

Early Learning Matters

Workshop for Age 4 to Kindergarten

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



Essential Questions:

- How can caregivers help their child learn about numbers, patterns, shapes 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 use scissors.
- Caregivers will help their child use crayons.
- Caregivers will teach their child the Simon Says Game.
- Caregivers will learn at least one nursery rhyme and help their child learn it.
- Caregivers will help their child create an A/B pattern.
- Caregivers will help their child learn and use positional words.

Materials Needed:

Section 1 – Time with caregivers

- Brain Video – Ready to Learn, chapter 3 – Learning with your preschooler
- Nursery Rhyme sheet

Section 2 – Guided Practice with Caregivers and Children

Activity 1 – Number Puzzles

- Copied number puzzle sheets
- Crayons
- Scissors
- Zip lock bag

Activity 2 – Simon Says Game

- No materials needed

Activity 3 – Counting Chip Math

- Counting chips
- Instruction sheet
- Zip lock bag

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

- Caregiver Evaluation sheet

Take Home: (ex: book, products from activities, activity sheets)

- Number puzzles in zip lock bags
- Crayons
- Scissors
- Counting Book
- Nursery Rhyme Sheet
- Counting Chips and Instruction Sheet

Words to extend child’s vocabulary (no definition needed)		
Activity 1 <ul style="list-style-type: none">• Equal• Less than• More than	Activity 2 <ul style="list-style-type: none">• Gallup• Next to• Near• Between• In front of• Behind• Below	Activity 3 <ul style="list-style-type: none">• Equal• Repeat• Duplicate• More than• Less than• Equal• Pattern• A / B Pattern

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## Workshops Steps & Procedure:

### Section 1 – Time with caregivers

- Video – Ready to Learn, chapter 3 – Learning with your preschooler
- Talk about the importance of reading to / with their children. Show the caregivers the counting book that they will take home at the end of the session.
- 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 –Number Puzzles*

##### *MT Guidelines*

- Mathematics and Numeracy Guideline 1: Numeracy Relationships
  - 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).
- Mathematics and Numeracy Guideline 2: Classification & Comparison
  - Children apply mathematical skills through counting, sorting, and comparing objects. Children describe their thinking and observations in everyday situations.
- Mathematics and Numeracy Guideline 3: Pattern Recognition and Reproduction
  - 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*

- Mathematics & Numeracy:
  - Sorts objects by attributes
  - Understands concept of equal
  - Puts together 10-12 piece puzzle
- Physical Development:
  - Holds pencil properly
- Thinking Skills & Cognitive Development:
  - Stays on task for 5 minutes even with distractions
  - Understands and makes choices
- Emotional Development: Attachment
  - Demonstrates cooperation and team works (putting together puzzles with caregiver and friends)

### ***Procedure***

Each number puzzle will be copied on a different colored card stock. Be sure to copy both the front and back. During the workshop the children, with help from their caregiver, will color several of the number puzzles and cut along the lines on the back of the puzzle. Together the caregiver they will put the puzzle together. Caregiver and child will take home the rest of the puzzles and complete at home. Extended activities. Help children sort the puzzle pieces by color.

***Literacy Connection*** (ex: Book, nursery rhymes, songs, finger plays)

- Nursery Rhyme sheet
  - One potato, two potato
  - Five little monkeys
- Counting Book

### ***Activity 2 – Simon Says***

#### ***MT Guidelines***

- Mathematics and Numeracy Guideline 1: Numeracy Relationships
  - 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).
- Mathematics and Numeracy Guideline 2: Classification & Comparison
  - Children apply mathematical skills through counting, sorting, and comparing objects. Children describe their thinking and observations in everyday situations.
- Mathematics and Numeracy Guideline 3: Pattern Recognition and Reproduction
  - 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).
- Physical Development and Health Guideline 2: Movement Concepts
  - 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.
- Physical Development and Health Guideline 3: Enjoyment of Motor and Sensory Experiences
  - Young children begin to develop movement and sensory vocabulary and use it accurately.
- Social Studies Guideline 2: Roles, Rights, and Responsibilities
  - 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.
- Social Studies Guideline 3: Places, Regions, and Spatial Awareness

- Through exploration, young children learn that every place has its own unique characteristics. As they become aware of their bodies in space, they develop an understanding of how they are affected by, and the effect they have upon, the world around them.

### ***Milestones***

- Emotional Development: Attachment
  - Manages emotions appropriately
- Mathematics & Numeracy:
  - Counts to 12
  - Demonstrates understanding positional words: above, below, between, next to, far, near, in front of
- Physical Development: Large muscle
  - Gallops with either leg
  - Moves forward and backward with agility.

### ***Procedure***

**Caregiver and child will play a game of “Simon Says”, using positional words, numbers and large muscle activities. Caregiver and child take turns being the leader. Rules: The leader calls out an instruction like, "Simon says jump five times." Players have to jump five times. If the leader calls out an instruction without saying "Simon says" then players ignore the instruction. Caregiver and child take turns being the leader. Be sure to use some words from the vocabulary list.**

***Literacy Connection*** (ex: Book, nursery rhymes, songs, finger plays)

- Nursery Rhyme sheet
  - One potato, two potato
  - Five little monkeys
- Counting Book

### ***Activity 3 – Counting Chip Math Games***

#### ***MT Guidelines***

- Mathematics and Numeracy Guideline 1: Numeracy Relationships
  - 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).
- Mathematics and Numeracy Guideline 2: Classification & Comparison
  - Children apply mathematical skills through counting, sorting, and comparing objects. Children describe their thinking and observations in everyday situations.
- Mathematics and Numeracy Guideline 3: Pattern Recognition and Reproduction

- 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**

- Mathematics & Numeracy:
  - Counts to 12
  - Independently sorts objects by attributes (colors)
  - Creates an A/B pattern
  - Demonstrates understanding of positional words: above, next to, below, between, in front of

**Procedure**

Using the instruction sheet as a guideline, caregivers will help their children sort the counting chips by color, make and extend an A/B pattern, use positional words to place the counting chips (place the blue chip behind the yellow chip), and explore number relationships by making two or more piles of counting chips and discussing relationships such as less than, more than, equal.

**Literacy Connection**

- Nursery Rhyme sheet
  - One potato, two potato
  - Five little monkeys
- Counting Book



**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 your child learn about numbers, patterns and early math skills or expand your child's vocabulary?*
  - *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*