

## First Grade Math Assignments for Learning Period 6

Week	Math Chapter and assigned lesson	Math Focus (Lesson Names)	Daily Calendar	IXL (Online Math)
Week 1	<b><u>Chapter 16:</u></b> Lesson 3 & Supplemental activities	* Comparing numbers to 100  * Greater than, Less than, and equal to (Lesson 59) <b>NOT IN MATH IN FOCUS</b>	<u>Calendar Activities</u> - Date - Days of the week -Months of the Year _ Counting (1, 2's, 5's, 10's)	Use it daily for 15 minutes to reinforce math skills taught
Week 2	<b><u>Chapter 17:</u></b> Lesson 1	*Addition without regrouping to 100	<u>Calendar Activities</u> - Date - Days of the week -Months of the Year _ Counting (1, 2's, 5's, 10's)	Use it daily for 15 minutes to reinforce math skills taught
Week 3	<b><u>Chapter 17:</u></b> Lesson 2	*Addition <b>with</b> regrouping to 100	<u>Calendar Activities</u> - Date - Days of the week -Months of the Year _ Counting (1, 2's, 5's, 10's)	Use it daily for 15 minutes to reinforce math skills taught
Week 4	<b><u>Chapter 17:</u></b> Lesson 3	* Subtraction without regrouping to 100	<u>Calendar Activities</u> - Date - Days of the week -Months of the Year _ Counting (1, 2's, 5's, 10's)	Use it daily for 15 minutes to reinforce math skills taught
Week 5	<b><u>Chapter 17:</u></b> Lesson 4	* Subtraction <b>with</b> regrouping to 100	<u>Calendar Activities</u> - Date - Days of the week -Months of the Year _ Counting (1, 2's, 5's, 10's)	Use it daily for 15 minutes to reinforce math skills taught
Week 6	<b><u>Review Week</u></b>	Review packet	<u>Calendar Activities</u> - Date - Days of the week -Months of the Year _ Counting (1, 2's, 5's, 10's)	Use it daily for 15 minutes to reinforce math skills taught

**Notes**

## Steps for Teaching a Math Lesson

### **Step 1: I DO...**

When teaching a new concept, always try and start the math lesson with an introduction on how to teach the concept. Using manipulatives, a white board and/or a blank piece of paper to teach the child first is a great way to introduce a new concept. The main goal is to show them what to do. Use the teacher's manual to give you ideas on how to introduce a new concept. In "I Do" you are not asking for their input to help solve the problem; you are completing the problem completely alone to show them the steps or thought process needed to solve the problem.

### **Step 2: WE DO...**

After you have given/worked through a few examples of how to do a math skill, help guide your child through the same process. You should be working through this process together. The more hands-on you can be, the better. Work through some example problems (either made up or from your workbook/textbook/teacher's manual) together until you feel your child understands the concept and is ready to try it independently on his/her own.

### **Step 3: YOU DO...**

This is the step where your child should have an opportunity to work through problems on his/her own. You may have to read the directions or questions to your child, but they should be the one showing how to solve the answer. If your child has mastered the concept, they should be able to complete the assigned work on his/her own. If your child is struggling with answering the questions/solving the problems, this is a sign that you may need to re-teach the concept again (either the same day or the next day).