



Getting Ready for Kindergarten: Summer Learning Resources



Dear Families,

In this packet you will find a menu of social and academic experiences to provide your child as you help them get ready for kindergarten. Being "ready" for school means arriving with the appropriate social, emotional, physical, and intellectual skills. Children need all four types of development to succeed in school, and to become caring, thinking, confident, active adults. Don't forget that the most important experience is to have fun together!

Social Development	<p>As a parent, you can encourage these skills through modeling appropriate social behavior and teaching your child words needed for solving problems, expressing anger, and getting needs met.</p> <p>Examples of social readiness skills:</p> <ul style="list-style-type: none">• Gets along with others• Makes and keeps friends• Shares and takes turns• Follows directions and rules• Holds conversations, listens, asks and answers questions	Emotional Development	<p>The social skills necessary for success in relationships will be the result of appropriate emotional development.</p> <p>Examples of emotional readiness skills:</p> <ul style="list-style-type: none">• Cares about how other people feel• Has a sense of right and wrong• Communicates & expresses feelings appropriately• Calms self when upset
Physical Development	<p>Developing both fine (use of the hands and fingers) and gross (mobility) motor skills is an essential part of development.</p> <p>Examples of physical readiness skills:</p> <p><i>Gross motor skills</i></p> <ul style="list-style-type: none">• Climbs and runs• Balances on one foot• Hops and jumps• Uses bathroom independently• Dresses self <p><i>Fine motor skills</i></p> <ul style="list-style-type: none">• Fills and empties cups or other containers• Creates objects with play dough or clay by rolling and squeezing• Builds a tower with five blocks• Uses pencils, crayons, paint brushes and markers by drawing on paper	Intellectual Development	<p>Intellectual (or "cognitive") development focuses on functions of the brain such as thinking, learning, awareness, judgment, and processing information.</p> <p>Examples of intellectual readiness skills:</p> <ul style="list-style-type: none">• Says or sings familiar songs and rhymes• Names and describes objects, places, pictures & events• Uses imagination to create own stories• Uses complete sentences• Recognizes words or signs he sees often• Recognizes and try to write her name• Names some familiar letters• Counts to 10 or higher• Names the colors in a box of eight crayons• Names the basic shapes• Matches and sort by size, shape and color• Explores cause-and-effect relationships

English

<p>Go on a “letter hunt” around the house or neighborhood; encourage your child to find a variety of letters:</p> <ul style="list-style-type: none"> - Find letters your child can confidently identify. - Focus on letters in their name. - Find capital and lowercase examples of the same letter. - Write out the alphabet on a piece of paper; bring this on the hunt and ask your child to “check off” each letter as they find each one – can you find all 26? <p><i>Possible Extensions:</i></p> <ul style="list-style-type: none"> - Find a letter and ask “What sound does that letter make?” - Ask your child to write each letter they find. 	<p>Use post-it notes (or small slips of paper) to label 5-10 objects around your house:</p> <ul style="list-style-type: none"> - Encourage your child to write the first letter based on the sound they hear at the beginning of the word (i.e. D for door, T for tub, G for game). - If your child can, encourage them to write the first and last letter they hear (i.e. LT for light, DL for doll, FK for fork). - Focus on different areas of the house on different days. 	<p>Choose a place to read a book together. Before reading ask questions such as:</p> <ul style="list-style-type: none"> - Can you show me the front cover? - Where is the back cover? - Can you point to the title? - What do you see on the front cover? - What do you think the story will be about? - Can you show me where we will start reading? - Can you point to the pictures? - Can you point to the words? <p>After reading the book, ask questions:</p> <ul style="list-style-type: none"> - Who are the characters? - Where are the characters? - Did you like the story? Why or why not? 	<p>Watch a tv show together. Ask questions:</p> <ul style="list-style-type: none"> - Who are the characters? - Where are they? - What do you think will happen next? - Do you like this show? Why? <p><i>Possible Extensions:</i></p> <ul style="list-style-type: none"> - Ask your child to draw a picture of a character from the show. Encourage them to include details and colors. - Can your child call someone and tell them about the show?
<p>Write the alphabet in order together:</p> <ul style="list-style-type: none"> - You write A, your child writes B, you write C, etc. Take turns writing each letter. On a different day, your child could start with A, and you write B, etc. - Try writing the capital letter and asking your child to write the corresponding lowercase letter. - Ask your child to write it with a different family member on a different day. 	<p>Play ‘I Spy’</p> <p>Look for items around the room:</p> <ul style="list-style-type: none"> - Say “I spy something that <i>begins</i> with the __ sound.” For example: “I spy something that begins with the /L/ sound.” Answer: “Lamp” - Play in a different room each day. - Take turns giving clues and answering. <p><i>Possible Extensions:</i></p> <ul style="list-style-type: none"> - Can you and your child make a list of items that you ‘found’? 	<p>Take a ‘listening walk’ through your neighborhood; encourage your child by asking:</p> <ul style="list-style-type: none"> - What sounds do you hear? - What do you think made that sound? - What sound is the loudest? - What sound can you barely hear? - Can you draw a picture of what made the sounds? Can you label the items (i.e. c for car, <i>bd</i> for bird)? 	<p>Read, follow, and write a recipe together. Guide your child through the process. Talk about the ingredients and steps (“What do we need to do first? Next?” etc.).</p> <p><i>Possible Extension:</i></p> <ul style="list-style-type: none"> - Help your child ‘write’ the recipe and draw pictures for each step. - Can you call someone to share what you made?

Math

<p>Practice counting with your child:</p> <ul style="list-style-type: none"> - Ask your child to start with "1." - You follow with "2." - Continue to take turns counting as high as you can! Can you count to 50? Can you count to 100? . <p><i>Possible Extension:</i> Incorporate movements as you count, such as moving side to side as you count each number.</p>	<p>Play counting games. Use familiar items from the child's environment to count (i.e. socks, buttons, cereal, etc).</p> <p><i>Possible Scenarios:</i></p> <ul style="list-style-type: none"> - "Let's count out 5 fruit loops and then eat them." - "Let's count out 3 buttons and put them in a jar." - "Let's count out 6 socks and put them in the drawer." <p><i>Possible Extension:</i> Ask your child to draw the number of items that they counted.</p>	<p style="text-align: center;">Play 'Who Has More?'</p> <p><i>Directions:</i></p> <ul style="list-style-type: none"> - Use the Dot Cards provided below (cut Dot Cards apart into individual playing cards). - Play is similar to the card game "War" with 2 players. - Split the cards into 2 piles facing down. - Players each turn one card over at the same time. - Players count the dots on their card and say how many they have. - Have your child decide "who has more". The player who has more dots on their card takes both cards. - Play continues until one player has all of the cards. 	<p style="text-align: center;">"How Many Steps?"</p> <ul style="list-style-type: none"> - Ask your child: How many steps will it take to get from the living room to the kitchen? Can you make a prediction? - Walk from the living room to the kitchen with your child while counting the steps. - Discuss why predictions were correct or if predictions need to be revised. <p><i>Possible Extensions:</i></p> <ul style="list-style-type: none"> - Repeat this activity going to and from different rooms. - Vary the size of the steps you take (i.e. baby steps, giant steps, etc.).
<p>Go on a shape scavenger hunt in various environments. Look for shapes in a room where you live, while driving, in a store, etc. For example, Look for circles in the grocery store or look for squares in the kitchen.</p> <p><i>Possible Extension:</i> Ask your child to draw each shape that they find. Ask questions: What color was the triangle? How many circles did we find?</p>	<p>Encourage the practice of sorting skills while folding laundry, putting toys away, playing with colored blocks, eating their favorite candies such as M&M's, etc. Encourage your child by asking:</p> <ul style="list-style-type: none"> - Can you sort by size? - Can you sort by color? - Can you sort by shape? <p><i>Possible Extension:</i></p> <ul style="list-style-type: none"> - Ask your child to draw the number of items that they counted in each group. Ask which has more? Which has fewer? Are any groups the same? 	<p>Play dominoes and board games in which children have to roll dice and count how many spaces they get to move!</p> <p><i>Challenge:</i> Can you work together to create your own board game?</p> <p style="text-align: center;">OR</p> <p>Choose a math game, from the list provided, to play together.</p> <ul style="list-style-type: none"> - If you do not have playing cards, these can be made using strips of paper or index cards. - Consider using dice from board games you already have. 	<p>Use everyday tasks to create simple math problems for your child.</p> <p><i>Possible Scenarios:</i></p> <p>Meal time:</p> <p>"How many plates do we need for dinner?"</p> <p>"How many more utensils do we need?"</p> <p>Playtime:</p> <p>"I will give you another block. How many do you have now?"</p> <p>"You have 3 dolls. I have one. How many do we have altogether?"</p>

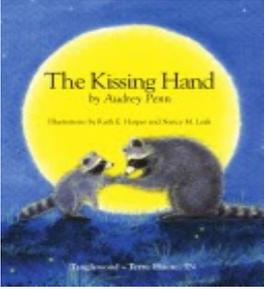
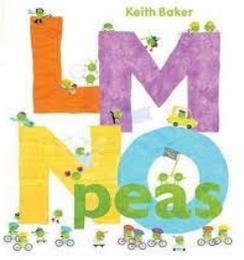
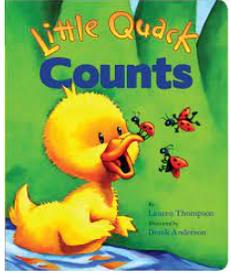
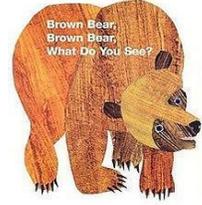
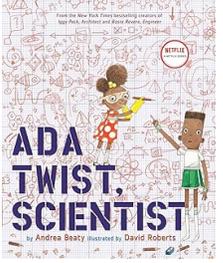
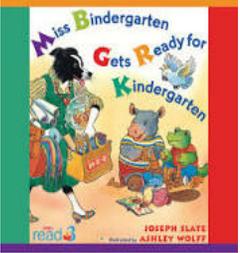
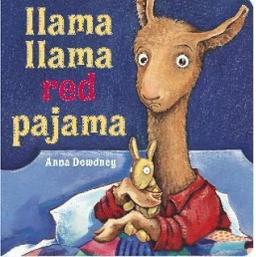
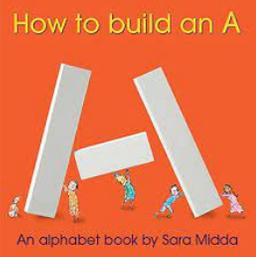
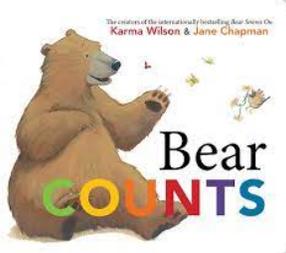
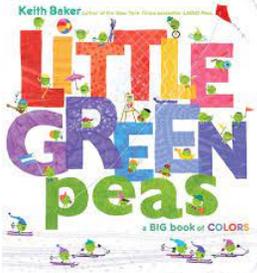
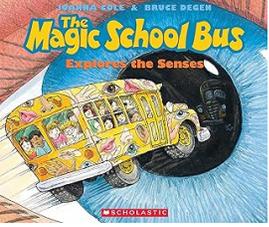
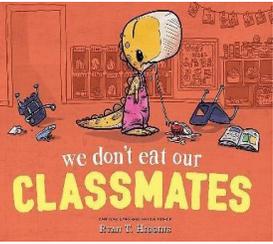
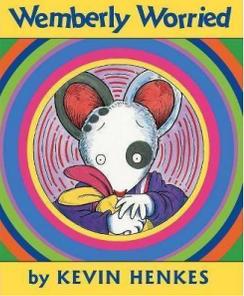
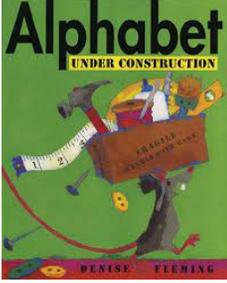
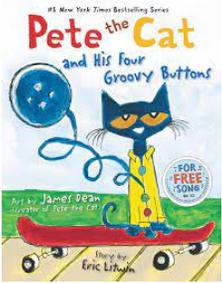
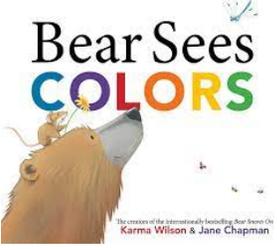
Science and History & Social Science

<p>Shadows are made when light is blocked by an object. Look outside on a sunny day or inside around a lamp to investigate shadows:</p> <ul style="list-style-type: none"> - Go on an observational walk inside or outside of your home to look for shadows. Can you identify the light source? - Create a list of objects you discovered on your walk today. <p><i>Possible Extension:</i></p> <ul style="list-style-type: none"> - Use a flashlight or lamp to create shadows with your fingers or other objects such as a pencil or toys. Experiment with moving the objects closer and farther away from your light source. What happens? 	<p>Studying the weather helps us learn about patterns and making observations. Weather happens daily and can be seen and recorded.</p> <p>Predict what you think the weather will be for the week. Then, record your weather observations daily.</p> <p><i>Possible Extensions:</i></p> <ul style="list-style-type: none"> - Watch the meteorologist on the daily news. - Graph the weather for another week. Did you notice any patterns? How many sunny days? How many rainy days? 	<p>Play a modified game using directional words. You will need:</p> <ul style="list-style-type: none"> - a caller (someone to say the clues) - an object that can be moved easily like a stuffed animal, shoe, book, etc. - a chair or table <p><u>Caller:</u> Say each clue. <u>Student:</u> Move your item based on the clue given.</p> <p><u>Possible Clues:</u> Place your item...</p> <ul style="list-style-type: none"> - under the chair - on the chair - near the chair - above the chair - to the right of the chair - to the left of the chair 	<p>Go on a nature walk to collect natural outdoor items such as sticks, stones, pinecones, leaves, grass, etc. When you return home, use your five senses to explore the items and classify or categorize by characteristic (color, texture, shape). Discuss:</p> <ul style="list-style-type: none"> - Which body structure (nose, skin, etc.) did you use to explore the item? - How would you describe the items? (color, shape, size) - How does the item feel? Describe the texture (hard, rough, soft, etc.). <p><i>Possible Extension:</i></p> <ul style="list-style-type: none"> - Have your child draw and write about the items you found on the nature walk.
<p>Work together to sort items that can be recycled.</p> <p>Have a discussion about the different types of materials (cardboard, aluminum, glass, plastic, etc.).</p> <p>Talk about why it is important to recycle.</p> <p><i>Possible Extensions:</i></p> <ul style="list-style-type: none"> - Ask your child if any of the items can be reused? Could you use a jar to make a pencil jar? Could you use a cereal box to make something new? - Discuss with your child what could happen if we do not recycle. 	<p>Have a discussion about being a good citizen in the classroom. For example:</p> <ul style="list-style-type: none"> - Practicing honesty - Showing kindness - Practicing self-control - Recognizing rules - Taking turns and sharing <p><i>Possible Extensions:</i></p> <ul style="list-style-type: none"> - Ask your child to draw a picture of themselves demonstrating one of these practices. - Help your child call a friend or family member and tell them about a time you were a good citizen. 	<p>Plants and animals are living things that need adequate food, water, shelter, air, and space to live. Have a discussion about the living things that are around us.</p> <p>Choose an animal and draw a picture of the animal. Discuss:</p> <ul style="list-style-type: none"> - What food might this animal eat? Where would it find food? - What might this animal drink? Where would it find it? <p><i>Possible Extension:</i></p> <ul style="list-style-type: none"> - Help your child add details to the animal picture (such as food, drink, shelter). 	<p>Visit a local museum or attraction in Newport News. Examples include, The Mariners' Museum, The Noland Trail, and many more! www.visitnewportnews.com/things-to-do/attractions-and-museums/</p> <p>Explore why the place is important to our area.</p> <p><i>Possible Extensions:</i></p> <ul style="list-style-type: none"> - Bring a notebook to draw and write about the places that you visit. - Help your child call a friend or family member to tell them about your visit.

Social Learning

<p>Work with your child to clearly pronounce and write his/her first and last name.</p> <p>Take the opportunity to teach your child the following important information:</p> <ul style="list-style-type: none"> - Age - Birthday - Parent(s)' names - Street name or city where you live - Parent(s)' phone number 	<p>Assist your child in making a daily phone call to a relative or family friend to develop communication skills.</p> <p>Choose one topic each day:</p> <ul style="list-style-type: none"> - What was the best part of your day and why? - What do you plan to do tomorrow? How do you feel about it? - What book was read to you? How did the character act or feel? - What did you play today? - What did you eat today? - Did you have a problem? How did you solve it? - Who/How did you help today? 	<p>Play games and encourage your child to take turns, share, use kind words, and congratulate others if they win.</p> <p><i>Examples of indoor/outdoor games:</i></p> <ul style="list-style-type: none"> - Board games - Puzzles - Go Fish - Hide and Seek - Hot Potato - Musical Chairs - Playdough - Freeze Tag - Follow the Leader - Simon Says - Building forts - Red Light, Green Light 	<p>Help your child express wants and needs using words rather than actions. Model vocabulary for basics wants and needs. For example, "I need to go to the bathroom." "I want to play with the blocks." "I need help opening my snack."</p> <p>Work with your child to express his/her wants and needs in a calm manner. Praise your child for his/her efforts as they express wants and needs.</p>
<p>Foster independence and responsibility:</p> <ul style="list-style-type: none"> - Encourage your child to play independently or focus on one activity for up to 10 minutes. - Encourage your child to clean up their toys when they are finished playing. 	<p>Work with your child to support independence and gross/fine motor skill development:</p> <ul style="list-style-type: none"> - put on and tie shoes - put on/take off and zip/unzip coat - button/unbutton pants - put on/take off hats and gloves - practice cutting a variety of materials (i.e. blank paper, paper bags/plates, wrapping paper, paper with straight, squiggly, curved, or zigzag lines, toilet paper/paper towel rolls, etc.) 	<p>Have a discussion with your child about why it's important to use good manners and why we have to practice all things to get better.</p> <p><i>Ways to practice good manners:</i></p> <ul style="list-style-type: none"> - Say "Hello" and "Goodbye" - Say "Please" and "Thank You" - Hold the door open for others - Say "I'm sorry" or "Excuse me" if you bump into someone - Say "Excuse me" if you need to be heard by an adult or friend - Be a good listener when others are speaking and wait your turn rather than interrupting 	<p>Help your child get mentally prepared for a new school year:</p> <ul style="list-style-type: none"> - Help your child adjust to new environments and experiences. - Prepare your child for change. - Encourage your child to be open about how they are feeling. - Speak about school in a positive manner. - Read books about going to kindergarten.

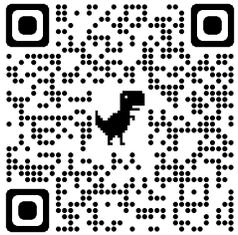
Check out these books at your local library or online!

Books about School	Books about Feelings	Books about the Alphabet	Books about Counting	Books about Colors	Books about Science
<p><i>The Night Before Kindergarten</i> by Natasha Wing</p> 	<p><i>The Kissing Hand</i> by Audrey Penn</p> 	<p><i>LMNO Peas</i> by Keith Baker</p> 	<p><i>Little Quack Counts</i> by Laura Thompson</p> 	<p><i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jr.</p> 	<p><i>Ada Twist, Scientist</i> by Andrea Beatty</p> 
<p><i>Miss Bindergarten Gets Ready for Kindergarten</i> by Joseph Slate</p> 	<p><i>Llama Llama Red Pajama</i> by Anna Dewdney</p> 	<p><i>How to Build an A</i> by Sara Midda</p> 	<p><i>Bear Counts</i> by Karma Wilson & Jane Chapman</p> 	<p><i>Little Green Peas</i> by Keith Baker</p> 	<p><i>The Magic School Bus Explores the Senses</i> by Joanna Cole</p> 
<p><i>We Don't Eat our Classmates</i> by Ryan T. Higgins</p> 	<p><i>Wemberly Worried</i> by Kevin Henkes</p> 	<p><i>Alphabet Under Construction</i> by Denise Fleming</p> 	<p><i>Pete the Cat and His Four Groovy Buttons</i> by Eric Litwin</p> 	<p><i>Bear Sees Colors</i> by Karma Wilson & Jane Chapman</p> 	<p><i>Weather</i> by Kristin Baird Rattini</p> 

Check out these resources online!

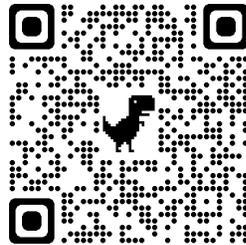
PBS Kids

<https://pbskids.org/>



Storyline Online

<https://storylineonline.net/library/>



Monterey Bay Aquarium

<https://www.montereybayaquarium.org/animals/live-cams>



Unite for Literacy

<https://www.uniteforliteracy.com/>



National Geographic Kids

<https://kids.nationalgeographic.com/>



Bedtime Math

<https://bedtimemath.org/>



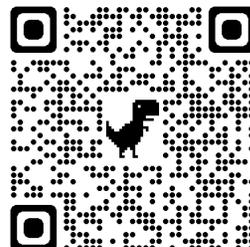
Ready for Kindergarten!

<https://www.readingfoundation.org/resources/hub>



ABCya!

<https://www.abcya.com/>



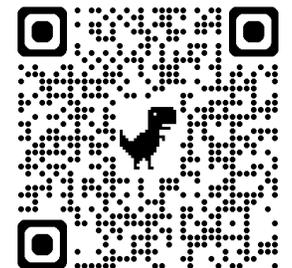
Starfall

<https://www.starfall.com/h/index-kindergarten.php>



Emily's Science Lab

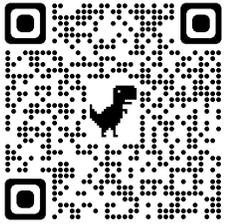
<https://www.youtube.com/channel/UCj7mQxv2dAm6mhyx8-kb5Xw>



More online resources:



<http://sbo.nn.k12.va.us/>



<https://library.nnva.gov/>



ECE RESOURCE HUB

<https://eceresourcehub.org/ece-resource-hub/strategy-library/family-connection/>



<https://www.firstsparkva.org/>



Virginia Literacy Partnerships

<https://literacy.virginia.edu/resources-families>



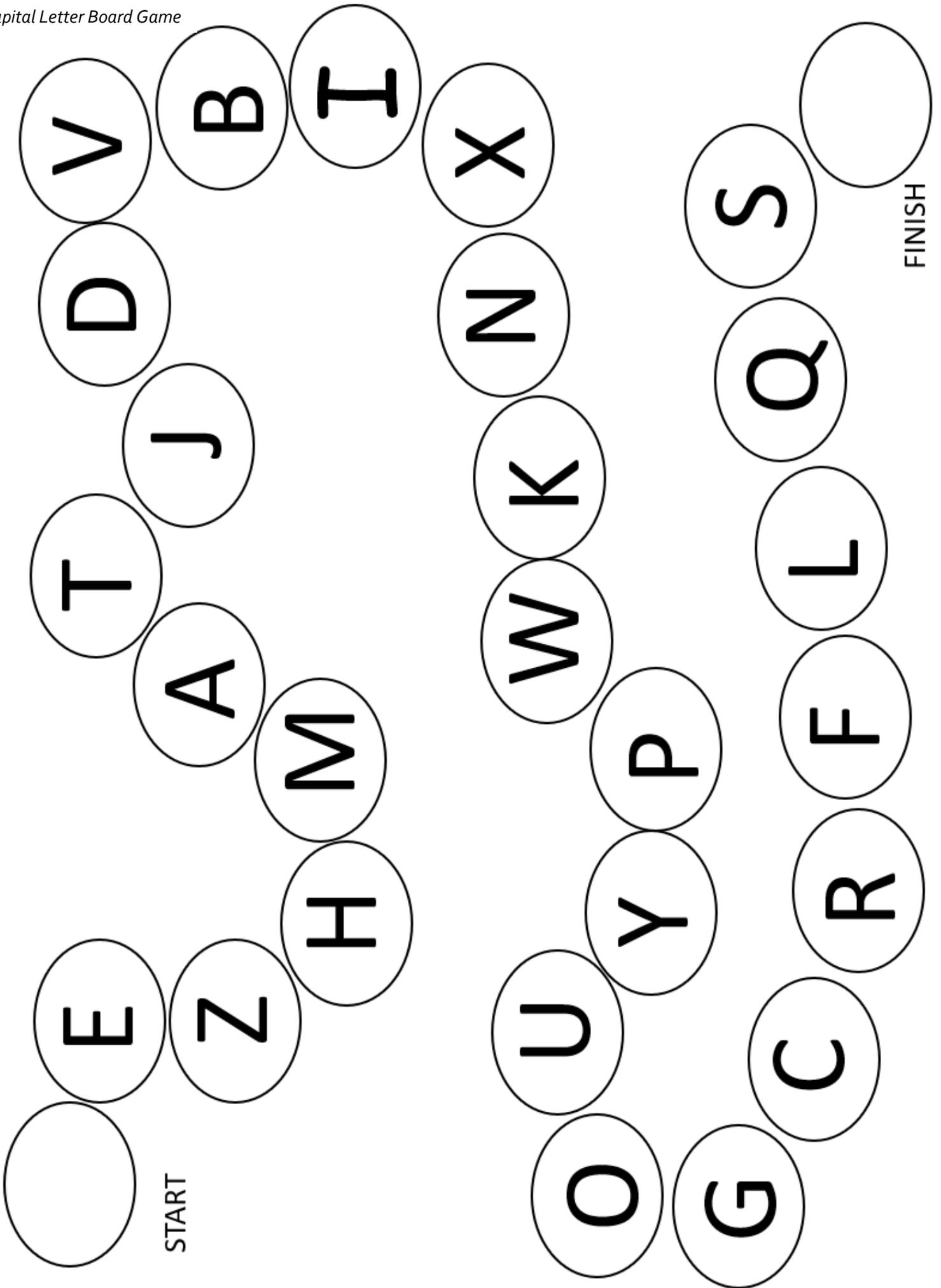
VIRGINIA KINDERGARTEN READINESS PROGRAM

<https://vkrponline.org/virginia-kindergarten-readiness-program-2/for-families/>



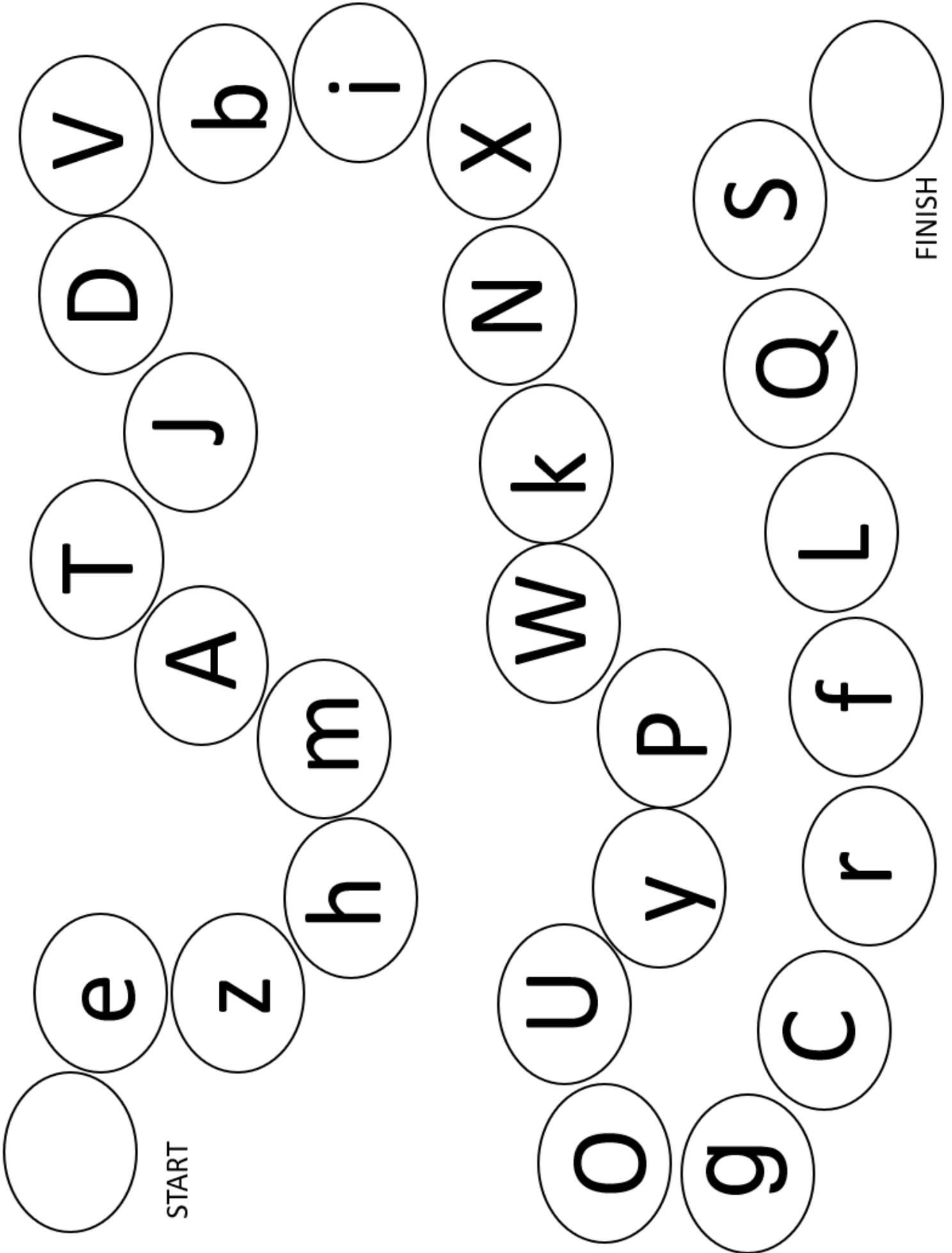
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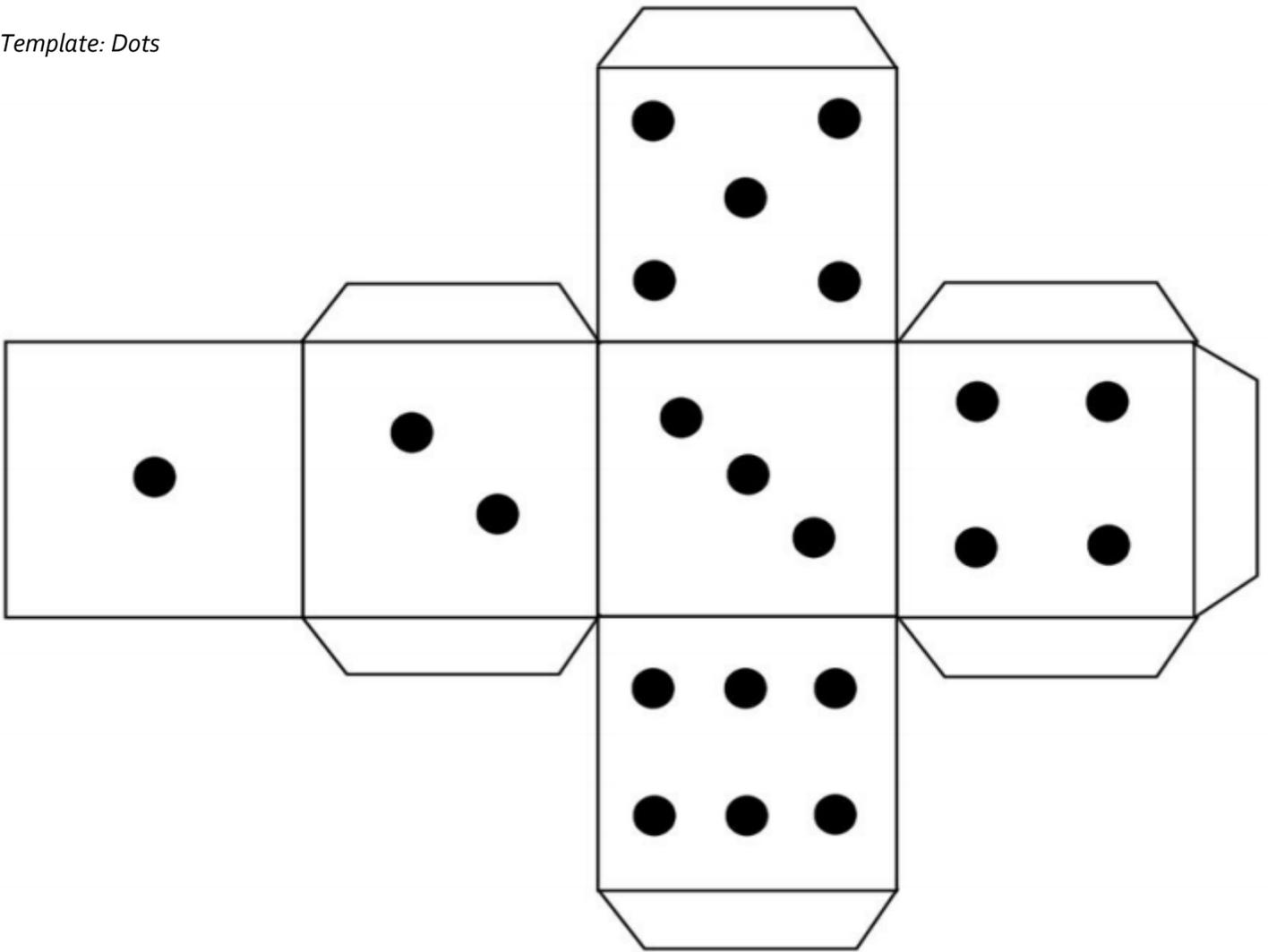


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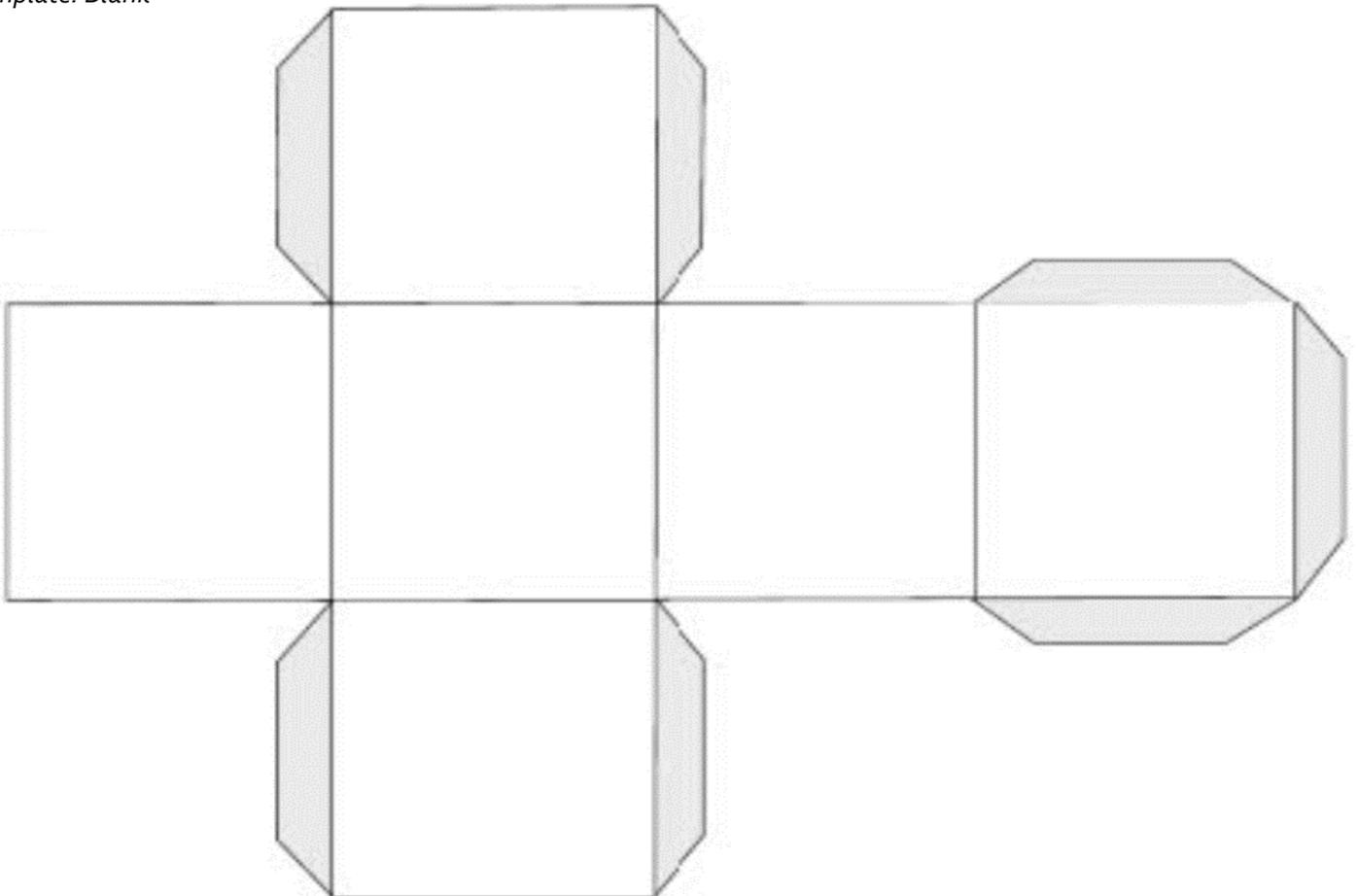
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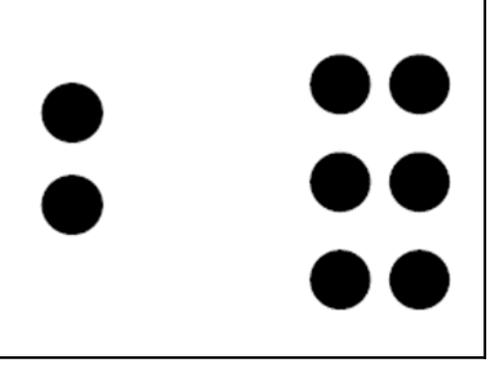
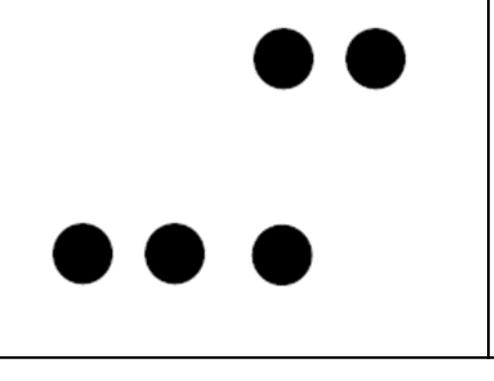
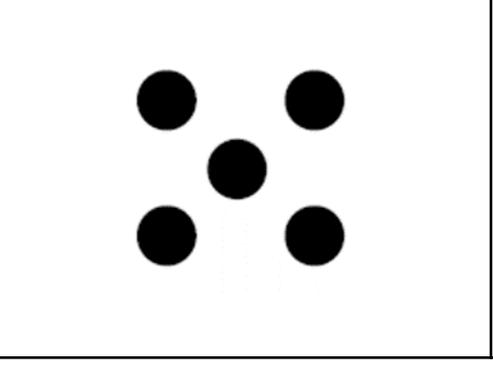
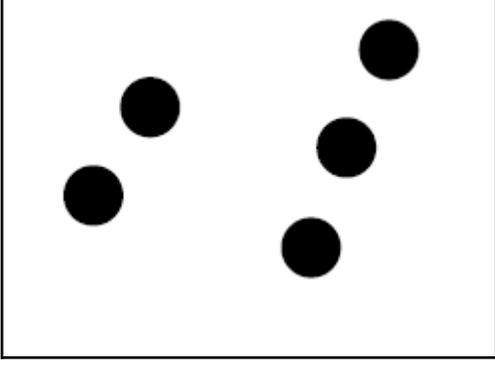
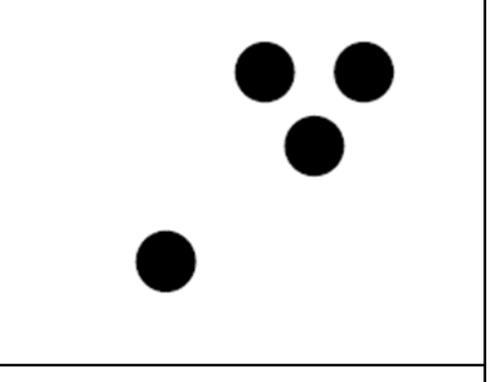
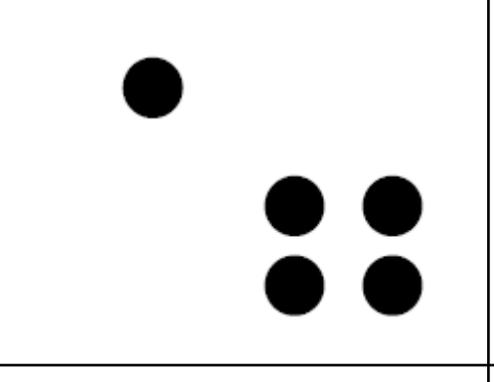
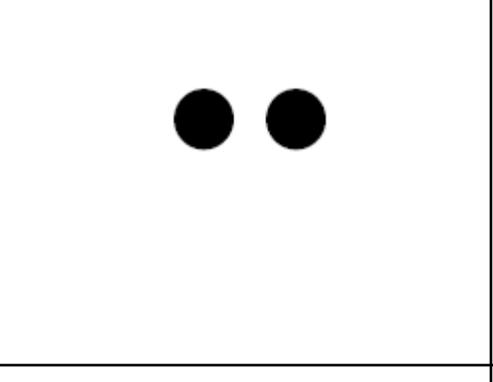
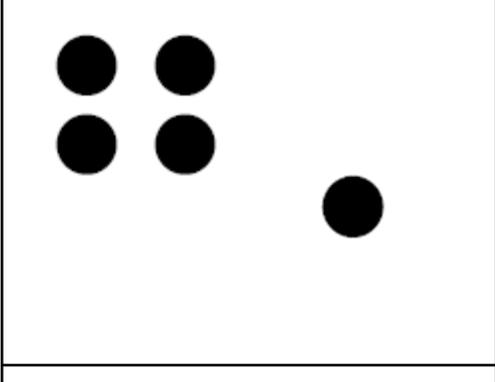
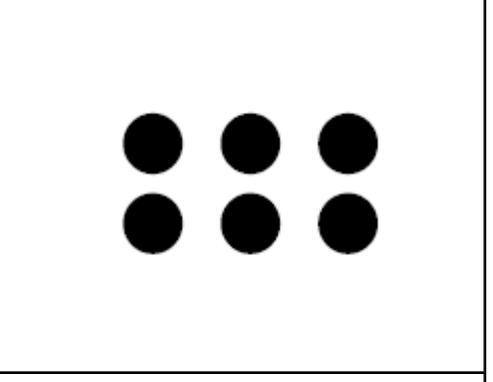
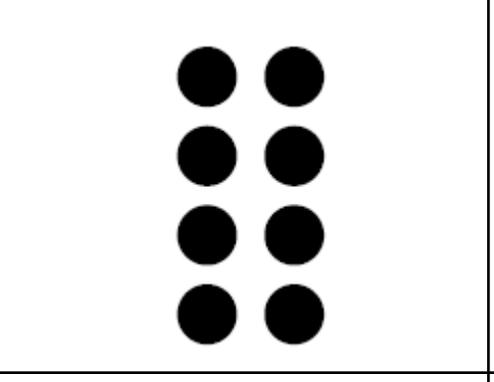
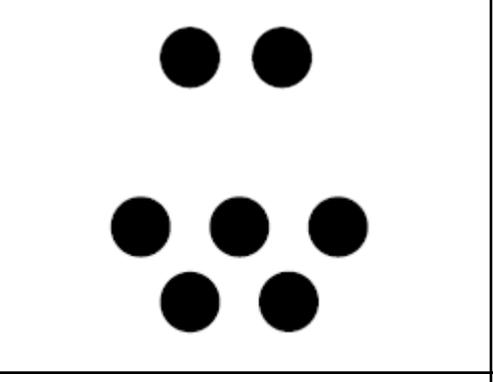
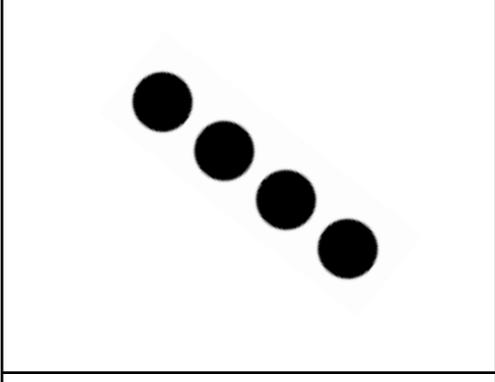
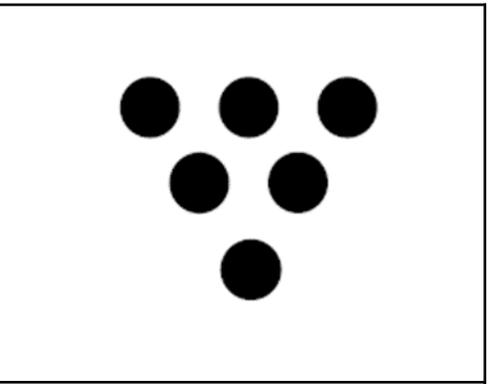
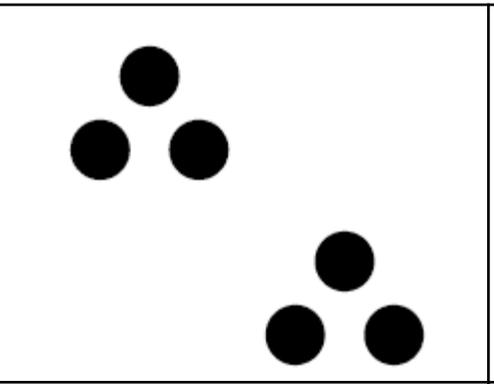
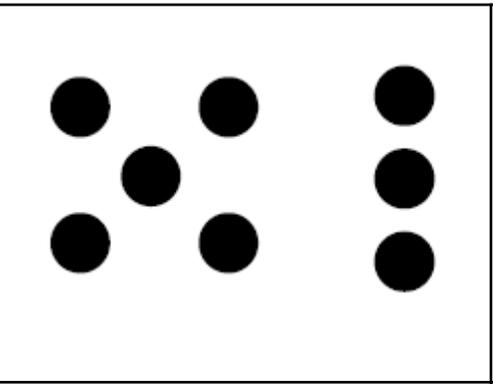
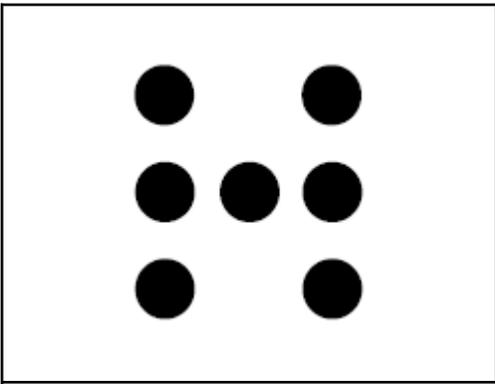


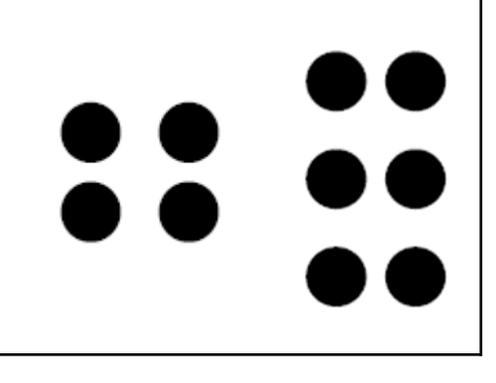
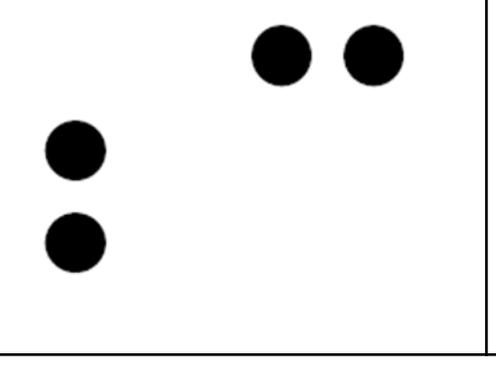
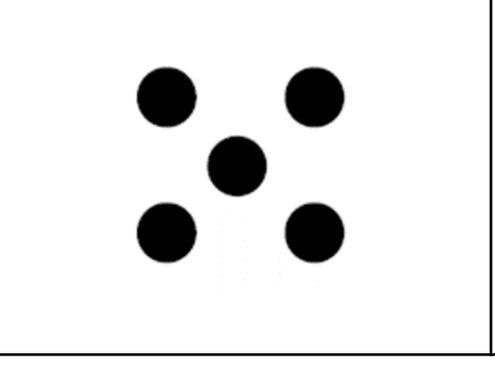
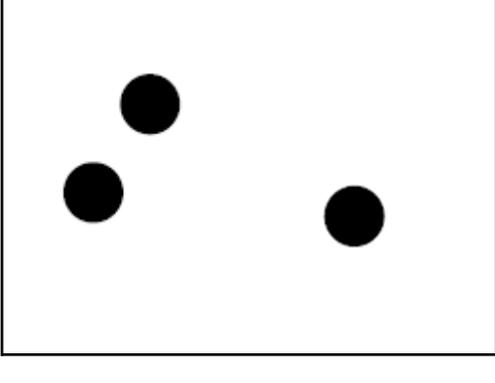
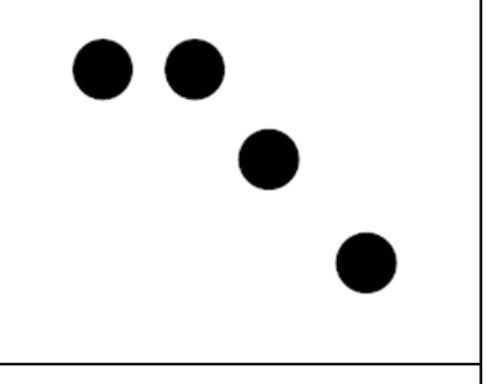
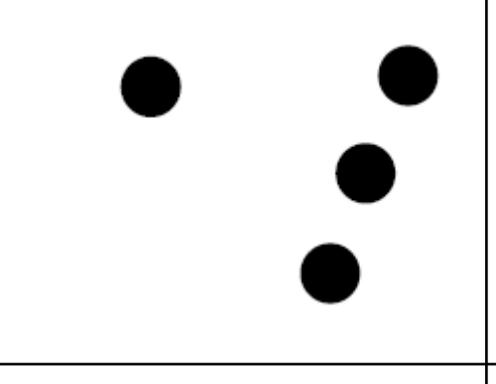
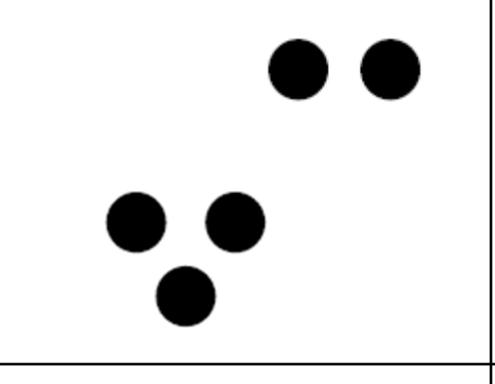
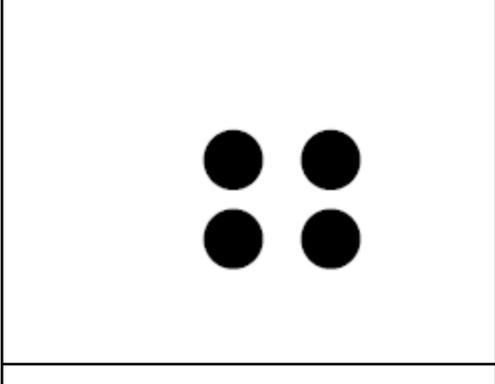
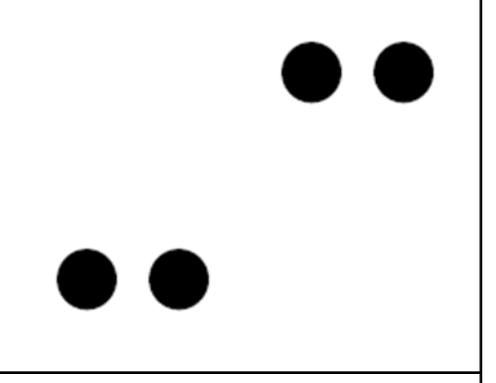
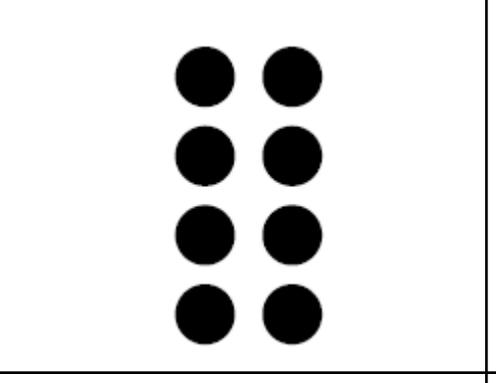
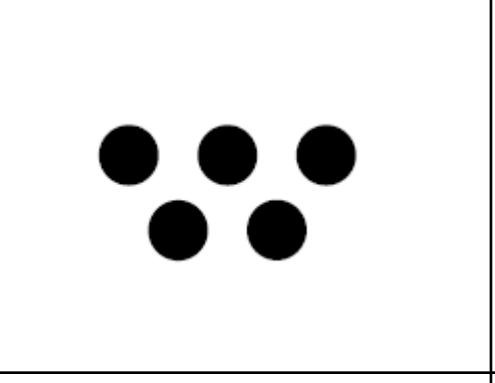
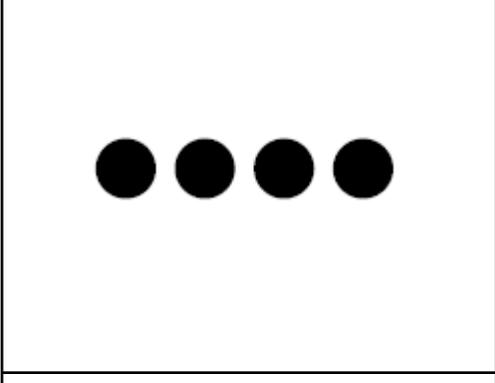
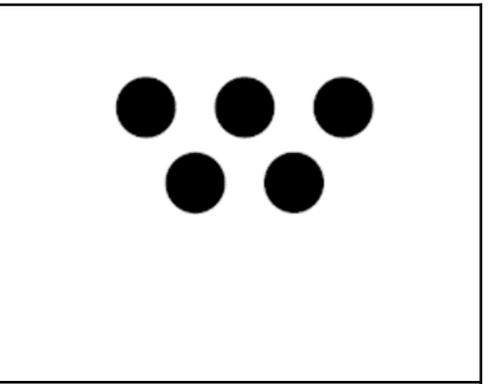
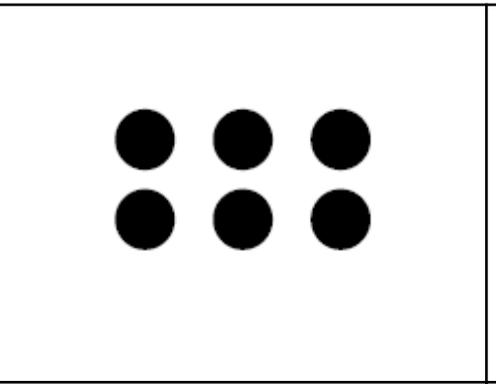
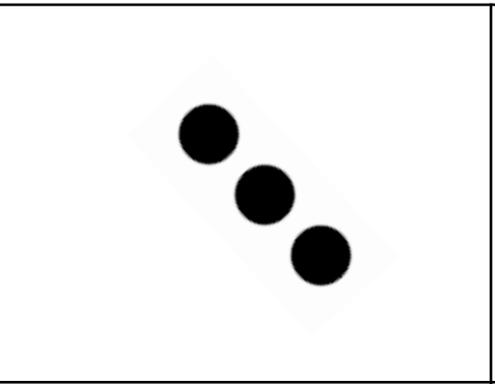
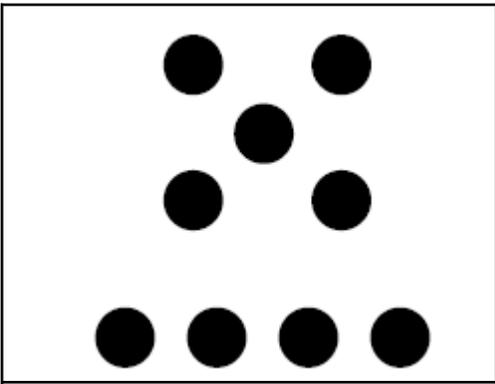
Dice Template: Dots



Dice Template: Blank







Preschool Math Games

Shake and Spill

Objective: Count and compare more/fewer

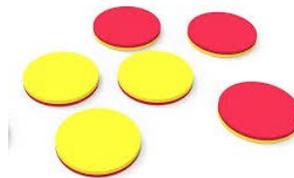
Place 5 double-sided manipulatives (i.e., red/yellow counters) into a cup. Player 1 'shakes' and 'spills' the contents of the cup. Player 1 counts the yellow groups, counts the red group, then compares which has more/fewer. Place objects back in cup.

Player 2 'shakes' and 'spills' the contents of the cup, then counts each group and compares which has more/fewer. Continue taking turns.

Variation: Play with 10 double-sided manipulatives.

ELDS:

- 3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects
- 3.1u Answers the question "How Many?" for up to 10 objects
- 3.1w Instantly recognizes a collection of up to 10 objects
- 3.1z Compares sets of objects that range in size from 1-10, as having "more", "fewer" or "same"



Rock, Paper, Scissors, Count!

Objective: Count the total

The game is played like Rock, Paper, Scissors except you say, "Rock, paper, scissors, count!" When you say count, players put out a random number of fingers (zero – five).

Variation: Repeat directions above. Instead of counting the total number of fingers, count the fingers on each player's hand to compare amounts and determine who has more, fewer, same.

ELDS:

- 3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects
- 3.1u Answers the question "How Many?" for up to 10 objects
- 3.1w Instantly recognizes a collection of up to 10 objects
- 3.1x Uses words that mean zero such as "nothing" or "none"
- 3.1z Compares sets of objects that range in size from 1-10, as having "more", "fewer" or "same"
- 3.2e With adult help, uses "counting on" as a strategy to solve addition (joining) problems.



Match 'Em

Objective: Recognize the collection (subitize)

Roll a set of 3 to 5 dice. Looking at the dice rolled, choose a number to match. Pull out the dice that match and re-roll the remaining dice. Continue re-rolling until all dice match.



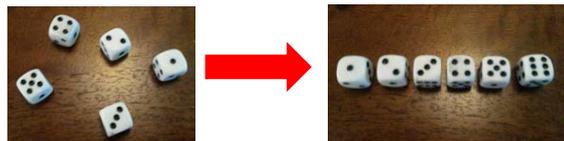
ELDS:

- 3.1u Answers the question "How Many?" for up to 10 objects
- 3.1w Instantly recognizes a collection of up to 10 objects

Line Up

Objective: Count or recognize groups and put in sequential order

Roll a set of 3 to 6 dice. Compare groups and arrange the dice in sequential order. If you did not roll each number in the sequence, roll the remaining dice. Place newly rolled dice in sequential order in the line. Continue rolling until you have placed dice in order.



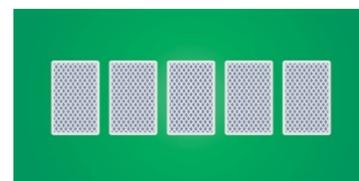
ELDS:

- 3.1u Answers the question "How Many?" for up to 10 objects
- 3.1w Instantly recognizes a collection of up to 10 objects
- 3.1aa Arranges images with 3 or more different quantities of objects in correct order

Garbage

Objective: Count or recognize groups and put in sequential order

Shuffle a deck of cards using only the ace, 2, 3, 4, 5 cards of all suits (all other cards should be removed from deck). Teach students that the value of the ace is one. Deal 5 cards facedown to each player. Place extra cards in the 'draw' pile. Players should arrange their cards (facedown) in a 5-frame pattern as shown.



Player 1 takes a card from the draw pile and looks at it. Player 1 names the card and then places it in the proper place by counting. For example, "I have a 3 and it goes in the 1, 2, 3 space, the third space." The 3 is placed face up and the card underneath is revealed. Player 1 then takes the flipped card and places it in its corresponding spot, if applicable.



Player 1 continues until a card is revealed that has already been played. If the player uncovers a card that has already been placed (face up), he or she calls, "Garbage!" and puts that card into a discard/garbage pile next to the draw pile.

Player 2 begins by drawing from the draw pile or choosing the top card in the "garbage" pile to start play.

Each time "Garbage!" is called, play transfers to the next player. The object of the game is for the players to reveal and order their cards from 1 to 5. The game is over when the first player achieves that objective.

Variation: Repeat directions above. Instead of setting up a 5 frame with 5 cards, set up a 10 frame with 10 cards.

ELDS:

- 3.1s Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects
- 3.1u Answers the question "How Many?" for up to 10 objects
- 3.1w Instantly recognizes a collection of up to 10 objects
- 3.1aa Arranges images with 3 or more different quantities of objects in correct order

Counting On

Objective: Count on

Use one dice and shuffle a deck of cards using only the ace, 2, 3, 4, 5 cards of all suits (all other cards should be removed from deck). Teach students that the value of the ace is one.

Player 1 flips a card and rolls the die. Starting with the number on the card, they "count on" using the number on the die. For instance, if the player flips a 2 and rolls a 6, they will say, "2 ... 3, 4, 5, 6, 7, 8." If they get it correct, they keep the card.

Player two then repeats the process. Game can be played with unlimited players.

ELDS:

3.1w Instantly recognizes a collection of up to 10 objects

3.2e With adult help, uses "counting on" as a strategy to solve addition (joining) problems.



More or Less

Objective: Count and compare more/fewer

To play, you will need a pack of cards minus all jokers, aces, kings, queens, and jacks. Player 1 will draw two random cards from the pack, keep them face up and call out each card's number/value. Then determine which card is 'more, fewer, or the same' than the other card.

Variation: Repeat directions as above. Ask player to 'count on' or 'count back' to determine the difference.

ELDS:

3.1u Answers the question "How Many?" for up to 10 objects

3.1w Instantly recognizes a collection of up to 10 objects

3.1z Compares sets of objects that range in size from 1-10, as having "more", "fewer" or "same"

