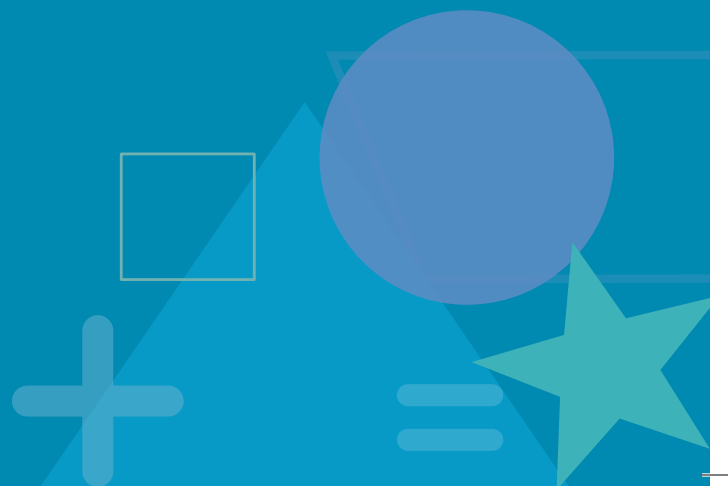


Math 2

God's Wisdom In Numbers



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Math 2

God's Wisdom In Numbers

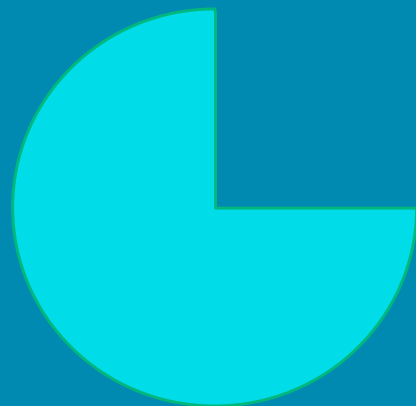
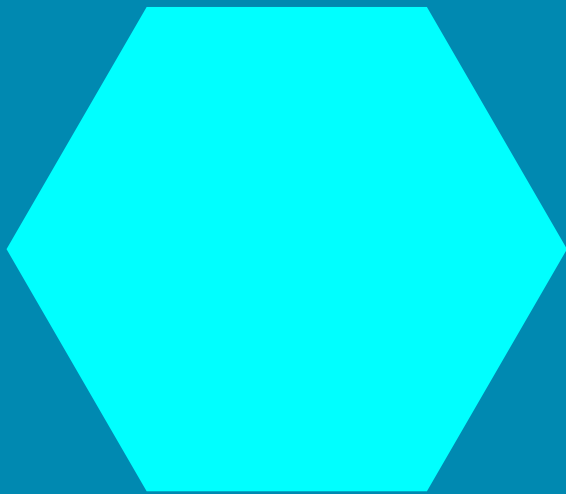
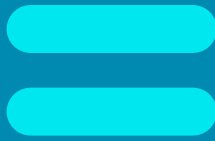
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Amy Cool (MS, Secondary Education)





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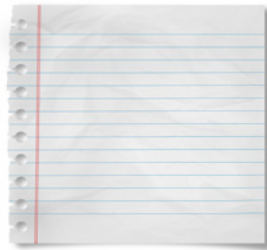
Answer Key..... 484

Your Math Toolbox

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



Pencils



Paper or Notebook



Crayons or Colored Pencils



A Ruler (That measures inches and centimeters)



Three Dice



Manipulatives



String (2-3 feet long)



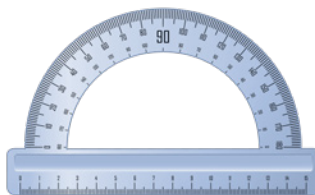
A Tape Measure
(You can borrow the family's when you need it!)



Flash Cards



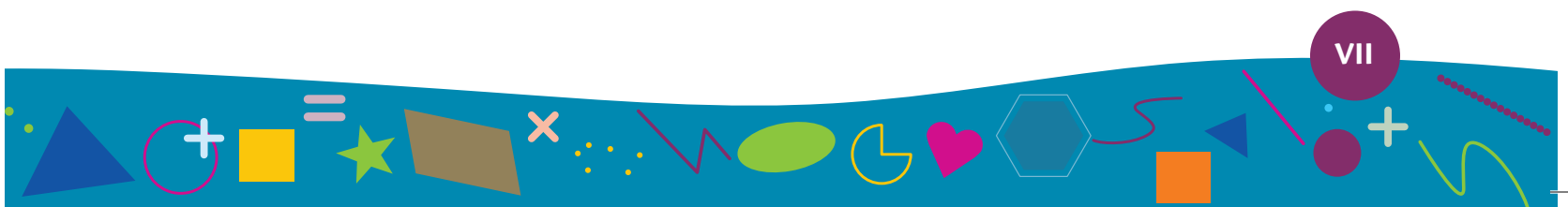
Dime



Protractor



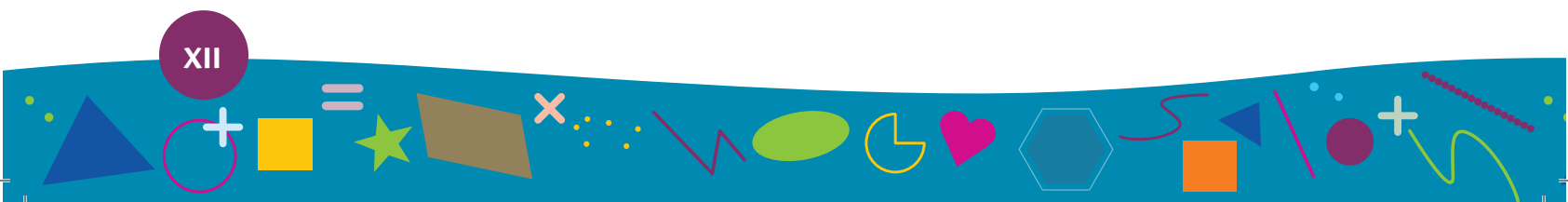
Calculator



Suggested Lesson Schedule

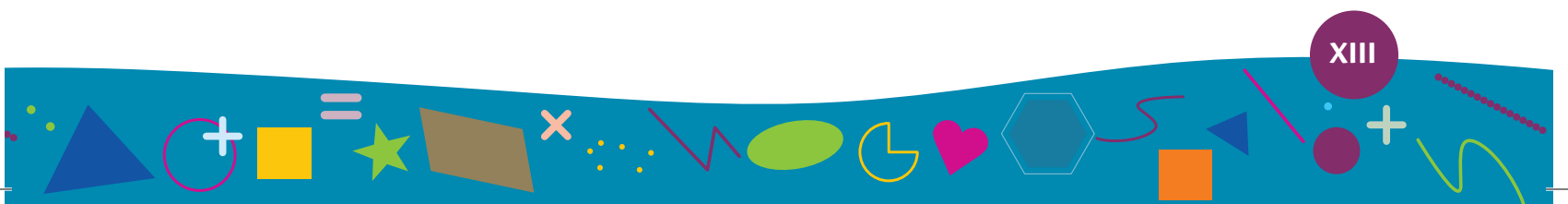
Date	Day	Lessons & Practice	✓	Progress Notes
First Semester—First Quarter				
Week 1	Monday	Chapter 1 Introduction and Day 1 Lesson		
	Tuesday	Day 2 Lesson		
	Wednesday	Day 3 Practice		
	Thursday	Day 4 Practice		
	Friday	Weekly Memory Work*		
Week 2	Monday	Day 5 Lesson		
	Tuesday	Day 6 Practice		
	Wednesday	Day 7 Lesson		
	Thursday	Day 8 Practice		
	Friday	Weekly Memory Work		
Week 3	Monday	Day 9 Lesson		
	Tuesday	Day 10 Practice		
	Wednesday	Day 11 Lesson		
	Thursday	Day 12 Practice		
	Friday	Weekly Memory Work		
Week 4	Monday	Day 13 Lesson		
	Tuesday	Chapter 2 Introduction and Weekly Memory Work		
	Wednesday	Day 14 Lesson		
	Thursday	Day 15 Lesson		
	Friday	Day 17 Practice		
Week 5	Monday	Weekly Memory Work		
	Tuesday	Day 18 Practice		
	Wednesday	Day 19 Lesson		
	Thursday	Day 20 Practice		
	Friday	Weekly Memory Work		

*Weekly Memory Work: go over the lessons from that week and review the Memory Work sections.



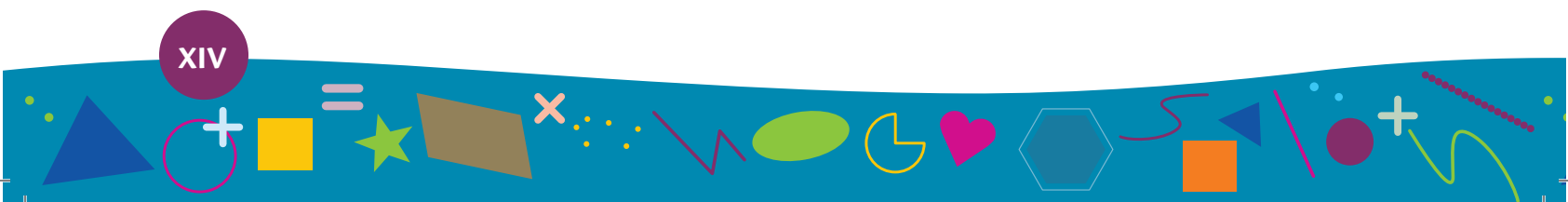
SUGGESTED LESSON SCHEDULE

Date	Day	Lessons & Practice	✓	Progress Notes
Week 6	Monday	Day 21 Lesson		
	Tuesday	Day 22 Practice		
	Wednesday	Day 23 Practice		
	Thursday	Day 24 Lesson		
	Friday	Chapter 3 Introduction and Weekly Memory Work		
Week 7	Monday	Day 25 Lesson		
	Tuesday	Day 26 Lesson		
	Wednesday	Day 27 Lesson		
	Thursday	Day 28 Practice		
	Friday	Weekly Memory Work		
Week 8	Monday	Day 29 Lesson		
	Tuesday	Day 30 Lesson		
	Wednesday	Day 31 Practice		
	Thursday	Day 32 Practice		
	Friday	Weekly Memory Work		
Week 9	Monday	Day 33 Lesson		
	Tuesday	Day 34 Lesson		
	Wednesday	Day 35 Practice		
	Thursday	Day 36 Lesson		
	Friday	Chapter 4 Introduction and Weekly Memory Work		



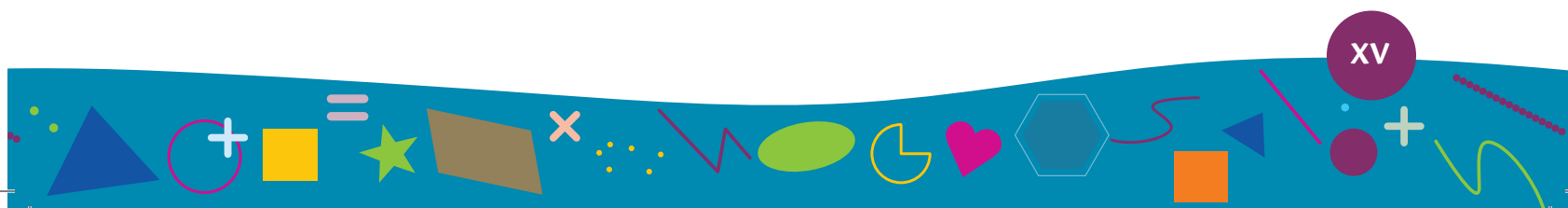
SUGGESTED LESSON SCHEDULE

Date	Day	Lessons & Practice	✓	Progress Notes
First Semester—Second Quarter				
Week 1	Monday	Day 37 Lesson		
	Tuesday	Day 38 Practice		
	Wednesday	Day 39 Lesson		
	Thursday	Day 40 Lesson		
	Friday	Weekly Memory Work		
Week 2	Monday	Day 41 Practice		
	Tuesday	Day 42 Practice		
	Wednesday	Day 43 Lesson		
	Thursday	Day 44 Practice		
	Friday	Weekly Memory Work		
Week 3	Monday	Day 45 Lesson		
	Tuesday	Day 46 Practice		
	Wednesday	Day 47 Lesson		
	Thursday	Chapter 5 Introduction and Weekly Memory Work		
	Friday	Day 48 Lesson		
Week 4	Monday	Day 49 Lesson		
	Tuesday	Day 50 Practice		
	Wednesday	Day 51 Lesson		
	Thursday	Day 52 Practice		
	Friday	Weekly Memory Work		
Week 5	Monday	Day 53 Practice		
	Tuesday	Day 54 Lesson		
	Wednesday	Day 55 Practice		
	Thursday	Day 56 Lesson		
	Friday	Weekly Memory Work		



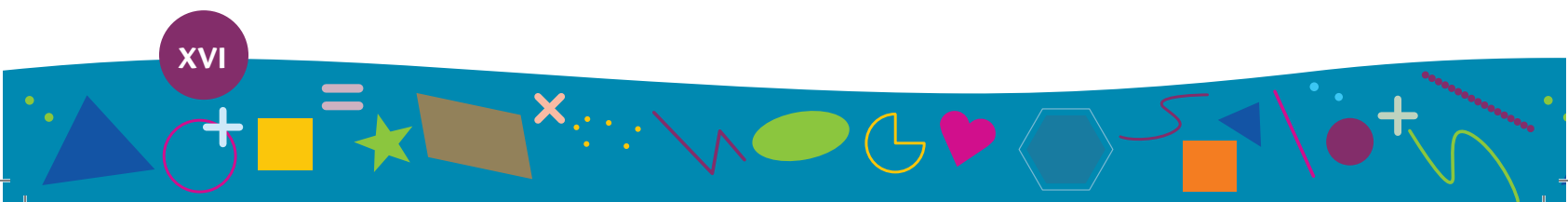
SUGGESTED LESSON SCHEDULE

Date	Day	Lessons & Practice	✓	Progress Notes
Week 6	Monday	Day 57 Practice		
	Tuesday	Day 58 Lesson		
	Wednesday	Day 59 Lesson		
	Thursday	Chapter 6 Introduction and Weekly Memory Work		
	Friday	Day 60 Lesson		
Week 7	Monday	Day 61 Practice		
	Tuesday	Day 62 Lesson		
	Wednesday	Day 63 Practice		
	Thursday	Day 64 Lesson		
	Friday	Weekly Memory Work		
Week 8	Monday	Day 65 Practice		
	Tuesday	Day 66 Lesson		
	Wednesday	Day 67 Practice		
	Thursday	Day 68 Lesson		
	Friday	Weekly Memory Work		
Week 9	Monday	Day 69 Practice		
	Tuesday	Day 70 Lesson		
	Wednesday	Day 71 Practice		
	Thursday	Day 72 Lesson		
	Friday	Day 73 Lesson		
Midterm Progress Notes				
Grade: _____				



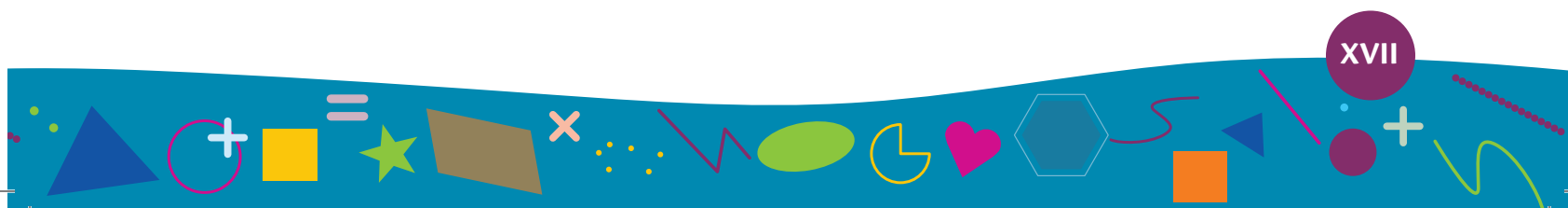
SUGGESTED LESSON SCHEDULE

Date	Day	Lessons & Practice	✓	Progress Notes
Second Semester—Third Quarter				
Week 1	Monday	Chapter 7 Introduction and Weekly Memory Work		
	Tuesday	Day 74 Lesson		
	Wednesday	Day 75 Practice		
	Thursday	Day 76 Lesson		
	Friday	Weekly Memory Work		
Week 2	Monday	Day 77 Practice		
	Tuesday	Day 78 Lesson		
	Wednesday	Day 79 Practice		
	Thursday	Day 80 Lesson		
	Friday	Weekly Memory Work		
Week 3	Monday	Day 81 Practice		
	Tuesday	Day 82 Lesson		
	Wednesday	Day 83 Practice		
	Thursday	Day 84 Lesson		
	Friday	Weekly Memory Work		
Week 4	Monday	Day 85 Practice		
	Tuesday	Day 86 Lesson		
	Wednesday	Chapter 8 Introduction and Weekly Memory Work		
	Thursday	Day 87 Lesson		
	Friday	Day 88 Practice		
Week 5	Monday	Day 89 Lesson		
	Tuesday	Day 90 Practice		
	Wednesday	Day 91 Lesson		
	Thursday	Day 92 Practice		
	Friday	Weekly Memory Work		



CONTENTS

Date	Day	Lessons & Practice	✓	Progress Notes
Week 6	Monday	Day 93 Lesson		
	Tuesday	Day 94 Practice		
	Wednesday	Day 95 Lesson		
	Thursday	Weekly Memory Work		
	Friday	Day 96 Practice		
Week 7	Monday	Day 97 Lesson		
	Tuesday	Chapter 9 Introduction and Weekly Memory Work		
	Wednesday	Day 98 Lesson		
	Thursday	Day 99 Lesson		
	Friday	Day 100 Practice		
Week 8	Monday	Day 101 Lesson		
	Tuesday	Day 102 Practice		
	Wednesday	Day 103 Lesson		
	Thursday	Day 104 Practice		
	Friday	Weekly Memory Work		
Week 9	Monday	Day 105 Lesson		
	Tuesday	Day 106 Practice		
	Wednesday	Day 107 Lesson		
	Thursday	Day 108 Practice		
	Friday	Weekly Memory Work		



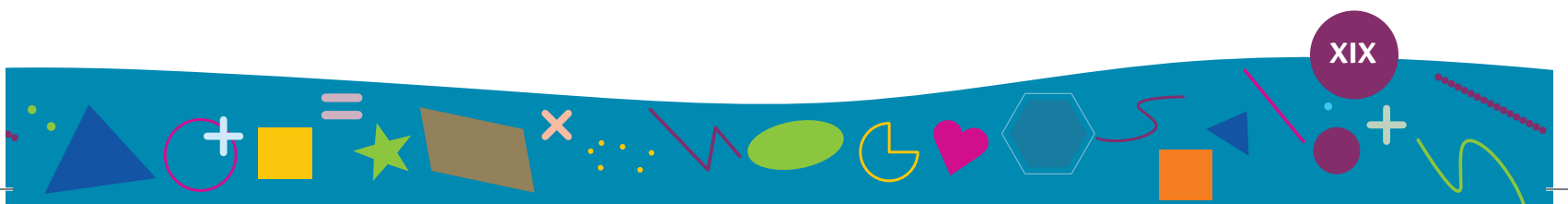
SUGGESTED LESSON SCHEDULE

Date	Day	Lessons & Practice	✓	Progress Notes
Second Semester—Fourth Quarter				
Week 1	Monday	Day 109 Lesson		
	Tuesday	Chapter 10 Introduction and Memory Work		
	Wednesday	Day 110 Lesson		
	Thursday	Day 111 Practice		
	Friday	Day 112 Lesson		
Week 2	Monday	Day 113 Practice		
	Tuesday	Day 114 Lesson		
	Wednesday	Day 115 Practice		
	Thursday	Day 116 Lesson		
	Friday	Weekly Memory Work		
Week 3	Monday	Day 117 Practice		
	Tuesday	Day 118 Lesson		
	Wednesday	Day 119 Practice		
	Thursday	Day 120 Lesson		
	Friday	Weekly Memory Work		
Week 4	Monday	Day 121 Practice		
	Tuesday	Day 122 Lesson		
	Wednesday	Chapter 11 Introduction and Weekly Memory Work		
	Thursday	Day 123 Lesson		
	Friday	Day 124 Lesson		
Week 5	Monday	Day 125 Lesson		
	Tuesday	Day 126 Practice		
	Wednesday	Day 127 Lesson		
	Thursday	Day 128 Practice		
	Friday	Weekly Memory Work		



CONTENTS

Date	Day	Lessons & Practice	✓	Progress Notes
Week 6	Monday	Day 129 Lesson		
	Tuesday	Day 130 Practice		
	Wednesday	Day 131 Lesson		
	Thursday	Weekly Memory Work		
	Friday	Day 132 Practice		
Week 7	Monday	Day 133 Lesson		
	Tuesday	Chapter 12 Introduction and Weekly Memory Work		
	Wednesday	Day 134 Lesson		
	Thursday	Day 135 Practice		
	Friday	Day 136 Lesson		
Week 8	Monday	Day 137 Practice		
	Tuesday	Day 138 Lesson		
	Wednesday	Day 139 Practice		
	Thursday	Day 140 Lesson		
	Friday	Weekly Memory Work		
Week 9	Monday	Day 141 Practice		
	Tuesday	Day 142 Lesson		
	Wednesday	Day 143 Practice		
	Thursday	Day 144 Lesson		
	Friday	Day 145 Lesson		
Progress Notes				
Final Grade: _____				





How many swans are swimming in a row behind the momma?

CHAPTER 1

Remembering God's Creation in Math



Welcome to Math 2!

This chapter will provide some review of the lessons you have already learned.

We will continue our study of math to learn more about the world. God created this world. And He made math too!

God made many things in this world, and He gave us numbers so we can count and compare them!

10 is bigger than 1. 100 is bigger than 10. 1,000 is bigger than 100.

Before you start these lessons, remember the reasons why you are learning math. Math is one tool to help you learn more about God's wonderful world. God gave us numbers so we can study more about the world He made. When we understand His world, we can give Him more praise and the glory for the things He has made!

When you learn more about God's world, you discover that God is very wise, very powerful, and very good. Then, what will you do? Oh yes! You must praise Him for this wonderful world that He made!

Also, we learn math so we can serve others in this world. We can build houses if we learn math skills. We can buy food at the store. We can sell things in the market. The more you learn about math, the more you will be able to bless others and serve your family in the years to come. God is so wise! Let's praise Him for His amazing knowledge!

Oh, the depth of the riches both of the wisdom and knowledge of God. . . to whom be glory forever! Amen. (Romans 11:33,36)



Studying God's Numbers!

DAY 1

This lesson reviews numbers to 4 digits. This will require about 5 minutes of instruction from the parent/teacher.



Our Father God in heaven, we thank You today for your wonderful creation! Thank You for giving us numbers so we can count things that You have made such as swans, puppies, and children. Amen.

Memory Work — Practice counting from 1 to 20, and backward from 20 to 1.



Lesson

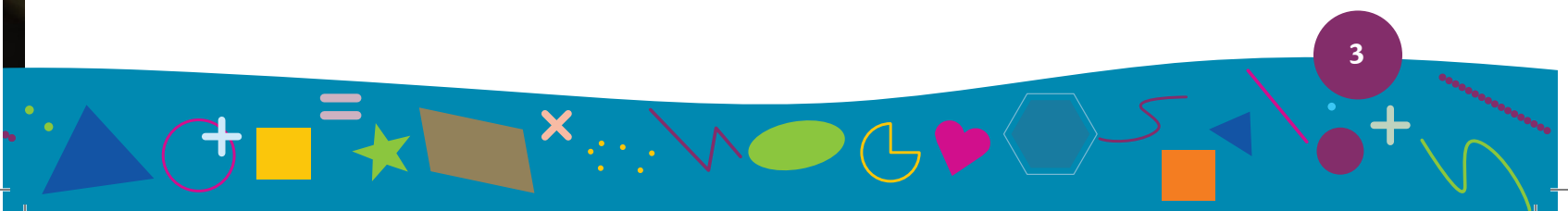
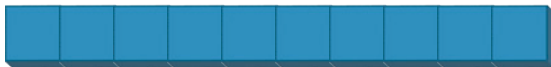
Today, we will review God's numbers up to 4 digits. A digit is any of these numbers: 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. The number 1000 has 4 digits all in a row. The number 9593 also has 4 digits. The number of digits is not the same thing as the number itself. The number 216 has 3 digits all in a row. How many digits does 39 have? It has 2 digits! What about 1234567? How many digits did you count?

Before our lesson, let's be sure you know your numbers up to 100 first. Be sure to have your "manipulative" blocks ready to use.

Look at all those big blocks and little blocks. We bring little blocks together to make chunks. These are the sizes of chunks we normally use for numbers. You can see the little 1-block. This is a block of 1. We call these single blocks "1s" ("ones").

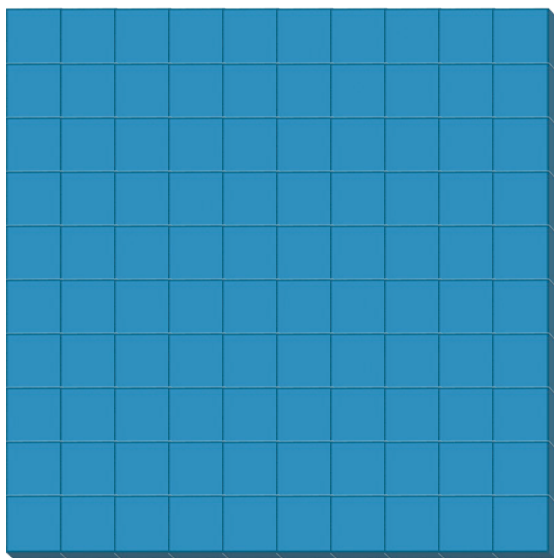


You can see 10 little blocks in a line. These make up the 10-block. We will call this block a chunk of 10, or 10s ("tens").



CHAPTER 1 | REMEMBERING GOD'S CREATION IN MATH

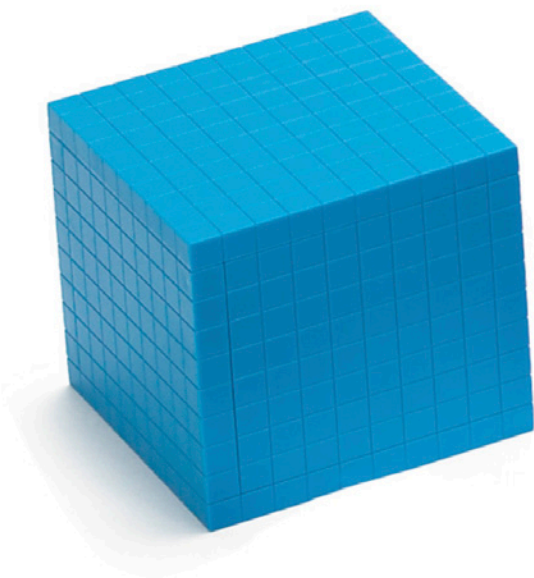
You can see 100 little blocks (in a big flat chunk). These make up the 100-block. This is a chunk of 100.



Now put 10 of the 10-blocks (or 10 chunks of 10) together, side by side. Compare this with the block of 100. What if you put 10 of the 100-blocks together? That would make a giant chunk of 1000. That's one big chunk of 1,000 little blocks!

Now let's count by 10s! 10...20...30...40...50...60...70...80...90...100.

Now let's count by 100s...100...200...300...400...500...600...700...800...900...1,000.





Student Exercises

Let's count single 1s, chunks of 10, and chunks of 100s. Write the number of 1s, 10s, and 100s in each box. Put the number of 100s blocks in the 100s box. Put the number of 10s blocks in the 10s box. Put the number of 1s blocks in the 1s box. Then, write the full number in the bigger box.

100s:

10s:

1s:

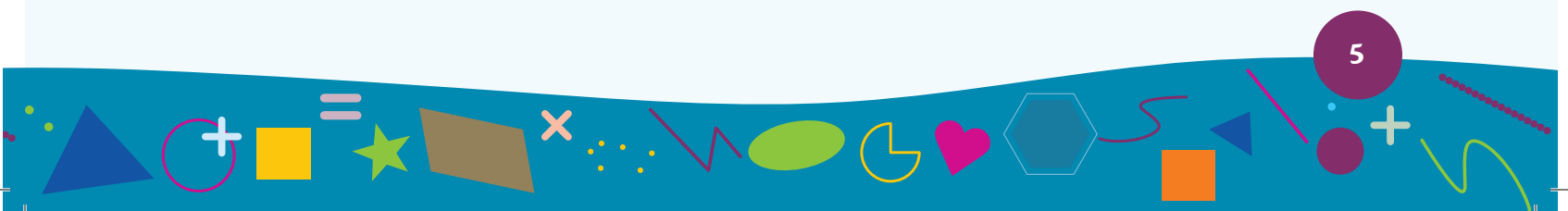
Total:

100s:

10s:

1s:

Total:



CHAPTER 1 | REMEMBERING GOD'S CREATION IN MATH

100s:

10s:

1s:

Total:

100s:

10s:

1s:

Total:



God's Gift of Addition

DAY 2

This lesson reviews the addition of single digits that yields an answer higher than 10. This will require about 10 minutes of instruction from the parent/teacher.



Pray your own prayer of thanksgiving and praise to God. Pray for His help with this lesson.

Memory Work — *Spend a few minutes with addition flash cards (adding numbers 1-6).*



Lesson

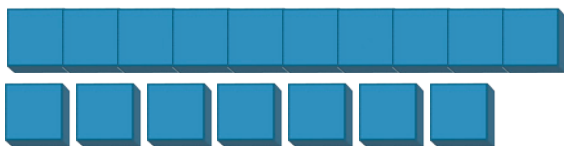
God gave us the gift of addition, so we can add up numbers. God adds too. Read this verse and find out what the Lord is adding.

So those who received his word were baptized, and there were added that day about three thousand souls. . . And the Lord added to their number day by day those who were being saved. (Acts 2:41,47).

Let's add 8 and 9, using our blocks.



This answer is going to be a big number—bigger than 10. How many blocks do we have to add to the set of 9 single blocks to make a chunk of 10? Can we move one of the singles from the set of 8 over to the set of 9 single blocks? Now we have one chunk of 10, and 7 singles. That's 17!



7

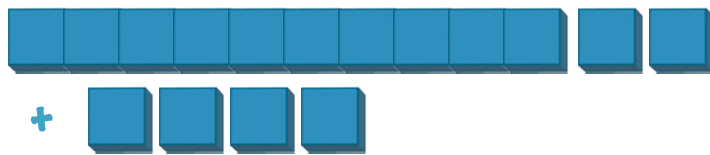


CHAPTER 1 | REMEMBERING GOD'S CREATION IN MATH

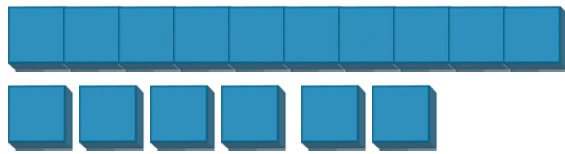
How many chunks of 10 (10-blocks) are there in this set? Just 1. How many single blocks are there in the set? There are 7! We still have the same number of blocks that we started with. But now we have one chunk of 10 and 7 singles. That's 17 all together! This means $8 + 9 = 17$.

Today, let us make sure that you can add using your blocks. This might be a review for you, but adding is very important. Before we go on in math, you must be able to add really well!

Let's try another addition exercise: $12 + 4$. First we will lay out the set for the number 12 as 1 chunk of 10 (a 10-block) and 2 singles. That makes 12. Then, we will add 4 single 1s.



Now let's rearrange the blocks. Let's put all the single 1s together. Now we have 1 chunk of 10, and 6 single 1s. That's 16 all together! This means that $12 + 4 = 16$. Look carefully at the blocks below. We can make another equation from this: $10 + 6 = 16$.



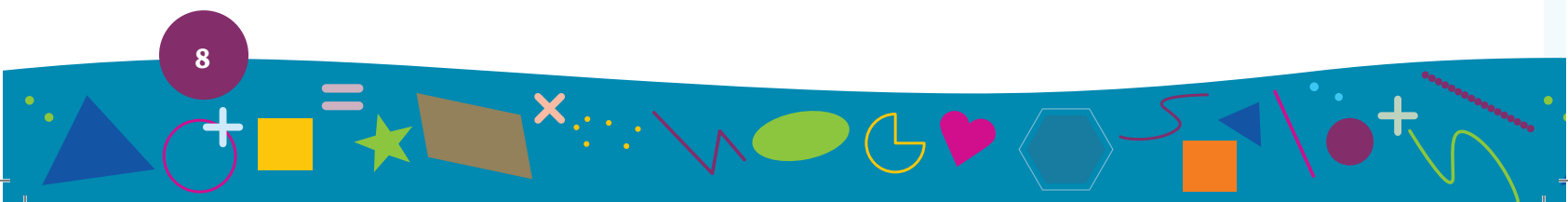
Now try a few of these on your own using your blocks.

$$11 + 7$$

$$8 + 4$$

$$13 + 6$$

$$6 + 9$$





Student Exercises

Add these numbers together to find a bigger number. Try to answer these from memory. You can use your blocks if you need help. Write the answers for the first six exercises **on** the line. Write the answers for the last six exercises **under** the line.

$$3 + 3 = \underline{6}$$

$$3 + 4 = \underline{\quad}$$

$$3 + 5 = \underline{\quad}$$

$$3 + 6 = \underline{\quad}$$

$$4 + 6 = \underline{\quad}$$

$$5 + 4 = \underline{\quad}$$

$$\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$$

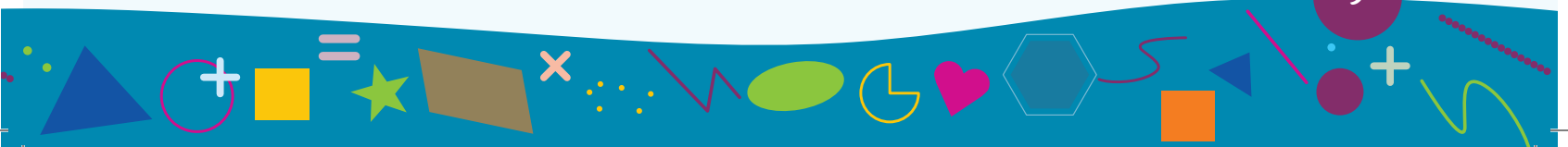
$$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$$



DAY 3

God's Gift of Subtraction

This lesson reviews subtraction where the minuend (the first number in a subtraction equation) is greater than 10. This will require about 10 minutes of instruction from the parent/teacher.



Dear Lord, You are strong and mighty! Help me to learn well today. Amen.

Memory Work — Spend a few minutes with subtraction flash cards (with numbers 1-10).



Lesson

God gave us the gift of subtraction. In the story of Gideon, the Lord takes away some of the men from Gideon's army.

And the Lord said to Gideon, "The people who are with you are too many for Me to give the Midianites into their hands, lest Israel claim glory for itself against Me, saying, 'My own hand has saved me.' Now therefore, proclaim in the hearing of the people, saying, 'Whoever is fearful and afraid, let him turn and depart at once from Mount Gilead.' "And twenty-two thousand of the people returned, and ten thousand remained. (Judges 7:2-3)

Eventually, the Lord took away all the men except for 300. These 300 men would be the ones to fight a much bigger enemy.

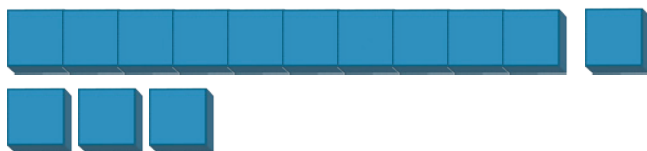
Today, let us make sure that you can subtract using your blocks. This might be a review for you, but subtracting is very important. Before we go on in math, you must be able to subtract really well!

10

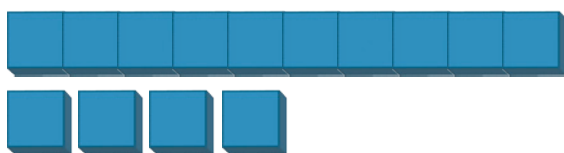


DAY 3 | GOD'S GIFT OF SUBTRACTION

Let's review an addition exercise: $11 + 3$. First we will lay out the set for the number 11 as 1 chunk of 10 (a 10-block) and 1 single. That makes 11. Then, we will add 3 single 1s, for a set of 3.



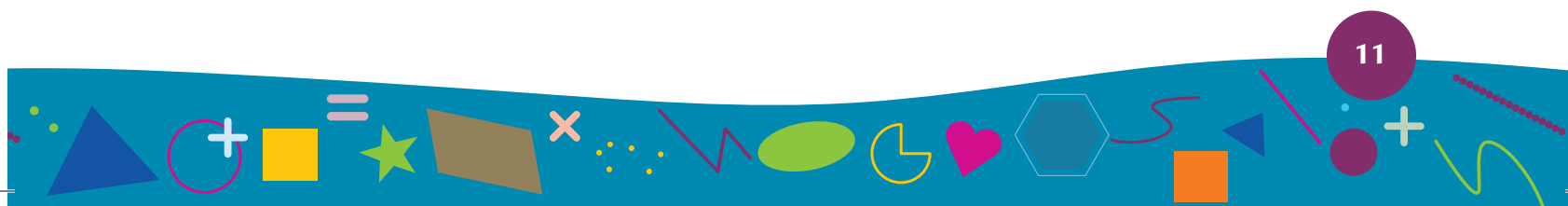
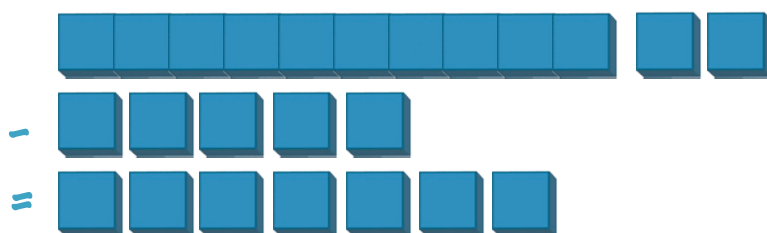
Now let's rearrange the blocks. Let's put all the single 1s together. Now, we have 1 chunk of 10, and 4 single 1s. That's 14 all together! This means that $11 + 3 = 14$. Look carefully at the blocks above. We can make another equation from this: $10 + 4 = 14$.



Now let's try a subtraction exercise, using your blocks: What is $12 - 5$?

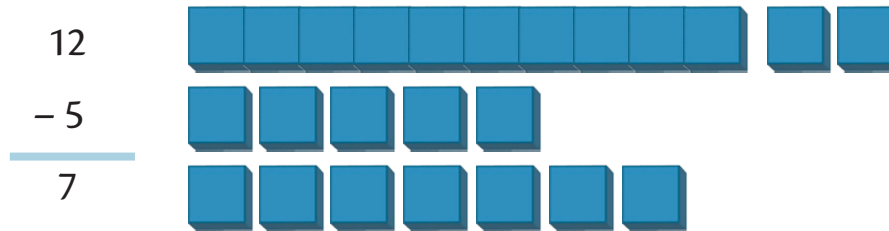
This time, we start out with 12 blocks. We need to take 5 blocks away. How many blocks will be left? Let's find out.

Look at your 12 blocks. How many single 1-blocks can you take away from the set of 12? That's right: 2! Go ahead and remove the 2 single blocks. Now how many more do you need to take away? That's right. You need to take away 3 more singles from the chunk of 10. (You can cover up 3 of them using your hand.) Now you have taken away 5 blocks. How many are left? That's right: 7! The answer is: $12 - 5 = 7$.



CHAPTER 1 | REMEMBERING GOD'S CREATION IN MATH

Here is one more way to do this subtraction exercise. Break off 5 blocks from the set of 12 in this picture, and how many are left? That's right! 7!



Sometimes, when we subtract from bigger numbers, we don't have to take away any singles from the chunk of 10. Use your blocks for this exercise: $16 - 5$. Start out with 1 chunk of 10 and 6 singles. Take away 5 singles, and what do we have left? We still have 1 chunk of 10 left, and 1 single. This means that $16 - 5 = 11$.

Try a few more on your own using your blocks.

$$6 - 2$$

$$8 - 5$$

$$15 - 3$$

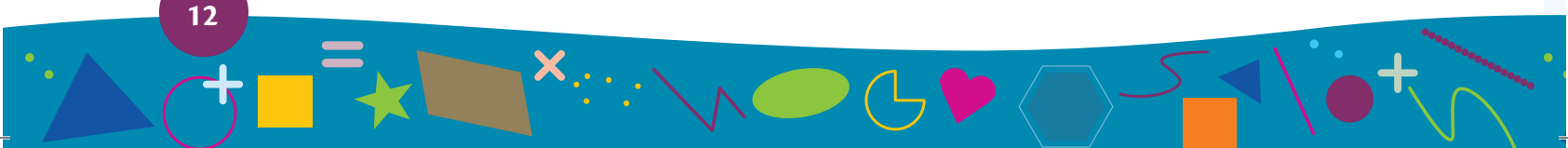
$$9 + 6$$

$$16 - 9$$

$$14 - 8$$

$$11 - 6$$

$$10 + 5$$





Student Exercises

Use your blocks or coins to add or subtract these numbers.

$$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ - 8 \\ \hline \end{array}$$

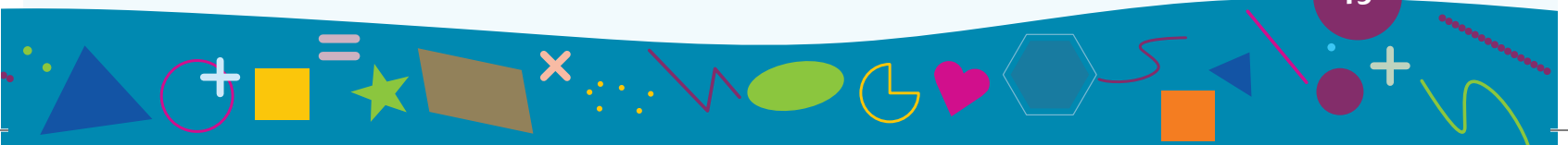
$$\begin{array}{r} 15 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 5 \\ \hline \end{array}$$



Let's practice counting to 40! Then use your blocks or coins to add and subtract. Work on memorizing each of the exercises as you go.

Let's count some big numbers today! Let's start our exercises by counting to 40 together!

1...2...3...4...5...6...7...8...9...10...11...12...13...14...15...16...17...
18...19...20...21...22...23...24...25...26...27...28...29...30...31...32...
33...34...35...36...37...38...39...40! And let's do it one more time!

$$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 2 \\ \hline \end{array}$$

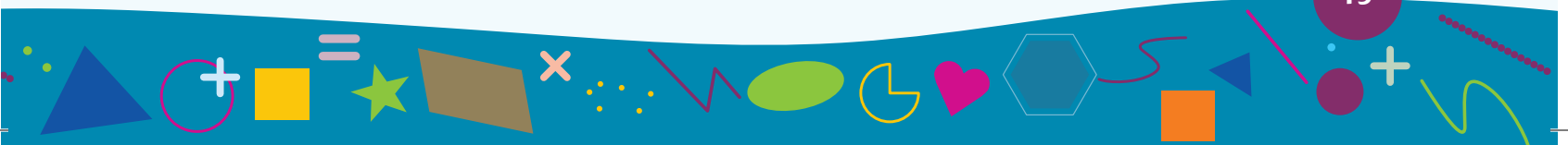
$$\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$$



DAY 5

Count Around the House

This lesson connects addition to day-to-day elements with which the student is familiar. This will require about 5 minutes of instruction from the parent/teacher.



Lord, thank You for giving me things to count in Your world. Help me to count well today. Amen.

Memory Work — Spend a few minutes with addition flash cards (adding numbers 1-10). How many can you get right in 60 seconds?



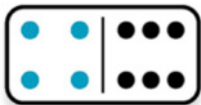
Lesson

Today, let's find things around the house you can add up. We will give you several practice exercises, and then you can make up some of your own!

1. Play dominos! Add up the dots!



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

2. Play a game! Add up the dots on the dice!



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



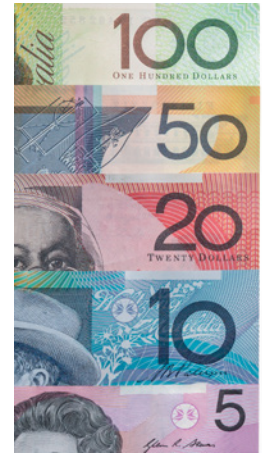
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



DAY 5 | COUNT AROUND THE HOUSE

3. Your friend came home from a trip to Australia. He brought some money back. Add it up!

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



4. Count the eggs in the refrigerator! Let's say these two cartons of eggs are in your refrigerator. How many eggs are there all together?

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Now, go find things to add up in your home!

5. Items: _____

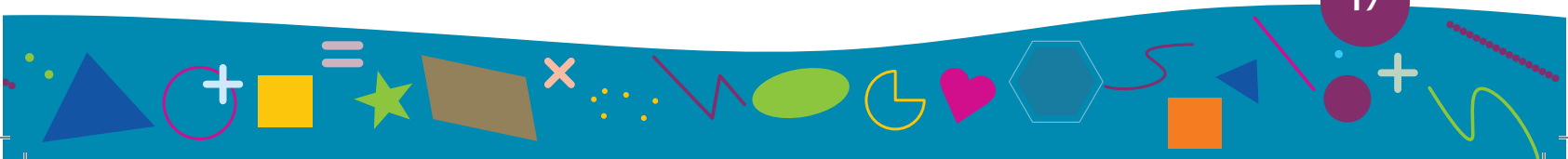
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

6. Items: _____

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

7. Items: _____

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$





Student Exercises

Let's practice counting to 40! Then use your blocks or coins to add and subtract. Work on memorizing each of the exercises as you go.

$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 5 \\ \hline \end{array}$$

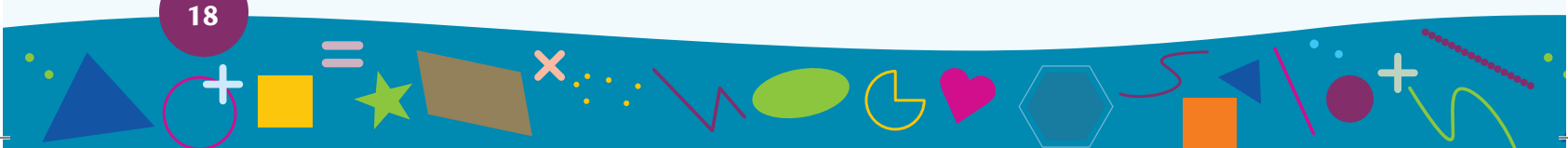
$$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 4 \\ \hline \end{array}$$



Let's subtract bigger numbers using our blocks. When you subtract or take away blocks, try crossing out some of the blocks in the picture. Then count how many are left.



$15 - 3 = \underline{\quad}$



$18 - 9 = \underline{\quad}$



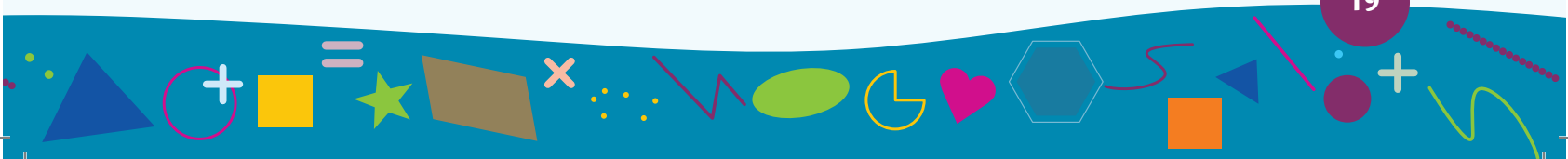
$17 - 6 = \underline{\quad}$



$14 - 6 = \underline{\quad}$



$22 - 14 = \underline{\quad}$



DAY 7

Let's Compare Numbers!

This lesson reviews the greater than (>) and lesser than (<) concepts. This will require about 5 minutes of instruction from the parent/teacher.



Jesus, thank You for taking care of me everyday. You are good to me. Help me to learn about math. Amen.

Memory Work — Spend a few minutes with addition and subtraction flash cards (adding numbers 1-10).



Lesson

There are some things that are bigger than other things in this world. An elephant is bigger than a mouse. A mountain is bigger than an elephant. The world is bigger than the mountain. And God is bigger than all of that. How big is God?

But will God indeed dwell on the earth? Behold, heaven and the heaven of heavens cannot contain You. How much less this temple which I have built! (1 Kings 8:27)

You are of God, little children, and have overcome them, because He who is in you is greater than he who is in the world. (1 John 4:4)

Some numbers are bigger than other numbers. Some sets or groups are bigger than other sets. We use the greater or less than signs (< and >) to compare numbers. So let's compare these numbers:

$$9 > 1$$



How about this? Can you read this out loud?

God > Everything

The little arrow points at the little number. The wide opening of the arrow points to the big number. You might also think about a baby shark: the small shark opens his mouth wide to eat the big number. You can pretend the bigger-than and smaller-than signs are the baby shark's open mouth!

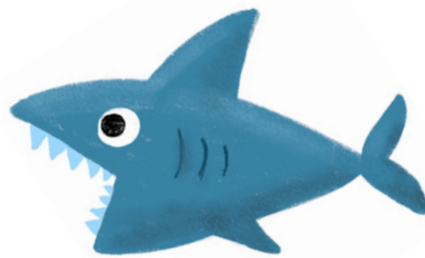
What if two numbers are the same? Can we compare them? Yes. We say one number is "equal to" the other number! How would you read this math sentence?

$$12 = 12$$

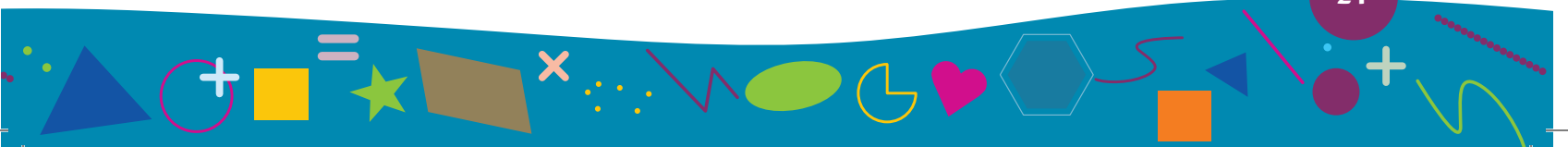
That's right! 12 is equal to 12!

Now try writing a math sentence to compare these two numbers!

8



5






Student Exercises

There are two numbers for each of these exercises. Which of these two numbers is smaller? Which number is bigger? Write the correct numbers on the blank lines. Remember the baby shark always eats the bigger number.

5, 8

_____  _____

4, 1

_____ > _____

5, 9

_____ > _____

4, 15

_____ > _____

19, 18

_____ > _____

18, 3

_____ > _____

16, 25

_____ > _____

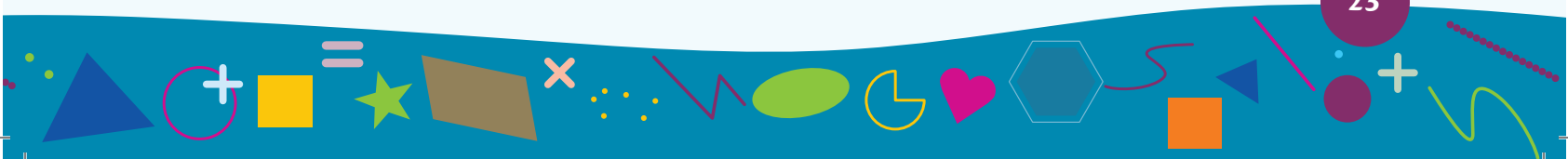


DAY 7 | LET'S COMPARE NUMBERS!

Which thing weighs the most? Of the four things on the right, which one would make the heaviest load? Circle it. Then draw lines to match each load with the best way to carry it.

The frame contains the following items:

- Top left: A cartoon boy with brown hair, wearing a red shirt, blue shorts, and a green backpack, running.
- Top right: A black leather recliner chair.
- Middle left: An orange pickup truck.
- Middle right: A stack of four large cardboard boxes on a wooden pallet.
- Bottom left: A red wheelbarrow with wooden handles.
- Bottom right: A book titled "Math 1" with the subtitle "God's Gift of Numbers". The cover features colorful parrots on a branch.
- Bottom center: A red semi-truck with a white trailer.
- Bottom right: A stack of four smooth, rounded stones in shades of grey, blue, and purple.





Student Exercises

God made some numbers bigger than others. Which number is bigger? Which number is smaller? Use the greater than ($>$) and less than ($<$) symbols to show which numbers are smaller and which numbers are bigger in these exercises. Use the equal to ($=$) symbol if the numbers are equal. Then read the completed exercise out loud. For the first exercise, you would say, "1 is less than 6, and 6 is less than 9."

$1 \quad \underline{\quad} \quad 6 \quad \underline{\quad} \quad 9$

$3 \quad \underline{\quad} \quad 6 \quad \underline{\quad} \quad 9$

$10 \quad \underline{\quad} \quad 4 \quad \underline{\quad} \quad 2$

$20 \quad \underline{\quad} \quad 10 \quad \underline{\quad} \quad 1$

$5 \quad \underline{\quad} \quad 10 \quad \underline{\quad} \quad 30$

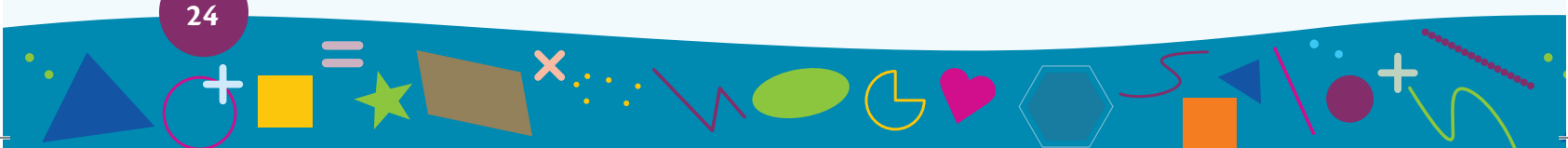
$5 \quad \underline{\quad} \quad 5 \quad \underline{\quad} \quad 5$

$95 \quad \underline{\quad} \quad 94 \quad \underline{\quad} \quad 11$

$88 \quad \underline{\quad} \quad 48 \quad \underline{\quad} \quad 22$

$10 \quad \underline{\quad} \quad 0 \quad \underline{\quad} \quad 4$

$5 \quad \underline{\quad} \quad 5 \quad \underline{\quad} \quad 3$



Addition makes bigger numbers. Subtraction makes smaller numbers. God made numbers to work together. Sometimes numbers work together to make bigger numbers. Sometimes numbers work together to make smaller numbers.

For these exercises, you need to decide how these numbers work together. How do 5 and 1 work together to make 6? Of course, the numbers must be added! If you added 5 and 1, you would get . . . that's right! 6!

Write + or - in each circle to show how the numbers work together.

$5 \bigcirc 1 = 6$

$2 \bigcirc 6 = 8$

$5 \bigcirc 1 = 4$

$9 \bigcirc 3 = 6$

$8 \bigcirc 2 = 6$

$8 \bigcirc 4 = 4$

$12 \bigcirc 2 = 10$

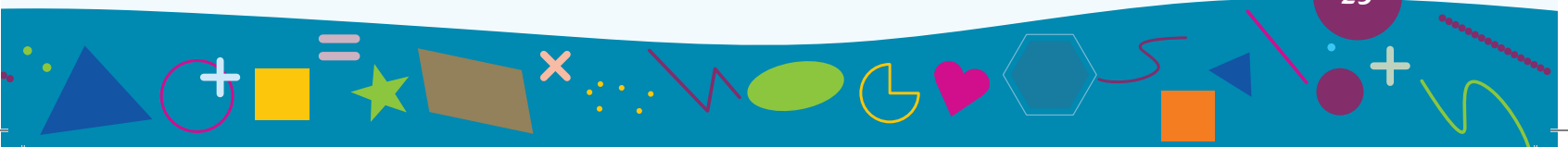
$5 \bigcirc 2 = 7$

$15 \bigcirc 6 = 9$

$14 \bigcirc 5 = 19$

$10 \bigcirc 10 = 0$

$99 \bigcirc 1 = 100$



DAY 9

Numbers in the Bible

This lesson reviews the greater than (>) and lesser than (<) concepts. This will require about 5 minutes of instruction from the parent/teacher.



Thank you Lord for giving us numbers. Please give me wisdom and joy as I do this lesson. Amen.

Memory Work — Spend a few minutes with addition and subtraction flash cards (adding numbers 1–10). How many right answers can you get in 60 seconds?



Lesson

You've already learned that God made numbers. And He made math so you can study the world He made.

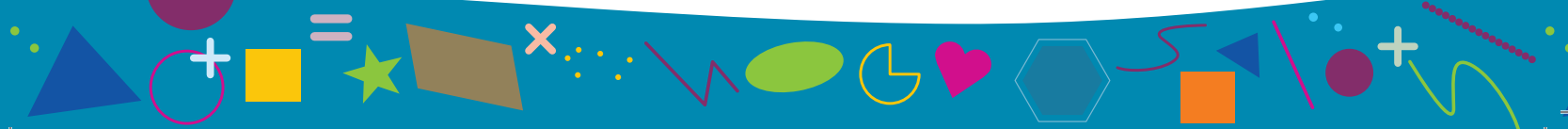
The Bible is God's Word to us. He also uses numbers in His Word. Let's study some of these numbers today.

So all the generations from Abraham to David are fourteen generations, from David until the captivity in Babylon are fourteen generations, and from the captivity in Babylon until the Christ are fourteen generations. (Matthew 1:17)

1. How many generations exist from Abraham to Jesus? Use your blocks to figure this out, if you need to. Hint: Add the first two numbers first. Then add the third number.

$$14 + 14 + 14 = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} + 14 = \underline{\hspace{2cm}}$$



2. How many times do we forgive our brothers when they do something wrong to us? How many more times than what Peter was thinking?

Then Peter came up and said to him, "Lord, how often will my brother sin against me, and I forgive him? As many as seven times?" Jesus said to him, "I do not say to you seven times, but seventy-seven times." (Matthew 18:21-22)

$$\begin{array}{r} 77 \\ - 7 \\ \hline \end{array}$$

3. How many hairs are there on your head? God knows. God counts them.

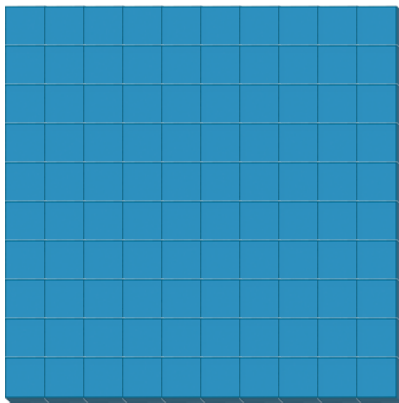
But even the hairs of your head are all numbered. (Matthew 10:30)

There are more than 10 hairs on your head. There are more than 100 hairs on your head.

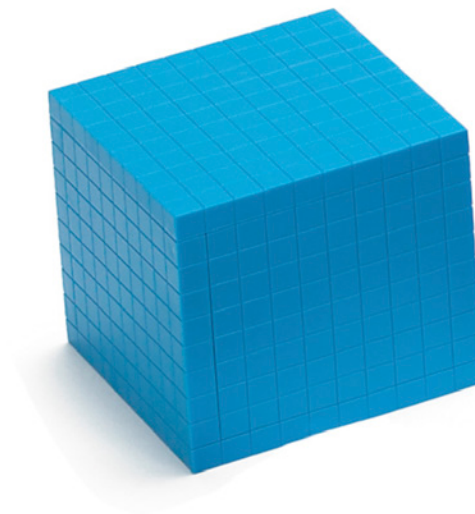
There are more than 1,000 hairs on your head. There are more than 10,000 (10 thousand) hairs on your head. There are about 100,000 (100 thousand) hairs on your head! Can you count that high?

Let's think about this big number.

Here are 100 little blocks.

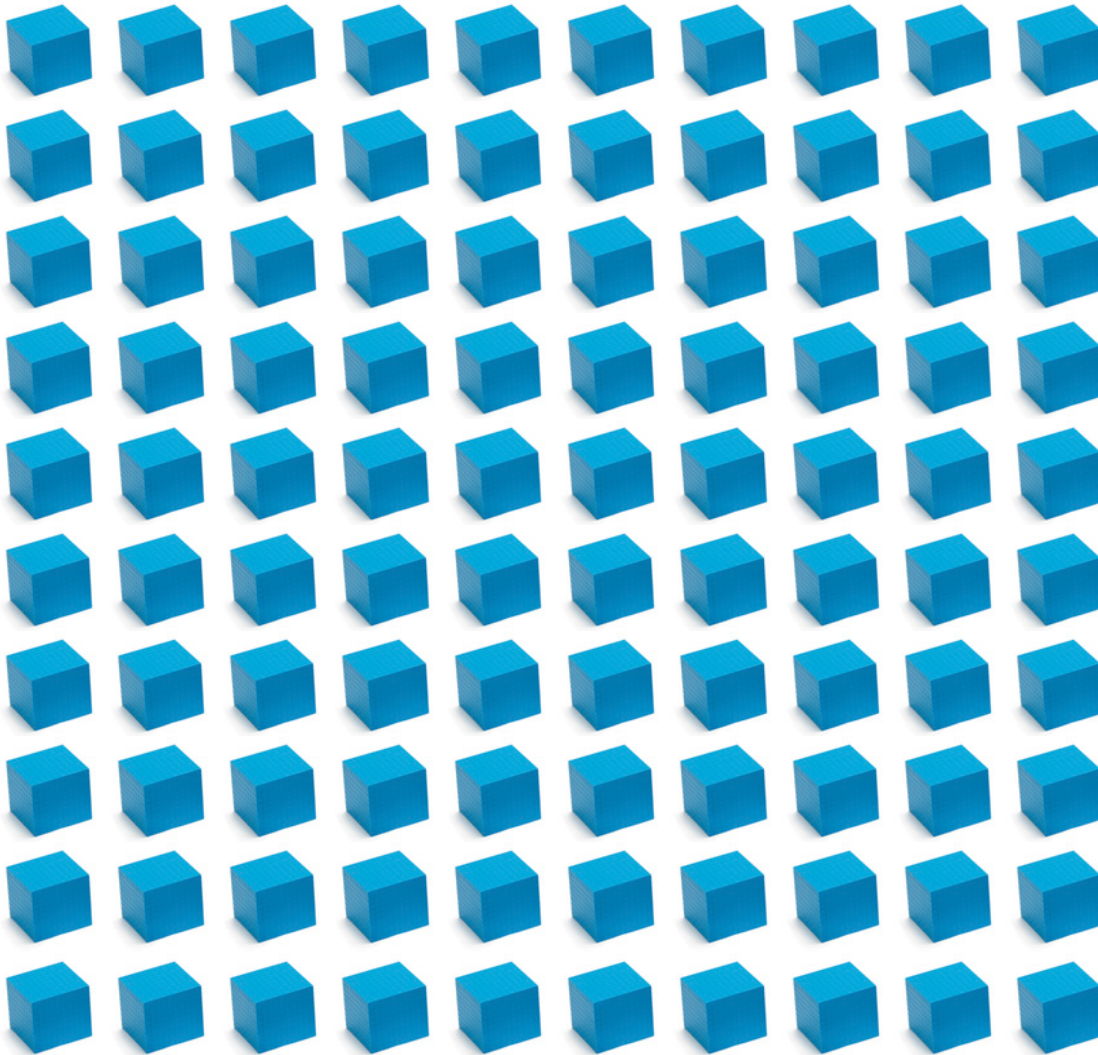


Here are 1,000 little blocks.



CHAPTER 1 | REMEMBERING GOD'S CREATION IN MATH

Here are 100 chunks of the 1,000 little blocks! That's 100,000 (100 thousand) little blocks.



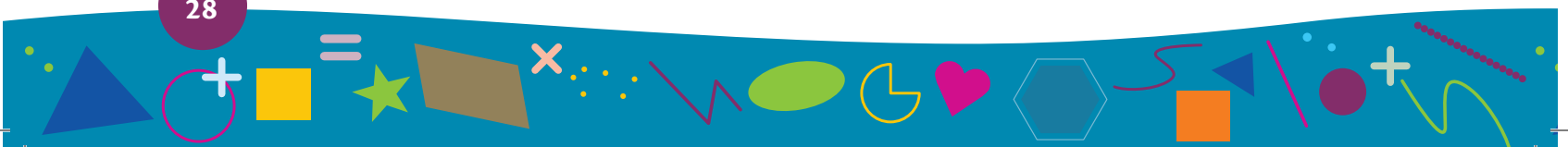
But do you know there are bigger numbers than the number of hairs on your head!

He counts the number of the stars; He calls them all by name. (Psalm 147:4)

How many stars are there? That's a very big number. God made more stars than you can count in your own lifetime but **He knows how many He made**. Scientists continue to count the stars. So far, they think there are this many stars in the sky!

1,000,000,000,000,000,000,000

A septillion!!





These stars shine His glory! Praise God for all of these stars He has created! Praise God for this gigantic universe! Praise God for His power and glory! This picture shows just one galaxy of stars. It is called Andromeda Galaxy.

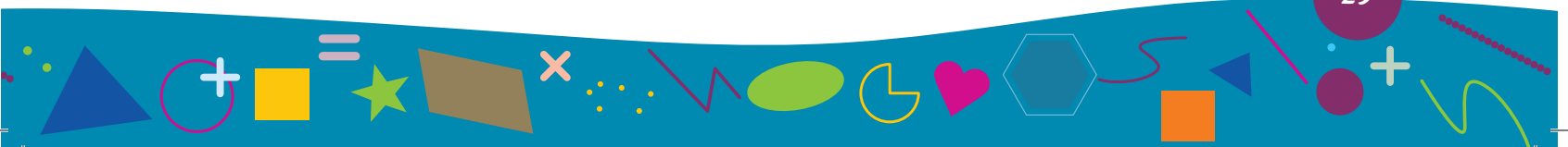
Scientists think there are 200,000,000,000 (200 billion) galaxies in the universe. There may still be more galaxies to discover.

Can you sing this song?

My God is so big, so strong and so mighty
There's nothing that He cannot do.
My God is so big, so strong and so mighty
There's nothing my God cannot do.

The mountains are His,
The rivers are His,
The stars are His handiwork too.
My God is so big,
So strong and so mighty
There's nothing my God cannot do.

He's called you to live
For Him every day
In all that you say and you do.
My God is so big,
So strong and so mighty
There's nothing my God cannot do.



DAY 10 Practice



Student Exercises

Let's review subtraction first! Remember, if you take everything away, you get 0. Can you do all these exercises from memory?

$$\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$$



Let's review addition. But this time... let's add three numbers! Find the sum of the first two numbers and cross them out. Write their sum in the first blank below the exercise. Then add that sum to the last number. What is your answer?

$$7 + 1 + 2 = \underline{\quad}$$

$$\underline{\quad} + 2 = \underline{\quad}$$

$$4 + 6 + 2 = \underline{\quad}$$

$$\underline{\quad} + 2 = \underline{\quad}$$

$$3 + 3 + 2 = \underline{\quad}$$

$$\underline{\quad} + 2 = \underline{\quad}$$

$$7 + 3 + 1 = \underline{\quad}$$

$$\underline{\quad} + 1 = \underline{\quad}$$

$$2 + 2 + 2 = \underline{\quad}$$

$$\underline{\quad} + 2 = \underline{\quad}$$

$$4 + 4 + 4 = \underline{\quad}$$

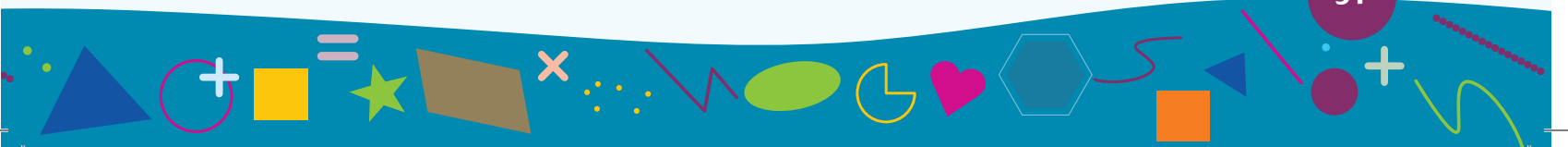
$$\underline{\quad} + 4 = \underline{\quad}$$

$$1 + 2 + 7 = \underline{\quad}$$

$$\underline{\quad} + 7 = \underline{\quad}$$

$$5 + 4 + 1 = \underline{\quad}$$

$$\underline{\quad} + 1 = \underline{\quad}$$



CHAPTER 1 | REMEMBERING GOD'S CREATION IN MATH

God made some numbers bigger than others. Put these numbers in the order God made for them! Use the symbols bigger than ($>$) and smaller than ($<$). Remember, the baby shark eats the bigger number!



$$3 \bigcirc 5 \bigcirc 7$$

$$9 \bigcirc 2 \bigcirc 3$$

$$12 \bigcirc 6 \bigcirc 8$$

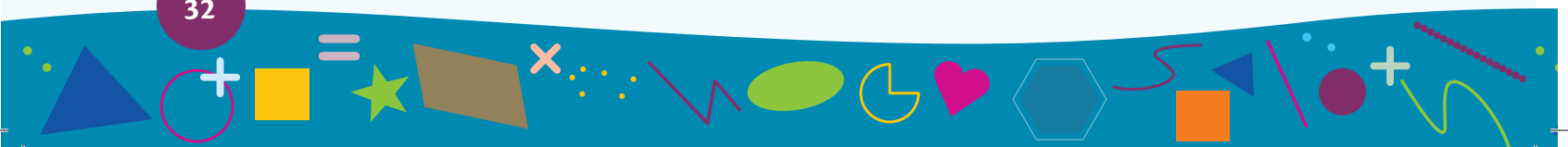
$$20 \bigcirc 40 \bigcirc 80$$

$$12 \bigcirc 15 \bigcirc 28$$

$$55 \bigcirc 53 \bigcirc 54$$

$$20 \bigcirc 25 \bigcirc 51$$

$$73 \bigcirc 84 \bigcirc 81$$



Using Science to Explore God's World

DAY 11

This lesson applies math to scientific inquiry by teaching simple data collection. This will require about 15 minutes of instruction from the parent/teacher. The parent/teacher should make sure data collection is performed in a safe location.



Our Father in heaven, You are so good! Give me a focused mind to learn today. Amen.

Memory Work — Practice counting by 1s and 5s up to 30.



Lesson

Exploring God's world is exciting!

All scientists collect data. Sometimes they count things. Sometimes they look at things very closely. Is there more of this or that? Why is there more of this than that? These are the questions scientists ask.

Why do you study math? Have you ever wondered about that? There are lots of reasons, but one of the most important reasons is to study God's world. Scientists want to discover things to make life better for everybody. They use math to collect data. Data is true facts that have been collected to help people understand something. Sometimes scientists count things. Sometimes they measure things. Then they look at the data very closely. Is there more of this than that? Why are there so many more of this than that? Why are there so many bugs eating the plants in the garden? Why are so many cars breaking down? Why did these toys break so easily?

Let's take an example. Farmers don't like bugs that ruin crops. If bugs eat the crops, farmers won't have a good harvest. That means they won't have as much food to sell to people for eating. These five bugs do the most damage to rice plants around the world:



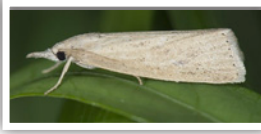
CHAPTER 1 | REMEMBERING GOD'S CREATION IN MATH



The Rice Water Weevil



The Rice Stink Bug



The Fall Army Worm



The Chinch Bug



Rice Borer

Now, imagine that you are a scientist. Farmers are complaining that something is eating their rice plants. You run out into the field and you collect 200 bugs. You look at all these bugs very closely. Then you separate them into the five different kinds of bugs. How many rice water weevils? How many rice stink bugs? How many fall army worms? How many chinch bugs? And how many rice borers?

The following table shows how many you would count of each kind of bug. Now let's make a bar chart using the numbers in the table. We color in bars to show how much we have of something. The first bar is filled in for you. Finish the other bars.

Pest	How Many	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75
Rice Water Weevil	15																
Rice Stink Bug	55																
Fall Army Worm	70																
Chinch Bug	40																
Rice Borer	25																

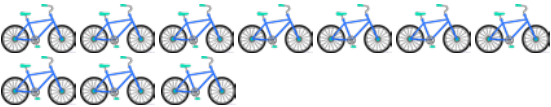






Let's think about this data. What are the 3 most important pests that these farmers are going to have to eliminate? What will you tell these farmers?

Now let's pretend you are a scientist collecting traffic data. Pretend you are on a busy street, and you have counted the motorcycles, bicycles, normal cars (sedans), pick-up trucks, vans, and the bigger trucks going down the road. Fill in the following table with the number of vehicles you see on the left. Then fill in the hash marks on the right.



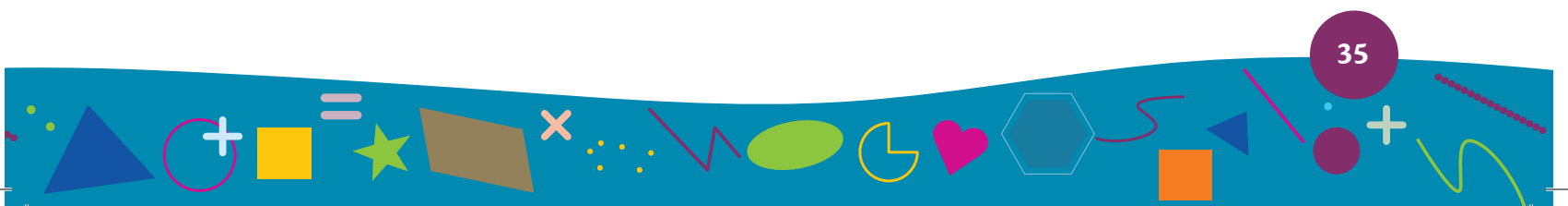
 The student may also collect his own data under supervision, and produce his own chart.

1 | 2 || 3 ||| 4 |||| 5 ~~||||~~ 6 ~~||||~~ |
 7 ~~||||~~ || 8 ~~||||~~ ||| 9 ~~||||~~ |||| 10 ~~||||~~ ~~||||~~

Vehicle	Number	Number of Items You See Using Hash Marks
		
		
		
		
		
		
		

Scientists think about their data after they have collected it. Let's think about your data by answering these questions:

Which are the vehicles that people use more than anything else? Do people use buses more than cars in your city or town? Are people driving more pickups than cars? Are they using more motorcycles than cars? How would your data help people who sell motorcycles and cars?





Student Exercises

Try to add and subtract the smaller numbers below by using your memory. You can also use your blocks, coins, or fingers if you need help.

You will have to use long addition and long subtraction for the bigger numbers. Remember, you need to add or subtract the 1s place first. Then you need to add or subtract the 10s place.

$$\begin{array}{r} 8 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 22 \\ +11 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ +12 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ +31 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ +21 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 8 \\ \hline \end{array}$$

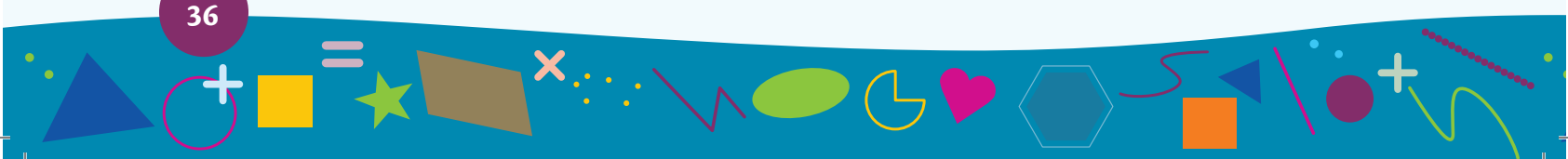
$$\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 85 \\ - 51 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ - 35 \\ \hline \end{array}$$



Count forward and backward by 1s to write the numbers in the order God made for them. God made many numbers. This is just a small part of all of God's numbers!

15, _____, _____

_____, 36, _____

_____, _____, 58

_____, 20, _____, _____

_____, _____, 45, _____

_____, _____, 18

99, _____, _____, _____

_____, _____, _____, _____, 81

Write + or - in each circle to show how the numbers work together.

$$6 \bigcirc 2 = 8$$

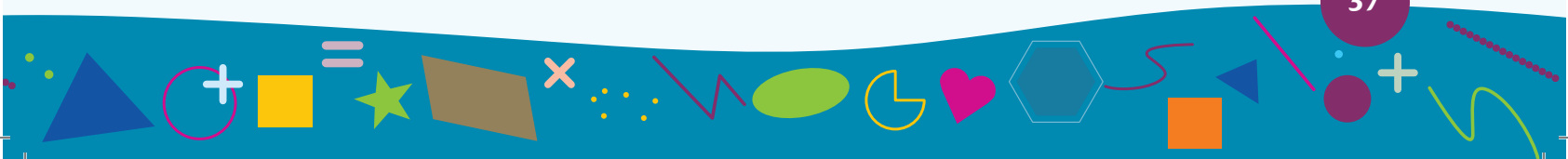
$$5 \bigcirc 3 = 2$$

$$9 \bigcirc 3 = 6$$

$$5 \bigcirc 2 = 7$$

$$11 \bigcirc 5 = 16$$

$$7 \bigcirc 2 = 9$$





Student Exercises

In the exercises below, guess which is taller, bigger, or heavier.



Number these in order from largest to smallest.



Number these living creatures God has made in order from tallest to shortest.



Number these from lightest to heaviest.



Go Add Up Groceries

DAY 13

This lesson integrates math into everyday life. With this activity, the student will apply God's patterns and wisdom in meaningful ways to life in the home and community. Take a break from memory work and academic exercises, and identify ways to make math part of your everyday life. The following are suggestions or examples. Other ideas may be added to the list.



Pray your own prayer of thanksgiving and praise to God. Pray for His help with this lesson.



Lesson

1. How much did you spend? Go to the store, and choose several items. Add up the prices of the item as you shop. Then go pay for your items. Ask for a receipt so you can compare your addition with the receipt's total.



Round all prices to the nearest dollar. (Do not use a decimal point.)

2. How much did you save? Go to the grocery store, and buy several items that are on sale. While you are shopping, write down the regular price and the sale price of each item. You can usually find that information near each item. Later, subtract the sale price from the regular price for each item. This is how much you saved by buying an item on sale. Add up all the savings on all the sale items. How much did you save all together?

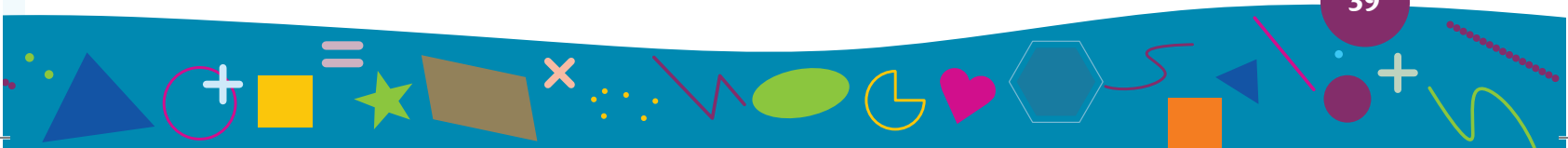


Round up all savings to the nearest dollar. (Do not use a decimal point.)

3. How much money does your family spend on groceries in a week or a month? Collect the receipts for groceries over the last week (or the last month if that works better for your family). Add the amounts up. How much did you spend for groceries in that time period?



Either round up all savings to the nearest dollar or allow the student to use a calculator.







CHAPTER 2

Adding with Wisdom

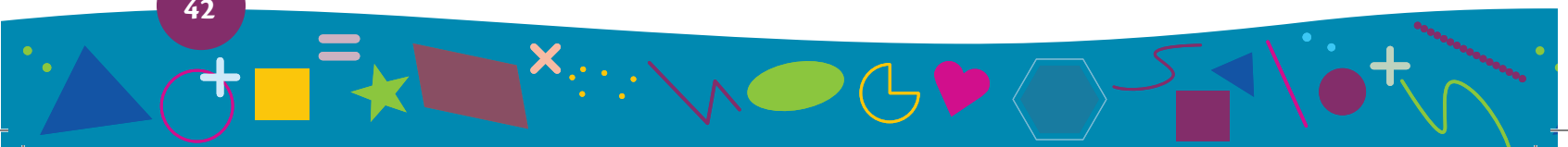
Introduction

There are four things which are little on the earth, but they are exceedingly wise: The ants are a people not strong, yet they prepare their food in the summer; The rock badgers are a feeble folk, yet they make their homes in the crags; The locusts have no king, yet they all advance in ranks; The spider skillfully grasps with its hands, and it is in kings' palaces. (Proverbs 30:24-28)

Have you noticed the many wonderful patterns in God's creation? Even the animal world shows God's wisdom and beauty. The Japanese puffer fish makes beautiful designs at the bottom of the sea. Ants are wise when they team up and gather their food for the winter. And spiders spin their webs in the most spectacular designs!

God has put a beautiful order into His creation. This means He knows how many circles the little puffer fish makes in the sand. He knows how many circles of web the spider spins out. He makes things work in an organized way we can depend on. Math is a tool to help us study God's created order. Math is also a tool to help us describe God's created order.

God has given us jobs to do on this earth. We are supposed to take good care of His world. We are also supposed to love and help others. We can use math to help us do these jobs.



How Many More?

DAY 14

This lesson will require about 25 minutes of instruction from the parent/teacher. Note: The student will need to access hands-on manipulatives for this first lesson. These are available through generations.org.



Father in heaven, thank You for giving me this new math book! Please help me learn about Your patterns, and to love like You love us. Amen.

Memory Work — Spend a few minutes with both addition and subtraction flash cards (mix and match).

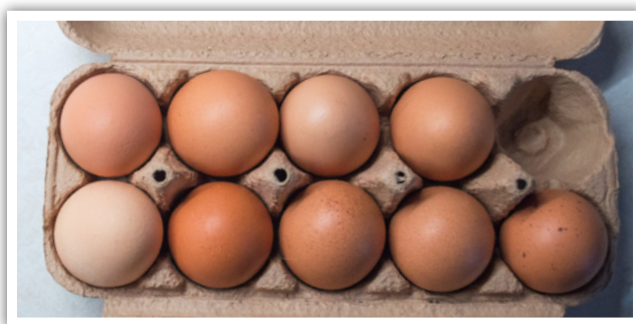
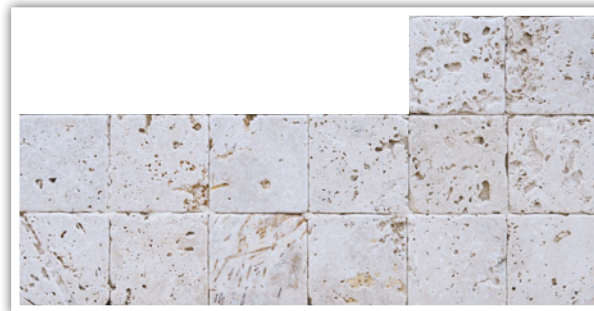


Lesson

Sometimes we don't have enough of something. So, we ask the question, "How many more?" Before the puffer fish is done making his circles, we could ask, "How many more circles will he make?"

How many more blocks do we need to finish this wall? You can see that there are already 14 blocks set up for the wall. Let's make an addition equation out of this! Fill in the missing number below.

$$14 + \underline{\quad\quad\quad} = 18$$

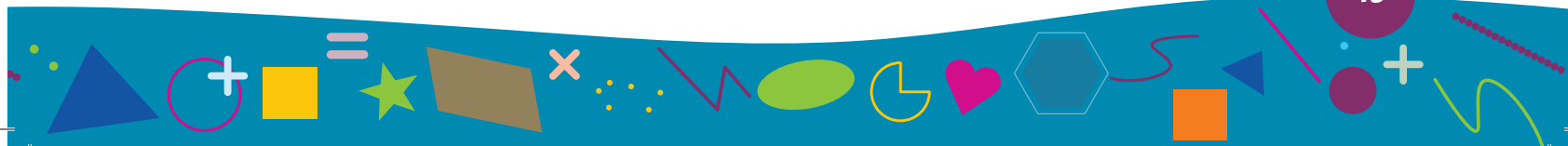


Now, make your own equations using the following pictures:

How many more eggs do we need to fill this carton?

$$\underline{\quad\quad\quad} + \underline{\quad\quad\quad} = 10$$

(Eggs we see) + (Eggs missing)



CHAPTER 2 | ADDING WITH WISDOM

How many more cars are needed to fill up this area of the parking lot?

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 10$$

(Cars we see) + (Cars missing)

Now, let's turn this into a subtraction equation? (Remember the opposite of addition is subtraction.) There are 10 parking spaces total, and 7 cars fill up some of the spaces. How many spaces are still left to fill up?

$$10 - 7 = \underline{\hspace{2cm}}$$



BATTER	BALL	STRIKE	OUT									
0	9	3	2									
1												
INNING	1	2	3	4	5	6	7	8	9	R	H	E
VISITOR	2	0	4	0	0	7	0	1	0	14	9	1
HOME	0	5	0	0	0	0	0	0	2	0	7	6

Here is a baseball scoreboard. A baseball game is usually made up of 9 innings (top row). You can add the visitor points (middle row) and see that they have 14 total points. You can also add the home team points (bottom row) to find out their total. Let's figure out **how many more** points the visiting team has than the home team.

$$14 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

How many more children do we need to fill these swings in the playground?

$$12 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$





Student Exercises

Now take the blocks from your math toolbox, and use them for these exercises.

How many more single blocks do we need to make 10? Fill in the blanks for these exercises.

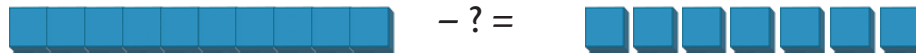
$$5 + \underline{\quad\quad} = 10$$



$$2 + \underline{\quad\quad} = 10$$



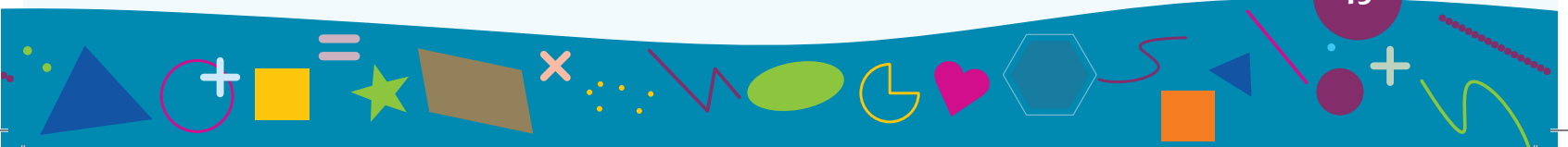
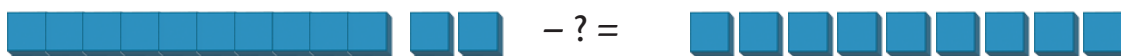
$$10 - \underline{\quad\quad} = 7$$



$$10 - \underline{\quad\quad} = 1$$



$$12 - \underline{\quad\quad} = 9$$



CHAPTER 2 | ADDING WITH WISDOM

Here are two teams ready to play softball—your team and the other team. **How many more** players does your team need to have the same number of players on each team?



The Other Team



Your Team

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Let's say you are having 9 friends over for dinner. Everybody should get 1 piece of pizza. But there are only 8 pieces. How many pieces of pizza will you need for you and your 9 friends? **How many more** pieces of pizza will you need than what you have?



$$10 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

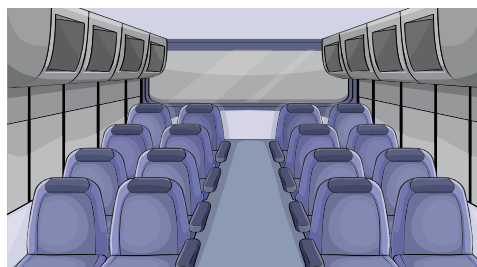
It's a hot day and 5 friends are visiting you. You and your mom would like to eat ice cream with your friends. But there are only 4 ice cream cones in your freezer. **How many more** ice cream cones do you need?



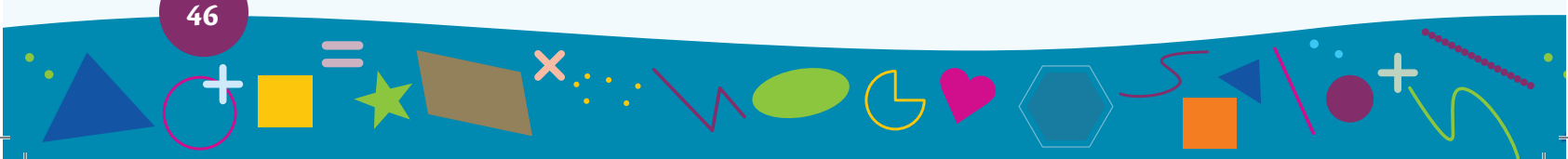
$$7 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

This bus has 16 empty seats. If your family gets onto this bus, **how many more** people could sit in the empty seats that are left?

(Answers will vary according to family size.)



$$16 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$





Student Exercises

Fill in the numbers on the number line below. Use this number line to jump to the right (add), or to jump to the left (subtract) for these exercises.

18

27



$$\begin{array}{r} 19 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ + 3 \\ \hline \end{array}$$

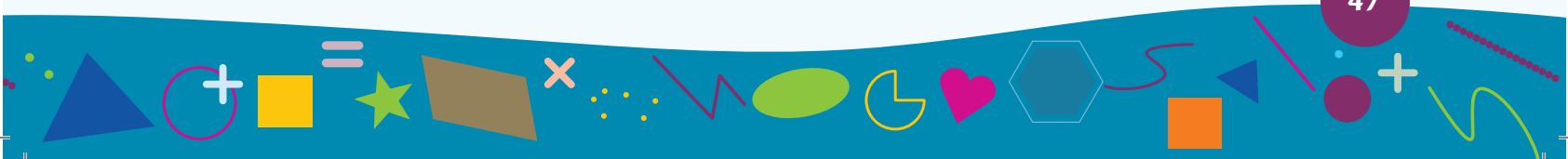
$$\begin{array}{r} 26 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ - 3 \\ \hline \end{array}$$



CHAPTER 2 | ADDING WITH WISDOM

Use this number line to jump to the right (add), or to jump to the left (subtract) for these exercises.



$$\begin{array}{r} 20 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 4 \\ \hline \end{array}$$


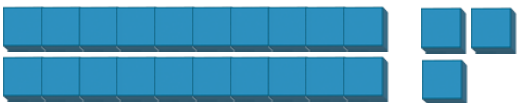
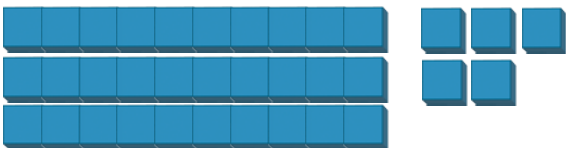
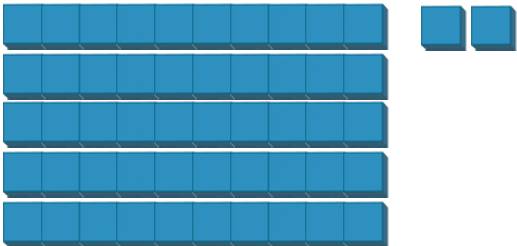
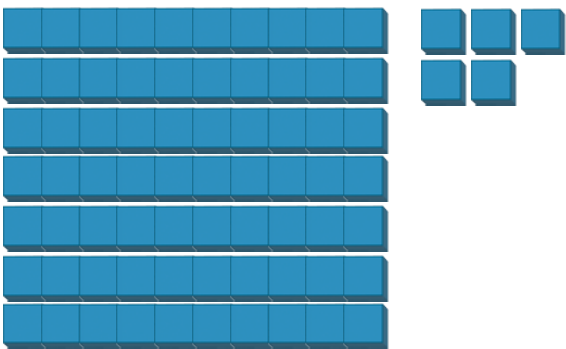
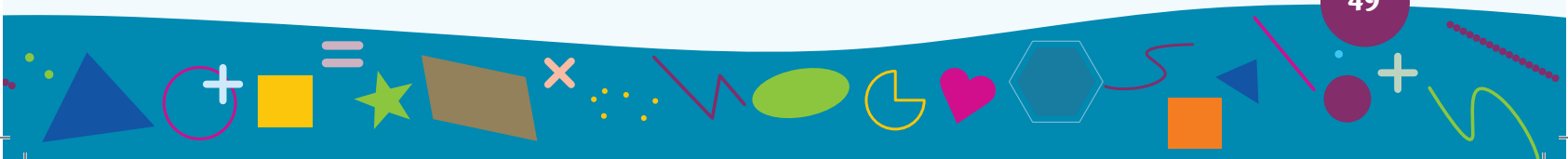
$$\begin{array}{r} 18 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ - 9 \\ \hline \end{array}$$



Let's subtract bigger numbers using our blocks. When you subtract or take away blocks, try crossing out some of the blocks in the picture. Then count how many are left.


 $14 - 7 = \underline{\hspace{2cm}}$

 $23 - 8 = \underline{\hspace{2cm}}$

 $35 - 6 = \underline{\hspace{2cm}}$

 $52 - 32 = \underline{\hspace{2cm}}$

 $75 - 9 = \underline{\hspace{2cm}}$


DAY 16

Trading Ones for Tens

This lesson reviews addition that yields a sum greater than 20. This will require about 5 minutes of instruction from the parent/teacher.



Lord, I want to do my work well for You. Thank you for helping me. Amen.

Memory Work — Spend a few minutes with both addition and subtraction flash cards (mix and match).



Activity

Let's use your blocks and do some trading today!

$$10 \text{ singles} = 1 \text{ chunk of } 10$$

Get your blocks out of your math toolbox. You can use coins for this exercise too, because we are going to learn to trade. Using American money, you can trade 10 pennies for 1 dime. Or you can trade 10 dimes for 1 dollar. Using your blocks, you can trade 10 single 1s for 1 chunk of 10. When you make a trade for 1 chunk of 10, you must always trade for 10 single 1s. That's a fair trade.

$$10 \text{ singles} = 1 \text{ chunk of } 10$$



Now let's use our blocks to add. Let's add $14 + 9$!

Lay out a set of 14. You will need 1 chunk of 10, and 4 single 1s.



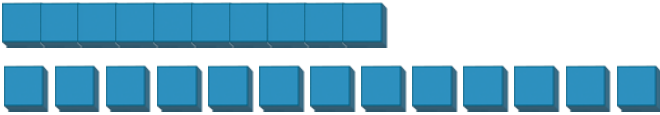
50



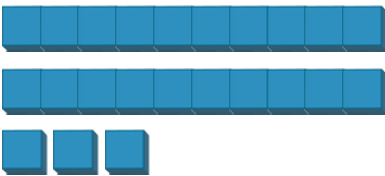
Then lay out a set of 9 or 9 single 1s.



Now, combine the two sets. Leave your 10 chunk, and put all the single 1s together like this:



How many single 1s do you have now? 13! So now you can trade 10 of the single 1s for a chunk of 10. How many chunks of 10 and how many single 1s do you have now? That's right! 2 chunks of 10 and 3 single 1s. The answer is 23!



We're going to explore this pattern more in a future lesson, but for now you can keep practicing trading chunks of 10 for 10 single 1s. Use your blocks to figure out how God made the numbers below come together when you do these exercises! You'll be trading 10 single 1s for a block of 10 to make your answer.

Now practice a few exercises on your own.

$$16 + 9$$

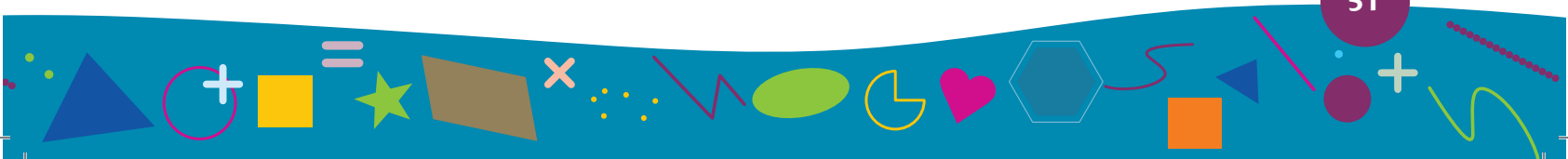
$$17 + 5$$

$$14 + 7$$

$$18 + 6$$

$$13 + 7$$

$$12 + 9$$





Student Exercises

$$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 4 \\ \hline \end{array}$$

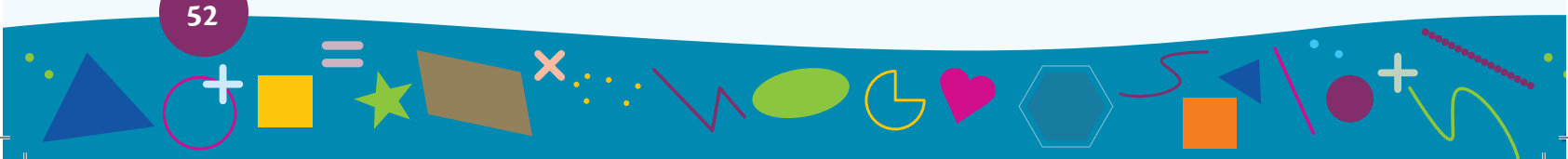
$$\begin{array}{r} 10 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 9 \\ \hline \end{array}$$





Student Exercises

You may use your blocks or coins to do these addition problems. For the simpler ones, you can try to get the right answer by memory. For the big numbers, remember to add the 1s first, and then add the chunks of 10.

$$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 22 \\ + 11 \\ \hline \end{array}$$

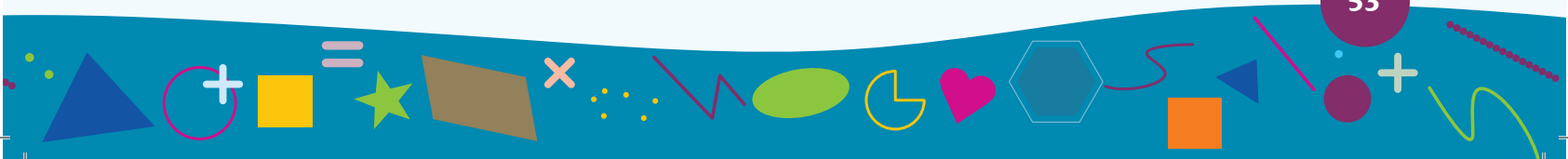
$$\begin{array}{r} 33 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 30 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ + 20 \\ \hline \end{array}$$

$$\begin{array}{r} 50 \\ + 20 \\ \hline \end{array}$$



CHAPTER 2 | ADDING WITH WISDOM

How many chunks of 100 do you need to make these numbers? How many chunks of 10? How many singles (1s)? Can you imagine them as people riding on planes (100s), buses (10s), and motorcycles (1s)?

439

4 100s

3 10s

9 1s

15

_____ 100s

_____ 10s

_____ 1s

393

_____ 100s

_____ 10s

_____ 1s

155

_____ 100s

_____ 10s

_____ 1s

752

_____ 100s

_____ 10s

_____ 1s

3

_____ 100s

_____ 10s

_____ 1s

333

_____ 100s

_____ 10s

_____ 1s

815

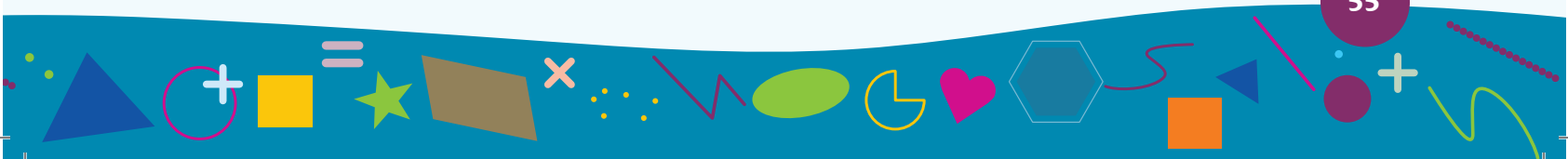
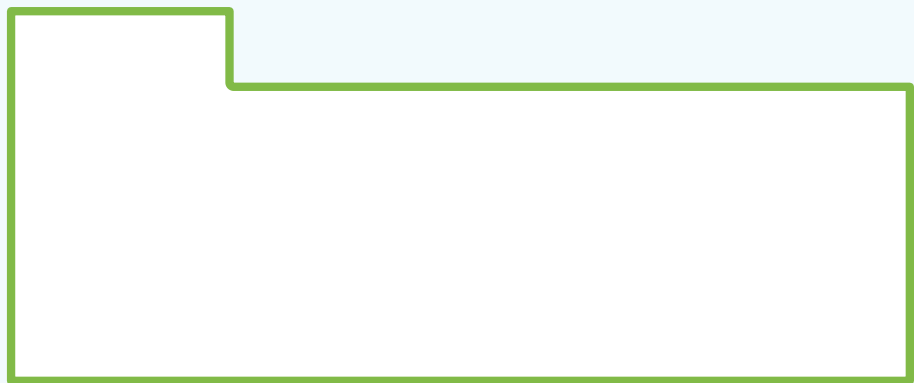
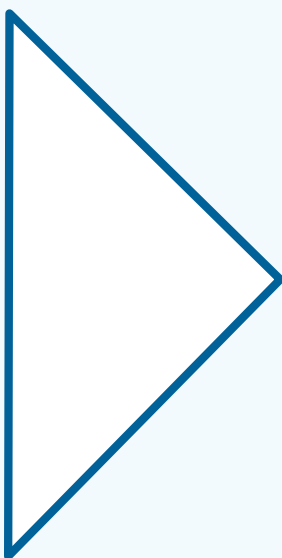
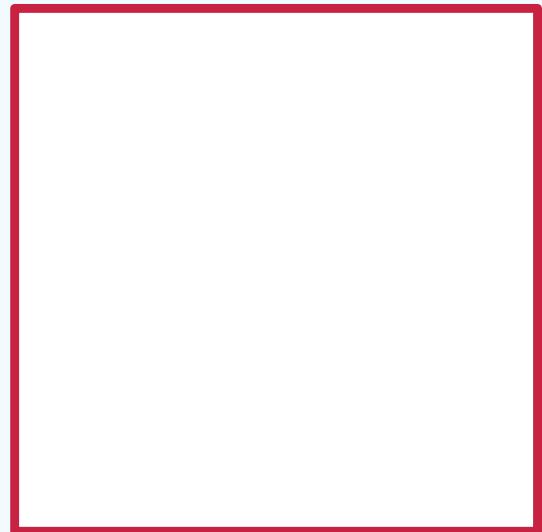
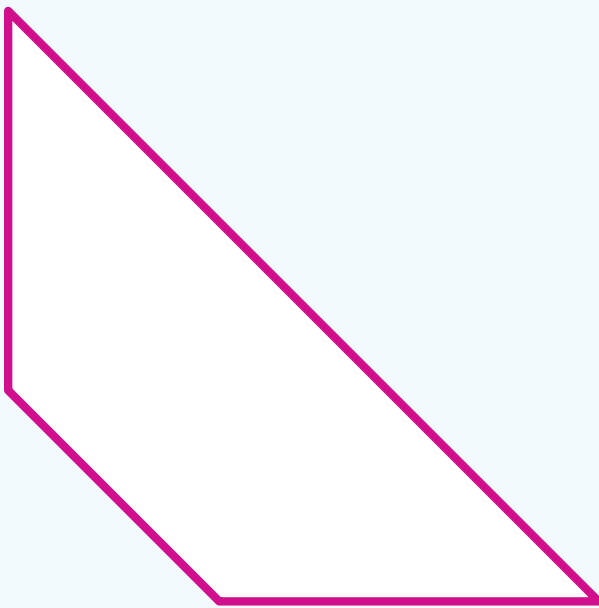
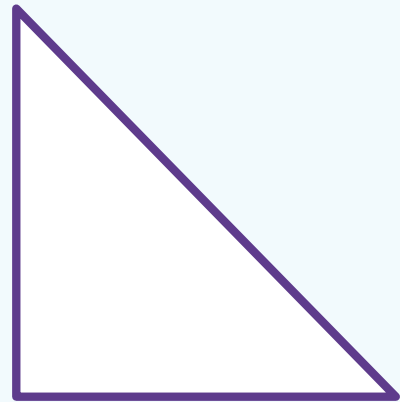
_____ 100s

_____ 10s

_____ 1s



Measure these shapes! Let's use centimeters (cm) today. Measure the length of each side, then add them all up. Write your answer on the inside of the shape. Can you think of how measuring shapes could help you build something in God's world?





Student Exercises

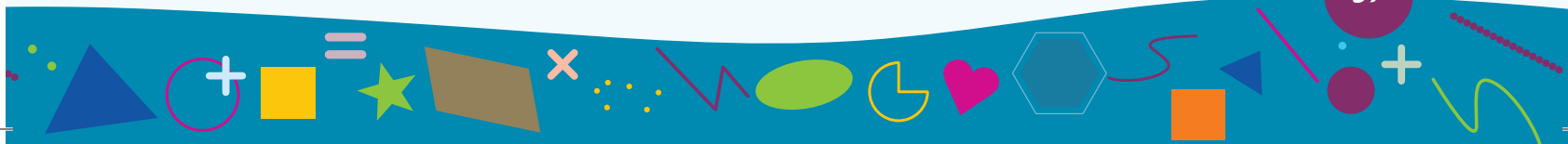
How many people live here? Let's practice writing out some BIG numbers! 100 people live in each apartment building. 10 people live in each house. 1 person lives in each tent. How many people live in each of the areas below?

	100s	10s	1s
	_____	_____	_____
	Write the full number here: _____		

	100s	10s	1s
	_____	_____	_____
	Write the full number here: _____		

	100s	10s	1s
	_____	_____	_____
	Write the full number here: _____		

	100s	10s	1s
	_____	_____	_____
	Write the full number here: _____		



CHAPTER 2 | ADDING WITH WISDOM

Try these addition exercises. When adding big numbers, always add the 1s first, then the 10s, and then the 100s.

$$\begin{array}{r} 9 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 22 \\ +25 \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ + 43 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ + 55 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 6 \\ \hline \end{array}$$



Which color of crayon will you use? Find out by adding or subtracting, and then color this picture.

4-2=

5-3=

10-4=

2-1=

12-6=

7-1=

11-5=

8-2=

9-4=

8-4=

4-1=

6-3=

3-3=

0-9=

1

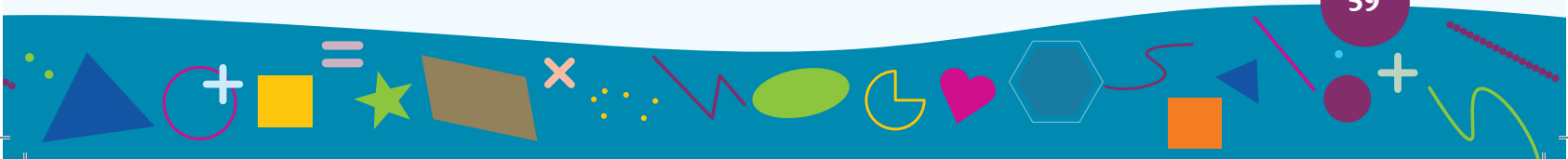
2

3

4

5

6





Extra Challenge

Sometimes shapes have different kinds of **symmetry**. Today we'll use a kind of symmetry that means you could turn a shape to a new position and it would still look the same. Each new position is called a symmetry.

Here are two different groups of numbers. Each group lives with its shape. The triangle has 3 corners and 3 symmetries. The star below has 6 symmetries.

Let's explore these groups by making a few lists of numbers.

Fill in the following number patterns. For the first exercise, set your pencil on the number 0. Moving your pencil in the direction of the numbers going up (clockwise), count up 1 position. (Move up by 1.) What number is your pencil pointing at now? Write this number (1) into the first blank. Then move from this point up 1 more position. What is this position? Write this number (2) into the second blank. Keep moving 1 position at a time until you have filled in all of the blanks for this exercise. For the next exercise, you will use the same triangle, and move up by 2 positions at a time. For the last three exercises, use the star symmetry.

	Spin up by 1	0, _____, _____, _____, _____
	Spin up by 2	0, _____, _____, _____, _____
	Spin up by 2	2, _____, _____, _____, _____, _____, _____, _____
	Spin up by 2	4, _____, _____, _____, _____, _____, _____, _____
	Spin up by 4	0, _____, _____, _____, _____, _____, _____, _____



A Faster Way to Count

DAY 19

This lesson covers counting by 2s, 5s, 10s, and other numbers. It is followed by an activity and a page of review exercises. This lesson will require about 20 minutes of instruction from the parent/teacher.



Pray your own prayer of thanksgiving and praise to God. Pray for His help counting by 2s, 5s, and 10s.

Memory Work — Spend a few minutes with both addition and subtraction flash cards (mix and match).



Lesson

How many chocolates are in this box? You can count the chocolates one by one, but that would take a long time. So today you are going to learn a faster way to count! You can count by chunks.



First, let's count from 0 to 10. Count out loud. That's great! You just counted from 0 to 10 using *chunks of 1*. Every time you said a new number, you added by 1.

Now, let's count these delicious berries below by *chunks of 2*. We will add by 2 to get the next number.

2, 4, 6, 8, 10, 12, 14

Do you recognize these numbers? They are all even! Do you know what "even" means? It means all the berries are in pairs. Each berry has a friend.



CHAPTER 2 | ADDING WITH WISDOM

You will have to memorize this pattern of counting by 2s. Has your parent or teacher memorized this pattern? Follow along carefully as this helper counts by chunks of 2.

Now count by 2s *with* your parent or teacher. Practice this a few times.

One way to learn how to count by chunks is to look for patterns in the numbers.

Counting by 5s: When we count by 5s, every number ends in either a 0 or a 5!

0, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75

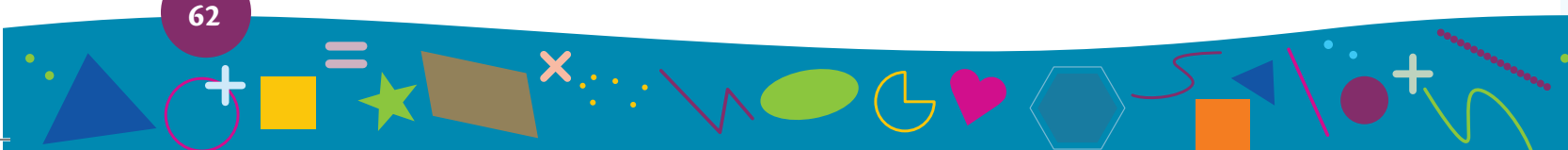
Counting by 10s: Do you see any patterns in this list?

0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130

Counting by 2s: Look at the last digits (the 1s) on the numbers below. Do you see any digits that repeat?

0, 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32

After you've practiced a few times, see if you can count the berries by 2s. Then count the chocolates by 5s.





Student Exercises

One reason God gave us numbers is so we can put things in order. In the blanks below, write the numbers that come before or after the number shown. You can count by 1s forward or backward to find them.

____, 20, ____

____, ____, 50

____, 145, ____, ____

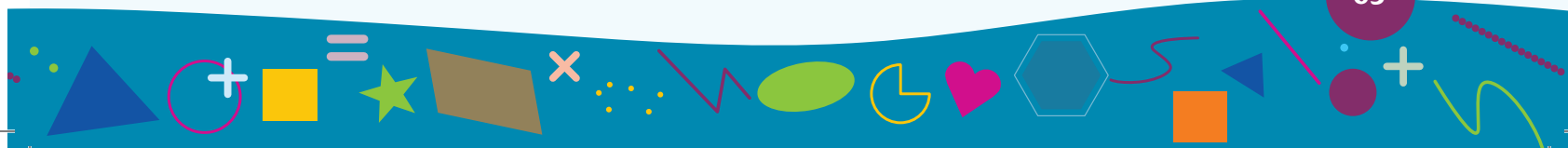
____, ____, 300, ____

____, ____, ____, 500

700, ____, ____, ____, ____

____, ____, ____, 852, ____

____, ____, ____, ____, 999



DAY 20 Practice



Student Exercises

Let's start out today with counting by 3s. Start at 0 and add 3. Then add 3 more to 3 to get 6. Then add 3 more to 6 to get 9. Keep adding 3 to find the next one in line. Can you finish this list?

0, 3, _____, _____, 12, _____, _____, 21, _____

Now, count these cookies straight out of the oven. Count by chunks of 3.

Number of cookies: _____



Let's practice counting by chunks of 2, 5, and 10! Try to do this by memory first. Or you can just add a chunk to get the next number.

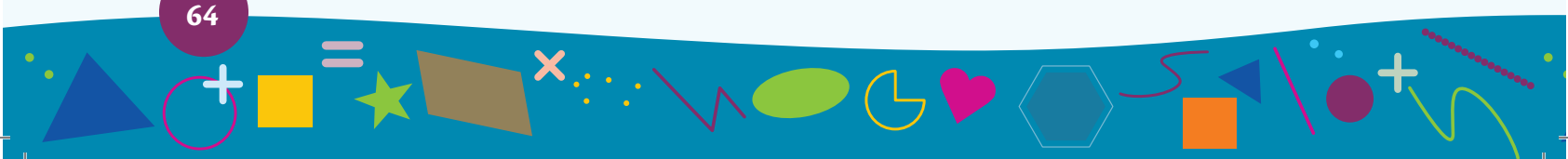
Counting by 2s: 0, _____, _____, _____, _____, _____

Counting by 5s: 0, _____, _____, _____, _____, _____

Counting by 10s: 0, _____, _____, _____, _____, _____

Try counting backward! Count backward by 2s starting at 12:

_____, _____, _____, _____, _____, 12

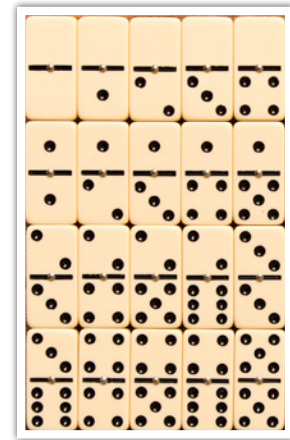


How many eggs can you count in this carton? Count by 2s. The people in some countries buy eggs in chunks of 10. Americans usually buy eggs in chunks of 12. Another word for a chunk of 12 is a **dozen**.



Number of eggs: _____

Now, can you count the number of dominos here? Count by 5s!



5, _____, _____, _____, _____

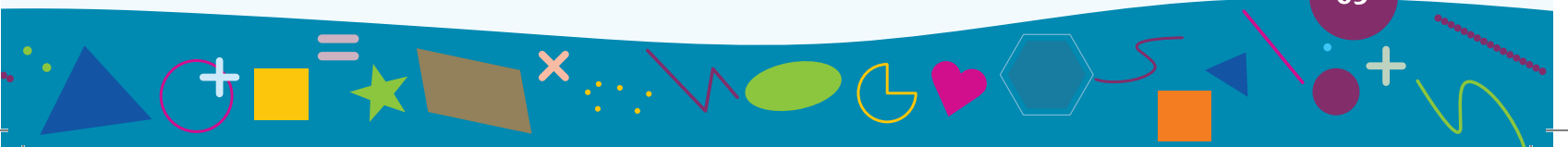


How many oranges can you count on the top of this box?

3, _____, _____, _____, _____

If there were 3 layers of these oranges in this box, how many oranges are in the box all together?

_____ + _____ + _____ = _____



CHAPTER 2 | ADDING WITH WISDOM

Add or subtract these numbers by memory.

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$$



















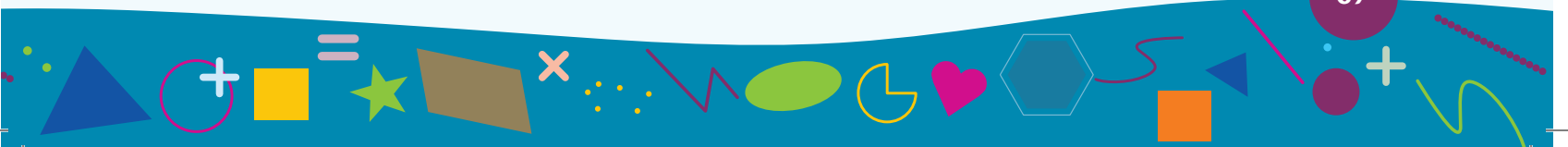
How much does it cost to eat? If you go to a restaurant, you will find prices on a menu. Before you eat, be sure to thank God for the food and for the money to buy it!

 If you do not use dollars, fill in the blanks with your nation's currency.

\$5	_____		\$1	_____		
\$3	_____		\$3	_____		
\$4	_____		\$2	_____		

Add up the order below!

	+		+		+		= _____
_____		_____		_____		_____	
	+		+		+		= _____
_____		_____		_____		_____	
	+		+		+		= _____
_____		_____		_____		_____	
	+		+		+		= _____
_____		_____		_____		_____	



DAY 21 Counting Things in the Bible

This lesson includes two activities that apply Scripture to the chapter. It's followed by a page of exercises. The parent/teacher is needed for about 20 minutes in this lesson.



Thank You Lord for saving Noah's family and the animals from the flood in the ark. Help me to trust You and work hard like Noah did. Amen.

Memory Work — Practice counting by 2s up to 20, and 3s up to 30.



Activity 1

Let's read Genesis 7:1-3 aloud:

Then the Lord said to Noah, "Go into the ark, you and all your household, for I have seen that you are righteous before me in this generation. Take with you seven pairs of all clean animals, the male and his mate, and a pair of the animals that are not clean, the male and his mate, and seven pairs of the birds of the heavens also, male and female, to keep their offspring alive on the face of all the earth. (Genesis 7:1-3, ESV)



God told Noah to take 7 pairs of each special animal and 7 pairs of each kind of bird. He also told Noah to take 1 pair of each common animal.

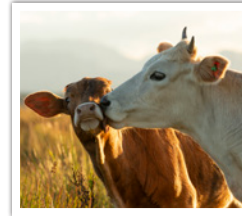
Do you know what a pair is? A *pair* is 2 of something—a chunk of 2! This means that every pair of animals that came on the ark was made of 2 animals: a male and a female. Count the animals by 2s in this picture of Noah's ark and see how high you can count! How high were you able to count while counting the pairs of animals by 2s? _____



1. Imagine how noisy the ark must have been, as the animals came onto the ark! Now let's check out some sets of ark animals. The two kinds of animals below are special animals. There were 7 boys and 7 girls of each of these animals on the ark. How many sheep and cattle were on the ark? Count by 7s. You can find the next number in the list by adding 7 to the number before it.

7, _____, _____, _____

(7 boy sheep, 7 girl sheep, 7 boy cattle, 7 girl cattle)



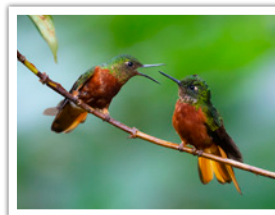
2. The three kinds of animals below are common animals. There were only 2 of each common animal on the ark—1 boy and 1 girl. Count the common animals below by 2s.



2, _____, _____

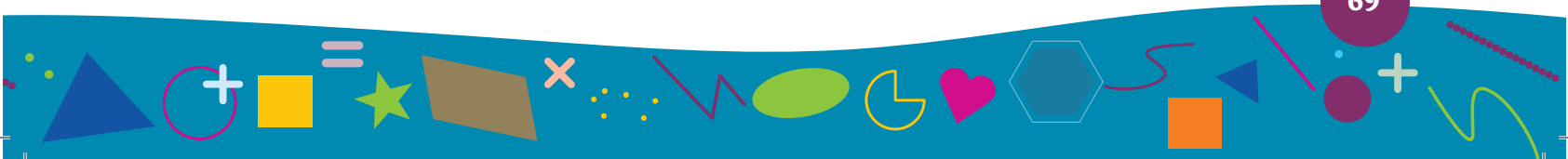
(dogs, lizards, squirrels)

3. There were 7 pairs of each kind of bird on the ark, too—7 boy birds and 7 girl birds. How many of the animals pictured here were on the ark? Can you count by 7s?



7, _____, _____, _____, _____, _____

(boy hummingbirds, girl hummingbirds, boy eagles, girl eagles, boy doves, girl doves)

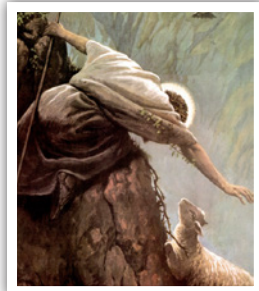




Activity 2

Have you ever lost something? What a great thing it is to find something you have lost! That's what Jesus says about finding lost sinners. What a wonderful thing when one sinner comes home to God! God gives us three stories about finding something that's lost—a lost sheep, a lost coin, and a lost son. Let's look at the numbers in each story.

“What man of you, having a hundred sheep, if he loses one of them, does not leave the ninety-nine in the wilderness, and go after the one which is lost until he finds it? And when he has found it, he lays it on his shoulders, rejoicing. And when he comes home, he calls together his friends and neighbors, saying to them, ‘Rejoice with me, for I have found my sheep which was lost!’” (Luke 15:5-6)



According to Jesus's example, how many sheep might a shepherd have in his fold? _____

How many sheep would be lost? _____

How many sheep would not be lost? _____

“What woman, having ten silver coins, if she loses one coin, does not light a lamp, sweep the house, and search carefully until she finds it? And when she has found it, she calls her friends and neighbors together, saying, ‘Rejoice with me, for I have found the piece which I lost!’” (Luke 15:8-9)



How many silver coins belong to the woman in Jesus's example? _____

How many coins might she lose? _____

How many coins would not be lost? _____

“A certain man had two sons. And the younger of them said to his father, ‘Father, give me the portion of goods that falls to me.’ So he divided to them his livelihood. And not many days after, the younger son gathered all together, journeyed to a far country, and there wasted his possessions with prodigal living.” (Luke 15:11-13)



How many sons did the father have? _____

How many sons were lost in a far country? _____

How many sons were left at home? _____





Student Exercises

Find the missing piece in the equation. You can use your blocks to figure these out. The answer is already provided for the first exercise.

What plus 2 equals 4? 2 + 2 = 4

What plus 5 equals 10? _____ + 5 = 10

What minus 4 equals 8? _____ - 4 = 8

What minus 5 equals 0? _____ - 5 = 0

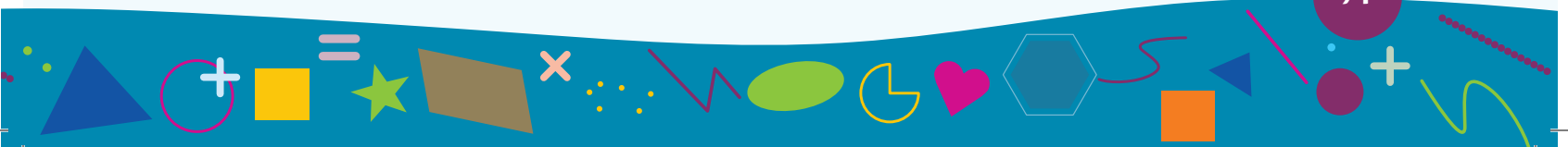
What plus 3 equals 9? _____ + 3 = 9

What plus 6 equals 6? _____ + 6 = 6

What minus 2 equals 10? _____ - 2 = 10

What minus 2 equals 4? _____ - 2 = 4

What minus 3 equals 7? _____ - 3 = 7



DAY 22 Practice



Student Exercises

Let's keep practicing counting by chunks. Remember, when you count by 2s, you will add 2 for each new number. If you count by 5s, how much would you add for each new number?

Counting by 2s: 10, _____, _____, _____, _____, _____

Counting by 5s: _____, _____, 40, _____, _____, _____

Counting by 5s: 50, _____, _____, _____, _____, _____

Counting by 10s: 50, _____, _____, _____, _____, _____



These flowers have petals in chunks of 4! Count the petals by counting by 4s.

4, _____, _____



Find the order God made for these numbers and fill in the circle with the symbols bigger than ($>$) or smaller than ($<$). God made some numbers bigger than others. The pointy end of the arrow points to the smaller number. The shark eats the bigger number: $45 < 78$.

$1 \text{  15$

$37 \text{ ______ } 23$

$82 \text{ ______ } 78$

$54 \text{ ______ } 142$

$899 \text{ ______ } 900$

$345 \text{ ______ } 600$

$349 \text{ ______ } 350$

$400 \text{ ______ } 399$

$340 \text{ ______ } 890$

$100 \text{ ______ } 0$

DAY 23 Practice



Student Exercises

Add or subtract these numbers.

$$\begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ + 62 \\ \hline \end{array}$$

$$\begin{array}{r} 57 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 311 \\ + 173 \\ \hline \end{array}$$

$$\begin{array}{r} 242 \\ + 134 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 2 \\ \hline \end{array}$$



$$\begin{array}{r} 11 \\ - 1 \\ \hline \end{array}$$





Let's compare one set with another! What do they have in common? Which shapes do they share? You will make a new set to show the shapes that are found in both sets. Use crayons to draw the new set of shapes.

Do any of the sets not share anything? Then the new set you make will have nothing in it. It's called an **empty set**!


 and
 
 share {  }

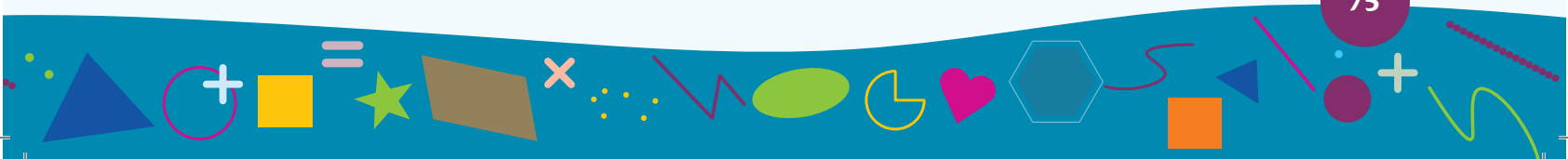

 and
 
 share { }


 and
 
 share { }


 and
 
 share { }


 and
 
 share { }


 and
 
 share { }



With this activity, the student will apply God's patterns and wisdom in meaningful ways to home and community life. Take a break from memory work and academic exercises, and identify ways to make math part of your everyday life. The following are suggestions or examples. Other ideas may be added to the list. Depending on the currency used in the country where this course is taught, the teacher/parent may have to adjust the value (and currency symbols) for the products in these exercises.



Activity 1

Today, let's learn more about spending money and earning money.

- Let's suppose you go to the store with \$10 to buy a birthday present. You'd like to buy a bag of balloons. The balloons cost \$8. When you hand over \$10 at the store, the clerk gives you change back. How much money will you get back?

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



\$8

- What if your friend's bike was stolen by a thief? You would want to help your friend get a new bike. A new bike would cost \$80, but you only have \$50. How much more money do you need to help your friend buy a new bike?

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



\$80

- Suppose you would like to buy a soccer ball that costs \$12. You could help two neighbors with yard work and earn \$6 and \$4. How much more money would you have to earn to pay for the soccer ball?

$$6 + 4 = \underline{\hspace{2cm}}$$

$$12 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



\$12





Activity 2

In this chapter, you learned new math patterns. You are beginning to count in chunks. Every pattern that you learn opens all kinds of new doors for doing math in God’s world. Think about these ideas and make new plans for serving others with your math skills!

1. How much would you save? Make a plan to buy food for your family. Ask Mom or Dad for a little help.

Look at the grocery store ads. Find two or three foods that are on sale that your family normally buys. Usually the ad will tell you what foods are on sale and what their sale price is. The ad may also say what the usual price of the food is when it’s not on sale. This way you know how much money you can save.

Let’s compare the price of the foods on sale with the usual price of the same foods when they are not on sale. Add up the price of the two or three foods that are on sale. Now add up the usual price of the same foods. Subtract the total sale prices from the total prices of foods not on sale. The answer is the amount you save if you buy the food on sale!

 *Remove the decimal point between dollars and cents (or other currency) for your student. Explain that you are changing it to show the number of pennies the price is. Keep the project down to three-digit numbers.*

Add up food
when on sale:

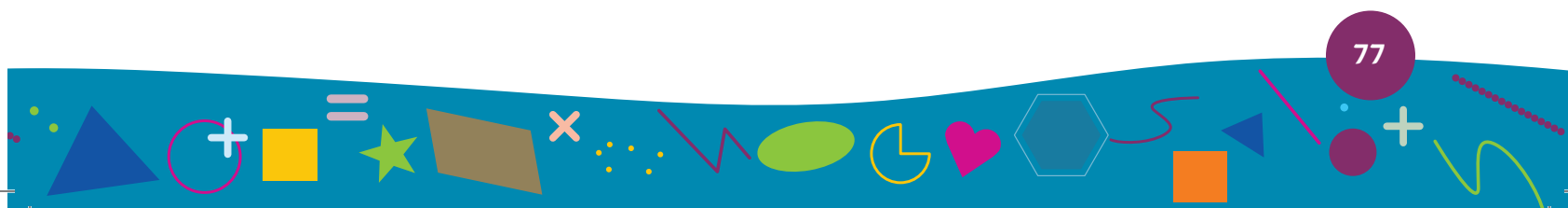
Add up food
when not on sale:

Subtract these
numbers:

- _____

= _____

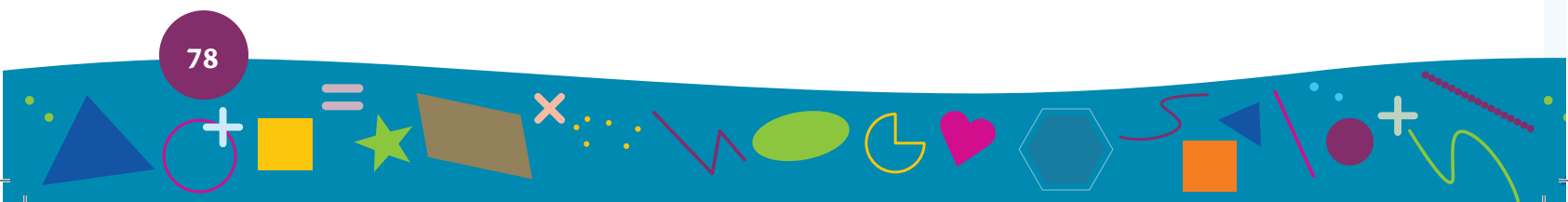
2. Are all the gloves and socks paired? If you live where it gets pretty cold in the winter, you can make sure there are enough gloves for your whole family. Let’s make sure that all the gloves are paired. What about socks? Make sure all the socks are paired too. Count the pairs of socks and gloves by 2s. This is a good way to organize the socks and gloves for your family!



3. Can you count tires? Here is a fun game to play when you are on a drive in the car. Count tires! Every car you see has 4 tires. As you pass by other cars on the road, you can count by 4s to find out how many tires you've seen! But some trucks have 6 tires: 2 in the front and 4 in the back. For an extra challenge, keep an eye out for these trucks and count by 6s to find out how many tires you've seen! Counting tires may be hard because counting by 4s and 6s is hard.

4. How many days until your brother's birthday? Or how many days before you take a trip? When you are making plans, it's easy to talk about weeks: "In 3 weeks we are going to visit Grandma." But how many days is three weeks? We can count by 7s to find out. 7 (first week), 14 (second week), 21 (third week). That's 21 days! Maybe that means you have 21 days to make Grandma a present before you see her! Think of something that is several weeks away and count by 7s to see how many days away it is.

Thank You, God, for all You are teaching us! Help us see Your patterns and created order in Your world. We love You and we are so thankful that You are always with us. Amen.





Extra Challenge

$$\begin{array}{r} 366 \\ + 112 \\ \hline \end{array}$$

$$\begin{array}{r} 378 \\ + 310 \\ \hline \end{array}$$

$$\begin{array}{r} 685 \\ + 103 \\ \hline \end{array}$$

$$\begin{array}{r} 366 \\ - 146 \\ \hline \end{array}$$

$$\begin{array}{r} 378 \\ + 321 \\ \hline \end{array}$$

$$\begin{array}{r} 685 \\ - 165 \\ \hline \end{array}$$

$$\begin{array}{r} 258 \\ + 111 \\ \hline \end{array}$$

$$\begin{array}{r} 786 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 165 \\ + 324 \\ \hline \end{array}$$

$$\begin{array}{r} 258 \\ - 147 \\ \hline \end{array}$$

$$\begin{array}{r} 786 \\ - 43 \\ \hline \end{array}$$

$$\begin{array}{r} 165 \\ - 44 \\ \hline \end{array}$$

