



TAKE HOME ACTIVITY: My Number Box



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Dear Families

Developing Number Senses involves the ability to count a set of object correctly. A child must know the number word sequence, that each object in a set is labeled with one counting word, and how to keep track of the counted and uncounted objects so that each object is “tagged” (touched with a finger) once and only once.

Preschoolers often have trouble pointing and coordinating the number words one object at a time. Start your child with a small collection of objects, such as 5 or fewer. Once the child can point and correctly count that collection of object, we call that the child's “personal counting number”. Add about 4- 5 more items to the collection working on growing your child's “personal counting number”. As the collections grow, the child may have difficulty “keeping track” of which items were counted and which have not. Problem solve with your child what he/she might do to keep track of the objects already counted.

Directions for My Personal Counting Number Box

Cut out the two box templates provided on the solid lines. One will be the lid and one will be the base. Fold the paper along all the dotted lines. The 4 pointed tabs fold in to secure the four sides. Tape can be used to secure the last folded tabs to the bottom of the box or the top of the lid. (Perhaps we could take a picture of a finished box and insert it here.)

Begin by counting like items in a collection, such as beans, buttons, etc. Then add in mixed

Background Information for Parents

There are five counting principals children learn when moving through the stages of counting.

1. The Stable Order Principle – The child used the correct counting words in a stable repeated order. “One, two, three, four” verses “one, three, four, five.”.

2. The One-to-One Principle – The child assigned only one counting number word to each counted object in a collection of objects. The child also has to partition and tag the object – i.e., every object being counted needs to be moved from the to-be counted collection to a category that has been counted.

3. The Abstraction Principle – The child can count a mixed collection of items that are not all alike or can be different kinds of actions, sounds, or objects of different colors, sizes, or shapes.

4. The Cardinality Principle – The child understands the last number counted represented the set as a whole. When asked, “how many did you count?”, the child can respond with the last number in the counting sequence. This principle develops after the child understands the one-to-one and stable order principles.

5. The Order Irrelevance Principle – The child understands and can count a collection of objects in any order – right to left, left to right, in a circle, etc. The order the objects are in is irrelevant.

Counting Books to Read Aloud with your Child

1. Carlo Likes Counting by Jessica Spanyol
2. Chicka Chicka 1.2.3 by Bill Martin Jr., Michael Sampson, Lois Ehlert
3. Cheerios Count To 100 by Justine Fontes
4. Feast for 10 by Cathryn Falwell
5. Fish Eyes by Lois Ehlert
6. Five Little Speckled Frogs by Nikki Smith
7. Mouse Count by Ellen Stoll Walsh
8. Numblers by Suse MacDonals, Bill Oakes
9. One Bear All Alone by Caroline Bucknall
10. One Duck Stuck by Phyllis Root
11. One Hungry Monster by Susan Heyboer
12. Over in the Grasslands by Anna Wilson and Alison Bartlett
13. Quack and Count by Keith Baker
14. Raps & Rhymes In Maths by Ann & Johnny Baker
15. Rooster's Off to See the World by Eric Carle
16. Seven Eggs by Meredith Hooper
17. Splash by Ann Jonas
18. Ten Flashing Fireflies by Philemon Sturges
19. Ten Little Fish by Audrey Wood
20. Ten Monsters in a Bed by Rozanne Lanczak Williams
21. Ten, Nine, Eight by Molly Bang
22. Ten Sly Piranhas by William Wise
23. There were ten in the bed by Child's Play

Using the box template below cut on the solid lines and fold on the dashed lines to build your own box. You will need two of these-one will be the lid and the other will



