

Mathematics Ideas for Parents

<p>1. Recite number names in order, initially to 5, then to 10 consistently.</p> <p><i>What this means</i></p> <ul style="list-style-type: none"> - Count aloud from 1 to 5 - Count aloud from 5 to 10 <p><i>Activities</i></p> <ul style="list-style-type: none"> - Sing and act out nursery rhymes e.g. "One, two, three, four, five, once I caught a fish alive...." - Read number books <p><i>Extension</i></p> <ul style="list-style-type: none"> - Count forward to ten beginning at different numbers e.g. 7, 8 ... - Count backwards from 10 to 1 	<p>2. Know that numbers always happen in a conventional order</p> <p><i>What this means</i></p> <ul style="list-style-type: none"> - Apply counting from 1 to 5 using objects - Apply counting from 5 to 10 using objects <p><i>Activities</i></p> <ul style="list-style-type: none"> - Count aloud as you walk up steps or things around the house. <p><i>Extension</i></p> <ul style="list-style-type: none"> - Count objects "as jobs" around the house e.g. the shelves in the kitchen. 	<p>3. Count objects using one to one correspondence</p> <p><i>What this means</i></p> <ul style="list-style-type: none"> - Match the counting name to the item being counted. Only count each item once. <p><i>Activities</i></p> <ul style="list-style-type: none"> - Line up a family of toys, between 4 and 10. Say to your child, "I wonder how many plates we would need to give every toy a plate?" Pause "I know, let's give every toy a plate and count as we go."
<p>4. Name the last number in the count that represents the number in the set</p> <p><i>What this means</i></p> <ul style="list-style-type: none"> - When counting a set of objects, the last number name tells you how many objects there are in total. <p><i>Activities</i></p> <ul style="list-style-type: none"> - After counting a set of objects ask "So how many are there altogether? If the child goes to recount, stop them and say, "Last time what was the last number that you said? Now guess how many you think there are?" 	<p>5. Begin to understand that the starting point and order in which you count does not affect how many</p> <p><i>What this means</i></p> <ul style="list-style-type: none"> - You can start counting at any point in the collection, such as the middle, and you will still end up with the same total. <p><i>Activities</i></p> <ul style="list-style-type: none"> - Ask the children to check their counting by counting in a different way. E.g "Check that there are 7 teddy bears but this time I would like you to start counting from the red teddy bear in the middle." 	<p>6. Begin to understand that the arrangement, size or differences of the objects doesn't affect how many</p> <p><i>What this means</i></p> <ul style="list-style-type: none"> - Children will at first count objects that are similar. Later they will count collections of different objects. - Later still they will count unseen objects <p><i>Activities</i></p> <ul style="list-style-type: none"> - Count a set of objects that differ e.g in size - Count things that cannot be seen such as claps or stomps