

Data Management & Probability

On a sheet of blank paper, create 2 columns by drawing a vertical line down the middle.

Choose two clothing items, such as socks and pants from the laundry basket. Draw a picture of one of the objects at the top of each column.

Under the correct picture on the chart, record how many socks and pants your child finds in the laundry basket.

Which did your child find most often? The least often?

Does your child think there will be more socks or pants in the laundry basket next time?

Make a new chart and test his or her theory on another day.

Compare both charts. Are there more socks or more pants both times?

Which will there likely be the most of the next time you fold laundry together?

When learning math is also play,
children are bound to say
"Count me in!"



▶ Count Me In!



Ontario Early Years Literacy

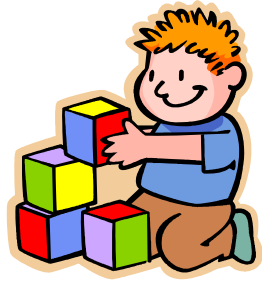
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**Math fun
for little ones**

Ontario Early Years Literacy

Math is part of every child's world



From toddlers to school age, parents can help their children build the math skills they need to:

- Understand quantity
- Recognize numbers
- Learn number order
- Create patterns
- Estimate
- Record information (data management)
- Understand probability

Math concepts that may seem complex are learned through play.

Understanding Quantity

Collect and group objects that are the same into quantities of 1 through 5 (e.g. one apple, 2 uncooked macaroni, 3 cotton balls, 4 pencils, 5 pennies.)

With eyes closed or blind-folded, have your child feel how many objects there are in each grouping and say the quantity aloud.

Recognizing Numbers

On separate pieces of paper, write 1 to 5, one number per card.

Can your child correctly match grouped objects to numbers on the cards?

Number Order

Can your child organize grouped objects from smallest to largest quantities?

1 object, 2 objects, 3 objects...

Can your child also sequence number cards?

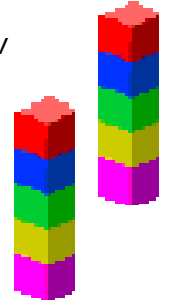


Patterning

Create patterns with household objects (e.g. 1 cotton ball, 3 pennies; 1 cotton ball, 3 pennies; 1 cotton ball, etc.)

Can your child follow the pattern?

Can your child create a pattern for you to follow?



Estimation

Pour uncooked macaroni pieces into a small container.

By looking at one piece of macaroni, ask your child to estimate how many macaroni pieces are in the container?

Estimation is not an exact number.

Write numbers 1 to 20 in a single line across a piece of paper for your child to see.

Estimate by picking out a range of 3 numbers on the number line.

Count the objects.

Was the estimate close?

