

**M**PACT

# MiKit

**Math Activity Book**



The image features a background of a repeating pattern of colorful cat face icons. The icons are arranged in a grid and come in four colors: yellow, orange, green, and blue. Each icon is a stylized cat face with a white plus sign on the left side of its face and a white minus sign on the right side. In the center of the grid is a large, light blue, rounded rectangular label with a white border. The label contains the text "This MKit belongs to" in a white, italicized serif font. Below this text are two horizontal white lines, each followed by a label: "Child" and "Parent".

*This MKit belongs to*

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Child

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Parent



# Welcome to MKit!

Early math is much more than counting! The MKit shows you many different ways to help your child build math skills. It also helps you and your child find that math is all around us so that the things that you do every day are a chance to do math.

You are your child's first and best math teacher and you have all it takes to get your child ready for kindergarten math and beyond.

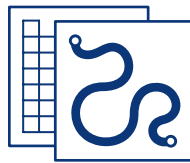
So do MKit math activities every day to put your child on the path to success. And remember, learning math is not just about getting the right answer. It is also about understanding how to think about problems. So encourage your child to keep trying.

## How to use the MKit

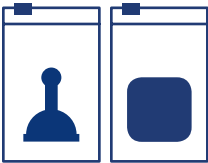
### Your MKit bag includes:





An MKit Math Activity Book



An MKit Game Board and on the other side, the MKit Number Helper



A bag of pawns that look like this  and a bag of colored squares that look like this 



In the pocket in the back of the MKit Math Activity Book are sheets of stars to use with the MKit Goal Kit

Try to do an MKit activity every day. Use the MKit Goal Kit to set a goal for each week and use the stars in the pocket in the back to show how many days you did an activity. You and your child can see how many activities you do and whether you meet your goal.

You can do the activities by following the instructions on the cards. But these activities can also give you ideas for making up your own math activities. Most activities use either the MKit Pawns or the MKit Squares.

The **Math is Everywhere** section of the card helps you find ways to help your child see math in everyday places so that math is part of every day, all day long.

Activities include a **Make it Harder** version. As you do the activities your child will become more skilled. Keep challenging your child by making the activities harder as her skill grows.

Have fun with MKit and your imagination. By doing the MKit activities and making math a part of every day, you will help your child build a foundation for success.

# Dance to the number

## What your child will learn:

Counting • matching numbers to activities • patterns • recognizing numbers

### STEP 1

Ask your child to choose a number between 1 and 10 (or for younger children between 1 and 5).

Write the number on a piece of paper and show it to your child.

Tell your child that this is the number that he selected.



### STEP 2

Make up a dance with that number. If your child chose number 4, a dance could be clap 4 times, twirl 4 times, and stomp 4 times.

Have your child count out loud as she does the steps. Repeat the dance a few times so your child sees the step pattern.



Clap 4 times



Twirl 4 times



Stomp 4 times



Count 4 times

### STEP 3

At the end of the dance, show your child the written number again and remind your child of the number. For example, say, "This is what the number 4 looks like."

▲ **Make it Harder**

Have your child choose 2 numbers, for example 2 and 4. Make a dance with a pattern of 2 movements, followed by 4 movements. For example, tap your head 2 times, clap 4 times, and repeat. Combining movement patterns with counting helps your child remember numbers.

+ **Math is Everywhere**

Help your child see number patterns in things around you. You might find patterns in floor tiles, dance steps, items stacked in the grocery shelves, and so on.



# Clap a bunch

## What your child will learn:

Counting out loud

### STEP 1

Ask your child: "How high can you count? Show me with claps!" Start at 1 and clap each time you say the next number." Have your child clap once for each number. If your child misses a number, correct her and let her keep going.



### STEP 2

Repeat this game with jumps, hops, stomps, or another movement.



Jumps



Hops



Stomps



▲ **Make it Harder**

Once your child can easily count to 20, have your child count backward. Start by going backward from 5, then backward from 10 and so on, clapping for each number. Or have your child count by 2s, 5s or 10s clapping on each number. For example, have your child clap on 2, 4, 6, 8, and so on.

+ **Math is Everywhere**

The world is full of things to count. Clap and count the squares on the sidewalk, the stairs in your home, or the steps it takes to get to your child's bed or another place in your home. Putting physical activities together with counting helps children learn numbers.



# Square count

## What your child will learn:

Identifying and counting categories

### STEP 1

Ask your child to sort the MKit Squares by color. Put all the red squares in 1 pile, all the green in another, and so on.



Red Pile



Blue Pile



Yellow Pile

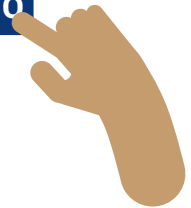


Green Pile

### STEP 2

Ask your child to count the number of squares in each pile.

Ask your child to tap each square as he counts and say the total number in each group out loud.



### STEP 3



Take some of the squares from the green pile and some of the squares from the red pile.

Mix them together. Ask your child to count only the green squares, then only the red squares.

### ^ **Make it Harder**

Ask your child to add 2 groups of squares together and count all of them. For example, if there are 5 green squares and 4 blue squares, have your child combine them and count all 9 squares. Use the language of math. Tell your child that when you add 5 and 4 it makes 9.

Talk about “more” and “fewer.” Ask your child, “Are there more green squares or more blue squares? Are there fewer green squares or blue squares?”

Once your child understands adding, try subtracting. Put 2 groups of squares together and ask your child to count all the squares in the new group. Next ask your child to take away all the squares of one color and count how many are left. Say the numbers so your child understands what it means to take away. For example say, “There were 9 squares but you took away 4 green squares, so now how many squares are left?”

### + **Math is Everywhere**

Your child can group and count many things: different colored cars, items in the grocery cart (3 apples, 6 bananas), crayons and markers, children and adults in the room, and so on. Remember to use the language of math so your child knows what it means to count objects and to add and to subtract.

# MKit shopping day

## What your child will learn:

Recognizing numbers • adding and subtracting

### ■ STEP 1

Give your child a certain number of squares, for example 20.

Ask your child to count the number of squares.



### ■ STEP 2



Find items in the house to make a “store.”

Put a price tag on items using small pieces of paper or just tell your child how much each item costs.



For example a stuffed toy might cost 3 squares, a spoon 1 square, and a hat 4 squares. Add items to the store until the total “price” of all the items in the store is more than the number of squares your child has.

### ■ STEP 3

Ask your child to go shopping from the store.

As your child picks out items, have him give you the number of squares that the item “costs.”

After each purchase ask your child how many squares he has left. Use the language of math.

For example, say, “You had 10 squares and this hat costs 4 squares. When you take 4 away from 10, how many do you have left?”



Don't expect your child to be able to do all the math in the beginning. But with your help and praise for trying, your child will get better and better.

#### ▲ **Make it Harder**

Make different colors of MKit Squares or MKit Pawns worth different amounts. For example, red squares might be worth 1 while blue pawns might be worth 5. Now your child will have to add when he shops.

#### + **Math is Everywhere**

Shopping is a great time to teach your child math. As you shop, use the language of math. Ask your child, "This cereal costs \$3, and this one costs \$5. Which one costs the most? How much more is it?"

And don't throw out that receipt! Save it for your child. Give your child a pen and ask him to circle different numbers. For example, ask him to find all the 4s, then all the 9s, all the 10s, and so on.



# I spy number game

## What your child will learn:

Recognizing numbers

### ■ STEP 1

Say to your child, "I spy with my little eye the number \_\_\_\_." Say a number that you see. For example, "I spy with my little eye the number 3."



### ■ STEP 2

Your child has to try to find that number. He might find the number in the same place where you saw it or somewhere else. Good places to look for numbers are on license plates, in magazines, street signs, on prices in stores, and so on.

### ■ STEP 3

Here are some ideas to vary the I Spy Number Game:

- Once your child finds the number, your child can ask you to do something that number of times.

For example, when your child finds the number 3, she might ask for 3 hugs or for you to hop 3 times.



3 Hugs



3 Hops

- Tell your child, "I spy with my little eye 3 red objects. What are they?"
- Spend a whole day looking for one number. Start the day by saying, "I spy with my little eye the number 9. How many 9s can you find today?" Around the house, on the way to preschool, on the way home, everywhere remind your child to look for the number 9.

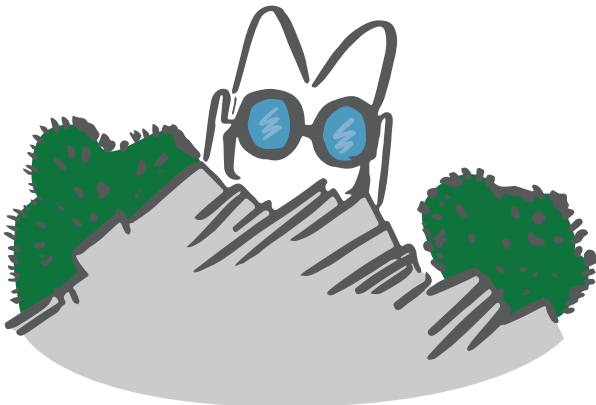


#### ▲ **Make it Harder**

Ask your child to find numbers with two digits, like 12 or 15. Look for places where there are multiple two-digit numbers, for example in addresses like 1364.

#### + **Math is Everywhere**

Waiting is hard for young children but if you wait for the bus, in line at the grocery, or at the doctor's office, you can fill the time with math. In line at the grocery store, find numbers on the prices of things by the checkout. Ask your child, "What is the highest number you can find? What is the lowest?" At the doctor's office, open a magazine and hunt for numbers. Ask your child to look for numbers everywhere.



# Make an MKit cake

## What your child will learn:


Counting objects

### ■ STEP 1

Put small piles of MKit Squares and MKit Pawns in front of your child. Have your child sort the squares and pawns by color.

### ■ STEP 2


Tell your child that that you are going to bake an MKit cake and that you need help. Tell your child to pretend that:

 is an egg

 is 1 cup of sugar

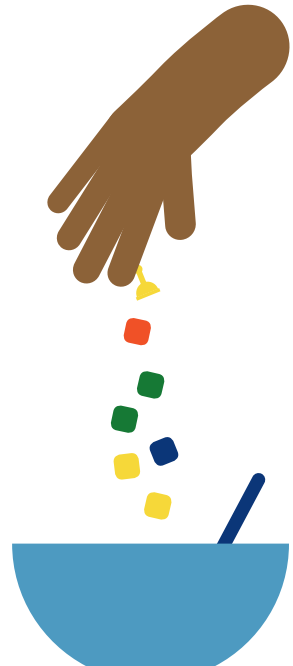
 is 1 cup of flour

 is 1 teaspoon of baking powder

 is a salt shaker

### ■ STEP 3

Get a bowl, a cup, or any other container that your child can put the “ingredients” in. Tell your child that the recipe calls for 2 eggs and ask your child to put the “egg squares” in a bowl. The recipe needs 1 cup of sugar, 2 cups of flour, a teaspoon of baking powder, and a shake of salt. Ask your child to put the ingredients in the container and stir them into “cake batter.”





#### ■ STEP 4

Ask your child questions as he “cooks.” For example, ask, “Is there more flour or sugar in the recipe?” Ask, “How much sugar (blue squares) is left over after you make the cake?” Or, “Do we have enough flour (green squares) to make a second cake?”

#### ▲ Make it Harder

Get creative! Make up new recipes with new ingredients. Or ask your child to be the chef. Ask your child to come up with a recipe and to tell you what ingredients and how many go in the bowl.

#### + Math is Everywhere

Your kitchen is the perfect place to help your child build math skills.

- Have your child line up measuring cups or spoons from biggest to smallest.
- Ask your child to put something (such as an MKit Square or MKit Pawn) in the smallest cup, then something else in the biggest cup.
- Set out a stack of napkins and ask your child to count how many are needed so that everyone at the table has one. Do the same with forks and dishes.



# “Kitty may I” math

## What your child will learn:

Counting out loud • matching numbers to activities • adding and subtracting

### ■ STEP 1

Stand facing your child across a room or down a hall. Try to be several feet away from your child. Tell your child that you are the MKitty. Your child must try to get to you by taking the kind of steps that you say to take. But before she can take a step she must ask, “Kitty may I?”



### ■ STEP 2

Tell your child to take a certain kind of step. For example say, “Take 1 giant step.” If your child remembers to ask, “Kitty, may I?” she gets to take the giant step. If she forgets, she does not get to take the step and she must stay where she is. You can ask your child to take many different kinds of steps. Make up any kind of step that is fun for your child. In addition to baby steps and giant steps, try these:



**Scissor Step**

Jump while crossing your feet, then jump while uncrossing them. Together that counts as 1 step.



**Bunny Step**

A hop.



**Twirl Step**

Twirl while taking a step.

### ■ STEP 3

To make it Kitty May I Math, give the instructions as math problems.

- You might say, "You may take 2 baby steps plus 1 baby step."
- Ask your child, "How many total steps is that?"
- Or you might say, "Take 2 bunny steps forward and 1 baby step backward."  
Then ask, "How many did you get to go forward?"

### ▲ Make it Harder

You can make this game harder by giving your child choices.

Say, "You can choose 6 baby steps or 4 baby steps. Which will get you to the finish sooner?"

### + Math is Everywhere

Using large motor movements can help young children use energy and build math skills. When your child is restless, ask your child to do 2 plus 1 jumping jacks or to march while counting to 20. Ask your child to try to "shrink" really small, then "grow" really tall. "Grow" tall as you count together. "Shrink" as you count backward together.



# Count me a story

## What your child will learn:

Applying math in everyday settings

### ■ STEP 1

Tell your child simple story problems using numbers. Ask your child to help you with the story. Here is an example of a story you can tell and the question your child can help with.



Big Bear was out in the woods looking for juicy apples. She needed to gather 1 apple for each of her cubs. She had 3 cubs, BaBa Bear, TaTa Bear, and ZeZe Bear. How many apples did Big Bear need to gather so that she could give her cubs 1 apple each?

### ■ STEP 2

Talk about the story using the language of math. For example, you might tell your child that one of the bear cubs does not like apples. BaBa Bear likes carrots. If Big Bear needs apples only for TaTa Bear and ZeZe Bear, how many apples does Big Bear need? And how many carrots does she need?

### ■ STEP 3

As your child understands the idea of story problems, you can make the story more complex. For example:



It was Jackie's birthday. She had a special cake from the store. Jackie put 3 candles on her cake. Her mom put 3 more candles on the cake. How many candles altogether were on Jackie's cake? How old was Jackie?

## ■ STEP 4

When your child answers a word problem, ask, “How did you get your answer?” The way your child thinks about a problem can be just as important as getting the correct answer.

### ▲ Make it Harder

As your child learns, include new math ideas in the stories.

Here are some examples:

- Don't forget zero! Try, “Caesar had 5 toy trucks. But 5 of them got lost. How many toy trucks does Caesar have left?”
- Try reversing “known” and “unknown” amounts. “Caesar had 5 toy trucks. He lost some and now he has 2 toy trucks. How many got lost?”
- Include both adding and subtracting in your stories.
- Have your child write down the numbers in the stories as math problems. For example, as you tell the story of Caesar's trucks, have your child write down  $5-5=0$ .

Your child will not always get the math right but your child's brain will get stronger just by trying. Whether your child gets the answer right or wrong, praise your child for thinking hard about the story problem.

### + Math is Everywhere

Make up stories about things you see everyday. Ask your child to make up stories with numbers. For example, if you drive to preschool, ask your child to make up a story about the 4 wheels on the car. Or to tell a math story about what happened in preschool. “If you were sitting at a table with 4 chairs total, and if there were children sitting in 3 of the chairs, how many of the chairs were empty?”

# Pattern play

## What your child will learn:

Recognizing patterns

### ■ STEP 1

Make a pattern with MKit Squares and MKit Pawns. For example, line up 1 pawn and 2 squares, 1 pawn and 2 squares, 1 pawn and 2 squares, and then 1 pawn. Ask your child what comes next (2 squares).



### ■ STEP 2

Have your child make a pattern. Help your child see that patterns repeat over and over. Young children may be able to do only very simple patterns. But with practice the patterns will get more complex.

### ■ STEP 3

Children do not need to be corrected every time they do not follow the pattern rules. If your child does not say that 2 squares comes next in Step 1, you could say, "If I were doing this pattern, I'd probably keep going with 2 squares." This will encourage discussion that reinforces pattern-making concepts. Ask your child why he gave the answer that he did.

^ **Make it Harder**

Use the MKit Squares and MKit Pawns to make more complex patterns. For example a complex pattern might be 2 red squares, 1 blue pawn, 2 green squares, 2 red squares, 1 blue pawn, 2 green squares. Place the pattern in front of your child and take away a part of the pattern (such as a red square) and ask your child what is missing.



+ **Math is Everywhere**

Seeing and making patterns is an important math skill. Look for patterns all around you and help your child see them. Try to find patterns on clothes such as stripes on a shirt (red, yellow, blue; red, yellow, blue). Encourage your child to create patterns by arranging colored blocks, crayons, different sized objects, or stringing beads and more.



# Count the dots

## What your child will learn:

Counting objects • comparisons • adding.

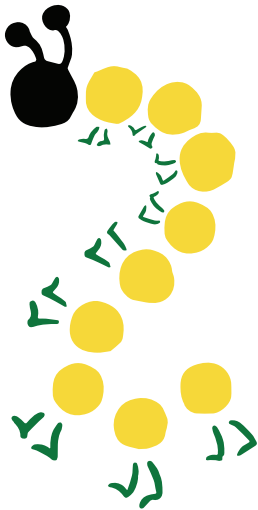
### ■ STEP 1

Ask your child to look at these dot drawings on the MKit card and count how many dots it takes to make each object.

**Begin counting with the dot that is black.** Be sure to have your child touch each dot while counting. Begin with the object with the fewest dots and continue to the objects with more dots.

### ■ STEP 2

Ask your child, “Which object has the most dots? Which has the fewest dots?”



Caterpillar has      dots.



Fish has      dots.

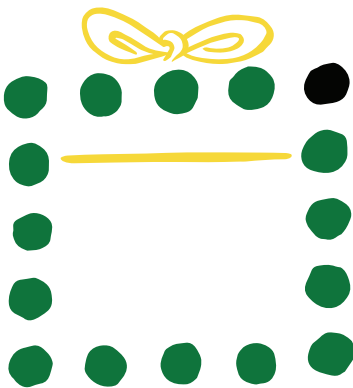


^ **Make it Harder**

Ask your child how many dots it takes to make 2 of the objects. For example how many dots does it take to make the caterpillar and the square together? Have your child count the dots on one object and keep counting to the next object to get the total number of dots. Have your child touch each dot as she counts.

+ **Math is Everywhere**

Many things are made up of smaller parts. Help your child see and count the parts of things. For example, one window might be made up of 4 panels or a bathroom wall might be made up of many tiles.



Square has     dots.



Heart has     dots.

# Jump to it!

## What your child will learn:

Counting out loud • estimation

### ■ STEP 1

Ask your child to choose an object in your house. The object could be a chair, a bed, or anything that is some distance from where your child is standing at that moment.

### ■ STEP 2

Ask your child to guess how many jumps it will take to get to the object. Write down the number and show it to your child, repeating the number.

### ■ STEP 3

Have the child jump to the object, counting each jump out loud.

### ■ STEP 4

When your child gets to the object, ask your child how many jumps it took to get to there. Ask your child, "Did you guess the right number of jumps? Did you guess too many jumps? Too few jumps?"

### ■ STEP 5

Ask your child to guess how many jumps it will take to jump back from the object to where you are standing. Ask, "Do you think it will take more jumps, fewer jumps, or the same number of jumps to jump back to me?"

## ■ STEP 6

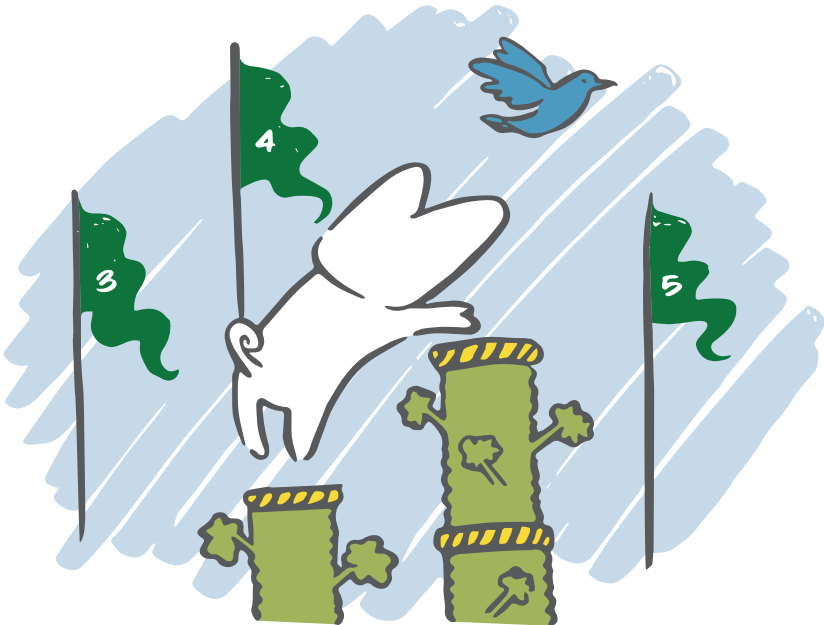
Repeat Step 3 for the return jumps. Your child's guesses may be way off. Learning to estimate takes practice.

### ▲ Make it Harder

Ask your child to choose objects that are farther away so that it takes more jumps to get there. This will help your child estimate distances.

### + Math is Everywhere

Things to estimate are everywhere. Estimate the number of steps down an aisle in the grocery store. Estimate the number of Cheerios that it takes to go in a pile or the number of grapes in a bunch. Count the number of objects with your child. Each time ask the child if her estimate was too high, too low, or just right.



# More or less?

## What your child will learn:

Number relationships

### STEP 1

Line up some MKit Squares in 2 rows. One row should have more squares than the other.



Row #1



Row #2

### STEP 2

Ask your child which row is the longest. Then ask which row is the shortest.



Which row is the longest?

The shortest?

### STEP 3

Ask your child which row has the most squares and which row has the fewest squares.

Which row has the most squares?

The fewest?



■ **STEP 4**

Ask your child to count how many squares are in each row. Then ask which number is bigger, the number for the shorter row or the number for the longer row. For example, if one row has 4 squares and the other has 8, when your child is done counting, ask your child if 4 or 8 is bigger. Begin with rows that are very different from one another.

Which number is bigger?



Row #3: 1 2 3 4

Row #4: 1 2 3 4 5 6 7 8

The number 4 in Row #3 and the number 8 in Row #4 are circled in red.

▲ **Make it Harder**

As your child gets better at counting and knowing what numbers stand for, you can make the number of squares bigger and make the difference between the number of squares in each row smaller. You can also increase the number of rows to 3 or 4.

+ **Math is Everywhere**

Try to find ways to compare quantities every day. If your house or apartment building has 2 stairways and 1 is longer than the other, have your child count the steps in each and report which staircase is longer. Find examples of more and fewer and longer and shorter wherever you can.

# Tick tock

## What your child will learn:

Recognizing numbers • number order

### STEP 1

Show your child this clock.



### STEP 2

Ask your child to point to the numbers on the clock and say them in order. Ask how many numbers are on the clock.

### STEP 3

Ask your child to point to the shortest hand on the clock. Tell your child that this is the “hour hand” and that when the hour hand moves from one number to the next, 1 hour has passed. Tell your child when the hour hand is on 7 it is 7 o’clock. When the hour

hand is on 8 it is 8 o’clock and 1 hour has passed since it was 7 o’clock.



1 hour has passed since it was 7 o’clock.

When the hour hand is on 8 it is 8 o’clock.

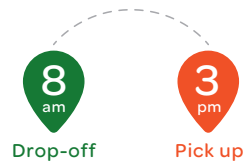
#### ■ **STEP 4**

Tell your child about things that take about an hour and talk about how long an hour feels. You might say, “Getting to grandma’s house takes about 1 hour. Is that a long time?”

#### ■ **STEP 5**

Tell your child what you do at different hours in the day. You might say, “We get to preschool at about 8 o’clock each morning.

Point to the 8 on the clock.” Do this with other times during the day such as “I pick you up from school at about 3 o’clock. Point to the 3.”



#### ▲ **Make it Harder**

When your child understands hours on the clock, begin to talk about how many minutes are in an hour. Have your child count to 60 and tell him that each hour has 60 minutes. Use a timer to show your child how long a minute is and then how long 5 minutes is. This is not easy so your child might not understand right away. But keep talking about it.

#### + **Math is Everywhere**

Make a game out of spotting clocks—in the store, at school, or at the train station. Ask your child, “What number is the big hand pointing to?”

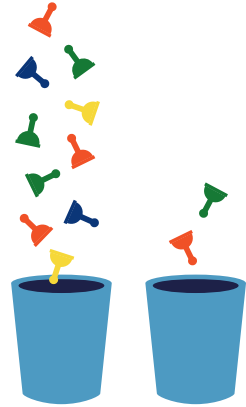
# Quick look

## What your child will learn:

Comparison • estimating

### STEP 1

In 2 containers that your child cannot see into (like plastic cups), put different numbers of MKit Pawns. For example put 10 pawns in 1 container and only 2 in another.



### STEP 2

Dump one container in a pile in front of your child. Then dump the other one next to it. Ask your child which pile has the most pawns.

### STEP 3

Ask your child to guess how many pawns are in each pile.



How many pawns are in each pile?



### STEP 4

Ask your child to count the pawns to see if her guess was correct. Ask your child whether her guess was too high, too low, or just right.





## ■ STEP 5

Repeat the above steps. But this time have your child say which pile is bigger very quickly once you dump out both piles.

This helps your child picture what more and less looks like.

Don't forget to make some piles with the same number of pawns and talk to your child about that.



Quick! Which pile is bigger?

Do these piles have the same amount?

## ▲ Make it Harder

The closer the number of pawns in the 2 piles are, the harder it is to quickly tell which pile is larger. The more pawns there are in a pile, the harder it is to guess how many are in the pile. In the beginning, your child may have a hard time guessing how many pawns are in a pile. But praise her for trying to guess the right number. As she practices, her skills grow.

## + Math is Everywhere

The world is full of chances for your child to recognize relationships like more and less or longer and shorter. You can ask your child, "Are there more wheels on a car or a bicycle?" Mix it up and say, "Who has fewer legs, people or dogs?"

# The longest line

## What your child will learn:

Comparison • estimating

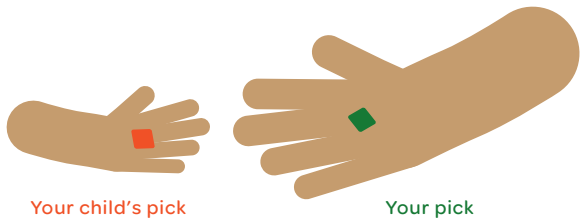
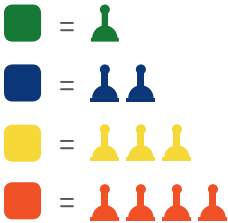


### STEP 1

Put 1 red MKit Square, 1 blue MKit Square, 1 yellow MKit Square, and 1 green MKit Square in a paper bag, a cup, or any other container that your child cannot see into.

### STEP 2

Have your child reach into the container and pull out a square. Explain to your child that he will get a different number of MKit Pawns depending on what color square he pulls from the container. Each color is worth:



### STEP 3

Now you pull out a square to see how many pawns you get.

### STEP 4

You and your child each make a line with the pawns that you get. Put the square back into the container after each draw.



## ■ STEP 5

After each player lines up the pawns, ask your child which line is longer, yours or his. Mix it up. Instead of asking which line is longer, ask which line is shorter, or which line has the fewest pawns. Put all the pawns back in a pile and start again.

Which line is longer... Yours or mine?



Which line is shorter?

Which line has the fewest pawns?

## ▲ Make it Harder

Take 2 turns at drawing squares. Ask your child to add the number of pawns from both turns and make one long line. Line up the pawns from two turns at drawing squares. Ask your child to guess how many pawns are in each line, and then count the pawns. Ask you child whether his guess was too high, too low, or just right.

## + Math is Everywhere

You can find many ways to help your child understand longer and shorter, more and less and other relationships. Ask your child, "Who is taller, you or me?" Have your child line up sticks or toys from shortest to longest. With your imagination, math is everywhere.

# **MKit Board Activities**

**The MKit Game Board is in an envelope in the MKit bag. It is on the reverse side of the MKit Number Helper.**

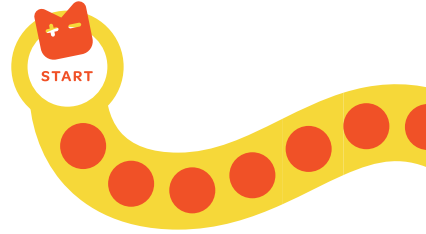
# MKit Game: Race to the end

## What your child will learn:

Counting out loud • counting objects

### STEP 1

Have your child put an MKit Pawn on the space that says "Start."



### STEP 2

Put 1 red MKit Square, 1 blue MKit Square, 1 yellow MKit Square, and 1 green MKit Square in a paper bag, a cup, or any other container so that your child cannot see into. (If you have game dice you can use these to move along the game board. Be sure to help your child count the dots on the dice and move the correct number of spaces.)



### STEP 3

Have your child draw a square from the container. Tell your child that the number of spaces she can move depends on the color of the square she drew. Here is what each color is worth:

Move forward **1** space **2** spaces **3** spaces      Move backward **2** spaces

The first one to get to the end is the winner. This game can be played with 2 to 4 players. After each turn put the MKit Square back in the container.

# MKit Game: The trap

Play as you would **Race to the End** (p. 37) but make these changes to the rules:

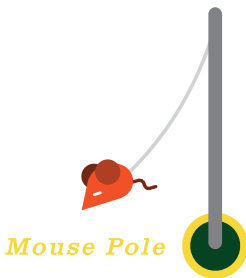
When a player lands on the **Giant Kitty Tree** she must draw an extra square and move that many more spaces.



When the player lands on **Lake Kitty Kat** she must "swim" back 2 spaces.



When a player lands on the **Mouse Pole** she "swings" ahead 4 spaces.



When a player lands on the **Kitty Ball Court** the player loses a turn because she stays to play a ball game.



# MKit Game: The challenge

Play as you would **Race to the End** (p. 37) but instead of drawing out 1 MKit Square at each turn, **draw 2**. Players move the number of spaces equal to the sum of the 2 squares. For example, if a player pulls 1 red square (worth 1 space) and 1 yellow square (worth 3 spaces), he gets to move ahead 4 spaces.



1 space + 3 spaces = 4 spaces

Yes, 1 plus 3 equals 4.

Help your child add numbers by having him first move 1 space for the red square and then 3 spaces for the yellow square. Ask your child how many spaces he moved all together. Then use the language of math by saying, “Yes, 1 plus 3 equals 4.”



## ^ Make it Harder

Here are some ideas to make games on the MKit Game Board harder:

- Make the squares worth more spaces so your child must count higher. For example, make the red square worth 4 spaces, the blue square worth 6 spaces, and so on.



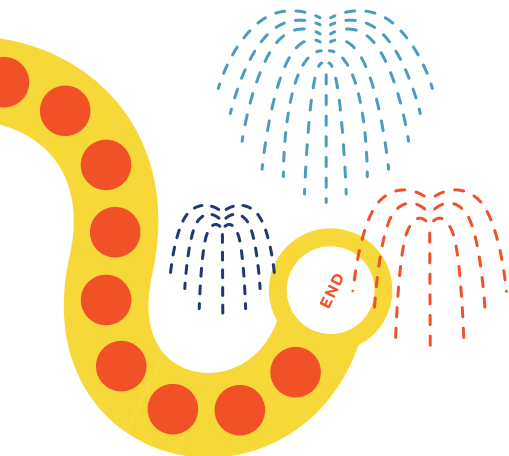
- Have your child draw 2 MKit Squares. Ask your child to **choose the square that allows him to move the most spaces**. For example, if the child draws a yellow square and red square, say, “The yellow square is worth 3 spaces, the red square is worth 1. Which one is worth more? Move forward the number of spaces for the square that is worth the most.”



If the yellow is worth 3 and the red is worth 1...

Which one is worth more?

- **Mix it up. Tell your child the goal is to be the last person to get to the end.** So when he pulls 2 squares ask, “Which is worth less? Move forward the number of spaces for the square that is worth the least.”



If this square is worth 1 and that square is worth 4...

Which one is worth less?

Which one should you pick?







### + Math is Everywhere

You can make many everyday activities into a game of counting, adding and subtracting. For example, if you have stairs in your house tell your child, "When I say 'red' go up 3 stairs but when I say 'blue' go up 2!" With imagination everything can be a math game!



When I say "red," go up 3 steps.  
When I say "blue," go up 2 steps!



# MKit Number Helper

**The MKit Number Helper is on the reverse side of the MKit Game Board. It is in an envelope in the MKit bag. What your child will learn:** The MKit Number Helper helps your child learn to count, recognize numbers, understand the relationship between numbers (bigger and smaller numbers), and to add and subtract numbers.

# Number Helper: Counting 1

## What your child will learn:

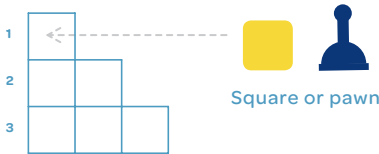
Number recognition

### STEP 1

Ask your child to point to the number “1” on the Number Helper.

### STEP 2

Have your child put 1 MKit Square or MKit Pawn on the box next to the number 1. Have your child say “1.”



### STEP 3

Repeat these steps up to number 15 or as high as your child can go, counting the right number of squares or pawns and recognizing the numbers on the Number Helper.



### STEP 4

As you use the Number Helper, ask your child, “Which line is the longest? Which line is the shortest?”



Which line is the longest?

Which line is the shortest?

# Number Helper: Counting 2

## What your child will learn:

Number recognition • counting objects

### STEP 1

Give your child 2 MKit Squares. Ask your child to count the squares.



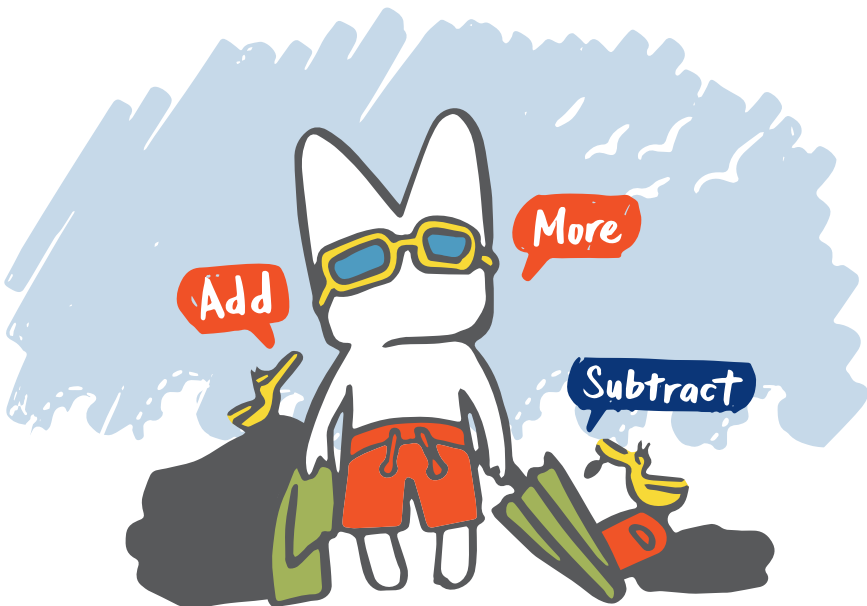
### STEP 2

Ask your child to find the number 2 on the Number Helper and to place the squares on that line.



### STEP 3

Repeat for numbers as high as your child can go.



# Number Helper: Taking away

## What your child will learn:

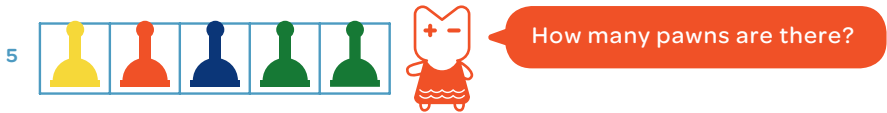
Subtracting

### STEP 1

Line up 5 MKit Pawns next to the number 5 on the Number Helper.

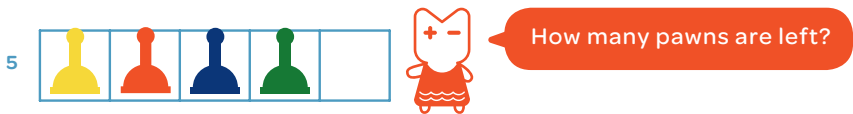
### STEP 2

Ask your child how many pawns there are and to point to the number 5.



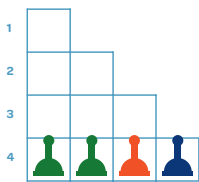
### STEP 3

Now take away 1 of the pawns and ask your child how many pawns there are now.



### STEP 4

Ask your child to find that number on the Number Helper and move the pawns to that line. If your child cannot subtract, just ask her to find the place where the pawns fill the whole line. Then ask what number is on that line.



### STEP 5

Repeat. As your child gets better at small numbers, move to larger numbers.

# Number Helper: Adding up?

## What your child will learn:

Adding

### STEP 1

Give your child 3 pawns and ask your child to put the pawns on the spaces next to the number 5.



### STEP 2

Ask your child how many more pawns it will take to make 5 pawns.



How many more pawns do we need to make 5 pawns?

### STEP 3

Repeat this with other numbers up to 5 until your child understands the idea of adding. Then repeat with higher numbers as your child gains more skill.

$$3 + ? = 5$$

### Make it Harder

Be sure to use the language of math with the Number Helper. Say, "Yes, 3 plus 2 equals 5." And remember your child is learning even when she gets the wrong answer. Encourage her to try new ideas.



The MPACT initiative is made possible with generous funding from CME Group Foundation, Overdeck Family Foundation, Robert R. McCormick Foundation, Heising-Simons Foundation, Center for Human Potential and Public Policy & Paul M. Angell Family Foundation.



The Math for Parents and Children Together Initiative



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