Number Sense Calendar Activities

Activity	What it looks like in the…			MAFS and associated questions			Related SMPs
	Concrete	Representational	Abstract	Kindergarten	1st Grade	2nd Grade	
Building a ten Number Relations	Students put beads on ten frame to represent day. On days when a ten is made, beads go on pipe cleaner. Example:	Students color in ten frame to represent day of month. Example:		**OA.1.3** *(Look at incomplete ten frame to see how students arranged the beads)* How did you make the number ___ today? **OA.1.4** How many more do you need to make 10? **NBT.1.1, CC.2.5** How many do you have? *(Ex: 25 as 20 and 5)*	**OA.3.6** *(Look at incomplete ten frame to see how students arranged the beads)* How did you make the number ___ today?	**NBT.1.1** *(Student builds number with ten rods and blocks/beads and pipe cleaners)* How many do you have? *(Prompt student to count by tens and ones.)*	1, 2, 3, 4, 5, 7, 8
Writing in days on calendar Number	*See ten frame with beads activity in the concrete.*	*See Building a ten activity in the representational.*	Write in date. Modification: Students trace numbers. K picture 2nd picture	**CC.1.3** How do we write ___?	**NBT.1.1** How do we write___?	**NBT.1.3** What would the number __ look like using base-ten numerals? Using number names? Using expanded form? *(Students write date on calendar)*	2, 7, 8

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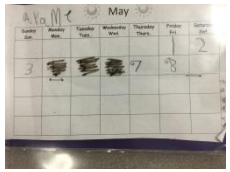
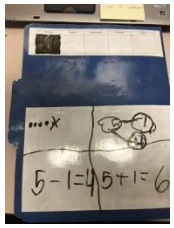
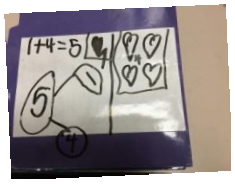
Story problems about the calendar Number Operations	Student puts beads on the days. 	Color in days on calendar. 	K: Students are able to count on. 1st & 2nd: Students are able to do the operation in written form or solve in their head and explain what they did. Example: 16+ __ = 31	**CC.1.2** On what day will ___ birthday fall? *(The date is the 10th, the students birthday is on the 16th. The students start on the 10 and count, 11, 12, 13, 14, 15, 16.)* **CC.1.3** On what day is the __? *(The 5th is on a Tues.)*	**OA.3.5** How many days would it be until the ___ day in the month? How many days ago was the ___? How did you figure that out? *(looking for student to say they counted on or back)*	**OA.2.2** If today is the __ how many days will it be until I get to the end of the month? *(Looking for student to solve problem in their head or write out an operation.)* **NBT.2.5** If today is the __ day of this month how many days until we get to ___? *(Looking to see if students can solve problem using place value strategies, properties of operations, and/or addition or subtraction)*	1, 2, 3, 4, 6, 7, 8
Fluency through 5 by coloring in a 5 frame Relations Operations	Student uses beads to decompose the number 5 based on the number of boxes colored in. 	Student draw a picture to decompose the number 5 based on the number of boxes colored in. 	Student writes an equation to decompose the number 5 based on the number of boxes colored in. 	**OA.1.5** How did we make five? **OA.1.1** How could you represent the five frame today? *(Equation, part/part/whole web, picture)*	**OA.4.7** *Explore the meaning of the equal sign by using a balance. Put five of the same object in one side of the balance. On the other side put the number of objects to represent either the days colored in or not colored in.* Ask students how many more they would need to make the balance equal? *Have students represent what you did on their folders.*	*Use with 2nd grade student for remediation purposes as needed.*	1, 2, 3, 4, 6, 7, 8
Identify and organize the quantity of days Relations	Move tens to the left side of folder (tens side) and the ones to the right side (ones side). 	*See building a ten activity in the representational.*	Writing out amount of tens and ones. 	**NBT.1.1** How many do you have? *(Ex: 25 as 20 and 5)*	**NBT2.2** How many tens do you have? How many bundles of ten do you have? How many do you have? *(25 as 20 and 5 OR 25 as 2 tens and 5 ones *how a child answers will depend on where that child is developmental with place value)* How else could you	**NBT1.1** *(Student builds number with ten rods and blocks/beads and pipe cleaners)* How many do you have? *(Prompt student to count by tens and ones.)* **NBT1.3** Write how tens and ones you have.	1, 2, 3, 4, 7, 8

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					decompose this number? *(students take beads off pipe cleaners and explore how to decompose the number in different ways-ex: 24 can be decomposed into 2 tens and 4 ones or 1 ten and 14 ones)*		
Hundreds chart counting Number Relations Operations	Putting beads on hundreds chart.	Coloring in hundreds chart	Students counts on by 1's, by 5's and 10's. Students understand what the 3 digits of a number represent. (*Students understands there are 10 ones in a ten and 10 tens in 100 and are able to explain)*	N/A	**NBT.3.4** If I am at this number and I went up by ___ where would I be?	**NBT.1.1** *(When counting the days of school all together students will have 2 hundreds charts)* We have been in school for 148 days. How many hundreds, tens, and ones are in this number? *(Students may need to use hundreds chart to show in representational)* **NBT.1.2** If I am at this number and I went up by ___ where would I be? *(Students will count up by 1's, 5's, and 10's using the Hundreds chart)* **NBT.2.5** If today is the __ day of school how many days until we get to the __ day of school? *(Looking to see if students can solve problem using place value strategies, properties of operations, and/or addition or subtraction)*	2, 3, 5, 7, 8

Standards for Mathematical Practice	
1. Make sense of problems and persevere in solving them	5. Use appropriate tools statically
2. Reason abstractly and quantitatively	6. Attend to precision
3. Construct viable arguments and critique the reasoning of others	7. Look for and make use of structure
4. Model with mathematics	8. Look for and express regularity in repeated reasoning

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