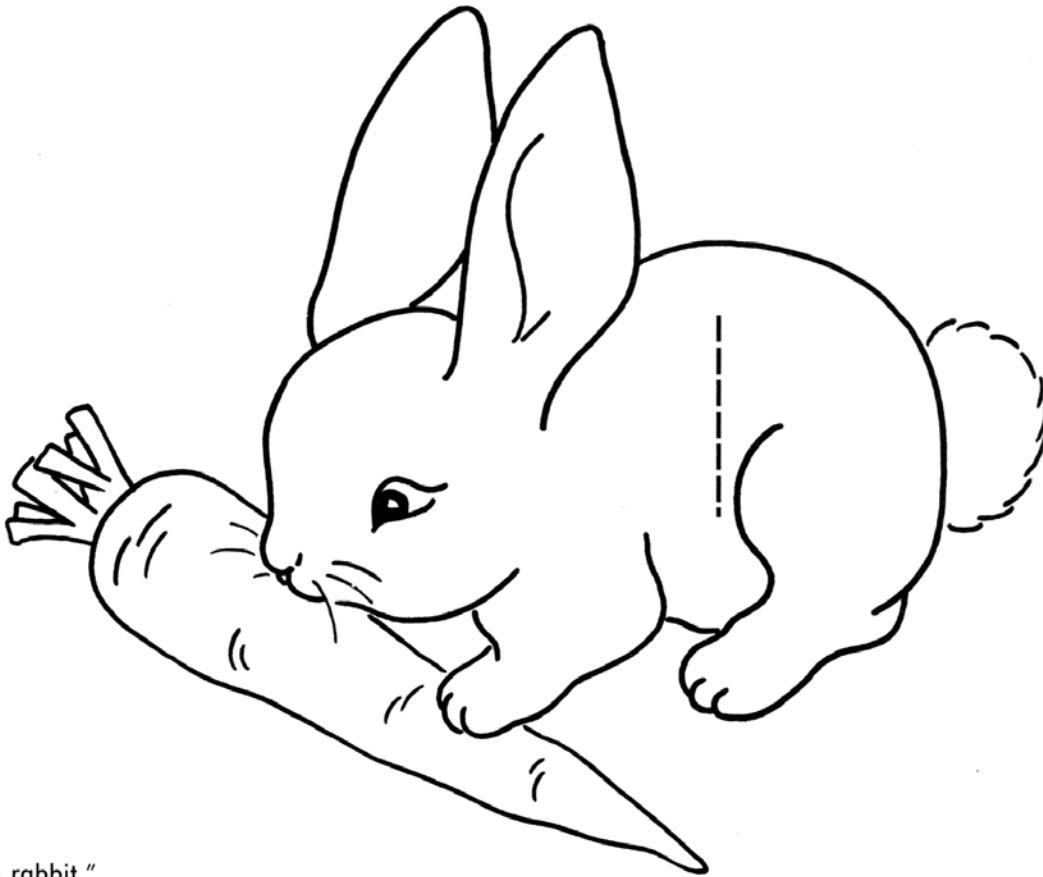
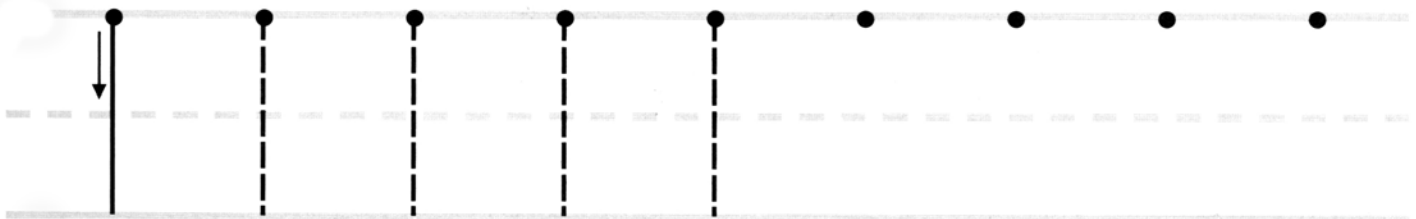




A straight line down, and then you're done—  
This is how to make a one.



Count orally: "One rabbit."



#### Instructions

**Pages 2, 4, 6, 10, 12, 16, 18, 22, 24, 28**

**Top:** The poem on each page tells how each number is formed. As the rhyme is repeated, child may make imaginary numbers in the air with his hand or on a flat surface with his finger. Child should correctly trace the large number in the left corner with his finger.

**Center:** In learning to count, children need to place one number to one object. The numbers on the pictures should be traced. Child should count the pictures orally, pointing to the correct numbers in consecutive order.

**Bottom:** Using the arrows at the first number as a guide, be sure child is writing the numbers correctly, starting at the dots. The dotted numbers should be traced and the lines completed from left to right. Child could also trace these written numbers with his finger.

**Coloring:** After the page is completed, the large top number and the center pictures may be colored. The numbers at the bottom could be traced with a crayon if desired.

#### More Counting Practice

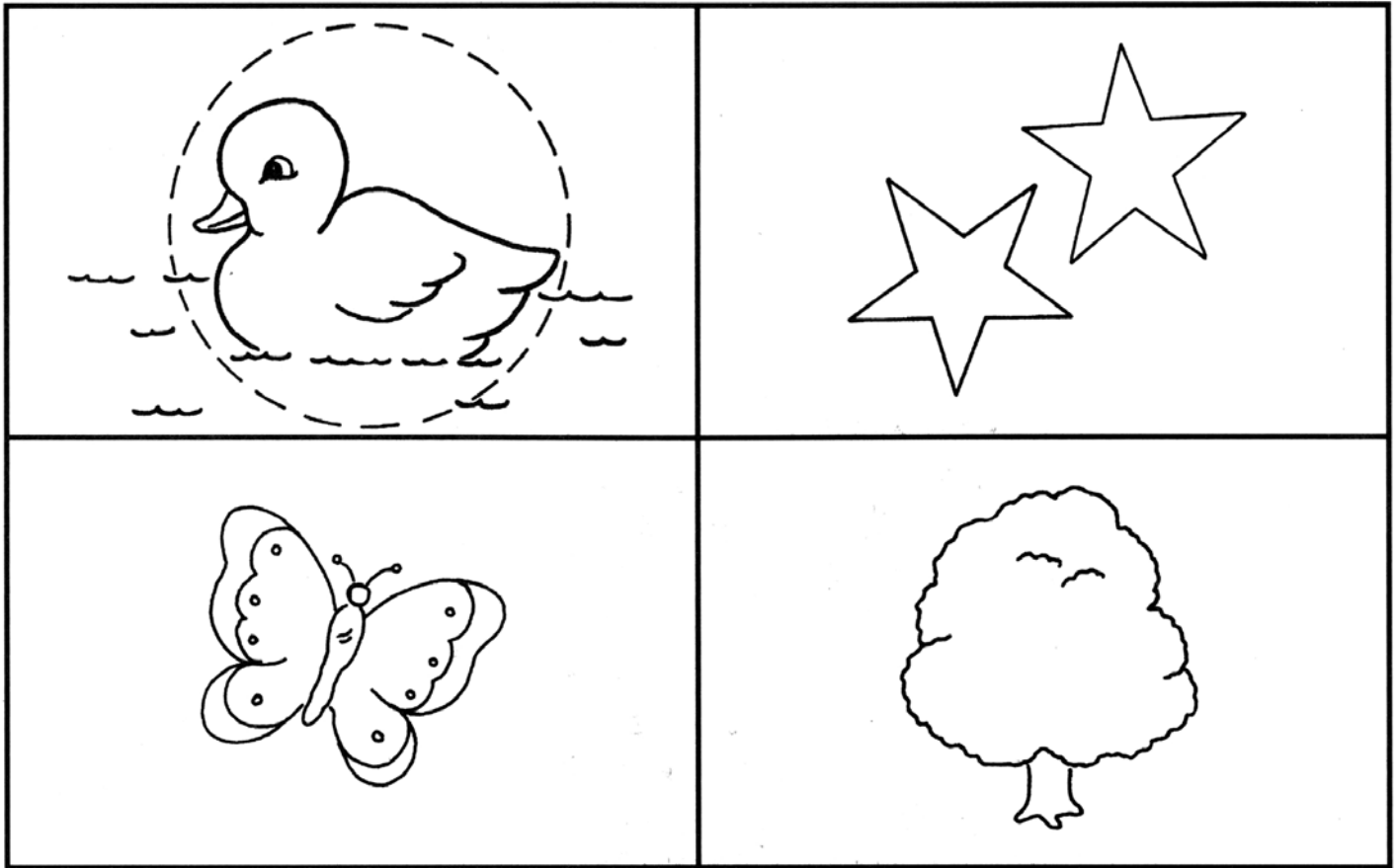
**Written:** Child should practice writing numbers correctly on other paper by rows of one number and in consecutive order (as on page 15, bottom). Penmanship tablets with 1" rulings, similar to the lines in this book, can be purchased for extra practice if desired.

**Oral:** Child could count crayons, blocks, clothespins, spoons, chairs, slices of bread, stair steps, leaves, and anything available to count. He could be given a group of toy animals and be asked to count them all. Or give him a pile of buttons and tell him to make five groups with five in each group. Ideas for drill are numerous.

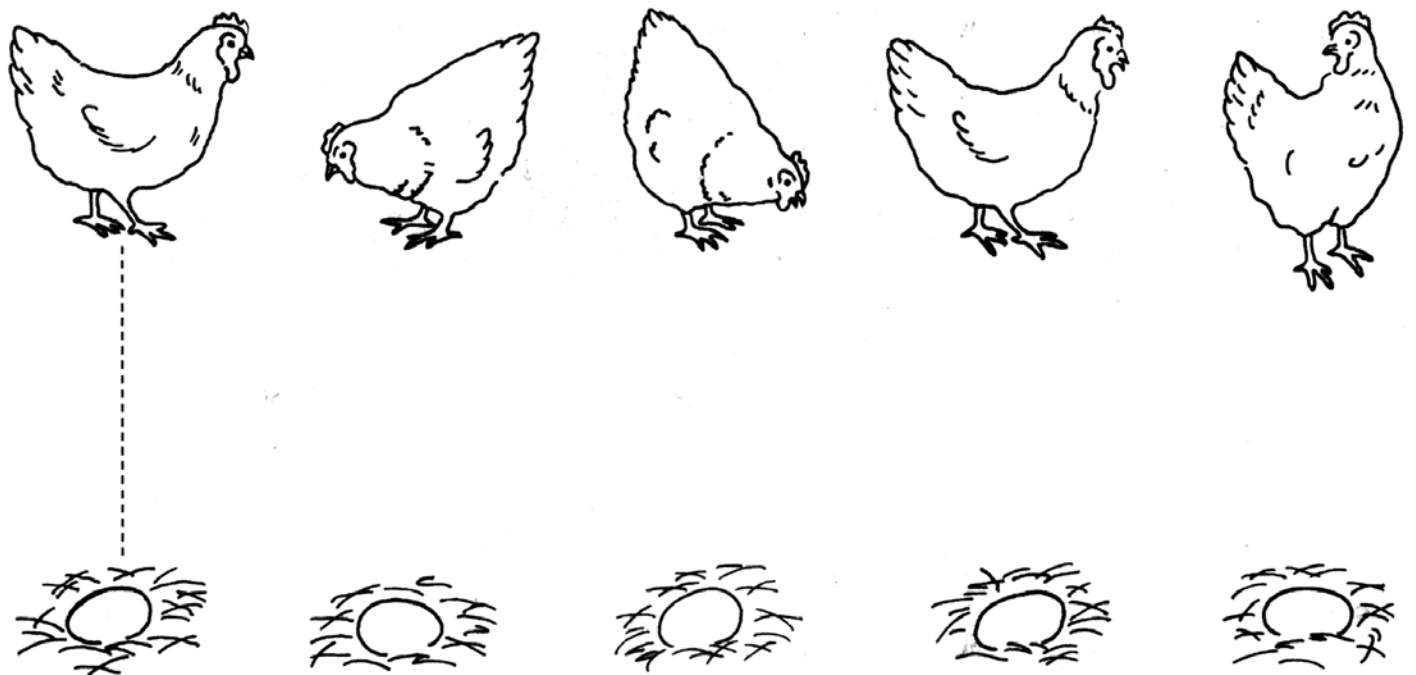
**Drawing, Cutting, and Pasting:** Child may use the simple pictures on page 1 as examples in drawing. Give simple directions as: "Draw three butterflies in a row. Then draw one flower under each butterfly. How many flowers did you draw?" For more ideas, see page 20.

**Number Stories:** For Bible story suggestions in relation to each number, see pages 46 and 47.

Draw a circle around each picture that shows one.



One egg a day, each hen did lay.

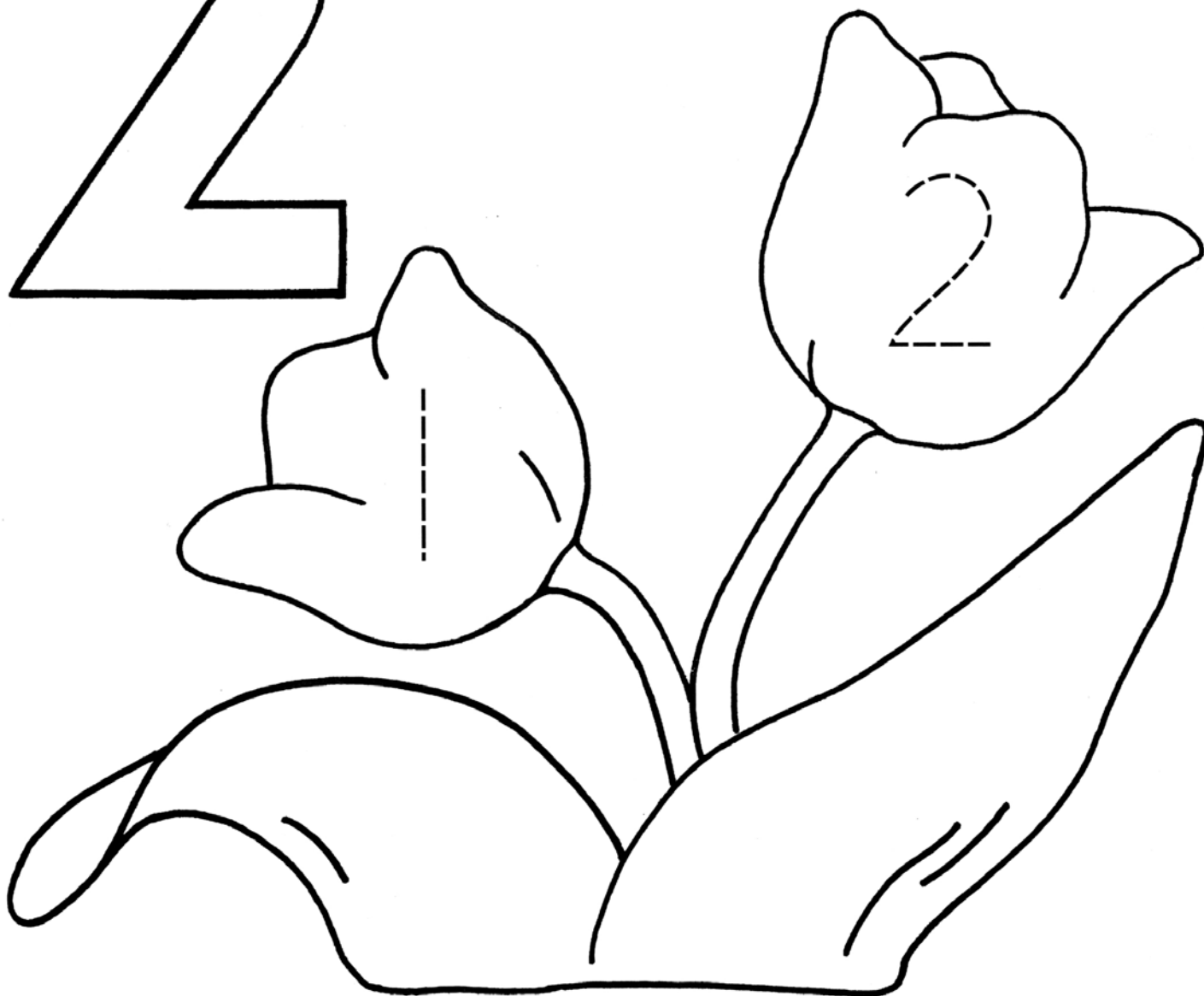


**Top:** Child should trace the dotted circle in the first box as a sample. He should circle the one butterfly and the one tree besides the duck. The stars should not be circled.

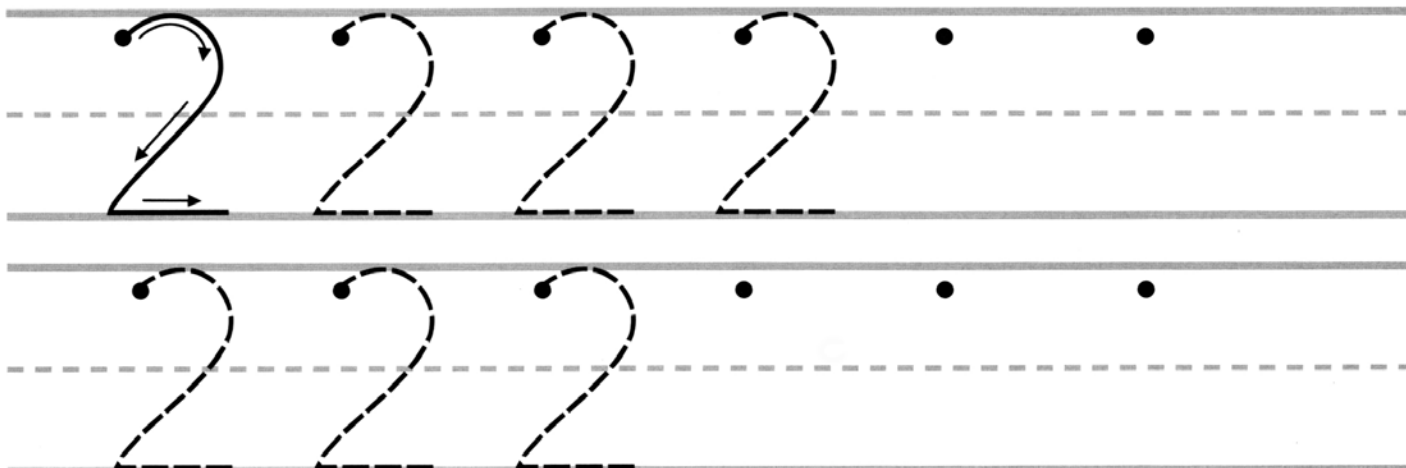
**Bottom:** In drawing lines from each chicken to the egg directly under it, the number 1 will be formed. The dotted line should be traced first as a sample.

# 2

Around and back on a railroad track—  
Two, two, two!

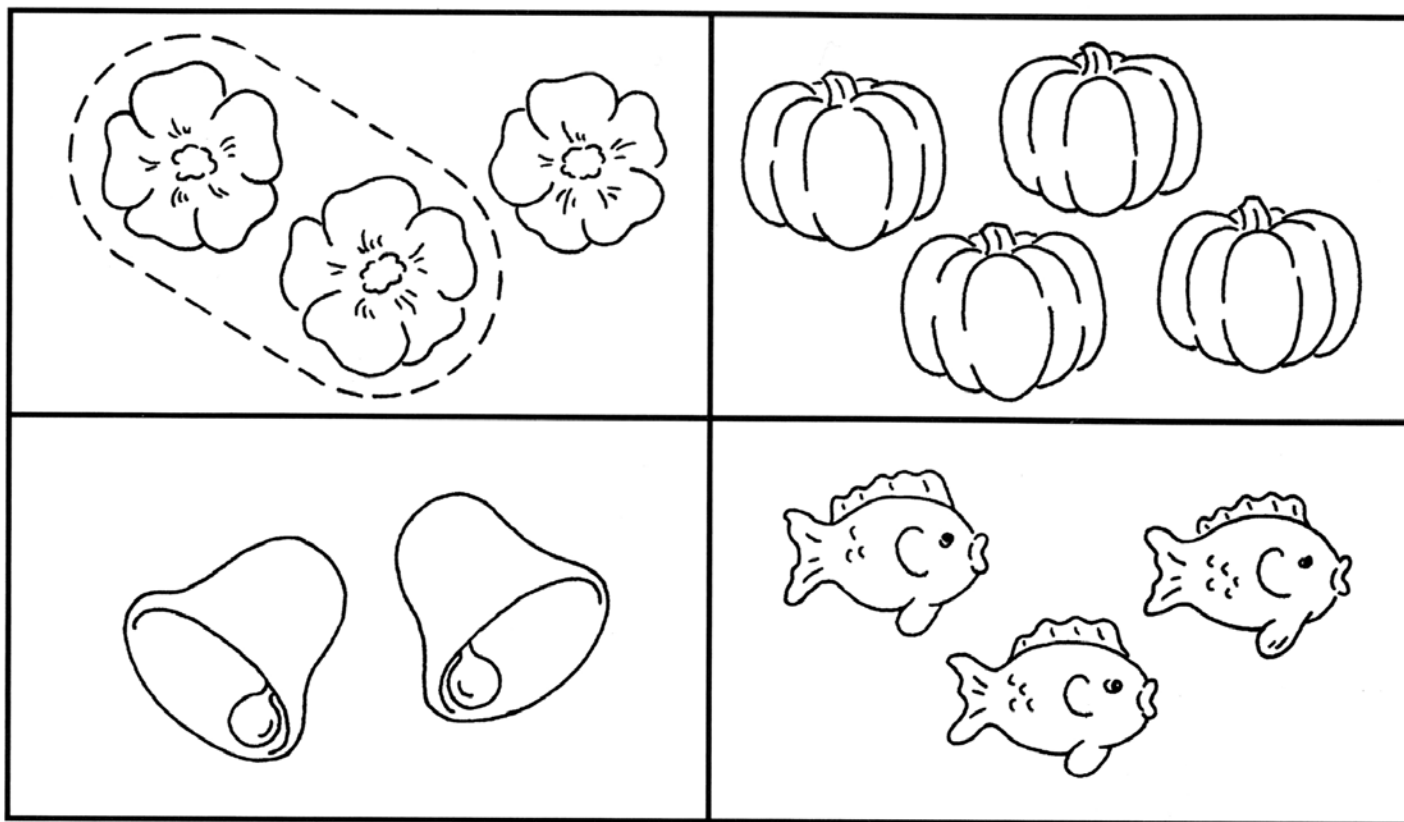


Count orally: "One tulip, two tulips."

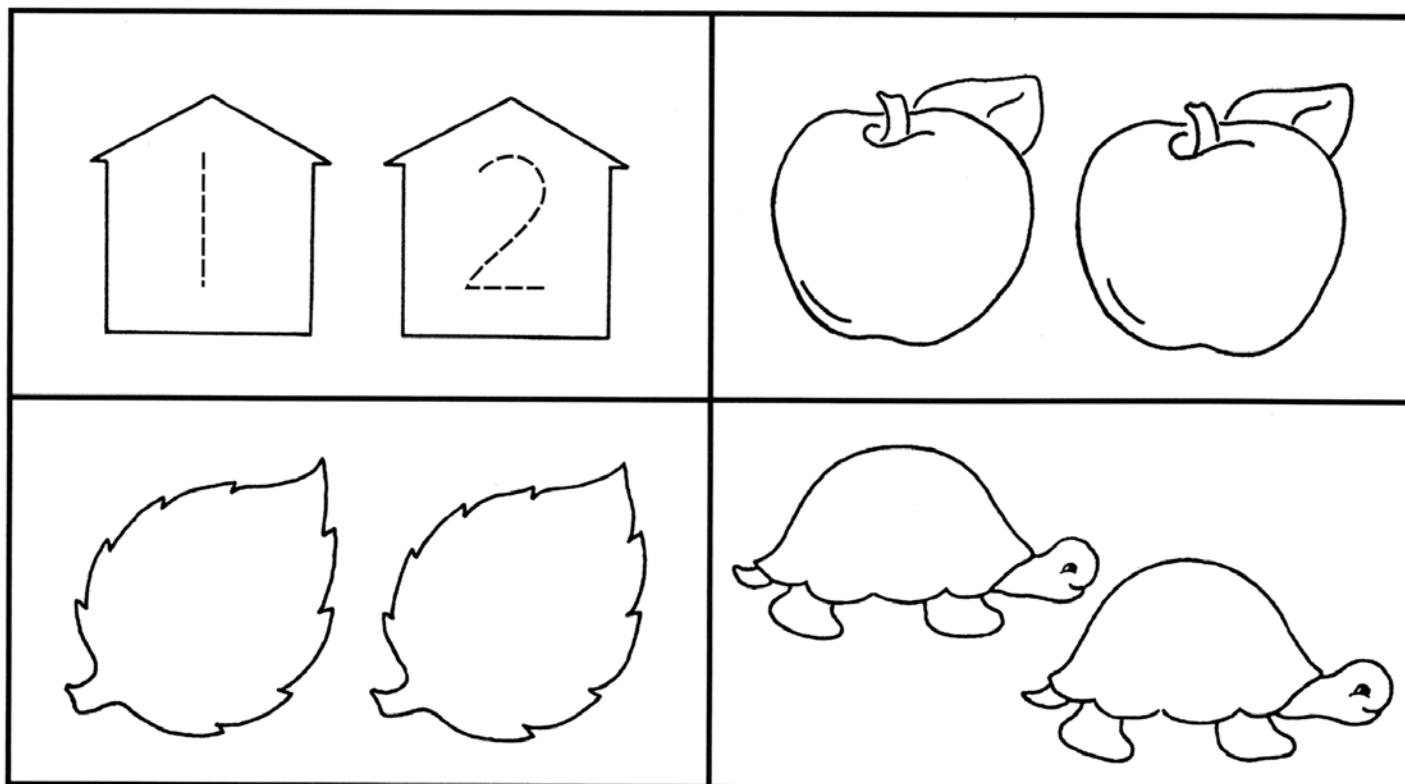


Instructions: See page 2.

Draw a circle around two pictures in each box.



Count the pictures. Write the numbers on them.

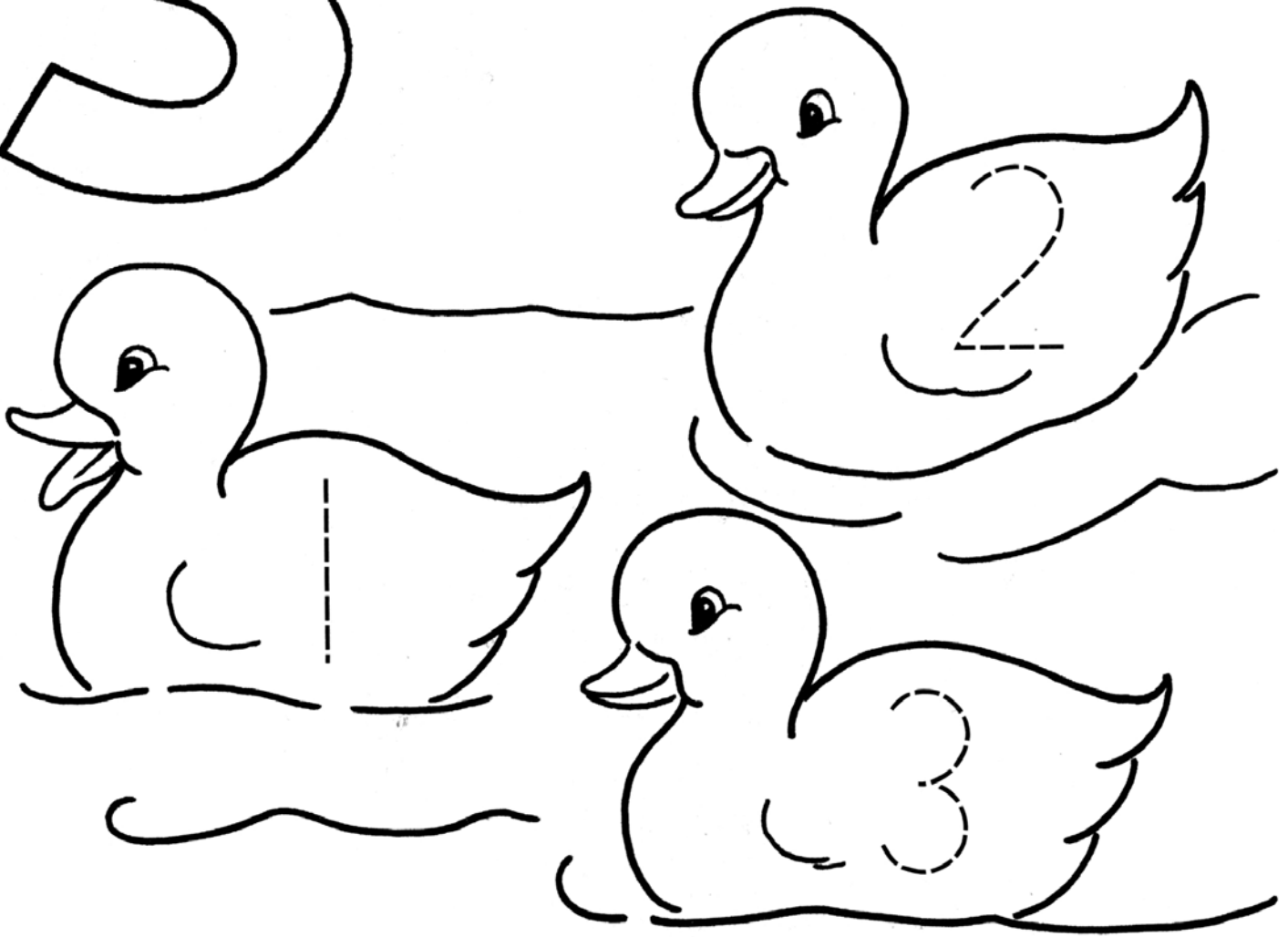


**Top:** Child should trace the dotted circle in the first box as a sample. Can child say how many are not circled in each box?

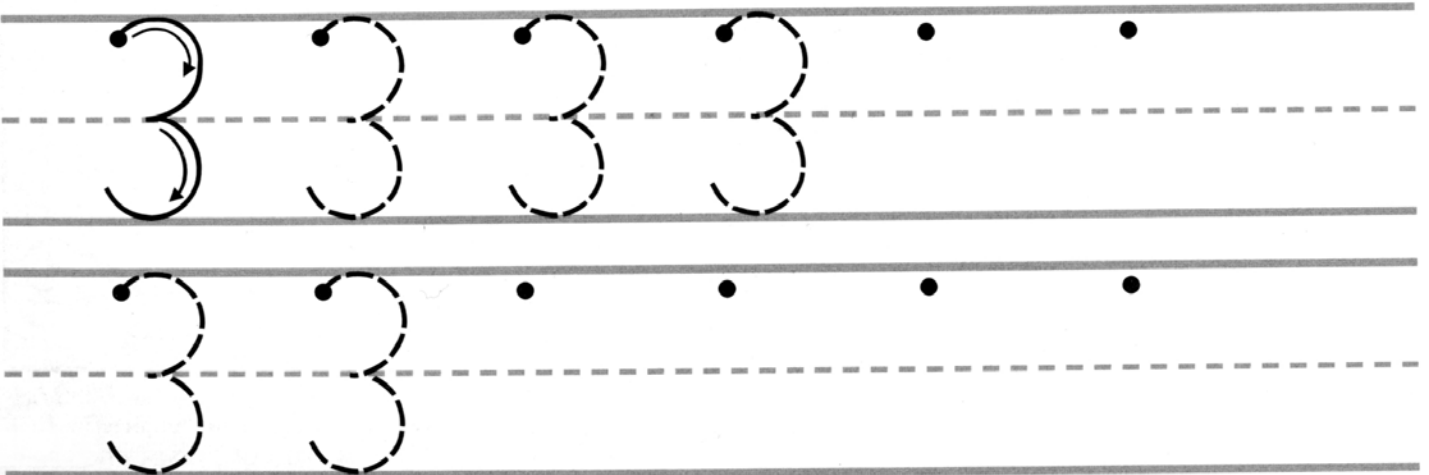
**Bottom:** The dotted numbers should be traced in the first box as a sample. Child should count the objects in each box orally by saying, "One house, two houses; one apple, two apples; . . ." as he points to the correctly written numbers.

# 3

Around a tree and around a tree—  
This is how to make a three.

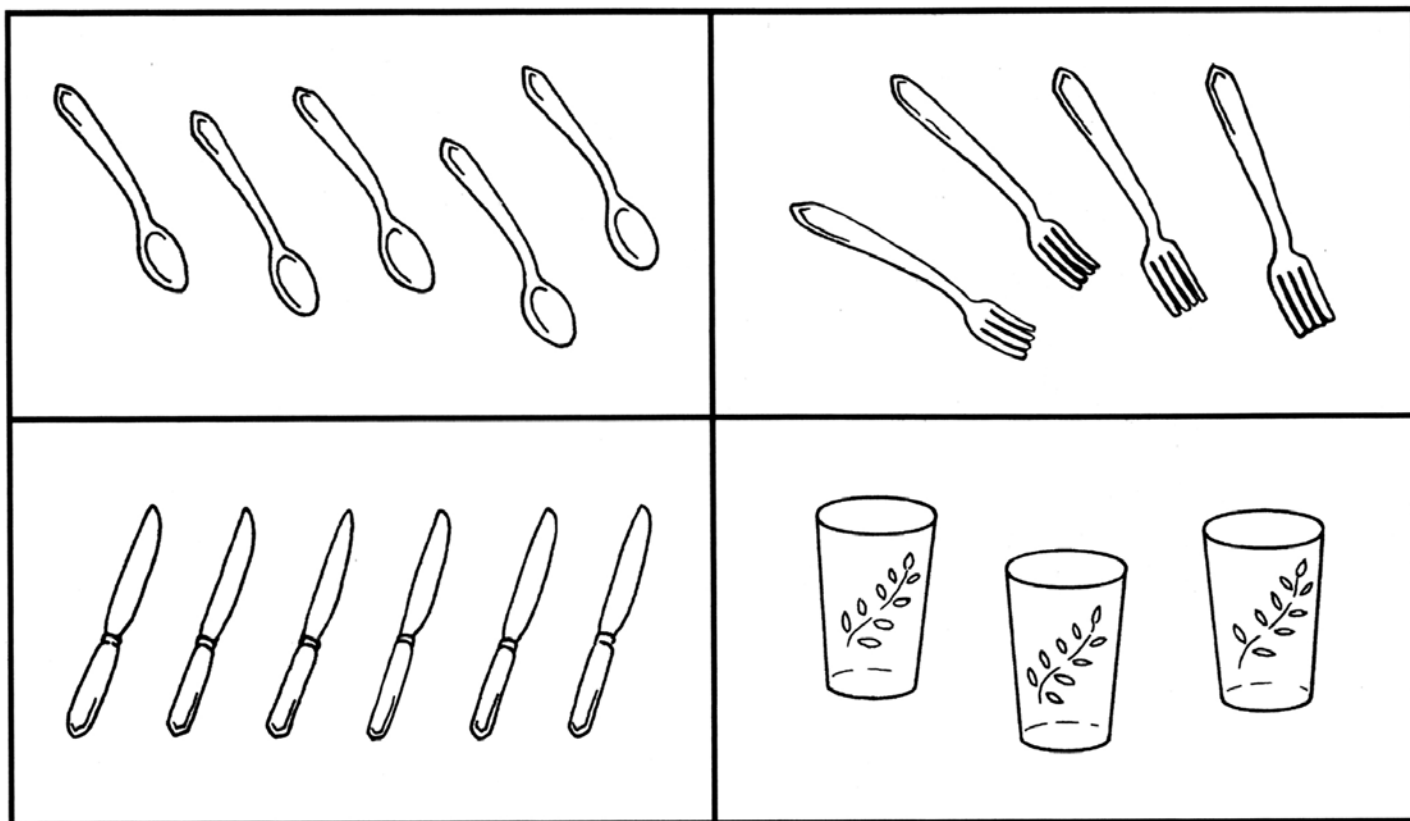


Count orally: "One duck, two ducks, . . ."

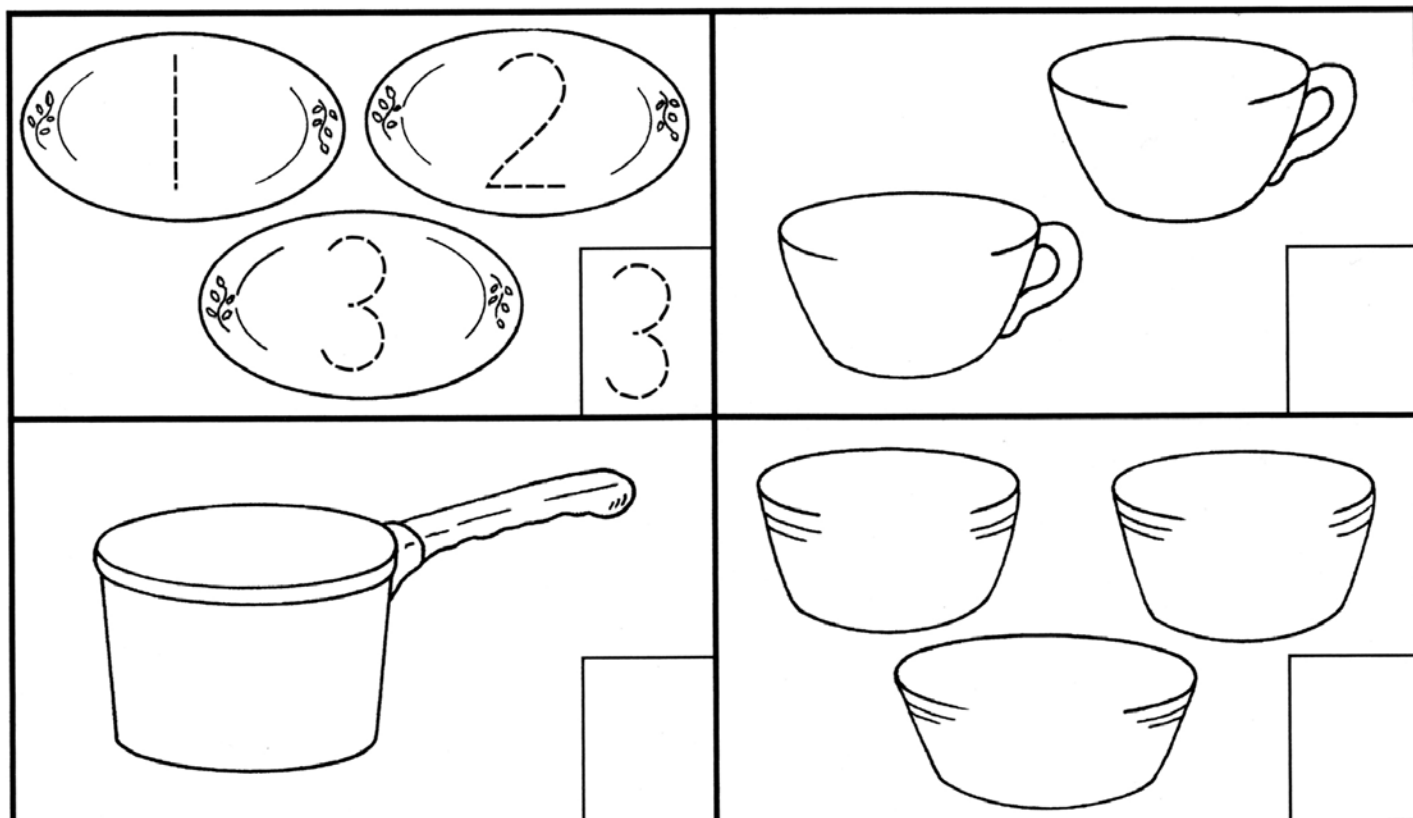


Instructions: See page 2.

Draw a circle around three pictures in each box.



Count the pictures and write the numbers.



**Top:** Only the correct number of objects are to be circled in each box. Can child say how many are not circled in each box?

**Bottom:** The numbers should be written on the objects, and the total number written in the corner box. The pictures should be counted orally . . . plates, cups, pan, bowls. (See page 5, bottom.)