



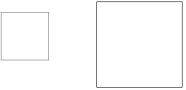







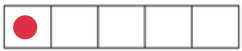










EARLY NUMERACY CALENDAR

August



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|--|---|---|---|--|---|
|  <p>OPEN A BOOK by Anonymous</p> <p>Open a book And you will find People and places of every kind. Open a book And you can be Anything you want to be!</p> | <p>NUMBER OF THE MONTH</p> <p>1</p> <p>There is only ONE just like you! That makes you pretty special! What else can you think of that is unique?</p> | <p>TRICKY MATH</p> <p>In the farmyard, I see four legs. What animals could be there?</p> <p>(Ex: two geese = 4 legs, or one donkey = 4 legs, or...)</p> | <p>MATH STORY</p> <p>Blaize has 1 pencil. Veronique gives her 1 more. How many pencils does Blaize have now? Act out your solution!</p>  | <p>CREATIVE MATH</p> <p>Design a birthday cake. How many candles will you draw? What shape will your cake be?</p>  | <p>COUNT @ HOME</p> <p>How many forks are in the drawer? Count carefully! Would it help to organize them? Draw a picture of what you counted.</p>  |
| <p>SHAPE OF THE MONTH SQUARE</p>  <p>A square has <u>four straight sides</u> that are all the <u>same length</u>. Count the sides of these squares!</p> | <p>CONSTRUCTION ZONE</p> <p>Use pretzel sticks or other straight (delicious) tools. How many squares can you make? How can you change your tool to make larger or smaller squares?</p> | <p>FAMILY SURVEY</p>  <p>Collect some data by asking people this question: <u>Do you prefer red or green apples?</u> What were your results, and could you draw to share your data?</p> | <p>QUICK DOTS</p>  <p>QUICK! How many dots do you see? After that quick look, revisit: How can you be sure you're right?</p> | <p>BEARS IN A CAVE</p> <p>Count 3 pennies (bears). Hide 2 under a cup (in a cave). Say: <u>I see one bear.</u> <u>How many are in the cave?</u> Lift the cup and count to check!</p>  | <p>MATH IN LITERATURE PETER RABBIT</p>  <p>What happened <u>first?</u> <u>Last?</u> If you were Peter, <u>how many</u> carrots would you eat? Would the farmer catch you? Why?</p> <p>SAME & DIFFERENT</p>  <p>Take a look at these items. What do they have in common? What's different?</p> |
| <p>START WITH/ GET TO</p> <p><u>Start with zero</u>, and count until you <u>get to 5</u>. Then count back to zero. Use your fingers (or toes!) to keep track!</p>  | <p>ORGANIZE & COMPARE</p>  <p>Gather the members of your family. Organize them in order of tallest to smallest.</p> | <p>FIVE FRAME</p>  <p>Count the red dots in the five-frame. What's one more? One less? How many to make five?</p> | <p>ESTIMATE!</p> <p>How many Cheerios would fit in the cap of a water (or soda) bottle? Once you think you know, try it out! How close did you get?</p> | <p>SHAPE HUNT</p> <p>This month's shape is the square. How many squares can you find inside and outside? How do you KNOW it's a square?</p> | <p>COUNT IN NATURE</p> <p>Take the counting outside! Find:</p> <ul style="list-style-type: none"> 1 leaf 1 stick 1 rock  <p>SIMON SAYS...</p> <ul style="list-style-type: none"> Sit <u>beside</u> me. Stand <u>behind</u> a chair. Clap <u>above</u> your head.  |
| <p>WOULD YOU RATHER...</p> <p>... have <u>one piece</u> of chalk or <u>one box</u> of chalk? Why? Discuss!</p>  | <p>THINK DISTANCE</p> <p>What's closer: the distance from where you are <u>to a closet</u>, or the distance from where you are <u>to a library</u>?</p> | <p>MATH @ THE STORE</p> <p>Find <u>one</u> of your favorite foods at the store. Is it kept on cold, room temperature, or hot shelves? Now find <u>one</u> new food you'd like to try!</p>  | <p>PATTERN TIME</p> <p>Use crayons, chalk, or markers to create this color pattern:</p>  | <p>MATH HANDS</p> <p>On your fingers, show ONE. Then show ONE another way. Count to prove that either way, it's still ONE.</p>  | <p>MATHY CHAT</p> <p>Why <u>isn't</u> this shape a square?</p>  <p>ITSY BITSY SPIDER</p> <p>The itsy bitsy spider went <u>up</u> the water spout. <u>Down</u> came the rain and washed the spider out! <u>Out</u> came the sun and dried up all the rain, And the itsy bitsy spider went <u>up</u> the spout again! <u>How many</u> legs does a spider have?</p>  |