Math Talk

Child Vocabulary:

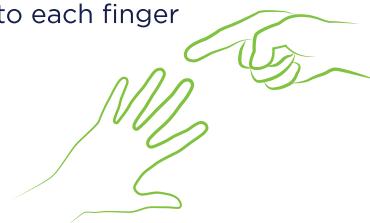| Math Vocabulary	Age-Appropriate Definition	Hand Motion
Counting collections	"A group of things that you count"	Hold out hand with fingers spread and point to each finger

Adult Vocabulary:

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

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

» When at the grocery store say, "I am going to check out lane 8. I know that's the number 8 because it looks like two circles stacked on top of one another!"

» When preparing dinner say, "We have 5 people eating, so we need to cook 5 pieces of chicken. 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, quantifying, and numeral recognition:

» When a child counts their toys say, "I see you touched each toy once as you counted them. You counted 4 toys total!"

» When a child recognizes a number 5 at the bus stop say, "You know it was a number 5 because it goes down and around, with a hat on top!"

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Build

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.

Play and Connect

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

In The Classroom:

>> 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.

>> During meals, 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.

At Home Visits:

>> Encourage parents to create a counting collection with their child. Have them gather a set of objects (pennies, keys, toy vehicles, rocks, crayons, or any other small, fun object). Then they can count the collection. Have them give the child ways of organizing their count. They can use cups, egg cartons, ice cube trays, a number line, etc. For example, as the child counts each item, the parent can move it into the ice cube tray so that they know it has been counted.

TS GOLD ALIGNMENT

Game Level	Name/Description
Seed 2 Years	**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.
Sprout 3 Years	**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. Counts up to five objects accurately, using one number name for each object.
Sprout 4 Years	**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. Counts 10 objects accurately.
Bloom 5 Years/Kinder	**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. Counts 20 objects accurately.

Book Recommendation:
Ten, Nine, Eight
by Molly Bang

Song Recommendation:
1,2 Buckle My Shoe

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