

It's as easy as 1, 2, 3. . .

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EVERYDAY MATH WORDS

- More/less
- Most/least
- Alike/different
- Same
- Matching
- A pair
- Less than/more than
- Small - smaller -- smallest
- Big - Bigger - Biggest
- Big/little
- Tall - taller - tallest
- Short - shorter - shortest
- Part/whole
- A piece
- Some/all
- Lots of/not many
- Many/few
- Time
- Add to/take away
- Geometric shapes: square, triangle, circle, rectangle
- Distance words: far, near, close,
- Position words: in, on, under, beside, behind, next to
- Before/after
- Ordinal words: first, second, third
- Yesterday - today -tomorrow
- Measure
- Weigh

MATH CONCEPTS

Matching: finding objects that are identical

Shape sorters. Puzzles. Blocks. Shoes. Socks. Cookie cutters to the cookies they cut.

Is this one the same as that one?

Which sock matches this one?

Comparing: establishing a relationship between objects

Bathtime scooping and pouring. Blocks.

Is it empty or full?

Is it bigger or smaller?

Is it taller or shorter?

Does it have more or less?

One-to-one correspondence: the process of pairing or matching one object with another object - which later on includes pairing one object with one number.

Dressing. Blocks. Counting French fries.

This sock goes on this foot; that sock goes on that foot. . .

This arm goes in this sleeve; that arm goes in that sleeve. . .

Patterning: a form of ordering having some repetition.

Finger plays. Number songs - especially those with actions. Blocks. Sugar packets at a restaurant: Using the sugar packets, pattern pink, pink, blue -- pink, pink, blue!

Sequencing: the process of ordering relationships, for example the longest to the shortest, the largest to the smallest, first to the last. It is also called ordering or seriation.

Stacking cups. Nesting boxes. Certain puzzles with big - bigger - biggest. Blocks.

Classifying: sorting or forming groups by similar attributes.

Nine bean soup mix with a cupcake pan. Putting away toys by "groups," - vehicles first, then balls, then blocks. Building with blocks.

Numeration: the ability to recognize numerals and place a correct numeral with a given number of objects.

If you are working with small children, place the numerals 1,2 and 3 in the bottom of each "muffin" in a muffin tin. Use beans, rocks, Teddy Grahams, buttons . . . and count with the child the number of objects that matches the numeral. Or do the same thing backwards, -- count the number of objects in each muffin hole and place the corresponding plastic numeral in that hole.

Measuring: learning how much or how long - length, weight, volume

Measure block structures with your hand measures - Tommy's tower is 3 hands tall; Marks is 5 hands tall. Pouring and scooping works to teach volume. Children enjoy measuring tapes.

Spatial relationships: comparisons that relate children to space and time -direction, position.

Talk about the first child in line, the last child in line. . .

MUSIC AND POETRY ARE MATH TOO!

Two Little Blue Birds

Two Little Blue Birds

Sitting on the wall.

One named Peter.

One named Paul.

Fly away, Peter.

Fly away, Paul.

Come back, Peter.

Come back, Paul.

March. March. March.

Five little children marching round the circle.

March. March. March.

One little girl runs out the door

And now there are four.

Four little children marching round the circle.

March. March. March.

Four little children marching round the circle.
March. March. March.
One little boy goes out under the tree
And now there are three.

Three little children marching round the circle.
March. March. March.
One little girl leaves for the zoo
And now there are two.

Two little children marching round the circle.
March. March. March.
One little boy goes out to run
And now there is one.

One little child marching round the circle.
March. March. March.
That little child leaves to go play in the sun
And now there are none.

MATH IN THE KITCHEN

Pudding Cookies

3 oz. package of Jello instant pudding mix, any flavor

$\frac{3}{4}$ cup Bisquick

$\frac{1}{4}$ cup vegetable oil

1 egg

Open pudding mix. Let child pour mix into mixing bowl. Let child scoop, level and pour $3 \frac{1}{4}$ cup scoops of Bisquick into bowl. Pour oil into measuring cup. Let child dump it into bowl. Have child stir with a spoon or squish mixture together with their clean hands. Next count out with the child 12 "balls" of the mixture and place them on an ungreased cookie sheet. Finally, the child can flatten the balls and decorate with sprinkles. Bake at 350 for 8 minutes. Let child help set timer. Remove from oven. Cool and eat.