

Sparklets

work it out work it out work it out

Solve It!



Katie Dicker



# Add it up!

**I'm hungry!**

So are we!



How many fish are

waiting for their food?

4

Count the penguins on each side.

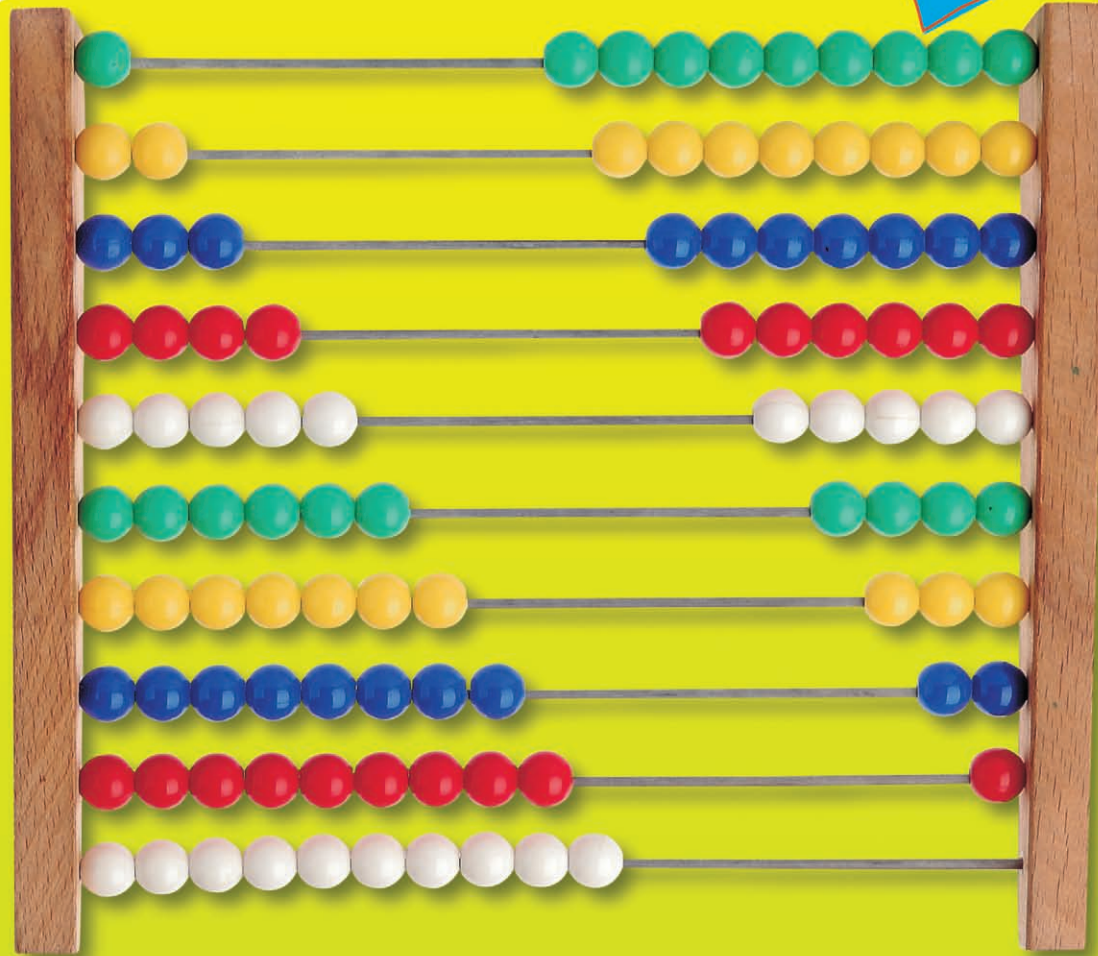
How many are there altogether?

Wait for  
us!



# Combinations

beads



Add up the beads in each row.

What number do you get?

6

Can you fit one more

coach on the track?

2nd

3rd

7

# Time for tea!



Are there enough cups  
and plates to go round?

How would YOU

share a sandwich?

**big bite**

# Play time

Can you make a jigsaw?

Where will you start?

edges





Grrrrr!

What shapes and faces can YOU  
make from modelling clay?

# Notes for adults

**Sparklers** books are designed to support and extend the learning of young children. The **Food We Eat** titles won a Practical Pre-School Silver Award, the **Body Moves** titles won a Practical Pre-School Gold Award and the **Out and About** titles won the 2009 Practical Pre-School Gold Overall Winner Award. The books' high-interest subjects link in to the Early Years curriculum and beyond. Find out more about Early Years and reading with children from the National Literacy Trust ([www.literacytrust.org.uk](http://www.literacytrust.org.uk)).

## Themed titles

**Solve It!** is one of four **Work It Out** titles that encourage children to explore aspects of numeracy, reasoning and problem solving.

The other titles are:

**Numbers**      **Shapes**      **Measuring**

## Areas of learning

Each **Work It Out** title helps to support the following Foundation Stage areas of learning:

*Personal, Social and Emotional Development*

*Communication, Language and Literacy*

*Mathematical Development*

*Knowledge and Understanding of the World*

*Physical Development*

*Creative Development*

## Making the most of reading time

When reading with younger children, take time to explore the pictures together. Ask children to find, identify, count or describe different objects. Point out colours and textures. Allow quiet spaces in your reading so that children can ask questions or repeat your words. Try pausing mid-sentence so that children can predict the next word. This sort of participation develops early reading skills.

Follow the words with your finger as you read. The main text is in Infant Sassoon, a clear, friendly font designed for children learning to read and write. The labels and sound effects add fun and give the opportunity to distinguish between levels of communication. Where appropriate, labels, sound effects or main text may be presented phonically. Encourage children to imitate the sounds.

As you read the book, you can also take the opportunity to talk about the book itself with appropriate vocabulary such as "page", "cover", "back", "front", "photograph", "label" and "page number".

You can also extend children's learning by using the books as a springboard for discussion and further activities. There are a few suggestions on the facing page.

### **Pages 4–5: Add it up!**

Use a bag of coloured counters to encourage children to sort the counters into groups of each colour. Introduce early vocabulary of calculating to find “one less” for subtraction and “one more” for addition. You can use the vocabulary “more” and “less” to make comparisons of different-sized groups.

### **Pages 6–7: Combinations**

Talk to children about using objects to count to ten. An abacus can help to develop accurate counting. Encourage children to move the beads one at a time while saying each number word. Children can begin to count and do addition for themselves by collecting interesting objects, threading beads onto a string, joining train carriages together or making a paper chain, for example.

### **Pages 8–9: Play the game**

Help children to hone their skills of number recognition using traditional games such as dominoes or snakes and ladders. Can the children match the dominoes together? What dice combinations can they roll? How many squares can they move along?

### **Pages 10–11: Take away**

A game of skittles will show children the concept of subtraction in action. Encourage children to add up their score as well. Children may also enjoy playing ‘Kim’s game’. Fill a tray with everyday objects, such as pencils, pens and paper clips. How many objects can the children see on the tray? Cover the tray with a cloth and take one or two items away. Can the children identify what is missing? How many items have been removed?

### **Pages 12–13: Double up!**

Encourage children to use repeated addition for simple multiplication tasks, such as counting pairs of socks, toes on feet, wheels on bicycles and eggs in an egg box. Children may enjoy sorting a big bag of coloured socks, for example.

### **Pages 14–15: Keep count**

A game of musical chairs will help to show children the effects of subtraction. Encourage children to count items around them and to count their actions. Counting the number of stairs or stepping stones, or using paces to measure the length of a room, are just a few examples.

### **Pages 16–17: Time for tea!**

Help children to understand the concept of division by sharing items equally. Ask children to share out food for a party or picnic, or to lay up a table for tea. What happens if one more person joins the group? Encourage children to share toys, pencils or paper in play situations, too.

### **Pages 18–19: At the beach**

Make numeracy a familiar part of children’s lives by looking for examples of numbers, shapes and measuring in daily activities. Children may discover that folding makes it easier to fit objects into a bag, for example, or that counting helps to keep a check on items that are missing.

### **Pages 20–21: Play time**

Encourage children to use problem solving in play situations. Help children to divide modelling clay into equal parts, or to combine pieces together, to make different shapes. Ask children to sort jigsaw pieces into similar shapes or colours. Why are some jigsaw pieces easier to find than others? Encourage children to find other simple shapes that fit together.