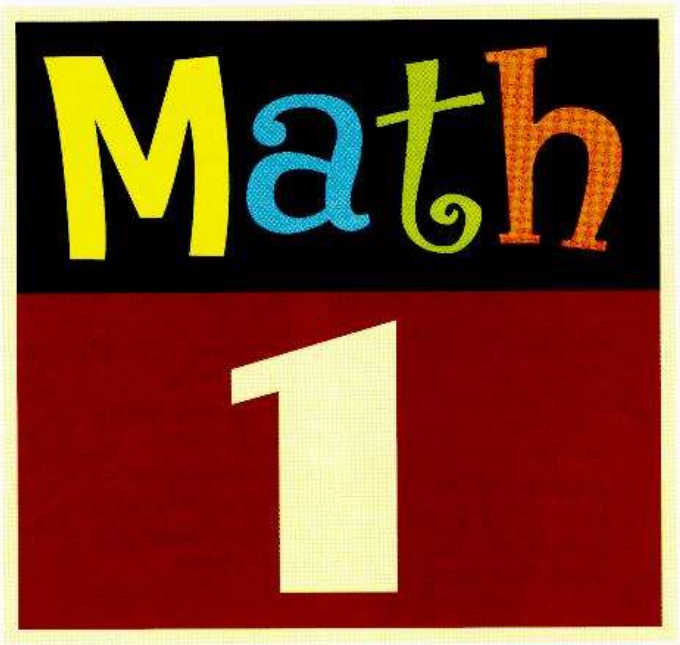


Third Edition

Teacher's Edition

BJU PRESS
Greenville, South Carolina

Table of Contents

Goals xi
Instructional Materials xii
Sample Lesson xiv
Review Features xvi
Teaching Tips xvii
Math 1 Scope & Sequence xx

CHAPTER 1

Numbers to 10

1 Chapter Overview
4 Zero, One, Two, Three
6 Four, Five; Ordinal Numbers
8 Six, Seven, Eight, Nine
10 Ten; Even Numbers
12 **Chapter 1 Review**
Math in the Home
14 **Kindergarten Review**

CHAPTER 2

Numbers to 20

15 Chapter Overview
18 Eleven, Twelve
20 Thirteen, Fourteen; Ordinal Numbers
22 Fifteen, Sixteen; Pictograph
24 Seventeen, Eighteen; Bar Graph
26 Nineteen, Twenty; Even & Odd Numbers
28 **Chapter 2 Review**
Math in the Home
30 **Cumulative Review**

CHAPTER 3

Addition Facts to 6

31 Chapter Overview
34 Complete Addition Sentences
36 Write Addition Sentences
38 Draw Pictures to Add
40 Vertical Form
42 Addition Names for 4, 5, and 6
44 Order of Addends
46 Chapter 3 Review
Math in the Home
48 Cumulative Review

CHAPTER 4

Place Value: Two-Digit Numbers

49 Chapter Overview
52 Tens & Ones in Numbers to 50
54 Expanded Form; Even & Odd
56 Greater Than & Less Than
58 Tens & Ones in Numbers to 100
60 Greater Than & Less Than with Numbers to 100
62 Count by 1s, 5s & 10s
64 Chapter 4 Review
Math in the Home
66 Introducing Hundreds
68 More Hundreds
70 Cumulative Review

CHAPTER 5

Subtraction Facts to 6

71 Chapter Overview
74 Beginning Subtraction
76 Subtraction Sentences
78 Cross Out to Subtract
80 Vertical Subtraction
82 Related Subtraction Facts
84 Number Names
86 Chapter 5 Review
Math in the Home
88 Cumulative Review

CHAPTER 6

Money

89 Chapter Overview
92 Penny, Nickel, Dime
94 Coin Collections
96 Counting Dimes & Pennies
98 Probability; Counting Nickels & Dimes
100 Chapter 6 Review
Math in the Home
102 Cumulative Review

CHAPTER 7

Addition Facts to 12

103 Chapter Overview
106 Count on 1 or 2
108 Zero & Order Principles
110 Add on Number Line; Double Facts
112 3 Addends
114 Add with 5
116 Names for 10
118 Chapter 7 Review
Math in the Home
120 Cumulative Review

CHAPTER 8

Time & Calendar

121 Chapter Overview
124 Order Events; Tell Time
126 Writing Time to the Hour; Reading Digital Time
128 Read a Table; Tell Hours Passed
130 Time to the Half-hour
132 Time to the Hour & Half-hour; Time Passed
134 Calendar
136 Chapter 8 Review
Math in the Home
138 Cumulative Review

CHAPTER 9

Fractions

139 Chapter Overview
142 Equal Parts; Halves
144 Thirds
146 Fourths
148 Part of a Set
150 Fair Shares
152 Probability; Tally Marks
154 Chapter 9 Review
Math in the Home
156 Cumulative Review

CHAPTER 10

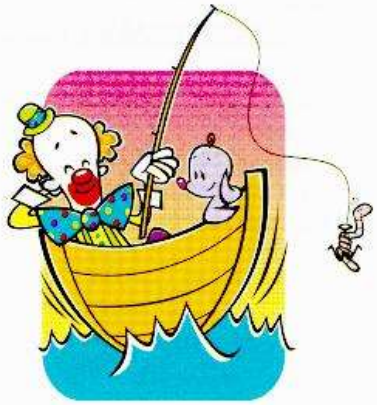
Subtraction Facts to 12

157 Chapter Overview
160 Count Back 1 or 2; Subtract 0
162 Subtract All; Subtract Nearly All
164 Compare to Subtract; Doubles
166 Missing Addend; Subtract from 10
168 Fact Families
170 Fact Families for 11; Missing Addend
172 Fact Families for 12; Missing Addend
174 Chapter 10 Review
Math in the Home
176 Cumulative Review

CHAPTER 11

Customary Measurement

177 Chapter Overview
180 Measure in Paper Clips & Inches
182 Estimate & Measure in Inches
184 Cups & Pints
186 Pints, Quarts & Gallons
188 More Than or Less Than a Pound
190 Read a Thermometer
192 Chapter 11 Review
Math in the Home
194 Cumulative Review



CHAPTER 12

Addition: Two-Digit Numbers

195 Chapter Overview
198 Add the Ones First
200 Two-Digit Addition
202 Adding Dimes & Pennies
204 Money Addition
206 Chapter 12 Review
Math in the Home
208 Rename 10 Ones
210 Rename 10 Pennies
212 Cumulative Review

CHAPTER 13

Subtraction: Two-Digit Numbers

213 Chapter Overview
216 Subtract the Ones First
218 Two-Digit Subtraction
220 Subtract the Pennies First
222 Subtracting Money
224 Chapter 13 Review
Math in the Home
226 Cumulative Review

CHAPTER 14

Money

227 Chapter Overview
230 Count Dimes or Nickels with Pennies
232 Count Dimes, Nickels & Pennies
234 Probability: Count Dimes, Nickels & Pennies
236 Quarters
238 Chapter 14 Review
Math in the Home
240 Cumulative Review

CHAPTER 15

Geometry

241 Chapter Overview
244 Solid Figures
246 More Solid Figures
248 Faces, Curves & Corners
250 Plane Figures
252 Same Shape, Size, or Color
254 Symmetry
256 Patterns
258 Chapter 15 Review
Math in the Home
260 Cumulative Review

CHAPTER 16

Place Value: Three-Digit Numbers

261 Chapter Overview
264 Hundreds, Tens, Ones
266 Missing Numbers
268 Writing Numbers to 1,000
270 Place Value
272 1 More, 1 Less; 10 More, 10 Less
274 Comparing Numbers
276 Chapter 16 Review
Math in the Home
278 Adding Large Numbers
280 Adding More Large Numbers
282 Cumulative Review

CHAPTER 17

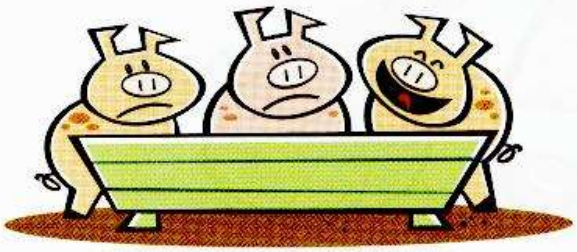
Metric Measurement

283 Chapter Overview
286 Measure in Centimeters
288 Estimate & Measure in Centimeters
290 Liter
292 Kilogram
294 Read a Celsius Thermometer
296 Measure Perimeter
298 Chapter 17 Review
Math in the Home
300 Cumulative Review

CHAPTER 18

Addition & Subtraction Facts

301 Chapter Overview
304 Add Doubles
306 Add Near Doubles
308 Add 9 or 10
310 Add 6, 7, 8
312 3 Addends
314 Double Fact Families
316 Fact Families for 13, 14; Missing Addend
318 Fact Families for 15, 16
320 Fact Families for 17, 18; Multi-step Problems
322 Chapter 18 Review
Math in the Home
324 Cumulative Review



CHAPTER 19

Money

325 Chapter Overview
328 Count Pennies with a Quarter
330 Count Nickels with a Quarter
332 Count Dimes with a Quarter
334 Count with 2 Quarters
336 Chapter 19 Review
Math in the Home
338 Equal Sets
340 Repeated Addition
342 Writing Repeated Addition Equations
344 Cumulative Review

CHAPTER 20

Time & Calendar

345 Chapter Overview
348 Time to the Hour & Half-hour
350 Time to 5 Minutes
352 Time to 5 Minutes; Time Passed
354 Calendar
356 Chapter 20 Review
Math in the Home
358 Cumulative Review

CHAPTER 21

Addition: Three-Digit Numbers

359 Chapter Overview
362 Add the Hundreds
364 More Addition Practice
366 Addition Check-up
368 Chapter 21 Review
Math in the Home
370 Rename 10 Ones
372 More Renaming
374 Cumulative Review

Sample Lesson

Objectives point out the skills to teach in the lesson.

Materials list items to collect or prepare ahead of time.

Practice and Review provides activities for practicing skills—such as counting, number recognition, and fact memorization—and for reviewing concepts.

Introduce the Lesson broadens the student's knowledge and interest in the community theme or initiates a discussion to cultivate biblical principles.

Teach for Understanding and **Check for Understanding** provide effective procedures for explaining math concepts, using manipulatives, and encouraging problem solving.

Encourage a Christian worldview by teaching biblical principles using Scripture, Bible Action Truths, and Bible Promises. Appendix pages A3–A5 provide explanations of Bible Action Truths and Bible Promises.

LESSON 63 | Worktext pages 133–34 | Correlated Math Reviews pages 131–32

Objectives
- Identify equal parts.
- Determine the fair share for 2, 3, and 4 people.

Teacher Materials
- Money Kit: 12 pennies, 9 nickels, 6 dimes
- Food items such as an apple, a graham cracker, a slice of bread, a candy bar, or Food Pictures transparencies (from Lesson 59). Cut the food items or draw lines to divide the Food Pictures into 2, 3, or 4 equal and unequal parts.
- Addition flashcards: 8 + 3, 3 + 8, and previously memorized addition facts

Student Materials
- Number Cards 0–12
- Counters: 12 cars
- Cheerios in a paper cup for each pair of students
- A napkin for each student

Practice and Review

Determine the value of a set of coins

1. Display 4 nickels and 3 pennies in random order.
   - What steps should we take in counting these coins? *separate the coins into nickels and pennies, count the nickels by 5s, and then count on the pennies by 1s*
2. Lead in counting the coins: *5, 10, 15, 20, (deep breath), 21, 22, 23.* Repeat the procedure for other combinations of nickels and pennies.
3. Display 3 dimes and 7 pennies in random order.
   - What steps should we take in counting these coins? *separate the coins into dimes and pennies, count the dimes by 10s, and then count on the pennies by 1s*
4. Lead the students in counting the coins: *10, 20, 30, (deep breath), 31, 32, 33, 34, 35, 36, 37.* Repeat the procedure for other combinations of dimes and pennies.

Memorize addition facts: 8 + 3, 3 + 8

1. Display the new flashcards slowly, one at a time. Select volunteers to give the answers.
2. Distribute Number Cards 0–12. Display each flashcard again. Direct the students to hold up the correct Number Card for each answer.
3. Practice these and the previously memorized addition facts several times.

Introduce the Lesson

1. Arrange the students in pairs. Distribute 2 napkins and a paper cup with a small amount of Cheerios in it to each pair of students. Read aloud this word problem.

> Digit bought some doughnuts at the bakery. He wants to share the doughnuts equally with Cecilia. How can he find out what a *fair share* will be?

2. Instruct one student in each pair to share the doughnuts (Cheerios) equally with his partner.
   - How did you decide what a fair share would be? *possible answer: distribute 1 piece of cereal at a time, alternating between the students in the pair*
   - Did anyone have a doughnut (Cheerio) left over? What did you do with it? *Answers will vary.*

Teach for Understanding

Identify equal parts

- What does *equal parts* mean? *Answers may vary.*

1. Elicit that *equal parts* means that an object or group of objects is divided into parts that are the same size. Point out that if there is a treat to be shared by 2 or more people, it is *fair* for each person to receive the same amount. *Fair shares* are equal parts.
2. Display the food items or Food Pictures that have been divided. Point to each item and direct the students to stand if they think it is divided into equal parts.

Determine the fair share for 2, 3, and 4 people

1. Display 6 dimes as you read aloud this word problem.

> Andrea collected 6 dimes. She wants to give her dimes to her 2 little sisters. How many dimes make a fair share for each little sister?

   - How many people will share the dimes? *2*
   - How many dimes are they sharing? *6*
2. Select 3 volunteers to be Andrea and her 2 sisters. Direct them to role-play this story: Andrea should take turns giving 1 dime to each "sister" until all the dimes are gone.
   - How many dimes make a fair share for each of the 2 sisters? *3 dimes*
3. Point out that when we share what we have with others, we show Christlikeness. [BAT: 5b Sharing] God shared His Son, Jesus, with us, even though we did not deserve it.
   - Why don't we deserve what Jesus did for us? *We are sinners.*
   - Why did God share His Son? *because of His great love for us* [BAT: 5a Love]
4. Continue to role-play using pennies, nickels, and dimes to find the fair share.
   - 8 nickels shared with 2 children *fair share = 4 nickels*
   - 9 nickels shared with 3 children *fair share = 3 nickels*
   - 12 pennies shared with 4 children *fair share = 3 pennies*

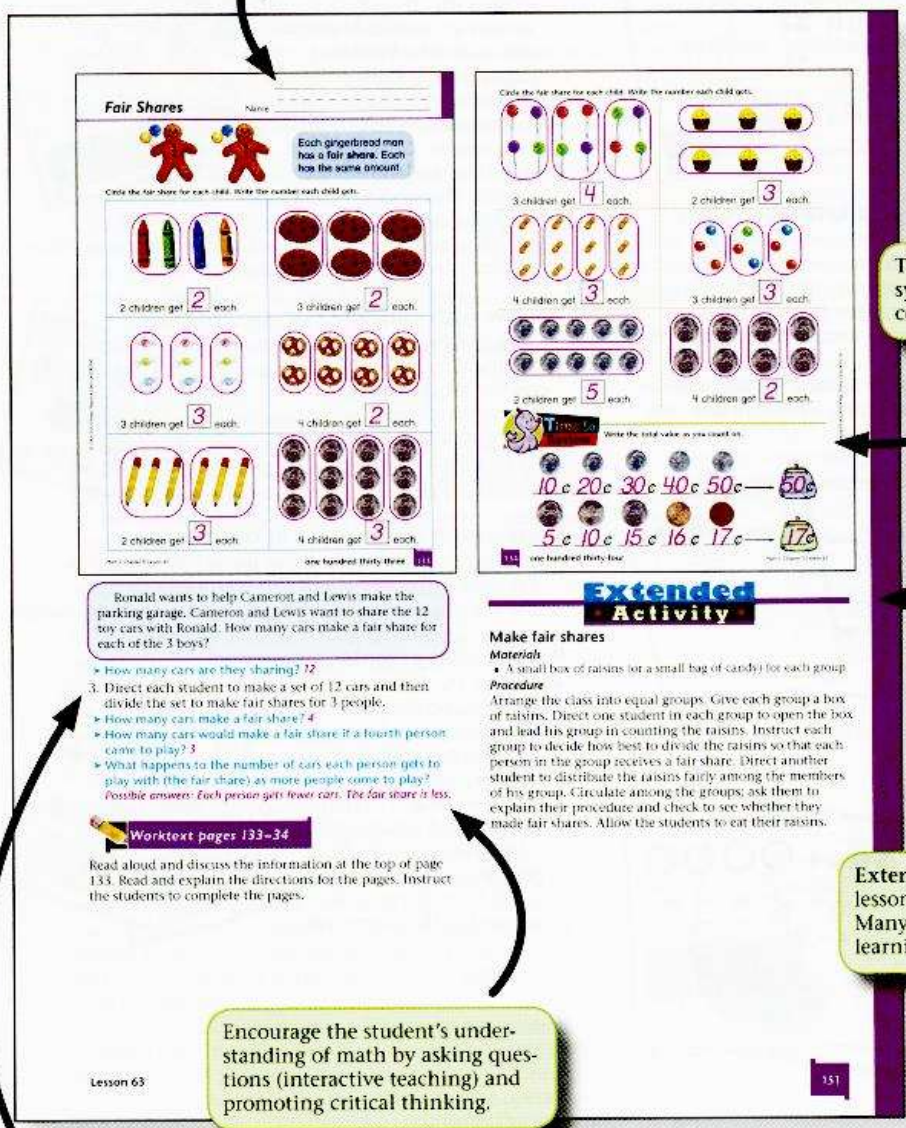
Make fair shares for 2, 3, and 4 people

1. Distribute the cars for each student to use in making fair shares.

> Cameron and Lewis are making a parking garage with blocks and toy cars. They have 12 toy cars to share with each other. How many cars make a fair share for each boy?

   - How many people will share the cars? *2*
   - How many cars are they sharing? *12*
2. Direct each student to make a set of 12 cars and then divide the set to make fair shares for 2 people.
   - How many cars make a fair share? *6*

Worktext pages provide practice of math skills and a tool to evaluate understanding.



Fair Shares

Name

Each gingerbread man has a fair share. Each has the same amount.

Circle the fair share for each child. Write the number each child gets.

2 children get 2 each. 3 children get 2 each.

3 children get 3 each. 4 children get 2 each.

2 children get 3 each. 4 children get 3 each.

one hundred thirty-three 133

3 children get 4 each. 2 children get 3 each.

4 children get 3 each. 3 children get 3 each.

2 children get 5 each. 4 children get 2 each.

Time to Review

Write the total value as you count on.

10¢ 20¢ 30¢ 40¢ 50¢ — 50¢

5¢ 10¢ 15¢ 16¢ 17¢ — 17¢

134 one hundred thirty-four

Ronald wants to help Cameron and Lewis make the parking garage. Cameron and Lewis want to share the 12 toy cars with Ronald. How many cars make a fair share for each of the 3 boys?

- How many cars are they sharing? *12*

3. Direct each student to make a set of 12 cars and then divide the set to make fair shares for 3 people.
   - How many cars make a fair share? *4*
   - How many cars would make a fair share if a fourth person came to play? *3*
   - What happens to the number of cars each person gets to play with (the fair share) as more people come to play? *Possible answers: Each person gets fewer cars. The fair share is less.*

Worktext pages 133–34

Read aloud and discuss the information at the top of page 133. Read and explain the directions for the pages. Instruct the students to complete the pages.

Extended Activity

Make fair shares

Materials

- A small box of raisins for a small bag of candy) for each group

Procedure

Arrange the class into equal groups. Give each group a box of raisins. Direct one student in each group to open the box and lead his group in counting the raisins. Instruct each group to decide how best to divide the raisins so that each person in the group receives a fair share. Direct another student to distribute the raisins fairly among the members of his group. Circulate among the groups; ask them to explain their procedure and check to see whether they made fair shares. Allow the students to eat their raisins.

Lesson 63

151

Time to Review provides systematic review of skills and concepts in the Worktext.

Extended Activities enhance the lessons with optional practice. Many activities can be used in learning centers.

Encourage the student's understanding of math by asking questions (interactive teaching) and promoting critical thinking.

Involve the student in active learning by providing manipulatives.