

**** Parent note: Comparing numbers help build the mental number line. When they know which number is less and which is greater, they are practicing where the numbers would be on a number line. Any activity to practice comparing number amounts and using the math vocabulary before, after, greater, less, and equal will build their mental numberline which gives them good number sense.**

Play the game of "War" with playing cards (face cards taken out) Emphasize which card is greater, which card is less, or if the cards are equal or the same (war). Using the words greater than, less than, and same as/ equal will boost their math vocabulary.

Two players each roll the dice. (Usually for 2 players but up to 4 could play as teams.) Player with more says "___ is greater than ___". And gets a point.

Player to get 10 points first is the winner.

Each player rolls the dice. (Usually for 2 players but up to 4 could play.)

Player with less says "___ is less than ___". And gets a point. Player to get 10 points first is the winner.

At mealtime... ex. Are there more plates or bowls? Which is greater.... The spoons on the table or the glasses? Are there less forks on the table than spoons?

Folding laundry: Which is the greater amount?... Socks or pants? Shirts or towels? Etc...

Folding laundry: Which is less? Towels or socks? Pants or shirts? Etc.

Toys on the floor before clean-up. Which is the greater amount left out on the floor? Stuffed animals or cars? Books or balls? Could do the same but use the word less?

Put playing cards in order (not face cards) Use the ace as 1 and have them put numbers in order through 10. In a deck of cards because there are 4 suits, they would get practice 4 times with putting the numbers 1-10 in order. At the end of the game, they would have 4 numberlines from 1-10!

As a variation of the above card game, put the cards face down in a pile. Have them draw a card, place it face up and tell what number is needed to put before it and after it. Draw another card and put it before the 1st card drawn if it is less or after the 1st card down if it is greater. If it is the same number as one previously drawn (equal), have them start a new row placing the card directly under the one it is equal to... Have them continue play until all cards are used. ******This is excellent to play to build the mental number line and to practice the math vocabulary before, after, equal, greater than, and less than.**

Play the card game of rummy to help with putting numbers in order.

Questions to Ask About Bedtime Stories

Dear Families,

Reading bedtime stories is a great opportunity to share a good book with your child, spend time together, talk with him, and snuggle with him. As you read, enjoy the story and pictures together, and try not to ask questions while you read the book. Of course, it is okay if your child interrupts to comment or ask questions. Ask questions before you read, to get your child ready for the story, and after you read, to discuss the story and your child's thoughts about it.

Here are a few tips:

- » Any good children's book can be a good bedtime story! Read books that both you and your child enjoy. The more you love the book, the more enthusiasm you will have when you read it.
- » If your child doesn't seem interested in a book, put it away. It may be too long, too wordy, or just not a good fit for your child. You can try the book again another time.
- » If your child asks for the same book over and over again, that's fine. Hearing a book read many times helps build listening and reading skills. Knowing a story well may also give your child a sense of confidence. Just ask some new questions to keep it interesting.
- » Books can be expensive, but you don't have to buy them. Go to the library with your child—it is one of the best treasures your community has to offer!

Questions to ask **before** you read the story:

1. What do you think the story will be about?
(Look at the front and back covers.)
2. What do you think the characters in the story will be like?
3. Where do you think the story will take place?
4. Do you think this will be a story that really happened (nonfiction) or a pretend story (fiction)?
5. What does the illustration on the front cover make you think of? How does it make you feel?

Questions to ask **after** you read the story:

1. What did you think about the story?
2. What was your favorite part?
3. Can you think of a different ending? What would it be?
4. If you had written (illustrated) the story, what would you have done differently?
5. If you were going to write a sequel to the book, what would happen next?

Some favorite bedtime books

"More More More," Said the Baby, by Vera B. Williams

Time for Bed, by Mem Fox, illustrated by Jane Dyer

Goodnight Moon, by Margaret Wise Brown, illustrated by Clement Hurd

Ten, Nine, Eight, by Molly Bang

Llama, Llama Red Pajama, by Anna Dewdney

Where the Wild Things Are, by Maurice Sendak

Go Away, Big Green Monster! by Ed Emberly

Butterfly Art

You will need white paper, pencil, and crayons.

Directions

1. Talk about and practice the sign for butterfly in sign language.
Show your child how to cross their wrists and hook their thumbs together with palms facing inward.
2. Have your child place the sign for the butterfly when their hands are on top of a white sheet of paper.
3. Trace around their butterfly hand shapes with a pencil.
4. Invite the children to decorate their own hand shapes with crayons to resemble a unique butterfly.
5. Talk about the colors, shapes, etc. that your child has produced in his/her artwork.