## L) LitART

## ㄹ LITAMATICS"



## E LITAMATICs"

LITAMATICS Math is an easy-to-use, evidence-based math program that provides engaging, hands-on, interactive lessons to extend learning, improve teaching, and boost achievement.

## G LITAMATICs



1. Operations \& Algebraic Thinking


Operations \&
Algebraic Thinking
2. Number \& Operations in Base 10
3. Measurement \& Data
4. Geometry
5. Patterns, Fractions, \& Ratios
6. Probability \& Statistics
7. Problem Solving
8. Art, Music, \& Science

## ■ LITAMATICS"

## Each Theme Includes:

- 36 Math Activities
- Book Collection
- MathKit Materials
- Student Response Guides


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| OLITAMATICS |
|  |
| Algebraic Thinking |
|  |



## ■ LITAMATICS"

## "Math is fun!"

Your Students, Soon

## - LitART

## E LITAMATICs"

## Art, Music \& Science

Theme 8
Grades 1-2

## ■ Litamatics"

## Art, Music, \& Science



Grades 1-2

## Round Trip

 by Ann Jonas
## ACTIVITIES

- Round Trip Steps
- Book Connections
- Tales, Puzzles, \& Problems

- MathART


## Round Trip Steps

TIME

- 30 minutes

LEARNING

- Patterns, Fractions, and Ratios


## GROUPING

- Pairs


## MATERIALS

- None


## PREPARING

- Show students the book.


## ACTING

-What do you remember about the book Round Trip?

- Allow for responses.
- A round trip is when you go somewhere and return to where you started. Today we are going to take round trips of our own.
- Roll the dice to find out how many steps you will take to go one way. Enter the result.
- Demonstrate.
- Multiple by two to see how many steps it will take to go round trip.
- Demonstrate.
- Model the round trip. Find a starting place. Walk the correct number of steps one-way. Now walk the same number of steps to get back to where your started. Count while you walk.
- Demonstrate. Provide support as needed.
- Play for eight rounds.
- Observe students. Provide support as needed.
- Try estimating the round trip before calculating.
- Observe students. Provide support as needed.


## CHECKING IN

- Can students calculate and model round trips?


## EXTENDING

- Play again with one-ways up to 20.


## Round Trip Steps

- Roll the die to find out how many steps to go one way.
- Multiply by two to find out how many steps it will take to travel round trip.


|  | One Way | Times | Two Ways | Round Trip |
| :---: | :---: | :---: | :---: | :---: |
| Example | 6 | $x$ | 2 | $=12$ |
| 1) |  | $x$ | 2 |  |
| 2$)$ |  | $x$ | 2 |  |
| 3) |  | $x$ | 2 |  |
| 4$)$ |  | $x$ | 2 |  |
| 5) |  | $x$ | 2 |  |
| 6) |  | $x$ | 2 |  |
| 7) |  | $x$ | 2 |  |
| 8$)$ |  |  | $x$ | 2 |

## TIME

- 5 minutes

LEARNING

- Operations \&

Algebraic Thinking

## GROUPING

- Small groups


## MATERIALS

- Book


## PREPARING

- It's time for Book Connections.
- Distribute the materials.
- Display the book title and author clearly by writing it or projecting it.
- Keep your pages face down until I give the signal.


## ACTING

- Remember, our job is to find the answers to as many questions as we can before time is up.
- Be sure to record your answers so we can discuss them later.
- Each question will relate to the book in some way.
- When I give the signal, turn your paper over and get started.


## CHECKING IN

- Look for students who seem stuck.
- Help students read and clarify questions as needed.
- Assist students with choosing strategies to solve problems.
- After a few minutes signal time is up.
- When I point to your group, present your answer.
- Write the response given.
- Does any group have a different answer?
- If there are different responses, write each on board.
- Who can prove one of the answers is correct?
- Allow a student to defend one of the answers given.


## EXTENDING

- Invite students to make up questions for others to solve.


## Book Connections

1) How many letters are in the title of the story? ROUNDTRIP $\square$
2) A family went on a round trip. It took them six hours to get to the lake and back. How long did it take to get to the lake?
3) How many letters appear more than once in the author's name?

## ANNJONAS

4) The letter $R$ is worth 10 points. All other letters are worth 1 point. What is the value of the title of the book?

5) Estimate how many times the word TRIP appears in the book.


## Tales, Puzzles, and Problems

TIME

- 10 minutes

LEARNING

- Problem Solving

GROUPING

- Small groups


## MATERIALS

- None


## PREPARING

- Distribute the materials.


## ACTING

- It's time for Tales, Puzzles, and Problems.
- Here is today's challenge.
- Read the steps from the student page.
- Try using one of the problem solving strategies.
- As you work, record what you do to solve the problem and show it in the first box.
- When you have a solution, write it in the second box.


## CHECKING IN

- Look for students who seem stuck.
- Assist students with choosing strategies to solve the problem.


## EXTENDING

- Invite students to explain how they solved the problem.
- Ask students to come up with a related but more challenging or simpler problem to solve.


## Tales, Puzzles, and Problems

- It takes Zeke 30 minutes to get to school.
- How long does it take to go round trip to school and back?



## MathART

- Create a pattern using two or more colors all the way around the hot air balloon.
- Invite a partner to describe the pattern you created.
- Add details like trees and houses at the bottom of the picture. Make the trees and houses small so it seems like the balloon is high in the air.



## Q litamatics"

## Problem Solving

Grades 1-2

## High Five!

## STANDARD

Operations and Algebraic Thinking Add and subtract within 20.

Objective
Find the addend needed to create a target sum.

TIME

- 30 minutes


## LEARNING

- Operations and

Algebraic Thinking

GROUPING

- Pairs

MATERIALS

- Dice
- Chips


## PREPARING

- Distribute the materials.


## ACTING

- In this game work with your partner to make fives until you get to 25 .
- The first player rolls the 4 -sided die, says the result aloud, and places a transparent chip on that number. Let's try it. I rolled a two. Place a chip on the number two.
- Demonstrate.
- The second player figures of what number can be added to the first number to make a sum of five. For example, if the number rolled was two the second player says, "add three."
- Demonstrate.
- The first player confirms the answer by counting aloud as they move the chip one space at a time to the end of the row. When you get to the end of the row say High Five!
- Demonstrate.
- Trade roles and repeat. After the second turn the chip should end up on the number 10 .
- Continue playing until you get space 25. When you get to 25 say Five High Fives!


## CHECKING IN

- Can students make sums of five?


## EXTENDING

- Play again.
$\qquad$


## High Five!

- Create sums of five.

| 1 | 2 | 3 | 4 | 5 |
| :---: | :---: | :---: | :---: | :---: |
| 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 |

## Litamatics Journal

How many ways can you create a sum of five?

## G LITAMATICS

Litamatics is a teacher-friendly easy to use math curriculum that features student-centered interactive lessons.

Litamatics combines culturally diverse award-winning books, research-proven teaching strategies, and hands-on math activities to support student math learning and achievement.


