

Clothespin Card Correspondence Game



Photo credit: Margot Sandoval

NOTE: Children should always be given ample time to experiment, notice, and wonder before they are provided an explanation.

Always engage children with our two favorite questions:

What do you notice? What do you wonder?

Resist the urge to answer any questions children have while exploring. Instead, respond back with questions to children and let them make sense of the world. Sample questions you might use: What do you think? Do you notice any patterns? What could we change? Can we test something else? What can we try next? If children ask a testable question, which they could answer by doing an experiment, talk through with them how they might design a test to help answer their question. As much as possible and within reason, let them actually test their questions by trying the experiments they propose.

Key Question

What is the number?

Learning Objectives

Children will ...

- pair each number card with the equal number of clothespins.
- say the number aloud and touch each object as they count aloud.

Vocabulary (See **What the heck? Explanation of Mathematics** at the end for definitions.)

More

Less

Equal

Materials

1 deck of playing cards

100 clothespins (plastic colored clothespins also allow for exploring patterns)

Notice and Wonder Developmentally Appropriate Practice

- STEP 1 - Open deck of playing cards and remove all the Jacks, Queens, and Kings.
- STEP 2 - Lay out one suit of cards, not in order (Ace-10)
- STEP 3 - Have child identify number on the card then ask, "How do you know it is number...?"
- STEP 4 - Have child use one to one correspondence by adding the same quantity of clothespins to the card.
- STEP 5 - Have children count aloud as they add the clothespins.
- STEP 6 - Have children arrange cards in order 1-10
- NOTICE BREAK - What do you notice?

Children should notice...

The higher the number on the card, the more clothespins it has. Children thrive in environments that promote thinking and curiosity, are rich in mathematical language, and nurture their natural drive to explore, and experiment with numbers, shapes, measurement, and patterns.

Differentiating Developmentally Appropriate Practice

You might only use cards 1-5 for younger students who are just beginning to count.

Extensions for Additional Learning

- Make your own How Many booklet
- Use 2 different suits and have them sort and count
- Skip count with cards

As always, ask the children throughout the experiment what they notice and what they wonder. If their wonder questions are testable, as much as possible and within reason, let them actually test their questions by trying new experiments.

See below for examples of what they might wonder and experiments they might do to test their wonderings.

- I wonder which card has less?
 - Let them count it!

- I wonder which card has more? I wonder which cards are equal?
 - Let them count it!

Read Aloud:

How Many? by Christopher Danielson or any other counting book
Connections to the activity-Numbers, More, Less,

References

Thekindergartenconnection.com

SAFETY CONCERNS- N/a

Arizona Early Learning Standards – Math Standards

Strand 1: Counting and Cardinality

- **Concept 1: Counts out loud:** The child counts out loud and uses number words in daily conversations.
- **Concept 2: Knows Numbers, Names and Symbols:** The child identifies numerals and uses number words in daily activities
- **Concept 4: Counts to Tell Number of Objects:** The child uses number words and counting to identify quantity.

What the heck? Explanation of Mathematics

One to one correspondence is the ability to match an object to the corresponding number and recognize numbers are symbols that represent a quantity. **More** refers to the higher number, **Less** refers to the lower number, and **Equal** refers to the same number. Mathematics is a way of thinking, knowing, problem-solving, and reasoning that is accessible to all children regardless of their prior knowledge and experiences.