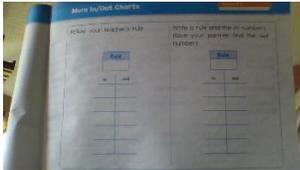


Tuesday: 9.3 “What’s My Rule?” with numbers: Materials: paper, pencil, Number cards (0-20)

Directions: Remind them of the function machine that they did with Mrs. Rusnak last week. We are going to use the IN and OUT part of the machine to do this lesson. Refer to the picture below to make your function machine. Parents write numbers on the IN side of the paper and then write the answer on the OUT side when you have decided what you are adding together. DO NOT TELL YOUR CHILD THE RULE. Then have your child try to decide what the RULE is (did you add 1, add 2, add 3??) Try not to go higher than 3 until they have mastered the concept. To challenge them, give them some subtraction problems. Make sure you let them find “the rule”. Numbers can go higher as they master the lower numbers.



https://youtu.be/nkIUE_sK4zQ

Wednesday: 9.6 Roll and Record with Numeral Dice: Materials: Paper, pencil, dice, number line, manipulatives

Directions: Make two graphs with the numerals 2-10 at the bottom of the graph. Make sure the numerals are marked off with lines to divide them from one another. Each player gets their own graph and dice. Have the first person roll the dice and state what you see. (Ex. $3 + 2 = 5$) Record that number sentence ($3+2$) into the answer column (5). Take turns rolling and recording until someone fills up one column. They are the winner. Ask them what strategy did you use to find your answer? (brain, fingers, manipulatives, number line) Can you find “turn around “combinations $3+2$ and $2+3$

<https://youtu.be/C1oEuK4xSLs>

Thursday: 9.7 Making Classroom Maps:

Materials: A large piece of paper and a pencil

Directions: First, you will observe your living room. Look at the shape of your living room. Is your living room a square? Or is it a rectangle? Draw that shape, and make it big! Next, describe to an adult what is in your living room based on their shape. Describe the items location. For example, the TV is the shape of a rectangle and is above the TV stand. The TV stand is the shape of a rectangle and is below the TV. The double doors is the shape of a square and is beside the TV. The window is in the shape of a rectangle and is behind the chair. The end table is in the shape of a square and is beside the couch. The ottoman is in the shape of a rectangle and is in front of the couch. Draw the shapes and label them TV, TV Stand, Double Doors, End Table, or whatever the shape represents in your living room.

Materials: Drawing, sticky notes, and “treasures” objects you will hide

Directions: Partner 1 will hide a “treasure” in the living room and indicate the location of the hidden treasure by using a sticky-note on the map. Partner 2 will try and find the hidden treasure by using the

map and the directions of Partner 1. Partner 1 will indicate the hidden treasures location by using the terms “above, below, beside, in front of, behind, and next to”. Take turns playing the game.

Friday 9-11 Fishing for Ten

Activity: Fishing for Ten

The number 10 has lots of friends, and often come in pairs. Can you name two numbers that equal ten? If I have 6 fingers up, how many more do you I need to make ten? If you said 4, you would be correct. What if I have 2 fingers up, how many more do I need to make ten? If you said 8, you would be correct. Practice making ten with your hands. Write down the different ways to make ten.

Video Reference: https://youtu.be/YBkpC29_Gal

Materials: Deck of cards *Remove all face cards and A's

Have you ever played Go Fish? If so, you will be playing Go Fish and fishing for the number ten. Players will get two cards each, the rest of the cards will go face down in the pond. Take turns asking players for numbers you need that make a pair equaling 10. If you don't get the number you need, take from the pond, if you pick up the number you need, lay it down. If not, keep the card in your hand and the next