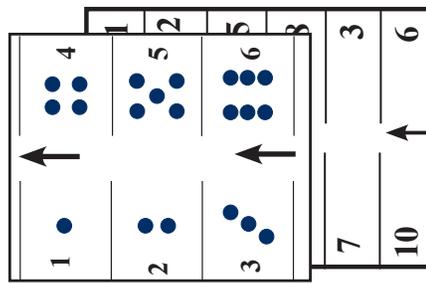




Park It Teacher Card



Math Objective

Teaching Strategies GOLD Alignment:

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 accurately.

20c- Connects Numerals with their Quantities: (Green, Blue, Purple) Identifies numerals to 5 by name and connects each to counted objects. Identifies numerals to 10 by name and connects each to counted objects. Identifies numerals to 20 by name and connects each to counted objects.

Math Talk- Child Vocabulary

| Math vocabulary | Age-appropriate definition | Hand motion |
|----------------------|-------------------------------------|--|
| Counting Collections | "A group of objects that you count" | [Hold out hand with fingers spread and point to each finger] |

Math Talk- Family Vocabulary

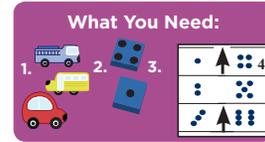
| Math vocabulary | Definition |
|---------------------------|--|
| Numeral | Written number such as 1, 2, 3, 4, etc. |
| One-to-One Correspondence | Saying one number for each object counted. |

ASK: Open-Ended Questions

- After parking a vehicle in the spot ask, "How would you describe how that number looks?" Encourage your child to describe the shape and look of the written number.
- After counting the dots and finding the matching parking spot ask, "Do the dots look the same on the parking space as they do on the dice? How else could the dots be arranged?" Provide paper and crayons, or objects (pennies, rocks, etc.), for your child to show other ways the dots could be arranged.
- When playing with the 1-12 game boards, ask, "Do you think some numbers are easier to roll than others? Why do you think that might be?" Help the child to think about how some numbers (such as 4, 5, 6, etc.) can be made with the dice in various ways, while others cannot (i.e. 2, 3, 12).

OBJECTIVE: Children will practice counting dots (1-12) and matching their count to the correct NUMERAL (written number such as 1, 2, 3, etc.).

Park It



EXPLORE

- Allow your child time to freely explore the materials provided for this game.
- Practice rolling a die. See what it lands on and count out that many vehicles.

ASK: "What did you roll? How do you know?"
"Tell me about your vehicles."

PLAY

- Start by using the 1-6 game board with dots (when your child is ready, you can try playing with the 1-6 board without dots).
- Roll 1 die. Count how many dots land facing up.
- Find the number rolled on the parking lot game board.

ASK: "Can you find that number in the parking lot? How do you know that number is the same one that was rolled?"

PLAY

- Park a vehicle in the spot that is labeled with the number rolled.
- Take turns rolling the die and parking a vehicle. Park a new vehicle each time you roll.
- Play until each parking spot has a vehicle parked in it.

ASK: As play continues ask, "What number(s) do we need to roll to have all of the parking spaces filled? How do you know?"

BUILD

- Play again, but use the 1-12 dot game board. Take turns rolling both dice. Count how many dots in total land facing up.
- Park a vehicle in the spot that is labeled with the number rolled and that has the same number of dots that landed facing up.
- Keep playing until only 1 parking spot is empty and then ask your child, "Which spot never gets a vehicle parked in it? Why?"

ASK: "What is the total number that we rolled? How do you know?"

Want to learn more about playing math?
Visit: www.zenomath.org

Park It (Continued)

START SMALL
BE PATIENT
KEEP IT FUN



BUILD



BUILD

- Play again with the 1-12 game board without dots.
- Take turns rolling both dice and parking a vehicle.

- When there are only a few spots left ask, "What number spots are empty?"
- Discuss the different number combinations that could be rolled to park a toy in the empty spots.

ASK: "What number(s) do we need to roll to have all the parking spaces filled? How do you know?"

ASK: "What number spots are empty?"
"What different number combinations could we roll to park a toy in those spots?"

CONNECT

- Create a counting collection with your child. Gather a set of objects (you can use pennies, keys, toy vehicles, rocks, crayons, or any other small, fun object). Then count your collection.

- Give your child ways of organizing their count. Use cups, egg cartons, ice cube trays, a number line, etc. For example, as your child counts each object they may move it into the ice cube tray so that they know it has been counted.
- Help your child record the number of objects counted by drawing a picture, tally marks, or writing down the numeral counted.

ASK: "Which object would you like to count?"
"When else do you count during the day?"

ASK: "How do you know which objects you have already counted?"

...During Whole Group/Morning Meeting

- » Play Number Bingo. Print or make various number cards (see example) and give one to each child. Provide children with some kind of small object to use as a marker (could be stickers, small pieces of paper, counters, etc.). Roll 1 or 2 dice. As a group, count how many dots land facing up, then ask children to see if they have that number on their bingo board. If they do, have them cover it up. Keep rolling until a child gets a Bingo (has 3 numbers in a row covered)!

Example Board:

| | | |
|---|----|---|
| 2 | 10 | 6 |
| 7 | 5 | 9 |
| 3 | 12 | 1 |

...During meal time

- » While eating, have children count how many food items they have left. See if they can find another child with the same number remaining. For example, if a child has 3 crackers left, see if they can find anyone else with 3 crackers left. If there are no matches, see if the children can find someone who has more or less than them.

...During Centers

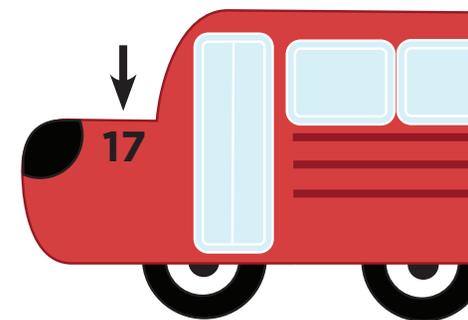
- » Turn your dramatic play center into a grocery store or restaurant. Give children pretend 1 dollar bills (try using pieces of paper cut to look like money). Have children try to charge one another for groceries or a meal. For example, if the meal is \$10, encourage children to count out 10 bills to pay for their food.

Learning Trajectory for Recognizing Numerals and Connecting to Quantities*

| | | | | |
|--|---|--|---|---|
| Pre-Recognizer: Demonstrates an understanding of one, two, and more. For example, a child takes 2 stickers when told, "Take 2 stickers" or says, "more crackers" to indicate that he wants more pieces than given. | Early Recognizer: 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. | Recognizer to 5: 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. | Recognizer to 10: 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. | Recognizer to 20: Identifies numerals to 20 by name and connects each to counted objects. Sees a tree with the number 17 on it and draws 17 apples on the tree. |
| 1 year old | 2 years old | 3 years old | 4 years old | 5 years old/Kindergarten |

CONNECT to the Child and Home

- Ask families to go on a number search with their children.
 - » See how many different places they can find numbers (for example: in the grocery store, at the bus station, on billboards, etc.)
 - » Invite children to share some of the places where they found numbers.



*This trajectory and the ages associated with it are based on Teaching Strategies GOLD® and Learning Trajectories©. The levels are not considered absolute. It is important to remember and respect that every child develops differently. For more information on the trajectories and how they should be used, please create a login at <https://www.learningtrajectories.org/user/login> and visit their FAQ page.