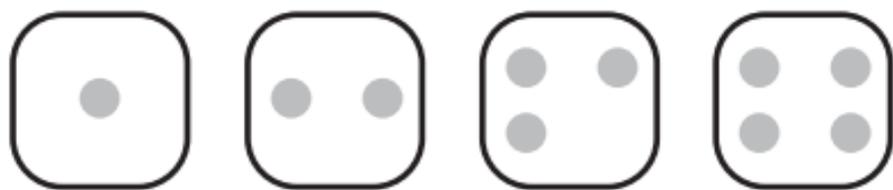


Where does it go?

LEVEL 1 - FROM AGE 5

“Concept of Quantity” Activity 4A



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



“Concept of Quantity”

STEP ONE

Turn the baseboard over, place the 1 dot Question Card on the board. Give the child one counter, tell them to put it on the dot.

Early Learning Facilitator (speaks)
How many are there?

Child (speaks)
One.



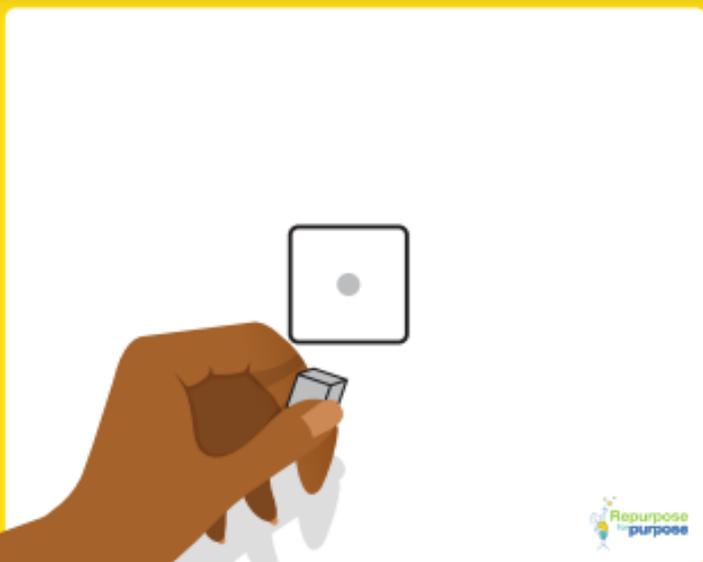
Activity 4A - Pg 60

“Concept of Quantity”

STEP ONE

Ask the child to put the right quantity of counters below the card and to count how many there are. If they struggle, have the counter placed over the dot on the card and say “one” then place it below and say “one”.

Early Learning Facilitator (speaks)
One.

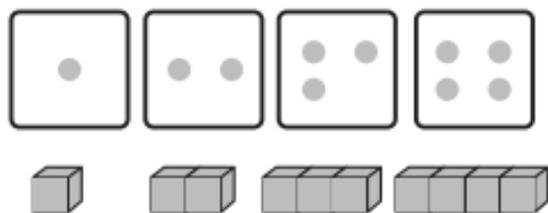


Activity 4A - Pg 60

“Concept of Quantity”

STEP ONE

Do the same with the cards with 2 to 4 dots, counting one, two; one, two, three; one, two, three, four. Repeat until you feel child successfully understands.



Activity 4A - Pg 60



“Concept of Quantity”

STEP ONE

Place the Question Cards - in numerical order - in the top margin. Ask the child to count the number of dots as you put the card down. Give the child the 4 Answer Cards and ask him/ her to match ones that are the same.

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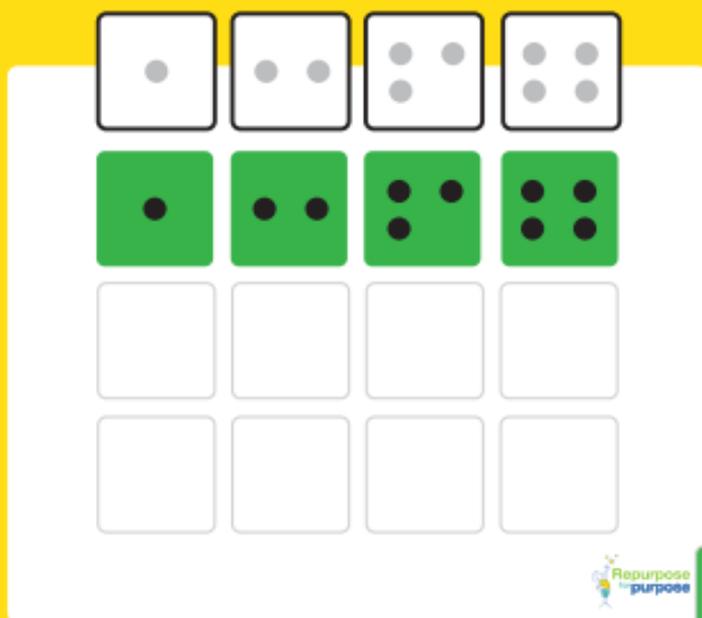
Repurpose for purpose

Activity 4A - Pg 60

“Concept of Quantity”

STEP ONE

Help the child to turn the remaining Answer Cards upside down and ask him/her to put them in the correct blocks one by one, telling you how many dots are on the card each time. Remove all the cards from the board when child is successful.

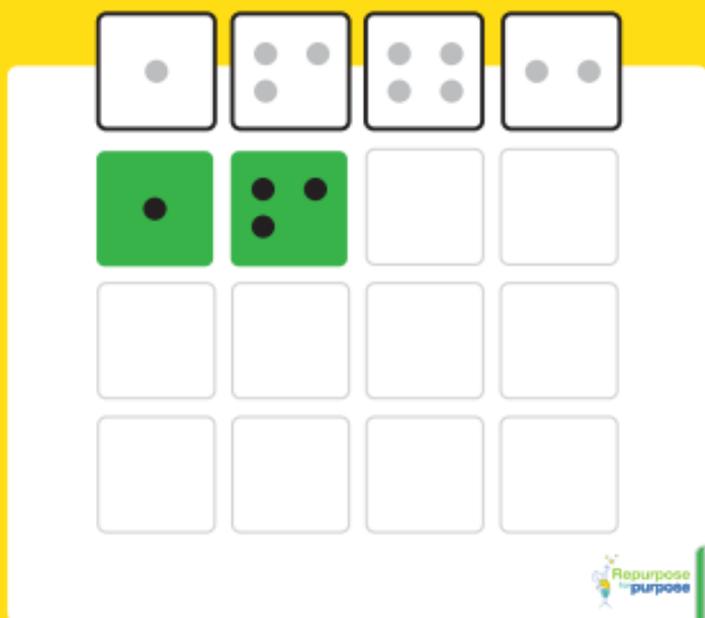


Activity 4A - Pg 60

“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 them to mix up the answer cards and ask them to match them on the board.



Activity 4A - Pg 60

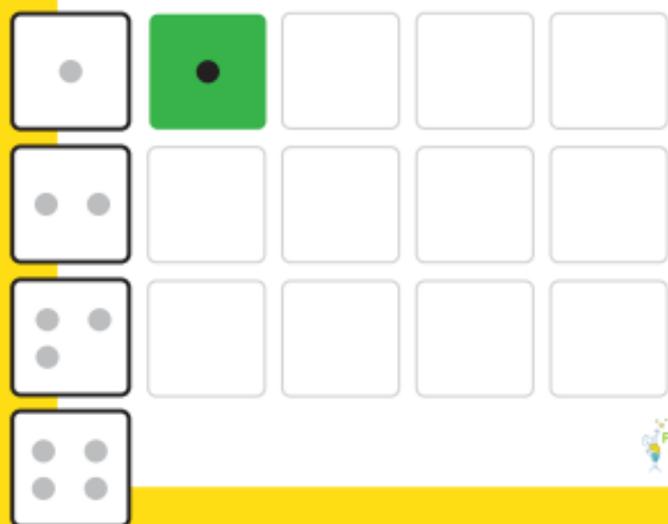
“Concept of Quantity”

STEP TWO

Give the child the 4 Question Cards to put in the side margin, ordered from 1 dot to 4 dots. Help the child to mix up the answer cards and place them face down next to the board. Ask the child to then match the answer cards.

Child (speaks)

There is one dot.



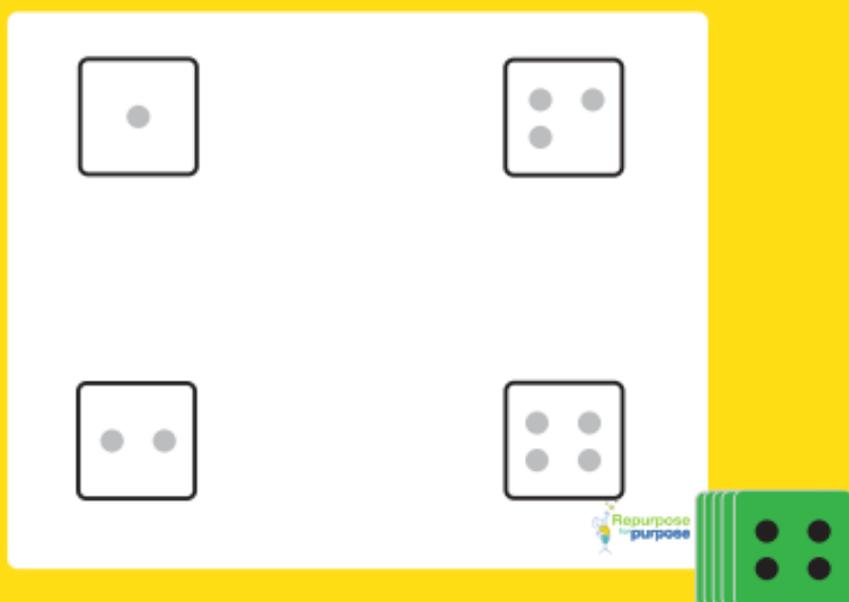
Repurpose
for purpose

Activity 4A - Pg 60

“Concept of Quantity”

STEP THREE

Turn the base board face down, put one Question Card in each corner. Give the child all of the Answer Card. Tell them to sort the same cards into each corner.

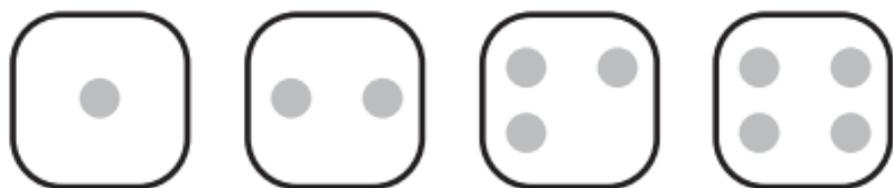


Activity 4A - Pg 60

Where does it go?

LEVEL 2 - FROM AGE 4 & 4½

“Concept of Quantity” Activity 4A



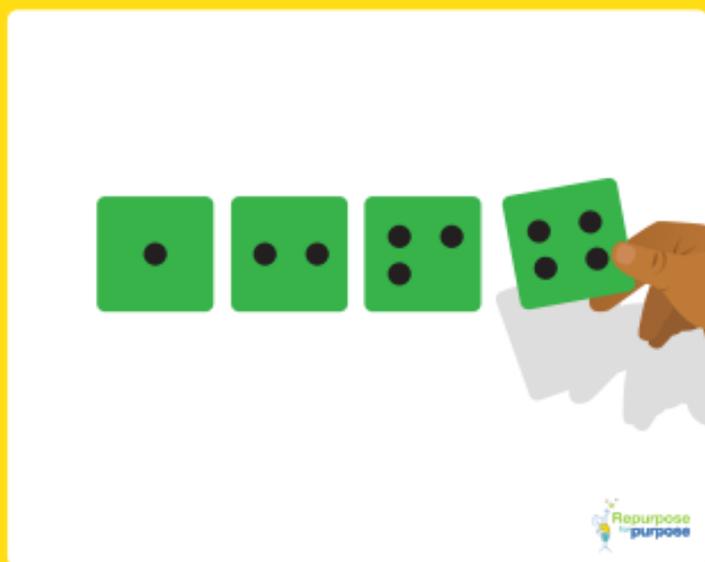
“Lets help our children thrive by developing new concepts!”



“Concept of Quantity”

STEP ONE

Give one of the children 4 Answer Cards with 1 – 4 dots. Ask them to put them in numerical order (1-4). Repeat a couple times more if necessary.

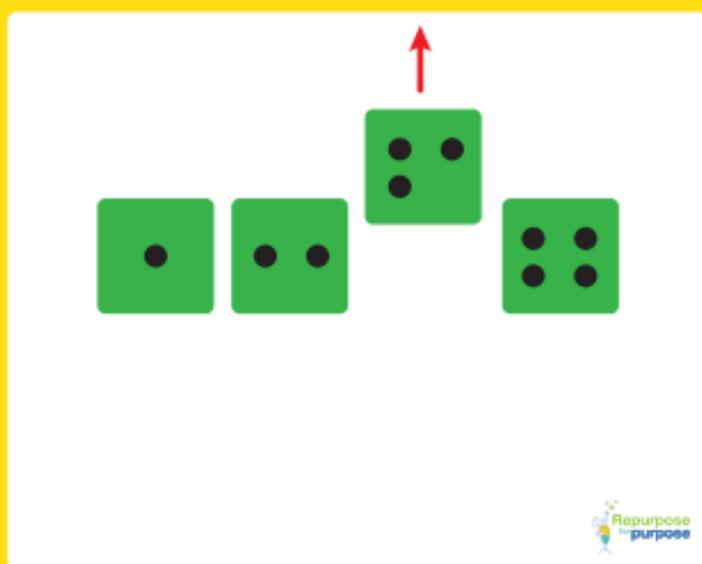


Activity 4A - Pg 62

“Concept of Quantity”

STEP ONE

Ask the child to then close their eyes.
Remove one of the cards and move the others so that there are no gaps.



Activity 4A - Pg 62

“Concept of Quantity”

STEP ONE

Ask the child to tell you which card is missing, if they answer correctly then give it to them and ask the child to put it in the correct place.

Early Learning Facilitator (speaks)
Which card is missing?

Child (speaks)
The card with 3 dots.

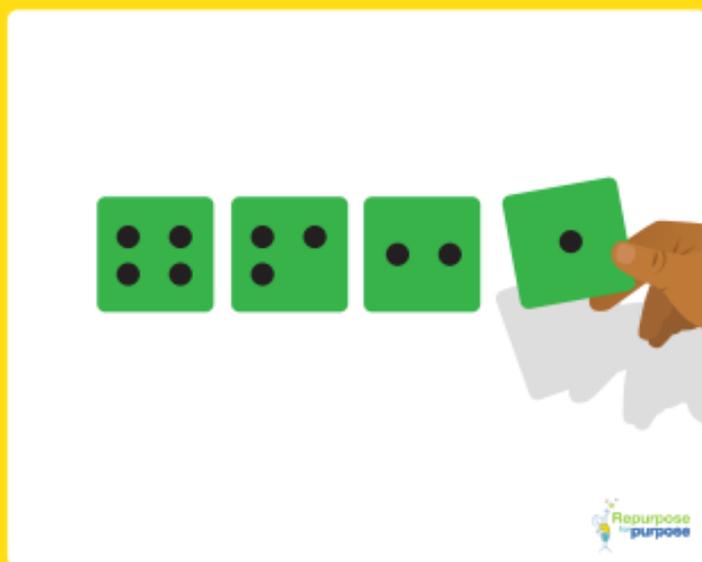


Activity 4A - Pg 62

“Concept of Quantity”

STEP TWO

Give one of the children 4 Answer Cards with 1 – 4 dots. Ask them to put them in order from 4-1. Alternate asking the child to order the cards from 1-4 dots and then from 4-1. Move on to then ask them to order from least to most and then from most to least.

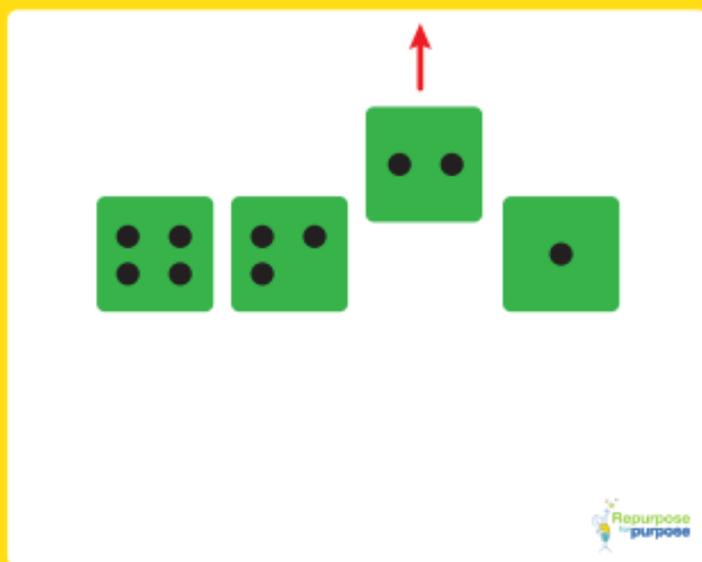


Activity 4A - Pg 62

“Concept of Quantity”

STEP TWO

Ask the child to then close their eyes.
Remove one of the cards and move the others so that there are no gaps.



Activity 4A - Pg 62

“Concept of Quantity”

STEP TWO

Ask the child to tell you which card is missing, if they answer correctly then give it to them and ask the child to put it in the correct place.

Early Learning Facilitator (speaks)
Which card is missing?

Child (speaks)
The card with 2 dots.



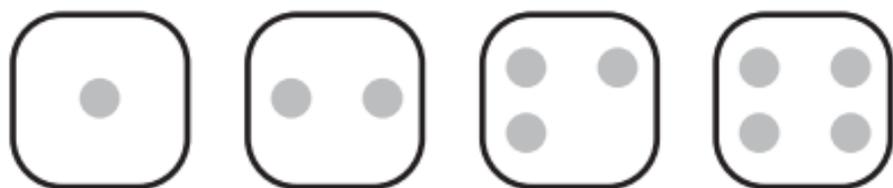
Activity 4A - Pg 62



Where does it go?

LEVEL 3 - FROM AGE 4½

“Concept of Quantity” Activity 4A



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



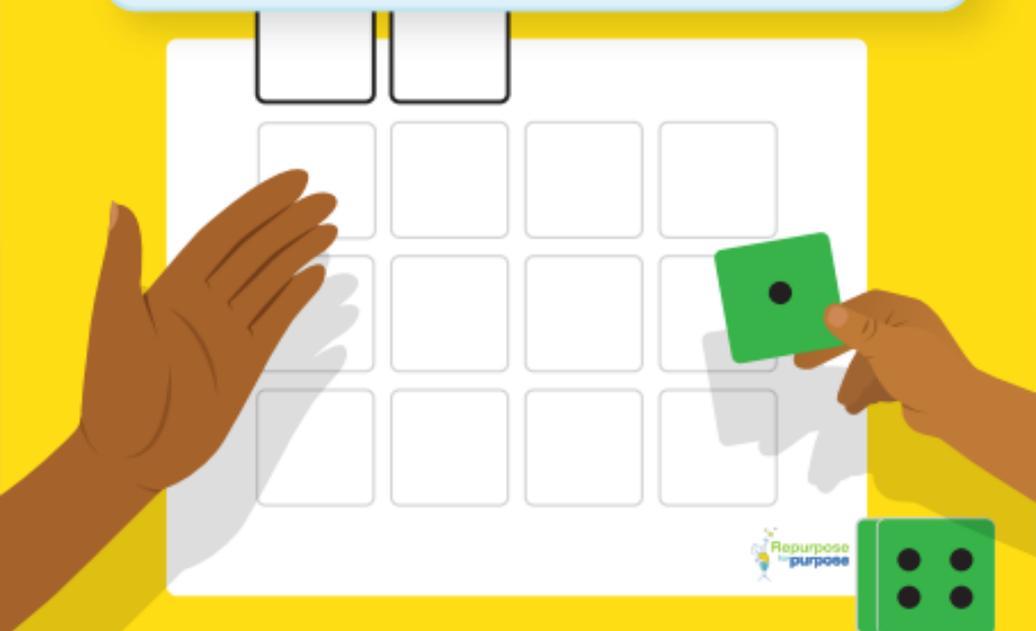
“Concept of Quantity”

STEP ONE

Select any 2 of the Question Cards (1- 4) and randomly place them in the top margin, one by one. Do not allow the child to see the cards but tell the child which 2 matching Answer Cards to put down.

Early Learning Facilitator (speaks)

Place the one dot and then the three dot card.

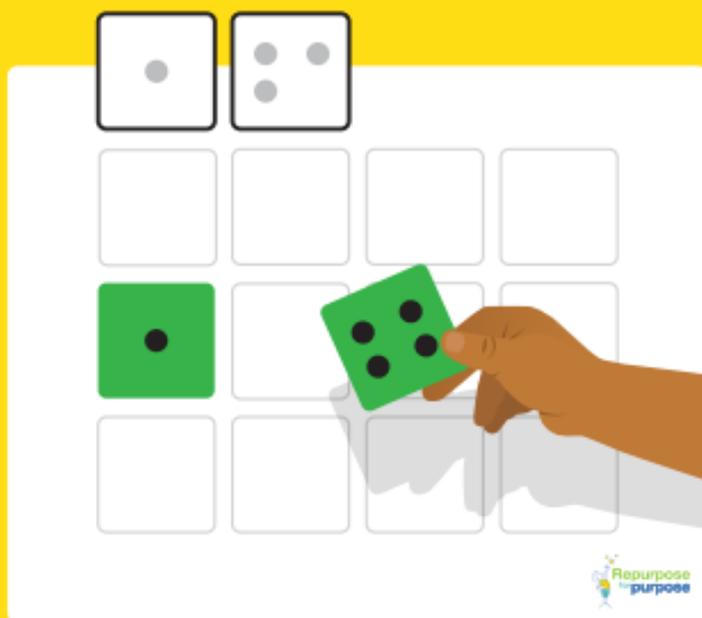


Activity 4A - Pg 63

“Concept of Quantity”

STEP ONE

The child must repeat the pattern in the 2nd row on the board, then the Question Cards in the top margin can be turned over and checked if the child is right, the activity must end in success so it can be repeated if necessary.



Activity 4A - Pg 63

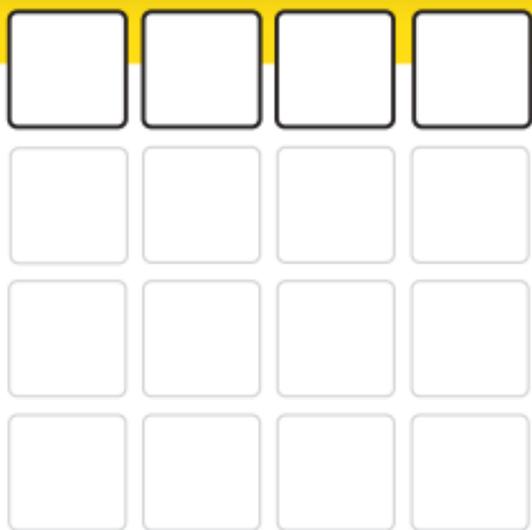
“Concept of Quantity”

STEP ONE

If the child is successful, 3-4 cards can be used in varying orders. the child must place the cards they believe the early learning facilitator asked for in the 2nd row.

Early Learning Facilitator (speaks)

Give me the one dot, four dots, three dots and two dots cards.



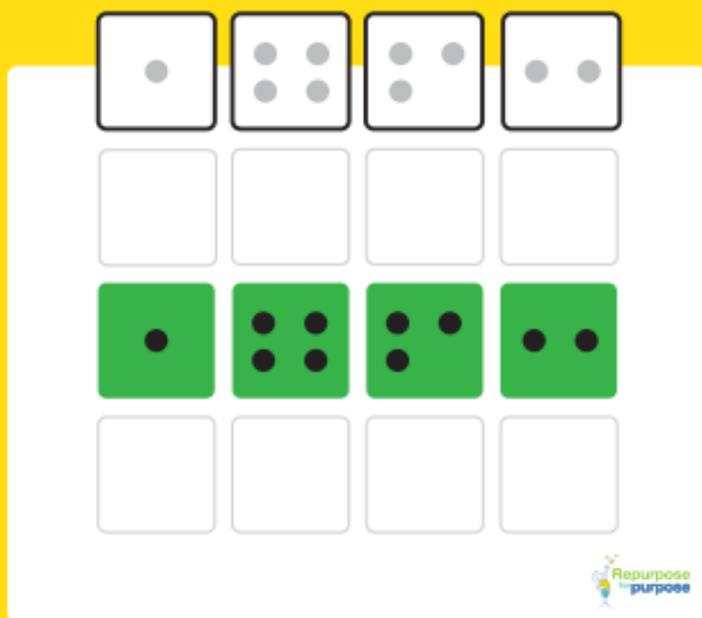
Activity 4A - Pg 63



“Concept of Quantity”

STEP ONE

When the top margin cards are revealed the child can check if they placed the Answer Cards correctly in the 2nd row, if successful they can place cards down for you and ask you to put down the cards they say aloud.

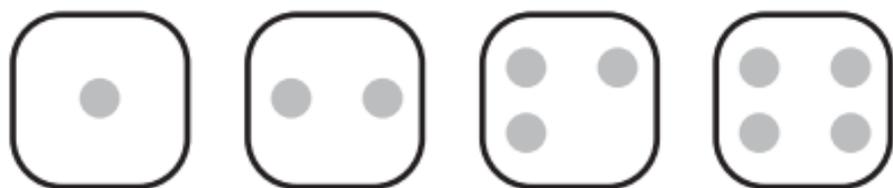


Activity 4A - Pg 63

Where does it go?

LEVEL 4 - FROM AGE 5

“Concept of Quantity” Activity 4A



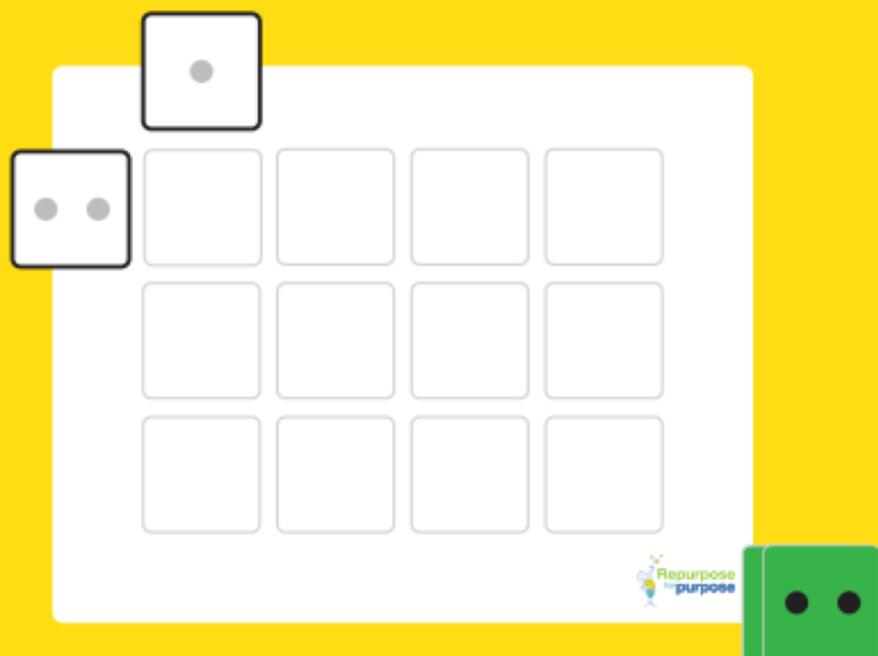
“Lets help our children thrive by developing new concepts!”



“Concept of Quantity”

STEP ONE

Use any of the following combinations (see pg 64.), 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 64

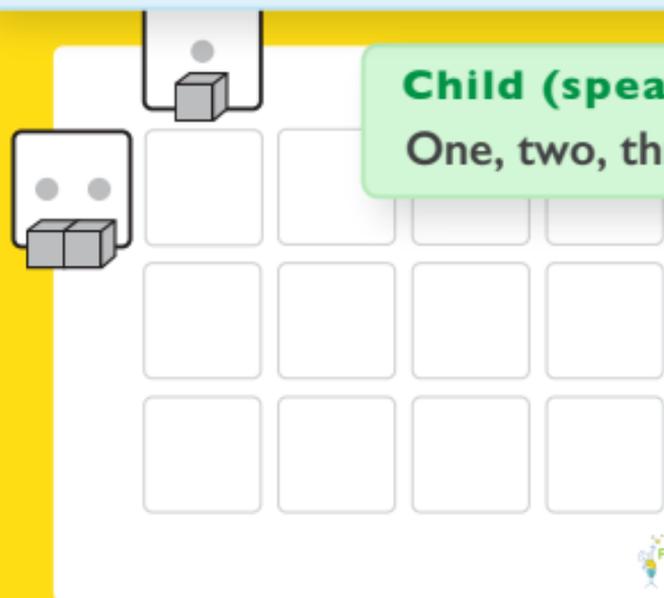
“Concept of Quantity”

STEP ONE

Give the child one each of the Answer Cards (1 – 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 the child does so.

Early Learning Facilitator (speaks)

Put these on the question cards and count aloud.



Child (speaks)

One, two, three.

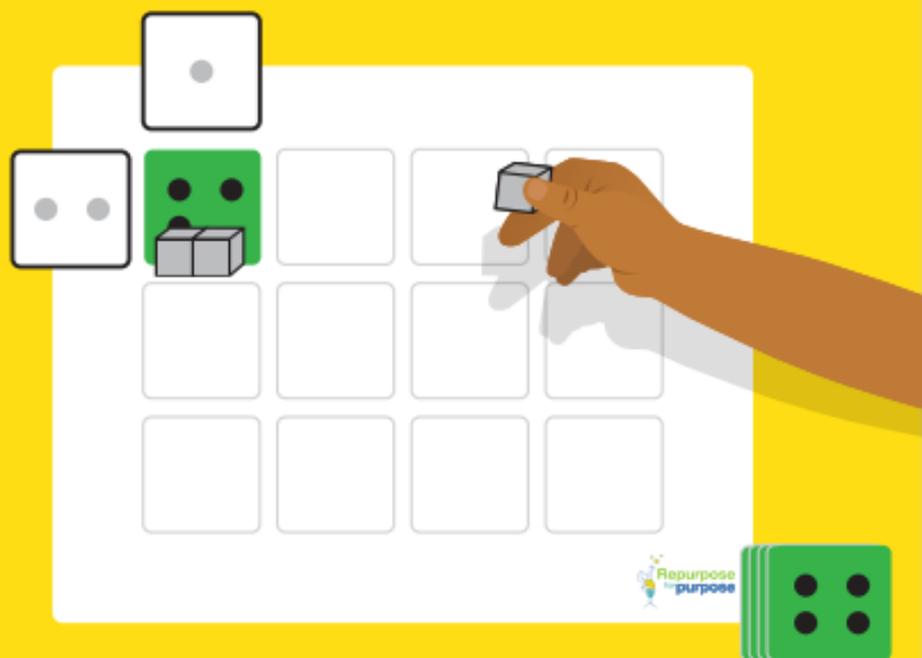


Activity 4A - Pg 64

“Concept of Quantity”

STEP ONE

Ask the child which of the Answer cards goes into the Answer block. Ask him/her to put the counters from the Question cards onto the Answer card and to count them. Tell them that “two and one” (or whatever the number) “make three” or “add up to three” or “equals three”.

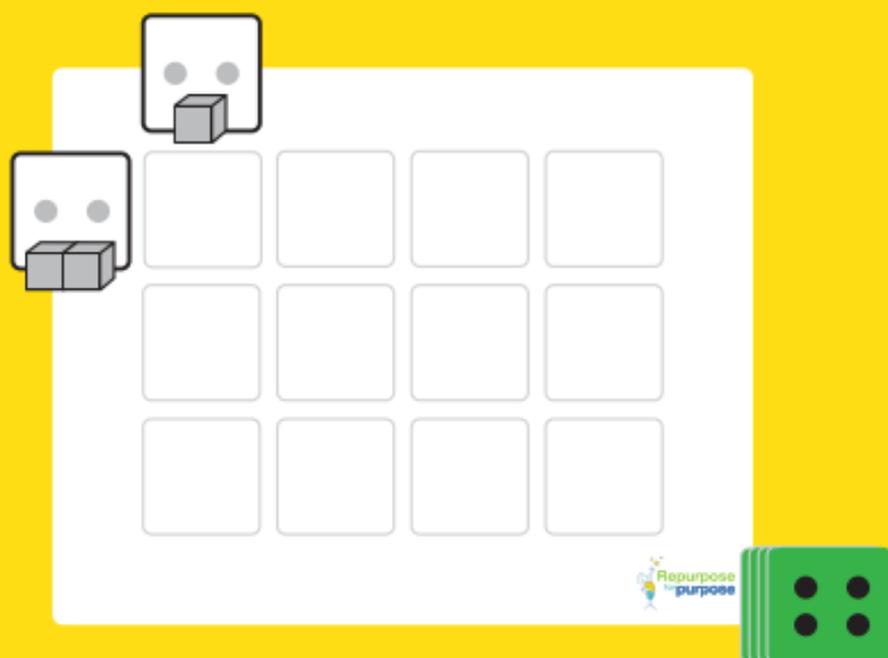


Activity 4A - Pg 64

“Concept of Quantity”

STEP ONE

Repeat with all the Question card combinations (see pg. 64) as many times as necessary, for as long as the child enjoys the activity. Always end the activity with success.



Activity 4A - Pg 64