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<p>Dear Families, English</p> <p>The packet is organized by:</p> <table border="1"> <tr> <td> 3-week calendar of activities</td> <td> Math Lesson</td> <td> Reading Lesson</td> </tr> <tr> <td> Social Studies Lesson</td> <td> Science Lesson</td> <td> Social Emotional Learning</td> </tr> </table> <p>★ Extra Activities</p>	 3-week calendar of activities	 Math Lesson	 Reading Lesson	 Social Studies Lesson	 Science Lesson	 Social Emotional Learning	<p>Estimadas Familias: Español</p> <p>El paquete informativo está dividido de la siguiente manera:</p> <table border="1"> <tr> <td> Calendario de actividades para 3 semanas</td> <td> Lección de Matemáticas</td> <td> Lección de Lectura</td> </tr> <tr> <td> Lección de Estudios Sociales</td> <td> Lección de Ciencias</td> <td> Aprendizaje Social y Emocional</td> </tr> </table> <p>★ Actividades Adicionales</p>	 Calendario de actividades para 3 semanas	 Lección de Matemáticas	 Lección de Lectura	 Lección de Estudios Sociales	 Lección de Ciencias	 Aprendizaje Social y Emocional	<p>اللغة العربية</p> <p>العائلات الكرام</p> <p>تم تنظيم الحزمة حسب الآتي</p> <p> تقويم الأنشطة لمدة 3 أسابيع</p> <p> درس رياضيات</p> <p> درس القراءة</p> <p> درس الدراسات الاجتماعية</p> <p> درس العلوم</p> <p> التعليم العاطفي الاجتماعي</p> <p>★ الأنشطة الإضافية</p>						
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<p>Qoysaska Qaaliga ahow, Somali</p> <p>Xirmada waxaa diyaariyay::</p> <table border="1"> <tr> <td> Jadwalka howlaha 3-isbuuc</td> <td> Casharka Xisaabta</td> <td> Casharka Aqrinta</td> </tr> <tr> <td> Casharka Cilmiga Bulshada</td> <td> Casharka Sayniska</td> <td> Barashada shucuurta bulshada</td> </tr> </table> <p>★ Howlaha Dheeraadk ah</p>	 Jadwalka howlaha 3-isbuuc	 Casharka Xisaabta	 Casharka Aqrinta	 Casharka Cilmiga Bulshada	 Casharka Sayniska	 Barashada shucuurta bulshada	<p>Уважаемые родители, Russian</p> <p>Этот пакет составлен:</p> <table border="1"> <tr> <td> Календарь занятий на 3 недели</td> <td> Урок Математики (закончить за 1 день)</td> <td> Урок Чтения (закончить за 1 день)</td> </tr> <tr> <td> Общественные науки</td> <td> Естественные науки</td> <td> Социально-эмоциональное развитие</td> </tr> </table> <p>★ Дополнительные занятия</p>	 Календарь занятий на 3 недели	 Урок Математики (закончить за 1 день)	 Урок Чтения (закончить за 1 день)	 Общественные науки	 Естественные науки	 Социально-эмоциональное развитие	<p>학부모님께, Korean</p> <p>수업 및 활동들은 다음과 같이 짜여 있습니다:</p> <table border="1"> <tr> <td> 3주 동안 활동 캘린더</td> <td> 수학 수업</td> <td> 읽기 수업</td> </tr> <tr> <td> 사회 수업</td> <td> 과학 수업</td> <td> 사회적 정서적 학습</td> </tr> </table> <p>★ 과외 활동</p>	 3주 동안 활동 캘린더	 수학 수업	 읽기 수업	 사회 수업	 과학 수업	 사회적 정서적 학습
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<p>亲爱的学生家庭: Chinese</p> <p>数据包包括:</p> <table border="1"> <tr> <td> 3周活动日历</td> <td> 数学课程</td> <td> 阅读课程</td> </tr> <tr> <td> 社会学课程</td> <td> 科学课程</td> <td> 社会情感学习</td> </tr> </table> <p>★ 其他活动</p>	 3周活动日历	 数学课程	 阅读课程	 社会学课程	 科学课程	 社会情感学习	<p>保護者の皆様 Japanese</p> <p>パケットは以下のように分類されています:</p> <table border="1"> <tr> <td> 3週間のアクティビティ</td> <td> 算数のレッスン</td> <td> リーディングレッスン</td> </tr> <tr> <td> 社会科レッスン</td> <td> 理科レッスン</td> <td> 社会性/情動スキル教育</td> </tr> </table> <p>★ その他の活動</p>	 3週間のアクティビティ	 算数のレッスン	 リーディングレッスン	 社会科レッスン	 理科レッスン	 社会性/情動スキル教育	<p>Thân gửi gia đình, Vietnamese</p> <p>Tài liệu được chuẩn bị do:</p> <table border="1"> <tr> <td> Lịch học cho 3-tuần</td> <td> Toán</td> <td> Đọc</td> </tr> <tr> <td> Khoa học xã hội</td> <td> Khoa học</td> <td> Học và áp dụng kỹ năng giao tiếp</td> </tr> </table> <p>★ Các hoạt động phụ trợ</p>	 Lịch học cho 3-tuần	 Toán	 Đọc	 Khoa học xã hội	 Khoa học	 Học và áp dụng kỹ năng giao tiếp
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Kindergarten Calendar



June 1-12

Week 1		
	Activities from the packet	Other Activities
Day 1	Exploring Water Social Emotional Learning Activity	Play a math or strategy game Read Aloud to your child for 20 minutes
Day 2	Math Lesson 13 Math Explore: Water Calculation	Read 20 minutes
Day 3	Story Explore: Water Tales Social Emotional Learning Activity	Play a math or strategy game
Day 4	Math Lesson 14 Tinker with Water	Read 20 minutes
Week 2		
	Activities from the packet	Other Activities
Day 5	Read the Play Choice Options to your child for the week Pick one Play Choice Activity Social Emotional Learning Activity	Play a math or strategy game Read Aloud to your child for 20 minutes
Day 6	Math Lesson 15 Pick one Play Choice Activity	Read 20 minutes
Day 7	Social Emotional Learning Activity Pick one Play Choice Activity	Play a math or strategy game
Day 8	Math Lesson 16 Pick one Play Choice Activity	Read 20 minutes

Week 1

Family Explore Water



What will you discover,
when you explore
Water?



Exploring WATER With Children

Whether stomping in puddles, washing dishes with lots of soap in the kitchen sink, or filling and pouring containers in the bath, many children enjoy water play and exploration.

Take a rainy walk or sit at an open window as it rains. What does your child see or hear or notice? How does the rain water change the way the world looks or smells? Talking about information gathered through the senses with your child will help them **understand and learn from school experiences** such as when a teachers asks them to describe what they notice.

I notice how the rain is making the tree branches hang down? What do you notice?

Can you smell the rain? What does it smell like to you?

I still hear the birds singing. What do you think the birds do in the rain?

How many different ways can you describe the rain or a rainy day? When children have more words to describe their experiences, they have an easier time understanding people and **communicating with others**.

It's drizzling. It's sprinkling. It's pouring! We are soaking wet!

Research has shown that a bath or warm water play can help children **regulate their emotions**. When your child is experiencing anger or frustration, you can offer a soothing bath as a way to help your child take care of themselves. When your child understands strategies to manage their emotions, they are better able to handle these situations at school (and home).





Exploring Water

Many children find water play and exploration to be a very rewarding experience. Just by adding cups of varying sizes (plastic cup, yogurt tubs, empty juice bottles) to a sink or bath, your child may be engaged for long periods of filling and pouring. Though this exploration may look like simple repetitive play, children are absorbing information about physics and math. They are practicing coordination and focusing their attention. They may tell stories to themselves as they explore. It's rather amazing that water investigations can do all that!

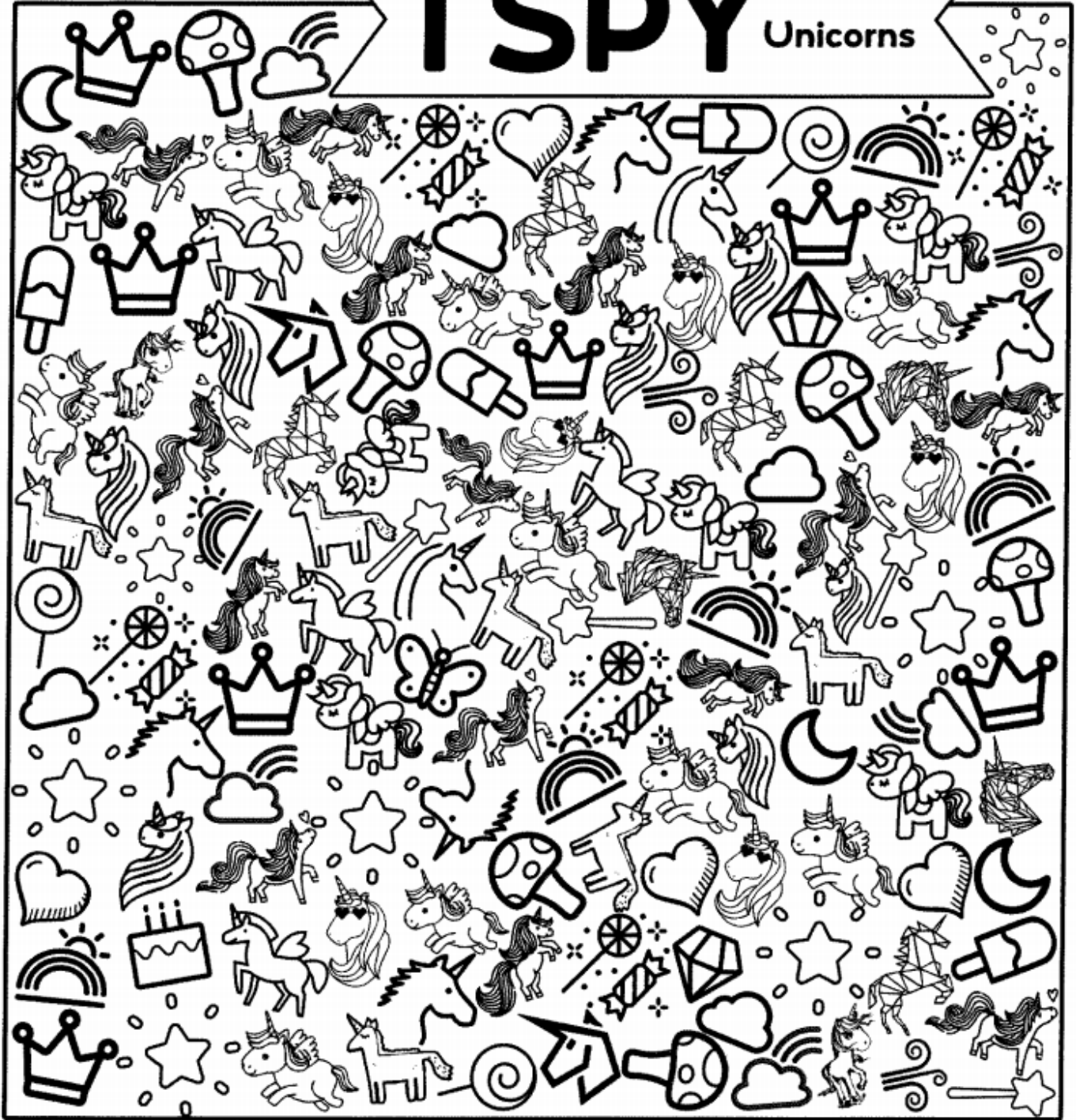
Water Sense. Water exploration engages the senses. What does the water feel like on your hands? How does the feeling change when the water is warm or cold? How does it feel to hold an ice cube? Does water have a texture? What does mist or rain feel like on your face? What does the rain sound like? Does water have a taste? Does it have a smell?

Take It Outside. As the weather gets warmer, find ways to bring water outside. You may have a hose or sprinkler, but a bucket of water with cups works just as well. What do you notice about water on the pavement or the dirt? How long will dirt hold the water? What makes the water soak in? Hot sidewalk concrete can be the perfect canvas for water paintings. Use an old paint brush, a piece of sponge or scraps of fabric to paint on the sidewalk with the water. How long does the painting last? What makes it go away?



When your child explores water, they are **gathering information through their senses** and using that information to understand the world. These experiences will help them make connections to math and science concepts they learn in school.

I SPY Unicorns



- | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 2  | 4  | 4  | 2  | 4  | 5  | 7  | 4  | 6  | 5  |
| 1  | 2  | 7  | 1  | 3  | 6  | 7  | 4  | 7  | 4  |
| 3  | 6  | 4  | 6  | 2  | 7  | 3  | 9  | 6  | 3  |

Activity One (parent support may be needed): Read the problem below and record what workouts they did in "My Math Workout" or have them draw a picture of what they did in the box.

Activity Two (mostly independent): Today the number we are thinking about is 16. Can you find 16 objects where you live? Draw a picture of those objects.

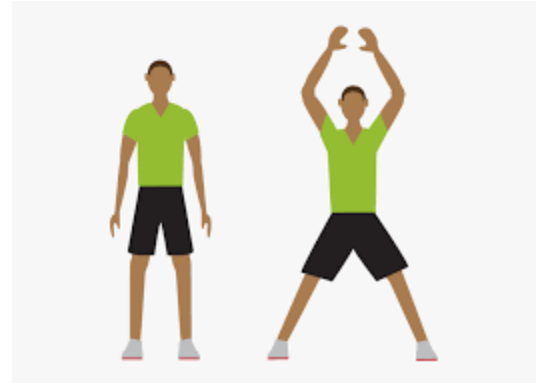
Hints: If your child needs a lower number, make the math workout with the number 9 instead.

Challenge: If you do 16 jumping jacks, how many more do you have to do to get to 20 jumping jacks?

Exercise is important to help your body grow strong and for you to stay healthy and happy. Invent a math workout with the number 16!

Example:

- Do 16 jumping jacks
- Run in place for 16 seconds
- Kick a ball 16 times and run after it



My Math Workout:



Math Explore: Water Calculations

Water exploration can include opportunities to count and compare. Add a variety of containers and items for scooping to the bathtub (or a filled sink) - cups, empty plastic bottles, small tubs of various sizes.

How many cups or scoops of water will it take to fill up a tub or bottle? Compare the number of scoops it takes to fill two different containers. Which needed more scoops to fill? Why did it need more scoops? Which container holds the most water?

Children are rarely careful when they scoop and pour water. As a result, your math explorations may produce some unusual results. Your child may count out that a small container required more scoops than a larger container. That's ok! Talk about what happened. Does the small container really fit more water than the larger one? What happens if you count again? What happens if you pour the water from the small container into the large one? Or from the large one into the smaller?



Counting, measuring, and comparing are all math skills that your child will use at school as they explore and learn math concepts.

Story Explore

Story Explore: Water Tales

With your phone, take pictures of one of your water explorations, such as the sink and float experiments. Share the photos with your child and talk about what happened. You could talk about the sink and float predictions and which ones were accurate. Ask your child what other objects you could test. Make additional predictions for the next bath time.

Go for a rainy walk and take pictures of the things you discover. Worms and slugs often emerge in the rain. Create stories for the creatures you find. Where is the worm going? What will the worm do when the sun comes out? Did you see any birds? What do birds do in the rain? Using the pictures you captured, help your child tell the story of your walk to other family members or friends.

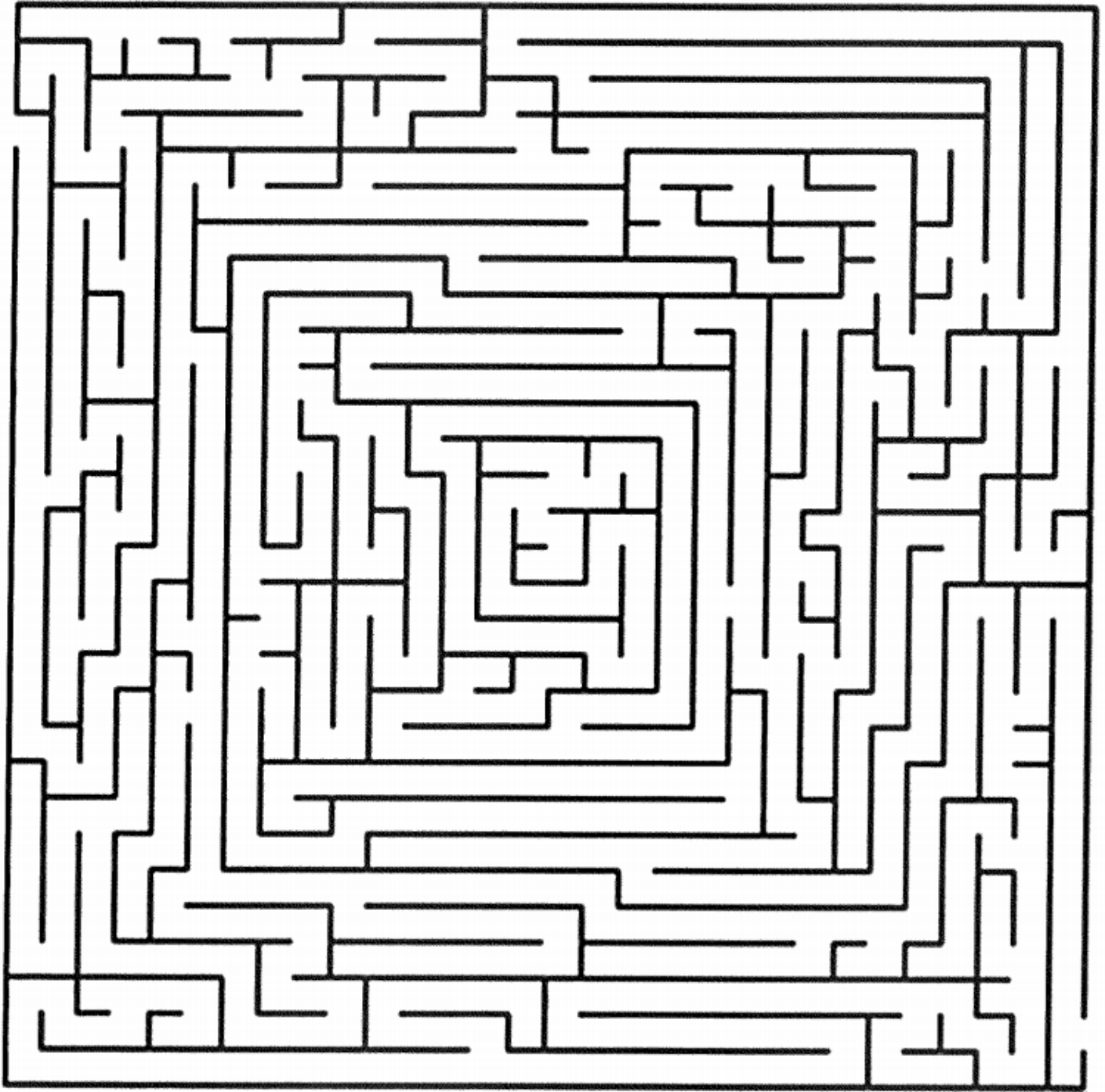


As you talk with your child about the results of your water investigations, you are helping them reflect on the *research questions* and the results from your explorations (What makes something sink or float?). Your discussions support your child as they develop strategies to identify and tackle intriguing problems and challenges. **Developing problem solving strategies** and **reflecting on results** are important skills for school success.



Water Resources

Float by Daniel Miyares is a wordless picture book that tells the story of a boy who takes his paper boat out on a rainy day. There are several videos of *Float* on YouTube that allow you and your child to tell the story with the pictures.



Activity One (parent support may be needed): Cut out the pictures and number cards on the next page. Then, ask your child to play with them to make up a math story of their own! Help them record their story in the box below or allow them to glue their story down.

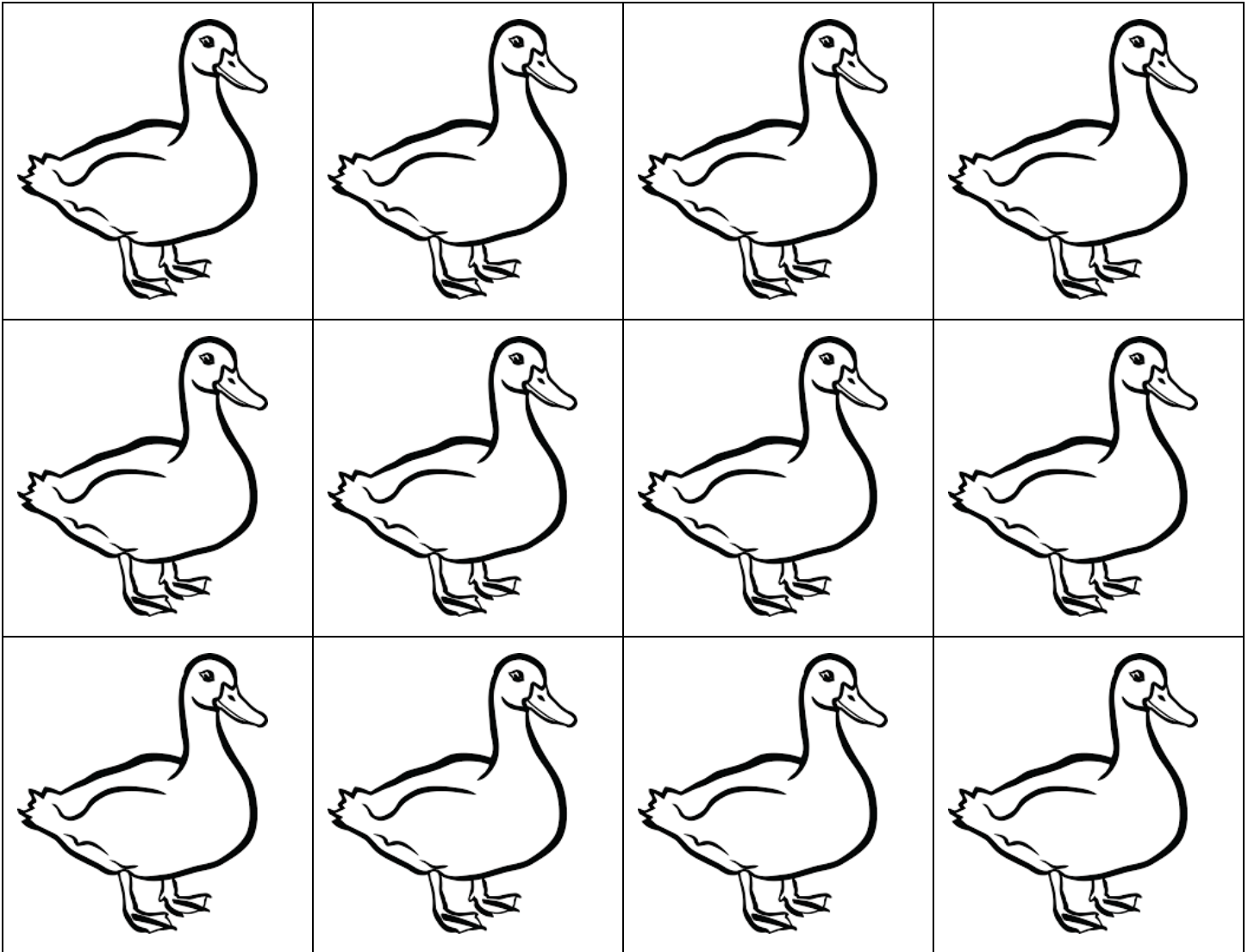
Activity Two (mostly independent): Today the number we are thinking about is 17. Can you find 17 objects where you live? Draw a picture of those objects.

Example: There were 12 ducks sitting on the pond, but then 4 of them got hungry and flew away! They went to the tree, etc.

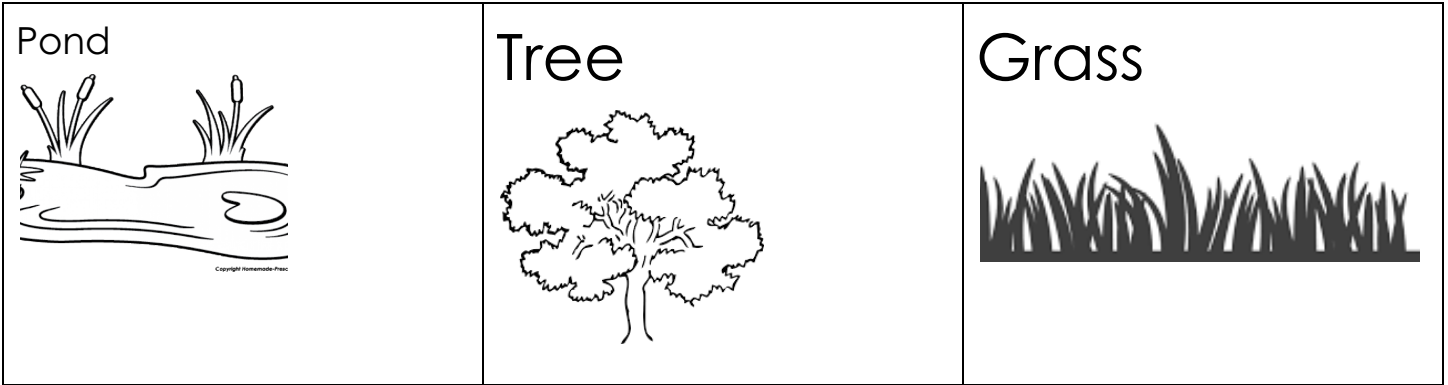
Hints: Your child does not have to use all of the objects, and removing some may make it easier.

Challenge: Write number sentences to go along with your math story.

My Math Story:



1	2	3	4	5	6
7	8	9	10	11	12



Blank Page for Cutting out

Week 2

Dear Families,

In our classroom, play and inquiry are an important part of our day. Play is one of the main ways that children learn about the world around them and explore many of the big ideas we learn about in our schooling.

This packet is to facilitate this play and work at home. If at first glance this work doesn't seem "academic" enough, there is plenty of research that finds kids engaged in play are often working at a higher level than when they are doing more traditional sit-down academic tasks. The professor Lillian Katz draws a line between academic skills (the alphabet and the number sequence) and intellectual skills (curiosity, problem solving, flexibility). Play facilitates the development of intellectual skills, and also allows for the application of academic skills. For example, a child playing with water, might use intellectual skills to make a boat, but then apply academic skills to write the name of the boat on the side. Intellectual skills do not come from worksheets.

Play is also a time when children develop self-regulation, organization, and working memory. All skills essential for learning academics.

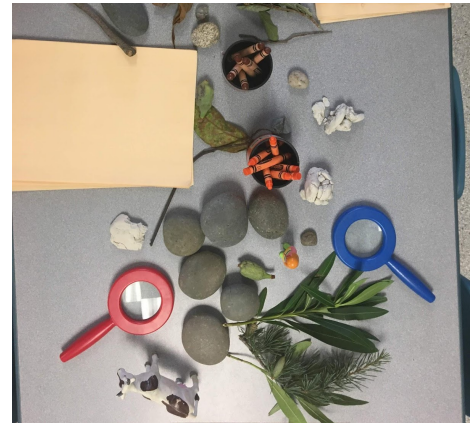
Feel free to continue to do packets, play math games online and on the ipad, and practice other academic skills, but also try to balance that with opportunities for open ended play.

What follows in this packet is some suggested play areas for your child/ren. They do not require toys, but rather materials around your apartment or house. You do not need to supervise your child at play, but check in at the beginning and end of their time. If your child gets bored quickly, do not offer something new, encourage them to work through the boredom.

Included in this packet:

- Directions
- Play areas and ideas
- Play planning and reflection sheet
- Tips for talking to your child about their play
- Tips for helping your child when they say “I am done” or “I am bored”

Warmly,



Note: Your child should also have lots of open ended, however they want to play, play time every day. To illustrate the difference, we will call this choice workshop.

Directions:

1. At the start of the day, ask your child what play choice they want to make for today's choice workshop, and the materials they will use (use the samples below for help).
2. Have your child draw, write or tell you what they think they will do with those materials.
3. Set the materials up and walk away. If you are worried about mess, throw down an old towel or whatever you have.
4. If your child comes to you, use the tips sheet (included).
5. After 45-60 minutes, clean up. Talk about how it went (see the tips sheet).
6. Use an extension (if you like).

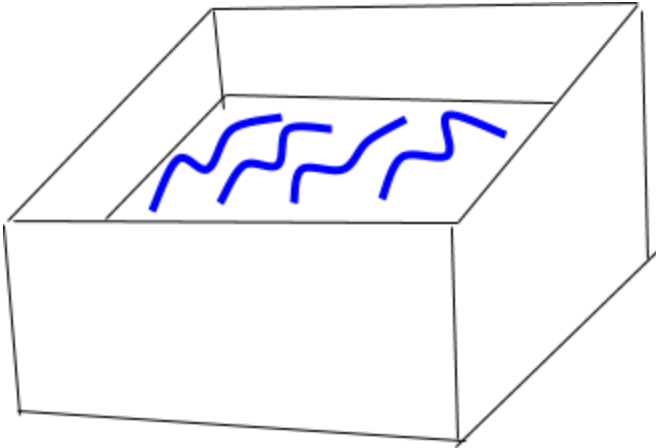


Play Choice 1: Water Play

Main Materials

Tupperware

Water



Supplemental Materials

Use any:

- Measuring cups
- Eye droppers
- Basters
- Funnels
- Food coloring
- Rocks, wood, leaves
- Glue, paper, markers
- Containers
- Aquatic animal figures

Skills developed here:

- Volume
- Properties of water
- Engineering
- Problem solving

Option:

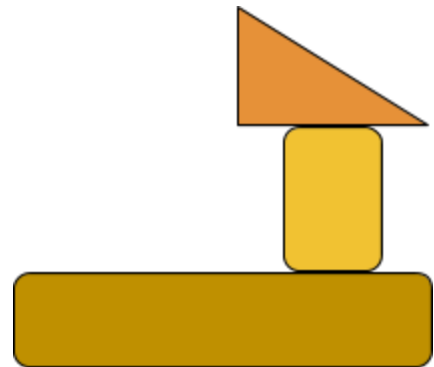
Make it a sensory table and change out the materials to beans, rice, pasta, dirt, sand, etc

Questions to ask: (if you decide to check in)

- What is happening here?
- What are you making?
- What do you think would happen if....?
- What are you noticing?

Play Choice 2: Construction Play

Main Materials	Supplemental Materials
<p>Anything you can build with:</p> <ul style="list-style-type: none">● Package of solo cups● Blocks● Toothpicks and cut sponges● Popsicle sticks● Legos (without direction booklets)	<p>Use any:</p> <ul style="list-style-type: none">● Clothespins● Rug or fabric scraps● Small cars, animals, or people● Pictures or books with different buildings
<p>Skills developed here:</p> <ul style="list-style-type: none">● Storytelling● Balance and equivalence● Engineering● 3 dimensional shapes	<p><i>Option:</i> <i>You can print out photos of your family, or street signs, that children can use in their play</i></p>
<p>Questions to ask: (if you decide to check in)</p> <ul style="list-style-type: none">● What is happening here? Tell me the story here?● What are you making?● What do you think would happen if....?● What are you noticing?	



Play Choice 3: Maker Play

Main Materials

Your recycling bin materials

Glue

Scissors

Tape

Supplemental Materials

Use any:

- Big cardboard boxes
- Small cardboard boxes
- Materials from nature
- Pictures and books of inspiration (if your child thinks they would like to make an airplane, try to have an airplane picture or book)

Skills developed here:

- Planning and organization
- Flexibility
- Engineering
- Problem solving

Option:

Encourage your child make a bigger project: A restaurant, a school, an airport so this becomes a multi-day project

Questions to ask: (if you decide to check in)

- What is happening here?
- What are you making?
- What do you think would happen if....?
- What are you noticing?
- What else do you need?



Play Choice 4: Light Play

Main Materials

Flashlight or tea lights

Supplemental Materials

Use any:

- Blocks
- Fabric
- Colored, clear solo cups
- Paper
- Markers
- Books (like the shine-a-light series)
- Toys that can cast reflections (think dinosaurs, lego figures, etc)
- White sheet on the wall

Skills developed here:

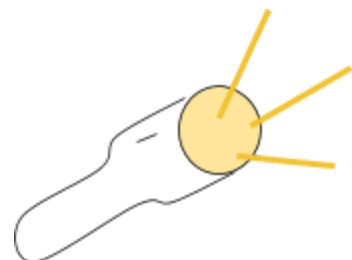
- Storytelling
- Properties of light
- Engineering
- Problem solving

Option:

Watch some shadow puppet videos on youtube to get a sense of how people tell stories with shadows

Questions to ask: (if you decide to check in)

- What is happening here? Tell me the story here?
- What are you making?
- What do you think would happen if....?
- What are you noticing?



Play Choice 5: Dramatic Play

Main Materials

Real life stuff (As opposed to “dress-up” or toy stuff)

Supplemental Materials

Use any:

- Cooking utensils
- Clothes from your closet
- Old phone
- Old computer
- Old envelopes, paper, list pads

Skills developed here:

- Storytelling
- Problem solving
- Oral language
- Fantasy play (which aids literacy development)

Option:

Tie this one to the maker play

Questions to ask: (if you decide to check in)

- What is happening here? Who are you? What are you pretending?
- What are you making?
- What do you think would happen if....?
- What are you noticing?

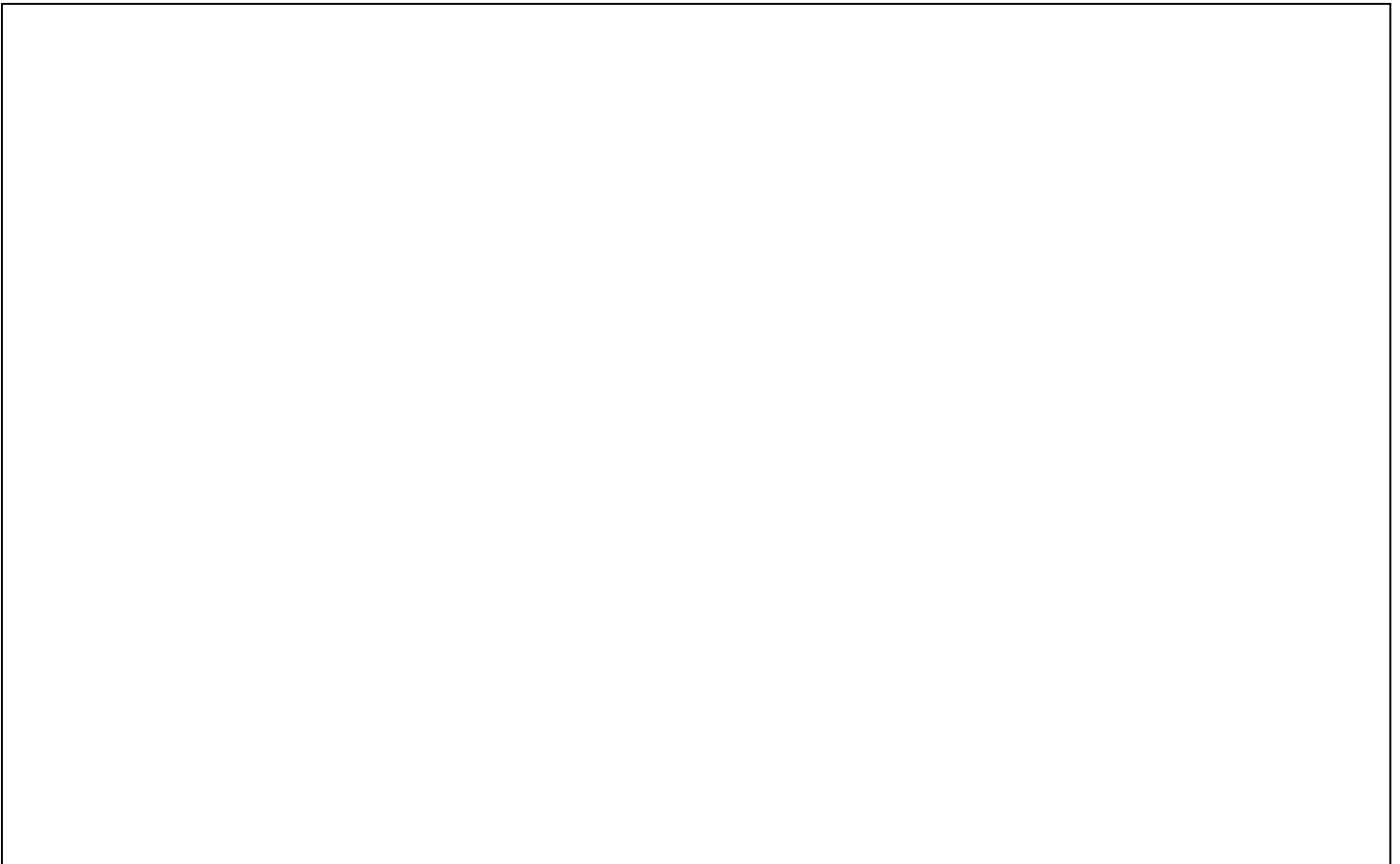
Talking Tips

What to say if...

Your child says...	You might say...
I'm bored	Where could you find more ideas? Could you try something new with those materials? Set a timer for 5 more minutes. What happens in that time?
I'm done	Will you start something new with those materials or change what you made?
I can't....	Give it a try! You have done hard things before.
I want you to play with me	Let's set a timer for ____ minutes. When that goes off I can play with you for ____ minutes.
I don't know what to do next	Give it a try. Maybe you will invent something new!
(fighting with sibling)	Use your strategies: <ul style="list-style-type: none">• Take space• Talk it out (I feel ____ when ____)• Use a tool (a book, a sand timer, etc) to calm down

OPTIONAL: Planning Sheet

**Draw or write what you will make
or play today!**

A large, empty rectangular box with a thin black border, intended for a child to draw or write about what they will make or play today.

**Reflect: What are you proud of today?
What will you change or try for tomorrow?**

EXTENSIONS

1. Take a picture of what your child made. Ask them to use a sharpie (or the editing app in your device) to label the parts or write a sentence about what they did. Email it out to extended family and friends.
2. Notice what your child is interested in when they play (water, boats, working in an office). Look for books (online or paper) that teach about that thing. Do a little research together.
3. Have virtual planning play dates with friends. Have your child tell their friend what they will make, have them share out what they did virtually with each other.
4. Make a “how-to” book after your child makes something. Then post-it for others!





Activity One (parent support may be needed): Read aloud the problem below. Ask your child to share where Mia went on her walk. What straights and turns did she make? Where are the different features located? Then go for a walk together! Notice where different things are located. What straights and turns did you make?

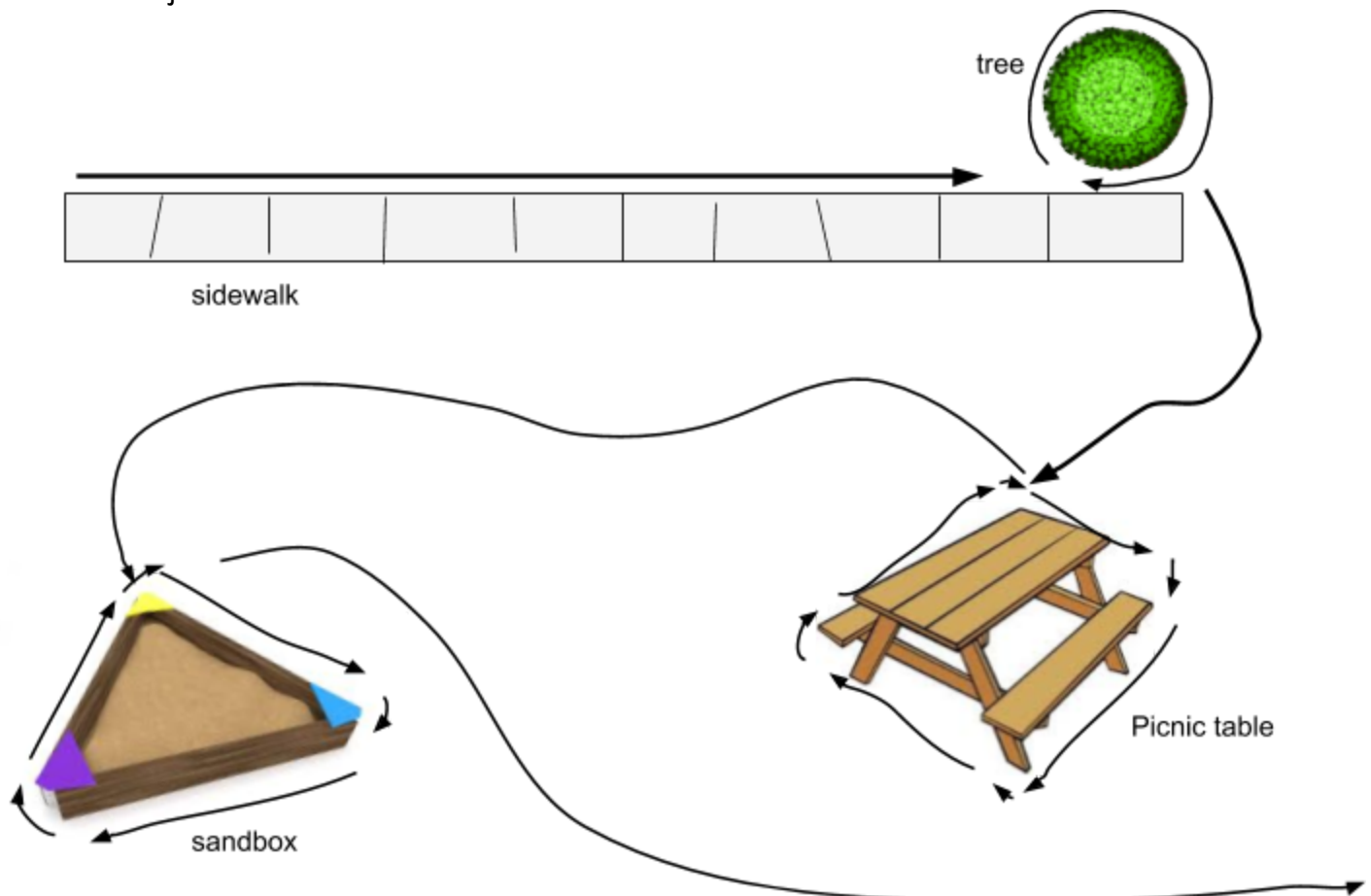
Activity Two (mostly independent): Look for shapes inside where you live. Draw a picture of different shapes you find and label them.

Hints: Encourage your child to use vocabulary like to describe what they see:

- Above
- Below
- On top of
- Around
- Beside (or next to)
- Straight
- Turn

Challenge: Draw a map with paths you took on your walk.

Mia went on a walk around her neighborhood today. Take a look at where she went! Describe what straights and turns she took on her walk and where the different objects are located.



Where I went on a walk (or shapes I found inside):

A large, empty rectangular box with a thin black border, occupying the majority of the page below the text. It is intended for a child to draw or write about their walk or shapes found inside.

Tic-Tac-Toe!

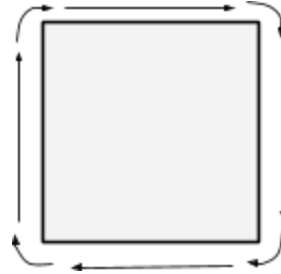


Activity One (mostly independent):

Students create shape art by drawing, coloring, painting, cutting out colored paper, etc. depending on materials you have at home. They should focus on including at least 5 different shapes in their art.

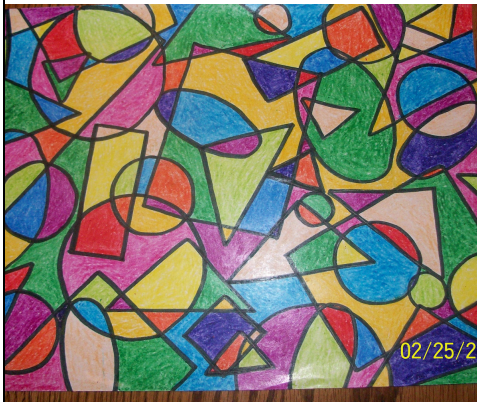
Activity Two (with support): After the child creates the art, have them describe the turns and straights they see in the art. You can write down what they observe.

Hints: Have your child use their finger to trace the shape they made to explain to you the turns and straights. Example: this square has 4 turns and 4 straights:



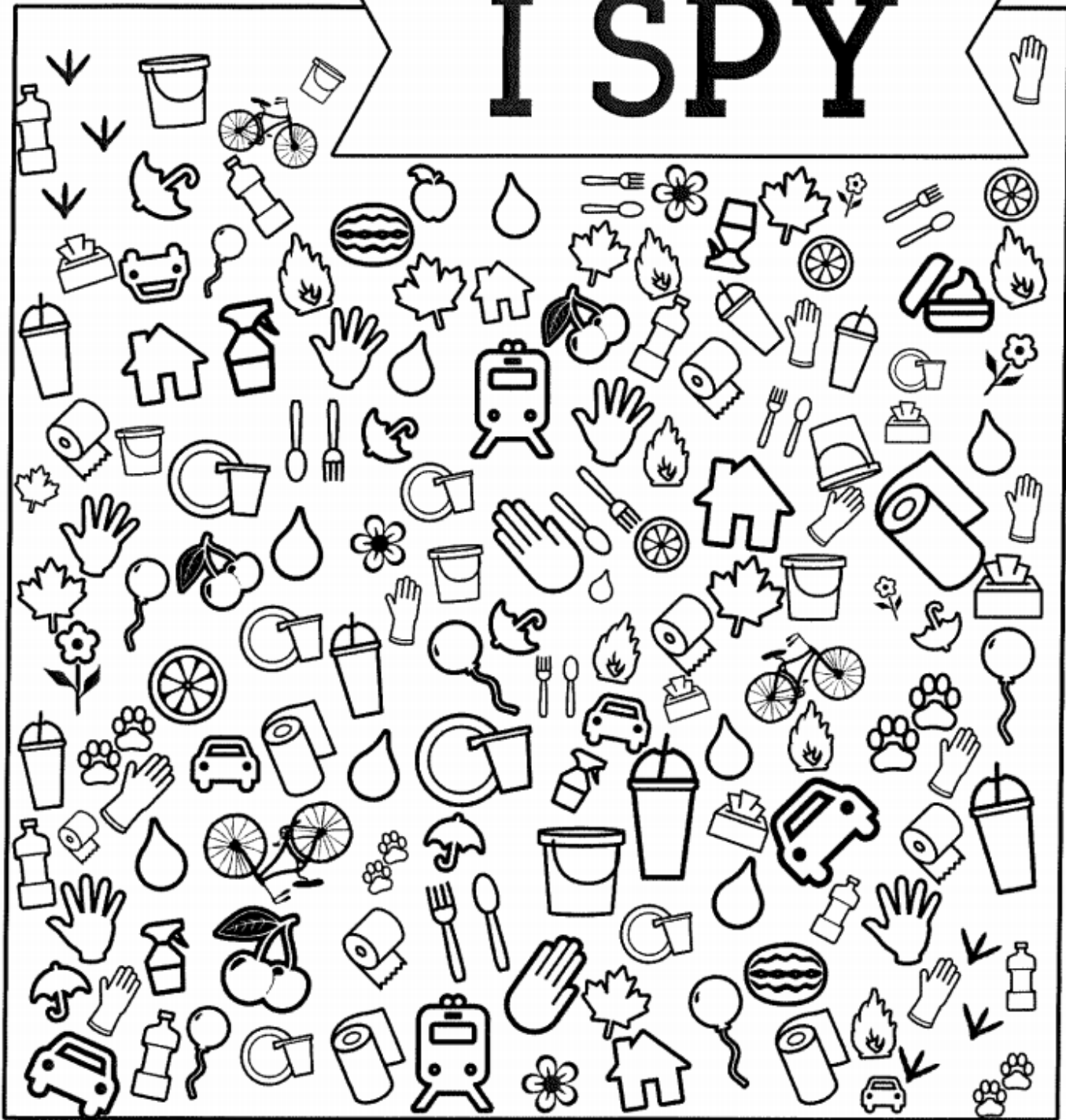
Challenge: Can you include shapes that have the same number of turns and straights but look different? (example: two triangles, one that is small and has equal straights, and the other that is large and pointy)




























Shape Art Examples:



Art Space:

I SPY



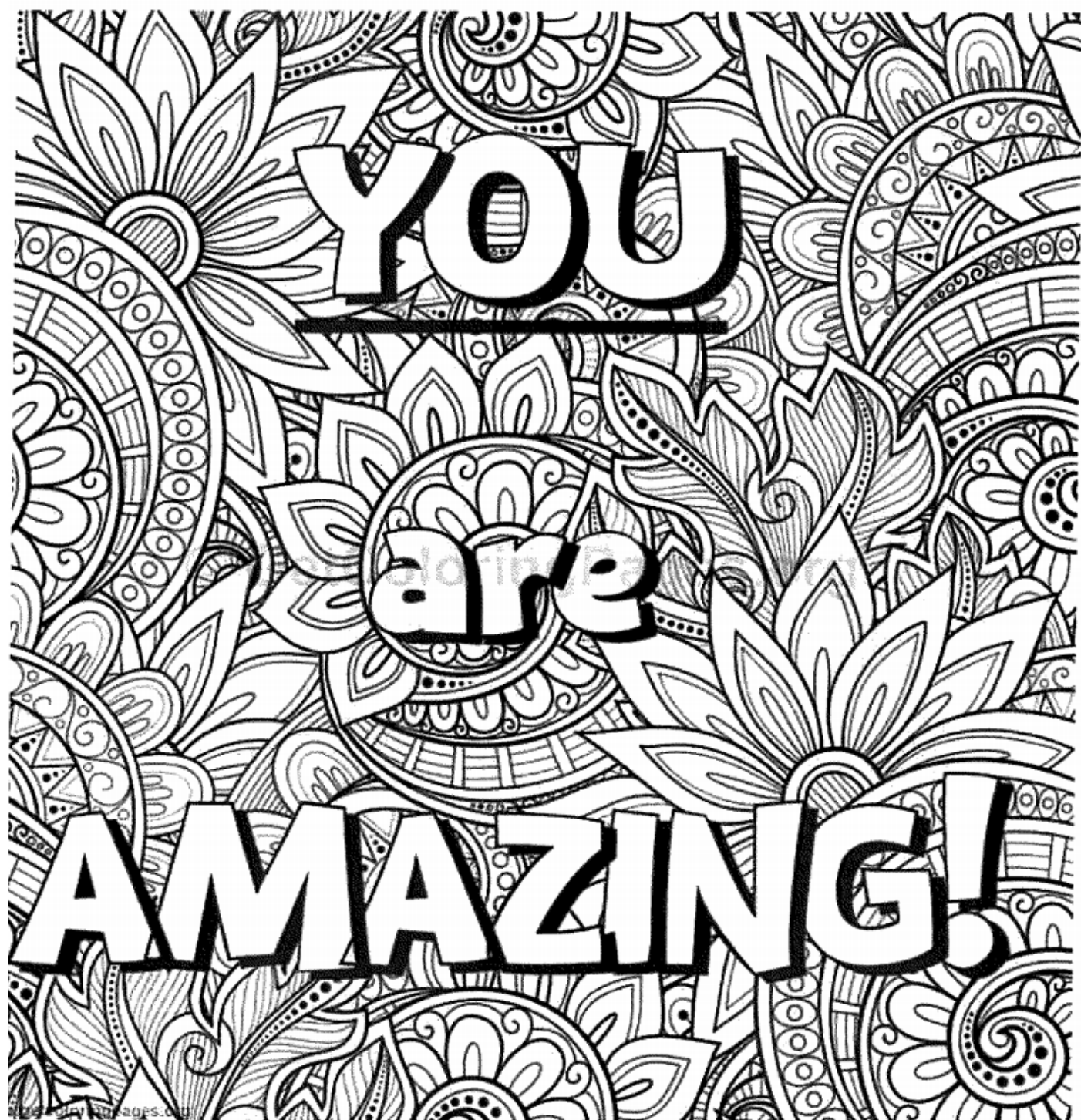
- | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2  | 4  | 4  | 2  | 4  | 5  | 7  | 4  | 6  |
| 1  | 6  | 7  | 1  | 3  | 6  | 7  | 4  | 7  |
| 3  | 2  | 4  | 6  | 2  | 7  | 3  | 9  | 6  |

Harry Potter





**BELIEVE
IN YOURSELF**



Math Snacks | Cleaning Up

Quick and easy ideas for finding and talking about math in everyday family routines.



Find the Math:

When washing dishes, sort objects by similarities and differences.

Talk About the Math:

Can you make a group of all the clean spoons and all the clean forks? Which of these clean dishes needs to be put away in the cabinet?

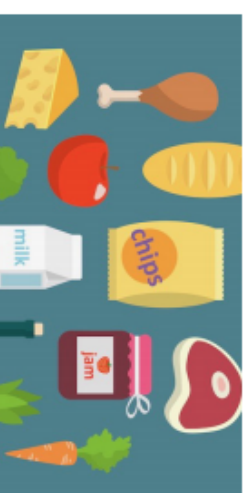


Find the Math:

When putting away groceries, think about where items fit in the cabinet or refrigerator.

Talk About the Math:

Can you put the milk behind the eggs? Will this box of rice fit in this cabinet or is it too tall? Should it go in front of, behind, or on top of something else?



Find the Math:

When putting away groceries, sort objects by similarities and differences.

Talk About the Math:

Can you find all the things that need to go in the refrigerator? Can you find all the cans?



Find the Math:

When doing laundry, sort objects by similarities and differences.

Talk About the Math:

Can you help me sort the clothes into whites, darks, and colors before we wash them?

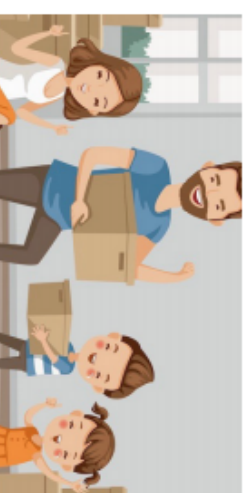


Find the Math:

When putting away books and toys, use words about where things are in size, shape, and place.

Talk About the Math:

Should we put this book on the top shelf or the bottom shelf? Will the rectangular book fit in the circular bin?



Find the Math:

When matching containers to their lids, think about shape and size.

Talk About the Math:

Can you find me a lid that matches this container? Remember to look for the same shape and size!

Math Snacks | Meal Prep

Quick and easy ideas for finding and talking about math in everyday family routines.

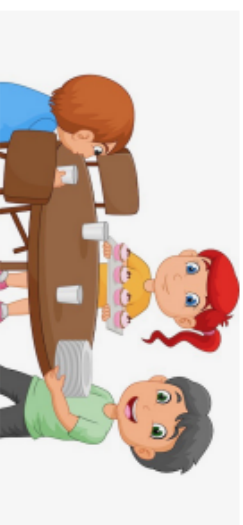


Find the Math:

When following a recipe, count out how many ingredients you need.

Talk About the Math:

We need three eggs. Can you get three eggs for me? We need a cupcake for everyone in the family. How many cupcakes do we need?



Find the Math:

When setting the table, count to see how many items are needed and describe where they go.

Talk About the Math:

How many plates do we need for everyone who is eating? Can you put a fork on one side of the plate and a spoon on the other? Can you put a napkin under the fork?



Find the Math:

When setting the table, gather information and make decisions.

Talk About the Math:

Can you find out what everyone wants to drink? Let's count how many people want milk and how many people want water.



Find the Math:

When serving food, think about how to make sure everyone gets a fair share.

Talk About the Math:

We have nine empanadas and three people. How many does each person get so it's fair?



Find the Math:

When cooking, use measurement tools to prepare a meal.

Talk About the Math:

I need two cups of shredded cheese. Can you help me put the cheese in the measuring cup? I need two teaspoons of vanilla extract. Count how many times I fill up the teaspoon.

Math Snacks | Storytime



Find the Math:

When reading books, notice and talk about examples of different sizes in the illustrations.

Talk About the Math:

Which one is taller, shorter, thinner, etc.? How do you know? Can you think of something even taller, shorter, thinner, etc. than this?



Find the Math:

When reading books, notice and talk about examples of shapes in the pictures.

Talk About the Math:

What shape is this? How do you know? How many sides does it have? How is that different from or similar to this other shape?

Math Snacks | Bedtime

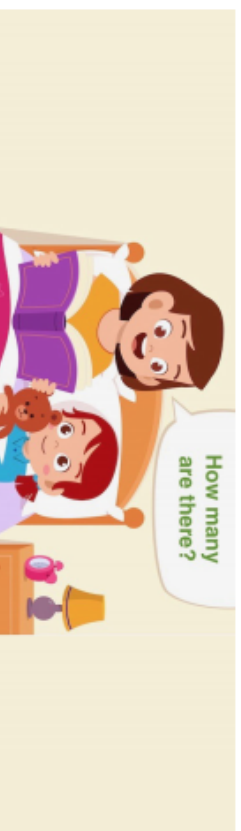


Find the Math:

Use vocabulary for what happens first, second, and third to show that things happen in order.

Talk About the Math:

First, change into your pajamas. Second, brush your teeth. Then third, we get to read a story together!



Find the Math:

When reading books, count how many objects are in the pictures.

Talk About the Math:

How many flowers do you see? How many are there altogether? Can you find that number written on the page?

Family Card Games

for Building Young Children's Math Skills

Count the Highest

Setup

- Take out all face cards. Aces count as 1.
- Be sure to shuffle the cards.
- Pass out all the cards in deck so that each player has an equal number.

How to Play

How a turn begins. Players say "1,2,3" and then turn over one card from their pile. Each player wants to have the highest numbered card.

How a turn ends. The player with the highest card wins all the cards, and puts the cards in their own saved pile of cards. If two players have the same card, they play another round. The person who wins gets all the cards.

How the game ends. Play until the players have no cards left. The winner is the one with the most cards in their own saved pile.

Variations

Make it easier. Remove some of the higher numbers from the deck. You can play the game using only the numbers 1 through 5 or 1 through 7. When the child knows the lower numbers well you can begin to put one or more of the higher numbers back in the deck for the games.

Make it harder. Each player puts out 2 cards, and the player with the highest number out of the 4, wins all 4 cards.



Line Them Up

Materials: A deck of regular playing cards

Setup

- Take out all face cards. Aces count as 1.
- Be sure to shuffle the cards.
- Pass out all the cards in deck so that each player has an equal number.

- Imagine a number line going left to right from 1 to 10. The two players sit side by side so the number line they make together faces the same way for both players.

How to Play

How a turn begins. Players take turns. On each turn, they take a card from the top of their own deck and put it where it would belong on a number line that goes from 1 to 10. The cards go in order with the lowest number (1) on the left and the highest number (10) on the right.

How a turn ends. Each player in turn places their card in the correct spot on the same number line. If they draw a card that is already in the line-up, they place it on top of the card that is already in the correct spot.

How the game ends. The game is over when the number line from 1 to 10 is completed. The person who puts down the final card to finish the number line wins.

Variations

Make it easier. Make a short number line using only numbers 1 to 5, and remove the higher numbers from the deck.

Make it harder. If this game is too easy, you may want to go to the harder ordering game called Sneeze Orders the Cards.



Family Card Games

for Building Young Children's Math Skills

Sneeze Orders the Cards

Setup

- Take out all face cards. Aces count as 1.
- Be sure to shuffle the cards.
- Players get 10 cards.
- Players put the cards face-down in 2 rows with 5 cards in each row. The game goal is to replace each face-down card with the correct number card so the top row has ace,2,3,4,5, and the bottom row has 6,7,8,9,10.
- The rest of the deck is put in a pile in the center.
- Turn over 1 card and put it in a discard pile next to the center pile.

How to Play

How a turn begins. Players can pick a card either from the center pile OR from the discard pile. The player puts this card, number-side-up, in the correct spot. Place the cards as if they were ordered from 1 (Ace) to 10. For example, if the player picks up a 6, the player puts that card in the 6-spot. Next, the face-down card already in the 6-spot is flipped over. Then move that card to the spot where it belongs. Continue flipping over and placing cards in the correct space until a turn ends.

How a turn ends. A turn ends when a player flips over a card that is already in the correct spot. They should discard that card. For example, a player turns over a 2. But there is already a 2 in the 2 space. They then discard the 2, and their turn ends.

How the game ends.

The first person to make a number line from 1 to 10 wins.

Variations

Make it easier.

Remove the cards from 6 to 10 from the deck. Then it will be changed to a 1-5 ordering game.



© Boston College-Tandem, Partners in Early Learning Family Math Card Game Collaborative, Beth Casey, Eric Dearing, and Kaitlin Young.



Number Neighbors

Materials: A deck of regular playing cards

Setup

- Take out all face cards. Aces count as 1.
- Be sure to shuffle the cards.
- Players get 4 cards each.
- Players put their cards in a row with numbers showing.
- The rest of the deck is put in a pile in the center.

How to Play

How a turn begins. Choose who goes first. The first player turns over the top card in the center pile, and places it, number-side-up, next to the center pile. The player then looks at their row of cards to see if they

have a "Number Neighbor," a card that is either 1 lower or 1 higher than the comparison card in the center. If the player has a "Number Neighbor," they say "1 MORE" or "1 LESS," and place both the center comparison card and the "Number Neighbor" from their row face-down in a pile next to them.

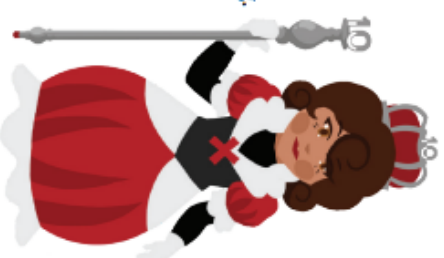
How a turn ends. If a player has a "Number Neighbor," their turn ends by drawing a card from the center pile so that they once again have 4 cards in their row. And, a new center comparison card is turned number-side-up for the next player's turn. If a player cannot find a "Number Neighbor," they say "PASS" and leave all of the cards in place.

How the game ends. The game continues until the center pile is out of cards or no more plays can be made. The player with more saved cards wins.

Variations

Make it easier. Remove the cards from 6 to 10 from the deck. Then it will be changed to a 1-5 card game.



Make it harder. On each turn, players can put more than 1 card in their saved pile. Any card in the row that is 1 more or 1 less than the comparison card can go in the saved pile.



For more math activities, visit familymath.stanford.edu

At Home Activities

Use the following chart for ideas for activities that you can try at home. Pick five different exercises to complete, once you have done all five repeat them for three rounds. Be sure to start with a warm-up to get your muscles ready for movement and end with a cool down and stretches to avoid soreness. Once you're done, think about all the activities you did. Circle the activities you enjoyed and star the activities that were challenging. Be sure to try all the activities before repeating.

Vertical Jump Jump as high as you can for 30 seconds. Repeat.	Fitness Intervals 10 squats 10 broad jumps 10 second sprints 10 pushups 10 sit-ups	Cardio Day 10 Jump rope 10 Mountain climbers 10 Boxing punches (use both arms) 10 Step-ups	Balance Stand on your right leg and lift your left knee at a 90 degree angle. Touch your toe without falling repeat 10 times then switch sides	Core Challenge Plank 10 seconds 10 crunches 10 sit ups Repeat 5 times with no rest!	Frog Sit-Ups Sit down with your knees bent and soles of your feet touching with knees spread. Do a sit-up touching your heels and lower back down.	Ragdoll Pose Hold Ragdoll Pose for 30 seconds. Repeat.
Reverse Lunges to Front Kicks Do a reverse lunge and transition into a front kick with the same leg. 10 then switch. Do at a good pace.	Boat Pose Hold Boat Pose three times for 15 seconds 	10 Chair Squats Stand about six inches in front of a chair. Squat until your buttocks barely touches the chair and stand back up.	Jab, Jab, Cross Jab twice with your right fist then punch across your body with your left. Complete 10 times then switch sides.	Abs! 10 knee to elbow planks 10 crunches 10 superman poses	Fish Pose Hold fish pose for 60 seconds. Take a break and hold for another 60 seconds. 	Wild Arms As fast as you can complete: 10 Arm Circles front & back 10 Forward punches 10 Raise the Roofs Repeat 3x
Kick City 10 side kicks 10 front kicks 10 back kicks	Scissor Jacks As you jump, scissor your legs each time. When your right leg is in front, raise left arm. Left leg in front, raise right arm. 4 sets of 10	Paper Plate Planks In plank position with paper plates under your feet. Complete 30s each: -mountain climbers -in and out feet -knees to chest	10 Squat Kicks Complete a normal squat, as you are standing kick your right leg forward. Repeat on the left leg	Yogi Squat Pose  Hold for 30 seconds rest and repeat.	10 Star Jumps Jump up with your arms and legs spread out like a star. Rest and repeat.	Shuffle, Cross Shuffle three times to your right then punch across your body with your left hand. Repeat in the opposite direction. Repeat 10x.
Flutter Kicks Lie on your stomach. Keeping your legs straight kick them up and down while holding your glutes tight.	Bridge Pose Lie on your back; place your hands and feet on the ground. Push your stomach up towards the sky. 	10 Shuffle Squat Take 4 shuffle steps to your right and squat, then take 4 shuffle steps to your left and squat.	10 Lunges with a Hook Complete a side lunge with a cross-hook punch. Do 10 on each side.	Power Knees Bring hands over your head and have your hands and left knee meet in the middle as fast as you can. Repeat 10 times on each leg.	Plank Jacks In plank position move your feet in and out like when performing a jumping jack for 30 seconds. Repeat 10 times.	10 Half Burpees Start in a push-up position; jump both feet forward into a squatting position and jump back out into pushup position.
Walk Down Superman Walk your hands down to your feet and out until you're flat on your stomach then complete a superman. Walk your hands back to your feet & repeat 10 times.	Crane Pose Here's a challenge! Put your hands on the ground, lean forward & balance your knees on your elbows. 	Tabata Jump squats 20 seconds of work 10 seconds of rest 8 rounds	10 Fly Jacks Done like a normal jumping jack except bring your arms to the side to form a T. Open & close your arms in front as you move your feet.	10 High Knee Twists Bring your knee to your opposite elbow and switch. For a challenge add a hop when switching sides.	Happy Baby Pose  Straighten your legs for an added challenge.	Wall Sit Find an empty space on the wall and pretend to be sitting in a chair. Hold for 30 seconds. Repeat two more times.