

Counting

Objective: TS Gold 20a; TS Gold 20c; ELDS# CM1

Materials: Math Resource A, colored pom poms

Directions: Using flash cards review numeral names in random order with your child. Hand your child a number card and work together to identify the numeral and count out the corresponding number of pom poms as an example. Your child will continue to identify the numeral on their card and count out the appropriate number of pom poms onto the card until all of the cards have been used. *If your child does not recognize the numeral you can tell them the numeral. If needed, your child may be given cards with or without dots. The numeral side of the card can be used for self-checking.* Review the numerals with your child. Praise your child for success and encourage them to continue to try if this activity is challenging for them. Give them support as needed.

Extend the Lesson: That evening while getting ready for bed, review numerals with your child by flashing the number card and then allow your child to make a snoring sound to match the number you show (example: if you hold up a 2, your child will make 2 snoring sounds).

Video this for your child's teacher.

Additional Resources:

Book

- [1,2,3 to the Zoo](#) by Eric Carle on YouTube

Comparing Sets

Objective: TS Gold 20b; ELDS #CM1

Materials: Math Resource B; pom poms

Directions: Count two small sets (i.e., set of 2, set of 4) of pom poms with your child. Talk about which one has more and which one has less. Make 2 sets of objects for your child (you can make sets with just a few objects or sets with more objects but no sets bigger than 10). Have your child count on their own and then have them tell you which set has more and which set has less. Continue this several times, changing the number or items in each set. ***
If your child is having trouble you can use something they are interested in around your home like a small treat or favorite toys. You can also line the objects up side by side so that your child can see that one set has more and one set has less. Praise your student for their work!

Extend the Lesson: As you play with your child encourage them to make a set of objects with something in nature or around them (rocks, leaves, matchbox cars) and then you make a set of the same object and have your child identify whose set has more and

whose set has less. Make a video of you and your child playing for his/her teacher.

Additional Resources:

- *Count to 20 and Workout* by Jack Hartmann on YouTube

Positional Words

Objective: TS Gold 21a; ELDS CM4

Materials: Math Resource C, plastic cup, pom poms

Directions: Give your child a cup and have them move Pete the Cat to different positions around the cup. For example, have your child put Pete the Cat *ON* the cup or *UNDER* the cup. Continue this with the positional words listed below.

On, Off, Under, Beside, Next To. They can also hold Pete the Cat over the cup.

Extend the Lesson- Encourage your child to stand beside an item in your home, or crawl under the table or get in the chair, etc., as you play a game of "Simon Says". Make a video of you and your child playing the game for his/her teacher.

Additional Resources:

Song

- *I Can Sort - Musical Vol.1* by Heidi Songs

Shapes

Objective: TS Gold 21b Explores and describes spatial relationships and shapes; ELDS# CM4 (4.1) Identify and name basic shapes.

Materials: Math Resource D, various shapes around your home, playdough

Directions: Use Math Resource 4 or find shapes in your environment. You may start with two or three shapes but use more as your child is ready. Review the shapes with your child. Have your child feel each shape to discover its characteristics. Give your child playdough and have him/her choose a shape. Have your child say the name of the shape and then create the shape using the playdoh. Give help as needed. (Explain your actions in real time to increase vocabulary and comprehension.) Review the shapes with your child. Praise your child for success and encourage them to continue to try if this activity is challenging for them. Give them support as needed.

Extend the lesson: Later in the day, have your child go on a shape scavenger hunt around the house or outside to see if they can find different shaped items. Make a video of your child naming all of the different shapes they found for the teacher.

Additional Resources:

Books

- [Shapes for Lunch](#) on YouTube

- Shape Spotters on YouTube
- The Shape of Things on YouTube

Compares and Measures/Measures Objects

Objectives: ELDS #CM3; S 22a Measures Objects

Materials: Math Resource E, objects collected around your home

Directions: Start by collecting several sticks and talk with your child about which stick is longer and which stick is shorter. Pick objects that are light and heavy and discuss which one feels light and which one feels heavy with your child. Have your child find various items around your home and tell which one is longest and which one is shortest. Have fun and find things that are really long like a broom and really short like a toothbrush. Then add a serving spoon or long stick and have your child put the objects in order from shortest to longest. You can also do this with objects that are heavy and light (like a gallon of milk and a juice box). Use your imagination and find things around your home that have different weights and have your child decide which object weighs more and less. You can also use the resource provided in Math Resource 5. Praise your child for their work!

Extend the Lesson: As you play with your child encourage them to talk about the objects they are playing with and decide if they are heavy or light, or if one object is longer than another. You can also expand further by discussing who in your home is taller and who is shorter. Compare objects of various sizes and lengths with your child using those comparative words like long/short, taller/shorter, lighter/heavier, bigger/smaller and wide/narrow.

Make a video of your child placing objects in order from shortest to tallest or tallest to shortest for his/her teacher.

Additional Resources:

Book

- *So Light, So Heavy and Big and Small - YouTube*

Represents and Analyzes Data

Objective: TS Gold 22c; ELDS #CM1

Materials: Math Resource H, Die

Directions: Have your child roll the die. Your child will look at the die and see what insect they land on and find it on their graph. Your child will color one square above the insect rolled. Your child will keep rolling until an insect wins. Praise your child for their work!

Extend the Lesson: Talk about greater than, less than, equal. Which one has the most or is greater than the other? Which insect has less than the other insects? Are there any insects that are equal? Make a video of you and your child talking about the graph for his/her teacher.

Additional Resources:

- *Mr. Alligator Can Chomp - Less Than and Greater Than* by Jack Hartman - YouTube Video

Patterns

Objective: TS Gold 23; ELDS # CM2

Materials: Math Resource G and color pom poms

Directions: Your child will look at the pattern cards and copy the pattern using the same color pom poms. Your child will say the color as they lay down the pom poms, for example red, green, red, green, red, green, etc. This is called an AB pattern. Then the child can extend (or continue) the pattern.

Extend the Lesson: Seesaw activity from your child's teacher.

Additional Resources:

- Alligator Chomp- Patterning Skills- by Jack Hartman