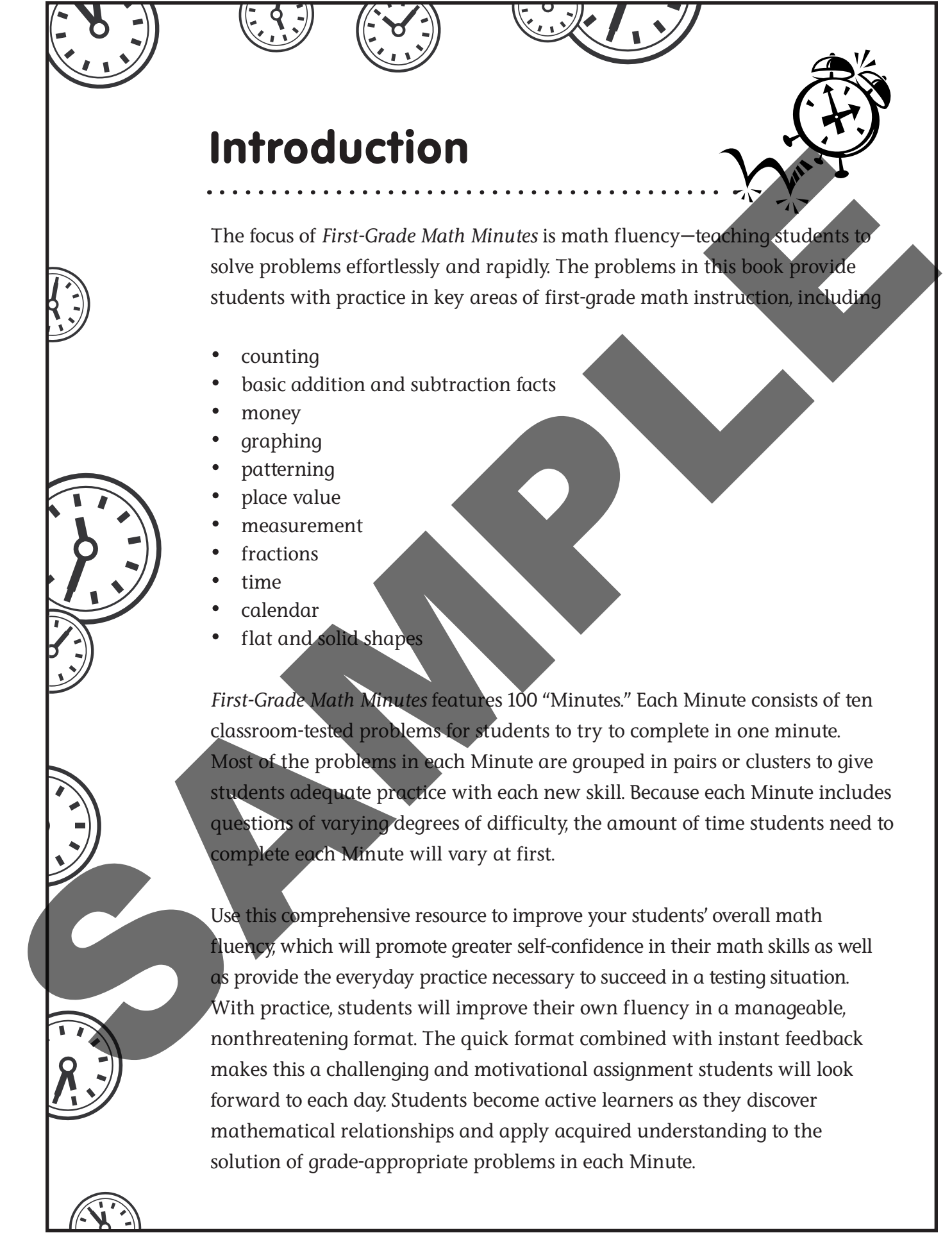


Table of Contents

I ntroduction	3
H ow to Use This Book	4
S cope and Sequence	7
M ath Minutes	8
A nswer Key	108



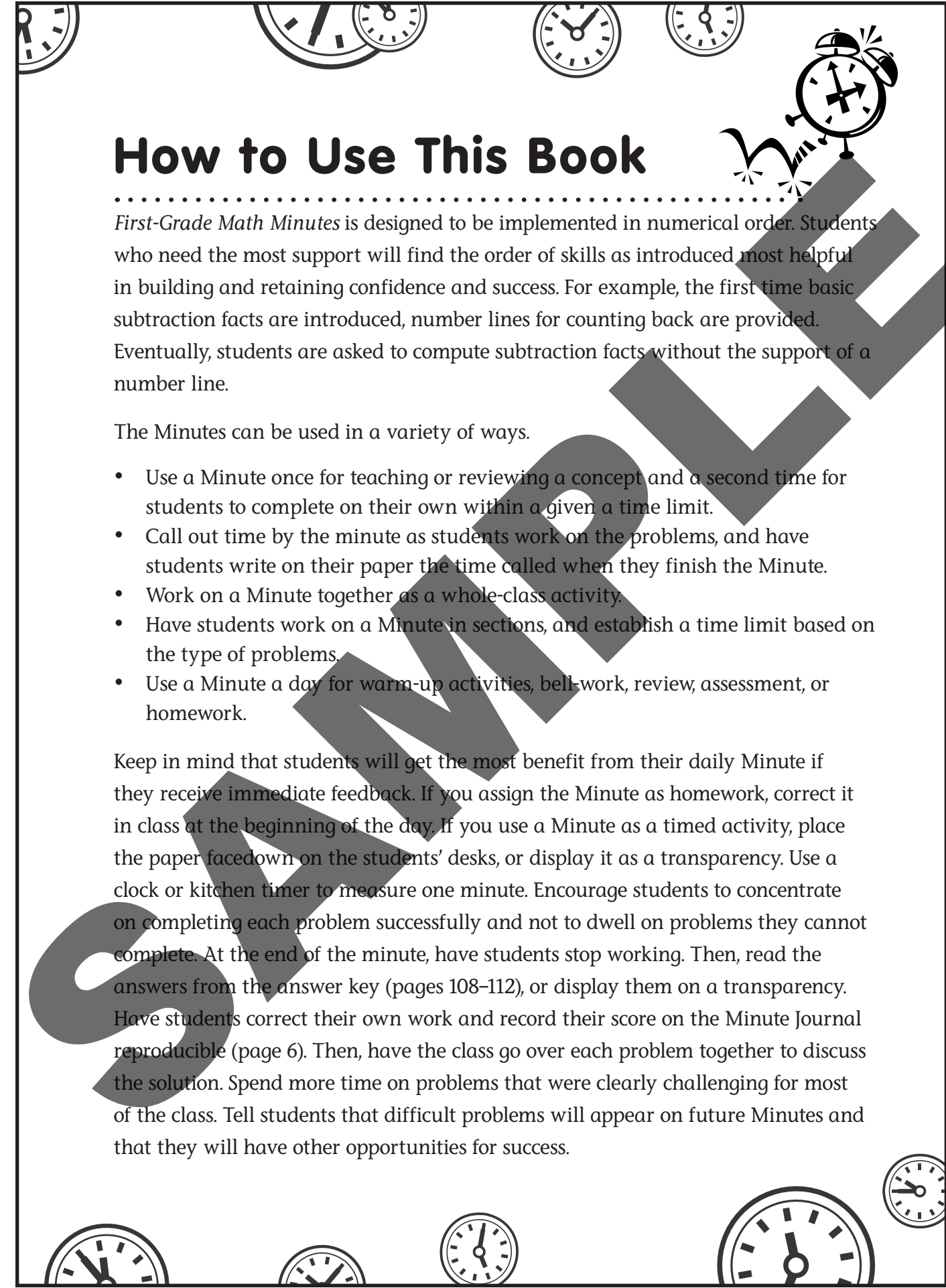
Introduction

The focus of *First-Grade Math Minutes* is math fluency—teaching students to solve problems effortlessly and rapidly. The problems in this book provide students with practice in key areas of first-grade math instruction, including

- counting
- basic addition and subtraction facts
- money
- graphing
- patterning
- place value
- measurement
- fractions
- time
- calendar
- flat and solid shapes

First-Grade Math Minutes features 100 “Minutes.” Each Minute consists of ten classroom-tested problems for students to try to complete in one minute. Most of the problems in each Minute are grouped in pairs or clusters to give students adequate practice with each new skill. Because each Minute includes questions of varying degrees of difficulty, the amount of time students need to complete each Minute will vary at first.

Use this comprehensive resource to improve your students’ overall math fluency, which will promote greater self-confidence in their math skills as well as provide the everyday practice necessary to succeed in a testing situation. With practice, students will improve their own fluency in a manageable, nonthreatening format. The quick format combined with instant feedback makes this a challenging and motivational assignment students will look forward to each day. Students become active learners as they discover mathematical relationships and apply acquired understanding to the solution of grade-appropriate problems in each Minute.



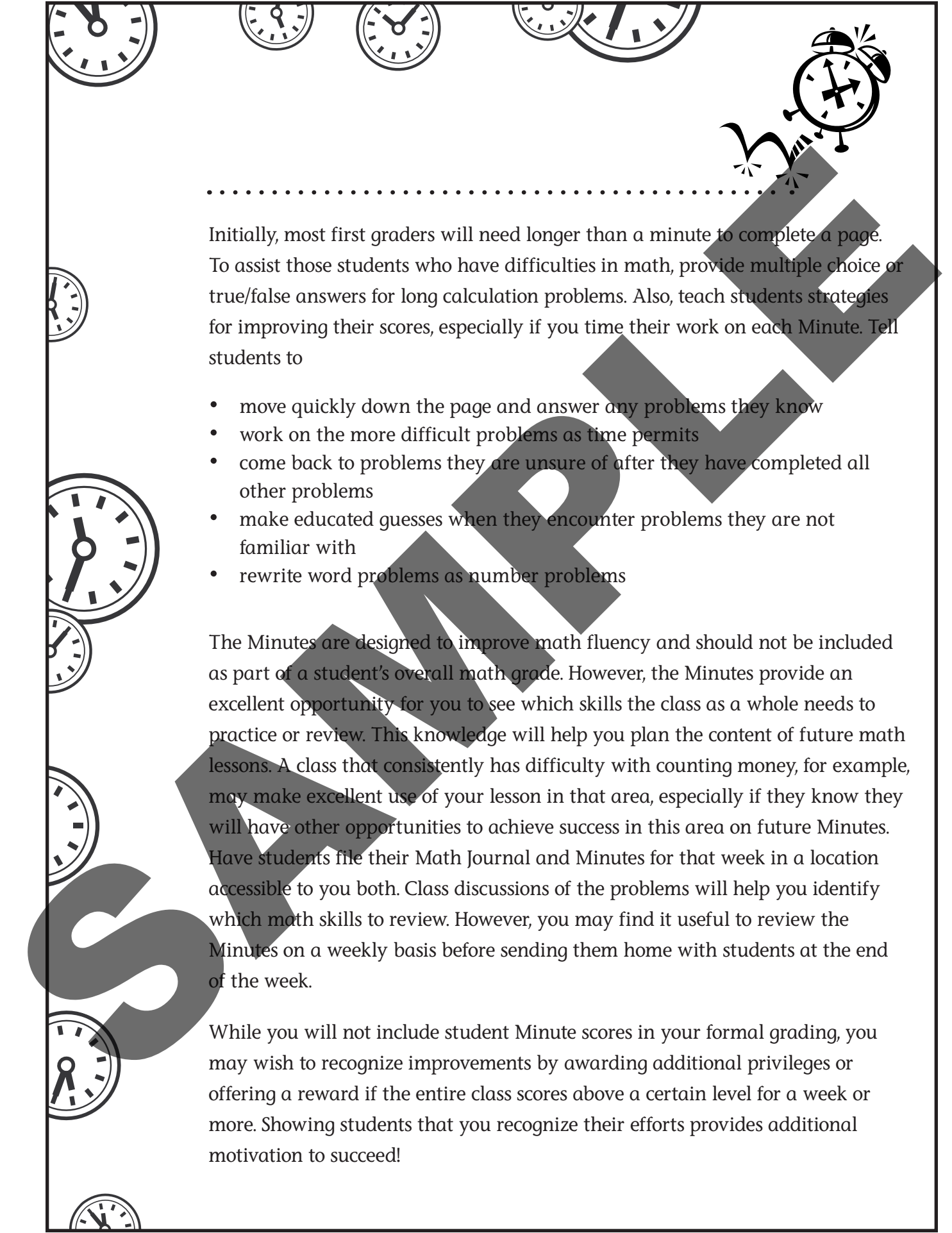
How to Use This Book

First-Grade Math Minutes is designed to be implemented in numerical order. Students who need the most support will find the order of skills as introduced most helpful in building and retaining confidence and success. For example, the first time basic subtraction facts are introduced, number lines for counting back are provided. Eventually, students are asked to compute subtraction facts without the support of a number line.

The Minutes can be used in a variety of ways.

- Use a Minute once for teaching or reviewing a concept and a second time for students to complete on their own within a given a time limit.
- Call out time by the minute as students work on the problems, and have students write on their paper the time called when they finish the Minute.
- Work on a Minute together as a whole-class activity.
- Have students work on a Minute in sections, and establish a time limit based on the type of problems.
- Use a Minute a day for warm-up activities, bell-work, review, assessment, or homework.

Keep in mind that students will get the most benefit from their daily Minute if they receive immediate feedback. If you assign the Minute as homework, correct it in class at the beginning of the day. If you use a Minute as a timed activity, place the paper facedown on the students' desks, or display it as a transparency. Use a clock or kitchen timer to measure one minute. Encourage students to concentrate on completing each problem successfully and not to dwell on problems they cannot complete. At the end of the minute, have students stop working. Then, read the answers from the answer key (pages 108–112), or display them on a transparency. Have students correct their own work and record their score on the Minute Journal reproducible (page 6). Then, have the class go over each problem together to discuss the solution. Spend more time on problems that were clearly challenging for most of the class. Tell students that difficult problems will appear on future Minutes and that they will have other opportunities for success.



.....

Initially, most first graders will need longer than a minute to complete a page. To assist those students who have difficulties in math, provide multiple choice or true/false answers for long calculation problems. Also, teach students strategies for improving their scores, especially if you time their work on each Minute. Tell students to

- move quickly down the page and answer any problems they know
- work on the more difficult problems as time permits
- come back to problems they are unsure of after they have completed all other problems
- make educated guesses when they encounter problems they are not familiar with
- rewrite word problems as number problems

The Minutes are designed to improve math fluency and should not be included as part of a student's overall math grade. However, the Minutes provide an excellent opportunity for you to see which skills the class as a whole needs to practice or review. This knowledge will help you plan the content of future math lessons. A class that consistently has difficulty with counting money, for example, may make excellent use of your lesson in that area, especially if they know they will have other opportunities to achieve success in this area on future Minutes. Have students file their Math Journal and Minutes for that week in a location accessible to you both. Class discussions of the problems will help you identify which math skills to review. However, you may find it useful to review the Minutes on a weekly basis before sending them home with students at the end of the week.

While you will not include student Minute scores in your formal grading, you may wish to recognize improvements by awarding additional privileges or offering a reward if the entire class scores above a certain level for a week or more. Showing students that you recognize their efforts provides additional motivation to succeed!

Minute Journal

Name _____

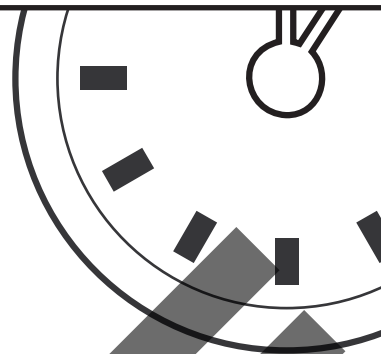
Minute	Date	Score	Minute	Date	Score	Minute	Date	Score	Minute	Date	Score
1			26			51			76		
2			27			52			77		
3			28			53			78		
4			29			54			79		
5			30			55			80		
6			31			56			81		
7			32			57			82		
8			33			58			83		
9			34			59			84		
10			35			60			85		
11			36			61			86		
12			37			62			87		
13			38			63			88		
14			39			64			89		
15			40			65			90		
16			41			66			91		
17			42			67			92		
18			43			68			93		
19			44			69			94		
20			45			70			95		
21			46			71			96		
22			47			72			97		
23			48			73			98		
24			49			74			99		
25			50			75			100		

Scope and Sequence

SKILL

MINUTE IN WHICH SKILL FIRST APPEARS

Counting.....	1
Patterns	1
Ordinals (through fifth).....	1
Ordering Numbers 0–50	3
Number Words (through twenty).....	4
Greater Than or Less Than	4
Using Pictures to Add Sums.....	5
Money (pennies, nickels, dimes, quarters).....	6
Number Sense (before, between, after).....	7
Addition (sums to 20)	8
Place Value (tens and ones).....	9
Adding Doubles (sums to 20)	9
Counting by 2s, 5s, 10s.....	9
Plane Figures.....	11
Addition Sentences	13
Solid Figures	13
Open and Closed Shapes.....	15
Counting Mixed Collections of Pennies, Nickels, Dimes, Quarters.....	16
Ordering Numbers 50–100.....	18
Two-Digit Numbers.....	19
Single-Digit Subtraction (differences to 9).....	21
Calendar	21
Counting Back	21
Counting On (1, 2, 3).....	21
Telling Time.....	21
Even and Odd Numbers	26
Identifying Location (inside, outside, on).....	28
Identifying Equal Parts of a Whole	29
Graphs (picture, vertical, horizontal).....	30
Measurement (length and height)	31
Nonstandard Measurement	33
Fact Families.....	36
Digital Time.....	36
Addition (three addends).....	37
Subtracting Tens and Ones without Regrouping	42
Fractions (halves, thirds, fourths).....	42
Exploring the Concept of a Dozen.....	46
Real-Life Addition Problems	46
Measuring Weight (pounds).....	52
Measuring Length (inches).....	55
Measuring Capacity (cups, pints, quarts)	56
Measuring Length (centimeters).....	58
Measuring Capacity (liters).....	61
Adding Tens and Ones without Regrouping.....	61
Ordering Numbers Least to Greatest.....	61
Lines of Symmetry	78
Measuring Weight (kilograms)	79
Finding Area of a Given Shape.....	82
Using a Map to Solve Problems.....	88
Concept of Division	96
Using Data to Make Predictions.....	98
Concept of Multiplication.....	99
Making Graphs.....	99
Comparing Temperatures (hot and cold).....	99



Minute 1

Name _____

Write how many shapes there are.

1. ☆☆☆☆ _____

2. ○○○○○○○○ _____

Draw what comes next in the pattern.

3. ○△○△○ _____

4. □♥□♥ _____

5. Draw 3 cookies.

6. Draw 5 apples.

7. Draw a box around the first shape.



8. Draw a circle around the third shape.

Draw an X over the one that does not belong.

9.



A



B



C



D

10.



A



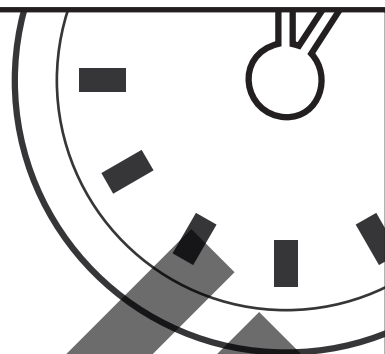
B



C



D

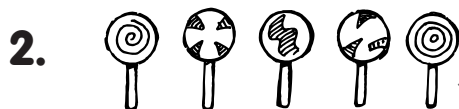


Minute 2

Name _____

Write how many shapes.





Draw what comes next in the pattern.





5. Draw 4 legs on the mouse.



6. Draw 6 legs on the ant.



7. Letter H is _____.

T H I N K
1st 2nd 3rd 4th 5th

8. Letter N is _____.

Draw an X over the picture that does not belong.

9.



A



B



C



D

10.



A



B



C



D