Proud Home of the Panthers

Margate Elementary

"Excellence Through Caring"

Thomas J. Schroeder
Principal

Vicki Flournoy
Assistant Principal

First Grade
Summer Learning Packet

Dear Margate Families,

Summer is an important time for each of us. It is an opportunity to rest and relax with our families and friends. Even though, it is a much deserved time of rest, it is also vitally important that we maintain learning for our panthers. Daily work in Reading, Writing, Mathematics and Science is critical. Vacations and special events also contribute to the learning environment. It is our sincere hope that you spend time this summer continuing your child's learning progression. The summer packet attached provides you with resources, suggestions and activities to maintain this important learning. As always, the best practice for reading is to read each day for at minimum 30 minutes. Please turn in all assignments to your child's teacher in the fall.

May you have a blessed, restful, relaxing, enjoyable and fun-filled summer!

Sincerely,

Thomas Schroeder & Vicki Flournoy

ON YOUR MARK, GET SET, Read!

DEAR FAMILY,

As many of you are planning for your summer activities for your children, we want you to remember to encourage your children to read over the summer break! Reading for the sake of reading will allow children to explore summer from home, on the road, on vacation or from their own backyard!

Many children forget what they've learned during the school year while on summer break. This "achievement loss" is also known as the summer slide. Keeping your kids' engaged with reading over the summer months will help maintain their academic edge and reduce the summer slide. Children who do not read over the summer could potentially lose more than 2 months of reading achievement and unfortunately summer reading loss is cumulative.

Good News: Margate Elementary encourages reading over the summer by providing your child access to myON, an online personalized collection of more than 5,000 digital books that can be read on computers, laptops, and other devices anytime, anyplace. We hope you enjoy the 2016 Summer Reading Program!

Your children can now read with myON over the summer & choose the books that they are interested in.

www.myON.com

School: Margate Elementary School

Username: Student Number

Password: Birthday mm/dd/yyyy

HAPPY READING!

Sincerely,

Patti Moore

Literacy Coach

Dear Parents and Guardians,

We are very excited to announce that our math program called Reflex will continue to be available for the summer. It is important to continue to work on math during the summer months. Reflex is a game-based system that helps students with math fact fluency. Over the course of a student's first few sessions, Reflex learns which facts and fact families the student is not yet fluent with and it uses this information when making instructional decisions for that student. This means that students won't spend time learning facts that they already know.

Reflex is a web based program which means students can access the online system anywhere they have internet. It is also available for use on the ipad.

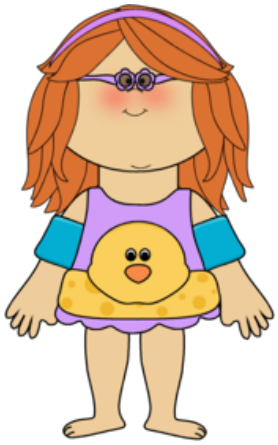
www.reflexmath.com

My user name is:_____ My password is: _____

Printable Book

The next four pages are a book about summer safety. To assemble the book, simply cut each page down the center, and staple the book together, with the first page on the lefthand side as the cover. Your child should try to read the book to you. At this age, children will enjoy reading a book over and over again, and it's wonderful practice. Hang on to the book and have your child read it to you several times throughout the summer.

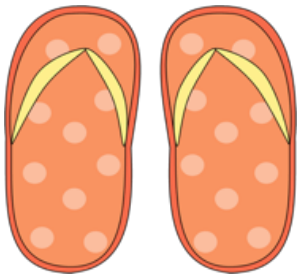
Staying Safe in the Summer



Staying safe while you play in the summer is easy and fun!

When you play outside, wear sunscreen on your skin.

Wear sunglasses for your eyes.



Wear light clothing if it is very hot out.

Drink lots of water!

Only go in the pool if an adult is with you.

Stay safe and healthy this summer, and have fun!

Writing

This summer, make sure to keep your child writing on a regular basis. If your child enjoys journaling, you can make copies of the blank drawing and writing page and staple them to create a daily journal for your child. You can also make 3 copies of the page and staple them to create a little book (you can certainly do more than 3 pages, but 3 encourages your child to write a beginning, middle, and end to the story). You might even take photographs of your child and glue them down to each page, so your child can write a story about him/herself. If your child needs a little inspiration to write, here are some prompts you can give him/her:

At the beginning of the summer: "What would you like to do this summer? Make a list of all the fun things you want to do."

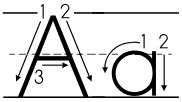
After going on a vacation, special trip, or visit to a park/museum/library: "What did we do first on our trip? Next? Last? Write about what happened in the beginning, middle, and end of our trip."

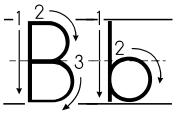
"Imagine you can go anywhere in the world or outer space this summer! Where would you like to go? Why? What would you do there?"

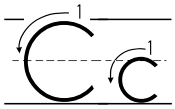
"What is an animal you know a lot about? Write a book to teach me about what the animal looks like, what it eats, and where it lives."

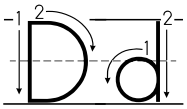
Letter Writing Practice (Part 1)

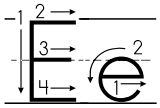
Practice writing each pair of letters correctly on the dotted lines.
Circle the capital and lowercase letters you wrote best on each line.





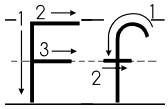


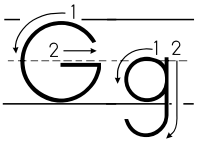


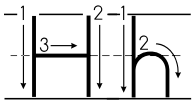


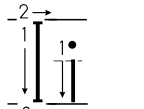
Letter Writing Practice (Part 2)

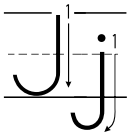
Practice writing each pair of letters correctly on the dotted lines.
Circle the capital and lowercase letters you wrote best on each line.





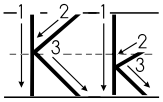


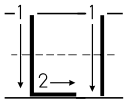


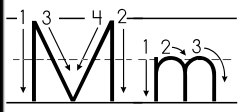


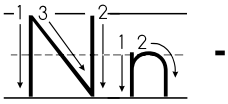
Letter Writing Practice (Part 3)

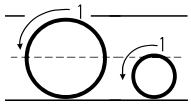
Practice writing each pair of letters correctly on the dotted lines.
Circle the capital and lowercase letters you wrote best on each line.





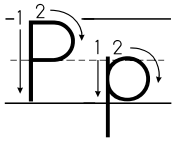


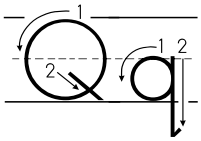


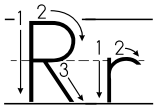


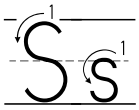
Letter Writing Practice (Part 4)

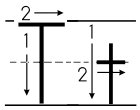
Practice writing each pair of letters correctly on the dotted lines.
Circle the capital and lowercase letters you wrote best on each line.





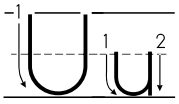


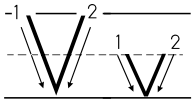


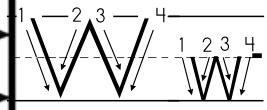


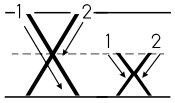
Letter Writing Practice (Part 5)

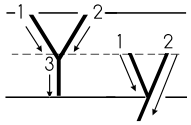
Practice writing each pair of letters correctly on the dotted lines.
Circle the capital and lowercase letters you wrote best on each line.





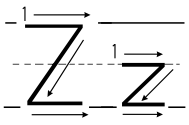






Letter Writing Practice (Part 6)

Practice writing each pair of letters correctly on the dotted lines.
Circle the capital and lowercase letters you wrote best on each line.



Good job! Now, practice writing your first and last name very neatly.

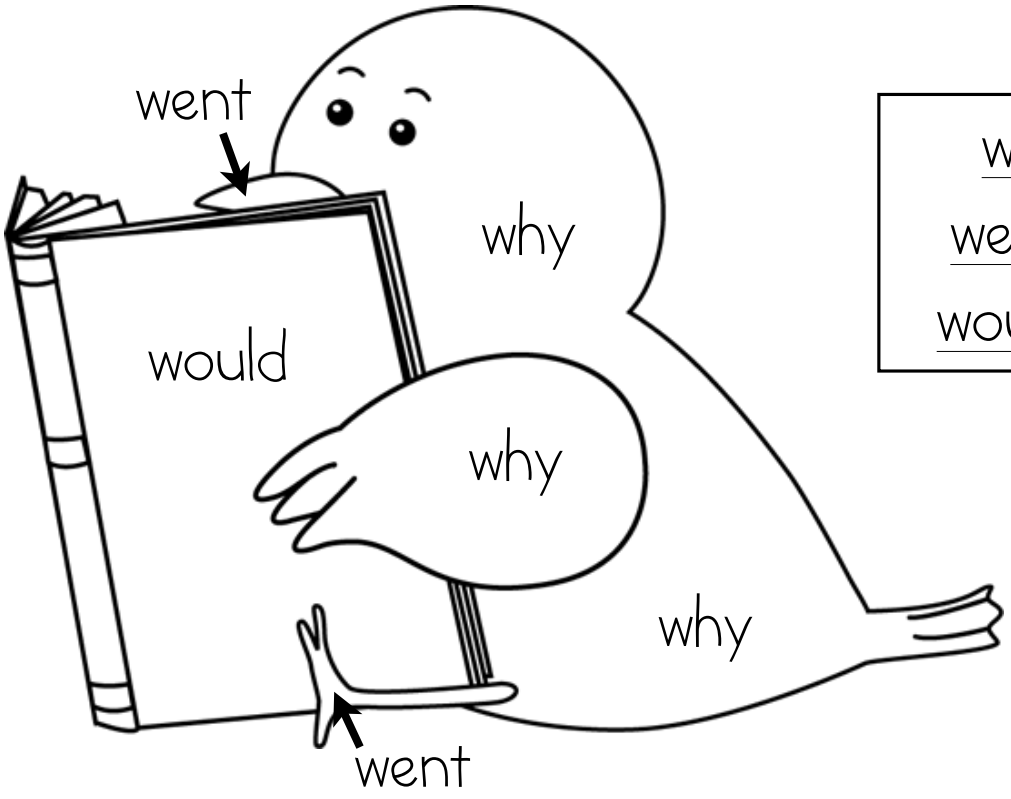
Number Word Match

Draw a line between the number word and its digit.

two	9
five	4
six	5
ten	1
one	0
three	2
seven	10
four	3
zero	7
eight	6
nine	8

Color by Sight Word

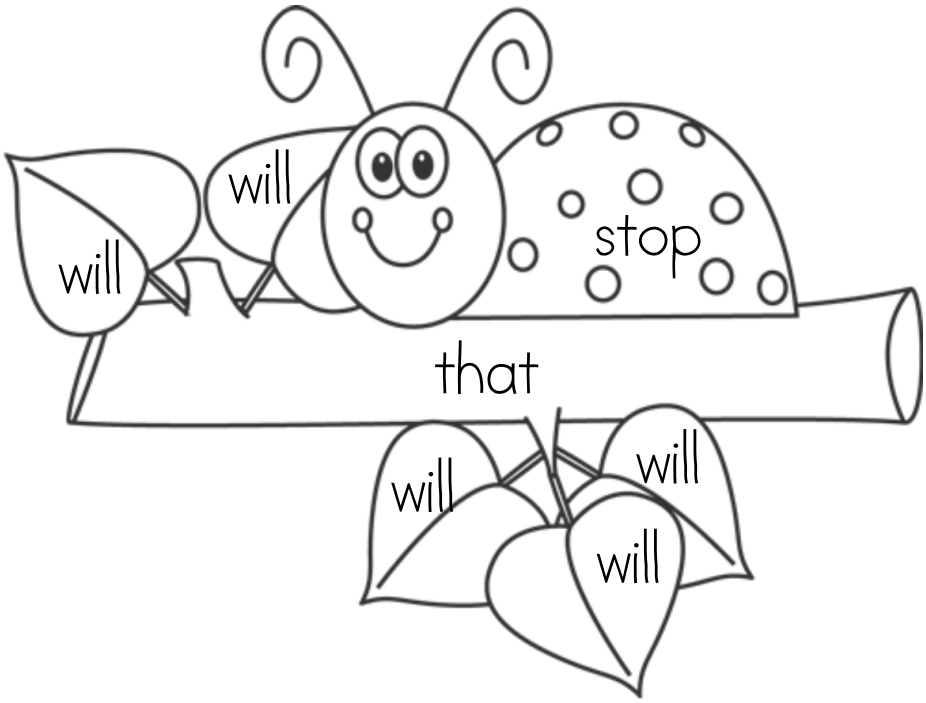
Use the key to read the sight words and color the picture.



why	= blue
went	= yellow
would	= green

Color by Sight Word

Color the ladybug's face and spots black. Then, use the key to read the sight words and color the rest of the picture.



will	= green
that	= brown
stop	= red

Word Sort

Write each word in the list under the picture that has the same first letter. Read both lists.

what _____ _____

_____ _____

_____ _____

_____ _____

who
some
when
saw
where
see
small

Word Sort

Write each word in the list under the picture that has the same first letter. Read both lists.

be	can
_____	_____
_____	_____
_____	_____
_____	_____

could
been
can't
both
carry
bring

Sight Word Directions

Summer Packet

- Please have your child read each word.
- If they are able to read the word in 3 seconds or less please mark it out (to symbolize that it is known).
- If they are unable to read the word in 3 seconds please leave it blank.
- Throughout the summer please review any words the student does not know in 3 seconds or less until they have it memorized.

"No Excuses" First Spelling Words

"No Excuses" Words are those which students are expected to spell correctly in all of their everyday writing. They are taken from the list of core sight words. Below is the group of words which we hope most children will master before starting first grade. Please help your child spell these words correctly and use them accurately in their everyday writing. All students will be assessed on all of these words during the first week of school.

1) the	15) are
2)of	16) as
3)and	17) with
4)a	18) his
5)to	19) they
6)in	20) at
7)is	21) be
8)you	22) she
9)that	23) her
10) it	24) my
11) he	
12) for	
13) was	
14) on	

RUSSELL BYERS CHARTER SCHOOL

4K High Frequency /Sight Word List

(28 Words)

the	it	his
of	he	my
and	was	I
a	for	at
to	on	be
in	are	this
is	as	have
you	me	yes
go	we	no
with		

RUSSELL BYERS CHARTER SCHOOL

5K High Frequency /Sight Word List

(73 words, 101 cumulative words)

or	your	if
one	can	will
had	said	up
by	there	from
they	off	about
but	an	out
not	each	then
what	that	them
all	she	these
were	do	so
how	went	some
when	set	who

Please Write 2 Complete Sentences

Name: _____

Prompt: My favorite animal is.....

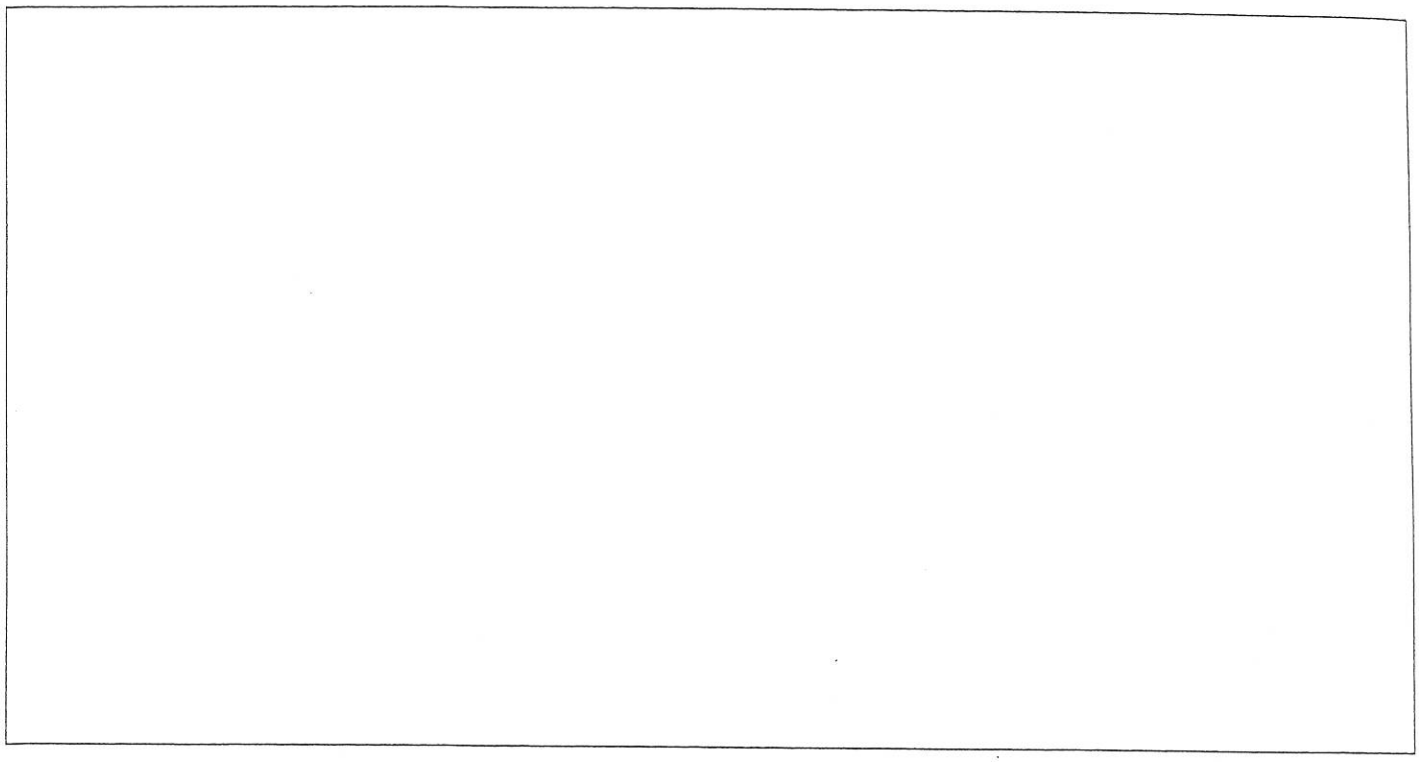
Please write 2 Complete Sentences.

Name: _____

Prompt: In the summer I like to.....

Please write 2 Complete Sentences

Name: _____



Prompt: In first grade I hope to learn.....

_____

_____

_____

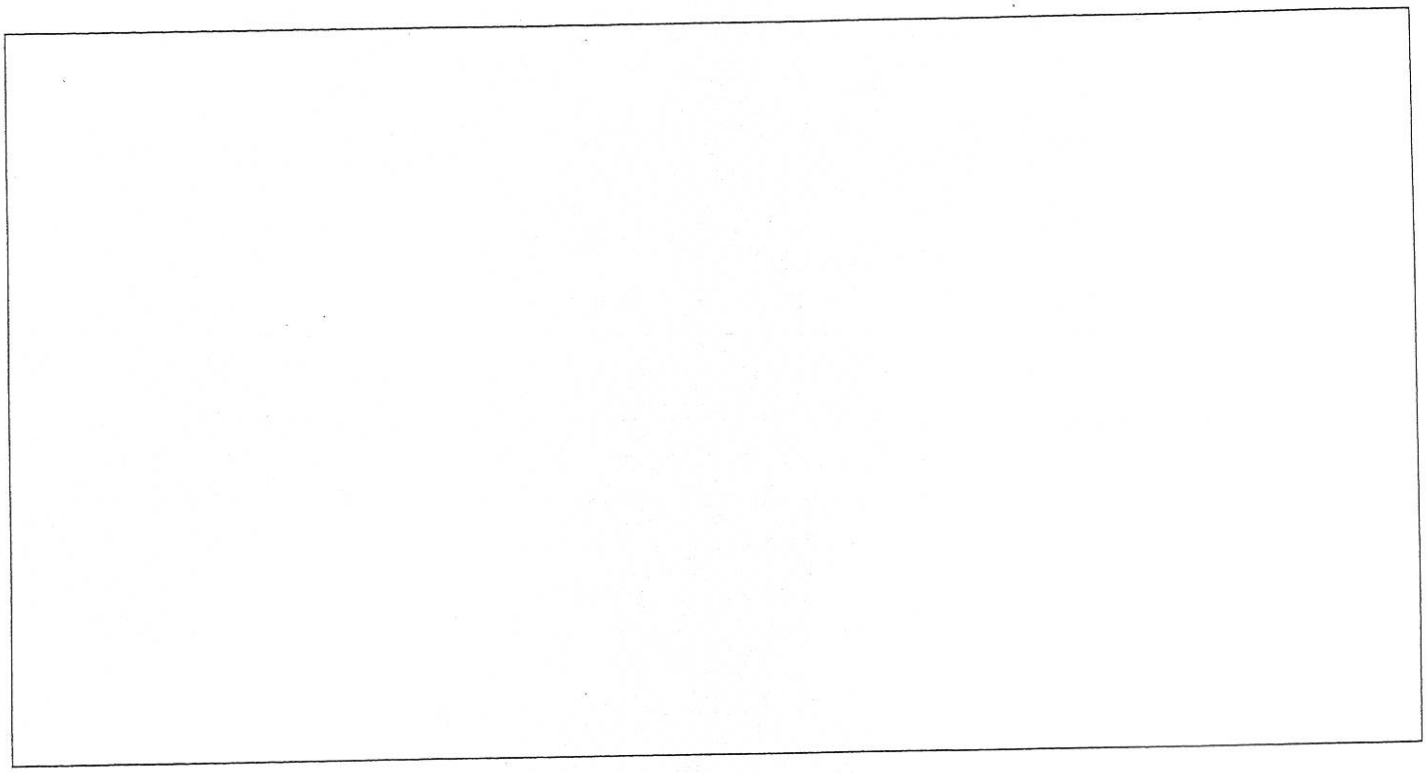
_____

_____

_____

Please write 2 complete sentences.

Name: _____



Prompt: My favorite food is.....

_____

_____

_____

_____

_____

_____

Please write 2 complete sentences.

Name: _____

Prompt: My favorite book is.....

Please write 2 complete sentences.

Name: _____

Prompt: My favorite toy is.....

Spelling Word Sentences

Directions: Write each spelling word in a complete sentence.

the	of	and	to	in
is	you	that	it	he

Math Games

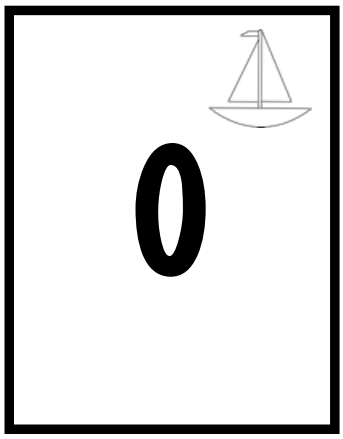
The next few pages contain number cards to cut. You and your child can play a variety of games with these cards. Here are some ideas:

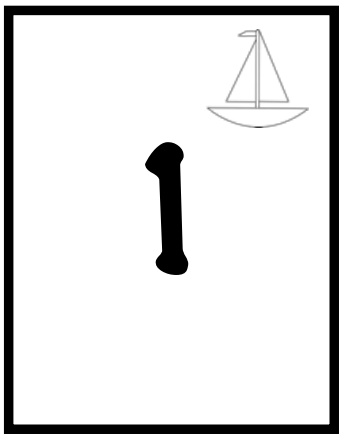
1. Race Against the Clock - Time your child putting the cards in order from smallest to largest (or vice versa). Mix up the cards again, and have your child try to beat his or her record.

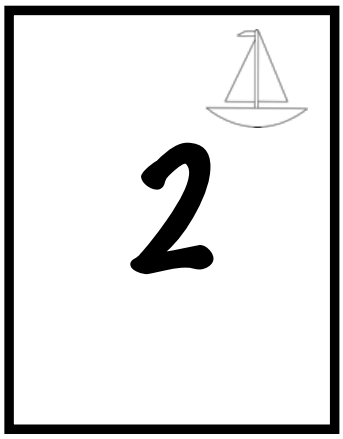
2. Top-It (War) - Shuffle the cards, and deal them evenly between two players. To play, both players turn over the top card at the same time. The player with the largest number gets to take both cards and add them to his/her stack. The player who eventually wins all the cards is the winner. You can also play this so that the player with the smaller number wins, instead.

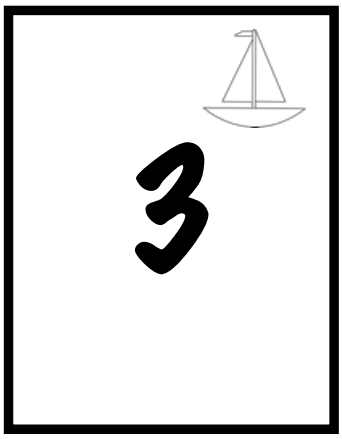
3. Place Value Top-It (War) - Play the game as explained above, in #2, but use only the number cards from 0-10 (make 2 copies of these). This time, instead of each player drawing one card, have them draw two and place them side by side. The first card drawn becomes the number in the tens place, and the second card drawn becomes the number in the ones place. The player with the larger number wins.

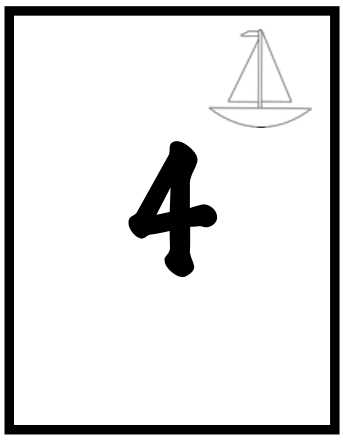
4. Making Ten Memory - Print and cut two copies of the cards from 0-10. Then, place all cards facedown, as if to play Memory. Players take turns drawing two cards. If the two numbers add up to ten (i.e. 6 and 4), the player keeps the cards as a match. If not, he/she puts the cards back. The player with the most matches at the end of the game is the winner.

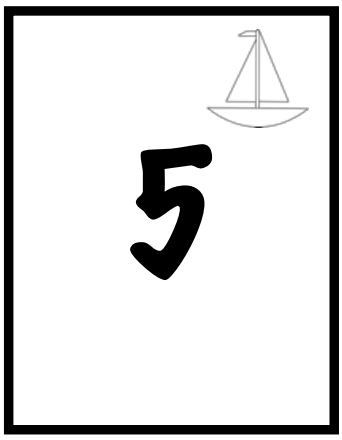

0

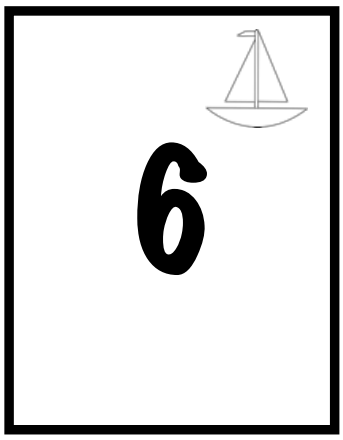

1

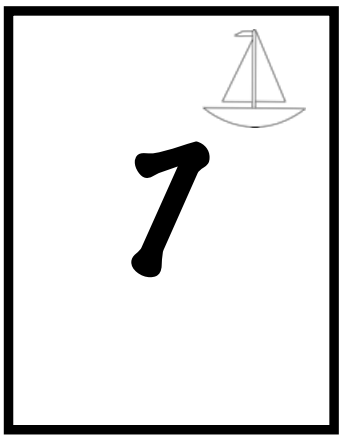

2


3

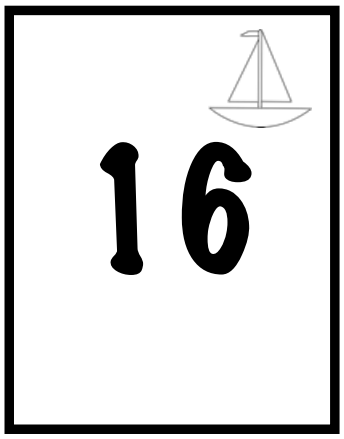

4

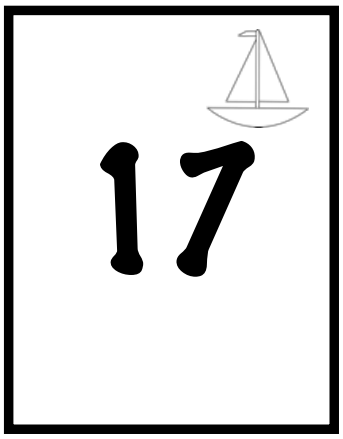

5

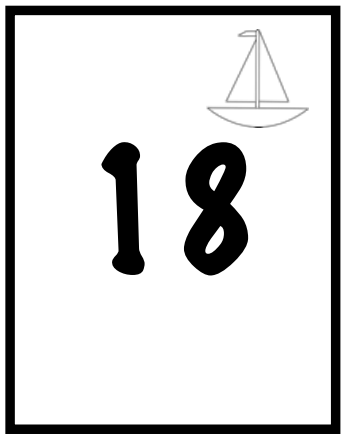

6

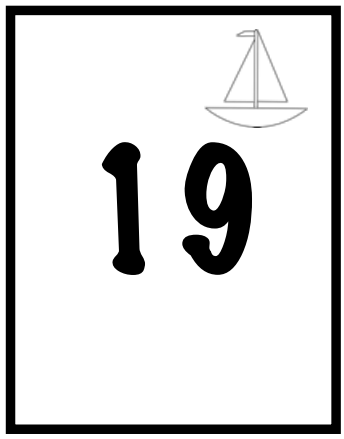

7

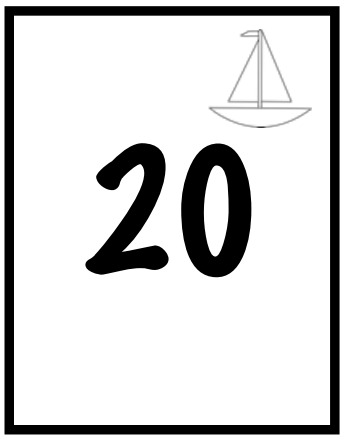
8	9	10	11
12	13	14	15


16


17

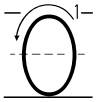

18

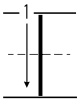

19

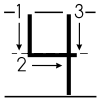

20

Number Writing Practice (Part 1)

Practice writing each number correctly on the dotted lines.
Circle the number you wrote best on each line.







Number Writing Practice (Part 2)

Practice writing each number correctly on the dotted lines.
Circle the number you wrote best on each line.

5

6

7

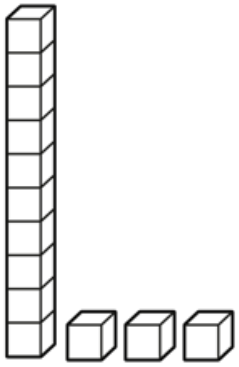
8

9

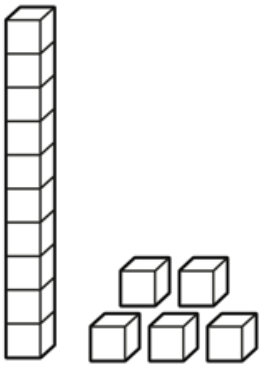
Counting Blocks (Part 1)

Count the number of blocks you see. Write the number on the line.

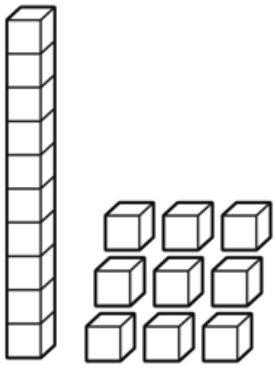
_____



_____



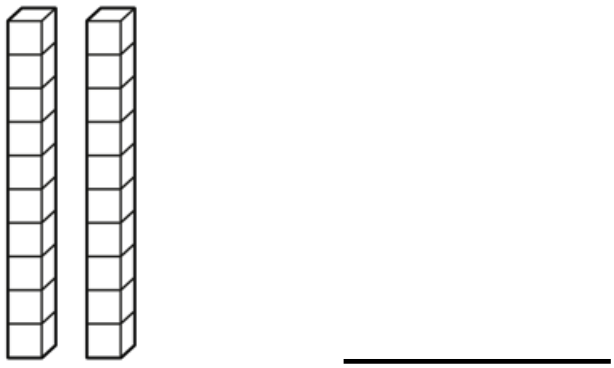
_____



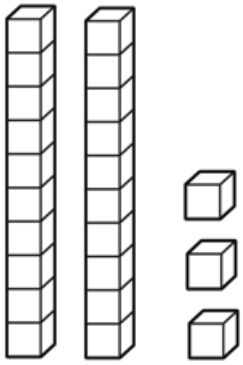
_____

Counting Blocks (Part 2)

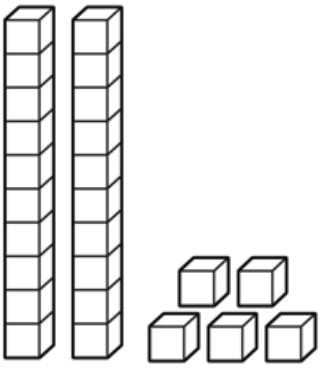
Count the number of blocks you see. Write the number on the line.



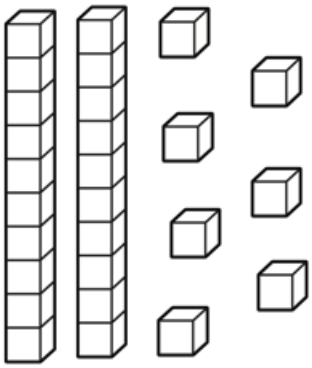
_____



_____



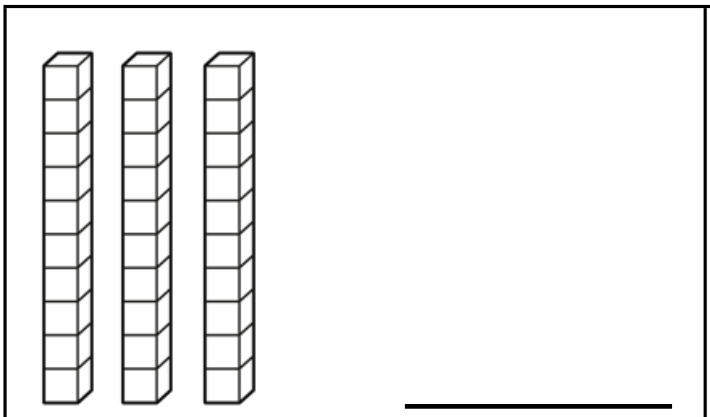
_____



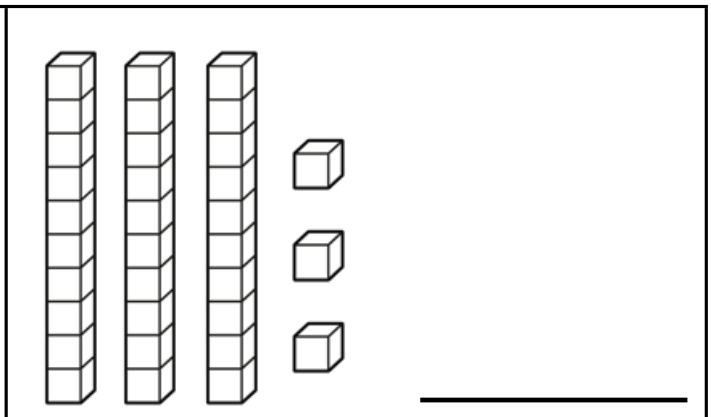
_____

Counting Blocks (Part 3)

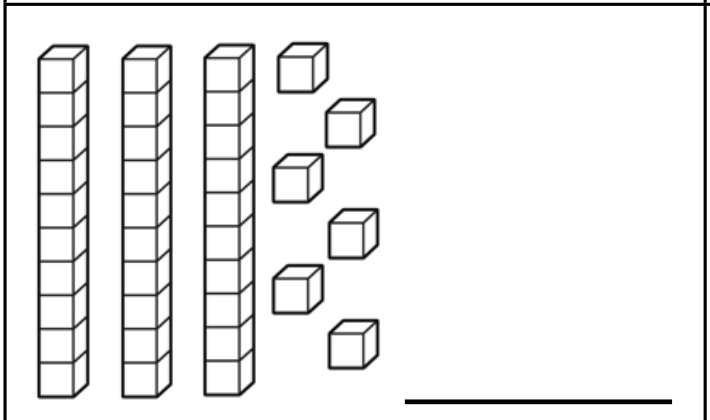
Count the number of blocks you see. Write the number on the line.



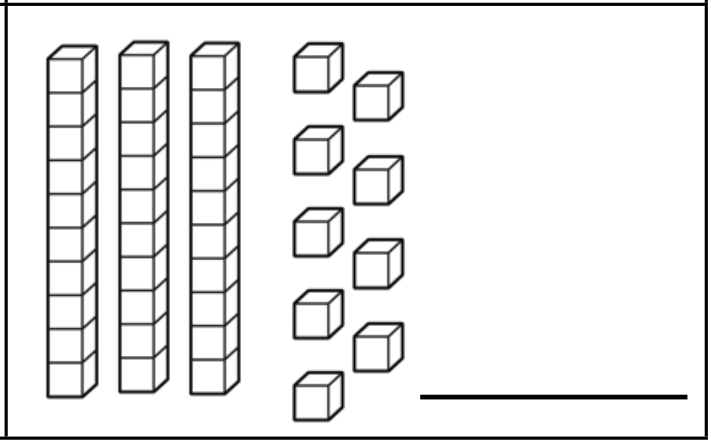
_____



_____



_____



_____

Addition with Pictures (Sums to 5)

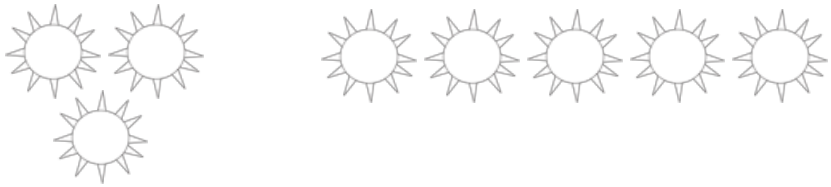
3 + 2 = ____

1 + 3 = ____

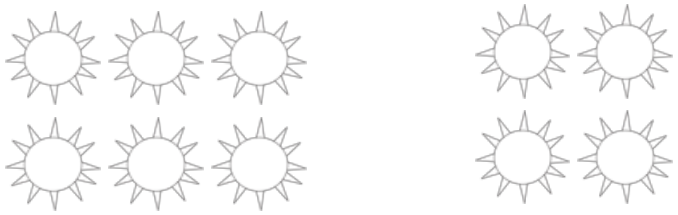
2 + 2 = ____

4 + 1 = ____

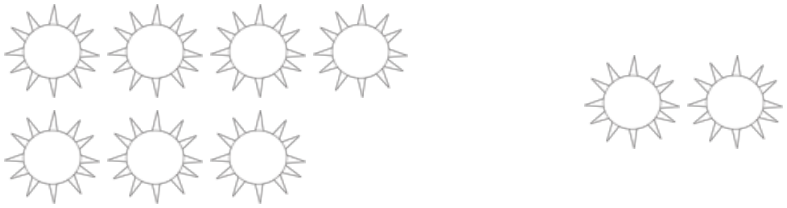
Addition with Pictures (Sums to 10, Part 1)



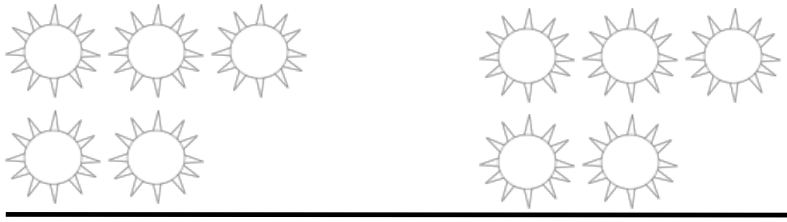
3 + 5 = ____



6 + 4 = ____



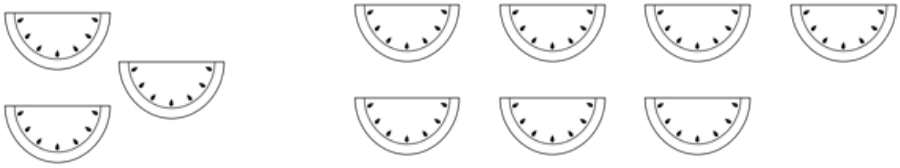
7 + 2 = ____



5 + 5 = ____

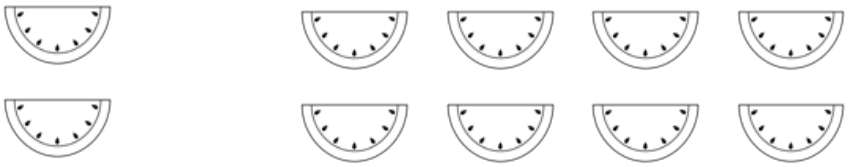
Addition with Pictures (Sums to 10, Part 2)

0 + 9 = ____



3 + 7 = ____

4 + 4 = ____



2 + 8 = ____

Addition Practice (Part 1)

1 + 2 = ___	4 + 1 = ___	2 + 1 = ___
3 + 1 = ___	1 + 1 = ___	1 + 3 = ___
2 + 2 = ___	0 + 0 = ___	0 + 2 = ___
3 + 2 = ___	2 + 3 = ___	0 + 1 = ___
1 + 0 = ___	5 + 0 = ___	3 + 2 = ___
2 + 2 = ___	1 + 4 = ___	2 + 0 = ___

Addition Practice (Part 2)

5 + 2 = ___	7 + 3 = ___	6 + 2 = ___
7 + 1 = ___	4 + 4 = ___	3 + 5 = ___
2 + 8 = ___	10 + 0 = ___	0 + 5 = ___
9 + 1 = ___	6 + 3 = ___	1 + 8 = ___
4 + 0 = ___	5 + 4 = ___	7 + 2 = ___
5 + 5 = ___	3 + 4 = ___	9 + 0 = ___

Subtraction with Pictures (Part 1)

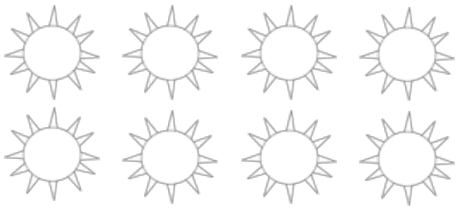
4 - 1 = 3

3 - 2 = ____

5 - 1 = ____

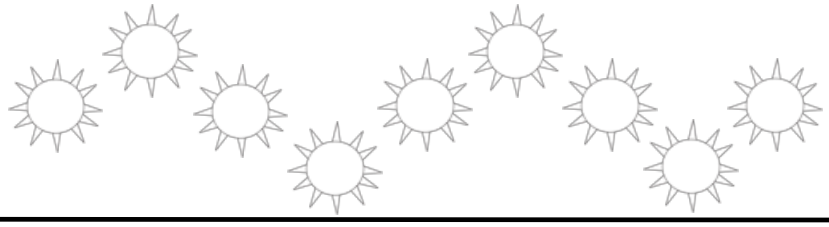
6 - 3 = ____

Subtraction with Pictures (Part 2)



8 - 3 = ____

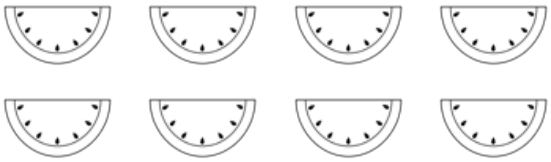
5 - 4 = ____



9 - 6 = ____

7 - 7 = ____

Subtraction with Pictures (Part 3)



8 - 4 = ____

10 - 5 = ____

4 - 2 = ____

9 - 3 = ____

Subtraction Practice (Part 1)

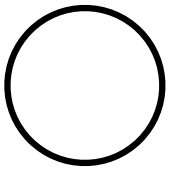
3 - 2 = ___	4 - 1 = ___	5 - 3 = ___
2 - 1 = ___	4 - 2 = ___	4 - 0 = ___
4 - 4 = ___	0 - 0 = ___	5 - 5 = ___
5 - 2 = ___	5 - 4 = ___	3 - 3 = ___
1 - 0 = ___	2 - 0 = ___	1 - 0 = ___
3 - 1 = ___	4 - 3 = ___	5 - 2 = ___

Subtraction Practice (Part 2)

6 - 2 = ___	7 - 3 = ___	5 - 2 = ___
7 - 1 = ___	6 - 4 = ___	6 - 5 = ___
8 - 8 = ___	5 - 4 = ___	7 - 7 = ___
6 - 1 = ___	8 - 3 = ___	8 - 6 = ___
7 - 5 = ___	7 - 4 = ___	5 - 3 = ___
8 - 0 = ___	6 - 3 = ___	6 - 0 = ___

Shapes

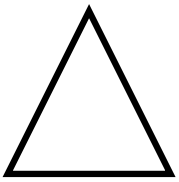
Write the name of each shape. Then, write how many sides it has.



_____

_____

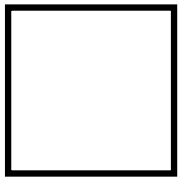
_____ sides



_____

_____

_____ sides



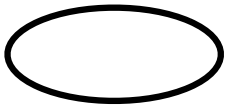
_____

_____

_____ sides

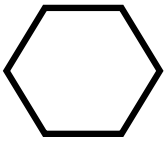
Shapes

Write the name of each shape. Then, write how many sides it has.



_____

_____ sides



_____

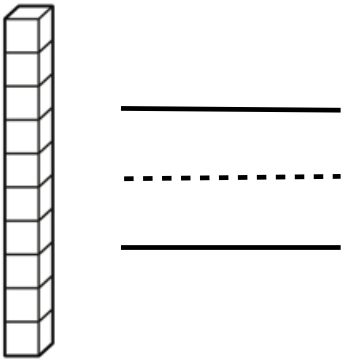
_____ sides

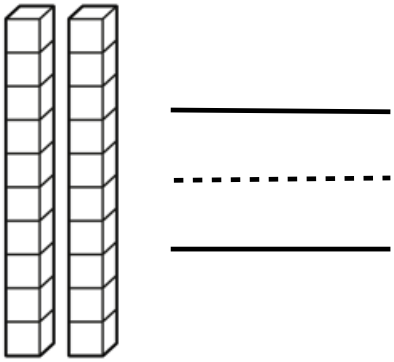
_____

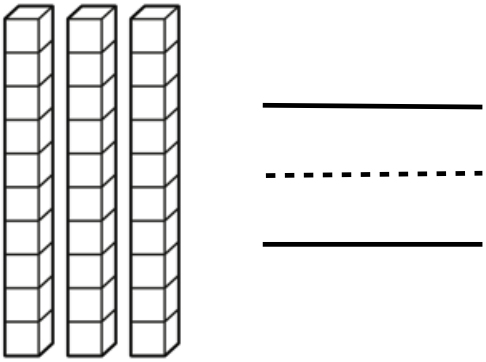
_____ sides

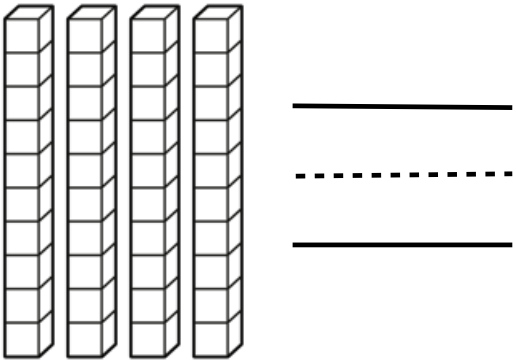
Counting by Tens

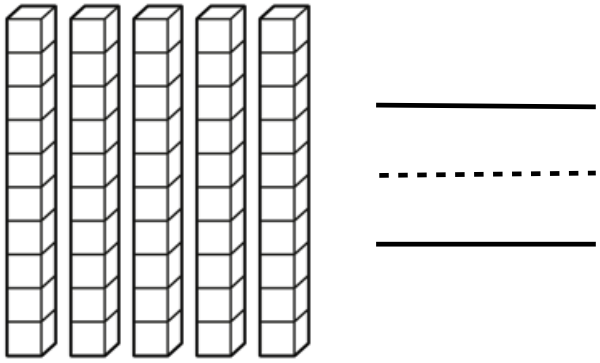
Count and write the groups of ten.











Project #1

Domain: Counting and Cardinality (CC)

K.CC.1 Count to 100 by ones and by tens.

K.CC.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Directions:

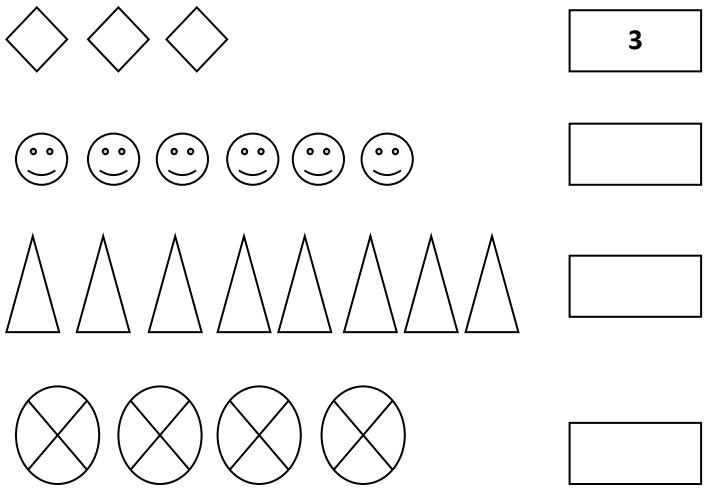
Fill in the missing numbers in the chart below.

1	**2**		**4**	**5**	**6**		**8**	**9**	**10**
11		**13**		**15**			**18**		

Next, make a collection of 20 of something you have around your house. It could be Cheerios, blocks, or hair clips! It is your choice!

Now, write the numeral in the box next the items below.

Example:



Project # 2

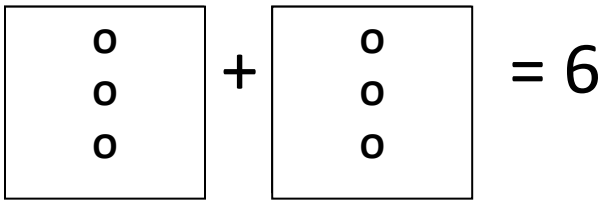
Domain: Operations & Algebraic Thinking (OA)

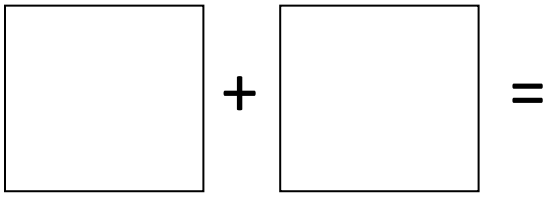
K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps) acting out situations, verbal explanations, expressions, or equations.

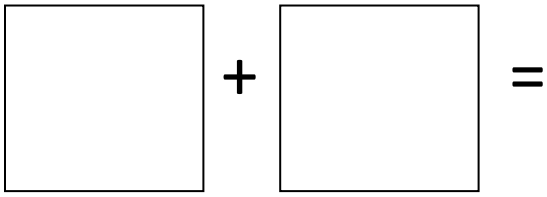
K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

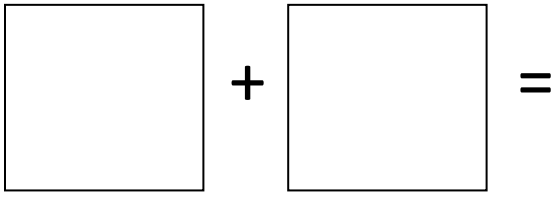
Directions: Find 10 beans or Cheerios put a certain number of cheerios in each box below and then combine them to find the answer. Draw pictures for the items you used after you are done.

Example:









Project # 3

Domain: Operations & Algebraic Thinking (OA)

K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps) acting out situations, verbal explanations, expressions, or equations.

K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

Directions: Use beans, Cheerios, or another item to play a subtraction game. In the ten-frame below put a certain number of items. (The items should be placed left to right beginning with the first row. One item per rectangle.) Then, tell your child to take a certain number of items away. Count the remaining number of items. After "acting out" each problem fill in the equation below. For example, if you put 8 beans in the square and your child took away 3, together you would write 8-3=5. Be sure to discuss what the – and = symbols mean in the number sentence.

1._____ - _____=_____

2._____ - _____=_____

3._____ - _____ =_____

4._____ - _____=_____

5._____ - _____=_____

Project #4

Domain: Operations & Algebraic Thinking (OA)

K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps) acting out situations, verbal explanations, expressions, or equations.

K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

Directions: Work with your child to write a word problem below. The word problem should use single digit numbers and deal with addition and subtraction. Encourage your child to write the problem independently on lined paper. You can help them sound out words. Then find the answer to the word problem by drawing pictures, using objects, or using a number line.

Example: I had 3 pieces of candy. I gave two away. How many do I have left?

Project #5

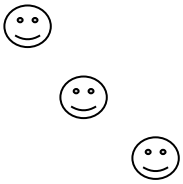
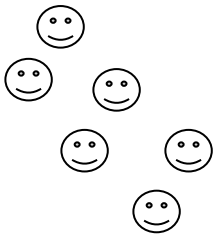
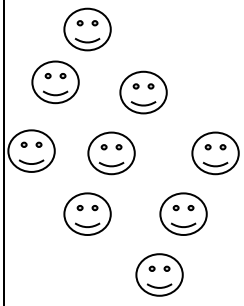
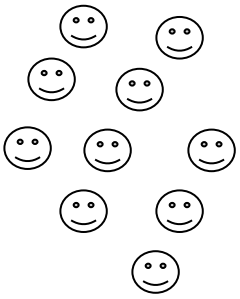
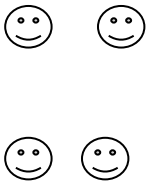
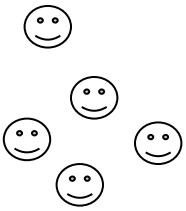
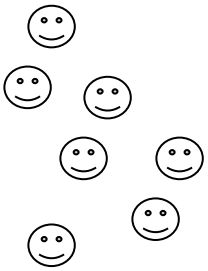
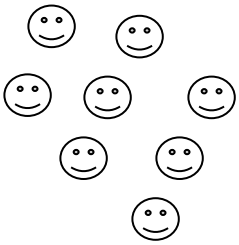
Domain: Counting and Cardinality (CC)

K.CC.1 Count to 100 by ones and by tens.

K.CC.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

Directions: Cut out the cards on the following page and turn them over so the white side faces up. You will play a Number Memory game with your child. Then, take turns with your child turning over two cards per turn. If you get a match, for example, the number 2 and two smiley faces, then you get to keep it. Continue until all numbers are taken. This game is designed to help students connect the number of pictures with the written numeral (2, 3, etc.)

1		2		3
	3	4	5	6
7	8	9	10	
				
	0			

Project #6

Domain: Counting and Cardinality (CC)
K.CC.1 Count to 100 by ones and by tens.
K.CC.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Directions: Practice skip counting with your student by 5s to 50. (5, 10, 15, 20, 25, 30, 35, 40, 45, 50). Also, practice skip counting with your students by 10s to 50. (10, 20, 30, 40, 50).
Then, highlight or color all the numbers yellow in the hundreds chart that you say when you count by 5s.
Then, circle all the numbers on the hundreds chart that you say when you count by 10s.
Discuss why sometimes you use the same numbers when you count by 5s and 10s.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

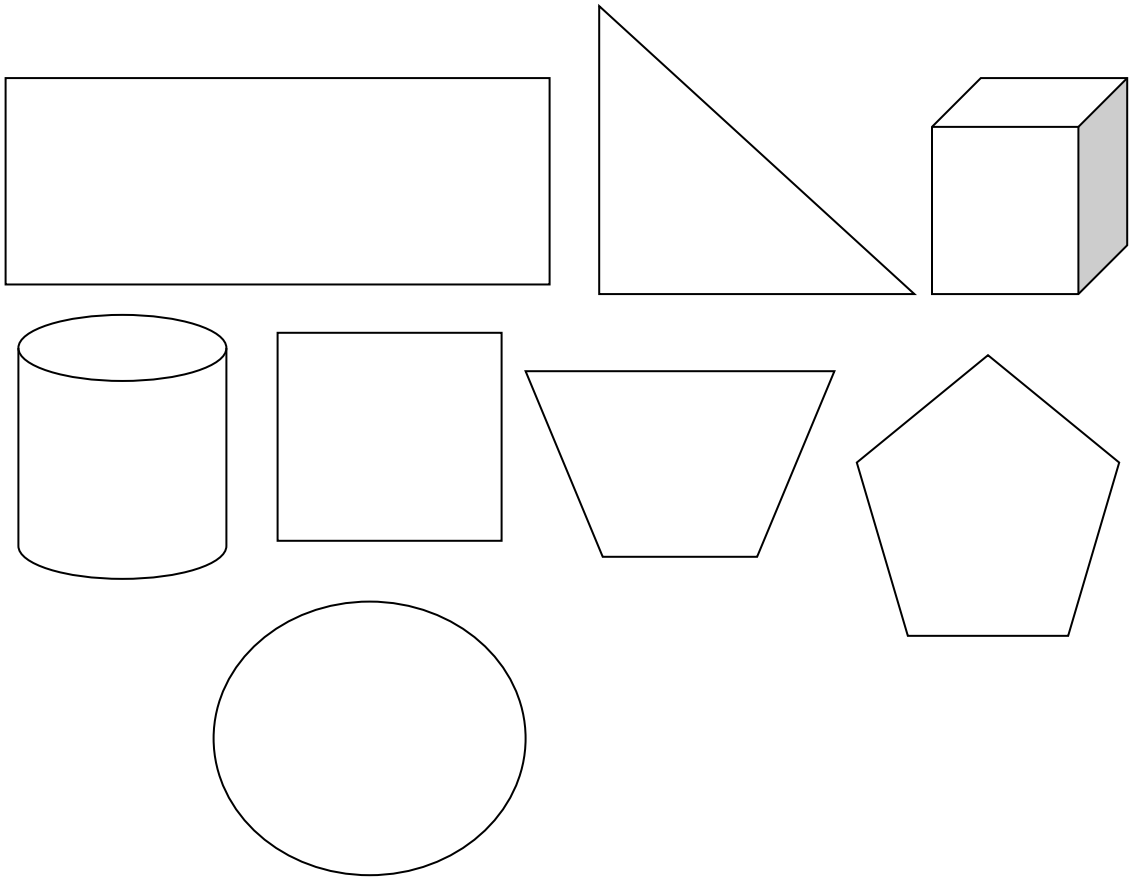
Project #7

Domain: Geometry (G)

G1.2. Correctly name shapes regardless of their orientations or overall size.

Directions:

- Assist your child in cutting out the shapes below.
- Then, cut out the labels below with the names of each shape and glue them onto each shape.
- Then, read the name of each shape together.
- Ask your child to read the name of each shape independently.
- Ask your child to sort the shapes into 2 groups, one group has 4 or less sides and one group that has 5 or more sides.
- Find items in your homes that are rectangles, triangles, circles, cubes, cylinders, etc.

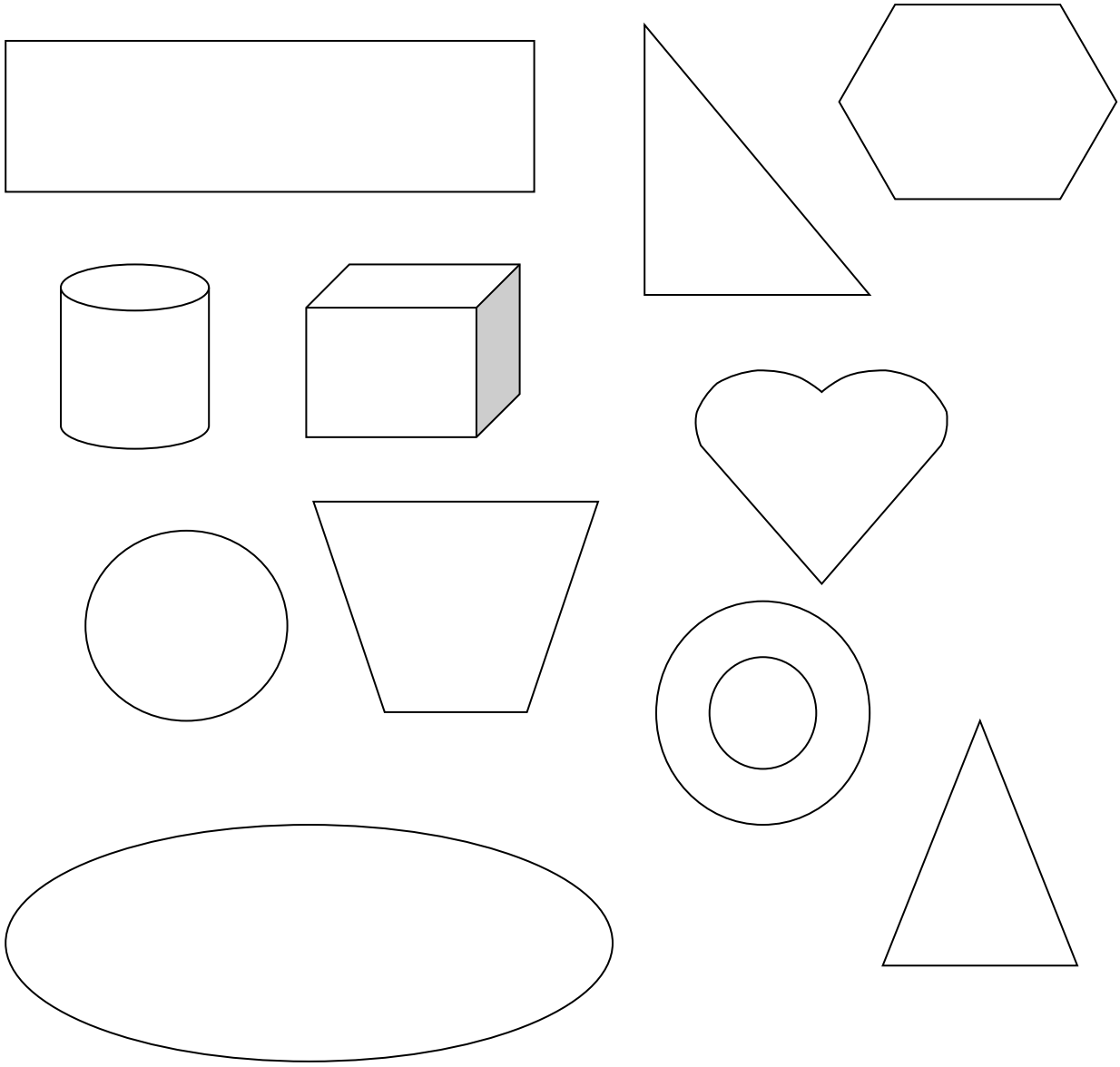


Circle	Cylinder	Pentagon	Trapezoid
Square	Rectangle	Triangle	Cube

Project #8

Domain: Geometry (G)
K.G.2. Correctly name shapes regardless of their orientations or overall size.

Directions: Ask your child to cut out the shapes below and design something new with them. Your child can glue them together to create a face, a house, or whatever they would like! They may color the shapes first if they wish. When your child is finished building their design ask them for the name of each shape and why they used the shape the way they did.



Project #9

Domain: Geometry (G)
K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

Source: http://teacher.scholastic.com/lessonrepro/lessonplans/profbooks/buttersym.htm

Butterfly Symmetry

Explore symmetry in nature by making bright butterflies.

Science Talk

Look closely at a butterfly's wings and you'll see that each is made up of thousands of overlapping, iridescent scales — a shining example of symmetry in nature. A line of symmetry divides a shape into two identical parts. In some cases, as with a butterfly, you'll find one line of symmetry. In other cases, there is more than one — as with eight sections of an orange.

Materials

books about butterflies
old newspapers
round coffee filters or paper towels cut into 9-inch circles (1 per student)
food coloring in squeeze bottles (several sets)
plastic cups (1 per student)
water
spring-type clothespins (1 per student)
pipe cleaners
wiggly eyes and glue (optional)
smocks

1. Gather assorted books about butterflies and read about these colorful insects and study the patterns on their wings. Discuss how the patterns are useful to butterflies (camouflage, alert predators that the butterfly is poison, attract a mate).

2. Ask your child to describe characteristics many butterflies have in common (bright colors, distinctive markings and patterns, wings are the mirror image of each other).

3. Create your own butterfly together. First cover work surfaces with newspapers. You will need a bottle of food coloring, a cup of water, and coffee filter.

4. Show your child how to fold the coffee filter in half, then in half again. Demonstrate how to dab designs on the folded filter, using different colors and shapes (such as rings, dots, or lines). Then let your child get started on creating their own designs, replicating patterns from a real butterfly or

making up their own.

5. When your child is finished making their designs, show them how to set the folded tip of the filter in the cup of water. Observe what happens. (Thanks to capillary action, the filter soaks up water from the cup; as water reaches the colors, they begin to bleed into one another.)

6. After a few minutes (or when the water has completely soaked the filter); remove the filters from the water, open them up, and spread them on newspaper to dry. Ask your child to describe how the colors changed. What do they notice about where the patterns appear? (The colors soaked through the folds of the filter, creating mirror-image, repeating patterns all around the circle.)

7. When the filters are dry, hand out clothespins and pipe cleaners. Guide your child in following these directions to make their butterflies.

- Pinch the filter together in the middle, then slide it into the clothespin and spread out the wings.
- Insert small pieces of pipe cleaner into the front of the clothespin for antennae. Glue on wiggly eyes (optional).

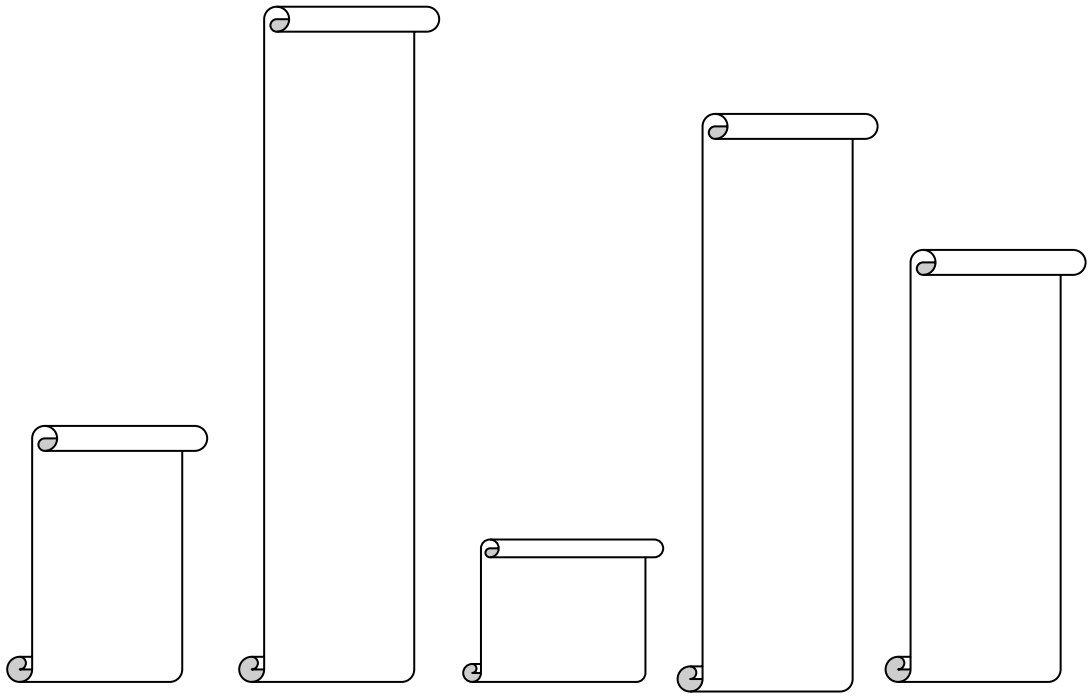
Extension
Symmetry in Nature: Collect a variety of symmetrical and nonsymmetrical objects from nature, such as flowers; rocks; maple seeds; leaves; feathers; shells; mushrooms; and apples, citrus fruits, and onions (sliced in half). Use a pocket mirror to classify the objects as symmetrical or nonsymmetrical. (Place the mirror on the center of an object. If you see the mirror image, the object is symmetrical.) Dip symmetrical objects in paint and use them to make prints.

Project #10

Domain: Measurement and Data (MD)

K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

Directions: Cut out the scrolls below and arrange them from shortest to tallest.



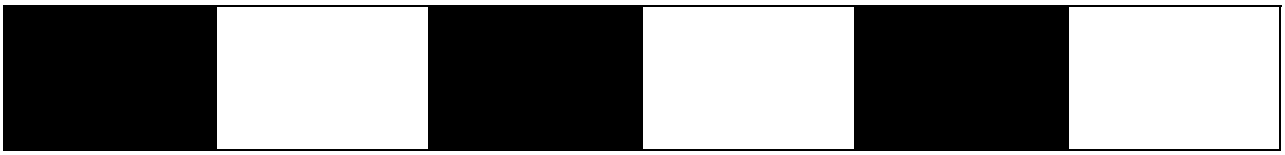
Project #11

Domain: Measurement and Data (MD)

K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

Directions: Have your child to cut out the measuring bar at the bottom of the page. Then, encourage them to measure 5 objects in your home and record below how many "rectangles" long for each object.

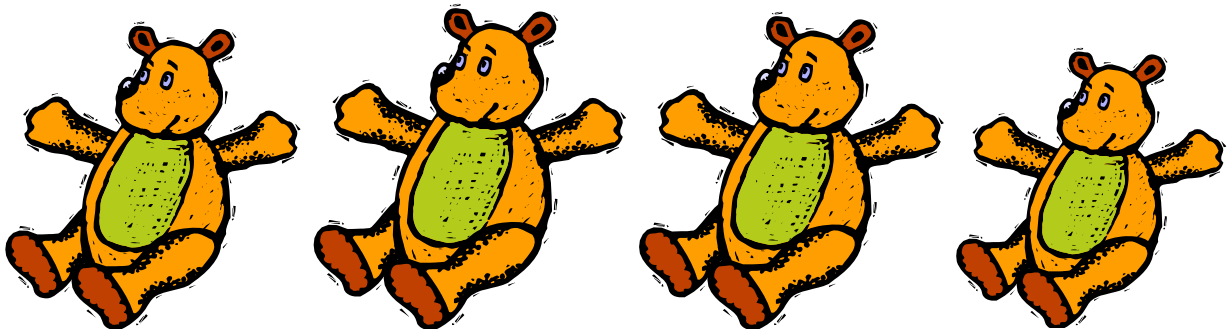
Object Name	Number of Rectangles Long



Project #12

Domain: Counting and Cardinality (CC)
K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

Directions: Ask your child to point to the first, second, third, and fourth bear in the line below. Then, instruct them to cut out the labels below and paste them next to the bear in that position. Extension: Ask your child to line up some of their toys in a line of four. Then, ask them to point to the first, second, third, and fourth toy in the line.



---

third **3rd**	**fourth** **4th**	**first** **1st**	**second** **2nd**

Project #13

Domain: Geometry (G)

K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

Directions: Answer the questions based on the shapes pictured. Keep in mind that some questions have more than one correct answer.

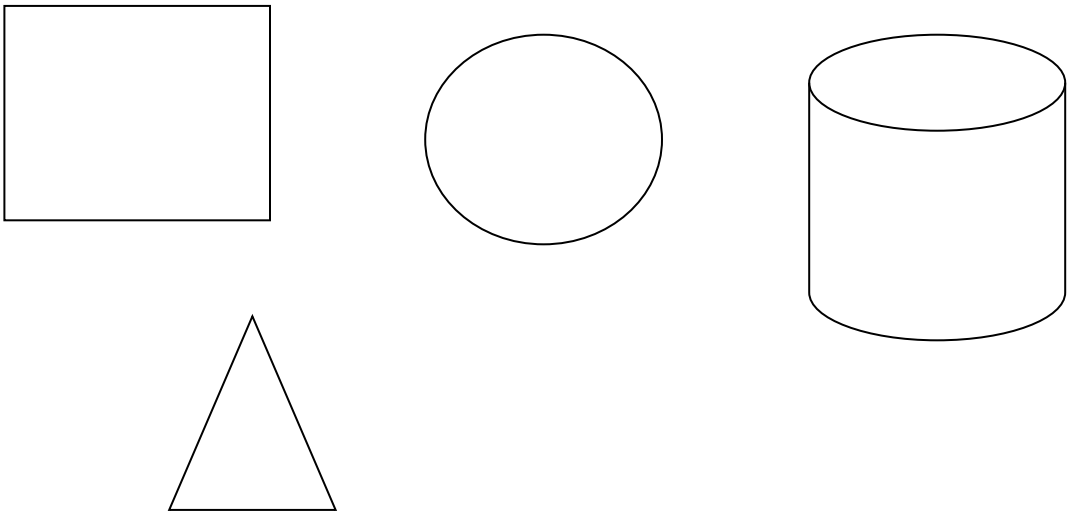
1. Which shape is **below** the rectangle?

2. Which shape is **next to** the circle?

3. Which shape is **in front of** the cylinder?

4. Which shape is **above** the triangle?

5. Which shape is **behind** the circle?



Project # 14

Domain: Operations and Algebraic Thinking (OA)
K.OA.1 Fluently add and subtract within 5.

Directions: Answer the addition problems below.

- 5 + 0 =_____
- 3 + 2 = _____
- 1 + 4 = _____
- 4 + 1 = _____
- 2 + 3 = _____
- 0 + 5 = _____

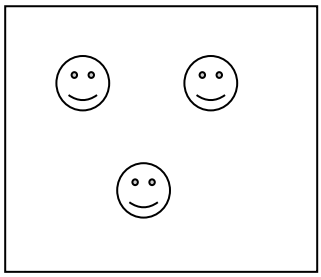
Discuss the following question with your child and help them write a one sentence answer. Feel free to "act out" the addition problems with Cheerios, toys, or any other household items.

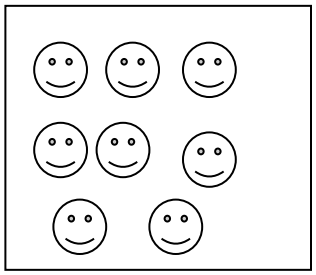
What is the difference between **1 + 4** and **4 + 1**?

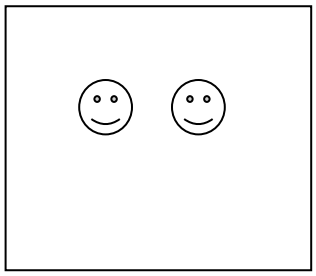
Project # 15

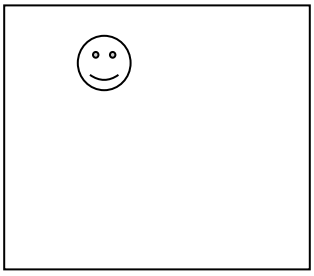
Domain: Counting and Cardinality (CC)
K.CC.6 Indentify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

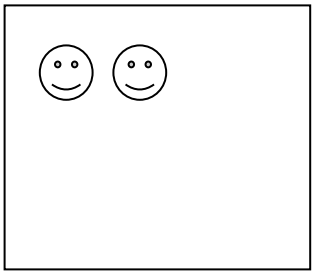
Directions: Instruct your child to circle the square that has the most smiley faces. Put an X over the square that has the fewest smiley faces. If there are two squares that have the same number of smiley faces color both squares purple.









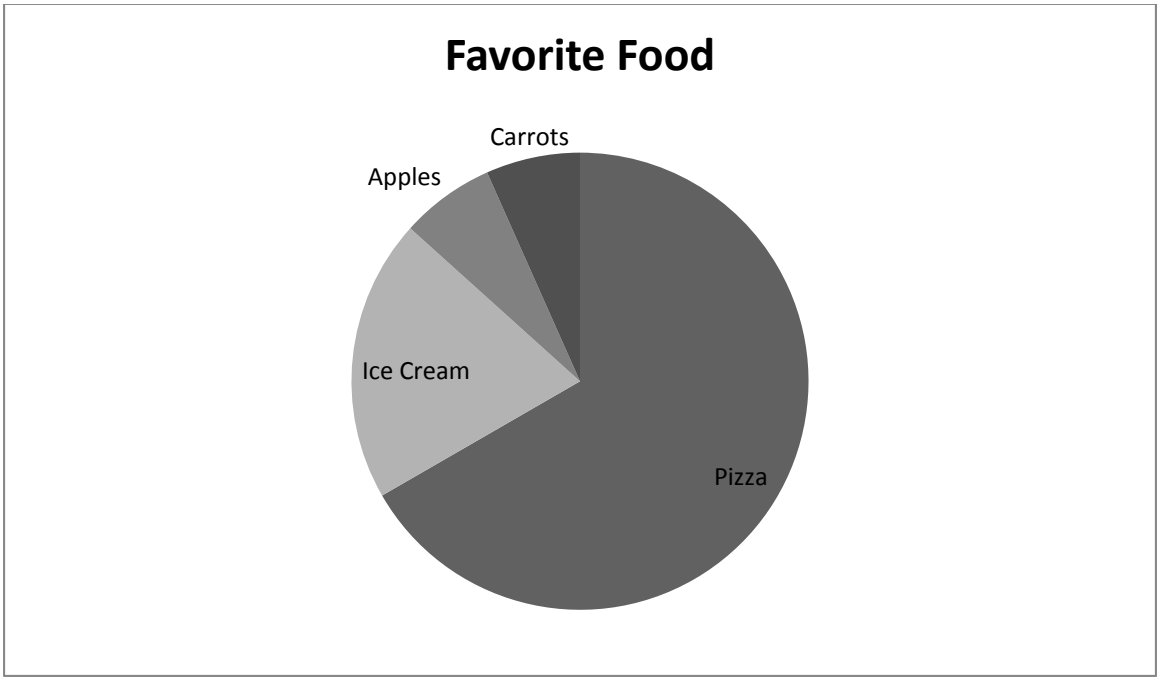


Extensions

The following activities are based on standards your child will learn in first grade. They may be challenging for your child.

Project # 16

Domain: Measurement & Data (MD)
1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about total number of data points, how many in each category, and how many more or less are in one category than another.



Directions: The graph above shows the favorite food of everyone in a class. Answer the following questions:

- Which food did students like the most? How do you know?

- Which food did students like the least? How do you know?

Project # 17

Domain: Numbers and Operations in Base Ten (NBT)
1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.

Directions: Instruct your child to color in the hundreds frame below to show a two digit number.

Example: 36
How many groups of 10 are in 36? (Answer 3)
Challenge Question: How much more would you need to get to 100? (Answer 54)

Show the number 51 using the hundreds frame below.
How many group of ten are in 51?
Challenge Question: How much more would you need to get to 100?

Show the number 18 using the hundreds frame below.

How many groups of 10 are in 18?

Challenge Question: How much more would you need to get to 100?

Project #18

Domain: Geometry (G)

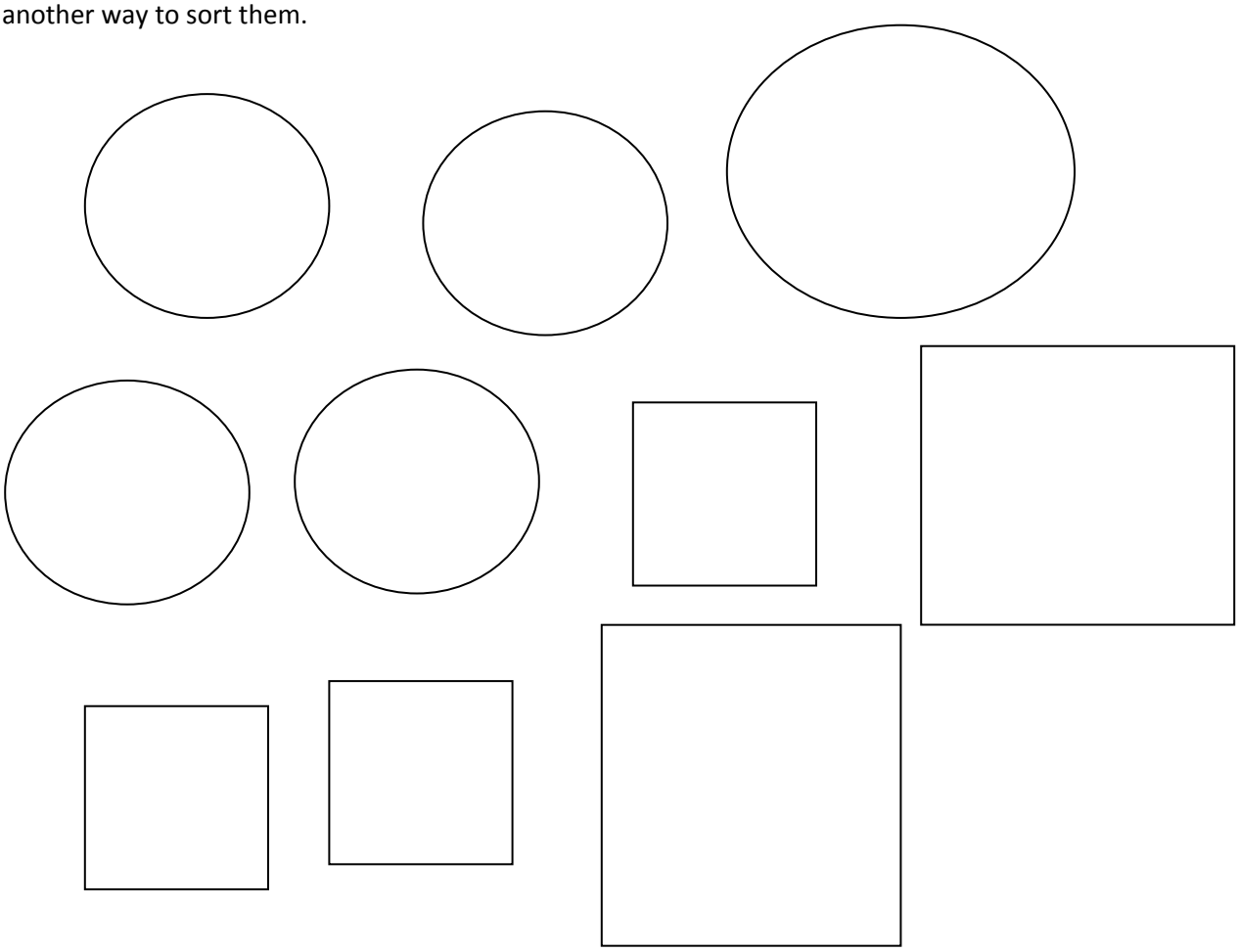
1.G.1. Distinguish between defining attributes (e.g., triangles are close and three-sides) versus non-defining attributes (e.g., color orientation, overall size); build and draw shapes to possess defining attributes.

Directions:

Part 1: Color the shapes below using the following directions:

- Color 3 circles blue.
- Color 2 circles red.
- Color 3 squares blue.
- Color 2 squares red.

Part 2: Cut out the shapes below. Then sort the objects any way you chose. (DO NOT TELL YOUR CHILD HOW TO SORT THE OBJECTS.) After your student has sorted the shapes, ask your students if there is another way to sort them.



Helpful Websites

Visit one of the websites below and learn about one of the games. Play the game together for 10-20 minutes. Give your child time to play the game independently. Then, check to ensure your child is playing the game correctly and has mastered the concept.

Measurement:
http://pbskids.org/curiousgeorge/games/how_tall/how_tall.html

Geometry:
http://pbskids.org/peg/games/magical-shape-hunt

Addition Stories:
http://www.iboard.co.uk/activity/721

Various Math Games:
http://pbskids.org/catinthehat/games/math-safari.html