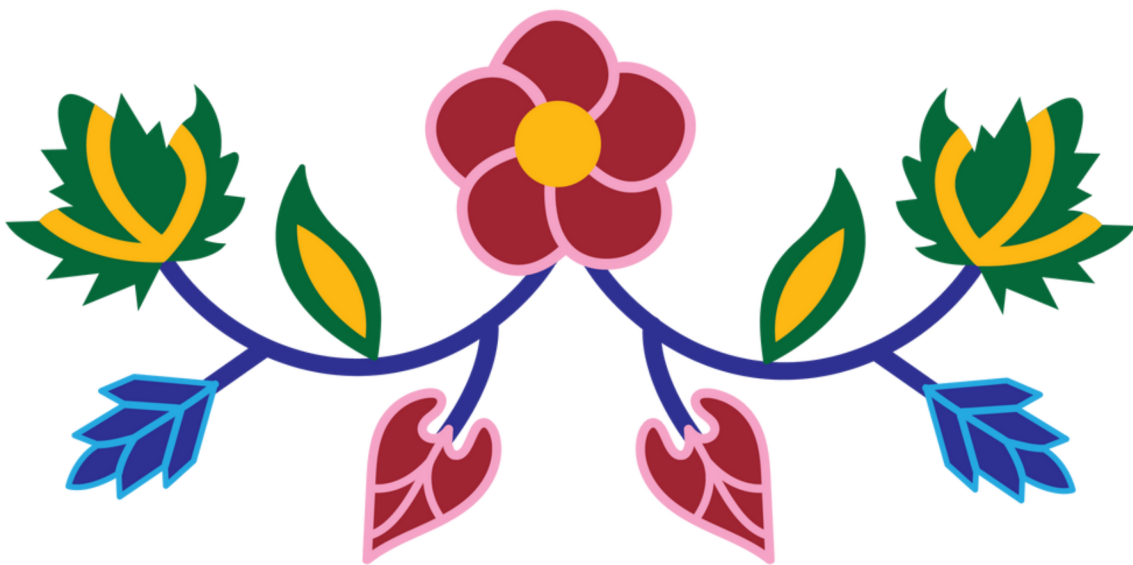


# GIKINAWAABI

## LESSON 3

**LESSON: LET'S COUNT**

**ACTIVITY: POUR IN, TAKE OUT**



# LESSON 3

## LET'S COUNT



### LESSON OBJECTIVE

Uses number concepts and operations. Verbally counts and understands concepts of one, two, three, etc. and recognizes the number symbols.

### MEDICINE WHEEL WISDOM

Learning to count can start very early in a child's life, and this can help them later on in school. Many items around the home can be used to begin to teach counting skills.

#### FAMILY OUTCOMES: PICCOLO

- Aware of the Child's Engagement in the activity
- Says numbers and identifies the numbers with the child
- Caregiver is aware that these skills are found in everyday life
- Caregiver is aware that these activities can be implemented often

#### CHILD BEHAVIOR OUTCOMES: LOLLIPOP

- Says number names and counts objects verbally
- Is able to associate verbal numbers with number symbols
- Can quantify and compare
- Can write numbers

## HOME VISITOR LESSON OVERVIEW

### Materials Needed:

- **Lesson**
  - "The Medicine Wheel" Book
  - Number Symbols Sheet
- **Activity**
  - 1-10 Flash Cards
    - Home Visitor Prep: print, laminate (if available) and cut out ahead of time
- **Leave Behind**
  - Medicine Wheel Early Learning Journey Sheet
  - Tip Sheet "Math During Everyday Home Routines"
  - Number Tracing Sheet
  - Number Recognition Activity Sheets

---

### LESSON

1. Sit next to the child at their level
2. Introduce number symbols 1-10 using the number symbols sheet.
  - Encourage the child to say the names of a few numerals.

# LESSON 3

## LET'S COUNT



### LESSON

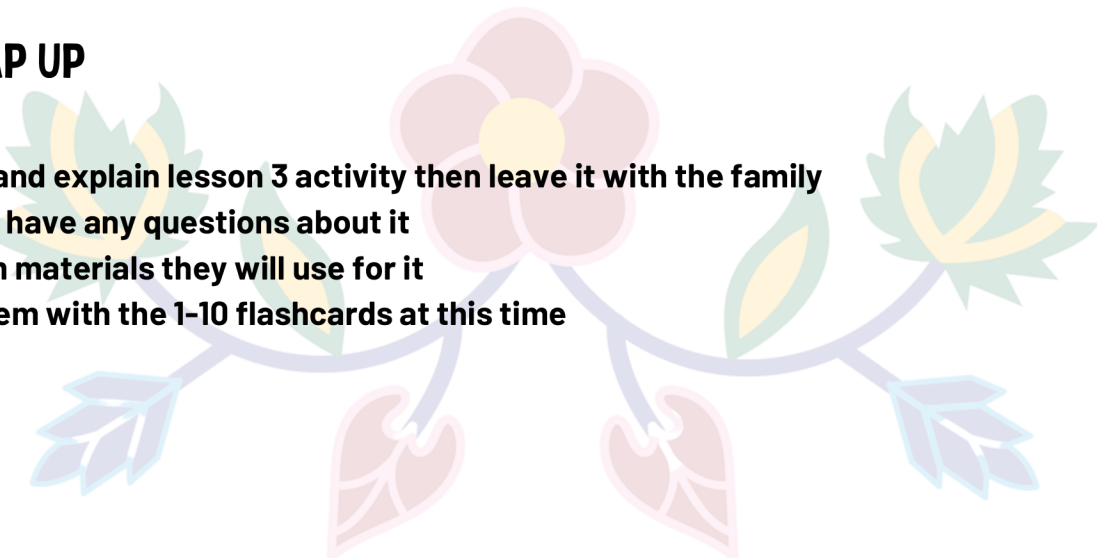


**SUPPORT THE CHILD BY SAYING NUMBER NAMES AND SHOWING THE NUMBER SYMBOLS WITH THEM IF NECESSARY!**

3. Introduce Medicine Wheel book and allow time for the child to explore the book.
4. Have the child pick out the page they would like to begin counting on and have them count objects on the page.
  - Birds, people, cups, medicine bundles, bags, etc.
5. Match the amount they counted to numbers on the number symbols sheet.
6. Transition the caregiver to work with the child on counting the number of objects on another page.
  - Encourage them to prompt child to count, say number names and identify number symbols with child.
7. Your child may want to practice interacting with the numbers, provide number recognition activity sheets and number tracing sheet.
  - Help/show the child how to hold writing utensil if needed.

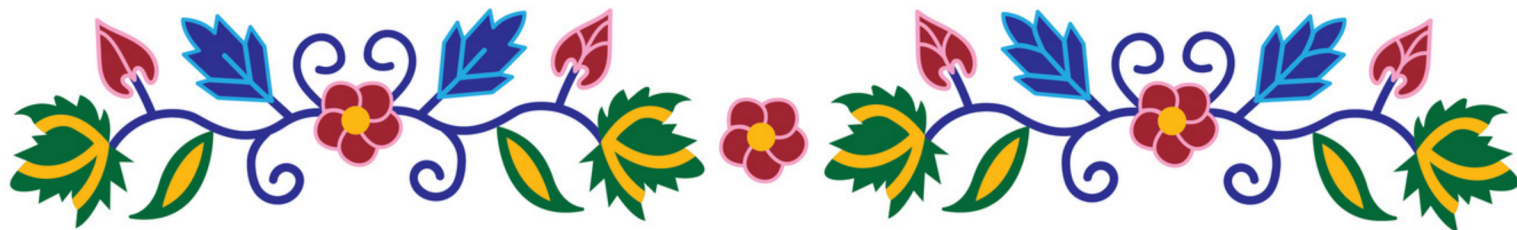
### LESSON WRAP UP

- **Introduce and explain lesson 3 activity then leave it with the family**
- **Ask if they have any questions about it**
- **Brainstorm materials they will use for it**
- **Provide them with the 1-10 flashcards at this time**



# LESSON 3 ACTIVITY

## POUR IN, TAKE OUT



### FUN WITH WATER!

- Have the child practice dumping and taking out the water in a bowl or the sink while counting.
  - This is an easy way for them to visualize numbers and it is a fun sensory activity!
- You can show them simple adding and subtracting.
  - i.e. "I have three cups of water and I pour one in the sink, how many cups have water?" "How many are empty?"
- You can use the 1-10 flashcards to help the child learn their numbers. They can keep these and practice with a parent or family member.

ANISHINAABEMOWIN	PRONUNCIATION	ENGLISH
Nibi	ni-bi	Water



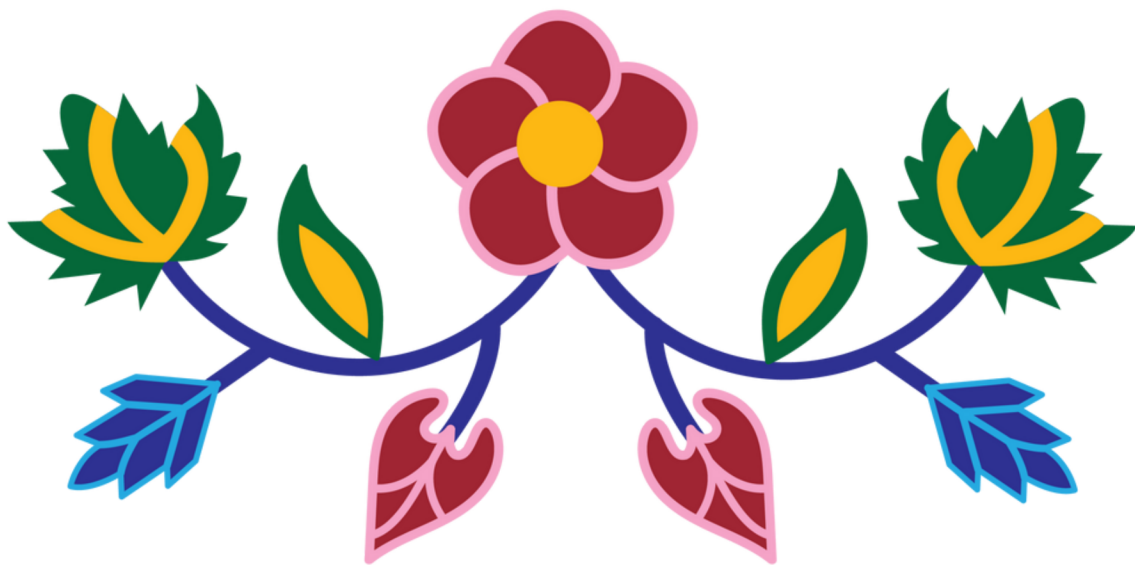


# GIKINAWAABI



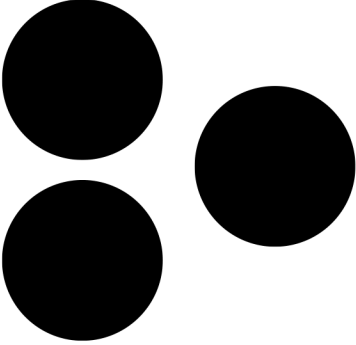
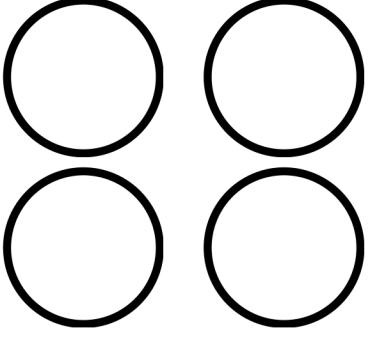
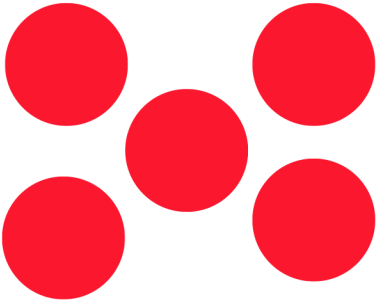
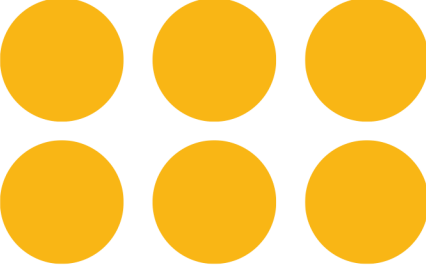
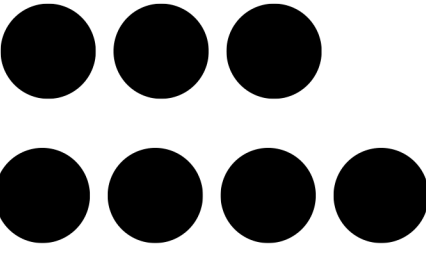
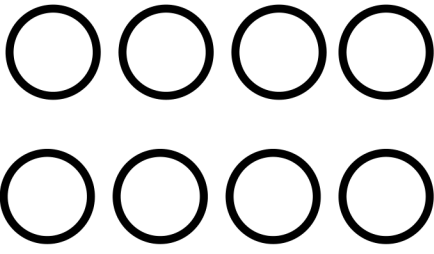
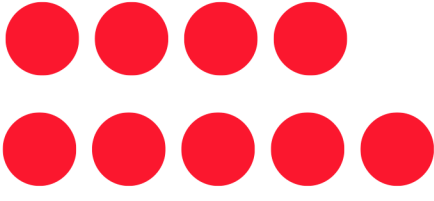
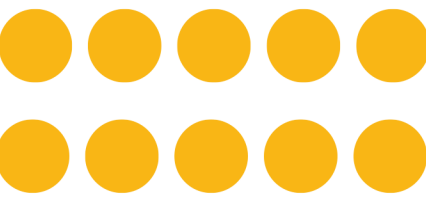
## LESSON 3

### ADDITIONAL LEAVE BEHIND PAGES

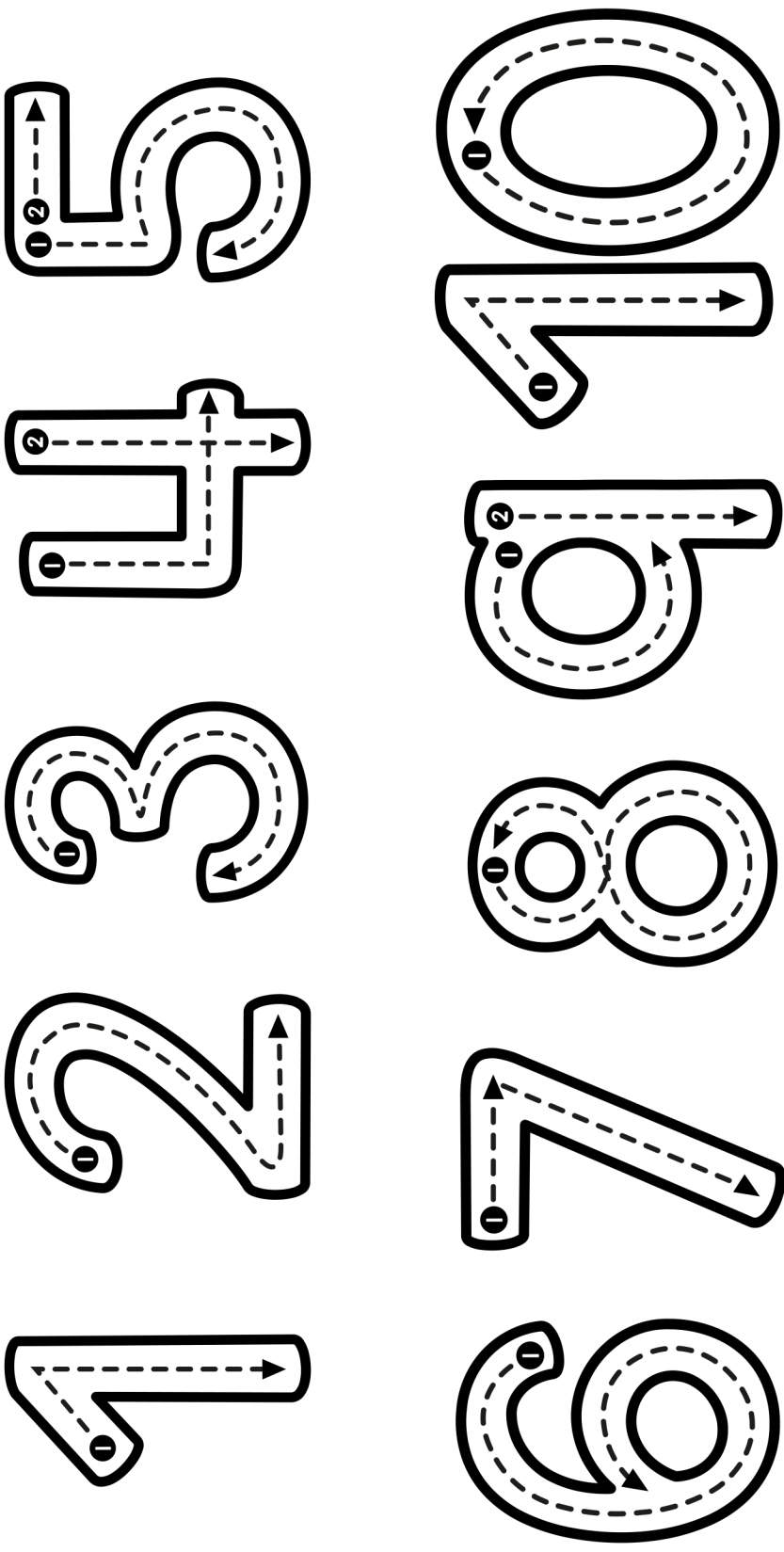
- **MATH NUMBER SYMBOLS**
- **NUMBER TRACING**
- **1-10 FLASH CARDS**
- **CIRCLE THE CORRECT NUMBER OF OBJECTS**
- **COUNT THE OBJECTS AND CIRCLE THE NUMBER**
- **COUNT AND MATCH THE FOOD IN EACH ROW TO THE CORRECT NUMBER**
- **COLOR BY NUMBER**
- **MATH IN EVERYDAY ROUTINES**



# MEDICINE WHEEL MATH NUMBER SYMBOLS

 <b>BEZHIK</b>	 <b>NIISH</b>	 <b>NSWI</b>	 <b>NIIWIN</b>	 <b>NAANAN</b>
 <b>NGODWAAASWI</b>	 <b>NIZHWAAASWI</b>	 <b>NSHWAAASWI</b>	 <b>ZHAANGSWI</b>	 <b>MIDAAWSI</b>

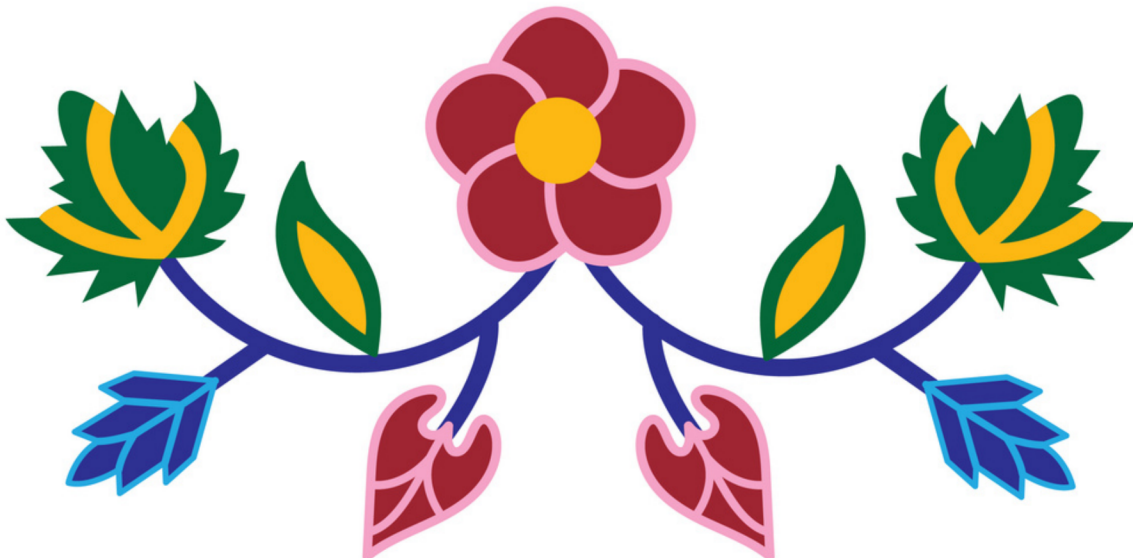
# NUMBER TRACING



# 1-10 FLASH CARD

## PRINTING INSTRUCTIONS

- Change the printer settings to print 2 sided front to back
- Select only the pages you wish to print
  - Page 1 front- Page 2 back for 1-10
- Cut the squares out ahead of time



**FOUR**

**NIIWIN**

**FIVE**

**NAANAN**

**SIX**

**NGODWAASWI**

**ONE**

**BEZHIK**

**TWO**

**NIISH**

**THREE**

**NSWI**

3

6

2

5

1

4

**TEN**

**MIDAAWSI**

**SEVEN**

**NIZHWAASWI**

**EIGHT**

**NSHWAASWI**

**NINE**

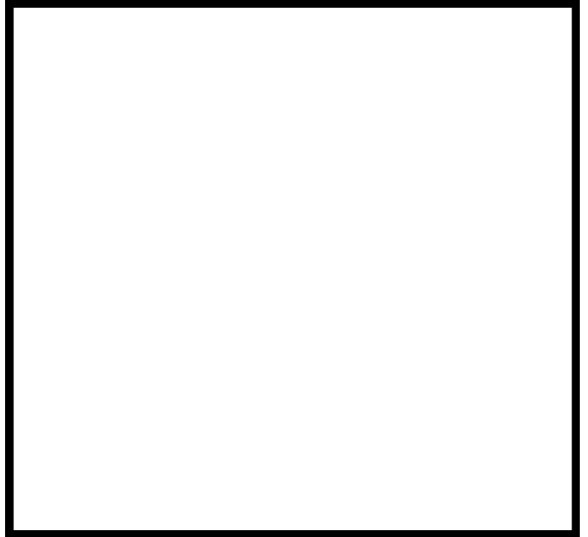
**ZHAANGSWI**



9



8



7

10

# CIRCLE THE CORRECT NUMBER OF OBJECTS

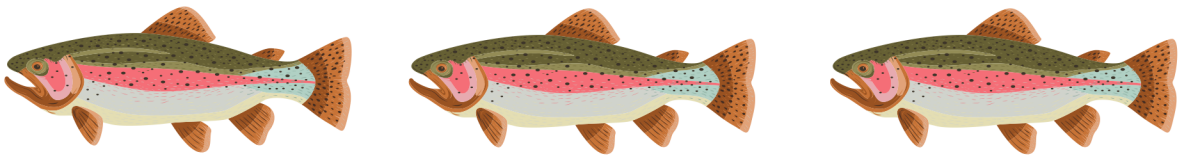
1



3



2



1



2

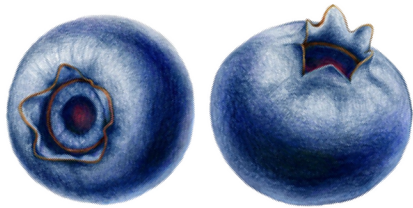


3





# COUNT THE OBJECTS AND CIRCLE THE NUMBER



1 2  
3 4

---



1 2  
3 4

---



1 2  
3 4

---



1 2  
3 4

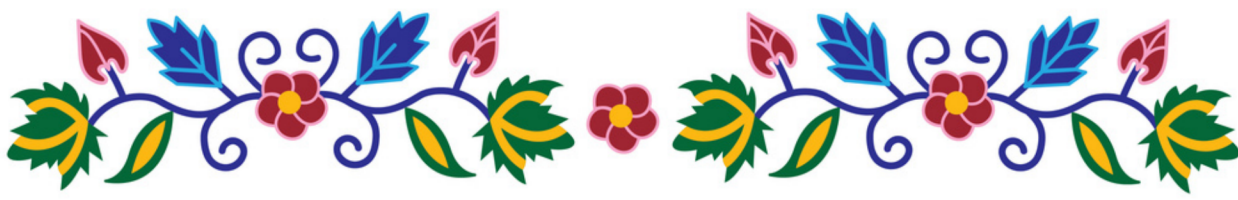
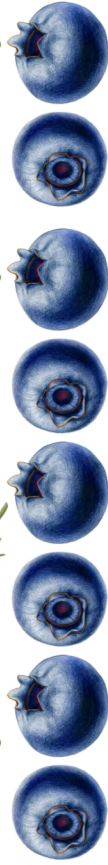
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1 2  
3 4

---

# COUNT AND MATCH THE FOOD IN EACH ROW TO THE CORRECT NUMBER



4

9

3

1

6

10

7

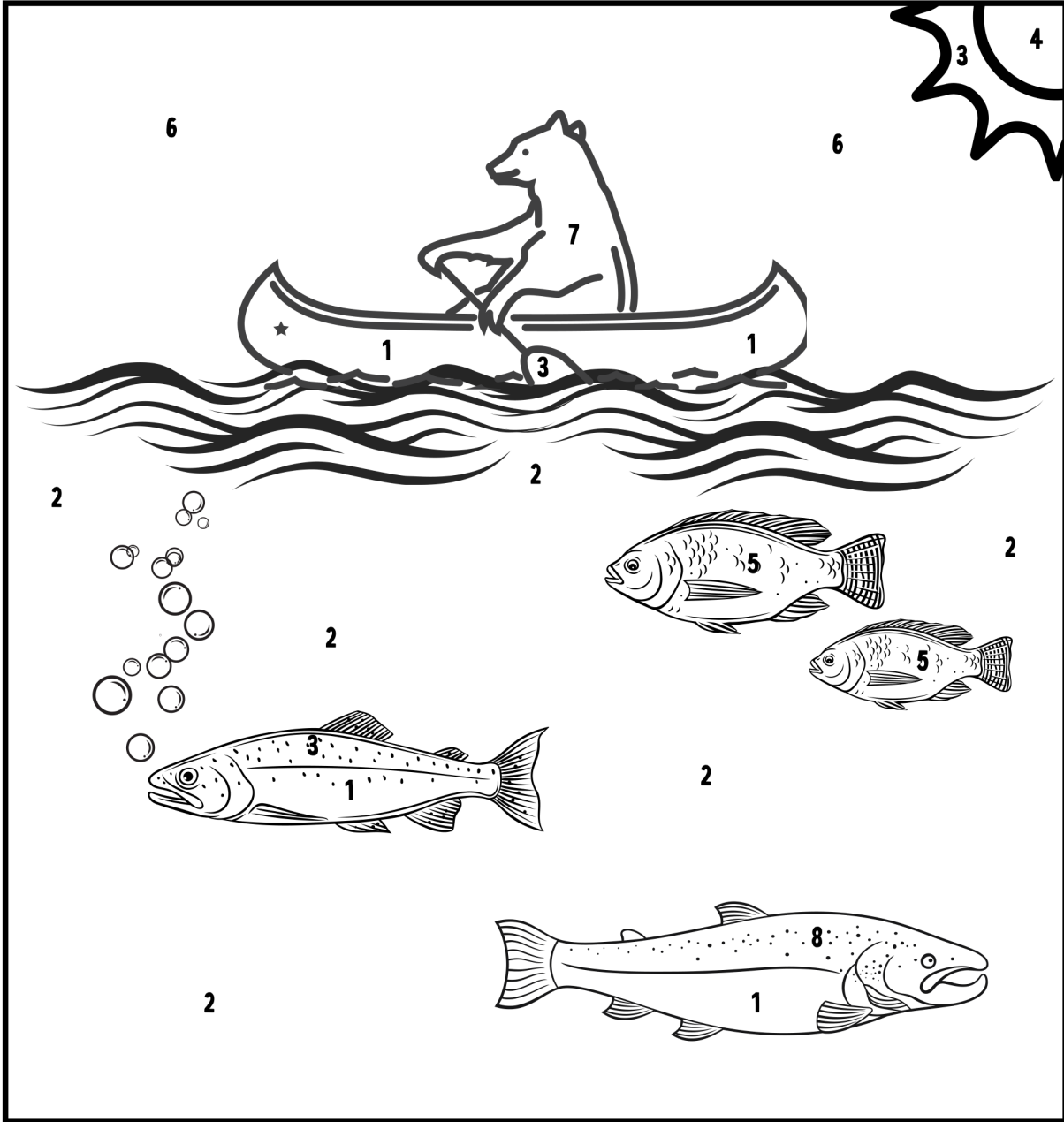
8

2

5



# COLOR BY NUMBER



**1- GREEN**



**5- GRAY**



**2- BLUE**



**6- LIGHT BLUE**



**3- YELLOW**



**7- BROWN**



**4- ORANGE**

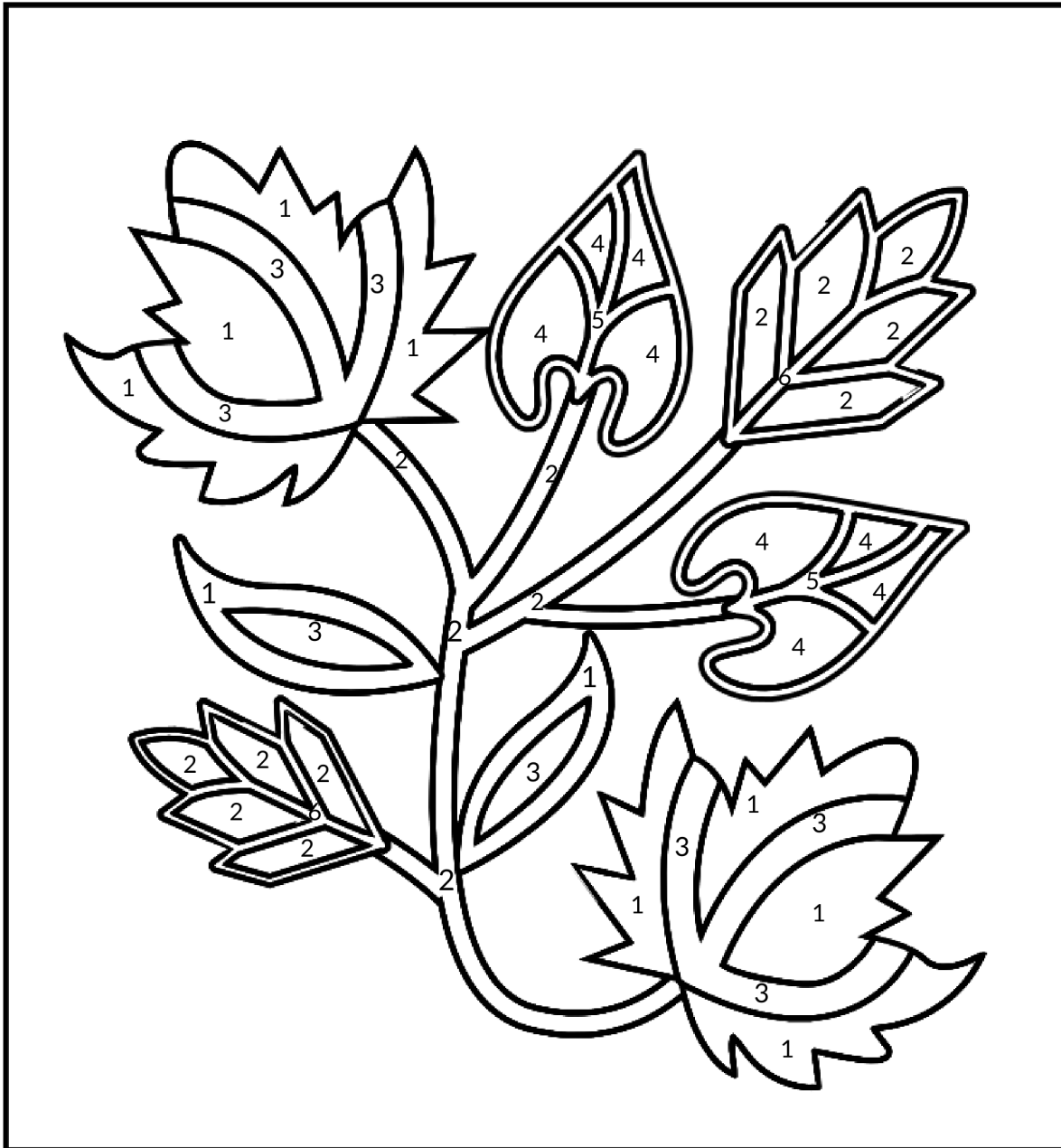


**8- PINK**





# COLOR BY NUMBER



**1- GREEN**



**5- PINK**



**2- DARK BLUE**



**6- LIGHT BLUE**



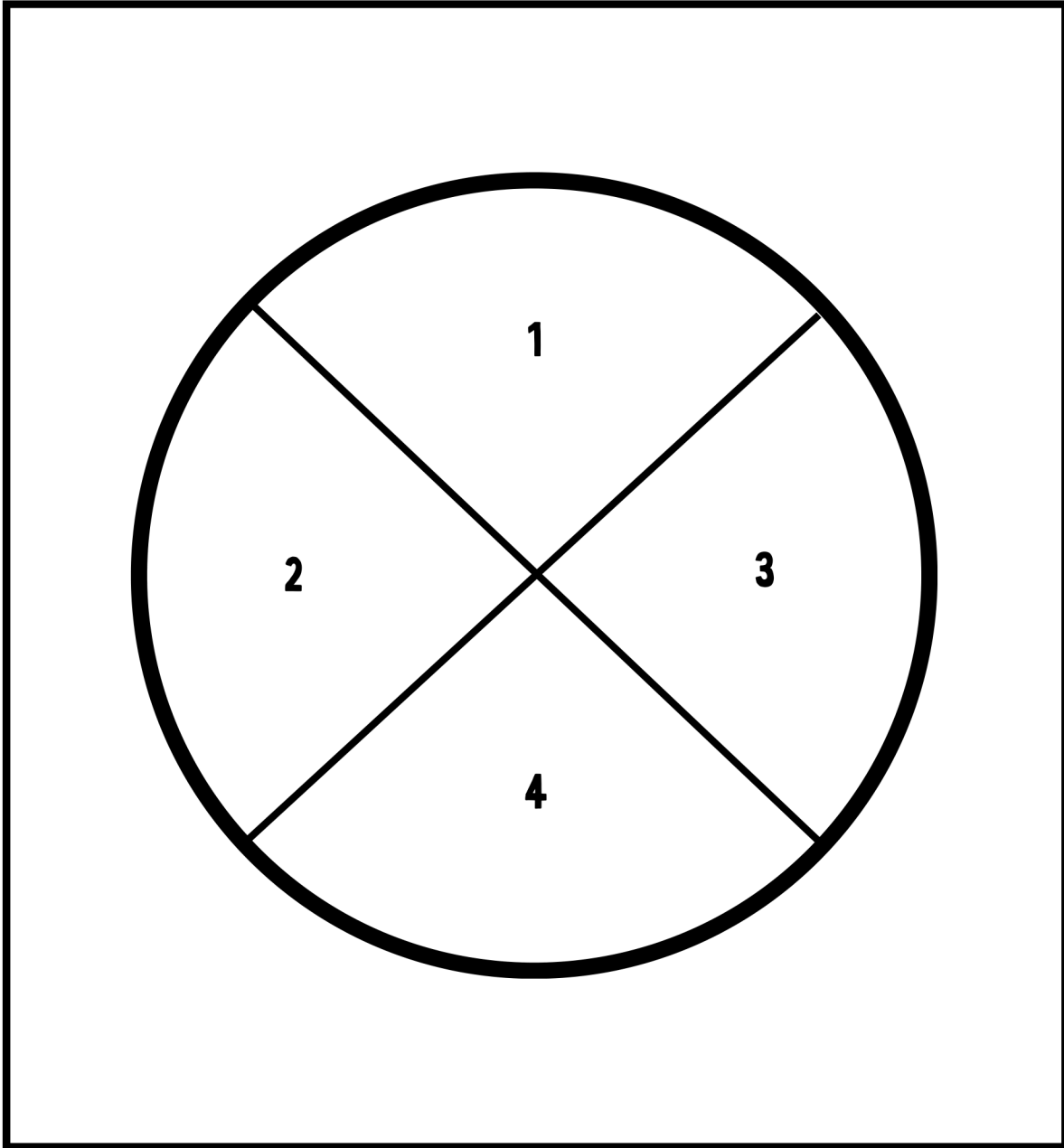
**3- YELLOW**



**4- RED**



# COLOR BY NUMBER



**1- WHITE**



**3- YELLOW**



**2- BLACK**

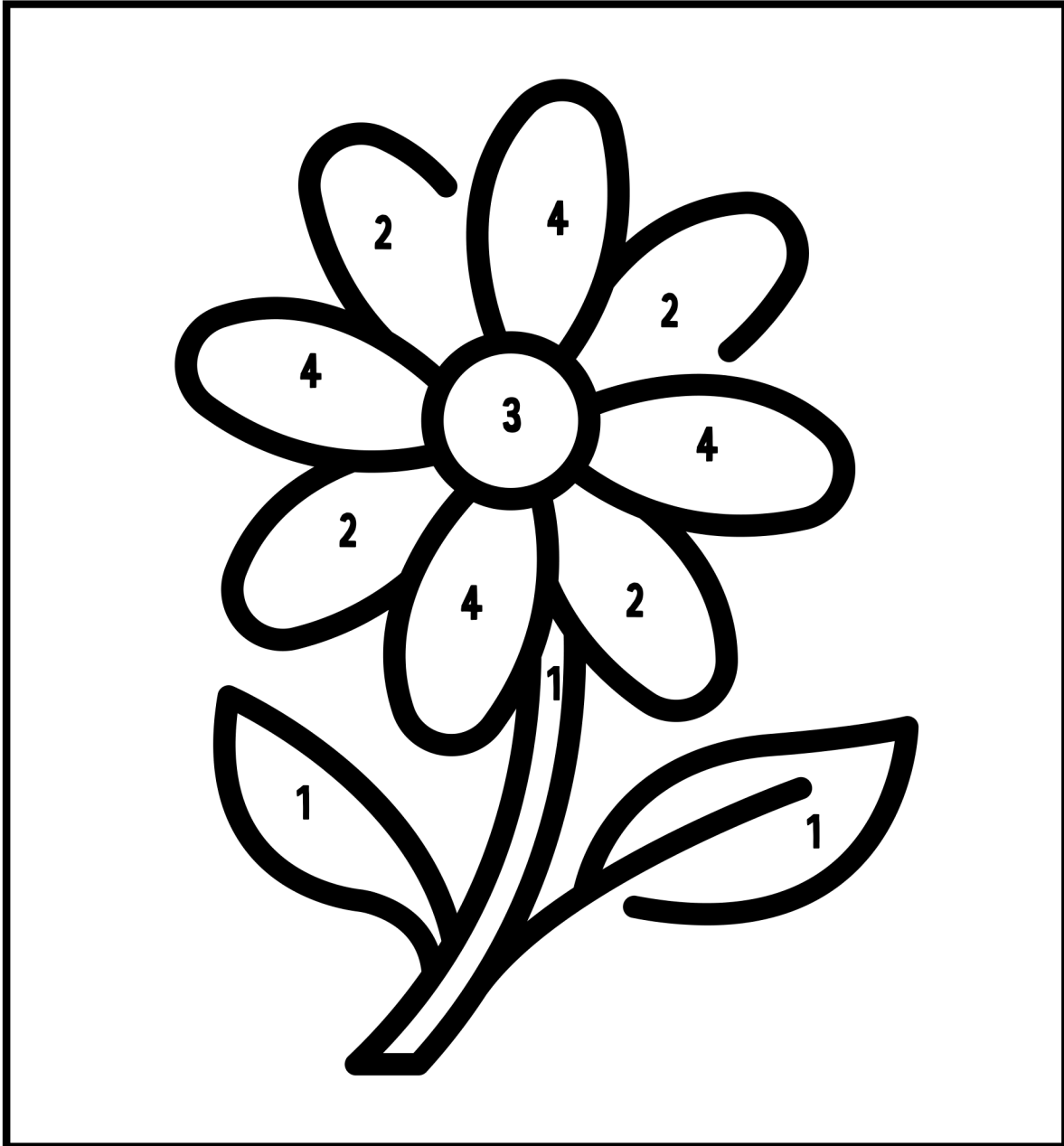


**4- RED**





# COLOR BY NUMBER



**1- GREEN**



**3- YELLOW**



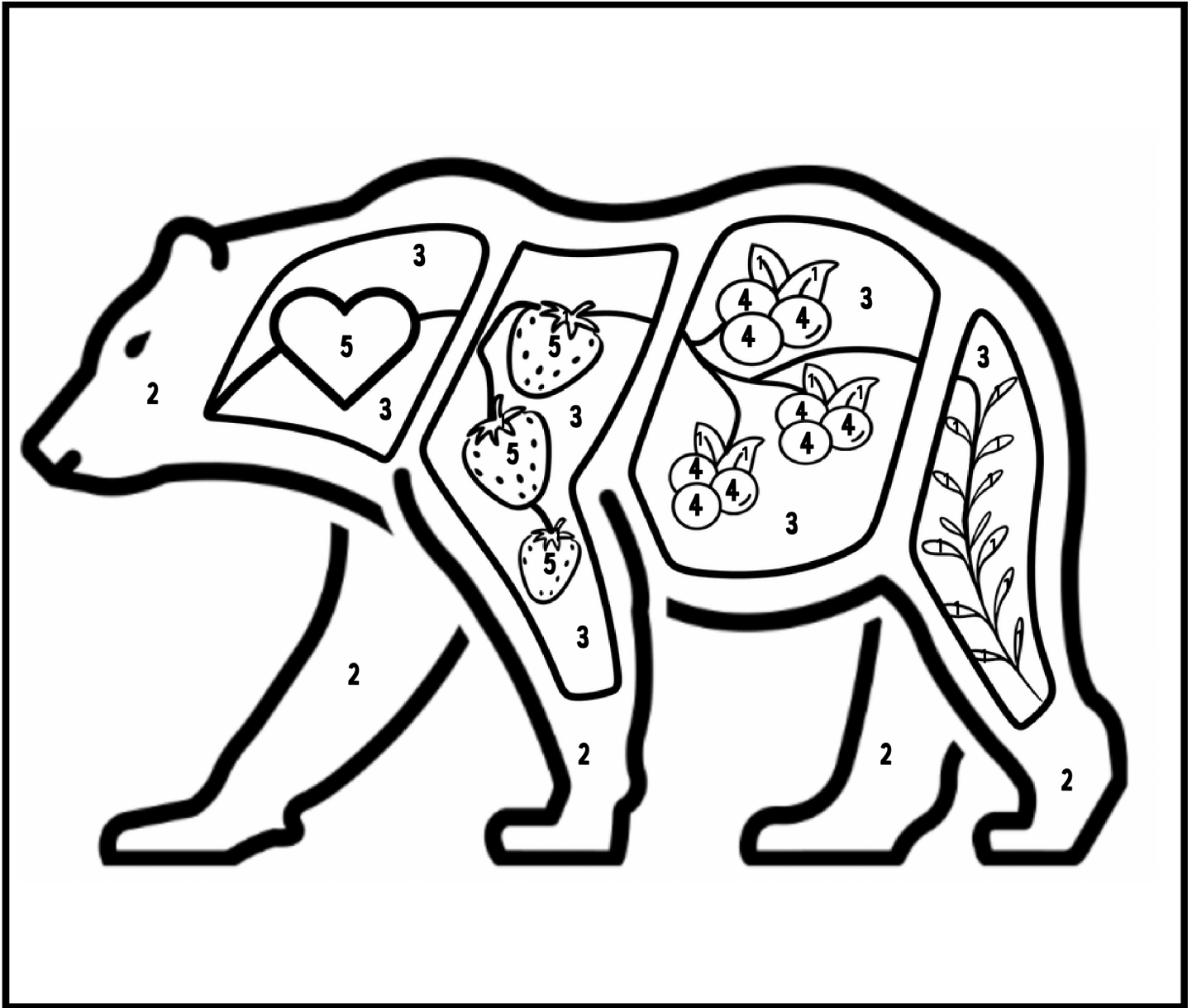
**2- PINK**



**4- PURPLE**



# COLOR BY NUMBER



**1- GREEN**



**4- BLUE**



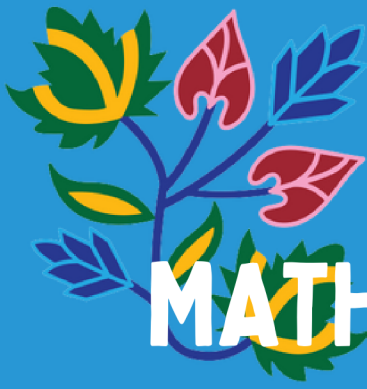
**2- BLACK**



**5- RED**



**3- YELLOW**



# TIP SHEET

## MATH IN EVERYDAY ROUTINES

**Young children begin to develop math concepts and skills very early in life. Family members play a special role in helping children learn about math. Throughout the day, as families talk, play or carry out routines children are learning.**

### **Some important things to consider:**

- **Math should be fun for the child**
- **Children need hands-on experiences as they look at, hold, count, stack and more**
- **Math phrases can be used during play to help children understand the meaning of them**
  - **For example: curved, straight, longer, shorter, etc.**
- **Children need repeated experiences**
- **Parent involvement is extremely important!**
- **Caregivers can use the child's interests to build an understanding of math**





# IDEAS TO HELP CHILDREN LEARN MATH IN EVERYDAY ROUTINES

## GETTING DRESSED



### Counting:

- Count the buttons on your child's shirt
- Count the number of items on the pattern
  - Example: stripes, polka dots, characters, etc.

### Numbers:

- Name the number of objects you are putting on
  - Example: one sock, two sock

### Measurement:

- Name the length of the clothing items
  - Example: short pants, long pants

## SETTING THE TABLE



### Counting:

- Count as you place items on the table

### Numbers:

- Name the number of how many different items you have
  - Example: "We each need one plate."

### Measurement:

- Compare items on your table
  - Example: I have a big cup and you have a little cup
  - Example: "The fork is longer than the spoon."

## TOOTH BRUSHING



### Counting:

- Count the number of teeth your child sees

### Spatial:

- Name the direction your child is brushing
  - Example: up, down, sideways



# IDEAS TO HELP CHILDREN LEARN MATH IN EVERYDAY ROUTINES

## EATING A MEAL



### Counting:

- Count the number of items on your plate
  - Example: How many grapes do you have? Let's count.

### Numbers:

- Name the number of food items
  - Example: How many pieces of cheese do you want?
  - Example: I see you have taken 2 bites of your sandwich.

### Measurement:

- Compare food sizes
  - Example: Your apple slice is bigger than mine.
  - Example: You have more milk in your cup than me.

### Geometry:

- Note the shape of the food you are eating
  - Example: What shape is your sandwich?
  - Example: Your cucumber looks like a circle.

## PLAY TIME



### Counting:

- Count items you are playing with
- Count the items you pick up

### Numbers:

- Note the number of different toys
  - Example: We have 3 purple balls and 1 green one

### Measurement:

- Compare the size of different objects
  - Example: These blocks are long and these ones are short

### Geometry:

- Observe the shape of the toys you are playing with



# IDEAS TO HELP CHILDREN LEARN MATH AT THE GROCERY STORE

## MAKING A SHOPPING LIST



### Counting:

- Count the number of items you need
  - Example: "How many apples do we need so each person gets one?"

### Numbers:

- Involve your child in making tally marks or written numerals next to the items on the list
- Encourage your child to make a pretend shopping list

## SHOPPING AT THE STORE



### Counting:

- Count the items you pick up

### Numbers:

- Point out the numbers you see in the store
  - Example: 2 for \$1 or aisle numbers
  - Encourage your child to find more numbers as you shop

### Measurement:

- Talk with your child about sizes of items such as cereal boxes or cartons of milk

## AT THE CHECKOUT



### Counting & Problem Solving:

- "We should have five cans of soup. Let's count and make sure."

### Numbers:

- Point out the numbers on the cash register display and talk about what they mean.
  - Example: How much produce weighs, how much each item is, the way they add items up





# IDEAS TO HELP CHILDREN LEARN MATH AT THE PARK

## GOING TO THE PARK



### Spatial Awareness:

- Notice the location of things
  - Example: "There is a squirrel on the tree branch."
- Talk about direction and location
  - Example: "We turn right at the corner by the library. The park is close to the library."

### Numbers:

- Look for numbers on your way to the park
  - Example: Street signs, Building Signs, Addresses

## ON THE PLAYSTRUCTURE



### Position & Direction:

- Encourage the child to climb on play equipment, Jump off a small step, walk backwards, or crawl through a tunnel

### Numbers:

- Count what you see
  - Example: "Let's count the children on the swings. One, two, three..."

### Geometry:

- Notice the different shapes you see
  - Example: "That structure has a round window. It looks like a circle. Do you see any other circles?"

## HAVING A SNACK



### Counting:

- Count the food items as they eat
  - Example: "I have four carrots. How many do you have?"
- Ask your child to pass out the snack
  - Example: "We each get one juice box and 5 pretzels."