



# What is in the basket?

## Activity sheet

- **Target group:** 6+ years old
- **Duration:** 45 minutes
- **Material needed:**
  - Character figurines,
  - communication board with numbers and quantities,
  - size comparison cards, AAC devices or applications,
  - score-tracking charts.
- **Key competence:** numeracy

### GENERAL OBJECTIVES

The activities are designed to help children develop early math skills through play and storytelling, such as **counting, number recognition, and comparing quantities and sizes**. By using concrete objects and communication supports (AAC), abstract concepts become easier to understand through hands-on experience, while also promoting speech development and social interaction. The activities connect symbolic play with mathematical thinking, making learning more accessible and engaging.



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## IMPLEMENTATION

### Introduction to the Activity and Presentation of Materials

The activity begins with a brief reminder of the fairy tale Little Red Riding Hood. The children are introduced to the materials: figurines (Little Red Riding Hood, the wolf, the grandmother, trees, flowers, cookies, baskets), number cards, tactile numbers, and a communication board with numbers and concepts such as “more,” “less,” “big,” and “small.”

### Activity 1: Counting Objects from the Story

Children are given the task of counting items related to the story:

- How many characters are in the story?
- How many trees are in the forest?
- How many cookies did Little Red Riding Hood bring to her grandmother?

Children use number cards and communication symbols to answer the questions (e.g., they show the symbol for “four” and say “four flowers”).

### Activity 2: Comparing Sizes and Quantities

Using pairs of objects (e.g., a large wolf figurine and a small Little Red Riding Hood, two large and three small baskets), children compare sizes and quantities using communication expressions such as “big/small” and “more/less.”

Questions encourage critical thinking:

- “Who is bigger – the wolf or Little Red Riding Hood?”
- “Who has more – Little Red Riding Hood or the grandmother?”



### **Activity 3: Sorting and Grouping by Quantity**

Children are tasked with grouping objects by quantity (e.g., arranging 2 wolf figurines, 3 baskets, 4 cookies) and showing the number using cards. Colours or symbols can also be used for additional visual support.

### **Activity 4: Game “Who Has More?”**

Children randomly draw a certain number of objects from a box. Each child counts and states how many items they have, using phrases like: “I have more!” / “We have the same.”

This activity encourages learning through play, and expressing conclusions using communication tools.

## **POTENTIALS FOR AAC SKILLS DEVELOPMENT**

The activities are designed for children to use communication boards or symbols to express numbers, quantities, sizes, and relationships between objects. In addition to counting, they are encouraged to comment, ask questions, make choices, and express emotions (e.g., “I’m happy because I have more!”). The activities are interactive and involve a partner (a peer or an adult). They help to develop social skills, the ability to engage in dialogue, and logical thinking. Through play, children practice sentence structure, use of adjectives, and basic mathematical concepts.

## **TO GO FURTHER**

The activities can be extended to:



- **Art-Math Workshops:** Children draw the objects they counted and write the number next to each drawing (with AAC support).
- **Digital Applications:** Interactive apps for counting and comparing, connected to fairy tales.
- **Creating a New Story with Numbers:** Children create their own version of the fairy tale by changing the number of characters and objects (e.g., “Little Red Riding Hood meets 5 wolves!”).
- **Parental Involvement:** Home activities related to counting and storytelling that includes communication support at home.

