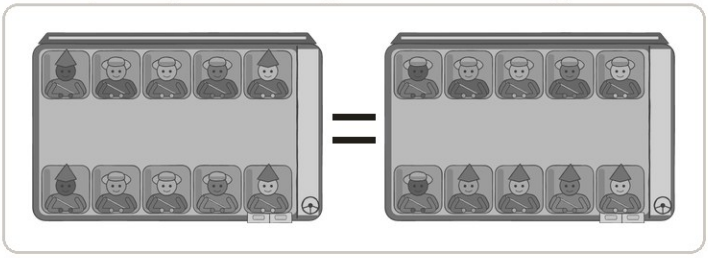
Just as many? Helping your child see what really changes a number

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

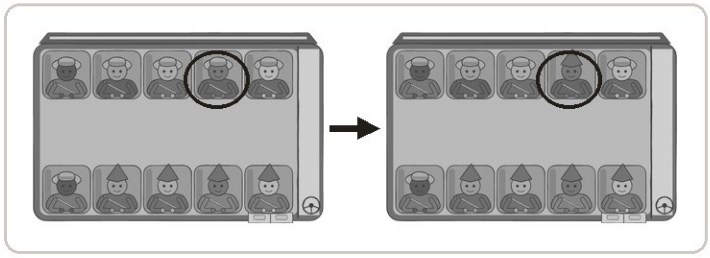
A logical idea

Does your child say "there are more" when the objects were only moved? After the seats are switched, what they see isn't the same anymore: a whole row can give the impression that there are more. They're judging by what they see, and that's exactly what changed. It isn't carelessness.

The key idea: just as many, unless someone gets on or off



6 yellows bunched up · 6 yellows in a row: still 6



a yellow gets off, a green gets on: full bus, 5 yellows

Did anyone get on or off? If not, switching seats doesn't change how many there are: not in all, and not of each kind. Spread out, bunched up, lined up in a row: the number stays the same. If someone gets on or off, look at who: a green getting on doesn't change the number of yellows; a yellow getting off does. If a yellow gets off and a green gets on in that seat, the bus is still full, but there's one fewer yellow. To check, count again, each one just once.

Questions instead of corrections

- "Did anyone get on or off?"
- "More, fewer, or just as many?"
- "How do you know?"

After a change, ask the question only once: asking it again may make them think they should change their answer.

Safety

Use objects big enough that they can't be swallowed (spoons, clothespins), nothing sharp; keep small objects out of reach of toddlers. Keep the game on the table, with everyone seated. Use a crayon suitable for your child's age, and keep it out of mouths. An adult cuts out the strip and puts the scissors out of reach.

Page 2, to do together (no reading needed)

- At the top: Bilal says "There are more yellows!" in front of two bus plans. Say: "Bilal thinks there are more round hats now. What do you think?"
- Pictures 1 and 2: under each of the two plans, your child makes a small mark on each round hat 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. Ask: "More, fewer, or just as many?"
- 3. At the stop, a round hat gets off and a pointy hat gets on in that seat (arrows at the door). Your child counts the round hats after the stop and circles the number. Ask: "More, fewer, or just as many as before?"
- 4. At the stop, a pointy hat gets on in the empty seat. Your child counts the round hats after the stop and circles the number. Ask: "More, fewer, or just as many as before?"

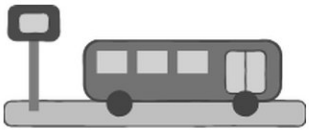
Start with one or two pictures and cover the others with a sheet of paper. Keep this page out of view until after the activity.

For you, after your child has checked

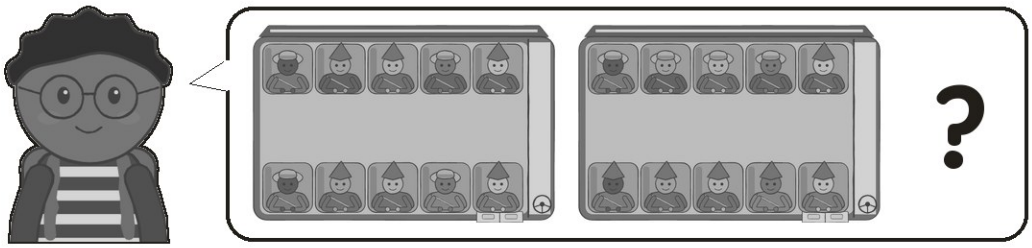
- 1. 5 round hats before, 5 after: just as many (they switched seats).
- 2. 3 before, 3 after: just as many.
- 3. 6 before, 5 after: one fewer (a round hat got off; the bus is still full). 4. 5 before, 5 after: just as many (a pointy hat got on).
- Cutout: 7 close together, 7 spread out; then one more: 8.

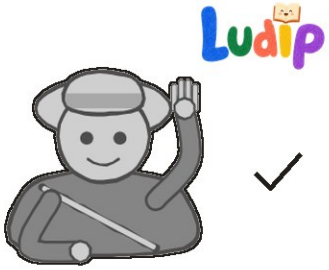
A good sign: they say that no one got on or off, or they look at who got on or off, without relying on how much space the objects take up. It's a clue, not proof; if they still hesitate, play the bus stop game again (video, activity 2).

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

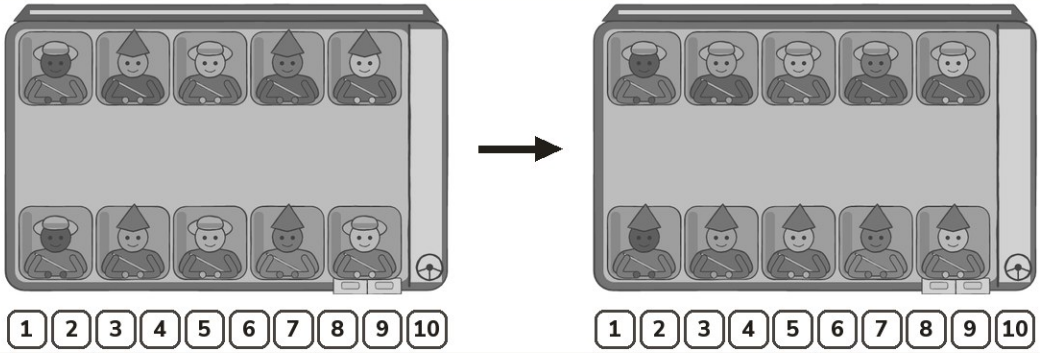


Set out seven objects close together and ask: "How many are there?" Spread them out while they watch and ask: "And now, how many?" Another day, add one while they watch and ask how many again. If they count again, let them.

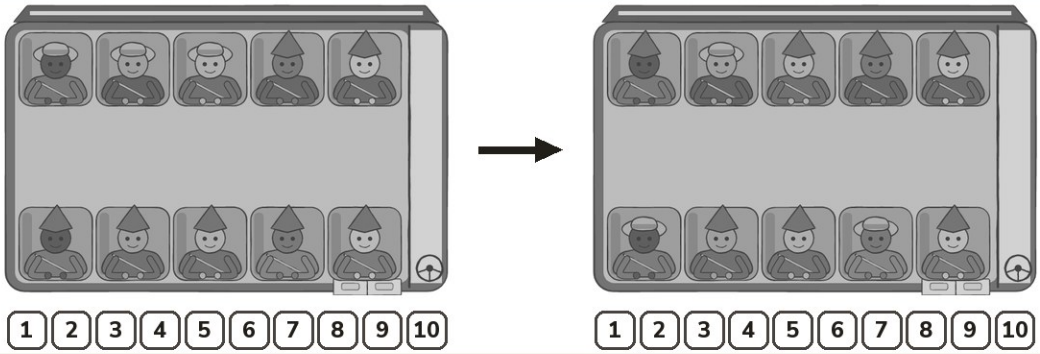

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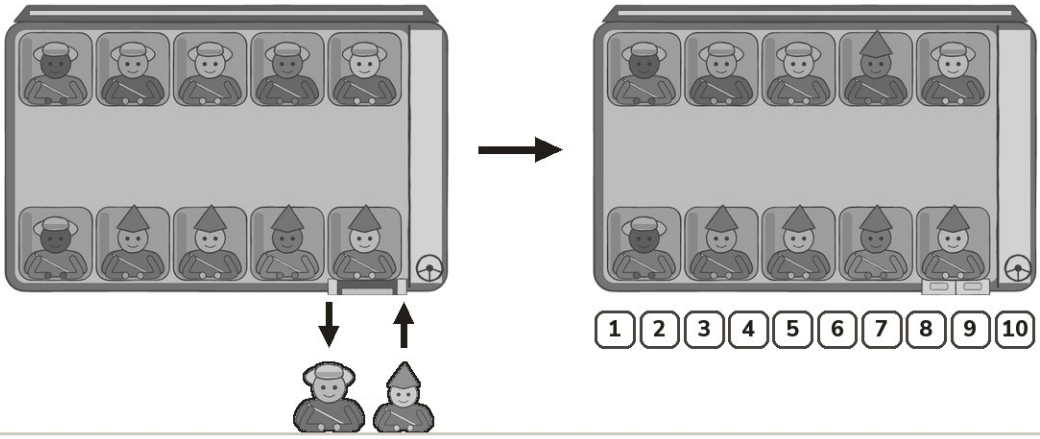
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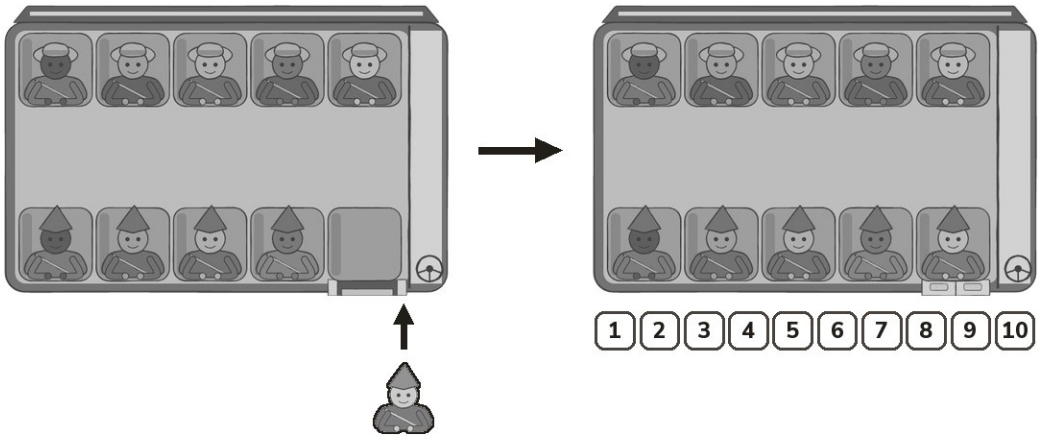
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