Math Talk

**Child Vocabulary:**

<table>
<thead>
<tr>
<th>Math Vocabulary</th>
<th>Age-Appropriate Definition</th>
<th>Hand Motion</th>
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</thead>
<tbody>
<tr>
<td>Number Line</td>
<td>“Line with numbers placed in order”</td>
<td>Push arm out in a line</td>
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</table>

**Adult Vocabulary:**

<table>
<thead>
<tr>
<th>Math Vocabulary</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>Numeral</td>
<td>Written number such as 1, 2, 3, 4, etc.</td>
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<tr>
<td>Quantity</td>
<td>How much or how many</td>
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**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 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.

Book Recommendation:
Just a Minute
by Yuyi Morales

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 Visit:

- When reading stories or books with numbers on the pages, say, “I see the number 5 on this page, can you find 5 of something?”

- Ask families to create a linear family picture with their child(ren) using the ages of family members to determine the order. The family could be ordered from oldest to youngest or youngest to oldest.