



# Tulsa Math Adventure

Explore! Solve! Succeed!

## 1: Count to 120

Standard: 1.N.1.1 – Count to 120 starting at any number less than 120

### Materials:

None

### Time:

5–10 minutes

### Activity:

Practice counting aloud to 120 while walking, clapping, or marching.

### Example:

Start at 1 and count to 50 while marching.

Begin at 32 and count to 60 while clapping.

Start at 75 and keep counting to 120.



## MY 120 CHART

|     |     |     |     |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 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 |
| 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
| 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |

### Tips & Prompts to Extend Thinking:

- Start counting at a new number.
- Count backwards from 20.
- What number comes after 58?



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## 2: Number Hunt to 120

Standard: 1.N.1.2 – Read and write numerals

### Materials:

Paper, pencil

### Time:

10 minutes

### Activity:

Search your home or neighborhood for numbers. Read each number aloud and record the numbers you find on paper.

### Example:

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

You took 5 steps and 2 more steps.

How many steps altogether?



## Show your work here!

### Tips & Prompts to Extend Thinking:

- Find numbers around your house or outside.
- Read each number out loud.
- Find a number bigger than 50.
- Find a number smaller than 20.
- Write your favorite number you found.



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## 3: Build Numbers with Tens & Ones

Standard: 1.N.1.3 – Represent numbers using tens and ones

### Materials:

Linking cubes, straws, or small objects

### Time:

10 minutes

### Activity:

Build numbers using groups of ten and single objects.

### Example:

Build the number 24. Make 2 groups of ten and 4 ones.  
Use cubes to build 37. How many tens? How many ones?  
Make the number 52 using straws or objects.  
Build 46 and draw a picture of your tens and ones.



## Show your work here!

### Tips & Prompts to Extend Thinking:

- Make groups of 10.
- Count how many tens you made.
- Count the leftover ones.
- Say the number you made.
- Build the number another way.



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## 4: Skip Count by 10s

Standard: 1.N.1.1 – Count and skip count

### Materials:

Ball (optional)

### Time:

5–10 minutes

### Activity:

Practice skip counting by 10s while tossing a ball or jumping.

### Example:

Toss the ball and count by 10s. 10, 20, 30, 40...

Jump while skip counting to 100 by 10s.

Start at 30 and count by 10s. 30, 40, 50, 60...

Clap and say each number while counting by 10s.

Count by 10s backwards from 100.

 **brainiac**

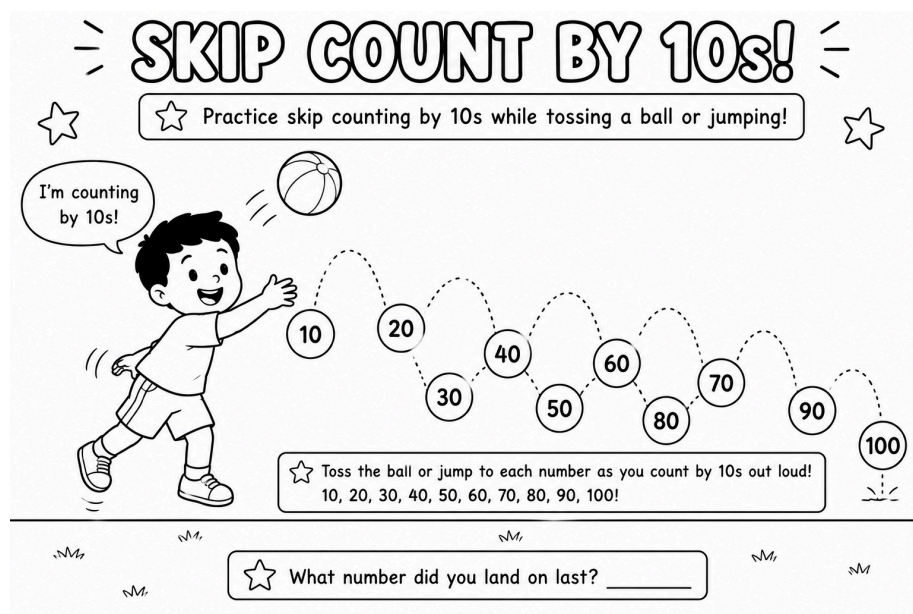
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### Tips & Prompts to Extend Thinking:

- Count by 10s out loud.
- Look for patterns in the numbers.
- What number comes after 70?
- What number comes before 50?
- Try starting at a different number.



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## 5: Compare Numbers

Standard: 1.N.1.4 – Compare and order numbers

### Materials:

Number cards or paper slips

### Time:

10 minutes

### Activity:

Choose two numbers and decide which is greater or less.

### Example:

Compare 24 and 42. Which number is greater?

Put 18 and 27 in order from least to greatest.

Compare 55 and 45. Which number is less?

Choose two numbers and use the words greater than or less than.



**Show your work here!**

### Tips & Prompts to Extend Thinking:

- Count each number carefully.
- Circle the greater number.
- Put the numbers in order from least to greatest.
- Explain how you know which is bigger.
- Draw objects to match each number.



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## 6: Number Line Hop

Standard: 1.N.1.5 – Use number lines

### Materials:

Tape or paper numbers

### Time:

10 minutes

### Activity:

Create a floor number line and hop forward or backward.

### Example:

Start on 12. Hop forward 5 spaces. What number did you land on?

Begin at 20. Hop backward 3 spaces.

Start at 7 and hop forward 10 spaces.

Begin at 35. Hop back 5 numbers on the number line.

Make your own hop challenge using forward or backward moves.

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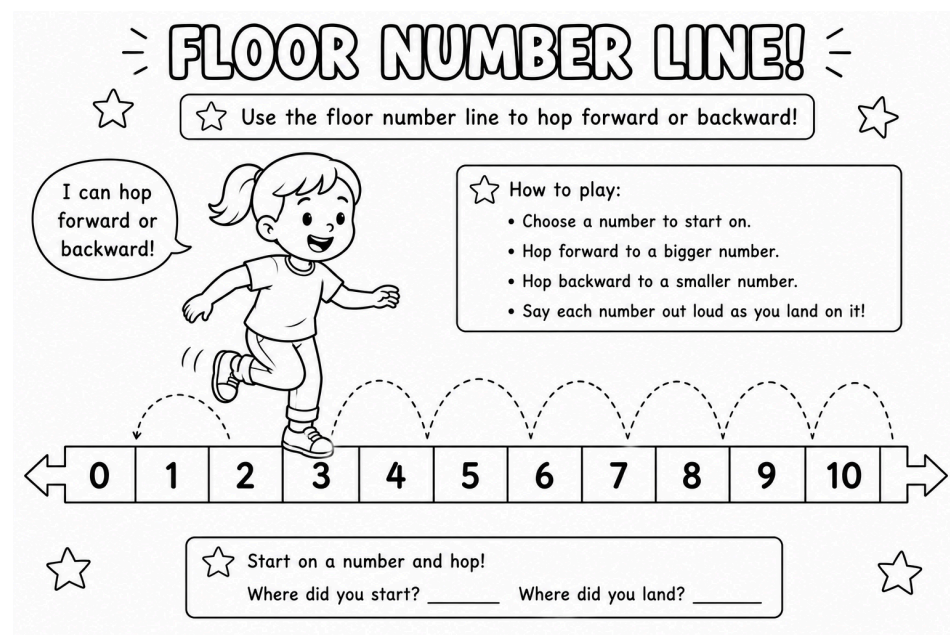
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### Tips & Prompts to Extend Thinking:

- Start counting from the number you are on.
- Hop forward and count on.
- Say the number you landed on.
- Hop 2 more spaces.
- Count backwards as you hop back.



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## 7: One More / One Less

Standard: 1.N.1.6 – Find one more and one less

### Materials:

Counters or number cards

### Time:

10 minutes

### Activity:

Use objects or numbers to identify one more and one less.

### Example:

Start with 14. One more is 15. One less is 13.

Use 20 counters. Add 1 more counter. Take 1 counter away.

Pick the number 36. Find one more and one less.

Build 52 with objects. What is one more? What is one less?



**Show your work here!**

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### Tips & Prompts to Extend Thinking:

- Find one more than a number.
- Find one less than a number.
- Count forward to check your answer.
- Count backward to check your answer.
- Look for patterns in the numbers.



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## 8: Make a Number in Different Ways

Standard: 1.N.1.7 – Compose and decompose numbers

### Materials:

Counters or blocks

### Time:

10 minutes

### Activity:

Show multiple ways to make the same number.

### Example:

Make 10 using two groups.  $6 + 4 = 10$

Find another way to make 10.  $7 + 3 = 10$

Use blocks to make 15 in two different ways.

Build 12 with counters. Break it into two parts.



Show your work here!

### Tips & Prompts to Extend Thinking:

- Use objects to make 10.
- Count how many are in each group.
- Find another way to make 10.
- Draw a picture to show your number.
- Say your number sentence out loud.



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## 9: Addition Story Problems

Standard: 1.N.1.8 – Solve addition situations

### Materials:

Toys or counters

### Time:

10 minutes

### Activity:

Create and solve simple addition stories.

### Example:

There are 5 toy cars on the floor. 3 more cars join. How many cars are there altogether?

You have 7 counters. Add 2 more counters. How many do you have now?

Start with 10 blocks. Add 6 more blocks. Count the total.

Make your own addition story using toys or objects.



Show your work here!

### Tips & Prompts to Extend Thinking:

- Act out the story with objects or toys.
- Count how many were there first.
- Count how many joined.
- Count how many altogether.
- Draw a picture to match the story.



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## 10: Subtraction Stories

Standard: 1.N.1.9 – Solve subtraction situations

### Materials:

Toys, counters, or snacks

### Time:

10 minutes

### Activity:

Create and solve subtraction stories using objects.

### Example:

You have 8 crackers. Eat 3 crackers. How many are left?

There are 10 toy cars. 4 cars drive away. How many cars are left?

Start with 12 counters. Take away 5 counters. Count how many are left.

There were 7 stuffed animals on the bed. 2 fell off. How many are still on the bed?



## Show your work here!

### Tips & Prompts to Extend Thinking:

- Use objects to show the story.
- Count how many you started with.
- Take some away and count again.
- Count how many are left.
- Draw a picture to match the story.



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## 11: Number Order Race

Standard: 1.N.1.4 – Compare and order numbers

### Materials:

Number cards 1–120

### Time:

10 minutes

### Activity:

Mix up number cards and place them in order from least to greatest.

### Example:

Put these numbers in order from least to greatest: 14, 32, 27

Mix up the numbers 45, 19, and 51. Place them in the correct order.

Order the numbers 88, 72, 90, and 65.

Pick 5 number cards and race to put them in order.

Find the smallest and largest number in your set.



**Show your work here!**

### Tips & Prompts to Extend Thinking:

- Start with a small group of numbers.
- Put the numbers in order.
- Choose which number should come first.
- Explain how you know.
- Tell why 48 is bigger than 32.



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## 12: Tens & Ones Hunt

Standard: 1.N.1.3 – Represent numbers using tens and ones

### Materials:

Small household objects

### Time:

10–15 minutes

### Activity:

Find household items and group them into tens and ones.

### Example:

Find 24 small objects. Make 2 groups of ten and 4 ones.

Collect 35 items like buttons or blocks. Group them into tens and ones.

Find enough objects to make 4 tens and 6 ones. What number did you make?

Build the number 52 with household items.

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TENS AND ONES HUNT!

★ Find household items and group them into tens and ones!

I'm hunting for items to make tens and ones!

★ TENS (groups of 10)  
Make groups of 10.

★ ONES (leftover)  
These are the ones that are left.

★ How many did you find?

TENS: \_\_\_\_\_ (groups of 10)    ONES: \_\_\_\_\_ (leftover)

TOTAL: \_\_\_\_\_

★ Write the number you made with your tens and ones.  
My number is \_\_\_\_\_.

### Tips & Prompts to Extend Thinking:

- Make groups of 10 objects.
- Count how many groups of ten you made.
- Count the leftover ones.
- Say the number you built.
- Build a different number using tens and ones.

FIRST GRADE  
1

## 13: Roll, Build, Write

Standard: 1.N.1.2 – Read and write numerals

### Materials:

Dice, paper, counters or cubes

## Time:

10 minutes

### Activity:

Roll dice to create a number, then write it and build it with objects.

### Example:

Roll a 3 and a 4. Put them together to make 34. Write 34.

Build 3 groups of ten and 4 ones.

Roll a 5 and a 2. Make the number 52. Write the number.

Count 5 tens and 2 ones.



# ★ ROLL, WRITE, BUILD! ★

★ Roll dice to create a number, then write it and build it with objects! ★

I roll,  
write, and  
build!

**1 ROLL IT!**  
Roll two dice.

Add the dots  
together!

➡

**2 WRITE IT!**  
Write the number  
in the box.

➡

**3 BUILD IT!**  
Build the number  
using objects.

What number did you make?

Draw it another way!

You can use:

★ Try again!

Roll again and make a new number!

### Tips & Prompts to Extend Thinking:

- Write the number carefully.
- Say the number out loud.
- Build the number with blocks or objects.
- Count your blocks to check your work.



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## 14: Missing Number Detective

Standard: 1.N.1.1 – Count to 120

### Materials:

Paper, pencil

### Time:

10 minutes

### Activity:

Roll dice to create a number, then write it and build it with objects.

### Example:

12, 13, \_\_, 15 What number is missing?

47, 48, \_\_, 50 Count forward to find the missing number.

\_\_, 29, 30, 31 What number comes before 29?



**Show your work here!**

### Tips & Prompts to Extend Thinking:

- Count forward to find the missing number.
- Use a number line to help.
- Find the number between 45 and 47.
- Explain how you found the answer.
- Make your own missing number problem.



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## 15: Count by 5s

Standard: 1.N.1.1 – Skip count

### Materials:

Optional counters

### Time:

5–10 minutes

### Activity:

Practice counting by 5s using claps, jumps, or objects.

### Example:

Clap and count by 5s: 5, 10, 15, 20

Jump while counting by 5s to 50.

Count 5 counters at a time. 5, 10, 15, 20

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**☆ COUNT BY 5s! ☆**

☆ Practice counting by 5s using claps, jumps, or objects!

☆ Fill in the missing numbers. Count by 5s!

5   15   30   40   50

☆ Choose a way to count by 5s! Color or use real objects.

**CLAP!**  
Clap once for each number as you count by 5s!

OR

**JUMP!**  
Jump for each number as you count by 5s!

OR

**USE OBJECTS!**  
Move or place one object for each number as you count by 5s!

☆ How high can you count by 5s?  
Count by 5s from 5 to \_\_\_\_\_!

### Tips & Prompts to Extend Thinking:

- Count by 5s out loud.
- Find the number that comes after 25.
- Look for patterns in the numbers.
- Count nickels by 5s if you have coins.
- Try starting at a different number.



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## 16: Build the Bigger Number

Standard: 1.N.1.4 – Compare numbers

### Activity:

Pick two numbers and build both with blocks or drawings.

### Materials:

Blocks or paper

### Time:

10 minutes

### Example:

Build 24 with blocks. Build 31 with blocks. Which number is greater?

Draw 18 dots and 12 dots.

Which group has more? Build 45 and 54. Which number is bigger? How do you know?



**Show your work here!**

### Tips & Prompts to Extend Thinking:

- Look carefully at both numbers.
- Choose the greater number.
- Explain how you know it is greater.
- Put the numbers in order.
- Draw objects to match each number.



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## 17: Add with a Number Line

Standard: 1.N.1.5 – Use number lines to solve problems

### Activity:

Use a number line to solve addition problems.

### Materials:

Number line, pencil or counters

### Time:

10 minutes

### Example:

Start at 5. Jump forward 3 spaces. What number did you land on?

Solve  $8 + 4$  using the number line. Count on 4 jumps from 8.

Start at 12. Add 5 more. Where do you land?



## Show your work here!

### Tips & Prompts to Extend Thinking:

- Start at the first number.
- Count on instead of starting at 1.
- Count how many jumps you make.
- Say the number you land on.
- Try a new addition problem.



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## 18: Subtract with a Number Line

Standard: 1.N.1.5 – Use number lines

### Activity:

Use a number line to solve subtraction problems.

### Materials:

Number line

### Time:

10 minutes

### Example:

Start at 9. Jump back 4 spaces. What number did you land on?

Solve  $12 - 3$  using the number line. Count back 3 jumps from 12.

Start at 18. Take away 5. Where do you land?



**Show your work here!**

### Tips & Prompts to Extend Thinking:

- Start at the first number.
- Count backwards carefully.
- Count how many jumps back you make.
- Say the number you land on.
- Try a new subtraction problem.



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## 19: One More Toss

Standard: 1.N.1.6 – One more

### Materials:

Basket or bucket, soft balls or socks

### Time:

10 minutes

### Activity:

Toss objects into a bucket and identify one more than the amount tossed.

### Example:

Toss 4 socks into the basket. What is one more than 4?

Toss 7 balls into the bucket. Count on one more.

You made 9 baskets. What number comes next?

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## ★ = ONE MORE TOSS! = ★



I can find one more than a number!



### EXAMPLES:

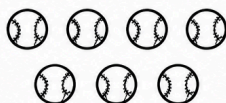
- 1 Toss 4 socks into the basket. What is one more than 4?



4 is one more.

5

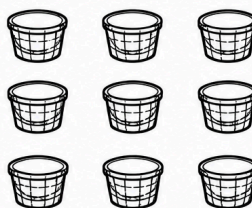
- 2 Toss 7 balls into the bucket. Count on one more.



7 is one more.

8

- 3 You made 9 baskets. What number comes next?



9 is one more.

10

### Tips & Prompts to Extend Thinking:

- Count how many tosses you made.
- Find one more than your number.
- Count on to check your answer.
- Explain how you know the answer.



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## 20: One Less Cleanup

Standard: 1.N.1.6 – One less

### Materials:

Toys

### Time:

10 minutes

### Activity:

Count toys while cleaning up and remove one at a time.

### Example:

Count 10 toys. Put 1 away. What is one less than 10?

You have 7 toys left. Put away 1 more. How many now?

Start with 15 toys. Clean up 1 toy at a time. Say the numbers as you count back.

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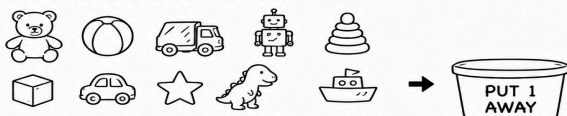
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## ☆ TOY CLEAN UP! ☆

☆ I can count down by taking one away!

### ★ EXAMPLES:

- ① Count 10 toys. Put 1 away.  
What is one less than 10?



One less than 10 is **9**

- ② You have 7 toys left.  
Put away 1 more. How many now?



How many now?

- ③ Start with 15 toys. Clean up 1 toy  
at a time. Say the numbers as you count back.



15, 14, 13, 12, ..., ..., ..., ..., 0

### Tips & Prompts to Extend Thinking:

- Count how many toys you have.
- Put one toy away.
- Find one less than your number.
- Count how many toys are left.



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## 21: Number Bond Builders

Standard: 1.N.1.7 – Compose and decompose numbers

### Materials:

Counters, paper

### Time:

10 minutes

### Activity:

Use counters to create number bonds.

### Examples:

Make a number bond for 8. 5 and 3 make 8.

Use counters to show 10. Split them into 6 and 4.

Build 7 with two groups. Count the parts and the whole.



## Show your work here!

### Tips & Prompts to Extend Thinking:

- Use objects to make 8.
- Count how many are in each group.
- Find another way to make 8.
- Draw a picture to show your groups.
- Say your number sentence out loud.



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## 22: Part-Part-Whole Mat

Standard: 1.N.1.7 – Decompose numbers

### Materials:

Paper mat, counters

### Time:

10 minutes

### Activity:

Use a part-part-whole mat to break apart numbers.

### Examples:

Put 8 counters in the whole. Split them into 5 and 3.

Make 9 using two different parts. 6 and 3 2 and 7

Draw your own part-part-whole mat and write the matching number sentence.



## Show your work here!

### Tips & Prompts to Extend Thinking:

- Break the number into two parts.
- Count how many are in each part.
- Find the whole number.
- Make the number a different way.
- Say the parts and the whole out loud.



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## 23: Roll & Add

Standard: 1.N.1.8 – Solve addition situations

### Materials:

Two dice

### Time:

10 minutes

### Activity:

Roll two dice and add the totals.

### Examples:

Roll a 3 and a 5. Add them together to make 8.

Roll two dice and write the addition sentence.  $4 + 1 = 5$

Roll a 2 and a 6. Use fingers or objects to help solve.



## Show your work here!

### Tips & Prompts to Extend Thinking:

- Say the numbers you rolled.
- Count on to find the total.
- Find how many altogether.
- Use your fingers or objects if needed.
- Try to solve one in your head.



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## 24: Add to Make 10

Standard: 1.N.1.8 – Addition strategies

### Materials:

Counters or blocks

### Time:

10 minutes

### Activity:

Use counters to find combinations that make 10.

### Examples:

Use counters to show 7 and 3.  $7 + 3 = 10$

Find two numbers that make 10.  $5 + 5 = 10$

Build 10 using 6 counters first. How many more do you need?



## Show your work here!

### Tips & Prompts to Extend Thinking:

- Use objects to make 10.
- Find different ways to make 10.
- Look for patterns in your groups.
- Add one more and count again.
- Say your number sentence out loud.



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## 25: Story Problem Theater

Standard: 1.N.1.8 – Solve addition situations

### Materials:

Toys or stuffed animals

### Time:

10–15 minutes

### Activity:

Act out addition stories using toys or stuffed animals.

### Examples:

3 stuffed animals were playing. 2 more joined. How many are playing now?

5 toy cars were racing. 4 more cars came. How many cars altogether?

Act out  $7 + 2$  using your toys. Count all the toys to solve.

Make your own addition story with toys or stuffed animals.



**Show your work here!**

### Tips & Prompts to Extend Thinking:

- Make your own math story.
- Show what happened first.
- Count how many joined.
- Count how many altogether.
- Draw a picture to match your story.



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## 26: Subtraction Smash

Standard: 1.N.1.9 – Solve subtraction situations

### Materials:

Blocks or cups

### Time:

10 minutes

### Activity:

Build a block tower, knock some down, and subtract.

### Examples:

Build a tower with 10 blocks. Knock down 3 blocks. How many are left standing?

Start with 8 cups. Knock down 2 cups. Count how many are left.

Build 12 blocks high. Take away 5 blocks. What is  $12 - 5$ ?



## Show your work here!

### Tips & Prompts to Extend Thinking:

- Count how many blocks you started with.
- Knock some blocks down.
- Count how many blocks fell.
- Count how many are left standing.
- Draw a picture to show your subtraction story.



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## 27: Take Away Bowling

Standard: 1.N.1.9 – Solve subtraction situations

### Materials:

Cups or toy pins, ball

### Time:

10–15 minutes

### Activity:

Knock down cups or pins and subtract from the total.

### Examples:

Start with 10 cups. Knock down 4 cups. How many are still standing?

Set up 8 pins. Knock down 3 pins. Solve  $8 - 3$ .

Knock down 2 pins from a group of 7. How many are still standing?



## Show your work here!

### Tips & Prompts to Extend Thinking:

- Count how many were standing first.
- Knock some down and count again.
- Count how many are left standing.
- Use objects or fingers to help solve.
- Try a new subtraction problem.



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## 28: Fact Family Fun

Standard: 1.N.1.7–1.N.1.9 – Relationships between addition and subtraction

### Materials:

Number cards or paper

### Time:

10 minutes

### Activity:

Use three numbers to create related addition and subtraction facts.

### Examples:

Use the numbers 3, 4, and 7.  $3 + 4 = 7$   $4 + 3 = 7$   $7 - 3 = 4$   $7 - 4 = 3$

Use the numbers 5, 2, and 7. Write all four fact family equations.

Draw objects to match your fact family.

Choose three new numbers and create your own fact family.



## 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:

- Use objects or drawings to show the numbers.
- Write the matching addition sentence.
- Write the matching subtraction sentence.
- Count to check your answers.



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## 29: Number Line Challenge

Standard: 1.N.1.5 – Use number lines

### Materials:

Number line

### Time:

10–15 minutes

### Activity:

Solve mixed addition and subtraction problems on a number line.

### Examples:

Start at 8. Jump forward 4 spaces. What number did you land on?

Start at 15. Jump back 3 spaces. What is  $15 - 3$ ?

Solve  $12 + 5$  on the number line. Count forward carefully.



Show your work here!

### Tips & Prompts to Extend Thinking:

- Start at the first number.
- Count on or count back carefully.
- Count how many jumps you make.
- Say the number you land on.
- Try another problem on the number line.



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## 30: Number Sense Celebration 🎉

Standard: 1.N.1.1–1.N.1.9 – Apply number sense skills

### Materials:

Favorite math materials or games

### Time:

15–20 minutes

### Activity:

Play favorite counting, place value, and addition/subtraction games from the summer.

### Examples:

Count to 120 starting at a different number. Start at 37 or 82.

Build a number with tens and ones. Make 43 using groups of tens and ones.

Solve an addition problem from your favorite game.  $8 + 6 = ?$

Solve a subtraction problem from your favorite game.  $15 - 4 = ?$



## Show your work here!

### Tips & Prompts to Extend Thinking:

- Celebrate growth and confidence
- Let your child teach a game
- “What math skill are you best at now?”
- “Can you teach me your favorite game?”



# Tulsa Math Adventure

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## 31: Build to 120 Challenge

**Standard:** 1.N.1.1 – Count to 120 starting at any number

**Activity:**

Start at a number (like 32) and build up to 120 using counting, writing, or movement

**Materials:**

Paper (optional)

**Time:**

10 minutes

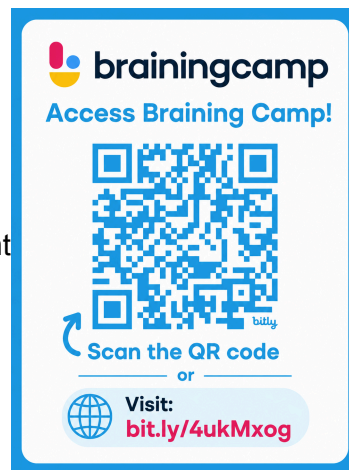
**Examples:**

Start at 32 and count to 50. Then keep counting by 10s to 120.

Start at 47. Write the next 10 numbers.

Start at 85 and jump while counting to 120.

Start at 96. Count how many more numbers until 120.



**Show your work here!**

**Tips & Prompts to Extend Thinking:**

- Start counting from the number you are on.
- Count in groups if the number feels big.
- Find the next number in the pattern.
- Figure out how many more you need to reach 120.
- Try starting at a different number.



# Tulsa Math Adventure

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## 32: Number Card War

**Standard:** 1.N.1.4 – Compare numbers

**Activity:**

Flip two number cards—whoever has the greater number wins.

**Materials:**

Number cards (1–120)

**Time:**

10 minutes

**Examples:**

Flip 43 and 67. Which number is greater?

Compare 28 and 82. Which number has more tens?

Flip 95 and 59. Put the numbers in order from least to greatest.

Compare 101 and 99. Explain how you know which number is bigger.



**Show your work here!**

**Tips & Prompts to Extend Thinking:**

- Compare the two numbers carefully.
- Circle the greater number.
- Explain how you know it is greater.
- Put the numbers in order from least to greatest.
- Draw objects to match each number.



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## 33: Tens & Ones Sort

**Standard:** 1.N.1.3 – Represent numbers using tens and ones

**Activity:**

Sort numbers into tens and ones (e.g.,  $42 = 4$  tens, 2 ones).

**Materials:**

Number cards, counters or cubes

**Time:**

10 minutes

**Examples:**

Sort the number 42. 4 tens and 2 ones.

Build 36 with cubes or counters. Make 3 groups of ten and 6 ones.

Look at the number 58. How many tens? How many ones?

Sort 71 into tens and ones. Build it with objects or draw it.



**Show your work here!**

**Tips & Prompts to Extend Thinking:**

- Make groups of 10 objects.
- Count how many tens you made.
- Count the leftover ones.
- Say the number you built.
- Build a new number using tens and ones.



# Tulsa Math Adventure

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## 34: Number Line Race

**Standard:** 1.N.1.5 – Use number lines

**Activity:**

Use a number line to race to a target number by adding small numbers.

**Materials:**

Number line, die

**Time:**

10–15 minutes

**Examples:**

Start at 0. Roll a 4. Move 4 spaces on the number line.

Start at 12. Roll a 3. Count on 3 more spaces.

Race to 30 using the number line. Keep adding the numbers you roll.

Start at 18. Roll a 5. What number did you land on?



**Show your work here!**

**Tips & Prompts to Extend Thinking:**

- Start at the first number.
- Count on instead of starting at 1.
- Count each jump carefully.
- Say the number you landed on.
- Try solving a new problem.



# Tulsa Math Adventure

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## 35: One More / One Less Relay

**Standard:** 1.N.1.6 – Identify one more/one less

**Activity:**

Call out a number and have your child quickly say one more and one less.

**Materials:**

None

**Time:**

5–10 minutes

**Examples:**

Say the number 24. One more is 25. One less is 23.

Start with 58. What is one more? What is one less?

Try the number 100. Find one more and one less quickly.

Say 41. Count on 1 and count back 1.



**Show your work here!**

**Tips & Prompts to Extend Thinking:**

- Answer as quickly as you can.
- Find one more than the number.
- Find one less than the number.
- Count on or back to check your answer.
- Try a different number.



# Tulsa Math Adventure

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## 36: Make 20 in Different Ways

**Standard:** 1.N.1.7 – Compose numbers

**Activity:**

Find different ways to make 20 using objects or drawings.

**Materials:**

Counters or paper

**Time:**

10 minutes

**Examples:**

Use counters to make 20.  $10 + 10 = 20$

Find another way to make 20.  $12 + 8 = 20$

Draw 20 objects and split them into two groups. 15 and 5

Use blocks to build 20 in two different ways.  $7 + 13 = 20$



**Show your work here!**

**Tips & Prompts to Extend Thinking:**

- Use objects to make 20.
- Find one way to make 20.
- Find a different way to make 20.
- Write the matching number sentence.
- Draw a picture to show your groups.



# Tulsa Math Adventure

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## 37: Add & Explain

**Standard:** 1.N.1.8 – Solve addition situations

**Activity:**

Solve addition problems and explain your thinking out loud.

**Materials:**

Counters or paper

**Time:**

10 minutes

**Examples:**

Solve  $8 + 5$ . Explain how you found the answer.

Use counters to solve  $6 + 7$ . Tell your strategy out loud.

Solve  $12 + 4$ . Did you count on or use another strategy?

Draw a picture to solve  $9 + 3$ . Explain your drawing.

**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:**

- Solve the problem your way.
- Explain how you found the answer.
- Show your thinking with drawings or objects.
- Try solving it a different way.
- Check your answer to see if it makes sense.





# Tulsa Math Adventure

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## 38: Subtract & Explain

**Standard:** 1.N.1.9 – Solve subtraction situations

**Activity:**

Solve subtraction problems and explain how you got the answer.

**Materials:**

Counters or drawings

**Time:**

10 minutes

**Examples:**

Solve  $14 - 5$ . Explain how you found the answer.

Use counters to solve  $10 - 3$ . Show what you took away.

Draw a picture for  $16 - 4$ . Explain your drawing.

Solve  $9 - 2$ . Did you count back or use another strategy?



**Show your work here!**

**Tips & Prompts to Extend Thinking:**

- Use objects or drawings to help solve.
- Show what you took away.
- Count what is left carefully.
- Explain how you found your answer.
- Check your answer by counting again.



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## 39: Number Story Builder

**Standard:** 1.N.1.8–1.N.1.9 – Solve addition and subtraction situations

**Activity:**

Create your own math story and solve it.

**Materials:**

Toys or paper

**Time:**

10–15 minutes

**Examples:**

There were 6 toy dinosaurs. 3 more joined. How many dinosaurs are there now?

You had 10 crayons. You gave 2 away. How many crayons are left?

5 stuffed animals were on the bed. 4 more climbed up. How many altogether?

**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:**

- Create your own math story.
- Show what happened in your story.
- Count how many altogether.
- Count how many are left.
- Draw a picture to match your story.





# Tulsa Math Adventure

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## 40: Skip Counting Game

**Standard:** 1.N.1.1 – Skip count

**Activity:**

Play a game counting by 2s, 5s, or 10s.

**Materials:**

None

**Time:**

5–10 minutes

**Examples:**

Count by 2s to 20. 2, 4, 6, 8...

Count by 5s to 50. 5, 10, 15, 20...

Count by 10s to 120. 10, 20, 30, 40...

Start at 25 and count by 5s. 25, 30, 35, 40...



**Show your work here!**

**Tips & Prompts to Extend Thinking:**

- Move as you count.
- Say the next number out loud.
- Look for patterns in the numbers.
- Try counting in a different way.
- Make your own counting pattern.



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## 41: Number Puzzle

**Standard:** 1.N.1.2 – Read and write numerals

**Activity:**

Create and solve number puzzles (cut apart numbers and reassemble).

**Materials:**

Paper, scissors

**Time:**

10 minutes

**Examples:**

Write the number 24, cut apart the digits, and put them back together.

Make a puzzle with the number 58. Read the number after rebuilding it.

Create several number puzzles and mix the pieces up. Match the digits correctly.

Build the number 103 from cut-apart pieces.



**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:**

- Build a number with objects or blocks.
- Count the objects carefully.
- Say the number out loud.
- Write the number neatly.
- Try building and writing a different number.



# Tulsa Math Adventure

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## 42: Count & Compare Collections

**Standard:** 1.N.1.4 – Count and compare collections

**Activity:**

Count two groups of objects and compare them.

**Materials:**

Toys or counters

**Time:**

10 minutes

**Examples:**

Count 12 toys in one group and 15 toys in another group. Which group has more?

Count 9 counters and 6 counters. How many more are in the bigger group?

Make two groups: 18 and 13. Which number is greater?

Count both groups carefully before comparing.



**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 group carefully first.
- Compare the two groups.
- Decide which group has more.
- Find how many more there are.
- Draw a picture to show the groups.



# Tulsa Math Adventure

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## 43: Number Path Challenge

**Standard:** 1.N.1.5 – Use number lines

**Activity:**

Solve addition and subtraction using a floor number path.

**Materials:**

Tape or paper numbers

**Time:**

10–15 minutes

**Examples:**

Start at 7 on the number path. Jump forward 5 spaces. What number did you land on?

Start at 15. Jump back 4 spaces. What is the answer?

Solve  $12 + 6$  by walking the number path.

Solve  $20 - 3$  by stepping backward on the path.



**Show your work here!**

**Tips & Prompts to Extend Thinking:**

- Start at the first number.
- Count on or count back carefully.
- Follow each jump on the number line.
- Say the number where you end.
- Try solving another problem.



# Tulsa Math Adventure

Explore! Solve! Succeed!

## 44: Build the Missing Number

**Standard:** 1.N.1.1 – Count and identify missing numbers

**Activity:**

Fill in missing numbers in a sequence.

**Materials:**

Paper

**Time:**

10 minutes

**Examples:**

34, 35, \_\_, 37 What number is missing?

58, \_\_, 60 Count to find the missing number.

\_\_, 72, 73, 74 What number comes first?

89, 90, \_\_, 92 What number belongs in the sequence?



**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 a number line to help solve.
- Count forward or backward carefully.
- Find the missing number.
- Explain how you figured it out.
- Make your own missing number problem.



# Tulsa Math Adventure

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## 45: Add to Reach a Target

**Standard:** 1.N.1.8 – Solve addition problems

**Activity:**

Start at a number and add to reach a target number.

**Materials:**

Number cards

**Time:**

10 minutes

**Examples:**

Start at 12. Add to reach 20. How many more do you need?

Start at 35. Add to reach 50.

Begin with 18. What can you add to make 25?

Start at 42. Count on to reach 60.



**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:**

- Try solving the problem in your head first.
- Count on to find how many more you need.
- Use objects or drawings if needed.
- Explain the strategy you used.
- Check your answer another way.



# Tulsa Math Adventure

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## 46: Subtract to Zero

**Standard:** 1.N.1.9 – Solve subtraction problems

**Activity:**

Start with a number and subtract until you reach zero.

**Materials:**

Counters

**Time:**

10 minutes

**Examples:**

Start with 10 counters. Take away 2 at a time until you reach 0.

Begin with 15 counters. Subtract 5 each turn.

Start at 8. Take away 1 counter at a time and count backward.

Use 12 counters. Remove 3 counters each round. How many are left after each turn?



**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:**

- Use objects to help solve the problem.
- Count how many you started with.
- Take away some objects carefully.
- Count how many are left.
- Check your answer by counting again.



# Tulsa Math Adventure

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## 47: Fact Family Practice

**Standard:** 1.N.1.7–1.N.1.9 – Relationship between addition and subtraction

### Activity:

Create fact families using three numbers.

### Materials:

Number cards

### Time:

10 minutes

### Examples:

Use the numbers 4, 5, and 9.  $4 + 5 = 9$   $5 + 4 = 9$   $9 - 4 = 5$   $9 - 5 = 4$

Create a fact family with 3, 7, and 10.

Use 6, 2, and 8 to write all four equations.

Draw objects to match your fact family.

Pick three new numbers and make your own fact family.

**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:

- Solve the addition fact first.
- Find the matching subtraction fact.
- Use objects or drawings to help.
- Explain how the facts are connected.





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## 48: Count On Game

**Standard:** 1.N.1.1 – Count on

**Activity:**

Start at a number and count forward by a given amount.

**Materials:**

Number cards

**Time:**

10 minutes

**Examples:**

Start at 23 and count on 5 more. Where did you land?

Start at 47 and count on 10 more.

Begin at 68. Count on 2 more numbers.

Start at 95 and count on 4 more. Say each number as you count.



**Show your work here!**

**Tips & Prompts to Extend Thinking:**

- Start at the first number.
- Count on instead of starting at 1.
- Count 5 more carefully.
- Say the number where you landed.
- Try a new counting-on problem.



# Tulsa Math Adventure

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## 49: Real-Life Math Walk

**Standard:** 1.N.1.2–1.N.1.4 – Identify and count numbers

**Activity:**

Take a walk and find/count numbers in real life.

**Materials:**

None

**Time:**

10–15 minutes

**Examples:**

Find a house number. Read the number out loud.

Find two numbers on signs or mailboxes. Which number is greater?

Count how many cars you see on your walk.

Find a number bigger than 50. Write or say the number.



**Show your work here!**

**Tips & Prompts to Extend Thinking:**

- Look for numbers around you.
- Read the numbers out loud.
- Find the biggest number you see.
- Compare two numbers you found.
- Write your favorite number down.



# Tulsa Math Adventure

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## 50: Build & Break 20

**Standard:** 1.N.1.7 – Compose and decompose

**Activity:**

Build 20 with objects, then break into smaller groups.

**Materials:**

Counters

**Time:**

10 minutes

**Examples:**

Build 20 counters. Break them into 10 and 10.

Make 20 using two groups. 12 and 8.

Build 20 objects. Break them into 15 and 5.

Find two different ways to split 20. 7 and 13 9 and 11



**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 objects to make 20.
- Break 20 into two parts.
- Count how many are in each part.
- Find a different way to make 20.
- Write the parts and the whole.



# Tulsa Math Adventure

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## 51: Addition Bowling

**Standard:** 1.N.1.8 – Solve addition situations

**Activity:**

Knock down objects and add totals from two turns.

**Materials:**

Cups or pins, ball

**Time:**

10–15 minutes

**Examples:**

Knock down 3 cups on the first turn. Knock down 4 cups on the second turn. How many altogether?

Bowl 5 pins, then 2 pins. Solve  $5 + 2$ .

Knock down 6 cups on one turn and 1 on the next. Count the total.

Add the number of pins from two turns together.  $7 + 3 = ?$



**Show your work here!**

**Tips & Prompts to Extend Thinking:**

- Count how many objects you started with.
- Count how many you knocked down.
- Count how many are left standing.
- Find how many altogether.
- Try again with a different number.



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## 52: Subtraction Bowling

**Standard:** 1.N.1.9 – Solve subtraction situations

**Activity:**

Subtract knocked-down pins from total.

**Materials:**

Cups or pins

**Time:**

10–15 minutes

**Examples:**

Start with 10 pins. Knock down 4 pins. How many are left standing?

Bowl with 8 cups. 3 cups fall down. Solve  $8 - 3$ .

Start with 12 pins. Knock down 5. Count how many are left.

Set up 7 cups. Knock down 2 cups. What is  $7 - 2$ ?



**Show your work here!**

**Tips & Prompts to Extend Thinking:**

- Count how many were standing first.
- Take away some objects carefully.
- Count how many are left.
- Say the subtraction sentence out loud.
- Try a new take-away problem.



# Tulsa Math Adventure

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## 53: Math Game Creation

**Standard:** 1.N.1.1–1.N.1.9 – Apply number sense

**Activity:**

Create your own math game using numbers, addition, or subtraction.

**Materials:**

Paper, dice, counters

**Time:**

15 minutes

**Examples:**

Create a dice game where you roll two numbers and add them together.

Make a counting game where players move spaces by counting on.

Create a subtraction game using counters. Take away counters each turn and see who reaches zero first.

Make a “greater number wins” card game using number cards.



**Show your work here!**

**Tips & Prompts to Extend Thinking:**

- Keep the game rules simple.
- Choose how you want to play.
- Explain what math you are using.
- Teach someone else how to play.



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## 54: Teach a Math Strategy

**Standard:** 1.N.1.8–1.N.1.9 – Explain thinking

**Activity:**

Teach a family member how to solve a math problem.

**Materials:**

Counters or paper

**Time:**

10 minutes

**Examples:**

Teach someone how to solve  $8 + 4$  using counting on.

Show how to use counters to solve  $12 - 5$ .

Explain how a number line can help solve  $9 + 3$ .

Teach how to make a fact family with 4, 6, and 10.

**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:**

- Solve the problem step by step.
- Explain how you solved it.
- Tell why your strategy works.
- Show your thinking with drawings or objects.
- Check your answer another way.



# Tulsa Math Adventure

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## 55: First Grade Math Celebration

**Standard:** 1.N.1.1–1.N.1.9 – Apply number sense skills

### Activity:

Play favorite math games and celebrate learning from the summer.

### Materials:

Favorite math tools

### Time:

15–20 minutes

### Examples:

Play your favorite addition game from the summer.

Show someone how to count on from a number.

Build numbers with tens and ones using objects.

Create and solve your own addition or subtraction story problem.

Celebrate your math growth by sharing your favorite math skill from the summer!



## Show your work here!

### Tips & Prompts to Extend Thinking:

- Choose your favorite math activity to play.
- Think about what you learned this summer.
- Share the math skill you are most proud of.
- Show your favorite way to solve a problem.
- Celebrate how much your math thinking has grown!