

INSTRUCTOR GUIDE


Math Talk

Child Vocabulary:

Math Vocabulary

Number Line

0 1 2 3 4 5



Age-Appropriate Definition

"Line with numbers placed in order"

Hand Motion

Push arm out in a line



Adult Vocabulary:

Math Vocabulary

Numeral

Quantity

Definition

Written number such as 1, 2, 3, 4, etc.

How much or how many

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

- >> When driving say, "The speed limit sign says '25' so I'm going to drive at 24 miles an hour since that is one less than 25."
- >> When at the grocery store say, "This sign says that apples are on sale 5 apples for \$3. I am going to get five apples: one, two, three, four, five."

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

- >> When coloring say, "I see that you drew a lot of flowers: one, two, three, four, five, six. You drew six flowers!"
- >> When eating say, "I noticed that you took 9 raspberries: one, two, three, four, five, six, seven, eight, nine."

Build

Teaching Strategies GOLD Objective:

20a Counts (Yellow, 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; tells what number (1-10) comes next in order by counting.

20c Connects Numerals with their Quantities

(Yellow, Green, Blue, Purple)

Recognizes and names a few numerals. Identifies numerals to 5 by name and connects each to counted objects. Identifies numerals to 10 by name and connects each to counted objects.

Play and Connect

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

In The Classroom:

- » Assign each student a number by handing them a card with a number on it. Ask students to try to arrange themselves in order from smallest number to largest. Have all the students close their eyes while you choose 1 child/number to hide. Ask students to open their eyes and figure out which student/number is missing.
- » Dismiss students to centers based on the numbers you assigned them during morning meeting. As you dismiss each student say, "I just dismissed student 2, which number is next?" On another day try calling numbers in reverse order, starting with the highest and ending with the lowest.

At Home Visits:

- » Encourage parents, while reading stories or books with numbers on the pages, to say, "I see the number 5 on this page, can you find 5 of something?"
- » Ask parents to create a linear family picture with their child using the ages of family members to determine the order. The family could be ordered from oldest to youngest or youngest to oldest.

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

TS GOLD ALIGNMENT

Game Level Name/Description



Early Recognizer

A child recognizes and names a few numerals. When asked to find the number 1, they may be able to point to it on a number line. Verbally counts, but not always in order.



Recognizer to 5:

A child identifies numerals to 5 by name and connects each to counted objects. Finds peg board with 3 on it and places 3 pegs on the board. Counts up to 5 objects accurately, using one number name for each object.



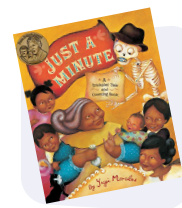
Recognizer to 10:

A child identifies numerals to 10 by name and connects each to counted objects. Sees the number 7 card held up and says, "7, I can clap 7 times" and claps hands 7 times. Counts 10-20 objects accurately. Tells what number (1-10) comes next in order by counting.



Recognizer to 15:

Identifies numerals to 15 by name and connects each to counted objects. Sees a tree with the number 15 on it and draws 15 apples on the tree. Tells what number comes before and after a specified number up to 15.



Book Recommendation:

Just a Minute
by Yuyi Morales

Song Recommendation:

This Old Man