1st Grade Math

Books and Supplies: Saxon Math 1 (Teacher Edition), Saxon Math 1 Student Workbook Part 1 & 2, Saxon Math Home Manipulatives Kit (or what is included), Pennies, Nickels, Dimes, Quarters, Hundred Number Chart, Pencils (different lengths), 3x5 in index cards, Counters, Highlighter, Various supplies as outlined in lessons

A Note about Standards: While I normally include standards covered with each lesson, I simply don't have the space to do so in math. I have constructed math lessons with two things in mind. First, to cover every standard. If you finish the math program you will have covered all of Utah 1st Grade Core Standards for math. I have added supplemental lessons (below) to ensure those standards that Saxon doesn't include are covered. Secondly, I've taken into account the layout of the Saxon program. The book does not teach the lessons in units. It does, however, build upon each lesson using what was learned in previous lessons. Rather than organizing units, I've decided to follow the Saxon program to ensure that the review portion of the lessons is covered before expecting your child to do it in the workbook. The lessons that are skipped in the Saxon book are ones that do not specifically meet standards for Utah 1st Grade. This does not mean that you have to skip them. You may want to use them as a part of a "review day" lesson.

Saxon Math Program: Each Saxon lesson includes "The Meeting," "The Lesson," and "Written Practice". I have left it open in which parts of the lesson your family would like to do. You do not have to do them all. Our family, for example, skips "The Meeting" and works through "The Lesson" together, adapting it to the child being taught. We then allow them to work on their "Written Practice" alone. When they are finished, we sit down with the child and check and correct each problem. Some lessons also have a "Class Practice" section, which I find helpful if my child is having a hard time and needs more review of the concept it teaches.

Review Days: Every so often your child will have a Math Review Day. Take time on this day to review a lesson or concept that your child hasn't fully grasped. Cover a lesson again, find a math game that can teach it, work on flash cards and math fact mastery, or let your child choose one of their favorite worksheets to do again. If your child has mastered everything, do one of the skipped lessons, read and prepare a fun recipe, play a card or board game (most of them have a math element), or take the day off from math.

Prodigy: Prodigy is a great review for math concepts throughout elementary. It's a fun game that really has helped my visual learner to make connections because it motivates him to get the right answer. You can sign up with a free account here (https://sso.prodigygame.com/game/start?rid=e5186a1d-5420-4a2a-9a36-4a29ec60352f)

Flash Cards: In 1st grade, flash cards should be used daily as extra math practice. Work on helping your child master number names 0-100, addition and subtraction within 10 using flash cards. There are some included in the Saxon program and you can purchase supplemental sets if desired.

Supplemental Lessons:

Lesson 1: Halloween
Purchase and print (or find a substitute) the worksheet found here and help your child practice counting and number recognition by filling in ten frames matching the number beside each set.

Lesson 2: Christmas
Use the worksheet here (or find a substitute) and allow your child to practice addition and subtraction to color in the picture.

Lesson 3: Valentine's Day
Use the worksheet here (or find a substitute) and allow your child to practice counting money to find the total for each heart. Then, allow your child to color the page.

Lesson 4:

Word Problems with Two Whole Numbers

On a blank piece of paper, ask your child to write 1 + 1 = ____ and fill in the correct answer. Next, ask them to write 2 – 1 = _____ and fill in that answer. Explain that sometimes math problems are written like this. They tell us what numbers to use and whether we are to add or subtract. Other times, however, we have to figure out what to do on our own. Word problems are math problems like those we see in real life. We have to figure out what information we have and what we need to find.

Work through the following examples with your child, using counters to show your work:

Example 1:

Read to your child: Mary has 5 cookies cooling on the rack. She has 5 more cookies in the oven. When the cookies in the oven are finished baking, how many cookies will Mary have altogether?

Explain to your child that this is a math problem. First, we need to figure out what we know. Read the first sentence again and encourage your child to highlight the number they hear (5). Read the second sentence again and ask your child to highlight the number in that sentence (5). Explain that now we have our numbers and we need to figure out if we are adding or subtracting. Read the final sentence again. Explain that Mary already has 5 finished cookies (move counters to represent these cookies) and there are 5 more cooking (move a separate group of counters to represent these cookies). So, when Mary takes the 5 cookies out of the oven and puts them with the first 5 (move counters), is she adding more or taking them away? Explain that Mary is adding the second group of cookies to the first group. Point out the word "altogether" at the end of Example 1. Explain that usually when a word problem says "**altogether**" we know to add. Other clue words for addition are: **total, add, plus, more, increase, together, combined, sum,** and **grow**. Ask your child to write 5 + 5 = ____ and use the counters to find the correct answer.

Example 2:

Read to your child: Tom has a basket of 10 apples. He eats 3 of them. How many apples does Tom have left?

Give your child the highlighter and ask them to highlight what they know. Read the first sentence again, encouraging your child to listen for the number (10). Repeat with the second sentence (3). Make a group of 10 counters to represent the ten apples. Ask your child what Tom did with the apples. If needed, read the last sentence of Example 2 again. Allow your child to take three of the counters away from the group of 10. Explain that, because we are taking away, this is a subtraction problem. Ask your child to write 10 – 3 = ____ and use the counters to find the answer. Explain that clue words for subtraction problems are: **less, minus, difference, have left, decrease, how many more, subtract, take away, remain,** and **fewer.**

It may be helpful to hang a chart of clue words near where your child does their math work for a time to help them remember.

If your child understands the concept of reading, finding information, and figuring out if a problem is addition or subtraction, allow them to do the worksheet below with help as needed. If they haven't grasped it yet, give your child a few more simple word problems from everyday life. Try to keep the numbers 20 and under.

Lesson 4 Worksheet (use counters as needed)

1. Zenya collected 7 white wildflowers. Then, she collected 6 pink ones. How many wildflowers did Zenya collect in all?

Write what you know and solve the problem here:

_____

2. Steven played 2 hours of video games yesterday. He played 18 more today. How many total hours did Steven play video games in the last two days?

Write what you know and solve the problem here:

_____

3. Lily caught 18 butterflies in her net. 11 of the butterflies got away. How many butterflies did Lily have left?

Write what you know and solve the problem here:

_____

4. Andrew had 10 toy cars. He lost 2 at the park. How many toy cars did Andrew have when he got home?

Write what you know and solve the problem here:

_____

5. There were 12 ladybugs sitting on a green leaf. There were 6 ladybugs sitting on a yellow leaf. How many fewer ladybugs were sitting on the yellow leaf?

Write what you know and solve the problem here:

_____

6. The puppy weighed 11 pounds when he moved to his new home. He grew and gained 9 more pounds. How much does the puppy weigh now?

Write what you know and solve the problem here:

_____

Lesson 5: Word Problems with Three Whole Numbers

Review with your child what you learned in supplemental lesson 3 including what a word problem is, how to find the information it gives you, and how to figure out if it is an addition or subtraction problem. Review the clue words as needed. Explain that today we are going to do more word problems. Work through the following examples with your child:

Example 1:

June had 7 pairs of earrings. She bought 5 more at the first store and 6 more at the second store. How many pairs of earrings did June have altogether?

Help your child highlight the information, pointing out that there may be more than one number in each sentence. Help them look for and highlight each of the three numbers (7, 5, 6) and the clue word (altogether). Then, ask your child to write down their math problem:

$7 + 5 + 6 =$ _____

Help your child use counters to create the three groups and solve the problem.

Example 2:

Easton had 0 points at the beginning of the basketball game. Then, he scored 12 points in the first half and 13 points in the second half. How many points did Easton score in all?

Help your child highlight the information, pointing out that there may be more than one number in each sentence. Help them look for and highlight each of the three numbers (0, 12, 13) and the clue words (in all). Then, ask your child to write down their math problem:

$0 + 12 + 13 =$ _____

Help your child use counters to create the three groups and solve the problem.

Ask your child to work through the worksheet below using counters as needed.

Lesson 5 Worksheet

1. Taylor ate 1 popsicle on Monday, another 3 on Tuesday, and 5 on Wednesday. How many popsicles did Taylor eat in all?

Write what you know and solve the problem here:

_____

2. Ali took 10 pictures of her cat, 5 pictures of her dog, and 4 pictures of her family. How many total pictures did Ali take?

Write what you know and solve the problem here:

_____

3. Carmen wrote 1 letter to her grandma in France. Then she wrote 2 letters to her parents. Finally she wrote 5 letters to her siblings. How many letters did Carmen write in all?

Write what you know and solve the problem here:

_____

4. Aaron's chickens laid 2 eggs the first week and 5 eggs last week. They laid an additional 6 eggs this week. How many total eggs did Aaron's chickens lay?

Write what you know and solve the problem here:

_____

5. There were 7 ripe peaches on one tree, 4 ripe peaches on another tree, and 2 ripe peaches on a third tree. How many ripe peaches were there combined?

Write what you know and solve the problem here:

_____

6. Ashley bough 5 candy bars, 3 lollipops, and 1 truffle at the store. What is the sum of treats Ashley bought when she went shopping?

Write what you know and solve the problem here:

_____

Lesson 6: St. Patrick's Day

Use the worksheet here (or find a substitute) and ask your child to practice counting forwards and backwards from a given number and by 10's. Allow them to use the hundreds chart as needed. Allow your child to color the paper when finished.

Lesson 7: Counting On

Watch this [video](#) with your child to learn the counting on/up strategy for subtraction problems. Point out that you can also count on with your fingers. Practice the following problems with your child using the counting on strategy.

| 20 -15 | 17 -9 | 11 -6 |

Ask your child to complete the following on their own using the counting on strategy:

| 5 -2 | 16 -7 | 8 -4 |

| 19 -9 | 15 -12 | 10 -8 |

Lesson 8: Decomposing a Number

You will need a few sets of 10 blocks or counters for this lesson.

On a blank paper or chalkboard, write the number 12. Ask your child to identify and name the number. Then, ask them to count to 12. Finally, ask your child to count out 12 ten blocks/counters.

After your child has counted out 12 blocks, ask them if they can make two groups with those blocks. Allow your child to separate the blocks in any way they like. Then, ask your child to count how many blocks are in each group and write an addition problem for what they know. Point out that group one plus group two equals 12. Your child's addition problem may look different depending on how your child broke the blocks into groups. It may be $10 + 2 = 12$ or $9 + 3 = 12$ or any other combination.

Next, explain that there are other ways to make 12 with two groups. Ask your child to put the groups they made together again and break them into groups with different amounts than the first time they broke them up. Then, write an addition problem for these groups, too. Repeat this process a few times and explain to your child that this is called decomposing, or breaking apart, a number. Decomposing can help us when we have to add or subtract big numbers by breaking down those big numbers into smaller ones that are easier for us to remember. Sometimes, we use bonds to decompose numbers. Show your child the example bond below. Point out that the number 12 is in the big circle, meaning that the numbers in the two smaller circles should add up to 12. Ask your child to make a pile of 10 blocks/counters and a pile of 2. Then, ask your child to add them together and see if they make 12. Finally, work through the bond with the number 18 written on it with your child. Point out that our answer needs to be 18, because 18 is in the big circle. Ask your child to count 18 blocks/counters. Then, point out that one of the small circles has already been filled in for us. There is a number 8 in that circle, so we need to figure out the other small circle. We do this by breaking our group of 18 blocks/counters, into two groups. One group must have 8 (count out 8 and separate them). Then, ask your child to count how many are left in the other group. (10). That is the answer that goes into the second small circle. Continue practicing with different numbers until your child understands how to fill in number bonds. Then, ask your child to do the worksheet.
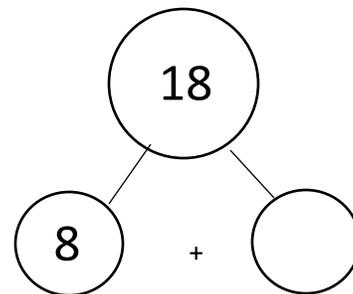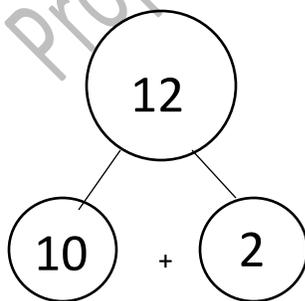
Lesson 8 Worksheet: Fill in the missing number in each number bond. Use blocks as needed

16
10 + ___

___
6 + 4

20
___ + 15

15
___ + 4

19
10 + ___

___
3 + 5

11
6 + ___

___
10 + 11

13
8 + ___
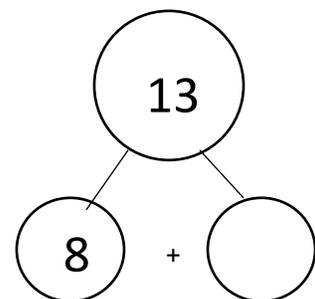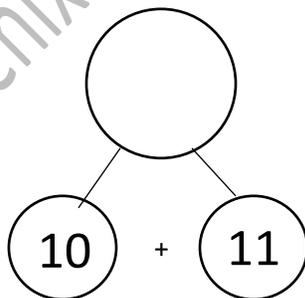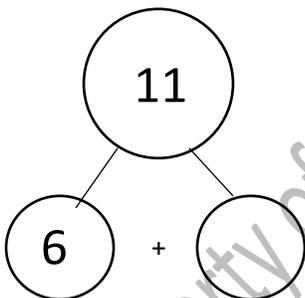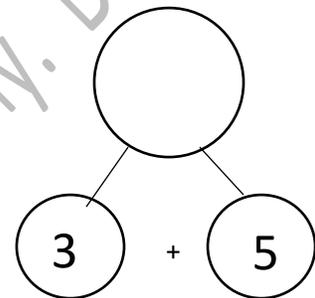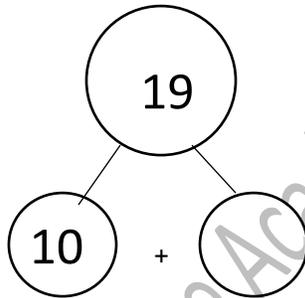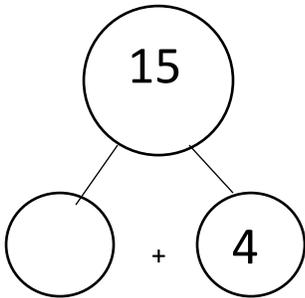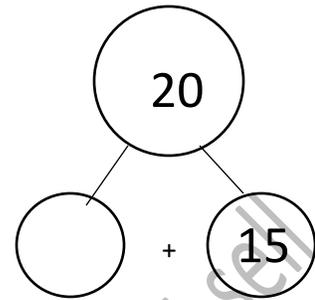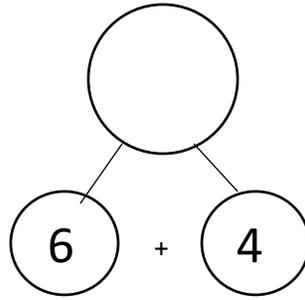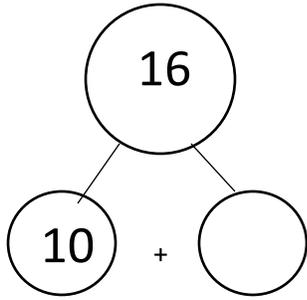
Write the following numbers as decomposed equations:

56

____ + ____ = 56

tens   ones

10

____ + ____ = 10

tens   ones

99

____ + ____ = 99

tens   ones

Lesson 9: Making 10's

You will need ten frames and ten blocks for this lesson.

Remind your child of the decomposition lesson using the following number bond example. Ask your child to use the ten blocks to separate 10 into two groups with one of those groups being 2 and find the missing number.

10

2
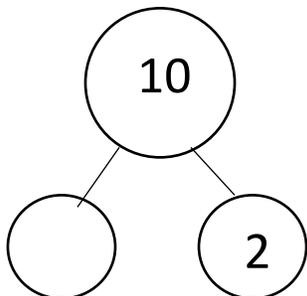
Point out that this number bond broke 10 into an 8 and a 2. Ask your child to stack the blocks in the group of 10 on top of each other. Explain that when we have a stack like this with ten blocks, it should always have 10 blocks in it. Count by 10's with your child up to 100, counting ten blocks stacks as you do.

Next, tell your child that another way of making 10's is by using 10 frames. Practice filling ten frames with your child by counting how many squares are marked and how many need to be filled. Write the correct number in the blank in the equation below. Then, have your child practice on their own using the worksheet and ten blocks/ten frames as needed. Start practicing flashcards that add up to 10 with your child daily.

$5 + \_\_\_\_ = 10$

$3 + \_\_\_\_ = 10$

Lesson 9 Worksheet

2 + _____ = 10

9 + _____ = 10

6 + _____ = 10

7 + _____ = 10

4 + _____ = 10
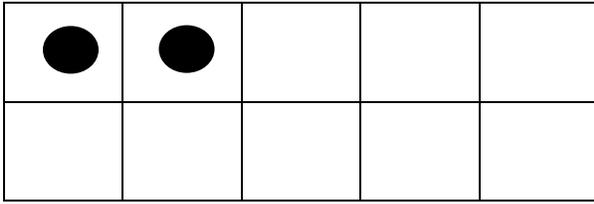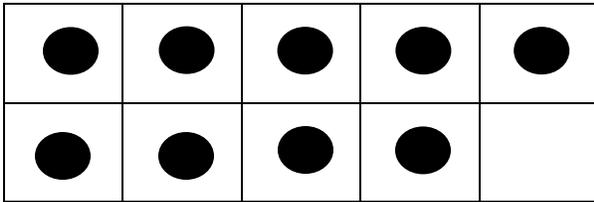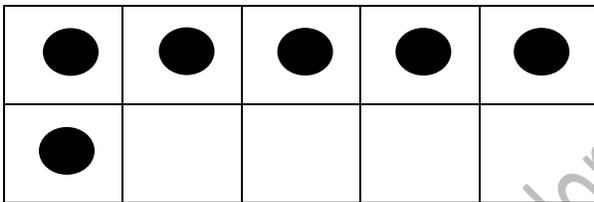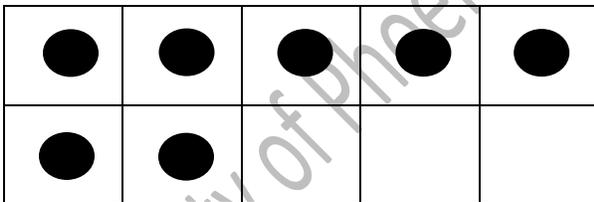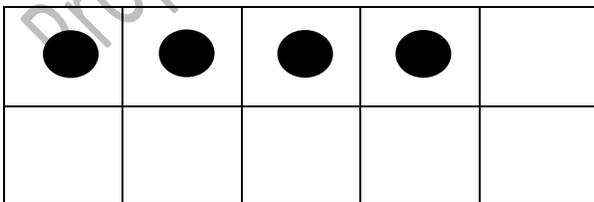
Lesson 10: Making 10's to Add

Review ten frames and making tens with your child. Go over your making 10's flash cards for extra practice.

Explain that making 10's can make it easier to add. Point out that a number in the range 0-9 added to 10 is simply a 1 put in front of the number. Use the following examples to explain and ten blocks to illustrate. Remind your child of the lesson on counting dimes and pennies:

$$\begin{array}{r} 10 \\ +5 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ +2 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ +7 \\ \hline \end{array}$$

Finally, write the following on a blank paper or chalk board:

$6 + 4 + 5 =$ _____

Point out that we can make a 10 using the 6 and the 4 because $6 + 4 = 10$

10

$6 + 4 + 5 =$ _____

Then, we simply add 10 +5 by placing a 1 in front of the 5 to get our answer:

10

$6 + 4 + 5 = \underline{15}$

Practice the following with your child and then ask them to do the worksheet for this lesson. Allow them to use a ten frame as need to find the numbers that make 10.

$3 + 2 + 7 =$ _____ $5 + 5 + 2 =$ _____

Lesson 10 Worksheet

6 + 2 + 4 = _____ 3 + 5 + 5 = _____

1 + 8 + 9 = _____ 6 + 8 + 2 = _____

4 + 3 + 7 = _____ 5 + 6 + 4 = _____

2 + 2 + 8 = _____ 7 + 3 + 7 = _____

8 + 2 + 3 = _____ 9 + 1 + 2 = _____

3 + 8 + 7 = _____ 5 + 1 + 5 = _____

4 + 6 + 7 = _____ 6 + 9 + 1 = _____

2 + 5 + 8 = _____ 5 + 3 + 7 = _____

Lesson 11: Making 10's Review
Allow your child to work through the following worksheet

6 + 5 + 4 = _____   6 + 5 + 5 = _____

1 + 2 + 9 = _____   1 + 8 + 2 = _____

9 + 3 + 7 = _____   3 + 6 + 4 = _____

2 + 9 + 8 = _____   3 + 3 + 7 = _____

8 + 2 + 7 = _____   9 + 1 + 8 = _____

3 + 4 + 7 = _____   5 + 5 + 5 = _____

4 + 6 + 7 = _____   1 + 9 + 1 = _____

2 + 3 + 8 = _____   6 + 3 + 7 = _____

Lesson 12: Decomposing Numbers Review
Allow your child to work through the following worksheet

16
10 + ___

___
6 + 4

20
___ + 15

15
___ + 4

19
10 + ___

___
3 + 5

11
6 + ___

___
10 + 11

13
8 + ___
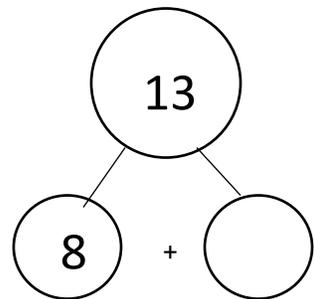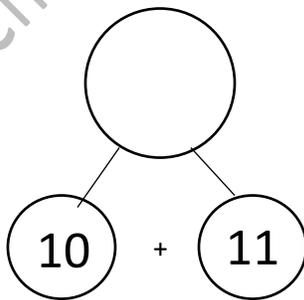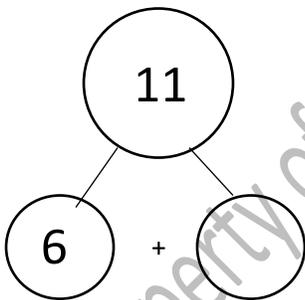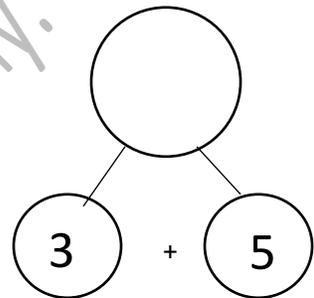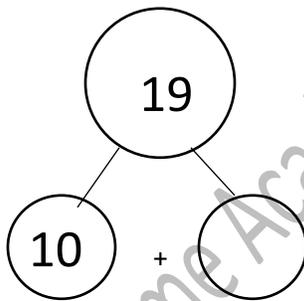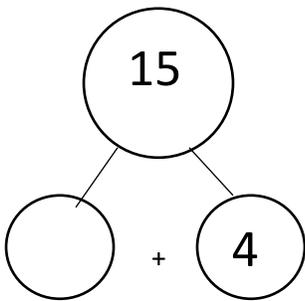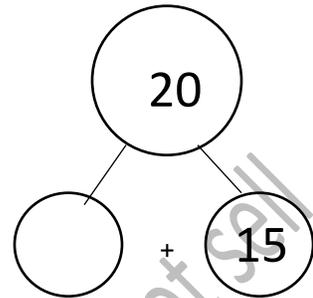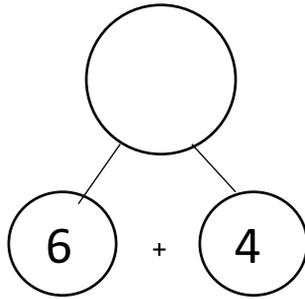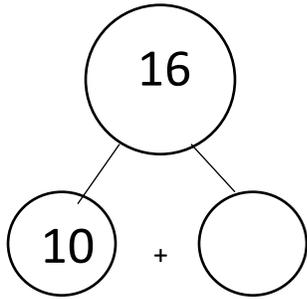
Write the following numbers as decomposed equations:

65

____ + ____ = $\underline{65}$
tens   ones

31

____ + ____ = $\underline{31}$
tens   ones

82

____ + ____ = $\underline{82}$
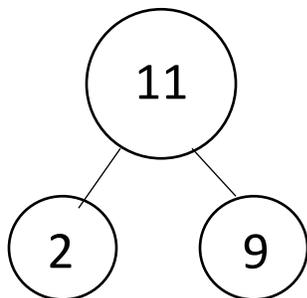tens   ones

Lesson 13: Fact Families

Remind your child of number bonds with the follow example:

Explain that number bonds show us addition problems. Use the following to illustrate the addition problems that we can make using this number bond:

$2 + 9 = 11$ and $9 + 2 = 11$

Use counters or ten blocks to count out a group of two and a group of nine. Ask your child to add them together. Then, make a group of nine and a group of tow. Ask your child to add them together. Point out that the answer is the same, no matter which group is counted first.

Then, explain that because addition is related to subtraction, number bonds can also give us subtraction problems:

$11 - 9 = 2$ and $11 - 2 = 9$

Point out that subtraction problems always begin with the number in the big circle. Work out both problems with ten blocks or counters, pointing out that you never have more or less than 11 blocks when they are put altogether.
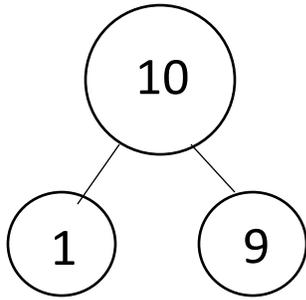
Explain that these four different problems, when put together, create a fact family.

$2 + 9 = 11$
$9 + 2 = 11$
$11 - 2 = 9$
$11 - 9 = 2$

Finally, ask your child to do the worksheet below by drawing number bonds and filling in the blanks to complete the fact families.

Lesson 13 Worksheet
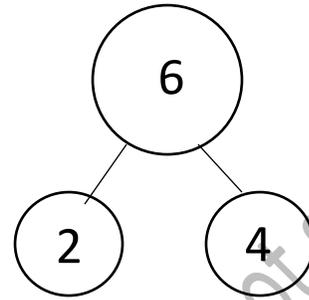Complete the fact families for each number bond

10
1   9

____ + ____ = _____
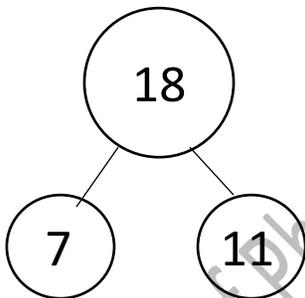
____ + ____ = _____

____ - ____ = _____

____ - ____ = _____

6
2   4

____ + ____ = _____

____ + ____ = _____

____ - ____ = _____

____ - ____ = _____

18
7   11

____ + ____ = _____

____ + ____ = _____

____ - ____ = _____

____ - ____ = _____

14
7   7

____ + ____ = _____

____ + ____ = _____

____ - ____ = _____

____ - ____ = _____
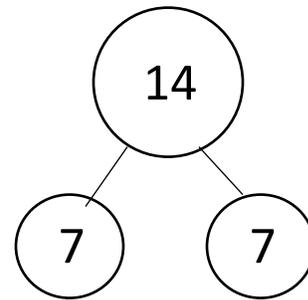
Lesson 14: Fact Family Review

Use the following example to show your child the connection between addition and subtraction:

$1 + \underline{\hspace{1cm}} = 4$

In this equation, we know that 1 plus something is equal to four. To find the missing number, we can change the addition problem into a subtraction problem using a number bond and fact families.

We know that 4 is the answer to the addition problem and needs to go into the big circle. We know that 1 is one of the numbers in the smaller circles. We still do not know what the last number is, so we will put a question mark in its spot until we figure it out.
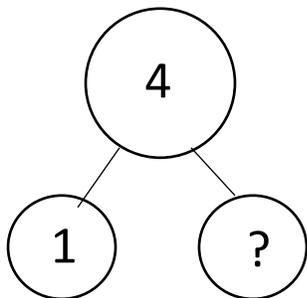
Give your child counters/ten blocks. Ask them to count out 4, pointing to the 4 in the big circle. Then, ask your child to move 1 counter/block away from the group of four, pointing to the 1 in the small circle. Explain that the number blocks left over will tell you what number belongs in the spot where the question mark is (3). If 3 is the number that fits in the number bond, it also fits in the number family.
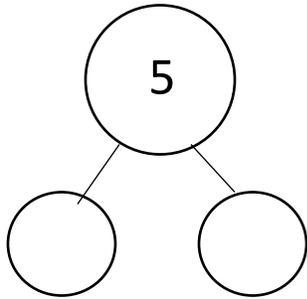
$1 + 3 = 4$

Point out that we simply used subtraction to find the missing number: $4 - 1 = 3$

Practice this concept with a few number bonds. Emphasize that number families can be used to help us find missing numbers because we know that addition and subtraction are related. Then, have your child do the following worksheet.

Lesson 14 Worksheet
Complete the Fact Families. Use counters to show your work for each problem.
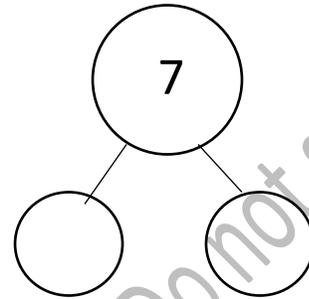
5

__2__ + _____ = __5____

__3__ + __2__ = _____

_____ - __3__ = ____2____

__5__ - _____ = ____3____

7

_____ + __4__ = ____7____

____4__ + __3__ = _____

__7__ - _____ = ____4____

_____ - __4__ = ____3____

10

__8__ + _____ = ___10____

__2__ + __8__ = _____

_10__ - _____ = ____8____

_____ - __8__ = ____2____

11
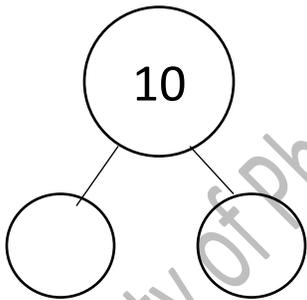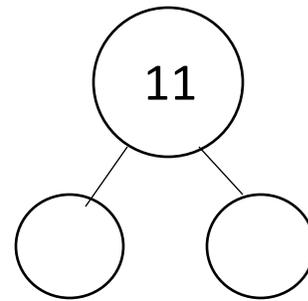
__1__ + _10___ = _____

_10__ + _____ = ___11____

_11__ - _____ = ___10____

_____ - _10__ = ___1____

Lesson 15: Equal Equations

Show the following equation to your child and ask them if it is correct:

5 + 3 = 8

Point to the = sign and ask your child what this symbol means. Explain that this is the equals sign and it means that the numbers on either side of it are the same value as each other.

Ask your child to tell you the answer to the equation (8). Ask them to count out that many counters/ten blocks. Then, ask your child to tell you what numbers are on the other side of the equal sign (5, 3). Have your child make a group of 5 counters and a group of 3 counters. Point out that when you put those two groups together you get 8. Eight is the same as eight so the equation is correct. 8 = 8. Ask your child to circle this equation with a green marker/crayon because it is true.

Next, write the following and do the exercise again.

4 + 5 = 6

Point out that the numbers on the left side of the equation add up to 9 while the right side of the equation Ask your child to cross out this equation with a red marker/crayon because it is not true.

Work through the following examples with your child, asking them to repeat the counting exercises and mark the equations accordingly. Be sure to help them pay attention to the addition and subtraction signs:

10 + 3 = 13	9 + 1 = 7	10 – 5 = 4
5 + 2 = 8	3 - 1 = 4	6 – 2 = 4
5 - 3 = 2	1 + 1 = 2	4 – 3 = 2
6 + 3 = 10	8 + 2 = 10	7 – 5 = 2
10 +6 = 15	3 - 1 = 2	10 – 5 = 5

Lesson 16: Three Dimensional Composition

Use three-dimensional shape models (like [these](#)) to review shape names with your child. Then, ask your child if they can put two shapes together to build something new. Use a cone and sphere as an example. With these shapes, you can create an ice cream cone with a scoop of ice cream on top. Explore and experiment with your child, encouraging creativity and fun.