

DOES YOUR CHILD:

Child's Name _____

Count to find out how many things there are in a small group of items?

☐

Often

☐

Sometimes

☐

Not Yet

Compare small groups of items? (e.g. notice when someone gets three items when they only get one)

☐

Often

☐

Sometimes

☐

Not Yet

Match or sort things that are the same?

☐

Often

☐

Sometimes

☐

Not Yet

Use words to describe the size of objects? (e.g. "big" and "little")

☐

Often

☐

Sometimes

☐

Not Yet

Clip and return to school.

Clip and Save.

Talk about size, shape, and position

Talk with your child about the size of items using words such as *big/little*, *heavy/light*, *long/short*. Talk about the position of items using words such as *in*, *on*, *under*, *behind*, *up*, and *down*. Talk about shapes that have straight or curving lines and label some basic shapes such as circles and squares. This beginning vocabulary helps with later mathematical learning.

Count together and talk about quantity during your day

Count items for important reasons during your daily routine. Count out three crackers for each person for a snack or count how many apples you are buying at the store. Compare amounts using words such as "more". Make two small groups of items and talk about which group has more. Count together to see if you were right.

Line up and match items

Matching one number name to each individual item is an important part of learning to count. Your child can practice by giving one item to each person, putting one napkin at each chair for dinner, or putting one item in each compartment of an ice cube tray or muffin tin. Make it fun and encourage your child to talk about what they are doing (e.g. saying "one for you and one for you" or counting).



Connecticut Office
of Early Childhood