



Moving to the Numbers Activity Guide

Kids like to pretend! Use their natural love of fun and mimicry to teach the fundamentals of counting using large and small movements. This activity teaches the concept of one-to-one correspondence (the ability to link a number name with one and only one object), which is the foundation for all math concepts. This activity focuses on fundamental movements even small children can master without confusion.

Moving to the Numbers with Counting animals

- (1) Frogs love to hop from puddle to puddle, splashing in the water, having fun! Let's be frogs and hop from this puddle to that puddle (pretend puddles, or real if available!). Let's count how many hops we made between those puddles! (This should be a number less than 10 for small children.)
- (2) Let's be tigers just waking up from our l-o-n-g midday siesta. Let's s-t-r-e-t-c-h out our left front paw. Now do the same with the right. Now shake your head and growl! Let's count while we do our stretching! Count one when you stretch on the left, two on the right and shake your head on three.



- (3) What do eagles do? They fly! Let's swoop to the left, and swoop to the right! Let's fly all across the room, counting our swoops!

Variations for this activity

1. Build on your child's own imagination. Ask them to be an animal (or monster etc.) and to make up movements.
2. Do small movements, too. A hand “spider” can creep across the table on its little finger feet.
3. Picking up or moving objects can help reinforce the one-to-one concept. Move a pile of raisins, one by one, to another pile at the other (!) end of the table, counting as you go.

Adapt the activities

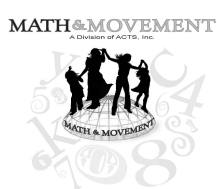
For use at home: Use familiar play actions and add counting, e.g. jumping on the trampoline, climbing on the swingset, swinging, counting steps in the grocery store

For use with older children: As their motor skills improve, make the movements more complex, even two or three parts like jumping jacks, windmills. Use cultural themes to generate ideas like sword fighting, Jedi knights etc.

For use in special education: Use less complexity, but the largest motions possible. Include cross-body movements such as touching an opposite knee or cheek. Use physical touch to reinforce the spoken number (tap the head with your hand, or wiggle your foot against the leg of the chair). Teach smaller groups of numbers at a time in shorter sessions – repetition builds familiarity!

What else can I do with this?

Once your learner can count up to 150, it is time to introduce Skip Counting, the first step in learning to multiply and divide the **Math & Movement** way. Our ***Multiply with Me*** workbook builds on these concepts to take learners to the next stage. Please see our website for other **Math & Movement** materials such as mats, rugs and charts, and to view our online training offerings!



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