

Warm Up and Activity Cards

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Level A

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Objectives

- Identify a pattern or quantity
- Find a card that matches
- Verify equivalence by counting

Materials

Program Materials

 Small Dot Set Cards (1–10), 2 sets per group



- Dot Cube, 1 per group
- Small Number Cards (1–10), 1 set per group for Variation



Concentration

Prepare Ahead

- Shuffle one deck of Dot Set Cards and place the cards in a pile facedown on a flat surface.
- Shuffle the other deck of Dot Set Cards and place the cards in rows, faceup on a flat surface.

Introduce the Activity

Tell students the goal of the activity they are going to play is to find two Dot Set Cards that have the same number of dots.

Play

- Have students roll a Dot Set Cube to see who will go first, and then have them take turns.
- During a turn, a student will pick one Dot Set Card from the facedown pile and try to find its match in the faceup rows of Dot Set Cards. When the student believes he or she has made a match, the student should pick up the card that matches the Dot Set Card in his or her hand.
- If the quantities on the two cards are the same, the student will get to keep those two cards.
- If the quantities on the two cards are different, the student must keep the Dot Set Card from the pile and try to find its match on the next turn, return the other Dot Set Card to its face-up row, and let the next student attempt a match.
- Once all the cards have been matched, have each student count his or her cards. The student with the most cards wins.

Questions to Ask

As students play, ask them to compare the number of dots they have to the number of dots they need, and to identify a potential match. Ask questions such as the following:

- Are there too many dots on that card or too few?
- Are there enough dots on that card to match the amount of dots on your card?
- How did you figure that out?
- ► How can you check?

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Challenge

If students are making matches easily, make the game more challenging by placing the cards that are in rows facedown.

Variation: Matching Numeral to Dot Set

- Shuffle the Number Cards and place them in a pile facedown on a flat surface.
- Shuffle the deck of Dot Set Cards and place the cards in rows, faceup on a flat surface.
- Tell students that this activity is like the one they played before, but this time they will use numerals like those that the students in first grade use.
- Have students roll a Dot Set Cube to see who will go first, and then have them take turns.
- During a turn, a student will pick one Number Card from the facedown pile and say the name of the numeral shown. They will then try to find its match in the faceup rows of Dot Set Cards. When the student believes he or she has made a match, the student should pick up the Dot Set Card that matches his or her Number Card.
- If a student does not know the numeral name, have the group help figure it out, and then let the student try to find the match.
- If the quantities on the card from the facedown pile and the card chosen as a match from the faceup rows are the same, the student will get to keep those two cards.

- If the quantities on the two cards are not the same, the student must keep the Number Card and try to find its match on the next turn, return the other Dot Set Card to its faceup row, and let the next student attempt a match.
- Once all the cards have been matched, have each student count his or her cards. The student with the most cards wins.
- Repeat the procedure, but place the Number Cards in rows and the Dot Set Cards in the facedown pile.

Challenge

If students know how numerals and set size correspond, make the game more challenging by placing the cards that are in rows facedown.



Objectives

- Students can recognize the features of a penny and a dollar bill.
- Students understand that a dollar bill is worth much more than a penny.

Materials

- pennies, 1 per student
- \$1 bills, 1 per student

Look at This

Introduce the Activity

- ► Today we are going to look at and talk about two kinds of money.
- Distribute one penny and one \$1 bill to each student.

Play

- Pick up the penny and look at it very carefully.
- ▶ Tell me everything you notice about this coin.
- Let several students answer, and prompt them, as necessary, until all significant features have been mentioned.
- At the end of this discussion, summarize the important features: It is pretty small; it is made of metal; it is a copper color; it has the head and shoulders of a man on one side; it has a building on the other side, and some writing that says, "one cent".

Continuing Play

- ▶ Now pick up the dollar bill and look at it very carefully.
- ► Tell me everything you notice about this dollar bill.
- Let several students answer, and prompt them, as necessary, until all significant features have been mentioned.
- At the end of this discussion, summarize the important features:
- It's made of paper; it has the number 1 in all four corners; on one side it has the face of a man, lots of writing, some green numbers, and a green circle crest; on the other side it has the word one in the middle, and on either side of this word there are two pictures in circles: one shows a pyramid and the other shows an eagle.

Continuing Play

- Which is worth more: a dollar or a penny?
- Let several students answer, and if no one suggests it, tell them a dollar is worth more.
- Is a dollar worth a lot more than a penny or just a little bit more?
- Once again, let several students answer and then ask:
- Does anyone know how many pennies there are in one dollar?
- Let students guess the answer, and then verify the correct answer if it is provided, or tell them:



Continuing Play

- ► There are 100 pennies, or cents, in one dollar.
- Is 100 a much bigger number than one?
- Let several students answer, and then say: Let's count from 1 to 100 to see how far away 100 is from 1. Ready?
- Count with the students to guide them in this process, encouraging quieter students to join in the counting process whenever they are able.
- Don't worry if you have to do much of the counting on your own.
- When you reach 100, ask students: **Is 100 a long way** from 1?
- Tell students that a dollar is worth much more than a penny.

Concluding Play

- If you could have one of these pieces of money, which one would you choose?
- Let several students answer, and ask them to explain their reasoning.



ACTIVITY

Objective

Students can count sets of pennies and sets of dollar bills, and tell for each unit which set is worth more.

Materials

- pennies, 10 per student
- \$1 bills, 8 per student
- blank paper

Piles of Pennies and Dollars

Introduce the Activity

- Today we are going to compare sets of pennies, and compare sets of dollar bills.
- Distribute the pennies and hand each student a blank piece of paper (roughly 8" by 8"). Tell them to put it on their desk or table next to their pennies.

Play

- Now, take 3 of the pennies you have in front of you and put them on your paper.
- Which set, or pile, of pennies is worth more: the one you have on your desk or the one you have on your paper?
- Let several students answer, and ask them to explain their reasoning. Possible answer: The set I have on my desk is worth more because it has seven and the other has only three. Seven is more than three.
- If some students don't appear to grasp this concept, ask them to line up each set, one under the other, and see whether the line of 7 pennies is longer than the line of 3 pennies.
- Point out that the longer line has more pennies and is therefore worth more.

Continuing Play

- Repeat this activity by asking students to put all their pennies together into one pile on their desk.
- When they have done this, ask them to put 8 pennies on the piece of paper.
- Now which pile has more: the one on your desk or the one on your paper?
- Once again, let several students answer and explain their reasoning.
- Repeat the above process two more times, but these times, ask students which pile has less.

Continuing Play

- To vary the quantities being compared, you might ask students to put 1 penny on their piece of paper, leaving 9 behind. Next, ask them to put 6 pennies on their piece of paper, leaving 4 behind.
- For each question, provide plenty of opportunity for students to explain their reasoning and allow them to line up their pennies to make this comparison if they need this extra assistance.
- Remind students that the pile that has the larger number of pennies is always worth more and the pile that has the smaller number of pennies is always worth less.

Concluding Play

- For the second activity, collect the pennies you have distributed and give each student eight \$1 bills.
- Make sure each student retains the piece of paper from the previous activity.
- Repeat the first activity, but this time, ask them to move \$1 bills to their pieces of paper.
- For example, you might ask them to move five \$1 bills to their paper, leaving three behind. Then have them move two \$1 bills, leaving six behind, to answer the question: **Which pile has more?**
- Have students move one \$1 bill to their pieces of paper, leaving seven behind, to answer the question: Which pile has less?
- Conclude this activity by reminding students that the pile with the larger number of \$1 bills is always worth more and the pile with the smaller number of \$1 bills is always worth less.



ACTIVITY

Objective

Students can predict how many there will be if one or two pennies/\$1 bills are added to a set of pennies/\$1 bills.

Materials

- pennies, 4 per student
- \$1 bills, 4 per student

Teacher's Helpers

Introduce the Activity

- Distribute 4 pennies to each student.
- ► Count your pennies and tell me how many you have.
- When students have finished counting, ask each student to name his or her amount and ensure the count is correct.

Play

- Pretend you have earned these pennies by helping me at school. Today I tell you that I am going to give each of you one more penny because all of you have behaved so well.
- How many pennies will you have altogether when I give each of you one more?
- Let several students answer, and ask them to explain their reasoning.
 Possible answers: I know that 4 + 1 = 5, so I said, "Five." I know that five comes after four when I am counting, so I said, "Five."
- If students are stumped by the question, tell them you want them to figure out the answer in their heads.
- If students still need help, make a pile of pennies available to them and say they can collect one more penny from the pile to help them figure out the answer.

Continuing Play

- For additional practice, give students a different quantity of pennies to start with (e.g., 5 or 7). Tell them another pretend story. For example: **On** your way to school you found one penny lying on the ground. How many will you have altogether when you add this penny to the pennies you already have?
- Vary the pretend story you tell for each new question to keep the task interesting and to keep students engaged.

Continuing Play

- Repeat these activities using \$1 bills instead of pennies.
- Vary the pretend story you tell for each new question to keep the task interesting and to keep students engaged.



Challenge 1

- Repeat the activity from the same starting point (each student has 4 pennies).
- Today I am going to give each of you two more pennies. How many will you have altogether after I give them to you?

Challenge 2

- Repeat the activity from the same starting point (each student has four \$1 bills).
- Today I am going to give each of you two more \$1 bills. How many will you have altogether after I give them to you?



ACTIVITY

Objective

Students can predict how many there will be if one penny/\$1 bill is subtracted from a set of pennies/\$1 bills.

Materials

- pennies, 8 per student
- \$1 bills, 8 per student

A Hole in My Pocket

Play

- Distribute 8 pennies to each student.
- Push your pennies to one side of your desk and use them only if you need to.
- I want you to try to figure out the answer to the next question in your head without touching the pennies I gave you.
- Pretend you have 8 pennies in your pocket and one of them falls out when you are going home from school.
- How many pennies will you have left?
- Let several students answer, and ask them to explain their reasoning.
 Possible answers: I counted down from eight and seven is the next number, so I know I have seven left. I know that 8 – 1 = 7, so I said, "Seven."
 I know that seven comes before eight when I am counting up from one, so I said, "Seven."
- If students are stumped by the question, allow them to use their sets of pennies to figure out the answer.
- For additional practice, give students a different quantity of pennies to start with (e.g., 5 or 7), and tell another pretend story.
- Vary the pretend story you tell for each new question to keep the task interesting and to keep students engaged.

Continuing Play

Repeat these activities using \$1 bills instead of pennies.

Challenge

Repeat the activity from the same starting point (each student has 8 pennies to use if needed). Tell students to pretend they have 8 pennies in their pockets and two of them fall out when they are going home from school. Ask students how many pennies they will have left.