M14

A BIRDHOUSE FOR EVERY BIRD

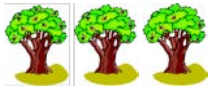
15–20 minutes

To develop the ability to use one-to-one correspondence to match two sets of objects exactly, and to demonstrate the value of this when doing practical tasks
To foster the ability to participate co-operatively in role play
To practise facilitating one-to-one matching of sets of physically separated objects
To reinforce the use of mathematical language, e.g. as many as..., not so many as..., same, different, more, fewer, less, equal

- Greedy Gary, the Number Guzzler from M12

- 24 birdhouses

- 3 trees with birds in – each one put out in a different part of your house/room



- A table to be the 'carpenter's workshop', somewhere away from the trees – lay the birdhouses out there
- A box of tokens/counters
- A small box/basket for transporting the tokens
- 20 baby carrots (or other small object or food) and 8 plates

Bring your child to where you have put one of the trees with the birds in. Explain: *I want each bird to have it's own birdhouse, where it can stay cosy and warm if it needs to, and we can put food out for it every day in the winter. To make it fair, we need to make sure that each bird has it's own house and therefore it's own food – to make sure every bird gets enough. So what we need is <u>one birdhouse for every bird</u>.*

Then take them to the 'carpenter's workshop' and explain: *The carpenter sells birdhouses, look! So we can buy one for each bird. But we can't return ones that we don't need in the end as he doesn't give refunds, and we don't want to pay for birdhouses we don't need now, so we need to be sure that we buy exactly the right number – <u>as many birdhouses as there are birds in the tree</u>. How can we do that? Be careful – Greedy Gary is around so we can't count!* (Show him.)

Ideally, your child will automatically suggest using tokens as in the previous sessions, placing one token on each bird in their tree, taking the tokens to the carpenter's shop and then matching them up with birdhouses. If not, guide them with questions about how they matched numbers previously when they couldn't count or put the objects they needed to match next to each other. You can play the role of carpenter if you wish, and use that as an opportunity to reinforce their correct use of the mathematical language (for example: *How many do you need?* Child – one birdhouse for each/every token).

Give your child the box of tokens/counters, and ask them to get one birdhouse for every bird in that tree from the carpenter's. They should then return with the required number, and be able to give a birdhouse to every bird.

Repeat for the other two trees, allowing your child to work as independently as they can.

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Your child can select as many birdhouses as there are birds in a tree, using tokens as substitutes, from a bigger quantity of birdhouses.
Your child uses mathematical language, e.g. less than, more than and equal to meaningfully.
Your child can identify whether a plate holds the same as, more than or less than a target quantity.

KEY TO LEARNING @HOME

M14

A BIRDHOUSE FOR EVERY BIRD

Baby Carrots on the Plate:

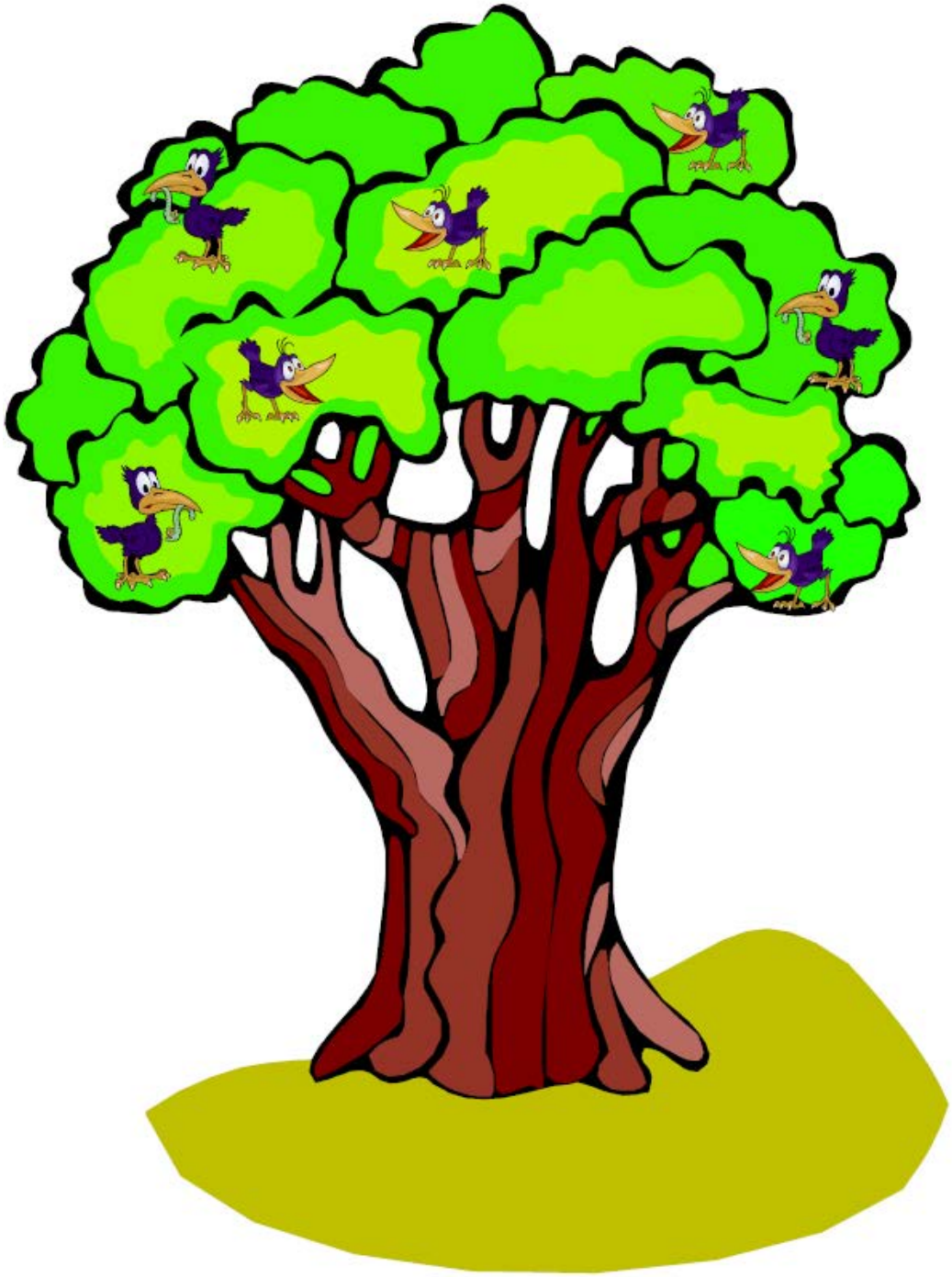
Set up your carrots on your plates on a table like this: two plates with one carrot, two plates with two carrots, two plates with three carrots and two plates with four carrots.

Put one of the plates with two carrots in front of your child. Ask them:

1) *Can you find a plate with the same number of/an equal number of/as many carrots on it as this plate here?*
2) *Can you find a plate with a larger/bigger/greater number of carrots on it?*
3) *Can you find a plate with a smaller/fewer number of carrots on it?*
4) *Can you find a plate with one more carrot on it?*
5) *Can you find a plate with one less/one fewer carrot on it?*
6) *Which plates have a different number of carrots on them?*

Then repeat the above three more times, changing the plate in the middle of the table each time. Vary the language you use within each question, using the options provided (e.g. one time ask using 'the same number of', another time 'an equal number of' and so on). Obviously there won't be a suitable plate for some tasks, for example finding a plate with less than one carrot on it, or more than four carrots on it. If you ask those questions, your child should be able to point out that they aren't possible.

Take every opportunity to model the use of all the mathematical language from this session, and encourage your child to use it in every day contexts. For example, laying the table with as many forks/knives/plates/napkins etc. as there are people, cooking one portion of something for each person, putting one mark on a chart for something, buying one ticket for every person for an event and so on.



Cut out each birdhouse separately.