

A Warm, Cozy Nest

Line Master 1 (Assessment Master)

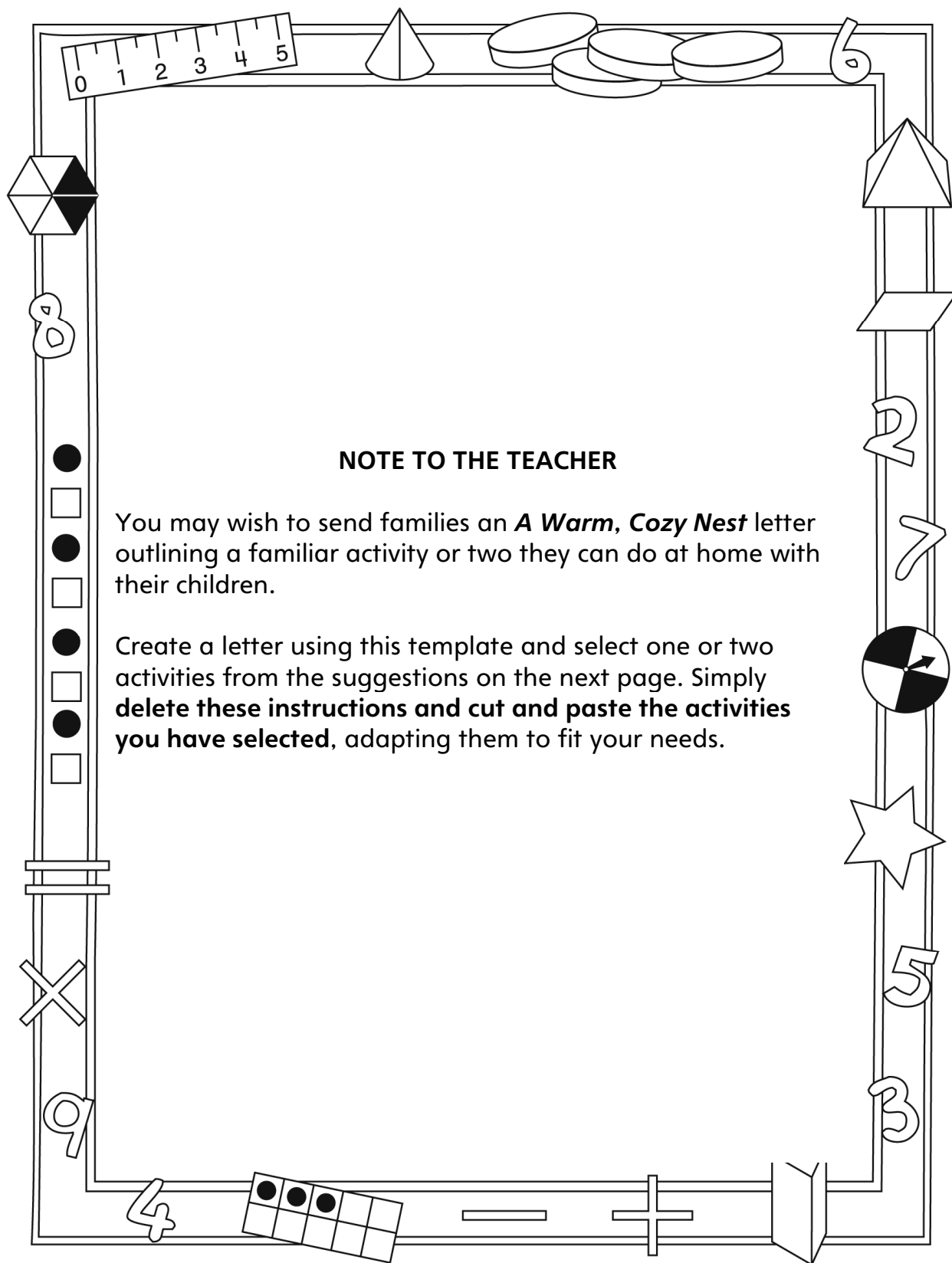
Name: _____

Counts Sets to 5	Not observed	Sometimes	Consistently
Says number name sequence in correct order when counting forward from 1 (stable order)			
Says one word for each object counted (one-to-one correspondence)			
Knows that the last number tells how many objects are in the set (cardinality)			
Recognizes Numerals to 5			
Names and matches numerals to numbers to 5			

Strengths:

Next Steps:

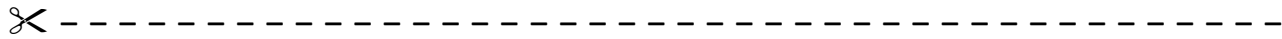
Connecting Home and School Line Master 2-1



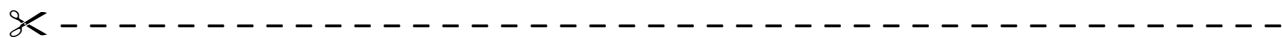
Connecting Home and School Line Master 2–2

Dear Family:

We have been working on **A Warm, Cozy Nest**, which focuses on Counting Sets to 5 and Recognizing Numerals to 5. Try this activity at home with your child.

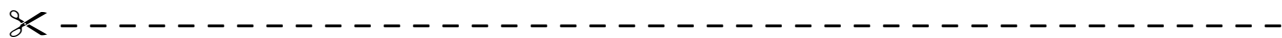


Reading the Story: As you read the story, enjoy counting and describing the birds and tracking the progress of the cat. Encourage your child to chant the repetitive refrain of “and 1 more.”

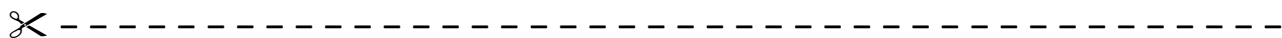


Retelling the Story: Encourage a retelling of the story using 5 small objects and the Math Mat (the nest) on the inside back cover. Say, for example: **There are 2 birds in the nest.** (Your child places 2 objects on the nest.) Say: **1 more bird arrives!** (Your child places 1 more “bird” on the nest.) Ask: **How many birds now in the nest? Let’s check.**

Continue telling stories so that birds join the nest asking your child to tell how many there are after each addition. You can also have birds fly from the nest and again have your child tell how many there are left.



In the Nest You need a small, opaque container (a “nest”) and 5 small objects to represent birds. Together, count the 5 objects, then have your child turn away while you place (2) “birds” under the “nest.” Your child looks at the 3 visible objects and predicts how many birds are in the nest. Lift the nest and count to check. Encourage the use of numbers to describe the story. For example, say: **2 and 3—that’s 5 birds.** Or, say: **2 birds are in the nest and 3 birds are not. That’s 5 birds altogether.** Repeat with other combinations. Invite your child to take the lead.



Sincerely,

Numeral Cards (1-5)

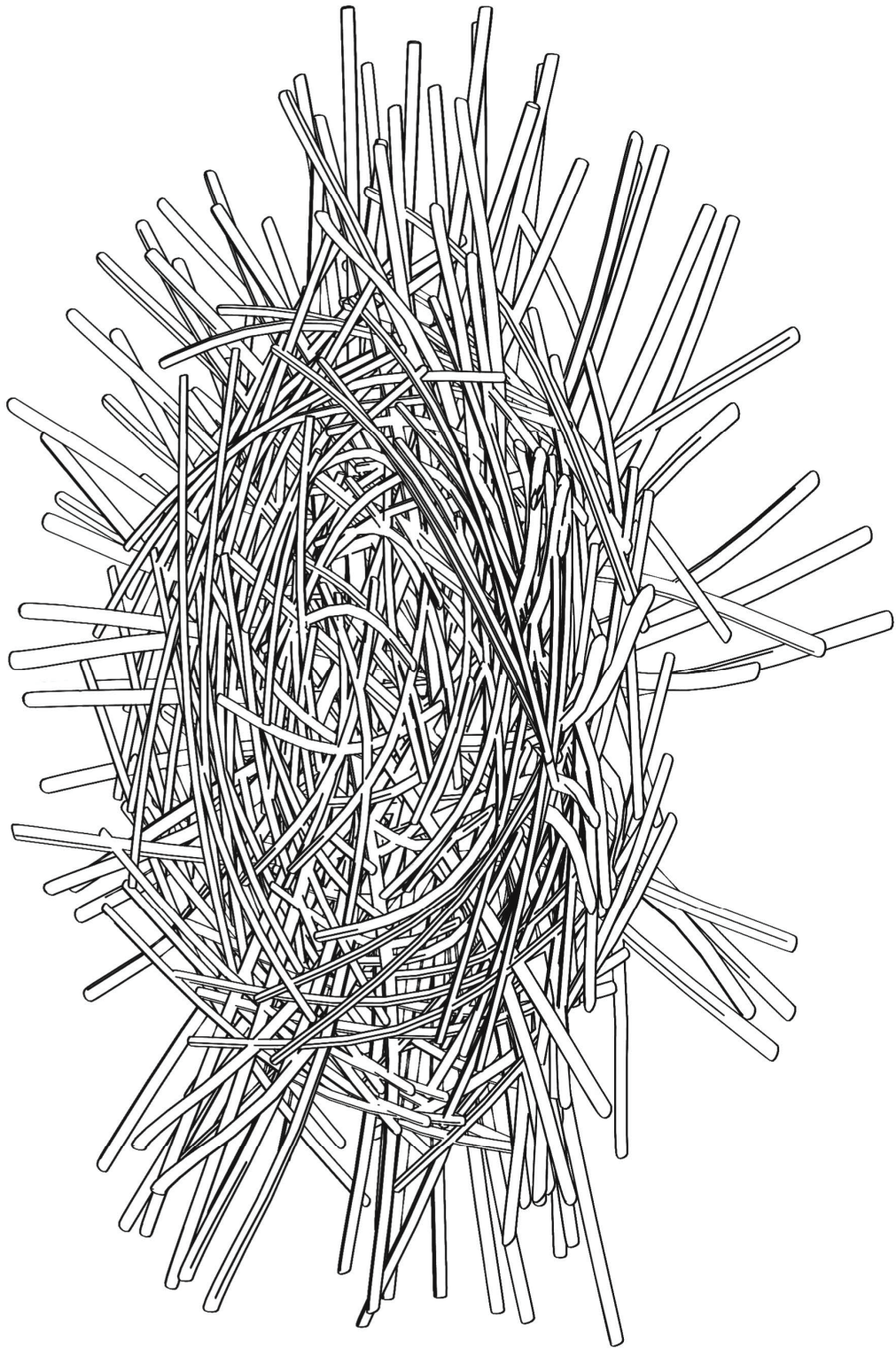
Line Master 3

1	2	3
4	5	
1	2	3
4	5	

A Warm, Cozy Nest Math Mat

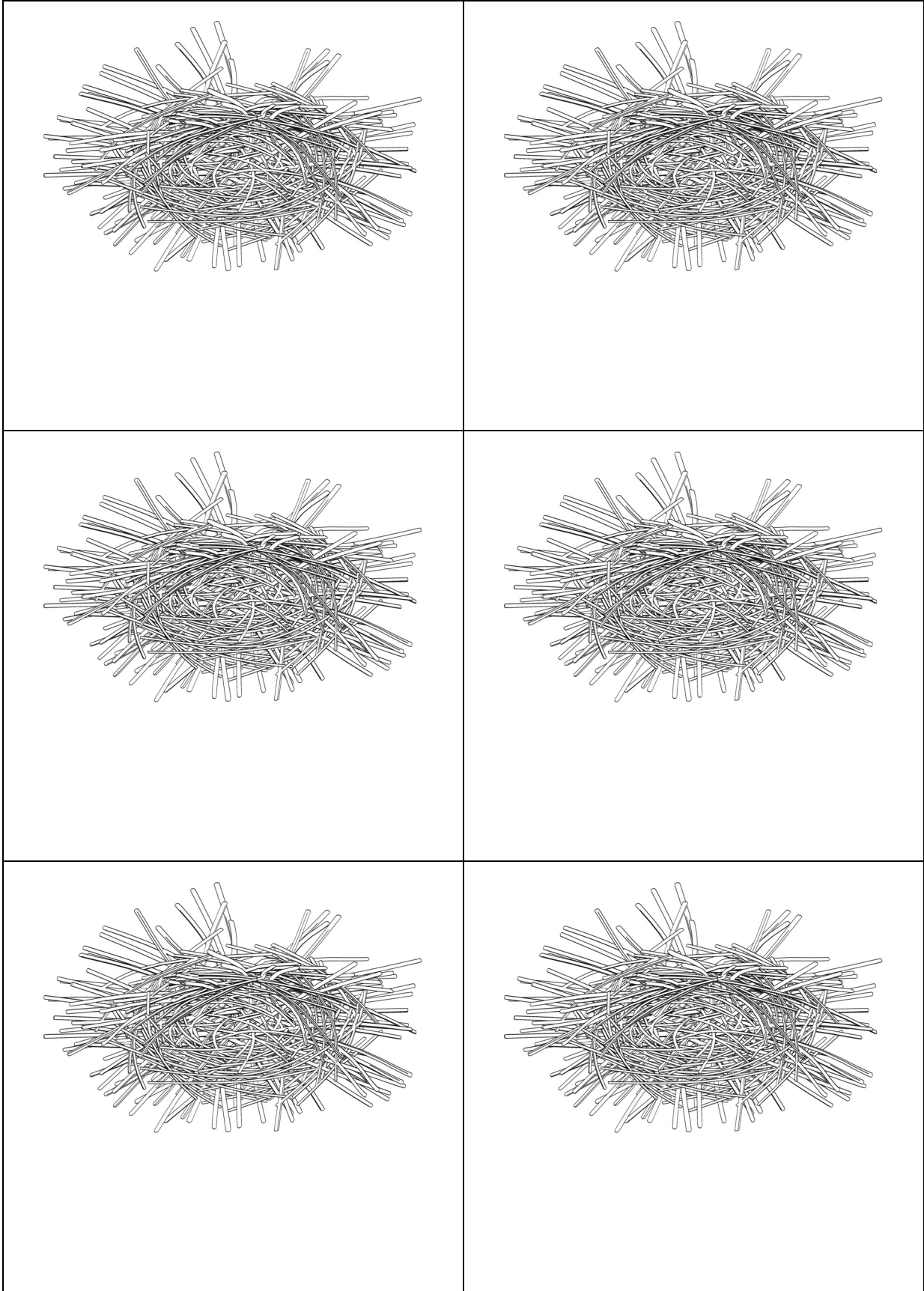
Line Master 4

Math Mat



Nest Mat Recording Sheet

Line Master 5

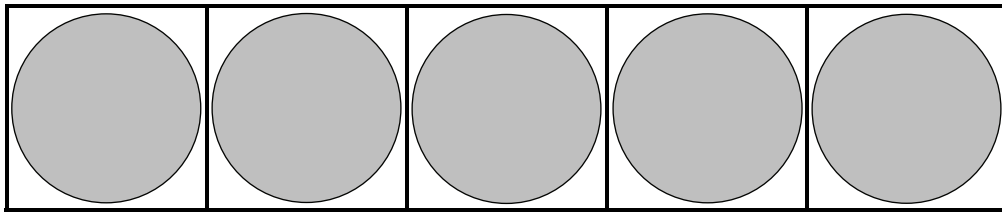
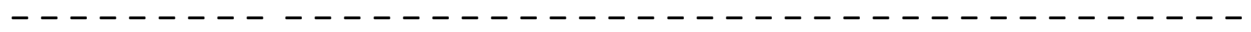
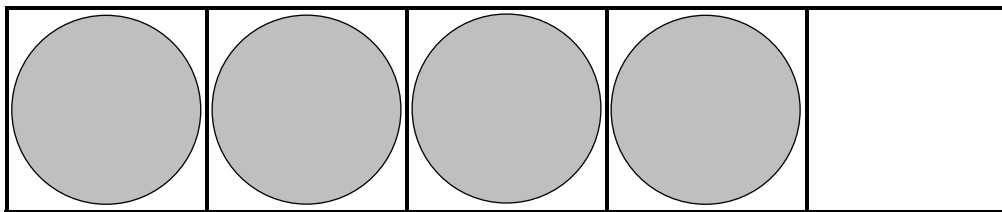
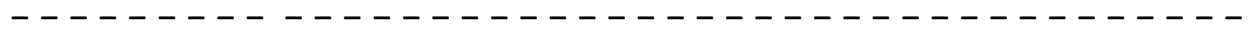
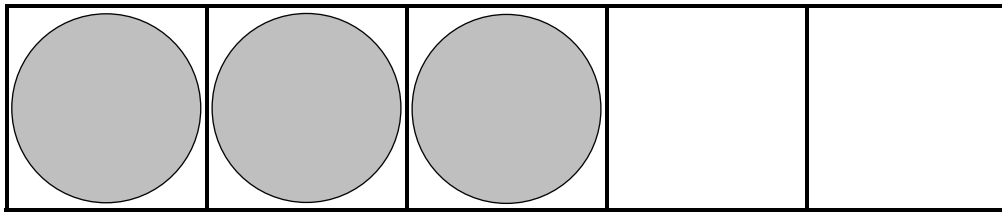
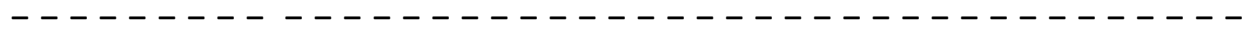
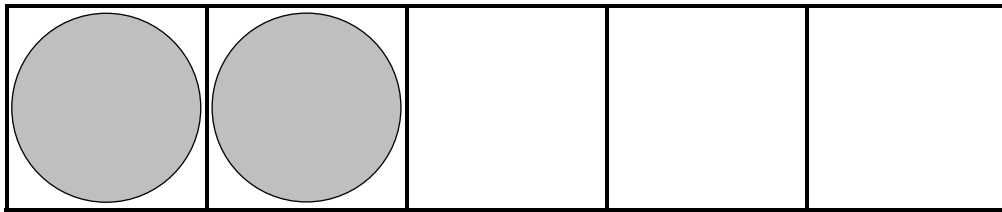
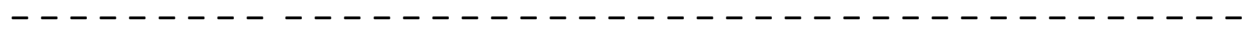
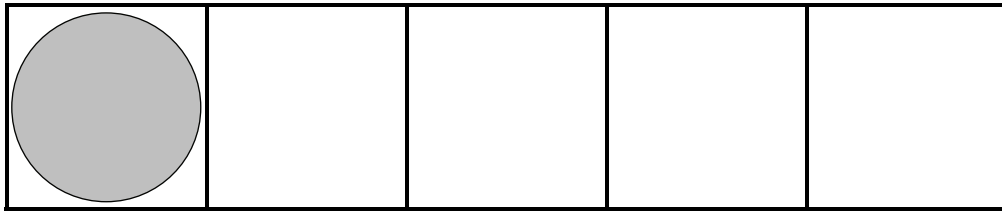
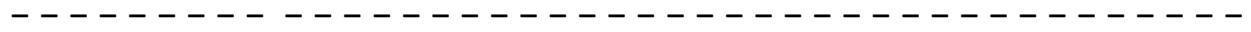


Five-Frame

Line Master 6

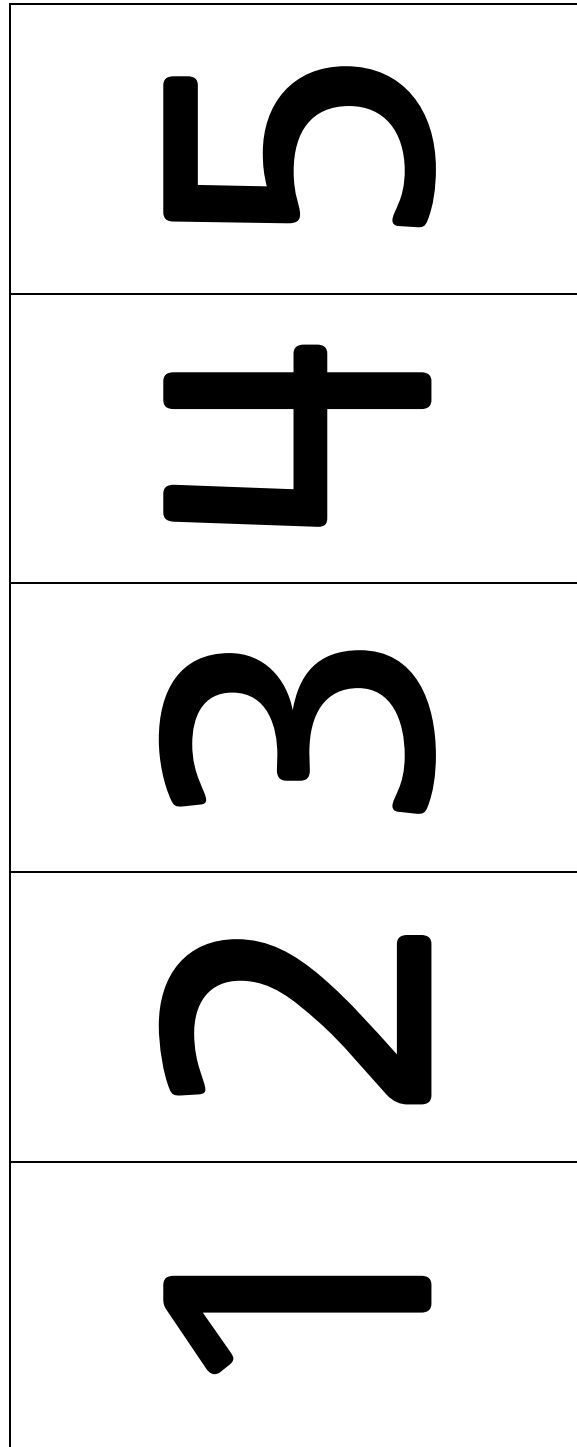
Five-Frame Cards

Line Master 7



Number Strip (1–5)

Line Master 8



Five-Frame Recording Sheet Line Master 9

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Mini-Book Template

Line Master 10

My Nest

By _____

_____ birds in
my nest.

_____ birds in
my nest.

_____ birds in
my nest.

Dan's Doggy Daycare

Line Master 1 (Assessment Master)



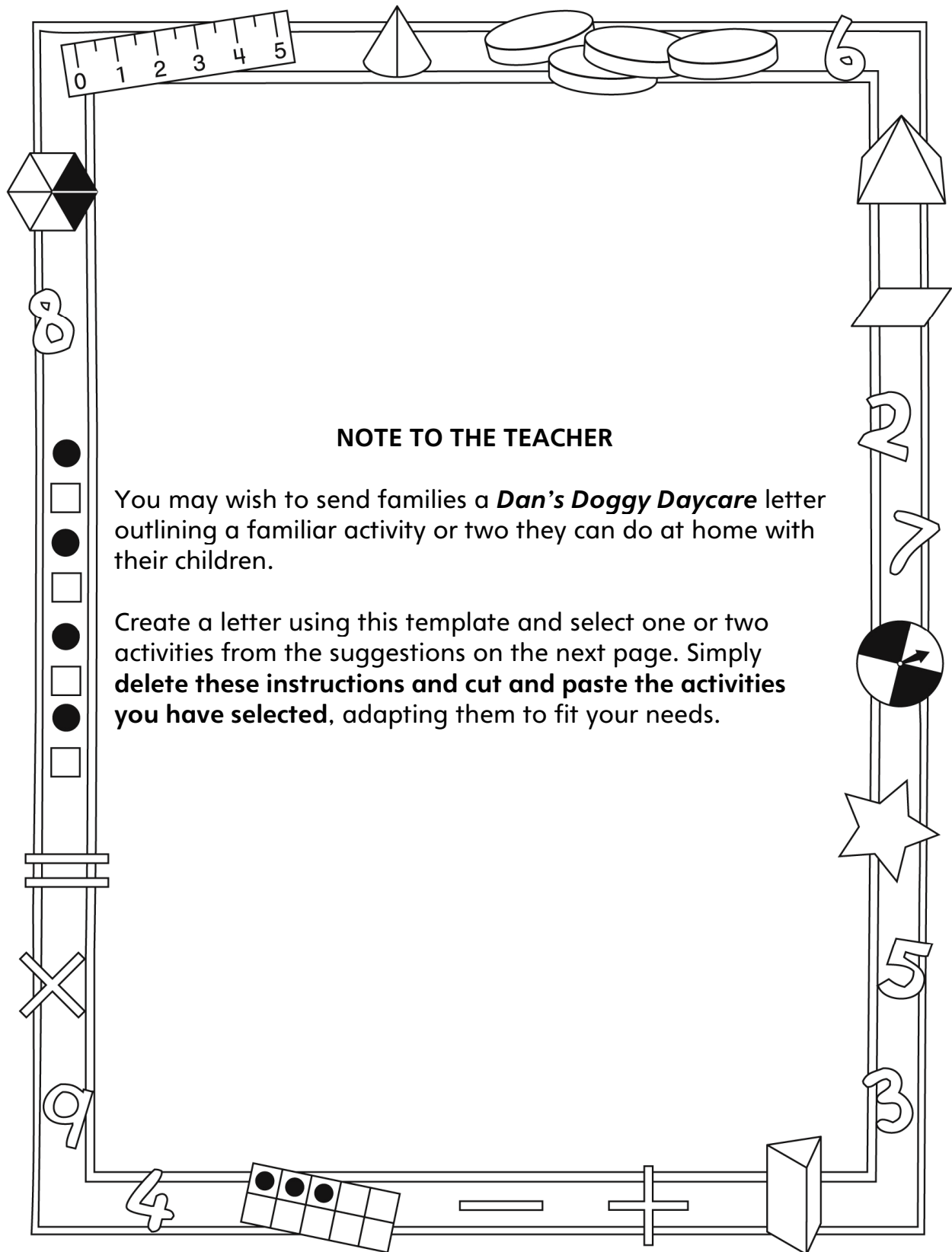
Name: _____

Count and Compare Sets to 10	Not observed	Sometimes	Consistently
Says one number for each object counted (one-to-one correspondence)			
Says counting numbers in correct sequence (stable order)			
Knows that the last counting word tells how many are in the set (cardinality)			
Counts and creates sets (to 10)			
Identifies number without counting each object (subitizes)			
Compares sets of objects to identify more/less/same			
Determines how many more/less			
Compose and Decompose 10			
Decomposes and composes to 10 & identifies the parts and the whole			
Identifies and models different ways to make 10			

Strengths:

Next Steps:

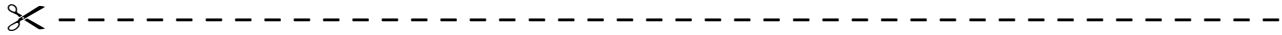
Connecting Home and School Line Master 2-1



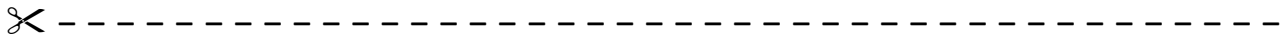
Connecting Home and School Line Master 2–2

Dear Family:

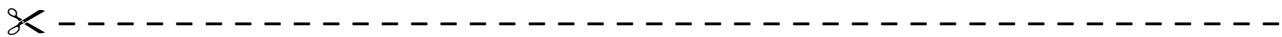
We have been working on *Dan’s Doggy Daycare*, which focuses on Counting Sets of Objects and Comparing Quantities. Try this activity at home with your child.



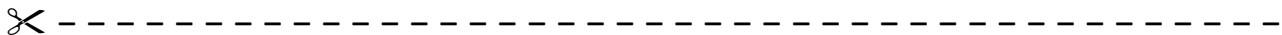
Reading the Story: Reading the Story: As you read the story, enjoy counting the dogs, predicting how many are missing, and finding the different ways in which 10 is depicted (for example, 4 large bowls and 6 small bowls; 7 balls and 3 rope toys). After you read, you might gather 10 small objects and use the mat on the inside back cover to re-create some of the different situations that Dan encounters.



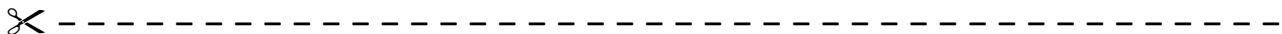
Doggy Nim: Use the mat on the inside back cover as a game board along with 10 small objects. Place one object in each section of the mat. Take turns with your child to remove either 1 or 2 objects at a time. The player who removes the last object scores 1 point. Take turns going first. Have fun!



What’s Undercover? Use a folded piece of paper to make a “tent” and 10 small objects to represent dogs. Ask your child to turn away while you place (2) “dogs” under the “tent.” Your child looks at the (8) visible objects and predicts how many dogs are under the tent. Lift the tent and count to check. Encourage the use of numbers to describe the story. For example, say: **8 and 2—that’s 10 dogs. Or, say: 2 dogs are inside and 8 dogs are outside. That’s 10 dogs altogether.** Repeat with other combinations. Invite your child to take the lead.



Toothpick Shapes: Each of you makes a design or shape using 10 toothpicks. Take turns using numbers to describe your creation.



Sincerely,

Ten-Trains

Line Master 3

Name: _____

How did you make your 10 trains?

--	--	--	--	--	--	--	--	--	--

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--	--	--	--	--	--	--	--	--	--

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Ten-Frame

Line Master 4

Ten-Frame Recording Sheet Line Master 5

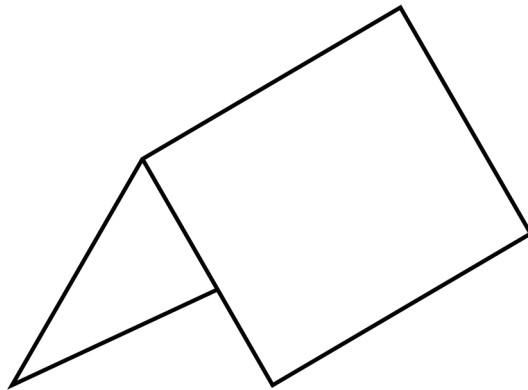
Name: _____

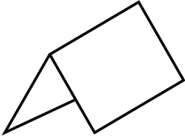
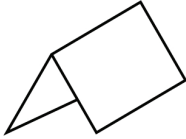
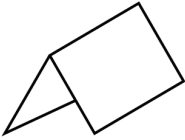
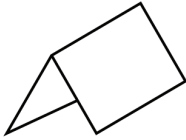
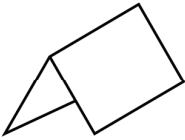
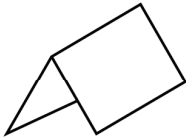
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0	1	2
3	4	5
6	7	8
9	10	

Undercover Recording Sheet Line Master 7

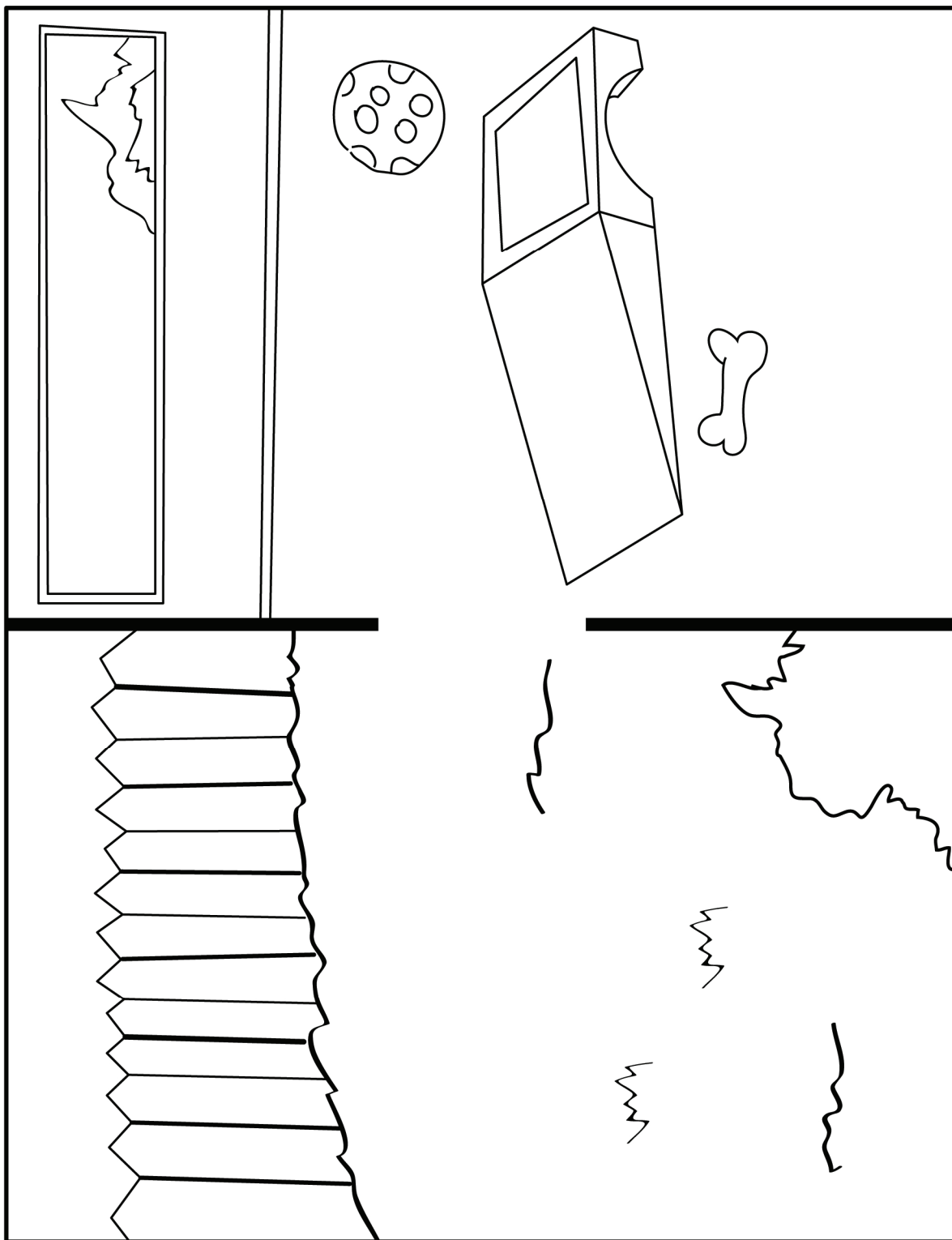
Name: _____



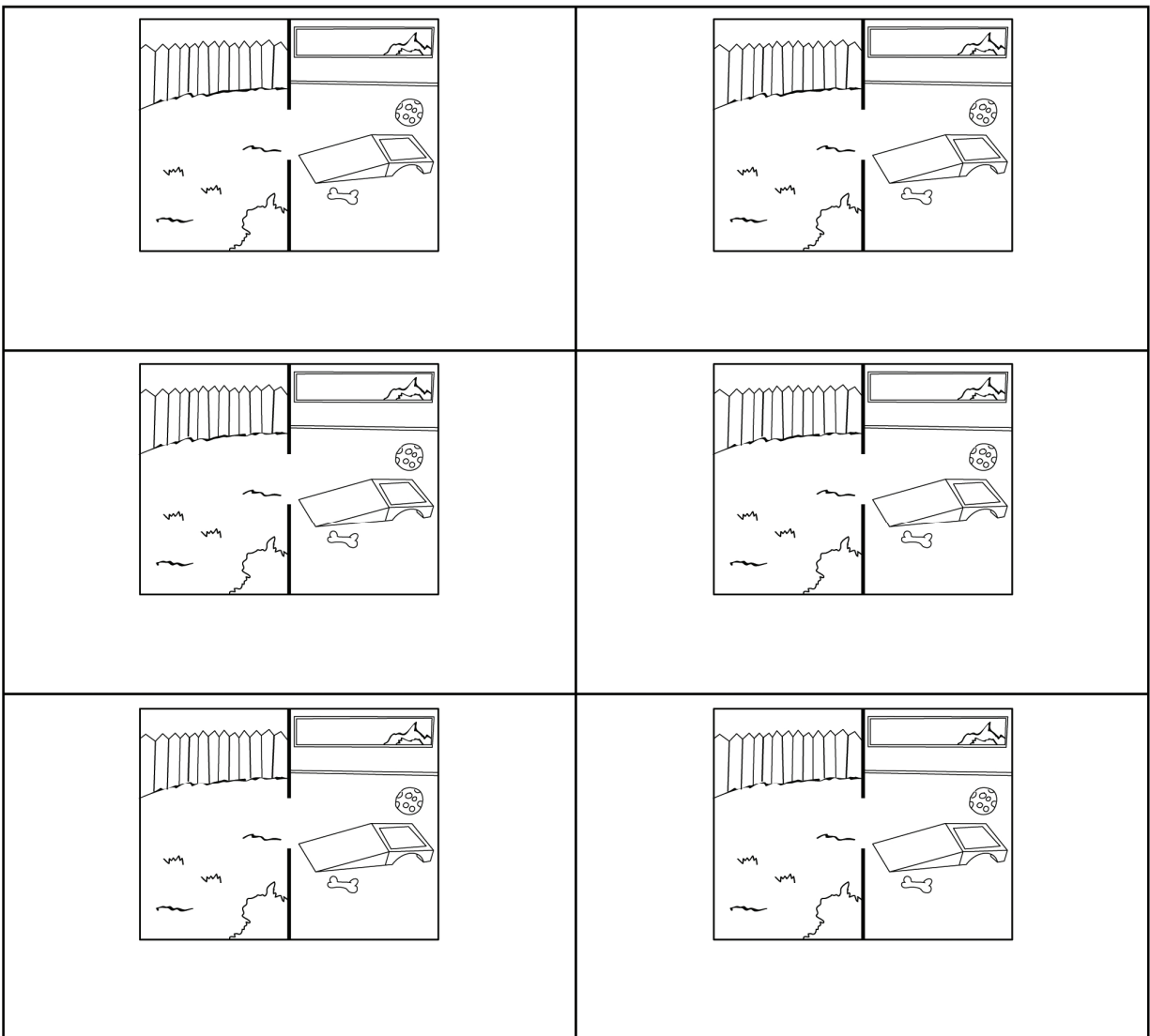
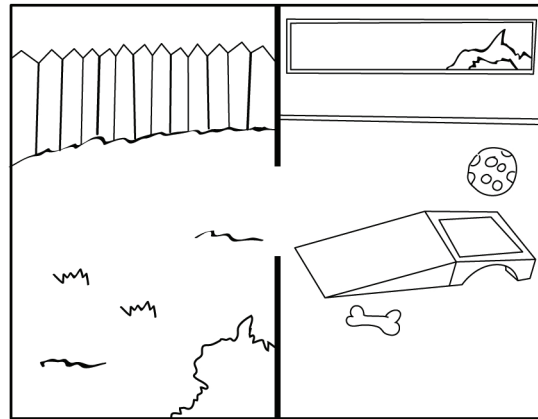
Inside-Outside Story Mat

Line Master 8



Inside-Outside Recording Sheet

Line Master 9



Story Template

Line Master 10

My Doggy Daycare
by _____

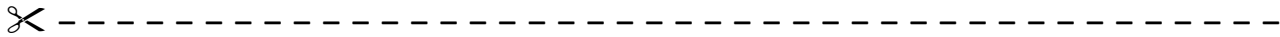
There are ___ dogs.

There are ___ balls.

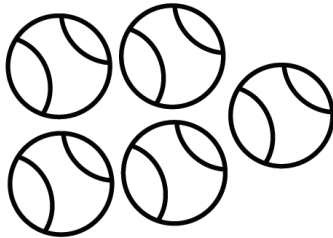
There are _____.

Making "10" Problems

Line Master 11



There are 10 dogs. Draw more so there is 1 ball for each dog.

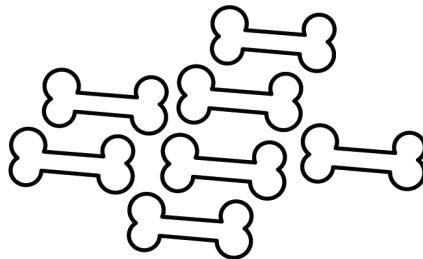


How many balls are there? _____

How many did you draw? _____

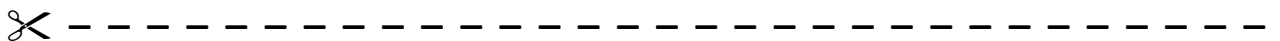


There are 10 dogs. Draw more so there is 1 bone for each dog.

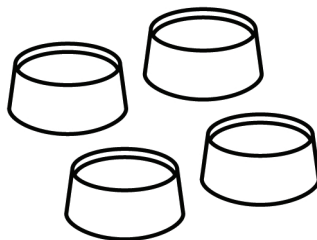


How many bones are there? _____

How many did you draw? _____



There are 10 dogs. Draw more so there is 1 bowl for each dog.



How many bowls are there? _____

How many did you draw? _____

Acorns for Wilaiya

Line Master 1 (Assessment Master)

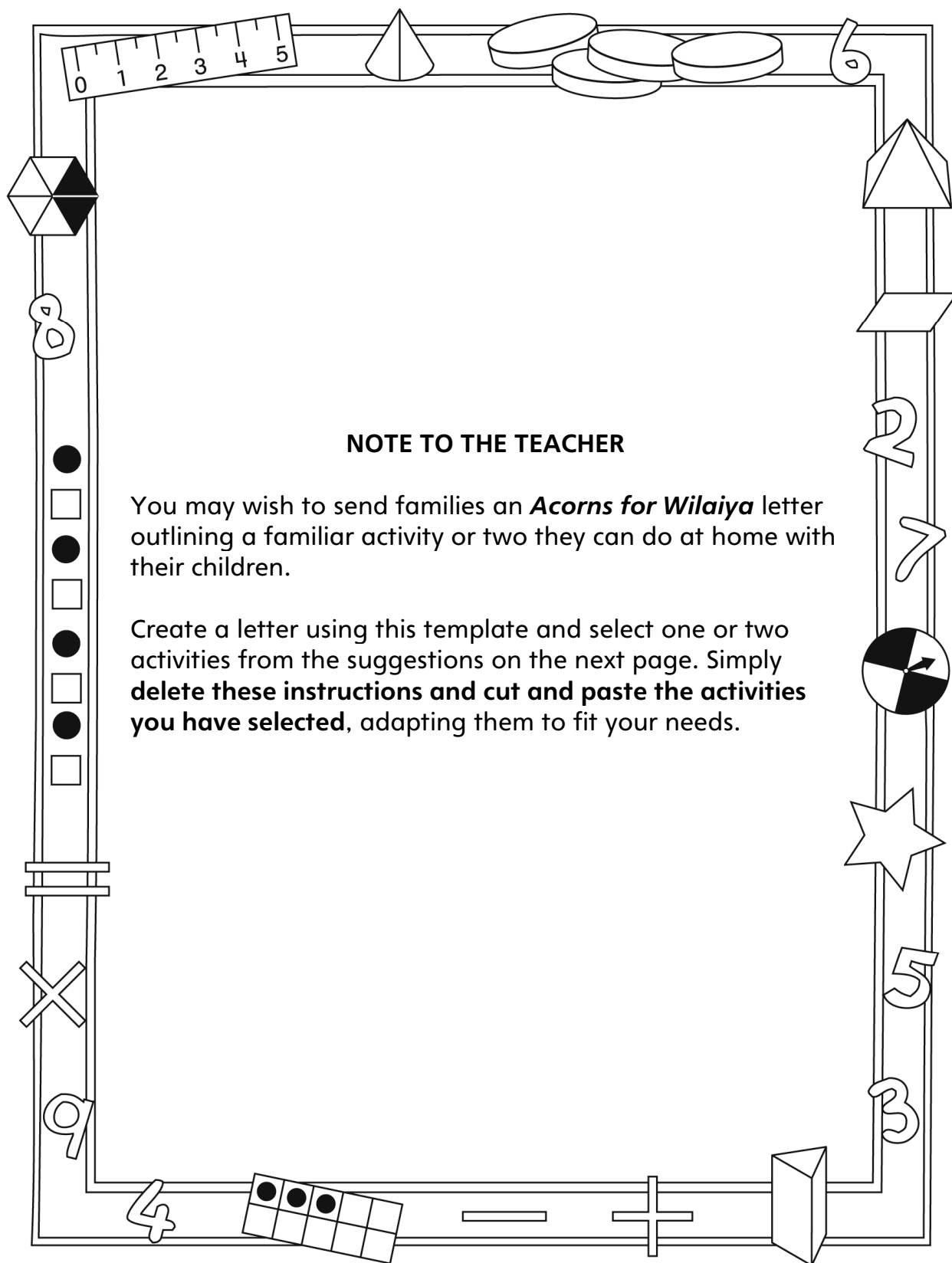
Name: _____

Count sets to 10	Not observed	Sometimes	Consistently
Says number name sequence in correct order when counting forward from 1 (stable order)			
Says number name sequence in correct order when counting backward from 10 (stable order)			
Says one word for each object counted (one-to-one correspondence)			
Knows that the last number spoken tells how many objects are in the set (cardinality)			
Names and writes numerals			
Compare sets to 10			
Compares quantities by matching or counting to determine more/less or equal			

Strengths:

Next Steps:

Connecting Home and School Line Master 2-1



NOTE TO THE TEACHER

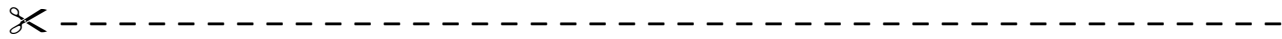
You may wish to send families an *Acorns for Wilaiya* letter outlining a familiar activity or two they can do at home with their children.

Create a letter using this template and select one or two activities from the suggestions on the next page. Simply **delete these instructions and cut and paste the activities you have selected**, adapting them to fit your needs.

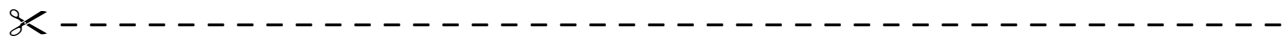
Connecting Home and School Line Master 2-2

Dear Family:

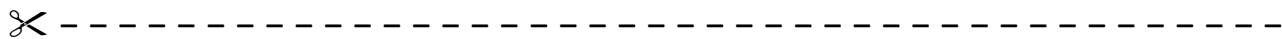
We have been working on *Acorns for Wilaiya*, which focuses on Count Sets to 10 and Compare Sets to 10. Try this activity at home with your child.



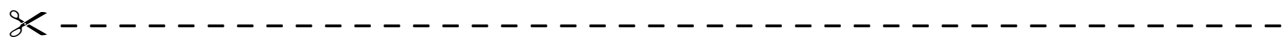
Reading the Story: As you read the story, enjoy counting different objects and living things on the various pages. Look for differences within a group (e.g., acorns with caps and without, different colours of leaves). After you read, use simple objects such as buttons or bread tags, and use the mat on the inside back cover of the book to re-create the story or to play your own acorn game.



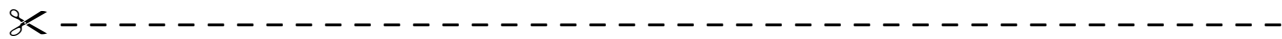
Drop the Objects: Collect 10 items (buttons, bread tags, coins) and a cup. Hold the items in your hand and drop them over the cup. Have your child count the objects. How many landed in the cup? How many landed beside it? Are there more items in the cup or beside it?



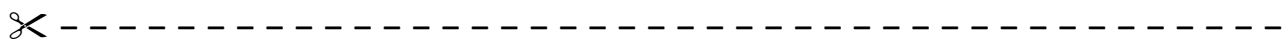
Counting Backward: Practise counting backward from 10. Use objects around the house, make groups of 10, and count both forward and backward. You can also count your steps in both directions.



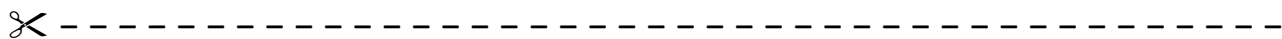
Board Games: Play simple board games that require counting such as *Snakes and Ladders* or *Sorry!*



Sing, Read, and Recite: Look for counting songs, poems, or stories that encourage counting forward or backward such as *5 Little Monkeys* and *One, Two, Buckle My Shoe*.



Hop It Out: Use chalk to make a number line showing 0 to 10 on the sidewalk or driveway. Have your child count forward and backward while hopping or stepping between numbers.



Sincerely,

Counting Mat

Line Master 3

Name: _____

1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

Acorn Cards

Line Master 4

The image shows a grid of 12 dashed boxes arranged in 3 rows and 4 columns. Each box contains a different number of acorn illustrations. Scissors icons are placed at the top corners of the first two columns, indicating where to cut. The acorn counts for each box are as follows:

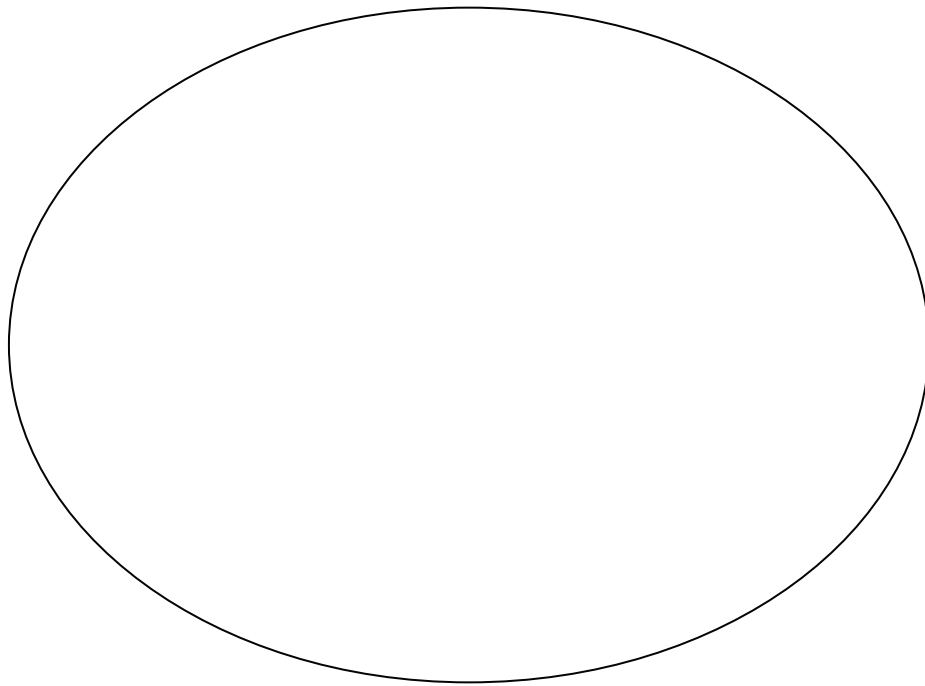
Row	Column 1	Column 2	Column 3	Column 4
1	1	2	3	2
2	5	5	6	6
3	8	7	0	0

Sorting Mat

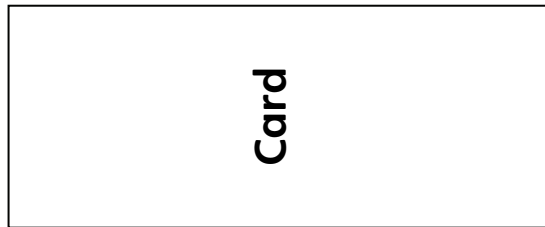
Line Master 5

Name: _____

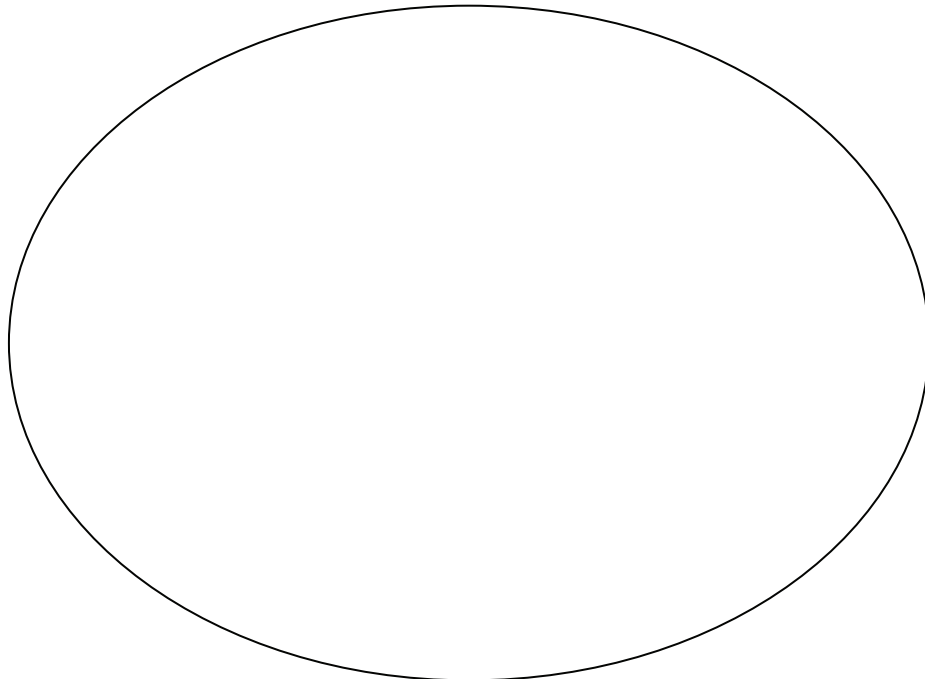
Less Than



Card



More Than



Numeral Cards

Line Master 6

Name: _____

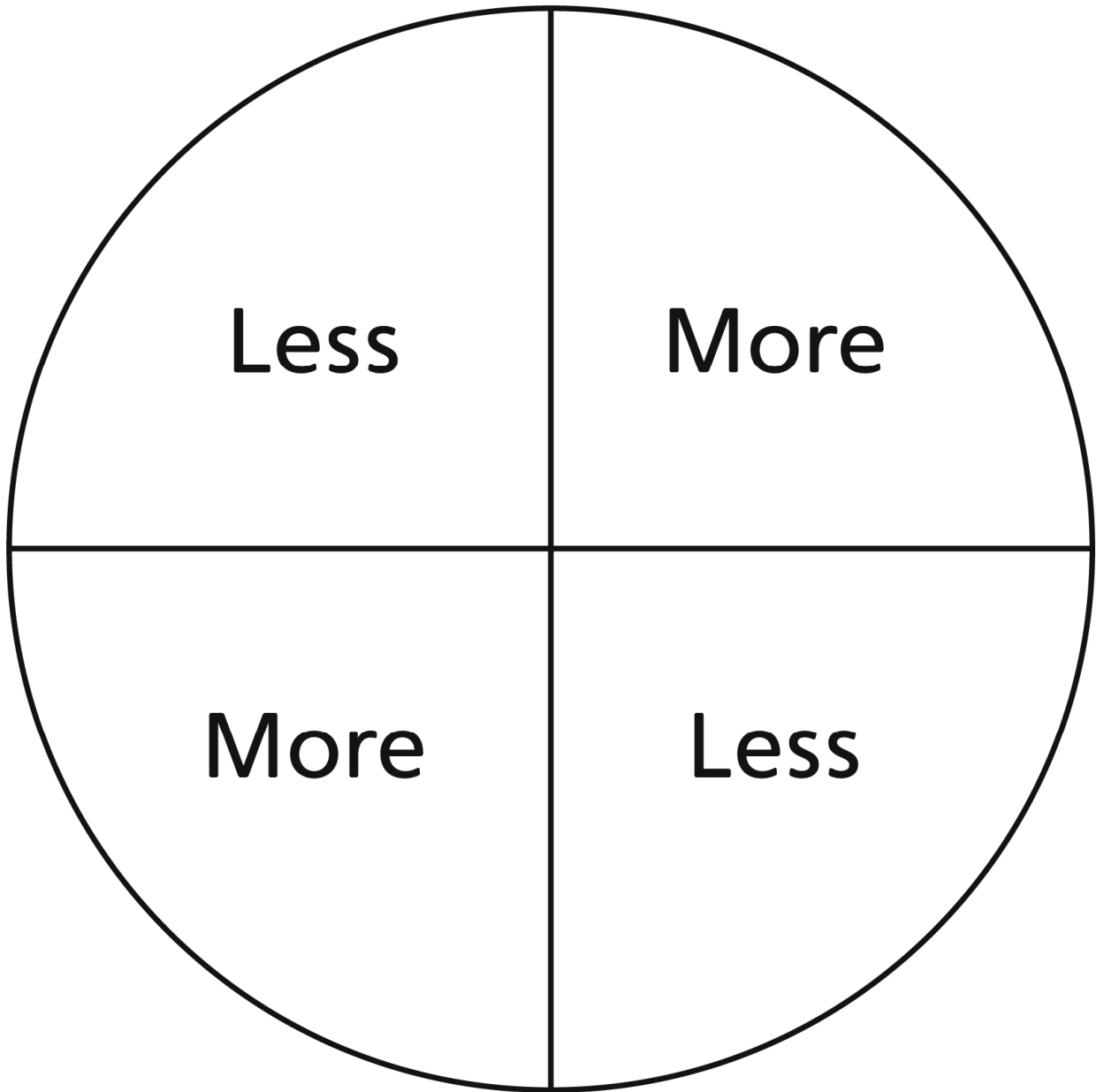
0	1	2
3	4	5
6	7	8
9	10	

Handfuls of Acorns Recording Sheet

Line Master 7

Name: _____

First Handful	Second Handful



Spin More or Less Recording Sheet

Line Master 9

Keeping Score

- How many counters are in your handful?
- Spin the spinner to see who gets a point.
- Circle your number if you get a point.

Turn	Name _____	Name _____
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

My Acorns

Line Master 10

Name: _____

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Black Squirrel, Black Squirrel Line Master 11

Name: _____

Black squirrel, black squirrel,
what do you see?

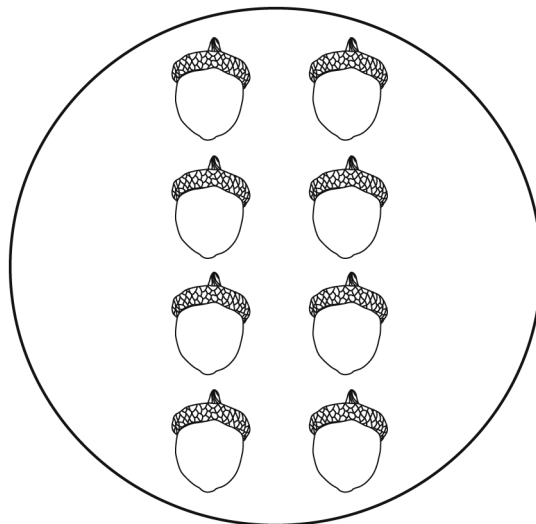
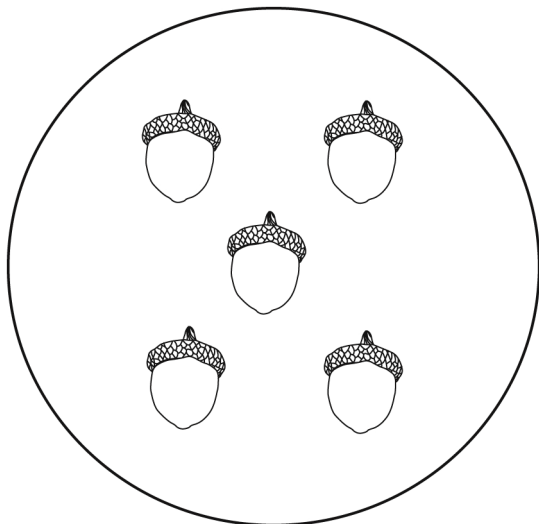
I see _____ acorns waiting
for me.

How Many?

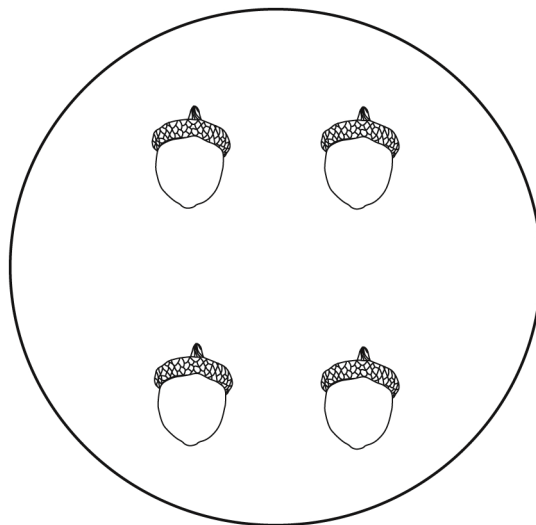
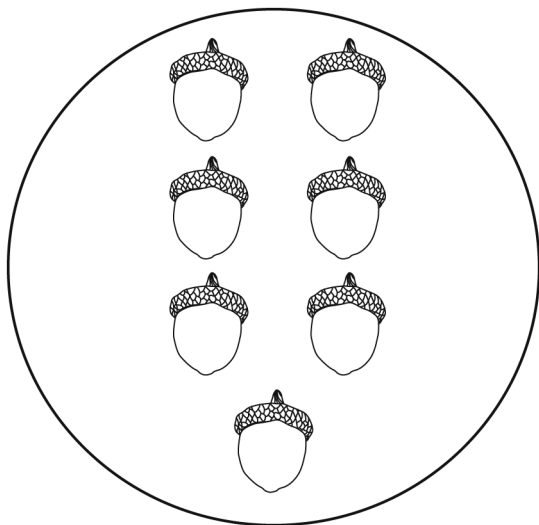
Line Master 12-1



Wilaiya had 5 brown acorns and 8 green acorns.
Which pile has more?



Wilaiya had 7 brown acorns and 4 green acorns.
Which pile has more?

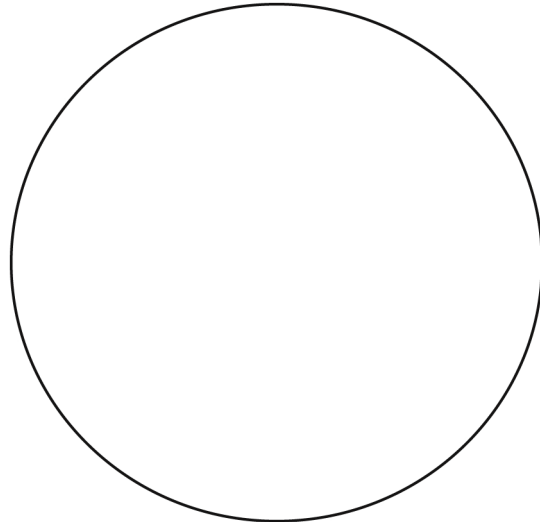
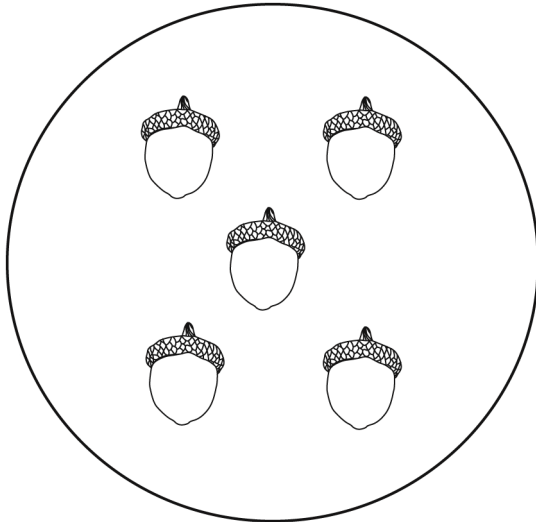


How Many?

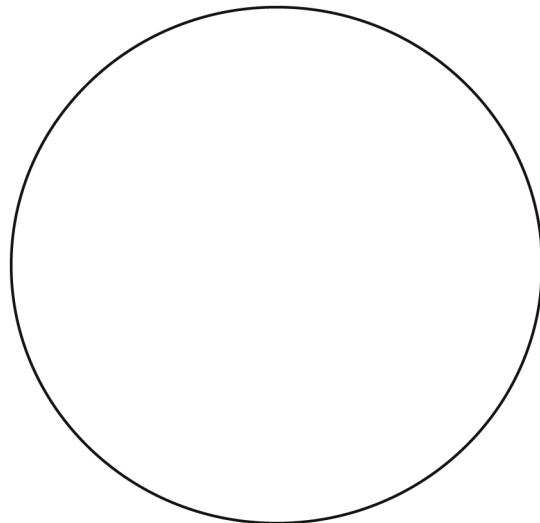
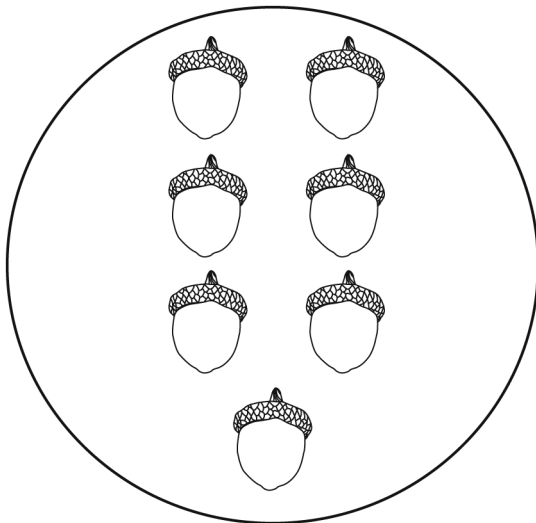
Line Master 12-2



Wilaiya has 5 acorns. You have more.
Show how many you have.



Wilaiya has 7 acorns. You have fewer.
Show how many you have.



Lots of Dots!

Line Master 1 (Assessment Master)

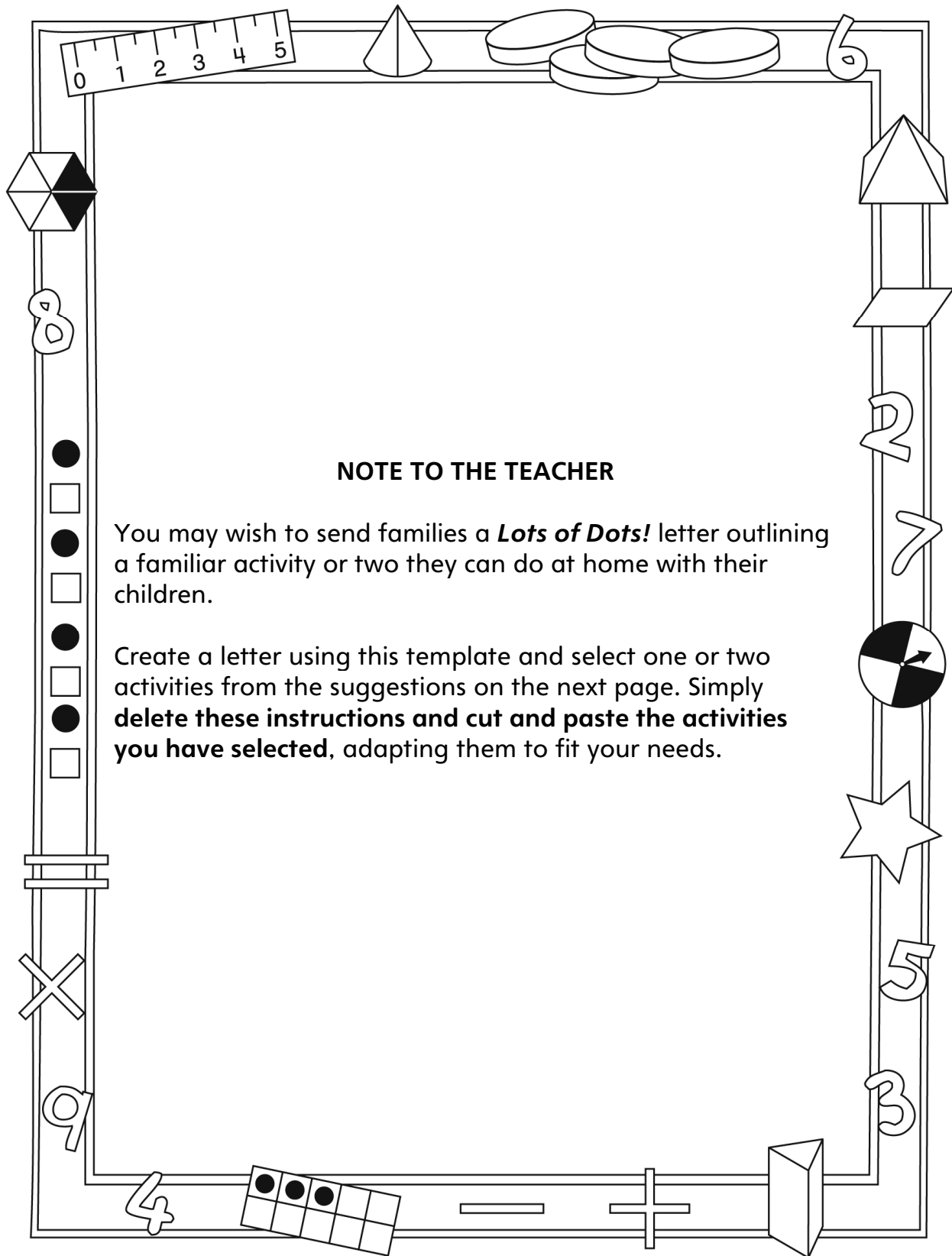
Name: _____

Subitize and count sets to 10	Not observed	Sometimes	Consistently
Says one number for each object counted (one-to-one correspondence)			
Says counting numbers in correct sequence (stable order)			
Knows that the last counting word tells how many are in the set (cardinality)			
Counts, describes, and creates sets (to 10)			
Knows that rearranging the objects in a set does not change the quantity (conservation of number)			
Identifies number without counting each object (subitizes)			
Compares sets of objects to identify more/less/same			
Compose and decompose to 10			
Decomposes and composes to 10 and identifies the parts and the whole			
Identifies and models different ways to make numbers to 10			

Strengths:

Next Steps:

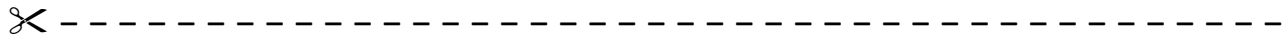
Connecting Home and School Line Master 2-1



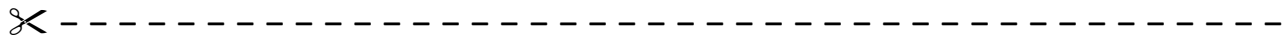
Connecting Home and School Line Master 2–2

Dear Family:

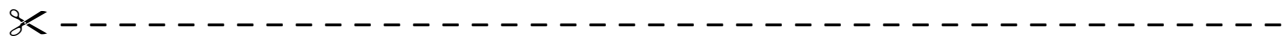
We have been working on *Lots of Dots!*, which engages children in conversations, investigations, and activities that help to develop their understanding of the big math idea that “Numbers tell us how many and how much.” Particular focus is placed on counting sets to 10. Try this activity at home with your child.



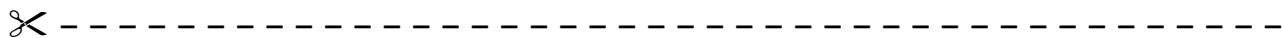
Reading the Story: As you read the story, enjoy counting the dots, and describing the different ways in which the dots are arranged (for example, 5 dots can be seen as 4 and 1 or 2 and 1 and 2...). After you read, you might gather 10 small objects and use the mat on the inside back cover to recreate different arrangements of dots for a set number.



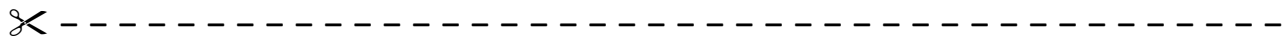
Flash and Count: Use the mat on the inside back cover as a game board along with 10 small objects in 2 colours. Ask your child to secretly arrange a set of counters on the mat and place a paper towel or tissue over it so it is concealed from your sight. When ready, your child uncovers the set for 2–3 seconds and conceals it again. Your job is to guess how many and describe how you saw it! Take turns and have fun!



Toothpick Shapes: Select a number between 2 and 10. Each of you makes a design or shape using that number of toothpicks (or other small objects). Use numbers to describe your creation.



Dancing Fingers: Take turns rolling a number cube. Show that many dancing fingers. Describe your dancing fingers using numbers. You might even draw faces on your fingers to add a further element of fun!



Sincerely,

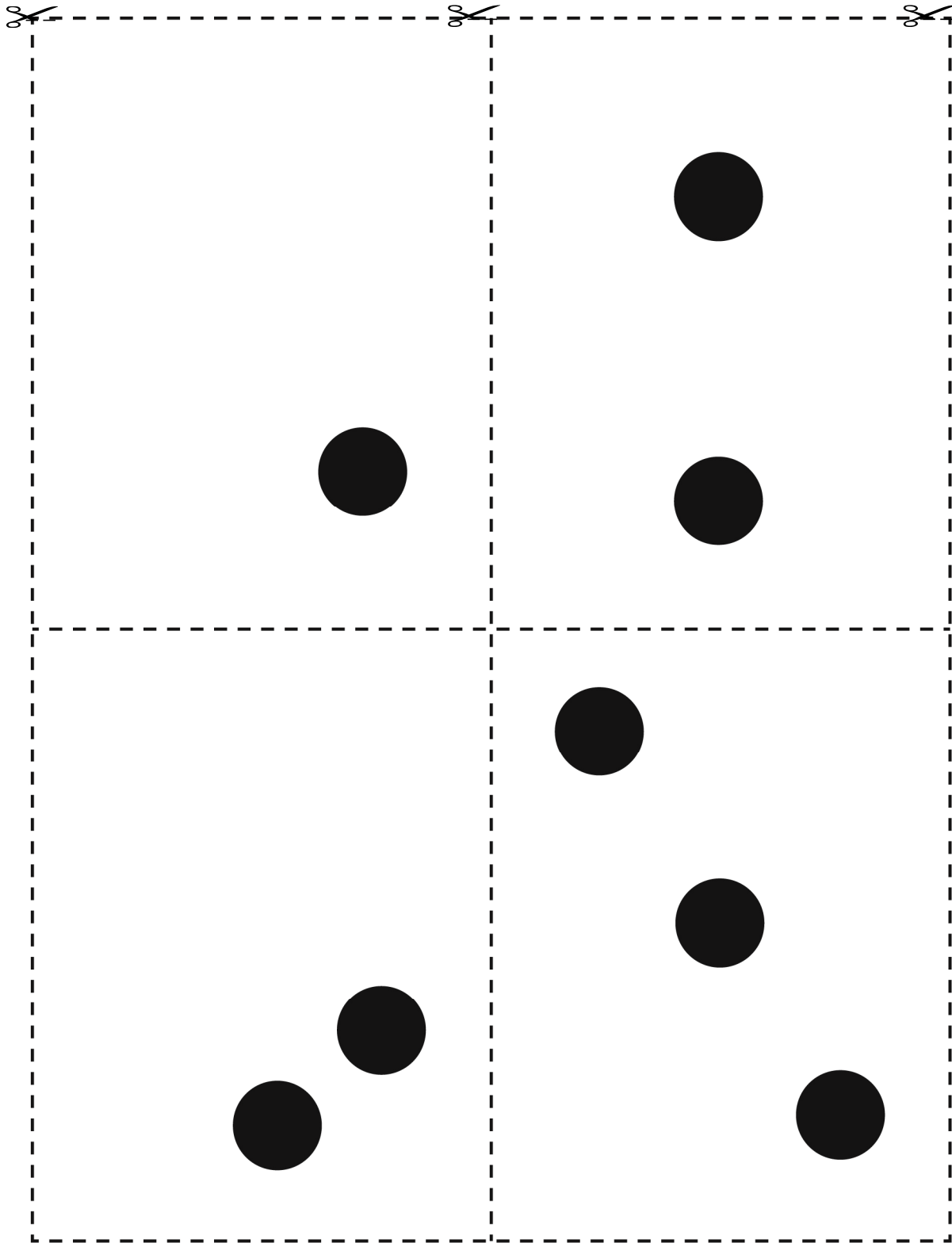
Numeral Cards

Line Master 3

0	1	2
3	4	5
6	7	8
9	10	

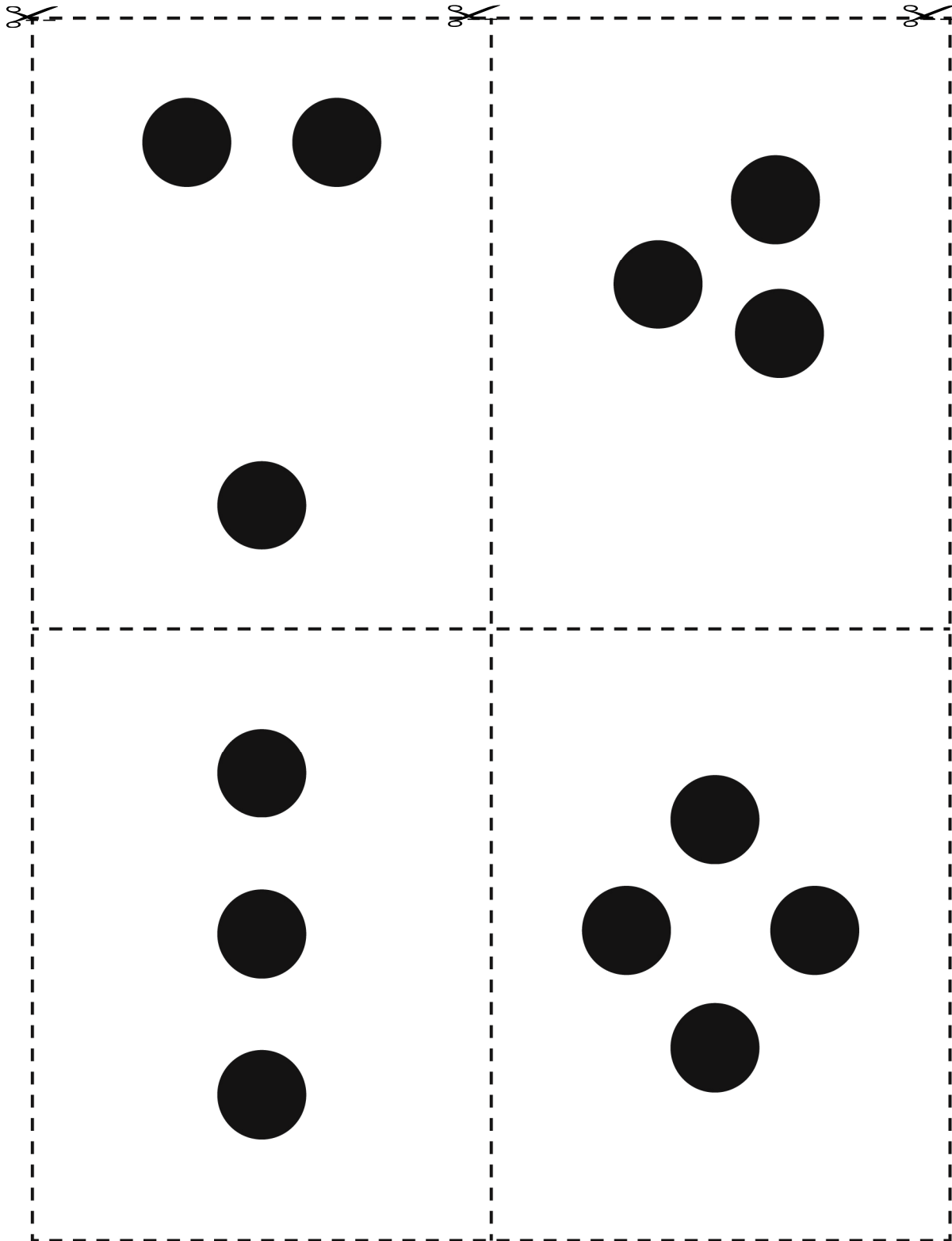
Dot Pattern Cards

Line Master 4-1



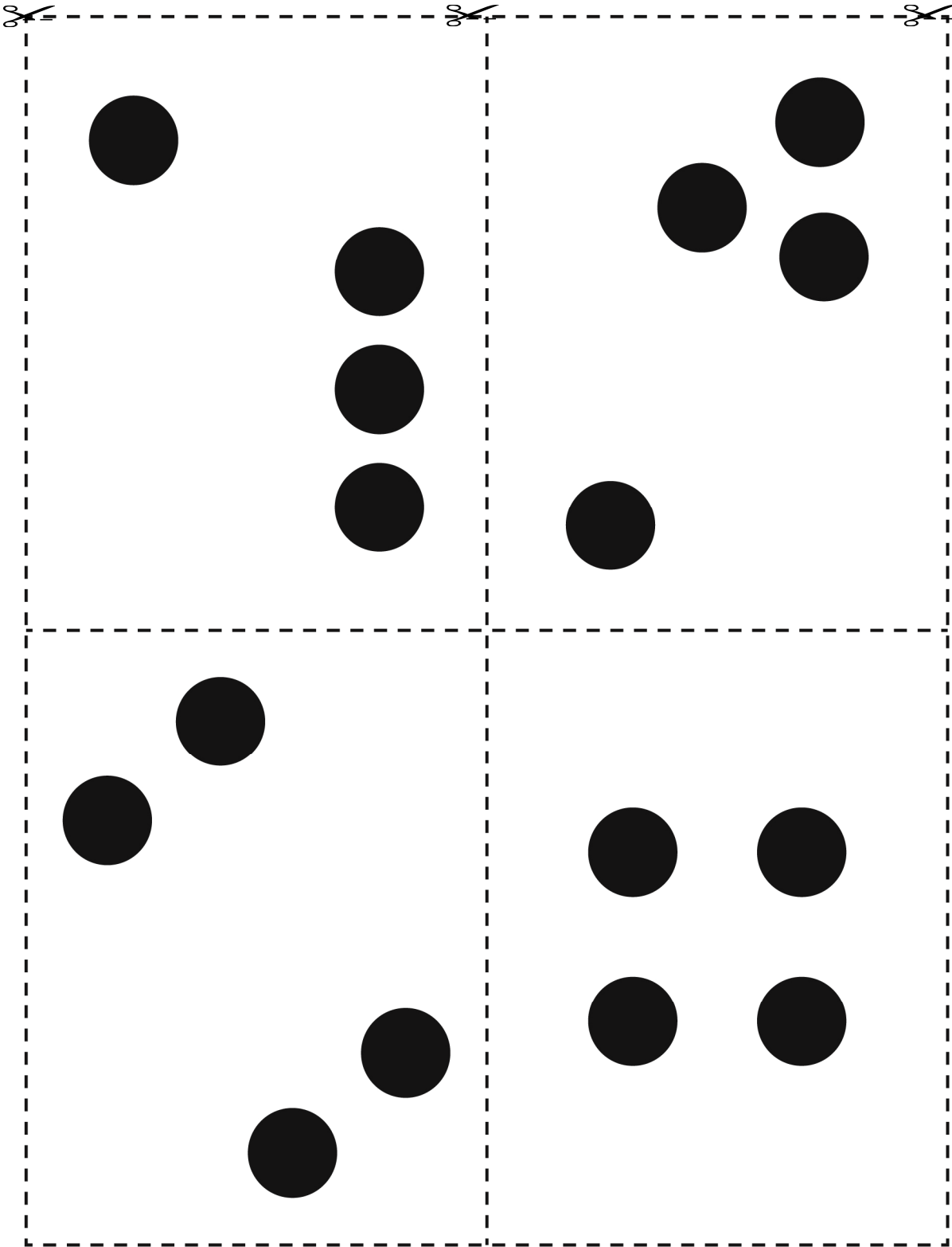
Dot Pattern Cards

Line Master 4-2



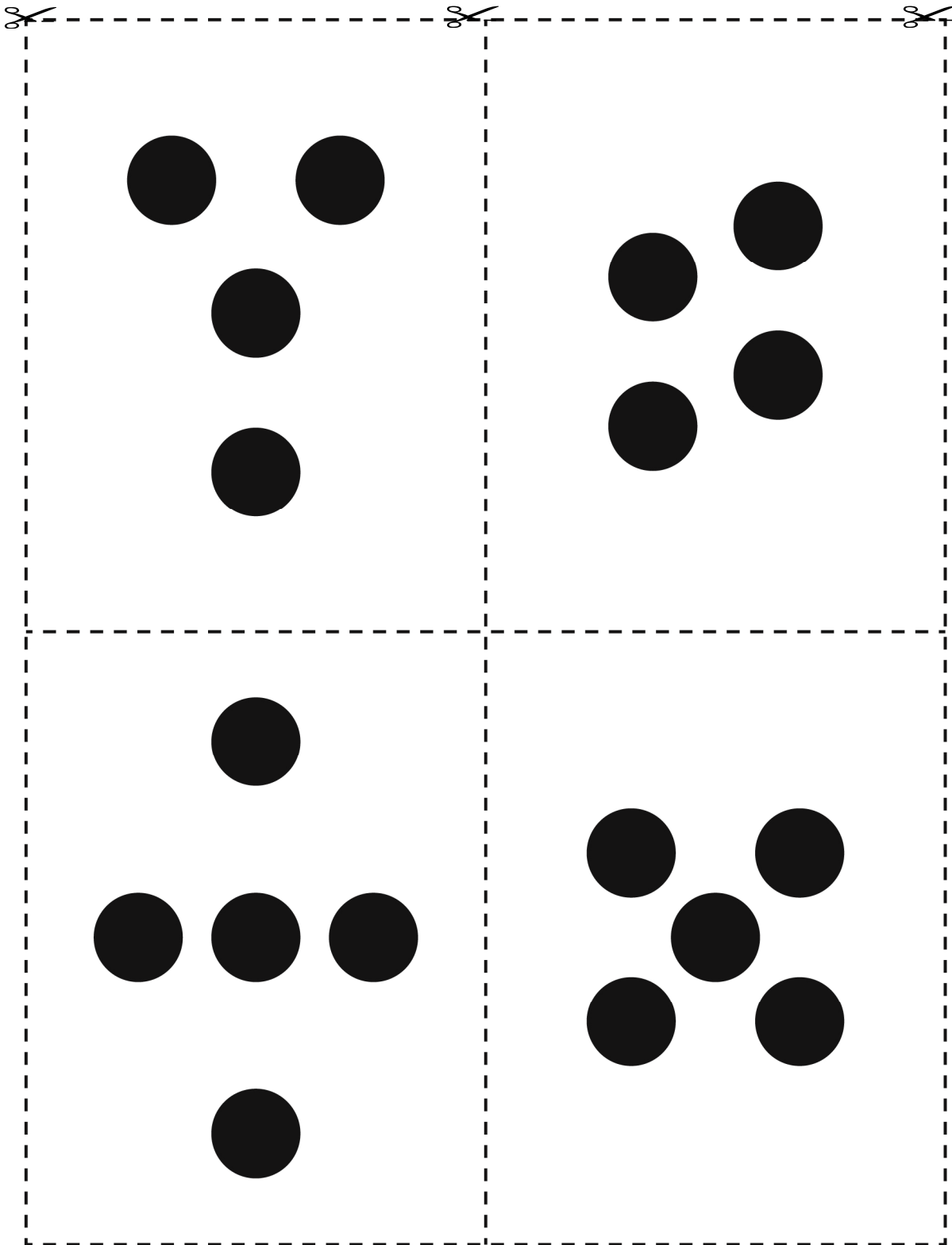
Dot Pattern Cards

Line Master 4-3



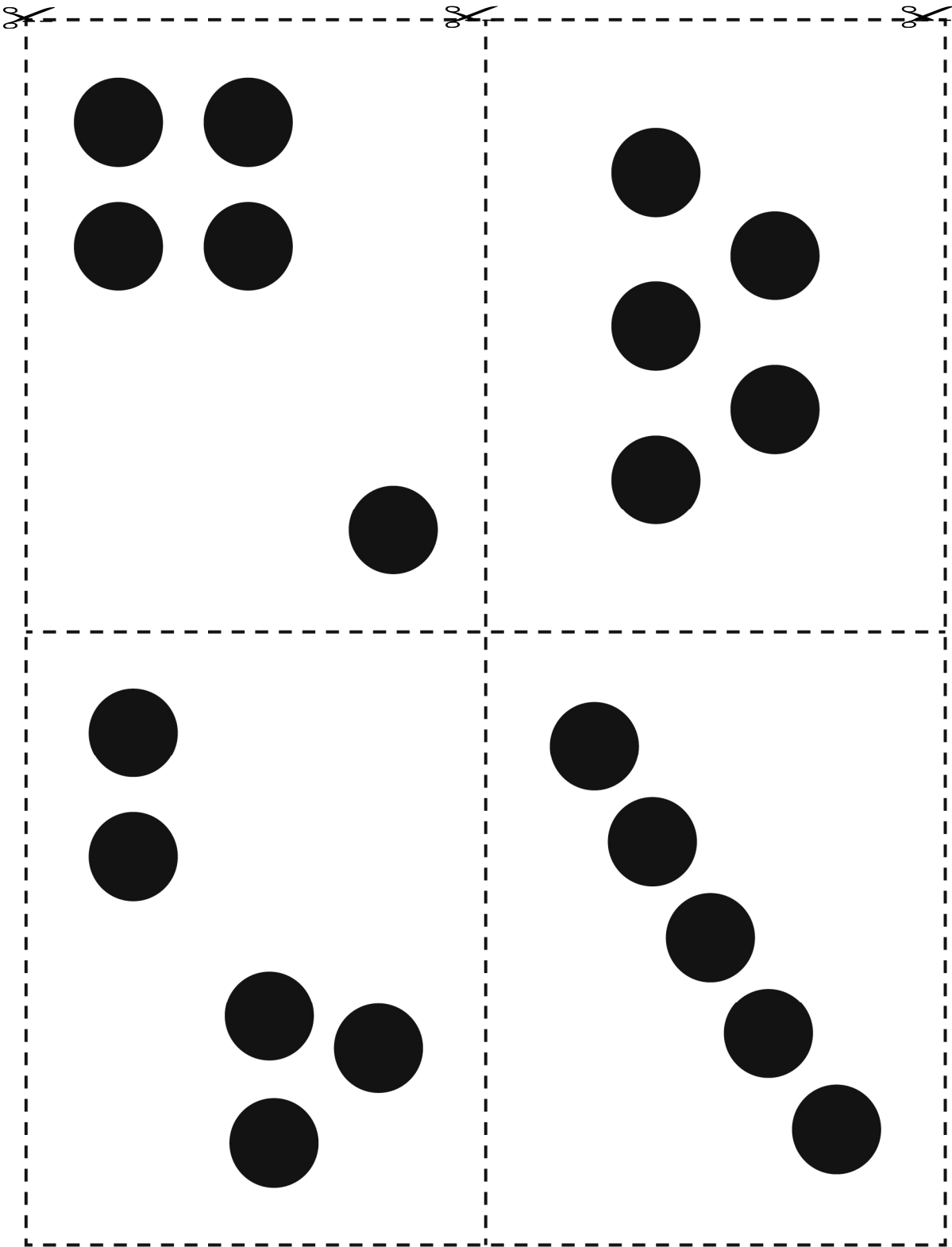
Dot Pattern Cards

Line Master 4-4



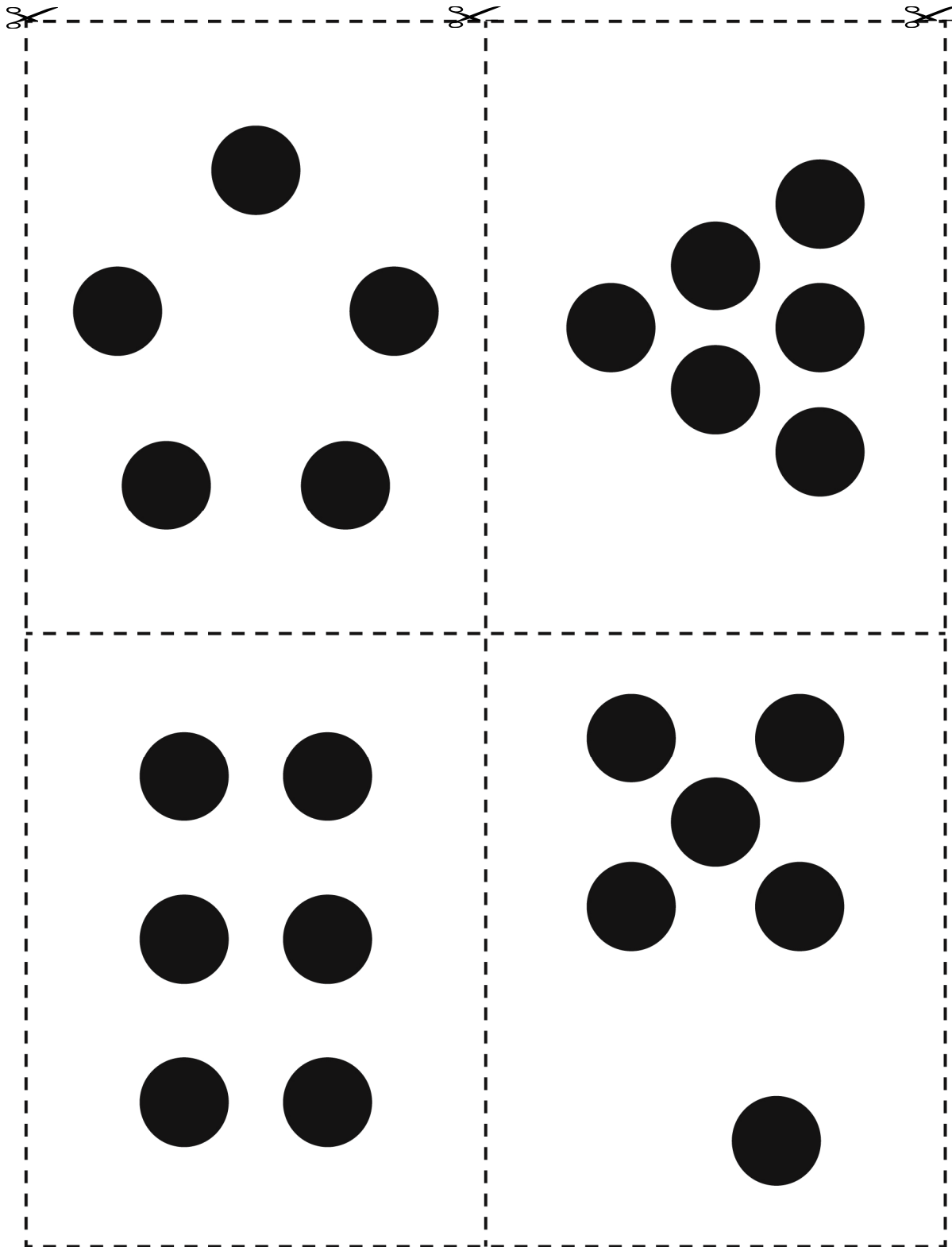
Dot Pattern Cards

Line Master 4-5



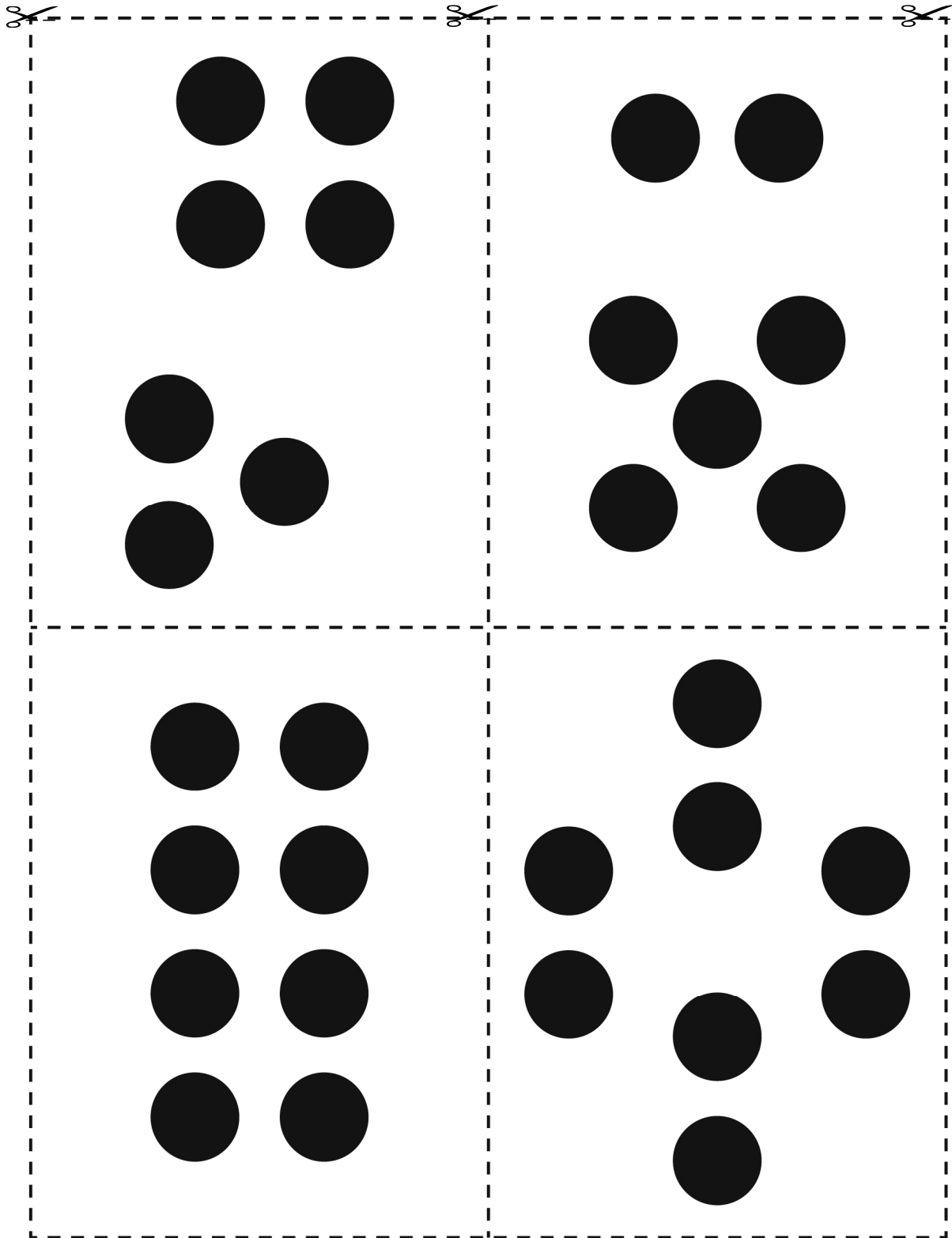
Dot Pattern Cards

Line Master 4-6



Dot Pattern Cards

Line Master 4-7



Dot Pattern Cards

Line Master 4-8

The image displays four dot pattern cards arranged in a 2x2 grid. Each card is enclosed in a dashed rectangular border with a pair of scissors icon at the top-left corner, indicating where to cut. The cards contain the following dot patterns:

- Top-left card:** A 3x3 grid of 9 dots.
- Top-right card:** A 4x2 grid of 8 dots.
- Bottom-left card:** A 5x3 grid of 15 dots.
- Bottom-right card:** A 6x2 grid of 12 dots.

Ten-Frame

Line Master 5

Ten-Frame Recording Sheet Line Master 6

Name: _____

<table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>											<table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>										
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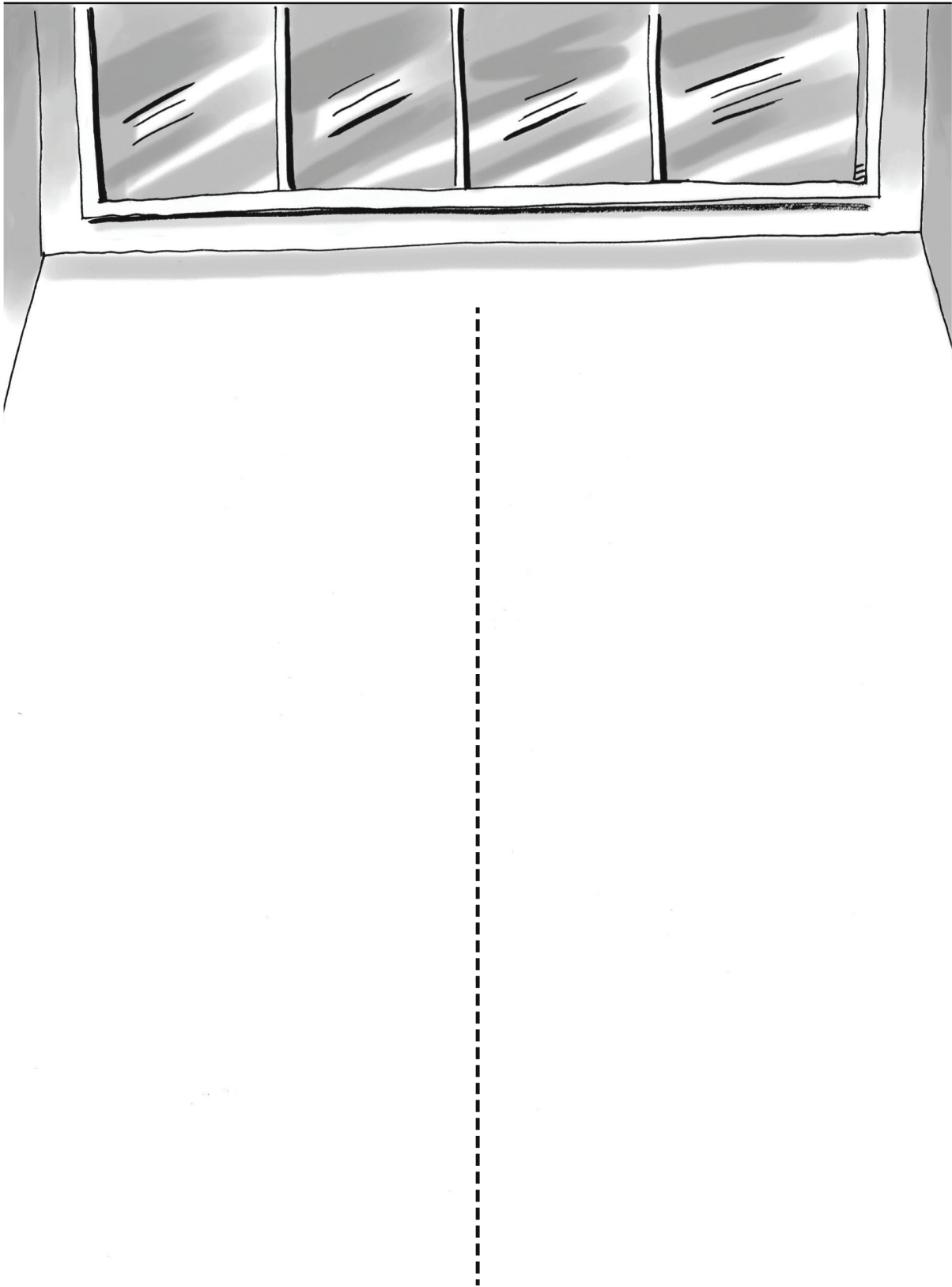
Five-Frame Recording Sheet

Line Master 7

Name: _____

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<table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr></table>						<table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr></table>					
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Lots of Dots Game Board

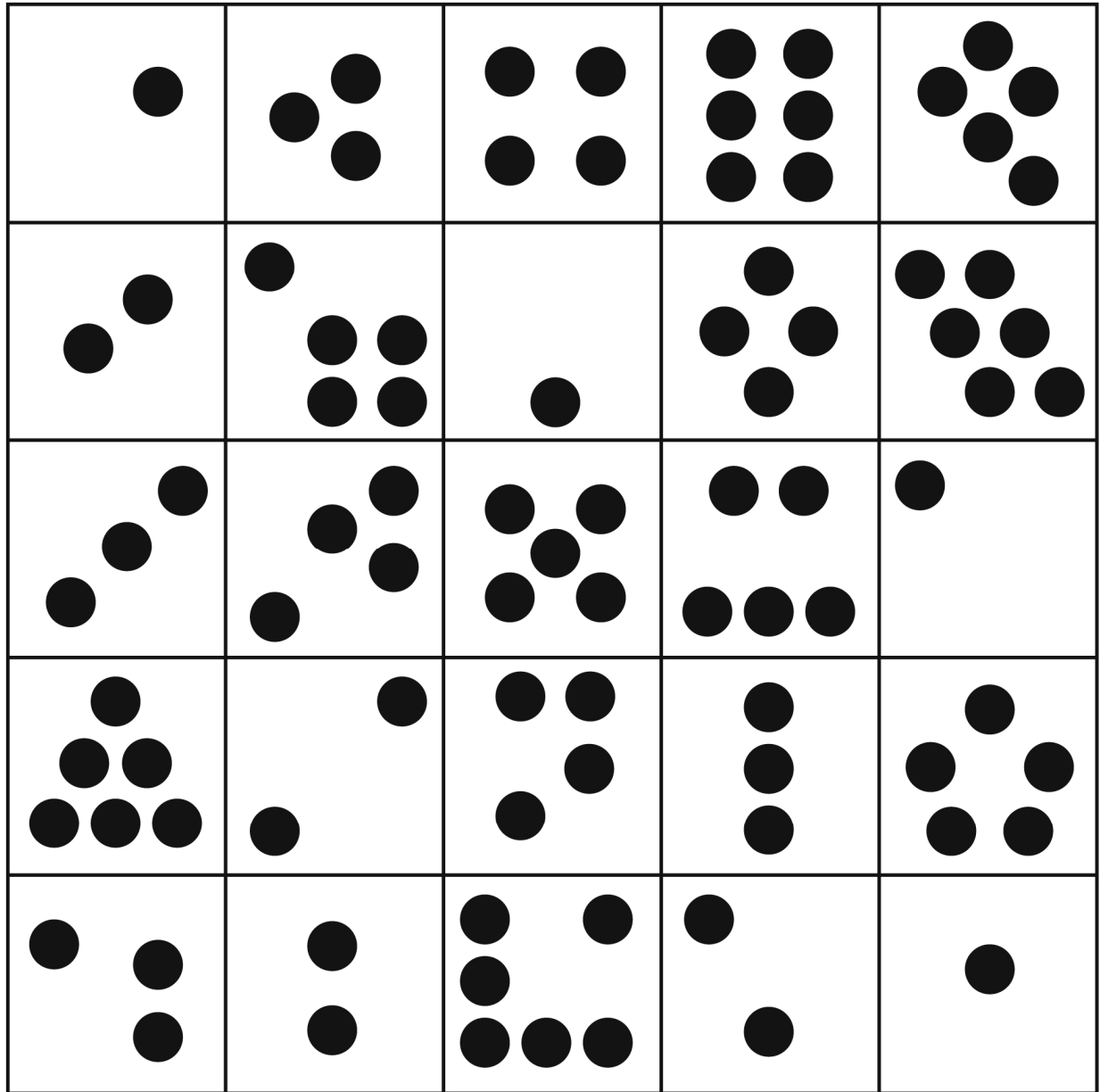
Line Master 10

Take turns.

Roll the number cube.

Find and cover that number.

3 in a row wins!



Lots of Dots

by _____

There are ____ dots.

There are ____ dots. There are ____ dots.

Spot Check!

Line Master 1 (Assessment Master)

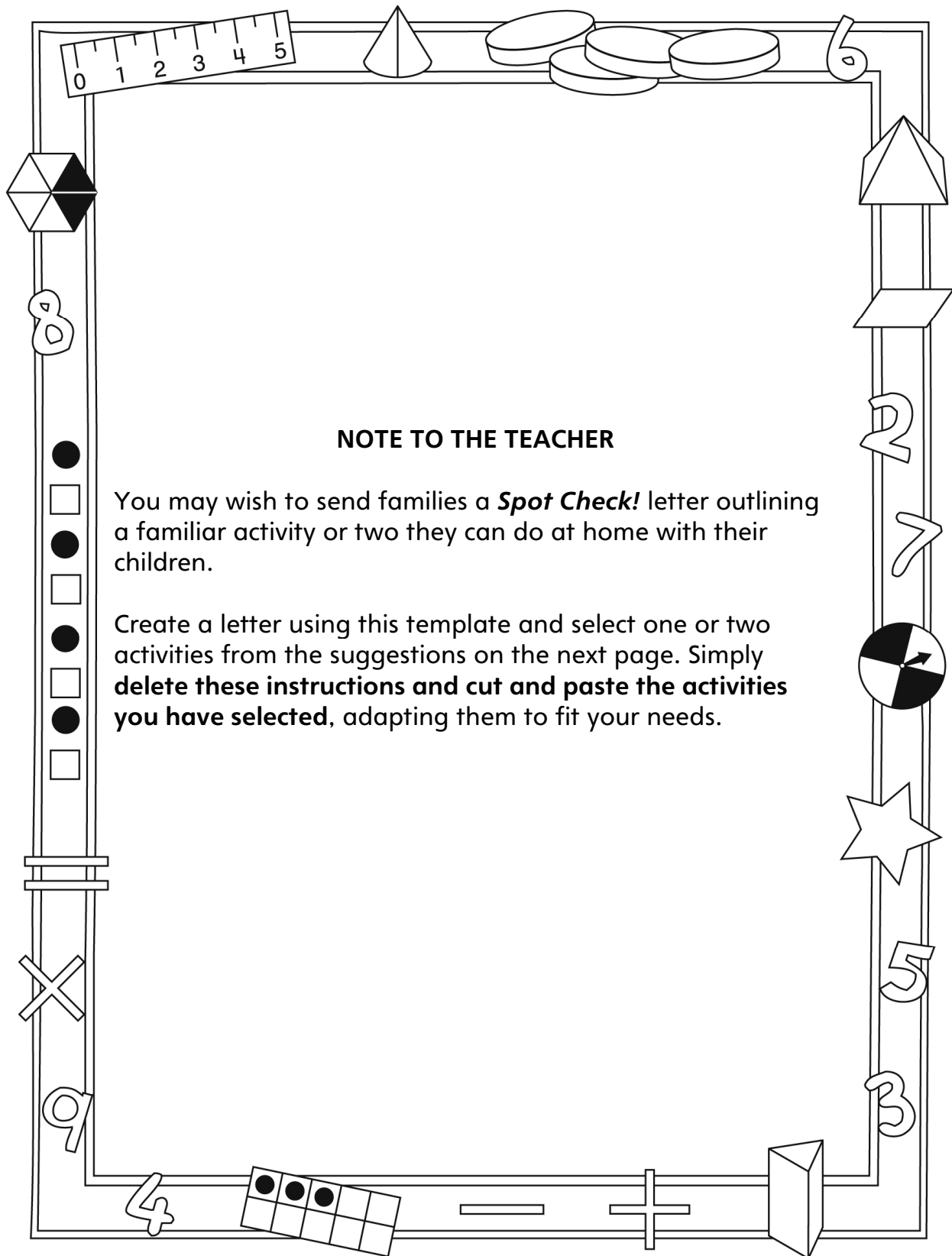
Name: _____

Compare Quantities to 10	Not observed	Sometimes	Consistently
Compares quantities to identify more/less/the same			
Creates a set that has more, less, or as many as a given number			
Counts Sets to 10			
Says counting numbers in correct sequence (stable order)			
Says one number for each object counted (one-to-one correspondence)			
Knows that the last counting word tells how many are in the set (cardinality)			
Creates sets (to 10)			
Knows that rearranging the objects in a set does not change the quantity (conservation of number)			
Identifies number without counting each object (subitize)			

Strengths:

Next Steps:

Connecting Home and School Line Master 2-1



NOTE TO THE TEACHER

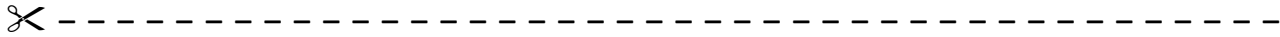
You may wish to send families a *Spot Check!* letter outlining a familiar activity or two they can do at home with their children.

Create a letter using this template and select one or two activities from the suggestions on the next page. Simply **delete these instructions and cut and paste the activities you have selected**, adapting them to fit your needs.

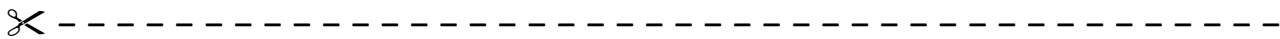
Connecting Home and School Line Master 2-2

Dear Family:

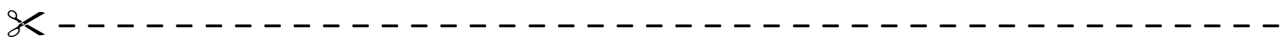
We have been working on *Spot Check!*, which focuses on Comparing Quantities to 10 and Counting Sets to 10. Try this activity at home with your child.



Reading the Story: As you read the story, enjoy predicting the number of spots, counting to check, and guessing what you will see on the next page. Count the animals together. After you read, you might gather 10 small round objects and use the mat on the inside back cover of the book to re-create different sets of spots. You might prompt using questions such as: **Do you think there are 5 spots? How many are there?**



Flash and Count: Use the mat on the inside back cover as a game board along with 10 small objects in 2 colours. Ask your child to secretly arrange a set of counters on the mat and place a paper towel or tissue over it so it is concealed from your sight. When ready, your child uncovers the set for 2 to 3 seconds and conceals it again. Your job is to guess how many and describe how you saw it! Uncover and count to check. Take turns and have fun!



Tile Shapes: Select a number between 2 and 10. Each of you makes a design or shape using that number of tiles or paper squares. Take turns using numbers to describe your creation.



Sincerely,

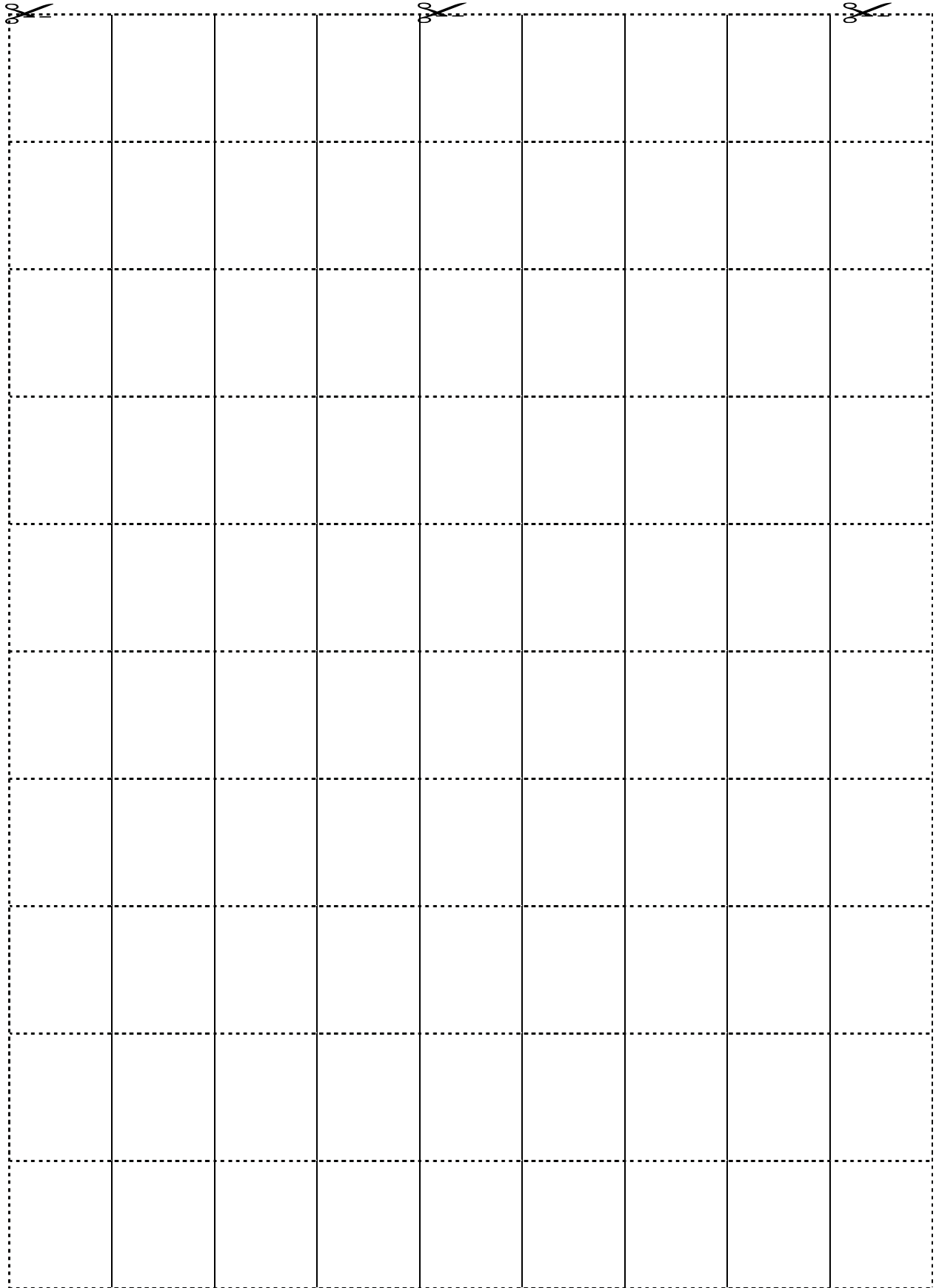
Numeral Cards

Line Master 3

0	1	2
3	4	5
6	7	8
9	10	

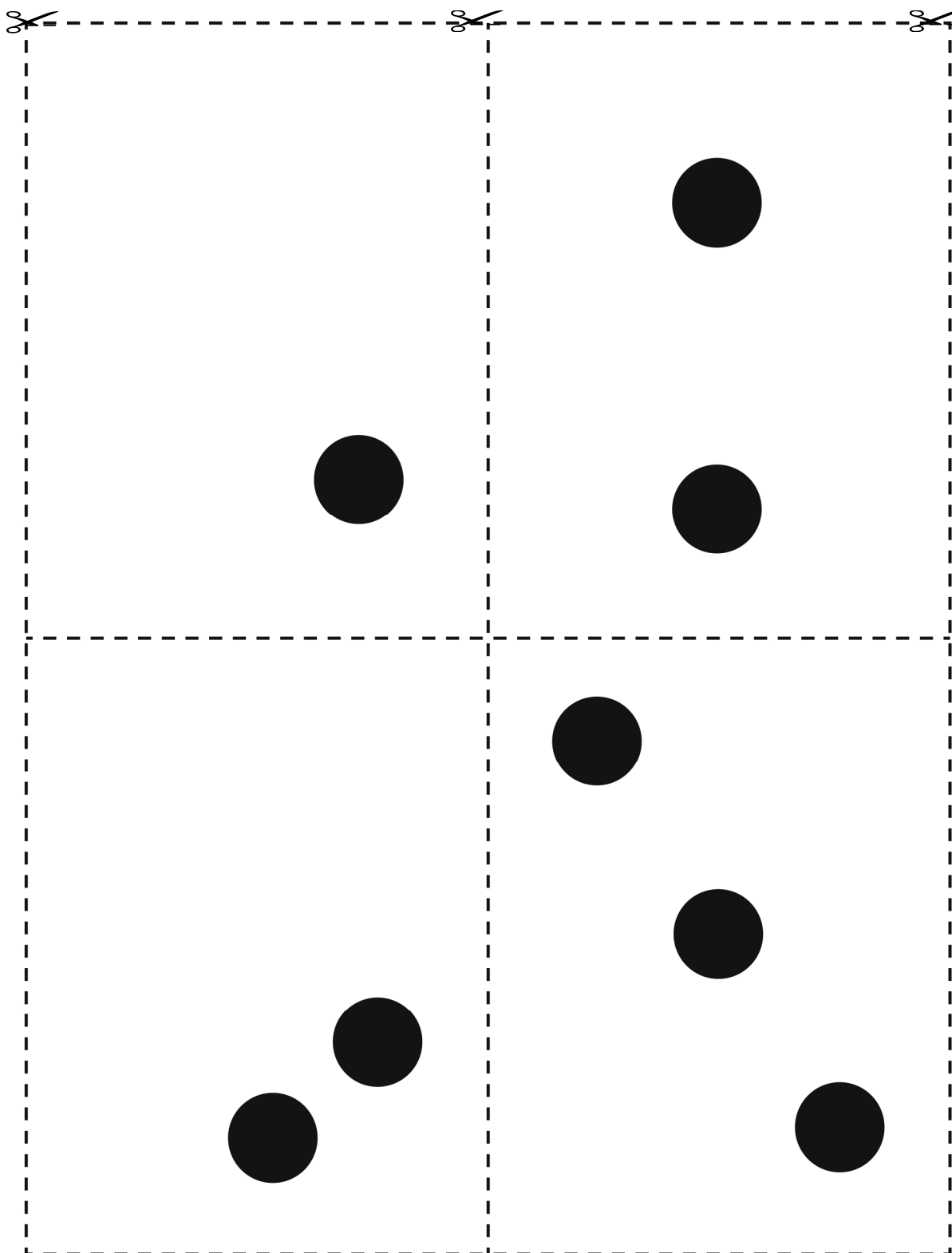
Grid Paper

Line Master 4



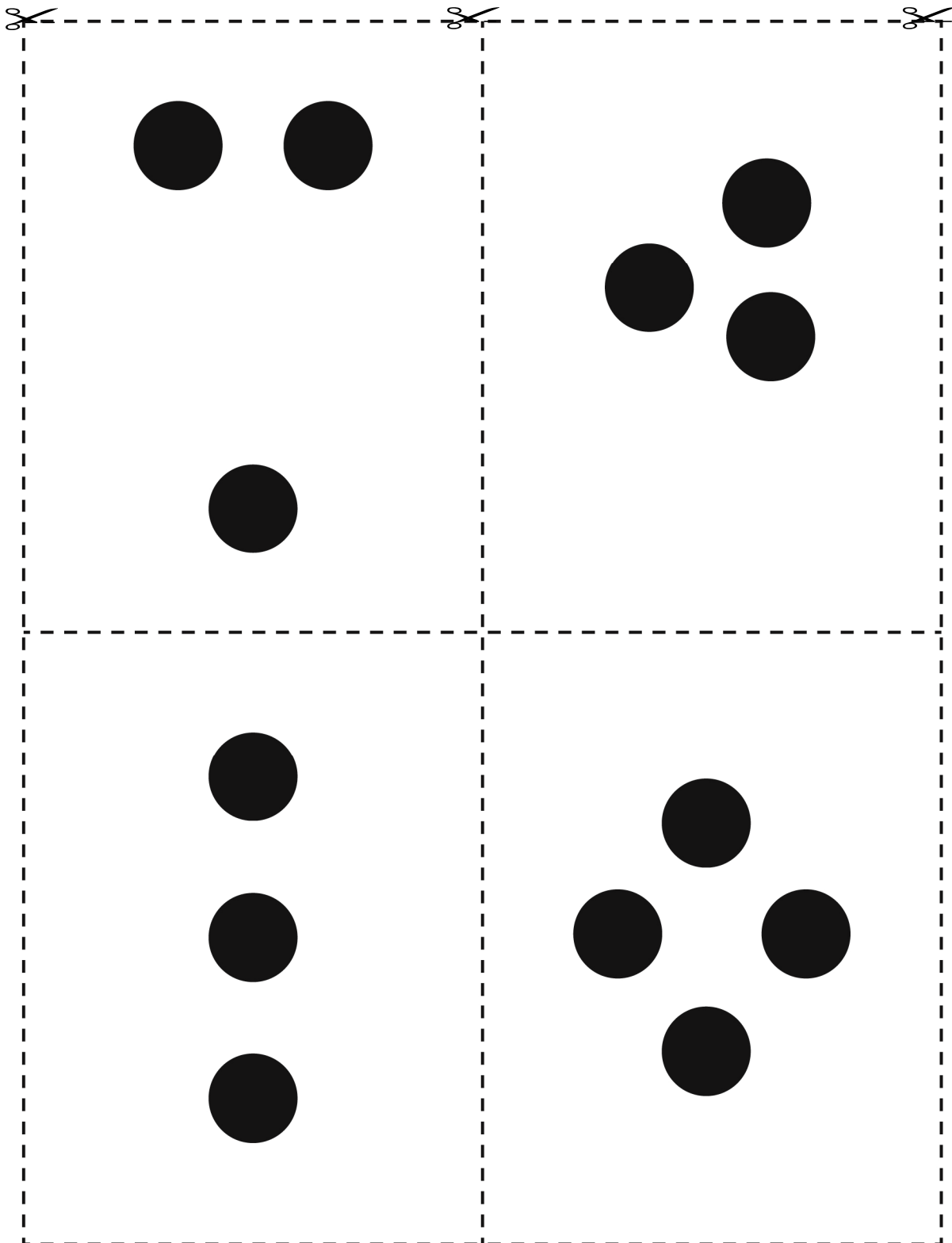
Spot Cards

Line Master 5-1



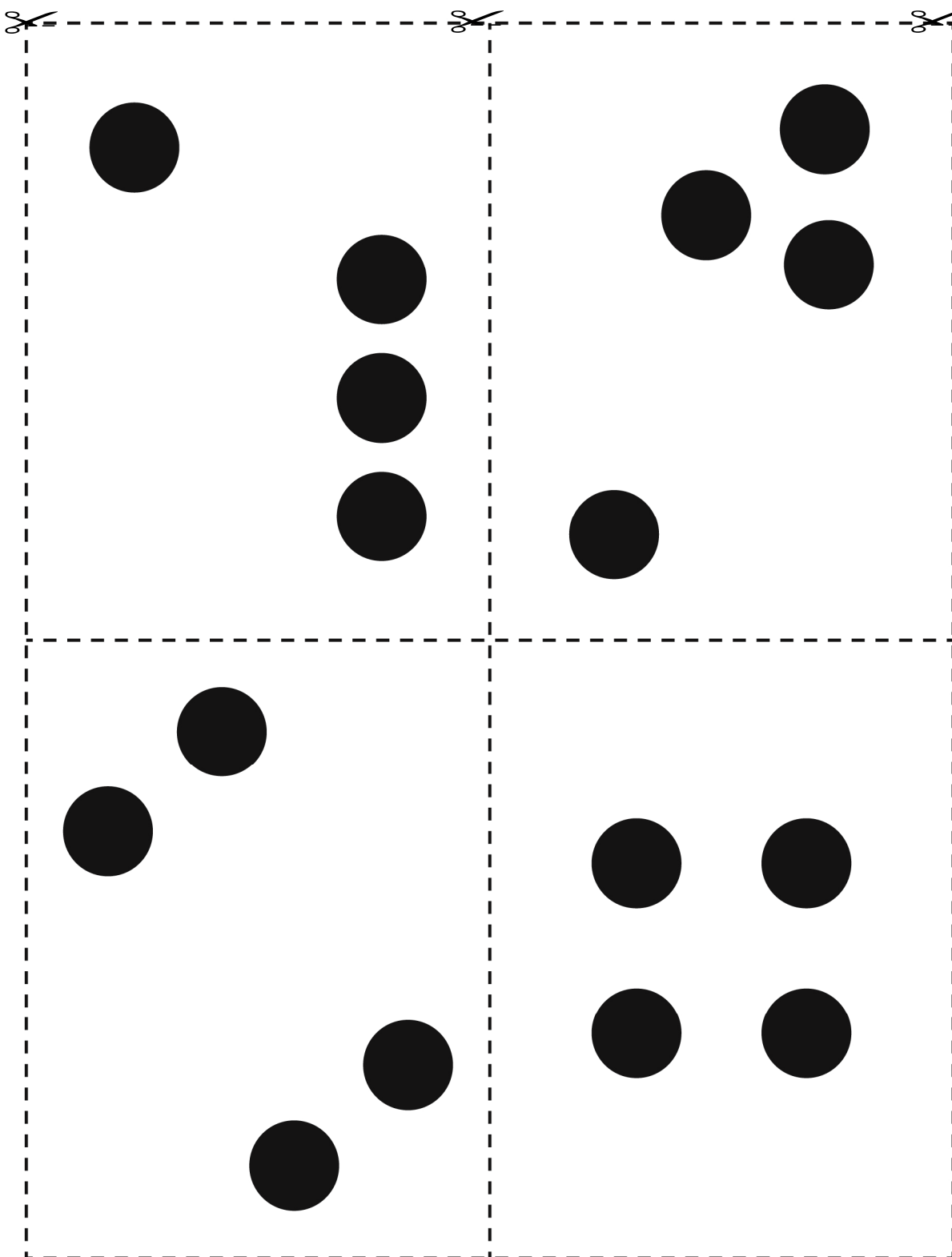
Spot Cards

Line Master 5-2



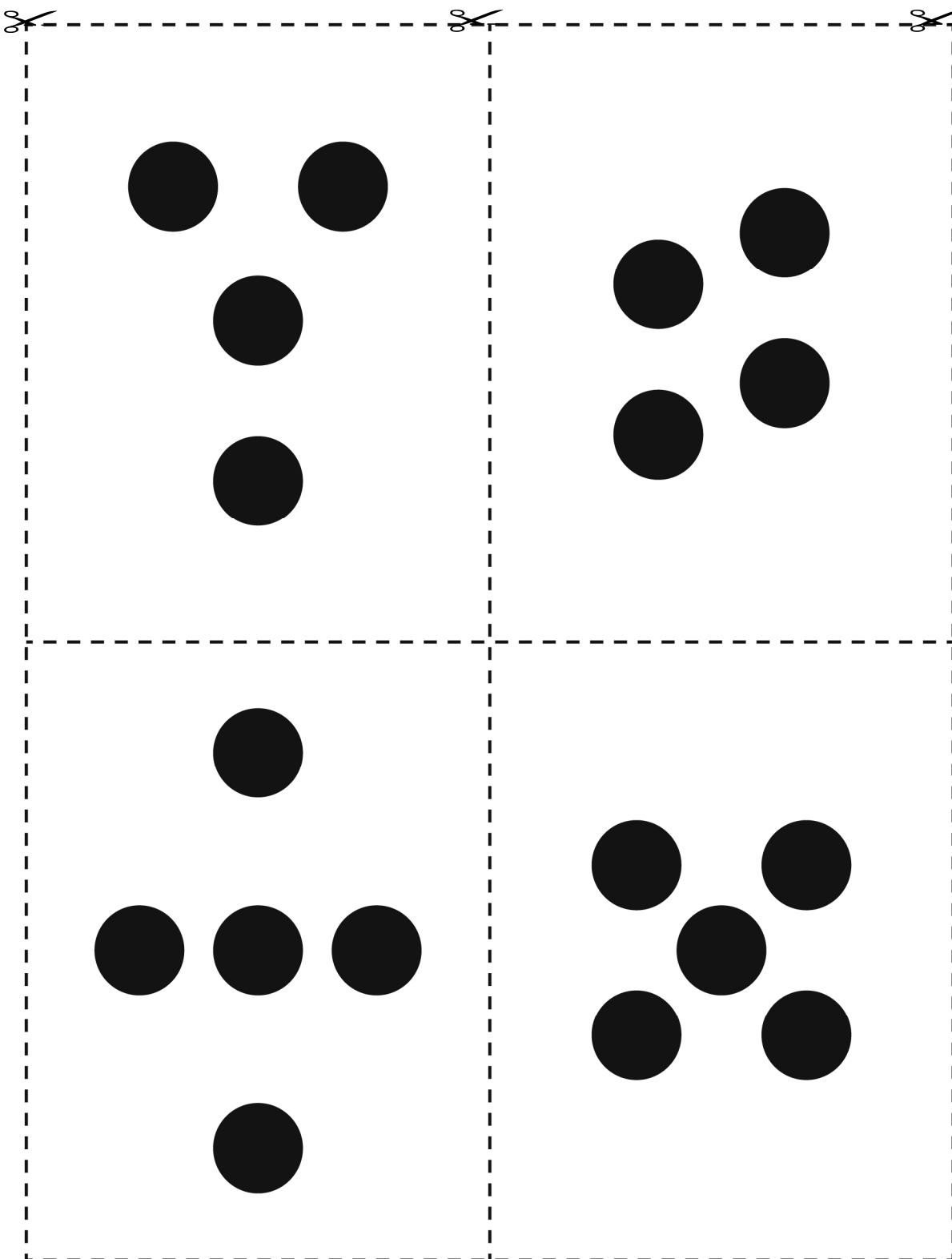
Spot Cards

Line Master 5-3



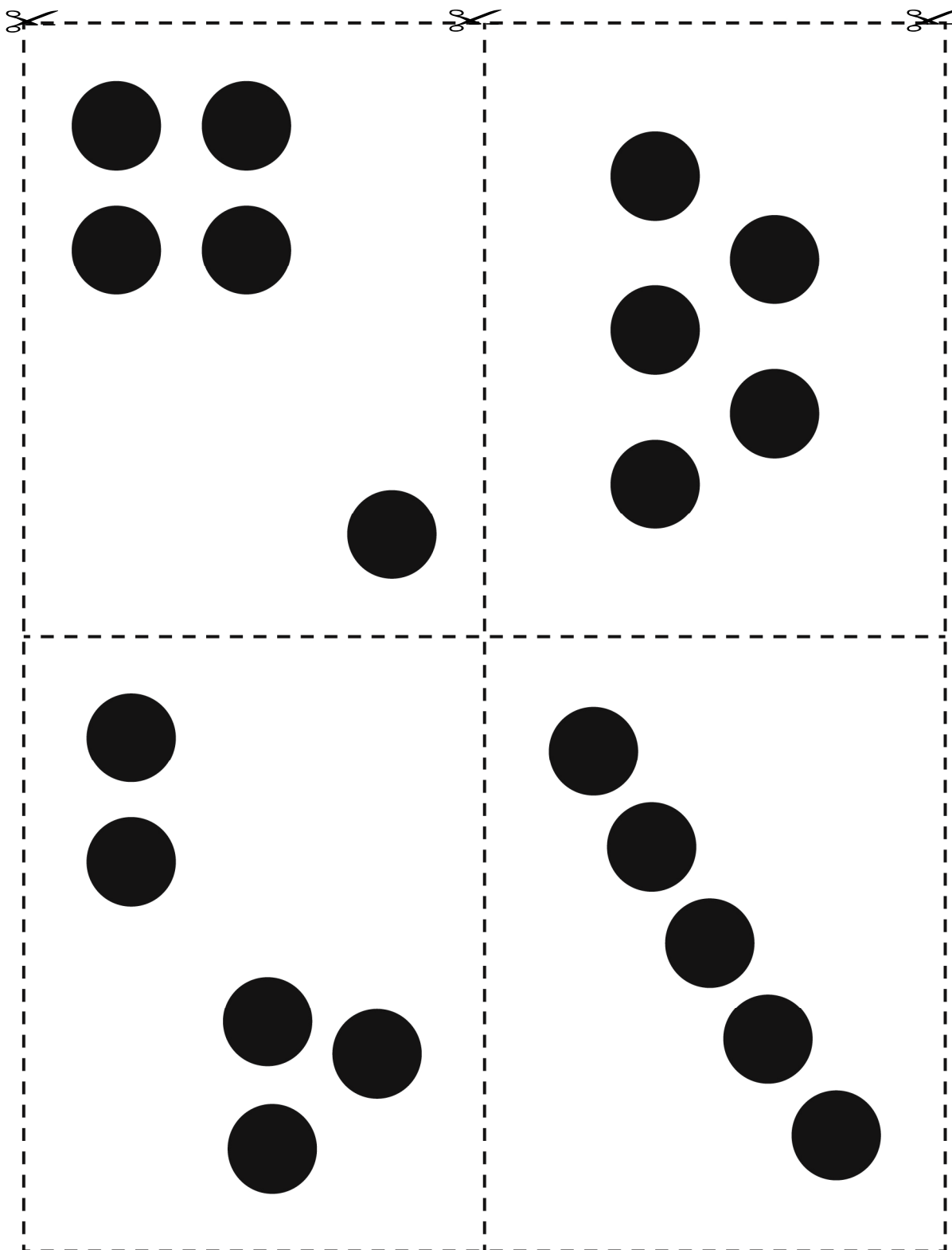
Spot Cards

Line Master 5-4



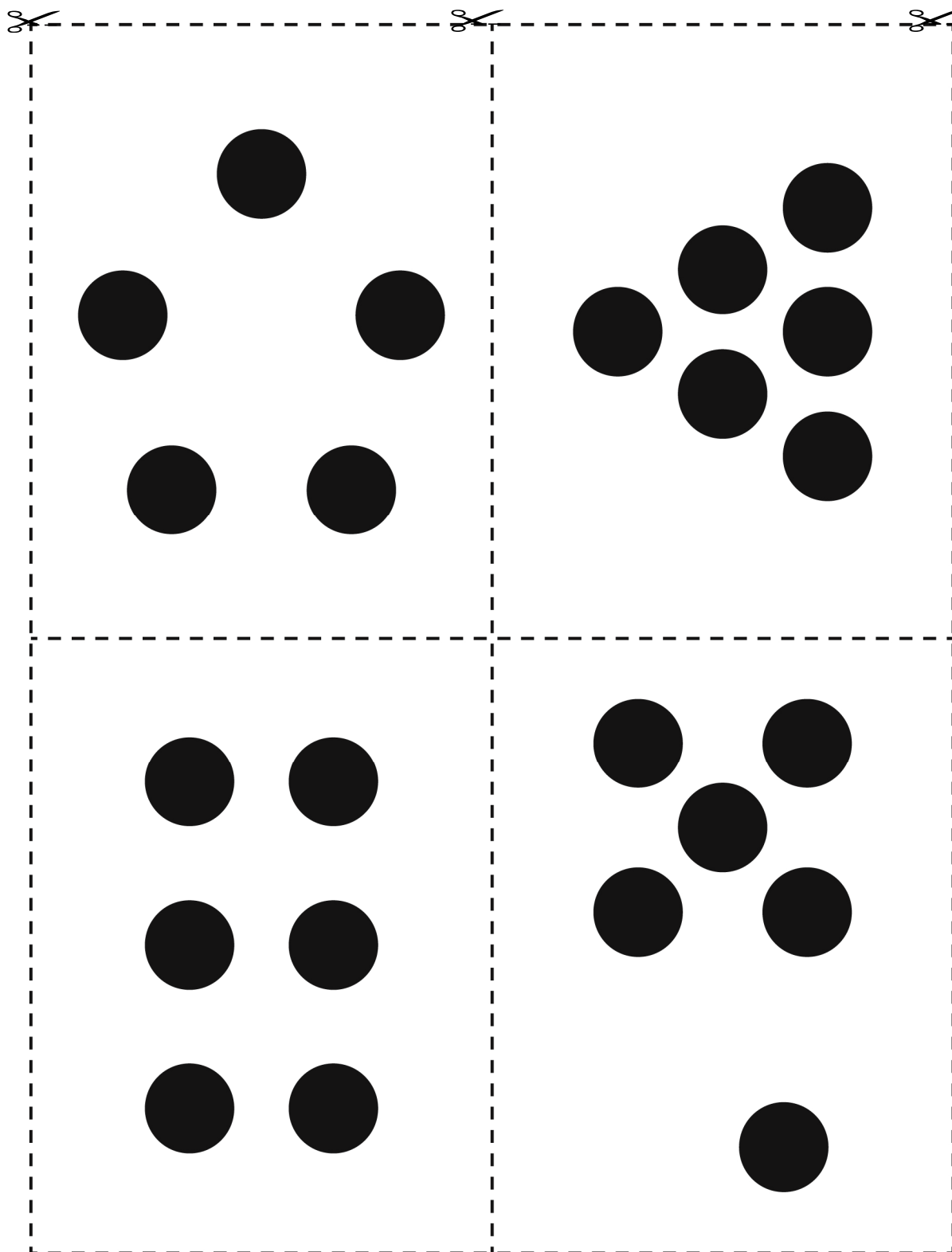
Spot Cards

Line Master 5-5



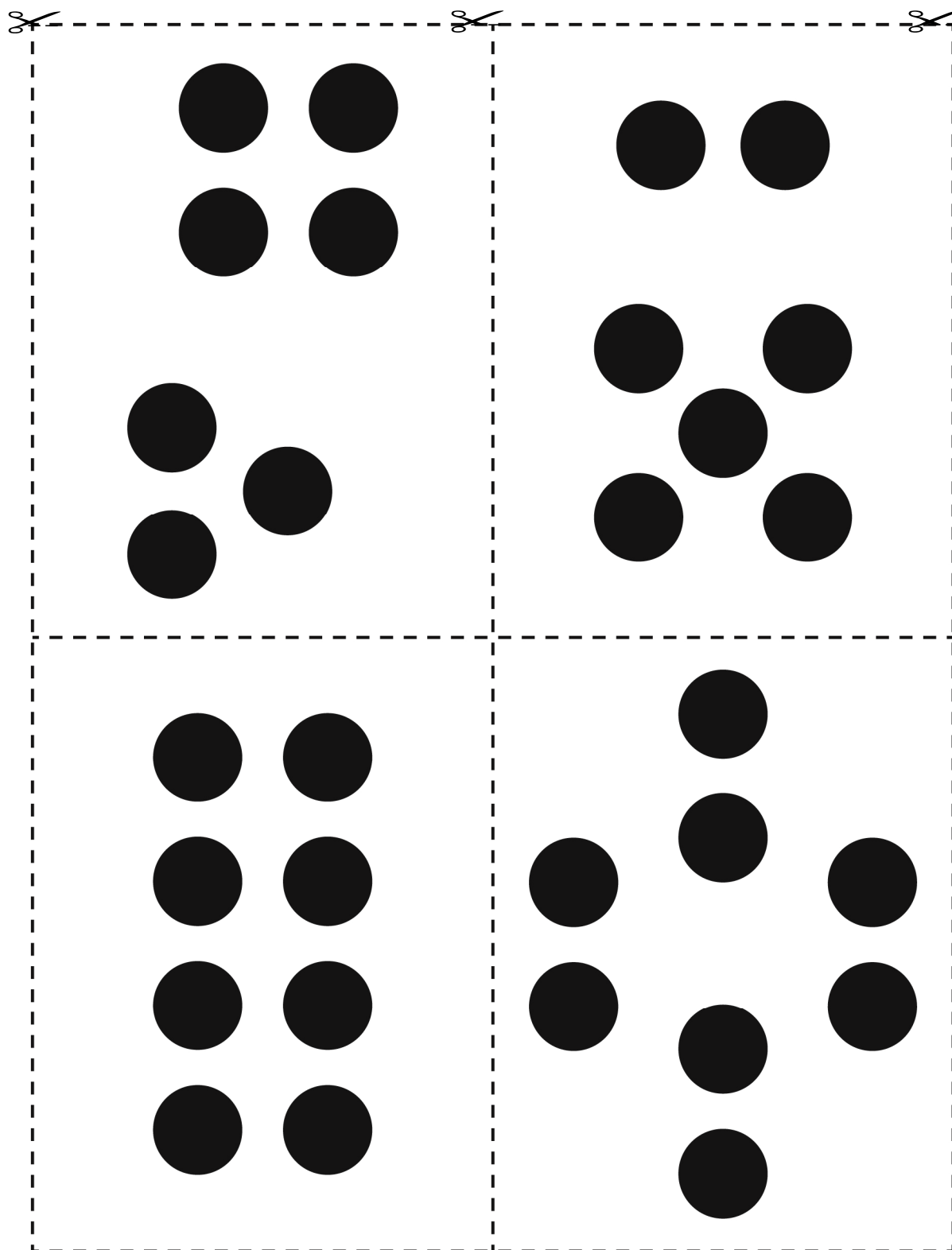
Spot Cards

Line Master 5-6



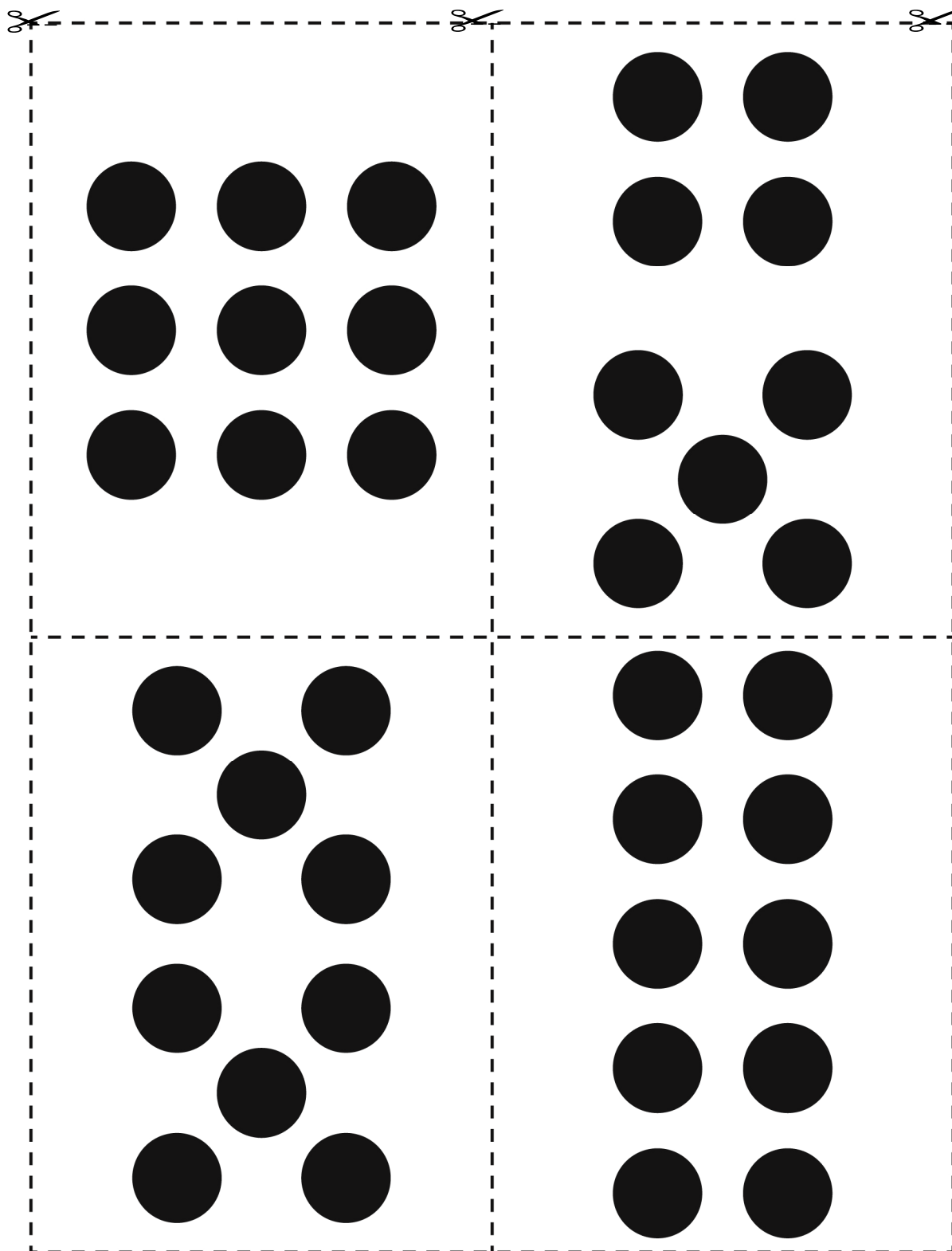
Spot Cards

Line Master 5-7



Spot Cards

Line Master 5-8



Graphing Mat

Line Master 6

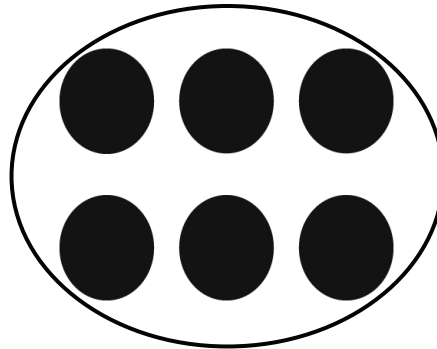
RED

YELLOW

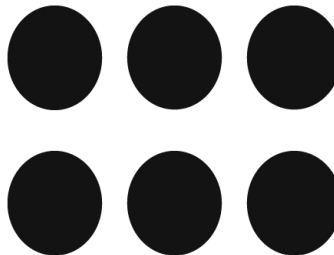
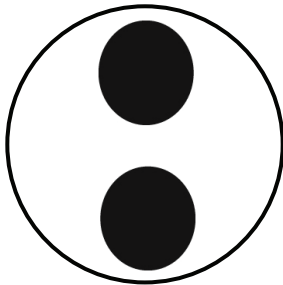
More/Fewer/The Same Cards Line Master 7



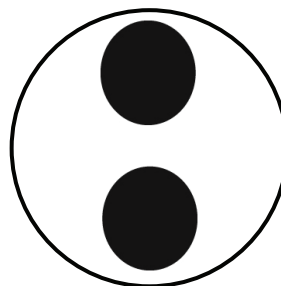
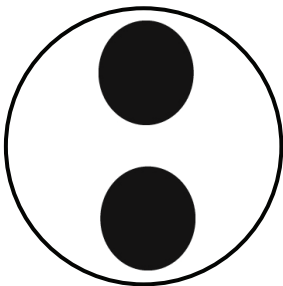
MORE



FEWER



THE SAME



Five-Frames

Line Master 8

The image shows three identical vertical five-frame grids. Each grid is a large rectangle divided into five equal horizontal sections. To the right of each grid is a vertical dashed line, and above the top of each dashed line is a small icon of a pair of scissors, indicating where to cut. The grids are currently empty.

Spot Check Match-up

Line Master 9

How to Play

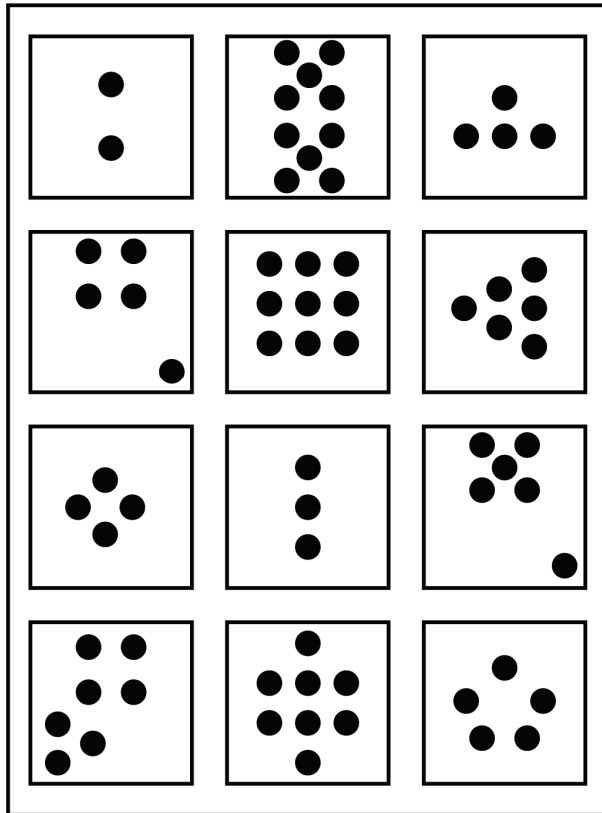
Take turns.

Turn over a number card.

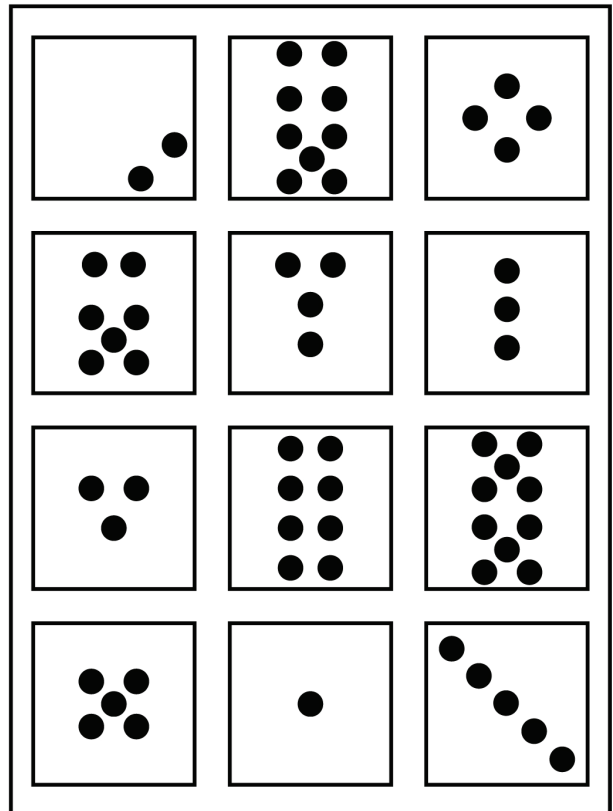
If you have that number of spots, cover it with a counter.

Cover all the spots on your game board to win!

Player One



Player Two



Spot Drop

Line Master 10

Name: _____

How did the counters land?

RED

YELLOW

<p>Spot Check!</p> <p>by _____</p>	<p>This is _____.</p>
<p>This is _____.</p>	<p>This is _____.</p>

Let's Play Waltes! Line Master 1 (Assessment Master)

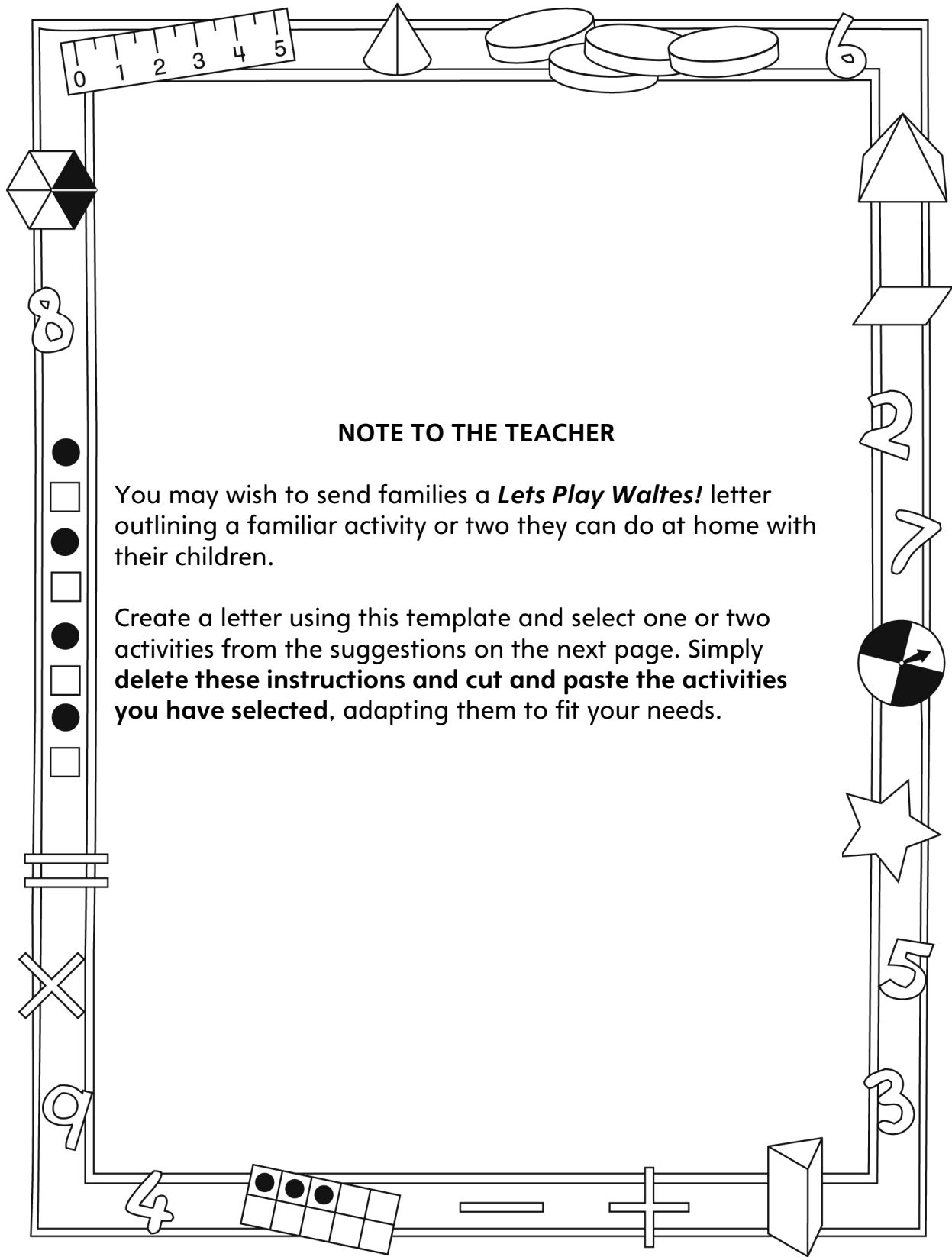
Name: _____

Count and Compare to 10	Not observed	Sometimes	Consistently
Says number name sequence in correct order when counting forward from 1 (stable order)			
Says one word for each object counted (one-to-one correspondence)			
Knows that the last number spoken tells how many objects are in the set (cardinality)			
Compares quantities by matching or counting to determine more/less or equal quantities			
Determines how many more/less one set is compared to another			
Compose and Decompose to 10			
Decomposes quantities to 10 into parts			

Strengths:

Next Steps:

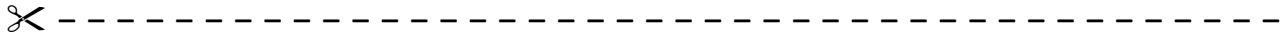
Connecting Home and School Line Master 2-1



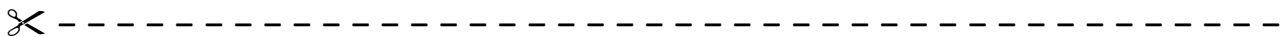
Connecting Home and School Line Master 2–2

Dear Family:

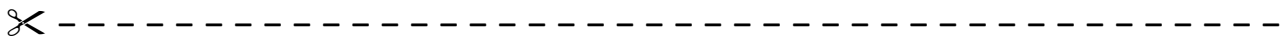
We have been working on *Lets Play Waltes!* which engages children in conversations, investigations, and activities that help to develop their understanding of the big math idea that “Numbers are related in many ways.” Particular focus is placed on counting and comparing to 10. Try this activity at home with your child.



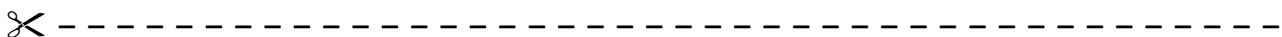
Reading the Story: As you read the story, enjoy counting the dice and the points won, pay attention to all the different ways to get 6, and notice the different ways in which 10 is depicted (e.g., Grandpa had 10 but gave 1 point to Callie and now he has 9). After you read, you might gather 10 small objects and use the Math Mat on the inside back cover to re-create some of the different situations that Grandpa or Callie encounter each time they have a turn.



Play Waltes: Get a plate or bowl, 6 Waltes dice (e.g., counters with different sides or coins), and at least 20 counting sticks. Use the instructions from page 16 to play head-to-head as in the story. Or, for a three-player version, give all the counting sticks to a **scorekeeper**. Players take turns, and the **scorekeeper** determines whether points will be given based on how the dice land. Play until all the sticks are gone. The player with more sticks at the end wins.



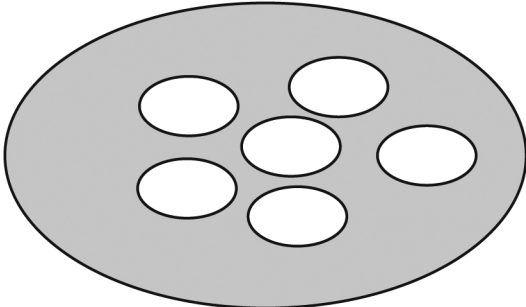
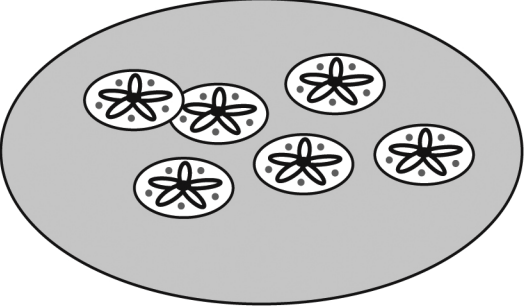
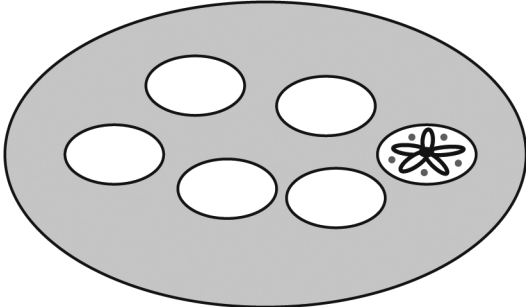
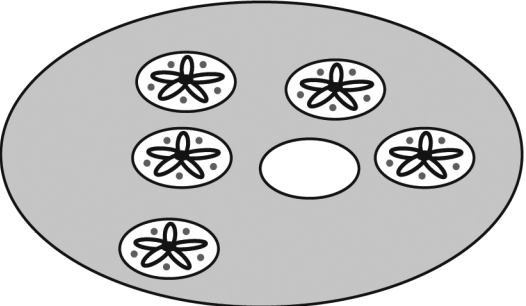
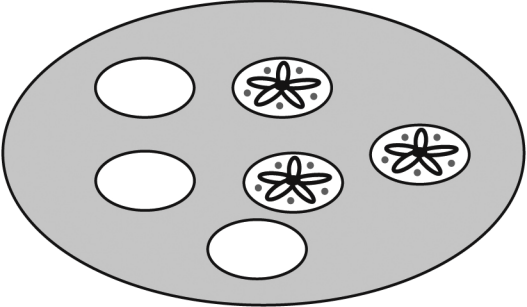
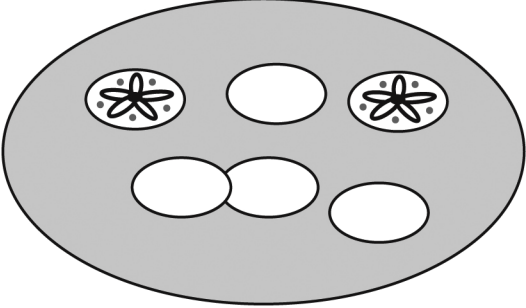
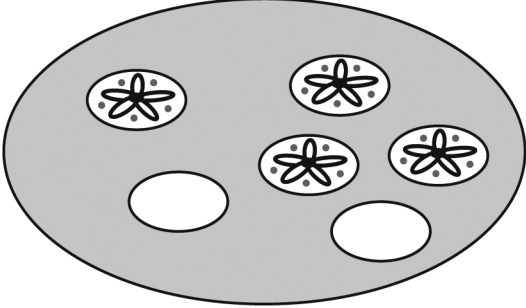
Team Up and Team Down: Play a different version of Waltes in which each player is assigned a different side of the Waltes dice (e.g., facing up or down on the Waltes dice in the book, or red and yellow when playing with 2-colour counters). Players take turns tossing the dice. After each turn, separate the dice into the two categories. Whoever gets all 5 or 6 dice scores the same points as in the story.

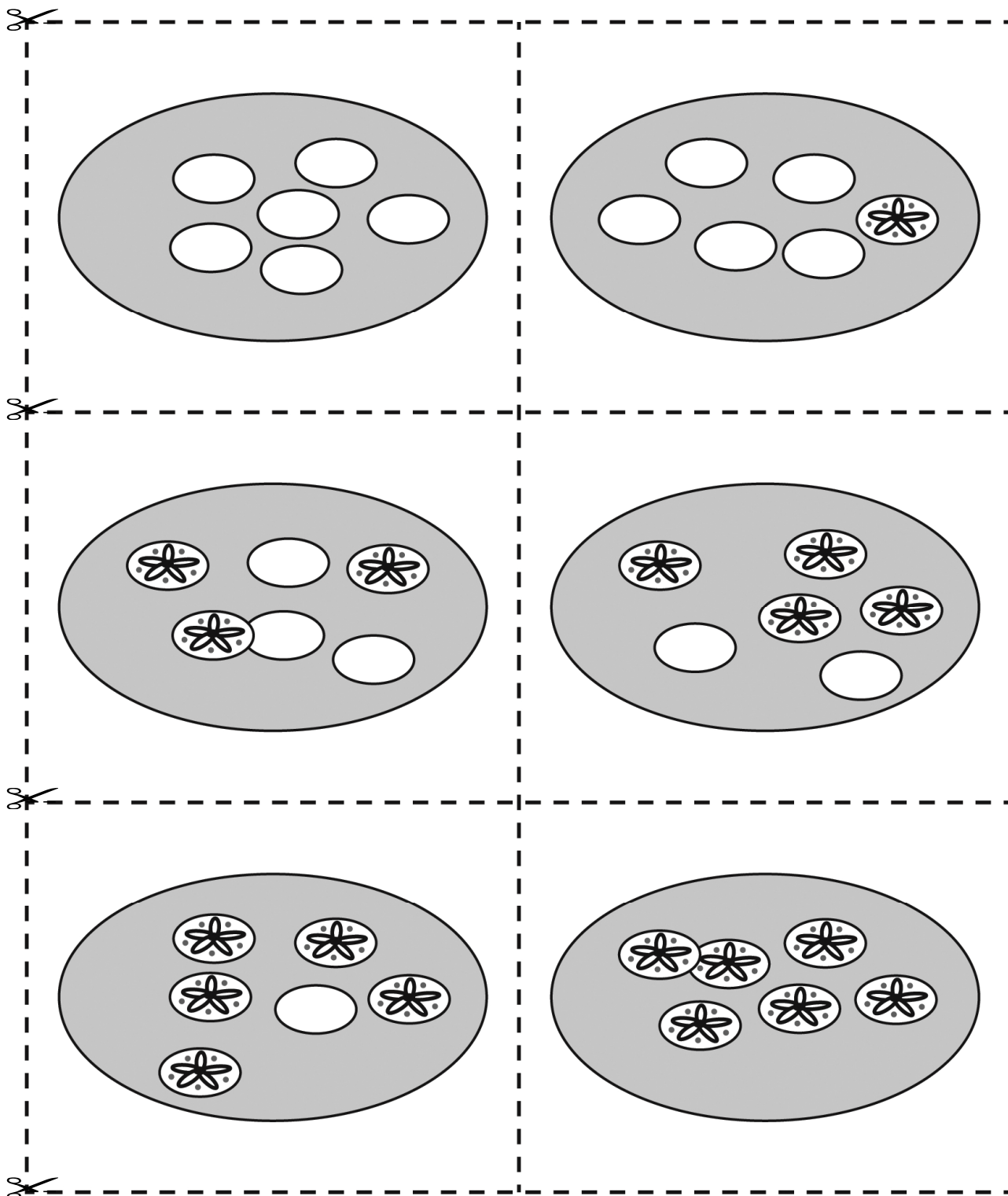


Sincerely,

Walters Scoring Guide

Line Master 3

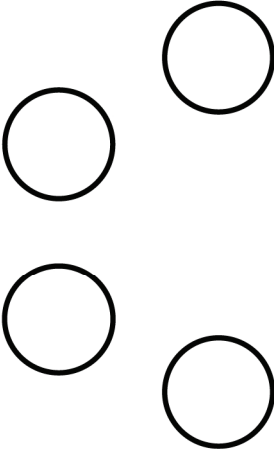
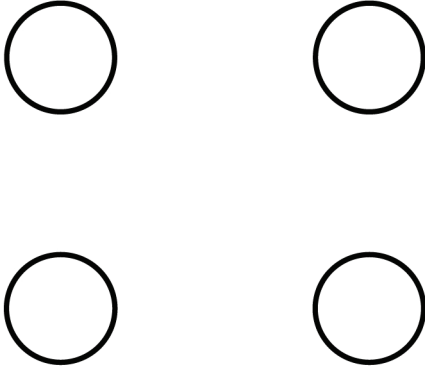
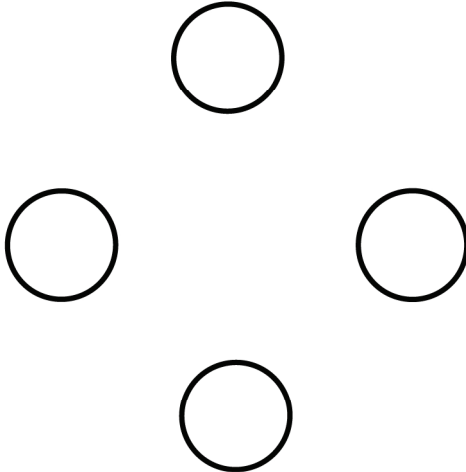
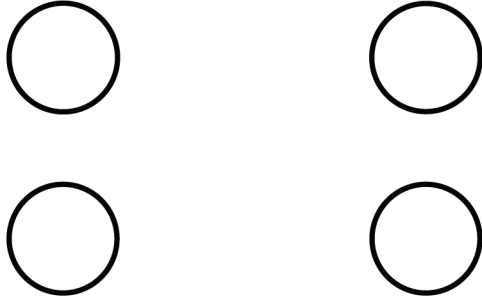
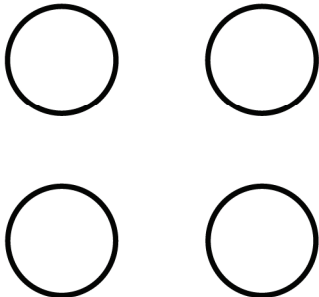
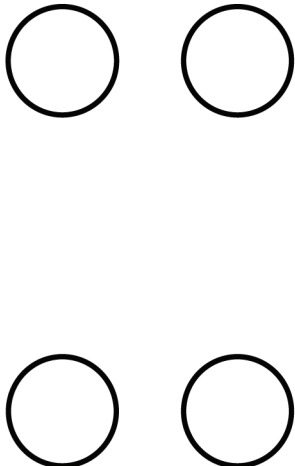
5 points	
	
1 point	
	
0 points	
	
	



How Can 4 Land?

Line Master 5-1

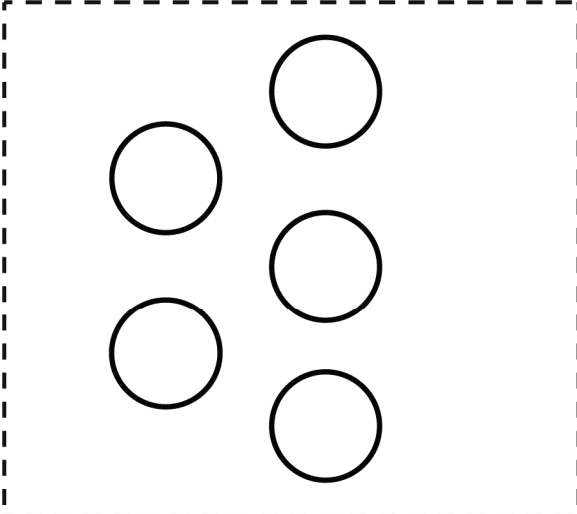
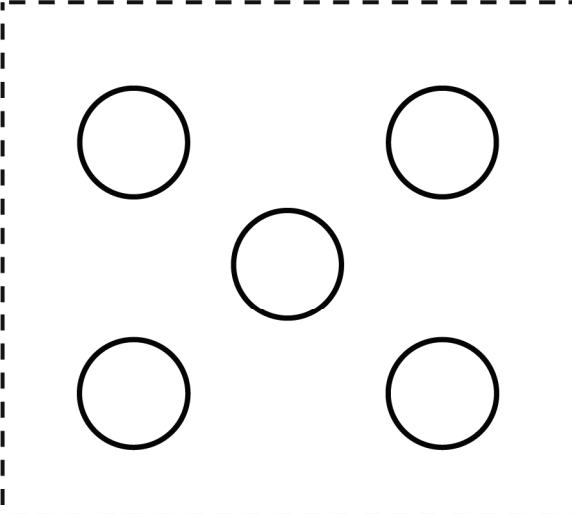
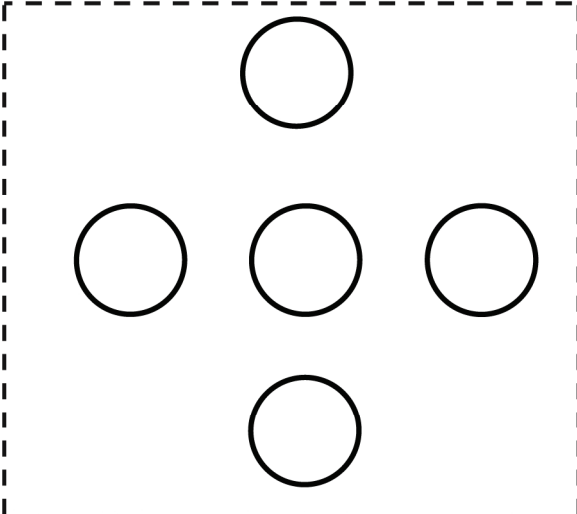
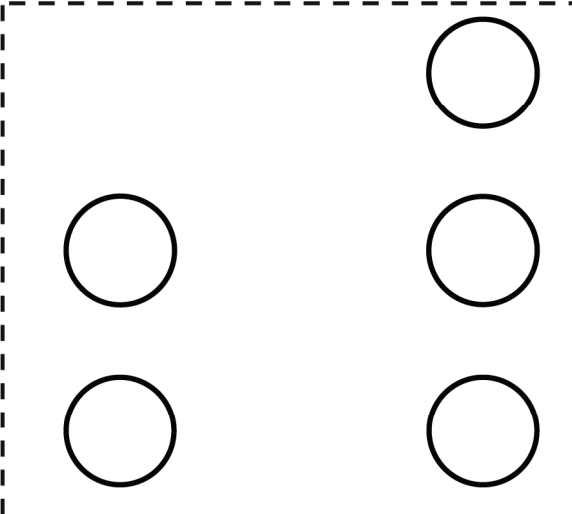
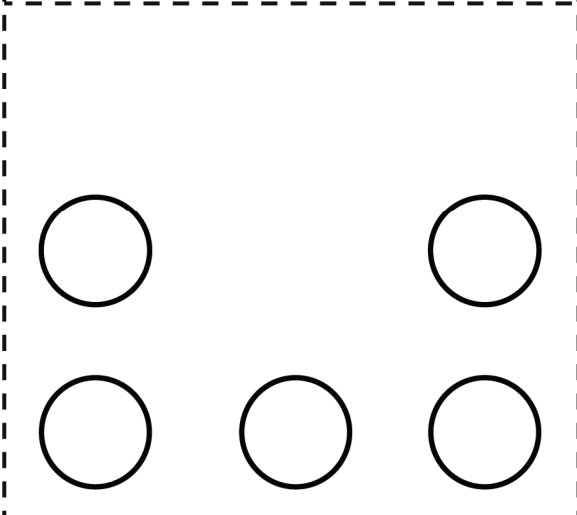
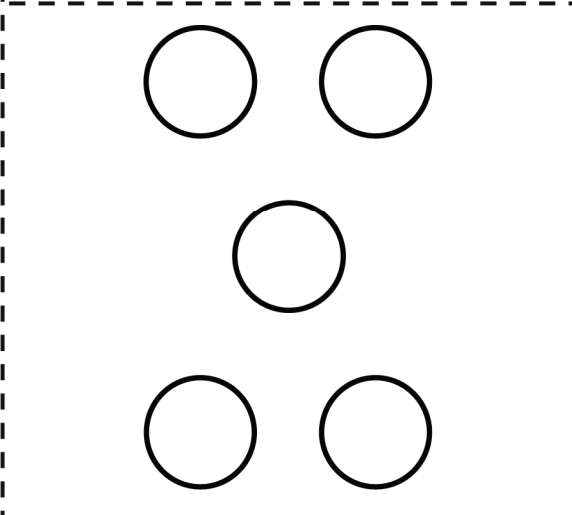
Name: _____

How Can 5 Land?

Line Master 5-2

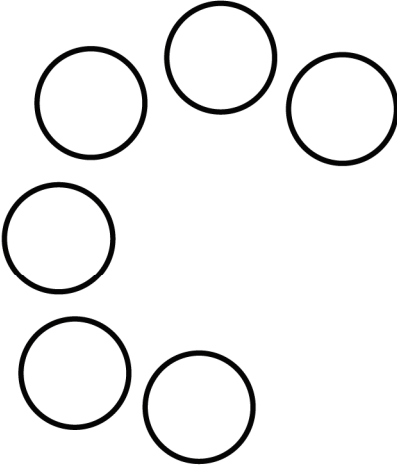
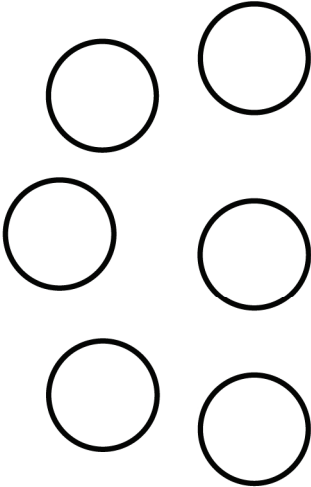
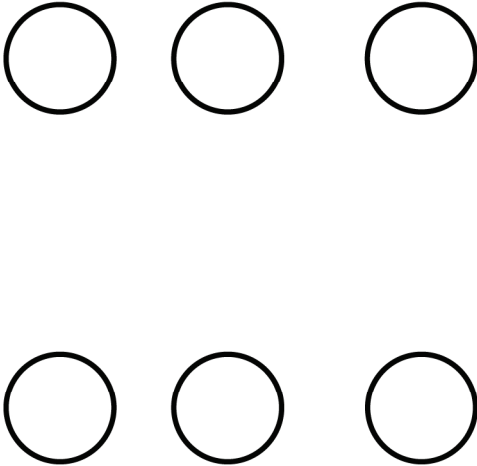
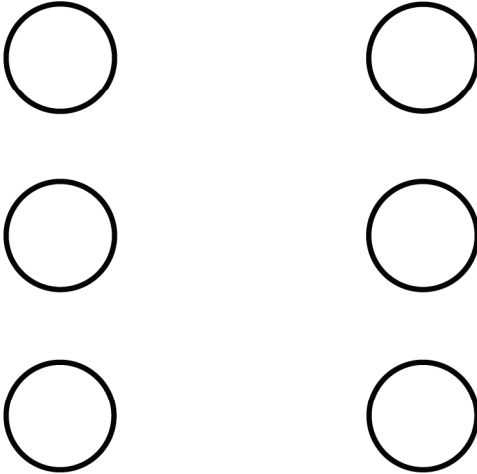
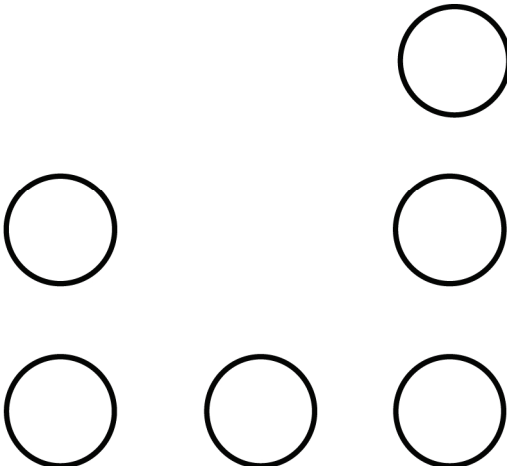
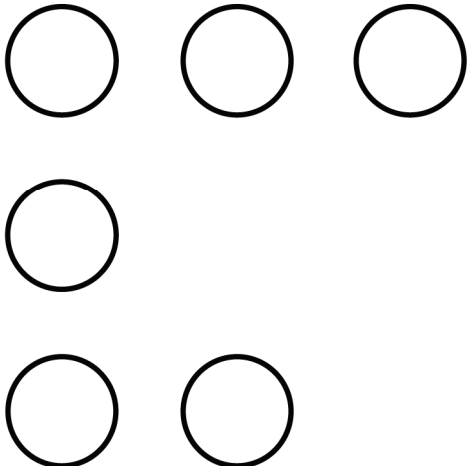
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How Can 6 Land?

Line Master 5-3

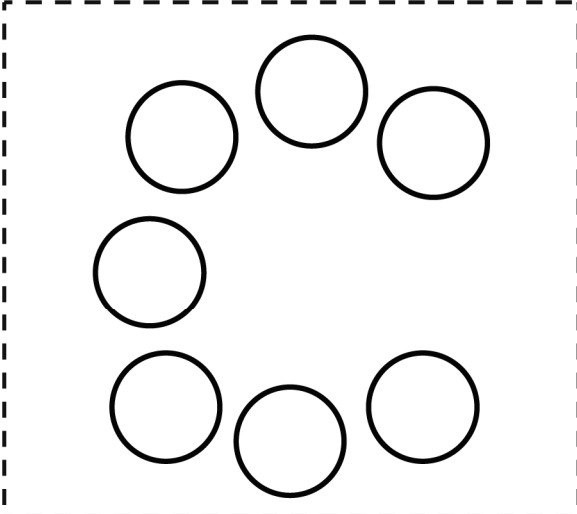
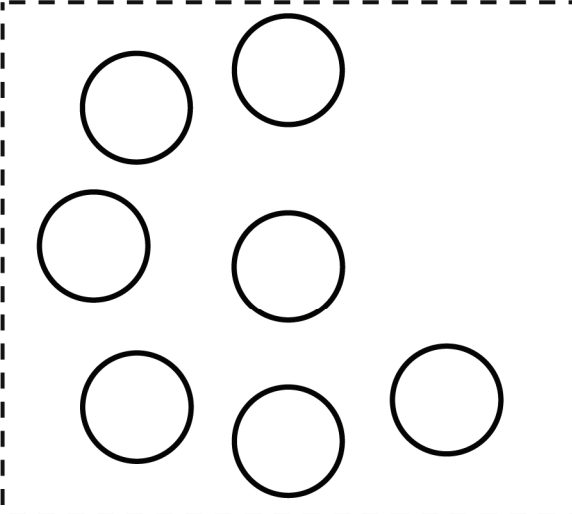
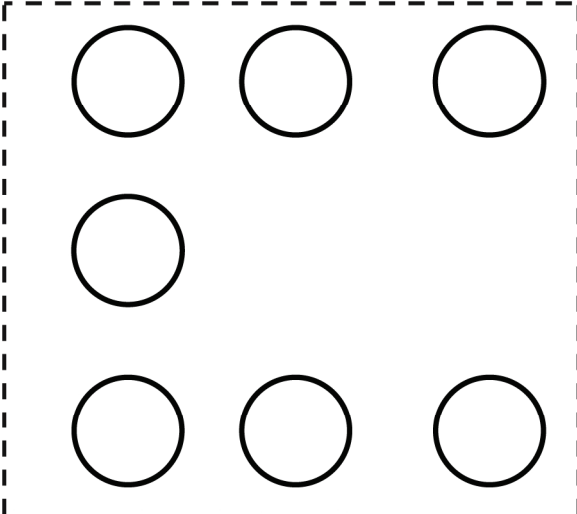
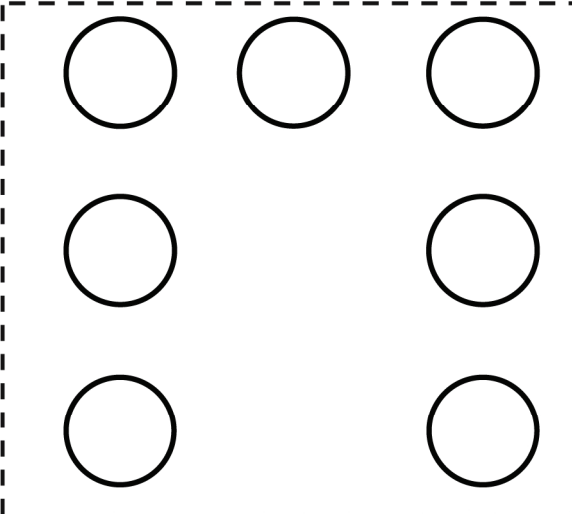
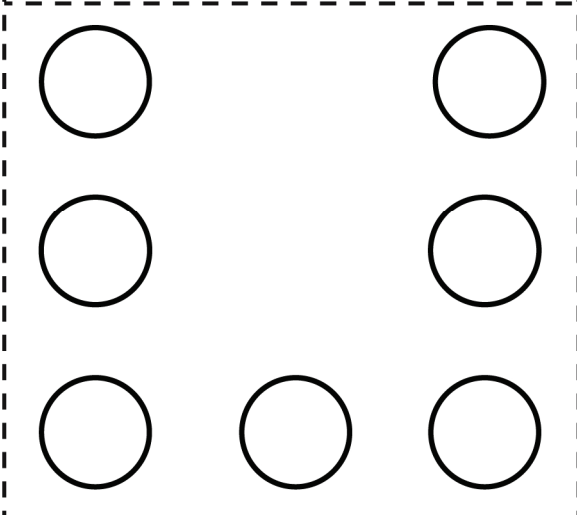
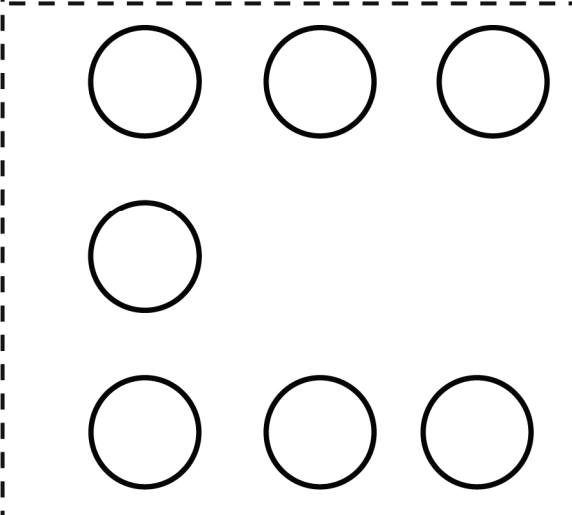
Name: _____

How Can 7 Land?

Line Master 5-4

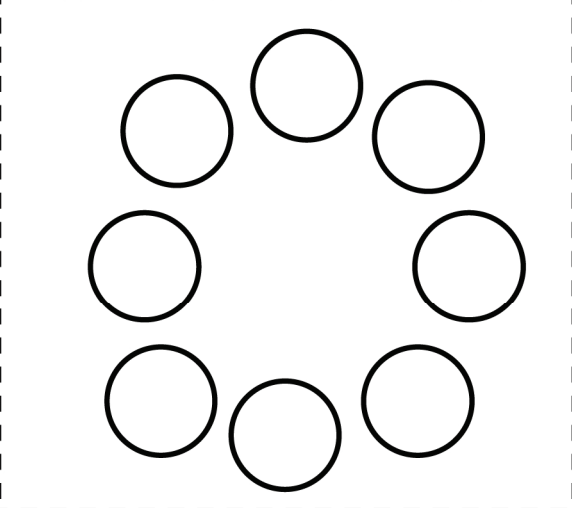
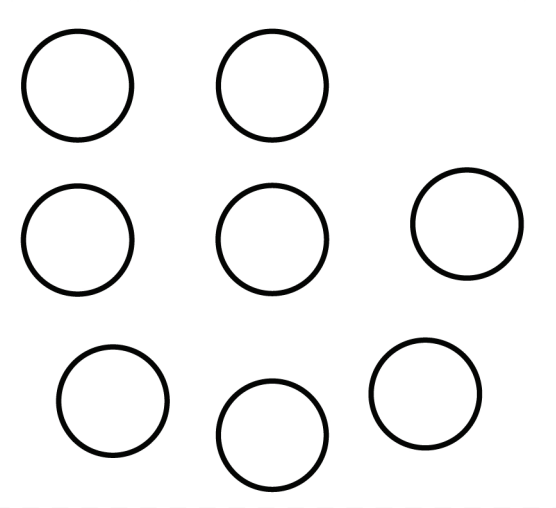
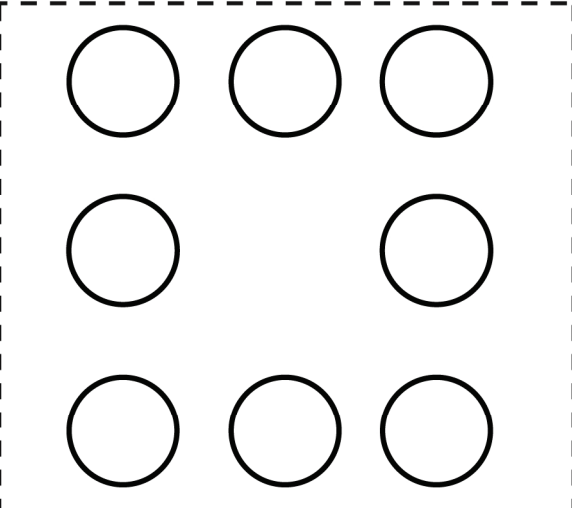
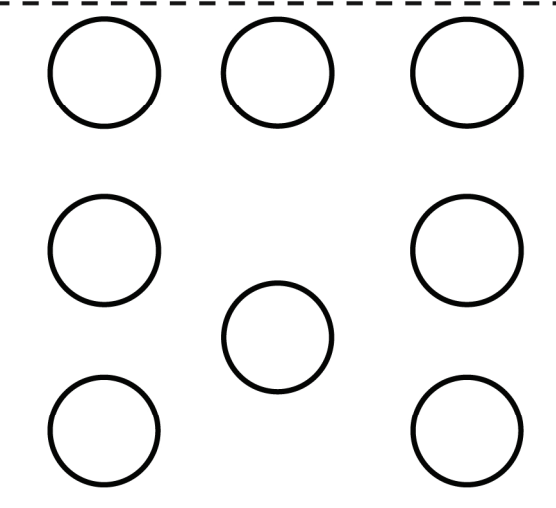
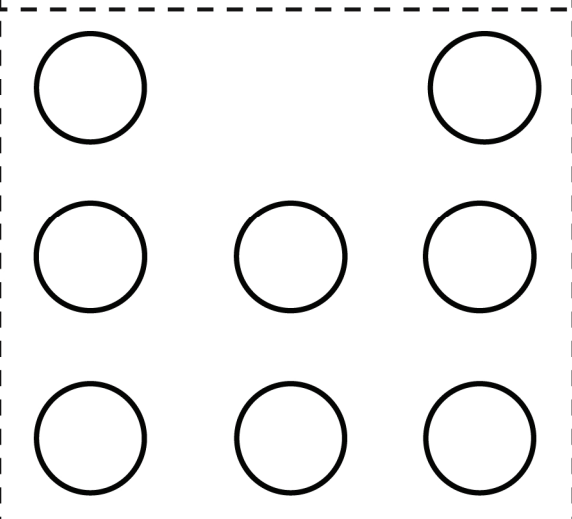
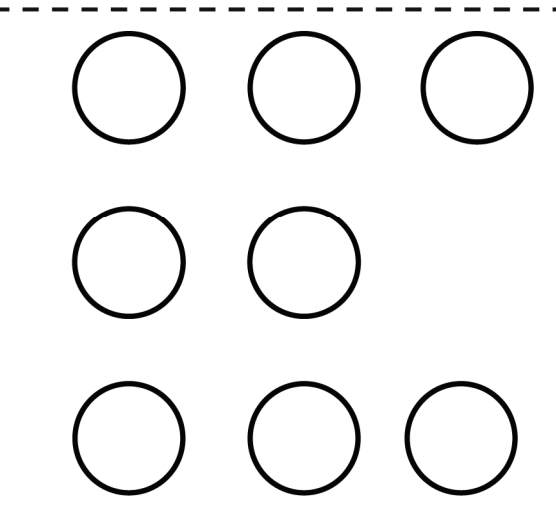
Name: _____

How Can 8 Land?

Line Master 5-5

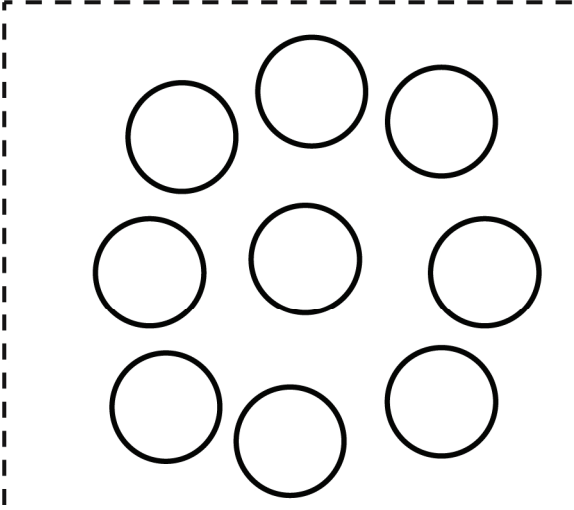
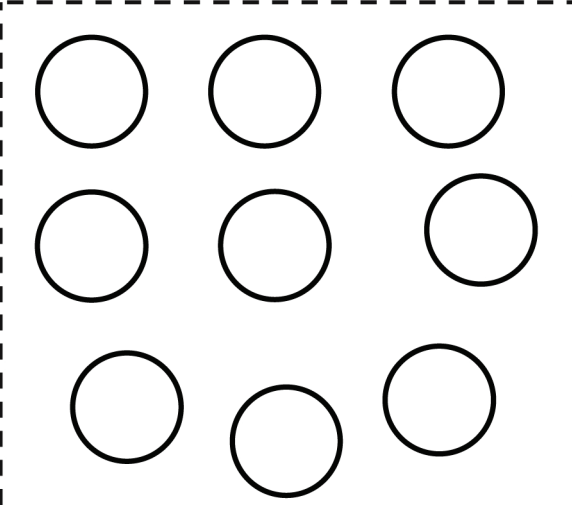
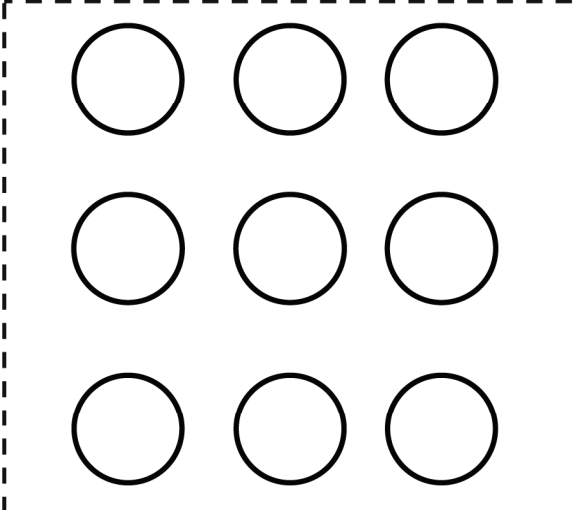
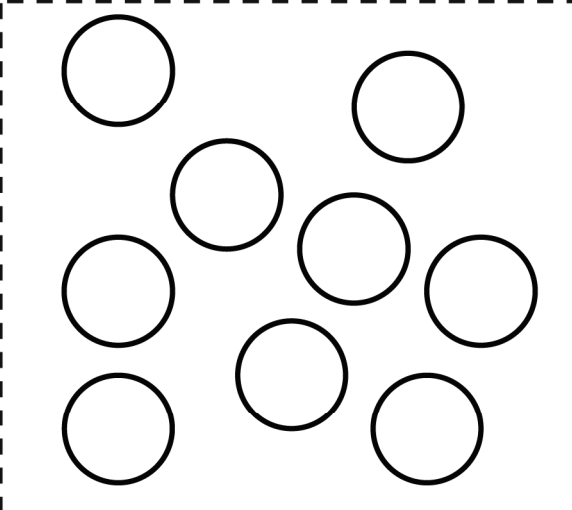
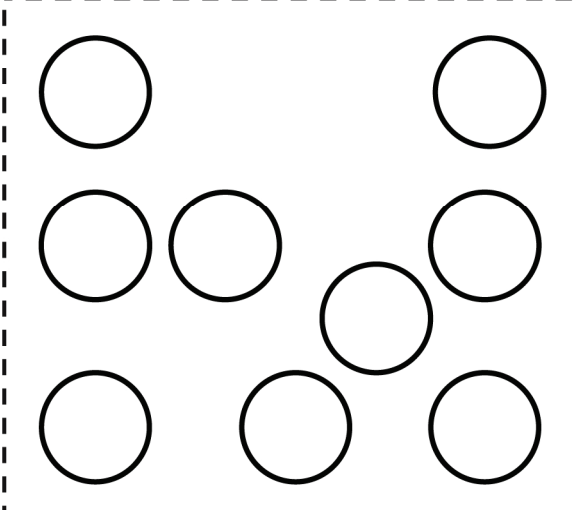
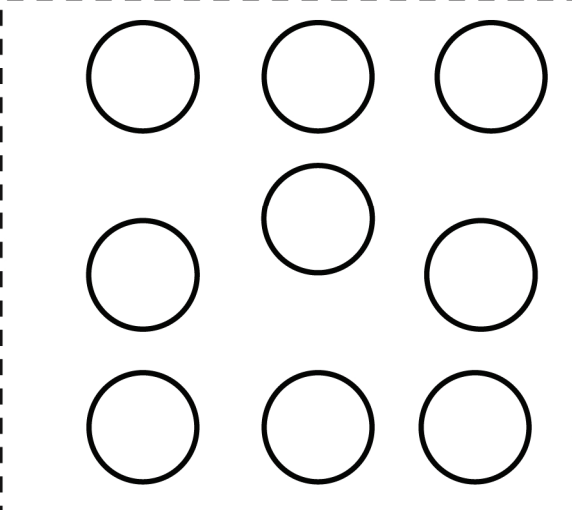
Name: _____

How Can 9 Land?

Line Master 5-6

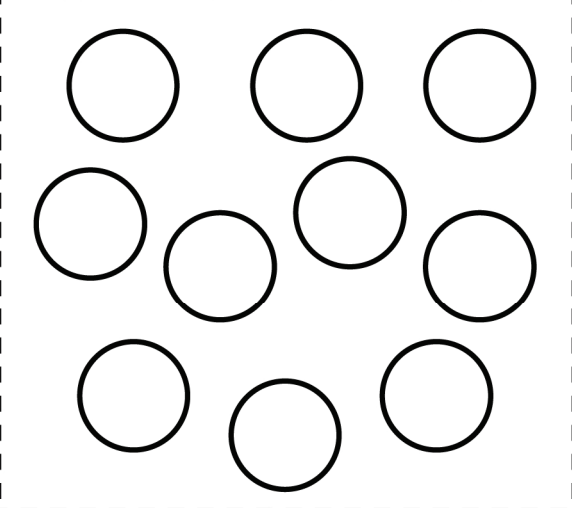
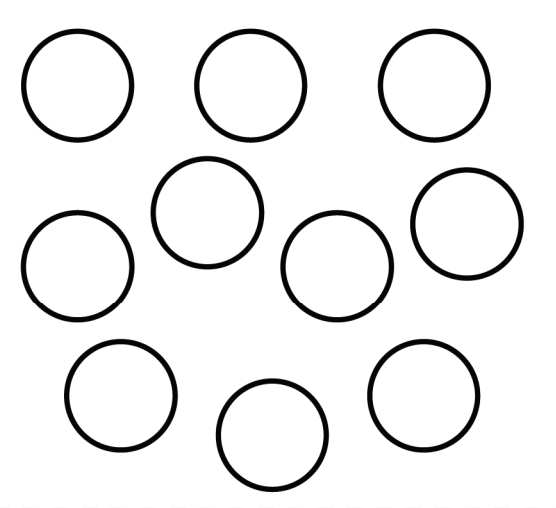
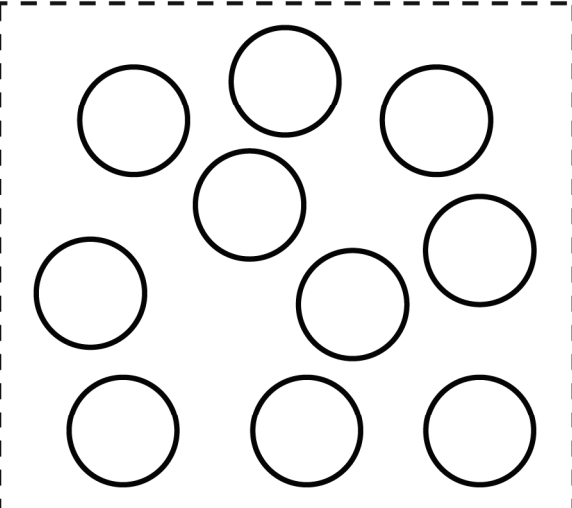
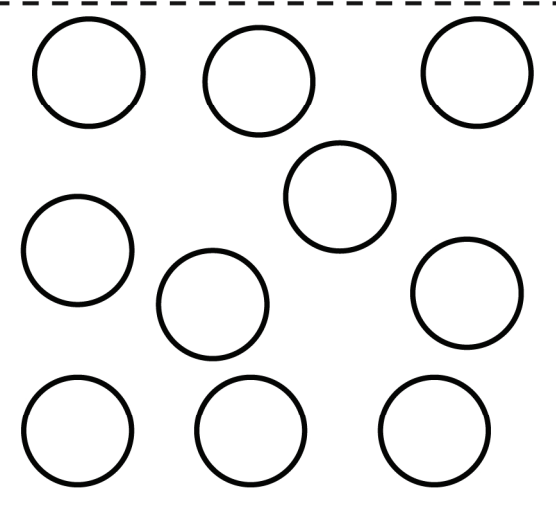
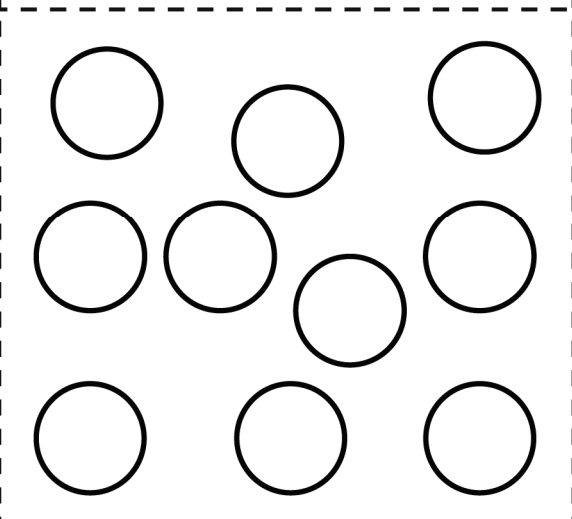
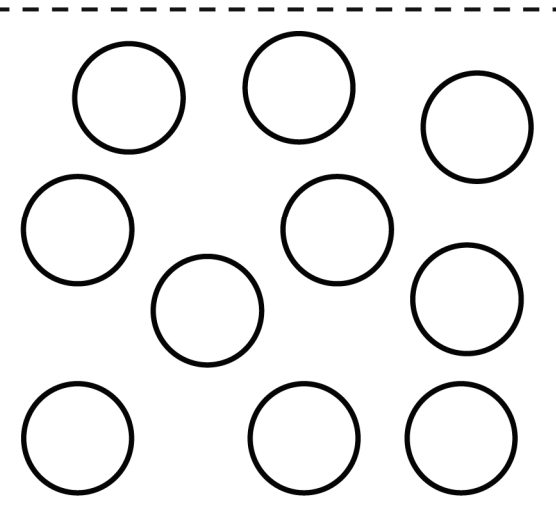
Name: _____

How Can 10 Land?

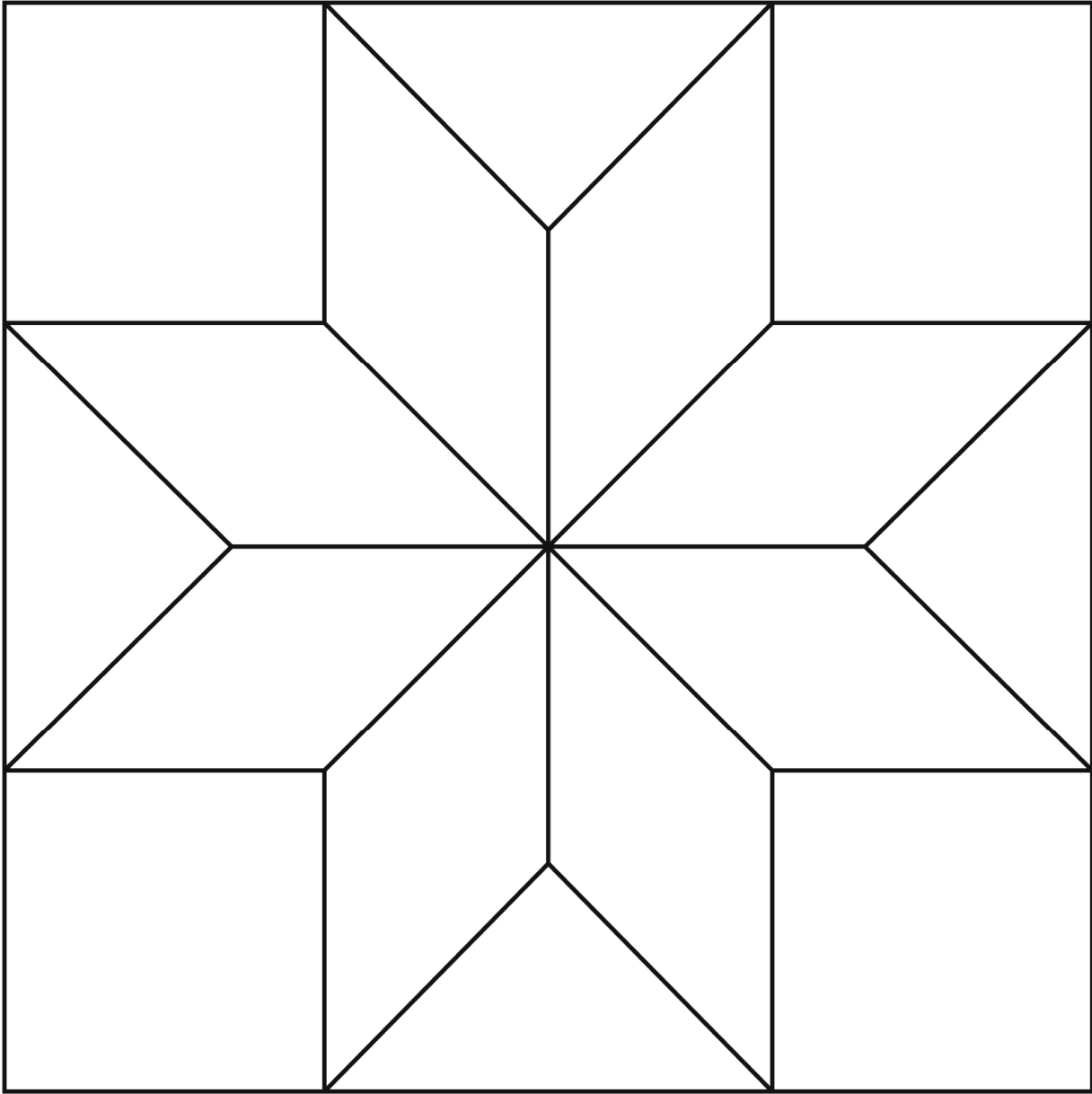
Line Master 5-7

Name: _____

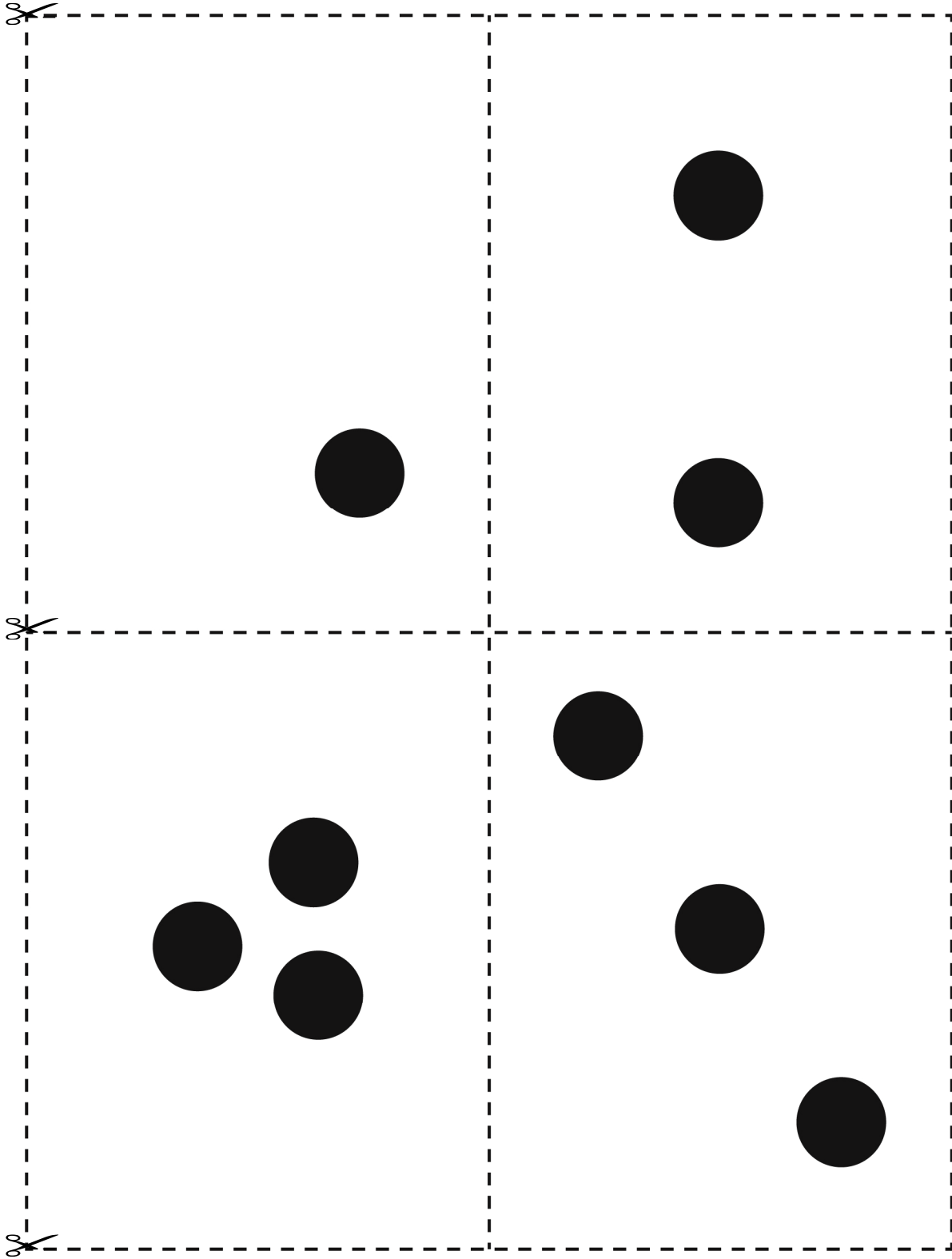
Quilt Star

Line Master 6



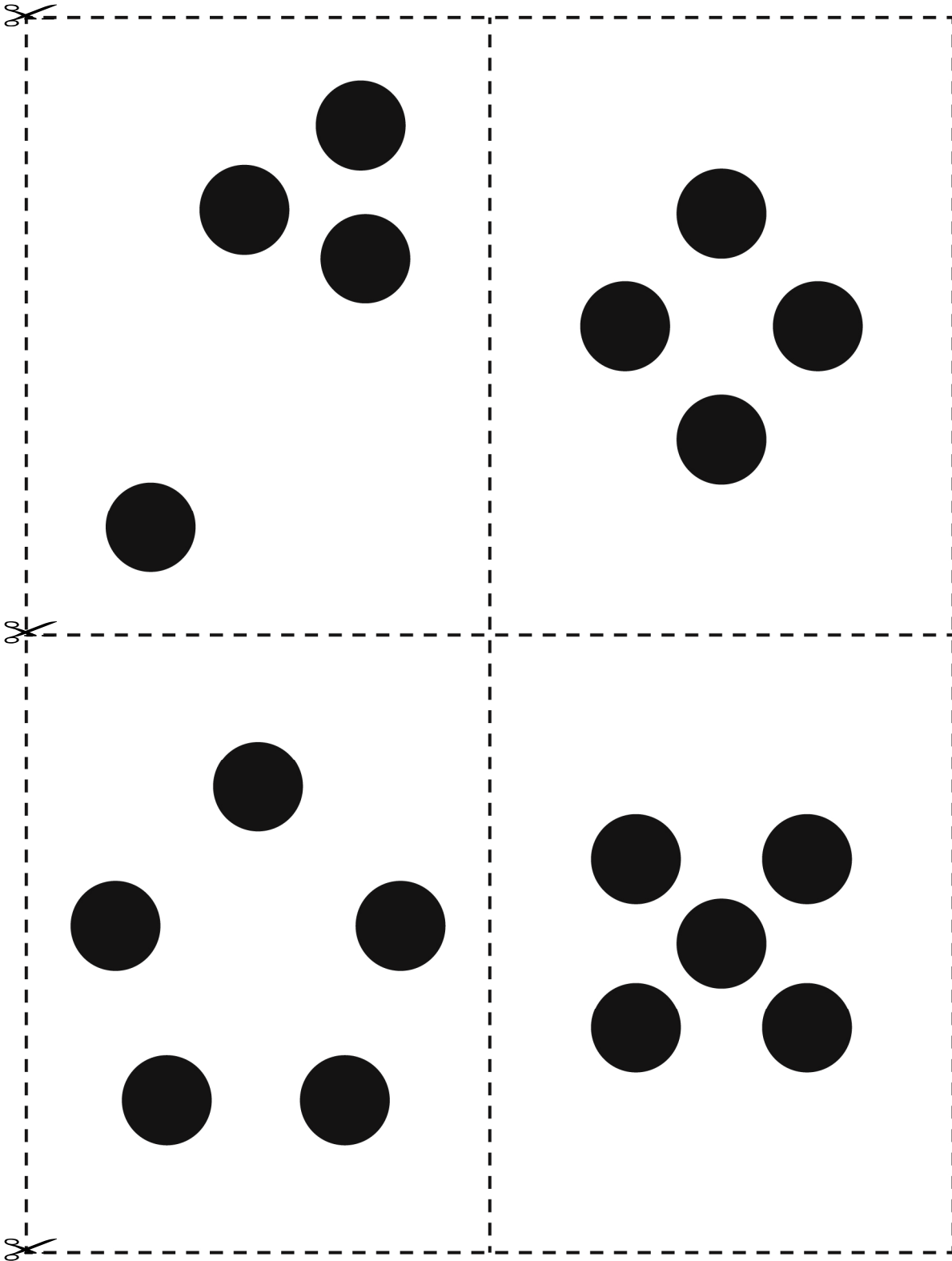
Dot Pattern Cards

Line Master 7-1



Dot Pattern Cards

Line Master 7-2



Dot Pattern Cards

Line Master 7-3

The image contains four dot pattern cards arranged in a 2x2 grid. Each card is enclosed in a dashed rectangular border with a scissors icon at the top-left corner, indicating where to cut. The patterns are as follows:

- Top-left card:** A vertical column of 2 dots on the left side and a vertical column of 3 dots on the right side.
- Top-right card:** A vertical column of 3 dots on the left side and a vertical column of 3 dots on the right side.
- Bottom-left card:** A diagonal line of 5 dots sloping downwards from the top-left towards the bottom-right.
- Bottom-right card:** Two vertical columns of 3 dots each, one on the left and one on the right.

Dot Pattern Cards

Line Master 7-4

The image shows four dot pattern cards arranged in a 2x2 grid. Each card is a square with a dashed border and a pair of scissors icon at the top-left corner. The top-left card contains 7 dots in a scattered pattern. The top-right card contains 6 dots in a 2x2 grid at the top and two dots below. The bottom-left card contains 6 dots in a scattered pattern. The bottom-right card contains 8 dots in a 4x2 grid.

Best Score Recording Sheet

Line Master 8



6 the same = 5 points
5 the same = 1 point

Player	Points



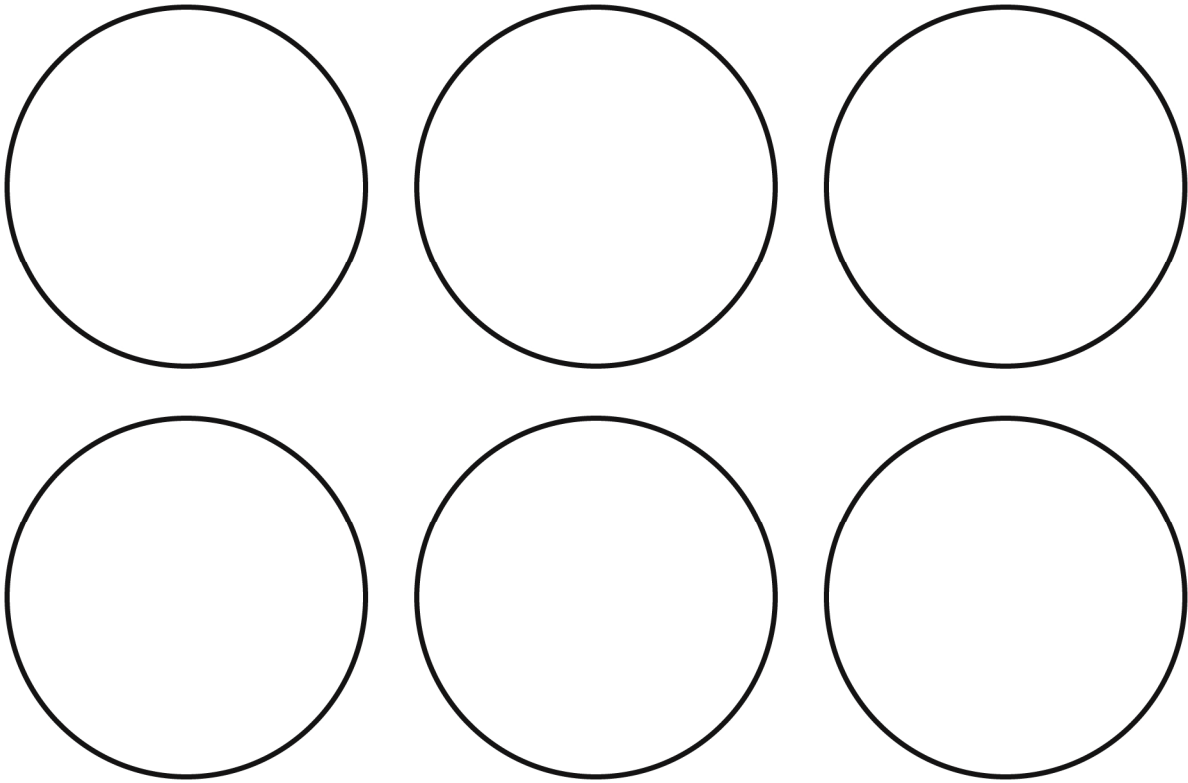
6 the same = 5 points
5 the same = 1 point

Player	Points

Making Dice

Line Master 9

Name: _____



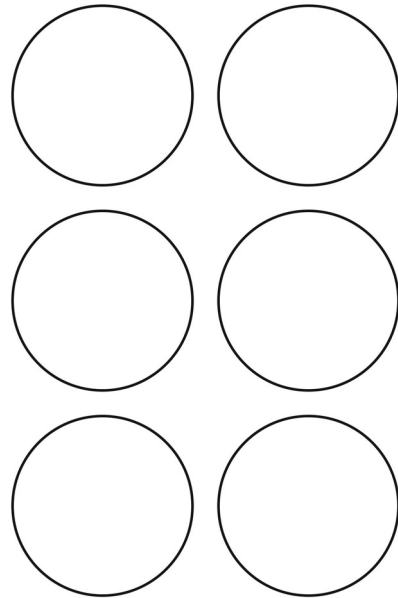
I chose these pictures because

Story Template

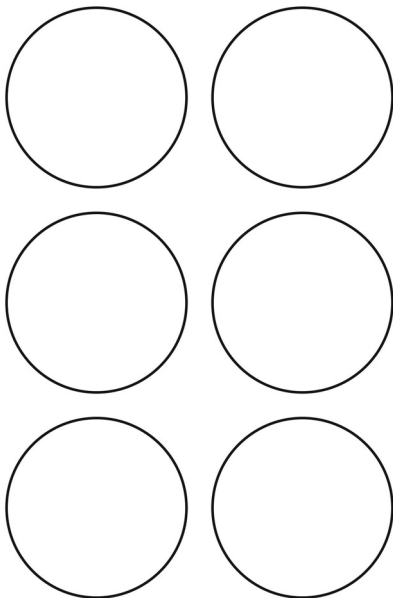
Line Master 10

Playing Waltes

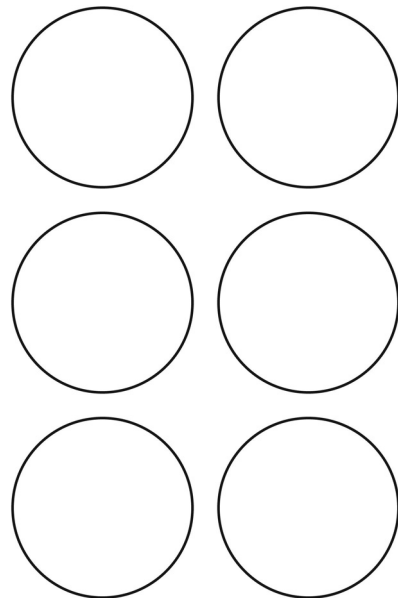
by



I get ____ points.



I get ____ points.

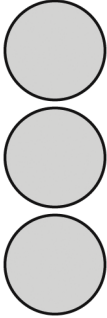
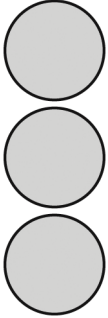

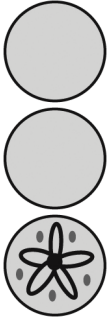


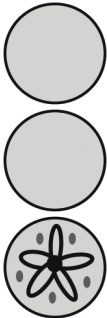




I get ____ points.

Secret Dice

Line Master 11

Name: _____

 <p>?</p> <p>5 points</p>	 <p>?</p> <p>1 point</p>	 <p>?</p> <p>0 points</p>
 <p>?</p> <p>1 point</p>	 <p>?</p> <p>1 point</p>	 <p>?</p> <p>1 point</p>
 <p>?</p> <p>0 points</p>	 <p>?</p> <p>0 points</p>	 <p>?</p> <p>5 points</p>

Animals Hide

Line Master 1 (Assessment Master)

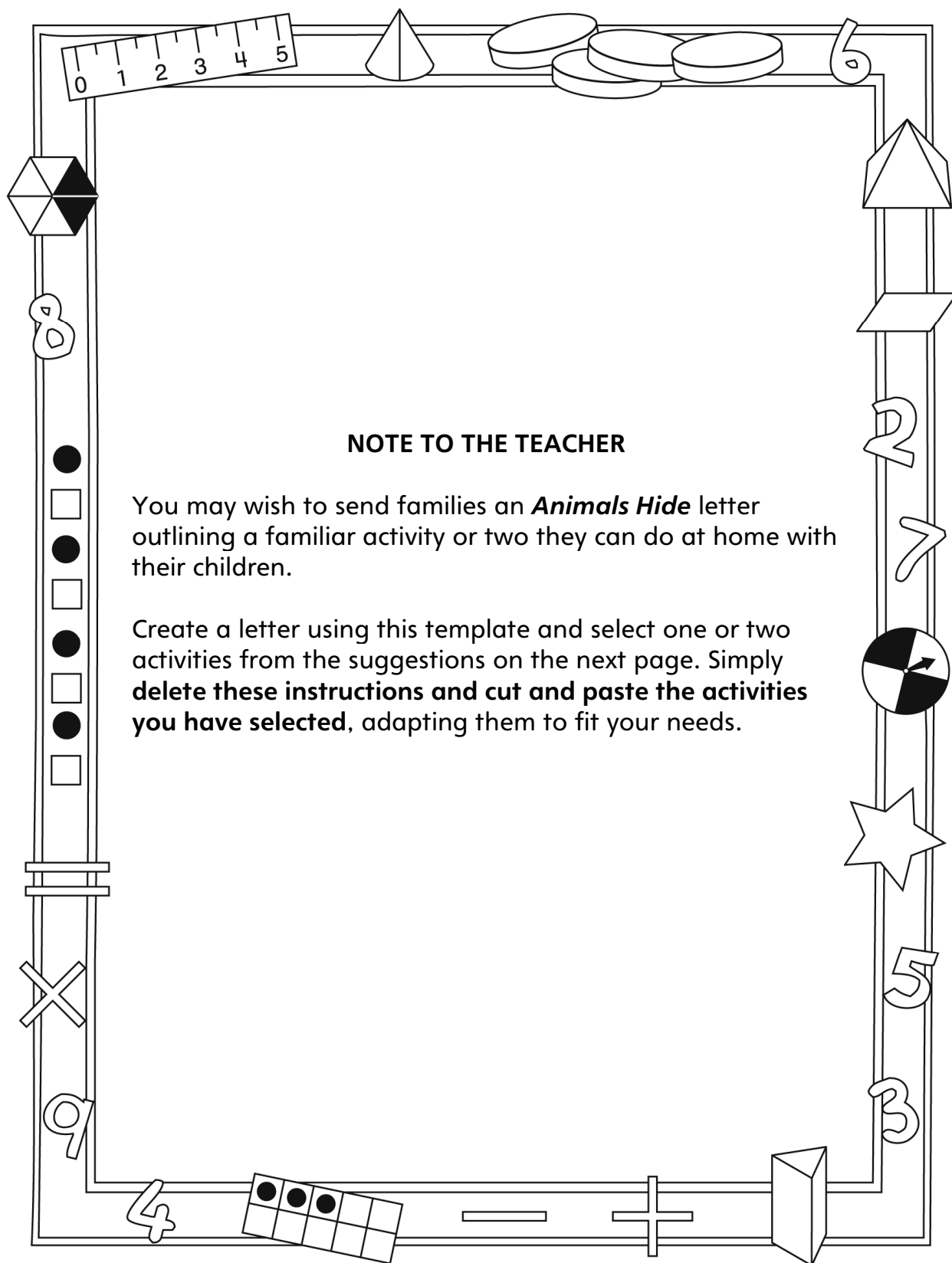
Name: _____

Counting sets to 10	Not observed	Sometimes	Consistently
Says one number for each object counted (one-to-one correspondence).			
Says counting numbers in correct sequence (stable order).			
Knows that the last counting word tells how many are in the set (cardinality).			
Counts, describes, and creates sets (to 10) by adding or removing 1 or 2.			
Predicts how many before adding or removing 1 or 2.			
Counts on and back by 1 or 2 from a number.			
Comparing quantities to 10			
Compares sets of objects to identify more/fewer/same.			
Creates a set that has more, fewer, or as many as a given number.			

Strengths:

Next Steps:

Connecting Home and School Line Master 2-1



NOTE TO THE TEACHER

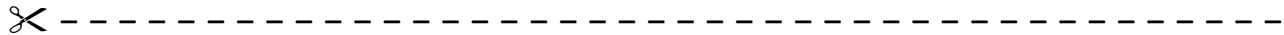
You may wish to send families an *Animals Hide* letter outlining a familiar activity or two they can do at home with their children.

Create a letter using this template and select one or two activities from the suggestions on the next page. Simply **delete these instructions and cut and paste the activities you have selected**, adapting them to fit your needs.

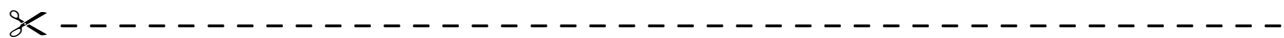
Connecting Home and School Line Master 2-2

Dear Family:

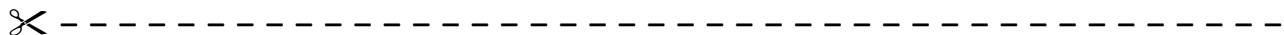
We have been working on ***Animals Hide***, which focuses on Grouping Quantities Based on Units of 10 and Comparing and Ordering Sets/Quantities to 10. Try this activity at home with your child.



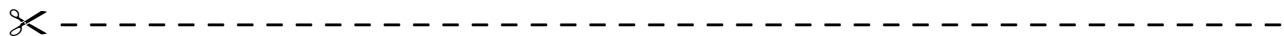
Reading the Story: Reading the Story: Note the situations in this book are based on counting and describing sets to 10, and sets that are 1 or 2 more/fewer than a number. As you read the story, enjoy finding and counting the hidden animals. Before turning the page, predict how many animals there will be. Find them. Count them and talk about what happened. After you read, you might gather 10 small objects and use the mat on the inside back cover to re-create some of your own one or two more/less situations.



How Many Are Hiding? Use a small overturned bowl or plastic food tub to make a “hiding spot” and 10 small objects to represent animals. Slide 2 “bugs”/objects under the “rock”/container. Ask your child to predict how many “bugs” are under the “rock.” Lift, count, and check. Continue by sliding 1 or 2 more objects under the “rock.” Retell the story using numbers. For example, 2 and 2 more—that’s 4 bugs. Repeat by adding or removing 1 or 2 objects. Invite your child to take the lead.



To Twelve and Back: Use an egg carton and 12 small objects. Players take turns placing 1 or 2 objects in the carton, one item per section. The player who places the last object scores a point. Now, players take turns removing 1 or 2 objects from the carton. The player who removes the last object scores a point. Alternate going first.



Sincerely,

Number Strip 1-10

Line Master 3

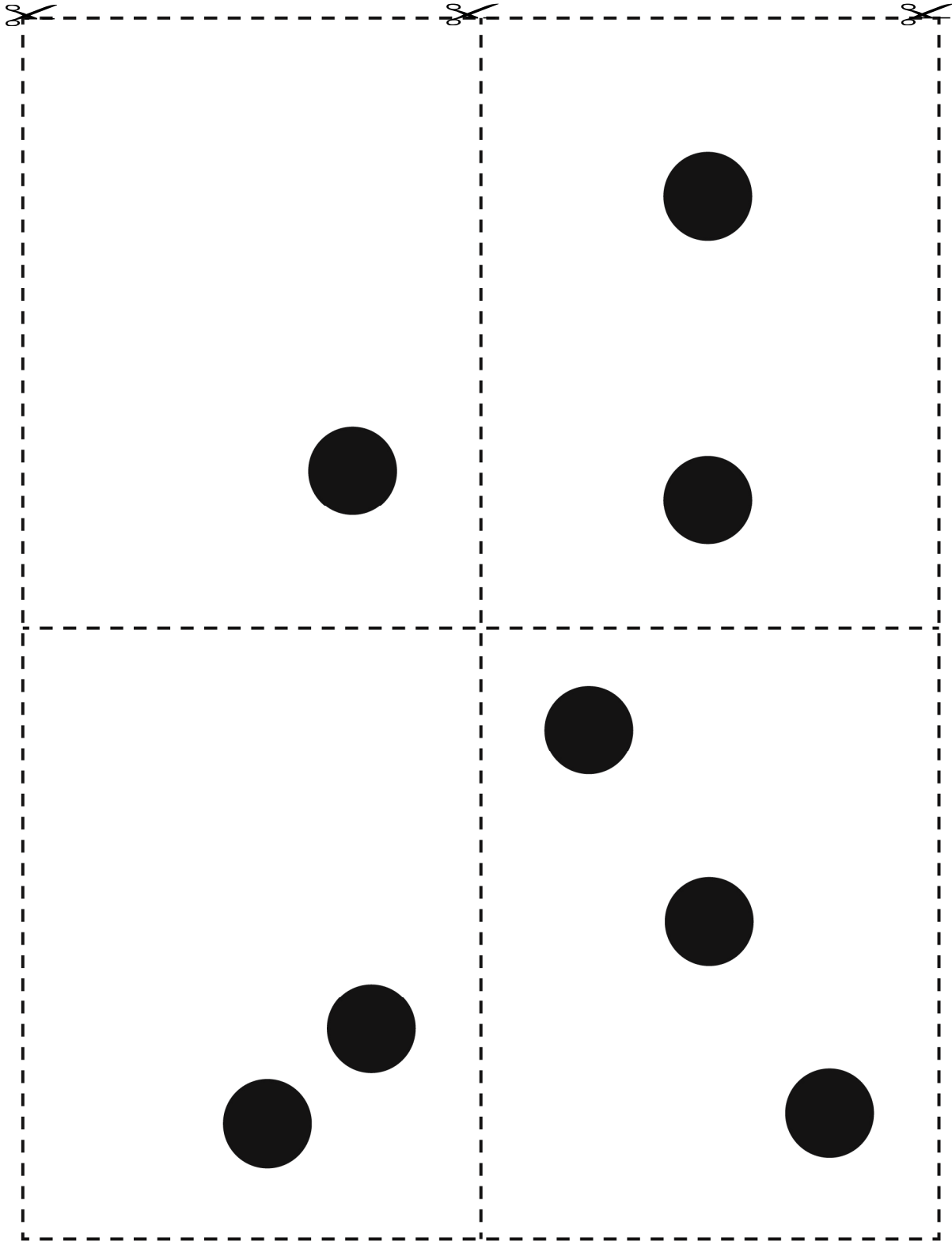
1	2	3	4	5	6	7	8	9	10
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Math Mat



Dot Cards

Line Master 5-1



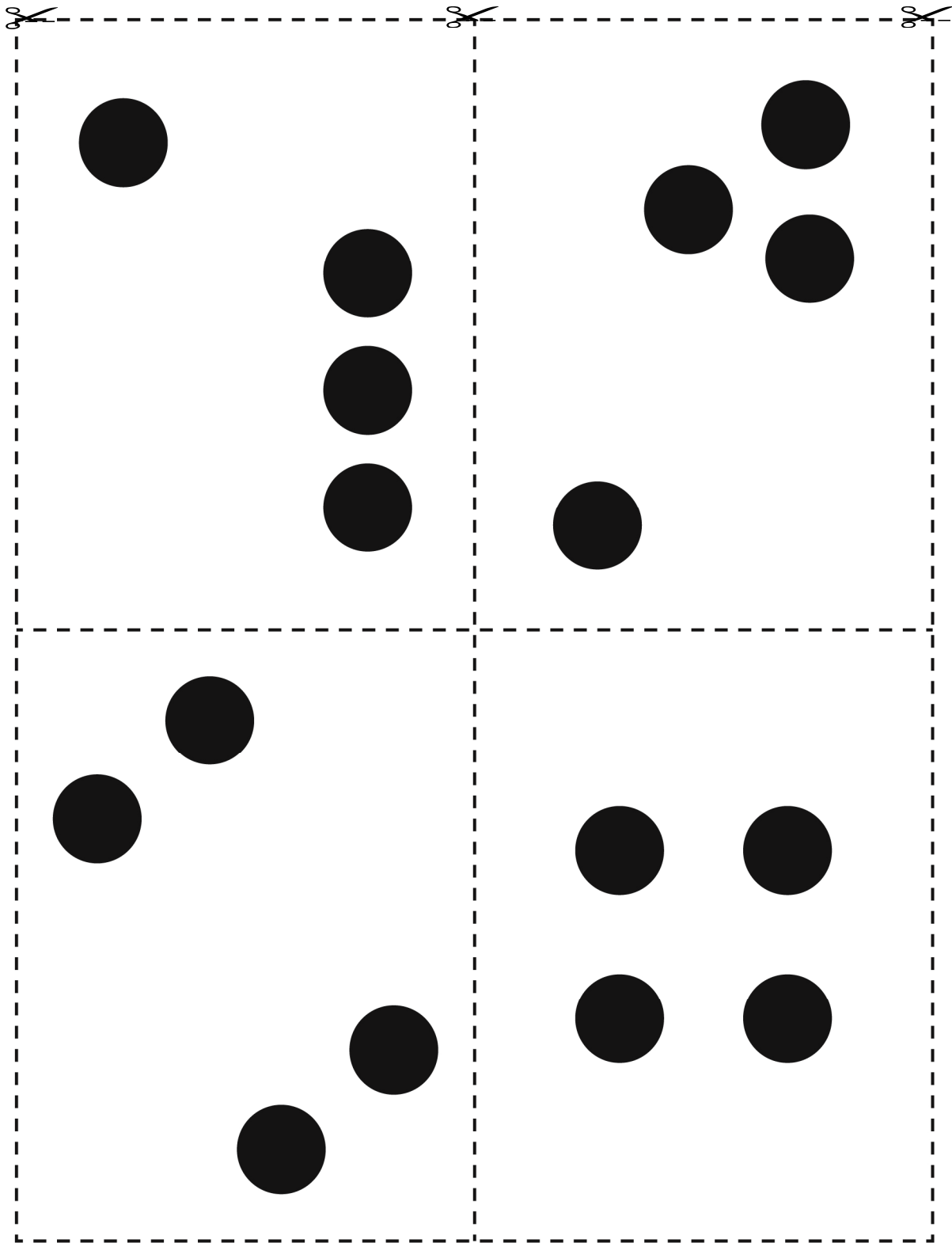
Dot Cards

Line Master 5-2

The image shows a worksheet with four dot cards arranged in a 2x2 grid. Each card is a square with dashed lines and a pair of scissors icon at the top-left corner. The top-left card has three dots: two in the top row and one in the bottom row. The top-right card has three dots: one in the top row and two in the bottom row. The bottom-left card has three dots arranged vertically in the left column. The bottom-right card has four dots: one in the top row, two in the middle row, and one in the bottom row.

Dot Cards

Line Master 5-3



Dot Cards

Line Master 5-4

The image shows a worksheet for a dot card activity. It is divided into four quadrants by dashed lines. Each quadrant contains a set of black dots. At the top of each dashed line, there is a small icon of a pair of scissors, indicating where to cut. The top-left quadrant has 5 dots arranged in a pattern of two in the top row, one in the middle, and two in the bottom row. The top-right quadrant has 5 dots arranged in a pattern of two in the top row, one in the middle, and two in the bottom row. The bottom-left quadrant has 6 dots arranged in a pattern of one in the top row, three in the middle row, and two in the bottom row. The bottom-right quadrant has 6 dots arranged in a pattern of two in the top row, one in the middle, and three in the bottom row.

Dot Cards

Line Master 5-5

The image shows a worksheet for a dot card activity. It is divided into four quadrants by dashed lines. Each quadrant contains a set of black dots. The top-left quadrant has 5 dots arranged in a 2x2 square with one dot centered below it. The top-right quadrant has 6 dots in a 3x2 grid. The bottom-left quadrant has 6 dots in a 2x3 grid. The bottom-right quadrant has 6 dots in a diagonal line from top-left to bottom-right. Each quadrant has a dashed border and a pair of scissors icon at the top-left corner, indicating where to cut.

Dot Cards

Line Master 5-6

The image shows a line master sheet with four dot cards arranged in a 2x2 grid. Each card is a dashed rectangle with a pair of scissors icon at the top-left corner. The top-left card contains 6 black dots. The top-right card contains 7 black dots. The bottom-left card contains 6 black dots. The bottom-right card contains 6 black dots.

Dot Cards

Line Master 5-7

The image shows a line master for dot cards, divided into four quadrants by dashed lines. Each quadrant contains a card with a pair of scissors icon at the top left corner, indicating where to cut. The cards are arranged in a 2x2 grid. Each card contains a set of 8 black dots arranged in a 2x4 grid pattern.

Dot Cards

Line Master 5-8

The worksheet is divided into four dashed rectangular sections, each with a pair of scissors icon at the top corner. Each section contains a set of black dots arranged in a specific pattern:

- Top-Left:** A 3x3 grid of 9 dots.
- Top-Right:** Two columns of 4 dots each, with a 5th dot in the middle of the second column.
- Bottom-Left:** Two columns of 5 dots each, with a 6th dot in the middle of the second column.
- Bottom-Right:** Two columns of 6 dots each.

Numeral Cards

Line Master 6

Name: _____

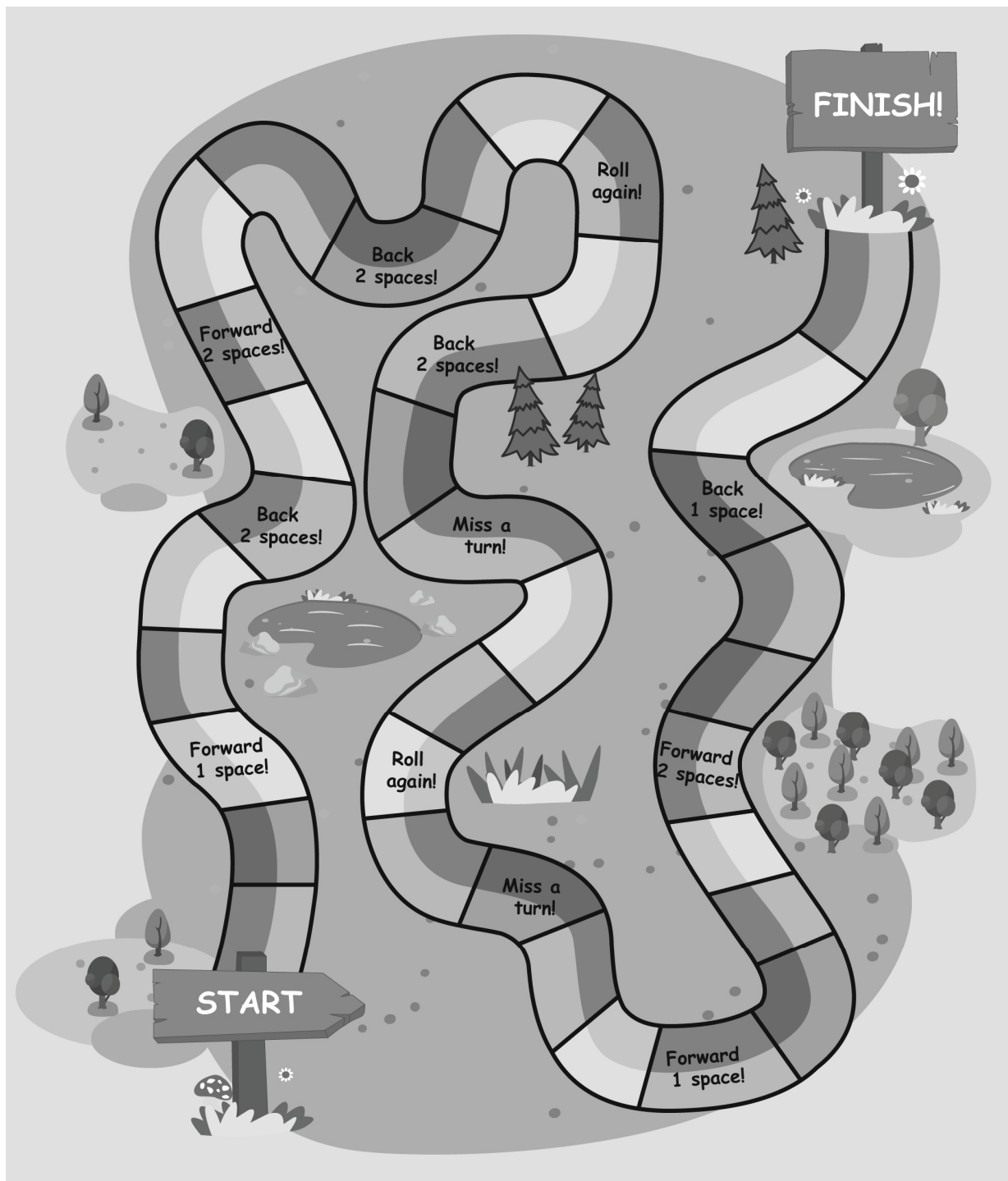
0	1	2
3	4	5
6	7	8
9	10	

Ten-Frame

Line Master 7

Animals Hide Game Board

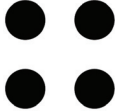
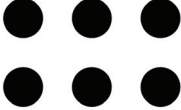
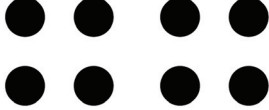
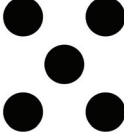
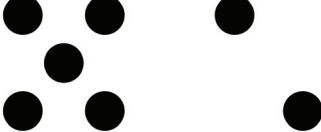
Line Master 8



Make More, Make Fewer

Line Master 9

Name: _____

Fewer		More
	<p>4</p> 	
	<p>6</p> 	
	<p>8</p> 	
	<p>5</p> 	
	<p>7</p> 	

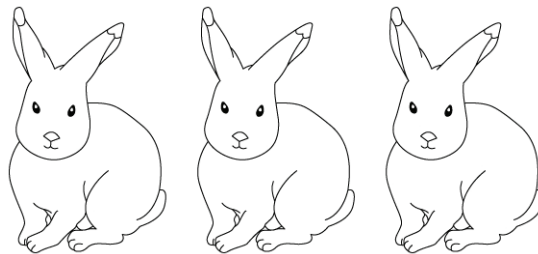
Now How Many? Problems Line Master 10-1



How many frogs? _____

Shh... 2 more are coming.

How many frogs? _____



How many Arctic hares? _____

Shh... 2 are leaving.

How many Arctic hares? _____

Now How Many? Problems Line Master 10-2



How many snakes? _____

Shh... 1 is leaving.

How many snakes? _____

How many? _____

Shh... 1 more is coming.

How many? _____

Time for Games Line Master 1 (Assessment Master)

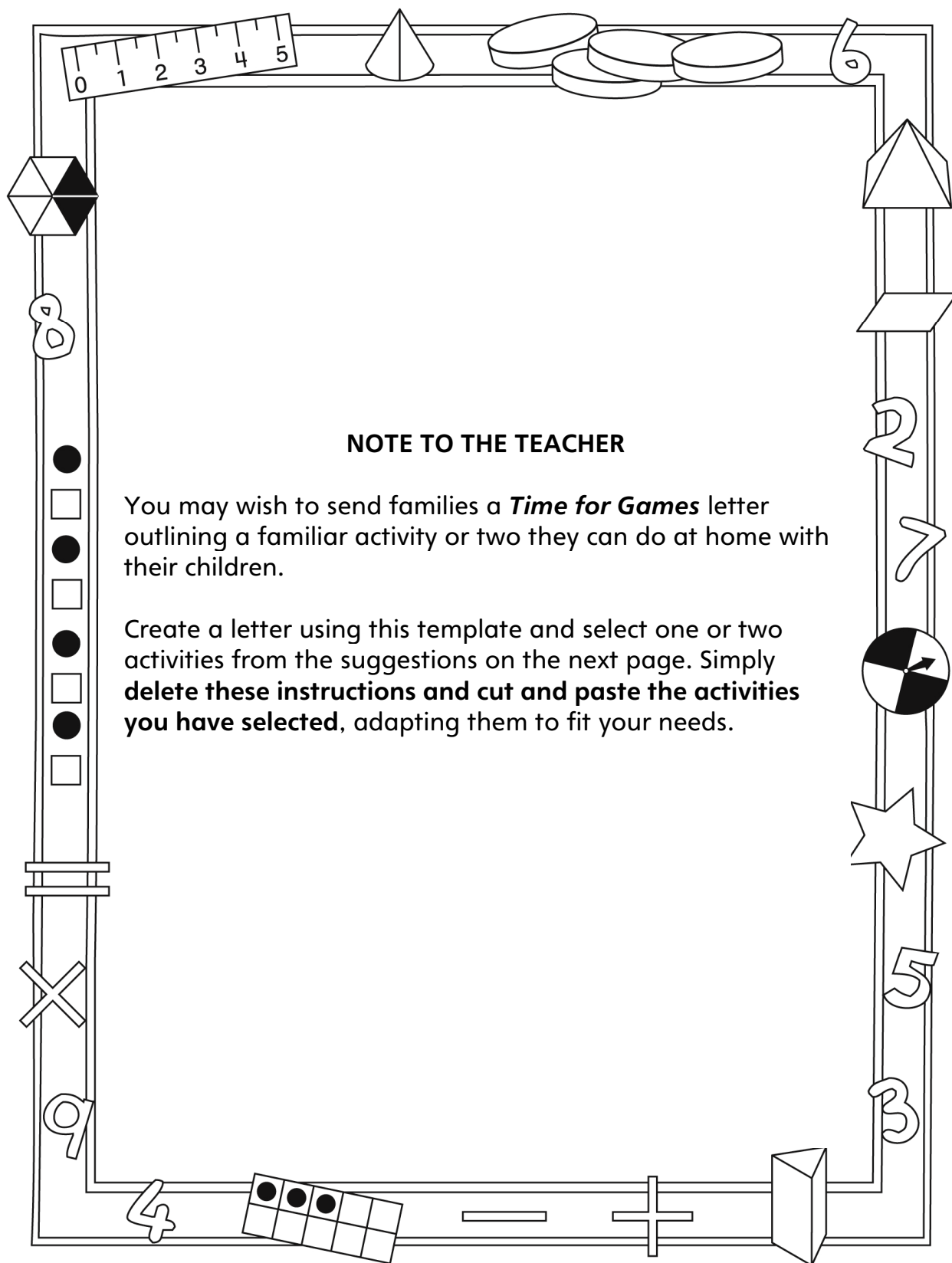
Name: _____

Compare Quantities to 10	Not observed	Sometimes	Consistently
Knows what number is 1 or 2 more and 1 or 2 less than another number			
Perceptually compares quantities to determine more/less or the same			
Compares quantities by matching or counting to determine more/less/equal quantities			
Determines how many more/less one quantity is compared to another			
Count Sets to 10			
Says one word for each object counted (one-to-one correspondence)			
Says counting numbers in correct sequence (stable order)			
Knows that the last counting word tells how many are in the set (cardinality)			
Counts and describes sets to 10			
Identifies number without counting each object (subitizes)			
Count on by 1, by 2			

Strengths:

Next Steps:

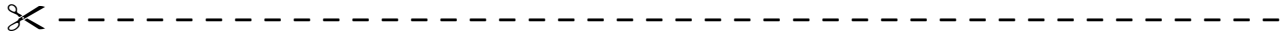
Connecting Home and School Line Master 2-1



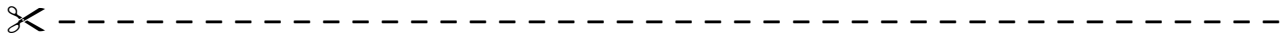
Connecting Home and School Line Master 2–2

Dear Family:

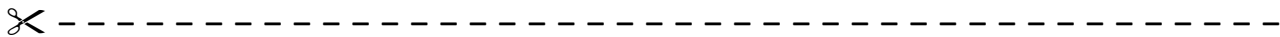
We have been working on ***Time for Games***, which focuses on Comparing Quantities to 10 and Counting Sets to 10. Try this activity at home with your child.



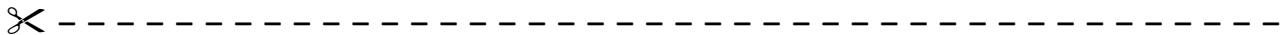
Reading the Story: This book presents 3 games. Each game poses questions for the reader to answer and involves work with counting and comparing numbers. Talk about and compare your responses. For example, you may have very different ideas as to where Pam should move next (which domino tile to play; how to find the scores in tiddlywinks).



Playing Games: Choose to play one (or all) of the games with your child. Review the materials needed and the rules. Ask questions such as these to promote reflection and strategic thinking: **What do you think a good next move is? Why is it a good idea if I put my counter here (choose this domino; land on this part of the target)?**



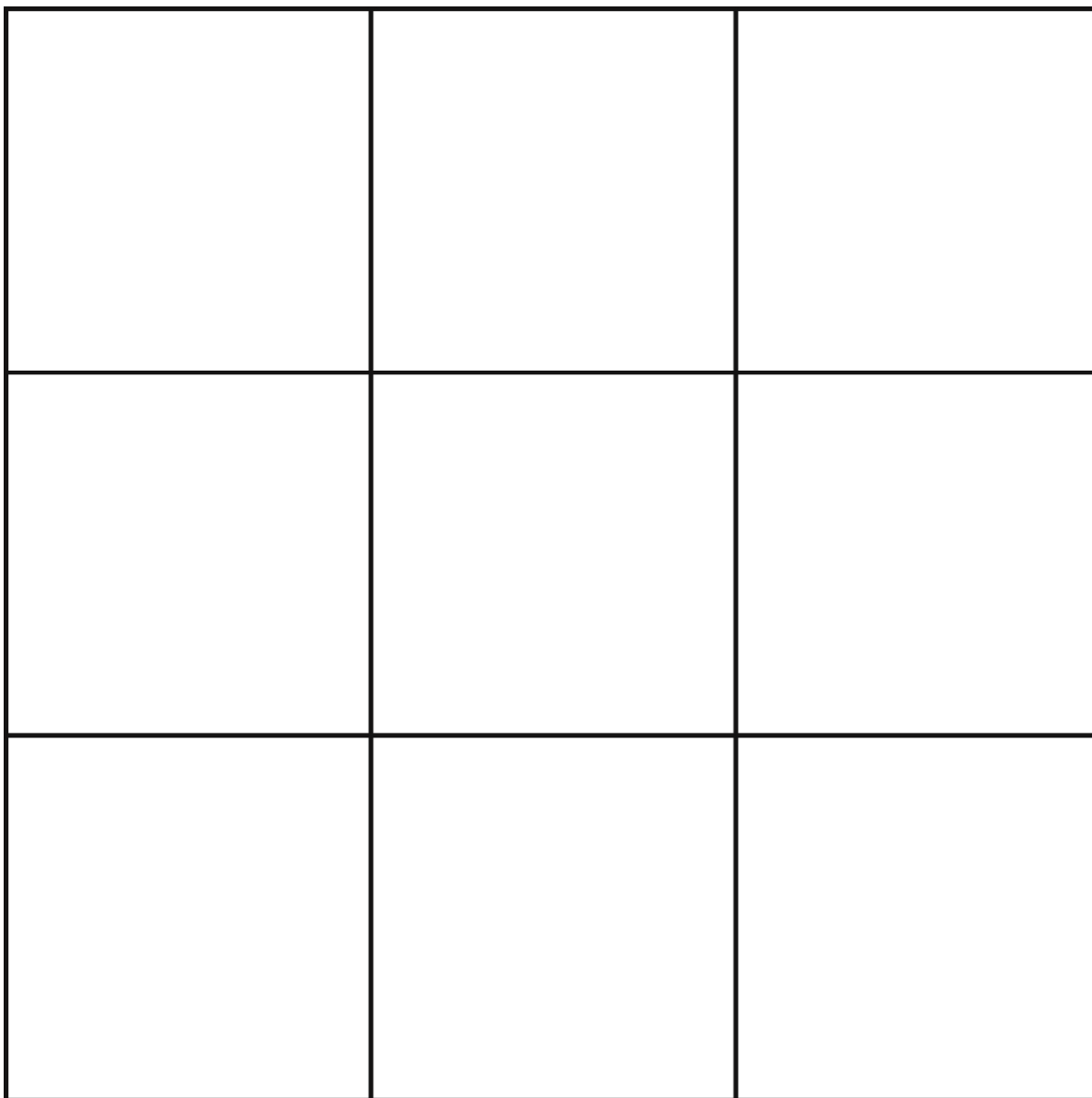
Playing Another Way: Change the rules and/or materials to create variations of the games. For example, you might design a tiddlywinks target with different numbers or sections.



Sincerely,

Tic-tac-toe Board

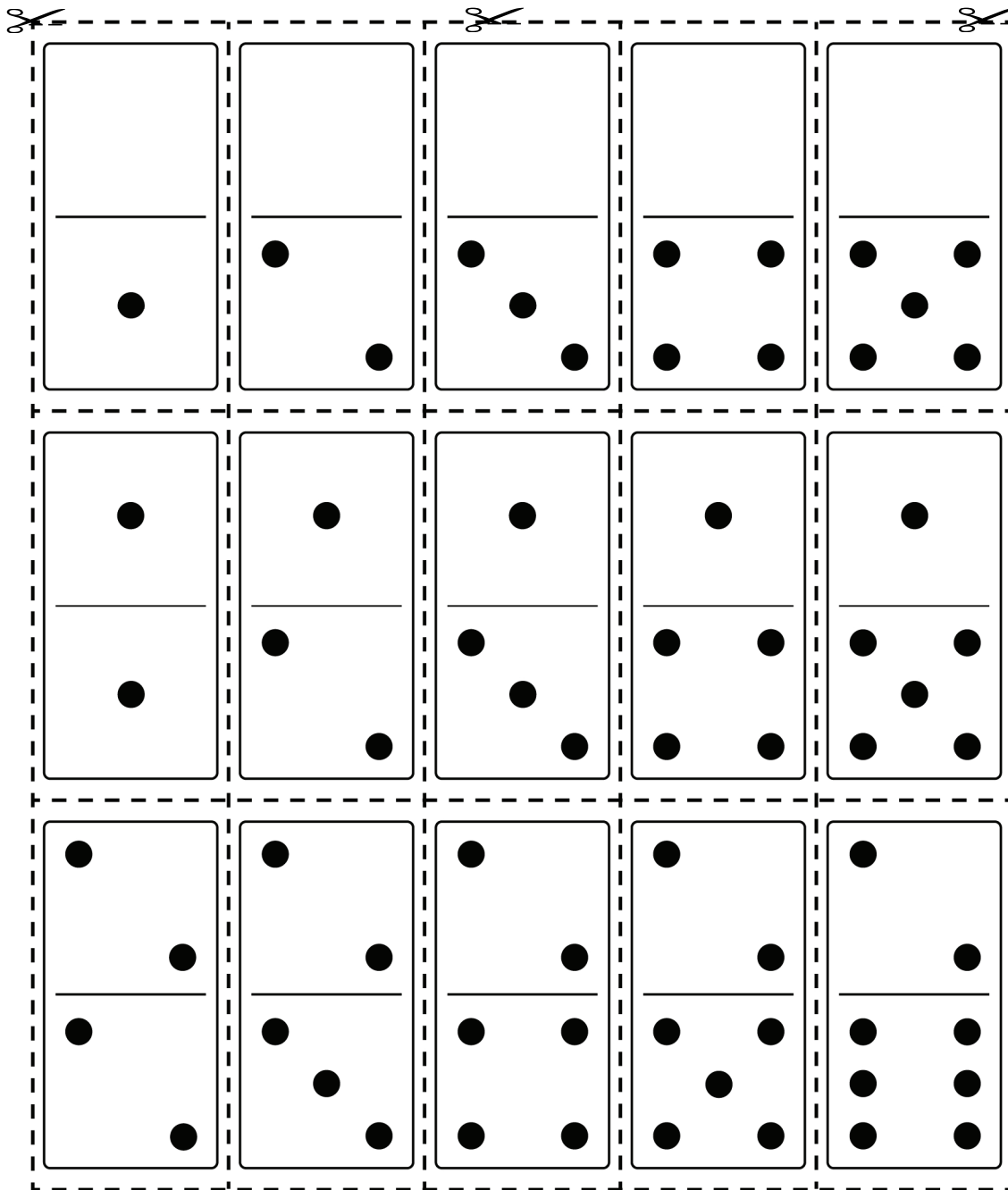
Line Master 3



Domino Tiles

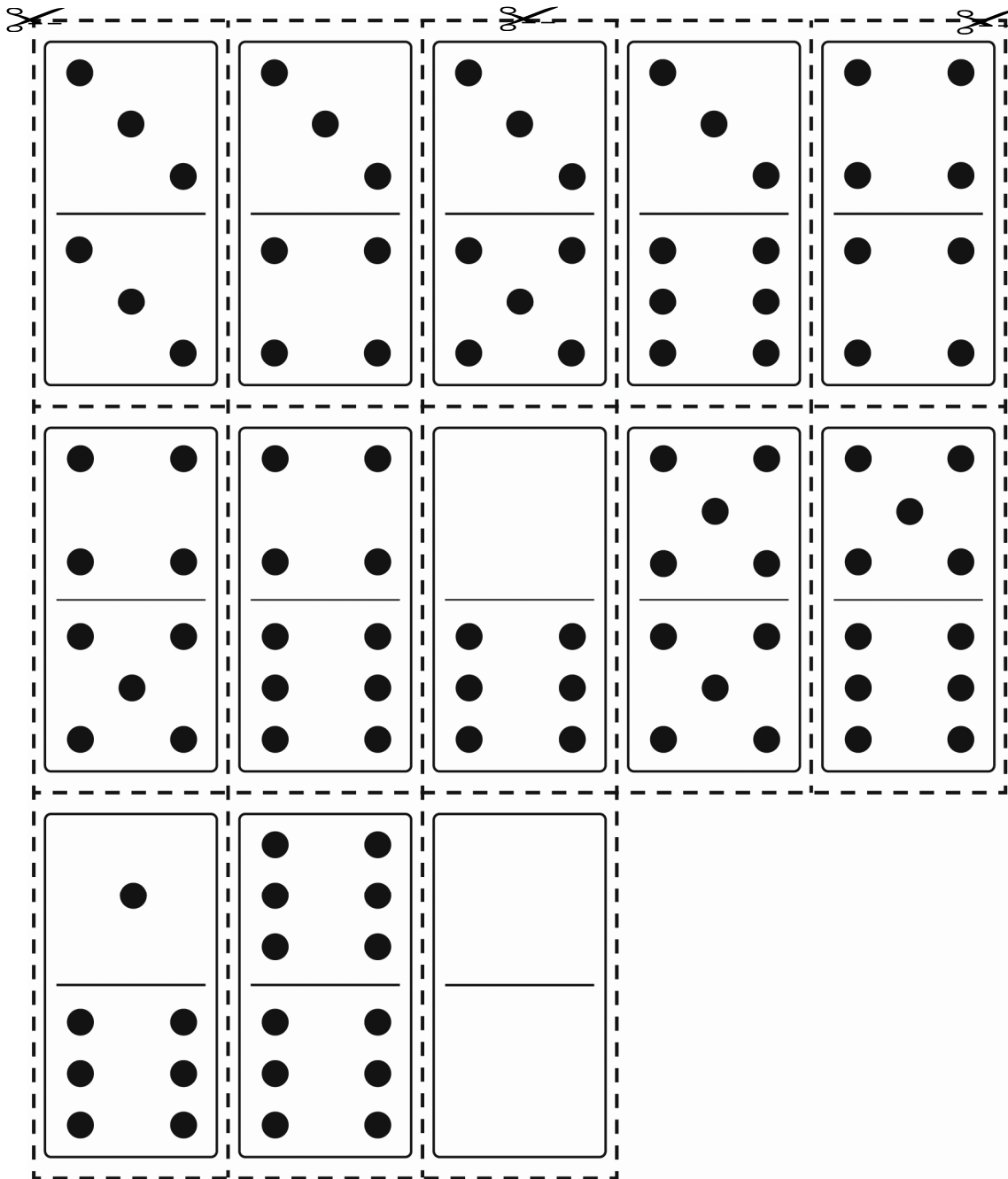
Line Master 4-1

Photocopy these tiles on card stock paper and cut them out before distributing to children.

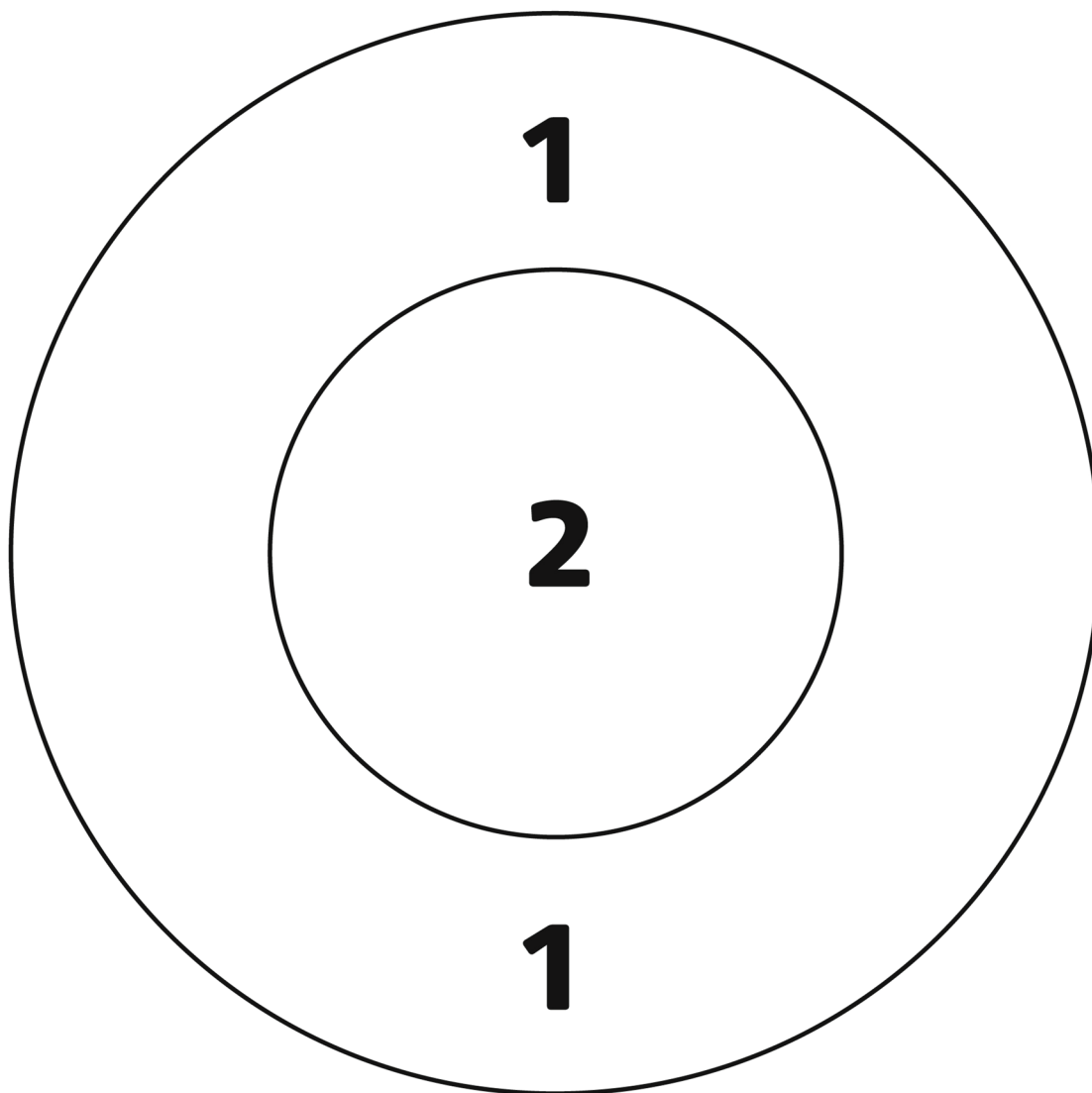


Domino Tiles

Line Master 4-2



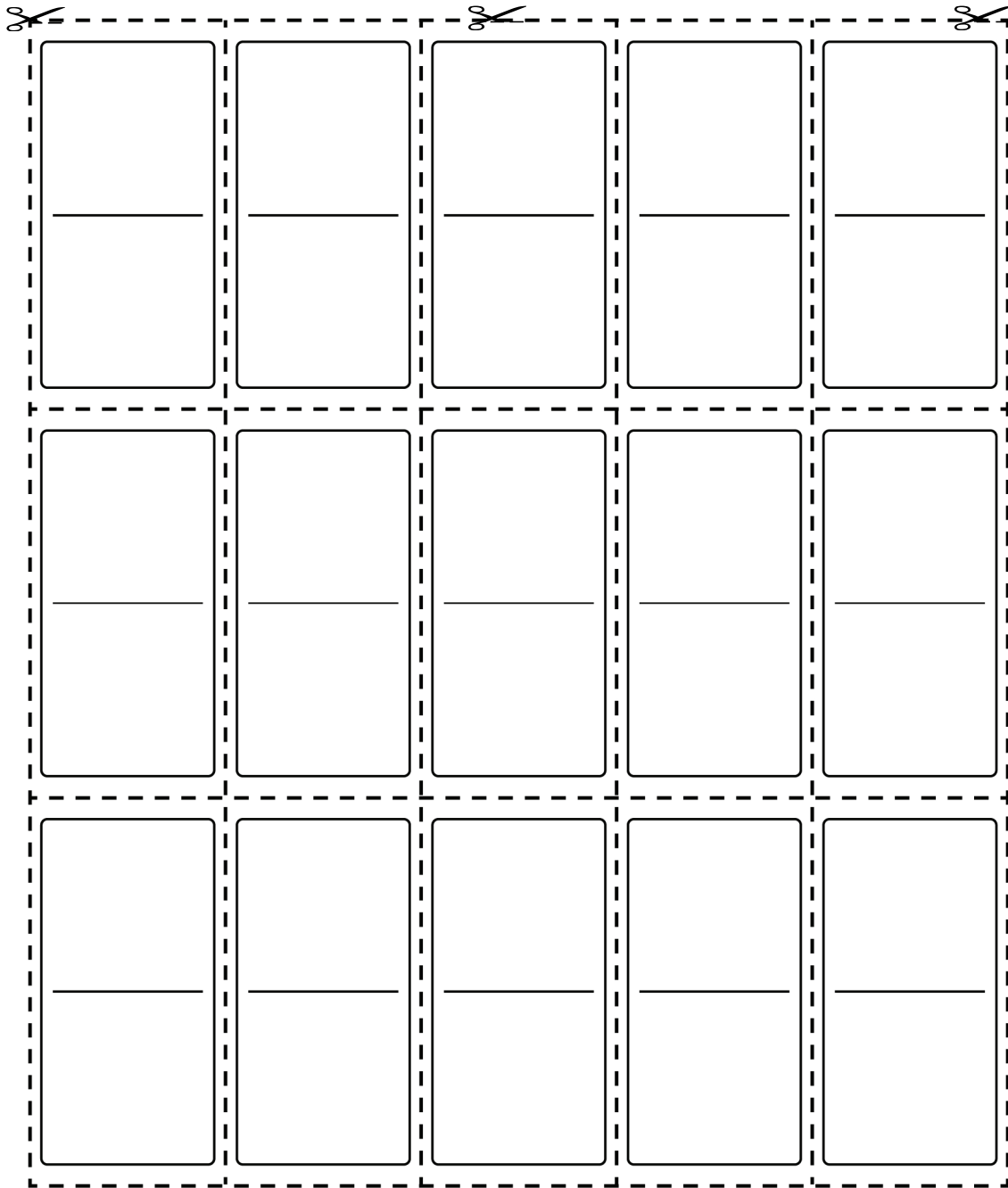
Time for Games Math Mat Line Master 5



Domino Tiles Template

Line Master 6

Photocopy these tiles on card stock paper and cut them out before distributing to children.



Achi Game Board

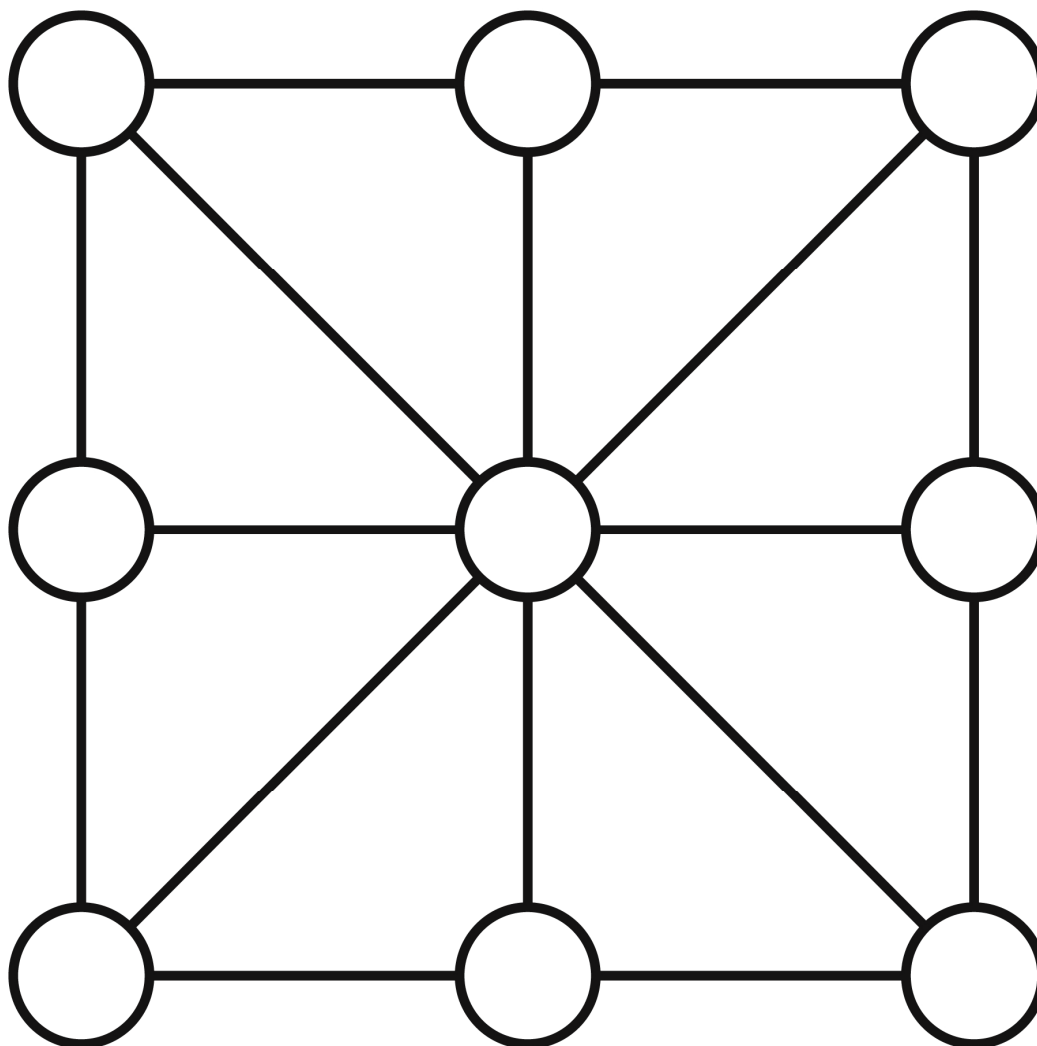
Line Master 7

What you need

- 4 counters for each player. Each player should have a different colour of counter.

How to Play

- On your turn, put 1 counter on a circle on the board.
- When all of the counters are on the board, take turns moving your counter to an empty circle.
- The player who lines up 3 of their counters in a row wins the game.



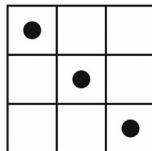
Games We Like

Line Master 8

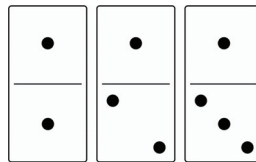
Name: _____

Ask your friends these questions.
Draw a smiley face if they answer yes.

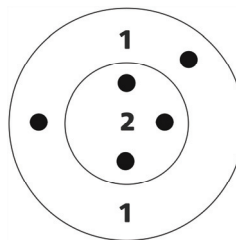
1. Do you like tic-tac-toe?



2. Do you like dominoes?



3. Do you like tiddlywinks?



How many like tic-tac-toe?

How many like dominoes?

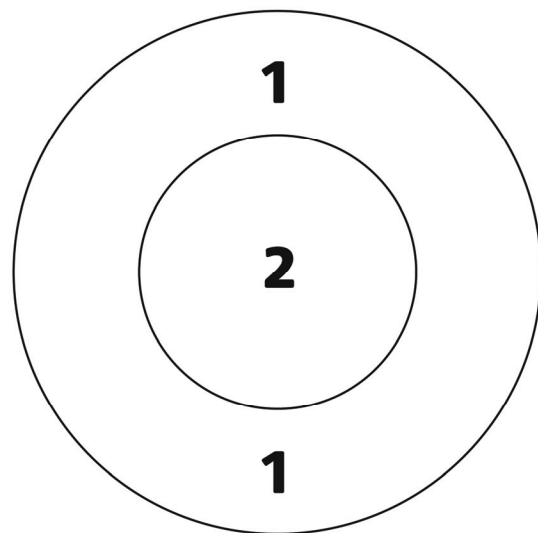
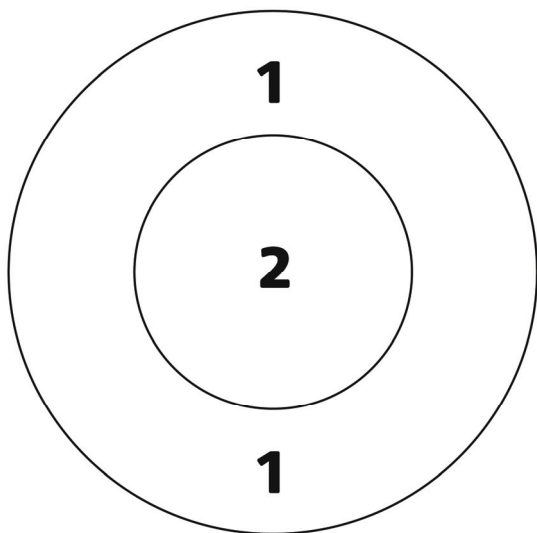
How many like tiddlywinks?

Which game do the most people like?

Tiddlywinks Target Score Sheet Line Master 9

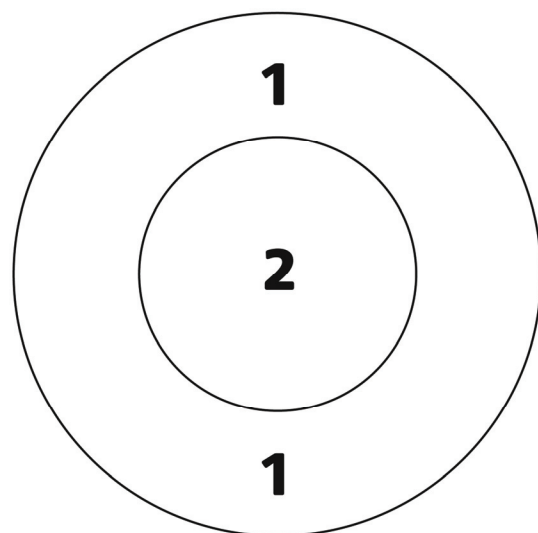
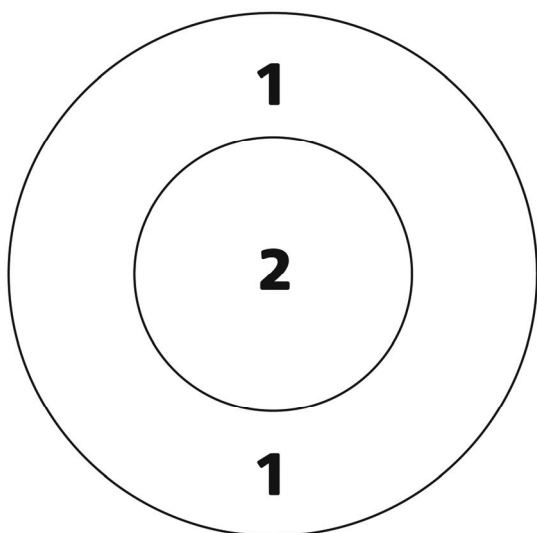
Name: _____

Draw where your counters land on the target.
What is your score?



Total Score: _____

Total Score: _____



Total Score: _____

Total Score: _____

A Lot of Noise

Line Master 1 (Assessment Master)

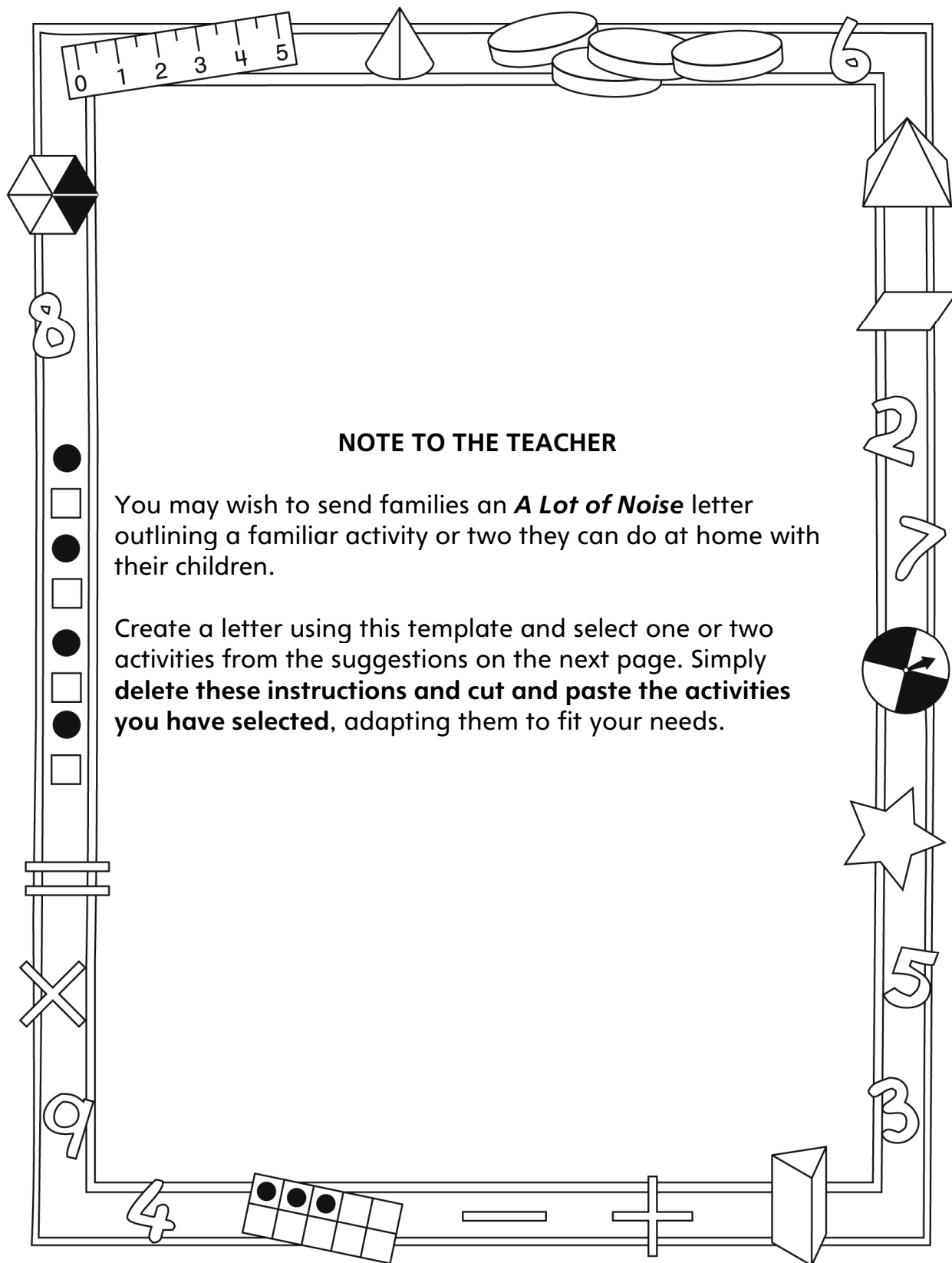
Name: _____

Identify and Extend Repeating Patterns	Not observed	Sometimes	Consistently
Identifies and extends sound/action patterns			
Identifies the repeating unit (core) of a pattern			
Distinguishes between repeating and non-repeating sequences			
Predicts and identifies a missing element of a pattern			
Reproduce and Create Repeating Patterns			
Reproduces and creates sound (action, colour, shape) patterns			
Represents the same pattern different ways			

Strengths:

Next Steps:

Connecting Home and School Line Master 2-1



Connecting Home and School Line Master 2-2

Dear Family:

We have been working on ***A Lot of Noise***, which engages children in conversations, investigations, and activities that help to develop their understanding of patterns and repetition. Particular focus is placed on identifying, reproducing, extending, and creating repeating patterns. Try this activity at home with your child.



Reading the Story: As you read the story, enjoy chanting the sound patterns made by the different objects. You might ask your child to make the pattern longer by saying: **What comes next? After that? And after that?** After you read, you might find your child chimes in because of the predictable patterned text.



Pattern Hunt: Search for examples of patterns with your child. You might make a list to see how many you can find. For each pattern, decide how to describe it, then chant the pattern together.



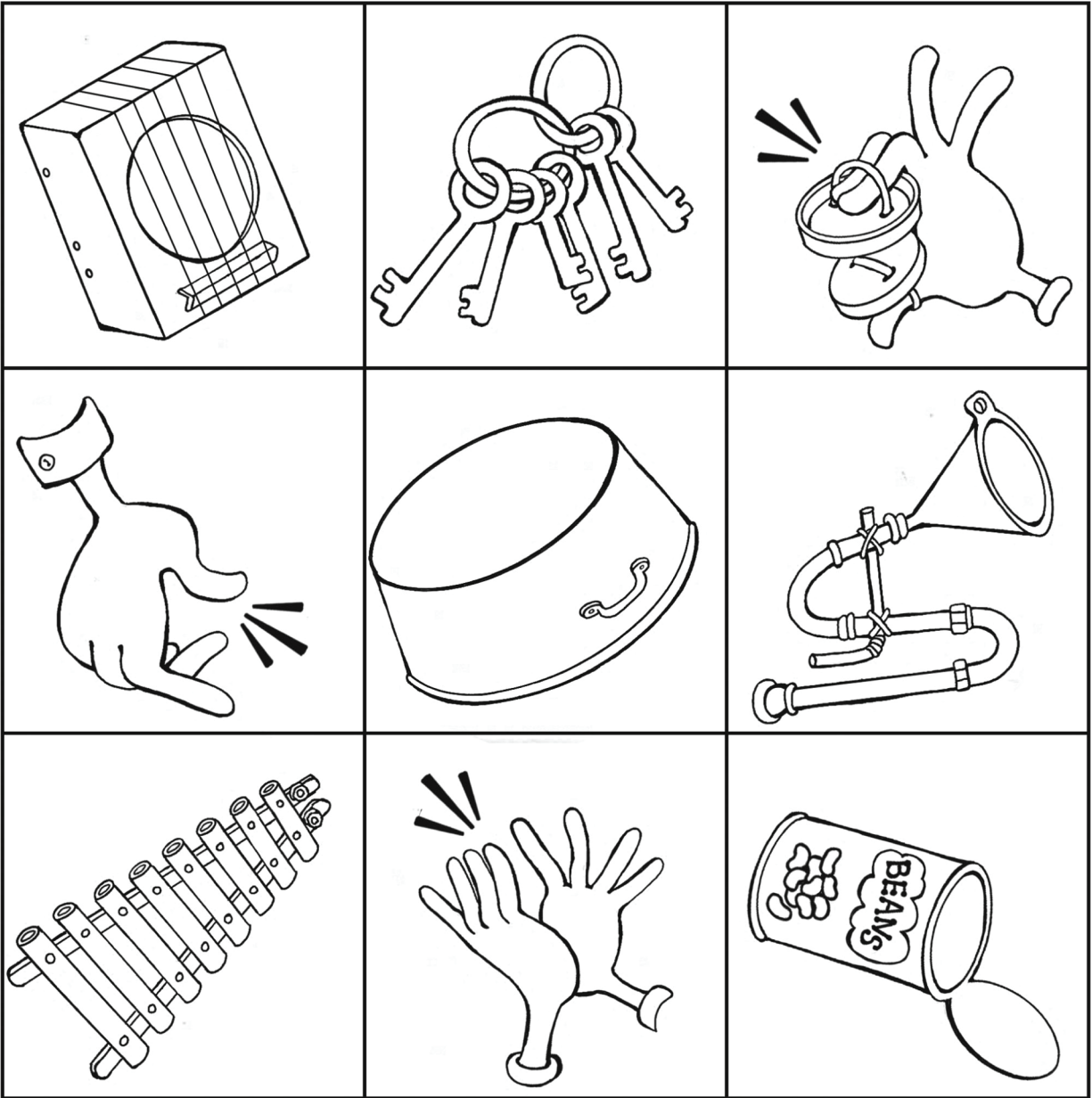
Making Patterns: Gather collections of small items to make patterns (e.g., buttons and coins; spoons of two sizes; crayons and markers). Take turns arranging the objects in a pattern for the other to describe and tell what comes next. For example: coin, coin, button, ...; big spoon, small spoon, ...; crayon, marker, marker, ...



Sincerely,

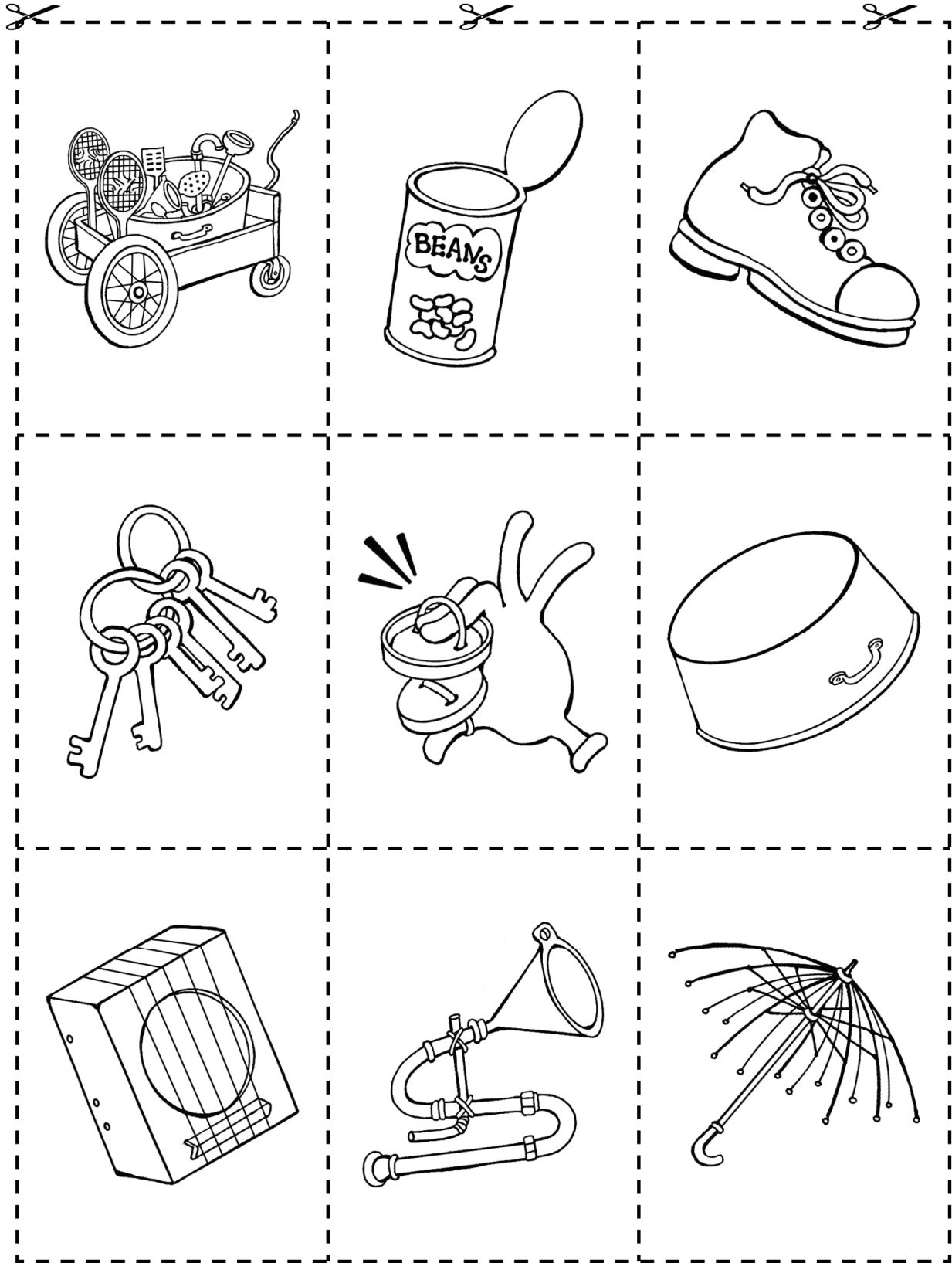
A Lot of Noise Math Mat

Line Master 3





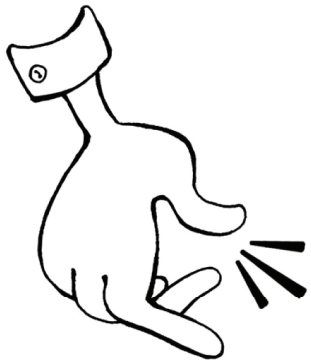

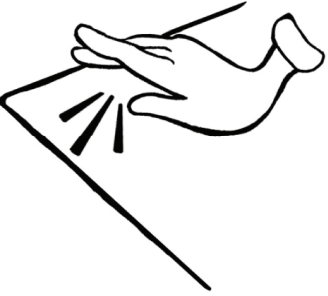


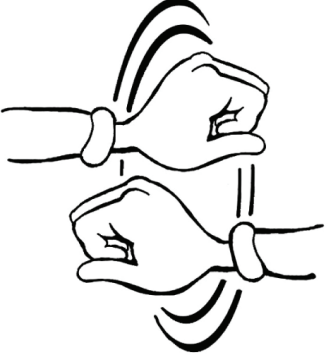
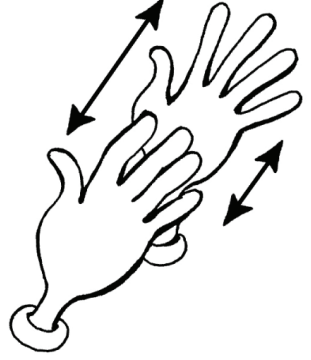
A Lot of Noise Objects

Line Master 4



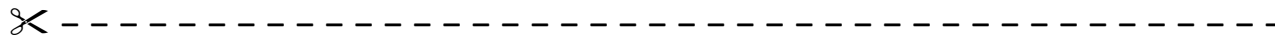
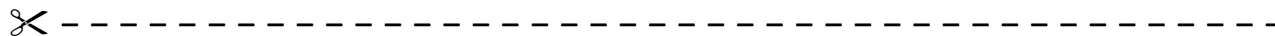
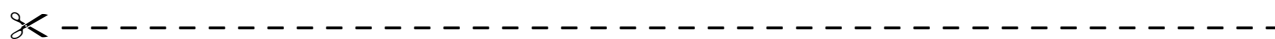
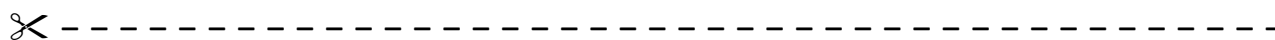
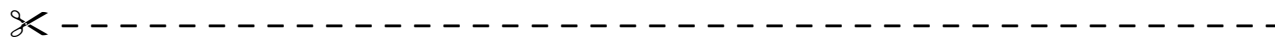
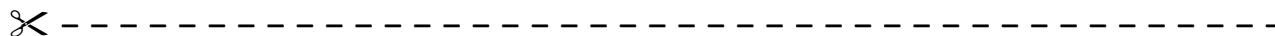
Action Cards

Line Master 5

 <p>wiggle</p>	 <p>clap</p>	 <p>snap</p>
 <p>wave</p>	 <p>tap</p>	 <p>twist</p>
 <p>pat</p>	 <p>roll</p>	 <p>rub</p>

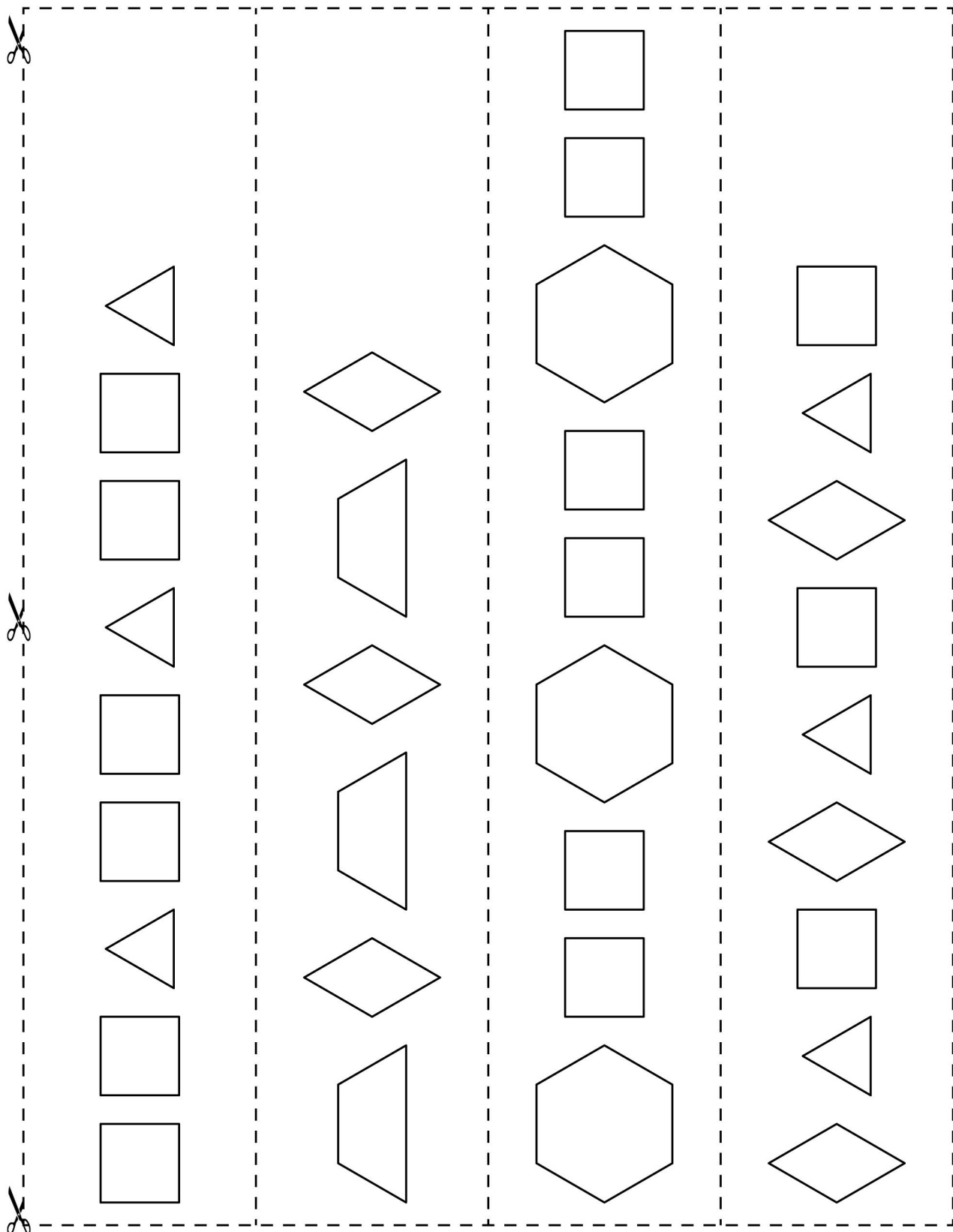
Cube Strips

Line Master 6



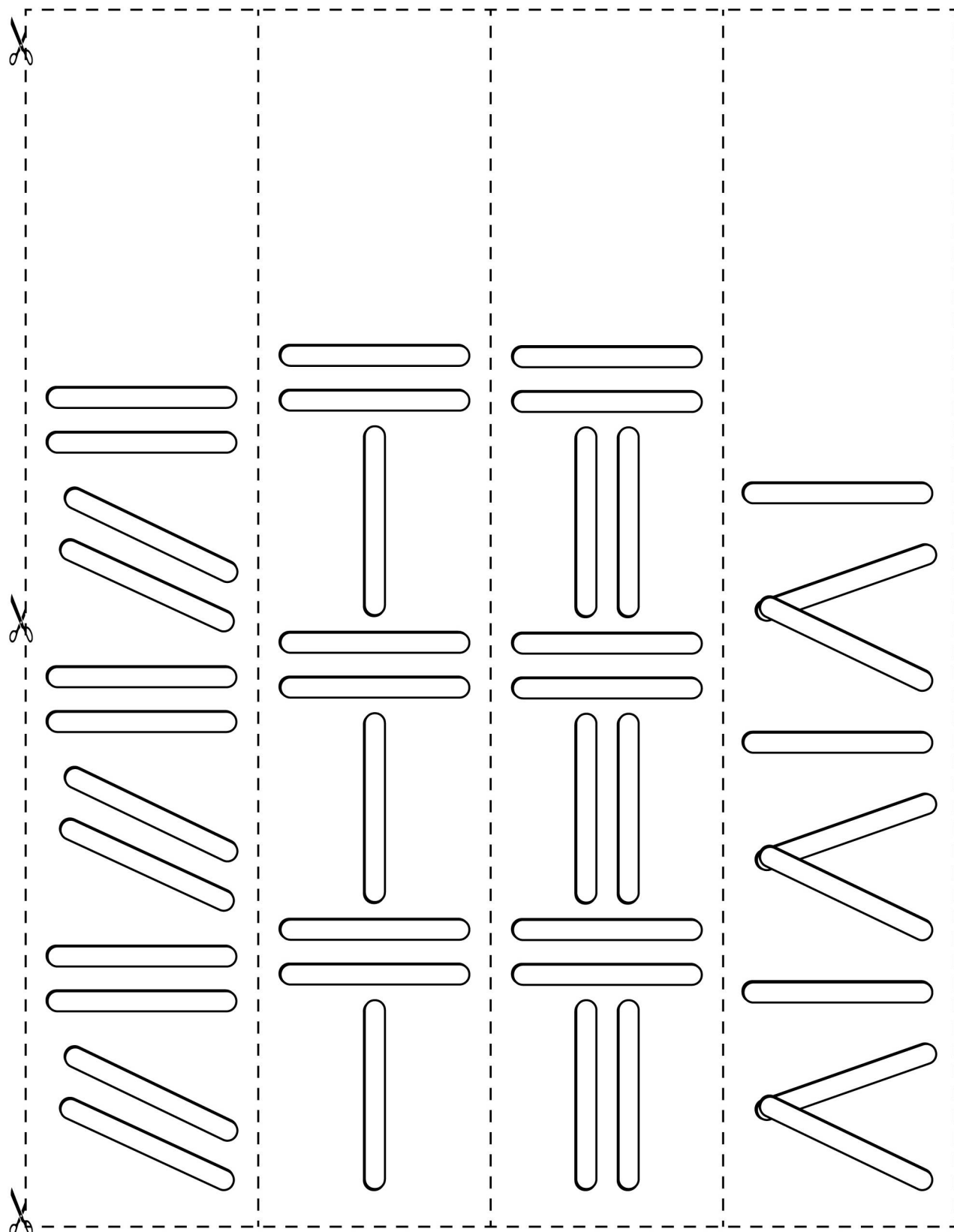
Pattern Starters

Line Master 7-1



Pattern Starters

Line Master 7-2



Pattern Starters

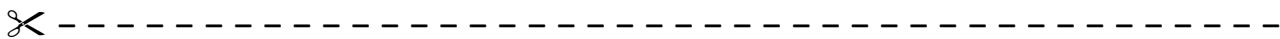
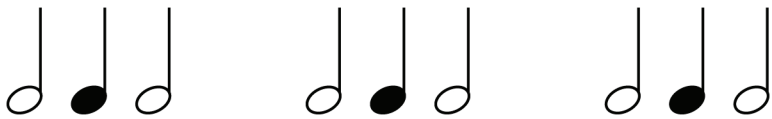
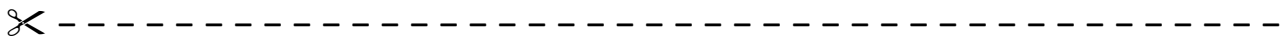
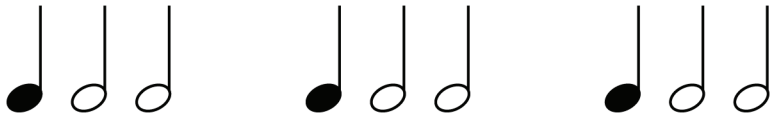
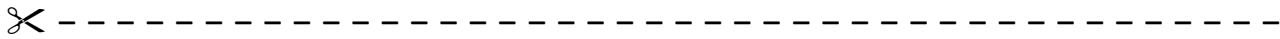
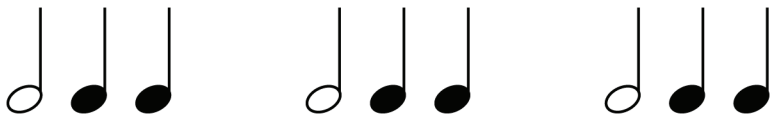
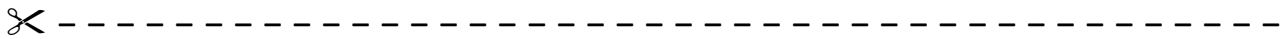
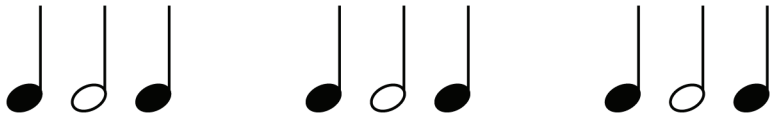
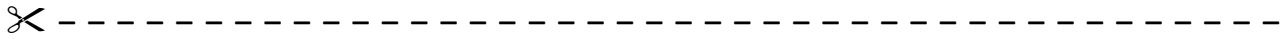
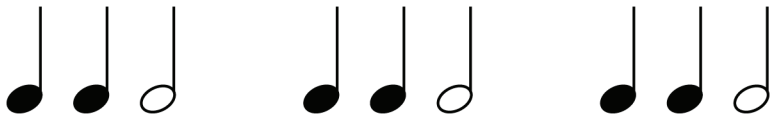
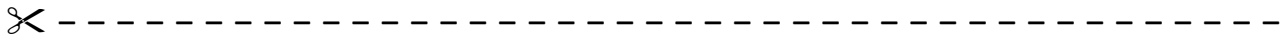
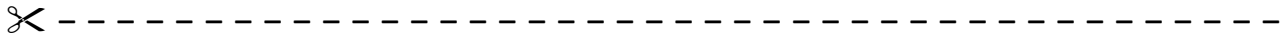
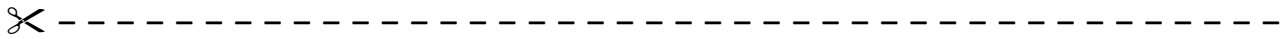
Line Master 7-3

The image shows a large dashed rectangular box divided into four vertical columns. Each column contains a sequence of paperclip patterns. The patterns are as follows:

- Column 1:** A vertical sequence of paperclips. From top to bottom: a small horizontal paperclip, a large horizontal paperclip, a small horizontal paperclip, a large horizontal paperclip, a small horizontal paperclip, a large horizontal paperclip, a small horizontal paperclip, a large horizontal paperclip, a small horizontal paperclip, and a large horizontal paperclip.
- Column 2:** A vertical sequence of paperclips. From top to bottom: a large horizontal paperclip, a large horizontal paperclip, a small horizontal paperclip, a large horizontal paperclip, a large horizontal paperclip, a small horizontal paperclip, a large horizontal paperclip, a large horizontal paperclip, a small horizontal paperclip, and a large horizontal paperclip.
- Column 3:** A vertical sequence of paperclips. From top to bottom: a large horizontal paperclip, a small horizontal paperclip, a large horizontal paperclip, a small horizontal paperclip, a large horizontal paperclip, a small horizontal paperclip, a large horizontal paperclip, a small horizontal paperclip, a large horizontal paperclip, and a small horizontal paperclip.
- Column 4:** A vertical sequence of paperclips. From top to bottom: a large horizontal paperclip, a large horizontal paperclip, a small horizontal paperclip, a large horizontal paperclip, a large horizontal paperclip, a small horizontal paperclip, a large horizontal paperclip, a large horizontal paperclip, a small horizontal paperclip, and a large horizontal paperclip.

Musical Patterns

Line Master 8



Sounds Are Everywhere!

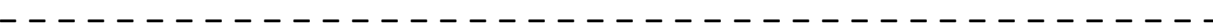
Line Master 9

Name: _____

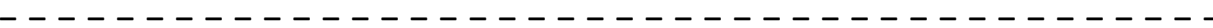
I see	I hear

Solving Problems

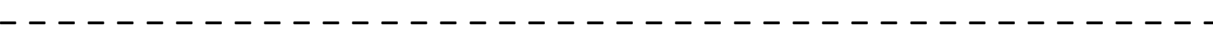
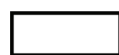
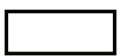
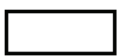
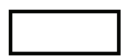
Line Master 10-1



Circle what comes next.



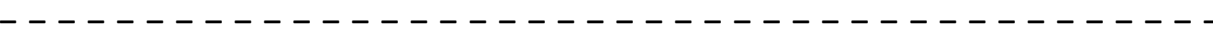
Circle what comes next.



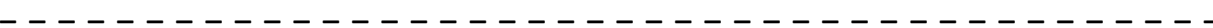
Circle what comes next.



Circle what comes next.

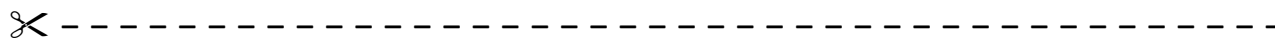


Circle what comes next.

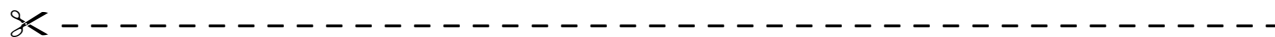


Solving Problems

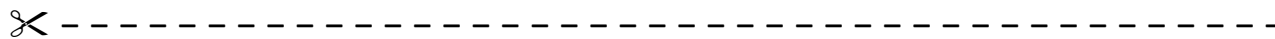
Line Master 10-2



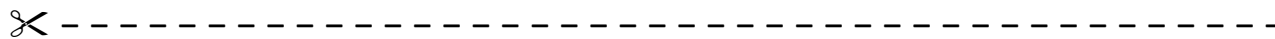
What is missing?



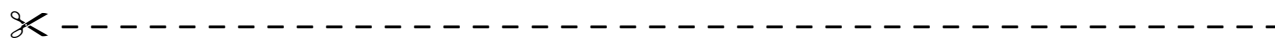
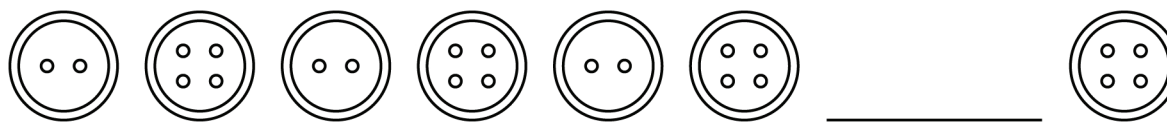
What is missing?



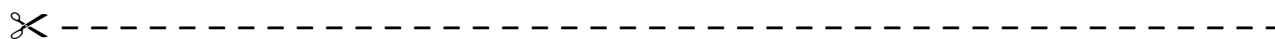
What is missing?



What is missing?



What is missing?



We Can Bead!

Line Master 1 (Assessment Master)

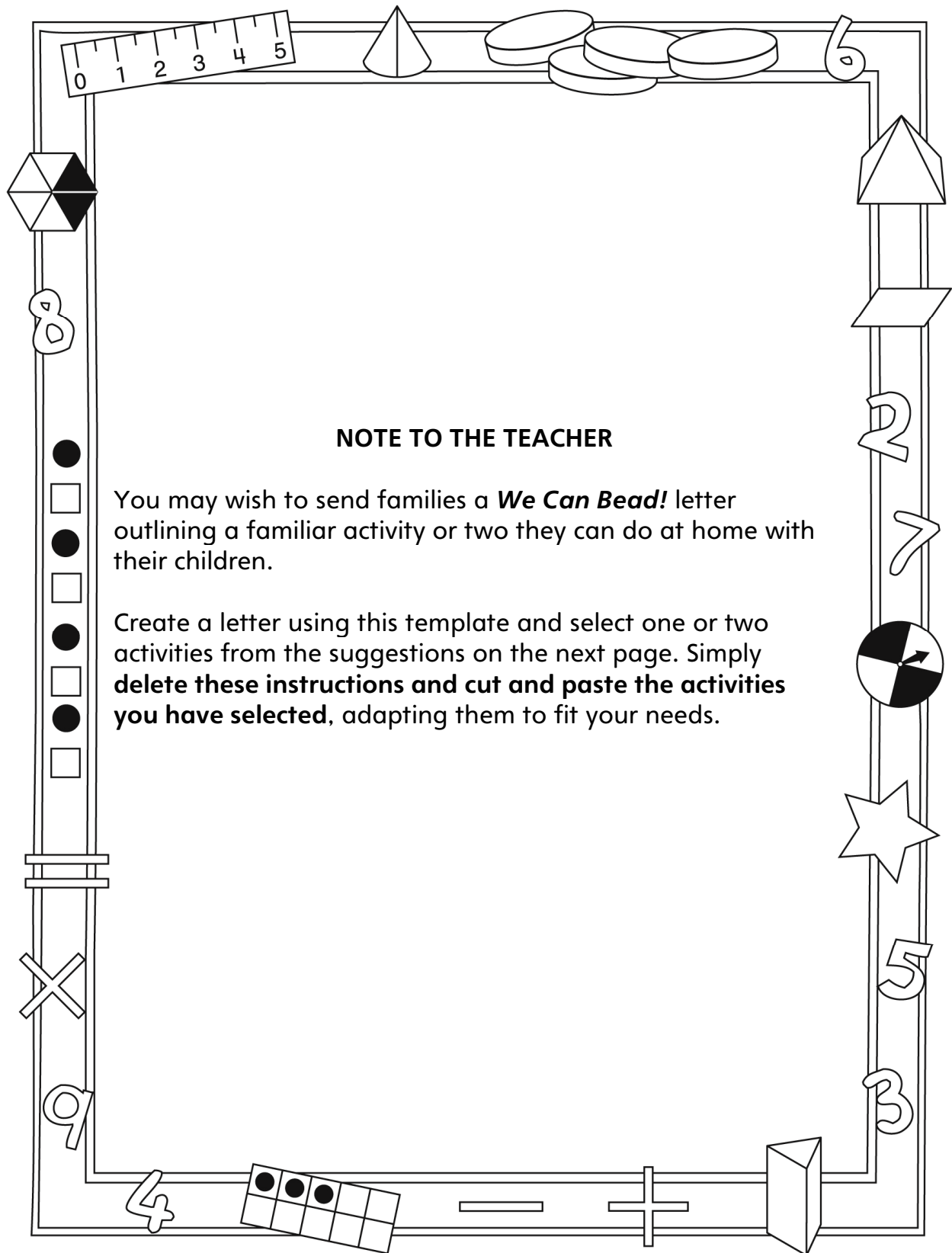
Name: _____

Describe, Extend, and Create Repeating Patterns	Not observed	Sometimes	Consistently
Identifies and describes repeating patterns			
Copies and extends repeating patterns			
Creates and describes repeating patterns			
Sort Objects by Attributes			
Describes how objects are similar and different			
Identifies a sorting rule			
Finds items that belong to a set of objects			

Strengths:

Next Steps:

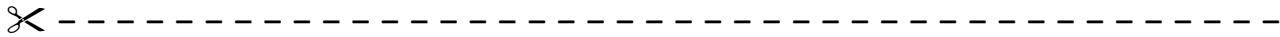
Connecting Home and School Line Master 2-1



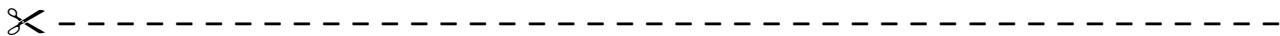
Connecting Home and School Line Master 2-2

Dear Family:

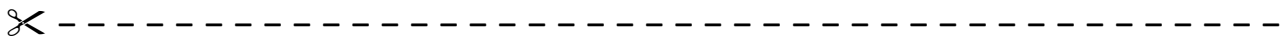
We have been working on ***We Can Bead!*** which focuses on describing, extending, and creating repeating patterns and sorting objects by attributes. Try this activity at home with your child.



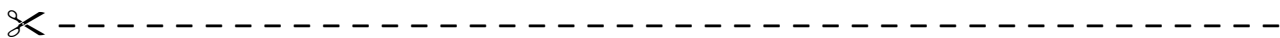
Reading the Story: As you read the story, encourage your child to describe the beads and the pattern on each necklace. Invite your child to predict what comes next in each pattern. After you read, you might gather beads or other household objects to make your own patterns.



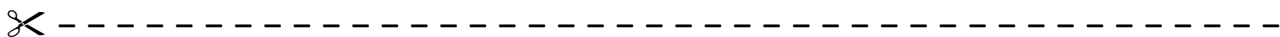
Make Your Own Necklace: Use the Math Mat on the inside back cover of ***We Can Bead!*** to plan your own necklace pattern. Arrange beads into a repeating pattern and invite your child to identify the part of the pattern that repeats. Then work together to string the beads to create a patterned necklace.



What Does Not Belong? List 3 objects that are around you (e.g., orange, basketball, book) and ask your child which one does not belong with the other 2 (e.g., *book*). Invite your child to explain her/his thinking (e.g., *oranges and basketballs are round; the book is not round*). Sorting rules can also include function (e.g., *television, light, dish: a dish does not belong because it does not use electricity or turn on*). Encourage your child to suggest sets of 3 objects for you to solve.



What Comes Next? Start a pattern with a repeating part that appears at least 3 times. Invite your child to extend the pattern and explain her/his thinking. Have your child add pattern pieces one at a time or in longer segments. Patterns can be drawn, made with objects, clapped, or said aloud.



Sincerely,



Which Object Does Not Belong?

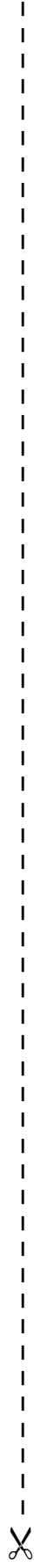
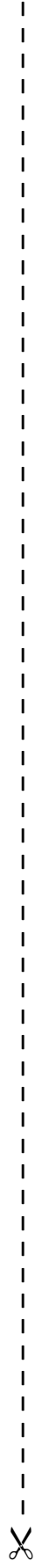
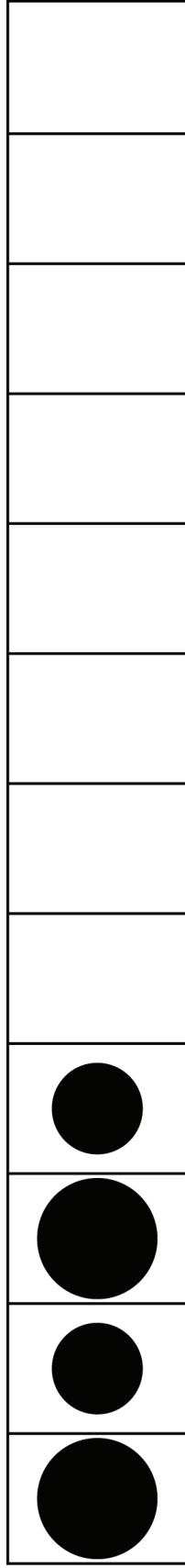
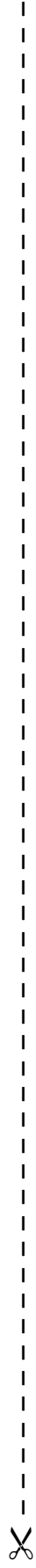
Line Master 4

Name: _____

Bag	Which objects belong?	Which object does not belong?

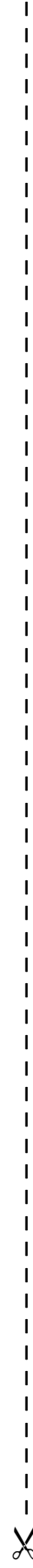
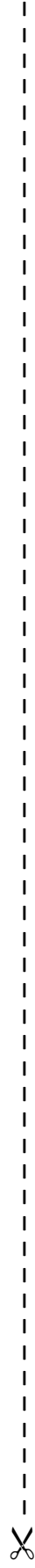
Pattern Starters

Line Master 5-1



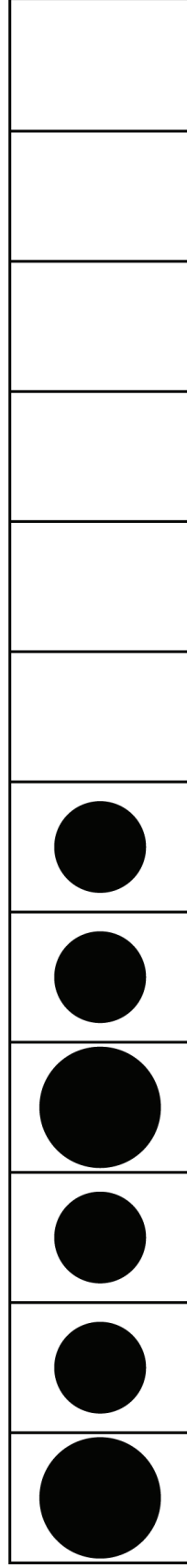
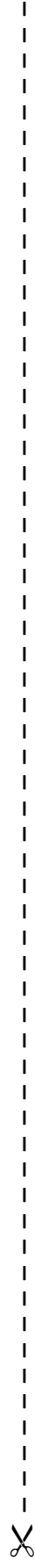
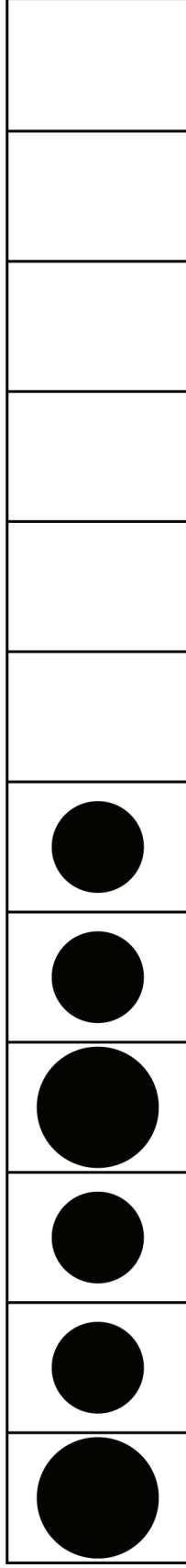
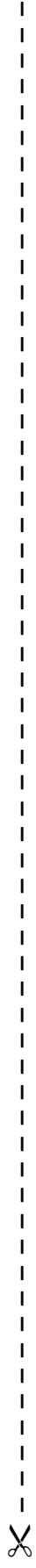
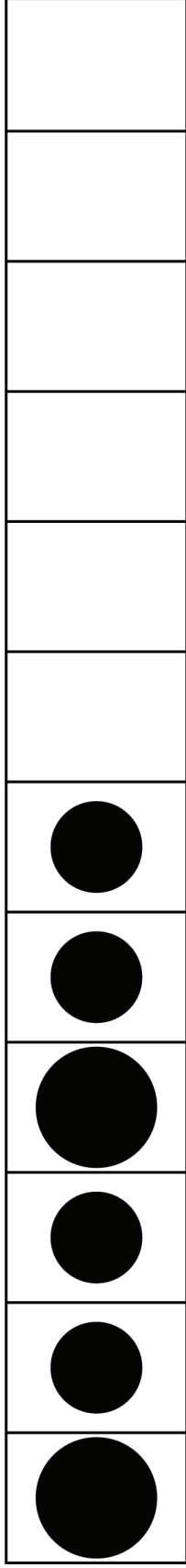
Pattern Starters

Line Master 5-2



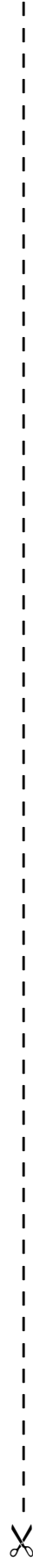
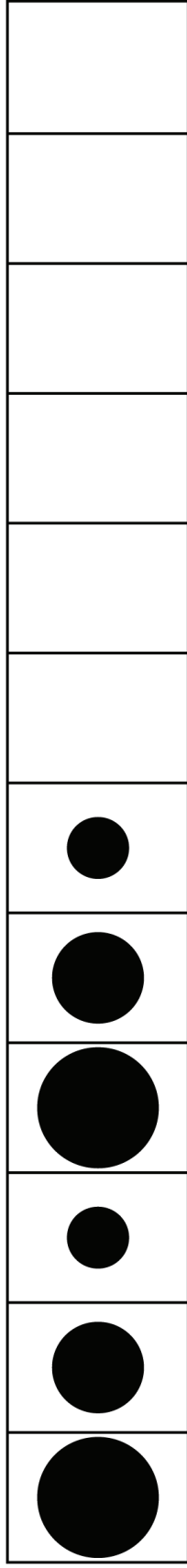
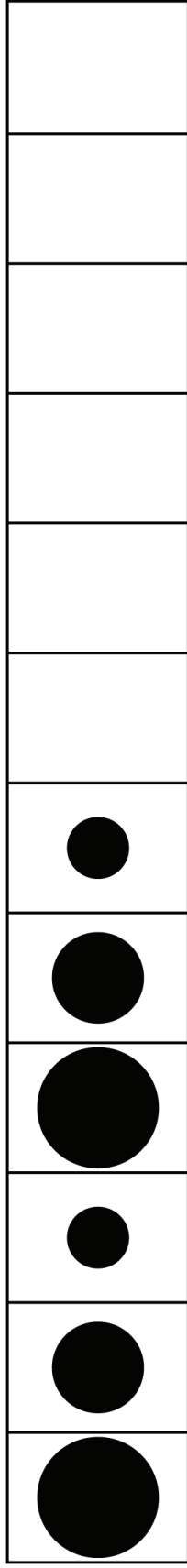
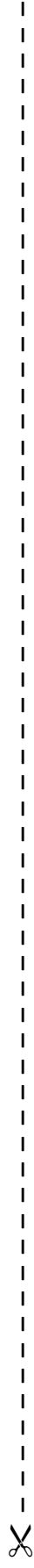
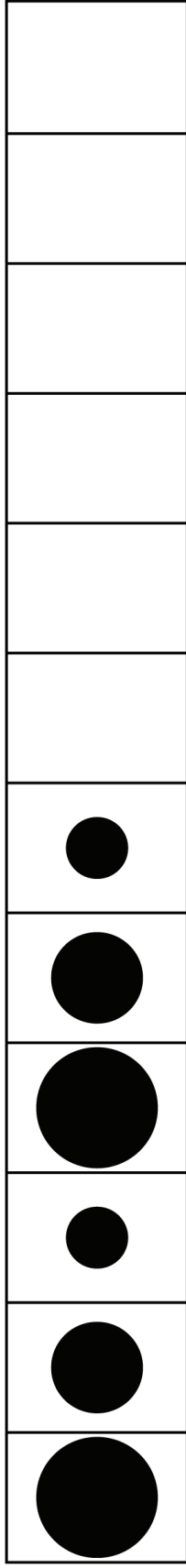
Pattern Starters

Line Master 5-3



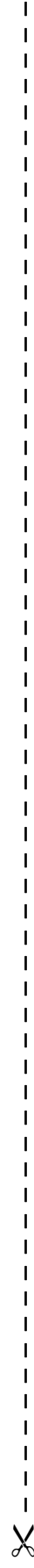
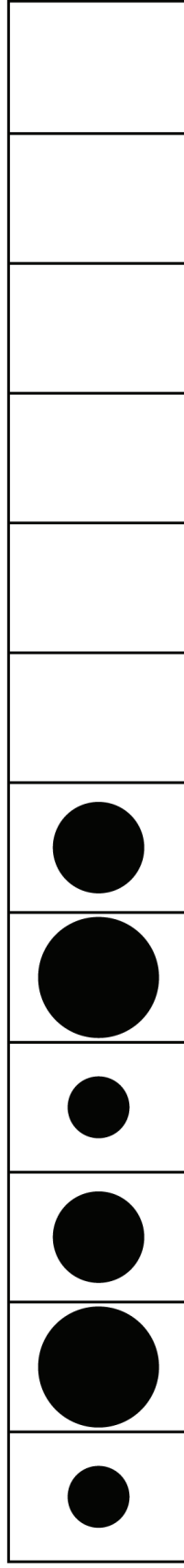
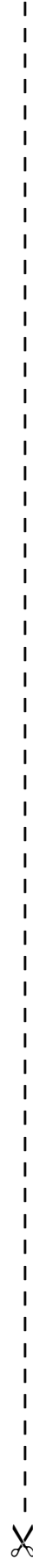
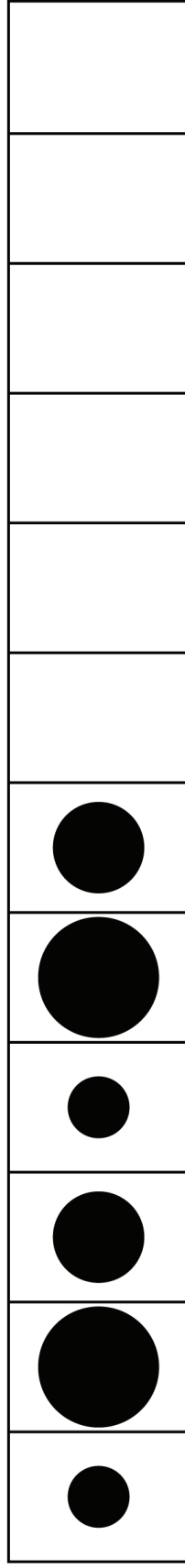
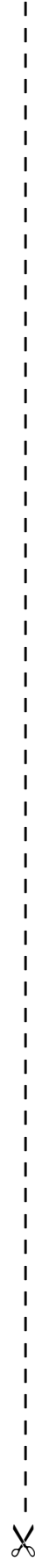
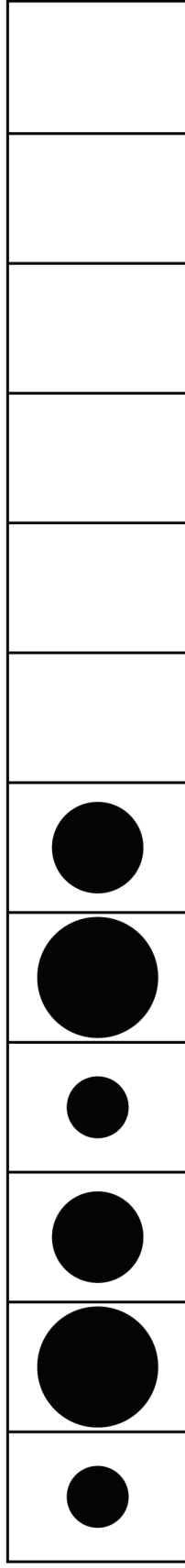
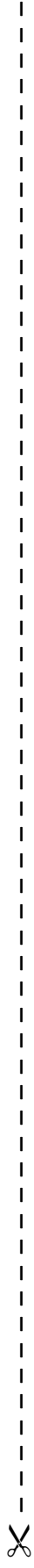
Pattern Starters

Line Master 5-4



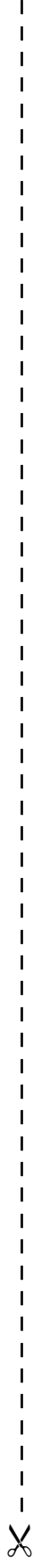
Pattern Starters

Line Master 5-5

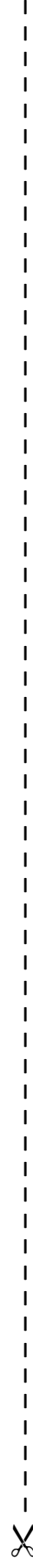


Pattern Starters

Line Master 5-6



●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
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●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
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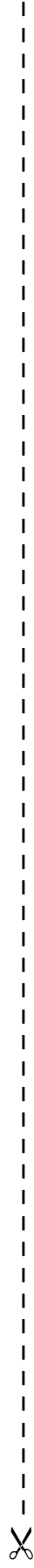
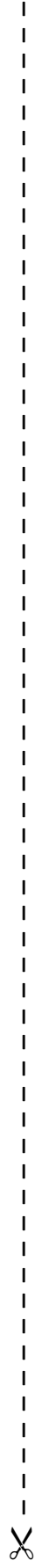


●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
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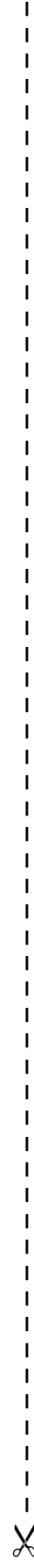
Pattern Starters

Line Master 5-7



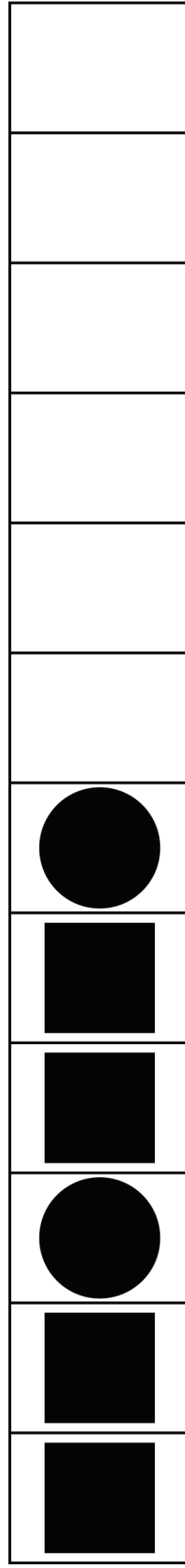
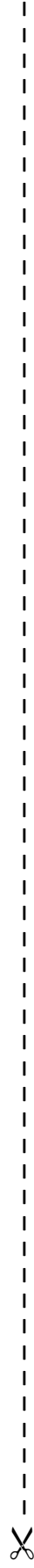
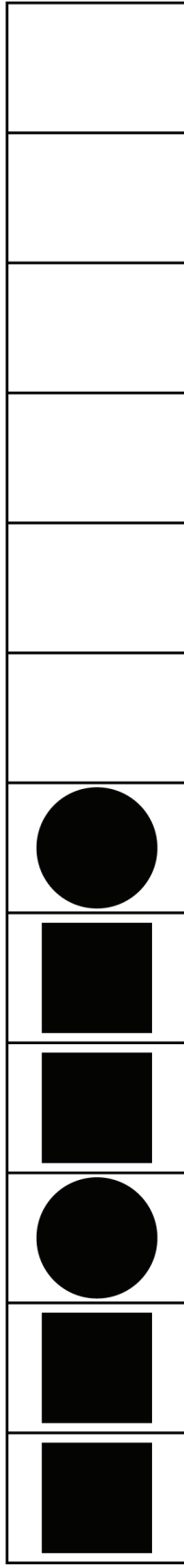
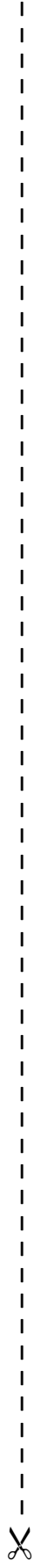
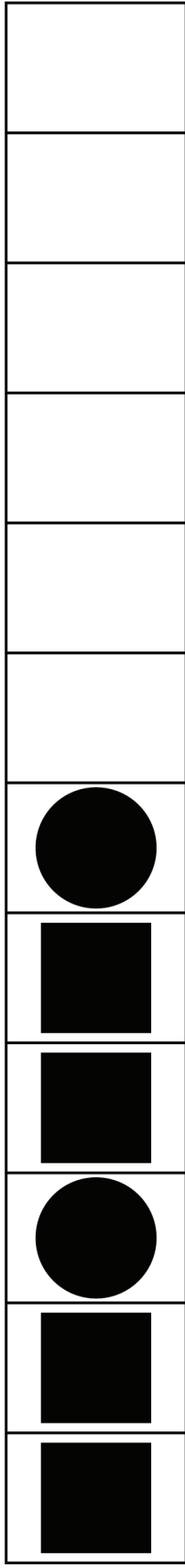
Pattern Starters

Line Master 5-8



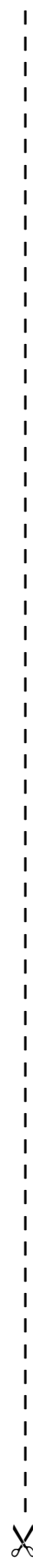
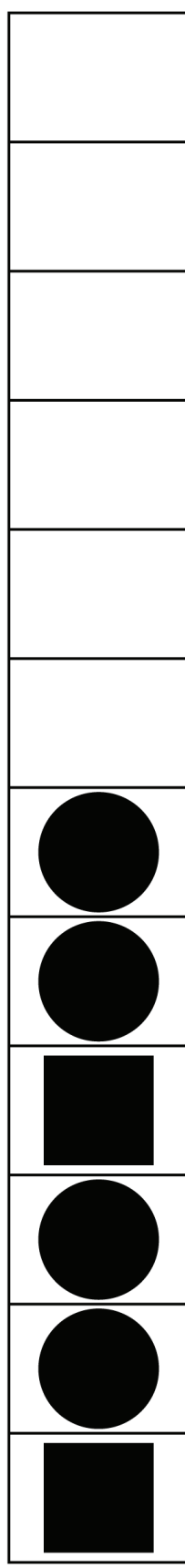
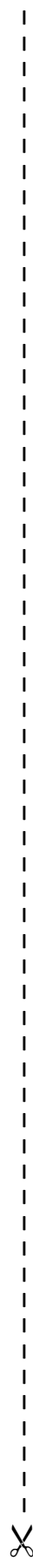
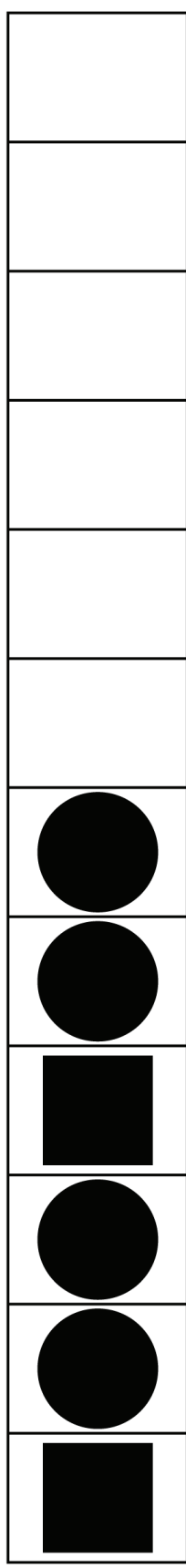
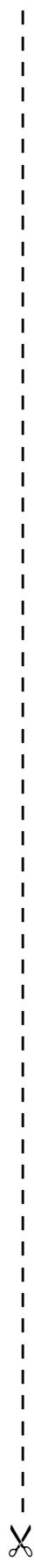
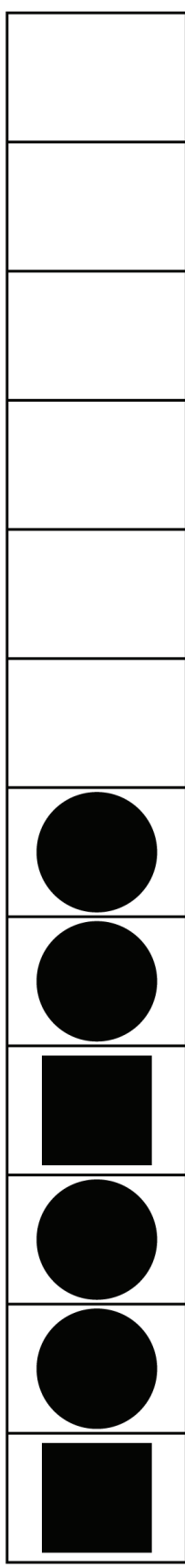
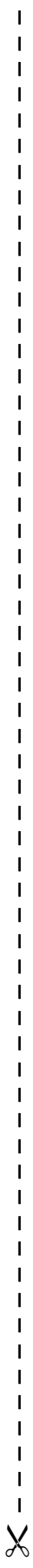
Pattern Starters

Line Master 5-9



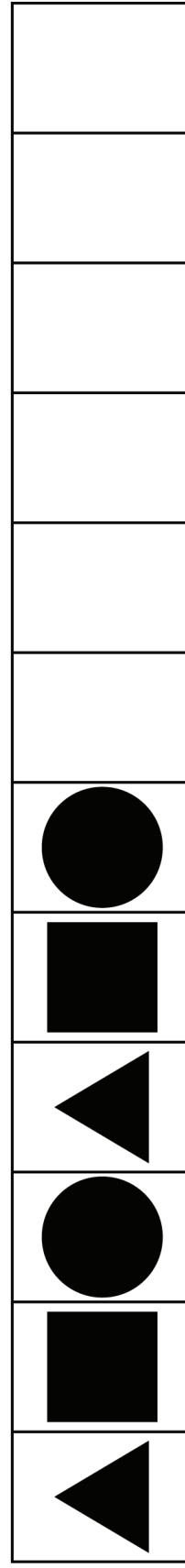
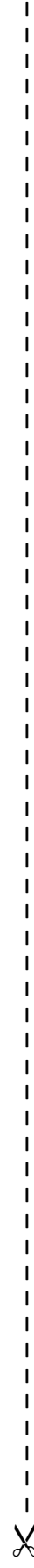
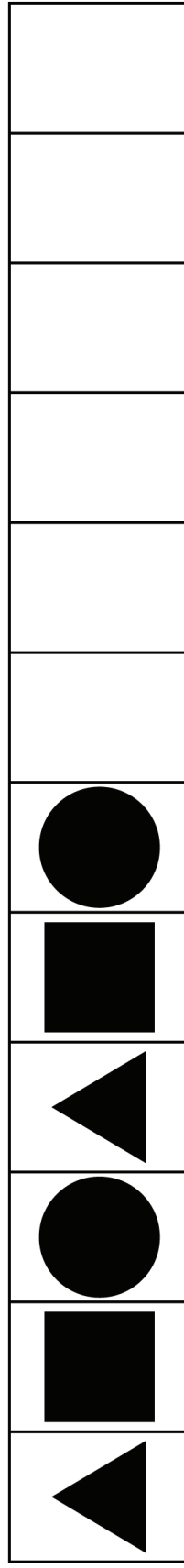
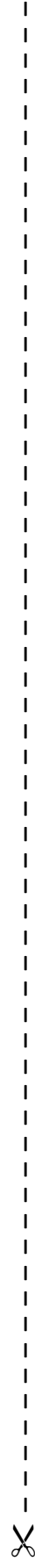
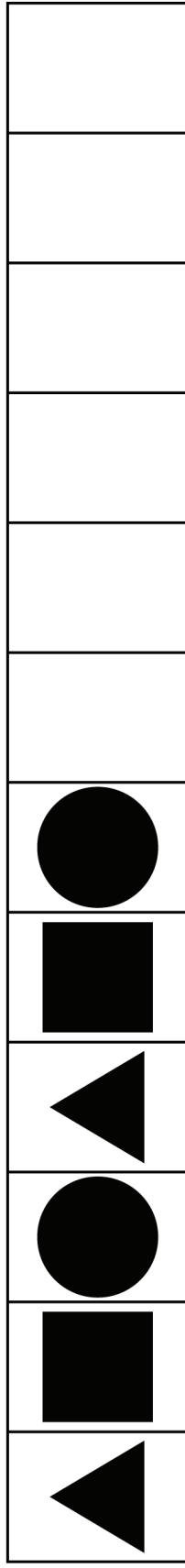
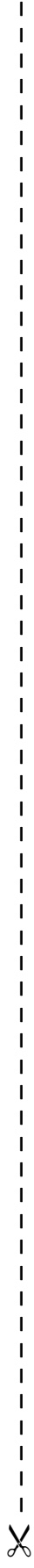
Pattern Starters

Line Master 5-10



Pattern Starters

Line Master 5-11

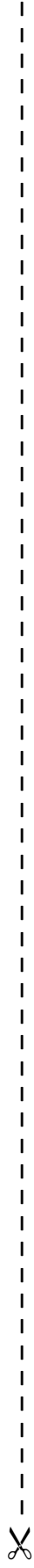


Pattern Starters

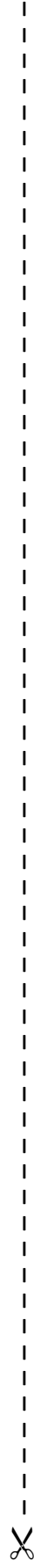
Line Master 5-12



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Sorting Mats

Line Master 6-1

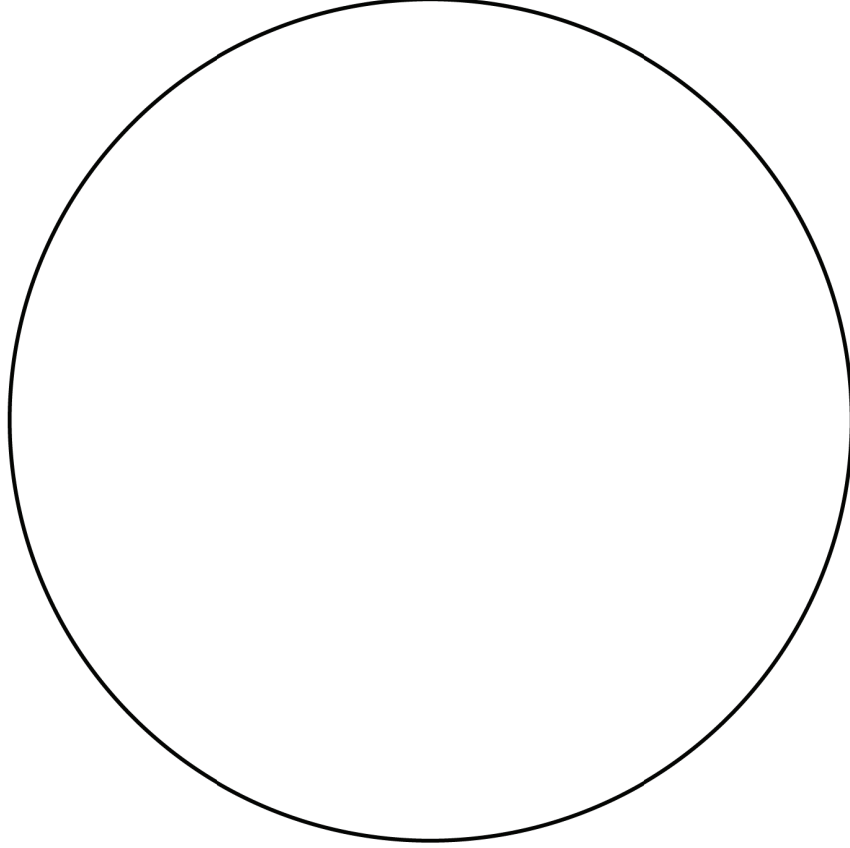
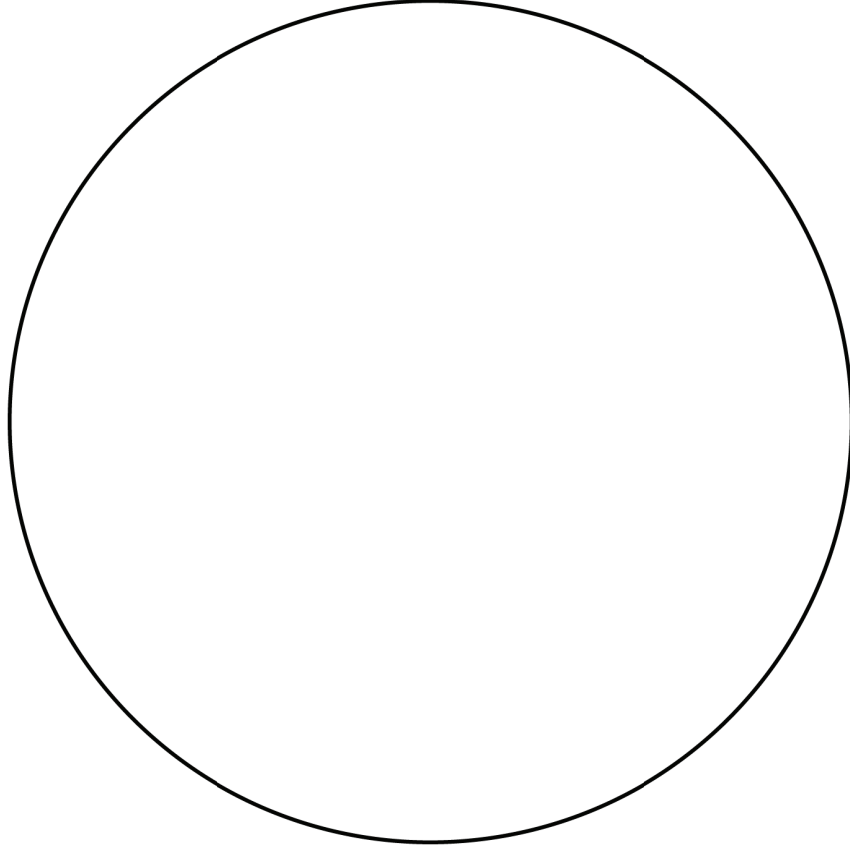
Name: _____

Sorting Rule:

Sorting Mats

Line Master 6--2

Name: _____



Sorting Mats

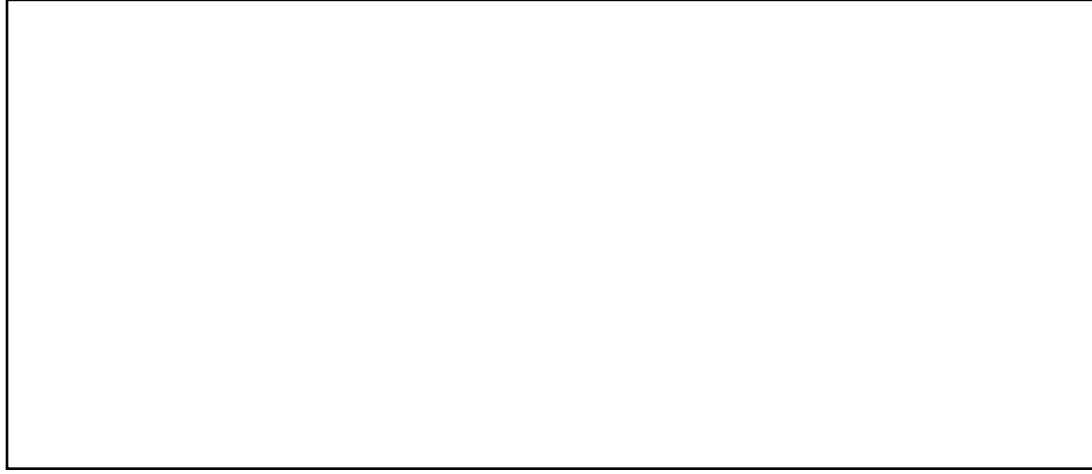
Line Master 6-3

Name: _____

Sorting Mats

Line Master 6--4

Name: _____



My Necklace Pattern

by _____

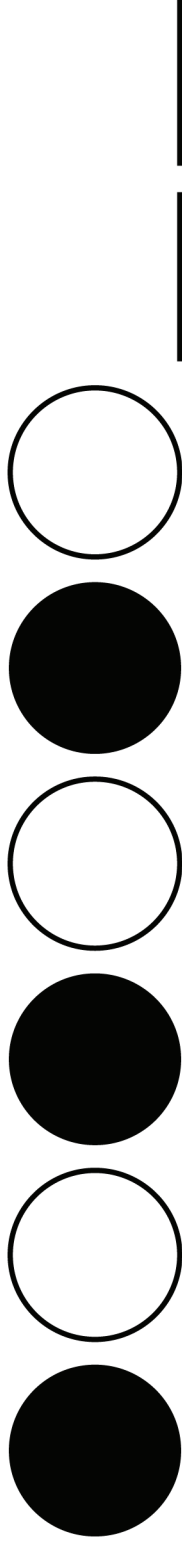
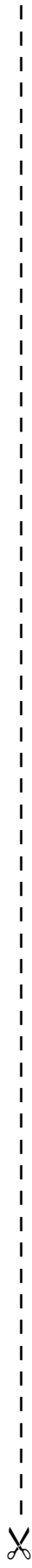
Here is the part of
my pattern that
repeats.

My pattern is a
repeating pattern.

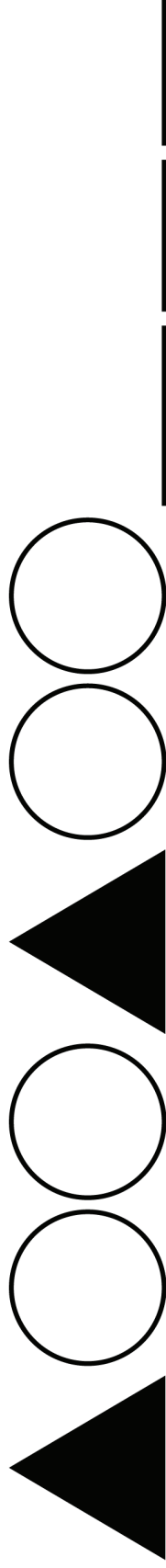
Here is my
necklace!

Pattern Problems

Line Master 8-1



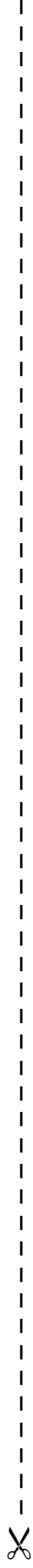
Circle the part of the pattern that repeats. What shapes come next?



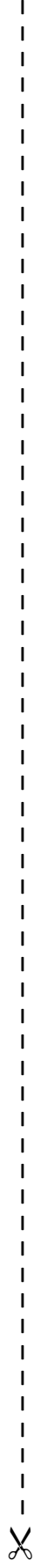
Circle the part of the pattern that repeats. What shapes come next?

Pattern Problems

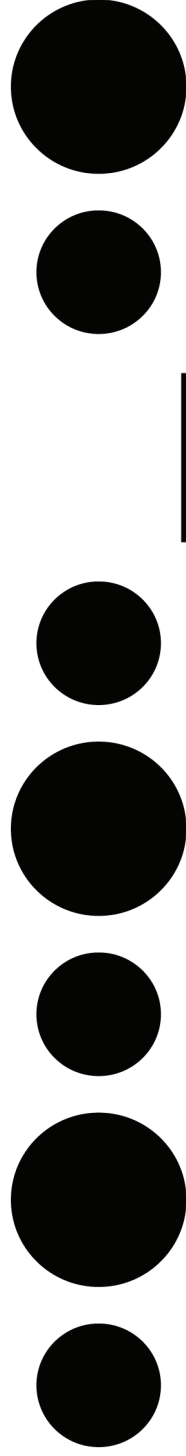
Line Master 8-2



What is missing?



What is missing?



To Be Long

Line Master 1 (Assessment Master)

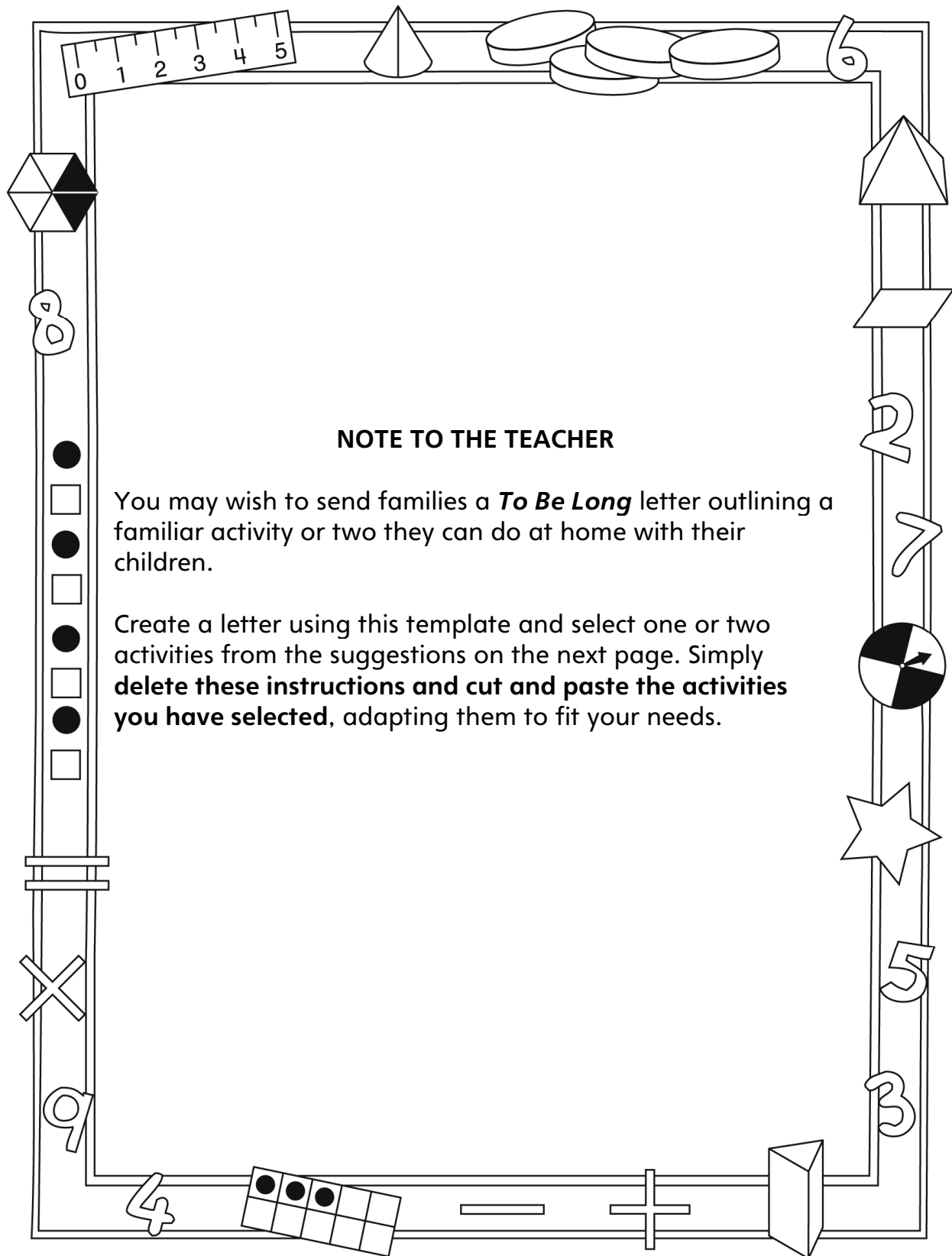
Name: _____

Compare Objects by Length	Not observed	Sometimes	Consistently
Identify and use a baseline			
Compare 2 objects by length			
Describe lengths of 2 objects (longer, shorter)			
Order Objects by Length			
Order 2 or more objects by length			
Describe order of lengths (longer, longest, shorter, shortest, taller, tallest)			

Strengths:

Next Steps:

Connecting Home and School Line Master 2-1



NOTE TO THE TEACHER

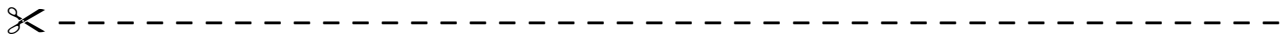
You may wish to send families a *To Be Long* letter outlining a familiar activity or two they can do at home with their children.

Create a letter using this template and select one or two activities from the suggestions on the next page. Simply **delete these instructions and cut and paste the activities you have selected**, adapting them to fit your needs.

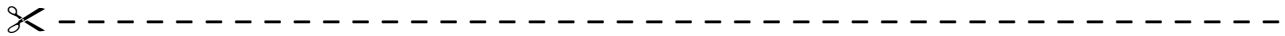
Connecting Home and School Line Master 2–2

Dear Family:

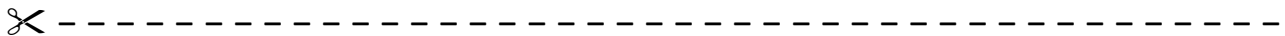
We have been working on **To Be Long**, which engages children in conversations, investigations, and activities that help to develop their understanding of the big math idea that “Many things in our world have attributes that can be measured and compared.” Particular focus is placed on comparing by length and ordering by length. Try this activity at home with your child.



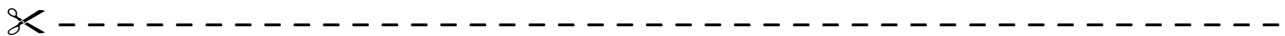
Reading the Story: As you read the story, enjoy predicting whether Sally will find out whether she is longer than, shorter than, or the same length as the friends she meets. After you read, you might collect a few small objects (e.g., spoons, forks, pencils, and crayons) and use the Math Mat on the inside back cover of the book to find out whether they are longer than, shorter than, or the same length as the log. Before aligning the objects, ask your child to estimate whether the object is longer, shorter, or the same length. You might then also put them in order from shortest to longest.



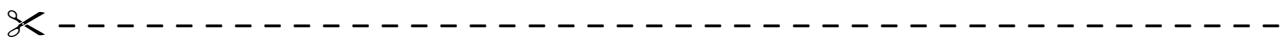
Tall, Taller, Tallest: Ask your child to think of how you can help her/him order your family members by height. Who does he/she think is the tallest (the shortest, the same height)? Think beyond immediate family members and talk about adding members of your extended family or friends into the order you establish.



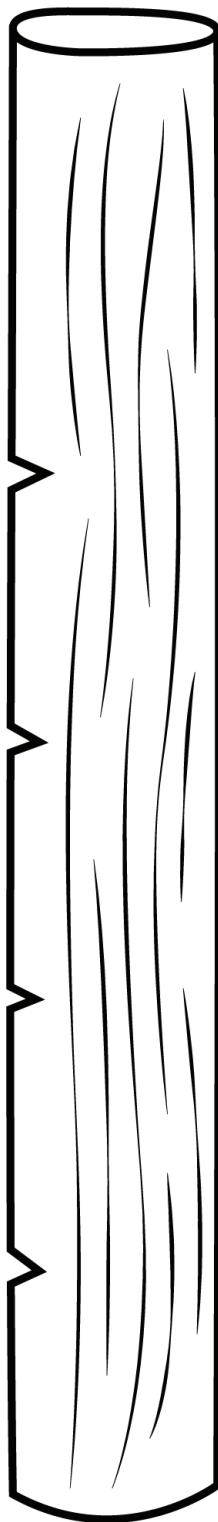
Comparing Measures: Engage your child in estimating by asking: **Do you think your arm span (outstretched arms) is longer or shorter than the longest step you can take?** You can offer a ball of string, yarn, or ribbon for your child to use to make a comparison. Ask: **How can you use this (string) to figure out which is longer? How can I help you find out?**



Wavy Lines: Draw 2 wavy lines on a sheet of paper. Ask your child to estimate which line is longer and which is shorter. Talk about how he/she can check to find out. In class, we have used string to measure and compare. If your child suggests other ways to figure out which line is longer and which is shorter, enjoy the problem-solving process.



Sincerely,



Recording Mat—Height

Line Master 4

Name: _____

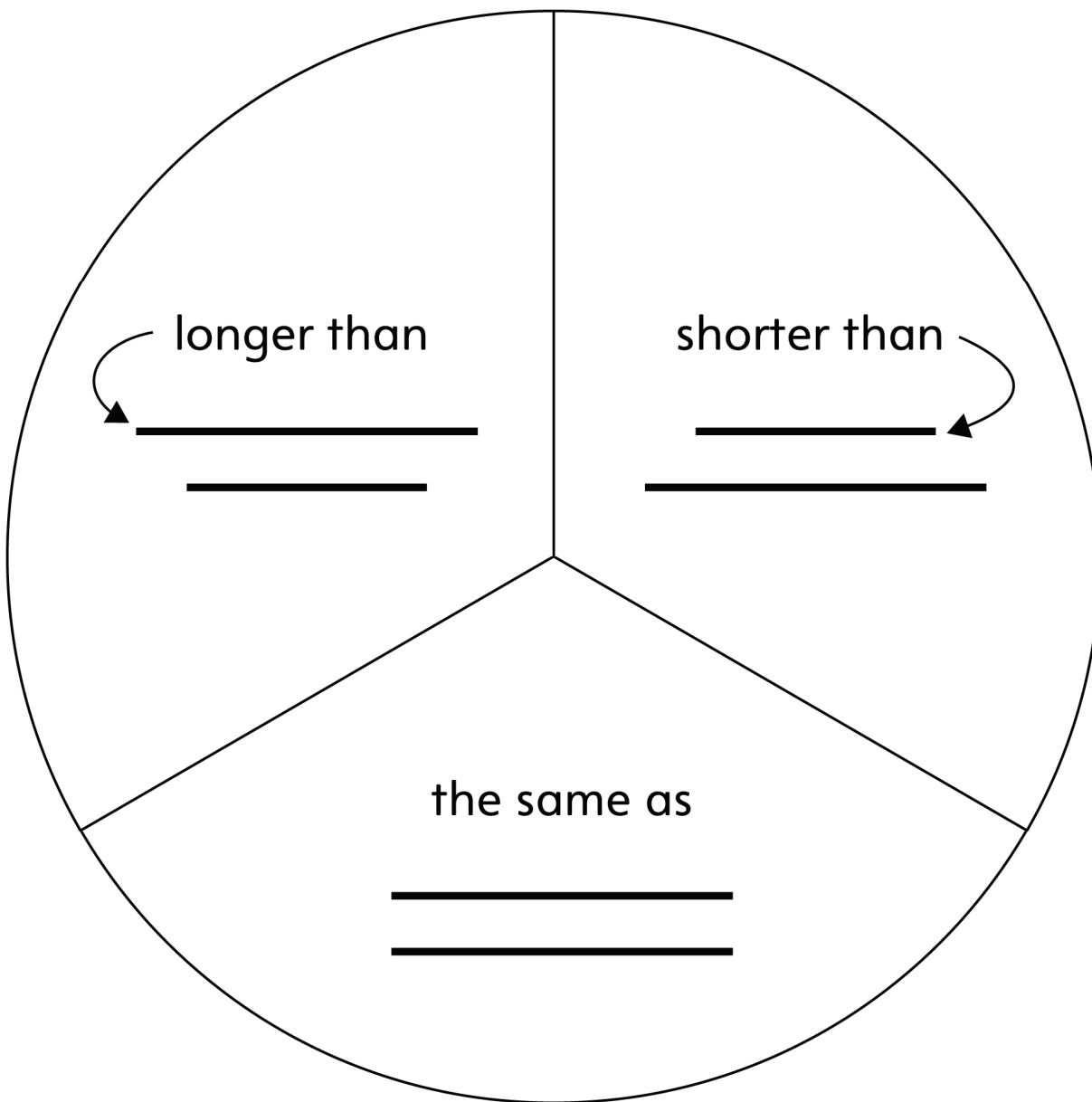
Shorter	The Same	Taller

Sorting Mat—Length

Line Master 5

Name: _____

Shorter	The Same	Longer



Mini-Book Template

Line Master 7



To Be Long

by _____

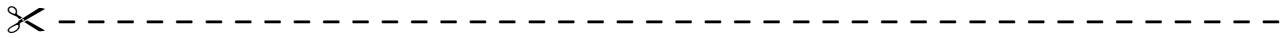
This snake is short.

This snake is long.

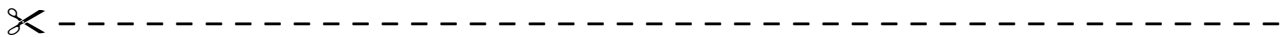
This snake is _____.

Challenges

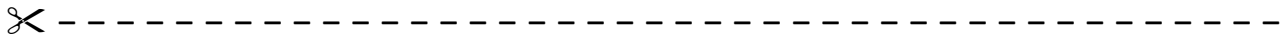
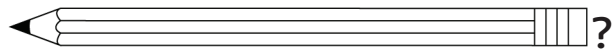
Line Master 8-1



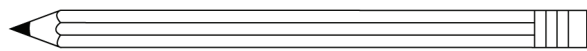
What can you find that is longer than a



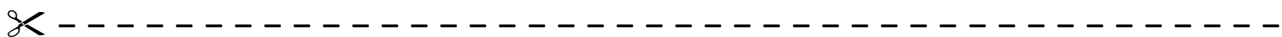
What can you find that is shorter than a

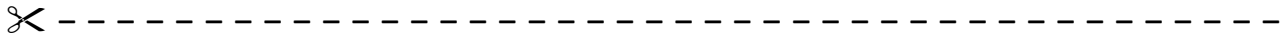


What can you find that is shorter than a

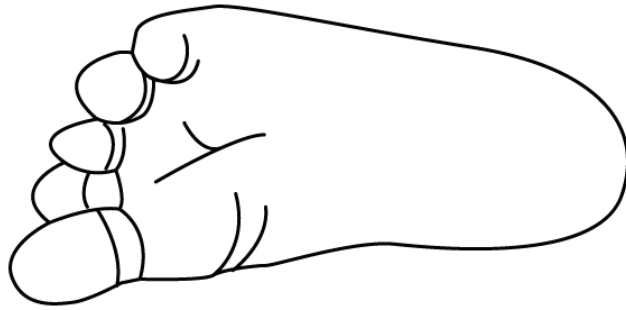


and longer than a

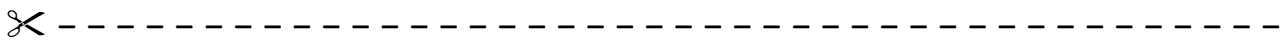
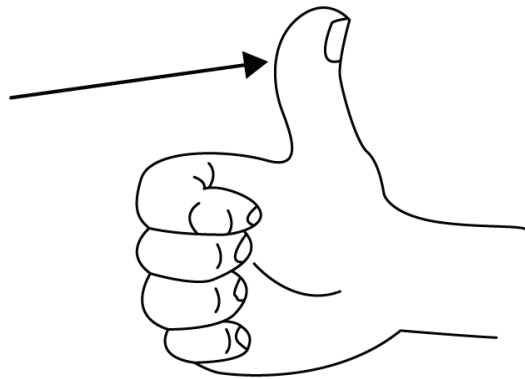




What can you find that is shorter than your



and longer than your



The Best in Show

Line Master 1 (Assessment Master)

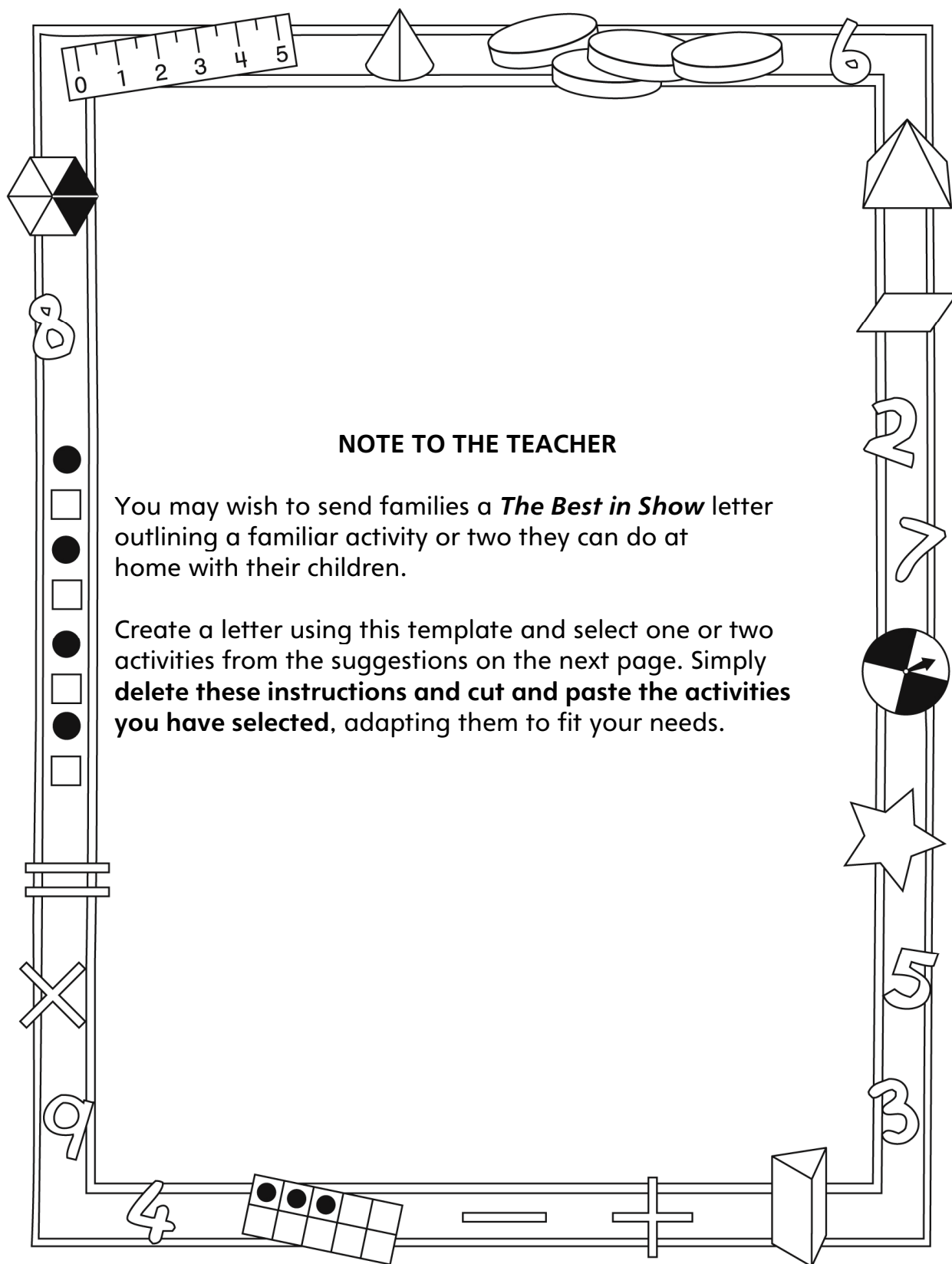
Name: _____

Measure to Compare and Order Objects	Not observed	Sometimes	Consistently
Identifies attributes to be compared and measured			
Estimates, compares, and orders objects by length, height, distance, and mass			
Uses relative terms to compare length, height, distance, and mass			
Choose and Use Measuring Tools			
Compares objects indirectly by using an intermediary object			
Uses a baseline for measuring and comparing length			
Uses a balance scale to measure and compare mass			
Uses non-standard units to measure and compare			

Strengths:

Next Steps:

Connecting Home and School Line Master 2-1



Connecting Home and School Line Master 2–2

Dear Family:

We have been working on *The Best in Show*, which engages children in conversations, investigations, and activities that help to develop their understanding of the big math idea that many things in our world have attributes that can be measured and compared. Try this activity at home with your child.



Reading the Story: As you read the story, enjoy predicting which item the judge will select. Talk about why the item was selected and the methods used by the judge to check and recheck. You might pause and talk about the ribbon winners and compare them to other items. After you read, you might collect a few small items (e.g., spoons, paper clips, pencils, crayons, and lengths of ribbon, string, or wool) and use the Math Mat on the inside back cover of the book to order them from shortest to longest or from longest to shortest. Before aligning the items, ask your child to estimate where he/she might place each item.



I'm Tall: Ask your child to think about how his/her height compares to other people and items around the home. Who and what does he/she think is taller (shorter, the same height)? Have your child check. Your child can show you how he/she uses the same starting point so that the measuring is fair.



Comparing Mass: Engage your child in estimating and comparing mass (mass is how heavy something is). We have been using a balance scale in class to help us compare items. But, we can also compare mass by feel. Have your child choose an item to compare, such as an apple, block, or shoe. Ask: **What do you think is heavier than (lighter than, about the same as) that? How can you check? What did you discover?**



Sincerely,

The Best in Show Math Mat Line Master 3



Sorting Labels

Line Master 4-1

Length

shorter

about the same

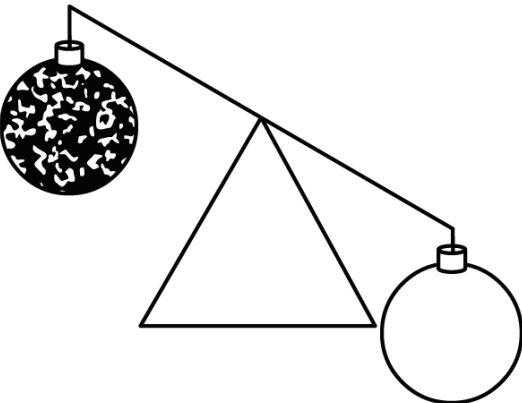
longer

Sorting Labels

Line Master 4-2

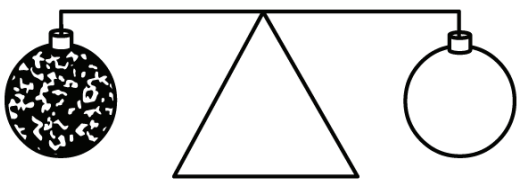
Mass

✂



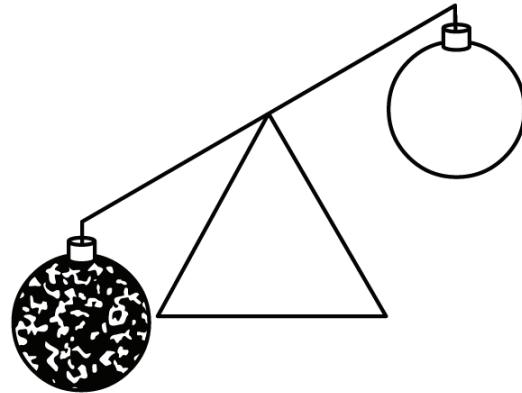
lighter

✂



the same as

✂



heavier

Comparing Length

Line Master 5

Name: _____

We used a _____ to compare length.

Longer	About the Same	Shorter

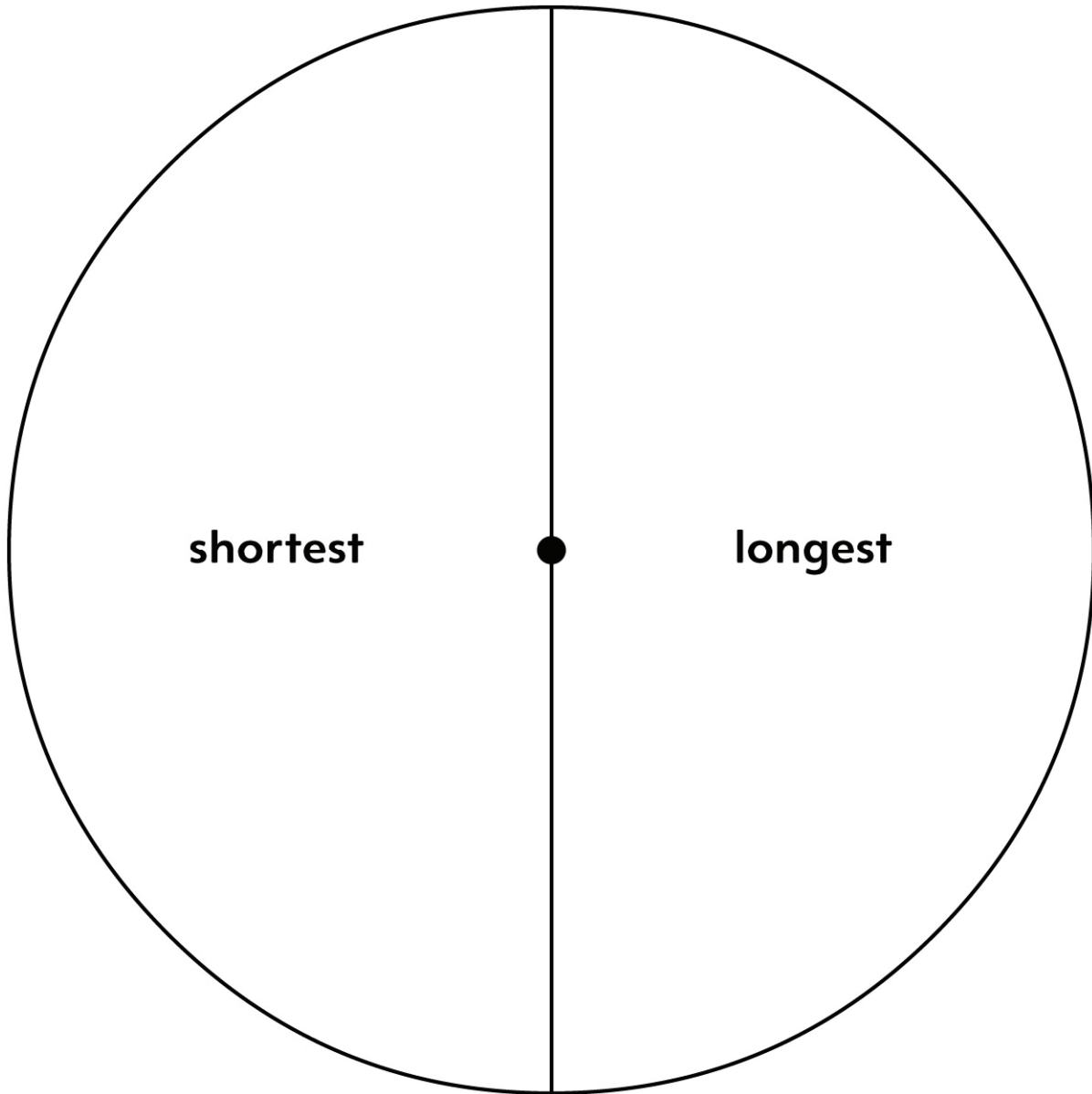
Comparing Mass

Line Master 6

Name: _____

We used a _____ to compare mass.

Lighter	About the Same	Heavier



About My Object

Line Master 8-1

Name: _____

My object is a _____.

These Are Shorter	These Are About the Same	These Are Longer

About My Object

Line Master 8-2

Name: _____

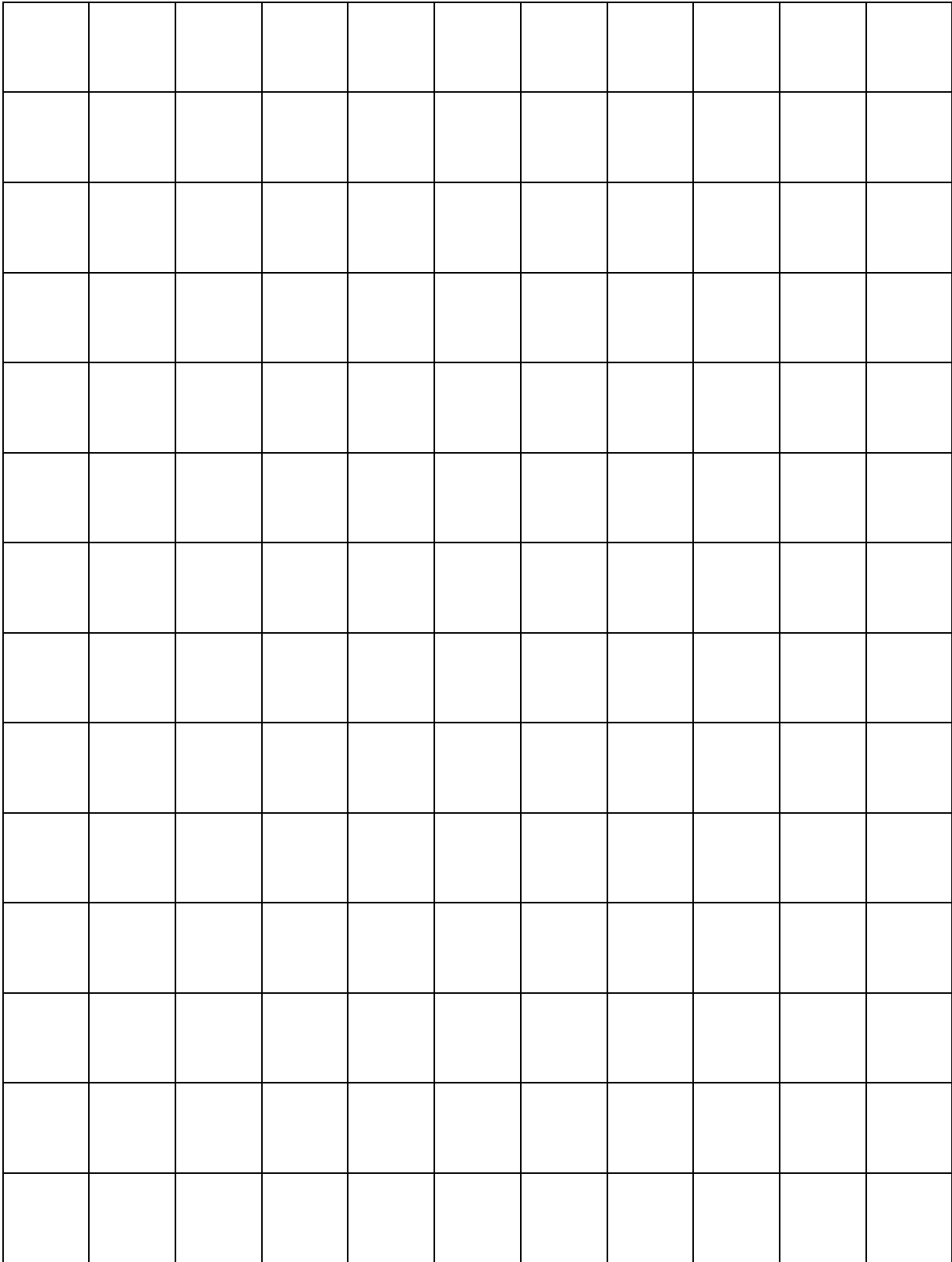
My object is a _____.

These Are Lighter	These Are About the Same	These Are Heavier

About My Object

Line Master 8-3

<p>My</p> <hr/> <p>by</p> <hr/>	<p>My object is shorter than...</p>
<p>My object is longer than...</p>	<p>My object is heavier than...</p>
<p>My object is lighter than...</p>	<p>My object is</p> <hr/>



My Name Book

Line Master 10



My Name Book

by

These names are shorter than mine.

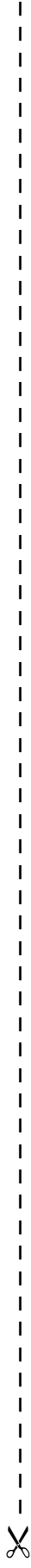
These names are the same length as mine.

These names are longer than mine.

Length, Height, and Mass


Line Master 11-1

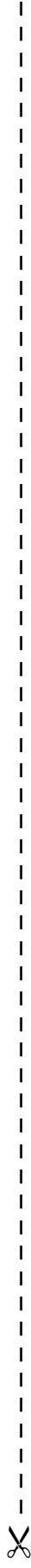
Comparing Length



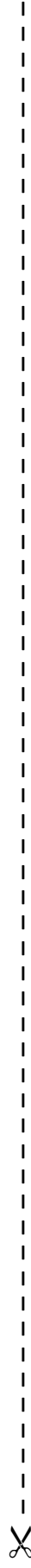
What can you find that is longer than this piece of paper?



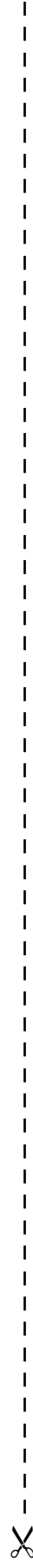
What can you find that is shorter than your  ?



What can you find that is longer than your  and shorter than this piece of paper?



I found these were shorter than _____.



Length, Height, and Mass Line Master 11-2

The Length of My Foot

✂ -----

I used a string measure of my foot. My foot is longer than...

✂ -----

I used a string measure of my foot. My foot is shorter than...

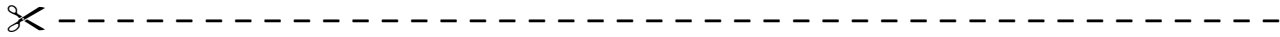
✂ -----

I used a string measure of my foot. My foot is about the same length as....

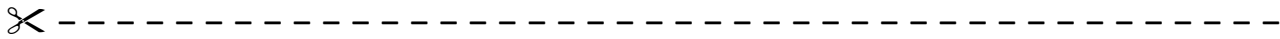
✂ -----

Length, Height, and Mass Line Master 11–3

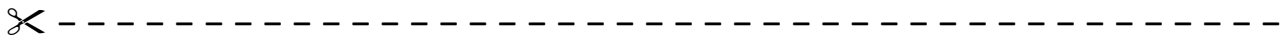
Comparing Height



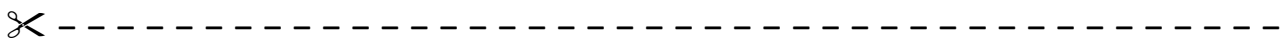
These are taller than a tower of 10 cubes.



These are shorter than a tower of 10 cubes.

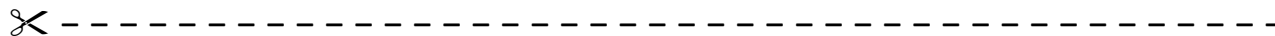


These are about the same height as a tower of 10 cubes.

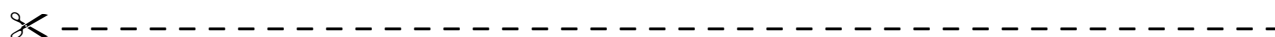


Length, Height, and Mass Line Master 11-4

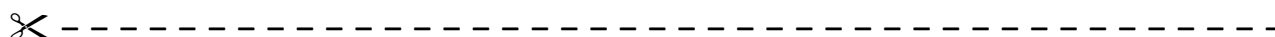
My Height



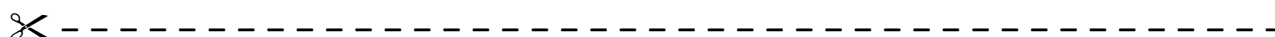
I am shorter than...



I am taller than...

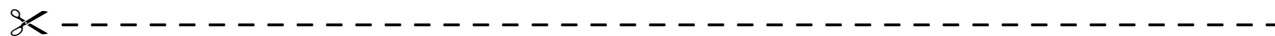


I am about the same height as...

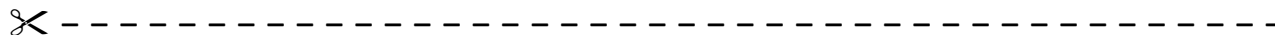


Length, Height, and Mass Line Master 11–5

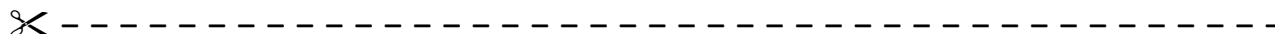
Measuring Objects



I measured...	I found out...	To measure, I used...



I measured...	I found out...	To measure, I used...



Zoom In, Zoom Out

Line Master 1 (Assessment Master)

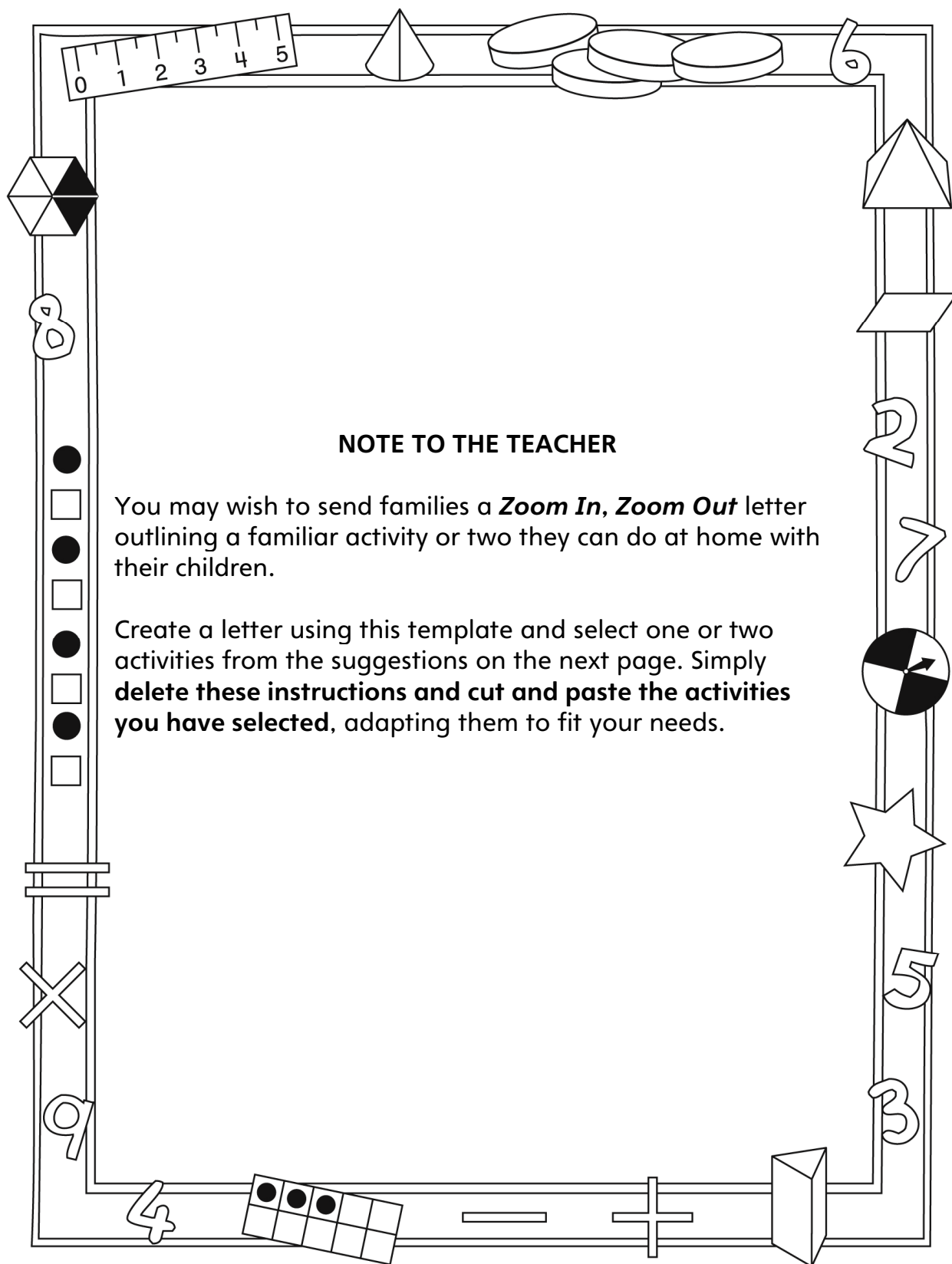
Name: _____

Identify Shapes	Not observed	Sometimes	Consistently
Describes and names 2-D shapes			
Creates 2-D shapes			
Sorts and re-sorts 2-D shapes			
Relates 2-D shapes to 3-D objects			
Locate Objects			
Describes location of objects using positional language			
Follows and gives directions			
Locates and describes location on a grid			

Strengths:

Next Steps:

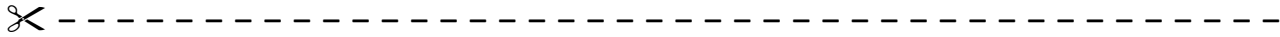
Connecting Home and School Line Master 2-1



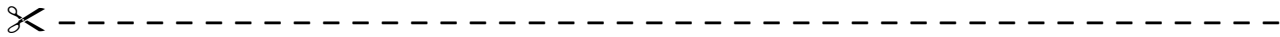
Connecting Home and School Line Master 2–2

Dear Family:

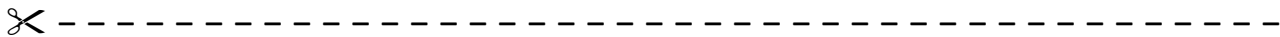
We have been working on **Zoom In, Zoom Out**, which engages children in conversations, investigations, and activities that help develop their understanding of the big math ideas that “Shapes and solids can be explored and compared based on attributes” and “Objects can be located in space and looked at from different perspectives.” Particular focus is placed on identifying 2-D shapes and locating 3-D objects. Try this activity at home with your child.



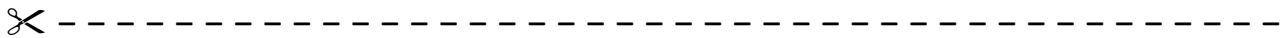
Reading the Story: As you read the story, enjoy predicting what the children are looking at. Talk about the different shapes they see and others that are evident. When you are out with your child, draw attention to shapes in the environment by playing a version of I Spy: **I spy something round like a circle above the fence. What do I spy?** Encourage your child to take on the role of describing what he/she sees, describing the shapes and position.



Trace It, Name It: We are learning about the properties of different shapes. Your child has brought home some cutout shapes. Place them on a surface and say: **I’m going to trace one of these shapes on your back.** Trace it and invite your child to identify the shape you chose to trace. Reverse roles.



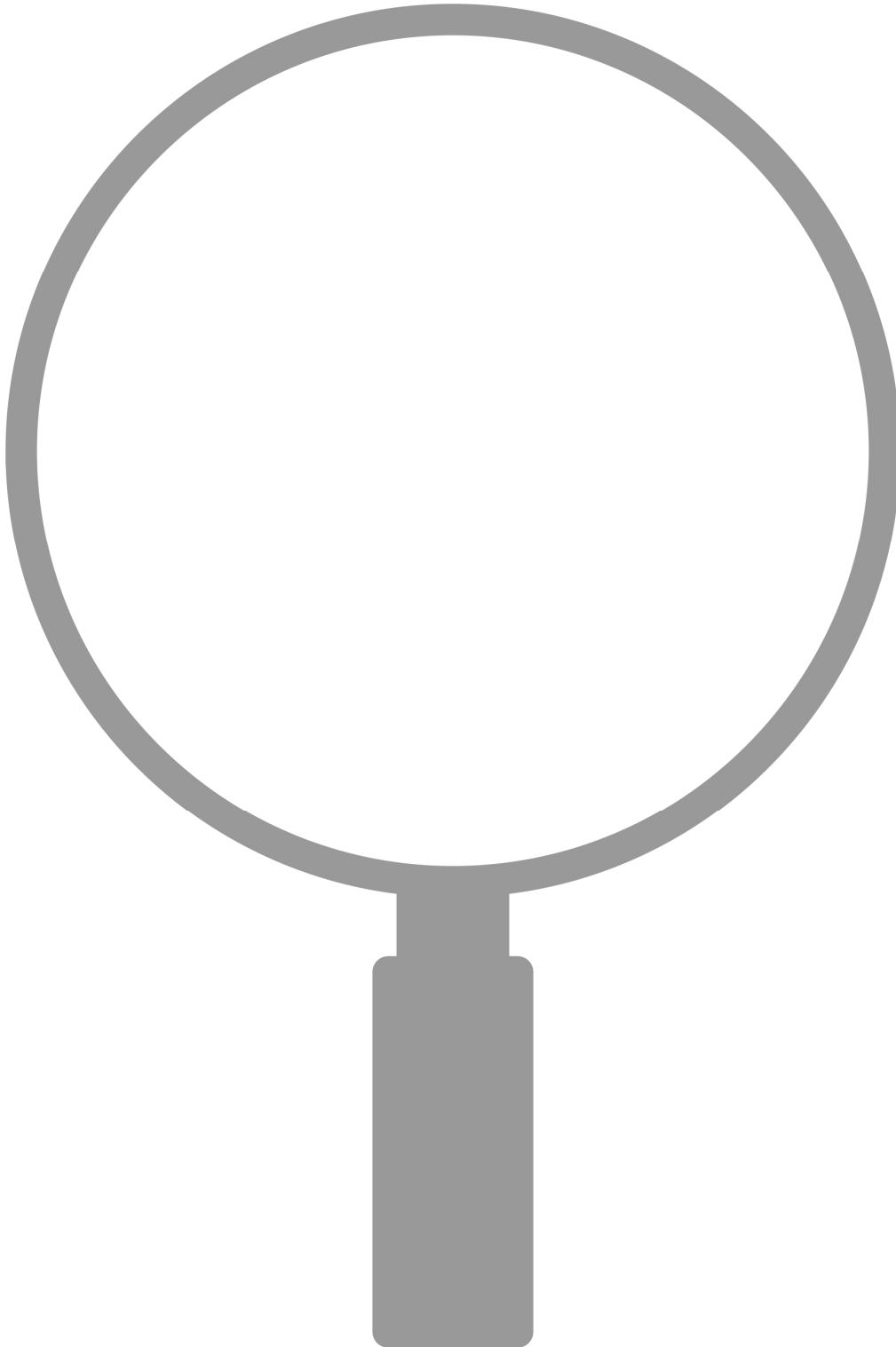
Where Is It? We are focusing on describing the location of things using words such as *above, below, beside, between, near, to the right, to the left, behind, in front of, on top of, under, over*. Secretly choose an item and describe where it is using these words. For example, say: **My secret object is between the door and the window. It is on the table near my coffee cup.** You might also choose an item and invite your child to ask questions about the location, ones that you answer with “Yes” or “No.” For example, ask: **Is your secret object beside the TV?** Reverse roles and listen to your child describe the location of a secret object.



Sincerely,

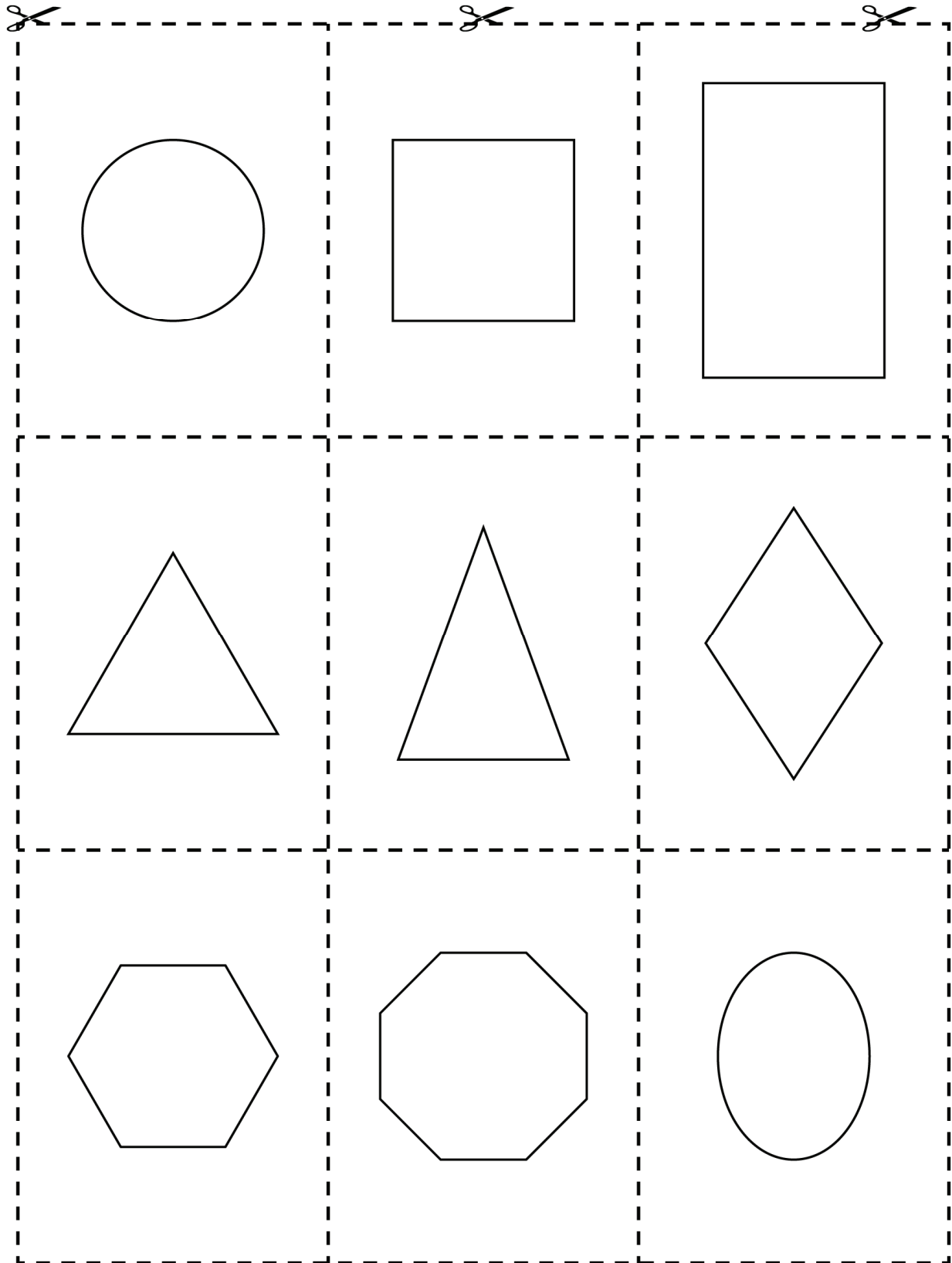
Zoom In, Zoom Out **Math Mat**

Line Master 3



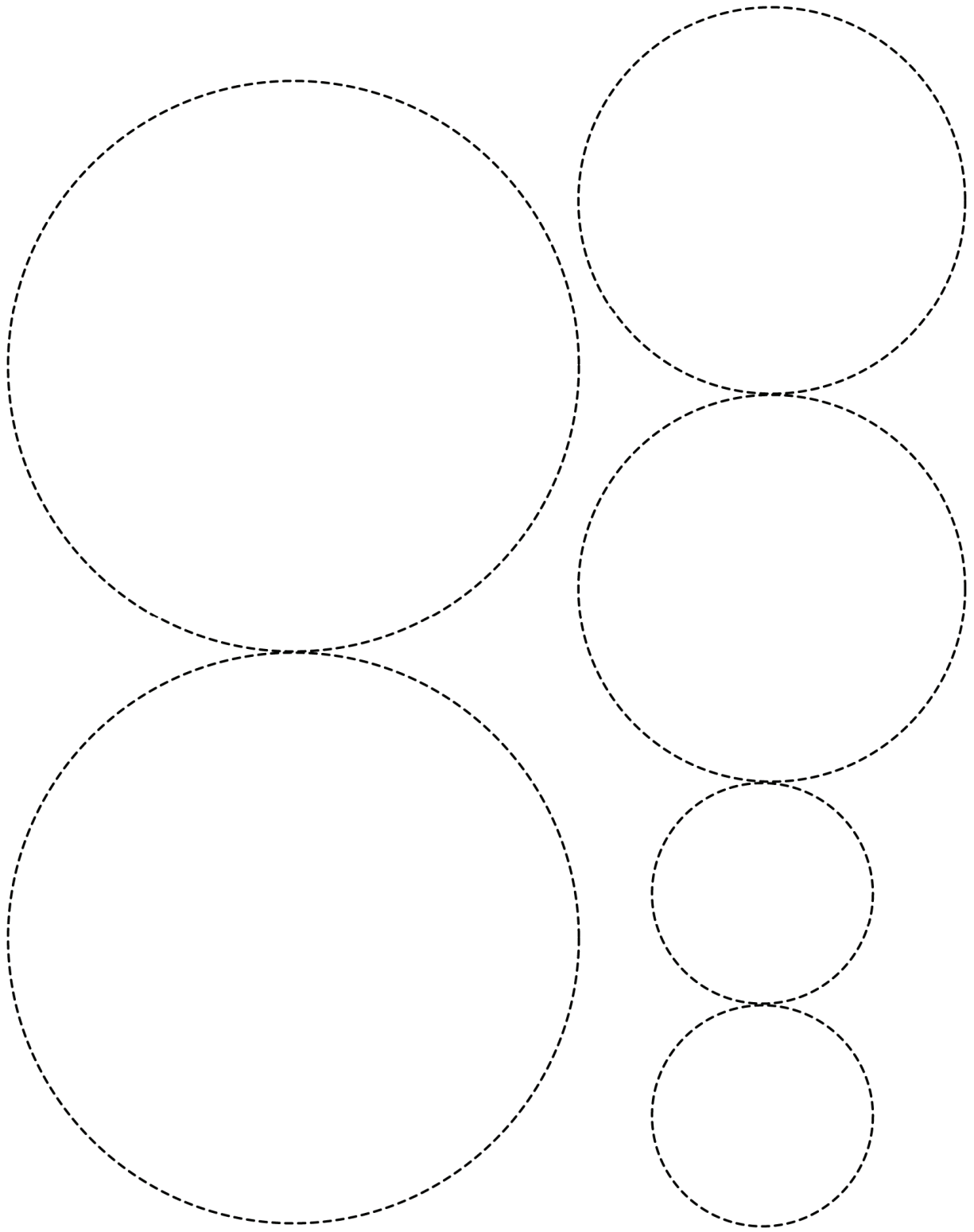
Shape Cards

Line Master 4



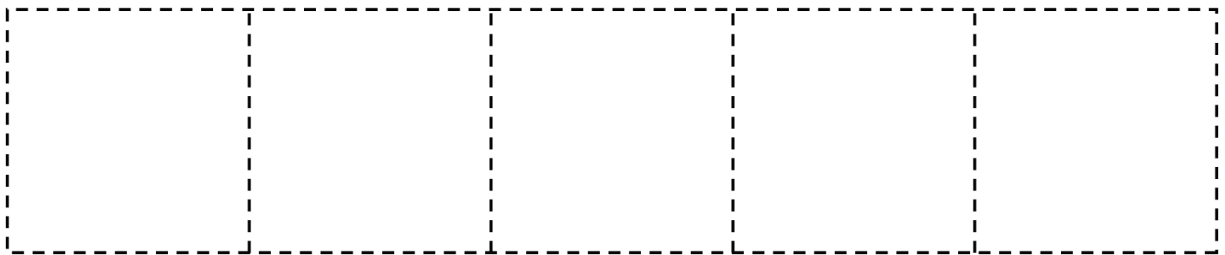
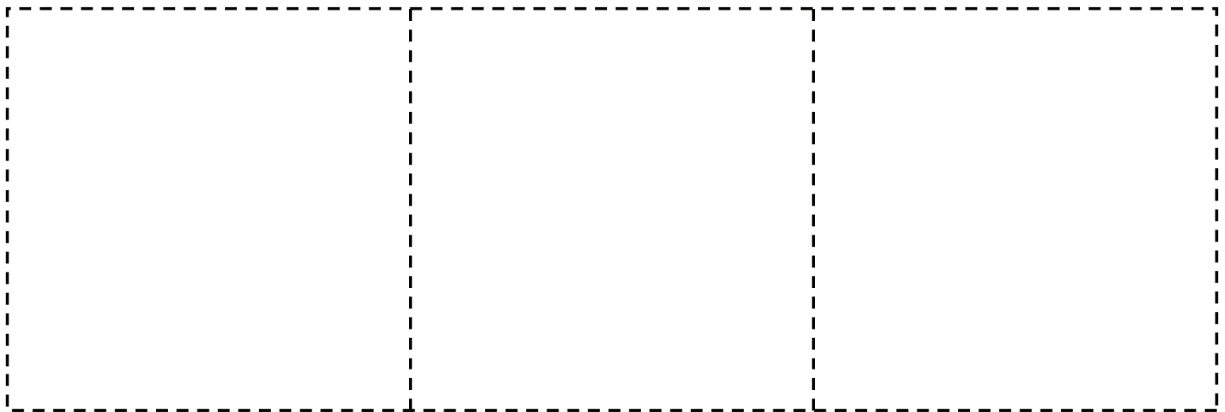
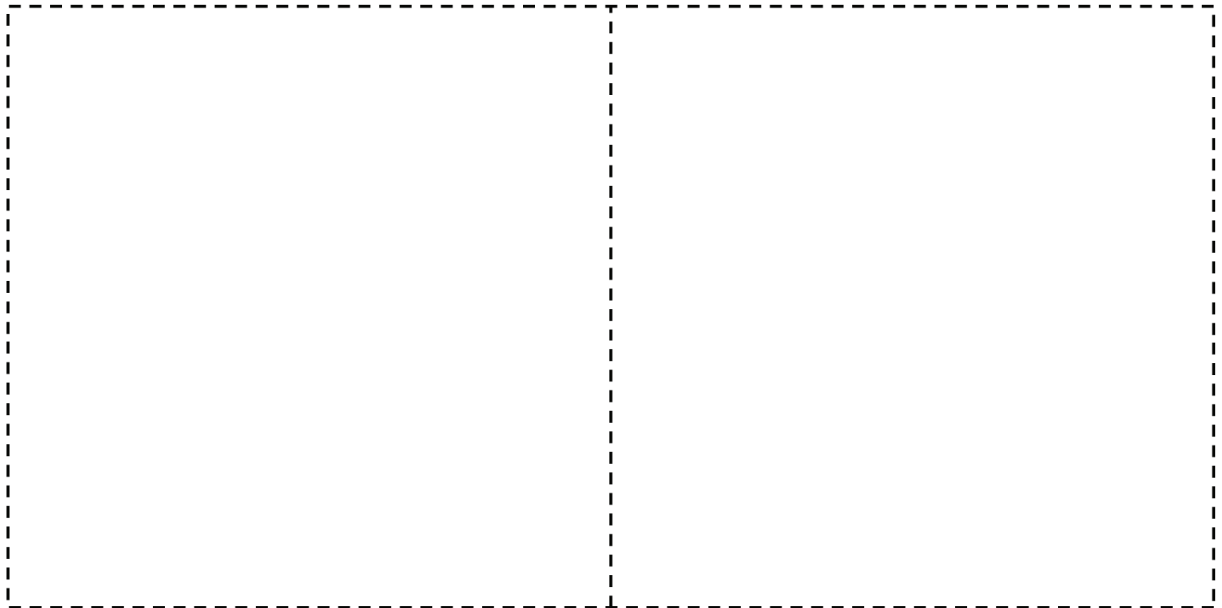
Shape Cutouts

Line Master 5-1



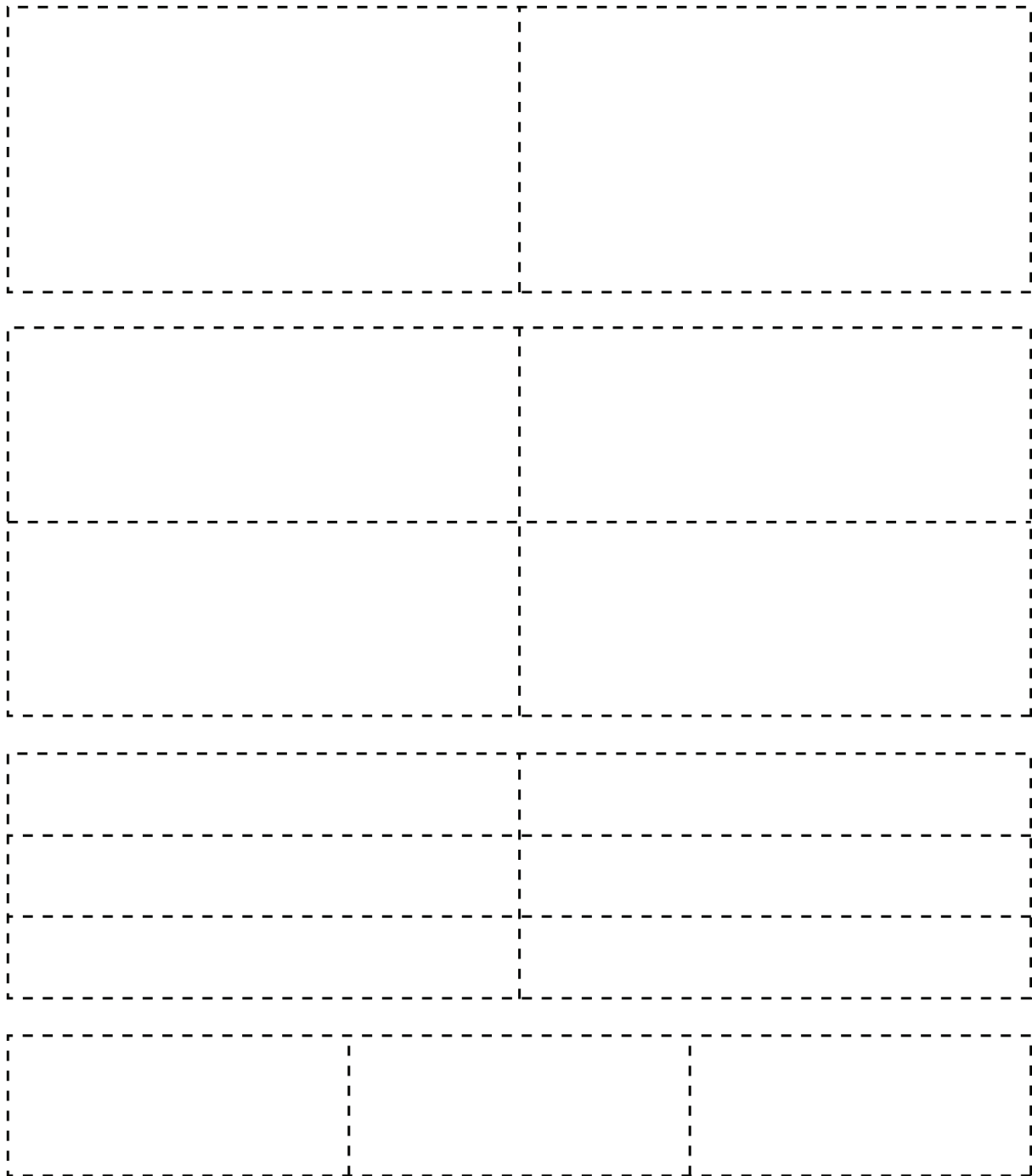
Shape Cutouts

Line Master 5-2



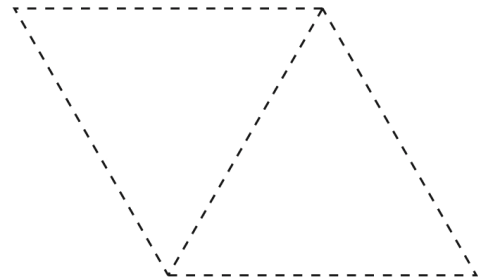
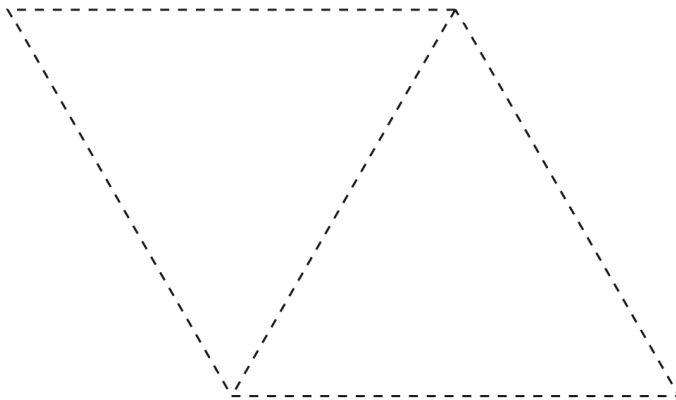
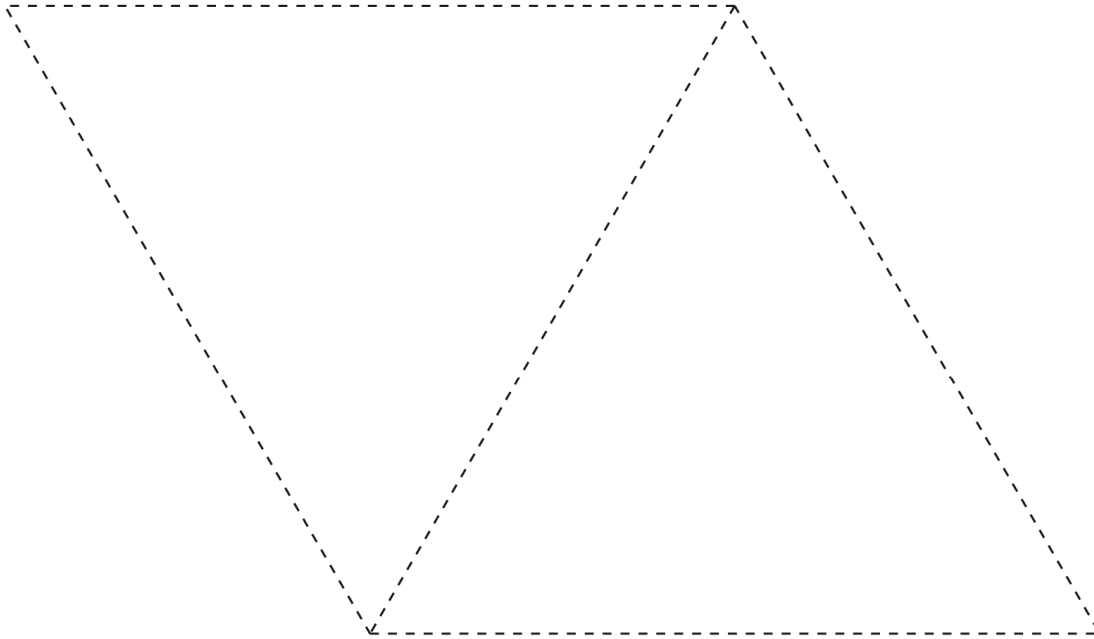
Shape Cutouts

Line Master 5-3



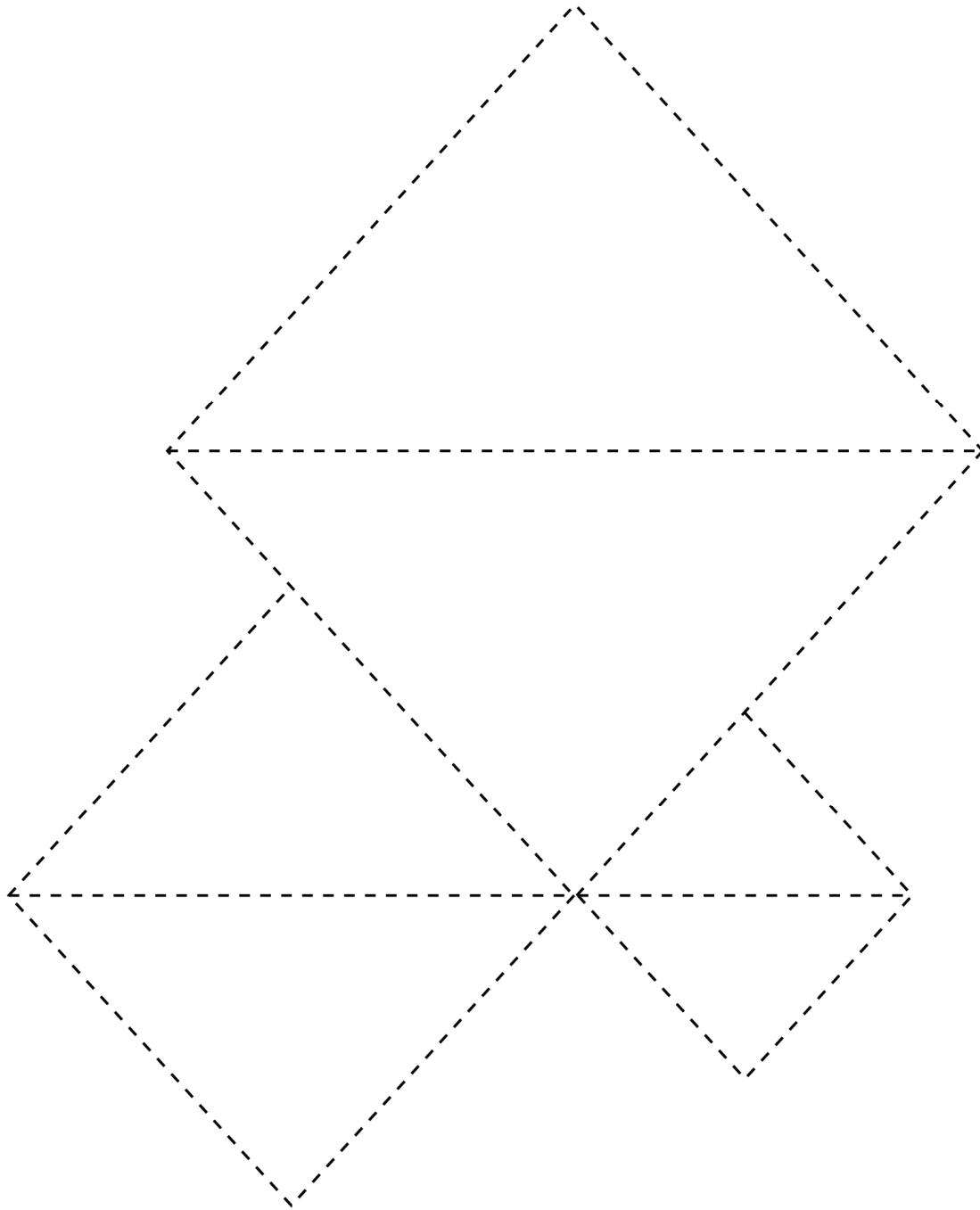
Shape Cutouts

Line Master 5-4



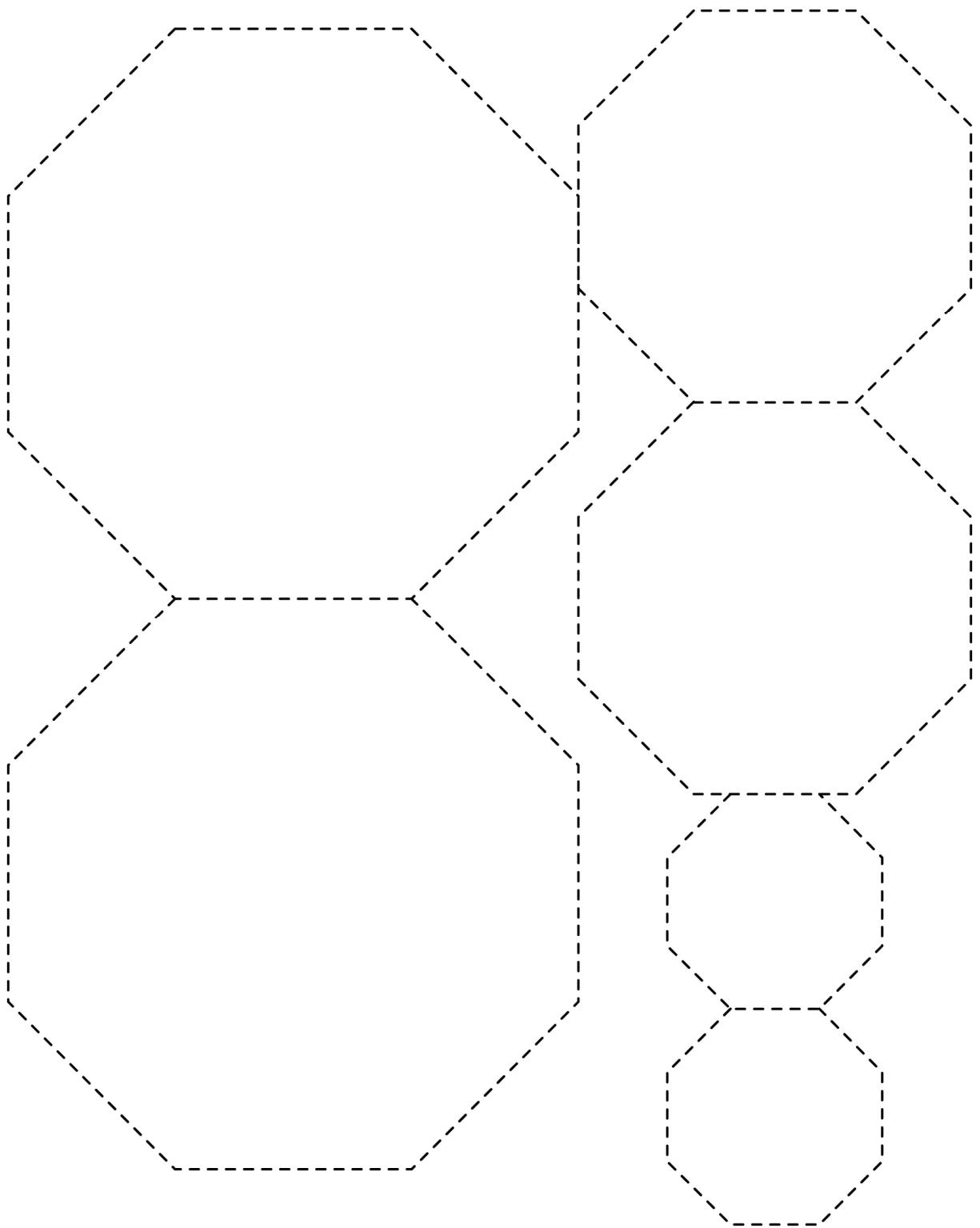
Shape Cutouts

Line Master 5-5



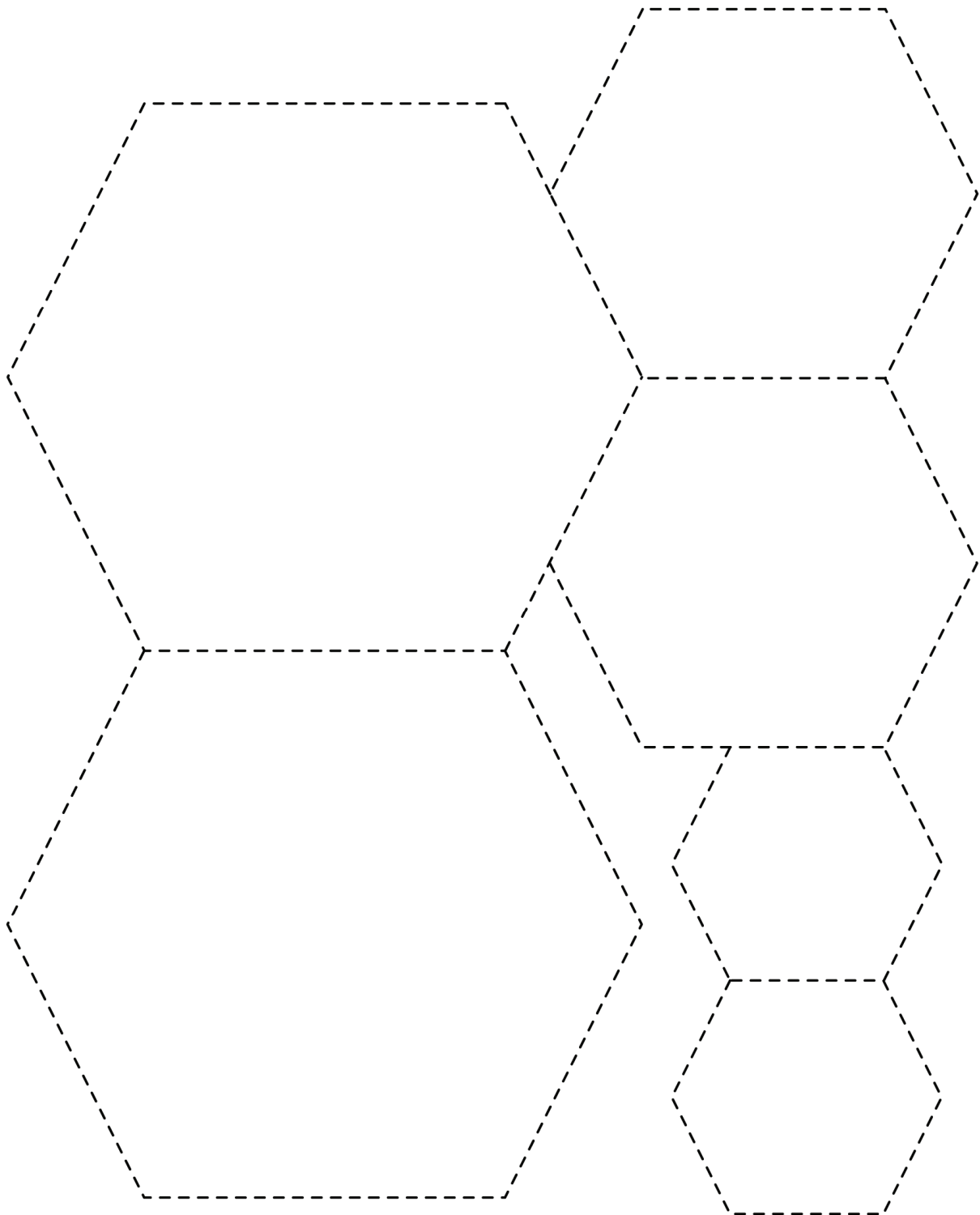
Shape Cutouts

Line Master 5-6



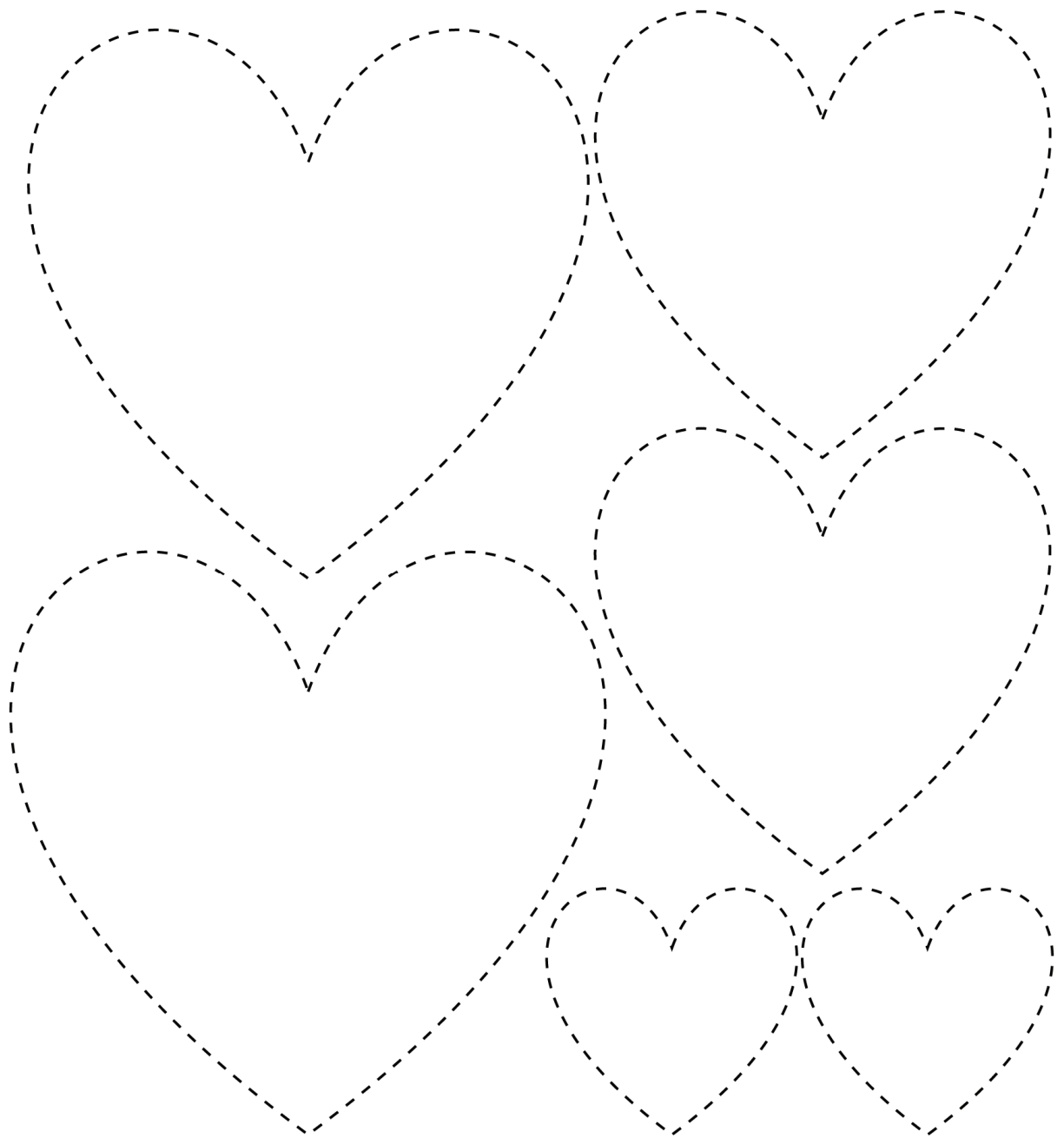
Shape Cutouts

Line Master 5-7



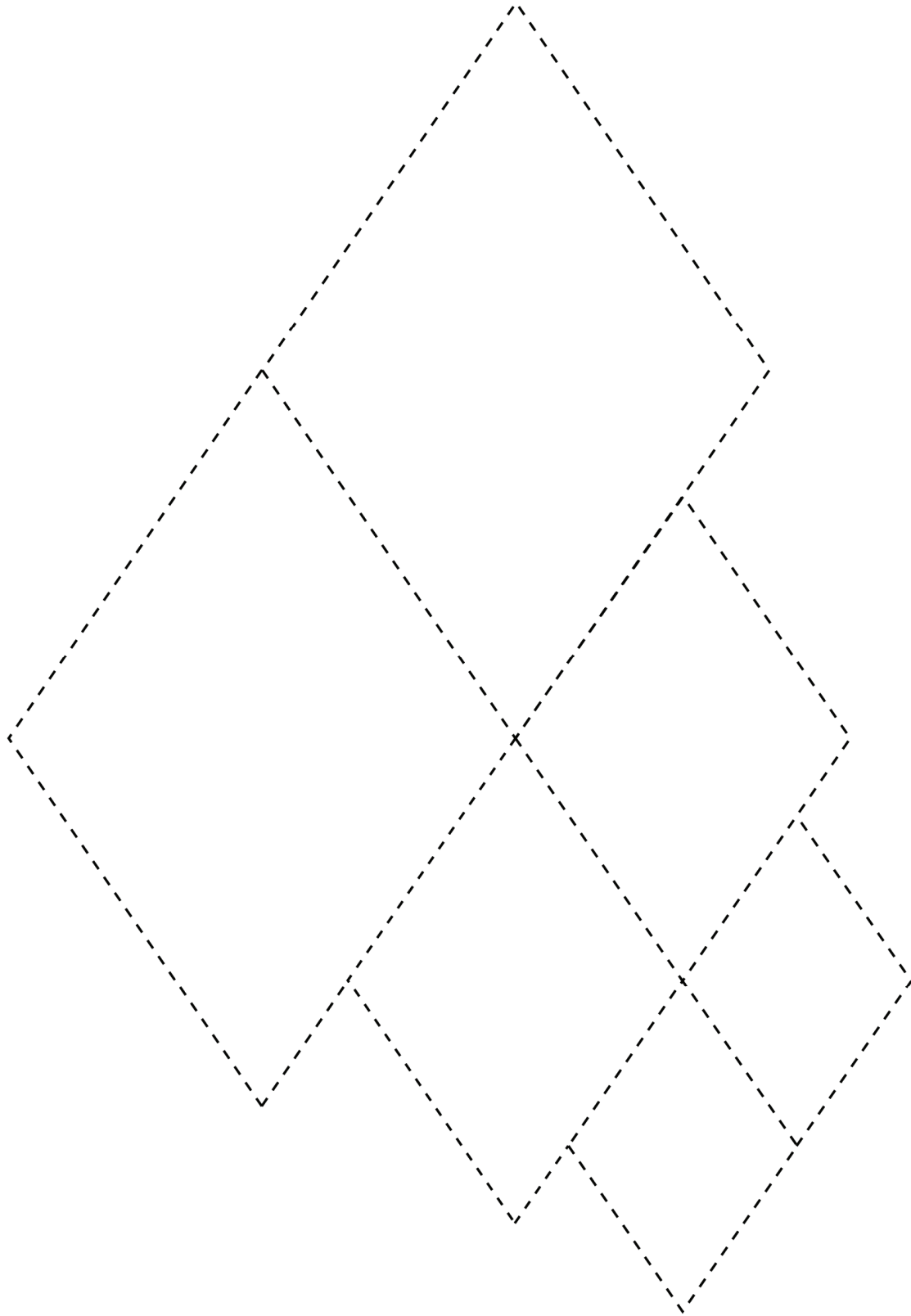
Shape Cutouts

Line Master 5-8



Shape Cutouts

Line Master 5-9

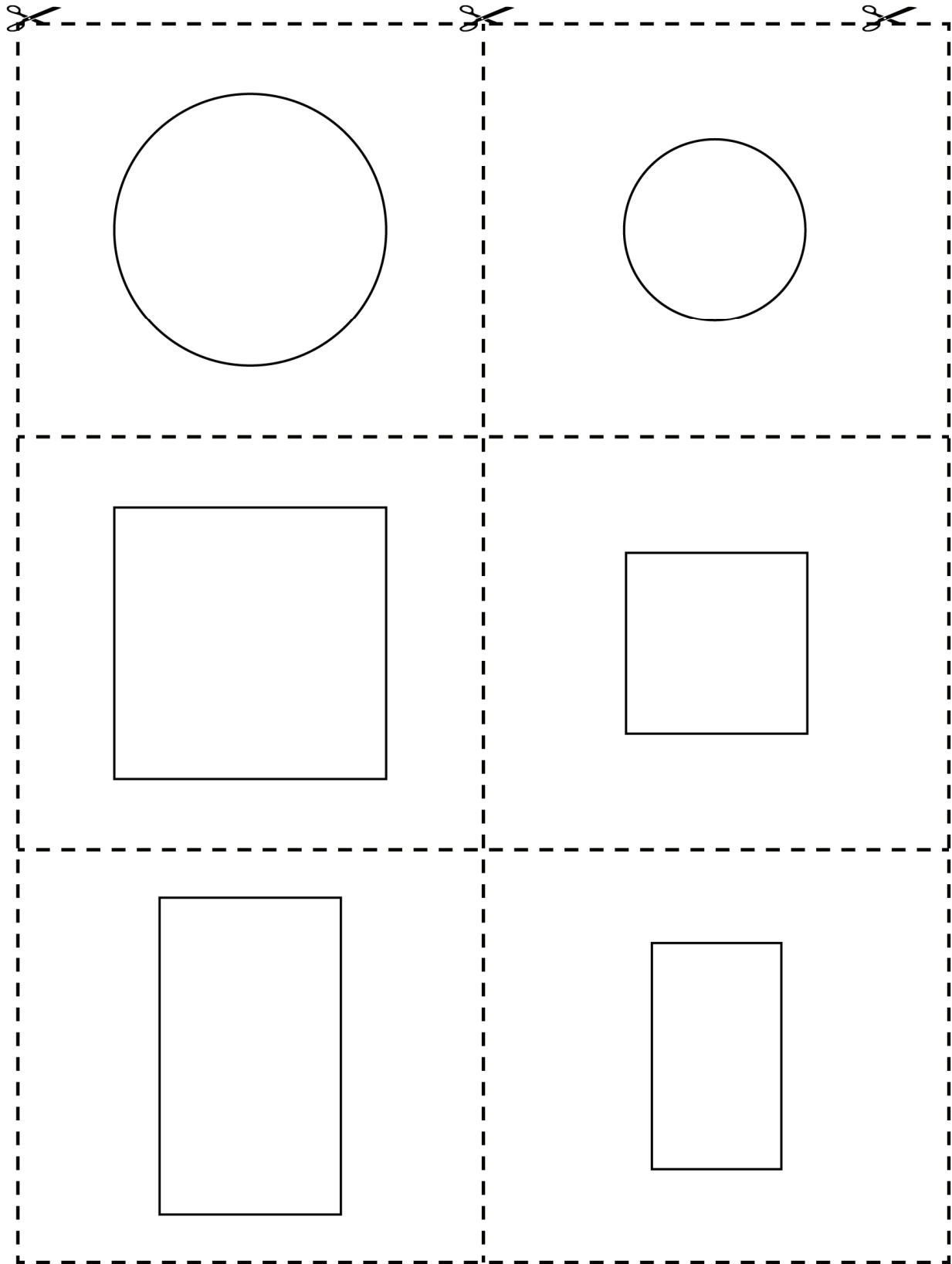


Put It There!

Line Master 6

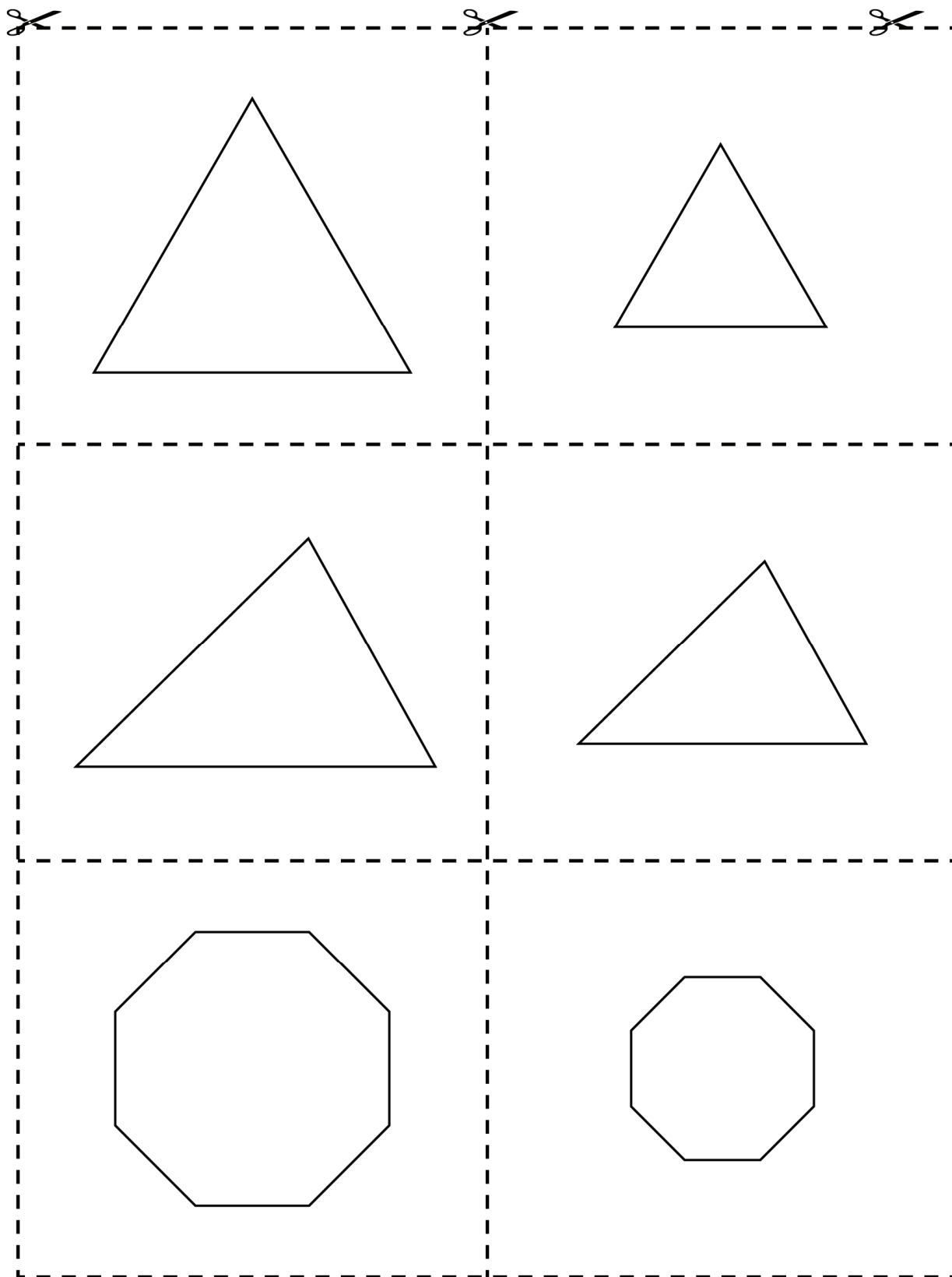
Concentration Cards

Line Master 7-1



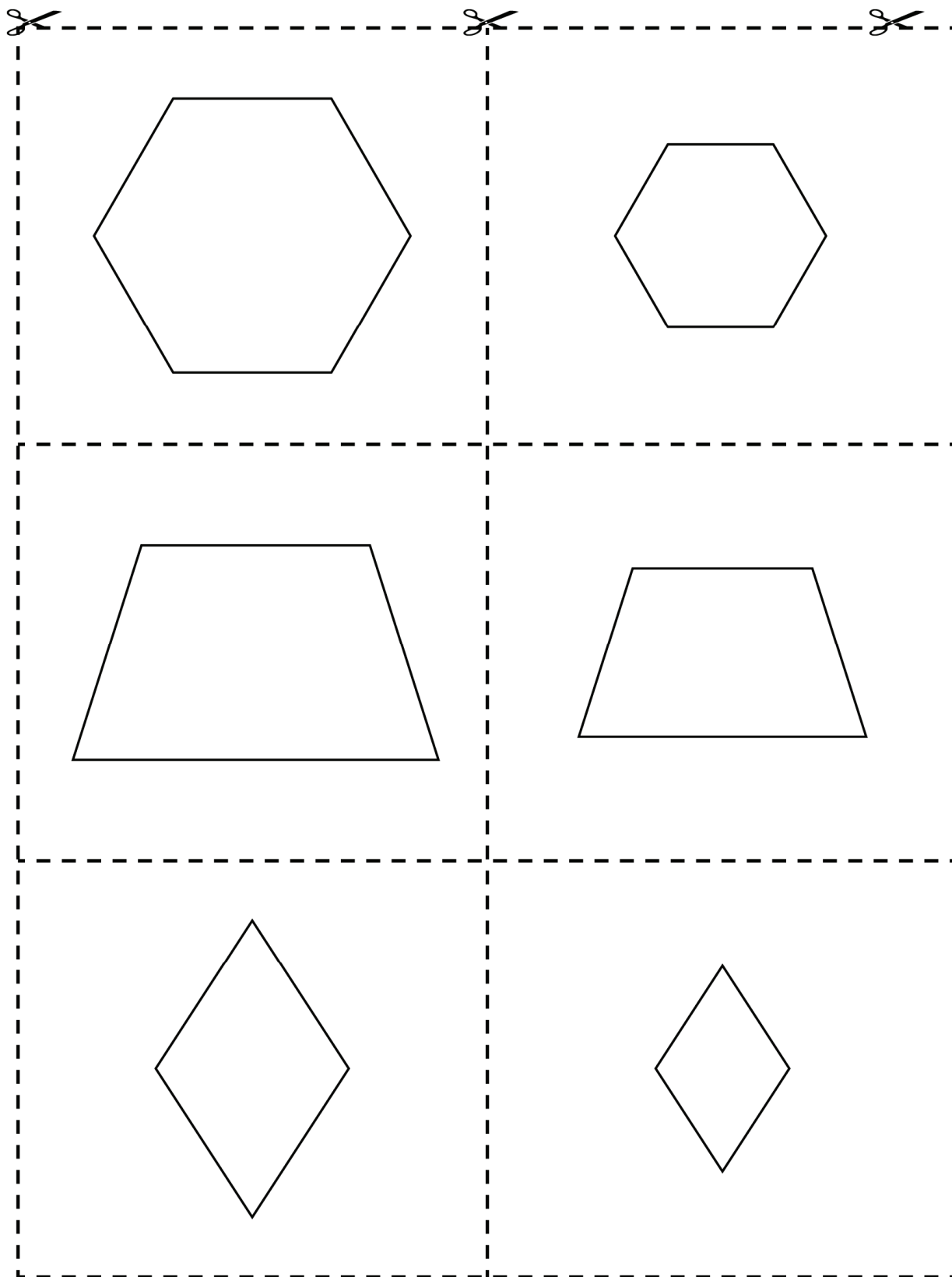
Concentration Cards

Line Master 7-2



Concentration Cards

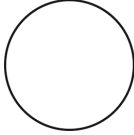
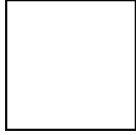

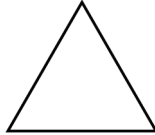
Line Master 7-3



Shape Detective

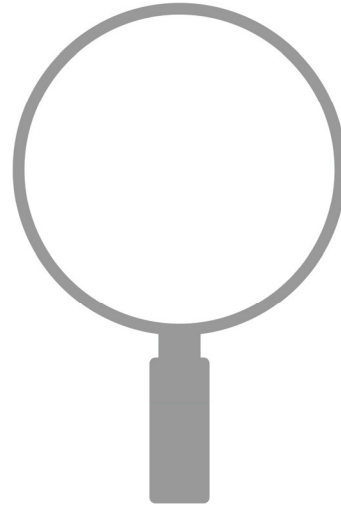
Line Master 8

Name: _____

 _____	 _____
 _____	 _____

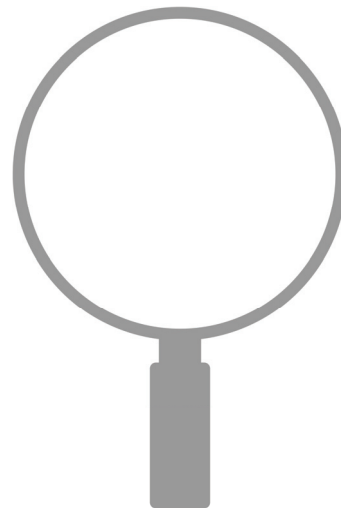
Zoom In,
Zoom Out
by _____

I zoom in and
see...



I see a...

I zoom in and
see...

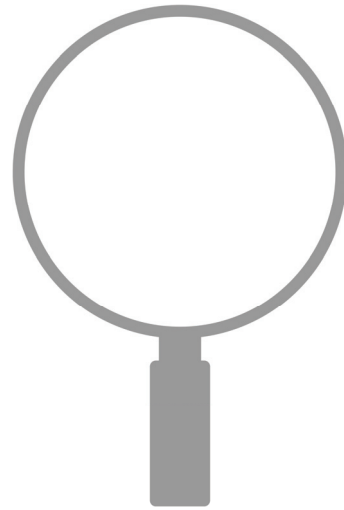


Story Template

Line Master 9-2

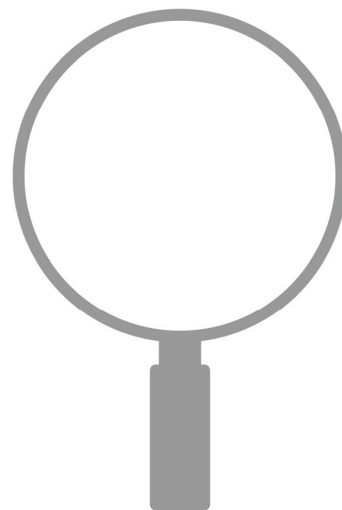
I see a...

I zoom in and
see...



I see a...

I zoom in and
see...

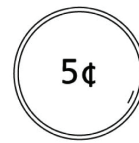


Solving Problems

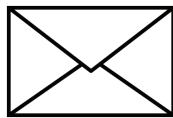
Line Master 10-1



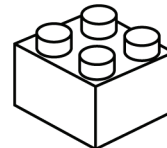
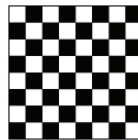
How are these the same?
What will you draw that belongs?



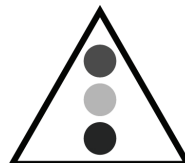
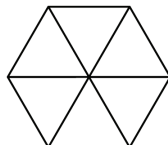
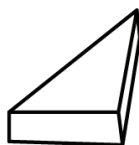
How are these the same?
What will you draw that belongs?



How are these the same?
What will you draw that belongs?



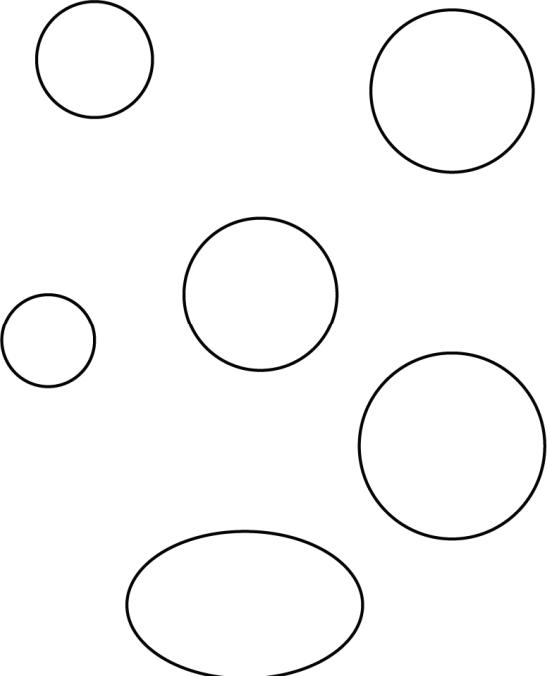
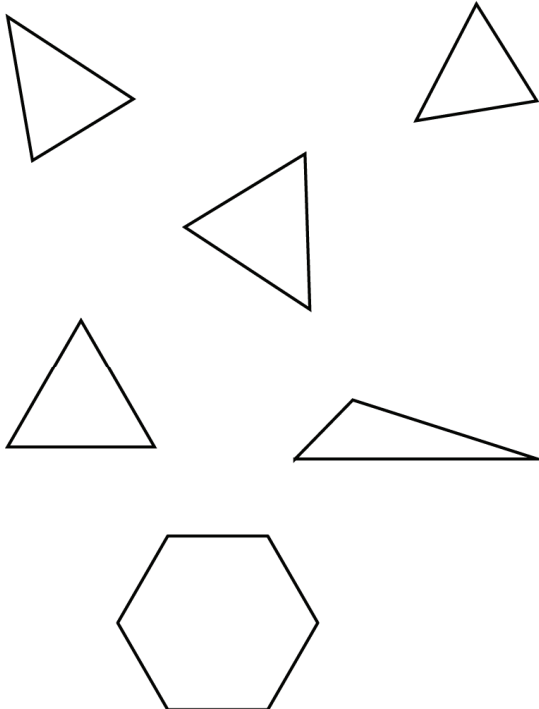
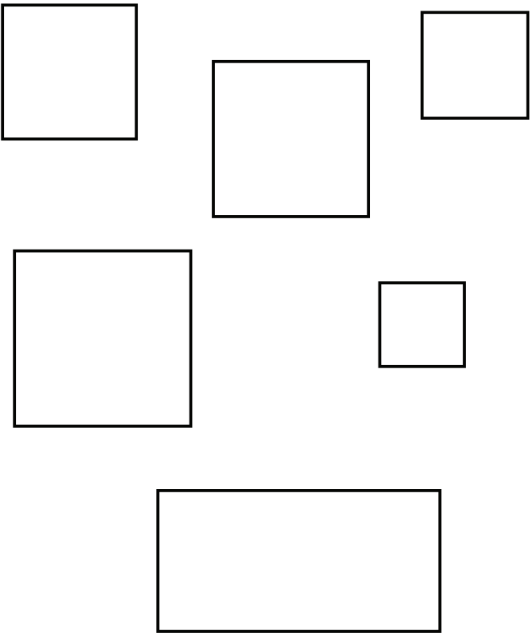
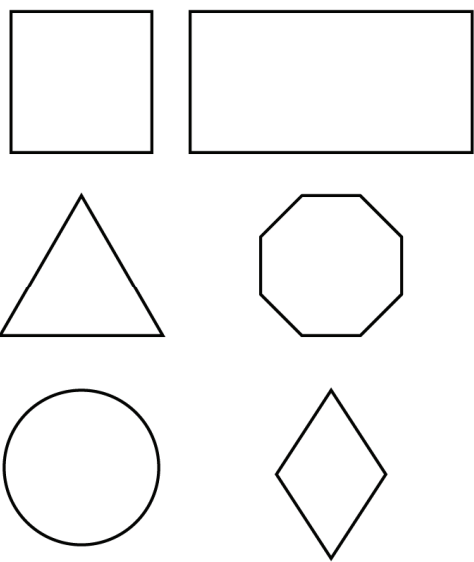
How are these the same?
What will you draw that belongs?



Solving Problems

Line Master 10-2

Draw an X on the shape that does not belong.

The Castle Wall

Line Master 1 (Assessment Master)

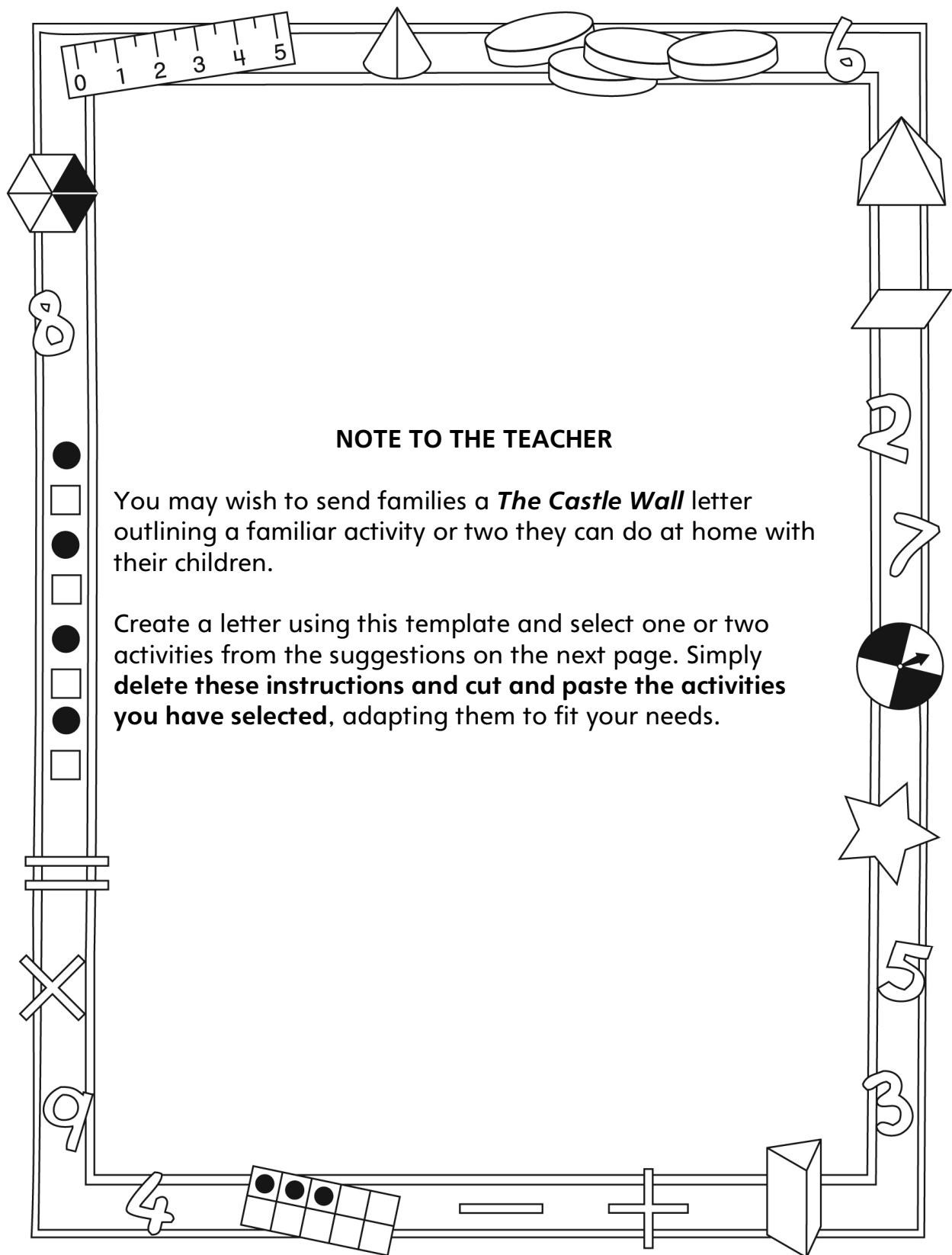
Name: _____

Explore, Describe, and Compare Shapes and Solids	Not observed	Sometimes	Consistently
Recognizes and describes shapes using geometric attributes (e.g., it has 3 sides and 3 corners/vertices)			
Recognizes solids based on geometric attributes (e.g., it has 6 sides/faces and they are all the same shape)			
Describes solids based on geometric attributes and/or how they move			
Sorts solids based on geometric attributes and/or how they move			
Makes connections between shapes and solids (e.g., the bottom/side of the box is a square)			
Makes connections between solids and objects in the environment (e.g., the marker looks like a cylinder)			
Create and Describe 3-D Structures			
Demonstrates an understanding of the attributes of solids when building (e.g., solids with flat faces make sturdy bases)			
Applies prior knowledge and experience when building and rebuilding			
Can follow directions to create structures			
Uses appropriate language and gestures to describe location, position, and/or order			

Strengths:

Next Steps:

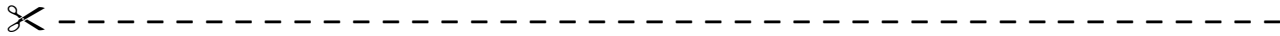
Connecting Home and School Line Master 2-1



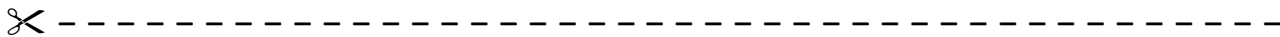
Connecting Home and School Line Master 2-2

Dear Family:

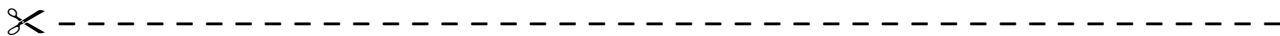
We have been working on *The Castle Wall*, which engages children in conversations, investigations, and activities that help to develop their understanding of the big math idea that “Shapes and solids can be explored and compared based on attributes.” Particular focus is placed on exploring 2-dimensional shapes and 3-dimensional solids, and creating and describing 3-dimensional structures. Try this activity at home with your child.



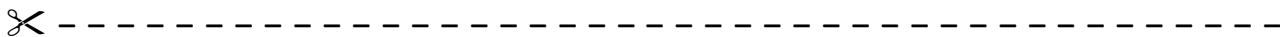
Reading the Story: As you read the story, enjoy talking about and describing the building strategies of the workers and the blocks they are using and combining. Accept your child’s natural, descriptive language, while modelling appropriate terms (e.g., cube, edge).



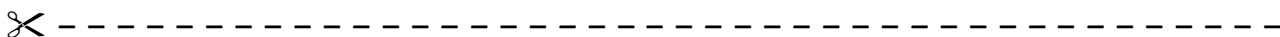
Mystery Shapes: Secretly place an object shaped like a cone, cube, cylinder, or other solid into a bag. Your child puts his/her hand in the bag to feel the object and describe it to you. If necessary, ask: Does it feel round? Does it have a flat side(s)? What else do you feel? Reverse roles.



What Will You Build?: We are learning about the attributes of different solids. You might like to build a structure with your child out of building blocks, clean recycled packaging, and/or found objects. Talk about the 2-dimensional shapes and 3-dimensional solids you see in the structure, and where and how they are positioned. Discuss which blocks/objects are better for building a sturdy base.



Junk Sculptures: Cardboard boxes, cans and tubes, cone-shaped drinking cups, and other found and recycled objects can be secured together with glue or tape to create works of art. Paint and craft materials can be added to enhance the sculpture.



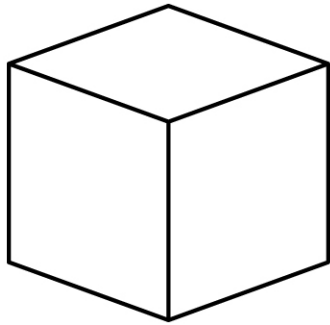
Sincerely,

The Castle Wall Math Mat

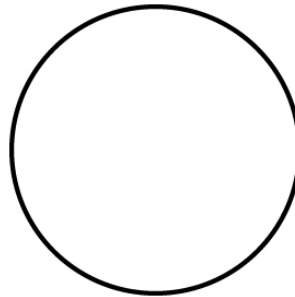
Line Master 3



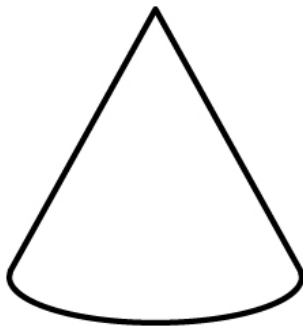
cube



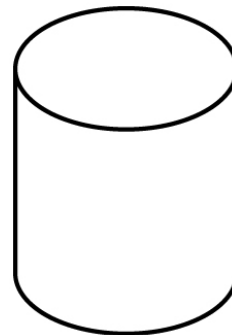
sphere



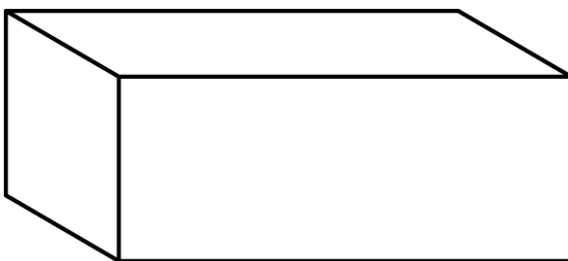
cone



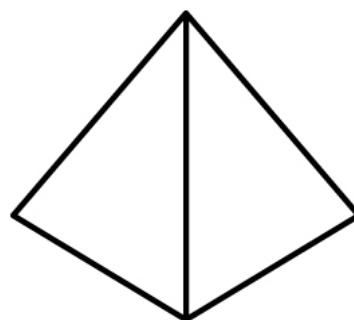
cylinder



rectangular prism

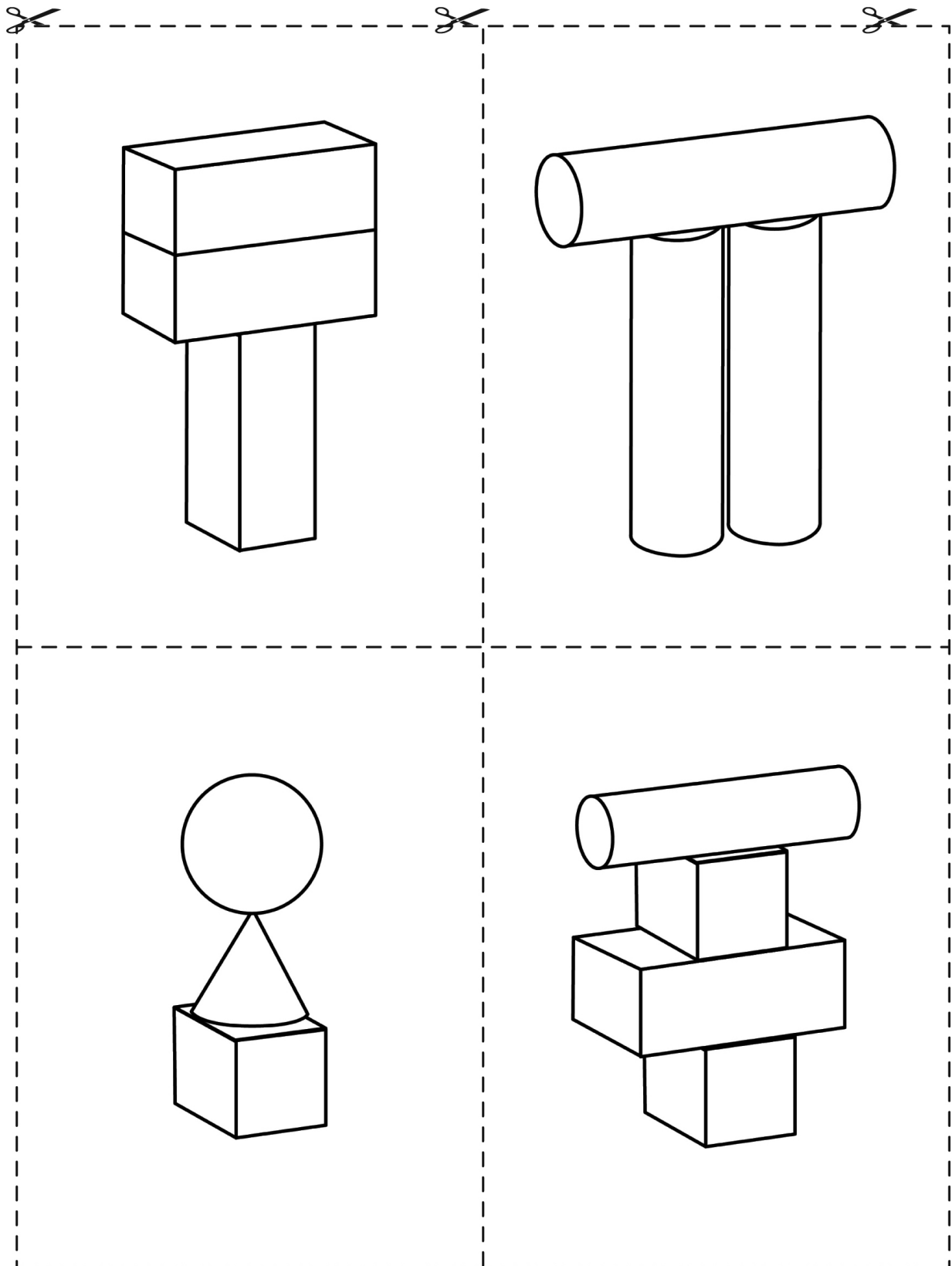


pyramid



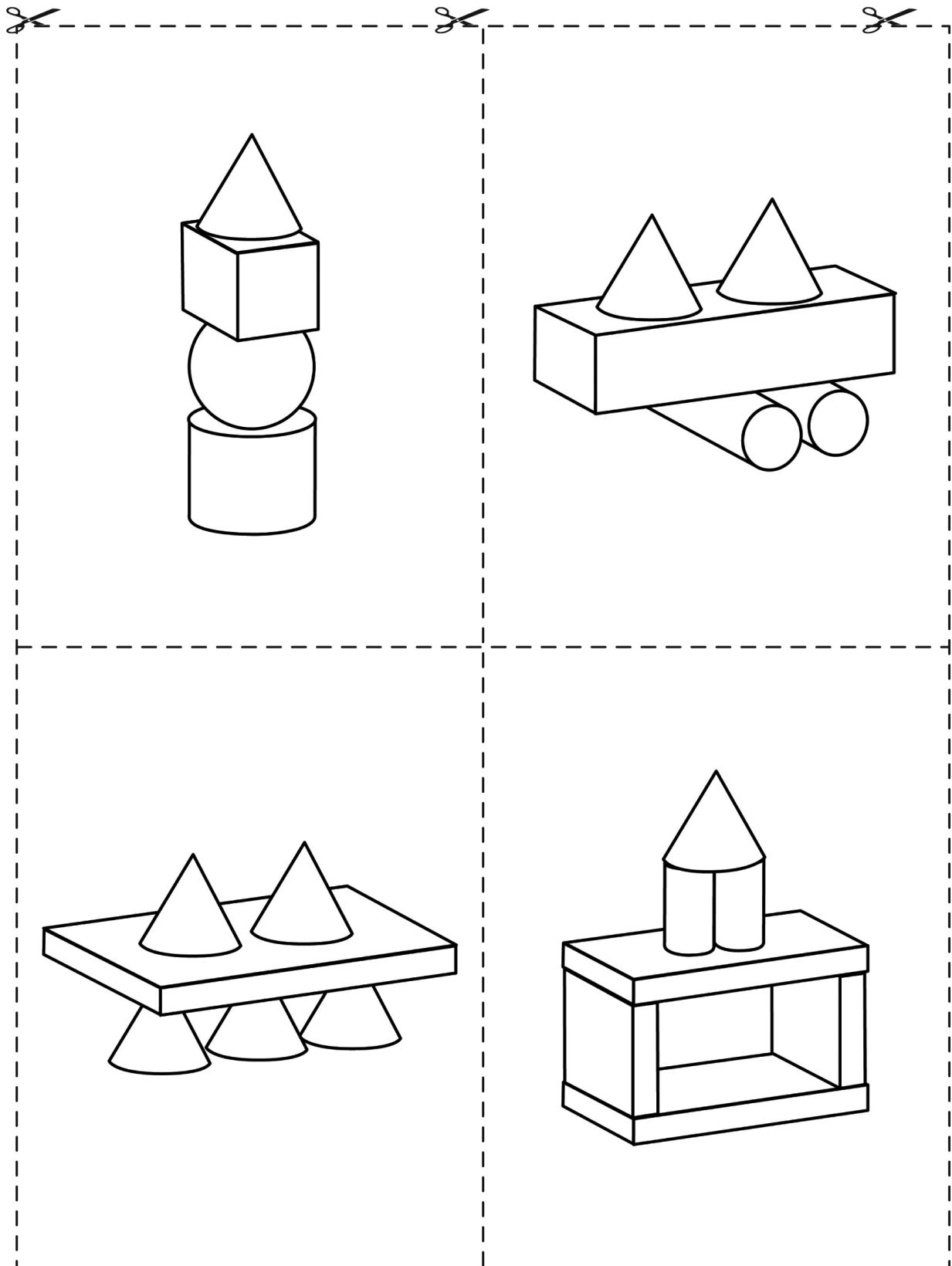
Can You Build It?

Line Master 5-1



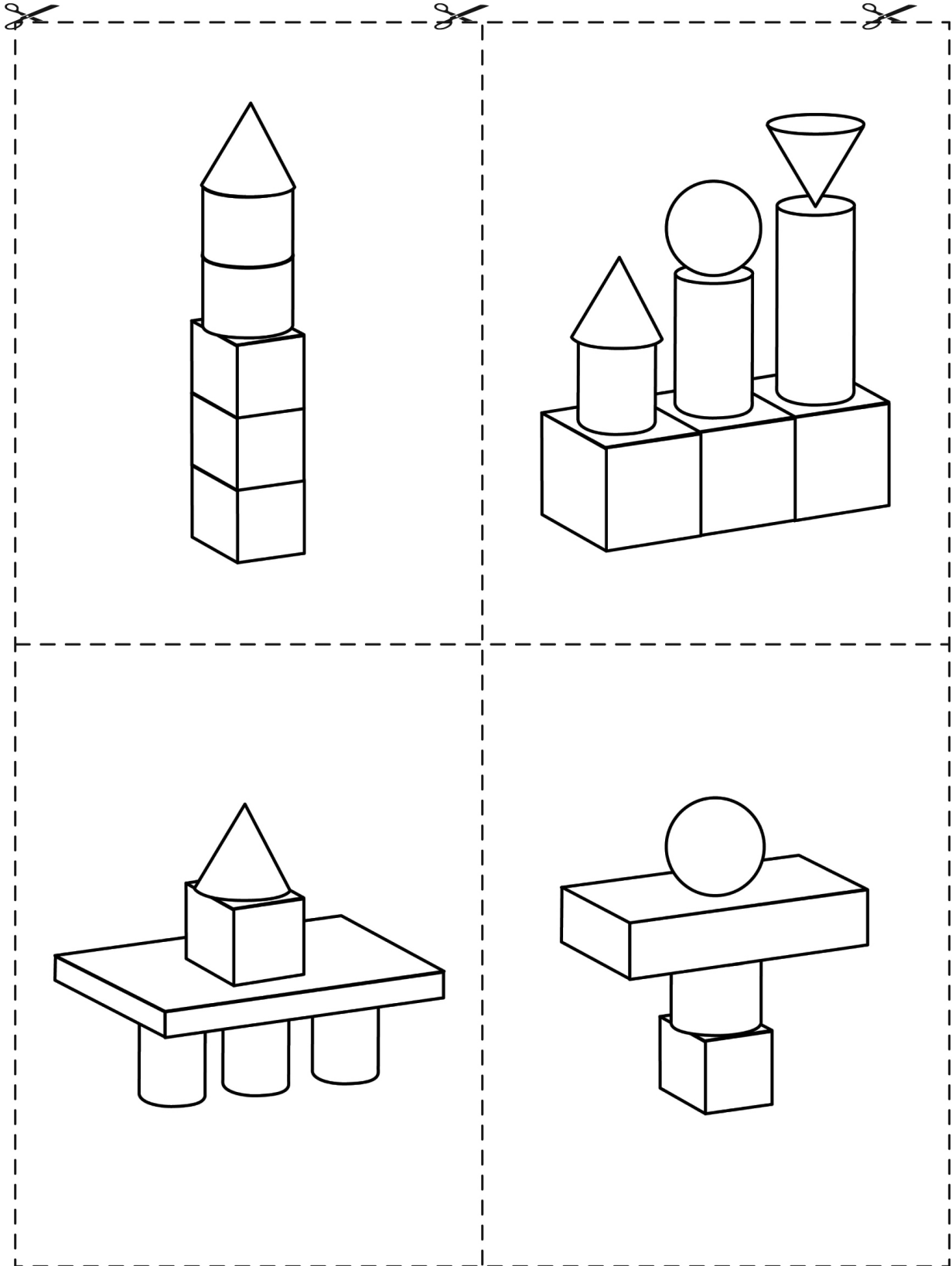
Can You Build It?

Line Master 5-2



Can You Build It?

Line Master 5-3

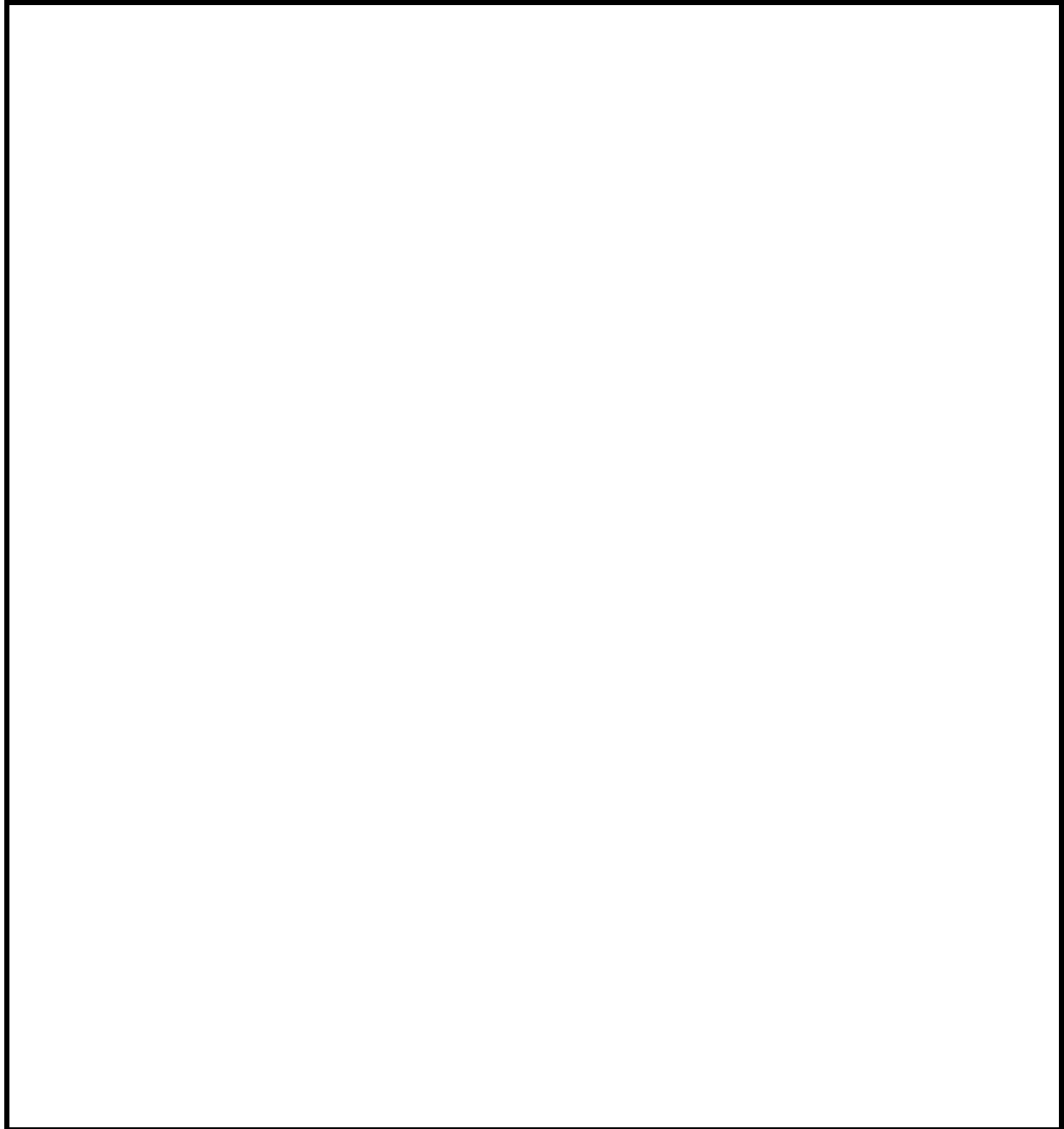


My Builder's Report

Line Master 6

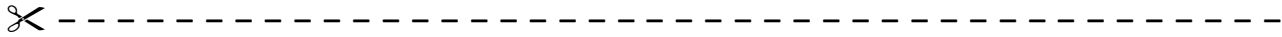
Name: _____

I made a _____ .

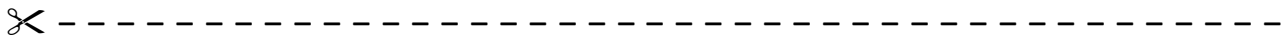


Builder's Challenge: Measurement

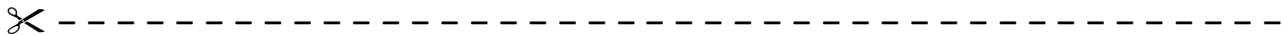
Line Master 7-1



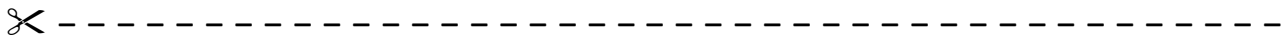
Build something that is wider than your arms can stretch.



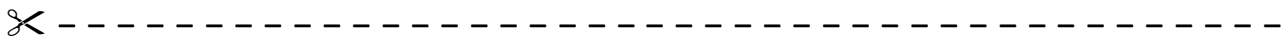
Build something that is longer than this piece of string.



Build something that is as tall as your leg up to the knee.

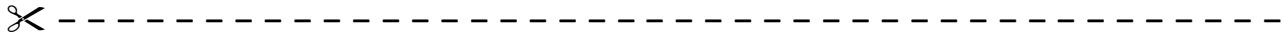


Build 2 towers that are the same height.

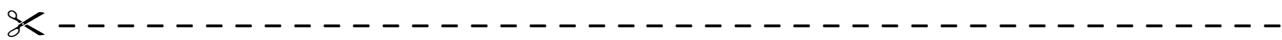


Builder's Challenge: Position and Location

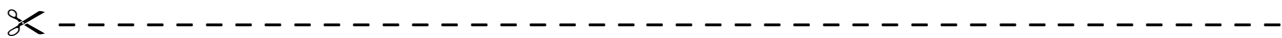
Line Master 7-2



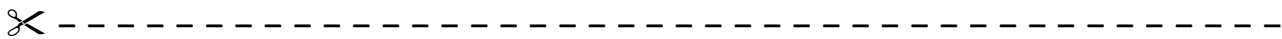
Build something that has a round base.



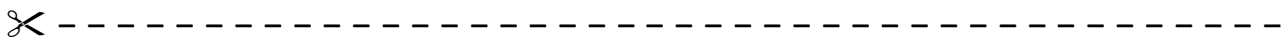
Build something that this figure can walk over and
the car can go under.



Build something that this box can fit into.

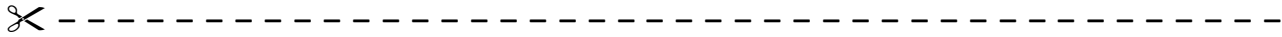


Build something around the king's castle.

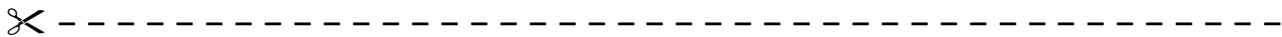


Builder's Challenge

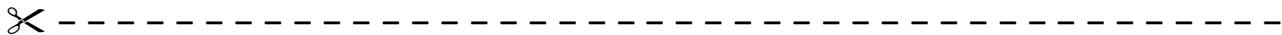
Line Master 7-3



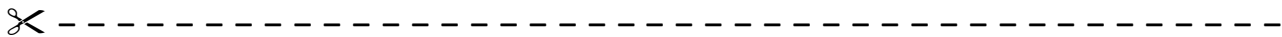
Build something that tells a story.



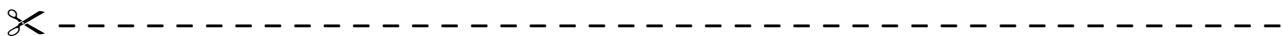
Build something that could be included in *The Castle Wall*.



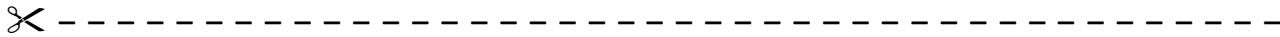
Build something that looks like a letter.



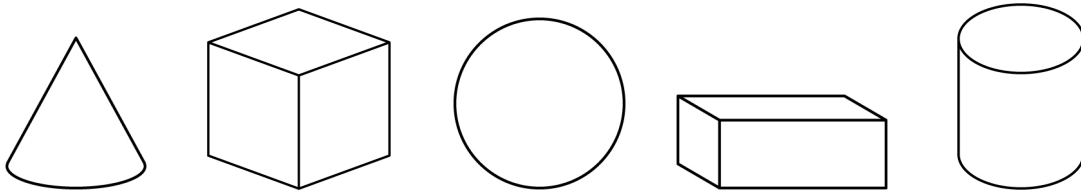
Build something that tells something about you.



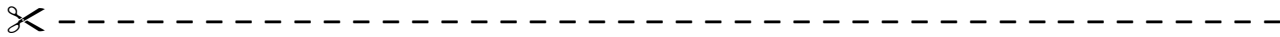
Builder's Challenge: Roll, Slide, Stack



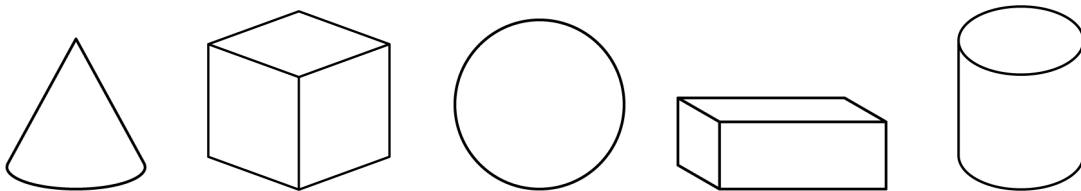
Will it roll? Try!



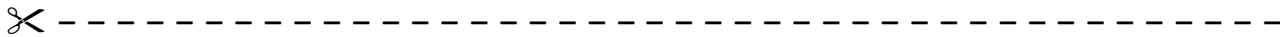
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
-----	----	-----	----	-----	----	-----	----	-----	----



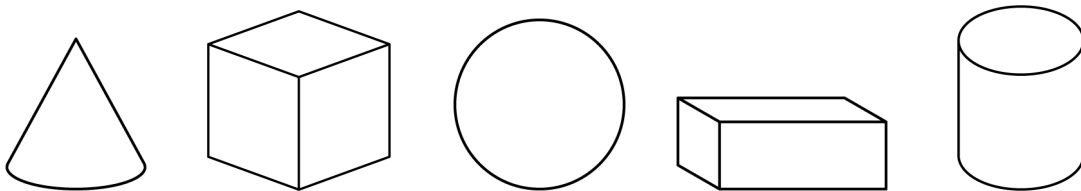
Will it slide? Try!



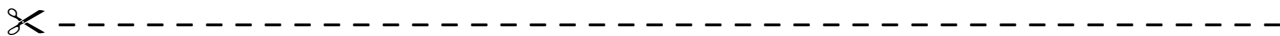
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
-----	----	-----	----	-----	----	-----	----	-----	----



Will it stack? Try!



Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
-----	----	-----	----	-----	----	-----	----	-----	----



The New Nest

Line Master 1 (Assessment Master)

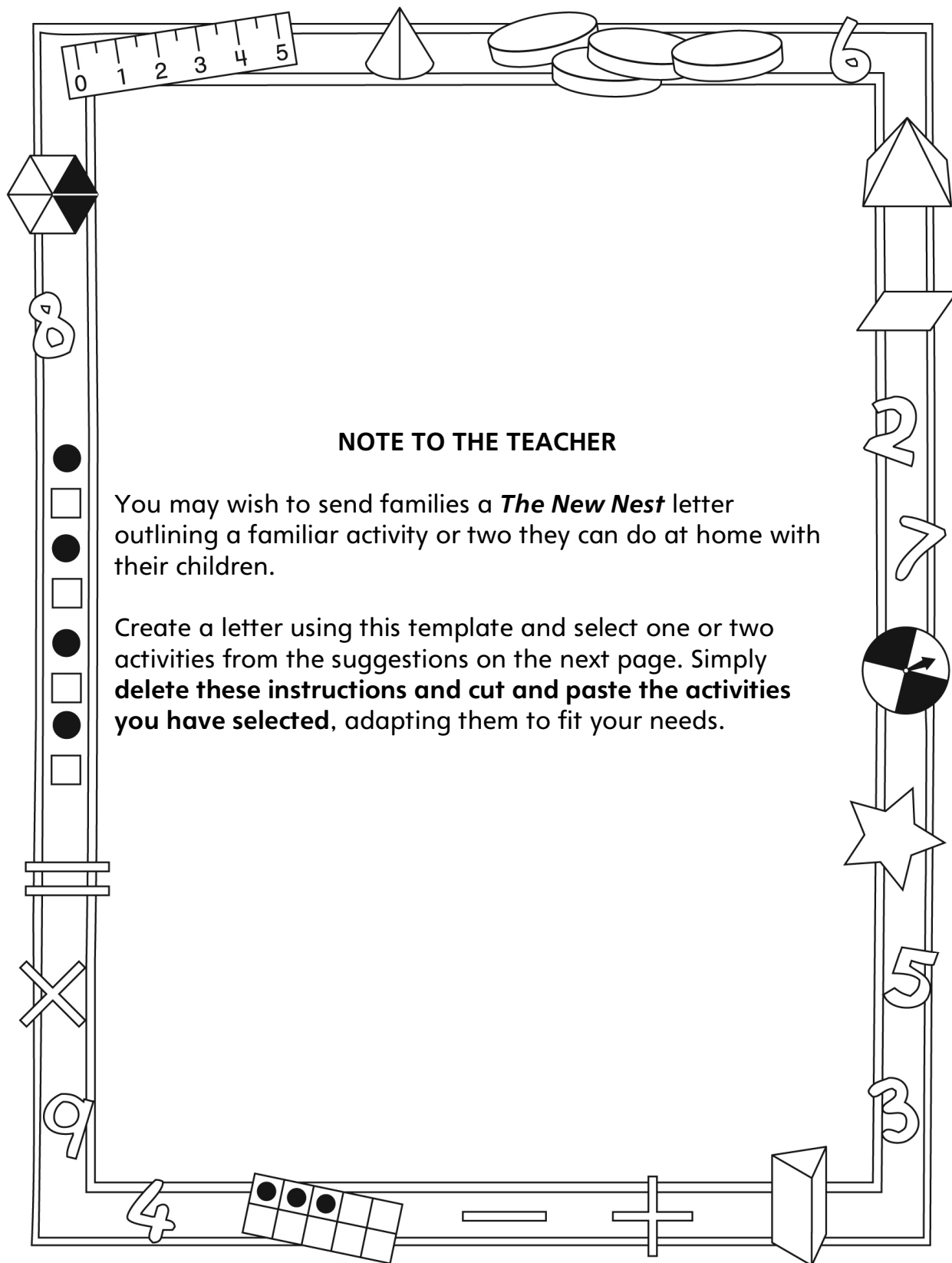
Name: _____

Locate Objects in Space	Not observed	Sometimes	Consistently
Uses positional language to describe location and movement (e.g., <i>in the tree, over the fence</i>)			
Follows simple directions			
Gives simple directions			
Uses positional language to describe relative position and/or order (e.g., <i>between the birds, second from the left</i>)			
Recognize Shapes			
Describes and names 2-D shapes			
Identifies 2-D shapes in 3-D objects			

Strengths:

Next Steps:

Connecting Home and School Line Master 2-1



NOTE TO THE TEACHER

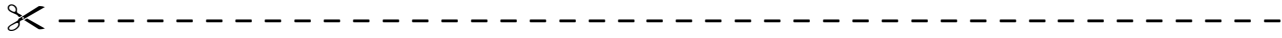
You may wish to send families a *The New Nest* letter outlining a familiar activity or two they can do at home with their children.

Create a letter using this template and select one or two activities from the suggestions on the next page. Simply **delete these instructions and cut and paste the activities you have selected**, adapting them to fit your needs.

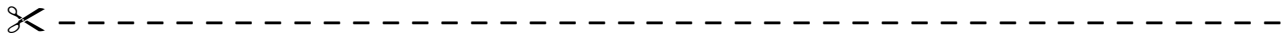
Connecting Home and School Line Master 2–2

Dear Family:

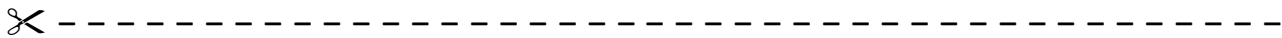
We have been working on *The New Nest*, a book about 5 birds looking for a new home after a cat moves into their nest. This book focuses on the language used to describe location and position, as well as recognizing 2-dimensional shapes and seeing objects from different perspectives. Try this activity at home with your child.



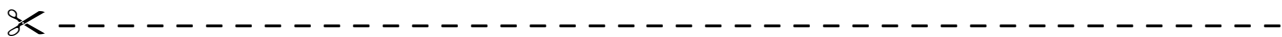
Reading the Story: As you read the story, enjoy the antics of the birds and engage your child in focusing on the boldfaced words—those that describe position and direction and are the focus of the story. Afterward, find 5 small objects (e.g., buttons, coloured paper clips) and use the mat on the inside back cover of the book to show birds on a wire. Invite your child to place the objects according to your directions. For example: **Put the blue bird (button) in the middle of the wire and the red bird (button) on the left side of the blue bird (button). Put another bird above the wire.** Invite your child to direct you to place objects on the wire.



Make It Like Mine: Sit beside your child at a table and set up a barrier between you so that you are not able to see each other’s work. Create a simple arrangement of about 5 small items on the table. Give directions so that your child can create the same arrangement. For example: **Put a nickel on the table in front of you. Now place another nickel on the table above that nickel. Place a dime on the right side of the top nickel. Place another dime on the table below the dime. And now put a nickel to the right of the last dime.** Lift the barrier so your child can check and make any needed adjustments. Give your child a chance to make and describe an arrangement for you to re-create.



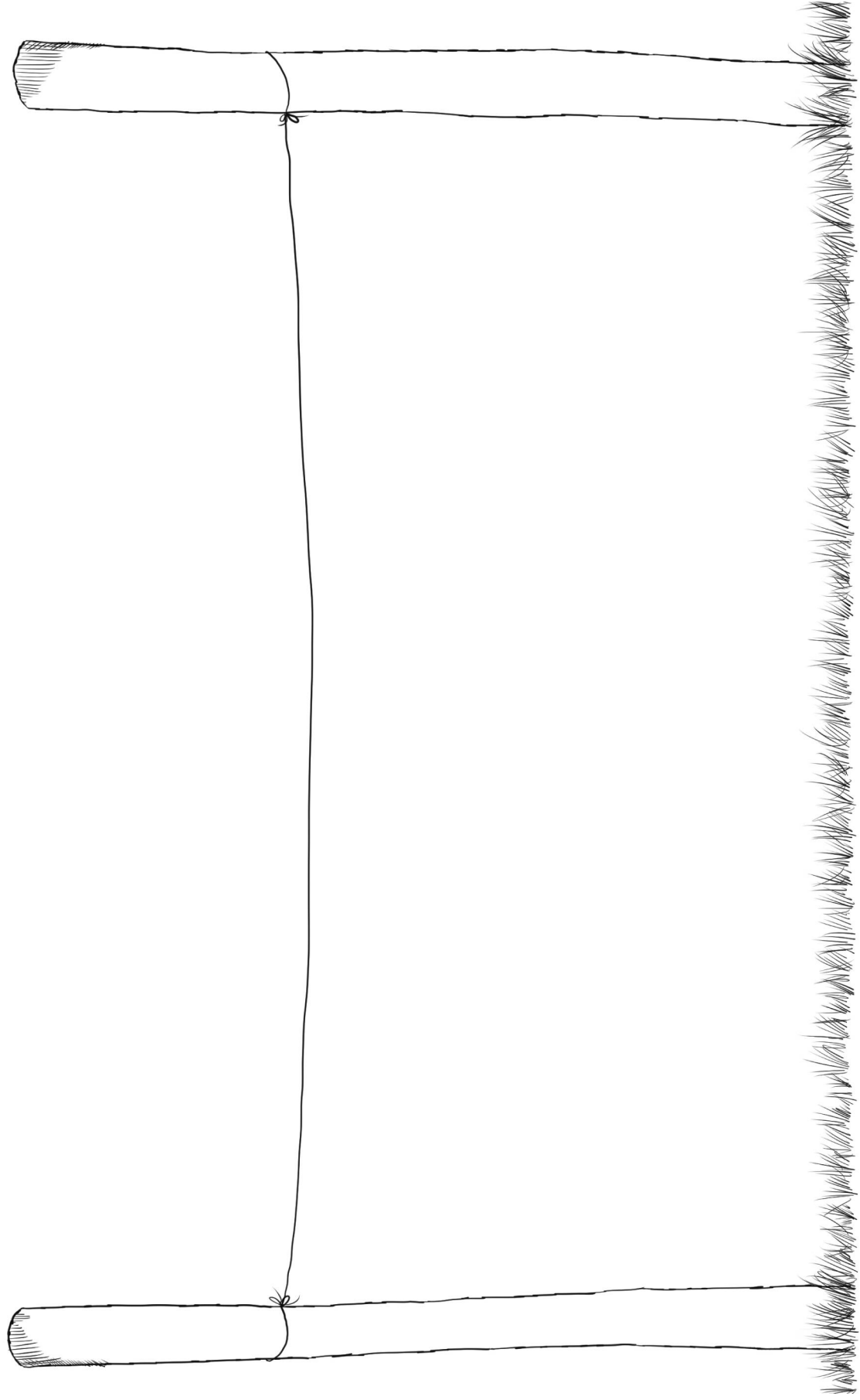
Let’s Walk! Take a walk around your home or outdoors. Give and follow directions such as the following: **Let’s take 4 steps forward. Stop! Now let’s turn to the right and take 3 steps in that direction. Stop! Now let’s walk 5 steps backward and turn to our left. Where should we walk next?**



Sincerely,

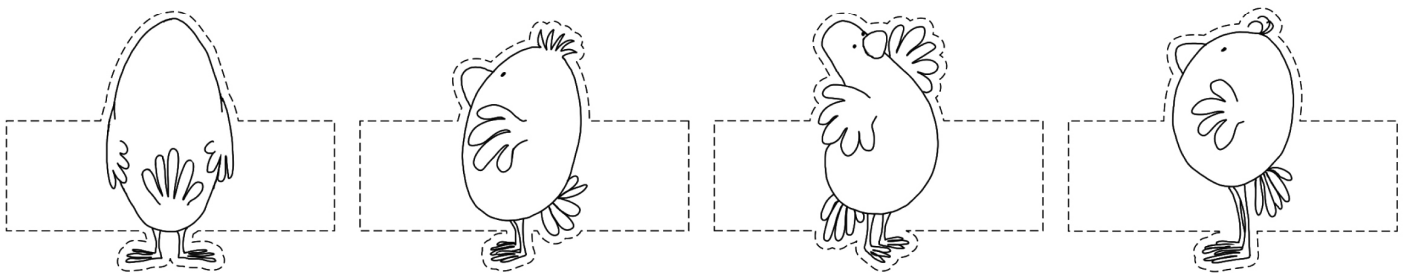
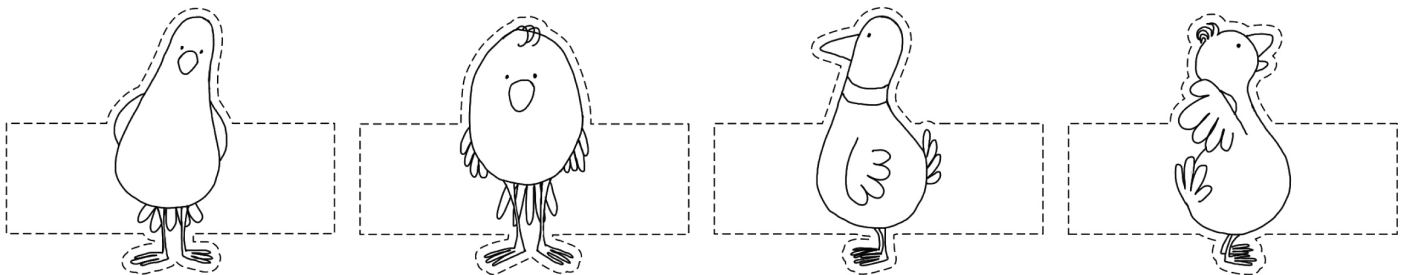
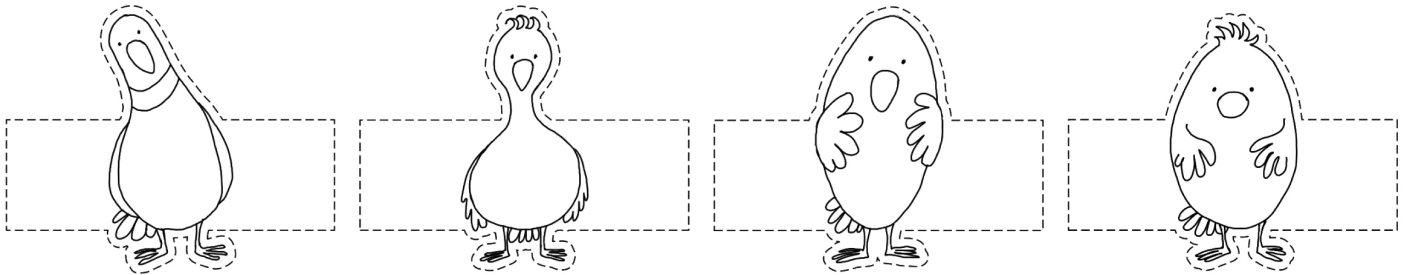
The New Nest Math Mat

Line Master 3



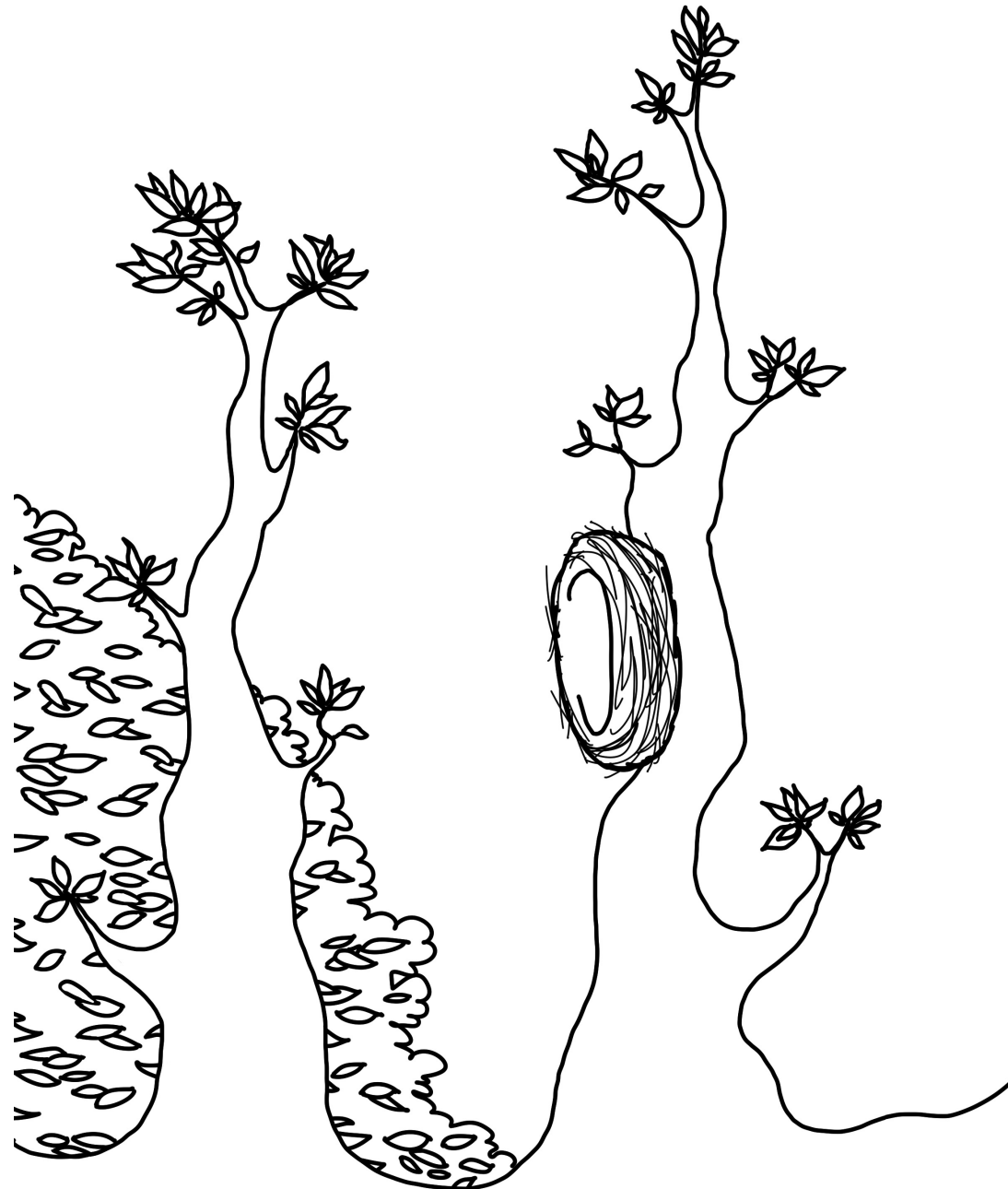
Bird Finger Puppets

Line Master 4



Story Mat

Line Master 5



Labels

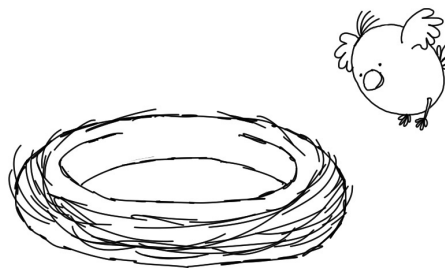
Line Master 6-1

The bird is...

inside



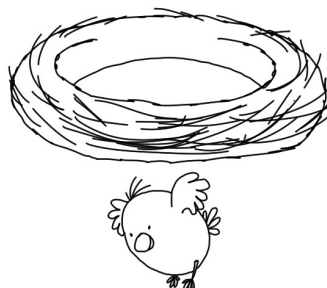
outside



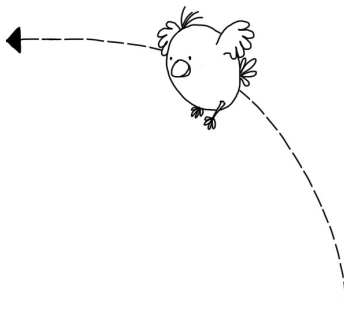
above



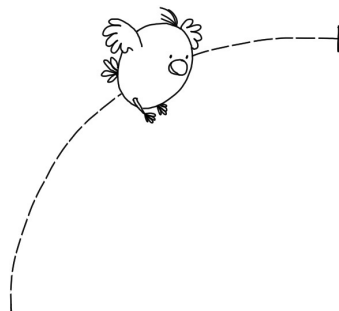
below



left



right

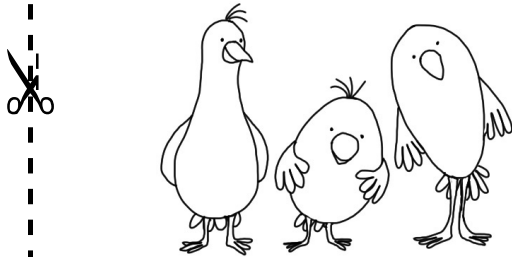


Labels

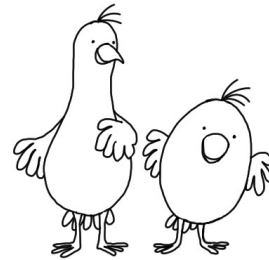
Line Master 6-2

The bird is...

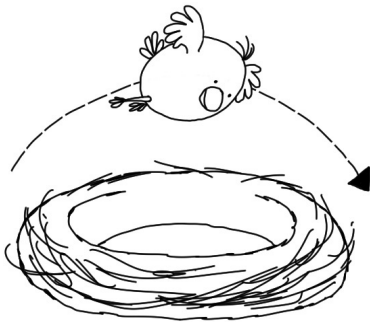
between



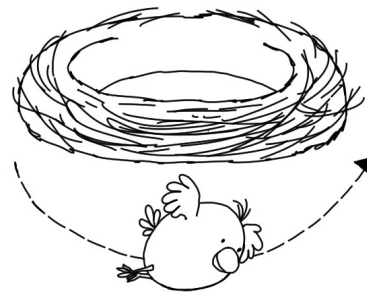
beside



over



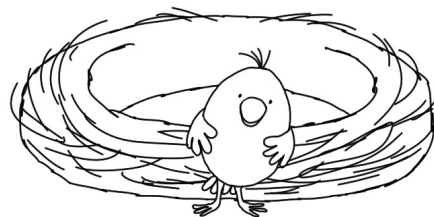
under



behind

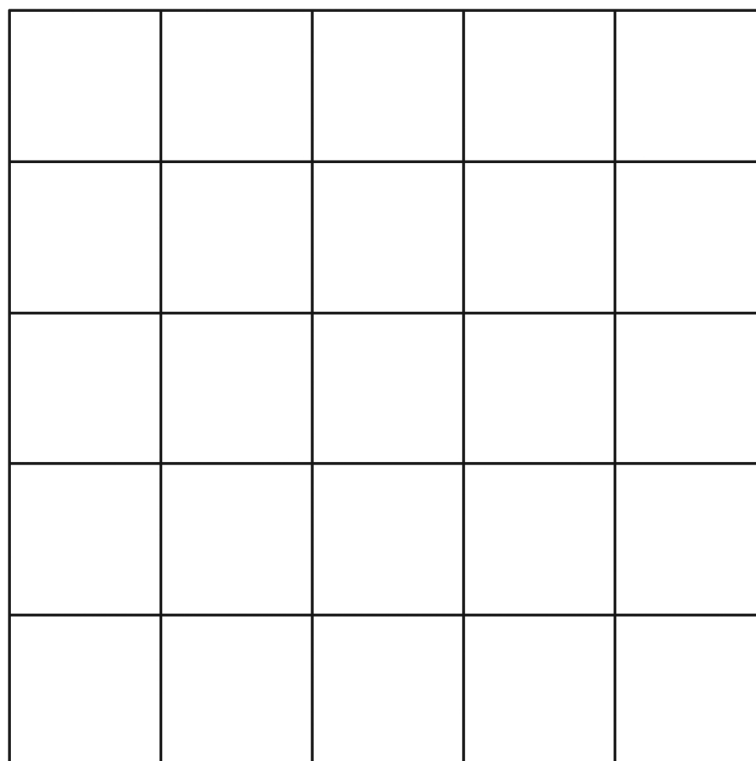
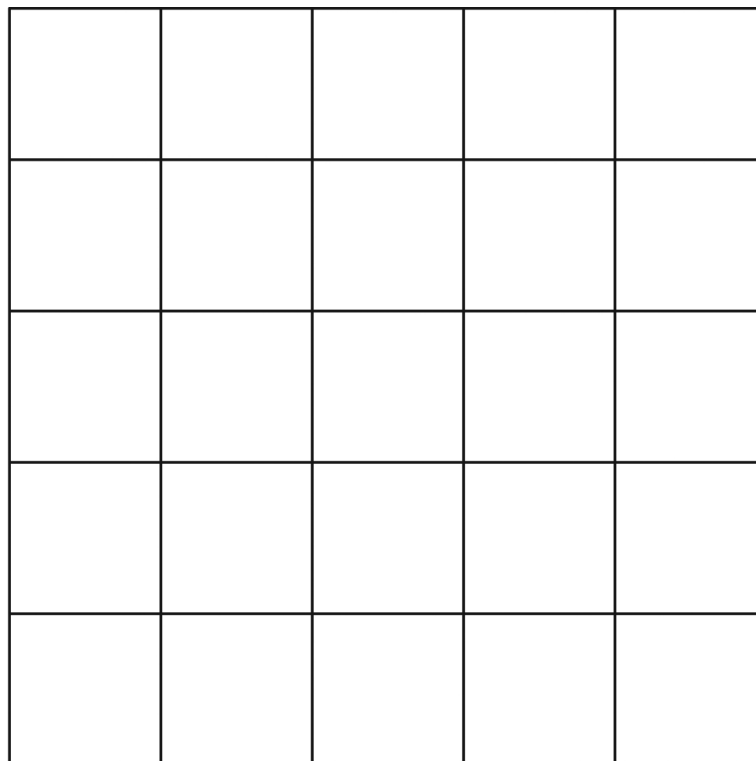


in front of



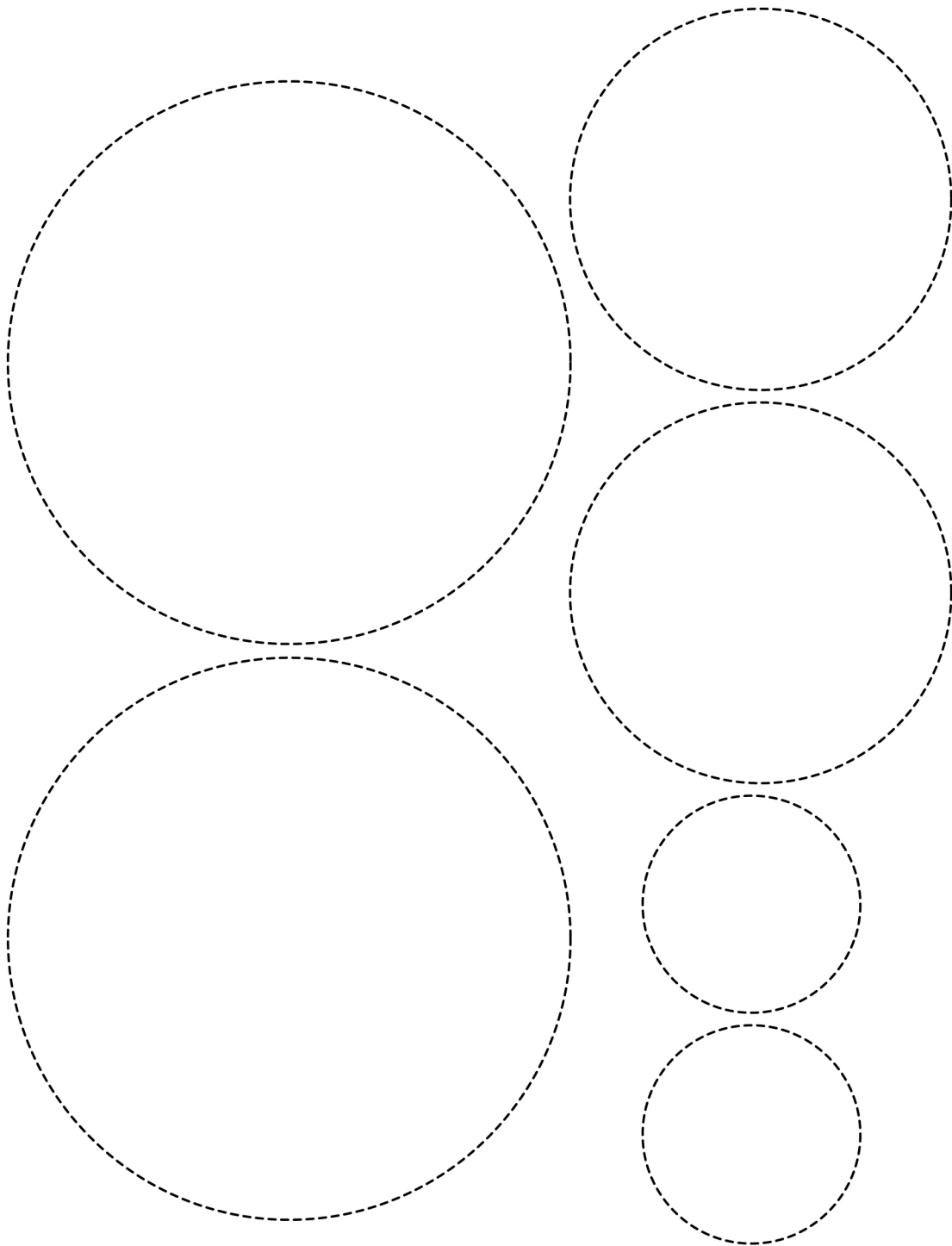
Small Grids

Line Master 7



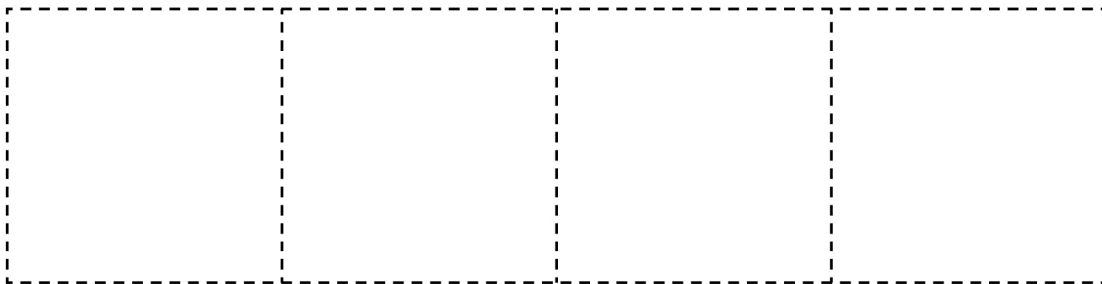
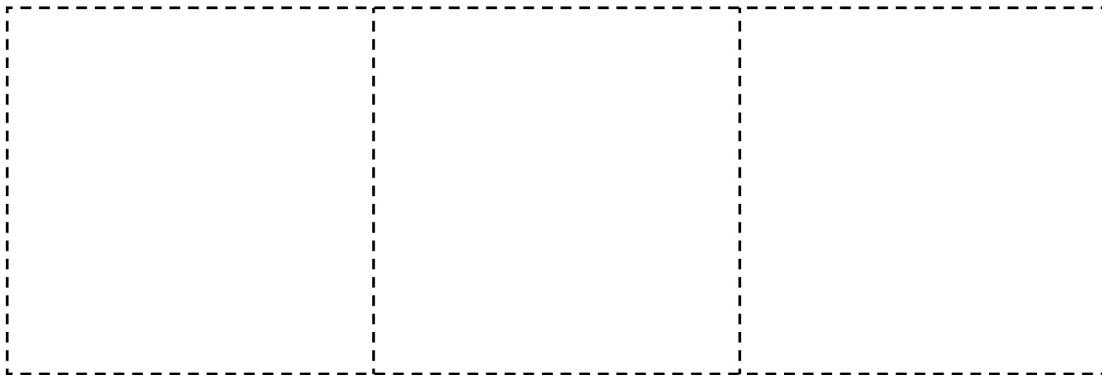
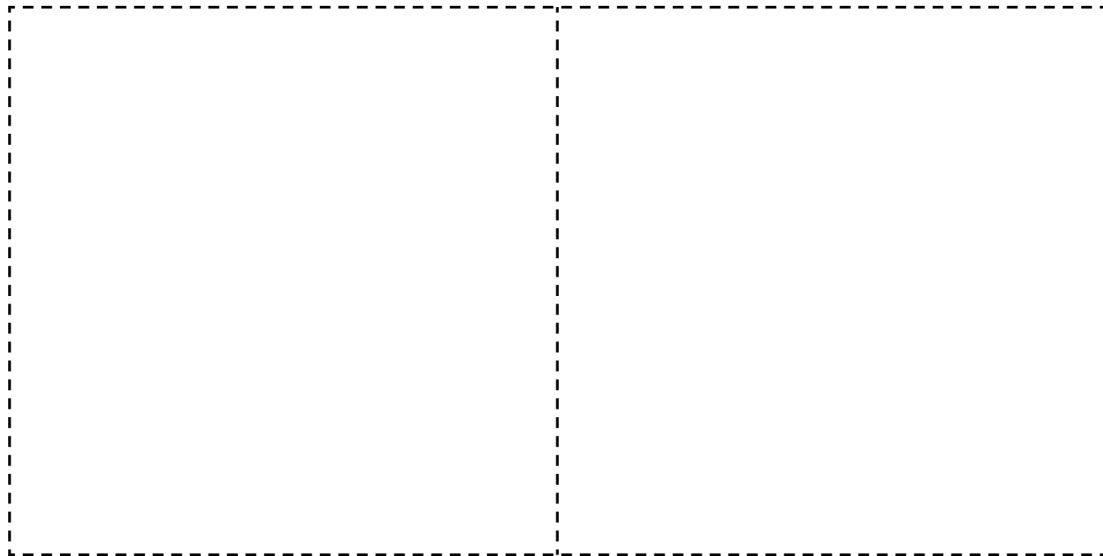
Shape Cutouts

Line Master 8-1



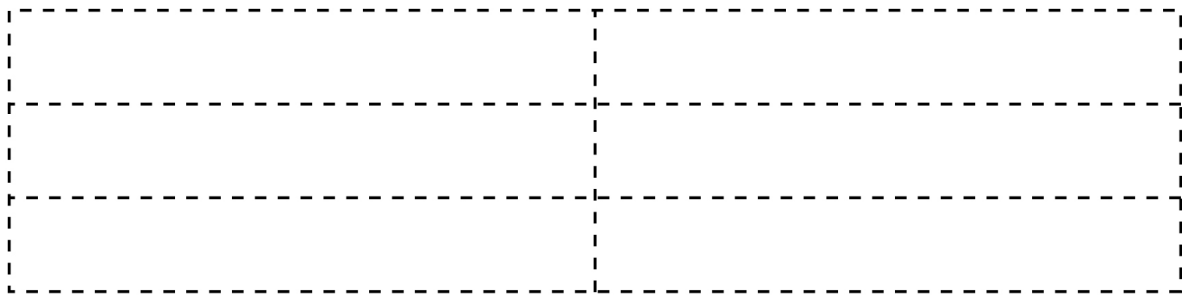
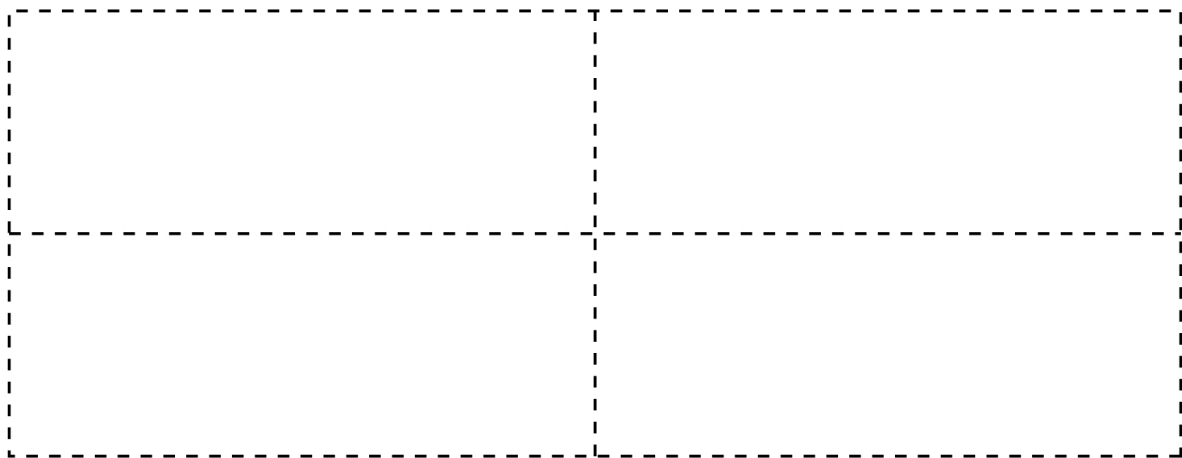
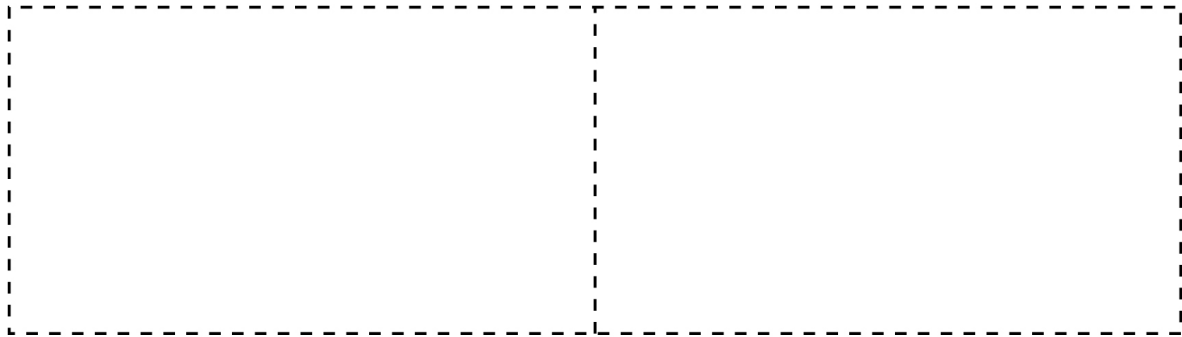
Shape Cutouts

Line Master 8-2



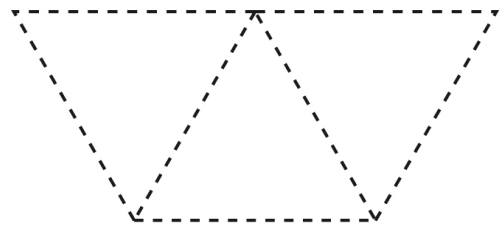
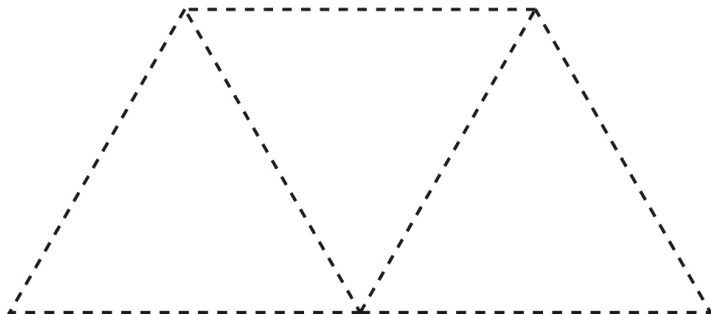
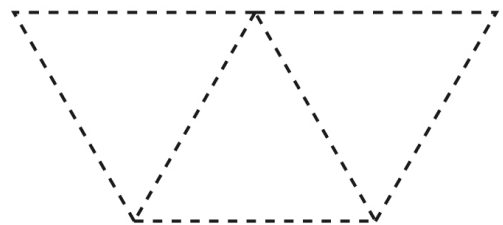
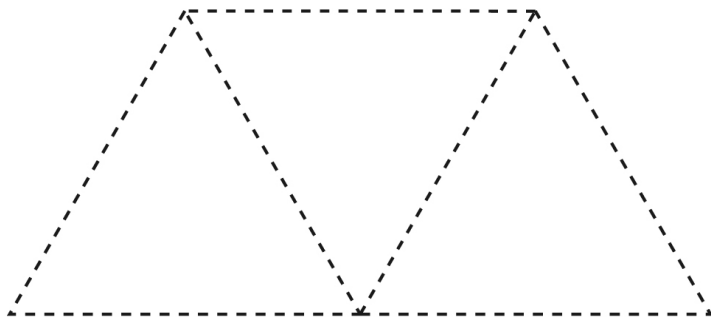
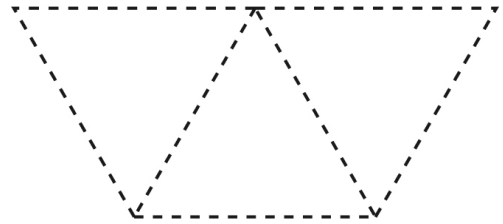
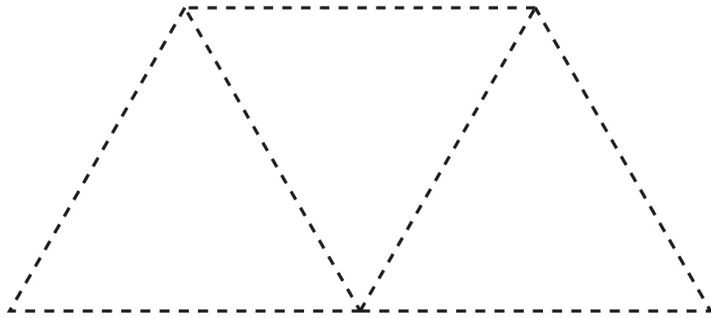
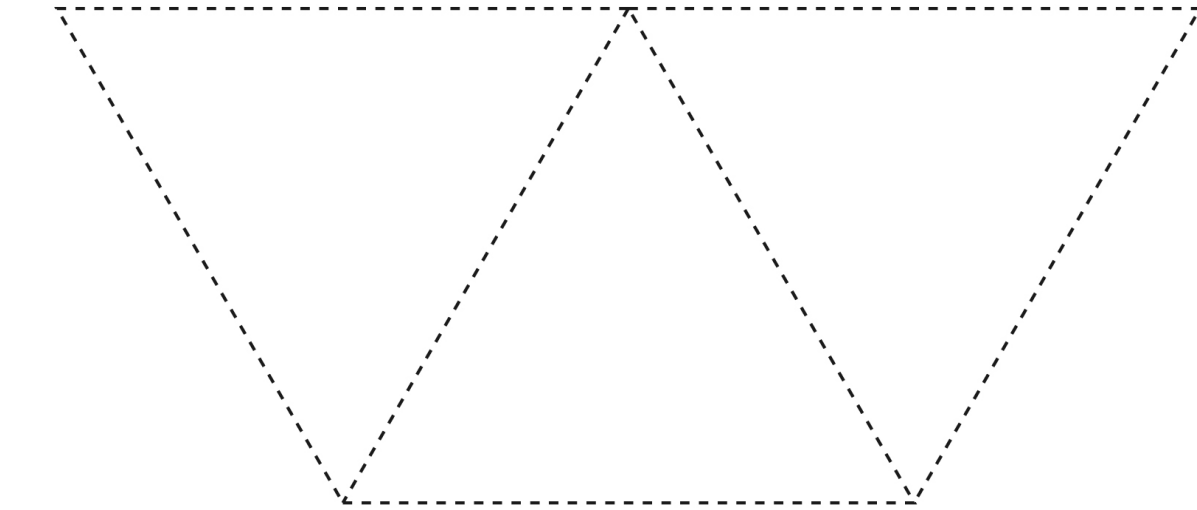
Shape Cutouts

Line Master 8-3



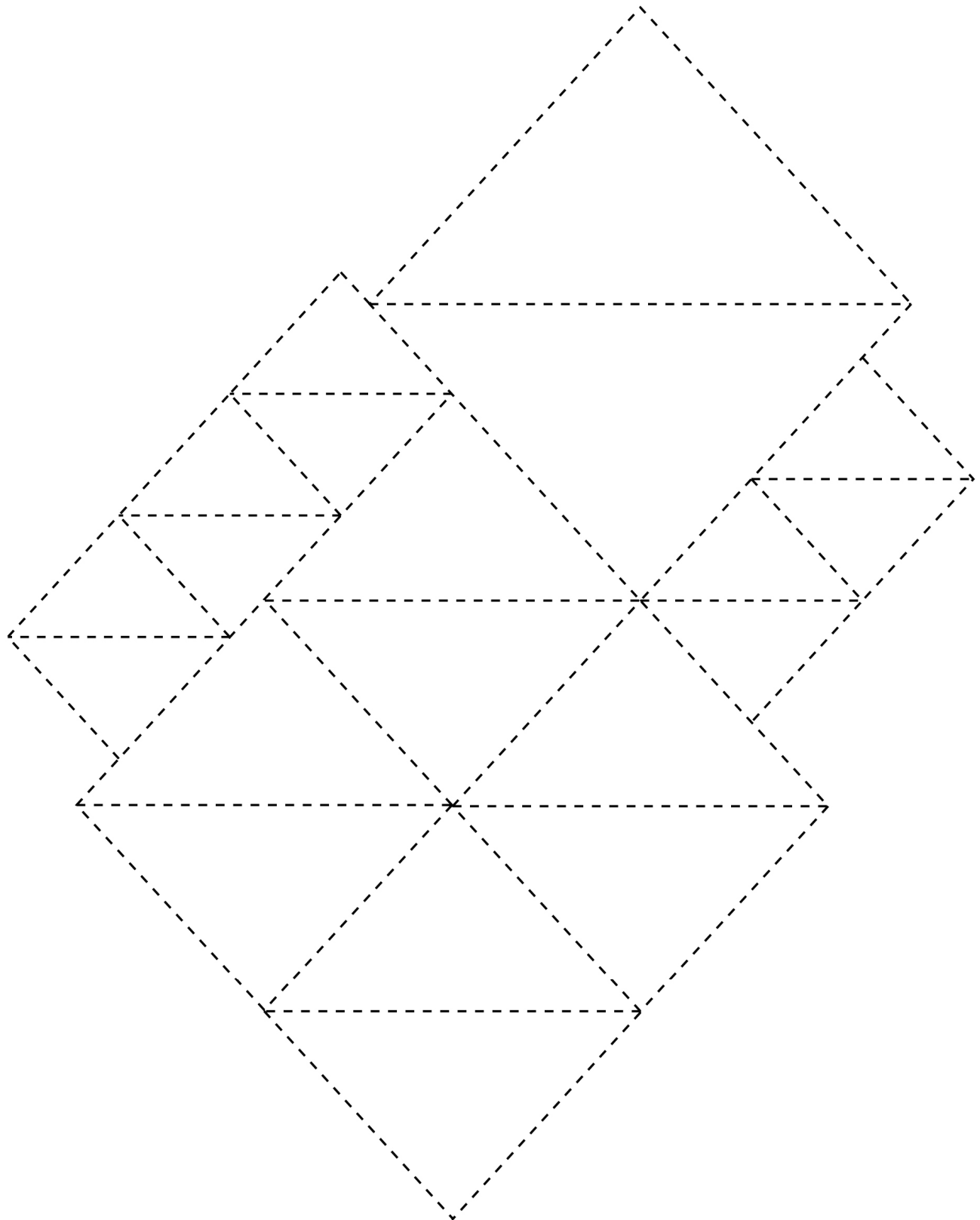
Shape Cutouts

Line Master 8-4



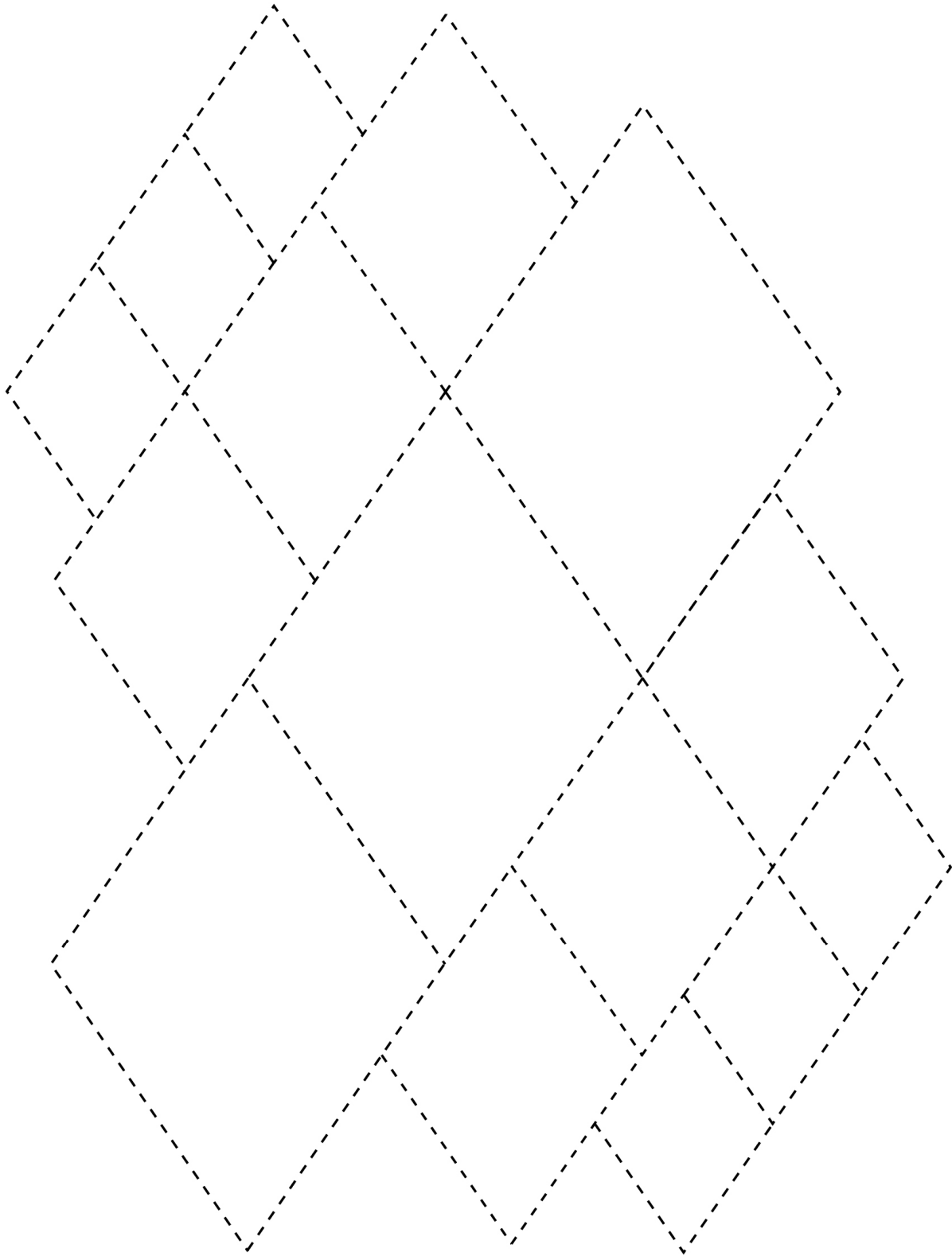
Shape Cutouts

Line Master 8-5



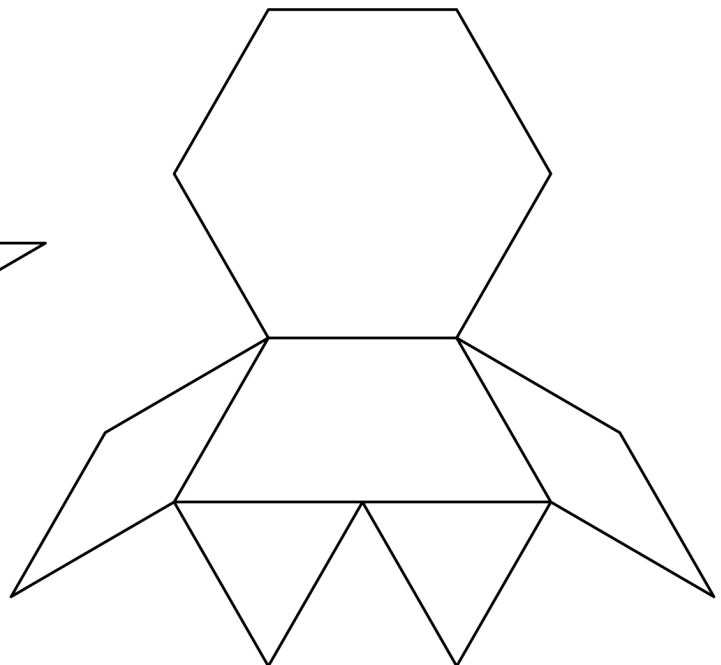
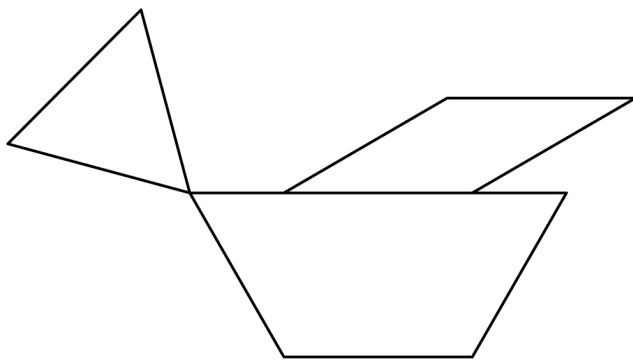
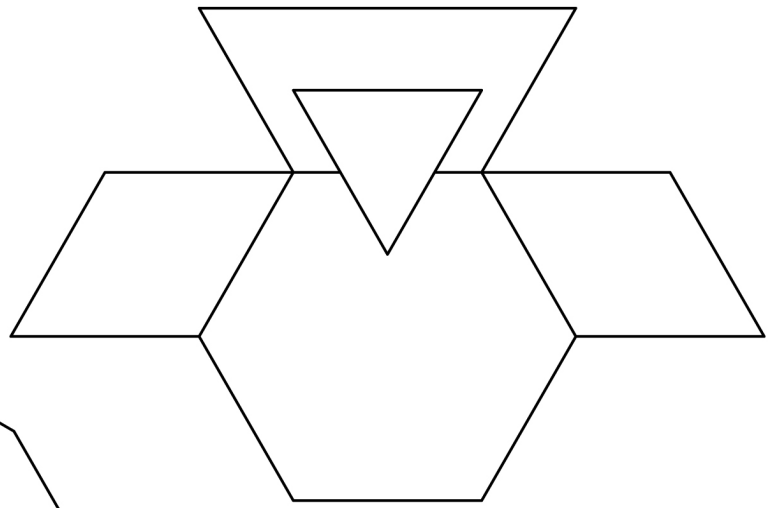
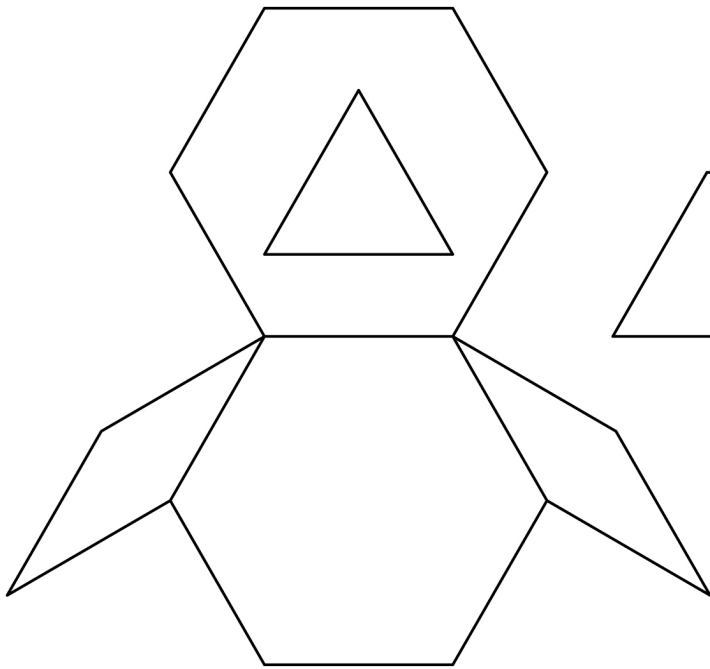
Shape Cutouts

Line Master 8-6



Pattern Block Birds

Line Master 9



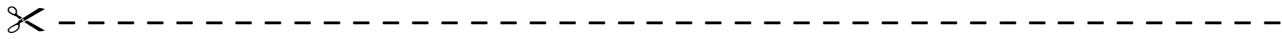
Mini-Book Template

Line Master 10

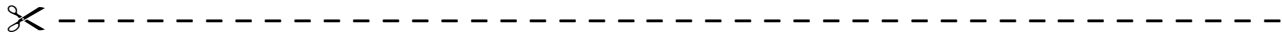
<p>A New Nest</p> <p>by _____</p>	<p>The birds fly</p> <p>_____.</p>
<p>The birds fly</p> <p>_____.</p>	<p>The birds fly</p> <p>_____.</p>

Where Will You Draw It? Line Master 11-1

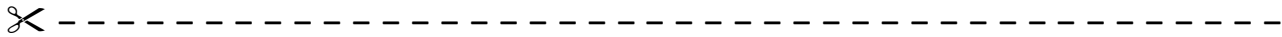
Use these questions with *The New Nest* Math Mat (LM 3).



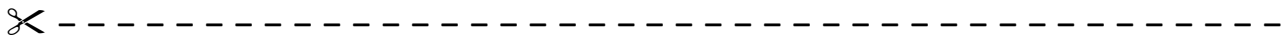
Draw 3 birds **on** the wire.



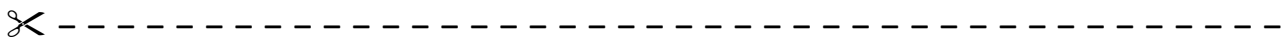
Draw 2 birds **above** the wire.



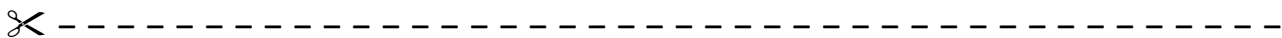
Draw 2 birds **below** the wire.



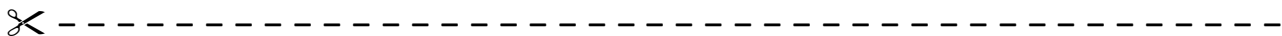
Draw 1 bird **above** and 2 birds **below** the wire.



Draw 2 birds **on** and 2 birds **below** the wire.



Where will you draw 2 birds?



Where Will You Draw It? Line Master 11-2

Use these questions with Story Mat (LM 5).

✂ -----

Draw a bird **below** the nest.

✂ -----

Draw a bird **above** the tree.

✂ -----

Draw a bird **inside** the nest.

✂ -----

Draw a bird **outside** the nest.

✂ -----

Draw a bird **beside** the tree.

✂ -----

Draw a bird **between** the nest and a branch.

✂ -----

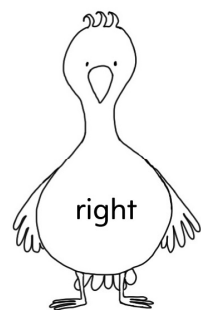
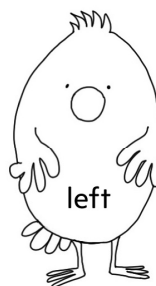
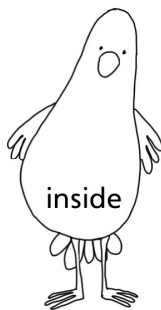
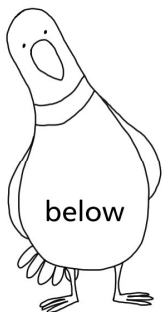
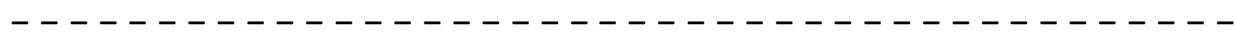
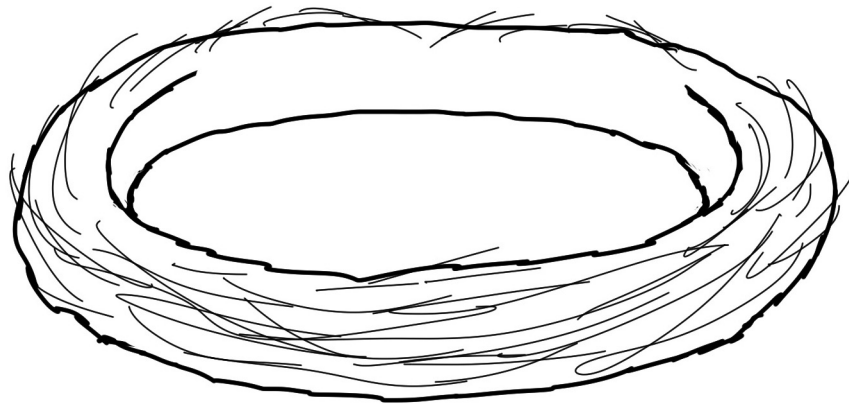
Where will you draw your bird?

✂ -----

Where Are the Birds?

Line Master 12

Here is the nest. Where are the birds?



Hedge and Hog

Line Master 1 (Assessment Master)

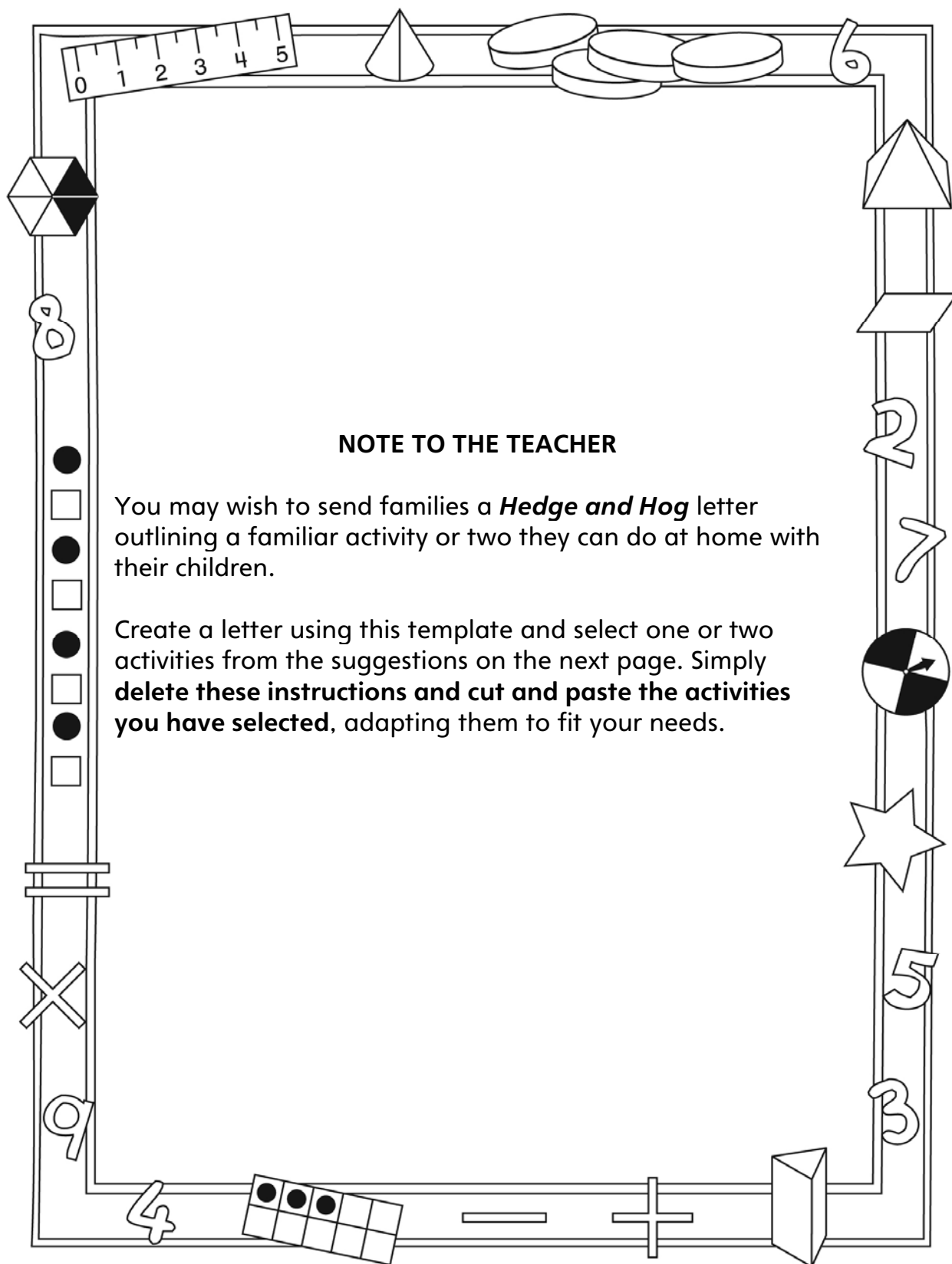
Name: _____

Collect and Interpret Data	Not observed	Sometimes	Consistently
Poses a question to initiate data collection			
Displays collected data on a graph			
Interprets concrete graphs			
Makes predictions based on displayed data			
Sort a Collection			
Identifies similarities and differences			
Sorts and re-sort a collection			
Identifies a sorting rule			

Strengths:

Next Steps:

Connecting Home and School Line Master 2-1



NOTE TO THE TEACHER

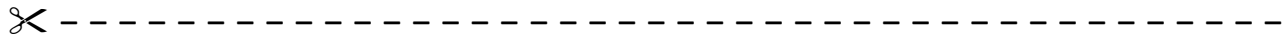
You may wish to send families a *Hedge and Hog* letter outlining a familiar activity or two they can do at home with their children.

Create a letter using this template and select one or two activities from the suggestions on the next page. Simply **delete these instructions and cut and paste the activities you have selected**, adapting them to fit your needs.

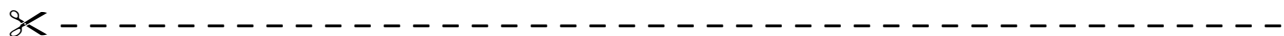
Connecting Home and School Line Master 2–2

Dear Family:

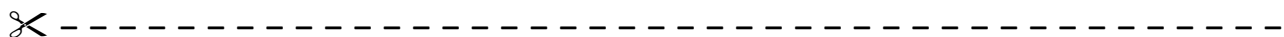
We have been working on *Hedge and Hog*, which engages children in conversations, investigations, and activities that help to develop their understanding of the big math idea that “Collecting and displaying data can help us predict and interpret situations.” Particular focus is placed on collecting and interpreting data and sorting collections. Try this activity at home with your child.



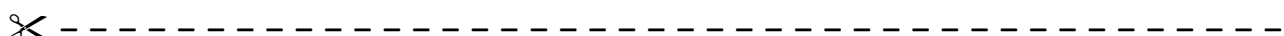
Reading the Story: As you read the story, enjoy talking about what Hedge and Hog are finding out about the different materials. After, you might gather some small objects. Invite your child to predict which will sink and which will float and sort them into 2 groups on the Math Mat (see the inside back cover of the book). Provide a container of water so that your child can test his/her predictions and then re-sort the items on the Math Mat. Ask your child to describe the group using the words *more* and *fewer* (e.g., there are more sinkers than floaters, fewer things float).



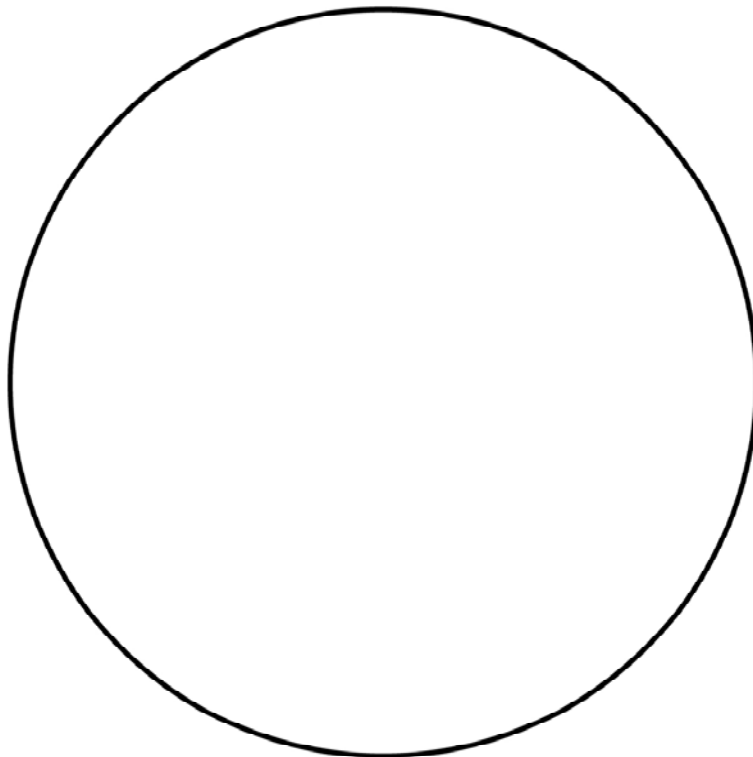
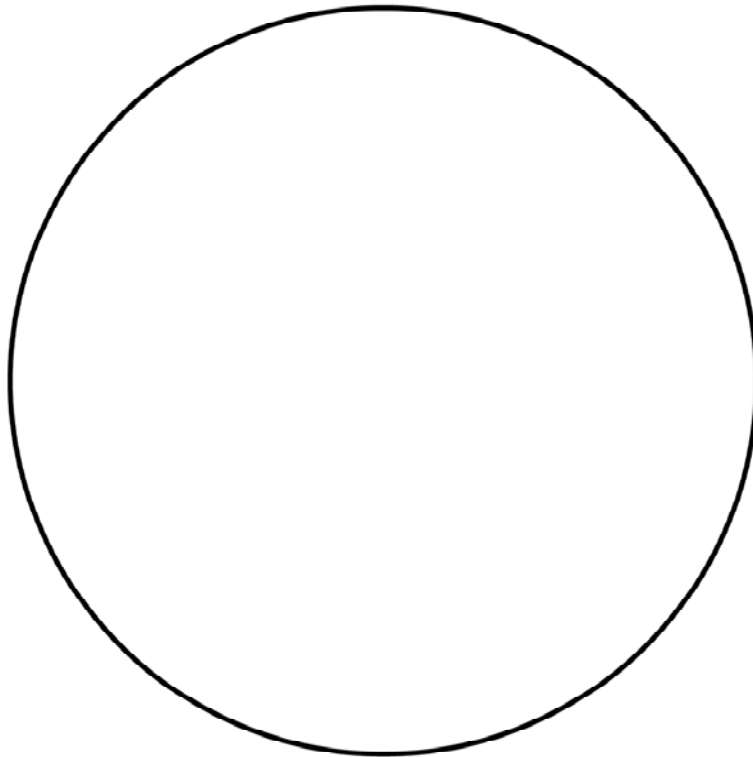
Heads and Tails: You need about 10 coins and a container. Place 1 coin in the container, and then shake the container and spill the coin onto a surface. Ask: **Is heads or tails facing up?** Have your child place the coin—as it landed—into one section on the Math Mat (inside back cover of the book). Repeat for all the other coins. Each time your child places a coin on the Math Mat, she/he is creating 2 groups: a “heads” group and a “tails” group. Once all coins have been sorted, ask: **Do you think there are more coins that landed heads side up or more that landed tails side up?** Count to check your child’s prediction. You might also work with your child to place the 2 groups in 2 straight lines to compare them.



Let’s Compare: Draw attention to sorted sets around your home, such as cutlery, colours of socks, or lids and pots. For example, open the cutlery drawer and ask your child if he/she thinks there are more spoons or more forks. Remove the spoons and forks and align them to form columns. Ask your child to compare the numbers using language such as: **There are more forks than spoons. There are 3 more spoons than forks. There are 3 fewer forks than spoons.**




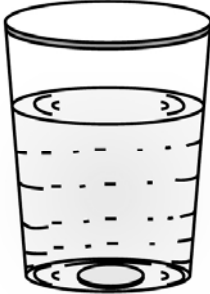
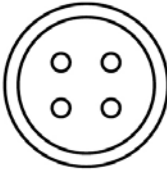



Sincerely,



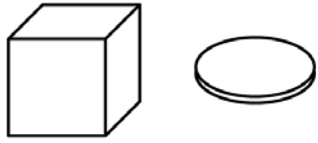

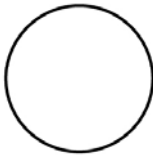

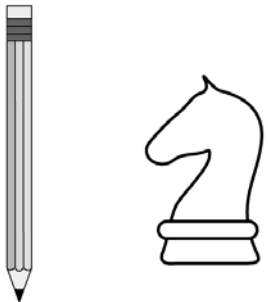
Labels

Line Master 4-1

 Yes	 No
 Float	 Sink
 4 Holes	 2 Holes

Labels

Line Master 4-2

 <p>Plastic</p>	 <p>Metal</p>
 <p>Round</p>	 <p>Square</p>
 <p>Wood</p>	

Graphing Mat

Line Master 5-1

Name: _____

Graphing Mat

Line Master 5-2



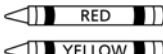
Name: _____

Red and Yellow

Line Master 6

Name: _____




You will need:




- a 2-sided counter 
- a cup 
- crayons in the same colours as the counter 




How to play:

1. Take turns.
2. Put the counter in the cup.
3. Spill the counter. What colour lands face up?
4. Colour the graph to match how the counter lands.
5. Which colour wins?




Yellow								
Red								

 A	 B	 C
D	E	F
G	H	I

 J	 K	 L
M	N	O
P	Q	R

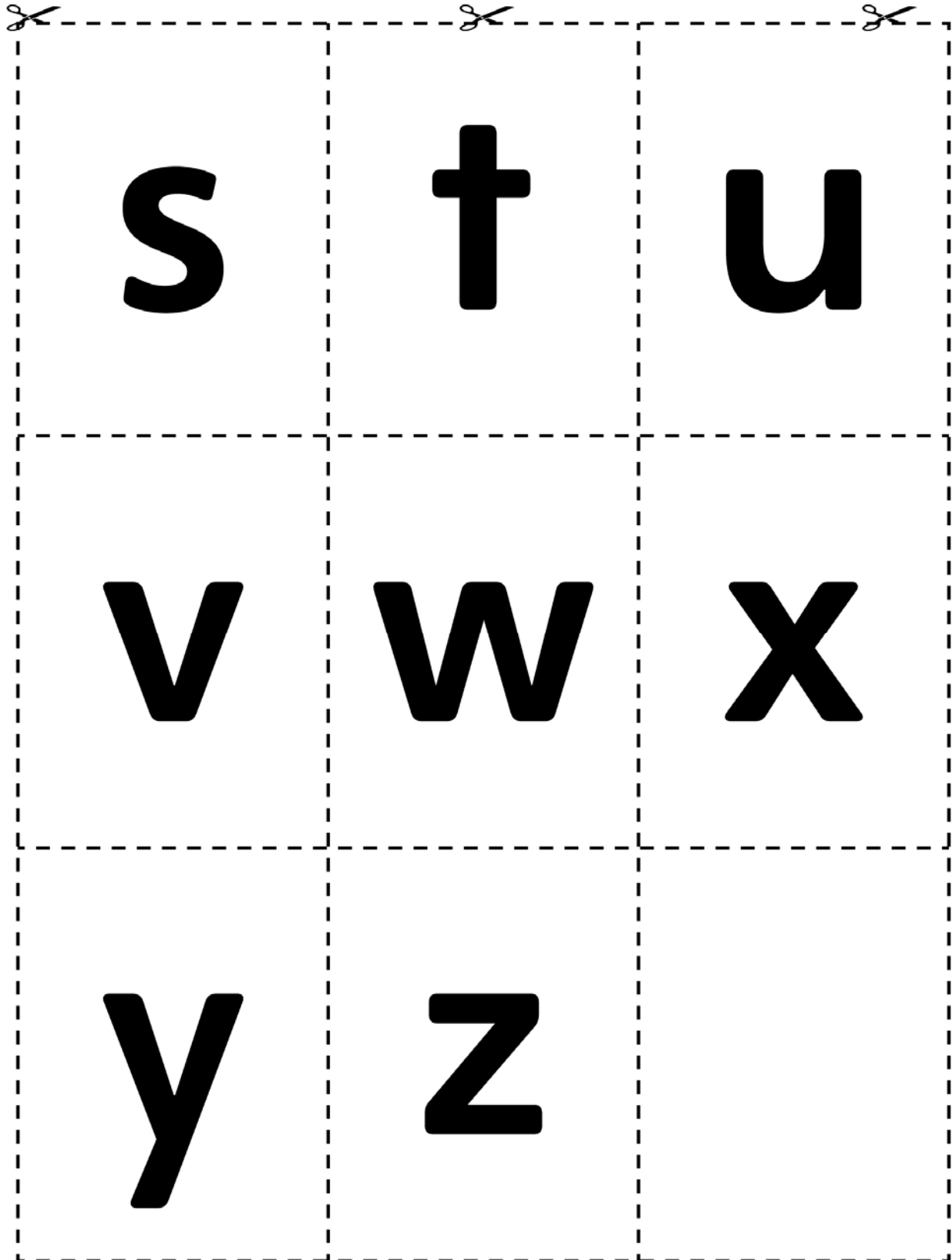
 S	 T	 U
V	W	X
Y	Z	

a	b	c
d	e	f
g	h	i

 j	 k	 l
m	n	o
p	q	r

Alphabet Cards

Line Master 7-6

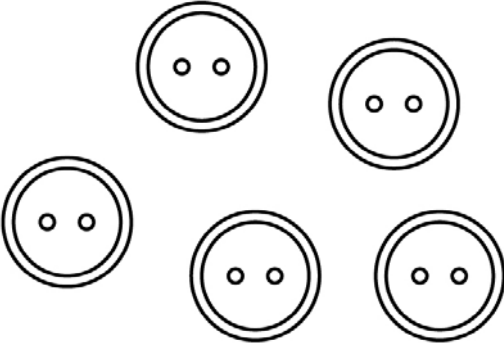
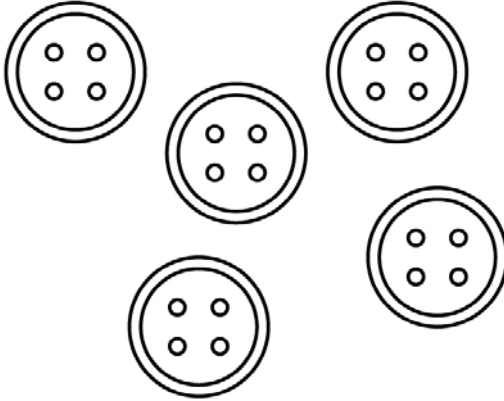
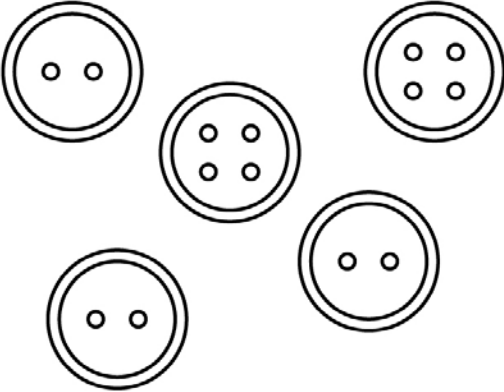
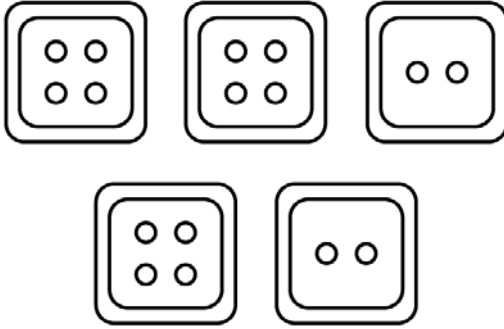


Make a Group

Line Master 8-1

Name: _____

Draw 1 more button that belongs in each group.

Make a Group

Line Master 8-2

Name: _____

Draw an X on the button that does not belong.

