

## DOES YOUR CHILD:

\_\_\_\_\_  
*Child's Name*

Say "one" or give one object at a time?

☐

Often

☐

Sometimes

☐

Not Yet

Explore and notice different shapes?

☐

Often

☐

Sometimes

☐

Not Yet



*Clip and return to school.*

*Clip and Save.*

### Use number words

Although it may seem early, strong foundations for mathematics begin early. By counting out three crackers at snack or talking about who has more blocks, your child can begin to understand that these words are about "how many?" Although your child won't be able to count for some time, he/she may begin to use words such as "more" and may say some number names. This is the beginning of learning math.

### Talk about size

Talk about *big/little* or *tall/short*. Use other size words. This brings your child's attention to what is the same and different about items and helps them to begin to learn size vocabulary.

### Encourage your child to match one thing with another

Help your child to give one item to each person, to set one stuffed animal in each chair, or to put items into a container one at a time. Activities such as this help your child match one item with one item. This will help them when they need to match one number name to each item they are counting.

### Talk about and explore shapes

Your child may not learn the names for shapes for some time, but you can set the stage for this learning now. Provide materials that are different shapes so your child can explore the smooth round shape of a ball or the edges of a square block. By bringing your child's attention to important things about these shapes, they will be getting ready to learn shape names down the road.



Connecticut Office  
of Early Childhood