Number, Please!

Purpose

Using numerals, e.g., 1 or 5, helps children to understand number concepts. Numerals should be introduced in ways that connect them to a specific quantity, that is, a group of concrete objects.

What You Do

Materials: collections of small objects related to your current study topic (e.g., collections of buttons during a study of clothes) or, if you are not implementing a study now, use collections of other items (e.g., counting bears, pennies, or other small objects); number/numeral cards 1–20

Objectives for Development & Learning, page 108
Child Assessment Portfolio, page 48

1. Tell the child (or group of children) that you are going to play a number game with them.
2. Explain that they will be telling you all the numbers they can name.
3. Show them the collection of objects and explain that they will be matching the numeral cards with a group of objects.

Assessing All Children

• Ask the child to point to the numerals as you name them.
• Offer a variety of ways for the child to indicate a response: “Is that a 1 or a 2?”
• Limit the number of numerals for the child to select.
• Use high-contrast numeral cards (visual or tactile).

Assessing Children’s Progress

Use this information as well as the information from the observation notes you have collected to determine the highest level the child has demonstrated. Under the Documentation tab, add documentation by first selecting the appropriate Assessment Opportunity Card from the drop down box. This activity’s related objectives and dimensions will be highlighted for you to record your ratings. Additionally, an electronic form will be provided to capture your observations specific to this activity.

20c. Connects numerals with their quantities

<table>
<thead>
<tr>
<th>Not Yet</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
<th>Level 7</th>
<th>Level 8</th>
<th>Level 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Recognizes and names a few numerals</td>
<td>Identifies numerals to 5 by name and connects each to counted objects</td>
<td>Identifies numerals to 10 by name and connects each to counted objects</td>
<td>Identifies numerals to 20 by name and connects each to counted objects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Level 2: Recognizes and names a few numerals

• Randomly arrange numeral cards 1–5 in front of the child.
• Have the child turn over each numeral card as she or he names it.

Level 4: Identifies numerals to 5 by name and connects each to counted objects

• Randomly arrange numeral cards 1–5 in front of the child.
• Have the child turn over each numeral card as he or she names it.
• Ask the child to spread out the numeral cards and place the correct number of objects on each card.

Level 6: Identifies numerals to 10 by name and connects each to counted objects

• Repeat Level 4 activity, but use numeral cards 1–10.

Level 8: Identifies numerals to 20 by name and connects each to counted objects

• Repeat Level 4 activity, but use numeral cards 1–20.

Questions to Guide Your Observations

Related Objectives

• How did the child participate as a member of the group? (Objective 3)
• Was the child able to follow directions? (Objective 8)
• Did the child approach problem solving flexibly and persist with the tasks? (Objective 11)
• How well did the child attend to the tasks and show engagement? (Objective 11)