

This book shows colorful illustrations of a growing town through each season. It provides opportunities for counting the people and activities as they change during the year.

CORE SKILL OBJECTIVES

INTENTIONAL TEACHING PRACTICES

THINK-MATH



Children will:

- ◆ Begin to use one-to-one correspondence
- ◆ Determine the number of objects in a group

Teachers will:

- ◆ Prompt children to count sets of objects

TEACHING TIP

Consistent exposure to the language of numbers is important in the toddler years. Plenty of opportunities for trying counting also builds comfort with math and numbers. As children begin to try counting sets of objects, add on additional support. Help children understand that the last number in a set tells how many there are altogether, and model one-to-one correspondence. Give chances to count in formal and less formal moments all throughout the day.

1. INTRODUCE

- ◆ “If you’re wondering ‘how many’ are in a group of things, you can count each one to find out. Today we will read *Anno’s Counting Book*, and we will count objects we see to find out how many there are.”

2. READ THE BOOK

- ◆ Pause occasionally to prompt children to count certain sets within the illustrations.
- ◆ Label groups of objects or people that can be counted on the page and support children as they try counting.

Prompt Children to Count Sets of Objects

Show: The page with the number 3 on it.

Label: “I see a group of boats here, and a group of butterflies here. To find out how many there are, we could try counting them.”

Prompt: “Let’s count together to find out how many boats there are. 1, 2, 3 (*point to each*). There are 3 boats here in the water!”

Show: The page with the number 4 on it.

Label: “I see a group of fish in the stream. There is also a group of pigs that we could count.”

Prompt: “Count with me! 1, 2, 3, 4. There are 4 pigs altogether!”

Show: The page with the number 6 on it.

Label: “Look at all the things on this page. There is a group of children, train cars, and ducks.”

Prompt: “How many ducks are there here? Let’s count as many as we can. (*Support children as they count, and continue for them if they cannot yet finish.*)”

3. REVIEW

- ◆ “Today we counted boats, pigs, ducks, and saw so many other things that we could count. When we take our time and count the things we see, we can find out how many there are in the group.”

4. KEEP IT GOING

- ◆ Counting doesn’t have to happen only when sitting down and looking at a set of objects. Bring in counting to your conversations (e.g., “I see your eyes, you have 1, 2 eyes!”), when singing songs, or in books. Bring numbers into your interactions and encourage using them in different ways. As children practice, they will get more comfortable with using counting to determine “how many”.