

Basic Foundations

Three to Five — Mathematics

Mathematics is a developmental process that follows a sequence of awareness, exploration, creating and gaining meaning. (Copley, J.V., 2000)

Number Sense



Young children are learning when they —

- * Count objects up to three—making sure they only count each object once.
- * Give the amount of objects asked for—they know the difference between “some,” “the rest,” and “all.”
- * Imitate counting behavior using the names of large numbers—even though they don’t have one hundred blocks, they like the way it sounds.
- * Match written numbers with the correct amount—working with groups of similar items with up to 5 in a group.



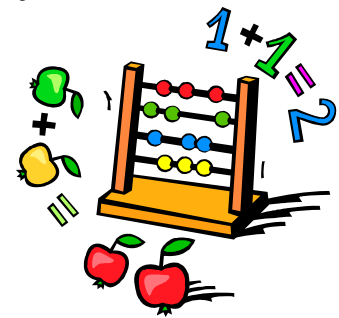
Adults are being supportive when they —

- * Count real things to help the child use personal experiences with objects to better understand numbers—counting the blocks that you are putting up before bed each evening.
- * Use number words and numerals, including zero, in everyday activities—count the number of stop lights between home and the store.
- * Help the child understand concepts in numbers—explain differences like more, less, bigger, smaller, first and last.
- * Provide opportunities for the child to count and share things—let them help count the cookies before they give one to each family member.

Websites for Fun and Ideas— www.funlessonplans.com

www.preksmarties.com

www.under5s.co.uk



Based on the
FOUNDATIONS to the Indiana Academic Standards
for Young Children from Birth to Age 5
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Adapted by
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