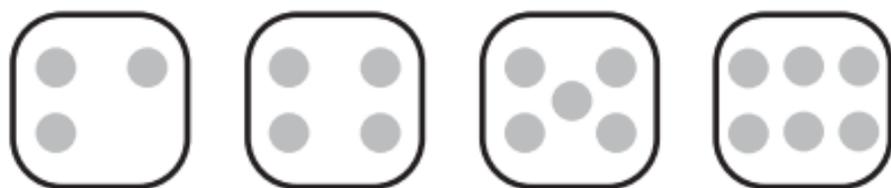


Where does it go?

LEVEL 2 - FROM AGE 5

“Concept of Quantity” Activity 4C



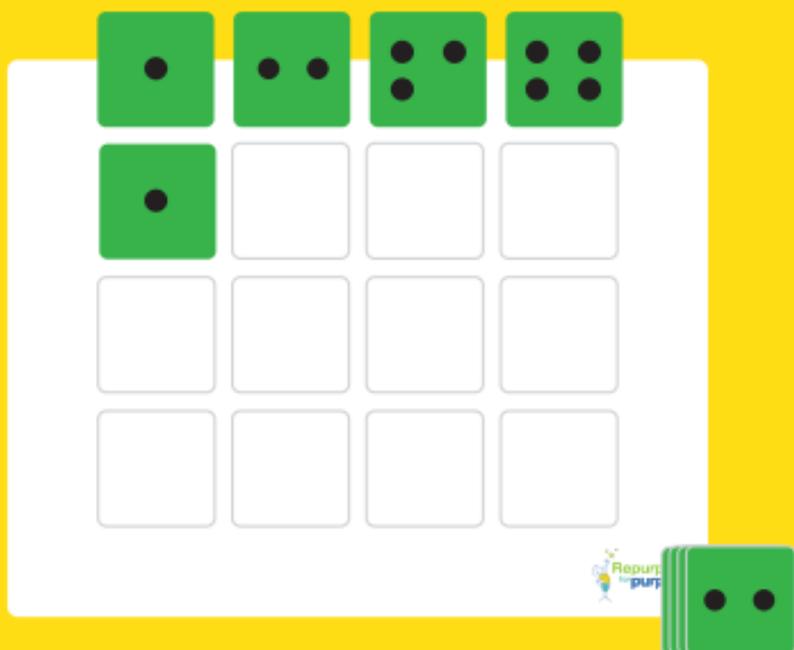
“Lets help our children thrive by developing new concepts!”



“Concept of Quantity”

STEP ONE

With the Answer Cards mixed up and turned the right way up, ask one of the children to put all the cards from 1 – 4 dots in the correct order in all 4 rows. They starts with the first row and puts all 4 cards down correctly before starting with the next row. If she puts down an incorrect card, ask them to count the dots.

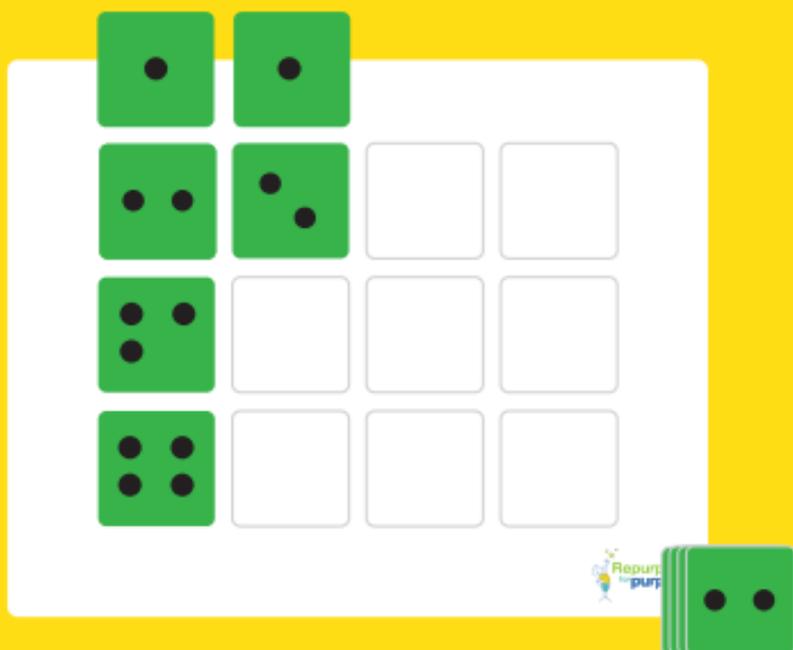


Activity 4A - Pg 76

“Concept of Quantity”

STEP ONE

Repeat previous activity, but using the columns rather than the rows. Later ask the child to order the cards from least (1) to most (4).



Activity 4A - Pg 76

“Concept of Quantity”

STEP ONE

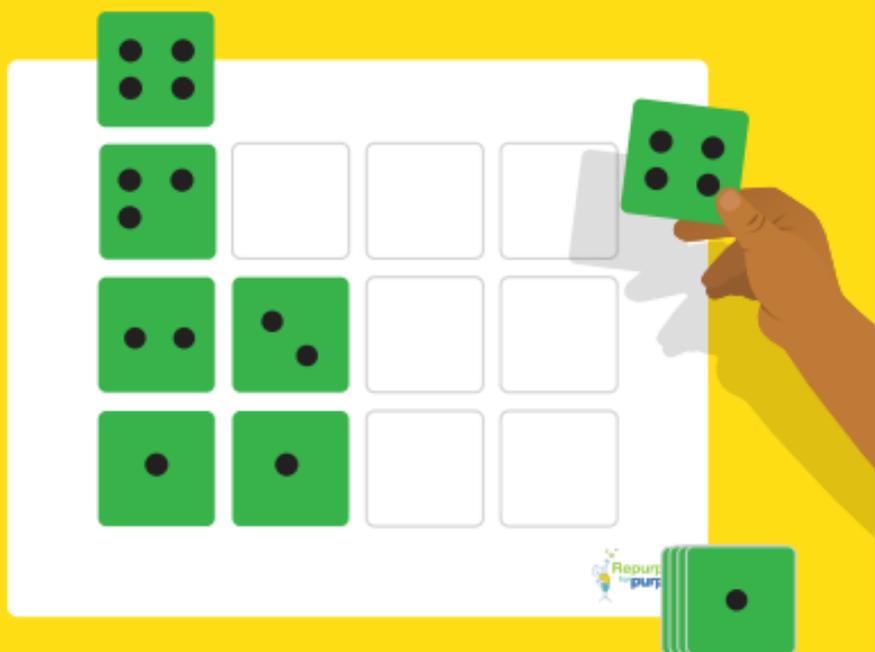
Repeat the first activity, but ask the child to order the cards from 4 – 1.

Activity 4A - Pg 76

“Concept of Quantity”

STEP ONE

Repeat previous activity but ask the child to order the cards from 4 – 1. Later ask the child to order the cards from most (4) to least (1).

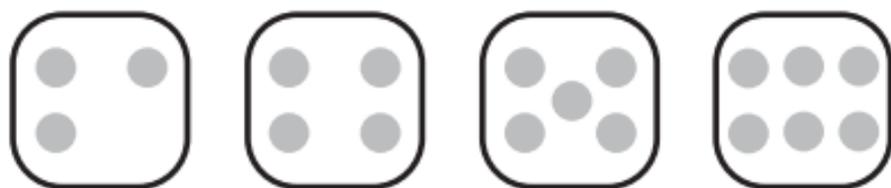


Activity 4A - Pg 76

Where does it go?

LEVEL 3 - FROM AGE 5

“Concept of Quantity” Activity 4C



“Lets help our children thrive by developing new concepts!”



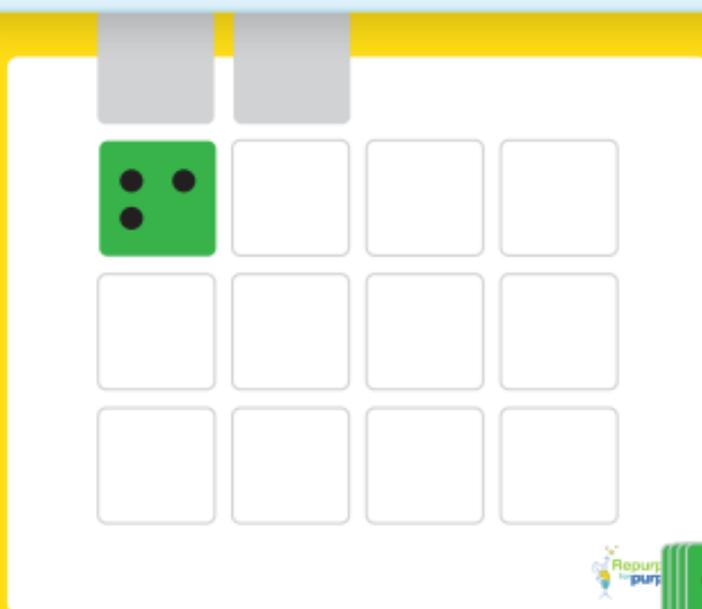
“Concept of Quantity”

STEP ONE

Choose any 2 of the cards without letting the child see them. Name one, place it face down in the top margin above the first column, then name the next one and place it face down – always from the child’s left to right.

Early Learning Facilitator (speaks)

Three dots and then five dots.

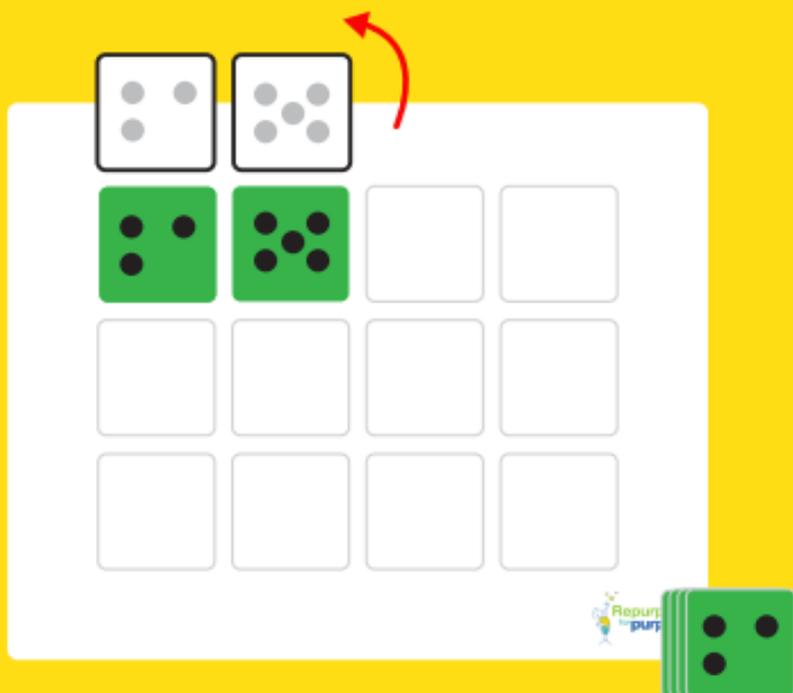


Activity 4A - Pg 77

“Concept of Quantity”

STEP ONE

The child puts the cards asked from left to right in a row on the board. Turn your cards the right way up, and the child sees if he/she remembered correctly.

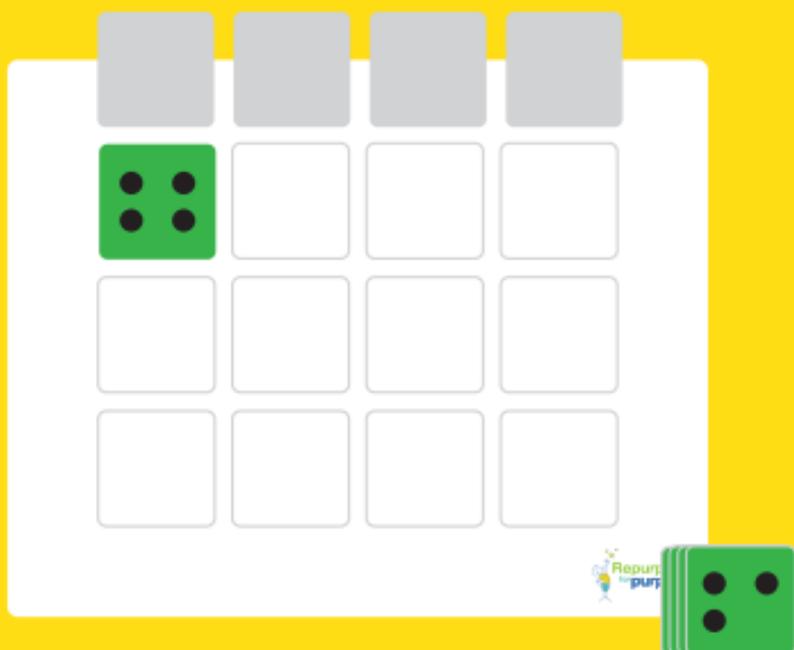


Activity 4A - Pg 77

“Concept of Quantity”

STEP ONE

If the child wasn't successful, try a few more with 2 cards only. Otherwise give more instructions using 3 cards and then 4 cards. E.g. two, one, three; one, four, three, one; two, two, four, one etc. Always end the activity with success.

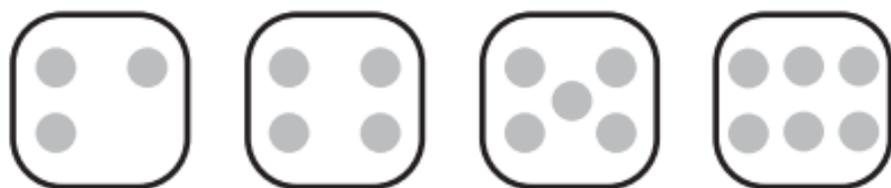


Activity 4A - Pg 77

Where does it go?

LEVEL 4 - FROM AGE 5½

“Concept of Quantity” Activity 4C



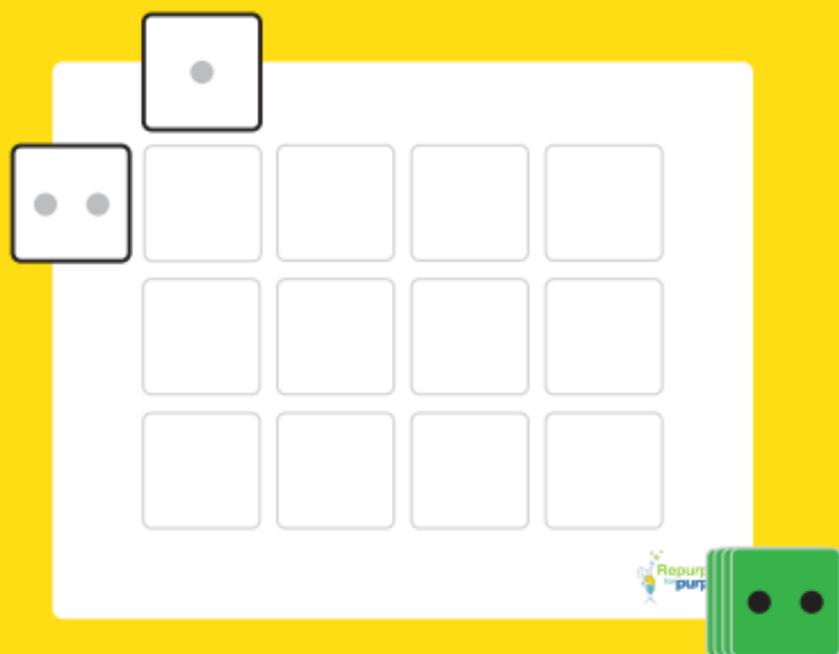
“Lets help our children thrive by developing new concepts!”



“Concept of Quantity”

STEP ONE

Use any of the following combinations, putting one card above the column and one in the margin next to the first row. You will be using 6 cards – your 4 Question Cards and two Answer Cards (1 dot and 2 dots)



Activity 4A - Pg 78

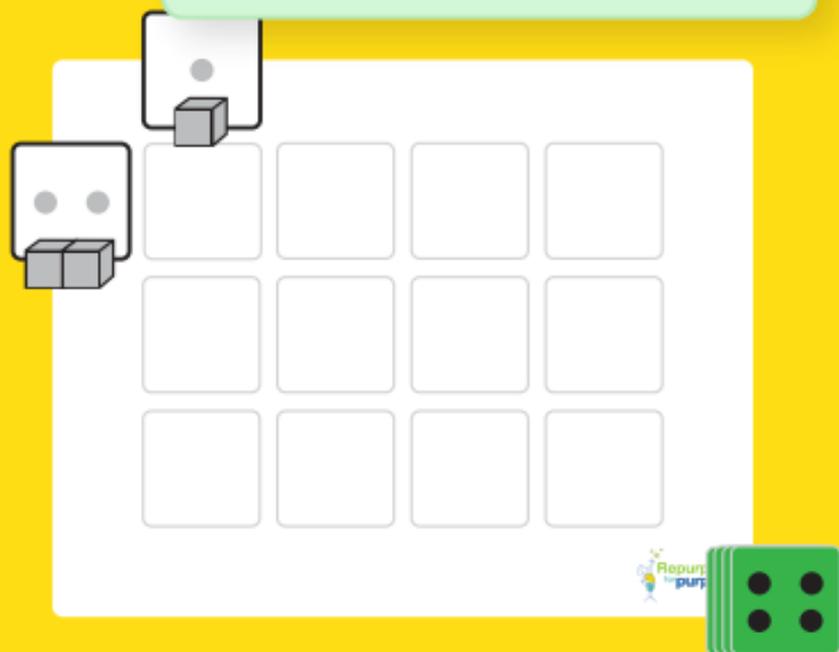
“Concept of Quantity”

STEP ONE

Give one of the children all the Answer Cards with (2 – 4 dots) and 4 counters. After placing the two Question cards as shown, ask the child to put counters onto the two Question Cards counting them as he/ she does so.

Child (speaks)

One,two,three dots.

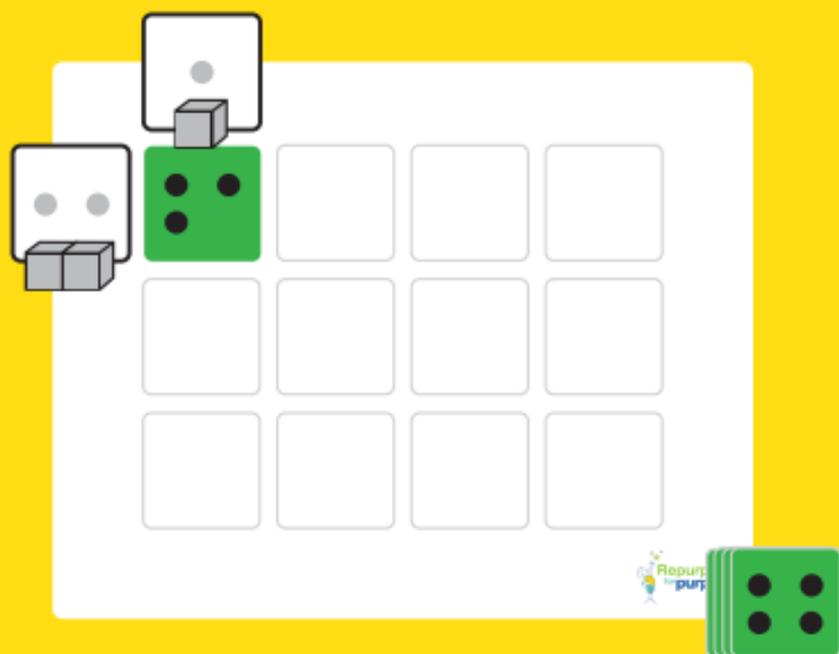


Activity 4A - Pg 78

“Concept of Quantity”

STEP ONE

Ask the child to find all the Answer cards that will go into the Answer block. For $1 + 1$ there will be 3 possibilities because you are using one of the “2” answer cards. For all the other combinations there will be 4 possible Answer cards. Once he/she has chosen them, ask the child to put them in the Answer block one by one.

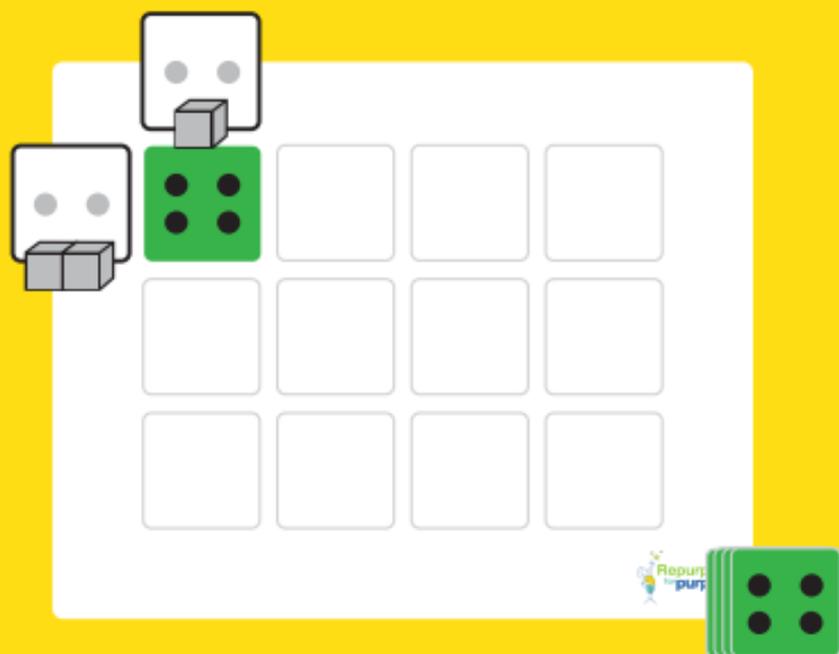


Activity 4A - Pg 78

“Concept of Quantity”

STEP ONE

Repeat with all the combinations\ as many times as necessary, for as long as the child enjoys the activity.

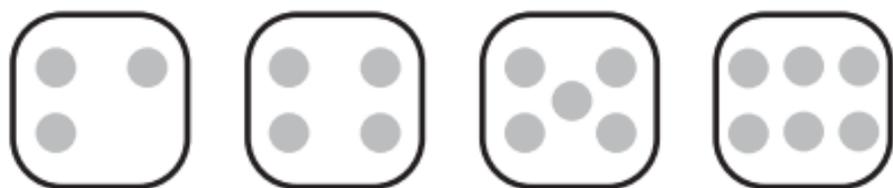


Activity 4A - Pg 78

Where does it go?

LEVEL 1 - FROM AGE 4½

“Concept of Quantity” Activity 4C



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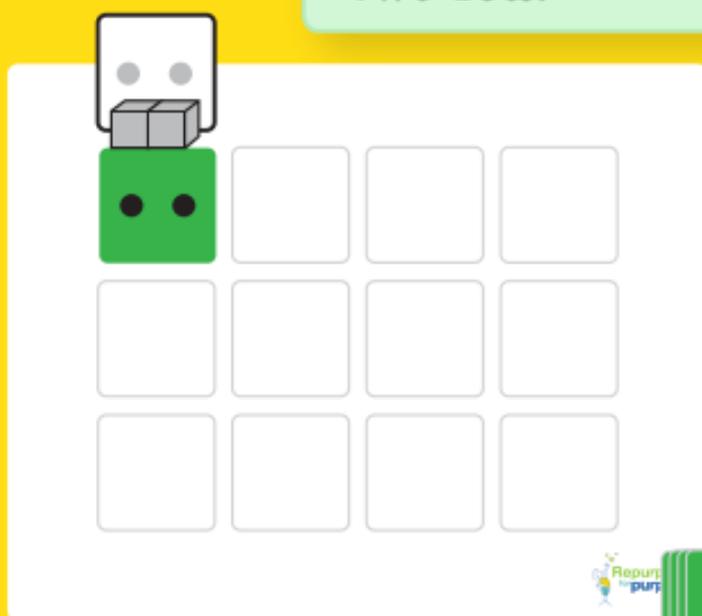
“Concept of Quantity”

STEP ONE

Put the Question Card with two dots in the top margin. Give one of the children the Answer cards with 2 dots and ask them to match them. Give them two counters, ask her to put them on the dots on the Question Card and to tell you how many there are.

Child (speaks)

Two dots.

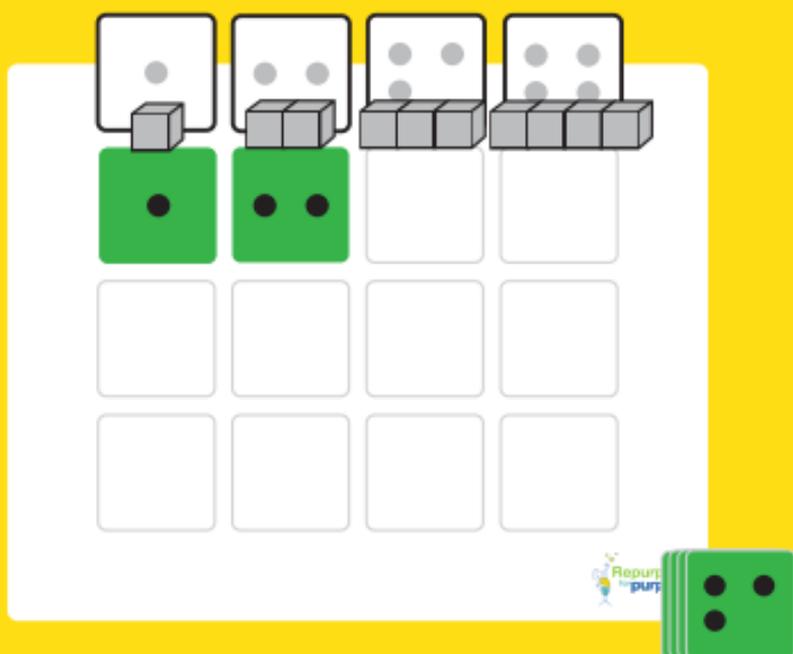


Activity 4A - Pg 74

“Concept of Quantity”

STEP ONE

Ask the child to put Question cards 1, 3 & 4 in the correct order above the columns. The child will have to move Question & Answer cards 2 to the 2nd column. He/she should put counters on each of the Question Cards, counting them as he/she does so.

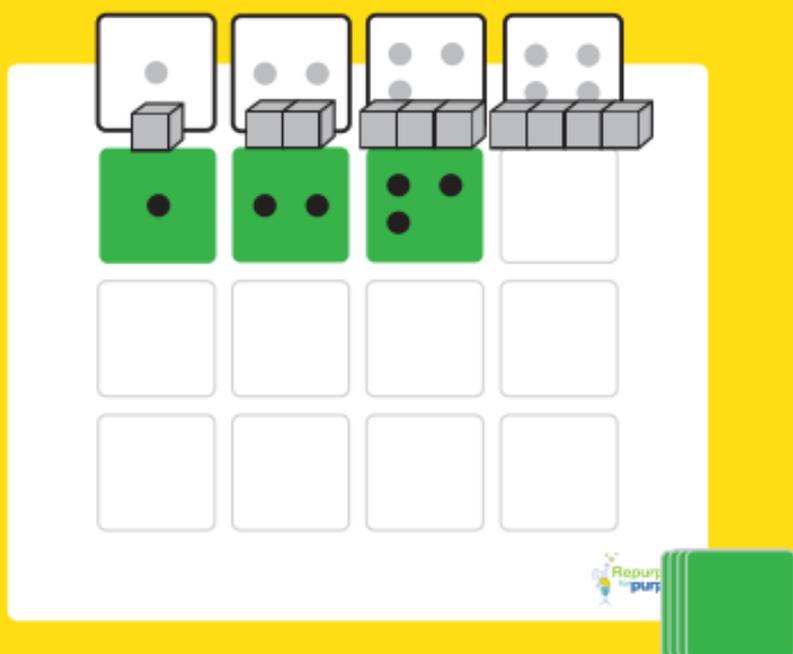


Activity 4A - Pg 74

“Concept of Quantity”

STEP ONE

Turn the remaining Answer Cards upside down and ask the child to put them in the correct blocks one by one. The child must check that they are correct by using the counters on the Question cards and then telling you how many dots there are.

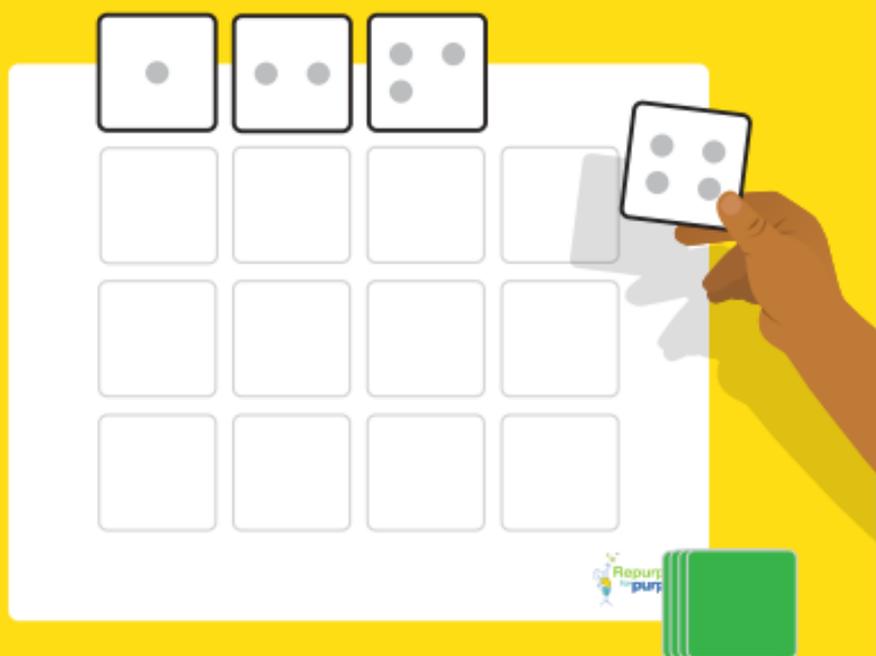


Activity 4A - Pg 74

“Concept of Quantity”

STEP ONE

Give the child the 4 Question cards and ask him/her to put them in order from 1 dot to 4 dots in the top margin. Help the child to turn all the Answer cards upside down. The child puts them in the correct blocks one by one. If he/she has any problem, use the counters again.



Activity 4A - Pg 74

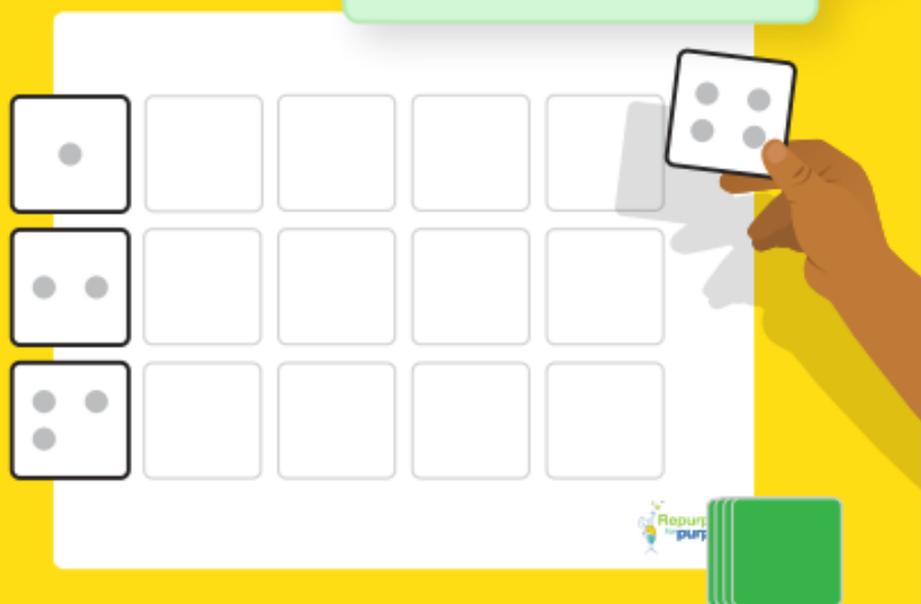
“Concept of Quantity”

STEP TWO

Remove all the cards. Give one of the children the 4 Question cards and ask them to put them in order from 1 - 4 dots at the in the left hand side margin. Ask him/her to pick up one card at a time and to put it in right block. The child must tell you how many dots there are on the card each time.

Child (speaks)

Four dots.

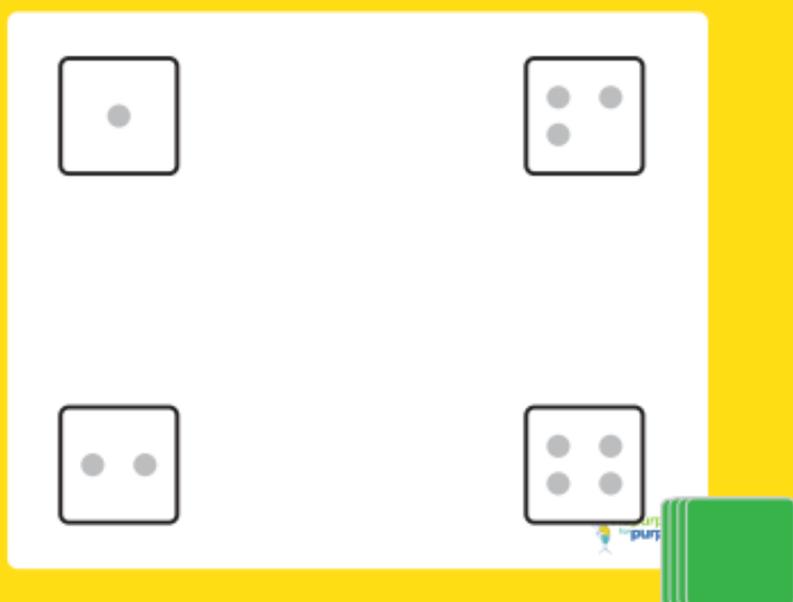


Activity 4A - Pg 74

“Concept of Quantity”

STEP THREE

Turn the board upside down. Give one of the children all the Question and Answer Cards and ask him/her to put all the ones that are the same together. Ask him/her to tell you why they go together. If the child has any difficulty, put a Question Card in each corner to help him/her. Then repeat without the clue.



Activity 4A - Pg 74