MATHEMATICS

Curriculum Overview
Grades K-12

Kindergarten

Lessons

1-40	41-80	81-120	121-160
Directions-right, left, high,low,etc. Comparisons-big, little,alike,different Matching Cardinal **Numbers-** to 9 **Colors**-red,blue,green, yellow, brown,purple **Shapes**-circle,square, rectangle,triangle Number Order Before and After Ordinal **Numbers-** to 9th Problem Solving	**Directions**-right,left, high,low,etc. Comparisons-big, little,alike,different Matching Cardinal **Numbers-** to 12 Colors-orange **Shapes**-circle,square, rectangle,triangle Number Order Before and After Ordinal **Numbers-** to 9th Problem Solving Number **Words-** to nine Addition-to 9	**Directions**-right,left, high,low,etc. Comparisons-big, little,alike,different Matching Cardinal **Numbers-** to 19 **Colors**-black,white Shapes-circle square, rectangle,triangle Number Order Before and After Ordinal **Numbers-** to 9th Problem Solving Number **Words-** to nine Addition-to 10 and multiples of 10 Subtraction-to 9 Place Value **Time/Calendar**	**Directions**-right,left, high,low,etc. Comparisons-big, little,alike,different Matching Cardinal **Numbers-** to 100 Colors-pink **Shapes**-circle,square, rectangle,triangle Number Order Before and After Ordinal **Numbers-** to 9th Problem Solving Number **Words-** to nine Addition-to 10 and multiples of 10 Subtraction-to 10 Place Value **Time/Calendar** Money Skip **Counting**-2's, 5's, 10's **Greater/** Less than

INSTRUCTIONS FOR FIRST GRADE MATHEMATICS

The first grade handbooks 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.

This section of the Teacher's Guide includes the following teacher aids: 1) Introduction of Skills 2) Mathematics Terms 3) Teacher Instruction Pages.

The Introduction of Skills is a more detailed overview of skills than that presented in the Scope nnd Sequence. The Mathematics Terms includes a glossary of mathematics terms and a table of measurements. The Teacher Instruction Pages list the Concepts to be taught as well as Student Objectives and Goals for the Teacher. The Teacher Instruction Pages also contain guidelines for teaching each lesson and often include additional learning activities.

Mathematics 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, iractions, and sequencing. 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 mathematics. It is a subject that requires constant assessment of student progress. Do not leave the study of mathematics in the classroom.

Page 30: Estimation and Skip Counting

CONCEPT(S): estimation, skip counting

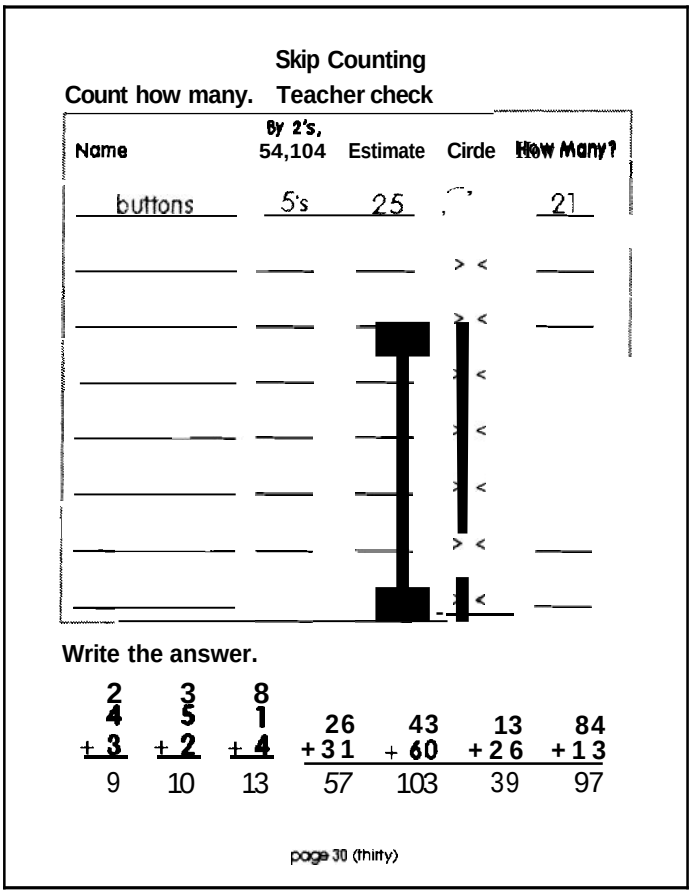
TEACHER GOAL(S): To teach the children
To estimate groups of objects, and
To learn to count quickly by grouping numbers by 2's, 5's, and 10's.

MATERIALS/MANIPULATIVES:
pencils, an assortment of objects for counting - pennies, beans, buttons, bottle caps, wrapper twists

TEACHING PAGE 30:

Place a group of objects (about twenty) in front of the students. Have them count the set by l's, taking one object at a time (1-2-3 and so on). Ask them if they think there might be an easier way to count the set. Talk to them about skip counting. Have the children count the set again by 2's, taking two objects at a time (2-4-6 and so on). Ask which method they think is easier and quicker.

Turn to page 30. Read the title, the instructions, and the words at the top of each column with the students. Complete the page in the following manner. Select a set of objects and have the children write the name in the first column (buttons). Ask them how they would like to skip count this set (by 2's, by 5's, by 10's) and write that in the next column. Have the students estimate the number of objects in the set and write the number under *estimate,* Next, have them count (by 2's, 5's, or 10's) and write the count under *how many.* Finally, have them circle the correct operation symbol (>,<). Work with the students as they complete the skip counting exercise. Use a variety of objects and numbers of objects to make the exercise more interesting. Have the students review addition by completing the problems at the bottom of the page. *If the count is 21 and the student counts by 5's, the student would count 5, 10, 15, 20 plus 1 more (21).*


Skip Counting

Count how many. Teacher check

Name	By 2's, 54,104	Estimate	Cirde	How Many?
buttons	5's	25		21
			> <	
			> <	
			> <	
			> <	
			> <	
			> <	

Write the answer.

2 4 +3	3 5 +2	8 1 +4	26 +31	43 +60	13 +26	84 +13
9	10	13	57	103	39	97

page 30 (thirty)