

## Math Tubs in First Grade



### Grade Level- First

### Overview

“Math Tubs” provide opportunities for children to develop deeper and broader understandings of the GPS standards. They consist of games or activities which are engaging and most importantly open ended so they can be visited multiple times and be used for differentiation. Tubs can be used in classrooms to remediate, enrich, assess and provide meaningful activities for children while the teacher works with smaller groups.

### Setting Up Tubs

Begin with the standard you want to address.  
Choose an activity that practices the standard.  
Introduce the tub in whole or small groups to be certain the children can do the activity independently  
Provide ample opportunities for children to practice with the teacher acting as the facilitator.  
Provide recording sheets or math journals so children can record their learning.

### Managing Materials

Any materials will work for Math Tubs. The following are suggestions depending on budget and availability.

- ▶ Storage tubs
- ▶ A variety of math manipulatives (such as beans, unifix cubes, pattern blocks, wooden cubes, connecting links, two sided beans or counters, dice, etc.)
- ▶ Post standards and directions on or in tub. Be sure directions are clear so that children and or a sub will understand expectations.
- ▶ When beginning tubs in your classroom start small and give children plenty of time for free exploration and “play”. This will help children stay focused on the task later.
- ▶ Write the standards in “kid friendly” vocabulary so they are able to articulate what they are learning.
- ▶ Get ideas from games, text books, math center books, teachers etc.
- ▶ Remember to choose activities that are open ended. This ensures a different experience each time the tub is visited and allows for differentiation.
- ▶ Don’t kill yourself. Start small and choose activities that can stand the test of time. Plan on changing your tubs once or twice a quarter. If you are changing tubs every week you are working too hard and are also not allowing enough practice time for the children. Consider adding more tubs.

## Math Tub Example

Standard: **M1N3**

Students will add and subtract numbers less than 100 as well as understand and use the inverse relationship between addition and subtraction.

Focus: e. Understand addition and subtraction number combinations using strategies such as counting on

### **Materials:**

Counting bears or other manipulatives

Butter or clear tubs

Recording sheets

Dice

### **Prep:**

Place a number 5 on a butter tub. Continue with 6, 7, 8 & 9

Put all materials in the math tub.

Post standard on the tub.

### **Directions:**

The student chooses a butter tub.

They count out the number of bears to correspond to the number on the butter tub.

This is the number they will start with each time.

The child rolls the dice to determine how many bears to add.

The student uses the counting on strategy to find the sum.

Example:

$$8 + 3 =$$

8, 9, 10, 11 The sum is 11.

The student records their work and thinking on the recording sheet.

Enrichment Activity: Roll dice 2 times for 3 addends.



## Sample Questions

What standard are you working on?

Tell me about what you are working on.

Could you solve this problem a different way?

How would we use this type of math in our lives?

How did you get your answer?

## Sample Question Solutions

Answers will vary depending on what math tub and standard the child is working on. Ideal answers show that children are thinking about the concept in a new way or are applying it in a different situation, such as their own lives, and understand not just the process, but the "why."

## Assessment Ideas

Observation, notes, and student work samples. Each activity allows for authentic assessment as the teacher facilitates learning.