

# Horizons

# Mathematics

# K

## Teacher's Guide

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Alpha Omega Publications, Inc. • Rock Rapids, IA

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*Printed in the United States of America*

**ISBN 978-0-7403-0311-1**

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# Lesson 41 - Addition With a Number Line 1's

## Overview:

- Addition on number line 1's
- Shapes and colors
- Patterns, sequence
- Calendar

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Objects for counters
- Number flashcards 1–10
- Tally flashcards
- Calendar
- Months of the year flashcards
- Days of the week flashcards
- Color flashcards
- Crayons
- Number chart
- Addition flashcards 1's family
- Dominos

## Teaching Tips:

- Teach addition with a number line.
- Review triangle, circle and square.
- Review colors.
- Review tally marks.
- Review calendar.
- Review oral counting to 60.

## Activities:

- ① Use the number line to teach addition facts. Draw lines on the number line to show the process of addition. For example, above the number line draw a line from zero to three and then from three to five. This shows that three plus two equals five. Do several problems like those in

**Lesson 41**

① Add.

2 + 1 = 3

1 + 5 = 6

3 + 1 = 4

② Use the key to color the shapes.

green blue yellow green

yellow blue yellow blue

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Activity ① orally with the student(s). Write the addition fact. The student(s) need to understand that addition is “putting together.” Carefully check each student’s progress as they complete the activity.

- ② Review shapes and colors. Read and review the instruction with the student(s). Give them time to complete the activity.

- ③ Use shape flashcards to go through a pattern of alternating shapes and ask what comes next in the pattern. Use number flashcards to go through a pattern of alternating numbers and ask what comes next in the pattern. Point out the dotted lines that divide parts of the activity. Go through the items in the first box and have the student(s) circle their answer. Do the same for the second box.
- ④ Orally count to 50. Have the student(s) recite the months of the year as you point to them on the white board, displayed by flashcards or on the flannel board. Do the same for the days of the week. Read the instruction and have the student(s) complete the activity.

③ What comes next?

④ Complete the calendar.

October						
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	31				

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# Lesson 42 - Number Between 20's

## Overview:

- Number between 20's
- Addition 1's family
- Trace & write 20–39

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Objects for counters
- Addition flashcards 1's family
- Number chart
- Number line strips
- Number flashcards

## Teaching Tips:

- Teach number between 20's.
- Review addition with a number line.
- Review oral counting to 60.

## Activities:

- Direct the student(s) in practicing what comes between two numbers using the number chart. Review 1's and 10's. Practice the 20's. Have them complete the activity using number line strips if necessary.

**Lesson 42**

① Write the number between.

← 20 21 22 23 24 25 26 27 28 29 30 →

20 21 22    26 27 28    21 22 23

25 26 27    22 23 24    27 28 29


② Add.

0 1 2 3 4 5 6 7 8 9    1 + 3 = 4

0 1 2 3 4 5 6 7 8 9    5 + 1 = 6

0 1 2 3 4 5 6 7 8 9    6 + 2 = 8

0 1 2 3 4 5 6 7 8 9    1 + 2 = 3



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- In preparation for this activity use a number line on the white board to demonstrate several addition facts. Example:  $3 + 2 = 5$ . Have the student(s) find the first number of the addition fact by counting from zero to three. Write three above the line. The second number is found by counting from three to five. Write two above the second line. Five is the answer. Have the student(s) tell you the addition fact,  $3 + 2 = 5$ . Be sure the student(s) follow each step as they do this activity.

- ③ Have the student(s) count orally to 50.  
Have them trace and write the numbers in  
Activity ③.

Lesson 42


③ Trace and write the numbers.

20 21 22 23 24

25 26 27 28 29

30 31 32 33 34

35 36 37 38 39



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# Lesson 43 - Dimes & Pennies

## Overview:

- Dimes & pennies
- Number between 20's
- Addition 1's family
- Time – hour

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Objects for counters
- Pennies & dimes
- Addition flashcards 1's family
- Number chart
- Number line strips
- Number flashcards
- Clocks

## Teaching Tips:


- Teach counting pennies & dimes.
- Review number between 20's.
- Review addition with a number line.
- Review time – hour.
- Review oral counting to 60.

## Activities:


- ① Use real or play money 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 cent, or 1¢. The ¢ symbol is the short way to write cents. Read the directions to the student(s). Be sure they point to each penny as they count. Point out that any time you count money, you need to use a label to show that you are talking about money. For example, in writing,

**Lesson 43**

① Write the number of cents.




5 ¢




12 ¢

---




20 ¢



40 ¢

② Write the number between.



24 25 26

19 20 21

28 29 30

23 24 25

16 17 18

21 22 23

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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."


Show the student(s) a real dime. Ask what color is the dime? Whose picture is on the front? (Franklin D. Roosevelt) What is on the back? (the torch and sprigs of laurel and oak) What is the monetary value? What are three ways of referring to it? (10¢, dime, 10 cents) 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. Have the student(s) finish the activity on their own.

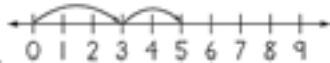
- ② Direct the student(s) in practicing what comes between two numbers using the number chart or a number line. Review 1's and 10's. Practice the 20's. Have them complete the activity using number line strips if necessary.

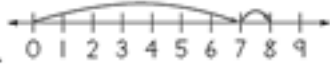
- ③ In presenting addition, point out to the student(s) that zero means “nothing.” When you add zero to a number you are putting nothing with it. To add zero on the number line means that you add nothing. Zero added to any number is the same number. In preparation for this activity, the student(s) need to be reminded to begin at zero on the number line. They then draw a line to the first number. Next, they count over on the marks to equal the second number. The second line is drawn to this number. They can put a dot on this number before drawing the second line. Where the second line ends is the answer to the addition fact. After the student(s) practice several of these problems have them attempt the activity while you work closely with them.


- ④ Inform the student that “o’clock” and “:00” are synonymous. Put the hands on the clock model at 8 o’clock. Show two ways of writing time (8 o’clock, 8:00). Do several other times and have the student(s) tell what time it is and write it both ways. Complete the activity.

③ Add.


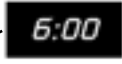
$6 + 1 = 7$  



$3 + 2 = 5$  



$7 + 1 = 8$  


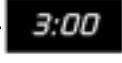
$3 + 3 = 6$  

④ Match the time.

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# Lesson 44 - Count by 10's to 100

## Overview:

- Count by 10's to 100
- Trace 10's
- Dimes & pennies
- Addition 1's family
- Time – hour

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Objects for counters
- Count by 10's flashcards
- Dimes & pennies
- Clock models
- Addition flashcards 1's family
- Number flashcards
- Number chart
- Number line strips

## Teaching Tips:

Teach counting by 10's to 100.

Review counting pennies & dimes.

Review addition with a number line.

Review time – hour.

Teach oral counting to 70.

## Activities:

- ① Count by tens to 100 as preparation for this activity. The student(s) should count each row to themselves as they do the activity. Together, read the numbers that should have been circled.
- ② Trace the 10's.

**Lesson 44**

① Count every 10th number and circle it.

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	100


Read the numbers you circled.


② Trace the 10's.

10 20 30 40 50

60 70 80 90 100

③ Write the number of cents.

 30 ¢

 7 ¢

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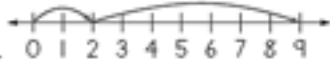
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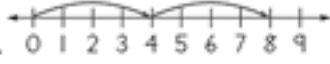
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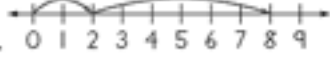
- ③ Display a set of dimes. Have the student(s) count them by tens to find the value. Do this several times. On the number chart, point to the multiples of 10 and ask how many dimes it will take to equal that number of cents. The ¢ symbol is the short way to write cents.

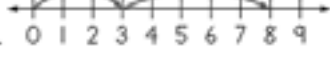
- ④ On the white board demonstrate several addition facts (1–9) on the number line. Read the directions to the student(s) in Activity ④. Have them count on the number line to find the first number in the addition fact. Write the number. Then count to find the second and write that number. Write the answer to the addition fact. Do the same for the remaining problems.
- ⑤ Remind the student(s) of the two ways to write time. Using the clock model, show several times on the hour and have the student(s) tell what time it is and how to write it two ways. Have them do the activity independently.

④ Add.




$2 + 7 = 9$  




$4 + 4 = 8$  

$2 + 6 = 8$  

$3 + 5 = 8$  

⑤ Draw the hand on the clock.

    
**4:00**      **8:00**      **1:00**

    
 11 o'clock      2 o'clock      7 o'clock

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# Lesson 45 - Number Between 30's

## Overview:

- Number between 30's
- Dimes & pennies
- Addition 1's family
- Count by 10's to 100

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Objects for counters
- Dimes & pennies
- Addition flashcards 1's family
- Number chart
- Count by 10's flashcards
- Shape flashcards
- Number flashcards 1-10

## Teaching Tips:

- Teach number between 30's.
- Review counting by 10's to 100.
- Review counting pennies & dimes.
- Review addition with a number line.
- Review oral counting to 70.

## Activities:

- Review counting by ones with the student(s) as a refresher. To do the problems in this activity they need to count by ones to themselves. The number chart may be a help to the student(s).

**Lesson 45**

① Write the number between.

30 | 3 | 32    36 | 37 | 38    31 | 32 | 33  
35 | 36 | 37    32 | 33 | 34    37 | 38 | 39

② Write the number of cents.

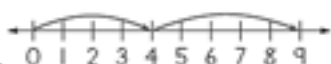
11¢    13¢  
50¢    22¢

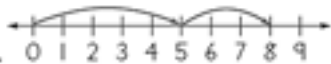
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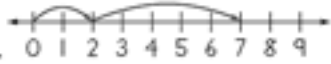
- Give each student play money (dimes and pennies). Let them set up a group of dimes and a group of pennies. Count the dimes by tens and the pennies by ones to see the value of the money. Two students may work together, one setting up the sets and the other counting them and vice versa. Read the directions to the activity. Do the first problem together, then allow the student(s) to work independently, giving help where it is needed.

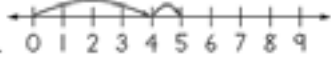
- ③ On the white board demonstrate several addition fact (1–9) on the number line. Read the directions to the student(s) in Activity ④. Have them count on the number line to find the first number in the addition fact. Write the number. Then count to find the second and write that number. Write the answer to the addition fact. Do the same for the remaining problems.
- ④ Count by tens to 100 as preparation for this activity. The student(s) should count as they trace the numbers.

③ Add.

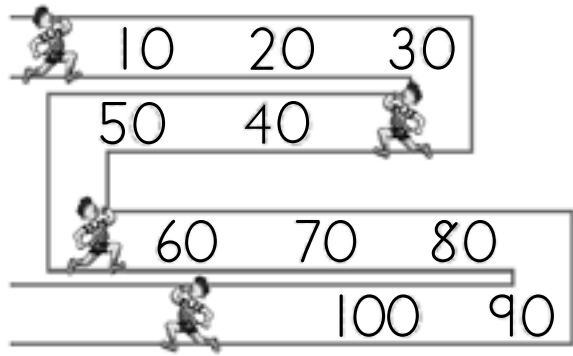
$4 + 5 = 9$  

$5 + 3 = 8$  

$2 + 5 = 7$  

$4 + 1 = 5$  

④ Count by 10's to 100.



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# Lesson 46 - Count 1-50

## Overview:

- Count 1–50
- Number between 30's
- Dimes & pennies
- Trace and write 40–49
- Addition 1's family

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Objects for counters
- Number flashcards
- Count by 10's flashcards
- Addition flashcards 1's family
- Number chart
- Number line strips
- Pennies & dimes
- Worksheet 16 & 26

## Teaching Tips:

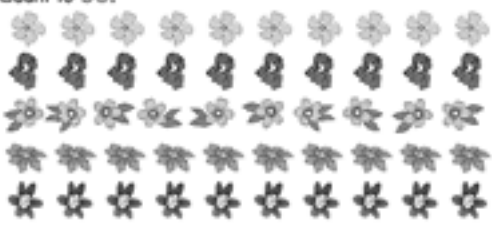
- Teach counting items to 50.
- Teach writing numbers 40's.
- Review number between 30's.
- Review counting by 10's to 100.
- Review counting pennies & dimes.
- Review addition with a number line.
- Review oral counting to 70.

## Activities:


- ① Count out loud by ones to 70 using the number chart. Have the student(s) count the flowers 1–50 in the activity.
- ② Direct the student(s) in practicing what comes between two numbers using the number chart. Review 1's and 10's. Practice the 30's. Have them complete the activity using number line strips if necessary.

**Lesson 46**

① Count to 50.




② Write the number between.



37	38	39	31	32	33	34	35	36
33	34	35	30	31	32	35	36	37

③ Write the number of cents.



<u>30</u> ¢	<u>7</u> ¢
<u>14</u> ¢	<u>80</u> ¢

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- ③ Give each student play money (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 or a parent and a child may work together, one setting up the sets and the other counting them and vice versa. Read the directions to the activity. Do the first problem together, then allow the student(s) to work independently giving help where it is needed.

- ④ Trace and write the 40's family. Remind the student(s) to use good spacing and penmanship.
- ⑤ On the white board demonstrate several addition facts (1–9) on the number line. Read the directions to the student(s) in Activity ⑤. Have them count on the number line to find the first number in the addition fact. Then count to find the second and write that number as the answer to the addition fact. Do the same for the remaining problems. Some student(s) might need to use counters for this activity.

④ Trace and write the numbers.

40 41 42 43 44

45 46 47 48 49

⑤ Add.

← 0 1 2 3 4 5 6 7 8 9 10 →

$2 + 3 = 5$        $1 + 6 = 7$

$5 + 3 = 8$        $3 + 6 = 9$

$2 + 2 = 4$        $4 + 3 = 7$

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# Lesson 47 - Place Value 1's

## Overview:

- Place value 1's
- Count 1–50
- Trace 41–50
- Ordinals first–tenth
- Addition 1's family

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Objects for counters
- Number flashcards
- Addition flashcards 1's
- Ordinal number flashcards
- Place value chart
- Number chart
- Number line strips

## Teaching Tips:

Teach place value.

Review counting items to 50.

Review writing numbers 41–50.

Review addition with a number line.

Review oral counting to 70.

## Activities:

- ① Make a place value chart from a piece of cardboard or posterboard. It should look like the place value chart in the student book. Use red colors for the tens and blue for the ones. Put a hook on the top or a pocket on the bottom to "hang" a number flashcard in the tens' or ones' places. Before doing this activity, discuss the number of places a single-digit numeral (such as 4) takes. Using the numbers chart, ask what the largest number is that takes only one place (9). Discuss how

**Lesson 47**

① Trace the shapes in each box.

tens   ones	tens   ones	tens   ones
tens   ones	tens   ones	tens   ones

② Count to 50.

③ Trace the numbers 41–50.

41 42 43 44 45

46 47 48 49 50

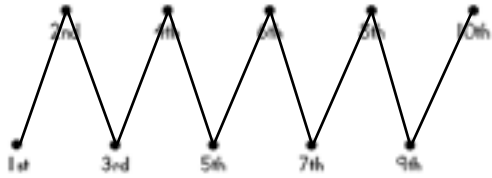
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many ones are in this number (9). Discuss the next number (10). How many places does it take? What is in the tens' place? What is in the ones' place? Read over the instruction with the student(s). Have them trace the shapes to illustrate that different numbers or the same number can be in both the tens' and in the ones' place.

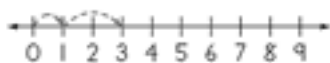
- ② Count out loud by ones to 70 using the number chart. Have the student(s) count the toys, 1–50, in the activity.
- ③ Trace 41–50. Remind the student(s) to use good penmanship.

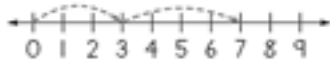
- ④ Read the instruction and have the student(s) complete the activity.
- ⑤ On the white board demonstrate several addition facts (1–9) on the number line. Read the directions to the student(s) in Activity ⑤. On the number line have them trace the dotted line for first number in the addition fact. Then have them trace the dotted line for the second. The number the second line points to is the answer. Write the answer to the addition problem. Do the same for the remaining problems.

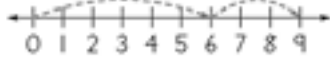
④ Connect the dots.

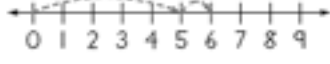



⑤ Trace the arrows and add.

$1 + 2 = \underline{3}$  

$3 + 4 = \underline{7}$  

$6 + 3 = \underline{9}$  

$5 + 1 = \underline{6}$  



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# Lesson 48 - Number After 10's

## Overview:

- Number after 10's
- Place value 1's
- Ordinals first-tenth
- Count & write by 10's

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Objects for counters
- Place value chart
- Number chart
- Number line strips
- Number flashcards
- Count by 10's flashcards

## Teaching Tips:


- Teach number after 1's and 10's.
- Review place value.
- Teach sequence of events.
- Review counting by 10's to 100.
- Review oral counting to 70.

## Activities:

- ① The student(s) may refer to the pages in one of their textbooks or a library book to see what number comes after a given number. They should be able to do the activity independently.

**Lesson 48**

① Write the number after.



9 10 11 12 13 14 15 16 17 18 19



9 10      14 15      18 19

12 13      16 17      10 11

② Trace the numbers.

tens	ones
	0
	1
	2
	3
	4
	5
	6
	7
	8
	9

place value  
tens | ones




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- ② Before doing this activity, discuss the number of places a single-digit numeral (such as 4) takes. Using the numbers chart, ask what the largest number is that takes only one place (9). Discuss how many ones in this number (9). Discuss the next number (10). How many places does it take? What is in the tens' place? What is in the ones' place? Read over the instructions with the student(s). Trace the numbers 0–9 that can be in the ones' place.

- ③ To aid in the teaching of the sequence of events, ask the student(s) which is the correct sequence. Do they get dressed and then get out of bed or do they get out of bed and then get dressed? Do they put their shirt on and then their coat or do they put their coat on and then their shirt? Do they drink their milk and then pour it or do they pour their milk and then drink it? Have the student(s) look at the activity. Ask them to point to the picture that comes first and circle it. Then have them point to the picture that comes last. Now let them tell you the sequence that the three pictures should be in.
- ④ Count by tens to 100 as preparation for this activity. The student(s) should count as they trace the numbers.
- ⑤ Read the instruction and allow the students to work independently.

③ Circle what is first.



④ Count by 10's.

10 20 30 40


50 60 70 80

90 100

⑤ Write the numbers by 10's.

10 20 30 40 50

60 70 80 90 100



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# Lesson 49 - Number Between 40's

## Overview:

- Number between 40's
- Number after 10's
- Place value 1's
- Ordinals first–tenth

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Number flashcards
- Place value chart
- Number chart
- Number line strips
- Ordinal number flashcards

## Teaching Tips:

- Teach number between 40's.
- Review number after 1's and 10's.
- Review place value.
- Review ordinal numbers.
- Review oral counting to 70.

## Activities:

- Choose three consecutive whole number flashcards 39–50. Arrange the cards out of order. Have the student(s) put them in correct order. Repeat this four times with different sets of three numbers. Read the instruction and have the student(s) complete the activity.
- Drill number after by holding up a flashcard and asking the student(s) to say the next number. The student(s) may refer to the pages in one of their textbooks or a library book to see what number comes after a given number. They should be able to do the activity independently.

**Lesson 49**

① Write the number between.

← 39 40 41 42 43 44 45 46 47 48 49 50 →

42 43 44    48 49 50    45 46 47

39 40 41    43 44 45    47 48 49

② Write the number after.

← 10 11 12 13 14 15 16 17 18 19 20 →

11 12    13 14    15 16

17 18    19 20    12 13

③ Write 0–9 in the ones' place.

tens		ones	tens		ones	tens		ones
□	□	0	□	□	1	□	□	2
□	□	3	□	□	4	□	□	5
□	□	6	□	□	7	□	□	8
□	□	9						

place value  
tens ones


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- Before doing this activity, discuss the number of places a single-digit numeral (such as 4) takes. Using the numbers chart, ask what the largest number is that takes only one place (9). Discuss how many ones in this number (9). Discuss the next number (10). How many places does it take? What is in the tens' place? What is in the ones' place? Read over the instruction with the student(s). Write the numbers 0–9 in the ones' place.


- ④ Review with ordinal number flashcards.  
Read each instruction and have the student(s) circle their choice in each row.

**Lesson 49**

④ Circle the fourth duck.



Circle the second rooster.



Circle the seventh horse.





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# Lesson 50 - Ruler 1"

## Overview:

- Ruler 1"
- Number between 40's
- Ordinals first–tenth
- Place value 1's

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Objects for counters
- Number flashcards
- Place value chart
- Number chart
- Ruler with inches
- Ordinal number flashcards
- Tally mark flashcards

## Teaching Tips:


- Teach inches.
- Review number between 40's.
- Review place value.
- Review ordinal numbers.
- Review oral counting to 70.

## Activities:


- ① Only 1 inch markings will be learned this year. Addition marks will be pictured in the activities to provide a more realistic looking ruler. 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 place their finger on the tip of the pencil and slide up to the ruler to see that the pencil is 5 inches long. Then have them place their finger on the end of the eraser and slide up to the ruler to give them the number to write in the blank. Do the same for the crayon. Remember, measurements are always labeled with the unit of measure.

Lesson 50


① How many inches?



5 inches

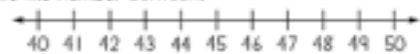


2 inches



3 inches

② Write the number between.



40 41 42 43 44 45 46 47 48 49 50

41	42	43	46	47	48	43	44	45
48	49	50	42	43	44	45	46	47

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- ② Choose three consecutive whole-number flashcards 39–50. Arrange the cards out of order. Have the student(s) put them in correct order. Repeat this four times with different sets of three numbers. Read the instruction and have the student(s) complete the activity.

③ Count the objects and write the number in the ones' place.



tens		ones		tens		ones		tens		ones	
★ ★ ★		● ●		● ●		● ● ● ●		■ ■ ■ ■		■ ■ ■ ■	
□		□		□		□		□		□	
6		2		2		9		9		9	
✓ ✓		///		///		X X X X		X X X X		X X X X	
□		□		□		□		□		□	
5		3		3		7		7		7	

④ Put an X on the third car.



Put an X on the tenth stop sign.



- ③ Before doing this activity, discuss the number of places a single-digit numeral (such as 6) takes. Using the numbers chart, ask what the largest number is that takes only one place (9). Discuss how many ones in this number (9). Discuss the next number (10). How many places does it take? What is in the tens' place? What is in the ones' place? Read over the instruction with the student(s). Count the objects and write the number in the ones' place.
- ④ Review with ordinal number flashcards. Read each instruction and have the student(s) circle their choice in each row.

# Lesson 51 - Addition 10's

## Overview:

- Addition 10's
- Ruler 1"
- Patterns, sequence
- Calendar

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Objects for counters
- Number flashcards
- Ruler – inches
- Addition flashcards 1's & 10's
- Number chart
- Number line strips
- Days of the week flashcards
- Months of the year flashcards
- Calendar

## Teaching Tips:

- Teach addition on number line 10's.
- Review inches.
- Review patterns & sequence.
- Review calendar.
- Review oral counting to 70.

## Activities:

- ① In preparation for this activity use a number line on the white board to demonstrate several addition facts. Example:  $13 + 2 = 15$ . Using a number line, let the student(s) find the answer to several addition facts 10–19. Go to the first number in the addition fact. Count the number of marks needed for the second number. The mark you end on is the answer to the addition fact. Guide the student(s) through the first problem. Allow them to finish the rest of the activity independently, helping only those who need it.

**Lesson 51**

① Add.

$12 + 1 = 13$

$17 + 2 = 19$

$14 + 4 = 18$

$11 + 3 = 14$

② How many inches?

1 inches

6 inches

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- ② Before starting this activity, 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. Have the student(s) trace with their finger from the edge of the quarter up to the ruler. This is the length of the quarter. Allow the student(s) to complete the remainder of the activity with as little help as possible.

- ③ Use shape flashcards to go through a pattern of alternating shapes and ask what comes next in the pattern. Point out the dotted lines that divide parts of the activity. Go through the items in the first box and have the student(s) circle their answer. Do the same for the second box.
- ④ 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 with the student(s):

*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.*

Have them repeat the first two lines several times. Then go through the verse again. Have them complete the calendar.

③ What comes next?

④ Complete the calendar.

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		

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# Lesson 52 - Dollar Bill

## Overview:

- Dollar bill
- Addition 10–19
- More & less
- Dimes & pennies

## Material and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Objects for counters
- Number flashcards
- Addition flashcards 1's & 10's
- Dollar bill, dimes, pennies
- Number chart
- Number line strips

## Teaching Tips:

- Teach dollar bills.
- Review addition on number line 10's.
- Review more and less.
- Review dimes & pennies.
- Review oral counting to 70.

## Activities:

- ① Give each student a play money dollar bill. Discuss the color, picture on the front (George Washington), and the word "ONE" on the back with the student(s). Tell them that one dollar can be written as cents (100¢) or it can be written as a dollar (\$1). The number by the \$ sign means one dollar. Have the student(s) count the dollar bills in the activity and write the value. Encourage the student(s) to be conscious of prices on sales receipts which are printed with the dollar sign and the decimal point separating the dollars and cents.

**Lesson 52**

① How many dollars?

② Add.

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- ② In preparation for this activity use a number line (0–19) on the white board to demonstrate several addition facts. Example:  $15 + 2 = 17$ . Using the number line, let the student(s) find the answer to several addition facts 10–19. Go to the first number in the addition fact. From that number count the number of marks needed for the number being added. The mark you end on is the answer to the addition fact. Guide the student(s) through the first problem. The line has been shortened to save space. Allow them to finish the rest of the activity independently, helping only those who need it.

- ③ Before this activity ask a student to choose two number flashcards, 1–20. Locate the two numbers on a number line. Ask a student to tell you which is the greater number. Point out that the larger number is to the right on the number line. Repeat the activity several times. Have the student(s) count the items in Activity ③ and circle which is more. Have them locate the numbers on a number line if they have problems picking the one that is more.
- ④ Show the students how this activity has the same addition facts as Activity ②. All of the problems are 10 plus something. Show them how to do this with a number line strip. Since they are adding (counting) money, the answer needs to have the ¢ sign.

③ Circle the group with more.

④ Write how many cents.

$10 + 7 = 17 \text{ ¢}$	$10 + 3 = 13 \text{ ¢}$
$10 + 2 = 12 \text{ ¢}$	$10 + 9 = 19 \text{ ¢}$

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# Lesson 53 - Bar Graph

## Overview:

- Bar graph
- Ruler 1"
- Addition 10's
- More & less

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Objects for counters
- Number flashcards
- Addition flashcards 1's & 10's
- Shape flashcards
- Ruler – inches
- Number chart
- Number line strips

## Teaching Tips:

- Teach bar graph.
- Review inches.
- Review addition on number line 10's.
- Review more and less.
- Review oral counting to 70.

## Activities:

- Put a completed bar graph on the white board. Tell the student(s) that a bar graph is used to help us count things. Have the student(s) look at the bar graph. Ask them why it is called a bar graph. Help them see that the bars picture the number of objects. Tell them that the bar graph in this activity is going to help them count how many stars, rectangles, letter (b)s and number (3)s they have. If there are 4 blocks colored above the star, that would mean that they have 4 stars. If there are 2 blocks colored in then they have 2 objects, etc. Have them color the same number of blocks in the graph for each of the objects they count.

**Lesson 53**

① Color the squares for each group.

② How many inches?

5 inches

3 inches

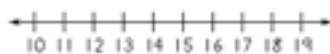
1 inches

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- Have the student(s) trace with their finger from the right edge of the green strip up to the ruler. This is the length of the green strip. Allow the student(s) to complete the remainder of the activity with as little help as possible.

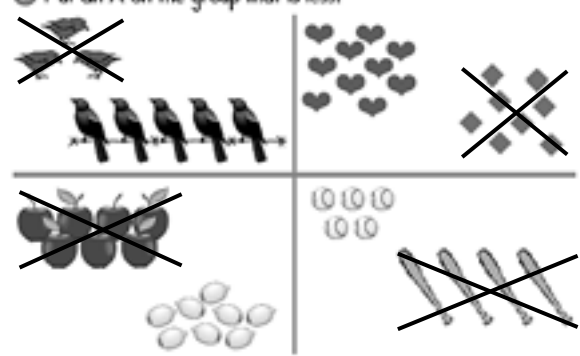
- ③ Demonstrate adding several combination of the 10's family on the white board. Instruct the student(s) to go to the first number in the addition fact. Count the number of marks needed for the second number. The mark you end on is the answer to the addition fact. Guide the student(s) through the first problem. Allow them to finish the rest of the activity independently, helping only those who need it.
- ④ Before doing this activity the student(s) orally identify two numerals on the number line. State which is less and which is greater or more. Repeat the activity several times. Have the student(s) count the items in Activity ④ and put an X on the set that is less.

③ Add.



$10 + 0 = \underline{10}$	$16 + 2 = \underline{18}$
$14 + 2 = \underline{16}$	$13 + 5 = \underline{18}$
$19 + 0 = \underline{19}$	$15 + 0 = \underline{15}$
$11 + 3 = \underline{14}$	$17 + 1 = \underline{18}$

④ Put an X on the group that is less.



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# Lesson 54 - Days of the Week

## Overview:

- Days of the week
- Bar graph
- Dollar bill
- Addition 10's

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Objects for counters
- Number chart
- Number flashcards
- Addition flashcards 1's & 10's
- Dollars
- Crayons
- Calendar
- Months flashcards
- Days of the week flashcards
- Ordinal number flashcards
- Dominos & domino flashcards

## Teaching Tips:

- Teach calendar and days of the week.
- Review ordinal numbers.
- Review bar graph.
- Review dollars.
- Review addition on number line 10's.
- Teach oral counting to 80.

## Activities:

- 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 the student activity. Read the instructions out loud and guide the student(s) through the activity.

**Lesson 54**

① How many Thursdays are in November?  $\underline{\quad 5 \quad}$

How many Sundays are in November?  $\underline{\quad 4 \quad}$

Circle the day of the week for the tenth day in November.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			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		

Sunday Monday Tuesday Wednesday Thursday **Friday** Saturday

② Color the graph.



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- When starting this activity, tell the student(s) a bar graph is used to help us count things. Have a student count the suns. Have another student count the moons. Have them color three blue blocks above the sun in the bar graph. Have them color 6 green blocks above the moon in the bar graph. Allow the student(s) to complete the last part of the graph for the planets on their own.


- ③ Give each student a play money dollar bill. Review the color, picture on the front (George Washington), and the word "ONE" on the back with the student(s). Have the student(s) count the dollar bills in the activity and write the value.
- ④ Review by adding several combination of the 10's family on the white board. Instruct the student(s) to go to the first number in the addition fact. Count the number of marks needed for the second number. The mark you end on is the answer to the addition fact. Discuss with the student(s) the fact that any number added to zero is equal to the same number. Then discuss the fact that the number that comes after a given number is equal to the given number plus 1 (e.g. the number that comes after 15 is equal to  $15 + 1$ ). Guide the student(s) through the first problem. Allow them to finish the rest of the activity independently, helping only those who need it.

③ How many dollars?

 \$ 1       \$ 3

 \$ 8       \$ 6

④ Add.




$17 + 0 = \underline{17}$        $10 + 1 = \underline{11}$

$10 + 7 = \underline{17}$        $13 + 6 = \underline{19}$

$15 + 3 = \underline{18}$        $12 + 5 = \underline{17}$

$19 + 0 = \underline{19}$        $11 + 4 = \underline{15}$



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# Lesson 55 - Count by 5's

## Overview:

- Count by 5's
- Dollar bill
- Addition 10's
- Bar graph

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Objects for counters
- Number flashcards
- Addition flashcards 1's & 10's
- Pennies & nickels
- Number chart
- Crayons
- Worksheet 36

## Teaching Tips:

- Teach counting by 5's.
- Review dollars.
- Review addition on number line 10's.
- Review bar graph.
- Review oral counting to 80.

## Activities:

- ① Count out loud by fives to 100 using a number chart. Discuss with the student(s) that counting by fives means to count over five places on the number chart, to count every fifth number, or to add five to each number. Repeat the activity by having the student(s) follow along with the chart in Activity ①. Instruct them to trace every 5th number.



Lesson 55

① Count by 5's.

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	100

Trace every 5th number.

② How many dollars?


 \$ 6       \$ 4

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- ② Have the student(s) count the dollar bills in the activity and write the value.

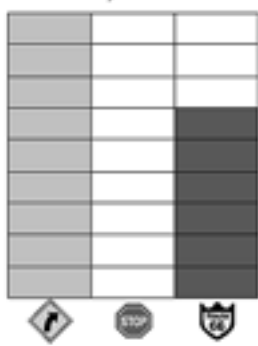
- ③ Review by adding several combinations of the 10's family on the white board. Instruct the student(s) to go to the first number in the addition fact. Count the number of marks needed for the second number. The mark you end on is the answer to the addition fact. Review with the student(s) the fact that when zero is added to number the answer is equal to the same number. Then discuss the fact that the number that comes after a given number is equal to the given number plus 1 (e.g. the number that comes after 11 is equal to  $11 + 1$ ). Guide the student(s) through the first problem. Allow them to finish the rest of the activity independently.
- ④ Tell the student(s) that a bar graph is used to help us count things. Have the student(s) look at the bar graph in the activity. Ask them why it is called a bar graph. Help them see that the bars picture the number of objects. Tell them that this bar graph is going to help them count how many curve signs, stop signs and Route 66 signs they have. If there are 5 blocks above the curve sign, then they have 5 curve signs. If there are 2 blocks then they have 2 objects, etc. Read the first sign to them. Ask them to count the blocks for each sign represented and write the number on the blank. Then read the second sign. Repeat this for the curve sign.




① Add.



$15 + 2 = \underline{17}$        $9 + 8 = \underline{17}$   
 $9 + 3 = \underline{12}$        $18 + 0 = \underline{18}$   
 $16 + 1 = \underline{17}$        $11 + 7 = \underline{18}$   
 $14 + 5 = \underline{19}$        $13 + 4 = \underline{17}$

④ Read the bar graph and write how many.



 0  
 6  
 9

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# Lesson 56 - Number after 20's

## Overview:

- Number after 20's
- Count by 5's
- Addition 10's
- Dollar

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Objects for counters
- Number flashcards
- Number chart
- Number line strips
- Addition flashcards 1's & 10's
- Count by 5's flashcards
- Dollar bills

## Teaching Tips:

- Teach number after 20's.
- Review counting by 5's.
- Review dollars.
- Review addition on number line 10's.
- Review oral counting to 80.

## Activities:

- ① The student(s) may refer to the pages in a book, a number line or to a number chart to see what number comes after a given number. They should be able to do the activity independently.

**Lesson 56**

① Write the number after.

21 22    20 21    28 29  
25 26    24 25    19 20  
27 28    22 23

② Count by 5's.

5 15 25 35 45 55 65 75 85 95

10 20 30 40 50 60 70 80 90 100

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- ② Count out loud with the student(s) by 5's to 100. Have them trace and count by 5's in Activity ② by tracing the numbers from the top of the football field to the bottom.

- ③ Review by adding several combination of the 10's family on the white board. Instruct the student(s) to go to the first number in the addition fact. Count the number of marks needed for the second number. The mark you end on is the answer to the addition fact. Review with the student(s) the fact that when zero is added to number the answer is equal to the same number. This activity is vertical addition. Remind them that the bar under the problem is used in place of the equal sign. Guide the student(s) through the first problem. Allow them to finish the rest of the activity independently.
- ④ Have the student(s) count the dollar bills in the activity and draw a line to match the value.

③ Add.

	9	10	11	12	13	14	15	16	17	18	19
$11$											
$+ 2$											
13											
$10$											
$+ 2$											
12											
$15$											
$+ 0$											
15											
$10$											
$+ 5$											
15											
$16$											
$+ 3$											
19											
$17$											
$+ 1$											
18											

④ Match.

$\$7$	
$\$4$	
$\$9$	
$\$2$	

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# Lesson 57 - Count to 60

## Overview:

- Count to 60
- Number after 20's
- Count by 5's
- Horizontal addition 10's

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Objects for counters
- Number flashcards
- Number chart
- Addition flashcards 1's & 10's
- Count by 5's flashcards
- Number line strips

## Teaching Tips:

- Teach counting items to 60.
- Review number after 20's.
- Review counting by 5's.
- Review dollars.
- Review addition on number line 10's.
- Review oral counting to 80.

## Activities:

- ① Count out loud by ones to 60 using the number chart. Have the student(s) count the flowers in the activity.

**Lesson 57**

① Count to 60.

② Write the number after.

25	26	28	29	19	20
22	23	26	27	20	21
27	28	23	24	21	22

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- ② The student(s) may refer to the pages in a book, a number line or to a number chart to see what number comes after a given number. They should be able to do the activity independently.

- ③ Count out loud with the student(s) by 5's to 100. Have them count by 5's in Activity ③ by writing the missing numbers. Display the 5's flashcards or a number chart for them to refer to.
- ④ On the white board demonstrate several addition fact (10–19) on the number line. Do some samples of adding a number to 9. This may be confusing for them since they count past 10 when they add. Read the directions to the student(s) for Activity ④. Have them count on the number line to find the first number in the addition fact. Then count to find the second and write that number as the answer to the addition fact. Do the same for the remaining problems. Some student(s) might need to use counters for this activity.

③ Count by 5's. Write the missing numbers.

④ Add.

$12 + 3 = \underline{15}$        $17 + 1 = \underline{18}$   
 $9 + 8 = \underline{17}$        $13 + 0 = \underline{13}$   
 $14 + 4 = \underline{18}$        $10 + 6 = \underline{16}$   
 $16 + 2 = \underline{18}$        $11 + 3 = \underline{14}$

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# Lesson 58 - Nickels

## Overview:

- Nickels
- Trace & write 50–59
- Time – hour
- Vertical addition 10's

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Objects for counters
- Number flashcards
- Number chart
- Addition flashcards 1's & 10's
- Nickels & pennies
- Number line strips
- Model clocks
- Worksheet 17 & 27




## Teaching Tips:

- Teach nickels.
- Teach writing numbers 50's.
- Review counting items to 60.
- Review time – hour.
- Review addition on number line 10's.
- Review oral counting to 80.



## Activities:



- ① Use play money 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 two ways to write a nickel's name. 5¢ or 5 cents. Quickly review counting by fives. Put several different sets of nickels

**Lesson 58**

①  = 5¢  front 5 cents  back 5¢

Count by 5's to find the amount.

 25 ¢  10 ¢

 20 ¢  30 ¢

② Trace and write the numbers 50–59.

50 51 52 53 54

55 56 57 58 59


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on the flannel board or white board and have the student(s) count them by fives to learn their value. Do the first problem together. They should be able to complete the activity on their own.

- ② Trace and write the 50's family. Remind the student(s) to use good spacing and penmanship.

- ③ Each student will need a small clock model. Have them put the long hand (minute hand) on twelve. As you call out or write on the white board several hour times, have them put the short hand (hour hand) pointing to the correct number. Do a similar activity with a digital clock model. Review writing just the hour number when “o’clock” is used.
- ④ On the white board demonstrate several addition facts (10–19) on the number line. Do some samples of adding a number to 9. This may be confusing for them since they count past 10 when they add. Read the direction to the student(s) for Activity ④. Have them count on the number line to find the first number in the addition fact. Then count to find the second and write that number as the answer to the addition fact. Do the same for the remaining problems. Some student(s) might need to use counters for this activity.

③ Write the time.

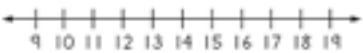


7 o'clock      2 o'clock      11 o'clock

6:00      3:00      8:00

6 o'clock      3 o'clock      8 o'clock

④ Add.



16	10	12	17
+ 2	+ 0	+ 2	+ 1
<span style="border: 1px solid black; padding: 2px;">18</span>	<span style="border: 1px solid black; padding: 2px;">10</span>	<span style="border: 1px solid black; padding: 2px;">14</span>	<span style="border: 1px solid black; padding: 2px;">18</span>
9	11	15	14
+ 2	+ 4	+ 3	+ 1
<span style="border: 1px solid black; padding: 2px;">11</span>	<span style="border: 1px solid black; padding: 2px;">15</span>	<span style="border: 1px solid black; padding: 2px;">18</span>	<span style="border: 1px solid black; padding: 2px;">15</span>

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# Lesson 59 - Place Value 10's

## Overview:

- Place value 10's
- Nickels
- Ruler
- Time – hour

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Objects for counters
- Number flashcards
- Place value chart
- Number chart
- Group of 10's flashcards
- Count by 10's flashcards
- Ruler – inches
- Digital clock flashcards for hours
- Clock model
- Nickels

## Teaching Tips:

- Teach place value 10's.
- Review counting by 10's.
- Review nickels.
- Review counting items to 60.
- Review time – hour.
- Review ruler – inches.
- Review oral counting to 80.

## Activities:

- Using place value materials for groups of ten and then counting them by tens will increase the student's understanding as they start the tens' place. Display 5 groups of ten and have the student(s) count them by tens. Example: 10, 20, 30, 40, 50. Therefore, the value of 5 groups of ten is 50. Make flashcards of the bowl-

**Lesson 59**

① Count to 10's.

place value  
tens | ones

tens | ones  
1 | 0

tens | ones  
2 | 0

tens | ones  
1 | 0

tens | ones  
4 | 0

tens | ones  
3 | 0

tens | ones  
2 | 0

② How much?

10¢

30¢

15¢

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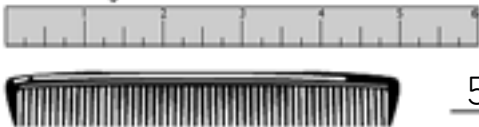
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ing pin pattern (red dots) used in this activity for review and practice. Have them trace the first 2 answers and count the other sets and write the number in the place value box.


- Use play money for the student(s) to see the front and back of the nickel. Review, "What is 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) "What is the value of a nickel?" Point out the three ways to write a nickel's name: 5¢, nickel or 5 cents. Quickly review counting by fives. Put several different sets of nickels on the white board and have the student(s) count them by fives to learn their value. They should be able to complete the activity on their own.

- ③ Review with the student(s) 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 long distances." Have the student(s) trace with their finger from the edge of the comb up to the ruler. This is the length of the comb. Allow the student(s) to complete the remainder of the activity.
- ④ Each student will need a small clock model. Have them put the long hand (minute hand) on twelve. As you call out or write on the white board several hour times, have them put the short hand (hour hand) pointing to the correct number. Have the student(s) point to where the short hand (hour hand) is to be drawn for each clock in this activity. Then, draw the hour hand making sure it is shorter than the long hand. Do a similar activity with a digital clock model by having the student(s) choose number flashcards for the hour that you call out. Have them place the flashcard on the digital clock model.

③ How long?



5 inches






2 inches

④ Write the time on the clocks.

7:00	2:00	11:00
7 o'clock	2 o'clock	11 o'clock

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6 o'clock	3 o'clock	8 o'clock

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# Lesson 60 - Find Perimeter

## Overview:

- Find perimeter
- Place value 10's
- Number after 20's
- Addition 10's

## Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Objects for counters
- Number flashcards
- Number chart
- Addition flashcards 1's & 10's
- Base 10 blocks
- Place value chart
- Group of 10's flashcards
- Count by 10's flashcards
- Number line strips

## Teaching Tips:

- Teach perimeter.
- Review place value 10's.
- Review counting by 10's.
- Review number after.
- Review oral counting to 80.

## Activities:

- The perimeter activities in this material will be counting practice. In this activity the student(s) are counting shoe prints in a rectangle shape. Have them practice this on the playground by counting the steps that they make as they walk around a table or another object. Instruct them to begin at the star and count the shoe prints. This number is a measurement, so when they write the number on the blank it is labeled with a shoe print.

**Lesson 60**

① Count the steps.

② Count the 10's.

place value  
tens ones

tens ones  
2 0

tens ones  
4 0

tens ones  
1 0

tens ones  
3 0

tens ones  
6 0

tens ones  
5 0

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- Using place value materials for groups of ten and then counting them by tens will increase the students' understanding as they continue the tens' place. Display 5 groups of ten and have the student(s) count them by tens. Example: 10, 20, 30, 40, 50. Therefore, the value of 5 groups of ten is 50. Instruct the student(s) to write a zero in the ones' place as a place holder. You cannot be the second person in a line if no one is first in the line. A 1 cannot represent 10 unless there is a 0 for a place holder. Many place value materials are available for purchase. To make them yourself, look at the student book to see how they should look. Cut ten 1" or 2" cardboard squares to represent the ones' place. Color them blue. For the tens' place cut ten stacks of ten squares. Color them red. Glue a magnet on the back of each piece to allow you to display place value concepts on any magnetic surface.

- ③ Drill number after by holding up a flashcard and asking the student(s) to say the next number. The student(s) may refer to the pages in a book, a number chart or a number line strip to see what number comes after a given number. They should be able to do the activity independently.
- ④ On the white board demonstrate several addition facts (10–19) on the number line. Have a student read the direction. Have them count on the number line to find the first number in the addition fact. Then count to find the second and write that number as the answer to the addition fact. Do the same for the remaining problems. Some student(s) might need to use counters for this activity.

③ Write the number after.



← 20 21 22 23 24 25 26 27 28 29 →

20	21	21	22	22	23
24	25	25	26	26	27
27	28	28	29		

④ Add.

← 10 11 12 13 14 15 16 17 18 19 →

$14 + 3 =$	<u>17</u>	$13 + 0 =$	<u>13</u>
$16 + 2 =$	<u>18</u>	$11 + 1 =$	<u>12</u>
$18 + 1 =$	<u>19</u>	$10 + 4 =$	<u>14</u>
$12 + 5 =$	<u>17</u>	$17 + 2 =$	<u>19</u>

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