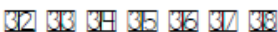


Math Activity Options Menu

<p>A - Count On</p> <p>Ask your child to start counting from any random number. Can they cross decade numbers?</p> <p>Example: "24, 25, 26, 27, 28, 29, 30, 31"</p>	<p>B - Count Back</p> <p>Ask your child to start counting from any random number. Can they cross decade numbers?</p> <p>Example: "42, 41, 40, 39, 38, 37"</p>	<p>C - Count Around</p> <p>Counting with a group of people (or two!). One person starts and all those counting take turns. Stop at some point and reverse the counting! Example: "52, 53, 54, 55, 56, 57<stop> 57, 56, 55, 54, 53, 52, 51, 50, 49, 48"</p>
<p>D - Number Before</p> <p>Say a number. Ask your child what comes before.</p> <p>Example: P: "What comes before <u>44</u>?" C: "43"</p>	<p>E - Number After</p> <p>Say a number. Ask your child what comes after.</p> <p>Example: P: "What comes after <u>49</u>?" C: "50"</p>	<p>F - Reading Numbers</p> <p>Write a few numbers on flash cards. Can your child read them?</p> <p>Example: P: "One" C: 1 (Numbers 1-50 for now)</p>
<p>G - Writing Numbers</p> <p>Ask your child to write numbers that you call out. Try writing them in salt/sand.</p> <p>Example: P: "2" C: two (Numbers 1-20 for now)</p>	<p>H - Structuring #s</p> <p>Ask your child to name partners of <u>10</u>. Work on numbers within your child's instructional range.</p> <p>Example: "What goes with <u>6</u> to make <u>10</u>?"</p>	<p>I - Sequencing #s</p> <p>Write a sequence of numbers on flashcards. Have your child read the numbers as you randomly lay them on the table. Then have them sequence the numbers.</p> <p>Example: </p>
<p>J - Number Partners</p> <p>Have your child write the partners of <u>10</u> (1-10) and make circle drawings to go with them. Have them write the partners with an addition sign.</p> <p>Example: ●● ● 1+2 ● ●● 2+1 ●●● 0+3 ●●● 3+0</p>	<p>K - Shake & Spill</p> <p>Draw a shape on a piece of paper. Have your child put <u>10</u> counters (macaroni, beans, beads, cereal pieces, etc.) in a cup and then shake and spill them over the shape. Have your child quickly say "how many on the shape" and "how many off the shape" – encourage them to see groups rather than pointing and counting.</p>	<p>L - County on by 2s</p> <p>Start at any number and ask your child to count by 2s.</p> <p>Example: "6, 8, 10, 12..." or "7, 9, 11, 13..."</p>
<p>M - Represent #s</p> <p>Have your child represent a 2-digit number three different ways.</p> <p>Example: -Tally marks, Objects, Pictures, Addition/Subtraction problem</p>	<p>N- How Many Hiding?</p> <p>Use a set of counters. Show your child the complete set. Tell them, "There are <u>10</u> counters." Cover part of the set with a bowl while your child looks away. Ask, "How many are here?" and "How many are hiding?"</p>	<p>O - Screened Addition</p> <p>Use two pieces of paper and counters. Put some counters under each piece of paper. Say, "Here are <u>10</u> counters." (quickly show and then hide) Then say, "Here are ___ more counters." (quickly show and then hide) Ask, "how many altogether?"</p>