



Central Park East I Elementary School

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UNIT #1: MATH ROUTINES AT HOME / SEPTEMBER 2020

Math Letter to Families / Unit #1: Math Routines at Home / 2020-21

September __, 2020

Dear families,

Our first math unit for Distance Learning in the 2020-21 school year is entitled: "Math Routines at Home." This unit consists of several learning experiences through which your child will actively engage in routines of daily living, building on the routines you already have established for them to complete home chores. This work has a dual focus: (i) actively engaging your child in contributing to the home & family community, and (ii) identifying and maximizing daily chores to grow and develop mathematical reasoning and problem-solving skills. These are the assignments in Unit #1: Math Routines at Home:

1. The Calendar
2. Creating a Schedule for "Math Routines at Home" assignments
3. The Laundry
4. Grocery Shopping
5. Cleaning Up My Toys
6. Setting and Clearing the Table & Unloading the Dishwasher
7. Taking Out the Recyclables and the Trash.

These routines are rich with opportunities for your children to think about and grow their mathematical reasoning and skills -- especially relating to Counting & Cardinality (Sets, Number Sense & Counting). We hope you will continue these math routines in your home on a regular and repeating basis.

Below are some of the learning objectives addressed in these Math Routines:

- Identify attributes of an object
- Use the attributes to create sets
- Match objects from one set to objects from another set
- Use spatial reasoning to store objects
- Count objects
- Compare quantities
- Make sense of problems and persevere in solving them
- Construct viable arguments
- Look for and make use of pattern and structure

How to support your child's math learning at home

1. Discuss with your child problems that arise and encourage the use of mathematical thinking and strategies to solve them:

- Ask your child to clearly describe the problem.
- Encourage your child to explain her/his math thinking and reasoning to you. For example, after creating and constructing with recyclables, blocks, math manipulatives, natural materials, or scenes with toys, engage your child in conversations for her/him to elaborate on mathematical thinking.
- Encourage your child to use specific language. For example, ask her/him to describe where one object is in relation to another (near to, far from, above, below, next to, over) and to use precise words to describe objects and their attributes, such as blue lego (instead of block), teaspoon (instead of spoon), striped tee shirt (instead of shirt).
- Ask open-ended questions, such as "what do you notice?" "what do you think?" "how do you know?" "can you explain that to me?" etc.

2. Encourage your child to work as independently as possible.

- Your child will need a well-organized dedicated space to do math work every day. Work with your child to create this space and be sure that s/he can access all the materials on her/his own and that s/he knows where to find everything s/he needs.
- Be sure that your child takes care of her/his Math Toolkit and puts away all of its contents after every use.
- If your child is not yet reading, you can read directions and re-word them if your child is confused. Do not propose strategies or solutions to solve problems. Let your child do her/his own thinking.

Math / Unit 1: Math Routines at Home / The Calendar / September __, 2020

Learning Objectives: Understand the parts of a calendar and how a calendar can help us to keep track of time and events.

Task: Create your own calendar for September, October, November and December 2020.

Directions:

1. Fill in the blank calendar pages below with the days of the week and the dates. Insert Sunday as the first day of the week. **Here is a tip: the first day of September 2020 was Tuesday, September 1.**
2. Think about any special holidays or events in the weeks and months ahead and enter them in your calendar.



Take a photo of each page of your work. Each photo should include only one page of work. Please do not photograph more than one page at a time. Upload all photos to Google Classroom.

[NOTE TO TEACHERS: Print calendars in "landscape" orientation]

SEPTEMBER 2020

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OCTOBER 2020

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NOVEMBER 2020

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DECEMBER 2020

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**Math / Unit #1: Math Routines at Home /
Creating a Schedule for Math Routines Assignments / September __, 2020**

Learning Objectives: Figure out how to create a schedule to be sure that all Math Routines at Home assignments are completed between September __ - __.

Task: Read and understand these 5 assignments in Unit 1: Math Routines at Home:

- *Sorting Laundry*
- *Sorting Groceries*
- *Cleaning Up My Toys*
- *Setting and Clearing the Table*
- *Taking Out the Recyclables and the Trash*

Then create a schedule to document when you will complete these assignments, during the days between September __ - __ (we are including weekend days because we know that some family tasks are completed on weekends).

1. Read the 5 assignments in Unit 1: Math Routines at Home and discuss them with a grownup.
2. Figure out on what day you will complete each assignment. Some of these tasks already are or should become part of your daily routine at home. Others -- such as grocery shopping or laundry -- are tasks that are not done every day. Think about and plan on which days you can complete the tasks that are not done every day in your home.
3. Complete the schedule on the next page to show when you will complete all the Math Routines at Home. Be sure that every assignment is scheduled to be completed at least one time between September __ - __.

SCHEDULE OF MATH ROUTINES AT HOME
September __ - __

Date	Task(s)
____ day, September __	1. 2.
____ day, September __	1. 2.
____ day, September __	1. 2.
____ day, September __	1. 2.
____ day, September __	1. 2.
____ day, September __	1. 2.
____ day, September __	1. 2.
____ day, September __	1. 2.
____ day, September __	1. 2.
____ day, September __	1. 2.

Take a picture of each page of your work and upload all the pictures to Google Classroom. Please photograph only one page at a time.

Learning Objectives: Identify attributes of an object. Use the attributes to create sets. Match objects from one set to objects from another set. Fold and pile. Make sense of problems and persevere in solving them. Construct viable arguments. Look for and make use of structure.

Task: Sort, match, fold & pile the laundry.

Directions:

1. Read all the steps of this assignment with a grownup *before* you begin.
2. Find a place in your home with plenty of room to create piles of laundry, on the couch or using baskets.
3. Dump out the laundry in one large pile, study it and think about what you see. Talk about what you see with a grownup. Describe your laundry and write down the words you use.

Words that describe my laundry:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. Ask yourself the questions below. Discuss what you notice with a grownup and complete the description below in full and complete sentences.

- What are the different ways this laundry could be sorted?
- What are the rules I could follow to sort this laundry?

These are 2 different ways that we could sort the laundry:

5. Separate the laundry into piles or baskets according to one of the rules that you wrote above. Take a picture of the piles or baskets of sorted laundry you created and upload it to Google Classroom.

6. Help your grownup to wash the laundry.

7. When the laundry is washed and dried, it's time to sort it all again so that it can be put away in closets and drawers. Ask a grownup to take a picture of you while you do this work.

8. Ask yourself the question below. Write down your sorting rules below in full and complete sentences.

- Now that the laundry is clean and dry, how should I sort it so that I can put everything away in the proper closets and drawers?

These are the different sets of clean laundry I could make:

9. Now it's time to fold the laundry and sort it into piles so that you can easily put it away in your drawers and closets.

- Find the midline of each piece of laundry and fold it down the midline, matching the points on one side of the midline to the corresponding points on the opposite side of the midline.
- Place the folded piece of laundry on the pile of laundry that matches the sorting rules you developed.
- When you have finished folding, sorting and stacking all the laundry, draw the piles of your sorted laundry.

Note to grownups: You can support your child in this work by undertaking this task when you have plenty of time for it. Ask open-ended questions (see examples below) and leave lots of time for her/him to think and reason, and to discuss noticing with you. Remember the point of this work is for your child to do her/his own thinking. If -- and only if -- s/he gets stuck, you can ask a leading question, such as "what do you notice about this piece of clothing?" or "which

person in this family wears this piece of clothing?" or "how are these two pieces of clothing similar? Or "how are these two stacks of clothing different?" to jump start your child's thinking. Remember that objects can be sorted according to many different rules and we want to encourage children's flexible thinking. You may be surprised at the different perspectives children bring to this work.

(a) What do you notice?

(b) What do you think?

(c) What do you wonder?

(d) What things are the same about these objects? What words can you use to describe the similarities between them?

(e) What things are different about these objects? What words can you use to describe the differences between them?

Take a separate picture of each page of your work and upload all the pictures to Google Classroom. Please photograph only one page of work per picture.

Learning Objectives: Identify attributes of an object. Use the attributes to create sets. Match objects from one set to objects from another set. Use spatial reasoning to store objects. Make sense of problems and persevere in solving them. Construct viable arguments. Look for and make use of structure.

Task: Unpack, sort and put away family groceries.

1. Read all the steps of this assignment with a grownup ***before*** you begin.
2. Clear off the kitchen table. Be sure to find a safe place to put the things that are on it.
3. Unpack your family's groceries and set them out on the table.
4. Study the groceries and think about what you notice. Talk about what you notice with a grownup. Describe your groceries and write down the words you use.

Words that describe my groceries:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

5. Open the cabinets where your family stores groceries and ask yourself: how does my family sort groceries to put them away in the cabinets? What rules do we follow? Discuss what you notice with a grownup and complete the description below in full and complete sentences.

These are 3 rules my family follows to sort groceries in the cabinets:

6. Open the refrigerator and ask yourself: how does my family sort groceries to put them away in the refrigerator? What rules do we follow? Discuss what you notice with a grownup and complete the description below in full and complete sentences.

These are 3 rules my family follows to sort groceries in the refrigerator:

7. Sort the groceries on your table according to the rules you noticed.

(i) Take a picture of your sorted groceries.

(ii) Describe the rules you used to sort the groceries on your table into multiple sets:

These are the rules I used to sort the groceries on my table:

8. Take a picture of each individual set of groceries that you created and upload it to Google Classroom with a description of the rule for that set of groceries. Use full and complete sentences.
9. When you have finished sorting your groceries and writing down your sorting rules, think about how to put away the groceries so that they all fit in the cabinets and the refrigerator. Discuss your strategies with a grownup.
10. Put away your groceries in the cabinets and refrigerator. Ask a grownup to take a picture of you while you do this work.

Note to grownups: You can support your child in this work by undertaking this task when you have plenty of time for it. Ask open-ended questions and leave lots of time for her/him to think and reason, and to discuss noticings with you. Remember the point of this work is for your child to do her/his own thinking. If -- and only if -- s/he gets stuck, you can ask a question (see examples below) to jump start your child's thinking. Remember that objects can be sorted according to many different rules and we want to encourage children's flexible thinking. You may be surprised at the different perspectives children bring to this work.

(a) What do you notice?

(b) What do you think?

(c) What do you wonder?

(d) What things are the same about these objects? What words can you use to describe the similarities between them?

(e) What things are different about these objects? What words can you use to describe the differences between them?

Take a separate picture of each page of your work and upload all the pictures to Google Classroom. Please photograph only one page of work per picture.

Math / Unit #1: Math Routines at Home / Cleaning Up My Toys / September __ - __, 2020

Learning Objectives: Identify attributes of an object. Use the attributes to create sets. Match objects from one set to objects from another set. Make sense of problems and persevere in solving them. Construct viable arguments. Look for and make use of structure.

Task: Sort, match and put away toys.

Directions:

1. Read all the steps of this assignment with a grownup ***before*** you begin.
2. Collect all the toys that need to be put away and take them to the place(s) in your home where they are stored.
3. Study your toys and think about what you see. Talk about what you see with a grownup. Describe your toys and write down the words you use.

Words that describe my toys:

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4. Ask yourself the questions below. Discuss what you notice with a grownup and complete the description below in full and complete sentences.

- What are the different ways these toys could be sorted?
- What are the rules I could follow to sort these toys?

These are 2 different ways that I could sort my toys:

5. Sort the toys according to the rules you use to put them away in your home. Put away your toys on the shelves and in other spaces you have for them in your home. Ask a grownup to take pictures and upload them to Google Classroom.

Note to grownups: You can support your child in this work by undertaking this task when you have plenty of time for it. Ask open-ended questions (see examples below) and leave lots of time for her/him to think and reason, and to discuss noticings with you. Remember the point of this work is for your child to do her/his own thinking. If -- and only if -- s/he gets stuck, you can ask a leading question, such as "what do you notice about this toy?" or "how are these two toys similar? Or "how are these two toys different?" to jump start your child's thinking. Remember that objects can be sorted according to many different rules and we want to encourage children's flexible thinking. You may be surprised at the different perspectives children bring to this work.

(a) What do you notice?

(b) What do you think?

(c) What do you wonder?

(d) What things are the same about these objects? What words can you use to describe the similarities between them?

(e) What things are different about these objects? What words can you use to describe the differences between them?

Take a separate picture of each page of your work and upload all the pictures to Google Classroom. Please photograph only one page of work per picture.

**Math / Unit #1: Math Routines at Home /
Setting and Clearing the Table / September ___ - ___, 2020**

Learning Objectives: Identify attributes of an object. Use the attributes to create sets. Match objects from one set to objects from another set. Make sense of problems and persevere in solving them. Construct viable arguments. Look for and make use of structure.

Task: Sort, match, count and group items needed to set the table for a meal.

Directions:

1. Discuss with a grown up how many people will be eating together and what foods they will be eating. Figure out what items you need to set the table and how many of each item will be needed.
2. If your family uses a table cloth, spread it out on the table. If your family uses placemats, figure out how many you need and set them out on the table.
3. Collect the items you will need and place them on a countertop, sorted by plates, utensils, glasses and napkins. Ask a grownup to take a picture to upload to Google Classroom.
4. Set out the plates, utensils and glasses on the table, one place setting for each person. Be sure that each person has all the items they will need for the meal. Ask a grownup to take a picture to upload to Google Classroom.
5. Check with your grownup to know what other items are needed, such as mustard, ketchup, butter, salt, pepper, etc. and set them out on the table
6. Enjoy your meal!
7. When everyone has finished eating, it's time to clear the table. Place all the dirty items on the counter, stacked or grouped by item. Ask a grownup to take a picture to upload to Google Classroom.
8. Answer the questions below in full and complete sentences.

How many place settings did you set out on the table?

What items did you set out on the table?

Note to grownups: You can support your child in this work by undertaking this task when you have plenty of time for it. Ask open-ended questions (see examples below) and leave lots of time for her/him to think and reason, and to discuss noticings with you. Remember the point of this work is for your child to do her/his own thinking. If -- and only if -- s/he gets stuck, you can ask a leading question, such as "if 6 people are eating lunch, how many plates do you think we

need?" Remember that we want to encourage children's flexible thinking. You may be surprised at the different perspectives children bring to this work.

(a) What do you notice?

(b) What do you think?

(c) What do you wonder?

(d) What things are the same about these objects? What words can you use to describe the similarities between them?

(e) What things are different about these objects? What words can you use to describe the differences between them?

Take a separate picture of each page of your work and upload all the pictures to Google Classroom. Please photograph only one page of work per picture.

Math / Unit #1: Math Routines at Home /

Taking Out the Recyclables and the Trash / September ___ - ___, 2020

Learning Objectives: Identify attributes of an object. Use the attributes to create sets. Match objects from one set to objects from another set. Make sense of problems and persevere in solving them. Construct viable arguments. Look for and make use of structure.

Task: Sort, match and group items to be recycled and items to go out with the trash.

Directions:

1. Read all the steps of this assignment with a grownup ***before*** you begin.
2. Think about what items your family recycles and what items you throw out in the trash.
3. Think about how to sort the recyclables into separate groups. What different groups do you have?
4. Discuss with a grown up how your family takes out the recyclables and the trash.
5. Answer the questions below in full and complete sentences.
6. Take out the recyclables and the trash to be picked up by the NYC Sanitation Department.

What items does your family have to be recycled?

What similarities do you see among these items?

What differences do you see between these items?

What rules can you follow to group the items to be recycled?

Note to grownups: You can support your child in this work by undertaking this task when you have plenty of time for it. Ask open-ended questions (see examples below) and leave lots of time for her/him to think and reason, and to discuss noticings with you. Remember the point of this work is for your child to do her/his own thinking. If -- and only if -- s/he gets stuck, you can ask a leading question, such as "do you notice any difference in the materials that these items are made from?" or "any similarities?" Remember that we want to encourage children's flexible thinking. You may be surprised at the different perspectives children bring to this work.

(a) What do you notice?

(b) What do you think?

(c) What do you wonder?

(d) What things are the same about these objects? What words can you use to describe the similarities between them?

(e) What things are different about these objects? What words can you use to describe the differences between them?

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Math / Unit #1: Math Routines at Home /

Complete Your Math Routine for Today / September __, __, __, __ & __, 2020

Task: Complete and document a Math Routine at Home.

Directions:

1. Review the Schedule for Math Routines at Home that you created on ___day, September __.
2. Complete the Math Routine at Home that you scheduled for today. Document your work as specified in the Directions for that assignment.

Take a separate picture of each page of your work and upload all the pictures to Google Classroom. Please photograph only one page of work per picture.