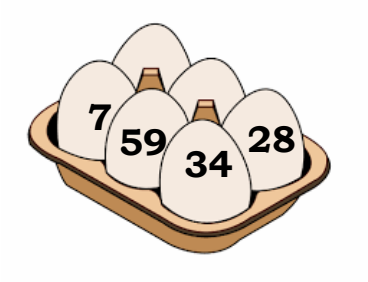
You Can Count on Something Hatching

DIRECTIONS:

- Player One selects a container
- Player reads the number on the top of the container. This is the "start count from number".
- Player opens the container and using the "count from number" counts on from that number until all items are removed from the container.
- Pick another container and begin again!
- Continue playing until all the containers are used!



EXAMPLE: Player selects container with number 34 on the outside.

34 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44
Counting on from 34, I get to 44.

The Mathematics:

Know number names and the count sequence

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within known sequence (instead of having to begin at 1).

The emphasis of this standard is on the counting sequence to 100. K.CC.2 includes numbers 0-100. This asks for students to begin rote counting forward counting in a sequence from a number other than one.. (e.g. Given the number 4, the student would count, —4, 5, 6 . . . .‖) This objective does not require recognition of numerals. It is focused on the rote number sequence. The emphasis of this standard is on the counting sequence. When counting by ones, students need to understand that the next number in the sequence is one more.

Errors in Counting

Four factors strongly affect accuracy in counting correspondence:

- Amount of counting experiences (more experience leads to fewer errors)
- Size of set (children become accurate on small sets first)
- Arrangements of objects (objects in rows make it easier to keep track of what has been counted and what has not)
- Effort