

## 1: Preschool & Kindergarten Worksheets - Printable & Organized by Subject | K5 Learning

*Early Literacy Concepts: Parts of a Book* In this fun literacy lesson, your ELs will get to review or learn all about the parts of a book! This can be a stand alone or support lesson for the *\*\*What We Like About Stories\*\** lesson plan.

Giving preschoolers a solid foundation in early math literacy is critical to their future academic success, not to mention how important it is to their day-to-day functioning. This is especially true given the increased demands of the math curriculum in our elementary schools today. If your child attends preschool, you can expect to see greater emphasis placed on teaching early math as preschools ramp up to prepare students for elementary school math. What do you need to know and do to help your preschooler learn about math? How preschoolers learn the many aspects of math Most preschoolers, even without guidance from adults, are naturally interested in math as it exists in the world around them. They learn math best by engaging in dynamic, hands-on games and projects. Preschoolers love to ask questions and play games that involve the many aspects of math. The table below lists the key aspects of preschool math, along with simple games and activities you can use to help your child learn them.

**Math Aspect** **Number sense** Count food items at snack time e. Use a calendar to count down the days to a birthday or special holiday. Help your child see the connection between a numeral like "5," the word "five," and five days on the calendar. Practice simple addition and subtraction using small toys and blocks. Play simple board games where your child moves a game piece from one position to the next. **Geometry** Have your child name the shapes of cookie cutters or blocks. Arrange cookie cutters in patterns on a cookie sheet or placemat. A simple pattern might be: **Measurement** Let your child help you measure ingredients for a simple recipe - preferably a favorite! Mark his or her height on a "growth chart" or a mark on a door frame. Do the same with any siblings. **Math language** Talk through games and daily activities that involve math concepts. Have your child name numbers and shapes. **Spatial relations** Play games where you direct your child to jump forward and back, to run far from you or stay nearby. Use songs with corresponding movements to teach concepts like in and out, up and down, and round and round. Even so, by age 3 or 4 your child should understand certain math concepts and be able to perform related math tasks. Math was taught and talked about only in "math class" and was rarely mentioned or used in other lessons and activities. There is now a shift toward teaching math across the curriculum, weaving it into language arts, music, art, and physical activity. For example, students doing an art project might be asked to incorporate and describe geometry through the use of certain shapes and patterns. They might also learn math through stories and songs that include counting, numbers, and the language of math; the Dr. Here are some key questions to ask the teacher and preschool director: What math program do you use at this school? Have you used it before and if so, how well did students learn? Do different classrooms use different programs? How much instruction is "set" by the program and how much is "flexible" and created by the teacher? How is the program designed to prepare children to succeed in kindergarten math? Once a child enters public elementary school, his or her performance is measured against educational standards and requirements specific to the state where he or she lives. Do you blend math into other activities and subjects in the general curriculum? If so, can you give me some examples? If not, why not? How do you know when a child is doing well or needs some additional help? Do you screen children individually? Do you offer tailored math instruction to meet their needs? Have the teachers received instruction and support in how best to teach math? Do they have mentors to turn to for guidance? Do they know what to do if a child shows signs of struggle? Why did you select this approach to teach math? Is there research to support your use of this program? Do you use combination of different approaches? Keep in mind that research into early math is a fairly "new" science, so there is far less research than there is for reading. Getting answers to these questions will equip you to understand and reinforce the math your child is learning at school. Try using similar words, math concepts, and activities as those used in the classroom. Team up with the teacher If your child attends preschool, be sure to check in with the teacher so you can coordinate your at-school and at-home math instruction. Ask the teacher what aspects of math your child understands and where he or she is struggling. Then ask how the teacher is addressing any difficulties and how you might do the same at home. Review

the work and projects your child brings home from school and discuss them together. Contact your state department of education to learn more. And, ask your public school district or private elementary school what math skills they require incoming kindergarten students to know. Did you struggle with math in school? Many parents and some teachers! If this sounds like you, spend some time reflecting on how you use math in daily life. Your child will sense any anxiety or lack of confidence you have around math, and this may influence his or her own attitude toward the subject. Read it a new way: Ask the child questions about what they think will happen next and encourage them to tell you what they see in the illustrations.

### 2: Help Your Child Develop Early Math Skills – ZERO TO THREE

*The understanding that concepts of play, patterns, cause and effect and communication are encountered throughout the Florida Early Learning and Developmental Standards-Birth to Kindergarten () will support educators in providing meaningful learning experiences for children.*

Sneideman Experts in education, industry, and national security all agree that there is a national imperative to graduate students with a thorough understanding of science, technology, engineering, and mathematics STEM. They conclude that a sustained, vibrant democracy is dependent upon this foundation in STEM. But many parents and teachers wonder, at what age is it appropriate to start teaching STEM? And how can we implement these concepts into early childhood education? Let me explain why. First a little background on STEM. I like to think of STEM as much more than an acronym. STEM really is a philosophy. STEM is a way of thinking about how educators at all levels—including parents—should be helping students integrate knowledge across disciplines, encouraging them to think in a more connected and holistic way. Our knowledge of how people learn has grown substantially over the last few decades. We now understand that success in learning requires the learner to be at the center of the experience, making connections across disciplines and also across contextual settings. Children need to be presented opportunities to learn the same material in different settings and through different lenses. The traditional approach of teaching topics in isolation does not support the ways that children learn best. STEM, on the other hand, calls on parents and educators to give children chances to investigate an idea in a variety of settings, for what educators call cross-contextual learning. For example, in addition to math worksheets to help practice counting, we can take students outside to practice counting real objects that they find, such as rocks, acorns, or leaves. Their learning is strengthened when they learn the same skills, ideas, and concepts in different contexts. We can also blend math and science to make learning interdisciplinary using a STEM approach. And the learning becomes more relevant when students go outside to explore nature. By asking the right questions, we can help stimulate investigations where students are identifying objects, making comparisons, making predictions, testing ideas, and sharing discoveries, all while observing their natural environment. Students can also explore sizes, shapes, patterns, and quantities in the process. In this way, children can learn concepts from different disciplines in different contexts, all in ways that are naturally engaging to them. Where do you begin? So why should we wait until students are 5 years old and entering kindergarten to begin engaging in STEM activities? Students are incredibly active learners at 1, 2 and 3 years old, and we can start building their foundation in STEM as soon as they enter this world. When my daughter Mya was only 3 months old, I began allowing her to touch leaves, watch spiders, enjoy sunsets, hold sticks, listen to waterfalls and go on nature walks. Were we doing STEM at 3 months old? Yes, I truly believe so. She was investigating the natural world around her, beginning to learn about how it works by testing it with her tiny fingers, watching it change, listening to its sounds, and feeling its textures. The research is quite clear that the best practice in early childhood education is to break away from passive instruction and allow for more play and investigation, and this kind of learning early in life builds skills and interests that serve children throughout their school years, and later in life. Katz, in *STEM in the Early Years*, lays out a case that the best practice for early education is to allow students to be active, engaged, and take initiative in their own learning. Long-term research also indicates that being allowed opportunities to take initiative in your own learning is not only good for STEM learning, but for overall long-term academic success. Unfortunately, in most academic instruction, children are in a passive or receptive mode instead of a more active, or even interactive, mode. Natural settings offer children almost unlimited opportunities to explore and investigate, helping them build STEM skills that create a solid foundation for future learning. The secret is to tap into their natural and innate curiosity about the living world. By simply allowing them to investigate, by encouraging them to ask questions about the real world, you are engaging children in STEM. How do I recommend you do this? While there are hundreds, if not thousands, of recommendations, none is more simple and more powerful than this: It is, I believe, abundantly apparent to almost any adult that once you let a child walk down a dirt path in a forest they start to explore their

surroundings immediately. It is that sense of explorer that we need to tap into. Ask questions of your little researcher, encourage more exploration, and provide more opportunities to return to these types of settings. She loves the opportunity to collect almost anything: As we collect, we practice counting, we create hypotheses about the things we see, and look at the different designs and shapes that we find in nature, as an initial inquiry into engineering design. To augment her curiosity even further, our home library is full of books about investigating nature, including her all-time favorite, *Magic School Bus*. In this way, we practice cross-contextual learning, where she is experiencing the ideas around STEM in different ways: She is getting hands-on investigatory experience and then also reading about others doing the same thing in her books or seeing ideas play out in TV programs. Early science teaching is not a priority in most preschool classrooms, and most teachers are not taking children out to play and explore in natural settings. If the leading thinkers on education believe that our hopes for a vibrant democracy hinge upon a foundation of STEM education, then we need to be encouraging best practices in STEM from the get-go. One of the best practices in teaching and learning is to make learning relevant, and there is nothing more relevant than being outside and exploring the world we live in. Guidelines for Excellence describe good early childhood environmental education, which is also good early STEM education. Be sure to check out the Children and Nature Network. Their site has a wealth of information on the back-to-nature movement.

## 3: Early Concept Development

*Basic concepts help build pre-reading and early mathematics skills, strengthen a child's vocabulary, and are building blocks of early curriculum. What basic concepts should a child know?*

Doing quick drawings on the board Using the Spanish equivalent and then asking students to say the word in English Phonemic awareness Phonemic awareness is the ability to understand that spoken words are composed of smaller units of sound. You can teach phonemic awareness through activities such as: Finding objects in the classroom whose names begin or end with the same sound, such as desk, door, and dog. Whose name has an "a"? Whose name has an "r"? Show me where you found it. For ELLs, it is easier to hear the sounds first and then label each letter. You can teach the alphabet through songs accompanied with movements that outline each letter For example: Make your arms open and shut like the mouth of an alligator. B is for bat " There are books and tapes in most bookstores with alphabet songs and motions. Concepts of print "Big books" are ideal for showing children how books work. After reading a big book, you can point out concepts of print such as: As you read aloud: Simple decodable books allow ELLs to read engaging and interesting stories even though they may only know a few letter sounds. These books may include some sight words they can memorize such as the words "was" or "happy" as the stories build on previously learned letters, sounds, and words. First, conduct guided reading so that students follow along in their books while you model fluency. You can help student comprehension by clarifying concepts, teaching unknown words, asking questions about the story, and letting children connect these stories to their own experiences. After the guided reading, have students reread their decodable books with a partner. They can take turns reading by alternating sentences. This helps them focus on what they are reading. Reading with a partner also creates a safety zone where they can feel comfortable reading aloud. Other ideas Here are some other things you can do: Use chants, short poems, or songs as transition markers from one activity to another, or when children line up for recess or lunch. Use thematic units, such as "plants. Effective programs for Latino students.

### 4: Online Kindergarten Early Literacy Concepts Games | [www.enganchecubano.com](http://www.enganchecubano.com)

*Learning Early Concepts (Kindergarten) [Terry Cooper] on [www.enganchecubano.com](http://www.enganchecubano.com) \*FREE\* shipping on qualifying offers. Give students the skill-building practice they need in reading, writing, math, and more with these engaging.*

Print Children are using early math skills throughout their daily routines and activities. This is good news as these skills are important for being ready for school. Even before they start school, most children develop an understanding of addition and subtraction through everyday interactions. For example, Thomas has two cars; Joseph wants one. Other math skills are introduced through daily routines you share with your child—counting steps as you go up or down, for example. Informal activities like this one give children a jumpstart on the formal math instruction that starts in school. What math knowledge will your child need later on in elementary school? Early mathematical concepts and skills that first-grade mathematics curriculum builds on include: Understanding size, shape, and patterns Ability to count verbally first forward, then backward Recognizing numerals Identifying more and less of a quantity Understanding one-to-one correspondence i. In the toddler years, you can help your child begin to develop early math skills by introducing ideas like: Number Sense This is the ability to count accurately—first forward. Then, later in school, children will learn to count backwards. A more complex skill related to number sense is the ability to see relationships between numbers—like adding and subtracting. Ben age 2 saw the cupcakes on the plate. He counted with his dad: Casey aged 3 was setting out a pretend picnic. He carefully laid out four plastic plates and four plastic cups: Aziz 28 months was giggling at the bottom of the slide. Measurement of time in minutes, for example also falls under this skill area. Gabriella 36 months asked her Abuela again and again: Fill it up once and put it in the bowl, then fill it up again. This is very difficult for young children to do. You can help them by showing them the meaning of words like more, less, bigger, smaller, more than, less than. Nolan 30 months looked at the two bagels: That bagel is bigger. That bagel is smaller. Breakfast is coming up! Patterns help children learn to make predictions, to understand what comes next, to make logical connections, and to use reasoning skills. Ava 27 months pointed to the moon: In the morning, the sun comes out and the moon goes away. At night, the sun goes to sleep and the moon comes out to play. It means using past knowledge and logical thinking skills to find an answer. Carl 15 months old looked at the shape-sorter—a plastic drum with 3 holes in the top. The holes were in the shape of a triangle, a circle and a square. Carl looked at the chunky shapes on the floor. He picked up a triangle. He put it in his mouth, then banged it on the floor. He touched the edges with his fingers. Then he tried to stuff it in each of the holes of the new toy. It fell inside the triangle hole! Carl reached for another block, a circular one this time! Math: One Part of the Whole Math skills are just one part of a larger web of skills that children are developing in the early years—including language skills, physical skills, and social skills. Each of these skill areas is dependent on and influences the others. Trina 18 months old was stacking blocks. She had put two square blocks on top of one another, then a triangle block on top of that. She discovered that no more blocks would balance on top of the triangle-shaped block. She then added two more blocks to her tower before proudly showing her creation to her dad: Her physical ability allows her to manipulate the blocks and use her thinking skills to execute her plan to make a tower. She uses her language and social skills as she asks her father for help. Her effective communication allows Dad to respond and provide the helps she needs further enhancing her social skills as she sees herself as important and a good communicator. This then further builds her thinking skills as she learns how to solve the problem of making the tower taller. What You Can Do The tips below highlight ways that you can help your child learn early math skills by building on their natural curiosity and having fun together. Most of these tips are designed for older children—ages 2—3. Younger children can be exposed to stories and songs using repetition, rhymes and numbers. Talk with your child about each shape—count the sides, describe the colors. Make your own shapes by cutting large shapes out of colored construction paper. Gather together a basket of small toys, shells, pebbles or buttons. Count them with your child. Sort them based on size, color, or what they do i. With your 3-year-old, begin teaching her the address and phone number of your home. Talk with your child about how each house has a number, and how their house or apartment is one

of a series, each with its own number. What size is it? Notice the sizes of objects in the world around you: That pink pocketbook is the biggest. The blue pocketbook is the smallest. Even young children can help fill, stir, and pour. Through these activities, children learn, quite naturally, to count, measure, add, and estimate. Taking a walk gives children many opportunities to compare which stone is bigger? You can also talk about size by taking big and little steps, estimate distance is the park close to our house or far away? Use an hourglass, stopwatch, or timer to time short 1-3 minute activities. This helps children develop a sense of time and to understand that some things take longer than others. Point out the different shapes and colors you see during the day. Read and sing your numbers. Sing songs that rhyme, repeat, or have numbers in them. Songs reinforce patterns which is a math skill as well. They also are fun ways to practice language and foster social skills like cooperation. Use a calendar to talk about the date, the day of the week, and the weather. Calendars reinforce counting, sequences, and patterns. Build logical thinking skills by talking about cold weather and asking your child: This encourages your child to make the link between cold weather and warm clothing. Help him give one cracker to each child. This helps children understand one-to-one correspondence. When you are distributing items, emphasize the number concept: Give your child the chance to play with wooden blocks, plastic interlocking blocks, empty boxes, milk cartons, etc. Stacking and manipulating these toys help children learn about shapes and the relationships between shapes e. Nesting boxes and cups for younger children help them understand the relationship between different sized objects. Open a large cardboard box at each end to turn it into a tunnel. This helps children understand where their body is in space and in relation to other objects. The long and the short of it. Cut a few 3-5 pieces of ribbon, yarn or paper in different lengths. Talk about ideas like long and short. With your child, put in order of longest to shortest. Cut shapes—circle, square, triangle—out of sturdy cardboard. Let your child touch the shape with her eyes open and then closed. Have fun with patterns by letting children arrange dry macaroni, chunky beads, different types of dry cereal, or pieces of paper in different patterns or designs. Supervise your child carefully during this activity to prevent choking, and put away all items when you are done. Make household jobs fun. As you sort the laundry, ask your child to make a pile of shirts and a pile of socks. Ask him which pile is the bigger estimation.

### 5: Preschool . Grade by Grade Learning Guide . Education | PBS Parents

*Kindergarten Early Literacy Concepts Games Entire Library Printable worksheets Online games Guided Lessons Lesson plans Hands-on activities Online exercises Interactive stories Song videos Printable workbooks Science projects.*

Answers simple questions about a story slide 3 of 5 Speaking and Communicating We need to communicate. We want to express our thoughts and ideas. We want to talk. Young children do, too. Behavior issues are inevitable. There are many things we can do each day to help children build their speaking skills. The more they talk, the more they will be able to share their thoughts. Give them time every day to engage in conversations with their classmates. Listen to the children. Give them the same attention you give a colleague. Ask questions to be sure you understand. Skills Associated with Speaking and Communicating Speaks clearly Speaks in more complex sentences Uses personal pronouns appropriately; I went. However, there is still a need to increase their understanding and use of words. Understanding stories and conversations depends on recognizing the words used. Telling stories, retelling events, and expressing needs, depends on knowing what words to use. We can help the children by identifying words in stories that they may not know. We can explain those words before we start reading or as they appear in the story. Either way, we increase their vocabulary. When discussing science or social studies, ask the children what they think a word means. If not, your lesson can go wrong. When given pictures of animals, the child will point out the dog. When give a picture of a dog, the child will name the animal as a dog. The child will follow a two-step direction. When told to, the child will put away activity and go to circle area. Language includes listening, speaking and vocabulary. By developing these skills, young children can understand what is said and communicate their thoughts, wants and needs.

### 6: Early Math Matters: Preparing Preschoolers to Succeed

*Basic math and number concepts utilized in a preschool or kindergarten classroom set the foundation for learning more advanced math concepts. Early exposure to math and number activities will promote your child's comfort with these skills.*

Children who do not have disabilities learn through direct experience with objects and people, and by observing other people interacting with objects and people. Later in their development, typical children can learn further concepts by viewing pictures and videos of objects, actions and events. Children with visual impairments cannot observe the actions of others, cannot observe the objects and actions people talk about, and usually cannot learn from looking at pictures of objects and events. To attach meaning to words, children with visual impairments must have extensive and repeated experiences with real objects, and how they are used. Adults teaching or interacting with young children who are blind and visually impaired must provide direct, hands-on experience with objects in their natural contexts, how they function, and ways to activate and use them. Adults must not just teach kids the names of objects, but how they relate to activities and people. Adults must make a point to include hands-on contact with objects and the actions of people by bringing the objects to the child or bringing the child to the object action or event within reason, considering age appropriate issues, and safety. Children who are very young or have additional disabilities and are not fluent communicators must have repeated experiences with real objects in real situations. Do not allow yourself to assume that because you have shown the child something once, or even several times, they understand what it is and how it is used. They may learn only part of the object or situation each time they are exposed. Background noise, talk, and music teaches the child not to pay attention, or gives them too much complexity to attach meaning to. When they are beginning to understand language, tell them simple easily understood information about what is happening: Here comes your brother, he wants to play with your toy. Learning skills and concepts in their natural context attaches more meaning to the content of what is learned, and helps the learner to retain the skills and concepts, and helps kids with blindness and other disabilities generalize the skills and concepts to other situations. Using routines for learning means we plan events so that they: The adult can prepare the materials in advance The adult can prepare communication boards or other communication modes or assistive devices for use The child can learn to expect them, and so eventually minimize undesirable behavior like crying or protesting or fixating only on the desired activity The event routine can be "talked" about using symbols, sign language, objects or whatever the targeted mode of communication is, out of context - distant in time and place Using a symbol for a routine helps build communication, and can be shaped into pre-literacy then literacy activities Sometimes I hear people say: He knows he gets free time after lunch, why do they sit him down everyday and say "next is free time"? We do this because we want him to attach meaning to symbols: Meaning leads to language, language must be present before literacy can be learned. Begin to Use Technology for Communication When you have predictable routine occurring, When you have established the use of object symbols or other symbols, Then look for ways to introduce communication devices. Voice output simple communication devices should be: Prepared in advance Easy to understand and use Accessible to blind and visually impaired students objects, parts of objects, tactile symbols used as labels Integrated into a variety of naturally occurring activities Modeled by the adult.

### 7: Office of Early Learning - Early Learning and Development Standards

*This collection of preschool curriculum worksheets is designed to help teach children basic size concepts like height, length and more. These printable size worksheets include activities to help kids learn concepts like big and small, tall and short, long and short, and same size.*

Teachers may introduce children to basic concepts such as shapes, letters, and colors, but preschool is about learning much more than what a circle looks like. Each conversation, whether talking about the class pet or deciding which color block to put on top of their tower, helps children develop their thoughts and language. Writing often appears as scribbles in the preschool classroom, but letters or shapes that resemble letters soon pop up as children try to write their own names in creative ways. Teachers model writing for preschoolers throughout the day. Many children will not be able to write words conventionally. However, every scribble shows that a child understands that the printed word carries messages, and that she is excited to be able to create these messages. Math Preschoolers use numbers every day when they count milk cartons for lunch or figure out how many children are at a table. They work with geometric shapes such as triangles, rectangles, and squares in the block center, and through art projects. They measure at the water table when they compare the size of their hands and feet. Preschool teachers invite children to arrange items in a series or pattern when they make collages and other art projects. Teachers also use simple graphs to present concepts, for example, determining how many children wear mittens to school and how many wear gloves. Science Preschoolers are scientists. They learn about the world by observing and experimenting. Natural things fascinate them, from rocks, to animals, to their baby brothers and sisters. They also notice the many ways that they can influence the natural world. Preschoolers may plant seeds, or watch what happens to an ice cube in a warm room. Social Studies Preschool social studies is where children learn about their place in the world. Children learn how to resolve conflicts and practice skills like sharing, taking turns and cleaning up. They figure out how to express their feelings using words. The class may also explore its community and the people in it by taking short field trips around the neighborhood. I can find problems to solve. I can master a difficult task. Learning through Play If you want to know how your preschooler learns at school, just think about the way she learns at home. They experiment with the properties of matter at the sand and water tables. They learn phonics when they sing songs together. They master important physics concepts like balance and stability as they build blocks at the block center. One Skill at a Time Most preschoolers are not developmentally ready to keep more than one concept in their heads at a time. Take counting, for example. At first, numbers that a child counts in a sing-song manner are just a sequence of words. Then all of a sudden the words become useful as the child learns to match them to an amount by counting fingers. The numbers have now been matched to a meaning. They construct these visual movies in their minds as they play. One movie could be about how to make the blocks fit together, another about how to make the blocks into something else. More movies might be about how to work with other kids to create what they want to do and how to solve the problems that can arise. These mental movies help them get familiar with a process and figure out a situation.

## 8: Learning & Instruction > Concept Development

*conversation. A child needs to know basic concepts in order to be successful in reading, writing, and math. In fact, knowledge of basic concepts directly relates to a child's performance in school. Basic concepts often occur in pairs and tend to be opposites. For example, a child needs to understand both hot and cold to understand temperature. Dr.*

To print free worksheets to help your child improve his math and number skills, please view our collection of Kindergarten Math Worksheets including, tracing numbers worksheets , pattern worksheets , bar graph worksheets , pictograph worksheets and sorting and classifying worksheets. The Importance of Strong Math and Number Skills Basic math and number concepts utilized in a preschool or kindergarten classroom set the foundation for learning more advanced math concepts. Numeral Identification The first step in Math and Number Awareness is learning what the 10 numerals 0 through 9 look like. This requires strong Visual Discrimination skills since many numerals such as 6 and 9, or 1 and 7 look very similar. Counting When first learning to count, a child counts by rote memorization. When asked to count a small group of objects, he will likely count quickly through the numbers he has memorized and randomly touch the objects being counted instead of touching and counting each object just once. For example, give your child two apples and ask him to count them. Then, give your child three more apples. Counting on is an important skill because it is time-consuming and impractical to recount a group of items each time additional pieces are added. Patterning recognition and creation Understanding patterns is an underlying theme in preschool and kindergarten math lessons. A pattern is defined as any sequence that repeats at least twice. As a practical example, consider counting from one to one hundred by ones. When counting, there is a recurring pattern in which all digits rotate from 0 to 9 before restarting back at 0. The first pattern that is introduced in the preschool classroom is called an AB pattern. This means that two different objects line up in an alternating pattern, such as: The ability to recognize, identify and create patterns not only supports learning in math but it also contributes to broader social development. Through an understanding of patterns, children are able to make predictions about what comes next. Just as a child can predict that a red bead will come next after seeing a string with a red bead, blue bead, green bead, red bead, blue bead, green bead pattern, a child will be able to make accurate predictions about other things or events that occur with regularity. For example, predicting what comes next after eating lunch cleaning up or after taking a bath putting on clean clothes will help a child maneuver more confidently in his environment. Classifying and Sorting Children are also introduced to sorting and classifying in preschool or kindergarten math lessons. These activities provide children with opportunities to develop logical reasoning skills as well as demonstrate divergent independent thinking. For example, three different children will likely sort a pile of buttons of varying shapes, sizes, colors, and materials in three different ways. One child may put all the round buttons in one group and all the odd shaped buttons in a different group. A second child might put all the metal buttons in one group and all the plastic button in a different group. And a third child might sort the buttons according to color or size. The particular organizational system is not important. What is important is that each child accurately sorts according to his organization system and is able to explain his thought process. Importance of Hands-On Learning Math learning is most exciting for children when hands-on manipulatives fancy teacher-speak for small objects that can be easily handled or manipulated are incorporated. Manipulatives give children tangible representations of the otherwise abstract concepts related to numbers and counting. For example, when asking a child to count to 30, he may become lost or distracted halfway through. But, when you give the same child 30 small beans and ask him to count them, he will likely be able to apply one-to-one correspondence and accurately count all 30 beans. Hands-on manipulatives are also essential when teaching patterning. This comfort with numbers will fuel his confidence as he is exposed to increasingly complicated mathematical concepts. Starting when your child is very young, count out loud by ones at every opportunity. Also, get into the routine of demonstrating one-to-one correspondence by purposefully touching each item as your count it. You can also create basic counting games by counting aloud how long it takes to set the table, put away toys, or put on pajamas. These games can be played in short spans of time and in any place, since no materials are needed. Also, read counting books to

your child. Counting books are a particular type of picture book that have numerals and the corresponding number of pictures on each page. Generally there is a theme to the book, such as counting bugs or counting crayons. The pictures should be colorful, engaging and easy to count and the numerals should be easy to identify and printed clearly without excessive artistic flourishes. A librarian or bookseller can quickly point you in the right direction if you need assistance finding these books. As you read a counting book, encourage your child to say aloud the numeral on each page and then count the objects on the page with you by touching each picture as he counts. Touching each picture one time while counting aloud reinforces the concept of one-to-one correspondence. With practice, your child will eventually be able to count aloud and apply one-to-one correspondence without your help. If your child has a strong understanding of the numbers 1 through 10, you can make this game more advanced by including numbers up to 20, 50, or even 100. This type of game forces your child to count without relying on rote memorization, since he will not always be able to begin counting at 1. Learn More About What Will Be Expected of Your Child in School Children are expected to begin preschool able to count from one to ten likely by rote memorization and to recognize a handful of printed numerals. By the middle of the preschool year, children should be able to count a group of up to five objects and continue basic patterns. By kindergarten, children are expected to complete more complicated tasks such as counting to 10, counting a group of up to 20 objects, and creating complex patterns. The wide variety of math and number activities children are introduced to in preschool and kindergarten establishes an important foundation for more advanced math activities that will be introduced in primary school. Learn more about the specific math and number awareness skills your child will be expected to have at the beginning of preschool and at the beginning of kindergarten. Further Reading Return to an overview of the 8 key developmental areas. Buy Our Workbook Love our worksheets? Consider buying our workbook:

### 9: Kindergarten Early Literacy Concepts Lesson Plans | [www.enganchecubano.com](http://www.enganchecubano.com)

*Activity worksheets for preschool and kindergarten, including sorting, comparing sizes and understanding concepts such as same and different, opposites, relative positions and full vs empty. Worksheets are pdf documents for easy printing; no login required.*

Communication The understanding that concepts of play, patterns, cause and effect and communication are encountered throughout the Florida Early Learning and Developmental Standardsâ€™ Birth to Kindergarten will support educators in providing meaningful learning experiences for children. For example, an activity with children playing together and building a tower out of multi-colored blocks involves play, patterns building and using colors , cause and effect blocks fall down when there is not a strong foundation or someone bumps the blocks and communication as children plan and talk about how they will design or rebuild their tower. Young children learn through the concepts across the standards by engaging in activities that are real and meaningful to them â€™ activities that encourage the development of skills, knowledge and ways of thinking and learning. These concepts across the standards provide opportunities for children to learn and apply skills and vocabulary in different contexts that build familiarity and grow in complexity across the age range, birth to kindergarten. There are many benefits to play. Children gain knowledge through their play. They learn to think, remember and solve problems. Children increase their problem-solving abilities through games and puzzles. They strengthen their language skills by modeling other children and adults. Children gain an understanding of size, shape and texture through play. Play allows children to be creative while developing their own imaginations. Play with other children helps children learn how to be part of a group, discover their own interests and leads to more physical movement. Patterns Patterns exist everywhereâ€™ in regularly occurring shapes or structures and in repeating events and relationships. Patterns can be found in nature as children explore shapes, characteristics and sort objects found on a nature walk. Children can observe patterns in seasons and in the sky through the shapes and movement of the clouds, sun, moon and stars. Children encounter patterns in language through speech and rhymes. Children can make sound patterns with musical instruments or experience patterns when participating in chants and songs and movement activities. Patterns help children learn to make predictions to understand what comes next in early numeracy through numbers, shapes and images that repeat in a logical way. Children will notice similarities and differences of patterns in their environment leading to ideas for how they might be classified or help in solving a problem. Top of Page Cause and Effect Children learn cause and effect at a very young age. They cry to get attention. They drop something and it breaks. They bang a pot and it makes noise. Through their own observations, children begin to make a connection between actions and reactions. Understanding cause and effect helps children predict and explain events in new contexts. Building with blocks, mixing paint at the art center, experimenting with items that sink or float in water, listening to books with cause and effect elements such as *If You Give a Mouse a Cookie* by Laura Numeroff and experiencing fatigue after running outside during play are all examples of young children building an understanding of cause and effect. Children also learn cause and effect through positive and negative consequences from behavior in individual settings and when interacting with peers. Children have opportunities to practice communication skills in many interest areas in their learning environment. Books, magazines, maps or other printed materials should be available in every interest area e. Children communicate and interact with adults and peers during unstructured play, participation in simple scientific inquiry experiments, painting and creating art, singing and moving to music and asking and answering questions about their exploration and discoveries in their environment.

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