



Mathy Monster Munch



INSTRUCTOR GUIDE

Math Talk

Child Vocabulary:

Math Vocabulary

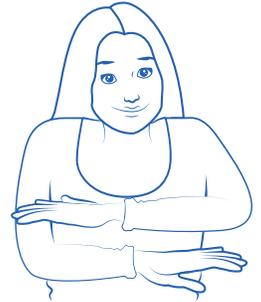
Equal

Age-Appropriate Definition

“The same”

Hand Motion

Arms out in parallel lines



Adult Vocabulary:

Math Vocabulary

Non-verbal comparer vs. counting comparer

Definition

At first, we expect child to compare non-verbally (without counting). They may compare by matching items up or holding items to see which group has more. As they become more comfortable with counting and comparing, then a child will start to count to compare which group has more or less.

Self-Talk: is when you narrate your own actions. Here are some examples of how to use self-talk to practice comparisons:

- » When making meals, “I need to add more onions, and equal amounts of salt and pepper.”
- » When at the grocery store, “We have less than 10 items, so we can go in the express lane.”
- » During clean up after free choice, “We have more blocks than teddy bears, so I am going to put them in the bigger bin.”

Parallel-Talk: is when you narrate the child’s actions. Here are some examples of how to use parallel-talk to practice comparisons:

- » When a child plays with blocks, “I see that you built one tower with more blocks and two towers with equal amounts of blocks!”
- » When eating, “I noticed that you put less rice on your plate than carrot.”
- » When sharing, “I see that you gave yourself 5 crayons and your friend 5 crayons. You both have an EQUAL amount of crayons!”

Build

Teaching Strategies GOLD Objective:

20a Counts

(Green, Blue, Purple)

Verbally counts to 10; counts up to five objects accurately, using one number name for each object. Verbally counts to 20; counts 10-20 objects.



20b Quantifies

(Yellow, Green, Blue, Purple)

Demonstrates an understanding of one, two, and more. Describes the parts of sets of objects up to 5. Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal).

Play and Connect

Here are some ideas for continuing to play and learn about comparisons!

In The Classroom:

- » During morning meeting compare how many 3 year olds vs. 4 year olds are present.
- » Use comparison words while solving problems with sharing. Ask students who has more/less of a toy, and how can we make things equal? For example, "You and Sam both want to play with the blocks. I wonder, how many blocks do each of you have? How could you each have an equal number of blocks?"

At Home Visit:

- » When serving meals ask your child to help you figure out how to make sure everyone has an equal amount of food.
- » Do a mini olympics! See who can do more of different exercises! Try doing push ups, jumping, etc. Compare who did more, less, or equal of each exercise.
- » When grocery shopping talk about what items you brought more or less of and why.

TS GOLD ALIGNMENT

Game Level

Name/Description



Seed

2 Years

Perceptual Comparer

A child knows more or less for very small collections of items or collections with big differences in the number of items (at least twice the size).



Sprout

3 Years

Non-Verbal Comparer of Similar Items:

A child can compare collections of the same number of items even if they are organized differently and can recognize that they are different from other sets (1-4).



Sprout

4 Years

Matching Comparer:

A child compares groups of 1-6 by matching items. For example, a child gives 1 toy bone to every dog and says there are the same number of dogs and bones.



Bloom

5 Years/Kindergarten

Knows-to-Count Comparer:

A child begins to accurately count collections of the same items, but gets confused when the objects are not the same size. For example, counts two equal collections but when asked says the collection of larger objects has more.



Bloom

5 Years/Kindergarten

Counting Comparer:

Children compare sets by counting, even when larger collection's objects are smaller. Child can figure out how many more or less.

Learn more about playing math at [Zenomath.org/partner-resources/](https://www.zenomath.org/partner-resources/)