

## Math and Movement Activities

### Indoor Activities












































































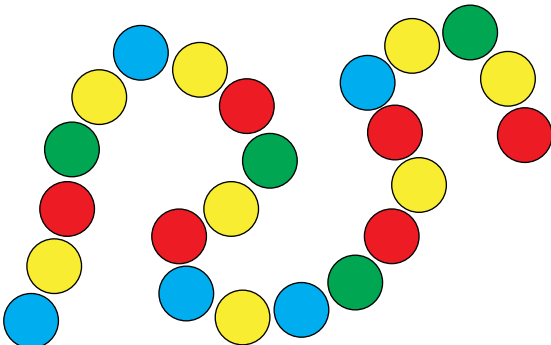
ACTIVITY	DIRECTIONS	EXAMPLE
<b>Simon Says</b>	Give directions that involve spatial language with movement.	<ul style="list-style-type: none"> <li>• “Simon says, clap 3 times over your head.”</li> <li>• “Simon says, turn around in a circle twice.”</li> <li>• “Simon says, put your arms in front of you.”</li> <li>• “Simon says, take two steps backwards.”</li> </ul>
<b>Song and Dance</b>	<p>Sing the song and have your child do the movements that they hear in the song.</p> <p>You may want to demonstrate each of the movements if necessary.</p>	<p>“Jump around a circle” <i>(jump around in a circle)</i></p> <p>“Jump the four of a square” <i>(jump the four corners of a square)</i></p> <p>“Jump forward” <i>(jump to the front)</i></p> <p>“Jump backward” <i>(jump to the back)</i></p> <p>“Wave your hands in the air”</p> <p>“Jump around a circle”</p> <p>“Jump around a square”</p> <p>“Jump to the side”</p> <p>“Jump to the side”</p> <p>“Now stop and stand right there”</p>
<b>Where’s JiJi?</b>	Use a cutout of JiJi to practice using spatial language.	<ul style="list-style-type: none"> <li>• <b>Following Directions:</b> Have your child follow a series of directions to get them moving around. <ul style="list-style-type: none"> <li>- “Put JiJi on top of the table.”</li> <li>- “Put JiJi in the cabinet.”</li> <li>- “Put JiJi next to the TV.”</li> <li>- “Put JiJi in front of the door.”</li> <li>- “Put JiJi behind the couch.”</li> </ul> </li> <li>• <b>Hide and Seek:</b> Play this game with your child. One of you hide JiJi and the other try to find JiJi by asking spatial questions. <ul style="list-style-type: none"> <li>- “Is JiJi under the blanket?”</li> <li>- “Is JiJi beside the tree?”</li> <li>- “Is JiJi up on the shelf?”</li> </ul> </li> </ul>

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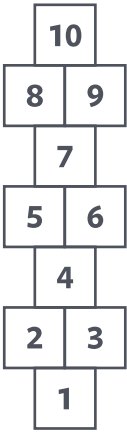
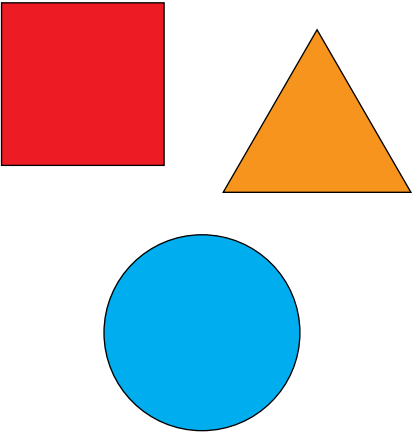
# Outdoor Activities

## Fun, mathematical activities to do outside together.

Possible materials needed: Sidewalk chalk, shower curtain, index cards, colored construction paper

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Number Board	<div><div>1. Give children a number card and tell them to go to the next counting number (e.g., 4 goes to 5) or the number that is one less than the number they have.</div><div>2. Give children directions for moving around the board.<div>- "Move 1 space to your right; face me and take 2 steps forward"</div></div><div>3. Have children identify the number they are standing on; hold up that many fingers, tell everyone something about that number.<div>- "My number is 2 more than 3."</div></div></div>	<table><tr><td>1</td><td>4</td><td>2</td><td>5</td><td>3</td></tr><tr><td>5</td><td>2</td><td>4</td><td>3</td><td>5</td></tr><tr><td>1</td><td>3</td><td>1</td><td>4</td><td>2</td></tr><tr><td>2</td><td>5</td><td>4</td><td>3</td><td>1</td></tr><tr><td>3</td><td>5</td><td>1</td><td>4</td><td>2</td></tr></table>	1	4	2	5	3	5	2	4	3	5	1	3	1	4	2	2	5	4	3	1	3	5	1	4	2
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Shape Board	<div><div>1. Tell your child a pattern to follow on the board. (e.g., circle, square)</div><div>2. The child creates that pattern on the board by stepping on the shapes according to your pattern.<div>- circle, square, circle, square</div></div><div>3. Others try to guess the pattern.</div><div></div><div><div>1. Hand out color or shape cards to your children and others and tell them to stand in a square with that shape and/or color.</div><div>2. Ask your child to describe the shape that they and others are standing in.</div></div></div>	<table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><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>																									
																											
																											
																											
																											
																											
Snake Game	<div><div>1. Tell your child to count their steps until they get to a red circle. How many steps did they take?</div><div>2. Space the circles so that children have to stretch a little to step from one to another.</div><div>3. Have cards with the colors on them or numbers. Pick a card and give directions related to the card. (Step backwards 2 circles or step forward to a green circle.)</div></div>																										

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<h3>Hopscotch</h3>	<ol style="list-style-type: none"> <li>1. Play traditional Hopscotch with children or make up your own game.</li> <li>2. Toss a rock, bean bag, etc. to the numbers one at a time counting forward or backward.</li> <li>3. Call out a number. Have your child toss a rock to try to land on the square with that number. If they get it right, they get to hop to the rock and pick it up.  <i>- If a number is in a row by itself (1, 4, 7, 10) the player hops on one foot. If there are two numbers in the row (2-3, 5-6, 8-9) the player puts one foot in each square.</i> </li> </ol>	
<h3>Find the Shape</h3>	<ol style="list-style-type: none"> <li>1. Give your child directions for moving around the shapes.</li> <li>2. Stand around the square on the outside.</li> <li>3. Stand inside the triangle.</li> <li>4. Count your steps around the circle.</li> <li>5. Include counting, addition, and/or subtraction in your directions.</li> <li>6. 3 people stand in each shape.</li> <li>7. Roll 2 balls into each shape. How many balls are there?</li> </ol>	
<h3>Find the Number</h3>	<ol style="list-style-type: none"> <li>1. Go to the number that is 2 more than the number on your card.</li> <li>2. Go to the number that is 1 less than the number you are on.</li> <li>3. Have several of each number (e.g., 4 sixes). Hold up a card with a number of dots, pictures (e.g., 6 birds). Children go to a card with that number. The children who get to the number stay there. The other children race to the next number.</li> <li>4. Make sure to have enough numbers for every child. The last number shown should have enough of that number for the last 3 or 4 children.</li> </ol>	