



## Nifty Numbers

Provide five containers with a different number of Unifix cubes in each. Have students stack and count the cubes from each cup. Order the stacks of cubes from smallest to largest.

(1.01d)

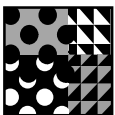


## Look And See

Go on a geometry hunt in your classroom:

1. Show the students models of a sphere, cube, cone, cylinder.
2. After a discussion of these shapes, ask students to hunt around the room for similar shapes.
3. Record the findings on a class chart.
4. Have each student bring a picture of the solids to make a bulletin board or class book.
5. Build these solids with toothpicks, clay, and paper.

(3.02)



## Patterns Galore

Have your students make apple prints. Discuss patterns as units that are repeated and predictable.

1. Cut some apples in half both ways. Put red and green paint in shallow pans.
2. Provide strips of heavy paper, at least one per child. Have each child make a repeated pattern by stamping apples dipped in paint on their paper strips.

(5.03)



## Brain Teaser

There are 11 children on the soccer team. Seven of them are girls. How many boys are on the team? Show how you got your answer by using pictures, words and numbers.



(1.04)



## Let's Explore

**Question:** What is your favorite way to eat apples?

**Preparation:** During the week, let children taste various apple products such as: fresh apples, dried apples, applesauce, and apple juice. Ask: How many corners does an apple have?

**Prediction:** Have children predict which way most people in our class prefer to eat apples.

**Graphing:** Let each child draw their choice on a small piece of paper and then put it on the graph in the proper place.

**Discussion:** Talk about the data on the graph. Ask specific questions. Compare results with prediction.

(4.01)



## Writing About Math

Over a span of four days, children can write and illustrate a booklet about shapes using the following cloze sentence:

A (circle, square, rectangle, or triangle) can be a \_\_\_\_\_.

(3.01)

# Slide Tic-Tac-Toe

(Spatial tasks or puzzles)




**Materials:** Gameboard, markers.

**Number of players:** Two

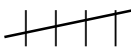
**Directions:**

1. Each player has three markers which are different from their partner's three markers.
2. Using a 3 x 3 gameboard, take turns placing your own marker in any vacant square.
3. When all six markers are placed, take turns moving any one marker to an adjacent empty cell (horizontally or vertically).
4. The winner is the first person to get any three of his or her own markers in a row (horizontally, vertically or diagonally).

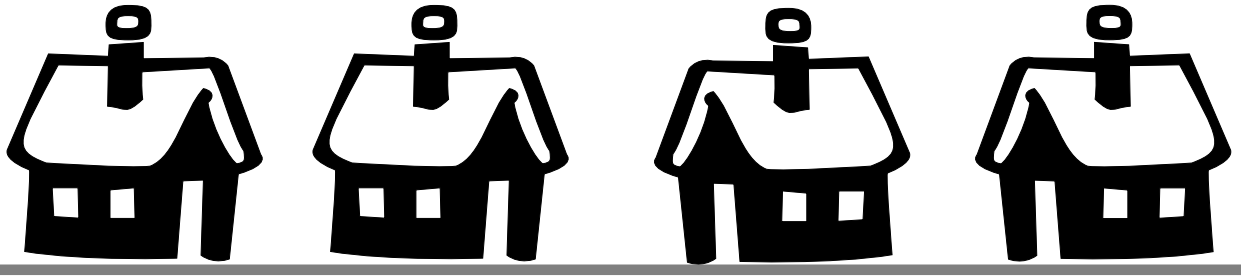
*Can you find a winning strategy for this game?*

### Home Survey

Name \_\_\_\_\_  
 (Counting activities to 30)

Parents, please help your child count and record the number of items in your house. At the end of each sentence is a space to record tally marks for that item. Example: five 

Number	Tally Marks
There are _____ outside doors at my house.	_____
There are _____ inside doors in my house.	_____
There are _____ windows in my bedroom.	_____
There are _____ windows in my house.	_____
There are _____ steps at my house.	_____
There are _____ cabinet doors in my house.	_____



# To the Teacher ..

## Look and See?


Variation: Occasionally call out a verbal description of the shape instead of its name.

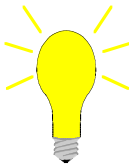
Example: Cover up a rectangle. My shape has four sides; two are longer, two are shorter.

## Patterns Galore *continued*:

When the strips are dry, have each child tell about his or her pattern. Ask students to describe each pattern with letters (i.e., RG, RGGG, RRGG, etc.).

## Let's Explore:

- Extension:
- In addition to the bar graph, make a circle graph to illustrate how data can be recorded in various ways. Directions and pattern are located in the Blackline Masters.
  - Estimate the number of seeds in an apple.
  -  The Apple Pie Tree, by Zoe Hall



**Ten Frames** (included in Blackline Masters section) provide a visual representation of a ten. They can be used to see number combinations, both addition and subtraction. The Ten Frame below can show:

$8 + 2 = 10$

$2 + 8 = 10$

$10 - 2 = 8$

$5 + 3 + 2 = 10$

$10 - 8 = 2$

•	•	•	•	•
•	•	•		

## Mental Math

- The number of wheels on two bicycles.
- What comes before nine?
- What is one less than six?
- How many days are in a week?
- The number of elephants in our room.
- The number of sides on a rectangle.
- I have three squares and two circles. How many shapes do I have in all?
- How many days are in September?

## Powerful Potpourri

Children will conduct a home survey using categories on the student page. As students share their answers, help them use tally marks to build a class total.

*Note:* Before this home survey, you may wish to count the number of chairs in your classroom to be certain all children know how to tally.



## Nifty Numbers

Use the Fall Storyboard in the Blackline Masters. Tell stories representing subtraction as taking away such as: "There are seven leaves on the tree. The wind blows four leaves off. How many are left?"

(1.04)



## Brain Teaser

Mom went shopping and bought 9 apples.

If she put 4 in a basket, how many does she have left to make a pie?

What if she put 2 in the basket, how many can go in the pie?

(1.04)



## Look And See

Play "Where Is Teddy?" Move a teddy bear counter to different positions in relation to a child or another object. Ask the class to tell where Teddy is using positional words.

(3.04)

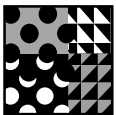


## Let's Explore

1. Place five to seven pattern blocks on the overhead. Use two kinds of blocks at a time. Cover up the pieces.
2. After the overhead is turned on, uncover for a brief amount of time. Cover again.
3. Ask the students the following questions. How many triangles? How many squares? How many blocks did you see in all?
4. Pick a student to arrange different blocks on the overhead and repeat the activity.

**Extension:** Have children draw to record what they saw on the overhead.

(3.01)



## Patterns Galore

Call six children to the front of the room. Whisper a direction to each child as they create a pattern unit (i.e., stand, stand, kneel, kneel, squat.) Ask volunteers to continue the pattern by joining the group.

(5.03)



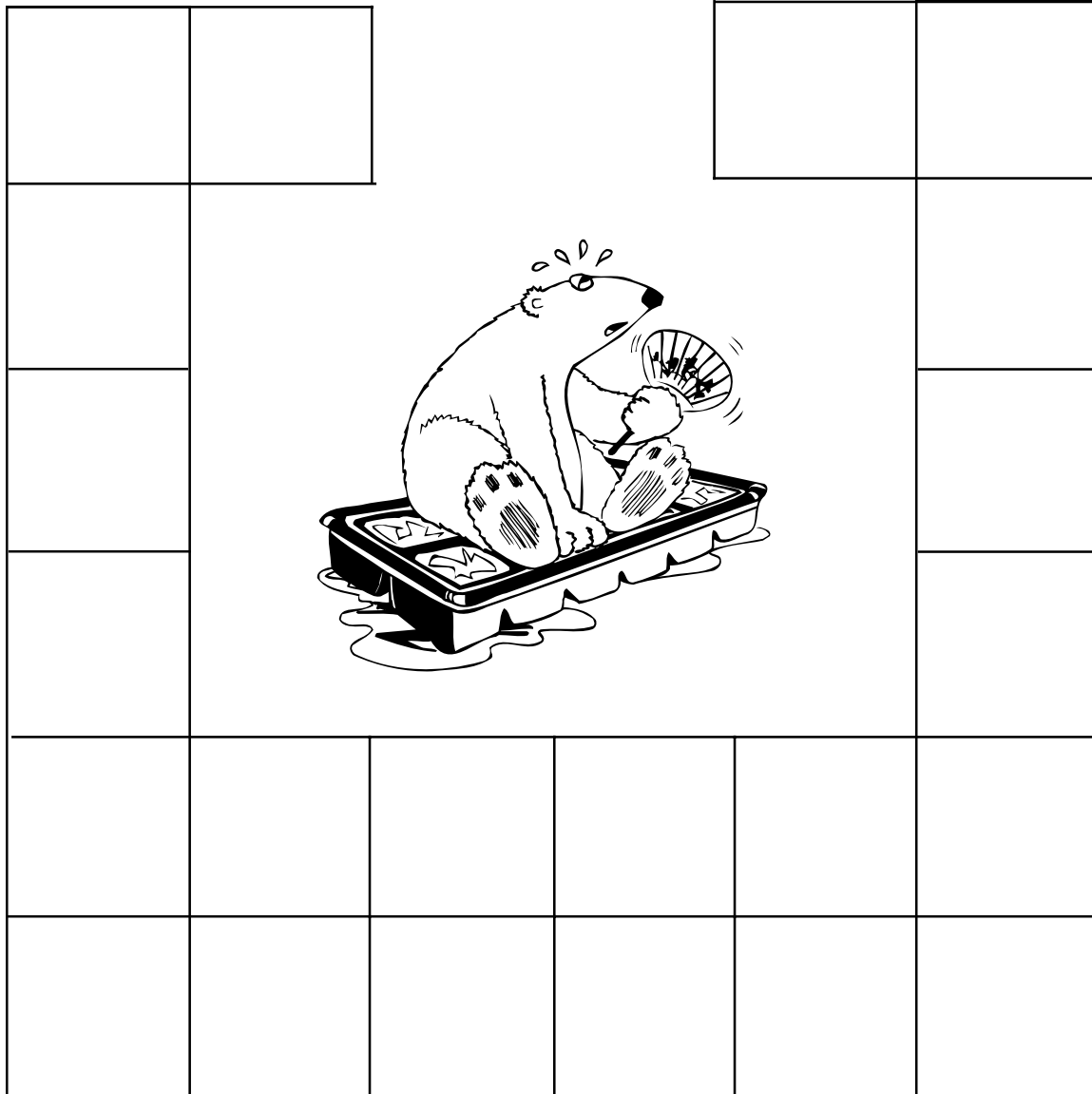
## Writing About Math

Write a story about leaves, apples, acorns, or other seasonal objects to illustrate

$$2 + 3 = 5.$$

(1.04)

# Uncover



**MARK OFF EACH TURN:**

**1 2 3 4 5 6**

**Materials:** Gameboard for each player, cubes.

**Number of players:** Two

**Directions:**

1. Players put cubes of the same color on all spaces on their gameboards. As they roll a die, they remove the number of cubes shown on the die.
2. The student who has the fewest cubes left after six turns is the winner.

(1.04)

Continue Patterns

(5.03)

Name \_\_\_\_\_

1.       \_\_\_\_\_

2.         \_\_\_\_\_

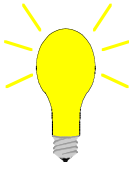
3.        \_\_\_\_\_

4.         \_\_\_\_\_

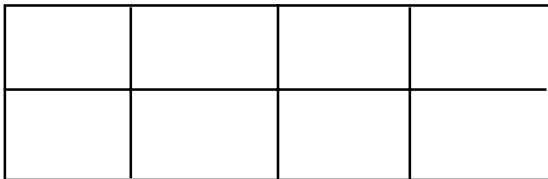
5.          \_\_\_\_\_

6. A A B A A B A A \_\_\_\_\_

# To the Teacher ..



Noticing patterns helps people solve problems at home, at work, and especially in math class! Math has been called “the study of patterns,” so it makes sense to look for a pattern when you are trying to solve a problem. Recognizing patterns helps you to see how things are organized and to make predictions. If you think you see a pattern, try several examples to see whether using the pattern will fit the problem situation. Looking for patterns is helpful to use along with other strategies such as make a list or guess and check. How can finding a pattern help you solve this problem?



**How many different rectangles can you find in the figure on the left?**

## Mental Math

1. Write the number that is one more than seven.
2. What number comes before ten?
3. Which number is less, eight or eleven?
4. How many sides are there on two squares?
5. How many fingers are on one hand?
6. How many sides on a circle.
7. How many legs on two chairs?
8. Which number is larger 21 or 12?

## Powerful Potpourri

After working with continuing patterns in class, students are to continue the patterns given on the worksheet.



### Nifty Numbers

Prepare two sets of identical cards (either sets or numerals). See Blackline Masters. Put the cards in a container. Children draw two cards from the container and tell whether the sets or numbers are equal or unequal.

(1.01g)



### Look And See

Call on a child to reach into a bag, pick out a shape, and hold it behind his back. Have him describe the shape, then see whether the class can guess what it is.

(3.01)



### Patterns Galore

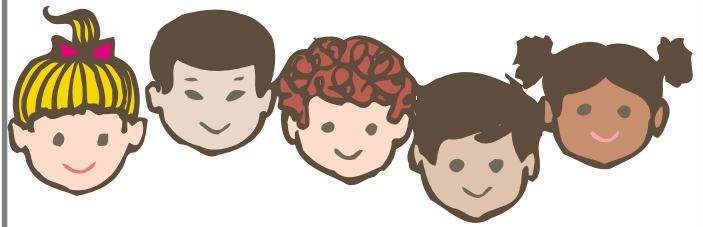
Using musical instruments (bells, sticks, drums, etc.) create a pattern of sounds. Discuss letter representations for each sound. List letter pattern on the board.

(5.03)



### Brain Teaser

Abby is 8 years old. Mandy is three years younger than Abby. Jerry is five years older than Mandy. How old is each child?



(1.04)



### Let's Explore

Give each child a milk carton with the top collapsed to make a cube. Cut construction paper to fit each face of the cube. On each face is displayed an attribute or preference such as name, eye color, hair color, favorite ice cream, number of family members, favorite color. These cubes can be used to sort, classify, and create a variety of graphs. When stacked on top of each other on a flat surface, cubes make a vertical graph.

(4.01)

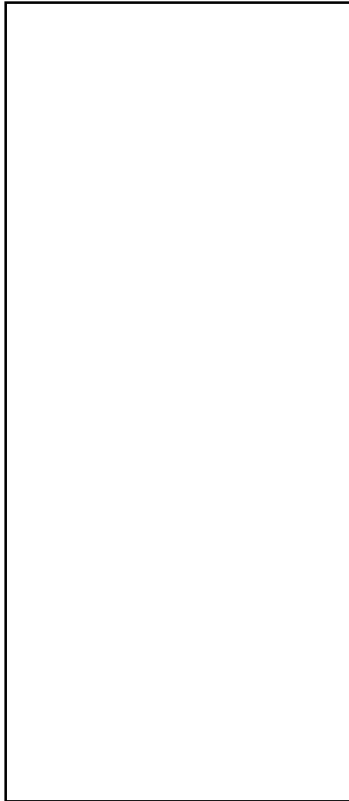


### Writing About Math

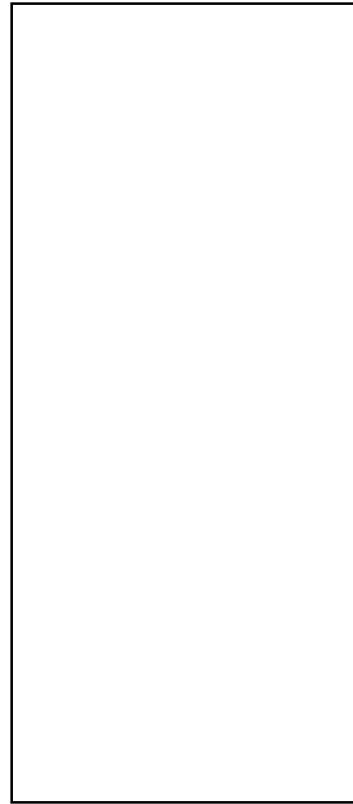
In journal, write and illustrate: A sphere, cube, cylinder, or cone can be a \_\_\_\_\_.

(3.02)

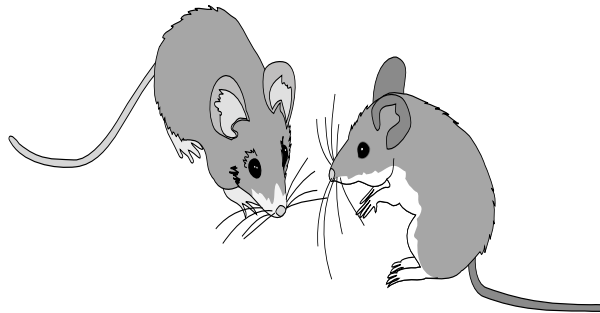
# Big Cheese



Player A



Player B



**Materials:** Number Cards - three sets of 0 to 9; gameboards

**Number of Players:** Two

**Directions:**

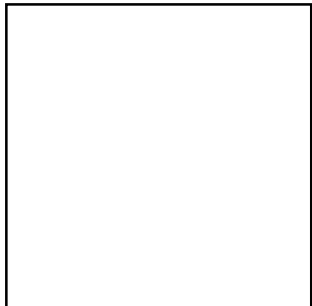
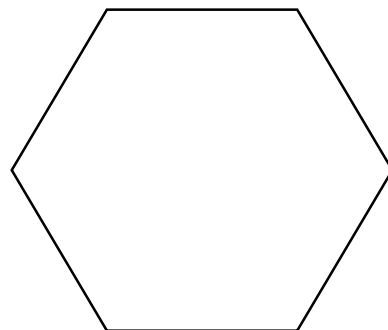
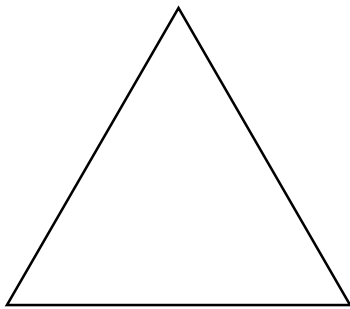
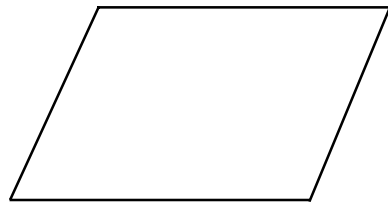
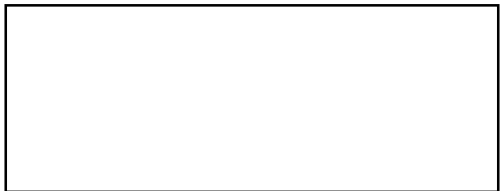
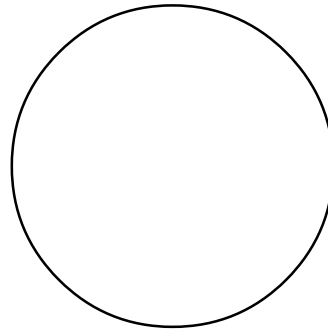
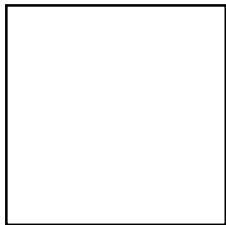
Shuffle and stack cards face down on cheese. Each player draws one card from top and places it face up on the space. The player with the number that is larger takes both cards. Game ends when all cards are drawn. The winner is the child with more cards.

(1.01d)

Shape Recognition

(3.01)

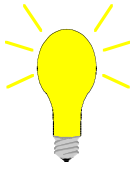
Name \_\_\_\_\_



# To the Teacher ..

Grade 1

WEEK  
7



Use your calendar time to reinforce and assess basic addition facts that are count-ons of one and two, applications of patterns, and sequences of numbers. Ask “before,” “after,” “between,” and “next” questions.

🍏 In your lesson plan book each week, write yourself notes for next year. Include notes on what worked well, what needed modifications, and how you might extend your idea.

## 🍏 Setting Personal Goals:

Accuracy is very important to everyone. Pharmacists must always measure accurately when preparing prescriptions and carpenters must cut boards precisely to fit. Careless mistakes may be avoided in the classroom by computing carefully, checking back over work, and writing numbers clearly and neatly. Remember: If work is worth doing, it is worth doing well.

## Mental Math

1. How many tires are on two cars?
2. What number comes after 19?
3. What is one less than 12?
4. What number is between eight and ten?
5. What's the sum of three and two?
6. Write the number of sides on a parallelogram.
7. How many legs on a fish?
8. What is the first two-digit number on the number line?

## Powerful Potpourri

Write your name in the blank

Color the:

circle - blue

triangle - purple

hexagon - red

large square - yellow

trapezoid - green

rectangle - brown

parallelogram - orange

small square - black



## Nifty Numbers

**Question:** There are six children playing in the park. Four are on the swings. How many are not on the swings?

**Activity:** Using chairs for swings, have students act out this problem. Allow the students to make up other questions for the class to act out.

(1.04)



## Brain Teaser

Mother sent Sue down the street to the mailbox to mail a letter. Sue must pass nine houses to get to the mailboxes. She had gone by five houses when she discovered she had dropped the letter she was to mail. She turned around and went past four houses and she found it. She again turned around and went past six houses. How many more houses must Sue pass to get to the mailbox?

(1.04)



## Look And See

Display two shapes on the overhead or board. Have children generate lists of how they are alike and different. Record responses. Variation: record likenesses and differences on a Venn diagram.

(3.03, 5.02)

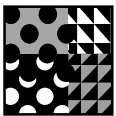


## Let's Explore

Look at the calendar and answer questions such as:

1. How many days are in this month? How many of the days are Mondays?
2. What is the date of the first Thursday? What is the date of the second Friday?
3. What is the date of the next Tuesday after today? One week from today will be what date? How many days is one week from today?
4. Does this month have more, less, or the same number of days as last month?
5. What patterns can you find on this calendar?

(2.02)



## Patterns Galore

Using a hundred board, have children color the square of the number you call. Say: Color 30, Color 10, Color 60, Color 20, Color 40, Color 50. Allow children to discover and continue the pattern.

(5.03)



## Writing About Math

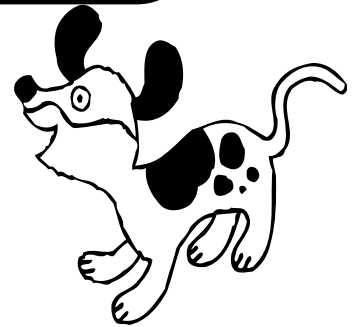
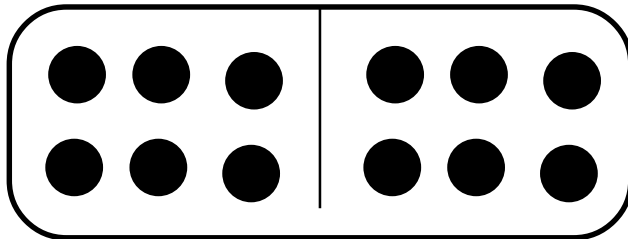
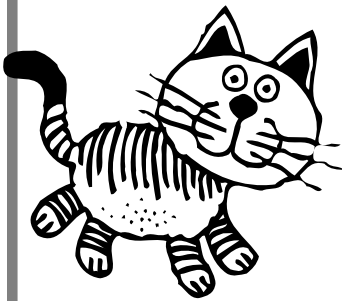
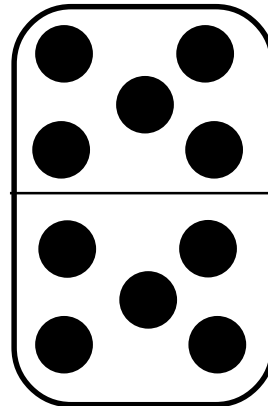
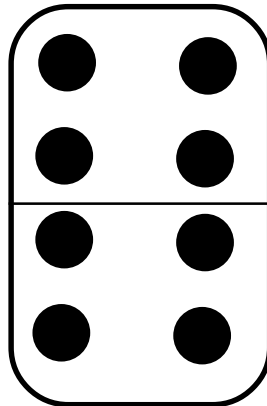
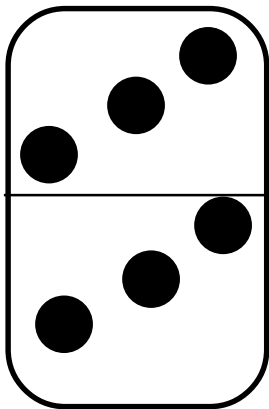
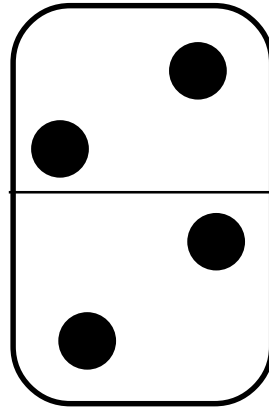
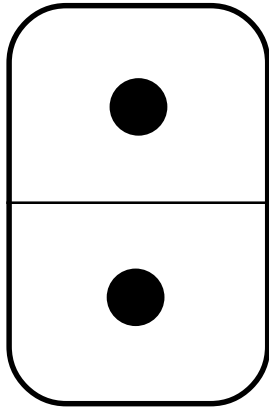
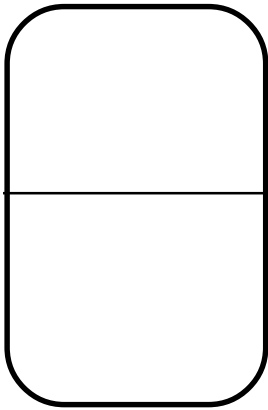
Students draw a picture of a playground scene and write a number story about the picture.

**Discussion:** Have children share their pictures and questions in groups.

**Extension:** Make a class book with the playground pictures and number stories.

(1.04)

# Double Up



**Materials:** gameboard, counters (a different color for each player), a set of double six dominoes (see Blackline Masters).

**Number of Players:** Two

**Directions:** Place all dominoes face down on the table. Players take turns drawing a domino. Players count the dots and tell the total. When the double is found, the player may put one of his markers on its picture on the gameboard. Play continues until all doubles are found. The winner is the player with the most doubles.

(1.04)

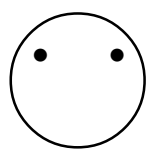
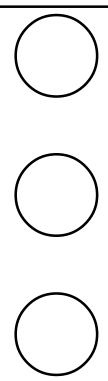
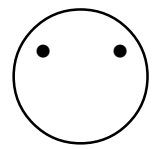
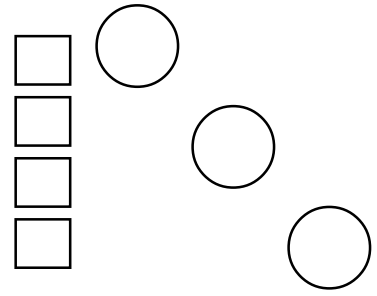
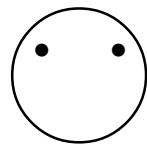
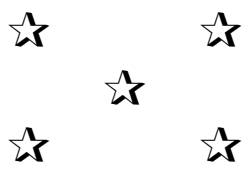
Equal or Unequal



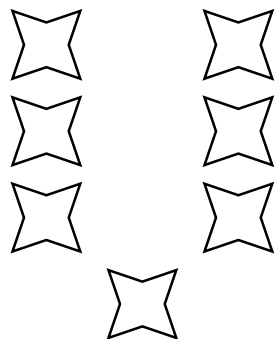
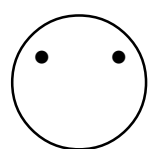
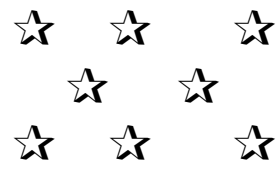
Name \_\_\_\_\_

(1.01g)

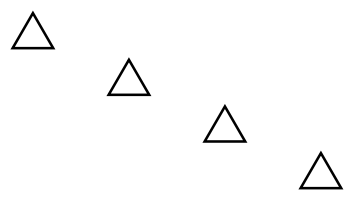
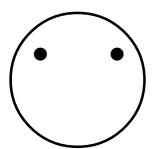
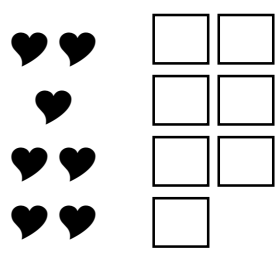
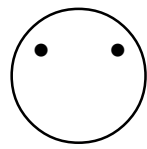
5



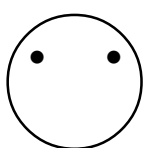
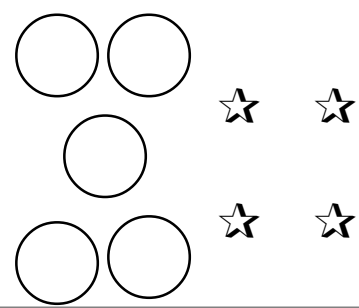
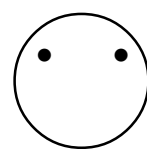
9



8



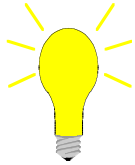
4



# To the Teacher ..

Grade 1

WEEK  
8



Check your students' individual assessment profiles for evaluation that still needs to be done. Plan your instruction for the rest of the month to include opportunities to do needed assessment activities.

Focus on what children know, not just what they don't know. The assessment profile will represent learning milestones in the same way a baby book represents early childhood milestones. Save dated work samples as evidence of student learning.

Your entries on the profile should be a summary of your professional evaluation of a student's knowledge based on many different observations.

## Mental Math

1. Write the number of shoes on three people.
2. What comes before 13?
3. Which is less, seven or seventeen?
4. How many tails on four cats?
5. How many elbows and knees are on one person?
6. How many sides on two circles?
7. If Sunday is the first day of the week, what is the third day of the week?
8. Yes or No: Does Tuesday come before Friday?

## Powerful Potpourri

Instruct the children to draw a smile if the sets or set and numerals are equal. Draw a sad face if they are unequal.