

## Number Walk and Bedtime Book



Teach your child the numbers in less than 10 minutes a day.

There's a reason kids like to touch everything. And as much as it can be annoying at times, it fits right in with their development: soaking up new experiences as a sponge. The brain can memorize best when the input is multi-sensorial and involves some sort of movement. Real 3D objects that can be touched and manipulated are essential for learning and those that are meaningful in a personal way stick best. Fun is the educational 'glue' that will tie it all together and help your child 'stick' with the activity!

After your child is able to count out loud to ten and has shown an interest in written numbers you can do the next activity (usually around 4 years). You will be surprised how eager s/he is to learn the numerals, memorizing them through words combined with movements in less than 10 minutes a day, while having fun.



### 1. Number walk

Start with finding out what is important for your child to show the numbers from one to ten. The emotional attachment to the object is the crucial aspect. Ask what her favorite **one** is. It might be a doll, the bedtime stuffed animal, or another special toy. Ask her to tell you why that is the best '**one**'. The answer for **two** might be her new mittens; **three** might be tied to the wheels of the tricycle, etc. You get the gist: anything s/he is coming up with. This is the great advantage you have at home over any group based learning: you can tie it in with the individual preferences of *your* child.

Make a sticky with the corresponding numeral on the top half and the number in dots/asterisks on the bottom half. Attach it to the object. After you have introduced the second number you do the '**walk around the house counting**'. Ask your child to lead you from one object to the other in numerical order.

At the object you model mentioning the name, counting the number by touching on the object, by pointing on the dots/asterisks on the sticky, than counting by clapping and stepping, and saying the number (so every number is counted out in four different ways).



After a few days your child will take the lead. When you have all ten make it harder by folding back the lower half of the sticky with the dots, so your child only sees the numeral. Allow peeking. Deal with any mistakes in a positive way, ask him/her to try again or give a hint when necessary. Praise the process instead of the product and do it often. Have fun!

## 2. Bedtime book

Once you have all ten real objects you are ready to start the book. Make a page for each number. Take at least several days per number and repeat the previous pages before you proceed to the next number. Figure out how each number will be made together with your child: using crayon, colored pencil, paint, a cut out, etc. Your child can use little stickers or pieces of paper to fill in the shape of the numeral. Discover your child's creativity: have her draw the object, cut out pictures from magazines, make your own picture, etc. Templates at pages 3 - 12 of this download.



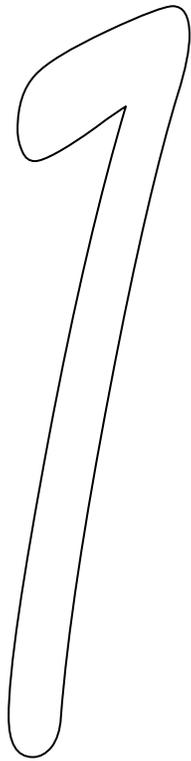
'Read' each page in the 'walk around the house counting' right next to that object. Model 'skywriting' the numeral with a pointed finger and straight arm while looking at the page and encourage your child to join in.

Everyday, ask your child to put the pages in the right order after walking through the house. Eventually staple the pages together with a nice colored construction paper as front and back. Be proud when your child reads out loud her number book to you at bedtime over and over.

You can have so much fun while helping your child to make that vital step from concrete objects, to pictorial and abstract representations. This is the solid basis for understanding math. After that, making the connection with numbers is a small step. Children like learning this way and you become better at what you like, so here you are building future math proficiency!

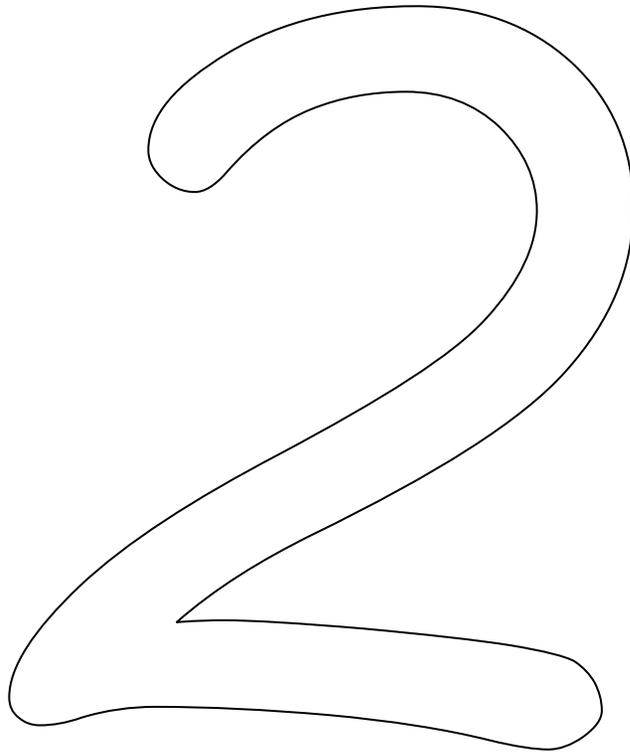
**More at [www.DyscalculiaServices.com](http://www.DyscalculiaServices.com).**





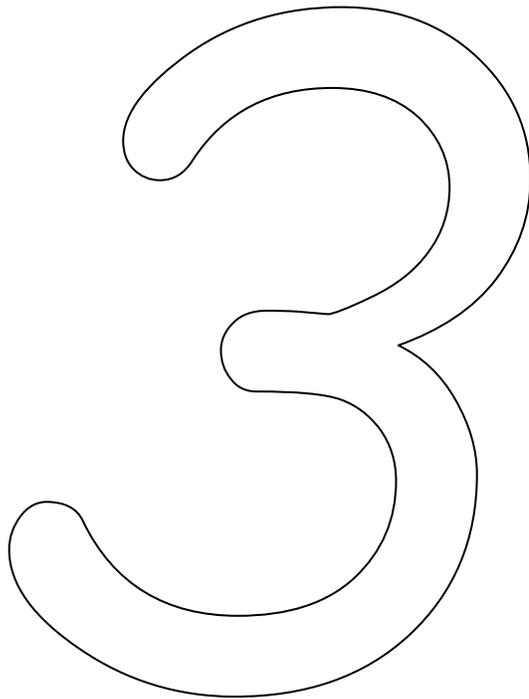
My one is:

A large rounded rectangle with a dashed black border, intended for writing the number 1. The text "My one is:" is written in the top-left corner of this area.



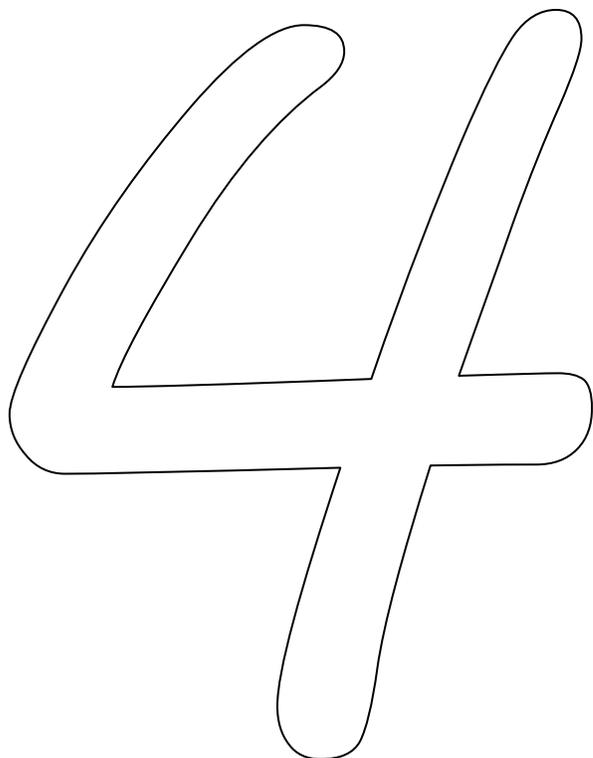
My two is:

A large, rounded rectangular box defined by a thick dashed black line. It is intended for a student to write their response to the prompt "My two is:". The text "My two is:" is located in the top-left corner of the box.



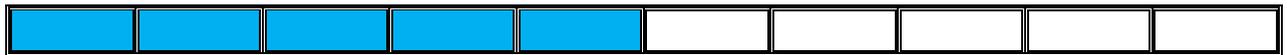
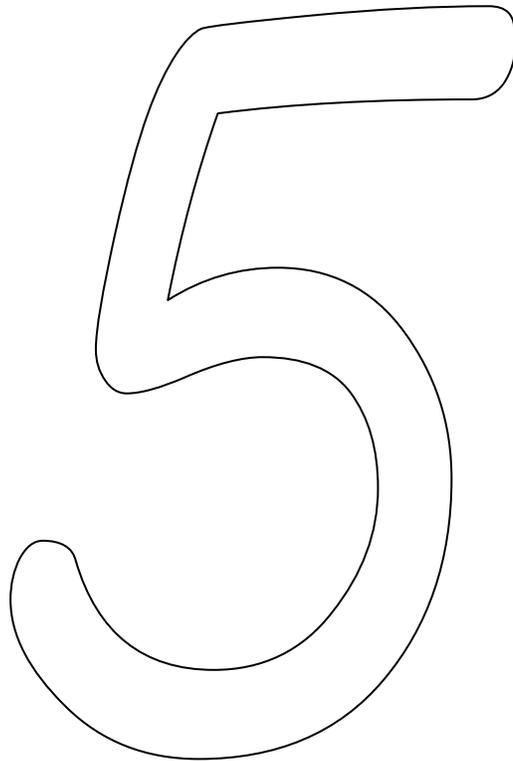
My three is:

A large, rounded rectangular area enclosed by a thick, black dashed line. This area is intended for the student to write their answer to the prompt "My three is:". The text "My three is:" is positioned at the top left corner of this area.



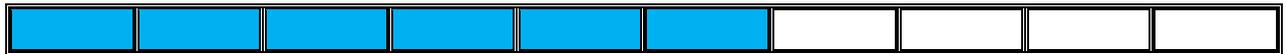
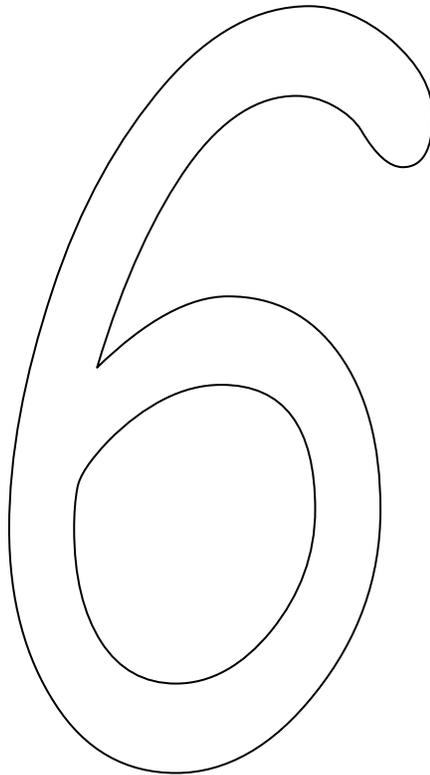
My four is:

A large, rounded rectangular box with a dashed black border, intended for a student to write their response to the prompt "My four is:". The text "My four is:" is positioned at the top left corner of the box.



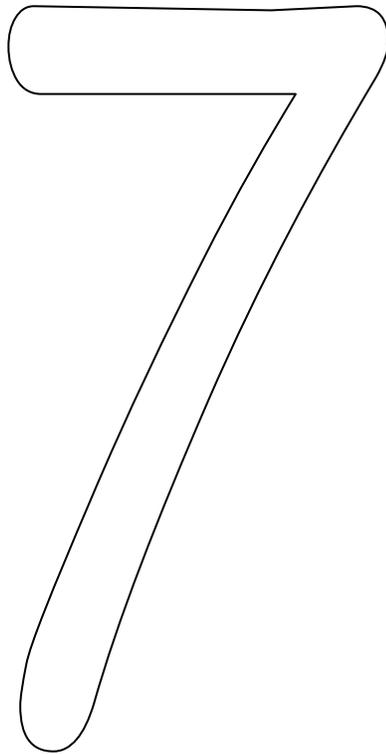
My five is:

A large, rounded rectangular box with a dashed black border, intended for a student to write their answer to the prompt 'My five is:'. The box occupies the lower half of the page.

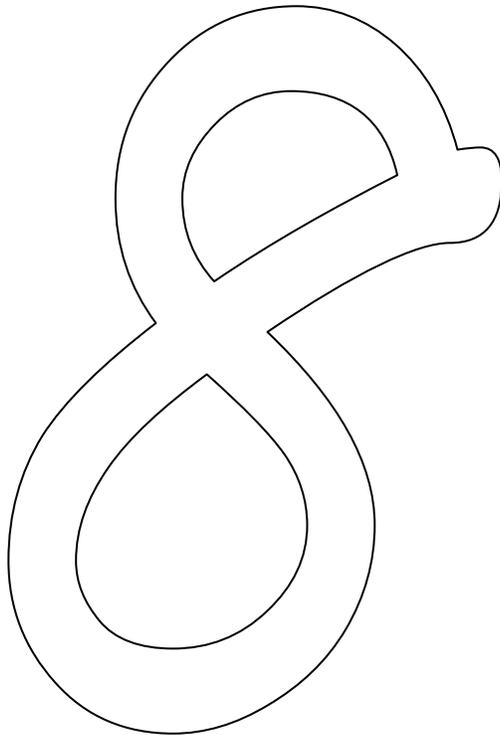


My six is:

A large rectangular box with rounded corners, outlined with a thick dashed black line. The text "My six is:" is written in the top-left corner of the box.

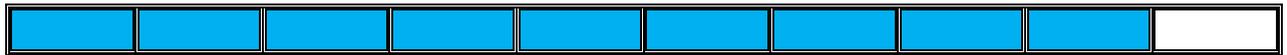
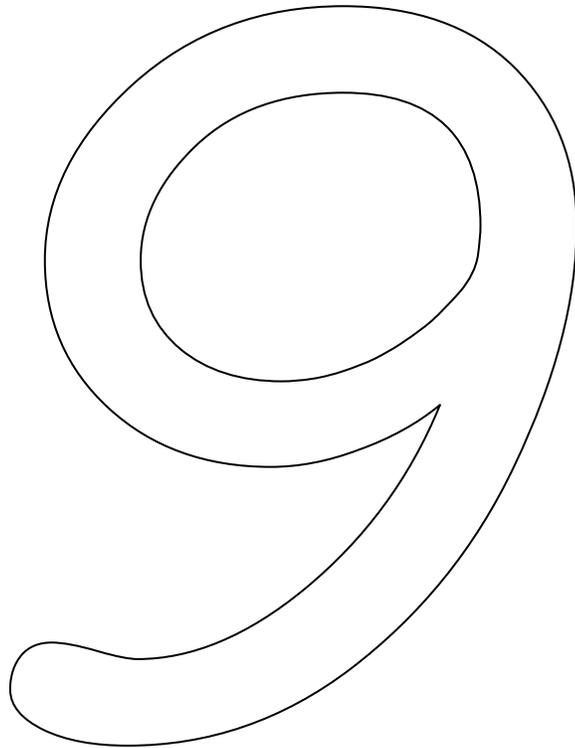


My seven is:



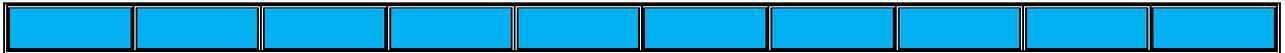
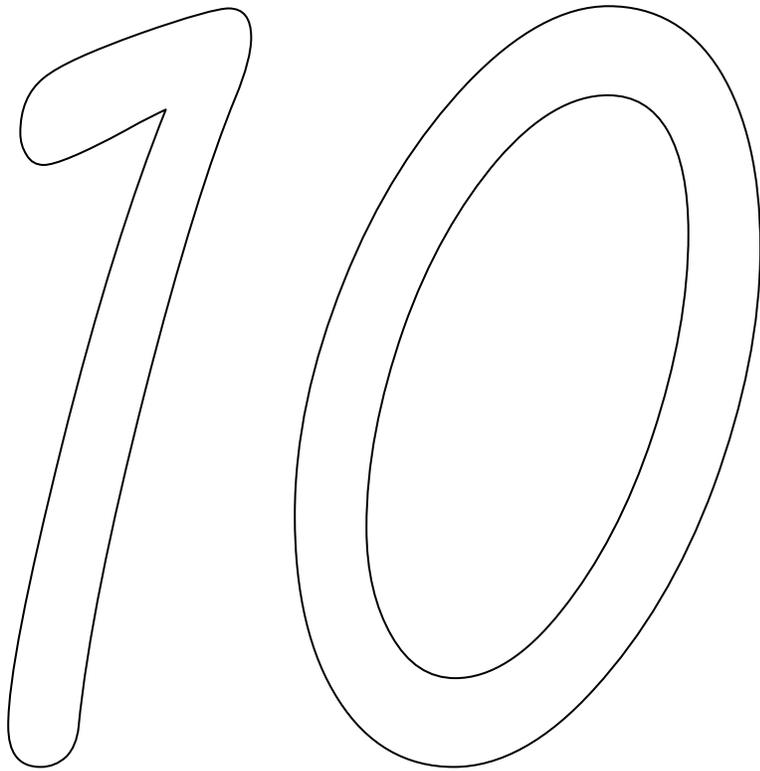
My eight is:

A large, rounded rectangular box with a dashed black border. The text "My eight is:" is positioned in the top-left corner of the box. The rest of the box is empty, intended for a child to draw their own interpretation of the number 8.



My nine is:

A large, dashed outline of the number 9, intended for tracing practice. The shape is identical to the solid outline above it, with a circular top loop and a curved tail.



My ten is:

A large, rounded rectangular box with a dashed black border, intended for a student to write their answer to the question 'My ten is:'. The box is empty and occupies most of the lower half of the page.