

V-Math Level B

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Week of 4/13/20 to 4/17/20

Directions:

- Parent/Guardian will explain math concepts to the student.
- Parent/Guardian will practice concepts with students.
- Parent/Guardian will support student with independent work on math concepts.
- Parents will have students repeat mathematical concepts.

Goals/Objectives:

1. Students will be able to write addition sentences.
2. Students will be able to write subtraction sentences.
3. Students will be able to problem solve using subtraction.
4. Students will identify and understand new vocabulary.

Module:

Unit 1

Topic:

Addition and Subtraction

Materials Needed:

V-Math Students Workbook and Learn at Home Document

	Activity	Do	Topic
Day 1	Unit 1/Lesson1	Page 5	Writing Addition Sentences
Day 2	Unit 1/Lesson1	Page 6	Writing Addition Sentences
Day 3	Unit 1/Lesson 2	Page 7	Problem-Solving Using Addition
Day 4	Unit 1/Lesson 3	Page 9	Writing Subtraction Number Sentences
Day 5	Unit 1/Lesson 3-4	Pages 10-11	Writing Subtraction Number Sentences: Problem-Solving Using Subtraction

Unit 1-Lessons 1-3

Objectives	<ol style="list-style-type: none">1. Students will be able to write and solve addition sentences.2. Students will be able to write and solve subtraction sentences.3. Students will be able to problem solve using subtraction.4. Students will identify and understand new vocabulary.
Vocabulary	equal sign, adding, plus sign, addition number sentences, sum, difference, subtracting, minus sign
Guided Practice	Student will complete pages 5-11 (minus page 9) of V-Math with guided support from a parent/guardian or family member.
Closing	Students will review this week's assignments and activities. They will discuss their like, dislikes, and recommendations for new activities.
Extend	<ul style="list-style-type: none">• Inside/Outside physical activity that corresponds with the Unit 1- Lessons 1-4.
Intervention	<ul style="list-style-type: none">• Any activity from the district provide ESE Resources.

Getting Started Instructions:

Directions: Parents will talk with the students about the pictures. Ask students to identify the pictures. The students should talk about what is the same and what is different about the pictures. Then, the parent will follow instructions below.

Unit 1/Lesson 1:

Page 5- For numbers 1 and 2, the student will count the numbers of items and write that number on the line under the pictures.

Page 5- For number 3, the student will count the numbers of items and write that number on the line under the pictures. Then, the student will add the numbers and write the answer on the last line.

Page 5- For number 4, the student will answer the addition problem.

Unit 1/Lesson 2:

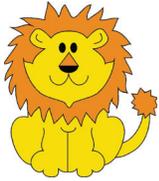
Page 7- For number 1, the student will count the numbers of items and write that number on the line under the pictures. Then, the student will add the numbers and write the answer on the last line.

Page 7- For numbers 2-3, the student will draw pictures in the box and write the number on the line under the pictures. Then, the student will add the numbers and write the answer on the last line.

Name _____ Class _____ Date _____

Lesson 1 Writing Addition Number Sentences

Getting Started



1.  $+$  $=$ _____

2.  $+$  $=$ _____

3.  $+$  $=$ _____

4. $5 + 3 =$ _____

Guided Practice



Find each sum.

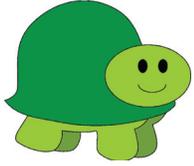
5.  $+$  $=$ _____

6.  $+$  $=$ _____

7. $7 + 2 =$ _____

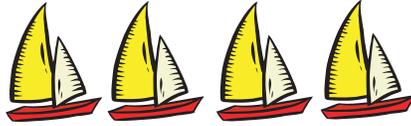
8. $5 + 2 =$ _____

Independent Practice



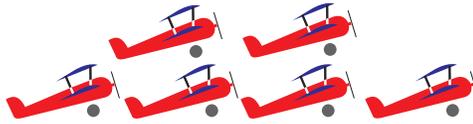
Find each sum.

9.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

10.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

11. $3 + 6 = \underline{\quad}$

12. $2 + 5 = \underline{\quad}$

13. $2 + 2 = \underline{\quad}$

14. $3 + 7 = \underline{\quad}$

15. $3 + 4 = \underline{\quad}$

16. $5 + 4 = \underline{\quad}$

17. $3 + 2 = \underline{\quad}$

18. $4 + 4 = \underline{\quad}$

19. $6 + 1 = \underline{\quad}$

20. $5 + 5 = \underline{\quad}$

Name _____ Class _____ Date _____

Lesson 2 Problem-Solving Using Addition

Getting Started



1.  
 _____ + _____ = _____

2.  
 _____ _____ _____

3.  
 _____ _____ _____

Guided Practice

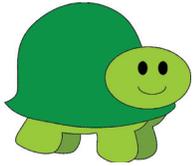


Listen to the story. Draw a picture and write an addition number sentence for each problem.

4.  
 _____ _____ _____

5. _____ + _____ = _____

Independent Practice



Listen to the story. Draw a picture and write an addition number sentence for each problem.

6.

_____ _____ _____

7.

_____ _____ _____

8.

_____ _____ _____

Listen to the story. Write an addition sentence for each problem.

9. _____ + _____ = _____

10. _____ + _____ = _____

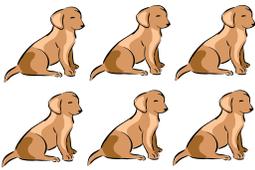
11. _____ + _____ = _____

Name _____ Class _____ Date _____

Lesson 3 Writing Subtraction Number Sentences

Getting Started

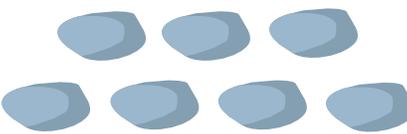


1.  

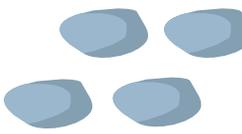
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

2. 

$$\underline{\quad} - \square = \underline{\quad}$$

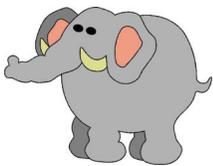
3. 

$$7 - 2 = \underline{\quad}$$

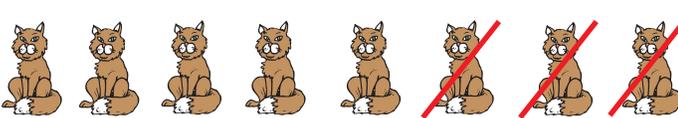
4. 

$$4 - 1 = \underline{\quad}$$

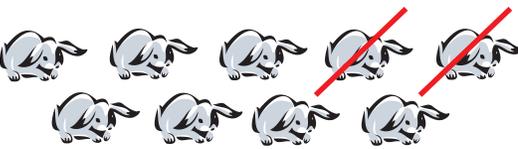
Guided Practice



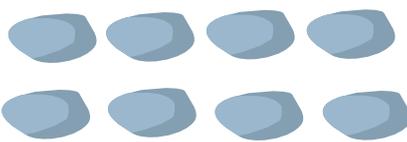
Find each difference.

5. 

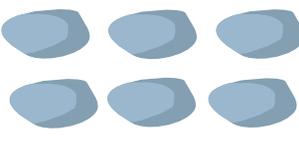
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

6. 

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

7. 

$$8 - 1 = \underline{\quad}$$

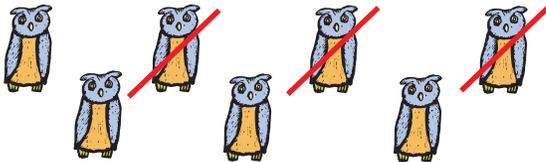
8. 

$$6 - 2 = \underline{\quad}$$

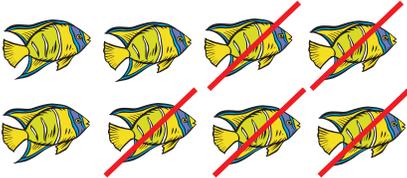
Independent Practice



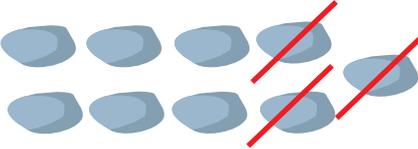
Find each difference.

9. 

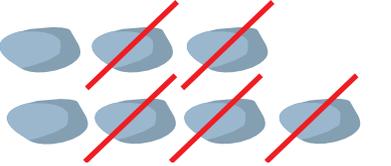
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

10. 

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

11. 

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

12. 

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

13. $10 - 3 = \underline{\quad}$

14. $7 - 4 = \underline{\quad}$

15. $7 - 2 = \underline{\quad}$

16. $10 - 5 = \underline{\quad}$

17. $5 - 2 = \underline{\quad}$

18. $8 - 4 = \underline{\quad}$

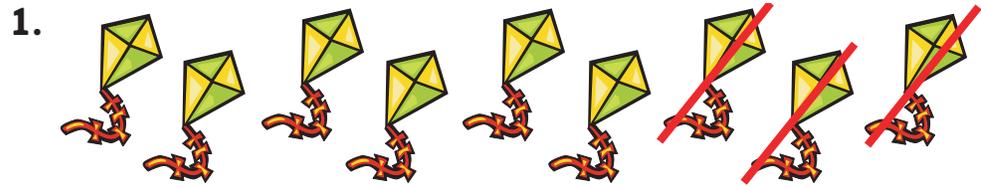
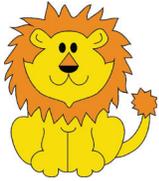
19. $8 - 1 = \underline{\quad}$

20. $10 - 2 = \underline{\quad}$

Name _____ Class _____ Date _____

Lesson 4 Problem-Solving Using Subtraction

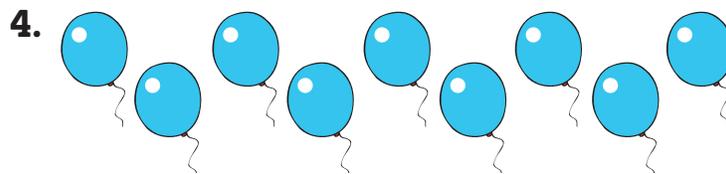
Getting Started



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

2. $7 - 2 = \underline{\quad}$

3. $10 - 2 = \underline{\quad}$

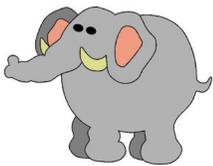


4. $9 - 4 = \underline{\quad}$

5.

$$4 - 2 = \underline{\quad}$$

Guided Practice



Listen to the story. Draw a picture and write a number sentence for each problem.

6.

$$\underline{\quad} \square \underline{\quad} = \underline{\quad}$$

7.

$$\underline{\quad} \square \underline{\quad} = \underline{\quad}$$

V-Math Level B

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Week of 4/20/20 to 4/24/20

Directions:

- Parent/Guardian will explain math concepts to the student.
- Parent/Guardian will practice concepts with students.
- Parent/Guardian will support student with independent work on math concepts.
- Parents will have students repeat mathematical concepts.

Goals/Objectives:

1. Students will be able to count sides and corners of polygons.
2. Students will be able to recognize and sort solids.
3. Students will be able to identify and recognize new vocabulary.

Module:

Unit 2

Topic:

Geometry and Measurement

Materials Needed:

V-Math Student's Workbook

	Activity	Do	Topic
Day 1	Unit 2/Lesson 1	Page 19	Counting Sides and Corners of Polygons
Day 2	Unit 2/Lesson 1	Page 20(#8-13)	Counting Sides and Corners of Polygons
Day 3	Unit 2/Lesson 2	Page 20(#14-15) Review all of page 20	Counting Sides and Corners of Polygons
Day 4	Unit 2/Lesson 2	Page 21	Recognizing and Sorting Solids
Day 5	Unit 2/ Lesson 2	Page 22	Recognizing and Sorting Solids

Unit 2 -Lessons 1 and 2

Objectives	<ol style="list-style-type: none">1. Students will be able to count sides and corners of polygons.2. Students will be able to recognize and sort solids.3. Students will be able to identify and recognize new vocabulary.
Vocabulary	polygon, square, triangle, rectangle, pentagon, hexagon, sphere, cube, cylinder, cone
Guided Practice	Student will complete pages 19-22 of V-Math with guided support from a parent/guardian or family member.
Closing	Students will review this week's assignments and activities. They will discuss their like, dislikes, and recommendations for new activities.
Extend	<ul style="list-style-type: none">• Inside/Outside physical activity that corresponds with Unit 2-Lessons 1- 2.
Intervention	<ul style="list-style-type: none">• Any activity from the district provide ESE Resources.

Getting Started Instructions:

Directions: Parents will talk with the students about the pictures. Ask students to identify the pictures. The students should talk about what is the same and what is different about the pictures. Then, the parent will follow instructions below.

Unit 2/Lesson 1:

Page 19- For number 1, the student will identify which shape is a circle and which shape is a square. The student will color all squares blue and all circles red.

Page 19- For number 2, the student will circle all triangle shapes and identify that all triangles have 3 sides.

Page 19- For number 3, the student will circle all square shapes and identify that all squares have 4 sides that are the same length.

Page 19- For number 4, the student will identify the shape as a rectangle and identify that all rectangles have 4 sides, 2 short sides and 2 long sides.

Unit 2/Lesson 2:

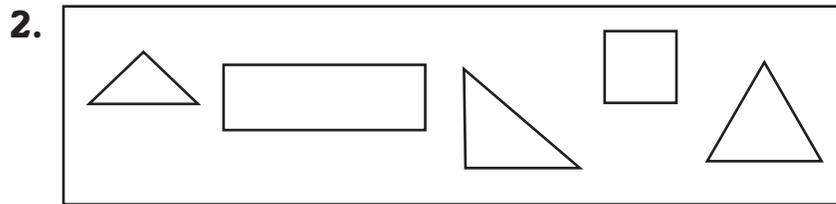
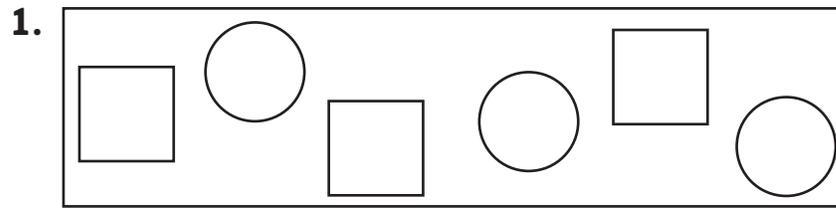
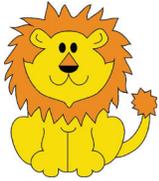
Page 21- For number 1, the student will color the rectangle yellow, the circle red, the square blue, and the triangle green.

Page 21- For number 2-5, the student will identify the shapes of the objects in the box and write the shapes on the line. (Answers: #2=cube, #3=sphere, #4=cylinder, #5=cone)

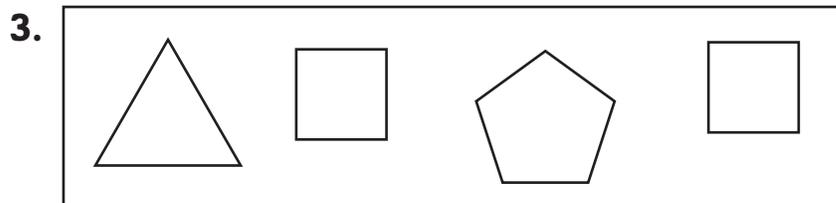
Name _____ Class _____ Date _____

Lesson 1 Counting Sides and Corners of Polygons

Getting Started



_____ have 3 sides and 3 corners.

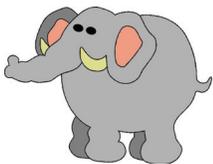


_____ have 4 sides that are the same length and 4 corners.



_____ have 4 sides, 2 shorter and 2 longer, and 4 corners.

Guided Practice



Write the number of sides and corners for each shape.



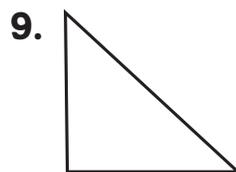
Independent Practice



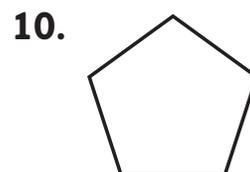
Write the number of sides and corners of each shape.



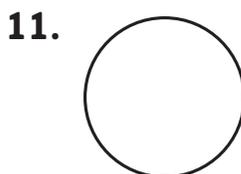
_____ sides
_____ corners



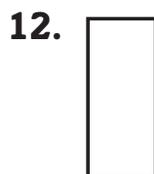
_____ sides
_____ corners



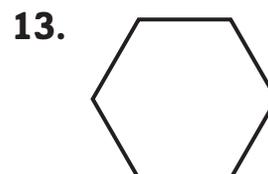
_____ sides
_____ corners



_____ sides
_____ corners



_____ sides
_____ corners



_____ sides
_____ corners

14. Which two shapes above have the same number of sides and corners? _____ and _____

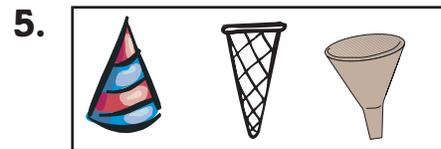
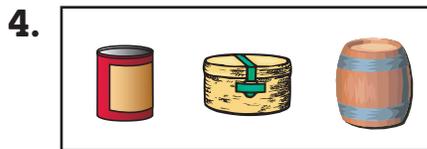
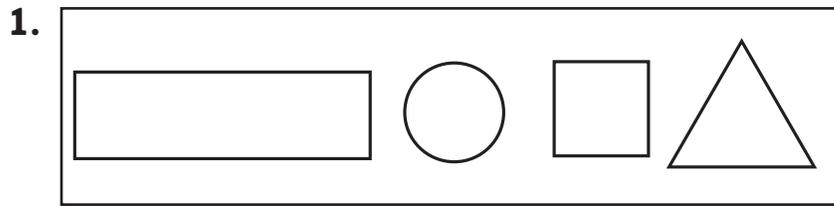
Draw a line from each shape to the correct number of sides and corners.

- 15.
- | | | |
|----------|--|---|
| Pentagon | | 3 |
| Triangle | | 6 |
| Square | | 0 |
| Hexagon | | 4 |
| Circle | | 5 |

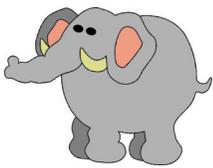
Name _____ Class _____ Date _____

Lesson 2 Recognizing and Sorting Solids

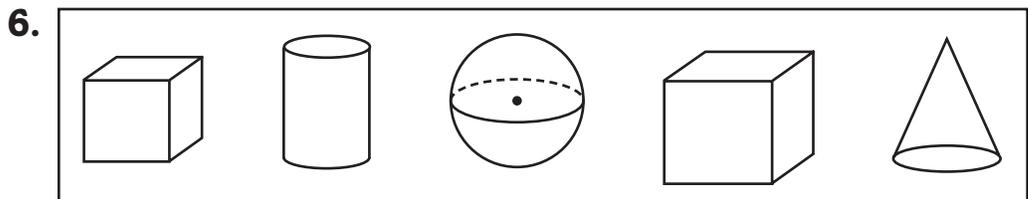
Getting Started



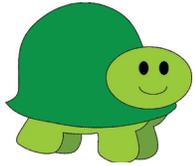
Guided Practice



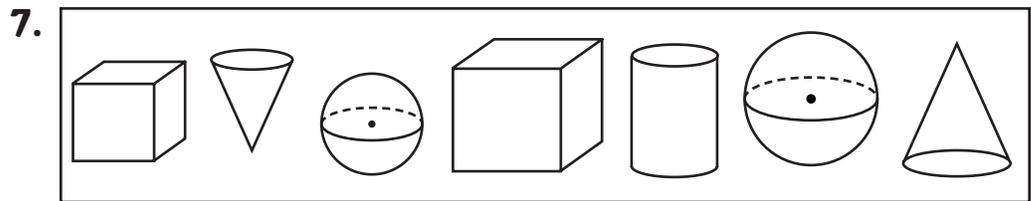
Color each cube blue, each cylinder yellow, each sphere red, and each cone green.



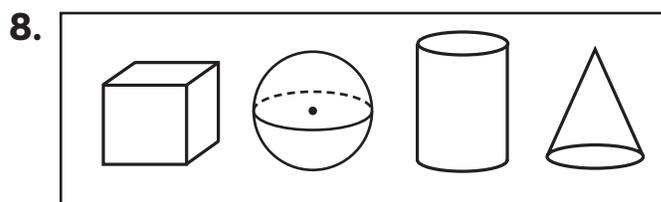
Independent Practice



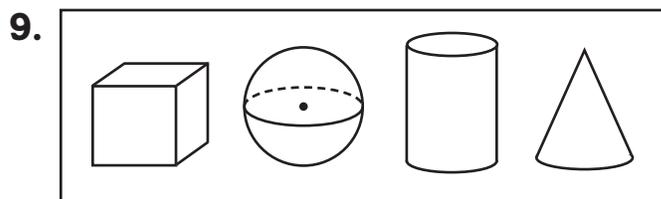
Color each cube blue, each cylinder yellow, each sphere red, and each cone green.



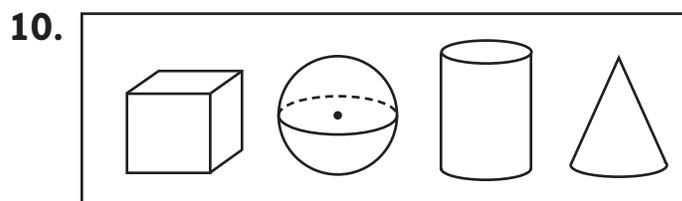
Color each solid figure that will roll blue.



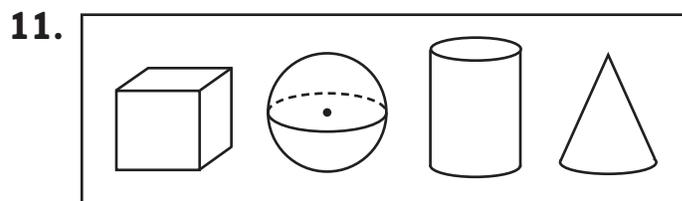
Color each solid figure that will stack and slide yellow.



Color each solid figure that will slide green.



Color each solid figure that will stack and roll red.



V-Math Level B

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Week of 4/27/20 to 5/1/20

Directions:

- Parent/Guardian will explain math concepts to the student.
- Parent/Guardian will practice concepts with students.
- Parent/Guardian will support student with independent work on math concepts.
- Parents will have students repeat mathematical concepts.

Goals/Objectives:

1. Students will be able to understand and implement how to measure lengths.
2. Students will be able to and implement comparing weight to capacity.
3. Students will be able to understand and implement the details of planning a party.
4. Students will be able to identify and recognize new vocabulary.

Module:

Unit 2

Topic:

Geometry and Measurement

Materials Needed:

V-Math Students Workbook and Learn at Home Document

	Activity	Do	Topics
Day 1	Unit 2/Lesson 4	Page 25	Measuring Lengths
Day 2	Unit 2/Lesson 4	Page 26	Measuring Lengths
Day 3	Unit 2/Lesson 5	Page 27	Comparing Weight and Capacity
Day 4	Unit 2/Lesson 5	Page 28	Comparing Weight and Capacity
Day 5	Unit 2/Adventure	Pages 29-30	It's Party Time

Unit 2 -Lessons 4-5 and Adventure

Objectives	<ol style="list-style-type: none">1. Students will be able to understand and implement how to measure lengths.2. Students will be able to and implement comparing weight to capacity.3. Students will be able to understand and implement the details of planning a party.4. Students will be able to identify and recognize new vocabulary.
Vocabulary	heavier, lighter
Guided Practice	Student will complete pages 25-30 of V-Math with guided support from a parent/guardian or family member.
Closing	Students will review this week's assignments and activities. They will discuss their like, dislikes, and recommendations for new activities.
Extend	<ul style="list-style-type: none">• Inside/Outside physical activity that corresponds with Unit 2-Lessons 4-5.
Intervention	<ul style="list-style-type: none">• Any activity from the district provide ESE Resources.

Getting Started Instructions:

Directions: Parents will talk with the students about the pictures. Ask students to identify the pictures. The students should talk about what is the same and what is different about the pictures. Then, parents will follow instructions below.

Unit 2/Lesson 4:

Page 25- For numbers 1 and 2, the student will circle the item that is different. Have student say the difference.

Page 25- For number 3 and 4, the student will write how many paper clips long is the item.

Page 25- For number 5, circle the longest item

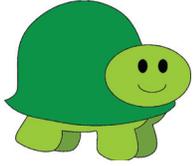
Page 25-For number 6, circle the shortest item

Unit 2/Lesson 5:

Page 27- For number 1, the student will draw a circle around the cat that is the heaviest.

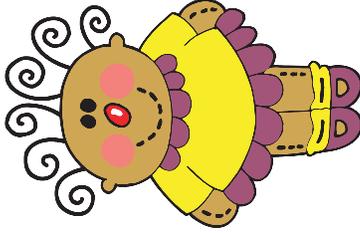
Page 27- For number 2, the student will draw a circle around the picture that can hold the most milk.

Independent Practice

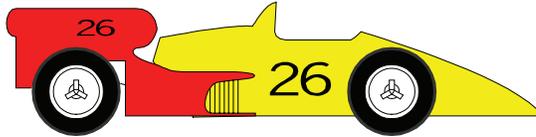


Draw a ring around the longer object in each problem.

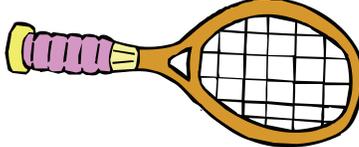
9. 







10. 

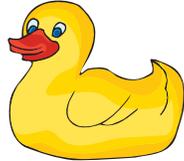




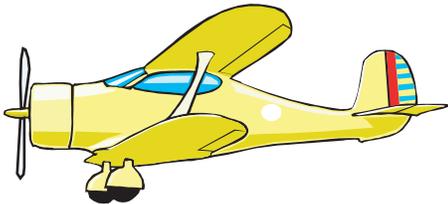


Draw a ring around the shorter object in each problem.

11. 







12. 



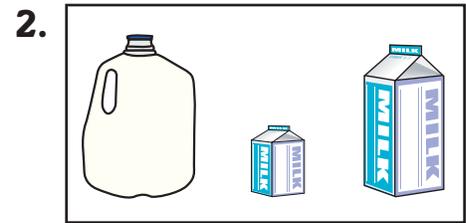
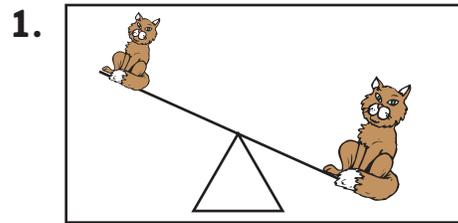
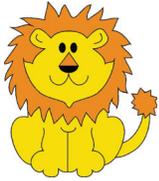




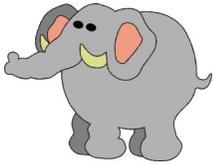
Name _____ Class _____ Date _____

Lesson 5 Comparing Weight and Capacity

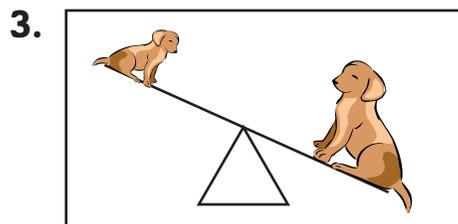
Getting Started



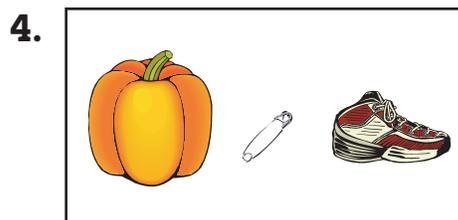
Guided Practice



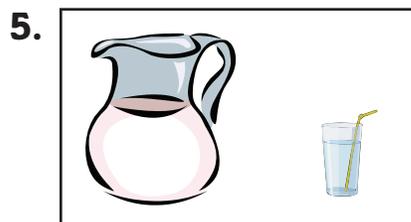
Which dog is lighter? Draw a ring around it.



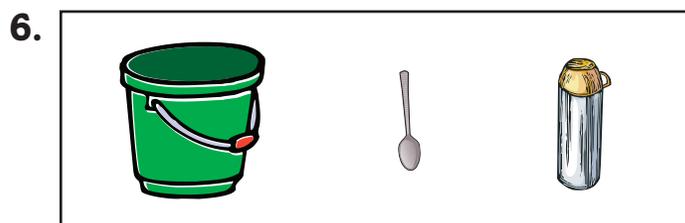
Draw a ring around each object that is heavier than a pencil.



Which container holds less? Draw a ring around it.



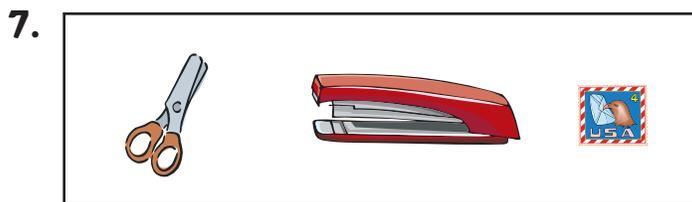
Draw a ring around each object that holds more than a cup of water.



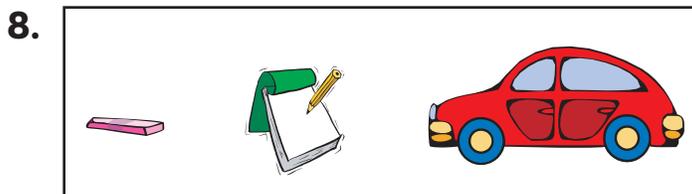
Independent Practice



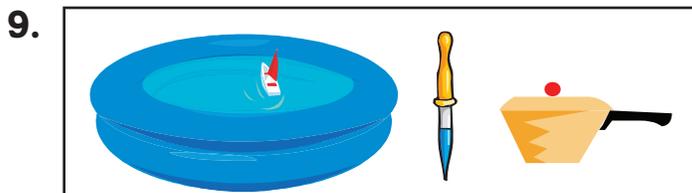
Draw a ring around each object heavier than a pencil.



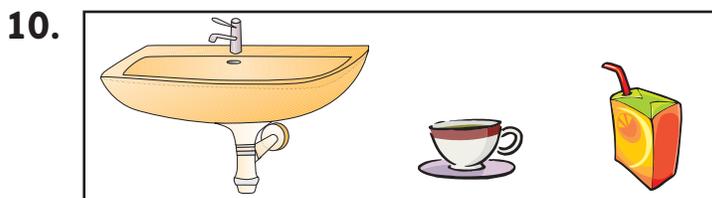
Draw a ring around each object lighter than a desk.



Draw a ring around each object that holds more than a glass of water.



Draw a ring around each object that holds less than a bucket.



Draw an object that is heavy. Then draw an object that weighs less.

11.

Draw an object that holds more than a cup. Then draw an object that holds less than a cup.

12.

Adventure!

It's Party Time!



Planning a party can be fun. It can be a lot of work. You need an idea for your party. Think of who will come. Have you ever planned a party?

LET'S PLAN A PARTY!

In this adventure, you will plan a party. Answer each question on your own paper.

1. You need a good idea for the party. Look at the ideas.
Draw a ring around one you like.

Bugs Cats Horses Toy Cars

2. Who will you ask to come? Write their names.
3. How many girls will you ask? Write the number in the top box.
4. How many boys will you ask? Write the number in the next box.
5. How many people will you ask in all? Write this number in the box under the bar.
6. What time will the party start? Draw the time on the clock.

+	



7. What time will the party end? Draw the time on the clock.



FURTHER ADVENTURE

8. Plan a party for a friend. What things does your friend like? Who will you ask to come? Answer questions 1–7 to plan the party!



V-Math Level B

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 5/4/20 to 5/8/20

Directions:

- Parent/Guardian will explain math concepts to the student.
- Parent/Guardian will practice concepts with students
- Parent/Guardian will support student with independent work on math concepts
- Parents will have students repeat mathematical concepts

Goals/Objectives:

1. Students will learn addition facts up to 18
2. Students will learn subtraction facts up to 18
3. Students will be able to identify and recognize new vocabulary

Module:

Unit 3

Topic:

Addition, Subtraction, and Time

Materials Needed:

V-Math Students Workbook

	Activity	Do	Title
Day 1	Unit 3/Lesson 1	Page 31	Knowing Addition Facts to 18
Day 2	Unit 3/Lesson 1	Page 32	Knowing Addition Facts to 18
Day 3	Unit 3/Lesson 2	Page 33	Knowing Subtraction Facts to 18
Day 4	Unit 3/Lesson 2	Page 34	Knowing Subtraction Facts to 18
Day 5	Unit 3/Review	Pages 31-34	Knowing Addition and Subtraction Facts to 18

Unit 3 -Lessons 1-2

Objectives	<ol style="list-style-type: none">1. Students will learn addition facts up to 182. Students will learn subtraction facts up to 183. Students will be able to identify and recognize new vocabulary
Vocabulary	Review: equal sign, adding, plus sign, addition number sentences, sum, difference, subtracting, minus sign
Guided Practice	Student will complete pages 31-34 of V-Math with guided support from a parent/guardian or family member
Closing	Students will review this week's assignments and activities. They will discuss their like, dislikes, and recommendations for new activities.
Extend	<ul style="list-style-type: none">• Inside/Outside physical activity that corresponds with Unit 2-Lessons 4-5.
Intervention	<ul style="list-style-type: none">• Any activity from the district provide ESE Resources.

Getting Started Instructions:

Directions: Parents will talk with the students about the pictures. Ask students to identify the pictures. The students should talk about what is the same and what is different about the pictures. Then, the parent will follow instructions below.

Unit 2/Lesson 4:

Page 25- For numbers 1 and 2, the student will circle the item that is different. Have student say the difference.

Page 25- For number 3 and 4, the student will write how many paper clips long is the item.

Page 25- For number 5, circle the longest item

Page 25-For number 6, circle the shortest item

Unit 2/Lesson 5:

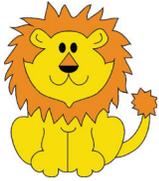
Page 27- For number 1, the student will draw a circle around the cat that is the heaviest.

Page 27- For number 2, the student will draw a circle around the picture that can hold the most milk.

Name _____ Class _____ Date _____

Lesson 1 Knowing Addition Facts to 18

Getting Started



1. a.  
 _____ + _____ = _____

b.  
 _____ + _____ = _____

2. $8 + 2 =$ _____

8
2
+

3. a. $\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$

b. $\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$

4. a. $\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$

b. $\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$

Guided Practice



Fill in the boxes for the vertical addition sentence. Then, find each sum.

5. $6 + 6$

+

6. $3 + 6$

+

7. $4 + 7$

+

8. $8 + 7$

+

**Independent
Practice**

Fill in the boxes for the vertical addition sentence.
Then, find each sum.

9. $3 + 8$

$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$

10. $9 + 8$

$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$

11. $5 + 8$

$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$

12. $6 + 9$

$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$

13. $2 + 9$

$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$

14. $7 + 9$

$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$

Independent Practice



Fill in the boxes for each vertical subtraction sentence. Then, find each difference.

9. $16 - 8$

—

10. $10 - 2$

—

11. $13 - 5$

—

12. $18 - 9$

—

13. $11 - 2$

—

14. $16 - 9$

—

V-Math Level B

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Week 5: 5/11/20 to 5/15/20

Directions:

- Parent/Guardian will explain math concepts to the student.
- Parent/Guardian will practice concepts with students
- Parent/Guardian will support student with independent work on math concepts
- Parent/Guardian will have students repeat mathematical concepts

Goals/Objectives:

1. Students will be able to write and solve addition and subtraction fact families
2. Students will be able to make and use picture graphs to show data
3. Students will be able to use picture graphs to answer questions
4. Students will identify and understand new vocabulary

Module:

Unit 3

Topic:

Addition and Subtraction

Picture Graphs

Materials Needed:

V-Math Students Workbook, Learn at Home Document and objects to support counting (small rocks, pennies, small squares of paper...)

	Activity	Do	Topic
Day 1	Unit 3/Lesson3	Pages 35	Addition and Subtraction of Fact Families
Day 2	Unit 3/Lesson 3	Page 36	Addition and Subtraction of Fact Families
Day 3	Unit 3/Lesson 3	Page 83 (Extra Practice)	Subtraction Fact Patterns
Day 4	Unit 3/Lesson 4	Page 37	Using graphs to answer questions
Day 5	Unit 3/Lesson 4	Page 38	Using graphs to answer questions

Unit 3-Lessons 3 and 4

Objectives	<ol style="list-style-type: none"> 1. Students will be able to write and solve addition and subtraction fact families. 2. Students will be able to make and use picture graphs to show data. 3. Students will be able to use graphs to answer questions 4. Students will identify and understand new vocabulary
Vocabulary	<p>Review: equal sign, adding, plus sign, addition number sentences, sum, difference, subtracting, minus sign</p> <p>New: Survey (to ask a question of a group of people and record their answers) Picture Graph (a way to show information using pictures)</p>
Guided & Independent Practice	<p>Student will complete pages 35, 36, 83, 37 and 38 of V-Math with guided support from a parent/guardian or family member.</p>
Closing	<p>Students will review this week's assignments and activities. They will discuss their like, dislikes, and recommendations for new activities.</p>
Extend	<ul style="list-style-type: none"> • Student can make fact family books. Fold sheets of paper in half and staple them in the middle to make the books. Have the student make a cover. On each two-page spread, students should use pictures to show problems in a fact family on one page. They should write the number sentences in the fact family on the other page. *See worksheet pages 35, 36 and 83.
Intervention	<ul style="list-style-type: none"> • Kids Academy: Fact Families https://www.youtube.com/watch?v=9lhZDEffTk • Any activity from the district provided ESE Resources.

Getting Started Instructions:

Directions: Parents will talk with the students about the connection of the pictures with the numbers. Then, the parent will follow instructions below.

Unit 3/Lesson 3:

Page 35 - Addition sentences: Direct your student to count the pictures, say the number, and find the sum as the answer to the problem. **Subtraction sentences:** Direct your student to count all the pictures, count the number of pictures crossed out, count the pictures that are left and write the difference as the answer to the subtraction problem.

Page 36 - Use the steps from pg. 35 directing the student to cross out the pictures in the subtraction problems to find the difference.

Page 83 – Use objects with your student for the number families and continue the same process from pages 35 and 36. Your student should talk through the steps they are using as they count to add and subtract.

Unit 3/Lesson 4:

Page 37- For numbers 1 and 2, the student will count the number of items and write that number on the line under the pictures for the addition and subtraction sentences. Then, the student will add the numbers and write the answer on the last line and subtract the numbers and write the answer on the last line.

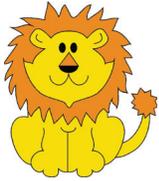
Page 37- For numbers 3-5, the student will take a family survey and draw pictures on the graph for represent the response of each family member who would like or has had a cat, dog, and/or bird as a pet. Based on the responses, the student will count the drawn pictures to answer questions 4 and 5. Create the graph for the remainder of the page and use the graph to answer the questions.

Page 38 – Discuss the pictures with your student and have them use the graph by reading or listening to you read the questions. They should count and use the pictures in the graphs to answer each question.

Name _____ Class _____ Date _____

Lesson 3 Addition and Subtraction Fact Families

Getting Started



1. $4 + 5 = \underline{\quad}$



$5 + 4 = \underline{\quad}$



2. $9 - 4 = \underline{\quad}$



$9 - 5 = \underline{\quad}$



3. $\underline{\quad}, \underline{\quad}, \underline{\quad}$

4. 5, 7, 12

$5 + 7 = \underline{\quad}$



$12 - 7 = \underline{\quad}$



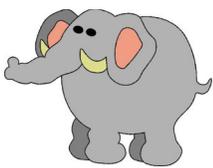
$7 + \underline{\quad} = \underline{\quad}$



$12 - \underline{\quad} = \underline{\quad}$



Guided Practice



Write the addition and subtraction facts for each fact family.

5. 7, 8, 15

$\underline{\quad} + \underline{\quad} = \underline{\quad}$



$\underline{\quad} - \underline{\quad} = \underline{\quad}$



$\underline{\quad} + \underline{\quad} = \underline{\quad}$



$\underline{\quad} - \underline{\quad} = \underline{\quad}$



6. 2, 8, 10

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

$\underline{\quad} - \underline{\quad} = \underline{\quad}$

$\underline{\quad} - \underline{\quad} = \underline{\quad}$

Independent Practice



Write the addition and subtraction facts for each fact family.

7. 1, 4, 5

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

8. 6, 7, 13

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

9. 2, 7, 9

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

10. 3, 6, 9

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

11. 3, 4, 7

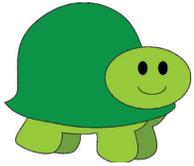
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Independent Practice



Use the graphs to answer each question. Then, answer the questions that follow the picture graph.

The Weather						
Sunny						
Cloudy						
Rainy						

12. How many days were sunny? _____ days
13. How many days were rainy? _____ days
14. How many more sunny days were there than cloudy days?
 _____ - _____ = _____ more days
15. How many days were sunny or rainy?
 _____ + _____ = _____ days

Favorite Fruits									
Apple									
Banana									
Strawberry									
Orange									
Watermelon									

16. How many people chose strawberry? _____ people
17. Did more people choose apple or orange? _____
18. What fruit was chosen the most? _____
19. How many people chose orange? _____ people
20. Did more people choose orange or watermelon?

Name _____ Class _____ Date _____

Subtraction Fact Patterns

Complete each pattern.

1. $10 - 6 = 4$

$11 - 6 = 5$

$12 - 6 = 6$

$13 - 6 = 7$

$\square - 6 = \square$

2. $18 - 9 = 9$

$17 - 9 = 8$

$16 - 9 = 7$

$15 - 9 = 6$

$\square - 9 = \square$

3. $9 - 3 = 6$

$10 - 4 = 6$

$11 - 5 = 6$

$12 - 6 = 6$

$\square - 7 = \square$

4. $16 - 7 = 9$

$15 - 6 = 9$

$14 - 5 = 9$

$13 - 4 = 9$

$\square - 3 = \square$

5. $14 - 9 = 5$

$14 - 8 = 6$

$14 - 7 = 7$

$14 - 6 = 8$

$\square - 5 = \square$

Teacher Directions: Students will fill in the boxes to complete the subtraction fact patterns.

V-Math Level B

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Week 6: 5/18/20 to 5/22/20

Directions:

- Parent/Guardian will explain math concepts to the student.
- Parent/Guardian will practice concepts with students
- Parent/Guardian will support student with independent work on math concepts
- Parent/Guardian will have students repeat mathematical concepts

Goals/Objectives:

1. Students will be able to tell time to the hour and half-hour intervals
2. Students will be able to identify and solve addition and subtraction fact families(review)
3. Students will identify and understand new vocabulary

Module:

Unit 3 and Unit 4

Topic:

Telling Time
Fact Families Review

Materials Needed:

V-Math Students Workbook, Learn at Home Document, objects to support counting (small rocks, pennies, small squares of paper...), make a clock using: paper plate, scissors, pencil (pen, marker or crayon), brad to attach clock hands (paper clip, wire bag tie), make flash cards using Fact Families handout (attached)

	Activity	Do	Topic
Day 1	Unit 3/Lesson 5	Intro. Activity	Make a Clock!
Day 2	Unit 3/Lesson 5	Page 39	Time: hour and half-hour intervals
Day 3	Unit 3/Lesson 5	Page 40	Time: hour and half-hour intervals
Day 4	Unit 3/Lesson 5	Page 85 Extra Practice	Time: hour and half-hour intervals
Day 5	Unit 3/Lesson 1-5	Page 30	Unit 3 Review

Unit 3-Lesson 5

Objectives	<ol style="list-style-type: none"> 1. Students will be able to tell time to the hour and half hour intervals 2. Students will be able to identify and solve addition and subtraction fact families (review) 3. Students will identify and understand new vocabulary
Vocabulary	<p>Review: equal sign, adding, plus sign, addition number sentences, sum, difference, subtracting, minus sign, survey, picture graph</p> <p>New: hour hand-the part of a clock (the short hand) that shows the current hour minute hand-the part of a clock (the long hand) that shows the current minute</p>
Guided & Independent Practice	<p>Student will complete pages 30, 39,40, and 85 (extra practice) of V-Math with guided support from a parent/guardian or family member.</p>
Closing	<p>Students will review this week’s assignments and activities. They will discuss their like, dislikes, and recommendations for new activities.</p>
Extend	<ul style="list-style-type: none"> • Throughout the day ask your student to identify the time of day by the hour and half hour. (not digital) • Create a daily schedule with hour and half-hour times for your student to follow using a clock or watch (not digital). • Review: Use the Flash Card for Fact Families handout. Cut out the triangles and keep them in a baggie or envelop for review.
Intervention	<ul style="list-style-type: none"> • Fun Kid’s English-Learn to Tell Time #1 (Hour) https://www.youtube.com/watch?v=ElxaxnageTo • Tell the Time to the Half-Hour https://www.youtube.com/watch?v=n_daAYx6krg • Any activity from the district provided ESE Resources.

Getting Started Instructions:

Directions: Parents will talk with the students about the connection of the pictures with the numbers. Then, the parent will follow instructions below.

Unit 3/Lesson 5:

Introduction-Make a Clock! Use an analogue (not digital) clock or watch in your home and count the numbers around the clock as written (1, 2, 3...). Identify the hour hand (short hand) and the minute hand (long hand). Discuss where the hands are for the hour and where they are for the half hour. Direct your student to:

1. Use the clock to write the numbers around the paper plate (or cardboard) to begin making their own practice clock.
2. Use a second plate or paper to cut one long and one short strip for the hour and minute hand.
3. Fasten the clock hands in the middle of the place with a brad (paper clip, bag tie...) for moveable hands. Call out times for your student to set their clock throughout the day.
4. Clock examples:



Page 39, 40 & - 85: Practice using the student's clock before each daily lesson. The student will identify the numbers around the clock and fill in the missing ones. Direct them to set their clock as the one on the page, state the time and write the correct time under the clock. Complete all the clocks on the page as they continue to set theirs. (*See the first sheet for assignment page days.)

Unit 3 Wrap Up – Let's Plan a Party:

Page 30- Work together through this page. Talk about what is needed to plan a party. Work through each question and discuss the details. To wrap it up have your student draw a picture of the party including clocks to represent the start and ending time or make an invitation.

LET'S PLAN A PARTY!

In this adventure, you will plan a party. Answer each question on your own paper.

1. You need a good idea for the party. Look at the ideas.
Draw a ring around one you like.

Bugs Cats Horses Toy Cars

2. Who will you ask to come? Write their names.
3. How many girls will you ask? Write the number in the top box.
4. How many boys will you ask? Write the number in the next box.
5. How many people will you ask in all? Write this number in the box under the bar.
6. What time will the party start? Draw the time on the clock.

+	



7. What time will the party end? Draw the time on the clock.



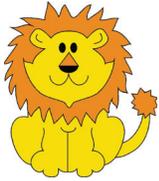
FURTHER ADVENTURE

8. Plan a party for a friend. What things does your friend like? Who will you ask to come? Answer questions 1–7 to plan the party!

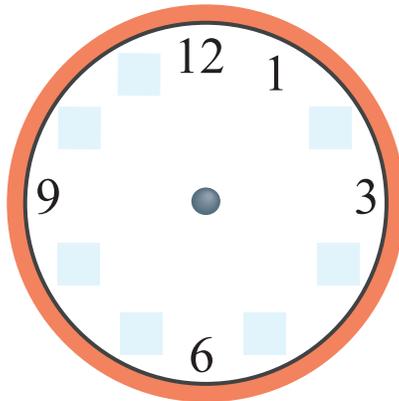
Name _____ Class _____ Date _____

Lesson 5 Telling Time to the Hour and Half-Hour

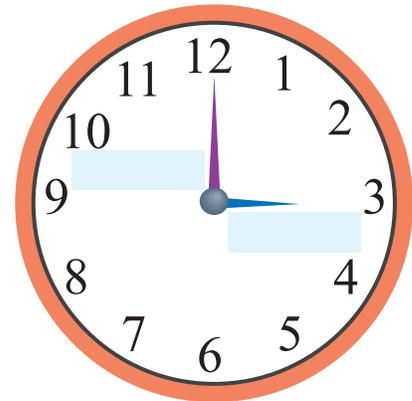
Getting Started



1.



2.



3.



_____ : 00

4.



_____ : _____

5.



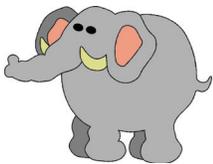
_____ : _____

6.



_____ : _____

Guided Practice



Write the time each clock shows.

7.



_____ : _____

8.



_____ : _____

9.



_____ : _____

Independent Practice



Write the time each clock shows.

10.



____ : ____

11.



____ : ____

12.



____ : ____

13.



____ : ____

14.



____ : ____

15.



____ : ____

16.



____ : ____

17.



____ : ____

Fact Family Cards

1 1 1 1 3
- +
+ , -
0 1 2 1 4

5 1 5 1 7
- +
+ , -
4 1 6 1 8

9 1 9 2 2 2
- +
+ , -
8 1 0 2 4

Fact Family Cards

This row contains four fact family cards, each shaped like a triangle with dashed lines. The cards are arranged in two pairs. The first pair features the number 5: the top card has '5' at the top vertex, '2' at the top-left and top-right vertices, and '3' at the bottom-left vertex; the bottom card has '5' at the bottom vertex, '2' at the top-left and top-right vertices, and '3' at the bottom-left vertex. The second pair features the number 7: the top card has '7' at the top vertex, '4' at the top-left and top-right vertices, and '2' at the bottom-left vertex; the bottom card has '7' at the bottom vertex, '4' at the top-left and top-right vertices, and '2' at the bottom-left vertex. Each card contains two hexagons with '+' and '-' signs, one in the top half and one in the bottom half.

This row contains four fact family cards, each shaped like a triangle with dashed lines. The cards are arranged in two pairs. The first pair features the number 9: the top card has '9' at the top vertex, '2' at the top-left and top-right vertices, and '7' at the bottom-left vertex; the bottom card has '9' at the bottom vertex, '2' at the top-left and top-right vertices, and '7' at the bottom-left vertex. The second pair features the number 11: the top card has '11' at the top vertex, '8' at the top-left and top-right vertices, and '3' at the bottom-left vertex; the bottom card has '11' at the bottom vertex, '8' at the top-left and top-right vertices, and '3' at the bottom-left vertex. Each card contains two hexagons with '+' and '-' signs, one in the top half and one in the bottom half.

This row contains four fact family cards, each shaped like a triangle with dashed lines. The cards are arranged in two pairs. The first pair features the number 6: the top card has '6' at the top vertex, '3' at the top-left and top-right vertices, and '3' at the bottom-left vertex; the bottom card has '6' at the bottom vertex, '3' at the top-left and top-right vertices, and '3' at the bottom-left vertex. The second pair features the number 8: the top card has '8' at the top vertex, '4' at the top-left and top-right vertices, and '3' at the bottom-left vertex; the bottom card has '8' at the bottom vertex, '4' at the top-left and top-right vertices, and '3' at the bottom-left vertex. Each card contains two hexagons with '+' and '-' signs, one in the top half and one in the bottom half.

Fact Family Cards

Three fact family cards are shown, each with a dashed border. The first card is an upright triangle with the number 10 at the top vertex, 7 at the bottom-left vertex, and 3 at the bottom-right vertex. It contains two hexagons: one with a minus sign and a plus sign, and another with a plus sign and a minus sign. The second card is an inverted triangle with the number 12 at the top vertex, 8 at the bottom-left vertex, and 4 at the bottom-right vertex. It contains two hexagons: one with a minus sign and a plus sign, and another with a plus sign and a minus sign. The third card is an upright triangle with the number 4 at the top vertex, 3 at the bottom-left vertex, and 9 at the bottom-right vertex. It contains two hexagons: one with a minus sign and a plus sign, and another with a plus sign and a minus sign.

Three fact family cards are shown, each with a dashed border. The first card is an upright triangle with the number 8 at the top vertex, 4 at the bottom-left vertex, and 4 at the bottom-right vertex. It contains two hexagons: one with a minus sign and a plus sign, and another with a plus sign and a minus sign. The second card is an inverted triangle with the number 10 at the top vertex, 5 at the bottom-left vertex, and 4 at the bottom-right vertex. It contains two hexagons: one with a minus sign and a plus sign, and another with a plus sign and a minus sign. The third card is an upright triangle with the number 6 at the top vertex, 4 at the bottom-left vertex, and 6 at the bottom-right vertex. It contains two hexagons: one with a minus sign and a plus sign, and another with a plus sign and a minus sign.

Three fact family cards are shown, each with a dashed border. The first card is an upright triangle with the number 12 at the top vertex, 8 at the bottom-left vertex, and 4 at the bottom-right vertex. It contains two hexagons: one with a minus sign and a plus sign, and another with a plus sign and a minus sign. The second card is an inverted triangle with the number 5 at the top vertex, 6 at the bottom-left vertex, and 5 at the bottom-right vertex. It contains two hexagons: one with a minus sign and a plus sign, and another with a plus sign and a minus sign. The third card is an upright triangle with the number 10 at the top vertex, 5 at the bottom-left vertex, and 5 at the bottom-right vertex. It contains two hexagons: one with a minus sign and a plus sign, and another with a plus sign and a minus sign.

Fact Family Cards

Fact family cards for 11, 12, 13, and 14. Each card is a triangle with dashed lines. The top-left card shows 11, with 5 on the top-right side and 6 on the bottom-left side. The top-middle card shows 12, with 5 on the top-left side and 8 on the bottom-right side. The top-right card shows 13, with 7 on the top-left side and 6 on the bottom-right side. The bottom-right card shows 14, with 5 on the top-left side and 5 on the bottom-right side. Each card contains two hexagons: one with a minus sign and a plus sign, and one with a plus sign and a minus sign.

Fact family cards for 6, 7, 12, 13, and 14. Each card is a triangle with dashed lines. The top-left card shows 6, with 9 on the top-right side and 0 on the bottom-left side. The top-middle card shows 7, with 9 on the top-left side and 7 on the bottom-right side. The top-right card shows 12, with 9 on the top-left side and 9 on the bottom-right side. The bottom-right card shows 13, with 9 on the top-left side and 8 on the bottom-right side. The bottom-middle card shows 14, with 9 on the top-left side and 9 on the bottom-right side. Each card contains two hexagons: one with a minus sign and a plus sign, and one with a plus sign and a minus sign.

Fact family cards for 7, 14, 15, and 15. Each card is a triangle with dashed lines. The top-left card shows 7, with 7 on the top-right side and 9 on the bottom-left side. The top-middle card shows 14, with 0 on the top-left side and 7 on the bottom-right side. The top-right card shows 15, with 7 on the top-left side and 8 on the bottom-right side. The bottom-right card shows 15, with 7 on the top-left side and 7 on the bottom-right side. Each card contains two hexagons: one with a minus sign and a plus sign, and one with a plus sign and a minus sign.

Fact Family Cards

16 8 8

16 0 8 6

8 8 7

8 8

9 6 6

9 0 9

V-Math Level B

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Week 7: 5/26/20 to 5/29/20 (4 days)

Directions:

- Parent/Guardian will explain math concepts to the student.
- Parent/Guardian will practice concepts with students
- Parent/Guardian will support student with independent work on math concepts
- Parents will have students repeat mathematical concepts

Goals/Objectives:

1. Students will be able to skip count numbers by ten
2. Students will be able to model numbers to 100
3. Students will identify and understand new vocabulary

Module:

Unit 4

Topic:

Skip counting by ten

Model Numbers to 100

Materials Needed:

V-Math Students Workbook, Learn at Home Document, and crayons colored pencils or markers

	Activity	Do	Topic
Day 1	Unit 4	Page 41-43 Unit Introduction	Trading Shells
Day 2	Unit 4/Lesson 1	Page 45	Counting by Tens
Day 3	Unit 4/Lesson 1	Page 46	Counting by Tens
Day 4	Unit 4/Lesson 2	Page 47	Modeling Numbers to 100

Unit 4-Lesson 1 & 2

Objectives	<ol style="list-style-type: none">1. Students will be able to skip count numbers by ten2. Students will be able to model numbers to 1003. Students will identify and understand new vocabulary
Vocabulary	New: Skip counting (counting in groups by a given number) Ones block (a model that represents 1) Tens rod (a model that represents 10)
Guided & Independent Practice	Student will complete pages 41-47of V-Math with guided support from a parent/guardian or family member.
Closing	Students will review this week's assignments and activities. They will discuss their like, dislikes, and recommendations for new activities.
Extend	<ul style="list-style-type: none">• Use skip counting to the tune of familiar songs throughout the day.• Encourage your students help in the kitchen. They can use skip counting to assist with recipes, counting dishes in the cabinets, and while they are washing dishes as their chore.
Intervention	<ul style="list-style-type: none">• Any activity from the district provided ESE Resources.

Getting Started Instructions:

Directions: Parents will talk with the students about the connection of the pictures with the numbers and their own experiences. Then, the parent will follow instructions below.

Unit 4 Introduction:

Trading Shells-pages 41-43: Discuss the picture of shells on page 41 and relate to experiences. Become your student's partner and read and assist your student with reading through the questions and directions on page 42 using page 43 to draw as directed. In the Further Adventure at the bottom of page 42, please use items in your home to tag with a price and use paper pieces, macaroni, or other small items to trade as money to practice purchasing the items you two have tagged.

Page 45 –

For #1 on this page count by ones to determine the number of sticks. Discuss that skip counting is a faster way to count. The student will fill in the missing numbers.

For #2 on this page the student will answer and following these directions:

Where is the least number in this chart? (*the first number on the left in the top row*) ---

What is the least number in the chart? (*1*)

Where is the greatest number in this chart? (*the last number on the right in the bottom row*)

What is the greatest number in the chart? (*100*)

Look at the numbers at the end of each row. What numbers do you see? (*10, 20, 30, 40, 50, 60, 70, 80, 90, 100*)

How do all the numbers at the end of each row look alike? (*They all end with a zero.*)

Color the numbers at the end of each row yellow. We can skip count by tens by saying the numbers colored in yellow. Count together starting at 10: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100.

Your student can use the chart guided by you to complete the page.

Page 46-Review skip counting from page 45. Direct your student to fill in the missing numbers by skip counting. They can use the number chart on page 45.

Page 47-Begin with skip counting by tens using the chart on page 45. Work through this page together skip counting and filling in the blanks.

Adventure!

What Is Money?



Long ago we did not have coins or dollars. People bought things with salt and tea leaves. They used animal teeth and shells. Think about buying with shells instead of pennies. What if you saved animal teeth instead of nickels?

TRADING SHELLS

In this adventure, you will pretend that you lived long ago. You will save and spend shells.

1. Look at the Shell Money page. Draw a picture in each box. Draw a picture of something to buy. (**Example:** a book, a toy, or food)
2. Think about how many shells each item would cost. (more than 10, less than 99) Write the number of shells on the line in each box.
3. Choose 2 items on the Shell Money page. Write your name by the 2 items. Draw a ring around the number of shells that is the greater number.
4. Trade your Shell Money page with a partner. Choose 2 items on your partner's page. Write your name by the 2 items. Draw an X on the number of shells that is the lesser number.
5. You have 3 shells. You earn 10 shells each day for doing your chores. Skip count to see how many shells you will have if you save them. Write the missing numbers.
3, 13, 23, 33, _____, _____
6. You have 25 shells. You earn 10 shells each day for doing your chores. Skip count to see how many shells you will have if you save them. Write the missing numbers.
25, 35, 45, 55, _____, _____

FURTHER ADVENTURE

7. Choose some items from your classroom to “sell.” Put a tag on each item. The tag should have the number of shells it costs. Use macaroni shells, beads, or counters as real shells. Take turns using your shells to buy items from other students.

Shell Money

_____ shells

_____ shells

_____ shells

_____ shells

_____ shells

_____ shells

Independent Practice



Write each missing number.

6. 5 15 35 45

7. 11 21 41 51 61

8. 38 48 68 78 88

9. 26 46 56 66

10. 41, 51, 61, _____, 81, 91

11. 3, 13, 23, _____, 43, 53

12. 25, 35, 45, _____, _____

Name _____ Class _____ Date _____

Lesson 2 Modeling Numbers to 100

Getting Started



1. 10, _____, 30, 40, _____, 60, 70, _____, _____

2.

3.

tens ones

4.

tens ones

Guided Practice



Write the number of tens and ones modeled by the tens rods and ones blocks. Then, write the total number represented by the model.

5.

tens ones

6.

tens ones

V-Math Level B

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Week 8: 6/1/20 to 6/5/20

Directions:

- Parent/Guardian will explain math concepts to the student.
- Parent/Guardian will practice concepts with students
- Parent/Guardian will support student with independent work on math concepts
- Parent/Guardian will have students repeat mathematical concepts

Goals/Objectives:

1. Students will be able to skip count numbers by ten
2. Students will be able to model numbers to 100
3. Students will be able to compare numbers up to 100
4. Students will be able to count and compare money using skip counting
5. Students will identify and understand new vocabulary

Module:

Unit 4

Topic:

Skip counting by ten
Model and compare numbers to 100
Count and compare money

Materials Needed:

V-Math Students Workbook, Learn at Home Document, crayons colored pencils or markers, and real coins

	Activity	Do	Topic
Day 1	Unit 4/Lesson 2	Page 48	Modeling Numbers to 100
Day 2	Unit 4/Lesson 3	Page 49	Comparing Numbers to 100
Day 3	Unit 4/Lesson 3	Page 50	Comparing Numbers to 100
Day 4	Unit 4/Lesson 4	Page 51	Counting and Comparing Money
Day 5	Unit 4/Lesson 4	Page 52	Counting and Comparing Money

Unit 4-Lesson 2-4

Objectives	<ol style="list-style-type: none"> 1. Students will be able to skip count numbers by ten 2. Students will be able to model numbers to 100 3. Students will be able to compare numbers to 100 4. Students will be able to count and compare money using skip counting 5. Students will identify and understand new vocabulary
Vocabulary	<p>Review: skip counting, ones block, tens rod</p> <p>New: greater than (a comparison where the first number has a greater value than another number) less than (a comparison where the first number has less value than another number)</p>
Guided & Independent Practice	<p>Student will complete pages 48-51 of V-Math with guided support from a parent/guardian or family member.</p>
Closing	<p>Students will review this week's assignments and activities. They will discuss their like, dislikes, and recommendations for new activities.</p>
Extend	<ul style="list-style-type: none"> • Fold a sheet of paper into 8 squares. Direct your student to draw the ones blocks and tens rods to represent numbers that you call out. Use skip counting to the tune of familiar songs throughout the day. They can include: 47, 39, 63, 21, 58... • Provide opportunities daily for your student to count money (coins). They can count the coins you receive as change from a purchase with the chance of keeping it if the amount is correct. A coin savings jar can be started!
Intervention	<ul style="list-style-type: none"> • Any activity from the district provided ESE Resources.

Getting Started Instructions:

Directions: Parents will talk with the students about the connection of the pictures with the numbers. Then, the parent will follow instructions below.

Unit 4/Lesson 2:

Page 48-Review page 47 by discussing the pictures of the ones blocks and tens rods. You can cover up blocks and rods to create new numbers for your student. Your student will complete page 48 independently with your assistance as needed.

Unit 4/Lesson 3:

Page 49 –This is a parent guided page. Discuss the value of the blocks and rods. Direct your student to count out loud to determine the values and write on the lines below. Compare items in your home to illustrate greater than and less than. Next, discuss the values on the page to follow the directions in determining the greater and lesser values.

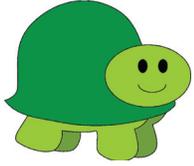
Unit 4/Lesson 4:

Page 50-Review page 49 discussing the greater than and less than values. Your student will complete page 50 independently with your assistance as needed.

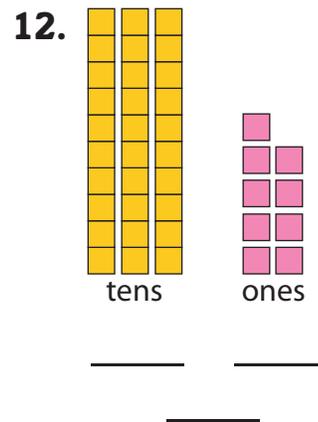
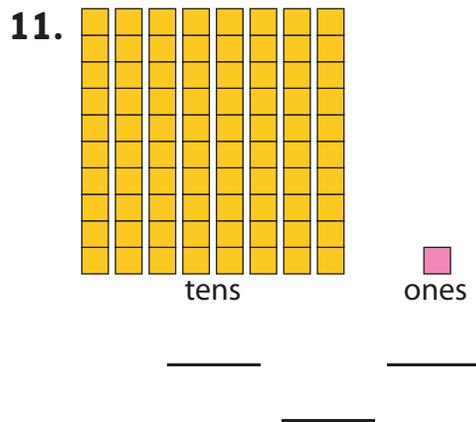
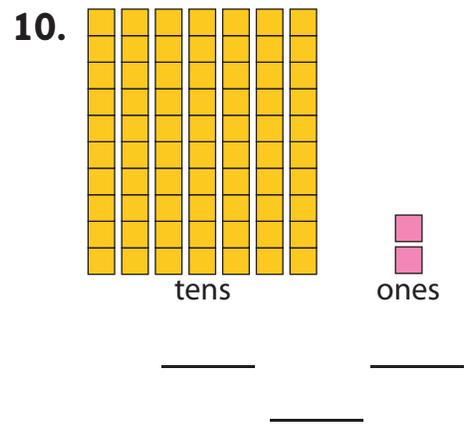
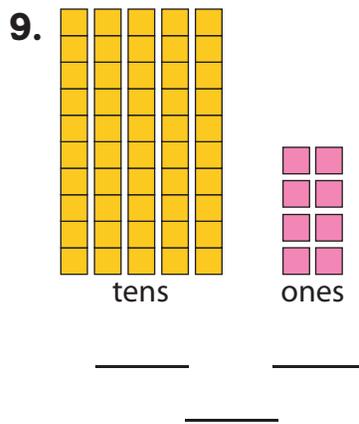
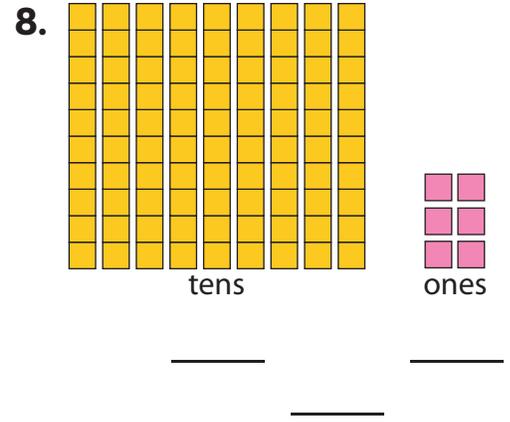
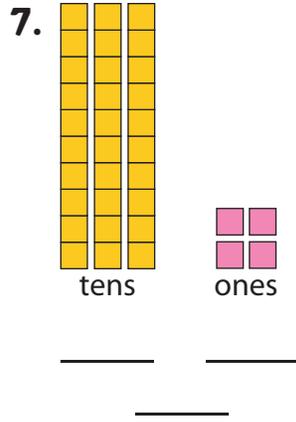
Page 51-To begin this page, use real coins and direct your student to identify the name and value of the coins. Use different combinations for counting small amounts of coins. Use repetition of coins to use skip counting. Begin page 51 and use real coins with the ones pictured on the page. Guide your students through completion of the page.

Page 52-Review coin values, skip counting and comparing greater and lesser amounts with real coins. Discuss page 52. Your student will complete this page independently with your assistance as needed.

Independent Practice



Write the number of tens and ones modeled by the tens rods and ones blocks. Then, write the total number represented by the model.



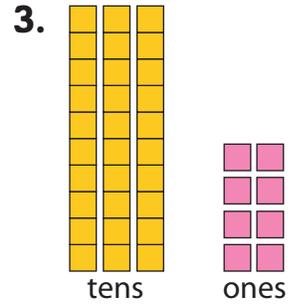
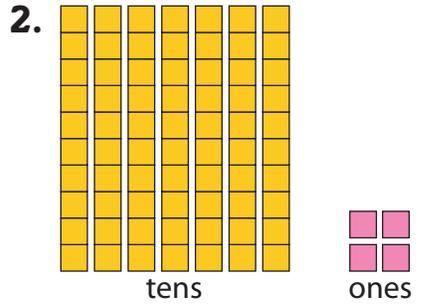
Name _____ Class _____ Date _____

Lesson 3 Comparing Numbers to 100

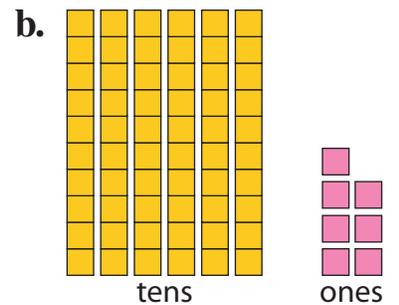
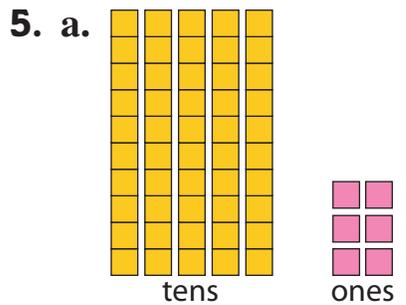
Getting Started



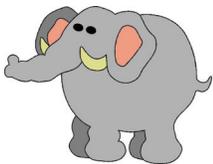
1. 10, 20, _____, 40, _____, _____, 70, 80, 90, 100



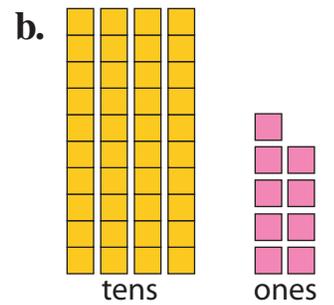
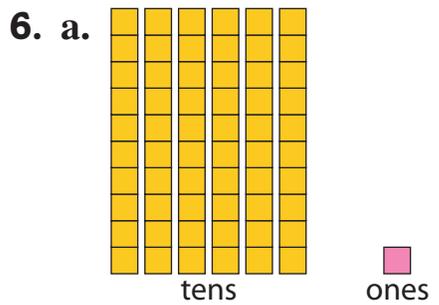
4. _____



Guided Practice

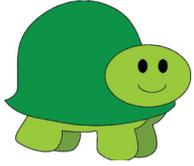


Draw a ring around the lesser number.

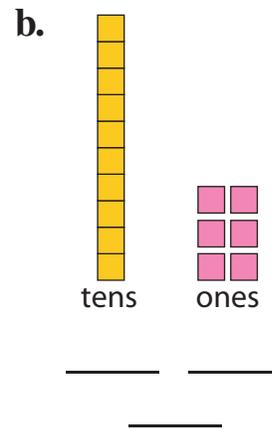
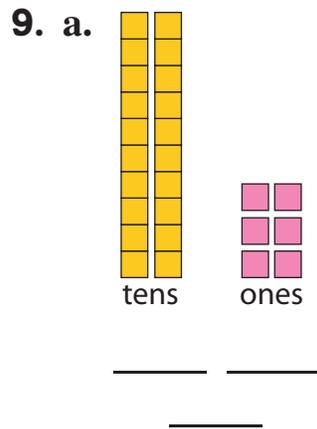
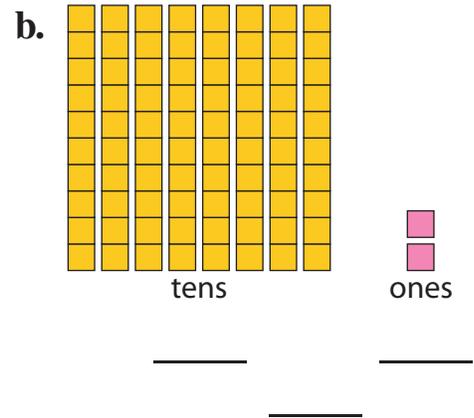
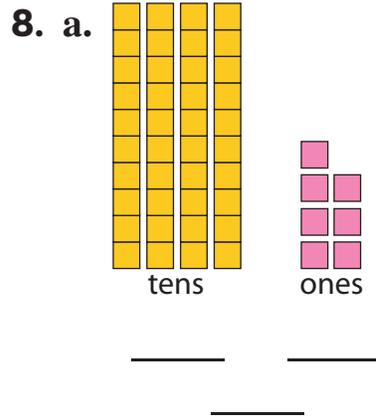


7. 28 34

Independent Practice



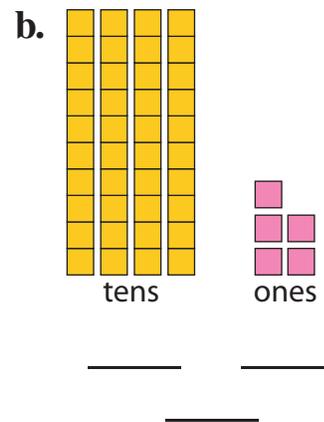
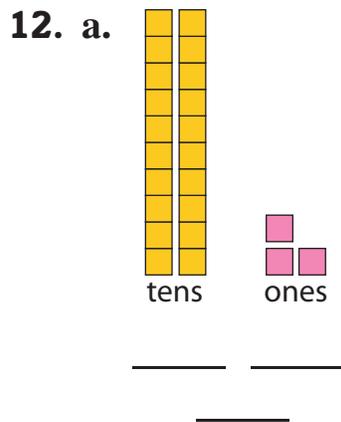
Draw a ring around the greater number.



10. 37 45

11. 53 22

Draw a ring around the lesser number.



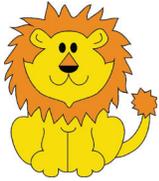
13. 39 56

14. 94 87

Name _____ Class _____ Date _____

Lesson 4 Counting and Comparing Money

Getting Started



1. 10, _____, 30, 40, _____, 60, _____, _____, 90, 100

2. 54 45

3. a.



_____ ¢

b.



_____ ¢

4. _____ ¢ _____ ¢

Guided Practice



Find each amount.

5. a.



_____ ¢

b.



_____ ¢

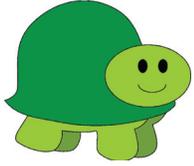
Draw a ring around the lesser amount.

6. 33¢ 52¢

Draw a ring around the greater amount.

7. 67¢ 73¢

Independent Practice



Find each amount. Draw a ring around the greater amount.

8. a.



_____¢

b.



_____¢

9. a.



_____¢

b.



_____¢

Draw a ring around the greater amount.

10. 48¢ 62¢

11. 97¢ 76¢

Find each amount. Draw a ring around the lesser amount.

12. a.



_____¢

b.



_____¢

Draw a ring around the lesser amount.

13. 57¢ 62¢

14. 73¢ 37¢

V-Math Level B

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Week 9: 6/8/20 to 6/12/20

Directions:

- Parent/Guardian will explain math concepts to the student.
- Parent/Guardian will practice concepts with students
- Parent/Guardian will support student with independent work on math concepts
- Parents will have students repeat mathematical concepts

Goals/Objectives:

1. Students will be able to identify objects divided into 2, 3, and 4 same-sized parts as one-half, one-third, and one-fourth
2. Students will identify and understand new vocabulary

Module:

Unit 4

Topic:

Fraction identification $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$

Materials Needed:

V-Math Students Workbook, Learn at Home Document, scissors, small plastic bag or envelope, and additional sheets (Equal Parts and Shapes to show fractions)

	Activity	Do	Topic
Day 1	Unit 4/Lesson 5	Page 53	Identifying Fractions
Day 2	Unit 4/Lesson 5	Page 54	Identifying Fractions
Day 3	Unit 4/Lesson 5	Page 89 (Extra Practice)	Fraction Fun Match Up Cards
Day 4	Unit 4/Lesson 5	Attachments	Equal Parts, and Shapes to Show Fractions
Day 5	Unit 4 Review	https://www.coolmath4kids.com/	Addition, subtraction, geometry, measurement, place value, money, time, and fractions

Unit 4-Lesson 5

Objectives	<ol style="list-style-type: none">1. Students will be able to identify objects divided into 2, 3, and 4 same-sized parts as one-half, one-third, and one-fourth2. Students will identify and understand new vocabulary
Vocabulary	Review: skip counting, ones block, tens rod, greater than, less than New: Fraction (a number such as $\frac{1}{2}$ that names a part of a whole) One-half (1 of 2 same-sized parts of a whole; $\frac{1}{2}$) One-third (1 of 3 same-sized parts of a whole; $\frac{1}{3}$) One-fourth (1 of 4 same-sized parts of a whole; $\frac{1}{4}$)
Guided & Independent Practice	Student will complete pages 53, 54 and 89 (extra practice) of V-Math with guided support from a parent/guardian or family member.
Closing	Students will review this week's assignments and activities. They will discuss their like, dislikes, and recommendations for new activities.
Extend	<ul style="list-style-type: none">• Give student a blank sheet of letter-sized paper. Have student fold the paper in half to create halves. Then, fold again to create fourths. Fold once more to create eighths. Discuss that eighths have been created because there are 8 same-sized sections. Challenge your student to shade parts of the paper to show the following fractions: $\frac{1}{8}$, $\frac{3}{8}$, $\frac{5}{8}$; in different colors to show the separate fractions. Ask the student to make a rule for shading the equal parts. Feel free to use more than one sheet of paper for this activity.
Intervention	<ul style="list-style-type: none">• Cool Math 4 Kids https://www.coolmath4kids.com/• Any activity from the district provided ESE Resources.

Getting Started Instructions:

Directions: Parents will talk with the students about the connection of the pictures with the numbers. Then the parent will follow the below instructions.

Unit 4/Lesson 5:

Page 53-

1. To introduce this lesson, hold up a sheet of letter-sized paper. Indicate that it is 1 whole sheet.
2. Fold the paper in half to show two same-sized parts and ask, "How many parts there are?" (2)
3. Fold the paper in half again to show four same-sized parts and ask, "How many same-sized parts has the paper been divided into now?" (4)
4. Say, "An object is divided into same-sized parts if all of the new sections of the whole object are the same size."

Begin page 53 by having your student name the shapes in row 1 and 2. Direct them to circle the shaped that are divided into 2 of the same-sized parts or halves.

Hold up a blank sheet of letter-sized paper. Look at the paper. It is 1 whole sheet of paper. Fold the sheet of paper in half to show two same-sized parts. I have folded the paper. How many same-sized parts is the paper divided into now? (2) There are 2 parts that are the same size. Fold the sheet of paper in half again to show four same-sized parts. I have folded the paper again. How many same-sized parts is the paper divided into now? (4) The paper is divided into 4 parts that are the same size. An object is divided into same-sized parts if all the new sections of the whole object are the same size. Continue to guide your student through page 53 by following all directions.

Page 54-Review page 53 with the student identifying the shapes, same-sized parts and the fraction. Your student will complete page 54 with your assistance as needed.

Unit 4/Extra Practice

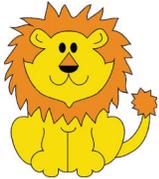
Page 89-Fraction Fun Match Up Cards –The student will cut on the dotted lines to create cards that can be stored in a plastic bag or envelope.

How to play the game:

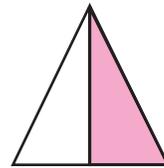
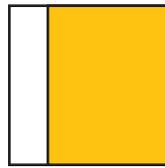
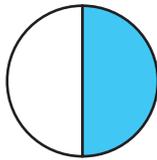
1. Place all 20 cards randomly face down on a flat playing surface.
2. Students take turns flipping two cards at a time like in Concentration.
3. If the two cards show a fraction card and a matching picture card, the student keeps the pair and goes again.
4. If the two cards are not a match, the cards are turned face down and play continues.
5. When all the matches are found, the student with the most cards wins.

Final Review-With your student explore the **Cool Math 4 Kids** website at <https://www.coolmath4kids.com/> for activities to review the math skill and concepts practiced over the last 9 week.

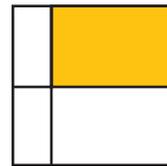
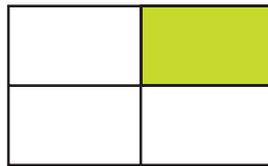
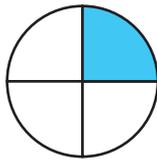
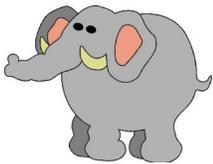
Name _____ Class _____ Date _____

Lesson 5 Identifying Fractions**Getting Started**

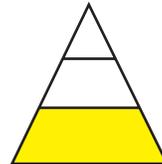
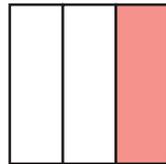
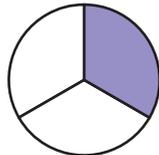
1.



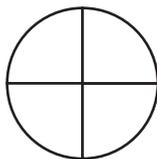
2.

**Guided Practice**Draw a ring around each shape that shows $\frac{1}{3}$.

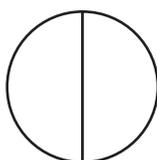
3.

Shade $\frac{1}{4}$ of the circle blue.

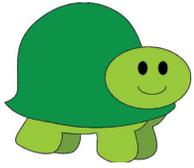
4.

Shade $\frac{1}{2}$ of the circle yellow.

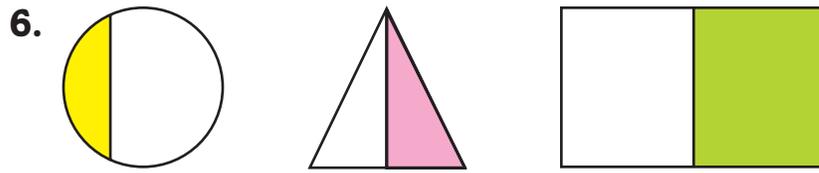
5.



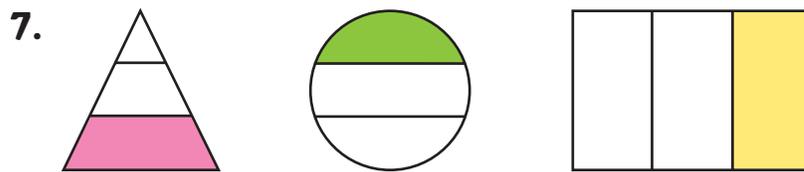
Independent Practice



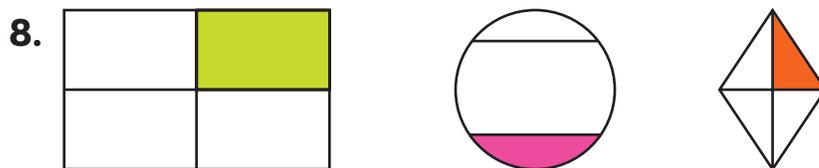
Draw a ring around each shape that shows $\frac{1}{2}$.



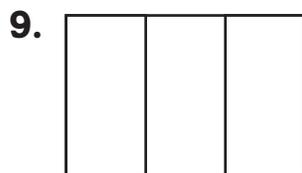
Draw a ring around each shape that shows $\frac{1}{3}$.



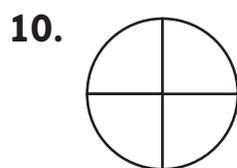
Draw a ring around each shape that shows $\frac{1}{4}$.



Shade $\frac{1}{3}$ of the shape.

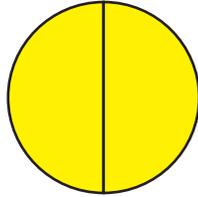
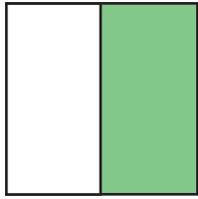


Shade $\frac{1}{4}$ of the shape.



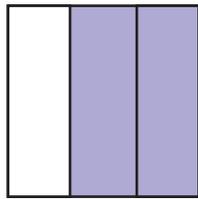
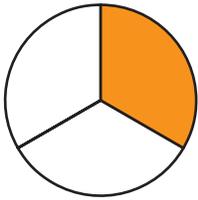
Name _____ Class _____ Date _____

Fraction Fun Match-Up Cards



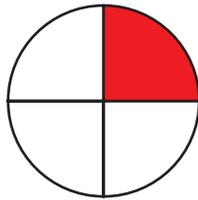
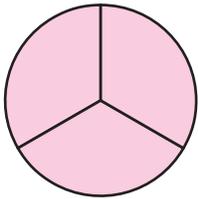
$$\frac{1}{2}$$

$$\frac{2}{2}$$



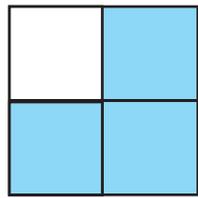
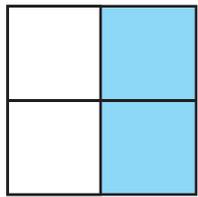
$$\frac{1}{3}$$

$$\frac{2}{3}$$



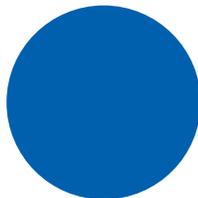
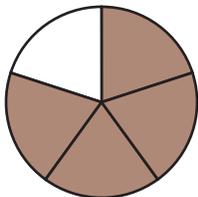
$$\frac{3}{3}$$

$$\frac{1}{4}$$



$$\frac{2}{4}$$

$$\frac{3}{4}$$



$$\frac{4}{5}$$

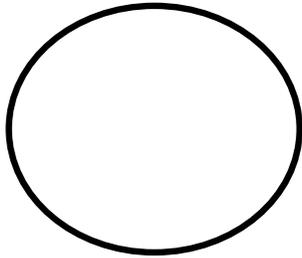
$$1$$

Teacher Directions: Cut out the cards before beginning the lesson.

Dividing shapes into equal parts

Grade 1 Fractions Worksheet

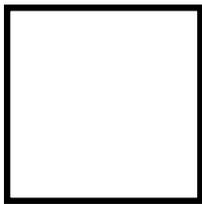
Divide each shape into the number of equal parts shown.
Remember, all parts must be identical!



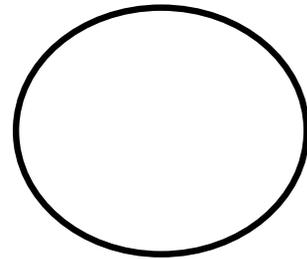
halves (2 parts)



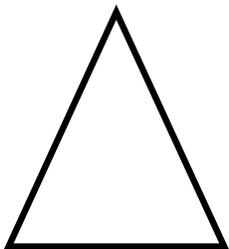
thirds (3 parts)



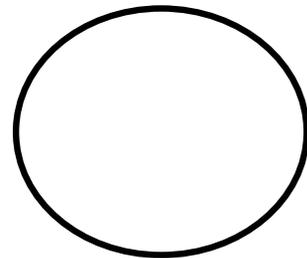
quarters (4 parts)



quarters (4 parts)



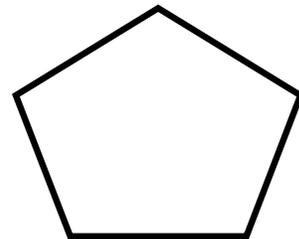
halves (2 parts)



eighths (8 parts)



halves (2 parts)

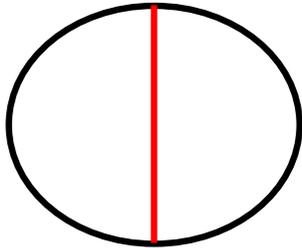


fifths (5 parts)

Dividing shapes into equal parts

Grade 1 Fractions Worksheet

Divide each shape into the number of equal parts shown.
Remember, all parts must be identical!



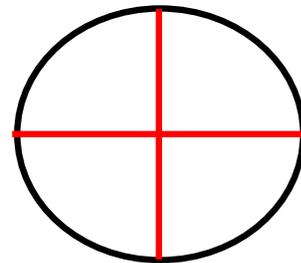
halves (2 parts)



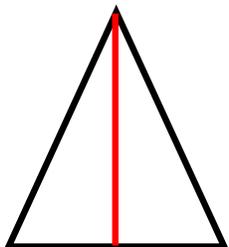
thirds (3 parts)



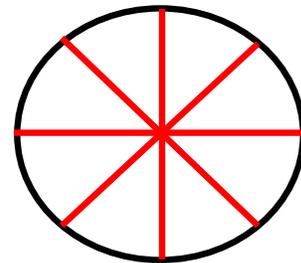
quarters (4 parts)



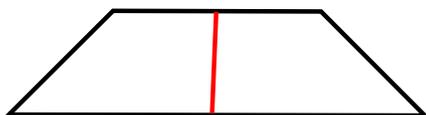
quarters (4 parts)



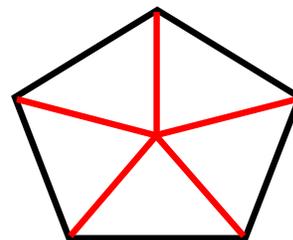
halves (2 parts)



eights (8 parts)



halves (2 parts)

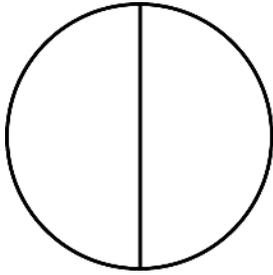


fifths (5 parts)

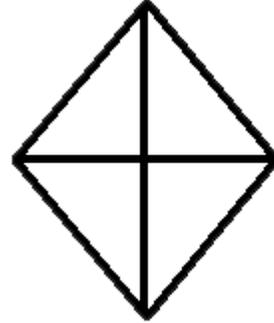
Coloring shapes to show fractions

Grade 1 Fractions Worksheet

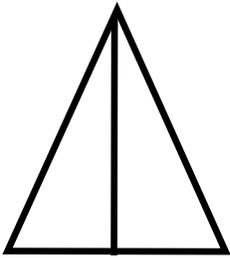
Color in the fraction shown of each shape.



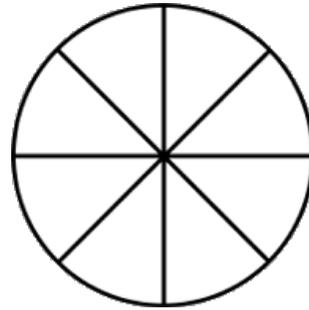
$$\frac{1}{2}$$



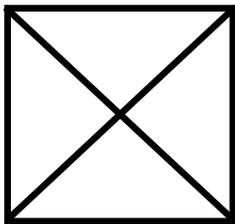
$$\frac{2}{4}$$



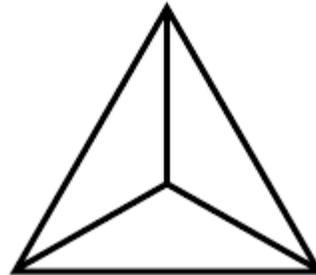
$$\frac{1}{2}$$



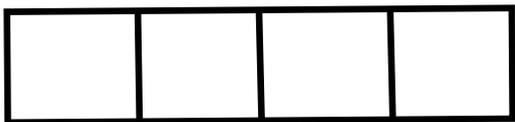
$$\frac{3}{8}$$



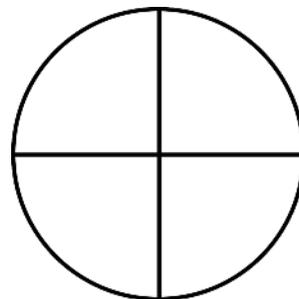
$$\frac{1}{4}$$



$$\frac{1}{3}$$



$$\frac{2}{4}$$

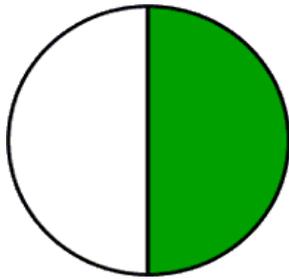


$$\frac{3}{4}$$

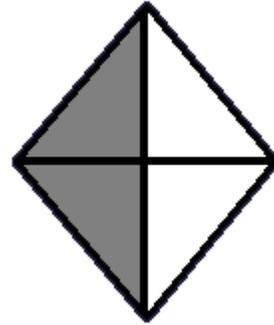
Coloring shapes to show fractions

Grade 1 Fractions Worksheet

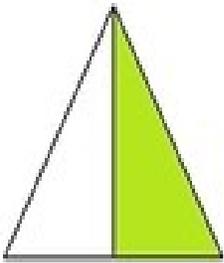
Color in the fraction shown of each shape.



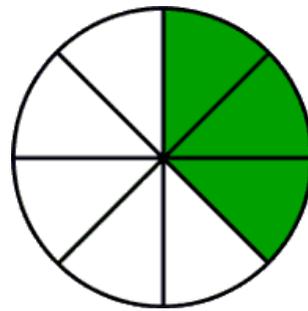
$$\frac{1}{2}$$



$$\frac{2}{4}$$



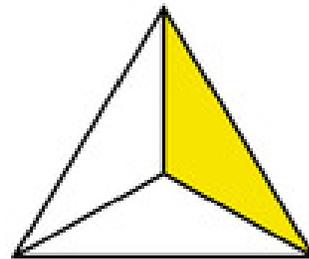
$$\frac{1}{2}$$



$$\frac{3}{8}$$



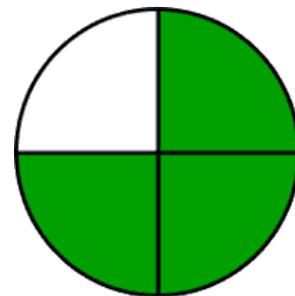
$$\frac{1}{4}$$



$$\frac{1}{3}$$



$$\frac{2}{4}$$



$$\frac{3}{4}$$