# Math:

- ❖ Have the child read worksheet 8a, part A.
  - Have him find the area of the rectangle using square tiles. The area is six square tiles.
  - Have him measure to find the area. Measure the sides of the rectangle in inches.
    - ✦ length= 3 inches
    - ✦ width= 2 inches
  - Multiply the length times the width: 3 x 2= 6. This is the same as the area calculated using square tiles.
  - The child should label the answer "square inches." Each square tile is one inch long and wide. They are square inches, so the area of a shape is labeled "square inches."
- ❖ Have the child find the area of the shapes in part B by multiplying the length times the width. He may check his answers using the square tiles.
  - *Answers:*
  - 1. *4 x 3= 12 square inches*
  - 2. *3 x 3= 6 square inches*
  - 3. *1 x 1=1 square inch*
  - 4. *5 x 2= 10 square inches*
  - 5. *4 x 1= 4 square inches*
  - 6. *7 x 3= 21 square inches*
- ❖ Challenge the child to find the area of objects around the house. Measure the length and width and multiply to calculate the area. Use a yardstick and measure larger objects. The area will be labeled "square yards."
- ❖ Play a flashcard game to review multiplication facts.
  - Put the multiplication flashcards in a pile. Show the child a flashcard and ask him to say the product. If he answers correctly, place the card in front of the child. If the product is unknown, gently remind the child. Have the child repeat the equation before you put it back in your pile. Continue until the child has correctly named all the products.

# Physical Education/Math:

- ❖ Help your child discover how the angle of shooting at a soccer goal affects goal scoring.
  - Ask your child, "How do you think the angle of shooting at a soccer goal affects goal scoring?" Guide him in making predictions. If he stands directly in front of the goal to shoot, does he think the ball has a good chance of going in the goal? What if he stands off to one side and shoots from an angle? Would it be harder to get the ball in the goal?
  - Have him make a hypothesis: If a player has a direct shot at a soccer goal he will score more goals. (If he suggests something different, use his hypothesis and test to prove it true.)
  - Make a chart to record data as the hypothesis is tested.

| Directly in front of goal | 45 degrees left of center | 85 degrees left of center | 45 degrees right of center | 85 degrees right of center |
|---|---|---|---|---|
| | | | | |

- Block off one-third of a soccer net with a cone or bucket. Shoot into the smaller side from a set distance.