Review Subtracting Tens and Ones, p. 14. Explain this page as the previous page, reading through each section along with your child. In section two, have your child circle the boxes to subtract.

Day 3

Number Words, p. 15. This page is simply to help your child to practice counting, and to read the words for the numbers.

Number words, p. 16. Listen to your child count the items, and then have your child write the number words.

Day 4

Greater Than - Less Than, p. 17. This exercise is to help your child think about which number is greater or less than another. Also, your child needs to learn the little arrow to express Greater Than or Less Than. Explain the first section and have your child count the dots and "read" the math sentences. In the second section, your child should write the words greater or less, and write the arrow pointing in the correct direction. The third section should be easy. Give your child some dominoes or playing cards, then have your child say which is greater, which is less .

Greater Than - Less Than, p. 18. Give your child the page to do, but he should "read" the sentence, such as "Four is smaller than five; Seven is smaller than eight."

Day 5

Compare Numbers, p. 19. This lesson is to teach your child to see at a glance which numbers are less than, or greater than, or equal. In some cases, simply comparing the tens gives the answer, which is greater or less. The rule is to compare the tens first and, if they are the same, then compare the ones. Your child is to use the arrow in these problems, the small tip of the arrow facing the smaller number.

In the top section, go over the concepts in the boxes. Then assign the second section, which is simply circling the number that is greater, and then the third section, which is circling the number that is less. It is important that your child learn to read the directions, and then to follow the directions. Often when we see poor grades, it is not that the child does not know the concepts but that the child has not read the directions, or has read them but has not been careful in following the directions.

The bottom section is brief, but demands that your child read the directions and follow the directions.

Compare Numbers, p. 20. In this exercise, your child is to apply previous lessons, but to use the little arrow to identify whether the first number is Less Than or is Greater Than the second number. In the second section, your child will need to look over several numbers and put them in order. This demands a broader look than your child may be used to doing, to compare four numbers instead of two.

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.

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.