

Viewer Worksheet for: *Supporting Mathematical Development in Young Children:* **One-To-One Correspondence**

This [video](#) describes children's understanding of quantity and their development of one-to-one correspondence.

Routine – A family child care provider allows children to insert paper liners into a muffin pan while preparing snack. A toddler teacher assists children to set the table for lunch.

Additional ideas for practicing one-to-one correspondence during routines:

Explicit Teaching – Adults model pointing to each object as a strategy for keeping track when counting items in a group. In one case, while counting numbers on a number line, in another a small number of blocks that have been lined up.

Additional strategies for supporting one-to-one correspondence:

Play – Two preschoolers play a simple path board game that was created by their teacher. While one child attempts to move her piece the number of spaces on the die, her peer looks on and notices when she moves too far.

Additional ideas for including one-to-one correspondence in play:

A lot of mathematics learning occurs within the context of classroom play, especially when teachers are talking with children about how to solve problems involving number.

What are some vocabulary words that adults could use with children to support one-to-one correspondence?

Identify the materials that you noticed in the video:

What are some additional materials that encourage placing things into one-to-one correspondence?

A meaningful curriculum is integrated so that learning experiences include many developmental domains and content areas. This video focused solely on mathematics. Think about ways that one-to-one correspondence could be integrated into a larger topic of study in authentic ways.

Topic: _____

Write your ideas here.