

Extended Absence Activities

Practice/reinforce literacy skills:

- Read books in homework folder
- Practice sounds
- Practice sight words
- Draw a picture and write 1-2 sentences that go with the picture
- Play a card game
- Play a board game

Practice/reinforce math skills:

- put the number cards in order from 0-10 (sent home earlier this year)
- practice printing the numbers 1-10
- show your child a number card and have them say/identify the number
- Recite numbers 1-10 (forwards and backwards).
- recite numbers starting at any number (example: "start at 2 and count to 7", start at 3 and count to 8, start at 6 and count backwards to 3, start at 5 and count backwards to 2 etc.)
- Name the number before/after a number (example: "what number comes before 2, what number comes after 5" etc.)
- Look briefly at a familiar set of dots (dice), hold up a specific number of fingers on a hand, tallies etc. and have him/her identify the number without counting the number represented.
- Practice counting objects and say the number/have them write the number down
- Show a number and have your child count out that many objects
- Ask him/her to hold up 0 fingers, 2 fingers, 4 fingers, clap 3 times, clap 5 times etc.
- Have your child use the terms "more than, fewer than & same as" when constructing or comparing sets of objects.
 - Put out a set of objects (maybe 3 raisins, lego pieces, cars etc.) and then have your child count out a set with fewer/more/same as the set of objects you made. (sets up to 10).

- He/She would say when comparing sets of objects "I have more cheerios than you"/I have fewer raisins than you/I have the same amount of lego pieces as you" etc.
- Practice simple patterns (example: spoon, knife, spoon, knife, spoon, knife or clap, stomp, clap, stomp, clap, stomp.) Patterns need to repeat 3 times and ask your child to identify the pattern core (the part that repeats) example: "spoon, knife" & "clap, stomp".
- Begin describing 3d objects in and around your home. Example: big, little, round, rolls, stacks, "like a can, like a box, like a ball" etc.
- Part-Part-Whole practice--Part-part-whole thinking refers to how numbers can be split into parts. It allows students to see the relationship between a number and its component parts. As a result, students generalise the connections between addition and subtraction. (e.g. 4 apples) might describe the collection as 'two and two and that's four'.