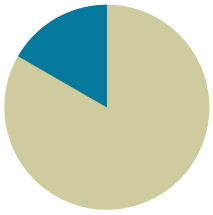
Lesson 30

Objective: Create folder covers for work to be taken home illustrating the year's learning.

Suggested Lesson Structure

Culminating Activity	(50 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Note: Today is intended to be an opportunity for closure and reflection. There is no Fluency Practice or Application Problem today.

Culminating Activity (50 minutes)

Materials: (T) White folder (S) White pocket folders, crayons, colored pencils or markers, 2 envelopes

Note: If white pocket folders are not available, manila file folders or 18 × 24 white paper can be used to make folders.

T: What are some of the math concepts we learned this year?
S: Addition and subtraction!
T: What can we draw on our folders to remember these concepts?
S: Number sentences! → 5-group drawings! → Number bonds!
T: (Model a drawing that represents addition and subtraction. Circulate as students represent addition and subtraction on their folders.)
T: What are some other concepts we have learned?
S: Tens and ones!
T: What can we draw on our folders to represent tens and ones?
S: Dimes and pennies! → Place value charts! → Quick tens and ones! → Tens-sticks and cubes! → Adding where we lined up tens with tens and ones with ones!

Continue this sequence of questions and prompts as students review the important concepts they have learned throughout Grade 1. These should include measurement, data, three-dimensional shapes, two-dimensional shapes, and word problems. When folders are complete, they can be used to send home their completed work that represents their learning from Grade 1 and their summer packet directions or supplies.

Summer Packet Should Include:

- G1–M6–Lesson 30 Summer Packet. (Summer Packet is found at the end of this lesson.)
- Single-sided numeral or 5-group cards. (Consider sending home the set used by the student during the school year or a template to cut new cards from G1–M6–Lesson 28.)
- 5 Core Fluency Sprints. (Other Grade 1 Sprints may also be selected, based on the needs of the students.)
- Core Fluency Differentiated Practice Sets.

Student Debrief (10 minutes)

Lesson Objective: Create folder covers for work to be taken home illustrating the year's learning.

Invite students to review their work today. They should reflect on their learning throughout the year by sharing their illustration with a partner before sharing as a class. Guide students in a conversation to debrief their reflections.

You may choose to use any combination of the questions below to lead the discussion.

- What drawing did you make to represent addition and subtraction? Why did you choose this drawing?
- How did you show that addition and subtraction are related?
- What shapes did you draw?
- As I circulated, I saw lots of drawings: number bonds, place value charts, tape diagrams, 5-groups, and quick tens. How do you think some of these pictures have helped you to understand math this year?
- How did you show your learning about word problems?
- What do you think you are going to learn next year in second grade?

Name _____ Date _____

Complete a math activity each day. Color the box for each day you do the suggested activity.

Summer Math Review: Weeks 1–5

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Count from 87 to 120 and back.	Play Addition with Cards.	Use your tangram pieces to make a fourth of July picture.	Use quick tens and ones to draw 76.	Complete a Sprint.
Week 2	Do counting squats. Count from 45 to 60 and back the Say Ten way.	Play Subtraction with Cards.	Make a graph of the types of fruits in your kitchen. What did you find out from your graph?	Solve 36 + 57. Draw a picture to show your thinking.	Complete a Sprint.
Week 3	Write numbers from 37 to as high as you can in one minute, while whisper-counting the Say Ten way.	Play Target Practice or Shake Those Disks for 9 and 10.	Measure a table with spoons, then with forks. Which did you need more of? Why?	Use real coins or draw coins to show as many ways to make 25 cents as you can.	Complete a Sprint.
Week 4	Do jumping jacks as you count up by tens to 120 and back down to 0.	Play Race and Roll Addition or Addition with Cards.	Go on a shape scavenger hunt. Find as many rectangles or rectangular prisms as you can.	Use quick tens and ones to draw 45 and 54. Circle the greater number.	Complete a Sprint.
Week 5	Write the numbers from 75 to 120.	Play Race and Roll Subtraction or Subtraction with Cards.	Measure the route from your bathroom to your bedroom. Walk heel to toe and count your steps.	Add 5 tens to 23. Add 2. What number did you find?	Complete a Sprint.

Name _____ Date _____

Complete a math activity each day. Color the box for each day you do the suggested activity.

Summer Math Review: Weeks 6–10

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 6	Count by ones from 112 to 82. Then count from 82 to 112.	Play Missing Part for 7.	Write a story problem for 9 + 4.	Solve 64 + 38. Draw a picture to show your thinking.	Complete a Core Fluency Practice Set.
Week 7	Do counting squats. Count down from 99 to 75 and back up the Say Ten way.	Play Race and Roll Addition or Addition with Cards.	Graph the colors of all your pants. What did you find out from your graph?	Draw 14 cents with dimes and pennies. Draw 10 more. What coins did you use?	Complete a Core Fluency Practice Set.
Week 8	Write the numbers from 116 to as low as you can in one minute.	Play Missing Part for 8.	Write a story problem for 7 + ___ = 12.	Use quick tens and ones to draw 76. Draw dimes and pennies to show 59 cents.	Complete a Core Fluency Practice Set.
Week 9	Do jumping jacks as you count up by tens from 9 to 119 and back down to 0.	Play Race and Roll Subtraction or Subtraction with Cards.	Go on a shape scavenger hunt. Find as many circles or spheres as you can.	Use quick tens and ones to draw 89 and 84. Circle the number that is less.	Complete a Core Fluency Practice Set.
Week 10	Write numbers from 82 to as high as you can in one minute, while whisper counting the Say Ten way.	Play Target Practice or Shake Those Disks for 6 and 7.	Measure the steps from your bedroom to the kitchen, walking heel to toe, then have a family member do the same thing. Compare.	Solve 47 + 24. Draw a picture to show your thinking.	Complete a Core Fluency Practice Set.

Addition (or Subtraction) with Cards

Materials: 2 sets of numeral cards 0–10

- Shuffle the cards and place them face down between the two players.
- Each partner flips over two cards and adds them together or subtracts the smaller number from the larger one.
- The partner with the largest sum or smallest difference keeps the cards played by both players in that round.
- If the differences are equal, the cards are set aside and the winner of the next round keeps the cards from both rounds.
- The player with the most cards at the end of the game wins.

Sprint

Materials: Sprint (Sides A and B)

- Do as many problems on Side A as you can in one minute. Then, try to see if you can improve your score by answering even more of the problems on Side B in a minute.

Target Practice

Materials: 1 die

- Choose a target number to practice (e.g., 10).
- Roll the die and say the other number needed to hit the target. For example, if you roll 6, say 4, because 6 and 4 make ten.

Shake Those Disks

Materials: Pennies

The amount of pennies needed depends on the number being practiced. For example, if you are practicing sums for 10, you will need 10 pennies.

- Shake your pennies and drop them on the table.
- Say two addition sentences that add together the heads and tails. (For example, if you see 7 heads and 3 tails, you would say 7 + 3 = 10 and 3 + 7 = 10.)
- Challenge: Say four addition sentences instead of two. (For example, 10 = 7 + 3, 10 = 3 + 7, 7 + 3 = 10, and 3 + 7 = 10.)

Race and Roll Addition (or Subtraction)

Materials: 1 Die

- Both players start at 0.
- They each roll a die say a number sentence adding the number rolled to their total. (For example, if a player's first roll is 5, the player says 0 + 5 = 5.)
- They continue rapidly rolling and saying number sentences until someone gets to 20 without going over. (For example, if a player is at 18 and rolls 5, the player would continue rolling until she gets a 2.)
- The first player to 20 wins.