



CURRICULUM CORNER

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Take Time to Stop and *COUNT* the Roses!

For preschoolers, naming numerals is nice, but comparing quantities is even better. Another way to think about it is that exploring quantities is a foundational step in becoming “fluent” in math, while recognizing written numerals can be a later part of the process. When thinking about math priorities for young children, being able to count out seven toy cars with one-to-one correspondence is a more meaningful and valuable skill than being able to recognize the numeral used for seven. Research has shown that early development of “number sense” is linked to greater math achievement in school and beyond. Number sense can be thought of as “good intuition about numbers and their relationships which develops gradually as a result of exploring numbers and visualizing them in a variety of contexts.” (Howden, 1989)

If you’d like to take a deeper dive into the importance of number sense, here’s an interesting [read](#).

You can do so much to help your child “grow” their number sense during your little everyday moments together. Consider increasing your math talk and try modeling your own number sense throughout your day. For example, during meal time, count with your child how many raspberries are on the plate and then count them again after you’ve gobbled two up. You can add some math talk by mentioning that you subtracted two. You might even then add a raspberry back and figure out what that means! Or, you and your child might predict how many steps it will take them to walk to the car and then see whose estimation was closest. Sprinkle in the concepts of more, less, and equal while you’re in the grocery store or while collecting different types of fall leaves. [This](#) short article suggests many more fun, open-ended math questions you might try at home.