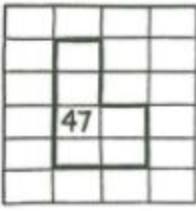


## First Grade *Do Anytime Activities with EM4*

Everyday Mathematics for Parents p. 111-123

Numbers and Counting	<ul style="list-style-type: none"><li>● Count orally by 1s, 2s, 5s, and 10s while doing chores or riding in the car or on a bus. Sometimes count down (or back), for example, 45, 40, 35, 30, and so on. Later in the year, try starting at different numbers.</li><li>● Count numbers of objects around your home or while shopping. Have your child keep track using tally marks and then record the total number. For example, count the number of spoons in your kitchen or the number of boxes in your pantry. Begin with small quantities, and as the year progresses, use larger sets of objects.</li></ul>
Place Value and Whole Numbers	<ul style="list-style-type: none"><li>● Look for 2-digit numbers in and around your home or neighborhood. Ask your child to tell you how much each digit is worth. Later in the year, challenge your child to do the same with 3-digit numbers.</li><li>● Ask your child to compare 2-digit (and later 3-digit) numbers using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math>.</li><li>● Have your child create the largest and smallest 2-digit (and later 3-digit) number when given 2 (or 3) digits. For example, given the digits 3 and 8, the largest 2-digit number is 83 and the smallest is 38.</li><li>● Create and solve puzzles from pieces of a number grid in which most of the numbers are missing.</li></ul> <div data-bbox="1142 662 1741 873" style="text-align: center;"><p>Fill in the missing numbers in the number-grid puzzle.</p></div>
Operations with Whole Numbers	<ul style="list-style-type: none"><li>● Tell your child number stories about everyday events. Have him or her solve them and explain the strategy used. For example: <i>I see 4 red cars and 6 black cars in the parking lot. How many cars do I see altogether?</i> As the year progresses, increase the difficulty of the problems. You may also wish to have your child tell number stories for you to solve.</li><li>● Select two numbers between 1 and 100. Ask your child to find their sum and their difference using tools such as a number grid. Early in the year, add 2-digit numbers to 1-digit numbers and multiples of 10, and subtract 2-digit multiples of 10. Later in the year, your child can practice adding and subtracting any 2-digit numbers.</li><li>● Name a 2-digit number. Ask your child to find 10 more and 10 less. Early in the year, allow your child to use a number grid, as needed, but work toward completing this task mentally as the year progresses.</li></ul>
Math Facts	<ul style="list-style-type: none"><li>● Select a number less than 10. Have your child name the number needed to make a sum of 10. For example, if you say 6, your child should say 4.</li><li>● Roll a die. Have your child double the number shown and name the sum. For example, if your child rolls a 5, he or she will say 10. As the year progresses, use two dice. For example, if your child rolls a 3 and a 6, he or she will say 18 (the double of the 9 shown on the dice).</li><li>● Have your child show you how to use the making-10 strategy to solve <math>8+3</math>. Have him or her suggest other facts that could be solved using this strategy.</li><li>● Have your child show you how to use the near-doubles strategy to solve <math>8+7</math>. Have him or her suggest other facts that could be solved using this strategy.</li><li>● Once your child has received Fact Triangles from school, use them to help practice addition and subtraction facts.</li><li>● Play fact-related games found online in the Student Learning Center.</li></ul>

Fractions	<ul style="list-style-type: none"> <li>● Draw a picture of a rectangular cake, a circular pizza, or a similar food. Discuss ways to cut the food to feed 2 (or 4) people so that each person gets an equal share. Ask your child to share various names for each share and for the whole.</li> <li>● Divide the same shape into 2 and 4 equal parts. Discuss which parts are larger.</li> </ul>
Data	<ul style="list-style-type: none"> <li>● Collect data by asking questions about topics that will interest your child. For example: <i>What is your favorite type of pizza - meat, cheese, or vegetable? Which pet do you like best - dog, cat, or fish?</i></li> <li>● Collect data by making observations: For example: <i>How many people have brown hair, blond hair, or red hair? What is the weather today - sunny, rainy, or cloudy?</i></li> <li>● Organize data in tally charts and in bar graphs. Ask your child questions about the data. Then have your child formulate questions about the data to ask you.</li> </ul>
Measurement	<ul style="list-style-type: none"> <li>● Measure small objects in your home using paper clips. For example, you might measure the length of a cooking utensil, the width of a small table, or the length of a book. Early in the year, work with your child to place the paper clips end to end, without gaps or overlaps. As the year progresses, have your child measure the same things using only one paper clip by moving it along the object being measured.</li> <li>● Ask your child to order a group of items in your home from shortest to longest. Have him or her explain how to compare the lengths of objects indirectly.</li> <li>● Ask your child to tell time to the hour (and later the half hour) using an analog clock. Later in the year, have your child write time to the hour and half hour in digital notation.</li> </ul>
Geometry	<ul style="list-style-type: none"> <li>● Look for geometric shapes in everyday objects around the house, at the market, in architectural features, and on street signs. Name the shapes using their geometric names, and have your child share defining attributes of the shapes.</li> <li>● Construct polygons (closed, straight-sided, flat shapes) using drinking straws and twist ties from plastic storage bags. Small-diameter straws, such as coffee stirrers, are easier to use and cut into 4- and 6-inch pieces. If only larger straws are available, fold the ends of the twist ties to fit tighter.</li> <li>● Make 3-dimensional shapes from straws and twist ties. To do this, put two twist ties (or one folded twist tie) into the ends of straws so that each end can be connected to two other straws.</li> <li>● Encourage your child to build with blocks. Discuss how the pieces fit together in different ways to form new shapes.</li> </ul>
Algebra	<ul style="list-style-type: none"> <li>● Name two numbers less than 10. Have your child use a number line to tell how many hops are between the two numbers. Later in the year, use numbers up to 20.</li> <li>● When practicing number stories, have your child represent the number stories with objects or by drawing pictures. Later in the year, have your child represent the number stories with number models.</li> <li>● Have your child tell number stories that fit different equations, such as <math>6 + 6 = 12</math> or <math>17 - 9 = 8</math>.</li> <li>● Have your child explain to you why <math>3 + 2</math> gives the same answer as <math>2 + 3</math>.</li> <li>● Have your child explain how to use addition to solve subtraction problems. For example: Which addition fact can help solve <math>12 - 9</math>? Expect your child to explain that knowing <math>9 + 3 = 12</math> or <math>3 + 9 = 12</math> helps them know <math>12 - 9 = 3</math>.</li> <li>● Encourage your child to solve problems with <math>\_\_</math> or <math>\square</math> representing the unknown number. For example: <math>3 + \square = 5</math> or <math>\_\_ - 7 = 13</math>.</li> </ul>