

Contents

Chapter 1 Readiness	
Lesson 1-1	Position 1
Lesson 1-2	Position 3
Lesson 1-3	Colors 5
Lesson 1-4	Size 7
Lesson 1-5	Size 9
Lesson 1-6	Shapes 11
Lesson 1-7	Sorting and Classifying 13
Lesson 1-8	Solid Figures 15
Lesson 1-9	Matching Parts 17
Lesson 1-10	● Problem Solving: Look for a Pattern <i>It's Algebra!</i> 19
Lesson 1-11	Making Patterns <i>It's Algebra!</i> 21
	Chapter 1 Test 23
	● Chapter 1 Challenge 24
Chapter 2 Numbers 1 Through 5	
Lesson 2-1	As Many As <i>It's Algebra!</i> 25
Lesson 2-2	More and Fewer <i>It's Algebra!</i> 27
Lesson 2-3	The Numbers 1 and 2 29
Lesson 2-4	The Number 3 31
Lesson 2-5	The Number 4 33
Lesson 2-6	Writing 1 and 2 35
Lesson 2-7	Writing 3 and 4 37
Lesson 2-8	The Number 5 39
Lesson 2-9	Numbers 1 Through 5 41
	Chapter 2 Test 43
	● Chapter 2 Challenge 44
Chapter 3 Numbers 6 Through 9 and 0	
Lesson 3-1	The Number 6 45
Lesson 3-2	The Number 7 47
Lesson 3-3	Numbers 1 Through 7 49
Lesson 3-4	Writing 6 and 7 51
Lesson 3-5	The Number 8 53
Lesson 3-6	The Number 9 55
Lesson 3-7	Writing 8 and 9 57
Lesson 3-8	● Problem Solving: Try, Check, and Revise 59
Lesson 3-9	The Number 0 61
Lesson 3-10	Numbers 0 Through 9 63
	Chapter 3 Test 65
	● Chapter 3 Challenge 66

Chapter 4**Numbers 0 Through 12**

Lesson 4-1	Numbers 0 Through 9	67
Lesson 4-2	The Number 10	69
Lesson 4-3	The Number 11	71
Lesson 4-4	Writing 10 and 11	73
Lesson 4-5	The Number 12	75
Lesson 4-6	Writing 10, 11, and 12	77
Lesson 4-7	Numbers 0 Through 12 in Order	79
Lesson 4-8	Sequencing <i>It's Algebra!</i>	81
	Chapter 4 Test	83
	● Chapter 4 Challenge	84

Chapter 5**Time and Money**

Lesson 5-1	Time Sequences	85
Lesson 5-2	More Time, Less Time	87
Lesson 5-3	Telling Time	89
Lesson 5-4	Digital Clocks	91
Lesson 5-5	Counting Pennies	93
Lesson 5-6	Counting Nickels	95
Lesson 5-7	Counting Dimes	97
Lesson 5-8	● Problem Solving: Act It Out	99
	Chapter 5 Test	101
	● Chapter 5 Challenge	102

Chapter 6**Numbers Through 20**

Lesson 6-1	Numbers 0 Through 12	103
Lesson 6-2	The Numbers 13 and 14	105
Lesson 6-3	The Numbers 15 and 16	107
Lesson 6-4	● Problem Solving: Make and Use a Picture Graph	109
Lesson 6-5	Counting Money Through 16¢	111
Lesson 6-6	The Numbers 17 and 18	113
Lesson 6-7	The Numbers 19 and 20	115
Lesson 6-8	Counting Money Through 20¢	117
Lesson 6-9	Numbers 0 Through 20 in Order	119
	Chapter 6 Test	121
	● Chapter 6 Challenge	122

Chapter 7**Order and Place Value**

Lesson 7-1	Numbers 0 Through 20	123
Lesson 7-2	Less Than and Greater Than <i>It's Algebra!</i>	125
Lesson 7-3	Ordinal Numbers Through Fifth	127
Lesson 7-4	Ordinal Numbers Through Tenth	129
Lesson 7-5	Numbers 0 Through 31	131
Lesson 7-6	Calendar	133

Lesson 7-7	Place Value	135
Lesson 7-8	Ordering 0 Through 30 <i>It's Algebra!</i>	137
Lesson 7-9	● Problem Solving: Look for a Pattern <i>It's Algebra!</i>	139
	Chapter 7 Test	141
	● Chapter 7 Challenge	142

Chapter 8 Fractions and Measurement

Lesson 8-1	Equal Parts	143
Lesson 8-2	One-Half	145
Lesson 8-3	One-Fourth	147
Lesson 8-4	One-Third	149
Lesson 8-5	● Problem Solving: Act It Out	151
Lesson 8-6	Capacity	153
Lesson 8-7	Nonstandard Units of Length	155
Lesson 8-8	Weight	157
	Chapter 8 Test	159
	● Chapter 8 Challenge	160

Chapter 9 Addition

Lesson 9-1	Joining Sets	161
Lesson 9-2	One More <i>It's Algebra!</i>	163
Lesson 9-3	Adding 1 More <i>It's Algebra!</i>	165
Lesson 9-4	Adding 2 <i>It's Algebra!</i>	167
Lesson 9-5	Sums Through 6	169
Lesson 9-6	More Sums Through 6	171
Lesson 9-7	Adding Pennies <i>It's Algebra!</i>	173
Lesson 9-8	Sums Through 6¢ <i>It's Algebra!</i>	175
Lesson 9-9	Sums Through 9 <i>It's Algebra!</i>	177
Lesson 9-10	● Problem Solving: Draw a Picture	179
	Chapter 9 Test	181
	● Chapter 9 Challenge	182

Chapter 10 Subtraction

Lesson 10-1	Taking Away	183
Lesson 10-2	Subtracting 1 <i>It's Algebra!</i>	185
Lesson 10-3	Subtracting 2 <i>It's Algebra!</i>	187
Lesson 10-4	Subtracting 3, 4, and 5	189
Lesson 10-5	Subtraction Practice	191
Lesson 10-6	Subtraction Facts	193
Lesson 10-7	Subtracting From 6¢ and Less	195
Lesson 10-8	● Problem Solving: Choose an Operation <i>It's Algebra!</i>	197
Lesson 10-9	Addition and Subtraction Practice	199
Lesson 10-10	Subtracting From 9 and Less	201
	Chapter 10 Test	203
	● Chapter 10 Challenge	204

Name _____

Chapter

1

Readiness

Lesson 1-1

1



2



3



4



Use the vocabulary *top*, *bottom*, *in*, *out*, *over*, and *under*.

Lesson 1-1 • Position |

1



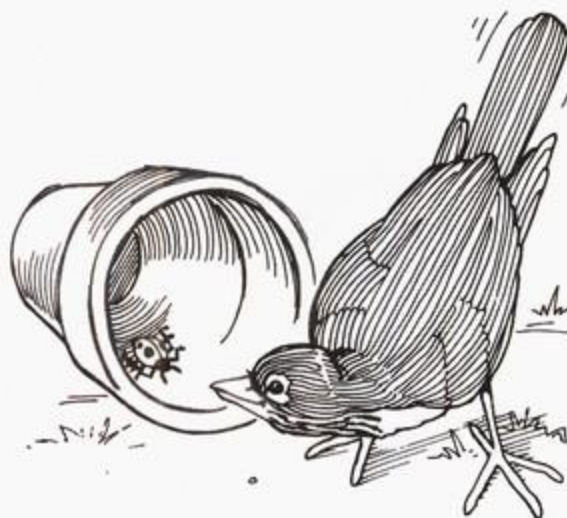
2



3

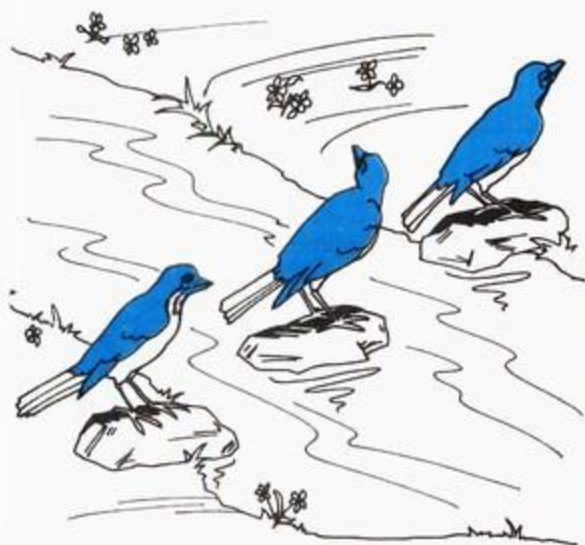


4



© Pearson Education, Inc./Dale Seymour Publications/Pearson Learning Group. All rights reserved. Copying strictly prohibited.

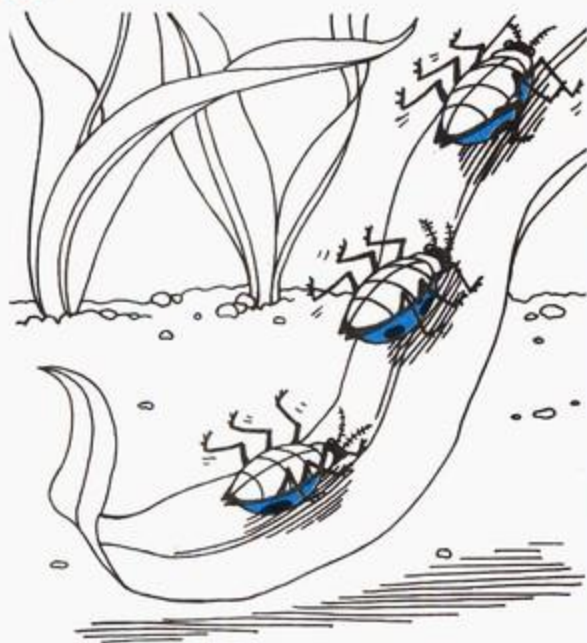
1



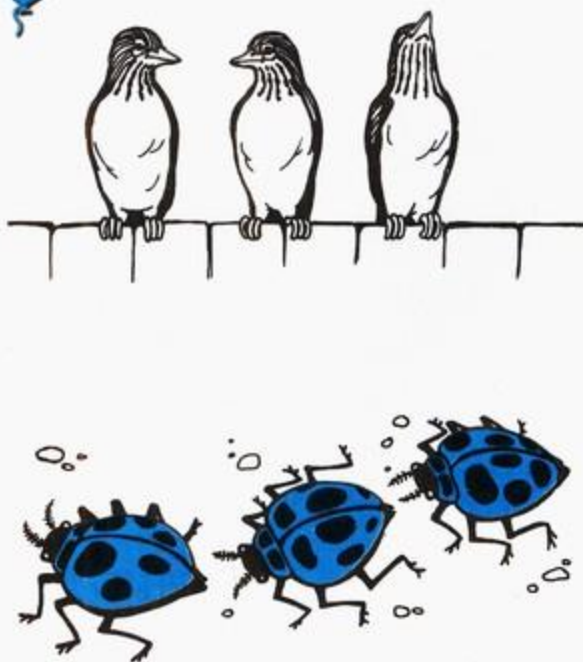
2



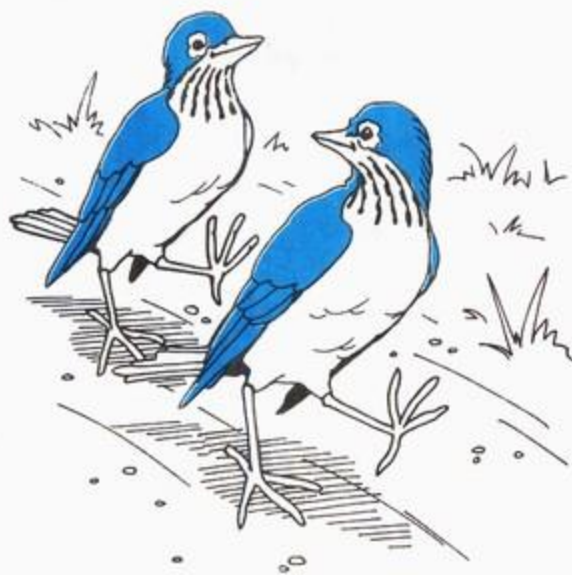
3



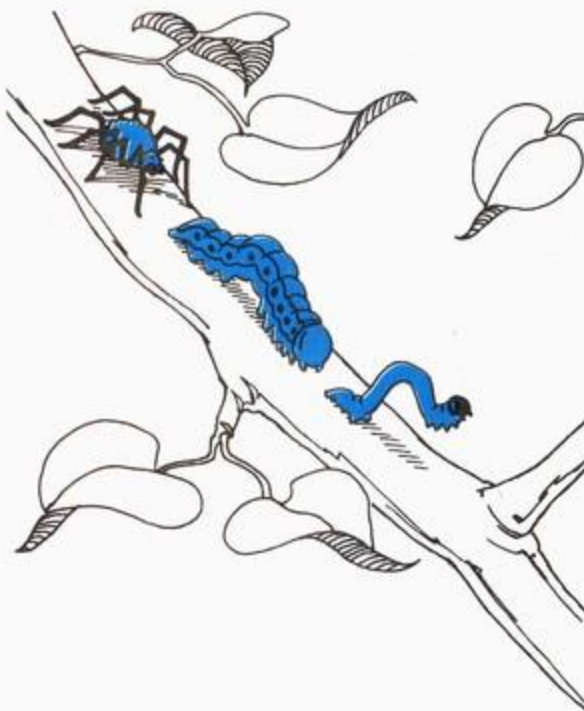
4



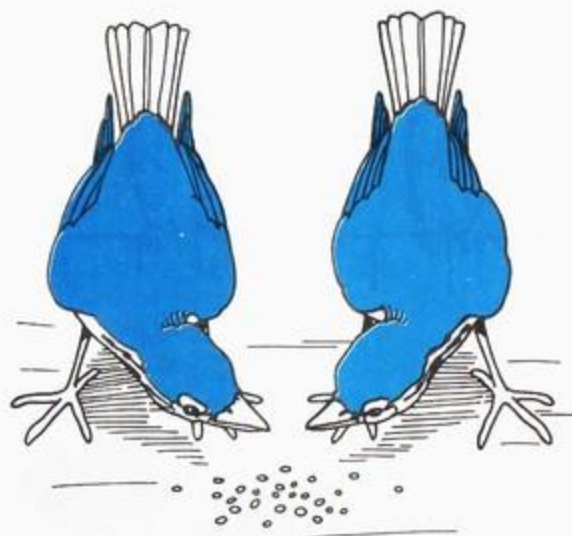
1



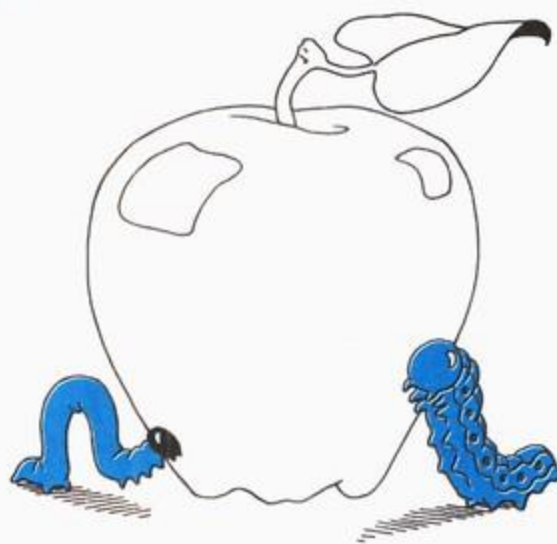
2



3



4



© Pearson Education, Inc./Dale Seymour Publications/Pearson Learning Group. All rights reserved. Copying strictly prohibited.

Name _____

Lesson 1-3

1



2



3



4



5



6



7



8



MCP Math K teacher edition (included in the Kit)

pages 1–24

Chapter Objectives

- To describe position using *top, bottom, in, out, over, under, on top of, off, above, below, beside, inside, and outside*
- To describe position using *first, last, middle, between, front, behind, right, and left*
- To identify red, yellow, blue, orange, green, purple, black, and brown
- To recognize the color words *red, yellow, blue, orange, green, purple, black, and brown*
- To compare using *small, smaller, smallest, big, bigger, biggest, large, larger, and largest*
- To compare using *shorter, shortest, taller, tallest, longer, and longest*
- To identify a circle, rectangle, square, and triangle
- To identify and compare the attributes of plane figures
- To sort and classify a set of shapes by one attribute
- To sort and classify a set of shapes by more than one attribute
- To identify a sphere, cone, cube, and cylinder
- To identify and compare the attributes of solid figures
- To match objects to outlines of their shapes
- To recognize symmetry in the environment
- To identify shapes with a line of symmetry
- To identify the matching parts of a symmetrical shape
- To identify patterns using color, size, or shape
- To complete a pattern
- To identify the object that comes next in a pattern

Materials**You will need the following:**

*large cardboard box; *hand stamp or stickers; *yarn or string; *3 boxes with lids; *several color name cards for each color; *tape; *colored construction paper; *containers; *paper bag; *magazines; *blue and green blocks; *2 different-sized tissue boxes; *large and small colored blocks

Students will need the following:

Reproducible Masters RM1–RM4; container with a lid; paper clips; crayons; large and small blocks in different colors; sticks; blocks; magazines or catalogs; small objects of different colors; objects of various sizes; 12-in. ruler; yardstick; crayons in assorted lengths; picture books in assorted sizes; cardboard circles, squares, triangles, and rectangles; objects that are the same color; attribute blocks; 2 yarn loops; set of animal pictures; classroom objects shaped like plane shapes; large models of solid figures; modeling clay; building blocks shaped like spheres, cubes, cylinders, and cones; classroom objects

*Indicates teacher demonstration materials

shaped like solid figures; paper squares and circles; paint and paintbrushes; small mirrors; colored string; beads or macaroni; ribbon cut in different lengths

Bulletin Board Suggestion

Display pictures of animals mounted on colored paper cut in the shape of a square, circle, triangle, or rectangle. Help students discuss the pictures. As position words are introduced, extend the discussions to include the vocabulary. For example, ask students to name the animal between the elephant and the snake. As color, shape, and size words are introduced, have students use the vocabulary to compare the animals, the colored paper backgrounds, and so on. When patterns are introduced, have students arrange the pictures with or without background papers to form patterns.

Verses

Poems and songs may be used any time after the pages noted beside each.

Little Miss Muffet (pages 1–2)

Little Miss Muffet sat on her tuffet
Eating her curds and whey.
Along came a spider and sat down beside her
And frightened Miss Muffet away.

Hoot in the Chute (pages 1–2)

Is there a creature in our laundry chute?
Surely there is! I hear its hoot!
“Oh, no, you don’t! Just look at this!
It can’t be washed the way it is!
It’s wrong side out! It’s right side in!
Come on now! Please! You must begin
To turn your clothes all right side out!
Should you forget, you’ll hear me shout!
Right side out! Right side out!
I’ll not accept the wrong side out!
It’s right side out! Not right side in!
That’s outside out! Not outside in!”

Statue on the Curb (pages 3–4)

We’re crossing the street
Watch out and beware!
The cars, trucks, and buses
Are all going somewhere!
We stop at the corner,
Look left and look right;
Then step off the curb
If nothing’s in sight.
But if there’s a car
Or truck down the way,
Pretend we are statues
And on the curb, stay!

Little Spot's Surprise

Little Spot, the ladybug, had a cold. Everyone loved Little Spot and wanted to do something to help, but they didn't know what to do.

"She catches colds because she lives in that drafty old tree," said Mrs. Robin. "She should move over behind that big rock. It would keep the wind off of her. But she loves that big old drafty tree."

"She needs a warm little house," said Mr. Inchworm. "Why don't we build Little Spot a nice warm house to live in?"

"Yes," said Mr. Cutworm. "After all, Little Spot has always been nice to everyone. She wants all of us to be friends."

"I don't know anything about building houses," said Mrs. Robin.

"Well, I don't either," said Mr. Cutworm, "but if we all do what we do best, I think we'll get it done."

Ms. Spider, who hardly ever agreed with anyone, said, "I think he's right. And I would like to help. Little Spot is always nice to me, even when the rest of you aren't!"

When Little Spot's friends went to tell her the good news, she was curled up fast asleep under a leaf. So they just let her sleep and began their work.

Mr. Inchworm measured everything to fit. Mr. Cutworm busily cut the leaves and twigs exactly where Mr. Inchworm had measured them. Mrs. Robin gathered grass and straw. Ms. Spider quickly spun a web in and out of the leaves, twigs, grass, and straw. She fastened it all together as quickly as each new piece was put on.

The friends worked very quickly and very quietly. They didn't want to wake Little Spot. Soon, however, it began to grow dark. So several of Little Spot's firefly friends came over and lit the branch with light.

When the house was finished, Mrs. Robin gently woke Little Spot.

"Little Spot, dear, get up. We have a surprise for you."

"What?" asked Little Spot. "A surprise for me?"

"Yes," said Ms. Spider. "We decided to build you a nice warm house. We hope you like it."

"Oh, I love it!" said Little Spot. And it made her feel much, much better just to see how her friends had worked together. Little Spot knew her friends loved her as she loved them.



"Little Spot's Surprise," p. RM1

Activities

Use Reproducible Master RM1, "Little Spot's Surprise," to help students relate the story to the mathematical ideas presented.

- Help students realize the need to work together when a task is time-consuming, difficult, or impossible for one person to do alone. Hold up a long jump rope and tell students that you will hold it a distance off the floor for them to jump over it. As you try to hold the jump rope a few inches off the floor, students should notice that you need another person to hold the other end.
- Have students use building blocks or similar materials to build a house or other structure. Tell students that, as a class, they are to build the structure using the given materials. Divide the class into small groups. Assign each group a part of the construction to complete, such as the foundation, frame, roof, or landscaping.

pages 67–84

Chapter Objectives

- To count 0 to 12 objects and choose the appropriate number
- To define *ten*, *eleven*, and *twelve*
- To write 0 through 12
- To write 0 to 12 in order
- To connect dots numbered 0 to 12 in order
- To write the number before or after a given number and the number between two given numbers
- To order numbers 0 to 12 on a number line
- To use tallies to count objects

Materials**You will need:**

*object cards 0 through 12; *counters

Students will need the following:

Reproducible Masters RM7 and RM11; number cards 0 through 12; crayons; 12-cup egg cartons; counters; number cards 0 through 12 in relief; blocks in two colors; blank index cards

Bulletin Board Suggestion

Display stanzas of the “Counting On” poem and have students find pictures to depict each number, 0 through 9. (a tree trunk for 1, knees for 2, and so on) Where no object is mentioned for a number, display that number of pictured items. Add numbers 10, 11, and 12 as they are presented in the lessons.

Verses

Poems and songs may be used any time after the pages noted beside each.

Counting On (pages 69–70)

Zero’s the number we say when there’s none;
Zero is first; it comes before 1.

1 is a number to count trunks on all trees.

2 is the number to count people’s knees.

Next comes a 3 for tricycle wheels;
Breakfast, lunch, dinner—count 3 daily meals.

Then there is 4 to count legs on a bear,
A table, a sofa, or most any ol’ chair.

But what do you think we can count with a 5?
How ‘bout fingers and toes or 5 bees in a hive?

5 and 1 more, this number comes next.

We use it to count the legs on insects.

‘Cause 6 is the number of legs you will find
On insects, no matter what color or kind.

Can 7 be next? Yes, 6 and 1 more

Is 7, my goodness! We’re a long way past 4!

We’re ready for the number that comes before 9;
Fold in the thumbs and 8 fingers are mine.

Then 9, a good bedtime for children who then
Are fast asleep long before clocks can strike 10.

And 10 is the number that’s made when a 1
Is followed by zero. Is our counting done?

No! Counting to 10 doesn’t mean that we’re done!
11 comes next—1 ten and 1 one.

Then 11 and 1 more—a dozen, no less.

I’ll stop now at 12 and take a recess!

One, Two, Buckle My Shoe (anon.)(pages 69–70)

One, two, buckle my shoe.

Three, four, shut the door.

Five, six, pick up sticks.

Seven, eight, lay them straight.

Nine, ten, a good fat hen.

Numbers Song (pages 79–80)

Zero, one, two, three, four, five,

Six, seven, eight, nine, sakes alive!

We have learned our numbers well

Next come ten, eleven, twelve.

We can sing a number song;

Won’t you come and sing along?

The Nine-Bee Sneeze

There were six little bees
Sitting in the trees
Trying to sneeze
The leaves off the trees.

The bees in the center
Were really quite little.
They giggled and wiggled,
There, in the middle.

The six bees sneezed
As hard as they could.
But their sneeze didn't do
What they thought it would!

They gave it their all,
But their very best sneeze
Still didn't stir up
Much of a breeze.

The six bees frowned
As they sat in the trees,
Then buzzed off to get
Three more little bees.

Now nine little bees
Sat in three little rows
Each with a little
Sneeze in his nose.

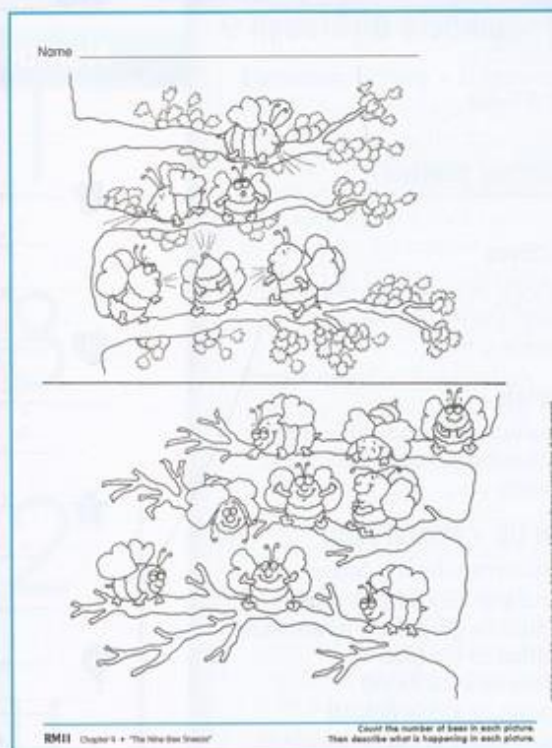
Three bees in front
Three bees between
And three bees behind
To blow the tree clean!

The first row, middle row,
And last row believed
Together they could do it,
And do it with ease!

They started to sneeze,
And just about then
Along came a great big
Gust of wind!

It shook the tree hard,
And blew off the leaves!
But the bees all believed
It was their nine-bee sneeze!

Whenever you see
Zero leaves on the trees,
Remember the sneeze
Of the nine little bees!



"The Nine-Bee Sneeze," p. RM11

Activities

Use Reproducible Master RM11, "The Nine-Bee Sneeze," to help students relate the story to the mathematical ideas presented.

- Give each student 9 counters and a sheet of paper. Reread the poem. Have students count out 6 of the counters and lay them on their papers to show the 6 bees. Tell students to place the 3 extra counters on their papers when the poem says that there were 9 bees. Tell them to listen carefully to learn how the bees were arranged as you read on about "... three little rows ..." and "Three bees in front/Three bees between/And three bees behind." Have students arrange their bees accordingly and point to each row as the poem identifies it. Encourage students to identify the first row as the one closest to the top of their page. Now, have 9 students stand to act out the poem as you read it again.
- Place 9 empty chairs in a row. Have 9 students form a line. Write any number 0 through 9 on the board. Have students from the front of the line move to sit in that number of chairs and have the rest of the class count out loud. Then, have them go to the end of the line as you write another number on the board. Continue until all students have participated two or three times. Vary the activity by arranging the 9 chairs in two or three rows.

9-2 One More

pages 163–164

1 Getting Started

Objectives

- To count 1 through 5 objects and write the number
- To join two groups and write the number for 1 more

Materials

*number cards 1 through 6; 6 counters; Reproducible Master RM26

Warm Up • Mental Math

Have students count aloud.

- from 15 to 20 (15, 16, . . . , 20)
- from 19 to 23 (19, 20, . . . , 23)
- from 0 to 11 (0, 1, . . . , 11)
- from 27 to 31 (27, 28, . . . , 31)
- from 16 to 10 backward (16, 15, . . . , 10)
- from 8 to 0 backward (8, 7, . . . , 0)

Warm Up • Skill Review

Have students tell the number that is 1 more than 6. (7) Repeat for a number that is 1 more than other numbers 0 through 30.

2 Teach

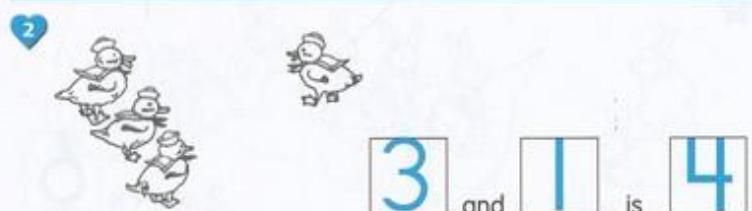
Develop Skills and Concepts Have 2 students stand. Ask how many students are standing. (2) Have another student stand and ask how many there are standing in all. (3) Encourage students to summarize the action with statements such as “Two and one more is three.” Write 2 and 1 is on the board and have a student write the sum in the box. (3)

- Have students lay out 3 counters and tell how many counters there are. (3) Write 3 on the board. Tell them to lay out 1 more counter to join the 3 counters as you write 3 and 1 is on the board. Have students tell how many counters there are in all. (4) Have a student write the number on the board. (4) Have students read the sentence with you. Repeat with more examples for sums of 6 or less.
- Have students lay out counters to show the following problem:
Sean had 3 lollipops and then his mom gave him 1 more. How many lollipops does Sean have in all? (4) Write 3 and 1 is on the board and have a student write the sum in the box. (4) Have students read the number sentence with you.

Name _____

Lesson 9-2

It's Algebra!



Write the number that tells how many animals are sitting, how many are joining them, and how many there are in all.

Lesson 9-2 • One More 163

Repeat the procedure for the following problems:

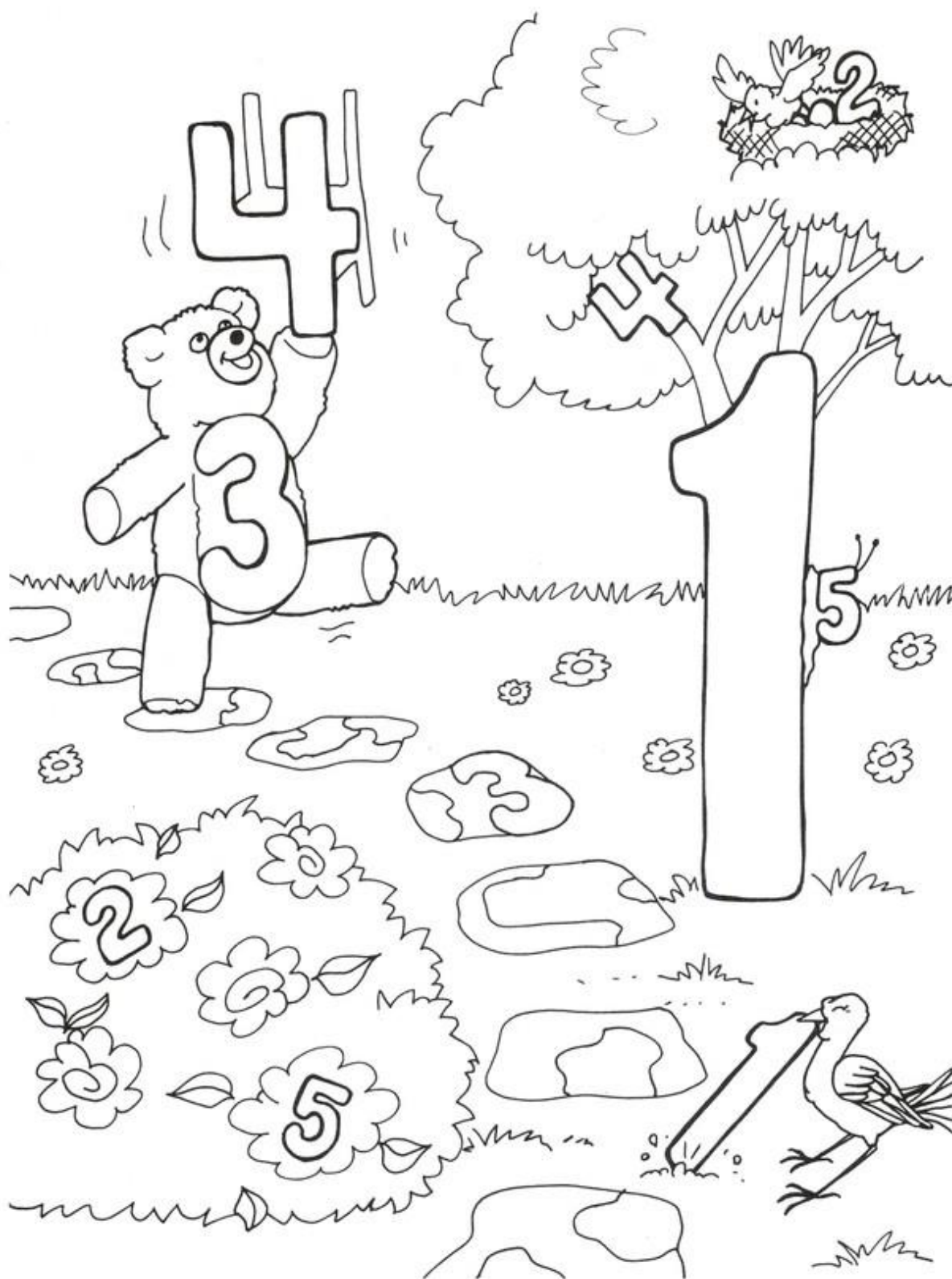
Mona bought 2 movie tickets and then she bought 1 more. How many tickets does Mona have now? (3)

Mom had 4 eggs and asked me to get 1 more. How many eggs did Mom have in all? (5)

Grandma ironed 5 shirts and then she ironed 1 more. How many shirts did Grandma iron in all? (6)

- Give students copies of Reproducible Master RM26. Ask how many petals are on the first flower. (2) Tell students that they are to trace the petals on the flower on the right to show that there are 2 and 1 more petal on the second flower. Ask how many petals are on the second flower. (3) Ask how many would be on the flower if there were 3 and 1 more petal. (4) Have students draw 4 petals on the second flower on the right. Have them complete the page by always adding 1 more petal to the flower on the left.

Name _____



McP Mathematics © Pearson Education, Inc./Dale Seymour Publications/Pearson Learning Group. All rights reserved.

Find and color the hidden numbers 1 through 5.

Chapter 2 • Numbers 1 Through 5 **RM8**

