

Kolbe Academy Home School

KINDERGARTEN MATHEMATICS *MCP Math K*

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Teachers' Notes: 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 important. Art and music should be worked into daily work as often as possible.

COURSE TITLE: Mathematics

COURSE DESCRIPTION:

Kindergarten mathematics is directed to the development in the student of the capacity to understand the concepts presented in preparation for first grade.

MCP Math K begins very simply and prepares the student for first grade.

COURSE OBJECTIVE:

To complete the mathematics text within the time allotted for kindergarten. In completion of the book the below listed skills will be either obtained or enhanced by the student.

SKILLS TO BE DEVELOPED:

- readiness
- numbers from 0 to 20
- time and money
- order and place value
- fractions and measurement
- addition
- subtraction

COURSE TEXT: *Mathematics*, Modern Curriculum Press, 1994, Book K

INTERNET: The internet can be easily used as a source for supplemental material. At the time of publication, the following web sites were found to be useful. You can easily do a search on the internet to find additional web sites by searching for 'kindergarten math' at www.google.com.

www.ollhomeschoolresources.com/subject_links_mathematics.htm (Catholic source)

www.kidport.com/gradek/math/mathindex.htm

www.kidzone.ws/math/kindergarten.htm

www.math.donnayoung.org

www.edhelper.com/math_preschool.htm

www.enchantedlearning.com/themes/123.shtml

COURSE PLAN METHODOLOGY: The assignment from *MCP Mathematics K* is given in the first column of each weekly course plan. Teacher's notes, hints, and other commentary are located next to the corresponding assignment.

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 these course plans to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

On the first day of each month (or the closest school day to the first) have the student create a calendar using the template at the end of these lesson plans. Have the student fill in the numbers in the proper places.

On the first day of school introduce a container (jar, can, etc.) that will be used to keep track of how many days of school the student has attended. Each day that you do school have the student put one penny in the container. At the end of each week have the student count how many pennies they have in the container. On the 100th day of school have a little celebration. Before you get to the 100th day of school you can go to the library and find books about the 100th day of school.

◆◆◆ FIRST QUARTER ◆◆◆

WEEK 1	
Page 1	Discuss top, bottom, in, out, over, and under. Look at the first picture and lead the child to tell you that the ladybug is on top of the leaf and the caterpillar is on the bottom of the leaf. Have him put an 'x' on the insect that is on top of the leaf and circle the one that is on the bottom. In the second picture one bird is in the house; the other is out of the house. Put an 'x' on the bird in the house and circle the bird that is out of the house. In the third picture put an 'x' on the caterpillar at the top of the stem and circle the one at the bottom of the stem. In the last picture put an 'x' on the animal that is jumping over the log and circle the insect that is under the log.
Page 2	Discuss on top of, off, above, below, beside, outside, and inside. Look at the pictures and lead the child to tell you the positions of the creatures in the pictures. Have him use complete sentences to tell you that the bird is on the board and the caterpillar is off the board. Have him make an 'x' on the animal that is off the board and draw a circle around the one that is on the board. Do the same with the other pictures. The insect in the second picture is above the mushroom, and the caterpillar is below it. In the third picture the caterpillar is on top of the pine cone, and the big caterpillar is beside it. In the last picture the ladybug is inside the pot, and the bird is outside the pot.
Page 3	Discuss first, last, middle, and between. In the first picture have the student put an 'x' on the bird that is first in line, draw a circle around the one that is last, and put a check on the one in the middle. Do the same with the rest the pictures.
Page 4	Discuss front, behind, right, and left. Talk to the student about his left and right hands. Relate it to whether he is left-handed or right-handed. Use this as an opportunity to show the child that we should look from the left to the right when doing work in the book. (This is in preparation

	for reading from left to right.) A neat trick to remember left is to show the student that you can make a capital letter 'L' with your left hand using your pointer finger and your thumb. In the upper left picture the first bird is on the left, and the second is on the right. The one on the left is behind ; the one on the right is in front . In the next picture find first, middle, and last insects. After discussing all of the pictures, have the student mark various animals with an 'x', a check or a circle.
Activity	You can play this game to reinforce positions. Take a box or container with a lid and collect miscellaneous manipulatives (i.e. paper clip, lego block, crayon, small toys, etc.) and give the student directions, such as 'put the lego inside the box', 'put the crayon on the right side of the box', etc. Again, using small manipulatives, give the student directions relating to first, middle, and last.
Notes	
WEEK 2	
Page 5	Discuss the colors and have the student find the ones that match and color the crayons with the correct ones.
Page 6	Discuss the picture and the fruit. Using the color crayons on page 5, have the student color the picture. Encourage him to color as neatly as possible.
Page 7	Help the student recognize circles, squares, triangles and rectangles . Some may have difficulty distinguishing a square from a rectangle. Point out the fact that all of the sides on a square have to be the exact same size. Color each kind of shape the same color.
Page 8	Follow the instructions on the bottom of the page.
Activity	If you have the game Candy Land you can use the cards to play memory to reinforce colors and shapes. You can also go to Home Depot or any paint department and get free color sample cards (take two of each color that you choose) and play memory or use them as flash cards to remember colors. By using paint sample cards you can easily expand the student's color recognition from the basic colors. The Jelly Bean Prayer (perfect for Easter time): Red is for the blood He gave. Green is for the grass He made. Yellow is for the sun so bright. Orange is for the edge of night. Black is for the sins we made. White is for the grace He gave. Purple is for the hour of sorrow. Pink is for a new tomorrow.
Notes	