

Early Learning Matters

Workshop for Age 3

**Theme: Exploring Numbers, Patterns
and Shapes**



Essential Questions:

- How can caregivers help their child learn about numbers, patterns and early math skills?
- How can caregivers help expand their child's vocabulary?

Objectives:

- Caregivers will become actively engaged in their children's learning
- Caregivers will understand the importance of early math skills for their children
- Caregivers will understand the importance of increasing their child's vocabulary

Outcomes:

- Caregivers will interact with their children with several early math activities
- Caregivers will help their children count.
- Caregivers will help their child identify and name shapes and colors.
- Caregivers will help their child learn to take turns.
- Caregivers will help their child learn a nursery rhyme song.
- Caregivers will help their child identify and count items in the natural world.

Materials Needed:

Section 1 – Time with caregivers

- Brain Video – 10 Things Every Child Needs, #9 Music

Section 2 – Guided Practice with Caregivers and Children

Activity 1 – Egg Carton Math

- Recycled egg cartons
- Farm beads (or other counters such as chips, dry beans, etc.)

Activity 2 – Shape-O game

- Printed Shape-O spinner & 3 pages of Shape-O Cards
- Game markers (counting chips or other markers such as dry beans)

Activity 3 – Nature Math

- Recycled cardboard from inside of cereal boxes

Section 3 – Review with Caregivers, Evaluation with Caregivers, Closing

- Evaluation sheet

Take Home:

- Egg carton and farm beads or other counters
- Shape-O game cards and game markers
- Example of Nature Math tally sheet
- Book
- Old McDonald sheet

Words to extend child’s vocabulary		
Activity 1 <ul style="list-style-type: none">• Animal Names	Activity 2 <ul style="list-style-type: none">• Shape Name	Activity 3 <ul style="list-style-type: none">• Names of trees, flowers and animals

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**Workshops Steps & Procedure:**

**Section 1 – Time with caregivers**

- Brain Video – 10 Things Every Child Needs, #9 Music
  - Importance of reading to / with children (talked about at each workshop)
  - Activity introduction
    - ✦ Discussion
    - ✦ Model the three activities (see Section 2 for details)
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## **Section 2 – Guided Practice with Caregivers and Children**

### *Activity 1 – Egg Carton Math*

#### **MT Guidelines**

- Children apply mathematical skills through counting, sorting, and comparing objects. Children describe their thinking and observations in everyday situations.
- Children learn to identify and describe patterns using mathematical language. They develop the ability to reproduce patterns they see and to create new ones.
- Young children observe, practice, demonstrate, and compare fundamental movements while learning to control their bodies in relation to other individuals and independent objects in their environment.
- Children develop the ability to think and work with numbers easily, to understand their uses, and describe their relationships. Children learn the meaning of numbers in their everyday experiences (e.g., home, early childhood settings, community and nature).

#### **Milestones**

- Counts to 10 consistently
- Understands numbers have meaning
- 1:1 correspondence to #5
- Uses appropriate language to discuss measurement: heavy, full, empty
- Understands concept of more than & less than
- Follows simple 2-step directions
- Focuses on task for at least 5 minutes
- Seeks affirmation, takes pride in accomplishments

#### **Procedure**

**Each caregiver/child will receive an egg carton and zip lock bag of farm beads or other counters. Caregiver and child will count beads or counters and place the correct number of beads into the numbered cups of the egg carton starting with numbers 1 – 5 and increasing to 6-12 as child become proficient with counting. The caregiver and child will also use the farm beads or counters to sort according to attributes (color, shape or animal). Caregiver and child can also make small piles of the farm beads or counters and help their child count to find out if the piles are equal, less than or more than the other pile.**

#### **Literacy Connection**

- *Old McDonald song sheet*

## **Activity 2 – Shape-O Game**

### **MT Guidelines**

- Young children observe, practice, demonstrate, and compare fundamental movements while learning to control their bodies in relation to other individuals and independent objects in their environment.
- Children learn to identify and describe patterns using mathematical language. They develop the ability to reproduce patterns they see and to create new ones.
- Children learn to feel secure as they develop relationships of trust with adults and other children in their expanding world beyond the family. They begin to recognize social cues and become sensitive to others' feelings.
- Children enter into the exchange of information around what is seen, heard and experienced. They begin to acquire the concepts and language that contribute to learning to communicate and, eventually, to read.
- Children learn when they talk out loud. Children use words to help adults and others to understand their needs, ask questions, express feelings and solve problems.
- Children develop the ability to think and work with numbers easily, to understand their uses, and describe their relationships. Children learn the meaning of numbers in their everyday experiences (e.g., home, early childhood settings, community and nature).
- Young children begin to follow rules and set personal boundaries for their behavior, as well as understand why rules are created. When presented with a set of alternatives children are able to make choices for their own lives.

### **Milestones**

- Uses appropriate language to discuss measurement: heavy, full, empty
- Understands concept of more than & less than
- Follows simple 2-step directions
- Focuses on task for at least 5 minutes
- Names complex colors
- Understands concept of more than & less than
- Recognizes rules and pays attention to safety instructions

### **Procedure**

**Caregiver & child receive 12 game cards and zip lock bag of game markers. Caregiver and child will play the Shape-O game together. Each person receives one game board. Players take turn spinning the arrow (made from a paper clip with one end extended and held in place with a brad). When the arrow stops, each person covers the indicated shape with a game marker. The first person to cover a whole row or column wins and the game starts over. During the game caregivers will name and encourage their child to name the shapes and/ or colors.**

### **Activity 3 – Nature Math**

#### **MT Guidelines**

- Children enter into the exchange of information around what is seen, heard and experienced. They begin to acquire the concepts and language that contribute to learning to communicate and, eventually, to read.
- Children learn when they talk out loud. Children use words to help adults and others to understand their needs, ask questions, express feelings and solve problems.
- Children learn to identify and describe patterns using mathematical language. They develop the ability to reproduce patterns they see and to create new ones.
- Children develop the ability to think and work with numbers easily, to understand their uses, and describe their relationships. Children learn the meaning of numbers in their everyday experiences (e.g., home, early childhood settings, community and nature).
- Children will learn to ask questions about the world around them, the first step in the scientific method, based on observations, experiences, and interests.
- As young children explore the environment, they become aware of how people and the earth interact.

#### **Milestones**

- Uses appropriate language to discuss measurement: heavy, full, empty
- Understands concept of more than & less than
- Follows simple 2-step directions
- Focuses on task for at least 5 minutes
- Understands concept of more than & less than
- Begins to understand ordinal numbers: first, second, third
- Counts to 10 consistently
- Understands numbers have meaning
- 1:1 correspondence to #5
- Uses descriptive words
- Uses & understands complete sentences
- Knows plurals

#### **Procedure**

**Caregiver and child will talk about things found in nature during the current season, for example, fall or spring leaves, sticks, ice on puddles. Together the caregiver and child will decide what they want to look for during their time outside. Using recycled cardboard or paper the caregiver and child will make a chart naming (or drawing pictures) the items that they want to look for. As the caregiver and child walk around, they will create tally marks for the number of items on the chart that they see. When they return home, they will discuss what they saw including counting the number of times they saw it. They will discuss the items using terms like equal, more than or less than.**

### **Literacy Connection**

- *Old McDonald had a Farm song sheet*
- *Books about nature*
- *Books about numbers and counting*

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### **Section 3 – Review with Caregivers, Evaluation with Caregivers, Closing**

*Follow up group discussion*

- *What did your child enjoy*
- *What didn't your child enjoy*
- *What else could you do at home to help ....(address essential question)*
  - *Write down all ideas that caregivers share*
  - *If possible print the ideas and copy for each caregiver to take home when they leave*
- *Time for caregivers to fill out the Caregiver Questionnaire about the workshop*
  
- *Make sure caregivers take home items*
  
- *Let caregivers know date of next workshop*