

Are We There Yet?!

INSTRUCTOR GUIDE



Math Talk

Child Vocabulary:

Math Vocabulary

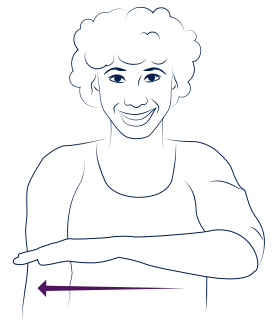
Number Line

Age-Appropriate Definition

"Line with numbers placed in order"

Hand Motion

Push arm out in a line.



Adult Vocabulary:

Math Vocabulary

Counting on

Definition

"Continuing to count without having to start back at 1."

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

- » While putting on your coat say, "I need to button up my coat, it is cold outside! I have 1, 2, 3, 4, 5 buttons!"
- » When cleaning, "Uh oh. I spilled water. I need to clean it up. Let's see how many paper towels it takes. 1, 2, 3... There's still water on the ground. I need more, "4, 5- 5 paper towels to clean up the water!"

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

- » While a child is playing with blocks say, "I see that you are building a tower. Wow, you have 1, 2, 3, 4, 5, 6- 6 blocks in your tower!"
- » When a child is cleaning up say, "Wow! You are putting your toys away. You already put 2 away, keep going- 3, 4, 5, 6, 7, 8 toys in the basket!"

Build

Teaching Strategies GOLD Alignment

20a Counts

(Yellow, Green, Blue, and Purple)

Verbally counts to 10; counts 5 objects accurately, using one number name for each object. Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting.



Book Recommendation:

Feast for 10
by Cathryn Falwell

Song Recommendation:

The Ants Go Marching

Play and Connect

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

In The Classroom:


- » Make a large number line; use it to take attendance. As you count each student, move along the number line. Next, use the number line to help “count on” to find out how many students and teachers are present.
- » While eating, go around the table to count how many students are sitting down. Have each child say one number as you go around to find out how many students are at the table.

At Home Visits:

- » Encourage parents to count their steps as they run errands with their child. They can try counting a few steps and then see if their child can continue the count by counting on.
- » Tell parents that they can ask their child to count the toys their child is playing with. For example, they may say, “Wow- you took out 1, 2, 3, 4 cars!” When their child takes out more toys, they may count on, “You are taking out more, now you have 5, 6, 7, 8 cars!”
- » While a parent is reading a story, encourage them to count the number of objects on a page.

Learn more about playing math at
www.zenomath.org/partner-resources/

TS GOLD ALIGNMENT

Game Level	Name/Description
 Seed 2 Years	Reciter Child counts saying some numbers, but not necessarily in sequence.
 Seed 2 Years	Reciter (10) Child counts verbally to 10, can count a few objects, but then may lose track.
 Seed 2 Years	Early Quantifier Child can answer, “How many?” by recounting the objects, starting with 1 each time.
 Seed 3 Years	Counter (Small Numbers) Begin to count meaningfully. Answers, “How many?” with the last number counted.
 Seed 4 Years	Producer- Counter To (Small Numbers) Can count out objects to 5.
 Sprout 4 Years	Counter (10) Can find a number just after or just before another number, but only by counting up from 1.
 Bloom 5 Years/ Kinder	Counter and Producer - Counter To (10+) Count out objects accurately to 10+. Can tell what number comes next to 20 or 30.
 Bloom 5 Years/ Kinder	Counter Backward from 10 Child can count backwards from 10.
 Bloom 5 Years/ Kinder	Counter from N ($N+1$, $N-1$) Begin to count on from numbers other than 1 either while counting verbally or while counting objects. Can determine immediately the number just before or just after another number without having to start back at 1.