

# KINDERGARTEN HELPERS: MATH

Daily Learning and/or Review Routines

(Can be done in any order and in separate mini sessions if desired; tailor to meet your needs)  
Use these as review activities or the basis for your K math curriculum

Remember to keep it short and sweet. It looks like a lot of activities listed below (and you do not have to do them all in one day or sitting), but you can breeze through all the activities during the course of a day whether in a formal sit down session or as you go about your day. Math is everywhere.

## I. Day/Time/Calendar

### Days of the Week – Number of Days in the Week

T: How many days are there in a week?

If student does not know, say: There are seven days of the week.

Optional: Have student write the number 7.

### Days of the Week – Names

T: (Looking at a **Days of the Week wheel or chart**) Say them with me (pointing to the names as you say them.). Once student knows the names in order, have student recite them by himself.

### Days of the Week - Today

T: What day is today? Let's look at the chart/wheel.

Today is \_\_\_\_\_.

Have student pronounce the day's name making sure that it is pronounced correctly.

T: How many letters are in today's day? (Student counts)

T: Name the vowels (if student has learned the vowels)

T: Spell \_\_\_\_\_ (the name of the day) while looking at it.

Optional: Have student write the name of the day on **Daily Skills Practice Writing Paper** at TJ or on board or paper. Make sure that student forms letters correctly.

Student can look at the chart/wheel.

Remind/teach student that the first letter of each day of the week name is capital.

### Days from today

T: Today is \_\_\_\_\_. Have student look at the **Days of the Week chart/wheel**.

T: What day will it be in x days? Repeat.

T: What day was it x days ago? Repeat.

**Time: Time of Day - AM/PM**

T: Look at the clock (digital) and tell me what time it is. You can show student what this time looks like on an analog clock.

T: Is it AM or PM? (Have **AM/PM wheel** handy)

T: Is it morning, afternoon, or evening now?

If student needs reinforcing, look at the wheel and discuss what types of things we do in the AM and PM, morning, afternoon, and evening:

T: When do we wake up, morning afternoon, or evening?

T: When do we eat breakfast/pray fajr, morning afternoon, or evening?

T: When do we eat lunch/pray thuhr, morning afternoon, or evening?

T: When do we eat dinner/pray maghrib, morning afternoon, or evening?

T: When do we go to sleep, morning afternoon, or evening?

You might tell student that it is AM until around dhuhr time.

Also have student describe to you (or discuss) what day time and nighttime are like.

Ask these questions also throughout the day, informally.

**Time: Hours in a Day (optional)**

T: What is a day? (Time it takes for the sun to turn/spin around 1 time.)

After initially teaching, prompt student something like “A day is the time it takes.....”

T: How many hours are in a day?

Optional: Have student write the number 24.

**Seasons**

T: How many seasons are there?

T: What are the seasons? (Use **Seasons Wheel** if necessary)

If student has trouble, say them with him.

Discuss the characteristics of each season.

T: Tell student what season this is and point to its name.

T: How many letters/vowels are in this word?

T: Look at the season word and spell it.

Optional: Have student write the name of this season on **Daily Skills Writing Paper** (or board or in notebook)

## Numbers and Operations: Numeral Recognition/Counting/Ordering/Patterns

T: Using TJ's **1-25 counting chart** (daily), follow the suggested activities given on the chart to practice numeral recognition and counting. When student has mastered 1-25 (knows the numbers by sight, can identify a number given, can point to a number given and can count from 1-25 by rote) move to the **1-100 chart**.

T: Have student match a written numeral to a quantity

T: Dictate numerals for your child to write. Show correct formation.

T: Provide daily practice of writing the numbers in order.

With objects in your immediate environment:

T: Have student count random sets of objects.

T: Have student show you (count out) x number of items.

T: Have student tell which order given object comes in a line.

T: Have student be able to tell you which item is fourth, first, etc in a line.

T: Have student estimate quantities up to 10, and then have student count the actual number. Discuss with student how close his estimate was to the actual number. Or ask student how many "whatevers" does he think it will take to fill something.

T: Have student complete a pattern or tell what the next element would be in a pattern.

## Geometry: Shapes

T: Use shape flashcards with student daily. Start with a few shapes and add on.

T: Ask student how many sides (if any) a given shape has.

T: Point to various objects around the room and have child tell you the shape.

T: Dictate a shape for your child to draw

You can liven up your review/learning sessions by providing student with creative activities to practice/learn the above skills.

If you need ideas, check out TJ's Kindergarten math page, but also be sure to download Kindergarten Indicators from Learn NC:

<http://community.learnnc.org/dpi/math/archives/I-K-1.pdf>

<http://community.learnnc.org/dpi/math/archives/I-K-2.pdf>

These are **great** packets because they give you skills and give illustrated suggestions for introducing and teaching to children.

## Resources

TJ has printable reference/learning posters and materials that you can use for your review/learning sessions:

For Section I:

Days of the Week Learning Wheel or Days of the Week Chart

Daily Skills Practice Writing Paper

AM/PM Wheel

Seasons Wheel

For Section II:

Counting Charts: 1-25 and 1-100

Math Pack Print and Plays (one to one correspondence, ordering)

These materials can be found on TJ's Printables Measurement Page and TJ's Printables Numbers and Operations pages.