

Kolbe Academy Home School

GRADE K MATHEMATICS *MCP Math K*

TABLE OF CONTENTS

I. Syllabus	2
II. Daily Course Plan	
A. Quarter 1	4
B. Quarter 2	31
C. Quarter 3	56
D. Quarter 4	76
III. Skills Check Lists	99

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COURSE TITLE: Mathematics

COURSE TEXTS:

MCP Math K, 2005 (T4200)

MCP Math K Resource Manual (T4200A), Optional

COURSE DESCRIPTION:

This course is based on the natural processes of thinking, namely induction and deduction. Inductive thinking arrives at the answer almost immediately because it seems obvious (although it is not always exact). Deductive thinking is a step-by-step process of reasoning leading to a solution.

Manipulatives are very important with beginning math. The child can use Lego's, blocks, links, cubes, paper clips, pasta noodles, M&M's or anything that can be used when the child is learning to make patterns, sorting and counting out sets and comparing what is more or less. You can also use a mini white board and dry erase markers when the child is learning how to write numbers. You will make number flash index cards that will help the child learn numbers and help lead into addition and subtraction. Have the student correct all mistakes made in written work with the explanation that we learn from our mistakes. We recommend that you do not tear out the pages of the mathematics book so the student can review concepts previously covered.

SCOPE AND SEQUENCE:

Quarter 1

1. Position words
2. Colors
3. Size
4. Shapes
5. Sorting and Classifying
6. Solid Figures
7. Matching Parts
8. As Many As
9. More and Fewer
10. Recognizing Numbers up to 7
11. Writing Numbers 1-5

Quarter 2

1. Recognizing Numbers and Writing 7-12
2. Recognizing and Writing 0
3. Time Sequencing
4. Telling Time
5. Counting Money-Pennies, Nickels and Dimes

Quarter 3

1. Recognizing and Writing Numbers 13-31
2. Counting Money up to 20 Cents using Pennies, Nickels and Dimes
3. Make and Use a Picture Graph
4. Less Than and Greater Than
5. Ordinal Number all the way through Tenth
6. Calendar
7. Place Value
8. Number Sequence 0-30
9. Equal Parts, One- Half, One- Fourth, One- Third
10. Capacity

Quarter 4

1. Measuring Length with Paper Clips
2. Weight
3. Joining Sets
4. Addition up sums of 9
5. Adding Pennies up to 6 cents
6. Taking Away
7. Subtraction from 9 and less
8. Subtracting Pennies from 6 cents or less
9. Choosing an Operation
10. Practicing Addition and Subtraction

COURSE OBJECTIVES

- ❖ developing inductive and deductive thinking
- ❖ use of real objects for association of abstract principles
- ❖ all segments of problems written for the development of:
 - mental skills
 - finger dexterity learning simple functions
 - patterns & sorting
 - shapes and solid shapes
 - recognizing and writing number 0-31
 - money
 - time
 - calendar
 - time sequence
 - ordinal numbers through tenth
 - making and solving a picture graph
 - equal parts, one-half, one-fourth, one-third
 - capacity and weight
 - addition and subtraction
 - solving story problems

COURSE PLAN METHODOLOGY:

Kolbe Academy has worked diligently to create the best possible course plans with the home schooling family in mind. Remember, however, that our program is intended to be flexible. Per the principle of subsidiarity, these course plans are a **suggested** course of study. As the teacher, you should adapt and modify them to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

In the course plans that follow, *Modern Curriculum Press Math Book K* is represented by the abbreviation **MCP**. Each weekly assignment is summarized in the first rows of the week's daily course plan along with the goals and notes for that week. The specific daily assignments for the student are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3, and DAY 4** abbreviations. Parent daily guidelines are given to the right of the student assignments. Most families will use Days 1-4 as a Monday through Thursday schooling schedule. This leaves Friday open for review, catch-up, field trips, or other activities. A family's schedule can and should vary as needed.

This mathematics course contains 36 weeks broken into four 9-week quarters. At the beginning of each week is a list materials that will be needed for that week. Week 9 is considered a review week. Your student may not need all of Week 9 for review. You can use this time to catch up if necessary and then go over the subject matter. Instead of exams there is a skills checklist included at the end of this course. This can be used to keep track of skills mastered as the year unfolds.

Finally, begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most beneficial.

◆◆◆ FIRST QUARTER ◆◆◆

Legend:	<input type="checkbox"/>	Assignments and activities that are a recommended part of the course
	<input type="radio"/>	Additional supplemental assignments and/or activities that can be used as reinforcement or enrichment.

WEEK 1		
Book	Weekly Breakdown	Goals and Notes for the Week
MCP	Chapter 1 Lessons 1-1 to 1-4 Pages 1-8	<p>The goals for this week are for the child to learn position words, top, bottom, in, out, over, and under, on top of, off, above, below, beside, outside, inside, first, last, middle, between, front, behind, right and left. In addition the child will learn, colors; the vocabulary terms smaller, smallest, bigger, biggest, larger, and largest.</p> <p>The Materials you will need for this week are:</p> <ol style="list-style-type: none"> 1. Index Cards 2. Crayons 3. Candy Land Game 4. White Paper 5. Paints-blue, green, black, yellow, red, orange, purple and brown 6. Variety of different sized objects

Notes

Student Daily Assignments	<input checked="" type="checkbox"/>	Parent Daily Guidelines
DAY 1 Do pages 1-2	<input type="checkbox"/>	<p>Introduction page 1: Have the child repeat the words, top, bottom, in, out, over and under. Use a box and place it in different areas in the room and ask the child where the box is using the position vocabulary words. The child should answer using the position vocabulary words. Then walk around the house or outside and ask where things are using the position vocabulary words. Get a piece of paper. Show the child how to draw an X, a check mark and a circle. Have him practice a few times. Discuss page 1 with your child. Have him tell you what he sees in each box. Encourage the use of the above vocabulary words.</p> <p>Instructions to the student:</p> <p>Box 1: Draw an X on the ladybug that is on the top of the leaf and circle the caterpillar that is on the bottom. Box 2: Draw an X on the bird that is inside the birdhouse and circle the bird that is outside the birdhouse.</p> <p>Box 3: Draw an X on the caterpillar at the top of the flower and circle the caterpillar at the bottom of the flower. Box 4: Draw an X on the bird jumping over the log and circle the spider that is under the log.</p>

		<p><input type="checkbox"/> Introduction page 2: Have the child repeat the words on top of, off, above, below, beside, outside, and inside. Use any type of box and place it around the room and ask the child where the box is using the new position vocabulary words. He should answer using the position vocabulary words. Discuss page 2 with your child. Have him tell you what he sees in each box. Encourage the use of the above vocabulary words.</p> <p>Instructions to the student: Box 1: Draw an X on the bird that is on the board and circle the caterpillar that is not on the board. Box 2: Draw an X on the insect above the mushroom and circle the insect below the mushroom. Box 3: Draw an X on the caterpillar that is on top of the pine cone and circle the caterpillar that is beside the pine cone. Box 4: Draw an X on the bird on the outside of the flower pot and circle the ladybug inside the flower pot.</p>
	Enrichment	<p><input type="radio"/> 1. Throughout the day ask your child where things are in the house, the garage, in the back yard using the position vocabulary words. 2. Have the child practice making sentences up orally using all the position vocabulary words he has learned.</p>
DAY 2	Do pages 3-4	<p><input type="checkbox"/> Review all position vocabulary words. Ask the child where things are in the house and have him respond using the position vocabulary words.</p> <p>Introduction page 3 Have the child repeat the words, first, last, middle, and between. Place three pencils in a row on the table. Point to the pencil on the left and tell the child that this pencil is first. Then point to the last pencil. Tell him this is the last pencil. Point to the pencil in the middle and tell him that this pencil is in the middle or is between the other pencils. Do this a couple of times. You can use other objects to demonstrate this concept.</p> <p>Instructions to the student: Box1: Find the hand with the number 1 and point to it. Look at the picture. What do you see? Which bird is last? Which bird is first? Draw an X on it. Which bird is last? Draw a check mark on it. Which bird is in the middle or between the other birds? Circle it. Box 2, 3 and 4: Point to each object with the number in each box. Repeat the same questions for each picture. Give your child directions using the position vocabulary words on which animal or insect will be X, check marked or circled.</p> <p>Introduction page 4: Have the child repeat the words front, behind, right and left. Have the child raise his left hand. Have the child raise his right hand. Do this a couple of times. Then sing the Hokey Pokey.</p> <p>Instructions to the student: Box 1: Find the hand with the number 1 on it and point to it. Which bird is on the left? Circle it. Which bird is on the right? Draw an X on it. Box 2, 3, and 4: Point to each object with the number on it in each box. Using the position vocabulary words, where are the birds or insects in each picture? Draw an X or circle. Answer using the position vocabulary words.</p>

	Enrichment	○	<p>1. Throughout the day ask your child where things are in the house, the garage, in the back yard using the position vocabulary words.</p> <p>2. The child should respond using all position vocabulary words.</p>
DAY 3	Do pages 5-6	□	<p>Review all position vocabulary words by asking the child where things are through the house or outside in the backyard. Make sure the child responds using the position vocabulary words. Review Right and Left</p> <p>Introduction page 5</p> <p>Use index cards and crayons. Show the child the colors blue, green, black, yellow, red, orange, purple, and brown. Write the name of the color on one side of the index card. Have the child color the back of the index card that color. Do this for all the colors. Then lay the index color cards out and have the child repeat the names of the colors. Have the child find colors around the house.</p> <p>Instructions to the student:</p> <p>Find the hand with the number 1 on it. Point to it. Point to the first crayon. Look at the word and say blue. Find the color index card and match it to the blue crayon in the picture. Find a blue crayon and color the picture crayon blue. Complete the page.</p> <p>Introduction page 6</p> <p>Have the child lay out all his color index cards with the color side up. Match the crayons to the colored index cards. Have him point to each color and say it.</p> <p>Instructions to the student:</p> <p>Look at the page. What kind of fruit do you see in the bowl? Using the position vocabulary words, where is the fruit, where is the mouse, etc. Color the page.</p>
	Enrichment	○	<p>1. Play a game such as Candy Land (or any game with colors) to help learn colors. 2. Use white paper and paint. Have the child paint on a white piece of paper using one paint color for the whole page. Let them dry and save them for a later activity.</p>
DAY 4	Do pages 7-8		<p>Review all position vocabulary words with your child by asking where things are in the room. Review Left and Right.</p> <p>Introduction page 7</p> <p>Have the child repeat the words smaller, smallest, bigger, biggest. Put out a variety of objects in different sizes. Ask the child which object is the smaller, smallest, bigger or biggest. Do this a couple of times.</p> <p>Instructions to the student:</p> <p>Box 1: Find the hand with the number one on it. Point to it. Look at the picture. Which balloon is on the left? Point to it. Which balloon is on the right? Point to it. Which balloon is bigger? Put an X on it. Which balloon is smaller? Circle it. Box 2: Point to the heart with the number 2 on it. Look at the picture. Is the mouse bigger or smaller than the cars? Which car is near the mouse's head? Circle the small car and put an X on the big car.</p>

<p>DAY 4</p>	<p>Do pages 7-8</p>	<p><input type="checkbox"/></p>	<p>Box 3: Point to the star with the number 3 on it. Look at the picture. Which flowerpot is on the left? Point to it. Which flowerpot is on the right? Point to it. What is between the flower pots? Circle the smallest object in the picture. Draw an X on the biggest object in the picture. Box 4: Point to the balloon with the number 4 on it. Look at the picture. Circle the smallest mouse and mark an X on the biggest mouse.</p> <p>Introduction page 8 Review Left and Right Set out a variety of objects and ask questions using the words, smaller, smallest, larger and largest. Then review words bigger and biggest and ask questions using these words too.</p> <p>Instructions to the student:</p> <p>Box 1: Find the hand with the number 1 on it and point to it. Look at the picture. Which cheese slice is bigger? Put an X on it. Which cheese slice is smaller? Circle it. Box 2: Find the heart with the number 2 on it. Look at the picture. Put an X on the largest acorn. Circle around the smallest acorn. Box 3: Find the star with the number 3 on it and point to it. Look at the picture. Where is the smallest hole? Circle it. Where is the largest hole? Put an X on it. Box 4: Find the balloon with the number 4 on it and point to it. Look at the picture. Which shoe is the larger shoe? Put an X on it. Which shoe is the smaller shoe? Circle it.</p>
	<p>Enrichment</p>	<p><input type="radio"/></p>	<p>Review colors-walk around the house and outside and name colors.</p>

WEEK 2		
Book	Weekly Breakdown	Goals and Notes for the Week
MCP	Chapter 1 Lessons 1-5 to 1-8 Page 9-16	<p>The goal for the child this week is to learn, shorter, shortest, taller, tallest, longer longest; identify shapes-circles, squares, triangles, and rectangles. The child will learn to sort and classify; recognize solid figures. The materials that will be needed for this week are</p> <ol style="list-style-type: none"> 1. Variety of different size objects 2. Colored Index Cards 3. Construction Paper 4. Scissors 5. Food to sort also- such as M&M's, Fruit Loops, etc 6. Solid Blocks
<div style="border: 1px solid black; padding: 2px; display: inline-block;">Notes</div>		
Student Daily Assignments		Parent Daily Guidelines
DAY 1	<input checked="" type="checkbox"/>	<p>Review all position vocabulary. Review colors by laying out the color index cards and have the child name the colors. Review Left and Right.</p> <p>Introduction page 9 Use three different sizes of spaghetti noodles. Lay them on the table. Compare the different lengths. Explain that this noodle is long but this noodle is longer and this noodle is longest. Then do the same thing explaining short, shorter and shortest. Do this a couple of times.</p> <p>Instructions to the student: Box 1, 2, 3 and 4: Find the hand with the number 1 on it. Point to it. Look at the picture. What is the mouse is looking at? Which cactus is the shortest? Point to it and circle it. Which cactus is the tallest?. Point to it and put an X on it. Is the shorter cactus on the left, on the right or in the middle?</p> <p>Review Colors using the card index cards the child made. Review Left and Right</p> <p>Introduction page 10 Use a variety of objects and questions using the position vocabulary words-shorter, shortest, taller, tallest, longer, and longest. You will ask a variety of questions using the position vocabulary words. Decide what the child will X and circle. Make sure the child responds using the vocabulary position words. Make up sentences orally looking at the pictures using the vocabulary position words when done.</p> <p>Instructions to the student: Box 1, 2, 3 and 4- Point to each object with the number on it in each box. Look at the pictures. Draw an X and circle the objects as you are asked.</p>
	<input type="checkbox"/>	<p>Review Colors using the card index cards the child made. Review Left and Right</p> <p>Introduction page 10 Use a variety of objects and questions using the position vocabulary words-shorter, shortest, taller, tallest, longer, and longest. You will ask a variety of questions using the position vocabulary words. Decide what the child will X and circle. Make sure the child responds using the vocabulary position words. Make up sentences orally looking at the pictures using the vocabulary position words when done.</p> <p>Instructions to the student: Box 1, 2, 3 and 4- Point to each object with the number on it in each box. Look at the pictures. Draw an X and circle the objects as you are asked.</p>
Enrichment	<input type="radio"/>	Use pasta noodles to show shorter, shortest, taller, tallest, longer and longest.

DAY 2	Do pages 11-12	□	<p>Introduction page 11 Use a variety of colored construction paper and cut out shapes. Explain what the shapes are and ask him to repeat it. Ask what color the shapes are.</p> <p>Instructions to the student: Look at the page for a few minutes. Find all the circles. Where is the top of the circle? The middle? And the bottom? Choose a color. Color all the circles the same color. Do the same for the rectangles, squares and triangles.</p> <p>Introduction page 12 Review colors and shapes. Have the child answer using the position vocabulary words.</p> <p>Instructions to the student: Look at the page and find all the circles. Using the position vocabulary words where are the circles? For example, "Are the circles at the top of the page?" Color the picture. Pick one color for the circles. Do the same for the other shapes.</p>
	Enrichment	○	<ol style="list-style-type: none"> 1. Use the paper the child painted on for each color last week. Draw shapes for the child on the paper. Have him practice cutting the shapes out. Review colors too. 2. Draw different shapes on the painted paper or construction paper. Have the child cut the shapes out. Have him make a picture with the shapes by gluing them on to a piece of construction paper 3. Have him find different shapes around the house and name the color of it.
DAY 3	Do pages 13-14	□	<p>Review. Stack three blocks. Ask where the top block is, where the middle block is and where the bottom block is. You can use other objects. Do this a couple of times. Review left and right. Review color index cards. Review shapes.</p> <p>Introduction page 13 Cut out a variety of different sized shapes out of construction paper for the child. Mix all the different sized shapes on the table. Have the child sort the shapes by size. Do this a couple of times. For example, explain all the big triangles go together, all the small triangles go together, all the big squares go together, all the small squares go together. Have the child practice drawing shapes on a piece of paper.</p> <p>Instructions to the student: Look at all the shapes. Name the shapes. All the shapes are going to be sorted by small and large. All the small shapes are going in the box that says "small". Draw a small shape in the small box. All the large shapes are going in the box that says "large". Draw a large shape for the large box. Find the hand with the number 1 on it and point to it. Look at the triangle. Trace the dotted line. A small triangle is going in the box that says "small". This is sorting shapes by size. Do the rest of the page. Point to each object with the number on it.</p> <p>Introduction page 14 Use the variety of sized shapes that were cut out and have the child practice sorting by size.</p> <p>Instructions to the student: Name the shapes you see on this page. Find the first box with the hand with the number 1 on it and point to it. Find the small circle. Circle it. Which shapes are</p>

			blue? Box 2, 3, 4, 5, and 6: Find each object with the number in each box and point to it. For all the boxes, what shapes do you see, which shapes are small, and which shapes are big. Circle the small blue shapes in each box.
	Enrichment	○	1. Find different size toys and sort by size, or by color. You can use, Lego's, cars, or colored blocks. Use food to sort by colors such as M&M's or Fruit Loops. 3. Have the child practice sorting things by size.
DAY 4	Do pages 15-16	□	Review shapes and colors. Review sorting shapes by size with construction shapes that were made. Introduction page 15 Use solid blocks and introduce a cube, a cylinder, a cone, a sphere. Have him look at it. Have him repeat their names. Have him find objects around the house that look like the solid shapes. Have him match the objects to the solid blocks. Instructions to the student: Have the child look at the top row. Explain what a row is. Point out row 1 with the hand, row 2 with the heart, and row 3 with the star. Back to the very top row-explain to the child on the left hand side is a cube. Have the child find the object that matches the cube. Have the child circle it. Have the child do the same thing for row 1,2, and 3. Introduction page 16 Go over solid blocks again. Instructions to the student: Look at the top row of the page. Identify the solid figure on the left. Identify the shapes in the row. Is there a square figure on the cube? a circle figure on the cube? a rectangle figure on the cube? Circle the square. Do the same thing for row 1, 2, and 3. Find the number on the object and point to it.

WEEK 3														
Book	Weekly Breakdown	Goals and Notes for the Week												
MCP	Page 17-22	<p>The goals for the week for the child is, matching parts, and identifying patterns. Materials for the week are:</p> <table border="0"> <tr> <td>1. Solid Shapes</td> <td>7. Variety of Pasta noodles</td> </tr> <tr> <td>2. Construction Paper</td> <td>8. Food Coloring</td> </tr> <tr> <td>3. Scissors</td> <td>9. Food to make patterns</td> </tr> <tr> <td>4. Glue</td> <td>10. String</td> </tr> <tr> <td>5. Paint and paint brush</td> <td></td> </tr> <tr> <td>6. Pattern Shape Blocks or colored cubes, Legos, a variety of objects</td> <td></td> </tr> </table>	1. Solid Shapes	7. Variety of Pasta noodles	2. Construction Paper	8. Food Coloring	3. Scissors	9. Food to make patterns	4. Glue	10. String	5. Paint and paint brush		6. Pattern Shape Blocks or colored cubes, Legos, a variety of objects	
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<div style="border: 1px solid black; padding: 5px; width: fit-content;">Notes</div>														
Student Daily Assignments	<input checked="" type="checkbox"/>	Parent Daily Guidelines												
DAY 1	Do pages 17 -18	<p>Review Shapes and Solid Shapes, Colors, and Left and Right.</p> <p>Introduction to page 17 Have the child fold a piece of paper in half. Explain that the line in the middle of the paper is called a line of symmetry. There are two equal parts. Have him cut out pictures that have two equal parts. Have him fold the picture in half. Have him draw a line down the middle. Check to make sure they have two equal parts.</p> <p>Instructions to the student: Find the hand with the number 1 in the first box. Point to it. Look at the first row. Count how many rows are on this page. Look at the leaf. See how the line is going down the middle and divides the picture into two equal parts. This is also called a line of symmetry. Circle the leaf. Look at next plane shape. Does the line divide the plane shape into two equal parts? Look at the last picture. Does the line divide the Y into two equal parts? Circle it. For Row 2, 3, and 4 do the same thing as in row 1. Find each object in the rows with the number on it and point to it.</p> <p>Introduction to page 18 Have the child draw one big picture on a piece of paper. Have him draw a big, happy face, a square, a circle, etc. Have him fold the paper in half. Ask him when he opens the picture, if the picture has been folded and shows half. Ask him, what the line going down the middle is called.</p> <p>Instructions to the student: Look at the top row. How many rows are there? Go back to the top and look at the piece of paper folded. See how it is only showing half. Which picture s on the right will complete the other half of the folded paper? Circle the picture. Point to each object with the number on it. Do each row the same way as the example row above.</p>												
Enrichment	<input type="checkbox"/>	<ul style="list-style-type: none"> • Make a pizza out of construction paper with your child. 												

		<p>Have the child cut out a big brown circle; this is the crust of the pizza. Then cut out medium size red circle, this is to be the pizza sauce. Glue the red circle to the brown circle. Cut out yellow long thin rectangles, this is the cheese. Then glue the yellow long rectangles to the round circles. Cut out small black circles, these are the olives. Glue the black circles on the round shape. Cut out small red triangles, this is the pepperoni. Glue those on. Let everything dry. Have the child name colors and shapes. Once all the glue dries, fold it in half and point out it has two equal parts, a line of symmetry. Draw a line down the center of the pizza.</p> <p>2. Use paper, paint and paint brushes. Have the child fold a paper in half. Put a blob of paint on one side of the paper and gently refold the paper, pressing down. Then open the paper and ask, "is the paint blob on both sides of the fold the same?" Have him do this a couple of times.</p>
<p>DAY 2</p>	<p>Do pages 19-20</p>	<p>Review Shapes and Colors, Left and Right. Review all position vocabulary words by asking where things are in the room. Make sure the child answers using the position vocabulary words.</p> <p>Introduction Page 19</p> <p>Cut shapes out of construction paper for the child. Lay the shapes in a pattern. Explain that a pattern is something that repeats over and over. For example circle, square, circle square, and have the child guess what comes next. Do this a couple of times and have fun with this. This is also called an ABABAB pattern. You can also use pattern shape blocks or colored cubes.</p> <p>Instructions to the student:</p> <p>Look at the page. Find the hand with the number 1 on it. Point to it. Count how many rows there are. Look at the first row, "what shapes do you see?" Point to each shape and say it. These shapes are in a pattern. What is a pattern? The child should respond, something that repeats over and over. Say the pattern two times. Find the first square. Color it blue. Point to the circle and color it red. What color will you color the next square? The response is blue. Finish coloring the pattern. What is the pattern? There are two types of patterns, one a shape pattern, square, circle square, circle, etc. And a color pattern, blue, red, blue red, etc. Once again this is an ABABAB pattern. For Row 2, 3, and 4 do the same thing.</p> <p>Introduction Page 20</p> <p>Set out construction shapes and have the child practice making patterns, whether it is a color pattern or shape pattern. Ask, "What is a pattern?" The child should respond, "Something that repeats over and over." Or use pattern blocks or cubes.</p> <p>Instructions to the student:</p> <p>Look at the page. Count how many rows there are. Go back to the top example row. Show the long vertical line going down the page. Circle the shape that comes next in the pattern. What shapes do you see in the very top row? Decide one color for all the circles and color them. Decide one color for all the squares and color them. Say the pattern. At the vertical line, which shape comes next? Color the shape and circle it. Repeat this with Row 1, 2, 3 and 4. Note- the child has been learning an AB pattern. In row 2 it is an AAB pattern. In row 2 it shows rectangle, rectangle, square, rectangle, rectangle, square, etc. You could also say circle, circle, square,</p>

			circle, circle, square, etc. Or blue, blue, yellow, blue, blue, yellow, etc. These are examples of an AAB pattern. In row 3 it is an example of ABB pattern. It shows big triangle, small triangle, small triangle, big triangle, small triangle, small triangle, etc. Another example is small circle, large circle, large circle, small circle, large circle, large circle, etc. These are examples of an ABB pattern. In row 4 it is an example of an AAABB pattern. It shows circle, circle, circle, square, square, circle, circle, circle, square, square, etc. Another example is yellow, yellow, yellow, red, red, yellow, yellow, yellow, red, red, etc. These are examples of an AAABB pattern.
	Enrichment	○	<p>1. Using a variety of pasta noodles, add food coloring to dye them different colors. After the noodles have dried, have the child make patterns. The patterns can be glued to a piece of construction paper.</p> <p>2. Use cubes, pattern blocks, Legos, cars to make patterns. Or use food, any fruit, candy, cereal to make a variety of patterns. Try to make these different patterns, AB, AAB, ABB, AAABB, etc. for the child and if he can point them out.</p>
DAY 3	Do pages 21-22	□	<p>Review position vocabulary words by going around the room or the house asking where things are. The child should respond using the position vocabulary words. Review colors using the color index cards. Name colors in the house or outside.</p> <p>Introduction to page 21 Make up patterns for your child and have him guess what comes next. Use pattern blocks, or the cut out shapes from the construction paper that were cut out earlier. Then have him make the pattern up and let you guess what comes next.</p> <p>Instructions to the student: Look at the page. Count how many rows there are. Find the hand with the number 1 on it and point to it. Look at the pattern. Say it out loud and what will come next. Circle it. Do this for Row 2, 3, 4 and 5. Find each object with the number on it and point to it before starting each row. Notice that Rows 1, 4 and 5 are an AAB pattern. Rows 2 and 3 are an AB pattern.</p> <p>Introduction to page 22 Practice making patterns-using a variety of objects around the house.</p> <p>Instructions to the student: Look at the page. Count how many rows there are. Go back to the top row. Find the hand with the number 1 on it. Point to it. Look at the pattern. Point to the mouse and say, standing mouse, standing mouse, sitting mouse. This is an AAB pattern. Say it a couple of times. Circle what comes next. Do this for Row 2, 3, 4 and 5. Point to each object with the number on it and point to it before he starts each row. Row 3 is an ABB pattern, Row 4 is an AAB and Row 5 is an ABBB.</p>
	Enrichment	○	<p>Get a box of fruit loops and a string and have the child make a color pattern necklace. Make a variety of patterns using, AB, ABB, AAB and ABBB for the child, see if he can point out what type of pattern it is. You may have to do this many times for the child to see the variety of different patterns.</p>

<p>DAY 4</p>	<p>Do pages 23-24</p>	<p><input type="checkbox"/></p>	<p>Preparation for page 23 Review all vocabulary position words by asking where things are in the house, outside, or in the garage. Make sure the child responds using the vocabulary position words. Review finding colors, using the index color cards. Find colors around the house. Review what equal parts are or a line of symmetry. Review Shapes, solid shapes by finding things around the room, and patterns</p> <p>Instructions for the student Read the questions at the bottom of the page for your child and have him circle his answers.</p> <p>Page 24 Follow the directions at the bottom of the page. This is a good review on all the position vocabulary words, which are: Top, bottom, in, out, over, under, on top of, off, above, below, beside, outside, inside, first, last, middle, between, Front, behind, right, left, smaller, smallest, bigger, biggest, larger, largest, shorter, shortest, taller, tallest, longer, and longest.</p>
	<p>Enrichment</p>	<p><input type="radio"/></p>	<p>Practice making patterns using any objects Activity: Practice making patterns using any objects</p>