Kindergarten Math

Monday 4/20

What Comes Next?

1. What patterns do you see?

2. What would the next 4 objects in the sequence look like?

3. Create your own sequence.
   Use objects from your house or draw on paper.

   Share your sequence with someone else and ask them what comes next!

Below are some samples responses. Students are not limited to these responses, but they could answer similarly. What Comes Next?

Sample Responses

When we look for patterns, we are thinking about how the objects are different from one to the next. That helps us think about what could come next in the sequence. Talk with someone else about what you see. Here are some ideas you might hear from learners of all ages.

1. What patterns do you see?

   I see big medium, little, little; then big, medium, little, little again.

   I see 4, 4, 3, 3 and then 4, 4, 3, 3.

   I see stripe, stripe, solid, solid; stripe, stripe, solid, solid.

2. What would the next 4 pictures in the sequence look like?

3.
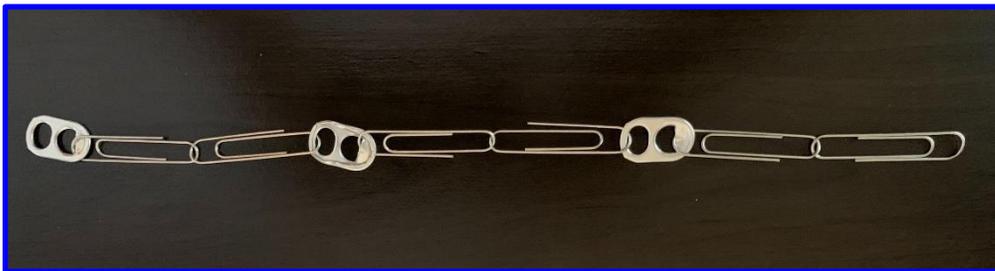
<u>2-Counting Routine</u>

Movement Number Chant to 100

This activity helps students with the counting sequence and is a great activity to break up time spent sitting or doing one thing while still being academic. This is an activity students are familiar with and can be a daily routine. You can display a hundred chart to help students know what the next ten should be.

Numbers	Movement Description	Picture of Movement
1-10	Reach up to sky/ceiling, alternating hands for each number	
11-20	Lean from side to side, alternating sticking out your hips for each number	
21-30	Stomp feet alternating for each number	
31-40	Reach hands out in front of you, blinking hands open and closed for each number	

| 41-50	Pretend to dribble a basketball, bouncing the ball on each number	
51-60	Clap hands together, clapping on each number	
61-70	Reach across body, twisting at the waist, alternate to other side on each number	
71-80	Reach both arms out straight from your shoulders. On each number, bend arms at elbows to touch your shoulder	
81-90	Stretch your neck to one side moving your ear toward your shoulder, then repeat with opposite ear/shoulder	
91-100	Move your hands down on each number, wiggling your fingers like it is raining	
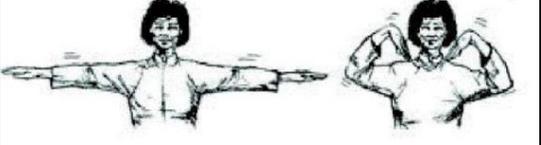
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Counting Collections

Find a group of objects around your house between 30-120 items. The amount should be slightly higher than your student can rote count (if they can count to 55, then the objects should be in between 60-70). These can be toys, paper clips, pieces of cereal, etc. Have your student count the objects and either on the attached recording sheet or on any piece of paper, have your students show how they counted and the amount. Students might use circles, tally marks, or other ways to show their collection amount. While they are working, here are some questions you might ask them:

- How will you count this collection?
- How many are there? How do you know?
- Can you show on your paper how many there are?
- Tell me about what you've written. How many does it show?
- How can you use the 100s chart to help you find the number?
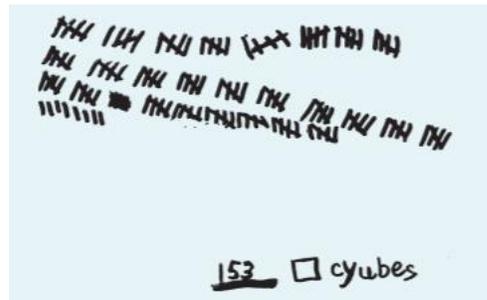
Show how you counted

How many?

Tuesday 4/21

Which One Doesn't Belong?

For each box, think about what is different in that box than the other 3. You might think "Box A is different than boxes B, C, and D, because..." See below for some sample responses.
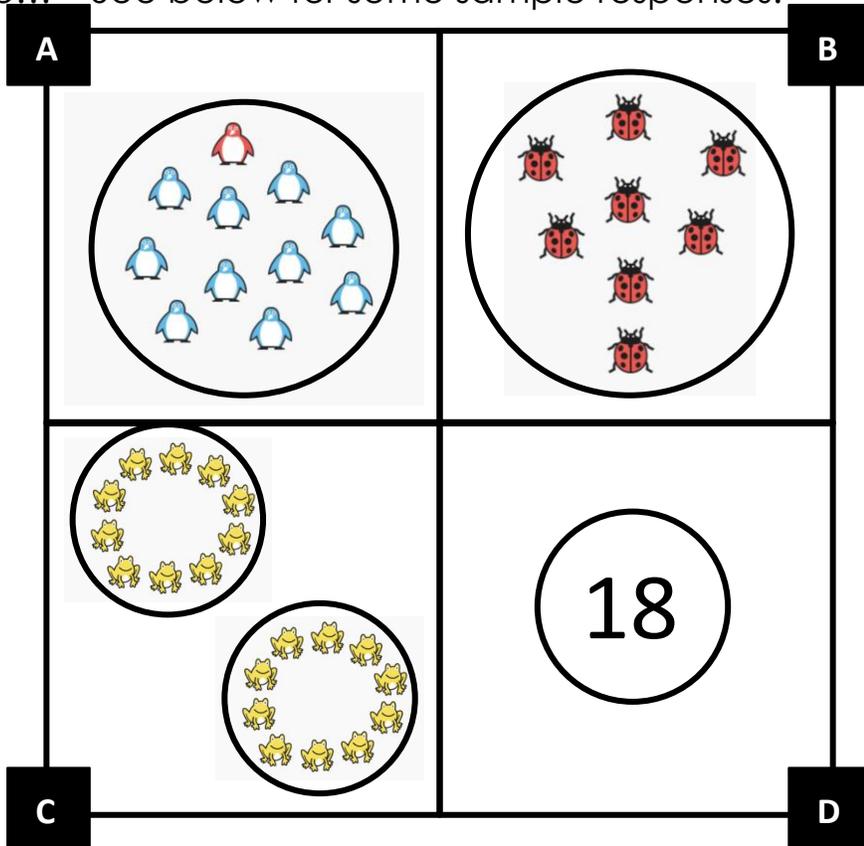
- A doesn't belong because _____.

- B doesn't belong because _____.

- C doesn't belong because _____.

- D doesn't belong because _____.

Think carefully about what is the same and what is different about each picture. Describe your ideas as clearly as possible to another person. You can find ways to explain why any one of the four pictures does not belong with the others.

- A doesn't belong because it's the only collection with an odd number of objects.

- B doesn't belong because it's the only collection that has fewer than 10 objects.

- C doesn't belong because it's the only collection that has two collections.

- D doesn't belong because it's the only one that uses numbers instead of objects.

2-Math Game: Shapes and Spinners Graphing

Work Place Instructions 5C Shapes & Spinners Graphing

Each student needs:

- Shapes & Spinners Graphing Record Sheet
- Shapes Spinner

1 The student spins the spinner.
- What shape did you land on?

2 The student finds that shape on the Shapes & Spinners Graphing Record Sheet and traces it in the first box at the bottom of the column for that shape.

3 The student continues to spin and draw until one column is filled to the top.
- Which shape reached the top first?

4 The student might want to compare the winning column with the other columns and write some equations and comparison statements on the paper.

Game Variation

A Students keep spinning until they have a first, second, and third place winner. They write 1st, 2nd, and 3rd at the tops of those columns.

NAME

DATE

5C Shapes & Spinners Graphing Record Sheet

					square
					hexagon
					triangle
					rhombus
					circle
					rectangle

Spinner for Shapes and Spinners Game
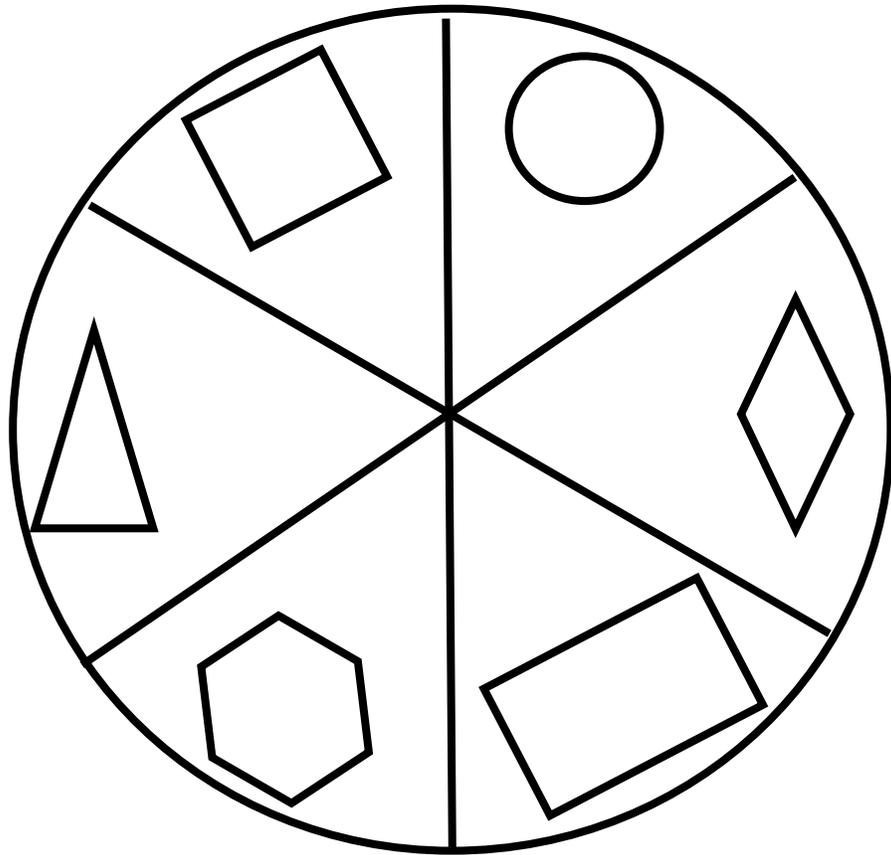
How to use the Spinner

Materials:

- Printed Spinner paper (or draw your own version)
- Game Board
- Paperclip
- Pencil
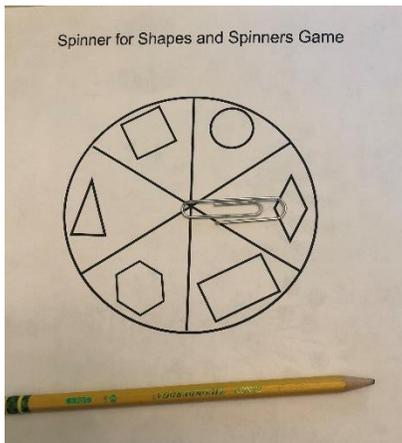
Directions:
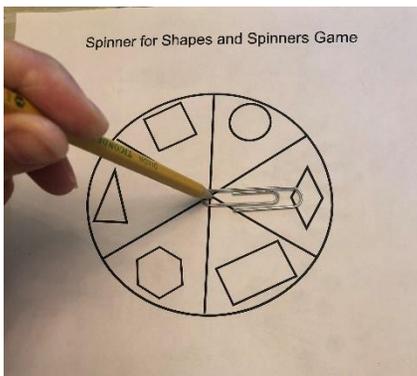
- Place the paperclip in the middle of the spinner
- Place the pencil tip in the center of the spinner
- Flick the paperclip!

3-Dreambox

Dreambox is an online math program paid for by the school district and it closely matches the math skills taught in the classroom. Students are encouraged to use the program at home at least 3 times a week. Below you will find information about getting Dreambox at home. Please contact your student's teacher if you need help with password information or further help getting the program at home.

From web browser:

https://play.dreambox.com/login/pmzb/tiffanype

From iPad (currently Dreambox does not work on other tablets): Search "DreamBox Learning Math" in the App Store to download app

No cla

TIFFANY PARK ELEMENTARY

Text Login:

Username:

Password:

LOG IN

Classroom Code:

Code:

LOG IN

Classroom Codes:

Crawford	77023
Hall	61555
Lemke	13099
Scheibel	31537

Wednesday 4/22
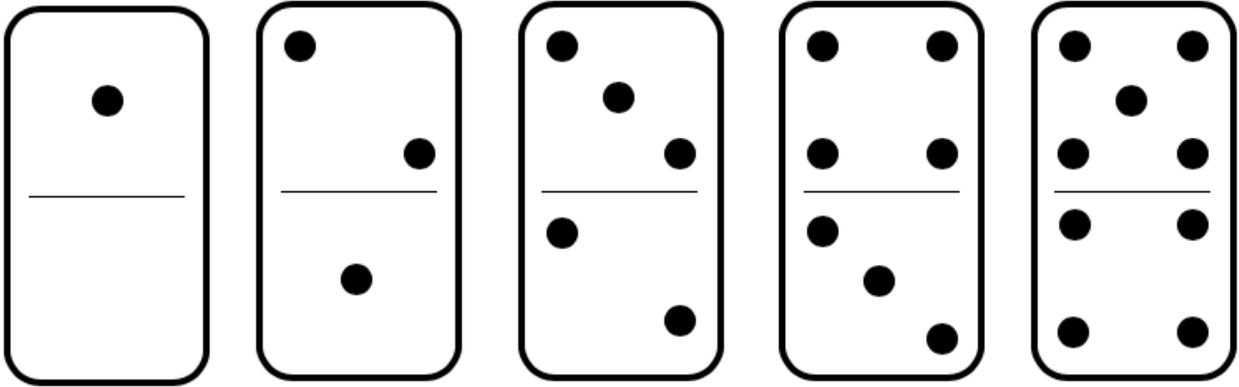
What Comes Next?

1. What patterns do you see?

2. What would the next three pictures in the sequence look like?

3. Create your own sequence.
   Use dominoes in your house, the dominoes below, or draw your own.
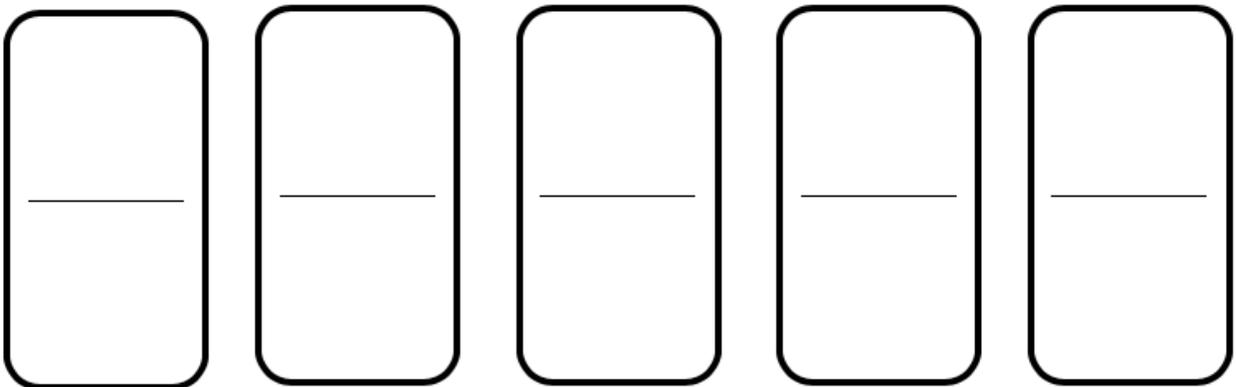
   Share your sequence with someone else and ask them what comes next!

Shape Hunt

Go on a 2D shape hunt in your home.

1. Find the following shapes: circle, triangle, square, rectangle, and rhombus.

2. Draw the shapes.

3. Tell your family about the shapes!

Bonus: Find a hexagon!
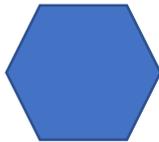
3-Dreambox

See instructions for logging on to Dreambox on Tuesday, activity 3.

Thursday 4/23

Which One Doesn't Belong?

For each box, think about what is different in that box than the other 3. You might think "Box A is different than boxes B, C, and D, because…"

- A doesn't belong because _____.

- B doesn't belong because _____.

- C doesn't belong because _____.

- D doesn't belong because _____.

Spinner for Which Bug Will Win?

For this game you will make a spinner out of a paperclip!

Materials:

- Sharpened pencil
- Paperclip

Directions:

- Pick a spinner (A or B on the game board) and circle it.
- Put the paperclip on the spinner you are going to use
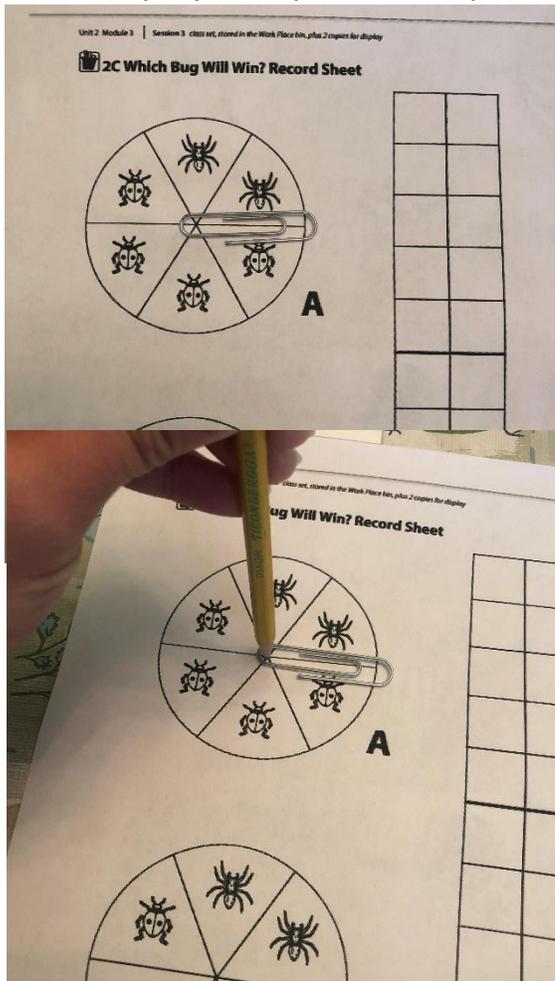
- Place the pencil tip right in the middle of the spinner
- Flick the spinner around!

🗑 Work Place Instructions 2C Which Bug Will Win?

Each pair of players needs:

- 2 Which Bug Will Win? Record Sheets (1 per player)
- 1 Which Bug Will Win? Spinner (either A or B)

1   Each player writes his name on the record sheet and circles the spinner he is using.
   Which bug do you think will win? Why?

2   Each player spins the spinner and marks an X in the first box at the bottom of the column above the bug that's been spun.

3   Players continue spinning and recording until one column is completely full.

4   Players compare results.
   - Which bug won? Why?
   - How much did the bug win by?

2C Which Bug Will Win? Record Sheet

A

B

<u>3-Dreambox</u>

See instructions for logging on to Dreambox on Tuesday, activity 3.

Friday 4/24

<u>1-Math Daily Activity</u>

Today's Number

<div style="border:1px solid black">

Today's Number Is

11

</div>

- How many ways can you show 11?

- Write a story problem to go with one of your ways to show 11.

2-Counting Routine

See instructions for counting routine on Monday, activity 2

3-Counting Collection

See instructions for Counting Collections on Monday, activity 3