
WEEK THREE

Day 1

Related Addition Sentences, p. 21. Review the lesson at the top of the page. Most students should know automatically by now that 2 plus 4 equals 6, and also they should know that 4 plus 2 equals 6, and that even if you reverse the order of the numbers in addition, the sum always remains the same [unlike subtraction]. This is called the Commutative Property of Addition. Your child needs to practice writing the reverse of these addition problems, not only to practice addition, but also to have clearly in mind that reversing the numbers does not change the sum of the two numbers.

Related Addition Sentences, p. 22. This is a good drill practice page for understanding and practicing the Commutative Property of Addition.

Day 2

Doubles - Adding Zero, p. 23. There are two review lessons here. The first is that children at this level should already have memorized the doubles addition facts: 2 plus 2, 3 plus 3, and so on. It should be automatic. The second lesson is that adding a zero to a number does not change the total number. This should be self-evident, but the student is given several problems nevertheless.

Addition Facts, p. 24. This is a simple review of basic addition which should be pretty easy. Remind your child to use the Doubles Facts when it is convenient. For instance, 7 plus 8 is fifteen, but the child could think 7 plus 7 is 14 and one more is fifteen. When a problem has a 9, simply “borrow” 1 from the other number and add it to make 10: 9 plus 8 means 10 plus 7 or 17. As your child does the problems, let your child “see” these little addition tips.

Day 3

Three Addends, p. 25. Your child has learned before that two addends can be reversed, but the sum remains the same. The same is true of three addends [or any number of addends]: addends can be grouped in any different way, but the sum will always remain the same. This principle helps in realizing that when doing a problem with several addends, you can add the easiest together first. “You can pick any two of the addends, add them together, and then add the third.” This is an easy two-step way to add three addends. Help your child to decide which two of the three he wants to add first. If he chooses, for instance in the first problem, to add 2 and 6 first, ask him why. Ask him if he “sees” that 6 and 4 make 10, and then add 2 to make 12. Another good option would be to add 4 plus 2 which equals 6, which gives him a “doubles” problem: 6 plus 6 is 12.

Day 4

Related Addition and Subtraction, p. 26. Addition and subtraction problems are related. We can prove addition answers with subtraction, and we can prove subtraction answers with addition. Explain how the digits in an addition problem relate to the digits in a subtraction problem. If you subtract one of the addends from the sum, the answer to the subtraction is the other addend. Assign the page, but for the first three, discuss it with your child so it is evident how the numbers are related. If your child does not “see” it, help him do another row.

Related Subtraction Facts, p. 27. Explain to your child how the two “parts” of the subtraction problem interrelates with each other, that is, each “part” can exchange places when subtracted from the whole. Assign the problems so your child can “see” the relationships of the numbers in a subtraction problem.

Seton Home Study School
Math 2 Lesson Plan

The religious pictures on this page and the next page show Jesus holding a sheep because He called Himself the Good Shepherd. He told the story of the Good Shepherd who loves all His Sheep and will leave the others to find the lost sheep and bring that sheep back to the fold. In the same way, Jesus says He will go after any of us who through sin, "lose our way." Jesus wants us to come back to Him, and we must never think that a sin is too great; He will forgive all sins as long as we ask His forgiveness.

Day 5

Doubles - Subtraction and Zero, p. 28. The directions indicate that if you have memorized the doubles facts [2 plus 2 is 4; 3 plus 3 is 6; and so on], you can automatically at a glance do some of the subtraction. Encourage your child to have the double facts memorized, and then do the subtraction for problems with doubles.

The second section points out that, like in addition, if you subtract nothing, a zero, the number does not change in the answer. However, in a subtraction problem, if the number being subtracted is the same as the top or whole number, the answer is obviously zero.

Assign the zero subtraction problems.

WEEK FOUR

Day 1

Fact Families, p. 29. Math is good for all of us because it helps our brain to develop logical thinking. Remind your child that only human beings can do math; God gave us the brains to think logically. However, we must develop this kind of logical thinking when we are young. Children who do not learn math when they are young often have not developed their brains sufficiently; when they are older, they find it very difficult to do math at all.

The directions show how three numbers can be a fact family, how they relate in an addition problem [the numbers can be added and then reversed to get the same answer or sum]; and how they are related in a subtraction problem, both parts being exchanged when subtracted from the whole.

Assign the page, asking your child to count the dots for the addition problems, and then write the related subtraction problems.

Fact Families, p. 30. After helping your child with one or two problems, see if your child can see which numbers are part of a fact family. Be sure to give extra drill on a separate sheet if there is a lack of understanding of the concepts.

Day 2

Subtraction Facts, p. 31. Your child's knowledge of doubles fact will be of great help. See how many of these your child can do without much difficulty. If your child has difficulty with some of the problems, try to find out why.

Missing Addends, p. 32. This is not a difficult page, but the problem will be that the student is not thinking out the problem, which is vital. Have your child repeat out loud his thinking process as he does each problem. Otherwise, there will be trouble later on because he won't understand the concepts. He should be saying out loud "7 plus what is 13; 7 plus 7 is 14, so it makes sense that 7 plus one less, 6 [the obvious number already on the page] makes 13. The other family fact is simply a reverse: 6 plus what makes 13; the reverse is 6 plus 7 makes 13.