

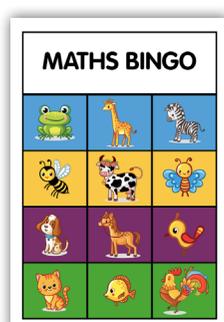
MATHS BINGO

Instruction Card

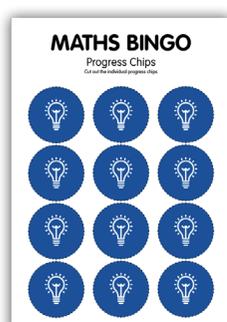
Developed by the Practica Programme - www.practica.co.za

Aim: Foster playful engagement and collaboration while developing age-appropriate maths skills.

The tool consists of the following printable pages:



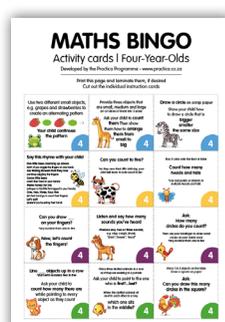
One MATHS BINGO card
(can be used for all three age groups)



One PROGRESS CHIPS card
(can be used for all three age groups)



One page with 12 activity cards for 3-year-olds



One page with 12 activity cards for 4-year-olds



One page with 12 activity cards for 5-year-olds

To set the game up:

- Print the pages that you require and laminate them, if desired
- Cut out the activity cards from the different age groups and the 12 progress chips

To use the tool:

- To accommodate developing concentration spans, the activities are played in sets of three
- Before every play session, ask your child to select the colour of the row they want to complete, e.g. yellow
- Select the yellow cards from the pack and do these 3 activities with your child in no specific order
- After every activity, when you are satisfied that your child has practised (not necessarily mastered) the activity, let them place a progress chip on the block on the BINGO card that displays the animal that is printed on that activity card
- When your child has placed a chip on each of the 3 yellow blocks, one game session is over
- Continue with the rest of the activities, one coloured row at a time, in later game sessions

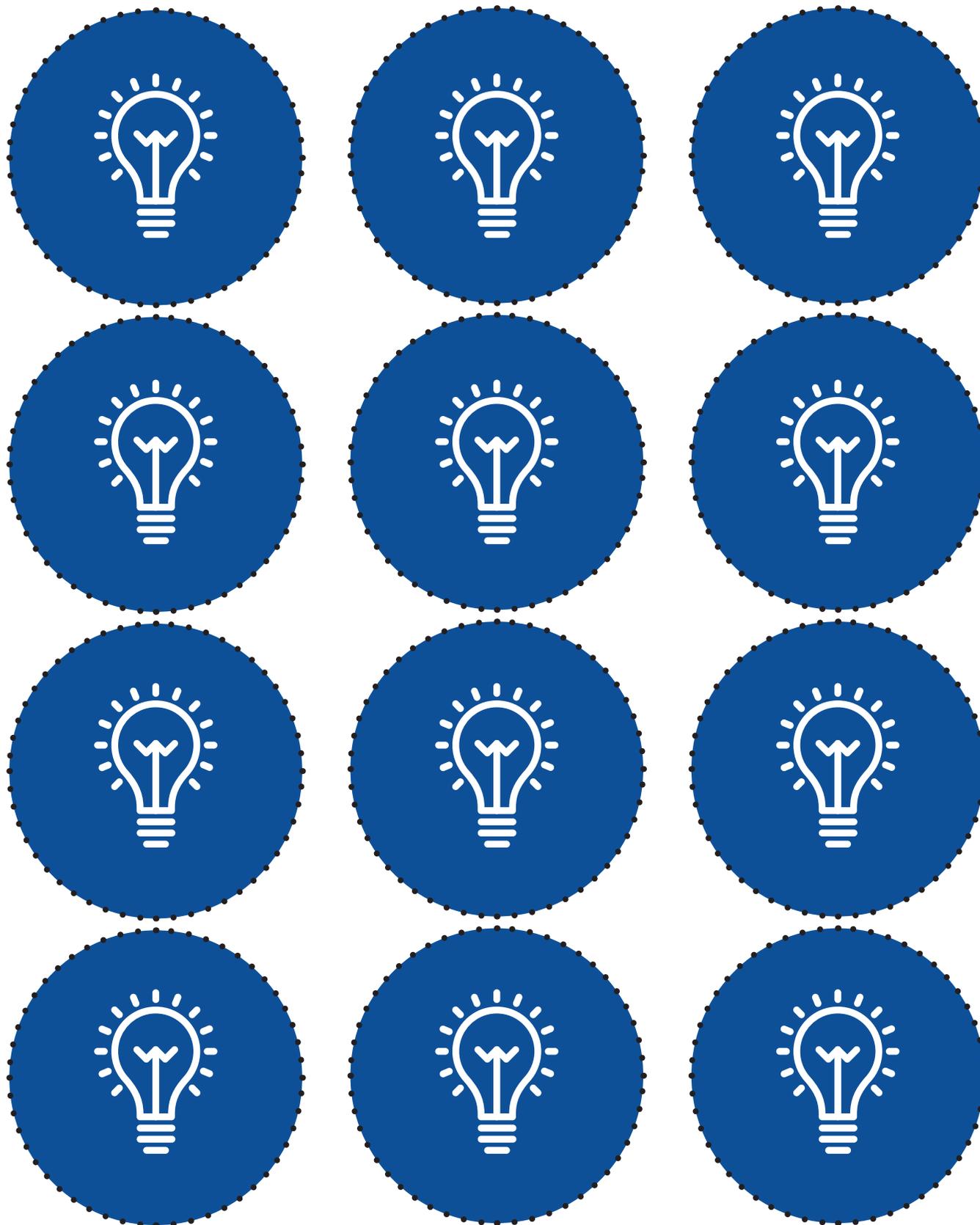
MATHS BINGO



MATHS BINGO

Progress Chips

Cut out the individual progress chips



MATHS BINGO

Activity cards | Three-Year-Olds

Developed by the Practica Programme - www.practica.co.za

Print this page and laminate them, if desired
Cut out the individual activity cards

| | | |
|---|---|---|
| <p>Touch this ____ (an object) Touch this ____ (another object)</p> <p>Which one is big?</p>   | <p>Let your child help you tear a sheet of paper into pieces and remove the medium sized pieces</p> <p>Sort the rest into "big" and "small"</p>   | <p>Can you draw a big circle?</p> <p>Can you draw a small circle?</p>   |
| <p>Say this rhyme with your child</p> <p>Five little bees zooming up above (both of you wiggle the fingers on one hand) are finding flowers that they love (continue wiggling the fingers) Come little bees (catch their hand in your hands) Make honey for me (whisper to the little fist trapped in your hands) One, two, three, four, five (let their hand go to count their fingers) Let's eat! (pretend you're eating their hand)</p>   | <p>Can you count to three?</p> <p><i>*Later in the year, your child will learn to rote-count to four and then five</i></p>   | <p>Draw a tree on paper</p> <p>Show your child how to draw one apple (circle) on the tree Can you draw two apples? Can you draw three apples?</p>   |
| <p>Can you show your age on your fingers?</p> <p>Now, can you count the fingers?</p>   | <p>Clap one time Clap two times Clap three times</p> <p><i>Alternative wording: Give one/two/three claps *Clap along until your child masters this</i></p>   | <p>Look at RIGHT hand (show four on this hand) Now look at LEFT hand (show two on this hand)</p> <p>Which number is more?</p> <p><i>*your child doesn't need to count or say how many you're showing on a hand</i></p>   |
| <p>Place 4 objects in a row</p> <p><i>Three should be identical and one similar, but different, e.g. three forks and a dessert spoon</i></p> <p>Can you point to the one that is different?</p>   | <p>Give your child a bowl and spoon</p> <p><i>Ask them to put the spoon beside/next to the bowl? behind the bowl? in front of the bowl? between the bowl and my hand? Can you move it around the bowl?</i></p>   | <p><i>Three stuffed animals sit down to eat</i></p> <p>Can you give each one a spoon, a bowl and a serviette?</p>   |

MATHS BINGO

Activity cards | Four-Year-Olds

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Print this page and laminate them, if desired
Cut out the individual activity cards

Use two different small objects, e.g. grapes and strawberries to create an alternating pattern



Your child continues the pattern



4

Provide three objects that are small, medium and large
(or cut slices of bread into 3 sizes)



Ask your child to **count them** Then show them how to **arrange them from small to big**

4

Draw a circle on scrap paper

Show your child how to draw a circle that is **bigger smaller the same size**



4

Say this rhyme with your child

Five little bees zooming up above
(both of you wiggle the fingers on one hand)
are finding flowers that they love
(continue wiggling the fingers)
Come little bees
(catch their hand in your hands)
Make honey for me
(whisper to the little fist trapped in your hands)
One, two, three, four, five
(let their hand go to count their fingers)
Let's eat!
(pretend you're eating their hand)



4

Can you count to five?

**As they near their fifth birthday, your child will learn to rote-count to ten*



4

Toss 5 coins onto the floor or table

Count how many heads and tails

**use nail polish or stickers to indicate heads and tails*



4

Can you show _____ on your fingers?

**any number from one to five*



Now, let's count the fingers!

4

Listen and say how many sounds you've heard

Produce one, two or three sounds, e.g. clap, cough, knock, "brm", "meow", "woof"



4

Ask: How many circles do you count?

*Then use your forefinger to draw small circles on your child's back
any number from one to five



4

Line _____ objects up in a row
**start with numbers two to five*

Ask your child to **count how many there are** while pointing to every object as they count



4

Place three stuffed animals in a row as if they are walking in a parade

Ask your child to point to the one who is **first?...last?**

When the stuffed animals sit next to each other in a row,

which one sits in the **middle?**



4

*Place 1 to 5 objects on the table
Draw a square on paper*

Ask: Can you draw this many circles in the square?



4

MATHS BINGO

Activity cards | Five-Year-Olds

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Print this page and laminate them, if desired
Cut out the individual activity cards

Provide cucumber sticks and carrot sticks (or any other food)

Ask your child to create a pattern with it before eating it

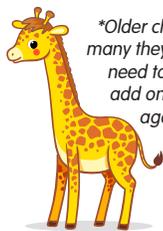
*Five year olds can learn how to create a simple, alternating pattern, e.g.



◆◆◆◆◆◆◆◆

5

Put less than five pieces of food in a bowl and ask your child to "add more to make this five"



*Older children count once to see how many they have and then say how many need to add. Five year olds typically add one at a time. They then count again (starting at one) after every addition to see how many they now have.

5

Write the numbers one to ten on ten pieces of paper

Put the numbers in a bag

Your child

1. takes one out
2. names the number
3. shows it on their fingers



5

Say this rhyme with your child

Five little bees zooming up above
(both of you wiggle the fingers on one hand)
are finding flowers that they love
(continue wiggling the fingers)

Come little bees

(catch their hand in your hands)

Make honey for me

(whisper to the little fist trapped in your hands)

One, two, three, four, five

(let their hand go to count their fingers)

Let's eat!

(pretend you're eating their hand)



5

Can you count to 10?

*As they near their sixth birthday, your child will find it easier to learn to rote-count to twenty and beyond



5

Place ___ raisins in a bowl

*Any number from one to five

Draw ___ dots in a circle

*Any number from one to five

Ask:

Is the number in the circle the same as the number in the bowl?

If not, say:



Can you make them the same?

5

Can you show ___ on your fingers?

*a number from one to 10

When this becomes too easy, say:

First show ___ and then show the number that is one more?



5

The Magic Trick

Say: Look I have ___ (1,2 or 3) coins in my hand!

Close your fist and add one coin

Say: I started with ___ and I added one, so how many are in there now?

Let your child guess.

Then open your hand and let them count the coins. If they are wrong, see if they want to play again



5

Opposites

If something isn't big, it's ___?

If something isn't long it's ___?

If a stick isn't thick, it's ___?

If something isn't heavy, it's ___?



5

Left and Right

Raise your left hand
Raise your right hand
Go left
Go right



5

Put *five similar small objects (e.g. raisins) in a bowl and place two empty bowls in front of your child

Say: Let's see if you can move these five to make three and two

*Repeat with other numbers, up to 10



5

Focus your child's attention on two objects that are related, but different.
e.g. apple/banana; crayon/pencil; shoe/sock; spoon/fork

How are they alike?
... different?



5