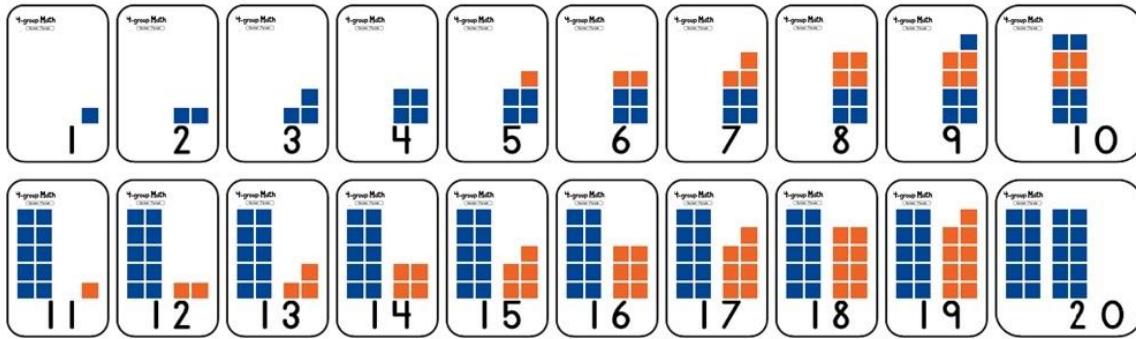
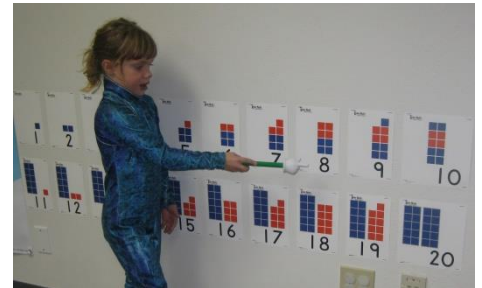


# 4-group Number Parade



Children need to learn:

- To count – in other words, to recite the counting word list.
- To count objects to understand how many. To know that the last number counted states how many there are in all. This is called *count cardinality*.
- To count out a number of objects accurately. Each object gets one and only one number. This is called *one-to-one correspondence*.
- To tell what number comes next in order when counting.
- To explain, “That’s a 3, and there are three puppies on this page.”



- 1) Post the Number Parade at your child’s eye level in a location where your child will see it often.
- 2) Point to the numbers as you count to ten.
  - a) Your child learns the rote counting order 1-10.
- 3) When your child can count 1-5:
  - a) Point to a number 1-5 out of order and ask, “*What number is this?*”
    - Your child learns to identify and say the numbers.
  - b) Say a number 1-5 and ask your child to point to that number on the Number Parade.
    - Your child learns to hear the number and recognize its written form.
  - c) Point to the squares in the number pattern for 1, 2, 3, 4, or 5 and ask, “*How many squares?*”
    - Then ask, “*How do you know there are \_\_\_\_ squares?*”
    - At first your child will count the squares. Soon she will see how many with her “math eyes.”
- 4) When your child can count 6-10:
  - a) Point to a number 1-10 out of order and ask, “*What number is this?*”
    - Your child learns to identify and say the numbers.
  - b) Say a number 1-10 and ask your child to point to that number on the Number Parade.
    - Your child learns to hear the number and recognize its written form.
  - c) Point to the squares in a number pattern 1-10 and ask, “*How many squares?*”
    - Then ask, “*How do you know there are \_\_\_\_ squares?*” Encourage your child to say, “*I see four (and four) and \_\_\_\_ more.*”
  - d) Let your child be the “teacher” and ask you the questions above. 95% of what we teach, we learn!
- 5) When your child is comfortable with 1-10, repeat the activities for the numbers 11-20.
- 6) Posting 11-20 under 1-10 (as shown above) allows children to see the ‘same’ and ‘different’ aspects between the ones and teen numbers such as:
  - Teen numbers have the same pattern in the ones place as the number above.
  - Teen numbers have a 10-pattern in front of the ones pattern.
  - Teen numbers have a 1 (meaning one group of ten) in front of the ones number.

Count everything!



When possible, after counting, move the items into the 4-group Number Pattern to check with your *math eyes* that you counted correctly.

