Mark 4:29

Guidelines for Pre-School Math

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3. Compares the relative positions of:

over-under	inside-outside
above-below	nearer-farther
top-bottom	

LOGIC AND REASONING

1. Classifies a set of objects by one attribute:

size	texture
shape	similarities
color	differences

2. Completes a pattern of color; figures.

NUMBER SYSTEMS, OPERATIONS, AND MATH

1. Counts orally from 1 to 10

2. Determines whether one set has as many members as the other.

3. Determines whether one set has more or less members than the other.

4. Matches objects and numerals up to 5.

5. Uses ordinal numbers first through fifth orally.

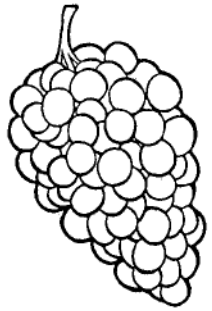
6. Recognizes first, middle, last.

.MEASUREMENT

1. Compares the sizes of two objects, e.g., longer - shorter.

2. Identifies coins as penny (1 cent) and nickel (5 cent) and compares the value.

GEOMETRIC CONCEPTS



1. Identifies circles, squares, triangles.

2. Identifies sphere (ball), cube (block).

PRE-SCHOOL MATH

"O Lord, how manifold are thy works! In wisdom hast thou made them all: the earth is full of thy riches." PSALM 104:24

Your daily life involves Math. You, as the parent in a natural way develop an awareness of Math for your child. Do not push but rather allow math to unfold in an enjoyable way.

IN THE HOME:
Mother might say something like, "We have four people that are eating lunch with us, how many plates will we need?' or "How many spoons, forks, and knives will be needed?"

Children can help mother with her measuring while she is cooking. Counting and arranging chairs for dinner or setting the table is also an excellent math project. Even your discussion at the table can be a benefit to the child in teaching math. You could discuss simple money problems.

SHOPPING:
Children love to help mother at the store. Gather (count) 6 red apples and 3 yellow apples. They can learn to weigh, count, use money and many other math projects at the store.

OUTDOORS AT HOME

The garden is an excellent place to learn to measure, count, and plant straight rows. Arrangement of types of plants can also teach math.

Fathers, many fixing and building projects can always teach measuring, sizes of wrenchs, bolts, nails, and sizes and shapes.

TRAVELING:

Speed limits, miles, street numbers, cows along the road, or find the tallest tree, can make traveling enjoyable and also teach math. Don't worry if your child does not understand some concepts as you talk or read from signs. As he meets them over and over again he will develop meaning.

NATURE:

There are a multitude of sizes, shapes, heights, largest, smaller items to count, compare and identify in God's beautiful outdoors. Such as the symmetry or mathematical arrangement of parts, in such objects of God's creation as sunflower seeds, sea shells, pine cones, flowers and leaves.

BOOKS:

The Bible has chapters, verses and pages to begin to identify numbers. Picture books also provide counting, comparing, shapes, likes, and differences to keep math in a natural way before your child.

2. Count the pennies dropped into a bank.

3. Count the number of children playing outside etc.

4. Count the number of pieces of bread, orange, or apple which have been cut.

5. Count the number of chairs needed for the breakfast table.

If mastery of the readiness activities given above in achieved prior to the end of the school year, use the following objectives.

VALUES

1. Develops neatness and accuracy in work.

2. Gives evidence of honesty in the way tasks are performed.

3. Gives evidence of an understanding of God as the Creator of beauty and order.

4. Gives examples from nature which illustrate that God is the Creator of order.

5. Gives evidence of perceiving his responsibility for managing personal finance and the wise use of time.

12. Discover, by placing same - sized blocks one at a time into a bag, that the more objects of the same weight there are the heavier the total weight will be. Remove one object at a time and notice the total weight becoming lighter.

FIRST, MIDDLE, LAST

1. Determine which child is first (last) in a line-up.

2. Point to the middle rock in a line of three (five, seven) rocks (animals, people, plants).

3. Decide which is first (last) in a line of shapes, animals, etc. on a felt board.

4. Find the middle object in a series of three, five or seven items.

5. Discuss who was first (last) to receive the napkins, fruit, or etc. at lunch time.

COUNTING

The first activities involve unison counting with the teacher. It is important to associate the word with the object as the counting is done.

1. Count the number of objects (birds, children, puppies) in a picture.

SORTING - CLASSIFYING

The first activities should include objects that are similar in all but one attribute, e.g., same size and shape but different colors. Provide ample practice involving color as the one different attribute before changing to size or shape as another attribute that is different.

1. Sort a large pile of blocks by color or size or shape.

2. Sort buttons by color or those with two holes.

3. Sort beads or buttons that are distinctly large or small.

4. String beads - all one color or all one shape.

5. Stack plastic measuring cups or spoons.

6. Arrange selected objects in order from smallest to largest, e.g., large button, smaller jar lid, medium jar lid, large lid, and very large lid.

7. Select the cardboard cutouts of circles, squares, or triangles that correspond with the form shown by the teacher.

8. Place corresponding shapes inside the outline of a square circle, or triangle that has been taped on the floor.

9. Find the cardboard cutouts among those placed about the room that correspond with the one held up by the teacher.

10. Toss a beanbag through the circular, triangular, or square frame according to the shape shown by the teacher.

11. Place two half circles (or some other geometric shape) over a picture of a complete circle.

12. Match shapes shown on different cards. Begin with geometric shapes and gradually proceed to more complicated designs.

13. Arrange blocks to correspond with a simple design made with a few blocks.

14. Reproduce simple parquetry designs (inlay geometric or other patterns in wood).

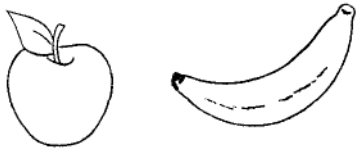
ONE MORE

1. Add one more object t o those they already have.

2. Add one more block to tower they have built.

3. Place one more object into a box already containing several objects.

COMPARING



1. Indicate which of two objects is bigger or smaller by touch alone.

2. Indicate which tower among block towers of widely rang ing heights is tallest (shortest, highest).

3. Stack smallest block on largest. Add a third or fourth block.

4. Point to big (little) object in pictures.

5. Find a rod longer (shorter) then given rod.

6. Bring a building block that is longer (shorter, same length as) then block shown.

7. Indicate which of two books is heavier (lighter).

8. Indicate which of two objects of the same category (animals, people, plants) is bigger (smaller). Use gross differences at first - Which is smaller: man or baby?

9. Experiment with an equal arm balance (scales) to show which objects or combinations of objects are equal in weight.

10. Hold two objects - one in each hand - and determine which is heavier (lighter). Change one of the objects and determine which of these two is heavier. Repeat while blindfolded.

11. Determine which of two objects with wheels will move down a short ramp faster (slower). Discuss why the one was faster or slower.