

	3	3	3
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happened.

Comparing

Describing activities are good ways to help students build vocabulary for comparative thinking. Encourage your child to describe physical attributes of objects and to think about how the objects are alike or different.

Describe how a ball and a box are alike.

How would you describe this ball? (e.g., red, round, big)

- How is the ball the same as this box? (They are both red.)

- How are they different?

(The ball is round, but the box is square, or the box is small.)

Also encourage your child to use vocabulary to describe where an object is in relation to another. (near, under, next to, behind, over, below).

working on in class. For example, after your different shapes.

child counts a set of objects such as pennies,

ask, "What if I gave you one more penny?"

Then how many would you have?" or "What

if I took one penny back? Then how many

would you have?" Then, add or remove a

penny. That way, your child can recount the

set to find out or double-check the answer.

Construct Rhythmic Patterns

Take turns making patterns with body

motions. Start a pattern such as: clap, clap,

stomp; clap, clap, stomp; clap, clap, stomp;

and see whether your child can continue the

pattern. Reverse roles and let your child

create a pattern and you continue the

pattern. Students may need to do this

several times to get the idea of the repeating

unit through the motions.

Which is longer?

A major focus of this unit is comparing

objects to see which is longer. Find

opportunities to ask your child about the

length of different objects. "Which shoe

is longer than the other? How much

longer is the used pencil compared to the

new pencil? How could we figure that

out? What tools could we use? (Paper

clips, cubes, pennies all make good

measuring tools for now with students.)

Ask your child, "Can you make a shape with three sides?... Do you know what that shape is called?" Or "Can you make a cube? How