



September Math Newsletter

Math Outcomes:

- Count by 2's, 5's and 10's up to 100 (forwards and backwards)
- Count by 25's up to 100 (25, 50, 75, 100 – ex: Using money)
- Represent and describe numbers to 100 (ex: for 14, I could write out the word, draw 14 of something, say $28 - 14 = 14$, I could say $5 + 9 = 14$, use tally marks, rods & units, etc.)
- Compare and Order Numbers to 100 (greater than, less than, putting them in ascending and descending order)
- Illustrate numbers to 100 (Ex: different ways of showing the number with base-ten blocks. 43 can be shown with 3 tens and 13 ones, or 4 tens and 3 ones, etc.)
- Apply mental math strategies – Doubles (Ex: If I know that $6+6=12$, then $7+6$ is one more, so it would be 13) and Making 10 (Ex: $8+6$ – Think $8 + 2 + 4$; $8 + 2 = 10$, then $10 + 4 = 14$).

Games to help with these outcomes:

- Have math-related conversations with your child in the kitchen or around the house. For instance, while baking cookies, you could ask the child to estimate how many chocolate chips would be used. Another example would be, if you have a container, you could ask 100 of what object around the house would fill the container – paper clips? blocks? apples? Or you could say there are 17 apples in the fridge. If I ate two apples, how many would be left?
- Play “What’s in the Can?”. Tell the student that you are going to drop nickels (or dimes or quarters) into a can. Have the student listen as the coins drop and count to find the total. As an extension, tell the student that there is, for example, 45 cents in the can. Tell him/her that you are going to add nickels (or dimes) and ask him/her to keep track to find the total.
- Rolling two dice together and finding the sum.
- Playing “war” with cards. Split the deck in two, each person takes one half. Each player flips a card, the first one to say the correct sum of the two numbers gets to keep the cards. Whoever has the most cards at the end (or whoever gets the entire pile first), wins.
- Make 10 fish – Played like go fish, but instead of making pairs, you make 10.
- Play “war” with cards, with a deck of cards you make that have numbers up to 100. Instead of doing the sum of the cards, the larger number (or smaller number) wins the two cards.
- Pick five numbers between 1 and 100 and write them onto paper squares. The child must place them in order from least to greatest or greatest to least and explain how they knew which one was larger/smaller.
- Give students three number cards (ex: 2, 5, 9) and have the child arrange the cards to make the greatest number and the least possible number
- Play “Guess My Number” - Use greater than, less than, is equal to in the response (e.g., “Is your number 68?” “No. My number is greater than that.”). Continue the game until the number is guessed and then change roles and have the other partner guess.