

Activity B.1 Assessment/Review of Counting, Sequencing, Adding, Subtracting

This lesson is a little unusual because we do not give step-by-step instruction on the most basic skills. How to proceed is very intuitive. The chart below gives you a general idea of the variety of ways Zillio, the tokens and the foam cards can be used to explore concepts and begin to develop fluency at the most basic skill level. Let the children pick which colors to use to add to their enjoyment.. When your children have some of the basic skills in place, introduce the games and lessons.

Skills:	Tokens on the table top (number or blank side up)	Tokens on the steps	Steps without tokens	Tokens in the foam cards	ZILLIO Lessons & Games Follow
1) Counting Out Loud - learn the number names in sequence. At this stage it may be important for you, rather than the child, to point to the numbers in sequence.	x	x	x	x	x
2) Counting Objects - develop the ability to coordinate naming a number with moving their fingers from one object to another. They need to be able to organize their counting so they do not skip any of the objects nor count the same object twice.	x	x	x	x	x
3) Associating a quantity with a number - demonstrate how many objects a number represents.	x	x			x

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4) Number naming and recognition - say the number they see.	x	x	x	x	x
5) Counting On - develop the ability to count on to prepare for addition. For example if they are to add 3 to 27, they should be able to find the number 27 and then begin counting 28, 29, and 30 from there rather than counting the first 27 tokens in order to count the next three numbers.		x	x	x	x
6) Counting Backwards – As preparation for subtraction recite the numbers in reverse order.		x		x	x
7) Addition – addition means combining two or more quantities to end up with a single larger quantity. Unless one of the quantities is zero, the combined quantity will be more than either of the individual quantities. Repeat these activities until children have memorized math fact families.	x	x			x
8) Subtraction – understand that with subtraction, you begin with an original quantity and then decrease the original quantity by removing or separating some or all of the objects into two groups.	x	x			x
Note: For place values, composing and decomposing numbers (carrying and borrowing) – use other manipulatives.					