

# Scope and Sequence

## Chapter 1: Numbers to 10

Lesson	Lesson Pages	Worktext Pages	Skill Focus	Practice and Review	Bible Truths
1	4-5	1-4	numbers 0-3	count 1-10 circle	1a Understanding Jesus Christ
2	6-7	5-6	numbers 4-5 ordinal positions first-fifth	count 1-10 sequence 0-3 rectangle	1b Repentance and faith 2b Servanthood 5e Friendliness E. Christ as Sacrifice
3	8-9	7-8	numbers 6-9	square count up to 10 objects dot patterns 0-5	7c Thankfulness to God I. God as Master
4	10-11	9-10	number 10 even/odd numbers to 10	count 1-10 triangle ordinal positions first-fifth	7b Exaltation of Christ 7c Praise

## Chapter 2: Numbers to 20

Lesson	Lesson Pages	Worktext Pages	Skill Focus	Practice and Review	Bible Truths
6	18-19	14-16	numbers 11-12 <i>count on</i>	tally marks 1-5 count 1-20 make sets of up to 10 objects	5a Thoughtfulness
7	20-21	17-18	numbers 13-14 ordinal positions first-tenth	count 1-20 numbers 1-12 numbers that come <i>before, after, and between</i> number words <i>zero-ten</i> tally marks	2b Servanthood 2d Goal setting 2e Work 2f Enthusiasm
8	22-23	19-20	numbers 15-16 pictograph	dot patterns 0-10 count 1-30 even/odd numbers to 14	5a Thankfulness to men 5a Thoughtfulness
9	24-25	21-22	numbers 17-18 bar graph	count up to 30 objects circle, rectangle, triangle numbers 1-16 numbers that come <i>before, after, and between</i>	5a Love
10	26-27	23-24	numbers 19-20 even/odd numbers 11-20	estimate and count 30 objects value of a dime count by 10s to 30	8a Faith in God's promises 8d Courage
11	28-29	25-26	Chapter Review	count 1-40 count by 10s to 100	
12	30	27	Cumulative Review Test Day	value of a dime count by 10s to 40 count 1-40 <i>over/under and front/back</i>	

**Objectives**

- Identify the numbers, dot patterns, and number words for 0–3
- Write numbers 0–3
- Make sets of objects to match numbers 0–3
- Identify tally marks 1–3

**Teacher Materials**

- Number Cards: 0–3
- Dot Pattern Cards: 0–3
- Shapes: 1 circle
- A ball

**Student Materials (for each student)**

- Shapes: 3 circles
- Red Mat

**Notes**

Appendix page A9 provides stroke descriptions to use when teaching number writing. Additional information about good writing technique is also included.

When air-tracing a number, model it the way the students will trace it. Turn with your back partially to the students while you trace.

The Practice and Review activities are important for a student's retention of math skills. It is not necessary that the activities be included as part of the regular math lesson. They may be integrated in 5- or 10-minute segments throughout the day—during the morning exercises, before/after recess, before/after lunch, or between other subjects.

## Practice and Review

**Count 1–10**

Choose 2 students to bounce a ball to each other 10 times while the class counts the bounces. Repeat the activity several times, choosing different students to bounce the ball.

**Identify a circle**

1. Display a circle.
  - How many straight sides does this shape have? 0
  - How many corners does this shape have? 0
  - What is the name of this shape? circle
2. Choose students to point to circles in the room.



1. Direct attention to the picture on Worktext page 2. Read aloud the theme story on page 3 of the Chapter 1 Overview.
  - What are some things that you think Digit packed for his move to a new house? possible answers: his clothes, furniture, dishes, and other household items
2. Explain the theme of Math 1 by reading aloud this paragraph.

Digit is a funny clown who needs a job. His pet seal Cecilia often helps him as he works. There are many kinds of jobs and places to work in the town of Madison. Digit learns that firefighters, police officers, doctors, and teachers are people who help our community. He also learns that libraries, auto repair shops, flower shops, and bakeries are places where people work to help us every day. While you learn about math this year, you will also learn about the people and places that are important in our community.

## Teach for Understanding

**Identify the number, dot pattern, and number word for 0**

1. Distribute the Red Mats, telling the students to pretend that the mat is one of Digit's packing boxes.
  - How many objects are packed inside Digit's box? none
  - What number tells that there are no objects in the box? 0
2. Point out that the box is empty since there are 0 objects in the box. Explain that a group of 0 objects is called the *empty set* because there are no objects to count.
  - What are some other examples of a group of 0, the empty set? possible answers: students with purple hair, students wearing clown shoes
3. Display the Number Card and Dot Pattern Card for 0. Point to the dot pattern.
  - How many dots are there? 0
  - How many dots are in the dot pattern for 0? 0
4. Finger-trace the 0 on the Number Card as you describe the stroke. Lead the students in air-tracing 0 several times.
5. Turn the Number Card over and point to the word *zero*. Guide the students in reading it together and explaining what it means.

**Identify the number, dot pattern, and number word for 1**

1. Distribute the circles. Explain that as Digit packs, he packs his alarm clock first. Direct each student to place a circle in the center of his Red Mat to represent the clock.
  - How many clocks did Digit pack? 1
2. Display the Number Card and Dot Pattern Card for 1. Instruct each student to compare the circle on his mat with the Dot Pattern Card.
  - Did you place your circle in the center to make the dot pattern? If not, move your circle so that it is in the center like the dot pattern.
  - What other things might Digit pack just 1 of? possible answers: toaster, toothbrush, calendar
  - What group in the room contains only 1 object? possible answers: clock, computer, teacher's desk
3. Finger-trace the 1 on the Number Card as you describe the stroke. Lead the students in air-tracing 1 several times.
4. Turn the Number Card over and point to the word *one*. Guide the students in reading it together.

## Zero, One, Two, Three

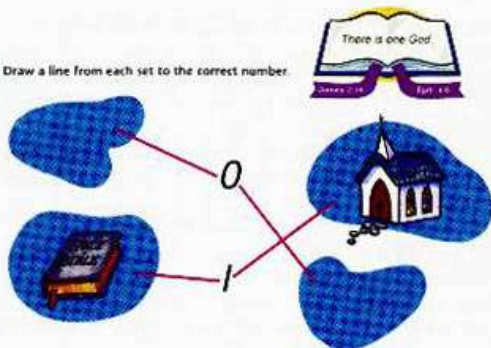
Name \_\_\_\_\_



Write the numbers.

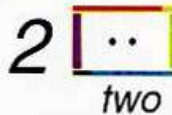


Draw a line from each set to the correct number.



Math 1, Chapter 1, Lesson 1

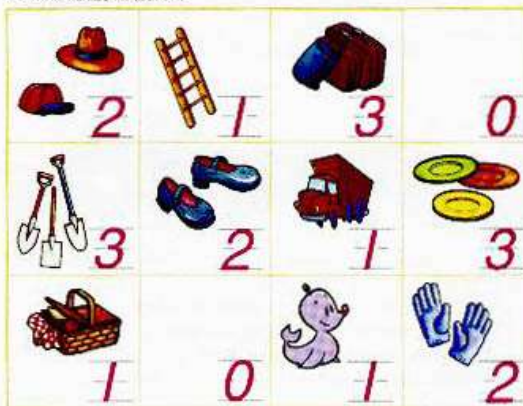
three 3



Write the numbers.



Write the number in each set.



4 four

Math 1, Chapter 1, Lesson 1

### Identify the numbers, dot patterns, and number words for 2-3

- Instruct each student to clear his Red Mat. Explain that next Digit packs a pair of bedroom slippers. Direct each student to place circles on the mat to represent the pair of slippers.
  - How many slippers did Digit pack? 2
- Display the Number Card and Dot Pattern Card for 2. Instruct each student to compare the circles on his mat with the Dot Pattern Card.
  - What other ways could 2 circles be placed on the mat to make the dot pattern? *one below the other; one below and to the right of the other.*
- Finger-trace the 2 on the Number Card as you describe the stroke. Lead the students in air-tracing 2 several times.
  - What other things might Digit pack in pairs? *possible answers: mittens, socks, boots*
  - Are there any groups in the room that contain only 2 objects? What are they? *possible answers: bookends, chairs*
- Turn the Number Card over and point to the word two. Guide the students in reading it together.
- Follow the same procedure to introduce the number, dot pattern, and number word for 3. Describe the stroke as you finger-trace the 3.

### Make sets to match numbers 0-3

Display Number Cards 0-3 one at a time in random order. Direct each student to make a set of circles on his Red Mat to match each displayed number. Repeat the procedure as time permits.

Lesson 1

### Identify tally marks 1-3

Explain that tally marks represent numbers and are often used to keep score in a game. Draw for display tally marks for numbers 1 (I), 2 (II), and 3 (III). Say the numbers 1-3 in random order and select volunteers to point to the tally mark that represents each number.

### Worktext pages 1-4

- Describe the number strokes as the students write each number on page 3. Explain that there is only *one* true God, the God who made all things and provided the *one* way for salvation through His Son, Jesus Christ. [BAT: 1a Understanding Jesus Christ]
- Read aloud the directions and guide the completion of the pages.
- Send home Worktext pages 1-2 with each student.

5

**Objectives**

- Identify the numbers, dot patterns, and number words for 4–5
- Write numbers 4–5
- Make and compare sets of up to 5 objects
- Sequence numbers 0–5 (forward and backward)
- Identify and locate ordinal positions first–fifth

**Teacher Materials**

- Number Cards: 0–5
- Dot Pattern Cards: 0–5
- Shapes: 1 rectangle
- “Ten Little Children” (Appendix page A36)

**Student Materials**

- Number Cards: 0–5
- Shapes: 9 rectangles
- Red Mat

**Practice and Review**

**Count 1–10**

1. Lead the students in singing “Ten Little Children” to the tune of “Ten Little Indians.”

*One little, two little, three little children,  
Four little, five little, six little children,  
Seven little, eight little, nine little children,  
Ten little happy children.*

2. Guide the students in counting 1–10.

**Sequence numbers 0–3**

Display Number Cards 0–3 in random order. Choose a pair of students to work together to arrange the cards in order. Rearrange the cards and repeat the activity several times.

**Identify a rectangle**

1. Display a rectangle.
  - ▶ How many sides does this shape have? *4*
  - ▶ How many corners does this shape have? *4*
  - ▶ What is the name of this shape? *rectangle*
2. Choose students to point to rectangles in the room.

**Introduce the Lesson**

- ▶ What do you do when a classmate or a younger brother spills his drink? Do you try to help?
- ▶ What do you do when a classmate can't tie his shoe? Do you offer to help?
- ▶ What did Digit's friends Farmer Brown and Mrs. Brown do to help Digit when he was moving? *possible answers: helped him pack his belongings; made him a picnic lunch* [BATs: 2b Servanthood, 5e Friendliness]

**Teach for Understanding**

**Identify the numbers, dot patterns, and number words for 4–5**

1. Display the Number Card and Dot Pattern Card for 4. Point to the dot pattern and lead the students in counting the dots.
2. Finger-trace the 4 on the Number Card as you describe the strokes. Lead the students in air-tracing 4 several times.
3. Turn the Number Card over and point to the word *four*. Guide the students in reading it together.
4. Follow the same procedure to introduce the number, dot pattern, and number word for 5. Describe the strokes as you finger-trace the 5.

**Make and compare sets of up to 5 objects**

1. Distribute the Red Mats, telling the students to pretend that the mat is Digit's red truck. Distribute the 9 rectangles, explaining that they represent boxes that need to be loaded on the truck.
2. Direct attention to the Dot Pattern Card for 4. Instruct each student to help Digit load boxes onto the truck in this pattern.
  - ▶ How many boxes did you put on the truck? *4*
3. Instruct each student to clear his mat. Direct attention to the Dot Pattern Card for 5. Instruct each student to help Digit load boxes onto the truck in this pattern.
  - ▶ How many boxes did you put on the truck this time? *5*
4. Instruct each student to clear his mat. Direct him to make a column of 4 boxes on the left side of Digit's truck and a column of 5 boxes on the right side of his truck. (**Note:** If a student has placed the columns of 4 rectangles and 5 rectangles on the wrong sides of the mat, do not point it out or require him to correct it. Activities to review left and right will be practiced throughout the year.)
  - ▶ Are 4 boxes more than or less than 5 boxes? *less than*
  - ▶ How many more boxes are in the column of 5 boxes than in the column of 4 boxes? *1*
5. Instruct each student to clear his mat. Continue the activity by directing the students to make columns containing different numbers of boxes on each side of Digit's truck. Assist the students in comparing the number of boxes in the two columns.

**Sequence numbers 0–5 (forward and backward)**

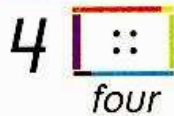
1. Distribute Number Cards 0–5 to each student. Direct each student to arrange the Number Cards on his mat in order from least to greatest. Display your Number Cards 0–5 in random order. Select a volunteer to arrange the cards in order from least to greatest. Direct each student to compare the order displayed with the order of his Number Cards.
2. Repeat the activity with the numbers in order from greatest to least.

**Identify and locate ordinal positions first–fifth**

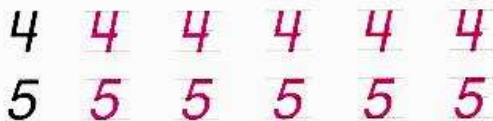
1. Select 5 volunteers to line up at the door. Tell the class to pretend that these students are going outside to help Digit unload boxes from his truck.

**Four, Five;  
Ordinal Numbers**

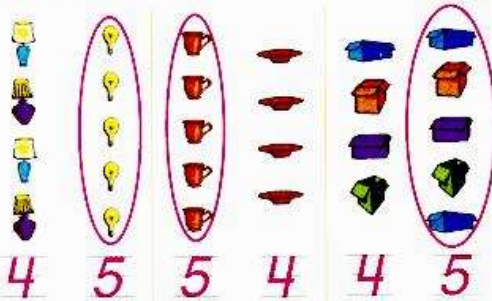
Name \_\_\_\_\_



Write the numbers.



Write the number in each set.  
Circle the set with more.



Step 1, Chapter 1, Lesson 2

five 5

- ▶ Who will walk out the door first?
- ▶ Who will walk out third?
- ▶ Who will walk out fifth?
- ▶ What position is (name of second student) in?
- ▶ What position is (name of fourth student) in?

2. Instruct the 5 students to turn and face the opposite direction. Ask similar questions about the position of each student.

**Worktext pages 5–6**

1. Describe the number strokes as the students write each number. Read the directions and guide the completion of page 5.
2. Review the ordinal positions at the top of page 6. Call attention to those helping Digit load boxes onto his truck in the next row.
  - ▶ Circle the person fourth in line.
  - ▶ Draw a line under the second person.
  - ▶ Draw a box around the first person.
3. Direct attention to those helping Digit move into his house. Point out that the people are facing a different direction.
  - ▶ Circle the third person.
  - ▶ Draw a box around the fifth person.
  - ▶ Draw a line under the first person.
4. Read the directions and guide the completion of the remainder of page 6.

Lesson 2



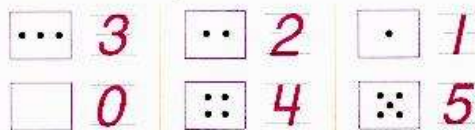
Listen to your teacher.



Listen to your teacher.



Write the number for each dot pattern.



6 six

Step 1, Chapter 1, Lesson 2

**Extended  
Activities**

**Use ordinal numbers first–fifth**

**Materials**

- 5 paper cups
- 1 button

**Procedure**

Facing the students, display 5 paper cups, upside down, in a row to your left—the first being closest to you and the fifth being farthest from you. Place a button under 1 cup while the students have their eyes closed. Call on a student to guess where the button is hidden. Instruct the students to use the ordinal numbers *first*, *second*, *third*, *fourth*, and *fifth* when guessing which cup they think the button is under. Repeat the activity several times. Change the location of the button each time.

**Discuss one**

Lead in singing “One Door, and Only One.” Explain that Jesus is the *one* door to Heaven. Tell the students that accepting Jesus Christ as Savior is the *only* way to get to heaven. [BAT: 1b Repentance and faith; Bible Promise: E. Christ as Sacrifice]

7

**Chapter Review** Name \_\_\_\_\_

Write the numbers 0–10.

0 1 2 3 4 5  
6 7 8 9 10

Write the number for each dot pattern.

...	3	••	5	•••	7
••••	8	•	1	••	4
•••••	10	••••	6	••	2
	0	•••••	9		

eleven 11

Math | Chapter 1, Lesson 5

Write the number in each set.  
Circle the set with more pennies.

	4
	5
	7
	6

Listen to your teacher.

**MATH IN THE HOME**

Point out numbers to your child and encourage him to count objects daily. Let your child tell you the numbers he sees while riding in the car or reading books. Direct your child to count the items needed to set the table.

Use the words *first* through *fifth* as a part of your daily conversation. Some examples are the following: "You were first out the door," "The ice cream is down the third aisle," and "We sat on the fifth pew at church."

In Chapter 2 your child will study numbers to 20 and ordinal numbers first through tenth. He will also read pictographs and bar graphs.

12 twelve Math | Chapter 1, Lesson 5

- Explain that the 1 penny is the odd one left over. Some numbers make even pairs. Other numbers make pairs but have an odd one left over. We call numbers with an odd one left over *odd numbers*.
  - Is 9 an even number or an odd number? Why? *odd number; because when it is arranged in pairs there is an odd one left over*
- Continue the activity by making sets and arranging each set in pairs. Direct the students to identify each number as even or odd. Use these numbers: 7 *odd*, 4 *even*, 10 *even*, 3 *odd*, 5 *odd*, and 2 *even*.

**Worktext pages 11–12**

- Read the directions and guide the completion of page 11.
- Read the directions and guide the completion of the activity at the top of page 12.
- Direct attention to those helping Digit load boxes onto his truck.
  - Circle the second person in line.
  - Draw a box around the fifth person.
  - Draw a line under the third person.

**Extended Activity**

**Make dot pattern cards**

**Materials**

- Dot Pattern Cards: 0–10
- 11 index cards for each student
- 55 dried beans for each student
- Glue

**Procedure**

Display the Dot Pattern Cards. Distribute the index cards and beans. Direct each student to write a number 0–10 on the back of each card and then glue the beans in the correct dot pattern on the front of each card.