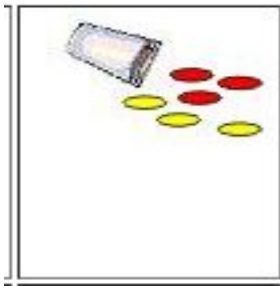


Part-Part-Whole

Involves seeing numbers as being made of two or more parts

Shake and Spill - using two different objects



Part-Part-Whole Roll

1. Roll the die
2. Place counters in the first part
3. Roll the die again
4. Place counters in the second part
5. Push both part together into the whole and count
6. Be sure to record the parts and the whole



Supporting Your Child in
Mathematics



Counting

Check

- Can they count forward to 10 and then back from 10
- Can they count a collection of objects up to 10 with one-to-one correspondence
- Can they break the number naming sequence 3,4,5 (counting from different points)
- If they know the number in a collection
- If they recognise the total regardless of how it may appear

Counting Activity – Keep the Count

Using the counters ask your child to 'Keep the Count' as you move counters in and out of a collection

- Breaks the counting chain
- Name the collection
- Recognise the total

Extension

Move on to numbers 10-20

Move 2 counters at a time

Subitising – Instantly recognising how many item there are in a collection

- Working on recognising a collection from 0-5
- Patterns on a dice

Build a mental picture

- What do you picture in your mind to help you remember?
- Collections can be broken into smaller parts

To extend verbally explain the pattern and they have to guess the pattern

Dot Cards

http://www.mathsmentality.com.au/images/Subitising_flash_cards.pdf

Hold up a card for 2-3 seconds.

How many dots did you see?

How did you know how many?

How did you know that was ____?

How did you see it?

What did you see?

- **Using playing cards** - Concentration/Snap
- Dominoes
- Board games

