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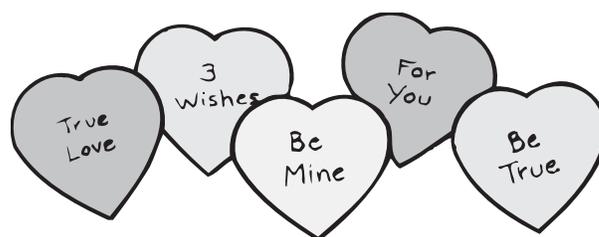
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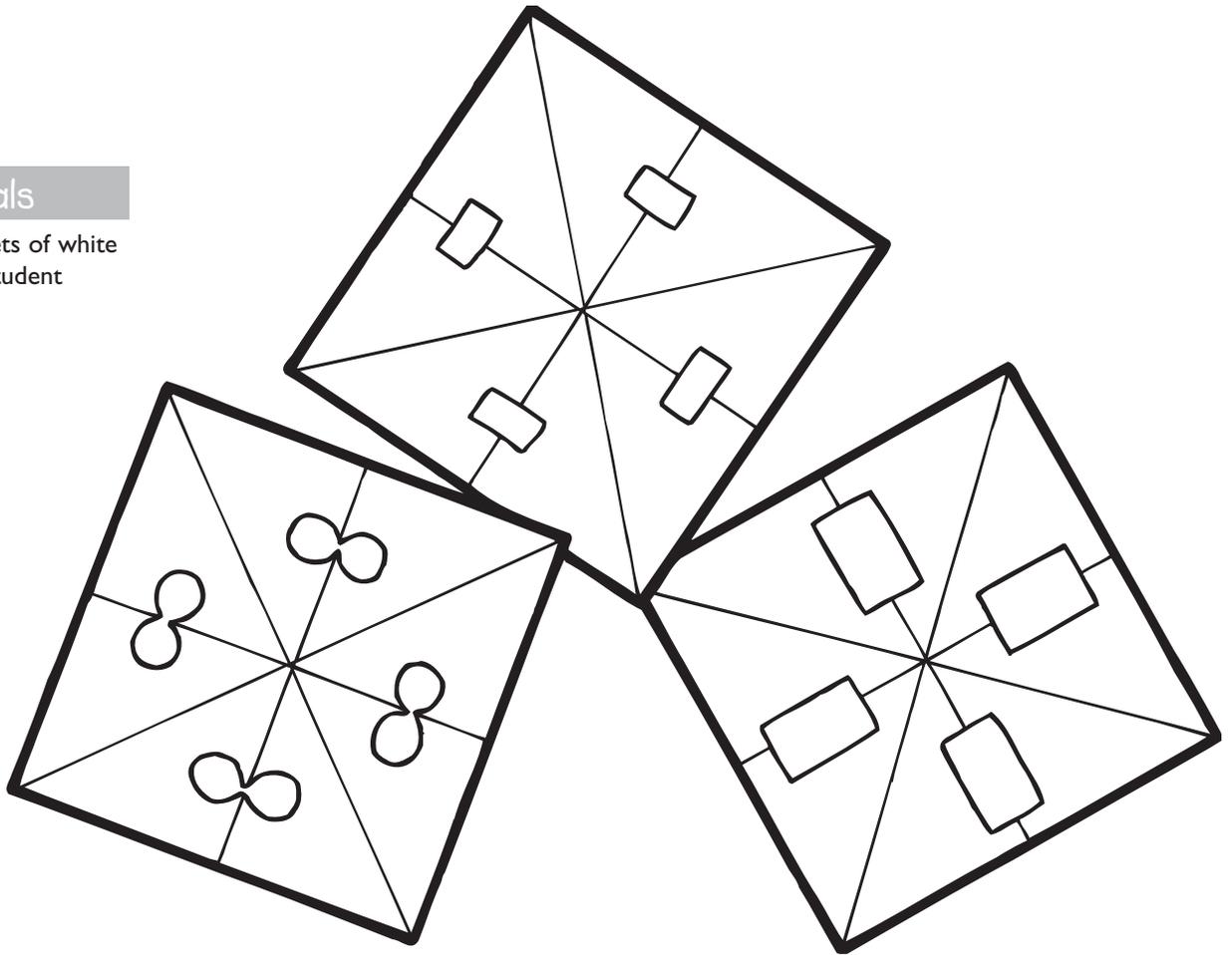
Skills

geometric shape review

Snowflake Geometry

Materials

2 or 3 9" x 9" sheets of white paper for each student
scissors
pencils



Directions

1. Review basic geometric shapes (circle, square, rectangle, triangle) on the board.
2. Hand out paper squares and have students fold them together into triangles three times.
3. Ask students to draw a square on the folded edge. (Circulate to check their work.)
4. Ask students to draw a circle as close to the folded edge as possible. (Circulate to check.)
5. Ask students to draw a rectangle along the folded edge. (Circulate to check.)
6. Ask students to draw a triangle along the folded edge. (Circulate to check.)
7. Let the students choose other shapes to draw along the folded edge.
8. Demonstrate how to cut out the shapes.
9. Let the students cut out their shapes.
10. Unfold the papers for snowflakes to enjoy!
11. Let students make additional snowflakes for display.





Skills

liquid measurement
dividing in half
acting out a story
problem
subtraction

Materials

10 miniature marshmallows per student (one bag for the group)
ready-to-drink hot chocolate mix (a cup for each student)
Styrofoam™ cup for each child
measuring cup
chalkboard and chalk

Hot Chocolate



Liquid Measurement Demonstration

Directions

1. Gather students around you on the floor.
2. Ask if any of them help cook at home and have used a liquid measuring cup (show them the cup). Discuss their experiences briefly.
3. Fill the measuring cup with hot chocolate mix to the one cup line. Have a student read the cup, telling the class how much hot chocolate mix is in the cup.
4. Pour the hot chocolate mix back into the original container until $\frac{1}{2}$ cup is left.
5. Ask students to read how much is left in the cup.
6. Show everyone the $\frac{1}{2}$ -cup mark.
7. Review the one cup and $\frac{1}{2}$ -cup marks. Ask students how many $\frac{1}{2}$ cups would fit in one cup. (two) Have them explain how they know this is true.



Marshmallow Story Problems (Act It Out!)

Directions

1. Have students return to their seats.
2. Pour everyone a cup of hot chocolate (only slightly hot).
3. Give each child 10 miniature marshmallows.
4. Explain that they will practice subtraction facts with their marshmallows.
5. Have the students divide their piles of marshmallows in half.
6. Discuss how many are in each pile. Write the following on the board: $\frac{1}{2}$ of 10 = 5.
7. Have the students put five marshmallows aside. They can use the other five to act out the following problem.
8. Say: "One day Jessica had five marshmallows. She put three in her hot chocolate. How many did she have left?" (two) (Students put three marshmallows into their hot chocolate and answer "two.") Write $5 - 3 = 2$ on the board. Say: "Jessica put two more marshmallows in her hot chocolate. How many did she have left?" (Students act out the problem and answer "zero.") Write $2 - 2 = 0$ on the board.
9. Have students get their other five marshmallows ready.
10. Say: "Teddy got five marshmallows. He ate two. How many did he have left?" (Students eat two and say "three.") Write $5 - 2 = 3$ on the board. Say: "Teddy ate three. How many did he have left?" (Students act it out and say "zero.") Write $3 - 3 = 0$ on the board.
11. Let the class enjoy their hot chocolate!





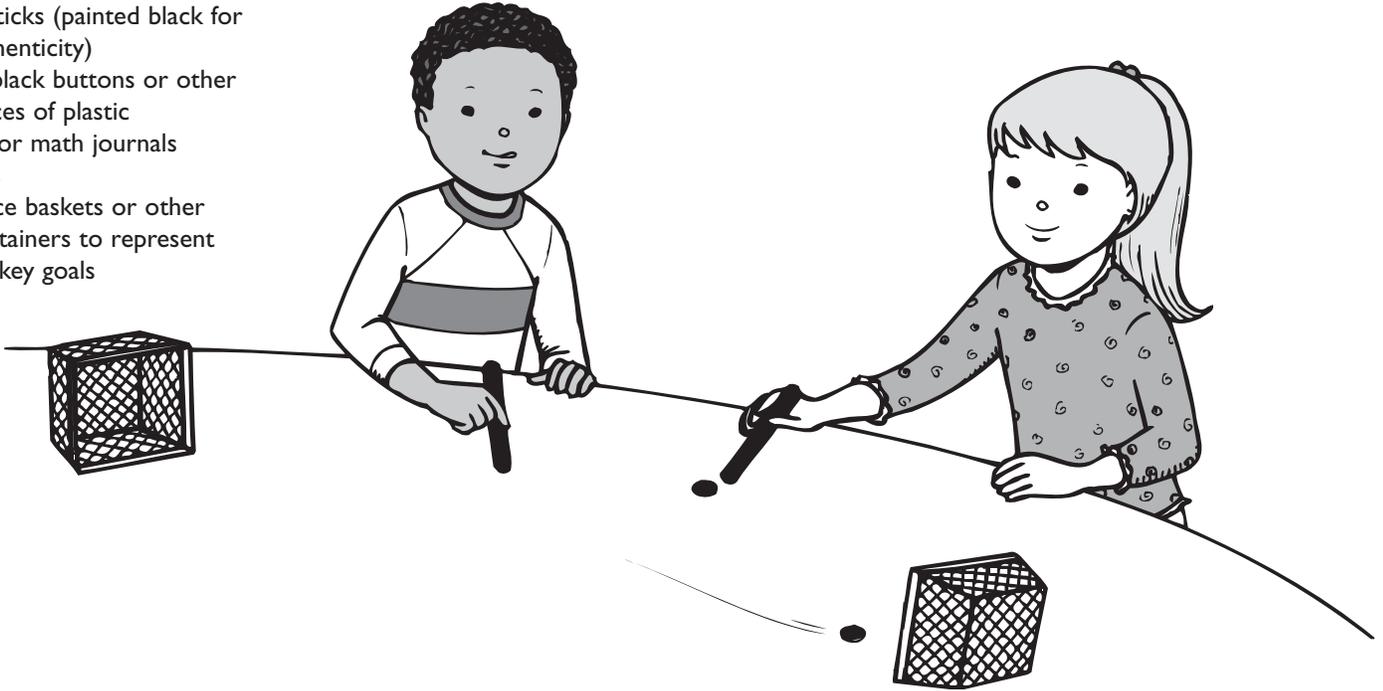
Skills

addition
column addition

Hockey Game with Addition

Materials

craft sticks (painted black for authenticity)
small black buttons or other pieces of plastic
paper or math journals
pencils
produce baskets or other containers to represent hockey goals



Directions

1. Ask if anyone has seen a hockey game. Allow time for sharing. Talk about how points are scored (one point per goal).
2. Tell the class they are going to practice addition facts by playing a pretend hockey game.
3. Show the craft stick “hockey sticks,” plastic “pucks” and container “goals.”
4. Explain that goals are worth two points. Students must set the goals about two feet apart on the floor or on tables. They play in pairs, taking turns to try to hit the puck into the goal. Both students keep track of all points earned. They add up their scores, counting by twos when you give the signal (flicking the lights off and on). The student with the most points wins the game.
5. Flick the lights and tell them in the next game, goals are worth five points. Let them play and record scores as before.
6. Before the third game, flick the lights again and tell students that goals are now worth 10 points. Let them play as before.
7. At the end of the last game, have students work together to add up each player’s points from all three games.
8. Circulate, check and help as needed.

