1–18, months of the year, “Thirty Days Hath September,” and counting by nines



## Objectives:

1. The student shall be able to say the months of the year in the correct order from memory.
2. The student shall be able to write the correct number of tens and ones in a two-digit number and then write the value of each digit.
3. The student shall be able to write the numerals for word numbers and tally marks.
4. The student shall be able to write the number after a given number when counting by tens.
5. The student shall be able to write the addition fact to support the answer in a word problem.



## Teaching Tips:

1. Requiring the student(s) to do the last step in **Student Activity One** ( $27 = 20 + 7$ ) is the beginning of instruction in expanded notation. It is important for the student(s) to have a clear understanding of this principle.
2. You may begin to check each student individually in regard to his proficiency with the addition facts 1–18 in activity 2. If a student is proficient, he may be allowed to skip every other day of drill.



## Materials, Supplies, & Equipment:

1. Number chart
2. Flashcards for addition facts with sums 1–18, whole numbers 0–99, word numbers, and tally marks

**Activities:**

1. Count out loud by nines to 99 using the number chart.
2. Drill the addition facts 1–9 with flashcards without the answers showing. Drill addition facts 10–18 with the answers showing.
3. Have the student(s) go over the months of the year without looking at a calendar or flashcards. Read the poem “Thirty Days Hath September.” Have the student(s) recite the first two lines. Go over the third and fourth lines, “All the rest have thirty-one except February alone,” several times.
4. Using whole number flashcards 0–99, ask the student(s) to tell how many tens and how many ones are in several numbers. Ask them to tell the value of the digit in the tens’ place and the ones’ place. They should be able to complete *Student Activity One* with no help.
5. Review the word numbers and tally marks with flashcards. Read the directions to *Student Activity Two* and allow them to complete the activity independently.
6. Quickly count by tens to 100. Choose several multiples of ten and ask the student(s) what comes after when counting by tens. They should be able to complete *Student Activity Three* by themselves.
7. Read the first word problem of *Student Activity Four* to the student(s) as they follow along. Ask what the key word is (altogether) and what it tells you to do. What two numbers are to be put together? Have the student(s) write the addition fact necessary to support the answer. Allow the student(s) to do the next two word problems on their own giving help only if needed.
8. *Student Activity Five* can be done with no help.

*Putting off an easy thing makes it hard,  
and putting off a hard thing makes it impossible.*

# MONEY – PENNY



## Concepts:

Penny, place value, addition 1–18, months of the year, “Thirty Days Hath September,” and counting by nines



## Objectives:

1. The student shall be able to recognize the penny both front and back and count using pennies.
2. The student shall be able to write the correct number of tens and ones in a two-digit number and the value of each digit.



## Teaching Tips:

1. In reference to activity 1, the student(s) may be given added practice by taking *Worksheet 13* and writing the numbers used for counting by nines first. Have them notice their placement on the chart.
2. Give the student(s) pennies when doing activity 4. Allow them to make different sets with the pennies. Then count the sets. Two students could work as partners in this project.



## Materials, Supplies, & Equipment:

1. Number chart
2. Flashcards for addition facts with sums 1–18
3. Pennies
4. Flashcards for whole numbers 0–99

**Activities:**

1. Count out loud by nines to 99 using the number chart.
2. Drill the addition facts 1–9 with flashcards without the answers showing. Drill addition facts 10–18 with the answers showing.
3. Display whole number flashcards for 1–12. Have a student name a month of the year as they point to each of the cards starting with one. Discuss today’s date. What is the difference between today’s date and the same date last year? Recite “Thirty Days Hath September,” repeating the third and fourth lines several times. Then say the first through fourth lines together from memory.
4. Use pennies for the student(s) to see the front and back of a penny. Ask, “What color is the penny?” “Whose picture is on the front of the penny?” (Abraham Lincoln) “What building is on the back of a penny?” (The Lincoln Memorial) Explain that you can write a penny’s name in three ways – penny, 1 cents, or 1¢. The ¢ symbol is the short way to write cents. Read the directions for **Student Activity One** to the student(s). Be sure they point to each penny as they count. Notice any time you count money, you need to use a label to show that you are talking about money. For example, in writing, money must be labeled with the dollar sign or cent sign. When reading money, \$4.95, would be read, “four dollars and ninety-five cents.”
5. Ask the student(s) to tell how many tens and how many ones are in several numbers using whole number flashcards 0–99. Then ask what the value of the digit in the tens’ place and the ones’ place is. As the student(s) do **Student Activity Two**, be sure they understand that the value of the digit in the tens’ place and the ones’ place also goes into the last two blanks.
6. **Student Activity Three** can be done independently. Encourage the student(s) to use the number line only if they are having difficulty.

**Worksheets:**

1. *Worksheet 13* – Fill in the blank number chart



*Beware of little expenses, a small leak can sink a large ship.*

# TIME – HALF HOUR



## Concepts:

Half hour, addition 1–18, pennies, place value, months of the year, “Thirty Days Hath September,” and counting by nines



## Objectives:

1. The student shall be able to say the months of the year in the correct order from memory.
2. The student shall be able to write the correct time displayed on the face of a clock on the half hour.
3. The student shall be able to write the correct answers to addition facts as they relate to pennies.
4. The student shall be able to write the correct number of tens and ones in a two-digit number and the value of each digit.



## Teaching Tips:

1. When doing activity 4, you may tell the student(s) that telling time on the half hour can be expressed in three different ways. 3:30 may also be expressed as half past three or 30 minutes “after” 3.
2. In activity 5 give the student(s) *pennies*. Have them make up two sets with the pennies. Then determine the addition fact they would use to find out how many pennies they would have altogether. Several students may take turns arranging the sets and finding the addition fact.



## Materials, Supplies, & Equipment:

1. Number chart
2. Flashcards for addition facts with sums 1–18 and months of the year
3. Clock model
4. *Play or real money*

**Activities:**

1. Count out loud by nines to 99 using the number chart.
2. Drill the addition facts 1–9 with flashcards without the answers showing. Drill addition facts 10–18 with the answers showing.
3. Use the flashcards to drill the student(s) on the months of the year in order. Recite the first four lines of “Thirty Days Hath September” with the student(s). Go over the last two lines several times. Then recite the whole poem.
4. When starting ***Student Activity One***, talk about cutting the clock into two half-hours as in the picture of the first clock. Explain how the minutes can be found by counting by fives. Each half hour is 30 minutes. When the time is on the hour, the long hand is on the 12 (second picture). When 30 minutes have passed on the clock, the long hand is then on the 6 (third picture). Point out that the short hand is half way between the 3 and the 4. Show on a clock model the distance the two hands move with the passage of 30 minutes. To help the student(s) begin finding the time on the remaining clocks, ask the following questions: “Where is the long hand?” “How many minutes is that?” Write it. “Where is the short hand?” “What hour is that?” Write it.
5. As student(s) do ***Student Activity Two***, point out that a label (in this case cents, ¢, or pennies) is always used when you add money.
6. Point to different numbers on the number chart and ask how many tens and how many ones are in the number. Ask what is the value of the digit in the tens’ place and the ones’ place. They should be able to complete ***Student Activity Three*** on their own.

*Tomorrow is never guaranteed to anyone.*

# MONEY – DIME



## Concepts:

Dimes, half hour, the number that comes before by ones, addition 1–18, date, “Thirty Days Hath September,” and counting by fours



## Objectives:

1. The student shall be able to count out loud by fours to 100 using the number chart.
2. The student shall be able to state the date for a given day.
3. The student shall be able to recognize a dime both front and back and write the value of a given number of dimes.
4. The student shall be able to write the time displayed on the face of a clock for the half hour correctly.
5. The student shall be able to write the number that comes before a given number.



## Teaching Tips:

1. A student who has mastered the addition facts may be directed to drill another student who needs added practice. One student may even drill himself if he has extra time at some point during the day.
2. Show the student(s) several different types of calendars as you discuss today’s date in activity 3. Examples: *a pretty picture calendar, a desk calendar, a pocket calendar, an appointment calendar, etc.*



## Materials, Supplies, & Equipment:

1. Number chart
2. Flashcards for addition facts with sums 1–18 and the whole numbers 1–99
3. *Different types of calendars*
4. Dime and play money
5. Clock model and small clock models for student(s)



### Activities:

1. Count out loud by fours to 100 using the number chart. Discuss with the student(s) that counting by fours means to count over four on the number chart or to add four to each number.
2. Drill the addition facts 1–9 with flashcards without the answers showing. Drill addition facts 10–18 with the answers showing.
3. Write today’s date on the board. Discuss what the date was the day “before” today and the day “after” today. How are they different? What is different about the same date a month ago? Repeat the last two lines of “Thirty Days Hath September” several times. Recite the complete poem out loud with them.
4. Show the student(s) a real dime. Discuss its color, the picture on the front (of Franklin D. Roosevelt), what’s on the back (the torch and sprigs of laurel and oak), its monetary value, and three ways of referring to it. When counting dimes, count by tens. One dime equals ten cents. Have a student count several sets of dimes and tell how much they are worth. In ***Student Activity One***, read the directions with the student(s) and work the first two problems together. Have the student(s) finish the activity on their own.
5. Remind the student(s) that an half hour is 30 minutes. When the clock is at the half hour, the long hand is on the 6. The short hand will be half way between two numbers because it is half past the hour. The hour is indicated by the number the short hand just passed. Give the student(s) a small clock model. Write several times on the board and have them put the hands in the correct position, placing the long (minute) hand first and then the short (hour) hand. Then have them hold up the clock so it can be checked. Have them do ***Student Activity Two*** by determining where the long hand is and then where the short hand is.
6. Review the meaning of “before.” Hold several whole number flashcards up and have the student(s) tell what number comes before. Have a number chart handy for them to use if needed. After reading the directions for ***Student Activity Three***, encourage the student(s) to use the number chart if necessary.
7. ***Student Activity Four*** should be done independently. Remind the student(s) to use the number line only if necessary. They may use it to check their answers.

### Worksheets:

1. *Worksheet 14* – Addition facts



# MONEY – PENNIES AND DIMES



## Concepts:

Pennies and dimes, = and  $\neq$ , half hour, “Thirty Days Hath September,” and counting by fours



## Objectives:

1. The student shall be able to correctly recite the poem “Thirty Days Hath September” from memory.
2. The student shall be able to write the value of a given number of dimes and pennies.
3. The student shall be able to write = or  $\neq$  between an addition fact and a whole number correctly.
4. The student shall be able to draw a line to match a given written time to the time displayed on the face of a clock.
5. The student shall be able to correctly determine the value of a given number of dimes.



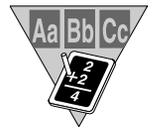
## Teaching Tips:

1. When doing activity 4, discuss with the student(s) how the value of a dime is more than the value of a penny even though the size of it is smaller. Size does not determine value. This can also be paralleled to the size of a student does not determine his value.
2. If you have not already done so, now would be a good time to let the student(s) use real pennies and dimes to do activity 4. Have them look at both sides of the coins.



## Materials, Supplies, & Equipment:

1. Number chart
2. Flashcards for addition facts with sums 1–18
3. Play or real money
4. Flashcards for = and  $\neq$
5. Clock model
6. *Real pennies and dimes*

**Activities:**

1. Count out loud by fours to 100 using the number chart.
2. Drill the addition facts 1–9 with flashcards without the answers showing. Drill addition facts 10–18 with the answers showing.
3. Recite the poem “Thirty Days Hath September” several times with the student(s).
4. Give each student dimes and pennies. Tell them to put 3 dimes and 4 pennies on their desks. Ask “how many pennies equal a dime?” To find the value of 3 dimes, you count the dimes by tens. 3 dimes and 4 pennies equal 10, 20, 30, 31, 32, 33, 34 cents. Practice this with several sets. In **Student Activity One**, do the first problem with the student(s) and only give help where it is needed on the remaining ones.
5. Write “ $2 + 6 \underline{\quad} 8$ ”, “ $3 + 8 \underline{\quad} 12$ ”, “ $4 + 3 \underline{\quad} 8$ ”, and “ $6 + 6 \underline{\quad} 12$ ” on the board. Have the student(s) add  $2 + 6$  (8) and then compare 8 and 8. Since they are the same, ask the student(s) if they are equal or not equal. Write the = symbol between the two sets. Follow the same procedure for the other three sets. The student(s) should be allowed to work **Student Activity Two** by themselves.
6. Using the clock model, show the student(s) several different half hour times for them to read. Caution them to check whether the long hand is on the 12 or on the 6. Do one with the long hand on the 12. Read the directions for **Student Activity Three** with the student(s). Allow the student(s) to complete the activity independently.
7. Display a set of dimes. Have the student(s) count them by tens to find the value. Do this several times. On the number chart, point to the multiples of 10 and ask how many dimes it will take to equal that number of cents. In **Student Activity Four**, help the student(s) do the first column. Let the student(s) complete the second column independently.

**Worksheets:**

1. *Worksheet 15* – Adding money

*Life’s great accomplishments are measured by what one does with the little tasks.*



# CALENDAR – DAYS OF THE WEEK



## Concepts:

Days of the week, half hour, before by ones, = and  $\neq$ , word problems, “Thirty Days Hath September,” and counting by fours



## Objectives:

1. The student shall be able to write the day of the week a given date falls on from a calendar.
2. The student shall be able to draw the hour hand on the face of a clock for the half hour.
3. The student shall be able to write the number that comes before a given number.
4. The student shall be able to write = or  $\neq$  between two given sets correctly.



## Teaching Tips:

1. Give the student(s) a copy of *Worksheet 5* to aid them in completing *Student Activity Three*.
2. If the question, “What is it called when two sets have a  $\neq$  sign between them in activity 6?” comes up, it is called an inequality because they are not equal.



## Materials, Supplies, & Equipment:

1. Number chart
2. Flashcards for addition facts with sums 1–18
3. Calendar
4. Small clock models

**Activities:**

1. Administer **Test 3**. Go over the directions for each activity out loud with the student(s) as they are ready to begin the activity.
2. Count out loud by fours to 100 using the number chart.
3. Drill the addition facts 1–9 with flashcards without the answer showing. Drill addition facts 10–18 with the answers showing.
4. Recite “Thirty Days Hath September” and the days of the week in order. Using the calendar, discuss with the student(s) what day of the week certain dates fall on. Look at the month given in **Student Activity One**. Read the instructions out loud and guide the student(s) through the activity.
5. Give each student a small clock model. As you call out a time on the half hour, have them first put the long hand on the six. Then have them place the short hand. Remind them that the short hand goes half way between the two numbers because it is half past the hour. Do a couple of examples on the hour to remind them that the long hand goes on the 12 when reading a clock on the hour. Read the directions for **Student Activity Two**. Do the first clock as a group and let them do the remainder by themselves.
6. Direct the student(s) as they practice picking out the number that comes before a given number on the number chart. Instruct the student(s) to use the number chart as they continue **Student Activity Three**.
7. Write several sets on the board similar to **Student Activity Four**. Have the student(s) tell which symbol (= or  $\neq$ ) to put between the given sets to make a true statement. Then pick out which are equations. After reading the directions, allow the student(s) to complete the activity independently.
8. Have the student(s) read the word problem to themselves in **Student Activity Five**. Point out the key word “altogether.” Ask, “What two numbers are to be put together?” Have them write the addition fact on the blanks. Discuss the label.

# INCHES



## Concepts:

Inches, before by ones, = and  $\neq$ , addition 1–18, and counting by fours



## Objectives:

1. The student shall be able to correctly measure an object by using a ruler marked in inches.
2. The student shall be able to write the number that comes before a given number.
3. The student shall be able to correctly place an = or  $\neq$  symbol between two given sets.



## Teaching Tips:

1. Have the student(s) circle all of the multiples of 4 on *Worksheet 5* to get an overview of counting by fours.
2. When doing activity 3, the student(s) may measure the length of the leaf, toothbrush, pencil, and spoon with their own ruler to see the consistency of length for the unit of measurement, the inch.

## Materials, Supplies, & Equipment:

1. Number chart
2. Flashcards for addition facts with sums 1–18
3. Inch ruler
4. Flashcards for = and  $\neq$  symbols



**Activities:**

1. Count out loud by fours to 100 using the number chart.
2. Drill the addition facts 1–9 with flashcards without the answer showing. Drill addition facts 10–18 with the answers showing.
3. Have the student(s) take out their own ruler that has only inches on it. Compare their ruler to the ruler in ***Student Activity One***. When measuring with a ruler, always put one end of the object at zero. Where the other end stops is the length of the object expressed in inches. Have the student trace from the tip of the leaf down to the ruler to see that the leaf is 2 inches long. Then have them trace an upward line with their finger from the end of the toothbrush, pencil, and spoon to the ruler to give them the number to write in the blanks in ***Student Activity One***.
4. Have the student(s) look at page 18 in any reading book. Look at the page that comes “before” it. Do this with several other pages. Allow them to use their reading book as an aid in doing ***Student Activity Two***.
5. The student(s) should be able to do ***Student Activity Three*** independently. If you feel it is necessary, show them the = and  $\neq$  flashcard symbols and discuss them.
6. Encourage the student(s) to not use the number line unless absolutely necessary while working ***Student Activity Four***. In five more lessons the number line will no longer be put on the student activity sheet for doing addition problems.

*Seldom lend and never borrow, that will save a lot of sorrow.*

# NUMBER ORDER – BEFORE BY 2'S



## Concepts:

The number that comes before by 2's, dimes and pennies, inches,  $<$  and  $>$ , and counting by fours



## Objectives:

1. The student shall be able to write the number that comes before a given number when counting by 2's.
2. The student shall be able to write the value of a given number of dimes and pennies.
3. The student shall be able to measure the length of a given object in inches.
4. The student shall be able to write the missing numbers when counting by fours.
5. The student shall be able to write  $<$  or  $>$  symbols between two given sets correctly.



## Teaching Tips:

1. If added practice is still needed in addition facts after completing activity 2, use *Worksheet 16*.
2. If time permits, the student(s) would benefit from measuring some real objects in the room with their inch ruler during activity 5. Choose objects that are very nearly multiples of whole inches.



## Materials, Supplies, & Equipment:

1. Number chart
2. Flashcards for addition facts with sums 1–18,  $<$  and  $>$ , *whole numbers*
3. Dimes and pennies
4. Inch ruler

**Activities:**

1. Count out loud by fours to 100 using the number chart.
2. Drill the addition facts 1–9 with flashcards without the answer showing. Drill addition facts 10–18 with the answers showing.
3. Quickly count by 2's to 100 out loud. Using the number chart, point to a number. Have the student(s) tell what number comes before that number when counting by twos. Be sure you choose an even number. Do this several times. Instruct the student(s) to use the number chart as they work through ***Student Activity One***.
4. Give each student dimes and pennies. Let them set up a group of dimes and a group of pennies. Count the dimes by tens and the pennies by ones to see the value of the money. Two students may work together, one setting up the sets and the other counting them and vice versa. Read the directions to ***Student Activity Two***. Do the first problem together, then allow the student(s) to work independently giving help where it is needed.
5. Each student needs to take out his ruler, marked with inches, for ***Student Activity Three***. Have them line up the zero on the ruler at the beginning of the candy cane. Tell them the vertical line at the beginning of the candy cane is the point of reference for zero on the ruler and that the length of the candy cane is where it ends on the ruler. Write that number on the blank. Follow the same procedure for each of the objects.
6. Allow the student(s) to use a number chart when doing ***Student Activity Four*** if necessary. (*Flashcards – multiples of four may also be used.*)
7. Discuss the names of the < and > symbols (*flashcards*). Always put the point of the arrow toward the smaller number while doing ***Student Activity Five***.

**Worksheets:**

1. *Worksheet 16* – Addition facts 10–18



# MONEY – NICKELS



## Concepts:

Nickels, inches, before by twos,  $<$  and  $>$ , and counting by eights

## Objectives:

1. The student shall be able to count out loud by eights to 96 using the number chart.
2. The student shall be able to write the correct value for a given number of nickels.
3. The student shall be able to correctly measure the length of a given object with an inch ruler.
4. The student shall be able to write the number that comes before a given number when counting by twos.
5. The student shall be able to write the  $<$  and  $>$  symbols correctly between two given sets.

## Teaching Tips:

1. You might play a game while drilling addition facts in activity 2. Divide the class into two teams lined up single file. Show a fact to the first person in each line. The one that answers first scores a point for his team and both players move to the back of the line. If he misses the answer, the other team may try. Have each student think of the answer each time even if he isn't at the front of the line. Keep score by using tally marks. You may have one student play this by playing against the clock to see how many answers he can get right within a set period of time, like two minutes or five minutes.
2. In activity 3, allow the student(s) to handle a *real nickel* and feel the imprint on the front and back.

## Materials, Supplies, & Equipment:

1. Number chart
2. Flashcards for addition facts with sums 10–18
3. Play or real money
4. Flannel board
5. Inch ruler
6. *Real nickel*

**Activities:**

1. Count out loud by eights to 96 using the number chart. Discuss with the student(s) that counting by eights means to count over every eighth number on the number chart or to add eight to each number.
2. Drill the addition facts with sums 1–9 with flashcards without the answer showing. Drill addition facts with sums 10–18 with the answers showing.
3. Use nickels for the student(s) to see the front and back of the nickel. Discuss the color of the nickel, whose picture is on the front of the nickel (Thomas Jefferson), what is on the back of a nickel (Monticello, Thomas Jefferson's home), and what is the value of a nickel. Point out the three ways to write a nickel's name on ***Student Activity One***. Quickly review counting by fives. Put several different sets of nickels on the flannel board or board and have the student(s) count them by fives to learn their value. In ***Student Activity One***, let a student read the directions. Do the first problem together. They should be able to complete the activity on their own.
4. Before starting ***Student Activity Two***, talk with the student(s) about the inch ruler, "What is it used for?" "How long is an inch?" "What do you measure with an inch ruler?" You wouldn't use it to measure the distance from home to the grocery store, but you would use it to find out how long your pencil is. Put the zero on the ruler at the front of the object where the vertical line is in ***Student Activity Two***. Trace on the ruler with your finger to the point where the object ends. This is the length of the object. Allow the student(s) to complete the remainder of the activity with as little help as possible.
5. Quickly count by 2's to 100. Have the student(s) take out any reading book and turn to page 22. Next have them look back 2 pages "before" page 22. Ask what page it is. Help the student(s) visualize this as 2 before 22. Do this with several other pages. They will need a number chart handy to complete ***Student Activity Three***.
6. The student(s) should be able to do ***Student Activity Four*** independently once you read the directions out loud with them.

# NAMING FRACTIONS



## Concepts:

Naming fractions, nickels, before by twos, inches, and counting by eights

*Definition:* Fractions are a part of a whole.



## Objectives:

1. The student shall be able to correctly write a unit fraction from a picture.
2. The student shall be able to write the correct value of a given number of nickels by counting by fives.
3. The student shall be able to write the correct number that comes before a given number by counting by twos.
4. The student shall be able to correctly measure the length of a given object with an inch ruler and write the answer.



## Teaching Tips:

1. When making the transition to ***Student Activity Two***, discuss with the student(s) how money uses fractions. There is the half dollar and the quarter which is one fourth of a dollar. One fourth is a quarter. A quarter pound of hamburger is one fourth of a pound.
2. In activity 4, let each student take a real nickel and lay a piece of paper on top of it. With the side of the lead of his pencil, have him scribble back and forth over the nickel to get the imprint on his paper. Do both the front and the back of the nickel.



## Materials, Supplies, & Equipment:

1. Number line
2. Flashcards for addition facts with sums 10 –18
3. Nickels or play money
4. Inch ruler

**Activities:**

1. Count out loud by eights to 96 using the number chart.
2. Drill the addition facts 1–9 with flashcards without the answer showing. Drill addition facts 10–18 with the answers showing.
3. Fractions are a part of a whole. Fractions are named in respect to what part of the whole you are talking about. ***Student Activity One*** deals with unit (numerator being one) fractions. Ask the student(s) how many parts the rectangle is divided into? How many parts are shaded? Explain that this fraction is named one half (one half hour, one half gallon of milk, etc.). Have the student(s) practice writing a one over a two with a horizontal line in between on a sheet of paper. Follow the same procedure for the next three pictures. Work step by step with them as they complete ***Student Activity One***. In following lessons each unit fraction will be dealt with in a more thorough fashion. This lesson serves as the introduction to naming fractions.
4. Give the student(s) a real nickel to examine. Discuss how many pennies are equal to one nickel. How many nickels are equal to one dime. Find the value of a set of nickels by counting by fives. Read the directions for ***Student Activity Two*** and give help where needed.
5. Quickly count by twos to 100. Practice finding the number that comes before by twos on the number chart. The student(s) may need to see a number chart as they do ***Student Activity Three***.
6. Using their inch ruler, have each student measure the length of the knife and the lollipop in ***Student Activity Four***. Start with the zero on the ruler at the left end of each object.

**Worksheets:**

1. *Worksheet 17* – Addition facts for 10–18



*It is better to go to bed without supper than to rise in debt.*

# WORD NUMBERS 11–20



## Concepts:

Word numbers for 11–20, nickels, fractions, inches, addition 1–18, and counting by eights



## Objectives:

1. The student shall be able to correctly draw a line to match a word number and the corresponding numeral.
2. The student shall be able to write the correct value of a given number of nickels by counting by fives.
3. The student shall be able to correctly write a unit fraction that is pictured.
4. Using an inch ruler, the student shall be able to draw a line a given length.



## Teaching Tips:

1. Make *twenty 3" X 5" cards*. After completing activity 3, write the numbers 11–20 on half of the cards. Write the word numbers on the other cards. Student(s) may make these cards. Put the cards all together and have each student draw one card. Student(s) then find their partner (example 12 – twelve). One student could take all the cards and match them correctly.
2. Begin to collect objects that could be used in a play store for the student(s). A play cash register, empty food boxes, paper sacks, empty pop cans, empty vegetable cans, a salt box, etc. will provide much entertainment for a rainy day.



## Materials, Supplies, & Equipment:

1. Flashcards for addition facts with sums 1–18
2. Play or real money
3. Flannel board
4. Fraction materials
5. Inch rulers

## 6. *Twenty 3" X 5" cards*

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**Activities:**

1. Count out loud by eights to 96 using the number chart.
2. Drill the addition facts 1–9 with flashcards without the answer showing. Drill addition facts 10–18 with the answers showing.
3. Write, in list form, the word numbers from 11–20 on the board. Have the student(s) read them together. Call out a number and have a student tell if it is the first, second, third, etc. listed on the board. Read the directions for ***Student Activity One*** with the student(s). Give help only where needed as they work this activity.
4. To introduce this next activity, give each student a set of nickels. Tell them to make a set of six nickels. Have them count the nickels by fives and tell what the value is. Do this with several other sets. They should be able to complete ***Student Activity Two*** by themselves.
5. Discuss the naming of unit fractions by doing several examples with fraction materials for the flannel board. Put a whole divided into six parts on the board. Take all away but one part. Ask what part of the whole is left (one sixth). Do this also for a whole divided into 2, 3, 4, and 5 parts. In ***Student Activity Three***, do the first line together. Allow them to do the second line by themselves if you feel they can do it successfully.
6. In ***Student Activity Four***, have each student put their inch ruler on the paper with the zero at the dot. Draw a line from the dot to the number 2 on the ruler. This may be difficult for the student(s). Do not expect perfection. They will become better as they have more practice. Now they need positive encouragement. Put the zero on the ruler at the second dot. Draw a line to the number 4 on the ruler.
7. This is the last day the number line will appear as an aid in addition facts. Check to see which student(s) are still relying on it as they do ***Student Activity Five***. Provide additional practice in drill for these student(s).  
*Worksheets 9, 11, 14, 16, and 17* can be used for this purpose. Parents need to know if the student(s) are still having difficulty in this area.

**Worksheets:**

1. *Worksheets 9, 11, 14, 16, and 17* – Addition 1–18

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# ADDITION – DOUBLE DIGIT



## Concepts:

Double-digit addition, before by twos, nickels and pennies, word problems, and counting by eights



## Objectives:

1. The student shall be able to correctly add two double-digit numbers without the use of a number line.
2. The student shall be able to write the correct number that comes before a given number when counting by 2's.
3. The student shall be able to write the correct value of a set of nickels and pennies.
4. The student shall be able to correctly identify the numbers to be added for a word problem and write the addition fact that gives the correct answer.



## Teaching Tips:

1. At the end of activity 3, instruct each student to draw, on a sheet of paper, two items you would buy in a grocery store. Write a price less than 50 cents for each item. (The number in the ones' place should also be less than 5.) Each student then writes a word problem using the two items. If time permits, work some of the word problems together with the student(s).
2. Use the *number line* by moving back two marks to show what comes before when counting by twos in activity 4.



## Materials, Supplies, & Equipment:

1. Flashcards for addition facts with sums 1–18
2. *Place value materials*
3. Number chart
4. *Number line*
5. *Play or real money*

**Activities:**

1. Count out loud by eights to 96 using the number chart.
2. Drill the addition facts 1–9 with flashcards without the answers showing. Drill the addition facts for 10–18 with the answers showing. In five more lessons, the drill for addition facts 1–9 will be changed to timed drill sheets four times a week. Continue to use the flashcard drill for the addition facts 1–9 to supplement the drill sheets, if you feel it is necessary for the student(s) success.
3. Discuss the ones' place and the tens' place in a two-digit number (you may want to use *place value materials*). When adding two numbers that are two digits each, have the student(s) add the ones' column first and write the answer under the ones' column. Then have them add the tens' column and write the answer under the tens' column. The student(s) will not be introduced to addition with carrying until the last six weeks of the year after the basic skill of addition has been mastered. In ***Student Activity One***, go over the three examples given at the top of the page with the student(s). Check the progress of the student(s) carefully as they do this activity. There will no longer be a number line with the addition problems.
4. Count by twos to 100. Point to several even numbers on the number chart and have the student(s) tell what number comes before when counting by twos. Allow the student(s) to look at a number chart (you may also use *Worksheet 5*) as they do ***Student Activity Two***.
5. (*Money – nickels and pennies*) Read the directions carefully with the student(s) for ***Student Activity Three***. Do the first problem together. Then let the student(s) continue independently.
6. Have a student read the word problem in ***Student Activity Four*** out loud. Ask how many flowers Chris has altogether? Write the correct addition fact that answers the question.

**Worksheets:**

1. *Worksheet 18* – Word number addition facts
2. *Worksheet 5* – Number chart



# ADDITION – HORIZONTAL AND VERTICAL



## Concepts:

Adding double-digit horizontal numbers vertically, place value, nickels, before by twos, and counting by eights



## Objectives:

1. The student shall be able to write the correct answer for double-digit horizontal addition problems rewritten vertically.
2. The student shall be able to write the number represented by a given number of groups of tens and ones.
3. The student shall be able to write the correct value of a given set of nickels and pennies.
4. The student shall be able to write the correct number that comes before a given number when counting by twos.



## Teaching Tips:

1. When doing counting in activity 1, have a student or row of students start counting when you clap your hands. Then each time you clap (every 5 or 6 numbers) a different student or row of students starts counting, picking up where the others left off. A single student can do this activity by standing up the first time you clap and sitting down the next time and continuing in this pattern.
2. Allow the student(s) to go to the board and work two-digit addition problems during activity 3. Watch carefully for those who do not know their addition facts or understand the addition process.



## Materials, Supplies, & Equipment:

1. Number chart
2. Flashcards for addition facts with sums 1–18
3. *Place value materials*
4. *Play or real money*

**Activities:**

1. Count out loud by eights to 96 using the number chart.
2. Drill the addition facts 1–9 with flashcards without the answer showing. Drill addition facts 10–18 with the answers showing.
3. Tell the student(s) to look at the horizontal addition problem at the top of **Student Activity One**. Discuss with them how to write this problem vertically. Write the first double-digit number by itself. Underneath it, write the second double-digit number being careful to place the tens and ones in their corresponding color coded columns. Write the answer by first adding the ones' column and then adding the tens' column (you may want to use *place value materials*). Work the first two problems together and then let them do the last four on their own. Emphasize the importance of aligning the numbers in the proper place value column.
4. Have the student(s) follow along as you read the directions for **Student Activity Two**. Do the first problem together and then allow them to finish without further help.
5. Give each student nickels and pennies. Write several sets of nickels and pennies on the board (Example: 4 nickels, 6 pennies). Ask the student(s) to form each set one at a time at their seat and tell what the value of the set is by counting the nickels by fives and the pennies by ones. Have a student read the directions for **Student Activity Three** and work the problems independently.
6. Quickly count out loud by twos with the student(s). After reading the directions for **Student Activity Four**, encourage them to only use the number chart if necessary to complete the activity successfully.

**Worksheets:**

1. *Worksheet 19* – Dot-to-dot counting by 6's.



*What we obtain too cheap, we esteem too lightly;  
it is dearness only that gives everything its value.*

# FRACTIONS – ONE-HALF



## Concepts:

Fractions (one half), place value, vertical addition, word problems, and counting by sevens



## Objectives:

1. The student shall be able to count by sevens to 98.
2. The student shall be able to correctly draw a line to divide a whole into two equal halves.
3. The student shall be able to correctly write what number is represented by the value of the digit in the tens' place added to the value of the digit in the ones' place.
4. The student shall be able to write the correct answer for a double-digit horizontal addition problem rewritten vertically.
5. The student shall be able to correctly identify the numbers to be added for a word problem and write the addition fact that gives the correct answer.



## Teaching Tips:

1. When doing activity 3 have the student(s) name some everyday objects that speak of one half (example: one half dollar, one half gallon of milk, one half pound of ground beef, etc.).
2. For activity 4 when thinking of 8 tens and 4 ones, show the student(s) the correlation of tens to dimes and ones to pennies (*money* may be helpful).



## Materials, Supplies, & Equipment:

1. Number chart
2. Flashcards for addition facts with sums 1–18
3. Flannel board
4. Fraction materials
5. *Play or real money*

**Activities:**

1. Count out loud by sevens to 98 using the number chart. Discuss with the student(s) that counting by sevens means to count every seventh number by counting over seven on the number chart or adding seven to each number.
2. Drill the addition facts 1–9 with flashcards without the answer showing. Drill addition facts 10–18 with the answers showing.
3. Using flannel board fraction materials, demonstrate to the student(s) several halves that equal a whole when put together. Draw several geometric shapes on the board and call the student(s) to come up and draw a line that will divide the shape into two equal halves. Have a student read the directions for ***Student Activity One*** as the rest of them follow along. Then complete the activity.
4. Put “80 + 4” on the board. Ask the student(s): “How many tens does it take to equal 80?” “How many ones to equal 4?” “What is the number that equals 80 + 4?” Do this with several other combinations. Begin ***Student Activity Two*** by doing the first activity together.
5. Write several horizontal double-digit addition problems on the board. Discuss with the student(s) how to write these problems vertically. When adding the numbers, remind the student(s) to always add the ones’ column first and then write the number. Then add the tens’ column and write the number. After going over the directions for ***Student Activity Three*** do the first activity together. Give guidance where needed for the remaining activities.
6. Read the word problem together with the student(s) in ***Student Activity Four***. Allow them to write the addition fact independently.

*To neglect one’s physical, social, mental, or spiritual development  
is to neglect the whole man.*

# NUMBER ORDER – BEFORE AND AFTER



## Concepts:

The number that comes before and after by ones, fractions (one half), sets, vertical addition, and counting by sevens



## Objectives:

1. The student shall be able to write the number that comes before and after a given number.
2. The student shall be able to draw a line to divide a given object into two equal parts and color half of the object.
3. The student shall be able to circle a given number in a set of objects.
4. The student shall be able to write the correct answer for a double-digit horizontal addition problem rewritten vertically.



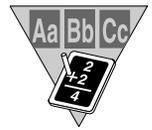
## Teaching Tips:

1. Discuss with the student(s) different aspects of “after” and “before” other than numbers when doing activity 3. What day comes after Monday? What month is before July? What year comes after 1992? (*Calendar*)
2. To give added practice in recognizing one half of an object in activity 4, you might divide several everyday objects in half (e.g. cut an *apple* in half, divide a *set of crayons* in half, divide the desk in half, or divide ten pennies in half).
3. A different activity you might use for activity 5 would be to give each student 10 *construction paper shapes*. Have them then make different sets at their desk as you call the shapes out to them.



## Materials, Supplies, & Equipment:

1. Number chart
2. Flashcards for addition facts with sums 1–18
3. Flannel board
4. Fraction materials
5. *Calendar*
6. *Everyday items to divide in half*
7. *Construction paper shapes (10 per student)*

**Activities:**

1. Count out loud by sevens to 98 using the number chart.
2. Drill the addition facts 1–9 with flashcards without the answer showing. Drill addition facts 10–18 with the answers showing.
3. Use the number chart to practice before and after a given number. Point out to the student(s) that the answers, if correct, should be three consecutive counting numbers. After reading the directions to ***Student Activity One*** with the student(s), allow them to finish the activity on their own.
4. On the flannel board, show the student(s) a whole. Now show the object cut into two equal halves. Show them how to write one half in words and using numbers ( $1/2$ ). The 2 tells them how many parts the whole is divided into. When beginning ***Student Activity Two*** have the student(s) draw a line to divide the object in half and then color one half of it.
5. In ***Student Activity Three***, the student(s) will need to be reminded that a set is a group of objects. Have the student(s) take out a clean sheet of paper. Ask them to make ten circles on their paper and circle eight of the circles. Do this with several other sets. After the student(s) read the directions to ***Student Activity Three***, they can finish the activity alone.
6. The student(s) should be able to complete ***Student Activity Four*** and ***Five*** independently. Remind the student(s) to properly align the numbers in the correct place value column.

*He who has no taste for order,  
will often be wrong in his judgment,  
and will seldom be considerate or conscientious in his actions.*

# CALENDAR – DAYS OF THE WEEK



## Concepts:

Days of the week, vertical addition, and counting by sevens



## Objectives:

1. The student shall be able to fill in a calendar given a partially filled in calendar and be able to correctly identify in writing the month of the calendar, the correct date for a given occurrence of a day of the week, the number of days in a week, and the number of occurrences of a given day of the week within a given month.
2. The student shall be able to write the correct answer for a double-digit addition problem rewritten vertically.
3. The student shall be able to write the correct addition facts for 1–18 without a number line.



## Teaching Tips:

1. Use the test as a learning experience for the student(s). Give individual help to those who were not successful by going over the test with them after it has been graded. Do not allow a student to miss the same area time after time. Some re-teaching may have to be done.
2. Student(s) may be given *Worksheet 12* to fill in the month and dates. Blank out the other activities on the worksheet when you copy the calendar. Let them draw a picture of their choosing at the top of the page to represent the current month and circle the date on their calendar. Point out any special days in that particular calendar month.



## Materials, Supplies, & Equipment:

1. Number chart
2. Flashcards for addition facts with sums 1–18
3. *Flashcards for days of the week*

**Activities:**

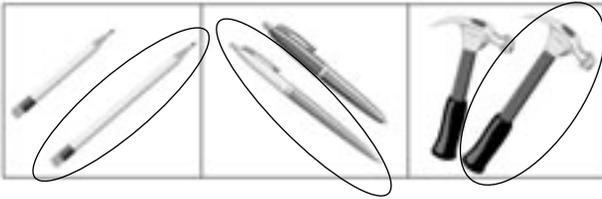
1. Administer **Test 4**. On activity 1 remind the student(s) to check to see where the long hand is in deciding what time it is. Be sure they understand the directions for each activity. While there is no specific time limit on these tests, it should be completed and still allow time for completion of the lesson for the day.
2. Count out loud by sevens to 98 using the number chart.
3. Drill the addition facts 1–9 with flashcards without the answer showing. Drill addition facts 10–18 with the answers showing.
4. Recite the days of the week (you may want to use *flashcards*) in order with the student(s). All of **Student Activity One** must be teacher directed. Go over the directions with them. Have a different student read each question as they answer individually to themselves.
5. **Student Activity Two** and **Three** may be completed by the student(s) independently. Be sure that the student(s) align the numbers correctly in their appropriate place value columns.

*Lost money may be regained, but lost time can never be recovered. So be careful how you handle other people's time.*

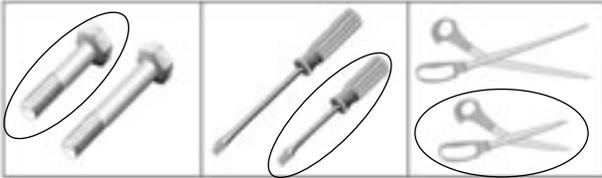
# LONG AND SHORT

Lesson 20

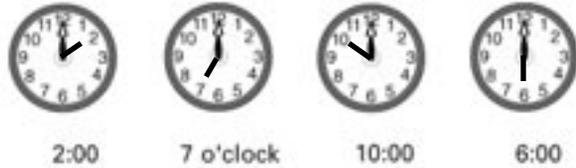
① Circle the longer object.



② Circle the shorter object.



③ Draw the short hand for each clock.



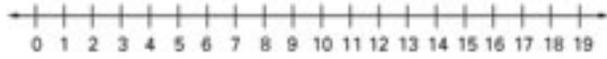
45 (forty-five)

④ Write < or > between each set. Read the set.

$$16 > 7 \quad 38 < 42 \quad 57 > 50$$

$$86 > 79 \quad 24 < 27 \quad 60 < 65$$

⑤ Write the answers.



$\begin{array}{r} 5 \\ +2 \\ \hline 7 \end{array}$	$\begin{array}{r} 3 \\ +3 \\ \hline 6 \end{array}$	$\begin{array}{r} 4 \\ +1 \\ \hline 5 \end{array}$	$\begin{array}{r} 2 \\ +2 \\ \hline 4 \end{array}$	$\begin{array}{r} 5 \\ +4 \\ \hline 9 \end{array}$	$\begin{array}{r} 2 \\ +3 \\ \hline 5 \end{array}$
$\begin{array}{r} 3 \\ +5 \\ \hline 8 \end{array}$	$\begin{array}{r} 3 \\ +4 \\ \hline 7 \end{array}$	$\begin{array}{r} 1 \\ +2 \\ \hline 3 \end{array}$	$\begin{array}{r} 2 \\ +6 \\ \hline 8 \end{array}$	$\begin{array}{r} 6 \\ +8 \\ \hline 14 \end{array}$	$\begin{array}{r} 7 \\ +4 \\ \hline 11 \end{array}$
$\begin{array}{r} 8 \\ +3 \\ \hline 11 \end{array}$	$\begin{array}{r} 7 \\ +5 \\ \hline 12 \end{array}$	$\begin{array}{r} 6 \\ +5 \\ \hline 11 \end{array}$	$\begin{array}{r} 9 \\ +7 \\ \hline 16 \end{array}$	$\begin{array}{r} 3 \\ +9 \\ \hline 12 \end{array}$	$\begin{array}{r} 9 \\ +2 \\ \hline 11 \end{array}$



46 (forty-six)

# NUMBER ORDER - AFTER BY 5'S

Lesson 21

① Counting by 5's, write the number that comes after.

5 10    20 25    35 40    50 55  
 65 70    80 85    95 100    15 20

② Write the correct time.



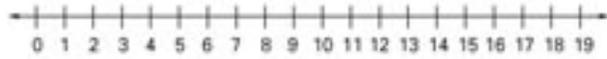
47 (forty-seven)

③ Write < or > between each set. Read the set.

$$7 > 2 \quad 18 < 20 \quad 26 > 25$$

$$32 < 33 \quad 45 < 46 \quad 51 > 50$$

④ Write the answers.



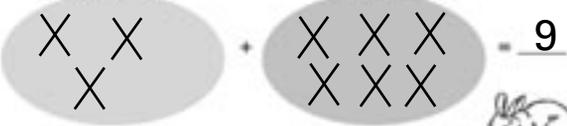
$\begin{array}{r} 0 \\ +8 \\ \hline 8 \end{array}$	$\begin{array}{r} 1 \\ +8 \\ \hline 9 \end{array}$	$\begin{array}{r} 6 \\ +2 \\ \hline 8 \end{array}$	$\begin{array}{r} 3 \\ +8 \\ \hline 11 \end{array}$	$\begin{array}{r} 4 \\ +9 \\ \hline 13 \end{array}$	$\begin{array}{r} 5 \\ +7 \\ \hline 12 \end{array}$
$\begin{array}{r} 3 \\ +2 \\ \hline 5 \end{array}$	$\begin{array}{r} 6 \\ +9 \\ \hline 15 \end{array}$	$\begin{array}{r} 5 \\ +0 \\ \hline 5 \end{array}$	$\begin{array}{r} 2 \\ +5 \\ \hline 7 \end{array}$	$\begin{array}{r} 9 \\ +1 \\ \hline 10 \end{array}$	$\begin{array}{r} 7 \\ +2 \\ \hline 9 \end{array}$
$\begin{array}{r} 6 \\ +3 \\ \hline 9 \end{array}$	$\begin{array}{r} 8 \\ +1 \\ \hline 9 \end{array}$	$\begin{array}{r} 7 \\ +8 \\ \hline 15 \end{array}$	$\begin{array}{r} 9 \\ +6 \\ \hline 15 \end{array}$	$\begin{array}{r} 8 \\ +5 \\ \hline 13 \end{array}$	$\begin{array}{r} 3 \\ +7 \\ \hline 10 \end{array}$

48 (forty-eight)

**WORD PROBLEMS**

1 Jane has 3 bunnies. Ann has 6 bunnies. How many bunnies do they have altogether?

Jane's  Ann's 



$$3 + 6 = 9$$


Joan has 5 pencils. Jill has 2 pencils. How many do they have altogether?




$$5 + 2 = 7$$

Mike has 4 cars. Peter gave Mike 1 more . How many cars does Mike have altogether?



$$4 + 1 = 5$$


2 Counting by 5's, write the number that comes after.

- 25 30 90 95 55 60 60 65  
10 15 85 90 20 25 45 50

49 (forty-nine)

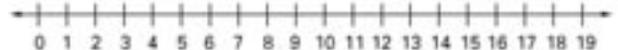
3 Counting by 6's, write the missing numbers.

- 6 12 18 24 30 36 42  
48 54 60 66 72 78 84

4 Draw a line to match the number and the tally marks.



5 Write the answers.



4	2	0	4	2	5
+4	+8	+9	+6	+1	+8
8	10	9	10	3	13
7	1			9	8
+6	+6			+9	+6
13	7			18	14



50 (fifty)

**WORD PROBLEMS**

1 Joe found 3 pennies on the floor. Ruth found 3 pennies on her desk. How many pennies did they find altogether?

$$3 + 3 = 6$$


Sherry did 2 pages of math. Kay did 6 pages of math. How many pages of math did the girls do altogether?

$$2 + 6 = 8$$


Johnny had 3 cowboy hats. Jay gave Johnny 2 more cowboy hats. How many cowboy hats did Johnny have altogether?

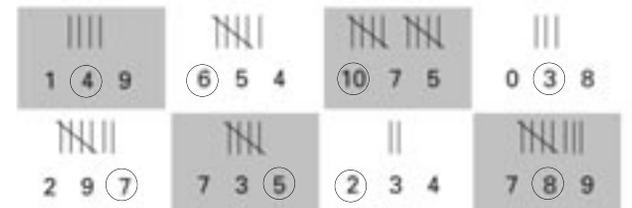
$$3 + 2 = 5$$


2 Write < or > between each set. Read the set.

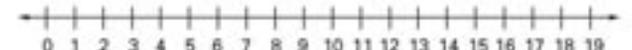
- 55 < 57    23 > 21    66 > 64  
18 > 16    72 < 74    99 > 97

51 (fifty-one)

3 Circle the correct number to match the tally marks.



4 Write the answers.



2	9	0	4	4	3
+7	+5	+4	+9	+4	+5
9	14	4	13	8	8
7	6	3	7	8	8
+7	+8	+3	+2	+8	+0
14	14	6	9	16	8
1	9			5	6
+0	+9			+6	+6
1	18			11	12



52 (fifty-two)

### NUMBER ORDER - AFTER BY 10'S

① Counting by 10's, write the number that comes after.

10 20 40 50 70 80 20 30  
30 40 60 70 50 60 90 100

② Draw a line to match.

one		six	
two		seven	
three		eight	
four		nine	
five		ten	

*(Note: Lines are drawn in the original image to connect the words to the correct number of vertical lines.)*

③ David has 2 sisters. Tyler has 4 sisters. How many sisters do they have altogether?



$2 + 4 = 6$  sisters

53 (fifty-three)

### PLACE VALUE

① Write the numbers in the blanks.

$27 = 2$  tens +  $7$  ones =  $20 + 7$   
 $51 = 5$  tens +  $1$  one =  $50 + 1$   
 $43 = 4$  tens +  $3$  ones =  $40 + 3$   
 $68 = 6$  tens +  $8$  ones =  $60 + 8$

② Write the number for each.

two	$\frac{2}{7}$		3
seven	$\frac{7}{3}$		6
three	$\frac{3}{5}$		10
five	$\frac{5}{9}$		8
nine	$\frac{9}{4}$		4

③ Counting by 10's, write the number that comes after.

30 40 50 60 10 20 80 90  
40 50 20 30 60 70 70 80

55 (fifty-five)

Wendy picked 4 oranges. Eva gave Wendy 3 more oranges. How many oranges did Wendy have altogether?



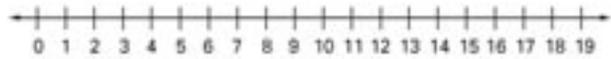
$4 + 3 = 7$  oranges

Amanda read 3 books. Megan read 5 books. How many books did they read altogether?



$3 + 5 = 8$  books

④ Write the answers.



$\begin{array}{r} 2 \\ +5 \\ \hline 7 \end{array}$	$\begin{array}{r} 7 \\ +6 \\ \hline 13 \end{array}$	$\begin{array}{r} 0 \\ +3 \\ \hline 3 \end{array}$	$\begin{array}{r} 6 \\ +5 \\ \hline 11 \end{array}$	$\begin{array}{r} 2 \\ +8 \\ \hline 10 \end{array}$	$\begin{array}{r} 1 \\ +2 \\ \hline 3 \end{array}$
$\begin{array}{r} 9 \\ +7 \\ \hline 16 \end{array}$	$\begin{array}{r} 5 \\ +4 \\ \hline 9 \end{array}$	$\begin{array}{r} 9 \\ +0 \\ \hline 9 \end{array}$	$\begin{array}{r} 9 \\ +3 \\ \hline 12 \end{array}$	$\begin{array}{r} 0 \\ +7 \\ \hline 7 \end{array}$	$\begin{array}{r} 3 \\ +4 \\ \hline 7 \end{array}$

54 (fifty-four)

④ Janice has 4 people in her family. Jerry has 4 people in his family. How many people are in the two families altogether?



$4 + 4 = 8$  people

Nancy has 2 kittens. June has 1 kitten. How many kittens do they have altogether?



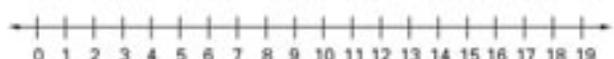
$2 + 1 = 3$  kittens

The teacher has 2 apples. Bill gave her 2 more apples. How many apples does the teacher have altogether?



$2 + 2 = 4$  apples

⑤ Write the answers.

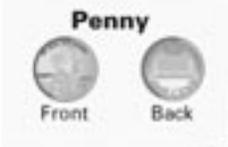


$\begin{array}{r} 3 \\ +9 \\ \hline 12 \end{array}$	$\begin{array}{r} 9 \\ +8 \\ \hline 17 \end{array}$	$\begin{array}{r} 6 \\ +9 \\ \hline 15 \end{array}$	$\begin{array}{r} 7 \\ +5 \\ \hline 12 \end{array}$	$\begin{array}{r} 4 \\ +6 \\ \hline 10 \end{array}$	$\begin{array}{r} 8 \\ +5 \\ \hline 13 \end{array}$
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56 (fifty-six)

# MONEY - PENNY

Lesson 26



1 cent  
1¢



1 Count the pennies. Write the number in the box.

 5¢	 6¢
 3¢	 8¢
 4¢	 7¢

57 (fifty-seven)

2 Write the numbers in the blanks.

$$12 = \underline{1} \text{ ten} + \underline{2} \text{ ones} = \underline{10} + \underline{2}$$

$$76 = \underline{7} \text{ tens} + \underline{6} \text{ ones} = \underline{70} + \underline{6}$$

$$35 = \underline{3} \text{ tens} + \underline{5} \text{ ones} = \underline{30} + \underline{5}$$

$$89 = \underline{8} \text{ tens} + \underline{9} \text{ ones} = \underline{80} + \underline{9}$$

$$42 = \underline{4} \text{ tens} + \underline{2} \text{ ones} = \underline{40} + \underline{2}$$

3 Write the answers.



$\begin{array}{r} 3 \\ +2 \\ \hline 5 \end{array}$	$\begin{array}{r} 3 \\ +8 \\ \hline 11 \end{array}$	$\begin{array}{r} 1 \\ +5 \\ \hline 6 \end{array}$	$\begin{array}{r} 5 \\ +8 \\ \hline 13 \end{array}$	$\begin{array}{r} 8 \\ +0 \\ \hline 8 \end{array}$	$\begin{array}{r} 2 \\ +4 \\ \hline 6 \end{array}$
--	---	--	---	--	--

$\begin{array}{r} 7 \\ +8 \\ \hline 15 \end{array}$	$\begin{array}{r} 7 \\ +0 \\ \hline 7 \end{array}$	$\begin{array}{r} 1 \\ +3 \\ \hline 4 \end{array}$	$\begin{array}{r} 2 \\ +6 \\ \hline 8 \end{array}$	$\begin{array}{r} 4 \\ +3 \\ \hline 7 \end{array}$	$\begin{array}{r} 6 \\ +7 \\ \hline 13 \end{array}$
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58 (fifty-eight)

# TIME - HALF HOUR

Lesson 27



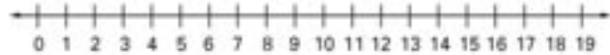
A half hour is 30 minutes. The long hand is on the 12 at 3:00. The long hand is on the 6 at 3:30.

1 Write the time.

 7:30	 2:30	 10:30	 4:30
 1:30	 8:30	 11:30	 3:30
 6:30	 12:30	 9:30	 5:30

59 (fifty-nine)

2 Write the answers.



$\begin{array}{r} 2 \text{ cents} \\ +2 \text{ cents} \\ \hline 4 \text{ cents} \end{array}$	$\begin{array}{r} 6 \text{ ¢} \\ +2 \text{ ¢} \\ \hline 8 \text{ ¢} \end{array}$	$\begin{array}{r} 5 \text{ ¢} \\ +1 \text{ ¢} \\ \hline 6 \text{ ¢} \end{array}$	$\begin{array}{r} 1 \text{ cents} \\ +8 \text{ cents} \\ \hline 9 \text{ cents} \end{array}$
--	--	--	--

$\begin{array}{r} 9 \text{ cents} \\ +6 \text{ cents} \\ \hline 15 \text{ cents} \end{array}$	$\begin{array}{r} 7 \text{ ¢} \\ +1 \text{ ¢} \\ \hline 8 \text{ ¢} \end{array}$	$\begin{array}{r} 9 \text{ ¢} \\ +4 \text{ ¢} \\ \hline 13 \text{ ¢} \end{array}$	$\begin{array}{r} 6 \text{ pennies} \\ +3 \text{ pennies} \\ \hline 9 \text{ pennies} \end{array}$
---	--	---	--

3 Write the numbers in the blanks.

$$7 = \underline{0} \text{ tens} + \underline{7} \text{ ones} = \underline{0} + \underline{7}$$

$$31 = \underline{3} \text{ tens} + \underline{1} \text{ one} = \underline{30} + \underline{1}$$

$$84 = \underline{8} \text{ tens} + \underline{4} \text{ ones} = \underline{80} + \underline{4}$$

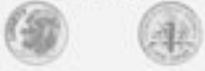
$$50 = \underline{5} \text{ tens} + \underline{0} \text{ ones} = \underline{50} + \underline{0}$$

60 (sixty)

## MONEY - DIME

Lesson 28

### Dime



Front

Back

10 cents

10¢

① Count the dimes by 10's. Write the number.



30 ¢

60 ¢

20 ¢



80 ¢

50 ¢

70 ¢

61 (sixty-one)

② Write the correct time.



1 : 30



8 : 30



3 : 30



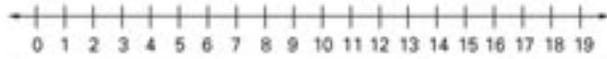
12 : 30

③ Write the number that comes before.

34 35    51 52    17 18    75 76

23 24    82 83    40 41    59 60

④ Write the answers.



4	5	2	6	7	8
+6	+5	+1	+7	+4	+8
10	10	3	13	11	16

6	9		3	1
+0	+2		+3	+7
6	11	62 (sixty-two)	6	8

## MONEY - PENNIES AND DIMES

Lesson 29

① Count the dimes by 10's. Count the pennies. Write the value of each set.



10 pennies

1 dime



32 cents



65 cents



19 cents



84 cents

② Write = or ≠ between each set.

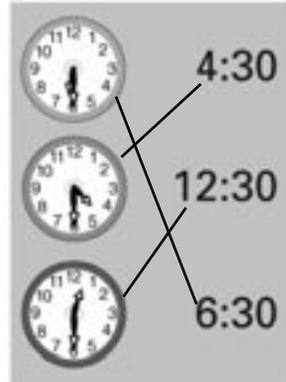
1+4 ≠ 6    3+5 = 8    7+4 = 11

6+2 = 8    8+3 = 11    9+5 ≠ 13

3+4 = 7    6+4 ≠ 9    8+6 ≠ 15

63 (sixty-three)

③ Draw a line to match the time with the clock.



④ Write the answer.

4 dimes = 40 cents

8 dimes = 80 cents

3 dimes = 30 cents

1 dime = 10 cents

7 dimes = 70 cents

5 dimes = 50 cents

9 dimes = 90 cents

2 dimes = 20 cents

6 dimes = 60 cents

10 dimes = 100 cents

64 (sixty-four)

Lesson 30

### TEST 3

Lessons 16-25 40 points total

① Write the correct time. 4 pts. total for this exercise.






2:00    10:00    6:00    8:00

② Counting by 5's, write the number that comes after. 8 pts. total for this exercise.

40 45    25 30    75 80    60 65

10 15    90 95    35 40    55 60

③ Lisa baked 5 cakes. Rose gave Lisa 1 cake she baked. How many cakes did Lisa have altogether? 2 pts. total for this exercise.

5 + 1 = 6 cakes 

Bob sang 2 songs. Dan sang 2 songs. How many songs did they sing altogether?



2 + 2 = 4 songs



65 (sixty-five)

④ Draw a line to match each set. 10 pts.








six ~~1~~

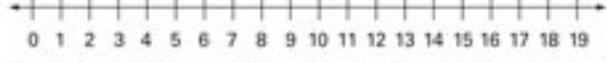
eight ~~6~~

one ~~8~~

three ~~10~~

ten ~~3~~

⑤ Write the answers. 16 pts. total for this exercise.



1  
+3  
4

7  
+0  
7

2  
+4  
6

3  
+5  
8

4  
+1  
5

9  
+9  
18

6  
+2  
8

4  
+7  
11

5  
+9  
14

6  
+8  
14

9  
+4  
13

0  
+1  
1

8  
+6  
14

7  
+2  
9



4  
+4  
8

4  
+2  
6

66 (sixty-six)

Lesson 30

### CALENDAR – DAYS OF THE WEEK

① Circle the correct answer.



*October*

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>	

What is the month on the calendar?  
 October     May     August

What day of the week is October 17?  
 Monday     Tuesday     Wednesday

What day of the week is October 10?  
 Thursday     Friday     Saturday

What day of the week is October 27?  
 Monday     Tuesday     Wednesday

What day of the week is October 25?  
 Thursday     Friday     Saturday



67 (sixty-seven)

② Draw the short hand for each clock.






2:30                  8:30                  4:30                  10:30

③ Write the number that comes before.

15 16    47 48    24 25    98 99

31 32    79 80    2 3    73 74

④ Write = or ≠ between each set.

5+4 = 9    7+1 ≠ 9    8+4 ≠ 11

2+8 = 10    6+3 = 9    9+5 = 14

3+4 ≠ 6    5+7 ≠ 13    6+2 = 8

⑤ Todd picked 7 apples. Dick gave Todd 1 apple he picked. How many apples did Todd have altogether?



7 + 1 = 8 apples

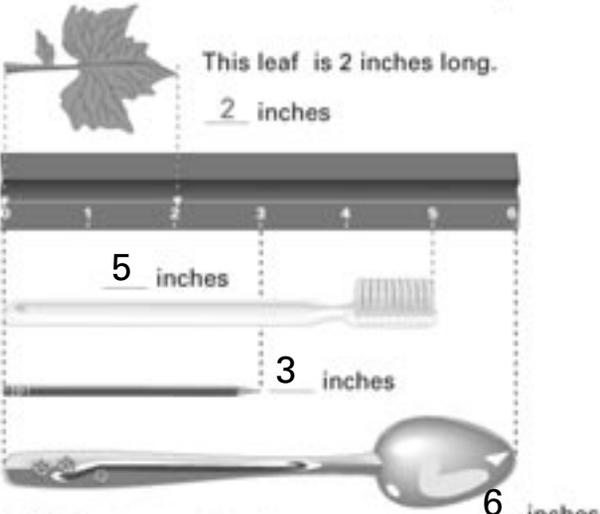


68 (sixty-eight)

# INCHES

Lesson 31

① Write the number of inches for each object.



② Write the number that comes before.

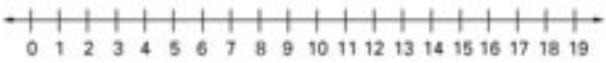
33	34	74	75	11	12	67	68
56	57	19	20	48	49	80	81
7	8	92	93	27	28	43	44

69 (sixty-nine)

③ Write = or ≠ between each set.

$1+5 \neq 7$     $2+6 = 8$     $3+5 \neq 7$   
 $4+7 = 11$     $5+7 \neq 13$     $6+6 = 12$   
 $7+3 = 10$     $8+7 \neq 16$     $9+4 \neq 14$

④ Write the answers.



8 +2 10	5 +7 12	2 +8 10	7 +9 16	4 +8 12	6 +9 15
6 +5 11	9 +0 9	7 +8 15	5 +2 7	8 +1 9	7 +7 14
8 +7 15	7 +1 8		4 +5 9	7 +6 13	

70 (seventy)

# NUMBER ORDER - BEFORE BY 2'S

Lesson 32

① When counting by 2's, write the number that comes before.

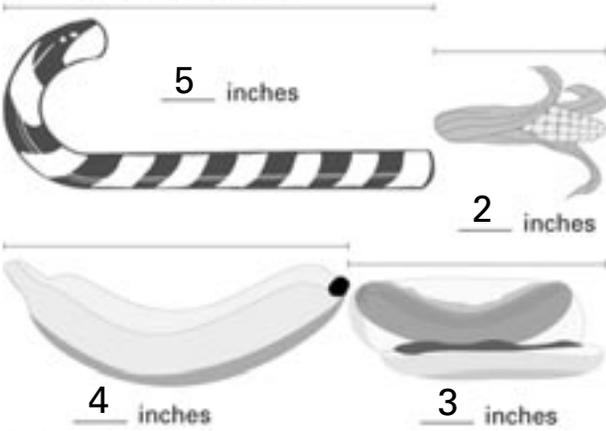
22	24	84	86	74	76	8	10
70	72	56	58	32	34	90	92

② Count the dimes by 10's. Count the pennies. Write the value of each set.

 27 cents	 53 cents
 46 cents	 81 cents
 90 cents	 39 cents

71 (seventy-one)

③ Measure the objects.



④ When counting by 4's, write the missing numbers.

4	8	12	16	20	24	28
32	36	40	44	48	52	56

⑤ Write < or > between each set. Read each set.

$5+4 < 10$     $7+6 < 14$     $3+9 > 11$   
 $8+2 < 11$     $2+5 > 6$     $4+7 < 12$

72 (seventy-two)

## MONEY - NICKELS

Lesson 33



5 cents  
5¢



1 Count the nickels by 5's. Draw a line to match the nickels to cents.

	35¢
	20¢
	40¢
	10¢
	25¢
	30¢
	15¢

73 (seventy-three)

2 Measure the objects.

5 inches  
4 inches  
6 inches  
2 inches

3 Counting by 2's, write the number that comes before.

34	36	56	58	22	24	90	92
38	40	12	14	64	66	86	88

4 Write < or > between each set.

four < 5	one > 0	two < 6
five > 4	ten < 11	three < 5
six > 3	eight > 7	seven < 9

74 (seventy-four)

## NAMING FRACTIONS

Lesson 34

$\frac{1}{2}$        $\frac{1}{3}$        $\frac{1}{4}$        $\frac{1}{5}$

1 Write the fractional part that is shaded.

$\frac{1}{5}$        $\frac{1}{3}$        $\frac{1}{4}$        $\frac{1}{2}$

$\frac{1}{3}$        $\frac{1}{2}$        $\frac{1}{4}$        $\frac{1}{5}$

75 (seventy-five)

2 Count the nickels by 5's. Write the answer in cents.

15¢  
30¢  
25¢  
40¢  
10¢

3 Counting by 2's, write the number that comes before.

50	52	24	26	72	74	58	60
36	38	82	84	44	46	8	10

4 Measure the objects.

3 inches  
5 inches

76 (seventy-six)

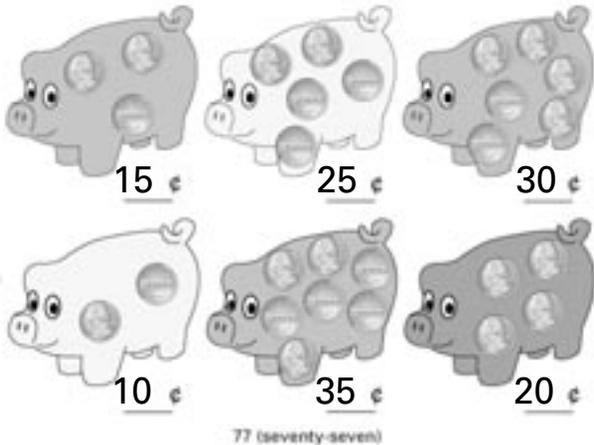
## WORD NUMBERS 11-20

Lesson 35

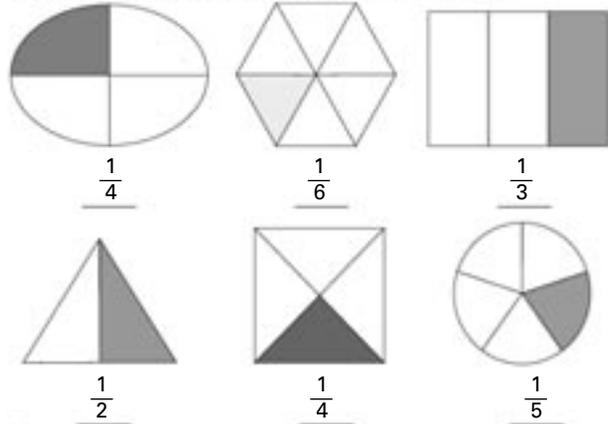
1 Draw a line to match the number and the word number.

twelve	11	eighteen	16
fourteen	12	sixteen	17
fifteen	13	seventeen	18
eleven	14	twenty	19
thirteen	15	nineteen	20

2 Count the nickels by 5's. Write the answer.



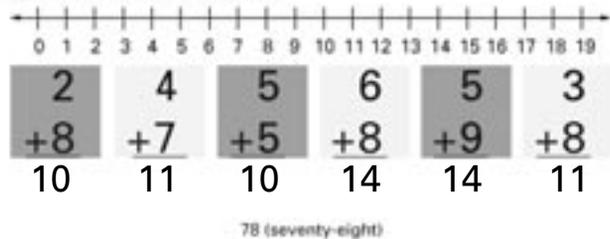
3 Write the fractional part that is shaded.



4 Draw a line with the ruler.

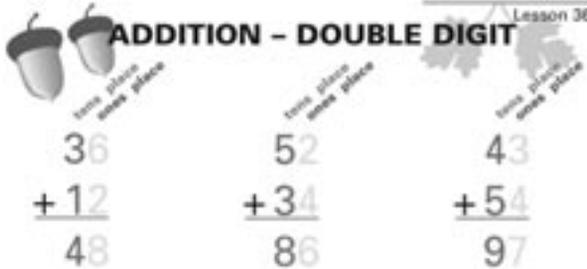
2 inches } Measure the  
4 inches } student's lines.

5 Write the answers.



## ADDITION - DOUBLE DIGIT

Lesson 36



1 Write the answers.

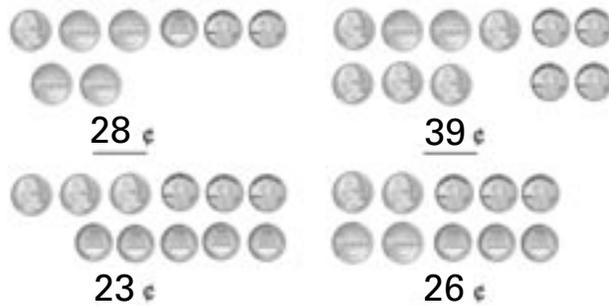
22	46	72	34	61	82
+31	+41	+16	+51	+18	+17
53	87	88	85	79	99
72	45	53	32	77	60
+20	+30	+24	+24	+11	+35
92	75	77	56	88	95
23	45	60	52	14	16
+54	+23	+24	+44	+31	+50
77	68	84	96	45	66

79 (seventy-nine)

2 Counting by 2's, write the number that comes before.

12 14 54 56 36 38 18 20  
94 96 42 44 80 82 58 60

3 Count the nickels by 5's. Count the pennies. Write the cents.



4 Chris picked 8 flowers. Kim picked 3 more and gave them to Chris. How many did Chris have altogether?

$$8 + 3 = 11 \text{ flowers}$$

80 (eighty)

## ADDITION - HORIZONTAL AND VERTICAL

Lesson 37



24 + 13 = 37

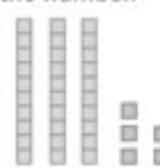
$$\begin{array}{r} 24 \\ +13 \\ \hline 37 \end{array}$$

① Write the problems vertically. Write the answers.

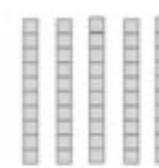
$\begin{array}{r} 17 \\ +42 \\ \hline 59 \end{array}$	$\begin{array}{r} 22 \\ +51 \\ \hline 73 \end{array}$
$\begin{array}{r} 12 \\ +53 \\ \hline 65 \end{array}$	$\begin{array}{r} 83 \\ +14 \\ \hline 97 \end{array}$
$\begin{array}{r} 66 \\ +22 \\ \hline 88 \end{array}$	$\begin{array}{r} 14 \\ +72 \\ \hline 86 \end{array}$

81 (eighty-one)

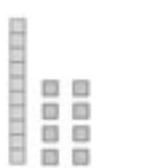
② Count the tens by 10's. Count the ones. Write the number.



35



50



18

③ Count the nickels by 5's. Count the pennies by 1's. Circle the correct answer.



19¢ 34¢ 23¢



19¢ 43¢ 23¢



35¢ 7¢ 70¢



18¢ 41¢ 13¢



30¢ 55¢ 10¢

④ Counting by 2's, write the number that comes before.

82	84	34	36	50	52	16	18
38	40	92	94	26	28	60	62

82 (eighty-two)

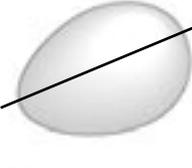
## FRACTIONS - ONE HALF

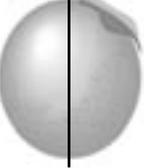
Lesson 38

① Draw a line to divide each object in half.









② Write the numbers in the blanks.

90 + 1 = <u>91</u>	80 + 0 = <u>80</u>
50 + 4 = <u>54</u>	40 + 6 = <u>46</u>
30 + 8 = <u>38</u>	60 + 7 = <u>67</u>
70 + 5 = <u>75</u>	10 + 3 = <u>13</u>
20 + 9 = <u>29</u>	30 + 2 = <u>32</u>

83 (eighty-three)

③ Write the problems vertically. Write the answers.

$\begin{array}{r} 43 \\ +31 \\ \hline 74 \end{array}$	$\begin{array}{r} 55 \\ +33 \\ \hline 88 \end{array}$
$\begin{array}{r} 12 \\ +15 \\ \hline 27 \end{array}$	$\begin{array}{r} 65 \\ +14 \\ \hline 79 \end{array}$
$\begin{array}{r} 86 \\ +12 \\ \hline 98 \end{array}$	$\begin{array}{r} 34 \\ +22 \\ \hline 56 \end{array}$
$\begin{array}{r} 17 \\ +21 \\ \hline 38 \end{array}$	$\begin{array}{r} 70 \\ +16 \\ \hline 86 \end{array}$

④ Pat walked 2 blocks to the store. She then walked 7 blocks to her grandparents house. How many blocks did Pat walk altogether?

$$\begin{array}{r} 2 \\ + 7 \\ \hline 9 \end{array} \text{ blocks}$$

84 (eighty-four)

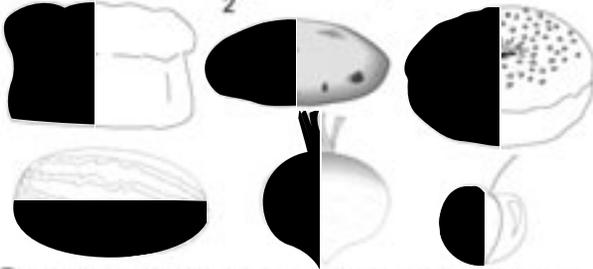
## NUMBER ORDER - BEFORE AND AFTER

Lesson 39

① Write the number that comes before and after.

7	8	9	15	16	17	23	24	25
34	35	36	46	47	48	50	51	52
68	69	70	71	72	73	82	83	84

② Color one half ( $\frac{1}{2}$ ) of each object.



③ Circle a set of 6 blocks. Circle a set of 10 beads.



85 (eighty-five)

④ Write the problems vertically. Write the answers.

$$\begin{array}{r} 83 + 15 = \\ \underline{\phantom{00}83} \\ \phantom{00}+15 \\ \hline \phantom{00}98 \end{array} \qquad \begin{array}{r} 75 + 10 = \\ \underline{\phantom{00}75} \\ \phantom{00}+10 \\ \hline \phantom{00}85 \end{array}$$

$$\begin{array}{r} 52 + 25 = \\ \underline{\phantom{00}52} \\ \phantom{00}+25 \\ \hline \phantom{00}77 \end{array} \qquad \begin{array}{r} 36 + 21 = \\ \underline{\phantom{00}36} \\ \phantom{00}+21 \\ \hline \phantom{00}57 \end{array}$$

$$\begin{array}{r} 77 + 12 = \\ \underline{\phantom{00}77} \\ \phantom{00}+12 \\ \hline \phantom{00}89 \end{array} \qquad \begin{array}{r} 44 + 33 = \\ \underline{\phantom{00}44} \\ \phantom{00}+33 \\ \hline \phantom{00}77 \end{array}$$

⑤ Write the answers.

$\begin{array}{r} 2 \\ +5 \\ \hline 7 \end{array}$	$\begin{array}{r} 7 \\ +6 \\ \hline 13 \end{array}$	$\begin{array}{r} 0 \\ +3 \\ \hline 3 \end{array}$	$\begin{array}{r} 6 \\ +5 \\ \hline 11 \end{array}$	$\begin{array}{r} 2 \\ +8 \\ \hline 10 \end{array}$	$\begin{array}{r} 1 \\ +2 \\ \hline 3 \end{array}$
$\begin{array}{r} 9 \\ +7 \\ \hline 16 \end{array}$	$\begin{array}{r} 5 \\ +4 \\ \hline 9 \end{array}$		$\begin{array}{r} 0 \\ +7 \\ \hline 7 \end{array}$	$\begin{array}{r} 3 \\ +4 \\ \hline 7 \end{array}$	

86 (eighty-six)

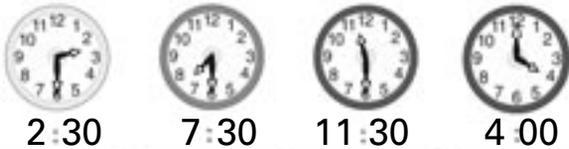
## TEST 4

Lesson 40

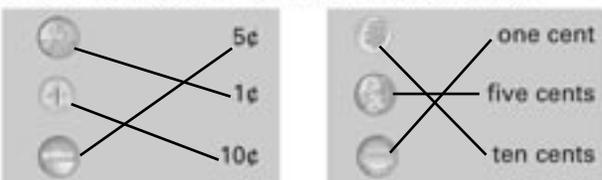
Lessons 26-35

40 points total

① Write the correct time. 4 pts. total for this exercise.



② Draw a line to match the coin to cents. 6 pts.



③ Write the number that comes before. 12 pts.

31	32	59	60	27	28	73	74
15	16	54	55	7	8	46	47
80	81	38	39	92	93	65	66

87 (eighty-seven)

④ Measure the objects using the ruler. 2 pts.



⑤ Write the answers. 16 pts. total for this exercise.

$\begin{array}{r} 7 \\ +9 \\ \hline 16 \end{array}$	$\begin{array}{r} 4 \\ +5 \\ \hline 9 \end{array}$	$\begin{array}{r} 9 \\ +6 \\ \hline 15 \end{array}$	$\begin{array}{r} 3 \\ +2 \\ \hline 5 \end{array}$	$\begin{array}{r} 8 \\ +9 \\ \hline 17 \end{array}$	$\begin{array}{r} 3 \\ +4 \\ \hline 7 \end{array}$
$\begin{array}{r} 2 \\ +9 \\ \hline 11 \end{array}$	$\begin{array}{r} 5 \\ +3 \\ \hline 8 \end{array}$	$\begin{array}{r} 8 \\ +6 \\ \hline 14 \end{array}$	$\begin{array}{r} 6 \\ +1 \\ \hline 7 \end{array}$	$\begin{array}{r} 9 \\ +2 \\ \hline 11 \end{array}$	$\begin{array}{r} 9 \\ +7 \\ \hline 16 \end{array}$
$\begin{array}{r} 0 \\ +8 \\ \hline 8 \end{array}$	$\begin{array}{r} 7 \\ +8 \\ \hline 15 \end{array}$		$\begin{array}{r} 6 \\ +7 \\ \hline 13 \end{array}$	$\begin{array}{r} 4 \\ +3 \\ \hline 7 \end{array}$	

88 (eighty-eight)

### CALENDAR - DAYS OF THE WEEK

1 Write the missing numbers.

November						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					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

The calendar is for what month? November

What is the date on the first Monday? 4

What is the date on the last Sunday? 24

What is the date on the fourth Friday? 22

How many days are in a week? 7

How many Tuesdays are in November? 4

89 (eighty-nine)

2 Write the problems vertically. Write the answers.

$$\begin{array}{r} 19 + 30 = 31 \\ + 30 \\ \hline 49 \end{array}$$

$$\begin{array}{r} 46 + 41 = 87 \\ + 41 \\ \hline 87 \end{array}$$

$$\begin{array}{r} 31 + 52 = 83 \\ + 52 \\ \hline 83 \end{array}$$

$$\begin{array}{r} 29 + 40 = 69 \\ + 40 \\ \hline 69 \end{array}$$

3 Write the answers.

$\begin{array}{r} 8 \\ +3 \\ \hline 11 \end{array}$	$\begin{array}{r} 7 \\ +6 \\ \hline 13 \end{array}$	$\begin{array}{r} 4 \\ +7 \\ \hline 11 \end{array}$	$\begin{array}{r} 6 \\ +8 \\ \hline 14 \end{array}$	$\begin{array}{r} 5 \\ +9 \\ \hline 14 \end{array}$	$\begin{array}{r} 6 \\ +4 \\ \hline 10 \end{array}$
$\begin{array}{r} 1 \\ +9 \\ \hline 10 \end{array}$	$\begin{array}{r} 9 \\ +9 \\ \hline 18 \end{array}$	$\begin{array}{r} 9 \\ +4 \\ \hline 13 \end{array}$	$\begin{array}{r} 8 \\ +7 \\ \hline 15 \end{array}$	$\begin{array}{r} 8 \\ +5 \\ \hline 13 \end{array}$	$\begin{array}{r} 9 \\ +1 \\ \hline 10 \end{array}$
$\begin{array}{r} 3 \\ +9 \\ \hline 12 \end{array}$	$\begin{array}{r} 4 \\ +8 \\ \hline 12 \end{array}$		$\begin{array}{r} 2 \\ +8 \\ \hline 10 \end{array}$	$\begin{array}{r} 7 \\ +5 \\ \hline 12 \end{array}$	

90 (ninety)

### SHOW YOUR SKILLS

1 Write = or ≠ between each set.

five <u>≠</u> 4	eight <u>≠</u> 7
$3+3$ <u>≠</u> 5	$3+8$ <u>≠</u> 10
$5+2$ <u>=</u> 7	$6+3$ <u>=</u> 9
10¢ <u>=</u> dime	20¢ <u>≠</u> 2 nickels
5¢ <u>=</u> nickel	30¢ <u>=</u> 3 dimes



2 Write the number that comes before and after.

48 49 50 67 68 69 14 15 16  
80 81 82 5 6 7 31 32 33  
23 24 25 72 73 74 56 57 58

3 Circle the correct answer.

What is the first day of the week?  
 Saturday      Friday      Sunday

What is the last day of the week?  
Saturday      Friday      Sunday

91 (ninety-one)

4 Brad caught 5 fish. David caught 6 fish. How many fish did they catch altogether?

$$5 + 6 = 11 \text{ fish}$$



Wade has 3 library books to return to the library. Beth gave him 6 to return for her. How many library books did Wade return altogether?

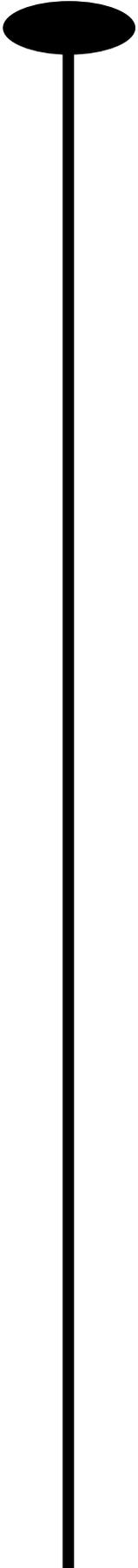
$$3 + 6 = 9 \text{ books}$$



5 Write the answers.

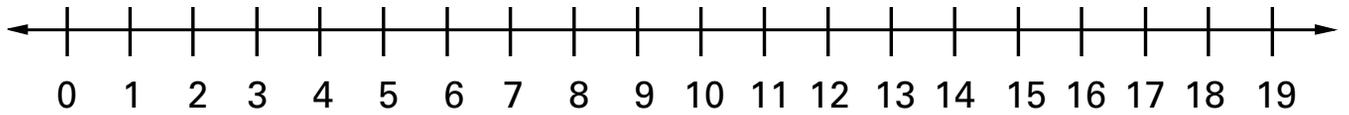
$\begin{array}{r} 6 \\ +5 \\ \hline 11 \end{array}$	$\begin{array}{r} 7 \\ +8 \\ \hline 15 \end{array}$	$\begin{array}{r} 3 \\ +8 \\ \hline 11 \end{array}$	$\begin{array}{r} 3 \\ +6 \\ \hline 9 \end{array}$	$\begin{array}{r} 5 \\ +5 \\ \hline 10 \end{array}$	$\begin{array}{r} 6 \\ +7 \\ \hline 13 \end{array}$
$\begin{array}{r} 6 \\ +9 \\ \hline 15 \end{array}$	$\begin{array}{r} 8 \\ +7 \\ \hline 15 \end{array}$	$\begin{array}{r} 5 \\ +8 \\ \hline 13 \end{array}$	$\begin{array}{r} 6 \\ +5 \\ \hline 11 \end{array}$	$\begin{array}{r} 0 \\ +9 \\ \hline 9 \end{array}$	$\begin{array}{r} 12 \\ +0 \\ \hline 12 \end{array}$
$\begin{array}{r} 72 \\ +20 \\ \hline 92 \end{array}$	$\begin{array}{r} 45 \\ +30 \\ \hline 75 \end{array}$	$\begin{array}{r} 53 \\ +24 \\ \hline 77 \end{array}$	$\begin{array}{r} 32 \\ +24 \\ \hline 56 \end{array}$	$\begin{array}{r} 77 \\ +11 \\ \hline 88 \end{array}$	$\begin{array}{r} 60 \\ +35 \\ \hline 95 \end{array}$

92 (ninety-two)



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**Reproducible Worksheets**  
for use with Horizons  
Mathematics 1



①	3	4	8	1	9	1
	+0	+8	+7	+5	+6	+7

②	7	3	5	3	8	0
	+7	+6	+9	+1	+3	+2

③	2	9	0	8	4	8
	+4	+9	+6	+9	+3	+1

④	6	7	4	8	7	4
	+1	+0	+1	+4	+3	+7

⑤	4	8	9	5	1	6
	+5	+8	+2	+3	+1	+0

# CALENDAR

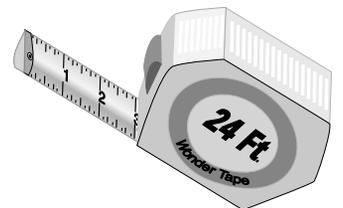
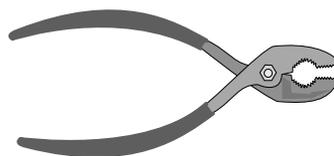
We use a calendar to help us remember the days and months in a year. It helps us know the time of the year.

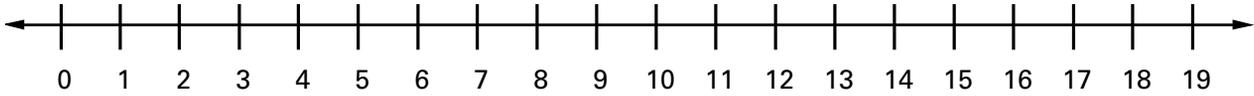
- ① Write the name of today's month and year.
- ② Use a current calendar to write the numbers that stand for the days in the current month.
- ③ Circle today's date on the calendar on this page.
- ④ Put an X on the second Saturday of the month.

month _____ year _____						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Write the missing numbers on the number chart.

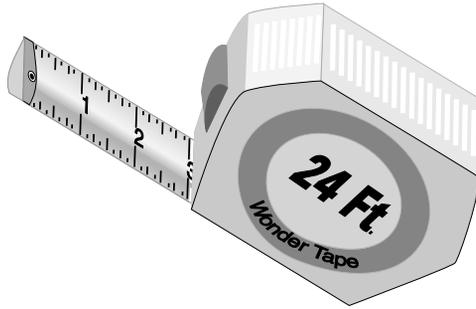
0									9
			14						
							38		
	52								
				75					
									99





$$\begin{array}{r} \textcircled{1} \quad 3 \quad \quad 2 \quad \quad 2 \quad \quad 8 \quad \quad 9 \quad \quad 3 \\ + 7 \quad + 0 \quad + 9 \quad + 3 \quad + 1 \quad + 8 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{2} \quad 5 \quad \quad 3 \quad \quad \quad \quad 8 \quad \quad 4 \\ + 8 \quad + 6 \quad \quad \quad + 0 \quad + 9 \\ \hline \end{array}$$



$$\begin{array}{r} \textcircled{3} \quad 6 \quad \quad 5 \quad \quad \quad \quad 3 \quad \quad 5 \\ + 4 \quad + 1 \quad \quad \quad + 2 \quad + 6 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{4} \quad 4 \quad \quad 6 \quad \quad 8 \quad \quad 7 \quad \quad 2 \quad \quad 6 \\ + 0 \quad + 3 \quad + 5 \quad + 3 \quad + 3 \quad + 6 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{5} \quad 2 \quad \quad 3 \quad \quad 1 \quad \quad 9 \quad \quad 5 \quad \quad 7 \\ + 7 \quad + 9 \quad + 9 \quad + 7 \quad + 3 \quad + 5 \\ \hline \end{array}$$

Write the answer

$$\begin{array}{r} \textcircled{1} \quad 2 \text{ pennies} \\ + 4 \text{ pennies} \\ \hline \text{pennies} \end{array}$$

$$\begin{array}{r} 3 \text{ dimes} \\ + 6 \text{ dimes} \\ \hline \text{dimes} \end{array}$$

$$\begin{array}{r} 4 \text{ pennies} \\ + 4 \text{ pennies} \\ \hline \text{pennies} \end{array}$$

$$\begin{array}{r} \textcircled{2} \quad 2 \text{ dimes} \\ + 8 \text{ dimes} \\ \hline \text{dimes} \end{array}$$

$$\begin{array}{r} 3 \text{ cents} \\ + 8 \text{ cents} \\ \hline \text{cents} \end{array}$$

$$\begin{array}{r} 4 \text{ pennies} \\ + 8 \text{ pennies} \\ \hline \text{pennies} \end{array}$$

$$\begin{array}{r} \textcircled{3} \quad 5 \text{ ¢} \\ + 3 \text{ ¢} \\ \hline \text{¢} \end{array}$$

$$\begin{array}{r} 6 \text{ dimes} \\ + 4 \text{ dimes} \\ \hline \text{dimes} \end{array}$$

$$\begin{array}{r} 9 \text{ dimes} \\ + 7 \text{ dimes} \\ \hline \text{dimes} \end{array}$$

$$\begin{array}{r} 7 \text{ ¢} \\ + 8 \text{ ¢} \\ \hline \text{¢} \end{array}$$

$$\begin{array}{r} \textcircled{4} \quad 8 \text{ dimes} \\ + 6 \text{ dimes} \\ \hline \text{dimes} \end{array}$$

$$\begin{array}{r} 9 \text{ dimes} \\ + 2 \text{ dimes} \\ \hline \text{dimes} \end{array}$$

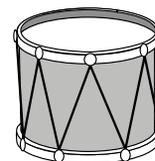
$$\begin{array}{r} 6 \text{ cents} \\ + 3 \text{ cents} \\ \hline \text{cents} \end{array}$$

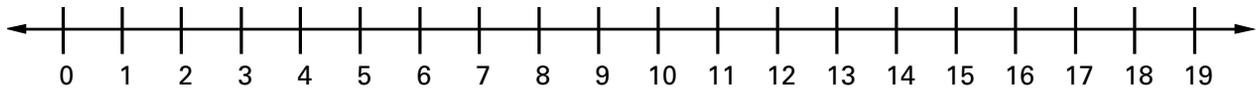
$$\begin{array}{r} \textcircled{5} \quad 1 \text{ penny} \\ + 1 \text{ penny} \\ \hline \text{pennies} \end{array}$$

$$\begin{array}{r} 6 \text{ dimes} \\ + 4 \text{ dimes} \\ \hline \text{dimes} \end{array}$$

$$\begin{array}{r} 3 \text{ ¢} \\ + 8 \text{ ¢} \\ \hline \text{¢} \end{array}$$

$$\begin{array}{r} 5 \text{ ¢} \\ + 8 \text{ ¢} \\ \hline \text{¢} \end{array}$$





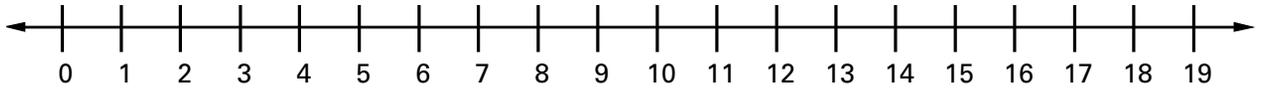
$$\begin{array}{r} \textcircled{1} \quad 9 \quad \quad 5 \quad \quad 8 \quad \quad 7 \quad \quad 8 \quad \quad 4 \\ + 7 \quad + 5 \quad + 4 \quad + 3 \quad + 2 \quad + 6 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{2} \quad 6 \quad \quad 9 \quad \quad 7 \quad \quad 2 \quad \quad 8 \quad \quad 5 \\ + 4 \quad + 1 \quad + 4 \quad + 8 \quad + 5 \quad + 7 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{3} \quad 9 \quad \quad 3 \quad \quad 8 \quad \quad 6 \quad \quad 9 \quad \quad 7 \\ + 8 \quad + 7 \quad + 8 \quad + 7 \quad + 4 \quad + 7 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{4} \quad 4 \quad \quad 1 \quad \quad 8 \quad \quad 9 \quad \quad 3 \quad \quad 6 \\ + 7 \quad + 9 \quad + 7 \quad + 2 \quad + 8 \quad + 5 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{5} \quad 5 \quad \quad 7 \quad \quad 4 \quad \quad 6 \quad \quad 7 \quad \quad 9 \\ + 8 \quad + 9 \quad + 9 \quad + 8 \quad + 6 \quad + 5 \\ \hline \end{array}$$



$$\begin{array}{r} \textcircled{1} \quad 2 \quad \quad 4 \quad \quad 6 \quad \quad 7 \quad \quad 8 \quad \quad 3 \\ + 9 \quad + 8 \quad + 6 \quad + 5 \quad + 3 \quad + 7 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{2} \quad 9 \quad \quad 1 \quad \quad 5 \quad \quad 3 \quad \quad 4 \quad \quad 6 \\ + 9 \quad + 9 \quad + 6 \quad + 9 \quad + 6 \quad + 7 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{3} \quad 5 \quad \quad 6 \quad \quad 5 \quad \quad 6 \quad \quad 4 \quad \quad 8 \\ + 9 \quad + 4 \quad + 7 \quad + 9 \quad + 9 \quad + 6 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{4} \quad 7 \quad \quad 9 \quad \quad 8 \quad \quad 8 \quad \quad 9 \quad \quad 7 \\ + 8 \quad + 1 \quad + 9 \quad + 4 \quad + 3 \quad + 6 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{5} \quad 9 \quad \quad 9 \quad \quad 7 \quad \quad 8 \quad \quad 7 \quad \quad 9 \\ + 7 \quad + 6 \quad + 3 \quad + 7 \quad + 9 \quad + 4 \\ \hline \end{array}$$

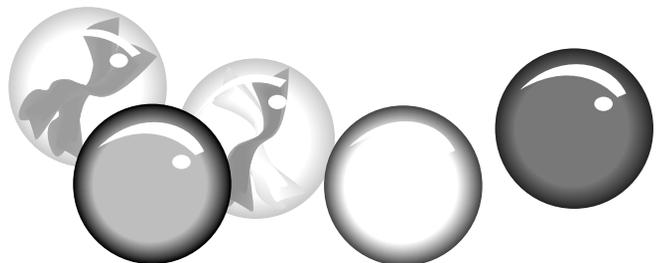
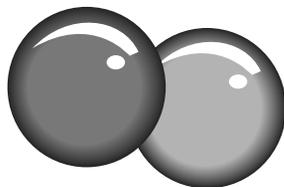
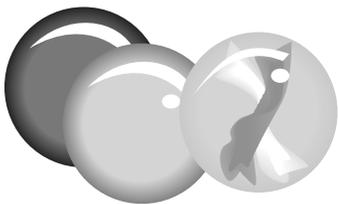
Draw a line from the word addition facts to the word number answer.

①

five	+	six	=	sixteen
eight	+	five	=	fourteen
nine	+	seven	=	eleven
six	+	eight	=	thirteen
nine	+	eight	=	twelve
seven	+	five	=	seventeen
nine	+	six	=	eighteen
nine	+	nine	=	fifteen

②

seven	+	four	=	fifteen
five	+	nine	=	eleven
ten	+	five	=	sixteen
eight	+	eight	=	fourteen
four	+	eight	=	thirteen
eight	+	nine	=	twelve
six	+	seven	=	seventeen



# DOT-TO DOT COUNTING BY SIXES





**W  
o  
r  
k  
s  
h  
e  
e  
t  
s**

Worksheet 9 Lesson 18

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

①  $\begin{array}{r} 1 \\ +4 \\ \hline 5 \end{array}$      $\begin{array}{r} 2 \\ +7 \\ \hline 9 \end{array}$      $\begin{array}{r} 3 \\ +6 \\ \hline 9 \end{array}$      $\begin{array}{r} 4 \\ +0 \\ \hline 4 \end{array}$      $\begin{array}{r} 5 \\ +1 \\ \hline 6 \end{array}$      $\begin{array}{r} 2 \\ +9 \\ \hline 11 \end{array}$

②  $\begin{array}{r} 4 \\ +7 \\ \hline 11 \end{array}$      $\begin{array}{r} 6 \\ +7 \\ \hline 13 \end{array}$      $\begin{array}{r} 5 \\ +6 \\ \hline 11 \end{array}$      $\begin{array}{r} 7 \\ +9 \\ \hline 16 \end{array}$      $\begin{array}{r} 8 \\ +4 \\ \hline 12 \end{array}$      $\begin{array}{r} 5 \\ +9 \\ \hline 14 \end{array}$

③  $\begin{array}{r} 8 \\ +2 \\ \hline 10 \end{array}$      $\begin{array}{r} 6 \\ +6 \\ \hline 12 \end{array}$      $\begin{array}{r} 9 \\ +8 \\ \hline 17 \end{array}$      $\begin{array}{r} 8 \\ +5 \\ \hline 13 \end{array}$      $\begin{array}{r} 7 \\ +3 \\ \hline 10 \end{array}$      $\begin{array}{r} 9 \\ +4 \\ \hline 13 \end{array}$

④  $\begin{array}{r} 0 \\ +5 \\ \hline 5 \end{array}$      $\begin{array}{r} 1 \\ +9 \\ \hline 10 \end{array}$      $\begin{array}{r} 5 \\ +5 \\ \hline 10 \end{array}$      $\begin{array}{r} 1 \\ +3 \\ \hline 4 \end{array}$      $\begin{array}{r} 9 \\ +5 \\ \hline 14 \end{array}$      $\begin{array}{r} 6 \\ +4 \\ \hline 10 \end{array}$

⑤  $\begin{array}{r} 2 \\ +1 \\ \hline 3 \end{array}$      $\begin{array}{r} 4 \\ +3 \\ \hline 7 \end{array}$      $\begin{array}{r} 2 \\ +8 \\ \hline 10 \end{array}$      $\begin{array}{r} 0 \\ +9 \\ \hline 9 \end{array}$      $\begin{array}{r} 8 \\ +8 \\ \hline 16 \end{array}$      $\begin{array}{r} 1 \\ +7 \\ \hline 8 \end{array}$

Worksheet 10 Lesson 19

① Make a tally mark for each object.

② Write the number for each word number.

six 6      four 4      two 2  
 ten 10      seven 7      nine 9

③ Write < or > between each set.

24 < 38    91 > 89    60 > 54  
 69 < 96    12 < 70    74 > 49

④ When counting by 2's, write the number that comes between.

16 18 20    30 32 34    78 80 82  
 54 56 58    92 94 96    60 62 64

Worksheet 11 Lesson 22

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

①  $\begin{array}{r} 3 \\ +0 \\ \hline 3 \end{array}$      $\begin{array}{r} 4 \\ +8 \\ \hline 12 \end{array}$      $\begin{array}{r} 8 \\ +7 \\ \hline 15 \end{array}$      $\begin{array}{r} 1 \\ +5 \\ \hline 6 \end{array}$      $\begin{array}{r} 9 \\ +6 \\ \hline 15 \end{array}$      $\begin{array}{r} 1 \\ +7 \\ \hline 8 \end{array}$

②  $\begin{array}{r} 7 \\ +7 \\ \hline 14 \end{array}$      $\begin{array}{r} 3 \\ +6 \\ \hline 9 \end{array}$      $\begin{array}{r} 5 \\ +9 \\ \hline 14 \end{array}$      $\begin{array}{r} 3 \\ +1 \\ \hline 4 \end{array}$      $\begin{array}{r} 8 \\ +3 \\ \hline 11 \end{array}$      $\begin{array}{r} 0 \\ +2 \\ \hline 2 \end{array}$

③  $\begin{array}{r} 2 \\ +4 \\ \hline 6 \end{array}$      $\begin{array}{r} 9 \\ +9 \\ \hline 18 \end{array}$      $\begin{array}{r} 0 \\ +6 \\ \hline 6 \end{array}$      $\begin{array}{r} 8 \\ +9 \\ \hline 17 \end{array}$      $\begin{array}{r} 4 \\ +3 \\ \hline 7 \end{array}$      $\begin{array}{r} 8 \\ +1 \\ \hline 9 \end{array}$

④  $\begin{array}{r} 6 \\ +1 \\ \hline 7 \end{array}$      $\begin{array}{r} 7 \\ +0 \\ \hline 7 \end{array}$      $\begin{array}{r} 4 \\ +1 \\ \hline 5 \end{array}$      $\begin{array}{r} 8 \\ +4 \\ \hline 12 \end{array}$      $\begin{array}{r} 7 \\ +3 \\ \hline 10 \end{array}$      $\begin{array}{r} 4 \\ +7 \\ \hline 11 \end{array}$

⑤  $\begin{array}{r} 4 \\ +5 \\ \hline 9 \end{array}$      $\begin{array}{r} 8 \\ +8 \\ \hline 16 \end{array}$      $\begin{array}{r} 9 \\ +2 \\ \hline 11 \end{array}$      $\begin{array}{r} 5 \\ +3 \\ \hline 8 \end{array}$      $\begin{array}{r} 1 \\ +1 \\ \hline 2 \end{array}$      $\begin{array}{r} 6 \\ +0 \\ \hline 6 \end{array}$

Worksheet 12 Lesson 24

### CALENDAR

We use a calendar to help us remember the days and months in a year. It helps us know the time of the year.

- Write the name of today's month and year.
- Use a current calendar to write the numbers that stand for the days in the current month.
- Circle today's date on the calendar on this page.
- Put an X on the second Saturday of the month.

month _____		year _____				
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Teacher check using the current month's calendar.

Write the missing numbers on the number chart.

0	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	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99



0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

①	3	2	2	8	9	3
	+ 7	+ 0	+ 9	+ 3	+ 1	+ 8
	10	2	11	11	10	11
②	5	3			8	4
	+ 8	+ 6			+ 0	+ 9
	13	9			8	13
③	6	5			3	5
	+ 4	+ 1			+ 2	+ 6
	10	6			5	11
④	4	6	8	7	2	6
	+ 0	+ 3	+ 5	+ 3	+ 3	+ 6
	4	9	13	10	5	12
⑤	2	3	1	9	5	7
	+ 7	+ 9	+ 9	+ 7	+ 3	+ 5
	9	12	10	16	8	12

Write the answer

- |             |           |             |
|-------------|-----------|-------------|
| 2 pennies   | 3 dimes   | 4 pennies   |
| + 4 pennies | + 6 dimes | + 4 pennies |
| 6 pennies   | 9 dimes   | 8 pennies   |
- |           |           |             |
|-----------|-----------|-------------|
| 2 dimes   | 3 cents   | 4 pennies   |
| + 8 dimes | + 8 cents | + 8 pennies |
| 10 dimes  | 11 cents  | 12 pennies  |
- |       |           |           |       |
|-------|-----------|-----------|-------|
| 5 ¢   | 6 dimes   | 9 dimes   | 7 ¢   |
| + 3 ¢ | + 4 dimes | + 7 dimes | + 8 ¢ |
| 8 ¢   | 10 dimes  | 16 dimes  | 15 ¢  |
- |           |           |           |
|-----------|-----------|-----------|
| 8 dimes   | 9 dimes   | 6 cents   |
| + 6 dimes | + 2 dimes | + 3 cents |
| 14 dimes  | 11 dimes  | 9 cents   |
- |           |           |       |       |
|-----------|-----------|-------|-------|
| 1 penny   | 6 dimes   | 3 ¢   | 5 ¢   |
| + 1 penny | + 4 dimes | + 8 ¢ | + 8 ¢ |
| 2 pennies | 10 dimes  | 11 ¢  | 13 ¢  |



0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

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

Worksheet 17 Lesson 34

← 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 →

①  $\begin{array}{r} 2 \\ +9 \\ \hline 11 \end{array}$     $\begin{array}{r} 4 \\ +8 \\ \hline 12 \end{array}$     $\begin{array}{r} 6 \\ +6 \\ \hline 12 \end{array}$     $\begin{array}{r} 7 \\ +5 \\ \hline 12 \end{array}$     $\begin{array}{r} 8 \\ +3 \\ \hline 11 \end{array}$     $\begin{array}{r} 3 \\ +7 \\ \hline 10 \end{array}$

②  $\begin{array}{r} 9 \\ +9 \\ \hline 18 \end{array}$     $\begin{array}{r} 1 \\ +9 \\ \hline 10 \end{array}$     $\begin{array}{r} 5 \\ +6 \\ \hline 11 \end{array}$     $\begin{array}{r} 3 \\ +9 \\ \hline 12 \end{array}$     $\begin{array}{r} 4 \\ +6 \\ \hline 10 \end{array}$     $\begin{array}{r} 6 \\ +7 \\ \hline 13 \end{array}$

③  $\begin{array}{r} 5 \\ +9 \\ \hline 14 \end{array}$     $\begin{array}{r} 6 \\ +4 \\ \hline 10 \end{array}$     $\begin{array}{r} 5 \\ +7 \\ \hline 12 \end{array}$     $\begin{array}{r} 6 \\ +9 \\ \hline 15 \end{array}$     $\begin{array}{r} 4 \\ +9 \\ \hline 13 \end{array}$     $\begin{array}{r} 8 \\ +6 \\ \hline 14 \end{array}$

④  $\begin{array}{r} 7 \\ +8 \\ \hline 15 \end{array}$     $\begin{array}{r} 9 \\ +1 \\ \hline 10 \end{array}$     $\begin{array}{r} 8 \\ +9 \\ \hline 17 \end{array}$     $\begin{array}{r} 8 \\ +4 \\ \hline 12 \end{array}$     $\begin{array}{r} 9 \\ +3 \\ \hline 12 \end{array}$     $\begin{array}{r} 7 \\ +6 \\ \hline 13 \end{array}$

⑤  $\begin{array}{r} 9 \\ +7 \\ \hline 16 \end{array}$     $\begin{array}{r} 9 \\ +6 \\ \hline 15 \end{array}$     $\begin{array}{r} 7 \\ +3 \\ \hline 10 \end{array}$     $\begin{array}{r} 8 \\ +7 \\ \hline 15 \end{array}$     $\begin{array}{r} 7 \\ +9 \\ \hline 16 \end{array}$     $\begin{array}{r} 9 \\ +4 \\ \hline 13 \end{array}$

Worksheet 18 Lesson 36

**Draw a line from the word addition facts to the word number answer.**

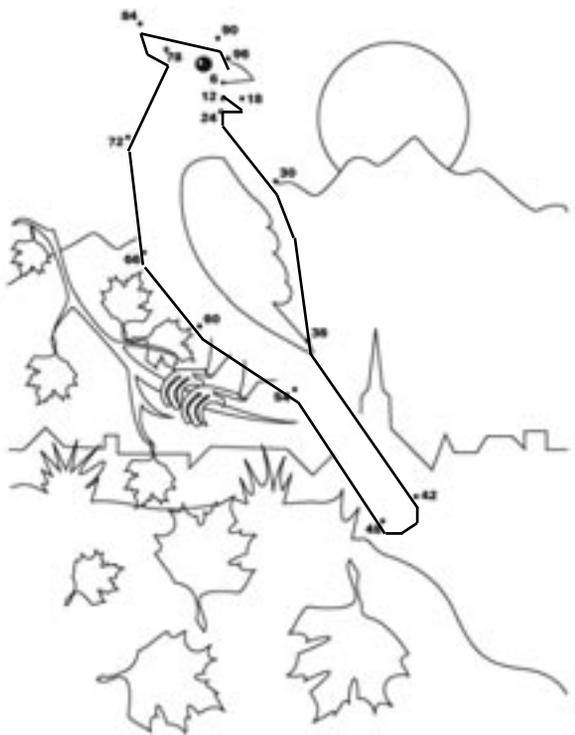
①  $\begin{array}{r} \text{five} \\ + \text{six} \\ \hline \end{array} =$  ~~sixteen~~  
 $\begin{array}{r} \text{eight} \\ + \text{five} \\ \hline \end{array} =$  ~~fourteen~~  
 $\begin{array}{r} \text{nine} \\ + \text{seven} \\ \hline \end{array} =$  ~~eleven~~  
 $\begin{array}{r} \text{six} \\ + \text{eight} \\ \hline \end{array} =$  ~~thirteen~~  
 $\begin{array}{r} \text{nine} \\ + \text{eight} \\ \hline \end{array} =$  ~~twelve~~  
 $\begin{array}{r} \text{seven} \\ + \text{five} \\ \hline \end{array} =$  ~~seventeen~~  
 $\begin{array}{r} \text{nine} \\ + \text{six} \\ \hline \end{array} =$  ~~eighteen~~  
 $\begin{array}{r} \text{nine} \\ + \text{nine} \\ \hline \end{array} =$  ~~fifteen~~

②  $\begin{array}{r} \text{seven} \\ + \text{four} \\ \hline \end{array} =$  ~~fifteen~~  
 $\begin{array}{r} \text{five} \\ + \text{nine} \\ \hline \end{array} =$  ~~eleven~~  
 $\begin{array}{r} \text{ten} \\ + \text{five} \\ \hline \end{array} =$  ~~sixteen~~  
 $\begin{array}{r} \text{eight} \\ + \text{eight} \\ \hline \end{array} =$  ~~fourteen~~  
 $\begin{array}{r} \text{four} \\ + \text{eight} \\ \hline \end{array} =$  ~~thirteen~~  
 $\begin{array}{r} \text{eight} \\ + \text{nine} \\ \hline \end{array} =$  ~~twelve~~  
 $\begin{array}{r} \text{six} \\ + \text{seven} \\ \hline \end{array} =$  ~~seventeen~~



Worksheet 19 Lesson 37

**DOT-TO-DOT  
COUNTING BY SIXES**



Worksheet 20 Lesson 41

**Drill #1**

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

**Drill #2**

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

**Drill #3**

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

**Drill #4**

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