

Math Activities (Grade 1)

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A Dab of Fun

This activity will help your child recognize patterns, continue a pattern, and create a pattern. On a separate piece of paper, you & your child each make a pattern using 2 -3 different colours of bingo dabbers (or stickers, stamps, etc.) Questions:

- Can you explain your pattern?
- (After exchanging patterns) Can you extend the pattern?
- Can you make a new pattern by changing only one thing? (could be colour, could be the number of times a colour is repeated)

Repeat process by making new patterns.

After the Game

This activity will help your child with problem solving skills, communication and mental math as you discuss the score of a game such as soccer. After observing a game ask your child the following:

- What was the final score?
- Who won the game?
- Who lost the game?
- What is the difference between the scores?

(Example: Team A had 5 and Team B had 3 points; the difference is 2.) Extension:

- How many points were scored altogether?
- How do you know?

Antlers

This activity will help your child with counting, mental math, and problem solving as the child solves "antler problems".

- Put your hands on top of your head, with your fingers spread out to make "antlers."
- Curl down some of your fingers, and ask your child how many fingers you need to put up to make 10.
- Your child will have to count the fingers that are visible and figure out how many more would make 10.
 - For example, if 7 fingers are stretched out, the child would answer, "Three more fingers are needed to make 10."

At the Store

The grocery store is a great place to work on math skills with your child. This activity will assist in problem solving, counting, or describing the attributes of items in the grocery store.

Possible questions/statements:

- Here is a bag containing 5 apples. Can you get the same number of oranges (peaches, tomatoes, etc.)? Can you get one more (name item).
- Here is a banana. Can you find a cucumber (or other vegetable) that is longer (or shorter) than this banana?
- Can you find three kinds red fruits or vegetables?
- Lift this bag of onions (or other item). Is this bag of mushrooms (or other item) heavier or lighter than the bag of onions?

Baking

This activity can be adapted and used when you and your child are baking a variety of items. It helps your child problem-solve, estimate, and communicate about mathematical ideas. While baking, ask questions and make statements such as:

- We need 2 cups of flour. Which is the 1 cup measure? (Stress that the cup must be full and level.) How many do we need?
- We need 1 cup of sugar. Is that more or less than the flour we needed?
- Encourage your child to say, "This is 1 cup of sugar. 1 cup is less than 2 cups."
- We need $\frac{1}{2}$ a cup of applesauce. Which is the $\frac{1}{2}$ cup measure? How is it different from the 1 cup measure?
 - Encourage your child to say, "1/2 cup is less than one cup."
- If possible, help the child figure out that using 2 of the 1/2 cup measures would equal the 1 cup measure.

Baking Cupcakes

Baking cupcakes with a child is an easy, fun, and tasty way to practice measurement and counting in the home.

- Read the cake mix directions with the child.
- Preheat the oven as directed on the cake mix package.
- Have the child open the cake mix box and pour into a large mixing bowl, help the child if needed.
- Let child help measure water (fill it up to this line).
 - Talking points: Ask child "How full is the bowl?" Say "Watch what happens when you add water."
- Let the child add water.
- Have them count to 15 out loud while they mix the batter.
- Measure the amount of oil and eggs needed.
- Ask the child to count the ingredients as you add them.

- Talking Points: "Can you count how many eggs I use?"
- Have the child count to 15 out loud while they mix the batter.
- Have the child put one cupcake liner in each hole in the cupcake pan
- Have the child watch you pour batter into one cupcake liner.
- Get child to watch you fill the rest saying stop when it has about the same as the first or have the child pour the batter.
- Set a timer and have the child watch for when the timer says they are done.
- Let the cupcakes cool.
- Put icing on the cupcakes.
- Have the child decorate with candies, if you wish.
 - Talking point: "If we put two candies on each cupcake, how many candies do we need?" (count by twos)

Extra Activities Have the child count all the cupcakes. Have the child place completed cupcakes in a container or on a plate counting as the cupcakes are placed.

Be a Shape Detective

This activity will help your child visualize and possibly describe shapes that appear in the world around us. Give clues about a shape, and have the child find the shape that has the characteristics you have described. You could also reverse roles and have the child give the description of what you are to find.

Examples:

- Find something in the house that has 4 sides and 4 corners? (window, picture, etc.)
- Find something in our backyard that is a triangle (the roof of a birdhouse, etc.)
- Find something that has no corners. (clock, apple, etc.)

Possible extension: Go for a walk in the community and look for shapes. For example, perhaps a pine tree has a triangular shape, and a mailbox might have a rectangular shape.

Blueberry Picking and Baking

This activity will help your child communicate about math concepts, measure, count, and enjoy a blueberry snack!

At the blueberry patch:

- Point out the blueberry plant characteristics.
- Talk about picking clean, unshrivelled berries with no white spots.
- Use a small container to collect berries. Empty the containers into a big one as you fill them.
- Ask the child how many will it take to fill the big basket?

At home, baking muffins:

- Clean berries together.
- Read over the recipe, and talk about quantities with the child.
- Have the child help gather ingredients.
- Measure out ingredients (fill measuring cups appropriately, mix the wet and dry ingredients in separate bowls. Then mix wet ingredients into the dry ingredients).
- Mix together ingredients, have the child stir and count as they go (up to 100).
- Set oven temperature, cook for 20 minutes.
- While waiting snack on blueberries!

Possible Questions/Statements:

- Count out ten berries.
- Eat 5.
- How many do you have left?
- How many blueberries fit in your hand?
- How many berries do you think will fit in this 1/4 cup measure?

Button Box

This activity will help your child practice sorting skills and using mathematical language such as “colour, “shape” and “size”.

- Select a box lid and divide it into sections (4 or more).
- Find buttons or other small objects that can be sorted in a number of ways (colour, size, shape).
- Have the child sort the buttons, and then explain the sorting rule.

Possible questions:

- Can you explain your rule? (if the child uses terms such as “big” and “little” encourage the words “sorted by size.” Similarly, encourage phrases such as “sorted by shape” and “sorted by colour.”)
- Can you sort the buttons another way?

Possible Extension:

- Have the child explain another person’s sort.

Buying and Selling

This activity will help your child solve simple math problems and count using ‘money.’

- Provide different colours of playdough for your child and have him/her create a variety of ‘baked goods’ such as cookies, muffins and breadsticks.
- Decide how much each item will cost: For example, \$1, \$2 or \$3. You may want to make little signs for each product type, and arrange and count the items.
- Make \$1 and \$2 coins out of paper, or use play money or real money.

- Be a 'shopper' and pick out the goods that you want to buy and then work together to see how much money you should pay altogether.
- Change roles of buyer and seller as often as you wish!

Possible Extension:

- Extend the problem solving complexity by having items, such as a birthday cake, that cost \$4 or \$5.

Calculator Skip Counting

This activity will help your child with math reasoning and problem solving as the child uses a calculator and predicts the answers that will appear on it. What to do:

- Have your child press $2 + 2 =$ on the calculator to get the answer 4.
- Have your child press the = button again to get 6.
- Have your child predict what number will come next.
- Press the = button again to get 8.
- Continue pressing the = button and saying the numbers.
- This will help your child to learn how to skip count by 2.

Extension: Activity could be done with 5's and 10's.

Card Games

A deck of cards provides a lot of ways for you to explore numbers and matching with your child. They can learn about the order of numbers, about making pairs and about things that are the same or different.

Use the deck of cards to:

- Sort the numbers (Example: All of the As or 1s, 2s, etc.)
- Put numbers in order (1, 2, 3, 4)
- Match pairs (2s, 3s, 4s, etc.)

Possible questions to ask:

- Is this number higher or lower than the one in your hand?
- What makes these two cards different? (number, colour, shape)
- What is the same about these two cards? (number, colour, shape)
- How do the shapes on the card help you know that 6 is more than 5?

You can also use these skills to learn simple card games with your child, like *Go Fish* or *War*. They both use the concepts of matching and higher-or-lower to create fun games you can play together.

Clapping Patterns

This activity will help your child think about and follow a pattern. What to do:

- Sit facing your child.
- Clap, snap, or tap a pattern.
- Have your child repeat the pattern back to you.
- Ask your child to create a different pattern that you will repeat back to him/her.
 - Examples of patterns: "Clap, Clap, Snap" Snap"; "Snap, Snap, Pat legs, Clap"

Clothespin Numbers

This activity will help your child identify the next number in a series of numbers

Make number strips on cardstock paper with 4 or 5 number sections. Leave the last section blank. Numbers could be in a sequence, or counting by 2s or 5s or tens.

Write a variety of numbers on spring-type clothespins. Have the child pick the correct clothespin to complete the number series.

- If we continued counting, what would come next?
- If there was a square before the first square, what number would be in it?

Possible extension:

Put out two number strips, and have the child find the clothespin that would complete both strips. ("35" would complete both of the number strips in the following examples.)

31	32	33	34	
----	----	----	----	--

15	20	25	30	
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Compare it

This activity will help your child visualize and communicate about length comparisons. Have your child use an object which he/she can take on a walk around the house to find another object that is:

- the same length
- shorter than
- longer than

You could ask your child questions such as:

- How do you know that (the object) is shorter/longer/ the same length as...?
- Can you find another object to use to compare lengths?
- Can you sort some of the objects you find by length?
- When I name an object, can you predict whether it will be shorter or longer than the object you have in your hand?

Cookie Count

This activity will help your child count forwards and backwards, and count on. Have your child count the cookies on one cookie sheet to determine how many cookies are on the sheet. Then have your child count on from the number of cookies on the first pan to include the cookies on the second pan. For example, if there are ten cookies on the first pan your child will say, “Ten” and then continue to count on pan two by saying, “Eleven, twelve, thirteen,” and so on. Ask questions such as:

- How many cookies were there altogether?
- How many would we have if we each ate one cookie?

Extension: As you are taking the cookies off the sheet have your child count back from the total until you reach zero.

Count the Cows

This activity will help your child count, do mental math, and do simple addition or subtraction. While out in the community or driving, look for farm animals or other things to count. Possible questions:

- How many cows are in that field?

Additional questions for Grade 1 students.

- If 3 of the cows went into the barn, how many cows would be left?"
- I see other animals in the field. How many animals are there altogether?
- There are too many animals behind that fence to count as we drive by. Can you estimate how many animals there might have been? Why do you think that is a good estimate?

Count the Fruit

This activity will help your child count and do simple addition and subtraction using real objects. While at the grocery store ask your child to go and get a certain number of a type of fruit.

Then ask questions like:

- How many did you get?
- If you add 2 more how many would there be?
- If you put 1 back how many would there be?

Counting in Nature

This activity will help your child count and make connections between nature and numbers. Go for a walk outside and look for opportunities to count. Sample questions:

- How many leaves are on this branch?
- How many legs does this ladybug have?
- Can you count the trees on this block?
- How many rocks are in this small pile?

Possible extension:

- Count by 2s or by 5s if you have enough objects

Counting Steps

This activity will help your child count (and estimate). Have your child count the number of steps he/she takes while walking from one destination to another. Count out loud by ones. If desired, have the child estimate the number of steps from one location to another before walking. For example:

- Classroom to washroom
- Bedroom to kitchen
- Band office to clinic

Possible extension: Count by twos, counting out loud only when the right (or left) foot goes forward. Counting could be done in any language.

Counting/more than, less than

This activity will help your child practice counting skills, and comparing numbers zero to five (then six to ten, once they are comfortable with lower numbers). Choose two players: Player #1 and Player #2. Ask Player #1 to choose one to five cards/tokens. Ask player #2 to choose **more** cards than Player #1 (or **fewer** cards than Player #1). Lay the cards down and compare quantity using the terms "more than" and "fewer than". Switch turns between the players. **Sentence examples:**

- Brad has 4 cards and Sarah has 2 cards. Brad has (how many?) MORE cards than Sarah.
- Sarah has 6 cards and Brad has 2 cards. Brad has (how many?) FEWER cards than Sarah.

Cree numbers 1 - 5

This activity will help children learn the numbers 1 - 5 in Cree, and practice simple addition and subtraction using the numbers.

Practice counting from 1 - 5 in Cree. Using numbers 1-5, create simple addition and subtraction questions.

1- pâyak 2-nîso 3-nisto 4-nêwo 5-niyânan

Cup of 10

This activity will help your child identify groups that make ten (or another chosen number).

- Place 10 objects inside a cup. Shake it up and spill it out on/near a placemat. Some of the items should land on the placemat, and others will not.
- Ask the students to quickly say how many are "on" and how many are "off." These numbers added together total 10.
- We want students to quickly recognize their **friends of 10** - the two numbers together that equal ten. (1 and 9, 2 and 8, etc.) This is a great early numeracy strategy that will help students add and subtract.
- Any number of items will work as well so that students can work on other combinations. If 10 is too tricky, start with **5!**

Cupboard Counting

This activity gives you and your child the opportunity to practice counting while looking at the contents of the cupboards to prepare to provide a meal for the family.

Children enjoy the opportunity and responsibility of a job. In this activity your child can have the responsibility of counting and organizing items in the cupboard.

Some questions to ask:

- How many cans of _____?
- Are there more cans of _____ or boxes of _____? How many more?
- What is your favourite item in the cupboard?
- Why do you think we have _____ in the cupboard?
- How many more _____ do we need to complete our recipe for supper?
- I think it's easier to count if the cans are all together in the same spot. Can you help me organize them?
- I wonder where some of this food came from? (Discuss where things grow, how they grow, etc.)
- I wonder if we have enough _____ to share with another family?

Other ideas

- Have your child sort various packages by shape, size, colour, contents
- Have your child make tally marks on a paper for various kinds of products

Dominoes

This domino activity will help your child visualize groups of numbers, find numbers that are greater than or less than other numbers, and communicate about the differences between numbers. Choose a domino and identify the numbers. Ask questions such as:

- Can you tell how many dots are on the domino without counting the dots?
- How many dots are on the domino altogether?
- Can you tell the difference between the number of dots on one half of the domino and the number of dots on the other half?
- Can you find a domino that has a greater/smaller number of dots? How do you know? How many more/less dots?

Extra Activities: Create a pattern with the dominoes. Ask the child:

- Do you see a pattern?
- Can you make a different pattern?

Egg Carton Counting

Make a slit in the bottom of each egg cup of two empty egg cartons (12 egg size). Close the lids of the egg cartons and turn the cartons upside down so that the 24 slits are facing up. Put the cartons next to each other lengthwise to form two rows of twelve. Gather 24 craft sticks. Have your child put sticks in some of the holes (sticking up). *Note: You could use cut pipe cleaners instead of craft sticks.*

- Practise counting by twos (and adding one at the end if there is an odd number).
- Have the child look away while you put a number of sticks in the holes. When you are done, have the child look briefly at the cartons/sticks and estimate the number of sticks.

(For counting task) Why might we want to count by 2s? *(It's faster; it makes sense because they are in groups of 2; etc.)*

(For estimating task) How did you know what number to estimate? *(Talk about "less than" and "more than" – for example, "I knew it was less than twenty because twenty would mean that almost all of the spaces would be filled.")*

Possible Extension:

Add more egg cartons!

Erase a Number

This activity will help your child recognize a number that is incorrect in a row of numbers.

On a small chalkboard or whiteboard, write a series of numbers with one incorrect number. For example, “15, 16, 17, 21, 18”. Ask your child to erase the incorrect number. Change the difficulty level as is appropriate.

- What number would come next?
- If you did a series such as “21, 22, 23, 32, 25”, and the child erases “32” you could ask “Can you write the number that should be in this space?”

Estimation Station

This activity will help your child estimate the number of objects in a container. You can adjust the difficulty level by changing the size of the objects, as well as the size of the container. What to do:

- Have a clear jar filled with an item sitting on your counter or table. Ask your child, “About how many (beans, pennies, etc.) are in the jar?”
- Keep in mind the intention is to make an estimate and not do an exact count.
- Your child could make a few estimations throughout the day/week.
- The activity could be repeated weekly with variations such as changing the container size, changing the number of items, or changing the type of items.

Fall Leaf Sort

This activity will help your child sort items by attribute and identify the attribute.

In the fall, collect leaves of various shapes, sizes, and colours. Mix up the leaves and place them on a table. Ask the children sort the leaves into piles, and then describe their sort.

Can you sort the same leaves another way?

Possible Extension:

Sort the leaves, and have the child identify your sorting rule.

Filling the Wood Box

This activity provides a great opportunity for a child to practice sorting and develop measurement and estimation skills while also helping in the community.

1. Show the child the size of logs that will fit in a wood box.
2. Get the child to pick out logs that will fit in the wood box.
3. Have the child pick up one suitable log at a time and transfer it to the wood box.
4. Ask the child to count each log. Don't forget to offer praise as the child helps fill the wood box.
5. Put logs in the wood box in a straight, orderly, fashion.

Talking Points

- How many logs did you carry?
- How many more would you need to fill the wood box?
- What would happen if you carried two at a time?

Extra Activities

- Have the child point out all the small or large logs.
- Talk with the child about different ways to sort the logs. For example by size, colour, shape, and wood type.
- Have the child count all the logs once you are finished filling the wood box.

Garden Helper

Gardening is a fun outdoor activity that can introduce a child to nature and also help a child develop counting, measuring, and sorting skills. Examples:

1. Have the child put one potato in each hole. Count the potatoes as each hole is filled.
2. In a row demonstrate putting three corn seeds in a triangle about a thumb apart and then do it again one foot length away. Ask the child to finish the row.
3. Have the child hold string when marking rows. Talk about the rows being one big step apart, far enough away to fit the cultivator and close enough to cross pollinate.
4. Have the child put pea seeds in a row about two finger widths apart. If needed, demonstrate first.
5. Ask the child to count the seeds as the seeds are placed in each row.

Talk about non-standard measurement. For example:

- About a thumb in-between
- As deep as your finger
- The length of one foot (could be child's foot or adult's foot)

Extra Activities

- Have the child count to 5 while watering the plants.
- Have the child count how many plants have sprouted.
- Ask the child to count and sort vegetables as they are being picked.

Half a cup

Estimating and learning and communicating about concepts such as "more than" and "less than" can become part of an everyday activity such as pouring a glass of water, milk, or juice to drink.

- Ask your child to pour about half a glass of water or other liquid.
- Discuss the concept of *half*.
- Ask the child to pour liquid into another glass until it contains either *more than* or *less than* half a glass of liquid.
- Ask the child to drink from the glass that has more liquid in it. Now, does it contain *more than*, *less than*, or the *same amount* of the liquid in the other glass?

Hand Shapes

This activity will help your child visualize and represent shapes in the environment. Have your child show you how many different shapes he/she can make with his/her fingers and hands, and then have the child find the same shape in your home or in your community. (Examples: triangle, circle, diamond, square, rectangle.)

Possible Questions:

- What shapes can you make with your hands/fingers?
- How many fingers does it take to make your shape?
- Can you find something in our home that has the shape you just made with your hands?

Hands Up

This activity will help your child recognize the number of objects (fingers) without counting, and explain his/her strategy (when applicable).

Play a game of "Hands Up"

- Face your child.
- Clap your hands three times and then hold up 5 – 10 fingers for five seconds.
- Put your hand behind your back and have your child tell how many fingers were held up altogether.
- Once your child has given a number bring your hands back out and discuss how your child got the number
 - (i.e. I see 3 on one hand and two on the other and that makes five)

Switch roles and have your child show the fingers while you tell the number of fingers.

Heavier or Lighter

This activity will help your child communicate about math concepts and explain his/her reasoning. Ask your child to point to two objects and – without picking them up – say which one is heavier. Possible questions:

- Why do you predict that the _____ will be heavier?
- (After picking up the objects - one in each hand if the objects are small enough) Which one feels heavier?

Encourage your child to explain by comparing the items: “The dictionary is heavier than the socks.” “The stuffed animal is lighter than the dictionary.”

Houses On My Street

This activity will help your child with the process of estimation. Have your child either think about the houses on your street, or observe your street, but without counting.

Questions:

- About how many houses are on our street?
- How do you know? What made you think of that number?

Possible extension:

- Count the houses on your street.
- Talk about the difference between the estimated number and the actual number.

How Many Do You See?

This activity will help your child identify the number of objects in a group, and practise communicating about the strategy he/she used.

- Take a handful of items from your kitchen such as chocolate chips, Cheerios, mini carrots, marshmallows.
- Place 3 to 10 items on a plate without your child seeing how many you have. Cover the plate with a pot lid.
- Uncover the plate only for 3 seconds, then cover it again.
- Ask your child to tell you how many she/he saw. (Encourage him/her to tell you how many he/she saw at a glance without counting 1 by 1.)
- Ask him/her to tell you how he/she saw the arrangement of marshmallows. (There were 5; I saw 3 and 2.)

It is important for children to learn to count objects AND to learn how to trust how many they see without counting.

How Much is in the Bucket?

This activity will help your child estimate volume of a container compared to another container. He/she can explain the reasoning involved.

- Fill a sink or tub with water.
- Use 2 containers of differing sizes. Estimate which container will hold the most water.
- Fill the larger container with water; try to fill the other container with the water from the largest container.

Ask questions such as:

- Did all the water fit into the second container?
- What will happen if we pour the water back into the first container?
- How does the shape of the container affect the amount of water it can hold?

Repeat using different containers.

Human Balance Scale

This activity will help your child use the words, “heavier,” “lighter,” “heaviest,” and “lightest.”

Find four non-see-through containers that are the same size (for example, sour cream containers). Fill (or partially fill) each tub with a different kind of material (such as rocks, cotton balls, rice, flour) and put the lid on the container. Have the child hold out his/her hands, palms up, and place a container in each hand. Have the child identify which is heavier/lighter. Use the other two containers as well, and see if the child can put the containers in order from heaviest to lightest (or lightest to heaviest).

For a variation, collect objects and have the child close his/her eyes and place an object in each hand. Have the child identify the heavier/lighter object.

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For a variation, collect objects and have the child close his/her eyes and place an object in each hand. Have the child identify the heavier/lighter object.

I Spy - Longer or Shorter

This activity will help your child make comparisons and use the terms "longer" and "shorter" correctly.

- Have one player look for something visible around them. This can be any object. Begin the game with saying, "I spy with my little eye, something that is longer than ____". The blank can be any item that is also visible that is longer than the item the player chose.
- Get the other players to ask questions using the length of other visible objects. If there are more than two players, have each person ask one question per turn. Questions can be asked using the following two sentences. "Is it longer than _____?" or "Is it shorter than _____?"
- Make sure that the Player 1 answers with only a "yes" or "no".
- Keep guessing until the correct object is picked.

I Spy Patterns

This activity will help your child observe patterns in the community, and communicate about the patterns. Take your child for a walk around the house or in the community. Have him/her point out patterns. Your child may see a pattern on your floor tiles or on a blanket. Outside, she/he may see patterns on a fence or on the playground equipment (for example. "I see yellow bar, blue bar on the monkey bars.")

Sample questions:

- Do you see a pattern on the _____? (Use particularly if your child does not easily identify patterns.)
- What is the pattern? Can you explain it?
- Have you seen patterns like this before?
- How do you know that this is a pattern?

Jigging

This is a fun activity that can be done in the home or community with a small or large groups. It teaches patterns and helps the child make connections between math and music.

1. Listen to the music.
2. Tap your foot to the beat.
3. Ask children to tap their feet or clap to the beat, and help them find the beat if needed.
4. Show the children your jig steps (or look at Metis jiggers on YouTube)
5. Have the children count the beat. 1-2-3 1-2-3
6. When the music changes, the children do their fancy jigging steps
7. When the music changes back, do basic jigging steps.

Laundry Basket Fun

This activity encourages your child to use sorting rules and explain the rule he/she is using. Have your child sort the clothes from the clean laundry basket as you fold the clothes.

Possible questions/statements:

- How could you sort the socks? (colours - red/black) (sizes - big/small)
- How could you sort pants? (sizes - adult/child)
- How could you sort shirts? (designs - large pictures and small pictures)
- Can you explain your sorting rule?
- Can you think of another way to sort (pants, shirts, socks)?

Learning with Apples

This activity will help your child problem solve and begin to learn and use fraction vocabulary.

Have your child help prepare apples for lunch or a snack for your family or friends. Pick an apple from a bowl of apples, and cut it in half. Ask, “If each person gets half an apple, how many apples do we need to cut?”

How did you figure out the answer?

Will we have any apple halves left over?

If the child needs a challenge, repeat the activity with an apple cut in quarters. Be ready to problem solve together!

Let's Take a Tally

This activity will help your child communicate about math concepts (more, less, most, etc.) and use data to solve various problems.

Have your child collect and tally information from family and friends, asking questions such as:

- Which pet do you like best?
- What is your favourite color?
- What is your favourite food?

After he/she has taken the tally, ask questions such as:

- Which pet do most people like?
- Which pet is the least favourite?
- Are any of your tallies the same?
- How many tallies did you get for cats and dogs combined?
- What is the difference between the number of people who like birds and lizards?

License Plate Bingo

This activity encourages quick recognition of numbers.

- While driving in your car or walking in a parking lot, find license plates that have numbers 1 - 9 in order (i.e. you must find the number 1 before number 2). You may find more than one number in one plate. The first person to get to 9 in the fewest number of license plates wins.

Possible extension:

- Go beyond 9. In this extended game, you would have to find 1 and 0 on a single plate, then 1 and 1, followed by 1 and 2.
- Literacy extension: Place the same game with letters of the alphabet.

Longer and Shorter

This activity will give your child practice ordering items according to length and using the terms “longer” and “shorter”.

Put a number of items of varying lengths into a box or bag. The objects could be the same type of object (for example, pencils of different lengths or ribbons cut into different lengths) or the objects could be different (for example; a paper clip, a pen, a plastic fork or spoon, an eraser). Ask the child to put the objects in order from longest to shortest, or shortest to longest.

· Can you use the words “shorter” and “longer” and describe the paper clip and the pen? (or any other objects)

Possible extension:

- Increase the number of objects to make it more difficult.
- Have the child gather objects from around the home and order them.

Making Bannock

This activity is a fun and tasty way to introduce your child to the kitchen while also practicing skills like counting, measuring, problem solving, and reasoning.

1. Preheat the oven to 375 degrees F.
 - If possible, have your child identify the numbers making up 375 as you set the oven temperature.
2. In a large bowl, mix together 3 cups flour, 2 tablespoons baking powder and a pinch of salt.
 - With your child, count the cups of flour and the tablespoons of baking powder as you add them to the bowl.
3. Add 1/4 cup vegetable oil and 1 1/2 cups water
 - Have your child observe the amounts of oil and water as you measure them. Ask questions such as:
 - Which ingredient measured LESS than one cup?
 - Which ingredient measured MORE than one cup?
4. Knead the mixture on a floured surface for 5 - 10 minutes.
 - Ask your child to help with the kneading. Suggest counting the number of times the two of you knead the dough. Ask questions such as:
 - If you poked two more holes, how many holes would you have altogether?
5. Let the dough rest for a minute, then spread onto a cookie sheet. Choose a cookie sheet that has approximately 1-inch sides and pat the dough into the cookie sheet.
6. Poke holes in the dough using a fork.
 - Suggest a number of "pokes" the child should make. Have your child count as the holes are made.
7. Bake for 15 - 20 minutes in the preheated oven, until the bottom is golden when you lift up the bannock to take a peek.
8. Cut the bannock into pieces and serve with butter or jam.
 - Ask your child questions such as:
 - How many pieces of bannock do we need if we want each member of our family to get 2 pieces?

- How can we make pieces that are the same size?

Making Sets

This activity will help your child think about different ways to group items, and then count in various ways. Provide a collection of up to 100 items, such as large beans, buttons, Cheerios, raisins, macaroni, Fruit Loops etc.

- Parent calls out a number (2, 5, or 10) and both parent and child make as many sets as possible of that number.
- Then parent asks child to count how many by the number that was called.

For example:

- If the child made sets with five items in each group the child would count by fives to determine how many items there are in total.

Making Toast

This activity will help your child estimate or calculate, and communicate about his/her math thinking. Have your child determine how many pieces of toast are needed for your family's breakfast by estimating or by asking family members how many pieces each person wants, and then adding to find the total.

Possible questions:

- How did you estimate how many pieces of toast we will need?
- If we ask each person, how can we know the exact total number of pieces we will need?
- If _____ is away tomorrow, how many pieces of toast will we need tomorrow?

Measurement Hunt

This activity helps your child use math reasoning to compare lengths of objects.

Together, make a list of items to look for outside (leaf, flower, branch, rock). As your child finds each item, have him/her use their hand to measure it.

Possible questions:

- "Is the flower as wide as your hand?"
- "Is the leaf longer than your index finger?"
- "How many hands long is a tree branch?"

Have the child put the items in order from shortest to longest.

Measuring Tape activity

When doing this activity, your child will record numbers and put numbers in order.

Provide a small measuring tape (preferably one that rolls up automatically) for your child, as well as a chart with various object diagrams such as the one shown in the attachment.

Have the child measure the height of each object (may need some help!) and write down the number shown on the tape measure. You may want to discuss the units of measure you are using (centimeters?)

When you are done, have the child cut apart the strips, so that one object and one number is visible on each strip. Then work together to put the numbers in order from largest to smallest or smallest to largest.

Possible Extension:

- (before activity) What do you think is taller, a table or a bed? (and other similar questions)
- (after activity) Which two objects are closest in height?
- Are there other ways we could measure the same objects?

Metis 7 Step

This is a fun activity that can be done in the home or community with small or large groups. It teaches counting and patterns, and has the child connect music to math concepts.

- Listen to the music (possibilities below).
 - - <https://youtu.be/fi7WCw5s1hQ>
 - <https://www.youtube.com/watch?v=j30vh3oqBCE>
- Count the beat in the music and have the child join in.
- Tap your toe in time with the music.
- Pat your hand with child's hand to the beat.
- Teach child the dance.
 - 7 steps to the right (count it out with the child).
 - 7 steps to the left.
 - 1-2 right.
 - 1-2 left.
 - 1-2 right.
 - Repeat.

More Than, Fewer Than

This activity will help your child recognize and talk about quantities using the words “more than”, “fewer than”, or “equal to”.

- Gather approximately 20 small items (pennies, poker chips) and two plates (or mats, squares of paper). Put a number of the items on each plate.
- Have the child tell you if one plate has more, fewer, or an equal number of items that are in the other plate. Child can count or estimate.

Possible Extension:

- Make small signs that say “more than” “fewer than” and “=”. Have the child select the correct sign and place between the two plates.
- Have the child identify how many more, or how many fewer.

Most Expensive and Least Expensive

The goal of this activity is to have the child learn to compare numbers and begin to understand the concept of money. Let your child read the numbers on a receipt and identify the item that cost the most and the item that cost the least.

Possible Questions:

- How many items are on the receipt?
- Which item cost the most?
- Which item cost the least?

Nature Scavenger Hunt

This activity can be done outdoors in the community and it will help your child count, make conversation, and communicate ideas about math concepts and make connections. Have the child collect items OR take a picture of items such as the following:

1. 4 pinecones
2. 2 smooth rocks
3. 2 rough rocks
4. A stick shorter than your forearm
5. A stick longer than your forearm
6. Something green
7. A tree taller than you are
8. Something that is round
9. A bucket half full of water

When done count how many steps to the meeting point. Ask questions such as:

- Which item is the largest/smallest?
- Which item is the heaviest/lightest?
- Which item was hardest to find? Why do you think it was hard to find?
- How many items (or pictures) did you collect altogether?

Nature Walk and Sort

This activity will help your child communicate about math concepts such as size, weight, shape, and patterns. Go on a nature walk:

- Find sticks and order them by size from smallest to biggest.
- Ask the child "Can you find two sticks of similar size?"
- Pick two sticks. Ask the child "Which one is thicker? Which one is thinner?"
- Find rocks and compare their weight.
- Pick two rocks. Ask the child "Which one is lighter? Which one is heavier?"

- Compare the rocks' colour.
- Sort rocks by size, colour, weight, or shape.
- Look at leaves.
- Ask the child "What shapes do you see?"
- Pick some leaves and sort them by size. (In fall you could also sort by colour.)
- Make patterns with rocks and sticks. For example: rock rock stick rock rock stick etc.
- Ask the child "Do you see a pattern? Can you explain the pattern?"
- Ask the child "Can you make a different pattern?"

Nice Dice

This activity will help your child identify numbers quickly without counting.

Subitizing is "instantly seeing how many." It is being able to quickly see how many objects are in front of you (rather than counting 1 by 1.) In Kindergarten, students subitize up to 5. In Grade One, students work on subitizing numbers up to 10.

Recognize numbers up to 12 at-a-glance with this quick task. It works great on its own, or if you are playing a board game with dice, build it into the game! Roll **1 dice**. Ask students to quickly identify how many there are (1-6). Support them by talking about groups you see: "I see 3 and 3 together. I know that's a 6!" For students who are ready, roll **2 dice** together. Students can quickly recognize groups. This also works on quickly visualizing **addition**. Dice are available at many general and dollar stores. Old board game sets at garage sales are a great place to stock up. Specialty game stores often have many-sided dice for more challenging extensions.

Number Line Jump

This activity will help your child visualize what addition and subtraction mean.

Draw a number line from zero to twenty with chalk on the sidewalk or patio. Call out an addition or subtraction fact (Examples: $5 + 3$; $5 - 2$). Your child would start at 5 and then jump 3 numbers up to 8 for the addition fact, or jump back 2 spaces for the subtraction fact.

Possible additional questions:

- When you subtract, do you move lower or higher on the number line?
- When you add, do you move lower or higher on the number line?
- Where would you move if I said "Add (or subtract) zero?"

Numbers in the Community

This activity will help your child visualize numbers, and connect what he/she has seen previously or what he/she sees now to the number given by the caregiver.

Play I-spy numbers with your child. Choose a number between 1 and 20. Ask your child, “Where have you seen this number before?” For example, the caregiver says, “I spy the number 12.” The child might say, “12 is Ben’s hockey number on his team jersey.” “The number 12 is on our egg cartons.” “12 is on all of the clocks in the school.”

Possible extensions:

- The child can pick the number and have the caregiver respond
- The game can go beyond spotting the number, but rather spotting the number of items. (For example, "There are 6 chairs around our kitchen table.")

Objects walk

This activity will help your child visualize, find, identify and explain the characteristics of three dimensional objects. Go for a walk in the community. Ask questions such as:

- What 3D objects do you see? (Cube, sphere, prism, cone, rectangular prism)
- How would you describe the objects? (Tall, round, curved, rolls, stands, squished, number of faces[sides], number of edges)
- What are the names of the faces of the 3D objects (squares, rectangles, triangles, etc.)

Take pictures with your portable device. Create a page showing the objects that are found in your community.

Oodles of Noodles

This activity will help your child visualize numbers in different ways.

Give your child a supply of macaroni or other kind of dry pasta. Have your child place (or glue) pieces of pasta in groups on a paper. Work with quantities up to 20. Sample questions:

- How many different ways can you arrange five (or another number) macaroni noodles on a piece of paper?
- Can you count the number of groups you made?
- Can you count the total pieces of macaroni you used? (encourage counting by 2's, 5's, 10's)

Source: Games for Math by Peggy Kaye

Ordering by Size

This activity will help your child practice putting objects and amounts in order by size.

Set out four clear glasses with varying amounts of water in each one, and a variety of round paper shapes to represent hamburger sizes. Have your child pretend she/he is a server in a

restaurant. First of all, have her/him put the drinks and the 'burgers' in order from least to most and largest to smallest (or most to least, smallest to largest). Pretend to come and order food and drink.

- Can I please have the largest burger and a medium –sized drink? (and similar variety of questions).
- Change roles and have the child describe the order of choice.

Possible Extension:

- Have the child fill a number of glasses with varying amounts and out them in order.
- Have the child cut out shapes and put them in order.

Pantry Sort

This activity will help your child with math reasoning, as well as communication about his/her math reasoning.

Have your child sort a collection of cans in your cupboard or pantry. Examples of sorting could be by size, shape, colour, or content.

Possible questions:

- How did you sort the items?
- Could you sort them another way?
- Pick one item and ask if it could be moved into another group. Why or why not?

Pattern Making

This activity will help your child recognize and complete patterns, and create patterns.

Gather items such as pennies, nickels, poker chips, punched out shapes of different colours. Line up several items in a pattern such as “penny, nickel, penny, nickel” or “red, red, blue, red, red, blue” and have the child continue the pattern. When the child is familiar with the game, have the child make up a pattern for you to continue.

Can you ‘read’ your pattern? (Have the child verbalize “red, red, blue, red, red, blue.”)

Variation: Make a pattern with snack items (raisins, cereal pieces, pretzels, chocolate chips) and eat the pattern!

Playing Card Sort

This activity will help your child practice sorting skills and using mathematical language such as “colour” and “shape”.

Remove the face cards from a deck of playing cards. Pick a number of cards from the deck. (Number can vary, depending how many you want to sort.) Sort the cards by colour, by shape (hearts, spades, diamonds and clubs), or by number. Have the child tell you your sorting rule. Alternatively, have the child do the sort and have him/her describe the sorting rule.

Can you use the same cards to sort in another way?

How many possible groups are there when we sort by colour? By shape? By number?

Possible extension:

Use cards from other card games to practice sorting activities.

Popcorn Kernel Count

This activity will help your child estimate.

Put some popcorn kernels in a small, clear plastic bottle. Have the child (or multiple children) estimate the number of kernels in the bottle. Dump out the kernels and count. You may want to practice counting by 5s or 10s. Celebrate by popping the kernels!

- How did you decide what number to estimate? (possible answer: “The kernels are small and I knew it must be a number bigger than 10.”)
- What is the difference between counting and estimating?

Possible Extension:

- Use different objects and containers.
- To increase difficulty level, try using a container that is *not* clear, and just describe the objects. For example, “This tin can is filled with small-sized marbles. How many do you think are in the can?” (Could give a choice of answers: “Twelve, thirty-three, or seventy-five?”)
- Have one child put objects into a container, and another child estimate and then count.

Quick Add

This activity helps students add two or more numbers, using either cards or dice.

1. Use a deck of cards. Players start with the same number of cards. If you want to reduce the difficulty of the game, take out higher numbers and face cards. Each player turns over one card. Who can add the cards the quickest? Try this game with 3 players. (Face cards are worth 10.)
2. Use dice rather than cards. Each player in the game has one dice.

Rainbow Loom Patterning

This activity will help your child think about patterns, and communicate about the patterns he/she is making. Have your child form a repeating pattern with rainbow loom elastics. (Example: red, red, red, blue, red, red, red, blue, etc.)

Possible questions:

- How do you know that what you have made is a pattern?
- How could you make one quick change that would result in a different pattern?

Extension: Have your child make a bracelet with an extending pattern.

Recognizing Attributes - I spy

This activity is a fun, easy way to help a child recognize shapes, sizes, and colours while you are out in the community. Play I spy with your child.

- Can play traditionally (I spy something that is red...)
- Move into other attributes (I spy something round, flat, soft, light...)
- Move into shapes in environment (I spy a triangle, square...)
- Use numbers (I spy two of something...)

Recycle Fun

This activity will help your child practise reasoning skills, and communicate about decisions he/she has made. Have your child sort your recyclable materials into groups.

Possible questions:

- How did you sort these materials?
- Is there another way you could sort them?
- Can we put some of these groups together? What is the same about the groups you chose to combine?
- What should we do with these materials?
- Where else have you seen someone collect and sort materials like this?

Extension: You could have your child count the materials in each group.

Roll of the Dice

This activity will help your child problem-solve, using the number of dots on dice.

Have your child roll a dice. Ask the child, “How many more do you need to get to 10?” The child can then count on using fingers. Example: Child rolls a 6. He/she starts at 6 and count on to 10. “7, 8, 9, 10. Four more makes 10.”

Possible extension: Use two dice and have the child count on to a number of your choice.

Set the table

This activity uses a common activity (table setting) to initiate conversations that will help your child communicate about numbers.

When setting the table, ask the following questions such as the following:

- If everyone in our family needs a fork and a knife, how many forks and knives will we need altogether?
- How many plates and glasses will we need?
- How could we know how many items are on the table altogether (we could add, we could count by twos, if each person needs five items, we could count by fives, etc.)
- If we are having two guests for dinner, how many items would we need?

Shorter or Longer?

This activity can be done at home or in the community. It helps the child make comparisons and communicate using the words "shorter" and "longer".

Look for items around the house, and then compare the items using the words "shorter" and "longer." For example:

- Is a fork shorter or longer than a spoon?
- Is a drinking glass shorter or longer than a coffee cup?
- Is the table shorter or longer than the television?

Go outside and compare items from the yard.

- Is the rake shorter or longer than the shovel?
- Is your sidewalk shorter or longer than your neighbour's sidewalk?
- Is the front window shorter or longer than the front step?

If you have a tape measure you can measure the actual lengths of different items to find out which are shorter and which are longer. Remember to compare lengths by using both words, shorter and longer.

Silly Socks!

This activity will help your child recognize ways to sort objects, and explain a sorting rule.

Child and parent can gather at least 10 socks. Place the socks in a pile. Sort the socks in different ways...ask the child to sort them into 2 piles. The parent could suggest a sorting rule OR have the child determine various ways to sort. Have the child explain the rule that was used. Ways to sort could include:

- by size
- by colour
- by pattern [stripes, spots, no pattern]

Smartie Counting

This short activity will help your child sort, count, and use words such as most, least, more, and fewer.

When your child receives a treat such as Smarties, Skittles, or M&M's, ask questions such as:

- Can you sort the Smarties by colour?
- Which colour group has the most Smarties?
- Which colour group has the least Smarties?
- How many more (red) Smarties are there than (brown) Smarties? How do you know?
- How many fewer (green) Smarties are there than (red) Smarties? How do you know?

Snack Time Counting

This activity will help your child recognize numbers at a glance (on a die).

Set out a bowl of small snack items such as mini-crackers, raisins, or cereal pieces. Have the child roll a die and name the number, if at all possible, without counting. When the number is identified, the child counts out that number of snack items and eats them!

How do you know the number without counting? (Possible answer: I recognize the arrangement of the dots and didn't have to count.)

Possible Extension:

If your snack items are small enough (!) use two dice. Child could practice recognizing the number and counting on, for example, "I know that the number on one die is 5, and the number on the other die is 3, so I will count on from 5 (6, 7, 8) and I know the total is 8."

Snack Time Estimates

This activity will help your child estimate.

Use snack time as a time to estimate things such as:

- The number of seeds in an apple
- The number of crackers in a container
- The number of grapes in a dish

Count to see if your estimate is close. Remember to talk about how an estimate is a "good guess" and is not meant to be exact.

How did you decide on a number to estimate?

How do you know that (a low number, such as 2, or a high number, such as 1000) would not be a good estimate.

Snakes Alive

This activity will help your child make comparisons, and communicate using terms such as "shorter" and "longer".

Roll play dough to make 3 snakes of different lengths. Possible questions/statements:

- Can you put the snakes in an order? How can you describe how you ordered them? (shortest to longest, longest to shortest)
- Can you find three objects that are similar in length to each snake?
- Find something that is longer than your longest snake and something that is shorter than your shortest snake.
- Roll out 2 more snakes. Place them with you other snakes so that all 5 snakes are in order from shortest to longest.

Sorting Coins

This activity is a great introduction to money. It also helps your child practice counting and sorting skills.

- Dump out your change jar on a table or the floor.
- Have child help you separate the coins.
- Talk to child about the attributes of each coin (small dime with boat, nickel with beaver, large quarter with caribou, gold loonie, two tone toonie).
- Sort the coins
- Ask the child to put coins in piles of 5.
- Ask the child to count the number of piles.

Possible questions/conversation starters:

- How do you know how to sort the coins? What is different about each pile?
- If you put five coins (or ten coins) in a pile, how could we count the total number of coins? (count by fives, count by tens)

Extension:

- Talk about the value of coins (for example: ten dimes = one loonie)
 - with parent assistance, have child make "equivalent" piles (for example, eight quarters in one pile = two loonies in another pile)

Straw Necklaces

This activity will help your child create and follow patterns.

Cut plastic straws (preferably of two different colours) into short segments. Put some beads and the straw sections in a pile. Give your child a piece of yarn or string with one end tied to a short straw section or bead and the other end with a piece of tape around it to form a 'needle.'

- Can you make a pattern with the beads and straws?
- Can you describe your pattern?

If desired, provide 'pattern cards' for the child to follow.

Possible Extension:

- Make up a game where you provide 'rules' and have the child follow them. For example:
- Make a pattern that has three kinds of objects, but always more than one in a row.
- Make a pattern that has a least one "a, a, a" pattern in it.

Ten Frame Flash

This activity will help your child visualize numbers up to ten, and compare numbers quickly by realizing that, for example, 6 is one more than 5. Ten frames provide a quick visual for numbers up to 10.

Make a stack of Ten Frame cards and go through them with the child/student. The goal is to have the child/student see in a 'flash' that, for example, 9 is one less than 10, 6 is one more than 5, 4 is one less than 5, 7 is two more than 5, and tell you the number they see on the card. This helps with addition and subtraction facts to 10. This link will take you to a web site where you can print your own ten frame cards.

<https://sites.google.com/site/get2mathk5/home/templates-graphic-organizers>

The Doorbell Rang

This activity will prompt a conversation about problem solving: How many cookies will each person get?

Read the story *The Doorbell Rang* by Pat Hutchins or view the story video

<https://www.youtube.com/watch?v=BXtu90JnDkM>

You may want to read the entire story once, and then go back to the beginning to solve the cookie problems!

- Have twelve objects (pennies, buttons) available to represent the twelve cookies Ma made.
- Have the child decide how many cookies Victoria and Sam would be able to have when Ma first brings the plate of cookies.
- Each time the doorbell rings and new guests arrive, stop the story and have the child solve the new problem, using the objects.

Possible Extension:

If Grandma brought twelve cookies, how many will each child get altogether?

What if Grandma brought (*pick a number*) cookies? This may prompt a conversation about fractions or other ways to solve the problem!

The Stranger in the Woods - A snowman activity

This activity will promote conversation with your child, and will also help with reasoning skills and making connections between numbers and the objects used.

The Stranger in the Woods by Carl R. Sams II, Jean Stoick is a book about a snowman that is made in the woods to help feed the animals in the winter. (You can hear the authors reading the book at: https://www.youtube.com/watch?v=uBe_M9HUDTM) After reading/listening to the book, go outside and create a snowman together to help feed the birds. (For example, use raisins, carrots, a hat with bird seed on it etc.) Talk about why we feed birds in the winter and why it is important to give back to Mother Nature. If you do not have the book, you can still have a conversation about snowmen and what kind of things could be used to make a snowman and also benefit the birds that are around in the winter.

Ways to engage your child and work on creating meaningful conversation skills, while building the Snowman could be:

- Build the snowman where you can observe him from your home and talk about what the snowman might see and tell us if he could talk.
- What are some things we might need to make a snowman? What are some things they used to build the snowman in the story? What will we use? Where can we find the materials?
- How should we dress to go outside? (Take time to encourage independent dressing.)
- Create three different body parts and count them. Count other materials a you use them. Talk about "more" or "fewer" as you decide on objects to use.
- Have conversation about the body parts of the snowman. Are they all the same size? Which one would you use for the head? How can we put the Snowman together?
- Count the objects needed to create the snowman. How many eyes does the Snowman have? How many buttons should we use?
- Continue the conversations with the any ideas that you and your child have.
- After creating your Snowman, share a snack inside and watch for the birds!

Valentine Sorting

This activity will help your child sort, and have conversations about the sorting rules he/she used. Purchase some "conversation heart candies" around Valentine's Day. Have your child sort the conversation hearts however he/she wants. Once the child has sorted the candies, talk about the sorting rule.

Possible questions:

- What was your sorting rule? (Most common will be colour)

- What is the most common colour of hearts?
- What colour group has the fewest hearts?
- Can you think of another way to sort the hearts? (perhaps by the number of words on the heart, the first letter of the first word)

waskawiwin ekwa akicikewin (moving and counting)

This activity will help your child with counting and making connections between the written number, a number of objects and a number of actions.

1. With your child cut paper into 10 squares
2. Write the number 1 on one of the squares, have your child put one dot on that square.
3. Continue with numbers 2-10.
4. Turn all squares over on the table or floor.
5. Have your child choose a square.
6. Have your child read the number (with help if needed).
7. Have your child preform a movement activity that many times. (jumping jacks, bunny hops, push-ups, skipping, running back and forth, rolling, twirling, walking backwards, animal walking, or make up your own fun way to move)
8. Count with your child as they move. Count in English or in Cree. (<https://www.youtube.com/watch?v=A6nuDkp3iEY>)

Other ideas:

1. Take turns with your child. Have the child tell you how to move.
2. Count in your ancestral language.

We're Going on a Shape Hunt

This activity will help your child name shapes, as well as count the number of shapes found.

Take a walk around your home or neighbourhood and look for the following shapes:

- square
- circle
- triangle
- rectangle
- diamond
- oval

Keep track of how many of each shape you see. Ask questions such as:

- Where else might you see these shapes?
- Which shape did you see the most of?
- Which shape did you see the least of?
- Where any objects made up of more than one shape?

What comes in 2's, 3's and 4's?

This activity will help your child visualize objects and other things that come in 2's, 3's and 4's. If extended, it could help the child practice skip counting.

Read the book *What Comes in 2's, 3's and 4's?* or view the video at

<https://www.youtube.com/watch?v=RI6RX7qer6E>

- After each section of the book, try and think of other “2's, 3's or 4's.”
- Name an object or part of an object (could be in the book or another object) and have the child visualize the object and name the number. For example, if you said, “legs of an elephant,” the child would say “4.” If you said, “lights on a traffic light,” the child would say “3.”

Possible Extension:

Practice skip counting (particularly by 2s) by asking questions (and perhaps looking at pictures) about objects. For example:

- Can you count by twos to find out how many tires are on three cars?
- Can you count by twos to tell me how many eyes are in our family?

Which is Bigger?

This activity will help your child visualize objects, and describe objects using the terms “bigger” and “smaller”.

Name two objects that are not visible from your location, and ask the child either “Which one is bigger?” or “Which one is smaller?” You may want to start with objects that have a large size difference (for example: an elephant and a rabbit), and then move to more difficult questions that might require more explanation and reasoning (for example: a teddy bear and a loaf of bread – child might say, “That depends on which one of my teddy bears I am using!”)

Possible Extension:

Have the child pick the objects and have you answer.