



More About Math

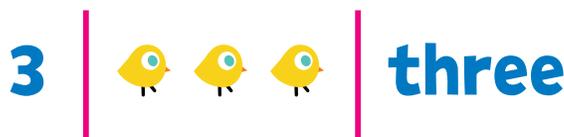
Numbers 1-10

Background for Leaders

This unit focuses on number and addition skills for four to five-year-olds. Through these mathematical adventures children will learn and practice number recognition and counting, comparing quantities and simple addition with numbers one through ten.

Number Recognition and Counting

At this age children should be learning to recognize numbers, this means associating the numeral with quantity that it represents, and with the word name. Children need to learn to see the number 2 and recognize that it represent the quantity of two and that it is read as “two”. Many children will recognize the quantity by counting; when they see a group of chicks they will start at one and count to the total number of chicks. This is an important practice because it builds number recognition and helps children reinforce that the last number that they count is the total number of objects. These games and activities ask children to connect numeral, quantity, and word name to gain number recognition. Four and five-year-olds will be learning to recognize numbers from zero to ten. While five year olds will be learning some numbers beyond ten and up to twenty.



Comparing Quantities and Simple Addition

Young children should be able to identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. To accomplish this they may use visual estimation, especially if the objects are in a similar configuration, or they may count each group to compare amounts. Children at this age may not be familiar with $>$, $<$, or $=$ as formal mathematical symbols. As children compare amounts you may ask them to circle the larger group or smaller group and begin to introduce the mathematical symbols, but it is not necessary for children to know these symbols at this point. Children at this age should be able to compare two numbers between 1 and 10 presented as written numerals, although they may need to count out objects to compare when first working on this skill.

Once children have gotten comfortable counting numbers up to ten, they may begin combining the sets that they have counted. Children will be most comfortable adding sets that combine to make no more than ten. Older children should begin to write an addition sentence that represents the situation, while younger children may be more comfortable drawing a picture to count out objects and show how many. The group leader may write the addition sentence under their representation to help make the connections for the child or children. It is important that five-year-olds understand the purpose of the equal sign and the addition sign so that more often they see it, write it, or talk about it, they will be more likely to understand how to use it in the future. Be sure to keep counters or other manipulatives nearby so that children can count out quantities, draw them on paper, or use a ruler as a numberline to support their learning. When using a numberline to add, find the first number and then “count on” to add the second number.

