

Sube Activities

5. Read the sentence starter at the bottom of the page. Encourage students to use adjectives to describe their building. "When you are finished drawing your building, I want you to describe it at the bottom of your paper."
6. If time permits, allow students to color in their building before writing so that they can use color words in their descriptive sentences.
7. Have students come up to the front of the room to show off their drawings and read their descriptions aloud. "My building is my father's office. He works in a tall building. It has large glass windows and blue rectangular doors."

Version #2: Unit Review

1. At the top of an placemat-sized sheet of paper, draw five to seven shapes.
2. Leave the center of the page blank so that students can draw there.
3. At the bottom quarter of the paper, draw lines for students to write on.
4. Using these shapes, students should draw pictures relevant to the unit(s) being studied, e.g., for Food, have them draw their favorite foods and then write about them. "My favorite food is pizza. It is shaped like a triangle." For Verbs, they could characterize the shapes and make them move. "The triangle is doing a cartwheel. The square is roller skating."

Suggestions

If necessary, model drawing a building for the students. Have them call out shapes for you to use while drawing. "Leah, tell me a shape. I will use the square as the base of my building."

Ordinal Numbers

Skills: Ordinal number recognition and sequencing, fine motor, vocabulary development

Students will review the ordinal numbers (1st and first) before cutting and pasting them in the correct order. Focus is on 1st through 12th. This activity goes with the Places unit.

Preparation

1. On twelve pieces of 3" x 5" card stock, write the ordinal numbers 1st to 12th.
2. Bring out scissors, glue or tape, pencils and crayons.

Materials

- Enough copies of the **Ordinal Numbers** sheet for the whole class (Appendix p. App-39).

Version #1

1. Review ordinal numbers with the class.
2. Read the **Ordinal Numbers** sheet to the students and model the first place. "Put your finger on the school bus. The bus is in front of the school. The first place Li traveled past was the school."
3. Have students glue each slip of paper with the ordinal numbers beneath each place. "Glue the slip of paper (2nd) under the library."
4. Continue to model a few more places or complete the sheet together as a class. "Walk your fingers down the road. What is the next place the bus will pass?"

Suggestions

1. For younger students, tape the numbers along the bulletin board for them to refer to while completing the sheet.
2. For more advanced students, write the ordinal number words on the back of the index cards. Tape the cards to the board and have them write sentences for each place. "First, we passed the school. Second, we saw a large library on the right."

Version #2

1. Bring tape, markers and travel magazines of people in different places: the beach, skiing in the mountains, an amusement park, etc. Have students each cut out two places they would like to go to, then sit around a large sheet of butcher paper. With the marker draw the map as illustrated in the Version #1 worksheet. Pretend that the class is going on an imaginary vacation where anything is possible. "Where should we go first?" Each student gets a turn to respond, e.g., "I want to go to the amusement park first!" Tape the student's picture in the first position. "What is the second place we should visit?" Continue until everyone has had a turn. When complete encourage dialogue about this crazy and wonderful vacation that the class has taken with their imaginations.

Constructing with Fractions

Skills: Identifying fractions, listening skills, fine motor, vocabulary development

Students will learn about fractions and then create their own fraction manipulatives.

Preparation

1. Bring out pencils, scissors, and crayons or markers.
2. Make copies of the **Constructing with Fractions** sheets (Appendix pp. App-33, App-34, App-35).

Materials

- One apple, one orange, one banana
- (Optional) Manipulative fraction pieces (store-bought pieces of plastic or wood)
- Poster board, poster board or card stock paper

Version #1: Introduction

1. Introduce the concept of fractions with the fruit. "Who likes to eat apples? Can two people eat one apple? When you share, do you give yourself the bigger piece?"
2. Cut the apple into two pieces for halves. "To share this apple with Lana, I cut it down the middle. Now we each have the same size piece. One for her and one for me. We both have half or one half of an apple."
3. Cut the banana into three equal parts for thirds. "When three people share a banana, they each get the same size piece. One piece for Ryan, one for Maya, and one for me. We each have one third of a banana. If I give my piece of banana to Maya, she will have two. Now Ryan has one third and Maya has two thirds."
4. Cut the orange into four equal pieces for fourths. "I like to cut my orange into four pieces before I eat it. If I eat all four pieces, I eat four fourths or one whole orange. If I give Jorge a piece of orange and keep three, he has one fourth and I have three fourths. If I give him another piece, we both have two fourths. Two fourths is the same as one half."

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Version #2: Halves, Thirds, Quarters

1. Hand out copies of **Constructing with Fractions #2** sheet (Appendix p. App-33).
2. Have students cut out the fraction pieces that you want to work on. "Cut out the whole circle and the circle divided into halves."
3. Then, have them trace the circles and their pieces onto poster board or thick paper. "Use your pencil to trace the shape."
4. After that, instruct them to cut out the pieces and label them. "Cut the second circle into halves. Cut it into two equal pieces and label each piece $\frac{1}{2}$."
5. Have them continue to cut out the thirds and quarters fraction template pieces until they have their own set of fraction manipulatives.
6. Have students use manipulative fraction pieces to practice making fractions. "Who can show me one half? Everyone put two halves together to make a large circle. Now take one piece away. How much is left of the circle?"

Version #3: Fifths, Sixths, Eighths

Follow the directions for version #2 using the fifths, sixths and eighths circle templates from **Constructing with Fractions #3** sheet (Appendix p. App-34).

Version #4: Pentagon, Hexagon, Octagon

1. Expand the idea of fractions using five-, six- and eight-pointed shapes like the pentagon, hexagon and octagon. (Each piece has the same size triangles within it.)
2. Hand out copies of **Constructing with Fractions #4** sheet (Appendix p. App-35) with the pentagon, hexagon and octagon.
3. Have students cut out the fraction pieces, trace them onto poster board or thick paper, and then label each piece.

Suggestions

For individual practice, give students seven rectangular pieces of paper and have them divide six of the pages into two, three, four, five, six and eight pieces. Use different colored paper and shapes for each fraction, e.g., a blue rectangle for two halves, a yellow rectangle for three thirds, and a red rectangle for four quarters.

Fractions with Circles

Skills: Identifying fractions, listening skills, fine motor, vocabulary development

Students will color the activity page and identify each fraction. Focus on halves, thirds and quarters.

Preparation

1. Bring out pencils, crayons and markers.
2. Make copies of **Fractions with Circles** (three pages, Appendix pp. App-30, App-31, App-32).
3. Bring out manipulative fraction pieces.

Materials

- Manipulative fraction pieces (store-bought pieces of plastic or wood, or the ones made in **Constructing with Fractions** (Activities p. Act-53))

- Enough copies of the **Fractions with Circles** sheets for the whole class

Identifying Halves, Thirds, Quarters

1. Review fractions using manipulative fraction pieces.
2. Place worksheet in front of the students and guide them through coloring each fraction. "The first picture is one whole circle. Let's color the whole circle blue."
3. Point to the next circle and explain why it is in halves. "The next circle is divided into two parts. Color one half, or one of the two pieces, red."
4. Depending on the level of the group, continue to guide the students through each shape on the activity page or let them complete it independently.

Identifying Fifths, Sixths, Eighths

1. Review the concept of fractions with manipulative fraction pieces. "This circle is divided into six pieces. There are also six sides to a hexagon. If I divided the hexagon into six pieces, I would have six triangles of equal size."
2. Place the worksheet in front of the students and guide them through numbering and coloring each fraction. "The first picture is one fifth. Number each piece (1, 2, 3, 4, 5). There are five equal parts."
3. Depending on the level of the group, continue to guide students through each shape on the activity page or let them complete it independently.

Suggestions

Have students create their own fraction worksheets to give to a partner to complete. Ask them to draw circles and instructions on to a blank paper following the format of the **Fractions with Circles** worksheet. They can add squares and other shapes when they are ready. Then have them trade worksheets with their assigned partner and complete the worksheet. Encourage dialogue and have students share their experiences when complete.

Fractional Parts

Skills: Identifying fractions, listening skills, fine motor, vocabulary development

Students will decide what fractional part of food, places, or shapes to color. These activities go with Food, Places and Shapes units.

Preparation

1. Bring out pencils and crayons.
2. Bring out manipulative fraction pieces from **Constructing with Fractions**, and related vocabulary cards.
3. Bring out **Fractional Parts** worksheets for Food, Places and Shapes.

Materials

- Enough copies of the **Fractional Parts** sheets for the whole class (Appendix p. App-36).

Fractional Parts: Food

1. Draw one circle on the board. "This is a whole cookie."
2. Draw a line through the cookie, dividing it in half. "There are two halves now. I can eat one half and share one half with a friend."

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3. To the side, draw two squares. "These are two sandwiches."
4. Circle one of the sandwiches. "If I eat one sandwich, then I have eaten half of the sandwiches."
5. Continue to demonstrate until the students realize what fractional parts are, e.g. draw a circle with fourths and color in one fourth. Then, draw four cookies and circle one of the four cookies.
6. Place the **Fractional Parts: Food** worksheet in front of the students and guide them through it. "The first number is one half ($\frac{1}{2}$). There are two apples and we are going to color half of the apples red. How many should we color in?"
7. Model the activity until the students can complete it independently.

Fractional Parts: Places

1. If you have not done lesson one, follow steps 1-5 from above. Otherwise, review fractional parts with two to three additional samples on the board.
2. Hand out the **Fractional Parts: Places** worksheet to the class and guide them through it. "The first number is one third. I see three vehicles. If we colored one third of the vehicles blue, how many would we color?"
3. Review the concept of one whole. "Even though we colored one third of the vehicles blue and two thirds of the vehicles red, we colored all of the vehicles. Three thirds ($\frac{3}{3}$) is the same as one whole."

Fractional Parts: Shapes

1. If you have not done lesson one or two, follow steps 1-5 from above. Otherwise, review fractional parts with two to three additional samples on the board.
2. Place the **Fractional Parts: Shapes** worksheet in front of the students and guide them through it. "The first number is one fifth. I see five ovals. If we colored one fifth of the ovals blue, how many would we color?"

Suggestions

Have students create their own fraction worksheets to give to a partner to complete. Make copies of the **Activity Book Vocabulary** page corresponding to the theme you are working on. These pages contain little pictures of the vocabulary words. Ask them to cut and glue pictures onto blank paper following the format of the **Fractional Parts** worksheets. Then have them trade worksheets with their assigned partner and complete the worksheet. Encourage dialogue and have students share their experiences when complete.

More or Less Than

Skills: Counting, comparing number values, vocabulary development

Students will circle the > or < symbol to show more or less than. This activity goes with the House unit.

This activity can be adapted for any unit to incorporate new vocabulary.

Preparation

Bring out pencils and buckets of items.

Materials

- Enough copies of the **More or Less Than** sheet for the whole class (Appendix p. App-17)
- Two buckets or cups of blocks, toys or water

Instructions

1. Introduce the concept of greater than and less than to the class using two unequal buckets of blocks. “Look at the buckets. One bucket has more blocks in it than the other. Who can come up and hold the bucket with more blocks in it? Who can hold the one with less blocks?”
2. Have the other students take turns coming up and removing/adding toys from one bucket to the other. “Josh put six blocks in Kara’s bucket. Now Ryan only has one block left. Who is holding the bucket with less toys in it now?”
3. Have the students return to their seats and hand out the **More or Less Than** sheets.
4. Explain that the symbols always face the bigger number. “Think of a bear’s mouth. The bear wants to eat as many fish as he can. Always face the mouth towards the largest number.”
5. Model how to do the worksheet by drawing similar pictures on the board or chart paper. “On the left are four circles. On the right are six circles. Who can come up to draw the mouth facing the largest number of circles.”
6. Have the students complete the worksheet on their own.

Suggestions

1. For younger students, give out number lines or write the numbers along the bulletin board for students to refer to while completing the sheet.
2. Have advanced students draw their own problems and then switch papers to solve a classmate’s problems.

Roll, Write and Add

Skills: Number recognition, counting, basic computation, cooperative learning

Students will work in small groups to create and solve basic math problems using dice.

Preparation

1. Bring out pencils and crayons.
2. Bring out dice or blocks with number stickers on them.
3. Review number recognition and basic computation skills before starting this activity.

Materials

- Enough copies of the **Roll, Write and Add** sheet for the whole class (Appendix p. App-25)

Version #1

1. Divide students into small groups of two or three.
2. Give them two dice with numbers or dots on them.
3. Have them roll the dice and write the number in each box on the activity sheet. “Drop the dice onto your desk. The two numbers facing up are the numbers you will write in the squares.”
4. Then, have them place a plus sign (+) in the circle. “Place a plus sign in the circle and add up the two numbers.”
5. Explain that to find the total, they add up the two rolled numbers. “If you rolled a 3 and a 5, then add those two numbers up. What is 3 + 5?”

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Suggestions

1. For younger students, hand out number lines for students to refer to.
2. Have additional sheets available for students to work on individually.

Version #2

Place stickers or tape on the die and write larger numbers on them for students to add.

Version #3

Have advanced students place different operation signs (subtract, multiply or divide) in the circle to calculate.

Bigger, Smaller

Skills: Contrasting measurement, vocabulary development, fine motor

Students will review school vocabulary by selecting objects that are the bigger and smaller. This activity goes with the Places unit.

Vocabulary

Pencil, desk, student, teacher, bus, backpack, ruler, notebook, pen

Materials

- Enough copies of **Bigger, Smaller** sheet #1 and #2 for the whole class (Appendix p. App-26)
- Realia items: a pencil, desk, backpack, ruler, notebook, and pen

Version #1

1. Review vocabulary with the students. Use the realia items to assist you. "This is a pencil. What color is the pencil?"
2. Hold up two of the realia items and compare their size. "In my left hand is a notebook. In my right hand is a backpack. Which one is the bigger?"
3. After comparing a few items, have students look around the room to find things smaller and bigger than each other.
4. Place **Bigger, Smaller** worksheet #1 in front of the students and have them circle the bigger and smaller items. "Look at number 1. What two items are in that row? Which one is bigger, the pencil or the desk?"

Version #2

Using **Bigger, Smaller** worksheet #2, have students draw their own pictures for different units to show things that are bigger and smaller. Encourage students to use comparatives, e.g., "This square is smaller than the triangle."

Version #3

Introduce biggest and smallest when the students are ready to compare three items. On a blank sheet of paper, have them draw three items and circle the item that is the biggest. Ask students to stand in front of class and describe their drawings, e.g., "My socks and shoes are smaller than my pants. My pants are the biggest item."

Grid Play

Skills: Graphing coordinate pairs, vocabulary development, fine motor

Students will place the words or pictures onto appropriate grid coordinates. These activities go with the Verbs, Body and Shapes units.

Preparation

1. Choose one of the themes: Verbs, Body or Shapes.
2. Bring out Flashcards for appropriate theme. For Body, you can also point to your own hand, foot, etc.
3. Bring out enough scissors, glue and markers or crayons for the whole class.
4. Copy the **Vocabulary Grid** sheet (Appendix p. App-28) and either the **Verb Cubes**, **Body Cubes** or **Shape Cubes** (Appendix p. App-29)—depending on which subject you are working on.

Vocabulary Grids

1. Review Flashcards with the students for the appropriate theme: Verbs, Body or Shapes. For example, hold up each card and say aloud to the class what the card shows, and ask the students to find it on their **Cubes** page.
2. Have students cut out the Verbs, Body or Shapes cubes on their **Cubes** page. You can explain: “At the bottom of the page, cut out the cubes with the words/pictures in them and lay the pieces out on your desk.”
3. Explain the grid to the students: “The left side has numbers from 1 to 5 going up the grid. Touch the left side of the grid. The bottom of the grid also has numbers from 1 to 5. Touch the bottom of the grid. You are going to take a cube you have cut out, and place it onto the grid where I tell you to.”
4. Explain how to graph coordinates: “A grid has many different boxes. Each box has its own address. Find the first number that I say, across the bottom of the grid, and place your finger on it. For the second number that I say, take that finger and count that number of boxes up the grid: you will be starting from the bottom with the box above your first number. Then you will be on the correct box on the grid.”
5. Call out the coordinates’ numbers using the lists found below, and remind them how to count to find the correct coordinate box. For example: “Place the word ‘buys’ at 2 (pause) and 4. That means you go across the bottom to number two and then count up four boxes.” Have the students place their cube in the grid as you go around checking and helping them.
6. Once the students have placed all the cubes into their grids and you have checked them, they can glue them into place and color them in.

Suggestions

Have students cut out all of the pieces before you start calling out the coordinates. This way they are focused solely on the math aspect of the activity.

Vocabulary Grids: Verbs

The Verbs activity is designed for students who are able to recognize and read written words.

1. Review the Verbs Flashcards with the students, e.g. hold up the card of the bird singing and say: “The bird sings.” Ask students to find the correct verb on their **Cubes** page.
2. Follow directions for numbers 2–6 from above **Vocabulary Grid** instructions, using the following coordinates: