

# Learning Links' Tip Sheet



## Teaching recognition of numerals and counting

### Stage 1

Make up a simple lotto board and corresponding cards to match the even numerals up to 10.

2		4
	10	
6		8

2	4	6	8	10
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1. Child to match numerals given verbal cue. e.g. "put 2 with 2"
2. Child to select numeral 2 from a choice of:

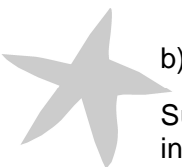
2	4			
2	4	6		
2	4	6	8	
2	4	6	8	10

N.B. Gradually increase the number of distractors and mix the placement of numerals.

3. Child to name numeral "2" given the cue "What is this?"

Child can be assisted by:

- a) modelling the required response, "My turn! What is this? ... Two", "Your turn! What is this?"
- b) verbally prompting the response, "What is this? T T T ..."

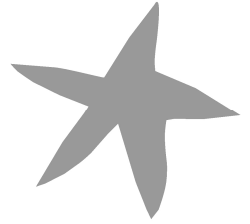
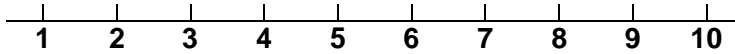


Such assistance if employed should be gradually faded until the child responds independently.

Once the child is successfully labelling the numeral 2, move on to numeral 4 and work through each of the above steps. Once the child can label even numbers to 10 then introduce a simple lotto board with odd numerals to 10 and work through each of the steps as for even numbers.

## Stage 2

Make up a number line:




1. Child to match number cards to corresponding numeral on number line.
2. Child to point to numerals on number line.

## Counting

The aim with these games is to stimulate the child to listen to the counting sequence. We will be:

- ∞ focusing the child's attention on the last number counted;
- ∞ providing the child with opportunities to articulate the numbers;
- ∞ trying to identify the last number counted through temporary use of verbal prompts; for example, the adult says, "one, two, three, four, five, six. I counted to sssss ...."
- ∞ making counting fun by creating a "game atmosphere"; and
- ∞ using lots of praise for any attempts to help increase the child's interest and confidence.

1. The child can identify the last number counted by an adult in a range of 2 to 10. For example, the adult says, "1, 2, 3, 4, 5. I counted to ....."
2. The child to identify the last number counted by an adult in the range of 2 to 10 using pictures and/or objects in a row.
3. The child to identify the last number counted in the range 2 to 10, after an adult has counted a group of identical objects by dropping them into a container. You can play counting games around the house; for example, counting socks into a washing basket or pegs on a line, etc. Be imaginative and fun!
4. Introduce a number line (see top of page for an example) and encourage the child to identify the last number counted by the adult after she or he counted a specified number of places.



*The information in Learning Links' Tip Sheets is prepared by experienced early childhood professionals. Each child is unique and this material is not necessarily suitable for every child, parent or carer. We recommend you discuss this information with your child's therapist or education professional prior to using these tips.*