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Being in college means you've already aced your SATs, taken all the college prep classes and filled out myriad applications to secure your place. Armed with all that experience, you can help current high school students achieve their college dreams.It was just after graduating from Mas-sachusetts Institute of Technology with a bachelor's degree that Christine Ortiz, now 25, moved back home and started tutoring high school students in her neighborhood. After starting a graduate program at the University of Central Florida, where she is earning a master's in education, she envisioned a whole space devoted to learning. In fall 2007, she started The Knowledge Lab, a tutoring center in Longwood, Florida. Ortiz created a space with comfortable couches, custom murals and a refrigerator full of snacks to welcome students who come to her after-school SAT prep classes and help sessions on subjects like calculus and chemistry. Set to graduate herself next month, Ortiz knows how to navigate the college prep and application process--and shares with students what she wishes someone had shared with her. Positive testimonials from happy students and parents are now one of Ortiz's best marketing tools. She created a street team to talk up her business to high school kids at sporting events and the like. She also markets her business to guidance counselors as a way to get referrals. The K-Lab projects revenue of about \$75,000 for its first full year in business. "I'm trying to create the kind of environment where kids want to come, they love the people who work there and they get along with the other kids," she says. "It feels like they're just hanging out and they happen to get their work done while they're [here]." Word-of-mouth marketing and networking within your community is key to getting student clients for your college prep and tutoring business, says William H. Crookston, professor of entrepreneurship at the University of Southern California's Lloyd Greif Center for Entrepreneurial Studies. Go to PTA events or counselor events to get your business's name out there. And know what your services are worth. "Write a price list schedule," says Crookston. "And ask for [payment] before you perform the services." If you plan to grow your college prep and tutoring business, you'll want to hire a fleet of tutors. Depending on your needs, you may want to search for employees or independent contractors--but make sure you get a federal tax ID number so you can send out official 1099 or W-9 forms come tax time.Building out a huge network of tutors--more than 700--has helped Greg Zumas, 31, and Richard Enos, 32, grow their tutoring service, StudyPoint Inc., to 10 cities. Starting in Boston in 1999, Zumas, then a Cornell University student, and Enos, a Cornell graduate, quickly brought in nearly 20 tutors their first fall season. "Ninety-nine percent [of our success] is based on who's going out and working with the kids. We still spend a lot of time and money [on recruiting and training] and are very selective on instructors," says Zumas, who projects company sales to hit more than \$6 million this year. When you visit the site, Dotdash Meredith and its partners may store or retrieve information on your browser, mostly in the form of cookies. Cookies collect information about your preferences and your devices and are used to make the site work as you expect it to, to understand how you interact with the site, and to show advertisements that are targeted to your interests. You can find out more about our use, change your default settings, and withdraw your consent at any time with effect for the future by visiting Cookies Settings, which can also be found in the footer of the site. When it comes to teaching first-grade students the common core standards of mathematics, there's no better way to practice than with worksheets geared toward repeatedly applying the same basic concepts such as counting, adding and subtracting without carrying, word problems, telling time, and calculating currency. As young mathematicians progress through their early education, they will be expected to demonstrate comprehension of these basic skills, so it's important for teachers to be able to gauge their students' aptitudes in the subject by administering quizzes, working one on one with each student, and by sending them home with worksheets like the ones below to practice on their own or with their parent. However, in some cases, students may require additional attention or explanation beyond what worksheets alone can offer—for this reason, teachers should also prepare demonstrations in class to help guide students through the coursework. When working with first-grade students, it's important to start from where they understand and work your way up, ensuring that each students masters each concept individually before moving on to the next topic. Click on the links in the rest of the article to discover worksheets for each of the topics addressed. One of the first things first graders have to master is the concept of counting to 20, which will help them quickly count beyond those basic numbers and begin to understand the 100s and 1000s by the time they reach the second grade. Assigning worksheets like "Order the Numbers to 50" will help teachers assess whether or not a student fully grasps the number line. Additionally, students will be expected to recognize number patterns and should practice their skills in counting by 2s, counting by 5s, and counting by 10s and identifying whether a number is greater than or less than to 20, and be able to parse out mathematical equations from word problems like these, which may include ordinal numbers up to 10 In terms of practical math skills, the first grade is also an important time to ensure students understand how to tell time on a clock face and how to count U.S. coins up to 50 cents. These skills will be essential as students begin to apply two-digit addition and subtraction in the second grade. First-grade math students will be introduced to basic addition and subtraction, oftentimes in the form of word problems, over the course of the year, meaning they will be expected to add up to 20 and subtract numbers below fifteen, both of which won't require the students to re-group or "carry the one." These concepts are easiest understood through tactile demonstration such as number blocks or tiles or through illustration or example such as showing the class a pile of 15 bananas and taking away four of them, then asking the students to calculate then count the remaining bananas. This simple display of subtraction will help guide students through the process of early arithmetic, which can be additionally aided by these subtraction facts to 10. Students will also be expected to demonstrate a comprehension of addition, through completing word problems that feature addition sentences up to 10, and worksheets like " Adding to 10," " Adding to 15," and "Adding to 20" will help teachers gauge students' comprehension of the basics of simple addition. First-grade teachers may also introduce their students to a base-level knowledge of fractions, geometric shapes, and mathematical patterns, though none of them are required course material until the second and third grades. Check out "Understanding 1/2," this "Shape Book," and these additional 10 Geometry worksheets for late Kindergarten and Grade 1. When working with first-grade students, it's important to start from where they are. It is also important to focus on thinking concepts. For instance, think about this word problem: A man has 10 balloons and the wind blew 4 away. How many are left? Here's another way to ask the question: A man was holding some balloons and the wind blew 4 away. He only has 6 balloons left, how many did he start with? Too often we ask questions where the unknown is at the end of the question, but the unknown can also be put at the beginning of the question. Explore more concepts in these extra worksheets: Improve your students' math skills and help them learn how to calculate fractions, percentages, and more with these word problems. The exercises are designed for students in the seventh grade, but anyone who wants to get better at math will find them useful. The sections below contain two-word problem worksheets for students, in section Nos. 1 and 3. For ease of grading, identical worksheets, including the answers, are printed in section Nos. 2 and 4. More detailed explanations of some of the problems are also provided within the sections. Find out what birthday cakes, grocery stores, and snowballs have in common with these fun word problems. Practice calculating fractions and percentages with problems such as: When the birthday cake was about to be served, you were told you could have 0.6, 60%, 3/5, or 6%. Which three of the choices will give you the same size portion? Explain to students that the correct answer is .6, 60%, and 3/5 because all of these equal 60 percent, or six out of 10, or 60 parts out of 100. By contrast, 6 percent means just that: only six pennies out of 100, six parts out of a 100, or six tiny slivers of cake out of 100. Find the solutions to the word problems that students tackled in the first math worksheet. The second problem, and answer, state: Problem: 4/7 of the birthday cake was eaten on your birthday. The next day your dad ate 1/2 of what was left. You got to finish the cake, how much is left? Answer: 3/14 If students are struggling, explain that they can easily find the answer by multiplying fractions as follows, where "C" stands for the portion of cake that is left. They first need to determine how much cake was left after the birthday Then they need to see what fraction was left the next day after dad gobbled up some more of the cake: C = 3/7 x 1/2C = 3 x 1 / 7 x 2C = 3 / 14 So 3/14 of the cake was left over after dad had a snack the next day. Have students learn how to calculate a rate of return and how to divide a large area into smaller lots with these math problems. To help students, go over the first problem as a class: Sam loves basketball and can sink the ball in the net 65% of the time. If he takes 30 shots, how many will he sink? Explain to students that they simply need to convert 65% to a decimal (0.65), and then multiply that number by 30. Find the solutions to the word problems students have tackled in the second math worksheet. For the first problem, demonstrate how to work out the solution if students are still having difficulty, where "S" equals shots made: So Sam made 19.5 shots. But since you can't make half a shot, Sam made 19 shots if you don't round up. Normally, you'd round up decimals five and greater to the next whole number, which would be 20 in this case. But in this rare case, you'd round down because, as noted, you can't make half a shot.

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