

Count with Me ... and You Will See

BUILD AND COUNT

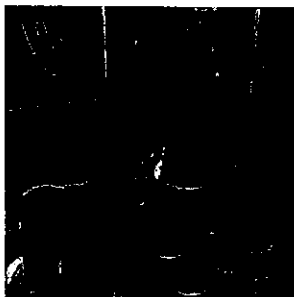
Family Fun Activity Kit Solo Cups

Count with Me ... and you will see how easy stacking and counting cups can be! We want children to count as high as they can ... research shows the higher children can count before entering kindergarten the more successful they are in school. Counting out loud builds a "mental number line" in your child's mind – this is essential for developing math skills!

Why use cups to teach math? Children can build towers, count how many, use math words such as "higher, lower", and much more using cups! Try these play activities at home!

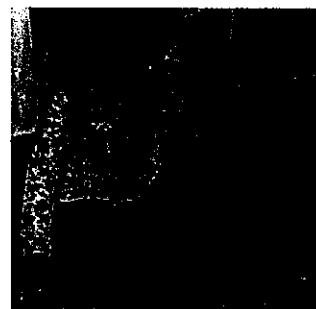
Ask your child to help you build a tower using cups.

- Affirm the creative building, "Wow! You are a great builder!"
- Ask your child to tell you about the tower.
- Count the cups at the bottom of the tower.



Let your child explore what he/she would like to build with the cups.

- Affirm your child's creativity!
- Have your child talk about what he/she is making with the cups.
- Count how many cups.
- Count how many rows.



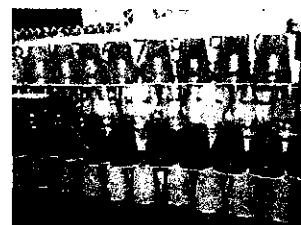
How tall can you build a tower?

- Affirm your child's engineering skills, "What an amazing structure! Look how the cups are all balanced!"
- Say, "What a tall tower! Which is taller? The tower or you?"
- Let's count how many cups we used to build the tall tower.



Compare and contrast using the cups.

- Affirm your child's architectural design!
- Have your child tell you more about what he/she built.
- Talk about the colors. Ask about the clear cups.
- Ask questions like, "Are there more yellow cups or red cups?" "Let's count them!"



Success By 6® is the Heart of Illinois United Way's early childhood initiative focused on early learning, pre-literacy, math and social-emotional skills. The goal of Success By 6® is to guarantee children ages birth to six are healthy, safe, nurtured and ready to succeed.

Explore more ideas on your own! Early math skills count!

Learning Objectives

Teacher View

Questions to Consider

1. How well does this child grasp and manipulate the tools for this activity?
2. In what ways does he describe the bubbles he makes?
3. How well does he follow the directions for making bubbles?
4. How long is he able to attend to this experience?

What Skills Improve?

Children love bubbles. They love to chase them and pop them and watch how they move. This activity will allow children to learn how to make their own bubbles and discover the different effects that their actions can have on the materials.

Materials

- water
- dishwashing liquid or baby shampoo
- sugar
- food coloring
- bowl or glass
- plastic cups with bottoms cut out
- plastic plates with holes cut in center
- plastic berry baskets

Directions

1. Invite this child to mix a bubble solution with you. Help him measure 1/3 cup dishwashing liquid or baby shampoo, 1-1/4 cup water, 2 teaspoons sugar, and 1 drop of food coloring.
2. Add more soap or water as need to make the solution thicker or thinner. Talk with him about how much of each you are using and what is happening to the mixture. *Let's watch and see what happens to the sugar when we mix it into the liquid.*
3. Have a variety of tools available for making bubbles, such as cut plastic cups and plates, berry baskets, etc. Show this child how to blow bubbles using the various tools.
4. Invite him to make bubbles and talk about what you see. *When you touched that bubble it popped. What do you think would happen if you didn't touch it when it floated away?*
5. Encourage this child to talk about how the different tools work to make bubbles. Ask him to describe the bubbles he makes.

What Time Is It, Mr. Fox?

Teacher View

Learning Objectives

1. How is this child able to move during this game?
2. How is he able to count his steps as he moves?
3. How does he follow the directions during this experience?

Why is this important?

Giving this child the opportunity to explore his physical abilities with minimal adult assistance will help him gain confidence and strength as he develops his gross-motor skills.

Materials

- fox puppet (sock puppet)
- masking tape

What To Do:

1. Use the masking tape to make a line on the ground.
2. Invite [frstname] to play a game with you. Explain that while he stands on the line, you and Mr. Fox (the puppet on your hand) will stand a few feet away. Increase or decrease the distance as is appropriate for this child's age and ability.
3. Encourage this child to ask, *What time is it, Mr. Fox?*
4. Mr. Fox will answer with the time: *1 o'clock, 5 o'clock*, etc. this child should then take that number of steps toward Mr. Fox.
5. As this child gets closer, have him continue to ask the time with each turn. When he gets very close and asks the time, answer, *Midnight!*
6. Explain that when this child hears the word *midnight*, he may run back to the starting line to play again.
7. Provide as much assistance as needed.
8. Encourage this child to play this game with other children, on the playground, or at home with a parent or other family member.