

***For early learners***

# Introducing Number

Number related activities for  
the early years.

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## Teachers' Notes

# Matching pairs

### Whole class lead-up activity

Pack two suitcases with one of each pair of a variety of socks, shoes, slippers, boots, gloves, roller skates and mittens.

#### Game One

A child sits in front of each case. One child pulls out an item and holds it in the air counting out aloud, while the other child tries to find the matching pair in her suitcase as soon as possible. Swap the roles and make comments like, "It took Tom five seconds to find the sock but it only took Lucy two seconds. Lucy was three seconds faster".

#### Game Two

Dress some children or toys in one half of the matching items of clothing. See how quickly the class can finish dressing the toys or children with the rest of the clothing.

#### Game Three

Make a line of items from one of the suitcases. Ask individuals or small teams to pair up the items as fast as possible.

#### Game Four

Place a child and a suitcase on each side of a divider so that the children cannot see one another. One child selects an item and begins to describe small parts of it. The child on the other side must look through his suitcase to find a match to the description. Situate the rest of the class so that they can see both players.

### Activity page

#### **You will need:**

Coloured pencils.

This sheet should need very little explanation. Ask children to explain the sample on the sheet to ensure they have the correct idea.

### Follow-up and extension ideas

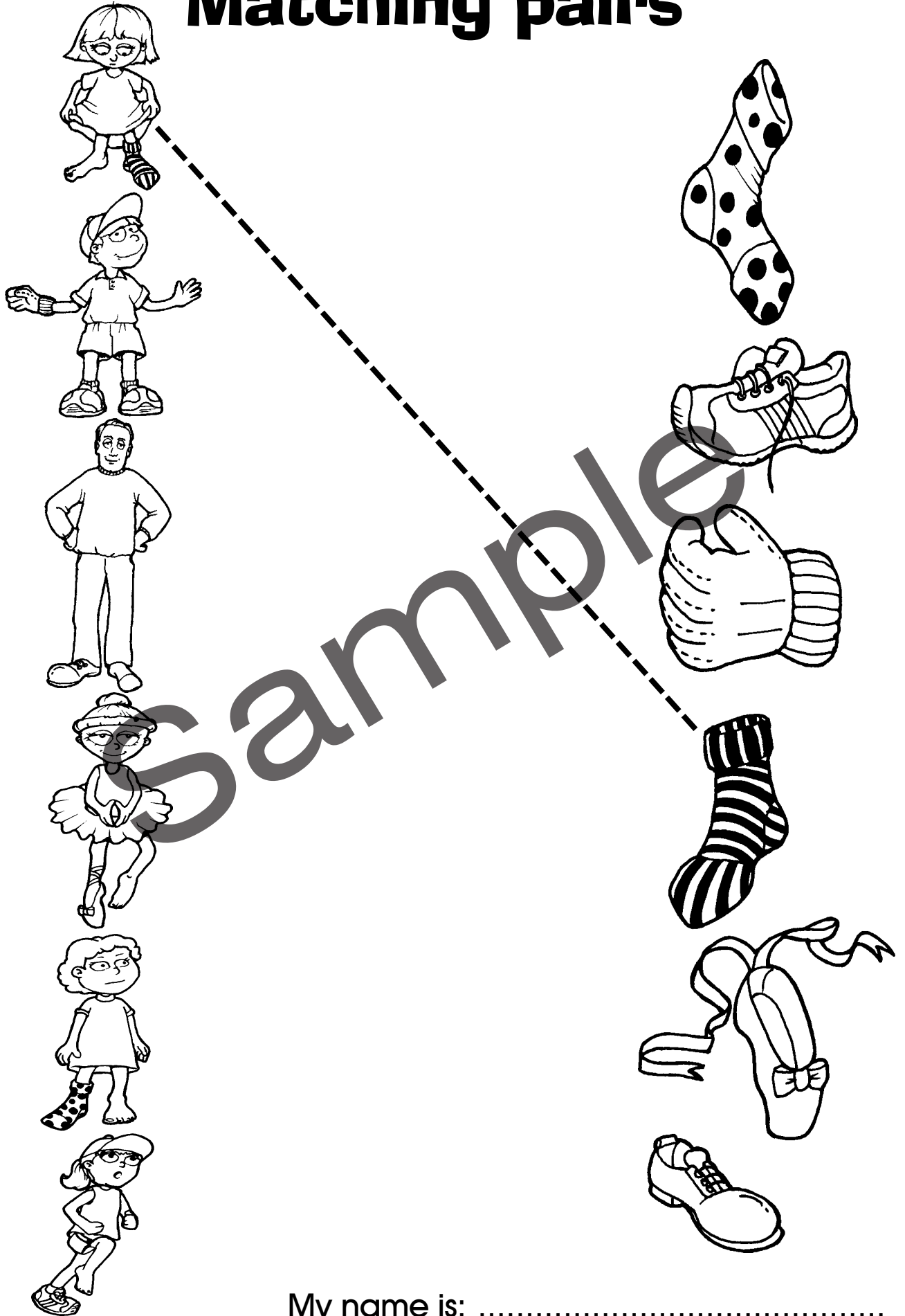
- ✱ Fill the dress up corner with sets of matching things that are jumbled up, e.g. the teddies could have non-matching socks.

### Poems and songs

'Put on your ...' pg. 40

*ABC Play School Useful Book*

# Matching pairs



My name is: .....

## Teachers' Notes

# Down on the farm

## Whole class lead-up activity

This is one of my favourite games - it is very exciting to watch. Secretly whisper a farm animal into the children's ears. Use five different animals, e.g. child 1 - cow, child 2 - sheep, child 3 - chicken, child 4 - pig, child 5 - dog, child 6 - cow, child 7 - sheep, repeating the pattern until all students have been given an animal. Ensure that the children know to keep their animal a secret. Explain to the group that they are not allowed to talk to one another, but they have to walk around listening to other children making their animal noise until they find all the children with the same sound. See which group finishes first. Repeat with different animal sounds.

## Activity page

### **You will need:**

Copies of the activity sheet;  
Writing and coloured pencils.

## Follow-up and extension ideas

- \* This sheet works wonderfully when classes are covering a unit on Farms or Animals. Also see other theme-related activity sheets in this book.

Moo, moo Jersey cow, pg. 39

Graphing pets , pg. 25 on

My fat hen, pg. 49

## Poems and songs

'Baa, baa black sheep' pg. 17

'I went to visit a farm one day' pg. 69

*ABC Play School Useful Book*

# Down on the farm



How many



?

How many



?

How many



?

How many



?

How many



?

How many



?

How many



?

How many



?

How many



?

How many



?

I am Farmer: .....

## Teachers' Notes

# My birthday

## Whole class lead-up activity

You will need a collection of dolls, bears and toys, playdough or modelling clay and either real birthday candles (although these break easily) or ice cream sticks. Set up the bears, dolls, etc., around the room. Give each one a special birthday badge that says "I am 5 today" (vary the age from 1-10 or higher if you feel it is applicable to your class). Children are to work at a table or on the floor with balls of playdough to make a birthday cake for each toy, remembering to put the correct number of candles on each cake. Once they have completed the cake and candles they place it in front of the correct bear, (matching the number of candles with the age of the toy).

## Activity page

### **You will need:**

Copies of the activity page;

Coloured and writing pencils to draw candles;

Small squares of orange and red tissue paper to scrunch and glue on as the flames on the candles;

Glue and brushes or glue sticks.

Read the instructions with the class. Explain that the children are to write the age they will, or have turned, this year. You may wish to make it that children simply write the age they are now. Remind children to count out their age carefully to work out how many candles they will need, as one candle is already drawn on the cake.

## Follow-up and extension ideas

- \* Make a simple birthday chart with these sheets by grouping them on the wall in months.
- \* Children learn the months of the year. Help them to learn their birthday date and month.

## Poems and songs

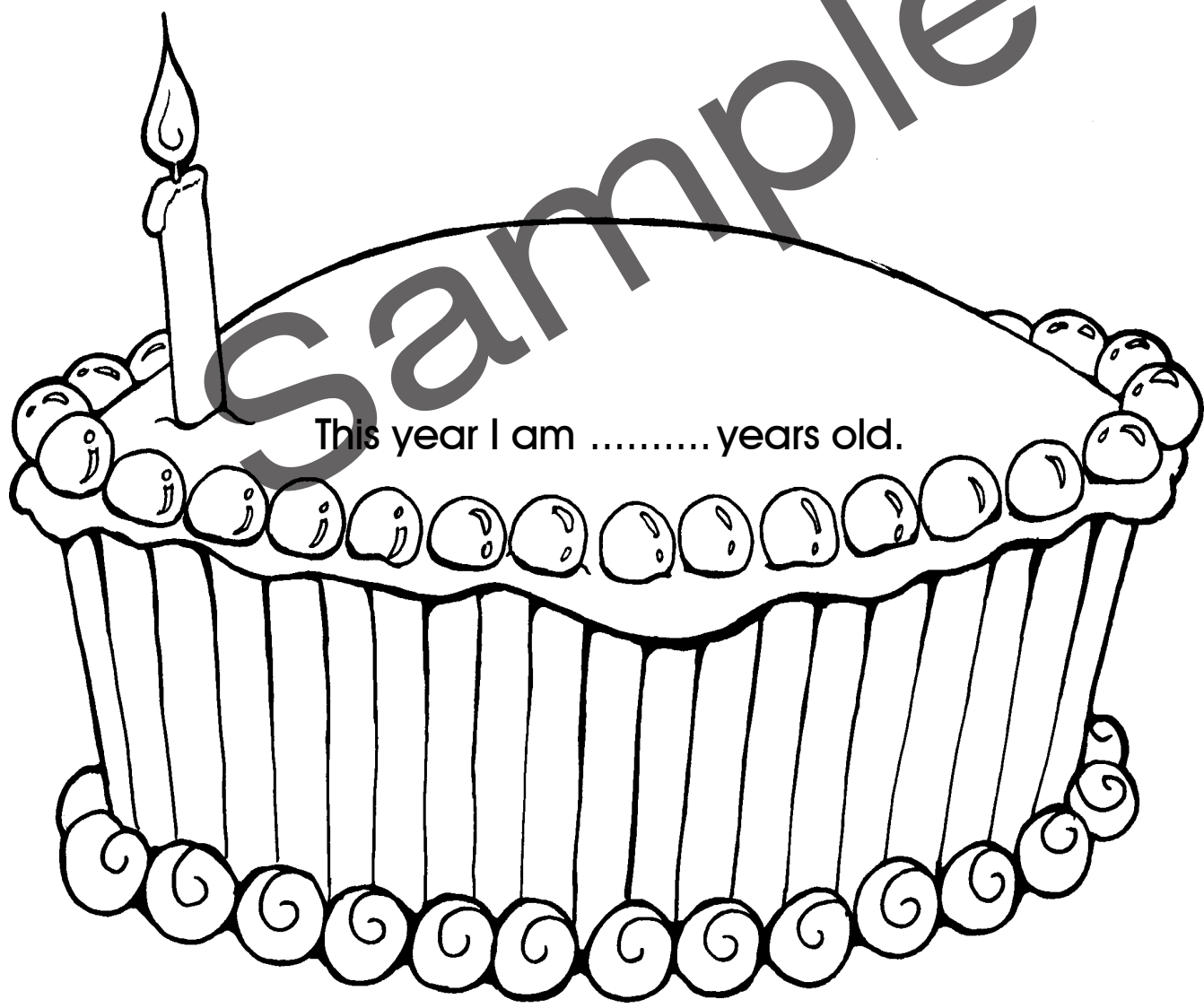
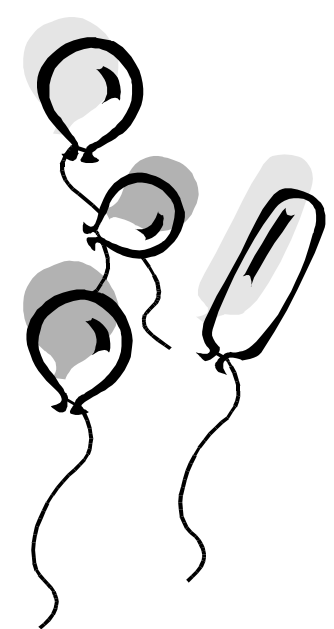
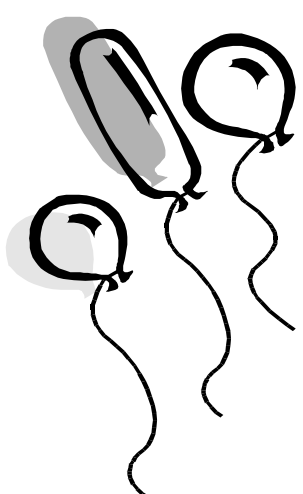
'Happy birthday to you' pg. 19

'Five little candles' pg. 19

*ABC Play School Useful Book*

# My birthday

Add candles onto the birthday cake to match your age.



This year I am ..... years old.

My name is: .....



## Teachers' Notes

# Under the sea

## Whole class lead-up activity

The Mermaid or Mermale Game

Make something interesting such as a mermaid crown or something similar to identify the mermaid. (The game can be played without this.) The mermaid is selected to cover his/her eyes in the centre of the circle of children. The circle of children say ...

“Mermaid, mermaid under the sea,  
I'll clap for you if you'll count for me.”

The teacher then points to a number of children (up to 5). These children clap altogether for 10 seconds. When the clapping stops the mermaid uncovers his/her eyes and tries to guess how many children were clapping. As the mermaid guesses the children need to respond with either 'less than \_\_', 'more than \_\_' or 'you're right!'

Variation: change the word “clap” in the poem to sing, click fingers, cough, hum, etc.

## Activity page

### **You will need:**

Photocopies of the activity sheet (You may wish to enlarge the picture to A3);  
Pencils for writing and colouring.

**NOTE:** Point out to the children how some aspects of the undersea illustration might be different from the clues in the questions below. For example while the fish shown in the questions is also in the picture there are also different looking fish in the picture, which should be included in the count.

## Follow-up and extension ideas

- ✳ Make a class mural of 'Under the sea'. Have questions listed next to the mural asking 'How many fish can you find?' etc.

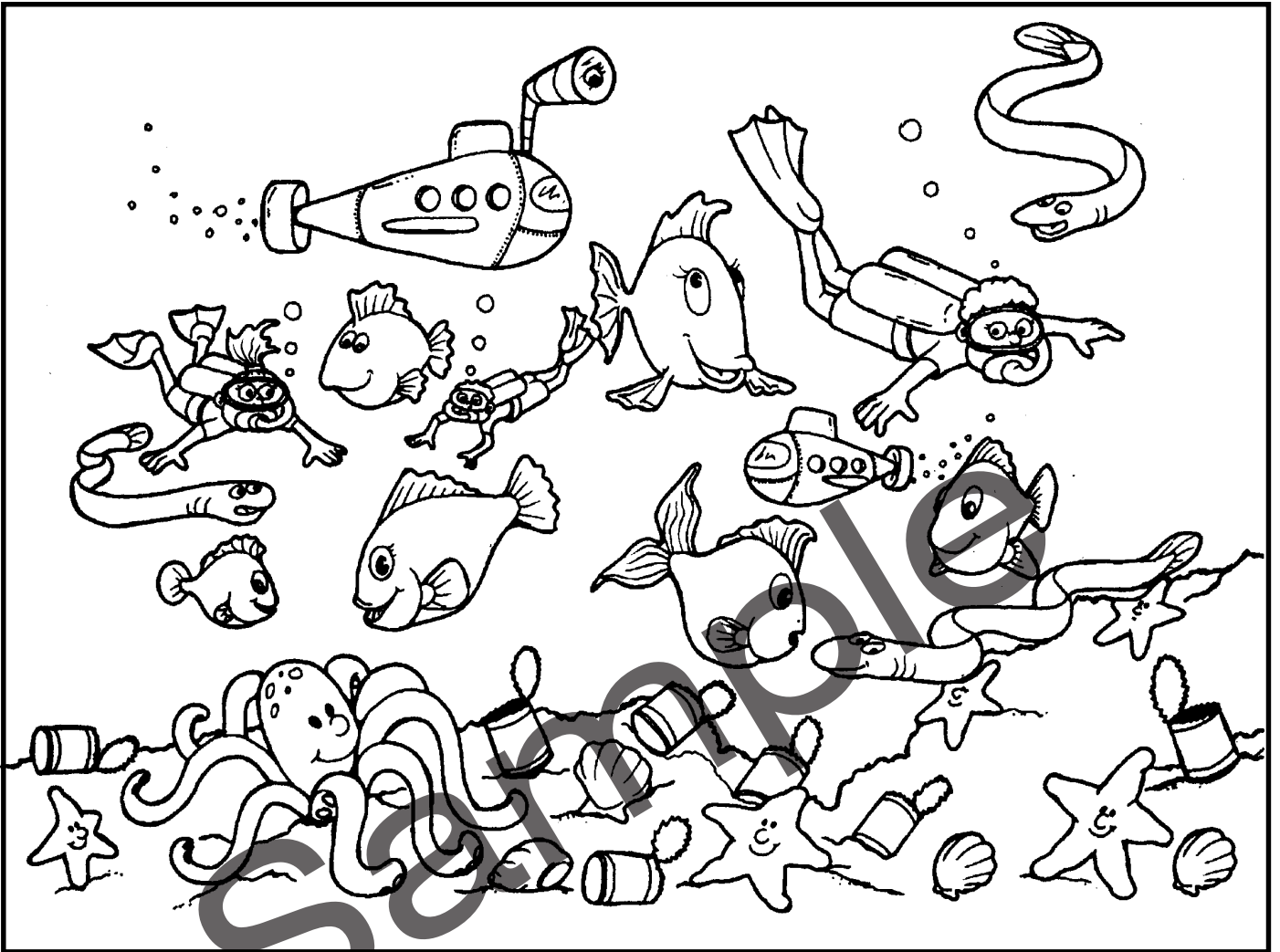
## Poems and songs



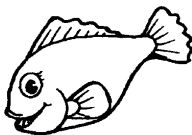
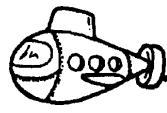




'All the fish are swimming in the water' pg. 76

The beach collection of songs, pg. 74-77

*ABC Play School Useful Book*

# Under the sea



|  |                      |  |                      |
|--|----------------------|--|----------------------|
| How many  ? | <input type="text"/> | How many  ? | <input type="text"/> |
| How many  ? | <input type="text"/> | How many  ? | <input type="text"/> |
| How many  ? | <input type="text"/> | How many  ? | <input type="text"/> |
| How many  ? | <input type="text"/> | How many  ? | <input type="text"/> |

My name is: .....