Distance Learning Packet

MiCl Program

Math K-5

Week 1: April 14 – 17, 2020
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

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<th>Topic</th>
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</table>
# Unit 1-Lessons 1-3

| **Objectives** | 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. |
<table>
<thead>
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<tbody>
<tr>
<td><strong>Vocabulary</strong></td>
<td>equal sign, adding, plus sign, addition number sentences, sum, difference, subtracting, minus sign</td>
</tr>
<tr>
<td><strong>Guided Practice</strong></td>
<td>Student will complete pages 5-11 (minus page 9) of V-Math with guided support from a parent/guardian or family member.</td>
</tr>
<tr>
<td><strong>Closing</strong></td>
<td>Students will review this week’s assignments and activities. They will discuss their like, dislikes, and recommendations for new activities.</td>
</tr>
<tr>
<td><strong>Extend</strong></td>
<td>• Inside/Outside physical activity that corresponds with the Unit 1- Lessons 1-4.</td>
</tr>
<tr>
<td><strong>Intervention</strong></td>
<td>• Any activity from the district provide ESE Resources.</td>
</tr>
</tbody>
</table>
**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.
Lesson 1  Writing Addition Number Sentences

Getting Started

1. [Drawings of cars] 
   ____ + ____ = ____

2. [Drawings of cats] 
   ____ + ____ = ____

3. [Drawings of cars] 
   ____ + ____ = ____

4. 5 + 3 = ____

Guided Practice

Find each sum.

5. [Drawings of tricycles] 
   ____ + ____ = ____

6. [Drawings of bicycles] 
   ____ + ____ = ____

7. 7 + 2 = ____

8. 5 + 2 = ____
Find each sum.

9. 

| Sailboats | Sailboats | Sailboats |

____ + _____ = _____

10. 

| Planes | Planes | Planes |

____ + _____ = _____

11. $3 + 6 = _____$

12. $2 + 5 = _____$

13. $2 + 2 = _____$

14. $3 + 7 = _____$

15. $3 + 4 = _____$

16. $5 + 4 = _____$

17. $3 + 2 = _____$

18. $4 + 4 = _____$

19. $6 + 1 = _____$

20. $5 + 5 = _____$
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. ____ + ____ = ____
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. ___ + ___ = ___
Lesson 3 Writing Subtraction Number Sentences

Getting Started

Find each difference.

5.

6.

7.  8.

Guided Practice

Find each difference.

5.

6.

7.  8.

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Independent Practice

Find each difference.

9. \[ \underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \]

10. \[ \underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \]

11. \[ \underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \]

12. \[ \underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \]

13. \[ 10 - 3 = \underline{\hspace{2cm}} \]

14. \[ 7 - 4 = \underline{\hspace{2cm}} \]

15. \[ 7 - 2 = \underline{\hspace{2cm}} \]

16. \[ 10 - 5 = \underline{\hspace{2cm}} \]

17. \[ 5 - 2 = \underline{\hspace{2cm}} \]

18. \[ 8 - 4 = \underline{\hspace{2cm}} \]

19. \[ 8 - 1 = \underline{\hspace{2cm}} \]

20. \[ 10 - 2 = \underline{\hspace{2cm}} \]
Lesson 4 Problem-Solving Using Subtraction

Getting Started

1. 

\[ \_ \_ \_ - \_ \_ \_ = \_ \_ \_ \]

2. \[ 7 - 2 = \_ \_ \_ \]

3. \[ 10 - 2 = \_ \_ \_ \]

4. 

\[ \_ \_ \_ - \_ \_ \_ = \_ \_ \_ \]

\[ 9 - 4 = \_ \_ \_ \]

5. 

\[ \_ \_ \_ - \_ \_ \_ = \_ \_ \_ \]

Guided Practice

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

6. 

\[ \_ \_ \_ = \_ \_ \_ \]

7. \[ \_ \_ \_ = \_ \_ \_ \]
Distance Learning Packet
MiCl Program
Math K-5
Week 2: April 20 – 24, 2020
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

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<th>Do</th>
<th>Topic</th>
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<td>Day 2</td>
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<tr>
<td>Day 3</td>
<td>Unit 2/Lesson 2</td>
<td>Page 20(#14-15) Review all of age 20</td>
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<tr>
<td>Day 4</td>
<td>Unit 2/Lesson 2</td>
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<tr>
<td>Day 5</td>
<td>Unit 2/ Lesson 2</td>
<td>Page 22</td>
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</tbody>
</table>
## Unit 2 - Lessons 1 and 2

| **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. |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Vocabulary</strong></td>
<td>polygon, square, triangle, rectangle, pentagon, hexagon, sphere, cube, cylinder, cone</td>
</tr>
<tr>
<td><strong>Guided Practice</strong></td>
<td>Student will complete pages 19-22 of V-Math with guided support from a parent/guardian or family member.</td>
</tr>
<tr>
<td><strong>Closing</strong></td>
<td>Students will review this week’s assignments and activities. They will discuss their like, dislikes, and recommendations for new activities.</td>
</tr>
<tr>
<td><strong>Extend</strong></td>
<td>• Inside/Outside physical activity that corresponds with Unit 2-Lessons 1-2.</td>
</tr>
<tr>
<td><strong>Intervention</strong></td>
<td>• Any activity from the district provide ESE Resources.</td>
</tr>
</tbody>
</table>
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)
Lesson 1 Counting Sides and Corners of Polygons

Getting Started

1. ___________ have 3 sides and 3 corners.

2. ___________ have 4 sides that are the same length and 4 corners.

3. ___________ have 4 sides, 2 shorter and 2 longer, and 4 corners.

Guided Practice

Write the number of sides and corners for each shape.

5. ___ sides
   ___ corners

6. ___ sides
   ___ corners

7. ___ sides
   ___ corners
Independent Practice

Write the number of sides and corners of each shape.

8.  
   ____ sides  
   ____ corners

9.  
   ____ sides  
   ____ corners

10.  
    ____ sides  
    ____ corners

11.  
     ____ sides  
     ____ corners

12.  
     ____ sides  
     ____ corners

13.  
     ____ 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  
    Triangle  
    Square  
    Hexagon  
    Circle

    3  
    6  
    0  
    4  
    5
Lesson 2 Recognizing and Sorting Solids

Getting Started

1. 

2. 

3. 

4. 

5. 

Guided Practice

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

6. 

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

7. 

Color each solid figure that will roll blue.

8. 

Color each solid figure that will stack and slide yellow.

9. 

Color each solid figure that will slide green.

10. 

Color each solid figure that will stack and roll red.

11. 
Distance Learning Packet
MiCl Program
Math K-5
Week 3: April 27 – May 1, 2020
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

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<td>Pages 29-30</td>
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</table>
# Unit 2 - Lessons 4-5 and Adventure

| 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.  
| 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                         | • Inside/Outside physical activity that corresponds with Unit 2-Lessons 4-5.  
| Intervention                   | • 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.
Lesson 4 Measuring Lengths

Getting Started

1. paper clips
2. paper clips
3. paper clips
4. paper clips

Guided Practice

Draw a ring around the longer object.

5. paper clips
6. paper clips

Draw a ring around the shorter object.

7. paper clips
8. paper clips
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. ☐☐☐☐☐☐☐☐☐☐
Lesson 5  Comparing Weight and Capacity

1. Which dog is lighter? Draw a ring around it.

2. Which container holds less? Draw a ring around it.

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

4. Which container holds less? Draw a ring around it.

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

7. [Images of objects: scissors, stapler, box]

Draw a ring around each object lighter than a desk.

8. [Images of objects: tape, paper, car]

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

9. [Images of objects: pool, spoon, bowl]

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

10. [Images of objects: sink, cup, bottle]

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

11. [Blank space]

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

12. [Blank space]
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!
Distance Learning Packet

MiCI Program

Math K-5

Week 4: May 4 – 8, 2020
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

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<th>Activity</th>
<th>Do</th>
<th>Title</th>
</tr>
</thead>
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<tr>
<td>Day 1</td>
<td>Unit 3/Lesson 1</td>
<td>Page 31</td>
<td>Knowing Addition Facts to 18</td>
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<tr>
<td>Day 2</td>
<td>Unit 3/Lesson 1</td>
<td>Page 32</td>
<td>Knowing Addition Facts to 18</td>
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<tr>
<td>Day 3</td>
<td>Unit 3/Lesson 2</td>
<td>Page 33</td>
<td>Knowing Subtraction Facts to 18</td>
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<tr>
<td>Day 4</td>
<td>Unit 3/Lesson 2</td>
<td>Page 34</td>
<td>Knowing Subtraction Facts to 18</td>
</tr>
<tr>
<td>Day 5</td>
<td>Unit 3/Review</td>
<td>Pages 31-34</td>
<td>Knowing Addition and Subtraction Facts to 18</td>
</tr>
</tbody>
</table>
### Unit 3 - Lessons 1-2

| 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  
| 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                      | • Inside/Outside physical activity that corresponds with Unit 2-Lessons 4-5.  
| Intervention                | • 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.
Lesson 1: Knowing Addition Facts to 18

Getting Started

1. a. 
   _____ + _____ = ____
   
   b. 
   _____ + _____ = ____
   
2. 8 + 2 = ____
   + 2
   
3. a. 5 + 3
   
   b. 9 + 3
   
4. a. 9 + 4
   
   b. 6 + 4
   
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
   + ____
Fill in the boxes for the vertical addition sentence. Then, find each sum.

9. 3 + 8
   + 

10. 9 + 8
    + 

11. 5 + 8
    + 

12. 6 + 9
    + 

13. 2 + 9
    + 

14. 7 + 9
    +
Lesson 2

Knowing Subtraction Facts to 18

Getting Started

1. $5 - 2 = \underline{\hspace{2cm}}$
2. $7 - 2 = \underline{\hspace{2cm}}$

3. $9 - 3 = \underline{\hspace{2cm}}$
4. $12 - 4 = \underline{\hspace{2cm}}$

Guided Practice

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

5. $14 - 9 = \underline{\hspace{2cm}}$
6. $10 - 5 = \underline{\hspace{2cm}}$

7. $9 - 2 = \underline{\hspace{2cm}}$
8. $15 - 8 = \underline{\hspace{2cm}}$
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  

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Distance Learning Packet

MiCI Program

Math K-5

Week 5: May 11–15, 2020
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…)

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<tr>
<th>Day</th>
<th>Activity</th>
<th>Do</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Unit 3/Lesson 3</td>
<td>Pages 35</td>
<td>Addition and Subtraction of Fact Families</td>
</tr>
<tr>
<td>Day 2</td>
<td>Unit 3/Lesson 3</td>
<td>Page 36</td>
<td>Addition and Subtraction of Fact Families</td>
</tr>
<tr>
<td>Day 3</td>
<td>Unit 3/Lesson 3</td>
<td>Page 83</td>
<td>Subtraction Fact Patterns</td>
</tr>
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<td></td>
<td></td>
<td>(Extra Practice)</td>
<td></td>
</tr>
<tr>
<td>Day 4</td>
<td>Unit 3/Lesson 4</td>
<td>Page 37</td>
<td>Using graphs to answer questions</td>
</tr>
<tr>
<td>Day 5</td>
<td>Unit 3/Lesson 4</td>
<td>Page 38</td>
<td>Using graphs to answer questions</td>
</tr>
</tbody>
</table>
# Unit 3-Lessons 3 and 4

| 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 graphs to answer questions  
4. Students will identify and understand new vocabulary |
| --- | --- |
| Vocabulary | **Review:** equal sign, adding, plus sign, addition number sentences, sum, difference, subtracting, minus sign  
**New:** Survey (to ask a question of a group of people and record their answers)  
Picture Graph (a way to show information using pictures) |
| Guided & Independent Practice | Student will complete pages 35, 36, 83, 37 and 38 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 | • 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 | • Kids Academy: Fact Families  
[https://www.youtube.com/watch?v=9lhZDEffyTk](https://www.youtube.com/watch?v=9lhZDEffyTk)  
• 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.
Lesson 3 Addition and Subtraction Fact Families

Getting Started

1. $4 + 5 = \underline{9}$
   $\underline{\text{****}} \underline{\text{****}}$

2. $9 - 4 = \underline{5}$
   $\underline{\text{****}} \underline{\text{****}}$

3. $\text{Write the addition and subtraction facts for each fact family.}$

4. $5, 7, 12$
   $5 + 7 = \underline{12}$
   $\underline{\text{▲▲▲▲ ▲▲▲▲▲▲}}$
   $7 + \underline{\text{_____}} = \underline{\text{_____}}$
   $\underline{\text{▲▲▲▲ ▲▲▲▲}}$
   $12 - 7 = \underline{\text{_____}}$
   $\underline{\text{▲▲▲▲ ▲▲▲▲▲▲}}$
   $12 - \underline{\text{_____}} = \underline{\text{_____}}$

Guided Practice

Write the addition and subtraction facts for each fact family.

5. $7, 8, 15$
   $\underline{\text{♥♥♥♥♥♥♥♥♥♥}}$
   $\underline{\text{♥♥♥♥♥♥♥♥♥♥}}$
   $\underline{\text{♥♥♥♥♥♥♥♥♥♥}}$

6. $2, 8, 10$
   $\underline{\text{♥♥♥♥♥♥♥♥♥♥}}$
   $\underline{\text{♥♥♥♥♥♥♥♥♥♥}}$
   $\underline{\text{♥♥♥♥♥♥♥♥♥♥}}$
Write the addition and subtraction facts for each fact family.

7. 1, 4, 5
   \[ \_ + \_ = \_] \hspace{2cm} \[ \_ - \_ = \_ \]

8. 6, 7, 13
   \[ \_ \_ + \_ = \_] \hspace{2cm} \[ \_ \_ - \_ = \_ \]

9. 2, 7, 9
   \[ \_ + \_ = \_] \hspace{2cm} \[ \_ - \_ = \_ \]

10. 3, 6, 9
    \[ \_ + \_ = \_] \hspace{2cm} \[ \_ - \_ = \_ \]

11. 3, 4, 7
    \[ \_ + \_ = \_] \hspace{2cm} \[ \_ - \_ = \_ \]
Lesson 4 Making and Using Graphs

Getting Started

1. _____ + _____ = _____
2. 15 − 9 = _____
3. Cat Dog Bird

Guided Practice

4. How many students want a cat?
5. How many students want a bird?
6. How many more students want a dog than a bird?

Make a picture graph to show how many shapes are shown. Then, answer the questions that follow the picture graph.

7. Number of Shapes
   
   |   |   |
   | 〇 | △ |
   | □ | □ |
   | △ | △ |
   | □ | △ |

8. How many circles are shown? _____ circles
9. How many triangles are shown? _____ triangles
10. How many squares and circles are shown? _____ squares and circles
11. How many more triangles than circles are shown? _____ − _____ = _____ more triangles
Use the graphs to answer each question. Then, answer the questions that follow the picture graph.

### The Weather

<p>| | | | | |</p>
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<thead>
<tr>
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<tbody>
<tr>
<td>Sunny</td>
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<tr>
<td>Cloudy</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rainy</td>
<td></td>
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</tr>
</tbody>
</table>

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

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<tr>
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<tr>
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<tr>
<td>Banana</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strawberry</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Orange</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watermelon</td>
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</tr>
</tbody>
</table>

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? ____________
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.
Distance Learning Packet
MiCl Program

Math K-5
Week 6: May 18–22, 2020
# 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)

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<td>Extra Practice</td>
<td>Unit 3 Review</td>
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</tbody>
</table>
# Unit 3-Lesson 5

## 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

## Vocabulary

**Review:** equal sign, adding, plus sign, addition number sentences, sum, difference, subtracting, minus sign, survey, picture graph  
**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

## Guided & Independent Practice

Student will complete pages 30, 39, 40, and 85 (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

- 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

- Fun Kid’s English-Learn to Tell Time #1 (Hour)  
  [https://www.youtube.com/watch?v=ElxaxnageTo](https://www.youtube.com/watch?v=ElxaxnageTo)
- Tell the Time to the Half-Hour  
  [https://www.youtube.com/watch?v=n_daAYx6krq](https://www.youtube.com/watch?v=n_daAYx6krq)
- 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!
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

10 3 8 4 0
+ / - 3 1 8 4 4
12

8 5 4 7
- / + 4 6 6 4
10

12 6 5 5 5
- / + 3 1 8 4 0
0
Fact Family Cards

16
+,-
8
7
9

0
+,-
8
8
8

6
-,'+
16
-,'+
6

9
+,-
0
9
8

6
-,'+
6
-,'+
0
Distance Learning Packet

MiCl Program

Math K-5

Week 7: May 26–29, 2020
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

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<td>Unit Introduction</td>
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<td>Day 2</td>
<td>Unit 4/Lesson 1</td>
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<td>Counting by Tens</td>
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<tr>
<td>Day 3</td>
<td>Unit 4/Lesson 1</td>
<td>Page 46</td>
<td>Counting by Tens</td>
</tr>
<tr>
<td>Day 4</td>
<td>Unit 4/Lesson 2</td>
<td>Page 47</td>
<td>Modeling Numbers to 100</td>
</tr>
</tbody>
</table>
# Unit 4-Lesson 1 & 2

| 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 |
| 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 41-47 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                         | • 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                   | • 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.
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

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<th>shells</th>
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</tbody>
</table>
Write each missing number.

6. 5, 15, ___ , 35, 45

7. 11, 21, 31, 41, 51, 61

8. 38, 48, 58, 68, 78, 88

9. 26, 46, 56, 66

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

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

12. 25, 35, 45, ____ , ____
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
Distance Learning Packet

MiCo Program

Math K-5

Week 8: June 1 – 5, 2020
**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

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<th>Activity</th>
<th>Do</th>
<th>Topic</th>
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<td>1</td>
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<td>2</td>
<td>Unit 4/Lesson 3</td>
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<td>Comparing Numbers to 100</td>
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<tr>
<td>3</td>
<td>Unit 4/Lesson 3</td>
<td>Page 50</td>
<td>Comparing Numbers to 100</td>
</tr>
<tr>
<td>4</td>
<td>Unit 4/Lesson 4</td>
<td>Page 51</td>
<td>Counting and Comparing Money</td>
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<tr>
<td>5</td>
<td>Unit 4/Lesson 4</td>
<td>Page 52</td>
<td>Counting and Comparing Money</td>
</tr>
</tbody>
</table>
# Unit 4-Lesson 2-4

## 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 to 100
4. Students will be able to count and compare money using skip counting
5. Students will identify and understand new vocabulary

## Vocabulary
**Review:**
- skip counting, ones block, tens rod

**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)

## Guided & Independent Practice
Student will complete pages 48-51 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
- 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
- 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.
Write the number of tens and ones modeled by the tens rods and ones blocks. Then, write the total number represented by the model.

7. [Diagram of tens rods and ones blocks]
   - Tens: __
   - Ones: __
   - Total: ___

8. [Diagram of tens rods and ones blocks]
   - Tens: __
   - Ones: __
   - Total: ___

9. [Diagram of tens rods and ones blocks]
   - Tens: __
   - Ones: __
   - Total: ___

10. [Diagram of tens rods and ones blocks]
    - Tens: __
    - Ones: __
    - Total: ___

11. [Diagram of tens rods and ones blocks]
    - Tens: __
    - Ones: __
    - Total: ___

12. [Diagram of tens rods and ones blocks]
    - Tens: __
    - Ones: __
    - Total: ___
Lesson 3 Comparing Numbers to 100

Getting Started

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

2. 
   
   tens   ones
   ______  ______
   ______  ______

   3. 
   
   tens   ones
   ______  ______
   ______  ______

4. ______  ______

5. a. 
   
   tens   ones
   ______  ______
   ______  ______

    b. 
   
   tens   ones
   ______  ______
   ______  ______

Guided Practice

Draw a ring around the lesser number.

6. a. 
   
   tens   ones
   ______  ______
   ______  ______

    b. 
   
   tens   ones
   ______  ______
   ______  ______

7. 28 34
Independent Practice

8. a. [Diagram of tens and ones blocks] b. [Diagram of tens and ones blocks]

9. a. [Diagram of tens and ones blocks] b. [Diagram of tens and ones blocks]

10. 37 45

11. 53 22

12. a. [Diagram of tens and ones blocks] b. [Diagram of tens and ones blocks]

13. 39 56

14. 94 87

Draw a ring around the greater number.

Draw a ring around the lesser number.
Lesson 4

Counting and Comparing Money

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

2. 54  45

3. a.  
   [Penny image]  
   _____¢

   b.  
   [Nickel image]  
   _____¢

4. _____¢   _____¢

Find each amount.

5. a.  
   [Quarter image]  
   _____¢

   b.  
   [Dime image]  
   _____¢

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. \[
\text{____¢}
\]

9. a. \[
\text{____¢}
\]

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. \[
\text{____¢}
\]

13. 57¢ 62¢ 14. 73¢ 37¢
Distance Learning Packet

MiCl Program

Math K-5

Week 9: June 8 – 12, 2020
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 1/2, 1/3, and 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).

<table>
<thead>
<tr>
<th>Activity</th>
<th>Do</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Unit 4/Lesson 5</td>
<td>Page 53</td>
</tr>
<tr>
<td>Day 2</td>
<td>Unit 4/Lesson 5</td>
<td>Page 54</td>
</tr>
<tr>
<td>Day 3</td>
<td>Unit 4/Lesson 5</td>
<td>Page 89 (Extra Practice)</td>
</tr>
<tr>
<td>Day 4</td>
<td>Unit 4/Lesson 5</td>
<td>Attachments</td>
</tr>
<tr>
<td>Day 5</td>
<td>Unit 4 Review</td>
<td><a href="https://www.coolmath4kids.com/">https://www.coolmath4kids.com/</a></td>
</tr>
</tbody>
</table>
# Unit 4-Lesson 5

| 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  
<table>
<thead>
<tr>
<th></th>
<th>2. Students will identify and understand new vocabulary</th>
</tr>
</thead>
</table>
| Vocabulary       | Review:  
|                  | skip counting, ones block, tens rod, greater than, less than  
|                  | New:  
|                  | Fraction (a number such as ½ that names a part of a whole)  
|                  | One-half (1 of 2 same-sized parts of a whole; ½)  
|                  | One-third (1 of 3 same-sized parts of a whole; 1/3)  
|                  | One-fourth (1 of 4 same-sized parts of a whole; ¼) |
| 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           | - 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: 1/8, 3/8, 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     | - 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/](https://www.coolmath4kids.com/) for activities to review the math skill and concepts practiced over the last 9 week.
Lesson 5 Identifying Fractions

Getting Started

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

2. Shade \( \frac{1}{4} \) of the circle blue.

3. Shade \( \frac{1}{2} \) of the circle yellow.

Guided Practice

4. Draw a ring around each shape that shows \( \frac{1}{3} \).

5. Shade \( \frac{1}{4} \) of the circle blue.

Shade \( \frac{1}{2} \) of the circle yellow.
Independent Practice

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

6. 

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

7. 

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

8. 

Shade \( \frac{1}{3} \) of the shape.

9. 

Shade \( \frac{1}{4} \) of the shape.

10. 

### Fraction Fun Match-Up Cards

<table>
<thead>
<tr>
<th>Fraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Fraction Card 1]</td>
</tr>
<tr>
<td>![Fraction Card 2]</td>
</tr>
<tr>
<td>![Fraction Card 3]</td>
</tr>
<tr>
<td>![Fraction Card 4]</td>
</tr>
<tr>
<td>![Fraction Card 5]</td>
</tr>
<tr>
<td>![Fraction Card 6]</td>
</tr>
<tr>
<td>![Fraction Card 7]</td>
</tr>
<tr>
<td>![Fraction Card 8]</td>
</tr>
<tr>
<td>![Fraction Card 9]</td>
</tr>
<tr>
<td>![Fraction Card 10]</td>
</tr>
</tbody>
</table>

**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)
- quarters (4 parts)
- halves (2 parts)
- quarters (4 parts)
- halves (2 parts)
- fifths (5 parts)
- thirds (3 parts)
- eights (8 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)
- Eighths (8 parts)
- Fifths (5 parts)
Coloring shapes to show fractions

Grade 1 Fractions Worksheet

Color in the fraction shown of each shape.

1. Circle, 1/2
2. Square, 1/4
3. Triangle, 1/2
4. Circle, 3/8
5. Circle, 2/4
6. Circle, 3/4
7. Triangle, 1/3
Coloring shapes to show fractions

Grade 1 Fractions Worksheet

Color in the fraction shown of each shape.

- Circle divided into 2 parts, color 1 part to show \( \frac{1}{2} \)
- Diamond divided into 4 parts, color 2 parts to show \( \frac{2}{4} \)
- Triangle divided into 2 parts, color 1 part to show \( \frac{1}{2} \)
- Circle divided into 8 parts, color 3 parts to show \( \frac{3}{8} \)
- Square divided into 4 parts, color 1 part to show \( \frac{1}{4} \)
- Triangle divided into 3 parts, color 1 part to show \( \frac{1}{3} \)
- Rectangle divided into 4 parts, color 2 parts to show \( \frac{2}{4} \)
- Circle divided into 4 parts, color 3 parts to show \( \frac{3}{4} \)