

Math Plan First Grade

Math Assignment 1: Math Choice Board

Directions: Select at least one activity per column to complete each day. Color or check the box when you have completed a given activity.

Monday	Tuesday	Wednesday	Thursday	Friday
Have students count forward orally by ones, twos, fives, and tens starting at any # between 0 and 110.	Using the blank 110 chart, fill in the numbers 1-110.	Gather any household objects and count them up to 30 and then practice counting them backwards.	Sort and count household objects into groups of 2s, 5s, and 10s.	Using crayons and the 110 chart that you created on Tuesday, color numbers that skip count by twos, fives, and tens.
Put toys and action figures in a row. Then discuss positions of objects from first through tenth. Start from left/right, right/left, top/bottom, and bottom/top.	Using cereal or candy, place ten pieces in a row. Ask your child which piece is in the 4 th position from left/right, right/left, top/bottom, and bottom/top.	Place stuffed animals or toys in a circle. Start at one animal and count around the circle to the left. Then start at the same beginning animal and count around to the right.	Using a calendar or planner, draw attention to ordinal words when saying dates.	Stack cups, blocks, or objects to ten. Count using ordinal position words from top to bottom and then again from bottom to top. Ask specific places of certain objects.
Make all of the different facts that equal 6 on a tens frame.	Using household objects to count, create a part-part-whole mat to create an addition problem.	Using small objects such as beans, buttons, or marbles, put some of the beans in each hand. Open each hand, say the amount, and make an addition sentence.	Students will use two different color items in a bag to total 10. Randomly pull out items to create a related addition and subtraction to match.	Place number cards face down, and then turn over two cards at a time to create related addition and subtraction facts.
Using any manipulatives from around the house create a repeating pattern with at least two complete repetitions.	Use body movements such as jump, clap, and snap to create a repeating pattern. Describe your pattern using letters.	Have an adult create a pattern using different colors. Ask the student to recreate the pattern with other objects.	Create three patterns and compare the patterns orally.	Have an adult make a pattern and then the student will extend the pattern by drawing the next two repetitions.

Math Assignment 2: Additional Activities

Directions: Select at least one activity per category to complete each day. Cross out the item when you have completed a given activity.

Category 1: 120 Chart

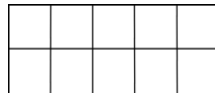
- Read your chart in a silly voice. Try reading like a monster, a princess, a frog or an opera singer.
- Skip count by 2's, 5's, or 10's.
- Count a column (vertical going down).
- Count a row (horizontal going across).
- Pick a number and count backward.
- Pick a number and tell a buddy what is above, below, before, and after that number.
- Pick a number and tell how many tens and ones that number has.
- Pick a number and tell what is 1 more and 1 less than that number.
- Pick a number and tell what is 10 more or 10 less than that number.
- Have a buddy cover a few numbers with pennies or cereal. Guess the hidden numbers.

Category 2: Part-Part-Whole

- Select a digit card from a pile. Use various objects to make designs with the number shown on the digit card. Describe the designs in two or more parts. (3 and 2 or 4 and 1) Students can record combinations. ($3 + 2 = 5$, $4 + 1 = 5$)



- Select a digit card from a pile. Place the number of objects on the ten frame that corresponds to the digit card. Use your hand like a bulldozer to push some of the objects off the ten frame. Say what happened, "I had six on the ten frame, I pushed off two, now there are four on the ten frame." Students can record combinations created ($6 - 2 = 4$).



Category 3: Counting, Comparing, Grouping

- Grab a handful of items: cereal, beans, etc. Estimate how many pieces you grabbed. Now count them. Was your estimate close?
- Pour some cereal in a bowl. Estimate how many pieces are in the bowl. Make groups of ten to help you count how much cereal is there.
- Select a digit card from a pile and fill up a ten frame with that amount. Do this two more times. Compare and order the amounts in the three ten frames using the terms greater than, less than, and equal to.
- Write your first and last name.
Which name is longer? How many more letters are in your longer name than in your shorter name?

Electronic Resources

Math Assignment 3: Online Digital Resources (Optional)

Directions: The following links can be used to provide additional instructional experiences if digital access is available.

AAAMath:

www.aaamath.com

Math Playground:

www.mathplayground.com

Khan Academy:

<https://www.khanacademy.org/about/blog/post/611770255064350720/remote-learning-with-khan-academy-during-school>

BrainPop:

[https://www.google.com/url?q=https://www.google.com/url?q%3Dhttps://educators.brainpop.com/2020/02/19/free-brainpop-access-for-schools-affected-by-the-coronavirus/?utm_source%253Dorganic%2526utm_medium%253Dsocial%2526utm_campaign%253Dcoronavirus%2526utm_content%253Dfree-access%26sa%3DD%26ust%3D1584027992023000%26usq%3DAFQjCNGBQdPRymVI4vxrqUOWXZ7pg_IF9w&sa=D&ust=1584134492415000&usq=AFQjCNF8mQrHaA7fWKdOs9YUbDX_An9-wA](https://www.google.com/url?q=https://www.google.com/url?q%3Dhttps://educators.brainpop.com/2020/02/19/free-brainpop-access-for-schools-affected-by-the-corona-virus/?utm_source%253Dorganic%2526utm_medium%253Dsocial%2526utm_campaign%253Dcoronavirus%2526utm_content%253Dfree-access%26sa%3DD%26ust%3D1584027992023000%26usq%3DAFQjCNGBQdPRymVI4vxrqUOWXZ7pg_IF9w&sa=D&ust=1584134492415000&usq=AFQjCNF8mQrHaA7fWKdOs9YUbDX_An9-wA)

Mathwire:

<http://mathwire.com/index.html>

For additional digital resources specific to your child's school, please consult the school's webpage.

Ten Frames

Digit Cards

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

Cut digit cards apart on solid lines.