

MATH

Teacher's Guide Part 2

▶ **1st Grade**

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MATH 100

Teacher's Guide Part 2

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INSTRUCTIONS FOR MATH

The first grade Teacher's Guides of the LIFEPAC curriculum are designed to provide a step-by-step procedure that will help the teacher prepare for and present each lesson effectively. In the early LIFEPACs, the teacher should read the directions and any other sentences to the children. However, as the school year progresses, the student should be encouraged to begin reading and following his own instructional material in preparation for the independent study approach that begins at the second grade level.

The remainder of the Teacher's Guide includes the following teacher aids:

1) Introduction of Skills

For each unit:

- 2) Materials Needed
- 3) Objectives
- 4) Teacher Instruction
- 5) Answer Keys
- 6) Alternate Tests

After the last unit:

- 7) Math Terms Glossary
- 8) Conversion Charts

The Introduction of Skills is a more detailed overview of skills than that presented in the *Scope and Sequence*. The Math Terms includes a glossary of math terms and a table

of measurements. The Teacher Instruction Pages contain guidelines for teaching each lesson. Additional learning activities provide opportunities for problem solving, encourage the student's interest in learning, and may be used as a reward for good study habits.

Math is a subject that requires skill mastery. But skill mastery needs to be applied toward active student involvement. The Teacher Instruction Pages list the required or suggested materials used in the LIFEPAC lessons. These materials include items generally available in the school or home. Pencils, paper, crayons, scissors, paste and/or glue stick are materials used on a regular basis. Construction paper, beads, buttons, and beans can be used for counting, sets, grouping, fractions, and patterning. Measurements require measuring cups, rulers, and empty containers. Boxes and similar items help in the study of solid shapes.

Any workbook assignment that can be supported by a real-world experience will enhance the student's ability for problem solving. There is an infinite challenge for the teacher to provide a meaningful environment for the study of math. It is a subject that requires constant assessment of student progress. Do not leave the study of math in the classroom.

MATH 100 INTRODUCTION OF SKILLS

CONCEPT	LIFEPAC	SECTION	CONCEPT	LIFEPAC	SECTION
Story problems					
oral problems	101	4			
	103	3			
oral/written	103	5			
written	104	4			
Subtraction					
facts to 9	101	3			
facts to 10	102	2			
facts to 12	107	3			
facts to 18	108	1,3			
1-digit from 10's n/b*	109	4			
2 numbers, 2 digits n/b*	109	4			
Time					
to hour	103	4			
to half-hour	105	3			
to quarter-hour	106	4			
to 5 minutes	108	2			
A.M., P.M.	107	4			
Write numbers					
to 99	101	1-3			
to 200	107	1			
Zero as a place holder	107	2			

*n/b = no borrowing

PAGES 4 & 5: SKIP COUNTING, ODD AND EVEN NUMBERS

MATERIALS NEEDED

- pencils
- chart of numbers 1 to 99—LIFEPAC 101 (or any chart displaying numbers 1–99)
- addition fact cards through 5's

Concepts:

counting by 2's, 5's, and 10's; odd and even numbers

Teacher Goals:

To teach the children to count by 2's, 5's, and 10's and to recognize odd and even numbers.

Teaching Pages 4 and 5:

Review skip counting with the children using their chart of numbers. Tell them to start at different points on the chart and count by 2's, 5's, and 10's.

Turn to pages 4 and 5. Read each set of directions with the students. Have them complete each exercise independently. Those students who are having difficulty may use their chart of numbers.

Review *odd* and *even* numbers. Remind the students that they say the even numbers when they count by 2's. The students should begin to recognize that all *even* numbers end in 0, 2, 4, 6, or 8 and that all *odd* numbers end in 1, 3, 5, 7, or 9. Use the chart of numbers to point to several different numbers and ask the students to identify the numbers as *odd* or *even*. Complete page 5. Review addition fact cards through 5's.

Skip Counting



Count by 10!

10, 20, 30, 40, 50,
60, 70, 80, 90



Count by 2!

2, 4, 6, 8, 10,
12, 14, 16, 18, 20,
22, 24, 26, 28, 30,
32, 34, 36, 38, 40,
42, 44, 46, 48, 50,
52, 54, 56, 58, 60,
62, 64, 66, 68, 70,
72, 74, 76, 78, 80,
82, 84, 86, 88, 90,
92, 94, 96, 98



Count by 5!

5, 10, 15, 20, 25, 30,
35, 40, 45, 50, 55, 60,
65, 70, 75, 80, 85, 90



Circle the odd numbers.



8 15 23 12 16
2 11 26 48 13



Circle the even numbers.



14 26 41 8 25
3 18 31 22 44

2. NUMBER WORDS TO 99

PAGES 8 & 9: NUMBERS AS WORDS

MATERIALS NEEDED

- pencils
- paper

Concept:

number words to 99

Teacher Goal:

To teach the children to read and write number words to ninety-nine (99).

Teaching Pages 8 and 9:

Turn to page 8. Have the students read the number words to *nineteen* aloud. Point to the numbers 10 through 90. Have the children say the numbers aloud. Remind them that this is skip counting by 10's. Have the students use a piece of paper to cover the number symbols and ask them to say the number words aloud. Point out that the *u* is dropped in the spelling of the word *forty*. Compare the location of the *r* in three to its position in the word *thirty*. Ask the students to point to the words *twenty* and *three*. Tell them that we put a hyphen between the two words to join them together and make them one word. Tell the students to write the word *forty* on a piece of paper. Have them write the word *six* next to it. Explain to the students that these numbers mean two different sets—one set of *forty* and one set of *six*. They must add a hyphen between the words to show they mean one set of *forty-six*. Point to the word *seventy-one* on page 8 and have the students say it aloud.

NUMBER WORDS TO 99 | Unit 6

2. NUMBER WORDS TO 99

1	one	11	eleven
2	two	12	twelve
3	three	13	thirteen
4	four	14	fourteen
5	five	15	fifteen
6	six	16	sixteen
7	seven	17	seventeen
8	eight	18	eighteen
9	nine	19	nineteen

10	ten	23	twenty-three
20	twenty	46	forty-six
30	thirty	71	seventy-one

40	forty
50	fifty
60	sixty
70	seventy
80	eighty
90	ninety



8 | Section 2

Unit 6 | NUMBER WORDS TO 99



Write the words on the line.

38	<u>thirty-eight</u>
21	<u>twenty-one</u>
47	<u>forty-seven</u>
83	<u>eighty-three</u>
99	<u>ninety-nine</u>
25	<u>twenty-five</u>
54	<u>fifty-four</u>
66	<u>sixty-six</u>
92	<u>ninety-two</u>
80	<u>eighty</u>
75	<u>seventy-five</u>
19	<u>nineteen</u>



Match.

88	↗	↖	ninety
99	↗	↖	seventy-six
37	↗	↖	twenty-nine
78	↗	↖	forty-two
90	↗	↖	forty-five
29	↗	↖	eighty-eight
42	↗	↖	thirty-three
45	↗	↖	ninety-nine
76	↗	↖	thirty-seven
63	↗	↖	forty-nine
49	↗	↖	seventy-eight
33	↗	↖	sixty-three



Write the missing number word.

Three plus eight equals eleven.

Nine plus seven equals sixteen.

Seven plus five equals twelve.

Six plus four equals ten.

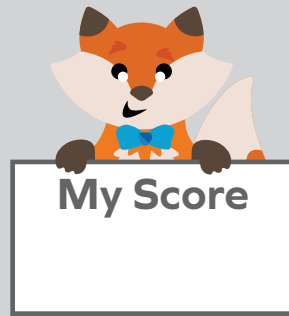
Section 2 | 9

MATH 106

ALTERNATE LIFEPAC TEST

Name _____

Date _____



Each answer = 1 point, except where otherwise noted

Write the answer to the facts.

$$\begin{array}{r} 6 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ - 3 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ - 0 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ - 5 \\ \hline \end{array}$$

Count by 2's, 5's, and 10's. (each row, 1 point)

2, _____, 6, _____, _____, 12, 14

_____, 10, _____, _____, 25, 30, _____

10, 20, _____, _____, _____, 60, 70

Circle the odd numbers. (2 points)

10 27 39 82 46 73 55

2. ORDINAL NUMBERS

PAGE 9: ORDINAL NUMBERS

MATERIALS NEEDED

- pencils
- group of ten dissimilar objects

Concept:

ordinal numbers to tenth

Teacher Goal:

To teach the children to tell objects in number order from first to tenth.






Teaching Page 9:






Place a group of objects in front of the students. Have them describe the objects in order as *first*, *second*, *third*, and so on through *tenth*. Point to different objects at random and have the students describe the objects by number order. Have the students rearrange the objects and describe them again in number order.


Turn to page 9. Ask the students to identify each object at the top of the page. Tell them to point to each one in order and say, “first, second, third” continuing to the jack-in-the-box. Read the directions with the students and have them point to the words *first* through *tenth* and say them aloud. Tell the children to read the sentences and write the correct word. Let them write the name of their favorite toy. (It does not have to be from the pictures at the top of the page.)

Unit 7 | COUNT TO 200, SUBTRACT TO 12

2. ORDINAL NUMBERS



Write the word for “Which one?”

first	second	third	fourth	fifth
sixth	seventh	eighth	ninth	tenth

The car is the third toy.

The ball is the first toy.

The whistle is the ninth toy.

The train is the seventh toy.

The bicycle is the fifth toy.

The jack-in-the-box is the tenth toy.

The paint set is the sixth toy.

The bear is the second toy.

The block is the fourth toy.

The bat is the eighth toy.

My favorite toy is Teacher check.

Section 2 | 9

PAGES 10 & 11: CALENDAR

MATERIALS NEEDED

- pencils
- current calendar showing months of year
- crayons

Concept:

time on the calendar

Teacher Goal:

To teach the children to read and write time on a calendar.

Teaching Pages 10 and 11:

Students will need to use a current calendar to complete this assignment. Use the calendar to review the name of the current year and the months of the year.

Turn to page 10 and read the title at the top of the page. Read the words *January* through *December* with the students and ask what they represent. Have the students fill in the name of today's month and today's year by copying from the current calendar. Read the next group of words with the students and ask what they represent. Tell the students to write the days of the week on the slanted lines above the calendar. Have the children continue answering questions and following instructions on pages 10 and 11 to complete the calendar on page 10. Let the children finish the exercise by drawing a picture of something fun that they did or plan to do in the current month.

Calendar

Today's Month

Teacher check / 20
 (month) (year)

Sunday / *Monday* / *Tuesday* / *Wednesday* / *Thursday* / *Friday* / *Saturday*

			Teacher check			

Write the name of today's month on the line.

January February March April May June July
August September October November December

Write the year.

Write the days of the week on the lines.

Sunday Monday Tuesday Wednesday
Thursday Friday Saturday

What is the name of the first day of this month? Teacher check

Put the number 1 on the calendar for the first day.

How many days are in this month? Teacher check

Write the numbers for the days on the calendar.

What is the name of the last day of this month? Teacher check

What is the date today? Teacher check
 month date year

Circle the date for today on the calendar.

How many more days are in this month after today? Teacher check



Draw a picture of something fun that you did or are going to do this month. Tell what it is.

Teacher check

Something Fun: Teacher check

PAGE 11: NUMBER WORDS

MATERIALS NEEDED

- pencils

Concept:

number words to ninety-nine

Teacher Goal:

To teach the children to write number words to ninety-nine.

Teaching Page 11:

Turn to page 11. Read the directions with the students. In the first section, have them write the numbers in words on each line. Remind the students to use hyphens. Tell them to use good posture and to hold their pencils correctly. In the last section, the children should write the numbers using number symbols and then arrange the numbers in number order.



Write the number words.

11 eleven 15 fifteen
 12 twelve 16 sixteen
 13 thirteen 17 seventeen
 14 fourteen 18 eighteen
 19 nineteen

24 twenty-four
 52 fifty-two



Write the number symbols on the line.
 Write the numbers in order from smallest to largest.

thirteen 13 thirty-five 35 eleven 11 fifteen 15
 forty-three 43 eighty-nine 89 seven 7 sixty-two 62
7 11 13 15 35 43 62 89

1. COUNT TO 200

PAGES 2 & 3: NUMBERS TO 200

MATERIALS NEEDED

- pencils
- yellow, green, purple, and orange crayons

Concepts:

number order to 200, even and odd numbers, skip counting

Teacher Goals:

To teach the children to write numbers to 200, to recognize even and odd numbers, and to skip count by 2's, 5's, and 10's.

Teaching Pages 2 and 3:

Turn to page 2 and read the directions at the top of the page. When the children have completed this exercise, review even and odd numbers with them. Remind them that even numbers always end in 0, 2, 4, 6, or 8 and that odd numbers always end in 1, 3, 5, 7, or 9. Have the children complete the page.

Continue to page 3, and read the directions at the top of the page. When the students have completed writing the numbers, read the directions at the bottom of the page. When the children understand what they are to do, they may go on to complete the page.

COURSE REVIEW | Unit 10

1. COUNT TO 200



Write numbers to 100.
Write the number in each box.

0	1	2	3	4	5	6	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	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99
100									

0 1 2 3 4 5 6 7 8 9

Even numbers end in 0, 2, 4, 6, or 8.
Odd numbers end in 1, 3, 5, 7, or 9.

Color the even numbers from 12 to 22 purple. **Teacher check**

Color the odd numbers from 41 to 53 orange. **Teacher check**

2 | Section 1

Unit 10 | COURSE REVIEW



Write numbers to 200.
Write the number in each box.

100	101	102	103	104	105	106	107	108	109
110	111	112	113	114	115	116	117	118	119
120	121	122	123	124	125	126	127	128	129
130	131	132	133	134	135	136	137	138	139
140	141	142	143	144	145	146	147	148	149
150	151	152	153	154	155	156	157	158	159
160	161	162	163	164	165	166	167	168	169
170	171	172	173	174	175	176	177	178	179
180	181	182	183	184	185	186	187	188	189
190	191	192	193	194	195	196	197	198	199
200									

Begin at 0 and count by 10's to 200.
Write a yellow X on each number. **Teacher check**

Begin at 85 and count by 5's to 125.
Put a green circle around each number. **Teacher check**

Section 1 | 3



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