





Table of Contents

Introduction	3
H ow to Use This Book	
S cope and Sequence	
M ath Minutes	8
Answer Key	108















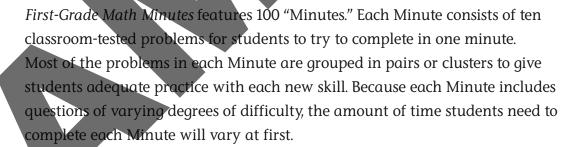


Introduction



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



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.

















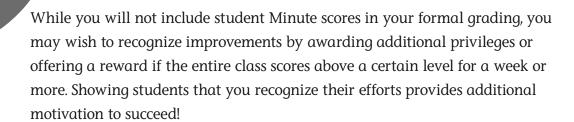




Initially, most first graders will need longer than a minute to complete a page. To assist those students who have difficulties in math, provide multiple choice or true/false answers for long calculation problems. Also, teach students strategies for improving their scores, especially if you time their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

















Name _____

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

8.5	

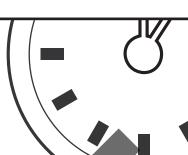
SKILL	MINUTE IN WHICH SKILL FIRST APPEARS
Counting	1
Patterns	
Ordinals (through fifth)	
Ordering Numbers 0-50	3
Number Words (through twenty)	4
Greater Than or Less Than	4
Using Pictures to Add Sums	5
Money (pennies, nickels, dimes, quarte	ers)6
Number Sense (before, between, after)	7
Addition (sums to 20)	8
Place Value (tens and ones)	9
	9
Counting by 2s, 5s, 10s	9
Plane Figures	11
Addition Sentences	13
Solid Figures	
Open and Closed Shapes	15
Counting Mixed Collections of Pennie	s, Nickels, Dimes, Quarters16
	18
Two-Digit Numbers	
Single-Digit Subtraction (differences to	9)21
	21
Counting Back	21
	21
	21
Even and Odd Numbers	26
Identifying Location (inside, outside, o	n)
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 Re	egrouping42
Fractions (halves, thirds, fourths)	42
Exploring the Concept of a Dozen	46
Real-Life Addition Problems	46
	52
Measuring Length (inches)	55
Measuring Capacity (cups, pints, quar	ts)56
Measuring Length (centimeters)	58
	61
	uping61
Ordering Numbers Least to Greatest	61
	79
5	82
	88
	96
	98
	99
	99
Comparing Temperatures (hot and co	ld)99











Minute 1

Name _

Write how many shapes there are.

- 1.
- 000000 2.

Draw what comes next in the pattern.

- 3.
- **5**. Draw 3 cookies.
- 6. Draw 5 apples.
- Draw a box around the first shape. O \square \triangle



Draw a circle around the third shape.

Draw an X over the one that does not belong.









10.









D









Minute 2

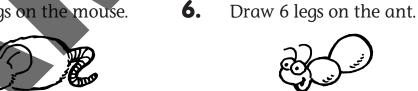
Name _

Write how many shapes.

- 1.

Draw what comes next in the pattern.

- 3.
- **5**. Draw 4 legs on the mouse.



6.

- Letter H is _____.
- K 1st 2nd 5th 3rd 4th
- 8. Letter N is _____.

Draw an X over the picture that does not belong.

- 10. D