



Math 1

God's Gift of Numbers



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Math 1

God's Gift of Numbers

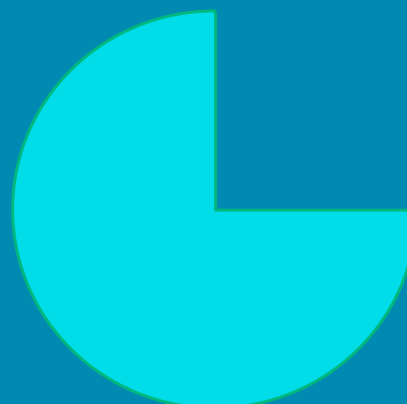
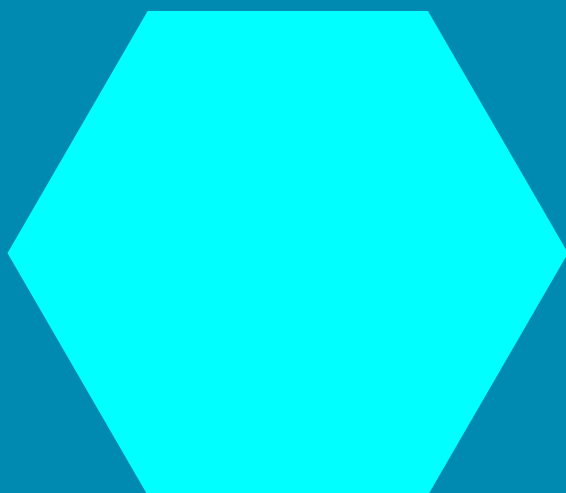
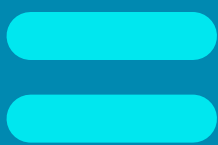
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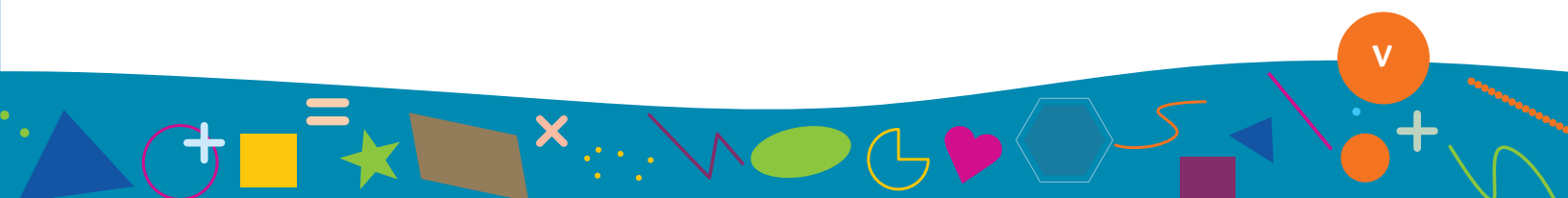
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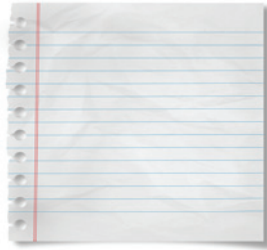


Your Math Toolbox

Get ready for your journey in math by gathering the following helpful tools.



Pencils



Paper or Notebook



Crayons or Colored Pencils



Scissors



Brass Fasteners
or Push Pins



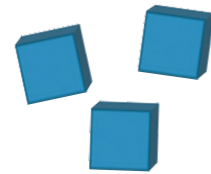
12 Small Stones



A Ruler (That measures
inches and centimeters)



Three Dice



Manipulatives



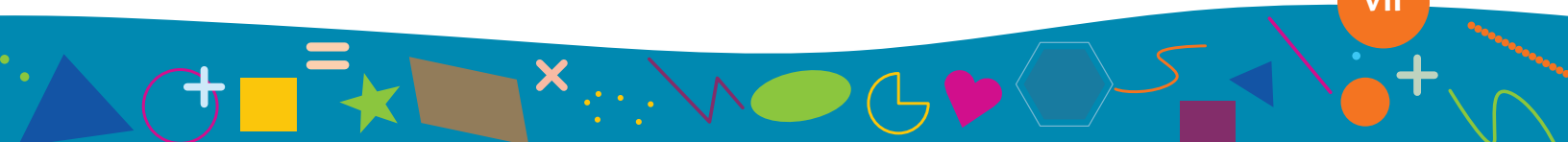
String (2-3 feet long)



A Tape Measure
(You can borrow the
family's when you need it!)



Flash Cards



To the Parent/Teacher

Welcome to the exciting world of mathematics!

This mathematics program has been produced by a team of math-lovers and homeschooling fans. We are a collection of experienced homeschool dads, moms, and graduates, with a love for math and a few advanced and undergraduate degrees amongst us. But mostly, we are “God-philes”—folks who love God’s Word, God’s works, and God’s thoughts to think after Him. This is our motivation as we work to produce a new approach to math for the Christian family. We hope you and your little learners will be blessed by the unique features in this course.

Unique Features

God-Centered Focus. We will love to show you and your child math as the “pattern of God.” Since math comes from God, we aim to keep the scriptures preeminent throughout this math course. Our goal is to help you implement the Deuteronomy 6:7-9 mandate, diligently teaching your children God’s Word when you sit in your house, walk by the way, when you lie down, and when you rise up. Scripture is to be a “frontlet” before their eyes, integrated into every subject they study, and that includes this subject.

God-Glorifying Content. Proverbs 1:7 gives us the beginning of knowledge as the fear of God. The objective behind all learning should be to know God, and to learn more of His awesome power, wisdom, and goodness. Learning should never increase pride in the student’s ability to know something. Instead, learning should humble us all and glorify God in our eyes.

Christian Worldview Built-in. Elements of a Christian worldview have been incorporated into the lessons—some of the principles may be more obvious than others. Family life, church life, honor for parents, honesty, and love for brothers and sisters are principles that are inculcated throughout.

Prayer and Faith Lessons. The time that you spend with your child will be habit forming: math habits, learning habits, and life habits. Beginning with prayer is a wonderful habit to impart: a simple confession of our dependence on God, a small acknowledgement of God’s greatness, a sincere giving of thanks for the chance to learn, and a desire to see His kingdom come. . . even in the context of math.

Math Presented as a Tool. Throughout the course, students are encouraged to use math as a tool to steward God’s creation, to take proper dominion in their household economy, and

TO THE PARENT/TEACHER

to serve others. Math can help them be “doers of the Word and not hearers only.”

Math Demonstrated in Creation. Math shows God’s wisdom, organization, and unchangeable nature—His patterns. We see God’s attributes in all His creation. This course uses beautiful photos to point to God’s design in creation whenever possible.

Use of the Concrete and the Abstract. This course uses concrete objects (like stones and manipulatives) to help with beginning math. These concrete objects are then tied to abstract numerals and equations. The abstract math is then reinforced with concrete applications like science and economics.

Math Connections Shown with Music and Games. Since there is a strong connection between music and math, we include exploration of the piano keyboard. We also explore the math and logic in games like sudoku, chess, and “Wonder Squares.”

How to Use this Course

1. This course contains approximately 150 days of content for a 30 to 36-week school year. A suggested schedule follows this introduction but may be adapted to the student as necessary.
2. Typically, sequential math days will alternate between lessons of new content and the review of prior concepts. New lessons are varied and presented in an engaging, wonder-filled, enthusiastic way to immerse your child happily into the wonderful world of mathematics. Various lessons contain math exercises, thinking exercises, imagination exercises, consideration of God’s creation, the use of math in scripture, the application of math to culture and science, drawing exercises, games, and opportunities to use math in everyday life. The “Practice” days use the time-tested idea of repetition to help the child retain a firm grasp on the old.
3. For your convenience everything you need is in one book. Special information for the parent/teacher is given within orange boxes. An answer key is also included in the back of the book. The simple, engaging text of the lessons is meant to be read aloud to the child so you don’t need to take extra time to prepare.
4. Begin each day with prayer. We have suggested a prayer in each lesson, but feel free to adjust this as you find good and wise. Maybe some days could start with a hymn or psalm instead.
5. This course will generally be provided with flash cards. If that is not the case, ***be sure to purchase addition and subtraction flash cards as an essential supplement.***



God has given young children an amazing ability to memorize! Your diligence in helping your child practice the memory work (recommended in the blue boxes) will set your student up for a lifetime of success in math. Without this foundation, further math concepts will verge on futility and end in frustration. Scales are the foundation of music. Drills are the fundamentals for athletes. So too, there are basic ideas that should be memorized and rehearsed. This is essential for engaging in the art and science of mathematics.

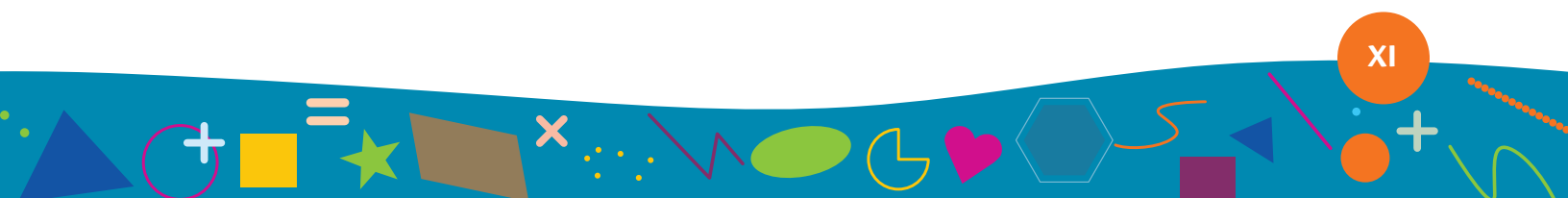
6. Children are greatly helped in their math comprehension by the use of manipulatives, generally provided with this course. If these are not made available with the course, the parent/teacher is encouraged to purchase them separately.
7. Life application is the indication that real learning has taken place. The end of each chapter in this book contains suggestions of ways your child can apply math. Choose from several suggested family-life activities to give your child a tailor-made experience. Homeschoolers have wonderful access to learning opportunities that include grocery shopping, trips to grandparents, and all the counting and measuring that happens in their kitchen.
8. Some children will be naturally gifted in math and they may be able to begin this course at age four. Others may struggle a bit and not be ready until eight or nine years of age. We encourage you to allow for what we call “the principle of individuality” to operate. Allow the struggling child plenty of time with concrete manipulatives and don’t worry about the schedule. For eager little mathematicians, we have included occasional “Extra Challenge” exercises. Most first graders will need one-on-one interaction from the parent/teacher for the first year or two. Once math facts are memorized and the student advances into second or third grade, he or she should be able to work more independently.

We Need Your Feedback

Feel free to offer any comments and suggestions to our director of publishing:

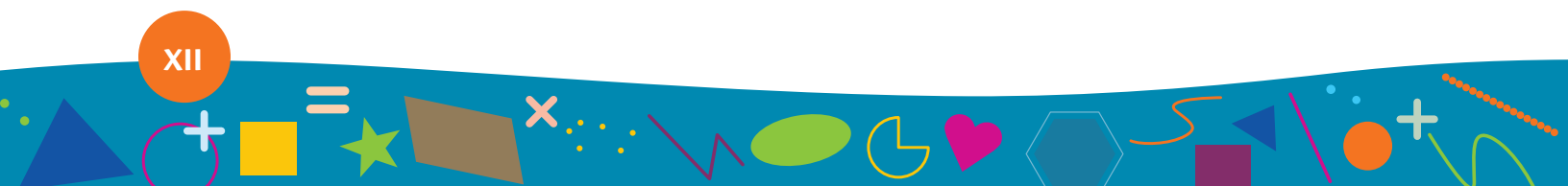
josh@generations.org. We appreciate your input!

And these words which I command you today shall be in your heart. You shall teach them diligently to your children, and shall talk of them when you sit in your house, when you walk by the way, when you lie down, and when you rise up. You shall bind them as a sign on your hand, and they shall be as frontlets between your eyes. You shall write them on the doorposts of your house and on your gates.
(Deuteronomy 6:7-9)



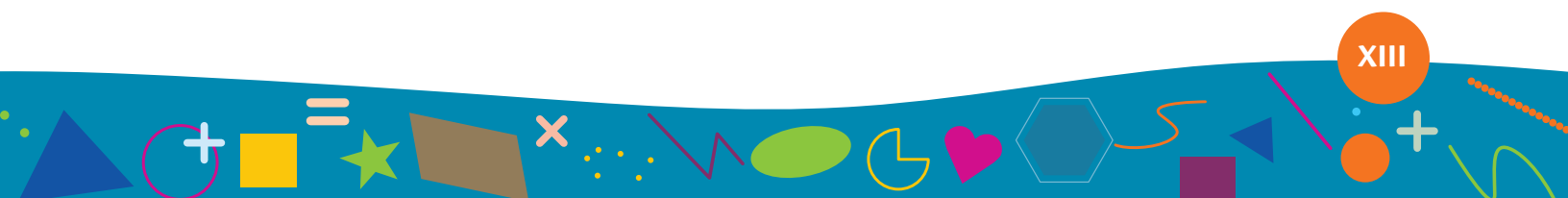
Suggested Lesson Schedule

Planned Date	Day	Lessons & Practice	✓	Progress Notes
First Semester—First Quarter				
Week 1	Monday	Day 1 Lesson		
	Tuesday	Day 2 Lesson		
	Wednesday	Day 3 Practice		
	Thursday	Day 4 Lesson		
	Friday	Day 5 Lesson		
Week 2	Monday	Day 6 Practice		
	Tuesday	Day 7 Lesson		
	Wednesday	Day 8 Lesson		
	Thursday	Day 9 Practice		
	Friday	Day 10 Lesson		
Week 3	Monday	Day 11 Lesson		
	Tuesday	Day 12 Practice		
	Wednesday	Day 13 Lesson		
	Thursday	Day 14 Practice		
	Friday	Day 15 Lesson		
Week 4	Monday	Day 16 Practice		
	Tuesday	Day 17 Lesson		
	Wednesday	Day 18 Practice		
	Thursday	Day 19 Practice		
	Friday	Day 20 Lesson		
Week 5	Monday	Day 21 Lesson		
	Tuesday	Day 22 Practice		
	Wednesday	Day 23 Lesson		



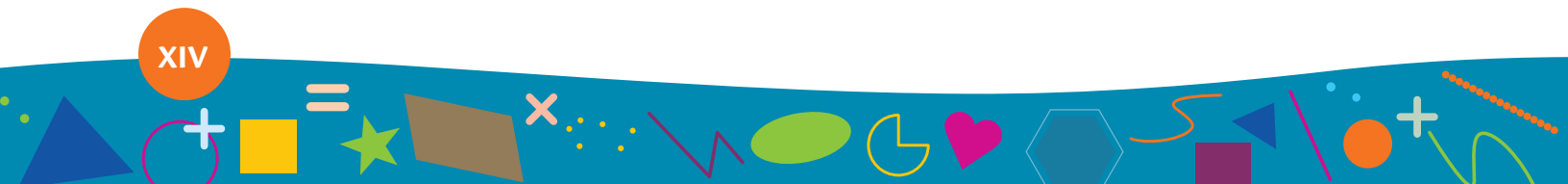
SUGGESTED LESSON SCHEDULE

Planned Date	Day	Lessons & Practice	✓	Progress Notes
	Thursday	Day 24 Practice		
	Friday	Day 25 Lesson		
Week 6	Monday	Memory Work		
	Tuesday	Day 26 Practice		
	Wednesday	Day 27 Lesson		
	Thursday	Day 28 Practice		
	Friday	Day 29 Lesson		
Week 7	Monday	Day 30 Practice		
	Tuesday	Day 31 Lesson		
	Wednesday	Day 32 Practice		
	Thursday	Day 33 Lesson		
	Friday	Day 34 Lesson		
Week 8	Monday	Memory Work		
	Tuesday	Day 35 Lesson		
	Wednesday	Day 36 Practice		
	Thursday	Day 37 Lesson		
	Friday	Day 38 Practice		
Week 9	Monday	Day 39 Lesson		
	Tuesday	Day 40 Practice		
	Wednesday	Day 41 Lesson		
	Thursday	Day 42 Practice		
	Friday	Day 43 Lesson		
First Semester—Second Quarter				
Week 1	Monday	Memory Work		
	Tuesday	Day 44 Practice		
	Wednesday	Day 45 Lesson		
	Thursday	Day 46 Practice		



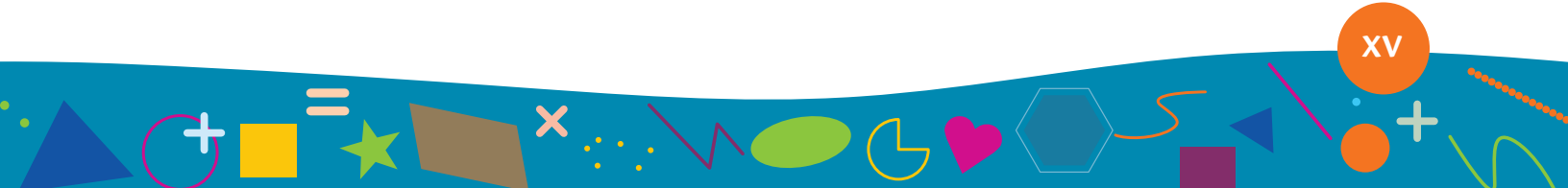
SUGGESTED LESSON SCHEDULE

Planned Date	Day	Lessons & Practice	✓	Progress Notes
	Friday	Day 47 Lesson		
Week 2	Monday	Day 48 Practice		
	Tuesday	Day 49 Lesson		
	Wednesday	Day 50 Lesson		
	Thursday	Memory Work		
	Friday	Day 51 Practice		
Week 3	Monday	Day 52 Lesson		
	Tuesday	Day 53 Practice		
	Wednesday	Day 54 Lesson		
	Thursday	Memory Work		
	Friday	Day 55 Practice		
Week 4	Monday	Day 56 Lesson		
	Tuesday	Day 57 Lesson		
	Wednesday	Day 58 Practice		
	Thursday	Day 59 Lesson		
	Friday	Memory Work		
Week 5	Monday	Day 60 Practice		
	Tuesday	Day 61 Lesson		
	Wednesday	Day 62 Practice		
	Thursday	Day 63 Lesson		
	Friday	Day 64 Lesson		
Week 6	Monday	Day 65 Practice		
	Tuesday	Day 66 Lesson		
	Wednesday	Day 67 Practice		
	Thursday	Day 68 Practice		
	Friday	Day 69 Lesson		
Week 7	Monday	Day 70 Practice		
	Tuesday	Day 71 Lesson		



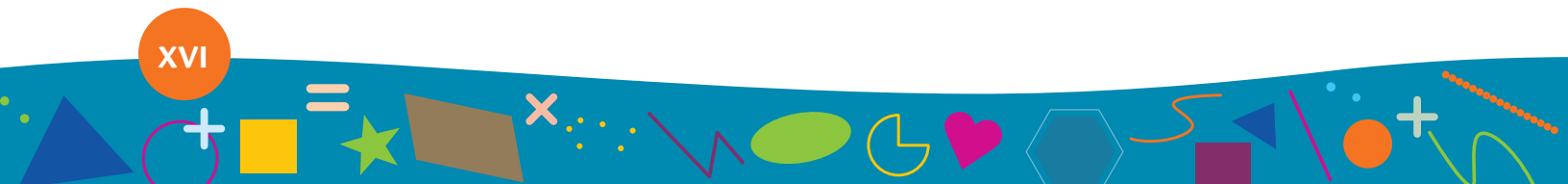
SUGGESTED LESSON SCHEDULE

Planned Date	Day	Lessons & Practice	✓	Progress Notes
	Wednesday	Day 72 Practice		
	Thursday	Day 73 Practice		
	Friday	Day 74 Lesson		
Week 8	Monday	Day 75 Lesson		
	Tuesday	Day 76 Practice		
	Wednesday	Day 77 Lesson		
	Thursday	Memory Work		
	Friday	Day 78 Practice		
Week 9	Monday	Day 79 Lesson		
	Tuesday	Day 80 Practice		
	Wednesday	Day 81 Lesson		
	Thursday	Day 82 Practice		
	Friday	Day 83 Lesson		
Midterm Progress Notes				
Grade: _____				



SUGGESTED LESSON SCHEDULE

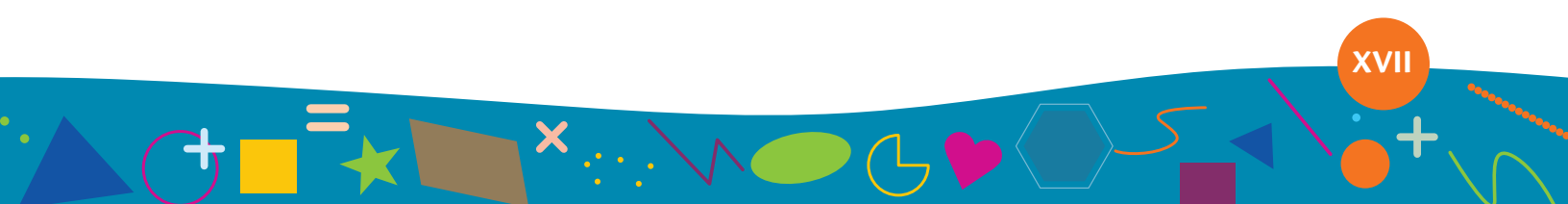
Planned Date	Day	Lessons & Practice	✓	Progress Notes
Second Semester—Third Quarter				
Week 1	Monday	Day 84 Practice		
	Tuesday	Day 85 Lesson		
	Wednesday	Day 86 Practice		
	Thursday	Day 87 Lesson		
	Friday	Memory Work		
Week 2	Monday	Day 88 Lesson		
	Tuesday	Day 89 Practice		
	Wednesday	Day 90 Lesson		
	Thursday	Day 91 Practice		
	Friday	Day 92 Lesson		
Week 3	Monday	Day 93 Practice		
	Tuesday	Day 94 Lesson		
	Wednesday	Day 95 Practice		
	Thursday	Day 96		
	Friday	Memory Work		
Week 4	Monday	Day 97 Practice		
	Tuesday	Day 98 Lesson		
	Wednesday	Day 99 Lesson		
	Thursday	Day 100 Practice		
	Friday	Day 101 Lesson		
Week 5	Monday	Day 102 Practice		
	Tuesday	Day 103 Lesson		
	Wednesday	Day 104 Practice		
	Thursday	Day 105 Lesson		
	Friday	Memory Work		
Week 6	Monday	Day 106 Practice		



Planned Date	Day	Lessons & Practice	✓	Progress Notes
	Tuesday	Day 107 Practice		
	Wednesday	Day 108 Lesson		
	Thursday	Day 109 Lesson		
	Friday	Memory Work		
Week 7	Monday	Day 110 Practice		
	Tuesday	Day 111 Lesson		
	Wednesday	Day 112 Practice		
	Thursday	Day 113 Lesson		
	Friday	Memory Work		
Week 8	Monday	Day 114 Practice		
	Tuesday	Day 115 Lesson		
	Wednesday	Day 116 Practice		
	Thursday	Day 117 Practice		
	Friday	Day 118 Lesson		
Week 9	Monday	Memory Work		
	Tuesday	Day 119 Practice		
	Wednesday	Day 120 Lesson		
	Thursday	Day 121 Lesson		
	Friday	Day 122 Practice		

Second Semester—Fourth Quarter

Week 1	Monday	Day 123 Lesson		
	Tuesday	Day 124 Practice		
	Wednesday	Day 125 Lesson		
	Thursday	Memory Work		
	Friday	Day 126 Practice		
Week 2	Monday	Day 127 Lesson		
	Tuesday	Day 128 Practice		

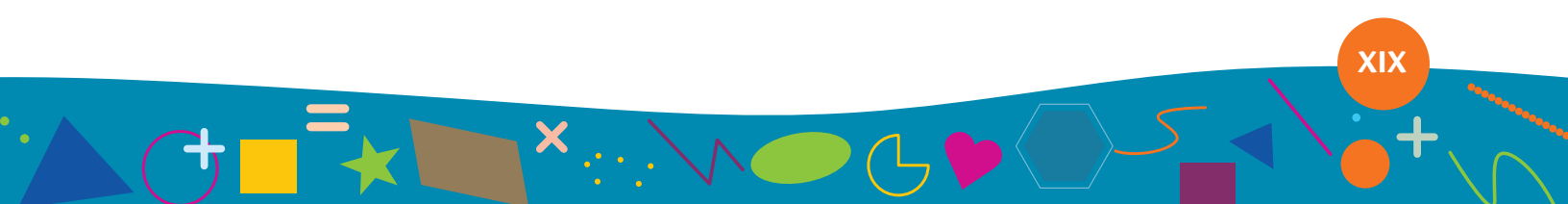


SUGGESTED LESSON SCHEDULE

Planned Date	Day	Lessons & Practice	✓	Progress Notes
	Wednesday	Day 129 Lesson		
	Thursday	Memory Work		
	Friday	Day 130 Practice		
Week 3	Monday	Day 131 Lesson		
	Tuesday	Day 132 Lesson		
	Wednesday	Memory Work		
	Thursday	Day 133 Practice		
	Friday	Day 134 Lesson		
Week 4	Monday	Day 135 Practice		
	Tuesday	Day 136 Lesson		
	Wednesday	Memory Work		
	Thursday	Day 137 Practice		
	Friday	Day 138 Lesson		
Week 5	Monday	Memory Work		
	Tuesday	Day 139 Practice		
	Wednesday	Day 140 Lesson		
	Thursday	Day 141 Practice		
	Friday	Day 142 Lesson		
Week 6	Monday	Memory Work		
	Tuesday	Day 143 Practice		
	Wednesday	Day 144 Lesson		
	Thursday	Memory Work		
	Friday	Flex Day		
Week 7	Monday	Flex Day		
	Tuesday	Flex Day		
	Wednesday	Flex Day		
	Thursday	Flex Day		
	Friday	Flex Day		



Planned Date	Day	Lessons & Practice	✓	Progress Notes
Week 8	Monday			
	Tuesday	Flex Day		
	Wednesday	Flex Day		
	Thursday	Flex Day		
	Friday	Flex Day		
Week 9	Monday	Flex Day		
	Tuesday	Flex Day		
	Wednesday	Flex Day		
	Thursday	Flex Day		
	Friday	Flex Day		
Progress Notes				
Final Grade: _____				





God separated the
land from the sea!

An aerial photograph of a coastal landscape. In the foreground, a sandy beach curves along the edge of a vibrant turquoise ocean. White waves are breaking onto the shore. To the left, a road runs along a cliffside. In the background, rolling mountains are visible under a soft, hazy sky, suggesting a sunset or sunrise. A semi-transparent orange rectangle is overlaid on the middle of the image, containing the chapter title.

CHAPTER 1

Making Separations

Introduction

God made the world, and that's when everything began for us. God made us too. He made humans like you and me. He gave us minds so we could study His amazing world, and He gave us math.

In the beginning God created the heavens and the earth. The earth was without form, and void; and darkness was on the face of the deep. And the Spirit of God was hovering over the face of the waters. Then God said, "Let there be light"; and there was light. And God saw the light, that it was good; and God divided the light from the darkness. God called the light Day, and the darkness He called Night. So the evening and the morning were the first day. (Genesis 1:1-5)

Where do you think math came from? God thought of math first, before anybody else on earth learned about it. God made different kinds of things. When he made the plants, he made different kinds of plants. He made different kinds of animals. If God just made ducks, this would have been a boring world. God made many different kinds of animals.

When God made the world, he separated some things from other things. God separated the light from the darkness. He separated the heavens above from the earth below. He separated the dry land from the oceans and lakes. He separated the light part of the day from the dark part of the day. Can you see the darker area and the light in this picture?



Creating Sets

DAY 1

This lesson explores the world God created. This will require about 20 minutes of instruction from the parent/teacher.

Prayer



Father, we love You. Teach us to see how You made so many different things. We want to learn more about Your creation so we can know You and worship You more. Amen.



Lesson

The first thing we will learn about math is the **set**. A set is a collection of things that look alike. It might be a collection of the same kind of animals, or the same kind of fruits, or some other kind of thing. Each piece of the set is called an **element** or **member**.

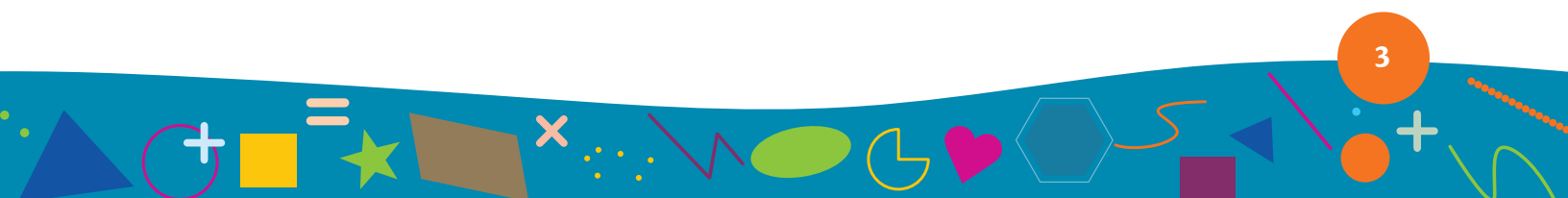


A set could also be a bunch of marbles in a bag, or some fruit in a basket.

When all the pieces of a set only look a little bit alike, the set is called a big set or (a **universal set**).

Think about your kitchen table at lunch time. Imagine everything that is put on the table. This is the big set or (the universal set). The bread and jam doesn't look like spoons and plates. These are all very different, but everything belongs on the table for lunchtime.

When we **partition** a set, we separate it into smaller sets with the pieces that look more like each other.



So, if we partition the things on the kitchen table into sets, what would we do? We would put all the food in one set, and the tableware (plates, cups, and spoons) in another set.

Or, let us look into the laundry basket. What do we see in there? There are so many different kinds of clothes in the basket. We can partition a laundry basket (the universal set) into three smaller sets — of shirts, pants, and socks.

The smallest set is called the **empty set**. This set doesn't have any member at all!

How many cows do you see in your bathroom? How many lions do you find in your living room? Are there any spiders crawling around in your shoes? There are none! These are empty sets!



Activity

Now, find a universal set in your house. You might use all the clean dishes in the drainer or the dishwasher. (See orange box on the next page for a few other suggested options for this activity). Now, make smaller sets out of the things that belong together. That is, separate the universal set into smaller sets.



1. Put all the cups together.
2. Put all the plates together.
3. Put all the silverware together.



There! Now that you have divided up the big set into three new sets, let's separate things some more. Now, think of the silverware as the big set or the universal set. Partition the silverware into three smaller sets.



1. Put all the forks together.
2. Put all the spoons together.
3. Put all the knives together.

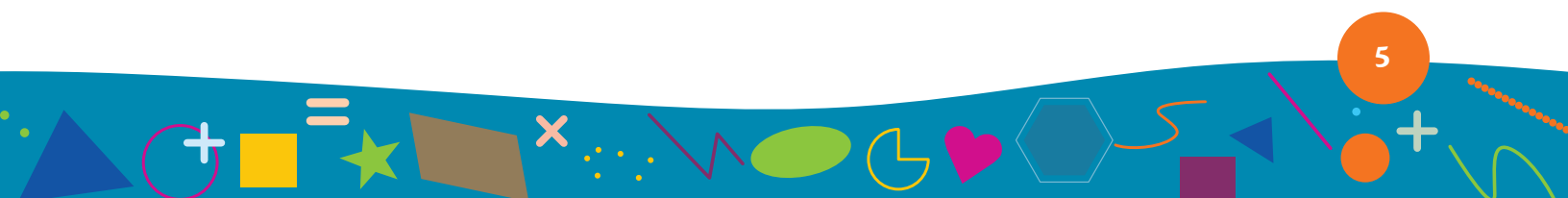
Every time we wash and dry the dishes, we must separate the dishes into sets. We separate the forks, the spoons, and the knives in the silverware drawer. We put all the forks in one place, the spoons in another place, and the knives in still another place, so we can set the table later for another meal. Do you see how life is full of making sets?

Now, you can see how God created the world with sets of so many different things. When we organize things into sets like this, we are thinking a little bit like God thinks. God has organized His world by making things that are alike. And we organize things like spoons, forks, and knives in our kitchen too. Let us pray and thank God for the different sets—the different kinds of things He has made in this world.



Other Activities

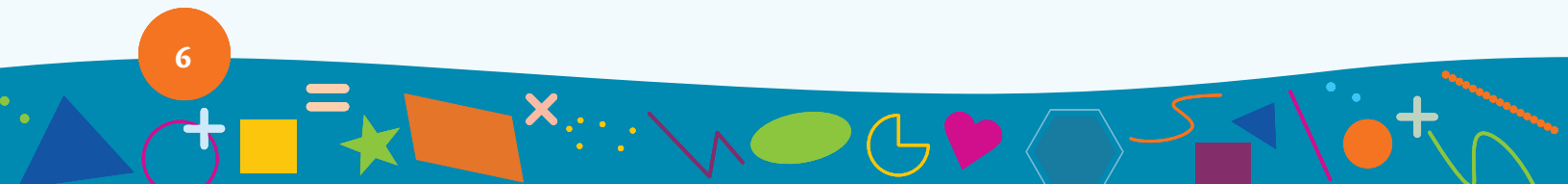
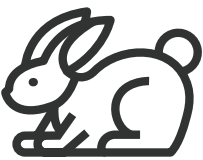
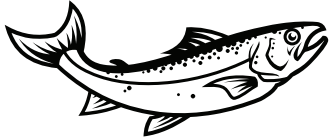
Now, let's organize more things in the kitchen, school room, or your bedroom! You can separate out different kinds of toys in your toy box. You could organize your books on the bookshelf into different sets (according to size and color). Or you could organize a drawer full of office supplies into sets. You might separate by shapes, colors, or some other way.





Student Exercises

Draw a set of each of these types of things. There can be as many or as few members as you like!



Creating Shapes

DAY 2

This is an imagination exploring lesson. The section includes a brief lesson, and two pages of exercises containing review and new material. This will require about 20 minutes of instruction and oversight from the parent/teacher.

Prayer

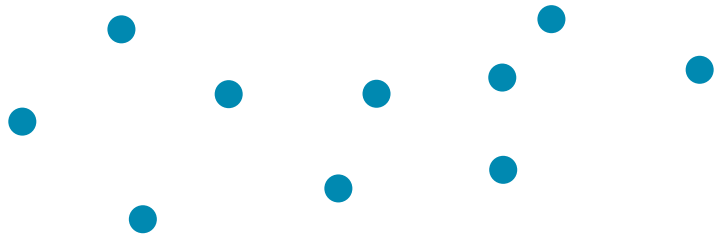


Our Father in heaven, we love You. Teach us to see Your patterns so that we can know and worship You more. Amen.



Lesson

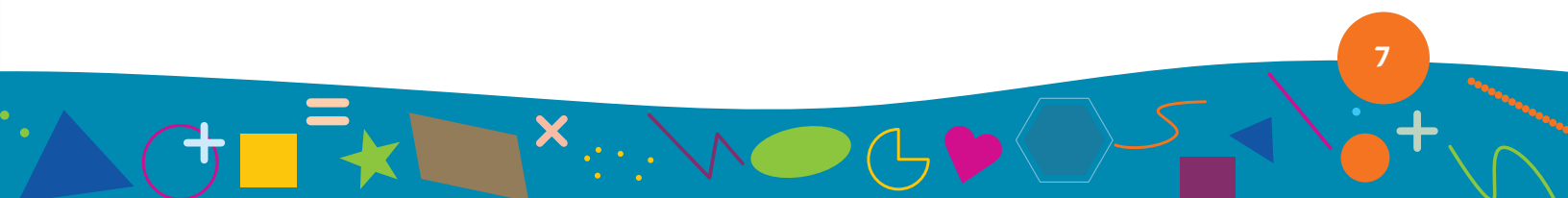
The world is full of shapes and patterns. The simplest shape that God made is a **point**.



When a set of points are all put in a row real close to each other, we call this a **line**.

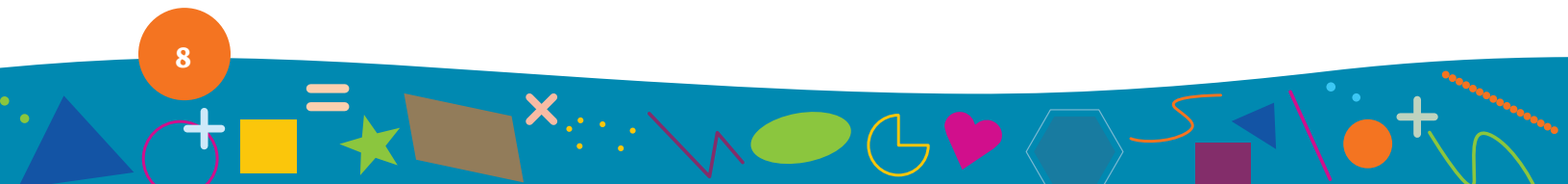
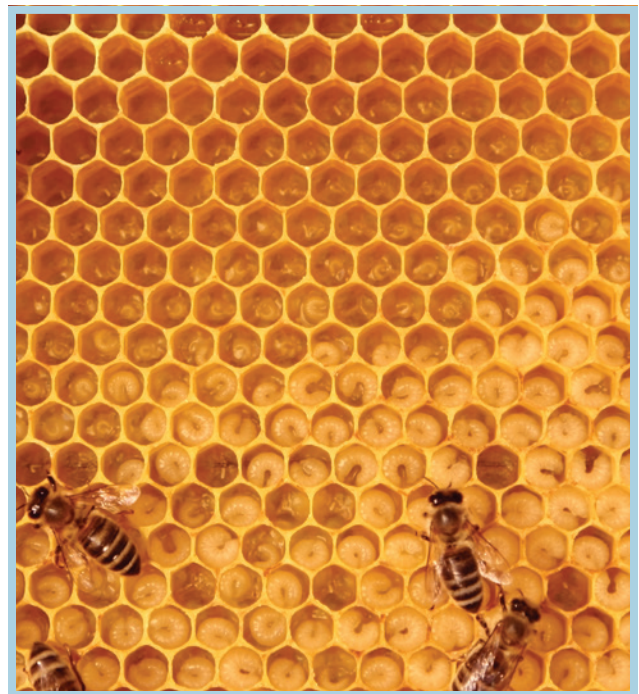


Some lines are **straight** and others are **curved**.



CHAPTER 1 | MAKING SEPARATIONS

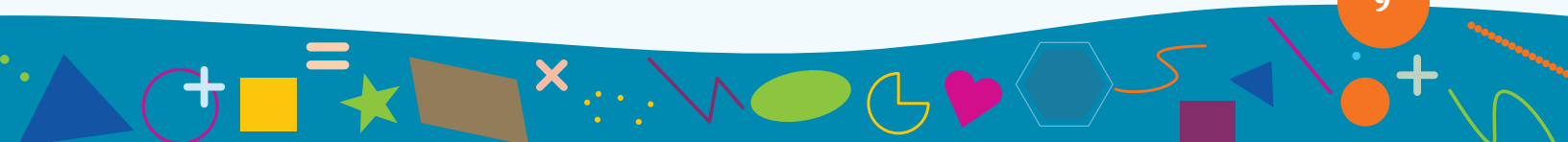
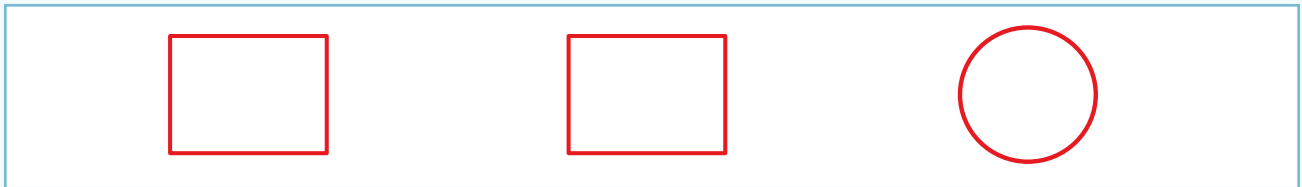
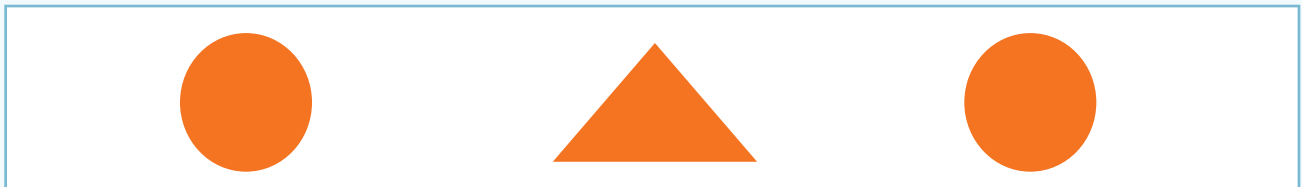
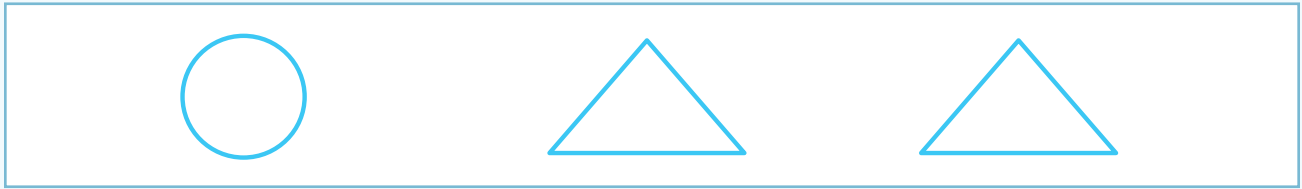
When you connect lines together you can make neat shapes like **triangles, squares, circles, stars** ... and so, so many more. Can you find some shapes in these pictures? You should find a star, a pyramid, and a hexagon. The pyramid was made by men. God created bees to make the cells of their honeycomb in the shape of a hexagon. A hexagon is a shape with 6 sides. God made the starfish too.





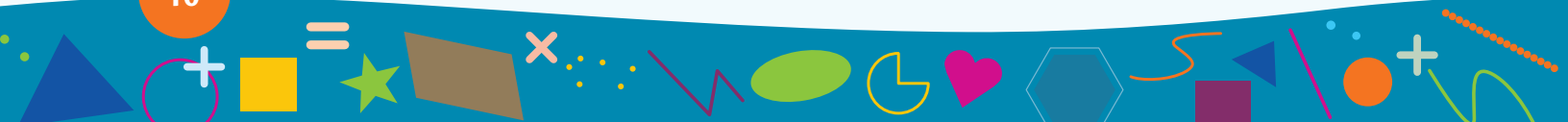
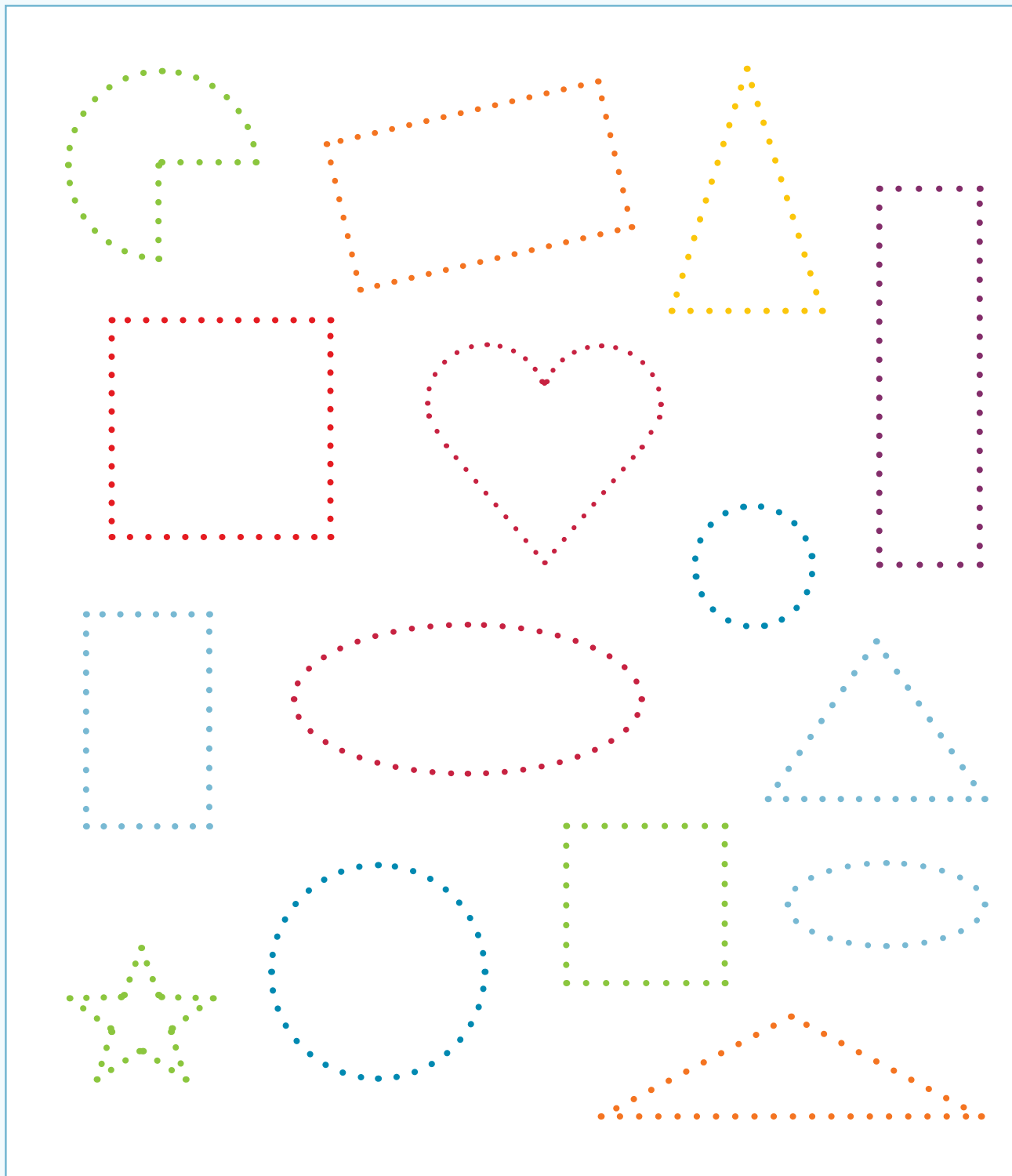
Student Exercises

In each of the boxes below, you will find three shapes. Two shapes will look alike and they could be in a set together. Circle the shape that does not look like the other two. This one can be in a set by itself. Think about how God made the one shape different from the others. Do you know the name of each of these shapes? (The parent/teacher may need to help with this.)



CHAPTER 1 | MAKING SEPARATIONS

Trace these triangles, squares, circles, and other shapes too!



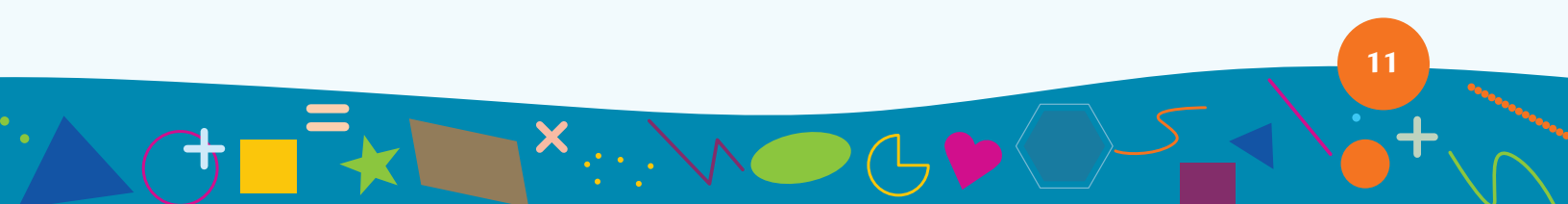


Student Exercises



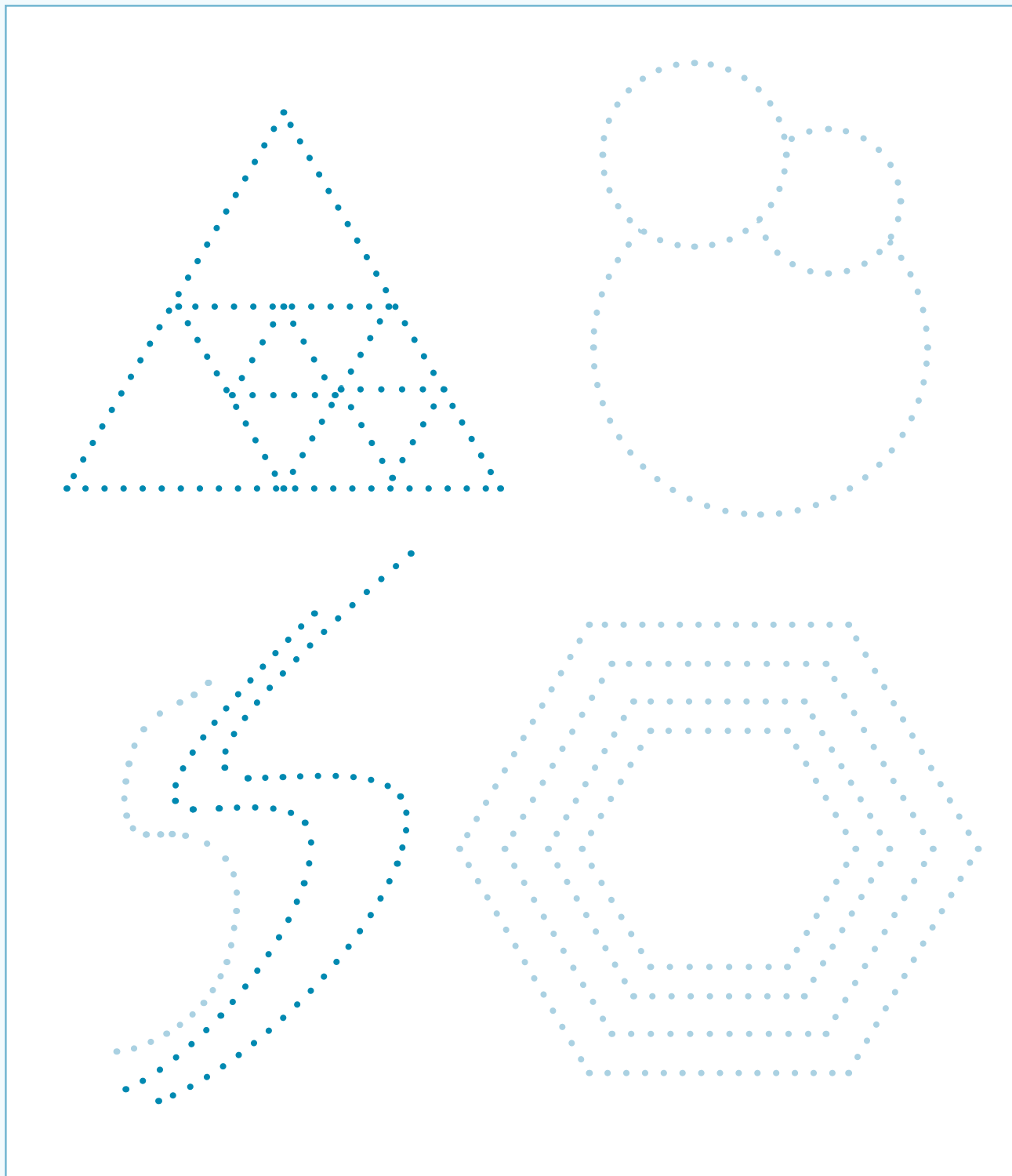
Show the child how to draw a straight line using a straight edge.

Now, draw some straight lines in the box below. Draw some curved ones too. You can draw nice curvy lines using a cup or a bottle lid. God's world is full of different kinds of lines. Can you be creative and draw different kinds of lines? Draw an interesting picture by drawing straight lines and curved lines. Connect the lines too.



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Trace these shapes and lines! Add some color too!



God's Separations

DAY 4

This is a Scripture lesson. The section is related to the Scripture reading, followed by a page of exercises. This will require about 20 minutes of instruction from the parent/teacher.

Prayer



Father, we love You. Help us to see the beautiful patterns You made. We want to know You better and worship You more, God. Amen.

Activity

Let's read Genesis 1:1-25. (Parent/teacher reads aloud.) Where does God divide things (or make partitions)? God makes partitions when He separates a big set into smaller sets. Hint: He did it on each creation day!

God made so many kinds of animals. All of these animals are part of a very big set. We call it a "universal set." The universal set is a collection of things that only have a little bit in common. In this case, the universal set is simply all the animals God created. Animals are not like plants. That's because animals move around and have babies. The set of animals includes creatures like frogs, cows, birds, fish, butterflies, dogs, cats, and aardvarks. Let's divide up this big set of animals. Separate the animals according to the places we find them. Some animals live on the land. Some animals swim in the sea. Using the picture on the next page, draw some animals where you would find them—whether in the sky, the land, or the water.

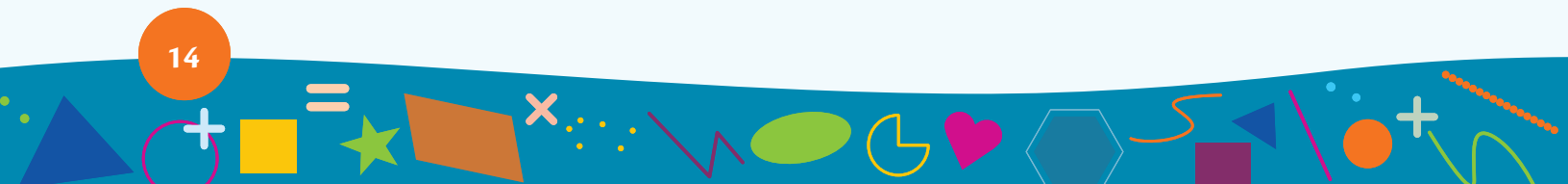
 *The child could also paste pictures of animals on to the landscape drawing, with adult supervision.*



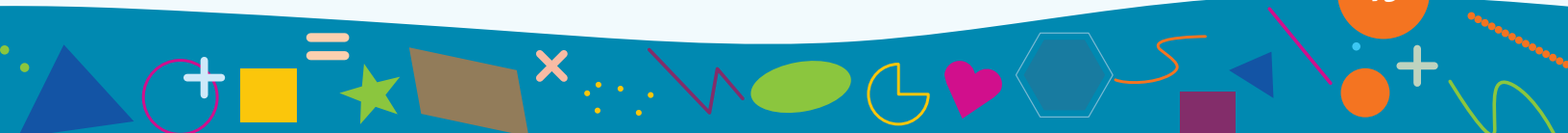
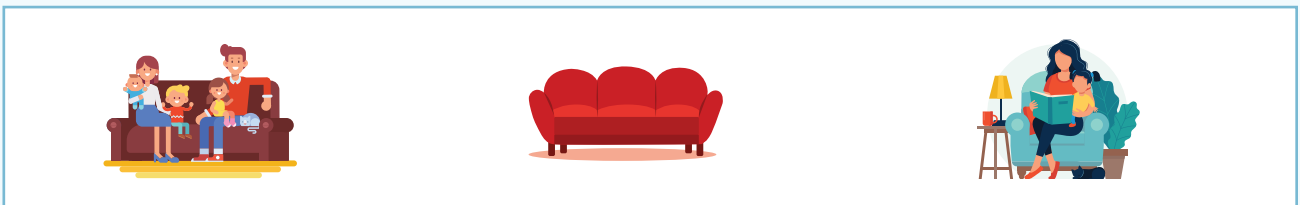
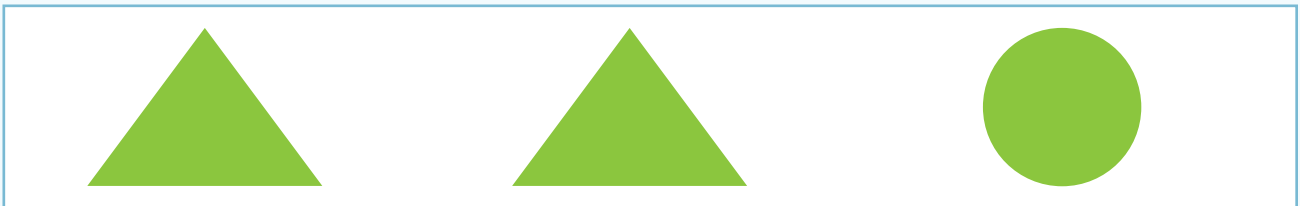
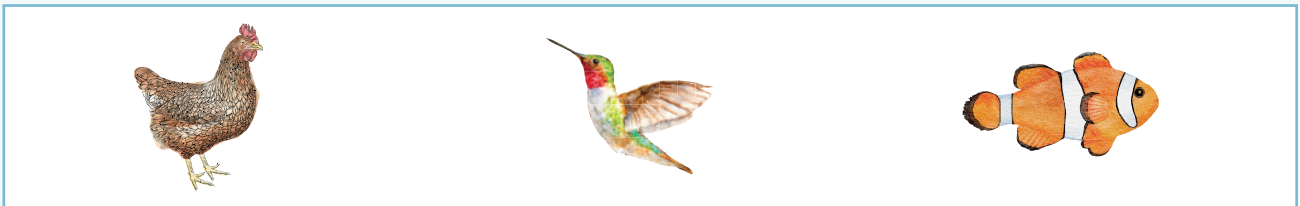


Student Exercises

What animals did God make for the sky? What animals did God make to live in the water, and on the land? Draw a few animals for each of these areas.



There are three different objects in each of the following sets. Circle the object that is not like the others. Why is that one object different from the others? How does God make things different from other things? (The parent/teacher may need to help the child with this.)



This lesson will draw in natural creation and human culture. The section invites the child to interact with the beautiful things made by God (and people), followed by a page of exercises. This will require about 15 minutes of instruction from the parent/teacher.

Prayer



Our Father in heaven, we love You. Help us to see Your patterns so that we can know You better and worship You more. Amen.

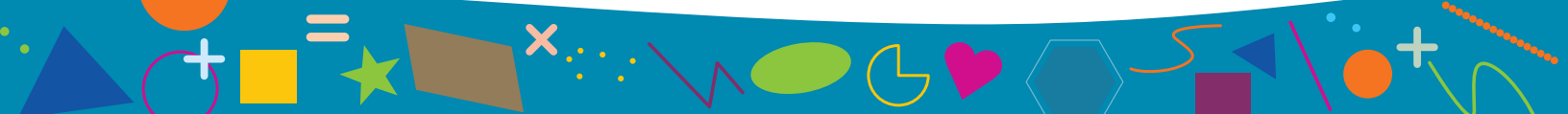


Activity

On the next page is a picture of St. Paul's Cathedral. It is a Christian church in London, England. What a beautiful building! What a beautiful rainbow! Of course, people made the building, but who made the rainbow?

Take a close look at the picture. Use your new understanding of shapes to think more deeply about this picture.

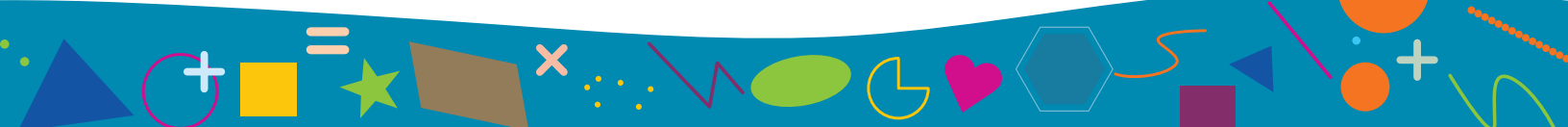
1. Do you see any straight lines in the picture?
2. Do you see any curved lines?
3. Find some squares or rectangles.
4. Find a circle.
5. What would you call the shape of the rainbow? What sort of shape would it make if the rainbow curved all the way around?
6. Find a triangle.
7. Can you find any other shapes in the picture? What would you call these shapes? Can you think of a good name for them?





“The rainbow shall be in the cloud, and I will look on it to remember the everlasting covenant between God and every living creature of all flesh that is on the earth.” (Genesis 9:16)

As you look at this picture, you can see the things that God makes and the things that people makes. What is it that makes things so beautiful? God made people (like you and me), so that we can make things beautiful. We can make these shapes. We can make patterns, and we can create beauty. Can you make something beautiful too?

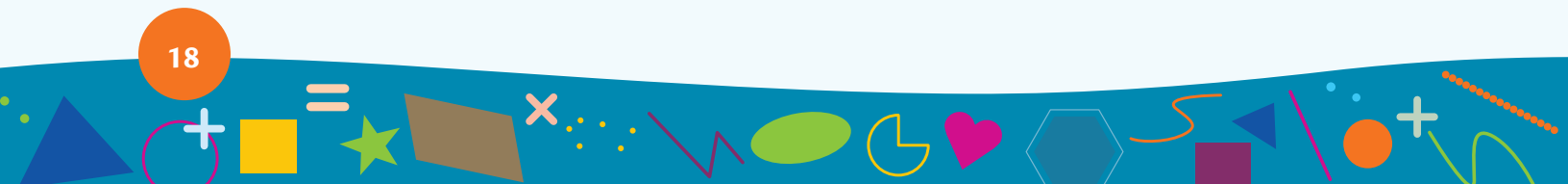




Student Exercises

Draw a set of members that you might find in a **garden**.

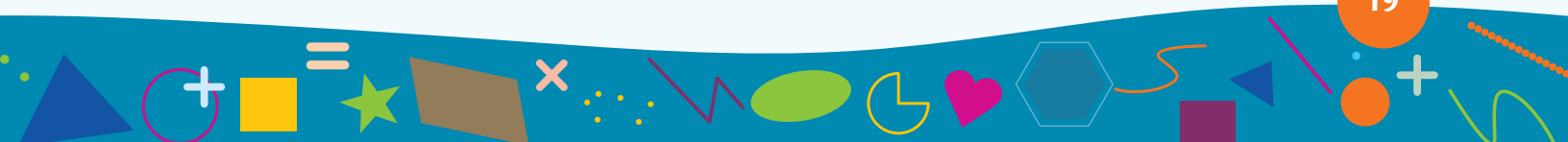
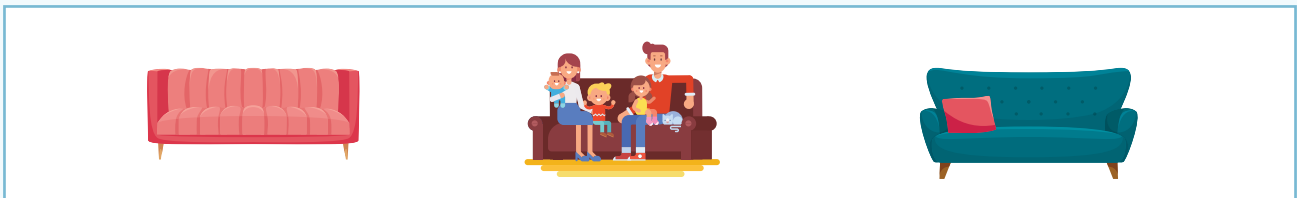
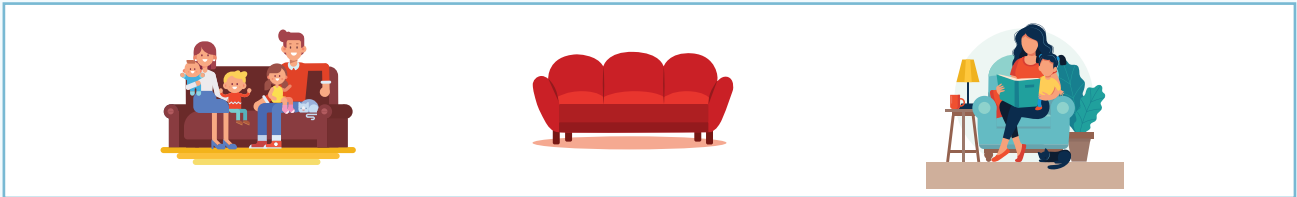
Draw a set of members that you might find in a **kitchen**.





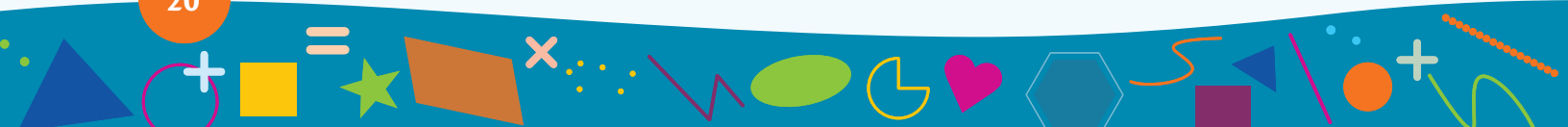
Student Exercises

There are three different objects in each of the following sets. Circle the object that is not like the others. Why is that one object different from the others? How does God make things different from other things? How do people make things different from other things? (The parent/teacher may need to help the child with this.)



CHAPTER 1 | MAKING SEPARATIONS

Which animals live in the trees? Which animals sometimes like to crawl up into trees? Which animals usually crawl around on the ground? Draw lines from the tree to each animal that spends time in trees. Then, draw lines connecting those animals that crawl around on the ground to the grassy field in the picture.



Go Separate God's World

DAY 7

This lesson connects math to real life, showing how we use math to take dominion of God's world. The section will take the child outside for an up-close-and-personal look at God's creation, to appreciate His wisdom, and to enjoy the patterns He has made. This is followed by two pages of exercises. This will require about 20 minutes of instruction from the parent/teacher.

Prayer



Father, we love You. Teach us to see Your patterns so that we can know and worship You more. Amen.



Activity

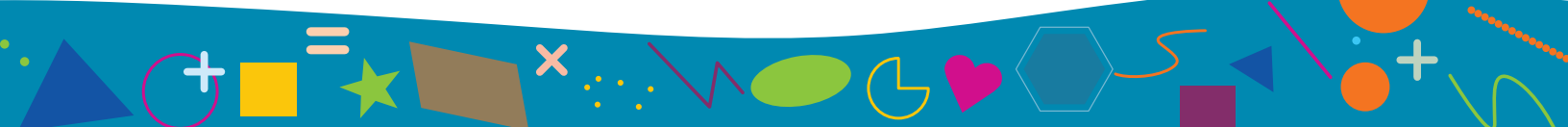
“The Lord God formed every beast of the field and every fowl of the air; and brought them unto Adam to see what he would call them: and whatever Adam called every living creature, that was the name thereof.” (Genesis 2:19)

In the beginning, God wanted Adam to do two things.

God told Adam to name the animals (by dividing the animals into sets). And then, He put Adam in the garden to take care of it.

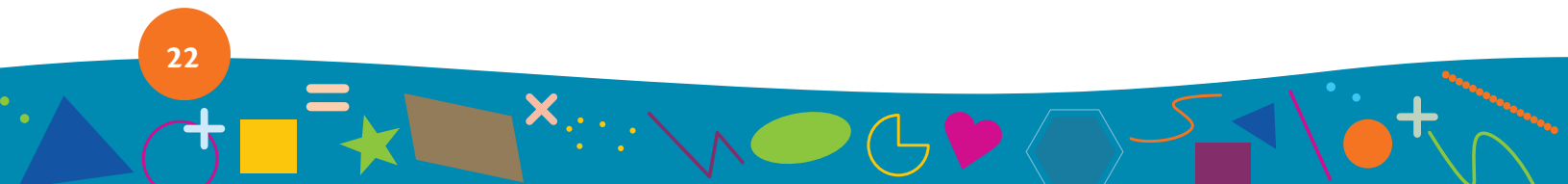
Just like Adam, we can study God's world and learn about the animals God has made. Still today, people who study different kinds of animals will come up with new names for them. We are also called to take care of God's world. Today, we will go outside and enjoy God's creation. We want to study God's world and take good care of His creation in our own yard. We enjoy studying the various parts of God's creation, the sets of His plants and animals. And, we want to take good care of the garden or the yard where we live.

1. Go outside and look at the area around your home, either in the front or back. What are the things that are lying around? You might find some litter (paper and other garbage). You might find sticks, leaves, and dead bugs. Separate what you find into piles.



CHAPTER 1 | MAKING SEPARATIONS

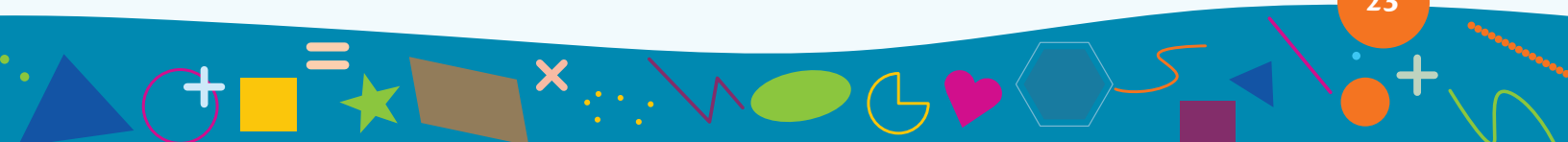
2. Of the things you have collected, what can you learn about God's creation? What are the most interesting shapes and patterns? Search through the leaves for the most interesting shape. Take a moment to appreciate what God has made. Tell your parent/teacher about it.
3. Clean up the home a little bit. Sweep up the dirt and put that in one place. Remove the rocks from the pathway or the garden. Collect the trash and throw it away. Clean up the leaves and branches. Now, what have you done? You've taken a messy place and made it more orderly. You have enjoyed a part of God's beautiful creation. What will be the result? Maybe some plants will grow better. Your family will enjoy the beauty outside your home now.





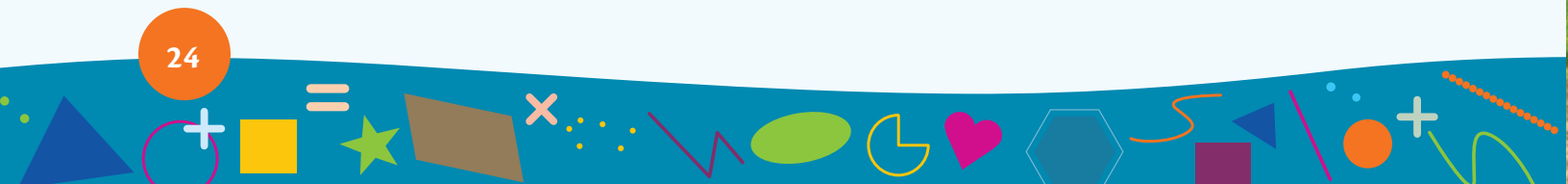
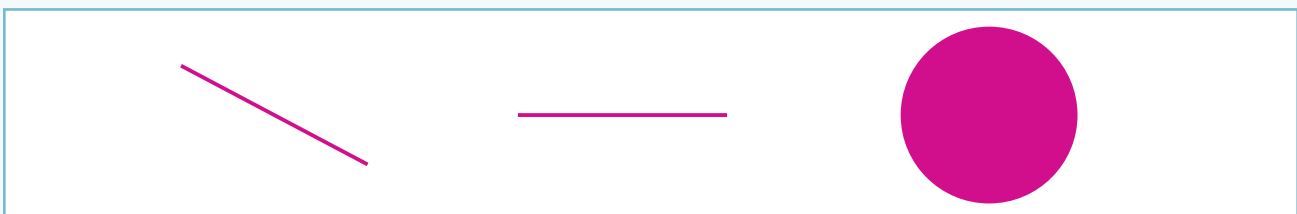
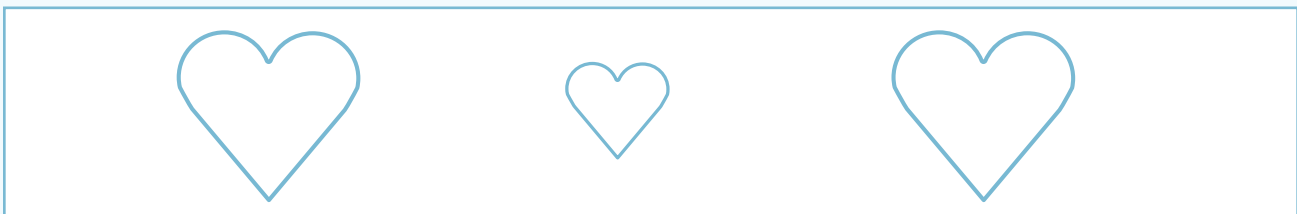
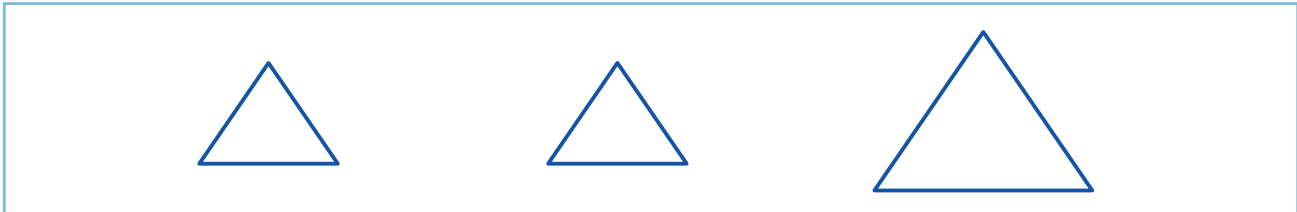
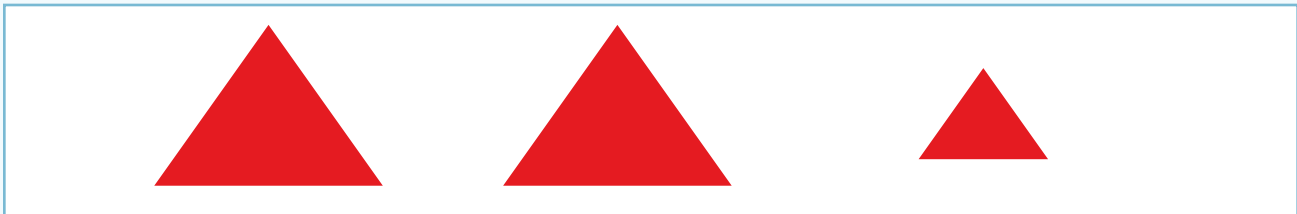
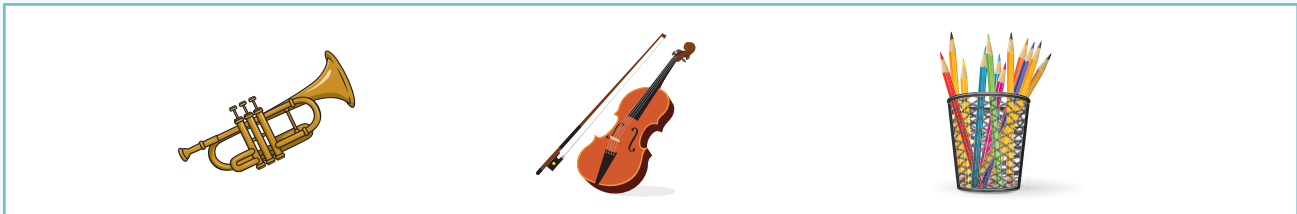
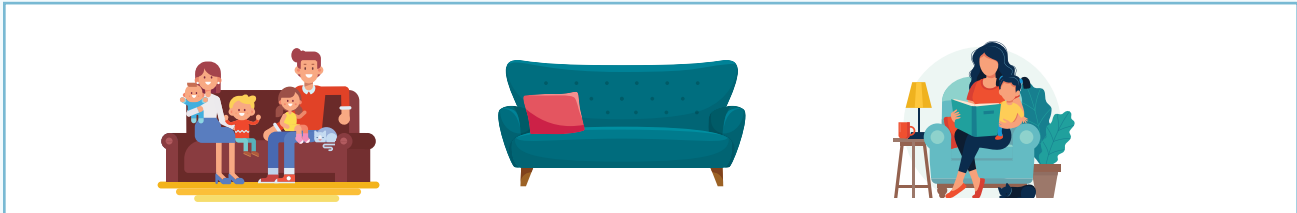
Student Exercises


Trace these shapes. A shape is a pattern of points. Do you see how these shapes are patterns of points?



CHAPTER 1 | MAKING SEPARATIONS

There are three different objects in each of the following sets. Circle the object that is not like the others. Why is that one object different from the others? How does God make things different from other things? (The parent/teacher may need to help the child with this.)





**Blessed are those who fill their lives with
God's Word and God's ways of thinking.**

Blessed is the man
Who walks not in the counsel of the ungodly,
Nor stands in the path of sinners,
Nor sits in the seat of the scornful;
But his delight is in the law of the Lord,
And in His law he meditates day and night.
He shall be like a tree
Planted by the rivers of water,
That brings forth its fruit in its season,
Whose leaf also shall not wither;
And whatever he does shall prosper.

—Psalm 1:1-3