Fun with Math at Home!!!

Here are some fun activities for you and your child to practice at home! *Make sure to scroll down to see attached printable materials.*

- ★ Telling Time - All first graders need practice with telling time on an **analog clock**. First graders are responsible for mastering time to the whole hour and half hour. If you have an analog clock at home, this is a great time to practice!
    - ○ Which hand is the hour hand? Which hand is the minute hand?
    - ○ How many minutes are there in an hour? (practice counting by fives to 60)
    - ○ Build a "Whole Hour" time. Ask your child to tell you the time, "It's 4 O'clock!" Write the time: "4:00" and/or "4 O'clock."
    - ○ Build a "Half Hour" time. Ask your child to tell you the time, "It's 4 Thirty!" Write the time: "4:30" and/or "4:30."
    - ○ What happens to the hour hand when it's 4:30? Why is it halfway between the 4 and the 5?
    - ○ In Grade 2, your student will be expected to know the time to the nearest 5 minutes. If the hour and half hour time periods are mastered, practice telling time to the nearest five minutes and beyond!
- ★ Money
    - ○ These days, children do not see a lot of "real coins." Grab a handful and practice!
    - ○ Ask your child to identify each coin and tell its value.
    - ○ Ask your child to "Make a trade" of 5 pennies for a nickel, 2 nickels for a dime, etc.
    - ○ Challenge your child to count coins of different values.
    - ○ Play "store" with your child with real coins. Practice adding and subtracting scenarios by writing equations using the cents symbol.
- ★ 120's Chart
    - ○ Look for patterns in the 120 chart. Notice what happens to the ones. Notice what happens to the tens.
    - ○ Ask your child to quickly find different numbers on the chart using patterns they know.
    - ○ Point to a number and ask your child to read it. Then, ask, "What digit is in the ones (tens, hundreds) place?"
    - ○ Ask your child to write the numbers 1-120 and look for patterns.
    - ○ Ask your child to tell you 1 more, 1 less or 10 more, 10 less than any number.
    - ○ Count backwards!
- ★ Base 10 Blocks ("Hundreds, Tens and Ones")
    - ○ Ask your child to build a 2-digit number with 10 rods and unit cubes.
    - ○ Use the 10 rods to figure out 10 more/less, 20 more/less, etc.
    - ○ Use the unit cubes to figure out 1 more/less, 2 more/less, etc.

120 Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Practicing with the 120 Chart

- Ask your child to count by tens. Does he/she notice the pattern?
- Point to a number and have your child identify it. Ask how many tens? How many ones? How many hundreds?
- Say a number and ask your child to find it and circle it with an Expo marker.
- Pick any number. Ask your child to find 10 more, 10 less, 1 more, 1 less.
    - What happens to the number in the tens place if you add/subtract 10?
    - Look for the patterns on the 120 chart.
    - Work towards your child being able to tell you these numbers WITHOUT using the 120 chart.
- Start with a one digit number and ask your child to skip count by tens. For example 5...15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115.
    - Look for the patterns on the 120 chart (What happens to the number in the tens place? Does the number in the ones place change?)
    - Work towards your child being able to tell you these numbers WITHOUT using the 120 chart.
- Extra!!
    Ask your child to count by fives. Does he/she notice the pattern?
    - Skip count by twos. Does your child see a pattern?

Blank 120 Chart