

Parent Activity

Addition

Math Page 1

What we did today

Today your child worked on beginning addition skills by recognizing how a number can be a combination of different numbers. For instance, 5 can be $1+4$ but also $2+3$.

Words for the week:

Group, Pattern

Supplies

To practice this skill at home, you can create a combination/set out of various objects such as blocks, cubes, legos, pieces of colored paper, or any other thing you or your child can think of to create a pattern.

Follow through

Throughout the rest of the week, point out various objects of different color that may be used to make a set in various ways. For example, you may use things such as fabrics, cubes, or pieces of paper.

Ask your child to select a card with a number on it. For example, your child may select a card with 5 on it. Discuss with your child what number was selected and what patterns can be made to make that number.

Then have your child use different colored blocks to make “trains” of five blocks, combining the two colors in as many different ways as your child can. Have your child describe each of the results (e.g. “I used 3 blue and 2 red cubes for this train”). Your child can compare the height or length of the “trains” to determine if they are the same or different.

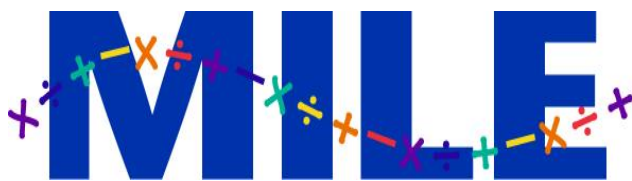
Helping your child learn

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The questions in the F-A-R (Focus and plan—Act—Reflect) column on the activity sheet help your child to create a habit-pattern of thinking.

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The more you practice this with your child, the better skilled he/she will be with deliberative thinking.



Parent Activity

Addition

Math Page 2

What we did today

Today your child worked on addition skills by combining “raisins” on a slice of “raisin toast”.

Words for the week:

Combination, Sum, Add, Subtract, Difference

Supplies

This skill can be practiced at home using several cut up pieces of paper. Use beads, beans or other counters, so your child can count out the math sums.

At this stage it is not necessary for your child to remember the math facts. It is more important that he/she understands what happens when you add and when you subtract.

Follow through

Throughout the rest of the week, you and your child may create different combinations out of everyday objects. You and your child may use pieces of paper cut into 2 pieces. Put a number of objects on each side. Then put the pieces together and count the number. Objects may include raisins, coins, Fruit Loops or Cheerios.

You can write a variety of addition and subtraction sentences on pieces of paper, for instance, $7+2=$, $5+3=$, $9-2=$). On separate pieces of paper write down the answer for each number sentence, for instance 9, 8, 7. Ask your child to match to math sentences and the answers.

If your child is not able to point at the right answer, have him/her work it out with the counters.

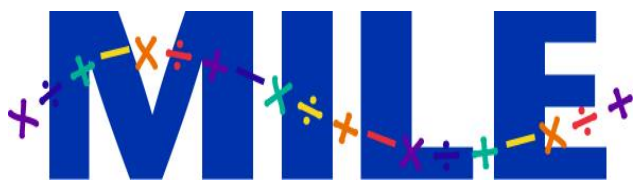
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Parent Activity

Addition

Math Page 3

What we did today

Today your child worked on addition skills by “building” number sentences.

Words for the week:

Combination, Pattern, Number

Supplies

This skill can be practiced at home using materials such as colored paper (cut into squares), buttons, fruit loops, beans, buttons, and beads. You will also need paper and pencil and different colored markers and graph paper.

Follow through

Throughout the week, you and your child can create different number sentences. Your child can make number sentences using paper and a pencil.

For example, $2 + 3 = \text{—}$, $2 + 2 = \text{—}$ and so on. Then have your child make the corresponding number pattern using materials such as colored paper (cut into squares), buttons, Fruit Loops or beads. He/she can then write the answer on the paper. Your child can also draw a picture of the number sentence on graph paper.

Encourage your child to observe patterns of everyday objects, which he/she can connect with a number sentence and then draw them on paper. For drawing, your child can use crayons, and/or different colored markers/pens.

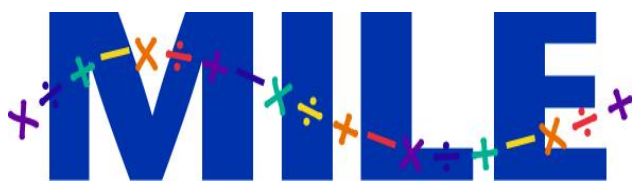
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Parent Activity

Addition

Math Page 4

What we did today

Today your child worked on addition skills by figuring out the missing number in a math sentence.

Words for the week:

+ (plus sign), - (minus sign), Add, Subtract

Supplies

This skill can be practiced at home using materials such as buttons, fruit loops, beans, buttons, or beads. You will also need paper and pencil and different colored markers and graph paper.

Follow through

This activity can be played throughout the week.

Ask your child to choose a number and pick up that many beads, buttons or fruit loops. Then your child will hold the objects in two closed fists, open one fist and guess or calculate how many are in the other hand.

You can then switch roles as you hold the objects and your child calculates how many are in your hand.

Remember to have paper or a chalkboard/slate handy to record the missing number.

Example: $5 + \underline{\quad} = 9$, $5 + 4 = 9$

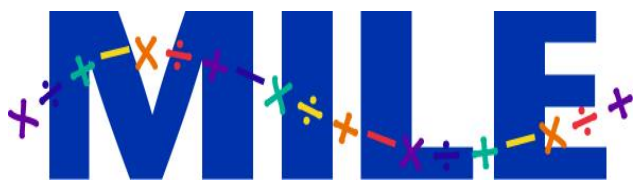
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Parent Activity

Addition

Math Page 5

What we did today

Today your child worked on addition skills by calculating doubles plus 1, and doubles minus 1.

Words for the week:

Addition, Pairs, Doubles

Supplies

This skill can be practiced at home using blocks, coins, cans, rocks, crayons, buttons or anything else you have in your home for counting.

Follow through

Throughout the rest of the week, this activity can be repeated using a variety of materials.

Follow the same activity format as the attached activity sheet. Have your child create equal pairs of objects, for instance $3+3$, and write the appropriate addition sentence on a piece of paper. Then ask your child to add one more object to one of the objects that make up the pair and record a new addition sentence, for instance $3+4$. Repeat this activity using a variety of pairs ($4+4$; $5+5$; $6+6$) and then adding 1 to each of the pairs. Continue to have your child record the new addition sentence on paper.

The intention of this exercise is to help your child understand that if they know that $3+3=6$, then they know that $3+4$ must be one more than 6, namely 7.

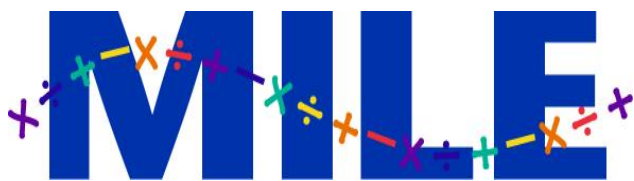
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Parent Activity

Addition

Math Page 6

What we did today

Today your child worked on addition skills by adding numbers to the number 9 and observe the pattern.

Words for the week:

Addition, Add one to make ten and then ___ more

Supplies

This skill can be practiced at home using blocks, coins, buttons, small candies, cheerios, or anything else you have in your home for counting.

Follow through

Throughout the rest of the week, this activity can be repeated using a variety of materials.

Follow the same activity format as the attached activity sheet. Start with the number 9 and roll a number cube or a die to determine what to add to the number 9. Have your child lay out the counters by going up to 10 first and then start a new column.

It is the purpose of this exercise to build the understanding that from 9 you add 1 to get to 10, and then the rest will be added to 10. This means that if you add for instance, 6 to nine, you are adding 5 to 10, which is easy to calculate.

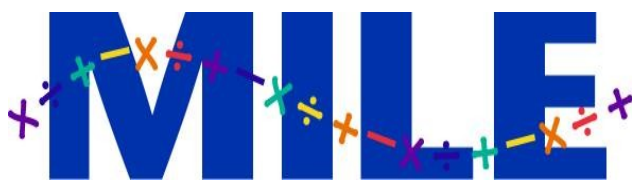
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Parent Activity

Addition

Math Page 7

What we did today

Today your child worked on adding multiples of 10.

Words for the week:

Sum, Tens, Ones, Add, Plus

Supplies

This skill can be practiced at home using small objects such as buttons, small candies, cheerios, or pennies and dimes. You can make number cards by writing each number on an index card. Be sure to make 2 sets and ask your child to pick a number from each set to make the double digit number.

To encourage your child to work neatly and line up the numbers accurately, use graph paper. (You can print graph paper with different size grids by going to www.do2learn.com.)

Follow through

Ask your child to determine which objects will represent the “tens” and which will represent the “ones”. Then ask him/her to pick 2 number cards and create the number with the objects. Use the same format as the activity sheet.

Throughout the week, you and your child can repeat this activity. You or your child can make flash cards for the numbers and vary the objects that represent the tens and the ones.

You can also use dimes to represent the tens, and pennies to represent the ones. Make sure your child recognizes that a dime always represents “10 ones”, or 10 pennies.

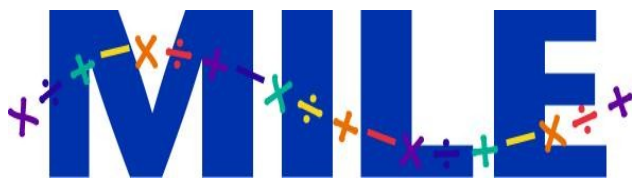
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Parent Activity

Addition

Math Page 8

What we did today

Today your child worked on adding double digit numbers with regrouping (carrying.)

Words for the week:

Sum, Tens, Ones, Carry

Supplies

This skill can be practiced at home using small objects such as buttons, small candies, cheerios, or pennies and dimes. You can make number cards by writing each number on an index card. Be sure to make 2 sets and ask your child to pick a number from each set to make the double digit number.

To encourage your child to work neatly and line up the numbers accurately, use graph paper. (You can print graph paper with different size grids by going to www.do2learn.com.)

Follow through

Ask your child to determine which object will represent the “tens” and which will represent the “ones”. Then ask him/her to pick 2 number cards and create the number with the objects. Use the same format as the activity sheet.

Throughout the week, you and your child can repeat this activity. You or your child can make flash cards for the numbers and vary the objects that represent the tens and the ones. Every time your child adds two numbers that are more than 9, ask him/her to “trade” ten ones for one ten and “carry” the one ten to the tens column.

You can also use dimes to represent the tens, and pennies to represent the ones.

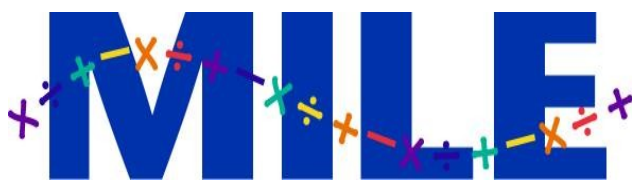
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Parent Activity

Addition

Math Page 9

What we did today

Today your child worked on adding triple digit numbers with regrouping (carrying.)

Words for the week:

Hundreds, Tens, Ones, Trade, Carry

Supplies

This skill can be practiced at home using small objects such as buttons, small candies, cheerios, or pennies and dimes. You can make number cards by writing each number on an index card. Be sure to make 3 sets and ask your child to pick a number from each set to make the triple digit number.

To encourage your child to work neatly and line up the numbers accurately, use graph paper. You can print graph paper with different size grids by going to www.do2learn.com

Follow through

Ask your child to determine which objects will represent the “hundreds”, the “tens” and the “ones”. Then ask him/her to pick 3 number cards and write down the numbers on the graph paper. Next ask him/her to create the number with the objects. Use the same format as the activity sheet.

Throughout the week, you and your child can repeat this activity. You or your child can make flash cards for the numbers and vary the objects that represent the hundreds, the tens and the ones. Every time your child adds two numbers that are more than 9, ask him/her to “trade” for one ten, or one hundred, and “carry” the ten or the hundred to the tens or hundreds column.

You can also use (play) dollars to represent the hundreds, dimes to represent the tens, and pennies to represent the ones. Explain to your child that 1 dollar is 100 pennies (100 ones) or 10 dimes (10 tens)

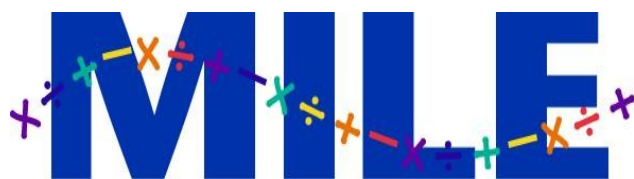
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Parent Activity

Addition

Math Page 10

What we did today

Today your child worked on adding 3 double-digit numbers with regrouping (carrying.)

Words for the week:

Hundreds, Tens, Ones, Trade, Carry

Supplies

This skill can be practiced at home using small objects such as buttons, small candies, cheerios, or pennies and dimes. You can make number cards by writing each number on an index card. Be sure to make 3 sets and ask your child to pick a number from each set to make the double-digit numbers.

To encourage your child to work neatly and line up the numbers accurately, use graph paper. (You can print graph paper with different size grids by going to www.do2learn.com.)

Follow through

Ask your child to determine which objects will represent the “hundreds”, the “tens” and the “ones”. Then ask him/her to pick 2 number cards and write down the numbers on the graph paper. Next ask him/her to create the number with the objects. Use the same format as the activity sheet.

Throughout the week, you and your child can repeat this activity. You or your child can make flash cards for the numbers and vary the objects that represent the hundreds, the tens and the ones. Every time your child adds two numbers that are more than 9, ask him/her to “trade” for one ten, or one hundred, and “carry” the ten or the hundred to the tens or hundreds column.

You can also use (play) dollars to represent the hundreds, dimes to represent the tens, and pennies to represent the ones. Explain to your child that 1 dollar is 100 pennies (ones) or 10 dimes (tens.)

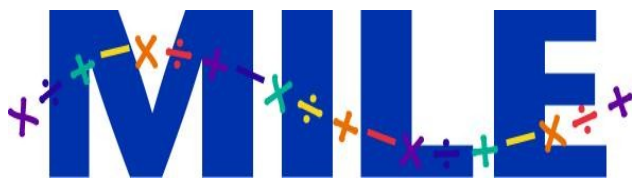
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Parent Activity

Addition

Math Page 11

What we did today

Today your child worked on adding triple-digit numbers with regrouping (carrying.)

Words for the week:

Thousands, Hundreds, Tens, Ones, Trade, Carry

Supplies

This skill can be practiced at home using small objects such as buttons, small candies, cheerios, or (play) pennies, dimes, dollars and 10-dollar bills. You can make number cards by writing each number on an index card. To encourage your child to work neatly and line up the numbers accurately, use graph paper. (You can print graph paper with different size grids by going to www.do2learn.com.)

Follow through

Ask your child to determine which objects will represent the "thousands", the "hundreds", the "tens" and the "ones". Then ask him/her to pick 4 number cards and write down the numbers on the graph paper. Next ask him/her to create the number with the objects. Use the same format as the activity sheet.

Throughout the week, you and your child can repeat this activity. You or your child can make flash cards for the numbers and vary the objects that represent the thousands, the hundreds, the tens and the ones. Every time your child adds two numbers that are more than 9, ask him/her to "trade" for one ten, or one hundred, or one thousand, and "carry" it to the appropriate column.

You can also use (play) dollars to represent the hundreds, dimes to represent the tens, and pennies to represent the ones. Explain to your child that 1 dollar is 100 pennies and 10 dimes; and that 10 dollars is 1000 pennies.

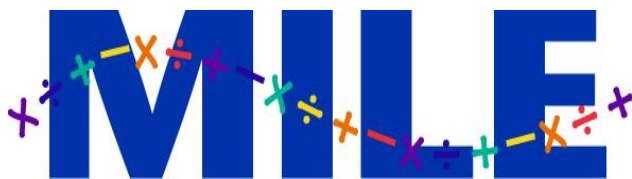
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Parent Activity

Counting

Math Page 12

What we did today

Today your child worked on counting skills.

Words for the week:

Many, More, Less

Supplies

To practice this skill at home you can use such objects as pennies, blocks, crayons, paper, clothes, food and anything else you and your child can find in your home that can be counted.

Follow through

Throughout the rest of the week continue to point out and count different objects in the environment, for instance cars, trees, flowers, or groceries.

When you ask your child to count objects, make sure he/she points at, or touches the object that is being counted. When all objects are counted, ask: “how many are there?” Help the child to understand that the last number that was counted is the answer to that question.

Ask your child to count different objects and ask where there are more, less or the same.

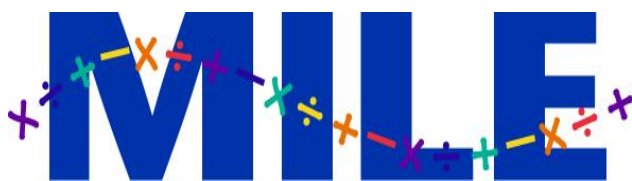
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Parent Activity

Counting

Math Page 13

What we did today

Today your child worked on counting skills.

Words for the week:

Counting, Zero

Supplies

To reinforce this skill at home, place 3-5 objects of any kind on a table or floor in front of your child. Such objects could include pennies, blocks, crayons, paper, hair accessories and anything else you and your child can find in your home.

Follow through

Throughout the rest of the week, practice counting with your child. For example, you may count the furniture, silverware, plates, cups, cars, pillows, blankets, houses on the block, various pennies, or steps.

You can also play a memory game by showing the child two or three of the objects. Encourage your child to take a pretend picture of the objects and keep it in their head. Then, tell your child to close his/her eyes, remove one piece, and ask him/her to name the piece that is no longer on the table or floor. Repeat the sequence, incorporating the number concepts of 1,2,3 items and 0 when all gone.

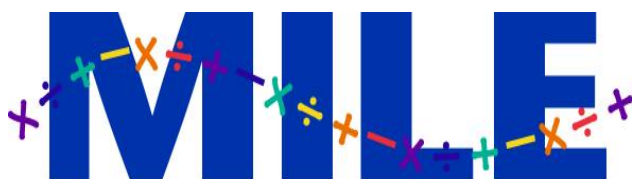
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Parent Activity

Counting

Math Page 14

What we did today

Today your child worked on counting skills by playing Simon Says.

Words for the week:

Counting

Supplies

To reinforce this skill at home, your child can count a variety of objects or play the game Simon Says. Such objects could include pennies, blocks, crayons, paper, hair accessories, toys, body parts and anything else you and your child can find in your home.

Follow through

Throughout the rest of the week, practice counting with your child.

For example, you may count pieces of furniture, silverware, plates, cups, cars, pillows, blankets, houses on the block, various pennies, or steps.

You can also play Simon Says in the car or in the grocery store. For instance, Simon Says count 4 blue cars, or Simon Says give me 2 cans of tomato soup.

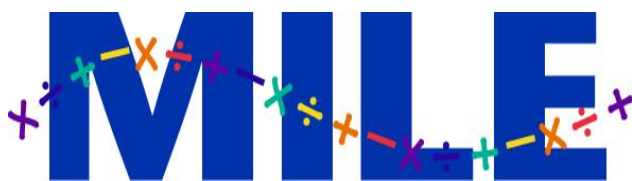
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Parent Activity

Counting

Math Page 15

What we did today

Today your child worked on counting skills by counting objects and playing Hide & Seek.

Words for the week:

Counting, Memory

Supplies

To reinforce this skill at home, your child can count a variety of objects. Such objects could include pennies, blocks, crayons, paper, hair accessories, toys, body parts and anything else you and your child can find in your home.

Follow through

Throughout the rest of the week, practice counting with your child. For example, you may count the furniture, silverware, plates, cups, cars, pillows, blankets, houses on the block, pennies, or steps.

Have your child count the various objects, then let your child play the Hide and Seek game. Re-count the objects while remembering how each object looks. Have your child cover his/her eyes while you hide the objects very openly. Remind your child that you hid 3 objects. Have your child find each one by him/herself and count the objects from 1-3, or more if able.

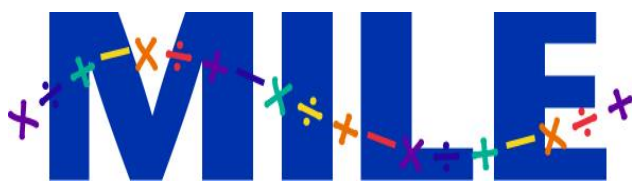
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Parent Activity

Counting

Math Page 16

What we did today

Today your child worked on counting skills by making sets.

Words for the week:

Counting, Set

Supplies

To reinforce this skill at home, you can use such objects as candies, pencils, crayons, pennies, beans, rocks, marbles, socks, cups, bowls or any other similar things.

Follow through

This activity can be repeated throughout the week using different objects. For example, you may count the furniture, silverware, plates, cups, cars, pillows, blankets, houses on the block, pennies, or steps.

Have your child create sets of the chosen objects, for example, one rock, two crayons, three candies, up until four if possible etc. Repeat this activity with a variety of objects.

Next, line up four cups or bowls. Have your child put one object (rock, penny, etc.) in the first cup, two objects in the second cup, and three in the third cup. Your child may count the cups with you and then fill them with the correct number of objects. Encourage your child to continue the pattern up until four objects. Explore to see if your child can count the objects with minimal help.

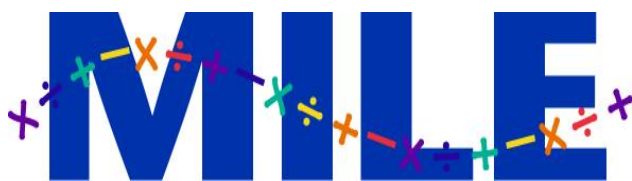
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Parent Activity

Counting

Math Page 17

What we did today

Today your child worked on counting skills by making sets.

Words for the week:

Counting, Set, Matching

Supplies

To reinforce this skill at home, you can use such objects as popsicle sticks, candies, pencils, crayons, pennies, beans, rocks, marbles, cups, bowls or any other similar things. You will also need paper, index cards and glue.

Follow through

Throughout the rest of the week, think of ways to create small sets that your child can count and talk about. For example, you can look through catalogs, which usually show items that make up a set, such as pans, utensils or luggage.

Discuss and count the different items that make up the set. You and your child can also explore a variety of items around your home that make a set, including sheets (2 pillow cases, 2 sheets), silverware (8 spoons, 8 forks, 8 knives, etc.) and any other sets you may find in your home.

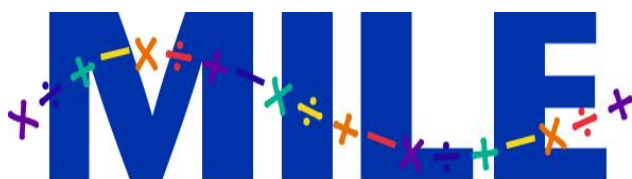
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Parent Activity

Counting

Math Page 18

What we did today

Today your child worked on counting skills by making columns of numbers, each time adding 1.

Words for the week:

Counting, Set, First, Next, Pattern

Supplies

To reinforce this skill at home, you can use such objects as beans, candies, pennies, rocks or bottle caps.

Follow through

Throughout the rest of the week, this activity can be repeated using different objects.

For example, place 10 cups in a row. Have your child put 1 object (rock, penny) in the first cup, 2 objects in the second cup, 3 objects in the third cup, and so on.

You can also make a number board like the one in the picture on the activity sheet and work with different objects to count. You can discuss counting beans or pennies and ask your child if it makes a difference. You can then mix beans and pennies and again ask your child if that makes a difference in counting.

You can also help your child to learn to count down by starting to lay out 10 object first, then 9, 8 and so on.

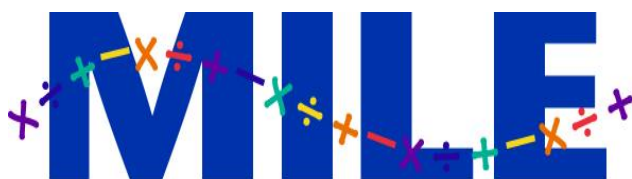
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Parent Activity

Counting

Math Page 19

What we did today

Today your child worked on counting skills by matching number patterns with numbers from 2 to 5.

Words for the week:

Counting, Set, Matching, Number-pattern

Supplies

To reinforce this skill at home, you will need to make a set of dot cards showing various configurations of 2-5 dots like the ones shown in the picture on the activity sheet. You will also need to make a set of number cards with the numbers 2-5. To make these cards you can use paper, index cards, envelopes, or anything else you can find to write on in your home.

Follow through

Throughout the week, you can continue to practice this skill by encouraging your child to count a series of objects and then ask him/her “How many are there?” encouraging your child to repeat the last number word.

Ask your child to match the dots with a number, or tell you how many dots there are without counting.

You can also play with a set of dice and ask your child to tell you which number came up, without counting.

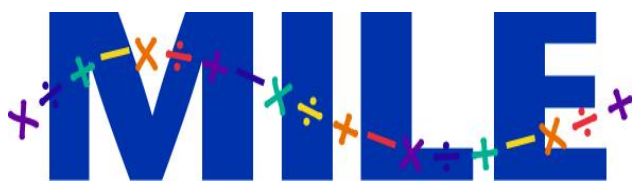
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Parent Activity

Counting

Math Page 20

What we did today

Today your child worked on counting skills by making sets of 1 more.

Words for the week:

Counting, Set, Pattern

Supplies

To practice this skill at home, you will need 7 small containers (plates, cups, bowls, boxes, etc.) to use as counting mats labeled with the numbers 3-10. You will also need objects to count such as marbles, beads, buttons, pennies, fruit loops, cheerios, rocks, or bottle caps.

Follow through

To make sets of different numbers by adding one more to each set, follow the instructions on the activity sheet.

Throughout the rest of the week, think of ways to create small sets that your child can count and talk about.

For example, you can look through catalogs, which usually show items that make up a set. Discuss and count the different items that make up the set. You and your child can also explore a variety of items around your home that make a set, for instance, sheets (2 pillow cases, 2 sheets), or silverware (4 spoons, 4 forks, 4 knives).

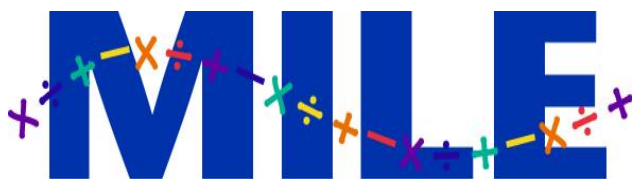
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Parent Activity

Division

Math Page 21

What we did today

Today your child worked on division skills by making groups of numbers.

Words for the week:

Division, Product

Supplies

This skill can be practiced at home using small objects such as buttons, small candies, cheerios, or pennies and dimes. The arrays can be laid out on a sheet of craft paper or on a sheet of 1 inch graph paper.

You will need to make cards for the numbers 4, 6, 8, 9, 10, 12, 14, 15, 16, 18, and 20.

Follow through

Throughout the week, you and your child can repeat this activity. You or your child can make flash cards for the number arrays your child made that day, and practice them at night for 5 minutes. Index cards can be used to make flash cards.

Ask your child to pick a number card and lay out the groups for that card, making sure that the columns and the rows are equal. Ask your child to lay out different possibilities for the number they chose. Use the same format as the activity sheet.

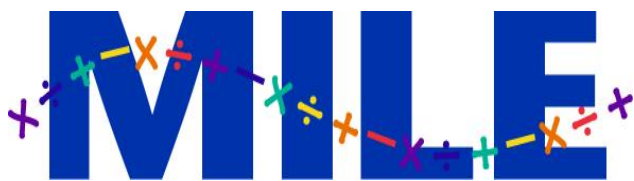
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Parent Activity

Division

Math Page 22

What we did today

Today your child worked on division skills by dividing objects into groups.

Words for the week:

Division, Product, Share, Divide, Equal

Supplies

This skill can be practiced at home using small objects such as buttons, small candies, cheerios, pennies, and dimes. Small containers to hold the groups, such as boxes or paper plates. You will also need to create several sharing cards (cards that say e.g., “15 shared among 5 groups” or 12 shared among 4 groups, see activity sheet)

Follow through

Throughout the week, you and your child can repeat this activity. You or your child can make flash cards with division sentences on index cards and practice with them. Make sure the flash cards you make for practice are based on division sentences your child worked on with manipulatives.

Ask your child to pick an instruction card and divide the objects into groups. Make sure your child divides up the objects one at a time. So, first one in each container, then the second in each container, then the third, and so on. Use the same format as the activity sheet.

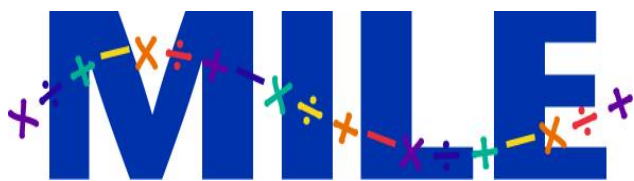
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Parent Activity

Division

Math Page 23

What we did today

Today your child worked on division skills by dividing objects into groups with remainders (leftovers).

Words for the week:

Division, Remainder, Leftover, Divide

Supplies

This skill can be practiced at home using small objects such as buttons, small candies, cheerios, or pennies and dimes. Small containers to hold the groups, such as boxes or paper plates. You will also need to create several remainder-sharing cards (cards that say e.g., “17 shared among 5 groups” or 14 shared among 4 groups, see activity sheet)

Follow through

Throughout the week, you and your child can repeat this activity.

Ask your child to pick an instruction card and divide the objects into groups. Make sure your child divides up the objects one at the time. So, first one in each container, then the second in each container, then the third, and so on. When there are not enough objects to put in all containers, ask your child to count how many are in each container, and count the remaining objects. Use the same format as the activity sheet.

You can practice this skill with, for instance, setting the table for 4 people. Give your child the utensils for 4 people with some extra spoons or forks. Each person gets 2 utensils, and there will be a “remainder”.

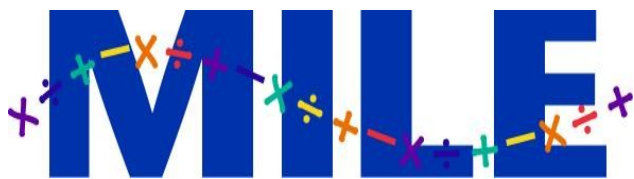
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Parent Activity

Division

Math Page 24

What we did today

Today your child worked on learning about even and odd numbers.

Words for the week:

Even, Odd, Remainder

Supplies

This skill can be practiced at home using small objects such as buttons, small candies, cheerios, or macaronis. The arrays can be laid out on a sheet of craft paper, regular paper or construction paper.

Follow through

Use the same format as the activity sheet.

Make sure that your child builds different “towers” for each number so he/she can see what the numbers look like. Also, if you use small objects such as macaronis, use another object (for instance a cheerio) to show the “odd one out”.

Throughout the week, you and your child can repeat this activity with different numbers. Look around you at numbers (mail boxes, license plates, dollar amounts) and ask your child if it is even or odd.

You or your child can make flash cards and your child can pick a card and determine if it is an even or odd number.

Ask your child to tell you why he/she thinks the number is even or odd.

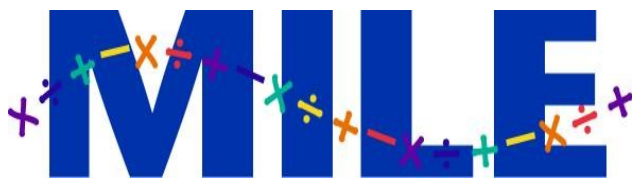
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Parent Activity

Division

Math Page 25

What we did today

Today your child worked on long division without regrouping or remainders.

Words for the week:

Long division, Divide

Supplies

This skill can be practiced at home using small objects such as buttons, small candies, cheerios, or macaronis. The arrays can be laid out on a sheet of craft paper, regular paper or construction paper. You can cut strips of paper to represent the tens.

Follow through

Ask your child to lay out the numbers on a sheet of paper by putting the tens in the tens-column and the ones in the ones-column. Then decide by how many you are going to divide the number (for instance, 46 divided by 2.)

Use the same format as the activity sheet.

Throughout the week, you and your child can repeat this activity with different numbers.

You or your child can make flash cards and your child can pick a card and do the division problem. Make sure that the numbers can be evenly divided so that you do not have remainders.

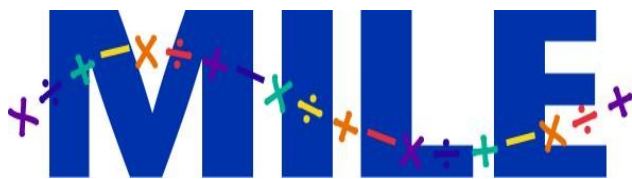
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Parent Activity

Division

Math Page 26

What we did today

Today your child worked on long division with regrouping.

Words for the week:

Long division, Divide

Supplies

This skill can be practiced at home using small objects such as buttons, small candies, cheerios, or macaronis. The arrays can be laid out on a sheet of craft paper, regular paper or construction paper. You can cut strips of paper to represent the tens.

Follow through

Ask your child to lay out the numbers on a sheet of paper by putting the tens in the tens-column and the ones in the ones-column. Then decide by how many you are going to divide the number (for instance, 56 divided by 2.)

Use the same format as the activity sheet.

Throughout the week, you and your child can repeat this activity with different numbers.

You or your child can make flash cards and your child can pick a card and do the division problem. Make sure that the numbers can be evenly divided so that you do not have remainders.

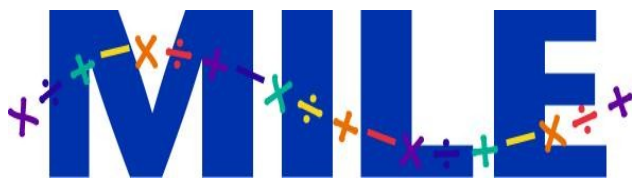
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Parent Activity

Division

Math Page 27

What we did today

Today your child worked on finding all the factors for certain numbers by dividing the number (or, breaking it into groups) in as many ways as possible.

Words for the week:

Factor, Group, Divide, Multiply

Supplies

This skill can be practiced at home using small objects such as buttons, small candies, cheerios, or macaronis. The arrays can be laid out on a sheet of craft paper, regular paper or construction paper.

Follow through

Pick a number with your child and ask him/her to lay out the groups on a sheet of paper. Try out all the possible groups into which the number you chose can be broken up. To keep track of the groups, ask your child to write down the number sentence each time he/she divides the groups. For instance, one group of 12 cheerios (number sentence: 1×12) can be broken down into 2 groups of 6 (2×6) and 3 groups of 4 (3×4)

Use the same format as the activity sheet.

Throughout the week, you and your child can repeat this activity with different numbers.

You or your child can make flash cards with different numbers, and your child can pick a card and find all the factors for that number. Make sure that the numbers can be evenly divided so that you do not have remainders.

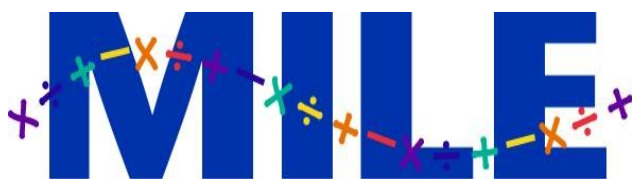
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Parent Activity

Division

Math Page 28

What we did today

Today your child worked on finding all the prime factors for certain numbers.

Words for the week:

Prime factor, Group, Divide, Multiply

Supplies

This skill can be practiced at home using small objects such as buttons, small candies, cheerios, or macaronis. The arrays can be laid out on a sheet of craft paper, regular paper or construction paper.

Follow through

Pick a number with your child, and ask him/her to divide the number by 2 or three and lay out the groups on a sheet of paper. The goal is to find the smallest numbers into which the number can be divided, so he/she will keep on dividing until the number cannot be divided anymore. The numbers that cannot be divided any further are the prime factors.

Please see the activity sheet for an explanation of what a “prime factor” is, and how to use the manipulatives to determine the prime factors.

Throughout the week, you and your child can repeat this activity with different numbers.

You or your child can make flash cards with different numbers, and your child can pick a card and find the prime factors for that number. (Make sure that the numbers you choose can be divided by 2 or 3, otherwise this exercise may become too complicated for your child.)

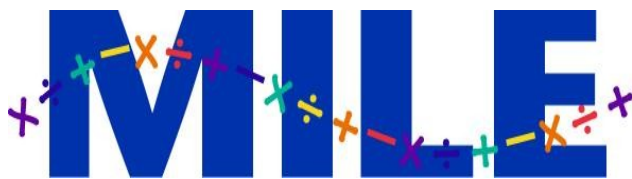
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Parent Activity

Fractions

Math Page 29

What we did today

Today your child worked on learning about fractions.

Words for the week:

Fraction, **N**umerator (the number that is **u**p), **D**enominator (the number that is **d**own)

Supplies

This skill can be practiced at home using objects such as pizzas (real or drawn on a piece of paper and folded and then cut into different pieces), Hershey chocolate bars, fruit, or other things that can be evenly divided.

Using real food may increase your child's interest.

Follow through

Use the same format as the activity sheet.

When dividing an object, for instance a pizza, a pie, a large cookie, or a picture of these things, make sure that your child accurately divides it into equal pieces. You can do this, for instance by folding the paper in half, then fold again, and again, until you get the number of "pieces". Then he/she can cut out the pieces and name them. Throughout the week, you and your child can repeat this activity with different shapes (for instance, a circle, a square or a rectangle).

As much as possible, have your child write down the fraction and tell you which number is the **n**umerator and which one is the **d**enominator. (These words are often a little scary, so using them often, and properly will take out the sting.)

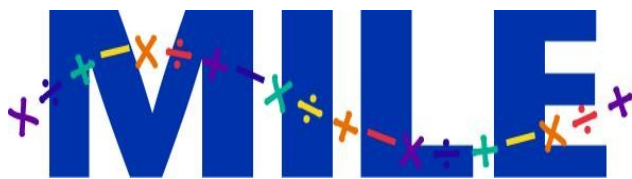
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Parent Activity

Fractions

Math Page 30

What we did today

Today your child worked on learning about fractions that have the same value, or equivalent fractions.

Words for the week:

Fraction, Equivalent, Part

Supplies

This skill can be practiced at home using objects such as pizzas (real or drawn on a piece of paper and folded and then cut into different pieces), Hershey chocolate bars, fruit, or other things that can be evenly divided.

Using real food may increase your child's interest.

Follow through

Use the same format as the activity sheet.

When dividing an object, for instance a pizza, a pie, a large cookie, or a picture of these things, make sure that your child accurately divides it into equal pieces. You can do this, for instance by folding the paper in half, then fold again, and again, until you get the number of "pieces". Then he/she can cut out the pieces and name them.

Use the same shape and have your child divide it differently and then see which pieces can be made to look like a larger piece. Throughout the week, you and your child can repeat this activity with different shapes (for instance, a circle, a square or a rectangle).

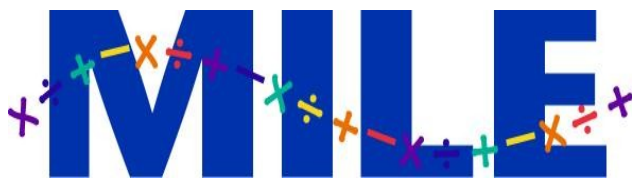
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Parent Activity

Fractions

Math Page 31

What we did today

Today your child worked on adding and subtracting fractions with the same denominator (bottom number).

Words for the week:

Fraction, Reduce

Supplies

This skill can be practiced at home using objects such as pizzas (real or drawn on a piece of paper and folded and then cut into different pieces), Hershey chocolate bars, fruit, or other things that can be evenly divided.

Using real food may increase your child's interest.

Follow through

Use the same format as the activity sheet.

When dividing an object, either a real one such as a pizza, or a picture of the pizza, make sure that your child accurately divides it into equal pieces. You can do this by folding the paper in half, then fold again, and again, until you get the number of "pieces". Then he/she can cut out the pieces and name them.

Ask your child to add or subtract the "pieces" and write it down in fraction form. See the activity sheet for this lesson for ideas on how to do this.

Use the same shape and have your child divide it differently and then see which pieces can be made to look like a larger piece. This will help your child see how a fraction can be "reduced". For instance 4 pieces out of 8 ($\frac{4}{8}$) will fit exactly on the 1 piece out of 2 ($\frac{1}{2}$), therefore $\frac{4}{8} = \frac{1}{2}$.

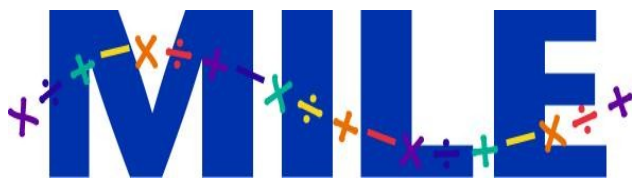
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Parent Activity

Fractions

Math Page 32

What we did today

Today your child worked on adding and subtracting fractions with the different denominators (bottom number).

Words for the week:

Fraction, Reduce, Equivalent

Supplies

This skill can be practiced at home using objects such as pizzas (real or drawn on a piece of paper and folded and then cut into different pieces), Hershey chocolate bars, fruit, or other things that can be evenly divided.

Using real food may increase your child's interest.

Follow through

Use the same format as the activity sheet.

When dividing an object, either a real one such as a pizza, or a picture of the pizza, make sure that your child accurately divides it into equal pieces. You can do this by folding the paper in half, then fold again, and again, until you get the number of "pieces". Then he/she can cut out the pieces and name them. Ask your child to add or subtract the "pieces" and write it down in fraction form.

See the activity sheet for this lesson for ideas on how to do this.

Use the same shape and have your child divide it differently and then see which pieces can be made to look like a larger piece. This will help your child see how a fraction can be changed. For instance 4 pieces out of 8 ($\frac{4}{8}$) will fit exactly on the 1 piece out of 2 ($\frac{1}{2}$), therefore $\frac{4}{8} = \frac{1}{2}$.

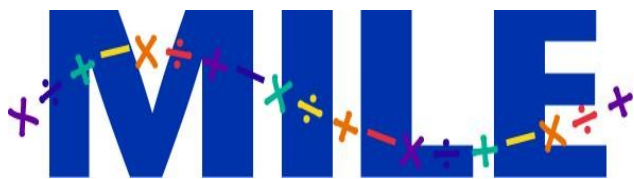
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Parent Activity

Fractions

Math Page 33

What we did today

Today your child worked on adding whole numbers and fractions, and on converting mixed numbers into fractions.

Words for the week:

Fraction, Whole Number, Improper Fraction

Supplies

This skill can be practiced at home using objects such as pizzas (real or drawn on a piece of paper and folded and then cut into different pieces), Hershey chocolate bars, fruit, or other things that can be evenly divided.

Follow through

Use the same format as the activity sheet.

When dividing an object, either a real one such as a pizza, or a picture of the pizza, make sure that your child accurately divides it into equal pieces. You can do this by folding the paper in half, then fold again, and again, until you get the number of “pieces”. Then he/she can cut out the pieces and name them. Ask your child to add or subtract the “pieces” and write it down in fraction form.

See the activity sheet for this lesson for ideas on how to do this.

Use the same shape and have your child divide it differently and then see which pieces can be made to look like a larger piece. This will help your child see how a fraction can be changed. For instance 4 pieces out of 8 ($\frac{4}{8}$) will fit exactly on the 1 piece out of 2 ($\frac{1}{2}$), therefore $\frac{4}{8} = \frac{1}{2}$.

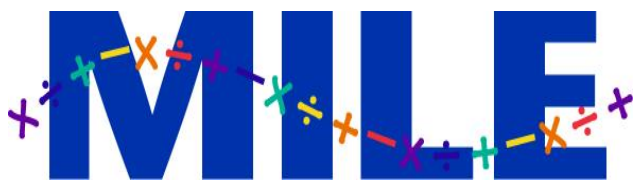
Helping your child learn

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The more you practice this with your child, the better skilled he/she will be with deliberative thinking.



Parent Activity

Graphs

Math Page 34

What we did today

Today your child worked on data analysis skills by sorting pictures, and making and interpreting a picture-graph

Words for the week:

Graph, Category

Supplies

To practice this skill at home, you can use pictures from a magazine or a catalog. You will also need some paper or poster board to make the picture graphs, and graph paper.

You can download graph paper with different sized grids from www.do2learn.com.

Follow through

Have your child select a category, for instance “boys” and “girls”, and look for pictures in that category. Ask your child to line up the pictures as much as possible when gluing them on the picture-graph so that they form a column. Use the same format as the activity sheet.

Your child can then count the pictures in the different columns and make a bar graph on a sheet of graph paper. He/she can do this by choosing a different colored marker for each category, for instance, blue for boys, green for girls. For each boy-picture he/she will color one box of the graph paper so that a blue column is formed. Repeat for the girls’ pictures. He/she can then compare the height of each column.

This activity can be repeated throughout the week using different categories.

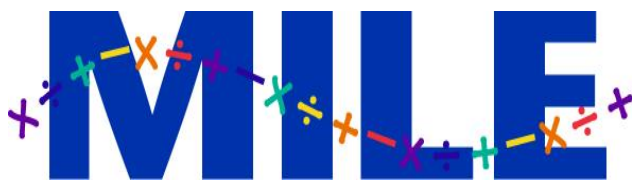
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Parent Activity

Graphs

Math Page 35

What we did today

Today your child worked on data analysis skills by converting an object graph into a bar graph.

Words for the week:

Bar graph, Object graph, Column

Supplies

To practice this skill at home, you can create an object graph using a variety of materials, including leaves, rocks, crayons, markers, pencils, or toys. You will also need graph paper in order to create a bar graph. You can have your child make the object graph on a sheet of poster board.

Follow through

Have your child create a number pattern and the bar graph that goes with it. For instance, you child can compare the number of crayons and pencils.

Your child will count the crayons and the pencils, and will chose a different colored marker for each object, for instance, blue for crayons, green for pencils. For each crayon he/she will color one box of the graph paper blue, so that a blue column is formed. Repeat for the pencils with the green marker. He/she can then compare the height of each column.

This activity can be repeated throughout the week with different objects.

You can download graph paper with different sized grids from www.do2learn.com.

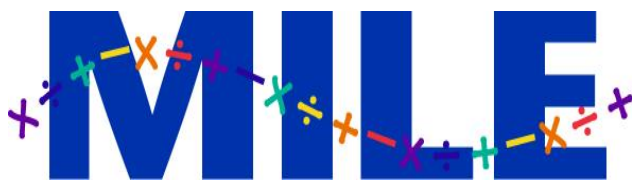
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Parent Activity

Graphs

Math Page 36

What we did today

Today your child worked on data analysis skills by sorting out objects and creating a bar graph.

Words for the week:

Bar Graph, Object Graph, Columns

Supplies

To practice this skill at home, you can create an object graph using a variety of materials, including leaves, rocks, crayons, markers, pencils, toys, etc. You will also need graph paper in order to create a bar graph. You can have your child make the object graph on a sheet of poster board.

The do2learn.com website has graph paper you may download for this exercise.

Follow through

Ask your child to sort the objects and create a bar graph that goes with it. Use the same format as the activity sheet.

To make the object graph, your child will line up objects that go together in a column. For instance a column of rocks, a column of leaves and a column of acorns. He/she will then choose a colored marker for each category, for instance blue for rocks, green for leaves and brown for acorns. For each rock he/she will color one box of the graph paper blue, so that a blue column is formed. Repeat for the leaves with the green marker, and the acorns with the brown marker. He/she can then compare the height of each column.

This activity can be repeated throughout the week using different objects.

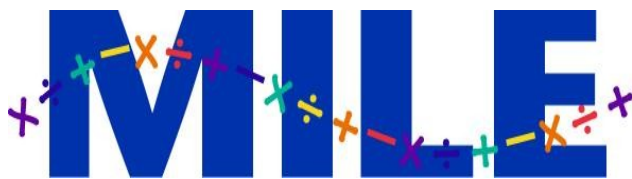
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Parent Activity Measurement Math Page 37

What we did today

Today your child worked on calculating the perimeter of a square and a rectangle.

Words for the week:

Perimeter, Shape, Square, Rectangle

Supplies

This skill can be practiced at home using squares and rectangles cut out of paper. You can also cut square inch “tiles” out of grid paper. You can make copies of the attached 1” grid paper sheet, or print it out by going to: www.do2learn.com and click on “Activities” then on “Math helpers”.

Follow through

Use the same format as the activity sheet.

When calculating the perimeter of the shapes, you can ask your child to count the inches on each side, or you can use a ruler or tape measure to measure each side. Ask your child to compare different shapes and determine which one is larger or smaller based on the perimeters he/she just calculated.

Instead of cutting out the inch shapes, you can also ask your child to draw differently sized squares and rectangles on the grid paper, and calculate the perimeters. Make sure your child can tell you whether the shape they drew is a square or a rectangle.

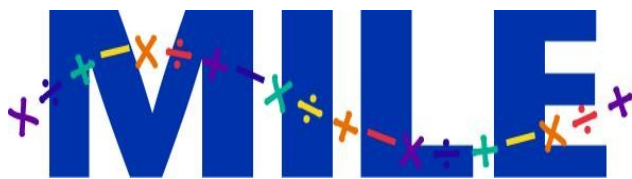
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Parent Activity Measurement Math Page 38

What we did today

Today your child worked on calculating the area of a square and a rectangle.

Words for the week:

Area, Square inches, Length, Width, Height

Supplies

This skill can be practiced at home using squares and rectangles cut out of paper. You can also cut square inch “tiles” out of grid paper. You can make copies of the attached 1” grid paper sheet, or print it out by going to: www.do2learn.com and click on “Activities” then on “Math helpers”.

Follow through

Use the same format as the activity sheet.

When calculating the area of the shapes, you can ask your child to count the inches on each side, or you can use a ruler or tape measure to measure each side. Ask your child to compare different shapes and determine which one is larger or smaller based on the area he/she just calculated.

Instead of cutting out the inch shapes, you can also ask your child to draw differently sized squares and rectangles on the grid paper, and calculate the area. Make sure your child can tell you whether the shape they drew is a square or a rectangle.

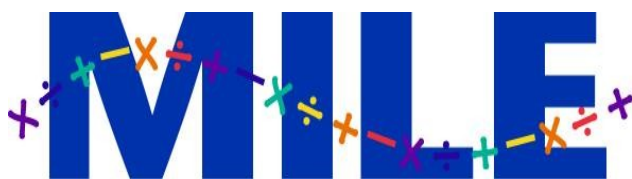
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Parent Activity

Measurement

Math Page 39

What we did today

Today your child worked on calculating the perimeter of a composite, or irregular shape.

Words for the week:

Perimeter, Composite shape

Supplies

This skill can be practiced at home using squares and rectangles cut out of paper. You can also cut square inch “tiles” out of grid paper. You can make copies of the attached 1” grid paper sheet, or print it out by going to: www.do2learn.com and click on “Activities” then on “Math helpers”.

Follow through

Use the same format as the activity sheet.

When calculating the perimeter of the shapes, you can ask your child to count the inches on each side, or you can use a ruler or tape measure to measure each side. Ask your child to compare different shapes and determine which one is larger or smaller based on the perimeters he/she just calculated.

Instead of cutting out the inch shapes, you can also ask your child to draw differently sized composite shapes on the grid paper, and calculate the perimeters. Make sure your child can tell you whether the shape they drew is a square or a rectangle.

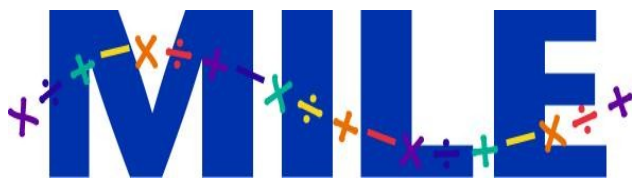
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Parent Activity Measurement Math Page 40

What we did today

Today your child worked on calculating the area of a square and a rectangle.

Words for the week:

Area, Square inches, Composite figure

Supplies

This skill can be practiced at home using squares and rectangles cut out of paper. You can also cut square inch “tiles” out of grid paper. You can make copies of the attached 1” grid paper sheet, or print it out by going to: www.do2learn.com and click on “Activities” then on “Math helpers”.

Follow through

Use the same format as the activity sheet.

When calculating the area of the shapes, you can ask your child to count the inches on each side, or you can use a ruler or tape measure to measure each side. Ask your child to compare different shapes and determine which one is larger or smaller based on the area he/she just calculated.

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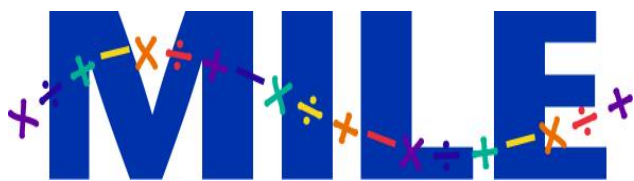
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Parent Activity Measurement-Area Math Page 41

What we did today

Today your child worked on measuring skills by covering sheets of construction paper with 1" tiles to calculate the area.

Words for the week:

Area, Square, Estimate

Supplies

This skill can be practiced at home by cutting 1" squares out of construction paper. You also need several larger shapes to lay out the 1" tiles so your child can calculate the area by counting how many squares it takes. You can also cut out some irregular shapes so your child can estimate how many tiles it would take to cover those.

Follow through

Ask your child to pick a sheet and cover it up with the 1" tiles. Then he/she will record the number. Follow the same format as the activity sheet.

Throughout the week, you and your child can repeat this activity, using different sized sheets and different shapes.

You can also show your child how to make a square that measures a square foot (12"x12") and have him/her try to estimate how many you would need to measure larger areas.

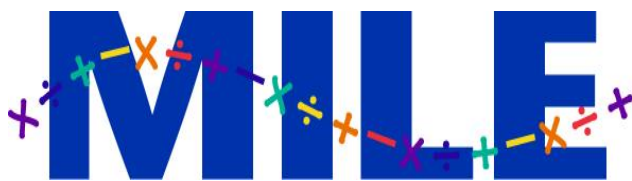
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Parent Activity

Measurement-Area

Math Page 42

What we did today

Today your child worked on measuring skills by calculating the perimeter of a shape

Words for the week:

Perimeter, Estimate, Measure

Supplies

This skill can be practiced at home using a variety of objects with different shapes such as books, blocks, boxes (food) or different shapes cut out of paper. You will also need a ruler and string, yarn, shoestring, rope, or tape to help predict the size of the perimeter.

Follow through

Your child will put the objects in order from least to greatest according to their estimations of the objects' perimeters. Then your child will cut off a piece of string for each object making sure it is the exact length of the objects perimeter by wrapping it around its perimeter.

Next, your child will lay the strings out on the table or floor ordered from shortest to longest, to see if the objects have been ordered properly.

Throughout the week, you and your child can repeat this activity, using different objects that can be measured.

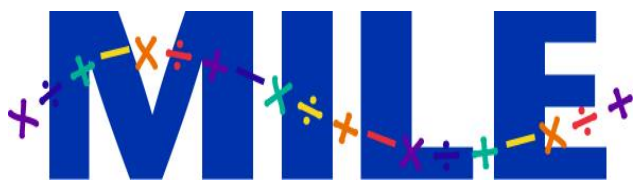
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Parent Activity Measurement-Area Math Page 43

What we did today

Today your child worked on measuring skills by calculating the perimeter of a shape

Words for the week:

Perimeter, Estimate, Measure

Supplies

This skill can be practiced at home using a variety of objects with different shapes such as books, blocks, boxes (food) or different shapes cut out of paper. You will also need a ruler and string or yarn.

Follow through

Throughout the week, you and your child can repeat this activity, using different objects the child can measure.

Your child will measure each side of the object. Ask your child to measure the perimeter of such things as magazines, pieces of mail you receive, books, and even table tops or large objects like that.

Use the format of the activity sheet to write the math sentences and calculate the perimeter.

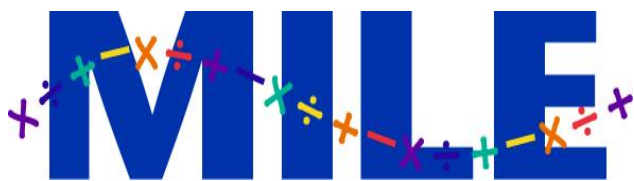
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Parent Activity

Measurement-Height/Length

Math Page 44

What we did today

Today your child worked on measuring skills by measuring objects with a string, and comparing their length or height.

Words for the week:

Measuring, Height, Length

Supplies

To practice this skill at home you can use string or yarn to measure anything you or your child can find in the house that can be measured.

Follow through

Throughout the rest of the week, practice measuring. You can play a guessing game with your child by saying “I am looking at something that is taller than the table,” and see if your child can guess by asking questions like: Is it a lot taller, a little taller? Another guessing question could be “Can you find something that is shorter than...?”

You can also ask your child to estimate which of two things that are close to the same size is taller and then measure them to find out if he/she was correct.

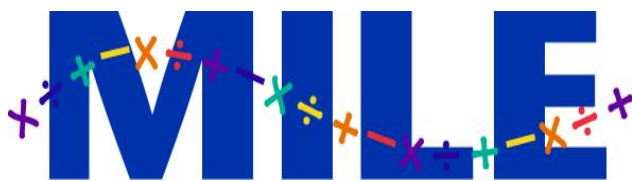
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Parent Activity

Measurement-Height/Length

Math Page 45

What we did today

Today your child worked on measuring skills by building towers, and measuring and comparing their length or height.

Words for the week:

Compare, Size, Long, Longer, Longest, Tall, Taller, Tallest, Short, Shorter, Shortest

Supplies

To practice this skill at home you can use any kind of object that can be stacked, such as blocks, boxes, or plastic containers. You can use a yardstick, a tape measure or a ruler to measure the towers.

Follow through

Ask your child to build towers of different sizes by stacking up blocks, boxes, or plastic containers. Then ask your child to identify which ones are taller or shorter than others.

Throughout the rest of the week, practice the concepts of *tall*, *taller*, and *tallest*, and *short*, *shorter*, *shortest*.

For example, you may compare houses, buildings, trees, cans of food or cups. You may also continue to emphasize family members' heights. Continue to discuss with your child who or what is considered tall, taller, and tallest?

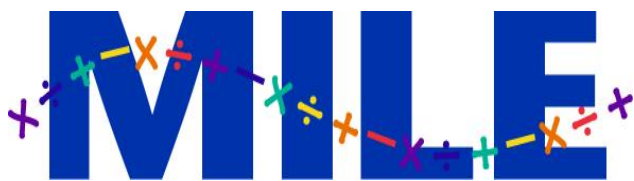
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Parent Activity

Measurement-Height/Length

Math Page 46

What we did today

Today your child worked on measuring skills by estimating and measuring objects.

Words for the week:

Measuring, Inch, Estimate

Supplies

To practice this skill at home, you can use a variety of common household objects to measure including pencils, books, tape, pictures, toys (baseball bat, fire truck, skate board), sticks, spoons, forks, or whatever else you and your child can find to measure. You will also need measuring tape or a ruler.

Follow through

This activity can be repeated during the rest of the week, using different objects to be measured.

When you ask your child to use a tape measure or ruler to measure objects, make sure he/she starts at the correct mark on the ruler (that is, the zero).

You can also ask your child to measure a large object in feet, after first estimating how many feet it will be. You can measure your child first and discuss how many feet tall he/she is and use his/her height as a reference point to estimate how tall something else is.

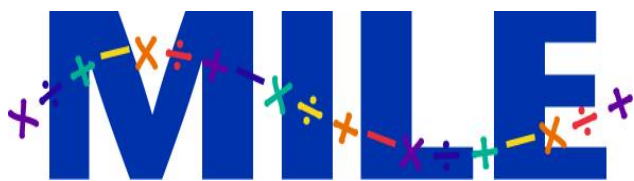
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Parent Activity

Measurement-Quantity

Math Page 47

What we did today

Today your child worked on measuring skills by comparing which container held more, less, or the same.

Words for the week:

Full, Empty, Measuring, More, Less, Same, Compare

Supplies

To practice this skill at home you can use various containers, such as boxes, bowls, cups, tupperware, plastic bottles, or any other container that you and your child can think of in your home. You can use rice, sand, macaroni, or flour to fill the containers.

Follow through

Encourage your child to use the spoons and cups to fill the containers with a variety of materials found around your home. Explore with your child the difference between spoons and cups and the various containers. Discuss which container holds more. Point out if it is easier to fill containers with spoons or cups.

During household activities such as baking, cooking, or yard work, your child can help you measure ingredients and fill up containers.

Throughout the week, you and your child can repeat this activity, using different containers.

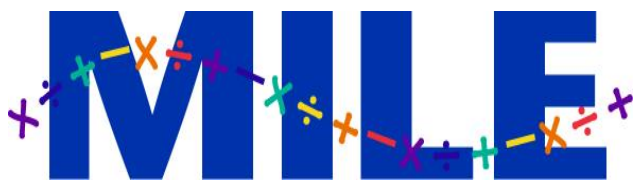
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Parent Activity

Measurement-Quantity

Math Page 48

What we did today

Today your child worked on measuring skills by counting how many cupfuls or spoonfuls it takes to fill a container.

Words for the week:

Full, Empty, Measuring, More, Less, Same, Compare

Supplies

To practice this skill at home you can use various containers, such as boxes, bowls, cups, tupperware, plastic bottles, or any other container that you and your child can think of in your home. You can use rice, sand, macaroni, or flour to fill the containers.

Follow through

Encourage your child to use the spoons and cups to fill the containers with a variety of materials found around your home. Explore with your child the difference between spoons and cups and the various containers. Discuss which container holds more. Point out if it is easier to fill containers with spoons or cups.

During household activities such as baking, cooking, or yard work, your child can help you measure ingredients and fill up containers.

Throughout the week, you and your child can repeat this activity, using different containers.

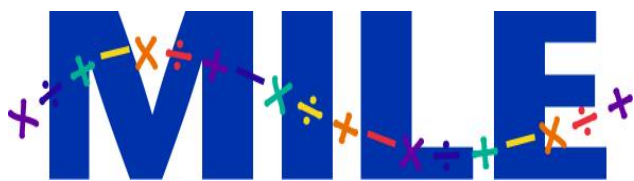
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Parent Activity Measurement-Time Math Page 49

What we did today

Today your child worked on measuring-time skills by estimating how many beads he/she could string in 30 seconds and in 1 minute.

Words for the week:

Time, Begin, Stop, Compare, Results

Supplies

To practice this skill at home, you can use beads, buttons, or beans and a container to put them in, so you child can count how many beans he/she put in the container. You will also need a sand-timer.

(You can buy sand-timers at education supply stores, party-supply stores, or on-line).

Follow through

This skill can be practiced throughout the rest of the week by measuring how long it takes to do everyday activities.

What can be timed?

- Brushing teeth
- Putting on shoes
- Putting napkins on the table
- Wiping the table
- Putting a puzzle together
- Stringing beads

Talk with your child about how much was done during the one turn of the sand timer.

For instance: It takes ... turns of the sand timer for the eggs to cook, for the bread to toast, for the bacon to fry in the microwave.

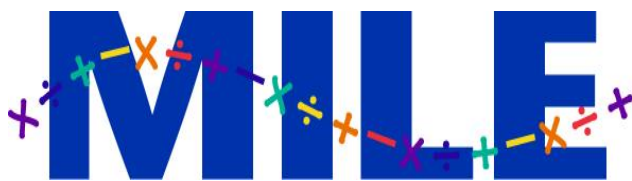
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Parent Activity Measurement-Weight Math Page 50

What we did today

Today your child worked on measuring-weight skills by weighing different containers and determining whether they were heavy or light.

Words for the week:

Same, Different, Heavy, Heavier, Heaviest

Supplies

To practice this skill at home, you can use sealed containers of rice, beans, sand, dirt, rocks, sugar, flour or other similar things for weighing. Containers could include coffee cans, boxes, plastic bottles, tupperware, or other similar things. Choose materials with different weights so that you can compare heavy, heavier, and heaviest. For example, you and your child could compare the weight of flour (**heavy**), sand (**heavier**), and rocks (**heaviest**).

Follow through

Invite your child to fill the containers (2 of each) with the different materials chosen. Ask your child if he/she can find another container that feels the same, heavier or lighter.

Throughout the rest of the week have your child practice measuring the concepts of *heavy*, *heavier*, and *heaviest*. For example, you may compare the weight of different rocks, books, bottles filled with water, or other similar things emphasizing *heavy*, *heavier*, and *heaviest*.

To compare the weight of objects you can ask your child to hold one object in each hand and feel which one is heavy, light, heavier or lighter. You can also use a kitchen scale, a bathroom scale or a balancing scale.

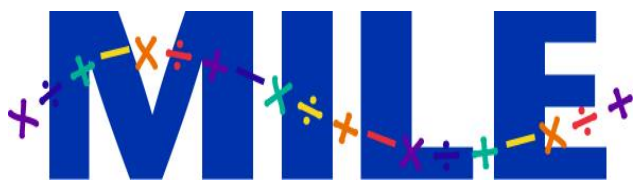
Helping your child learn

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Parent Activity Measurement-Weight Math Page 51

What we did today

Today your child worked on measuring-weight skills by comparing and weighing different objects.

Words for the week:

Balance, Weight

Supplies

There are many things that your child can use to practice this skill at home, for instance books, rocks, coins, sugar, flour, fruit, etc.

Follow through

Invite your child to estimate if an object will be light or heavy, lighter or heavier than another.

To compare the weight of objects you can ask your child to hold one object in each hand and feel which one is heavy, light, heavier or lighter. You can also use a kitchen scale, a bathroom scale or a balancing scale.

Throughout the rest of the week have your child practice measuring the concepts of *heavy*, *heavier*, and *heaviest*.

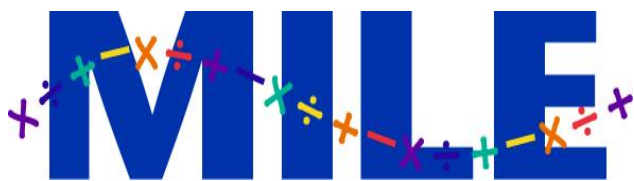
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Parent Activity

Multiplication

Math Page 52

What we did today

Today your child worked on multiplication skills by making groups of numbers.

Words for the week:

Sum, Tens, Ones, Add, Place, Plus

Supplies

This skill can be practiced at home using small objects such as buttons, small candies, cheerios, or pennies and dimes. The arrays can be laid out on a sheet of craft paper or on a sheet of 1 inch graph paper.

You will need to make cards for the numbers: 4, 6, 8, 9, 10, 12, 14, 15, 16, 18, 20.

Follow through

Ask your child to pick a number card and lay out the groups for that card, making sure that the columns and the rows are equal. Ask your child to lay out different possibilities for the number they chose. Use the same format as the activity sheet.

Throughout the week, you and your child can repeat this activity. You or your child can make flash cards for the number arrays your child made that day and practice them at night for 5 minutes. Index cards can be used to make flash cards.

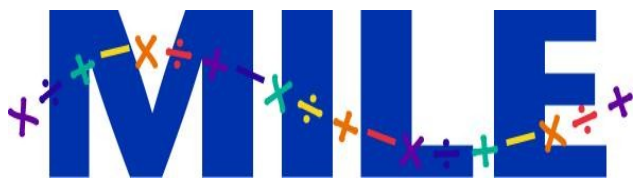
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Parent Activity

Multiplication

Math Page 53

What we did today

Today your child worked on multiplication skills by multiplying a two-digit number by a one-digit number.

Words for the week:

Product, Multiplication, Tens column; Ones column

Supplies

This skill can be practiced at home using small objects such as buttons, small candies, cheerios, or pennies and dimes. For the “tens” you can cut narrow strips out of construction paper or cardboard.

The arrays can be laid out on a sheet of craft paper or on a sheet of paper or construction paper, marked at the top “tens” and “ones.”

Follow through

Ask your child to pick double-number and a single digit number. Make sure the numbers are low enough so that no regrouping (carrying) needs to take place.

Use the same format as the activity sheet.

Throughout the week, you and your child can repeat this activity with different numbers.

You or your child can make flash cards for the numbers to be multiplied, and your child can pick a card and work out that problem. Index cards can be used to make flash cards.

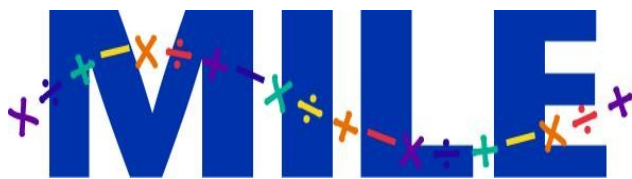
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Parent Activity

Multiplication

Math Page 54

What we did today

Today your child worked on multiplication skills by making groups of numbers.

Words for the week:

Product, Factor, Multiplication

Supplies

This skill can be practiced at home using small objects such as buttons, small candies, cheerios, or pennies and dimes. The arrays can be laid out on a sheet of craft paper or on a sheet of 1 inch graph paper.

Follow through

Ask your child to pick a times-table and lay out the groups for that table. Discuss with your child that the numbers that multiply to make the answer are called “factors”. So, 3 and 4 are the factors for the multiplication sentence $3 \times 4 = 12$.

Use the same format as the activity sheet.

Throughout the week, you and your child can repeat this activity with different times-tables.

You or your child can make flash cards for the number arrays your child made that day and practice them at night for 5 minutes. Index cards can be used to make flash cards.

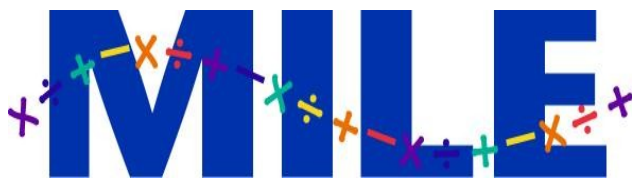
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Parent Activity

Multiplication

Math Page 55

What we did today

Today your child worked on multiplication skills by making groups of numbers.

Words for the week:

Product, Group, Multiplication

Supplies

This skill can be practiced at home using small objects such as buttons, small candies, cheerios, or pennies and dimes. The arrays can be laid out on a sheet of craft paper or on a sheet of 1 inch graph paper.

You will need to make cards for the numbers: 4, 6, 8, 9, 10, 12, 14, 15, 16, 18, 20.

Follow through

Ask your child to pick a number card and lay out the groups for that card, making sure that all rows have the same number. Ask your child to lay out different possibilities for the number they chose. For instance 12 can be laid out as 6 rows of 2 (6×2 , or 2×6), or as 4 rows of 3 (4×3 or 3×4 .) Use the same format as the activity sheet.

Throughout the week, you and your child can repeat this activity. You or your child can make flash cards for the number arrays your child made that day and practice them at night for 5 minutes. Index cards can be used to make flash cards.

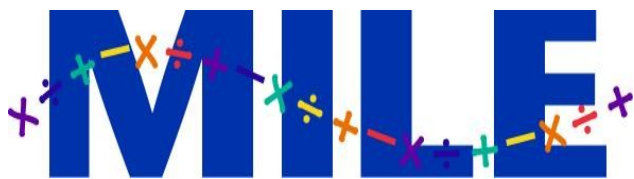
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Parent Activity

Multiplication

Math Page 56

What we did today

Today your child worked on multiplication skills by multiplying a two-digit number by a two-digit number, with regrouping

Words for the week:

Product, Multiplication, Tens column; Ones column; Carrying

Supplies

This skill can be practiced at home using small objects such as buttons, small candies, cheerios, or pennies and dimes. For the “tens” you can cut narrow strips out of construction paper or cardboard.

The arrays can be laid out on a sheet of craft paper or on a sheet of paper or construction paper, marked at the top “tens” and “ones.”

Follow through

Ask your child to pick two double-digit numbers.

Use the same format as the activity sheet.

Make sure that your child crosses out the “carried” numbers when starting to multiply with the next number. The neater your child can do this, the easier it is to do the multiplication correctly.

Throughout the week, you and your child can repeat this activity with different numbers.

You or your child can make flash cards for the numbers to be multiplied, and your child can pick a card and work out that problem. Index cards can be used to make flash cards.

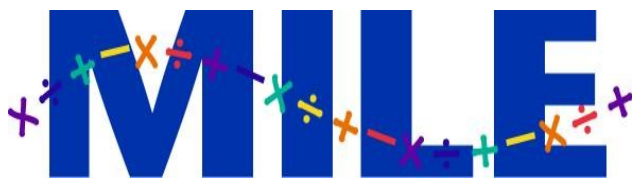
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Parent Activity

Multiplication

Math Page 57

What we did today

Today your child worked on multiplication skills by multiplying a two-digit number by a one-digit number, with regrouping

Words for the week:

Product, Multiplication, Tens column; Ones column; Carrying

Supplies

This skill can be practiced at home using small objects such as buttons, small candies, cheerios, or pennies and dimes. For the “tens” you can cut narrow strips out of construction paper or cardboard.

The arrays can be laid out on a sheet of craft paper or on a sheet of paper or construction paper, marked at the top “tens” and “ones.”

Follow through

Ask your child to pick double-number and a single digit number.

Use the same format as the activity sheet.

Throughout the week, you and your child can repeat this activity with different numbers.

You or your child can make flash cards for the numbers to be multiplied, and your child can pick a card and work out that problem. Index cards can be used to make flash cards.

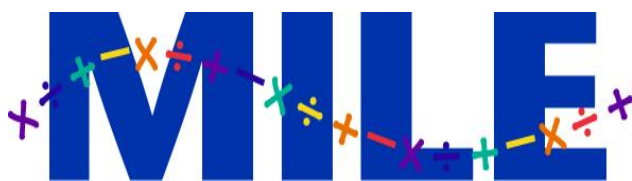
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Parent Activity

Number Line

Math Page 58

What we did today

Today your child worked on understanding what happens to numbers when you add and when you subtract, by using a vertical number line.

Words for the week:

Plus, Minus, Add, Subtract, Up, Down

Supplies

To practice this skill at home, you can make a vertical number line like the one on the activity sheet by cutting a strip of construction paper and writing the numbers 0 to 10. You can use a bunny or another small toy animal and a small object the bunny can “eat.”

Follow through

Throughout the week, you can practice adding and subtracting, for instance when you are driving or grocery shopping. Count blue cars for 1 minute. Ask your child to write down the number, then count red cars and add to the blue ones. Or count the cans of soup and add the box of cereal to them. What happens when you put 2 cans of soup back on the shelf? Encourage your child to discuss what happens when you add and when you subtract. What is the difference?

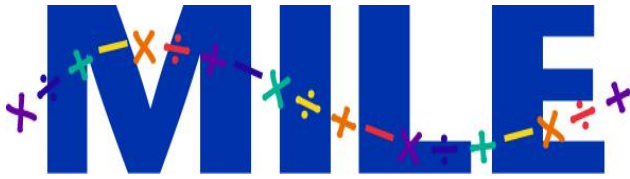
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Parent Activity

Ordering

Math Page 59

What we did today

Today your child worked on ordering skills by making sets of 3 differently sized items.

Words for the week:

Patterns, First, Second, Third, Next, Last

Supplies

To practice this skill at home, you can use objects such as blocks, crayons, vegetables, paper, clothes, hair accessories (barrettes, pony tail holders), and anything else you and your child can find in your home.

Follow through

Your child will set up a three-item pattern of objects of different sizes on the table. Have your child name the objects while pointing to or touching each one. Then, ask your child to make the same pattern again, using other objects. Guide your child as needed to select what will be *first*, *second* or *next*, and then *third* or *last*. Repeat this with several different objects. Also, ask your child to look at it for a short time and remember the way it looks. Remove the display and ask the child to make the pattern.

Throughout the rest of the week point out and discuss different groups of objects in the home that can be ordered. For example, you may emphasize that all pieces of furniture go together but the different pieces have different sizes. This holds for clothing, bathroom or kitchen accessories, vegetables, meats, vehicles, or any other similar items.

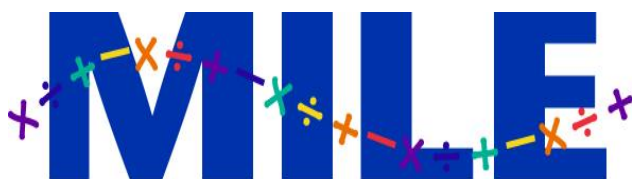
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Parent Activity

Ordering

Math Page 60

What we did today

Today your child worked on ordering skills by ordering objects according to variation in a common attribute like *light to dark*, *small to large*, or *smooth to rough*.

Words for the week:

Ordering, Dark/Light, Smooth/Rough, Small/Large

Supplies

To practice this skill at home, you can use objects such as colored paper, paint chips, fingernail polish, or crayons, which can be used to order from light to dark. You can use different size shapes cut out of paper, boxes, or balls for small/large. Paper towels, cotton balls, or paper plates can be used for smooth/rough.

Follow through

Throughout the rest of the week, continue to point out and discuss the difference between certain objects/materials based on attributions.

For example, while your child is taking a bath, you could point out the rough washcloth/sponge and the smooth shampoo bottle or soap.

While washing/folding laundry, your child can help you separate the laundry according to big/small, or light/dark.

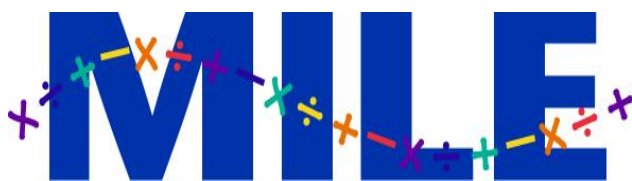
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Parent Activity

Ordering

Math Page 61

What we did today

Today your child worked on ordering skills by learning how to order things that happen during a certain time or during the day.

Words for the week:

First, Second, Third

Supplies

To practice this skill at home, you can use items of clothing, pictures from magazines that show the steps to a person doing something, and index cards.

Follow through

Throughout the rest of the week, continue to point out and discuss the order in which things occur.

Ask a lot of questions and use guided talk about what comes first, second and so on. For instance, ask your child to order all the items of clothing according to what he/she puts on first, second, third.

You can ask your child to show you the first thing to do when he/she brushes his/her teeth, the second and the third.

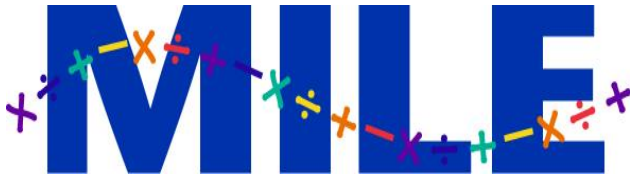
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Parent Activity

Ordering

Math Page 62

What we did today

Today your child worked on ordering skills by making a puzzle and putting the pieces together by reading the position on the back of the puzzle piece.

Words for the week:

Row, Column, Grid

Supplies

To practice this skill at home, create a grid, you will need paper, scissors, a pencil/pen/crayon, and a picture cut from a magazine or a calendar. On a piece of paper, create a 3x3 grid labeling each section with appropriate row and column numbers.

Follow through

Throughout the week, this activity can be repeated. You can follow the instructions on the activity sheet to make the puzzle.

To make it more challenging, you can time your child to see how quick he/she can accurately place all of the pieces on the grid.

Discuss rows and columns, for instance in the news paper or magazines. Your child can also line up items in rows and columns while saying which row or column the item is placed in. You can point at any item the child has lined up and ask for the position. For instance, “this teddy bear is in the second column in the third row”.

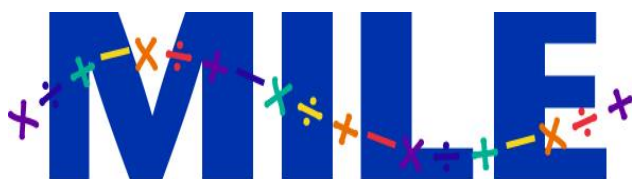
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Parent Activity

Patterns

Math Page 63

What we did today

Today your child worked on pattern skills by creating geometric patterns.

Words for the week:

Patterns, Shapes, Circle, Triangle, Square

Supplies

You can create a geometric pattern (square, triangle, circle, similar other things) out of various objects: paper, blocks, coins, folded paper, napkins, uncooked macaroni, or any other thing you or your child can think of to create a pattern. For example, you can create a square using blocks, or a triangle, or circle by lining up pennies.

Follow through

Throughout the rest of the week point out and discuss the various shapes and patterns in your home.

For example, you may notice patterns in such things as tablecloths, curtains, fabrics, furniture, or similar other things. Discuss with your child what shapes make up the different patterns, as well as the various colors used in the patterns. Remember to also encourage your child to count the various shapes that make each pattern.

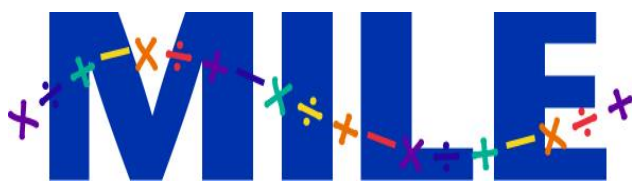
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Parent Activity

Patterns

Math Page 64

What we did today

Today your child worked on pattern skills by creating patterns.

Words for the week:

Pattern, First, Next, Last

Supplies

You can create patterns with a variety of objects including blocks, buttons, crayons, socks, or other similar things.

Follow through

Throughout the rest of the week point out and discuss the different two color patterns seen throughout your home.

For example, you may find different patterns on your curtains, furniture, blankets or sheets, rugs, wallpaper, dishes, or other similar things. Discuss with your child the specific objects/colors that make up the different patterns or groups. Remember to also encourage your child to count the various objects/colors that make each pattern.

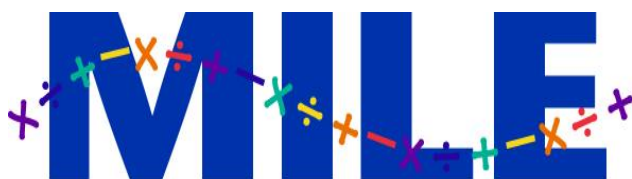
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Parent Activity

Patterns

Math Page 65

What we did today

Today your child worked on pattern skills by identifying and repeating 3-color patterns using a variety of objects.

Words for the week:

Pattern, First, Second, Next, Last, Counting, Third

Supplies

You can create patterns with a variety of objects including blocks, crayons, vegetables, paper, dried cereal, socks, hair accessories (barrettes, pony tail holders), and anything else you and your child can find in your home.

Follow through

Throughout the rest of the week point out and discuss the different patterns seen throughout your home.

For example, you may find different patterns on your curtains, furniture, blankets or sheets, rugs, wallpaper, dishes, or other similar things. Discuss with your child the specific objects/colors that make up the different patterns or groups.

Remember to also encourage your child to count the various objects/colors that make each pattern.

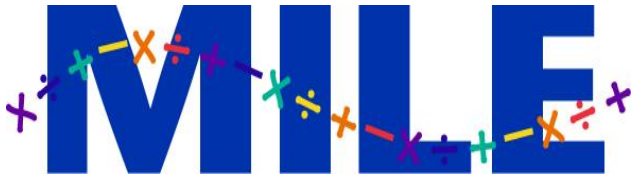
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Parent Activity

Patterns

Math Page 66

What we did today

Today your child worked on pattern skills by comparing the concepts of *small*, *smaller*, and *smallest*.

Words for the week:

Category, Small, Smaller, Smallest

Supplies

To learn these concepts at home, you will need objects of different sizes such as boxes, blocks, leaves, paper (cut into shapes), socks, shoes, or any other objects you and your child can find.

Follow through

Throughout the rest of the week, reinforce the concepts of *small*, *smaller*, and *smallest* with your child. For example, you may compare the size of different boxes, trees, houses, cars, bottles, books, glasses, chairs, or other similar things emphasizing *small*, *smaller*, and *smallest*.

Ask your child to categorize the objects according to *small*, *smaller*, and *smallest*. Then make a pattern starting with *small*, *smaller*, and *smallest*. Repeat these steps with all of the materials. It is important to talk with your child about what he/she is choosing to place next in the series. When using the boxes, see if your child can find a box to put his/her small box in, and then the smallest box. Allow fun time for your child to explore sorting, filling, and nesting smallest into smaller, into small boxes.

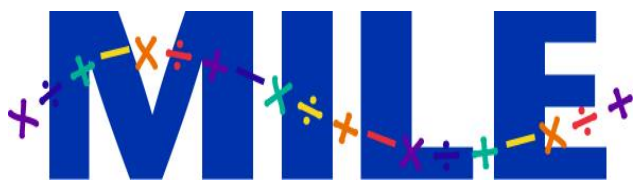
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Parent Activity

Patterns

Math Page 67

What we did today

Today your child worked on pattern skills by organizing objects into patterns.

Words for the week:

Pattern, Grouping, First, Next

Supplies

To learn these concepts at home, you can use different sized (small, large) objects such as blocks, boxes, buttons, shells, macaroni, rocks, and anything else you and your child can find at home.

Follow through

Throughout the rest of the week, point out and discuss the various linear patterns in your home. For example, you may notice patterns in such things as tablecloths, curtains, fabrics, furniture, rugs, or clothing. Discuss with your child the characteristics of the pattern.

Ask your child to create a linear pattern using these objects (e.g. large button, small button, large button). Have your child continue the pattern repeating as long as he/she wishes to extend the pattern. Guide your child as needed to select what will be first, second, or next. Repeat this with several different objects. Encourage your child to create his/her pattern.

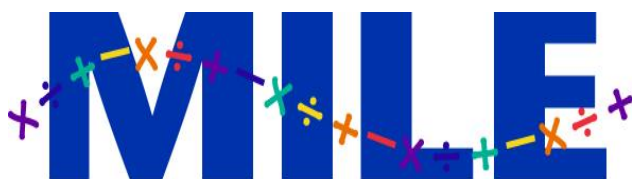
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The more you practice this with your child, the better skilled he/she will be with deliberative thinking.



Parent Activity

Patterns

Math Page 68

What we did today

Today your child worked on pattern skills by creating shape patterns.

Words for the week:

Shape, Form, Pattern, Straight, First, Next, Beginning

Supplies

This activity can be practiced at home using shapes (squares, circles, or triangles, etc.) cut out of paper, or stamps and inkpads.

Follow through

Throughout the rest of the week, point out any patterns that you may see in the home or when you are in other places with your child. Ask your child to look for, and tell you about, any patterns that he/she may notice. Again, encourage your child to describe any patterns as well as shapes the he/she notices in the home and other areas.

Ask your child to create a linear pattern using different shapes. Encourage your child to talk about the pattern. Ask your child how the shapes look; how the corners look (they have two lines that come together). Encourage your child to show you an air-drawing of the shapes. (That is, your child will move his/her hand through space to “draw” the shape.)

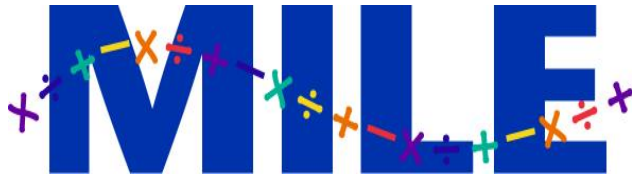
Helping your child learn

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Parent Activity

Patterns

Math Page 69

What we did today

Today your child worked on pattern skills by creating shape patterns.

Words for the week:

Shape, Form, Pattern

Supplies

This activity can be practiced at home using shapes (squares, circles, or triangles) cut out of paper; plastic shape tiles, or blocks.

Follow through

Throughout the rest of the week, point out any patterns that you may see in the home or when you are in other places with your child. If your home has a tile floor, ask your child to tell you about the patterns that the tiles create.

Ask your child to create a linear pattern using the shapes. Encourage your child to talk about the pattern using the words “round” or “corners”, how the corners look (they have two lines that come together). Ask your child to make a copy of the pattern by tracing or drawing the pattern on paper or even out on the sidewalk.

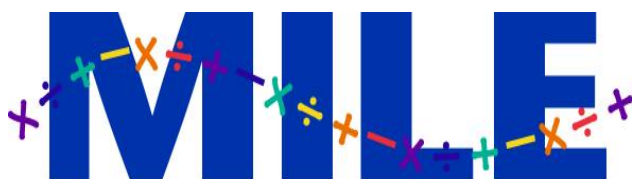
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Parent Activity

Patterns

Math Page 70

What we did today

Today your child worked on pattern skills by creating number patterns.

Words for the week:

Pattern, Add, Number

Supplies

This skill can also be practiced at home using a variety of materials including blocks, cans, boxes, coins, etc.

Follow through

Repeat this activity throughout the rest of the week using different objects.

While doing daily chores you can ask your child to add groups of objects. For example, ask your child to add the number of spoons on the kitchen table to the number of forks, or ask him/her to add the number of socks in the laundry to the number of pants.

You can also ask your child to count when you add a fixed number to the items you are using. For instance, start with 2 socks and add 3 more, then again 3 more. Your child will count 2, 5, 8 and so on.

Encourage your child to talk about the pattern using the words “add” or “fixed number”.

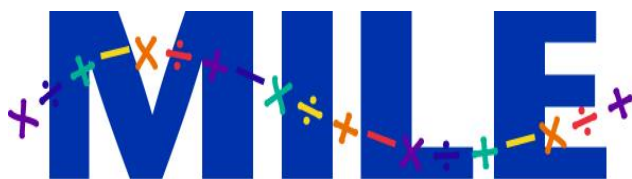
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Parent Activity

Patterns

Math Page 71

What we did today

Today your child worked on pattern skills by creating number patterns.

Words for the week:

Pattern, Addition, Diagonal

Supplies

To practice this skill at home ask your child to complete a chart like the one below and draw number patterns in it. Old calendars can also be used.

+	1	2	3	4	5
1	2	3	4	5	6
2	3	4	5	6	7
3					
4					
5					

Follow through

Continue to practice this skill throughout the week focusing on the different number patterns.

Encourage your child to find one or more patterns in the charts, (e.g., +1 patterns, +2 patterns), using a different color to trace or shade in the path of each pattern.

Have your child draw a straight diagonal or “step-like” diagonal path (e.g., 2 squares over, 1 square down) through the calendar squares. Then encourage your child to study the calendar numbers in that path to figure out what pattern is involved (i.e., what he/she needs to add to get from one number to the next).

Look for number patterns on car license plates, mailboxes, or telephone numbers.

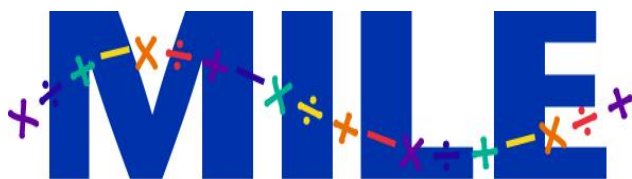
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Parent Activity

Patterns

Math Page 72

What we did today

Today your child worked on pattern skills by making block patterns from linear patterns.

Words for the week:

Patterns, Linear

Supplies

To practice this skill at home you can use interlocking cubes or colored tiles. You can also make your own colored tiles by cutting up colored construction paper into little squares.

Follow through

This activity can be repeated throughout the week using different patterns.

Ask your child to create linear pattern with the different colored squares. Your child will break the linear pattern into equal sections (e.g., with 3 or 4 squares in each). Line these sections up under one another to form a rectangular array. The resulting array forms a block pattern, which your child will record by coloring squares on graph paper.

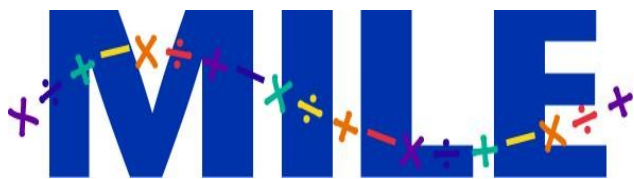
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Parent Activity

Place Value

Math Page 73

What we did today

Today your child worked on the place value of three-digit numbers

Words for the week:

Place value, Value, Digit

Supplies

This skill can be practiced at home using objects such as colored drinking straws, cheerios or popsicle sticks. You can make a hundreds-tens-ones mat by drawing 3 columns on a sheet of paper with the headings Hundreds, Tens and Ones.

To make a another representation for the 100's, 10's and 1's see the activity sheet under the heading "supplies".

Follow through

Use the same format as the activity sheet.

When using drinking straws you can have the whole straw represent the "hundreds", a straw cut in half will be the "tens", and a straw cut into quarters will be the "ones".

You and your child can make number cards by writing 3 digit numbers on index cards and play games. For instance, you decide on a place (the hundreds, tens or ones-place) and you each pick a number card. The one who has the highest number in that place wins the card.

So if you pick the tens place and the cards picked are 873 and 589, the person who picked 589 wins both cards. The person with most cards wins the game.

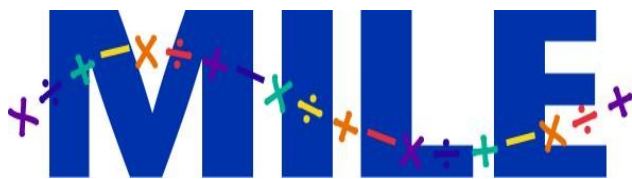
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Parent Activity

Place Value

Math Page 74

What we did today

Today your child worked on the place value of four-digit numbers

Words for the week:

Place value, Value, Digit

Supplies

This skill can be practiced at home using objects such as colored drinking straws, cheerios or popsicle sticks. You can make a cards with the words thousands, hundreds, tens, and ones and use them for heading the columns.

To make a another representation for the 1,000's, 100's, 10's and 1's see the activity sheet under the heading "supplies".

Follow through

Use the same format as the activity sheet.

When using drinking straws you can have a whole straw of one color represent the "thousands" and another color the "hundreds". A straw cut in half will be the "tens", and a straw cut into quarters will be the "ones".

You and your child can make number cards by writing 4 digit numbers on index cards and play games. For instance, you decide on a place (the thousands, hundreds, tens or ones-place) and you each pick a number card. The one who has the highest number in that place wins the card.

So if you pick the tens place and the cards picked are 5,8**7**3 and 2,5**8**9, the person who picked **2,589** wins both cards (even though the actual number is lower.) The person with most cards wins the game. Discuss this with your child.

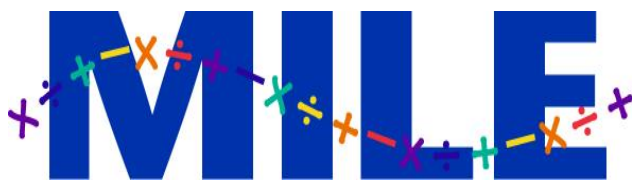
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Parent Activity

Regrouping

Math Page 75

What we did today

Today your child worked on regrouping skills by making groups of 5.

Words for the week:

Groups, Fives, Ones

Supplies

This skill can be practiced at home using sets of 5 small objects such as buttons, small candies, cheerios, or pennies and nickels.

You can make a mat like the one shown on the activity sheet from poster board or a file folder.

Follow the same format as the activity sheet.

Follow through

Throughout the week, you and your child can repeat this activity.

Have your child start with making sets of 5 objects and put them in the left hand column.

Instead of just giving your child his/her allowance you can ask him/her to count out pennies and exchange them for nickels to be put in the left hand column. If your child gets 1 quarter allowance, you can then ask him/her to count out the 5 nickels and exchange them for 1 quarter.

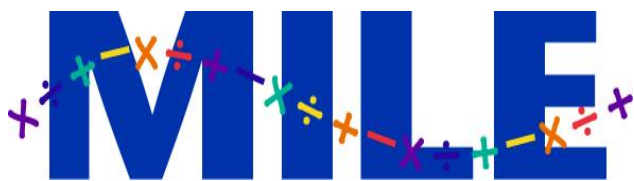
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Parent Activity

Regrouping

Math Page 76

What we did today

Today your child worked on regrouping skills by making groups of 10.

Words for the week:

Grouping, Regrouping, Two-digit number, Tens, Ones

Supplies

This skill can be practiced at home using sets of 10 small objects such as buttons, small candies, cheerios, pennies and dimes.

You can make a mat like the one shown on the activity sheet from poster board or a file folder.

Follow the same format as the activity sheet.

Follow through

Throughout the week, you and your child can repeat this activity.

Have your child start with making sets of 10 objects and put them in the left hand column. If pennies and dimes are used, your child will exchange the 10 pennies for one dime each time the right hand column is filled.

Instead of just giving your child his/her allowance you can ask him/her to count out pennies and exchange them for dimes to be put in the left hand column. If your child gets 1 dollar allowance, you can then ask him/her to count out the 10 dimes and exchange them for 1 dollar.

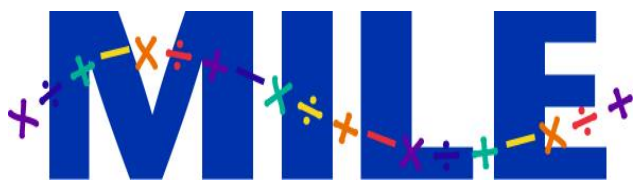
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Parent Activity

Regrouping

Math Page 77

What we did today

Today your child worked on regrouping skills by estimating the number in a handful of objects and then making groups of 10.

Words for the week:

Estimating, Grouping, Tens, Ones

Supplies

This skill can be practiced at home using small objects such as buttons, small candies, cheerios, pennies and dimes.

You can make a mat like the one shown on the activity sheet from poster board or a file folder.

Follow through

Throughout the week, you and your child can repeat this activity. For instance, you can ask your child to estimate how many shirts are in the laundry you are sorting, or guess how many green cars you will be seeing on your way to the grocery.

Discuss the difference between estimating and guessing. The shirts in the laundry will be an estimate because your child can see them; the green cars will be a guess, because they are not there yet.

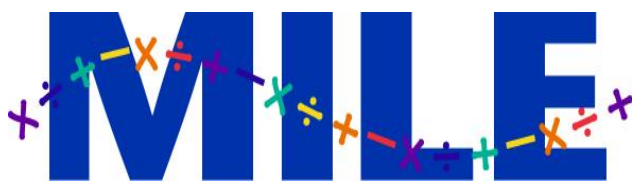
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Parent Activity

Regrouping

Math Page 78

What we did today

Today your child worked on regrouping skills “building” teen-numbers.

Words for the week:

Ones, Group, Tens, Number-place

Supplies

This skill can be practiced at home using small objects such as buttons, small candies, cheerios, pennies and dimes.

You can make a mat like the one shown on the activity sheet from poster board or a file folder. You can make the number value cards by cutting out squares of paper and writing out the ten-numbers from 10 to 90 and smaller pieces of paper with the numbers 1 to 9.

Follow through

Throughout the week, you and your child can repeat this activity.

You can also ask your child to “spell” a number. For instance 27: first a 2 and then a 7. Ask your child which one is the 10-number and which one is the 1-number.

You can also play the game “how many tens are in ...” (just pick a number between 10 and 99).

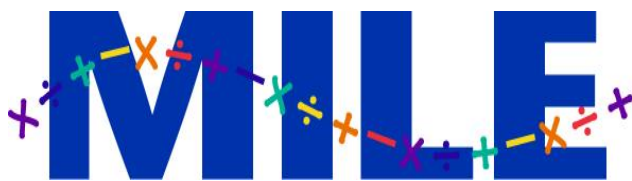
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Parent Activity

Regrouping

Math Page 79

What we did today

Today your child worked on regrouping skills by carrying a ten to the tens column when adding two digit numbers.

Words for the week:

Sum, Tens, Ones, Add, Place, Plus

Supplies

This skill can be practiced at home using small objects such as buttons, small candies, cheerios, pennies and dimes.

You can make a mat like the one shown on the activity sheet from poster board or a file folder.

Follow through

Throughout the week, you and your child can repeat this activity. This skill should be practiced frequently, using different two-digit numbers.

To make up fun addition problems, you can ask your child to roll two dice and see what number can be formed with the two numbers that come up. Ask your child to tell you which number will go in the tens-column and which will go in the ones-column. Then repeat and ask your child to add the numbers.

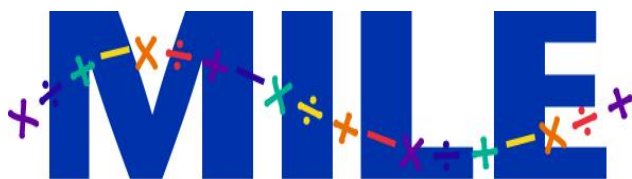
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Parent Activity

Shapes

Math Page 80

What we did today

Today your child worked on geometry skills by identifying shapes hidden in a bag.

Words for the week:

Touch, Feel, Shape

Supplies

To practice this skill at home, you can use objects of different shapes like square and rectangle blocks, rubber balls, marbles, coins, or any other similar things. You will also need a paper bag, box or cloth sack in which to store the above objects.

Follow through

This activity can be repeated throughout the week using different shaped objects.

Explore with your child how each object looks, feels, and is shaped. This will help guide your child in recalling the shapes of the items when he/she is asked to put a hand in the bag or box and recall what the shape is. Have your child cover his/her eyes while the objects are placed in the bag or box. Vary the shapes from time to time to help the child rely on his/her memory. Leaving a few shapes on the table may help your child remember the others hidden in the bag.

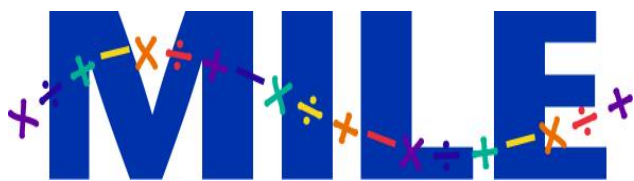
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Parent Activity

Shapes

Math Page 81

What we did today

Today your child worked on geometry skills by identifying shapes and making a collage by gluing them on a sheet of construction paper or on a container.

Words for the week:

Corner, Straight line, Curve, Square, Circle, Triangle

Supplies

Use the format of the activity sheet to practice this skill at home.

Follow through

Throughout the rest of the week, point out and discuss the different shapes that can be seen throughout your home or environment. For fun, ask your child if he/she can find a circle, square, rectangle, in the home and bring it to you. Discuss with your child the difference between the shapes.

Have your child trace the edges of the shapes so that they can become aware of the defining features. Discuss with your child how many sides the shape has and whether the sides/edges are straight or curved.

You can make a game of finding shapes. Tell your child to find as many circles, squares, or rectangles in a given time period (i.e. 2 min, 5 min). Be sure to praise their efforts.

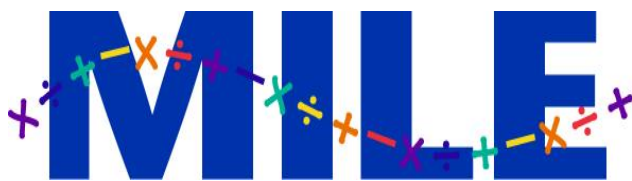
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Parent Activity

Shapes

Math Page 82

What we did today

Today your child worked on geometry skills by making shapes using a geoboard and rubber bands.

Words for the week:

Shape, Side, Corner

Supplies

To reinforce this skill during the week, you can use various containers, such as boxes of any type; cereal, shoe, and even discarded grocery boxes. You will also need string and/or yarn, play dough or other things that your child can use to make the different shapes.

Follow through

Throughout the rest of the week point out and discuss the various shapes in the home. Ask questions about the shapes. A table, desk, other surfaces can be pointed out and you can encourage your child to feel the edges, then count corners and tell you what the shape is.

Your child can make shapes in the sand box, and draw shapes in the air talking/describing to you what he/she is doing. Remember to encourage your child to count the corners and sides of the shapes.

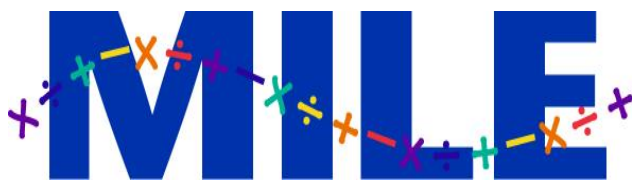
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Parent Activity

Shapes

Math Page 83

What we did today

Today your child worked on geometry skills by identifying three-dimensional shapes.

Words for the week:

Cone, Sphere, Pyramid, Cylinder, Cube

Supplies

To reinforce this skill during the week, you can use various containers, such as boxes of any type, balls, toilet-tissue rolls, or blocks.

Follow through

Throughout the rest of the week point out and discuss the various three-dimensional shapes in the home.

You can do a scavenger hunt, asking your child to find, for instance, 4 different sizes of spheres, 2 cylinders and 3 cubes.

You can also ask your child to identify three-dimensional shapes when you are riding in the car, or walking through the grocery store.

Helping your child learn

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MILE

Parent Activity Shapes Math Page 84

What we did today

Today your child worked on geometry skills by identifying symmetrical pictures and shapes.

Words for the week:

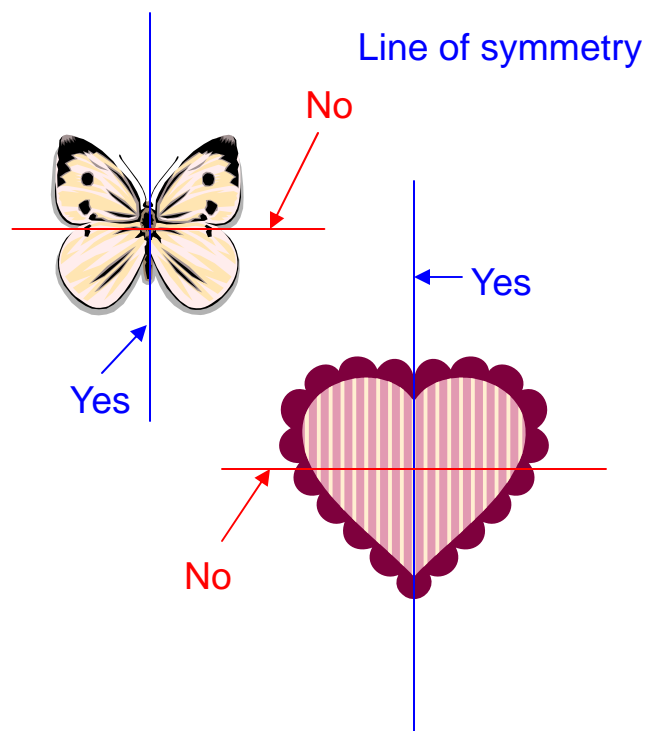
Symmetry, Half

Supplies

To practice this skill at home, you can use pictures from a magazine or draw on a piece of paper different symmetrical designs. For example, you could draw shapes (square, rectangle), a butterfly, a face, or any other symmetrical pictures you can think of.

Follow through

This activity can be repeated throughout the week using different symmetrical pictures. Also, throughout the week point out different symmetrical objects that you might see around your home or neighborhood to your child.



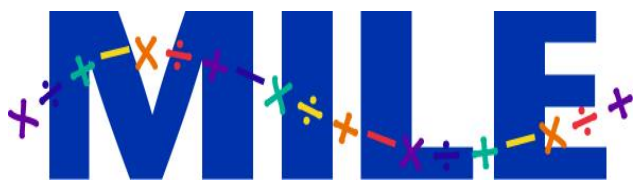
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Parent Activity

Sorting - categorizing

Math Page 85

What we did today

Today your child worked on his/her Sorting and Categorizing skills by sorting objects into groups. We used the attached activity sheet.

Words for the week:

Set, Group, Sorting

Supplies

To practice this skill at home, you can use such objects as fruits and vegetables, household tools, articles of clothing, jewelry, hygiene products, and any other similar things.

Allow your child to get acquainted (touching, holding, talking about, naming) with the objects.

Follow through

Talk about the names of all the objects your child chooses and how they work or what they are for. Make labels that say “things we eat,” “things we wear,” “jewelry,” “things that we use to stay clean” and have your child put the items with those labels. See if your child observes or groups items into a different class and ask him/her to tell you about it.

Throughout the rest of the week, discuss with your child different objects that form a group or set. For example, you can explore pictures in magazines or point out groups of things while riding in the car. You can also discuss things that go together when sitting at the dinner table. You can discuss transportation vehicles, animals, foods (vegetables vs. meats), and/or instruments.

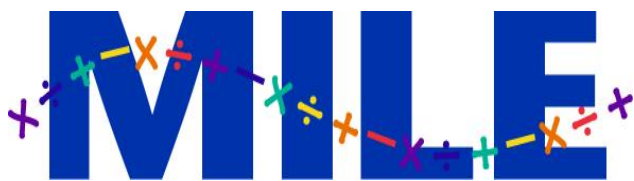
Helping your child learn

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The more you practice this with your child, the better skilled he/she will be with deliberative thinking.



Parent Activity

Sorting - categorizing

Math Page 86

What we did today

Today your child worked on his/her sorting and categorizing skills while sorting objects into groups.

Words for the week:

Sets, Big, Small, Little

Supplies

To practice this skill at home, you can use big and small objects such as paper (cut into big and small shapes), blocks, boxes, shoes, cups, or any other objects you and your child can find in your home.

Allow your child to get acquainted (touching, holding, talking about, naming) with the objects. Discuss the different sizes of the objects with your child stressing the concepts of *big* and *small* (*little*).

Follow through

Have your child place a small object into or on the big object pointing out the difference in the sizes. For instance, he/she can place a little box into a big box or put a little shape on top of a big shape. See if your child knows the words [big, little] and identifies each appropriately.

Throughout the rest of the week, (while riding in the car, sitting at the dinner table, or walking through the house or neighborhood), discuss with your child different objects that are big versus little. For example, you can point out who in the house is big and who is little. Also, explore big and small houses, trees, buildings, poles, plants, books, and any other similar things.

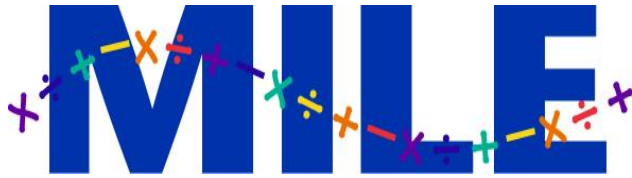
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Parent Activity

Sorting - categorizing

Math Page 87

What we did today

Today your child worked on his/her sorting and categorizing skills while sorting objects into groups. We used the attached activity sheet.

Words for the week:

Sets, Same, Different, Sorting

Supplies

To practice this skill at home, you can use objects such as crayons, colored paper, coins, blocks, red and black checkers, and any other similar things. Be sure to have multiples of each class of objects with 3-4 colors and sizes.

Allow your child to get acquainted (touching, holding, talking about, naming) with the objects.

Follow through

Talk about the names and/or functions of all the objects chosen. Word labels for “things we eat,” “things that we wear,” “things we wear for decoration,” or “things that we use to stay clean.” See if your child observes or groups items into a different class, and ask him/her to tell you about it.

Throughout the rest of the week discuss with your child different objects that are the same versus different. You can point out the similarity and differences between items such as cups, spoons, plates, and any other similar things. For example, if discussing cars you can mention that all cars have four wheels, a steering wheel, and are used for driving places. At the same time you can discuss that cars can also be different in that they have different colors, shapes, and sizes.

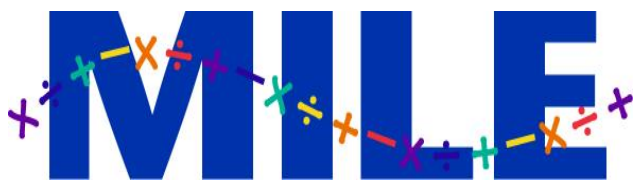
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Parent Activity

Sorting - categorizing

Math Page 88

What we did today

Today your child worked on his/her sorting and categorizing skills by creating collages and sorting scraps of cloth into many small overlapping groups.

Words for the week:

Texture, Shape, Group, Sorting

Supplies

To reinforce this skill at home, your child can sort objects into groups based on color, texture, shape, function, etc. Such objects could include paper (cut into shapes), coins, clothes, rocks, pieces of wood, cotton, napkins, leaves, or balls.

Allow your child to get acquainted (touching, holding, talking about, naming) with the objects.

Follow through

Talk about the names and/or functions as well as the texture of all the objects chosen. Word labels for “things we eat that are smooth, hard, or soft;” or “things that we wear that are thick or thin.” See if your child observes or groups items into a different class and ask him/her to tell you about it.

Throughout the rest of the week, continue to point out and discuss what types of objects can be grouped together according to color, texture, shape, and function. For example, while driving in the car you can ask your child to name objects that are all yellow (bananas, traffic light, hazard sign) or round (wheels, balls, tires).

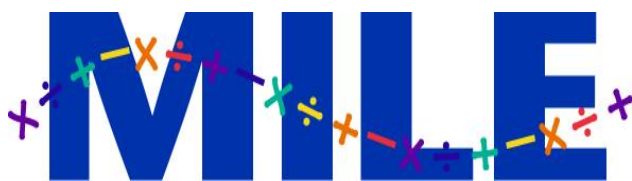
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Parent Activity

Sorting - categorizing

Math Page 89

What we did today

Today your child worked on his/her sorting and categorizing skills by sorting objects into groups according to different dimensions.

Words for the week:

Texture, Shape, Group, Sorting

Supplies

To reinforce this skill at home, your child can sort objects into groups based on color, texture, shape, function, etc. Such objects could include: paper (cut into shapes), coins, clothes, rocks, pieces of wood, cotton, napkins, leaves, or balls.

Allow your child to get acquainted (touching, holding, talking about, naming) with the objects.

Follow through

Point out the differences in shape, color, or texture. Then invite your child to categorize the objects based on color, texture, shape, or function. For example, after mixing all of the items together say, “Give me all of the objects that are soft, hard, etc.,” or “Give me all of the objects that are smooth, bumpy, rough, etc.,” or “Give me all of the red, blue, white, etc. objects.” The same thing can also be done according to shape.

Throughout the rest of the week, continue to point out and discuss what types of objects can be grouped together according to color, texture, shape, and function. For example, while driving in the car you can ask your child to name objects that are all yellow (bananas, traffic light, hazard sign) or round (wheels, balls, tires).

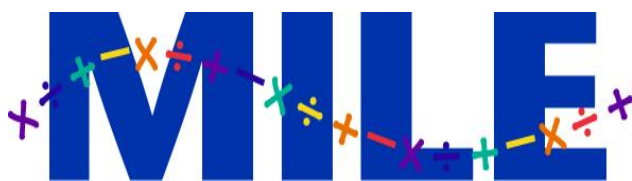
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Parent Activity

Sorting - categorizing

Math Page 90

What we did today

Today your child worked on his/her sorting and categorizing skills by sorting items into two groups.

Words for the week:

Sort, Group, Collection, Category, Similar

Supplies

To practice this skill at home, allow your child to choose selections or items from similar things that he/she want to sort. From the collection, guide your child to decide how he/she wants to sort items from the similar collection.

Follow through

During the week, find situations where you can get your child to discuss how things are alike and/or different. If you are at a dinner table, talk about the different items on the table that can be grouped such as all the dishes. Then see if your child can further sort them.

Discuss with your child what makes an item similar to another and why it will/will not fit into a certain category. Also discuss how an item may fit into different categories. For instance an apple could fit into the categories of “food,” “fruit,” or even “dessert.”

Continue to point things out during the week that will allow you to discuss sorting a collection of things.

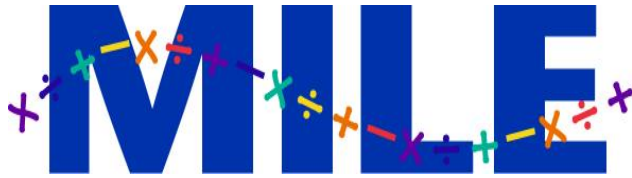
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Parent Activity

Sorting - categorizing

Math Page 91

What we did today

Today your child worked on his/her sorting and categorizing skills by sorting objects into groups according to different dimensions and then subdividing the groups.

Words for the week:

Sort, Group, Collection, Category, Subdivide

Supplies

To practice this skill at home, encourage your child to take some of the toys out of the toy box or toy closet and see if he/she can sort the toys based on a category, for instance, stuffed animals, games, dolls, cars, broken toys.

From those groups encourage your child to decide how they can be further sorted.

Follow through

Allow your child to choose selections or items from similar things that he/she want to sort. From the collection, guide your child to decide how he/she wants to sort items from the similar collection.

During the week, find situations where you can get your child to discuss how things are alike and/or different. If you are at a dinner table, talk about the different items on the table that can be grouped such as all the dishes. Then see if your child can further sort them.

Continue to point things out during the week that will allow you to discuss sorting a collection of things into other groupings.

Throughout the rest of the week, discuss with your child different objects that form a group or set.

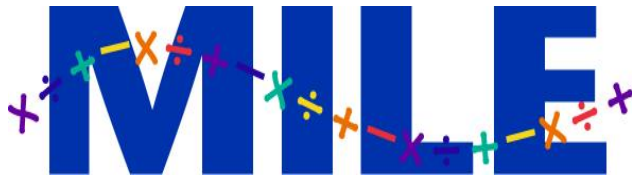
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Parent Activity

Sorting - categorizing

Math Page 92

What we did today

Today your child worked on his/her sorting and categorizing skills by sorting pictures into two groups and then finding pictures that would fit into either one of the groups.

Words for the week:

Sort, Group, Collection,
Category, Similar

Supplies

To practice this skill at home, you can use old magazines, catalogs and newspaper inserts. Talk about and name the pictures.

Follow through

During the week, find situations where you can get your child to discuss how things are alike and/or different. If you are at a dinner table, talk about the different items on the table that can be grouped such as all the dishes. Then see if your child can further sort them.

Continue to point things out during the week that will allow you to discuss sorting a collection of things into other things.

Encourage your child to take some of the toys out of the toy box or toy closet and see if he/she can sort the toys based on a category, for instance, stuffed animals, games, dolls, cars, or broken toys.

From those groups encourage your child to decide how they can be further sorted.

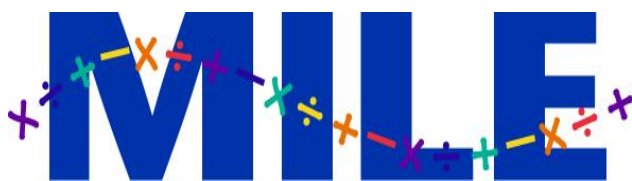
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Parent Activity

Sorting - categorizing

Math Page 93

What we did today

Today your child worked on his/her sorting and categorizing skills by sorting items into two groups.

Words for the week:

Sort, Group, Collection, Category, Similar

Supplies

To practice this skill at home, you can use such objects as fruits and vegetables, household tools, articles of clothing, jewelry, and any other similar things.

Allow your child to get acquainted (touching, holding, talking about, naming) with the objects.

Follow through

During the week, find situations where you can get your child to discuss how things are alike and/or different. If you are at a dinner table, talk about the different items on the table that can be grouped such as all the dishes. Then see if your child can further sort them.

Discuss with your child what makes an item similar to another and why it will/will not fit into a certain category. Also discuss how an item may fit into different categories. For instance an apple could fit into the categories of “food,” “fruit,” or even “dessert.”

Continue to point things out during the week that will allow you to discuss sorting a collection of things.

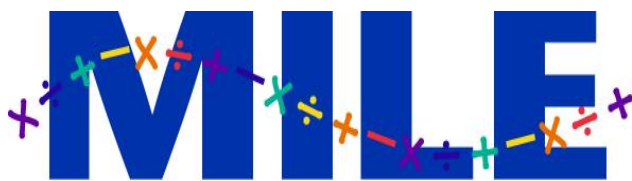
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Parent Activity

Sorting - categorizing

Math Page 94

What we did today

Today your child worked on his/her sorting and categorizing skills by sorting items into two groups.

Words for the week:

Category, Similar, Bar graph, Chart

Supplies

To practice this skill at home, you can use such objects as fruits and vegetables, household tools, articles of clothing, jewelry, hygiene products, and any other similar things.

Allow your child to get acquainted (touching, holding, talking about, naming) with the objects.

Follow through

Discuss with your child what makes an item similar to another and why it will/will not fit into a certain category. Also discuss how an item may fit into different categories, for instance an apple could fit into the categories of “food”, “fruit” or even “dessert”.

Throughout the rest of the week, find situations where you can get your child to discuss how things are alike and/or different. If you are at a dinner table, talk about the different items on the table that can be grouped such as all the dishes, then ask your child can further sort them.

Continue to point things out during the week that will allow you to discuss sorting a collection of things.

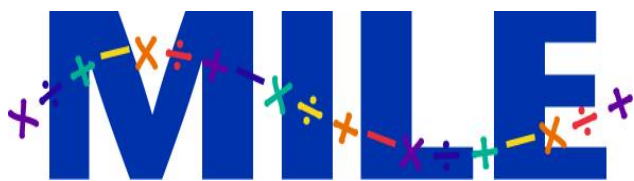
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Parent Activity

Sorting - matching

Math Page 95

What we did today

Today your child worked on his/her sorting and matching skills by making 1-item sequences.

Words for the week:

Pattern, First, Second, Third

Supplies

Your child can practice creating 1-item sequences by using a variety of objects in your home. Objects can include such things as toys, blocks, socks, shoes, food, or other similar things.

Follow through

Ask your child to line up the items, for instance, a line of socks, a line of toy cars, or a line of dolls. Make sure your child only lines up a few items, so that it will be possible for him/her to count them.

Throughout the rest of the week point out and discuss the different patterns seen throughout your home. For example, you may find different patterns on your curtains, furniture, blankets or sheets, rugs, wallpaper, dishes, or other similar things. Discuss with your child the specific objects/colors that make up the different patterns or groups.

Remember to also encourage your child to count the various objects/colors that make each pattern.

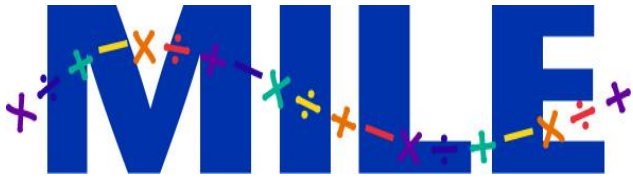
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Parent Activity

Sorting - matching

Math Page 96

What we did today

Today your child worked on his/her sorting and matching skills by making pairs/sets of objects that go together.

Words for the week:

Set, Pair, Sorting

Supplies

To practice this skill at home, you can use objects such as comb and hairbrush, toothpaste and toothbrush, bowl and spoon, crayon and paper, sock and shoe, baby doll and bottle, dog and bone, pillow and blanket, and any other similar pairs of things.

Follow through

Ask your child to put together the items that form pairs, or that go together in some way. For instance, you can hold up a sock and ask him/her what goes together with it to form a pair. You can also ask him/her to put together functional pairs, such as a hairbrush and a comb, a tube of toothpaste and a toothbrush.

Throughout the rest of the week, from a selection of paired items, display half of the objects while the others are hidden in a box or bag. Ask, what do we need to give the dog? What goes with the toothbrush? Talk about how things go together and see what your child may offer beyond these examples.

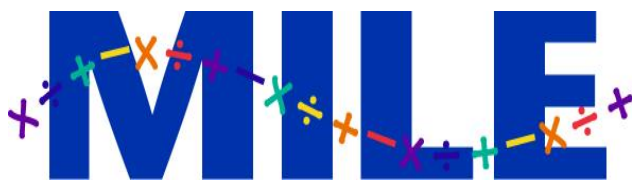
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Parent Activity

Sorting - matching

Math Page 97

What we did today

Today your child worked on his/her sorting and matching skills by creating *functional sets*.

Words for the week:

One, Each

Supplies

To practice creating functional sets at home, you can use such objects as cups, plates, forks, and knives (plastic is preferred); napkins; and small snacks.

Follow through

Throughout the rest of the week you can practice this skill with different objects, for instance articles of clothing. For example, you could encourage your child to pick out clothes for each of the family members or for toy dolls, stuffed animals, or any other similar things. Ask your child whom he/she would like to pick clothes out for. Have your child lay the clothes out for several individuals on the bed. See if your child can make a 1:1 correspondence for each piece of clothing for each person (i.e. 1 pair of pants, 1 shirt, 1 undergarment, 1 pair of socks, or any other similar things).

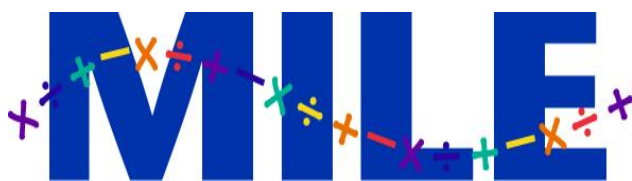
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Parent Activity

Sorting - matching

Math Page 98

What we did today

Today your child worked on his/her sorting and matching skills by using different shapes to create puzzles.

Words for the week:

Puzzle, Fits

Supplies

To reinforce this skill at home, you can create puzzles by using such things as cereal box fronts, frozen pizza box fronts, pages out of coloring books, or colored poster board. These can be cut into different shapes to create a puzzle.

Follow through

You or your child can create a puzzle by gluing a picture on a piece of cardboard and then cutting it up. You can also use the picture of, for instance a cereal box, and cut it up.

After mixing the puzzle pieces, invite your child to explore what he/she can make with the puzzle pieces.

During the week, you can point out objects in the environment that “fit together according to shape.” Such things could include patterns on a couch, blanket, or rug; cushions on a couch or chair; bricks on the floor, chimney or house; drawers in a dresser; or any other similar things.

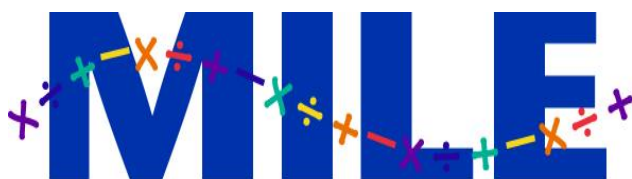
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Parent Activity

Sorting - matching

Math Page 99

What we did today

Today your child worked on his/her sorting and matching skills by putting together puzzles.

Words for the week:

Puzzle, Fits

Supplies

To reinforce this skill at home, you can create puzzles by using such things as cereal box fronts, frozen pizza box fronts, pages out of coloring books, or colored poster board. These can be cut into different shapes to create a puzzle. You can also use knobbed puzzles.

Follow through

You or your child can create a puzzle by gluing a picture on a piece of cardboard and then cutting it up. You can also use the picture of, for instance a cereal box, and cut it up.

After mixing the puzzle pieces, invite your child to explore what he/she can make with the puzzle pieces.

During the week, you can point out objects in the environment that “fit together according to shape.” Such things could include patterns on a couch, blanket, or rug; cushions on a couch or chair; bricks on the floor, chimney, or house; drawers in a dresser; or any other similar things.

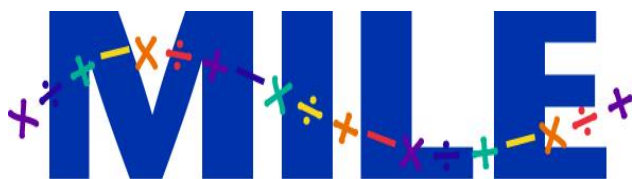
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Parent Activity

Sorting - matching

Math Page 100

What we did today

Today your child worked on his/her sorting and matching skills by creating *functional sets*.

Words for the week:

More, Less, Same

Supplies

To practice creating functional sets at home, you can use such objects as cups, plates, forks and knives (plastic is preferred); napkins; and small snacks.

Follow through

Ask your child to put together functional pairs, such as a hairbrush and a comb, a tube of toothpaste and a toothbrush.

Throughout the rest of the week you can practice this skill with different objects. There are many collections of things in the house and in your child's work area.

Encourage your child to use many different objects that go together, and ask him/her to put them side-by-side to match the pairs. Then ask your child to figure out which group has more, less, or the same amount.

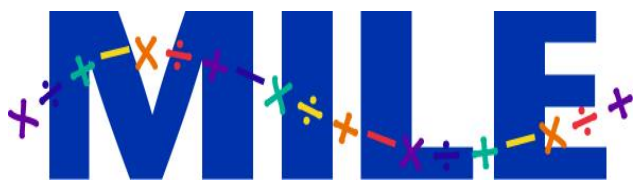
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Parent Activity

Sorting - same/different

Math Page 101

What we did today

Today your child worked on sorting/more-less skills while learning sets of *Same*, *More than*, and *Less than*.

Words for the week:

Same, More, Less

Supplies

To practice this skill at home, you can use such objects as paper plates, cookies, crackers, candies, pencils, crayons, pennies, beans, or any other similar things.

Allow your child to get acquainted (touching, holding, talking about, naming) with the objects.

Follow through

To teach this concept throughout the week, continue to explore *same as*, *more than*, and *less than* with your child. For example, while at the dinner table you can point out who has the same amount of food or drink, less than, or more than. A similar activity can also be done with coins, jewelry, hair accessories, toys, blocks, or other similar things.

You can also do this activity in the grocery store by asking, for instance, “Are there more people in this check-out line or that one?” or, “Which bin has more, the cauliflower or the broccoli?”

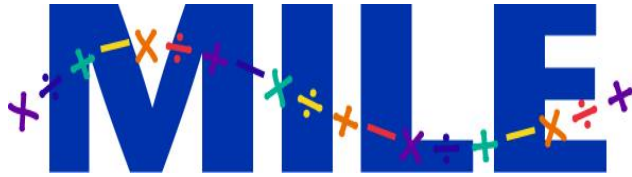
Helping your child learn

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The questions in the F-A-R (Focus and plan—Act—Reflect) column on the activity sheet help your child to create a habit-pattern of thinking.

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The more you practice this with your child, the better skilled he/she will be with deliberative thinking.



Parent Activity

Sorting - same/different

Math Page 102

What we did today

Today your child worked on sorting/more-less skills by creating equivalent sets using a variety of materials.

Words for the week:

Sets, Matching, Counting, Equal

Supplies

To practice this skill at home, you can use such objects as buttons, bolts, coins, nuts, rocks, or beans.

Allow your child to get acquainted with the objects by touching, holding, talking about, and/or naming.

Follow through

Your child will create equivalent sets from a variety of objects. Sets should be based on the amount, for instance 3 pennies or, 4 rocks. After you complete a set on one side of the table, encourage your child to create an equivalent set. Your child might do so by counting or by simply matching each member of the original set one to one. After your child understands the task, encourage him/her to create his/her own set. Then, you create an equivalent set.

Throughout the rest of the week, this activity can be repeated using different objects/sets. You can also point out objects in the environment that are in sets, for example, bed sheets, silverware sets, glass sets, golf clubs, and plates.

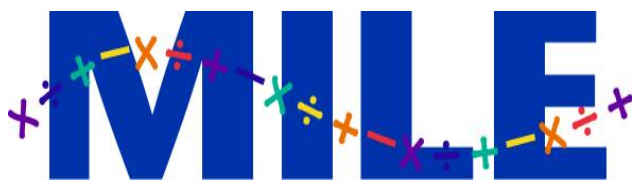
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Parent Activity

Sorting - same/different

Math Page 103

What we did today

Today your child worked on sorting/more-less skills by making object graphs and talking about “more,” “less,” and “the same.”

Words for the week:

More, Less, Same

Supplies

To practice this skill at home, you can use any objects that have two distinct different sides, such as coins, bottle caps, or buttons.

Allow your child to get acquainted with the objects by touching, holding, talking about, and/or naming.

Follow through

Throughout the rest of the week, take every opportunity to discuss more, less, and the same. While at the dinner table, you may seize a training moment when your child asks if he/she can have *more* of something. Discuss with him/her how *much more*. You can say, “Do you want *less* than _____ has or more?” You can say, “Please, give me the same amount of _____ as _____ has.” Try to set up opportunities where your child *has* to ask for more or tell you that he/she needs *less*. Play the game *more, less, the same*, where you put out items and ask your child to make more, make less, or the same. Switch roles with your child. Ask your child how the items change when you add more or less.

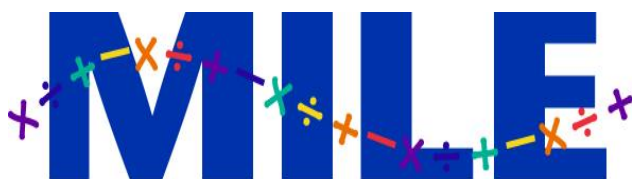
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Parent Activity

Sorting - same/different

Math Page 104

What we did today

Today your child worked on sorting/more-less skills by matching sets of objects. and talking about “more,” “less,” and “the same.”

Words for the week:

More, Less, Same

Supplies

To practice this skill at home, you can use objects such as coins, bottle caps, or buttons.

Allow your child to get acquainted (touching, holding, talking about, naming) with the objects.

Follow through

Throughout the rest of the week, take every opportunity to discuss *more*, *less*, and *the same*. If you are in a situation where your child has to ask you for something like water, milk, or anything that can be determined by using more, less, or the same as, ask if he/she wants more, less, or the same. Do you want more water? How do you know if I have given you more? What does more look like?

Play a game where your child has to choose a card that says more, less, or the same and ask your child to demonstrate what the card says by showing you a collection of items.

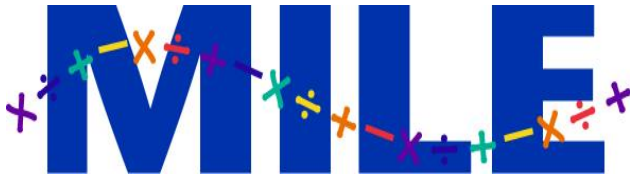
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Parent Activity

Sorting - same/different

Math Page 105

What we did today

Today your child worked on sorting/more-less skills by making pictures and diagrams showing one-to-one correspondence and talking about “more,” “less,” and “the same.”

Words for the week:

Same, Sets, Equal

Supplies

To practice this skill at home, you can use old catalogs and magazines.

Follow through

Throughout the rest of the week, take every opportunity to use the words *more*, *less*, *the same*, and *equal* whenever the situation comes up.

You can put the number of forks or dinner plates out and tell your child to match each setting with the appropriate amount of cups or napkins, showing one-to-one correspondence.

When grocery shopping, you can ask your child to put something in the basket every time you do so. Then ask your child to put two things in the basket, while you put in one, and discuss who puts in more.

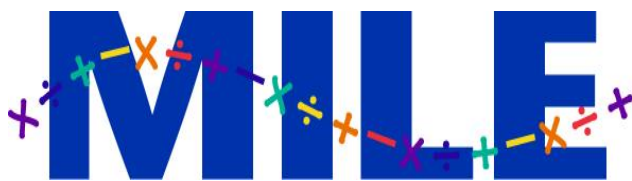
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Parent Activity

Subtraction

Math Page 106

What we did today

Today your child worked on subtraction skills by covering up pictures and figuring out how many pictures were left.

Words for the week:

Take away, Subtract, Add

Supplies

This skill can be practiced at home using sets of 5 objects, such as blocks, coins, buttons, small candies, cheerios, or anything else you have in your home for counting.

Follow through

Throughout the week, you and your child can combine and separate different sets of objects and create number sentences.

Have your child start with a set of 5 objects and take away some. He/she can then write a number sentence that explains his/her action. For example $5 - 1 = 4$. Then your child can reverse the action and add the objects back to the set and write the corresponding number sentence: $4 + 1 = 5$

Encourage your child to observe possible number sentences during everyday activities, such as eating, doing chores, or playing a game.

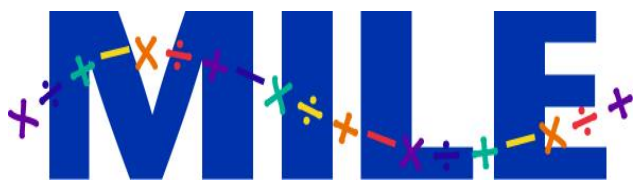
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Parent Activity

Subtraction

Math Page 107

What we did today

Today your child worked on subtraction skills by starting out with a number of “bugs” on a “log” and then hiding some under the log.

Words for the week:

Take away, Subtract, Add, Plus, Minus

Supplies

This skill can be practiced at home using sets of 10 objects, such as blocks, coins, buttons, small candies, cheerios, or anything else you have in your home for counting.

Follow through

Throughout the week, you and your child can combine and separate different sets of objects and create number sentences.

Have your child start with a set of 10 objects and take away some. He/she can then write a number sentence that explains his/her action. For example $10 - 2 = 8$. Then your child can reverse the action and add the objects back to the set and write the corresponding number sentence: $8 + 2 = 10$

Encourage your child to observe possible number sentences during everyday activities, such as eating, doing chores, or playing a game.

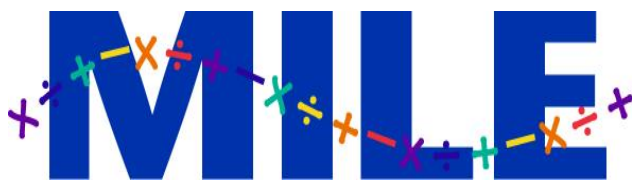
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Parent Activity

Subtraction

Math Page 108

What we did today

Today your child worked on subtraction skills by taking away numbers from a number between 6 and 10.

Words for the week:

Subtraction, Taking away

Supplies

This skill can be practiced at home using sets of 10 objects, such as blocks, coins, buttons, small candies, cheerios, or anything else you have in your home for counting.

Follow through

Throughout the week, you and your child can combine and separate different sets of objects and create number sentences.

Have your child start with a set of 10 objects and take away some. He/she can then write a number sentence that explains his/her action. For example $10 - 3 = 7$. Then your child can reverse the action and add the objects back to the set and write the corresponding number sentence: $7 + 3 = 10$.

Encourage your child to observe possible number sentences during everyday activities, such as eating, playing a game, etc.

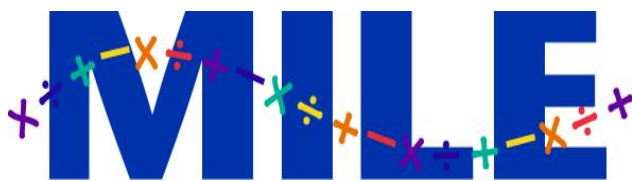
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Parent Activity

Subtraction

Math Page 109

What we did today

Today your child worked on subtraction skills for sums up to 10.

Words for the week:

Subtraction, Taking Away

Supplies

This skill can be practiced at home using sets of 10 objects, such as blocks, coins, buttons, small candies, cheerios, or anything else you have in your home for counting.

Follow the same format as the activity sheet.

Follow through

Throughout the week, you and your child can combine and separate different sets of objects and create number sentences.

Have your child start with a set of 10 objects and take away some. He/she can then write a number sentence that explains his/her action. For example $4 - 1 = 3$. Then your child can reverse the action and add the objects back to the set and write the corresponding number sentence: $3 + 1 = 4$

Encourage your child to observe possible number sentences during everyday activities, such as eating, doing chores, or playing a game.

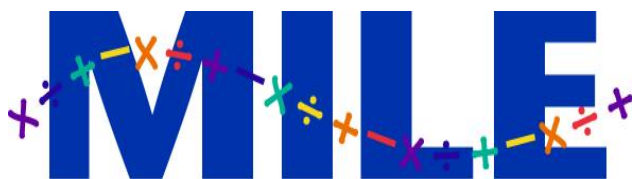
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Parent Activity

Subtraction

Math Page 110

What we did today

Today your child worked on subtraction skills with regrouping (borrowing).

Words for the week:

Subtraction, Taking Away, Borrow

Supplies

This skill can be practiced at home using sets of 10 small objects such as coins, buttons, small candies, cheerios, or anything else you have in your home for counting.

You can make a tens-ones mat by using a large sheet of paper with the words “tens” in the left hand column and “ones” in the right hand column.

Follow the same format as the activity sheet.

Follow through

Throughout the week, you and your child can repeat this activity.

Discuss with your child that you can never subtract a number that is larger than the number you need to subtract it from. You may want to show this with objects. For instance, put down 6 objects and ask your child to pick up 8 of them. He/she will notice that this cannot be done.

Have your child start with making sets of 10 objects and put them in the tens-column. Then put a few in the ones column and ask you child to subtract a number that makes it necessary to borrow. Follow the activity sheet.

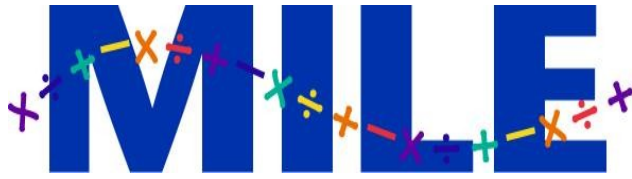
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Parent Activity

Subtraction

Math Page 111

What we did today

Today your child worked on subtracting multiples of 10.

Words for the week:

Tens, Ones, Subtract, Minus

Supplies

This skill can be practiced at home using small objects such as buttons, small candies, cheerios, or pennies and dimes. You can make number cards by writing each number on an index card. Be sure to make 2 sets and ask your child to pick a number from each set to make the double digit number.

To encourage your child to work neatly and line up the numbers accurately, use graph paper. (You can print graph paper with different size grids by going to www.do2learn.com.)

Follow through

Ask your child to determine which objects will represent the “tens” and which will represent the “ones”. Then ask him/her to pick 2 number cards and create the number with the objects. Use the same format as the activity sheet.

Throughout the week, you and your child can repeat this activity. You or your child can make flash cards for the numbers and vary the objects that represent the tens and the ones. You can also use (play) dimes to represent the tens, and (play) pennies to represent the ones. Make sure your child recognizes that a dime always represents “10 ones”, or 10 pennies.

You can also play a subtracting game when doing such chores as setting the table or doing the laundry. For instance, hand your child 14 spoons/forks/knives and ask him/her to subtract several so that the number of utensils matches the number of people who will need one.

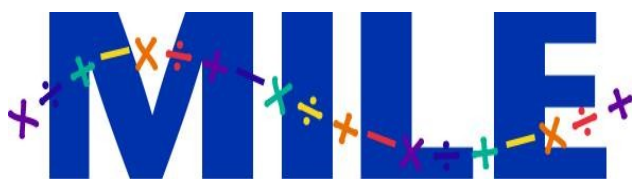
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Parent Activity

Subtraction

Math Page 112

What we did today

Today your child worked on subtracting double digit numbers without renaming (borrowing).

Words for the week:

Tens, Ones, Double digit, Subtract, Minus

Supplies

This skill can be practiced at home using small objects such as buttons, small candies, cheerios, or pennies and dimes. You can make number cards by writing each number on an index card. Be sure to make 2 sets and ask your child to pick a number from each set to make the double digit number.

To encourage your child to work neatly and line up the numbers accurately, use graph paper. (You can print graph paper with different size grids by going to www.do2learn.com.)

Follow through

Ask your child to determine which objects will represent the “tens” and which will represent the “ones”. Then ask him/her to pick 2 number cards and create the number with the objects. Use the same format as the activity sheet.

Throughout the week, you and your child can repeat this activity. You or your child can make flash cards for the numbers and vary the objects that represent the tens and the ones. You can also use (play) dimes to represent the tens, and (play) pennies to represent the ones. Make sure your child recognizes that a dime always represents “10 ones”, or 10 pennies.

You can also play a subtracting game when doing such chores as setting the table or doing the laundry. For instance, hand your child 14 spoons/forks/knives and ask him/her to subtract several so that the number of utensils matches the number of people who will need one.

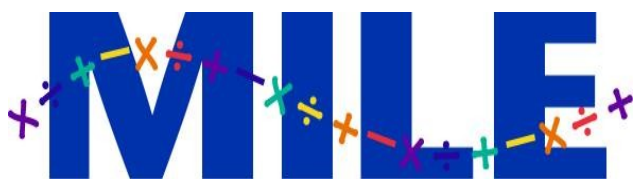
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Parent Activity

Subtraction

Math Page 113

What we did today

Today your child worked on subtracting double digit numbers with renaming (borrowing).

Words for the week:

Borrow, Rename, Double digit, Subtract, Minus

Supplies

This skill can be practiced at home using small objects such as buttons, small candies, cheerios, or pennies and dimes. You can make number cards by writing each number on an index card. Be sure to make 2 sets and ask your child to pick a number from each set to make the double digit number.

To encourage your child to work neatly and line up the numbers accurately, use graph paper. (You can print graph paper with different size grids by going to www.do2learn.com.)

Follow through

Ask your child to determine which objects will represent the “tens” and which will represent the “ones”. Then ask him/her to pick 2 number cards and create the number with the objects. Use the same format as the activity sheet.

Throughout the week, you and your child can repeat this activity. You or your child can make flash cards for the numbers and vary the objects that represent the tens and the ones. You can also use (play) dimes to represent the tens, and (play) pennies to represent the ones. Make sure your child recognizes that a dime always represents “10 ones”, or 10 pennies.

Ask your child to represent, for instance, the number 36 by putting 3 dimes in the tens-column and 6 pennies in the ones column. When subtracting 8 from 36, he/she has to “borrow” 1 dime from the tens-column and trade it for 10 pennies that need to be put into the ones-column. There will now be 16 pennies in the ones-column, and 8 can be subtracted.

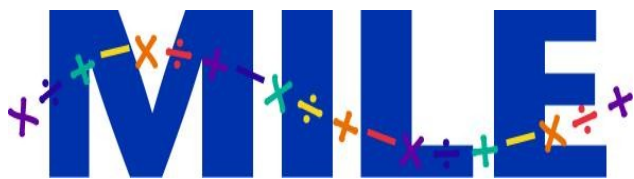
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Parent Activity

Subtraction

Math Page 114

What we did today

Today your child worked on subtracting three-digit numbers with renaming (borrowing).

Words for the week:

Borrow, Rename, Three-digit number, Hundreds column, Tens column, Ones column

Supplies

This skill can be practiced at home using small objects such as buttons, small candies, cheerios, or pennies and dimes. You can make number cards by writing each number on an index card. Be sure to make 2 sets and ask your child to pick numbers from each set to make the 3-digit numbers.

To encourage your child to work neatly and line up the numbers accurately, use graph paper. (You can print graph paper with different size grids by going to www.do2learn.com.)

Follow through

Ask your child to determine which objects will represent the “hundreds”, the “tens”, and which the “ones”. Then ask him/her to pick 3 number cards and create the number with the objects. Use the same format as the activity sheet.

Throughout the week, you and your child can repeat this activity. You or your child can make flash cards for the numbers and vary the objects that represent the hundreds, tens and the ones. You can also use play-dollars to represent the hundreds, play-dimes to represent the tens, and play-pennies to represent the ones.

Ask your child to represent, for instance the number 136 by putting 1 dollar in the hundreds column, 3 dimes in the tens column, and 6 pennies in the ones column. Then choose a number to subtract where he/she has to borrow from the neighboring columns.

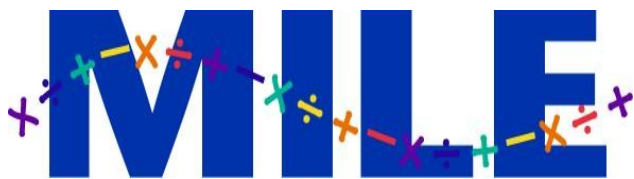
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Parent Activity

Subtraction

Math Page 115

What we did today

Today your child worked on subtracting four-digit numbers with renaming (borrowing).

Words for the week:

Borrow, Rename, Four-digit number, Thousands column, Hundreds column, Tens column, Ones column

Supplies

This skill can be practiced at home using small objects such as buttons, small candies, cheerios, or pennies and dimes. You can make number cards by writing each number on an index card. Be sure to make 2 sets and ask your child to pick numbers from each set to make the 4-digit numbers.

To encourage your child to work neatly and line up the numbers accurately, use graph paper. (You can print graph paper with different size grids by going to www.do2learn.com.)

Follow through

Ask your child to determine which objects will represent the “thousands”, the “hundreds”, the “tens”, and the “ones”. Then ask him/her to pick 4 number cards and create a “thousand-number” with the objects. Next he/she picks 4 more cards for the number to be deducted. (Make sure the number in the thousand-column is smaller for the number to be subtracted!). Ask your child to solve the subtraction problem using the counters.

Use the same format as the activity sheet.

Throughout the week, you and your child can repeat this activity. You or your child can make flash cards for the numbers and vary the objects that represent the thousands, hundreds, tens and the ones.

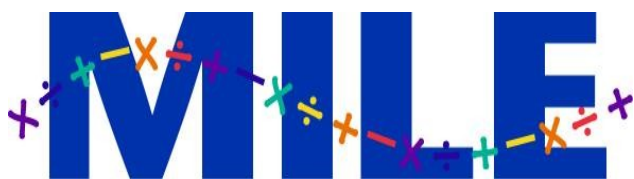
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Parent Activity

Subtraction

Math Page 116

What we did today

Today your child worked on subtracting when borrowing from a column with a 0, for instance $304 - 158$.

Words for the week:

Borrow, Rename

Supplies

This skill can be practiced at home using small objects such as buttons, small candies, cheerios, or pennies and dimes. You can make number cards by writing each number on an index card. Be sure to make 2 sets and ask your child to pick a number from each set to make the 3-digit number.

To encourage your child to work neatly and line up the numbers accurately, use graph paper. (You can print graph paper with different size grids by going to www.do2learn.com.)

Follow through

Ask your child to determine which objects will represent the “hundreds”, the “tens”, and the “ones”. Then ask him/her to pick 2 number cards and create a “hundreds number” (with a 0 in the tens column) with the objects. Next he/she chooses a 3-digit number for the number to be deducted. (Make sure the number in the hundreds-column is smaller for the number to be subtracted!). Ask your child to solve the subtraction problem using the counters.

Use the same format as the activity sheet.

You can also use play-dollars to represent the hundreds, play-dimes to represent the tens, and play-pennies to represent the ones.

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