



## TEACHER'S GUIDE I

Grades: Kindergarten and 1st Grade

**These exercises are built for younger groups and focus on simplicity of activity and introduction to basic concepts including new vocabulary, creativity, simple math and monetary understanding.**

### **Make a Sign!**

**Purpose:** Help students to understand that signs communicate a message for marketing or advertising. Begin to develop creativity and communication.

#### **Materials:**

- Long tongue depressors or dowels
- Stapler or tape
- Construction paper or white paper; NOTE: Fold paper in half to start.
- Basic craft supplies (crayons, markers, stickers, stamps etc.)

**Lesson:** A lot of businesses have signs out front so people know what it is and/or where it is. Make a sign for your favorite place. Ask students to think about pictures or visuals they can use to help describe their place and what happens there. Ask students to decorate both sides of their sign. Staple or tape the sign together, and use dowel or tongue depressor as the sign's pole.

**Discussion points:** What is your favorite place to visit (park, beach, a store, mall, city etc.)? What happens at your favorite place (Is it a fun place? Do they sell something? Can you see something interesting?)? What is your sign for? Is it to tell where the place is or what is happening at the place?

### **Quarter, Dime, Nickel, Penny!**

**Purpose:** Introduce students to coins and categorizing and values.

#### **Materials:**

- Have each student bring in a baggie filled with a quarter, dime, nickel and a penny.
- Have extras on hand if a child doesn't have coins that day.
- Teacher, bring in four different colors of construction paper. (Colors used in this example: yellow, green, blue, red)

**Lesson:** Lay the four pieces of colored construction paper out on the table. (An alternative option is to utilize different tables or even the floor.) Have students place all of their quarters on the yellow paper; all of their dimes on the green paper; all the nickels on the Blue; and all the pennies on the red paper. Talk to students about how much each coin is worth. Next, try putting numbers on each of the papers to mix it up (put 25c, 10c, 5c, and 1c on each of the sheets). Have the children match up the right coin with the sheet that says the right amount.

### **Addition starts with “A”**

**Purpose:** Introduce the concept of adding and subtracting in a new way. Show with physical action the notion that numerical values are associated with quantities.

#### **Materials:**

- All students must bring in something that starts with the letter “A”.

**Lesson:** Have each student bring in something that starts with the letter “A” because today’s word is “Addition”! Count up all the items that the class brought in that start with “A”. (Example: Perhaps all students bring their respective item to the front of the class, and the class counts together.) Then, remove one item by asking a student to come up and grab his or her “A” item. Again, count together as a group.

**Discussion points:** Now, how many do we have? What if you put it back? You’re back at the same number. Then, take more and more away. Help students to see how to count backwards and forwards one at a time. More advanced students could try in twos.

### **Plus Signs!**

**Purpose:** Familiarize children with the plus sign and what it means. Also convey the concept that numerical values are associated with quantities.

**Materials:**

- A standard piece of construction paper
- Kid-safe scissors

**Lesson:** Give each student a piece of paper. Have them learn to make addition (“plus”) signs by first cutting out the paper into a large plus sign. (Example: Cut the corners off in squares. For younger students, you may need to show an example on the board or with your own piece of paper.) Then, ask the students to decorate the “plus” sign with little tiny plus signs in different colors. Show on the board several formulas including  $1+1=2$ ;  $2+1=3$ ;  $3+1=4$ . Then, call a student up to the front with his plus sign. Then call another. (Example: Jake plus Sarah = two students)

**Art Gallery**

**Purpose:** Develop creativity and learn about a different type of business – art galleries. Also, use art work to illustrate simple addition and subtraction, or categorization based on colors or types.

**Materials:**

- A piece of blank construction paper for each child
- Basic craft materials

**Lesson:** The students are going to be artists, and together the class is going to “supply art” (make art) for an art gallery. First, ask each student and allow time for students to create a piece of art. Once all the painting and drawing is complete, tape the pictures in the front of the room for the art gallery. Have the students help add up the number of paintings. Have them sort the paintings by color or type. The students can also name their gallery, and you could invite another class to come visit the art showing.