CLAREZA ACADEMY

Kindergarten Math

Free sample: Unit 1, Lessons 1 to 9

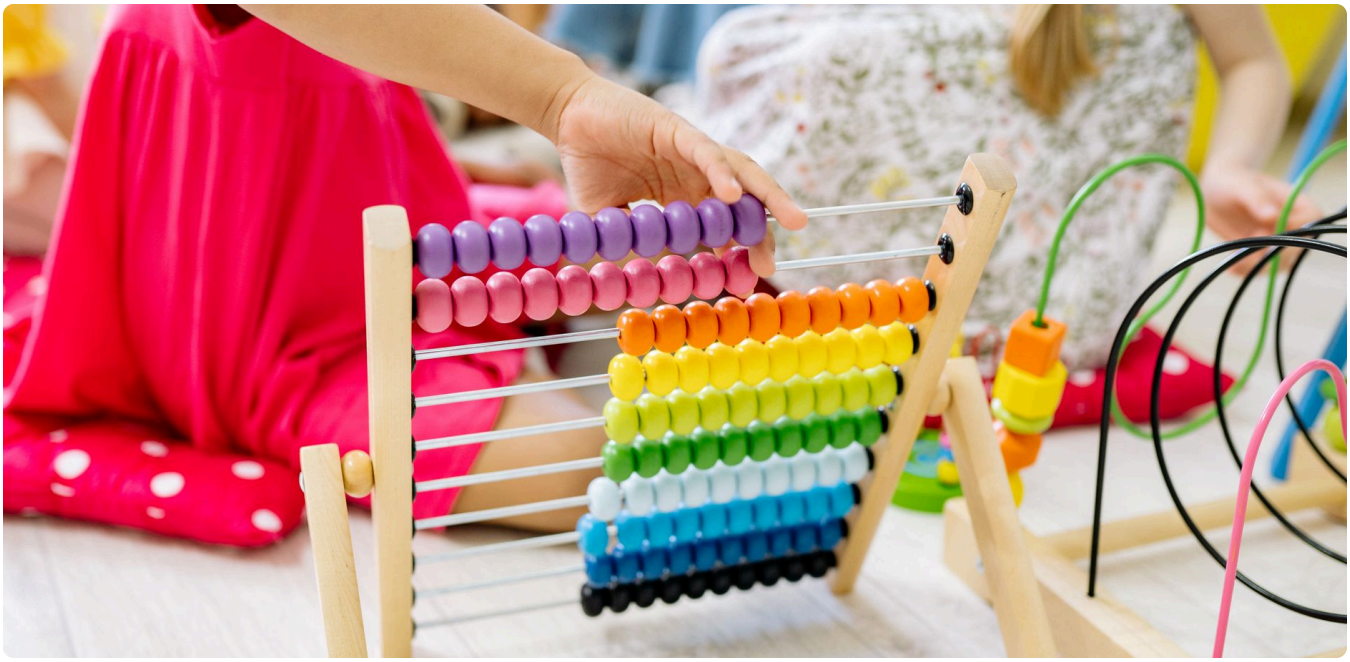
These are 9 lessons from *Clareza Kindergarten: The Full Year: Math, Reading, Science and Social Studies*, a kindergarten year a parent runs at the kitchen table. Each lesson is a short script for you, a page to read together, and a practice sheet you may copy for your household. Answers are at the back.

Clareza Kindergarten: The Full Year: Math, Reading, Science and Social Studies. Sample edition.

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Clareza is a secular curriculum. Standards references: Common Core State Standards and the Next Generation Science Standards.



MATH · UNIT 1

How Many? Counting and Matching to 10

This is where it all starts. Your child learns that counting only works if every single object gets exactly one number word, said once, in the right order, no skipping, no double-counting. You'll move from counting objects in a neat line (easiest) to a scattered pile (harder) to objects arranged in a circle (hardest, because there's no clear start or stop point).

In this unit

1. Say the numbers to 10
2. Touch and count three
3. Touch and count a line
4. The last number tells how many
5. Count a messy group
6. Counting in a circle
7. Count it again
8. Spot the counting mistake
9. Counting in a new picture

MATH · UNIT 1 · LESSON 1

Say the numbers to 10

Goal: Child recites the counting sequence 1-10 in order, without touching objects.

About 12 minutes



Teach it FOR THE PARENT

1. **Say:** Let's sing our counting song! 1, 2, 3. Can you say the next number with me?
   Look for: Child attempts to continue the sequence, even if unsure.
2. **Say:** Numbers have one order. It's always 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Same order every time. No blocks today, just the words.
   Look for: Child listens and repeats a few numbers back.
3. **Say:** Listen: 1, 2, 3, 4, 5. I said them in order. Which number comes right after 3?
   Look for: Child says 4, showing they heard the order.
4. **Say:** Now listen to the whole thing: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. What number comes after 7?
   Look for: Child says 8.
5. **Say:** Your turn! Start at 1 and say numbers until you get to 10. No pointing at anything, just say them.
   Look for: Child recites 1-10 in order from memory.
6. **Say:** Great counting voice! Now let's circle the right number in some questions.
   Look for: Child is ready to move to circling practice items.

If they get stuck

- *If I count fast or skip a hard-to-reach object, the count still works because I said enough words.* Slow the count down with the parent physically guiding the child's hand to touch one object per word; use a line first, then fewer objects, before returning to harder arrangements.
- *Recounting the same group after it is spread out gives a different, bigger number.* Have the child count, physically rearrange the same objects while they watch, and count again immediately; ask 'did we add any or take any away?' before recounting.
- *In a circle, you can start counting anywhere and it will still come out right without keeping track.* Teach placing a finger or token at the starting object before counting begins, and moving objects out of the circle into a line as they are counted, if needed.

Read together FOR THE STUDENT

Numbers have a order. It goes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. It is always the same order. You say them like a little song, in your head or out loud. No blocks. No fingers. Just the words, in order, every time.

Going further: The counting sequence is the fixed order of number words: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. This order never changes. You can say it out loud without pointing at anything. Today you just say the words, in order, no objects needed.

Watch it work

Say the numbers in order, starting at 1, stopping at 5.

1. Start at 1.
2. Say each number in order: 1, 2, 3, 4, 5.
3. Stop at 5. That is the order.

The idea: The order is always 1, 2, 3, 4, 5, never changes.

Say the numbers in order, starting at 1, stopping at 10.

1. Start at 1.
2. Say each number in order: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
3. Stop at 10. That is the whole sequence.

The idea: The full sequence 1-10 always comes in this same order.

 Name: _____

Practice: Say the numbers to 10

1. Which number comes right after 3?

(A) 2 (B) 4

2. Which number comes right after 6?

(A) 5 (B) 7

3. Which number comes right before 9?

(A) 8 (B) 10

4. You say '1, 2, 3, 4...' What comes next?

(A) 6 (B) 3 (C) 5

Touch and count three

Goal: Child touches each of 3 lined-up objects exactly once while saying one number word per touch.

About 12 minutes



Teach it FOR THE PARENT

1. **Say:** I have 3 stars in a line: ☆ ☆ ☆ Imagine my finger touching them. I touch one star, I say one word. Ready?
   Look for: Child watches Clara's finger and hears one word per touch.
2. **Say:** One touch, one number. Touch the first star, say 'one.' Touch the next, say 'two.' Touch the last, say 'three.'
   Look for: Child can repeat back that each touch gets one word.
3. **Say:** My turn. Here are 3 stars: ☆ ☆ ☆ Touch star one, say 'one.' Touch star two, say 'two.' Touch star three, say 'three.' Three stars!
   Look for: Child watches each touch line up with each word, no skips.
4. **Say:** Your turn. Here are 3 suns in a line: ☼ ☼ ☼ Touch each one on your screen with your finger and say the number out loud.
   Look for: Child touches each sun exactly once, saying one, two, three in order.
5. **Say:** How many suns did you touch?
   Look for: Child says 'three,' matching the last word to the total touches.
6. **Say:** You touched one, said one word, every time. Let's try some more counting on the page.
   Look for: Child is ready to apply one-touch-one-word to new pictures.

If they get stuck

- *If I count fast or skip a hard-to-reach object, the count still works because I said enough words.* Slow the count down with the parent physically guiding the child's hand to touch one object per word; use a line first, then fewer objects, before returning to harder arrangements.
- *Recounting the same group after it is spread out gives a different, bigger number.* Have the child count, physically rearrange the same objects while they watch, and count again immediately; ask 'did we add any or take any away?' before recounting.
- *In a circle, you can start counting anywhere and it will still come out right without keeping track.* Teach placing a finger or token at the starting object before counting begins, and moving objects out of the circle into a line as they are counted, if needed.

Read together FOR THE STUDENT

Touch one object. Say one number word. Touch the next object. Say the next number word. Do this for every object in the line, one touch, one word, until you run out of objects.

Going further: Touch each object one time. Say one number word for each touch. Go in order down the line. Stop when every object has one touch and one word.

Watch it work

3 apples in a line: 🍎🍎🍎 Count them.

1. Touch the first apple. Say 'one.'
2. Touch the second apple. Say 'two.'
3. Touch the third apple. Say 'three.' There are 3 apples.

The idea: One touch gets one number word, every time.

3 blocks in a line: 🟫🟫🟫 Count them.

1. Touch the first block. Say 'one.'
2. Touch the second block. Say 'two.'
3. Touch the third block. Say 'three.' There are 3 blocks.

The idea: Go in order, left to right, touching each block just once.

Practice: Touch and count three

1. Touch each duck and say the number. How many ducks?



Touch each duck once.

(A) 3 (B) 5 (C) 2

2. Touch each car and say the number. How many cars?



Touch each car once.

(A) 3 (B) 4

3. You touch and count 3 blocks in a line: one, two, three. Someone spreads the blocks far apart. You count again. How many blocks now?



Same 3 blocks, spread out.

(A) 3 (B) 5

4. Touch each fish and say the number, one touch each. How many fish?



Touch each fish once, in order.

(A) 3 (B) 2

MATH · UNIT 1 · LESSON 3

Touch and count a line



Goal: Child touches each object exactly once while saying one number word per touch, for a line of up to 10 objects.

About 13 minutes

Teach it FOR THE PARENT

1. **Say:** I have 4 ducks in a line: 🦆🦆🦆🦆. Let's count them together!
   Look for: Child looks at the ducks and is ready to touch and count.
2. **Say:** Touch one duck. Say one number. Move to the next duck. Say the next number.
   Look for: Child understands one touch equals one number word.
3. **Say:** Here are our ducks: 🦆🦆🦆🦆. Watch me. I touch the first duck, I say 'one.' I touch the next duck, I say 'two.' Now you try the rest!
   Look for: Child touches remaining ducks one at a time, saying the next numbers in order.
4. **Say:** Here are 6 new frogs in a line: 🐸🐸🐸🐸🐸🐸. Touch each one. Say the numbers.
   Look for: Child touches all 6 frogs exactly once each, saying one, two, three, four, five, six in order.
5. **Say:** How many frogs did you count?
   Look for: Child says 'six,' matching the actual count.
6. **Say:** You touched each frog once and said one number each time. Now let's practice more!
   Look for: Child is ready to move into independent practice items.

If they get stuck

- *If I count fast or skip a hard-to-reach object, the count still works because I said enough words.* Slow the count down with the parent physically guiding the child's hand to touch one object per word; use a line first, then fewer objects, before returning to harder arrangements.
- *Recounting the same group after it is spread out gives a different, bigger number.* Have the child count, physically rearrange the same objects while they watch, and count again immediately; ask 'did we add any or take any away?' before recounting.
- *In a circle, you can start counting anywhere and it will still come out right without keeping track.* Teach placing a finger or token at the starting object before counting begins, and moving objects out of the circle into a line as they are counted, if needed.

Read together FOR THE STUDENT

Touch each toy one time. Say one number for each touch. Do not skip a toy. Do not touch one toy twice. Touch, say a number. Touch the next one, say the next number. Stop when toys are gone.

Going further: One-to-one correspondence means one touch matches one number word. Touch each object once. Say one word per touch. Skipping an object or touching it twice makes the count wrong, even if you said enough numbers.

Watch it work

Count 3 cars in a line: 🚗🚗🚗

1. Touch the first car. Say 'one.'
2. Touch the second car. Say 'two.'
3. Touch the third car. Say 'three.' There are 3 cars.

The idea: One touch. One number word. Every time.

Count 5 stars in a line: ☆☆☆☆☆

1. Touch each star, left to right.
2. Say one number word per touch: one, two, three, four, five.
3. The last word said is the total: 5 stars.

The idea: Go in order. Do not touch any star twice.

 Name: _____

Practice: Touch and count a line

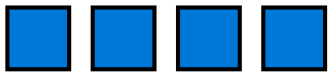
1. Count the fish. Touch each one, say one number. How many fish?



Touch each fish once.

(A) 5 (B) 3

2. Count the blocks. Touch each one, say one number. How many blocks?



Touch each block once.

(A) 4 (B) 3

3. A child touched this row of 5 apples. She said: one, two, three, four, five. Did she count right?



5 apples in a line.

(A) Yes, one touch matched each number (B) No, she went too fast

4. You counted 4 toy cars in a line. Someone spreads them far apart. You count again. How many cars now?



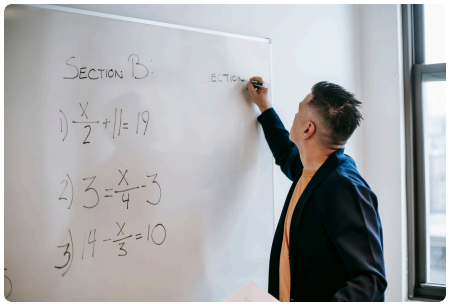
Same 4 cars, spread out.

(A) More than 4 (B) Still 4

The last number tells how many

Goal: Child states that the last number word said while counting a group tells how many objects are in it, without recounting.

About 13 minutes



Teach it FOR THE PARENT

1. **Say:** I have 5 buttons in my hand! 🔘🔘🔘🔘🔘 Count them with me. One, two, three, four, five!
   Look for: Child watches and listens to the counting.
2. **Say:** Five is my last word. Five tells me how many buttons. I do not need to count again!
   Look for: Child can repeat that the last word is the total.
3. **Say:** Maya has 4 blocks: 🟦🟦🟦🟦 Watch me touch and count them. One, two, three, four. Four blocks! The last number, four, tells how many.
   Look for: Child circles 4, connecting last word to total.
4. **Say:** Now it's your turn! Here are 3 stars: ⭐⭐⭐ Count them out loud, one number for each star. What is the last number you say?
   Look for: Child counts aloud or points, lands on 3 as the total.
5. **Say:** Here is a trick. If pebbles move into a new pile, the count stays the same. Moving does not change how many!
   Look for: Child agrees rearranging does not change total.
6. **Say:** You know the last number tells how many. Let's practice with more groups now!
   Look for: Child is ready to try practice items independently.

If they get stuck

- *If I count fast or skip a hard-to-reach object, the count still works because I said enough words.* Slow the count down with the parent physically guiding the child's hand to touch one object per word; use a line first, then fewer objects, before returning to harder arrangements.
- *Recounting the same group after it is spread out gives a different, bigger number.* Have the child count, physically rearrange the same objects while they watch, and count again immediately; ask 'did we add any or take any away?' before recounting.
- *In a circle, you can start counting anywhere and it will still come out right without keeping track.* Teach placing a finger or token at the starting object before counting begins, and moving objects out of the circle into a line as they are counted, if needed.

Read together FOR THE STUDENT

Count your toys. Say one number for each toy. The LAST number you say is the total. It tells how many toys there are. You do not need to count again. Like counting steps to the door. The last step number is how many steps you took.

Going further: When you count objects, the last number word is the total. It names how many objects are in the whole group. You do not need to recount to know the amount. This works even if the group looks spread out or in a circle. The count stays true no matter how objects are arranged.

Watch it work

Maya has 4 blocks in a line. She touches each one and counts.

1. Maya touches each block. She says: one, two, three, four.
2. Four is the last word she said.
3. Four tells how many blocks there are. No recount needed.

The idea: The last number word said is the total amount.

Sam counted 5 pebbles in a line. Now they sit in a circle.

1. Sam already knows the count is five.
2. The pebbles moved, but the amount did not change.
3. Five pebbles is still five pebbles, in any shape.

The idea: Moving objects does not change how many there are.

Practice: The last number tells how many

1. circle each dog and count. What is the last number you say?



Count the dogs

(A) 1 (B) 3

2. Ben counted these leaves: one, two, three, four. How many leaves are there?



Ben's leaves

(A) 1 (B) 4

3. Tia counted 5 shells in a line. She said: one, two, three, four, five. She skipped touching the last shell but still said five. Did she really count 5 shells?



Tia's shells

(A) Yes, she said five words (B) No, she must touch each shell

4. Sam counted 5 pebbles in a line: one, two, three, four, five. Now the pebbles sit in a circle. How many pebbles are there now?



Same pebbles, new shape

(A) 5 (B) More than 5

MATH · UNIT 1 · LESSON 5

Count a messy group

Goal: Child counts a scattered (non-lined-up) group of up to 10 objects and gives one final count.

About 13 minutes



Teach it FOR THE PARENT

1. **Say:** Look at these bears! They are all messy and spread out: 🐻 🐻 🐻 🐻 🐻 🐻 Can we still count them?
   Look for: Child engages, notices no line or order.
2. **Say:** When things are scattered, you make your own path. Touch each one. Say one number per touch. Do not skip any.
   Look for: Child repeats or nods to the rule: one touch, one word.
3. **Say:** Watch me count these 5 rocks: ☐ ☐ ☐ ☐ ☐ I touch rock one, say '1'. Touch rock two, say '2'. I keep going to 5.
   Look for: Child watches finger touch each rock, tracks the count words.
4. **Say:** Now imagine a circle of 7 shells: 🐚🐚🐚🐚🐚🐚🐚. I pick a starting shell first and remember it. I go around once. I stop there. Total is 7.
   Look for: Child notices the marked starting point and no repeats.
5. **Say:** Your turn! Count these 9 scattered stars: ★ ★ ★ ★ ★ ★ ★ ★ ★ Touch each one. Tell me your last number.
   Look for: Child touches each star once, states 9 as final count.
6. **Say:** Great counting! Now you will count more scattered groups on your own.
   Look for: Child ready to move into independent practice items.

If they get stuck

- *If I count fast or skip a hard-to-reach object, the count still works because I said enough words.* Slow the count down with the parent physically guiding the child's hand to touch one object per word; use a line first, then fewer objects, before returning to harder arrangements.
- *Recounting the same group after it is spread out gives a different, bigger number.* Have the child count, physically rearrange the same objects while they watch, and count again immediately; ask 'did we add any or take any away?' before recounting.
- *In a circle, you can start counting anywhere and it will still come out right without keeping track.* Teach placing a finger or token at the starting object before counting begins, and moving objects out of the circle into a line as they are counted, if needed.

Read together FOR THE STUDENT

Objects can be scattered, not in a line. Touch each one one time. Say one number word per touch. The last number word you say is how many there are. It does not matter if they are spread out or close together.

Going further: Scattered objects have no path to follow. You must make your own path with your eyes and finger. Touch each object exactly once. Say the count word as you touch it. The last word said is the total count. Spreading objects out does not change how many there are.

Watch it work

Count these 6 buttons. They are scattered on the table: 🔘 🔘 🔘 🔘 🔘 🔘

1. Touch one button. Say '1'.
2. Keep touching new buttons. Say '2, 3, 4, 5, 6'.
3. Say the last word. That is the total: 6.

The idea: Touch each object once. The last word said is the count.

Count these 8 leaves. Imagine they are lying in a circle on the grass: 🍂 🍂 🍂 🍂 🍂 🍂 🍂 🍂

1. Pick a leaf. Put your finger there first.
2. Move around the circle. Touch each leaf once.
3. Stop when you reach your starting leaf. Say the last number: 8.

The idea: In a circle, remember your starting spot. Do not count it twice.

Clareza Kindergarten · Math Lesson 5 Name: _____

Practice: Count a messy group

1. Count the scattered apples. How many are there?



(A) 4 (B) 5

2. Count the scattered leaves. How many are there?



(A) 7 (B) 6

3. These 5 rocks got spread far apart. How many rocks now?



(A) 8 (B) 5

4. Count these 7 buttons in a circle. Mark your start.



(A) 9 (B) 7

Counting in a circle

Goal: Child counts objects arranged in a circle and correctly identifies where they started to avoid double-counting.

About 13 minutes



Teach it FOR THE PARENT

1. **Say:** Imagine friends holding hands in a circle: 🧑🧑🧑🧑🧑. Circles are tricky to count. Why do you think that is?
   Look for: Child notices a circle has no clear start or end, unlike a line.
2. **Say:** A line has a start and an end. A circle does not. So YOU pick where to start. Touch that one first, and remember it!
   Look for: Child can point to one object and call it 'the start'.
3. **Say:** Imagine 6 ducks in a circle: 🦆🦆🦆🦆🦆🦆. I pick one duck as my start and count it first: 1. Then I go around one way: 2, 3, 4, 5, 6. Next I would reach my start duck again, so I stop. 6 ducks!
   Look for: Child follows Clara's count, sees each duck counted once, and sees she stops when she gets back to the start duck.
4. **Say:** If I forget which duck was my start, what might happen when I count?
   Look for: Child says you might count one duck twice, or count wrong.
5. **Say:** Now you try! Imagine 5 stars in a circle: ⭐⭐⭐⭐⭐. Pick one star to be your start. Count each one once, going one way, and stop when you get back to your start. How many stars are there?
   Look for: Child picks a start star, counts each once, and stops back at the start.
6. **Say:** You picked a start and stopped there - that's the secret to counting circles! Let's practice more.
   Look for: Child is ready to apply the same start-and-stop idea to new circle pictures.

If they get stuck

- *If I count fast or skip a hard-to-reach object, the count still works because I said enough words.* Slow the count down with the parent physically guiding the child's hand to touch one object per word; use a line first, then fewer objects, before returning to harder arrangements.
- *Recounting the same group after it is spread out gives a different, bigger number.* Have the child count, physically rearrange the same objects while they watch, and count again immediately; ask 'did we add any or take any away?' before recounting.
- *In a circle, you can start counting anywhere and it will still come out right without keeping track.* Teach placing a finger or token at the starting object before counting begins, and moving objects out of the circle into a line as they are counted, if needed.

Read together FOR THE STUDENT

Some things are in a circle, like kids holding hands. A circle has no end. You must pick a start and remember it. Touch it first. Count each thing once. Stop when you get back to your start. That's the whole count.

Going further: Circles have no edge to tell you 'stop' like a line does. Pick a starting object and remember it. Touch each object once, going one direction. When you reach your starting object again, stop counting. That total is correct.

Watch it work

Imagine 6 ducks standing in a circle: 🦆🦆🦆🦆🦆🦆. Count them.

1. Pick one duck. Say 'this is my start' and count it first.
2. Go around the circle one way, counting each duck once: 1, 2, 3, 4, 5, 6.
3. Stop when you get back to the start duck. There are 6 ducks.

The idea: Picking a start and stopping there keeps every object counted exactly once.

Imagine 5 buttons sitting in a circle: 🔘🔘🔘🔘🔘. Count them.

1. Pick one button. That button is the start. Count it first.
2. Move around one way, counting each button once: 1, 2, 3, 4, 5.
3. When you get back to the start button, stop. There are 5 buttons.

The idea: The start button is the sign to stop, since a circle has no natural end.

Practice: Counting in a circle

1. These 4 frogs sit in a circle. Which frog should you touch first?



4 frogs in a circle

(A) Any frog - it does not matter (B) Only the top frog

2. You count 5 buttons in a circle. You touch your start button again. What should you do?



5 buttons in a circle

(A) Stop counting (B) Count it again and keep going

3. 6 kids stand in a circle. Sam starts counting but forgets which kid he started with. What might happen?



6 kids in a circle

(A) He might count one kid twice (B) The circle will count itself correctly anyway

4. 7 acorns sit in a circle. You count them and get 8. What most likely happened?



7 acorns in a circle

(A) The acorns multiplied while you counted (B) You counted your start acorn twice

MATH · UNIT 1 · LESSON 7

Count it again

Goal: Child predicts that recounting the same rearranged group of objects will give the same total, then checks by counting.

About 13 minutes



Teach it FOR THE PARENT

1. **Say:** I have 6 crayons in a line:  Count them along with me.
   Look for: Child watches and counts along, reaching 6.
2. **Say:** Now I mess them up. Same crayons! Did the number change? Guess first.
   Look for: Child predicts the number is still 6, before recounting.
3. **Say:** Let's count the messy pile. Point to each crayon once. Say the number out loud.
   Look for: Child touches each crayon once, says numbers in order, reaches 6.
4. **Say:** Did we get 6 again? Was your guess right?
   Look for: Child confirms the recount matches the guess of 6.
5. **Say:** Here are 7 stars. Imagine they are standing in a circle:  Guess the total. Then count to check.
   Look for: Child predicts 7, then counts each star once around the circle without repeating the start star.
6. **Say:** You just proved moving things does not change how many. Let's practice more!
   Look for: Child is ready to predict and check on new practice items.

If they get stuck

- *If I count fast or skip a hard-to-reach object, the count still works because I said enough words.* Slow the count down with the parent physically guiding the child's hand to touch one object per word; use a line first, then fewer objects, before returning to harder arrangements.
- *Recounting the same group after it is spread out gives a different, bigger number.* Have the child count, physically rearrange the same objects while they watch, and count again immediately; ask 'did we add any or take any away?' before recounting.
- *In a circle, you can start counting anywhere and it will still come out right without keeping track.* Teach placing a finger or token at the starting object before counting begins, and moving objects out of the circle into a line as they are counted, if needed.

Read together FOR THE STUDENT

Count your toys in a line. Count them again in a circle. Same toys, same number! Moving things around does not change how many there are. You can guess this before you count. Then count to check you were right.

Going further: Number stays the same when you move objects. This is true even if the group looks bigger or smaller after moving. Guess the total first. Then count each object once, touching it, to check. The count should match your guess.

Watch it work

5 buttons sit in a line. You count them: 1, 2, 3, 4, 5. Now someone spreads them into a circle. How many buttons now?

1. Guess first: still 5, because no buttons were added.
2. Count the circle. Touch each button once.
3. Stop at your start button. Total is 5.

The idea: Moving objects does not change how many there are.

8 blocks are stacked in a pile. You count them: 8 blocks total. A friend lines them up in a row. How many blocks now?

1. Guess first: still 8 blocks, none were taken away.
2. Count the row left to right, touching each block.
3. You reach 8. Your guess was right.

The idea: A pile and a row can hold the same amount.

Clareza Kindergarten · Math Lesson 7 Name: _____

Practice: Count it again

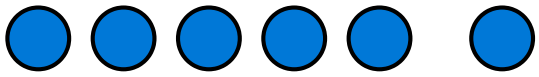
1. 4 apples are in a line. You count 4. Now they are in a pile. How many apples now?



4 apples, now in a pile

(A) 5 (B) 4

2. 6 buttons are in a row. You count 6. A friend spreads them out. Guess the new total.



6 buttons, spread out

(A) 8 (B) 6

3. 5 seeds are in a circle. You count fast without touching each one. Is your count safe to trust?



5 seeds in a circle

(A) Yes, saying numbers fast is enough (B) No, touch each seed to be sure

4. 7 cars are in a circle. Where should you start counting?



7 cars in a circle

(A) Pick a start car and remember it (B) Anywhere, it will still be right

Spot the counting mistake

Goal: Child identifies which of two counting attempts (shown by an adult) counted correctly and which skipped or double-counted an object.

About 12 minutes



Teach it FOR THE PARENT

1. **Say:** A puppet is going to count some toys. Sometimes the puppet does it right. Sometimes the puppet makes a mistake. You are the mistake catcher!
   Look for: Child watches attentively, ready to compare touches to number words.
2. **Say:** A good count touches every toy one time. If the puppet skips a toy, that toy got zero touches. If the puppet touches one toy twice, that's a double-count.
   Look for: Child can describe, in their own words, a skip versus a double-touch.
3. **Say:** Imagine a puppet counting 3 blocks: 🟦🟦🟦. It goes touch, touch, touch, one touch for each block. Did every block get exactly one touch?
   Look for: Child says yes, noticing one touch per block.
4. **Say:** Now listen closely. Imagine 4 apples in a row: 🍎🍎🍎🍎. The puppet touches apple 1 and says 'one'. It touches apple 2 and says 'two'. Then it touches apple 2 again and says 'three'. Then it touches apple 3 and says 'four', and apple 4 and says 'five'. Which apple did the puppet touch twice?
   Look for: Child says that apple 2 got two touches.
5. **Say:** New toys! Imagine 4 toy cars in a row: 🚗🚗🚗🚗. The puppet touches car 1 and says 'one'. It touches car 2 and says 'two'. Then it jumps to car 4 and says 'three'. Did the puppet touch every car once, or did it skip one, or touch one twice?
   Look for: Child says the puppet skipped car 3, so it was a skip.
6. **Say:** You caught the puppet's mistakes! Now let's try some counting stories on your own.
   Look for: Child is ready to independently judge new counting stories.

If they get stuck

- *If I count fast or skip a hard-to-reach object, the count still works because I said enough words.* Slow the count down with the parent physically guiding the child's hand to touch one object per word; use a line first, then fewer objects, before returning to harder arrangements.
- *Recounting the same group after it is spread out gives a different, bigger number.* Have the child count, physically rearrange the same objects while they watch, and count again immediately; ask 'did we add any or take any away?' before recounting.
- *In a circle, you can start counting anywhere and it will still come out right without keeping track.* Teach placing a finger or token at the starting object before counting begins, and moving objects out of the circle into a line as they are counted, if needed.

Read together FOR THE STUDENT

Imagine a puppet counting toys. Sometimes the puppet touches every toy one time. Sometimes the puppet skips a toy or touches one toy twice. Your job is to catch the mistake by listening to the story, not by counting with your fingers this time.

Going further: A correct count touches each object exactly once, matching one number word to one object. A skip happens when an object gets no touch. A double-count happens when one object gets touched twice. You are watching for which rule broke.

Watch it work

Puppet counts 4 bears in a line, touching each bear once: 1, 2, 3, 4.

1. Imagine the puppet's finger. It touches bear 1, says 'one'.
2. It touches bear 2, then bear 3, then bear 4. That is one touch each time.
3. Every bear got exactly one touch. This count is correct.

The idea: A correct count gives each object exactly one touch and one number word.

Puppet counts 4 bears in a line but touches bear 3 twice: 1, 2, 3, 4, 5.

1. Imagine the puppet's finger touching bear 1, then bear 2.
2. The finger touches bear 3, then touches bear 3 again before moving on.
3. Bear 3 got two touches. This is a double-count, so the count is wrong.

The idea: A double-count happens when one object gets touched more than once.

Practice: Spot the counting mistake

1. Puppet counts 3 ducks in a line, touching each duck once, saying 1, 2, 3. Did the puppet count right?



Puppet touches each duck once.

(A) Yes, one touch per duck (B) No, a duck was skipped

2. Puppet counts 4 cats but touches the same cat two times, saying 1, 2, 3, 4, 5. Did the puppet count right?



One cat got touched twice.

(A) Yes, sounds fine (B) No, one cat got two touches

3. Puppet counts 5 balls but never touches the ball at the end. Did the puppet count right?



The last ball never gets touched.

(A) Yes, the puppet said five words (B) No, one ball was skipped

4. Puppet counts 4 stars spread far apart, touching each star once. Then puppet says 'that's more stars than before!' Is the puppet right?



Same 4 stars, just spread out.

(A) No, still 4 stars (B) Yes, spread out means more

MATH · UNIT 1 · LESSON 9

Counting in a new picture



Goal: Child counts a scattered group of 10 objects presented in an unfamiliar picture (not toys or blocks used all unit) and gives the correct total.

About 12 minutes

Teach it FOR THE PARENT

1. **Say:** Here is something new! Imagine a farmyard with a barn and chickens all around it: 🐔🐔🐔🐔 🐔🐔🐔 🐔🐔🐔. Let's count them!
   Look for: Child looks at the picture and points to at least one chicken.
2. **Say:** Touch each chicken one time. Say one number for each touch. Do not skip any!
   Look for: Child understands one touch equals one number word.
3. **Say:** Watch me count these ducks: 🦆🦆🦆🦆 🦆🦆🦆 🦆🦆🦆. I touch each duck one time. 1, 2, 3... I stop at 10.
   Look for: Child watches and can point to the last duck touched.
4. **Say:** Now you count the chickens by the barn: 🐔🐔🐔 🐔🐔🐔🐔 🐔🐔🐔. Touch each one. Tell me the total.
   Look for: Child touches each chicken once and says '10' at the end.
5. **Say:** Great counting! Now let's try some counting questions on your own.
   Look for: Child is ready to move to independent practice items.

If they get stuck

- *If I count fast or skip a hard-to-reach object, the count still works because I said enough words.* Slow the count down with the parent physically guiding the child's hand to touch one object per word; use a line first, then fewer objects, before returning to harder arrangements.
- *Recounting the same group after it is spread out gives a different, bigger number.* Have the child count, physically rearrange the same objects while they watch, and count again immediately; ask 'did we add any or take any away?' before recounting.
- *In a circle, you can start counting anywhere and it will still come out right without keeping track.* Teach placing a finger or token at the starting object before counting begins, and moving objects out of the circle into a line as they are counted, if needed.

Read together FOR THE STUDENT

Count each thing one time. Touch it. Say a number word. Do this for every object. The last word you say is the total. It works for buttons. It works for chickens too.

Going further: To count a group, touch each object once. Say one number word per touch. Count in order: 1, 2, 3, and so on. The last word is the total. This works no matter what the objects are or how they sit.

Watch it work

Imagine a pond with 10 ducks floating on it: 🦆🦆🦆🦆 🦆🦆🦆 🦆🦆🦆. Count the ducks. There are 10 ducks.

1. Touch the first duck. Say '1'.
2. Touch each next duck. Say the next number each time.
3. Say '10' on the last duck. That is the total.

The idea: Touch once, say one number, for every single object.

Imagine 10 leaves lying on the ground: 🍁🍁🍁 🍁🍁🍁🍁 🍁🍁🍁. Count the leaves. There are 10 leaves.

1. Start at one leaf. Touch it and say '1'.
2. Move to a leaf you have not touched yet. Keep going in order.
3. The last number you say is how many leaves there are.

The idea: It does not matter where you start, as long as you touch each one only once.

Practice: Counting in a new picture

1. Count the ducks in the pond. How many ducks?



(A) 10 (B) 7

2. Count the leaves on the ground. How many leaves?



(A) 8 (B) 10

3. Count the fish in this pond. How many fish?



(A) 9 (B) 10

4. These 10 stars got spread far apart. How many stars now?



(A) 13 (B) 10

Answer key

Math

Lesson 1	1. B 2. B 3. A 4. C
Lesson 2	1. A 2. A 3. A 4. A
Lesson 3	1. B 2. A 3. A 4. B
Lesson 4	1. B 2. B 3. B 4. A
Lesson 5	1. A 2. B 3. B 4. B
Lesson 6	1. A 2. A 3. A 4. B
Lesson 7	1. B 2. B 3. B 4. A
Lesson 8	1. A 2. B 3. B 4. A
Lesson 9	1. A 2. B 3. B 4. B
Unit 1 check-up	1. A 2. A 3. C 4. A 5. A 6. B 7. B 8. B 9. A 10. B 11. A 12. A 13. C 14. C 15. A 16. B 17. B 18. B

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