SPRING DIGITAL MATH

15 GOOGLE SLIDES ACTIVITIES

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ABOUT THIS RESOURCE:

-77 slides included

-15 centers

-Google Slides and Seesaw links

SKILLS INCLUDED:

-word problems

-addition and subtraction to 20

-counting to 120

-place value

-comparing numbers

-adding within 100

-10 more, 10 less

-subtracting multiples of 10

-measurement

-telling time

-graphing

-fractions

-shapes

STANDARDS:

1.OA.A.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.A.2: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.B.3: Apply properties of operations as strategies to add and subtract.

1.OA.B.4: Understand subtraction as an unknown-addend problem.

1.OA.C.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

1.OA.D.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.

1.NBTA.A.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

1.NBT.B.2: Understand that the two digits of a two-digit number represent amounts of tens and ones.

1.NBT.B.3: Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

STANDARDS:

1.NBT.C.4: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

1.NBT.C.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

1.NBT.C.6: Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

1.MD.A.2: Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

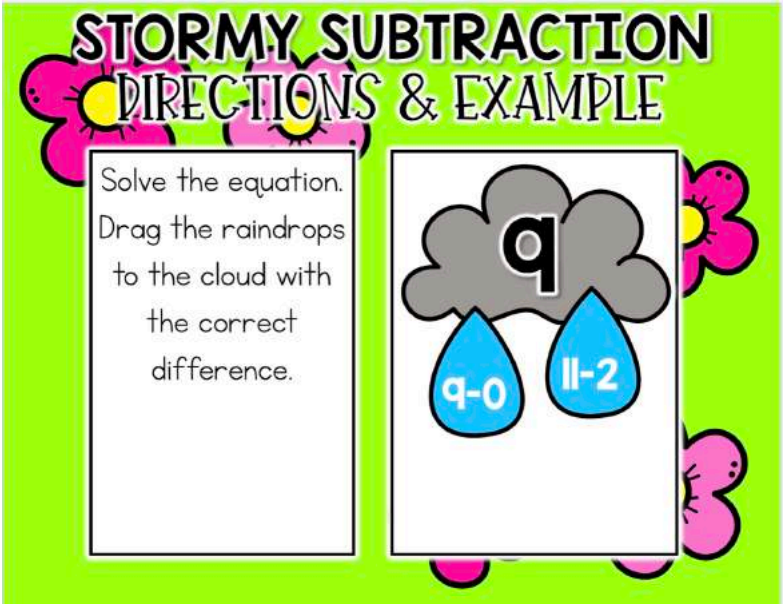
1.MD.B.3: Tell and write time in hours and half-hours using analog and digital clocks.

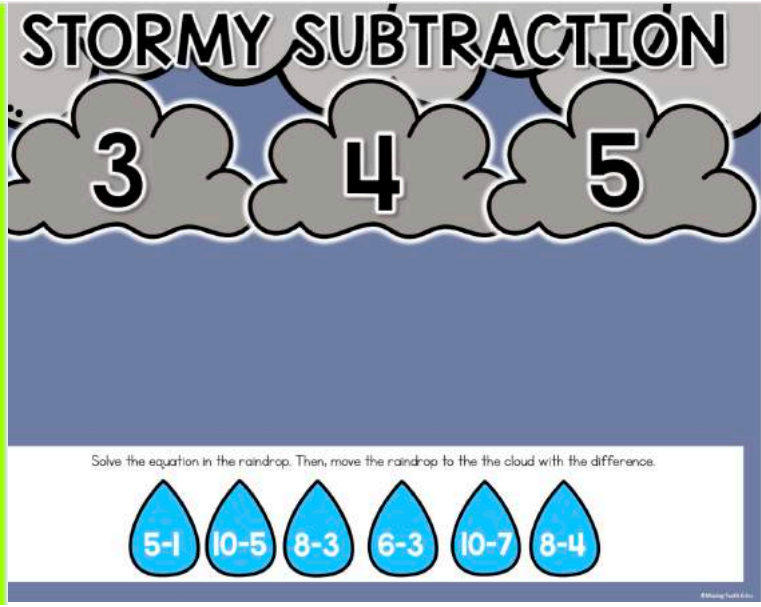
1.MD.C.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

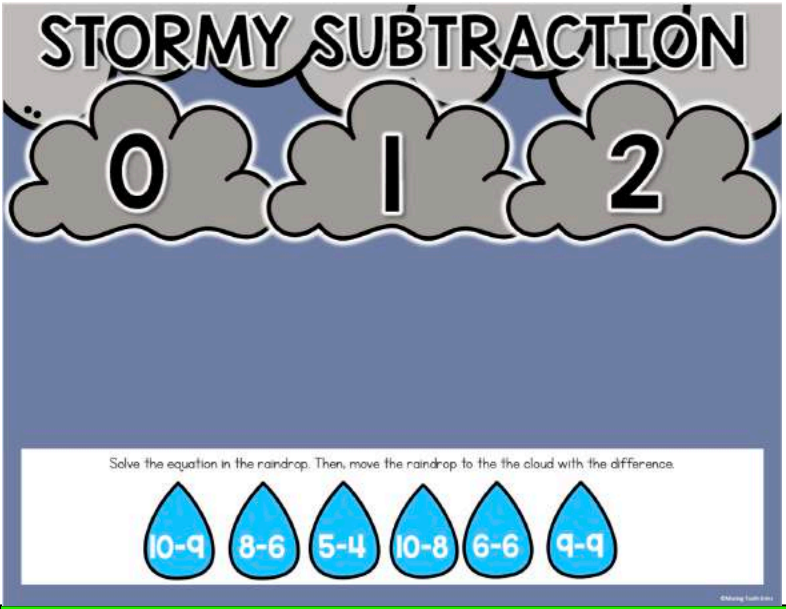
1.G.A.1: Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

1.GA.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

STORMY SUBTRACTION



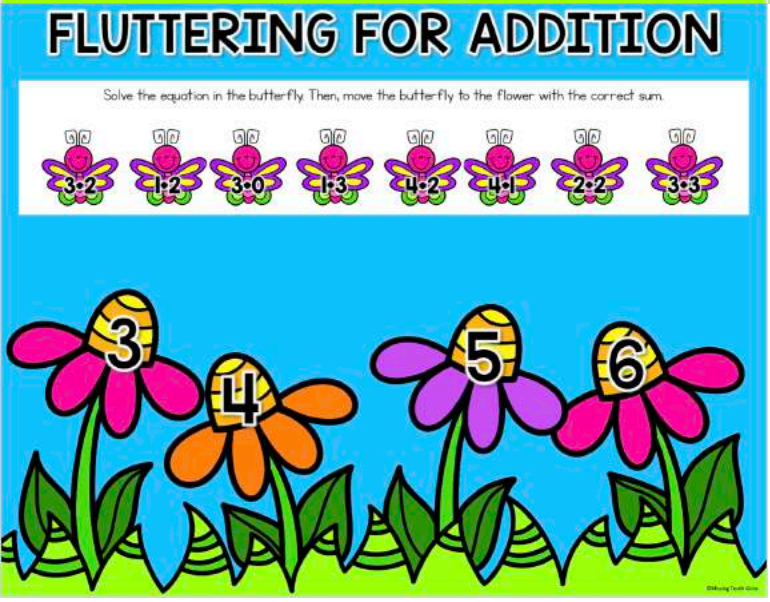




Students solve the equation in the raindrop and then move it to the cloud with the correct difference.

3 slides

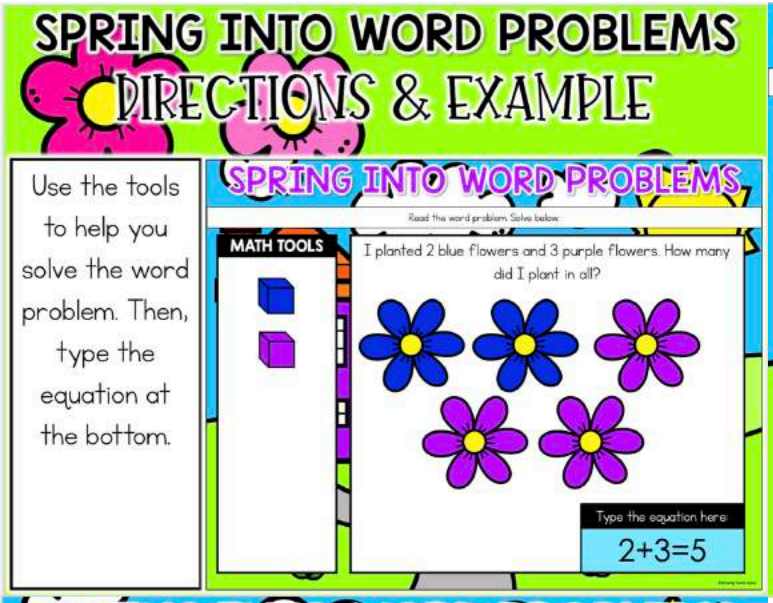
FLUTTERING FOR ADDITION

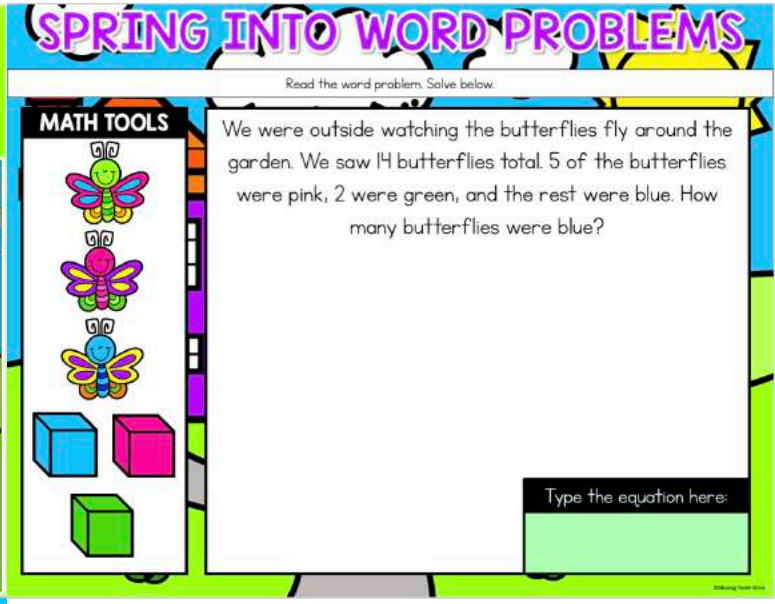


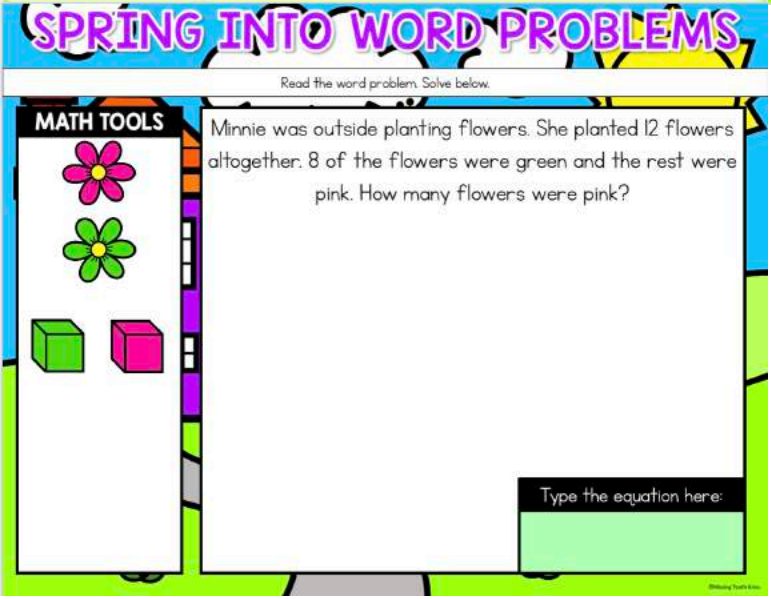
Students solve the addition equation. Then, they move the butterfly to the flower with the correct sum.

4 slides

SPRING INTO WORD PROBLEMS



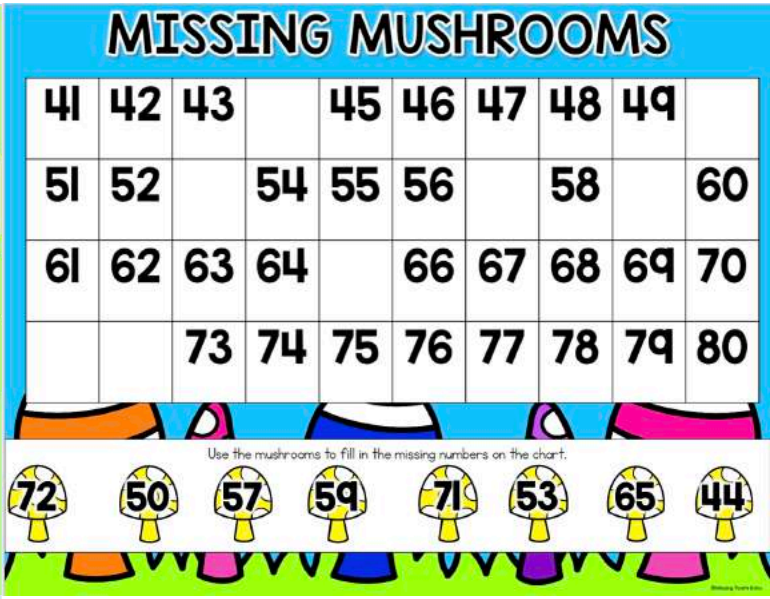




Students use the tools to solve the word problem. Then, they type the equation at the bottom.

7 slides

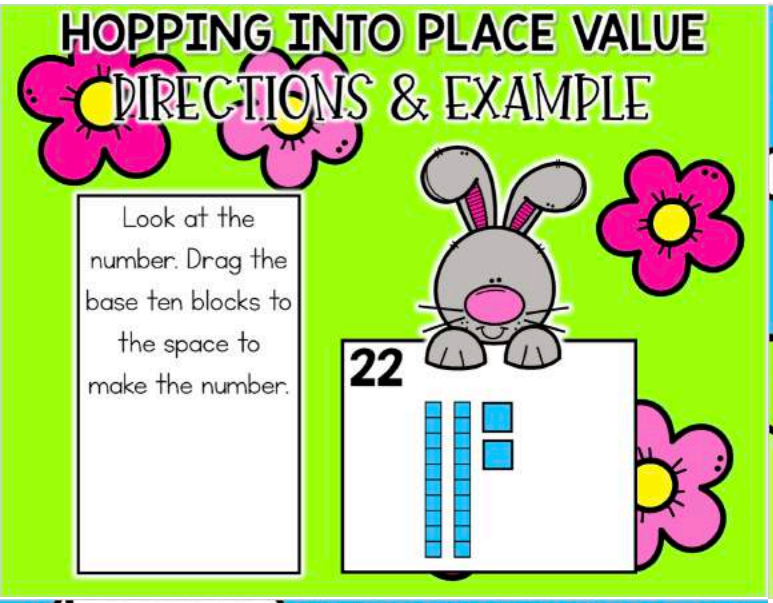
MISSING MUSHROOMS

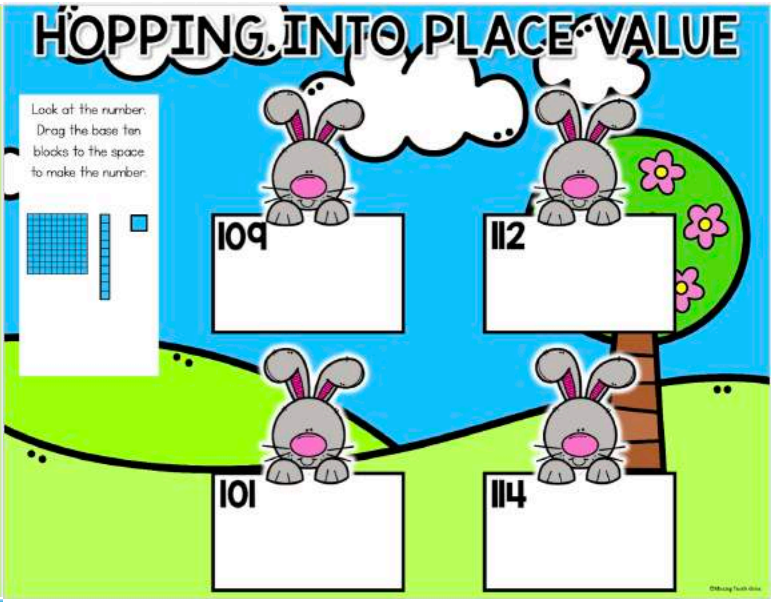


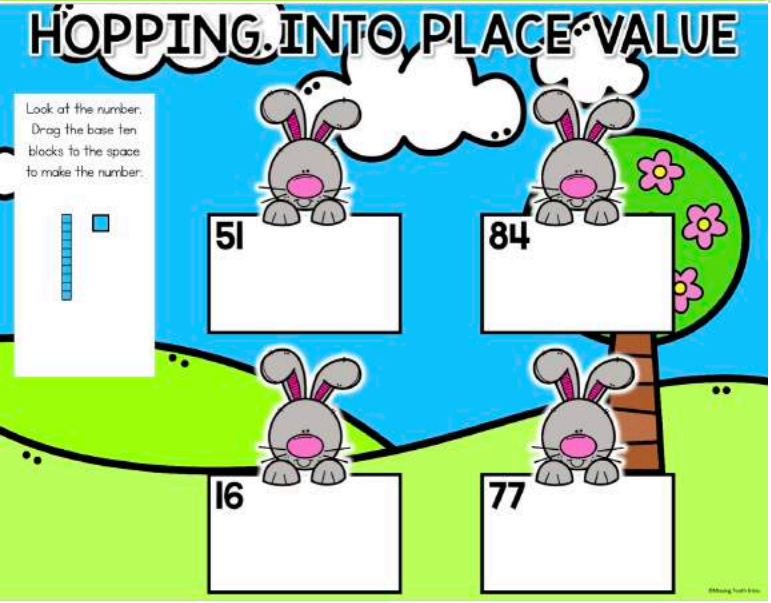
Students fill in the missing numbers with the mushrooms.

3 slides

HOPPING INTO PLACE VALUE



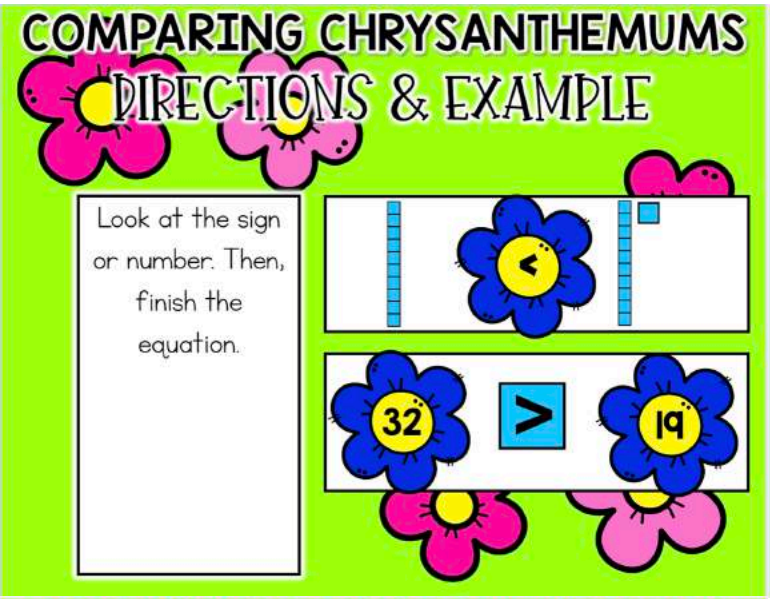


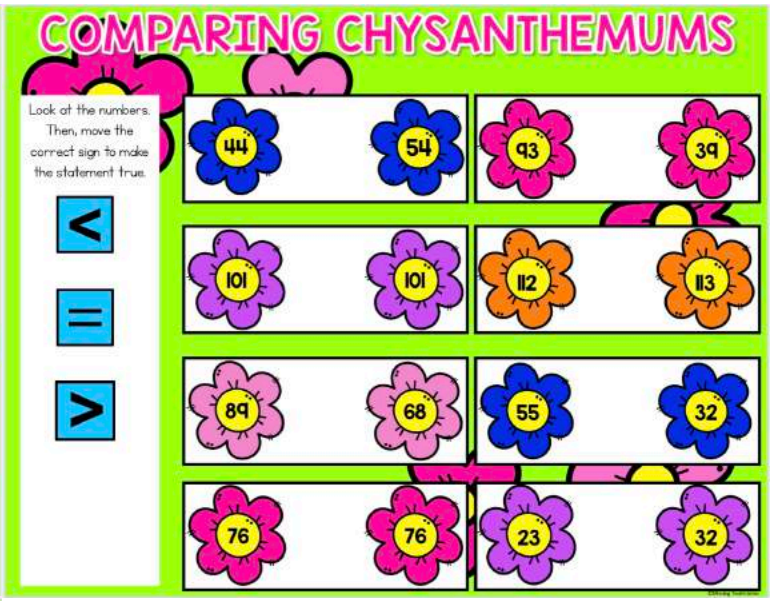


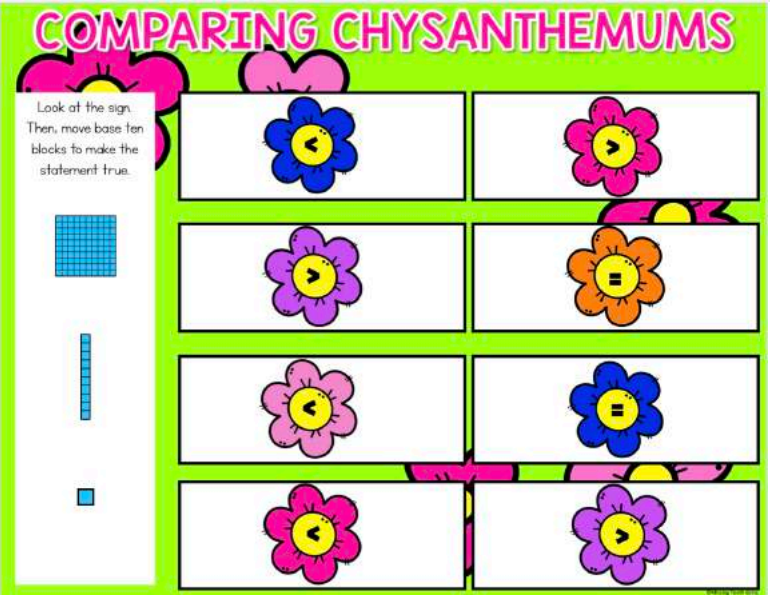
Students make the number with the base ten blocks.

3 slides

COMPARING CHRYSANTHEMUMS



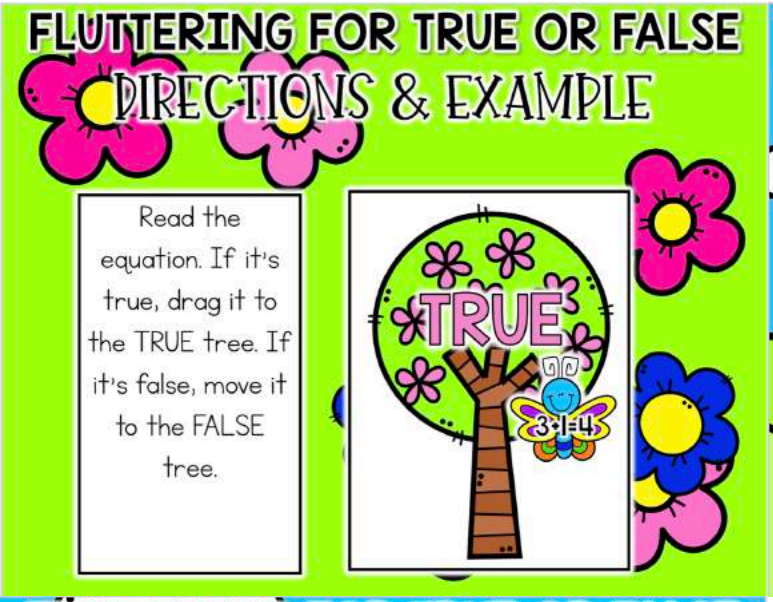


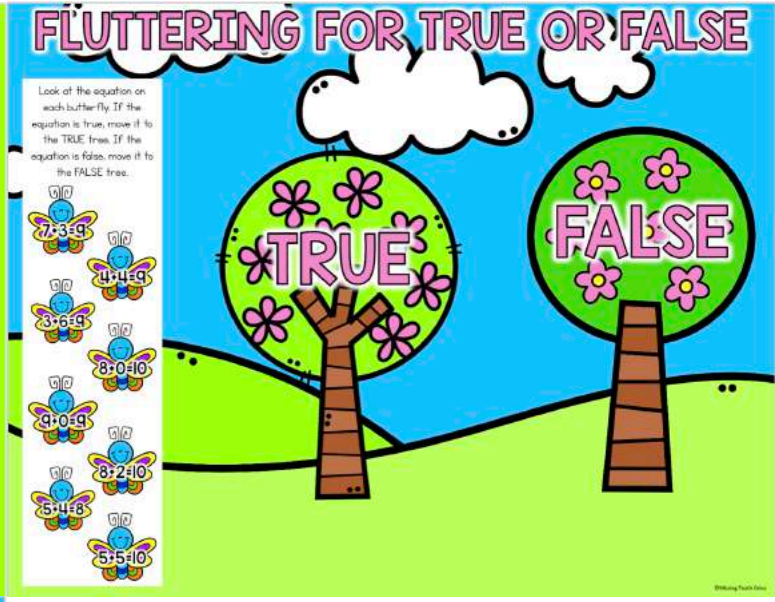


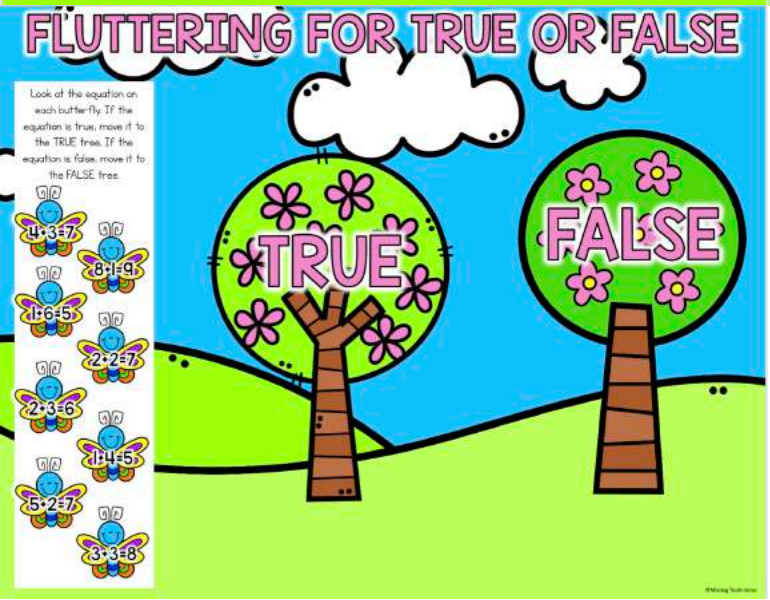
Make the equation true with base ten blocks or the correct symbol.

3 slides

FLUTTERING FOR TRUE OR FALSE



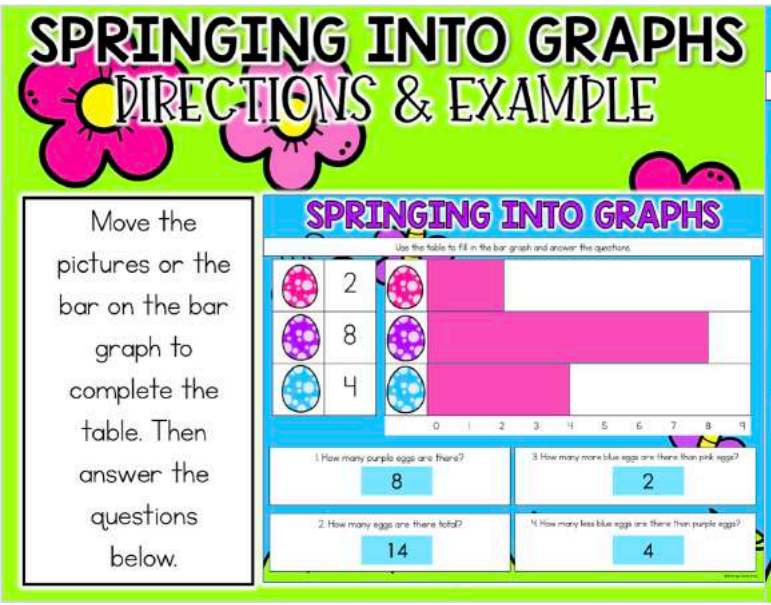


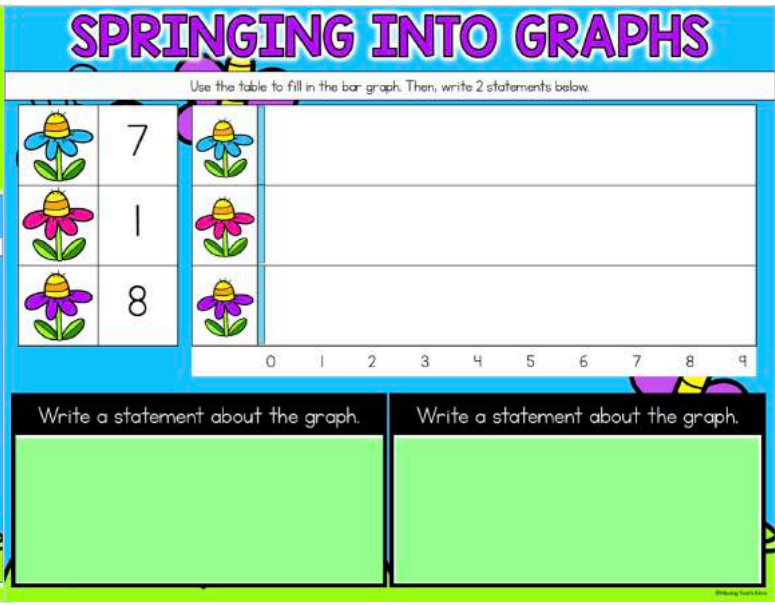


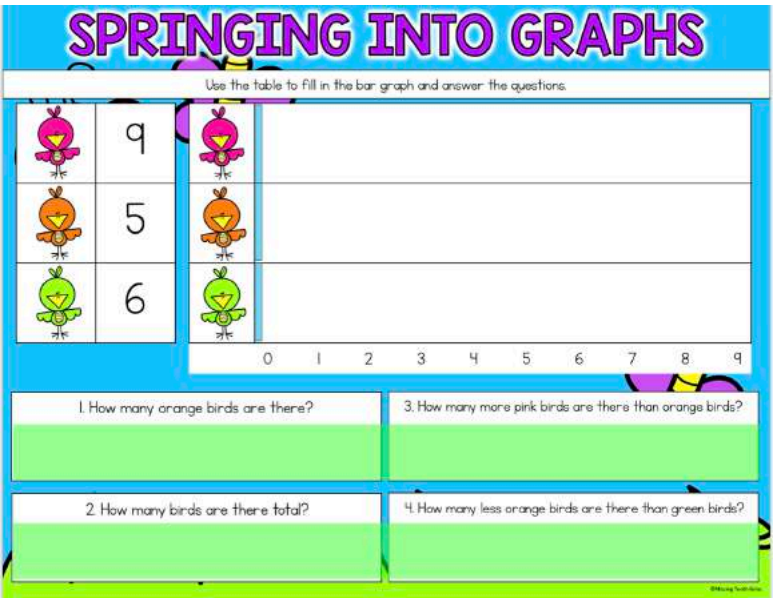
Students will arrange the snowballs in each equation to complete the fact families.

5 slides

SPRINGING INTO GRAPHS



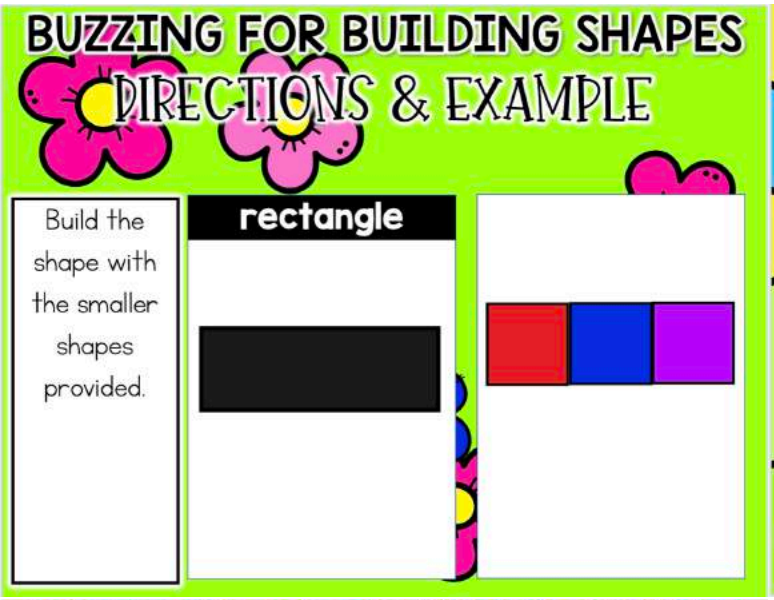


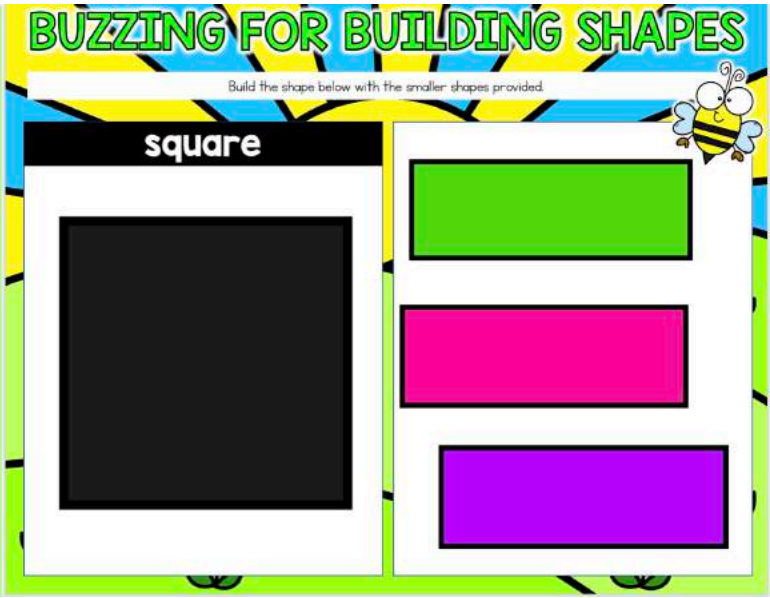


Use the data to fill in the graphs.

3 slides

BUZZING FOR BUILDING SHAPES

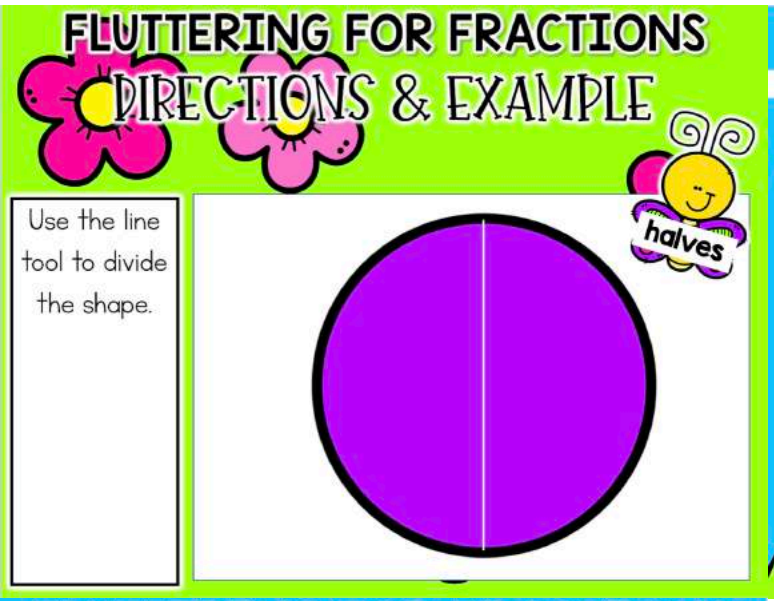


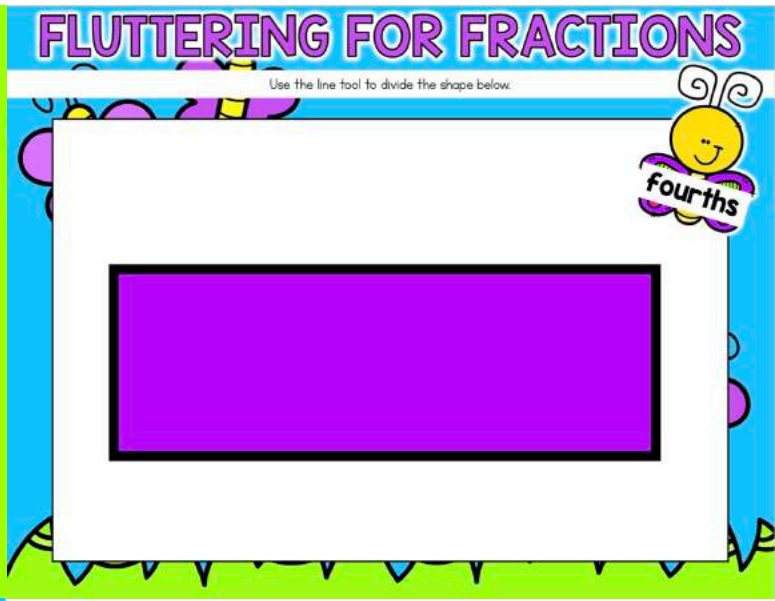


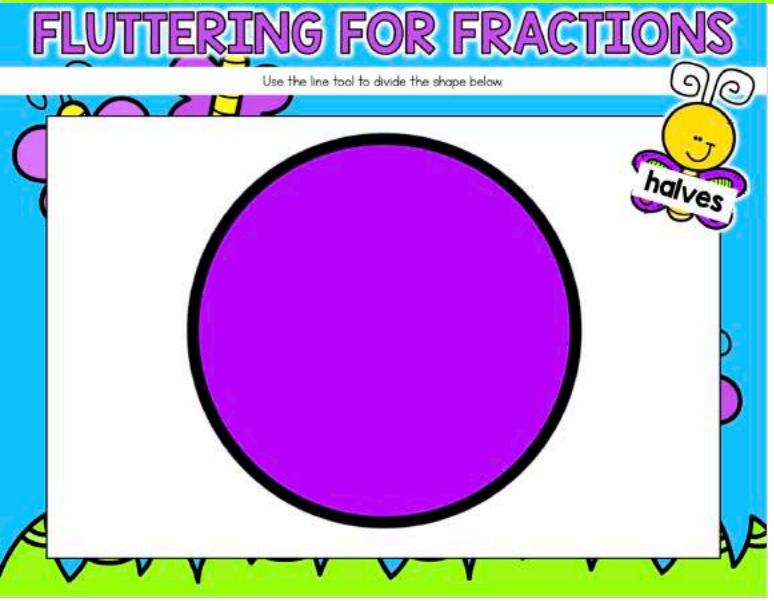
Build the shape with the smaller shapes provided.

4 slides

FLUTTERING FOR FRACTIONS



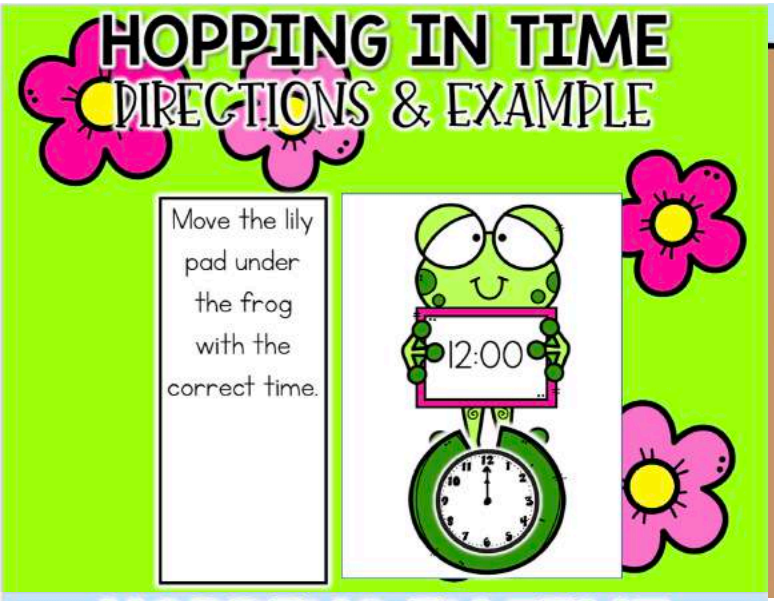


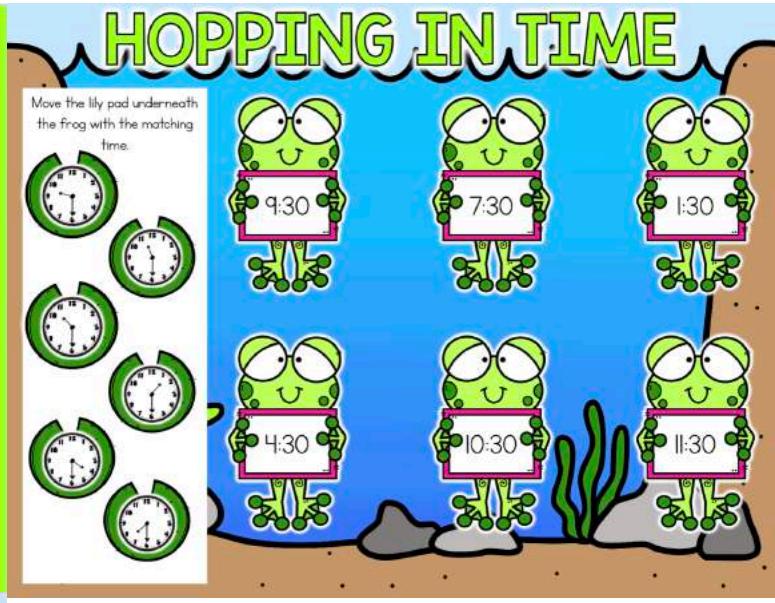


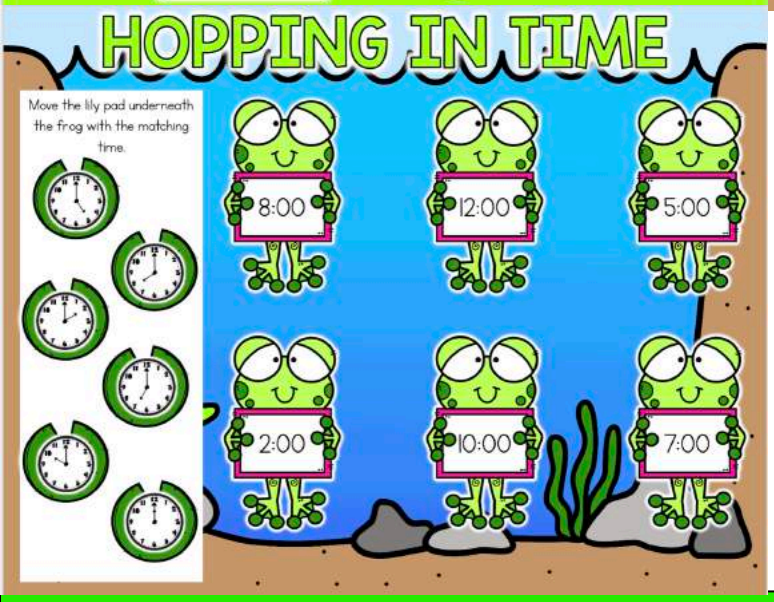
Use the line tool to divide the shape.

5 slides

HOPPING IN TIME



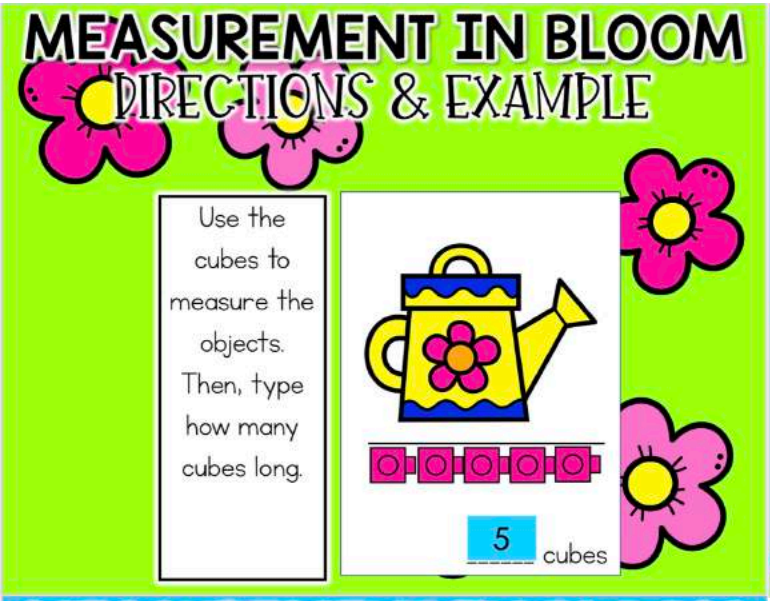


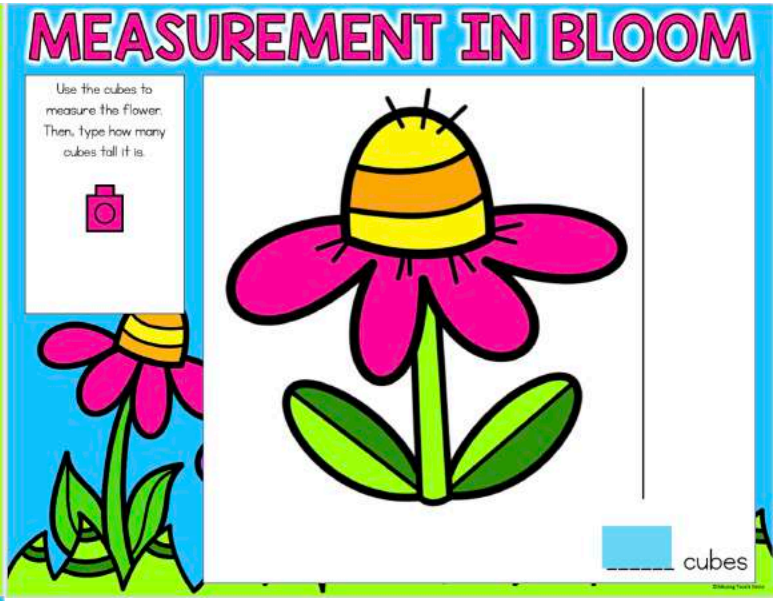


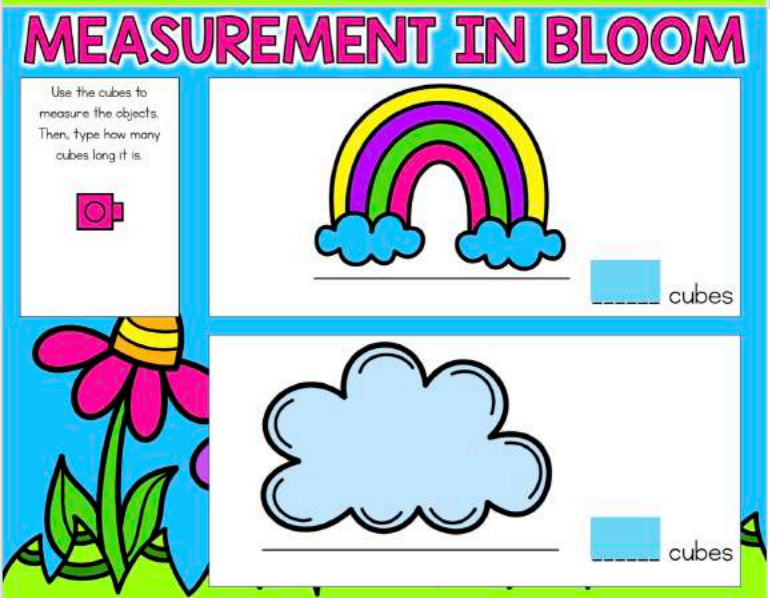
Move the lily pad under the frog with the correct time.

4 slides

MEASUREMENT IN BLOOM



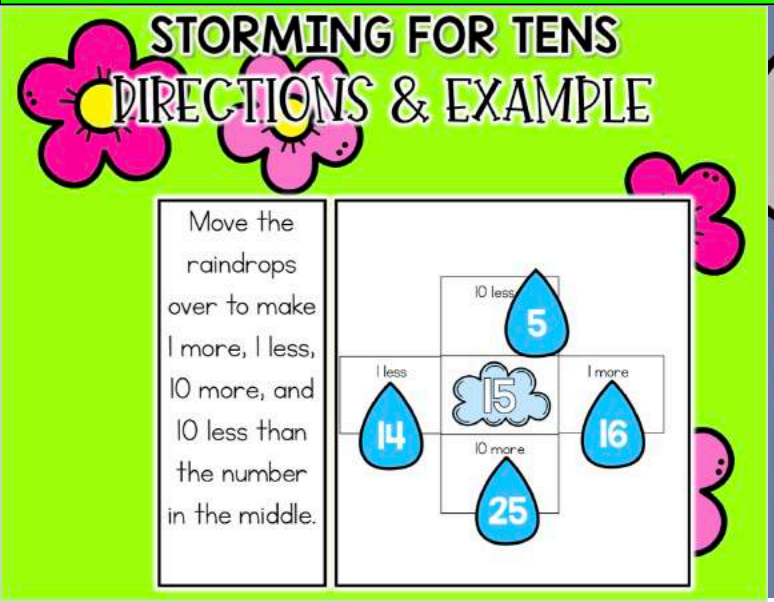


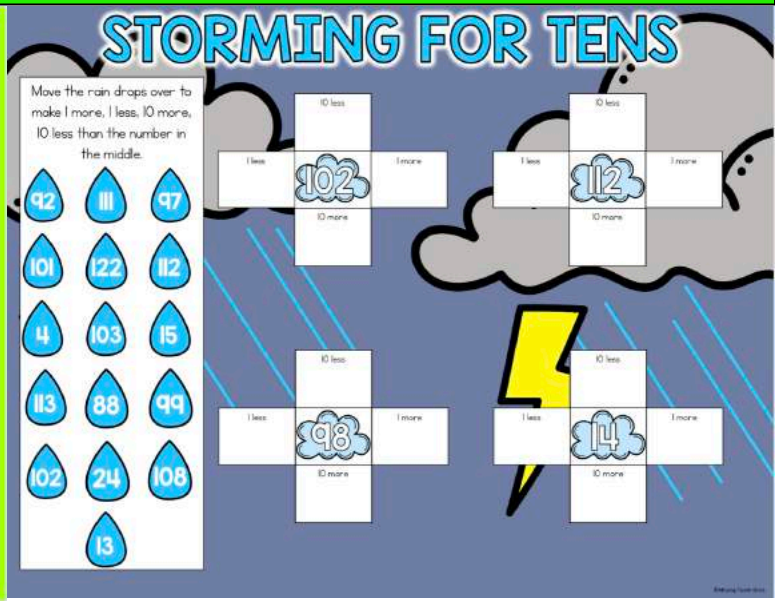


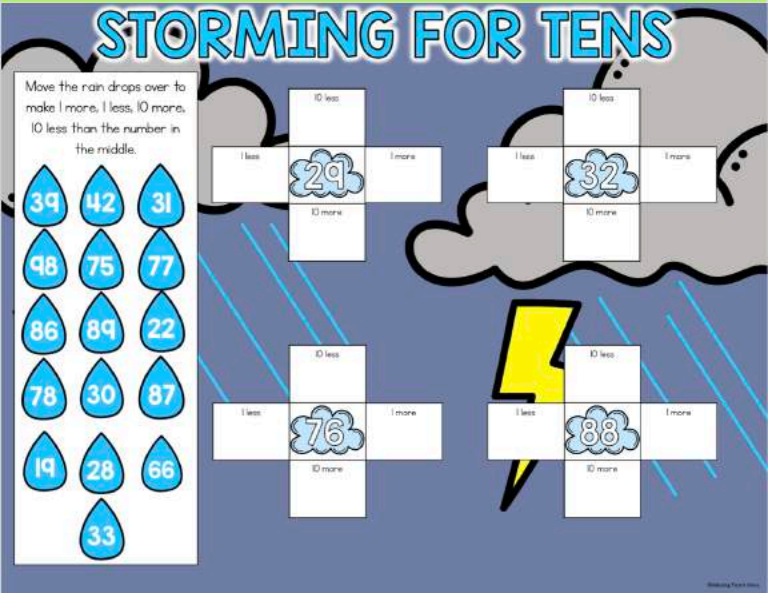
Use the cubes to measure the objects. Then, type how many cubes long.

4 slides

STORMING FOR TENS



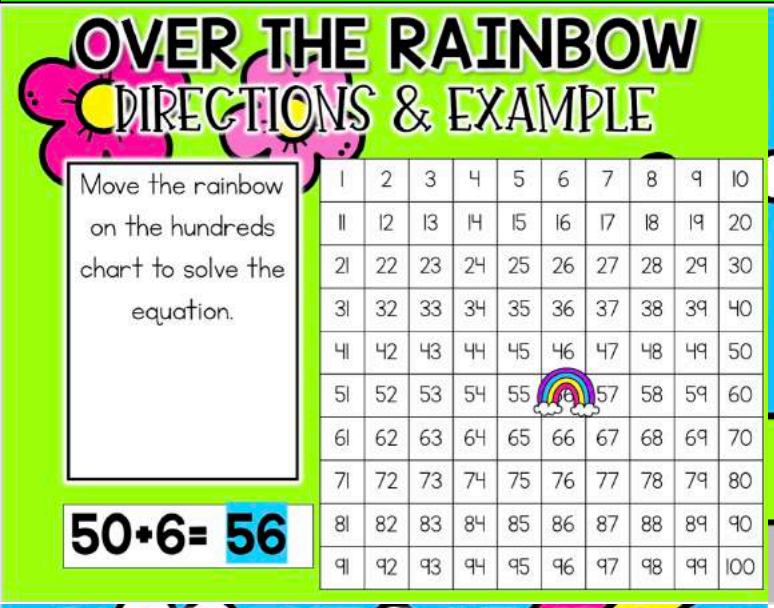


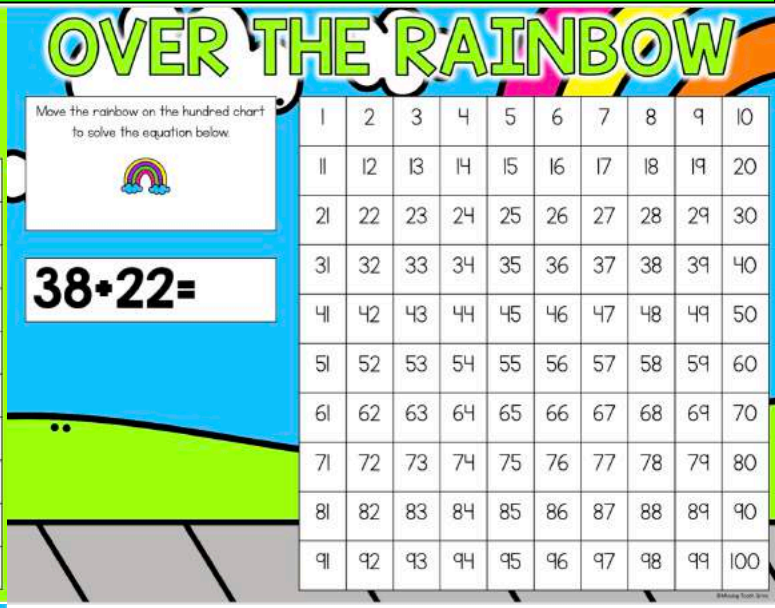


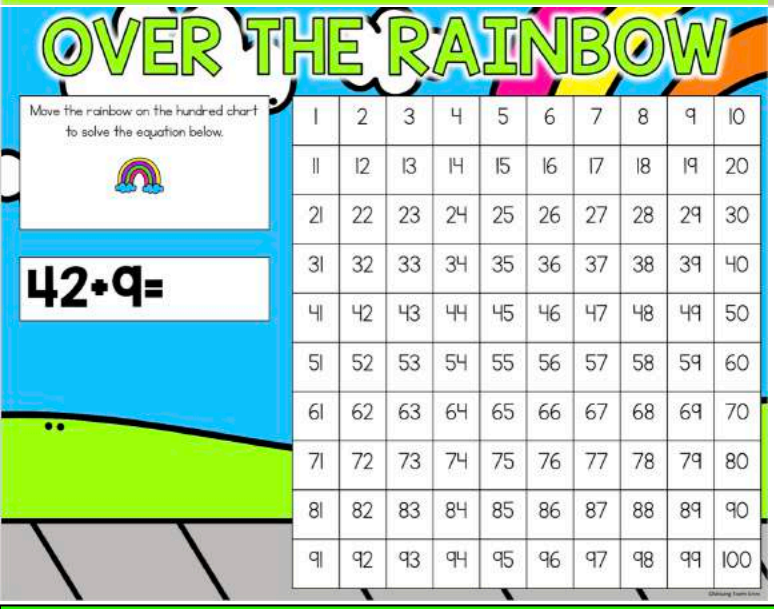
Move the raindrops over to make 1 more, 1 less, 10 more, and 10 less than the number in the middle.

4 slides

OVER THE RAINBOW



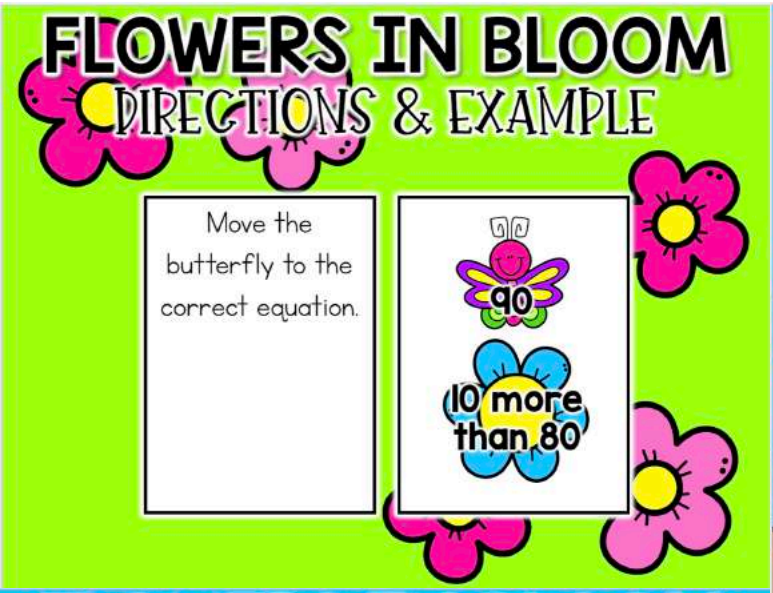


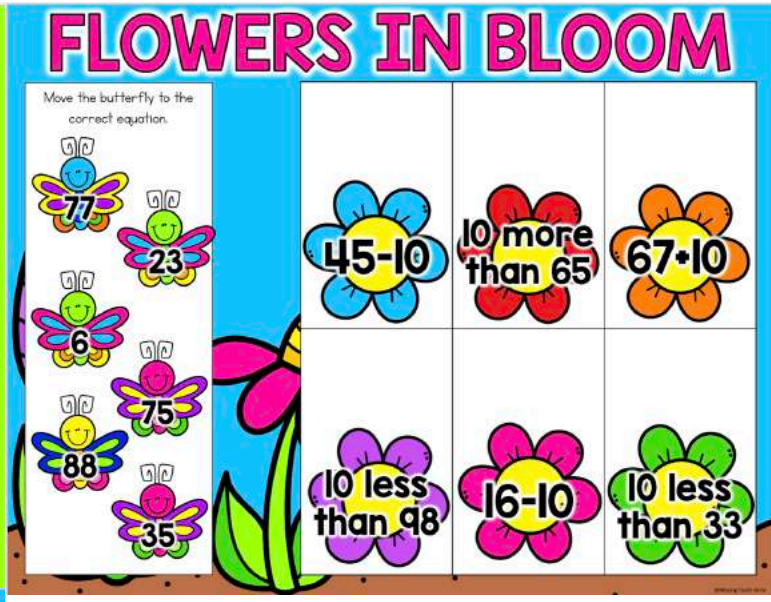


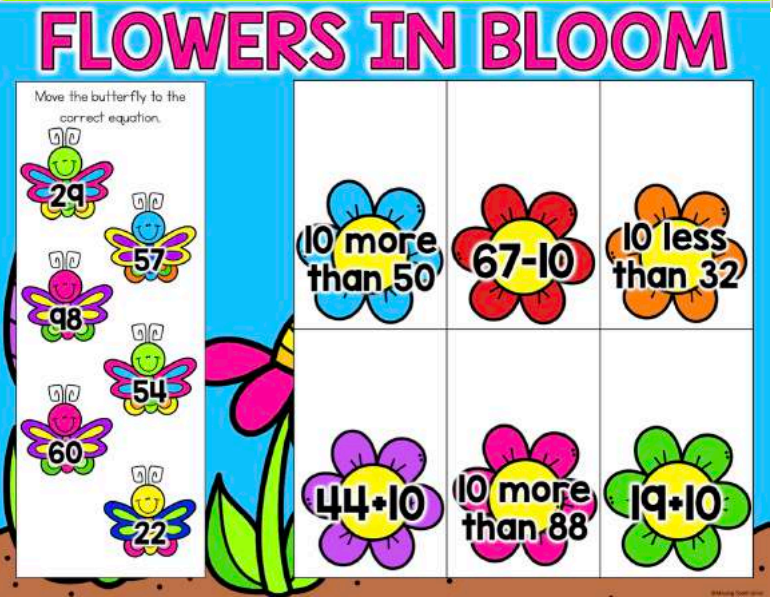
Move the rainbow on the hundreds chart to solve the equation.

6 slides

FLOWERS IN BLOOM







Move the butterfly to the correct equation.

4 slides