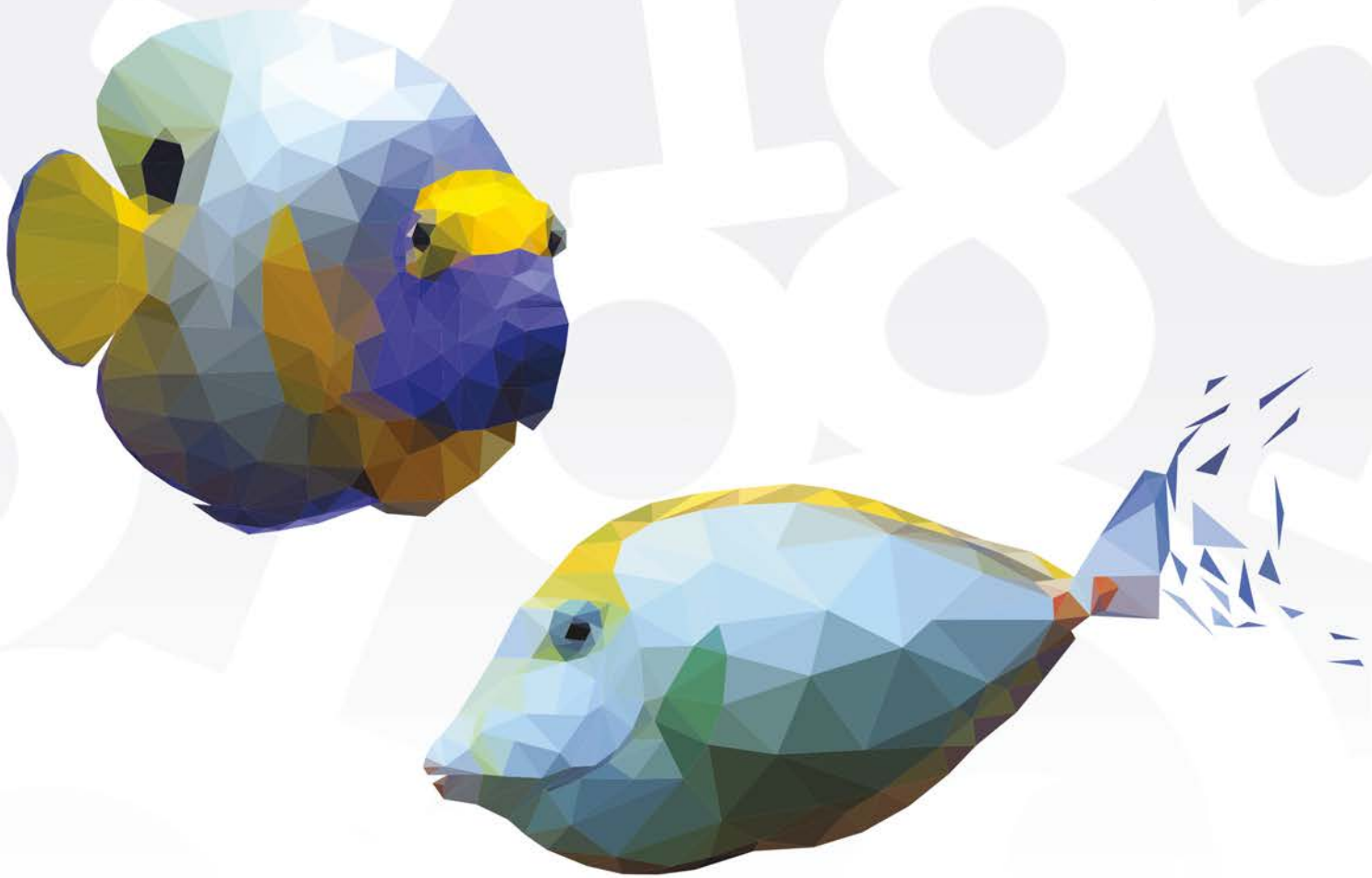


# MATH LESSONS FOR A LIVING EDUCATION

level k



Angela O'Dell  
& Carrie Bailey

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## Using This Course

**Features:** The suggested weekly schedule enclosed has easy-to-manage lessons that guide the reading, worksheets, and all assessments. The pages of this course are perforated and three-hole punched so materials are easy to tear out, hand out, grade, and store. Teachers are encouraged to adjust the schedule and materials needed in order to best work within their unique educational program.

**Lesson Scheduling:** Teachers read the pages in the book and then help students complete the corresponding sections. Assessments that may include worksheets, activities, quizzes, and tests are given at regular intervals with space to record each grade. Space is provided on the weekly schedule for assignment dates, and flexibility in scheduling is encouraged. Teachers may adapt the scheduled days per each unique student situation. As the student completes each assignment, this can be marked with an “X” in the box.



Approximately 30 minutes per lesson, five days a week, for 36 weeks



Puzzle answer keys are provided in the back



Worksheets are included for each section



Designed for grade K in a one-year course

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## Course Description

This book was written to be used by you and your young student together. It is the story of a twin brother and sister as they interact with their family, friends, and town. They begin making connections in life and find it is full of learning opportunities! As you read their story, your student will begin to feel a part of the twins' lives. They will learn about counting, basic shapes, opposites, positional words, graphing, and more. They will also learn about the weather, nature, and how unique God created them to be. They will be excited to join the twins as they encounter living math adventures. I hope you have a grand time on this adventure with the twins.

## Course Objectives: Students completing this course will

- ✓ Learn to count to 10 and numbers 0-10.
- ✓ Understand one-to-one correspondence up to 10.
- ✓ Explore weight and measurement through play and cooking.
- ✓ Make connections to their world by noticing basic patterns, shapes, and concepts of time.

### How can mathematics be taught as a living subject?

Have you ever noticed that we tend to compartmentalize when teaching our children? In real life, there aren't artificial barriers between "subjects." For example, when you are cooking or baking, you have to use the skills of reading, logical thinking, and measuring, just to name a few. In driving a car, you see and read road signs, read maps, and count miles. So why do we say to our students, "This is math, this is language, this is science/nature, this is history. . . ?"

I have learned that it is most natural and most effective to teach children, not subjects. For example, one conversation, which was originally about telling time, turned into a story about when I was a child and completely burned a batch of cookies because I didn't set a timer. Out came the timer, which was scrutinized closely by all within hearing. Out came the cookbook, which was carefully perused by two sisters, who decide they would like to make cookies and remember to set the timer. Little sister asked if she could help by measuring, and Mom said, "You know, guys, while you are making the cookies, I will play the audio book CD that we started last night!"

In this story, what if I had said, "NO, we are sticking to telling time, and we are going to drill about how to learn to tell time!" A wonderful chance to bring math to life would have slipped by. Even more sadly, the children would not have the chance to actually use the skill. They would have missed the opportunity to see how telling time is only part of the picture — they would have missed out on why telling time is important for them to learn, and how it can help them in everyday life.

I am not saying that there aren't times to stick to the topic on hand, and I most certainly am not saying that there isn't a time and place for drill. But drill cannot take the place of math in real life. One without the other is like love without discipline or discipline without love. We have to have balance! It has become quite clear to me that there is an abundance of math programs available that are nothing but monotonous drill sheets dressed up in pretty colors. Pretty colors do not make a living book. Content, story, and the ability to show math in real life make a living math book.

# Materials list for each lesson

It is suggested that certain items be made available to students each day. These would include something to write with (pencil or pen) and something to color with (crayons, colored pencils, or markers).

The following materials are recommended for specific lessons:

## Lesson 1

- A board game that uses color recognition and number recognition

## Lesson 2

- Small amount of paint to make fingerprints
- Items of various colors to play “I Spy”
- A board game that uses color recognition and number recognition

## Lesson 3

- Objects around the house to sort by color (blocks or cards)
- Painter’s tape or sidewalk chalk
- Cardstock (laminated if possible)
- Hole punch
- Shoe string

## Lesson 4

- Paper clips
- Dirt, sidewalk chalk, gravel, or leaves (if outside)
- Cereal or beans (if inside)
- Items around the house that are square shaped
- Blocks, paper clips, or other “counters” for measuring

## Lesson 5

- Objects or toys for tall/short, big/small comparisons

## Lesson 6

- Painter’s tape and post-it notes
- Toothpicks

## Lesson 7

- No additional items needed

## Lesson 8

- No additional items needed

## Lesson 9

- Raisins, nuts, and/or dried fruit for measuring

- $\frac{1}{4}$  cup,  $\frac{1}{2}$  cup, and 1 cup measuring cups

- Three kinds of apples for tasting (other fruit can be substituted)

- Post-it notes

- Toothpicks or pencils

- Recipe includes: 2 granny smith apples,  $\frac{1}{2}$  stick butter, 1 cup sugar, 2 packages crescent rolls, 12 oz soda, 9 x 13 cake pan

- Water for measuring

## Lesson 10

- Colored toothpicks with dispenser

- Measuring cups of various sizes

- Teaspoon

- Tablespoon

- Rice or cereal to measure

- Recipe includes: 1  $\frac{1}{2}$  cup unsalted butter,  $\frac{3}{4}$  cup powdered sugar,  $\frac{3}{4}$  teaspoon salt, 1  $\frac{1}{2}$  cup ground or finely chopped pecans, 4  $\frac{1}{2}$  teaspoons vanilla, 3 cups flour

## Lesson 11

- A toy

- Optional: items to put away using position words (in, on, below, etc.)

## Lesson 12

- Small objects for jumping over

## Lesson 13

- Dominoes

- Scissors

## Lesson 14

- Measuring utensils for liquids and solids (including 1 tablespoon, 1 cup, and 1 quart)

- Flour or salt

- Recipe includes: 1 can each of black beans, red kidney beans, pinto beans, corn, as well as 1 lb. ground beef, 1 8 oz. can tomato sauce, and

taco seasoning (shredded cheddar cheese, sour cream, tortilla chips, lettuce, and tomatoes)

- Blocks

#### **Lesson 15**

- Leaves or cardstock
- Plain white paper
- Tape

#### **Lesson 16**

- A nickel, dime, and quarter
- Piece of plain white paper

#### **Lesson 17**

- Blocks

#### **Lesson 18**

- Blocks
- A die
- Dominoes

#### **Lesson 19**

- Post-it notes or index cards
- Painter's tape or sidewalk chalk

#### **Lesson 20**

- Blocks
- A die

#### **Lesson 21**

- No additional items needed

#### **Lesson 22**

- Jump rope
- Blocks

#### **Lesson 23**

- Post-it notes

#### **Lesson 24**

- Thread
- Globe or ball

#### **Lesson 25**

- No additional items needed

#### **Lesson 26**

- Blocks
- A die

#### **Lesson 27**

- No additional items needed

#### **Lesson 28**

- Small toys or items from nature
- Sidewalk chalk for number line
- Pot/pan
- Wooden spoon

#### **Lesson 29**

- Hula hoops
- Blue toys (or books)
- Red toys (or books)
- Blue and red toys (or books)

#### **Lesson 30**

- Craft sticks
- Glue
- Tissue paper
- Scissors
- String or yarn

#### **Lesson 31**

- No additional items needed

#### **Lesson 32**

- 10 blocks or other counters
- Book
- Table

#### **Lesson 33**

- Bathroom scale
- Ball
- Clear glass jars
- Post-it notes
- Buttons or other counters

#### **Lesson 34**

- Items for pretend store (toys, etc.)
- Pennies, nickels, dimes, and quarters

#### **Lesson 35**

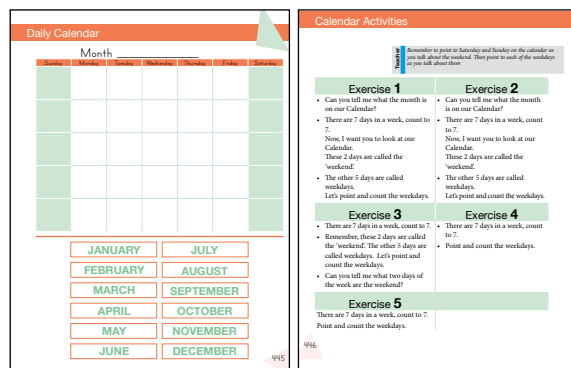
- 2 pieces of paper
- Marker to write on paper

#### **Lesson 36**

- No additional items needed

# Calendar Concepts

Each weekly lesson has a prompt for completing an optional calendar activity. The two-sided calendar page is in the back of the book, and can be removed and laminated for ease of use. Using an erasable marker, you can fill in the calendar each day and talk with your students about days, weeks, weekends, and months as you move through the math pages. Each daily exercise has several prompts to go over.



## Grading subjective assignments

Most often with math the grading is very objective. For example,  $2 + 2 = 4$ , and no amount of individual expression changes this answer. However, there are times in this course when the answer may depend on a student's reflections of what he or she has learned on a particular day or in a week of assignments. In these subjective cases, the teacher can base a grade for these responses on several more objective measures. Does the student seem to understand the question and answer it as clearly as possible? Does the answer seem complete or does it fail to answer all aspects of the question? So a student may receive full credit if they seemed to meet all the assignment requirements, may get a passing grade if they meet some of the requirements, or may need to repeat the assignment if they didn't meet any of the requirements.

A – Student showed complete mastery of concepts with no errors.

B – Student showed mastery of concepts with minimal errors.

C – Student showed partial mastery of concepts. Review of some concepts is needed.

D – Student showed minimal understanding of concepts. Review is needed.

F – Student did not show understanding of concepts. Review is needed.



## First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester-First Quarter					
Week 1	Day 1	Read Lesson 1 • Pages 15-16 Complete Lesson 1 Exercise 1 • Pages 17-18			
	Day 2	Complete Lesson 1 Exercise 2 • Pages 19-20			
	Day 3	Complete Lesson 1 Exercise 3 • Pages 21-22			
	Day 4	Complete Lesson 1 Exercise 4 • Page 23			
	Day 5	Complete Lesson 1 Exercise 5 • Page 24			
Week 2	Day 6	Read Lesson 2 • Pages 25-26 Complete Lesson 2 Exercise 1 • Page 27			
	Day 7	Complete Lesson 2 Exercise 2 • Page 28			
	Day 8	Complete Lesson 2 Exercise 3 • Pages 29-30			
	Day 9	Complete Lesson 2 Exercise 4 • Pages 31-32			
	Day 10	Complete Lesson 2 Exercise 5 • Pages 33-34			
Week 3	Day 11	Read Lesson 3 • Pages 35-36 Complete Lesson 3 Exercise 1 • Page 37			
	Day 12	Complete Lesson 3 Exercise 2 • Pages 38-39			
	Day 13	Complete Lesson 3 Exercise 3 • Page 40			
	Day 14	Complete Lesson 3 Exercise 4 • Page 41			
	Day 15	Complete Lesson 3 Exercise 5 • Page 42			
Week 4	Day 16	Read Lesson 4 • Pages 43-44 Complete Lesson 4 Exercise 1 • Pages 45-46			
	Day 17	Complete Lesson 4 Exercise 2 • Pages 47-48			
	Day 18	Complete Lesson 4 Exercise 3 • Pages 49-50			
	Day 19	Complete Lesson 4 Exercise 4 • Pages 51-52			
	Day 20	Complete Lesson 4 Exercise 5 • Pages 53-54			
Week 5	Day 21	Read Lesson 5 • Pages 55-56 Complete Lesson 5 Exercise 1 • Pages 57-58			
	Day 22	Complete Lesson 5 Exercise 2 • Pages 59-60			
	Day 23	Complete Lesson 5 Exercise 3 • Pages 61-62			
	Day 24	Complete Lesson 5 Exercise 4 • Pages 63-64			
	Day 25	Complete Lesson 5 Exercise 5 • Pages 65-66			
Week 6	Day 26	Read Lesson 6 • Pages 67-68 Complete Lesson 6 Exercise 1 • Pages 69-70			
	Day 27	Complete Lesson 6 Exercise 2 • Pages 71-72			
	Day 28	Complete Lesson 6 Exercise 3 • Pages 73-74			
	Day 29	Complete Lesson 6 Exercise 4 • Pages 75-76			
	Day 30	Complete Lesson 6 Exercise 5 • Pages 77-78			

# Counting to 5, Circles, and Calendar Concepts

## Lesson 1

“Mama, when is it going to stop raining?” Charlie’s question was muffled because his nose was pressed against the living room window. It seemed like it had been raining forever! Charlie’s twin sister, Charlotte, stood next to him and stared out at the gray sky. It was the middle of April, and the cold, Minnesota winter had given away to a warm but soggy, wet spring. The twins’ mom came to stand behind her two unhappy children. She wished it would stop raining, too.



“Children, why don’t you come into the kitchen with me,” she asked as she placed a hand on each of their heads. Sighing, they both nodded and turned away from the window.

“Can we help you make cookies, Mama?” Charlotte asked hopefully.

“Sure! Why don’t we make Daddy his favorite molasses cookies?” Mama was happy to see the children smile. As the rain continued to pitter-patter on the kitchen window awning, the three of them sang songs and worked together to stir up a batch of special cookies for Daddy.

They were having such a grand time together, they did not even realize that the rain had stopped until the sun was shining brightly through the window and into the kitchen.

“Mama! It stopped raining!” Charlie shouted. He had run back to his place at the living room window. “Wow!” he exclaimed in awe, “Look at the rainbow!” Charlotte raced to stand next to him, wiping her floury hands across her forehead to move the hair out of her eyes.



“Mama! Come look!” Charlotte called over her shoulder. “It’s the brightest rainbow I’ve ever seen before! Can we go outside to play now? Please?” Charlotte turned her face up to her mom.

“Yes, I don’t see why not!” her mom answered as she wiped Charlotte’s forehead with the corner of her apron. “Make sure you both put on your rubber boots!” she called out after her children, who had raced to the coat closet by the back door.

“Wooohooo! I love spring!” Charlie hooted in glee.

“Come on, Charlie, let’s go outside to see the rainbow!” Charlotte urged her brother.

## Calendar:

- Complete the calendar.
- Review on back of calendar.

### Teacher

*See front matter for instruction on how to teach Calendar concepts.*

*These concepts are taught over the whole year. They are not going to grasp this all yet, but it is a simple basic introduction.*

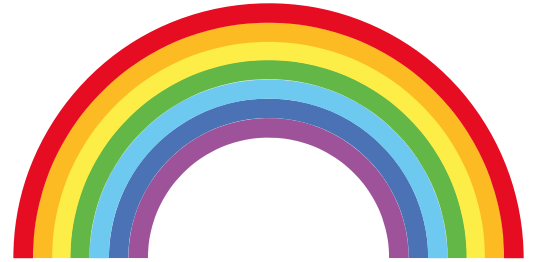
Name \_\_\_\_\_

# Exercise 1

Day  
1

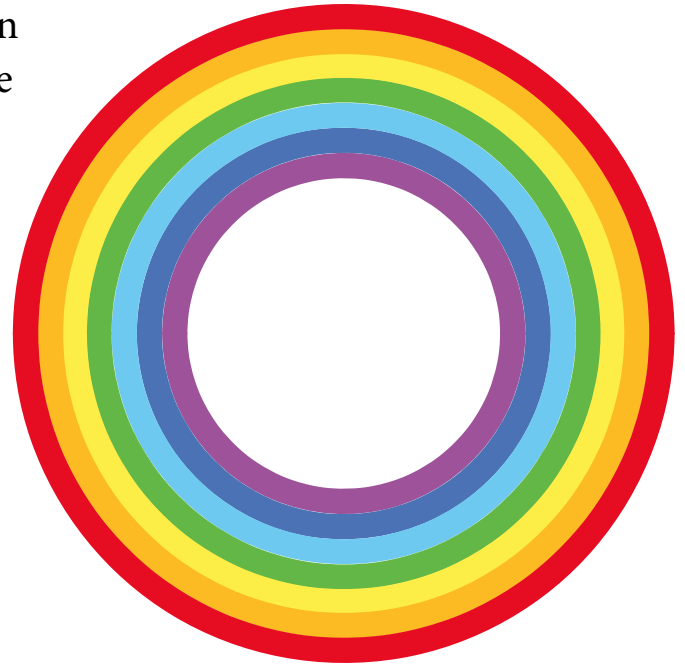
## Application:

Have you ever seen a rainbow? I bet when you have seen a rainbow that you thought it was only part of a circle like this.



A rainbow is actually a full circle! You can only see part of it unless you are up in the sky at a certain angle. A rainbow stands for a promise from God.

Notice that a circle has no stopping points. It is kind of like a ball. Look around and see if you can find things that are shaped like a circle.



## Critical Thinking:

Let's learn about different kinds of lines. Trace them with your finger.

This is a straight line. Count the straight line. One!



This is a curved line. Count the straight line and the curved line. One, two!



This line has both curved lines and straight lines. Count all the lines. One, two, three!



Name \_\_\_\_\_

# Exercise

# 1

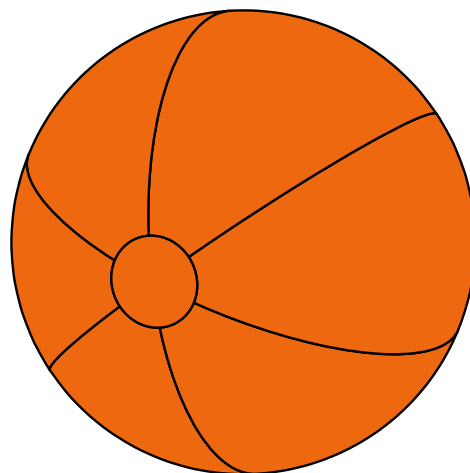
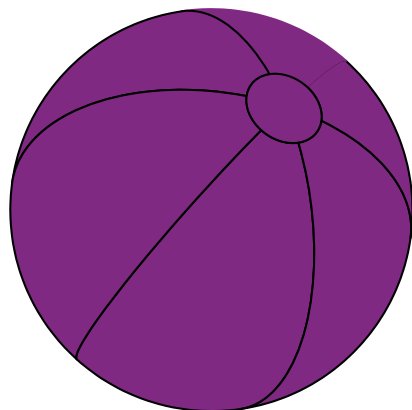
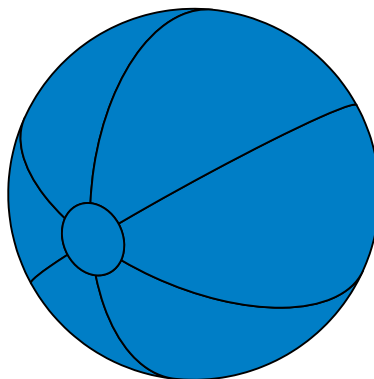
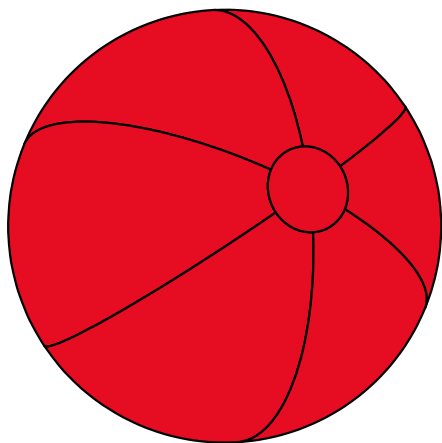
Day  
1

Which number below is blue with a curved line?

Which one is orange with a straight line?



- Circle the ball that is purple.
- Put a mark on the ball that is red.
- Count all the balls. One, two, three, four!



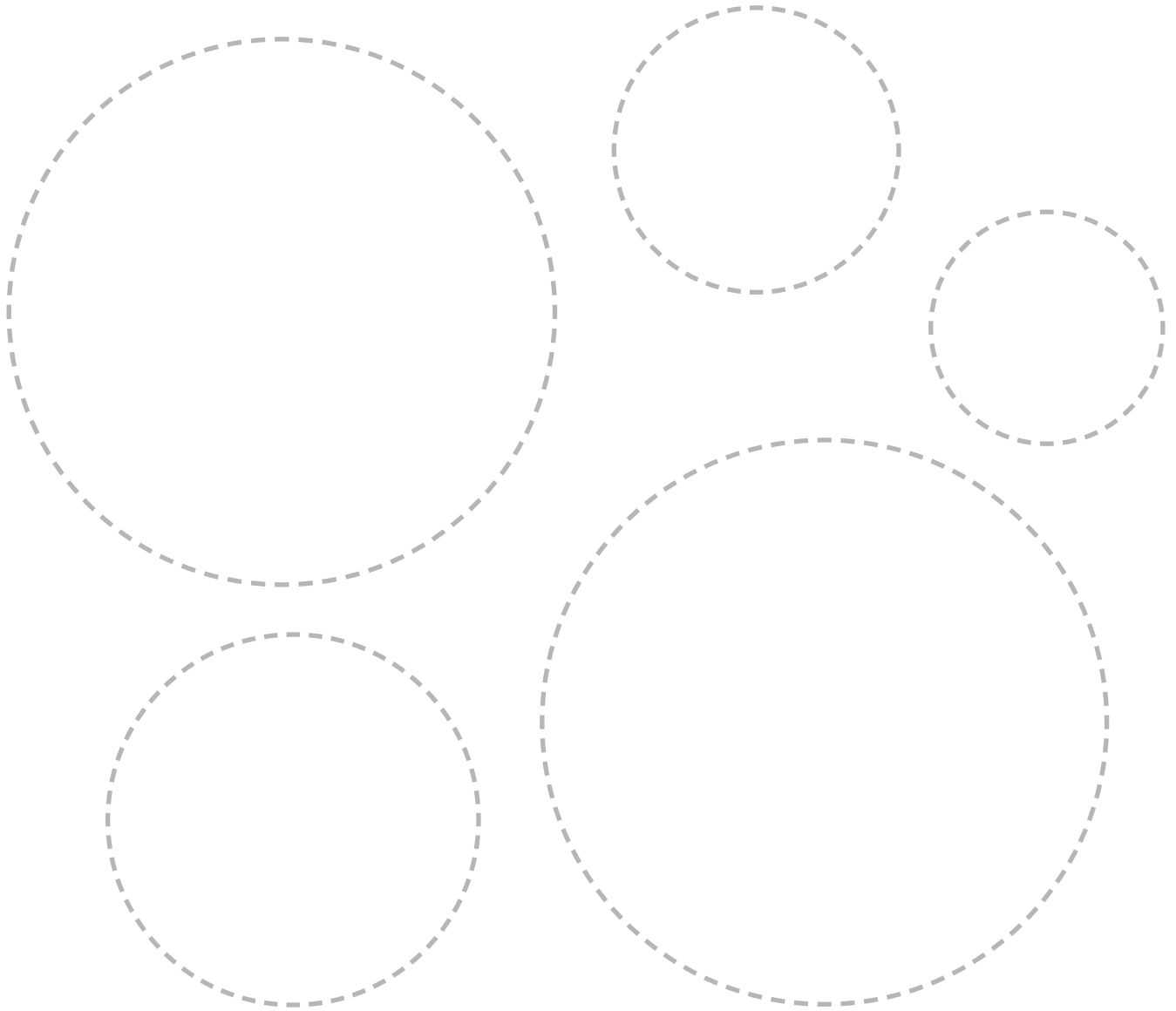
Name \_\_\_\_\_

# Exercise 2

Day  
2

## Application:

- Trace the circles on the page with your finger.
- How many circles do you have?



Now, count to 5.  
One, two, three, four, five!

### Teacher

*If a student struggles to count on his or her own, just repeat this throughout the day, even sing a rhyme with it. They do not need to count items, just count.*

Name \_\_\_\_\_

Exercise

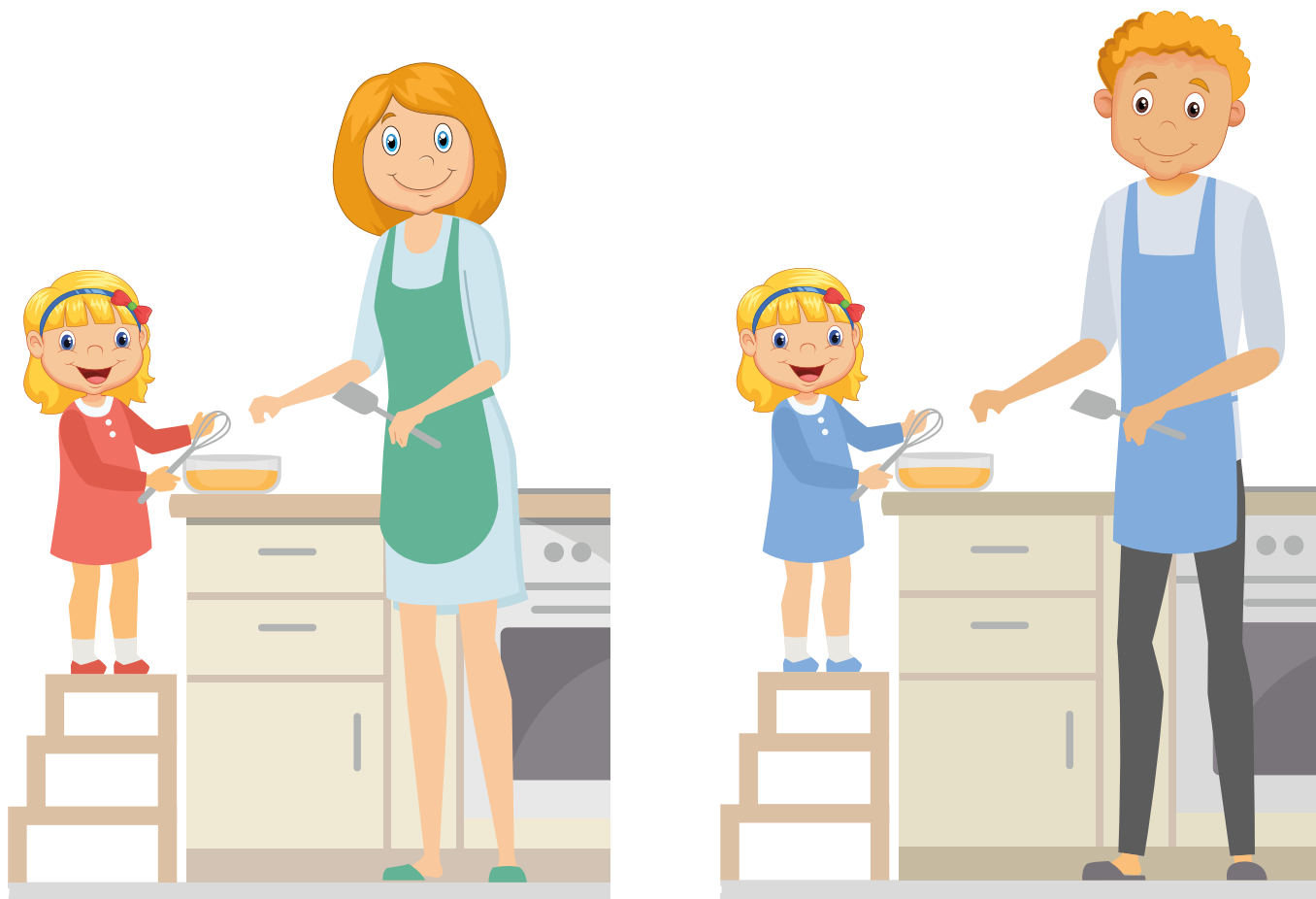
2

Day  
2

## Critical Thinking:

Can you find me? Point to the right answer.

- I am wearing a red dress.
- I have a blue apron on.
- I have a red bow and blue shoes.
- I am wearing a green apron.



Now, count all the smiles. One, two, three, four!

## Application:

Counting objects is fun! When we count items, we often touch them as we count.

Look at the picture of the cupboard and count all five items. Point to each item as you count.

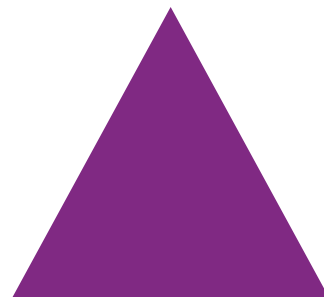
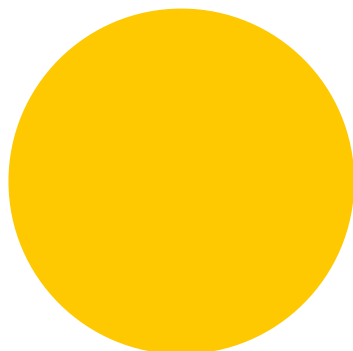
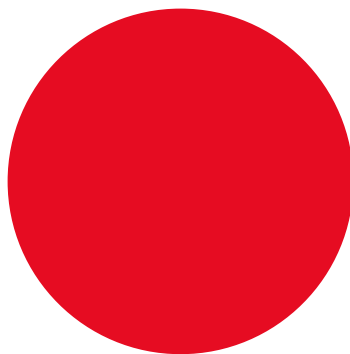
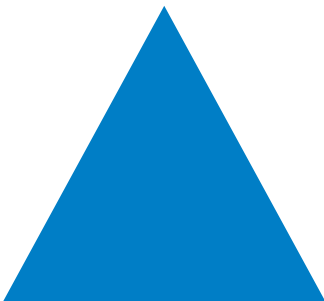
One, two, three, four, five!

Let's do it again and hop as we count.



## Critical Thinking:

- Circle the red shape.
- Do you know what shape it is?





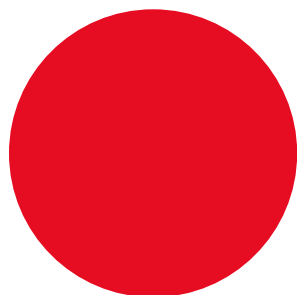
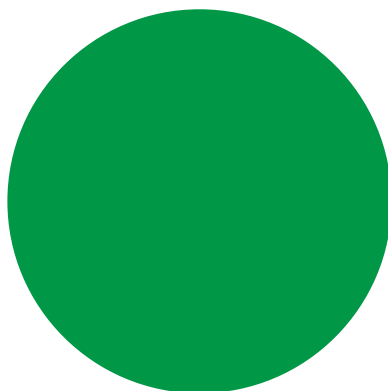
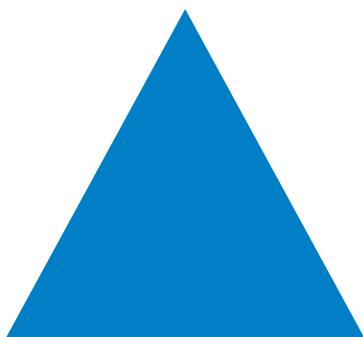
Name \_\_\_\_\_

# Exercise

# 3

Day  
3

- Use a blue crayon to draw a line to connect the blue shapes.
- Use a red crayon to connect the red shapes.
- Use a green crayon to connect the green shapes.



Name \_\_\_\_\_

## Application:

Let's play a game!

## Critical Thinking:

Can you find me?

- How many kids have a white shirt? (One!)
- How many kids have stripes on their shirts? (Two!)
- How many kids have blue pants? (Three!)
- How many girls are there? (Four!)
- How many kids are standing up? (Five!)

**Teacher**

*Play a board game using color recognition and number recognition, such as Chutes & Ladders® or Candy Land®, etc.*



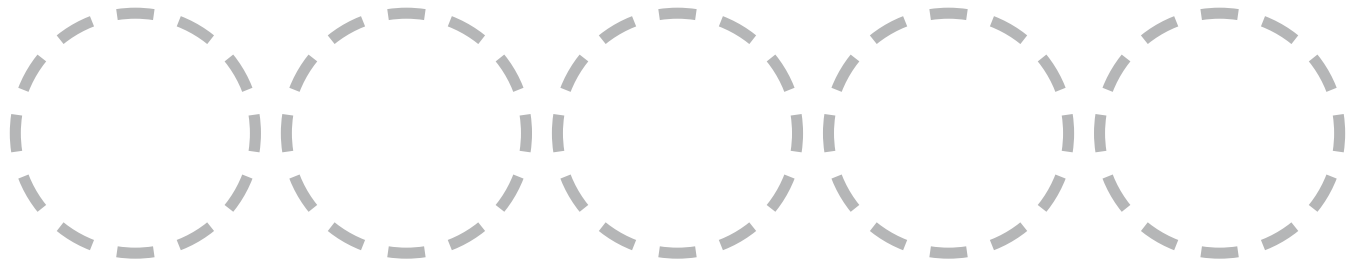
Do you know about the four seasons? There is fall, winter, spring, and summer. Fall or autumn is generally when the world gets cooler and leaves start to fall off the trees. Then comes winter, generally the coldest time of the year when it sometimes snows. After that the spring comes, when flowers and plants grow again, and it gets warmer. Finally, there is summer, the hottest time of the year. Say them with me now: fall, winter, spring, and summer!

Do you remember what season Charlie and Charlotte were in as their story started? It was spring!



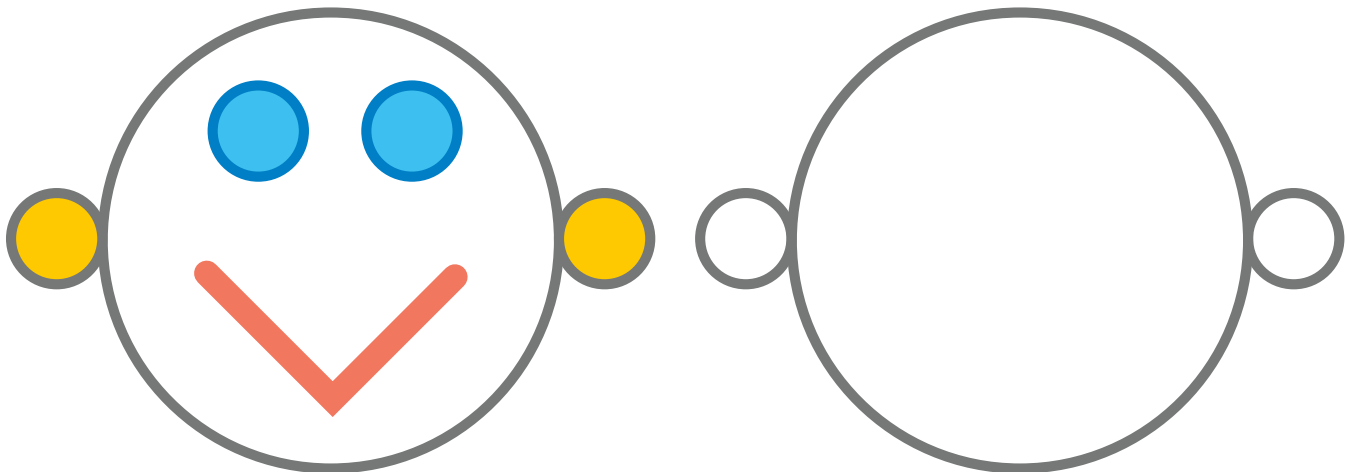
## Application:

Trace and count the circles. One, two, three, four, five!



## Critical Thinking:

Complete the picture by copying.



# Number of the Week: 9, and Differences

“WOW! You two have grown!” exclaimed Mom as she recorded the twins’ height and weight on the door frame of Grandma’s screened porch.



Charlie had grown 2 inches and gained 4 pounds while Charlotte had grown  $1\frac{3}{4}$  inches and gained 3 pounds. “That’s a lot since we measured you just a few months ago.” The twins grinned happily at how much they had grown.

“Mama, do you think we are big enough to ride Peanut?” Charlie hopped from one foot to the other. “Dad said that we have to be big enough to reach the horn of the saddle when it’s on Peanut’s back, before we could ride!”

“I don’t know, Charlie. Why don’t you two get your coats, hats, and boots on and go ask Daddy,” Mom said smiling down at her excited children.

“Whoopeeeee!” Charlie howled in glee. “Come on, Charlotte!” The twins ran to put on their coats, hats, and boots, and with excited chatter, ran out to find Dad. After explaining to him that Mom had just measured them, the children asked if they were big enough to ride the pony all by themselves.

“I don’t know, kiddos!” Dad answered. “The only way to find out is to try! You two go carry the saddle out from the tack room — make sure to bring the saddle blanket as well. And bring the bridle as well. Make sure you get the small curb bit, not the snaffle,” Dad instructed the children. They ran off to get everything.

“Dad, this saddle is too heavy for me to carry. Will you help us?” called Charlie as they tried to lift it from the saddle rack.

“Sure,” Dad replied coming to lift the small, leather western saddle from the rack, handing the saddle blanket to Charlie to carry and the bridle to Charlotte.

The twins remembered the Bible story about David putting on Saul’s armor and how heavy it must have been, especially if a pony saddle was this heavy. Charlie grunted, “Dad, could you help me again?” He was having difficulty tightening and buckling the girth on Peanut’s saddle around the plump pony’s middle.

As Dad helped Charlie with the girth, Charlotte stood by watching and holding the bridle. Peanut’s teeth looked a lot bigger and sharper than she remembered! It sure was a lot of work getting a saddle on a pony, Charlotte thought to herself. *Someday I’ll be big and strong enough to do it by. . . .* Suddenly, Charlotte jumped and gave a startled yelp. A long spider’s web was flying in her face and sticking in her hair. “Charlie look!” exclaimed Charlotte as she showed Charlie the web.

“Isn’t it amazing how strong and stretchy a spider’s web is?” Dad asked as Charlie and Charlotte nodded. “This is one way God shows us how something small can be strong. Like Peanut here. He’s small for a horse, but he’s strong enough to carry you two on his back! Who wants to go first?”

## Calendar:

- Complete the calendar.
- Review on back of calendar.

Name \_\_\_\_\_

# Exercise 1

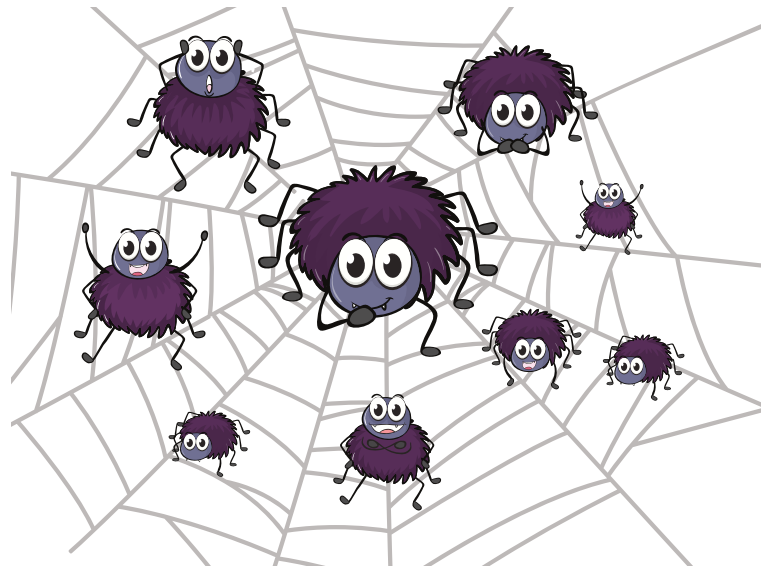
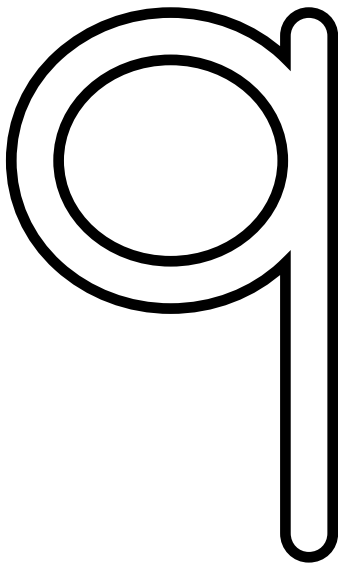
Day  
116

## Application:

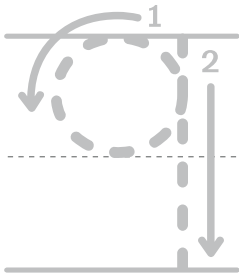
Number of the Week:

9 — N-I-N-E spells nine.

This is the number 9. Count the 9 spiders.

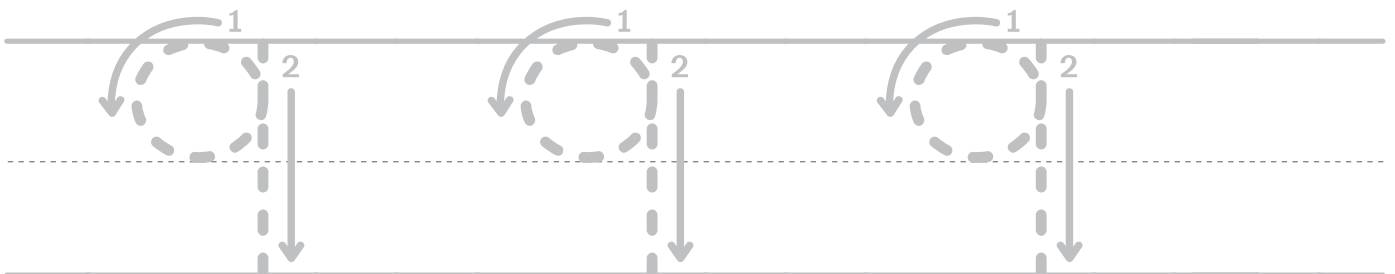


When we write a 9, we start at the top line:



“Over, around, down to the line, that’s the way we make a 9.”

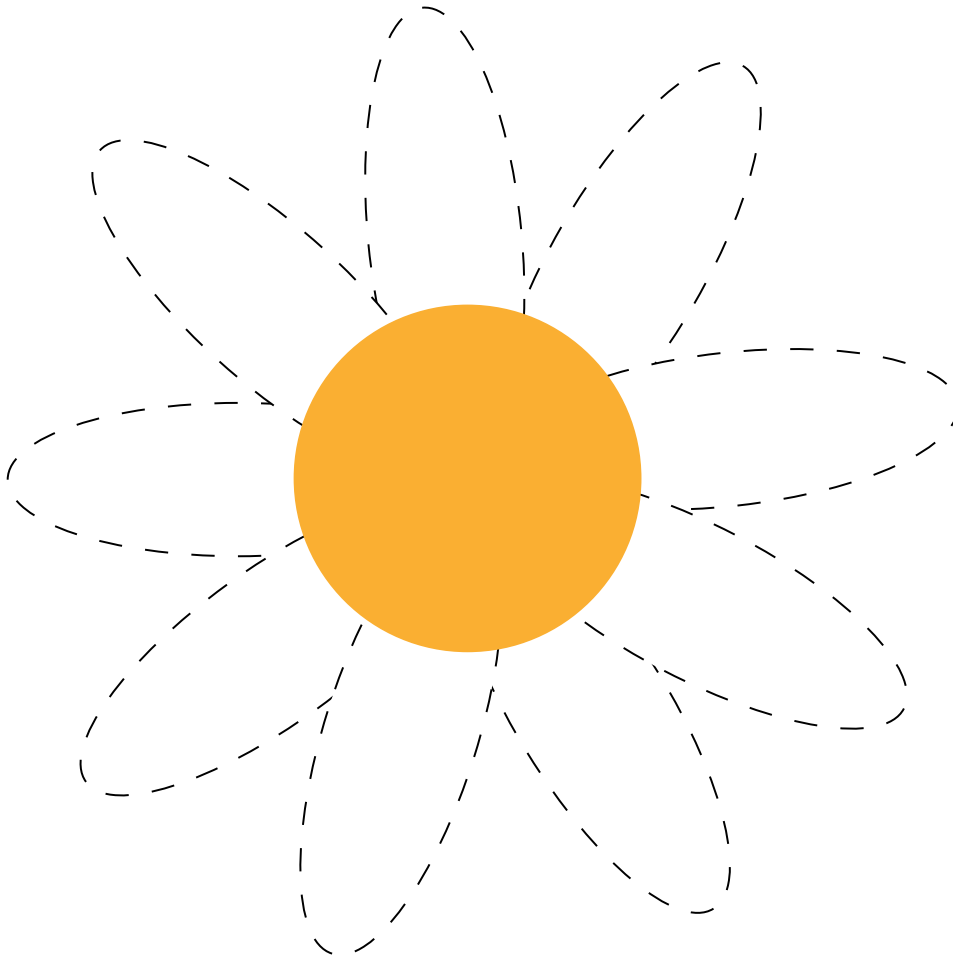
Trace the 9’s:



## Critical Thinking:

Bees are very busy workers. Bees flap their wings 200 times per second which is what gives them the buzz sound. Bees make 12 collection trips a day, and visit 500–1000 flowers on each trip. They work almost non-stop from sunrise to sunset. They only stop for a 30-second nap if they need a break. They make honey, which is known as a miracle food. It contains almost every nutrient for life — and it won't spoil for years, even thousands of years! Archaeologists have found pots of honey in ancient Egyptian tombs and it's still good to eat! Isn't it amazing that God gave us bees and honey to help us?

Trace and color the 9 pedals of the flower.

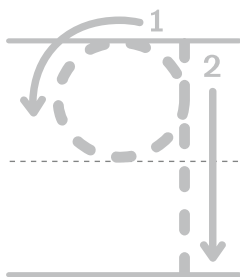


# Application:

**Number of the Week:**

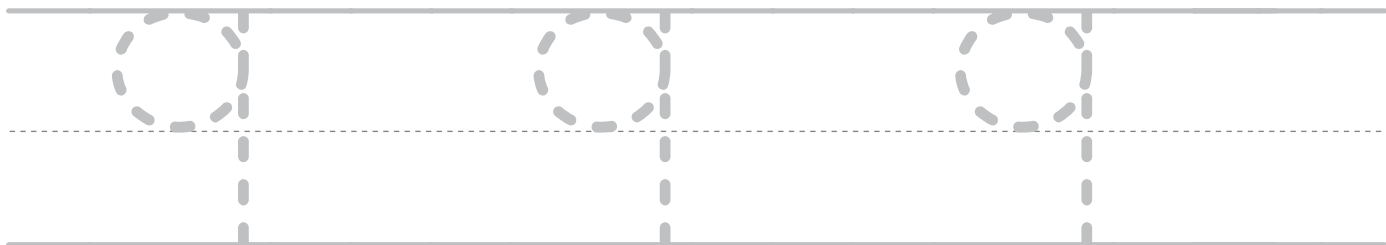
**9 — N-I-N-E spells nine.**

This is the number 9. When we write a 9, we start at the top line:



“Over, around, down to the line, that’s the way we make a 9.”

Trace the 9’s:



Trace and count. Color in the squares for the amount of each number.

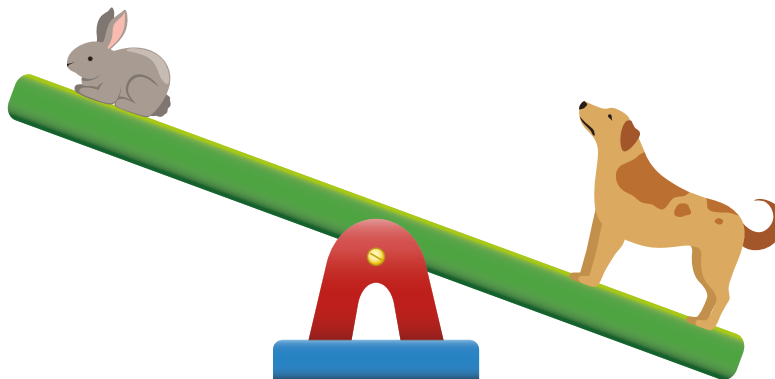
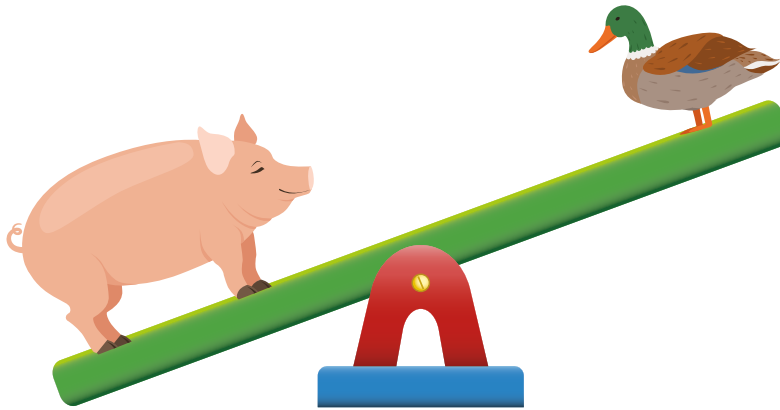




## Critical Thinking:

When we look at a scale like this, called a balance, it kind of looks like a teeter totter! If the item weighs more, it pushes the scale down.

Tell your teacher which one weighs the most.



Name \_\_\_\_\_

# Exercise 3

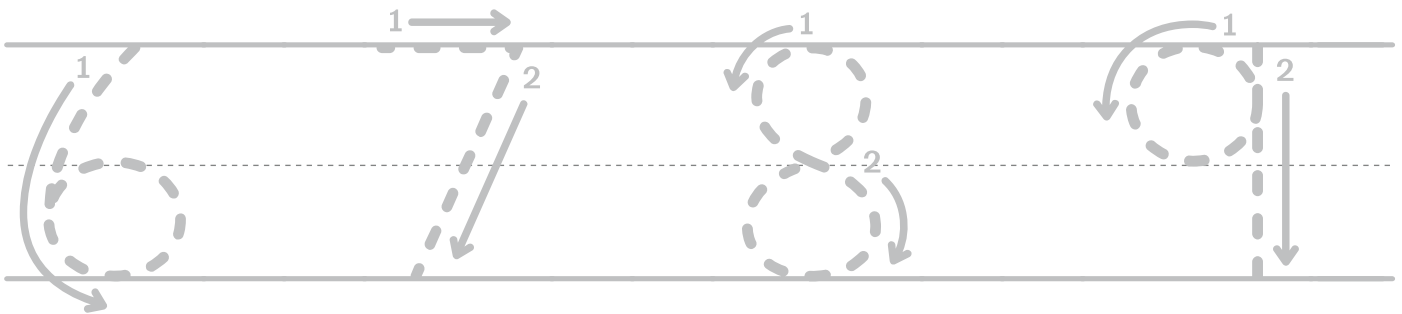
Day  
118

## Application:

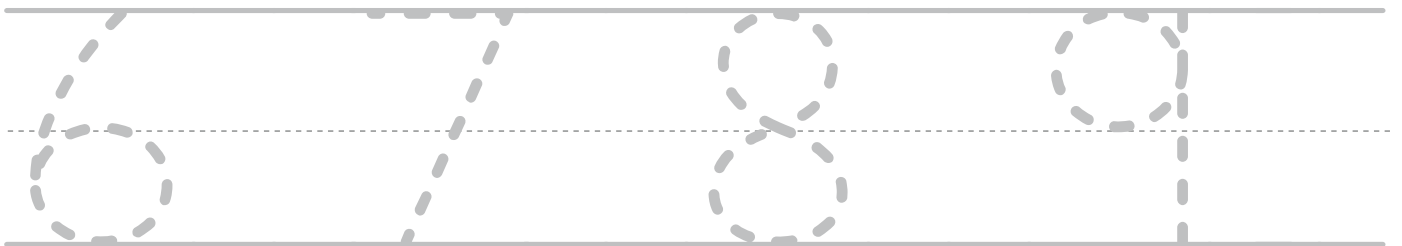
Number of the Week:

9 — N-I-N-E spells nine.

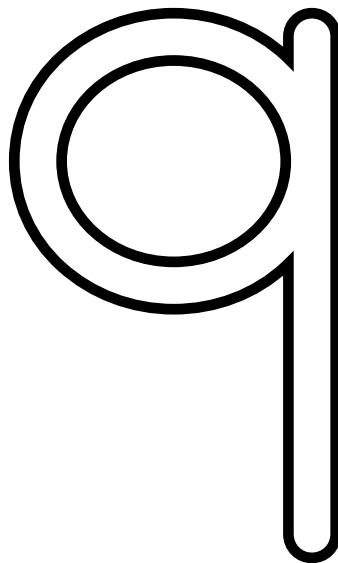
Let's practice writing the numbers we have learned so far.



Let's trace these.



Color the number 9.





Name \_\_\_\_\_

# Exercise 4

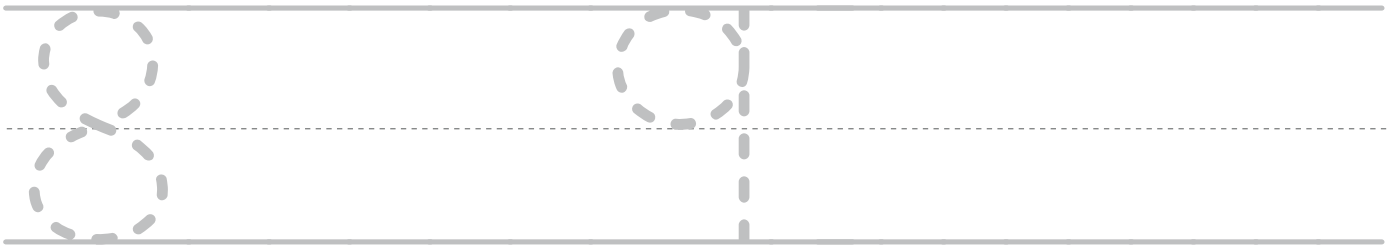
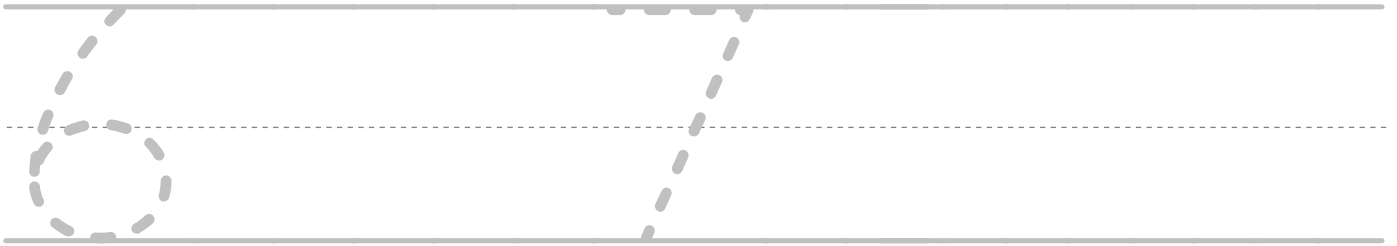
Day  
119

## Application:

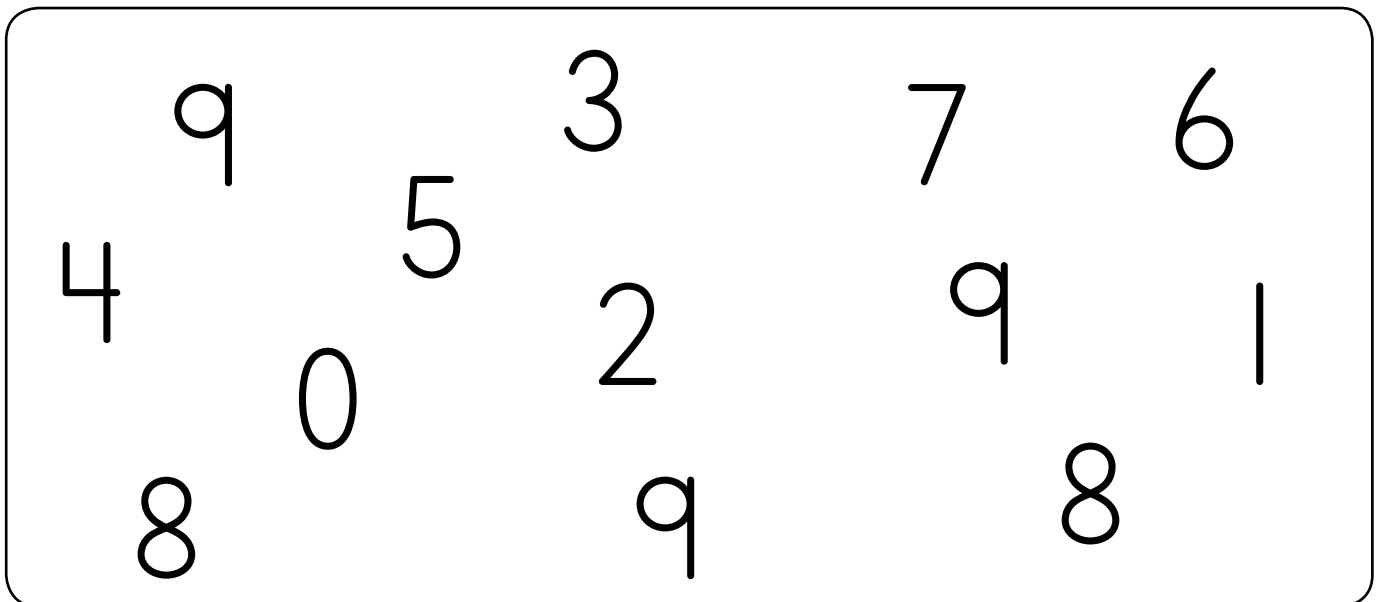
Number of the Week:

9 — N-I-N-E spells nine.

Let's practice our numbers. Try writing the number next to the one you traced.



Circle the 9's.



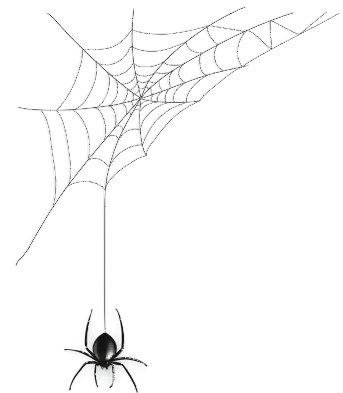
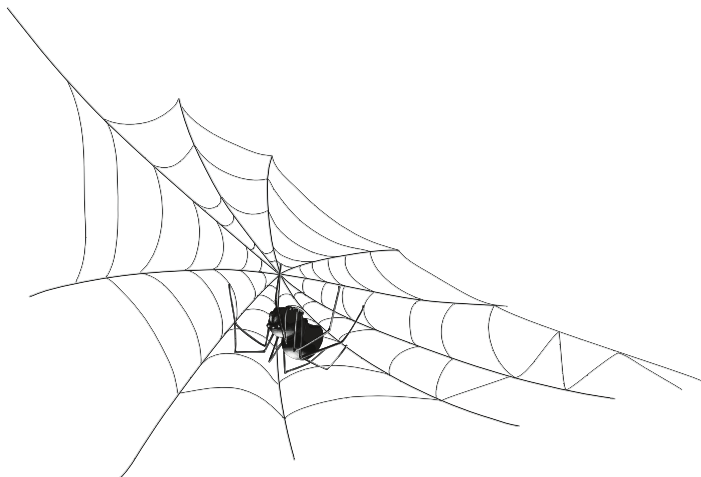
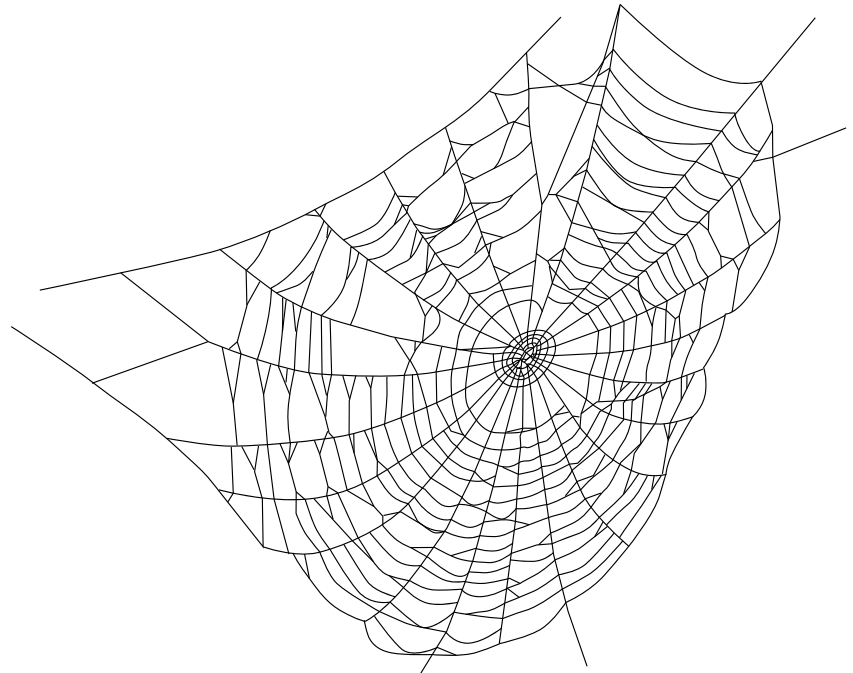
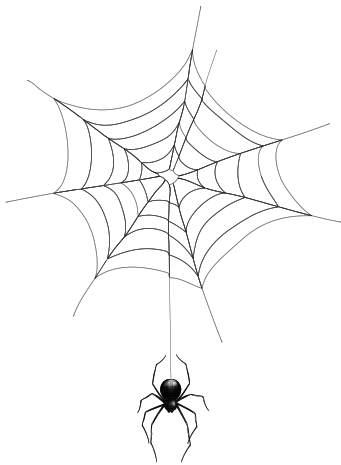
## Critical Thinking:

Spider webs barely weigh anything.

Use thread to make a circle around a globe or ball.

If you had a spider web that went around the earth, it would only weigh a little over 1 pound (18 oz.). That is barely over the weight of a loaf of bread. Spider webs are also very strong. The webbing is tougher than steel, but more flexible than nylon! In the South Pacific Islands, they even use it for fishing.

Remember, spider webs do not weigh a lot. Which web would weigh the most? Circle it.



Name \_\_\_\_\_

# Exercise 5

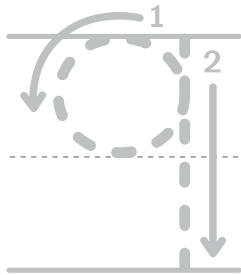
Day  
120

## Application:

Number of the Week:

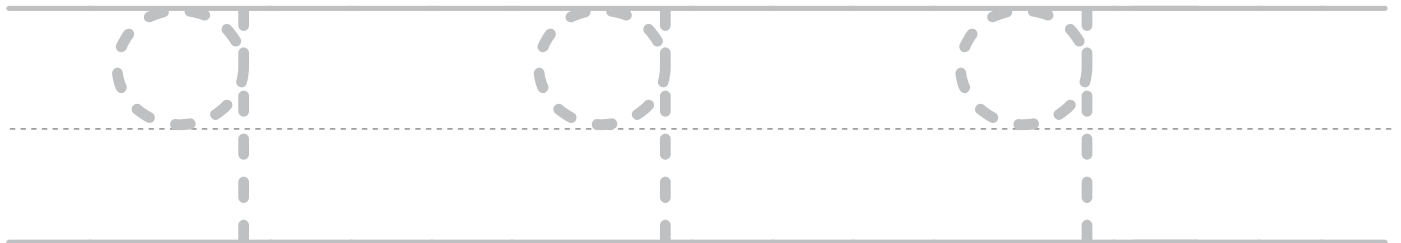
9 — N-I-N-E spells nine.

This is the number 9. When we write a 9, we start at the top line:






“Over, around, down to the line, that’s the way we make a 9.”

Trace the 9’s:



Count and circle the number of faces there are.

	1 2 3 4 5 6
	1 2 3 4 5 6
	1 2 3 4 5 6

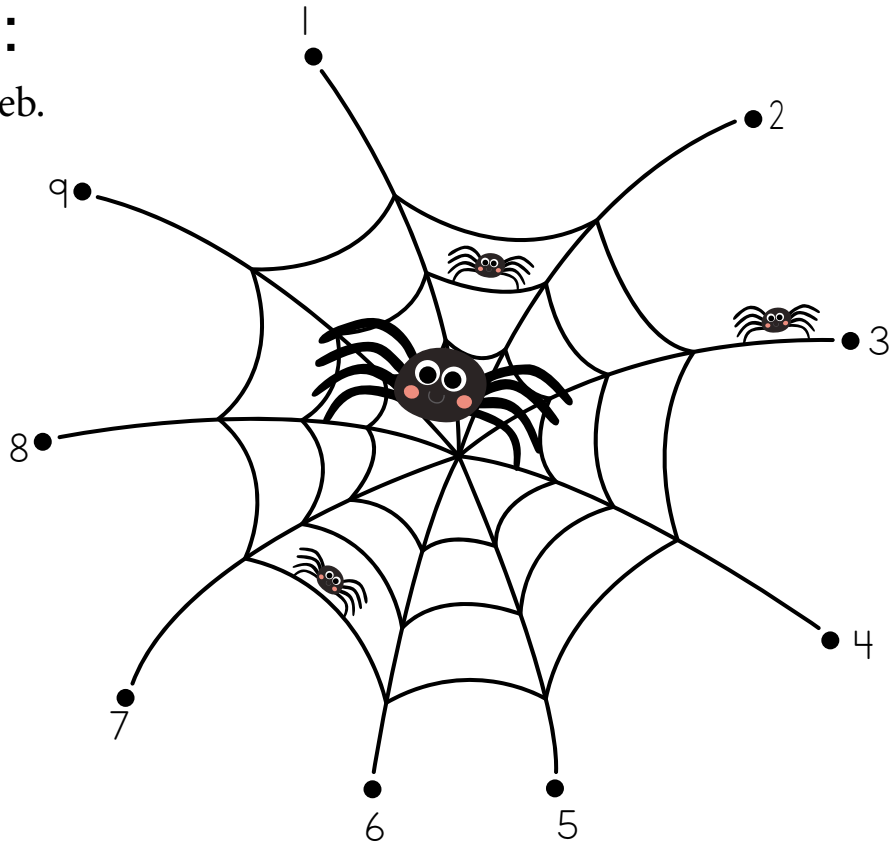
Name \_\_\_\_\_

# Exercise 5

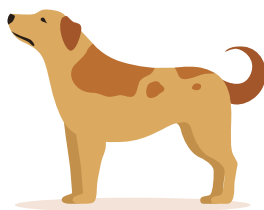
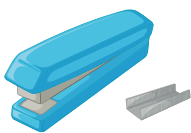
Day  
120

## Critical Thinking:

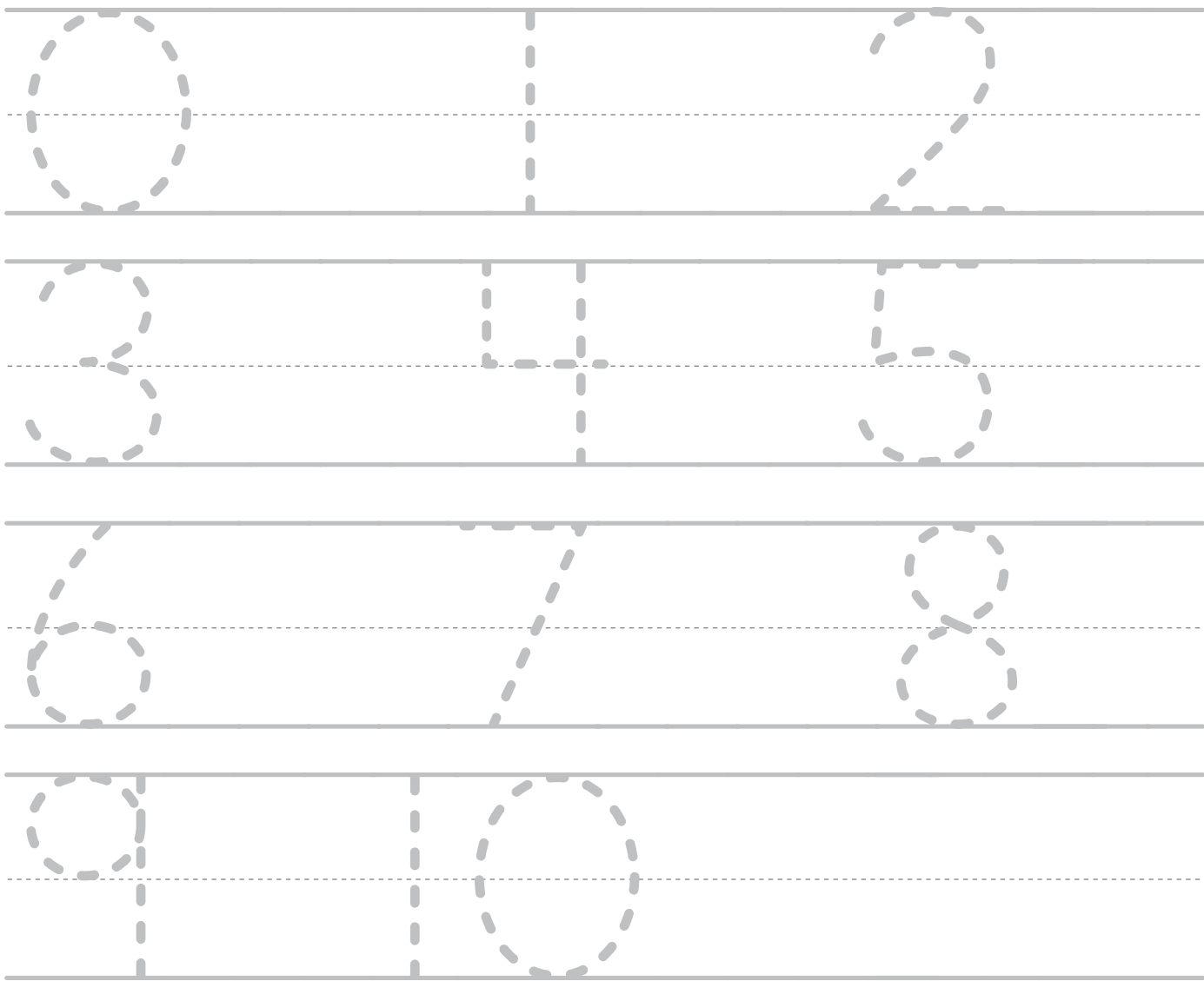
Help the spider finish its web.



Which one is heaviest? Which one is lightest?



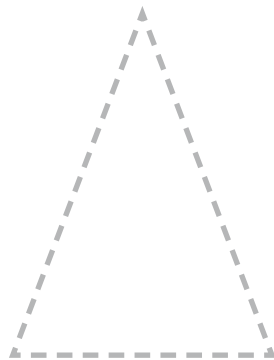
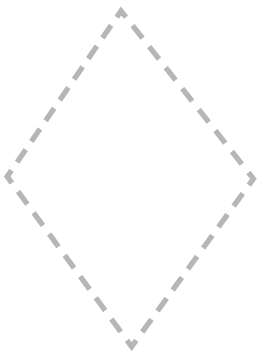
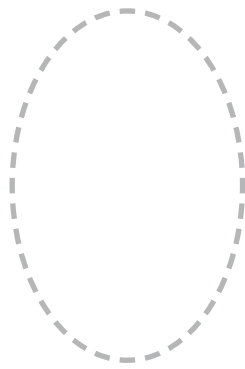
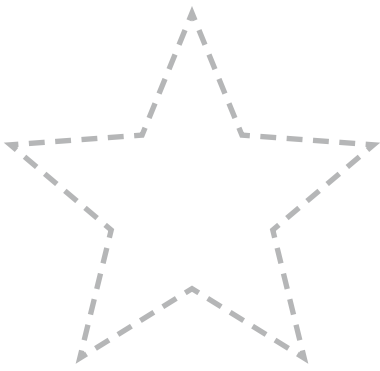
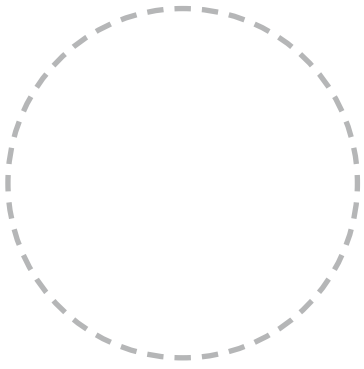
# Number Practice Sheet



Remove from book and laminate. Use with washable markers.



# Shape Practice Sheet



# Daily Calendar

Month \_\_\_\_\_

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

**JANUARY**

**JULY**

**FEBRUARY**

**AUGUST**

**MARCH**

**SEPTEMBER**

**APRIL**

**OCTOBER**

**MAY**

**NOVEMBER**

**JUNE**

**DECEMBER**

# Calendar Activities

Teacher

*Remember to point to Saturday and Sunday on the calendar as you talk about the weekend. Then point to each of the weekdays as you talk about them*

## Exercise 1

- Can you tell me what the month is on our Calendar?
- There are 7 days in a week, count to 7. Now, I want you to look at our Calendar. These 2 days are called the 'weekend'.
- The other 5 days are called weekdays. Let's point and count the weekdays.

## Exercise 2

- Can you tell me what the month is on our Calendar?
- There are 7 days in a week, count to 7. Now, I want you to look at our Calendar. These 2 days are called the 'weekend'.
- The other 5 days are called weekdays. Let's point and count the weekdays.

## Exercise 3

- There are 7 days in a week, count to 7.
- Remember, these 2 days are called the 'weekend'. The other 5 days are called weekdays. Let's point and count the weekdays.
- Can you tell me what two days of the week are the weekend?

## Exercise 4

- There are 7 days in a week, count to 7.
- Point and count the weekdays.

## Exercise 5

There are 7 days in a week, count to 7. Point and count the weekdays.

# Puzzle Solutions

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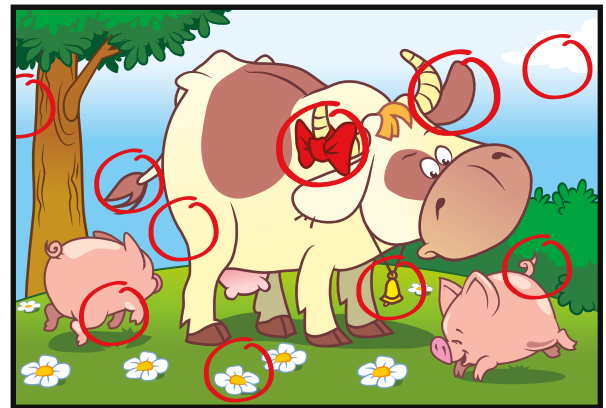
Page 254



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

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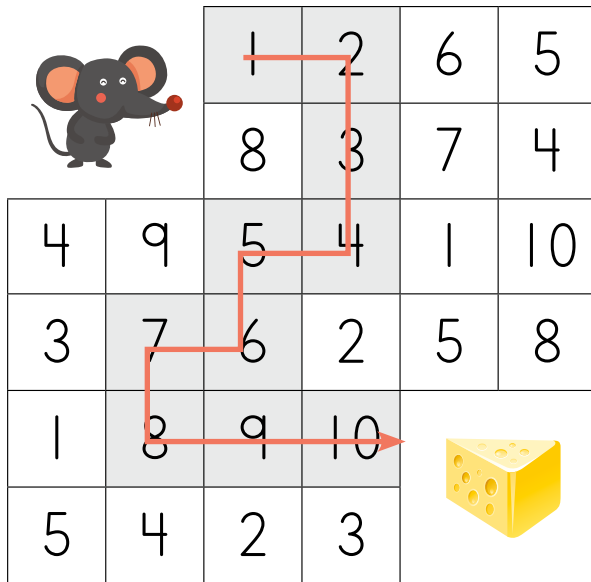


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		8	7	4	5
		1	2	3	6
14	13	12	9	8	7
15	5	11	10		

# Puzzle Solutions

Page 429



A 6x6 grid puzzle solution. The grid contains numbers 1 through 10. A mouse is at the top left, and a wedge of cheese is at the bottom right. A red path starts at the mouse and ends at the cheese, passing through the numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10. The path is: Mouse (row 1, col 1) → 1 (row 1, col 2) → 2 (row 1, col 3) → 3 (row 2, col 3) → 4 (row 3, col 4) → 5 (row 3, col 3) → 6 (row 4, col 3) → 7 (row 4, col 2) → 8 (row 5, col 2) → 9 (row 5, col 3) → 10 (row 5, col 4) → Cheese (row 5, col 5).

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

## Author Bios:

As a homeschooling mom and author, **Angela O'Dell** embraces many aspects of the Charlotte Mason method, yet knows that modern children need an education that fits the needs of this generation. Based upon her foundational belief in a living God for a living education, she has worked to bring a curriculum that will reach deep into the heart of home-educated children and their families. Angela's goal is to bring materials that teach and train hearts and minds to find the answers for our generation in the never-changing truth of God and His Word.

**Carrie Bailey** is a Christian homeschool mom to three boys. She has a degree in early childhood education, and has also taught students with special needs in the public school system. She and her husband, Jesse, work in their home church serving in many capacities from media to curriculum decisions. Carrie has a passion for helping others on their journey and encouraging other moms.