This is your homework book. It has information that we will be talking about in class each week. Your teacher will let you know what homework you need to do and bring back to the next class. Homework is important because it lets you practice what you have learned in class.

**The Importance of Homework**

At the end of each class, you and your child will be given homework to do before coming back to the next class. This is to help you practice together at home on fun writing and math activities. Also, if you practice a new skill within 24 hours after learning the skill, you will remember it better.

**Get Set Learn** is a holistic program that takes place 2 times each week. This makes doing homework important for you and your child.
Get Set Learn Rules

In order to make things run smoothly during the Get Set Learn classes, we ask that you follow these rules.

**Rules for Children**

☐ I will be a good listener

☐ I will stay with my family so I can learn

☐ I will not touch in any way that will hurt

☐ I will use my inside voice

☐ I will take turns and share the books and toys with my new friends.

☐ I will ask for help if I need it

**Rules for Parents**

☐ Please feel free to leave the room for a time out with your child and return when things have settled down

☐ Disruptive behaviour affects both individuals and group learning

☐ When necessary, please take some time away from the group to remember our Get Set Learn rules

☐ If you are feeling uncomfortable about anything in Get Set Learn, please talk to us right away so that we can try to help

☐ I will support the other parents and children in their play and parenting
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Hello and Goodbye Songs
(Tune is “The Farmer in the Dell”)

Hello my friends, hello
Hello my friends, hello
  Hello my friends,
  Hello my friends,
Hello my friends, hello.

Goodbye my friends, goodbye
Goodbye my friends, goodbye
  Goodbye my friends,
  Goodbye my friends,
Goodbye my friends, goodbye.
Getting Ready for Reading and Writing

Three Key Messages of Get Set Learn

How can you help a young child get ready for reading and writing?

**Read with your child often**

Things such as simple books, story tapes, comics, story telling, and counting

**Literacy Play**

You are your child’s favourite toy! Play make believe with your child

**Be a literacy role model**

Let your child see you using literacy and math in every day life...you don’t have to be a great reader to be a great role model!

Adapted from *Literacy is a Family Affair*
Creating a Reader
Read Daily with your Child

Parents who regularly read to their children have children who grow up to be readers.

Read together regularly
Make story time special

Choose a book that suits your child

Tell the story in a way that is fun, using funny voices and expressions. This helps the child get ready to read and write.
10 Great Reasons to Read with Your Child

1. Reading stimulates your child’s imagination
2. Children learn new words by reading
3. Reading builds concentration and memory
4. Children learn about the world through books
5. Reading builds listening skills
6. Children learn letter and word awareness
7. Reading with your child will bring you closer
8. Children grow on positive attention of story time
9. You will give your child a life long love of books
10. Your child will learn that language is important

Reading out loud to your child 15 minutes every day brings all the benefits listed above as well as prepares your child for school.

It is never too late to begin.

Adapted from the Toronto Early Literacy Specialists
A Multi-Sensory Learning Approach

Young children have great stories to tell and many want to write them down. Ask your child to tell you a story and you write it down for them OR

Ask your child draw their story in pictures. Then each time they tell the story they can use the pictures to “read” it.

We don’t want to miss the best time to learn - that is when your child is ready to learn.

Use a physical multi-sensory approach.

HOW?

An example of a physical multi-sensory approach would be to teach children about an “O” by having them pretend to be an octopus. They are acting “O” out which will cause the letter to be learned better. Practice with different letters, animals, food, etc. Use your imagination.
What do you Remember?

Try learning something using each of these different ways of remembering.

1. **Read something.** A few hours later, try to remember what you read and tell someone about it or write down the details.

2. Use more than one sense to learn something (**multi-sensory**). For example, read and say out loud a new word. A few hours later, tell someone what you learned or write it down.

3. As you are learning something, ask:
   - Who
   - What
   - Where
   - When
   - Why
   - How?

A few hours later, try to remember the answers to these 6 questions. This would be **comprehension**.

If you tried all 3 ways to learn something, which way was the easiest? Why?

1. **Reading -**

2. **Multi-sensory -**

3. **Comprehension -**

Adapted from *Early Learning Canada, Workshop Leader Guide*
Family Literacy Daily Checklist

Read and check the sentences that you have done today.
Be ready to discuss in class.

Today I read a book with my child

- We cuddled
- We had fun – story time was special
- We turned off the TV and got rid of other distractions
- I picked a book suited to my child’s age and interests
- I read a book my child picked – one of her favourites

Today I played “Literacy Games” with my child

- We sang songs
- We counted toes
- We played patty - cake
- We put together a puzzle
- We talked to each other

Today my child saw me read and write

- I wrote a note
- I read the newspaper or a book
- I followed a recipe
- I put something together from the instructions
- I made and used a grocery list

Adapted from Literacy is a Family Affair
Section H - Parent Book
ABC Strategies for Stories and Books

These suggestions are for the parent to try.

**A** – Admire and watch how your child listens; see what interests your child. Listen to your child’s responses to the story.

**B** – Babble or talk about the story; follow your child’s lead. Ask open ended questions.

**C** – Construct and add new words; build on your child’s ideas (SCAFFOLD). Look for a similar book to share with your child.

<table>
<thead>
<tr>
<th><strong>Suggested Books for Babies</strong></th>
<th><strong>Author</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Baby Faces</td>
<td>Margaret Millar</td>
</tr>
<tr>
<td>Farm Animals</td>
<td>Lucy Cousins</td>
</tr>
<tr>
<td>Max’s Bath</td>
<td>Rosemary Wells</td>
</tr>
<tr>
<td>Say Goodnight</td>
<td>Helen Oxenbury</td>
</tr>
<tr>
<td>Let’s Pretend</td>
<td>Debbie Bailey</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Suggested Books for Toddlers</strong></th>
<th><strong>Author</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Guess How Much I Love You</td>
<td>Sam McBratney</td>
</tr>
<tr>
<td>Snowy Day</td>
<td>Ezra Jack Keats</td>
</tr>
<tr>
<td>The Very Hungry Caterpillar</td>
<td>Eric Carle</td>
</tr>
<tr>
<td>Red is Best</td>
<td>Kathy Stinson</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Suggested Books for Preschoolers</strong></th>
<th><strong>Author</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Amos Sweater</td>
<td>Janet Lunn</td>
</tr>
<tr>
<td>Mama do you Love Me?</td>
<td>Barbara Joosse</td>
</tr>
<tr>
<td>The Gingerbread Boy</td>
<td>Paul Galdone</td>
</tr>
<tr>
<td>And the Wind Blew</td>
<td>Pat Hutchins</td>
</tr>
</tbody>
</table>

Adapted from *Early Bird A Family Literacy Curriculum*

Section H - Parent Book  

Get Set Learn - Project READ Literacy Network  

13
Choosing Books for Your Child

Look at the boxes below to see if you can find books like this to read with your child. Places to find books: libraries, yard sales, book stores, dollar stores, your home.

Choosing a Book for Baby
- Cloth Book
- Board Book
- Point and See Picture
- Clear colourful pictures
- No words or few words

Choosing a Book for the Toddler
- Interactive or multi-sensory books
- Flap books
- ABC and Counting Books
- Nursery Rhyme Books
- Concept Books
- Theme Books around every day
- Books about routines
- Books with few words
- Simple repetitive words or phrases
- Books with bright simple pictures

Choosing a Book for the Pre-schooler
- Old Favourites
- Storybooks with simple plots
- Books of interest for child
- Repetitive text
- Books with text to help the child learn how print works
- Large print books
- Books with bright interesting pictures

Adapted from Literacy is a Family Affair
Family Literacy Tool Kit

**Basic Tools**
- Scissors
- Glue stick
- Crayons
- Magazines or junk mail or old envelopes
- Yarn/string
- Pen/pencil
- Playing cards
- Dice
- Pasta shapes
- Rice in small container
- Measuring cups/spoons
- 2-3 containers – different shapes

**Extras**
- Scotch tape
- Paper clips
- Fridge magnets
- Brown paper bags
- Zipper bags
- Coloured paper
- Markers
- Glitter glue
- Glue stick
- Paint and brushes
- Buttons
- Cotton balls
- Bubbles
- Feathers
Ways to Inexpensive Literacy Play
(How to create a literate home)

Things to do together.

1. Count baby's toes. Count babies fingers. 1-2-3-4-5
2. Sing lots of songs to baby.
3. Rock baby while you sing a lullabye.
4. Play patty-cake.
5. When your baby babbles, babble back (imitate her).
6. Use your pointing finger. Trace the shape of letters on your baby's belly. Say the letter, A, B, C.
7. Take baby's hand and feel something soft, hard, squishy, etc. Say "soft" "hard" ”squishy”.
8. Blow gently on your baby's face. Have baby blow on your face.
9. Stick out your tongue. Get baby to stick out tongue.
10. Show baby your teeth. Make the sound “S.” Get baby to imitate you.
Things to do together (continued)

**Toddler**

11. Match fruit. Put all the oranges and apples together. Have toddler do the same.

12. Match socks and have toddler match socks with you. Say the colour names or “Mommy’s socks, baby’s socks.”

13. Count crackers, raisins, carrot sticks, steps.


15. Try what’s different. Try what’s the same. Pick out the items that have wheels.

16. Make a story book with pictures of your toddler. Have him tell the story and you write the words. Read this book over and over to

**Preschooler**

17. Observe nature. Predict if it will rain or snow, be sunny or windy.


19. Play card games like crazy 8’s, uno.

20. Make puppets and play.

21. Make up silly songs. Change the words from songs you already know.

22. Sign out and read a riddle book (from the library).

23. Play card games like “go fish” or “old maid.”
Home Literacy Environment Checklist

Is your home literacy-friendly? You are your child’s first teacher. Your home is where your child will get his or her first experiences with books and reading. Look around your home and think about what you do with your child. If the statement on the checklist is true, place a check in the true column. If the statement is false, place a check in the false column. Don’t worry if you don’t have a lot of these items in your home. We will discuss this as a group and find ways for you to make or find some of these items.

<table>
<thead>
<tr>
<th>What my child has access to....</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child has at least one alphabet book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child has alphabet letters to play with</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child has crayons and pencils available</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child has paper available</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child has at least one rhyme book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child has a picture book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child has a library card (or I have a card)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child has materials and games to help learn the alphabet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What I or another adult do....</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read a picture book with my child once per week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read a picture book four times a week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teach new words to my child every day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have a detailed conversation with my child once per week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e.g. How do you think ice cream is made?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have a detailed conversation every day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help my child learn nursery rhymes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourage my child to tell me what he or she wants using a complete sentence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take my child to the library regularly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### My child sees me or another adult doing....

<table>
<thead>
<tr>
<th>Activity</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading books, magazines or newspaper daily</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading books, magazines, or newspapers weekly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing a grocery list or letter or thank you note weekly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing a grocery list, letter, or thank you note daily</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### I....

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am a good reader</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have a large vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speak more than one language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have read with my child since birth</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### I or another adult encourage....

<table>
<thead>
<tr>
<th>Activity</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child to learn the name letters of the alphabet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To help my child to write other people’s names</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help my child learn how to make rhyming words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help my child learn how to make rhyming words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help my child learn the sounds the letters of the alphabet make</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help my child to learn and recognize the numbers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Total

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-10</td>
<td>Home literacy environment needs improvement</td>
</tr>
<tr>
<td>11-20</td>
<td>Home literacy environment has some good elements</td>
</tr>
<tr>
<td>21-31</td>
<td>Home is literacy rich. <strong>BRAVO!</strong></td>
</tr>
</tbody>
</table>

Parent Reflection – What Have I Learned?  
Lesson 4 Homework

Write a sentence about the most important thing that you have learned so far.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

This is how I feel about what I learned.
(Draw happy, sad, angry, or content face).
Letter Walk

Take a walk and spot the alphabet around you. Either write down all the things you find that have these letters or put a check mark. Example: C – sign that has friend “Chris” name

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Aa</td>
<td>Nn</td>
<td></td>
</tr>
<tr>
<td>Bb</td>
<td>Oo</td>
<td></td>
</tr>
<tr>
<td>Cc</td>
<td>Pp</td>
<td></td>
</tr>
<tr>
<td>Dd</td>
<td>Qq</td>
<td></td>
</tr>
<tr>
<td>Ee</td>
<td>Rr</td>
<td></td>
</tr>
<tr>
<td>Ff</td>
<td>Ss</td>
<td></td>
</tr>
<tr>
<td>Gg</td>
<td>Tt</td>
<td></td>
</tr>
<tr>
<td>Hh</td>
<td>Uu</td>
<td></td>
</tr>
<tr>
<td>Ii</td>
<td>Vv</td>
<td></td>
</tr>
<tr>
<td>Jj</td>
<td>Ww</td>
<td></td>
</tr>
<tr>
<td>Kk</td>
<td>Xx</td>
<td></td>
</tr>
<tr>
<td>Ll</td>
<td>Yy</td>
<td></td>
</tr>
<tr>
<td>Mm</td>
<td>Zz</td>
<td></td>
</tr>
</tbody>
</table>
Climbing the Beanstalk

Fostering literacy at the early stages

**Stage 1  “I learn to LOVE books”**

- Hold child close to look at books, sit her on your lap, cuddle
- Give child your undivided attention, enjoy.
- Set aside a special time for reading

**Stage 2  “I learn that books TELL me things”**

- Point out the picture, say the word
- Say the word and have child point out the picture

**Stage 3  “I learn HOW a book works”**

- Let child help by turning the pages when you read to him
- Let child handle and play with cloth and board books on own

**Stage 4  “I GET IT’ The print SAYS things”**

- Put your finger under key words in the story and say the word
- Point out words all around you (environmental print)

**Stage 5  “I FILL IN words and MEMORIZE the story”**

- Read a favourite book over and over and let the child pick the book
- Let the child fill in parts of the story such as repeated or familiar words
Stage 6  “I PRETEND to read”

- Encourage a child’s efforts to pick up a book and pretend to read
- The child will tell or read aloud favourite books, following pictures and turning the pages
- The child will make up parts and miss words – that is okay, don’t correct them

Stage 7  “I RECOGNIZE some words”

- Let the child say aloud the words she recognizes in the story
- Follow along under the print with the tip of your finger as you read aloud so the child understands how print works on the page – across the page from left to right and down the page from top to bottom

Stage 8  “I use PICTURES and PRINT”

- Talk to the child about the pictures and how they relate in the story
- Encourage the child to PREDICT the text and story from the pictures – what do you think happens next?
- Ask questions as you read together and have a conversation about the story

Stage 9  “I use SIGHT WORDS, PHONICS, and other ways to figure out the story”

- Encourage your child’s efforts to figure out the story and words using different strategies – context, pictures, recognizing words from memory, phonics
- Keep reading with child and let her join in as she can along the way
- Don’t expect the child to read the book on her own…she’ll build early reading skills as she’s ready from reading together with you
**Signs All Around - Environmental Print**

What do these mean? Write your idea beside each sign or put a check beside the ones you see.
What do these mean? Write your idea beside each sign or put a check beside the ones you see.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Slow</td>
<td>Green light</td>
<td>Right turn arrow</td>
</tr>
<tr>
<td>No parking</td>
<td>Maximum speed limit (100)</td>
<td>Maximum speed limit (20)</td>
</tr>
<tr>
<td>Pedestrian</td>
<td>Yield</td>
<td>Exit</td>
</tr>
<tr>
<td>30 minute parking</td>
<td>Do not enter</td>
<td>Stop</td>
</tr>
</tbody>
</table>

**Please note:** An answer key is included at end of this section for facilitator reference.
Child’s Favourite Things to Do

Make a list of your child’s favourite things to do. Then, on a rainy day, pull this list out and you will have ideas. You can ask your child to help you with this list. If you have more than one child, use the back of this sheet to write down their favourite things.

Child’s Name:__________________________
Child’s Age:____________________________

I like to.....

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

Create a unique game. Bring it to class to discuss and share with the other families.
Shape Walk

Take a walk around the building.
Write down all the things you find with these shapes.

Circle

Triangle

Square
Familiar Rhymes
Lesson 6 - Homework

Create a list of your favourite rhymes or your child’s favourite rhymes and songs. Be prepared to share the list with the group.

1.
2.
3.
4.
5.
6.
Colour Walk

Mark down how many things you have found that match the colour shown here.

Yellow       Red       Blue

Yellow flowers
Red flowers
Blue flowers

Yellow watering cans
Red watering cans
Blue watering cans
Rainbow Colour Walk

Rainbow Song

Red and Yellow and Pink and Green
Purple and Orange and Blue,
I can sing a rainbow, sing a rainbow,
sing a rainbow too.

Have your child circle the colours that they see in the room. You may help them using Hand-over-hand techniques (your hand guides their hand).

Red Purple Orange

Green Pink

Blue Yellow
Clock Fun

Draw 2 straight lines across this clock face to divide it into 3 parts so that the numbers in each part must equal each other. This is to help you improve your problem-solving abilities. Hint: Each part must equal 26. Add up all of the numbers = 78. Now divide by 3 = 26.
Triangle Count

How many triangles can you count in the picture? This is an exercise to improve your critical thinking or logic skills.
# Number Walk

Mark down how many items you found with these numbers.

<p>| | | | | | | | | | |</p>
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<thead>
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<tr>
<td>1</td>
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<td>2</td>
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<td>3</td>
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<tr>
<td>4</td>
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</table>
Bathtub Literacy

The next time your child takes a bath, create a new game, toy, or song. **Never leave your child of any age alone in a tub.** Bring your idea to class. Write it down below.

Ideas for a Bath time Fun Kit

**I learn using my senses**
- **Sight** - items of different colour, shape and size
- **Hearing** - rattles, squeeze toys, puppets
- **Smell** - scented bubbles, shampoo, vanilla in a spray bottle
- **Touch** - sponges, brushes, shaving foam, bubbles
- **Taste** - lip gloss

**I can learn letters and numbers**
- **Reading** - plastic and cloth books, alphabet placement
- **Letters and numbers** - foam, sponge, plastic blocks
- **Counting** - items of different colour, shape and size
- **Puzzles** - foam, sponge, plastic
- **Printing** - bathtub finger paint

**I can solve problems**
- Sorting, finding, and counting items of different colour, shape and size
- Filling, emptying, measuring cups, spray bottles, jars, bowls
- Sinking and floating smooth stones, sinkers, trays, plastic objects

Play what your child wants to play and have fun. Your attitude is important.
Kitchen Literacy

Having your child estimate can be a fun activity done before dinner. Set out 2 or 3 baggies filled with small amounts of food items such as 8 baby carrots, 12 grapes, or 10 fish crackers. Before eating, have your child try to guess how many items are in the baggie. Next, have your child empty the baggie and count their snacks.

Think about times your child helps you in the kitchen. Write down how it is kitchen math. Was it fun?
Math Measurement

Working with a partner, guess the length of the objects listed on this page. Use the measuring tool (e.g. toilet paper, hands) to measure the length and record on this page.

<table>
<thead>
<tr>
<th>Name</th>
<th>Guess</th>
<th>Actual</th>
<th>Guess</th>
<th>Actual</th>
<th>Guess</th>
<th>Actual</th>
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</table>

Now find the difference between each guess and the actual measurement. Difference is a math term that means the change from the first number to the second number. Example: height: guess – 6 feet, actual – 5 feet, difference is 6 – 5 = 1 foot

<table>
<thead>
<tr>
<th>Guess</th>
<th>Actual</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height</td>
<td></td>
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<tr>
<td>Arm Span</td>
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<tr>
<td>Leg Length</td>
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</tbody>
</table>
Math Strand Examples

Number Sense

- Recognition and counting
- Add, subtract, multiply and divide
- Most common math skill
- Singing number songs like “5 little speckled frogs”
- Playing dominoes with spots and numbers or rolling dice
- Counting real objects makes numbers more concrete

Measurement

- Creating a unit of measurement using your own body, pieces of toilet paper or a measuring tape
- Comparing the size of objects
- Comparing packages of food and the measurements on packages
- Using words like “more than,” “less than,” “big,” “bigger,” “thinner” “thicker,” “taller” “shorter,” “lighter,” “heavier,” “faster,” “slower,”

Geometry and Spatial Sense

- Understanding shapes, maps, construction
- Recognizing shapes in real objects (circle clock, triangle bridge, square house, traffic cone)
- Using words like “over, under, in, on beside, high, low, between” to help children find a hidden object
**Patterning and Algebra**

- Using socks to make a repeating pattern such as black, white, black, white
- Using base 10 number blocks to make colour patterns
- Using raisins in a muffin tin to create the Fibonacci sequence $1,1,2,3,5,8,13,21$
- Counting money uses algebraic skills

![Sock Pattern](image1)

**Data Management and Probability**

- Entering the number of times chores have been done on a calendar
- Using words like “never, sometimes, often, always”
- Using stickers to make a bar chart to record good behaviour or making a weather chart
- Predicting the weather (probability of rain? Snow? Sunshine?)

![Weather Chart](image2)
Cereal Scrabble
Homework – Class 10

Pick a sentence on your favourite box of cereal. Count or tally how many times each letter appears in the sentence. You may use either the uppercase or capital letters table or the lowercase table. Write the numbers in the table below.

Name of cereal: ______________________

Lowercase letters:

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
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Uppercase letters:

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<tr>
<th>A</th>
<th>B</th>
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</table>

Which 3 letters appear most often on a cereal box? Make a guess.

_____________________________________________________________________

Explain why you chose those 3 letters.

_____________________________________________________________________

Which 3 letters appear most often on a cereal box? Make a guess.

_____________________________________________________________________

Explain why you chose those 3 letters.

_____________________________________________________________________

Get Set Learn – Project READ Literacy Network
When You Thought I Wasn’t Looking  
(Being a Role Model)

When you thought I wasn’t looking,  
I saw you hang my first painting on the refrigerator,  
And I wanted to paint another one.

When you thought I wasn’t looking,  
I saw you feed a stray cat,  
And I thought it was good to be kind to animals.

When you thought I wasn’t looking,  
I saw you make my favourite cake just for me,  
And I knew that little things are special things.

When you thought I wasn’t looking,  
I felt you kiss me goodnight,  
And I felt loved.

When you thought I wasn’t looking,  
I saw tears come from your eyes,  
And I learned that sometimes things hurt,  
But it’s all right to cry.

When you thought I wasn’t looking,  
I saw you cared,  
And I wanted to be everything that I could be.

When you thought I wasn’t looking, I looked…  
And I wanted to say thanks for all the things I saw,  
When you thought I wasn’t looking.

Anonymous
# Factors that Affect Learning

<table>
<thead>
<tr>
<th>FACTOR</th>
<th>DESCRIPTION and EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical</strong></td>
<td>Health, growth, nervous system development, physical abilities&lt;br&gt;• Babies have a critical time to learn, as they grow they learn how to walk, speak, and talk. With brain development at the critical time, they learn to read well&lt;br&gt;• Provide good food&lt;br&gt;• Get eyes, ears, teeth checked regularly</td>
</tr>
<tr>
<td><strong>What can a Parent do?</strong></td>
<td>• Provide good food&lt;br&gt;• Get eyes, ears, teeth checked regularly</td>
</tr>
<tr>
<td><strong>Discussion topics</strong></td>
<td>Allergies, sleep, glasses/hearing aids</td>
</tr>
<tr>
<td><strong>Environmental</strong></td>
<td>TV, Housing, books, toys, pets, nature, weather and seasons&lt;br&gt;• Mobile over bed, bathtub float vs. sink, picture book, looking at ants&lt;br&gt;• Adult chooses to walk to work&lt;br&gt;• Most environmental factors can be controlled</td>
</tr>
<tr>
<td><strong>What can a Parent do?</strong></td>
<td>• Provide a clean and healthy home</td>
</tr>
<tr>
<td><strong>Discussion topics</strong></td>
<td>Smoking, pollution, lead, poisons, noise, seasonal affective disorder/light</td>
</tr>
<tr>
<td><strong>Social</strong></td>
<td>Parents, siblings, relatives, friends, caregivers, teachers, community members, pets, imaginary friends, spirit, religion. Circle of society expands with age. &lt;br&gt;• A variety of people contribute to social wellness and learning&lt;br&gt;• Social interaction teaches sharing, coping, confidence, love, respect and conflict resolution etc.</td>
</tr>
<tr>
<td><strong>What can a Parent do?</strong></td>
<td>• Help your child learn to make decisions and judge for themselves</td>
</tr>
<tr>
<td><strong>Discussion topics</strong></td>
<td>Community vs. isolation</td>
</tr>
</tbody>
</table>
### Emotional

**Personality, independence, temper, self-motivation, self-esteem, determination, affectionate, reserved, out-going etc...**

Emotional intelligence is hardwired in the brain. It starts early; before birth.

**What can a Parent do?**

You can help shape your child’s emotion even though they are born with own temperament and personality.

**Discussion topics**

Emotional INTELLIGENCE has more influence on learning than IQ.

- Self control
- Persistence
- Self-motivation
- Empathy

Stress either adds or takes away from model behaviour.

Self Esteem allows one to be capable and in control.

### Neurological

**Anything that affects the brain, question and answer experience, small stimuli, thinking**

**What can a Parent do?**

- Provide a variety of experiences and fun activities

**Discussion topics**

- Body, mind, emotion
- Long & short term memory
- Learning styles
- Multiple intelligences
- Most learning is “hidden” and unconscious
Where did the Time Go?
Time Management

List the chores or activities that you have completed this week.
Example: bought food
1.
2.
3.
4.
5.

List the chores or activities that you had hoped to finish but didn’t have time.
6.
7.
8.
9.
10.

List the activities or chores you are working on.
11.
12.
13.
14.
15.

What keeps you from getting everything done that you want to do?
16.
17.
18.
19.
20.
**Multiple Intelligences** – How are you Smart?

**Word Smart**
can use spoken or written words well

**Picture Smart**
can see concepts, read maps

**Math Smart**
can use numbers easily

**Nature Smart**
can understand things found in nature

**People Smart**
can relate well to others

**Body Smart**
can play sports, dance, and mime

**Music Smart**
can hear and play music well, including instruments

**Existential Smart**
can understand things not spoken
What have you learned about How you are Smart?
Homework - Class 12

Think about what you have learned in this course about how you are smart. Where are your smarts?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Where is your child smart?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

How will this affect how you help your child to learn?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
What’s Your Learning Style

Check the boxes beside the statements that describe you. Now add the checks that you have in each style.

**Learning through Seeing**

- I remember something better if I write it down
- I enjoy doodling. I draw pictures in my notes
- I find it hard to understand what a person is saying when music is playing in the background
- I get more work done in a quiet place
- I get lost if someone tells me directions and I didn’t write them down
- I am good at remembering faces
- It is much easier for me to add three simple numbers if I write them down rather than add them

*Total _______

**Learning through Hearing**

- I understand instructions better when someone tells me rather than when I read them
- I’m good at remembering names
- I’m good at remembering what other people say
- I say the numbers to myself when I do math
- When I’m listening to someone give a talk, it’s better for me to just listen and not take notes
- When I’m trying to remember what I’ve learned, I usually ask myself questions out loud
- I would rather listen to the news than read a newspaper

*Total _______
Learning through Doing

☐ I think best when I can move around. I don’t like sitting at a desk very long
☐ I like to do crafts or repairs where I get to use my hands
☐ I need lots of breaks when I’m learning
☐ I don’t get lost very often, even in a new place
☐ I remember recipes after I make the dish once or twice
☐ I don’t like to stop to read the directions. I’d rather figure it out by doing it
☐ I learn best when the teacher explains things using models or experiments

Total ________

Results

In which one do you have the most checks?

What does this tell you about how you like to LEARN?

What does this tell you about how you like to TEACH?
# Learning Style Strategies

<table>
<thead>
<tr>
<th>If your child is a:</th>
<th>Use:</th>
<th>Ask them to:</th>
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<tbody>
<tr>
<td><strong>Visual learner</strong></td>
<td>Pictures, maps, photos, colours, shapes, body language, facial expression</td>
<td>Show you using drawings or hand gestures</td>
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<tr>
<td>(learns by seeing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Auditory learner</strong></td>
<td>Running commentary, singing, story telling, introductory explanations</td>
<td>Tell you a story, explain what they are doing in words, sing, make rhymes</td>
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<tr>
<td>(learns by hearing)</td>
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<tr>
<td><strong>Kinesthetic learner</strong></td>
<td>Letter blocks, magnets, tactile books, puppets, dancing, clapping, action songs</td>
<td>Build, create, act a story with own bodies, explain using their dolls or teddies</td>
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<tr>
<td>(learns by doing)</td>
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</table>
Encouraging Good TV Habits

1. Watch TV with your child. Don’t use it as a babysitter.
2. Talk about the program with your child. Ask questions. Discuss the characters, the setting. If you have an atlas handy, look up the location of the program (i.e. Venezuela – it is in South America)
3. Teach your child the difference between make-believe and reality.
4. Do not put a TV in a child’s bedroom.
5. Look at your TV habits. Children will copy you.
6. Set a time limit for TV/video/computer (screen time).
7. Encourage your child to watch a variety of programs, hopefully chosen by you.
8. Talk to the parents of your child’s friends. Let them know your rules and support one another.
9. Don’t let your child watch programs if you feel uncomfortable even if your child’s friends watch them. Explain your reasons.
10. Encourage your child to be physically active.

How to Discuss TV Programs

Ask your child if they liked the program. Why or why not?

1. How did the program make them feel?
2. Did anything frighten or disturb them?”
3. How do the people look on TV? Are they the same or different from people we know? How?
4. Do TV children behave like they should?
5. How do the ads make you feel?
6. What is the ad trying to sell you?
7. What are some of the tricks to try and sell you this product?

Scenario:
Your ten-year-old loves videogames. He spends all his allowance on them. You are worried these games are taking over his life. What should you do?
Weather Chart

Have your child draw pictures on this calendar that show what the weather was like. At the end of the week, make a picture graph showing how many sunny days, cloudy days and snowy days, there were. Explain this activity in case parents do not know how to make a picture graph.

<table>
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<th>Sunday</th>
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<tr>
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<td>Wednesday</td>
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<td>Friday</td>
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<tr>
<td>Saturday</td>
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</tbody>
</table>
The Reading Blues

What types of things can you try when your child is going through a period when he or she doesn’t want to read?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

What are the danger times when children are more likely to stop reading?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

How to Talk to your Child’s Teacher

Please list any questions that you might ask your child’s teacher.

1.
2.
3.
4.
5.
How Much Do You Influence Your Child’s Health?

Age of your child in years:  \( X \times 365 = \) days

This is the number of days you have been responsible for your child’s health.

Put a check beside the things you do all the time or most of the time.

<table>
<thead>
<tr>
<th>Physical Health</th>
<th>Spiritual Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make Meals</td>
<td>I hold my child</td>
</tr>
<tr>
<td>Give Baths</td>
<td>Show love to my child</td>
</tr>
<tr>
<td>Dress child</td>
<td>Explore nature</td>
</tr>
<tr>
<td>Take child to doctor</td>
<td>Show that I trust my child</td>
</tr>
<tr>
<td>Get up in the night with your child</td>
<td>Read with my child</td>
</tr>
<tr>
<td>Save your child’s life</td>
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<tr>
<td>Care for cuts and bruises</td>
<td></td>
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<tr>
<td>Care for child during illness</td>
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<tr>
<td><strong>Mental Health</strong></td>
<td><strong>Emotional Health</strong></td>
</tr>
<tr>
<td>Figure out what my child is trying</td>
<td>Explore the world together</td>
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<tr>
<td>Get someone to care for my child</td>
<td>Play together</td>
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<tr>
<td>for my own mental break</td>
<td>Imagine together</td>
</tr>
<tr>
<td>Set limits for my child</td>
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<tr>
<td>Say no and mean it</td>
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<tr>
<td>Do not like my child’s behaviour</td>
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</table>

Spend time in family talks
Spend time with friends
Learning Disabilities Checklist

Many different kinds of learning disabilities exist. Each affects learning in a different way and requires specific actions or strategies to help a child learn in ways best for him or her.

Some things to look for…..

☐ Child doesn’t understand and enjoy rhymes
☐ Child has lots of trouble clapping hands or tapping feet in rhythm with songs or rhymes
☐ Child has lots of difficulty learning or remembering words to songs, poems, and nursery rhymes
☐ Child has difficulty learning the basic sounds that correspond to letters of the alphabet
☐ Child has trouble speaking common words, or saying aloud songs, poems, and rhymes
☐ Child doesn’t understand stories suitable for his or her age
☐ Child can’t talk about content of stories suitable for his or her age
☐ Child doesn’t understand simple questions
☐ Child doesn’t take part in pretend play
☐ Child doesn’t understand simple spatial terms or relationships, such as front, back, up and down

Tip
It is always a good idea to get your child’s hearing and eyesight tested regularly (every year). Vision can be tested as early as the first year of life. Hearing is tested at birth in the hospital.

Adapted from Literacy is a Family Affair
Setting SMART Goals

Read this page out loud to the parents. Discuss how each SMART goal is specific, measurable, achievable, realistic, and time-lined. If possible, encourage the parents to complete this template.

SMART goals are…
S - specific
M - measurable
A - attainable
R - realistic
T - timeline

Specific - WHO

Will……

Achieve - WHAT

As measured by

Assessment - HOW

Time of Year - WHEN
My Personal Goals

Write down one goal or thing you would like to do for each of the five life skills.

**Self** - things for you

**Family** - things important for your family

**Job/School** - things important for either your job or school or your children’s jobs or school

**Leisure** - things important to you for having fun

**Community** - things important to you within your community
## Answers

<table>
<thead>
<tr>
<th>Sign</th>
<th>Symbol</th>
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<tbody>
<tr>
<td>Bump</td>
<td><img src="image" alt="Bump Sign" /></td>
</tr>
<tr>
<td>Road closed</td>
<td><img src="image" alt="Road Closed Sign" /></td>
</tr>
<tr>
<td>Entrance</td>
<td><img src="image" alt="Entrance Sign" /></td>
</tr>
<tr>
<td>School</td>
<td><img src="image" alt="School Sign" /></td>
</tr>
<tr>
<td>Police</td>
<td><img src="image" alt="Police Sign" /></td>
</tr>
<tr>
<td>Deer crossing</td>
<td><img src="image" alt="Deer Crossing Sign" /></td>
</tr>
<tr>
<td>Campgrounds</td>
<td><img src="image" alt="Campgrounds Sign" /></td>
</tr>
<tr>
<td>Places to eat available</td>
<td><img src="image" alt="Places to Eat Sign" /></td>
</tr>
<tr>
<td>Fishing allowed</td>
<td><img src="image" alt="Fishing Allowed Sign" /></td>
</tr>
<tr>
<td>Do not walk</td>
<td><img src="image" alt="Do Not Walk Sign" /></td>
</tr>
<tr>
<td>Airport</td>
<td><img src="image" alt="Airport Sign" /></td>
</tr>
<tr>
<td>Bicycle path</td>
<td><img src="image" alt="Bicycle Path Sign" /></td>
</tr>
<tr>
<td>Fire station</td>
<td><img src="image" alt="Fire Station Sign" /></td>
</tr>
<tr>
<td>Boat docking</td>
<td><img src="image" alt="Boat Docking Sign" /></td>
</tr>
<tr>
<td>Bear Crossing</td>
<td><img src="image" alt="Bear Crossing Sign" /></td>
</tr>
<tr>
<td>Duck Crossing</td>
<td><img src="image" alt="Duck Crossing Sign" /></td>
</tr>
<tr>
<td>Accommodation available</td>
<td><img src="image" alt="Accommodation Available Sign" /></td>
</tr>
<tr>
<td>Hospital</td>
<td><img src="image" alt="Hospital Sign" /></td>
</tr>
<tr>
<td>Children playing or playground</td>
<td><img src="image" alt="Children Playing or Playground Sign" /></td>
</tr>
<tr>
<td>Camping</td>
<td><img src="image" alt="Camping Sign" /></td>
</tr>
<tr>
<td>Places to eat available</td>
<td><img src="image" alt="Places to Eat Sign" /></td>
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</tr>
<tr>
<td>Children playing or playground</td>
<td><img src="image" alt="Children Playing or Playground Sign" /></td>
</tr>
<tr>
<td>Sign</td>
<td>Description</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
</tr>
<tr>
<td>SLOW</td>
<td>Go slowly</td>
</tr>
<tr>
<td>Traffic lights ahead</td>
<td></td>
</tr>
<tr>
<td>Pedestrian crossing</td>
<td></td>
</tr>
<tr>
<td>No Parking</td>
<td></td>
</tr>
<tr>
<td>Maximum speed 100 km</td>
<td></td>
</tr>
<tr>
<td>Yield – give right of way to others</td>
<td></td>
</tr>
<tr>
<td>Maximum speed 20 km</td>
<td></td>
</tr>
<tr>
<td>Traffic lights ahead</td>
<td></td>
</tr>
<tr>
<td>30 minute parking</td>
<td></td>
</tr>
<tr>
<td>Crosswalk</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>Pedestrian Crossing</td>
<td></td>
</tr>
<tr>
<td>Do Not Enter</td>
<td></td>
</tr>
<tr>
<td>Grade in road</td>
<td></td>
</tr>
<tr>
<td>Pedestrian Crossing</td>
<td></td>
</tr>
<tr>
<td>Stop</td>
<td></td>
</tr>
<tr>
<td>30 minute parking</td>
<td></td>
</tr>
</tbody>
</table>

Please note: an answer key is included at end of this section for facilitator reference.

Do Not Enter

Stop

Yield – give right of way to others

Grade in road

Maximum speed 100 km

Maximum speed 20 km

Traffic lights ahead

30 minute parking

Pedestrian crossing

Library

Pedestrian Crossing

Do Not Enter

Stop
**Clock Fun (from page 31)**

Place a line between the 10 and 11, a line between the 3 and 2, a line between the 9 and 8, and a line between the 5 and 4. You will add (11+12+1+2)=26; (10+9+3+4)=26; (8+7+5+6)=26

**Triangle Count (from page 32)**

There are 12 triangles in total.

**Cereal Scrabble (from page 39)**

The three letters that appear most often on a cereal box are “s” “e” and “t”
My Number Book
1
one
Section 1 - Children's Number Book

Get Set Learn - Project READ Literacy Network

2

two

[Image of two fish]
5
three
4
four

[Images of four bears]
5
five
7
seven
8

eight

★ ★ ★ ★ ★ ★ ★ ★
nine
eleven
Section 1 - Children's Number Book

Get Set Learn - Project READ Literacy Network
13

thirteen
14
fourteen
fifteen