Math Talk

Child Vocabulary:

Math Vocabulary	Age-Appropriate Definition	Hand Motion	
Subtract	"Take away"	Make fist and pull arm towards you	Make a "+" with your hands
Add	"Put together"		

Adult Vocabulary:

Math Vocabulary	Definition
AB vs. ABB patterns	Knowing how much or how many. Before a child is ready to quantify, if you ask them, "how many items are there?" they will often recount the items every time, rather than answer with the last number counted.

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

>> When setting the table, "I have 4 chairs at the table, but we have 5 people who will be eating, so I need to add one more chair to the table —now there are 5 chairs!"

>> While grocery shopping, "I grabbed 5 potatoes, but we only have 4 people in our family, so I am going to put one potato back. Now I have 4 potatoes!"

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

>> While a child is playing with blocks, "I noticed that you added 3 more blocks to your tower. Now your tower is 4 blocks tall!"

>> While eating, "I see that you took 2 more crackers when I told you that you could have 3 crackers. Take one more- now you have 3!"

Book Recommendation:

Pete the Cat and His Four Groovy Buttons
By Eric Letwin

Song Recommendation:

5 Little Monkeys Jumping on the Bed

Build

Teaching Strategies GOLD

Objective: 21b Quantifies (Green, Blue, and Purple)

- Combines and separates up to five objects and describes the parts.
- Makes sets of 6-10 objects and then describes the parts
- Counts all or counts on to find out how many.
- Uses a variety of strategies (counting objects or fingers, counting on or counting back) to solve problems with more than 10 objects.

Play and Connect

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

In The Classroom:

>> While taking attendance, have all students start by standing up. As you call students, ask them to sit down. Throughout attendance ask, "How many more students do I have to call until we have zero students standing? How do you know?"

>> Provide students with a countdown until it is time to clean up. For example, when there are 5 minutes left in centers/free choice say, "We have 5 more minutes until clean up." After a minute has passed say, "One minute has passed. 5-1=4. We now have 4 more minutes until clean up!"

At Home Visit:

>> When practicing sharing, "You have 4 blocks and your sister wants to play with you. How many blocks do you need to give your sister so you both have the same number of blocks?"

>> While traveling home say, "We have 10 more minutes until we are home... 2 minutes have passed. 10-2=8. We have 8 more minutes until we are home!" While at home say, "5 more minutes until mom is home...3 minutes have passed. 5-3=2. 2 more minutes!"

>> When eating, "You have 3 crackers on your plate. You may have 5 crackers. How many more crackers can you take?"

TS GOLD ALIGNMENT

Game Level	Name/Description
Seed 3 Years	**Nonverbal Adder/Subtracter** A child can add and subtract very small collections nonverbally. A child can show the solution to simple addition/subtraction problems. For example, if you have 3 buttons and take 1 away, a child can show how many remain by laying out 2 buttons.
Sprout 4 Years	**Small Number Adder/Subtracter** A child can use objects to count all for problems up to 3 + 2. If you say, "You have 1 block and I have 2. How many blocks do we have in all?" then the child will count the objects, "1, 2, 3. We have 3 blocks!"
Bloom 5 Years/ Kinder	**Find Result Adder/Subtracter to 5** **Addition:** A child can find sums for joining (you have 2 blocks and get 2 more, how many blocks do you have in all?) and part-part-whole problems (there are 3 red balls and 4 green balls, how many balls in all?) using direct modeling or counting all with objects. **Subtraction:** A child can solve take away problems by separating with objects. "You have 5 blocks and give 2 to Sarah. How many do you have left?" The child counts 5 blocks, then takes away 2 and counts the remaining 3.
Bloom 5 Years/ Kinder	**Find Result Adder/Subtracter to 10** **Addition:** A child can find the missing addend (4 + _ = 7) by adding on objects. When given 4 blocks and asked, "How many more do you need to have 7?" Child counts the 4 blocks and then continues to count until they have 7 blocks. Then the child recounts the new blocks to find out that they needed 3 more to have 7 blocks. **Subtraction:** Compares by matching in simple situations. When there are 6 students and 4 blocks and you ask, "If we give 1 block to each student, how many students won't get a block?" Child counts out 6 students and then matches 4 blocks to 4 of them, then counts the 2 students that have no block.

ZENO