

# Math Activity Choice Board for Grade 1

May 25<sup>th</sup> – 29<sup>th</sup>

These activities are suggestions from which your child can choose when they are working on Math concepts throughout the week.

They do NOT have to complete them all.

## Activity #1 (N9 B.B. A)

### Representing Addition Concretely with Ten Frames Part 2

Check out the series of videos *Representing Addition Concretely with Ten Frames Part 2* on the website (Math at Home: May 25<sup>th</sup>– 29<sup>th</sup>).

You can go back to last week's video *How to Make a Ten Frame* to help you get set up for practicing modelling addition with concrete tools or for modelling with drawings.

**This week's focus is on:**

*Joining Problem* – Missing First Addend  
*Part-Part Whole* when the whole is unknown  
*Part-Part Whole* when a part is unknown

Remember that you can use any small items you have around the house as counters for your ten frame such as dry cereal or beans, LEGO bricks, etc. You may want to use two different kinds or colours just as we use two-coloured counters in the classroom to better help you.

Try to use your ten frames to model the addition problems along with me in the video. Then try drawing your frames and showing your work in drawings.

## Activity #2 (N10 B.B. A)

### Representing Addition Concretely with Ten Frames: Make Up Your Own Story Problems Part 2

**This activity is great to do over and over and can be done on your own or with a sibling or adult. Get your ten frame and counters that you made for Activity 1 so you can model the problem. Keep them for future use.**

Make up your own story problems using the names of your family members and objects from around the house that you might be using that day (i.e., toys, food, items of clothing, etc.). Be as creative as you like! Or look for real life examples in your everyday activities. If you would like to write some down and show me in a picture, I would love that!

Use the following as a template to help you get started. You can change the names, objects and numbers.

#### Joining Story – Beginning Unknown

*Sophie had some Pokemon cards and Rowan gave her 5 more. Now she has 12. How many did she start with?*

#### Part-Part Whole – Whole Unknown

*Sophie has 4 white rocks and 5 black rocks. How many does she have in all?*

#### Part-Part Whole – Part Unknown

*Sophie has 15 LEGO bricks. 7 are blue and the rest are red. How many are red?*

## Activity #3 (N6 B.B. A)

### Estimate by Comparing to 5

**You will need an adult or older sibling's help with this.**

Check out the video *Estimating by Comparing to 5* on the website (Math at Home: May 25<sup>th</sup>– 29<sup>th</sup>).

Use small items around the house as counters such as dry cereal or pasta, beans, coins, paper clips, etc. You will need about 25-30.

Have your sibling or adult show you a set of your small items (can be any number up to 20) without telling you how many there are. Then use 5 extra items so you can see what a group of 5 looks like. This will be your *referent*. Looking at your group of 5, about how many groups of 5 do you think there are in the larger set? Remember that **estimation is a guess of the amount not an actual count**. Repeat the activity several times using numbers up to 20 while continuing to use the group of 5 as your referent. When ready, you can put up to 20 items in a paper bag, and repeat the activity on your own by pulling out small handfuls of the items to estimate how many groups of 5 there are.

### Activity #4 (N4)

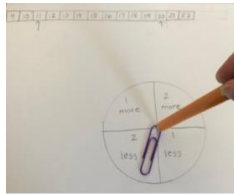
#### 1 More, 1 Less, 2 More, 2 Less Spinner Game

This is an activity you can do on your own or with a partner or small group.

**Materials:** spinner, paper clip, pencil, small items like dry cereal or pasta, number line You can also use a number line (either printed or hand drawn). **See link on our website.**

For this game, you will have to make a spinner like the one shown in the photo. You can draw it or use an app such as Wheel with 4 sections labelled **1 More, 1 Less, 2 More and 2 Less.**

#### 2 More and 2 Less.



To spin the spinner, place a paperclip in the middle of the spinner underneath the tip of a pencil.

#### How to play:

On their turn, each player will choose a number between 11 & 20 and then spin the spinner to see if they will represent 1 more, 1 less, 2 more or 2 less than their number.

Using small items, each player will represent 1/2 more/less than their number depending on what they spin (i.e., *if I chose 15 as my number and spun "2 less," I would need to show a group of 13 raisins.*)

Continue for 10 rounds/spins.

### Activity #5 (N1, N5, N8)

#### Counting & Comparing

This is an activity you can do on your own but may need an adult to help you.

This activity will look at counting to 100 and comparing numbers to 20.

Use a number line or hundred chart to help you.

**See links to both on our website.**

1. Choose a number between 50-70 from which to count forward. Say the number. What is the next number you say? What is the number after that?
  2. Choose a number between 30-50 from which to count backward. Then, name a number you will say right away when you count backwards and a number you will say later.
  3. You write a number word that is 10 or less. The number word starts with **t**. What might the number word be?
  4. Choose a number between 11-20. What number is two more? What number is 2 less? How can you tell which number is greater than your number?
  5. Name a number that fits each of the following rules: Close to 5, Close to 10, Closer to 5 than 10, Closer to 10 than 5.
  6. Choose numbers to put in the blanks to make the statement true: \_\_\_\_\_ is a lot closer to \_\_\_\_\_ than to \_\_\_\_\_.
- Example:**  
*6 is a lot closer to 5 than to 10*

### Activity #6 (N8)

#### 12 Fish

This is an activity you can do on your own but may need an adult to help you.

This activity will look at all the different ways you can make 12 in two parts.

*If there are 12 fish and two aquariums, what are all the different ways that the fish can be placed in the two aquariums?*



You can either draw all the different combinations to 18 or can use 18 items (dried beans, little toys, coins) as fish to move between two different plates, bowls or circles as aquariums as shown above.

#### Steps:

1. You should first estimate how many combinations you think will have.
2. Move or draw items into each aquarium and record the number sentence that your fish represent ( $\_\_ + \_\_ = 12$  or  $12 = \_\_ + \_\_$ )
3. Keep track of how many ways. Do you notice a pattern? How do you know you found all the ways?

## Stretch Learning Opportunity:

### This accompanies Activity #5:

1. I am thinking of two numbers greater than five. One of the numbers is two more than the other number. What could the numbers be? What other possibilities can you think of?
2. Have students write 8-10 names of family members, friends, etc. Have them sort the names by comparing the number of letters. They can sort the names by names that have “one more letter” and/or names that have “two more letters”

Names	Names with one more letter
Amy	Jake
Timmy	Steven
Sami	Bruce
Kathie	Lillian

### This accompanies Activity #6:

1. Try this activity with different numbers of items. Do you still get the same number of combinations?
2. This activity can also be done with a parent partner who covers one bowl and the student must determine how many items are in the other bowl.

### Additional Resources:

<https://www.mathlearningcenter.org/resources/apps>

This is a great resource for online manipulatives. Students can manipulate and play with pattern blocks, ten frames, number lines. This link has free apps so once downloaded they would be especially easy to manipulate on an ipad or touchscreen.

<https://gregtangmath.com/mathlimbo>

This online game is a great compliment to the learning activity (Activity #6) above as it looks at different combinations to make numbers. Grade 1 students could start on level 1 or 2 depending on their flexibility with numbers.