

MATH



AGE: 4-5

THE TEDDY CHART

1	2	3	4	5	6	7	8	9	10
				15					20
				25					30
				35					40
				45					50
				55					60
				65					70
				75					80
				85					90
				95					100

Purpose: To help the child/children practice “rote” counting on a daily basis while having a visual image of the numbers 1-100.

Materials: A large sheet of cardboard divided into 10 rows of 10 squares each. Write a number in each box, beginning with 1 and ending with 100, in the fashion of the chart above. Highlight the 5's and 10's column to further teach them to count by fives and tens in the same fashion as described in the procedure below. You will need a pointer of some kind like a colorful ruler, straw, or rod; however whatever you decide to use, use the same pointer every time.

Procedure: Place the child/children before the completed chart and make sure you have their attention. Using your pointer, point to each number as you encourage the child/children to count with you, so that they are also becoming familiar with the visual image of that number symbol. Start with only the numbers in the first row, 1-10, and be sure these number symbols are familiar before moving on to the "teen" numbers and so forth. One way to be sure, is to ask:

"Who would like to show me the number 8? 7? 6?" etc.

"Can we clap '9' times? '2' times? '5' times?" etc.

(Be sure to sound out clearly the difference in the sound of "teen" and "ty" as in fifteen versus fifty, and so on; and point out the difference in the actual symbols too. You might have to introduce the symbol "0" zero to them as well).

Allow them to hold the pointer and point to the correct symbolic numerical image. Proceed through the chart in this fashion, adding only one line at a time as they become

familiar with each row by individual symbol, all the way to one hundred. It shouldn't take you more than five or 10 minutes at each session to rote count all the way to 100 and then double back to work on just one row of numeric symbols at a time.

Remember that "rote" counting and "symbolic recognition," are two different math skills they will need to eventually master. But you can make it fun inventing tunes or rhythms while counting sometimes and allowing your child/children to make up tunes along the way, as well.