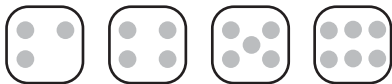


Where does it go?

LEVEL 1 - FROM AGE 4

“Concept of Quantity” Activity 4B



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



“Concept of Quantity”

STEP ONE

Place the Question Card with three dots in the margin above the first column. Ask the child to put a counter on each dot and to count aloud. Do the same, in the correct order, with the Question Cards for 4 dots, 5 dots and 6 dots. Separate out one each of the corresponding Answer Cards.

Child (speaks)
One, two, three.

Activity 4A - Pg 67

“Concept of Quantity”

STEP ONE

Give the child the 4 Answer cards and ask him/her to put them in the blocks in the first row below the ones that are the same. Ask the child to count the quantity (amount) of dots on each card by pointing to them (without using the counters).

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|--|--|--|--|
| | | | |
| | | | |
| | | | |

Child (speaks)
One, two, three.

Activity 4A - Pg 67

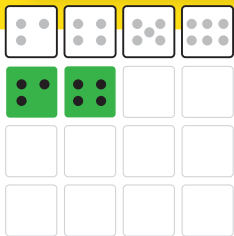
“Concept of Quantity”

STEP ONE

Help the child to turn the remaining Answer cards upside down and ask them to put them in the correct blocks one by one, telling you how many dots are on the card each time.

Child (speaks)

One, two, three..four dots.

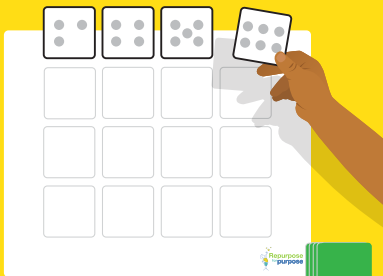


Activity 4A - Pg 67

“Concept of Quantity”

STEP ONE

Give the child the 4 Question Cards and ask them to put them in order from 3 dots to 6 dots in the top margin, then mix up the answer cards and put them face down next to the baseboard. Get the child to match the Answer Cards to the corresponding Question Cards.



Activity 4A - Pg 67

“Concept of Quantity”

STEP TWO

Remove all the cards. Give the child 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 side margin. Help them to mix up the Answer Cards and put them face down next to the board. They must then match the cards to the correct row.

Early Learning Facilitator (speaks)

Tell me how many dots there are on each card.

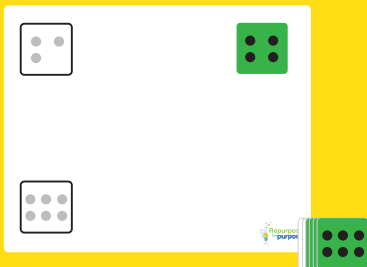
Child (speaks)
This card has 3 dots.

Activity 4A - Pg 67

“Concept of Quantity”

STEP THREE

Turn the board upside down. Give one of the children all the Question and Answer Cards and ask her to put all the ones that are the same together. Ask him/her to tell you why they go together.

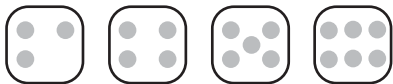


Activity 4A - Pg 67

Where does it go?

LEVEL 2 - FROM AGE 4½ & 5

“Concept of Quantity” Activity 4B



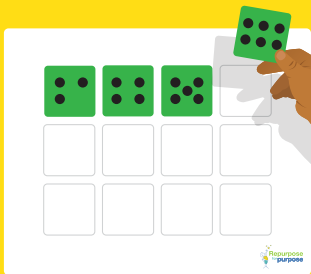
“Lets help our children thrive by developing new concepts!”



“Concept of Quantity”

STEP ONE

Give one of the children 4 Answer Cards with 3 – 6 dots. Ask him/herto put them in the correct order from 3 – 6. Repeat the activity.

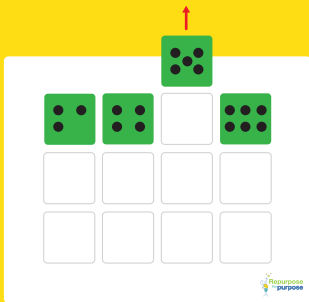


Activity 4A - Pg 68-70

“Concept of Quantity”

STEP ONE

Ask the child 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 them and ask them to put it in the correct place.

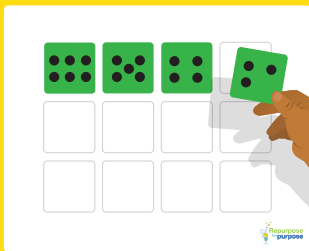


Activity 4A - Pg 68-70

“Concept of Quantity”

STEP TWO

Then ask him/her to put them in the correct order from 6 down to 3. Alternate asking the child to order the cards from 3-6 dots and then from 6-3, or from least to most and then from most to least. Repeat 2.1.2 but with the cards in order from 6-3 dots.

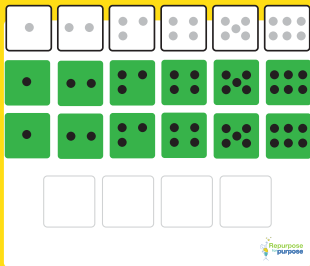


Activity 4A - Pg 68-70

“Concept of Quantity”

STEP THREE

Collect all the Question and Answer dot cards - removing the duplicates, so that you now have a set of Question cards from 1–6 dots and a set of Answer Cards from 1–6 dots. Give the child the Answer cards from 1–6 dots aswell as the answer card duplicates, the child should have 2 sets of 1–6 dot Answer Cards.



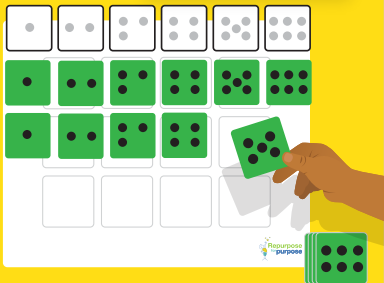
Activity 4A - Pg 68-70

“Concept of Quantity”

STEP THREE

Put the Question cards from 1–6 dots along the top margin of the board. Ask the child to mix all the cards together and to turn them upside down. The child then place the cards one by one below the matching Question Card.

Child (speaks)
Six dots.

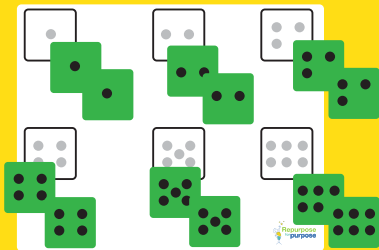


Activity 4A - Pg 68-70

“Concept of Quantity”

STEP FOUR

Turn the board upside down. One of the children takes the Question and Answer Cards and mixes them up. Ask them to put all the ones that are the same together. Ask the child to tell you why they go together. If the child struggles, put a Question card in 6 different places on the board to help. Then repeat without the clue.

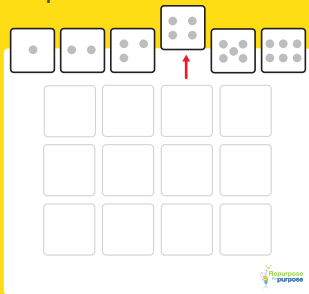


Activity 4A - Pg 68-70

“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 his/her 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 him/her and ask her to put it in the correct place.



Activity 4A - Pg 68-70

“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.

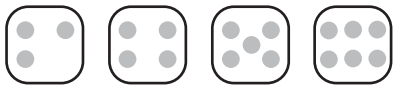
The image shows a visual discrimination task. At the top, a red arrow points upwards towards the fourth and fifth cards in a row. The cards are arranged from left to right as follows: one dot, two dots, three dots, four dots, five dots, and six dots. Below the cards is a 3x4 grid of empty boxes for recording answers. In the bottom right corner of the grid area, there is a logo for 'Repurpose for purpose' featuring a stylized figure holding a globe.

Activity 4A - Pg 68-70

Where does it go?

LEVEL 3 - FROM AGE 5½

“Concept of Quantity” Activity 4B



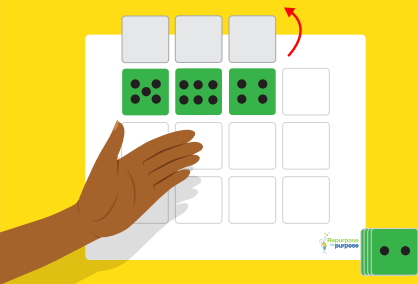
“Lets help our children thrive by developing new concepts!”



“Concept of Quantity”

STEP ONE

Choose any 3 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 second and third cards placing them face down. The child puts the cards asked for from left to right in the first row on the board. Turn your cards the right way up, and the child sees if they remembered correctly.

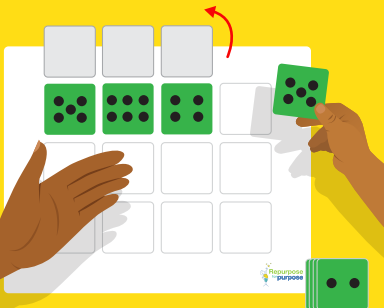


Activity 4A - Pg 71

“Concept of Quantity”

STEP ONE

If they weren't successful, try a few more with 3 cards only. Otherwise give more instructions using 4 cards and then 5 cards.



Activity 4A - Pg 71

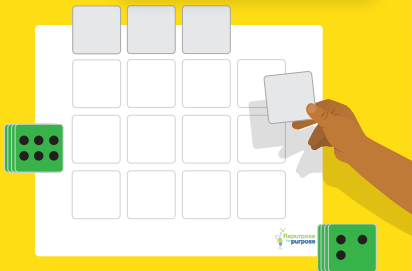
“Concept of Quantity”

STEP TWO

Let the child name cards for you to remember using the same process as in previous activity. The child must put them down from his/her left to her right and you start your sequence from the child's left as well.

Child (speaks)

One dot, five dots, three dots and then two dots.



Activity 4A - Pg 71