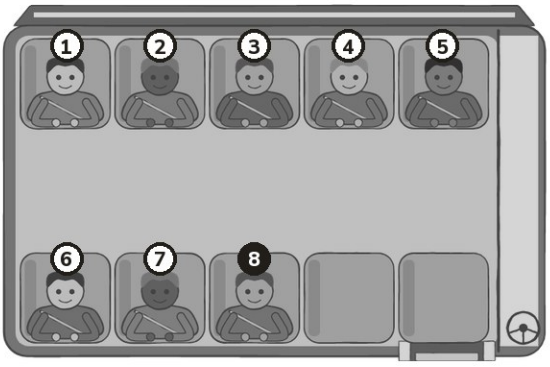
8 or 9? Helping your child count each one just once

Parent page · ages 5–6 · goes with the video "Understand the concept"

A normal mistake

Does your child get "9" when there are 8? To count, they have to do everything at once: say the numbers in order, point to one object for each number, and remember which ones they've already counted. In a pile, or when things move, they may count one twice, or skip one. It's not necessarily carelessness.

The key idea



1, 2, 3... 8: each one once
8: how many there are in all

You say the numbers in order, starting from one, one number for each object: no one left out, each one counted just once. The last number you say then tells you how many there are: "eight" isn't the last passenger's name, it's how many there are in the whole group. To avoid counting anyone twice, keep what's counted apart from what's left: move things, touch them along a line, or keep a hand raised. You can count the objects in any order, but always say the numbers in order. Spreading out the same objects does not change how many there are.

Questions instead of corrections

- "How can we tell which ones we've already counted?"
- "Did we count each one just once?"
- "So, how many are there?"

Two different numbers: "Can both of them be right?"

Safety

Use toys too large to fit in a child's mouth; keep small objects out of reach of toddlers. Play the table game before the food is served: everyone stays in their seat, with nothing hot, sharp, or breakable within reach.

Page 2, to do together (no reading needed)

- At the top: Tika counted one passenger twice ("5," then "9"). Say: "Tika gets nine passengers. What do you think?"
- For pictures 1–3, your child makes a small mark on each object as they count it, then circles the number they found on the 1-to-10 strip. If they don't recognize the numerals yet, they say the number out loud and you circle it for them.
- 1. The bus from above: how many passengers? 2. The toys in a jumble: how many? 3. The stuffed animals in a circle: how many? Let them figure out how to tell where they started.
- 4. Lucie's sign shows a number: your child colors that many seats, one at a time while counting, then checks. If they don't recognize the numeral, read it to them: "six."

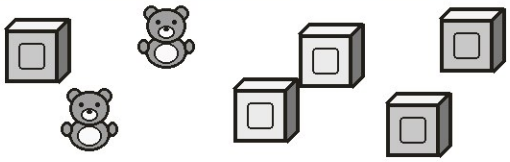
Start with one or two pictures and cover the others with a sheet of paper. Keep this page out of view until after the activity.

For you, after your child has checked

- 1. The bus: 8 passengers (2 empty seats). 2. The toys: 9. 3. The stuffed animals in a circle: 8.
- 4. The sign shows 6: 6 seats colored, no more, no fewer. Cutout: 7 toys.

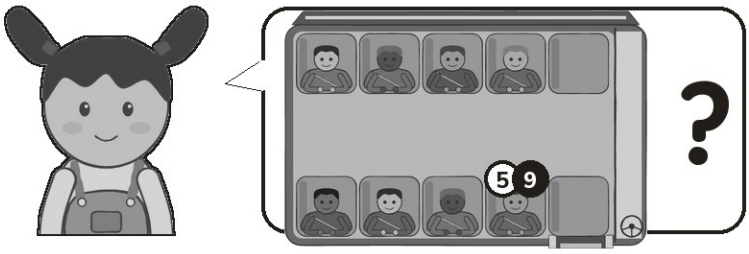
A good sign: they mark what they've counted and, after a correct count, say the last number again without recounting everything. It's a sign, not proof; if they count again, they may simply be checking: let them. If they still make mistakes, play the toys-that-switch-sides game again (video, activity 1).

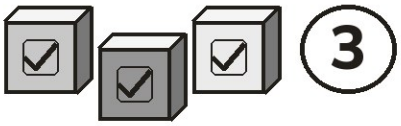
A few days later, without making a big deal of it (adult cuts out)



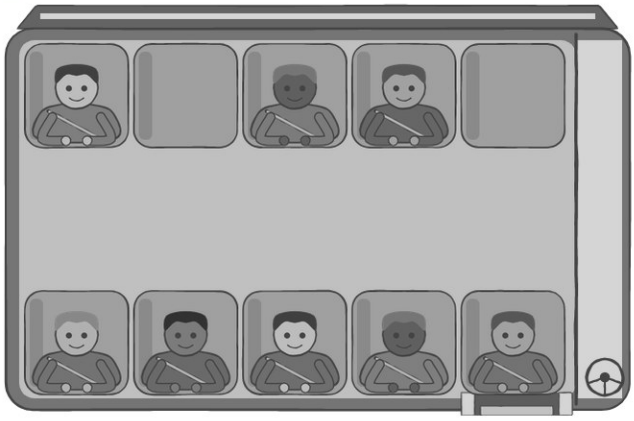
1	2	3	4	5	6	7	8	9	10

Ask: "How many are there?" Let them choose their own method; if needed: "You can mark each picture as you count it." Have them circle the number they found, or circle it for them. Then cover the strip and ask again how many there are. If they count again, let them check.



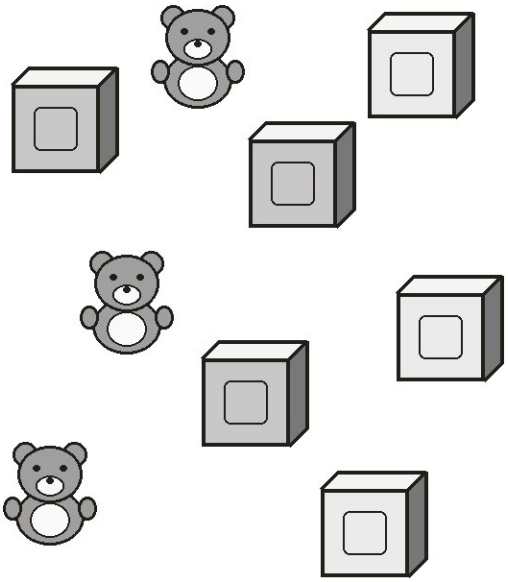


1



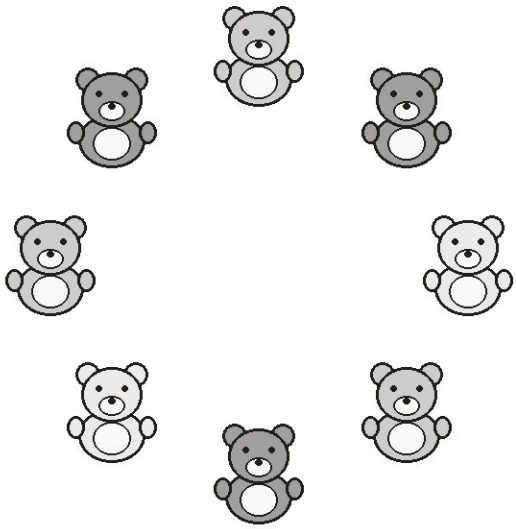
1	2	3	4	5	6	7	8	9	10

2



1	2	3	4	5	6	7	8	9	10

3



1	2	3	4	5	6	7	8	9	10

4



