Storytelling

Once Upon a Time . . .

Beginner: Create a story together while playing with toys.
[Tip]: Add details by asking questions like, who, what, when, where, and why.

Intermediate: Encourage your child to create a new story based on the images in a picture book.
[Tip]: If they prefer to retell the existing story in their own words, that's okay too!

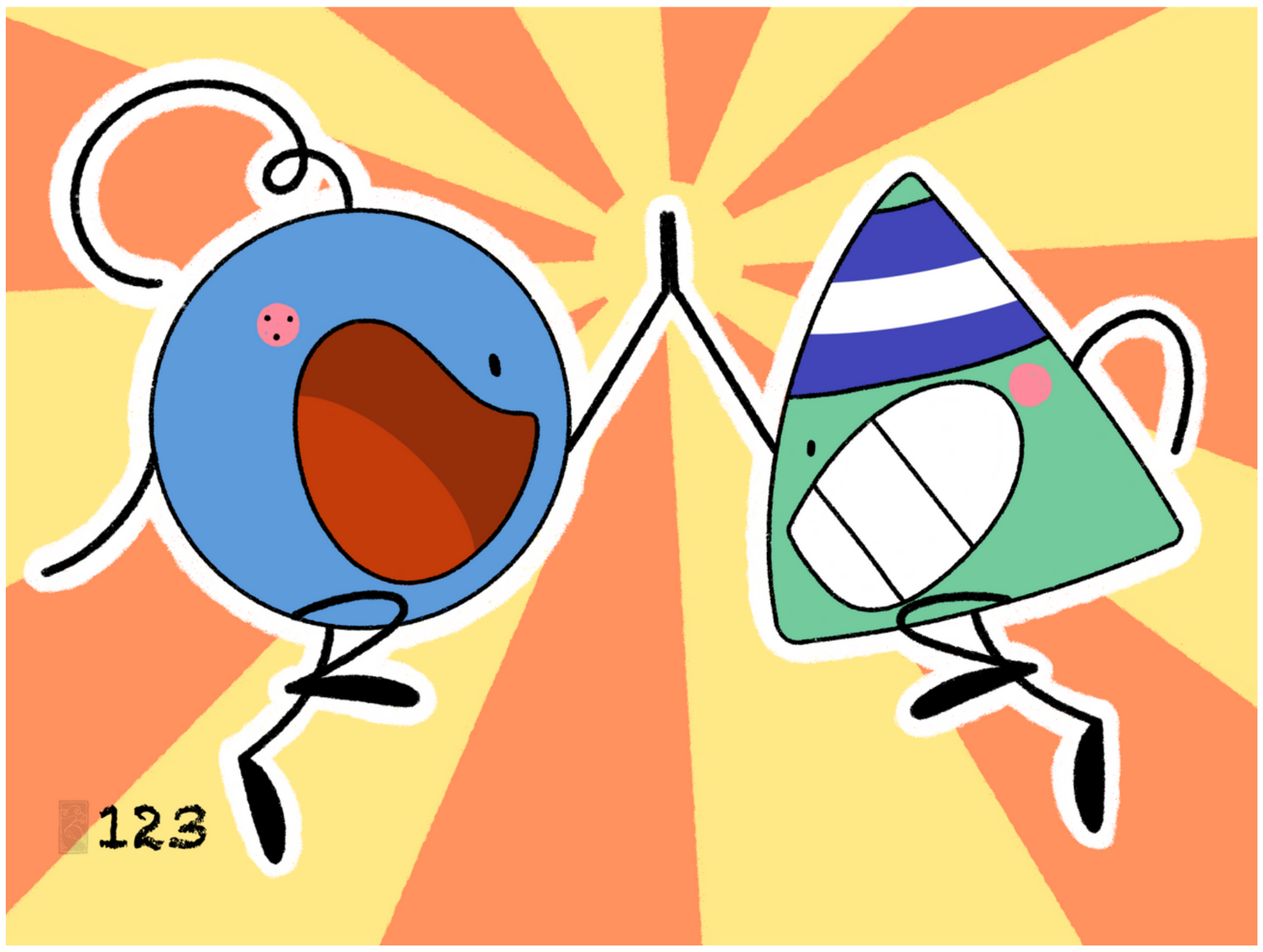
Experienced: Encourage your child to create a story based on personal memories, or retell familiar folklore, fairy tales, and cultural stories.
[Tip]: Pay attention to vocabulary and to the beginning, middle and end.

Why is this important? Telling stories helps develop vocabulary and oral language skills such as listening and speaking skills, while also sparking imagination and curiosity.

Looking for more information? Check out our websites resource on Storytelling!

References: Isbell, R., Sobol, J., Lindauer, L., & Lowrance, A. (2004). The Effects of storytelling and story reading on the oral language complexity and story comprehension of young children. Early Childhood Education Journal. 32(3), 157-163.

Lucarevschi, C. R. (2016). The role of storytelling on language learning: A literature review. Working Papers of the Linguistics Circle, 26(1), 24-44.



High Five Countdown

5, 4, 3, 2, 1!

Beginner: Show your child that 4 fingers and 1 thumb equals 5 in a “high five”.

[Tip]: Count backwards from 5 by putting down one finger at a time.

Intermediate: Show that 8 fingers and 2 thumbs equals 10 in a “high ten”.
[Tip]: Raise both hands to “high ten,” then subtract 2, which equals 8, then "high eight!" Subtract 3 and “high five”!

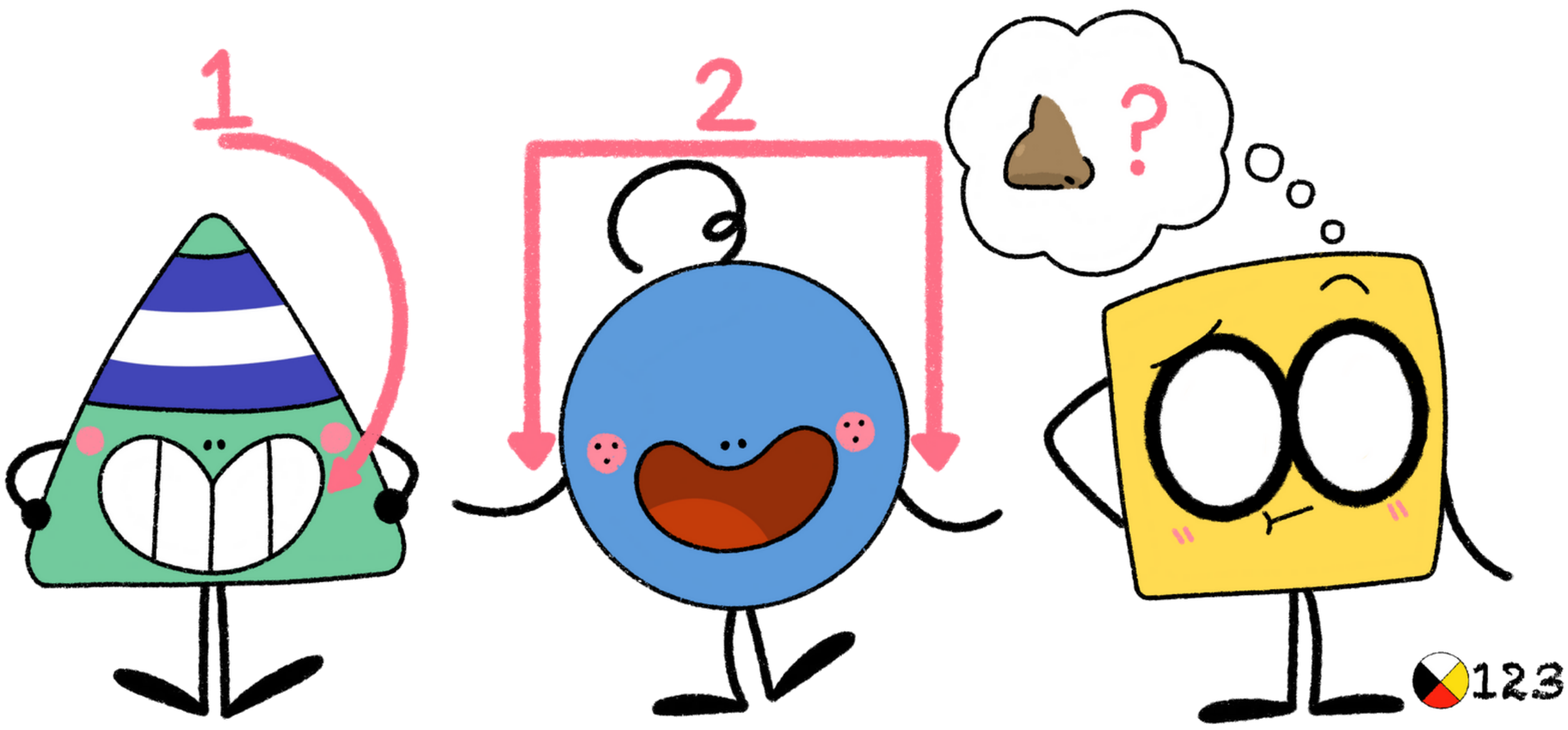
Experienced: Show that by using both hands and both feet you can make 20!
[Tip]: Subtract 1 foot to equal 15 or subtract 2 feet and 1 finger to equal 9.

Why is this important? Visuals for math help support children in learning addition and subtraction.

Looking for more information? Check out our 100 Chart resource on our website!

References: Clements, D. H., & Sarama, J. (2009). Learning and Teaching Early Math : The Learning Trajectories Approach. Routledge

Barnes, M. A., Raghubar, P., English L., Williams, J. M., Taylor, H., & Landry, S. (2014). Longitudinal Mediators of Achievement in Mathematics and Reading in Typical and Atypical Development. 19, 1-16. https://doi.org/10.1016/j.jecp.2013.09.006



The Numerosity of Our Bodies

Count Your Body!

Beginner: What body parts do you have two of? Which parts do you have one of?

[Tip]: Two: eyes, ears, arms, legs, hands. One: nose, head, mouth.

Intermediate: What body parts come in more than a pair?

[Tip]: Fingers, toes, nails, limbs, and teeth are some examples.

Experienced: Count how many fingers there are altogether in your family.

[Tip]: If you have 5 people in your family, you should count 50 fingers.

Why is this important? Learning to count is a fundamental skill needed to build children's understanding for problem solving.

References: Barnes, M. A., Raghubar, P., English L., Williams, J. M., Taylor, H., & Landry, S. (2014). Longitudinal Mediators of Achievement in Mathematics and Reading in Typical and Atypical Development. 19, 1-16. https://doi.org/10.1016/j.jecp.2013.09.006

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Fingers and Toes

Let's Count the Ways!

Beginner: Practice counting up to 5 and then up to 10.
[Tip]: Count on your child’s fingers and toes.

Intermediate: Practice ways of counting, using a few fingers on each hand
[Tip]: Count 2 fingers on one hand, and 4 fingers on the other hand to make 6, then try making 6 using 3 fingers on one hand, and 3 on the other.

Experienced: Have your child use their fingers and toes (or those of their friends, family or pets) to find different ways to make numbers up to 20, or more.
[Tip]: “8 and 4 make 12, and so do 10 and 2”, “How many hands and feet do I need to make 100, 500, 1000?”

Click **here** for a helpful video tip!

Why is this important? The ability to use fingers to count is helpful for early math success.

Looking for more information? Check out our 100 Chart and Multiplication as Repeated Addition resources on our website!

References: Barnes, M. A., Raghubar, P., English L., Williams, J. M., Taylor, H., & Landry, S. (2014). Longitudinal Mediators of Achievement in Mathematics and Reading in Typical and Atypical Development. 19, 1-16. https://doi.org/10.1016/j.jecp.2013.09.006

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Video Tip created by MeloMath4Kids