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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.



## E LITAMATICS<sup>™</sup> Grades PreK-8

- 1. Operations & Algebraic Thinking
- 2. Number & Operations in Base 10
- 3. Measurement & Data
- 4. Geometry

Themes

**E**LITAMATICS

**Algebraic Thinking** 

**Operations &** 

🔷 LitART

Theme Grades 1-2

- 5. Patterns, Fractions, & Ratios
- 6. Probability & Statistics
- 7. Problem Solving
- 8. Art, Music, & Science



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### Each Theme Includes:

- 36 Math Activities
- Book Collection

5

- MathKit Materials
- Student Response Guides



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# "Math is fun!"

Your Students, Soon

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Art, Music & Science

Theme 8 Grades 1-2



Art, Music, & Science Grades 1-2



### Round Trip by Ann Jonas

### ACTIVITIES

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







#### 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)		Х	2	
2)		Х	2	
3)		Х	2	
4)		Х	2	
5)		Х	2	
6)		Х	2	
7)		Х	2	
8)		Х	2	



### **Book Connections**

#### 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**

NAME

1) How many letters are in the title of the story?

### ROUNDTRIP

- 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?

### ANN JONAS

- 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.

NAME .....

• 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.





**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.



### 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**



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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.

