

Basic Foundations

Three to Five — Mathematics

Learning simple concepts in problem solving situations begins with the opportunity for young children to count, sort, compare objects and describe their observations in everyday life.



Computation

Young children are learning when they —

- * Count on their fingers—this allows the child to physically see the number 3.
- * Communicate that a snack is split in “half” - being able to see the difference between a whole snack and one that has been divided.
- * Describe addition situations for numbers less than five—make a collection of items larger by adding items when asked.
- * Describe subtraction situations for numbers less than five—make a collection of items smaller by taking away items when asked.



Adults are being supportive when they —

- * Provide a variety of materials that may be used for adding and subtracting—simple everyday items and toys work great, remembering a child’s developmental stage for safety.
- * Ask the child to pass out utensils, napkins and cups for snack/meal time—allowing them to count out the correct amount needed for everyone.
- * Provide planned opportunities for the child to predict “number of” in naturally occurring activities—planting seeds and guessing how many days before they sprout.
- * Provide a variety of objects that work together in a 1:1 relationship—markers to caps, cars to garages, containers with lids.



Websites for Fun and Ideas—

www.tlsbooks.com

www.akidsheart.com

www.kidszone.ws

www.shirleys-preschool-activities.com

www.kinderplans.com

Based on the
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