1st Grade Mathematics

Arithmetic is the art of computing by numbers.

Numbers are everywhere! First Grade Mathematics seeks to capitalize on your youngster's curiosity with the world around him. The goal is to show your child the abstractness of numbers through concrete means.

In addition to discussions and explorations as they relate to Math, students will keep a Math notebook for their written work, and create various "books" as a way to document their learning.

Recommended materials:

- Rocks
- Popsicle sticks (or craft sticks)
- Twelve inch ruler
- Clock
- Penny, nickel, dime, quarter, dollar, five dollars
- Dot cards (available in PDF here)
- Math Facts (available in PDF here)
- Math Facts Flash cards (available here- can be printed on index cards using odd/even side printing)
- First Grade Mathematics (available in PDF here)
- First Grade Mathematics Answer Key (available in PDF here)

Course Organization:
- We recommend that students have a binder with dividers for different sections. Loose leaf paper can then be utilized for written work and filed in a Written Work section. Here are some suggested binder sections:
  - Mastery Practice
  - Definitions (use the words under Topics for the words in the Definitions section)
  - Written work
  - Explore More

Explanation of Daily Schedule: (not all of these sections will appear each week)
- Mastery Practice:
  - Mastery practice can be used by teachers in a variety of ways. Some teachers may choose to give these tasks in a speed test sort of fashion, but others may choose to simply have students put these items on flashcards for practice and review. Either way, these are items or processes that students should commit to memory and practice frequently.
- Written work:
  - Students should complete their written work in a notebook or binder of some sort.
- Define:
  - This area includes concepts from the text or related materials that students should commit to memory and frequently review. In addition to defining them on paper, we recommend that students also put these words on note cards to review with their Mastery Practice work. (In Kindergarten Mathematics, students will use the words under Topics for definitions)
- Notes:
  - These notes are for the teacher to aid in teaching the student.
- Explore More:
  - These projects help students apply a concept or learn more about a concept.

💬 News forum

Week 1

Topics:

- Notation
- Numeration
- Arabic method of expressing numbers
- Roman method of expressing numbers
- Numbers 1-12

Textbook reference and written work:

- 1st Grade Mathematics p. 1

Materials

- Math Notebook
- Math Facts flashcards
- [Math Facts sheets](#) (optional)
- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- I, V, X, L, C, D, M written on individual note cards
- Sticky notes with Roman numerals I-XII written on individual sheets

Suggested Daily Schedule:

Day 1: Notation and Numeration

- Define:
  - Notation: writing numbers (ORIGIN late 16th cent.: from Latin notatio(n-), from the verb notare, from nota 'mark.')
  - Numeration: reading numbers (ORIGIN late Middle English: from Latin numeratio(n-) 'payment' (in late Latin 'numbering'), from the verb numerare 'to number.')
  - Figure (ORIGIN Middle English (in the senses 'distinctive shape of a person or thing,' 'representation of something material or immaterial,' and 'numerical symbol,' among others): from Old French figure (noun), figurer (verb), from Latin figura 'shape, figure, form'; related to fingere 'form, contrive.')
  - Cipher (ORIGIN late Middle English (in the senses 'symbol for zero' and 'Arabic numeral'): from Old French cifre, based on Arabic ṣifr 'zero.')
- Discuss:
  - There are ten figures used for Arabic notation: 1, 2, 3, 4, 5, 6, 7, 8, 9, 0
  - There are seven letters used for Roman notation: I, V, X, L, C, D, M
- Explore:
  - In the past, you may have used sticks or carrots to count. Sometimes, instead of using objects, we write lines to count. These lines are called tally marks or tallies.
    - Example: I is one tally, II is two tallies, III is three tallies, and IIII is four tallies.
    - When we get to five, instead of drawing another tally, we cross the previous four marks
    -
    - In Roman notation, we see a system similar to tallies
    - I is 1, II is 2, III is 3
    - For a moment, let us skip 4. With a Roman 5, we see still see the tally method, at least where we cross the marks- it is like one side of a V: V
    - When we get to four in Roman notation, we use subtraction (less/minus) to note a four. IV means 4
    - So, if I is on the left side of a Roman numeral other than I, we subtract 1. If I is on the right side of a Roman numeral other than I, we add 1.
    - So, as IV means 4, VI means 6: we added 1 to 5 and got 6
  - Note: Use the Roman numeral flashcards when explaining what the different symbols mean.
- Written work:
  - 1st Grade Mathematics p. 1 (Lesson I)
    - Note: There are no written exercises in this lesson.
  - Work on identifying Arabic and Roman numeration with flashcards (show the student the card and have them identify what the symbol means)
- Notes:
  - The language of mathematics is like any language: in order to speak the language, one must know the vocabulary. In Lesson I and all subsequent lessons, take great care to learn well the vocabulary of mathematics so students may speak mathematics fluently.
- Explore More:
  - We see Arabic numbers all the time. Where are some places we see Roman numbers? (Super Bowl, book chapters, CCLE Conferences, etc.)
  - Do you have a favorite NFL football team? If not, have you heard of an NFL football team? Have they ever been in the Super Bowl? Check out [the history of the Super Bowl here](#) and then work to identify in which Super Bowl (or Super Bowls) the team participated.

Day 2: Numbers 1-6

- Mastery Practice:
  - Math Facts for 1-6 (use flashcards or math facts sheets)
- Discuss:

- Review what Roman numeral I means and how it is used.
- Review what Roman numeral V means and how it is used.
- Explore:
  - Using sticky notes with Roman numerals I-VI on individual sheets, look for items of that number and label them with the sticky note. Ex. a watermelon would receive the I sticky note, a stack of two cans of tuna would receive the II sticky note, etc.
- Written work:

  1st Grade Mathematics p. 1 (Lesson II, numbers 1-6)
  - Write out 1, 2, 3, 4, 5, 6 in both Arabic and Roman notation
  - Write each number multiple times in your Math Notebook: Ex. a line of Arabic 1, then a line of Roman I, then a line of Arabic 2, etc.

Day 3: Numbers 7-12

- Mastery Practice:
  - Math Facts for 1-6 (use flashcards or math facts sheets)
- Discuss:
  - Review what Roman numeral I means and how it is used.
  - Review what Roman numeral V means and how it is used.
  - Review what Roman numeral X means and how it is used.
- Explore:
  - Using sticky notes with Roman numerals VII-XII on individual sheets, look for items of that number and label them with the sticky note. Ex. a week on a calendar would receive the VII sticky note, etc.
- Written work:

  1st Grade Mathematics p. 1 (Lesson II, numbers 7-12)
  - Write out 7, 8, 9, 10, 11, 12 in both Arabic and Roman notation
  - Write each number multiple times in your Math Notebook: Ex. a line of Arabic 7, then a line of Roman VII, then a line of Arabic 8, etc.

Week 2   ☐

Topics:

- Notation
- Numeration
- Arabic method of expressing numbers
- Roman method of expressing numbers
- Numbers 13-36

Textbook reference and written work:

- 1st Grade Mathematics p. 2

Materials

- Math Notebook
- Math Facts flashcards
- Math Facts sheets (optional)
- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- I, V, X, L, C, D, M written on individual note cards

Suggested Daily Schedule:

Day 1: Notation and Numeration: 13-24

- Mastery Practice:
  - Math Facts for Addition 7-12 (use flashcards)
- Define:
  -
- Discuss:
  - As numbers grow, we continue using addition in Roman notation.
  - Remember that Roman numerals are read left to right.
  - For example, XIII is read thirteen because X plus III is thirteen.
- Explore:
  - Use the Roman numeral flashcards with an added group of cards: II, III, IV
  - Work through numbers 13-24.

- Have students form the Roman numeral with the flashcards and discuss why, for example, X and III are thirteen.
  - Note: This is a good place to review units, especially as the numbers get larger. Remind students that I and I and I are three units, etc.
- Written work:
    1st Grade Mathematics p. 1 (Lesson III)
    - Write out 13-24 in both Arabic and Roman notation
    - Write each number multiple times in your Math Notebook: Ex. a line of Arabic 13, then a line of Roman XIII, etc.
- Notes:

Day 2: Notation and Numeration 25-36

- Mastery Practice:
  - Math Facts for Addition 7-12 (use flashcards)
- Discuss:
  - Review what Roman numeral I means and how it is used.
  - Review what Roman numeral V means and how it is used.
- Explore:
  - Using sticky notes with Roman numerals I-VI on individual sheets, look for items of that number and label them with the sticky note. Ex. a watermelon would receive the I sticky note, a stack of two cans of tuna would receive the II sticky note, etc.
- Written work:
    1st Grade Mathematics p. 2 (Lesson IV)
    - Write out 25-36 in both Arabic and Roman notation
    - Write each number multiple times in your Math Notebook: Ex. a line of Arabic 25, then a line of Roman XXV, etc.

Day 3: Roman numerals and history

- Mastery Practice:
  - Math Facts for 7-12 (use flashcards)
- Discuss:
  - Roman numerals occur various places, as you have already discussed.
  - A pope (ORIGIN Old English, via ecclesiastical Latin from ecclesiastical Greek papas 'bishop, patriarch,' variant of Greek pappas 'father.') is the head of the Roman Catholic Church.
  - A monarchy (ORIGIN late Middle English: from Old French monarchie, via late Latin from Greek monarkhia 'the rule of one.') is a form of government with a monarch at the head.
- Explore:
  - The New Advent website has a list of all the popes throughout history.
  - This website contains a list of kings and queens from England, Scotland, Wales, and the United Kingdom.
  - Take a look at the lists at the above websites. Notice the Roman numerals.
  - In a family, if someone is named after his father and his father was named after his father, Roman numerals are sometimes used instead of the suffix jr. or sr.
  - Does anyone in your ancestry have Roman numerals in his name?
  - Think also about the history of your family in terms of nationality. Do the rulers in those nations have Roman numerals in their names? (Most folks in the United States have a lineage that includes a nationality with rulers using Roman numerals in their names.
- Written work:
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Week 3

Topics:

- Notation
- Numeration
- Arabic method of expressing numbers
- Roman method of expressing numbers
- Numbers 37-60

Textbook reference and written work:

- 1st Grade Mathematics p. 3

Materials

- Math Notebook

- Math Facts flashcards
- [Math Facts sheets](#) (optional)
- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- I, V, X, L, C, D, M written on individual note cards

Suggested Daily Schedule:

Day 1: Notation and Numeration: 37-48

- Mastery Practice:
  - Math Facts for Subtraction 7-12 (use flashcards)
- Define:
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- Discuss:
  - Review what L means.
  - As numbers grow, we continue using addition and subtraction in Roman notation.
  - Remember that Roman numerals are read left to right.
  - For example, XIII is read thirteen because X plus III is thirteen.
  - When the larger number is to the right, you subtract (XL is 40 because L(50) is on the right, thus you subtract X(10) because 40 is larger than 10)
  - When the larger number is the left, you add (XXXVII is 37 because X(10) is larger than VII(7), thus you add X(10) plus X(10) plus X(10) plus VII(7)
- Explore:
  - Use the Roman numeral flashcards with an added group of cards: II, III, IV, L
  - Work through numbers 37-48.
  - Have students form the Roman numeral with the flashcards and discuss why, for example, X and III are thirteen.
  - Note: This is a good place to review units, especially as the numbers get larger. Remind students that I and I and I are three units, etc.
- Written work:
  1st Grade Mathematics p. 3 (Lesson V)
    - Write out 37-48 in both Arabic and Roman notation
    - Write each number multiple times in your Math Notebook: Ex. a line of Arabic 37, then a line of Roman XXXVII, etc.
- Notes:

Day 2: Notation and Numeration 49-60

- Mastery Practice:
  - Math Facts for Subtraction 7-12 (use flashcards)
- Discuss:
  - Review what Roman numeral I means and how it is used.
  - Review what Roman numeral V means and how it is used.
  - Review what Roman numeral X means and how it is used.
  - Review what Roman numeral L means and how it is used.
- Explore:
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- Written work:
  1st Grade Mathematics p. 3 (Lesson VI)
    - Write out 49-60 in both Arabic and Roman notation
    - Write each number multiple times in your Math Notebook: Ex. a line of Arabic 25, then a line of Roman XXV, etc.

Day 3: Roman numerals and history

- Mastery Practice:
  - Math Facts for 7-12 (use flashcards)
- Discuss:
  - Roman numerals occur various places, as you have already discussed.
  - Sometimes, when you look at the cornerstone of some Lutheran churches, you see the acronym UAC. UAC stands for Unaltered Augsburg Confession. If you study the history of the Lutheran church, this distinction is important. The Augsburg Confession is the document that articulates what we believe. The Lutheran Confessions, the Augsburg Confession, in particular, contain Roman Numerals.
- Explore:
  - Look at a copy of the Augsburg Confession in Concordia: The Lutheran Confessions or [here](#)
  - Say a Roman numeral (I-XXVIII) and have students find the correct article.
  - When students find the correct article, briefly talk about what the article says.

- Written work:
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Week 4 ☐

Topics:

- Notation
- Numeration
- Arabic method of expressing numbers
- Roman method of expressing numbers
- Numbers 61-84

Textbook reference and written work:

- 1st Grade Mathematics p. 4

Materials

- Math Notebook
- Math Facts flashcards
- Math Facts sheets (optional)
- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- I, V, X, L, C, D, M written on individual note cards

Suggested Daily Schedule:

Day 1: Notation and Numeration: 61-72

- Mastery Practice:
  - Math Facts for Subtraction 7-12 (use flashcards)
- Define:
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- Discuss:
  - As numbers grow, we continue using addition in Roman notation.
  - Remember that Roman numerals are read left to right.
  - For example, XIII is read thirteen because X plus III is thirteen.
- Explore:
  - Use the Roman numeral flashcards with an added group of cards: II, III, IV
  - Work through numbers 61-72.
  - Have students form the Roman numeral with the flashcards and discuss why, for example, X and III are thirteen.
  - Note: This is a good place to review units, especially as the numbers get larger. Remind students that I and I and I are three units, etc.
- Written work:
  1st Grade Mathematics p. 4 (Lesson VII)
    - Write out 61-72 in both Arabic and Roman notation
    - Write each number multiple times in your Math Notebook: Ex. a line of Arabic 13, then a line of Roman XIII, etc.
- Notes:

Day 2: Notation and Numeration 73-84

- Mastery Practice:
  - Math Facts for Addition 7-12 (use flashcards)
- Discuss:
  - Review what Roman numeral I means and how it is used.
  - Review what Roman numeral V means and how it is used.
  - Review what Roman numeral X means and how it is used.
  - Review what Roman numeral L means and how it is used.
- Explore:
  -
- Written work:
  1st Grade Mathematics p. 4 (Lesson VIII)
    - Write out 73-84 in both Arabic and Roman notation
    - Write each number multiple times in your Math Notebook: Ex. a line of Arabic 25, then a line of Roman XXV, etc.

Day 3: Roman numerals and history

- Mastery Practice:
  - Math Facts for 7-12 (use flashcards)
- Discuss:
  - Roman numerals occur various places, as you have already discussed.
  - Sometimes, we see Roman numerals in art.
- Explore:
  - Look at this picture and this picture.
  - What differences do you see between the pictures? (one has the Ten Commandments noted in Hebrew, the other has them noted in Roman numerals)
  - If there were numbers on the stone tablets, would they have been Roman numerals? (no)
  - Look for depictions of the Ten Commandments in books or on the Internet.
  - Why do you think the Ten Commandments are portrayed as Roman numerals in so many depictions of the Ten Commandments?
- Written work:
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Week 5 □

Topics:

- Notation
- Numeration
- Arabic method of expressing numbers
- Roman method of expressing numbers
- Numbers 85-108

Textbook reference and written work:

- 1st Grade Mathematics p. 5

Materials

- Math Notebook
- Math Facts flashcards
- Math Facts sheets (optional)
- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- I, V, X, L, C, D, M written on individual note cards

Suggested Daily Schedule:

Day 1: Notation and Numeration: 85-96

- Mastery Practice:
  - Math Facts for Subtraction 7-12 (use flashcards)
- Define:
  - C: the Roman numeral for 100.[abbreviation of Latin centum 'hundred.']
- Discuss:
  - As numbers grow, we continue using addition in Roman notation.
  - Remember that Roman numerals are read left to right.
  - For example, XIII is read thirteen because X plus III is thirteen.
- Explore:
  - Use the Roman numeral flashcards with an added group of cards: II, III, IV
  - Work through numbers 85-96.
  - Have students form the Roman numeral with the flashcards and discuss why, for example, X and III are thirteen.
  - Note: This is a good place to review units, especially as the numbers get larger. Remind students that I and I and I are three units, etc.
- Written work:
    1st Grade Mathematics p. 5 (Lesson IX)
    - Write out 85-96 in both Arabic and Roman notation
    - Write each number multiple times in your Math Notebook: Ex. a line of Arabic 13, then a line of Roman XIII, etc.
- Notes:

Day 2: Notation and Numeration 97-108

- Mastery Practice:
  - Math Facts for Addition 7-12 (use flashcards)

- Discuss:
  - Review what Roman numeral I means and how it is used.
  - Review what Roman numeral V means and how it is used.
  - Review what Roman numeral X means and how it is used.
  - Review what Roman numeral L means and how it is used.
  - Review what Roman numeral C means and how it is used.
- Explore:
  -
- Written work:
  - 1st Grade Mathematics p. 5 (Lesson X)
    - Write out 97-108 in both Arabic and Roman notation
    - Write each number multiple times in your Math Notebook: Ex. a line of Arabic 25, then a line of Roman XXV, etc.

Day 3: Roman numerals and history

- Mastery Practice:
  - Math Facts for 7-12 (use flashcards)
- Discuss:
  - Roman numerals occur various places, as you have already discussed.
  - Sometimes, we see Roman numerals on statues, monuments, or buildings.
- Explore:
  - Look at these pictures:
    -
    - this picture and this picture.
      - Just for fun- from what famous structures are these pictures a part? (The Colosseum and the Statue of Liberty)
      - What numbers do you see on these pictures?
  - Are there any statues or old buildings in your town or a nearby town? Do they contain Roman numerals? Why do you think people do or don't use Roman numerals on statues, buildings, and monuments rather than using Arabic numerals?
- Written work:
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Week 6   ☐

Topics:

- Notation
- Numeration
- Arabic method of expressing numbers
- Roman method of expressing numbers
- Numbers 109-132

Textbook reference and written work:

- 1st Grade Mathematics p. 6

Materials

- Math Notebook
- Math Facts flashcards
- Math Facts sheets (optional)
- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- I, V, X, L, C, D, M written on individual note cards

Suggested Daily Schedule:

Day 1: Notation and Numeration: 109-120

- Mastery Practice:
  - Math Facts for Addition 7-12 (use flashcards)
- Define:
  - C: the Roman numeral for 100.[abbreviation of Latin centum 'hundred.']
- Discuss:
  - You may notice that in saying 109, for example, the text says "one hundred and nine," but modern methods of mathematics would have us say "one hundred nine." Considering the history of notation and numeration we have studied thus far (Roman numerals), why does it make sense to say one hundred and nine? (you have one hundred and you add nine- the and indicates adding, just like in Roman notation)

- As numbers grow, we continue using addition in Roman notation.
- Remember that Roman numerals are read left to right.
- For example, XIII is read thirteen because X plus III is thirteen.
- Explore:
  - Use the Roman numeral flashcards with an added group of cards: II, III, IV
  - Work through numbers 109-120.
  - Have students form the Roman numeral with the flashcards and discuss why, for example, X and III are thirteen.
  - Note: This is a good place to review units, especially as the numbers get larger. Remind students that I and I and I are three units, etc.
- Written work:
    1st Grade Mathematics p. 6 (Lesson XI)
    - Write out 109-120 in both Arabic and Roman notation
    - Write each number multiple times in your Math Notebook: Ex. a line of Arabic 13, then a line of Roman XIII, etc.
- Notes:

Day 2: Notation and Numeration 121-132

- Mastery Practice:
  - Math Facts for Addition 7-12 (use flashcards)
- Discuss:
  - Review what Roman numeral I means and how it is used.
  - Review what Roman numeral V means and how it is used.
  - Review what Roman numeral X means and how it is used.
  - Review what Roman numeral L means and how it is used.
  - Review what Roman numeral C means and how it is used.
- Explore:
  -
- Written work:
    1st Grade Mathematics p. 6 (Lesson XII)
    - Write out 121-132 in both Arabic and Roman notation
    - Write each number multiple times in your Math Notebook: Ex. a line of Arabic 25, then a line of Roman XXV, etc.

Day 3: Roman numerals and history

- Mastery Practice:
  - Math Facts for 7-12 (use flashcards)
- Discuss:
  - Roman numerals occur various places, as you have already discussed.
  - Sometimes, we see Roman numerals on statues, monuments, or buildings.
- Explore:
  - Write the following in Roman numerals:
    - Today's date
    - The date you were born
    - The birthdays of the members of your family
    - Other important dates to your family (Grandma's birthday, etc.)
- Written work:
  -

Week 7

Topics:

- Notation
- Numeration
- Arabic method of expressing numbers
- Roman method of expressing numbers
- Numbers 133-980

Textbook reference and written work:

- 1st Grade Mathematics p. 7

Materials

- Math Notebook
- Math Facts flashcards
- Math Facts sheets (optional)

- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- I, V, X, L, C, D, M written on individual note cards

Suggested Daily Schedule:

Day 1: Notation and Numeration: 133-144

- Mastery Practice:
  - Math Facts for Addition 7-12 (use flashcards)
- Define:
  - D: the Roman numeral for 500.[understood as half of CIɔ, an earlier form of M (= 1,000).]
  - M: the Roman numeral for 1,000.[from Latin mille .]
- Discuss:
  - As numbers grow, we continue using addition in Roman notation.
  - Remember that Roman numerals are read left to right.
  - For example, XIII is read thirteen because X plus III is thirteen.
- Explore:
  - Use the Roman numeral flashcards with an added group of cards: II, III, IV
  - Work through numbers 133-144.
  - Have students form the Roman numeral with the flashcards and discuss why, for example, X and III are thirteen.
  - Note: This is a good place to review units, especially as the numbers get larger. Remind students that I and I and I are three units, etc.
- Written work:

  1st Grade Mathematics p. 7 (Lesson XIII)
  - Write out 133-144 in both Arabic and Roman notation
  - Write each number multiple times in your Math Notebook: Ex. a line of Arabic 13, then a line of Roman XIII, etc.
- Notes:

Day 2: Notation and Numeration 160-980

- Mastery Practice:
  - Math Facts for Addition 7-12 (use flashcards)
- Discuss:
  - Review what Roman numeral I means and how it is used.
  - Review what Roman numeral V means and how it is used.
  - Review what Roman numeral X means and how it is used.
  - Review what Roman numeral L means and how it is used.
  - Review what Roman numeral C means and how it is used.
  - Review what Roman numeral D means and how it is used.
  - Review what Roman numeral M means and how it is used.
- Explore:
  -
- Written work:

  1st Grade Mathematics p. 7 (Lesson XIV)
  - Write out the numbers in the lesson in both Arabic and Roman notation
  - Write each number multiple times in your Math Notebook: Ex. a line of Arabic 25, then a line of Roman XXV, etc.

Day 3: Roman numerals and history

- Mastery Practice:
  - Math Facts for 7-12 (use flashcards)
- Discuss:
  - Roman numerals occur various places, as you have already discussed.
  -
- Explore:
  - Write the following in Roman numerals:
    - Each year you have been alive (2006, 2007, 2008, etc. is MMVI, MMVII, MMVIII, etc.)
- Written work:
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Week 8

Topics:

- Addition

- Subtraction

Words to Remember:

- Addition: the method of finding the total number of units contained in two or more numbers and expressing them in one number, called the amount, or sum
- Sum: total amount ORIGIN Middle English: via Old French from Latin summa 'main part, sum total,' feminine of summus 'highest.'
- Units: the digit before the decimal point in decimal notation, representing an integer less than ten (ORIGIN late 16th cent. (as a mathematical term): from Latin unus)
- Subtraction: method of taking a less number from a greater to find the remainder, or difference
- Less: smaller amount
- Greater: larger amount
- Remainder: a part, number, or quantity that is left over
- Difference: the remainder left after subtraction of one value from another ORIGIN late 17th cent.: from Latin, literally 'difference,' from different- 'carrying away'
- Subtrahend: a quantity or number to be subtracted from another ORIGIN late 17th cent.: from Latin subtrahendus 'to be taken away,' gerundive of subtrahere
- Minuend: a quantity or number from which another is to be subtracted ORIGIN early 18th cent.: from Latin minuendus, gerundive of minuere 'diminish.'

Textbook reference and written work:

- 1st Grade Mathematics p. 8-10

Materials

- Math Notebook
- Math Facts flashcards
- Math Facts sheets (optional)
- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- Buttons, pebbles, or some other small item of which there could be many

Suggested Daily Schedule:

Day 1: Addition

- Define (put in Math notebook):
  - Addition:
  - Sum:
  - Rule on p. 8
- Explore:
  - If students have a solid grasp of units and tens, explaining carrying over the remainder from the ones column will be relatively straight forward. Nevertheless, children may benefit from seeing units carrying over illustrated.
    - On a sheet of paper, draw 4 columns. Label the one on the right units, the next tens, the next hundreds, and the one on the left thousands.
    - Write 15 above 17 and a line below the 17 on a separate piece of paper.
    - Discuss that only ones can go in the Ones column.
      - If we add 7 and 5, we get 12 *units*. Another way to write 12 *units* is 1 *ten* and 2 *units*.
      - Put the 1 and 2 in their respective columns- the 1 should go at the top of the tens column.
        - Think back to Roman numerals. How did we write 12 in Roman notation? (One X (ten)and two II (units)- sound familiar?)
      - Now, add the tens column.
      - Do all of the tens fit in the column? (Yes)
- Discuss:
  - Work through p. 8
  - Feel free to use the column exercise with the larger numbers in the examples on p. 8. Be sure to discuss what happens when there are too many tens and we have to carry over to the hundreds column.
- Note:
  - In your discussion, place extensive emphasis on units, tens, hundreds, and thousands. This is essential for understanding what is happening during addition (and all operations).
- Written work:
  - 1st Grade Mathematics p. 8
    - Note: There are no written exercises in this lesson.
- Notes:
  -
- Explore More:

- o

Day 2: Subtraction

- o Mastery Practice:
  - Math Facts for 1-6 (use flashcards or math facts sheets)
- o Define: (be sure to note the ORIGIN) when it is given
  - Subtraction
  - Less
  - Greater
  - Remainder
  - Difference
  - Subtrahend
  - Minuend
- o Discuss:
  - Work through p. 9- focus especially on proper understanding of the language
- o Written work:
  - 1st Grade Mathematics p. 9- work through the examples given

Day 3: Notation and Numeration Table

- Mastery Practice:
  - o Math Facts for 1-6 (use flashcards or math facts sheets)
- Discuss:
  - o
- Explore:
  - o Work through and discuss p. 10
    - Feel free to have students express the numbers in different ways (Ex. 150= 1 *hundred*, 5 *tens*, and 0 *units*. Also, going back to Roman numerals can help clarify: CL
- Written work:
  - o 1st Grade Mathematics p. 10

Week 9

Topics:

- Addition
- Subtraction

Words to Remember:

- From: indicating separation or removal
- And: used to connect two numbers to indicate that they are being added together
- Are: amount to
- Leaves: allow to remain ORIGIN Old English lǣfan'bequeath,' also 'allow to remain, leave in place,' of Germanic origin; related to German bleiben 'remain.'

Textbook reference and written work:

- 1st Grade Mathematics p. 11 and 34

Materials

- Math Notebook
- Math Facts flashcards
- Math Facts sheets (optional)
- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- Buttons, pebbles, or some other small item of which there could be many

Suggested Daily Schedule:

Day 1: Adding and Subtracting One

- Define (put in Math notebook):
  - o From
  - o And
  - o Are
  - o Leaves

- Explore:
  -
- Discuss:
  -
- Note:
  -
- Written work:
  - 1st Grade Mathematics p. 11 (Lesson XVII and XVIII)
- Notes:
  -
- Explore More:
  -

Day 2: Adding and Subtracting One

- Mastery Practice:
  - ▪
- Discuss:
  - ▪
- Written work:
  - ▪ 1st Grade Mathematics p. 11 (Lesson XIX)

Day 3: Adding and Subtracting One

- Mastery Practice:
  -
- Discuss:
  -
- Explore:
  -
- Written work:
  - 1st Grade Mathematics p. 34 (Lesson IV)

Week 10

Topics:

- Addition
- Subtraction

Words to Remember:

- From: indicating separation or removal
- And: used to connect two numbers to indicate that they are being added together
- Are: amount to
- Leaves: allow to remain ORIGIN Old English lǣfan'bequeath,' also 'allow to remain, leave in place,' of Germanic origin; related to German bleiben 'remain.'

Textbook reference and written work:

- 1st Grade Mathematics p. 13 and 34

Materials

- Math Notebook
- Math Facts flashcards
- Math Facts sheets (optional)
- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- Buttons, pebbles, or some other small item of which there could be many

Suggested Daily Schedule:

Day 1: Adding and Subtracting Two

- Mastery Practice:
  - Adding and Subtracting One
- Explore:
  -

- Discuss:
  - ○
- Note:
  - ○
- Written work:
  - ○ 1st Grade Mathematics p. 13 (Lesson XXI and XXII)
- Notes:
  - ○
- Explore More:
  - ○

Day 2: Adding and Subtracting Two

- ○ Mastery Practice:
  - ▪ Adding and Subtracting One
- ○ Discuss:
  - ▪
- ○ Written work:
  - ▪ 1st Grade Mathematics p. 13 (Lesson XXIII)

Day 3: Adding and Subtracting Two

- Mastery Practice:
  - ○ Adding and Subtracting One
- Discuss:
  - ○
- Explore:
  - ○
- Written work:
  - ○ 1st Grade Mathematics p. 34 (Lesson V)

Week 11 ⬜

Topics:

- Addition
- Subtraction

Words to Remember:

- From: indicating separation or removal
- And: used to connect two numbers to indicate that they are being added together
- Are: amount to
- Leaves: allow to remain ORIGIN Old English lǣfan 'bequeath,' also 'allow to remain, leave in place,' of Germanic origin; related to German bleiben 'remain.'

Textbook reference and written work:

- 1st Grade Mathematics p. 15 and 35

Materials

- Math Notebook
- Math Facts flashcards
- Math Facts sheets (optional)
- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- Buttons, pebbles, or some other small item of which there could be many

Suggested Daily Schedule:

Day 1: Adding and Subtracting Three

- Mastery Practice:
  - ○ Adding and Subtracting Two
- Explore:
  - ○
- Discuss:
  - ○

- Note:
  - ○
- Written work:
  - ○ 1st Grade Mathematics p. 15 (Lesson XXV and XXVI)
- Notes:
  - ○
- Explore More:
  - ○

Day 2: Adding and Subtracting Three

  - ○ Mastery Practice:
    - ▪ Adding and Subtracting Two
  - ○ Discuss:
    - ▪
  - ○ Written work:
    - ▪ 1st Grade Mathematics p. 15 (Lesson XXVII)

Day 3: Adding and Subtracting Three

- Mastery Practice:
  - ○ Adding and Subtracting Two
- Discuss:
  - ○
- Explore:
  - ○
- Written work:
  - ○ 1st Grade Mathematics p. 35 (Lesson VI)

Week 12 ☐

Topics:

- Addition
- Subtraction

Words to Remember:

- From: indicating separation or removal
- And: used to connect two numbers to indicate that they are being added together
- Are: amount to
- Leaves: allow to remain ORIGIN Old English lǣfan 'bequeath,' also 'allow to remain, leave in place,' of Germanic origin; related to German bleiben 'remain.'

Textbook reference and written work:

- 1st Grade Mathematics p. 17 and 35

Materials

- Math Notebook
- Math Facts flashcards
- Math Facts sheets (optional)
- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- Buttons, pebbles, or some other small item of which there could be many

Suggested Daily Schedule:

Day 1: Adding and Subtracting Four

- Mastery Practice:
  - ○ Adding and Subtracting Three
- Explore:
  - ○
- Discuss:
  - ○
- Note:
  - ○

- Written work:
  - 1st Grade Mathematics p. 17 (Lesson XXIX and XXX)
- Notes:
  -
- Explore More:
  -

Day 2: Adding and Subtracting Four

  - Mastery Practice:
    - Adding and Subtracting Three
  - Discuss:
    -
  - Written work:
    - 1st Grade Mathematics p. 17 (Lesson XXXI)

Day 3: Adding and Subtracting Four

- Mastery Practice:
  - Adding and Subtracting Three
- Discuss:
  -
- Explore:
  -
- Written work:
  - 1st Grade Mathematics p. 35 (Lesson VII)
    - Be sure students label their answers (oranges, nuts, etc.)

Week 13 ☐

Topics:

- Addition
- Subtraction

Words to Remember:

- From: indicating separation or removal
- And: used to connect two numbers to indicate that they are being added together
- Are: amount to
- Leaves: allow to remain ORIGIN Old English lǣfan 'bequeath,' also 'allow to remain, leave in place,' of Germanic origin; related to German bleiben 'remain.'

Textbook reference and written work:

- 1st Grade Mathematics p. 19 and 36

Materials

- Math Notebook
- Math Facts flashcards
- Math Facts sheets (optional)
- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- Buttons, pebbles, or some other small item of which there could be many

Suggested Daily Schedule:

Day 1: Adding and Subtracting Five

- Mastery Practice:
  - Adding and Subtracting Four
- Explore:
  -
- Discuss:
  -
- Note:
  -
- Written work:

- 1st Grade Mathematics p. 19 (Lesson XXXIII and XXXIV)
- Notes:
  -
- Explore More:
  -

Day 2: Adding and Subtracting Five

- Mastery Practice:
  - Adding and Subtracting Four
- Discuss:
  -
- Written work:
  - 1st Grade Mathematics p. 19 (Lesson XXXV)

Day 3: Adding and Subtracting Five

- Mastery Practice:
  - Adding and Subtracting Four
- Discuss:
  -
- Explore:
  -
- Written work:
  - 1st Grade Mathematics p. 36 (Lesson VIII)
    - Be sure students label their answers (books, figs, etc.)

Week 14

Topics:

- Addition
- Subtraction

Words to Remember:

- From: indicating separation or removal
- And: used to connect two numbers to indicate that they are being added together
- Are: amount to
- Leaves: allow to remain ORIGIN Old English lǣfan'bequeath,' also 'allow to remain, leave in place,' of Germanic origin; related to German bleiben 'remain.'

Textbook reference and written work:

- 1st Grade Mathematics p. 21 and 36

Materials

- Math Notebook
- Math Facts flashcards
- Math Facts sheets (optional)
- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- Buttons, pebbles, or some other small item of which there could be many

Suggested Daily Schedule:

Day 1: Adding and Subtracting Six

- Mastery Practice:
  - Adding and Subtracting Five
- Explore:
  -
- Discuss:
  -
- Note:
  -
- Written work:
  - 1st Grade Mathematics p. 21 (Lesson XXXVII and XXXVIII)
- Notes:

- ○
  - Explore More:
    - ○

Day 2: Adding and Subtracting Six

  - ○ Mastery Practice:
    - ▪ Adding and Subtracting Five
  - ○ Discuss:
    - ▪
  - ○ Written work:
    - ▪ 1st Grade Mathematics p. 21 (Lesson XXXIX)

Day 3: Adding and Subtracting Six

- Mastery Practice:
  - ○ Adding and Subtracting Five
- Discuss:
  - ○
- Explore:
  - ○
- Written work:
  - ○ 1st Grade Mathematics p. 36 (Lesson IX)
    - ▪ Be sure students label their answers (apples, caps, etc.)

Week 15 ▢

Topics:

- Addition
- Subtraction

Words to Remember:

- From: indicating separation or removal
- And: used to connect two numbers to indicate that they are being added together
- Are: amount to
- Leaves: allow to remain ORIGIN Old English lǣfan'bequeath,' also 'allow to remain, leave in place,' of Germanic origin; related to German bleiben 'remain.'

Textbook reference and written work:

- 1st Grade Mathematics p. 23 and 37

Materials

- Math Notebook
- Math Facts flashcards
- Math Facts sheets (optional)
- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- Buttons, pebbles, or some other small item of which there could be many

Suggested Daily Schedule:

Day 1: Adding and Subtracting Seven

- Mastery Practice:
  - ○ Adding and Subtracting Six
- Explore:
  - ○
- Discuss:
  - ○
- Note:
  - ○
- Written work:
  - ○ 1st Grade Mathematics p. 23 (Lesson XLI and XLII)
- Notes:
  - ○
- Explore More:

- ○

Day 2: Adding and Subtracting Seven

- ○ Mastery Practice:
  - ▪ Adding and Subtracting Six
- ○ Discuss:
  - ▪
- ○ Written work:
  - ▪ 1st Grade Mathematics p. 23 (Lesson XLIII)

Day 3: Adding and Subtracting Seven

- Mastery Practice:
  - ○ Adding and Subtracting Six
- Discuss:
  - ○
- Explore:
  - ○
- Written work:
  - ○ 1st Grade Mathematics p. 37 (Lesson X)
    - ▪ Be sure students label their answers (dollars, pounds, etc.)

Week 16

Topics:

- Addition
- Subtraction

Words to Remember:

- From: indicating separation or removal
- And: used to connect two numbers to indicate that they are being added together
- Are: amount to
- Leaves: allow to remain ORIGIN Old English lǣfan 'bequeath,' also 'allow to remain, leave in place,' of Germanic origin; related to German bleiben 'remain.'

Textbook reference and written work:

- 1st Grade Mathematics p. 25 and 37

Materials

- Math Notebook
- Math Facts flashcards
- Math Facts sheets (optional)
- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- Buttons, pebbles, or some other small item of which there could be many

Suggested Daily Schedule:

Day 1: Adding and Subtracting Eight

- Mastery Practice:
  - ○ Adding and Subtracting Seven
- Explore:
  - ○
- Discuss:
  - ○
- Note:
  - ○
- Written work:
  - ○ 1st Grade Mathematics p. 25 (Lesson XLV and XLVI)
- Notes:
  - ○
- Explore More:
  - ○

Day 2: Adding and Subtracting Eight

- - Mastery Practice:
    - Adding and Subtracting Six and Seven
  - Discuss:
    -
  - Written work:
    - 1st Grade Mathematics p. 25 (Lesson XLVII)

Day 3: Adding and Subtracting Eight

- Mastery Practice:
  - Adding and Subtracting Five, Six, and Seven
- Discuss:
  -
- Explore:
  -
- Written work:
  - 1st Grade Mathematics p. 37 (Lesson XI)
    - Be sure students label their answers (marks, blocks, etc.)

Week 17 ◻

Topics:

- Addition
- Subtraction

Words to Remember:

- From: indicating separation or removal
- And: used to connect two numbers to indicate that they are being added together
- Are: amount to
- Leaves: allow to remain ORIGIN Old English lǣfan'bequeath,' also 'allow to remain, leave in place,' of Germanic origin; related to German bleiben 'remain.'

Textbook reference and written work:

- 1st Grade Mathematics p. 27 and 38

Materials

- Math Notebook
- Math Facts flashcards
- Math Facts sheets (optional)
- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- Buttons, pebbles, or some other small item of which there could be many

Suggested Daily Schedule:

Day 1: Adding and Subtracting Nine

- Mastery Practice:
  - Adding and Subtracting Six, Seven, and Eight
- Explore:
  -
- Discuss:
  -
- Note:
  -
- Written work:
  - 1st Grade Mathematics p. 27 (Lesson XLIX and L)
- Notes:
  -
- Explore More:
  -

Day 2: Adding and Subtracting Nine

- Mastery Practice:
  - Adding and Subtracting Five, Six, Seven, and Eight

- Discuss:
  - ▪
- Written work:
  - ▪ 1st Grade Mathematics p. 27 (Lesson LI)

Day 3: Adding and Subtracting Nine

- Mastery Practice:
  - Adding and Subtracting Four, Five, Six, Seven, and Eight
- Discuss:
  -
- Explore:
  -
- Written work:
  - 1st Grade Mathematics p. 38 (Lesson XII)
    - ▪ Be sure students label their answers (shillings, pence, etc.)

Week 18 ☐

Topics:

- Addition
- Subtraction

Words to Remember:

- From: indicating separation or removal
- And: used to connect two numbers to indicate that they are being added together
- Are: amount to
- Leaves: allow to remain ORIGIN Old English lǣfan'bequeath,' also 'allow to remain, leave in place,' of Germanic origin; related to German bleiben 'remain.'

Textbook reference and written work:

- 1st Grade Mathematics p. 29 and 38

Materials

- Math Notebook
- Math Facts flashcards
- Math Facts sheets (optional)
- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- Buttons, pebbles, or some other small item of which there could be many

Suggested Daily Schedule:

Day 1: Adding and Subtracting Ten

- Mastery Practice:
  - Adding and Subtracting Six, Seven, Eight, and Nine
- Explore:
  -
- Discuss:
  -
- Note:
  -
- Written work:
  - 1st Grade Mathematics p. 29 (Lesson LIII and LIV)
- Notes:
  -
- Explore More:
  -

Day 2: Adding and Subtracting Ten

- Mastery Practice:
  - ▪ p. 29 Lesson LIII
- Discuss:
  - ▪

- Written work:
  - 1st Grade Mathematics p. 29 (Lesson LV)

Day 3: Adding and Subtracting Ten

- Mastery Practice:
  - Adding and Subtracting Four, Five, Six, Seven, Eight, and Nine
- Discuss:
  -
- Explore:
  -
- Written work:
  - 1st Grade Mathematics p. 38 (Lesson XIII)
    - Be sure students label their answers (roses, pears, etc.)

Week 19 ◻

Topics:

- Addition
- Subtraction

Words to Remember:

- From: indicating separation or removal
- And: used to connect two numbers to indicate that they are being added together
- Are: amount to
- Leaves: allow to remain ORIGIN Old English lǣfan'bequeath,' also 'allow to remain, leave in place,' of Germanic origin; related to German bleiben 'remain.'

Textbook reference and written work:

- 1st Grade Mathematics p. 31

Materials

- Math Notebook
- Math Facts flashcards
- Math Facts sheets (optional)
- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- Buttons, pebbles, or some other small item of which there could be many

Suggested Daily Schedule:

Day 1: Adding and Subtracting Eleven

- Mastery Practice:
  - Adding and Subtracting Six, Seven, Eight, Nine, and Ten
- Explore:
  -
- Discuss:
  -
- Note:
  -
- Written work:
  - 1st Grade Mathematics p. 31 (Lesson LVII)
- Notes:
  -
- Explore More:
  -

Day 2: Adding and Subtracting Eleven

- Mastery Practice:
  - Adding and Subtracting Five, Six, Seven, Eight, Nine, and Ten
- Discuss:
  -
- Written work:
  - 1st Grade Mathematics p. 31 (Lesson LVIII)

Day 3: Adding and Subtracting Eleven

- Mastery Practice:
  - p. 31 Lesson LVII
- Discuss:
  -
- Explore:
  -
- Written work:
  - 1st Grade Mathematics p. 31 (Lesson LIX)

Week 20

Topics:

- Addition
- Subtraction

Words to Remember:

- From: indicating separation or removal
- And: used to connect two numbers to indicate that they are being added together
- Are: amount to
- Leaves: allow to remain ORIGIN Old English lǣfan'bequeath,' also 'allow to remain, leave in place,' of Germanic origin; related to German bleiben 'remain.'

Textbook reference and written work:

- 1st Grade Mathematics p. 33

Materials

- Math Notebook
- Math Facts flashcards
- Math Facts sheets (optional)
- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- Buttons, pebbles, or some other small item of which there could be many

Suggested Daily Schedule:

Day 1: Adding and Subtracting Twelve

- Mastery Practice:
  - Adding and Subtracting Six, Seven, Eight, Nine, Ten, and Eleven
- Explore:
  -
- Discuss:
  -
- Note:
  -
- Written work:
  - 1st Grade Mathematics p. 33 (Lesson LXI)
- Notes:
  -
- Explore More:
  -

Day 2: Adding and Subtracting Twelve

  - Mastery Practice:
    - Adding and Subtracting Five, Six, Seven, Eight, Nine, Ten, and Eleven
  - Discuss:
    -
  - Written work:
    - 1st Grade Mathematics p. 33 (Lesson LXII)

Day 3: Adding and Subtracting Twelve

- Mastery Practice:
  - p. 33 Lesson LXI

- Discuss:
  - ○
- Explore:
  - ○
- Written work:
  - 1st Grade Mathematics p. 33 (Lesson LXIII)

Week 21 □

Topics:

- Addition
- Subtraction

Words to Remember:

- From: indicating separation or removal
- And: used to connect two numbers to indicate that they are being added together
- Are: amount to
- Leaves: allow to remain ORIGIN Old English lǣfan 'bequeath,' also 'allow to remain, leave in place,' of Germanic origin; related to German bleiben 'remain.'

Textbook reference and written work:

- 1st Grade Mathematics p. 32

Materials

- Math Notebook
- Math Facts flashcards
- Math Facts sheets (optional)
- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- Buttons, pebbles, or some other small item of which there could be many

Suggested Daily Schedule:

Day 1: Working with numbers

- Mastery Practice:
  - Adding and Subtracting Six, Seven, Eight, Nine, Ten, and Eleven
- Explore:
  - ○
- Discuss:
  - ○
- Note:
  - ○
- Written work:
  - 1st Grade Mathematics p. 32 (1-4)
    - Be sure to have students label their answers correctly.
- Notes:
  - ○
- Explore More:
  - ○

Day 2: Working with numbers

- Mastery Practice:
  - Adding and Subtracting Five, Six, Seven, Eight, Nine, Ten, Eleven, and Twelve
- Discuss:
  - ■
- Written work:
  - 1st Grade Mathematics p. 32 (5-9)

Day 3: Working with numbers

- Mastery Practice:
  - p. 31 Lesson LIX
- Discuss:
  - ○

- Explore:
  -
- Written work:
  - 1st Grade Mathematics p. 32 (10-14)

Week 22 ⬛

Topics:

- Addition
- Subtraction

Words to Remember:

- From: indicating separation or removal
- And: used to connect two numbers to indicate that they are being added together
- Are: amount to
- Leaves: allow to remain ORIGIN Old English lǣfan 'bequeath,' also 'allow to remain, leave in place,' of Germanic origin; related to German bleiben 'remain.'

Textbook reference and written work:

- 1st Grade Mathematics p. 39-40

Materials

- Math Notebook
- Math Facts flashcards
- Math Facts sheets (optional)
- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- Buttons, pebbles, or some other small item of which there could be many

Suggested Daily Schedule:

Day 1: Working with numbers

- Mastery Practice:
  - p. 33 (Lesson LXIII)
- Explore:
  -
- Discuss:
  -
- Note:
  -
- Written work:
  - 1st Grade Mathematics p. 39 (Lesson XIV)
    - Be sure to have students write out the problem using the correct symbols.
    - Be sure to have students label their answers correctly.
- Notes:
  -
- Explore More:
  -

Day 2: Working with numbers

  - Mastery Practice:
    - Adding and Subtracting Five, Six, Seven, Eight, Nine, Ten, Eleven, and Twelve
  - Discuss:
    -
  - Written work:
    - 1st Grade Mathematics p. 39 (XV)

Day 3: Working with numbers

- Mastery Practice:
  - p. 31 Lesson LIX
- Discuss:
  -
- Explore:

- ◦
- Written work:
  - ◦ 1st Grade Mathematics p. 40 (Lesson XVI)
    - ▪ Have students write out and solve the problems.
    - ▪ Also, have students speak and solve the problems.
    - ▪ Be sure the students correctly label the final problem in the lesson.

Week 23   ☐

Topics:

- Addition
- Subtraction

Words to Remember:

- From: indicating separation or removal
- And: used to connect two numbers to indicate that they are being added together
- Are: amount to
- Leaves: allow to remain ORIGIN Old English lǣfan'bequeath,' also 'allow to remain, leave in place,' of Germanic origin; related to German bleiben 'remain.'

Textbook reference and written work:

- 1st Grade Mathematics p. 40-41

Materials

- Math Notebook
- Math Facts flashcards
- Math Facts sheets (optional)
- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- Buttons, pebbles, or some other small item of which there could be many

Suggested Daily Schedule:

Day 1: Working with numbers

- Mastery Practice:
  - ◦ p. 27 (Lesson LI)
- Explore:
  - ◦
- Discuss:
  - ◦
- Note:
  - ◦
- Written work:
  - ◦ 1st Grade Mathematics p. 40 (Lesson XVII)
    - ▪ Have students write out and solve the problems.
    - ▪ Also, have students speak and solve the problems.
- Notes:
  - ◦
- Explore More:
  - ◦

Day 2: Working with numbers

- ◦ Mastery Practice:
  - ▪ Adding and Subtracting Four, Five, Six, Seven, Eight, Nine, Ten, Eleven, and Twelve
- ◦ Discuss:
  - ▪
- ◦ Written work:
  - ▪ 1st Grade Mathematics p. 41 (Lesson XVIII)
    - ▪ Have students write out and solve the problems.
    - ▪ Also, have students speak and solve the problems.
    - ▪ Be sure to have students correctly label the final problems.

Day 3: Working with numbers

- Mastery Practice:
  - p. 25 Lesson XLVII
- Discuss:
  -
- Explore:
  -
- Written work:
  - 1st Grade Mathematics p. 41 (Lesson XIX)
    - Have students write out and solve the problems.
    - Also, have students speak and solve the problems.
    - Be sure the students correctly label the final problem in the lesson.

Week 24 □

Topics:

- Money
- Addition
- Subtraction

Words to Remember:

- From: indicating separation or removal
- And: used to connect two numbers to indicate that they are being added together
- Are: amount to
- Leaves: allow to remain ORIGIN Old English lǣfan'bequeath,' also 'allow to remain, leave in place,' of Germanic origin; related to German bleiben 'remain.'
- Penny: a one-cent coin equal to one hundredth of a dollar
- Nickel: a five-cent coin equal to one fifth of a dollar; five cents
- Dime: a ten-cent coin equal to one tenth of a dollar
- Quarter: a coin representing 25 cents, one fourth of a dollar
-

Textbook reference and written work:

-

Materials

- Math Notebook
- Math Facts flashcards
- Math Facts sheets (optional)
- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- Buttons, pebbles, or some other small item of which there could be many
- 25 pennies
- 10 dimes
- 20 nickels
- 4 quarters
- Math Facts 1-12

Suggested Daily Schedule:

Day 1: Working with money

- Mastery Practice:
  - Math Facts 1-5
- Explore:
  - How many pennies equal a nickel? Count out that many pennies (5)
  - If I need 5 cents, how many different ways can I make 5 cents? (5 pennies or 1 nickel)
  - If I have 5 cents and I give my sister 2 cents, how many cents do I have left?
    - Which kind of coinage do I need to be able to give my sister 2 cents?
  - Which coin is 10 cents?
  - How many different ways can I make 10 cents? (have students formulate ways by manipulating the coins)
    - 5 cents and 5 cents are 10 cents, etc.
      - Write out the problems as they are formed.
  - Repeat this process with different amounts of money:
    - 15 cents

- - - 27 cents
    - 36 cents
    - etc.
  -
- Discuss:
  -
- Note:
  -
- Written work:
  -
- Notes:
  -
- Explore More:
  -

Day 2: Working with numbers

- - Mastery Practice:
    - Adding and Subtracting Four, Five, Six, Seven, Eight, Nine, Ten, Eleven, and Twelve
  - Discuss:
    -
  - Written work:
    - 1st Grade Mathematics p. 41 (Lesson XVIII)
      - Have students write out and solve the problems.
      - Also, have students speak and solve the problems.
      - Be sure to have students correctly label the final problems.

Day 3: Working with numbers

- Mastery Practice:
  - Math Facts 6-12
- Discuss:
  -
- Explore:
  -
- Written work:
  - 1st Grade Mathematics p. 41 (Lesson XIX)
    - Have students write out and solve the problems.
    - Also, have students speak and solve the problems.
    - Be sure the students correctly label the final problem in the lesson.

Week 25 ☐

Topics:

- Addition
- Subtraction

Words to Remember:

- From: indicating separation or removal
- And: used to connect two numbers to indicate that they are being added together
- Are: amount to
- Leaves: allow to remain ORIGIN Old English lǣfan'bequeath,' also 'allow to remain, leave in place,' of Germanic origin; related to German bleiben 'remain.'

Textbook reference and written work:

- 1st Grade Mathematics p. 42

Materials

- Math Notebook
- Math Facts flashcards
- Math Facts sheets (optional)
- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- Buttons, pebbles, or some other small item of which there could be many
- Math Facts 1-12

Suggested Daily Schedule:

Day 1: Working with numbers

- Mastery Practice:
  - <u>Math Facts 1-4</u>
- Explore:
  -
- Discuss:
  -
- Note:
  -
- Written work:
  - 1st Grade Mathematics p. 42 (Lesson XX- except story problems)
    - Have students write out and solve the problems.
    - Also, have students speak and solve the problems.
- Notes:
  -
- Explore More:
  -

Day 2: Working with numbers

- Mastery Practice:
  - <u>Math Facts 5-8</u>
- Discuss:
  -
- Written work:
  - 1st Grade Mathematics p. 42 (Lesson XXI- except story problems)
    - Have students write out and solve the problems.
    - Also, have students speak and solve the problems.

Day 3: Working with numbers

- Mastery Practice:
  - <u>Math Facts 9-12</u>
- Discuss:
  -
- Explore:
  -
- Written work:
  - 1st Grade Mathematics p. 42 (Lesson XX and XXI story problems)
    - Be sure the students correctly label the answers.

<u>Week 26</u>

Topics:

- Addition
- Subtraction

Words to Remember:

- From: indicating separation or removal
- And: used to connect two numbers to indicate that they are being added together
- Are: amount to
- Leaves: allow to remain ORIGIN Old English lǣfan'bequeath,' also 'allow to remain, leave in place,' of Germanic origin; related to German bleiben 'remain.'

Textbook reference and written work:

- 1st Grade Mathematics p. 43

Materials

- Math Notebook
- Math Facts flashcards
- <u>Math Facts sheets</u> (optional)
- Note cards

- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- Buttons, pebbles, or some other small item of which there could be many
- Math Facts 1-12

Suggested Daily Schedule:

Day 1: Working with numbers

- Mastery Practice:
  - Math Facts 1-4
- Explore:
  -
- Discuss:
  -
- Note:
  -
- Written work:
  - 1st Grade Mathematics p. 43 (Lesson XXII- except story problems)
    - Have students write out and solve the problems.
    - Also, have students speak and solve the problems.
- Notes:
  -
- Explore More:
  -

Day 2: Working with numbers

  - Mastery Practice:
    - Math Facts 5-8
  - Discuss:
    -
  - Written work:
    - 1st Grade Mathematics p. 43 (Lesson XXIII- except story problems)
      - Have students write out and solve the problems.
      - Also, have students speak and solve the problems.

Day 3: Working with numbers

- Mastery Practice:
  - Math Facts 9-12
- Discuss:
  -
- Explore:
  -
- Written work:
  - 1st Grade Mathematics p. 43 (Lesson XXII and XXIII story problems)
    - Be sure the students correctly label the answers.

Week 27

Topics:

- Addition
- Subtraction

Words to Remember:

- From: indicating separation or removal
- And: used to connect two numbers to indicate that they are being added together
- Are: amount to
- Leaves: allow to remain ORIGIN Old English lǣfan'bequeath,' also 'allow to remain, leave in place,' of Germanic origin; related to German bleiben 'remain.'

Textbook reference and written work:

- 1st Grade Mathematics p. 44

Materials

- Math Notebook

- Math Facts flashcards
- [Math Facts sheets](#) (optional)
- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- Buttons, pebbles, or some other small item of which there could be many
- [Math Facts 1-12](#)

Suggested Daily Schedule:

Day 1: Working with numbers

- Mastery Practice:
  - [Math Facts 1-4](#)
- Explore:
  -
- Discuss:
  -
- Note:
  -
- Written work:
  - 1st Grade Mathematics p. 44 (Lesson XXIV- except story problems)
    - Have students write out and solve the problems.
    - Also, have students speak and solve the problems.
- Notes:
  -
- Explore More:
  -

Day 2: Working with numbers

- Mastery Practice:
  - [Math Facts 5-8](#)
- Discuss:
  -
- Written work:
  - 1st Grade Mathematics p. 44 (Lesson XXV- except story problems)
    - Have students write out and solve the problems.
    - Also, have students speak and solve the problems.

Day 3: Working with numbers

- Mastery Practice:
  - [Math Facts 9-12](#)
- Discuss:
  -
- Explore:
  -
- Written work:
  - 1st Grade Mathematics p. 44 (Lesson XXIV and XXV story problems)
    - Be sure the students correctly label the answers.

Week 28 ▫

Topics:

- Addition
- Subtraction

Words to Remember:

- From: indicating separation or removal
- And: used to connect two numbers to indicate that they are being added together
- Are: amount to
- Leaves: allow to remain ORIGIN Old English lǣfan'bequeath,' also 'allow to remain, leave in place,' of Germanic origin; related to German bleiben 'remain.'

Textbook reference and written work:

- 1st Grade Mathematics p. 45

Materials

- Math Notebook
- Math Facts flashcards
- Math Facts sheets (optional)
- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- Buttons, pebbles, or some other small item of which there could be many
- Math Facts 1-12

Suggested Daily Schedule:

Day 1: Working with numbers

- Mastery Practice:
  - Math Facts 1-4
- Explore:
  -
- Discuss:
  -
- Note:
  -
- Written work:
  - 1st Grade Mathematics p. 45 (Lesson XXVI- except story problems)
    - Have students write out and solve the problems.
    - Also, have students speak and solve the problems.
- Notes:
  -
- Explore More:
  -

Day 2: Working with numbers

  - Mastery Practice:
    - Math Facts 5-8
  - Discuss:
    -
  - Written work:
    - 1st Grade Mathematics p. 45 (Lesson XXVII- except story problems)
      - Have students write out and solve the problems.
      - Also, have students speak and solve the problems.

Day 3: Working with numbers

- Mastery Practice:
  - Math Facts 9-12
- Discuss:
  -
- Explore:
  -
- Written work:
  - 1st Grade Mathematics p. 45 (Lesson XXVI and XXVII story problems)
    - Be sure the students correctly label the answers.

📁 Week 29

Not available

Week 30

Topics:

- Addition
- Subtraction

Words to Remember:

- From: indicating separation or removal

- And: used to connect two numbers to indicate that they are being added together
- Are: amount to
- Leaves: allow to remain ORIGIN Old English lǣfan'bequeath,' also 'allow to remain, leave in place,' of Germanic origin; related to German bleiben 'remain.'

Textbook reference and written work:

- 1st Grade Mathematics p. 12 and 14

Materials

- Math Notebook
- Math Facts flashcards
- Math Facts sheets (optional)
- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- Buttons, pebbles, or some other small item of which there could be many
- Math Facts 1-12

Suggested Daily Schedule:

Day 1: Working with numbers

- Mastery Practice:
  - Math Facts 1-4
- Explore:
  -
- Discuss:
  -
- Note:
  -
- Written work:
  - 1st Grade Mathematics p. 12 (Lesson XX)
    - Be sure the students correctly label the answers.
- Notes:
  -
- Explore More:
  -

Day 2: Working with numbers

  - Mastery Practice:
    - Math Facts 5-8
  - Discuss:
    -
  - Written work:
    - 1st Grade Mathematics p. 14 (Lesson XXIV)
      - Be sure the students correctly label the answers.

Day 3: Working with numbers

- Mastery Practice:
  - Math Facts 9-12
- Discuss:
  -
- Explore:
  -
- Written work:
  - 1st Grade Mathematics (finish work from previous days)
    - Be sure the students correctly label the answers.

Week 31

Topics:

- Addition
- Subtraction

Words to Remember:

- From: indicating separation or removal
- And: used to connect two numbers to indicate that they are being added together
- Are: amount to
- Leaves: allow to remain ORIGIN Old English lǣfan'bequeath,' also 'allow to remain, leave in place,' of Germanic origin; related to German bleiben 'remain.'

Textbook reference and written work:

- 1st Grade Mathematics p. 16 and 18

Materials

- Math Notebook
- Math Facts flashcards
- Math Facts sheets (optional)
- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- Buttons, pebbles, or some other small item of which there could be many
- Math Facts 1-12

Suggested Daily Schedule:

Day 1: Working with numbers

- Mastery Practice:
  - Math Facts 1-4
- Explore:
  -
- Discuss:
  -
- Note:
  -
- Written work:
  - 1st Grade Mathematics p. 16 (Lesson XXVIII)
    - Be sure the students correctly label the answers.
- Notes:
  -
- Explore More:
  -

Day 2: Working with numbers

- Mastery Practice:
  - Math Facts 5-8
- Discuss:
  -
- Written work:
  - 1st Grade Mathematics p. 18 (Lesson XXXII)
    - Be sure the students correctly label the answers.

Day 3: Working with numbers

- Mastery Practice:
  - Math Facts 9-12
- Discuss:
  -
- Explore:
  -
- Written work:
  - 1st Grade Mathematics (finish work from previous days)
    - Be sure the students correctly label the answers.

Week 32

□

Topics:

- Addition
- Subtraction

Words to Remember:

- From: indicating separation or removal
- And: used to connect two numbers to indicate that they are being added together
- Are: amount to
- Leaves: allow to remain ORIGIN Old English lǣfan'bequeath,' also 'allow to remain, leave in place,' of Germanic origin; related to German bleiben 'remain.'

Textbook reference and written work:

- 1st Grade Mathematics p. 20

Materials

- Math Notebook
- Math Facts flashcards
- Math Facts sheets (optional)
- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- Buttons, pebbles, or some other small item of which there could be many
- Math Facts 1-12

Suggested Daily Schedule:

Day 1: Working with numbers

- Mastery Practice:
  - Math Facts 1-4
- Explore:
  -
- Discuss:
  -
- Note:
  -
- Written work:
  - 1st Grade Mathematics p. 20 (Lesson XXXVI #1-8)
    - Be sure the students correctly label the answers.
- Notes:
  -
- Explore More:
  -

Day 2: Working with numbers

  - Mastery Practice:
    - Math Facts 5-8
  - Discuss:
    -
  - Written work:
    - 1st Grade Mathematics p. 20 (Lesson XXXVI #9-16)
      - Be sure the students correctly label the answers.

Day 3: Working with numbers

- Mastery Practice:
  - Math Facts 1-12
- Discuss:
  -
- Explore:
  -
- Written work:
  - 1st Grade Mathematics (finish work from previous days)
    - Be sure the students correctly label the answers.

Week 33

Topics:

- Addition
- Subtraction

Words to Remember:

- From: indicating separation or removal
- And: used to connect two numbers to indicate that they are being added together
- Are: amount to
- Leaves: allow to remain ORIGIN Old English lǣfan'bequeath,' also 'allow to remain, leave in place,' of Germanic origin; related to German bleiben 'remain.'

Textbook reference and written work:

- 1st Grade Mathematics p. 22 and 24

Materials

- Math Notebook
- Math Facts flashcards
- Math Facts sheets (optional)
- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- Buttons, pebbles, or some other small item of which there could be many
- Math Facts 1-12

Suggested Daily Schedule:

Day 1: Working with numbers

- Mastery Practice:
  - Math Facts 1-4
- Explore:
  -
- Discuss:
  -
- Note:
  -
- Written work:
  - 1st Grade Mathematics p. 22 (Lesson XL)
    - Be sure the students correctly label the answers.
- Notes:
  -
- Explore More:
  -

Day 2: Working with numbers

  - Mastery Practice:
    - Math Facts 5-8
  - Discuss:
    -
  - Written work:
    - 1st Grade Mathematics p. 24 (Lesson XLIV)
      - Be sure the students correctly label the answers.

Day 3: Working with numbers

- Mastery Practice:
  - Math Facts 1-12
- Discuss:
  -
- Explore:
  -
- Written work:
  - 1st Grade Mathematics (finish work from previous days)
    - Be sure the students correctly label the answers.

Week 34

Topics:

- Addition
- Subtraction

Words to Remember:

- From: indicating separation or removal
- And: used to connect two numbers to indicate that they are being added together
- Are: amount to
- Leaves: allow to remain ORIGIN Old English lǣfan'bequeath,' also 'allow to remain, leave in place,' of Germanic origin; related to German bleiben 'remain.'

Textbook reference and written work:

- 1st Grade Mathematics p. 26

Materials

- Math Notebook
- Math Facts flashcards
- Math Facts sheets (optional)
- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- Buttons, pebbles, or some other small item of which there could be many
- Math Facts 1-12

Suggested Daily Schedule:

Day 1: Working with numbers

- Mastery Practice:
  - Math Facts 1-4
- Explore:
  -
- Discuss:
  -
- Note:
  -
- Written work:
  - 1st Grade Mathematics p. 26 (Lesson XLVIII #1-8)
    - Be sure the students correctly label the answers.
- Notes:
  -
- Explore More:
  -

Day 2: Working with numbers

  - Mastery Practice:
    - Math Facts 5-8
  - Discuss:
    -
  - Written work:
    - 1st Grade Mathematics p. 26 (Lesson XLVIII #9-16)
      - Be sure the students correctly label the answers.

Day 3: Working with numbers

- Mastery Practice:
  - Math Facts 1-12
- Discuss:
  -
- Explore:
  -
- Written work:
  - 1st Grade Mathematics (finish work from previous days)
    - Be sure the students correctly label the answers.

Week 35

Topics:

- Addition
- Subtraction

Words to Remember:

- From: indicating separation or removal
- And: used to connect two numbers to indicate that they are being added together
- Are: amount to
- Leaves: allow to remain ORIGIN Old English lǣfan 'bequeath,' also 'allow to remain, leave in place,' of Germanic origin; related to German bleiben 'remain.'

Textbook reference and written work:

- 1st Grade Mathematics p. 28

Materials

- Math Notebook
- Math Facts flashcards
- Math Facts sheets (optional)
- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- Buttons, pebbles, or some other small item of which there could be many
- Math Facts 1-12

Suggested Daily Schedule:

Day 1: Working with numbers

- Mastery Practice:
  - Math Facts 1-4
- Explore:
  -
- Discuss:
  -
- Note:
  -
- Written work:
  - 1st Grade Mathematics p. 28 (Lesson LII #1-7)
    - Be sure the students correctly label the answers.
- Notes:
  -
- Explore More:
  -

Day 2: Working with numbers

  - Mastery Practice:
    - Math Facts 5-8
  - Discuss:
    -
  - Written work:
    - 1st Grade Mathematics p. 28 (Lesson LII #8-14)
      - Be sure the students correctly label the answers.

Day 3: Working with numbers

- Mastery Practice:
  - Math Facts 1-12
- Discuss:
  -
- Explore:
  -
- Written work:
  - 1st Grade Mathematics (finish work from previous days)
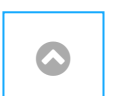   - Be sure the students correctly label the answers.

Week 36

Topics:

- Addition
- Subtraction

Words to Remember:

- From: indicating separation or removal
- And: used to connect two numbers to indicate that they are being added together
- Are: amount to
- Leaves: allow to remain ORIGIN Old English lǽfan'bequeath,' also 'allow to remain, leave in place,' of Germanic origin; related to German bleiben 'remain.'

Textbook reference and written work:

- 1st Grade Mathematics p. 30

Materials

- Math Notebook
- Math Facts flashcards
- Math Facts sheets (optional)
- Note cards
- 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 written on individual note cards
- Buttons, pebbles, or some other small item of which there could be many
- Math Facts 1-12

Suggested Daily Schedule:

Day 1: Working with numbers

- Mastery Practice:
  - Math Facts 1-4
- Explore:
  -
- Discuss:
  -
- Note:
  -
- Written work:
  - 1st Grade Mathematics p. 30 (Lesson LVI #1-8)
    - Have students write out their work when solving the problems.
    - Be sure the students correctly label the answers.
- Notes:
  -
- Explore More:
  -

Day 2: Working with numbers

  - Mastery Practice:
    - Math Facts 5-8
  - Discuss:
    -
  - Written work:
    - 1st Grade Mathematics p. 30 (Lesson LVI #9-16)
      - Have students write out their work when solving the problems.
      - Be sure the students correctly label the answers.

Day 3: Working with numbers

- Mastery Practice:
  - Math Facts 1-12
- Discuss:
  -
- Explore:
  -
- Written work:
  - 1st Grade Mathematics (finish work from previous days)
    - Be sure the students correctly label the answers.