Day 104 (brown crayon)

- Students will: use greater than/less than and equal signs, add the value of quarters, dimes, nickels and pennies.
- Remind your child about < > =.
    - The big ends points to the big number.
    - The little ends points to the little number. If the numbers are the same, they are equal.
- Day 104 worksheet

Day 105 (crayon/s)

- Students will: practice addition facts, review even numbers, develop memory.
- Make sure your child remembers what numbers are even.
    - They are the numbers that end in 0, 2, 4, 6, and 8.
- Day 105 worksheet
- Play a memory game. "I went to the park and saw a puppy that was amazing." The next person uses the letter B. "I went to the park and saw a puppy that was amazing and beautiful." Keep going through the alphabet adding on adjectives, words describing the puppy.

Graphs

Day 106 (some of each of four types of coins, vary the number of each, Legos or blocks)

- Students will: practice addition facts, be introduced to bar graphs, build their own 3D bar graph.
- Get out a handful of coins.
- Separate them into groups: all pennies into one group, all quarters into one group (or whatever currency you are using).
- Day 106 worksheet.
    - Line the coins up in the columns.
    - Now count up how many are in each group and write it down. For example, if you have 5 pennies, write 5 in the pennies box.
- Now get Legos or some kind of block.
    - Make a tower for each type of coin.
    - Get red Legos and if you have 4 pennies, then build a tower with 4 red Legos.
    - Do that for each coin. Use a different colored Lego for each tower.
        - Here's another example. If you have 6 nickels, then take 6 blue Legos and build a tower.
- When you have all of your towers, line them up next to each other. This is a bar graph.
- Day 106+ worksheet, Have your child do the first line.

Day 107 (handful of coins, four crayons)

- Students will: draw a bar graph to represent gathered data, practice addition facts.
- Separate the coins into groups and then have your child count them.
    - Their bar graph will only have space for 8 of one type of coin, so steal away any pile that has too many.
    - The graph will look better if the amounts of each type of coin are different.
- Day 107 worksheet
    - Have your child count the number of each type of coin and write that number in the boxes at the top of the page.
    - Then they will draw a bar graph. Instead of blocks, they will color in the number. If they have 4 pennies, then they will color in four blocks in the penny column.
    - They need to use a different color for each coin.
- Day 106+ worksheet, Have your child do the next line.

Day 108 (four crayons)

- Students will: create a bar graph, practice addition facts.
- Ask your child to gather up some of four different things.
    - You could do coins again, but maybe you want to do spoons or pencils or toy cars or zebras.
- Day 108 worksheet
    - Your child will do the same thing. You might want to help label their graph Toys or Things and write at the bottom of each column what it represents, such as cars or pencils.
    - Your child will count the amount of each item and color in that many blocks in that column.
- Day 106+ worksheet, Have your child do the next line.

Day 109 (five crayons)

- Students will: create a bar graph from given data, practice addition facts.
- Day 109 worksheet
    - Your child will count each fruit and write in that number on the given line.
    - Then, like before, your child will us a different color for each fruit and color in the matching number of blocks in the column to show how many of that type of fruit there is.
- Day 106+ worksheet, Have your child do the next line.

Day 110

- Students will: practice addition facts, build memory skills.
- Day 106+ worksheet, Have your child do the last line.
- Day 110 worksheet, Your child will solve the puzzle by solving the addition equations.
- Play a memory game. Play memory music. Make a sound and then build your song by each person adding on a sound and including the sound that came before.

Day 111 (green, red, yellow crayons)

- Students will: create a pie chart to represent given data, practice addition facts.
- Tell your child that they are going to make a new kind of graph today. It's called a pie graph or a pie chart. Like a bar graph it shows how many there are of each thing with a picture of colors.
- Day 111 worksheet
  - Have your child count the number of bees.
    - 3
  - Have your child color in three slices of the pie with yellow.
  - Ask your child to do the same thing with the other bugs.
- Have your child look at the chart and see which color has the most. A graph lets us quickly see the differences in amounts.
- Day 111+ worksheet, Have your child do the first line.

Day 112 (red, blue, green, yellow crayons)

- Students will: create a pie chart to represent given data, practice addition facts.
- Day 112 worksheet
  - Your child will count the number there are of each coin and write it down.
  - They will use those numbers to color in the chart. There is a key on the right saying which color to use to represent each coin.
- Day 111+ worksheet, Have your child do the next line.

Day 113

- Students will: read and understand a pictograph, practice addition facts.
- Day 113 worksheet
  - Show your child the pictograph and read the title and first sentence.
  - Ask your child what the words along the bottom mean.
    - They are the types of animals represented by the pictures above.
  - Ask your child what they think the numbers up the side mean?
    - Those are the number of each kind of animal.
  - Ask your child how many cats the graph shows that their friends have.
    - 4
  - Have your child answer the questions.
- Day 111+ worksheet, Have your child do the next line.

Day 114

- Students will: read and understand a bar graph, practice addition facts.
- Day 114 worksheet
  - Show your child the graph and ask them what type of graph it is.
    - bar graph
  - Read the title and first sentence.
  - Ask your child what they think the pictures along the bottom mean.
    - They are the types of animals represented by the columns above them.
  - Ask your child what they think the numbers up the side mean?
    - Those are the number of each kind of animal.
  - Ask your child how many birds the graph shows that their friends have.
    - 1
    - It goes up to the first line. It's pretty easy to see that it's one for the bird. Stay with your child as they answer the first question to make sure they are understanding how to read it. There are 4 cats.
- Day 111+ worksheet, Have your child do the next line.

Day 115 (crayon/s)

- Students will: read a pictograph pie chart, practice addition facts.
- Day 115 worksheet
  - Show your child the pie graph and read the title and directions.
  - The first box is for elephants. Ask your child how many elephants are represented on the graph.
    - 2
    - They should write 2 in the first box.
  - After they finish filling in the numbers, they will color in a bar graph showing how many there are of each animal. Each bar can be the same color.
- Day 111+ worksheet, Have your child do the last line.

<u>Subtraction</u>

Day 116 (five of the same objects: coins, blocks, etc.)

- Students will: understand the concept of subtraction, subtract with objects.
- Do this subtraction comprehension activity with your child.
    - Take your five objects and have your child lay them out and count them.
    - Pick up one of them, and ask your child how many are there now.
        - 4
    - There are four down and one in your hand. Four plus one equals five. Now we are seeing that five take away one is four. In math we say: five minus one equals four.
        - Show your child what the subtraction equation and minus sign looks like, $5 - 1 = 4$.
        - Have them repeat the words subtraction and minus.
- Start a subtraction facts list and write $5 - 1 = 4$
- Let your child play with your five objects. If they take away two, how many are left? What if they take away all five?
- Day 116 worksheet
    - If it's too hard for your child to write the number words on the line, they can read you the number sentence and say it out loud.

Day 117 (ten of the same objects: coins, blocks, etc.)

- Students will: understand the concept of taking away one, subtract with a number line.
- Do this subtraction comprehension activity with your child.
    - Take your ten objects and have your child lay five out and count them.
        - Add on one block. $5 + 1 = 6$ Say it out loud, "Five plus one equals six."
        - Add another block. $6 + 1 = 7$ Each time say the math problem out loud.
        - Add another block. $7 + 1 = 8$
        - Add another block. $8 + 1 = 9$
        - Add another block. $9 + 1 = 10$
    - Now take away a block. $10 - 1 = 9$ Say it out loud, "Ten minus one equals nine."
    - Take away another block. $9 - 1 = 8$ Continue to say each problem out loud.
    - Continue until you have no blocks.
- Day 117 worksheet
    - Show your child the number line. Have your child start at ten and jump to each number and say the subtraction sentence. "Ten minus one is nine. Nine minus one is eight…."
    - Have your child complete the worksheet.