

## **Choral Count**

We will have Choral Counting as one of our activities weekly. Each week we will have a different focus for our count.

### **Why this activity?**

Choral counts allow students to practice orally counting, learn the sequence of numbers, connect the name of numbers with written numbers, look for patterns in numbers, as well as to reason and justify.

### **Choral Count Directions**

Play video 1 doing a choral count. Have your student count with the teacher.

After the count is complete show the picture of the count (on the next page) and ask your student some of the following questions:

- What do you notice?
- What number do you think will come next?
- How do you know?
- Why do you think the pattern works that way?

After your student has had time to think and talk about the count watch the second video where the teacher will discuss what your student and others may have noticed about the count.

## **Counting Collections**

We will have counting collections as one of our activities weekly. Each week we will include a focus question or problem to explore.

### **Why this activity?**

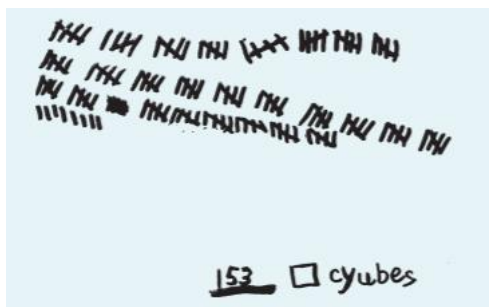
This activity is done weekly in our classroom, so students are familiar with this process. Counting collections allows students to practice orally counting, developing strategies for the counting sequence, counting with one-to-one correspondence, and identifying the last number said as the total amount. They also get to practice how to organize and show their thinking.

### **Counting Collection Directions**

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?



## Quick Images

We will have Quick Images as one of our activities weekly. Each week we will have a different set of images to work with.

### **Why this activity?**

Quick Images helps to build number sense and fluency. This activity supports addition strategies including counting on, doubles, and combinations that make 5, 10, and even 20.

### **Quick Images Directions**

An image will pop up for about 3 seconds. Your student will then recreate or describe what they saw. When asked how they see it, they may say things like "I just know. I see 10 and 7 more, that is 17. I know that  $10 + 7 = 17$ ." This is

fluency! You may ask your student the following questions to guide their thinking:

- How many dots did you see?
- How do you know?
- Explain how you saw the dots grouped.
- Tell me how I should arrange the dots.

Your student can draw the images in their journal, on a blank piece of paper or using this website which allows you to manipulate a digital number frame.

<https://apps.mathlearningcenter.org/number-frames/>

Directions for using digital number frame:

[https://drive.google.com/file/d/1o\\_0xRhWNdWMjGiF0VYFCAsJaG9eW2drZ/view?usp=sharing](https://drive.google.com/file/d/1o_0xRhWNdWMjGiF0VYFCAsJaG9eW2drZ/view?usp=sharing)

## **Launch, Explore, Summarize**

We will have a problem or task for students to explore each week.

### **Why this activity?**

In class we learn math through discussion, we value the process students go through to solve a problem rather than just getting the right answer. There are multiple ways to see and solve math problems and the Launch, Explore, Summarize helps us to do that. We do a **launch** so that all students have access to the problem or task and are then able to **explore** the lesson's big idea, concept, or skill. Students should be able to respond to the question during the **summarize**. In class we focus on students explaining their thinking and path to finding the answer.

### **Launch, Explore, Summarize Directions**

#### Launch:

Play the video of the launch for the lesson. Have your student identify what the story is about. When the numbers are revealed they will then discuss what they know about the problem. Lastly, they will identify what the problem is asking them to do.

#### Explore:

After the launch your student will explore the problem, working to answer the question that was posed. They may use pictures, numbers (equations) and/or words. As they work it is important that they explain their thinking, even if they find the correct answer. As they work you can ask them some of the following questions:

To help students decide if something is correct:

- Does that make sense?
- Why do you think that? Why is that true?
- Can you draw a picture or make a model to show that?

To help students reason:

- What is another way you could solve this problem?
- How could you prove that?
- Can you explain this part more?

To help students with understanding the problem:

- What is this problem about? What can you tell me about it?
- Explain the problem in your own words?
- Which words were most important? Why?

To help students persevere:

- Have you tried making a guess?
- What else have you tried?
- Is there another way to (draw, explain, say) that?

Summarize:

In class, this is where we invite several students to share their thinking and highlight different ways to think about or solve the problem. While learning at home, you can ask your student to explain how they solved the problem to you.

## **Game/Activity**

Each week we will provide a game or activity that goes with the math we have done in earlier lessons.