



Day 1

Inside, Outside, On, p.1. Parent, teach your child the meaning of these words as they will be used for future lessons. You can teach concepts such as “on top of,” “on the bottom,” “under,” “over,” “off,” “right,” and “left.” Other words are “above,” “below,” “beside,” “first,” “last,” “middle,” “front,” “back,” and “behind.” Other words your child should know are: “before, between,” and “after.” Other words are “top, middle,” and “bottom.”

Spend some time walking around the house or outside in the yard, and help your child to identify things which are “on” or “off,” “over” or “under,” “inside” or “outside,” and so on.

Day 2

Same Kind, p. 2. Do the page with your child, showing how things are similar and how things are different. This is an important development in thinking skills that applies in math as well as in science and in English. Talk with your child, about how things are alike, how things are different.

Walk around the house, point out things in the house, and especially in the kitchen, and outside; help your child identify things which are similar and different. Discuss how things are similar and how things are different, in shape, in size, in color, in texture.

Day 3

Follow Directions, p. 3. Do the page with your child. Help your child to develop his observation skills. How are these things similar, how are they different? Talk about why things are similar or different. Look at pictures in books; how are things similar or different. If you can, find books from the children’s science department at the library. Discuss the pictures; how and why are things similar or different. Your child should be thinking about shapes, about colors, and about position, about purpose [things to ride, things in the kitchen, things with wheels, and so on].

How is the weather today similar or different from the weather yesterday, last week, two months ago? How are animals and pets similar? How are they different? Think of other questions which might help your child to think more about similarities and differences.

Day 4

Sorting Alike and Different, p. 4. Do the page with your child. There might be toys around the house which could be sorted into Alike and Different. There might be pots and pans, tools, or clothes which could be sorted into Alike and Different. Clothes can be sorted by color or by size or by use. A favorite and easy sorting can be done with socks in your family.

Day 5

Review the week’s concepts.

WEEK TWO

Day 1

Circle, Square, Triangle, p. 5. Help your child to distinguish among the figures and point out the Shapes That Are Alike. Find things in your house, in the kitchen especially, and outside that have these three shapes. Ask your child to find things with these shapes.



Day 2

Circle, Square, Triangle, p. 6. Help your child do the page. Locate these shapes in books that you obtain from the library, or from the encyclopedia, and/or from books in your house. Help your child to find which objects in your house have these shapes. Also, discuss the different things in your house of similar or different colors.

Day 3

Circle, Square, Triangle, Rectangle, p. 7. Help your child to identify all the shapes. Identify shapes around the house, in the garage, in the car, in books and magazines. Consider using a blackboard and have your child draw these different shapes. Assign cutting out different shapes in different colors. Look at shapes on playing cards.

Day 4

Sort by Shape and Color, p. 8. Help your child to sort these. Look for toys around the house which can be sorted by shape and color. Sort clothes by shape and color. Tools and kitchen utensils or cups or glasses can be sorted by color or shape or size or texture or material. Ask your child to identify things outside by shape and color.

Day 5

Review the concepts for this week.

WEEK THREE

Remember to discuss the religious pictures as they appear on the lesson pages.

Day 1

Patterns, p. 9. This exercise demands a little more thinking. The figures are the same in each row, but the colors have a pattern. Do some flash card exercises, drawing different colored circles. Put the circles in different pattern order. Do the same with other shapes.

Day 2

Problem Solving: Find a Pattern, p. 10. Have your child identify each shape, in almost a sing-song: “triangle, star, star, triangle, star, blank, triangle, star, star.” Your child should be able to identify the missing shape in the pattern rather quickly if you encourage a sing-song.

Draw some shapes on index cards and arrange the cards in a pattern. Ask your children to identify which shape would follow next. Ask your child to make his own shapes pattern.

Day 3

One-to-One, As many as, Same as, p. 11. Show your child how to set the dining table with “as many as”. Show that it takes a certain number of forks to set the table for a meal. Explain that your child must “match” or take out “as many knives or spoons as” the number of forks. Your child needs to learn the concepts for “one-to-one,” “as many as,” and “same as.”

Day 4

Same Number, p. 12. Discuss the meaning of “same number.” Use the phrase “same number” as you sort the laundry to count socks or count bowls or glasses or plates. Count ice cubes; put some in a bowl, and have your child count out the same number to put in another bowl. You can do the same with nuts or screws or whatever. Teach your child to say “This has the same number as that.”