

Home Math Learning

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Math is all around us, especially at home. This calendar provides different home-based activities to help your child develop and maintain math skills during the summer. Each week focuses on a new concept. Feel free to change activities to suit your family's needs and do them as many times as you like. There is a link to detailed instructions for each activity. Happy math exploring!

AUGUST 2020

Early Years (K-1)

WEEK 1 NUMBERS

Did you know...

The counting numbers are called natural numbers. They are used for counting and ordering. Ordinal numbers are used to describe the size of a quantity or set (e.g., one, two, ten, 20). Cardinal numbers are used for ordering (e.g., first, second, third).

03 MONDAY

Run to a Number!

Write out the numbers from 11 to 20 on separate pieces of paper and display them. Call out a number and have your child run over and stand on it. Call out different numbers for your child to run to.

[Read detailed instructions here.](#)



04 TUESDAY

Magic Numbers Disappearing Act

Display a set of objects (using the numbers 11-20). Tell your child that you are going to make some of the objects "disappear". Have your child guess how many are gone.

Trade roles. [Read detailed instructions here.](#)



05 WEDNESDAY

Guess My Number!

Play "Guess my Number." Use clues like the number is "more than", "fewer than", "2 away from _", or "in-between _ and _". Start by using the numbers 1-10 and then use numbers 1-20. [Read detailed instructions here.](#)



06 THURSDAY

Number Patterns - Pairs

Find some things in your house that come in pairs and make a collection of them. How many items do you have altogether? How many items will you have if you add one more pair? two more pairs? [Read detailed instructions here.](#)



07 FRIDAY

Number Target Practice

Write out some numbers between 1-20 on pieces of paper and set them up on the floor for target practice. Take turns tossing stuffed animals at the numbers to see who can get closest to the biggest number.

[Read detailed instructions here.](#)



AUGUST 2020

Early Years (K-1)

WEEK 2 MEASUREMENT

Did you know...

We can measure length, height, width, distance, temperature, time, weight and mass, volume, area, and perimeter. Measurement is important for cooking, building, construction, engineering, architecture, science, and daily life.

10 MONDAY

Hallway Length

Ask your child how many body lengths it would take to go from the beginning of a hallway in your home to the end of it. Measure it out with your child's help. What are some different ways you could measure the length of the hallway? [Read detailed instructions here.](#)



11 TUESDAY

How Big Is a Foot?

Trace your child's foot on a piece of scrap paper. Have your child find three objects in your home: one that is shorter than your child's foot, one that is longer, and one that is the same length as the foot. [Read detailed instructions here.](#)



12 WEDNESDAY

Near and Far!

Have your child count and record how many steps it is from your child's bedroom to the kitchen. Next, have your child count and record how many steps it from your child's bedroom to the living room. Which is nearer to your child's bedroom? Which is farther? Try other distances in your home or outside. [Read detailed instructions here.](#)



13 THURSDAY

Heavy and Light

Collect a variety of rocks of different weights outside or objects inside with your child. Ask your child to put the rocks/objects into three groups: light, medium, and heavy. If available, use a scale to check your child's groupings. [Read detailed instructions here.](#)



14 FRIDAY

Full and Empty

Fill five cups/mugs that are the same size with different volumes (amounts) of water. Leave one cup empty and discuss what this word means with your child. Fill one cup full of water and discuss what this word means with your child. Have your child put the cups in order from the empty cup to the full cup. [Read detailed instructions here.](#)



AUGUST 2020

Early Years (K-1)

WEEK 3

POSITIONS & MOTIONS

Did you know...

Positions and motions are part of spatial thinking, which is the ability to visualize, rotate, move and change perspective on 3-dimensional objects in the mind's eye. It also includes orienting, locating, pathfinding, and mapmaking.

17 MONDAY

Positional Simon Says!

Play Simon Says with your child using positional words (e.g., behind, under, beside). For example, "Simon Says put your hand in front of your face". [Read detailed instructions here.](#)



18 TUESDAY

Positional Words Toy Story

Ask your child to get a favourite toy. Tell your child a story about the toy using positional words (e.g., behind, under, beside) and actions. For example, teddy was tired after playing with a friend so he laid on his bed (put the toy on a pretend bed). Teddy's bed wasn't comfortable so he decided to lay beside his bed (put the toy beside a pretend bed). Ask your child to re-enact the story or tell another story using positional words and actions. [Read detailed instructions here.](#)



19 WEDNESDAY

Eyes Wide Shut!

Have your child leave the room and hide a mystery object in the room. Invite the child back into the room and give your child clues using positional words (e.g., behind, under, beside) about where the mystery object is. For example, it is above your head, it is between the door and the table, and it is 2 steps behind you. [Read detailed instructions here.](#)



20 THURSDAY

Positional Word Drawings

Have your child draw out images that highlight positional words. This can be done in chalk outside or inside using paper. For example, the duck is in the pond. [Read detailed instructions here.](#)



21 FRIDAY

Follow My Lead!

Make 8 squares out of paper that are all the same size. Colour a set of four squares with four different colours. Repeat this for the second set of squares so that you have two matching sets of four squares. Arrange your set of four squares and give your child clues with positional words (e.g., behind, under, beside) to try and make the same design as yours without looking at your squares. Switch roles. [Read detailed instructions here.](#)



AUGUST 2020

Early Years (K-1)

WEEK 4 PROBABILITY

Did you know...

The theory of probability helps us understand the likelihood of the occurrence of different events. It helps us make well informed and safe choices.

24 MONDAY

Always, Sometimes, Never Charades

Discuss the meaning of the words "Always", "Sometimes", and "Never" with your child. Take turns acting out some simple tasks/chores with your child and decide if they are done when they should be "Always", "Sometimes", or "Never". For example, brushing teeth, eating breakfast, washing hands, taking out the garbage.

[Read detailed instructions here.](#)



25 TUESDAY

It's Impossible! Picture

Discuss the words "possible" and "impossible" with your child. Give your child scenarios to decide whether they are possible or impossible. For example, is it possible or impossible for a person to fly to another place in an airplane? Have your child draw a picture of something that is impossible and then explain it to you. [Read detailed instructions here.](#)



26 WEDNESDAY

Are You Certain?

Experiments Discuss the difference between the words "certain" and "likely" with your child. Do a couple of probability experiments to see if your child is able to use the words properly. For example, place six red buttons in a bag and ask your child if it is certain or likely that you will pull out a red button from the bag.

[Read detailed instructions here.](#)



27 THURSDAY

Unlikely and Impossible Sentence Starters

Discuss the difference between the words "unlikely" and "impossible" with your child. Use the sentence starters "It's unlikely that ____, but it's impossible that ____". For example, it is unlikely that a baby will be born with teeth, but it is impossible for a baby to walk when it is born.

[Read detailed instructions here.](#)



28 FRIDAY

Simple Probability Experiments

Review the probability language you worked on all week. Do some simple probability experiments, like a coin flip, having your child predict the outcome using the proper vocabulary. [Read detailed instructions here.](#)

