<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count out loud by 2's to 120 while clapping. (2, 4, 6, 8, ..., 118, 120)</td>
<td>Count out loud by 2's to 120 while clapping.</td>
<td>Count out loud by 2's to 120 while clapping.</td>
<td>Count out loud by 2's to 120 while clapping.</td>
<td>Count out loud BACKWARDS starting at 120 to 0. (120, 119, 118, 117, ..., 1, 0)</td>
</tr>
<tr>
<td>Count out loud by 5's to 120 while skipping. (5, 10, 20, ..., 115, 120)</td>
<td>Count out loud by 5's to 120 while skipping.</td>
<td>Count out loud by 5's to 120 while skipping.</td>
<td>Count out loud by 5's to 120 while skipping.</td>
<td>Count out loud BACKWARDS by 10s starting at 120 to 0. (120, 110, 100, ..., 10, 0)</td>
</tr>
<tr>
<td>Count out loud by 10's to 120 while doing jumping jacks. (10, 20, ..., 110, 120)</td>
<td>Count out loud by 10's to 120 while doing jumping jacks.</td>
<td>Create and solve addition and subtraction word problems about personal interest or everyday life. For example: I had 8 chicken nuggets on my plate. I ate some and now I have 4 left. How many chicken nuggets did I eat?</td>
<td>Write an addition or subtraction word problem and teach a family member a new strategy to solve it. Use a 100 chart or ten frames as needed.</td>
<td>Count out loud BACKWARDS by 10s starting at 120 to 0. (120, 110, 100, ..., 10, 0)</td>
</tr>
<tr>
<td>Organize a collection of up to 120 objects (beans, Cheerios, pennies, etc.) into groups of ten and skip count them by ten.</td>
<td>Draw a clock to show a time that represents a favorite time of day. Share the clock with family members and discuss the importance of that time.</td>
<td>Gather a set of fewer than 10 objects (buttons, coins, stuffed animals, etc.) and write an addition equation representing the sum of the objects. Then write a related subtraction problem.</td>
<td>Compare the total of 2 groups of items. Use math words to describe the relationship. For example: 27 Cheerios is more than 13 white beans.</td>
<td>Use playing cards or dice to add or subtract numbers. Use ten frames or a 100 chart as needed.</td>
</tr>
<tr>
<td>Go on a 2-dimensional shape scavenger hunt around the house. Draw and label the shapes found.</td>
<td></td>
<td>Count out loud BACKWARDS starting at 120 to 0. (120, 119, 118, 117, ..., 1, 0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>□ Start with any 2-digit number (12, 34, 41, etc.) and skip count from that number by 10s. (12, 22, 32, . . .) Repeat this activity 3 times starting with a different 2-digit number each time.</td>
<td>□ Start with any 2-digit number (12, 34, 41, etc.) and skip count from that number by 10s. (12, 22, 32, . . .) Repeat this activity 3 times starting with a different 2-digit number each time.</td>
<td>□ Play an addition game! Split a set of objects into two groups. Record an equation that represents the groups and sum. Put the piles back together and spit the pile again in a different way and record the equation. Repeat until all possible combinations/equations are found.</td>
<td>□ Collect data by sorting objects around the house by category (cereal, toys, clothes, etc.) Record how many objects are in each category. Ask and answer questions about the data. Example: How many more toys are there than cereal?</td>
<td>□ Go on a partition mission! Find real world objects that are partitioned into equal parts. Examples include window panes, dressers, pizza, and sandwiches.</td>
</tr>
<tr>
<td>□ Collect and display 3-dimensional shapes found around the house in a shape museum. Examples include boxes, cans, balls, etc.</td>
<td>□ Choose an appropriate non-standard unit (pennies, cereal, footsteps, cards, etc.) and measure the lengths of objects around the house. Record the measurements of each item.</td>
<td>□ Engage in a math discussion. Roll a number cube three times. Use the first two numbers to build a 2-digit number and the third as a number to add to the 2-digit number. Discuss with a family member your strategy for adding the numbers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Create a schedule for a perfect day. Draw clocks to show the times for each event.</td>
<td>□ Play a number game! Identify a number that is one more/one less and ten more/ten less than a number given by a family member or friend.</td>
<td></td>
<td></td>
<td>□ Represent 3 numbers 1-120 using words, numbers, pictures, and objects.</td>
</tr>
</tbody>
</table>
# My 120 Chart

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>32</td>
<td>33</td>
<td>34</td>
<td>35</td>
<td>36</td>
<td>37</td>
<td>38</td>
<td>39</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>42</td>
<td>43</td>
<td>44</td>
<td>45</td>
<td>46</td>
<td>47</td>
<td>48</td>
<td>49</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>52</td>
<td>53</td>
<td>54</td>
<td>55</td>
<td>56</td>
<td>57</td>
<td>58</td>
<td>59</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>61</td>
<td>62</td>
<td>63</td>
<td>64</td>
<td>65</td>
<td>66</td>
<td>67</td>
<td>68</td>
<td>69</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>71</td>
<td>72</td>
<td>73</td>
<td>74</td>
<td>75</td>
<td>76</td>
<td>77</td>
<td>78</td>
<td>79</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>81</td>
<td>82</td>
<td>83</td>
<td>84</td>
<td>85</td>
<td>86</td>
<td>87</td>
<td>88</td>
<td>89</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>91</td>
<td>92</td>
<td>93</td>
<td>94</td>
<td>95</td>
<td>96</td>
<td>97</td>
<td>98</td>
<td>99</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>101</td>
<td>102</td>
<td>103</td>
<td>104</td>
<td>105</td>
<td>106</td>
<td>107</td>
<td>108</td>
<td>109</td>
<td>110</td>
<td></td>
</tr>
<tr>
<td>111</td>
<td>112</td>
<td>113</td>
<td>114</td>
<td>115</td>
<td>116</td>
<td>117</td>
<td>118</td>
<td>119</td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>
**ASSEMBLY**

1. Print out the game cube two times.
2. Cut on the solid lines.
3. Fold down on the dashed lines so that you create a cube shape.
4. Glue the tabs on the inside of the cube underneath the flaps.
Riddle Me This...

Have your child answer the riddles to find the secret number. Use the hundred number chart to help you or any subtraction strategies that you may know.

1.) It's not 5 dimes and 6 pennies. It's not 13+41+23. It's not 10 more than 52. What is it?
   a. 56
   b. 77
   c. 62
   d. 74

2.) It's not 10 less than 67. It's not 53–6. It's not greater than 65. What is it?
   a. 64
   b. 57
   c. 68
   d. 47

3.) It's not 100–8. It's greater than 8 dimes and 1 nickel. It's less than 95. The digit repeats itself. What is it?
   A. 85
   B. 92
   C. 88
   D. 89

4.) It's more than 11+11. It is not 10+10+2+2. It is the next number in this pattern: 40, 35, 30, ______. What is it?
   A. 24
   B. 25
   C. 22
   D. 23

5.) It's not an even number. The digits do not repeat. It is less than 37. It is more than two dimes and two nickels. What is it?
   A. 35
   B. 33
   C. 38
   D. 36

Answers: D, A, C, B, A
Toys on the Grid
Materials: 2 small toys, 9 sheets of colored paper (2 colors)

Many of the skills needed in computer programming are practiced when students must figure out how to navigate a grid. When they move a toy from one position to another on a surface with a grid pattern, they will gain experience moving in measured patterns that are similar to the way computer code controls the movements of a robot. In this activity, children will be challenged to describe and count the ways a toy moves from one position on a grid to another.

What You Do:
1. Have your child create a grid on the surface of the table using nine sheets of paper—three across and three down.
2. Place a toy on one of the squares. Then you place the second toy on a different square.
3. Ask your child, “Suppose your toy wants to go visit my toy. How would you get there?”
4. Challenge your child to describe the path of travel using their own words or by drawing arrows on a piece of paper. For example, your child might say, “My toy has to move two squares down and one square over.”
5. Before your child can move their toy, you must state whether or not you agree with the plan. Once both players in the pair agree that they have a good plan and is correct, your child may move their toy to visit their partner’s toy, following the step-by-step plan they already verbalized or wrote down.
6. Next, ask your child to count how many steps it took to get from one position to another. Challenge them to find new positions for the toys that will require a greater number of steps.

Alien Eyes - Adding Game
Materials: dice, pencil, paper, crayon or highlighter (optional)

Ask your child to roll the dice. Have her add the two dice together and write the two numbers and the total (sum) on the piece of paper. (For example: $2 + 3 = 5$) Next, you roll the dice and do the same. Have your child add the sums and tell you which number is greater using a sentence: “My number five is greater than your sum of 3.” The person who gets the highest number wins. That person can highlight her number sentence with a yellow highlighter or crayon to show the win. But, if someone rolls “Alien Eyes,” or 1 and 1, then that person is automatically out and must begin again.
Sign Language Sight Words

Using the American Sign Language (ASL) chart below, have your students practice signing their name and learning the alphabet. Once they feel confident, have them practice signing their sight words to you and have you figure out what word they are spelling. For an extra challenge, you sign the sight words to your child and have them “read” the sight word to you.
Secret Agent Words

Have your child number the alphabet 1-26. (For example, A=1, B=2, C=3, D=4... Z=26) Next, have your child practice writing their sight words in code.

Example: BECAUSE = 2 5 3 1 21 19 5

Next, have your child add all the numbers together for a sum.

Example: BECAUSE = 2+5+3+1+21+19+5 = 56

Once your child is comfortable writing words in code, have them write you or another family member a secret message for you to decode!
Reading Fun Through Illustrations

Have your child read or listen to their favorite story. Once they have finished, have him/her tell you about their favorite part of the story then have them illustrate it choosing one of the following ways:

- Brochure – Tell information about the book using illustrations and captions. Fold the paper into fourths and do the following:
  - Front 1 – Title of the book
  - Front 2 – Draw a picture of your favorite character & tell about him/her.
  - Front 3 – Draw a picture and tell about the setting.
  - Front 4 – Draw a picture and tell about the problem.
  - Back 1 – Draw a picture and tell about the solution.
  - Back 2-3 – Write & illustrate about your favorite part of the book
  - Back 4 – Write about why someone should read this book.

- Book Cover – Fold a piece of paper in half to design a new cover for the book. On the front, be sure to include:
  - Title
  - Author
  - Illustrator
  - Picture
  - On the back – A summary of the book

- Advertisement – Design a poster for the book so others will want to read it! Be sure to include:
  - Title
  - Author
  - Illustrator
  - Picture

- Collage – Cut pictures out of magazines that help tell the story. Choose a part of the book that you would like to illustrate: main idea, setting, character, or problem. Look through magazines or newspapers for pictures and words that help you to illustrate that part. Glue them onto construction paper and add any words to help complete your collage.
Magic Squares

Magic Squares date back over 4,000 years to ancient China and have existed throughout history and in many different parts of the world. The magic lies in the fact that when the numbers in each row, column, and main diagonals of the square are added together, the sum is always the same. These number puzzles have fascinated some of the world's most brilliant thinkers, including the eighteenth century American Benjamin Franklin. He studied and composed some amazing magical squares, even going so far as to declare one square “the most magically magical of any magic square made by any magician.”

Magic Squares are square grids with a special arrangement of numbers in them. These numbers are special because every row, column and diagonal adds up to the same number. So for the example below, 15 is the magic number. Could you work this out just from knowing that the square uses the numbers from 1 to 9?

Example:

```
  8  1  6
  3  5  7
  4  9  2
```

Also, the two numbers that are opposite each other across the centre number will add up to the same number. So in the square above, \(8 + 2 = 10\), \(6 + 4 = 10\), \(1 + 9 = 10\) and \(3 + 7 = 10\). Why is this?

Try these on your own and try to figure out why this works.

```
  7  6
  9  5
  4  8
```

The sum is 15.
Magic Squares (continued)

<table>
<thead>
<tr>
<th></th>
<th>8</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

The sum is 12.

<table>
<thead>
<tr>
<th></th>
<th>8</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

The sum is 15.

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

The sum is 12.

Create your own for someone else to solve! Be sure to give them the sum.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sum: __________________

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sum: ____________
Directed Drawing - Spring Bunny

This is an activity that you and your child can do together. You do not have to be an artist to do a directed drawing. Just follow the directions below step-by-step for a cute refrigerator masterpiece!

1. Place a large white piece of art paper in portrait orientation.
2. Starting in the upper part of the page, draw a medium-sized circle for the head.
3. Add two black dots for eyes.
4. Draw a small heart shape in the center for the nose and a forward and backward ‘J’ shape coming down from the nose as the mouth.
5. Add three whiskers coming off of both sides of the face, leaving room for coloring on cheeks later.
6. For one ear, draw two curved lines going up from the head to the top to look like they would go off the page.
7. For the other ear, draw an arch from the head up to the left. Draw a line from the left point up to the right and a line up from the head to connect.
8. At the bottom of the page, draw two curved arches from the center going out towards the sides for the paws.
9. Add two small lines on the end of each paw for the toes.
10. Draw two curved lines down from under the head on each side, connecting with the paws for the body.
11. Draw two smaller curved lines down from under the head on each side, connecting with the body midway down for the arms.
Directed Drawing – Spring Bunny (continued)

Now it is time to add details.

1. Add a cloud shape connecting from the side of the lower body to the paw for a fluffy tail.
2. Under the bunny’s chin, add a bow-tie shape.
3. Add two lines inside each of the bunny’s ears to create an inner ear area. Add a pattern design inside the details. Stripes are used in the example.
4. You can get creative with the details here and allow your child to draw their details from a few ideas that you share with them (draw an egg, low necktie, or basket). Let them choose the pattern for inside the ears, and on the bowtie or egg, they draw. Patterns like polka dots, stripes, and zig-zags would look great!
5. Use a fine point black marker or Sharpie pen to trace all the lines of your Easter Bunny. Erase the pencil lines with a good white eraser.
6. Color the entire background behind the bunny in a bright color like yellow, purple, pink, or another spring color. These colors will make your Spring bunny pop from the page and look great as a display!

Your child’s finished project will look something like this:
Spring has Sprung!

The official first day of Spring was Thursday, March 19th. It’s the earliest spring has started in over a century (a century is 100 years). However, meteorologists say that March 1st is the “Meteorological First Day of Spring”. Why do you think that is? Think and talk about that with a family member before reading on.

The month of March often has widely varying temperatures across the United States. One day, it might be record-breaking warmth; the next day, a storm or blizzard strikes. Meteorologists consider this fluctuation a part of meteorological spring, which begins March 1st. The meteorological seasons were created because traditional seasons varied in length from 89 to 93 days and it was difficult for experts to compare statistics (such as temperatures or rainfall) from one year to another. The other meteorological seasons consist of three consecutive months:

- Meteorological spring is March, April and May.
- Meteorological winter is December, January, February.
- Meteorological summer is June, July, August.
- Meteorological fall is September, October, November.

Because spring’s weather fluctuates, or changes continuously, keep a weather journal for the next two weeks to see if there are any major changes, or fluctuation, in the weather.

Vocabulary words to know:

Century – 100 years
Blizzard – huge snowstorm with high wind and difficulty seeing far off
Fluctuation – to change continuously – especially up and down
My Weather Journal Day ______

Today's Date is:

Draw a picture of today's weather.

Color the picture that describes today's weather:

What is today's temperature? ________ How much did it rain today? ________