



Your Library partners with families to prepare children for kindergarten

This week's theme is Math & Numeracy

Early Learning Standard 4:10: Children develop the ability to think and work with numbers, to understand their uses, and describe numerical relationships through structured and everyday experiences.

1. Child can count objects with one-to-one correspondence and match numerals with correct objects.

Parents can: Provide a variety of materials for counting and sorting, such as buttons, shells, utensils, etc. Have kids point to each object as they count until they are able to count by sight alone. Help child match printed numerals, such as "7", with seven buttons.

2. Child can set up simple addition and subtraction problems.

Parents can: Model adding and taking away of objects during daily activities, and encourage child by providing number learning opportunities using manipulatives, such as "Show me what happens when we have 5 crackers and you eat 2 of them."

Early Learning Standard 4.11: Children develop skills in using measurement instruments to explore and discover measurement relationships and characteristics, such as length, quantity, volume, distance, weight, area, and time.

3. Child estimates measurement of familiar objects or events, such as guessing that he is as tall as a shelf, or that 10 marbles will fit in the jar.

Parents can: Encourage child to practice estimating and actually measuring with both standard and non-standard devices (footsteps, string, paper clips).

4. Child measures length by laying units end to end.

Parents can: Encourage child to estimate the length of objects and confirm estimations using ruler or measuring tape.

Early Learning Standard 4.12: Children apply mathematical skills in data analysis, such as counting, sorting, and comparing objects.

5. Child can match, sort, put in order, and regroup objects using one or two attributes, such as shape, size, color, or texture.



Parents can: Engage child in experiences with sorting, comparing, and organizing materials both indoors and outdoors with everyday materials, such as buttons, socks, silverware, leaves, and pinecones.

6. Child conveys concepts and uses correct terms, such as "same," "different," "more than," "less than."

Parents can: Read books, tell stories, use finger plays, and provide materials that reinforce concepts of classification and comparison.

Early Learning Standard 4.13: Children learn to identify, describe, produce, and create patterns using mathematical language and materials.

7. Child can reproduce a simple pattern of concrete objects.

Parents can: Provide an environment with a variety of shapes, sizes, colors, and textures and arrange opportunities for child to interact with these objects and try to make patterns.

8. Child reproduces simple patterns of sound and movement, such as repeating clap, stomp, clap, clap.

Parents can: Encourage the child to create, identify, and describe patterns in objects, designs, movement, and daily routines.

9. Child can describe a sequence of events, such as recalling events using terms like first, next, and last.

Parents can: Help child recognize and describe sequences in nature, daily routines, and family activities. Read predictable books or retell stories; watch the changing seasons; end the day with talking about events of the day (first, next, last).

Early Learning Standard 4.14: Children build the foundation for recognizing and describing shapes by manipulating, playing with, tracing, and making common shapes. Children learn spatial reasoning and directional words as they become aware of their bodies and personal space.

10. Child uses position words that indicate where objects are located in space, such as inside, outside, behind, in front of, above, below, over, under, near, and far.

Parents can: Provide opportunities to describe the position, direction, and distance of objects in relationship to his/her body, and read books to talk about position of objects in the pictures.

11. Child demonstrates an understanding of size and shape relationships, such as gloves go in the small basket and boots go in the large closet.

Parents can: Use language, gestures, and drawings to demonstrate directional words, concepts, and spatial relationships.

12. Child experiments with mapping skills.

Parents can: Encourage child to use materials to recreate his/her surroundings, such as drawing a map of the neighborhood, making a block structure of their house, creating clues and map for a treasure hunt, or marking where family members live on a large map.

