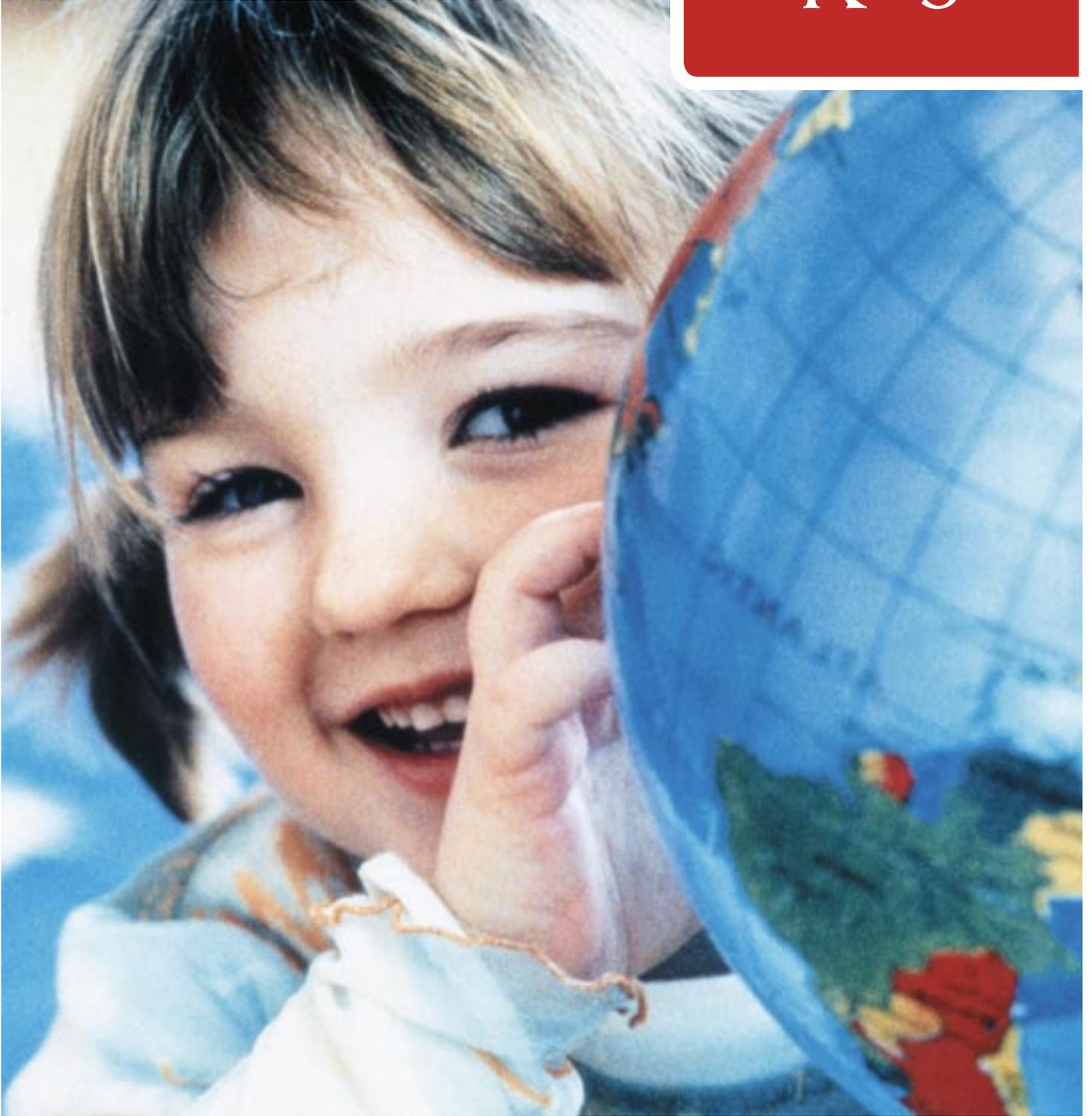


Helping Your Child Learn

K-3



One of the most important things you do for your children is to help them learn. This resource was developed with input from parents, teachers and other educators.

It was designed to provide an overview of what your child can expect to learn at every grade level, setting out goals for your child's progress and achievement. It also provides tips on how parents and families can help children learn. Families can make a big difference by taking an active role in their children's education. As your child goes through the formative years of kindergarten to Grade 3, we hope this resource will help you help your child to achieve success.

HELPING YOUR CHILD LEARN: K - GRADE 3

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1 | An Overview of K–Grade 3: What to Expect

Welcome to Kindergarten

Kindergarten children explore, probe, think and use their five senses. Activities and experiences in kindergarten, as in most primary grades, often include many subject areas at one time. Play is the fundamental and universal activity of children. Through many play and reading experiences in their kindergarten year, children explore, test and show their understanding in meaningful ways. Kindergarten students learn and develop in five key areas: intellectual, social, physical, emotional and artistic.

Intellectual development

Thinking and learning

A variety of experiences enable children to:

- > gain information and experience through play;
- > identify and solve problems;
- > feel good about themselves and their accomplishments;
- > use and understand language to convey their feelings and ideas;
- > acquire a love of learning and a desire to come to school.

Language, reading and writing

You may see children:

- > experimenting, exploring, creating, constructing, talking about and drawing their experiences;
- > talking about and making connections to the experiences of others;
- > participating in community outings and making connections by talking, drawing and writing;
- > playing with words through singing and rhyming;
- > retelling stories, listening to stories, reading pictures (such as their own and those found in books), identifying print in their environment (e.g., labels and signs), mimicking reading (from memory) and feeling successful when playing with words and reading and writing familiar letters and words, such as their own name, “Dad” or “Mom”;
- > listening to and following directions;
- > making connections between letters and sounds;
- > playing and working with sounds in words using songs, poems and stories;
- > recognizing similarities and differences in stories and experiences.

Math

You may see children:

- > learning math ideas through direct experience by playing with everyday materials and objects, such as sand, water or blocks;
- > sorting, categorizing and comparing a variety of hands-on materials, such as buttons or beads;
- > recognizing, creating and comparing patterns in their everyday world, such as shapes, sizes and colours;
- > identifying numerals to 10 and beginning to understand the meaning and value of numbers;
- > solving simple problems and describing their thinking to others (may include counting, addition and subtraction or graphing weather);
- > recognizing important occasions involving numbers, such as the 100th day of school;
- > using math vocabulary, such as “more than,” “less than” or “equal to”;
- > using numbers in a variety of ways with growing confidence;
- > answering questions such as: “Can you show me?” or “Can you do it another way?”

Understanding the world around them

You may see children:

- > making and recording observations about the natural and physical world around them;
- > becoming aware of the local community, learning to sing O Canada;
- > using classroom and school libraries, computers and other technologies to find information.

Social responsibility development

You may see children:

- > learning about different cultures and heritages through celebrations, like Chinese New Year, Rosh Hashanah, Christmas and Diwali;
- > treating others fairly and respectfully;
- > following class rules and taking responsibility for cleaning up after themselves and keeping the classroom tidy;
- > playing alone or with partners;
- > working co-operatively with children and adults;
- > identifying simple ways their world could be improved.

Physical development and well-being

You may see children:

- > running, jumping, climbing, skipping, dancing and playing with a variety of equipment;
- > cutting and pasting, colouring, lacing and using materials like Lego and puzzles;
- > enjoying daily physical activity, like dancing, singing, games and drama;
- > learning about good nutrition through snacks and class cooking projects;
- > learning about the importance of safety in the home, school and community.

Emotional and social development

You may see children:

- > working, sharing and playing in groups and alone;
- > accepting responsibility;
- > caring for others;
- > feeling good about what they can do;
- > feeling comfortable trying new things;
- > talking about what they have learned and what they want to learn, and setting goals for learning through class discussions.

Artistic development

You may see children:

- > painting, drawing, modelling with play dough or clay and creating two-dimensional and three-dimensional works of art;
- > singing, dancing and playing rhythm instruments;
- > performing and telling stories through puppets, role-play or drama games;
- > attending performances and practising thoughtful and respectful audience behaviour.

Welcome to Grade 1

Grade 1 children are eager, curious, generally self-confident and keen to learn to read and write. Grade 1 is a year of tremendous growth in skills, with the child's accomplishments clearly evident as the year unfolds. Among other skills, children learn to focus for longer periods of time as they read, write and work with numbers. They demonstrate more interest in developing relationships, making friends and having fun working and playing with others. Grade 1 students learn and develop in five key areas: intellectual, social, physical, emotional and artistic.

Intellectual development

Thinking and learning

A variety of experiences enable children to:

- > sort information, comparing one thing to another (what's the same and what's different);
- > think about and explain what they have learned;
- > apply new knowledge to learning tasks, such as using more than one way to figure out an unknown word when reading.

Language, reading and writing

Speaking and listening activities enable children to:

- > listen to stories for longer periods of time over the Grade 1 year;
- > take turns talking in a group;
- > stay on topic in a discussion;
- > tell the main events of a story with some detail but not necessarily in order.

DID YOU KNOW?

THAT PLAYING IS AN IMPORTANT PART OF LEARNING? WHEN CHILDREN PLAY, THEY SOLVE PROBLEMS, INTERACT SOCIALLY AND TRY OUT DIFFERENT THINKING STRATEGIES.

DID YOU KNOW?

THAT ACADEMIC ACHIEVEMENT DROPS SHARPLY FOR CHILDREN WHO WATCH MORE THAN 10 HOURS OF TELEVISION A WEEK, OR AVERAGE MORE THAN TWO HOURS A DAY?

Writing activities enable children to:

- > create their own stories, poems and journals that others can now begin to read;
- > use “invented spelling” (display phonics knowledge) to spell independently when necessary (for example, popkrn for popcorn or grdin for garden);
- > practise forming letters and numbers correctly;
- > spell some words correctly, such as and, the, can or to;
- > show progression and development over the year.

Reading activities enable children to:

- > progress through stages of reading from:
 - simple books on their own, to
 - more advanced books with help, to
 - more advanced books on their own;
- > recognize common words, such as the, and or can;
- > try to figure out words they don’t know using pictures, letter sounds, story meaning (i.e., the context) and other clues;
- > talk about the books and authors they like.

Math

A variety of experiences enable children to:

- > learn math ideas by playing with everyday materials and objects, such as sand, water, blocks and buttons;
- > recognize numbers and count to 100 by ones, twos, fives and 10s;
- > use objects to learn to add and subtract numbers to 18;
- > estimate, measure and compare in different ways (for example, measuring in strides, pencils, footsteps or blocks);
- > learn to recognize patterns and sequences in their everyday world, such as shapes, sizes and colours (for example, large and small vehicles or patterns on clothing);
- > practise making patterns by using numbers, colours and shapes;
- > collect information and learn to display and understand what it shows, such as “How many children are wearing shoes with laces?”;
- > learn about how probable it is that things will happen, using words such as never, sometimes and always.

DID YOU KNOW?

THAT OPEN SCHOOL BOUNDARIES GIVE STUDENTS AND PARENTS THE FREEDOM TO CHOOSE ANY SCHOOL IN THE PROVINCE, PROVIDED SPACE IS AVAILABLE?

DID YOU KNOW?

THAT ALMOST 32,000 STUDENTS ARE TAKING FRENCH IMMERSION IN B.C.?

Understanding the world around them

A variety of experiences enable children to:

- > make and record observations about the natural and physical world around them, such as seasons, plants or animals;
- > learn about the similarities and differences in families;
- > use technology for many different purposes (may include drawing, writing, playing games, reading, mathematics and communicating with others).

Social responsibility development

A variety of experiences enable children to:

- > understand that children have roles, rights and responsibilities in the school and in the family;
- > understand that rules help us to be fair;
- > show fairness in working and playing with others;
- > learn the importance of caring for the environment by sharing class responsibilities.

Physical development and well-being

A variety of experiences enable children to:

- > learn safe behaviours in the home, school and community;
- > learn that good nutrition and exercise are important;
- > develop co-ordination and fitness by playing various singing and jumping games;
- > develop motor skills through individual and group activities.

Artistic development

A variety of experiences enable children to:

- > take part in art, drama, music and dance activities, such as painting, singing, dancing, performing, class role-playing and acting out stories and songs;
- > participate in these activities both independently and in a group;
- > talk and write about paintings, music, dance and drama;
- > behave appropriately as part of an audience.

Emotional and social development

A variety of experiences enable children to:

- > begin to understand the consequences of their actions and decisions and think about their own behaviour by listening and talking with others;
- > begin to take responsibility for their own actions by talking about these actions;
- > learn to solve problems in peaceful ways such as role-playing;
- > with help, try to express feelings honestly, manage anger appropriately and listen politely;
- > work and play co-operatively with others;
- > talk about what they have learned and what they want to learn, and set goals for their learning in student-led conferences and class discussions.

Welcome to Grade 2

Grade 2 children build on the knowledge, skills and attitudes that they developed in kindergarten and Grade 1. They begin to show preferences for certain subjects, people and ways of learning. Grade 2 children show steady growth in their ability to contribute to classroom and group activities. Grade 2 students learn and develop in five key areas: intellectual, social, physical, emotional and artistic.

Intellectual development

Thinking and learning

A variety of experiences enable children to:

- > use organizers such as tables, charts and websites to categorize and compare information;
- > set goals to improve their learning and behaviour.

Language, reading and writing

Speaking and listening activities enable children to:

- > tell stories using complete sentences;
- > listen to and follow more than one direction at a time;
- > talk about how characters feel and why they act the way they do.

Reading activities enable children to:

- > read short, simple stories independently;
- > use picture clues and their own knowledge to predict what the story is about;
- > retell main story events or key ideas in order;
- > make a personal connection to a story character;
- > with practice, read out loud with fluency and expression;
- > identify an increasing number of common words by sight (e.g., like, take or science);
- > sound out word structure, such as knowing that “tion” sounds like “shun;”
- > use context clues to figure out new vocabulary words.

Writing activities enable children to:

- > write stories on simple topics using complete sentences;
- > write sentences using capital letters and periods properly most of the time;
- > correctly spell an increased number of frequently used words and words taught in class;
- > use inventive spelling for unfamiliar words (e.g., makaronee for macaroni).

Math

A variety of experiences enable children to:

- > Use math tools (such as base 10 blocks, rulers and clocks) to show they understand a broad range of mathematical ideas including number operations;
- > understand that numbers have different values when they are moved to another place, like 18 and 81;
- > add and subtract numbers to 18 with increased accuracy and competence;
- > multiply small numbers;
- > count forwards and backwards by twos, fives, 10s, 25s and 100s;
- > read and write money notation, such as \$0.89 or 89¢, and use coins and bills to solve simple money problems;
- > do simple surveys and show information on bar graphs and pictographs, with support from the teacher.



Understanding the world around them

A variety of experiences enable children to:

- > make and record observations in the physical and natural world;
- > become aware of their community and of similarities and differences with other communities;
- > become familiar with uses of information and communication technology.

Social responsibility development

A variety of experiences enable children to:

- > value and show respect for others in the school and community;
- > value and respect cultural identity and heritage;
- > become aware of their roles, rights and responsibilities in the classroom, school and community;
- > learn to work in groups;
- > follow classroom routines;
- > learn to identify a problem and plan ways to solve it, with support.

Physical development and well-being

A variety of experiences enable children to:

- > know about and use safe behaviours in the home, school and community;
- > learn the importance of proper nutrition and physical activity for well-being;
- > develop strength, co-ordination and skill through individual and group activities.

Emotional and social development

A variety of experiences enable children to:

- > appreciate their own and other students' skills and successes;
- > set goals for improving their own learning and describe appropriate ways to act on various feelings;
- > co-operate and work willingly with others.

Artistic development

A variety of experiences enable children to:

- > participate in individual and group activities in art, drama, music and dance;
- > explain why people participate in the arts and describe personal preferences;
- > willingly create artwork;
- > express their feelings and ideas in a variety of ways to represent their view of the world;
- > use appropriate audience behaviour.

Welcome to Grade 3

DID YOU KNOW?

THAT STUDENTS WHO
DON'T EAT BREAKFAST
DON'T DO AS WELL
ACADEMICALLY?

DID YOU KNOW?

THAT STUDIES HAVE
FOUND STUDENTS
WHO SIT AT THE FRONT
OF THE CLASS GET
BETTER GRADES THAN
STUDENTS WHO SIT AT
THE BACK?

Grade 3 children can work for longer periods of time, exploring ideas and reading in the content areas, such as social studies and science. Grade 3 children have increased co-ordination and try team sports. By the end of Grade 3, children show they are sensitive to what others think of them. They show clear growth as they become ready to make the transition to the intermediate grades. Grade 3 students learn and develop in five key areas: intellectual, social, physical, emotional and artistic.

Intellectual development

Thinking and learning

A variety of experiences enable children to:

- > organize, categorize and compare information in different ways using tables, charts and websites;
- > set goals to improve their learning and behaviour;
- > monitor their own progress and adjust their goals accordingly.

Language, reading and writing

Speaking and listening experiences enable children to:

- > listen to and follow spoken and written directions to organize and gather information;
- > listen attentively to the speaker;
- > volunteer ideas and opinions in classroom discussions.

Reading experiences enable children to:

- > explain why story characters may feel and act the way they do;
- > identify most commonly used words by sight, such as because, tomorrow or family;
- > understand what they read by using clues, such as what they already know, word structure and the rest of the story;
- > learn to monitor their own reading and self-correct when necessary;
- > retell the main ideas in order with some detail;
- > independently read a range of printed materials, including stories, poems, newspapers, simple chapter books, magazines, posters, advertisements, dictionaries and informational books.

Writing experiences enable children to:

- > write daily to communicate their ideas and information through journals and stories;
- > find, organize and communicate information on a given topic;
- > use writing terms verbally (e.g., know the names of punctuation marks);
- > write sentences using capital letters and punctuation correctly most of the time;
- > talk and write about what they have read, expressing feelings, opinions and how it relates to their own lives;
- > spell frequently used words correctly using phonics and classroom aids, such as spelling dictionaries and word lists.

Math

A variety of experiences enable children to:

- > develop their understanding of mathematical concepts, problem-solving and number operations, such as addition, subtraction, multiplication and division using hands-on materials, drawing, guessing and checking, list-making, table-making, working backwards and equations;
- > automatically recall basic addition and subtraction facts to 18;
- > estimate and measure events and objects in basic standard units (such as metres, grams and minutes) using rulers, scales, containers, calendars, clocks and other real-life materials;
- > recognize and understand the value of numbers in different positions, such as 406 and 640;
- > learn multiplication facts to 25 through skip counting, repeated addition, equal groups and equations;
- > understand division as fair sharing;
- > read and write money notation (e.g., 57¢ and \$0.57) and use coins and bills to solve simple money problems, including making change;
- > identify similarities and differences in two-dimensional shapes and three-dimensional objects and use mathematical language (for example, vertices and angle) to describe them;
- > collect and read information on a variety of graphs and understand what it means;
- > make increasingly accurate estimates and predictions based on the information available.

Understanding the world around them

A variety of experiences enable children to:

- > understand how communities develop and change over time;
- > learn about Canada;
- > explore the physical and natural world to describe cycles, changes and applications to daily life;
- > read, interpret and make simple maps (may include cardinal directions, scale, legend and grid);
- > become aware of how we affect the world and how the world affects us by observing, measuring, classifying, inferring, predicting, communicating, experimenting and interpreting;
- > begin to use information and communication technologies to solve problems and do tasks.

Social responsibility development

A variety of experiences enable children to:

- > be thoughtful, kind and helpful to others;
- > express feelings, including anger, appropriately and treat others with fairness and respect;
- > act upon their roles, rights and responsibilities in the classroom and school;
- > accept increasing responsibility for their actions and identify and show ways of caring for the environment.

Physical development and well-being

A variety of experiences enable children to:

- > use safe behaviour at school, at home and in the community;
- > know and practise healthy habits, good nutrition and care of the body;
- > show awareness of the benefits of physical activity.

Emotional and social development

A variety of experiences encourage children to:

- > appreciate personal attributes (such as honesty, consideration, trust and caring) and successes of self and others;
- > describe appropriate ways to act on various feelings;
- > co-operate and work effectively with others.

Artistic development

A variety of experiences encourage children to:

- > participate in individual and group activities in art, drama, music and dance;
- > express thoughts, images and feelings in artwork and performances;
- > communicate their personal responses to the fine arts (e.g., art, drama, music or dance);
- > follow and develop rhythmic patterns and melody in music;
- > use colour, shape, line, texture and design to create artwork;
- > use appropriate audience behaviour and presentation skills.

Research shows that young children learn by using all of their senses. That means children need activity to learn. Here are some fun ways families can support active learning at home.

- > When sorting laundry, invite your child to sort clothes in piles by colour. When putting clothes away, ask your child to match socks by colour and put clothes into piles by owner.
- > Grow a bean plant at home. Measure it and talk about its life cycle.
- > When driving, ask your child to tell a story or talk about a book they are reading. Ask them to count and record the number of red cars they see between home and the store. Compare the number of red cars seen each day over the week.

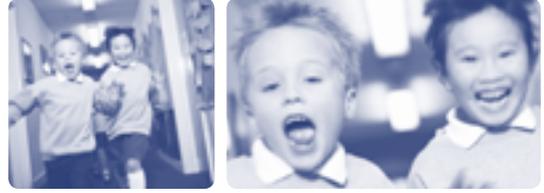
2 | Your Child's Learning: What You Can Do to Help

You and the School: Partners in Education

From infancy, parents and families are the greatest influence on children. That means the foundations for a child's education are established in the home. Later, as children attend school and go about their daily activities, parents and families continue to play an important role in supporting their children's learning. Research shows that children are more successful when their families are involved in their schoolwork. Both their academic achievement and their attitudes improve significantly. Some researchers say that being involved with your child's learning at home is more important than being involved in your child's school. That's a comforting thought for busy parents! It's the life you have as a family that counts, not your ability to spend time at school during the day. Parents can make a difference in several ways:

- > Organize and monitor your child's time. Regular home routines are linked with better school performance.
- > Discuss school with your child. Talk about learning difficulties and successes. Be supportive and encouraging.
- > Read to your child and have your child read to you. Reading with children is crucial for literacy development.

Children benefit when families and schools work together towards a common goal: your child's success at school. When your child is in a primary grade, teachers will invite you to come to school to talk about ways to help your child learn. Schools and families working together are partners for successful learning.



Helping Your Child with Reading and Writing

Reading and writing in kindergarten

Kindergarten children play games, work together to build with materials, go on field trips, share materials and draw and talk together. These activities are important to their language development. They learn how books work, where a story starts and ends, and how English print goes from top to bottom and left to right. They experiment with drawing and using letters and other symbols. They delight in learning that their thoughts and ideas can be written down. Through the year, they build the confidence that prepares them to become readers and writers.

Reading and writing in Grade 1

Grade 1 children become more confident and independent in their reading and writing. While they still need help and guidance, they begin to read and write using their increasing knowledge of print and how language is communicated by the written word. They read slowly and deliberately. They take pride in their ability to read and write. They see themselves as successful readers and writers, although their control of the conventions of print, such as capital letters and punctuation, may still be limited.

Reading and writing in Grade 2

Grade 2 children begin to read silently with more confidence. They are beginning to read simple books independently and use new methods to figure out words. Children in Grade 2 typically communicate their ideas in complete sentences, and their knowledge of the conventions of print has increased.

Reading and writing in Grade 3

Grade 3 children take pride in their growing independence as readers and writers. They read for pleasure, finding favourite authors or topics. They can concentrate for longer periods of time, read books with chapters and use vocabulary that is more challenging when they talk and write. Their writing is longer, better organized and appropriately structured. Children in Grade 3 can proofread their own writing with encouragement and correct their spelling and punctuation.

A Word or Two on Reading

You help to build your child's confidence when you:

- > Focus on the positive. For example, you can provide opportunities to read familiar words.
- > Let your child see you reading and enjoying it.
- > Buy your child books as gifts.
- > Visit the library and bookstore.
- > Read and reread your child's favourite stories aloud.

Reading to and reading with...

Here are some suggestions for reading to and with your child:

- > Let your child choose a book of interest and ask “why” questions as you read.
- > Read different types of books and encourage your child to join in when reading familiar stories.
- > Track (follow the text with your finger) as you read, to show the movement from left to right.
- > Talk together about the pictures, and ask your child to predict what might happen next.
- > Read with expression, and let your child know you are enjoying the story.
- > Let your child hold the book and turn the pages.

Talk about it...

Here are some suggestions for talking about reading with your child:

- > Ask your child to tell you remembered or made up stories.
- > Have your child tell you what their favourite story is and why it's their favourite.
- > Ask your child questions. For example:
 - What did you read today?
 - What was your favourite part/character?
 - What are you proud of?
 - What can you teach me about what you learned today?

To the letter...

Here are some activities for helping your child learn the letters and the sounds they make:

- > Focus on the letters of familiar names or read alphabet books about different themes.
- > Put magnetic letters on the fridge—first the capitals and later the lower-case letters.
- > Play with letters and sounds of names in the family.
- > Have your child make a sign to put on their bedroom door.
- > Label items around the house.
- > Put dedications to your child in his or her books.
- > Ask them to find letters on cereal boxes, around the house and on trips.
- > Have a message board and write a message to your child every day.

Rhymes with...

Here are some activities for using rhyme, rhythm and song:

- > Use suggestions from library books and books you already have.
- > Make up rhymes using familiar names and songs.
- > Select books that use repetition to capture the rhythm of language.
- > Play “find the odd one out.” Say two words that rhyme (e.g., spoon, moon) and one that does not rhyme (e.g., car). Ask which word doesn't fit.
- > Transcribe your child's stories as they are told to you. This is motivating because children want to be able to read the stories they tell.



Here are some suggestions for reading with your child:

- > Have a wide variety of books to choose from, whether you are at home or on holiday.
- > Ask your child to choose books to read.
- > If the book is new, go over the title and cover and predict what it will be about. If the book is a familiar one, have your child read it independently.
- > If your child gets stuck on a word, ask him to look at the pictures and predict what the word might be. Ask what word would make sense. Ask him to tell you the first letter of the word.
- > Talk about the story and praise your child's efforts.
- > Encourage your child to read to a stuffed animal, doll or friend.

A Word or Two on Writing

How can I support my child's writing development?

It is important for children to learn to form letters correctly so that printing and, later, handwriting are automatic. Then, children can focus on what they want to say, not how to form the letters. Here are activities that promote printing and handwriting:

- > Put cornmeal in a cookie tray and practise tracing a letter. Say the words that go with the movement (for example, down, up or around).
- > Write a letter on your child's back and ask her to guess which letter it is. Then change roles.
- > Make letters from play dough or modelling clay.
- > Provide a special place for children to write, such as a small table or desk with various writing materials—pens, pencils, crayons and paper—and a model alphabet so they can experiment with writing.
- > Help your child write captions under pictures, cartoon-style in speech balloons or in photo albums.
- > As your child grows older and begins joined handwriting, ask your child to copy a favourite poem or saying and illustrate it for a special birthday gift for a grandparent or friend.

It's all in the grasp

Here are some activities that help develop fine motor skills and good co-ordination:

- > Say: "These are the pinching fingers. Careful, the other ones are going to fly away, so tuck them underneath."
- > Make a collage with tiny items like beans. Use tweezers to pick these up and place them on paper.
- > Play pick-up sticks using straws or wooden barbecue sticks.
- > Find small pieces of paper to make origami.
- > Play peg-board games.
- > Turn over as many pennies as possible in one minute.

Sound It Out: Spelling

Here are some suggestions for activities that promote spelling ability:

- > Ask questions like: How many words can you think of that begin with “st”? (Say the sound.)
- > Play “my grandmother went to market and bought an apple.” The next person says: “My grandmother went to market and bought an apple and a bicycle.” Continue taking turns, with each person adding a new item beginning with the next letter of the alphabet.
- > Take any long word and see how many small words you can make from its letters.
- > Play licence plate games, finding an “a,” then a “b,” and so on, to “z.”
- > Play “I spy” using beginning letters (I spy an item that begins with “f”).

Reality Writing

Here are activities that use writing for real reasons:

- > Make a card for a friend or relative for a birthday or special occasion.
- > Write a letter to Grandma, a pen pal or a cousin.
- > Create a daily menu for the evening meal and post it on the fridge.
- > Encourage your child to leave messages on a family message board or on the fridge.
- > Start a family diary or journal to record special events, trips, jokes and accomplishments.
- > Make a scrapbook together.
- > Make a shopping list.
- > Make an alphabet book or personal dictionary and write in new and interesting words.
- > Have a written conversation (i.e., pass notes back and forth).
- > Hide secret messages for your child to find.
- > Put a message in your child’s lunch box.
- > Use e-mail if you have it.



Helping Your Child with Math

Math in kindergarten

Kindergarten children play with shapes and puzzles, notice patterns, use informal measurements and begin to use, recognize and understand numbers. Children’s math development comes out of daily experiences and a natural curiosity and interest in their environment.

Math in Grade 1

Grade 1 students enthusiastically embrace new concepts. For example, they recognize that an abstract number ‘4’ represents four objects. They can identify shapes and use their number knowledge to add and subtract in an informal way. They apply this exciting new knowledge to their daily lives. They learn to count to 100 and immediately want to learn to count to 1,000.

Math in Grade 2

Children in Grade 2 are beginning to use the language of math to explain their thinking and problem-solving strategies. They begin to understand that numbers have different values when they are moved to another place (e.g., 38 and 83). They start to use math tools (such as base 10 blocks, rulers and clocks) to estimate, measure and show their understanding of a broad range of math ideas, including number operations.

Math in Grade 3

Grade 3 students develop speed and accuracy in their math skills and enjoy using this expertise to play number games – cards, dice, bingo, etc. They see the importance and usefulness of math at a personal level (for example, allowance, games or time of day.) A positive attitude to math at this time provides a foundation for future success.

How can I support my child's math development?

Encourage your child to use math in everyday situations. Help them develop confidence and positive attitudes by encouraging them to try to figure things out on their own. Let your child know that it's OK to make mistakes when figuring something out; learning from mistakes often helps children to understand what is correct. When talking to your child about everyday uses of math, you could:

- > Wait, if your child isn't sure. Give your child time to think about the solution.
- > Give hints, ask questions or tell your child to try again when your child seems unsure.
- > Encourage them and help them work it out.

Math at home

Here are some activities that promote math at home:

- > Count the forks in the cutlery drawer.
- > Set the table so each person at the table has the correct number of utensils.
- > Cut up vegetables for a vegetable plate so there are enough for sharing with the family. Have your child estimate how many of each vegetable you will need.
- > Look in the newspaper, magazines or television guide to see how and where numbers are used.
- > Count the chairs and the legs of the chairs. Ask questions such as "How many legs are there altogether?"
- > Collect all the change in the house from purses, pockets and piggy banks. Sort into sets of pennies, nickels and dimes. Tally each set.
- > Ask your child to find, in 10 minutes, as many things as possible in the house that are the same shape (e.g., square, cylinder or circle).
- > Ask your child to look at food labels to find how many grams are in each container/package. Ask your child to record the information in a way that's easy to read. Discuss what is learned.

Math while travelling

Here are some math activities you can do while you're travelling:

- > Ask questions such as, "We have 35 kilometres to go altogether and have travelled eight kilometres. How many more do we have to go?" (Child could have a bag of bread tags in the glove compartment to use to solve problem.) Or, "We have been walking/ driving for five minutes: how many more minutes do you think until we get there?"
- > Look for things that come in sets of one, two, three, etc. (e.g., wheels, headlights).
- > Ask: "How long is the traffic light red? Amber? Green?"
- > While outside, look for some of the following: two-door and four-door cars and SUVs, commercial vehicles and different coloured vehicles.



Math at the store

Here are some math activities you can do when you go shopping:

- > Make a shopping list and take 10 dollars. Ask your child: “Can we buy what’s on the list with this money?”
- > Read aloud price signs and numbers in the store.
- > Take out all the boxes from your shopping cart and place them on the counter from the tallest to smallest.
- > Estimate the weights of fruit and vegetables.
- > At a hardware store, look at the different grades and prices of lumber.
- > Look for patterns in the flooring, tile and wallpaper sections.
- > Look at sale prices. What is the difference between the regular price and the sale price?

Math outdoors

Here are some math activities you can do outdoors:

- > Look for patterns in trees, shells, flowers, leaves or bark.
- > Ask, “How many pebbles are in a handful?”
- > Ask, “Which is the third plant in that row? The eighth?”
- > Draw a map to show the route you take to get from home to the park.
- > Look for tracks on the trail. Look at the shape and length of the tracks. How are they the same? Different?
- > Collect pine cones. Estimate how many will fit in your pail.
- > Ask, “How many orange juice tins of water do you think will fill this watering can?”

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