

Numeracy

Numeral to Quantity

- Set out two groups of objects, with different amounts in each group. Write a number (on a piece of paper, in the dirt, in the sand, etc.) that matches one of the groups of objects. Parent/guardian says, "this is the number __, which group has ___?" Your child points to the correct group of objects.
*Repeat the above activity with other numbers, 1–5. After practicing with 1-5 move on to numbers 6-10.

Example: Parent/guardian sets out a group of 5 objects and a group of 3 objects and then writes the number 3. The parent/guardian says, "this is the number 3, which group has 3?" The child points to the group of 3 objects.

Sense of Quantity

- Have your child count out a set of objects. Then have them find the matching number. For example, your child counts out three spoons. Then they point to or touch the number 3 that they find around them (on a license plate, the microwave, a phone, a clock etc.). Repeat the activity with other amounts of objects 1 – 10.
- You and your child both hide a number of fingers behind your backs. On the count of three, parent and child bring their fingers forward and compare. Ask your child who has more? Who has less? You can also compare two groups of objects with your child. For example, I see 4 forks and 1 spoon. Which has more, forks or spoons?
- Count with your child (in the car while driving, while standing in line, while taking a bath, etc.)
- Take turns counting every other number with your child. For example: parent says one, child says two, parent says three, and so on.

Counting and Cardinality

- Find up to ten objects. Ask your child to count the objects and tell you how many they counted. Repeat the activity with other amounts of objects (1–10). If your child is successful with up to 10 objects, have them count groups of objects beyond 10. For example, you can have the child count the number of socks in the laundry, the number of silverware, the number of walks outside.

Shape Creation

- Parent draws a shape (on paper, in the dirt, in the sand, etc.). Child draws the same shape. Repeat for other basic shapes.

Numeral Recognition

- Ask your child to find a number 0 – 10. The child looks for the number (on the television, phone, microwave, remote, clock, etc.) and points to/touches and says the number.