

This book counts the different things that families see and do in a day. It gives chances to count different parts of each illustration.

CORE SKILL OBJECTIVES

INTENTIONAL TEACHING PRACTICES

THINK-MATH



Children will:

- ◆ Point to objects while counting
- ◆ Begin to coordinate verbal counting with the objects in a set

Teachers will:

- ◆ Model and narrate one-to-one correspondence
- ◆ Prompt children to count sets of objects

TEACHING TIP

Numeracy skills set important mathematical foundations. Counting is one step towards understanding that numbers indicate quantity. Rather than emphasizing memorizing and reciting numbers, it is more important for children to practice one-to-one correspondence – assigning one number to each object in a set. By modeling and narrating one-to-one correspondence with lines or groups of items, we support children’s ability to find out the number of items in a set.

1. INTRODUCE

- ◆ “Today we’re going to try to find out how many things we can see in different groups. We will practice while we read this book, *One Family*, and count along together.”

2. READ THE BOOK

- ◆ Pause occasionally to model one-to-one correspondence.
- ◆ Ask children to count different sets of items within the illustrations.

Model and Narrate One-to-One Correspondence

Read: “One is four. One ring of keys. One pile of pups.”

Model: “I want to find out how many puppies are in this basket. Let’s see... One, two, three, four (*touch each puppy as you count*).”

Ask: “How many people are in the family? Show me how you could count them to find out.”

Read: “One is five. One bunch of bananas. One hand of cards.”

Model: “I wonder if there are the same amount of cards and bananas. I will count each group carefully (*point to each object as you count*).”

Ask: “How many people are in this family (*allow children to try counting*)? Let’s count together. One, two, three, four, five. Five people!”

Read: “One is ten. One batch of cookies. One shelf of books.”

Model: “There are a lot of cookies on this tray! Try counting them with me (*count one-to-one and encourage children to join in*).”

3. REVIEW

- ◆ “There were so many things to count outside and all around the families’ houses. When we counted one at a time, using our fingers and saying the number out loud, we figured out how many things there were all together!”

4. KEEP IT GOING

- ◆ Notice the groups and lines of objects that exist within your learning environment. You don’t need a planned activity to encourage Numeracy skills! Encourage children to notice groups of objects and practice counting by touching each object and saying the numbers out loud. Be sure that your learning environment has loose-parts materials or manipulatives that can be lined up or grouped in different ways to encourage counting throughout your space (e.g., bottle caps, napkin rings, shape blocks, counting bears, etc.).