

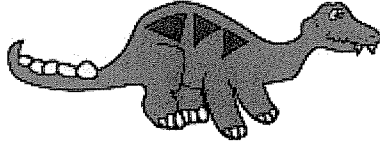
## INSTRUCTIONAL GUIDE

**AGES: 3-8**

**NUMBER OF PLAYER: 2-5**

**CONTENTS:**

- 5 Full Color Game Boards
- 30 Full Color Flash Cards
- 30 Jumbo Markers



**OBJECTIVES:**

By using Counting and Numbers Early Learning Quizmo children will:

- Develop number/numeral recognition 1-10.
- Develop counting skills 1-10.
- Develop memory and matching skills.

**INTRODUCTION**

COUNTING AND NUMBERS Early Learning Quizmo is designed to provide young learners with a variety of enjoyable game experiences that will help them associate the numerals one through ten with their names and values in a concrete, semi-concrete and abstract manner so necessary in the development of early mathematical skills

Very young children love to "parrot" count. "Parrot" counting is simply counting in numerical order, but the child does not associate any meaning to the words they have learned to mimic. With young children, you will want to start building the meaning of numbers by having them count and touch actual concrete objects simultaneously: toys, toes, fingers, etc. Building this one-to-one correspondence is extremely important to understand the meaning of numbers and later their symbolic representations - numerals

Use counting songs and chants to develop and reinforce counting skills: One, Two Buckle My Shoe; One Potato; etc. Display posters with numerals and the corresponding number of objects. Provide activities that involve entire body movement such as hopscotch, jump rope, Simon Says, etc.

**Remember:** With very young children, it is more important to associate meaning to number than to identify the written numeral. Always make learning early math skills meaningful and relevant to the child

**I. FLASH CARD ACTIVITIES:**

To play the games that follow, use the following sequence to introduce the three types of flash cards included in this game: 10 flash cards picturing 1-10 objects, 10 flash cards picturing 1-10 dots and numeral flash cards 1-10. **Note:** With the object flash cards, you will want to make sure children can name the objects pictured: cupcakes, dragon/dinosaur, clowns, etc.

When children can point to an object and count simultaneously and have associated meaning to what they are doing, you will want to begin with the cards picturing objects. Introduce a few cards at a time and add new picture cards as children demonstrate a command of the number.

**\*Go Fish** - Place all the object flash cards the children can count into a bucket. Have children take turns "fishing" for a card (without looking in the bucket) and identifying the number they have "hooked".

**\*Walking Game** - Pass and object card to each child. As children spot items in the room that match the number of objects on their cards, they shout "Match!" For example, if one child has the card with seven flowers and they see seven chairs in the room, that would be a match.

Use the same procedure for introducing the dot flash cards and then the numeral flash cards. Introduce the numeral cards very gradually, because now you have moved to the abstract concept of a symbol representing a number of "things," etc.

**II. EARLY LEARNING QUIZMO GAME ACTIVITIES:**

A. For play with 2-5 children - Each child receives a game board. The flash cards are shuffled and

spread face down in the middle of the group. The child to the right of the child who shuffled the cards is the first to pick any card from the pile. If the card matches an illustration or item on his/her board, the player places that card over that section of his/her board. The same player continues to pick until he/she selects a card that does not match his/her board. The player then places the card that does not match back in the pile and the next player to the right makes a selection. Players should always be aware of which card their opponents are returning to the pile and where. The first player to fill his/her game card is the winner.

B. Use the game instructions above for playing the simple one-for-one matching game, only now children can match the picture to the numeral, the numeral to the dot pattern, the dot pattern to the picture, etc., as long as the numeric values are the same.

C. Have children select a game board and 6 jumbo chips. A caller is selected to say what is showing on the calling card, "four dots," "eight clown faces," etc. If the picture appears on a player's game board, he/she should mark it with a jumbo chip. Play is continued until all of the pictures are covered on a player's card.

D. Players select a game board and 6 jumbo chips. A caller is selected to say what appears on the calling card, but only the numeric value, for example, the card shows one dinosaur, the caller simply says, "one." Players can mark any spaces on their game cards that represent "one," (one dinosaur, one red dot or the numeral one). The first player to cover his/her card is the winner. Note: players will need to stay alert, this will be a fast moving game.

E. Cooperative Play - A group of children can see how long it takes them to complete all cards as a group. The group chooses the three out of five game boards. Each player then selects and plays one card at a time. Players may place a card on any of the three game boards. When all boards have all spaces covered, the game ends. The group may then repeat the activity trying to beat a previous time.

F. Solitaire - One child alone can enjoy matching the cards with the pictures and numerals on the game boards. This simple matching activity is a basic pre-reading skill.



**III. EXTENSION ACTIVITIES WITH THE FLASH CARDS:**

There are many more games that can be played when at least two sets of flash cards have been introduced:

A. **Concentration** - Played in the same manner as the traditional game. Shuffle two sets of 10 cards each together and lay them face down in rows. Players take turns in turning two cards face up. If the two cards match, example 2 cupcakes and 2 dots it is a match, the child takes the 2 cards and keeps them and then takes another turn. If the cards do not match, the child turns the cards face down again in the same position. The player with the most cards wins.

B. **3 Card Concentration** - Using the three sets of flash cards shuffled together, children play this more advanced game in the same manner as above, but now they must find 3 cards that match: object card, dot card and numeral card.

C. **Same or Different** - Present a set of two cards and ask if the cards represent the same number value, example, 4 pigs and 4 dots; 2 cupcakes and the numeral three. Move to presenting 3 cards, 2 of the cards should represent the same value and one should be different. Have the child select which card is different.

D. **Manipulatives** - Hand out the cards. If a child has a numeral, they should correctly count out the number of counters represented by the card. If the card has a picture, the child should write the numeral on a piece of paper. The first child to get rid of all their cards wins.

E. **Numerical Order** - Shuffle the numeral flash cards and have the child place the cards in numerical order.

**Try these other Early Learning Quizmos:**

- Early Learning Alphabet Quizmo W-MB5100
- Early Learning Animals Quizmo W-MB5102
- Early Learning Shapes & Colors Quizmo W-MB5103



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