

## Teach them to describe and place things in a given order

- Introduce the words first, second, third etc.
- Involve children in ordering experiences eg. arrange the toys in a line biggest to smallest

## Help them learn to read and continue patterns

- Arrange objects with a repetitive pattern eg. \*\*\* # \*\*\* # \*\*\* # \*\*\* # \*\*\* #
- Draw patterns in the dirt with a stick and ask your child to copy / continue the pattern
- Use buttons, coins, pencils, seed pods, shells etc to create patterns eg. \$1, \$1, \$1, \$2, \$1,\$1,\$1, \$2 – read the pattern then continue the pattern together.

## Introduce some of the language of mathematics by involving children in describing things

- small, smaller, smallest, big, bigger, biggest
- less than, more than, the same
- round, square, edge, angle, corner, straight, curvy, crooked, oval
- 2D shape names - square, circle, oval, rectangle, triangle, diamond
- 3D shape names – cone, pyramid, cube
- heavy, light, full, empty, wide, narrow, short, tall

## Help them understand the concepts of space and location by

- involving them in following directions
- learning about left and right
- reading simple maps
- teaching the language of position eg. next to, beside, under, over, below, above, around

## Teach them to make predictions based on simple observations

- Look at the sky to predict the weather
- Ask “Do you think we will have enough?”
- Guess the number of biscuits in the pack

## Play Board Games with dice, rules, pathways, two or more players etc. Play Card Games that encourage concentration, observation and reasoning.

## Teach children to weigh and measure things informally

- Measure length by paces
- Measure them using a Growth Chart or a tape measure or ruler.
- Measure their weight using scales
- Keep a simple chart (graph) that shows how they have grown over time.
- Use measuring cups, spoons, containers etc and involve them in cooking and making experiences

## Teach children to carry out simple mathematical tasks

which involve them in adding up, taking away, multiplying and dividing eg. sharing a bag of sweets, putting two groups of objects together and counting them, taking one away from a group then counting to see how many are left.

There will be many more things you will do with your children and by the time they go to school you will be truly rewarded by their interest in mathematics and best of all their readiness for a formal mathematical education.

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**ROTARY CLUB OF DAYLESFORD**



**IT ALL ADDS UP!**

**experience + fun = knowledge**

**GROWING AND LEARNING TOGETHER**

**Pamphlet 2 - Numeracy Education**

Dear Parents and Carers

This pamphlet has loads of ideas for you to try out with your pre-schoolers. The experiences are very practical and meaningful and will contribute to your children developing a real interest in mathematics and help them understand its relevance to their everyday lives.

## Getting started ...

Mathematics is a school subject that all children must study for at least ten years so the more you can do with your children before they get to school, the better. Remember to make the experiences like games and have fun as you enjoy them together!

## Buy or borrow number books and Say, Sing or Chant Number Rhymes

Here's one to begin with ...

1, 2, 3, 4, 5, once I caught a fish alive.

6, 7, 8, 9, 10, then I let it go again.

Why did you let it go?

Because it bit my finger so!

Which finger did it bite?

This little finger on my right!

## Teach your children to count to 10 automatically and beyond when they are ready ...

- Count forwards by 1's
- Use the microwave digital display to teach your child to count backwards from 10 to 0.
- Practise counting on from a given number eg.

**5, 6, 7, 8, 9 ...**

## Teach your children to touch one object at a time as they count

Find many different opportunities to involve them in counting along with you or counting for real purposes eg. We need six oranges, Put four candles on your cake, How many wheels are there on the truck? Let's count the steps as we go up them.

Encourage your children to guess how many objects in a group then count them together.

This

is the first step in helping your child to estimate - a very important skill that we use every day.

Tell them to ...

\* look at the group of objects

\* guess the number of objects

\* count the objects in the group

The more you do this the closer and better your children's guesses will get.



## Teach your children to recognize and name numerals ...

Begin by focusing on the significant numerals in their lives eg. House / phone numbers

- Car number plates
- Numerals on birthday cards
- Footy jumper numerals
- Numerals they see every day eg. speed zone signs, school numbers, TV stations
- Point and count using a counting chart, the numeral pads on a calculator, a mobile phone, counting books, calendars, etc.

**Happy 4<sup>th</sup> Birthday**

Teach them to place numerals in

**order** Use magnet numerals or cut-outs with numerals on them and involve your children in ordering the numerals 1-10.

- Ask – What comes after 5?
- Ask - What comes before 9?

## Involve children in recording numerals

- Make cut-outs of numerals to trace around
- Make a counting book with stick on numerals and stickers
- Trace over published numerals in books or magazines with your fingers
- Provide paper and pencils for practice

This is a very difficult skill that will take time so help them by showing children where to begin numerals and the direction they should go in. It is very important to accept their first attempts and to show them that recording numerals is something we do everyday. Remember to tell them that we begin all numerals at the top. Start here

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## Teach them to make groups of things and compare the groups.

Sets of plastic animals, shapes, pegs, a packet of M&Ms, a box of Lego, old coins or any small objects can all be used for this task.

Children can group objects for different reasons eg. by color, size, shape etc.

- When the groups have been formed count the number of groups and the number of objects in each group.
- Find the smallest group, the largest group, groups with the same number of objects etc.

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**We made 3 groups of 7 stars**