Dyscalculia Screening Activity

Activity Name: Comparing and Matching Quantities

Age Focus: 4–6 years

Purpose of the Activity

This task helps identify children's understanding of:

* Counting accurately* and one-to-one correspondence.
* Cardinality* — that the last number counted represents the total.
* Quantity reduction* — realizing that giving away some objects means fewer remain.
It detects early signs of *Dyscalculia*, where children may count inconsistently, misjudge remaining quantities, or fail to link number words to quantity.

Materials Needed

- 8–10 small, identical objects (e.g., toy cars, buttons, marbles, blocks).
- A small container or tray.
- A quiet, distraction-free table setting.
- Observation sheet for noting responses.

Step-by-Step Instructions

Step 1: ***Prepare the Setup***

Place 8–10 small objects in front of the child.
🗣️ **Say**:
"Look, here are some toys! Can you help me count them?"

✅ **Observe**:
Does the child point to each object while counting?
Do they use the correct counting sequence?

Step 2: *Ask the Child to Give a Specific Number*

🗣️ **Say**:
“Can you give me *four toys*?”

✅ **Observe**:
* Does the child stop after giving exactly four?
* Do they continue counting past four or hand random amounts?
* Do they re-count to check?

Step 3: *Ask About the Remaining Quantity*

After receiving four toys, ask:
🗣️ Say:
“How many toys are left with you?”

✅ Observe:
* Can the child estimate or count what’s left?
* Do they re-count all toys (given + remaining)?
* Can they express “I have _ left”?

Step 4: *Repeat with a Different Number*

Repeat the process with another target (e.g., “Give me **three toys**”).
Watch for consistency and fatigue.

Scoring & Interpretation

Observation	Typical Response ✅	Red Flag / Concern ⚠️
Counting accuracy	Counts one-to-one and stops at the target number	Skips items, repeats, or loses
Cardinality understanding	Says correct total after counting	Re-counts from start when asked “How many?”
Subtraction sense	Correctly identifies how many are left	Cannot say or guesses randomly
Consistency	Performs accurately across trials	Inconsistent responses; needs re-prompts

Children who consistently **overcount**, **misjudge leftovers**, or **cannot relate giving away objects to fewer items remaining** may show early indicators of **numerical concept weakness** and **Dyscalculia risk**.

👉 ***This is not a diagnosis. It simply indicates that further developmental screening by a pediatrician or psychologist is recommended.***

💡 Tips for Parents and Examiners

* Keep tone playful — “Let’s play the toy game!”
* Praise effort (“Great counting!”).
* Use daily examples: “If we eat two apples, how many are left?”
* For consistent errors, gently model counting again, then let the child try.
* Document progress over 2–3 sessions before concluding.