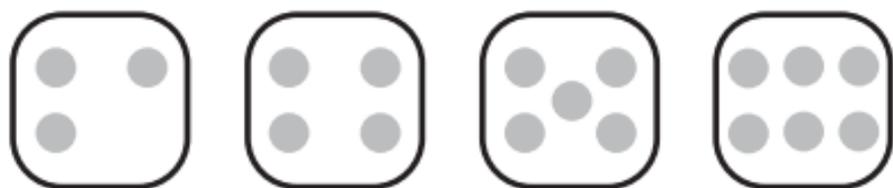


Where does it go?

LEVEL 2 - FROM AGE 5½

“Concept of Quantity” Activity 4D



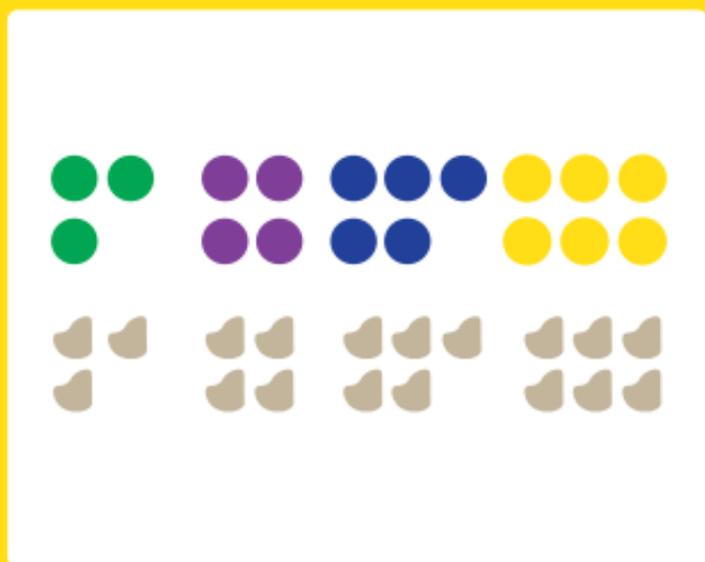
“Lets help our children thrive by developing new concepts!”



“Concept of Quantity”

STEP ONE

Using the same surface; without using any card. Ask one of the children to pack out bottle tops in the correct order from 3-6. They must then repeat the activity but with the stones.

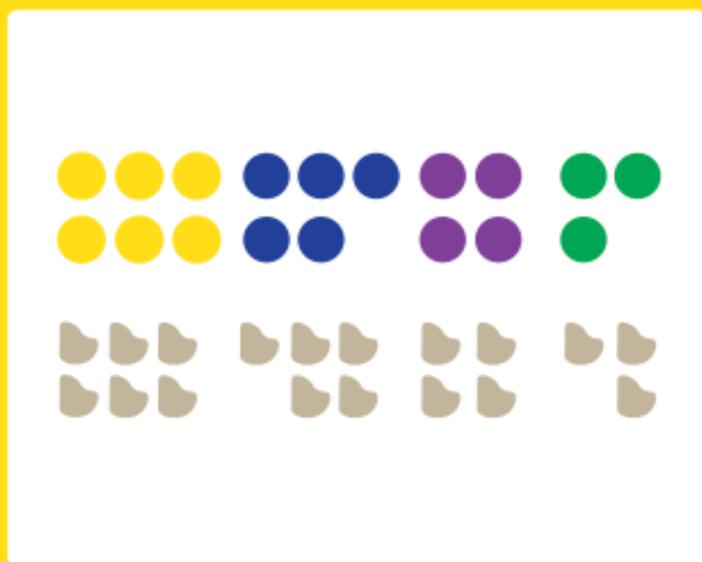


Activity 4D - Pg 83-84

“Concept of Quantity”

STEP ONE

Repeat activity but the child packs the bottle tops out from 6-3. Repeating the same activity but with the stones out from 6-3.

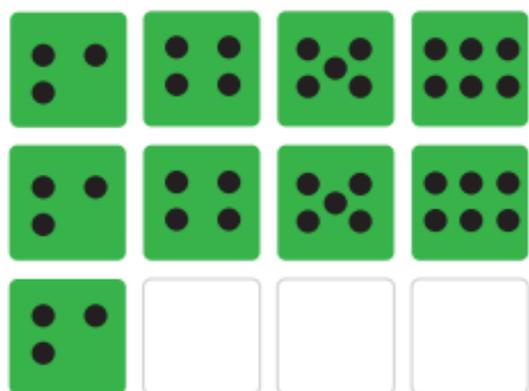


Activity 4D - Pg 83-84

“Concept of Quantity”

STEP TWO

With the Answer Cards mixed up and turned the right way up, ask one of the children to put all the cards in the correct order from 3-6 dots in all 4 rows; one row at a time. If they put down an incorrect card, ask them to count the dots.



Repurpose
for purpose

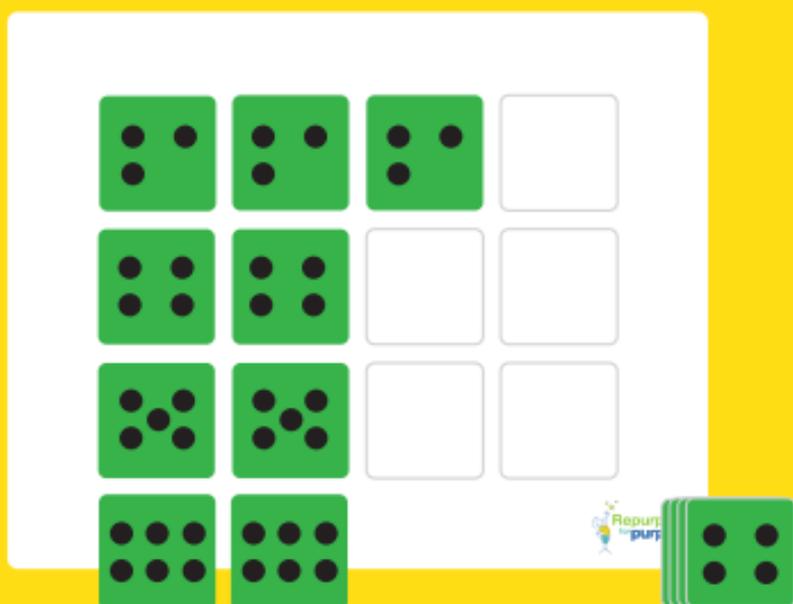


Activity 4D - Pg 83-84

“Concept of Quantity”

STEP TWO

Get the child to repeat previous activity, but using the columns rather than the rows.

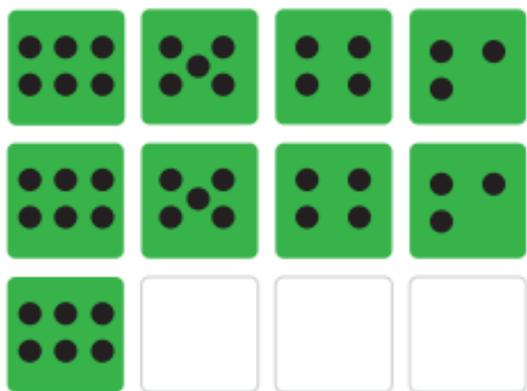


Activity 4D - Pg 83-84

“Concept of Quantity”

STEP TWO

Repeat the first card activity, getting the child to order them from 6-3.



Repurpose
for purpose

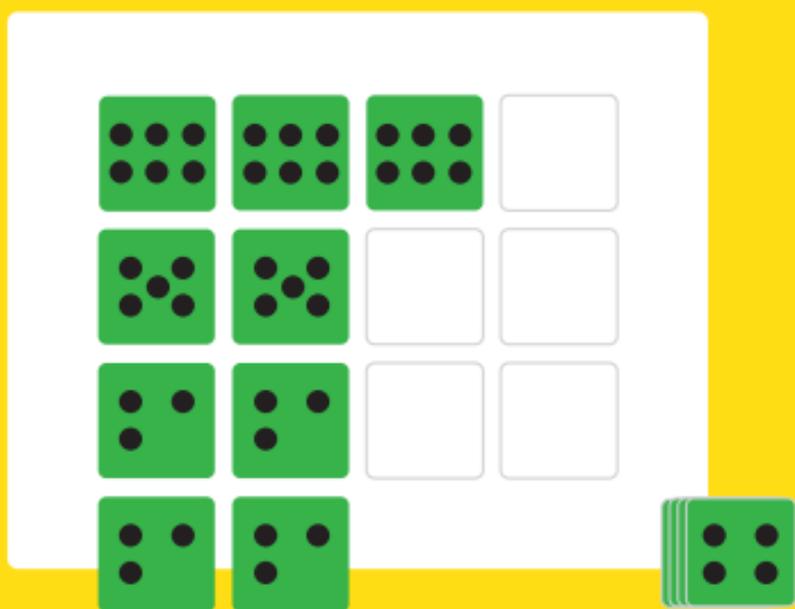


Activity 4D - Pg 83-84

“Concept of Quantity”

STEP TWO

Get the child to repeat the previous activity but ask the child to order the cards from 6 (most) –3(least).

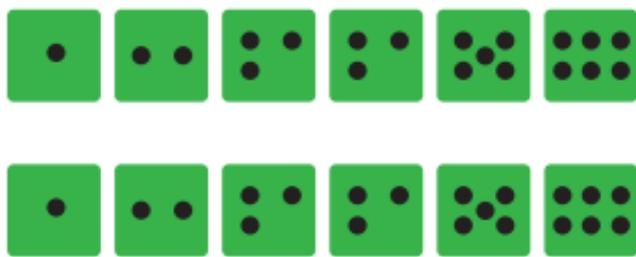


Activity 4D - Pg 83-84

“Concept of Quantity”

STEP THREE

Ask the child to take out 2 each of the Answer Cards with 3-6 dots from the cards he/she is just been using and give her the extra Answer Cards from 4C (2 x 1 & 2 dots). The child now has 2 full sets of Answer cards from 1- 6 dots



Activity 4D - Pg 83-84

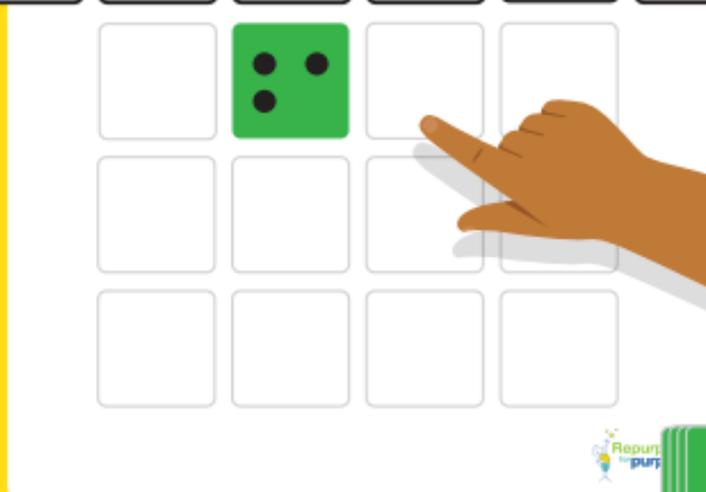
“Concept of Quantity”

STEP THREE

Put the Question Cards from 1- 6 dots along the top margin of the board. The child mixes up the 2 sets of Answer cards and turns them upside down.

Child (speaks)

Three dots.

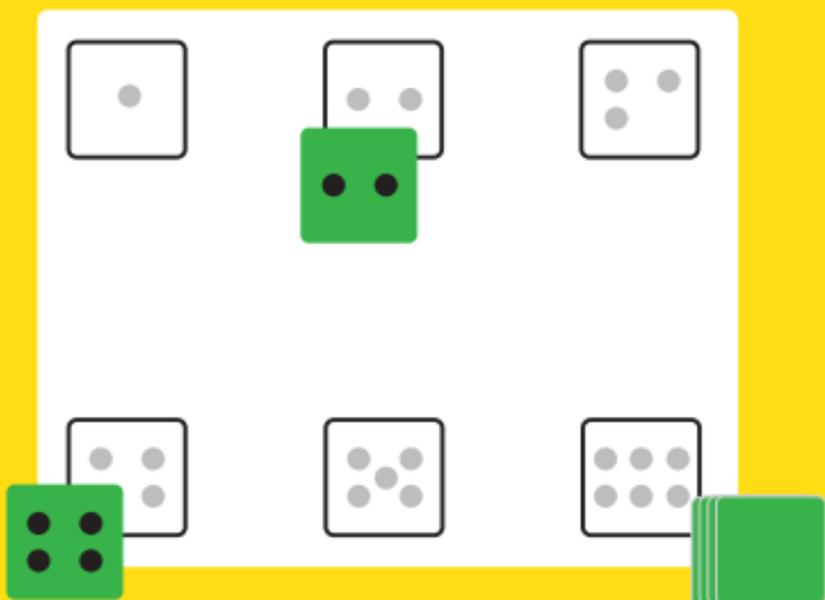


Activity 4D - Pg 83-84

“Concept of Quantity”

STEP FOUR

Turn the board upside down. Ask them to put all the ones that are the same together. They must tell you why they go together. If the child has any difficulty, put a Question Card in 6 different places on the board to help him/her. Then repeat without the clue.

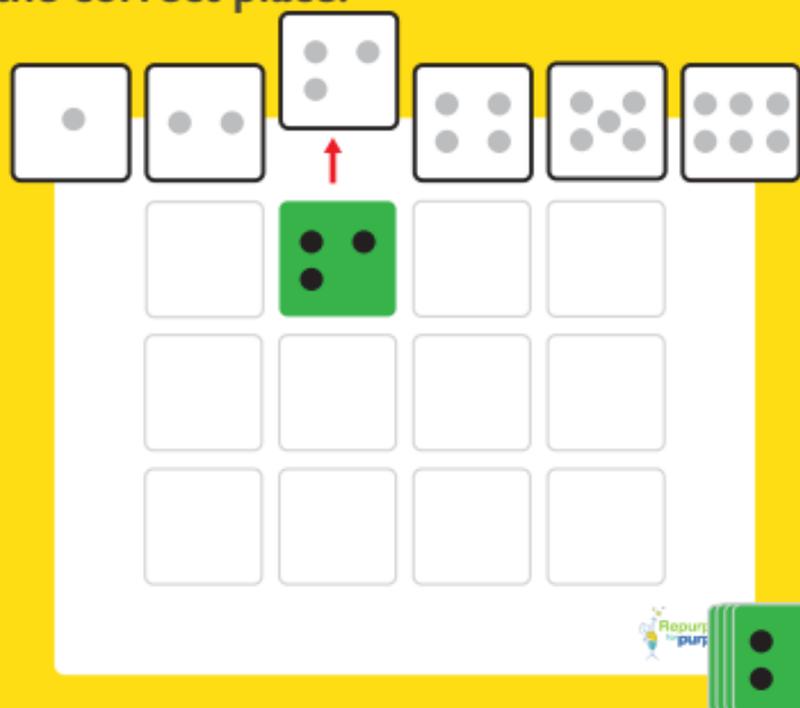


Activity 4D - Pg 83-84

“Concept of Quantity”

STEP FIVE

With the 6 Question Cards in the top margin of the board in order from 1- 6 dots, ask one of the children to close their eyes. Remove one of the cards and move the others up so there are no gaps. Ask the child to tell you which card is missing. Give it to the child and ask him/her to put it in the correct place.

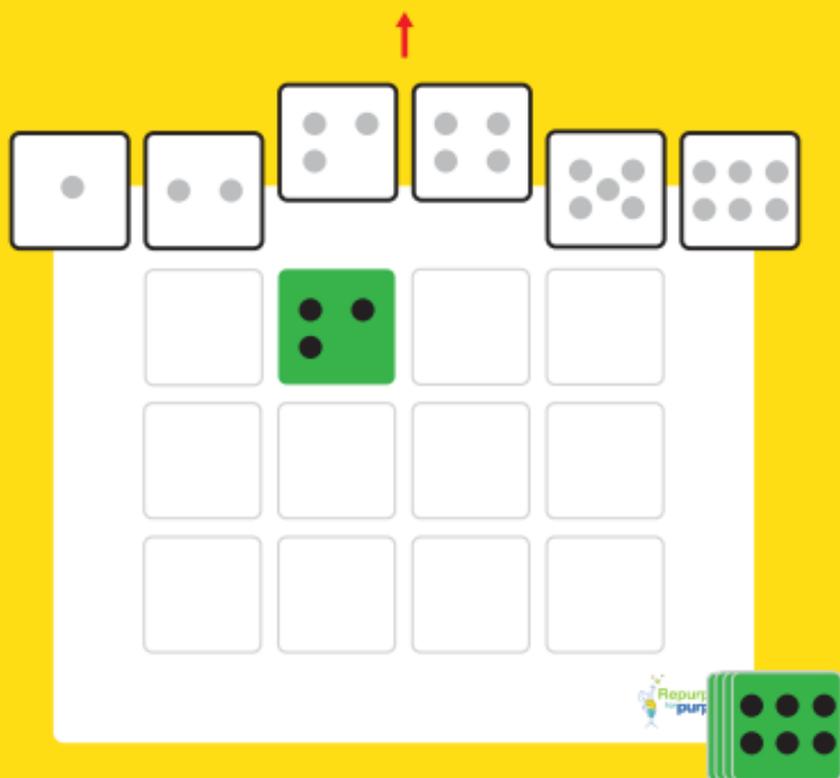


Activity 4D - Pg 83-84

“Concept of Quantity”

STEP FIVE

Repeat removing 2 cards at a time. The child must tell you which 2 are missing and must put them back in their correct places.

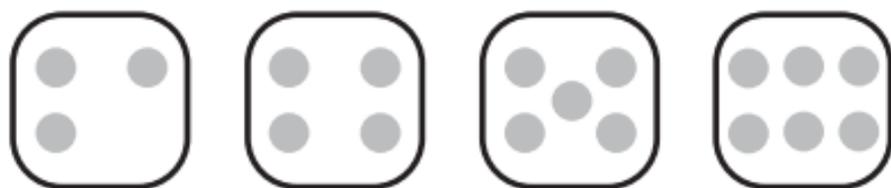


Activity 4D - Pg 83-84

Where does it go?

LEVEL 3 - FROM AGE 5½

“Concept of Quantity” Activity 4D



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



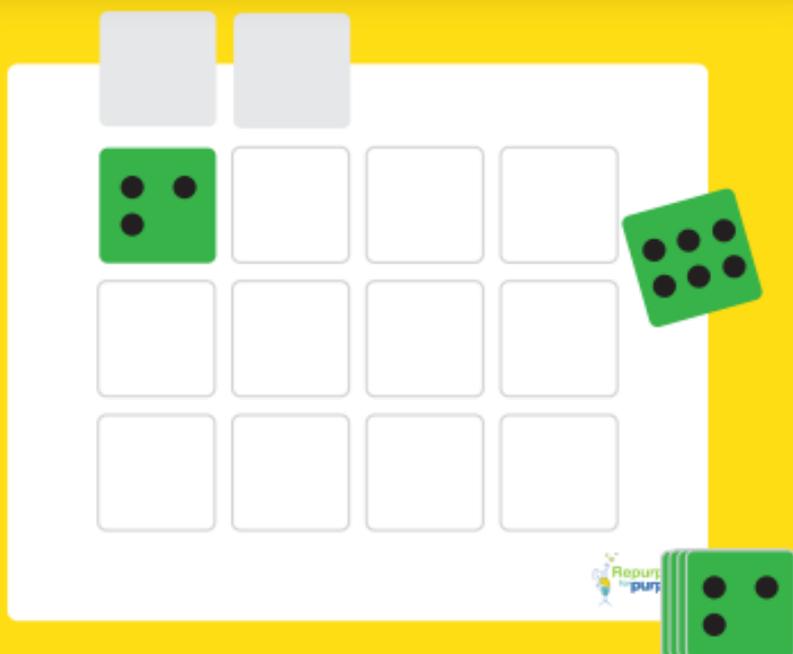
“Concept of Quantity”

STEP ONE

Choose any 2 of the cards without letting the child see them. Name each of them, placing them face down in the top margin. The child puts the cards asked for from left to right in a row on the board.

Early Learning Facilitator (speaks)

Three dots and then six dots.

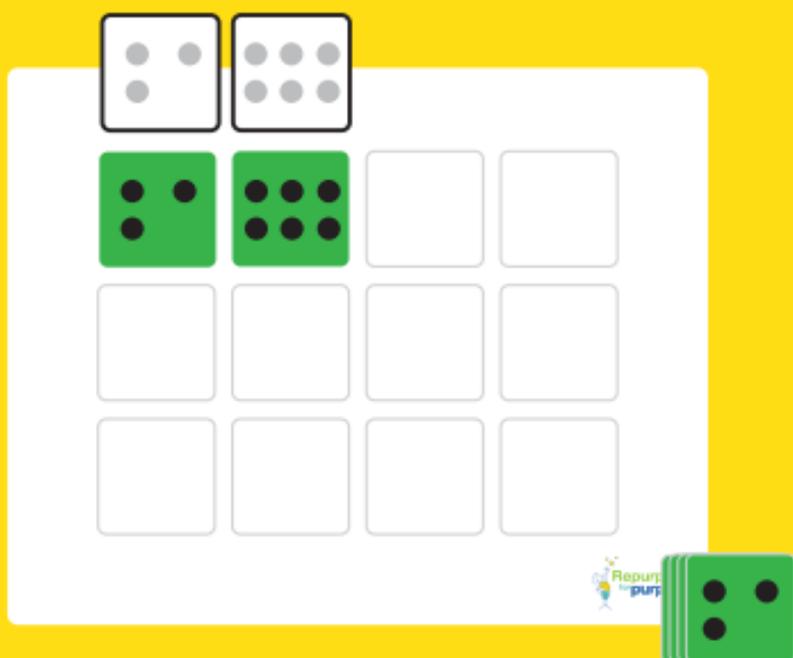


Activity 4D - Pg 85

“Concept of Quantity”

STEP ONE

The child puts the cards asked for 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.

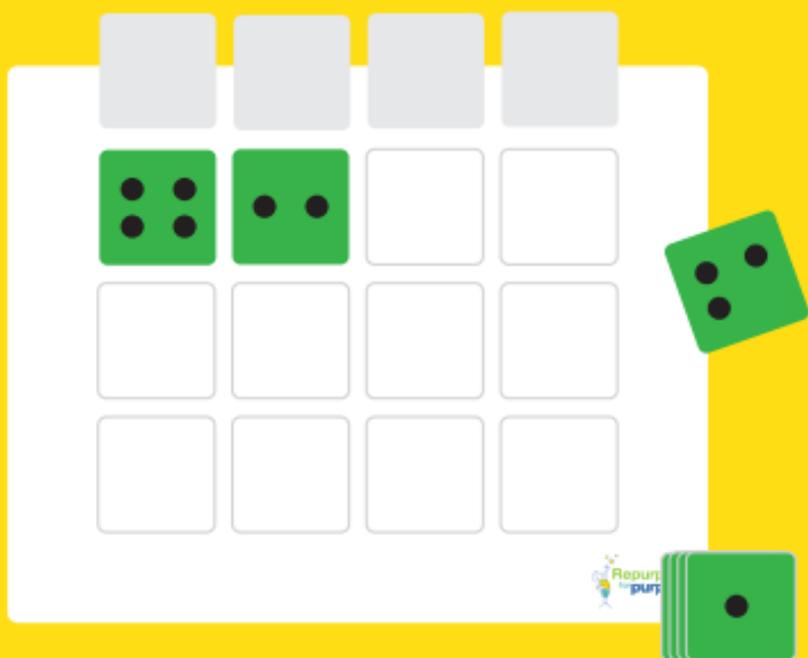


Activity 4D - Pg 85

“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..

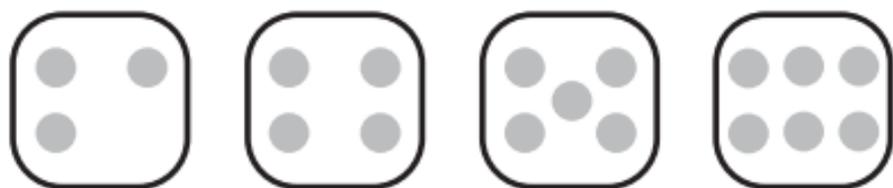


Activity 4D - Pg 85

Where does it go?

LEVEL 1 - FROM AGE 5½

“Concept of Quantity” Activity 4D



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



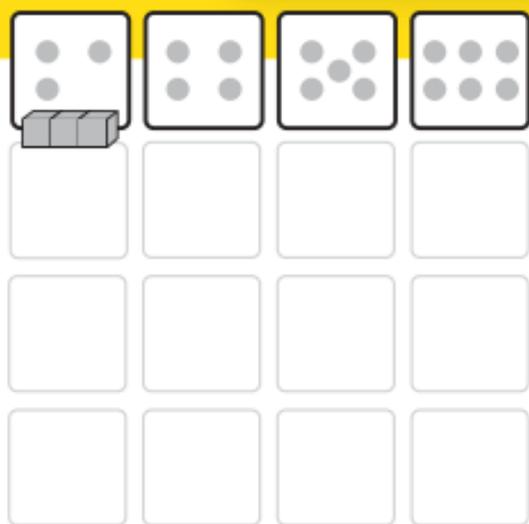
“Concept of Quantity”

STEP ONE

Give one of the children the 4 Question cards from 3 – 6 dots and ask him/her to put them in the correct order above the columns. Ask him/her to count the counters onto each card.

Child (speaks)

Three dots.

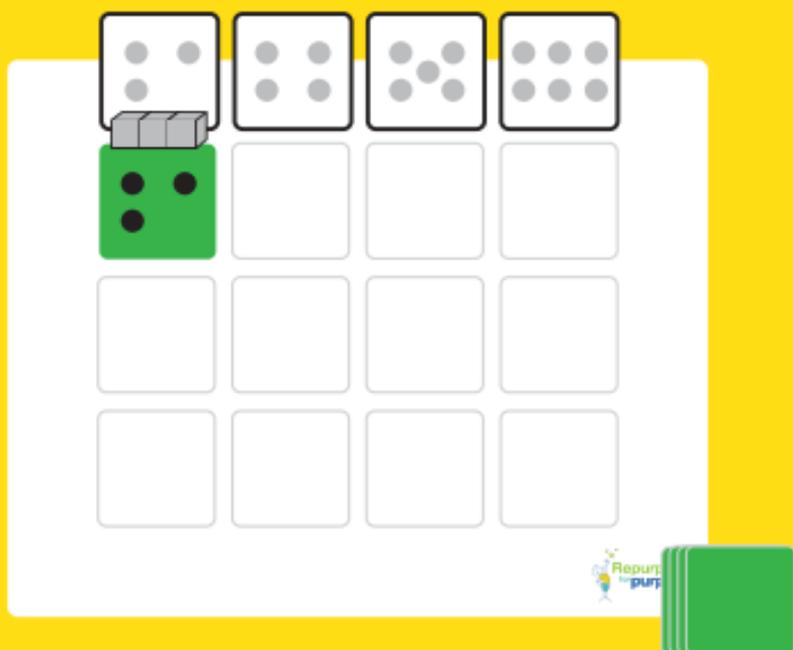


Activity 4A - Pg 81

“Concept of Quantity”

STEP ONE

Help the child to turn all the Answer Cards upside down and ask him/her to put them in the correct blocks one by one. The child must check that he/she is correct by using the counters on the Question Card and then telling you how many dots there are. The child must put the counters back on the Question Card.

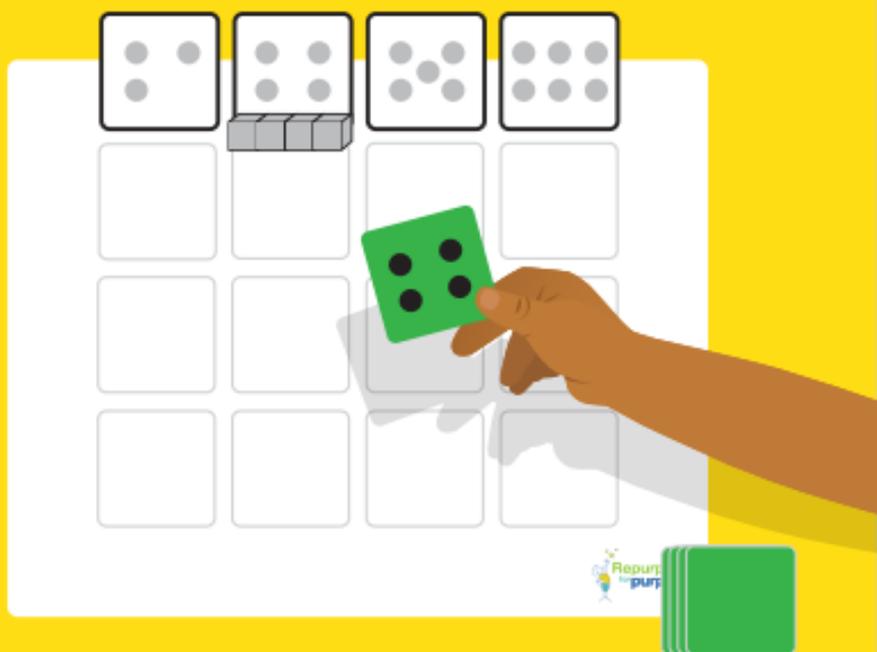


Activity 4A - Pg 81

“Concept of Quantity”

STEP ONE

Remove all the cards. Give the child the 4 Question Cards and ask him/her to put them in order from 3-6 dots in the top margin. The child puts them in the correct block one by one. If he/she has any problem, use the counters again. Repeat, if necessary.

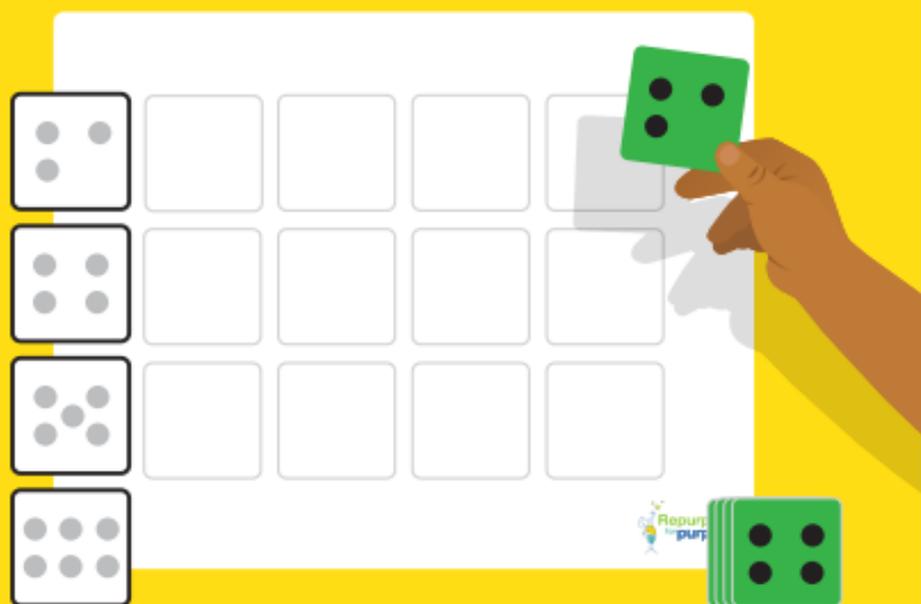


Activity 4A - Pg 81

“Concept of Quantity”

STEP TWO

Remove all the cards. Give one of the children the 4 Question Cards and ask him/her to put them in order from 3 dots at the first row to 6 dots at the bottom row in the left hand side margin of the board.



Activity 4A - Pg 81

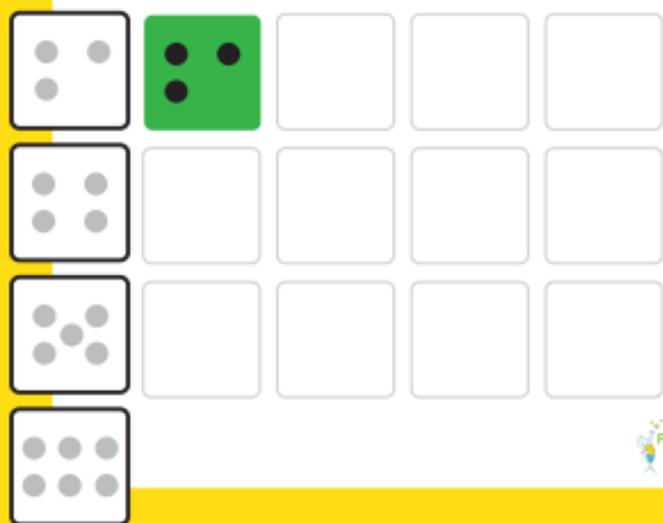
“Concept of Quantity”

STEP TWO

Help the child to turn all the Answer cards upside down and mix them up. Ask him/her to pick up one card at a time and to put it in right block – this will be across the rows.

Child (speaks)

Three dots.

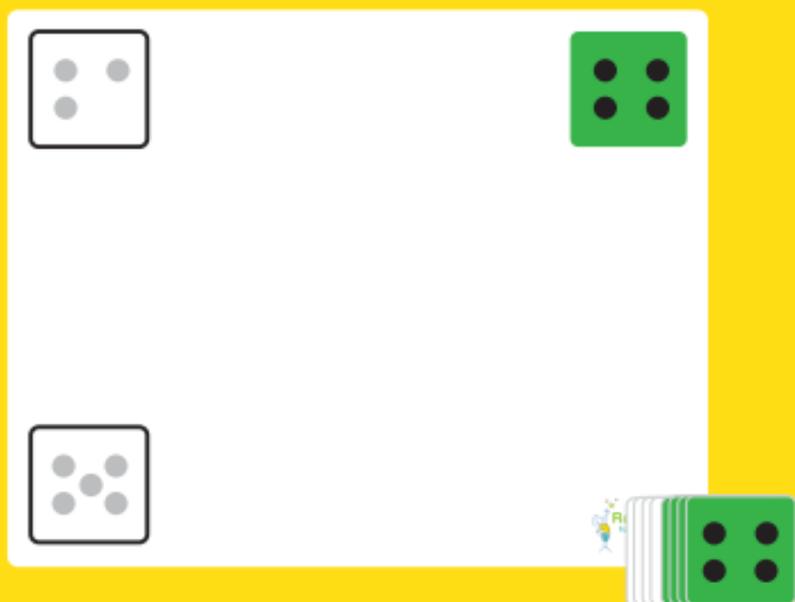


Activity 4A - Pg 81

“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.

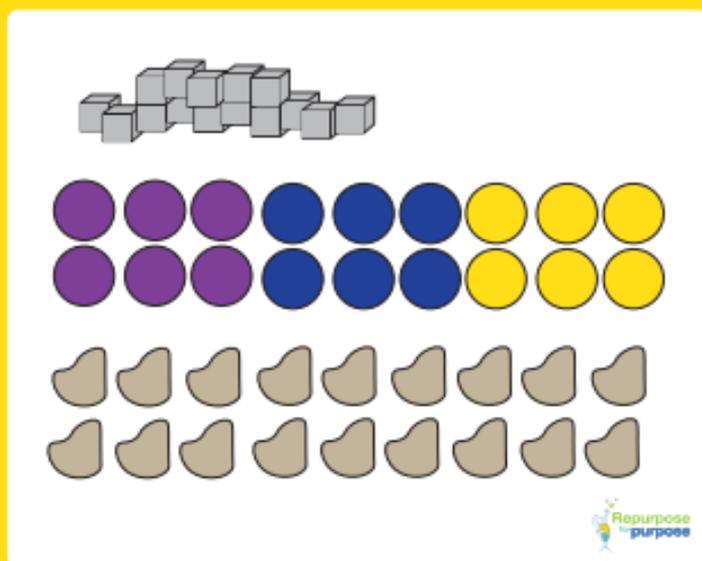


Activity 4A - Pg 81

“Concept of Quantity”

STEP FOUR

You will need 3 sets of 18 counters as follows: 18 x the counters already used that fit onto the dots; 18 x large bottle tops of different colours; 18 washed stones of different sizes (could be smaller or not too much bigger than the bottle tops)

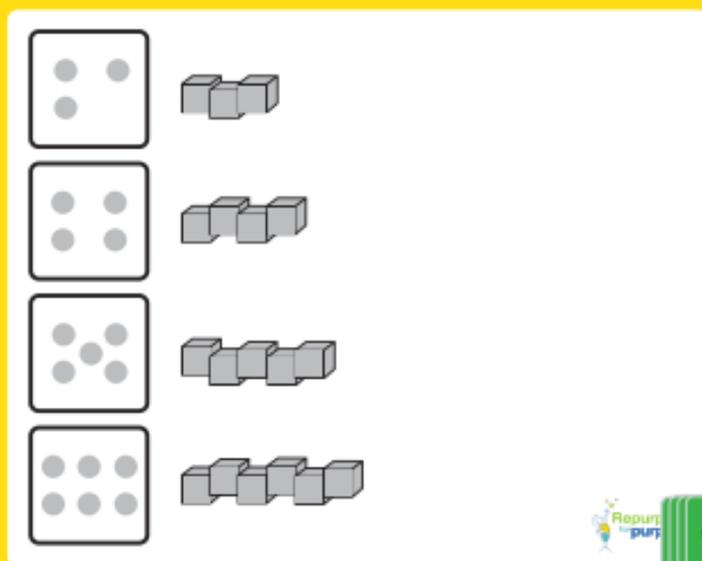


Activity 4A - Pg 81

“Concept of Quantity”

STEP FOUR

Using the back of the board, a table top/ a carpet or any other smooth surface: Put out the 4 Question Cards in order from 3 – 6 as if they were in a column from top to bottom. Ask the child to count out the right amount of counters previously used next to each card.



Activity 4A - Pg 81

“Concept of Quantity”

STEP FOUR

Leaving the Question cards in the same position, but removing the counters, ask the child to count out the right amount of bottle tops next to each card. Remove the bottle tops and ask the child to count out the stones in the same way.

3
4
5
6

3
4
5
6

Repurpose
for purpose

Activity 4A - Pg 81

“Concept of Quantity”

STEP FOUR

Change the Question cards so that the card with 6 dots is at the top and the card with 3 dots is at the bottom, repeat first step 4 activity.

Repurpose for purpose

Activity 4A - Pg 81

“Concept of Quantity”

STEP FOUR

Mix up the Answer cards. The child picks one and has to put out the correct number of counters. If necessary, allow him/her to count them out. But repeat often until he/she can put out the correct amount of counters quickly.



Activity 4A - Pg 81



Repurpose
for purpose