



Stamps Galore!

THIS IS ABOUT

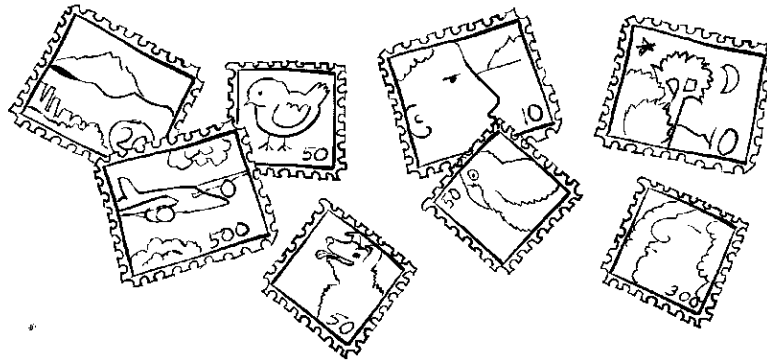
- Δ sorting
- Δ observing
- Δ adding

YOU WILL NEED

- Δ cancelled stamps
- Δ cancelled envelopes
- Δ blank sheet of paper
- Δ magnifying glass (optional)

GETTING READY

Begin a stamp collection. This can be done by recycling the stamps in your daily mail. Have your child collect them with you. You only need about ten or twelve stamps to begin.



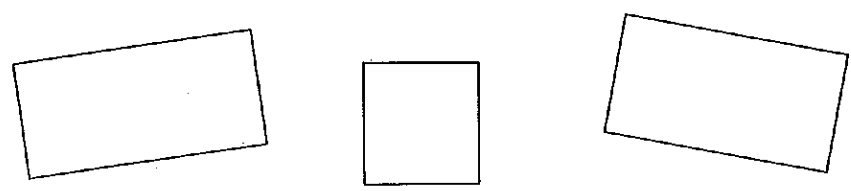
If you don't receive much mail, ask friends and family to save their stamps for you.

One person asked her co-workers to save stamps for her — she received hundreds!

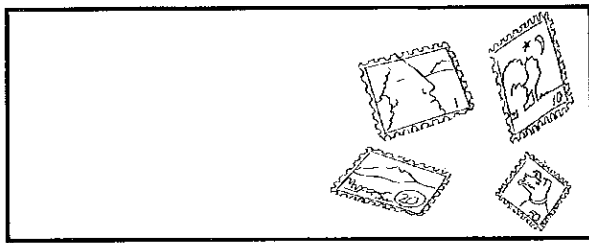
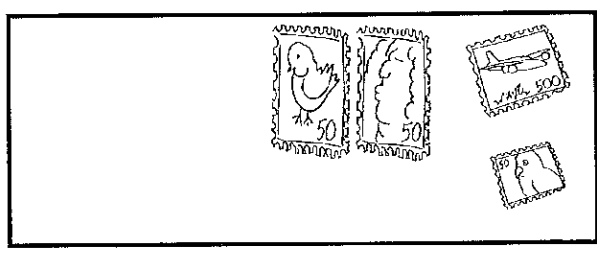


ACTIVITY

1. Invite your child to investigate stamps with you.
2. Talk about sending and receiving mail as you look at the various stamps you have collected. Where do you send mail? To whom?



3. You might compare which types of stamps you have the most of, or the least.
4. Have your child chose some stamps to put on an envelope.
5. Talk about why or how the stamps go together. Maybe they were all the same, or they all came from different countries. Maybe they all have flags on them. You decide.



With older children, you might ask them to add the postage on the stamps.

What other ways can you organize the stamps?
 Design your own FAMILY STAMP. Who is in it?



Many Shapes

THIS IS ABOUT

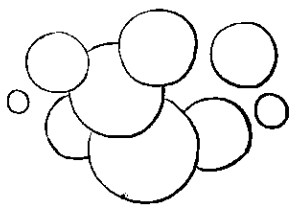
- Δ making shapes
- Δ comparing sizes and shapes

YOU WILL NEED

- Δ cardboard or heavy colored paper
- Δ scissors
- Δ pen or pencil
- Δ straightedge or ruler
- Δ jar lids or other circular objects

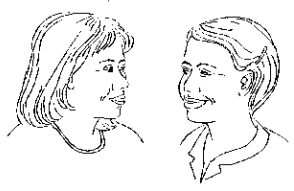
GETTING READY

Work together with children to draw paper shapes and cut them out. The shapes don't have to be perfect. A lopsided square is OK. A circle that's not quite round is OK too. Use jar lids to help with the circles.

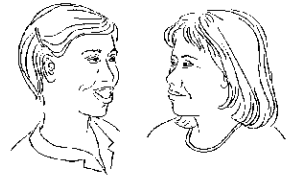


You'll be asked to compare some of your shapes. If you can't tell which shape is bigger, just guess, but talk about what makes you think one is bigger than another.

What does "bigger" mean? Does it mean longer, or wider, or farther around the edges? All of these might be right sometimes.



We made these shapes and now we need to decide which is bigger. We couldn't be sure, but we think this one is bigger.



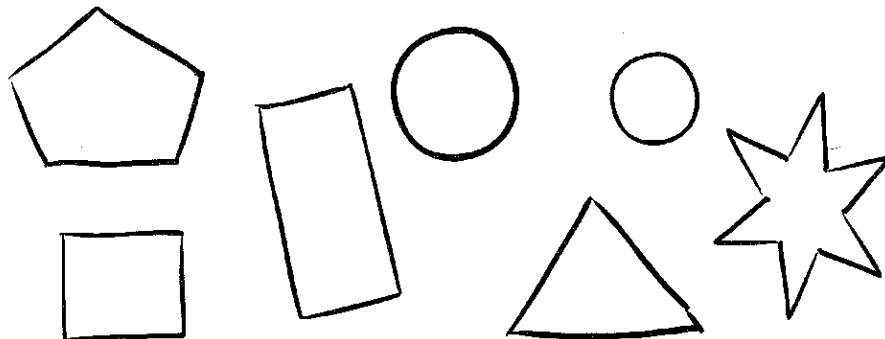
It looks that way when we put one on top of the other, but let's see if we can figure out another way to compare. What if we covered each one with beans?





ACTIVITY

1. Draw or trace a bunch of shapes on cardboard or paper and cut them out. Use squares, rectangles, triangles, circles, and any other shapes you like. Make sure that there are some that are larger and some that are smaller.
2. Ask each other questions and explain your answers. For example:
Which are most alike? In what way?
How are these two alike or different?
Which shapes are most different? Why does it seem that way?
Which is the biggest? smallest?



3. Sort the shapes by the number of corners they have, or put them in a row so that the one with the most corners is at one end and the one with no corners at all is at the other end.
4. Put them in a stack so that the largest is on the bottom, the next largest is next to the bottom, and so on until the smallest is on the top.
How can you decide which is bigger?
Make up other challenges for yourself.

INSIGHT

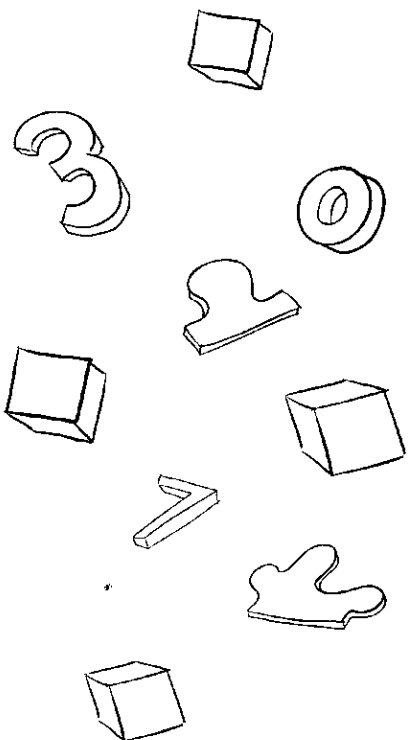
*There are many ways to be "correct." Be sure to allow for unusual answers.
Encouraging your child to be a creative thinker will develop problem-solving skills.*



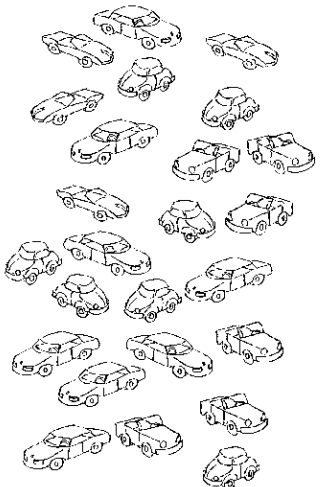
GETTING READY

Sorting is usually considered a very important activity for young children. It gives an opportunity to practice observing, describing, and making distinctions between different characteristics.

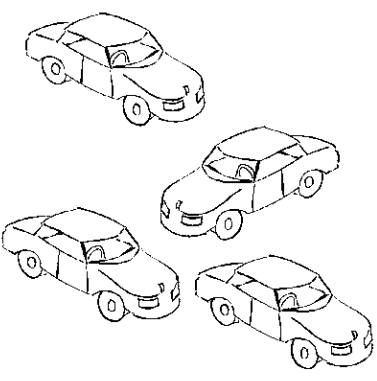
For older or more experienced children, try using two characteristics, such as "round and hard."



If I sort my cars, I can arrange them in all their different sizes, like this.



Yes. How else could you sort them?



This is In and This is Not (continued)

ACTIVITY

1. Make an "IN" space with a piece of paper or with a string circle. The size will depend on the objects you are using.
2. Have about half a dozen objects for the first game. You might want to start with some small toys.
3. Take turns. For the first game, a grown-up should begin. After that, children may want to start.
4. Think about the items you have, and decide what characteristic you want to use. Choose something that some of the objects have, but others would not. For example, say you had a doll, a teddy bear, a toy truck, a jack-in-the-box, a stuffed giraffe, and a doll-house chair. You could start by picking up the bear and putting it into the IN space, saying, "This is IN because it has hair or fur."
5. Then ask a child to take a turn choosing a toy. Ask if it has hair or fur. If it does, then it goes IN. If it doesn't, then it is NOT IN. Repeat the phrase, "This is IN (or NOT IN) because..."

Continue until all the objects have been sorted.



Use comparisons such as:

Big or not big

Fuzz or no fuzz

Mine or not mine

Sticky or not sticky

Light-colored or not

Long or not long

Noisy or not noisy

Red or not red

Hard or not hard

New or not new

To eat or not to eat

A toy or not a toy

Heavy or not heavy

Rolls or won't roll

A tool or not a tool



And use your imagination for many more IN things!!