

## Kindergarten—Home Math Activities

Below are math activities that you can do at home with your child.

### Number Activities using *Quantity Concentration* cards

**Prep:** Print, cut, and shuffle the cards well.

#### Activity 1—Name that number

- Shuffle the cards well.
- Flash the card quickly.
- Have your child name the quantity they see.
- Ask your child to describe how the dots are arranged. (For the picture on the right your child may say, “There are 4 here and 3 here” as they point in the air.)
- Flash the card again quickly.
- Ask your child if he or she changed his or her mind.
- Show the card so your child can check.
- Repeat for the remaining cards.

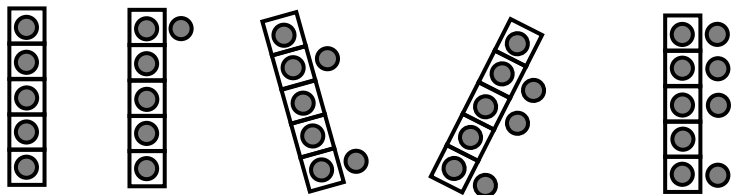


#### Activity 2—Write that numeral

- Shuffle the cards well.
- Flash the card quickly.
- Have your child write the numeral that goes with the quantity they see (For example, 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, etc).
- Flash the card again quickly.
- Ask your child if he or she changed his or her mind.
- Show the card so your child can check.
- Repeat for the remaining cards.

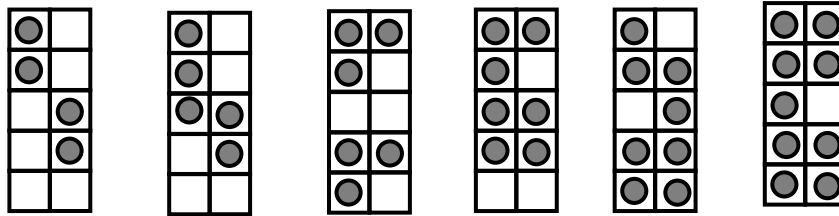
#### Activity 3—How many more than 5?

- Remove the 5 frame cards
- Shuffle the cards well.
- Flash the card quickly.
- Ask your child to name how many more than 5 is on the card.  
(Note: the answer to the first card is 0.)
- Ask your child to describe how they figured out the answer.
- Flash the card again quickly.
- Ask your child if he or she changed his or her mind.
- Show the card so your child can check.
- Repeat for the remaining cards.



### Activity 4—How many are empty?

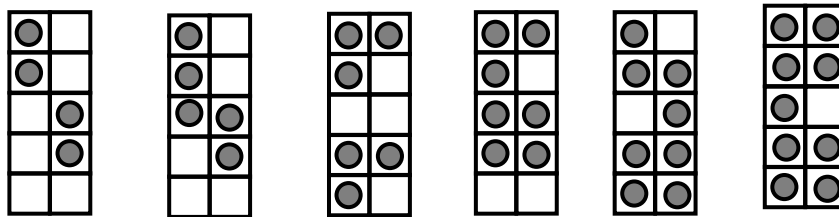
- Remove the 10 frame cards



- Shuffle the cards well.
- Flash the card quickly.
- Ask your child to name how many empty spaces they see.
- Ask your child to describe how they figured out the answer.
- Flash the card again quickly.
- Ask your child if he or she changed his or her mind.
- Show the card so your child can check.
- Repeat for the remaining cards.

### Activity 5—How many more to make 10?

- Remove the 10 frame cards



- Shuffle the cards well.
- Flash the card quickly.
- Ask your child to name how many more dots are needed to make 10.
- Ask your child to describe how they figured out the answer.
- Flash the card again quickly.
- Ask your child if he or she changed his or her mind.
- Show the card so your child can check.
- Repeat for the remaining cards.

### Activity 6—Quantity Match

- Shuffle the cards well.
- Place cards face up in 4 rows with 6 cards in each row.
- Take turns finding matches.
- Each player must share how he or she knows it is a match before taking the cards.

### **Activity 7—Quantity Concentration**

- Shuffle the cards well.
- Place cards face down in 4 rows with 6 cards in each row.
- Take turns turning over 2 cards and placing face up in the exact same spaces.
- If the cards match, the player must share how he or she knows it is a match before taking the cards.
- If the cards do not match, the player must share how he or she knows the cards do not match before turning them back over.
- See who can find the most matches.

### **Activity 8—Who has more?**

- Shuffle the cards well.
- Deal the cards so that each player has the same number of cards.
- Each player places their cards in a stack, face down.
- Each player turns over the top card on his or her stack.
- The player with the greater number states how they know it is greater. He or she then takes the cards and places on the bottom of his or her stack.
- See who can capture all of the cards.

### **Activity 9—Who has fewer?**

- Shuffle the cards well.
- Deal the cards so that each player has the same number of cards.
- Each player places their cards in a stack (upside-down).
- Each player turns over the top card on his or her stack.
- The player with the fewer number of dots states how they know it is fewer. He or she then takes the cards and places on the bottom of his or her stack.
- See who can capture all of the cards.

## **Other Number Activities**

### **Activity 10—Quantity hunt**

- Have your child look for things that are in twos around your home. For example, shoes, socks, salt and pepper shakers, eye glass lenses.
- Have them draw pictures of what they find.
- Repeat for things in 3s, 4s, 5s, and 6s.

### **Activity 11—Numeral hunt**

- Have your child look for numerals (0, 1, 2, 3, 4, 5, 6, 7, 8, 9) around your home. For example, house number, numerals on grocery items, numerals in story books.
- Have them write the numerals they see.

## **Measurement Activities**

### **Activity 1—Longer**

- Have your child draw a picture of 3 things they find in the house that are longer than an adult's shoe.

### **Activity 2—Shorter, Part 1**

- Have your child draw a picture of 3 things they find in the house that are shorter than an adult's shoe.

### **Activity 3—Shorter, Part 2**

- Have your child draw a picture of 3 things they find in the house that are shorter than your child.

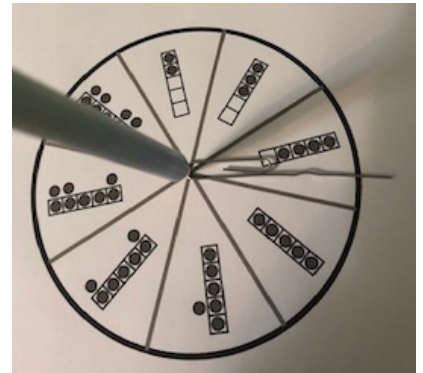
### **Activity 4—Taller**

- Have your child draw a picture of 3 things they find in the house that are taller than your child.

## Activity 5—Tallest tower

**Prep:** Print the spinner page. Partially unfold a paperclip to use as the spinner. Gather a pen or pencil and some blocks. You can use blocks, legos, or any type or grocery item to use to build (For example, cereal boxes, pop tart boxes, tissue boxes, pasta boxes, can goods of different sizes, books).

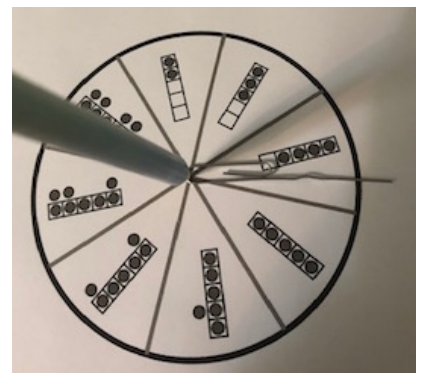
- If playing with others, players take turns spinning the spinner (choose one of the spinners).
- Suppose the spinner lands on 4. Each player chooses 4 blocks or items.
- Players see who can build the tallest structure using their blocks.
- Return the blocks. Next player spins the spinner. Each player chooses the number of blocks to match that quantity.
- See who can build the tallest structure using their blocks.
- Each player draws a picture to show who has the tallest building.
  
- If playing alone, have your child spin the spinner and choose the matching number of blocks.
- Have your child build a structure.
- Have your child choose the same number of blocks.
- Have your child see if he or she can build a taller tower.



## Activity 6—Shortest tower

**Prep:** Print the spinner page. Partially unfold a paperclip to use as the spinner. Gather a pen or pencil and some blocks. You can use blocks, legos, or any type or grocery item to use to build (For example, cereal boxes, pop tart boxes, tissue boxes, pasta boxes, can goods of different sizes, books).

- If playing with others, players take turns spinning the spinner (choose one of the spinners).
- Suppose the spinner lands on 4. Each player chooses 4 blocks or items.
- Players see who can build the shortest structure using their blocks.
- Return the blocks. Next player spins the spinner. Each player chooses the number of blocks to match that quantity.
- See who can build the shortest structure using their blocks.
- Each player draws a picture to show who has the shortest building.
  
- If playing alone, have your child spin the spinner and choose the matching number of blocks.
- Have your child build a structure.
- Have your child choose the same number of blocks.
- Have your child see if he or she can build a shorter tower.



### **Activity 7—Heavier**

- Have your child hold a small, heavy item (for example, paper weight, can good, 5-pound weight). Have your child draw a picture of 3 things they find in the house that are heavier than the item.

### **Activity 8—Lighter**

- Have your child hold a large light item (for example, stuffed animal, checkerboard or other gameboard, dish towel). Have your child draw a picture of 3 things they find in the house that are lighter than the item.

### **Activity 9—Fast and slow**

- Have your child walk across the room slowly.
- Have your child walk across the room quickly.
- Have your child name 3 things that move slowly.
- Have your child name 3 things that move quickly.
- Who can move slower? Faster?
- Who can put the blocks away faster? Toys away faster?

## **Geometry Activities**

### **Activity 1—Grocery item sort**

- Have your child sort grocery items in some way.
- Ask your child to name the groups (For example: can shapes—cylinders; box shapes—rectangular prisms; cone shapes—cones; ball shapes—spheres).
- Ask your child why he or she put an item in a certain group (Examples: shape, size, colors, favorite foods, like and don't like).

### **Activity 2—Same & different**

- Select 2 cans or boxes that are the same size but contain different items (for example, beans and soup).
- Ask your child to name the ways in which the 2 items are different.
- Ask your child to name the ways in which the 2 items are the same.

### **Activity 3—I spy**

- Play *I spy* with your child.
- Choose an item.
- Say, "I spy something \_\_\_\_." (Note: use descriptions such as color, size, holds a lot, holds a little, heavy, light, etc. For example: "I spy something heavy."; "I spy something blue."; "I spy something small."; "I spy something big.")
- Have your child try to guess what you "spy."

### **Activity 4—Puzzles**

- Have your child complete jigsaw puzzles.
- You can make a puzzle from a photo by printing and cutting.
- Have your child put the photo back together.
- Have your child create a jigsaw puzzle from a photo or a magazine page. They then put the puzzle back together.

### **Activity 5—Shape hunt**

- Have your child look for 3D shapes in your home.
- Have your child draw pictures of what he or she finds.

### **Activity 6—Positions**

- Have your child practice placing objects in a given position. For example, have your child place a stuffed animal or other toy beside, above, below, under, over, next to, in front, or behind another item.
- Have your child practice using position language to have you place an item. For example, have your child tell you where to place a stuffed animal or other toy (beside, above, below, under, over, next to, in front, or behind another item).