McRuffy Press First Grade Math

The curriculum is arranged into 175 daily lessons broken into 4 units roughly corresponding to quarters. Each lesson plan states lesson objectives, materials, and teaching directions. The objectives briefly state the concepts or exercises covered by the lesson. They are numbered. The numbers correspond to the teaching section. The materials section lists any special materials needed for the lesson. Basic materials such as pencils are not listed. Words typed in bold print can be stated directly to the students.

Although objectives are numbered, for the most part they do not have to be taught in that order. You may also decide to teach one objective during one part of the day and teach another later in the day. Sometimes an objective is simply restated in the teaching section if it is self- explanatory, such as having children write numbers or solve problems. This is not meant to be redundant, just consistent with the format.

The teacherís manual consists of the following: Introduction, list of materials, list of mats and charts, timed tests, unit tests and directions, scope and sequence, and miscellaneous copy masters, and workbook answers. Permission to copy timed tests, unit tests, and copy masters is granted for personal or classroom use (not for resale). Workbook pages are not reproducible. Copies are available from McRuffy Press.

The curriculum consists of:

- Teacherís Manual with reproducible pages and mats
- Workbook

Students will also need math manipulatives. These can be purchased from McRuffy Press.

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The program uses a hands-on approach to build understanding of concepts. Below is a listing of manipulatives used in the McRuffy Press First Grade Math curriculum.

Manipulatives

Manipulatives not listed: Pasta, food coloring, and string for lesson 83; measuring cups and water containers for lessons 116 and 117.

Quantity	Manipulative	Lessons
1	0-9 spinner	3, 93, 113, 126
1	1-6 spinner	18, 93, 113, 126
1	4 color spinner	63
1	Blank spinner	58
100	Circle counters	4, 31, 81, 157, 166, 170
50	Teddy bear counters	9, 11, 12, 13, 15, 22, 51, 86, 87, 88, 89, 91, 93, 96, 111, 112, 113, 127, 158, 167, 173
50	Linking cubes	3, 6, 7, 161, 164
10	Rods (base ten)	24, 25, 41, 42, 52, 54, 55, 56, 57, 59, 60, 62, 101, 102, 129, 136, 137, 138, 141, 142, 146, 147, 148, 150
100	Cubes (base ten)	24, 25, 41, 42, 43, 44, 52, 54, 55, 56, 57, 138, 141, 142, 146, 147, 148, 150
1	Clock dial	33, 36, 37, 38, 39, 40, 66, 67, 159, 160
50	Pattern blocks	46, 47, 48, 49, 50, 78, 87, 89, 135, 172
1	Marker	58
1	Geoboard	71, 72, 73, 74, 75, 92, 110, 131, 133,
	and rubber bands	162, 168
1	Pentominoes	75, 133, 134
1	Coin Bank:	7, 14, 16, 17, 18, 19, 34, 61, 76, 124, 128, 151, 152

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Scope and Sequence

Unit 1 (Lessons 1-45)
Number review
Addition review
Counting to 200
Writing numbers 0-200
Charting and Graphing
Measuring
Before, after
Counting by fives
Counting money
Time (hour and half-hour)
Estimation (time)
Counting by twos
Place Value 10ís 1ís

Unit 2 (Lessons 46-90)
Addition 2-digit
Geometry
Auditory skills
Estimation (area)
Charting and Graphing
Time to quarter hour
Number words 0 to 20
Counting to 400
Thermometer reading
Patterns
Write numbers to 300

Unit 3 (Lessons 91-135)
Subtraction
Counting by tens
Three-digit subtraction
Auditory skills
Place Value 100ís 10ís 1ís
Subtraction 2-digit
Write numbers to 500
Greater than, Less than
Count by hundreds
Attributes
2-digit addition with regrouping
Adding 3 numbers
Money
Charting
Auditory skills
Measuring liquids
More, Less
Measuring length
Time (to 5 minutes)
Time
Fractions- halves
Rounding to nearest 10
Multiplication by two
Estimation
Probability
Geometry
Write numbers to 375
Test Directions

Unit 4 (Lessons 136-175)
Three-digit addition

Lesson 50

Objectives

1. The students will take a timed test +9.
2. The students will construct a geometric design.

Materials

* +9 timed test
* Workbook page 27
* Pattern blocks

Teaching

1. Give the students the timed test.

2. The children should construct the design shown on page 27 of the workbook. They should make the design on top of their desk, not on top of the workbook page. After the students are finished, have them count each shape and record the number used on the white row of the chart at the bottom of the workbook page.

   Next, have the students construct the shape a different way, using different numbers of pieces. Students now may set the pieces on the workbook to use the outside lines as guidelines. They should record the number of pieces used on the gray row of the chart.

Lesson 51

Objectives

1. The students will count from 101 to 200.
2. The students will solve story problems with missing addends.

Materials

* 101-200 Number Chart
* 20 teddy bear counters
* Workbook page 28

Teaching

1. Use the 101-200 Number Chart. Point to the numbers. Have the students say the numbers. Next, point to numbers randomly and call on students to identify them.

2. On page 28 of the workbook are ten problems. They are missing addends or sums. Do the problems as story problems using counters with the students. Have the children fill in the answers. For example Pam has 3 bears. How many more bears does she need to have eleven? Instruct the students to make a group of three bears. Next, have the students start a second group counting the first bear as number 4 and continuing to eleven. The students should then count the number of bears in the second group to find the missing addend.

Lesson 52

Objectives

1. The students will add two-digit numbers.
2. The students will write the numbers 141 to 160.

Materials

* 10 rods and 20 cubes
* Paper
* Place Value Mat (tens and ones)

Teaching

1. Give the students problems orally or on the chalkboard. Students should use the rods, cubes, and mat to solve the problems. Use problems that donít require regrouping. Examples: 23 + 41, 54 + 45, 10 + 38, 63 + 15, 74 + 4

2. Have the children write the numbers 141 to 160.

Lesson 53

Objectives

1. The students will solve addition problems.
2. The students will take a timed test (=10).

Materials

* Workbook page 29
* =10 timed test

Teaching

1. Workbook page 29 is designed to show children that they can have a string of numbers together and still add them. Instruct the students to add each column of numbers on the sheet and write the answer underneath the two numbers.

2. Give the students the timed test. Note: Instead of answering every problem, the students circle the problems that equal the given number. In this case, the students would circle only the problems that equal 10. The students should make an x through all the problems that do not equal the given number.

Lesson 54

Objectives

1. The students will use auditory skills to solve addition problems.
2. The students will add two-digit numbers without regrouping.

Materials

* Workbook page 30
* 10 rods and 20 cubes

Teaching

1. The students will solve addition problems use listening skills. Repeat Lesson 49 format for the following problems by giving the following directions:

   I will say a letter and two numbers. On the line that has the letter that I said, write the sum of the two numbers. Remember, the sum is a number that you get when you add numbers together. Weíll do the first one together. As I say the numbers, picture them in your mind. A 8 (pause a second) 2 (repeat) 8...2. What is the answer to 8 + 2? (10) What line did you write the answer on? (a)

   Continue on with the next nine problems reading only the numbers:

   b 3..4, c 6..1, d 5..5, e 9..1, f 5..3, g 4..4, h 2..6, i 1..8, j 3..7

2. Have the children solve the problems on page 30. They may use rods and cubes.

Lesson 55

Objectives

1. The students will take a timed test (=10).
2. The students will solve two-digit addition problems.

Materials

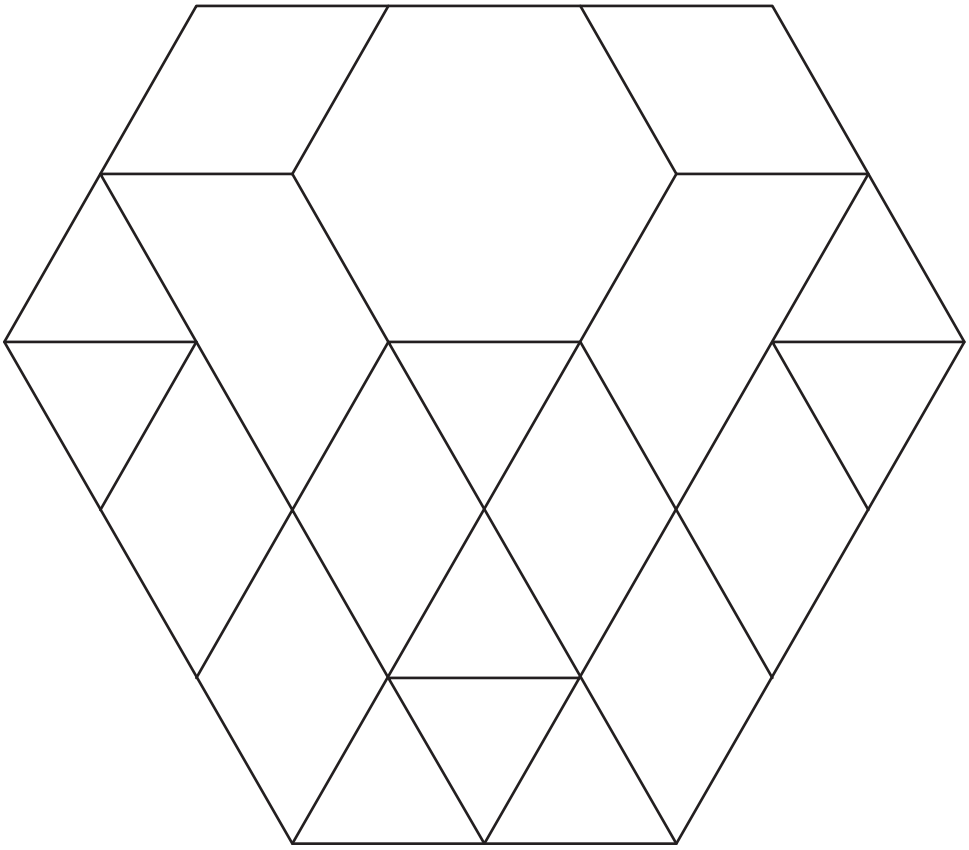
* =10 timed test
* Workbook page 31
* 10 rods and 20 cubes

Teaching

1. Give the children the timed test. Students should circle only the problems that =10. The students should cross out all the problems that do not equal 10.

2. The students will solve the problems on page 30. Students can use rods and cubes to help them.

Name_____ Lesson 50



Use pattern blocks to make the shape. On the chart in the white row write the number of each shape used. Next, make the shape a new way. Write the number of each shape used in the gray row.

$3 + \square = 11$

$\square + 0 = 2$

$\square + 9 = 18$

$6 + 7 = \square$

$7 + 5 = \square$

$5 + \square = 9$

$4 + \square = 12$

$\square + 7 = 14$

$5 + \square = 10$

$9 + 6 = \square$

Use counters to help find the missing parts of the problems.

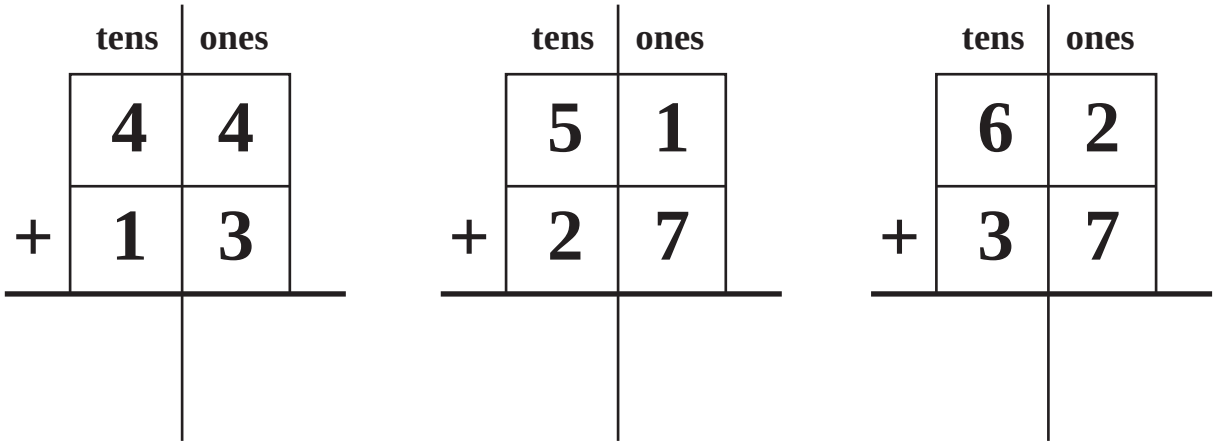
Name _____ Lesson 53

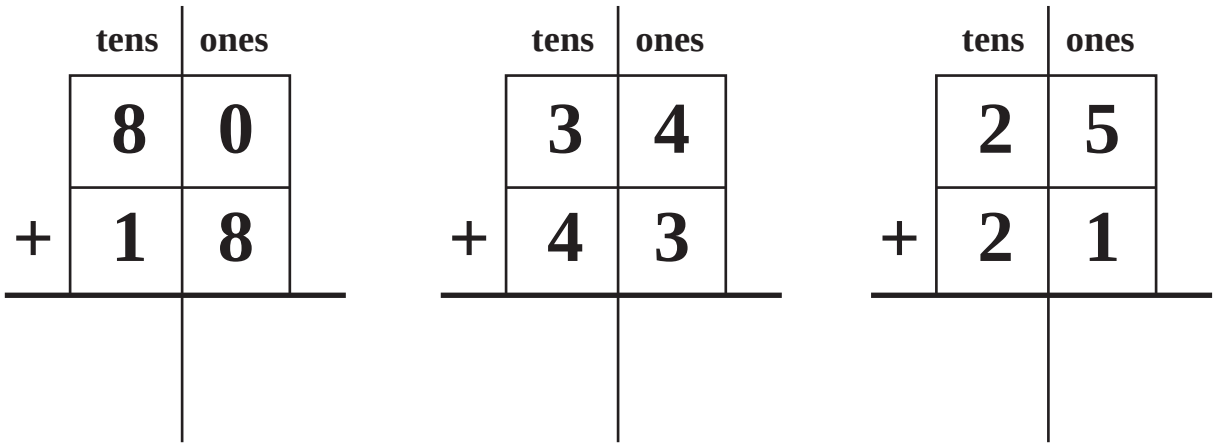
	3	6	1	7	2	5	0	4
+	4	2	8	0	3	1	9	5

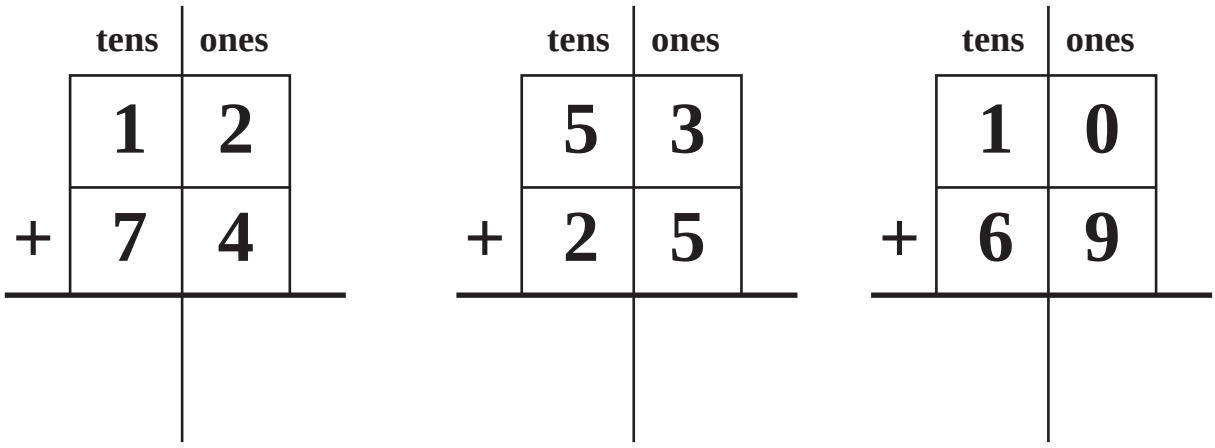
	1	5	0	3	4	7	2	6
+	8	4	9	5	3	2	6	3

Add the numbers in each column. Write the answers in the bottom boxes.

Name _____ Lesson 54







Add the numbers in each column.

Name _____ Lesson 55

	tens	ones
	5	3
+	3	2

	tens	ones
	6	2
+	1	6

	tens	ones
	7	1
+	2	5

	tens	ones
	6	0
+	3	9

	tens	ones
	4	5
+	3	4

	tens	ones
	1	5
+	5	1

	tens	ones
	2	2
+	6	4

	tens	ones
	8	1
+	1	1

	tens	ones
	4	0
+	4	7

Add the numbers in each column.