



Tulsa Math Adventure

Explore! Solve! Succeed!

1: Count Your Toys

Standard: K.N.1.1 – Count to at least 20

Materials:

Toys or small objects, [Braining Camp](#) digital manipulatives

Time:

5–10 minutes

Activity:

Gather a small group of toys and count them one by one.

Example:

Let's count your toys: 1, 2, 3, 4.

What happens if we add one more?

You have 4 toys. Let's add 1 more.



Show your work here!

Tips & Prompts to Extend Thinking:

- Touch each object as you count.
- Count slowly and carefully.
- How many toys do you have?
- Can you count them again?
- What happens if you add one more?





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2: Count Your Steps

Standard: K.N.1.1 – Count to at least 20

Materials:

None

Time:

5 minutes

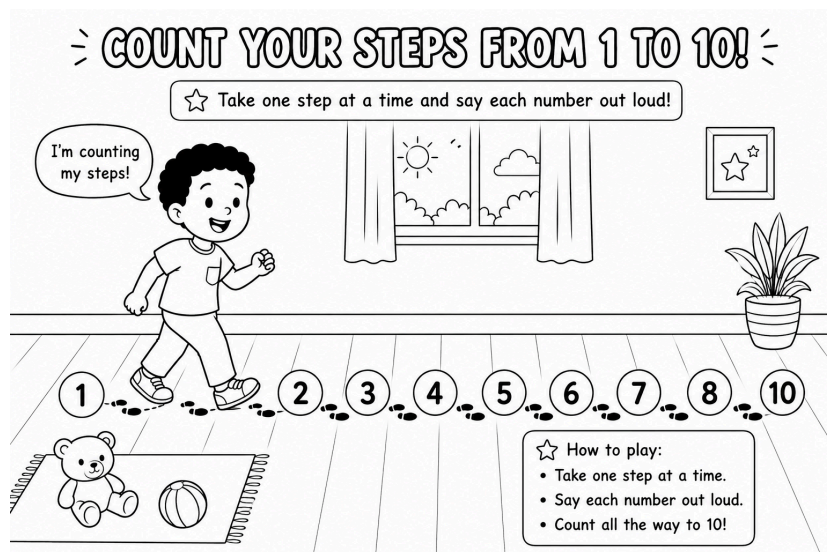
Activity:

Count steps as you walk through your house, yard, or outside.

Examples:

Let's take 5 steps. Now take 2 more.

You took 5 steps and 2 more steps.



Tips & Prompts to Extend Thinking:

- Count out loud as you move.
- Practice starting from different numbers.
- How many steps did you take?
- Can you count backwards?
- What number comes next?



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3: Clap & Count

Standard: K.N.1.1 – Count to at least 20

Materials:

None

Time:

5 minutes

Activity:

Clap hands while counting aloud to 20.

Examples:

Clap 6 times. Now clap 1 more.

You clapped 6 times. One more is...?



Tips & Prompts to Extend Thinking:

- What number comes after 12?
- Can you count louder?
- Can you count slower?
- Can you count all the way to 20?
- What number comes before 12?



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4: Snack Count

Standard: K.N.1.4 – Count objects with one-to-one correspondence

Materials:

Small snacks (crackers, cereal, grapes, etc.),

[Braining Camp](#) digital manipulatives

Time:

5 minutes

Activity:

Count snack pieces before eating them.

Examples:

You have 5 crackers. Eat 2.

How many are left?



Show your work here!

Tips & Prompts to Extend Thinking:

- Start with groups smaller than 10.
- Move each item as you count it.
- How many crackers do you have?
- What if you eat 3 crackers?
- How many would be left?





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5: Stuffed Animal Count

Standard: K.N.1.4 – Count objects accurately

Materials:

Stuffed animals or toys, [Braining Camp](#) digital manipulatives

Time:

5–10 minutes

Activity:

Line up stuffed animals or small toys and count them one at a time.
Draw a picture to show how many toys you have.

Examples:

You have 3 bears and 2 dogs.
How many animals altogether?

Show your work here!

A large rectangular area defined by a blue dotted line, intended for students to show their work, draw pictures, or write answers.

Tips & Prompts to Extend Thinking:

- Count from left to right.
- Move the toys around and count again.
- Which toy is first?
- Which toy is last?
- Does the total stay the same?





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6: Count to 20 with Movement

Standard: K.N.1.1 – Count to at least 20

Materials:

None

Time:

5–10 minutes

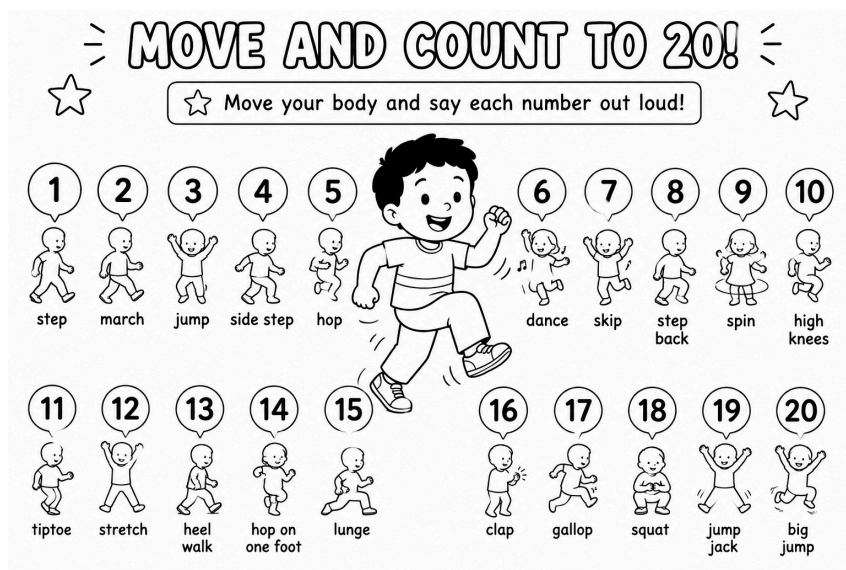
Activity:

Jump, hop, march, or dance while counting to 20.

Examples:

Jump 10 times, then 3 more.

How many jumps total?



Tips & Prompts to Extend Thinking:

- Keep counting fun and active.
- Practice starting from different numbers.
- Can you start counting at 10?
- Can you hop while counting?
- How high can you count?





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7: Jump & Count

Standard: K.N.1.1 – Count aloud

Materials:

Open space

Time:

5 minutes

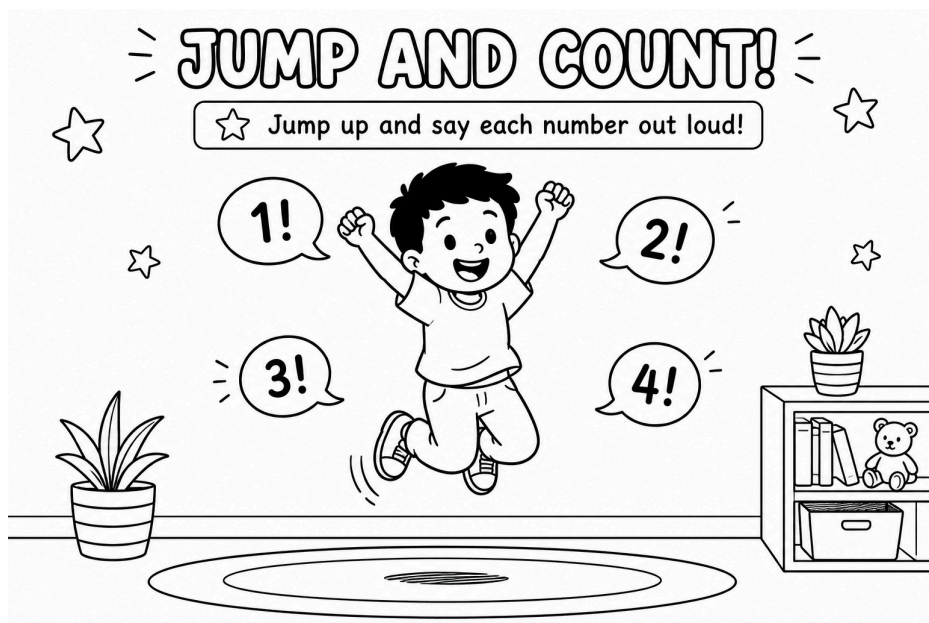
Activity:

Jump up and down while counting each jump.

Examples:

Jump 8 times. Stop. Jump 1 more.

What is 8 plus 1?



Tips & Prompts to Extend Thinking:

- Count out loud as you move.
- Try different movements while counting.
- How many jumps did you do?
- Can you do 5 more?
- What is your total now?



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8: Count Objects in a Jar

Standard: K.N.1.4 – Count objects with one-to-one correspondence

Materials:

Jar or cup, small objects, [Braining Camp](#) digital manipulatives

Time:

10 minutes

Activity:

Estimate and then count objects inside a container.

Examples:

There are 6 objects. Add 2 more.

How many now?

Show your work here!

Tips & Prompts to Extend Thinking:

- Count carefully.
- Make an estimate first.
- How many do you think are inside?
- Count to check your estimate.
- Was your estimate close?





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9: Count Books on a Shelf

Standard: K.N.1.4 – Count collections

Materials:

Books, [Braining Camp](#) digital manipulatives

Time:

5–10 minutes

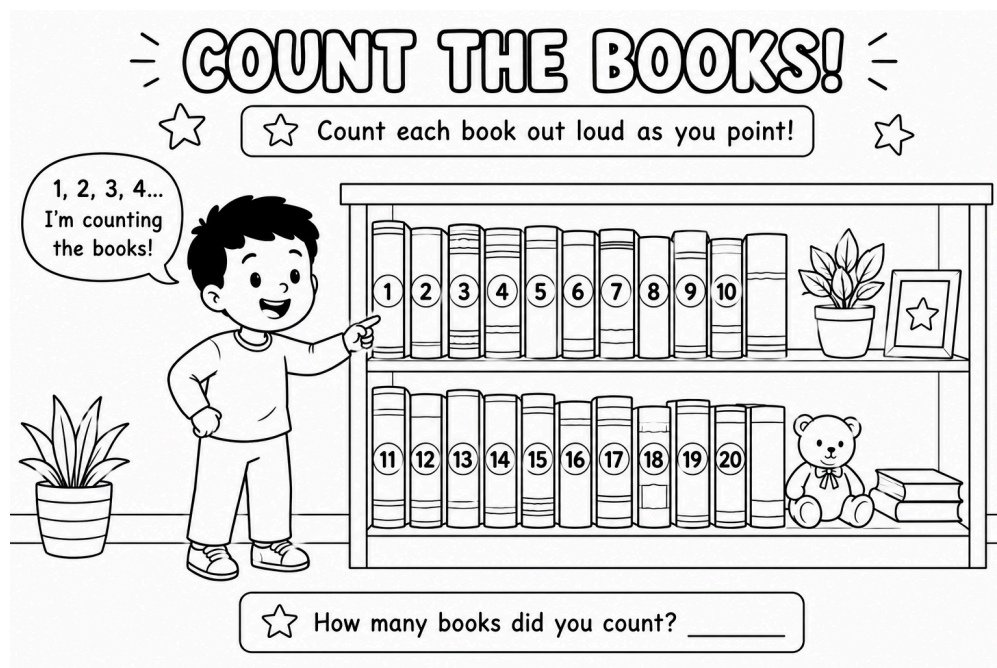
Activity:

Count books on a shelf or in a basket.

Examples:

You have 7 books. Put away 3.

How many are left?



Tips & Prompts to Extend Thinking:

- Touch each book one time as you count.
- Count different shelves and compare them.
- Which shelf has more books?
- How many books did you count?
- Which shelf has fewer books?





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10: Count Crayons

Standard: K.N.1.4 – Count objects accurately

Materials:

Crayons or markers, [Braining Camp](#) digital manipulatives

Time:

5 minutes

Activity:

Count crayons, markers, or pencils one by one.

Examples:

You have 4 red and 3 blue.

How many crayons total?



Show your work here!

Tips & Prompts to Extend Thinking:

- Count the crayons carefully.
- Sort the crayons by color after counting.
- How many crayons are there?
- Can you count them again?
- Which color group has more?





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11: Feed the Dragon

Standard: K.N.1.4 – Count objects

Materials:

Sock, small objects/snack

Time:

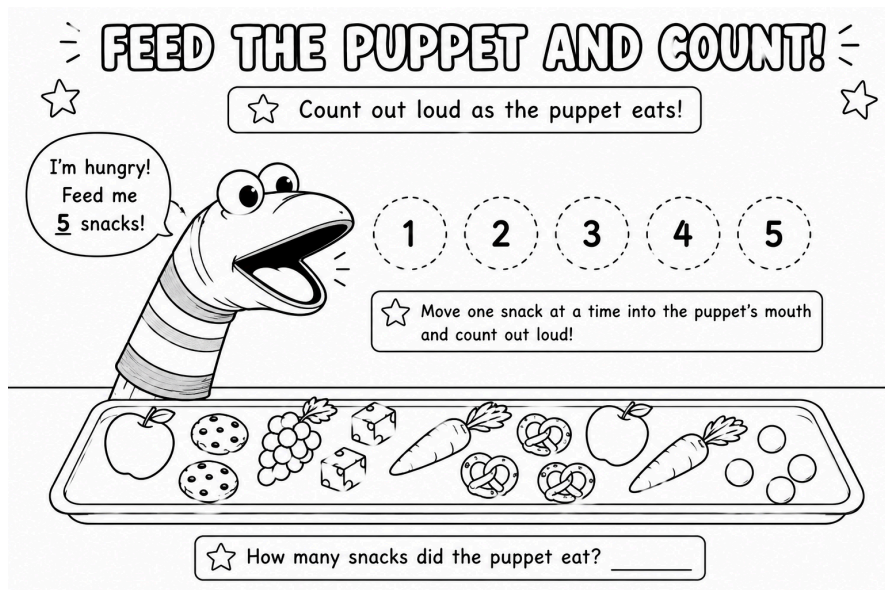
10 minutes

Activity:

Put a sock on your hand to make a “dragon” or puppet. The puppet will ask for a certain number of objects to “eat.”

Examples:

The dragon ate 4 crackers. Then he ate 3 more.
How many did he eat altogether?



Tips & Prompts to Extend Thinking:

- Count each snack one at a time.
- Count again to check your work.
- Feed the dragon 5 snacks.
- Add 2 more snacks.
- Count how many snacks the dragon has now.



Tulsa Math Adventure

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12: Color the Number

Standard: K.N.1.3 – Represent numbers using objects

Materials:

Number cards (made with paper and pencil), crayons or markers,
[Braining Camp](#) digital manipulatives

Time:

10 minutes

Activity:

Choose a number card and color that many boxes on the ten-frame grid.
Then add more and count again.

Example:

Color 5 boxes on the grid. Then color 2 more boxes.
How many boxes are colored now?

Show your work here!



Ten Frame Fun!				

thesimplehomeschooler.com

Tips & Prompts to Extend Thinking:

- Color carefully.
- Count again to check your answer.
- How many boxes do you need to color?
- What if you erase or cross out one?





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13: Dot Card Match

Standard: K.N.1.3 – Represent numbers in multiple ways

Activity:

Match dot cards to numeral cards. (e.g. dots like you see on dice or dominoes)

Materials:

Dot cards, number cards (created with paper and pencil), [Braining Camp](#) digital mat

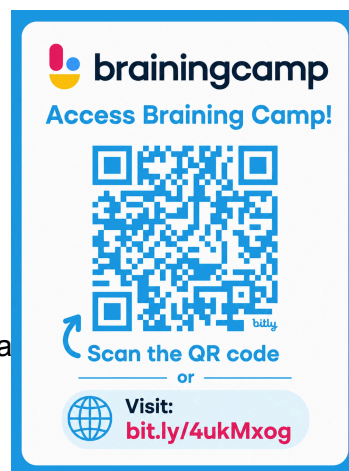
Time:

10 minutes

Example:

This card has 4 dots. Add 1 more dot.

What number now?



Show your work here!

A large rectangular area defined by a dotted blue border, intended for students to show their work.

Tips & Prompts to Extend Thinking:

- Look carefully at the group of dots.
- Try to recognize the number quickly.
- How many dots do you see?
- Which number matches the dots?
- Can you make your own dot group?





Tulsa Math Adventure

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14: One More Train

Standard: K.N.1.5 – Identify one more

Activity:

Build a cube train and add one more cube each round.

Materials:

Linking cubes or blocks, [Braining Camp](#) digital manipulatives

Time:

5–10 minutes

Example:

You have 6 cubes. Add 1 more.

What number now?



Show your work here!

Tips & Prompts to Extend Thinking:

- Practice saying “one more.”
- Add one cube at a time.
- How many cubes are there now?
- What happened when you added one more?
- What number comes next?





Tulsa Math Adventure

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15: One Less Snack Game

Standard: K.N.1.5 – Identify one less

Activity:

Count snacks, then remove one and recount.

Materials:

Snack pieces, [Braining Camp](#) digital manipulatives

Time:

5 minutes

Example:

You have 8 crackers. Eat 1.

How many now?



Show your work here!

Tips & Prompts to Extend Thinking:

- Take away one object at a time.
- Move the object as you remove it.
- How many did you start with?
- How many are there now?
- What changed?





Tulsa Math Adventure

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16: Birthday Candle Count

Standards: K.N.1.1 – Count to at least 20

Activity:

Draw birthday cakes and add candles to match a number.

Materials:

Paper, crayons or stickers

Time:

10 minutes

Example:

Draw 5 candles. Add 2 more.

How many candles are on the cake now?



Show your work here!

Tips & Prompts to Extend Thinking:

- Count each candle as you draw it.
- Check your counting by counting again.
- Add one more candle and count the new total.
- Can you make a cake with fewer candles?





Tulsa Math Adventure

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17: Which Has More?

Standard: K.N.1.6 – Compare sets and numbers

Activity:

Create two groups of objects and compare which has more or fewer.

Materials:

Toys or counters, [Braining Camp](#) digital manipulatives

Time:

10 minutes

Examples (Compare Focus):

This group has 4 and this group has 7.

Which has more?

How do you know without counting?



Show your work here!

Tips & Prompts to Extend Thinking:

- Look carefully at both groups first.
- Count each group to compare them.
- Which group has more?
- Which group has fewer?
- Can you make the groups equal?





Tulsa Math Adventure

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18: Build & Compare Towers

Standard: K.N.1.6 – Compare quantities

Activity:

Build two towers and compare heights.

Materials:

Blocks or cups, [Braining Camp](#) digital manipulatives

Time:

10 minutes

Examples:

Your tower has 6 blocks. Mine has 8.

Which is taller?

How many more blocks does yours need to be the same?



Show your work here!

Tips & Prompts to Extend Thinking:

- Use words like taller, shorter, and same.
- Compare the towers carefully.
- Which tower is shorter?
- Which tower is taller?
- How many more blocks does it have?





Tulsa Math Adventure

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19: Shake & Spill Numbers

Standard: K.N.1.7 – Compose and decompose numbers

Activity:

Shake counters in a cup and spill them. Count red/yellow sides to see different ways to make a number.

Materials:

Double-sided counters or coins, [Braining Camp](#) digital manipulatives

Time:

10 minutes

Examples (Composing Focus):

You have 5 total counters.

3 are red and 2 are yellow.

Can you make 5 a different way?

Show your work here!

A large rectangular area defined by a blue dotted border, intended for students to show their work.

Tips & Prompts to Extend Thinking:

- Count each color carefully.
- Focus on putting groups together.
- How many red?
- How many yellow?
- How many altogether?





Tulsa Math Adventure

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20: Finger Number Partners

Standard: K.N.1.7 – Compose numbers

Activity:

Use fingers to show different ways to make numbers.

Materials:

Fingers 😊

Time:

5 minutes

Examples:

Show 4 using your fingers.

Can you split it into 3 and 1?

Can you make 4 another way?

Show your work here!

A large rectangular area defined by a blue dotted border, intended for students to show their work.

Tips & Prompts to Extend Thinking:

- Start with numbers 5 and under.
- Use objects or drawings to make the number.
- How can you make 5?
- Can you show another way?
- How many different ways can you make it?





Tulsa Math Adventure

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21: Toy Addition Stories

Standard: K.N.1.8 – Solve addition situations

Activity:

Create simple addition stories using toys.

Materials:

Toys or stuffed animals, [Braining Camp](#) digital manipulatives

Time:

10 minutes

Examples (Addition Story):

You have 3 cars. 2 more drive in.

How many now?

Can you show it with your toys?



Show your work here!

Tips & Prompts to Extend Thinking:

- Make up a story to match the math.
- Use objects or pictures to help solve.
- How many were there first?
- How many joined?
- How many are there now?





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22: Roll & Add

Standard: K.N.1.8 – Addition situations

Activity:

Roll two dice and add the totals together.

Materials:

Two dice, [Braining Camp](#) digital manipulatives

Time:

10 minutes

Examples:

You rolled a 4 and a 3.

Count them together: 1, 2, 3, 4... now 5, 6, 7

How many altogether?



Show your work here!

A large rectangular area outlined by a blue dotted line, intended for students to show their work.

Tips & Prompts to Extend Thinking:

- Use fingers or counters to help count.
- Count each group carefully.
- What numbers did you roll?
- How many are there altogether?
- Can you show the total another way?





Tulsa Math Adventure

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23: Take Away Bears

Standard: K.N.1.8 – Subtraction situations

Activity:

Start with toy bears or objects and take some away.

Materials:

Small toys or counters, [Braining Camp](https://brainiaccamp.com) digital manipulatives

Time:

10 minutes



Examples (Subtraction Story):

You have 6 bears. 2 walk away.

How many are left?

Can you move the bears to show it?

Show your work here!

A large rectangular area defined by a blue dotted border, intended for students to show their work.

Tips & Prompts to Extend Thinking:

- Use words like take away and left.
- Move objects as you take them away.
- How many did you start with?
- How many are left?
- What changed after you took some away?





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24: Number Line Hop

Standard: K.N.1.5 – One more/one less

Activity:

Create a floor number line and hop forward/backward.

Materials:

Tape or paper numbers, [Braining Camp](#) digital manipulatives

Time:

10 minutes

Examples:

You are on 5. Hop forward 1.

What number now?

Hop back 1. What number?



Show your work here!

Tips & Prompts to Extend Thinking:

- Move objects to help you count and compare.
- Practice adding or taking away one.
- What number is one more?
- What number is one less?
- How did the number change?





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25: Build a Number Museum

Standard: K.N.1.1–K.N.1.8 – Number sense review

Activity:

Create a “museum” showing numbers in different ways.

Materials:

Paper, blocks, counters, crayons, [Braining Camp](#) digital manipulatives

Time:

15–20 minutes

Examples:

Show 7 using objects.

Show 7 by adding 5 and 2.

Show 7 by taking 1 away from 8.

Show your work here!

A large rectangular area defined by a dotted blue border, intended for students to show their work or create their number museum displays.

Tips & Prompts to Extend Thinking:

- Explain your math thinking out loud.
- Share how you made each number display.
- How did you show this number?
- Can you show it another way?
- What was your favorite math activity?





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26: Number Hopscotch

Standard: K.N.1.1 – Count to at least 20

Activity:

Create a hopscotch board with numbers and hop while counting aloud.

Materials:

Sidewalk chalk or paper/tape

Time:

10 minutes

Examples:

Say the number you land on.

What comes next after 9?

Show your work here!

A large rectangular area outlined by a dotted blue line, intended for students to show their work.

Tips & Prompts to Extend Thinking:

- Say each number clearly as you count.
- Try counting backward if you are ready.
- What number did you land on?
- Can you hop to number 8?
- What number comes next?





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27: Count the Treasure

Standard: K.N.1.4 – Count objects accurately

Activity:

Hide small “treasures” around the room and count how many are found.

Materials:

Small toys or objects, [Braining Camp](#) digital manipulatives

Time:

10–15 minutes

Examples:

Touch each treasure as you count.

How many did you find?

Show your work here!

A large rectangular area defined by a dotted blue border, intended for students to show their work.

Tips & Prompts to Extend Thinking:

- Count slowly and carefully.
- Line up the objects before counting again.
- How many treasures did you find?
- Can you count them another way?
- Does your total stay the same?





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28: Number Match Cups

Standard: K.N.1.2 – Recognize and name numerals

Activity:

Write numbers on cups and place the matching number of objects inside.

Materials:

Cups, small objects, marker

Time:

10 minutes

Examples:

This cup says 6.

Can you put 6 objects inside?

Show your work here!

A large rectangular area defined by a blue dotted line, intended for students to show their work.

Tips & Prompts to Extend Thinking:

- Practice numbers 1–10 first.
- Match the number to the correct cup.
- Which cup says 6?
- How many counters belong inside?
- Can you find a bigger number?





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29: Build the Bigger Number

Standard: K.N.1.6 – Compare numbers and sets

Activity:

Choose two numbers and build both with blocks. Compare which is greater.

Materials:

Blocks or counters, number cards, [Braining Camp](#) digital manipulatives

Time:

10 minutes

Examples:

Build 5 and 8.

Which is bigger?

How do you know?



Show your work here!

Tips & Prompts to Extend Thinking:

- Look at the numbers before counting.
- Compare the groups carefully.
- Which number is bigger?
- Which number is smaller?
- How do you know?





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30: Number Path Race

Standard: K.N.1.1 – Count in sequence

Activity:

Create a number path on paper or sidewalk and move along while counting.

Materials:

Chalk or paper numbers

Time:

10 minutes

Examples:

Start at 4. Count forward 3 steps.

Where did you land?

Show your work here!

A large rectangular area defined by a dotted blue border, intended for students to show their work.

Tips & Prompts to Extend Thinking:

- Move one object for each number you say.
- Count carefully and touch each item once.
- What number comes next?
- Can you start counting at 4?
- How far can you count?





Tulsa Math Adventure

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31: Five Frame Fill-Up

Standard: K.N.1.3 – Represent numbers

Activity:

Use a five frame and counters to show numbers.

Materials:

Five-frame template, counters or cereal pieces, [Braining Camp](#) digital manipulative

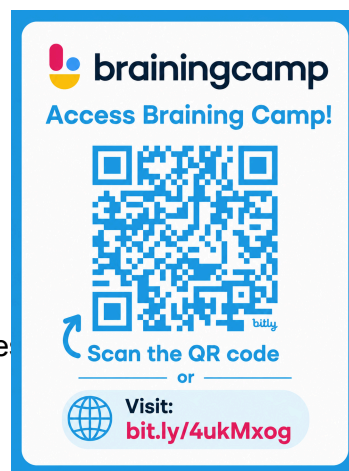
Time:

10 minutes

Examples:

You filled 4 spaces.

How many more to make 5?



Show your work here!

A large rectangular area defined by a blue dotted border, intended for students to show their work.

Tips & Prompts to Extend Thinking:

- Try to recognize the group without counting again.
- Look carefully at the filled spaces.
- How many spaces are filled?
- How many more do you need?
- What number will you make altogether?





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32: Number Detective

Standard: K.N.1.2 – Identify numerals

Activity:

Search magazines, mail, or signs for specific numbers.

Materials:

Magazines, ads, junk mail

Time:

10 minutes

Examples:

Find the number 7.

Is this number bigger or smaller than 5?



Show your work here!

Tips & Prompts to Extend Thinking:

- Practice recognizing numbers quickly.
- Look for numbers all around you.
- Can you find the number 7?
- Where do you see numbers in real life?
- What is the biggest number you found?





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33: One More Scoops

Standard: K.N.1.5 – One more

Activity:

Scoop objects into bowls and add one more each turn.

Materials:

Bowls, pom-poms, cereal, or counters, spoon

Time:

10 minutes

Examples:

You have 6 scoops. Add one more.
What number now?

Show your work here!

Tips & Prompts to Extend Thinking:

- Practice saying “one more” as you count.
- Add one object at a time.
- How many are there now?
- What changed?
- What number comes next?





Tulsa Math Adventure

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34: Number Towers

Standard: K.N.1.3 – Represent numbers using objects

Activity:

Build block towers to match number cards.

Materials:

Blocks, number cards, [Braining Camp](#) digital manipulatives

Time:

10 minutes

Examples:

Build a tower of 9 blocks.

Can you build 9 a different way?

Show your work here!

A large rectangular area defined by a dotted blue border, intended for students to show their work.

Tips & Prompts to Extend Thinking:

- Count again to check your work.
- Build the number carefully.
- Can you build 8?
- Which tower is taller?
- Which tower is shorter?





Tulsa Math Adventure

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35: Feed the Number Monster

Standard: K.N.1.4 – Count objects with one-to-one correspondence

Activity:

Make a “number monster” and feed it the correct number of objects.

Materials:

Container or paper bag, number cards, small objects, [Braining Camp](#) digital manipu

Time:

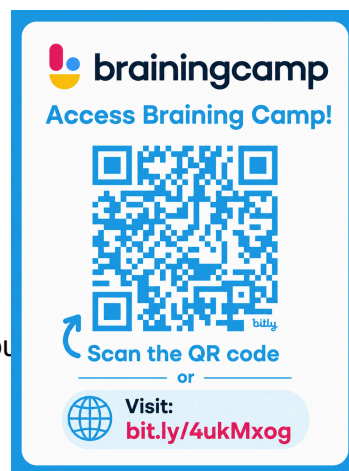
10 minutes

Examples:

The monster wants 5 snacks.

Count out 5 one at a time.”

What if the monster wants 2 more?



Show your work here!

Tips & Prompts to Extend Thinking:

- Use silly monster voices while you count.
- Count each snack carefully.
- The monster wants 5 snacks. Can you feed it 5?
- Did you count carefully?
- How many snacks does the monster have now?





Tulsa Math Adventure

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36: Number Order Train

Standard: K.N.1.1 – Count in sequence

Activity:

Put number cards in order like a train.

Materials:

Number cards, [Braining Camp](#) digital manipulatives

Time:

10 minutes

Examples (Counting Order):

Put the numbers in order: 1, 2, 3, __, 5.

What number is missing?

What comes after 7?



Show your work here!

A large rectangular area outlined by a blue dotted line, intended for students to show their work.

Tips & Prompts to Extend Thinking:

- Start with numbers 1–10, then try more.
- Say each number in order.
- What number comes next?
- What number is missing?
- Can you count the whole row?





Tulsa Math Adventure

Explore! Solve! Succeed!

37: Make 10 Hunt

Standard: K.N.1.7 – Compose numbers

Activity:

Find different ways to make 10 using objects.

Materials:

Counters or toys, [Braining Camp](#) digital manipulatives

Time:

10–15 minutes



Examples (Composing 10):

You have 6 blocks.

How many more to make 10?

Can you make 10 using 5 and 5?

Show your work here!

Tips & Prompts to Extend Thinking:

- Find different ways to make 10.
- Use objects or drawings to show your thinking.
- How can you make 10?
- Can you find another way?
- How many combinations can you make?





Tulsa Math Adventure

Explore! Solve! Succeed!

38: Addition Bowling

Standard: K.N.1.8 – Solve addition situations

Activity:

Knock down cups or pins and add the total from two turns.

Materials:

Cups or toy bowling pins, ball

Time:

10–15 minutes

Examples (Addition):

You knocked down 3 pins, then 2 more.

How many altogether?

Can you count them all?



Show your work here!

A large rectangular area defined by a blue dotted border, intended for students to show their work.

Tips & Prompts to Extend Thinking:

- Start with small numbers.
- Count the objects you knocked down.
- How many did you knock down first?
- How many did you knock down next?
- How many altogether?



Tulsa Math Adventure

Explore! Solve! Succeed!

39: Subtraction Smash

Standard: K.N.1.8 – Solve subtraction situations

Activity:

Build a tower, knock some down, and subtract.

Materials:

Blocks or cups

Time:

10 minutes

Examples (Subtraction):

You had 7 blocks. 3 fell down.

How many are still standing?

Can you show what's left?

Show your work here!

A large rectangular area defined by a blue dotted border, intended for students to show their work.

Tips & Prompts to Extend Thinking:

- Use words like take away and left.
- Count the blocks carefully.
- How many blocks fell?
- How many stayed standing?
- How many were taken away?





Tulsa Math Adventure

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40: Number Sense Celebration

Standard: K.N.1.1–K.N.1.8 – Review all number sense skills

Activity:

Play favorite counting, comparing, and addition/subtraction games from summer.

Materials:

Favorite math materials, [Braining Camp](#) digital manipulatives

Time:

15–20 minutes



Examples (Review):

Show me 6 using objects.

Add 2 more to make a new number.

Take 1 away—what happens?

Show your work here!

Tips & Prompts to Extend Thinking:

- Celebrate your effort and keep trying.
- Choose a math activity you enjoy.
- What was your favorite math game?
- What math are you really good at now?
- Can you teach someone something you learned?





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41: Roll & Build

Standard: K.N.1.3 – Represent numbers using objects

Activity:

Roll a die and build the matching number with cubes or objects.

Materials:

Die, blocks or counters, [Braining Camp](#) digital manipulatives

Time:

10 minutes

Examples:

You rolled a 4.

Can you build 4 with blocks?

What if we add one more?



Show your work here!

A large rectangular area outlined with a blue dotted line, intended for students to show their work.

Tips & Prompts to Extend Thinking:

- Count each object carefully.
- Count again to check your answer.
- What number did you roll?
- Can you build that number?
- How do you know it's correct?





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42: Count & Cover

Standard: K.N.1.4 – Count objects accurately

Activity:

Count objects and cover the matching numeral on a number board.

Materials:

Number board, small counters or coins, [Braining Camp](#) digital manipulatives

Time:

10 minutes

Examples:

Count 5 objects and cover the number 5.

Can you count them again to check?



Show your work here!

Tips & Prompts to Extend Thinking:

- Start with numbers 1–10, then try bigger numbers.
- Count the objects carefully.
- How many objects do you see?
- Which number matches the group?
- Can you make a group to match a number?





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43: Race to 20

Standard: K.N.1.1 – Count to at least 20

Activity:

On a sheet of paper make a gameboard that goes from 0 to 20. Take turns rolling a die and moving forward until someone reaches 20.

Materials:

Die, counters or game pieces, [Braining Camp](#) digital manipulatives

Time:

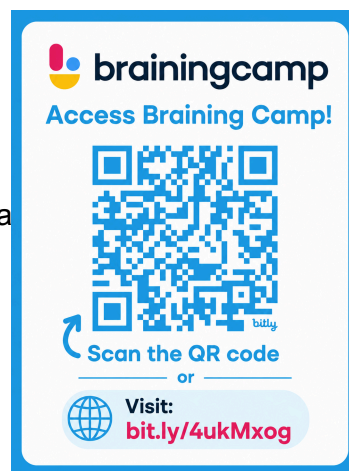
10–15 minutes

Examples:

You are on 6. Move forward 3.

Count: 7, 8, 9

What number did you land on?



Show your work here!

Tips & Prompts to Extend Thinking:

- Practice counting on from the last number.
- Keep track of your total as you play.
- What number are you on now?
- How many more do you need to reach 20?
- What number will come next?





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44: Number Window Walk

Standard: K.N.1.2 – Recognize numerals

Activity:

Walk around your neighborhood or home looking for numbers.

Materials:

None

Time:

10 minutes

Examples:

Find the number 8.

Is that number bigger or smaller than 5?



Show your work here!

Tips & Prompts to Extend Thinking:

- Look for numbers on signs, doors, and mailboxes.
- Say each number you find out loud.
- What number did you find?
- Can you find a bigger number?
- What is the biggest number you saw?





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45: One More Basket Toss

Standard: K.N.1.5 – Identify one more

Activity:

Throw balls or socks into a basket and add one more each round.

Materials:

Basket or bucket, soft balls or rolled socks

Time:

10 minutes

Examples:

You made 4 baskets.

What is one more?

Show me 4, now show me 5.



Show your work here!

A large rectangular area defined by a blue dotted border, intended for students to show their work.

Tips & Prompts to Extend Thinking:

- Practice saying “one more” while you play.
- Add one basket at a time.
- You made 4 baskets. What is one more?
- How many are there now?
- What number comes next?



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46: One Less Cleanup

Standard: K.N.1.5 – Identify one less

Activity:

Count toys during cleanup and remove one at a time.

Materials:

Toys

Time:

10 minutes

Examples:

"You have 9 toys. Put 1 away.

How many now?"

"What is one less than 9?"



Show your work here!

Tips & Prompts to Extend Thinking:

- Practice subtraction during everyday activities.
- Take away one object at a time.
- How many toys are left?
- What happens when you take one away?
- How did the number change?





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47: Compare the Cups

Standard: K.N.1.6 – Compare sets

Activity:

Fill two cups with different amounts of objects and compare.

Materials:

Two cups, counters, cereal, or pom-poms, [Braining Camp](#) digital manipulatives

Time:

10 minutes

Examples:

This cup has 3. This has 6.

Which has more?

How do you know?



Show your work here!

Tips & Prompts to Extend Thinking:

- Look carefully at both groups first.
- Compare the groups before counting.
- Which cup has more?
- Which cup has fewer?
- How do you know?





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48: Number Partner Puzzle

Standard: K.N.1.7 – Compose/decompose numbers

Activity:

Use objects to find different ways to make a number.

Materials:

Counters or blocks, [Braining Camp](#) digital manipulatives

Time:

10 minutes

Examples:

Make 8 using two groups.

Can you do 5 and 3?

Can you do 6 and 2?



Show your work here!

Tips & Prompts to Extend Thinking:

- Practice making numbers 5–10.
- Use objects or drawings to show the number.
- How can you make 6?
- Can you show another way?
- How many ways can you make 6?





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49: Build & Break Numbers

Standard: K.N.1.7 – Decompose numbers

Activity:

Build a group of objects, then break it into two smaller groups.

Materials:

Blocks, counters, or small household items, [Braining Camp](#) digital manipulatives

Time:

10 minutes

Examples:

Build 7.

Break it into 4 and 3.

Can you break it a different way?



Show your work here!

Tips & Prompts to Extend Thinking:

- Explain your groups out loud.
- Count each group carefully.
- How many are in each group?
- How many are there altogether?
- How did you find the total?





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50: Addition Parking Lot

Standard: K.N.1.8 – Solve addition situations

Activity:

Make a parking lot with numbered spots on paper. Drive toy cars into and add the to

Materials:

Toy cars, paper parking lot, [Braining Camp](#) digital manipulatives

Time:

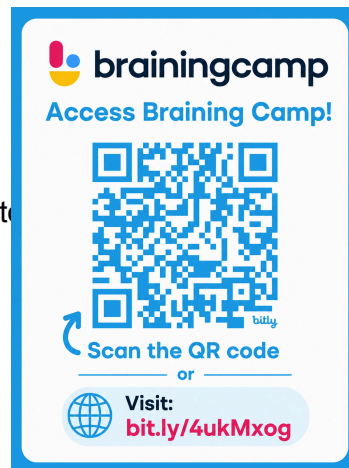
10–15 minutes

Examples:

2 cars are parked. 3 more come.

How many now?

Can you count them all?



Show your work here!

Tips & Prompts to Extend Thinking:

- Keep the total within 10.
- Count the cars in each spot carefully.
- How many cars are in each spot?
- How many are there altogether?
- Can you count them another way?





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51: Subtraction Splash

Standard: K.N.1.8 – Solve subtraction situations

Activity:

Use cups or bath toys to subtract during water play. Start with a certain amount and

Materials:

Cups or bath toys, water bin or bathtub

Time:

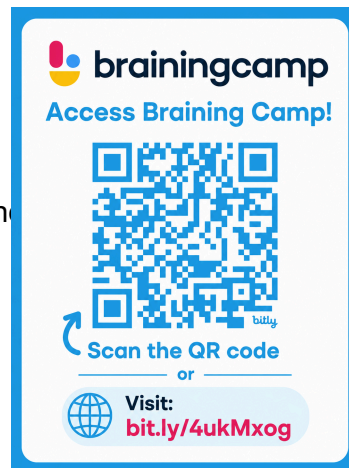
10–15 minutes

Examples:

You had 6 toys in the water.

Take 2 out. How many left?

Show me what happened.



Show your work here!

Tips & Prompts to Extend Thinking:

- Use fun words like “splash away” while you play.
- Count the toys before taking some away.
- How many toys started in the water?
- How many are left?
- How many splashed away?





Tulsa Math Adventure

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52: Number Card Flip

Standard: K.N.1.2 – Recognize numerals

Activity:

Flip over number cards and quickly identify the numeral.

Materials:

Number cards, [Braining Camp](#) digital manipulatives

Time:

5–10 minutes

Examples:

What number is this?

Can you show it with fingers?

Show your work here!



Tips & Prompts to Extend Thinking:

- Try to recognize the number quickly.
- Mix the cards after each round.
- What number is this?
- Can you show it with your fingers?
- Can you find the matching number?





Tulsa Math Adventure

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53: Counting Collection Museum

Standard: K.N.1.3–K.N.1.4 – Represent and count collections

Activity:

Create collections of objects and label them with numbers.

Materials:

Small collections of toys, rocks, buttons, etc., paper and markers, [Braining Camp](#) d

Time:

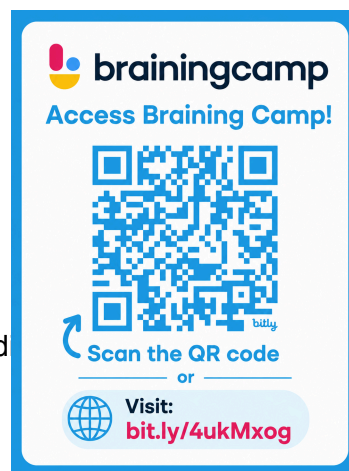
15 minutes

Examples:

“You have 5 rocks.

Can you label it with the number 5?”

“Can you count them again?”



Show your work here!

Tips & Prompts to Extend Thinking:

- Organize your collection neatly before counting.
- Count each object carefully.
- How many objects are in your collection?
- Can you label it with the numeral?
- Can you sort your objects another way?





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54: Story Problem Theater

Standard: K.N.1.8 – Solve addition/subtraction situations

Activity:

Act out simple math stories using toys or puppets.

Materials:

Toys, puppets, or stuffed animals

Time:

10–15 minutes

Examples:

3 kids were playing. 2 more joined.

How many now?

5 birds were on a tree. 2 flew away.

How many left?



Show your work here!

Tips & Prompts to Extend Thinking:

- Create your own math story.
- Use objects or drawings to act it out.
- What happened first?
- How many joined?
- How many left?





Tulsa Math Adventure

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55: Kindergarten Math Celebration 🎉

Standard: K.N.1.1–K.N.1.8 – Apply number sense skills

Activity:

Choose favorite math activities from the summer and share them with family.

Materials:

Favorite math tools or games, [Braining Camp](#) digital manipulatives

Time:

15–20 minutes



Examples (Reflection):

Show me your favorite number.

Can you add 2 more?

Can you take 1 away?

Can you teach me something?

Show your work here!

Tips & Prompts to Extend Thinking:

- Celebrate your effort and growth in math.
- Teach the activity to someone else.
- What was your favorite activity?
- What math skill are you proud of?
- What new math did you learn?





Tulsa Math Adventure

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America's 250th Birthday Math Challenge

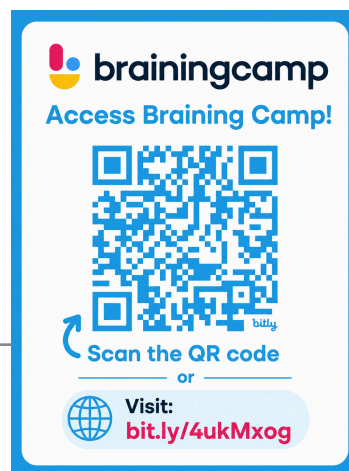
Kindergarten Summer Activity

Oklahoma Academic Standard: K.N.1.4

Count objects and recognize that the last number said tells "how many" objects are in the set.

Activity: "Firework Count & Build"

America is celebrating its **250th birthday**, and it's time to create colorful math fireworks! Your child will build, count, compare, and explore numbers using "fireworks" made from dots, stickers, or drawings.



Scenario

The town is getting ready for a giant 4th of July celebration! Help create firework bursts in the sky while practicing kindergarten math skills.

Try these challenges:

- 1 Create a firework with 5 dots. How many dots are there altogether?
- 2 Add 1 more dot to your firework. How many dots now?
- 3 Make a second firework with 7 dots. Which firework has more? Which has less?
- 4 Can you make the number 6 in two different ways? (Example: 3 red dots and 3 blue dots)
- 5 One dot "fizzles out" from your firework. How many are left?

Materials

- Paper
- Dot stickers, crayons, or markers
- Small counters or pom-poms (optional)





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Time

10–15 minutes



Parent Tips

- Keep numbers within 10 for success
- Encourage your child to touch and count each dot carefully
- Allow your child to design their own fireworks creatively
- Use math vocabulary like more, less, add, take away, and equal



Sample Questions/Prompts

- How many dots are in your firework?
- What happens if we add one more?
- Which firework has more?
- Can you make 5 in a different way?
- If one goes away, how many are left?



Bonus Challenge

Create two fireworks and compare them! Which firework is bigger? Which is smaller? Can you make two fireworks that have the same number of dots?

