



Getting ready for Kindergarten!

In pre-school, activity time in math focused on two critical areas:

Critical Area One

– Developing an understanding of whole numbers to 10, including concepts of one-to-one correspondence, counting, cardinality (the number of items in a set), and comparison.

Critical Area Two

– Recognizing two-dimensional shapes, describing spatial relationships, and sorting and classifying objects by one or more attributes. Relatively, more learning time should be devoted to developing children’s sense of number as quantity than to other mathematics topics.

The following summer math activities will enable your child to review math concepts and reinforce skills learned this year. Just a few minutes each day spent “thinking and talking math” will help reinforce the math that has been learned and begin to bridge the foundation for extending to the concepts that will be developed next year. The goal is for your child to have fun thinking and working collaboratively to communicate mathematical ideas. While your child is working, discuss the math concept being reinforced.

*We hope that you will enjoy the activities, extend them, create new ones and **have fun!***

DOs and DON'Ts For Helping at Home

DO:

- Expect your child to work hard and be good at math.
- Ask “How did you get that?” “Can you show me another way to do that?” “Remember how you did _____, see if you can use that same strategy.”
- Encourage your child to stick with a task even if it seems challenging.
- If you see signs of frustration, suggest leaving the problem for a day or two and returning to it with fresh perspective at another point.
- Listen carefully to how your child is thinking about math.

DON'T:

- Try not to tell your child how to figure something out; he or she will learn much more by figuring it out for him or herself. You can always say, “Show me how you figured that out.” Then wait and listen and say, “Oh, that’s nifty. Here’s how I might figure it out. How are our strategies the same?”

DO ASK -- DON'T TELL

You can ask great questions without telling your child what to do!

In the beginning....

- What do you know?
- What do you need to find out? How might you begin?
- What should you do first?

While working....

- How can you organize your information?
- Can you make a drawing to explain your thinking?
- What would happen if...?
- What do you need to do next?
- Do you see any patterns? Any relationships?
- Can you predict....?
- Does this remind you of any other problems you've done?

Reflecting on Solutions...

- Is your solution reasonable?
- How did you arrive at your answer?
- Can you convince me that your solution makes sense? What did you try that didn't work?

Responding...

Your response is as important as your initial question. Continue to discuss problems even after children have their answer. This will give your child a chance to clarify thinking and make more connections.



You can ask:

- How do you know that your answer makes sense?
- Do you know another way to solve this?
- Do you think there is more than one answer? How could we find out?

	Monday	Tuesday	Wednesday	Thursday	Friday	
			1. Name two things bigger than a car. Name two things smaller than a car.	2. Write your first name.	3. Count by ones to ten.	4.
5.	6. Today is June 5th. What will be tomorrow's date?	7. Set the table for dinner. Count the knives and forks.	8. Name four things taller than you. Name four things shorter than you.	9. Put your left hand on your stomach. Put your right hand on your head. What is something to the right of the building you are in? To the left?	10. Write the numbers one to three.	11.
12.	13. Go for a walk then draw a picture of five things you remember seeing.	14. Count the steps from your front door to the back door.	15. Practice saying your phone number.	16. Do ten hops on each foot? Can you do more?	17. Put your hand <u>above</u> , <u>behind</u> , and <u>under</u> a chair. Say each word as you do it	18.
19.	20. Show the numbers 1 to 10 using coins, buttons, or cereal, etc.	21. Draw a circle, square, triangle, and rectangle. Color them neatly	22. .Touch your right foot with your left hand. Touch your left foot with your right hand.	23. Build shapes using toothpicks and marshmallows	24. Find 5 items. Show two different ways to split them into groups. How many are in each group?	25
26	27 Practice saying the days of the week.	28. Count the windows in your home (or wherever you are staying). What shape are they?	29. Trace your hand with a pencil.	30. Find five items that are red.	31. Play the game I Spy with shapes! (example: I SPY something that is round and has 2 hands)	1

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2	3. How high can you count? _____ Practice counting items around your house.	4. Count the people in your family.	5. Jump up and down ten times.	6. Count the letters of your first and last name	7. Sort objects by color such as, m&m's, skittles, fruit loops, etc.	8.
9.	10. Count by twos using pairs of socks.	11. Say the days of the week	12 ***** ***** Circle the group that shows fewer than 10.	13. Practice bouncing a ball for ten seconds.	14. Touch your right hand to your left knee five times. Touch your left hand to your right knee five times.	15
16.	17. Name five items that begin the same way (with the same sound) as sun.	18. How many days until school begins?	19. Count to 20	20. Draw a group of balls that has 1 more than 2.	21. Draw a group of balls that has 3 fewer than 5.	22
23.	24. Draw dots to show 10.	25. Circle the third ladybug below. 	26. Danny sees 5 ladybugs. 2 ladybugs leave. How many ladybugs are still there?	27. Circle the object to the left. 	28. Circle the number that is out of order. 0 1 3 2	29
30	31 Draw 3 balls and 2 pencils.					

Book List

Author	Title
Aber, Linda Williams.	<i>Grandma's Button Box (Math Matters Series.)</i>
Angelou, Maya.	<i>My Painted House, My Friendly Chicken, and Me</i>
Anno, Mitsumasa.	<i>Anno's Counting Book</i>
Baer, Edith.	<i>This is the Way We Eat Our Lunch</i>
Bang, Molly.	<i>Ten, Nine, Eight</i>
Burns, Marilyn.	<i>The Greedy Triangle</i>
Chocolate, Debbi.	<i>Kente Colors</i>
Crews, Donald.	<i>Ten Black Dots (Available in Spanish)</i>
Dale, Penny.	<i>Ten in Bed</i>
Deitz Shea,	<i>Pegi</i>
Cynthia Weill and Palm Viet-Dinh.	<i>Ten Mice for Tet!</i>
Dodds, Dayle Ann.	<i>The Shape of Things</i>
Dunbar, Joyce.	<i>Ten Little Mice</i>
Ehlert, Lois.	<i>Color Zoo</i>
Ehlert, Louise.	<i>Fish Eyes</i>
Emberley, Rebecca.	<i>My Numbers/Mis Numeros</i>
Falwell, Cathryn.	<i>Feast for 10 Shape Space</i>

Grossman, Virginia.	<i>Ten Little Rabbits</i>
Hoban, Tana.	<i>Count and See</i> <i>Shapes, Shapes, Shapes</i>
Keenan, Sheila.	<i>More or Less a Mess</i>
Krebs, Laurie.	<i>We All Went On Safari: A Counting Journey Through Tanzania</i>
Harris, Trudy.	<i>Pattern Bugs</i> <i>Pattern Fish</i>
Lionni, Leo.	<i>A Busy Year</i> <i>Inch by Inch</i>
Martin, Bill.	<i>Chicka Chicka 1, 2, 3</i>
Martin, Jr. Bill, and John Archambault.	<i>Chicka Chicka Boom Boom</i>
Mora, Pat.	<i>Uno, Dos, Tres, One, Two, Three</i>
Moss, Lloyd.	<i>Zin! Zin! Zin! A Violin</i>
Murphy, Stuart J.	<i>Animals on Board</i> <i>The Best Vacation Ever</i> <i>Monster Musical Chairs</i>
Peek, Merle.	<i>Roll Over! A Counting Song</i>

Pluckrose, Henry Arthur.	<i>Math Counts: Sorting</i>
Reid, Margarette S.	<i>The Button Box</i>
Rogers, Paul.	<i>The Shapes Game</i>
Roth, Susan L.	<i>My Love for You All Year Round</i>
Russo, Marasabina.	<i>The Line Up Book</i>
Sloat, Teri.	<i>From One to One Hundred</i>
Swinburne, Stephen R.	<i>Lots and Lots of Zebra Stripes: Patterns in Nature</i>
Turpin, Lorna.	<i>The Sultan's Snakes</i>
Walsh, Ellen Stoll.	<i>Mouse Count</i>
Walton, Rick.	<i>How Many, How Many, How Many</i>
Wormell, Christopher.	<i>Teeth, Tails & Tentacles: An Animal Counting Book</i>