

## **Maths Tips for Parents of Senior Infants - Numbers 1 - 20**

### **1. Count Forwards**

- Count forwards 1 – 20. Count forwards from different starting numbers e.g. 6 - 12, 8 – 14.
- Take turns with your child to count forwards 1 – 20.
- Say a number and ask your child what number comes after a given number e.g. what number comes after 15
- Listen to your child as they say the teen numbers 13 – 19 some children will say thirty instead of thirteen and sixty instead of sixteen.

### **2. Count Backwards**

- Count backwards 20 – 1. Count backwards from different starting numbers e.g. 20 – 14, 12 – 6.
- Take turns with your child to count backwards 20 – 1.
- Say a number and ask your child what number comes before a given number e.g. what number comes before 18.

### **3. Numerals**

**Written Numbers:** - Call out random numbers 1 – 10 ask your child to write them down. Check the number formation. Extend to numbers 11 – 20 and then have a mix of numbers 1 – 20.

- Draw a five square frame write a number in the middle square e.g. 12 and ask your child to write the two numbers before and the two numbers after. Ask them to point and say the numbers forwards and backwards.

**Identification:** - Show your child number cards in random order 1 – 10. Ask what number is this? Extend to numbers 11 – 20 and then have a mix of numbers 1 – 20.

- Ask your child to point to a number you call out e.g. point to the number 15.

**Sequencing:** - Show number cards 1 – 10. Mix the cards up ask your child to sequence the numbers from the smallest to the largest (left to right). Ask your child to point and say the numbers forwards/backwards.

– Show number cards 11 – 20 mix the cards up ask your child to sequence the numbers from the smallest to the largest (left to right). Ask your child to point and say the numbers forwards/backwards.

- Take six cards e.g. 6 to 11, 13 to 18 ask your child to sequence the number cards. Point and say the numbers forwards/backwards. They could also write the sequence of numbers.

- When the numbers are sequenced cover one or two of them and ask your child what numbers are covered?

#### **4. Finger Patterns 1 – 10**

- Ask your child to show you numbers 1 – 10 using their fingers.
- Ask your child the different ways of making numbers 2 – 10 using two hands. Start off with 2 and extend up to 10.
- When your child can show you the finger patterns with confidence ask them to put their hands on their head like bunny ears so that they can't see them, this is more challenging.
- Double Patterns for 1 to 5 using fingers. Ask your child to make two on their right hand and then to make two on their left hand. They can count their fingers and say two and two makes four. Repeat for numbers  $1 + 1 = 5 + 5$ .

#### **5. Count Items 1 – 10 and beyond to 20**

- Count objects e.g. counters in a set 1 – 10. Extend beyond 10 if your child is able and confident.
- Match numbers to sets e.g. match the number 5 to a set of 5 objects or counters.
- Match sets to numbers e.g. match a set of 7 objects or counters to the number 7.
- Partition sets within 10. Use objects or counters, draw two circles or a butterfly with two wings and explore the variety of ways of making sets up to 10 e.g. making 8 (5 and 3, 3 and 5, 4 and 4, 6 and 2, 2 and 6). Put 5 counters into one of the circles and 3 counters into the other circle. Put 6 counters onto one of the butterfly wings and 2 counters onto the other wing.
- Record answers.

#### **6. Spatial Patterns**

- Use dice or domino pattern cards 1 – 6 and ask your child to quickly tell you what pattern they see (you want them to recognise the patterns 1 – 6 without having to count).
- Match the dice or domino pattern cards 1 - 6 with a sound/movement. For example, show a 3 pattern on a dice or domino card ask your child to clap or tap the number they see or make the number pattern in the air with their finger.

#### **Notes:**

- Practice the forward counting one day and the next day practice backward counting.
- Identify the number 'after' one day and the number 'before' on another day as some children can get confused.
- Some children can find the teen numbers difficult and challenging to remember. Repeating the above activities can help your child build confidence.
- Move up the numbers 1 – 20 as your child gains in confidence.
- Repeating the activities is important as it will increase your child's confidence.

