



Parents And Number (PAN)

Workshop Planning ...

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Remember to bring take a hanger and pegs to show what is needed for next weeks session

Date	Workshop Number	Theme	Activities	Key Questions	Resources	Evaluation
	4	Addition	Key vocabulary – addition	What words do you know that mean addition?	Sparkle box vocabulary flowers Sugar paper Felt pens	
			From knowing one fact we can derive many more. Activity: If we know that $3 + 2 = 5$,	what else do we know? ($2+3=5$, $20+30=50$, $200+300=500$, $2000+3000=5000$ etc)What other ways can we present this information to children?	Sugar paper Felt tips	
			Pairs to ten – numicon Cutting up 10 frame and matching with corresponding numicon plates	What kind of things can you use from home to support this area of learning?	Lots of ten frames (pictures etc) Numicon Sugar paper	
			Make a number story	What kind of things can you use from home to support this area of learning?		
Reminder : please bring a triangular coat hanger and 10 pegs for the next session						

Things you can do with the number cards

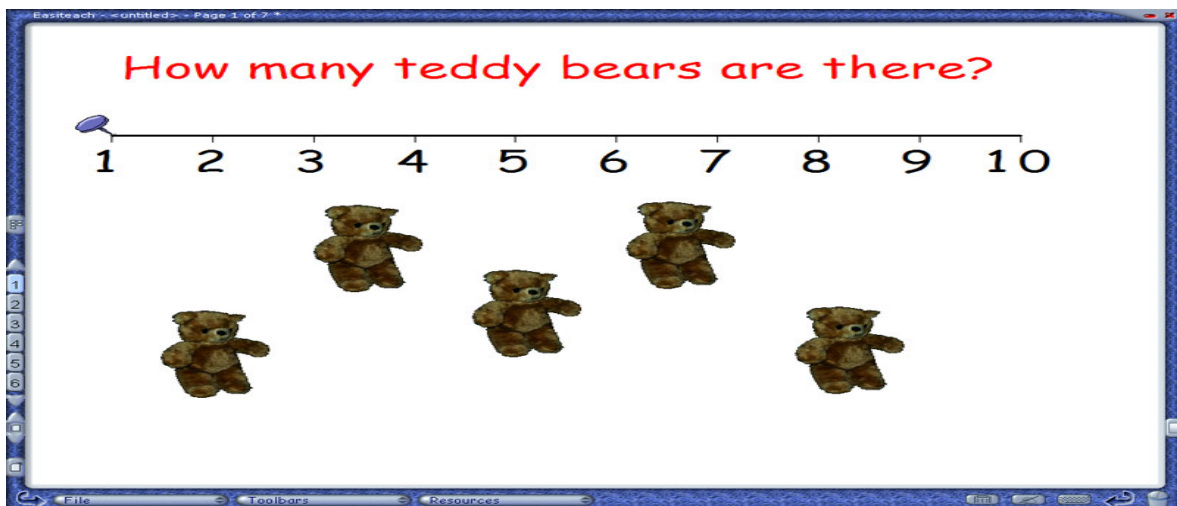
Place face down

- pick a number – count on to...
- pick a number – count back to...
- what will it be if you had one more / one less?
- Who has the bigger number? biggest number wins
- Who has the smallest number? Smallest number wins
- Sorting odd /even numbers
- Ordering numbers from smallest to the largest
- Ordering numbers from largest to the smallest
- Ordinal numbers – say the names – labelling back



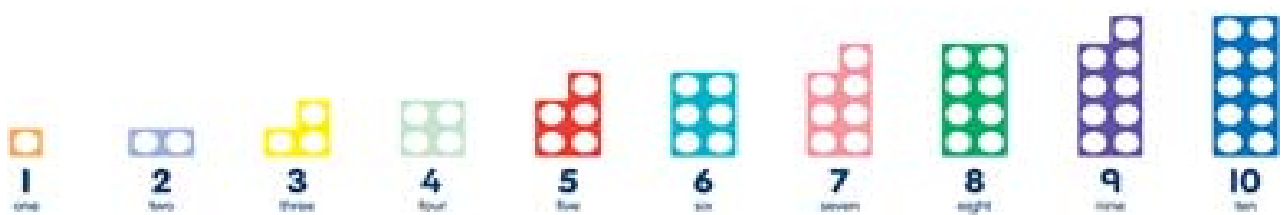
Prompt sheet for things we can do with number line

- Write the missing numbers
- counting forwards/ backwards
- Where would x number fit on the number line?
- Design and decorate your own number line
- Odd /even numbers – to count in 2s, 5s
- Pointing to numbers they know – what goes before / what goes after /where would you find x number
- Find a number you know – can you count forwards? Can you count backwards?
- Choose any number and add on two what do you have?
- Choose any number and subtract two what do you have?



Prompt sheet for using numicon

- Make a number line
- The importance of ordering the plates correctly – what can we see?
- One more/ one less
- Odd and even plates
- Pairs to ten
- Subtraction
- Place value – tens /ones



What math activities can I do with my child?

Numbers are used to describe quantities, to count, and to add, subtract, multiply, and divide. Understanding numbers and knowing how to combine them to solve problems helps us in all areas of math.



Count everything! Count toys, kitchen utensils, and items of clothing as they come out of the dryer. Help your child count by pointing to and moving the objects as you say each number out loud. Count forwards and backwards from different starting places. Use household items to practise adding, subtracting, multiplying and dividing.

Sing counting songs and read counting books. Every culture has counting songs, such as "One, Two, Buckle My Shoe" and "Ten Little Monkeys", which make learning to count – both forwards and backwards – fun for children. Counting books also capture children's imagination, by using pictures of interesting things to count and to add.



Discover the many ways in which numbers are used inside and outside your home. Take your child on a "number hunt" in your home or neighbourhood. Point out how numbers are used on the television set, the microwave, and the telephone. Spot numbers in books and newspapers. Look for numbers on signs in your neighbourhood. Encourage your child to tell you whenever he or she discovers a new way in which numbers are used.

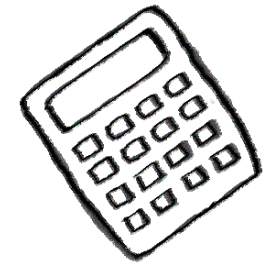
Ask your child to help you solve everyday number problems. "We need six tomatoes to make our sauce for dinner, and we have only two. How many more do we need to buy?" "You have two pillows in your room and your sister has two pillows in her room. How many pillowcases do I need to wash?" "Two guests are coming to eat dinner with us. How many plates will we need?"

Practise "skip counting".

Together, count by 2's and 5's. Ask your child how far he or she can count by 10's. Roll two dice, one to determine a starting number and the other to determine the counting interval. Ask your child to try counting backwards from 10, 20, or even 100.



Make up games using dice and playing cards. Try rolling dice and adding or multiplying the numbers that come up. Add up the totals until you reach a target number, like 100. Play the game backwards to practise subtraction.



Play "Broken Calculator".

Pretend that the number 8 key on the calculator is broken. Without it, how can you make the number 18 appear on the screen? (Sample answers: $20 - 2$, $15 + 3$). Ask other questions using different "broken" keys.

Tips to help my child

Be positive about math!

- Let your child know that **everyone** can learn math.
- Let your child know that **you** think math is important and fun.
- Point out the ways in which different family members use math in their jobs.
- Be positive about your own math abilities. Try to avoid saying "I was never good at math" or "I never liked math".
- Encourage your child to be persistent if a problem seems difficult.
- Praise your child when he or she makes an effort, and share in the excitement when he or she solves a problem or understands something for the first time.



Make math part of your child's day...

- Point out to your child the many ways in which math is used in everyday activities.
- Encourage your child to tell or show you how he or she uses math in everyday life.
- Include your child in everyday activities that involve math – making purchases, measuring ingredients, counting out plates and utensils for dinner.
- Play games and do puzzles with your child that involve math. They may focus on direction or time, logic and reasoning, sorting, or estimating.
- Do math problems with your child for fun.
- In addition to math tools, such as a ruler and a calculator, use handy household objects, such as a measuring cup and containers of various shapes and sizes, when doing math with your child.



What do you mean??? How do you know???

- When your child is trying to solve a problem, ask what he or she is thinking. If your child seems puzzled, ask him or her to tell you what doesn't make sense. (Talking about their ideas and how they reach solutions helps children learn to reason mathematically.)



- Suggest that your child act out a problem to solve it. Have your child show how he or she reached a conclusion by drawing pictures and moving objects as well as by using words.
- Treat errors as opportunities to help your child learn something new.

Attendance register for PAN

Date:

Name	Parent of	class	Contact Telephone number	Gender	Language

Group Evaluation

Date:

Session Focus:

What went well...

Even Better if...