

# Mathematics 100

## Teacher's Guide Part 1

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## **STRUCTURE OF THE LIFEPAC CURRICULUM**

The LIFEPAC curriculum is conveniently structured to provide one teacher handbook containing teacher support material with answer keys and ten student worktexts for each subject at grade levels two through twelve. The worktext format of the LIFEPACs allows the student to read the textual information and complete workbook activities all in the same booklet. The easy to follow LIFEPAC numbering system lists the grade as the first number(s) and the last two digits as the number of the series. For example, the Language Arts LIFEPAC at the 6th grade level, 5th book in the series would be LAN0605.

Each LIFEPAC is divided into 3 to 5 sections and begins with an introduction or overview of the booklet as well as a series of specific learning objectives to give a purpose to the study of the LIFEPAC. The introduction and objectives are followed by a vocabulary section which may be found at the beginning of each section at the lower levels, at the beginning of the LIFEPAC in the middle grades, or in the glossary at the high school level. Vocabulary words are used to develop word recognition and should not be confused with the spelling words introduced later in the LIFEPAC. The student should learn all vocabulary words before working the LIFEPAC sections to improve comprehension, retention, and reading skills.

Each activity or written assignment has a number for easy identification, such as 1.1. The first number corresponds to the LIFEPAC section and the number to the right of the decimal is the number of the activity.

Teacher checkpoints, which are essential to maintain quality learning, are found at various locations throughout the LIFEPAC. The teacher should check 1) neatness of work and penmanship, 2) quality of understanding (tested with a short oral quiz), 3) thoroughness of answers (complete sentences and paragraphs, correct spelling, etc.), 4) completion of activities (no blank spaces), and 5) accuracy of answers as compared to the answer key (all answers correct).

The self test questions are also number coded for easy reference. For example, 2.015 means that this is the 15th question in the self test of Section II. The first number corresponds to the LIFEPAC section, the zero indicates that it is a self test question, and the number to the right of the zero the question number.

The LIFEPAC test is packaged at the centerfold of each LIFEPAC. It should be removed and put aside before giving the booklet to the student for study.

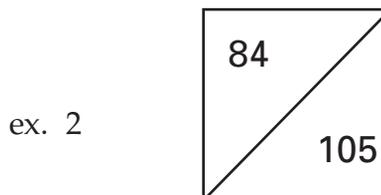
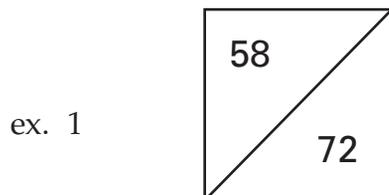
Answer and test keys have the same numbering system as the LIFEPACs and appear at the back of this handbook. The student may be given access to the answer keys (not the test keys) under teacher supervision so that he can score his own work.

A thorough study of the Curriculum Overview by the teacher before instruction begins is essential to the success of the student. The teacher should become familiar with expected skill mastery and understand how these grade level skills fit into the overall skill development of the curriculum. The teacher should also preview the objectives that appear at the beginning of each LIFEPAC for additional preparation and planning.

**TEST SCORING and GRADING**

Answer keys and test keys give examples of correct answers. They convey the idea, but the student may use many ways to express a correct answer. The teacher should check for the essence of the answer, not for the exact wording. Many questions are high level and require thinking and creativity on the part of the student. Each answer should be scored based on whether or not the main idea written by the student matches the model example. "Any Order" or "Either Order" in a key indicates that no particular order is necessary to be correct.

Most self tests and LIFEPAC tests at the lower elementary levels are scored at 1 point per answer; however, the upper levels may have a point system awarding 2 to 5 points for various answers or questions. Further, the total test points will vary; they may not always equal 100 points. They may be 78, 85, 100, 105, etc.



A score box similar to ex.1 above is located at the end of each self test and on the front of the LIFEPAC test. The bottom score, 72, represents the total number of points possible on the test. The upper score, 58, represents the number of points your student will need to receive an 80% or passing grade. If you wish to establish the exact percentage that your student has achieved, find the total points of his correct answers and divide it by the bottom number (in this case 72.) For example, if your student has a point total of 65, divide 65 by 72 for a grade of 90%. Referring to ex. 2, on a test with a total of 105 possible points, the student would have to receive a minimum of 84 correct points for an 80% or passing grade. If your student has received 93 points, simply divide the 93 by 105 for a percentage grade of 89%. Students who receive a score below 80% should review the LIFEPAC and retest using the appropriate Alternate Test found in the Teacher's Guide.

The following is a guideline to assign letter grades for completed LIFEPACs based on a maximum total score of 100 points.

- LIFEPAC Test = 60% of the Total Score (or percent grade)
  - Self Test = 25% of the Total Score (average percent of self tests)
  - Reports = 10% or 10\* points per LIFEPAC
  - Oral Work = 5% or 5\* points per LIFEPAC
- \*Determined by the teacher's subjective evaluation of the student's daily work.

Example:

LIFE PAC Test Score	=	92%	92	x	.60	=	55 points
Self Test Average	=	90%	90	x	.25	=	23 points
Reports						=	8 points
Oral Work						=	4 points

---

TOTAL POINTS = 90 points

Grade Scale based on point system:	100	-	94	=	A
	93	-	86	=	B
	85	-	77	=	C
	76	-	70	=	D
	Below		70	=	F

### *TEACHER HINTS and STUDYING TECHNIQUES*

LIFEPAC Activities are written to check the level of understanding of the preceding text. The student may look back to the text as necessary to complete these activities; however, a student should never attempt to do the activities without reading (studying) the text first. Self tests and LIFEPAC tests are never open book tests.

Language arts activities (skill integration) often appear within other subject curriculum. The purpose is to give the student an opportunity to test his skill mastery outside of the context in which it was presented.

Writing complete answers (paragraphs) to some questions is an integral part of the LIFEPAC Curriculum in all subjects. This builds communication and organization skills, increases understanding and retention of ideas, and helps enforce good penmanship. Complete sentences should be encouraged for this type of activity. Obviously, single words or phrases do not meet the intent of the activity, since multiple lines are given for the response.

Review is essential to student success. Time invested in review where review is suggested will be time saved in correcting errors later. Self tests, unlike the section activities, are closed book. This procedure helps to identify weaknesses before they become too great to overcome. Certain objectives from self tests are cumulative and test previous sections; therefore, good preparation for a self test must include all material studied up to that testing point.

The following procedure checklist has been found to be successful in developing good study habits in the LIFEPAC curriculum.

1. Read the introduction and Table of Contents.
2. Read the objectives.
3. Recite and study the entire vocabulary (glossary) list.
4. Study each section as follows:
  - a. Read the introduction and study the section objectives.
  - b. Read all the text for the entire section, but answer none of the activities.
  - c. Return to the beginning of the section and memorize each vocabulary word and definition.
  - d. Reread the section, complete the activities, check the answers with the answer key, correct all errors, and have the teacher check.
  - e. Read the self test but do not answer the questions.
  - f. Go to the beginning of the first section and reread the text and answers to the activities up to the self test you have not yet done.
  - g. Answer the questions to the self test without looking back.
  - h. Have the self test checked by the teacher.
  - i. Correct the self test and have the teacher check the corrections.
  - j. Repeat steps a–i for each section.

5. Use the SQ3R\* method to prepare for the LIFEPAC test.
6. Take the LIFEPAC test as a closed book test.
7. LIFEPAC tests are administered and scored under direct teacher supervision. Students who receive scores below 80% should review the LIFEPAC using the SQ3R\* study method and take the Alternate Test located in the Teacher Handbook. The final test grade may be the grade on the Alternate Test or an average of the grades from the original LIFEPAC test and the Alternate Test.

\*SQ3R: Scan the whole LIFEPAC.

Question yourself on the objectives.

Read the whole LIFEPAC again.

Recite through an oral examination.

Review weak areas.

## Mathematics 100 LIFEPAC Management

### GOAL SETTING and SCHEDULES

Each school must develop its own schedule, because no single set of procedures will fit every situation. The following is an example of a daily schedule that includes the five LIFEPAC subjects as well as time slotted for special activities.

#### Possible Daily Schedule

8:15	–	8:25	Pledges, prayer, songs, devotions, etc.
8:25	–	9:10	Bible
9:10	–	9:55	Language Arts
9:55	–	10:15	Recess (juice break)
10:15	–	11:00	Mathematics
11:00	–	11:45	Social Studies
11:45	–	12:30	Lunch, recess, quiet time
12:30	–	1:15	Science
1:15	–		Drill, remedial work, enrichment*

\*Enrichment: Computer time, physical education, field trips, fun reading, games and puzzles, family business, hobbies, resource persons, guests, crafts, creative work, electives, music appreciation, projects.

Basically, two factors need to be considered when assigning work to a student in the LIFEPAC curriculum.

The first is time. An average of 45 minutes should be devoted to each subject, each day. Remember, this is only an average. Because of extenuating circumstances a student may spend only 15 minutes on a subject one day and the next day spend 90 minutes on the same subject.

The second factor is the number of pages to be worked in each subject. A single LIFEPAC is designed to take 3 to 4 weeks to complete. Allowing about 3-4 days for LIFEPAC introduction, review, and tests, the student has approximately 15 days to complete the LIFEPAC pages. Simply take the number of pages in the LIFEPAC, divide it by 15 and you will have the number of pages that must be completed on a daily basis to keep the student on schedule. For example, a LIFEPAC containing 45 pages will require 3 completed pages per day. Again, this is only an average. While working a 45 page LIFEPAC, the student may complete only 1 page the first day if the text has a lot of activities or reports, but go on to complete 5 pages the next day.

Long range planning requires some organization. Because the traditional school year originates in the early fall of one year and continues to late spring of the following year, a calendar should be devised that covers this period of time. Approximate beginning and completion dates can be

noted on the calendar as well as special occasions such as holidays, vacations and birthdays. Since each LIFEPAC takes 3-4 weeks or eighteen days to complete, it should take about 180 school days to finish a set of ten LIFEPACs. Starting at the beginning school date, mark off eighteen school days on the calendar and that will become the targeted completion date for the first LIFEPAC. Continue marking the calendar until you have established dates for the remaining nine LIFEPACs making adjustments for previously noted holidays and vacations. If all five subjects are being used, the ten established target dates should be the same for the LIFEPACs in each subject.

## FORMS

The sample weekly lesson plan and student grading sheet forms are included in this section as teacher support materials and may be duplicated at the convenience of the teacher.

The student grading sheet is provided for those who desire to follow the suggested guidelines for assignment of letter grades found on page 3 of this section. The student's self test scores should be posted as percentage grades. When the LIFEPAC is completed the teacher should average the self test grades, multiply the average by .25 and post the points in the box marked self test points. The LIFEPAC percentage grade should be multiplied by .60 and posted. Next, the teacher should award and post points for written reports and oral work. A report may be any type of written work assigned to the student whether it is a LIFEPAC or additional learning activity. Oral work includes the student's ability to respond orally to questions which may or may not be related to LIFEPAC activities or any type of oral report assigned by the teacher. The points may then be totaled and a final grade entered along with the date that the LIFEPAC was completed.

The Student Record Book which was specifically designed for use with the Alpha Omega curriculum provides space to record weekly progress for one student over a nine week period as well as a place to post self test and LIFEPAC scores. The Student Record Books are available through the current Alpha Omega catalog; however, unlike the enclosed forms these books are not for duplication and should be purchased in sets of four to cover a full academic year.

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## INSTRUCTIONS FOR FIRST GRADE MATHEMATICS

The first grade handbooks of the LIFEPAAC curriculum are designed to provide a step-by-step procedure that will help the teacher prepare for and present each lesson effectively. In the early LIFEPAACs, the teacher should read the directions and any other sentences to the children. However, as the school year progresses, the student should be encouraged to begin reading and following his own instructional material in preparation for the independent study approach that begins at the second grade level.

This section of the Teacher's Guide includes the following teacher aids: 1) Introduction of Skills 2) Mathematics Terms 3) Teacher Instruction Pages.

The Introduction of Skills is a more detailed overview of skills than that presented in the *Scope and Sequence*. The Mathematics Terms includes a glossary of mathematics terms and a table of measurements. The Teacher Instruction Pages list the Concepts to be taught as well as Student Objectives and Goals for the Teacher. The Teacher Instruction Pages also contain guidelines for teaching each lesson and often include additional learning activities.

Mathematics is a subject that requires skill mastery. But skill mastery needs to be applied toward active student involvement. The Teacher Instruction Pages list the required or suggested materials used in the LIFEPAAC lessons. These materials include items generally available in the school or home. Pencils, paper, crayons, scissors, paste and/or glue stick are materials used on a regular basis. Construction paper, beads, buttons, and beans can be used for counting, sets, grouping, fractions, and sequencing. Measurements require measuring cups, rulers, and empty containers. Boxes and similar items help in the study of solid shapes.

Any workbook assignment that can be supported by a real world experience will enhance the student's ability for problem solving. There is an infinite challenge for the teacher to provide a meaningful environment for the study of mathematics. It is a subject that requires constant assessment of student progress. Do not leave the study of mathematics in the classroom.

## INTRODUCTION OF SKILLS

**Introduction of Skills** is a quick reference guide for the teacher who may be looking for a rule or explanation that applies to a particular skill or to find where or when certain skills are introduced in the LIFEPAcs. The first number after the skill identifies the LIFEPAc, and the second number identifies the section. 105/3 refers to Mathematics LIFEPAc 105, Section 3.

### **Addition**

facts to 9	101/3
facts to 10	102/1
1-digit number added to 10	102/3
facts to 18	104/1
3 numbers 1-digit	105/1
2 numbers 2-digits	106/3
checking answers	105/1
3 numbers 2-digits	109/1

**Calendar**                    103/4

### **Count**

to 99	101/1
to 100	103/4
to 200	107/1

### **Directions**

north, east, south, west	110/3
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### **Estimation**

size and weight	102/4
numbers	107/5

**Even and odd numbers**    104/2

### **Families of facts**

addition and subtraction	109/1
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### **Fractions**

1/2 of an object, of a set	103/3
1/4 of an object, of a set	105/3

### **Graphs (Charts)**

posting data	105/4, 107/5, 109/3
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### **Measurements**

objects big and little	101/4
objects greater than and less than	101/4
long and short	101/4
dozen	105/3
ruler - inch	101/4
ruler - one-half inch	108/2
weight	102/4

**Subtraction**

facts to 9	101/3
facts to 10	102/2
facts to 12	107/3
facts to 18	108/1,3
1-digit from 10's n/b*	109/4
2 numbers 2-digits n/b*	109/4

\*n/b no borrowing

**Time**

to hour	103/4
to half-hour	105/3
to quarter-hour	106/4
to 5 minutes	108/2
AM, PM	107/4

**Write numbers**

to 99	101/1-3
to 200	107/1

**Zero** as a place holder 107/2

**Page 1: Fun with Numbers**

**CONCEPT(S):** purpose of LIFE PAC, objectives

**TEACHER GOAL(S):** To teach the children  
 To know what is expected of the student in the LIFE PAC, and  
 To write first and last names correctly in manuscript.

**MATERIALS/MANIPULATIVES:**  
 pencils

**TEACHING PAGE 1:**

Turn to page 1. Point to the title and the memory verse and read them aloud. Allow time for the children to look through the LIFE PAC. Write the word OBJECTIVES on the board and have the children find the word on the page. Explain that the objectives tell the things the students will be expected to do in the LIFE PAC. Read each one and have the children repeat them as they run their fingers under the sentence from left to right. Talk about the objectives so that the children will understand what they will be doing. Have each child write his name on the line.

**FUN WITH NUMBERS**



**My name is**

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**Teacher check**



**Memory Verse**

"...God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life."  
John 3:16



**Objectives**

1. I can count and read numbers to 99.
2. I can put numbers in number order to 99.
3. I can add and subtract to 9.
4. I can recognize big and little, long and short, greater than, less than.
5. I can measure to the inch.
6. I can recognize circles, triangles, squares, and rectangles.

page 1 (one)

I. PART ONE

Page 2: Numbers to 9

**CONCEPT(S):** counting numbers to 9

**TEACHER GOAL(S):** To teach the children  
 To make tally marks for numbers to 9,  
 and  
 To count numbers to 9.

**MATERIALS/MANIPULATIVES:**

pencils, paper, twelve strips of colored paper (all one color), one inch by five inches in size, pasted or glued to cardboard (cereal boxes are a good source of cardboard) or any objects that may be used for counting (Popsicle sticks, beads, buttons, blocks) - one set for each student

**TEACHING PAGE 2:**

Place the objects for counting in front of the students. Ask the children to select the amount of strip(s) from the pile that represents the number 1 and to make a tally mark for 1 on a piece of paper. Continue doing this through the number 9. Be sure students form the tally marks for number 5 correctly.

Turn to page 2. Ask the children to point to the first crayon and to the tally mark below it. Ask them to read the number 1. Continue in this manner through 9. Have the children read the numbers 1 through 9 at the bottom of the page and trace the numbers as they read them. Tell the students to close their books and ask them to use the objects for counting to count to 9 independently.

**I. Part One**

Count numbers to 9.

   1,	    2,	     3,	      4,	     /  5,	     /  6,
			     /   Mark	7 Number	
			     /    Mark	8 Number	
			     /     Mark	9 Number	

1	2	3	4	5
6	7	8	9	

page 2 (two)

**SELF TEST 1**

**CONCEPT(S):** counting to 99

**TEACHER GOAL(S):** To teach the children  
To learn to check their progress  
periodically.

**MATERIALS/MANIPULATIVES:**  
pencils, chart of numbers to 99

**TEACHING PAGE 8:**

Turn to page 8. Read the directions to the children. Have the children repeat them after you while running their fingers under the sentence being read. Be sure the children understand what they are to do. If necessary, students may use the chart of numbers. Let the children complete the page. You may repeat the directions but give no other help. Do not have the children check their own work. Check it as soon as you can, and go over it with each child. Show him where he did well and where he needs extra help. Students having difficulty counting to 99 should practice counting using the chart of numbers on a daily basis until the skill is mastered.

**Self Test 1**

Count to 99.  
Write the number in the .



0	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	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

60  
75



Teacher Check \_\_\_\_\_

Initial \_\_\_\_\_ Date \_\_\_\_\_



page 8 (eight)

## II. PART TWO

### Page 9: Count to 99

**CONCEPT(S):** counting to 99

**TEACHER GOAL(S):** To teach the children  
To count to 99 by going dot to dot.

**MATERIALS/MANIPULATIVES:**

pencils, paper, chart of numbers to 99,  
crayons - colors red, yellow, green, blue,  
brown, purple, orange, black, white, and  
pink

**TEACHING PAGE 9:**

On a piece of paper, make a series of twelve dots in the shape of a box. Number the dots from 1 to 12. Tell the students to connect the dots with straight lines beginning with 1 and counting to 12. Ask the students to name the shape that they have made by connecting the dots (square, box).

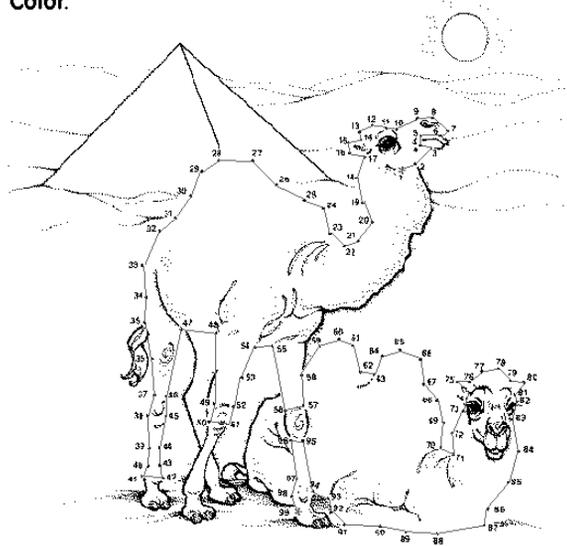
Turn to page 9 and read the instructions aloud. Help the children begin by pointing out the 1 and the 2. Ask them to find the next number. Allow the students to complete the exercise as independently as possible. They may use the chart of numbers if necessary. When the dot-to-dot is completed, read the poem aloud with the children. Talk with them about where a camel lives and how it helps us. Place the crayons in front of the students and have them identify each crayon as you say the name of the color. Note should be taken of any one of the colors that the students cannot identify and time should be spent until all of the colors listed above are mastered by each student. This can be done during free time or when working at coloring in other subjects. Have the students complete page 9 using their crayons for coloring.



### II. Part Two

The camel has a long, long neck,  
And pads upon his feet.  
He carries food inside his hump,  
It makes a cozy seat.

**Draw a line from dot-to-dot. Start at 1. Stop at 99.  
Color.**



page 9 (nine)

**SELF TEST 2**

**CONCEPT(S):** number order to 99

**TEACHER GOAL(S):** To teach the children  
To learn to check their progress  
periodically.

**MATERIALS/MANIPULATIVES:**  
pencil, chart of numbers to 99

**TEACHING PAGE 14:**

Turn to page 14. Read the directions to the children. Have the children repeat them after you while running their fingers under the sentence being read. Be sure the children understand what they are to do. If necessary, students may use the chart of numbers. Let the children complete the page. You may repeat the directions but give no other help. Do not have the children check their own work. Check it as soon as you can, and go over it with each child. Show him where he did well and where he needs extra help. If necessary, take time to review before going to the next section.

**Self Test 2** 

**Put a circle around each number bigger than 50.**  
28 (55) 50 10 (82) (76)

**Put a circle around each number smaller than 50.**  
(17) (45) 50 59 62 (39)

**Write the missing number on each line.**  
27, 28, 29, 30, 31, 32, 33, 34, 35, 36  
85, 86, 87, 88, 89, 90, 91, 92, 93, 94

**Put a circle around the number...**

that comes <b>after</b> 44.	that comes <b>before</b> 75.
43 (45)	76 (74)
that comes <b>after</b> 88.	that comes <b>before</b> 58.
(89) 87	59 (57)

**Write the number in the box.**




---



How many?

How many?

18	22
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**Teacher Check** \_\_\_\_\_

Initial \_\_\_\_\_ Date \_\_\_\_\_

page 14 (fourteen)



III. PART THREE

Page 15: Add to 9

CONCEPT(S): adding to 9

TEACHER GOAL(S): To teach the children  
To add to 9 by using sets.

MATERIALS/MANIPULATIVES:  
pencils, paper, objects for counting

TEACHING PAGE 15:

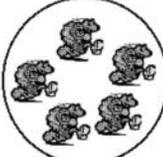
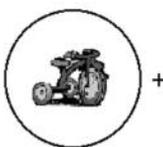
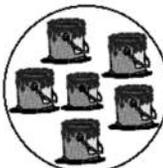
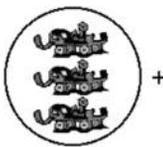
Review the meaning of the word *set* introduced on page 6. Place a set of *five* objects and a set of *two* objects in front of the students. Ask the students how many objects there are altogether (seven). Place sets of *one* and *four* objects, *six* and *three* objects, *three* and *five* objects in front of the students. Ask how many there are altogether (five, nine, eight).

Turn to page 15. Read the instructions aloud to the students. Point to the first two circles. Ask the students what the circles represent (two sets). Identify the + sign and the = sign. Have the students say aloud "Five plus two equals." Ask them to point to the answer on the line. Then have them say aloud, "Five plus two equals seven." Call attention to the number fact in the box. Ask the students to find the plus or add sign (+). Tell them the line drawn under the number fact tells them to find an answer. Have them point to the answer (7) under the line and then read the number fact aloud, "Five plus two equals seven." Proceed in the same manner to complete the page. Have the students use their objects for counting to illustrate each fact. The students should write the answers on the blank lines and then fill in the missing numbers in the number facts.

**III. Part Three**

**Add to 9. Write the missing numbers.**



	+		=	<u>7</u>	$\begin{array}{r} 5 \\ + 2 \\ \hline 7 \end{array}$
	+		=	<u>5</u>	$\begin{array}{r} 1 \\ + 4 \\ \hline 5 \end{array}$
	+		=	<u>9</u>	$\begin{array}{r} 6 \\ + 3 \\ \hline 9 \end{array}$
	+		=	<u>8</u>	$\begin{array}{r} 3 \\ + 5 \\ \hline 8 \end{array}$

page 15 (fifteen)

Be sure the students read each number fact as it is completed.

**SELF TEST 3**

**CONCEPT(S):** adding and subtracting to 9

**TEACHER GOAL(S):** To teach the children  
To learn to check their progress  
periodically.

**MATERIALS/MANIPULATIVES:**  
pencils, objects for counting, addition  
and subtraction fact cards

**TEACHING PAGE 21:**

Turn to page 21. Read the directions to the children. Have the children repeat them after you while running their fingers under the sentence being read. Be sure the children understand what they are to do. If necessary, students may use the objects for counting. Let the children complete the page. You may repeat the directions but give no other help. Do not have the children check their own work. Check it as soon as you can, and go over it with each child. Show him where he did well and where he needs extra help. Continue reviewing the addition and subtraction fact cards as necessary.



**Self Test 3**

Write the number in the .

$\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$
<input type="text"/>					
$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$
<input type="text"/>					
$\begin{array}{r} 1 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$
<input type="text"/>					
$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 6 \\ \hline \end{array}$
<input type="text"/>					
$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 4 \\ \hline \end{array}$
<input type="text"/>					
$\begin{array}{r} 9 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$
<input type="text"/>					

29  
36


**Teacher Check** \_\_\_\_\_  
Initial                      Date  
 page 21 (twenty-one)



IV. PART FOUR

Page 22: Measurements

**CONCEPT(S):** measurements - big and little

**TEACHER GOAL(S):** To teach the children  
To measure by recognizing  
big and little.

**MATERIALS/MANIPULATIVES:**

pencils, objects of different sizes, empty containers, scale (any type of scale that measures weight)

**TEACHING PAGE 22:**

Write the word *measure* on the board and have the students say the word aloud. Begin a discussion with the students about the meaning of the word *measure*. "Why do we want or need to measure things?" "What kinds of things do we measure?" "What method do we use to measure?" Use the objects to compare sizes such as *big* and *little*, *long* and *short*. Fill the containers with varying amounts of water and compare *more than* and *less than*, *empty* and *full*. Have the students measure their weight on a scale. Compare different weights. Emphasize that to measure means many things.

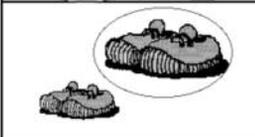
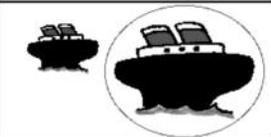
Turn to page 22. Ask the children to identify the pictures on the page. Explain to them that today they will measure by identifying *big* and *little* objects. Read the directions to the children and have them repeat them aloud as they follow the words. Be sure they understand there are two sets of directions on the page. Allow them to circle the answers independently. Complete the page by discussing with the children the relationship between the objects in the *big* and *little* pictures (mother turtle, baby turtle - one boat

**IV. Part Four**

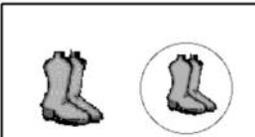
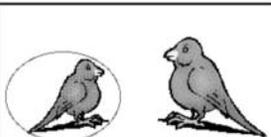
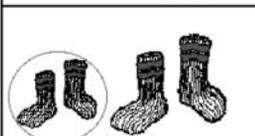
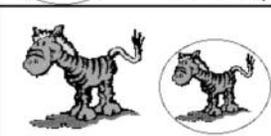
**Learn to measure.**



**Circle the big one.**

**Circle the little one.**

page 22 (twenty-two)

appears close, the other appears far away - big socks belong to dad, little socks belong to child).

**SELF TEST 4**

**CONCEPT(S):** measurements, shapes, oral directions

**TEACHER GOAL(S):** To teach the children  
To learn to check their progress periodically.

**MATERIALS/MANIPULATIVES:**  
pencils, chart of numbers to 99

**TEACHING PAGE 28:**

Turn to page 28. Read the directions to the children. Have them complete each exercise as you read the directions. The last three exercises are oral story problems.

*Listen and write.*

Katie's mother baked one cherry pie, one apple pie, and one blueberry pie. How many pies did she bake altogether?

Donna has six colors in her color dish. She wants to have a new brush to use with each color. How many more brushes does Donna need?

Paul has a little Bible just like his parents' big Bible. Paul loaned his Bible to his friend. How many Bibles are left in Paul's family?

Do not have the children check their own work. Check it as soon as you can, and go over it with each child. Show him where he did well and where he needs extra help. Continue reviewing the addition and subtraction fact cards as necessary.

**Self Test 4**

<p><b>Circle the little one.</b></p>	<p><b>Write the numbers.</b> <b>Circle the greater number.</b></p> <p style="text-align: center;">2                  3</p>
<p><b>Circle the short one.</b></p>	<p><b>Measure how long.</b></p> <p style="text-align: center;">3 inches</p>
<p><b>Color.</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>red</p> </div> <div style="text-align: center;"> <p>blue</p> </div> </div> <p>Teacher check</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>yellow</p> </div> <div style="text-align: center;"> <p>green</p> </div> </div>	<p><b>Listen and write.</b></p> <p style="text-align: right;">3</p>
<p><b>Listen and write.</b></p> <p style="text-align: right;">5</p>	<p><b>Listen and write.</b></p> <p style="text-align: right;">1</p>

10  
13

**Teacher Check** \_\_\_\_\_

Initial                  Date

page 28 (twenty-eight)

V. PART FIVE

Page 29: Listening Skills

**CONCEPT(S):** listening and writing

**TEACHER GOAL(S):** To teach the children  
To apply auditory skills to write numbers to 99.

**MATERIALS/MANIPULATIVES:**

pencils

**TEACHING PAGE 29:**

Turn to page 29. Read the directions with the children and have them identify the animals on the page. Tell them that you will say the name of each animal and that they should write their answers in the box that has that animal. Tell them to listen carefully.

Find the caterpillar. There are eight lines. Start with the number 5. Write numbers in order to 12 on the lines.

Find the turtle. There are eight lines. Start with the number 28. Write numbers in order to 35 on the lines.

Find the duck. There are eight lines. Write the *answers* to these eight facts.

$$1 + 2 = \quad 4 + 3 = \quad 5 + 0 = \quad 7 + 1 =$$

$$4 - 3 = \quad 6 - 2 = \quad 8 - 4 = \quad 3 - 2 =$$

Find the donkey. There are eight lines. Write the number that comes after ...

5, 18, 22, 37,  
49, 52, 60, 84

Find the pig. There are eight lines. Write the number that comes before ...

7, 14, 22, 38,  
40, 73, 87, 100

V. Part Five 

Listen and write.

	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	<u>32</u>	<u>33</u>	<u>34</u>	<u>35</u>
	<u>3</u>	<u>7</u>	<u>5</u>	<u>8</u>	<u>1</u>	<u>4</u>	<u>4</u>	<u>1</u>
	<u>6</u>	<u>19</u>	<u>23</u>	<u>38</u>	<u>50</u>	<u>53</u>	<u>61</u>	<u>85</u>
	<u>6</u>	<u>13</u>	<u>21</u>	<u>37</u>	<u>39</u>	<u>72</u>	<u>86</u>	<u>99</u>

page 29 (twenty-nine)

SELF TEST 5

CONCEPT(S): number order

TEACHER GOAL(S): To teach the children  
To learn to check their progress  
periodically.

MATERIALS/MANIIPULATIVES:  
pencils

TEACHING PAGE 34:

Turn to page 34. Read the directions to the children. Have them complete each exercise as you read the directions.

Dictate the questions to *Listen and write*.

Find the caterpillar. There are six lines. Start with the number 42 and write the numbers to 47.

Find the duck. There are four lines. Write the numbers after ...

12, 43, 79, 94

Find the donkey. There are four lines. Write the numbers before ...

20, 37, 54, 70

Find the pig. There are four shapes. Write the number 18 in the triangle, 22 in the circle, 43 in the square, and 56 in the rectangle.

Have the children complete the facts.

Do not have the children check their own work. Check it as soon as you can, and go over it with each child. Show him where he did well and where he needs extra help.

Self Test 5 

Listen and write.

	42	43	44	45	46	47			
	13	44	80	95		19	36	53	69
	 22	 56	 18	 43					

Write the answer in the .

$\begin{array}{r} 3 \\ + 5 \\ \hline 8 \end{array}$	$\begin{array}{r} 7 \\ + 2 \\ \hline 9 \end{array}$	$\begin{array}{r} 9 \\ + 1 \\ \hline 10 \end{array}$	$\begin{array}{r} 8 \\ - 0 \\ \hline 8 \end{array}$	$\begin{array}{r} 4 \\ - 2 \\ \hline 2 \end{array}$	$\begin{array}{r} 6 \\ - 3 \\ \hline 3 \end{array}$
---	---	--	---	---	---

19  
24


**Teacher Check** \_\_\_\_\_  
Initial \_\_\_\_\_ Date \_\_\_\_\_  
page 34 (thirty-four)



**LIFEPAC TEST AND ALTERNATE TEST 101**

**CONCEPT(S):** count numbers to 99, add and subtract to 9, recognize greater than, less than, measure to the inch, recognize flat shapes and colors, solve oral story problems

**TEACHER GOALS:** To teach the children To learn to check their own progress periodically.

**MATERIALS/MANIPULATIVES:** pencils, crayons

**TEACHING the LIFEPAC TEST:**

Administer the test in at least two sessions.

Read all of the directions on each page as the children prepare to do it. Be sure that they understand what they are being asked to do.

LIFEPAC Test page 2

*Listen and write.*

(2 points each - 1 for correct shape, 1 for correct color)

- Put a ... 1 on the square, color it blue.
- 2 on the triangle, color it pink.
- 3 on the circle, color it green.
- 4 on the rectangle, color it orange.

(2 points - 1 for addition, 1 for correct answer)

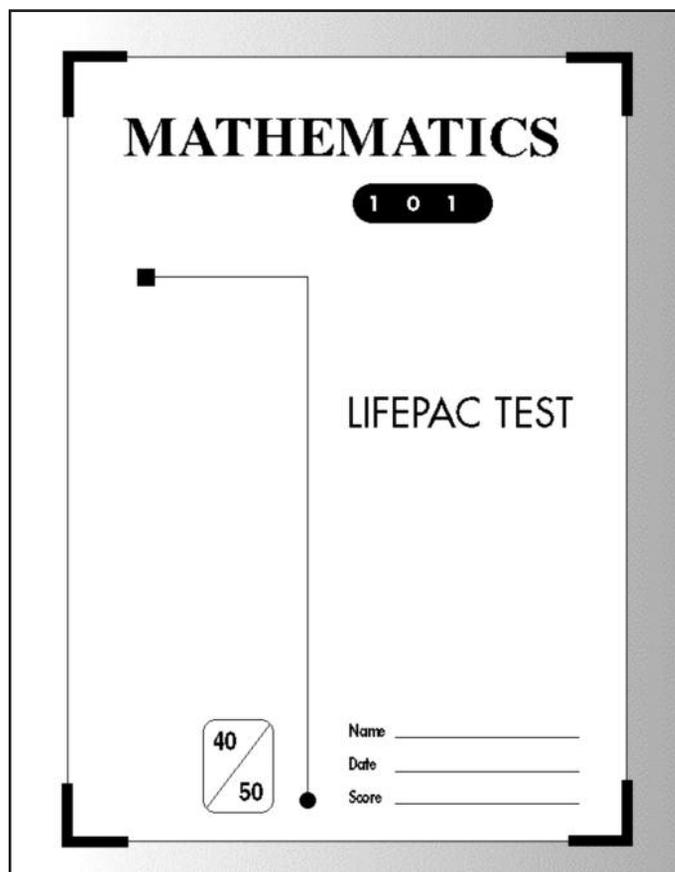
Lucie found 6 crayons in one box and 3 crayons in another box. How many crayons did she find altogether?

Alternate LIFEPAC Test page 2

*Listen and write.*

(2 points each - 1 for correct shape, 1 for correct color)

- Put a... 1 on the circle, color it red.
- 2 on the square, color it brown.
- 3 on the rectangle, color it black.
- 4 on the triangle, color it purple.



**MATHEMATICS 101: LIFEPAC TEST**

**Write the number in the box.**

 How many? 14

 How many? 19

**Write the missing number on each line.**

36, 37, 38, 39, 40, 41, 42, 43, 44, 45  
79, 80, 81, 82, 83, 84, 85, 86, 87, 88

**Put a circle around the numbers greater than 63.**

(78) 12 36 (97) (64)

**Put a circle around the numbers less than 45.**

(27) 48 63 (19) (40)

<p><b>Circle the number that comes after 32.</b></p> <p>(33) 31</p>	<p><b>Circle the number that comes before 59.</b></p> <p>(58) 60</p>
<p><b>comes after 78.</b></p> <p>77 (79)</p>	<p><b>comes before 17.</b></p> <p>18 (16)</p>

page 1 (one)

(2 points - 1 for addition, 1 for correct answer)

Paul counted 6 birds in his yard on Monday and 3 birds in his yard on Tuesday. How many birds did he count altogether?

Give no help except with directions.

Go over each page with the child as soon as possible after you check it so that he can see where he did well and where he needs more work.

Evaluate the tests and review areas where the children have done poorly. Review the pages and activities that stress the concepts tested.

If necessary, when the children have reviewed sufficiently, administer the Alternate LIFEPAK test. Follow the same procedures as used for the LIFEPAK Test.

Write the number in the .

$\begin{array}{r} 3 \\ + 5 \\ \hline 8 \end{array}$	$\begin{array}{r} 2 \\ + 7 \\ \hline 9 \end{array}$	$\begin{array}{r} 6 \\ + 1 \\ \hline 7 \end{array}$	$\begin{array}{r} 7 \\ + 0 \\ \hline 7 \end{array}$	$\begin{array}{r} 4 \\ + 3 \\ \hline 7 \end{array}$	$\begin{array}{r} 5 \\ + 4 \\ \hline 9 \end{array}$	$\begin{array}{r} 1 \\ + 4 \\ \hline 5 \end{array}$
$\begin{array}{r} 3 \\ - 2 \\ \hline 1 \end{array}$	$\begin{array}{r} 7 \\ - 5 \\ \hline 2 \end{array}$	$\begin{array}{r} 9 \\ - 6 \\ \hline 3 \end{array}$	$\begin{array}{r} 4 \\ - 0 \\ \hline 4 \end{array}$	$\begin{array}{r} 6 \\ - 3 \\ \hline 3 \end{array}$	$\begin{array}{r} 8 \\ - 2 \\ \hline 6 \end{array}$	$\begin{array}{r} 5 \\ - 5 \\ \hline 0 \end{array}$

<p><b>Write the numbers.</b> Circle the greater number.</p>  <p><u>5</u></p>  <p><u>3</u></p>	<p><b>Measure how long.</b></p>  <p><u>2</u> inches</p>
<p><b>Listen and write.</b></p> <p> </p> <p><input type="text"/> <input type="text"/></p>	<p><b>Listen and write.</b></p>  <p><math>\begin{array}{r} 6 \\ + 3 \\ \hline 9 \end{array}</math></p>

page 2 (two)

**NOTES**

page 3 (three)

