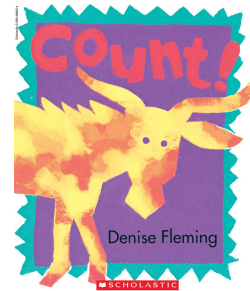


***Count!***  
**by Denise Fleming**

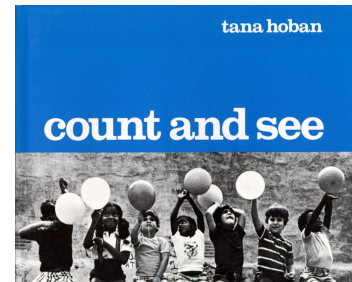


The antics of lively and colorful animals present the numbers one to ten, twenty, thirty, forty, and fifty.

- As you are reading this book, ask your child how many animals are on the page. For the smaller numbers, they might know how many there are without having to count. That is OK! For the larger numbers, where counting is necessary, make sure they're counting each animal once and only once.
- Count with me! Find other opportunity for your child to count! If you're setting the table for dinner, can they count out how many plates, forks, or cups are needed? If they're walking from one room to another, can they count how many steps it takes? Can they count to 10 while you hide?
- Play "Cover Ten". Draw a rectangle-shaped board with ten squares (shown below) for each player. To play you have to make a dot cube with dots only from 1 to 3. (The dice will have two 1s, two 2s and two 3s). Then the players alternate rolling the dot cube and putting the amount of chips that was rolled on the squares of the board. You can only put one chip in each square. If you do not have chips use beans, pennies, etc. The game ends when the first player fills his board with the ten chips, but if someone rolls a 3 and only needs 2 to fill the board, that player passes and loses his turn until the next time.



***Count and See***  
**by Tana Hoban**



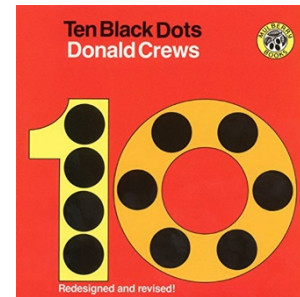
There are things to count all around you if you look, think, and see. Exciting photographs- reinforced by the number as word, as numeral, and as model set- show you how to count what you see, and make what you see count.

- Now that you've counted and seen things in the book, count and see things all around you using a dot cube to make it a game. Have your child roll the dot cube and find things they see around them that match their roll. For example, if your child rolls a 4, he/she has to find a set of 4 things: 4 windows, 4 cabinets, 4 door knobs, 4 picture frames, 4 pillows, etc.
- Fingers are great tools for counting. Roll a dot cube and ask your child to show you that many with their fingers. Can he/ she show the same quantity in a different way? Take turns with your child. Find creative, non-traditional ways to show the number with your fingers. For example:



- If you have a camera, create your own "Count and See" story. Ask your child to find something that is only 1, then 2, then 3, etc. things in your home and take a picture of each set of objects.

***Ten Black Dots***  
**by Donald Crews**

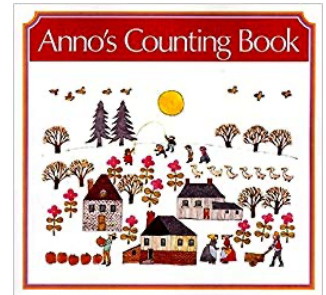


In this book, large black dots (1 through 10 of them) become the eyes of a fox, spots on a snake, wheels on a train, and more.

For example, five dots appear in a straight vertical row as buttons on a coat and then as the portholes of a boat, two at deck level and three below. This book helps children to begin to understand that changing the arrangement of objects doesn't change the amount.

- While reading the book, ask, “How many dots do you see? How do you see them?” Seeing the same numbers of dots in different arrangements helps children learn to recognize the patterns that particular numbers of objects form.
- As your child looks at the different pictures, show on your fingers how many dots there are on each page of the book. That is, if you see 3 black dots on the snowman, lift 3 fingers. On the pages of 5, show 5 fingers etc.
- Sing “5 Little Monkeys” or other familiar finger plays that help children recognize numbers 1 through 5 or 10.

## ***Anno's Counting Book*** **by Mitsumasa Anno**



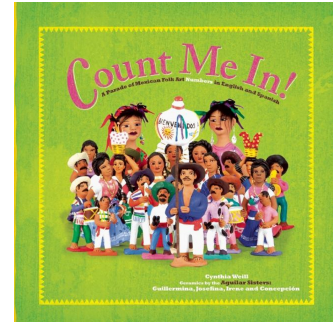
This wordless book represents the numbers 1 through 12 in scenes of a growing village across the 12 months of the year.

The first page has a snowy landscape with a river running through it. On the next page, the village begins to appear with one house, one child, one adult, one pine tree, etc.

Objects are added as the village grows. The seasons and activities change. The scenes become more and more complex as the numbers of objects increase.

- As you are reading the story, talk about each scene and ask, “What do you see?” “What do you notice?” Count the objects with your child as they naturally appear. Children who are starting to count have an easier time counting larger objects that are arranged in a line. Children with more counting experience can be encouraged to count the smaller or less obvious objects that are scattered about the page.
- For each scene, describe and tell stories about what is happening in the scenes using number words and other descriptions. “See the children playing at the river? How many are in the water? What are the other children doing?”
- Choose 1 set of pages and find all of the examples of that number. Say the number and name the object that was counted- 5 cats, 5 buildings, etc.
- Choose a number and create/ draw your own page. For example, if you choose the number 3, see how many 3s you can find/ draw - 3 toy trucks, 3 apples, etc.

## ***Count Me In!*** **by Cynthia Weill**

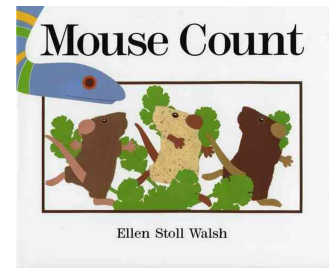


Every July, people in Oaxaca, Mexico, come together to dance, sing, and make music in a vibrant festival called the Guelaguetza. The celebration is kicked off by a grand parade. Follow this procession of Mexican folk art as one person is followed by 2 then 3 then 4 (and so on) artists in this book of numbers in English and Spanish. Count me in!

- This book might seem simple enough but look again and notice all of the detail in these beautifully hand-crafted figurines! Ask: “What else is there (three/ tres) of?” Once your child really starts looking, he/she will begin to see that there are also 3 moustaches, 3 sombreros, 3 instruments, etc. They are all the same quantity even though men, moustaches, and sombreros are all different in other ways.
- Fingers are great tools for counting. Roll a dot cube and ask your child to show you that many with his/ her fingers. Can he/ she show the same quantity in a different way? Take turns with your child. Find creative, non-traditional ways to show the number with your fingers. For example:



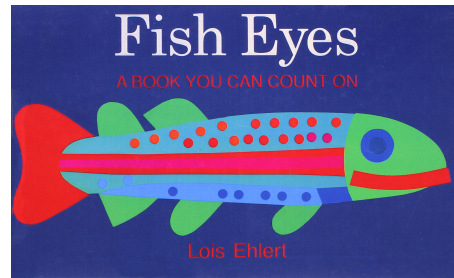
***Mouse Count***  
**by Ellen Stoll Walsh**



A hungry snake finds an empty jar that he decides to fill with his dinner. He finds some mice taking a nap and begins to count the mice he captures as he fills his jar. The mice devise a plan to escape and they “uncount” themselves. The concepts of counting forward and backward are introduced in this fun story that can help young children begin to think about addition and subtraction.

- Let your child make up his/her own Mouse Count story using a clean sock as a hand puppet (for the snake), a jar, and up to 10 pom poms, cotton balls, rocks, etc (for the mice). As they add “mice” into their jar, pause occasionally to ask, “What’s happening to your collection?” Hopefully as more and more objects are being added, your child will notice that the jar is getting fuller but when the mice escape, the jar is getting emptier.
- While making a meal in which items are added to a pot (like mashed potatoes, stews, etc.), have your child bring 2 ingredients at a time and notice how the pot changes as more and more ingredients are added.
- Next time you go up a set of stairs with your child, count them- 1, 2, 3, 4, 5!. On your way down, count them backwards- 5, 4, 3, 2, 1!

***Fish Eyes***  
**by Lois Ehlert**



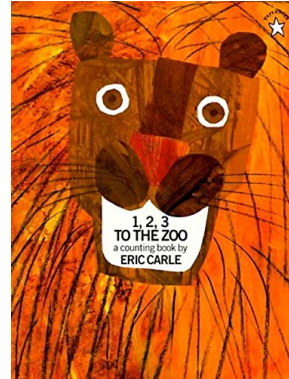
Get ready to put on scales, fins, and a tail and dive underwater for a marvelous fantasy adventure. Children will have fun while learning to count the brilliantly colored fish swimming through the pages of Lois Ehlert's watery world. Look closely, and you'll find a friendly guide to accompany you on your journey- and help out with some simple addition along the way.

- Play "Cover Ten". Draw a rectangle-shaped board with ten squares (shown below) for each player. To play you have to make a dot cube with dots only from 1 to 3. (The dice will have two 1s, two 2s and two 3s). Then the players alternate rolling the dot cube and putting the amount of chips that was rolled on the squares of the board. You can only put one chip in each square. If you do not have chips use beans, pennies, etc. The game ends when the first player fills his board with the ten chips, but if someone rolls a 3 and only needs 2 to fill the board, that player passes and loses his turn until the next time.





***1, 2, 3 to the Zoo***  
**by Eric Carle**



Joyously colored animals, riding on a train to their new homes in the zoo, offer young children a happy first introduction to numbers and number sets, addition and counting. There are no words in this innovative book, intended for the pre-reading child, but on each striking double-spread, in addition to the large picture of, say, 1 elephant or 5 bears or 8 monkeys, there is a corresponding numeral. And along the bottom of the page is a smaller picture of the train, which grows longer and longer as each new car full of creatures is added.

- Children love to pretend to be animals! Re-read the book and act out the movement or sound of each animal as many times as the number on the page. For example, stomp your feet or trumpet your trunk once like an elephant, prowl or roar 4 times like the lions, wiggle your hips or snap your arms together like a crocodile. Let your child decide on the movement and join in on the fun!
- On the last fold-out page, play a guessing game with your child. Pick a number and ask your child to find the group of animals that are that many. You can say something like, “I see a group of 3 animals! What are they?” 3 giraffes! Support your child whenever necessary. Smaller numbers will be easier to spot. The higher numbers will require counting. Touch-pointing can be helpful but as numbers get higher, keeping track becomes a challenge. Re-counting is actually helpful for children to understand that mixing things up isn’t as important as making sure each thing was counted once, and only once.