

Finley's Fun-tastic Kindergarten Math Adventure! (9 Weeks)

Welcome, Finley, to your amazing math adventure! Each week, we'll explore new math ideas through fun games and creative activities. Let's get started!

Week 1: Super Shape Detectives!

Focus:

Identifying and describing 2D shapes (circles, squares, triangles, rectangles).

Creative Application Activities:

- **Shape Hunt:** Go on a detective mission around the house and yard to find examples of circles, squares, triangles, and rectangles. Collect them or draw them in a "Detective Notebook." Discuss their attributes (sides, corners, round).
- **Shape Art Masterpiece:** Use pre-cut shapes or draw and cut out your own shapes from colored paper. Create a picture (e.g., a house, a robot, an animal) using only these shapes. Talk about the shapes used and why.
- **Snack Time Shapes:** Cut sandwiches, cheese, or fruit into different shapes. Name the shapes before you eat them!
- **Building with Shapes:** Use shape blocks, LEGOs, or even recycled boxes/containers to build towers, towns, or anything Finley imagines. Identify the shapes used in the construction and describe how they fit together.

Observing Learning:

Can Finley find and name the basic 2D shapes? Does Finley use shape vocabulary (sides, corners, round) when describing them or using them in creations?

Week 2: Number Friends to 10

Focus:

Counting, representing, and comparing numbers 0-10.

Creative Application Activities:

- **Counting Collections:** Gather collections of Finley's favorite small toys (cars, animal figures, blocks). Count how many are in each collection (up to 10). Practice one-to-one correspondence. Which collection has more? Less? The same?
- **Number Line Hop:** Create a large number line on the floor with masking tape or chalk (0-10). Call out a number and have Finley hop to it. Call out actions like "hop 2 numbers forward from 3."
- **"Number Friends" Puppets:** Make simple stick puppets for numbers 0-10. Finley can create personalities for each number and use them to tell number stories (e.g., "Number 3 wants to play with 2 more friends. How many friends now?").
- **Outdoor Number Hunt:** Look for numbers in the environment (house numbers, signs). Count natural items like pebbles, leaves, or flowers (up to 10).

Observing Learning:

Can Finley accurately count objects up to 10? Can Finley compare two small groups of objects to determine which has more or less? Can Finley recognize numerals 0-10?

Week 3: Pattern Party!

Focus:

Recognizing, describing, and extending simple patterns (e.g., ABAB, AABB, ABC).

Creative Application Activities:

- **Body Patterns:** Create patterns with body movements (e.g., clap, stomp, clap, stomp). Have Finley copy the pattern, then extend it. Finley can also create their own body patterns for you to copy!
- **Bead/Block Patterns:** Use colored beads, LEGOs, or blocks to create visual patterns. Start a pattern (e.g., red, blue, red, blue...) and have Finley continue it. Then, Finley can create patterns for you.
- **Snack Patterns:** Arrange fruit snacks, crackers, or cereal pieces in a pattern on a plate before eating.
- **Sound Patterns:** Use simple instruments (or pots and spoons!) to make sound patterns (e.g., loud, soft, loud, soft). Finley can copy and extend them.

Observing Learning:

Can Finley identify a simple repeating pattern? Can Finley copy and extend a simple pattern? Can Finley create their own simple pattern?

Week 4: Measurement Explorers

Focus:

Comparing objects by length, height, and weight using non-standard units and descriptive language (longer/shorter, taller/shorter, heavier/lighter).

Creative Application Activities:

- **Book Tower Challenge:** Who can build a taller tower of books? Compare the heights. Use words like "taller" and "shorter."
- **Object Line-Up:** Gather various household objects (pencils, spoons, toys). Line them up from shortest to longest.
- **"Heavier or Lighter?" Game:** Hold two different objects (e.g., a feather and a small rock) and guess which is heavier or lighter. Use a simple balance scale (even homemade with a hanger and cups) to check.
- **Measuring with Hands/Feet:** Measure the length of a rug or a room using Finley's feet or hands as non-standard units. How many "Finley feet" long is the couch?

Observing Learning:

Can Finley use terms like longer/shorter, taller/shorter, heavier/lighter correctly when comparing two

objects? Can Finley order a few objects by length or height?

Week 5: Adding Adventures (up to 5, then up to 10)

Focus:

Understanding addition as "putting together" and "adding to" with sums up to 5, progressing to 10 as comfortable.

Creative Application Activities:

- **Toy Story Addition:** Use small toys (e.g., 2 cars drive up, then 1 more car joins them. How many cars altogether?). Act out addition stories.
- **"Addition Bowling":** Set up 5 (or up to 10) plastic cups or bottles. Roll a ball. How many did Finley knock down? How many are still standing? Write the addition sentence (e.g., $3 + 2 = 5$).
- **Finger Counting Fun:** Use fingers to solve simple addition problems. "If you have 3 fingers up on one hand and 2 on the other, how many altogether?"
- **Drawing Addition:** Draw pictures to represent addition problems. For example, draw 2 apples, then draw 3 more apples. How many apples in total?

Observing Learning:

Can Finley combine two small groups of objects and find the total (up to 5, then 10)? Can Finley explain what addition means in simple terms (putting together)?

Week 6: Subtracting Superstars (from 5, then from 10)

Focus:

Understanding subtraction as "taking apart" and "taking from" numbers within 5, progressing to 10.

Creative Application Activities:

- **Snack Time Subtraction:** Start with 5 crackers. Eat 2. How many are left? Model subtraction in a real-world context.
- **"Subtraction Smash" with Playdough:** Make 5 small playdough balls. "Smash" 2 of them. How many are left un-smashed?
- **Toy Take-Away:** Start with a group of toys (e.g., 5 blocks). Finley closes their eyes while you "take away" some. Finley opens their eyes and figures out how many were taken.
- **Subtraction Story Problems:** Create simple story problems. "Finley had 4 balloons, but 1 floated away. How many balloons does Finley have left?" Use objects or draw pictures to solve.

Observing Learning:

Can Finley remove a smaller number of objects from a larger group (within 5, then 10) and determine how many are left? Can Finley explain what subtraction means (taking away)?

Week 7: Sorting Superheroes!

Focus:

Sorting objects by one or more attributes (color, size, shape, type).

Creative Application Activities:

- **Toy Sort:** Gather a collection of various toys. Ask Finley to sort them into groups. After sorting, ask, "How did you decide to put these together?" (e.g., by color, by type of animal, by things with wheels). Try sorting the same collection in a NEW way.
- **Button Bonanza:** Use a collection of buttons to sort by color, then by size, then by number of holes.
- **Nature Sort:** Go on a nature walk and collect leaves, rocks, and twigs. Sort them back home by type, size, or color.
- **Laundry Helper:** Help sort clean laundry into piles (e.g., shirts, pants, socks; or by person). This is a practical application!

Observing Learning:

Can Finley sort a group of objects based on a given attribute? Can Finley explain the rule they used for sorting? Can Finley sort the same set of objects in more than one way?

Week 8: Telling Time Fun (Hour)

Focus:

Introduction to telling time to the hour on an analog clock and relating it to daily routines.

Creative Application Activities:

- **Make a Paper Plate Clock:** Create a simple clock using a paper plate, construction paper hands, and a brad. Practice moving the hands. Focus on the hour hand first.
- **"What Time Is It, Mr. Wolf?":** Play this classic game, focusing on times to the hour (e.g., "It's 3 o'clock!").
- **Daily Schedule Clock:** Draw or find pictures of daily activities (wake up, breakfast, playtime, lunch, dinner, bedtime). Match these activities to approximate times on the toy clock or paper plate clock. (e.g., "We eat breakfast around 8 o'clock.")
- **Hour Hand Focus:** Cover the minute hand on a real or toy analog clock. Ask Finley what number the hour hand is pointing to (or closest to) at various times of the day when it's on the hour.

Observing Learning:

Can Finley identify the hour hand on an analog clock? Can Finley state the time to the hour when the minute hand is on the 12? Can Finley associate common daily events with specific hours?

Week 9: Money Munchkins (Pennies, Nickels, Dimes)

Focus:

Identifying pennies, nickels, and dimes and understanding their basic values through play and sorting.

Creative Application Activities:

- **Coin Sort & Rubbings:** Gather a collection of pennies, nickels, and dimes. Sort them into groups. Make coin rubbings with paper and crayons to see the details. Discuss what each coin is called.
- **Pretend Store:** Set up a small pretend store with some of Finley's toys or simple items, each with a price tag (e.g., 1 cent, 5 cents, 10 cents). Use play money (or real coins if supervised) to "buy" items. Initially, focus on paying with the exact coin (e.g., this costs 1 penny, this costs 1 nickel).
- **Coin Value Introduction:** Introduce that a penny is 1 cent, a nickel is 5 cents (like 5 pennies), and a dime is 10 cents (like 10 pennies or 2 nickels). Use pennies to show the equivalent value of a nickel and a dime.
- **"How Much?" Jar:** Have three small jars labeled "Penny," "Nickel," "Dime." Put a few of each into their respective jars. Occasionally, ask Finley to pick a coin and name it.

Observing Learning:

Can Finley identify a penny, nickel, and dime by sight? Can Finley state the name of each coin? Can Finley begin to associate a simple value with each coin (penny=1, nickel=5, dime=10) in a play context?

Great job, Finley! You've explored so much math this past 9 weeks. Keep looking for math all around you!