Supporting your child in Mathematics

Prep Parent Workshop -2019

Place Value - Underpins all aspects of Mathematics

Six Key Aspects of Place Value (Rogers, 2014)

- Make/represent identify the value of a number using a range of materials
- Name/record read and write or record a number in words and symbols, name place value columns and the value of each digit, rounding to the nearest place value part
- Rename in multiple ways e.g. 543 ones/ 5 hundreds, 4 tens, 3 ones/ 54 tens 3 ones
- Calculate apply knowledge of the place value to complete calculations using 4 operations
- Count -forwards and backwards, bridging, applying language such as before, after, between, more, less
- Compare/order determining which is larger or smaller, ascending and descending order

Counting - Linking number naming sequence with a count of objects (One of the six aspects of Place Value)

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

• Forward counting links to addition

• Backward counting links to subtraction

Activity - Keep the count

Activity - start by modelling the activity

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

Subitising - Latin word for suddenly

What is it??

Instantly recognising how many item there are in a collection

Critical part of number development

Helps them to relate number to actual items or groups of items (number conservation)

Subitising

First steps -

- 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

How many?

Subitising - using dot cards

Next <u>Dot Cards</u> <u>Hold up</u> 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?

This lead on to the concept of Part-Part-Whole

Subitising - More simple activities

Using playing card

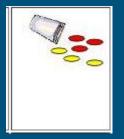
- Concentration
- snap

Dominoes

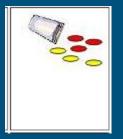
Part-Part-Whole

Part-part-whole relationship involves seeing numbers as being made of two or more parts

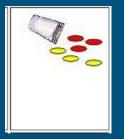
Assists with solving addition and subtraction problems



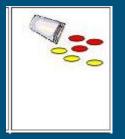
PART	PART
WHOLE	



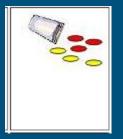
PART	PART
6	



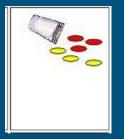
3	PART
6	



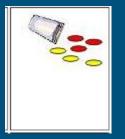
3	3
6	



PART	PART
6	



4	PART
6	



4	2
6	

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