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1st grade | Teacher's Guide
Part 2



MATH

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

MATERIALS NEEDED

- pencils
- chart of numbers 1 to 99
- addition fact cards through 5s

Concepts:

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

Teacher Goals:

To teach the children to count by 2s, 5s, and 10s 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 2s, 5s, and 10s.

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 2s. 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 5s.

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

PAGE 6: ADDITION

MATERIALS NEEDED

- pencils
- addition fact cards for 6s and 7s

Concept:

columnar addition

Teacher Goal:

To teach the children to add numbers in columns.

Teaching Page 6:

Turn to page 6. Review addition of three numbers with the students. Introduce the word *sum* to the students. Tell them the *sum* is the name of the answer in addition problems. Remind the students to check their answers by adding down and adding up. Review addition facts for 6s and 7s.

The students should prepare for the Self Test. Ask the students to look over and read the Self Test, but they should not write the answers to any questions. After looking over the Self Test, students should go to the beginning of the unit, reread the text, and review the answers to the activities up to the Self Test.

The students are to complete the Self Test the next school day. This should be done under regular test conditions, without allowing the students to look back. A good idea is to clip the pages together before the test.


NUMBER WORDS TO 99 | Unit 6

Add down. Check your answer. Add up.

$\begin{array}{r} 10 \\ 1 \\ 5 \\ + 4 \\ \hline 10 \end{array}$	$\begin{array}{r} 9 \\ 2 \\ 6 \\ + 1 \\ \hline 9 \end{array}$	$\begin{array}{r} 9 \\ 5 \\ 3 \\ + 1 \\ \hline 9 \end{array}$	$\begin{array}{r} 14 \\ 6 \\ 3 \\ + 5 \\ \hline 14 \end{array}$	$\begin{array}{r} 13 \\ 4 \\ 2 \\ + 7 \\ \hline 13 \end{array}$
$\begin{array}{r} 10 \\ 3 \\ 2 \\ + 5 \\ \hline 10 \end{array}$	$\begin{array}{r} 14 \\ 6 \\ 1 \\ + 7 \\ \hline 14 \end{array}$	$\begin{array}{r} 13 \\ 3 \\ 4 \\ + 6 \\ \hline 13 \end{array}$	$\begin{array}{r} 15 \\ 7 \\ 0 \\ + 8 \\ \hline 15 \end{array}$	$\begin{array}{r} 13 \\ 9 \\ 1 \\ + 3 \\ \hline 13 \end{array}$

Rewrite. Find the sum and check.

$4 + 2 + 6 =$	$\begin{array}{r} 12 \\ 4 \\ 2 \\ + 6 \\ \hline 12 \end{array}$	$\begin{array}{r} 13 \\ 5 \\ 3 \\ + 5 \\ \hline 13 \end{array}$
$5 + 3 + 5 =$	$\begin{array}{r} 12 \\ 4 \\ 2 \\ + 6 \\ \hline 12 \end{array}$	$\begin{array}{r} 13 \\ 5 \\ 3 \\ + 5 \\ \hline 13 \end{array}$



Before you take the Self Test, study what you have read and done. The Self Test will check what you remember.

6 | Section 1

PAGE 8: SELF TEST 1

MATERIALS NEEDED

- pencils
- chart of numbers to 200

Concepts:

count to 200, number facts, addition problems

Teacher Goal:

To teach the children to learn to periodically check their progress.

Teaching Page 8:

Turn to page 8. Read the directions with the children. Be sure they understand what they are to do. You may repeat the directions, but give no other help. Do not have the children check their own work. Check it as soon as you can, and go over it with each child. Show them where they did well and where they need extra help. Children may use the chart of numbers to 200 to complete the test.

COUNT TO 200, SUBTRACT TO 12 | Unit 7

SELF TEST 1

Each answer = 1 point

Circle around each number greater than 150.
128, 155, 150, 110, 182, 176


Circle around each number less than 150.
117, 145, 150, 159, 162, 139

Circle around the number ...
that comes **after** 144. 143 145
that comes **after** 175. 176 174
that comes **before** 124. 123 125
that comes **before** 161. 162 160


Find the sum.

$\begin{array}{r} 7 \\ + 5 \\ \hline 12 \end{array}$	$\begin{array}{r} 8 \\ + 6 \\ \hline 14 \end{array}$	$\begin{array}{r} 9 \\ + 5 \\ \hline 14 \end{array}$	$\begin{array}{r} 6 \\ + 7 \\ \hline 13 \end{array}$	$\begin{array}{r} 3 \\ + 2 \\ \hline 11 \end{array}$	$\begin{array}{r} 7 \\ + 1 \\ \hline 8 \end{array}$
$\begin{array}{r} 30 \\ + 5 \\ \hline 35 \end{array}$	$\begin{array}{r} 63 \\ + 4 \\ \hline 67 \end{array}$	$\begin{array}{r} 27 \\ + 31 \\ \hline 58 \end{array}$	$\begin{array}{r} 52 \\ + 35 \\ \hline 87 \end{array}$		

Write the missing numbers.
127, 128, 129, 130, 131, 132, 133
185, 186, 187, 188, 189, 190, 191
190, 191, 192, 193, 194, 195, 196




24
30



Teacher Check

Initial Date



My Score

8 | Section 1

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 children. Have them describe the objects in order as *first*, *second*, *third*, and so on through *tenth*. Point to different objects at random and have them describe the objects by number order. Have the children 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, 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

PAGE 25: SHAPES

MATERIALS NEEDED

- pencils
- blue and red crayons

Concepts:

flat and solid shapes, ordinal numbers

Teacher Goals:

To teach the children to review flat and solid shapes and to review ordinal (order) numbers.

Teaching Page 25:

Turn to page 25 and read the title and rhyme with the students. Ask them what the train is pulling and to identify each object. (shapes—cylinder, triangle, sphere, square, cone, cube, circle, rectangle)

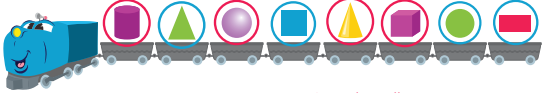
Review the difference between two-dimensional and three-dimensional shapes, and have the students identify each shape as two-dimensional or three-dimensional.

Read the directions and the ordinal number

words aloud with the students. Go down the list of questions to ensure that each student can read the name of each shape. Have them complete the page, but monitor their work to be sure they understand the directions.

Unit 8 | ADD/SUBTRACT TO 18

Shapes



See the silly engine,
See what it is pulling.
Did you ever see an engine,
Pull what it is pulling?

Write the missing word.

first	second	third	fourth
fifth	sixth	seventh	eighth

The engine is pulling eight train cars.

The triangle is in the second car.

The circle is in the seventh car.

The cone is in the fifth car.

The rectangle is in the eighth car.

The cylinder is in the first car.

The sphere is in the third car.

The square is in the fourth car.

The cube is in the sixth car.

How many flat shapes are there? 4 (triangle, square, circle, rectangle)

Circle the flat shapes with a blue crayon.

How many solid shapes are there? 4 (cylinder, sphere, cone, cube)

Circle the solid shapes with a red crayon.

Section 4 | 25

PAGE 26: FACTS, NUMBER WORDS, FLAT SHAPES

MATERIALS NEEDED

- pencils
- paper
- yellow, blue, green and orange crayons
- addition and subtraction fact cards

Concept:

facts, number words, flat shapes

Teacher Goals:

To teach the children to solve word problems in addition and subtraction and to identify flat shapes and colors.

Teaching Page 26:


Review the number words on page 12 with the students. Let them use this page as a reference for the assignment on page 26.

Turn to page 26. Read the directions with the students, and ask them to identify the shapes on the page. Have the children read several of the word problems aloud. Be sure they understand that the answers must be written as words. Some will be able to write the answers immediately. Other students may need to convert the number word problems to number symbol problems on a separate piece of paper and then write the number word answer on page 26. *Three plus four equals ____ . $3 + 4 = 7$ Three plus four equals seven.* When the number word problems are solved, have the students complete the page by coloring the flat shapes as instructed. Spend some time reviewing addition and subtraction fact cards.

The students should prepare for the Self Test. Ask them to look over and read the Self Test, but they should not write the answers to any questions. After looking over the Self Test, students should go to the beginning of the unit, reread the text, and review the answers to the activities included in the Self Test.

The students are to complete the Self Test during the next school day. This should be done under regular test conditions without allowing the students to look back for reference. It can be helpful to clip the pages together before the test.

ADD/SUBTRACT TO 18 | Unit 8


Write the answer in words.

Color.
 triangles — yellow
 circles — blue
 squares — green
 rectangles — orange

fourteen
 — five
 nine

nine
 — five
 four

forty-two
 — thirty-one
 eleven

Eight minus six equals two

Four plus eight equals twelve


Three plus four equals seven

Five plus three plus nine equals seventeen

thirteen
 — seven
 six

sixty-four
 — twenty-three
 forty-one

Two plus zero
 equals
 two


Before you take the Self Test, study what you have read and done. The Self Test will check what you remember.

26 | Section 4

PAGE 28: NUMBER VALUE

MATERIALS NEEDED

- pencils
- paper
- orange crayon

Concept:

number value and number sense

Teacher Goals:

To teach the children to understand the relative value of a number and to decide whether the answer to a problem is sensible.

Teaching Page 28:

Ask the children to write fifteen numbers between 0 and 99 in a column on a piece of paper. Tell them that there are fifteen questions in today's lesson, and that they will use these numbers to answer the questions. Talk to the children about the word *nonsense*. Explain that *nonsense* means that something makes *no sense* or is *not sensible*.

Tell them that it is important when they do a problem that their answer is always sensible.

Turn to page 28. Have the students look at the picture and read the rhyme with them.

Ask the children whether they think Matt the cat's answer is a sensible one. Is the reason that Herb the bird cannot read because he has sunglasses on? Next, go down the list of questions with the students. Have the students write their first number on the blank in the first question and then read the sentence. For example: *My friend Matthew is 69 years old*. Continue to the next question with the next number on the student's list and so on to complete the page. When all the questions are answered, have the students circle the nonsense answers with an orange crayon. Discuss why the answer is nonsense and what would be a better, more sensible answer.

The students should prepare for the Self Test. Ask the students to look over and read the Self Test but they should not yet write the answers to any questions. After looking over the Self Test, the students should go to the beginning of the unit, reread the text, and review the answers to the activities up to the Self Test.

The students are to complete the Self Test the next school day. This should be done under regular test conditions without allowing the students to look back for reference. It is helpful to clip the pages together before the test.

SENSIBLE ANSWERS | Unit 9

Word Problems

Teacher check

Nonsense

Herb the bird is sitting,
High up in a tree.
He thinks that he is reading,
Just like you and me.

Matt the cat says, "Nonsense!
You know that cannot be.
The shades that Herb is wearing,
Make it much too dark to see."

My friend Matthew is _____ years old.
He has _____ fingers and _____ toes.
His birthday is June _____ .
He has _____ brothers and _____ sisters.
Yesterday, he ate _____ apples for lunch.
Sue has _____ pet dogs.
Each dog has _____ tail(s).
There are _____ days in the week.



The mailperson delivered _____ packages to Mary's house yesterday.
Betty is having a birthday party. She has invited _____ people.
Mark has _____ pennies in his pockets.
Laura has a dozen eggs. She fell and broke _____ of them.
Patricia walked _____ blocks to her friend's house.

Circle the "nonsense" answers with an orange crayon.



Before you take the Self Test, study what you have read and done. The Self Test will check what you remember.

28 | Section 4

PAGE 29: SELF TEST 4

MATERIALS NEEDED

- pencils

Concepts:

place value, subtraction of two-digit numbers, sensible answers

Teacher Goal:

To teach the children to learn to check their progress periodically.

Teaching Page 29:

Turn to page 29. Read the directions with the children. Be sure they understand what they are to do. You may repeat the directions but give no other help. Do not have the children check their own work. Check it as soon as you can, and go over it with each child. Show them where they did well and where they need extra help.

Listen and write.

Dictate:

$$\begin{array}{r} 42 \\ + 5 \\ \hline 47 \end{array} \quad \begin{array}{r} 6 \\ + 21 \\ \hline 27 \end{array} \quad \begin{array}{r} 40 \\ + 12 \\ \hline 88 \end{array} \quad \begin{array}{r} 15 \\ + 33 \\ \hline 69 \end{array}$$

SELF TEST 4

Each answer = 1 point, unless otherwise noted

Listen and write. (each exercise, 2 points)

$\begin{array}{r} 42 \\ + 5 \\ \hline 47 \end{array}$	$\begin{array}{r} 6 \\ + 21 \\ \hline 27 \end{array}$	$\begin{array}{r} 40 \\ + 12 \\ \hline 88 \end{array}$	$\begin{array}{r} 15 \\ + 33 \\ \hline 69 \end{array}$
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Circle the number in the ...

ones place.

13

142

80

tens place.

55

73

104

Write the answer.

$\begin{array}{r} 10 \\ - 2 \\ \hline 8 \end{array}$	$\begin{array}{r} 11 \\ - 5 \\ \hline 6 \end{array}$	$\begin{array}{r} 12 \\ - 7 \\ \hline 5 \end{array}$	$\begin{array}{r} 13 \\ - 9 \\ \hline 4 \end{array}$	$\begin{array}{r} 14 \\ - 6 \\ \hline 8 \end{array}$	$\begin{array}{r} 15 \\ - 8 \\ \hline 7 \end{array}$
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$\begin{array}{r} 27 \\ - 2 \\ \hline 25 \end{array}$	$\begin{array}{r} 98 \\ - 6 \\ \hline 92 \end{array}$	$\begin{array}{r} 40 \\ - 20 \\ \hline 20 \end{array}$	$\begin{array}{r} 70 \\ - 30 \\ \hline 40 \end{array}$	$\begin{array}{r} 56 \\ - 42 \\ \hline 14 \end{array}$	$\begin{array}{r} 88 \\ - 25 \\ \hline 63 \end{array}$
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Circle the correct answer.

Jerry has 25 fingers and 42 toes. (sensible, nonsense)



Teacher Check

Initial Date



PAGE 32: FRACTIONS

MATERIALS NEEDED

- pencils
- objects for counting

Concept:

writing parts of sets as fractions

Teacher Goals:

To teach the children to write parts of sets as fractions, and to illustrate a fraction as part of a single object.

Teaching Page 32:

Turn to page 32. Read the instructions. Have the children count the number of objects in the first set. Ask if this is the same as the bottom number of the fraction. Ask the children how many of the objects they should circle to show $\frac{1}{4}$. Allow the children to complete the page but monitor their work carefully so they do not develop a pattern of error.

COURSE REVIEW | Unit 10

Fractions

Circle the fractions.

$\frac{1}{4}$		$\frac{2}{8}$		$\frac{3}{12}$	
$\frac{2}{6}$		$\frac{1}{2}$		$\frac{3}{4}$	
$\frac{1}{5}$		$\frac{7}{8}$		$\frac{3}{5}$	
$\frac{8}{12}$		$\frac{4}{8}$		$\frac{5}{16}$	

Show $\frac{1}{4}$ of the object.

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32 | Section 5

PAGE 33: NUMBER ORDER

MATERIALS NEEDED

- pencils

Concept:

number order to 200

Teacher Goals:

To teach the children to identify number order to 200 and to recognize sequence in number facts.

Teaching Page 33:

Turn to page 33. Read the directions for each exercise with the children. The exercises on this page contain number order skills that the students should have mastered. Allow them to complete the page independently.

The students should prepare for the Self Test. Ask the students to look over and read the Self Test, but they should not write the answers to any questions. After looking over the Self Test, the students should go to the beginning of the unit and reread the text and review the answers to the activities up to the Self Test.

The students are to complete the Self Test the next school day. This should be done under regular test conditions, without allowing the students to look back. A good idea is to clip the pages together before the test.

Unit 10 | COURSE REVIEW

Number Order



Write the numbers in order from smallest to largest.

143 127 38 172 163 138
38 127 138 143 163 172

Write the numbers in order from largest to smallest.

3 9 6 7 0 2 5 1 8 4
9 8 7 6 5 4 3 2 1 0

Write the missing numbers. Count by 1s, 2s, 5s, or 10s.

123 124 125 126 12 14 16 18
 55 60 65 70 20 30 40 50

Write the numbers before and after.

78 79 80 126 127 128
10 11 12 188 189 190

Write the next fact.

$\begin{array}{r} 6 \\ + 3 \\ \hline 9 \end{array}$	$\begin{array}{r} 6 \\ + 4 \\ \hline 10 \end{array}$	$\begin{array}{r} 6 \\ + 5 \\ \hline 11 \end{array}$	$\begin{array}{r} 11 \\ - 7 \\ \hline 4 \end{array}$	$\begin{array}{r} 11 \\ - 6 \\ \hline 5 \end{array}$	$\begin{array}{r} 11 \\ - 5 \\ \hline 6 \end{array}$	$\begin{array}{r} 8 \\ + 1 \\ \hline 9 \end{array}$	$\begin{array}{r} 8 \\ + 2 \\ \hline 10 \end{array}$	$\begin{array}{r} 8 \\ + 3 \\ \hline 11 \end{array}$
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Before you take the Self Test, study what you have read and done. The Self Test will check what you remember.

Section 5 | 33



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Rock Rapids, IA 51246-1759

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www.calverteducation.com

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