Goals

- **K-1st** – To write numbers clearly; to have good eye-hand coordination and self-control to color carefully and within the lines; to recognize number words from zero to nine; to count to 100; to continue learning Addition Family 1.
- **2nd-3rd** – To review counting to 100; to know number words from zero to twenty; to know the terms of an addition problem; to know addition twins; to begin learning Addition Families 1-2.

Supplies

- **K-1st** –
  - As a reminder, student is asked to color a picture in a coloring book daily. You could also print a coloring page from a website like these:
    - [Aish.com - Torah portions (Jewish)](http://www.aish.com)
    - [Calvary Chapel - from Old and New Testament (Christian)](http://www.calvarychapel.com)
  - You may print a Hundreds Chart here.

- **2nd-3rd** –
  - 100 pennies and 1 one-dollar bill. Store money in a ziplock bag to be used during school time. (We’ll be using dimes, nickels, and quarters soon.)
  - You may print a Hundreds Chart here.

Day 1

- **Math Drills Together**
  Go to the kitchen. Count the following:
  - 3 plates
  - 2 forks
  - 1 spoon
  - 3 knives
  - 2 napkins
  - 1 bowl
  - 3 pans
  - 2 salt & pepper shakers
  - 1 teapot

  Go to the bathroom. Ask your child how many they see of each of these:
  - towels
  - faucet handles
  - bottles or bars of soap
• toothbrushes
• toilet paper rolls
• hairbrushes
• rugs

Go outside. Ask your child to count how many they see of each of these:
• clouds
• birds
• trees
• sidewalks
• driveways
• doors
• windows
• animals
• flowers

• **K-1st** –
  o Be sure that your child consistently forms his numbers the same way every time, always starting at the top. If better hand coordination is needed, then sprinkle cornmeal or sand in a baking pan, and have your child form his numbers first in cornmeal.
  o How well is your student recognizing number words? For beginning readers who haven’t even learned all their letters yet, this will be learning sight words. (We’re not big “sight word” fans, but we’ve found it practical for math. They can often figure out some of the easier words, like today’s *six* or *seven*. *One*, *two*, and *eight* are harder.)

• **2nd-3rd** –
  o It is easy to make mistakes when copying from the assignment sheet to notebook paper. Encourage your child to check his work after each section. Did he copy correctly?

**Day 2**

• **Math Drills Together**
  At the whiteboard, ask your child to draw circles to show how many:

  4 1 2 5 3 0

  Using a large teddy bear, doll, or other stuffed animal, measure how long things are.

  How many bears long is the couch?
  How many bears high is the table?
  How many bears tall is Mommy?
  etc.

  Using the number cards you used to make the clock (Week 1), draw one card at a time. Ask your child to count out that many buttons (or other manipulative you have handy).

  Line up 10 buttons. Count them from 1 to 10. Now count them from 10 to 1. Take them all away. Now how many buttons are there? (Zero)
• **K-1st** –
  o See Day 1.

• **2nd-3rd** –
  o When writing numbers (on assignments #1-2, for instance), encourage your child to line up his numbers neatly on his paper. It will help him see patterns in numbers.
  o Assignments #12-21 – Would it help your child to hold a small card or piece of paper under each number while rewriting, to help him keep his place?
  o Assignments #22-25 – Be sure the decimal points are clearly written.

### Day 3

• **Math Drills Together**
  On a Hundreds Chart, count to 10.

Looking at the 10’s column, count from 1 to 10:

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>(point to 1 and say 1)</td>
</tr>
<tr>
<td>20</td>
<td>(point to 2 and say 2)</td>
</tr>
<tr>
<td>30</td>
<td>(point to 3 and say 3)</td>
</tr>
<tr>
<td>40</td>
<td>(point to 4 and say 4)</td>
</tr>
<tr>
<td>50</td>
<td>(point to 5 and say 5)</td>
</tr>
<tr>
<td>60</td>
<td>(point to 6 and say 6)</td>
</tr>
<tr>
<td>70</td>
<td>(point to 7 and say 7)</td>
</tr>
<tr>
<td>80</td>
<td>(point to 8 and say 8)</td>
</tr>
<tr>
<td>90</td>
<td>(point to 9 and say 9)</td>
</tr>
<tr>
<td>100</td>
<td>(point to 10 and say 10)</td>
</tr>
</tbody>
</table>

Say:

- Find all the 0’s.
- Find all the 1’s.
- Find all the 2’s.
- Find all the 3’s.
- etc.

Ask your child if he can stack 10 pennies.
Ask your child if he can stack 10 books.
Ask your child if he can stack 10 shoes. 😊

• **K-1st** –
  o The number words on today’s worksheet are very small. Does your child need more practice? Can you write words on a white board for him? Make flashcards? Put them all over the refrigerator? 😊

• **2nd-3rd** –
  o When writing numbers (on assignments #1-4, for instance), encourage your child to line up his numbers neatly on his paper. It will help him see patterns in numbers.
  o Assignments #7-10 – It might help the student to circle the problem number on his page.
  o Assignments #11-15 – Does your child see the patterns?
  o Assignments #26-27 – If you don’t have a thermometer, you can download an app for your computer or phone, such as
Day 4

- **Math Drills Together**
  Today you’ll teach your child how to write the number one. Pour corn meal or sand into a 9”x13” pan. Using your finger, illustrate how to write a one:
  - Begin at the top line.
  - Make a straight line down to the bottom line.

Show your child some crayons. Ask your child to count the crayons. Add one more crayon. Now how many crayons do you have?

Go to the kitchen and bake something together. As you dump ingredients into a mixing bowl, talk about adding 1 to something. For instance, say:

*We’re going to measure 3 cups of flour.*
  One cup.
  How many cups of flour do we have now?
  That’s right! One!
  Now another cup.
  How many cups of flour do we have now?
  That’s right! Two!
  etc.

- **K-1st**
  o Does your child understand the concept of “one more”? If not, have your child spend time baking and cooking with you as often as possible, adding “one more” ingredient to recipes you are making. Count often, forwards and backwards.

- **2nd-3rd**
  o Assignments #25-33 – Does your child know how to spell each word correctly?
  o Assignments #34-35 – If you’re not sure, you can check weather history at [http://www.wunderground.com/](http://www.wunderground.com/)

Day 5

- **Math Drills Together**
  Play a game together that involves counting.

- **K-1st**
  o Today is a “test” day. You may wish to reward a perfect paper with a special prize.

- **2nd-3rd**
  o Today is a “test” day. You may wish to reward a perfect paper with a special prize.