Suggestions for Success

#1 Make the curriculum work for you and your child.

Use the textbook in whatever way best enables your child to learn successfully. The format is intended to be flexible. For example: If a lesson is too long for your child, or he is having trouble completing it, assign it over two days instead of one. If a lesson is too short for your child, you might allow him to go on to the next lesson the same day (assuming he correctly completed the first lesson), or in some cases, you may even wish to assign a lesson to be done twice in the same day (*particularly* those in which a child is copying math facts for the purpose of memorization). We do not suggest assigning *more* than two lessons in a given day, however, because attentive-ness and carefulness will tend to wane. It is possible to have an older child work on two units simultaneously (doing one lesson from each), but only do this if it seems to work for your child.

One of the main purposes in keeping the lessons brief is to encourage the child to apply himself and do well and be rewarded for it by having time to do something other than seatwork. The curriculum has been designed with the assumption that a child will complete at least one lesson a day and repeat that lesson as many days as it takes to master it. If your child is consistent-ly breezing through math, never making mistakes or finding himself having to repeat lessons, or if the lessons don't seem like "enough" to you, his ability may be beyond the scope of this volume (or at least beyond the scope of the unit he is currently working in).

Keep in mind that these lessons will seem short compared to traditional textbooks. Remem-ber, however, that those texts are designed to keep children occupied for at least forty-five minutes at a stretch and often include material to be completed as homework besides. This text is designed specifically for the homeschooling family that wants to teach their children math incre-mentally and thoroughly, but in such a way that the most precious commodity they have – time – is still available to be spent in other more eternally valuable pursuits. You will also notice that some lessons have only half a dozen or so problems; this generally occurs when new ideas are being introduced. It is assumed that the child will spend longer on the reading/study portions of these lessons; thus, the written work is brief as an encouragement to take the time to understand the new concept.

If a child has had to repeat a lesson many days and is becoming discouraged, you may choose to allow the child to use helps to complete the problems (such as counters, a hundreds chart, or math fact tables); just be sure to revisit the material at a later time so that it can be mastered without the helps.

For example, one of our daughters became completely stuck while trying to learn the multi-plication tables. We had her do a lesson copying the given fact family twice a day for many days, had her use some flashcards for extra practice, and even had her trace the math facts with her finger on the tabletop, but nothing seemed to make them stick. Finally, knowing that she was becoming discouraged at not moving on, we decided to allow her to progress to the higher fact families, still copying a given set twice for a set number of days, then using a copy of the math fact table (see *Teaching Helps*) to look up answers when she came to a review page or more advanced problems.

The same method will work for any of the four operations units. This way a child can continue to learn and practice new concepts even if he has not mastered math facts yet. As a child is working through longer and larger problems, he will still be gaining practice with the math facts

FAQ:

Where do I start my child in this series if my child has already had some schooling?

We would recommend conducting informal placement testing to find the unit that your child needs to work on. Sit down with your child and assess his skills. Use the math fact tables for the four operations to quiz his understanding of each of those (choose random problems *from one operation at a time* beginning with addition). Is there a set he doesn't know? If so, you have a unit to begin with. Does he know them all? Then he is probably going to need to place midway through a unit and work on higher skills such as carrying in addition, borrowing in subtraction, and completing longer problems in multiplication and division. Use the chart below as a guide to choose his first unit and the starting point within it. When he reaches a point where he either finishes that unit or cannot go any further in it, then he will go on to the next unit in the list of suggested study (see #4 in Suggestions for Success or consult the order in chart below).

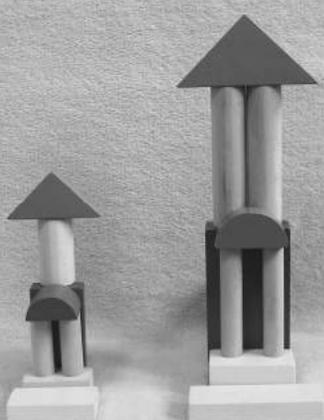|	
Begin at Working w/ Numbers I	for 0-100, counting by 2, 5, 10, 100, odds/evens, before/after…
Begin at Addition, Lesson 1	if your child needs to learn the addition fact families
Begin at Addition, Lesson 30	for basic addition problems, multiple digits, first word problems
Begin at Addition, Lesson 43	if your child is ready to learn about carrying
Begin at Subtraction, Lesson 1	if your child needs to learn the subtraction fact families
Begin at Subtraction, Lesson 31	for basic subtraction problems, multiple digits, first word probs.
Begin at Subtraction, Lesson 45	if your child is ready to learn about borrowing
Begin at Multiplication, Less. 1	if your child needs to learn the multiplication fact families
Begin at Multiplication, Less. 44	if your child is ready to learn about carrying in multiplication
Begin at Division, Lesson 1	if your child needs to learn the division fact families
Begin at Division, Lesson, 43	if your child is ready to learn long division
Begin at Review unit, Lesson 1	for a comprehensive review of all four operations
Begin at Working w/ Numbers II	for place values, Roman numerals, timelines, graphs, mixed ops.

My child is taking forever to get through the Subtraction Unit (or some other unit). What should I do?
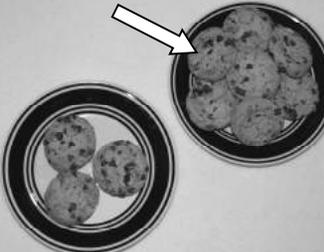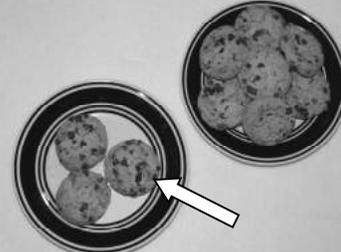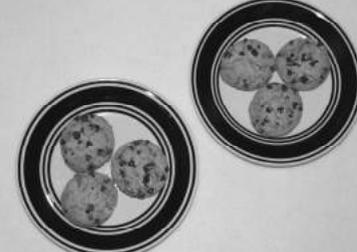
What's the hurry? If your child is truly stuck and unable to advance even with helps like the hundreds chart, counters, or fact tables, consider moving to a different unit, so that he will not become discouraged. Then plan to revisit this unit at a later time, picking up near where he left off. But if he is making consistent progress, just not at the speed you were envisioning, let him keep going. Every child is different, and the goal should be to learn the skills well (not to learn the skills faster than the neighbor's child). You don't need to push your child to catch up with anyone else, nor do you need to hold him back from getting ahead of his siblings. A child should be encouraged to progress through the units at his own pace.

Am I really supposed to make my child repeat entire lessons? [See note on Simple Grading System]

Absolutely. The reason this one set of units will last so many years of math instruction is that lessons will frequently be done two or more times. For example, if a child is working on a lesson for long division and gets two wrong, he should correct them immediately. Then the next day he should do the whole lesson again. If he gets only one wrong that day, he is still not ready to go on.

Comparisons

short / tall	short / long	little / big
	narrow / wide	
small	smaller	smallest
large	larger	largest
more than (most)	less than (least)	equal to

Coins

|		**PENNY**
		A penny is worth ONE CENT. Front: Abraham Lincoln Back: Lincoln Memorial or Union Shield Color: coppery
		Count pennies by ones like this: 1¢, 2¢, 3¢, 4¢, 5¢, …
		NICKEL A nickel is worth FIVE CENTS. Front: Thomas Jefferson Back: Monticello Color: silvery
		Count nickels by fives like this: 5¢, 10¢, 15¢, 20¢, 25¢…
		DIME A nickel is worth TEN CENTS. Front: Franklin D. Roosevelt Back: olive branch, torch, and oak branch Color: silvery
		Count dimes by tens like this: 10¢, 20¢, 30¢, 40¢, 50¢…

What Is Place Value?

Each digit of a number can be described by its place in the number. For example, in the number 567: the 5 is in the hundreds' place, the 6 is in the tens' place, and the 7 is in the ones' place.

hundreds	tens	ones
5	6	7
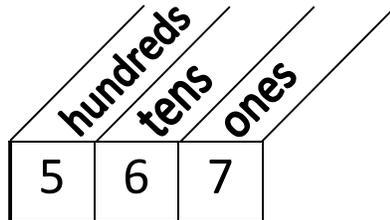
In the number 43: there is nothing in the hundreds' place, the 4 is in the tens' place, and the 3 is in the ones' place.

hundreds	tens	ones
	4	3
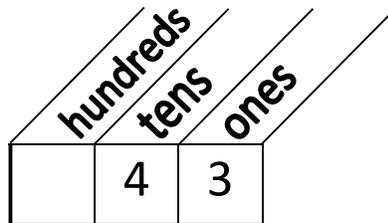
In the number 8: there is nothing in the hundreds' place, there is nothing in the tens' place, and the 8 is in the ones' place.

hundreds	tens	ones
		8
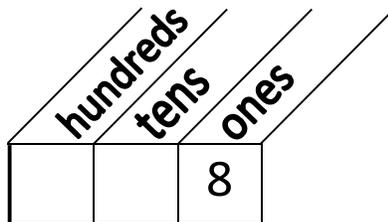
When we refer to a digit as being in the ones', tens', or hundreds' place, we are stating the **place value** of the digit.

The position of each digit tells how much value that digit contributes to the total value of the number. To see how this works, look at the following:

Addition/Subtraction Tri-Corner Flashcards

Index for All Units