



Repurpose for purpose

Transforming excess business
inventory into early learning material

PLAYBOOK 1

"Where does it go?"

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INTRODUCTION TO "WHERE DOES IT GO?"

The **'Where does it go?' resource** supports the development of young children's intellectual or cognitive skills and abilities, which lead to:

- Forming the necessary foundation for learning to read, write and do maths
- They help young children develop thinking, reasoning and problem solving skills
- They develop children's concentration
- They build critically important vocabulary and language skills, especially in maths language
- They help children learn how to work in a group, take turns and follow instructions
- AND - ALL this important learning takes place through fun and play!

SKILLS THAT THIS RESOURCE DEVELOPS



Reasoning & Problem solving

These resources practice varying degrees of these critical life skills



Visual Discrimination and Analysis

For recognising letters, numbers with small differences as well as the difference between 2D and 3D objects



Understanding key concepts

Special concepts such as colour, geometrical shape and quantity are essential for maths at school



Classification

Helps put things into groups so it is easier to make sense of the world



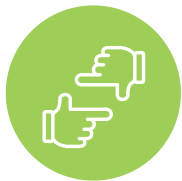
Vocabulary & expressive language

Ability to describe things and tell stories - important socially and in the workplace



Cognitive flexibility

Assists with problem solving. Practiced through constancy matching; focusing on different positions and using margins



Focus and concentration

Giving children a better chance of being successful at school



Visual Memory of sequence

For spelling words and remembering work later when learning for exams



Auditory Memory

For remembering names and complicated sequences of words when learning to talk in full sentences



Comprehension & following instructions

An essential life skill for understanding what you read.



Building self-confidence

These activities emphasise "finishing with success" to build self-confidence



Small motor skills

For many daily tasks such as dressing and writing

HOW TO USE THE "WHERE DOES IT GO?"

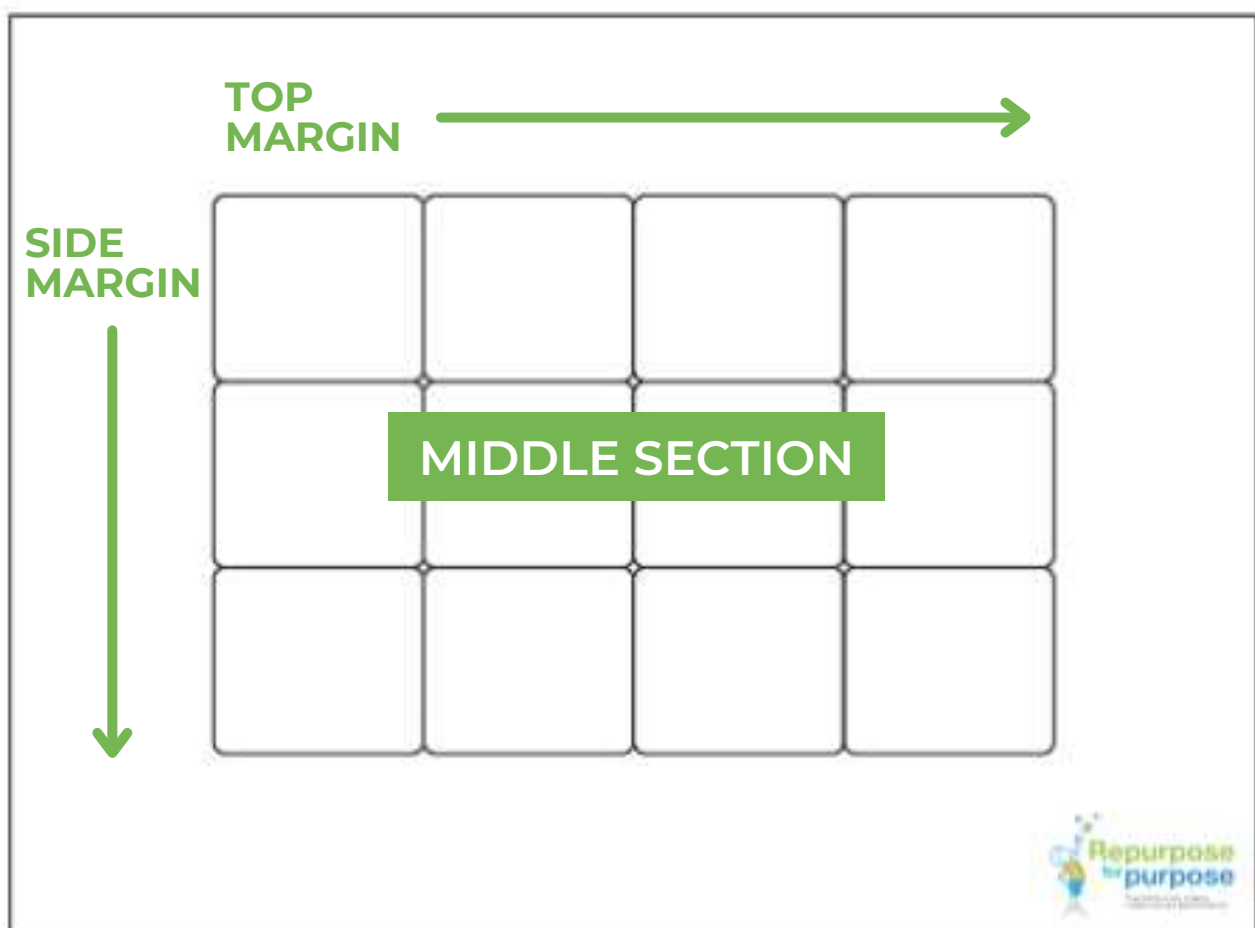
RESOURCE WITH CHILDREN

WHAT YOU ARE PROVIDED WITH

Before we get started, let us explain what you will be given in order to use this resource in your programme with young children.

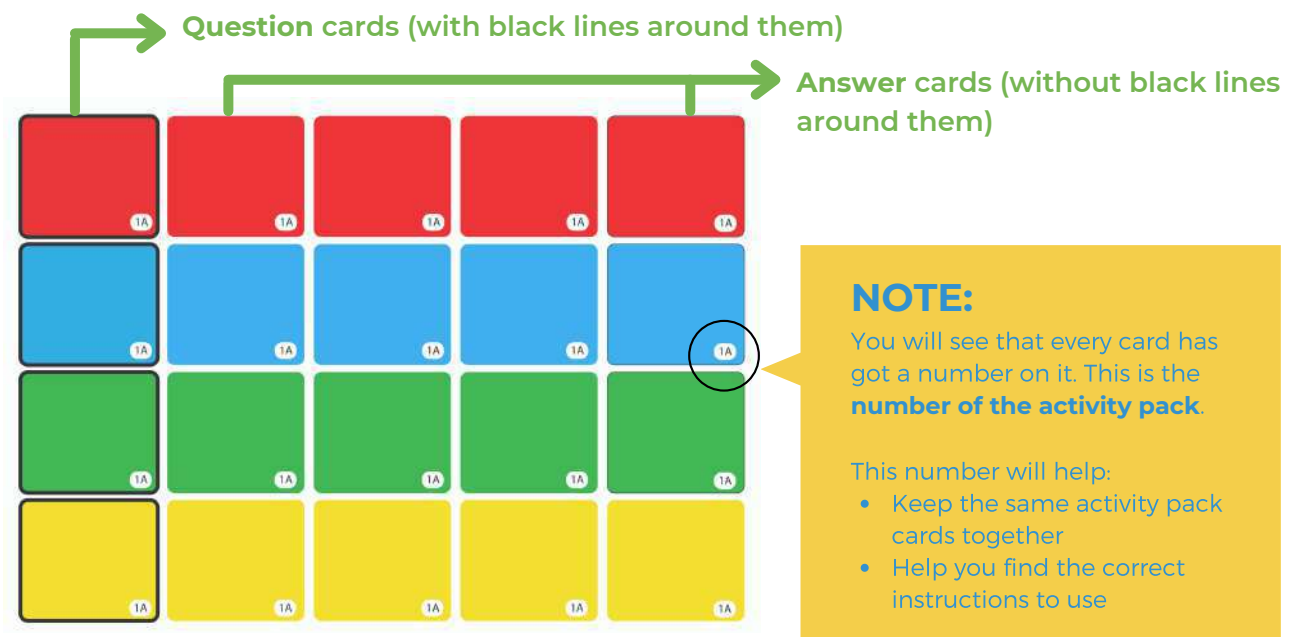
1. The base board

- The base board is an A3 cardboard print with 12 blocks in the middle of the board
- The base board is used for almost every activity
- The base board has two **MARGINS** where you (the adult) place the Question cards. This includes the top margin and the side margin
- The **MIDDLE SECTION** (the 12 blocks) is where the children place the answer cards in response to your questions



2. Multiple sets of Activity packs

- You will receive multiple sets of activity packs that focus on different concepts
- Each activity pack comes with a set of unique instructions on how to play the game with children of different ages according to different levels
- In each activity pack, there are:
 - **4 QUESTION** cards: all question cards are marked with a thick black line around the card. These questions cards are used by you (the adult) and are placed in the margin(s)
 - **+16 ANSWER** cards: all answer cards do not have a thick black line around them. These cards are used by the child/children to answer your questions



HOW TO STORE THESE ACTIVITY PACKS SAFELY

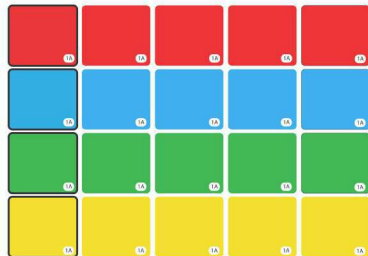
If you are a NECDA member and have been provided with these materials through your RTO, you will also receive Repurpose for Purpose **packaging** to keep the activity packs safe. You will need to put a mark next to the activity pack you have inside the bag and slip in the matching instructions to always keep these together.



KEY CONCEPTS COVERED IN THE ACTIVITY PACKS

You will be provided with different activity packs that cover several key concepts. These activity packs may come to you all at once or at different stages - depending on the RTO you are working with. You do not need all the activity packs at once - these will come in as they are printed and it may take a while to collect the complete set. Each activity pack comes with its own set of instructions on how to use the cards with children of different ages - see page 8 onwards.

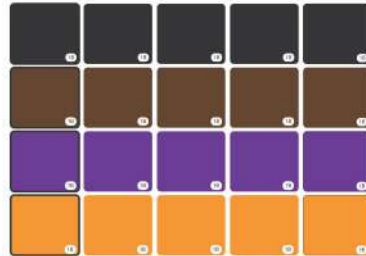
1. Colour



Activity pack 1A:

Red, green, yellow & blue

Play instructions start at page 9



Activity pack 1B:

Black, purple, brown & orange

Play instructions start at page 15

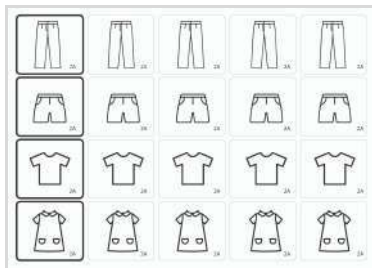


Activity pack 1C:

Advanced colour concept

Play instructions start at page 21

2. Object and Length



Activity pack 2A:

Discrimination of similar object shapes

Play instructions start at page 30

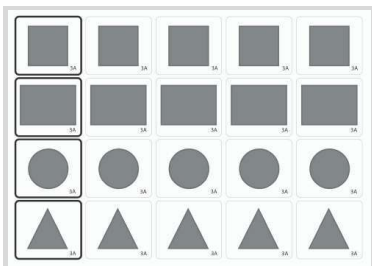


Activity pack 2B:

Matching according to two criteria - object shape & colour

Play instructions start at page 35

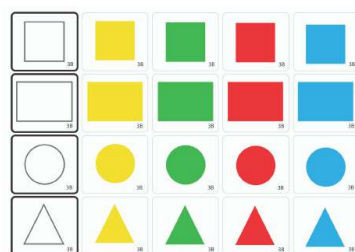
3. Geometrical Shapes



Activity pack 3A:

Visual discrimination & vocabulary of basic geometrical shapes

Play instructions start at page 42



Activity pack 3B:

Matching according to two criteria - geometric shapes & colour

Play instructions start at page 47

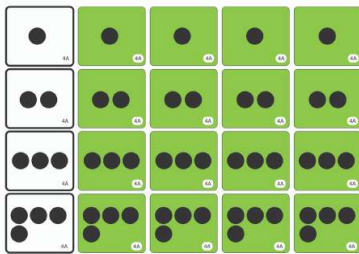


Activity pack 3C:

Advanced geometrical shape concepts

Play instructions start at page 53

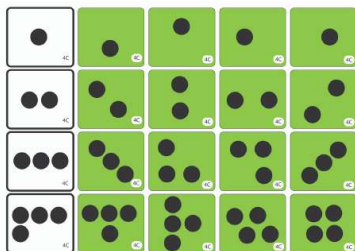
4. Quantity



Activity pack 4A:

Developing the child's concept of quantity from one to four - leading to number concept

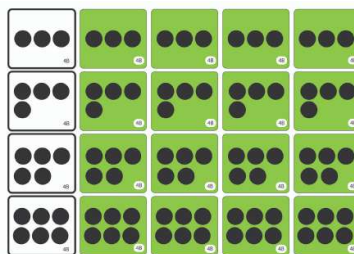
Play instructions start at page 58



Activity pack 4C:

More advanced development of the child's concept of quantity from one to four - leading to number concept

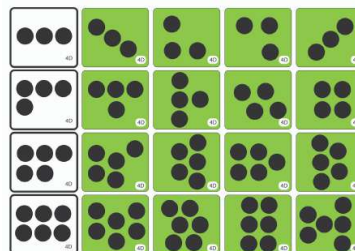
Play instructions start at page 72



Activity pack 4B:

Developing the child's concept of quantity from three to six - leading to number concept

Play instructions start at page 65

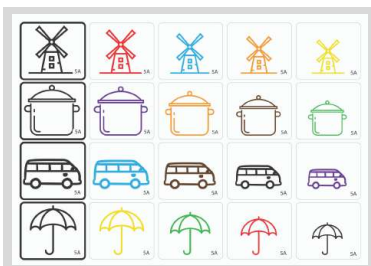


Activity pack 4D:

More advanced development of the child's concept of quantity from three to six - leading to number concept

Play instructions start at page 79

5. Size

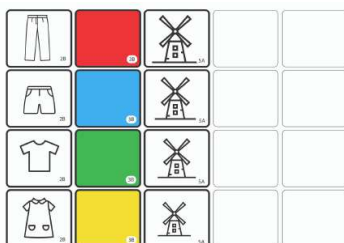


Activity pack 5A:

Discrimination of relatively small differences in object sizes and paying attention to more than one criterion (problem solving)

Play instructions start at page 87

6. Additional prints for activity packs 2B | 3B | 5A



Additional prints:

Please add these additional prints to activity packs 2B | 3B | 5A

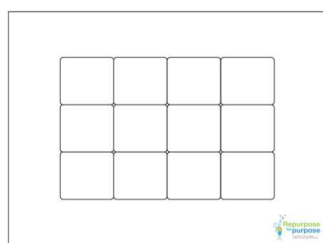
(Note: the number of each card will tell you which activity pack to add it to)

HOW IT ALL WORKS TOGETHER

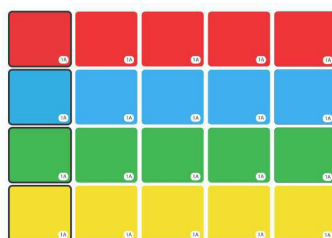
LET'S GET STARTED!

STEP 1: Get your resources together

In order to get started, you will need to take out your **base board** and the **activity pack** that you want to use (i.e Activity pack 1A) - make sure the cards have 1A written on them. You will also need to take out the **play instructions** that match your activity pack number (i.e page 8 to 14) .



Base board



Activity pack

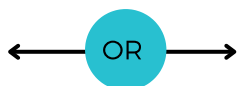


Matching play instructions

STEP 2: Decide on the number of children you want to involved



1 child (one on one)

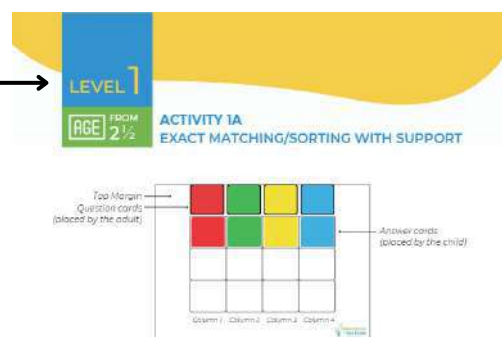


A small group of children (3 - 4 children)

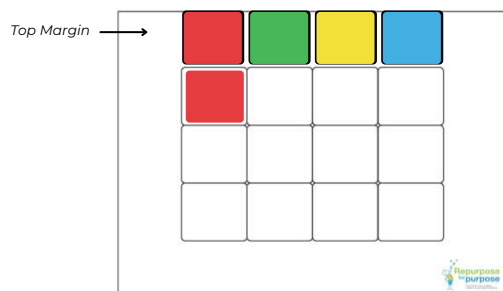
STEP 3: Match the child's ability to the right level (use the correct play instructions)

The activities have been graded from easy (level 1) to difficult (level 4 or 5):

- Each level has a recommended age
- The **level and age** are at the top of the page [here](#)
- Make sure that you use instructions that are for the right level of the children in the group
- If the child/children cannot complete the level for their age then use instructions from a lower level to build them up

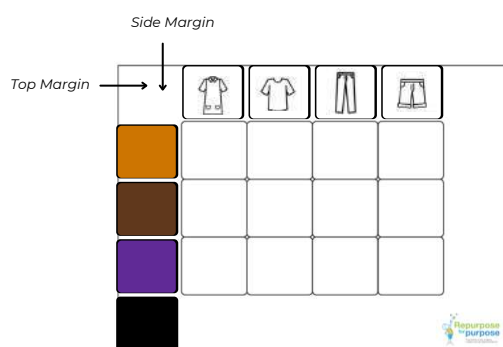


STEP 4: Familiarize yourself with the instructions and then start to play!



ONE MARGIN: MATCHING AND SORTING

You (the adult) will be using the question cards in **one margin** (either the side or top margin) for the **easier levels** and younger age groups. One margin is for exact matching where the child focuses on just one concept (i.e colour)



BOTH MARGINS: MULTI FEATURE ANALYSIS

For the more **difficult levels** you (the adult) will use **both margins** (side and top margin) - specially with older age groups. Using both margins is for constancy matching and multi feature analysis where the child looks at more than one concept at a time (i.e colour and shape). This is where the child learns to problem solve

Notes:

If the children are having trouble following your instructions - refer to the support steps on the designated page OR start with an easier level - you can then build up from there

Remember: Always end the activity with success, even if it means going back to level 1

ACTIVITY 1: COLOUR

ACTIVITY 1A

RED GREEN YELLOW BLUE

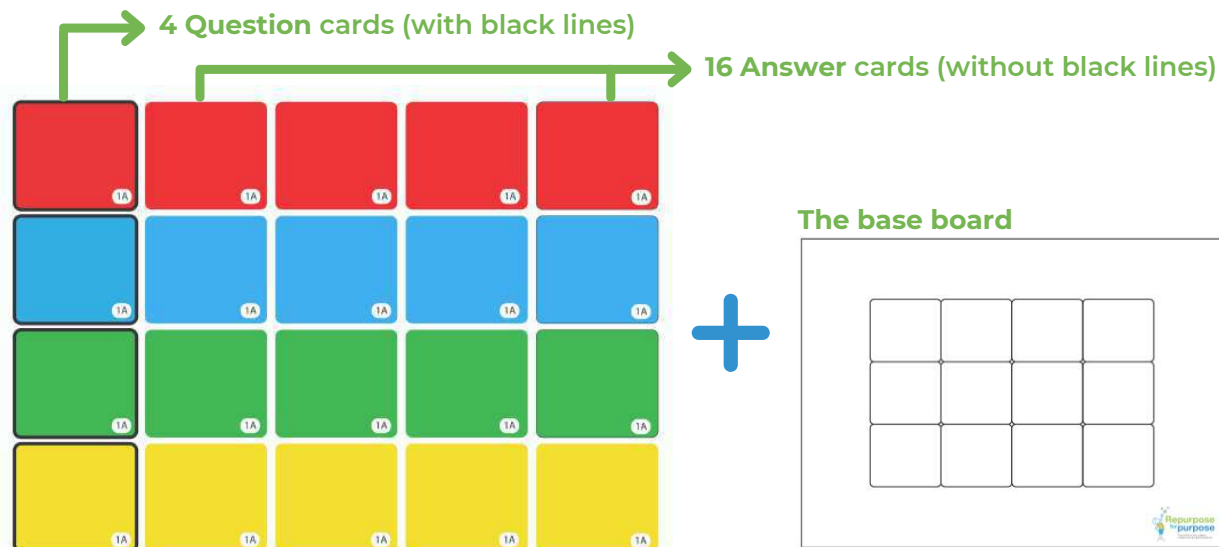
ELDAs covered

- 3 - Babies, Toddlers and Young Children Communicate
- 4 - Babies, Toddlers and Young Children's early mathematics
- 5 - Babies, Toddlers and Young Children are Creative Problem Solvers
- 6 - Babies, Toddlers and Young Children's knowledge and understanding of the world

INTRODUCTION TO ACTIVITY PACK 1A

RED GREEN YELLOW BLUE

WHAT THIS ACTIVITY PACK LOOKS LIKE



THE GOAL OF THIS ACTIVITY PACK

To develop the child's **colour concept of red, green, yellow, blue** by:

- Making sure the child can see the difference between four basic colours (red, green, yellow, blue) as shown by matching and sorting
- Confirming knowledge of or developing the vocabulary of these 4 colours, both receptive vocabulary (understanding what the word means) and expressive vocabulary (being able to use the word appropriately).

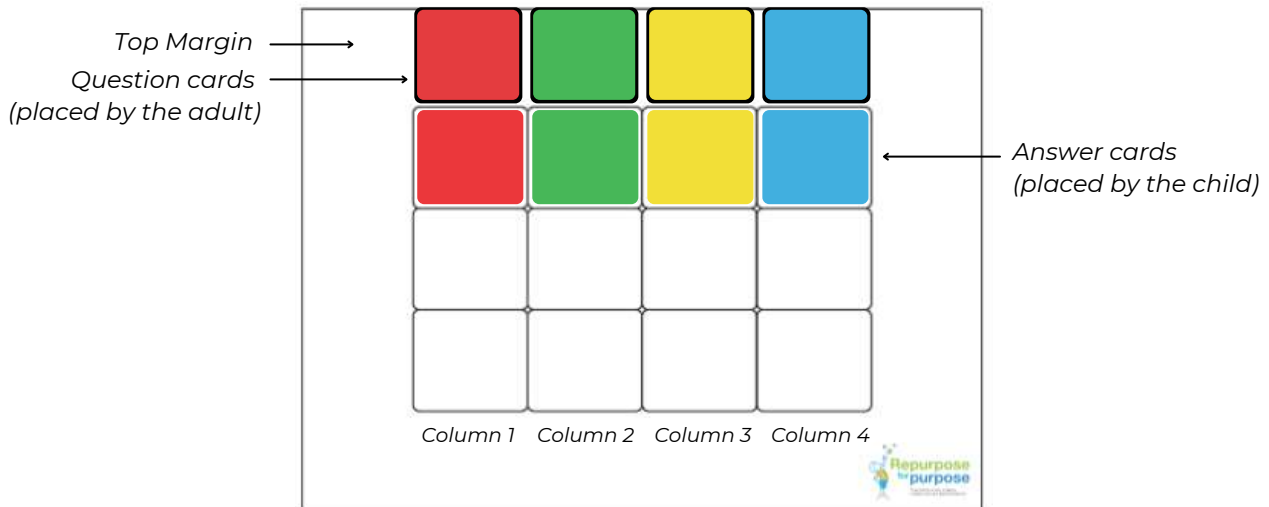
SOME OF THE WORDS THAT THE CHILD/CHILDREN WILL LEARN

Red, green, yellow, blue, top, margin, above, below, down, board, block, column, next to, the same, together, right place, first, next, row, skip/miss a row, along, across, one at a time, all of them, the rest of them, mix them up, in any order, copy, in another/different order, pattern, corner, upside down.

THE DIFFERENT LEVELS OF THIS ACTIVITY PACK AND WHAT THEY COVER

| | |
|----------------|--|
| Level 1 | Exact matching and sorting <u>with</u> support Age: From 2 and a half years |
| Level 2 | Exact matching and sorting <u>without</u> support Age: From 3 years |
| Level 3 | Copying: visual analysis, sequence & visual memory Age: From 4 years |
| Level 4 | Listening, following instructions & auditory memory Age: From 4 years |

ACTIVITY 1A EXACT MATCHING/SORTING WITH SUPPORT



LEVEL 1: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

Step 1

Put the **red** Question card in the top margin above the first column and say "I'm putting this one at the top". Say "This is a red one". Hold up the red Answer card. Ask one of the children to take it and to put it in the block below the other red one, pointing to the correct block. If the child is unsure, take their hand and help him/her put the card in the correct place on the board.

Step 2

Put the **green** Question card in the top margin above the second column and say "Now I'm putting the green one next to the red one". Hold up the green Answer card and say "Here's the other green one - can you put it in the block below the green one on the board?" If the child doesn't respond, point to the correct block. Take their hand to help the child place it if needed.

Step 3

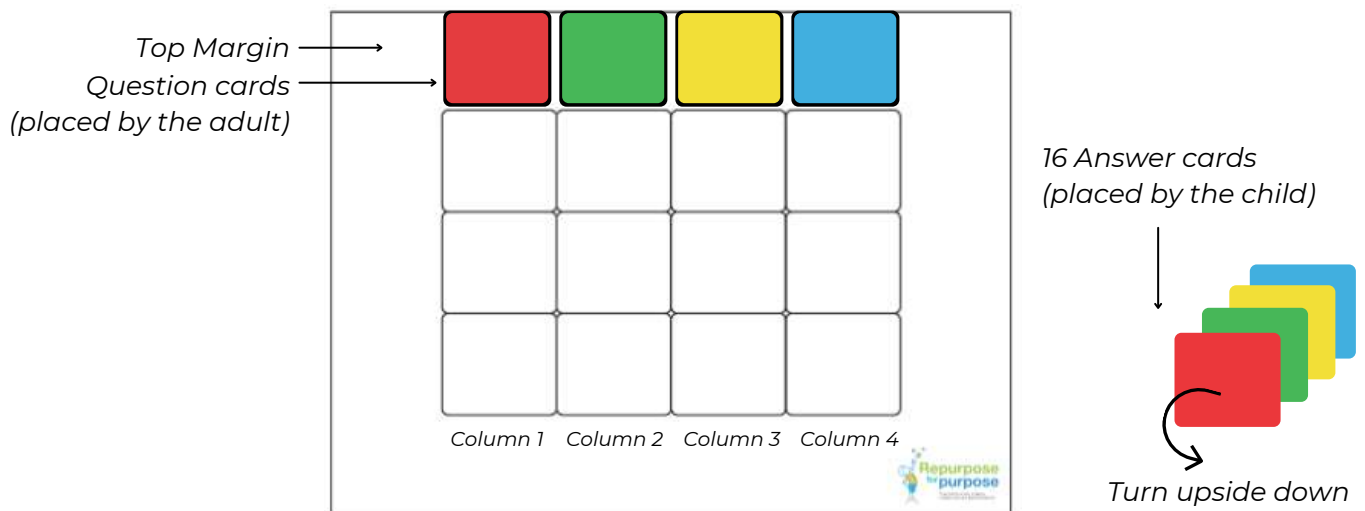
If one of the children manages to place the green Answer card without any help, place the **yellow** and **blue** Question cards above the third and fourth columns naming each colour as you put it down. Then give the child both Answer cards (blue and yellow) and ask her to put the cards in the right place. If the child struggles, go to Support Step 1A/A on page 28

Step 4

Take all the cards off the board. Put all 4 Question cards in the top margin in the same order as before - **red, green, yellow** and **blue**. Give the child all four Answer cards and ask him/her/them to put them in the right place. If they have trouble go to Support Step 1A/B on page 28.

ACTIVITY 1A

EXACT MATCHING/SORTING WITHOUT SUPPORT



LEVEL 2: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

Step 1 - Match

2.1.1 Put the 4 Question cards in the top margin – red, green, yellow and blue. Name the colours as you put them down and ask the child to repeat the names after you.

2.1.2 Mix up all 16 Answer cards and place them upside down on the floor (white side facing up). Ask the child to pick up the cards one at a time and put the cards in the right columns under the Question cards. If the child struggles, go to Support Step 1A/B on page 28.

Step 2 - Mix, match and name

2.2.1 Put the 4 Question cards in the top margin – red, green, yellow and blue. Name the colours as you put them down and ask the child to repeat the names after you.

2.2.2 Help the child to mix up all 16 Answer cards and place them upside down. Ask the child to pick up the cards one at a time and put it in the right column **naming the colour** as she/he goes. If the child struggles, go to Support Step 1A/C on page 28.

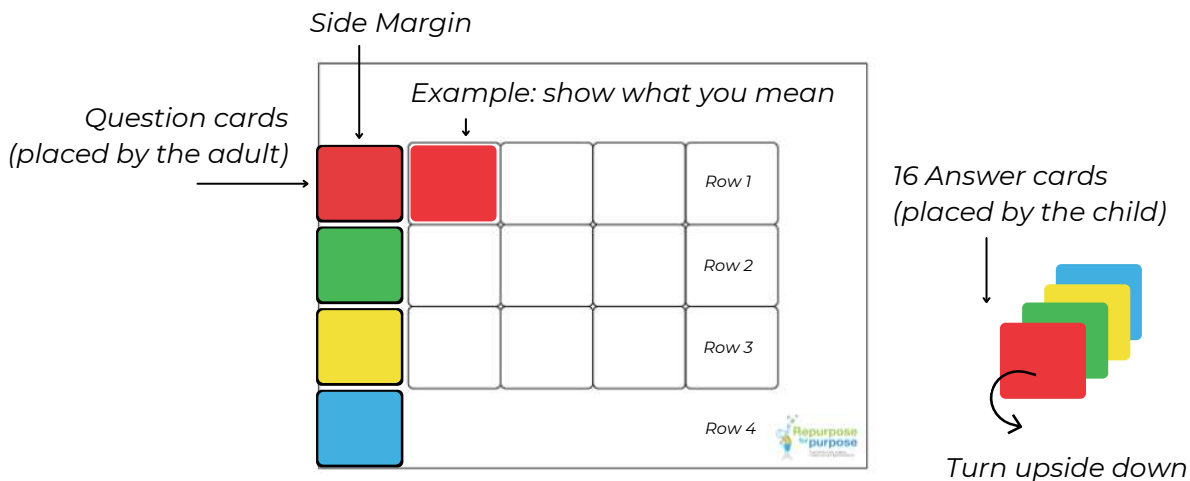
Step 3 - Using column: Place, name, mix, match, name

2.3.1 Give the child the 4 Question cards and ask her to put them in the top margin in any order. Ask her/him to name the colours as she/he puts them down. If the child struggles, go to Support Step 1A/C on page 18.

2.3.2 Help the child to mix up all 16 Answer cards and place them upside down. Ask the child to pick up the cards one at a time and put them in the right column naming the colour as she goes. Repeat for all 16 answer cards, If the child struggles, go to Support Step 1A/C on page 28.

ACTIVITY 1A

EXACT MATCHING/SORTING WITHOUT SUPPORT

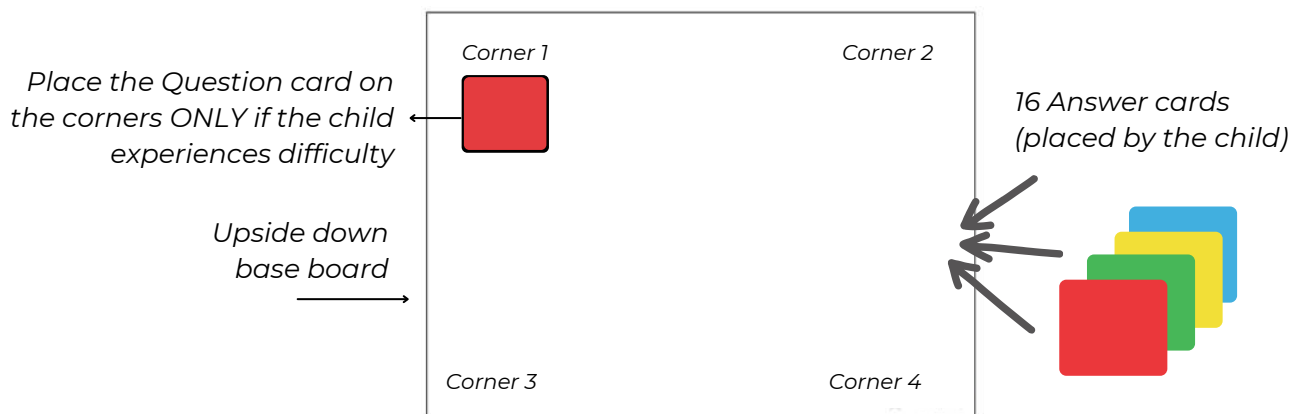


Step 4 - Using rows: Place, mix and match

2.4.1 Give the child the 4 Question cards and show him/her where to put them in the side margin - this can be done in any order.

2.4.2 Help the child to mix up all 16 Answer cards and place them upside down (white side facing up). Ask the child to pick up the cards one at a time and to put them in the correct row. Show the child what you mean by matching the colours along the row (example above)

2.4.3 Allow the child/children to repeat the activity with the colours in another order if wanted.



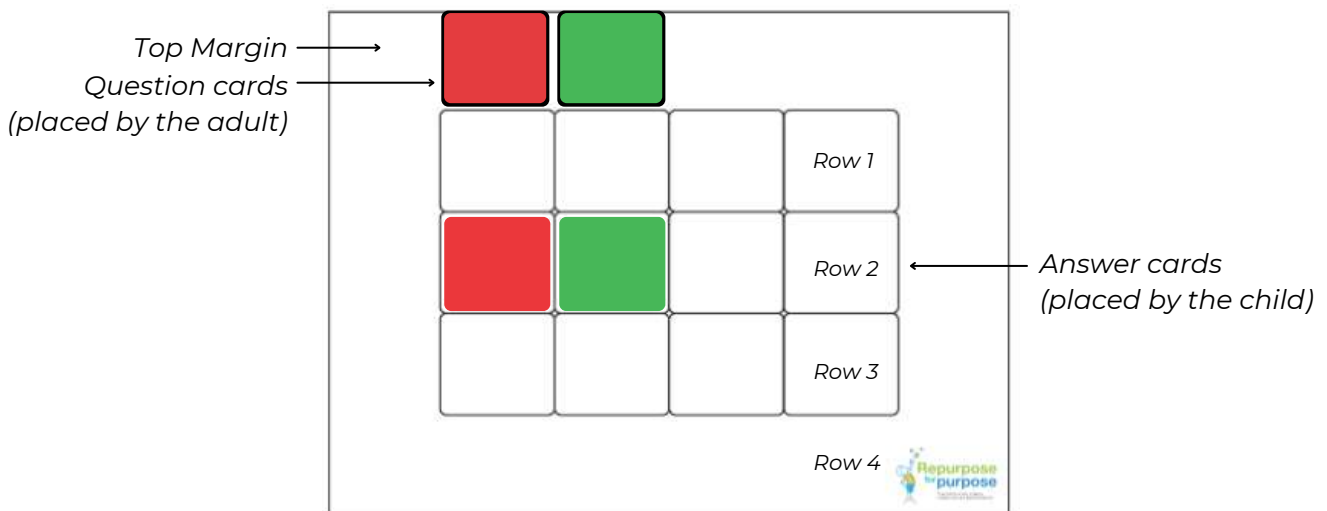
Step 5

2.5.1 Turn the whole base board upside down. Give the child all 16 Answer cards. Ask the child to put all the same colours together in groups on the 4 corners of the board with no question cards for guidance

2.5.2 If the child has trouble, put one of each of the 4 Question cards in the corners of the board, and ask her to put all the same colours together (sort them in groups)

2.5.3 Take the Question cards away and repeat the activity.

ACTIVITY 1A COPYING INVOLVING VISUAL ANALYSIS, SEQUENCE & VISUAL MEMORY



LEVEL 3: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

Step 1

3.1.1 Put any 2 Question cards in the top margin above the first 2 columns. Give one of the children 4 Answer cards (one of each colour) and ask him/her to copy the pattern you made in the 2nd row on the board. If the child has trouble, go to Support Step 1A/D on page 28

3.1.2 Put any 3 Question cards in the top margin. Ask the child to copy the pattern you made using the 4 Answer cards. Repeat this using 4 Question cards. If the child has trouble go to Support Step 1A/D on page 28. Always end the activity with success, even if it means going back to step 3.1.1.

3.1.3 Repeat with different patterns. Make it a fun activity. Ask the child to make a pattern for you to copy. When the child can manage copying patterns easily, move to Step 2 below

Step 2

3.2.1 Put any 2 Question cards in the top margin above the first 2 columns. Give the child one of each 4 colour Answer cards. Tell the child to look at the pattern, then cover it with a sheet of paper. Ask the child to copy the pattern you made. When the child has finished, remove the paper and let him/her check if they got it right

3.2.2 Repeat using 3 Question cards. Then repeat using 4 Question cards

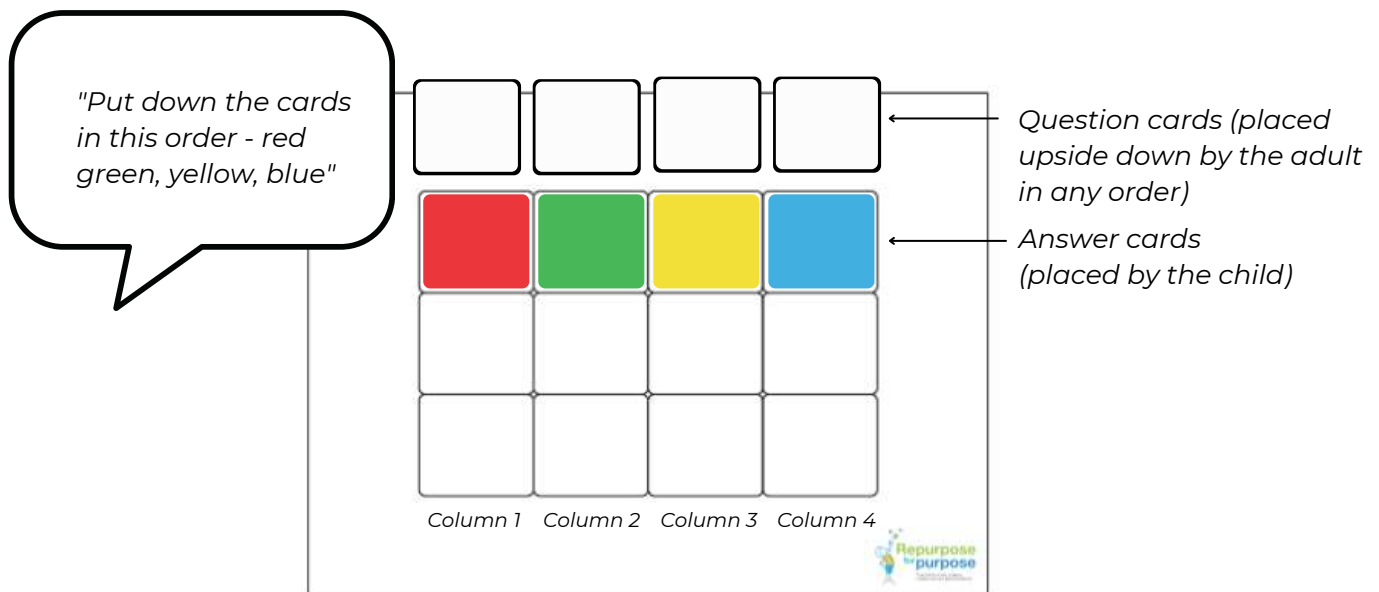
3.2.3 Ask the child to make a pattern for you to remember following the process in 3.2.1

Make it fun!

LEVEL 4

AGE FROM 4

ACTIVITY 1A LISTENING, FOLLOWING INSTRUCTIONS & AUDITORY MEMORY



LEVEL 4: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

Step 1

Hold 4 Question cards and make sure the child has one each of the 4 colour Answer cards.

Step 2

Choose any 2 Question cards without letting the child see them. Choose the order that you say them - for example, say "Put down the red one and then the blue one". In the top margin put the cards upside down (white side facing up) in the same order as you said it. Ask the child to put the Answer cards asked for in a row on the board. Turn the Question cards the right way up to see if the child remembered correctly.

Step 3

- If the child was not successful, try a few more with 2 cards only.
- If the child remembered correctly then repeat step 2 using 3 cards. If the child remembered 3 cards correctly then try step 2 using 4 cards. Always end the activity with success, even if it means going back to two cards.

Step 4

Encourage the child to ask you to put down cards following the same process as step 2 (they can play the part of the adult)

Make it fun!

ACTIVITY 1: COLOUR

ACTIVITY 1B

BLACK PURPLE BROWN ORANGE

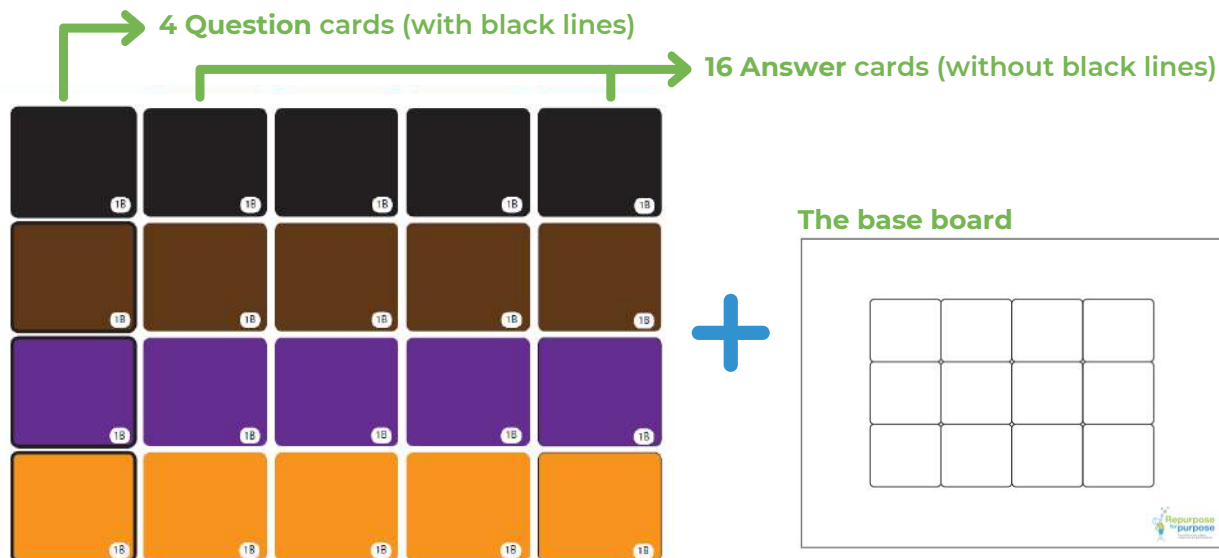
ELDAs covered

- 3 - Babies, Toddlers and Young Children Communicate
- 4 - Babies, Toddlers and Young Children's early mathematics
- 5 - Babies, Toddlers and Young Children are Creative Problem Solvers
- 6 - Babies, Toddlers and Young Children's knowledge and understanding of the world

INTRODUCTION TO **ACTIVITY PACK 1B**

BLACK, PURPLE, BROWN, ORANGE

WHAT THIS ACTIVITY PACK LOOKS LIKE



THE GOAL OF THIS ACTIVITY PACK

To develop the child's **colour concept of black, purple, brown and orange** by:

- Making sure the child can see the difference between four basic colours (black, purple, brown and orange) as shown by matching and sorting
- Confirming knowledge of or developing the vocabulary of these 4 colours, both receptive vocabulary (understanding what the word means) and expressive vocabulary (being able to use the word appropriately).

SOME OF THE WORDS THAT THE CHILD/CHILDREN WILL LEARN

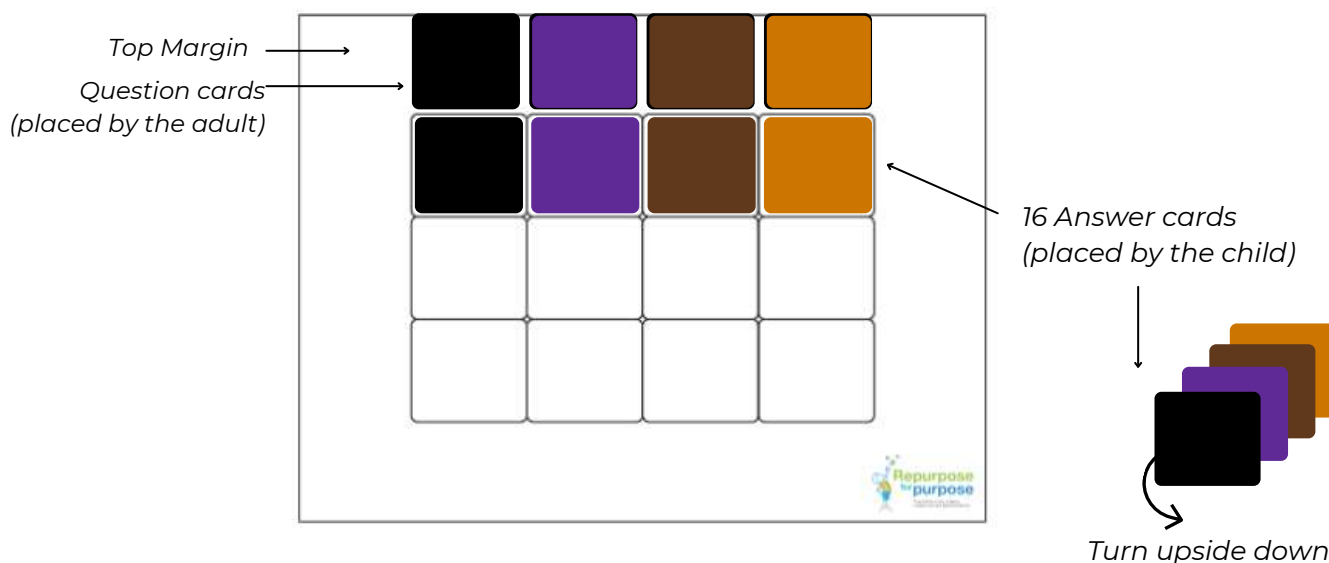
Black, purple, brown, orange, top, margin, above, below, down, board, block, column, next to, the same, together, right place, first, next, row, skip/miss a row, along, across, one at a time, all of them, the rest of them, mix them up, in any order, copy, in another/different order, pattern, corner, upside down

THE DIFFERENT LEVELS OF THIS ACTIVITY PACK AND WHAT THEY COVER

| | |
|----------------|---|
| Level 1 | Exact matching and sorting Age: From 3 and a half years |
| Level 2 | Copying: visual analysis, sequence & visual memory Age: From 4 years |
| Level 3 | Listening, following instructions & auditory memory Age: From 4 and a half years |

ACTIVITY 1B

EXACT MATCHING/SORTING OF 4 COLOURS



LEVEL 1: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

Step 1 - Match

1.1.1 Put the 4 Question cards in the top margin – black, purple, brown, orange. Name the colours as you put them down and ask the child to repeat the names after you.

1.1.2 Mix up all 16 Answer cards and place them upside down on the floor (white side facing up). Ask the child to pick up the cards one at a time and put the cards in the right columns under the Question cards. If the child struggles, go to Support Step 1A/B on page 28.

Step 2 - Mix, match and name

1.2.1 Put the 4 Question cards in the top margin – black, purple, brown, orange. Name the colours as you put them down and ask the child to repeat the names after you.

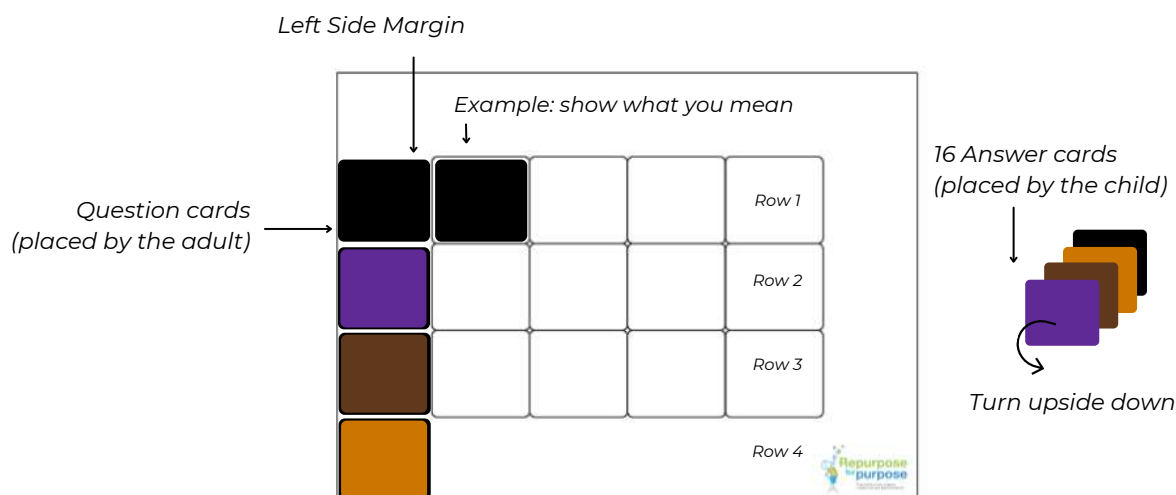
1.2.2 Help the child to mix up all 16 Answer cards and place them upside down. Ask the child to pick up the cards one at a time and put it in the right column **naming the colour** as she/he goes. If the child struggles, go to Support Step 1A/C on page 28.

Step 3 - Using column: Place, name, mix, match, name

1.3.1 Give the child the 4 Question cards and ask her to put them in the top margin in any order. Ask her/him to name the colours as she/he puts them down. If the child struggles, go to Support Step 1A/C on page 18.

1.3.2 Help the child to mix up all 16 Answer cards and place them upside down. Ask the child to pick up the cards one at a time and put them in the right column naming the colour as she goes. Repeat for all 16 answer cards, If the child struggles, go to Support Step 1A/C on page 28.

ACTIVITY 1B EXACT MATCHING/SORTING OF 4 COLOURS

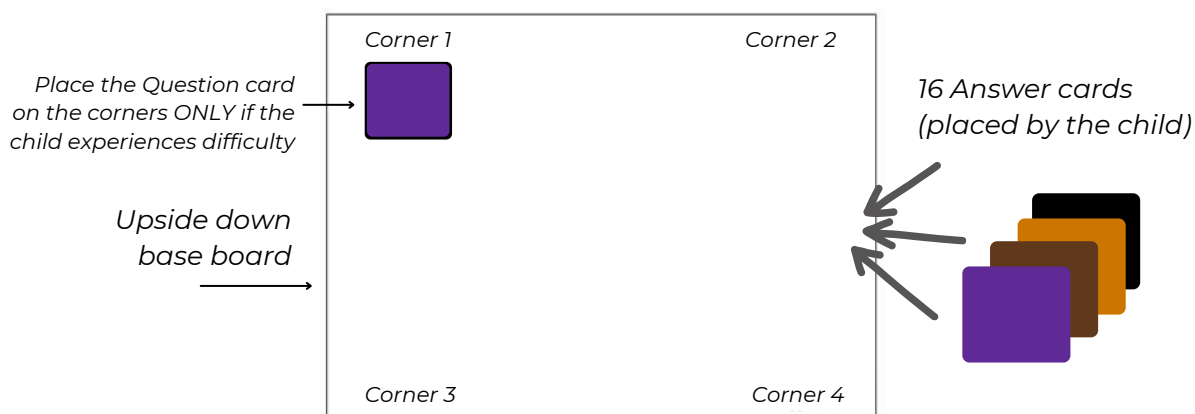


Step 4 - Using rows: Place, mix and match

2.4.1 Give the child the 4 Question cards and show him/her where to put them in the side margin - this can be done in any order.

2.4.2 Help the child to mix up all 16 Answer cards and place them upside down (white side facing up). Ask the child to pick up the cards one at a time and to put them in the correct row. Show the child what you mean by matching the colours along the row (example above)

2.4.3 Allow the child/children to repeat the activity with the colours in another order if wanted.



Step 5

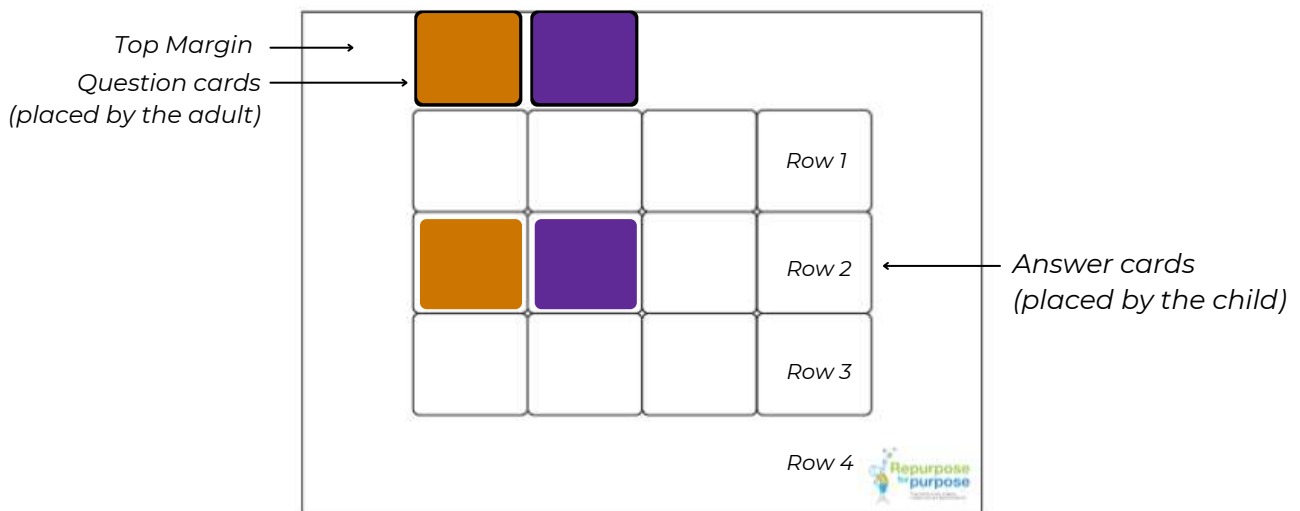
2.5.1 Turn the whole base board upside down. Give the child all 16 Answer cards. Ask the child to put all the same colours together in groups on the 4 corners of the board with no question cards for guidance

2.5.2 If the child has trouble, put one of each of the 4 Question cards in the corners of the board, and ask her to put all the same colours together (sort them in groups)

2.5.3 Take the Question cards away and repeat the activity.

ACTIVITY 1B

COPYING INVOLVING VISUAL ANALYSIS, SEQUENCE & VISUAL MEMORY



LEVEL 2: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

Step 1

3.1.1 Put any 2 Question cards in the top margin above the first 2 columns. Give one of the children 4 Answer cards (one of each colour) and ask him/her to copy the pattern you made in the 2nd row on the board. If the child has trouble, go to Support Step 1A/D on page 28

3.1.2 Put any 3 Question cards in the top margin. Ask the child to copy the pattern you made using the 4 Answer cards. Repeat this using 4 Question cards. If the child has trouble go to Support Step 1A/D on page 28. Always end the activity with success, even if it means going back to step 3.1.1.

3.1.3 Repeat with different patterns. Make it a fun activity. Ask the child to make a pattern for you to copy. When the child can manage copying patterns easily, move to Step 2 below

Step 2

3.2.1 Put any 2 Question cards in the top margin above the first 2 columns. Give the child one of each 4 colour Answer cards. Tell the child to look at the pattern, then cover it with a sheet of paper. Ask the child to copy the pattern you made. When the child has finished, remove the paper and let him/her check if they got it right

3.2.2 Repeat using 3 Question cards. Then repeat using 4 Question cards

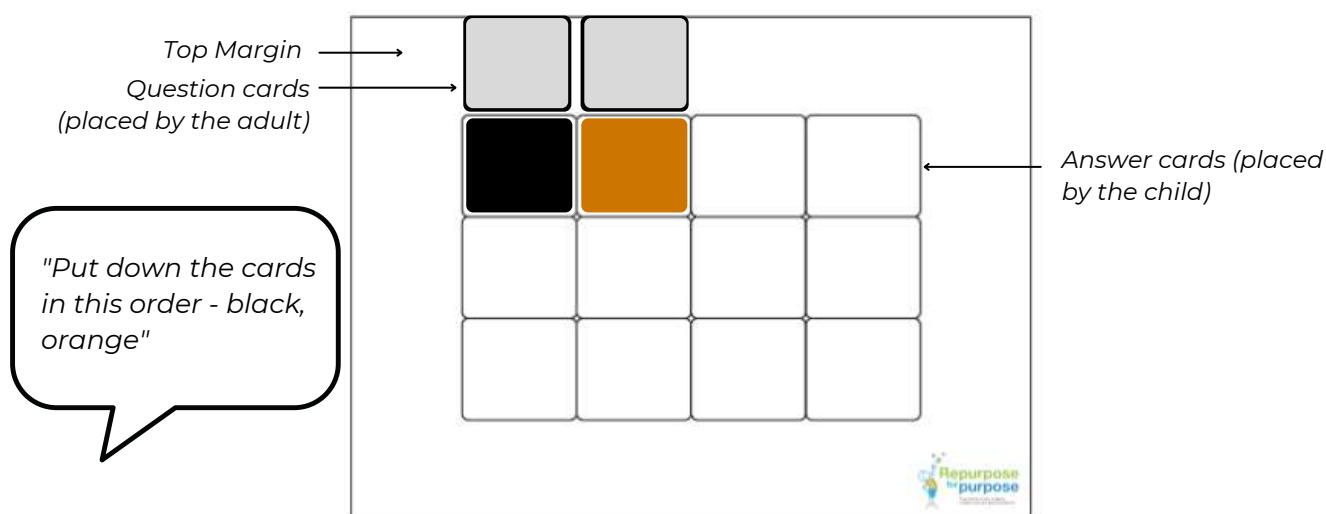
3.2.3 Ask the child to make a pattern for you to remember following the process in 3.2.1

Make it fun!

LEVEL 3

AGE FROM
4½

ACTIVITY 1B LISTENING, FOLLOWING INSTRUCTIONS & AUDITORY MEMORY



LEVEL 3: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

Step 1

Hold 4 Question cards and make sure the child has one each of the 4 colour Answer cards.

Step 2

Choose any 2 Question cards without letting the child see them. Choose the order that you say them - for example, say "Put down the black one and then the orange one". In the top margin put the cards upside down (white side facing up) in the same order as you said it. Ask the child to put the Answer cards asked for in a row on the board. Turn the Question cards the right way up to see if the child remembered correctly.

Step 3

- If the child was not successful, try a few more with 2 cards only.
- If the child remembered correctly then repeat step 2 using 3 cards. If the child remembered 3 cards correctly then try step 2 using 4 cards. Always end the activity with success, even if it means going back to two cards.

Step 4

Encourage the child to ask you to put down cards following the same process as step 2 (they can play the part of the adult)

Make it fun!

ACTIVITY 1: COLOUR

ACTIVITY 1C

ADVANCED COLOUR CONCEPT

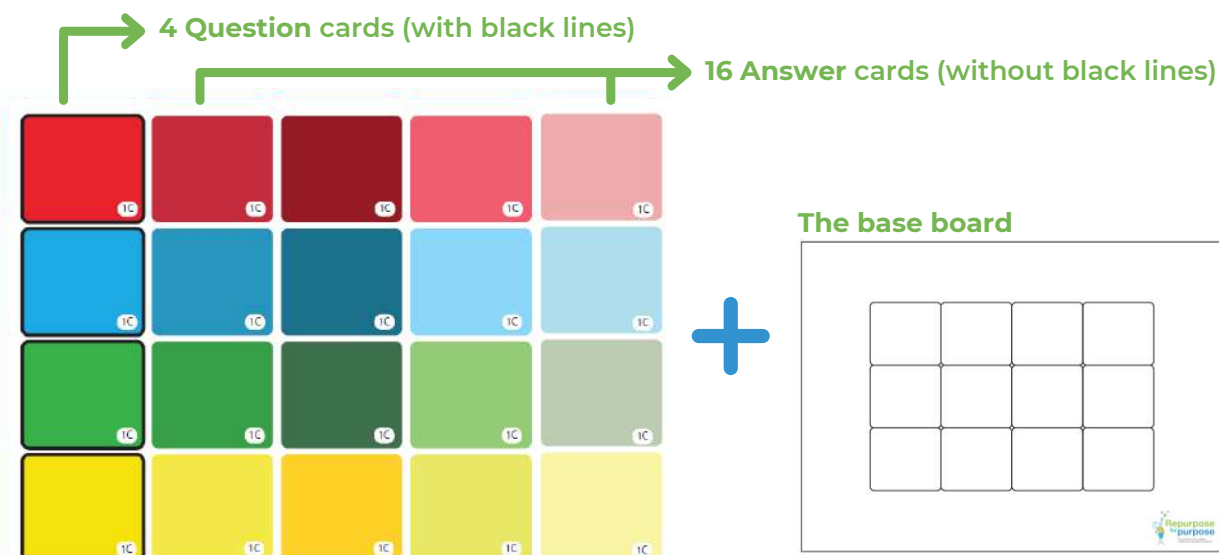
ELDAs covered

- 3 - Babies, Toddlers and Young Children Communicate
- 4 - Babies, Toddlers and Young Children's early mathematics
- 5 - Babies, Toddlers and Young Children are Creative Problem Solvers
- 6 - Babies, Toddlers and Young Children's knowledge and understanding of the world

INTRODUCTION TO **ACTIVITY PACK 1C**

ADVANCED COLOUR CONCEPT

WHAT THIS ACTIVITY PACK LOOKS LIKE



THE GOAL OF THIS ACTIVITY PACK

- To further develop the child's colour concept of red, green, yellow, blue and to develop the child's cognitive abilities – understanding that something is the same (based on specific characteristics) and has the same name, even though it doesn't look exactly the same – constancy.
- Making sure the child can see the basic similarity between four different shades of the same colour as shown by matching (putting two similar things together) and sorting (putting many similar things together).
- Developing the concept of ordering – in this case putting colours into a logical order from the lightest to the darkest or darkest to lightest. This also involves fine visual discrimination.
- Developing descriptive and comparative vocabulary such as dark, light, darkest, lightest, just darker than, just lighter than; not exactly the same; both

SOME OF THE WORDS THAT THE CHILD/CHILDREN WILL LEARN

Red, green, yellow, blue, top, margin, above, below, down, board, block, column, next to, the same, not exactly the same, together, right place, first, next, row, skip/miss a row, along, across, one at a time, all of them, the rest of them, mix them up, in any order, in another/different order, copy, pattern, corner, upside down, same colour, darkest, lightest, start from, from darkest to lightest, from lightest to darkest

THE DIFFERENT LEVELS OF THIS ACTIVITY PACK AND WHAT THEY COVER

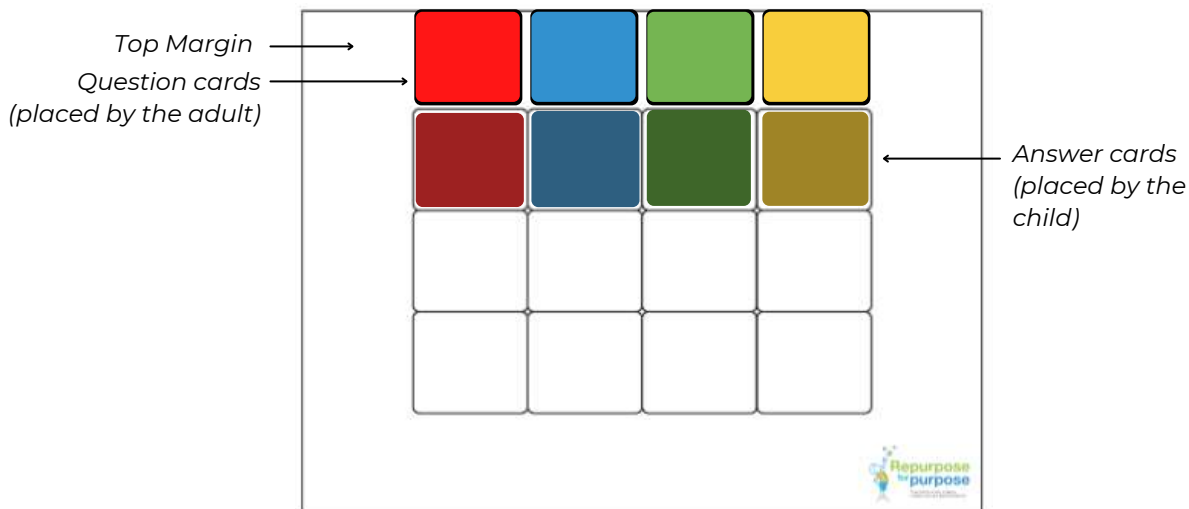
| | |
|----------------|--|
| Level 1 | Constancy matching and sorting of 4 colours Age: From 4 years |
| Level 2 | Ordering from darkest to lightest - logical thinking Age: From 4.5 years |
| Level 3 | Ordering from darkest to lightest - logical thinking Age: From 5 years and ignoring previous order practiced |

LEVEL 1

AGE FROM 4

ACTIVITY 1C

CONSTANCY MATCHING AND SORTING OF 4 COLOURS



LEVEL 1: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

Step 1

1.1.1 Put the 4 Question cards in the top margin in any order asking one of the children to name them as you place them. If the child has forgotten the names, say the name and ask the child to repeat it. Give the child 4 Answer cards (the darkest one of each of the 4 colours). Ask him/her to put them below the ones that are the same colour. Ask him/her to name the colour as she puts it down. If she experiences any difficulty in naming the colours go to Support Step 1A/C

1.1.2 If the child manages to do the activity easily, give her the rest of the Answer cards and ask him/her to put them all in the right places. If the child experiences any difficulty, go to Support Step 1C/A

Step 2

1.2.1 Give one of the children the 4 Question cards. Ask him/her to put them in any order in the margin at the top of the columns.

1.2.2 Help him/her to turn all the Answer cards upside down and mix them up. The child picks one up, names it and places it correctly until all 16 cards have been put in the correct columns.

Step 3

1.3.1 Ask one of the children to choose one of the Question cards, to name the colour, and to show you anything in the room that is the same colour, or to name anything she can think of outside, in the garden or at home that is the same colour. It would be helpful if you had a poster or puzzle picture available where the child can also point to the colour.

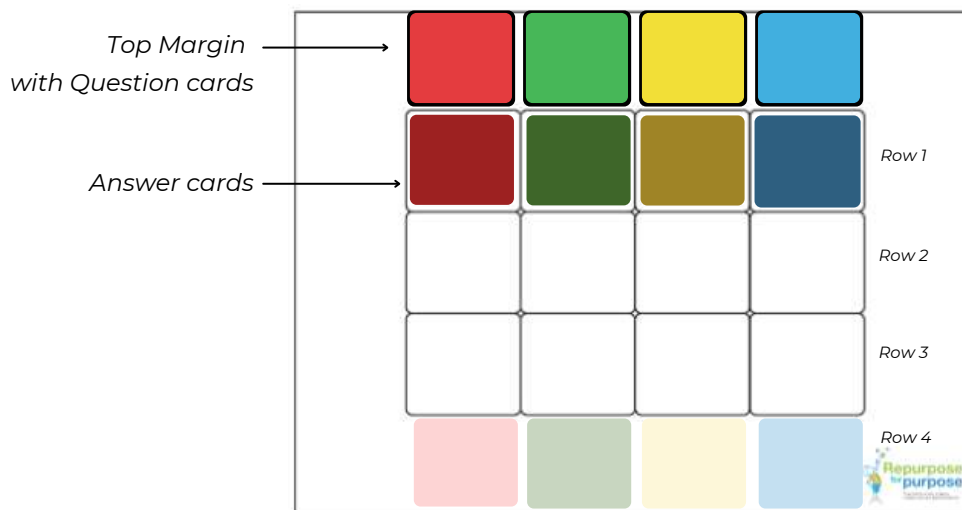
1.3.2 Do the same with the other 3 Question cards.

LEVEL 2

AGE FROM 4½

ACTIVITY 1C

ORDERING FROM DARKEST TO LIGHTEST - LOGICAL THINKING



LEVEL 2: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

STEP 1 (dark to light)

2.1.1 Separate out the darkest and lightest Answer cards of each of the 4 colours. Give one of the children the 4 Questions cards and ask him/her to put them in any order in the margin at the top of the columns.

2.1.2 Show him/her the darkest card of the colour in the first column and ask him/her what colour it is. Then, put the card in the first row and say "This is the darkest red card (or whatever colour it is) and I'm putting it at the top"

2.1.3 Show the child the lightest card of the same colour and ask him/her what colour it is. Then put the card in last row of the column and say "This is the lightest red card (or whatever colour it is) and I'm putting it at the bottom".

2.1.4 Give the child the 2 Answer cards for the colour in the 2nd column. Ask him/her to put the darkest one at the top and the lightest one at the bottom. If the child is unsure, talk to him/her about it and try to explain why the one is darker and the other one is lighter.

2.1.5 Give the child the remaining 4 Answer cards and ask her to put them in the correct places.

STEP 2

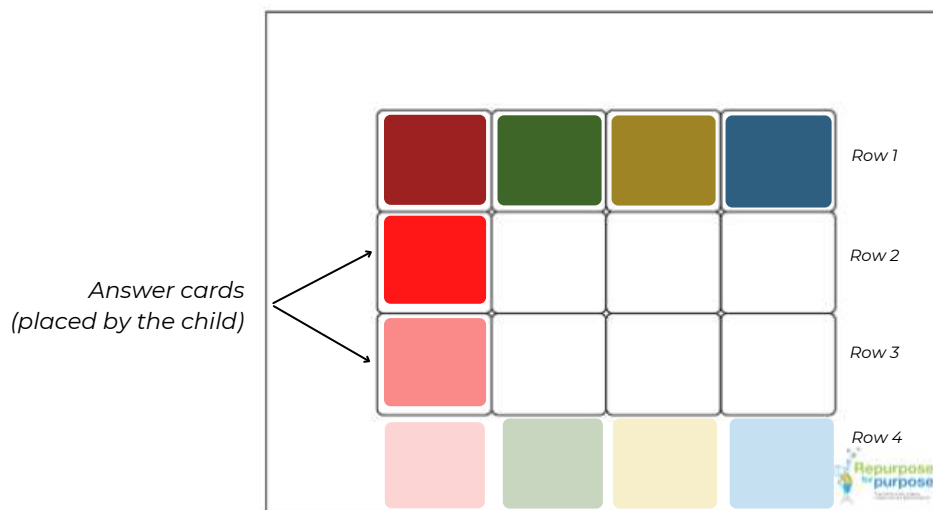
2.2.1 Ask one of the children to put the Question Cards in any order at the top of the columns. Encourage him/her to vary the order if he/she chooses the same order each time.

2.2.2 Give the child the 8 Answer Cards (the darkest and lightest of each colour). The child turns them upside down and mixes them up.

2.2.3 Ask the child to put the darkest colours at the top and the lightest colours at the bottom in the correct colour columns. He/she places them as she picks them up – so it could be dark blue (1st row) then light red (last row) and so on.

ACTIVITY 1C

ORDERING FROM DARKEST TO LIGHTEST - LOGICAL THINKING



STEP 3 – leaving the board with the dark colours in row one and the light colours in the last row at the bottom of the columns:

2.3.1 Take the two remaining Answer Cards for the colour in the first column. Ask one of the children to put them in the correct blocks. If he/she orders them correctly, praise him/her and say “Yes, you have put them from the darkest one (name colour) to the lightest one (name colour). If the child doesn’t place them correctly, go to Support Step 1C/B

2.3.2 Give the child the remaining 6 Answer cards and ask him/her to place them in the correct places. If she has difficulty, go to Support Step 1C/B

STEP 4 - remove all the cards from the board

Ask one of the children to put the Question Cards in any order at the top of the columns. Encourage him/her to vary the order if she chooses the same order each time.

2.4.1 Give the child all the Answer Cards. Ask her to find the 4 Answer cards for any colour and to arrange them in the correct order from the darkest colour at the top to the lightest colour at the bottom.

2.4.2 Repeat with the rest of the cards. Always end the activity with success.

STEP 5 - Separate out the 4 Answer cards for two of the colours

2.5.1 Ask one of the children to put the Question Cards in any order down the left side margin of the board, next to the rows.

2.5.2 Give the child the set of Answer cards for the colour next to the top row and ask him/her to arrange them from darkest to lightest along the row. Do the same with the colour next to the second row.

2.5.3 Ask the child to turn the remaining Answer Cards upside down and to mix them up

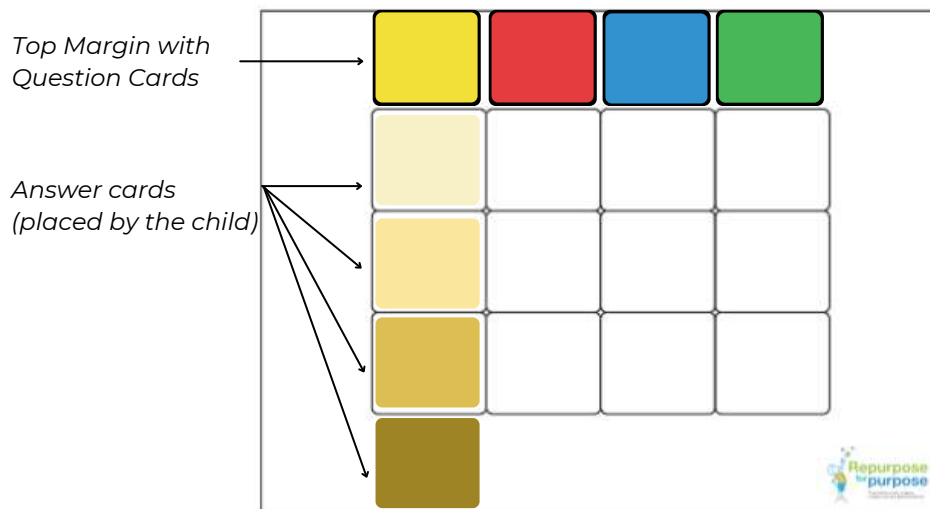
2.5.4 The child must put the remaining Answer Cards in the right order from darkest to lightest along the rows

LEVEL 3

AGE FROM 5

ACTIVITY 1C

ORDERING FROM DARKEST TO LIGHTEST LOGICAL THINKING AND IGNORING PREVIOUS ORDER



LEVEL 3: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

STEP 1 Separate out the 4 Answer cards of each colour

3.1.1 Give one of the children the 4 Question Cards and ask him/her to put them in any order in the margin above the columns.

3.1.2 Give the child the 4 Answer Cards for any colour. Tell him/her that this time you want them to start from the lightest one at the top down to the darkest one at the bottom. If the child is confused go to Support Step 1C/C.

3.1.3 If he/she places the cards correctly, give her the rest of the Answer cards, colour by colour.

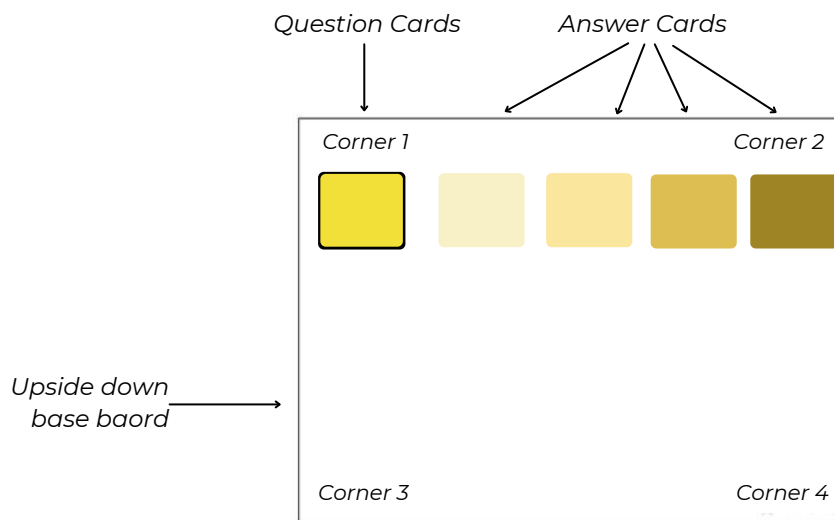
STEP 2

3.2.1 Give the child the 4 Question Cards and ask him/her to put them in any order at the top of the columns.

3.2.2 Give the child all the Answer Cards. Ask her to find all the cards for one colour and then to arrange them from the lightest colours at the top to the darkest colours at the bottom in the correct colour columns.

ACTIVITY 1C

ORDERING FROM DARKEST TO LIGHTEST LOGICAL THINKING AND IGNORING PREVIOUS ORDER



STEP 3

3.3.1 Turn the board over and put down one of the Question Cards.

3.3.2 Ask one of the children to find the 4 Answer Cards for that colour and to arrange them from light to dark – left to right.

3.3.3 Give the child the remaining 3 Question Cards and ask her to put them below the first Question Card in any order.

3.3.4 Ask the child to find the 4 Answer Cards for any colour and to arrange them from light to dark – left to right.

3.3.5 Repeat with the remaining cards. Always end the activity with success.

STEP 4

3.4.1 With the board turned over repeat Step 3, but the child arranges the Answer Cards from darkest to lightest



SUPPORT STEPS ACTIVITY PACK 1

SUPPORT STEP 1A/A

- Do the same with the yellow and blue cards as you did with the red and green ones. Repeat these steps until the child becomes more confident. Stop as soon as the child becomes tired or frustrated and continue at another time.

SUPPORT STEP 1A/B

Help by taking one of the Answer cards and saying “which one is the same as this one?”

- If the child points to the matching Question card say “Yes, that’s right, so where should we put it?”.
- If the child does not put it in the right place, help the child.
- If the child can not show you which is the right one, hold the Answer card next to each of the Question cards and say “Is this one the same?” until she identifies the right one. Say “Yes, they are both red (or green, yellow, blue). So let’s put this one in the right place”. If the child does not put it in the right place, help the child.
- If the child still doesn’t find the right one, hold up each Question card and the matching Answer card and say “See, these two are the same. They are both red (or green, yellow, blue)” Put the Question card back on the board and say “Put the other one below it like we did before”. If the child does not put it in the right place, help the child. Repeat these steps until the child becomes more confident. Stop as soon as the child becomes tired or frustrated. Continue at another time.

SUPPORT STEP 1A/C

- Don’t just say the name – say “it starts with r (or guh, buh, yuh)”– the way you say the sound not how you spell it. Try not to emphasise the “uh” part.
- If you need to, break the word up into all its sounds or syllables (“r-e-d; b-l-ue; g-r-een; ye-l-low”).
- Only if the child still can’t say the word do you say it and ask the child to repeat it.

SUPPORT STEP 1A/D

Break the activity down into simple steps:

- Put one card down, the child puts the matching card down
- Put your second card down, and the child puts the matching card down
- Remove all the cards. Put 2 cards down and try again. Repeat until the child feels confident



SUPPORT STEPS ACTIVITY 1C

SUPPORT STEP 1C/A

- Turn the board over and put out the 4 Question cards – one in each corner. Ask the child to name them as you put them down. If she can't, name them for her and ask the child to repeat the name
- Choose one of the Answer cards, give it to the child, and ask her to put it next to the colour she thinks it looks like. If she manages to do it, praise her and tell her "Yes, both these cards are red (or whatever the colour is)"
- If she can't, put it next to each colour in turn and ask "Does it look almost the same as this one?" If she still doesn't get it, take the card to the correct Question card and say "See, these two cards are almost the same – they are both red" Hold up the other 2 cards for that colour, put them next to the Question card and say "Look these cards are all red (or whatever the colour is). "They look almost the same and they are all red".
- Repeat these steps with the other 3 Question cards, if necessary
- Finally, take all the Answer cards away and turn them upside down. Ask the child to put all the red cards, the blue cards, the green cards and the yellow cards together. If she can, go back to Activity 1C/4 Level 1, Step 1, that uses the columns on the board.

SUPPORT STEP 1C/B

You have the two remaining Answer cards for the colour in the Column 1.

- Ask the child which red (or whatever colour it is) is darker than the other one. If she isn't sure, try to explain to her which one is darker and which one is lighter. Ask her which of the 2 cards is lighter than the other one.
- Tell her the darker of the two must go just under the darkest one on the board. Ask her to put it there (2nd row). Next must come the one that's just a bit lighter/not as dark as the one she's just put down. Try to explain these concepts if the child is getting confused. " This one is the darkest; this one is not quite as dark; this one is even lighter than/even less dark than that one: this one is the lightest".
- Do the same with the Answer cards for the colour in Column 2. Let the child put the cards in the correct order for the last 2 columns. If she is unable to do it, repeat as for the first 2 columns.
- Continue until she understands what is required before going back to Activity 1C/4 Level 2, Step 3.

SUPPORT STEP 1C/C

The 4 Question cards are on the board. You have the 4 Answer cards for one of the colours.

- Ask the child where she thinks the cards will go. She should point to the corresponding colour. Then ask her which red (or whatever colour it is) is the lightest one. If she isn't sure, try to explain to her about lighter and darker – you may also have done this in Support Step 1C/B. You could put the 4 shades of the colour in order from lightest to darkest (child's left to right) on the table and talk about lightest, darkest, lighter than, darker than.
- Tell her the lightest one must go at the top of the column this time and ask her to put it there. Ask the child to put the one that is a bit darker in the next row; Ask which one comes next and which is the darkest one and ask the child to put them in the correct places. You might need to explain these concepts again: "This one is the lightest; this one is bit darker; this one is even darker and this one is the darkest".
- If needed, do the same with another colour. Let the child put the cards in the correct order for the remaining 2 colours. If she is unable to do it, repeat as for the first 2 colours.
- Continue until she understands what is required before going back to Activity 1C/4 Level 3, Step 3.

ACTIVITY 2: OBJECT SHAPE AND LENGTH

ACTIVITY 2A

DISCRIMINATION OF SIMILAR OBJECT & SHAPES

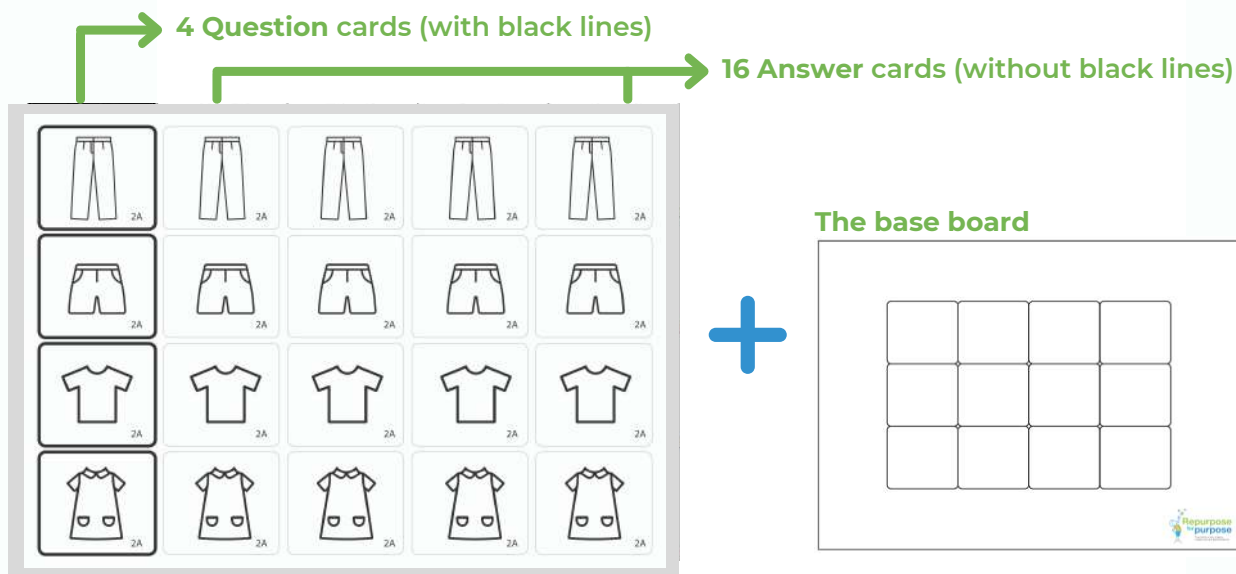
ELDAs covered

- 3 - Babies, Toddlers and Young Children Communicate
- 4 - Babies, Toddlers and Young Children's early mathematics
- 5 - Babies, Toddlers and Young Children are Creative Problem Solvers
- 6 - Babies, Toddlers and Young Children's knowledge and understanding of the world

INTRODUCTION TO **ACTIVITY PACK 2A**

DISCRIMINATION OF SIMILAR OBJECTS & SHAPES

WHAT THIS ACTIVITY PACK LOOKS LIKE



THE GOAL OF THIS ACTIVITY PACK

- To practice the child's discrimination of object shapes (items of clothing) with relatively small differences in object shape and length
- Making sure the child pays attention to small differences between object shapes as shown by matching outlines of t-shirts (tops) vs dresses and pants vs shorts (the main difference is in their length) and sorting according to the same criteria.

SOME OF THE WORDS THAT THE CHILD/CHILDREN WILL LEARN

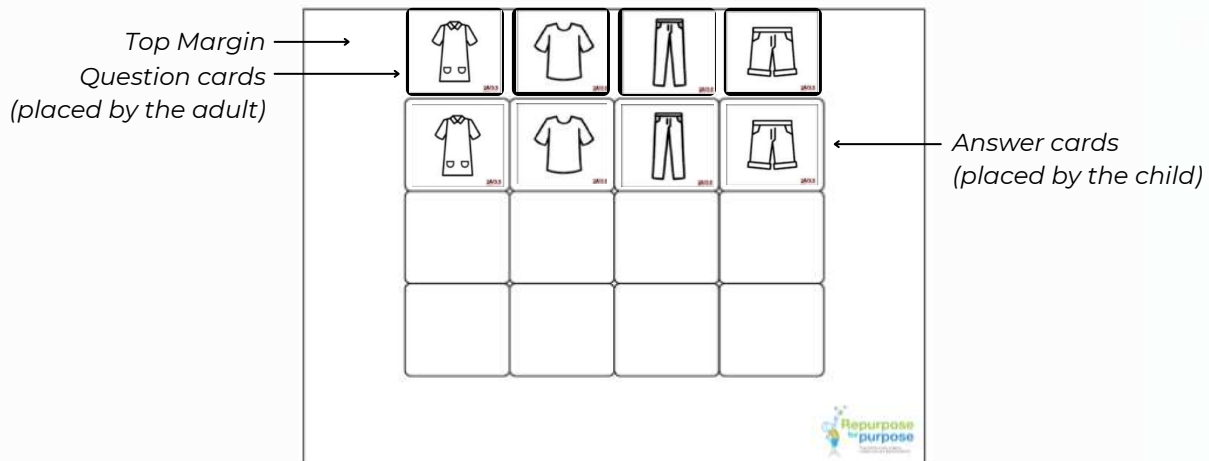
Pants, shorts, t-shirt/top, dress, the same, different, top, margin, above, below, down, board, next, next to, first, row, miss/skip a row, block, one by one, together, right place, along, across, one at a time, all of them, the rest of them, mix them up, copy, in any order, in, another/different order, pattern, corner, upside down

THE DIFFERENT LEVELS OF THIS ACTIVITY PACK AND WHAT THEY COVER

| | |
|----------------|---|
| Level 1 | Exact matching and sorting of outlines of similar object shapes Age: From 3 and a half years |
| Level 2 | Copying involving visual analysis, sequence and visual memory Age: From 4 years |
| Level 3 | Listening, following instructions and auditory memory Age: From 4 and a half years |

ACTIVITY 2A

EXACT MATCHING & SORTING OF OUTLINES OF SIMILAR OBJECT SHAPES



LEVEL 1: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

STEP 1

1.1.1 Place the Question cards as follows in the margin above the columns: dress, top, pants, shorts. Name them as you put them down. Separate out one each of the corresponding Answer cards.

1.1.2 Give one of the children 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 and to name them. If the child has any difficulty matching the pictures go to Support Steps 2A/A

1.1.3 Give the child all the remaining Answer cards and ask him/her to put them in the correct blocks one by one.

1.1.4 Remove all the cards. Give the child the 4 Question cards and ask him/her to put them in any order at the top of the board.

1.1.5 Help the child to turn all the Answer cards upside down and mix them up. Ask him/her to put them all in the right blocks one by one.

STEP 2 – SORTING/GROUPING

1.2.1 Turn the board upside down. Give one of the children the Question and Answer cards. Ask him/her to put all the ones that are the same together.

STEP 3

1.3.1 Give one of the children the 4 Question cards and show him/her where to put them in the left side margin, next to the rows, in any order.

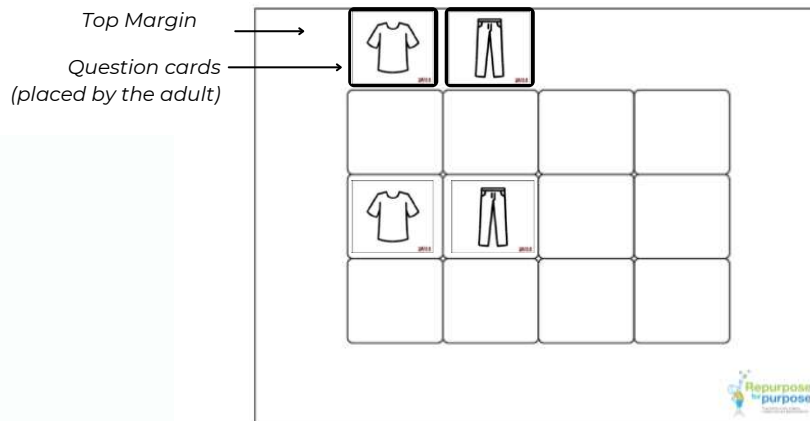
1.3.2 Help the child to mix up all 16 Answer cards and place them upside down. Ask the child to pick up one at a time and to put it in the right place along the rows.

LEVEL 2

AGE FROM 4

ACTIVITY 2A

COPYING INVOLVING VISUAL ANALYSIS, SEQUENCE AND VISUAL MEMORY



LEVEL 2: STEPS

This can be played with 1 child OR with small group of 2-4 children
This game should start with adult help and then given to the children to try themselves

STEP 1

2.1.1 Choose 2 each of the 4 Answer cards. Put any 2 of them in the top margin above the first 2 columns. Give one of the children 8 Answer cards – two each of the 4 items of clothing. Ask him/her to copy the pattern you made. The child must skip a row and put her cards in the 2nd row on the board.

2.1.2 If he/she wasn't successful, try a few more with 2 cards only.

2.1.3 Put any 3, then 4 cards in the top margin. Ask the child to copy the pattern you made using her 8 cards. She must skip a row and put her cards in the 2nd row on the board. Repeat, varying the order of the clothing item e.g. shorts – top; pants – pants – dress – top etc.

2.1.4 Make it a fun activity. Ask the child to make a pattern for you to copy. When the child manages to copy patterns easily, move to Step 2

STEP 2

Using the same cards as for Step 1:

2.2.1 Put any 2 cards in the top margin above the first 2 columns. The child looks at the pattern and then you cover it with a sheet of paper. Ask her to copy the pattern you made. When she has finished, remove the paper and let her check if she got it right!

2.1.2 If she wasn't successful, try a few more with 2 cards only.

2.1.3 Repeat using 3/4 cards. Ask him/her to make a pattern for you to remember. Make it fun!

STEP 3

2.3.1 Put any 4 cards in the top margin above the columns. Ask the child to look at them carefully.

2.3.2 Hold a sheet of paper in front of the cards and remove one card. Take the paper away and ask the child which picture has gone. When she has named it, show the card to see if she was right.

2.3.3. Do the same with 4 – 8 cards. Later, you can remove 2 cards if the child is successful.

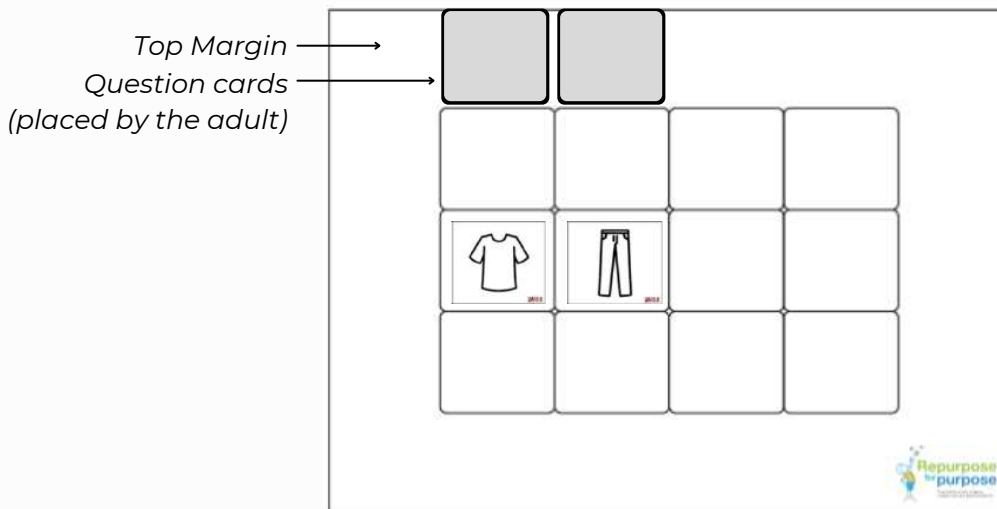
2.3.4 Ask the child to repeat the activity and you have to guess which cards are missing.

Make it fun!

LEVEL 3

AGE FROM 4½

ACTIVITY 2A LISTENING, FOLLOWING INSTRUCTIONS AND AUDITORY MEMORY



LEVEL 3: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

STEP 1

You and one of the children have 2 each of the 4 items of clothing.

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

3.1.2 If she wasn't successful, try a few more with 2 cards only. Otherwise give more instructions using 3 cards and then 4 cards. E.g. say "shorts, shorts, pants" then wait for the child to place these down. Then say "dress, t-shirt, pants, shorts" shorts, t-shirt, dress, pants etc. Choose your own sequence

3.1.3 Let the child name cards for you to remember. She must put them down from her left to her right and you start your sequence from the child's left as well.

Make it fun!

ACTIVITY 2: OBJECT SHAPE AND LENGTH

ACTIVITY 2B

MATCHING ACCORDING TO TWO CRITERIA - OBJECT SHAPE AND COLOUR

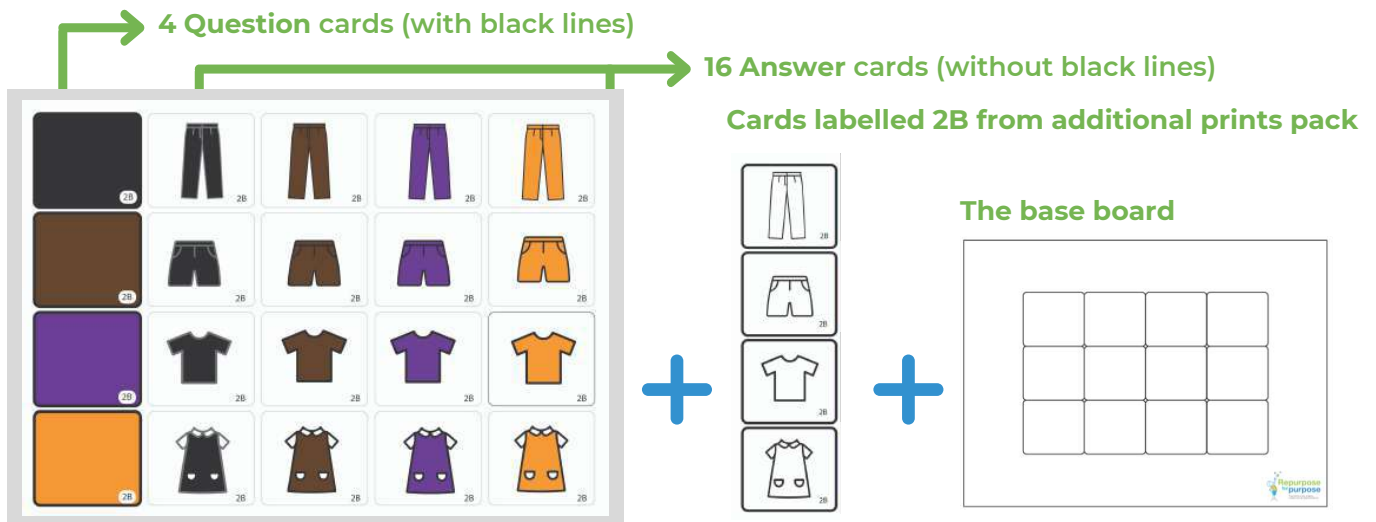
ELDAs covered

- 3 - Babies, Toddlers and Young Children Communicate
- 4 - Babies, Toddlers and Young Children's early mathematics
- 5 - Babies, Toddlers and Young Children are Creative Problem Solvers
- 6 - Babies, Toddlers and Young Children's knowledge and understanding of the world

INTRODUCTION TO **ACTIVITY PACK 2B**

MATCHING ACCORDING TO 2 CRITERIA - SHAPE & COLOUR

WHAT THIS ACTIVITY PACK LOOKS LIKE



THE GOAL OF THIS ACTIVITY PACK

- To practice the child's discrimination of object shapes and colour and problem solving skills by matching items according to two criteria.
- Constancy matching is practised here. The child understands that the outlines of the object shapes are the same as the objects that have colour – developing the concept
- Visual analysis as a problem solving activity when the child has to find a card with the correct shape and colour and place it in the correct block.
- Moving the eyes along the column and row practices visual tracking which is important for reading

SOME OF THE WORDS THAT THE CHILDREN WILL LEARN

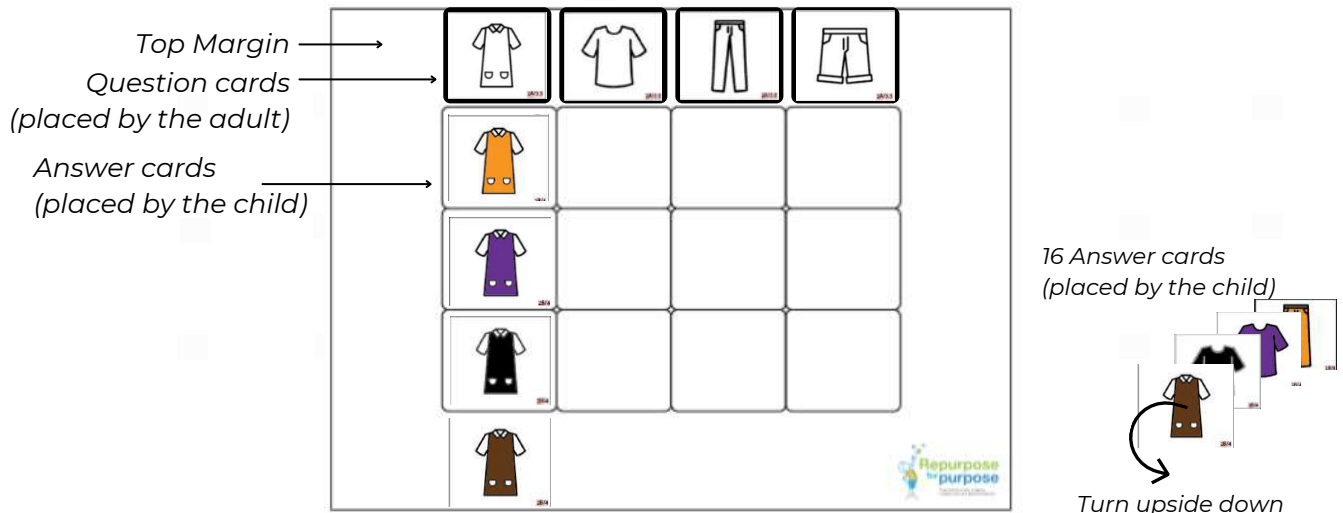
Pants, shorts, t-shirt/top, dress, black, brown, purple, orange, the same, not exactly the same, different, above, below, top, bottom, margin, board, next, next to, first, row, one at a time, down, along, across, right, place, all of them, the rest of them, mix them up, copy, in any order, in another/different order, pattern, corner, upside down

THE DIFFERENT LEVELS OF THIS ACTIVITY PACK AND WHAT THEY COVER

| | |
|----------------|---|
| Level 1 | Constancy matching of object shapes Age: From 3 and a half years |
| Level 2 | Constancy matching of colours Age: From 3 and a half years |
| Level 3 | Matching according to 3 criteria Age: From 4 years |
| Level 4 | Listening, following instructions & auditory memory Age: From 4 and a half years |

ACTIVITY 2B

CONSTANCY MATCHING OF OBJECT SHAPES



LEVEL 1: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

STEP 1: Matching, comprehension and descriptive language

1.1.1 Place the Question cards as follows in the margin above the columns: dress, top, pants, shorts.

1.1.2 Hold up 1 Answer card, ask one of the children to name it and to put it into the correct block - below the one that is the same (now not exactly the same)

1.1.3 Help him/her to turn all the Answer cards upside down and mix them up.

1.1.4 Ask the child to put all the remaining Answer cards in the correct blocks one at a time.

1.1.5 Leaving the cards in their blocks, ask the child to give you the "black top", "brown shorts", "orange dress" etc.

1.1.6 Point to one of the cards and ask the child to tell you about it e.g. it is a purple dress. Do the same with a few more cards.

STEP 2: Constancy matching (with position variation) and descriptive language

1.2.1 Ask one of the children to put the Question cards in any order down the left hand side of the board in the margin.

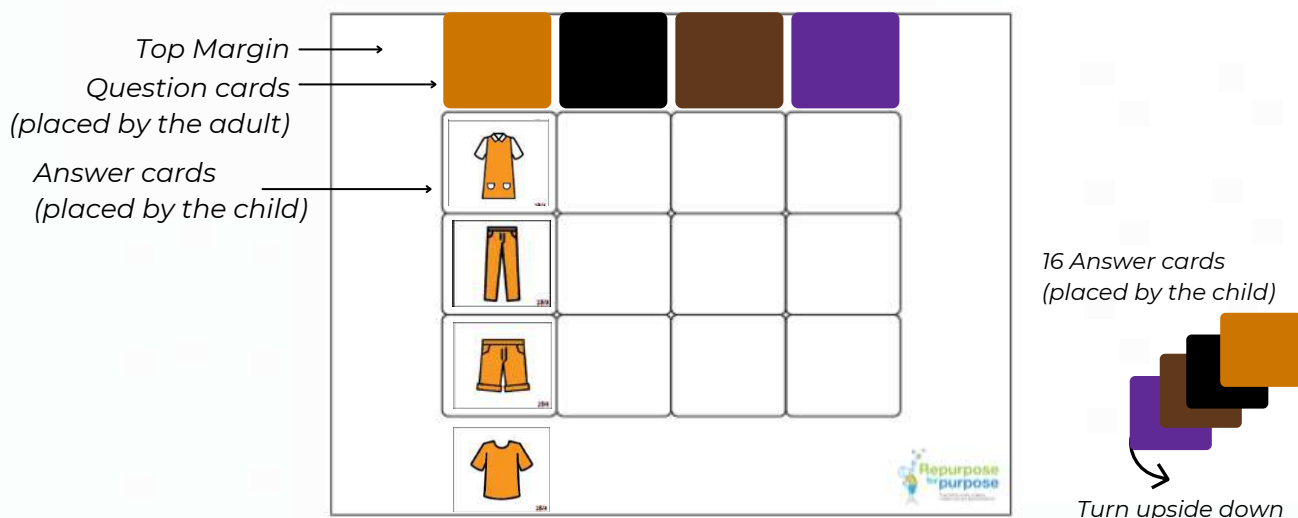
1.2.2 Hold up 1 Answer card, ask the child to name it and to put it into the correct block - next to the one that is the same (now not exactly the same)

1.2.3 Help him/her to turn all the Answer cards upside down and mix them up.

1.2.4 Ask the child to put the rest of the Answer cards in the right blocks.

1.2.5 Leave the cards in the blocks. Remove one of them and ask the child to tell you which one has gone e.g. the orange pants. Do the same with a few more cards.

ACTIVITY 2B CONSTANCY MATCHING OF COLOURS



LEVEL 2: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

STEP 1 - MATCHING AND COMPREHENSION

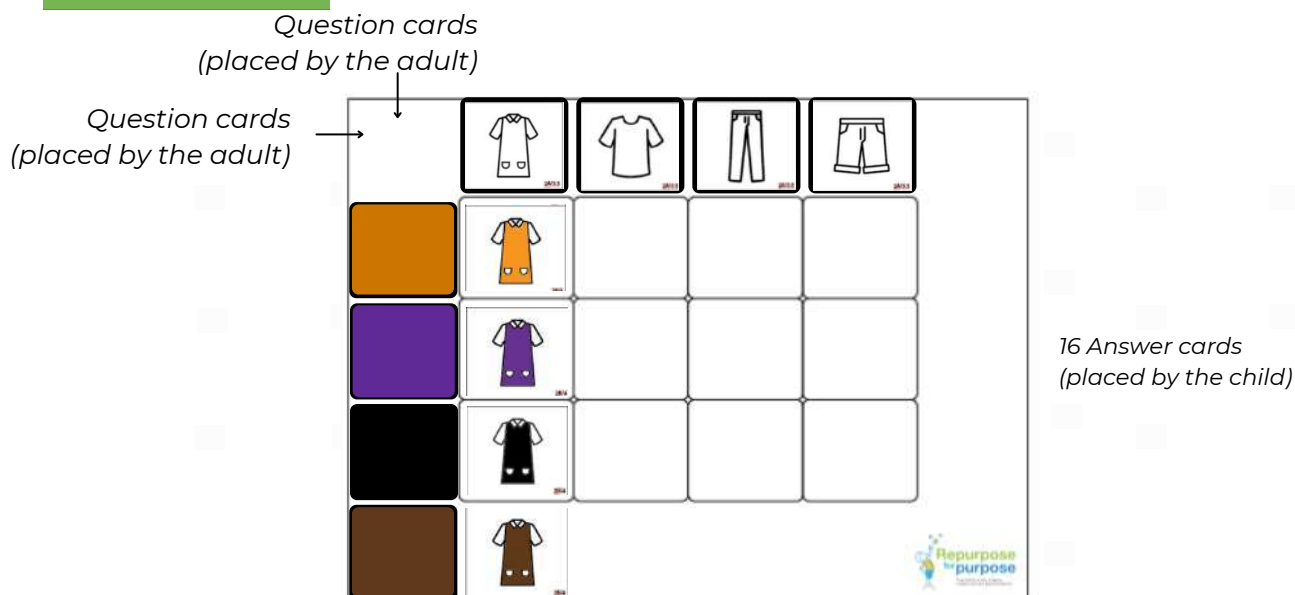
- 2.1.1** Place the Question cards (black, brown, orange, purple) in any order in the margin above the columns
- 2.1.2** Hold up 1 Answer card, ask one of the children to name the colour and to put it into the correct block – below the one that is the same colour
- 2.1.3** Help him/her to turn all the Answer cards upside down and mix them up.
- 2.1.4** Ask the child to put the rest of the cards in the right blocks one at a time.
- 2.1.5** Ask the child to give you the “orange top”, “black pants”, “brown dress” etc.
- 2.1.6** Point to one of the cards and ask the child to tell you about it e.g. it is purple pants. Do the same with a few more cards.

STEP 2

- 2.2.1** Ask one of the children to put the Question cards in any order down the left hand side of the board in the margin.
- 2.2.2** Hold up 1 Answer card, ask the child to name the colour and to put it into the correct block – next to the one that is the same colour
- 2.2.3** Help her to turn all the Answer cards upside down and mix them up.
- 2.2.4** Ask the child to put all the rest of the cards in the right blocks one at a time.
- 2.2.5** Leave the cards in the blocks. Remove one of them and ask the child to tell you which one has gone e.g. the black dress. Do the same with a few more cards. Always end the activity with success.

ACTIVITY 2B

MATCHING ACCORDING TO 3 CRITERIA



LEVEL 3: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

STEP 1

3.1.1 Place the Question cards as follows in the top margin above the columns: dress, top, pants, shorts

3.1.2 Ask one of the children to show you where she thinks all the cards with a dress will go. Let him/her move her finger down the column. Do the same with the other objects.

3.1.3 Place the Question cards with the colours in the left hand side margin next to a row – orange, black, purple, brown.

3.1.4 Ask the child to show you where all the cards that are orange will go. Let her move her finger across the row. Do the same with the other colours.

3.1.5 Hold up one of the Answer cards. Ask the child what the object is and what colour it is. Ask him/her to move one finger down the object column and another finger along the colour row until her two fingers meet at the same block. Ask the child to put the card in that block.

3.1.6 Hold up another Answer card. The child repeats the process in 3.1.5

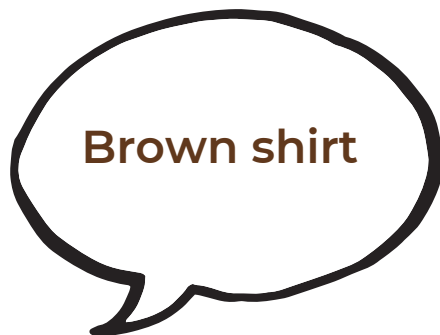
3.1.7 Help him/her to turn all the Answer cards upside down and mix them up.

3.1.8 Ask the child to put all the cards in the right blocks one at a time.

3.1.9 Leave the cards in the blocks. Remove one of them and ask the child to tell you which one has gone e.g. the black dress. Do the same with a few more cards. Put the cards back on the boards for the Level 4 activity.

ACTIVITY 2B

LISTENING, FOLLOWING INSTRUCTIONS AND AUDITORY MEMORY



LEVEL 4: STEPS

This can be played with 1 child OR with small group of 2-4 children
This game should start with adult help and then given to the children to try themselves

Step 1 – Tell one of the children to listen to you carefully and to give you the cards you ask for

- 4.1.1** Only 2 cards: e.g. a black dress and brown pants etc.
- 4.1.2.** 3 cards: e.g. orange shorts, purple dress and black top etc.
- 4.1.3** 4 cards: brown pants, orange dress, brown shorts and purple top etc. Always end the activity with success.

Step 2 – Tell one of the children to listen to you very carefully and to give you the cards you ask for – from 5 years

- 4.2.1** Ask for any card that has brown in it; any card that has a dress etc.
- 4.2.2** Ask for any card that does NOT have purple in it; any card that does NOT have shorts in it etc.
- 4.2.3** Ask for all the cards that do NOT have black or brown in them – put the cards back on the board.
- 4.2.4** Ask for all the cards that do NOT have shorts or a dress in them – put them back on the board.
- 4.2.5** Ask the child for a card that does NOT have brown, or black, or purple but does have a dress (orange dress). Repeat a few times naming 3 different colours to exclude and a different object.
- 4.2.6** Ask the child for a card that does NOT have a dress or pants or shorts and is purple (purple top). Repeat a few times naming 3 different objects to exclude and a different colour. Always end the activity with success.



SUPPORT STEPS **ACTIVITY 2A & 2B**

SUPPORT STEPS

Support Step 2A/A

The child might be confused because there are only outlines which don't look like the real objects. Also the differences between the dress and t-shirt and the pants and shorts are quite small

- Name each Question card. You can talk about the item. If someone is wearing one of the items of clothing, point it out to the child.
- Ask the child to show you each Question card as you name it
- Give her the Answer cards one by one and ask her to put each card in the right place
- Finally give her the 4 Answer cards and ask her to put them in the right place
- Repeat if necessary
- Go back to 2A/Level 1/Step 1

Support Step 2B/A

The child needs to understand that she must look at the "top" Question and the "side" Question. Hold up one of the Answer cards and ask the child to put it in the right place.

ACTIVITY 3: GEOMETRICAL SHAPES

ACTIVITY 3A

VISUAL DISCRIMINATION & VOCABULARY OF BASIC GEOMETRICAL SHAPES

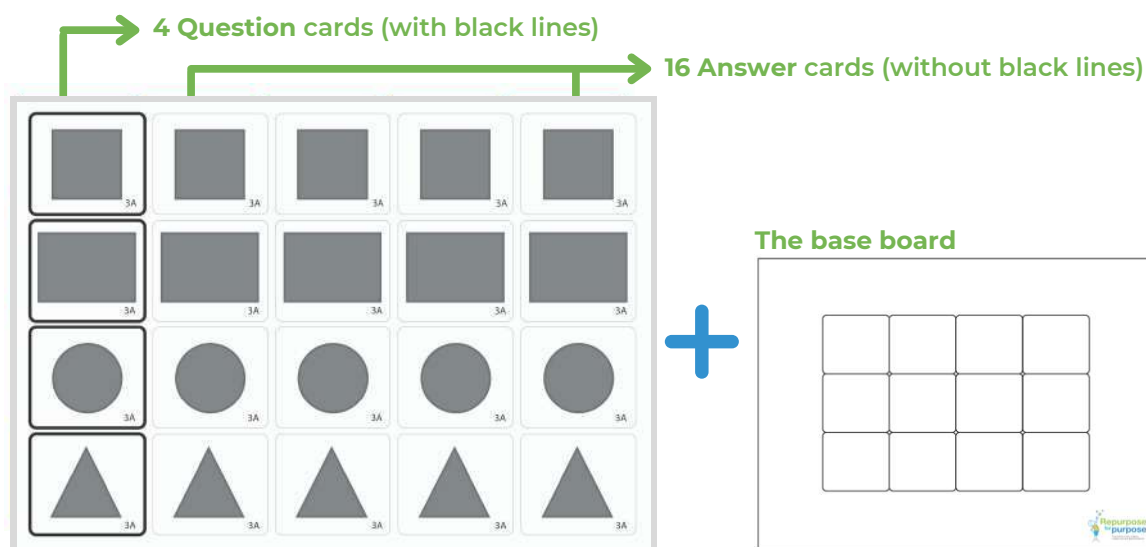
ELDAs covered

- 3 - Babies, Toddlers and Young Children Communicate
- 4 - Babies, Toddlers and Young Children's early mathematics
- 5 - Babies, Toddlers and Young Children are Creative Problem Solvers
- 6 - Babies, Toddlers and Young Children's knowledge and understanding of the world

INTRODUCTION TO **ACTIVITY PACK 3A**

VISUAL DISCRIMINATION & VOCABULARY OF BASIC GEOMETRICAL SHAPES

WHAT THIS ACTIVITY PACK LOOKS LIKE



THE GOAL OF THIS ACTIVITY PACK

To practice the child's:

- Visual discrimination of basic geometrical shapes and
- Learn the vocabulary

Note: The geometrical shapes have a neutral colour ensuring that the child only focuses on the shapes - circle, square, triangle and rectangle. These shapes are the basic shapes of many natural and man-made objects in the environment.

ALWAYS work from left to right according to the child's left and right sides.

SOME OF THE WORDS THAT THE CHILD/CHILDREN WILL LEARN

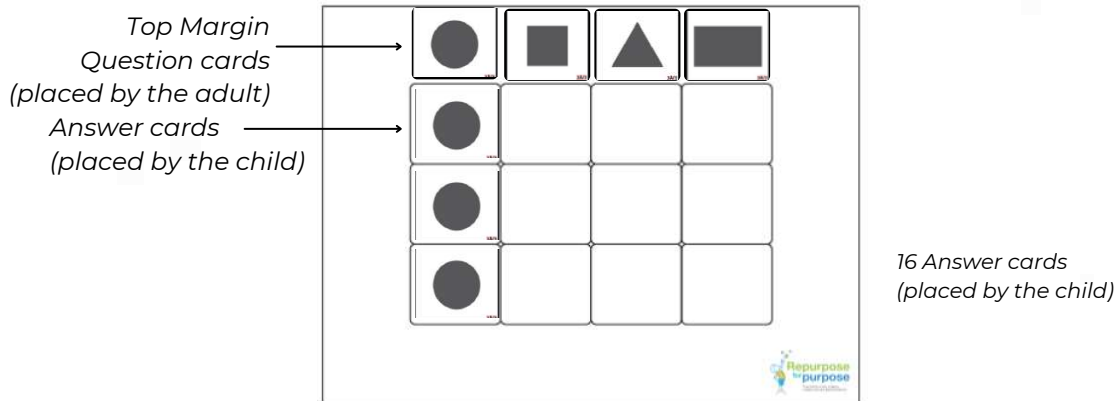
circle, square, triangle, rectangle, the same, different, above, below, top, bottom, margin, board, next, next to, first, row, miss/skip a row, block, one by one, together, one at a time, down, along, across, right place, all of them, the rest of them, mix them up, copy, in any order, in another/different order, pattern, corner, upside down

THE DIFFERENT LEVELS OF THIS ACTIVITY PACK AND WHAT THEY COVER

| | |
|----------------|---|
| Level 1 | Exact matching & sorting of 2D shapes Age: From 3 and a half years |
| Level 2 | Copying involving visual analysis, sequence & visual memory Age: From 4 years |
| Level 3 | Listening, following instructions & auditory memory Age: From 4 and a half years |

ACTIVITY 3A

EXACT MATCHING AND SORTING OF 2D (2-DIMENSIONAL) GEOMETRICAL SHAPES



LEVEL 1: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

Step 1 - matching and learning the names of the geometrical shape

- 1.1.1** Place the Question cards as follows in the margin above the columns: circle, square, triangle, rectangle, naming each one and asking one of the children to repeat the name.
- 1.1.2** Give the child the 4 Answer cards and ask her to put them in the blocks in the first row below the ones that are the same. Ask the child to name the shapes on the cards as she goes. If she has any difficulty matching the shape cards go to Support Steps 3A/A.
- 1.1.3** Give the child all remaining Answer cards and ask him/her to put them in the correct blocks
- 1.1.4** With all the cards on the board, ask the child to give you first "a square", then "a triangle", then "a circle" and finally "a rectangle". The order is important. Remember, the square and the rectangle look very similar to a child. If the child is unsure of the names, name the shapes as the child puts them down.
- 1.1.5** Remove all the cards. Give the child the 4 Question cards and ask her to put them in any order at the top of the board.
- 1.1.6** Help the child to turn all the Answer cards upside down and mix them up. Ask him/her to put them all in the right blocks one by one.
- 1.1.7** With all the cards on the board, ask the child to give you one shape at a time in any order. Let the child ask you for a shape

Step 2

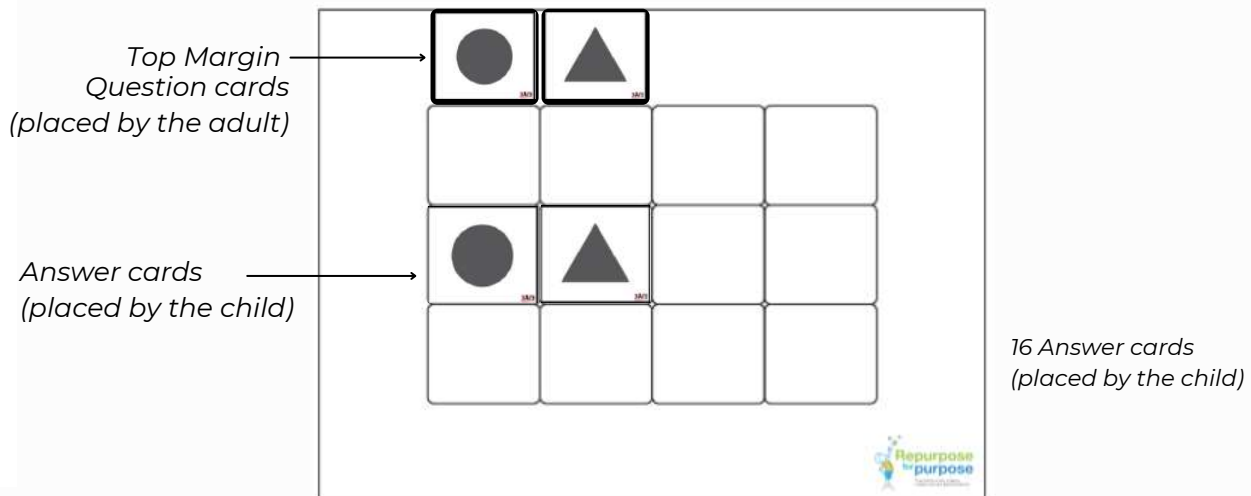
- 1.2.1** Remove all the cards. Give one of the children the 4 Question cards and ask him/her to put them in any order in the left hand side margin of the board.
- 1.2.2** Help the child to turn all the Answer cards upside down and mix them up. Ask him/her to put them all in the right blocks one by one – this will be across the rows. Ask the child to name the shapes as she puts them down. If she can't, you name the shape for her.

Step 3 - sorting/grouping

- 1.3.1** Turn the board upside down. Put one Question card in each corner.
- 1.3.2** Give the child all the Answer cards and ask him/her to put all the ones that are the same together

ACTIVITY 3A

COPYING INVOLVING VISUAL ANALYSIS, SEQUENCE AND VISUAL MEMORY



LEVEL 2: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

Step 1

2.1.1 Choose 2 each of the 4 Answer cards. Put any 2 of them in the top margin above the first 2 columns. Give one of the children 8 Answer cards – two each of the 4 geometrical shapes. Ask the child to copy the pattern you made. He/she must skip a row and put his/her cards in the 2nd row on the board.

2.1.2 If the child wasn't successful, try a few more with 2 cards only.

2.1.3 Put any 3, then 4 cards in the top margin. Ask the child to copy the pattern you made using her 8 cards. She must skip a row and put her cards in the 2nd row on the board. Repeat, varying the order of the geometrical shapes e.g. $\Delta \blacksquare$; $\square \square \bigcirc$; $\blacksquare \Delta \blacksquare \bigcirc$ etc.

2.1.4 Make it a fun activity. Ask the child to make a pattern for you to copy. When the child manages to copy patterns easily, move to Step 2

Step 2

Using the same cards as for Step 1:

2.2.1 Put any 2 cards in the top margin. The child looks at the pattern and then you cover it with a sheet of paper. Ask her to copy the pattern you made. When she has finished, remove the paper and let her check if she got it right!

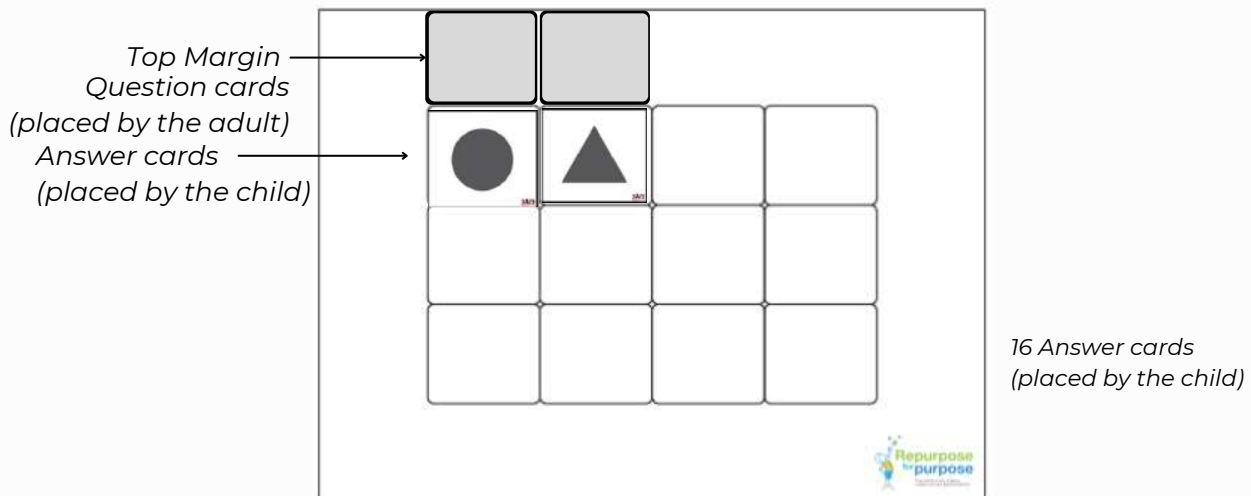
2.2.2 If she wasn't successful, try a few more with 2 cards only.

2.2.3 Repeat using 3/4 cards. Ask the child to make a pattern for you to remember using the same process as in

2.2.1. Make it fun!

ACTIVITY 3A

LISTENING, FOLLOWING INSTRUCTIONS AND AUDITORY MEMORY



LEVEL 3: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

STEP 1

You and one of the children have 2 each of the 4 geometrical shapes

3.1.1 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. 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 she remembered correctly.

3.1.2 If he/she wasn't successful, try a few more with 2 cards only. Otherwise give more instructions using 3 cards and then 4 cards. E.g. triangle, square, circle rectangle: square, circle, rectangle, triangle; circle, circle, square, triangle etc.

3.1.3 Let the child name cards for you to remember using the same process as in 3.1.1 He/she must put them down from his/her left to her right and you start your sequence from the child's left as well. Make it fun!

ACTIVITY 3: GEOMETRICAL SHAPES

ACTIVITY 3B

**MATCHING ACCORDING TO 2 CRITERIA –
GEOMETRICAL SHAPES AND COLOUR**

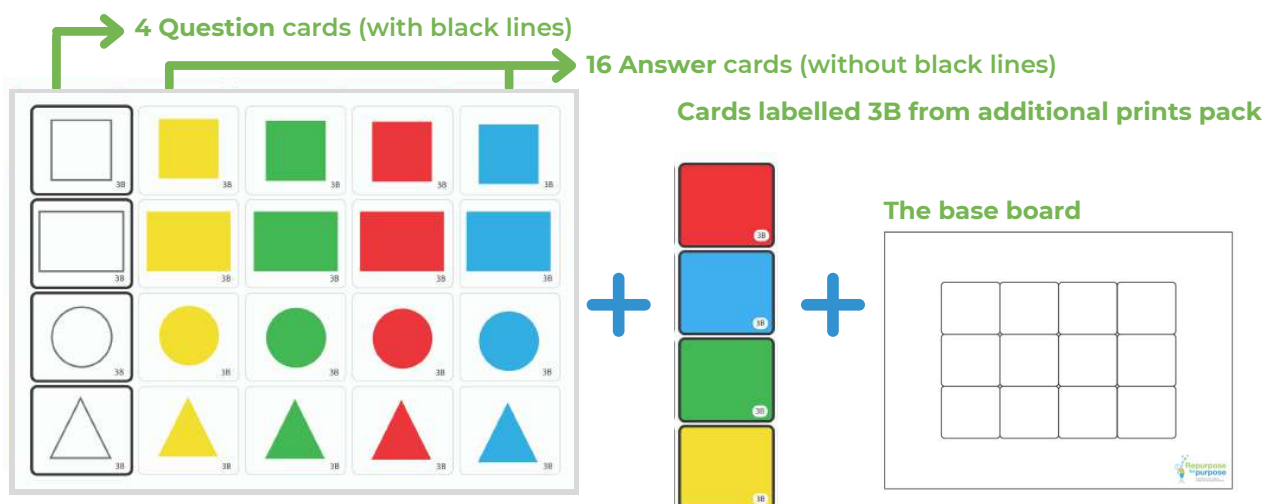
ELDAs covered

- 3 - Babies, Toddlers and Young Children Communicate
- 4 - Babies, Toddlers and Young Children's early mathematics
- 5 - Babies, Toddlers and Young Children are Creative Problem Solvers
- 6 - Babies, Toddlers and Young Children's knowledge and understanding of the world

INTRODUCTION TO **ACTIVITY PACK 3B**

MATCHING ACCORDING TO 2 CRITERIA – GEOMETRICAL SHAPES AND COLOUR

WHAT THIS ACTIVITY PACK LOOKS LIKE



THE GOAL OF THIS ACTIVITY PACK

To practice the child's discrimination of geometrical shapes and colour as well as problem solving skills by matching items according to two criteria.

- Constancy matching is practised here. The child understands that no matter what colour it is, a square is still a square, a circle is still a circle and so on – developing the concepts of these shapes a little more.
- Visual analysis as a problem solving activity when the child has to find a card with the correct shape and colour and place it in the correct block.
- Moving the eyes along the column and row practices visual tracking which is important for reading
- ALWAYS work from left to right according to the child's left and right sides.

SOME OF THE WORDS THAT THE CHILD/CHILDREN WILL LEARN

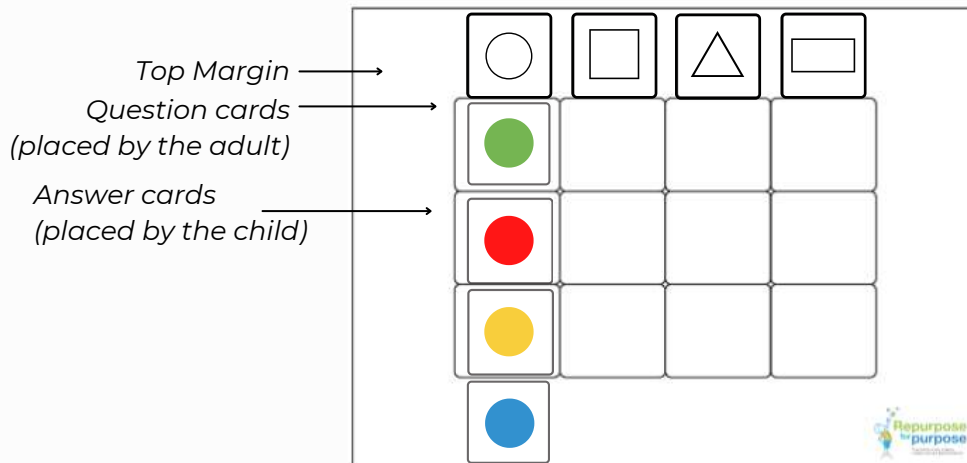
block, square, circle, triangle and rectangle, red, green, yellow, blue, the same, different, above, below, top, bottom, margin, board, next, next to, first, row, one at a time, down, along, across, miss/skip a row, one by one, together, one at a time, right place, all of them, the rest of them, mix them up, copy, in any order, in another/different order, pattern, corner, upside down, missing, is not there, does not have

THE DIFFERENT LEVELS OF THIS ACTIVITY PACK AND WHAT THEY COVER

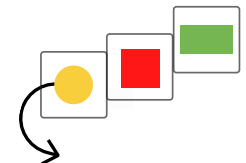
| | |
|----------------|---|
| Level 1 | Constancy matching of geometrical shapes Age: From 4 years |
| Level 2 | Constancy matching of colours Age: From 3 and a half years |
| Level 3 | Matching according to 2 criteria : shape and colour Age: From 4 and a half years |
| Level 4 | Listening, following instructions & auditory memory Age: From 4 and a half years |

ACTIVITY 3B

CONSTANCY MATCHING OF GEOMETRICAL SHAPES



16 Answer cards
(placed by the child)



Turn upside down

LEVEL 1: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

Step 1 - matching, comprehension and descriptive language

1.1.1 Place the Question cards in any order above the columns: circle, square, triangle, rectangle

1.1.2 Hold up 1 Answer card, ask one of the children to name it and to put it into the correct block - below the one that is the same (now not exactly the same). If she is unsure, explain that it is a circle (or whatever shape) even though it is a different colour. Repeat with the other 3 shapes if necessary.

1.1.3 Help him/her to turn the rest of the Answer cards upside down and mix them up.

1.1.4 Ask the child to put all the remaining Answer cards in the correct blocks down the column.

1.1.5 Leaving the cards in their blocks, ask the child to give you the "red circle", "blue square", "yellow triangle" etc.

1.1.6 Point to one of the cards and ask the child to tell you about it e.g. it is a yellow circle. Do the same with a few more cards.

Step 2 - constancy matching (with position variation) and descriptive language

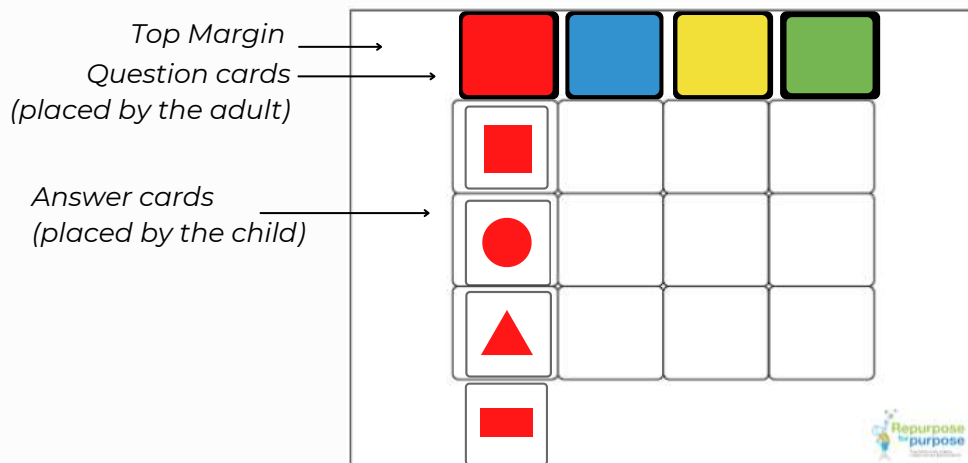
1.2.1 Ask one of the children to put the Question cards (circle, square, triangle, rectangle) in any order down the left hand side of the board in the margin.

1.2.2 Help him/her to turn all the Answer cards upside down and mix them up.

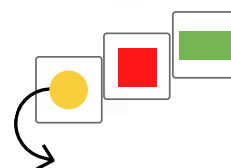
1.2.3 Ask the child to put the rest of the Answer cards in the right blocks along the rows.

1.2.4 Leave the cards in the blocks. Remove one of them and ask the child to tell you which one has gone e.g. the blue triangle. Put it back and repeat with a few more cards. If the child is unsure go to Support Step 3B/A

ACTIVITY 3B CONSTANCY MATCHING OF COLOURS



16 Answer cards
(placed by the child)



Turn upside down

LEVEL 2: STEPS

This can be played with 1 child OR with small group of 2-4 children
This game should start with adult help and then given to the children to try themselves

Step 1 – matching (from 3 and a half years) and comprehension (from 4 years)

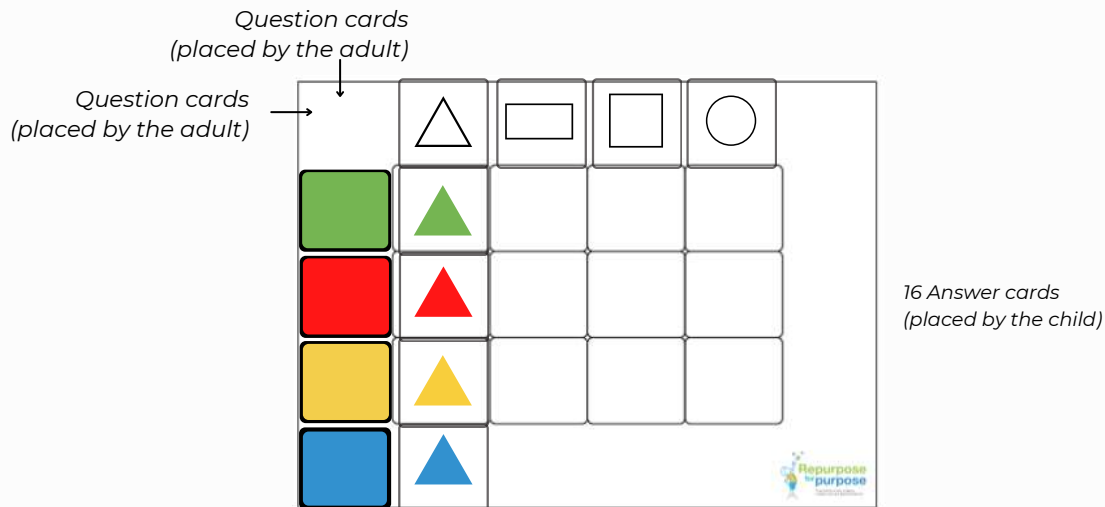
- 2.1.1** Place the Question cards (red, blue, yellow, green) in any order above the columns
- 2.1.2** Hold up 1 Answer card, ask one of the children to name the colour and to put it into the correct block – below the one that is the same colour
- 2.1.3** Help him/her to turn all the rest of the Answer cards upside down and mix them up.
- 2.1.4** Ask the child to put all the cards in the right blocks one at a time.
- 2.1.5** Ask the child to give you the “yellow circle”, “blue rectangle”, etc.
- 2.1.6** Point to one of the cards and ask the child to tell you about it e.g. it is a green square. Do the same with a few more cards.

Step 2 - constancy matching (with position variation) and descriptive language

- 2.2.1** Ask one of the children to put the Question cards in any order down the left hand side of the board in the margin.
- 2.2.2** Hold up 1 Answer card, ask the child to name the colour and to put it into the correct block – next to the one that is the same colour
- 2.2.3** Help him/her to turn all the rest of the Answer cards upside down and mix them up.
- 2.2.4** Ask the child to put all the cards in the right blocks one at a time.
- 2.2.5** Leave the cards in the blocks. Remove one of them and ask the child to tell you which one has gone e.g. the red rectangle. Do the same with a few more cards.

ACTIVITY 3B

MATCHING ACCORDING TO 2 CRITERIA - GEOMETRICAL SHAPE AND COLOUR



LEVEL 3: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

STEP 1

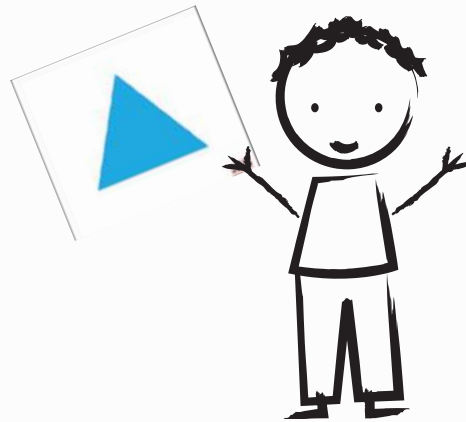
- 3.1.1** Ask one of the children to put the 4 geometrical shape Question cards in any order in the top margin.
- 3.1.2** Ask the child to show you where she thinks all the cards with a circle will go. Let him/her move her finger down the column. Do the same with the other shapes.
- 3.1.3** Ask the child to put the 4 colour Question cards in any order in the left margin next to a row.
- 3.1.4** Ask the child to show you where all the cards that are red will go. Let him/her move her finger across the row. Do the same with the other colours.
- 3.1.5** Hold up one of the Answer cards. Ask the child what the shape is and what colour it is. Ask her to move one finger down the shape column and another finger along the colour row until her two fingers meet at the same block. Ask the child to put the card in that block.
- 3.1.6** Hold up another Answer card. The child repeats the process in 3.1.5
- 3.1.7** Help him/her to turn all the Answer cards upside down and mix them up.
- 3.1.8** Ask the child to put all the cards in the right blocks one at a time.

STEP 2

- 3.2.1** Ask one of the children to put the 4 colour Question cards in any order above the columns.
- 3.2.2** Ask the child to put the 4 geometrical shape Question cards in any order in the left hand side margin next to a row.
- 3.2.3** Help him/her to turn all the Answer cards upside down and mix them up.
- 3.2.4** Ask the child to put all the cards in the right blocks one at a time, naming the colour and the shape each time.
- 3.2.5** Leave the cards on the board for the next activity.

ACTIVITY 3B

LISTENING, FOLLOWING INSTRUCTIONS AND AUDITORY MEMORY



LEVEL 4: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

STEP 1 - Tell one of the children to listen to you carefully and to give you the cards you ask for

4.1.1 Only 2 cards: e.g. a blue triangle and green rectangle etc.

4.1.2. 3 cards: e.g. a yellow circle, a red square and a blue triangle etc.

4.1.3 4 cards: e.g. a green circle, a blue rectangle, a green square and a red triangle etc.

STEP 2 - Tell one of the children to listen to you very carefully and to give you the cards you ask for (5 years)

4.2.1 Ask for any card that has blue in it; any card that has a circle etc.

4.2.2 Ask for any card that NOT have green in it; any card that does NOT a triangle in it etc.

4.2.2 Ask for all the cards that do NOT have red or yellow in them - put the cards back on the board.

4.2.3 Ask for all the cards that do NOT have a square or a triangle - put them back on the board.

4.2.3 Ask the child for a card that does NOT have green, or blue, or red but does have a circle (yellow circle). Repeat a few times naming 3 different colours to exclude and a different shape.

4.2.4 Ask the child for a card that does NOT have a circle, or a rectangle or a square and is green (green triangle). Repeat a few times naming 3 different shapes to exclude and a different colour.

ACTIVITY 3: GEOMETRICAL SHAPES

ACTIVITY 3C

ADVANCED GEOMETRICAL SHAPE CONCEPTS

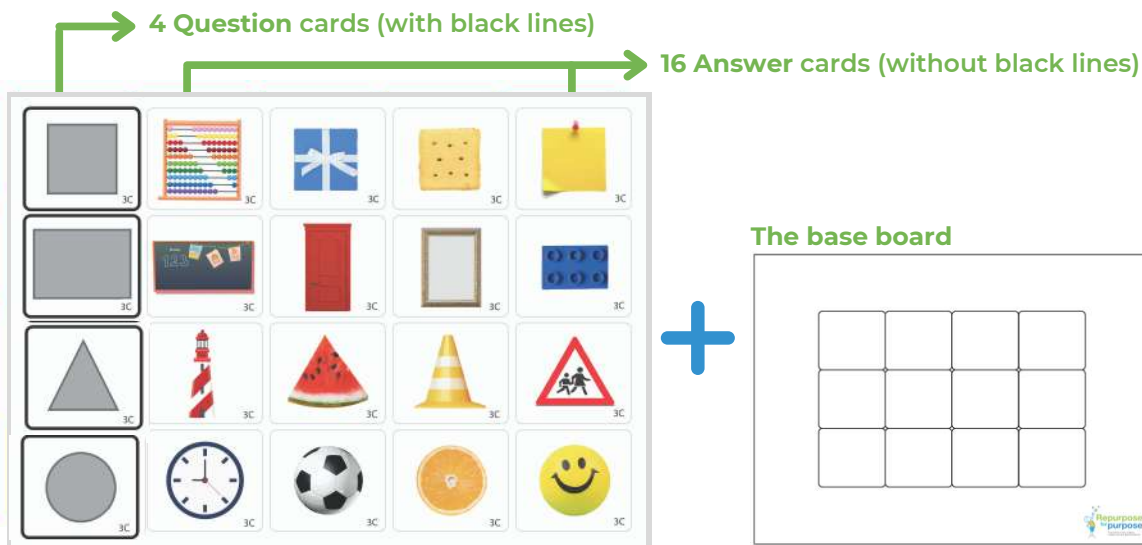
ELDAs covered

- 3 - Babies, Toddlers and Young Children Communicate
- 4 - Babies, Toddlers and Young Children's early mathematics
- 5 - Babies, Toddlers and Young Children are Creative Problem Solvers
- 6 - Babies, Toddlers and Young Children's knowledge and understanding of the world

INTRODUCTION TO **ACTIVITY PACK 3C**

ADVANCED GEOMETRICAL SHAPE CONCEPTS

WHAT THIS ACTIVITY PACK LOOKS LIKE



THE GOAL OF THIS ACTIVITY PACK

To enhance the child's concept of geometrical shapes.

- Constancy refers to the fact that something is the same (based on specific characteristics) and has the same name, even though it doesn't look exactly the same.
- Constancy matching is practised here. The child understands that many different objects can have a square-shape, triangle-shape, circle-shape and rectangle-shape – fully developing the concepts of these geometrical shapes.
- Visual analysis as a problem solving activity when the child has to identify (and discriminate) the characteristics that make a square a square, a rectangle a rectangle etc
- ALWAYS work from left to right according to the child's left and right sides.

SOME OF THE WORDS THAT THE CHILD/CHILDREN WILL LEARN

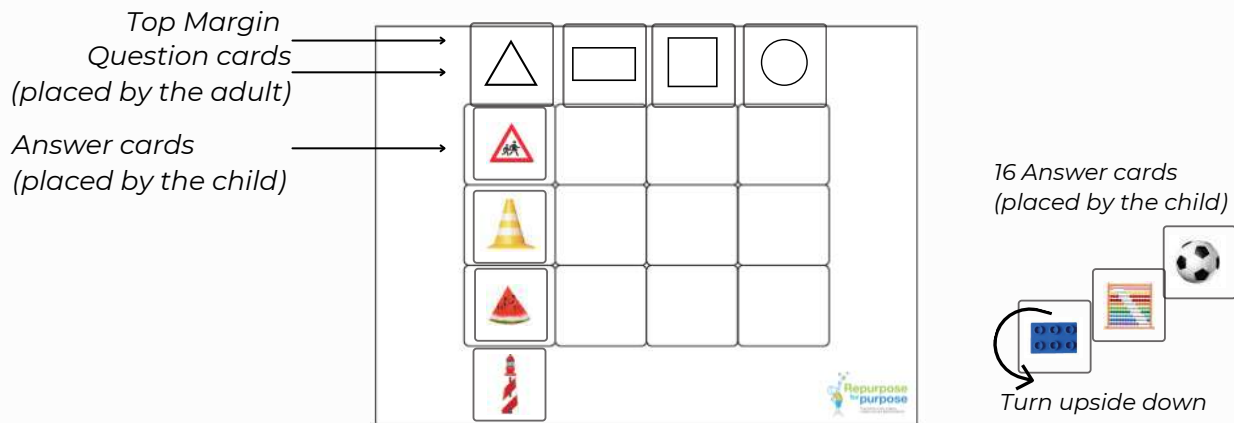
Block, square, circle, triangle, rectangle, all the objects in the cards, the same, not exactly the same, same shape, different, above, below, top, bottom, margin, board, next, next to, first, row, one at a time, down, along, across, missing, one by one, together, one at a time, right place, all of them, the rest of them, mix them up, copy, in any order, in another/different order, pattern, corner, upside down, is not there, does not have

THE DIFFERENT LEVELS OF THIS ACTIVITY PACK AND WHAT THEY COVER

| | |
|----------------|--|
| Level 1 | Advanced constancy matching of geometrical shapes Age: From 5 years |
| Level 2 | Listening, following instructions and auditory memory Age: From 5 years |

ACTIVITY 3C

ADVANCED CONSTANCY MATCHING OF GEOMETRICAL SHAPES



LEVEL 1: STEPS

This can be played with 1 child OR with small group of 2-4 children
This game should start with adult help and then given to the children to try themselves

STEP 1 – Matching, comprehension and descriptive language

- 1.1.1** Ask one of the children to place the Question cards in any order above the columns and to name them as she does so.
- 1.1.2** Select 4 Answer cards – a circle shaped object, square shaped object, triangle shaped object and rectangle shaped object. Hold up 1 Answer card, and ask the child what the object in the picture is. If she isn't sure, name it for him/her.
- 1.1.3** Ask the child which of the 4 shapes on the board it looks like and to put it into the correct block - below the one that has the same shape.. Repeat with the other 3 shapes – hold up the card, ask what object it is, name the object if the child isn't sure. Explain more about the object, if necessary, to help the child to understand what he/she is seeing. Then, ask him/her to put it under the shape that is the same. If necessary, repeat the activity again with all 4 Answer cards.
- 1.1.4** Help the child to turn the rest of the Answer cards upside down and mix them up.
- 1.1.5** Ask the child to put all the remaining Answer cards in the correct blocks down the columns, naming the objects as she does so. Provide the name and a short explanation of what it is, if necessary.
- 1.1.6** Remove the cards and ask the child to put the Questions cards in a different order above the columns. Repeat 1.1.4 and 1.1.5

STEP 2 - Constancy matching (with position variation) and descriptive language

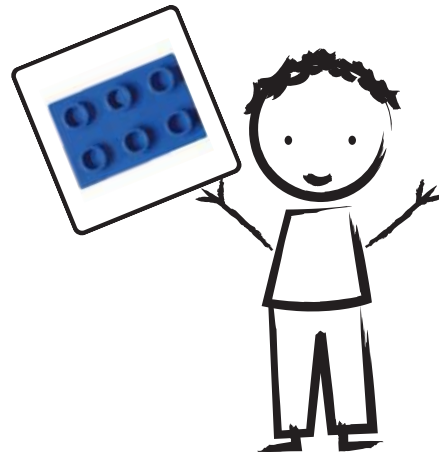
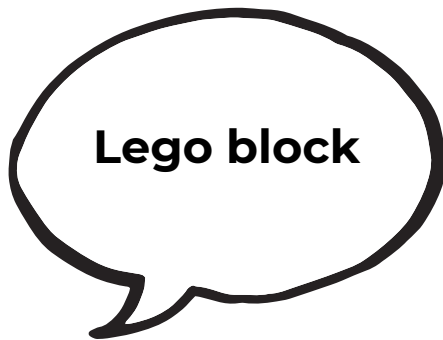
- 1.2.1** Ask one of the children to put the Question cards (circle, square, triangle, rectangle) in any order down the left hand side of the board in the margin.
- 1.2.2** Help him/her to turn all the Answer cards upside down and mix them up.
- 1.2.3** Ask the child to put all the Answer cards in the right blocks along the rows.

STEP 3 – Sorting/grouping

- 1.3.3** Turn the board upside down. Put one Question card in each corner. Give the child all the Answer cards and ask him/her to put all the ones that are the same together. Ask him/her why they go together?

ACTIVITY 3C

LISTENING, FOLLOWING INSTRUCTIONS AND AUDITORY MEMORY



LEVEL 2: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

STEP 1 - Ask one of the children to put all the cards on the board.

Tell the child to listen to you carefully and to give you the cards you ask for

2.1.1 Only 2 cards: e.g. Present, Lego block; ball, cone etc.

2.1.2 Do the same with 3 cards and then 4 cards. Always end the activity with success.

2.1.3 Let the child ask you for cards. Make it fun!

STEP 2 - Put the following cards on the board: biscuit, door, clock, lighthouse, ball, abacus, watermelon, block, present, road sign, cone - make sure the child knows the names of the objects by asking him/her to show you each one when you name it. Ask the child to listen to you very carefully and to give you the cards you ask for (5 years)

2.2.1 Sound out words using syllables or individual sounds. The child must guess the word. E.g. "b - all"; b - lo - ck"; "d - oor"; "c - l - ock" (as you say the sounds and not as they are in the alphabet); "a - ba - cus" - this is hard to do with local languages.

2.2.2 Clap out the syllables and the child guesses the word. E.g. What word am I 'saying' of these two words: put the suggested cards out together - ball (one clap)/bis-cuit (2 claps); clock (one clap)/pre-sent (2 claps)/a-ba-cus (3 claps); road sign (2 claps)/light-house (2 claps)/wa-ter-me-lon (4 claps)

2.2.3 Ask for any card that is NOT a square; any card that is NOT a triangle etc.

2.2.4 You give clues and the child guesses the picture E.g. I'm thinking of a circle that bounces. What is it? (Ball); I'm thinking of something that looks like a triangle and we can eat it. What is it? (Watermelon).

2.2.5 I'm thinking of a word that starts with /d/. What is it? (Door). If the child isn't sure, give two choices - is it cone or door? Say I'm thinking of something that starts with /r/. What is it? (Road sign). If the child isn't sure, give two choices - is it hanger or road sign? Use the sounds as you say them and not as they are in the alphabet.

Always end the activity with success.



SUPPORT STEPS ACTIVITY 3A

SUPPORT STEPS

Support Step 3A/A

- Help by taking one of the Answer cards and saying “which one is the same as this one?”
- If she points to the matching Question card say “Yes, that’s right. So where should we put it?”. After counting them, ask “so where should we put this card?”
- If she doesn’t put it in the right place, help her.
- If she can’t show you which is the right one, hold the Answer card next to each of the Question cards in turn and say “Is this one the same, is this one the same” until she identifies the right one. Say “Yes, they are both circles (or squares, triangles, rectangles). So let’s put this one in the right place”. If she doesn’t put it in the right place, help her.
- If she still doesn’t find the right one, hold up each Question card and the matching Answer card and say “See, these two are the same. They are both circles (or squares, triangles, rectangles)” Put the question card back on the board and say “Put the other one below it like we did before”. If she doesn’t put it in the right place, help her.

Repeat these steps until the child becomes more confident. Stop as soon as the child becomes tired or frustrated. Continue at another time.

Support Step 3/A

Choose the full row of cards directly above or below the row where you have taken the card from and say “Look there’s a blue circle, a red circle, a green circle and a yellow circle” (or whatever shape it is). Now, I’ve taken a triangle – you’ve still got a red triangle, a yellow triangle and a green triangle – so which triangle is missing? If the child is still unsure, put each of the 3 remaining triangles in the position of the matching colour in the full row you chose and say – “can you see now which colour triangle is missing?” Make the explanation as concrete as possible until the child understands. Always be encouraging and supportive.

ACTIVITY 4: CONCEPT OF QUANTITY

ACTIVITY 4A

DEVELOPING THE CHILD'S CONCEPT OF QUANTITY
FROM ONE TO FOUR - LEADING TO NUMBER CONCEPT

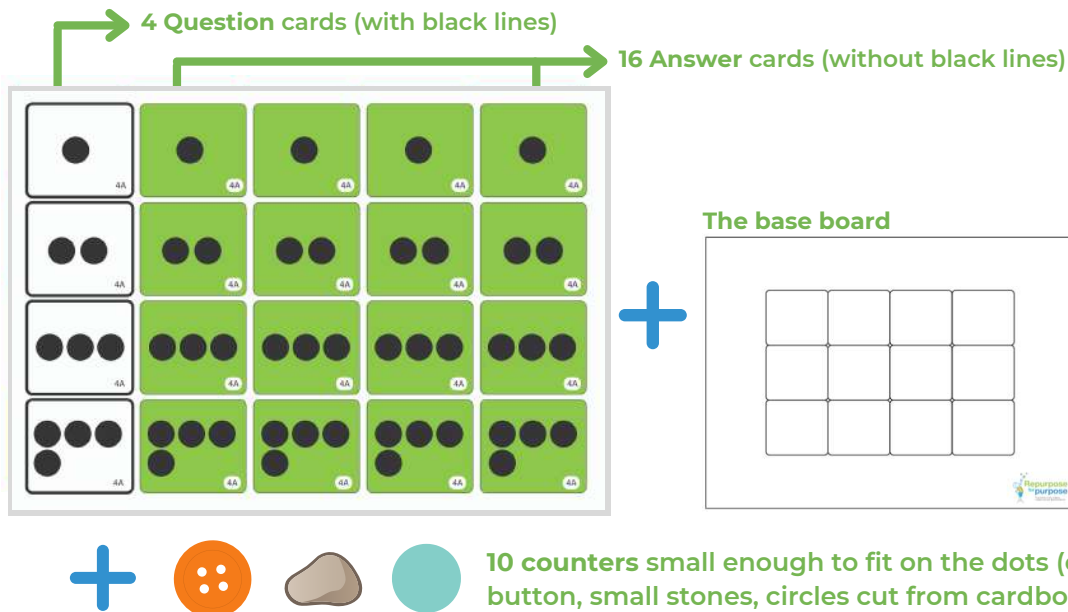
ELDAs covered

- 3 - Babies, Toddlers and Young Children Communicate
- 4 - Babies, Toddlers and Young Children's early mathematics
- 5 - Babies, Toddlers and Young Children are Creative Problem Solvers
- 6 - Babies, Toddlers and Young Children's knowledge and understanding of the world

INTRODUCTION TO **ACTIVITY PACK 4A**

DEVELOPING THE CHILD'S CONCEPT OF QUANTITY FROM ONE TO FOUR - LEADING TO NUMBER CONCEPT

WHAT THIS ACTIVITY PACK LOOKS LIKE



THE GOAL OF THIS ACTIVITY PACK

To develop the child's concept of quantity leading to Number Concepts

- The pattern of quantities 1 – 4 remains the same so exact matching is practised here.
- The child could be matching on the basis of the pattern of the dots rather than on the basis of the quantity of dots.
- That is why it is important to count the dots as often as possible and to count out the correct number of objects as well
- ALWAYS work from left to right according to the child's left and right sides

SOME OF THE WORDS THAT THE CHILDREN WILL LEARN

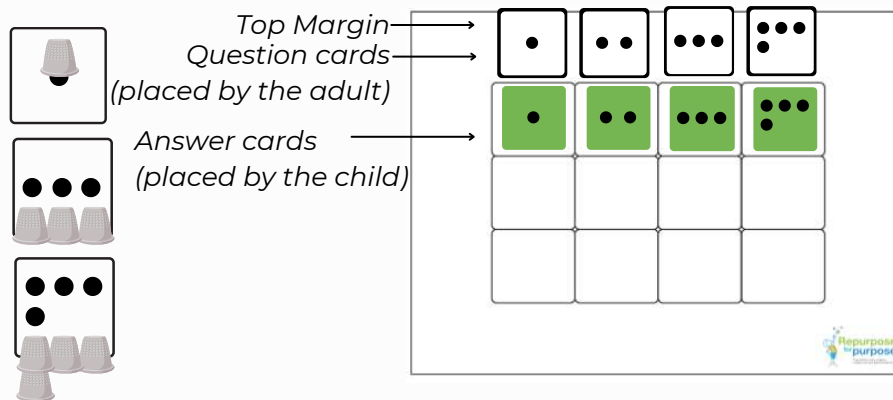
one, two, three, four, the same, different, above, below, top, bottom, margin, board, next, next to, first, row, one at a time, down, along, across, miss/skip a row, block, one by one, together, one at a time, right place, all of them, the rest of them, mix them up, copy, in any order, in another/different order, pattern, corner, upside down, how many are there, count them, on top of, put it onto, check, make sure, put them in order from 1 – 4 (or from the least to the most or from the most to the least), missing, makes three (or adds up to three or equals three)

THE DIFFERENT LEVELS OF THIS ACTIVITY PACK AND WHAT THEY COVER

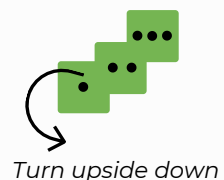
| | |
|----------------|---|
| Level 1 | 1 to 1 correspondence, exact matching & sorting Age: From 3 and a half years |
| Level 2 | Practising ordering of dots from 1 to 4 Age: From 4 years |
| Level 3 | Listening, following instructions & auditory memory Age: From 4 and a half years |
| Level 4 | Combinations (addition) Age: From 5 years |

ACTIVITY 4A

ONE TO ONE CORRESPONDENCE, EXACT MATCHING & SORTING OF 2D QUANTITY CARDS WITH 1 TO 4 DOTS



16 Answer cards
(placed by the child)



LEVEL 1: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

STEP 1 – One to one correspondence and the counting of dots and objects from 1 – 4.

1.1.1 Turn the board upside down and put the Question card with one dot in front of the child. Give him/her a counter and ask her to put it on the dot and to tell you how many there are. If the child can't, take the counter off, put it on yourself and say "one". Take the counter off and ask him/her to do the same as you did.

1.1.2 Ask the child to put the right quantity of counters below the card and to count how many there are. If she can't, pick up a counter, put it on the dot counting "one" and then put it below the card saying "one". Ask her to do the same. Repeat if necessary.

1.1.3 Do the same with the cards with 2 to 4 dots, counting one, two; one, two, three; one, two, three, four. Repeat 1.1.1 – 1.1.3 until you feel the child has got the idea.

1.1.4 Place the Question cards as follows in the margin above the columns: 1 dot, 2 dots, 3 dots, 4 dots. Ask the child to count the number of dots as you put the card down. Separate out one each of the corresponding Answer cards.

1.1.5 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 as he/she did in 1.1.3. If the child has any difficulty matching the quantity cards go to Support Steps 4A/A.

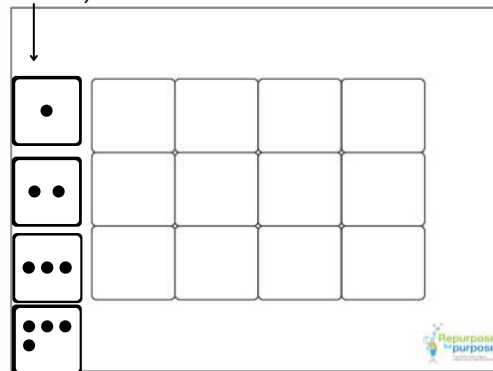
1.1.6 Help the child to turn the remaining Answer cards upside down and ask him/her to put them in the correct blocks one by one, telling you how many dots are on the card each time. She may have to count them every time at first and that is fine. Remove all the cards.

1.1.7 Give the child the 4 Question cards and ask him/her to put them in order from 1 dot to 4 dots in the margin above the columns. Continue as for 1.1.6.

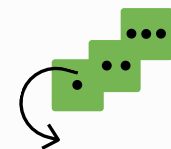
ACTIVITY 4A

ONE TO ONE CORRESPONDENCE, EXACT MATCHING & SORTING OF 2D QUANTITY CARDS WITH 1 TO 4 DOTS

Question cards
(placed by the child)



16 Answer cards
(placed by the child)



Turn upside down

STEP 2

1.2.1 Remove all the cards. Give one of the children the 4 Question cards and ask her to put them in order from 1 dot at the first row to 4 dots at the bottom row in the left hand side margin of the board.

1.2.2 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. The child must tell you how many dots there are on the card each time. It is fine if she still needs to count them, but encourage him/her to tell you without counting. Repeat if necessary.

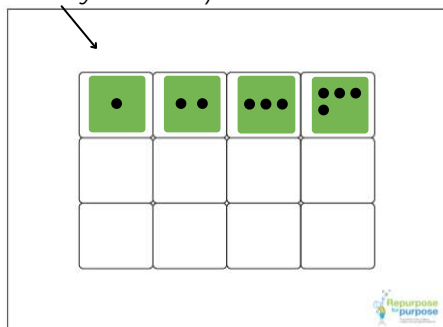
STEP 3 – sorting/grouping

1.3.1 Turn the board upside down. Give the child 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. If the child has any difficulty, put a Question card in each corner to help him/her. Then repeat without the clue.

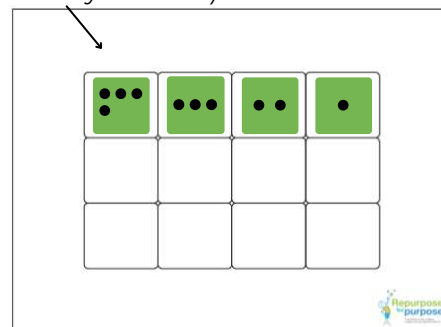
ACTIVITY 4A

PRACTISING ORDERING OF DOTS FROM 1 TO 4

Answer cards
(placed by the child)



Answer cards
(placed by the child)



4 Answer cards
(placed by the child)



LEVEL 2: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

STEP 1

2.1.1 Give one of the children 4 Answer cards with 1 – 4 dots. Ask him/her to put them in the correct order from 1 – 4. Repeat least once more.

2.1.2 With the 4 cards on the board in order from 1 – 4 dots, ask the child 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 the child to put it in the correct place. Repeat a few times removing a different card each time. Ask the child to do the same for you. Make it fun!! Always end the activity with success.

STEP 2 - from 4.5 years

2.2.1 Give one of the children 4 Answer cards with 1 – 4 dots. Ask him/her to put them in the correct order from 4 down to 1. Repeat a few times. Alternate asking the child to order the cards from 1 up to 4 dots and then from 4 down to 1 dot. Later on, ask the child to put the cards in the correct order from least to most and then from most to least.

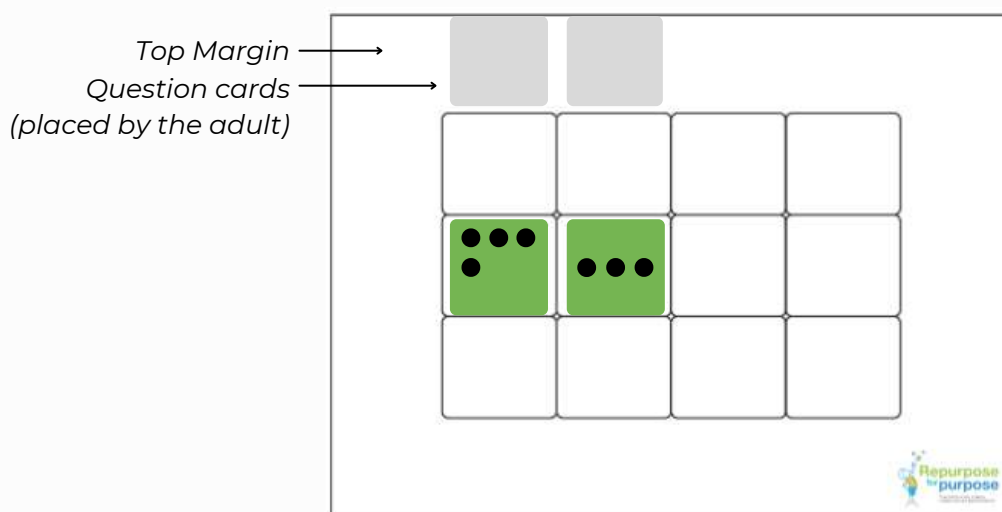
2.2.2 Repeat 2.1.2 but with the cards in order from 4 – 1 dots.

LEVEL 3

AGE FROM
4 1/2

ACTIVITY 4A

LISTENING, FOLLOWING INSTRUCTIONS AND AUDITORY MEMORY



LEVEL 3: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

STEP 1 – you and the child have 2 each of the dot **Answer cards** from 1-4 dots.

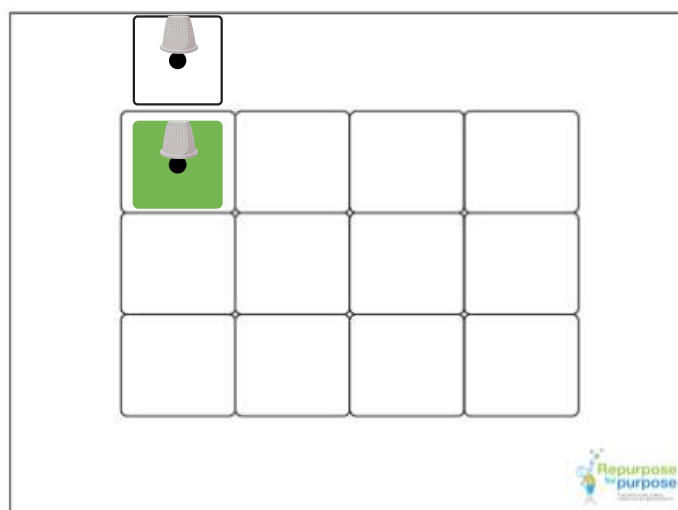
3.1.1 Choose any 2 of the cards without letting one of the children see them. Name one, place it face down in the top margin above the first column, then name the next one and place it face down – always from the child's left to right. The child puts the cards asked for from left to right in a row on the board. Turn your cards the right way up, and the child sees if he/she remembered correctly.

3.1.2 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.

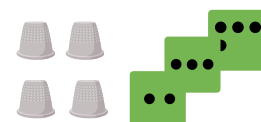
3.1.3 Let the child name cards for you to remember using the same process as in 3.1.1. She must put them down from the child's left to right and you start your sequence from the child's left as well.

Make it fun!

ACTIVITY 4A COMBINATIONS (ADDITION)



4 Answer cards
(placed by the child)



LEVEL 4: STEPS

This can be played with 1 child OR with small group of 2-4 children
This game should start with adult help and then given to the children to try themselves

STEP 1 - working only with the first column on the left and the first row

4.1.1 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)

| | | | | | | |
|-----------------------------|---|----|----|----|-----|-----|
| Above column | • | • | •• | •• | ••• | • |
| Next to 1 st row | • | •• | • | •• | • | ••• |

4.1.2 Give one of the children 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.

4.1.3 Ask the child which of her Answer cards goes into the Answer block. If he/she puts the correct card in the block, praise him/her and ask her why she chose that card. Ask him/her to put the counters from the Question cards onto the Answer card and to count them at the same time. Tell him/her that “two and one” (or whatever the number of dots is) “make three – or add up to three or equals three”. If the child doesn’t know which card goes into the block, or doesn’t know why the card she put there is correct go to Support Step 4A/B

4.1.4 Repeat with all the combinations as many times as necessary, for as long as the child enjoys the activity. Always end the activity with success.

ACTIVITY 4: CONCEPT OF QUANTITY

ACTIVITY 4B

DEVELOPING THE CHILD'S CONCEPT OF QUANTITY
FROM THREE TO SIX - LEADING TO NUMBER CONCEPT

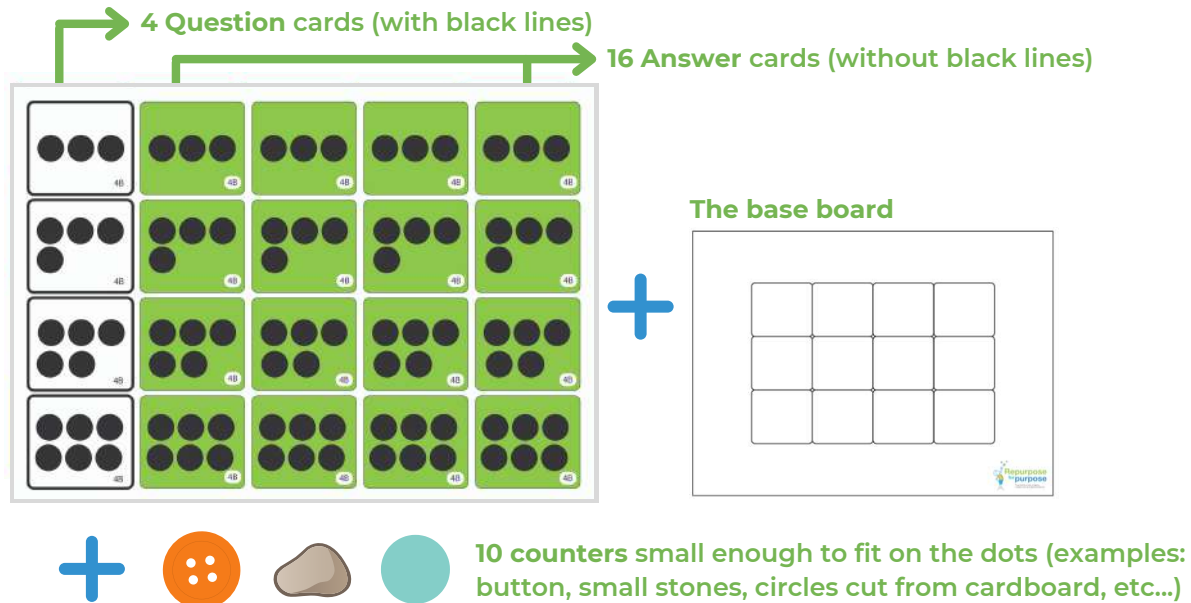
ELDAs covered

- 3 - Babies, Toddlers and Young Children Communicate
- 4 - Babies, Toddlers and Young Children's early mathematics
- 5 - Babies, Toddlers and Young Children are Creative Problem Solvers
- 6 - Babies, Toddlers and Young Children's knowledge and understanding of the world

INTRODUCTION TO **ACTIVITY PACK 4B**

DEVELOPING THE CHILD'S CONCEPT OF QUANTITY FROM THREE TO SIX - LEADING TO NUMBER CONCEPT

WHAT THIS ACTIVITY PACK LOOKS LIKE



THE GOAL OF THIS ACTIVITY PACK

To develop the child's concept of quantity leading to Number Concepts

- The pattern of quantities 3 – 6 remains the same so exact matching is practised here.
- The child could be matching on the basis of the pattern of the dots rather than on the basis of the quantity of dots.
- That is why it is important to count the dots as often as possible and to count out the correct number of objects as well
- ALWAYS work from left to right according to the child's left and right sides

SOME OF THE WORDS THAT THE CHILDREN WILL LEARN

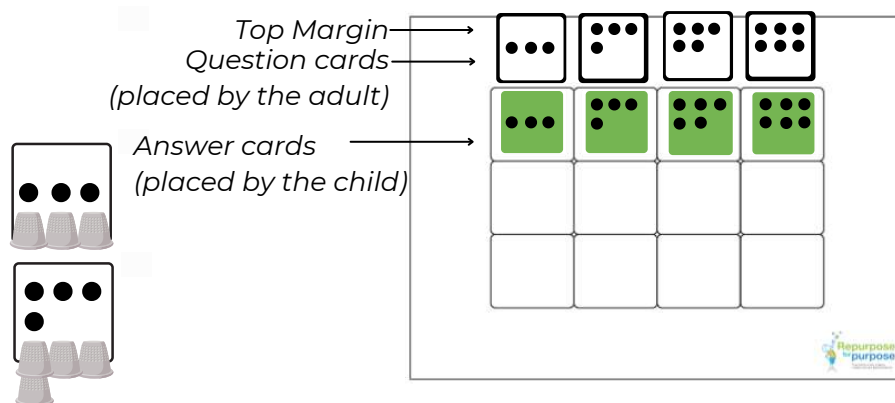
three, four, five, six, the same, different, above, below, top, bottom, margin, board, next, next to, first row, one at a time, down, along, across, miss/skip a row, block, one by one, together, one at a time, right place, all of them, the rest of them, mix them up, copy, in any order, in another/different order, pattern, corner, upside down, how many are there, count them, on top of, put it onto, check, make sure, put them in order from 3 – 6 (or from the least to the most or from the most to the least), missing, makes five (or adds up to five or equals five)

THE DIFFERENT LEVELS OF THIS ACTIVITY PACK AND WHAT THEY COVER

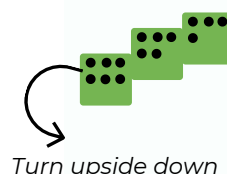
| | |
|----------------|---|
| Level 1 | 1 to 1 correspondence, exact matching & sorting Age: From 4 years |
| Level 2 | Practising ordering of dots from 3 to 6 Age: From 4 and a half years |
| Level 3 | Listening, following instructions & auditory memory Age: From 5 and a half years |

ACTIVITY 4B

ONE TO ONE CORRESPONDENCE, EXACT MATCHING & SORTING OF 2D QUANTITY CARDS WITH 3 TO 6 DOTS



16 Answer cards
(placed by the child)



LEVEL 1: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

STEP 1 – One to one correspondence and the counting of dots and objects from 3 - 6.

1.1.1 Place the Question card with three dots in the margin above the first column. Ask one of the children to put a counter on each dot and to count while doing so. 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

1.1.2 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).

1.1.3 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. The child may have to count them every time at first and that is fine. Remove all the cards

1.1.4 Give the child the 4 Question cards and ask her to put them in order from 3 dots to 6 dots in the margin above the columns. Continue as for 1.1.3..

STEP 2

1.2.1 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 left hand side margin of the board.

1.2.2 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. She must tell you how many dots there are on the card each time. It is fine if she still needs to count them, but encourage him/her to tell you without counting. Repeat if necessary.

STEP 3 – SORTING/GROUPING

1.3.1 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. If the child has any difficulty, put a Question card in each corner to help her. Then repeat without the clue.

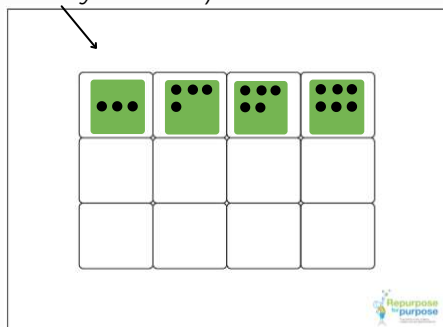
LEVEL 2

AGE FROM 4 1/2

ACTIVITY 4B

PRACTISING ORDERING OF DOTS FROM 3 TO 6

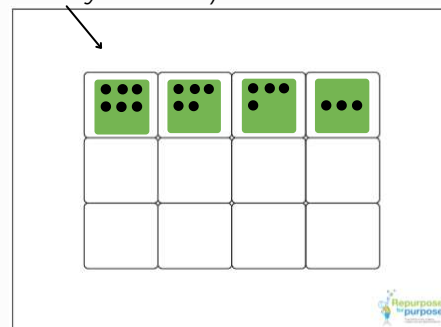
Answer cards
(placed by the child)



4 Answer cards
(placed by the child)



Answer cards
(placed by the child)



LEVEL 2: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

STEP 1

2.1.1 Give one of the children 4 Answer cards with 3 – 6 dots. Ask him/her to put them in the correct order from 3 – 6. Repeat least once more.

2.1.2 With the 4 cards on the board in order from 3 – 6 dots, ask the child to close 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 her and ask her to put it in the correct place. Repeat a few times removing a different card each time. Ask the child to do the same for you. Make it fun!! Always end the activity with success.

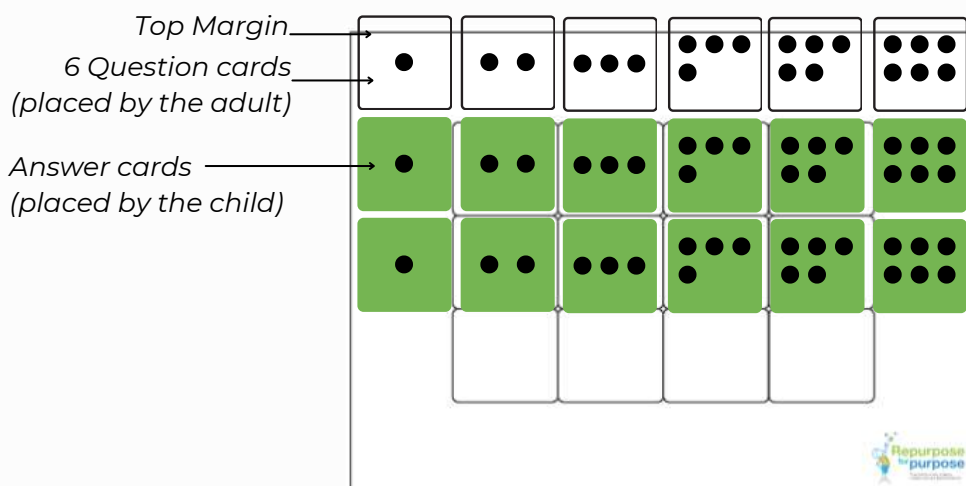
STEP 2 – from 5years

2.2.1 Give one of the children 4 Answer cards with 3 – 6 dots. Ask him/her to put them in the correct order from 6 down to 3. Repeat a few times. Alternate asking the child to order the cards from 3 up to 6 dots and then from 6 down to 3 dots. Later on, ask the child to put the cards in the correct order from least to most and then from most to least.

2.2.2 Repeat 2.1.2 but with the cards in order from 6 – 3 dots.

ACTIVITY 4B

PRACTISING ORDERING OF DOTS FROM 3 TO 6



12 Answer cards
(placed by the child)



STEP 3 – from 5 years

2.3.1 Remove the Question cards with one dot and two dots from Activity 4A and 4 each of the Answer cards with 1 & 2 dots. Take out the 4B Question cards from 3 – 6 dots, and one set of 4B Answer cards from 3 – 6 dots. You now have a set of Question cards from 1 – 6 dots and a set of Answer cards from 1 – 6 dots. The additional cards with 1 & 2 dots will be given to one of the children.

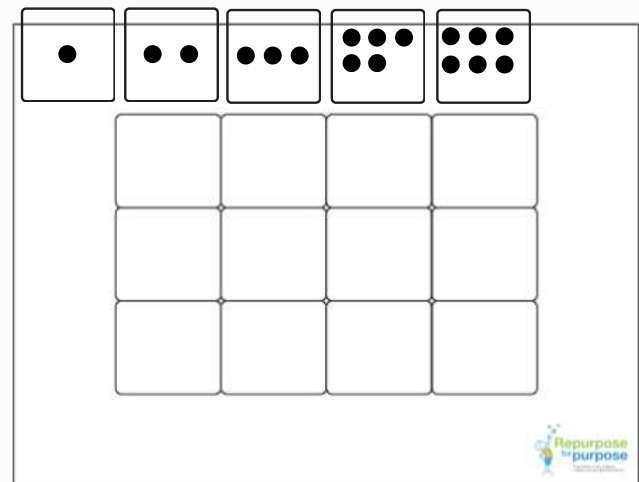
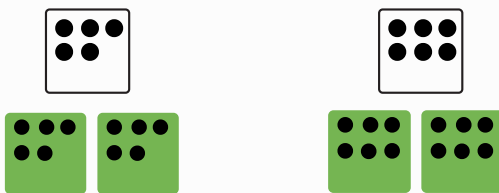
2.3.2 Ask one of the children to take out 2 each of the Answer cards with 3 – 6 dots from the cards the child has just been using and give him/her the extra Answer cards from 4A (2 x 1 & 2 dots). The child now has 2 full sets of Answer cards from 1 – 6 dots.

2.3.3 Put the Question cards from 1 – 6 dots along the top margin of the board – the Question card with one dot will be above the left margin and Question card with 6 dots will be above the right margin.

2.3.4 Give the child 2 each of the Answer cards with 1 & 2 dots and ask him/her to mix all the cards together and to turn them upside down. The child then places the cards one by one below the matching Question card, saying how many dots are on each card.

ACTIVITY 4B

PRACTISING ORDERING OF DOTS FROM 3 TO 6



LEVEL 2: STEPS (CONTINUED)

STEP 4 – from 5 years

2.4.1 Turn the board upside down. One of the children takes the Question and Answer cards used in 2.3.4 mixes them up. Ask him/her to put all the ones that are the same together. Ask the child to 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 her. Then repeat without the clue.

STEP 5 – from 5 years

2.5.1 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. Repeat a few times removing a different card each time. Ask the child to do the same for you. Make it fun!! Always end the activity with success.

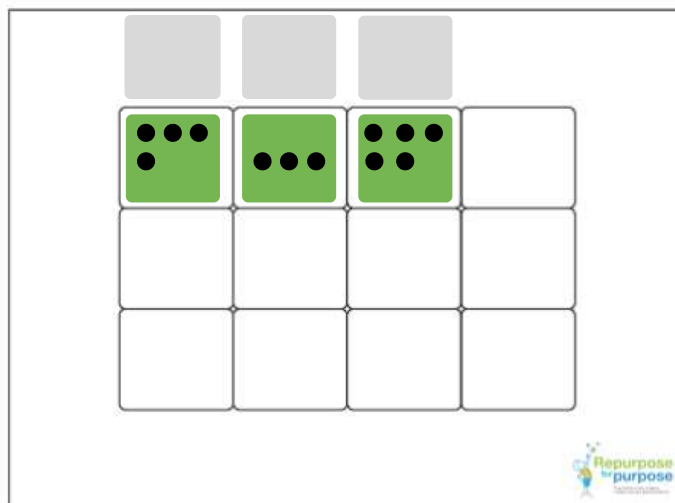
2.5.2 Repeat removing 2 cards at a time. The child must tell you which 2 are missing and must put them back in their correct places. Always end the activity with success.

LEVEL 3

AGE FROM 5 ½

ACTIVITY 4B

LISTENING, FOLLOWING INSTRUCTIONS AND AUDITORY MEMORY



LEVEL 3: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

STEP 1 You and one of the children have 2 each of the dot Answer cards from 1 – 6 dots.

3.1.1 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 – always from the child's left to right. 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 she remembered correctly.

3.1.2 If he/she wasn't successful, try a few more with 3 cards only. Otherwise give more instructions using 4 cards and then 5 cards. E.g. two, one, three, six; five, one, four, five, three etc. Always end the activity with success.

3.1.3 Let the child name cards for you to remember using the same process as in 3.1.1. 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.

Make it fun!

Collect all the cards from 4A (10 cards) and put them back into the 4A set of cards.

ACTIVITY 4: CONCEPT OF QUANTITY

ACTIVITY 4C

MORE ADVANCED DEVELOPMENT OF CONCEPT
QUANTITY FROM 1 TO 4 - LEADING TO NUMBER
CONCEPT

ELDAs covered

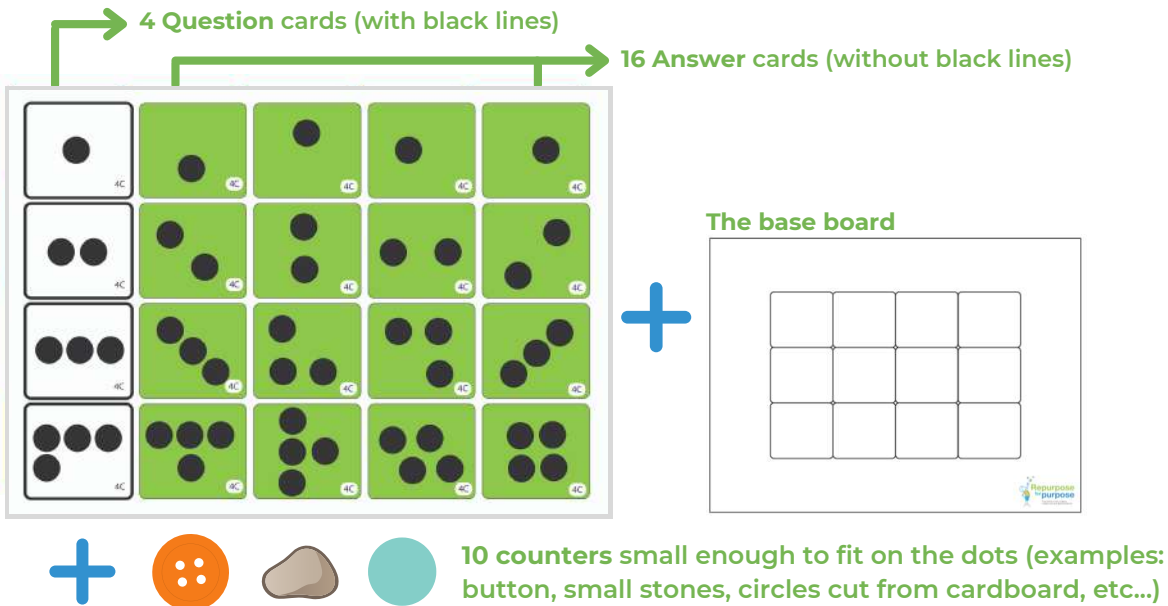
- 3 - Babies, Toddlers and Young Children Communicate
- 4 - Babies, Toddlers and Young Children's early mathematics
- 5 - Babies, Toddlers and Young Children are Creative Problem Solvers
- 6 - Babies, Toddlers and Young Children's knowledge and understanding of the world

INTRODUCTION TO ACTIVITY PACK 4C

MORE ADVANCED DEVELOPMENT OF CONCEPT QUANTITY

FROM 1 TO 4 - LEADING TO NUMBER CONCEPT

WHAT THIS ACTIVITY PACK LOOKS LIKE



THE GOAL OF THIS ACTIVITY PACK

To develop the child's concept of quantity leading to Number Concepts

- The pattern of quantities 1 - 4 are different so constancy matching is practiced here.
- Constancy refers to the fact that something is the same (based on specific characteristics) and has the same name, even though it doesn't look exactly the same.
- Using concrete counters will help the child to understand that the patterns of dots have the same quantity even though they don't look the same.

SOME OF THE WORDS THAT THE CHILDREN WILL LEARN

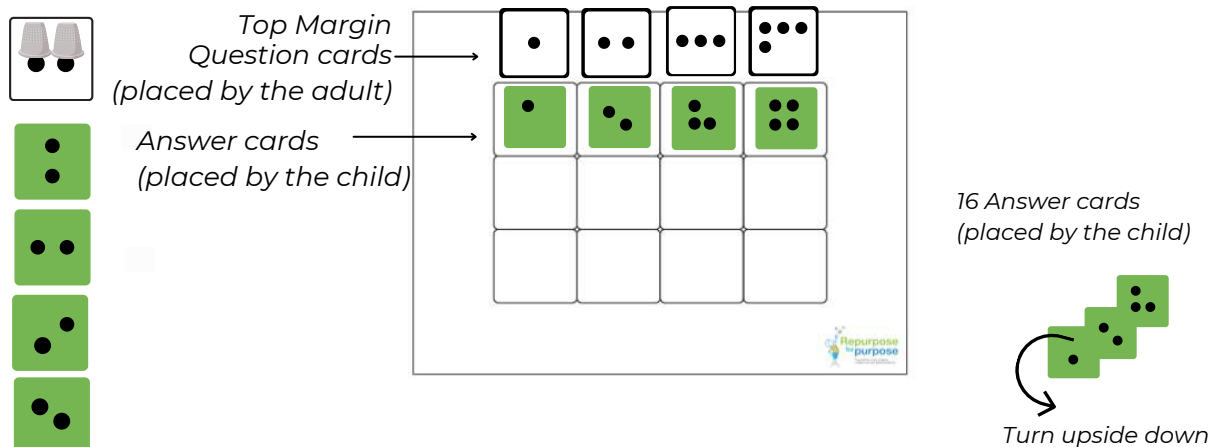
one, two, three, four, the same, not exactly the same, not the same pattern, different, above, below, top, bottom, margin, board, next, next to, first, row, miss/skip a row, block, one by one, together, one at a time, right place, all of them, the rest of them, mix them up, copy, along, across, in any order, in another/different order, pattern, corner, upside down, how many are there, count them, on top of, put it onto, check, make sure, put them in order from 1–4 (or from the least to the most or from the most to the least), missing, makes three (or adds up to three or equals three)

THE DIFFERENT LEVELS OF THIS ACTIVITY PACK AND WHAT THEY COVER

| | |
|---------|---|
| Level 1 | 1 to 1 correspondence, exact matching & sorting Age: From 4 and a half years |
| Level 2 | Practising ordering of dots from 1 to 4 Age: From 5 years |
| Level 3 | Listening, following instructions & auditory memory Age: From 5 and a half years |
| Level 4 | Combinations (addition) Age: From 5 and a half years |

ACTIVITY 4C

ONE TO ONE CORRESPONDENCE, CONSTANCY MATCHING & SORTING OF 2D QUANTITY CARDS WITH 1 TO 4 DOTS



LEVEL 1: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

STEP 1 – One to one correspondence and the counting of dots and objects from 1 - 4.

1.1.1 Put the Question card with two dots in the margin above the first column. Give one of the children the Answer cards with 2 dots and ask her to put them in the column below the Question card. Give him/her two counters, ask her to put them on the dots on the Question card and to tell you how many there are. She must use the same counters to check that the quantity is the same for the 4 Answer cards.

1.1.2 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.

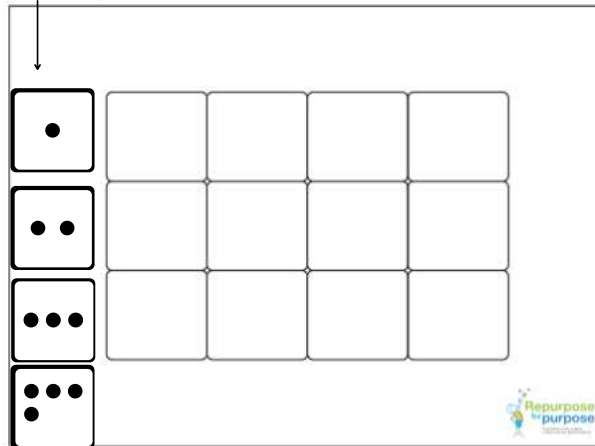
1.1.3 Help the child to turn the remaining Answer cards upside down and ask him/her to put them in the correct blocks one by one. The child must check that he/she is correct by using the counters on the Question card and then telling you how many dots there are. The child must put the counters back on the Question card. Repeat until then child easily places the cards correctly (she might do this the first time). Remove all the cards.

1.1.4 Give the child the 4 Question cards and ask him/her to put them in order from 1 dot to 4 dots in the margin above the columns. 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. Repeat, if necessary.

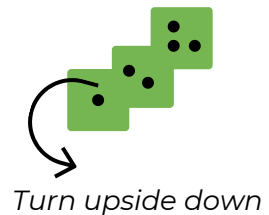
ACTIVITY 4C

ONE TO ONE CORRESPONDENCE, CONSTANCY MATCHING & SORTING OF 2D QUANTITY CARDS WITH 1 TO 4 DOTS

Question cards
(placed by the child)



16 Answer cards
(placed by the child)



Turn upside down

STEP 2

1.2.1 Remove all the cards. Give one of the children the 4 Question cards and ask him/her to put them in order from 1 dot at the first row to 4 dots at the bottom row in the left hand side margin of the board.

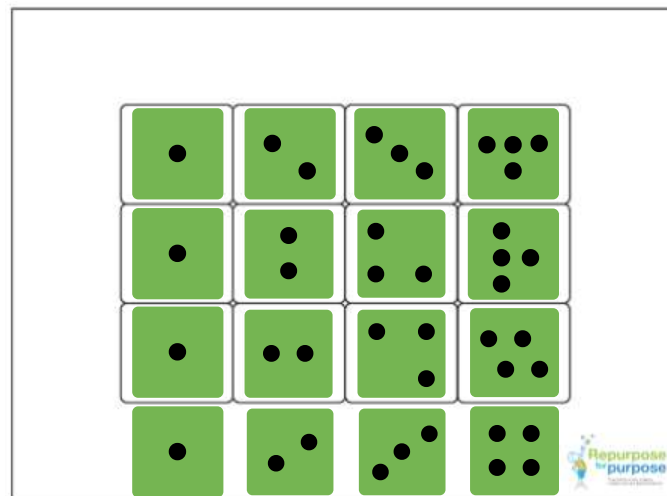
1.2.2 Help the child to turn all the Answer cards upside down and mix them up. Ask him/her to pick up one card at a time and to put it in right block – this will be across the rows. The child must tell you how many dots there are on the card each time. It is fine if she/he still needs to count them, but without using the counters. Encourage her to tell you without counting. Repeat if necessary.

STEP 3 – sorting/grouping

1.3.1 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 4C

PRACTISING ORDERING OF DOTS FROM 1 TO 4



16 Answer cards
(placed by the child)



LEVEL 2: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

STEP 1

2.1.1 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. She 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 her to count the dots.

2.1.2 Repeat 2.1.1, but using the columns rather than the rows. Later ask the child to order the cards from least to most

2.1.3 Repeat 2.1.1 but ask the child to order the cards from 4 – 1.

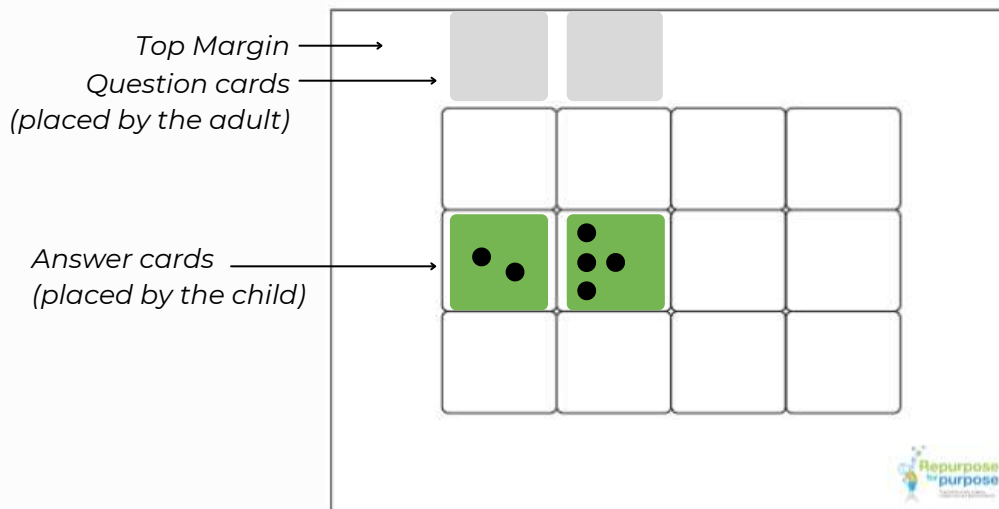
2.1.4 Repeat 2.1.2 but ask the child to order the cards from 4 – 1. Later ask the child to order the cards from most to least.

LEVEL 3

AGE FROM 5 ½

ACTIVITY 4C

LISTENING, FOLLOWING INSTRUCTIONS AND AUDITORY MEMORY



LEVEL 3: STEPS

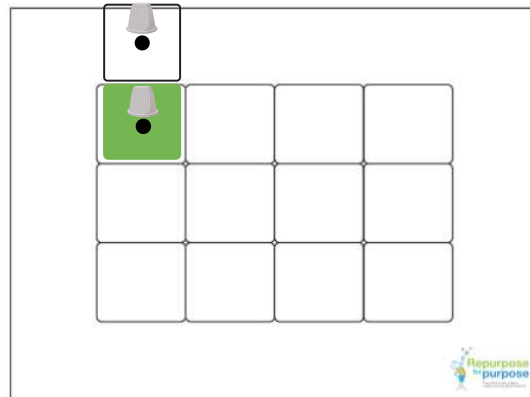
This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

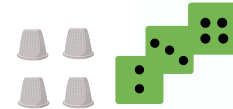
STEP 1: Choose any 2 of the cards without letting the child see them. Name one, place it face down in the top margin above the first column, then name the next one and place it face down – always from the child's left to right. The child puts the cards asked for from left to right in a row on the board. Turn your cards the right way up, and the child sees if he/she remembered correctly.

STEP 2: 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 4C COMBINATIONS (ADDITION)



4 Answer cards
(placed by the child)



LEVEL 4: STEPS

This can be played with 1 child OR with small group of 2-4 children
This game should start with adult help and then given to the children to try themselves

STEP 1 - Working only with the first column on the first and the last row (as shown):

4.1.1 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)

| | | | | | | |
|-----------------------------|---|----|----|----|-----|-----|
| Above column | • | • | •• | •• | ••• | • |
| Next to 1 st row | • | •• | • | •• | • | ••• |

4.1.2 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.

4.1.3 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. Praise him/her and ask him/her to say “1 and/plus 2 is/makes/equals 3” (or whatever quantity cards are being used). If the child has a problem, use counters as explained previously in Activity 4A 4.1.3.

4.1.4 Repeat with all the combinations as many times as necessary, for as long as the child enjoys the activity. Always end the activity with success.

4.1.5 Optional: Put the Question card with 1 dot above the first column. Turn over one of the Answer Cards and put it face down in the margin next to the first row. Ask the child to put a counter on any dots he/she can see. Then ask him/her to choose a card that goes into the Question block. $1 + 0 = 1$. Praise him/her if she gets it right. Draw a 0 on the back of the overturned card and tell the child it is called nought and stands for nothing. Ask the child to find the other 2 Answer cards. The child should say “1 and/plus nought/nothing makes/equals 1”. Repeat this activity using Question cards 2 – 4 dots with the 0 card in the side margin. Only use the counters if necessary. Then repeat with the 0 card in the top margin and Question cards 1 – 4 dots in the side margin. Make a note somewhere to remind you which Answer card you wrote the nought on. When you start this activity, turn over any card for the blank card. Then use the card with the “0” to explain about “nought and nothing” and use it for the rest of the activity

ACTIVITY 4: CONCEPT OF QUANTITY

ACTIVITY 4D

MORE ADVANCED DEVELOPMENT OF THE CHILD'S
CONCEPT OF QUANTITY FROM THREE TO SIX -
LEADING TO NUMBER CONCEPT

ELDAs covered

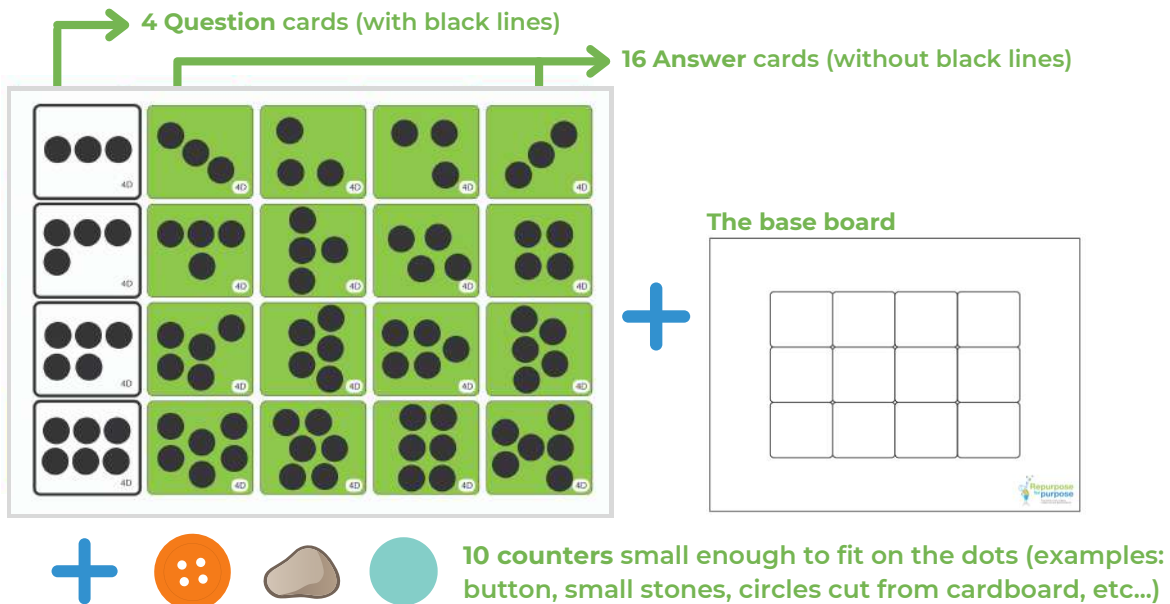
- 3 - Babies, Toddlers and Young Children Communicate
- 4 - Babies, Toddlers and Young Children's early mathematics
- 5 - Babies, Toddlers and Young Children are Creative Problem Solvers
- 6 - Babies, Toddlers and Young Children's knowledge and understanding of the world

INTRODUCTION TO **ACTIVITY PACK 4D**

MORE ADVANCED DEVELOPMENT OF CONCEPT QUANTITY

FROM 3 TO 6 - LEADING TO NUMBER CONCEPT

WHAT THIS ACTIVITY PACK LOOKS LIKE



THE GOAL OF THIS ACTIVITY PACK

To develop the child's concept of quantity leading to Number Concepts

- The pattern of quantities 1 - 4 are different so constancy matching is practiced here.
- Constancy refers to the fact that something is the same (based on specific characteristics) and has the same name, even though it doesn't look exactly the same.
- Using concrete counters will help the child to understand that the patterns of dots have the same quantity even though they don't look the same.

SOME OF THE WORDS THAT THE CHILDREN WILL LEARN

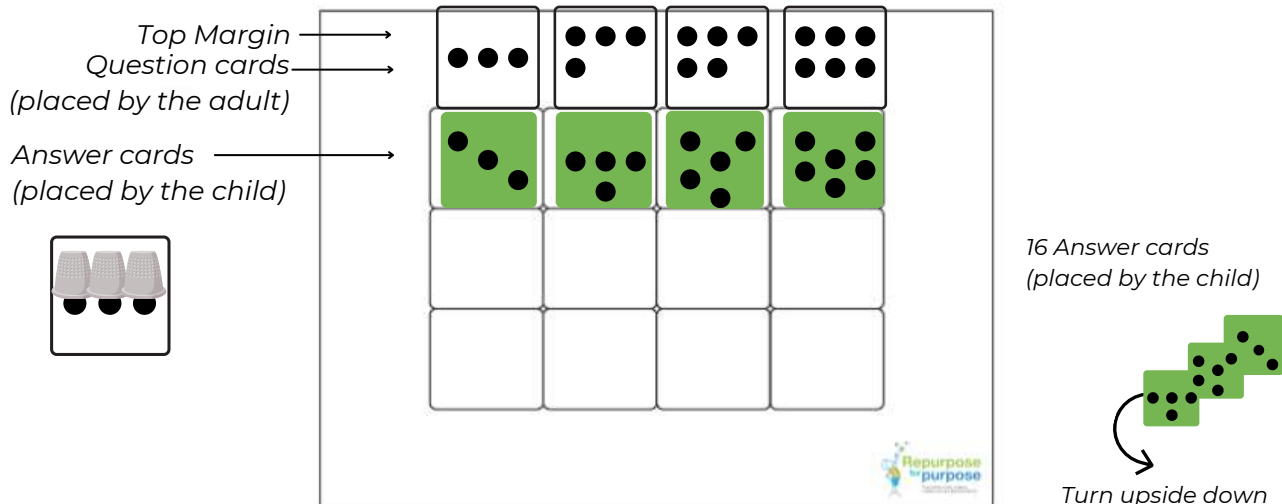
Three, four, five, six, the same, not exactly the same, not the same pattern, different, above, below, top, bottom, margin, board, next, next to, first, row, miss/skip a row, block, one by one, together, one at a time, right place, all of them, the rest of them, mix them up, copy, along, across, in any order, in another/different order, pattern, corner, upside down, how many are there, count them, on top of, put it onto, check, make sure, put them in order from 3 - 6 (or from the least to the most or from the most to the least), missing, makes five (or adds up to five or equals five)

THE DIFFERENT LEVELS OF THIS ACTIVITY PACK AND WHAT THEY COVER

| | |
|----------------|---|
| Level 1 | 1 to 1 correspondence, exact matching & sorting Age: From 5 years |
| Level 2 | Practising ordering of dots from 3 to 6 Age: From 5 and a half years |
| Level 3 | Listening, following instructions & auditory memory Age: From 5 and a half years |

ACTIVITY 4D

ONE TO ONE CORRESPONDENCE, CONSTANCY MATCHING & SORTING OF 2D QUANTITY CARDS WITH 3 TO 6 DOTS



LEVEL 1: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

STEP 1 – One to one correspondence and the counting of dots and objects from 3 – 6.

1.1.1 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.

1.1.2 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. Repeat until then child easily places the cards correctly (the child might do this the first time). Remove all the cards.

1.1.3 Give the child the 4 Question cards and ask him/her to put them in order from 3 dots to 6 dots in the margin above the columns. Help him/her 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. Repeat, if necessary.

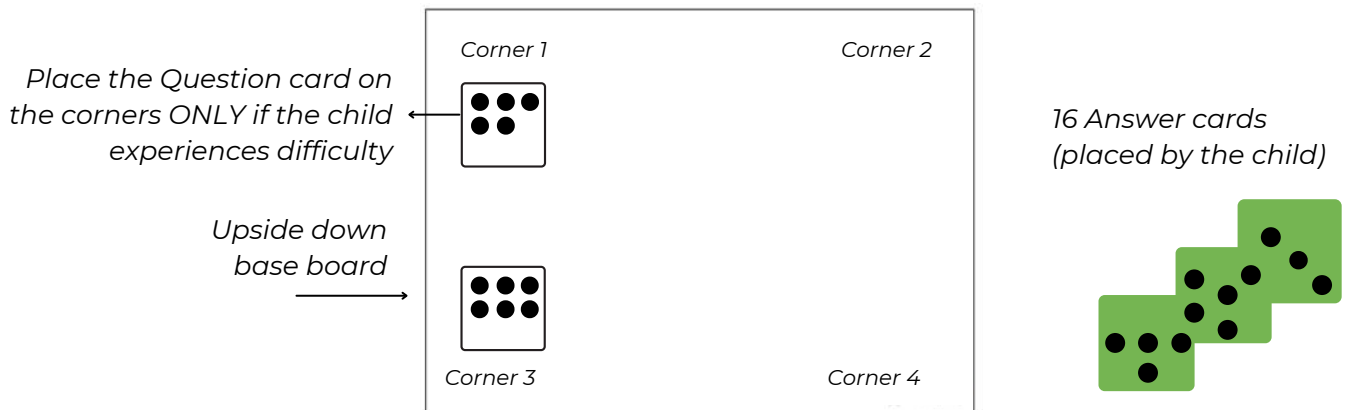
STEP 2

1.2.1 Remove all the cards. Give on 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.

1.2.2 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. The child must tell you how many dots there are on the card each time. It is fine if he/she still needs to count them, but without using the counters. Encourage her to tell you without counting. Repeat if necessary.

ACTIVITY 4D

ONE TO ONE CORRESPONDENCE, CONSTANCY MATCHING & SORTING OF 2D QUANTITY CARDS WITH 3 TO 6 DOTS



STEP 3 – sorting/grouping

1.3.1 Turn the board upside down.

1.3.2 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.

STEP 4 – one to one correspondence with counters of different sizes – constancy

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)

1.4.1 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. If he/she has a problem, let him/her first count onto the card and then onto the surface.

1.4.2 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.

1.4.3 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 1.4.2.

1.4.4 Mix up the Answer cards. The child picks one and has to put out the correct number of counters (mixed this time i.e. either bottle top, stone or original. The child should be able to do this quickly without counting out loud. 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 4D

PRACTISING ORDERING OF DOTS FROM 3 TO 6

LEVEL 2: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

STEP 1

2.1.1 Using the same surface as in 1.4.1, and without using any cards, ask one of the children to pack out bottle tops in the correct order from 3 – 6.

2.1.2 He/she does the same as in 2.1.1 but with the stones.

2.1.3 Repeat 2.1.1 but the child packs the bottle tops out from 6 – 3.

2.1.4 Repeat 2.2.2 but the child packs the stones out from 6 – 3.

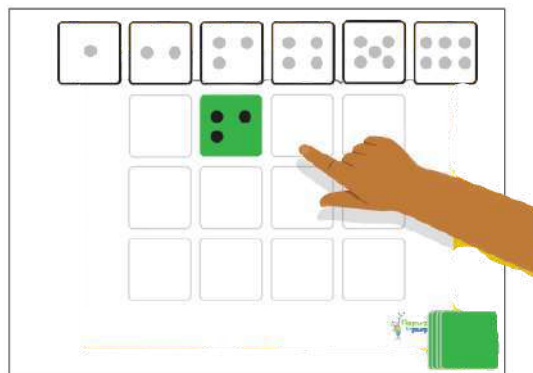
STEP 2

2.2.1 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. He/she starts with the first row and puts all 4 cards down correctly before starting with the next row. If he/she puts down an incorrect card, ask him/her to count the dots. Later ask the child to order the cards from least to most.

2.2.2 Repeat 2.1.1, but using the columns rather than the rows.

2.2.3 Repeat 2.1.1 but ask the child to order the cards from 6 – 3.

2.2.4 Repeat 2.1.2 but ask the child to order the cards from 6 – 3. Later ask the child to order the cards from most to least.



STEP 3

2.3.1 Remove the Question cards with one dot and two dots from Activity 4C and 4 each of the Answer card with 1 & 2 dots. Take out the 4D Question cards from 3 – 6 dots, and one set of 4D Answer cards from 3 – 6 dots. You now have a set of Question cards from 1 – 6 dots and a set of Answer cards from 1 – 6 dots. The additional cards with 1 & 2 dots will be given to the child.

2.3.2 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.

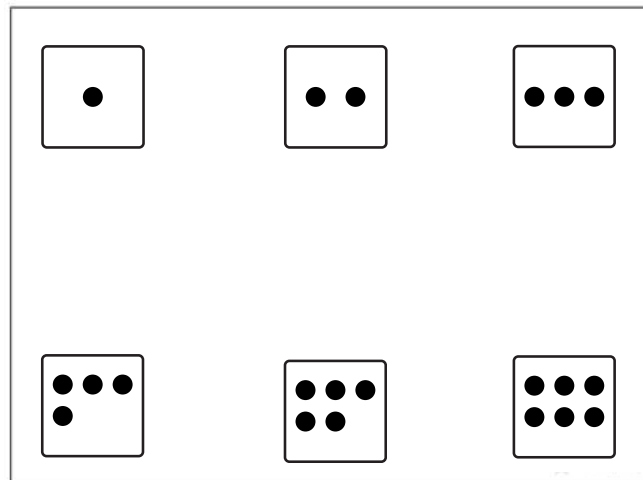
2.3.3 Put the Question cards from 1 – 6 dots along the top margin of the board – the Question card with one dot will be above the left margin and Question card with 6 dots above the right margin.

2.3.4 The child mixes up the 2 sets of Answer cards and turns them upside down. He/she then places the cards one by one below the matching Question card, saying how many dots are on each card.

ACTIVITY 4D

PRACTISING ORDERING OF DOTS FROM 3 TO 6

Upside down
base board



LEVEL 2: STEPS (CONTINUED)

Step 4

2.4.1 Turn the board upside down. One of the children takes the Question and Answer cards used in 2.3.4 mixes them up. 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 6 different places on the board to help him/her. Then repeat without the clue.

Step 5

2.5.1 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 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 the child and ask him/her to put it in the correct place. Repeat a few times removing a different card each time. Ask the child to do the same for you. Make it fun!! Always end the activity with success.

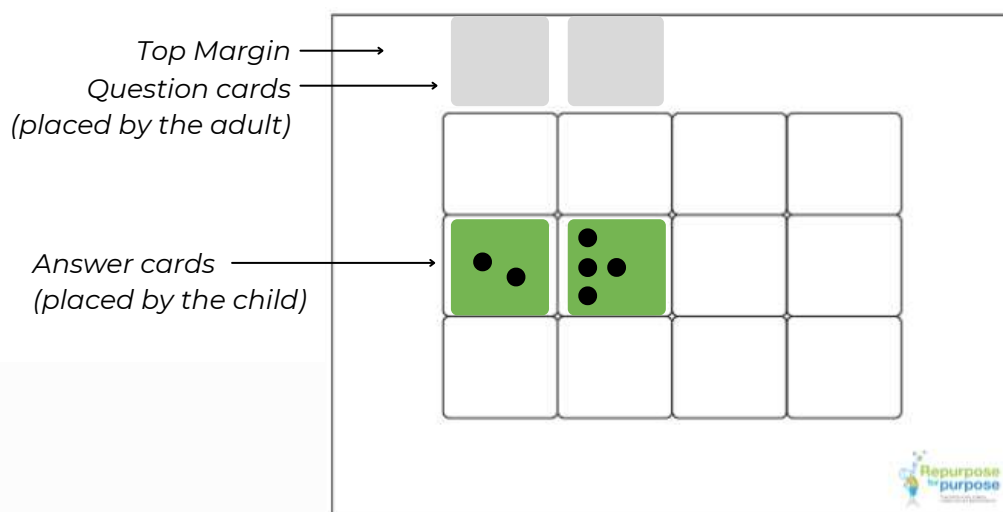
2.5.2 Repeat removing 2 cards at a time. The child must tell you which 2 are missing and must put them back in their correct places. Always end the activity with success.

LEVEL 3

AGE FROM 5 ½

ACTIVITY 4D

LISTENING, FOLLOWING INSTRUCTIONS AND AUDITORY MEMORY



LEVEL 3: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

STEP 1 You have 6 Question cards and 6 Answer cards from 1 – 6 dots. One of the children has 2 sets of Answer cards from 1 – 6 dots, mixed up and turned the right way up.

3.1.1 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. 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 she remembered correctly.

3.1.2 If he/she wasn't successful, try a few more with 2 cards only. Otherwise give more instructions using 3, 4 and 5 cards. E.g. "two, one, three, six" ; "five, one, four, five, three" etc. Always end the activity with success.

Collect all the cards from 4C (10 cards) and put them back into the 4C set of cards



SUPPORT STEPS ACTIVITY 4A

SUPPORT STEPS

Support Step 4A/A

- Help by taking one of the Answer cards and saying “which one is the same as this one?”
- If she points to the matching Question card say “Yes, that’s right. Let’s count them both”. After counting them, ask “so where should we put this card?”
- If she doesn’t put it in the right place, help her.
- If she can’t show you which is the right one, let her count the dots on the Answer card and tell you how many there are. Then hold the card next to each of the Question cards in turn and say “let’s count this one to see if it’s the same” until she identifies the right one. Say “Yes, they both have one dot (or two, or three or four dots), so let’s put this one in the right place”. If she doesn’t put it in the right place, help her.
- If she still doesn’t find the right one, hold up each Question card and the matching Answer card and say “See, these two are the same. They both have one dot (or two, or three or four dots)”. Put the Question card back on the board and say “Put the other one below it like we did before”. If she doesn’t put it in the right place, help her. Repeat these steps until the child becomes more confident, and then go back to 1.1.6.

Stop as soon as the child becomes tired or frustrated. Continue at another time. This activity level might be too difficult for the child. Make a note of it in the child’s record file and try again in a few weeks.

Support Step 4A/B

- Show the child that there is a Question card with two dots and a Question card with one dot so that is why Answer cards with one dot or two dots don’t belong in that block.
- With the counters on the 2 Question cards, ask the child to count them into the Answer block.
- Ask her to tell you how many there are. Ask her to find an Answer card with the same number of dots and to put it under the counters. Repeat with the same Question cards and with another set until the child understands what to do. Then go back to 4.1.4.

ACTIVITY 5: SIZE CONCEPT

ACTIVITY 5A

DISCRIMINATION OF RELATIVELY SMALL DIFFERENCES
IN OBJECT SIZES AND PAYING ATTENTION TO MORE
THAN ONE CRITERIA (PROBLEM SOLVING)

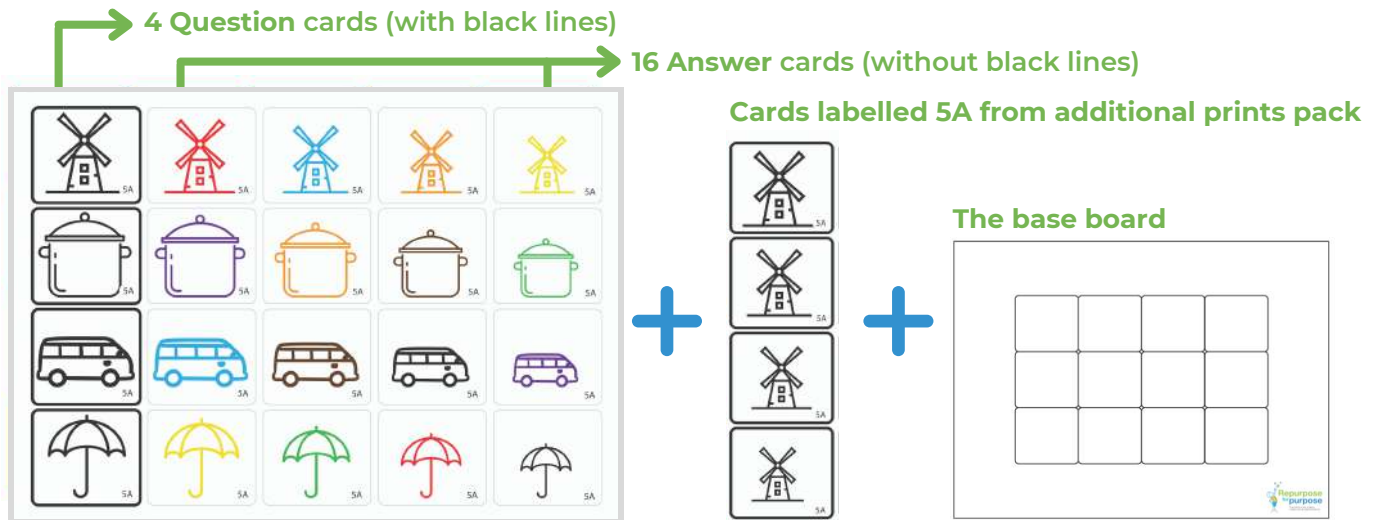
ELDAs covered

- 3 - Babies, Toddlers and Young Children Communicate
- 4 - Babies, Toddlers and Young Children's early mathematics
- 5 - Babies, Toddlers and Young Children are Creative Problem Solvers
- 6 - Babies, Toddlers and Young Children's knowledge and understanding of the world

INTRODUCTION TO **ACTIVITY PACK 5A**

DISCRIMINATION OF SMALL DIFFERENCES IN OBJECT SIZES & PAYING ATTENTION TO MORE THAN ONE CRITERIA

WHAT THIS ACTIVITY PACK LOOKS LIKE



THE GOAL OF THIS ACTIVITY PACK

To practice the child's discrimination of relatively small differences in object sizes and to practice paying attention to more than one criterion (problem solving)

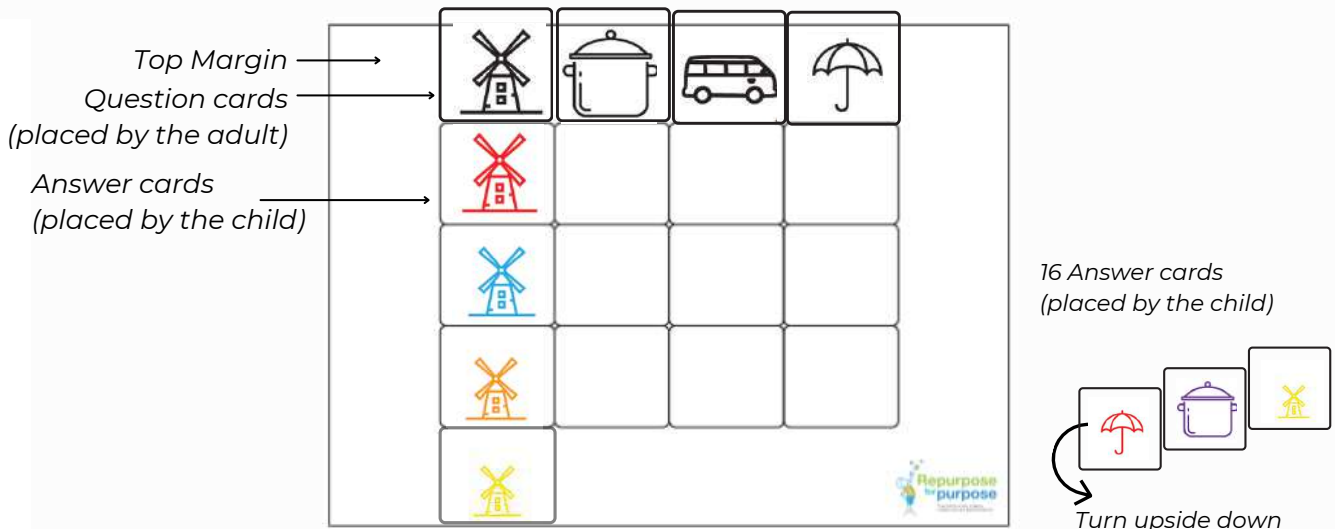
SOME OF THE WORDS THAT THE CHILD/CHILDREN WILL LEARN

Pot, umbrella, windmill, taxi, red, green, yellow, blue, black, purple, brown, orange, the same, different, top, margin, above, below, down, board, next, next to, first, row, column, miss/skip a row, block, one by one, together, right place, along, across, one at a time, all of them, the rest of them, mix them up, in any order, copy, in another/different order, pattern, corner, upside down, biggest smallest, a bit bigger, a bit smaller, not as big as, not as small as, a bit smaller/bigger than, missing

THE DIFFERENT LEVELS OF THIS ACTIVITY PACK AND WHAT THEY COVER

| | |
|----------------|---|
| Level 1 | Constancy matching & sorting of outlines of object shapes Age: From 4 years |
| Level 2 | Constancy matching of different sizes Age: From 5 years |
| Level 3 | Ordering of different sizes Age: From 5 and a half years |
| Level 4 | Matching cards according to 2 criteria: object & size Age: From 5 and a half years |

ACTIVITY 5A CONSTANCY MATCHING AND SORTING OF OUTLINES OF OBJECT SHAPES



LEVEL 1: STEPS

This can be played with 1 child OR with small group of 2-4 children

This game should start with adult help and then given to the children to try themselves

STEP 1 – constancy matching

1.1.1 Ask one of the children to put the 4 object Question cards in any order in the margin above the columns. The child names them as he/she puts them down.

1.1.2 The child turns all the Answer cards upside down and mixes them up. Ask him/her to put them all in the right blocks one by one.

STEP 2

1.2.1 Give one of the children the 4 Question cards and ask him/her to put them in any order in the left side margin, next to the rows.

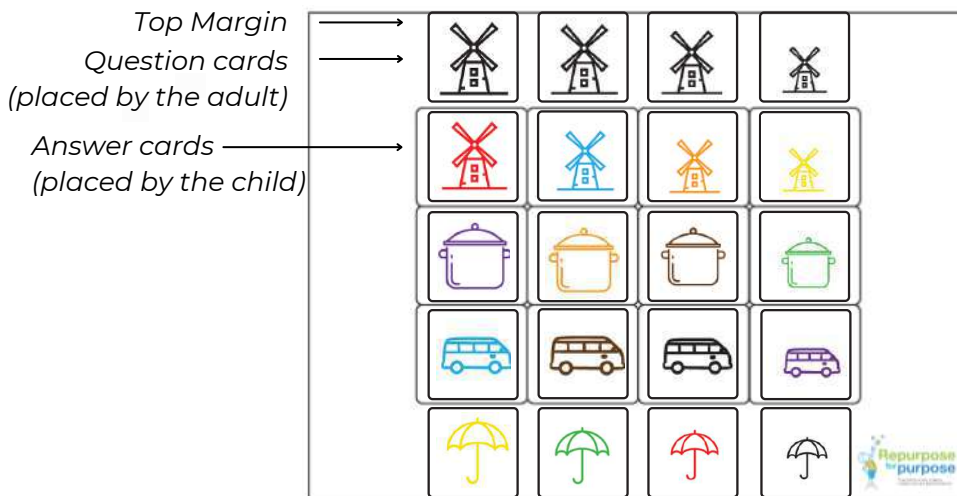
1.2.2 The child turns all the Answer cards upside down and mixes them up. Ask him/her to put them all in the right blocks in the rows one by one.

STEP 3 – constancy sorting/grouping

1.3.1 Turn the board upside down. One of the children mixes up all the Question and Answer cards. Ask him/her to put all the objects that are the same together.

1.3.2 Ask one of the children to mix all the cards up again. He/she must put all the cards that are the same colour together i.e. black question cards (8), red (3), blue (2), purple (2), orange (3), brown (2), yellow (2), green (2)

ACTIVITY 5A CONSTANCY MATCHING OF DIFFERENT SIZES



LEVEL 2: STEPS

This can be played with 1 child OR with small group of 2-4 children
This game should start with adult help and then given to the children to try themselves

STEP 1

2.1.1 Put the 4 Windmill outline Question cards in the margin above the columns and explain that you are putting them from the biggest windmill to the smallest windmill. Ask one of the children to show you the biggest windmill and then the smallest windmill. Give the child 8 Answer cards – the biggest and smallest of the 4 object sets – windmill, pot, umbrella and taxi. Ask the child to put the biggest and smallest objects in the correct blocks.

Ask her to say “this is the biggest pot, this is the smallest umbrella” etc. for all the cards.

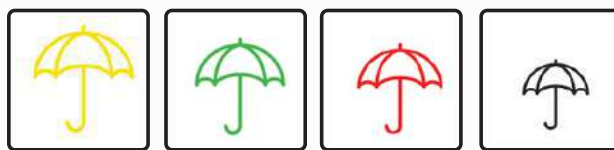
2.1.2 Give the child the remaining Answer cards and ask him/her to put them in the correct blocks. You can talk about the objects as being a bit bigger than the smallest pot (or whatever object it is) card, or a bit smaller than the biggest pot (or whatever object it is) card. You can also say “it’s not as big as or as small as”. Another way to describe the sizes is to say ; this pot is the biggest, this one is not as big; this one is a bit smaller, this one is the smallest.

2.1.3 Ask the child to put the 4 Windmill outline Question cards in the correct order in the margin above the columns. He/she mixes up all the Answer cards and places them in the correct blocks one by one.

2.1.4 Ask the child to put the 4 Windmill outline Question cards in the correct order in the left margin next to the rows. He/she mixes up all the Answer cards and places them in the correct blocks one by one.

ACTIVITY 5A

ORDERING OF DIFFERENT SIZES



LEVEL 3: STEPS

This can be played with 1 child OR with small group of 2-4 children
This game should start with adult help and then given to the children to try themselves

STEP 1

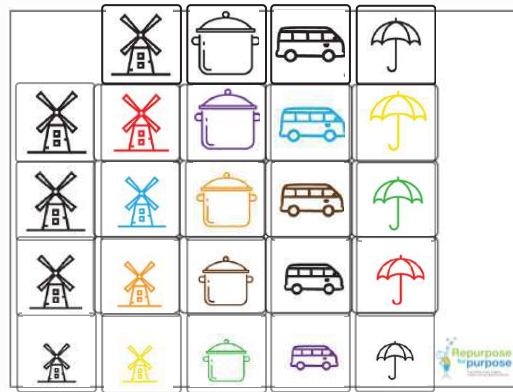
3.1.1 Turn the board upside down. One of the children mixes up all the Answer cards. Ask him/her to put all the objects that are the same together.

3.1.2 Ask him/her to take each set of object cards one by one and to order them from the biggest to the smallest.

3.1.3 Ask the child to mix them all up, sort them into their object groups, and then order each group of object cards from the smallest to the biggest.

ACTIVITY 5A

MATCHING CARDS ACCORDING TO 2 CRITERIA – OBJECT AND SIZE



LEVEL 4: STEPS

This can be played with 1 child OR with small group of 2-4 children
This game should start with adult help and then given to the children to try themselves

STEP 1

4.1.1 Ask one of the children to put the 4 object Question cards in the margin above the columns. Ask her to put the 4 Windmill size Question cards in the correct order from biggest to smallest in the left hand margin, next to the rows

4.1.2 The child mixes up all the Answer cards and turns them upside down. He/she picks up one at a time and puts the card in the correct block e.g. pot: biggest – the card goes in the row that has the biggest windmill and in the pot column. If the child has difficulty, go to Support Step 5A/A.

4.1.3 Ask the child to put the 4 Windmill size Question cards in the correct order from biggest to smallest in the margin above the columns. Ask him/her to put 4 object Question cards in the left hand margin, next to the rows. The child mixes up all the Answer cards and turns them upside down. He/she picks up one at a time and puts the card in the correct block.

4.1.4 Repeat activities 4.1.1, 4.1.2 and 4.1.3 asking the child to order the windmill Question cards from smallest to biggest. Leave the cards in their blocks.

STEP 2 – Comprehension, describing and auditory memory

Put the cards back on the board after every question.

4.2.1 Take the Question cards away, leaving the Answer cards in their blocks. Ask the child to give you the “smallest umbrella”, the “biggest pot”, etc. Then ask for “the taxi that is just bigger than the smallest one”, “the windmill that is a bit smaller than the biggest one” etc.

4.2.2 Point to one of the cards and ask the child to tell you about it e.g. it’s the biggest umbrella and it’s yellow. Do the same with a few more cards.

4.2.3 Ask for any card “that IS a pot and is NOT the biggest”; a card “that is NOT the smallest and IS an umbrella”etc.

4.2.4 Ask for a card “that is yellow but is NOT an umbrella”; a card “that is blue but is NOT a windmill” etc. Ask the child for “a card that is NOT a pot, an umbrella or a windmill and IS small” (small taxi); a card that is not a taxi, an umbrella or a pot and is big” (big windmill) Repeat a few times with 3 different objects to exclude and either small or big.

Always end the activity with success

LET'S HAVE MORE FUN!

ACTIVITY PACK 5A

***FOR CHILDREN FROM 5 YEARS OLD**

ACTIVITY 5A

ADDITIONAL ACTIVITIES FOR CHILDREN FROM 5 YEARS AND OLDER

STEP 1 COPYING INVOLVING VISUAL ANALYSIS, SEQUENCE AND SOME VISUAL MEMORY

1 - Copying involving visual analysis, sequence and some visual memory – from 5 years

AA/1.1 Choose 2 each of the 4 Answer cards. Put any 2 of them in the top margin above the first 2 columns. Give the child 8 Answer cards – two each of the 4 objects. Ask him/her to copy the pattern you made. The child must skip a row and put him/her cards in the 2nd row on the board. If she wasn't successful, try a few more with 2 cards only.

AA/1.2 Put any 3, 4 or 5 Answer cards in the top margin. Ask the child to copy the pattern you made using her 8 cards. He/she must skip a row and put her cards in the 2nd row on the board. Repeat, varying the order of the object cards e.g. "pot, taxi"; umbrella, windmill, umbrella, pot etc. Always end the activity with success.

AA/1.3 Make it a fun activity. Ask the child to make a pattern for you to copy. He/she must work from left to right and you must copy from the child's left to right. When the child manages to copy patterns easily, move to Step 2

STEP 2 VISUAL MEMORY THROUGH COPYING

AA/2 – Visual Memory through copying – from 5 years, Using the same cards as for Step 1:

AA/2.1 Put any 2 Answer cards in the top margin above the first 2 columns. The child looks at the pattern and then you cover it with a sheet of paper. Ask him/her to copy the pattern you made. When the child has finished, remove the paper and let her check if he/she got it right! If the child wasn't successful, try a few more with 2 cards only.

AA/2.2 Repeat using 3/4/5 cards. You must work from the child's left to her right. Always end the activity with success.

AA/2.3 Ask the child to make a pattern for you to remember. He/she must work from left to right and you must copy from the child's left to right. Make it fun!

ACTIVITY 5A

ADDITIONAL ACTIVITIES FOR CHILDREN FROM 5 YEARS AND OLDER

STEP 3 VISUAL MEMORY THROUGH IDENTIFYING WHAT'S MISSING

STEPS

AA/3 – Visual Memory through identifying what's missing

AA/3.1 Put any 4 Answer cards in the top margin above the columns. Ask the child to look at them carefully.

AA/3.2 Hold a sheet of paper in front of the cards and remove one card. Take the paper away and ask the child which picture has gone. When he/she has named it, show the card to see if he/she was right.

AA/3.3 Do the same with 4 – 8 cards. Vary the sequence of the cards. Later, you can remove 2 cards if the child is successful. Always end the activity with success.

AA/3.4 Ask the child to repeat the activity and you have to guess which cards are missing. Make it fun!

STEP 4 AUDITORY MEMORY

STEPS

AA/4: Auditory memory – from 5 years, Put out the smallest and biggest of all 4 object Answer cards randomly on the board.

AA/4.1 Ask the child to pick up for any two cards in the sequence that you ask for – E.g. ask for “the big umbrella and the small pot”. Praise the child when he/she gets it right. Try a few more examples with 2 cards.

AA/4.2 Now ask for 3, then 4, then 5 cards. “Big taxi, small windmill, small pot, big umbrella”; Big windmill, small windmill, big pot, small umbrella, small taxi” etc. Always end the activity with success.

STEP 5 AUDITORY ANALYSIS

STEPS

AA/5: Auditory Analysis – from 5 years, Put out the 4 object Question cards – pot, windmill, taxi, and umbrella.

AA/5.1 Break the words up into syllables and the child must tell you which word you are saying: p – ot; wind – mill, ta – xi; um-bre-lla.

AA/5.2 Say the first sound of the word and the child gives you the correct card: “w”; “u”; “p”; “t” – as you say them and not their names in the alphabet.

AA/5.3 Remove the Question card with taxi”.

Ask the child to guess which card you are clapping: 1 clap – pot; 2 claps – windmill; 3 claps umbrella. Vary the order of the claps.

AA/5.4 Exchange the taxi card for the windmill card. Repeat AA/5.3 varying the order of the claps.