

Do-Anytime Activities for Grade 1



These activities are easy and fun to do with your child at home, and they will reinforce the skills and concepts your child is learning in school.

Unit 1	<ul style="list-style-type: none">◆ Have your child help create a number line (0–15) outside with sidewalk chalk. Call out a number and have your child jump on that number. Make up directions such as “Hop to the number that is two less” or “Jump to the number that is four more.” Give a few more directions, and then have your child call out directions while you jump. If you don’t have chalk, use paper, crayons, and fingers.◆ Divide a deck of cards evenly between you and your child and put the cards facedown. For each turn, players flip their top card faceup and decide who has the larger number. That player collects both cards. Continue playing until the deck has been used. Play a second round, but have the player with the smaller number take both cards. You may assign points to Aces, Kings, Queens, and Jacks or remove them.
Unit 2	<ul style="list-style-type: none">◆ Have your child create tally marks in batches of five until you say “Stop.” Then skip count by 5s to see how many marks were written.◆ Let your child count the dollars and coins in your wallet. Together, brainstorm the items that you can buy.
Unit 3	<ul style="list-style-type: none">◆ Count orally by 2s, 5s, and 10s, sometimes starting at numbers other than 0.◆ Choose a time “on the hour” (7:00, 2:00), and help your child set an analog clock or watch to that time.
Unit 4	<ul style="list-style-type: none">◆ Have your child measure various objects in the house using his or her hand spans (outstretched fingers). Before measuring, estimate how many hand spans it will take to cover the object, then compare the estimate with the actual number.◆ Practice writing numerals with various objects: pens, markers, crayons, paint, sand. Or form numerals using cotton balls, craft sticks, toothpicks, or rocks.
Unit 5	<ul style="list-style-type: none">◆ Have your child create and tell you a number story that goes with a given number sentence, such as $4 + 2 = 6$.◆ Create number stories that involve two or more items. For example, “I want to buy a doughnut for 45 cents and a juice box for 89 cents. How much money do I need?” (\$1.34)

Unit 6	<ul style="list-style-type: none"> ◆ Label each cup of an egg carton with the numbers 0–11. Put two pennies in the carton, close the lid, and shake it up. Using the numbers of the two sections the pennies landed in, make up and solve addition and subtraction problems. ◆ Use Fact Triangles to practice addition by covering the sum. Practice subtraction by covering one of the other numbers.
Unit 7	<ul style="list-style-type: none"> ◆ Look for geometric shapes around the house, in the supermarket, on buildings, and on street signs. Help your child use geometric names for the shapes, such as triangle, square, rhombus, hexagon, and so forth. ◆ Help your child use paper and scissors to make various shapes such as rhombus, hexagon, trapezoid, pentagon, square, or circle. Take turns holding up each shape and naming them. After naming all of the shapes, make a design.
Unit 8	<ul style="list-style-type: none"> ◆ Gather a dollar bill, a five dollar bill, and lots of change. Name an amount of money, such as “one dollar and 26 cents,” and have your child use the real money to show you that amount. Try a few more and then switch roles. ◆ With your child, cut food, such as pizza, celery, carrots, sandwiches, pies, or green beans into halves, thirds, fourths, fifths, and so on. If you are cutting more than one of the same item, look at the pieces to compare the fractional parts. Ask questions such as “Which is bigger: the halves or the thirds?”
Unit 9	<ul style="list-style-type: none"> ◆ Say a 2- or 3-digit number. Have your child identify the actual value of the digit in each place. For example, in the number 952, the value of the 9 is 900; the value of the 5 is 50; and the value of the 2 is two 1s, or 2. ◆ Take out various measuring cups and line them up. Ask your child, “Which holds more: $\frac{1}{2}$ cup or $\frac{1}{3}$ cup? $\frac{1}{4}$ cup or $\frac{1}{3}$ cup? Which holds less: $\frac{1}{3}$ cup or $\frac{2}{3}$ cup?” If your child can’t determine which holds more, fill the measuring cups with water and pour the water into clear glasses to compare the amounts.
Unit 10	<ul style="list-style-type: none"> ◆ Pick three single-digit numbers. Ask your child to write the smallest number and largest number using all three digits. For example, using 4, 2, and 7, the smallest number is 247 and the largest number is 742. ◆ Have your child name a temperature that is hot, cold, and mild. Using a map of the United States, discuss with your child states that are hot, cold, have temperatures in the teens in the winter, have temperatures over 100 degrees in the summer, and so on.

Do-Anytime Activities for Grade 2



These activities are easy and fun to do with your child at home, and they will reinforce the skills and concepts your child is learning in school.

Unit 1	<ul style="list-style-type: none">◆ Ask your child to count by certain intervals. For example, “Start at zero and count by 4s.”◆ Use the family calendar to discuss the number of months in a year, weeks in a month, and days in a week. Count how many days, weeks, or months it is until a special event, such as a birthday, holiday, party, or picnic.
Unit 2	<ul style="list-style-type: none">◆ Practice turn-around facts with your child such as $6 + 4 = ?$ Then try $4 + 6 = ?$ Take turns creating turn-around facts and quizzing each other.◆ Roll two dice and practice addition and subtraction by adding or subtracting the two numbers. Alternate turns with your child and have him or her check your answers.
Unit 3	<ul style="list-style-type: none">◆ Gather a handful of coins with a value less than \$2. Have your child calculate the total value.◆ Ask the time throughout the day. Encourage alternate ways of naming time, such as <i>half past two</i> for 2:30.
Unit 4	<ul style="list-style-type: none">◆ Make up number stories involving estimation. For example, pretend that your child has \$2.00 and wants to buy a pencil that is marked \$0.64, a tablet marked \$0.98, and an eraser marked \$0.29. Help your child estimate the total cost of the three items (without tax) to determine if there is enough money to buy all three.◆ Practice addition and subtraction involving multiples of 10 by asking your child “What is $20 + 10$? $40 + 50$? $60 - 20$?”
Unit 5	<ul style="list-style-type: none">◆ Look for 2- and 3-dimensional shapes in your home or neighborhood. Name the shapes and discuss their characteristics.◆ Use household items (toothpicks and marshmallows, straw and twist-ties) to construct and name shapes. Encourage your child to try combining shapes to make other shapes.
Unit 6	<ul style="list-style-type: none">◆ Think of two 2-digit numbers and ask your child to estimate the sum. For example $23 + 46 = ?$ (Estimate is $20 + 50 = 70$.)◆ Think of a theme (such as animals, shopping, or sports). Take turns making up addition and subtraction number stories related to the theme. Share solution strategies.

Unit 7	<ul style="list-style-type: none"> ◆ Try doubling, tripling, and quadrupling small numbers. ◆ Pick three objects in the house that measure less than a foot. Measure them in inches and then in centimeters.
Unit 8	<ul style="list-style-type: none"> ◆ Read a recipe, and discuss the fractions in it. For example, ask “How many $\frac{1}{4}$ cups of sugar would we need to get 1 cup of sugar?” ◆ Have your child compare two fractions and tell which is greater. Ask questions to help your child visualize the fractions, such as “Which would give you more pizza: $\frac{1}{8}$ of a pizza or $\frac{1}{4}$?”
Unit 9	<ul style="list-style-type: none"> ◆ Find containers that hold 1 pint, 1 cup, 1 quart, and 1 gallon. Hold up the pint and ask your child to guess how many cups are in a pint. Fill the pint with water and pour into the cup until it is filled. Check your guess. Now try cups to quart and then quarts to gallon. ◆ Gather a tape measure, yardstick, ruler, cup, gallon container, and scale. Discuss which is the best tool for different measurement situations. For example, ask “What would you use to measure the length of a room?” or “Which would you use to find out how much water the bathtub holds?”
Unit 10	<ul style="list-style-type: none"> ◆ Take out a few dollars and lots of coins. Call out an amount of money, such as \$1.45. Ask your child to show you that amount (for example, 1 dollar bill, 1 quarter, and 2 dimes.) Then prompt your child to show several other ways to represent \$1.45. Play again with a new amount. ◆ Say a dollar amount to your child, such as “two dollars and thirty cents.” Ask your child to key in that number on the calculator. Check for the correct placement of the decimal. Make up a few more and then switch roles. When your child calls out an amount, make sure he or she always says “and” for the decimal point.
Unit 11	<ul style="list-style-type: none"> ◆ Practice multiplying numbers by 2, 5, and 10. ◆ Use Fact Triangles to practice multiplication by covering the product. Practice division by covering one of the other numbers.
Unit 12	<ul style="list-style-type: none"> ◆ Practice telling time to 5 minutes by helping your child set an analog clock or watch. Some times for your child to try might be 1:05, 3:15, 5:45, and 7:30. ◆ Say a 3- or 4-digit number and have your child identify the actual value of the digit in each place. For example, in the number 3,587, the value of the 3 is 3,000; the value of the 5 is 500; and so on.

Do-Anytime Activities for Grade 3



These activities are easy and fun to do with your child at home, and they will reinforce the skills and concepts your child is learning in school.

Unit 1	<ul style="list-style-type: none"> ◆ Draw an analog clock face with the hour and minute hands showing 8 o'clock. Ask your child to write the time shown. Repeat with other times such as 3:30, 11:45, and 7:10. If you don't want to draw a clock face each time, use craft sticks or toothpicks for the hour and minute hands. ◆ Make combinations of bills and coins using money from your wallet or a piggy bank. Have your child write the amount shown using a dollar sign and a decimal point. For example, suggest 4 dollar bills, 3 dimes, and 2 pennies. Your child would write \$4.32.
Unit 2	<ul style="list-style-type: none"> ◆ Practice addition and subtraction fact extensions, for example, $6 + 7 = 13$; $60 + 70 = 130$; $600 + 700 = 1,300$. ◆ Use Fact Triangles to practice multiplication by covering the product. Practice division by covering one of the other numbers. Make this brief and fun.
Unit 3	<ul style="list-style-type: none"> ◆ Measure various items with your child with each of you using personal measures, such as paces or hand spans. Discuss why, for example, the width of your living room is only 15 of your paces but 25 of your child's. Talk about why standard units are useful. ◆ Draw three different polygons such as a square, a rectangle, and a triangle. Ask your child to estimate which has the largest and which one has the smallest perimeter. Then, help your child measure the sides with a ruler and determine the exact perimeter of each polygon. Compare your child's estimate with the actual perimeters.
Unit 4	<ul style="list-style-type: none"> ◆ Ask questions that involve multiples of equal groups. For example, say "Pencils are packaged in boxes of 8. There are 3 boxes. How many pencils are there?" ◆ Ask questions that involve equal sharing. For example, say "Seven children share 49 baseball cards. How many cards does each child get? How many cards are left over?"
Unit 5	<ul style="list-style-type: none"> ◆ Write decimals for your child to read aloud, such as 0.32 (thirty-two hundredths) or 0.9 (nine-tenths). ◆ Write down two 4- or 5-digit numbers. Ask your child to tell which is larger and explain why. Try a few more and then switch roles.

Unit 6	<ul style="list-style-type: none"> ◆ Search for geometric figures with your child. Identify figures by name, if possible, and talk about their characteristics. For example, a stop sign is an octagon, with 8 sides and 8 angles. A brick is a rectangular prism, where all faces are rectangles. ◆ Have your child use a protractor to draw a design using only acute angles (less than 90°). Other designs can be made using obtuse angles (between 90° and 180°) and right angles (90°).
Unit 7	<ul style="list-style-type: none"> ◆ Have your child write three different number sentences using parentheses that equal 16. Some examples are $1 \times (32 - 16)$, $4 + 4 + (8 \div 2) + (2 \times 2)$, and $(16 \div 2 + 2) + (3 \times 2)$. ◆ Provide your child with problems with missing factors for multiplication practice. For example, ask “6 times what number equals 18?”
Unit 8	<ul style="list-style-type: none"> ◆ Help your child find fractions in the everyday world—in advertisements, on measuring tools, in recipes, and so on. ◆ Have your child trace around an object such as a deck of cards, a box, a plate, a cup, a can, and so on. Divide the figure equally into 4 parts. Ask your child to color $\frac{3}{4}$ of the shape. Try a few more using different figures and dividing them into different fractional parts. Instead of tracing around an object, draw figures such as squares, rectangles, and circles.
Unit 9	<ul style="list-style-type: none"> ◆ Ask your child how many 10s are in 30, 50, 100, 1,000 and so on. ◆ Take out different objects such as buttons, counters, pennies, and paperclips. Divide them into 3 equal groups. How many are in each group? How many are left over?
Unit 10	<ul style="list-style-type: none"> ◆ Review equivalent names for measurements. For example, ask “How many cups are in a pint?” To test it out, count how many cups of water a pint container will hold. ◆ Name items around the house that weigh less than 5 pounds, 10 pounds, and 20 pounds. If you have a scale, place the items on the scale to check your guesses.
Unit 11	<ul style="list-style-type: none"> ◆ Use the weather as a springboard to a discuss probability. Begin by noting the chance (percentage) for rain, and then ask your child if it seems likely or unlikely that it will rain. ◆ Make a number line from -6 through 6, leaving off some of the numbers. Ask your child to fill in the missing numbers. Try another number line with a different range of numbers and blank spaces. Then switch roles, and have your child create a number line, leaving off some labels for you to fill in.