

This book shows many creative ways that dots can be arranged to make something new. The increasing number of dots in the book provides opportunities for counting them one at a time and summarizing how many there are altogether.

CORE SKILL OBJECTIVES

INTENTIONAL TEACHING PRACTICES

THINK-MATH



Children will:

- ◆ Begin to coordinate verbal counting with objects laid in a line

Teachers will:

- ◆ Model and narrate one-to-one correspondence

TEACHING TIP

Numeracy skills set the foundation for nearly every other area of math. Numeracy is the ability to work with and understand numbers, which helps children describe the world around them. To help children build their growing numeracy skills, model and narrate counting objects in your environment. Be sure to touch or draw attention to each object as you count. This helps children learn one-to-one correspondence. Point out groups of objects throughout the day to practice with, or those within illustrations, to support the early practice of this important Numeracy skill.

1. INTRODUCE

- ◆ “Dots are everywhere – they can look like faces, buttons, or marbles! Today we will try to count the dots we see in our story together as we read *Ten Black Dots*.”

2. READ THE BOOK

- ◆ Pause occasionally to model and narrate one-to-one correspondence as you count the dots in the book.
- ◆ Ask children to try to count the dots one by one, touching each dot as they try.

Model and Narrate One-to-One Correspondence

Read: “Two dots can make the eyes of a fox or the eyes of keys that open locks.”

Model & Narrate: “I’m going to touch each dot to make sure I count it. 1, 2 (*point to each dot as you count*). 2 dots make the fox eyes.”

Ask: “How many dots are on the keys? Try counting them with me.”

Read: “Three dots can make a snowman’s face or beads for stringing on a lace.”

Model & Narrate: “I will start with this dot as I count to find out how many there are. (*Pointing to each dot*) 1, 2, 3. There are 3 dots on the snowman’s face.”

Ask: “Let’s count the beads on the lace together. Point to the dots with me!”

Read: “Four dots can make seeds from which flowers grow or the knobs on a radio.”

Ask: “Let’s start on this side and count each dot in order on the radio. Ready? (*Point at the dots from left to right with children as they count*).”

3. REVIEW

- ◆ “Today we counted dots on a fox, on keys, on a lace, and on a snowman’s face. We touched each dot when we counted to find out how many there were!”

4. KEEP IT GOING

- ◆ Give children access to sets of objects that can easily be lined up and counted. These sets don’t have to be specifically made for numeracy – counting can happen with snacks, natural materials like rocks, or materials already in your learning environment like blocks. The important thing is to look for opportunities all throughout the day to encourage counting and using one-to-one correspondence.