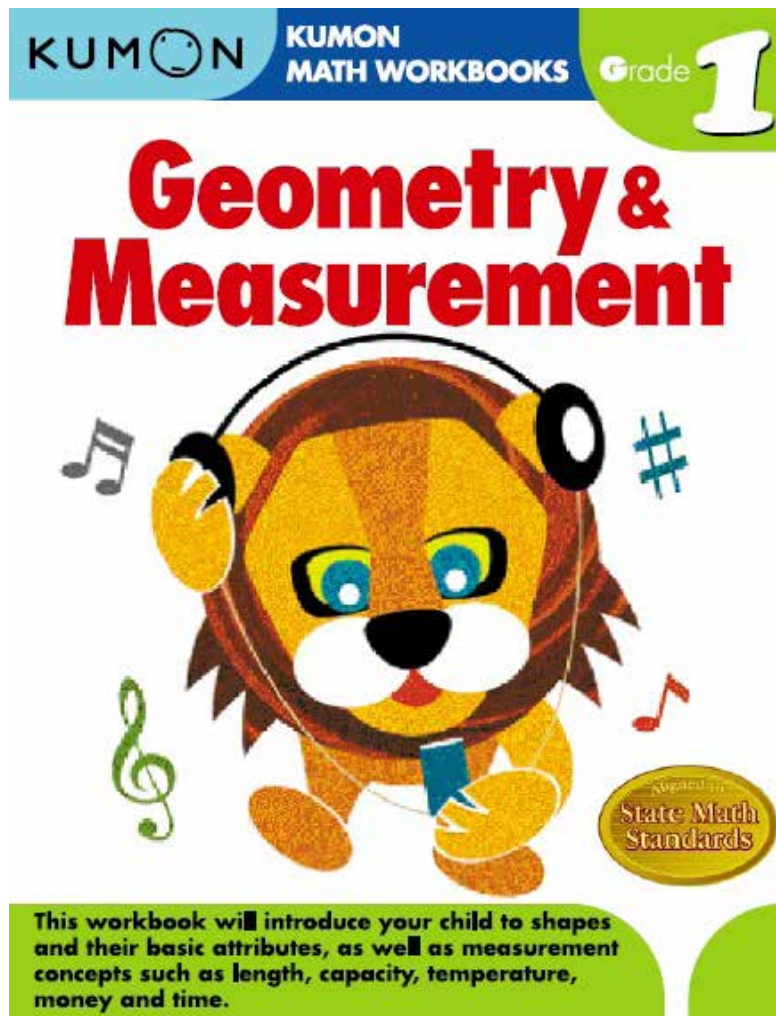


# Kumon *Grade 1 Geometry & Measurement* Workbook Educator's Guide

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## Using Kumon Calculations Workbooks: General Guidance

Kumon Calculations Workbooks follow the Kumon Method, a proven learning system from Japan that has helped millions of children worldwide develop math skills without frustration.

You can use Kumon Calculations Workbooks to **introduce new math skills** or to **provide additional support** after/alongside another program. The table below shows benefits of each approach.

Using Kumon Workbooks to teach a new skill	Using Kumon Workbooks for additional support
<ul style="list-style-type: none"><li>• Learn the new concept(s) using an efficient and targeted approach</li><li>• Avoid development of misconceptions</li><li>• Progress toward mastery of the relevant math facts and procedures</li><li>• Improve your child's mental calculation abilities and their ability to learn independently</li></ul>	<ul style="list-style-type: none"><li>• Refine and deepen understanding of the concept(s)</li><li>• Solidify mastery of math facts and gain procedural fluency</li><li>• Identify and correct misconceptions</li><li>• Improve your child's mental calculation abilities and their ability to learn independently</li></ul>

Please note that **for the full benefit of the Kumon Method**, including personalized learning plans and individualized instruction, take the next step and contact a Kumon Learning Center near you. Visit [www.kumon.com](http://www.kumon.com) for more information about our Learning Centers.

### Important Steps

For all Kumon Calculations Workbooks, please use the following steps for best results.

Timing
<ul style="list-style-type: none"><li>• We recommend having your child complete about one section (2 pages) a day. This should include the answer check.</li><li>• Each daily session is about 15 to 30 minutes. If your child is learning the skill for the first time, the learning session will be closer to 30 minutes.</li></ul>
Sequencing
<ul style="list-style-type: none"><li>• Even if your child is reviewing material, have them start on page 1 and work through the book page by page. Similarly, they should always work problems on each page in order. For best results, do not skip any content.</li></ul> <p>Kumon Workbooks are designed so the student “learns through doing”; therefore, the sequence of pages and</p>

problems in each book is key to the instructional method and effectiveness.

#### Checking Answers and Moving On

- Checking and correcting answers is an essential part of the learning process. One approach is to have a parent or teacher mark the child's answers as either correct or incorrect. Then have the child correct the wrong answers.
- You may choose to require a perfect score before your child moves on the next section. If you use this approach, you can repeat each section as many times as you wish by erasing it and having your child redo it. Or, have your child write answers on a separate sheet.

#### Encourage Self-Learning

- One hallmark of the Kumon Method is the emphasis on learning through doing rather than passive absorption of information. This is why there is minimal direct explanation in the book; the understanding comes through working problems in sequence.
- Support your child in the self-learning process by allowing them to work independently on the problems, correct their answers, and reflect on their errors. We encourage you to ask questions to promote deeper engagement, but resist the urge to "just explain" what they should learn from the page.

For a daily plan and page-by-page guidance to support using Kumon *Grade 1 Geometry & Measurement*, see the next page.

## KUMON Grade 1 Geometry & Measurement Workbook: Daily Guide

### Using this guide

- This guide organizes the workbook into daily sessions of 2 pages each.
- Each daily session should last about 15 to 30 minutes.
- Fill in the Date column to keep track of your progress.

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Date	Book Section	PP.	Description	Educator Notes
<b>TOPIC: Numbers up to 10</b>				
	1	2-3	• Count and write numbers	This activity gives students the chance to practice counting and writing numbers up to 10. This should be review, but make sure they take their time and answer carefully.
	2	4-5	• Count and write numbers	Have your child count and record their numbers independently. If they need support, encourage them to count out loud.
	3	6-7	• Fill in missing numbers	Have your child fill in the boxes. They will need to recognize that sometimes the numbers go up and sometimes they go down. Sometimes they also skip a number. You may want to ask them to read the numbers out loud to help recognize these patterns. For instance, "1, 2, 3, blank, blank, 6..." You can also have them point to a number line as they count.
	4	8-9	• Comparing numbers	This lesson develops students' ability to compare numbers, which is essential for understanding measurements. If they need to, they can count to find the bigger number, but the goal should be to get to a point where they can identify the bigger number without counting or looking at a number line.
	5	10-11	• Coloring ordinal numbers	Review ordinal numbers with your child as needed. You can have your child organize household objects into a row, counting, "first, second, third..."
	6	12-13	• Basic addition and subtraction	These lessons may seem tricky at first. Your child will practice splitting a number up into two different numbers--essentially practicing their addition and subtraction skills. This is great practice that will help them internalize how numbers work. If they struggle, consider having them use physical objects they can group and add. The lessons use increasingly large numbers, so have them continue to practice with small numbers before moving on if needed.
	7	14-15	• Basic addition and subtraction	
	8	16-17	• Basic addition and subtraction	
	9	18-19	• Basic addition and subtraction	
	10	20-21	• Basic addition and subtraction	
	11	22-23	• Basic addition and subtraction	
<b>TOPIC: Numbers up to 20</b>				
	12	24-25	• Count and write numbers	This lesson provides an opportunity to review the numbers up to 20 before moving on to more difficult lessons. If your child needs more practice, give them more things to count before moving on.
	13	26-27	• Basic addition and subtraction	If your child is having difficulty, have them use tiles or a similar tool that they can group.
	14	28-29	• Fill in missing numbers	Make sure your child reads the numbers carefully and identifies the pattern before filling in the missing numbers. If needed, they can refer to a number line to help find the pattern.
	15	30-31	• Number lines	Try to avoid having your child look at a reference when filling in the missing numbers. Being able to create their own number line from memory means that your child will be able to create their own tools.
	16	32-33	• Basic addition and subtraction	This lesson provides number lines that your child can use as they practice.
<b>TOPIC: Numbers up to 120</b>				

Date	Book Section	PP.	Description	Educator Notes
	17	34–35	• Count and write numbers	When they count the larger numbers in #2, you can point out to them that the numbers are grouped. Ask them to count how many are in each group, and then show them how they can count by tens and add the leftover objects rather than counting each object individually. These lessons have students apply the same skills they been developing to much larger numbers. If they need support, have them turn back to familiar lessons and review their work.
	18	36–37	• Addition and subtraction	
	19	38–39	• Number lines	
	20	40–41	• Comparing numbers	
<b>TOPIC: Telling Time</b>				
	21	42–43	• Telling time	This lesson introduces telling time by hours and half hours. More detailed practice can be found in other Kumon titles including <i>Easy Telling Time</i> and <i>Telling Time</i> . To answer these questions, your child will need to know that the short hand points to the hour, and the long hand points to the minute. There are 60 minutes in an hour, and the long hand starts at the top of the clock. So when it points at 12 there are 0 minutes, and when it points at 6 it shows half an hour, or 30 minutes. You can encourage them to practice more by drawing their own clock and showing the times they do daily activities.
<b>TOPIC: Measurements</b>				
	22	44–45	<u>Length:</u> • Understanding how to compare length	If your child needs support, have them cut pieces of string that they can use to measure the objects in the book. Use the pieces to show how a straight line between two points is shorter than a wavy line between two points. Encourage your child to count the unit lines to compare length.
	23	46–47	<u>Length:</u> • Comparing length	
	24	48–49	<u>Weight:</u>	Your child will need to know that the heavier object will be on the lower scale. You can demonstrate this with a real scale (if you have one) or by using a seesaw as an analogy.
	25	50–51	<u>Area:</u>	For extra practice, have your child draw the shapes shown, then cut them out and fold them to build the shapes.
	26	52–53	<u>Volume:</u>	Allow your child to compare the volume of different vessels by filling them with water. For example, have them see how many glasses of water they can pour into a saucepan.
	27	54–55	<u>Temperature:</u>	Your child will need to know that higher temperatures are warmer. Have them count the unit lines to confirm their answers. To extend their learning, have them measure the temperature at home, or look up the temperature for the area. Then have them record the temperature for a week and notice how they experience temperature changes.
<b>TOPIC: Coins</b>				
	28	56–57	• Pennies and nickels	Allow your child to practice by counting change at home. Ask them to combine coins to make different totals, such as a dollar.
	29	58–59	• Dimes and quarters	
	30	60–61	• Mixed practice	
<b>TOPIC: Shapes</b>				
	31	62–63	• Sorting three-dimensional shapes	Ask your child to find objects at home that are the same shape as the shapes shown on the page. Use a real-life object to demonstrate. Or, have your child draw the faces on paper, cut them out and assemble the three-dimensional shapes shown. Encourage your child to draw on the shapes to show where they see each triangle.
	32	64–65	• Identifying faces on three-dimensional shapes	
	33	66–67	• Triangles	
	34	68–69	• Three dimensional-shape practice	
<b>TOPIC: Review</b>				
	35	70–71	• Number sense, length, and shapes	Return to any lessons your child may need to review.
	36	72–73	• Number lines and shapes	