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# Readiness Evaluation Answer Key

1 Write the numbers.

Readiness Evaluation

452 has a 2 in the ones place.

918 has a 9 in the hundreds' place.

763 has a 6 in the tens' place.

2 Write the numbers.

495 = 400 + 90 + 5      $500 + 30 + 8 =$  538

817 = 800 + 10 + 7      $900 + 10 + 6 =$  916

3 Write the correct time.



5:00



6:45



3:30



10:15

4 Write the value of each coin.



10 ¢



25 ¢



25 ¢



5 ¢



1 ¢



10 ¢



1 ¢



5 ¢



1 (one)



5

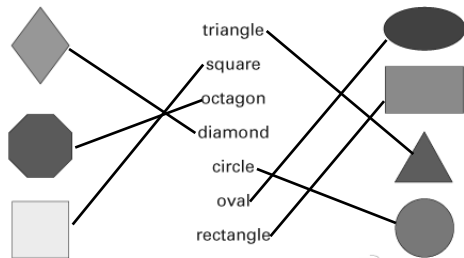
5 Add.

|            |            |            |            |            |            |            |            |
|------------|------------|------------|------------|------------|------------|------------|------------|
| 29         | 35         | 44         | 13         | 18         | 59         | 37         | 53         |
| +33        | +55        | +29        | +67        | +33        | +29        | +87        | +49        |
| <u>62</u>  | <u>90</u>  | <u>73</u>  | <u>80</u>  | <u>51</u>  | <u>88</u>  | <u>124</u> | <u>102</u> |
| 38         | 63         | 58         | 47         | 92         | 97         | 43         | 42         |
| +88        | +99        | +42        | +77        | +19        | +88        | +27        | +77        |
| <u>126</u> | <u>162</u> | <u>100</u> | <u>124</u> | <u>111</u> | <u>185</u> | <u>70</u>  | <u>119</u> |

6 Write = or ≠ between each set.

$3 + 7 = 10$       $7 + 9 = 16$       $5 + 9 \neq 13$   
 $4 + 9 \neq 12$       $5 + 3 \neq 9$       $6 + 8 = 14$

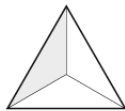
7 Draw a line to match the shape to its name.



8 Subtract.

|           |           |           |           |           |           |           |           |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 11        | 16        | 17        | 12        | 15        | 13        | 11        | 13        |
| - 9       | - 8       | - 7       | - 6       | - 8       | - 7       | - 3       | - 6       |
| <u>2</u>  | <u>8</u>  | <u>10</u> | <u>6</u>  | <u>7</u>  | <u>6</u>  | <u>8</u>  | <u>7</u>  |
| 12        | 14        | 17        | 11        | 15        | 13        | 18        | 16        |
| - 5       | - 8       | - 8       | - 4       | - 7       | - 4       | - 9       | - 8       |
| <u>7</u>  | <u>6</u>  | <u>9</u>  | <u>7</u>  | <u>8</u>  | <u>9</u>  | <u>9</u>  | <u>8</u>  |
| 68        | 99        | 72        | 33        | 78        | 55        | 57        | 78        |
| -46       | -35       | -52       | -20       | -24       | -43       | -24       | -27       |
| <u>22</u> | <u>64</u> | <u>20</u> | <u>13</u> | <u>54</u> | <u>12</u> | <u>33</u> | <u>51</u> |

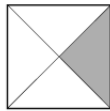
9 Write the fractional part that is shaded.



$\frac{1}{3}$



$\frac{1}{8}$



$\frac{1}{4}$



$\frac{1}{5}$



$\frac{1}{2}$



$\frac{1}{6}$

10 How many eggs are in a dozen? 12



3 (three)



4 (four)

11 Write < or > between each set.

$135 < 144$       $116 < 173$   
 $173 > 167$       $183 < 200$



12 Circle every third number after 7.

7   8   9   10   11   12   13   14   15  
16   17   18   19   20   21   22   23   24  
25   26   27   28   29   30   31   32   33

Write the circled numbers on the blanks.

7   10   13   16   19   22   25   28   31

13 Write the value of each set of coins.



48 ¢



56 ¢



42 ¢



87 ¢



4 (four)



8



# Manipulatives

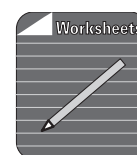
| Manipulative Name       | Description                           | Used In Lesson  |
|-------------------------|---------------------------------------|---|
| Books (5)               | any size                              | 130   |
| Brad                    | one per student                       | 21  |
| Butter                  | lb.                                   | 127   |
| Calendar                | picture                               | 54, 69, 70, 71, 73, 74, 126, 135  |
| Clock model             | large                                 | 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 38, 39, 40, 42, 43, 44, 45, 46, 47, 48, 49, 62, 63, 72, 73, 74, 75, 76, 77, 88, 89, 101, 102, 103, 124, 125, 126, 135, 152, 153   |
| Clock model             | small                                 | 21, 22, 24, 25, 28, 38, 39, 40, 44, 45, 47, 48, 62, 63, 75, 88, 89, 90, 102, 103, 124, 152, 153   |
| Cloth                   | $\frac{1}{2}$ yard of burlap or denim | 7   |
| Construction paper      |                                       | 21, 150   |
| Counting chips          | 20 per student                        | 2, 60, 71, 86, 91, 98, 127, 134, 135, 136, 159  |
| Cubes                   | 5                                     | 146, 147  |
| Dictionary              |                                       | 98  |
| Dole rod                | $\frac{1}{4}$ inch<br>12 inches long  | 7   |
| Erasers                 |                                       | 119, 129  |
| Flannel board           |                                       | 107, 123, 149, 150, 152   |
| Flannel board materials |                                       | 107, 123, 149, 150, 152   |
| Flash cards             | addition facts                        | 3, 4, 5, 6, 7, 8, 9, 10, 15, 20, 25, 30, 32, 34, 35, 37, 39, 40, 42, 44, 45, 47, 49, 50, 52, 54, 55, 57, 59, 60, 62, 63, 64, 65, 67, 69, 70, 72, 74, 75, 77, 79, 80, 82, 84, 85, 87, 89, 90, 91, 92, 94, 95, 97, 99, 100, 102, 104, 105, 107, 110, 112, 114, 115, 117, 119, 120, 122, 124, 125, 127, 129, 130, 132, 134, 135, 137, 139, 140, 142, 144, 145, 147, 149, 150, 152, 154, 155, 157, 159, 160 |

**Activities:**

1. Have the student(s) count to 100 using the *number chart* if necessary. Remind them that the numbers used in counting are called cardinal numbers.
2. Have the student(s) read the directions for ***Student Activity One***. Count out loud, together, each of the objects in the first set. They should be able to count the remaining sets by themselves.
3. Ask the student(s) to write the numbers 0–10 on a clean sheet of paper. Check each number to see that it is correctly formed. When the student(s) can form the numbers 0–10 correctly, let them complete ***Student Activity Two*** on their own using a *number chart* only if needed.
4. Using the *number chart*, point to several numbers and have the student(s) tell the number that comes before and after each number. Remind them that the number that comes before is one less, one taken away, or one subtracted from the given number. The number that comes after is one more, plus one, or one added to the given number. *Worksheet 1* may be used by the student(s) for ***Student Activity Three***.
5. Have the student(s) read and spell the words on both sides (first, 1st) of the *flash cards for ordinal numbers* 1–10. Notice the spelling for the words “fifth” (“ve” changed to “f”) and “ninth” (the “e” has been dropped). After putting the flash cards out of order, place the card that says “first” on the chalk board rail. Ask a student to choose the next card that should be placed on the chalk board rail to put them in order. Continue in the same way until all the cards have been arranged in correct order. Have the student(s) point to the first ordinal number in ***Student Activity Four***. Have them point to the second blank and tell you what letter should be placed on that blank (E). Continue helping those who need it until all blanks have been filled.
6. Since this may be the first time many student(s) have worked a cross-number puzzle, make a large copy of the puzzle in ***Student Activity Five*** on *poster board* or on the chalk board before class time. Have the student(s) read “1 across” and tell the answer. Write the answer for “1 across” on your cross-number puzzle as a guide for the student(s) to follow. The *number chart* may be useful. Complete the puzzle in the same manner.
7. After doing the first two sets of numbers with the student(s) in ***Student Activity Six***, they should be able to continue without further help.

**Worksheets:**

1. *Worksheet 1* – Number chart 0–99



# Lesson 2



## Concepts:

Counting by ones, before and after by ones, ordinal numbers, sets, and one-to-one correspondence



## Objectives:

1. The student shall be able to count out loud by ones to 100.
2. The student shall be able to draw a circle around the smaller of two given numbers.
3. The student shall be able to write the missing numbers from 50 to 99.
4. The student shall be able to write the numbers that come before and after a given number when counting by ones.
5. The student shall be able to draw a line to match a written ordinal number to the corresponding abbreviated form of the ordinal number.
6. The student shall be able to correctly count the objects in a given set and write the number.



## Teaching Tips:

1. When doing activity 6, discuss with the student(s) the different places they have seen and used ordinal numbers and their abbreviations. Suggest the newspaper, street signs, grades, names of companies, names of churches, and anniversaries.



## Materials, Supplies, & Equipment:

1. Number chart 0–99
2. Flash cards for ordinal numbers
3. Counting chips

**Activities:**

1. Count out loud with the student(s) from 1 to 100 without the use of the *number chart*.
2. The student(s) should be able to complete ***Student Activity One*** independently once they have found the starting point at the number “1.” Make the *number chart* available for those who need it. You may want to give the student(s) time to color the picture after completing the entire lesson.
3. After discussing the directions, the student(s) should be able to complete ***Student Activity Two*** on their own.
4. Allow the student(s) to complete ***Student Activity Three*** using *Worksheet 1* only if necessary.
5. Using the *number chart*, point to several numbers and have the student(s) tell the number that is one less and the number that is one more than each number. Discuss with them how the number that comes before is one less than the given number and the number that comes after is one more than the given number. *Worksheet 1* may be used by the student(s) in completing ***Student Activity Four*** if needed.
6. Using the *flash cards for ordinal numbers*, drill 1–10 and discuss with the student(s) the abbreviated form of ordinal numbers. Remind them of the difference between cardinal numbers (counting numbers) and ordinal numbers (order or which one). Together, read out loud the directions and each of the ordinal numbers in ***Student Activity Five***. Instruct the student(s) to draw the necessary lines without further help.
7. Have the student(s) count 15 *counting chips* and then several other sets at their desk. Remind them to say only one number as they point to each chip. Allow the student(s) to count each set in ***Student Activity Six*** by themselves. If any of them have a difficult time keeping the counting of objects clear in their minds, have them draw a line through each object as they count off the numbers to themselves.

**Worksheets:**

1. *Worksheet 1* – Number chart 0–99



*Since courtesy is contagious, we need a good epidemic.*