

LT Level	Cognition	Motor	Sensory	Communication	Social Emotional
<p><b>Number Sayer</b> <b>Foundations</b></p> <p><b>Chanter</b></p>	<p>Introduce number words through songs and rhymes. Repetition and consistency will help the songs the number words become familiar to the children.</p>	<p>Ensure children have appropriate seating and supports while learning and playing.</p>	<p>Utilize materials that have a stark contrast in color (e.g., black and white) for young infants or children with visual impairment.</p>	<p>Provide ample wait time for the child to say speak before intervening.</p> <p>At this level, children will string numbers together like, "onetwothreefour." Model saying numbers slowly with pauses between each word: "one... two... three..."</p>	<p>Speak enthusiastically when the child is happy and excited or more calm if the child is getting overwhelmed.</p>
<p><b>Reciter</b></p> <p><b>Reciter (10)</b></p>	<p>Use a backward chaining approach: start by counting and have the child finish by saying the last number. Fade support so the child says the last two numbers and so on until they are counting independently.</p>	<p>Model counting by teaching fingerplays and singing a variety of counting songs to reinforce skills.</p>	<p>Provide tactile input for children as they count (e.g., clapping, stomping, jumping, etc.).</p>	<p>Use choral responding, having children count several times with you before responding independently.</p> <p>Allow for nonverbal participation by modeling counting to 10 while holding up the appropriate number of fingers.</p>	<p>Promote a child's self-esteem development by positively reinforcing their actions and attempts to engage with the activity.</p>
<p><b>Corresponder</b></p> <p><b>Counter (Small Numbers)</b></p> <p><b>Counter (10)</b></p>	<p>If using your fingers to count, ensure to raise fingers in order (thumb for one, thumb and pointer for two, etc.) so that is</p>	<p>Some children may not be able to extend individual fingers to count. Provide objects or hold up your fingers where the child can easily see them.</p>	<p>Use large, visually distinct objects with children who have visual impairments. For example, blocks in different colors may be easier to see than counting bears or other small</p>	<p>Using a 5 frame, move your finger to each square as the child counts. Count with the child and stress the last number counted.</p>	<p>Make sure children have plenty of counters and their own defined workspace.</p>

	<p>clear that one finger is being added in correspondence with each number.</p>		<p>manipulatives.</p>	<p>Gesture around to all five squares counted while asking, "How many are there?"</p>	
	<p>Model strategies for keeping track of counting such as moving objects counted to the side, counting from left, to right, etc.</p>	<p><b>Ensure children with fine motor delays are being supported by using large, soft objects for counting instead of small, plastic ones like counting bears.</b></p>		<p>Use a personal recorder to record correctly modeled counting from 1-10. Use a steady slower rate of speech.</p>	
	<p>Provide a visual schedule to support children of the steps involved in different tasks and activities.</p>	<p><b>A foam pointing finger may create engagement and help children who can't easily point with their own fingers.</b></p>			
<p><b>Producer (Small Numbers)</b></p>	<p>If playing a game that requires taking turns, utilize a visual to help children know when it's their turn (e.g., rotate children's pictures through a line to indicate who's next).</p>	<p>A child may be able to count out five objects, but not easily carry them when told something like "bring me five crayons please." A basket for the child to carry or a tray on a mobility aid may be helpful so the child can easily carry multiples items at once.</p>	<p>Some children may be more incentivized to practice counting with objects that light up, make noise, have a certain texture, etc.</p>	<p>Help the child count out a set of objects by handing them one object at a time. Have the child tell you when to stop. If the child is unable to recognize when to stop, stress the last number counted and ask if you should stop or keep going.</p>	<p>Flexibly group children with a range of knowledge on the concept, to promote peer modeling and collaboration.</p>
<p><b>Counter and Producer (10+)</b></p>	<p>Model and provide strategies for keeping track of how many objects were counted (e.g., add a tally for each group of 10 counted). Model moving the counters out of the way as the</p>	<p>Some children may benefit from incorporated gross movement opportunities. Set up two baskets, one empty and one with objects. Have the child count as the move the items from one basket to the other, placing the baskets closer or farther apart depending on how much the child wants to move.</p>	<p>Create a workspace free from distractions by setting up a trifold board on a table so the child can more easily focus on the task of counting.</p>	<p>Allow for nonverbal participation by providing numeral cards or by using a communication device.</p>	<p>Give students time to explore new materials before starting the activity, to decrease distraction over their novelty.</p>

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<b>Counter Backward from 10</b>	<p>Help engage children by associating counting backwards with launching a rocket. This could be a stomp rocket toy or a video of a space launch. Count down from ten and then yell blastoff!</p>	<p>Offer flexible seating options for children to find what suits their needs best.</p>	<p>0-10 number lines are useful for learning to count backwards. Ensure the numbers are large enough with high contrast (yellow on black, black on white, etc.) for children to see better.</p>	<p>Teach and sing a variety of counting backwards songs to reinforce skill. Add movement for the child to associate with each number.</p>	<p>Prioritize group activities, encouraging children to discuss their thoughts and collaborate with peers.</p>
	<p>Use a 0-10 number line. Point to each number as the child counts from 1-10 and then have them count backwards from 10-0 as you point to each number.</p>			<p>If numbers allow, assign each child with a number one to 10. Have that stay their number for a period of time (days or even weeks). Have them count down by each child saying their number. You may even mix it up by saying "start at 9" or "start at 4" as the children get better at counting backwards.</p>	
<b>Counter from N (N+1, N-1)</b>	<p>Provide visual cues to help children count on or count backwards (e.g., number cards, writing out each number said so the child has a point of</p>	<p>Take movement breaks if children are getting restless and allow for whole-body gross motor exploration.</p>	<p>Math manipulatives, chips, or other objects can be used so the child can see how many numbers they've already counted in a different way than numerals on a number chart. Tally marks may also be useful for some children.</p>	<p>A 100s chart of number cards can be used by nonverbal children. Have them point to the number or place a chip as a means of answering.</p>	<p>Prime students on any safety expectations beforehand (i.e., walking feet, careful hands, etc.).</p>

	reference if they get lost, etc.).				
<p><b>Skip Counter by 10s to 100</b></p> <p><b>Skip Counter</b></p>	<p>Use a 100s chart with all the 10s (10, 20, 30, etc.) lined up in the same column. You may even highlight or circle these numbers so the child sees the pattern.</p> <p>Count out 100 objects one-by-one, then have the child group them into 10 groups of 10. Count each group by 10s until you reach 100. This will help the child have a visual idea of what counting by 10s represents. Repeat the process with groups of 3, 4, 5, etc.</p>	<p>Make sure children can comfortably reach the materials (both sitting and standing), without hunching over or standing on tiptoes.</p>	<p>Ensure the 100s charts are not too busy (should be just the numbers on a white background). This will help some children focus and remove distractions for children with visual impairments.</p>	<p>Assign each child a decade number up to 100 (one child will be 10, another 20, the next 30, and so on). Have the children say they number in order on a regular basis until it's very familiar. This is a quick activity that can be done throughout the day and the repetition will help skip counting become routine. Then change the numbers to multiples of 3, 4, 5, etc.</p>	<p>Use social stories to prime students on the expectations, especially when the activity falls outside of their personal comfort zone.</p>
<p><b>Counter to 100</b></p>	<p>Show "100" in a variety of ways. Counters, virtual manipulatives, 100s chart, etc.</p>	<p>Allow children to sit on the floor or at a table while working.</p>	<p>Help children with a hearing impairment count by showing the numerals and tapping their arm so they can feel each count.</p>	<p>Learn the signs for each number as group. This is a great way to include child who are nonverbal or have a hearing impairment but may also help children know the numbers by associating them with a movement.</p>	<p>Ensure all children in a group have a chance to share their thoughts and work on a problem.</p>
<p><b>Counter on Using Patterns</b></p>	<p>Children with executive functioning difficulties may need visual supports to keep track of</p>	<p>If doing the "Cross the River" activity, ensure children have ample space to move from spot to spot, especially those with mobility aids. Also ensure</p>	<p>Provide multisensory learning and response opportunities. A lot of counting games can be</p>	<p>Give directions one step at a time and allow the child to complete a step before giving the next one.</p>	<p>If playing a game that requires taking turns, utilize a visual to help children know when it's their turn. (e.g., rotate children's</p>

	their place/progress throughout the activity.	the game is taking place on a flat, even surface.	turned into whole-body gross motor activities for kinesthetic learners.		pictures through a line to indicate who's next).
<b>Counter On Keeping Track</b>	Use word problems with subjects that interest the child. For example, if they love animals, you may say, "There were 10 giraffes and three joined. How many are there now?"	Provide adaptive utensils like scissors, makers, rulers, etc.	Use a dark, simple background for children with a visual impairment to see counters more easily.	Have students give you a signal that they are listening and ready to learn (i.e., thumbs up, eyes-on-me, etc).	Pair students up in twos to provide each student with a positive peer model.
	Ensure the child begins with the <i>next</i> number after the starting number. For example, for "3 more than 6," remind them to start their count with "7."				
<b>Counter of Quantitative Units/Place Value</b>	Using pretend money and play food is a fun, engaging way to introduce quantitative units. Narrate this play by saying something like, "This cake costs \$10. You can give me one \$10 bill or how many \$5?"	For children with fine motor challenges, add Velcro or tape to materials to keep them from scattering.	Children with low or no vision may find success in having time to first explore 1000s, 100s, 10s, and 1s blocks with their hands while being told what each block's value is.	Model using "fewer" versus "less" correctly. For example, the cake costs <i>less</i> than the pizza so I need <i>fewer</i> coins to buy it."	Try the activity one-on-one (if possible) to limit distractions and provide explicit modeling.

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<b>Counter Beyond 100</b>	Pick an object you can have 1000 of, like bouncy balls or pompoms, and take the time to count them all.	Some children might benefit from a tablet or other technological support, particularly for writing or drawing	A 1000s chart may seem very visually cluttered to a child with a visual impairment. Cover up half of the chart	Counting activities are a great time to use augmentative and alternative communication (AAC), like an app	Flexibly group children with a range of knowledge on the

	This will help children visualize bigger numbers.		at a time to help the child get familiar with it. As they become more comfortable, you may be able to uncover the whole chart at once.	on a tablet. Encourage the child to type or tap the numbers as they count as a means of participating. Some apps allow you to choose a child's voice as the speaker, which may be more appropriate.	concept, to promote peer modeling and collaboration .
<b>Number Conservator</b>	Model counting the same number of objects in different arrangements to show children that the total quantity is not affected by how the items are arranged. The n, have the child say how many objects are in the new arrangement without having to count again.	It may be helpful to use a tray or shallow dish to keep objects close by and ensure they don't get bumped onto the floor.	Use objects that are large enough and visually distinct to help child count more easily.	If children have a difficult time explaining their thinking verbally, allow them to visualize their thoughts (i.e., drawing) instead.	To help build confidence, prioritize the concepts themselves over "getting the right answer."
<b>Counter Forward and Back (10s and 1s)</b>	Use a 100s chart to help children visualize the numbers as you ask questions like, "what is 4 tens and 5 ones more than 15?"	Encourage kinesthetic learning by taping a long number line on the floor. Follow the "Jumping the Number Line" activity, but have children move their bodies instead just pointing or drawing. See if children can jump ten unit at once, for example. Ask questions like, "How much ten-unit jumps would you need to get from 20- 60 on the number line?"	Some children may benefit from the addition of sound. Have them clap as they count forward or backwards.	Encourage out loud counting as the child practices this level.	Prioritize small group work over whole class activities.