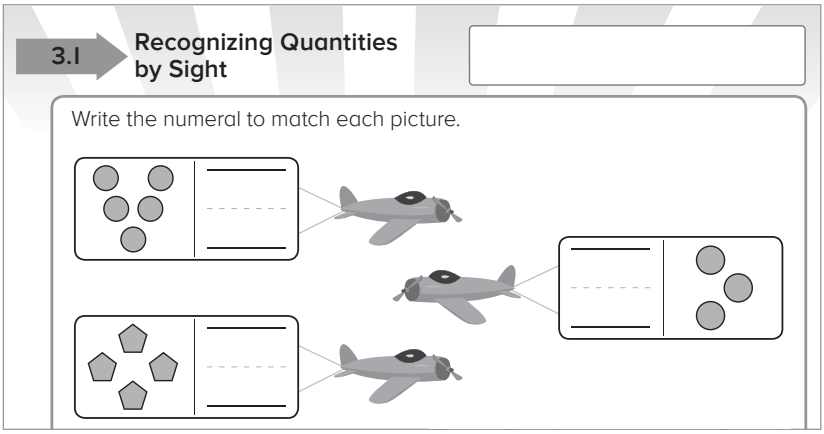
ORIGO STEPPING STONES

Core Focus

- Recognizing quantities by sight
- Exploring the order of numbers (1 to 10)
- Using spatial language (below, above, beside, next to, left and right)

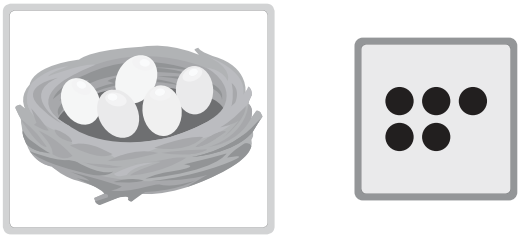
Numbers 0–10

- Through continued experience with counting, students begin to recognize small sets without counting, just by looking (e.g. sets with 2 to 5 objects).
- It takes some time for students to become confident with this skill, so ongoing activities that encourage students to quickly say the number in a group are important.



In this lesson, students write the number to match a small set.

- Students learn through experience that different collections can have the same number of objects despite different appearances (three objects can be in a row of three or arranged in a triangle shape).
- Students also learn from experience that the number of objects in a set does not change when the objects are simply rearranged.



In this small group activity, students match different representations of the same quantity. They begin to recognize quantities without counting each item

- Up to now, students have focused on numbers as a collection of objects. Now students begin to think about numbers in a sequence.

Ideas for Home

- Work with your child to create a counting book with drawings, stickers, and/or pictures cut from magazines. Show each number in different ways. Your child could draw three apples on one page and show three dots in a diagonal row on another page.
- Notice small groups of objects (5 or less) when you are out with your child. Ask, "How many leaves do you see?" or "How many cans are in the shopping cart?" Ask your child how they know. Did they just know or did they count the objects one by one?
- Ask what comes after a number such as seven. Children may have to start at one and count up to the number. If needed, prompt them by offering a shorter running start. E.g. ask, "What number comes after seven? Five, six, seven ...?"

Glossary

- **Subitizing** is the ability to automatically say the number in a small collection without counting.

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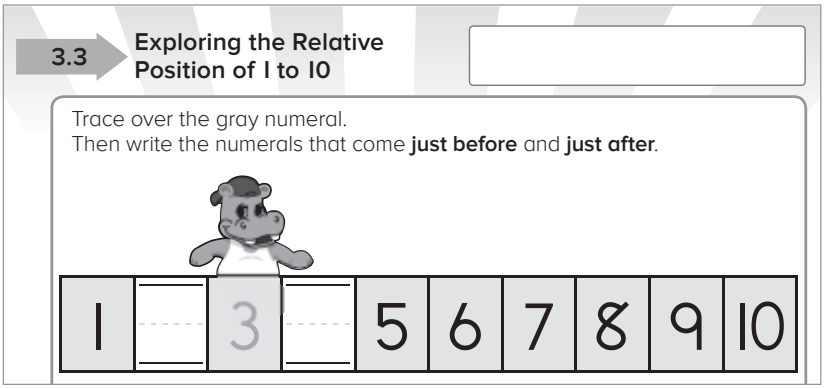
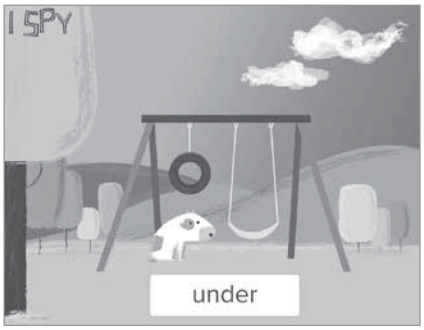
- An important aspect of early number sense is recognizing which numbers come before and after when we count.



Completing missing numbers on the track provides practice in thinking about which number(s) come(s) "just before" or "just after", without counting.

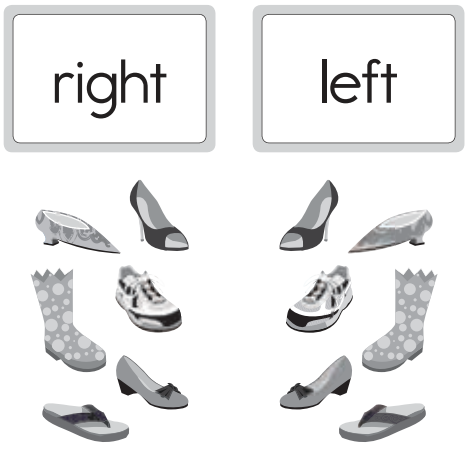
Position Words

- Spatial language — such as above, below, next to, on top of, and beside — helps students to describe the location of objects in their world.
- In class, students arrange pictures to match descriptors such as "below", "next to", and "on the top shelf".



Using the online *Big Book Tool*, students position the dog to match spatial words, such as under, above, next to, and on top of.

- Students learn to identify their right and left hands and feet.
- Students discuss which hand they use for most activities, such as throwing a ball, writing their name, or drawing a picture.



Students sort shoes to learn about left and right.

Ideas for Home

- Involve your child in helping to clean up their room. Use spatial language such as, "Put the toys on top of the shelf" or "Hand me the clothes from under the bed."
- Have your child position their favorite plush toy (e.g. a teddy bear) according to your directions. Give directions such as "put the bear on top of the bed", and "put the bear in between the window and the door". Also have your child practice giving you directions.
- Play games like "Simon Says" using left and right. E.g. "Simon says, hop on your left foot" or "Simon says, wave your right hand."

Glossary

- An understanding of **spatial language** (left, right, up, down) increases a child's ability to recognize and transform shapes, and improves their spatial skills.